## 2018-19 School Profile ALEX SANGER PREPARATORY SCHOOL (TEA 355)



## 8410 SAN LEANDRO DR DALLAS, TX 75218

www.dallasisd.org/sanger

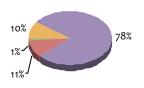
Principal: HECTOR MARTINEZ (hmartinez@dallasisd.org)

Phone: 972-749-7600

Elementary school with grades K-8\* and a PK program in the ADAMS, B feeder pattern.

<sup>\*</sup>Middle school grades only in this report

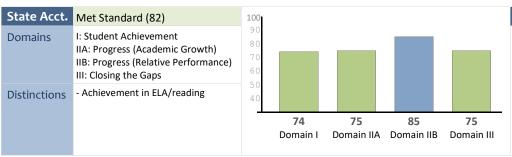
	Attendance		Enrollment		% of Grade Level				
Grd	Target: 9	6%	N	% Sch	Afr. Am.	Hispanic	White	Other	
6	96.8%	✓	72	40%	8%	81%	10%	1%	
7	96.6%	✓	56	31%	18%	70%	13%	-	
8	96.8%	✓	50	28%	2%	88%	10%	-	
ALL	96.7%	✓	178	_	10%	79%	11%	1%	

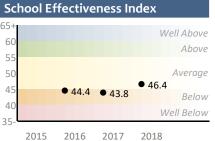


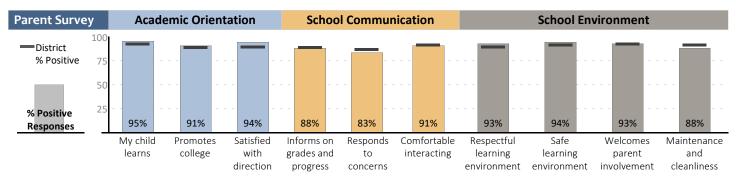
Student Group Enrollment					
% of School					
At Risk	131	72.4%			
ELL	99	54.7%			
Low SES	154	85.1%			
SPED	17	9.4%			
TAG	46	25.4%			

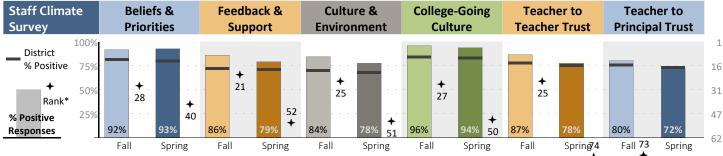
Attendance / Retention		2015-16	2016-17		2017-18	
Students	Average student attendance rate	100.0%	Ψ	97.5%	<b>4</b>	96.7%
	Percentage absent fewer than 10% of days enrolled	100.0%	Ψ	96.7%	<b>4</b>	94.3%
Teachers	Average number of absences			8.7	$lack \Psi$	7.2
	Percentage returned to campus from prior year			14.3%	1	70.0%

Disciplinary Actions	15-16	16-17	17-18
In-School Suspension		1	3
Out-of-School Suspension	3	4	11





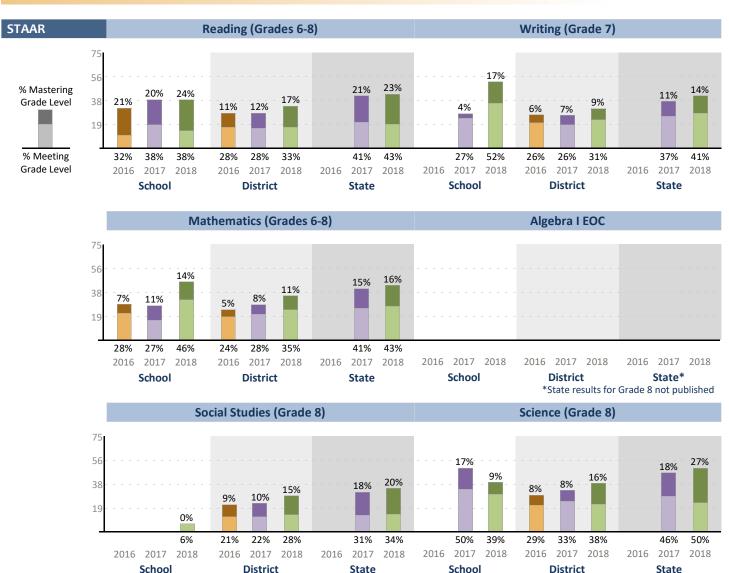




<sup>\*</sup>Rank out of 62 secondary, 149 elementary, or 15 magnet schools

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## 2018-19 School Profile Middle 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 middle schools is 96%.			
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.			
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; explusion: 2, 4.			
Accountability Rating Syste	em for Texas Public Schools			
State accountability rating	Schools receive an overall scaled score in up to four areas (Domains I, IIA, IIB, and III) and an overall scaled score. Scaled scores range to 100. 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.			
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."			
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.			
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.			
State of Texas Assessment	of Academic Readiness (STAAR)			
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. District statistics are based on grade levels at the campus. State statistics not available for isolated grades, such as Grade 8 Algebra I. Students meeting grade level standard have a high likelihood of success in the next grade or course but may stil need some short-term, targeted acadmic 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.			