Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 55

T.J. RUSK
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	181
7	206
8	217
ALL	604

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	**Percent**	**Number**	**Percent**
Black/African American	149	24.7	16	35.6
American Indian/Alaska Native	3	0.5	*	*
Asian/Hawaiian/Pacific Islander	11	1.8	*	*
Hispanic	424	70.2	11	24.4
White	10	1.7	17	37.8
Multiple	5	0.8	1	2.2
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	389	64.4
Economically disadvantaged	567	93.9
Limited English proficient (LEP)	333	55.1
Special education	90	14.9
Talented and Gifted (TAG)	70	11.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018	217	46	21.2	1	0.5	3	1.4	163	75.1	3	1.4	1	0.5
	2019	212	53	25.0	1	0.5	4	1.9	147	69.3	4	1.9	2	0.9
	2020	181	44	24.3	0	0.0	3	1.7	128	70.7	2	1.1	3	1.7
7	2018	226	41	18.1	0	0.0	2	0.9	178	78.8	2	0.9	3	1.3
	2019	210	47	22.4	2	1.0	4	1.9	154	73.3	2	1.0	1	0.5
	2020	206	55	26.7	1	0.5	4	1.9	140	68.0	4	1.9	1	0.5
8	2018	202	42	20.8	1	0.5	3	1.5	148	73.3	2	1.0	6	3.0
	2019	224	42	18.8	1	0.4	1	0.4	175	78.1	0	0.0	5	2.2
	2020	217	50	23.0	2	0.9	4	1.8	156	71.9	4	1.8	1	0.5
6-8	2018	645	129	20.0	2	0.3	8	1.2	489	75.8	7	1.1	10	1.6
	2019	646	142	22.0	4	0.6	9	1.4	476	73.7	6	0.9	8	1.2
	2020	604	149	24.7	3	0.5	11	1.8	424	70.2	10	1.7	5	0.8

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	217	211	97.2	125	57.6	29	13.4	184	84.8	32	14.7	26	12.0	48.4	51.6	0.0
	2019	212	202	95.3	117	55.2	31	14.6	160	75.5	16	7.5	30	14.2	57.5	42.5	0.0
	2020	181	170	93.9	105	58.0	24	13.3	124	68.5	33	18.2	23	12.7	47.0	53.0	3.3
7	2018	226	219	96.9	136	60.2	25	11.1	187	82.7	17	7.5	31	13.7	52.7	47.3	0.9
	2019	210	205	97.6	116	55.2	33	15.7	160	76.2	25	11.9	22	10.5	48.1	51.9	0.0
	2020	206	195	94.7	111	53.9	34	16.5	131	63.6	12	5.8	17	8.3	53.4	46.6	1.9
8	2018	202	198	98.0	115	56.9	26	12.9	177	87.6	16	7.9	22	10.9	51.0	49.0	1.0
	2019	224	217	96.9	130	58.0	23	10.3	174	77.7	22	9.8	17	7.6	53.1	46.9	0.9
	2020	217	202	93.1	117	53.9	32	14.7	134	61.8	25	11.5	27	12.4	49.3	50.7	0.5
6-8	2018	645	628	97.4	376	58.3	80	12.4	548	85.0	65	10.1	79	12.2	50.7	49.3	0.6
	2019	646	624	96.6	363	56.2	87	13.5	494	76.5	63	9.8	69	10.7	52.9	47.1	0.3
	2020	604	567	93.9	333	55.1	90	14.9	389	64.4	70	11.6	67	11.1	50.0	50.0	1.8

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	215	10,808	207	96.2	10,384	96.1	40	18.6	16.0	196	9,749	91.1	90.2
	2019	209	11,096	202	96.6	10,690	96.3	11	5.3	6.1	189	9,953	90.4	89.7
	2020	182	11,110	175	96.1	10,711	96.4	5	2.7	4.2	164	10,111	90.0	91.0
7	2018	227	10,642	218	95.9	10,187	95.7	46	20.2	17.0	202	9,495	88.9	89.2
	2019	213	10,469	203	95.7	9,999	95.5	21	9.9	8.1	192	9,086	90.3	86.8
	2020	200	10,970	193	96.4	10,532	96.0	15	7.5	6.1	177	9,871	88.4	90.0
8	2018	202	10,293	194	96.3	9,803	95.2	33	16.4	9.3	181	9,068	89.7	88.1
	2019	224	10,408	214	95.7	9,933	95.4	17	7.6	9.0	202	9,060	90.3	87.0
	2020	206	10,325	198	96.0	9,856	95.5	11	5.3	7.3	187	9,155	90.7	88.7
6-8	2018	644	31,743	619	96.1	30,374	95.7	119	18.5	14.2	579	28,312	89.9	89.2
	2019	645	31,974	619	96.0	30,622	95.8	49	7.6	7.7	583	28,099	90.3	87.9
	2020	589	32,404	566	96.2	31,100	96.0	31	5.3	5.8	528	29,137	89.7	89.9

Teachers: 45

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	16	35.6
Hispanic	11	24.4
White	17	37.8
Multiple	1	2.2
Other	0	0.0

Gender	Number	Percentage
Female	27	60.0
Male	18	40.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.7	9.3
2018-19	9.0	75.6
2019-20	5.1	63.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	6	13.3
1	4	8.9
2	3	6.7
3	1	2.2
4	1	2.2
5	4	8.9
1-3	8	17.8
More than 3	31	68.9
1 - 5	13	28.9
6 - 10	13	28.9
11 - 20	10	22.2
More than 20	3	6.7

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
6 (84)	Beginning	0	0.0	0	0.0	1	4.3	9	11.7	0	0.0
	Intermediate	0	0.0	0	0.0	4	17.4	25	32.5	0	0.0
	Advanced	0	0.0	0	0.0	7	30.4	21	27.3	0	0.0
	Advanced High	0	0.0	0	0.0	11	47.8	22	28.6	0	0.0
7 (105)	Beginning	1	1.0	35	36.1	0	0.0	12	11.4	0	0.0
	Intermediate	16	16.5	55	56.7	0	0.0	34	32.4	1	100.0
	Advanced	37	38.1	7	7.2	1	100.0	29	27.6	0	0.0
	Advanced High	43	44.3	0	0.0	0	0.0	30	28.6	0	0.0
8 (115)	Beginning	2	1.7	47	40.9	0	0.0	2	1.7	0	0.0
	Intermediate	19	16.5	48	41.7	1	100.0	33	28.7	1	100.0
	Advanced	18	15.7	19	16.5	0	0.0	36	31.3	0	0.0
	Advanced High	76	66.1	1	0.9	0	0.0	44	38.3	0	0.0
ALL (304)	Beginning	3	1.4	82	38.7	1	4.0	23	7.7	0	0.0
	Intermediate	35	16.5	103	48.6	5	20.0	92	31.0	2	100.0
	Advanced	55	25.9	26	12.3	8	32.0	86	29.0	0	0.0
	Advanced High	119	56.1	1	0.5	11	44.0	96	32.3	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
78 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	0
102 0 (0.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	0	0
108 0 (0.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	0	0
288 0 (0.0%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	0	
	Advanced High	0	0	0	0

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

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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

High School Exams

ALGEBRA I PRE-AP

37	87.5	90.7	88.5	88.2	100.0	100.0	76.4	94.0

Middle School Exams

MATHEMATICS 6

110	54.0	75.8	79.2	79.6	74.5	83.6	68.6	87.5

MATHEMATICS 6 PRE-AP

52	70.5	80.3	87.0	87.7	78.8	100.0	72.9	97.2

MATHEMATICS 7

133	51.7	71.0	78.6	79.4	61.7	94.0	52.0	86.0

MATHEMATICS 7 PRE-AP

40	77.8	85.8	88.0	88.3	97.5	100.0	69.8	93.0

MATHEMATICS 8

147	58.2	73.3	81.1	82.0	61.9	93.2	60.1	86.9

MS ART I STUDIO

109	62.6	78.4	86.8	87.7	81.7	97.2	74.7	98.0

MS HEALTH EDUCATION 7

87	63.5	77.7	82.0	82.5	83.9	95.4	78.6	94.8

MS HEALTH EDUCATION 8

9	63.0	75.4	84.3	85.4	66.7	100.0	76.6	94.7

MS VARSITY BAND

26	45.6	68.6	89.7	92.1	30.8	100.0	58.2	98.6

SEMESTER 2 TESTS

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

ALGEBRA I PRE-AP

MATHEMATICS 6

MATHEMATICS 6 PRE-AP

MATHEMATICS 7

MATHEMATICS 7 PRE-AP

MATHEMATICS 8

MS ART I STUDIO

MS HEALTH EDUCATION 7

MS HEALTH EDUCATION 8

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

| 100 | 61.0 | 76.6 | 91.8 | 93.5 | 85.0 | 100.0 | 76.5 | 99.6 |

PHYSICAL EDUCATION 7 & 8

| 103 | 64.9 | 79.0 | 92.4 | 93.9 | 87.4 | 100.0 | 80.9 | 98.6 |

PHYSICS 8

| 23 | 78.4 | 82.0 | 89.6 | 90.4 | 95.7 | 100.0 | 70.5 | 94.7 |

READING LANGUAGE ARTS 6

| 127 | 53.0 | 73.9 | 75.5 | 75.7 | 69.3 | 88.2 | 58.0 | 88.6 |

READING LANGUAGE ARTS 6 PRE-AP

| 35 | 64.9 | 77.6 | 81.7 | 82.1 | 85.7 | 100.0 | 81.2 | 97.5 |

READING LANGUAGE ARTS 7

| 138 | 55.1 | 76.4 | 80.0 | 80.4 | 80.4 | 98.6 | 68.5 | 86.8 |

READING LANGUAGE ARTS 7 PRE-AP

| 27 | 70.8 | 81.4 | 88.0 | 88.7 | 96.3 | 100.0 | 83.1 | 96.8 |

READING LANGUAGE ARTS 8

| 127 | 52.9 | 73.3 | 79.1 | 79.7 | 68.5 | 92.9 | 67.6 | 86.4 |

READING LANGUAGE ARTS 8 PRE-AP

| 49 | 64.5 | 76.4 | 90.6 | 92.1 | 81.6 | 100.0 | 80.2 | 96.0 |

RLA 6 ESL BEGINNER YEAR 1

| 3 | * | * | * | * | * | * | 40.7 | * |

RLA 7 ESL BEGINNER YEAR 1

| 5 | * | * | * | * | * | * | 32.6 | * |

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

| | | | | | | | | |

PHYSICAL EDUCATION 7 & 8

| | | | | | | | | |

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

| | | | | | | | | |

RLA 7 ESL BEGINNER YEAR 1

| | | | | | | | | |

T.J. RUSK MIDDLE SCHOOL (55)

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

| 2 | * | * | * | * | * | * | 49.6 | * |

RLA 8 ESL BEGINNER YEAR 1

| 3 | * | * | * | * | * | * | 40.7 | * |

RLA 8 ESL INTERMEDIATE YEAR 2

| 6 | 51.6 | 72.1 | 75.7 | 76.1 | 50.0 | 83.3 | 40.7 | 93.6 |

SCIENCE 6

| 134 | 59.3 | 75.6 | 79.6 | 80.0 | 65.7 | 94.8 | 53.4 | 89.5 |

SCIENCE 6 PRE-AP

| 31 | 70.0 | 80.9 | 87.9 | 88.7 | 93.5 | 100.0 | 75.3 | 98.1 |

SCIENCE 7

| 125 | 70.4 | 77.8 | 79.9 | 80.1 | 76.0 | 91.2 | 62.8 | 88.5 |

SCIENCE 7 PRE-AP

| 47 | 70.1 | 79.6 | 87.3 | 88.2 | 89.4 | 100.0 | 84.8 | 98.0 |

SCIENCE 8

| 163 | 67.0 | 78.0 | 82.9 | 83.5 | 75.5 | 93.3 | 63.9 | 87.0 |

TECHNOLOGY APPLICATIONS

| 80 | 58.9 | 72.0 | 79.8 | 80.7 | 61.3 | 86.3 | 58.8 | 94.4 |

TEXAS STUDIES 7

| 128 | 64.2 | 78.5 | 79.9 | 80.1 | 82.8 | 88.3 | 48.5 | 90.4 |

TEXAS STUDIES 7 PRE-AP

| 44 | 78.5 | 86.8 | 81.2 | 80.5 | 95.5 | 95.5 | 74.6 | 96.6 |

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

| | | | | | | | | |

RLA 8 ESL BEGINNER YEAR 1

| | | | | | | | | |

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

| | | | | | | | | |

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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TEXAS STUDIES 7 PRE-AP

| | | | | | | | | |

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								
139	53.3	74.1	75.1	75.2	66.9	82.0	53.0	88.9
U.S. STUDIES 8 PRE-AP								
48	70.4	82.2	89.6	90.5	97.9	100.0	77.3	97.1
WORLD CULTURES 6								
130	55.5	74.3	79.1	79.7	66.2	90.0	48.4	90.7
WORLD CULTURES 6 PRE-AP								
36	64.7	78.8	84.3	85.0	88.9	100.0	74.9	97.1

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								
U.S. STUDIES 8 PRE-AP								
WORLD CULTURES 6								
WORLD CULTURES 6 PRE-AP								