



School Number 383

CITYLAB HIGH 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.

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	63
10	61
11	67
ALL	191

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	49	25.7	6	35.3
American Indian/Alaska Native	2	1.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	108	56.5	2	11.8
White	23	12.0	9	52.9
Multiple	9	4.7	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	88	46.1
Economically disadvantaged	119	62.3
Limited English proficient (LEP)	40	20.9
Special education	27	14.1
Talented and Gifted (TAG)	28	14.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	82	19	23.2	0	0.0	1	1.2	50	61.0	10	12.2	1	1.2
	2019	69	14	20.3	2	2.9	0	0.0	37	53.6	12	17.4	4	5.8
	2020	63	22	34.9	0	0.0	0	0.0	37	58.7	4	6.3	0	0.0
10	2018													
	2019	76	16	21.1	0	0.0	0	0.0	46	60.5	8	10.5	6	7.9
	2020	61	13	21.3	2	3.3	0	0.0	33	54.1	10	16.4	3	4.9
11	2018													
	2019													
	2020	67	14	20.9	0	0.0	0	0.0	38	56.7	9	13.4	6	9.0
9-12	2018	82	19	23.2	0	0.0	1	1.2	50	61.0	10	12.2	1	1.2
	2019	145	30	20.7	2	1.4	0	0.0	83	57.2	20	13.8	10	6.9
	2020	191	49	25.7	2	1.0	0	0.0	108	56.5	23	12.0	9	4.7

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	82	55	67.1	15	18.3	8	9.8	51	62.2	8	9.8	21	25.6	63.4	36.6	0.0
	2019	69	46	66.7	14	20.3	9	13.0	42	60.9	10	14.5	21	30.4	55.1	44.9	0.0
	2020	63	48	76.2	17	27.0	11	17.5	31	49.2	7	11.1	10	15.9	57.1	42.9	3.2
10	2018																
	2019	76	46	60.5	13	17.1	9	11.8	37	48.7	10	13.2	6	7.9	64.5	35.5	0.0
	2020	61	39	63.9	13	21.3	8	13.1	25	41.0	10	16.4	3	4.9	55.7	44.3	3.3
11	2018																
	2019																
	2020	67	32	47.8	10	14.9	8	11.9	32	47.8	11	16.4	4	6.0	58.2	41.8	0.0
9-12	2018	82	55	67.1	15	18.3	8	9.8	51	62.2	8	9.8	21	25.6	63.4	36.6	0.0
	2019	145	92	63.4	27	18.6	18	12.4	79	54.5	20	13.8	27	18.6	60.0	40.0	0.0
	2020	191	119	62.3	40	20.9	27	14.1	88	46.1	28	14.7	17	8.9	57.1	42.9	2.1

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	81	11,716	79	96.8	10,961	93.6	10	12.3	22.9	77	9,718	94.6	82.9
	2019	70	13,484	66	95.2	12,437	92.2	2	2.9	11.5	61	8,723	87.7	64.7
	2020	67	13,875	64	94.6	12,839	92.5	0	0.0	9.0	58	10,020	86.0	72.2
10	2018		10,382			9,791	94.3			16.5		8,886		85.6
	2019	77	12,020	74	96.3	11,175	93.0	5	6.5	7.3	66	7,845	85.8	65.3
	2020	64	12,465	61	95.4	11,629	93.3	4	6.3	5.4	60	8,835	93.8	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	72	10,440	67	94.2	9,830	94.2	0	0.0	4.1	65	7,647	90.9	73.2
9-12	2018	81	39,984	79	96.8	37,719	94.3	10	12.3	15.0	77	34,508	94.6	86.3
	2019	147	46,196	140	95.8	43,077	93.2	7	4.8	7.1	127	30,790	86.7	66.7
	2020	203	47,101	192	94.7	43,997	93.4	4	2.0	5.8	183	34,322	90.2	72.9

Teachers: 17

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	35.3
Hispanic	2	11.8
White	9	52.9
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	12	70.6
Male	5	29.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	5.3	
2018-19	7.5	71.4
2019-20	6.3	50.0

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	4	23.5
1	2	11.8
2	0	0.0
3	2	11.8
4	1	5.9
5	3	17.6
1-3	4	23.5
More than 3	9	52.9
1 - 5	8	47.1
6 - 10	2	11.8
11 - 20	2	11.8
More than 20	1	5.9

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (17)	Beginning	0	0.0	4	23.5	0	0.0	0	0.0	0	0.0
	Intermediate	3	17.6	9	52.9	0	0.0	0	0.0	0	0.0
	Advanced	9	52.9	4	23.5	0	0.0	0	0.0	0	0.0
	Advanced High	5	29.4	0	0.0	0	0.0	0	0.0	0	0.0
10 (13)	Beginning	0	0.0	7	53.8	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	3	23.1	0	0.0	0	0.0	0	0.0
	Advanced	7	53.8	3	23.1	0	0.0	0	0.0	0	0.0
	Advanced High	6	46.2	0	0.0	0	0.0	0	0.0	0	0.0
11 (10)	Beginning	0	0.0	1	10.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	4	40.0	0	0.0	0	0.0	0	0.0
	Advanced	1	10.0	2	20.0	0	0.0	0	0.0	0	0.0
	Advanced High	9	90.0	3	30.0	0	0.0	0	0.0	0	0.0
ALL (40)	Beginning	0	0.0	12	30.0	0	0.0	0	0.0	0	0.0
	Intermediate	3	7.5	16	40.0	0	0.0	0	0.0	0	0.0
	Advanced	17	42.5	9	22.5	0	0.0	0	0.0	0	0.0
	Advanced High	20	50.0	3	7.5	0	0.0	0	0.0	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
13 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	
10 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
35 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

53	59.0	71.4	83.7	85.9	56.6	98.1	69.0	87.3
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ALGEBRA II PRE-AP

68	44.7	66.8	84.2	87.2	36.8	97.1	69.4	90.9
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BIOLOGY

16	49.1	74.1	78.8	79.6	62.5	87.5	64.3	84.8
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BIOLOGY PRE-AP

47	46.7	68.0	79.1	81.0	46.8	85.1	73.6	89.9
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CHEMISTRY PRE-AP

60	43.1	62.1	78.5	81.3	26.7	96.7	69.5	93.7
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ENGLISH I

29	50.7	65.6	74.1	75.6	41.4	93.1	53.2	83.0
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ENGLISH I PRE-AP

34	68.2	71.1	82.0	83.9	61.8	100.0	75.7	90.5
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ENGLISH II

30	61.5	75.9	75.5	75.4	76.7	86.7	62.4	84.9
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ENGLISH II PRE-AP

30	69.4	77.6	83.2	84.2	83.3	96.7	80.1	93.0
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ENGLISH III

31	54.5	71.6	73.3	73.6	54.8	80.6	59.1	81.6
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ALGEBRA I

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ALGEBRA II PRE-AP

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BIOLOGY

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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

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ENGLISH II PRE-AP

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ENGLISH III

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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

GEOMETRY PRE-AP

58	47.7	68.6	82.1	84.5	48.3	89.7	67.4	90.9
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HS HEALTH EDUCATION

27	67.9	78.6	84.3	85.4	81.5	96.3	73.7	91.9
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PHYSICS PRE-AP

67	52.6	69.8	76.8	78.0	50.7	91.0	65.4	95.2
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PRE-CALCULUS PRE-AP

22	49.5	67.8	85.8	89.0	50.0	95.5	73.5	95.7
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SPANISH I

45	63.8	75.9	79.2	79.9	68.9	88.9	76.1	90.2
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SPANISH II

39	60.6	74.8	73.5	73.3	69.2	69.2	76.3	91.1
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STUDIO ART I

57	56.3	74.8	76.9	77.3	70.2	80.7	77.9	92.3
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U.S. HISTORY

21	53.6	66.9	73.7	74.9	42.9	90.5	63.8	88.5
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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

GEOMETRY PRE-AP

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HS HEALTH EDUCATION

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PHYSICS PRE-AP

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PRE-CALCULUS PRE-AP

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SPANISH I

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SPANISH II

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STUDIO ART I

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U.S. 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	79	409	50.6	18	374	38.9	51	411	51.0	8	466	62.5	1	*	*	1,836	466	72.5	
		2018																2,063	473	74.2	
		2019	61	371	27.9	24	368	29.2	34	362	20.6	3	*	*	0			2,013	463	69.8	
	Mathematics	2017	79	411	27.8	18	381	11.1	51	412	29.4	8	453	50.0	1	*	*	1,836	467	59.8	
		2018																2,063	477	64.0	
		2019	61	395	18.0	24	384	16.7	34	401	17.6	3	*	*	0			2,013	460	62.6	
10	Reading & Writing	2017																8,857	417	39.0	
		2018																8,620	418	41.8	
		2019	65	424	35.4	12	400	16.7	36	404	27.8	11	495	72.7	2	*	*	8,689	414	38.2	
	Mathematics	2017																	8,857	428	22.1
		2018																	8,620	426	25.3
		2019	65	428	23.1	12	408	25.0	36	419	16.7	11	474	36.4	2	*	*	8,689	426	20.7	
11	Reading & Writing	2017																2,095	508	67.6	
		2018																1,921	501	64.3	
		2019	69	475	59.4	16	437	43.8	39	468	53.8	10	540	90.0	0			2,726	482	56.3	
	Mathematics	2017																	2,095	504	44.4
		2018																	1,921	497	42.6
		2019	69	446	17.4	16	397	6.3	39	457	15.4	10	480	40.0	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

112	16,384	1.5	2.2	14	12.5	37.1
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Biology

1	663	*	2.4	*	*	43.9
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English Language and Composition

35	1,472	1.7	2.0	5	14.3	27.1
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Human Geography

30	1,592	1.3	1.9	3	10.0	31.0
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United States History

25	1,519	1.3	1.7	2	8.0	21.0
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World History

21	1,511	1.5	2.0	3	14.3	28.7
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