



School Number 53

**J.L. LONG
MIDDLE SCHOOL**

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2020-21 DATA PACKET INFORMATION

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

2019-20 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 latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- “New” students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 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 2018-19 and 2019-20.

ATTENDANCE Through March 13, 2020

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- “Average daily membership” is the total number of school days students were SCHEDULED or 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 and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

TELPAS Administered On Or Before March 13, 2020

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary 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% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% 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.

STUDENT ENROLLMENT

Grade	Enrollment
6	465
7	490
8	495
ALL	1,450

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	127	8.8	24	27.0
American Indian/Alaska Native	6	0.4	*	*
Asian/Hawaiian/Pacific Islander	11	0.8	*	*
Hispanic	894	61.7	18	20.2
White	370	25.5	41	46.1
Multiple	42	2.9	2	2.2
Other* (teachers only)	—	—	4	4.5
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	545	37.6
Economically disadvantaged	867	59.8
Limited English proficient (LEP)	415	28.6
Special education	185	12.8
Talented and Gifted (TAG)	297	20.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018	512	37	7.2	2	0.4	3	0.6	320	62.5	138	27.0	11	2.1
	2019	496	39	7.9	0	0.0	3	0.6	314	63.3	130	26.2	10	2.0
	2020	465	51	11.0	3	0.6	5	1.1	273	58.7	116	24.9	17	3.7
7	2018	474	28	5.9	2	0.4	5	1.1	305	64.3	129	27.2	5	1.1
	2019	486	37	7.6	2	0.4	3	0.6	306	63.0	128	26.3	10	2.1
	2020	490	40	8.2	0	0.0	3	0.6	313	63.9	120	24.5	14	2.9
8	2018	485	28	5.8	0	0.0	4	0.8	338	69.7	104	21.4	11	2.3
	2019	468	40	8.5	2	0.4	5	1.1	290	62.0	123	26.3	8	1.7
	2020	495	36	7.3	3	0.6	3	0.6	308	62.2	134	27.1	11	2.2
6-8	2018	1,471	93	6.3	4	0.3	12	0.8	963	65.5	371	25.2	27	1.8
	2019	1,450	116	8.0	4	0.3	11	0.8	910	62.8	381	26.3	28	1.9
	2020	1,450	127	8.8	6	0.4	11	0.8	894	61.7	370	25.5	42	2.9

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
6	2018	512	331	64.6	158	30.9	54	10.5	292	57.0	103	20.1	26	5.1	53.1	46.9	0.2
	2019	496	314	63.3	159	32.1	59	11.9	251	50.6	94	19.0	35	7.1	51.4	48.6	0.6
	2020	465	269	57.8	126	27.1	63	13.5	154	33.1	109	23.4	30	6.5	52.3	47.7	0.9
7	2018	474	309	65.2	132	27.8	48	10.1	258	54.4	74	15.6	36	7.6	51.1	48.9	0.2
	2019	486	319	65.6	132	27.2	52	10.7	269	55.3	96	19.8	26	5.3	54.3	45.7	0.2
	2020	490	298	60.8	158	32.2	65	13.3	201	41.0	92	18.8	29	5.9	52.4	47.6	1.0
8	2018	485	334	68.9	195	40.2	64	13.2	314	64.7	67	13.8	28	5.8	55.5	44.5	1.0
	2019	468	308	65.8	113	24.1	50	10.7	238	50.9	80	17.1	27	5.8	50.6	49.4	0.9
	2020	495	300	60.6	131	26.5	57	11.5	190	38.4	96	19.4	35	7.1	53.9	46.1	0.4
6-8	2018	1,471	974	66.2	485	33.0	166	11.3	864	58.7	244	16.6	90	6.1	53.2	46.8	0.5
	2019	1,450	941	64.9	404	27.9	161	11.1	758	52.3	270	18.6	88	6.1	52.1	47.9	0.6
	2020	1,450	867	59.8	415	28.6	185	12.8	545	37.6	297	20.5	94	6.5	52.9	47.1	0.8

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
6	2018	516	10,808	496	96.1	10,384	96.1	31	6.0	16.0	487	9,749	94.3	90.2
	2019	497	11,096	477	96.0	10,690	96.3	7	1.4	6.1	465	9,953	93.6	89.7
	2020	474	11,110	458	96.6	10,711	96.4	8	1.7	4.2	438	10,111	92.4	91.0
7	2018	474	10,642	457	96.6	10,187	95.7	38	8.0	17.0	443	9,495	93.6	89.2
	2019	489	10,469	469	95.7	9,999	95.5	10	2.0	8.1	446	9,086	91.1	86.8
	2020	492	10,970	473	96.0	10,532	96.0	10	2.0	6.1	464	9,871	94.2	90.0
8	2018	488	10,293	468	95.8	9,803	95.2	9	1.8	9.3	452	9,068	92.6	88.1
	2019	468	10,408	448	95.9	9,933	95.4	16	3.4	9.0	427	9,060	91.3	87.0
	2020	490	10,325	470	96.0	9,856	95.5	6	1.2	7.3	458	9,155	93.4	88.7
6-8	2018	1,478	31,743	1,421	96.1	30,374	95.7	78	5.3	14.2	1,382	28,312	93.5	89.2
	2019	1,454	31,974	1,394	95.9	30,622	95.8	33	2.3	7.7	1,338	28,099	92.0	87.9
	2020	1,457	32,404	1,401	96.2	31,100	96.0	24	1.6	5.8	1,360	29,137	93.4	89.9

Teachers: 89

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	24	27.0
Hispanic	18	20.2
White	41	46.1
Multiple	2	2.2
Other	4	4.5

Gender	Number	Percentage
Female	57	64.0
Male	32	36.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.3	73.3
2018-19	7.0	76.0
2019-20	4.8	76.3

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	6	6.7
1	3	3.4
2	11	12.4
3	6	6.7
4	9	10.1
5	5	5.6
1-3	20	22.5
More than 3	63	70.8
1 - 5	34	38.2
6 - 10	24	27.0
11 - 20	17	19.1
More than 20	8	9.0

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
6 (125)	Beginning	3	2.4	6	4.8	0	0.0	17	14.4	0	0.0
	Intermediate	23	18.4	74	59.2	0	0.0	39	33.1	0	0.0
	Advanced	50	40.0	41	32.8	0	0.0	33	28.0	0	0.0
	Advanced High	49	39.2	4	3.2	0	0.0	29	24.6	0	0.0
7 (150)	Beginning	4	2.7	17	11.4	0	0.0	15	10.1	0	0.0
	Intermediate	19	12.8	85	57.0	0	0.0	55	36.9	0	0.0
	Advanced	48	32.2	43	28.9	0	0.0	45	30.2	0	0.0
	Advanced High	78	52.3	4	2.7	0	0.0	34	22.8	0	0.0
8 (127)	Beginning	3	2.4	16	12.7	0	0.0	1	0.8	0	0.0
	Intermediate	14	11.1	78	61.9	0	0.0	51	41.1	0	0.0
	Advanced	35	27.8	32	25.4	1	100.0	46	37.1	1	100.0
	Advanced High	74	58.7	0	0.0	0	0.0	26	21.0	0	0.0
ALL (402)	Beginning	10	2.5	39	9.8	0	0.0	33	8.4	0	0.0
	Intermediate	56	14.0	237	59.3	0	0.0	145	37.1	0	0.0
	Advanced	133	33.3	116	29.0	1	100.0	124	31.7	1	100.0
	Advanced High	201	50.3	8	2.0	0	0.0	89	22.8	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
121 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
138 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
123 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
382 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

 Indicates students who progressed at least one level from 2019 to 2020.

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

High School Exams

ALGEBRA I PRE-AP

168	82.0	86.5	87.5	87.6	94.0	98.2	76.4	94.0
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FRENCH II

94	59.1	67.7	78.9	80.2	43.6	78.7	66.7	87.5
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SPANISH II

174	62.2	75.9	80.3	80.8	69.0	81.6	76.3	91.1
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ALGEBRA I PRE-AP

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FRENCH II

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SPANISH II

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Middle School Exams

ASTRONOMY 8

199	74.1	79.0	87.5	88.5	82.4	98.0	66.2	95.3
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MATHEMATICS 6

245	50.8	74.1	77.6	78.0	72.2	91.0	68.6	87.5
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MATHEMATICS 6 PRE-AP

205	72.3	81.6	87.0	87.6	84.9	96.6	72.9	97.2
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MATHEMATICS 7

281	49.9	70.0	72.8	73.1	55.9	71.9	52.0	86.0
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MATHEMATICS 7 PRE-AP

185	85.7	90.9	87.2	86.8	99.5	99.5	69.8	93.0
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MATHEMATICS 8

302	57.3	72.7	78.6	79.3	62.3	88.4	60.1	86.9
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MS HEALTH EDUCATION 6

115	72.6	81.7	89.7	90.6	87.0	97.4	69.6	98.7
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ASTRONOMY 8

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MATHEMATICS 6

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MATHEMATICS 6 PRE-AP

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MATHEMATICS 7

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MATHEMATICS 7 PRE-AP

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MATHEMATICS 8

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MS HEALTH EDUCATION 6

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SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

MS HEALTH EDUCATION 7

62	67.2	79.9	91.2	92.5	83.9	100.0	78.6	94.8
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MS HEALTH EDUCATION 8

138	66.6	77.8	89.6	90.9	76.8	99.3	76.6	94.7
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MS VARSITY BAND

64	64.1	79.3	92.9	94.4	81.3	100.0	58.2	98.6
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PHYSICAL EDUCATION 6

302	67.9	80.7	96.1	97.8	86.8	100.0	76.5	99.6
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PHYSICAL EDUCATION 7 & 8

410	64.1	78.5	96.1	98.0	82.7	99.8	80.9	98.6
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READING LANGUAGE ARTS 6

237	48.7	71.5	82.7	83.9	61.6	94.5	58.0	88.6
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READING LANGUAGE ARTS 6 PRE-AP

210	70.0	80.9	90.9	92.0	91.9	99.5	81.2	97.5
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READING LANGUAGE ARTS 7

214	49.3	73.3	79.6	80.3	64.0	92.5	68.5	86.8
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READING LANGUAGE ARTS 7 PRE-AP

248	68.4	79.8	87.0	87.8	87.9	99.6	83.1	96.8
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READING LANGUAGE ARTS 8

241	49.3	71.3	82.2	83.5	56.0	94.2	67.6	86.4
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READING LANGUAGE ARTS 8 PRE-AP

105	64.6	76.4	85.3	86.3	77.1	89.5	80.2	96.0
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SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

MS HEALTH EDUCATION 7

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MS HEALTH EDUCATION 8

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MS VARSITY BAND

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PHYSICAL EDUCATION 6

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PHYSICAL EDUCATION 7 & 8

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READING LANGUAGE ARTS 6

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READING LANGUAGE ARTS 6 PRE-AP

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READING LANGUAGE ARTS 7

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READING LANGUAGE ARTS 7 PRE-AP

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READING LANGUAGE ARTS 8

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READING LANGUAGE ARTS 8 PRE-AP

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SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

RLA 6 ESL BEGINNER YEAR 1

4	*	*	*	*	*	*	40.7	*
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RLA 7 ESL BEGINNER YEAR 1

8	43.0	71.5	92.0	94.3	62.5	100.0	32.6	87.2
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RLA 8 ESL BEGINNER YEAR 1

1	*	*	*	*	*	*	40.7	*
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RLA 8 ESL INTERMEDIATE YEAR 2

2	*	*	*	*	*	*	40.7	*
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SCIENCE 6

252	52.7	71.6	78.5	79.3	59.5	91.7	53.4	89.5
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SCIENCE 6 PRE-AP

198	70.8	81.3	87.8	88.5	88.4	100.0	75.3	98.1
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SCIENCE 7

249	71.0	78.2	80.1	80.3	77.5	91.6	62.8	88.5
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SCIENCE 7 PRE-AP

211	74.6	82.7	84.6	84.8	91.5	96.7	84.8	98.0
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SCIENCE 8

257	56.1	70.8	76.1	76.7	52.5	79.0	63.9	87.0
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TECHNOLOGY APPLICATIONS

180	67.2	77.7	88.3	89.4	76.1	98.9	58.8	94.4
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TEXAS STUDIES 7

208	46.6	68.0	72.2	72.6	44.2	72.1	48.5	90.4
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SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

RLA 6 ESL BEGINNER YEAR 1

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RLA 7 ESL BEGINNER YEAR 1

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RLA 8 ESL BEGINNER YEAR 1

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RLA 8 ESL INTERMEDIATE YEAR 2

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SCIENCE 6

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SCIENCE 6 PRE-AP

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SCIENCE 7

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SCIENCE 7 PRE-AP

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SCIENCE 8

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TECHNOLOGY APPLICATIONS

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TEXAS STUDIES 7

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SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

TEXAS STUDIES 7 PRE-AP

257	68.6	80.8	85.4	85.9	89.1	93.8	74.6	96.6
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U.S. STUDIES 8

215	42.4	68.0	75.1	75.9	40.5	80.9	53.0	88.9
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U.S. STUDIES 8 PRE-AP

235	68.0	80.8	86.6	87.3	90.2	95.3	77.3	97.1
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WORLD CULTURES 6

243	49.6	70.9	74.4	74.8	53.5	68.3	48.4	90.7
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WORLD CULTURES 6 PRE-AP

202	72.4	83.4	88.9	89.5	94.1	97.5	74.9	97.1
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SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

TEXAS STUDIES 7 PRE-AP

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U.S. STUDIES 8

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U.S. STUDIES 8 PRE-AP

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WORLD CULTURES 6

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WORLD CULTURES 6 PRE-AP

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