2016-17 School Profile
JAMES BOWIE ELEMENTARY SCHOOL (TEA # 112)
330 N MARSALIS AV DALLAS, TX 75203
www.dallasisd.org/bowie

Principal: CAROLINE WILSON (CCASTRO@DALLASISD.ORG)
Phone: 972-925-6600

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

State Acct. Met Standard
1: Student Achievement
2: Student Progress
3: Closing Performance Gaps
4: Postsecondary Readiness

Distinctions
- Achievement in math, reading
- Top 25% in student progress
- Top 25% in closing perf. gaps
- Postsecondary readiness

Student Group Enrollment
At Risk 412 79.7%
ELL 357 69.1%
Low SES 508 98.3%
SPED 31 6.0%
TAG 62 12.0%

Attendance / Retention
Students
Average student attendance rate 96.4% ↓ 95.6% ↑ 96.3%
Percentage of students absent fewer than 10% of days enrolled at campus 91.2% ↑ 87.1% ↓ 90.1%
Average number of absences 5.8 ↑ 6.4 ↑ 6.7
Percentage of teachers who returned to campus from prior year 28.6% ↑ 86.2% ↓ 78.8%

School Effectiveness Index
2013 2014 2015 2016
Well Above 48.9 52.2 53.4
Above 31 45.5
Average
Below
Well Below

Parent Survey
Academic Orientation
District % Positive
My child learns 89%
Promotes college 70%
Satisfied with direction 91%

School Communication
District % Positive
Informs on grades and progress 96%
Responds to concerns 81%
Comfortable interacting 89%

School Environment
District % Positive
Respectful learning environment 79%
Safe learning environment 89%
Welcomes parent involvement 89%
Maintenance and cleanliness 83%

Parent Survey
Beliefs & Priorities
District % Positive
Fall 96%
Spring 96%

Feedback & Support
District % Positive
Fall 93%
Spring 95%

Culture & Environment
District % Positive
Fall 89%
Spring 89%

College-Going Culture
District % Positive
Fall 90%
Spring 97%

*Rank out of 63 secondary, 149 elementary, or 15 magnet schools
## 2016-17 School Profile

### Elementary School Metric and Term Definitions

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>Source</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>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%.</td>
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<tr>
<td>Percentage enrolled by grade</td>
<td>Grade-level percentage of total school enrollment.</td>
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<tr>
<td>Percentage in grade by race/ethnicity</td>
<td>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.</td>
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<tr>
<td>Teachers</td>
<td>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.</td>
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<tr>
<td>Accountability Rating System</td>
<td>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.</td>
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<tr>
<td>School Effectiveness Index</td>
<td>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.</td>
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<tr>
<td>Parent Survey</td>
<td>Survey conducted in spring. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral.</td>
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<tr>
<td>Staff Climate Survey</td>
<td>Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral.</td>
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<td>Istation's Indicators of Progress (ISIP)</td>
<td>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. (Guidelines were developed in 2016 by Evaluation &amp; Assessment, Early Childhood &amp; Community Partnerships, and Bilingual/ESL.)</td>
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<tr>
<td>TerraNova/SUPERA</td>
<td>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. TerraNova is an English-language assessment and SUPERA is the Spanish-language equivalent. The district administers the reading, language, and mathematics sections of these assessments to students in grades K-2; only the reading and mathematics are presented.</td>
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<tr>
<td>State of Texas Assessment of Academic Readiness (STAAR)</td>
<td>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.</td>
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<tr>
<td>Percentage at Level 2</td>
<td>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.</td>
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<tr>
<td>Percentage at Level 3</td>
<td>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.</td>
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</tbody>
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