

2013-14 School Profile

J.L. LONG (TEA # 53)



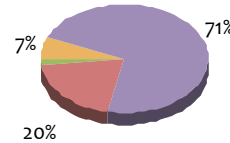
6116 REIGER AV DALLAS, TX 75214

Phone: 972-502-4700 FAX: 972-502-4701 www.dallasisd.org/long

Middle school with grades 6–8 in DIVISION 4 and the WILSON feeder pattern.

Principal: DANIELLE PETTERS (DPETTERS@DALLASISD.ORG)

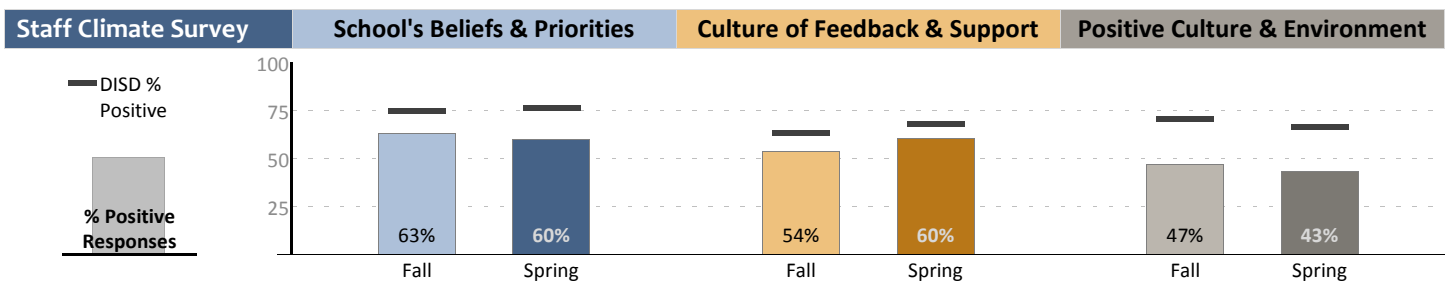
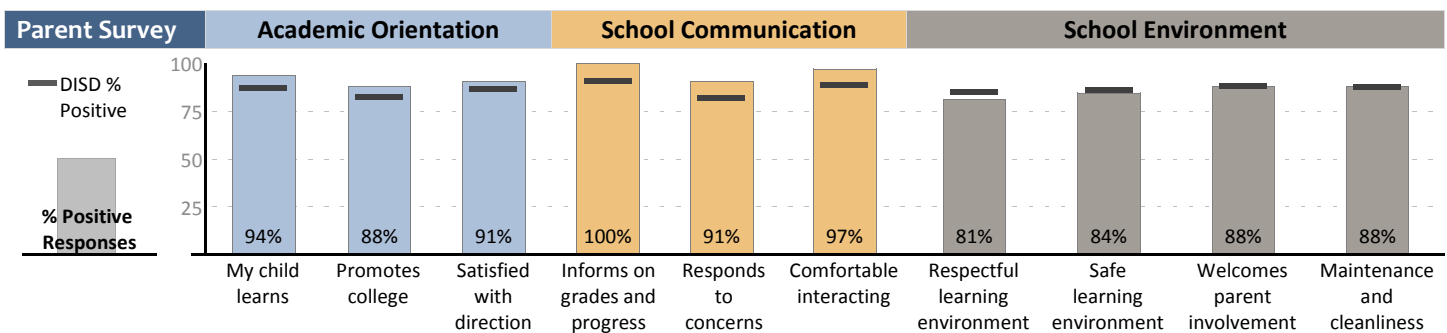
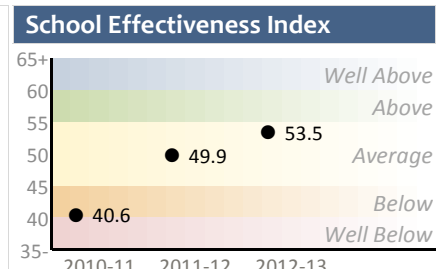
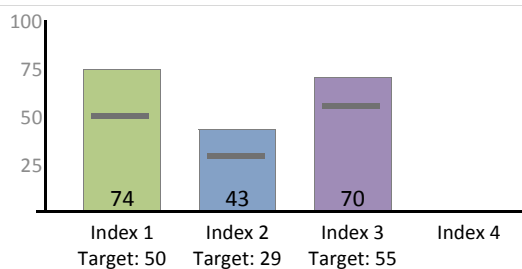
Grd	Attendance Target: 96%		Enrollment		% of Grade Level			
			N	% Sch	Afr. Am.	Hispanic	White	Other
6	96.2%	✓	462	37.2%	5.4%	71.6%	21.2%	1.9%
7	95.9%	✓	412	33.2%	6.3%	72.6%	19.7%	1.7%
8	96.1%	✓	368	29.6%	8.4%	71.2%	19.0%	1.4%
ALL	96.1%	✓	1,242	–	6.6%	71.8%	20.0%	1.7%



Student Group Enrollment		
		% of School
At Risk	749	60.4%
LEP	360	29.0%
Low SES	820	66.1%
SPED	146	11.8%
TAG	201	16.2%

Attendance / Retention		2010-11	2011-12	2012-13
Students	Average student attendance rate	95.9%	↑ 96.4%	↓ 96.1%
	Percentage of students absent fewer than 10% of days enrolled at campus	88.9%	↑ 93.5%	↓ 91.2%
Teachers	Average number of absences	7.5	↓ 6.8	↑ 6.9
	Percentage of teachers who returned to campus from prior year	86.3%	↓ 76.5%	↓ 67.6%

AEIS	Met Standard
Distinctions	Top 25% in student progress
Index Definitions	Index 1: Student Achievement Index 2: Student Progress Index 3: Closing Performance Gaps Index 4: Postsecondary Readiness





2013-14 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 Destination 2020 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 Level)	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. Absences do not include vacation days.
Teachers returning to campus	Percentage of teachers from previous school year who continued at the school. The number of teachers at the school for both current year and previous year is divided by the number of teachers in the previous year.

Academic Excellence Indicator System (AEIS) - State of Texas

AEIS rating	School must meet all targets for "Met Standard." Missing at least one target results in "Needs Improvement." Schools can earn up to three distinctions: achievement in math, achievement in reading, or top 25% (among comparable schools) in student progress.
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School Effectiveness Index (SEI) - Dallas ISD

SEI	Measure of performance on assessments that is relative to other district campuses. Isolates effect of the school on student outcomes by controlling for differences that the school cannot control, such as socio-economic status and prior achievement levels.
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Parent Survey

Percentage positive responses	Survey conducted May 2013. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral.
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Staff Climate Survey

Percentage positive responses	Surveys conducted November 2012 and May 2013. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral.
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State of Texas Assessment of Academic Readiness (STAAR)

Percentage at Level 2	Percentage of students with satisfactory (Level 2) scores using final (2016) standards. Criteria for Level 2 are set by the TEA and will increase every two years until 2016. District and state statistics based on same grade levels as at campus.
Percentage at Level 3	Percentage of students with advanced (Level 3) scores. Criteria for Level 3 are not phased-in. Scores at Level 3 are a subset of scores at Level 2 (satisfactory).