

# 2018-19 School Profile

## IRMA L. RANGEL YOUNG WOMENS LEADERSHIP SCHOOL (TEA 356)



1718 R.B. CULLUM BD DALLAS, TX 75210

[www.dallasisd.org/rangel](http://www.dallasisd.org/rangel)

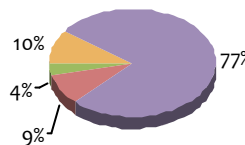
Principal: BEVERLY LUSK (belusk@dallasisd.org)

Phone: 972-749-5200

Secondary school with grades 6–12\*. Choice school with academic requirements for admission.

\*Middle school grades only in this report

Grd	Attendance Target: 96%		Enrollment		% of Grade Level			
			N	% Sch	Afr. Am.	Hispanic	White	Other
6	98.1%	✓	95	35%	6%	87%	2%	4%
7	98.2%	✓	89	33%	11%	73%	12%	3%
8	97.5%	✓	87	32%	13%	69%	14%	5%
ALL	98.0%	✓	271	–	10%	77%	9%	4%

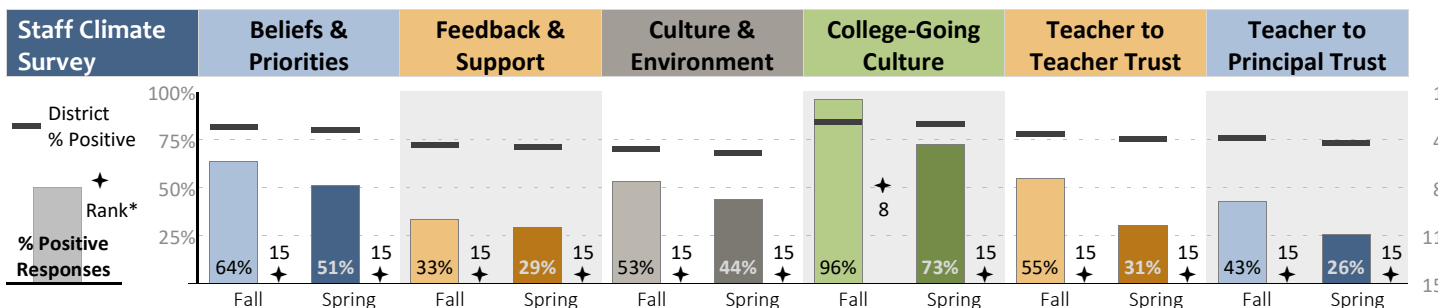
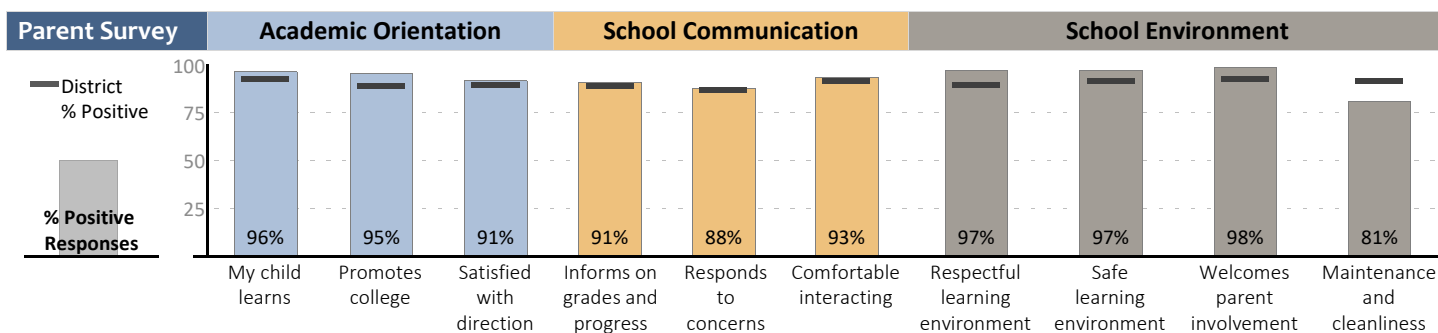
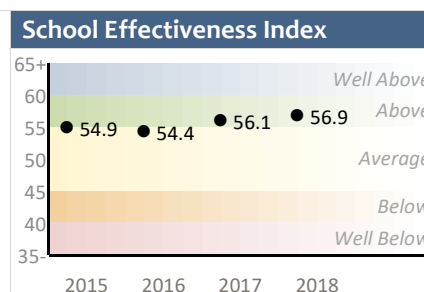
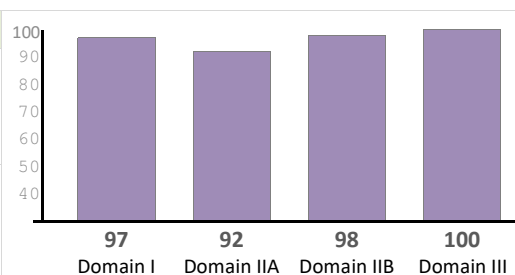


Student Group Enrollment			% of School
Student Group	Count		
At Risk	71	26.4%	
ELL	59	21.9%	
Low SES	211	78.4%	
SPED	0	0.0%	
TAG	205	76.2%	

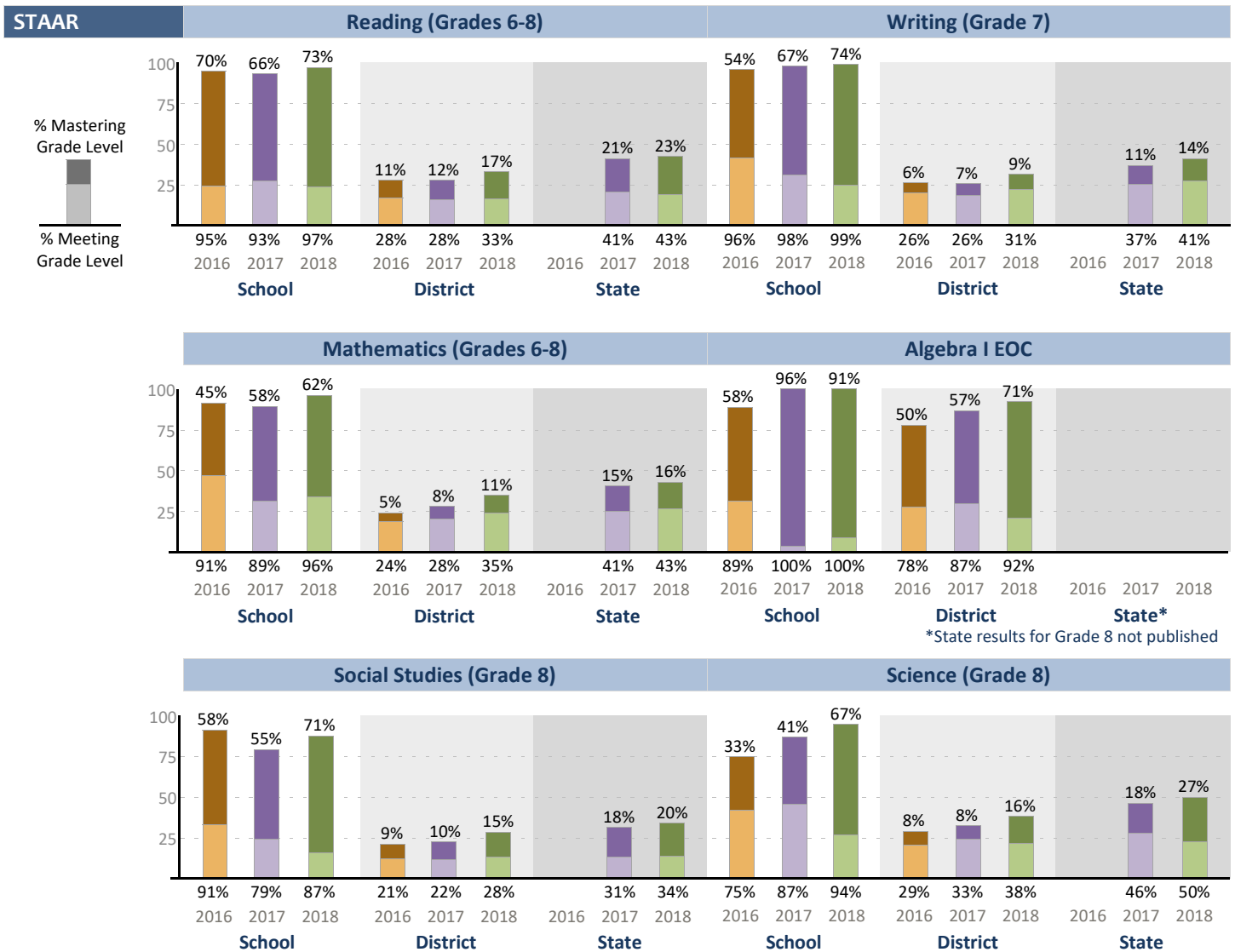
Attendance / Retention		2015-16	2016-17	2017-18
Students	Average student attendance rate	98.2%	↓ 98.0%	→ 98.0%
	Percentage absent fewer than 10% of days enrolled	99.3%	↓ 98.9%	↑ 99.6%
Teachers	Average number of absences	7.2	↓ 6.3	↑ 9.0
	Percentage returned to campus from prior year	89.5%	↓ 68.4%	↑ 73.7%

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

State Acct.	Met Standard (99)
Domains	I: Student Achievement IIA: Progress (Academic Growth) IIB: Progress (Relative Performance) III: Closing the Gaps
Distinctions	- Achievement in math, ELA/reading, science, social studies - Top 25% in academic growth - Top 25% in closing the gaps - Postsecondary readiness



\*Rank out of 62 secondary, 149 elementary, or 15 magnet schools



## 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; expulsion: 2, 4.
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#### Accountability Rating System 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.
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#### 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."
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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. 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 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.