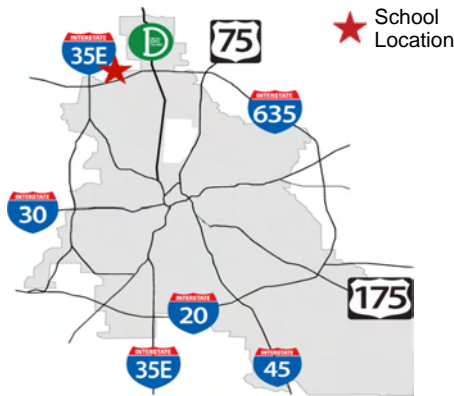


WILLIAM L. CABELL ELEMENTARY SCHOOL



SCORECARD 2008-2009

12701 Templeton Trl | Dallas, TX 75234 | (972) 794-2400 | Fax (972) 794-2401 | <http://www.dallasisd.org/scorecards>



Board of Trustees
Edwin Flores, District 1

2008-2009 Principal
Barbara Banks

Learning Community
Northwest Elementary

Grade Levels
PreK-5

Accountability Rating
Recognized

Overview

At William L. Cabell Elementary School, our mission is to provide an academically rigorous educational foundation that fosters lifelong learners who believe in self-responsibility and personal accountability.

Cabell Elementary staff have adopted an enhanced set of teaching tools to ensure that we prepare students to graduate college and workforce ready. We are focusing on five learning traits to facilitate teaching and learning: apply critical thinking skills to analyze texts; produce written compositions for specific purposes that demonstrate a command of conventions of spelling, capitalization, punctuation, grammar, word usage, and sentence structure; select and develop a strategy for problem-solving everyday situations; participate in daily 5E activities—engage, explore, explain, elaborate, and evaluate; and align schoolwide vocabulary terms for science and practice daily vocabulary direct instruction.

The staff at Cabell Elementary is committed to creating and maintaining an orderly, trusting, and caring environment where teaching and learning are evident and students are empowered to reach their full academic potential. All aspects of Cabell's organization, curriculum, and extracurricular activities are child centered and designed to accommodate individual learning styles so that all students experience success and learn at a rigorous level.

Feeder schools *Elementary Schools*
N/A

Middle Schools
Thomas C. Marsh

High Schools
W.T. White

Student, School and Faculty awards National Center for Urban School Transformation 2009 Honor Roll; South Dallas Business and Professional Women's Club, Inc. for Academic Achievements; Noted in "D Magazine" for Making a Difference with Students; 2009 Sports Ball Award; NBPW Award for Academic Achievement

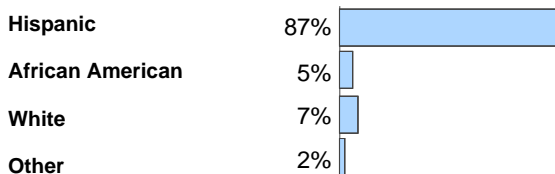
After-school / Before-school programs 21st Century and Saturday School

External partnerships School-Community

Extracurricular activities Cheerleading, dance, chess, basketball, volleyball, various clubs

Student Enrollment / Demographics

Enrollment	593
Limited English Proficient students	57%
Students eligible for free/reduced lunch	87%
Special education students	5%



WILLIAM L. CABELL ELEMENTARY SCHOOL

SCORECARD 2008-2009



		ACTUAL	3-YEAR TREND oldest ----> newest	2010 GOAL	ES RANK	ACTUAL	3-YEAR TREND oldest ----> newest	2010 GOAL	ES RANK	
STUDENT ACHIEVEMENT										
TAKS	Mathematics	89%		90%	★★★★★	45%		60%	★★★★☆	
	Reading	85%		90%	★★★★☆	32%		60%	★★★☆☆	
	Science	75%		90%	★★★☆☆	36%		60%	★★★★☆	
	Writing	87%		90%	★★★★☆	55%		60%	★★★☆☆	
ITBS (K-2)	Math	64%		-	★★★★★	18%		-	★★★★☆	
	Reading	81%		-	★★★★★	44%		-	★★★★★	
Students who met DIAL-3 national average (Pre-Kindergarten only)						73%		-	★★★☆☆	
ON TRACK										
Students present at least 90% of the time						95%		-	★★★★★	
5th grade students on track for middle school						56%		-	★★★★☆	
Students on track one year after leaving this school						74%		-	★★★★★	
STUDENT GROWTH										
Students who made expected gains on TAKS math						84%		-	★★★★★	
Students who made expected gains on TAKS reading						68%		-	★★★☆☆	
School Effectiveness Index (SEI - average score is 50)						48		-	★★★☆☆	
TEACHERS										
Average teacher attendance rate						93%		-	★★★★★	
Teachers retained from previous year						89%		-	★★★★★	
LEARNING ENVIRONMENT										
PARENTS	Parents who completed survey = 270 out of 593 --> 46%						Agree	Not Sure	Disagree	
	Parents are satisfied with the quality of education						93.3%	6.3%	0.4%	
	Parents believe the school has a welcoming environment						92.9%	5.9%	1.1%	
	Parents are satisfied with the school facilities and cleanliness						82.0%	13.1%	4.9%	
	The school informs parents about their child's grades and learning progress throughout the year						97.4%	1.5%	1.1%	
	The school responds to concerns in a timely manner						86.7%	9.1%	4.2%	

Note: All data is based on the 08-09 school year except where indicated below
 * Most recent data is from 07-08 school year
 n/a - Data not available for that school year

★★★★☆	Bottom 25% of Dallas ISD Elementary Schools	★★★★★	Top 25% of Dallas ISD Elementary Schools
-------	---	-------	--

Elementary School Scorecard Legend



Name	Definition	Why This Matters
Student Achievement		
Students who met minimum TAKS standard	Percent of students above grade 2 who scored at least 2100 on the Texas Assessment of Knowledge and Skills (TAKS) test	Indicates a student is performing at or above acceptable standards set by the state of Texas in a core subject
Students on path to college ready TAKS standard	Percent of students above grade 2 who scored at least 2300 on the TAKS test	Indicates a student is performing at a level which sets him/her on a path to college readiness
Students who scored at grade level on ITBS	Percent of students in grades K-2 who scored at grade level (represented by 40th percentile and above) on the Iowa Tests of Basic Skills (ITBS)	Indicates a student is performing at or above acceptable standards in a core subject
Students who scored at advanced grade level on ITBS	Percent of students in grades K-2 who scored well above grade level (represented by 80th percentile and above) on the ITBS	Indicates a student is performing at a level which sets him/her on a path to college readiness
Students who met DIAL-3 National Average	Percent of Pre-K students who scored at or above 50th percentile on the DIAL-3 total (schools that offer Pre-K)	Indicates a Pre-K student has developed language, motor, and conceptual skills
On Track		
Students present at least 90% of the time	Percent of students who were present for at least 90% of their classes	Attendance is a key indicator of whether or not a student is on track for graduation
5th grade students on track for middle school	Percent of 5th graders who scored 2100 or higher on all TAKS tests and received no more than one "F" in a core subject	Success in 5th grade leads to high performing middle school students
Students on track one year after leaving this school	Percent of first year middle school students from this school's previous class who have scored 2100 or higher on all TAKS tests and received no more than one semester "F" in a core subject	Measures how well this school prepares students for success in middle school courses
Student Growth		
Students who made expected gains on TAKS math	Percent of students who made anticipated academic progress between previous year's TAKS tests and current year's TAKS tests	In order to stay on track to graduate, students must make expected gains from one academic year to the next
Students who made expected gains on TAKS reading	Percent of students who made anticipated academic progress between previous year's TAKS tests and current year's TAKS tests	In order to stay on track to graduate, students must make expected gains from one academic year to the next
School Effectiveness Index (SEI -average score is 50)	A measure of school proficiency, which isolates impact teachers have on student achievement, controlling for social and demographic factors	It is important to understand what impact schools have on student learning, regardless of a student's starting point
Teachers		
Average teacher attendance rate	Average percent of teachers present over the course of the school year	Quality instruction requires consistent teacher attendance
Teachers retained from previous year	Percent of teachers from the previous year who remain employed at the school	Retaining qualified teachers leads to improved student performance
Learning Environment		
Parents satisfied with school academics and environment	Percent of parent survey respondents who indicate that they are happy with the quality of instruction and environment at the school	Parent satisfaction is an important measure of school success
Parents who completed survey	Percent of a school's parents who respond to annual survey	Survey completion is a measure of parental engagement at the school
Rating of school facilities and cleanliness	Evaluation of school's physical condition and cleanliness	Clean and well maintained schools provide a positive learning environment