



School Number 76

HAROLD W. LANG, SR. 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	316
7	328
8	297
ALL	941

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	364	38.7	39	70.9
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	3	0.3	*	*
Hispanic	517	54.9	4	7.3
White	15	1.6	9	16.4
Multiple	41	4.4	1	1.8
Other* (teachers only)	—	—	2	3.6
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	551	58.6
Economically disadvantaged	908	96.5
Limited English proficient (LEP)	417	44.3
Special education	122	13.0
Talented and Gifted (TAG)	85	9.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018	332	142	42.8	1	0.3	3	0.9	173	52.1	10	3.0	3	0.9
	2019	339	129	38.1	2	0.6	1	0.3	182	53.7	3	0.9	22	6.5
	2020	316	135	42.7	0	0.0	2	0.6	166	52.5	6	1.9	7	2.2
7	2018	276	110	39.9	0	0.0	4	1.4	152	55.1	5	1.8	4	1.4
	2019	291	108	37.1	2	0.7	1	0.3	159	54.6	5	1.7	16	5.5
	2020	328	122	37.2	1	0.3	1	0.3	186	56.7	2	0.6	16	4.9
8	2018	290	126	43.4	1	0.3	2	0.7	150	51.7	8	2.8	2	0.7
	2019	231	79	34.2	0	0.0	2	0.9	130	56.3	4	1.7	15	6.5
	2020	297	107	36.0	0	0.0	0	0.0	165	55.6	7	2.4	18	6.1
6-8	2018	898	378	42.1	2	0.2	9	1.0	475	52.9	23	2.6	9	1.0
	2019	861	316	36.7	4	0.5	4	0.5	471	54.7	12	1.4	53	6.2
	2020	941	364	38.7	1	0.1	3	0.3	517	54.9	15	1.6	41	4.4

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	332	309	93.1	140	42.2	37	11.1	270	81.3	26	7.8	45	13.6	55.4	44.6	3.0
	2019	339	314	92.6	134	39.5	53	15.6	258	76.1	32	9.4	38	11.2	56.0	44.0	4.4
	2020	316	304	96.2	139	44.0	43	13.6	192	60.8	32	10.1	38	12.0	53.5	46.5	6.6
7	2018	276	238	86.2	135	48.9	25	9.1	231	83.7	30	10.9	39	14.1	61.2	38.8	6.9
	2019	291	257	88.3	121	41.6	33	11.3	228	78.4	23	7.9	32	11.0	48.8	51.2	4.1
	2020	328	320	97.6	148	45.1	46	14.0	198	60.4	27	8.2	44	13.4	55.2	44.8	4.0
8	2018	290	242	83.4	132	45.5	32	11.0	246	84.8	28	9.7	32	11.0	54.8	45.2	1.0
	2019	231	216	93.5	102	44.2	30	13.0	177	76.6	27	11.7	26	11.3	55.0	45.0	0.0
	2020	297	284	95.6	130	43.8	33	11.1	161	54.2	26	8.8	48	16.2	48.8	51.2	1.7
6-8	2018	898	789	87.9	407	45.3	94	10.5	747	83.2	84	9.4	116	12.9	57.0	43.0	3.6
	2019	861	787	91.4	357	41.5	116	13.5	663	77.0	82	9.5	96	11.1	53.3	46.7	3.1
	2020	941	908	96.5	417	44.3	122	13.0	551	58.6	85	9.0	130	13.8	52.6	47.4	4.1

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	331	10,808	314	94.8	10,384	96.1	89	26.9	16.0	286	9,749	86.3	90.2
	2019	339	11,096	320	94.3	10,690	96.3	22	6.5	6.1	261	9,953	77.0	89.7
	2020	316	11,110	301	95.1	10,711	96.4	15	4.7	4.2	276	10,111	87.3	91.0
7	2018	280	10,642	261	93.5	10,187	95.7	94	33.6	17.0	219	9,495	78.3	89.2
	2019	288	10,469	269	93.3	9,999	95.5	26	9.0	8.1	228	9,086	79.1	86.8
	2020	322	10,970	304	94.4	10,532	96.0	24	7.4	6.1	277	9,871	86.0	90.0
8	2018	290	10,293	274	94.5	9,803	95.2	30	10.3	9.3	244	9,068	84.1	88.1
	2019	234	10,408	221	94.4	9,933	95.4	25	10.7	9.0	181	9,060	77.4	87.0
	2020	292	10,325	276	94.6	9,856	95.5	27	9.3	7.3	251	9,155	86.1	88.7
6-8	2018	901	31,743	850	94.3	30,374	95.7	213	23.6	14.2	749	28,312	83.1	89.2
	2019	861	31,974	809	94.0	30,622	95.8	73	8.5	7.7	670	28,099	77.8	87.9
	2020	930	32,404	881	94.7	31,100	96.0	66	7.1	5.8	804	29,137	86.5	89.9

Teachers: 55

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	39	70.9
Hispanic	4	7.3
White	9	16.4
Multiple	1	1.8
Other	2	3.6

Gender	Number	Percentage
Female	36	65.5
Male	19	34.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.6	82.0
2018-19	7.0	75.0
2019-20	6.4	71.2

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	6	10.9
1	5	9.1
2	3	5.5
3	3	5.5
4	5	9.1
5	7	12.7
1-3	11	20.0
More than 3	38	69.1
1 - 5	23	41.8
6 - 10	9	16.4
11 - 20	12	21.8
More than 20	5	9.1

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
6 (139)	Beginning	13	9.4	39	28.1	22	15.9	30	21.6	15	10.9
	Intermediate	44	31.7	71	51.1	71	51.4	56	40.3	70	50.7
	Advanced	44	31.7	28	20.1	31	22.5	24	17.3	44	31.9
	Advanced High	38	27.3	1	0.7	14	10.1	29	20.9	9	6.5
7 (146)	Beginning	16	11.0	59	40.4	18	14.3	40	27.4	10	7.9
	Intermediate	53	36.3	75	51.4	46	36.5	52	35.6	76	60.3
	Advanced	36	24.7	11	7.5	41	32.5	30	20.5	39	31.0
	Advanced High	41	28.1	1	0.7	21	16.7	24	16.4	1	0.8
8 (127)	Beginning	25	19.7	73	57.5	24	22.2	26	20.5	22	20.4
	Intermediate	36	28.3	46	36.2	32	29.6	55	43.3	62	57.4
	Advanced	29	22.8	8	6.3	37	34.3	27	21.3	24	22.2
	Advanced High	37	29.1	0	0.0	15	13.9	19	15.0	0	0.0
ALL (412)	Beginning	54	13.1	171	41.5	64	17.2	96	23.3	47	12.6
	Intermediate	133	32.3	192	46.6	149	40.1	163	39.6	208	55.9
	Advanced	109	26.5	47	11.4	109	29.3	81	19.7	107	28.8
	Advanced High	116	28.2	2	0.5	50	13.4	72	17.5	10	2.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
121 20 (16.5%)	Beginning	5			
	Intermediate	5	58		
	Advanced	0	6	37	
	Advanced High	0	0	9	
125 19 (15.2%)	Beginning	4			
	Intermediate	4	64		
	Advanced	0	14	24	
	Advanced High	0	0	1	
99 7 (7.1%)	Beginning	4			
	Intermediate	3	55		
	Advanced	0	4	20	
	Advanced High	0	0	0	
345 46 (13.3%)	Beginning	13			
	Intermediate	12	177		
	Advanced	0	24	81	
	Advanced High	0	0	10	

 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

47	67.8	75.8	82.6	83.4	74.5	97.9	76.4	94.0
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ALGEBRA I PRE-AP

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Middle School Exams

MATHEMATICS 6

231	47.0	72.1	76.1	76.5	59.3	73.6	68.6	87.5
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MATHEMATICS 6

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MATHEMATICS 6 PRE-AP

51	71.0	80.7	84.7	85.1	90.2	98.0	72.9	97.2
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MATHEMATICS 6 PRE-AP

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MATHEMATICS 7

238	47.9	68.7	75.1	75.8	49.2	85.3	52.0	86.0
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MATHEMATICS 7

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MATHEMATICS 7 PRE-AP

28	81.0	87.9	87.2	87.1	96.4	100.0	69.8	93.0
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MATHEMATICS 7 PRE-AP

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MATHEMATICS 8

205	59.6	74.2	73.6	73.5	63.9	70.7	60.1	86.9
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MATHEMATICS 8

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MS HEALTH EDUCATION 6

53	55.2	70.1	86.8	88.7	52.8	98.1	69.6	98.7
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MS HEALTH EDUCATION 6

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MS HEALTH EDUCATION 7

13	58.7	74.7	88.0	89.5	61.5	92.3	78.6	94.8
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MS HEALTH EDUCATION 7

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MS HEALTH EDUCATION 8

15	57.5	71.6	89.1	91.1	80.0	100.0	76.6	94.7
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MS HEALTH EDUCATION 8

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MS VARSITY BAND

22	35.6	62.8	85.6	88.1	13.6	86.4	58.2	98.6
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MS VARSITY BAND

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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

PHYSICAL EDUCATION 6

165	52.6	71.5	90.1	92.1	65.5	99.4	76.5	99.6
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PHYSICAL EDUCATION 7 & 8

148	56.6	74.0	90.6	92.4	65.5	98.6	80.9	98.6
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READING LANGUAGE ARTS 6

233	44.2	69.0	77.6	78.5	46.4	90.1	58.0	88.6
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READING LANGUAGE ARTS 6 PRE-AP

45	63.8	76.9	85.1	86.0	80.0	97.8	81.2	97.5
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READING LANGUAGE ARTS 7

222	45.7	71.4	74.8	75.2	52.3	80.6	68.5	86.8
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READING LANGUAGE ARTS 7 PRE-AP

28	63.2	76.5	79.4	79.7	89.3	96.4	83.1	96.8
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READING LANGUAGE ARTS 8

211	53.0	73.4	74.4	74.5	66.8	69.2	67.6	86.4
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READING LANGUAGE ARTS 8 PRE-AP

24	66.4	77.6	87.4	88.5	83.3	95.8	80.2	96.0
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RLA 6 ESL BEGINNER YEAR 1

11	37.5	70.2	88.1	90.1	54.5	100.0	40.7	88.9
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RLA 6 ESL INTERMEDIATE YEAR 2

1	*	*	*	*	*	*	39.3	*
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RLA 7 ESL BEGINNER YEAR 1

20	31.4	65.7	83.1	85.0	25.0	95.0	32.6	87.2
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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

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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RLA 6 ESL BEGINNER YEAR 1

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RLA 6 ESL INTERMEDIATE YEAR 2

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RLA 7 ESL BEGINNER YEAR 1

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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 7 ESL INTERMEDIATE YEAR 2

5	*	*	*	*	*	*	49.6	*
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RLA 8 ESL BEGINNER YEAR 1

22	28.6	64.9	82.5	84.5	22.7	100.0	40.7	92.3
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RLA 8 ESL INTERMEDIATE YEAR 2

5	*	*	*	*	*	*	40.7	*
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SCIENCE 6

255	53.7	72.2	73.0	73.0	56.9	63.1	53.4	89.5
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SCIENCE 6 PRE-AP

25	53.1	70.0	82.1	83.5	48.0	92.0	75.3	98.1
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SCIENCE 7

246	62.8	72.1	67.9	67.4	60.6	49.6	62.8	88.5
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SCIENCE 7 PRE-AP

20	67.2	77.6	87.8	88.9	90.0	100.0	84.8	98.0
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SCIENCE 8

245	55.4	70.3	78.4	79.3	57.1	85.7	63.9	87.0
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TEXAS STUDIES 7

237	43.0	65.8	74.1	75.1	31.6	72.6	48.5	90.4
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TEXAS STUDIES 7 PRE-AP

25	63.5	77.6	79.4	79.6	88.0	80.0	74.6	96.6
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U.S. STUDIES 8

227	39.3	66.3	81.1	82.7	26.4	93.0	53.0	88.9
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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 7 ESL INTERMEDIATE YEAR 2

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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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TEXAS STUDIES 7

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TEXAS STUDIES 7 PRE-AP

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U.S. STUDIES 8

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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

U.S. STUDIES 8 PRE-AP

23	64.2	78.5	89.0	90.1	87.0	100.0	77.3	97.1
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WORLD CULTURES 6

231	39.8	65.2	71.0	71.6	24.7	70.6	48.4	90.7
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WORLD CULTURES 6 PRE-AP

52	60.6	76.3	80.7	81.1	78.8	96.2	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

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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