

2017-18 School Profile

J.L. LONG MIDDLE SCHOOL (TEA 53)



6116 REIGER AV DALLAS, TX 75214

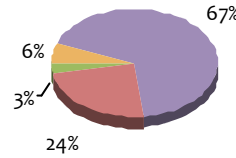
www.dallasisd.org/long

Principal: CHANDRA HOOPER BARNETT (CHOOPERBARNETT@DALLASISD.ORG)

Phone: 972-502-4700

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

Grd	Attendance Target: 96%	Enrollment		% of Grade Level			
		N	% Sch	Afr. Am.	Hispanic	White	Other
6	96.4% ✓	454	34%	6%	64%	28%	2%
7	96.1% ✓	471	35%	7%	68%	23%	3%
8	95.9% ✓	418	31%	5%	69%	22%	3%
ALL	96.1% ✓	1,343	–	6%	67%	24%	3%

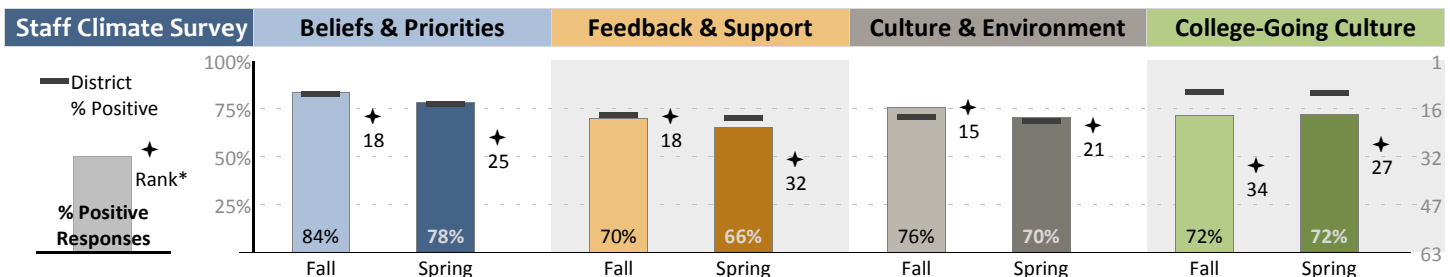
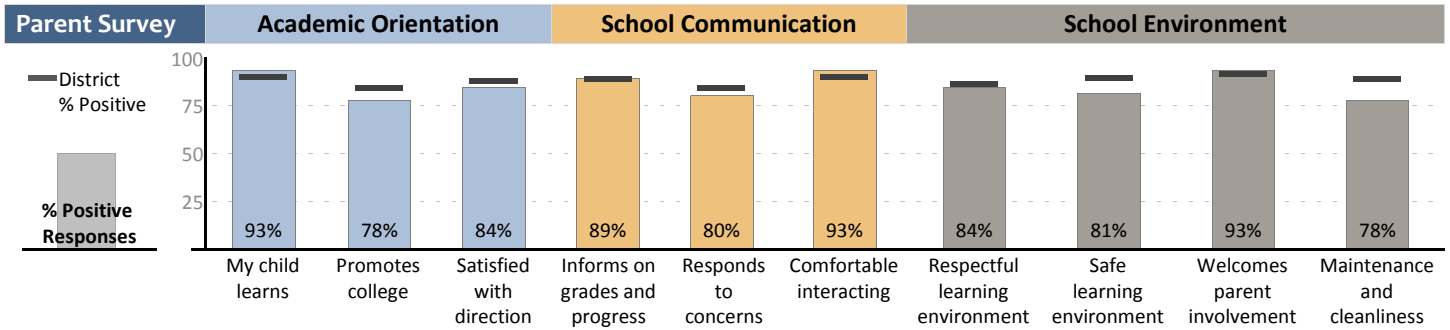
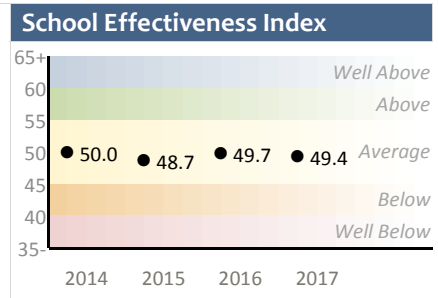
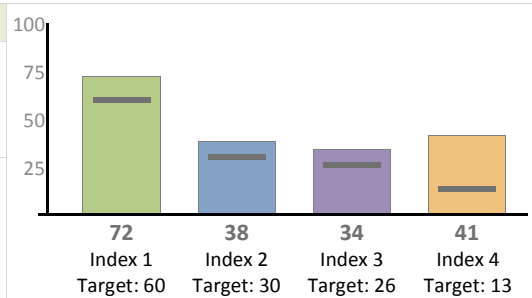


Student Group Enrollment		
		% of School
At Risk	820	59.6%
ELL	490	35.6%
Low SES	947	68.9%
SPED	156	11.3%
TAG	190	13.8%

Attendance / Retention		2014-15	2015-16	2016-17
Students	Average student attendance rate	96.2%	↑ 96.3%	↓ 96.1%
	Percentage absent fewer than 10% of days enrolled	92.5%	↑ 93.3%	↓ 93.1%
Teachers	Average number of absences	7.5	↓ 7.4	↓ 6.2
	Percentage returned to campus from prior year	82.7%	↓ 70.0%	↓ 64.6%

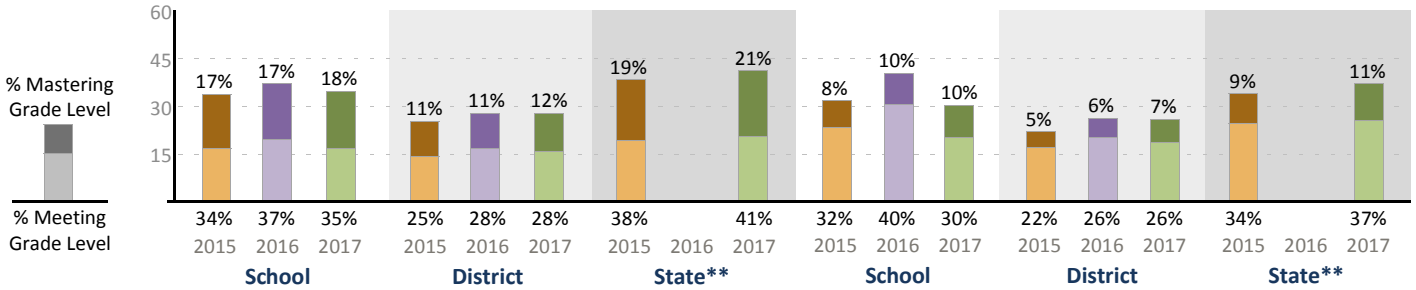
Disciplinary Actions	14-15	15-16	16-17
In-School Suspension	190	10	1
Out-of-School Suspension	132	190	282
Alternative Placement	28	24	29
Expulsion		0	

State Acct.	Met Standard
Index Definitions	1: Student Achievement 2: Student Progress 3: Closing Performance Gaps 4: Postsecondary Readiness
Distinctions	- Achievement in math, reading, science, social studies - Postsecondary readiness

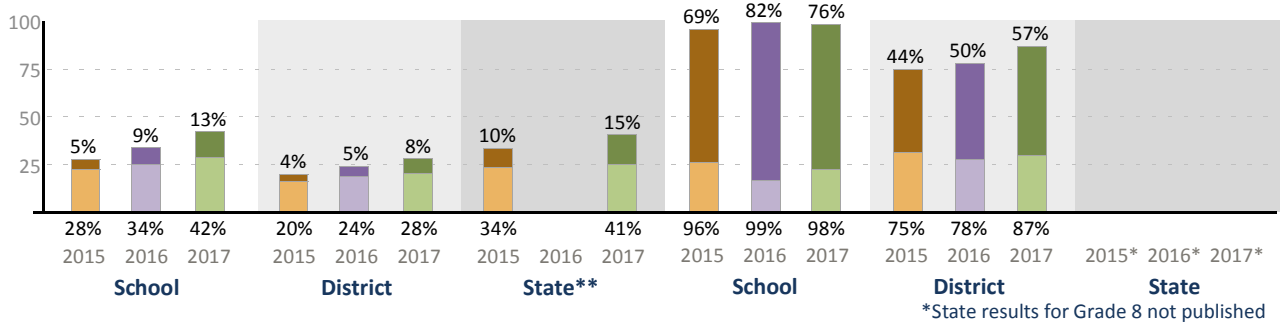


*Rank out of 63 secondary, 151 elementary, or 15 magnet schools

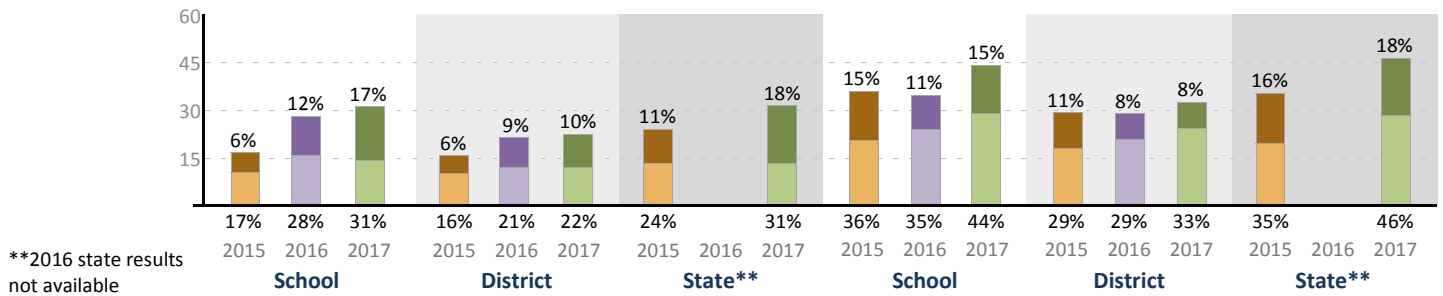
STAAR **Reading (Grades 6-8)** **Writing (Grade 7)**



Mathematics (Grades 6-8) **Algebra I EOC**



Social Studies (Grade 8) **Science (Grade 8)**



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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	School must meet targets on at least three indexes to achieve "Met Standard": Index 1 or Index 2, Index 3, and Index 4. 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 campuses. Isolates 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.
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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 (formerly "Level 2 at panel-recommended 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 (formerly "Level 3"). 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.