

2017-18 School Profile

WOODROW WILSON HIGH SCHOOL (TEA 22)



100 S GLASGOW DR DALLAS, TX 75214

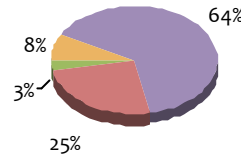
www.dallasisd.org/woodrow

Principal: ROXANNE CHEEK (RORODRIQUEZ@DALLASISD.ORG)

Phone: 972-502-4400

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

Grd	Attendance Target: 95%	Enrollment		% of Grade Level			
		N	% Sch	Afr. Am.	Hispanic	White	Other
9	94.6% ✓	497	28%	8%	64%	25%	3%
10	94.7% ✓	495	28%	8%	64%	26%	2%
11	95.2% ✓	408	23%	7%	64%	26%	3%
12	94.6% ✓	357	20%	8%	66%	24%	2%
ALL	94.8% ✓	1,757	–	8%	64%	25%	3%

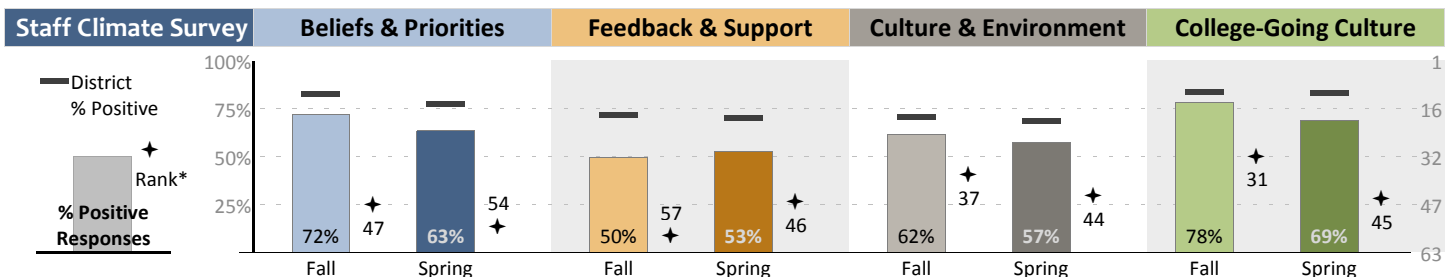
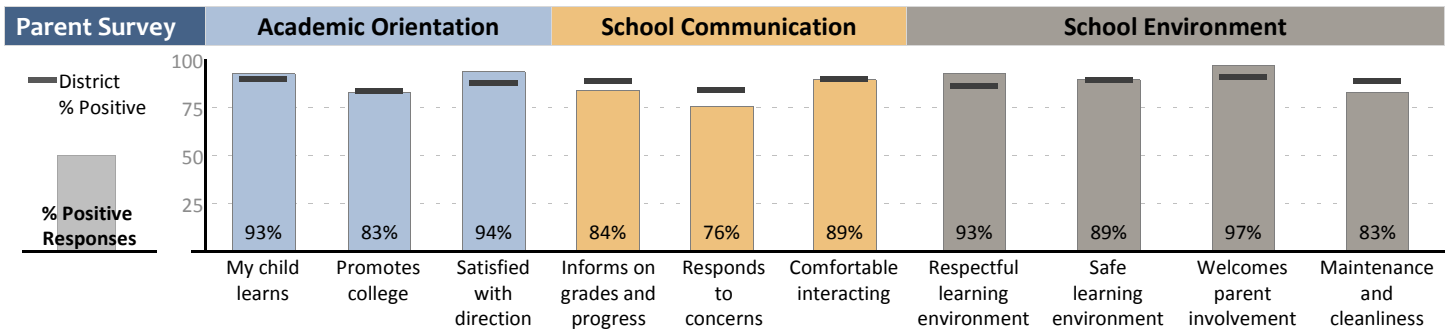
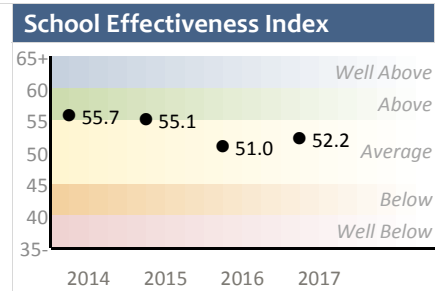
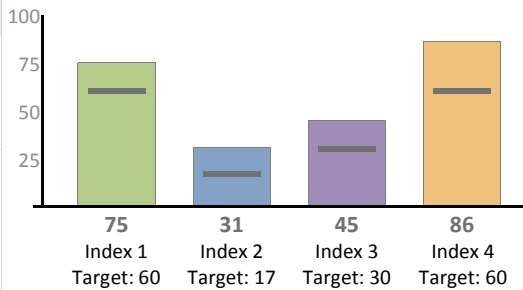


Student Group Enrollment		
		% of School
At Risk	880	49.9%
ELL	391	22.2%
Low SES	1,051	59.6%
SPED	165	9.4%
TAG	283	16.0%

Graduation / Attendance / Retention		2014-15	2015-16	2016-17
Students	Percentage graduated in four years (one-year lag)	86.8%	↑ 95.4%	↓ 93.1%
	Percentage first-time Grade 9 on track to graduate	74.0%	↑ 77.2%	↑ 79.7%
	Average student attendance rate	95.2%	↓ 95.1%	↓ 94.8%
	Percentage absent fewer than 10% of days enrolled	88.6%	↑ 88.8%	↓ 88.6%
Teachers	Average number of absences	7.3	↓ 6.3	↑ 7.1
	Percentage returned to campus from prior year	84.2%	↓ 63.6%	↑ 75.2%

Disciplinary Actions	14-15	15-16	16-17
In-School Suspension	42	34	29
Out-of-School Suspension	82	69	60
Alternative Placement	30	27	21
Expulsion	2	1	1

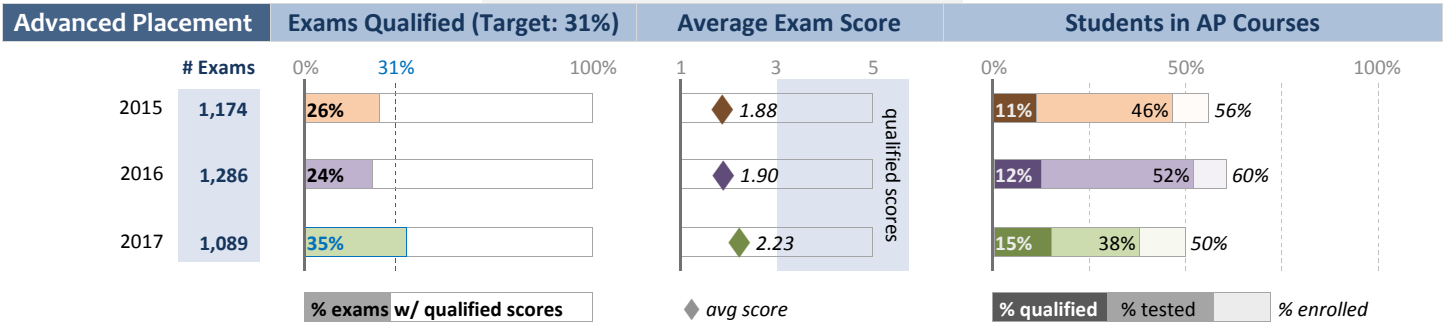
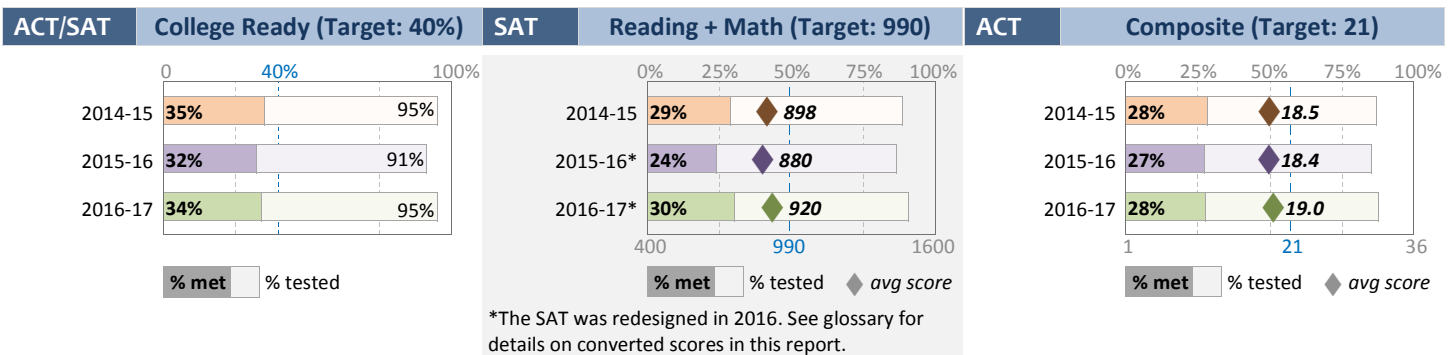
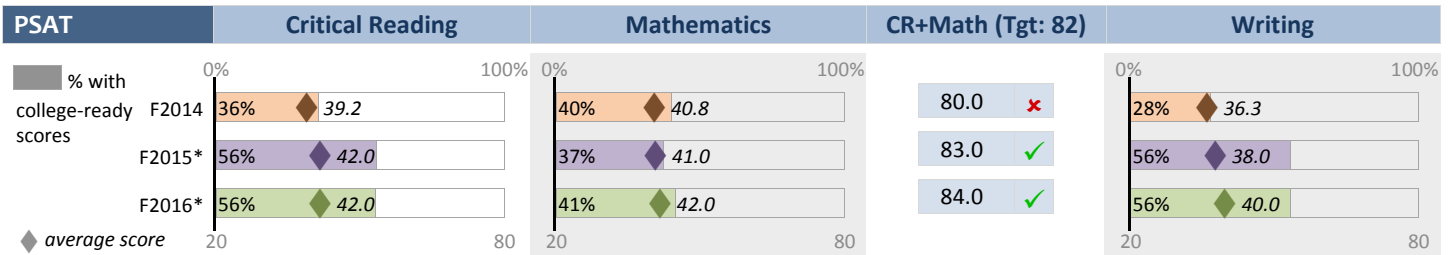
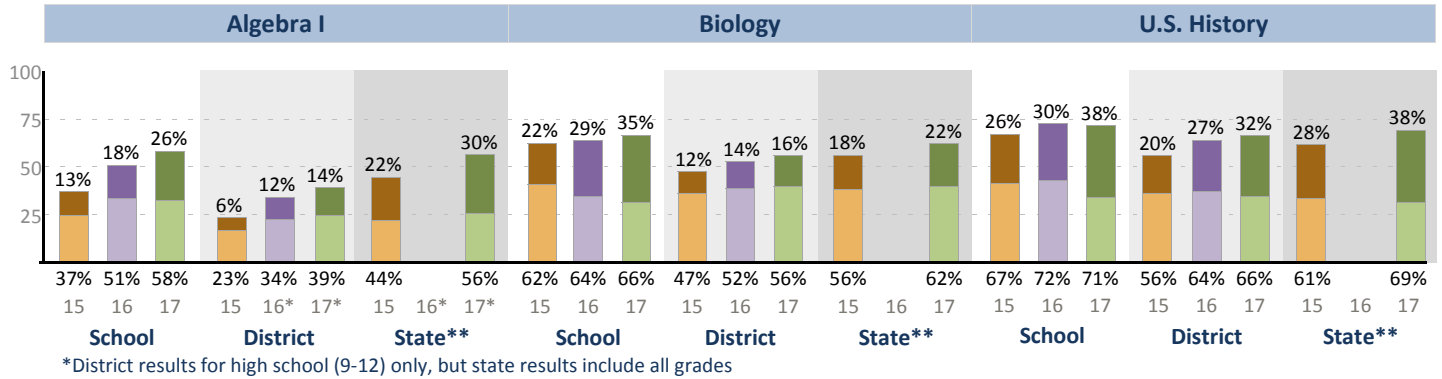
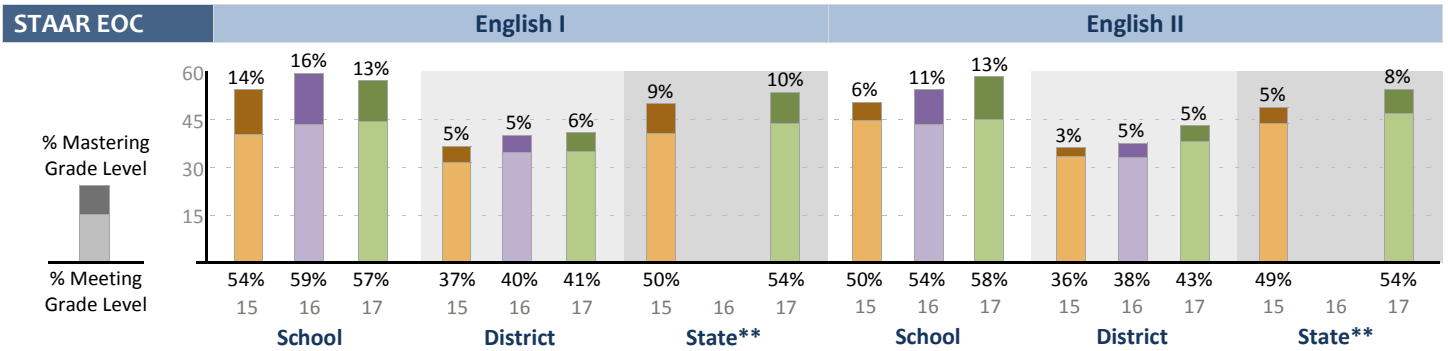
State Act.	Met Standard
Index Definitions	1: Student Achievement 2: Student Progress 3: Closing Performance Gaps 4: Postsecondary Readiness
Distinctions	- Achievement in math, reading, science, social studies - Top 25% in student progress - Postsecondary readiness



*Rank out of 63 secondary, 151 elementary, or 15 magnet schools

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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 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 "2016-17" is the 2016 graduation rate.) Statistic computed by the Texas Education Agency.
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

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

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. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.
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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. 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)

Percentage meeting grade level standard	Percentage of all tests with scores meeting grade level standard (formerly "Level 2 at panel-recommended standard"). 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. 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 (formerly "Level 3"). 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.

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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 Fall 2015, resulting in 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 and 2016 is duplicated on the "Reading" and "Writing" graphs. Average scores from the 2015 and 2016 tests 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 (scoring system prior to change in Fall 2015). The current district target for the sum of Critical Reading and Mathematics is 82. For this report, test-level score averages for 2015 and 2016 were converted to the old scoring system for comparability.

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 scoring prior to March 2016 when the SAT was redesigned). 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 was redesigned and 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 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.