WILLIAM B. MILLER ELEMENTARY SCHOOL (TEA 185)
3111 BONNIE VIEW RD DALLAS, TX 75216
Principal: CHINIQUA VARNER-BUSBY (cvarner@dallasisd.org)
Phone: 972-502-8700

Elementary school (grades K–5) and a PK program in the ROOSEVELT feeder pattern.

Student Group Enrollment

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percentage of School</th>
<th>At Risk</th>
<th>EL</th>
<th>Low SES</th>
<th>SPED</th>
<th>TAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>149</td>
<td>56.0%</td>
<td>52.6%</td>
<td>97.7%</td>
<td>7.1%</td>
<td>23.3%</td>
</tr>
<tr>
<td>KN</td>
<td>140</td>
<td>52.6%</td>
<td>52.6%</td>
<td>97.7%</td>
<td>7.1%</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

Attendance / Retention

- **2018-19**
  - **PK**: 149 (56.0%)
  - **KN**: 140 (52.6%)
  - **1**: 260 (97.7%)
  - **2**: 19 (7.1%)
  - **3**: 62 (23.3%)

- **2019-20**
  - **PK**: 149 (56.0%)
  - **KN**: 140 (52.6%)
  - **1**: 260 (97.7%)
  - **2**: 19 (7.1%)
  - **3**: 62 (23.3%)

- **2020-21**
  - **PK**: 149 (56.0%)
  - **KN**: 140 (52.6%)
  - **1**: 260 (97.7%)
  - **2**: 19 (7.1%)
  - **3**: 62 (23.3%)

Disciplinary Actions

- **18-19**: 18
- **19-20**: 7

School Effectiveness Index (2019)

- **2016**: 65+
- **2017**: 50
- **2018**: 55
- **2019**: 60

Beliefs & Priorities Feedback & Support Culture & Environment College-Going Culture Teacher to Teacher Trust Teacher to Principal Trust

- **Fall**
  - **PK**: 77% (149)
  - **KN**: 77% (140)
  - **1**: 100% (260)
  - **2**: 68% (19)
  - **3**: 68% (62)

- **Spring**
  - **PK**: 101% (149)
  - **KN**: 101% (140)
  - **1**: 104% (260)
  - **2**: 101% (19)
  - **3**: 84% (62)

- **District**
  - **PK**: 77% (149)
  - **KN**: 77% (140)
  - **1**: 100% (260)
  - **2**: 68% (19)
  - **3**: 68% (62)

- **Teacher to Teacher Trust**
  - **PK**: 77% (149)
  - **KN**: 77% (140)
  - **1**: 100% (260)
  - **2**: 68% (19)
  - **3**: 68% (62)

- **Teacher to Principal Trust**
  - **PK**: 77% (149)
  - **KN**: 77% (140)
  - **1**: 100% (260)
  - **2**: 68% (19)
  - **3**: 68% (62)

Parent Survey

- **Successful Outcomes**
  - **PK**: 77% (149)
  - **KN**: 77% (140)
  - **1**: 100% (260)
  - **2**: 68% (19)
  - **3**: 68% (62)

- **Communication**
  - **PK**: 77% (149)
  - **KN**: 77% (140)
  - **1**: 100% (260)
  - **2**: 68% (19)
  - **3**: 68% (62)

- **School Environment**
  - **PK**: 77% (149)
  - **KN**: 77% (140)
  - **1**: 100% (260)
  - **2**: 68% (19)
  - **3**: 68% (62)

- **Inclusiveness**
  - **PK**: 77% (149)
  - **KN**: 77% (140)
  - **1**: 100% (260)
  - **2**: 68% (19)
  - **3**: 68% (62)

No results available because there were too few respondents.
## TX-KEA

### Percentage of "Kindergarten-Ready" Students

| Year | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2018 | Fall 2019 | Fall 2020 |
|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| School | 82% | 72% | 73% | 70% | 72% | 69% | 72% | 71% | Fall 2020 not yet posted |
| District | District | District | District | District | District | District | District | District | District | District | District | District | District | District | District | District | District | District | District | District |

## TerraNova/SUPERA (2019)

### Reading (Grades 3+)

- % at or above 80th percentile: 2017 70%, 2018 73%, 2019 67%, 2017 75%, 2018 75%, 2019 74%, 2017 60%, 2018 52%, 2019 43%, Any year 60%
- % at or above 40th percentile: 2017 34%, 2018 24%, 2019 24%, 2017 34%, 2018 32%, 2019 20%

### Mathematics (Grades 3+)

- % at or above 80th percentile: 2017 18%, 2018 16%, 2019 18%, 2017 10%, 2018 10%, 2019 10%
- % at or above 40th percentile: 2017 73%, 2018 34%, 2019 33%

## STAAR

### Reading (Grades 3+)

- % Meeting Grade Level: 2018 37%, 2019 40%, 2021 27%, 2018 43%, 2019 44%, 2021 38%, 2018 45%, 2019 46%, 2021 47%

### Writing (Grade 4)

- % Meeting Grade Level: 2018 37%, 2019 38%, 2021 34%, 2018 37%, 2019 38%, 2021 34%

### Mathematics (Grades 3+)

- % Meeting Grade Level: 2018 49%, 2019 49%, 2021 35%, 2018 50%, 2019 49%, 2021 35%
- % Mastering Grade Level: 2018 24%, 2019 27%, 2021 17%, 2018 26%, 2019 29%, 2021 20%

### Science (Grade 5)

- % Meeting Grade Level: 2018 33%, 2019 42%, 2021 23%, 2018 39%, 2019 47%, 2021 29%
- % Mastering Grade Level: 2018 12%, 2019 20%, 2021 9%, 2018 16%, 2019 16%, 2021 12%
INFORMATION ABOUT 2021-22 SCHOOL PROFILES

Emergency Closure due to COVID-19 Pandemic

Where possible and reasonable, statistics in this report were updated to reflect the 2020-21 school year. In some cases, missing test results due to the emergency closure in Spring 2020 precluded computation of updated statistics. Please note the school years reflected in each section. If new statistics could not be created for 2020-21, prior-year information was left in place from the previous School Profile.

Attendance

Student attendance rate

Average of students’ attendance rates (number of days in attendance out of number of days enrolled) at end of last school year. The 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 last school year.

Enrollment

Number enrolled by grade (N)

Average daily enrollment at the campus during the last school year.

Percentage enrolled by grade (% Sch)

Grade-level percentage of total school enrollment at end of last school year.

Percentage in grade by race/ethnicity (% of Grade)

Percentage of students within grade level identified as African American, Hispanic, white, or other at end of last school year. 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 last school year 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 who were at the school in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

Discipline

Frequency of disciplinary actions

Disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, 26; out-of-school suspensions: 5, 25; alternative placement: 7; expulsion: 2, 4.

Accountability Rating System for Texas Public Schools

State accountability rating

Schools receive scaled scores in four domains (Student Achievement, Student Progress: Academic Growth, Student Progress: Relative Performance, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD opted into the state’s Local Accountability System, which adds domains to Dallas ISD schools’ accountability ratings. The additional local domains are Academics (measured by the school’s prior-year SEI), Culture and Climate (measured with the staff climate survey and parent/guardian survey), and Student Engagement (measured by a confidential student experience survey and extra-curricular participation). As with state domains, each local domain receives a scaled score, and there is a single scaled score across the three local domains. Scaled scores range to 100. The state scaled score and local scaled score are averaged to compute the school’s overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA 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. NOTE: The Texas Education Agency (TEA) did not release state accountability ratings in 2020 or 2021. Results reflected in this profile are carried over from 2019.

School Effectiveness Index

SEI

A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a 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. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of “regression to the mean.” NOTE: The absence of standardized test scores from 2020 affected creation of SEIs for both 2020 and 2021.

Campus Climate Survey

Percentage positive responses

Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile. NOTE: The Campus Climate Survey was not conducted in Fall 2020.

Parent Survey

Percentage positive responses

Survey conducted in spring. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.
<table>
<thead>
<tr>
<th><strong>Texas Kindergarten Entry Assessment (TX-KEA)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage meeting kindergarten readiness benchmarks and competencies</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TerraNova/SUPERA</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Percentage at or above the 40th percentile</strong></td>
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<td><strong>Percentage at or above the 80th percentile</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>State of Texas Assessment of Academic Readiness (STAAR)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage meeting grade level standard</strong></td>
</tr>
<tr>
<td><strong>Percentage mastering grade level standard</strong></td>
</tr>
</tbody>
</table>