



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
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EMMETT J. CONRAD GLOBAL STUDIES H-TECH AT RICHLAND COLLEGE

STATISTICS BASED ONLY ON STUDENTS IN THE CHOICE PROGRAM

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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 statistics are not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

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.”

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 denominator, 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.
- Score summaries for SAT and ACT contain all scores available for the school year (through July) at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT 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 benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT’s college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.
- 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	127
10	108
11	92
12	99
ALL	426

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	91	21.4		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	13	3.1		
Hispanic	261	61.3		
White	10	2.3		
Multiple	29	6.8		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

*Teacher statistics not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	278	65.3
Economically disadvantaged	425	99.8
Limited English proficient (LEP)	228	53.5
Special education	10	2.3
Talented and Gifted (TAG)	80	18.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019													
	2020													
	2021	127	25	19.7	0	0.0	9	7.1	88	69.3	1	0.8	4	3.1
10	2019													
	2020													
	2021	108	26	24.1	0	0.0	1	0.9	63	58.3	2	1.9	11	10.2
11	2019													
	2020													
	2021	92	21	22.8	0	0.0	1	1.1	53	57.6	3	3.3	10	10.9
12	2019													
	2020													
	2021	99	19	19.2	0	0.0	2	2.0	57	57.6	4	4.0	4	4.0
9-12	2019													
	2020													
	2021	426	91	21.4	0	0.0	13	3.1	261	61.3	10	2.3	29	6.8

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	
9	2019																
	2020																
	2021	127	126	99.2	89	70.1	3	2.4	100	78.7	18	14.2	13	10.2	48.8	51.2	0.8
10	2019																
	2020																
	2021	108	108	100.0	57	52.8	2	1.9	74	68.5	22	20.4	2	1.9	39.8	60.2	0.0
11	2019																
	2020																
	2021	92	92	100.0	46	50.0	2	2.2	50	54.3	16	17.4	1	1.1	46.7	53.3	0.0
12	2019																
	2020																
	2021	99	99	100.0	36	36.4	3	3.0	54	54.5	24	24.2	0	0.0	48.5	51.5	0.0
9-12	2019																
	2020																
	2021	426	425	99.8	228	53.5	10	2.3	278	65.3	80	18.8	16	3.8	46.0	54.0	0.2


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	125	13,245	120	96.3	12,348	93.2	0	0.0	4.2	106	8,679	84.8	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	107	12,994	103	96.2	12,138	93.4	0	0.0	3.0	97	8,671	90.6	66.7
11	2019		10,324			9,693	93.9			4.8		7,071		68.5
	2020		10,440			9,830	94.2			4.1		7,647		73.2
	2021	92	11,173	89	96.9	10,467	93.7	0	0.0	2.5	82	7,138	89.2	63.9
12	2019		10,368			9,771	94.2			3.3		7,151		69.0
	2020		10,322			9,699	94.0			3.4		7,820		75.8
	2021	99	10,428	98	99.5	9,883	94.8	0	0.0	2.2	95	7,101	96.0	68.1
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	423	47,841	411	97.1	44,835	93.7	0	0.0	3.1	380	31,589	89.9	66.0

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (86)	Beginning	7	8.5	45	54.9	4	12.5	16	18.8	3	10.0
	Intermediate	23	28.0	16	19.5	6	18.8	28	32.9	16	53.3
	Advanced	36	43.9	20	24.4	16	50.0	22	25.9	9	30.0
	Advanced High	16	19.5	1	1.2	6	18.8	19	22.4	2	6.7
10 (56)	Beginning	7	13.5	22	42.3	0	0.0	3	5.8	1	2.7
	Intermediate	11	21.2	12	23.1	12	29.3	21	40.4	17	45.9
	Advanced	23	44.2	17	32.7	12	29.3	14	26.9	16	43.2
	Advanced High	11	21.2	1	1.9	17	41.5	14	26.9	3	8.1
11 (39)	Beginning	3	11.1	9	33.3	0	0.0	3	9.7	0	0.0
	Intermediate	6	22.2	4	14.8	5	20.8	10	32.3	5	38.5
	Advanced	15	55.6	12	44.4	10	41.7	8	25.8	6	46.2
	Advanced High	3	11.1	2	7.4	9	37.5	10	32.3	2	15.4
ALL (181)	Beginning	17	10.6	76	47.2	4	4.1	22	13.1	4	5.0
	Intermediate	40	24.8	32	19.9	23	23.7	59	35.1	38	47.5
	Advanced	74	46.0	49	30.4	38	39.2	44	26.2	31	38.8
	Advanced High	30	18.6	4	2.5	32	33.0	43	25.6	7	8.8

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
1 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	0	
29 3 (10.3%)	Beginning	1			
	Intermediate	0	9		
	Advanced	0	1	5	
	Advanced High	0	0	2	
24 2 (8.3%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	1	2	
	Advanced High	0	0	1	
64 5 (7.8%)	Beginning	1			
	Intermediate	0	12		
	Advanced	0	2	8	
	Advanced High	0	0	3	

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

Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK*	N	Mean	% at BMRK
SAT	Reading & Writing	2018-19		87.2													7,714	463	39.1
		2019-20		84.7													7,424	466	39.8
		2020-21	85.9	79.7	85	502	62.4	17	551	82.4	47	493	59.6	3	*	*	7,006	457	35.9
	Mathematics	2018-19		87.2													7,714	461	19.7
		2019-20		84.7													7,424	461	21.7
		2020-21	85.9	79.7	85	495	32.9	17	516	47.1	47	495	34.0	3	*	*	7,006	456	20.4
ACT	English	2018-19		82.5													7,297	15	27.0
		2019-20		81.3													7,122	15	28.9
		2020-21	83.8	57.2	83	17	44.6	18	18	55.6	48	17	41.7	3	*	*	5,030	14	24.1
	Mathematics	2018-19		82.5													7,297	18	19.2
		2019-20		81.3													7,122	17	14.3
		2020-21	83.8	57.2	83	19	21.7	18	19	22.2	48	19	25.0	3	*	*	5,030	17	13.6
	Reading	2018-19		82.5													7,297	17	21.0
		2019-20		81.3													7,122	16	18.6
		2020-21	83.8	57.2	83	19	32.5	18	22	55.6	48	19	31.3	3	*	*	5,030	16	16.0
	Science	2018-19		82.5													7,297	17	14.5
		2019-20		81.3													7,122	17	13.9
		2020-21	83.8	57.2	83	20	28.9	18	21	38.9	48	19	29.2	3	*	*	5,030	17	12.8
	Composite	2018-19		82.5			-			-			-			-	7,297	17	-
		2019-20		81.3			-			-			-			-	7,122	16	-
		2020-21	83.8	57.2	83	19	-	18	20	-	48	19	-	3	*	-	5,030	16	-

NOTE: See the NOTES report for information about score ranges and college-readiness benchmarks set by The College Board (SAT) and ACT, Inc.

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

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

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

ALL EXAMS

198	15,450	1.3	2.0	7	3.5	27.9
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Computer Science Principles

2	163	*	2.5	*	*	46.6
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Macroeconomics

29	714	1.0	1.6	0	0.0	16.7
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United States History

23	1,673	1.2	1.6	0	0.0	18.9
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Biology

15	653	1.3	1.9	0	0.0	24.2
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English Language and Composition

1	1,627	*	1.9	*	*	23.4
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Spanish Language and Culture

1	860	*	3.4	*	*	75.9
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World History

46	1,214	1.2	1.9	1	2.2	23.6
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Computer Science A

3	189	*	2.7	*	*	51.3
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English Literature and Composition

62	1,683	1.5	1.5	3	4.8	9.3
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United States Government and Politics

16	883	1.1	1.6	0	0.0	18.3
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