

2021-22 School Profile

JAMES MADISON HIGH SCHOOL (TEA 32)



3000 MARTIN L KING BD DALLAS, TX 75215

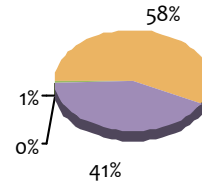
www.dallasisd.org/madison

Principal: MARIAN WILLARD (mwillard@dallasisd.org)

Phone: 972-925-2800

High school (grades 9–12) in the MADISON feeder pattern with a collegiate academy or magnet.

| Grd | Attendance Target: 95% | Enrollment | | % of Grade Level | | | |
|-----|--|------------|-------|------------------|----------|-------|-------|
| | | N | % Sch | Afr. Am. | Hispanic | White | Other |
| 9 | 85.0% ✘ | 141 | 28% | 62% | 35% | 1% | 1% |
| 10 | 86.4% ✘ | 119 | 24% | 54% | 44% | 0% | 3% |
| 11 | 87.1% ✘ | 126 | 25% | 57% | 42% | 0% | 1% |
| 12 | 93.1% ✘ | 116 | 23% | 54% | 45% | 0% | 1% |
| ALL | 87.7% ✘ | 502 | – | 57% | 41% | 0% | 1% |

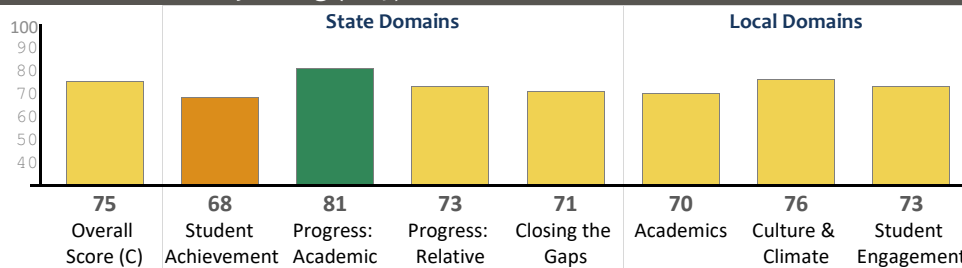


| Student Group Enrollment | | |
|--------------------------|-----|-------------|
| | | % of School |
| At Risk | 348 | 70.3% |
| EL | 151 | 30.5% |
| Low SES | 476 | 96.2% |
| SPED | 43 | 8.7% |
| TAG | 38 | 7.7% |

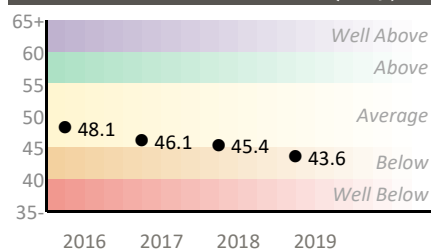
| Graduation / Attendance / Retention | | 2018-19 | 2019-20 | 2020-21 |
|-------------------------------------|--|---------|---------|---------|
| Students | Percentage graduated in four years (one-year lag) | 85.5% | ↓ 85.2% | ↑ 89.9% |
| | Percentage first-time Grade 9 on track to graduate | 88.2% | ↓ 85.1% | ↓ 56.6% |
| | Average student attendance rate | 92.5% | ↓ 91.8% | ↓ 87.7% |
| | Percentage absent fewer than 10% of days enrolled | 76.1% | ↓ 72.2% | ↓ 59.0% |
| Teachers | Average number of absences | 6.4 | ↑ 7.0 | ↓ 6.9 |
| | Percentage returned to campus from prior year | 62.5% | ↑ 84.6% | ↑ 87.5% |

| Disciplinary Actions | 18-19 | 19-20 | 20-21 |
|--------------------------|-------|-------|-------|
| Out-of-School Suspension | 30 | 22 | |
| Alternative Placement | 5 | 6 | |

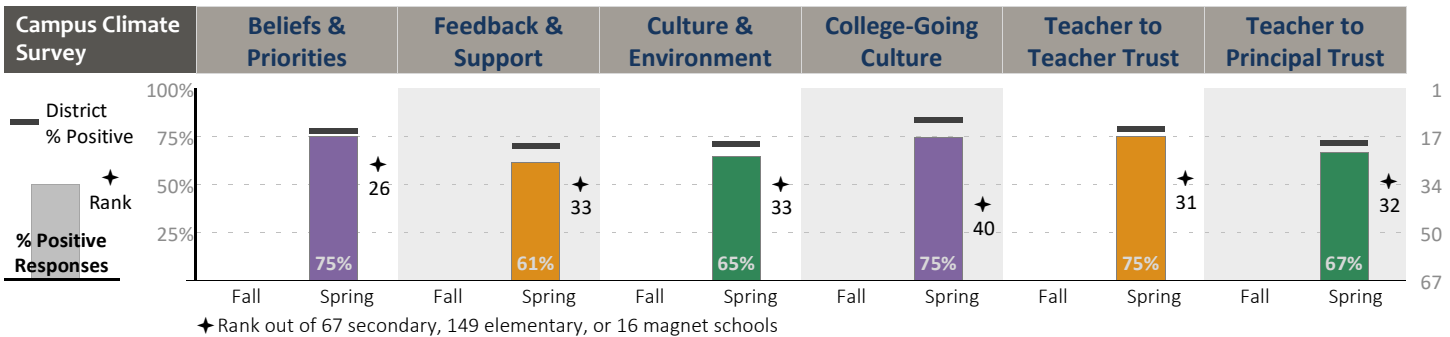
State Accountability Rating (2019)



School Effectiveness Index (2019)



Distinctions Achievement in social studies; Top 25% in academic growth

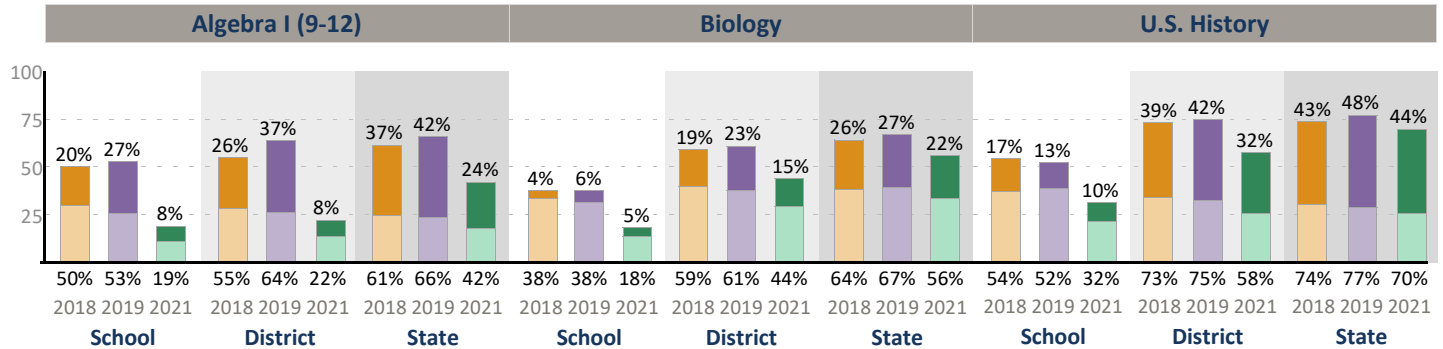
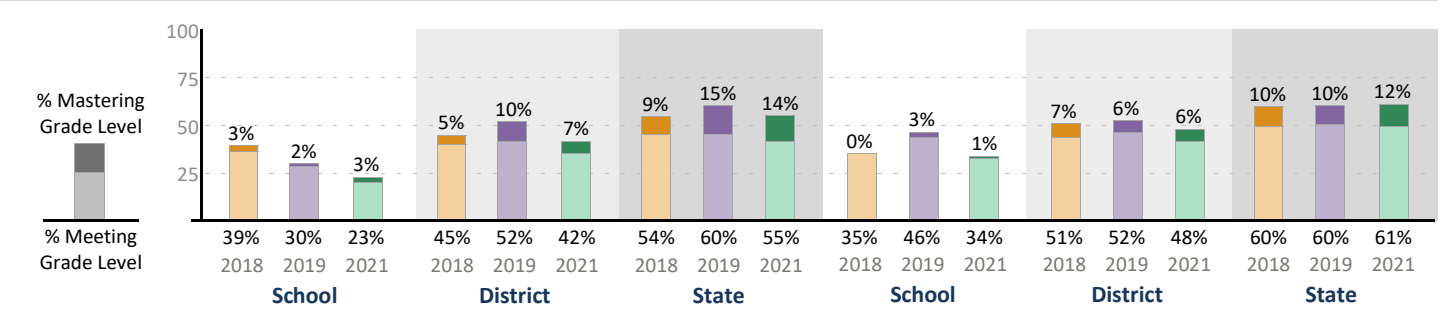


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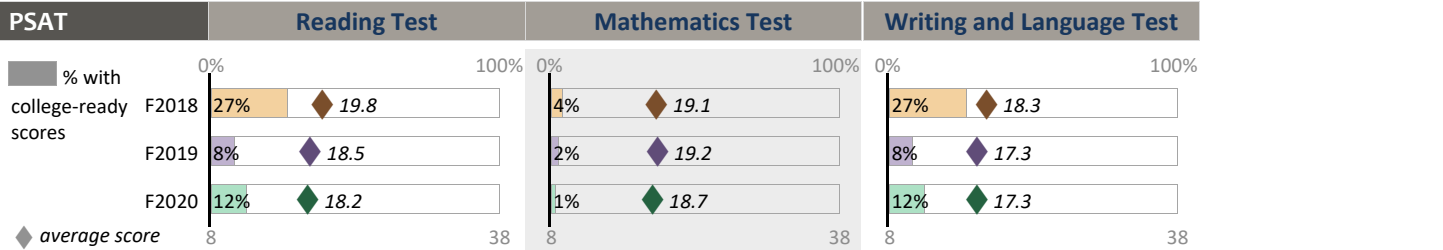
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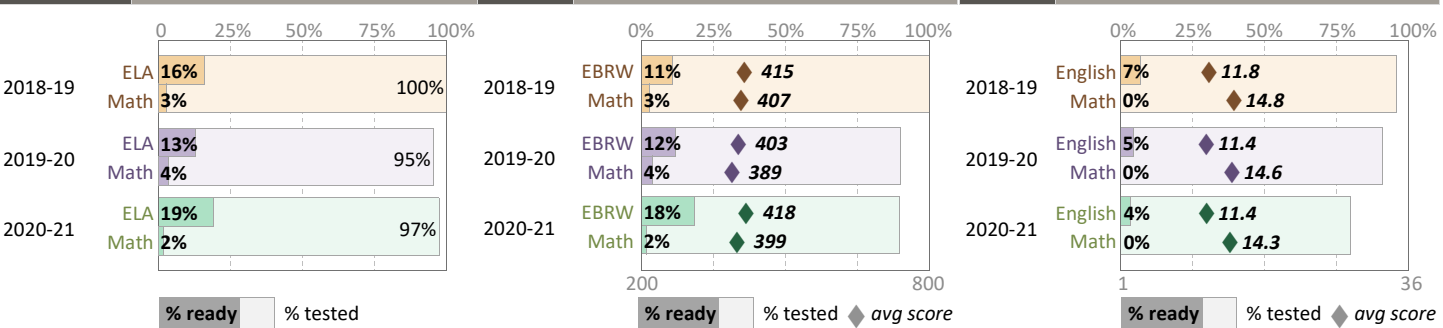
STAAR EOC



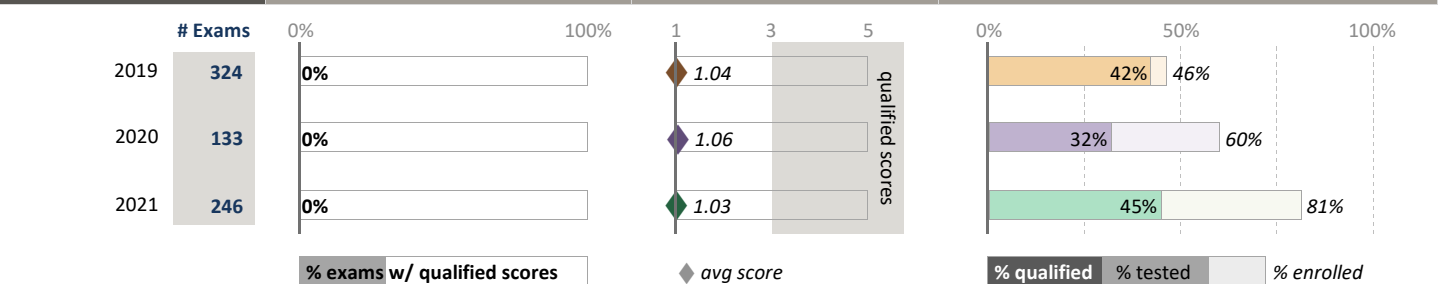
STAAR EOC: District statistics are high school only (grades 9-12); state statistics are all grades (including grades below 9).



ACT/SAT Ready for College Courses



Advanced Placement Exams Qualified



2021-22 School Profile

High School Metric and Term Definitions



INFORMATION ABOUT 2021-22 SCHOOL PROFILES

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| 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. |
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Attendance

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| 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 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 last school year. |

Enrollment

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| 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. |

Graduation

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| Four-year graduation rate | Percentage of students who graduated four years after entering grade 9. Statistic computed by the Texas Education Agency. Graduation rates are not available for a year after the year of graduation because it takes considerable time to collect relevant data. |
| 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

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| 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

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| 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. |
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Accountability Rating System for Texas Public Schools

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| 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. |
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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 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. |
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Campus 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. 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. |
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2021-22 School Profile High School Metric and Term Definitions



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. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile. |
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State of Texas Assessment of Academic Readiness (STAAR)

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| Percentage meeting grade level standard | Percentage of all tests with scores meeting grade level standard. Statistics include results from all STAAR test types. School's statistics based on results from students in the accountability subset. School statistics reported only if at least 25 students tested. District statistics are based on grade levels at the campus. State statistics are all students tested across grades. Students meeting grade level standard have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. |
| Percentage mastering grade level standard | Percentage of all tests with scores demonstrating mastery of grade level standard. Scores are a subset of scores that "meet grade level standard". Students mastering grade level standard are expected to succeed in the next grade or course with little or no academic intervention. |

PSAT

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| 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. College-ready scores are set only for section-level, not test-level, scores. The sections are "Evidence-based Reading and Writing" and "Mathematics." Thus, in this report, the percentage of students meeting the "EBRW" benchmark is duplicated on the "Reading" and "Writing" graphs. |
| Average score | Average score among grade 10 students. Range of scores is 8-38 on each subtest. |

ACT/SAT

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| Percentage of students ready for college courses | ACT, Inc. and The College Board determine benchmark scores that indicate a 75% likelihood of achieving a letter grade of C or better in corresponding college courses. These are: ACT English-18; ACT Mathematics-22; SAT Evidence based Reading and Writing (EBRW)-480; and SAT Mathematics-530. The abbreviation "ELA" for "English Language Arts" is used to display the overall percentage of students with a 75% likelihood of achieving a C or better in an introductory college composition, literature, or social science course. Students meeting either mathematics benchmark have a 75% likelihood of achieving a C or better in an introductory college mathematics course. Percentage taken from all grade 12 students, including those not tested. |
| 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. Ranges for SAT sections (Evidence-based Reading and Writing or Mathematics) are 200-800. Ranges for ACT sections (English or Mathematics) are 1-36. |
| Percentage of students ready for college courses (single test) | Percentage of all grade 12 students (including those not tested) who have met the targets of 18 for ACT English, 22 for ACT Mathematics, 480 for SAT Evidence-Based Reading and Writing, and 530 for SAT Mathematics. |
| Percentage tested (single test) | Percentage of grade 12 students who have taken the test. |

Advanced Placement (AP)

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| 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. |
| 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. |