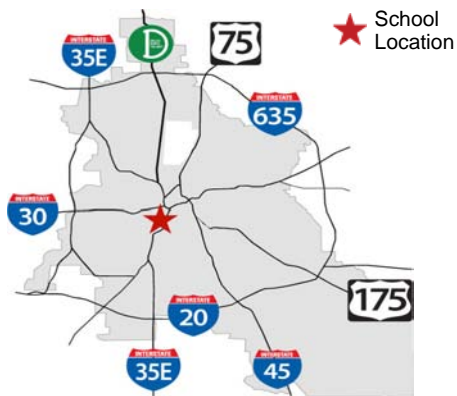


JAMES BOWIE ELEMENTARY SCHOOL

SCORECARD 2010-2011

330 N. Marsalis Ave | Dallas, TX 75203 | (972) 925-6600 | Fax (972) 925-6601 | <http://www.dallasisd.org/scorecards>



Board of Trustees
Eric Cowan, District 7

2010-2011 Principal
Abril Rivera

Learning Community
Southwest Elementary

Grade Levels
PreK-5

Accountability Rating
Recognized

Overview

At James Bowie Elementary School, we are committed to creating a learning community that fosters the development of our student's ability to be lifelong learners and to achieve above national and state standards. Our staff is accountable to our students and each other to ensure improved measurable results.

Over the past years, we have successfully strived to improve student academic achievement. We have been rated recognized and exemplary by the TEA.

We promote parent involvement by hosting parent conferences every six weeks and encourage parents to participate on the Site-Based Decision Making Committee, in the PTA, and as volunteers. We also provide the AVANCE and HIPPPY programs to assist parents with parenting skills.

Feeder schools *Elementary Schools*
N/A

Middle Schools
Hector P. Garcia

High Schools
W.H. Adamson

Student, School and Faculty awards Perfect Attendance, A and B Honor Roll, Teacher of the Year, Teacher Assistant of the Year

After-school / Before-school programs Tutoring, Saturday school, basketball, soccer, art club, musical theatre, running club, newspaper club

External partnerships Junior Achievement, NIKE, Luke's Locker, Taco Bueno, Hunger Buster's, North Texas Food Bank

Extracurricular activities Basketball, soccer, art club, musical theatre, running club, newspaper club

Student Enrollment / Demographics

| | |
|---|-----|
| Enrollment | 635 |
| Limited English Proficient students | 75% |
| Students eligible for free/reduced lunch | 98% |
| Special education students | 6% |

| | | |
|-------------------------|-----|--|
| Hispanic | 95% | |
| African American | 4% | |
| White | 1% | |
| Other | 1% | |

JAMES BOWIE ELEMENTARY SCHOOL



SLN: 112

SCORECARD 2010-2011

| | | 3-YEAR TREND Oldest -----> Current | | | 2011 GOAL | ES RANK | 3-YEAR TREND Oldest -----> Current | | | 2011 GOAL | ES RANK | | | | |
|--|---|---------------------------------------|---|-------|-----------|--------------------------------|---------------------------------------|-------|--------------|-----------------|-----------------|------|-------|-----|-------|
| STUDENT ACHIEVEMENT | | | | | | | | | | | | | | | |
| TAKS - Students who met Minimum Standard | | | | | | TAKS - Commended Performance | | | | | | | | | |
| TAKS | Reading | 89.8% | ▼ | 85.6% | ▲ | 96.7% | 90% | ★★★★★ | 31.5% | ▲ | 35.4% | ▲ | 45.0% | 50% | ★★★★★ |
| | Mathematics | 88.4% | ▼ | 88.2% | ▲ | 94.2% | 90% | ★★★★★ | 39.2% | ▼ | 30.7% | ▲ | 37.9% | 50% | ★★★★★ |
| | Science | 96.2% | ▲ | 98.0% | ▼ | 81.3% | 90% | ★★★★☆ | 41.5% | ▲ | 72.5% | ▼ | 33.3% | 50% | ★★★★☆ |
| | Writing | 83.3% | ▲ | 96.1% | ▼ | 90.0% | 90% | ★★★☆☆ | 18.5% | ▲ | 48.1% | ▼ | 44.3% | 50% | ★★★★★ |
| ITBS - At Grade Level | | | | | | ITBS - At Advanced Grade Level | | | | | | | | | |
| ITBS (K-2) | Reading | 87.0% | ▼ | 65.6% | ▲ | 71.8% | - | ★★★★☆ | 54.8% | ▼ | 30.5% | ▲ | 37.2% | - | ★★★★★ |
| | Mathematics | 47.4% | ▲ | 49.5% | ▲ | 57.0% | - | ★★★★★ | 16.2% | ▼ | 10.3% | ▲ | 18.8% | - | ★★★☆☆ |
| Students who met DIAL-3 national average (Pre-Kindergarten only) | | | | | | | | | 81.4% | ▼ | 52.9% | - | ★★★☆☆ | | |
| ON TRACK | | | | | | | | | | | | | | | |
| Students present at least 90% of the time | | | | | | | | | 96.0% | ▼ | 91.6% | ▲ | 95.2% | - | ★★★★★ |
| 5th grade students on track for middle school | | | | | | | | | 58.4% | ▲ | 67.2% | ▼ | 65.9% | - | ★★★★☆ |
| Students on track one year after leaving this school | | | | | | | | | 55.4% | ▲ | 56.9% | ▲ | 59.0% | - | ★★★★☆ |
| STUDENT GROWTH | | | | | | | | | | | | | | | |
| Students who made expected gains on TAKS Reading | | | | | | | | | 88.0% | ▼ | 81.2% | n/a | - | | |
| Students who made expected gains on TAKS Mathematics | | | | | | | | | 75.0% | ▲ | 80.6% | n/a | - | | |
| School Effectiveness Index (SEI - average score is 50) | | | | | | | | | 54.8 | ▼ | 52.4 | ↔ | 52.4 | - | ★★★★★ |
| TEACHERS | | | | | | | | | | | | | | | |
| Average teacher attendance rate | | | | | | | | | 90.5% | ▼ | 89.2% | ▼ | 87.3% | - | ★★★☆☆ |
| Teachers retained from previous year | | | | | | | | | 60.4% | ▲ | 94.1% | ▼ | 80.0% | - | ★★★☆☆ |
| LEARNING ENVIRONMENT | | | | | | | | | | | | | | | |
| Parents who completed survey = 484 out of 611 = 79.2% | | | | | | | | | Agree | Not Sure | Disagree | | | | |
| PARENTS | Parents are satisfied with the quality of education | | | | | | | | | 92.9% | 6.2% | 0.8% | | | |
| | Parents believe the school has a welcoming environment | | | | | | | | | 86.5% | 10.5% | 3.0% | | | |
| | Parents are satisfied with the school facilities and cleanliness | | | | | | | | | 90.7% | 7.4% | 1.9% | | | |
| | The school informs parents about their child's grades and learning progress throughout the year | | | | | | | | | 97.5% | 1.5% | 1.1% | | | |
| | The school responds to concerns in a timely manner | | | | | | | | | 87.5% | 8.9% | 3.6% | | | |

Note: All data is based on the 10-11 school year except where indicated below
 * Most recent data is from 09-10 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 met passing standard on the Texas Assessment of Knowledge and Skills (TAKS) (including TAKS-A, TAKS-M, and TAKS-Alt) | Indicates a student is performing at or above acceptable standards set by the state of Texas in a core subject |
| Students who met commended TAKS standard | Percent of students above grade 2 who scored at the commended level 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 |