

2015-16 School Profile

BEN MILAM ELEMENTARY SCHOOL (TEA # 184)



4200 MCKINNEY AV DALLAS, TX 75205

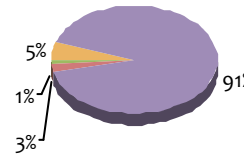
www.dallasisd.org/milam

Principal: ANNA GAMEZ (ANNAGAMEZ@DALLASISD.ORG)

Phone: 972-749-5600

Elementary school with grades K-5 and a PK program in the NORTH DALLAS feeder pattern.

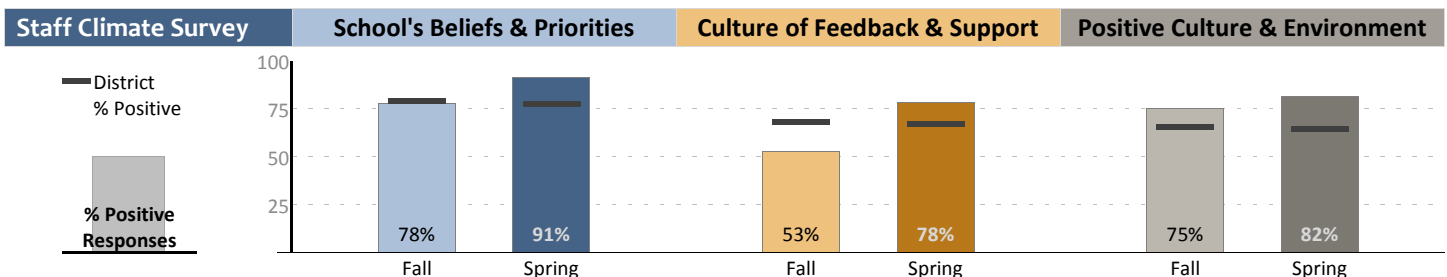
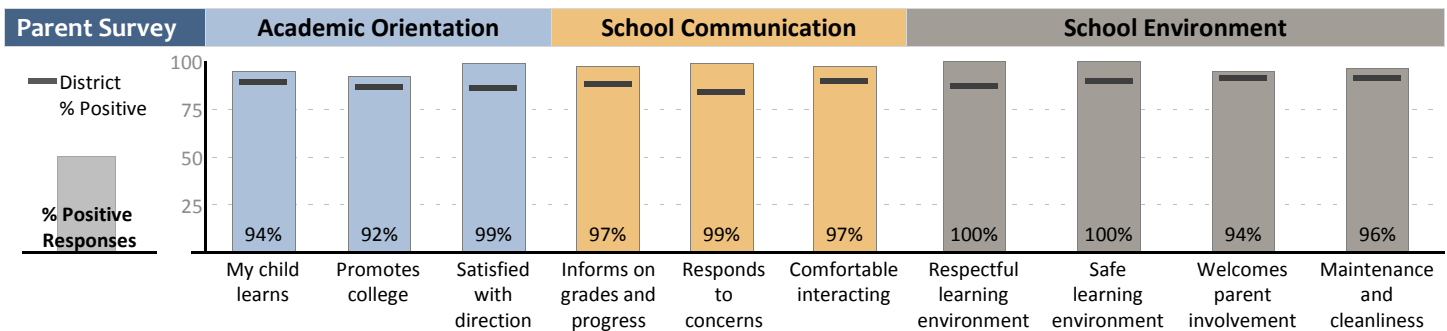
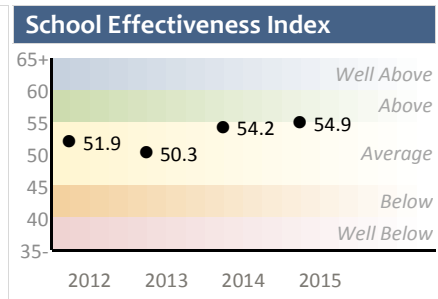
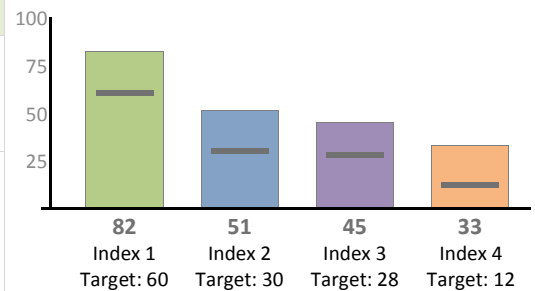
| Grd | Attendance Target: 97% | Enrollment | | % of Grade Level | | | |
|-----|--|------------|-------|------------------|----------|-------|-------|
| | | N | % Sch | Afr. Am. | Hispanic | White | Other |
| PK | 95.4% ✘ | 30 | 11% | 3% | 93% | 3% | 0% |
| KN | 96.7% ✔ | 39 | 14% | 3% | 90% | 5% | 3% |
| 1 | 97.5% ✔ | 42 | 16% | 2% | 95% | 2% | - |
| 2 | 97.2% ✔ | 37 | 14% | 5% | 89% | 3% | 3% |
| 3 | 97.1% ✔ | 39 | 14% | 3% | 95% | - | 3% |
| 4 | 97.1% ✔ | 43 | 16% | 7% | 86% | 7% | - |
| 5 | 98.0% ✔ | 39 | 14% | 13% | 87% | 0% | - |
| ALL | 97.3% ✔ | 269 | - | 5% | 91% | 3% | 1% |



| Student Group Enrollment | | |
|--------------------------|-----|-------------|
| | | % of School |
| At Risk | 168 | 63.2% |
| ELL | 128 | 48.1% |
| Low SES | 248 | 93.2% |
| SPED | 6 | 2.3% |
| TAG | 48 | 18.0% |

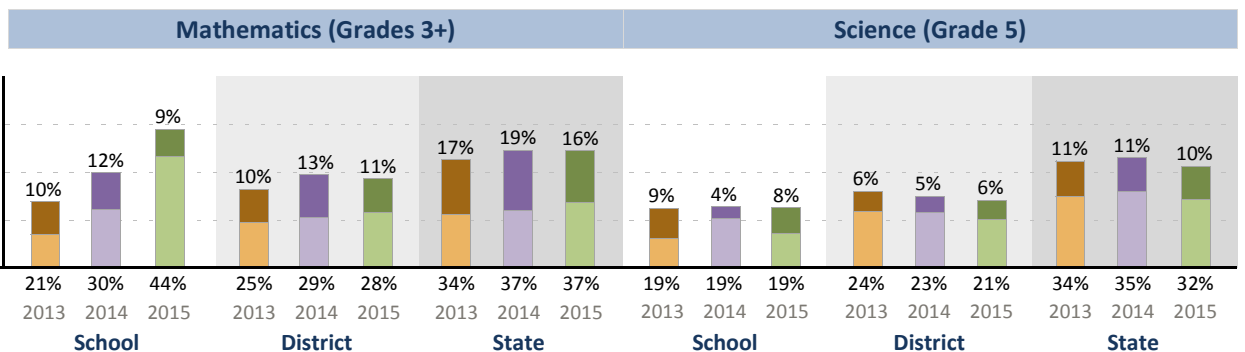
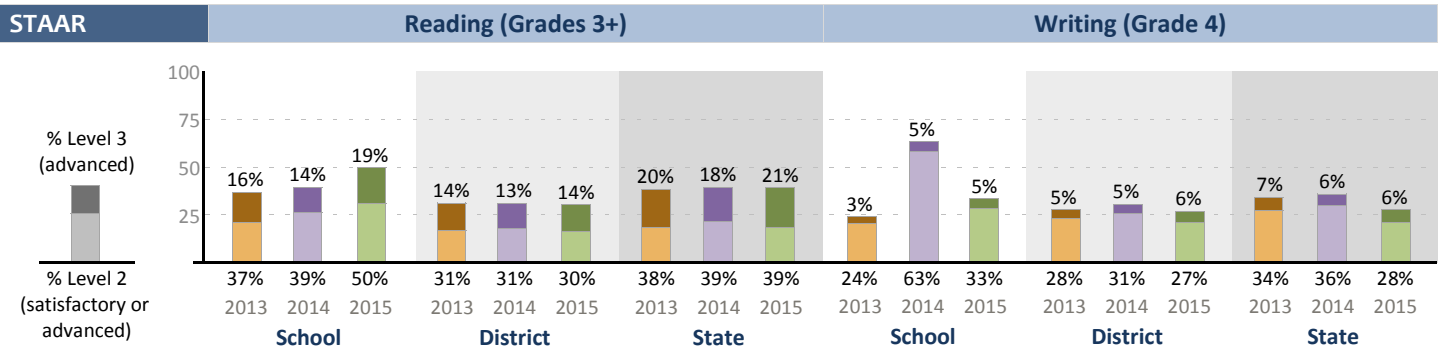
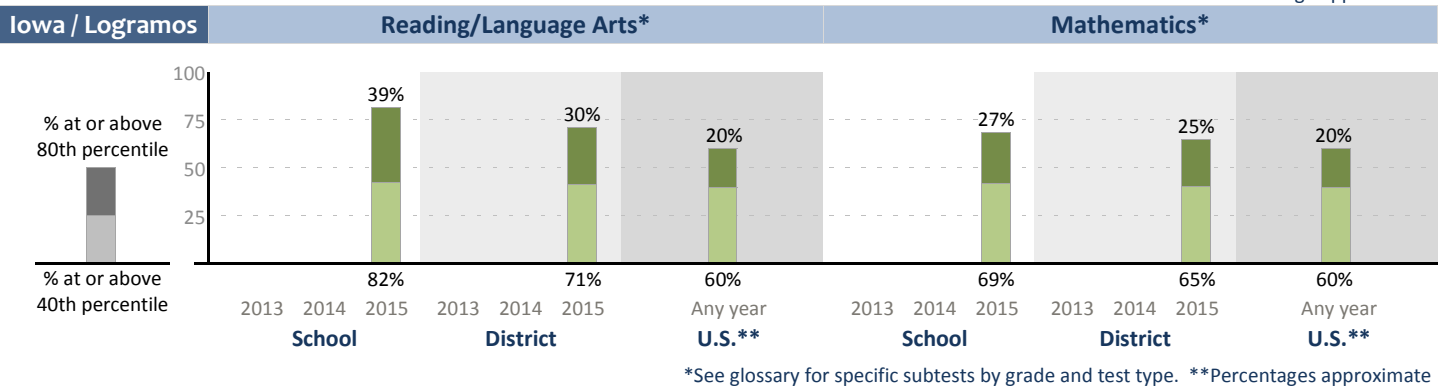
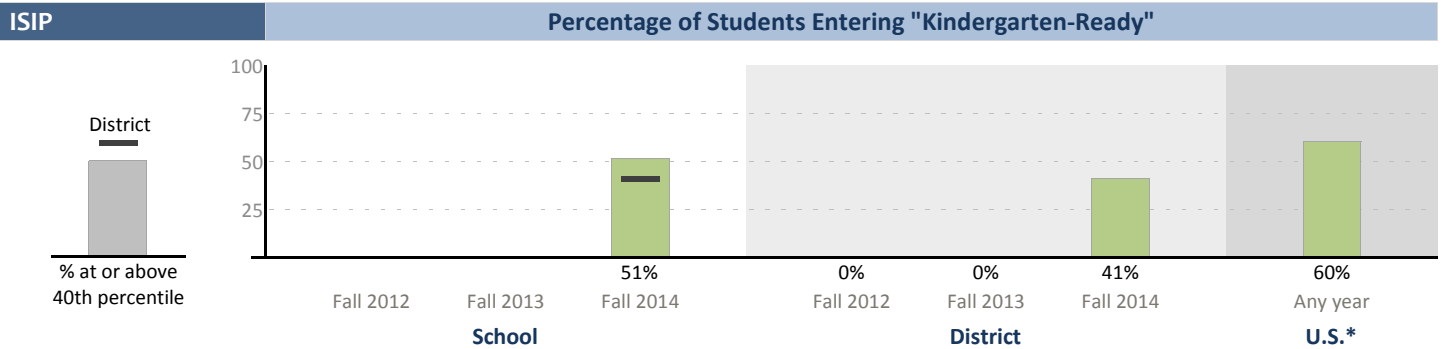
| Attendance / Retention | | 2012-13 | 2013-14 | 2014-15 |
|------------------------|---|---------|---------|---------|
| Students | Average student attendance rate | 97.1% | ↑ 97.2% | ↑ 97.3% |
| | Percentage of students absent fewer than 10% of days enrolled at campus | 95.7% | ↓ 95.0% | ↑ 96.4% |
| Teachers | Average number of absences | 9.2 | ↑ 9.3 | ↓ 5.3 |
| | Percentage of teachers who returned to campus from prior year | 95.0% | ↓ 73.7% | ↑ 88.9% |

| State Acct. | Met Standard |
|-------------------|---|
| Index Definitions | 1: Student Achievement 2: Student Progress 3: Closing Performance Gaps 4: Postsecondary Readiness |
| Distinctions | - Achievement in reading - Top 25% in student progress - Top 25% in closing perf. gaps - Postsecondary readiness |



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Elementary School Metric and Term Definitions



Attendance

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| 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

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| 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) | 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. 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. |

Accountability Rating System for Texas Public Schools

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| State accountability rating | School must meet targets on at least three indexes to achieve "Met Standard": Index 1 or Index 2, Index 3, and Index 4. 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

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

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| Percentage positive responses | Survey conducted in spring. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. |
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Staff Climate Survey

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| Percentage positive responses | Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. |
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Isation's Indicators of Progress (ISIP)

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| Percentage at or above the 40th percentile | Kindergarten readiness as measured using beginning-of-year ISIP scores. Includes results from English and Spanish assessments. Students scoring at or above the 40th percentile based on ISIP's national normative sample are considered to be "Kindergarten-ready." Spanish scores adjusted to match distribution of district's English scores. |
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Iowa Tests/Logramos

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| Percentage at or above the 40th percentile | Percentage of students with scores at or 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. Iowa Tests are English-language and Logramos are Spanish-language assessments. Reading/Language Arts statistics include the following subtests: Iowa Kindergarten Extended Language Arts, Iowa Grades 1-2 Reading (survey), Logramos Kindergarten Language Arts Total, and Logramos Grades 1-2 Reading Total. Mathematics statistics include the following subtests: Iowa/Logramos Kindergarten Mathematics, Iowa Grades 1-2 Mathematics (survey), and Logramos Grades 1-2 Mathematics Total. In 2015, new norms were implemented and Iowa Grades 1-2 survey tests replaced the full battery. Thus, prior-year comparisons are not possible. |
| Percentage at or above the 80th percentile | Percentage of students with scores at or 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)

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|-----------------------|--|
| Percentage at Level 2 | Percentage of all tests with satisfactory (Level 2) or higher scores using panel-recommended standards. Statistics include results from all STAAR test types. School's statistics based on results from students in the accountability subset. 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. |