

2024-25 School Profile (TEA 13) FRANKLIN D. ROOSEVELT HIGH SCHOOL OF INNOVATION



525 BONNIE VIEW RD DALLAS, TX 75203

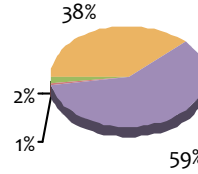
www.dallasisd.org/roosevelt

Principal: ABRAM JOSEPH (abjoseph@dallasisd.org)

Phone: 972-925-6800

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

| Grd | Attendance Target: 95% | Enrollment | | % of Grade Level | | | |
|-----|--|------------|-------|------------------|----------|-------|-------|
| | | N | % Sch | Afr. Am. | Hispanic | White | Other |
| 9 | 86.5% ✘ | 211 | 31% | 33% | 64% | 0% | 2% |
| 10 | 86.8% ✘ | 163 | 24% | 38% | 60% | 1% | 1% |
| 11 | 88.4% ✘ | 150 | 22% | 43% | 55% | 1% | 2% |
| 12 | 87.3% ✘ | 152 | 22% | 43% | 54% | 3% | 1% |
| ALL | 87.2% ✘ | 676 | – | 38% | 59% | 1% | 2% |

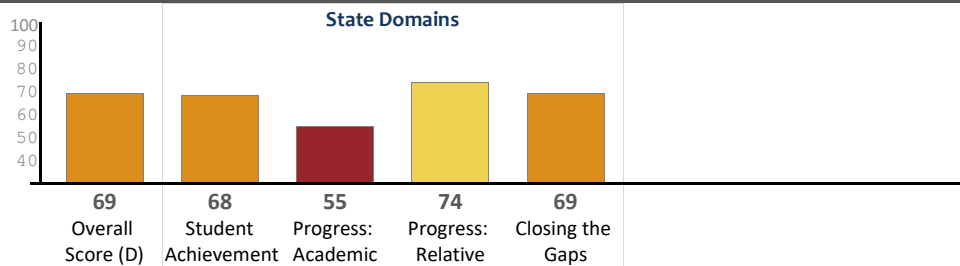


| Student Group Enrollment | | |
|--------------------------|-----|-------------|
| | N | % of School |
| At Risk | 515 | 79.0% |
| EB | 287 | 44.0% |
| Low SES | 625 | 95.9% |
| SPED | 110 | 16.9% |
| TAG | 76 | 11.7% |

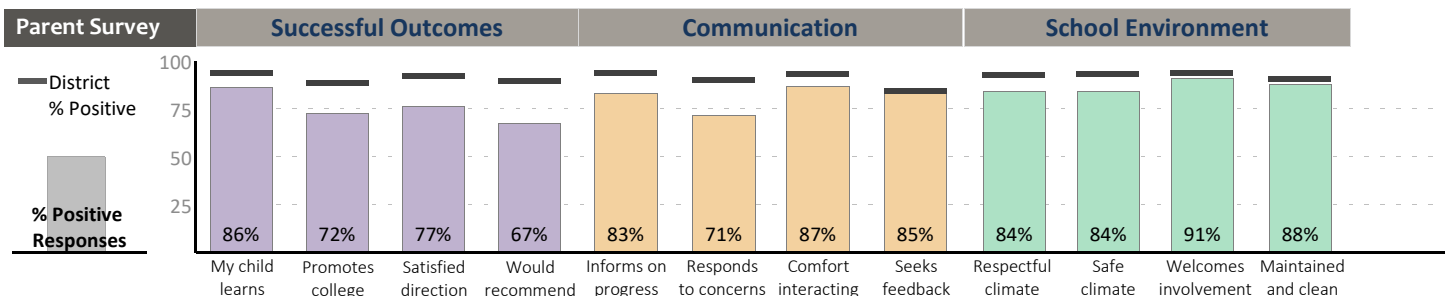
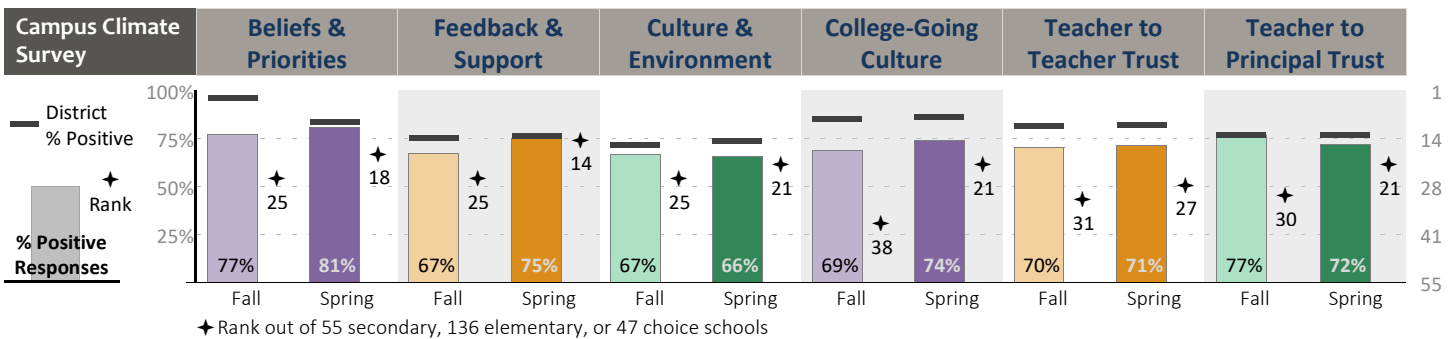
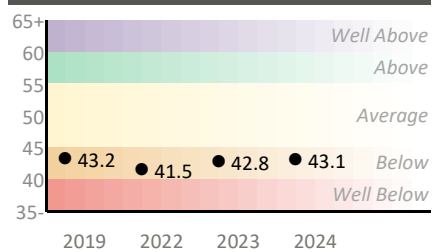
| Graduation / Attendance / Retention | | 2021-22 | 2022-23 | 2023-24 |
|-------------------------------------|--|---------|---------|---------|
| Students | Percentage graduated in four years (one-year lag) | 67.2% | ↑ 70.7% | ↓ 63.9% |
| | Percentage first-time Grade 9 on track to graduate | 92.3% | ↓ 48.5% | ↑ 86.3% |
| | Average student attendance rate | 81.5% | ↑ 86.9% | ↑ 87.2% |
| | Percentage absent fewer than 10% of days enrolled | 43.2% | ↑ 56.6% | ↑ 59.5% |
| Teachers | Average number of absences | 11.7 | ↓ 6.7 | ↑ 9.0 |
| | Percentage returned to campus from prior year | 66.7% | ↑ 71.1% | ↓ 63.3% |

| Disciplinary Actions | 21-22 | 22-23 | 23-24 |
|-----------------------|-------|-------|-------|
| In-School Suspension | 19 | 12 | 49 |
| Alternative Placement | 49 | 47 | 54 |
| Expulsion | 1 | 3 | |

State Accountability Rating (Dallas ISD Estimate)

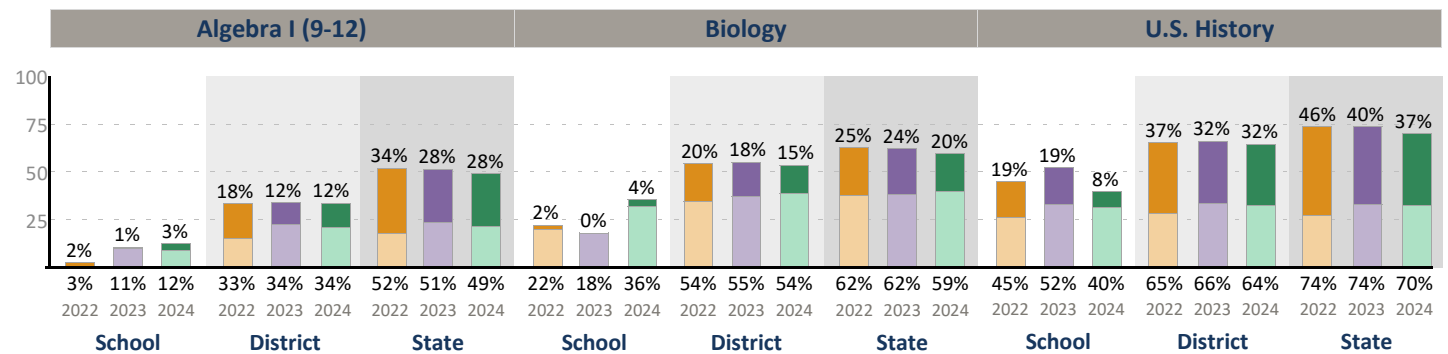
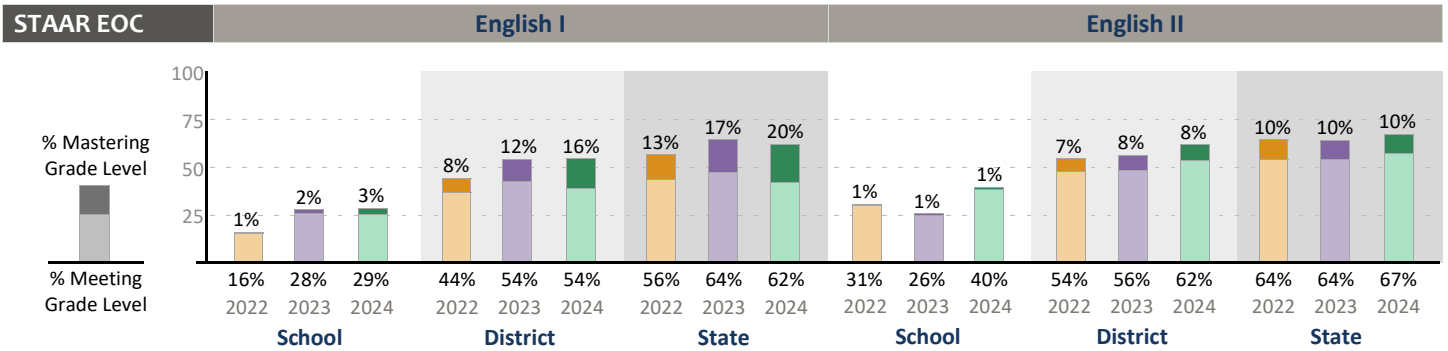


School Effectiveness Index

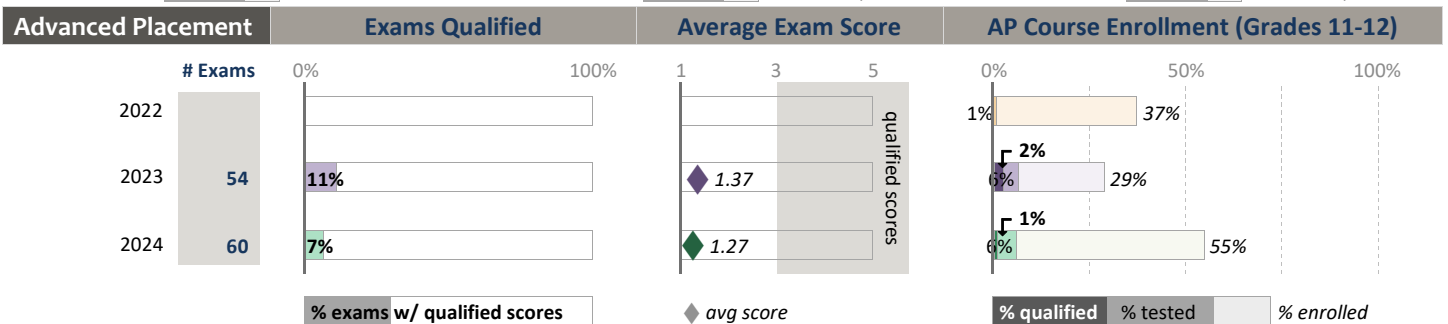
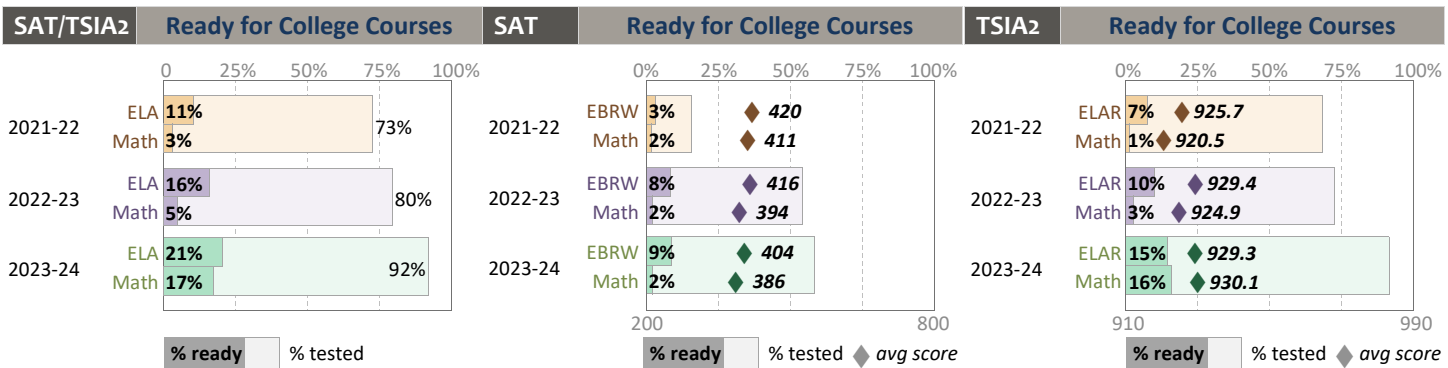
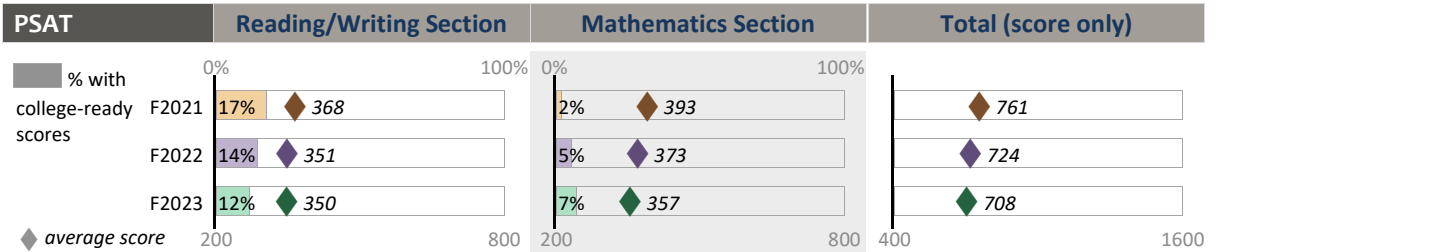


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STAAR EOC: District statistics are high school only (grades 9-12); state statistics are all grades (including grades below 9).



2024-25 School Profile

High School Metric and Term Definitions



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

| | |
|------------------------------|---|
| 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 four scaled scores in three domains (Student Achievement, Student Progress: Academic Growth, Student Progress: Relative Performance, and Closing the Gaps) and a single, overall scaled score across the three domains. The overall score is translated to a letter grade of A, B, C, D, or F. Schools can earn distinctions from the TEA for student achievement in math, reading, science, or social studies; top 25% (among comparable schools) in student progress or in closing performance gaps; and postsecondary readiness. The TEA has not released ratings for 2024. Values in this report are Dallas ISD estimates determined from available data and applications of procedures outlined in the 2024 manual. See https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2024-accountability-rating-system |
|-----------------------------|--|

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

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|-------------------------------|---|
| Percentage positive responses | Surveys conducted fall and 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. Results not available when there were too few respondents. |
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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. Results not available when there were too few respondents. |
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2024-25 School Profile

High School Metric and Term Definitions



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. Grade level standards were reset for the 2023 administration of the STAAR in grades 3-8 |

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 for the Mathematics and Evidence-based Reading and Writing sections, not for the test overall. |
| Average score | Average score among grade 10 students. Range of scores is 200-800 in each section and 400-1600 for the total. |

SAT/TSIA2

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|--|--|
| Percentage of students ready for college courses (either test) | The SAT and TSIA2 College Readiness Classification (CRC) test have benchmark scores that indicate a 75% likelihood of achieving a letter grade of C or better in corresponding college courses. These are: SAT Evidence based Reading and Writing (EBRW)-480; SAT Mathematics-530; TSIA2 English Language Arts and Reading (ELAR)-945; and TSIA2 Mathematics-950. 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 (either test) | Percentage of grade 12 students who have taken one or both of SAT or TSIA2 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 TSIA2 sections (ELAR or Mathematics) are 910-990. TSIA2 results are displayed for schools with more than 20 percent of seniors tested. |
| Percentage of students ready for college courses (single test) | Percentage of all grade 12 students (including those not tested) who have met the college-ready target of 480 for SAT Evidence-Based Reading and Writing, 530 for SAT Mathematics, 945 for TSIA2 ELAR, or 950 for TSIA2 Mathematics. TSIA2 results are displayed for schools with more than 20 percent of seniors tested. |
| Percentage tested (single test) | Percentage of grade 12 students who have taken the test. TSIA2 results are displayed for schools with more than 20 percent of seniors tested. |

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. |