



School Number 46

YOUNG MEN'S LEADERSHIP ACADEMY AT FRED F. FLORENCE 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	264
7	232
8	278
ALL	774

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	138	17.8	25	50.0
American Indian/Alaska Native	4	0.5	*	*
Asian/Hawaiian/Pacific Islander	1	0.1	*	*
Hispanic	612	79.1	7	14.0
White	10	1.3	12	24.0
Multiple	8	1.0	4	8.0
Other* (teachers only)	—	—	2	4.0
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	537	69.4
Economically disadvantaged	741	95.7
Limited English proficient (LEP)	479	61.9
Special education	101	13.0
Talented and Gifted (TAG)	85	11.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018	329	67	20.4	0	0.0	0	0.0	256	77.8	3	0.9	3	0.9
	2019	254	46	18.1	2	0.8	0	0.0	204	80.3	2	0.8	0	0.0
	2020	264	45	17.0	2	0.8	0	0.0	210	79.5	4	1.5	2	0.8
7	2018	331	75	22.7	0	0.0	0	0.0	251	75.8	3	0.9	2	0.6
	2019	286	55	19.2	0	0.0	0	0.0	225	78.7	3	1.0	3	1.0
	2020	232	40	17.2	2	0.9	1	0.4	184	79.3	3	1.3	2	0.9
8	2018	281	59	21.0	0	0.0	0	0.0	218	77.6	3	1.1	1	0.4
	2019	312	60	19.2	1	0.3	0	0.0	245	78.5	4	1.3	2	0.6
	2020	278	53	19.1	0	0.0	0	0.0	218	78.4	3	1.1	4	1.4
6-8	2018	941	201	21.4	0	0.0	0	0.0	725	77.0	9	1.0	6	0.6
	2019	852	161	18.9	3	0.4	0	0.0	674	79.1	9	1.1	5	0.6
	2020	774	138	17.8	4	0.5	1	0.1	612	79.1	10	1.3	8	1.0

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	329	275	83.6	188	57.1	37	11.2	280	85.1	41	12.5	29	8.8	100.0	0.0	0.6
	2019	254	216	85.0	163	64.2	36	14.2	198	78.0	18	7.1	21	8.3	100.0	0.0	0.8
	2020	264	246	93.2	168	63.6	36	13.6	183	69.3	36	13.6	26	9.8	100.0	0.0	0.0
7	2018	331	262	79.2	182	55.0	35	10.6	282	85.2	15	4.5	32	9.7	100.0	0.0	0.3
	2019	286	257	89.9	168	58.7	28	9.8	236	82.5	34	11.9	24	8.4	100.0	0.0	0.7
	2020	232	228	98.3	146	62.9	38	16.4	162	69.8	17	7.3	21	9.1	100.0	0.0	0.4
8	2018	281	203	72.2	173	61.6	37	13.2	260	92.5	22	7.8	21	7.5	100.0	0.0	0.0
	2019	312	273	87.5	180	57.7	28	9.0	265	84.9	31	9.9	21	6.7	100.0	0.0	0.0
	2020	278	267	96.0	165	59.4	27	9.7	192	69.1	32	11.5	28	10.1	100.0	0.0	1.8
6-8	2018	941	740	78.6	543	57.7	109	11.6	822	87.4	78	8.3	82	8.7	100.0	0.0	0.3
	2019	852	746	87.6	511	60.0	92	10.8	699	82.0	83	9.7	66	7.7	100.0	0.0	0.5
	2020	774	741	95.7	479	61.9	101	13.0	537	69.4	85	11.0	75	9.7	100.0	0.0	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	332	10,808	320	96.4	10,384	96.1	44	13.2	16.0	301	9,749	90.6	90.2
	2019	257	11,096	245	95.5	10,690	96.3	21	8.2	6.1	226	9,953	88.0	89.7
	2020	278	11,110	267	95.9	10,711	96.4	9	3.2	4.2	244	10,111	87.8	91.0
7	2018	333	10,642	318	95.4	10,187	95.7	57	17.1	17.0	295	9,495	88.5	89.2
	2019	290	10,469	273	94.1	9,999	95.5	34	11.7	8.1	241	9,086	83.2	86.8
	2020	237	10,970	229	96.3	10,532	96.0	11	4.6	6.1	209	9,871	88.1	90.0
8	2018	283	10,293	267	94.2	9,803	95.2	17	6.0	9.3	246	9,068	86.8	88.1
	2019	313	10,408	296	94.6	9,933	95.4	23	7.3	9.0	274	9,060	87.4	87.0
	2020	269	10,325	254	94.5	9,856	95.5	13	4.8	7.3	233	9,155	86.7	88.7
6-8	2018	949	31,743	905	95.4	30,374	95.7	118	12.4	14.2	842	28,312	88.7	89.2
	2019	860	31,974	814	94.7	30,622	95.8	78	9.1	7.7	741	28,099	86.2	87.9
	2020	784	32,404	749	95.6	31,100	96.0	33	4.2	5.8	686	29,137	87.5	89.9

Teachers: 50

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	25	50.0
Hispanic	7	14.0
White	12	24.0
Multiple	4	8.0
Other	2	4.0

Gender	Number	Percentage
Female	23	46.0
Male	27	54.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.6	78.8
2018-19	7.6	50.0
2019-20	4.8	57.6

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	5	10.0
1	5	10.0
2	3	6.0
3	6	12.0
4	6	12.0
5	4	8.0
1-3	14	28.0
More than 3	31	62.0
1 - 5	24	48.0
6 - 10	6	12.0
11 - 20	10	20.0
More than 20	5	10.0

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
6 (162)	Beginning	14	8.6	14	8.6	0	0.0	36	22.2	0	0.0
	Intermediate	54	33.3	103	63.6	0	0.0	58	35.8	0	0.0
	Advanced	50	30.9	42	25.9	0	0.0	46	28.4	0	0.0
	Advanced High	44	27.2	3	1.9	0	0.0	22	13.6	0	0.0
7 (142)	Beginning	8	5.7	33	23.4	0	0.0	43	30.5	0	0.0
	Intermediate	42	29.8	72	51.1	0	0.0	41	29.1	0	0.0
	Advanced	46	32.6	35	24.8	0	0.0	32	22.7	0	0.0
	Advanced High	45	31.9	1	0.7	0	0.0	25	17.7	0	0.0
8 (157)	Beginning	8	5.1	46	29.3	0	0.0	10	6.4	0	0.0
	Intermediate	26	16.6	90	57.3	0	0.0	48	30.6	0	0.0
	Advanced	40	25.5	21	13.4	0	0.0	56	35.7	0	0.0
	Advanced High	83	52.9	0	0.0	0	0.0	43	27.4	0	0.0
ALL (461)	Beginning	30	6.5	93	20.2	0	0.0	89	19.3	0	0.0
	Intermediate	122	26.5	265	57.6	0	0.0	147	32.0	0	0.0
	Advanced	136	29.6	98	21.3	0	0.0	134	29.1	0	0.0
	Advanced High	172	37.4	4	0.9	0	0.0	90	19.6	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
152 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
135 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
145 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
432 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

65	76.8	82.6	81.5	81.4	90.8	93.8	76.4	94.0
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SPANISH I

56	51.8	67.9	76.0	76.9	41.1	80.4	76.1	90.2
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SPANISH II

39	57.6	72.9	81.2	82.1	61.5	97.4	76.3	91.1
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ALGEBRA I PRE-AP

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SPANISH I

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SPANISH II

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Middle School Exams

MATHEMATICS 6

161	47.5	72.4	72.8	72.9	62.1	77.6	68.6	87.5
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MATHEMATICS 6 PRE-AP

104	64.6	76.4	75.4	75.3	75.0	77.9	72.9	97.2
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MATHEMATICS 7

152	45.7	67.4	73.2	73.8	45.4	82.9	52.0	86.0
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MATHEMATICS 7 PRE-AP

72	61.0	75.1	79.8	80.4	68.1	94.4	69.8	93.0
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MATHEMATICS 8

189	49.2	67.6	76.2	77.1	41.8	86.2	60.1	86.9
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MS HEALTH EDUCATION 7

80	53.3	71.4	79.8	80.7	58.8	87.5	78.6	94.8
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MS HEALTH EDUCATION 8

38	58.8	72.5	81.6	82.6	68.4	81.6	76.6	94.7
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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 7

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MS HEALTH EDUCATION 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

MS VARSITY BAND

33	50.4	71.4	89.3	91.3	54.5	100.0	58.2	98.6
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PHYSICAL EDUCATION 6

194	60.1	76.0	82.0	82.6	73.7	95.9	76.5	99.6
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PHYSICAL EDUCATION 7 & 8

201	59.4	75.6	89.3	90.8	76.1	99.0	80.9	98.6
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PHYSICS 8

28	60.8	67.4	77.0	78.1	50.0	89.3	70.5	94.7
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READING LANGUAGE ARTS 6

217	45.7	69.8	72.2	72.4	53.9	66.4	58.0	88.6
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READING LANGUAGE ARTS 6 PRE-AP

36	70.2	81.0	87.5	88.2	94.4	100.0	81.2	97.5
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READING LANGUAGE ARTS 7

187	47.5	72.4	76.5	76.9	59.9	84.5	68.5	86.8
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READING LANGUAGE ARTS 7 PRE-AP

29	62.9	76.3	83.9	84.7	79.3	100.0	83.1	96.8
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READING LANGUAGE ARTS 8

172	44.3	68.5	74.7	75.4	50.6	79.1	67.6	86.4
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READING LANGUAGE ARTS 8 PRE-AP

71	65.9	77.3	84.3	85.1	81.7	97.2	80.2	96.0
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RLA 6 ESL BEGINNER YEAR 1

7	23.8	63.7	64.9	65.0	14.3	14.3	40.7	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

MS VARSITY BAND

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PHYSICAL EDUCATION 6

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PHYSICAL EDUCATION 7 & 8

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PHYSICS 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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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 INTERMEDIATE YEAR 2

3	*	*	*	*	*	*	39.3	*
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RLA 7 ESL BEGINNER YEAR 1

3	*	*	*	*	*	*	32.6	*
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RLA 7 ESL INTERMEDIATE YEAR 2

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

6	35.1	68.1	68.3	68.4	33.3	33.3	40.7	92.3
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RLA 8 ESL INTERMEDIATE YEAR 2

4	*	*	*	*	*	*	40.7	*
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SCIENCE 6

201	52.4	71.5	78.2	79.0	58.7	89.1	53.4	89.5
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SCIENCE 6 PRE-AP

63	63.0	76.4	82.8	83.5	73.0	95.2	75.3	98.1
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SCIENCE 7

187	60.9	70.7	74.5	75.0	59.4	81.8	62.8	88.5
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SCIENCE 7 PRE-AP

35	66.1	76.9	84.3	85.2	80.0	100.0	84.8	98.0
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SCIENCE 8

228	68.4	78.9	80.9	81.1	76.3	85.1	63.9	87.0
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TECHNOLOGY APPLICATIONS

344	50.2	66.0	76.3	77.4	42.2	85.8	58.8	94.4
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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 INTERMEDIATE YEAR 2

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RLA 7 ESL BEGINNER YEAR 1

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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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TECHNOLOGY APPLICATIONS

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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

197	40.7	64.4	74.2	75.3	25.9	78.7	48.5	90.4
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TEXAS STUDIES 7 PRE-AP

25	64.9	78.5	90.6	91.9	84.0	100.0	74.6	96.6
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U.S. STUDIES 8

189	41.9	67.7	71.4	71.8	35.4	67.7	53.0	88.9
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U.S. STUDIES 8 PRE-AP

63	69.9	82.0	84.2	84.4	95.2	96.8	77.3	97.1
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WORLD CULTURES 6

263	47.1	69.5	76.7	77.5	54.4	87.5	48.4	90.7
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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

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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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