

# 2014-15 School Profile

## GEORGE H.W. BUSH ELEMENTARY SCHOOL (TEA # 304)



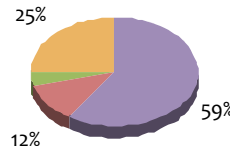
3939 SPRING VALLEY RD ADDISON, TX 75001

Phone: 972-925-1700 FAX: 972-925-1701 www.dallasisd.org/georgehwush

Elementary school with grades K–5 and a PK program in DIVISION 2 and the WHITE feeder pattern.

Principal: SHAVANNIA DASH (SDASH@DALLASISD.ORG)

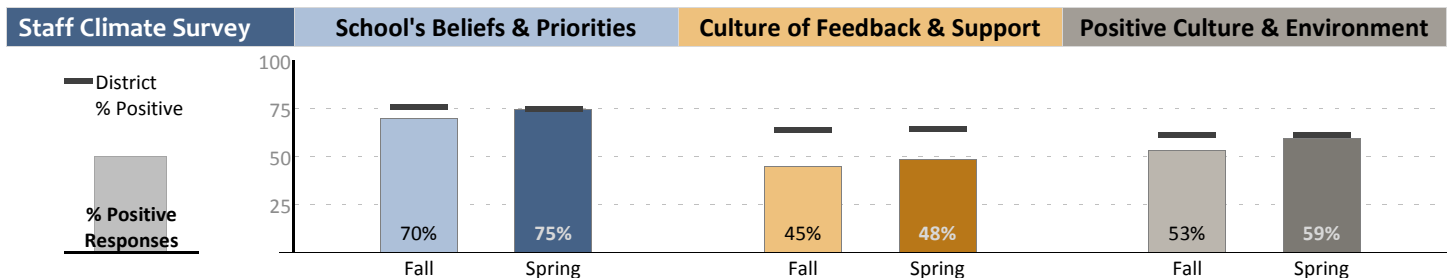
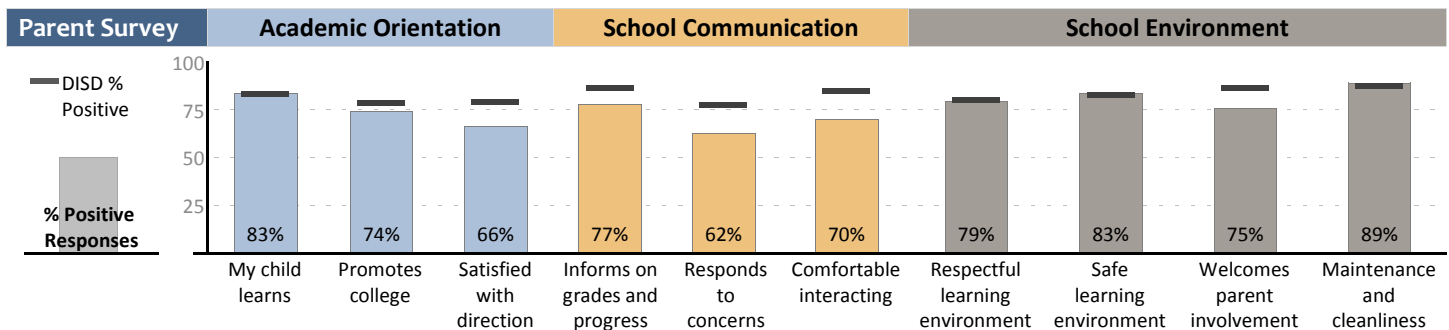
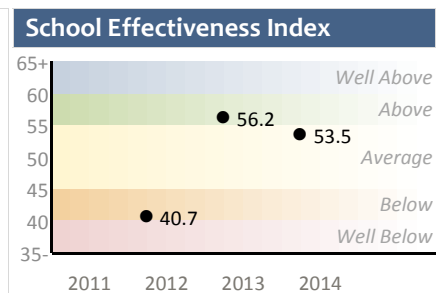
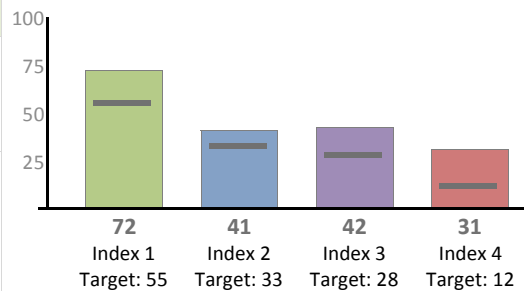
Grd	Attendance Target: 97%	Enrollment		% of Grade Level			
		N	% Sch	Afr. Am.	Hispanic	White	Other
PK	94.7% <span style="color:red">✘</span>	26	3.9%	15.4%	73.1%	3.8%	7.7%
KN	95.4% <span style="color:red">✘</span>	124	18.7%	25.0%	57.3%	12.9%	4.0%
1	96.2% <span style="color:red">✘</span>	103	15.6%	31.1%	54.4%	7.8%	5.8%
2	96.7% <span style="color:green">✔</span>	128	19.3%	21.1%	60.2%	14.1%	4.7%
3	96.2% <span style="color:red">✘</span>	108	16.3%	23.1%	63.0%	13.0%	0.9%
4	96.4% <span style="color:red">✘</span>	93	14.0%	28.0%	52.7%	16.1%	3.2%
5	97.7% <span style="color:green">✔</span>	80	12.1%	22.5%	62.5%	7.5%	5.0%
ALL	96.4% <span style="color:red">✘</span>	662	–	24.6%	58.9%	11.8%	4.1%



Student Group Enrollment		
		% of School
At Risk	343	52.9%
LEP	227	35.0%
Low SES	527	81.2%
SPED	49	7.6%
TAG	82	12.6%

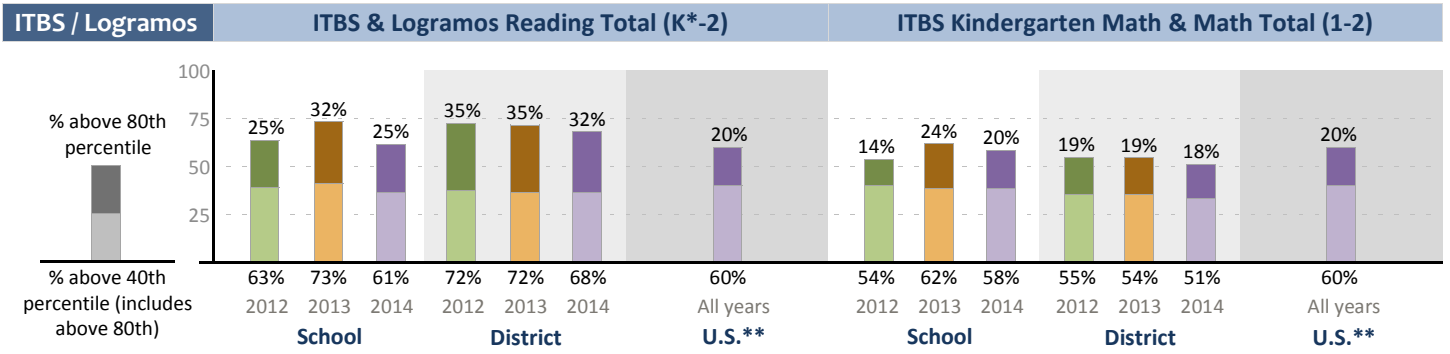
Attendance / Retention		2011-12	2012-13	2013-14
Students	Average student attendance rate	99.8%	<span style="color:red">↓</span> 95.8%	<span style="color:green">↑</span> 96.4%
	Percentage of students absent fewer than 10% of days enrolled at campus	100.0%	<span style="color:red">↓</span> 89.6%	<span style="color:green">↑</span> 92.4%
Teachers	Average number of absences	7.0	<span style="color:red">↓</span> 6.8	<span style="color:red">↓</span> 6.6
	Percentage of teachers who returned to campus from prior year	--	60.6%	<span style="color:green">↑</span> 63.9%

AEIS	Met Standard
Index Definitions	1: Student Achievement 2: Student Progress 3: Closing Performance Gaps 4: Postsecondary Readiness
Distinctions	- Achievement in math, reading, science - Top 25% in closing perf. gaps

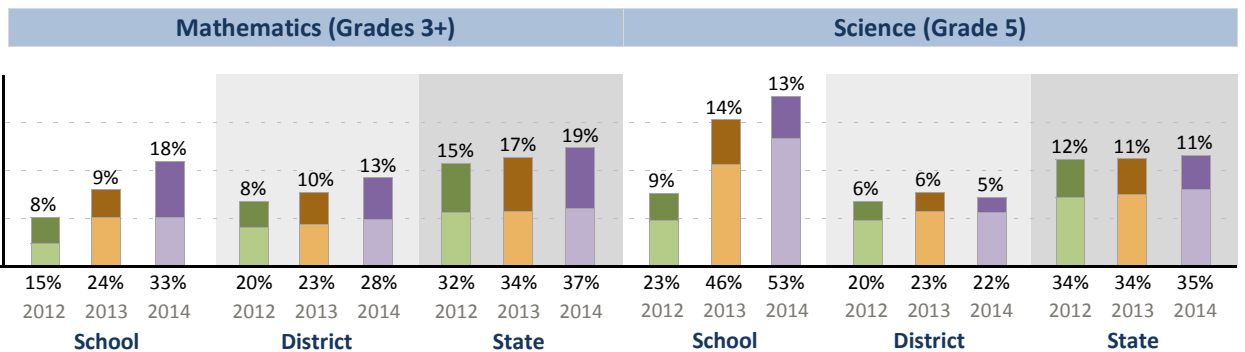
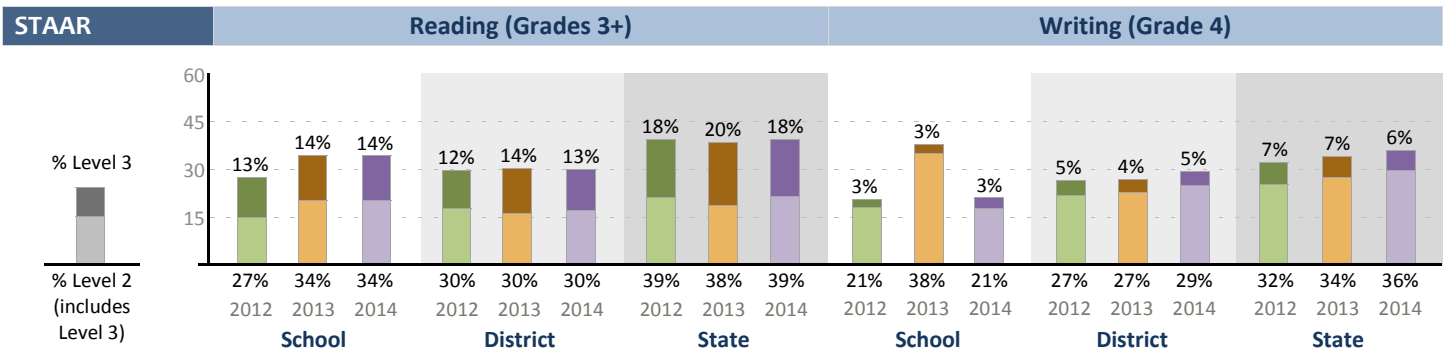


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\*Kindergarten ITBS = Reading Profile Total; \*\*percentages approximate



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## Elementary School Metric and Term Definitions



### Attendance

Student attendance rate	Average of students' attendance rates (number of days in attendance out of number of days enrolled). The Destination 2020 target for elementary schools is 97%.
Students absent fewer than 10% of days enrolled	An indicator of how many students are in regular attendance. Percentage of students with fewer than 10% absences (excused or unexcused) is based on a snapshot taken at the end of the fifth six-week grading period.

### Enrollment

Number enrolled by grade (N)	Average daily enrollment at the campus during the school year.
Percentage enrolled by grade (% Sch)	Grade-level percentage of total school enrollment.
Percentage in grade by race/ethnicity (% of Grade Level)	Percentage of students within grade level identified as African American, Hispanic, white, or other. Identification in a category provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.
Percentage enrolled by student group	Counts taken at the end of fifth six-week grading period based on data in student information system. Students may be classified in more than one or no student groups.

### Teachers

Teacher absences	Average number of days not at campus, such as for illness or personal business. Absence counts do not include vacation days or leave.
Teachers returning to campus	Percentage of teachers from previous school year who continued at the school. The number of teachers at the school in both current and previous years is divided by the number of teachers in the previous year.

### Academic Excellence Indicator System (AEIS) - State of Texas

AEIS rating	School must meet all targets to achieve "Met Standard." Missing at least one target results in "Needs Improvement." Schools can earn distinctions for student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progress; top 25% in closing performance gaps; and postsecondary readiness.
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### School Effectiveness Index (SEI) - Dallas ISD

SEI	A measure of performance on assessments that is relative to other district campuses. Isolates the school's effect on student outcomes by controlling for differences that the school cannot control, such as socio-economic status and prior achievement levels.
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### Parent Survey

Percentage positive responses	Survey conducted May 2014. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral.
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### Staff Climate Survey

Percentage positive responses	Surveys conducted November 2013 and May 2014. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral.
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### ITBS/Logramos

Percentage above the 40th percentile	Percentage of students with scores above the 40th percentile using a national norm, meaning the score was at or above approximately 40 percent of all other scores in the U.S. Indicator of grade-level performance. ITBS is an English-language assessment and Logramos is Spanish-language. Kindergarten ITBS does not have a Reading Total score; in its place, the students' Reading Profile Total score was used.
Percentage above the 80th percentile	Percentage of students with scores above the 80th percentile using a national norm, meaning the score was at or above approximately 80 percent of all other scores in the U.S. Indicator of advanced performance. Scores above the 80th percentile are a subset of scores above the 40th percentile.

### State of Texas Assessment of Academic Readiness (STAAR)

Percentage at Level 2	Percentage of all tests with satisfactory (Level 2) scores using panel-recommended standards. STAAR results only. District and state statistics are based on grade levels at the campus. Satisfactory performance indicates a reasonable likelihood of success in the next grade or course.
Percentage at Level 3	Percentage of all tests with advanced (Level 3) scores. Scores at Level 3 are a subset of scores at Level 2 (satisfactory). Advanced performance indicates a high likelihood of success in the next grade or course.