Dallas ISD
Evaluation & Assessment
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August 23, 2013

IRMA L. RANGEL YOUNG WOMEN'S LEADERSHIP ACADEMY (HS)

School Number 35

Data Packet
for 2013-14 planning
2. Contents .................. Table of Contents
3. Notes ..................... Notes and Data Descriptions

**STUDENTS AND STAFF**

6. Summary .................. Summary of Student and Teacher Statistics
7. Enrollment (1) .......... Enrollment Statistics by Ethnicity
8. Enrollment (2) .......... Enrollment Statistics by Select Student Group
9. Attendance ............... Student Attendance Statistics
10. Teachers ................. Teacher Statistics

**STAAR (English)**

11. Reading (EOC) ....... STAAR EOC Reading
15. Writing (EOC) ......... STAAR EOC Writing
19. Math (EOC) ............. STAAR EOC Mathematics
23. Science (EOC) ......... STAAR EOC Science
27. SS (EOC) ............... STAAR EOC Social Studies

**TAKS & TAKS (ACCOMMODATED)**

31. Reading .................. TAKS/TAKS(Acc) Reading/ELA
35. Math ..................... TAKS/TAKS(Acc) Mathematics
39. Science ................... TAKS/TAKS(Acc) Science
43. SS ........................ TAKS/TAKS(Acc) Social Studies

**COLLEGE READINESS**

47. SAT/ACT ............... SAT/ACT Average Scores for Seniors
48. PSAT ..................... PSAT Average Scores
49. AP ........................ Advanced Placement (AP) Exams

**LOCAL ASSESSMENT**

50. ACP ....................... Assessments of Course Performance
**2012-13 SCHOOL SUMMARY**

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- "Economically disadvantaged" students are those who qualify for free or reduced-price lunch through the federal government's program.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

**ENROLLMENT**

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- "Economically disadvantaged" students are those receiving free or reduced-price lunches.
- "New" students were new to the district in 2012-13. They are counted as new if not enrolled in a district campus before the last day of the 2011-12 school year.
- The "retention rate" is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2011-12 and 2012-13.

**ATTENDANCE**

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- "Average daily membership" is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The "average daily attendance" number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The "average daily attendance" percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of "yearly transactions" is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by "average daily membership," which gives (on average) the percentage of the membership associated with a transaction.
- "Continuously enrolled" students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The "stability rate" is the number of continuously enrolled students divided by "average daily membership."

**TEACHERS**

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator "# of teachers assigned to the school both that year and the year prior" and denominator "# of teachers assigned to the school for the prior year." That is, the retention rate is the percentage of the prior year's teachers who continued at the school.
Notes, Definitions, and Data Descriptions

**STAAR, STAAR L, and STAAR M**

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- STAAR statistics are based on results from the standard STAAR only. STAAR L and STAAR M statistics are computed separately, following the TEA's reporting practice.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory) or Level 3 (Advanced).
- Statistics by reporting category are averages for all students (across student groups and genders).
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the resulting percentages across all students. For short answers on EOC reading tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
- EOC statistics are based on first administration scores from the fall and spring administrations.

**TAKS and TAKS-Modified**

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- TAKS statistics are based on both TAKS and TAKS-Accommodated results. TAKS-M statistics are based exclusively on TAKS-M results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.

**COLLEGE READINESS**

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as denominator, the Grade 12 “Enrollment” reported on Enrollment (1) and Enrollment (2) reports. For PSAT the denominator for “Percent Tested” is from the appropriate grade/year on the Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year at the time of publication.
- The SAT and ACT are administered throughout the school year by The College Board and ACT, Inc. A student takes the SAT or ACT at the time and location of her choice, and she may take either test multiple times. If a student has results from multiple administrations, only the latest is used.
- SAT scores range from 200 to 800. ACT scores range from 0 to 36.
- SAT College and Career Readiness Benchmarks are the same for each subject (critical reading, mathematics, and writing): 500. The SAT benchmark indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college. ACT's College Readiness Benchmarks are the minimum scores that indicate a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. The ACT benchmarks are available for four subject-area tests. They are English: 18, reading: 21, mathematics: 22, and science: 24.
- PSAT scores range from 20 to 80. PSAT is administered once each year in October. District students taking PSAT are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a PSAT score for that year. (Students’ scores will be used in multiple statistics if they took the PSAT in multiple years.)
- PSAT/NMSQT College and Career Readiness Benchmarks are the scores associated with a 65 percent likelihood of achieving a B- first-year college GPA. The College Board has determined PSAT benchmark scores separately for grades 10 and 11 in each subject. For grade 10, the benchmarks are critical reading: 42, mathematics: 44, writing: 42. For grade 11, the benchmarks are critical reading: 45, mathematics: 47, writing: 45. There are no benchmarks for grade 9.
- AP scores range from 1 to 5; a minimum of 3 is needed to pass.
ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are given as final course exams in grades 3-12. In MIDDLE and HIGH school, they account for a portion of students' final semester grades (10% and 15% respectively). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. Course-grade statistics were not computed for ELEMENTARY schools because the ACPs do not yet factor into course grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70 percent is required to pass an ACP. A course mark of at least 70 percent is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.
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### STUDENT AND TEACHER RACE/ETHNICITY

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*For teachers, “Other” category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

### SELECT STUDENT GROUP ENROLLMENT

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**IRMA L. RANGEL ACADEMY (HS) (35)**

October 10, 2013  Dallas ISD Evaluation & Assessment (Office of Institutional Research)  rpt_STAAREOC_read_3_per_adv  2013-14 Campus Data Packet
## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

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¹Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary
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¹Average score points (range 0-8). A STAAR composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished
# State of Texas Assessment of Academic Readiness End-Of-Course: MATHEMATICS

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## State of Texas Assessment of Academic Readiness End-Of-Course: MATHEMATICS

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*See the NOTES report for information about college readiness benchmarks set by The College Board for PSAT
# AP 2013 Advanced Placement Exams

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**ALL EXAMS**

| 460 | 15,926 | 2.1 | 2.0 | 27.4 | 26.3 | 126 |

**English Language & Composition**

| 49  | 2,698  | 2.1 | 1.7 | 22.4 | 14.8 | 11  |

**European History**

| 1   | 192    | *   | 1.7 | *    | 28.6 | *   |

**Spanish Language**

| 33  | 740    | 3.9 | 3.3 | 78.8 | 70.5 | 26  |

**World History**

| 63  | 899    | 1.9 | 1.9 | 23.8 | 23.7 | 15  |

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**Calculus AB**

| 17 | 930    | 2.4 | 2.4 | 41.2 | 40.4 | 7   |

**English Literature & Composition**

| 43 | 2,155  | 2.4 | 1.9 | 37.2 | 20.1 | 16  |

**Government & Politics: United States**

| 33 | 1,131  | 1.3 | 1.5 | 3.0  | 12.2 | 1   |

**Statistics**

| 32 | 421    | 1.5 | 2.1 | 12.5 | 33.3 | 4   |

**Economics: Macroeconomics**

| 30 | 679    | 1.5 | 1.7 | 13.3 | 19.6 | 4   |

**Environmental Science**

| 33 | 849    | 2.1 | 2.0 | 33.3 | 26.6 | 11  |

**Human Geography**

| 77 | 475    | 1.9 | 2.4 | 26.0 | 42.1 | 20  |

**United States History**

<p>| 49 | 1,870  | 1.8 | 1.5 | 20.4 | 10.8 | 10  |</p>
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