



School Number 880

# WILMER-HUTCHINS E-TECH AT NORTH LAKE COLLEGE

Statistics based only on students in the choice program

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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 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	93
10	73
11	65
ALL	231

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	105	45.5		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	124	53.7		
White	2	0.9		
Multiple	0	0.0		
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	107	46.3
Economically disadvantaged	193	83.5
Limited English proficient (LEP)	83	35.9
Special education	3	1.3
Talented and Gifted (TAG)	39	16.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	110	46	41.8	0	0.0	0	0.0	62	56.4	2	1.8	0	0.0
	2019	88	42	47.7	0	0.0	0	0.0	43	48.9	2	2.3	1	1.1
	2020	93	43	46.2	0	0.0	0	0.0	49	52.7	1	1.1	0	0.0
10	2018													
	2019	71	32	45.1	0	0.0	0	0.0	39	54.9	0	0.0	0	0.0
	2020	73	32	43.8	0	0.0	0	0.0	40	54.8	1	1.4	0	0.0
11	2018													
	2019													
	2020	65	30	46.2	0	0.0	0	0.0	35	53.8	0	0.0	0	0.0
9-12	2018	110	46	41.8	0	0.0	0	0.0	62	56.4	2	1.8	0	0.0
	2019	159	74	46.5	0	0.0	0	0.0	82	51.6	2	1.3	1	0.6
	2020	231	105	45.5	0	0.0	0	0.0	124	53.7	2	0.9	0	0.0

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	
9	2018	110	96	87.3	40	36.4	11	10.0	89	80.9	6	5.5	11	10.0	50.0	50.0	0.0
	2019	88	67	76.1	31	35.2	2	2.3	66	75.0	18	20.5	6	6.8	50.0	50.0	0.0
	2020	93	81	87.1	35	37.6	0	0.0	47	50.5	17	18.3	12	12.9	36.6	63.4	0.0
10	2018																
	2019	71	54	76.1	24	33.8	3	4.2	43	60.6	5	7.0	0	0.0	47.9	52.1	0.0
	2020	73	61	83.6	28	38.4	1	1.4	31	42.5	17	23.3	0	0.0	45.2	54.8	0.0
11	2018																
	2019																
	2020	65	51	78.5	20	30.8	2	3.1	29	44.6	5	7.7	0	0.0	49.2	50.8	0.0
9-12	2018	110	96	87.3	40	36.4	11	10.0	89	80.9	6	5.5	11	10.0	50.0	50.0	0.0
	2019	159	121	76.1	55	34.6	5	3.1	109	68.6	23	14.5	6	3.8	49.1	50.9	0.0
	2020	231	193	83.5	83	35.9	3	1.3	107	46.3	39	16.9	12	5.2	42.9	57.1	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	116	11,716	112	97.3	10,961	93.6	3	2.6	22.9	112	9,718	96.9	82.9
	2019	90	13,484	86	95.6	12,437	92.2	0	0.0	11.5	83	8,723	92.6	64.7
	2020	94	13,875	88	94.5	12,839	92.5	0	0.0	9.0	90	10,020	96.2	72.2
10	2018		10,382			9,791	94.3			16.5		8,886		85.6
	2019	73	12,020	70	95.5	11,175	93.0	0	0.0	7.3	59	7,845	80.7	65.3
	2020	74	12,465	70	95.3	11,629	93.3	0	0.0	5.4	72	8,835	97.6	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	65	10,440	63	96.0	9,830	94.2	0	0.0	4.1	63	7,647	96.7	73.2
9-12	2018	116	39,984	112	97.3	37,719	94.3	3	2.6	15.0	112	34,508	96.9	86.3
	2019	163	46,196	155	95.6	43,077	93.2	0	0.0	7.1	142	30,790	87.3	66.7
	2020	232	47,101	221	95.2	43,997	93.4	0	0.0	5.8	225	34,322	96.8	72.9




PERFORMANCE IN 2020

Grade 2019-20  (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
9  (23)	Beginning	0	0.0	10	45.5	0	0.0	1	4.3	0	0.0
	Intermediate	7	31.8	9	40.9	0	0.0	7	30.4	0	0.0
	Advanced	8	36.4	3	13.6	0	0.0	6	26.1	0	0.0
	Advanced High	7	31.8	0	0.0	0	0.0	9	39.1	0	0.0
10  (13)	Beginning	0	0.0	4	30.8	0	0.0	0	0.0	0	0.0
	Intermediate	1	7.7	3	23.1	0	0.0	1	7.7	0	0.0
	Advanced	4	30.8	6	46.2	0	0.0	4	30.8	0	0.0
	Advanced High	8	61.5	0	0.0	0	0.0	8	61.5	0	0.0
ALL  (36)	Beginning	0	0.0	14	40.0	0	0.0	1	2.8	0	0.0
	Intermediate	8	22.9	12	34.3	0	0.0	8	22.2	0	0.0
	Advanced	12	34.3	9	25.7	0	0.0	10	27.8	0	0.0
	Advanced High	15	42.9	0	0.0	0	0.0	17	47.2	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years  N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
23  0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
13  0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
36  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**

82	41.2	55.9	78.1	82.1	14.6	92.7	76.4	94.0
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**ALGEBRA II PRE-AP**

74	24.7	54.8	83.9	89.0	2.7	90.5	69.4	90.9
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**BIOLOGY PRE-AP**

95	42.3	65.4	79.1	81.5	28.4	95.8	73.6	89.9
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**CHEMISTRY PRE-AP**

76	51.3	67.5	75.9	77.3	46.1	94.7	69.5	93.7
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**ENGLISH I**

1	*	*	*	*	*		53.2	*
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**ENGLISH I PRE-AP**

94	65.4	68.6	76.8	78.2	51.1	83.0	75.7	90.5
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**ENGLISH II PRE-AP**

75	63.8	73.5	88.0	90.5	66.7	100.0	80.1	93.0
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**GEOMETRY PRE-AP**

40	26.2	55.7	83.9	88.9	0.0	90.0	67.4	90.9
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**HS HEALTH EDUCATION**

63	62.6	75.1	75.9	76.1	77.8	74.6	73.7	91.9
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**PHYSICS PRE-AP**

34	36.2	59.3	79.4	83.0	5.9	97.1	65.4	95.2
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**ALGEBRA I PRE-AP**

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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**

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**ENGLISH I PRE-AP**

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**ENGLISH II PRE-AP**

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**GEOMETRY PRE-AP**

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**HS HEALTH EDUCATION**

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**PHYSICS PRE-AP**

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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

**SPANISH I**

54	68.5	79.0	86.9	88.3	74.1	96.3	76.1	90.2
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**SPANISH II**

39	58.6	73.6	84.1	85.9	59.0	100.0	76.3	91.1
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**STUDIO ART I**

47	49.8	71.0	75.5	76.3	66.0	78.7	77.9	92.3
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**WORLD GEOGRAPHY**

1	*	*	*	*	*	*	55.0	*
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**WORLD GEOGRAPHY PRE-AP**

94	49.9	65.8	75.3	76.9	41.5	89.4	75.2	94.5
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**WORLD HISTORY**

1	*	*	*	*	*	*	51.6	*
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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

**SPANISH I**

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**SPANISH II**

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**STUDIO ART I**

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**WORLD GEOGRAPHY**

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**WORLD GEOGRAPHY PRE-AP**

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**WORLD HISTORY**

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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
9	Reading & Writing	2017	3	*	*	1	*	*	2	*	*	0			0			1,836	466	72.5
		2018	12	444	66.7	4	*	*	7	470	85.7	1	*	*	0			2,063	473	74.2
		2019	3	*	*	2	*	*	1	*	*	0			0			2,013	463	69.8
	Mathematics	2017	3	*	*	1	*	*	2	*	*	0			0			1,836	467	59.8
		2018	12	452	58.3	4	*	*	7	459	71.4	1	*	*	0			2,063	477	64.0
		2019	3	*	*	2	*	*	1	*	*	0			0			2,013	460	62.6
10	Reading & Writing	2017															8,857	417	39.0	
		2018	85	371	18.8	36	361	13.9	49	379	22.4	0			0			8,620	418	41.8
		2019	73	400	30.1	35	377	20.0	38	421	39.5	0			0			8,689	414	38.2
	Mathematics	2017																8,857	428	22.1
		2018	85	392	7.1	36	384	8.3	49	397	6.1	0			0			8,620	426	25.3
		2019	73	406	6.8	35	393	5.7	38	418	7.9	0			0			8,689	426	20.7

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

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

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

**ALL EXAMS**

<b>18</b>	16,384	<b>1.0</b>	2.2	<b>0</b>	<b>0.0</b>	37.1
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**Macroeconomics**

<b>2</b>	590	*	2.0	*	*	29.3
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**United States History**

<b>16</b>	1,519	<b>1.0</b>	1.7	<b>0</b>	<b>0.0</b>	21.0
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