



MOISES MOLINA B-TECH AT MOUNTAIN VIEW COLLEGE

Statistics based only on students in the choice program

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 6. Enroll (1) Enrollment Statistics by Ethnicity
- 7. Enroll (2) Enrollment Statistics by Select Student Group
- 8. Attendance Student Attendance Statistics

ENGLISH PROFICIENCY

- 9. TELPAS Texas English Language Proficiency Assessment

LOCAL ASSESSMENT

- 10. ACP Dallas ISD Assessments of Course Performance

COLLEGE READINESS

- 12. PSAT PSAT Average Scores
- 13. AP Advanced Placement (AP) Exams

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 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 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.”

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.

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.
- 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 2020 online administration only. Make-up scores were not available at time of publication.

STUDENT ENROLLMENT

Grade	Enrollment
9	128
10	128
11	112
ALL	368

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	6	1.6		
American Indian/Alaska Native	1	0.3		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	358	97.3		
White	2	0.5		
Multiple	1	0.3		
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	243	66.0
Economically disadvantaged	319	86.7
Limited English proficient (LEP)	108	29.3
Special education	7	1.9
Talented and Gifted (TAG)	55	14.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	135	4	3.0	1	0.7	0	0.0	130	96.3	0	0.0	0	0.0
	2019	140	2	1.4	0	0.0	0	0.0	136	97.1	2	1.4	0	0.0
	2020	128	3	2.3	0	0.0	0	0.0	124	96.9	0	0.0	1	0.8
10	2018													
	2019	131	4	3.1	1	0.8	0	0.0	126	96.2	0	0.0	0	0.0
	2020	128	1	0.8	0	0.0	0	0.0	125	97.7	2	1.6	0	0.0
11	2018													
	2019													
	2020	112	2	1.8	1	0.9	0	0.0	109	97.3	0	0.0	0	0.0
9-12	2018	135	4	3.0	1	0.7	0	0.0	130	96.3	0	0.0	0	0.0
	2019	271	6	2.2	1	0.4	0	0.0	262	96.7	2	0.7	0	0.0
	2020	368	6	1.6	1	0.3	0	0.0	358	97.3	2	0.5	1	0.3

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	2018	135	130	96.3	38	28.1	5	3.7	74	54.8	22	16.3	9	6.7	49.6	50.4	0.0
	2019	140	126	90.0	56	40.0	4	2.9	87	62.1	21	15.0	36	25.7	44.3	55.7	0.0
	2020	128	120	93.8	59	46.1	3	2.3	85	66.4	20	15.6	22	17.2	35.2	64.8	0.0
10	2018																
	2019	131	109	83.2	24	18.3	5	3.8	55	42.0	19	14.5	0	0.0	49.6	50.4	0.0
	2020	128	108	84.4	34	26.6	3	2.3	79	61.7	18	14.1	0	0.0	43.0	57.0	0.0
11	2018																
	2019																
	2020	112	91	81.3	15	13.4	1	0.9	79	70.5	17	15.2	0	0.0	43.8	56.3	0.0
9-12	2018	135	130	96.3	38	28.1	5	3.7	74	54.8	22	16.3	9	6.7	49.6	50.4	0.0
	2019	271	235	86.7	80	29.5	9	3.3	142	52.4	40	14.8	36	13.3	46.9	53.1	0.0
	2020	368	319	86.7	108	29.3	7	1.9	243	66.0	55	14.9	22	6.0	40.5	59.5	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	2018	136	11,716	133	97.6	10,961	93.6	0	0.0	22.9	132	9,718	97.0	82.9
	2019	140	13,484	136	96.8	12,437	92.2	0	0.0	11.5	138	8,723	98.3	64.7
	2020	127	13,875	124	97.8	12,839	92.5	0	0.0	9.0	127	10,020	99.7	72.2
10	2018		10,382			9,791	94.3			16.5		8,886		85.6
	2019	131	12,020	126	96.6	11,175	93.0	0	0.0	7.3	121	7,845	92.7	65.3
	2020	130	12,465	126	97.3	11,629	93.3	0	0.0	5.4	127	8,835	97.9	70.9
11	2018		9,131			8,661	94.9			12.0		8,132		89.1
	2019		10,324			9,693	93.9			4.8		7,071		68.5
	2020	113	10,440	109	96.4	9,830	94.2	0	0.0	4.1	110	7,647	97.7	73.2
9-12	2018	136	39,984	133	97.6	37,719	94.3	0	0.0	15.0	132	34,508	97.0	86.3
	2019	271	46,196	262	96.7	43,077	93.2	0	0.0	7.1	259	30,790	95.6	66.7
	2020	370	47,101	359	97.2	43,997	93.4	0	0.0	5.8	364	34,322	98.5	72.9

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (59)	Beginning	0	0.0	12	26.1	0	0.0	0	0.0	0	0.0
	Intermediate	4	8.7	10	21.7	11	19.0	6	13.0	13	28.9
	Advanced	12	26.1	22	47.8	27	46.6	17	37.0	17	37.8
	Advanced High	30	65.2	2	4.3	20	34.5	23	50.0	15	33.3
10 (30)	Beginning	1	3.8	6	23.1	0	0.0	1	3.4	0	0.0
	Intermediate	3	11.5	7	26.9	0	0.0	11	37.9	0	0.0
	Advanced	11	42.3	11	42.3	0	0.0	9	31.0	0	0.0
	Advanced High	11	42.3	2	7.7	0	0.0	8	27.6	0	0.0
11 (12)	Beginning	0	0.0	4	33.3	0	0.0	2	20.0	0	0.0
	Intermediate	1	8.3	5	41.7	0	0.0	2	20.0	0	0.0
	Advanced	9	75.0	2	16.7	0	0.0	4	40.0	0	0.0
	Advanced High	2	16.7	1	8.3	0	0.0	2	20.0	0	0.0
ALL (101)	Beginning	1	1.2	22	26.2	0	0.0	3	3.5	0	0.0
	Intermediate	8	9.5	22	26.2	11	19.0	19	22.4	13	28.9
	Advanced	32	38.1	35	41.7	27	46.6	30	35.3	17	37.8
	Advanced High	43	51.2	5	6.0	20	34.5	33	38.8	15	33.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
59 17 (28.8%)	Beginning	0			
	Intermediate	0	13		
	Advanced	0	2	15	
	Advanced High	0	0	15	
29 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
12 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
100 17 (17.0%)	Beginning	0			
	Intermediate	0	13		
	Advanced	0	2	15	
	Advanced High	0	0	15	

 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

94	77.9	84.6	78.6	77.6	89.4	85.1	69.0	87.3
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ALGEBRA II PRE-AP

131	64.9	78.9	84.3	85.2	87.8	96.9	69.4	90.9
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BIOLOGY PRE-AP

128	53.3	72.0	75.6	76.3	64.8	85.9	73.6	89.9
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CHEMISTRY PRE-AP

130	57.1	71.4	80.4	82.0	60.8	96.9	69.5	93.7
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ENGLISH I PRE-AP

128	70.6	73.3	78.6	79.6	60.9	93.8	75.7	90.5
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ENGLISH II PRE-AP

130	63.3	73.2	81.9	83.5	66.9	96.2	80.1	93.0
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ENVIRONMENTAL SYSTEMS

68	72.1	82.9	82.8	82.8	95.6	95.6	68.7	89.3
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GEOMETRY

18	43.7	70.9	79.4	80.9	55.6	100.0	52.5	83.3
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GEOMETRY PRE-AP

67	58.1	74.9	78.8	79.5	70.1	85.1	67.4	90.9
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GOVERNMENT

8	40.3	61.0	81.1	84.7	12.5	100.0	59.3	88.6
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ALGEBRA I

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ALGEBRA II PRE-AP

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BIOLOGY PRE-AP

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CHEMISTRY PRE-AP

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ENGLISH I PRE-AP

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ENGLISH II PRE-AP

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ENVIRONMENTAL SYSTEMS

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GEOMETRY

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GEOMETRY PRE-AP

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GOVERNMENT

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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

HS HEALTH EDUCATION

47	65.2	76.8	87.1	89.0	72.3	100.0	73.7	91.9
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PHYSICS

75	50.2	70.1	77.5	78.8	56.0	85.3	54.4	85.7
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PHYSICS PRE-AP

21	58.0	73.2	81.5	82.9	61.9	95.2	65.4	95.2
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SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

49	54.9	73.0	84.0	85.9	59.2	98.0	69.4	90.0
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SPANISH I

23	75.5	83.7	89.7	90.8	95.7	100.0	76.1	90.2
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SPANISH II

42	69.4	80.5	86.8	87.9	83.3	97.6	76.3	91.1
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STUDIO ART I

56	61.7	77.9	90.8	93.1	89.3	100.0	77.9	92.3
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WORLD HISTORY PRE-AP

128	69.6	81.0	86.6	87.6	90.6	97.7	76.6	93.5
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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

HS HEALTH EDUCATION

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PHYSICS

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PHYSICS PRE-AP

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SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

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SPANISH I

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SPANISH II

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STUDIO ART I

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WORLD HISTORY PRE-AP

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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	2017																8,857	417	39.0
		2018	126	422	51.6	3	*	*	122	424	53.3	0			1	*	*	8,620	418	41.8
		2019	127	396	28.3	0			125	397	28.8	2	*	*	0			8,689	414	38.2
	Mathematics	2017																8,857	428	22.1
		2018	126	441	24.6	3	*	*	122	442	25.4	0			1	*	*	8,620	426	25.3
		2019	127	426	12.6	0			125	427	12.8	2	*	*	0			8,689	426	20.7
11	Reading & Writing	2017																2,095	508	67.6
		2018																1,921	501	64.3
		2019	1	*	*	0			1	*	*	0			0			2,726	482	56.3
	Mathematics	2017																2,095	504	44.4
		2018																1,921	497	42.6
		2019	1	*	*	0			1	*	*	0			0			2,726	473	32.8

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

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

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

ALL EXAMS

2	16,384	*	2.2	*	*	37.1
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Spanish Language and Culture

2	905	*	3.9	*	*	90.1
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