![Dallas Independent School District logo]

DATA PACKET 2021-22

SCHOOL NUMBER 387

NORTH LAKE EARLY COLLEGE HIGH SCHOOL

2020-21 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 2020-21. They are counted as new if not enrolled in a district campus before the last day of the 2019-20 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 2019-20 and 2020-21.

ATTENDANCE

- Statistics are based on student attendance through the end of the school year.
- "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.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Statistics by reporting category are averages for all students (across student groups and genders).
- "Average percentage correct" is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. Additional details provided in report footnotes.
- EOC statistics are based on scores from students testing for the first time during fall or spring administrations.

TELPAS

- 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 2021, the TEA does not differentiate between the Advanced and Advanced High levels from 2020.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT, "Percent Tested" is computed with "Number Tested" as numerator and, as demoninator, Grade 12 "Enrollment" as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for "Percent Tested" is grade-level enrollment as reported in Enrollment reports.
- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.
- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks"represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject" (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.
- AP scores range from 1 to 5. A 3 is a "qualifying score". Scores from May administrations only. New statistics using June scores will be created after scores are available.

STUDENT ENROLLMENT

Grade	Enrollment
9	64
10	69
ALL	133

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	**Percent**	**Number**	**Percent**
Black/African American	9	6.8	4	44.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	5	3.8	*	*
Hispanic	115	86.5	2	22.2
White	2	1.5	2	22.2
Multiple	2	1.5	0	0.0
Other* (teachers only)	—	—	1	11.1
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	62	46.6
Economically disadvantaged	115	86.5
Limited English proficient (LEP)	45	33.8
Special education	2	1.5
Talented and Gifted (TAG)	41	30.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019													
	2020													
	2021	64	4	6.3	0	0.0	2	3.1	56	87.5	1	1.6	1	1.6
10	2019													
	2020													
	2021	69	5	7.2	0	0.0	3	4.3	59	85.5	1	1.4	1	1.4
9-12	2019													
	2020													
	2021	133	9	6.8	0	0.0	5	3.8	115	86.5	2	1.5	2	1.5

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	
9	2019																
	2020																
	2021	64	59	92.2	26	40.6	1	1.6	36	56.3	16	25.0	6	9.4	46.9	53.1	0.0
10	2019																
	2020																
	2021	69	56	81.2	19	27.5	1	1.4	26	37.7	25	36.2	2	2.9	42.0	58.0	0.0
9-12	2019																
	2020																
	2021	133	115	86.5	45	33.8	2	1.5	62	46.6	41	30.8	8	6.0	44.4	55.6	0.0

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
9	2019		13,484			12,437	92.2			11.5		8,723		64.7
	2020		13,875			12,839	92.5			9.0		10,020		72.2
	2021	66	13,245	65	99.0	12,348	93.2	0	0.0	4.2	62	8,679	94.6	65.5
10	2019		12,020			11,175	93.0			7.3		7,845		65.3
	2020		12,465			11,629	93.3			5.4		8,835		70.9
	2021	69	12,994	69	99.4	12,138	93.4	0	0.0	3.0	68	8,671	97.9	66.7
9-12	2019		46,196			43,077	93.2			7.1		30,790		66.7
	2020		47,101			43,997	93.4			5.8		34,322		72.9
	2021	135	47,841	134	99.2	44,835	93.7	0	0.0	3.1	130	31,589	96.3	66.0

Teachers: 9

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	44.4
Hispanic	2	22.2
White	2	22.2
Multiple	0	0.0
Other	1	11.1

Gender	Number	Percentage
Female	6	66.7
Male	3	33.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19		
2019-20	4.5	
2020-21	3.7	85.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	11.1
1	1	11.1
2	0	0.0
3	0	0.0
4	0	0.0
5	0	0.0
1-3	1	11.1
More than 3	7	77.8
1 - 5	1	11.1
6 - 10	5	55.6
11 - 20	2	22.2
More than 20	0	0.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	**2018**												62.1
	2019												65.6
	2021	*	*	96.4	98.3	*	92.6	94.4		93.3	100.0	96.9	58.9
Tests Taken	**2018**												9,912
	2019												10,554
	2021	1	4	56	58	1	27	36		30	34	64	9,858
ENGLISH II	**2018**												67.0
	2019												69.3
	2021	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	63.2
Tests Taken	**2018**												10,011
	2019												9,584
	2021	1	5	60	57	1	19	26		30	40	70	9,709

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	**2018**												3,752
	2019												3,633
	2021	*	*	2	1	*	2	2		2	0	2	4,055
Tests Taken	**2018**												9,912
	2019												10,554
	2021	1	4	56	58	1	27	36		30	34	64	9,858
ENGLISH II	**2018**												3,300
	2019												2,941
	2021	*	*	0	0	*	0	0		0	0	0	3,575
Tests Taken	**2018**												10,011
	2019												9,584
	2021	1	5	60	57	1	19	26		30	40	70	9,709

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	**2018**												43.9
	2019												51.0
	2021	*	*	83.9	86.2	*	74.1	77.8		80.0	91.2	85.9	40.8
Tests Taken	**2018**												9,912
	2019												10,554
	2021	1	4	56	58	1	27	36		30	34	64	9,858
ENGLISH II	**2018**												50.0
	2019												51.5
	2021	*	*	95.0	96.5	*	100.0	92.3		93.3	97.5	95.7	47.3
Tests Taken	**2018**												10,011
	2019												9,584
	2021	1	5	60	57	1	19	26		30	40	70	9,709

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2018												5.0
	2019												10.1
	2021	*	*	16.1	13.8	*	7.4	11.1		13.3	17.6	15.6	6.3
Tests Taken	2018												9,912
	2019												10,554
	2021	1	4	56	58	1	27	36		30	34	64	9,858
ENGLISH II	2018												7.0
	2019												6.0
	2021	*	*	21.7	21.1	*	10.5	7.7		23.3	22.5	22.9	6.0
Tests Taken	2018												10,011
	2019												9,584
	2021	1	5	60	57	1	19	26		30	40	70	9,709

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition[1]	5. Revision (Writing)	6. Editing (Writing)
2018						
2019						
2021	75.0	78.0	75.4	5.1	76.2	89.4

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition[1]	5. Revision (Writing)	6. Editing (Writing)
2018						
2019						
2021	85.4	84.2	82.6	5.8	86.8	84.6

[1]Average score points (0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2018**												87.5
	2019												88.9
	2021		*	100.0	95.8		100.0	95.2		92.9	100.0	96.2	69.4
Tests Taken	**2018**												10,244
	2019												10,243
	2021		3	23	24		14	21		14	12	26	11,233

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2018**												1,278
	2019												1,134
	2021		*	0	1		0	1		1	0	1	3,441
Tests Taken	**2018**												10,244
	2019												10,243
	2021		3	23	24		14	21		14	12	26	11,233

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2018**												61.8
	2019												68.9
	2021		*	60.9	62.5		64.3	57.1		50.0	75	61.5	32.4
Tests Taken	**2018**												10,244
	2019												10,243
	2021		3	23	24		14	21		14	12	26	11,233

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2018**												35.8
	2019												45.1
	2021		*	39.1	37.5		28.6	23.8		35.7	33.3	34.6	15.8
Tests Taken	**2018**												10,244
	2019												10,243
	2021		3	23	24		14	21		14	12	26	11,233

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	1. Number and Algebraic Methods	2. Describing and Graphing Linear Functions, Equations, and Inequalities	3. Writing and Solving Linear Functions, Equations, and Inequalities	4. Quadratic Functions and Equations	5. Exponential Functions and Equations
2018					
2019					
2021	66.4	65.1	62.9	63.6	80.8

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2018**												87.9
	2019												87.1
	2021	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	78.3
Tests Taken	**2018**												10,192
	2019												9,591
	2021	1	5	55	57	1	26	34		29	35	64	9,986

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2018**												1,234
	2019												1,240
	2021	*	*	0	0	*	0	0		0	0	0	2,162
Tests Taken	**2018**												10,192
	2019												9,591
	2021	1	5	55	57	1	26	34		29	35	64	9,986

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2018**												57.4
	2019												59.2
	2021	*	*	96.4	98.2	*	96.2	94.1		96.6	97.1	96.9	42.8
Tests Taken	**2018**												10,192
	2019												9,591
	2021	1	5	55	57	1	26	34		29	35	64	9,986

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2018**												18.6
	2019												22.3
	2021	*	*	49.1	50.9	*	42.3	47.1		55.2	51.4	53.1	14.0
Tests Taken	**2018**												10,192
	2019												9,591
	2021	1	5	55	57	1	26	34		29	35	64	9,986

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

BIOLOGY	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
2018					
2019					
2021	73.1	78.1	84.5	83.4	88.4

PERFORMANCE IN 2021

Grade 2020-21 (N Rated)	Domain: 2021 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
9 (26)	Beginning	0	0.0	2	7.7	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	3.8	0	0.0	0	0.0	2	7.7
	Advanced	11	42.3	17	65.4	15	57.7	4	15.4	7	26.9
	Advanced High	15	57.7	6	23.1	11	42.3	22	84.6	17	65.4
10 (19)	Beginning	0	0.0	6	33.3	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	5.6	0	0.0	0	0.0	6	33.3
	Advanced	7	38.9	9	50.0	1	5.3	4	22.2	3	16.7
	Advanced High	11	61.1	2	11.1	18	94.7	14	77.8	9	50.0
ALL (45)	Beginning	0	0.0	8	18.2	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	4.5	0	0.0	0	0.0	8	18.2
	Advanced	18	40.9	26	59.1	16	35.6	8	18.2	10	22.7
	Advanced High	26	59.1	8	18.2	29	64.4	36	81.8	26	59.1

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years N (%) Progressed	2021 Level	2020 Level Beg	2020 Level Int	2020 Level Adv	2020 Level Adv High
4	Beginning	0			
	Intermediate	0		0	
4 (100.0%)	Advanced	0	0		0
	Advanced High	0	0		4
0	Beginning	0			
	Intermediate	0		0	
0 (0.0%)	Advanced	0	0		0
	Advanced High	0	0		0
4	Beginning	0			
	Intermediate	0		0	
4 (100.0%)	Advanced	0	0		0
	Advanced High	0	0		4

☐ Indicates students who progressed at least one level from 2020 to 2021.

Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK
10	Reading & Writing	**2018**																8,620	418	41.8
		2019																8,689	414	38.2
		2020	68	461	70.6	5	*	*	58	453	67.2	1	*	*	3	*	*	4,749	422	42.8
	Mathematics	**2018**																8,620	426	25.3
		2019																8,689	426	20.7
		2020	68	459	39.7	5	*	*	58	454	37.9	1	*	*	3	*	*	4,749	425	22.7

NOTE: See the NOTES report for information about score ranges and college readiness benchmarks set by The College Board for PSAT/NMSQT and PSAT 8-9.

Exams Taken		Average Score		Exams Passed		
School	Dist	School	Dist	School	%	Dist

ALL EXAMS

Exams Taken		Average Score		Exams Passed		
64	15,450	**1.3**	2.0	7	**10.9**	27.9

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Human Geography

Exams Taken		Average Score		Passed		
64	1,577	**1.3**	1.7	7	**10.9**	21.4

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

NORTH LAKE EARLY COLLEGE HIGH SCHOOL (387)   **27**