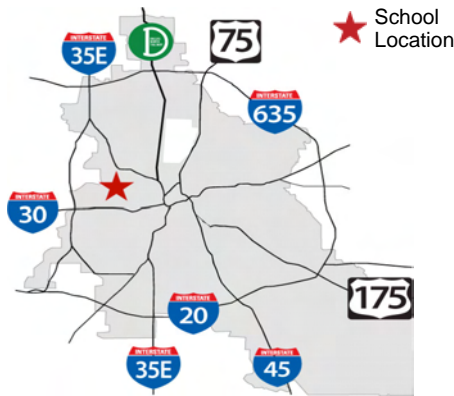


# SEQUOYAH LEARNING CENTER



SCORECARD 2008-2009

3635 Greenleaf St | Dallas, TX 75212 | (972) 794-3900 | Fax (972) 794-3901 | <http://www.dallasisd.org/scorecards>



**Board of Trustees**  
Lew Blackburn, District 5

**2008-2009 Principal**  
Stephanie Love

**Learning Community**  
Northwest Elementary

**Grade Levels**  
PreK-5

**Accountability Rating**  
Academically Acceptable

## Overview

At Sequoyah Learning Center, our mission is to provide students with a safe learning environment in which they will excel academically and to ensure that students become lifelong learners and productive citizens.

Over the past few years, Sequoyah Learning Center has implemented many innovative programs and research-based instructional practices, placing student academic performance on an upward trend. We pride ourselves on challenging students to perform to their utmost potential.

The school staff connects with parents and the community to ensure student success. Parents are valued partners and are encouraged to participate in school activities. Our staff hosts monthly support workshops for parents on subjects from health to homework. Other parent involvement opportunities include assisting in classrooms, participating in PTA, and serving on the Campus Improvement Planning committee.

**Feeder schools** *Elementary Schools*  
N/A

*Middle Schools*  
Thomas A. Edison

*High Schools*  
L.G. Pinkston

**Student, School and Faculty awards** Texas Education Agency Gold Performance Acknowledgment for Attendance, Character Counts Education Award, Lowe's Education Foundation Grant; first place, 33rd Annual Sandy Lake Choir Fun-Fest; first place, in three categories, Dallas ISD Learning Center Cool School technology competition

**After-school / Before-school programs** 21st Century After-School Adventures program—reading, mathematics, and science tutoring; dance; karate; piano; Mad Science; basketball; cheerleading; step team; civics club; student council; Cool Computer

**External partnerships** Drug Enforcement Agency, Mercy Street, Ursuline Academy, Watermark Community Church

**Extracurricular activities** Dance, karate, piano, Mad Science, basketball, track, cheerleading, step team, civics club, student council, book club, etiquette, Cool Computer

## Student Enrollment / Demographics

<b>Enrollment</b>	263
<b>Limited English Proficient students</b>	4%
<b>Students eligible for free/reduced lunch</b>	99%
<b>Special education students</b>	9%

<b>Hispanic</b>	10%	
<b>African American</b>	89%	
<b>White</b>	0%	
<b>Other</b>	0%	

# SEQUOYAH LEARNING CENTER

SCORECARD 2008-2009



		ACTUAL	3-YEAR TREND oldest ----> newest	2010 GOAL	ES RANK	ACTUAL	3-YEAR TREND oldest ----> newest	2010 GOAL	ES RANK	
<b>STUDENT ACHIEVEMENT</b>										
<b>TAKS</b>	Mathematics	74%		90%	★★★★★	27%		60%	★★★★★	
	Reading	69%		90%	★★★★★	14%		60%	★★★★★	
	Science	65%		90%	★★★☆☆	22%		60%	★★★★★	
	Writing	86%		90%	★★★☆☆	24%		60%	★★★★★	
<b>ITBS (K-2)</b>	Math	30%		-	★★★★★	5%		-	★★★★★	
	Reading	35%		-	★★★★★	7%		-	★★★★★	
Students who met DIAL-3 national average (Pre-Kindergarten only)						95%		-	★★★★★	
<b>ON TRACK</b>										
Students present at least 90% of the time						89%		-	★★★★★	
5th grade students on track for middle school						35%		-	★★★★★	
Students on track one year after leaving this school						37%		-	★★★★★	
<b>STUDENT GROWTH</b>										
Students who made expected gains on TAKS math						71%		-	★★★★★	
Students who made expected gains on TAKS reading						29%		-	★★★★★	
School Effectiveness Index (SEI - average score is 50)						36		-	★★★★★	
<b>TEACHERS</b>										
Average teacher attendance rate						91%		-	★★★★★	
Teachers retained from previous year						67%		-	★★★★★	
<b>LEARNING ENVIRONMENT</b>										
<b>PARENTS</b>	<b>Parents who completed survey = 18 out of 263 --&gt; 7%</b>						<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	
	Parents are satisfied with the quality of education						72.2%	11.1%	16.7%	
	Parents believe the school has a welcoming environment						77.8%	11.1%	11.1%	
	Parents are satisfied with the school facilities and cleanliness						94.4%	5.6%	0.0%	
	The school informs parents about their child's grades and learning progress throughout the year						83.3%	16.7%	0.0%	
	The school responds to concerns in a timely manner						55.6%	38.9%	5.6%	

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
<b>Student Achievement</b>		
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
<b>On Track</b>		
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
<b>Student Growth</b>		
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
<b>Teachers</b>		
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
<b>Learning Environment</b>		
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