

2015-16 School Profile

JUDGE B. SANDERS MAGNET CENTER FOR PUBLIC SERVICE (TEA # 38)



1201 E EIGHTH ST DALLAS, TX 75203

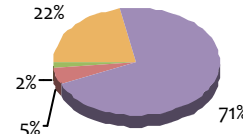
www.dallasisd.org/lawmagnet

Principal: MICHAEL DANG (MDANG@DALLASISD.ORG)

Phone: 972-925-5950

High school with grades 9–12. Magnet or choice school requiring application for admission.

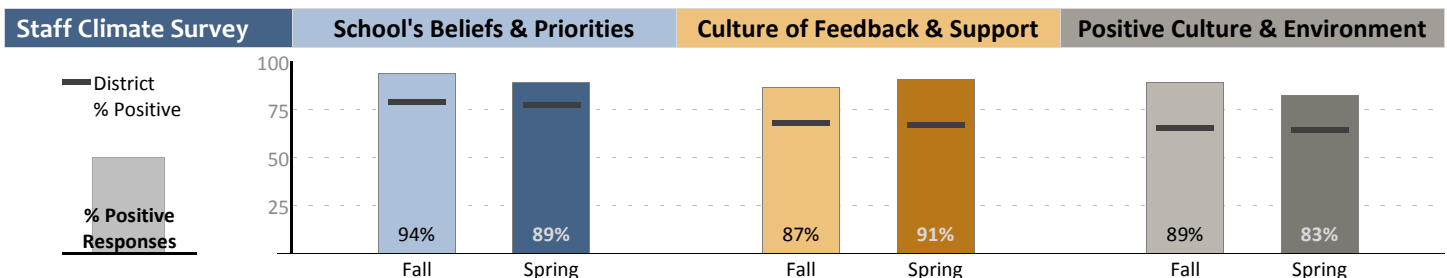
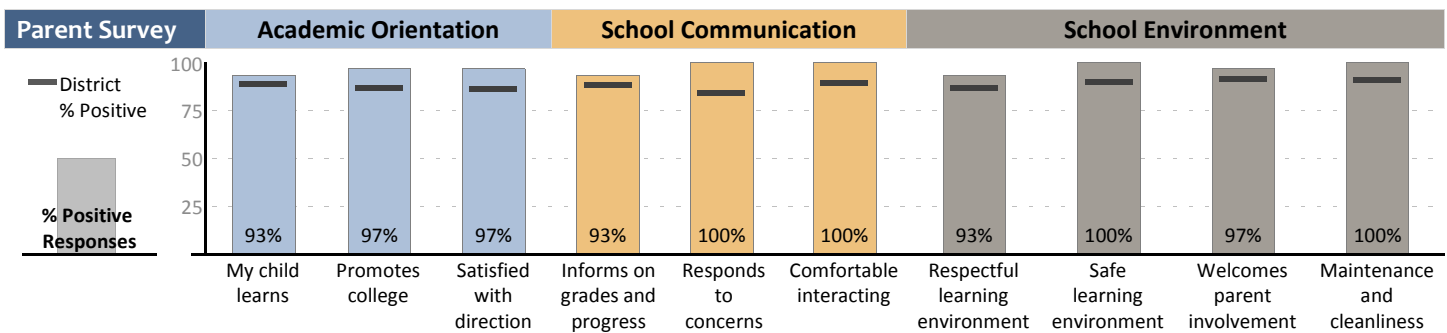
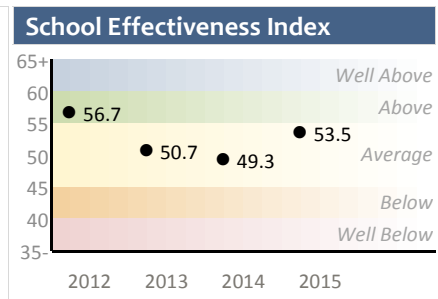
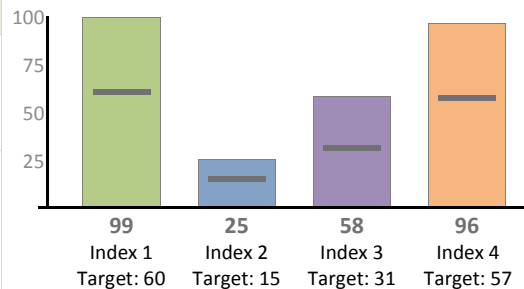
Grd	Attendance Target: 95%	Enrollment		% of Grade Level			
		N	% Sch	Afr. Am.	Hispanic	White	Other
9	98.1% ✓	97	25%	22%	70%	7%	1%
10	97.8% ✓	89	23%	21%	73%	2%	3%
11	96.5% ✓	102	26%	25%	71%	4%	1%
12	96.1% ✓	102	26%	21%	73%	5%	2%
ALL	97.1% ✓	390	–	22%	72%	5%	2%



Student Group Enrollment		
	N	% of School
At Risk	89	22.8%
ELL	17	4.4%
Low SES	322	82.6%
SPED	0	0.0%
TAG	192	49.2%

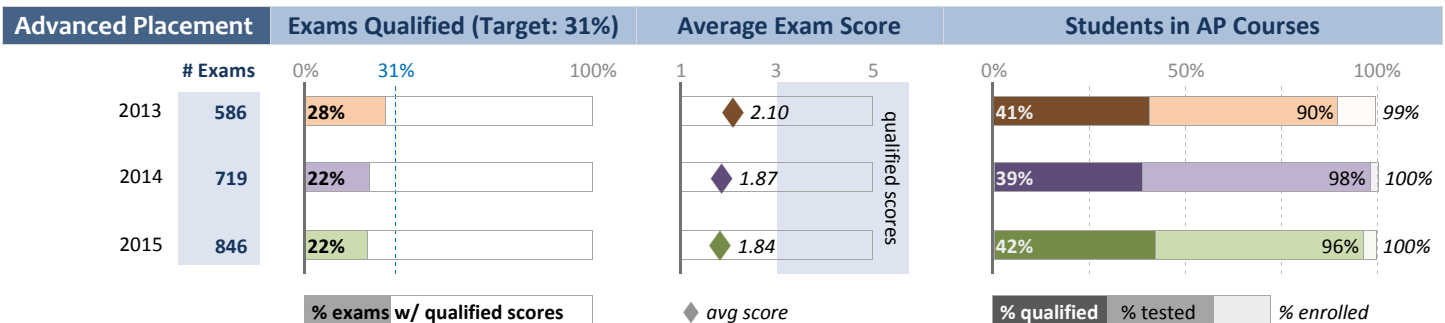
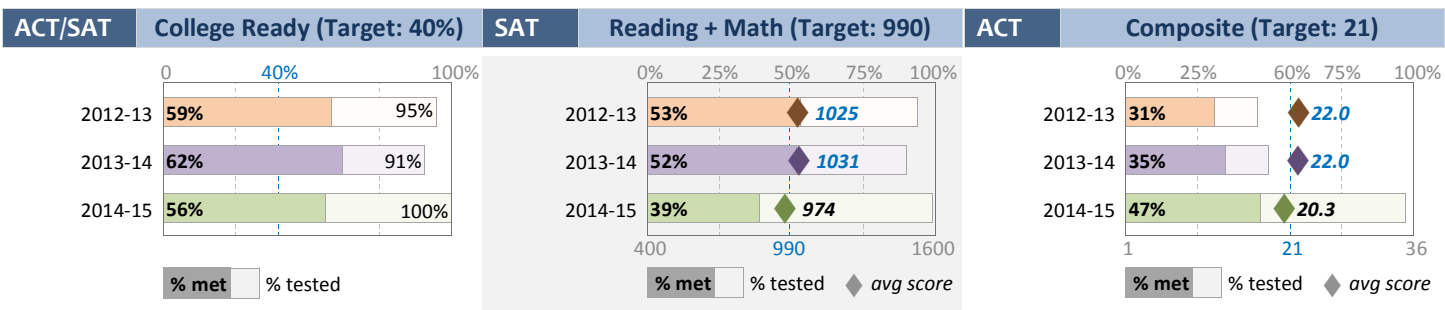
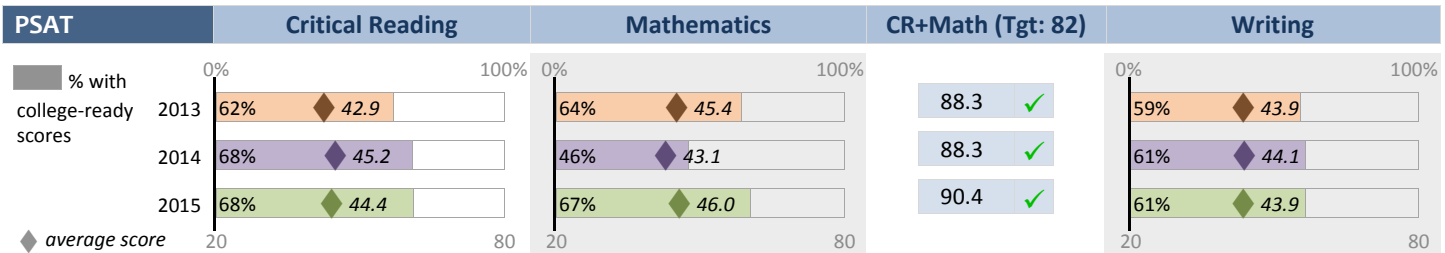
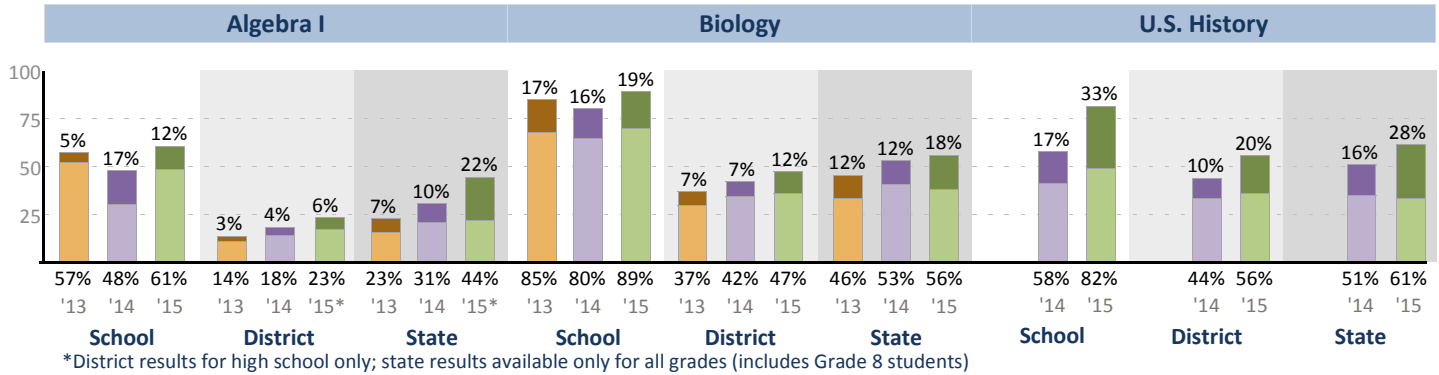
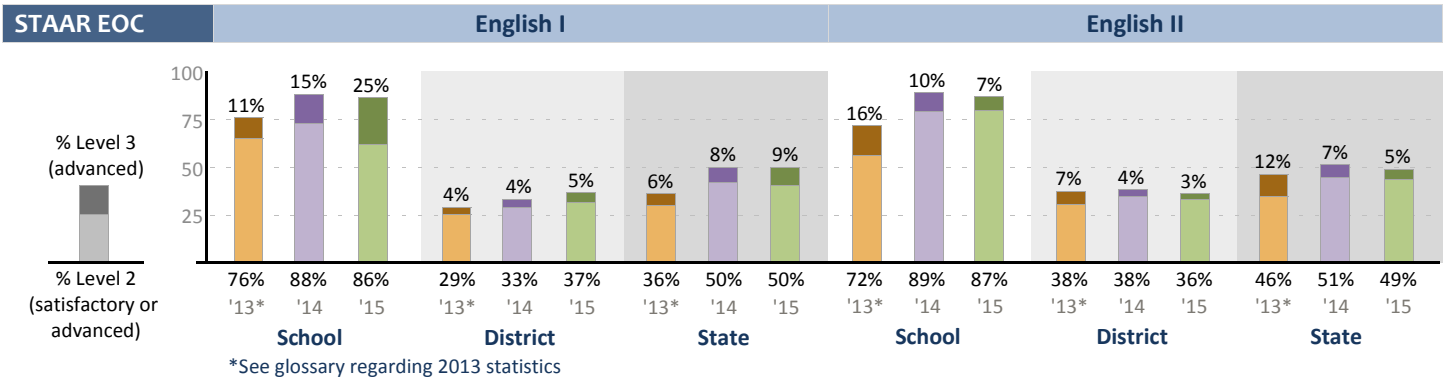
Graduation / Attendance / Retention		2012-13	2013-14	2014-15	TARGET
Students	Percentage of students who graduated in four years (one-year lag)	98.9%	↓ 97.9%	↑ 100.0%	90.0% ✓
	Percentage of first-time ninth-graders on track to graduate	92.9%	↓ 92.8%	↓ 81.1%	90.0% ✗
	Average student attendance rate	97.8%	↓ 97.5%	↓ 97.1%	
	Percentage of students absent fewer than 10% of days enrolled at campus	--	↓ 97.2%	↓ 96.1%	
Teachers	Average number of absences	7.9	↓ 10.8	↑ 7.4	
	Percentage of teachers who returned to campus from prior year	84.4%	↓ 79.3%	→ 79.3%	

State Acct.	Met Standard
Index Definitions	1: Student Achievement 2: Student Progress 3: Closing Performance Gaps 4: Postsecondary Readiness
Distinctions	- Achievement in math, reading, science, social studies - Postsecondary readiness



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JUDGE BAREFOOT SANDERS MAGNET CENTER FOR PUBLIC SERVICE (TEA)



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High 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 high schools is 95%.
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)	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.

Graduation

Four-year graduation rate	Percentage of students who graduated four years after entering grade 9. Lagged one year. (The rate reported for "2014-15" is the 2014 graduation rate.) Statistic computed by the TEA. The Destination 2020 target is 90%.
Ninth-graders on track to graduate	Percentage of first-time ninth-graders who (a) accumulated at least five credits and (b) earned no more than one semester "F" in a core-content course.

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

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

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

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

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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State of Texas Assessment of Academic Readiness (STAAR)

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 statistics are based on grade levels at the campus; beginning in 2015, state statistics are all students tested across grades. Satisfactory performance indicates a reasonable likelihood of success in the next grade or course. In 2014, a single English test replaced separate Reading and Writing tests. For comparability, related statistics for 2013 were created by computing the overall percentages of reading and writing scores at Levels 2 or 3.
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.

PSAT

Percentage with college-ready scores	Percentage of grade 10 students with a college-ready score, determined by The College Board. The PSAT is administered to all district students in grade 10.
Average score	Average score among grade 10 students. Range of scores is 20-80 on each subtest. The Destination 2020 target for the sum of Critical Reading and Mathematics is 82.

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High School Metric and Term Definitions



ACT/SAT

Percentage with college-ready score(s)	In Dallas ISD, college-ready scores are ACT Composite = 21 or SAT Critical Reading + Mathematics = 990. Percentage taken from all grade 12 students, including those not tested. The Destination 2020 target is 40% of grade 12 students meeting the college-ready criterion.
Percentage tested	Percentage of grade 12 students who have taken one or both of ACT or SAT at any time during high school.
Average score (single test)	Average score among grade 12 students who have tested. Range for combined SAT Critical Reading and Mathematics is 400-1600 (200-800 each) and for ACT Composite is 1-36. The Destination 2020 targets are 990 and 21.
Percentage with college-ready scores (single test)	Percentage of all grade 12 students (including those not tested) who have met the Destination 2020 targets of 990 (SAT Critical Reading + Mathematics) or 21 (ACT Composite).
Percentage tested (single test)	Percentage of grade 12 students who have taken the test.

Advanced Placement (AP)

Number of exams	Number of exams taken by all students in any grade. Students may take more than one exam.
Percentage of exams with qualified scores	Percentage of all exams with scores at the "qualified" level or higher (3-5 on 1-5 scale). Students may have more than one exam with a qualified score. The Destination 2020 target is 31% of exams with a qualified score or higher.
Average exam score	Average score on exams taken by all students in any grade. Students may take more than one exam.
Percentage enrolled in an AP course	Percentage of grade 11-12 students enrolled in at least one AP course.
Percentage tested on any exam (among AP enrollees)	Percentage of grade 11-12 students enrolled in any AP course and taking the appropriate exam.
Percentage earning a qualified score on any exam (among AP enrollees)	Percentage of grade 11-12 students enrolled in any AP course and earning a qualified score on the appropriate exam.