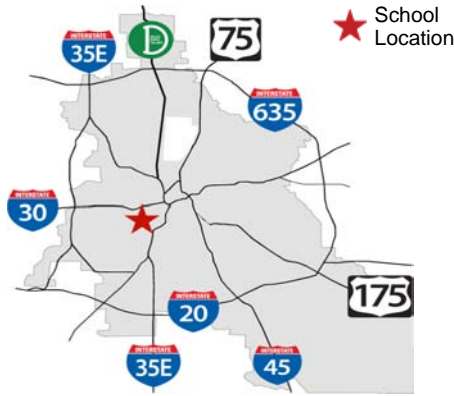


# W.H. ADAMSON HIGH SCHOOL



## SCORECARD 2008-2009

201 E. Ninth St | Dallas, TX 75203 | (972) 749-1400 | Fax (972) 749-1401 | <http://www.dallasisd.org/scorecards>



**Board of Trustees**  
Jerome Garza, District 7

**2008-2009 Principal**  
Rawley Sanchez

**Learning Community**  
West Secondary

**Grade Levels**  
9-12

**Accountability Rating**  
Recognized

### Overview

A scorecard is:

An annual report that provides information to students, families, educators, and the community about a school and its performance and progress. The scorecard reports the school's progress toward the district's goals for student achievement.

A scorecard:

Clearly communicates how well a school is doing toward fulfilling the district's mission and definition of excellence, helps school leaders set priorities based on school performance information, and builds awareness and acceptance of a balanced set of common standards that define an effective school.

A scorecard is different from previous documents:

While it is also useful to educators, a scorecard is designed with parents and the community in mind. All of the most important information is in one place and in an easy-to-use format. The performance measures go beyond test scores to include outcomes such as graduation rates, college readiness, attendance, and other key measures of success.

### Feeder schools

#### Elementary Schools

Felix Botello, James Bowie, James S. Hogg, John F. Peeler, John H. Reagan

#### Middle Schools

Hector P. Garcia

#### High Schools

N/A

### Student, School and Faculty awards

Eric Louis Brown Scholarship, Adamson Foundation Scholarships

### After-school / Before-school programs

Math, science, and English tutoring

### External partnerships

Education is Freedom

### Extracurricular activities

Athletics, debate, National Honor Society, band, drill team

### Student Enrollment / Demographics

<b>Enrollment</b>	1,316
<b>Limited English Proficient students</b>	29%
<b>Students eligible for free/reduced lunch</b>	82%
<b>Special education students</b>	8%

<b>Hispanic</b>	94%	
<b>African American</b>	5%	
<b>White</b>	1%	
<b>Other</b>	0%	

# W.H. ADAMSON HIGH SCHOOL

SCORECARD 2008-2009



		ACTUAL	3-YEAR TREND oldest ----> newest	2010 GOAL	HS RANK	ACTUAL	3-YEAR TREND oldest ----> newest	2010 GOAL	HS RANK
<b>STUDENT ACHIEVEMENT</b>									
<b>TAKS</b>	Mathematics	64%		90%	★★★☆☆	13%		60%	★★★☆☆
	Reading / ELA	86%		90%	★★★★☆	23%		60%	★★★★☆
	Science	60%		90%	★★★☆☆	7%		60%	★★★☆☆
	Social Studies	92%		90%	★★★★☆	51%		60%	★★★★☆
					Met College-Ready Standard				
Students who took an Advanced Placement (AP) test**						34%		50%	★★★★☆
Test takers scoring 3, 4, or 5 on at least one AP test**						23%		50%	★★★★☆
Average Score**	Graduates who have taken either SAT or ACT**					65%		70%	★★★☆☆
SAT = 748	Examinees with college-ready SAT/ACT score**					1%		50%	★★★☆☆
ACT = 16									
Graduates enrolled in post-secondary education*						32%		-	★★★★☆
Students completing at least one TEA advanced or dual enrollment course**						15%		35%	★★★☆☆
Percent of district's advanced curriculum offered						24%		-	★★★★☆
<b>ON TRACK / GRADUATION</b>									
Students who graduate in four years*						64%		95%	★★★☆☆
Students present at least 90% of the time						79%		-	★★★★☆
Freshmen on track for graduation						83%		-	★★★★☆
<b>STUDENT GROWTH</b>									
Students who made expected gains on TAKS math						57%		-	★★★☆☆
Students who made expected gains on TAKS reading						73%		-	★★★★☆
School Effectiveness Index (SEI - average score is 50)						46		-	★★★☆☆
<b>TEACHERS</b>									
Average teacher attendance rate						90%		-	★★★★☆
Teachers retained from previous year						79%		-	★★★★☆
<b>LEARNING ENVIRONMENT</b>									
<b>Parents who completed survey = MINIMUM RESPONSE RATE NOT MET</b>						<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	
<b>PARENTS</b>	Parents are satisfied with the quality of education								
	Parents believe the school has a welcoming environment								
	Parents are satisfied with the school facilities and cleanliness								
	The school informs parents about their child's grades and learning progress throughout the year								
	The school responds to concerns in a timely manner								
<b>Students who completed survey = MINIMUM RESPONSE RATE NOT MET</b>						<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	
<b>STUDENTS</b>	Students feel safe when on campus								
	Students are given homework from their teachers								
	Students feel challenged with coursework								
	Students believe courses are relevant to their future								
	Students are encouraged to use what they learn in everyday life								
	Students participate in sports or athletics								
	Students participate in arts, music, clubs, or student council								

Note: All data is based on the 08-09 school year except where indicated below  
 \* Most recent data is from 07-08 school year | \*\* Most recent data is from 06-07 school year  
 n/a - Data not available for that school year

★★★★☆	Bottom 25% of Dallas ISD High Schools	★★★★☆	Top 25% of Dallas ISD High Schools
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# High School Scorecard Legend



Name	Definition	Why This Matters
Students who met minimum TAKS standard	Percent of students who scored at least 2100 on the Texas Assessment of Knowledge and Skills (TAKS) test (out of all students who take the TAKS)	Indicates a student is performing at or above acceptable standards set by the state of Texas in a core subject
Students who met college ready TAKS standard	Percent of students who scored at least 2300 on the TAKS test (out of all students who take the TAKS)	Indicates a student is performing at a college ready level (12th grade), or at a level which sets the student on a path to college readiness (9-10th grade)
Students who took an Advanced Placement (AP) test	Percent of 11th or 12th graders who took at least one AP test	Students who take an AP test are better prepared for success in college
Test takers scoring 3, 4, or 5 on at least one AP test	Percent of 11th and 12th grade examinees who scored 3, 4, or 5 on at least one AP test	Students scoring 3, 4, or 5 on an AP test may receive college credit
Graduates who have taken either SAT or ACT	Percent of graduates who took either the SAT or ACT college entrance exam	SAT and ACT participation and scores are a critical factor in college admission, and scores at or above 1100 and 24 on the SAT and ACT, respectively, are considered college ready scores
Examinees with college-ready SAT/ACT score	Percent of examinees who scored at least 1110 on SAT total or 24 on ACT composite out of all students who took SAT or ACT	SAT and ACT participation and scores are a critical factor in college admission, and scores at or above 1110 and 24 on the SAT and ACT, respectively, are considered college ready scores
Graduates enrolled in post-secondary education	Percent of previous year's graduates who are currently enrolled in advanced education	Two-thirds of new jobs require college or other post-secondary education
Students who completed at least one TEA advanced or dual enrollment course	Percent of students who received credit for at least one AP or dual enrollment course	Students who complete advanced courses are better prepared for college
Percent of district's advanced curriculum offered	Percent of all AP courses (offered across Dallas ISD) that are available to students at this school	Students who are afforded a greater number of advanced courses are more likely to enroll in at least one
Students who graduated in four years	Percent of first time 9th graders who finished their high school education four years later	High school graduation is essential for success in today's economy
Students present at least 90% of the time	Percent of students who were present for at least 90% of their classes	Attendance is a key indicator of whether or not a student is on track for graduation
Freshmen on track for graduation	Percent of first time 9th graders who have accumulated at least five credits and received no more than one semester "F" in a core subject	Success in freshman courses is a key predictor of ultimate success in and graduation from high school
Students who made expected gains on TAKS	Percent of students who made anticipated academic progress between previous year's TAKS tests and current year's TAKS tests	In order to stay on track to graduate, students must make expected gains from one academic year to the next
School Effectiveness Index (SEI -average score is 50)	A measure of school proficiency, which isolates impact teachers have on student achievement, controlling for social and demographic factors	It is important to understand what impact schools have on student learning, regardless of a student's starting point
Average teacher attendance rate	Average percent of teachers present over the course of the school year	Quality instruction requires consistent teacher attendance
Teachers retained from previous year	Percent of teachers from the previous year who remain employed at the school	Retaining qualified teachers leads to improved student performance
Students who feel safe and secure	Percent of student survey respondents who indicate that school is safe and secure	In order for students to focus on learning, they must first feel safe
Students who feel challenged with coursework	Percent of student survey respondents who indicate that courses are challenging	Students who feel challenged are more likely to take their classes seriously
Students who believe courses are relevant to their future	Percent of student survey respondents who indicate that they are learning appropriate and important knowledge	Students who believe their courses are important will strive to do well in them
Students who participated in an extra-curricular activity	Percent of student survey respondents who report participation in at least one extracurricular activity	Research has shown that participation in events outside normal hours motivates students to focus on academics
Parents satisfied with school academics and environment	Percent of parent survey respondents who indicate that they are happy with the quality of instruction and environment at the school	Parent satisfaction is an important measure of school success
Parents who completed survey	Percent of a school's parents who respond to annual survey	Survey completion is a measure of parental engagement at the school
Rating of school facilities and cleanliness	Evaluation of school's physical condition and cleanliness	Clean and well maintained schools provide a positive learning environment