

# 2016-17 School Profile

## JAMES MADISON HIGH SCHOOL (TEA # 32)



3000 MARTIN L KING BD DALLAS, TX 75215

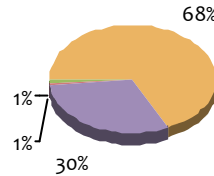
www.dallasisd.org/madison

Principal: Vacant

Phone: 972-925-2800

High school with grades 9–12 in the MADISON feeder pattern.

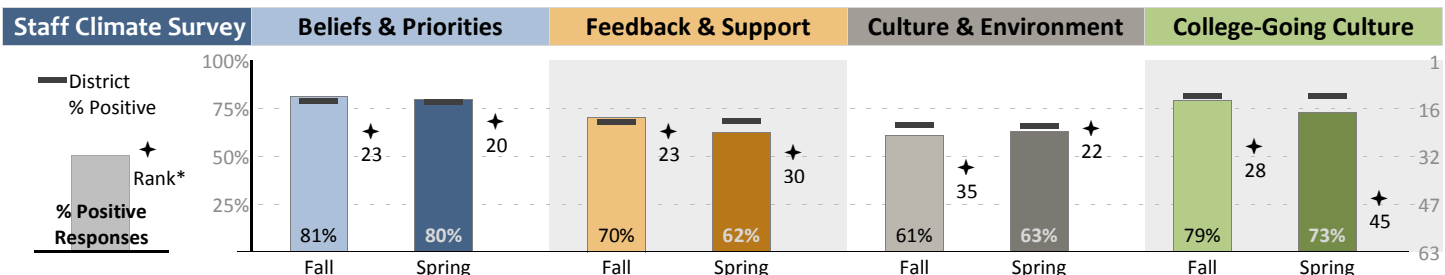
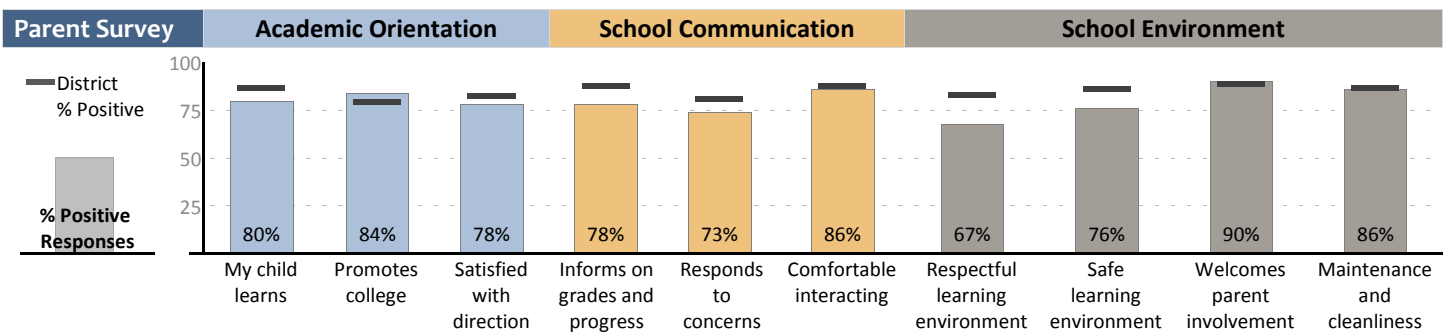
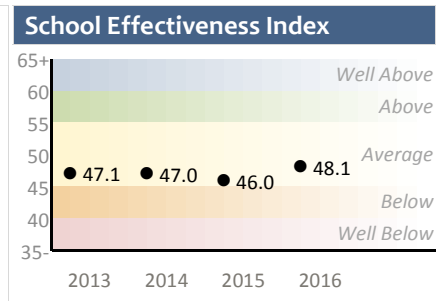
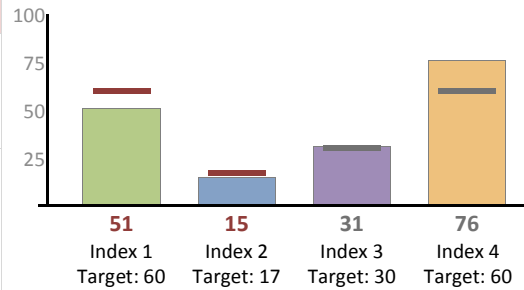
Grd	Attendance Target: 95%	Enrollment		% of Grade Level			
		N	% Sch	Afr. Am.	Hispanic	White	Other
9	91.5% <span style="color:red">✘</span>	139	33%	65%	33%	1%	1%
10	92.3% <span style="color:red">✘</span>	112	26%	66%	32%	1%	1%
11	91.9% <span style="color:red">✘</span>	96	23%	68%	31%	1%	-
12	93.5% <span style="color:red">✘</span>	79	19%	78%	20%	0%	1%
ALL	92.2% <span style="color:red">✘</span>	426	-	68%	30%	1%	1%



Student Group Enrollment		
		% of School
At Risk	326	80.5%
ELL	67	16.5%
Low SES	391	96.5%
SPED	70	17.3%
TAG	38	9.4%

Graduation / Attendance / Retention		2013-14	2014-15	2015-16	TARGET
Students	Percentage of students who graduated in four years (one-year lag)	96.9%	<span style="color:red">↓</span> 89.7%	<span style="color:green">↑</span> 90.1%	90.0% <span style="color:green">✓</span>
	Percentage of first-time ninth-graders on track to graduate	76.2%	<span style="color:red">↓</span> 67.9%	<span style="color:green">↑</span> 82.5%	90.0% <span style="color:red">✘</span>
	Average student attendance rate	93.7%	<span style="color:red">↓</span> 92.9%	<span style="color:red">↓</span> 92.2%	
	Percentage of students absent fewer than 10% of days enrolled at campus	80.2%	<span style="color:red">↓</span> 76.5%	<span style="color:red">↓</span> 75.2%	
Teachers	Average number of absences	6.5	<span style="color:red">↓</span> 6.3	<span style="color:green">↑</span> 7.1	
	Percentage of teachers who returned to campus from prior year	56.8%	<span style="color:green">↑</span> 76.5%	<span style="color:red">↓</span> 72.7%	

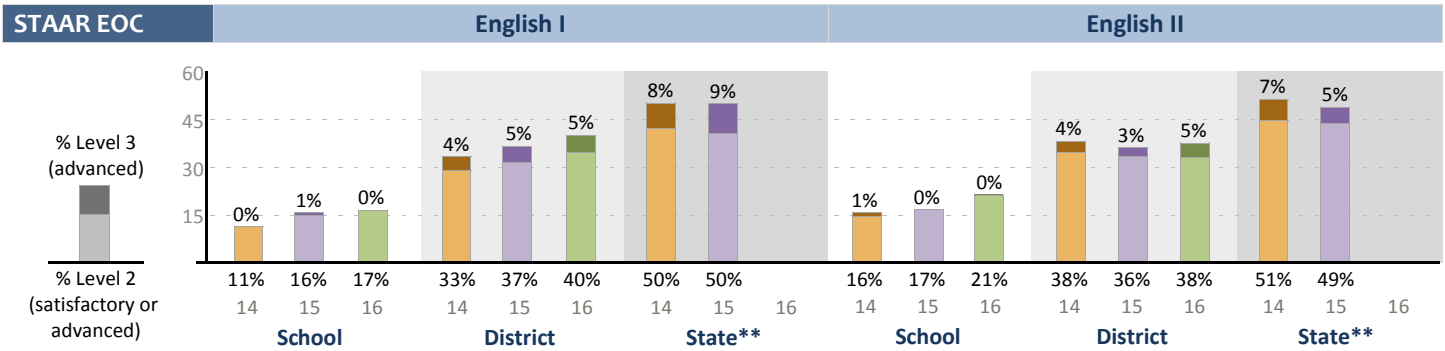
State Acct.	Improvement Required
Index Definitions	1: Student Achievement 2: Student Progress 3: Closing Performance Gaps 4: Postsecondary Readiness
Distinctions	No distinctions awarded



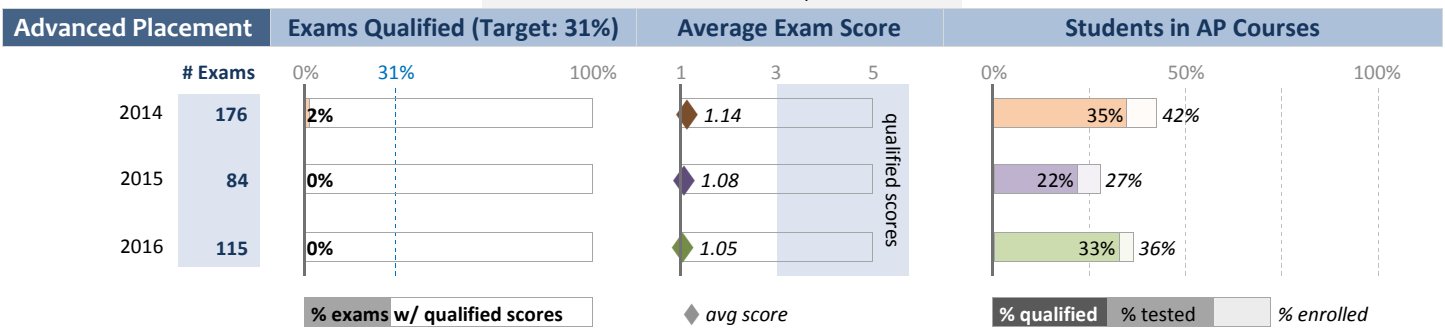
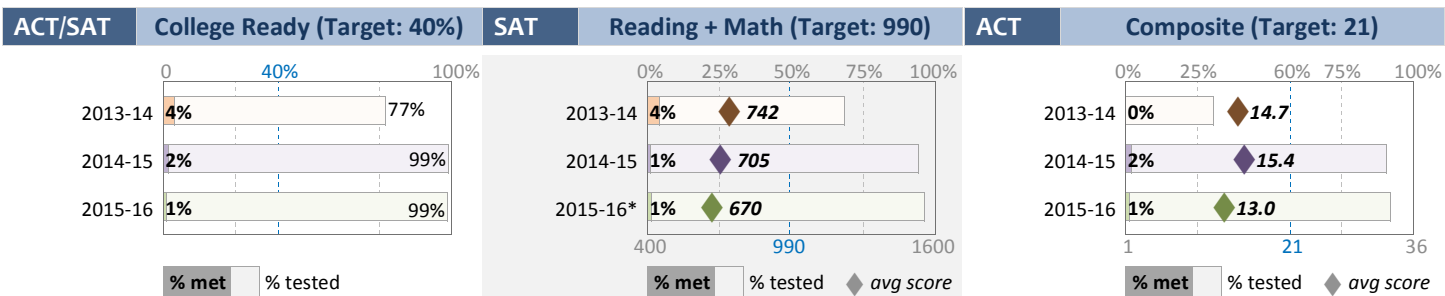
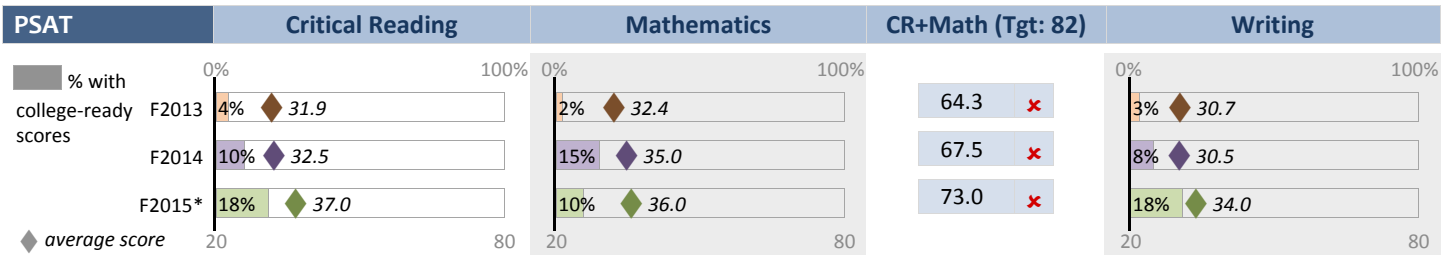
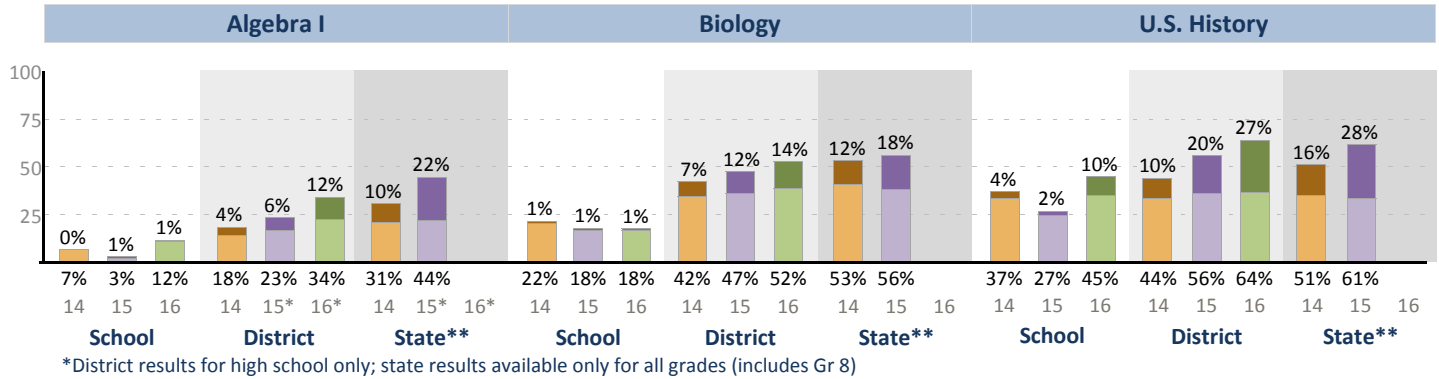
\*Rank out of 63 secondary, 149 elementary, or 15 magnet schools

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\*\*2016 state results not available at publication.



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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.
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. The PSAT was redesigned for 2015 and has a new scoring system. College-ready scores are set only for section-level, not test-level, scores. The sections are "Evidence-based Reading and Writing" and "Mathematics." For this report, the percentage of students meeting the "EBRW" benchmark in 2015 is duplicated on the "Reading" and "Writing" graphs. Average scores from the 2015 test were converted to the old scoring system using concordance tables from The College Board.
Average score	Average score among grade 10 students. Range of scores is 20-80 on each subtest (old scoring system). The current district target for the sum of Critical Reading and Mathematics is 82. For this report, test-level score averages for 2015 were converted to the old scoring system for comparability.

## 2016-17 School Profile 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 (based on SAT administrations prior to March 2016). Percentage taken from all grade 12 students, including those not tested. The district target is 40% of grade 12 students meeting the college-ready criterion. (The SAT has been redesigned and was first administered in its new form in March 2016. The college-ready target converts to 1070 in the new scoring system. In this report, scores from the new SAT were converted to scores from the old scoring system for comparability.)
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 section scores is 400-1600 and for ACT Composite is 1-36. Current district targets are 990 and 21. For the new SAT, the equivalent to a sum of 990 for Critical Reading + Mathematics is a sum of 1070 for Evidence-Based Reading and Writing + Mathematics. In this report, scores from the new SAT were converted to the old scoring system for comparability.
Percentage with college-ready scores (single test)	Percentage of all grade 12 students (including those not tested) who have met the targets of 990 (SAT Critical Reading + Mathematics) or 21 (ACT Composite). On the new SAT, the target is 1070 (SAT Evidence-based Reading and Writing + Mathematics).
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.