

## SCHOOL SNAPSHOTS (2004-05 school year)

The information presented in this snapshot gives the reader a two-page overview of each regular school, vanguard, academy and magnet school in the district. Data from the 2004-05 school year describing teaching staff characteristics, enrollment, attendance, and special populations are summarized. In addition, student performance is summarized for the *Iowa Tests of Basic Skills (ITBS)*, *Iowa Tests of Educational Development (ITED)*, *Logramos*, *Woodcock-Muñoz Language Survey (WMLS)*, *Texas English Language Proficiency Assessment System (TELPAS)* and the English and Spanish *Texas Assessment of Knowledge and Skills (TAKS)*. The *ITBS*, *ITED* and *Logramos* tests are norm-referenced tests designed to provide an objective assessment of student performance in relation to a national standard. The *TAKS* tests are criterion-referenced tests. For purposes of comparison, a snapshot of the entire district is provided first. The following describes the sections that are included in each snapshot.

### Teaching Staff

Information in this section includes the total number of teachers, number of special education teachers, and percentage of teachers by gender, ethnicity, and years of experience. The Office of Institutional Research computed the statistics using the data that the Public Education Information Management System (PEIMS) provides to the Texas Education Agency (TEA). These statistics include mean years of experience and mean years of experience with the district. Mean days absent are from the DISD personnel database.

### Enrollment/Attendance

This section provides the number and percentage of students by ethnicity and the percent average daily attendance (ADA). The percent ADA is defined as the percentage of average daily membership in attendance on any given day. The average daily membership is computed from principals' statistical reports as the average number of students enrolled on any given day. Enrollment data are from the end of the fifth six-week grading period. Attendance data are from the end of the sixth six-week grading period.

### Special Populations

This section presents the number of students in various populations including special education students, limited English proficient (LEP) students, talented and gifted (TAG) students, and students with low socioeconomic status (LOW-SES), defined as students receiving reduced or free lunch services. The percentage of total enrollment for each of these populations is provided.

### **Woodcock-Muñoz Language Survey (2004 and 2005)**

The *WMLS* is primarily a measure of cognitive-academic language proficiency. LEP students are tested with the English version of the *WMLS* as outlined in the local Language Proficiency Assessment Committee (LPAC) testing guidelines for the year of interest. This section provides school-wide results from the spring administration of the English version of the *WMLS* for grades Kindergarten through 12.

### **Texas English Language Proficiency Assessment System (2005)**

The *TELPAS* is used to measure the annual growth in English language proficiency for limited English proficient students. Students are tested in four domains: listening, speaking, reading, and writing. The *Texas Observation Protocol (TOP)* is a rating system used to evaluate performance for grades kindergarten through two in all four domains. For grades three through 12, *TOP* is used for listening, speaking, and writing, but the reading domain is evaluated using the *Reading Proficiency Tests in English (RPTE)*. (Prior to 2004-05 and the creation of *TELPAS*, only *RPTE* results were summarized in the School Snapshots.) This section presents the number of students

who have a *TELPAS* composite score (i.e., were tested in all four domains) and the number and percentage of students performing at each proficiency level: beginning, intermediate, advanced, and advanced high. All eligible LEP students, including those who do not participate in a bilingual or English as a second language program because of a parental denial, are evaluated with *TELPAS* each year, regardless of their prior level of proficiency.

### ***ITBS/ITED* (2004 and 2005)**

The *ITBS* and *ITED* test reading and math skills. Students in Kindergarten through eighth grade are tested with the *ITBS* and ninth graders are tested with the *ITED*. There are two *ITBS/ITED* sections. The first section presents two years of cross-sectional data (i.e., all students tested in 2005 versus all students tested in 2004) and the second section presents two-year cohort data (i.e., the 2005 students tested in both 2004 and 2005). The data are summarized for White, African American, Hispanic, American Indian, Asian, and all students at a campus for the Reading Comprehension (RC) and Math Total (MT) subtests. The statistics provided include median percentile score, percentage at or above the 40<sup>th</sup> percentile, and mean NCE score. The scores of all LEP students and special education students who took the *ITBS* are included in the aggregation of the summary statistics presented. Statistics are reported only if more than five students were tested. The *ITBS/ITED* statistics are based on 2000 *ITBS/ITED* norms.

### **English *TAKS* (2004 and 2005)**

The *TAKS* is designed to measure student mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), in reading, writing, mathematics, social studies, and science. The TEKS focus on thinking independently, reading critically, writing clearly, and solving problems logically. The English *TAKS* test is given at grades three through eleven. Overall passing rates on the English *TAKS* for mathematics, reading, and writing are provided in this section. The data are presented for White, African American, Hispanic, Asian, LOW-SES, and all students at a campus. All students whose answer sheets are scorable are included in the aggregation of summary statistics given. Statistics are reported only if more than five students were tested. Summary statistics for the Spanish *TAKS* are presented in the next section.

### ***Logramos* and Spanish *TAKS* (2004 and 2005)**

The *Logramos* is a Spanish-language test of vocabulary, reading, math, and language abilities. The *Logramos* is given at grades Kindergarten through six. The *Logramos* and Spanish *TAKS* are generally given to LEP students at the discretion of the local LPAC. This section presents two years of cross-sectional data (i.e. all students tested in 2005 versus all students tested in 2004). The data are summarized for Hispanic, LOW-SES and all students at a campus for RC and MT subtests. The *Logramos* statistics are based on 2000 *Logramos* norm. All students tested in grades Kindergarten through six are included in the aggregation of the summary statistics provided. Only statistics for more than five students tested are reported.

The Spanish *TAKS* is given at grades three through six. Overall passing rates for the Spanish *TAKS* reading, mathematics and writing subtests are also presented in this section. These data are presented for Hispanic, LOW-SES, and all students at a campus. All students whose answer sheets are scorable are included in the aggregation of the summary statistics displayed. Statistics are reported only if more than five students were tested.



SCHOOL NAME: DALLAS ENVIRONMENTAL SC AREA: 5 TITLE I: No  
 ADDRESS: 2940 SINGLETON BLVD. DALLAS, TX 75212  
 PRINCIPAL: KATIE WATSON PHONE: 972-794-4000 GRADES: 7-8

**ITBS/ITED (2004 AND 2005) - Cross-Sectional Data**

GRADE(S): 7-8		WHITE		AFR AMER		HISPANIC		ASIAN		AMER IND		TOTAL	
		RC	MT	RC	MT	RC	MT	RC	MT	RC	MT	RC	MT
MEDIAN %TILE	2004:	90	90	60	66	64	78					64	72
	2005:	91	80	72	72	73	78	85	94			74	77
>=40TH %TILE	2004:	100.0	100.0	78.9	86.0	81.5	92.6					82.0	91.0
	2005:	100.0	100.0	93.5	93.5	89.7	87.1	85.7	100.0			91.1	89.9
MEAN NCE	2004:	77.6	74.4	55.4	59.8	59.0	65.7					59.1	64.6
	2005:	77.3	71.5	63.5	63.0	63.1	65.7	68.4	81.0			64.2	65.9
N TESTED	2004:	10	10	57	57	108	108					178	178
	2005:	10	10	46	46	116	116	7	7			179	179

Note: %>=40th %TILE indicates the percentage at or above the 40th percentile.

**ITBS/ITED (2004 AND 2005) - Cohort Data**

GRADE(S): 7-8		WHITE		AFR AMER		HISPANIC		ASIAN		AMER IND		TOTAL	
		RC	MT	RC	MT	RC	MT	RC	MT	RC	MT	RC	MT
MEDIAN %TILE	2004:	92	94	71	83	67	83	67	96			71	84
	2005:	91	80	72	72	73	77	85	94			74	77
%>=40TH %TILE	2004:	100.0	100.0	82.6	95.7	83.2	93.8	100.0	100.0			84.7	94.9
	2005:	100.0	100.0	93.5	93.5	89.4	86.7	85.7	100.0			90.9	89.8
MEAN NCE	2004:	81.2	80.2	61.1	68.0	60.5	70.2	65.7	87.7			62.1	70.9
	2005:	77.3	71.5	63.5	63.0	62.8	65.6	68.4	81.0			64.0	65.9
N TESTED	2004:	10	10	46	46	113	113	7	7			176	176
	2005:	10	10	46	46	113	113	7	7			176	176

Note: %>=40th %TILE indicates the percentage at or above the 40th percentile.

**TAKS (2004 AND 2005) Number Tested and Percent Meeting Standard**

GRADE(S): 7-8		WHITE		AFR AMER		HISPANIC		ASIAN		LOW-SES		TOTAL	
		N	%	N	%	N	%	N	%	N	%	N	%
MATH	2004:	10	100.0	57	73.7	108	92.6			118	87.3	178	86.5
	2005:	11	100.0	46	89.1	115	90.4	7	100.0	131	90.8	179	91.1
READING	2004:	10	100.0	57	94.7	108	95.4			118	94.9	178	95.5
	2005:	11	100.0	46	100.0	115	99.1	7	100.0	131	99.2	179	99.4
WRITING	2004:			25	100.0	67	100.0			69	100.0	99	100.0
	2005:	6	100.0	25	100.0	52	100.0			66	100.0	88	100.0