DATA PACKET
for 2015-16 planning

Evaluation & Assessment

Office of Institutional Research
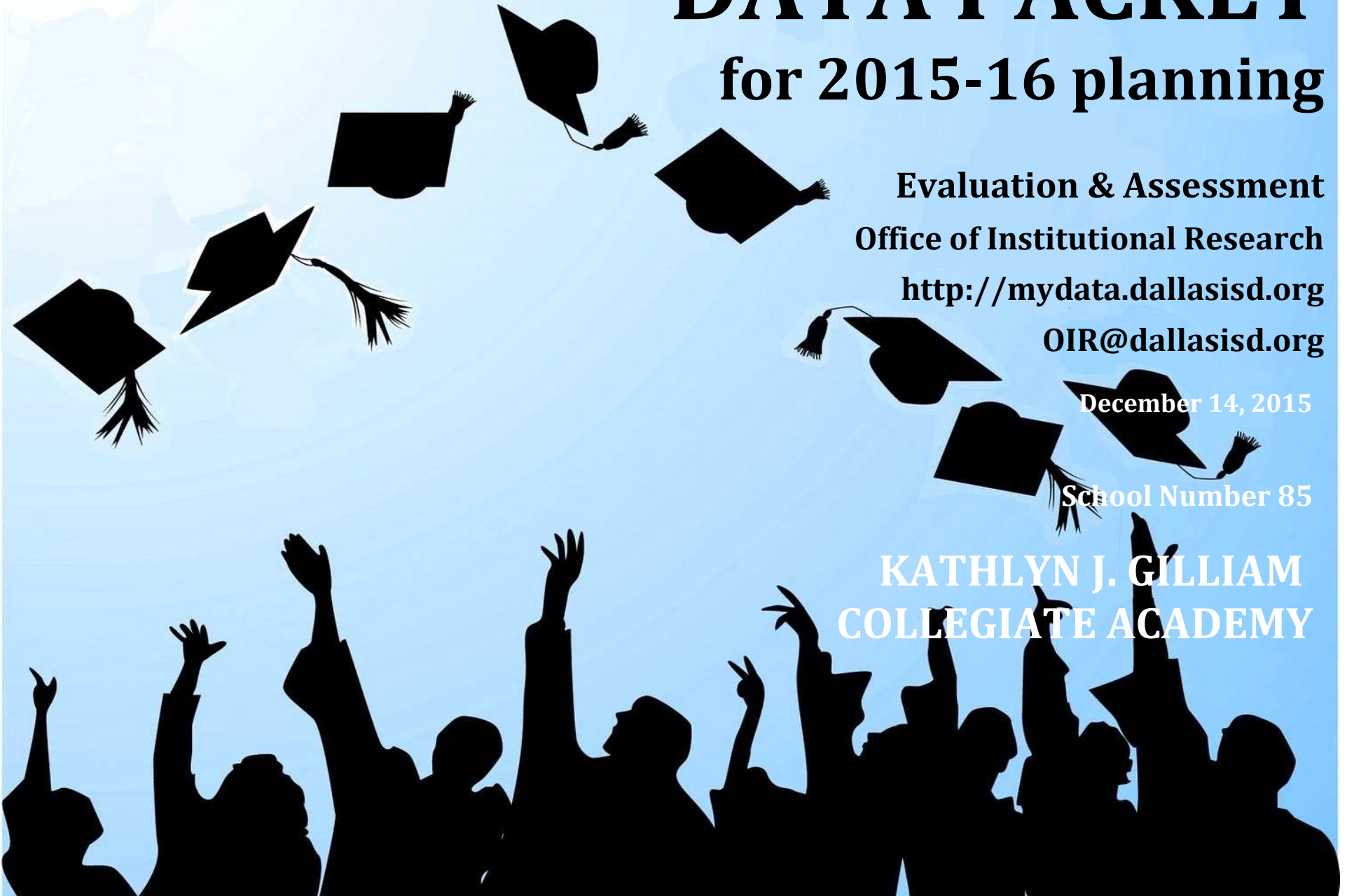
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December 14, 2015

School Number 85

KATHLYN J. GILLIAM COLLEGIATE ACADEMY

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2014-15 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 newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- "Economically disadvantaged" students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- Teacher demographics and 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 fifth six-weeks grading period.
- "Economically disadvantaged" students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- "New" students were new to the district in 2014-15. They are counted as new if not enrolled in a district campus before the last day of the 2013-14 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 2013-14 and 2014-15.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (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, but is typically around 130 days.
- The "stability rate" is the number of continuously enrolled students divided by "average daily membership."

TEACHERS

- Teacher demographics and 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 (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator "# of teachers assigned to the school both that year and the year prior" and denominator "# of

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teachers assigned to the school for the prior year." That is, the retention rate is the percentage of the prior year's teachers who continued at the school.

STAAR, STAAR L, and STAAR A

- 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.
- STAAR statistics are based on results from standard STAAR only. STAAR L and STAAR A statistics are computed separately, following TEA reporting practice.
- "Percentage Satisfactory" is the percentage of students achieving Level 2 (Satisfactory) or Level 3 (Advanced).
- Statistics by reporting category are averages for all students (across student groups and genders).
- An "average percentage correct" is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the 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 first administration scores from the fall and spring administrations.
- Exclusive for 2015: Until official standards are released in Fall 2015, the "Percentage Satisfactory,""Number Unsatisfactory," and"Percentage Advanced" reports will not contain Spring 2015 mathematics results for grades 3-8.

TELPAS

- Students are counted as having tested 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's composite rating did not increase at least one level from 2014 to 2015, the TEA did not report the 2014 composite rating.
- If a student is rated as advanced high in 2015, the TEA does not differentiate between the advanced and advanced high levels from 2014.

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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.

- Score summaries for SAT and ACT contain all scores available for the schoool year at the time of publication.

- The SAT and ACT are administered throughout the school year by The College Board and ACT, Inc. A student takes the SAT or ACT at the time and location of her choice, and she may take either test multiple times. If a student has results from multiple administrations, only the latest is used.

- SAT scores range from 200 to 800. ACT scores range from 0 to 36.

- SAT College and Career Readiness Benchmarks are the same for each subject (critical reading, mathematics, and writing): 500. The SAT benchmark indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college. ACT's College Readiness Benchmarks are the minimum scores that indicate 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. The ACT benchmarks are available for four subject-area tests. They are English: 18, reading: 21, mathematics: 22, and science: 24.

- PSAT scores range from 20 to 80. PSAT is administered once each year in October. District students taking PSAT are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a PSAT score for that year. (Students' scores will be used in multiple statistics if they took the PSAT in multiple years.)

- PSAT/NMSQT College and Career Readiness Benchmarks are the scores associated with a 65 percent likelihood of achieving a B- first-year college GPA. The College Board has determined PSAT benchmark scores separately for grades 10 and 11 in each subject. For grade 10, the benchmarks are critical reading: 42, mathematics: 44, writing: 42. For grade 11, the benchmarks are critical reading: 45, mathematics: 47, writing: 45. There are no benchmarks for grade 9.

- AP scores range from 1 to 5; a minimum of 3 is needed to pass.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.

- The ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP results account for a portion of students' final semester grades (10% and 15% respectively). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in data 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 percent is required to pass an ACP. A course mark of at least 70 percent 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.

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STUDENT ENROLLMENT

Grade	Enrollment
9	87
10	106
11	86
12	76
ALL	355

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	212	59.7	13	61.9
American Indian/Alaska Native	4	1.1	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	137	38.6	3	14.3
White	0	0.0	4	19.0
Multiple	1	0.3	1	4.8
Other* (teachers only)	—	—	0	0.0
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	143	40.3
Economically disadvantaged	290	81.7
Limited English proficient (LEP)	22	6.2
Special education	1	0.3
Talented and Gifted (TAG)	82	23.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2013	108	69	63.9	2	1.9	0	0.0	36	33.3	0	0.0	1	0.9
	2014	100	52	52.0	1	1.0	0	0.0	47	47.0	0	0.0	0	0.0
	2015	87	54	62.1	0	0.0	0	0.0	33	37.9	0	0.0	0	0.0
10	2013	80	53	66.3	1	1.3	0	0.0	26	32.5	0	0.0	0	0.0
	2014	101	63	62.4	2	2.0	0	0.0	34	33.7	0	0.0	1	1.0
	2015	106	58	54.7	1	0.9	0	0.0	47	44.3	0	0.0	0	0.0
11	2013	84	50	59.5	1	1.2	0	0.0	31	36.9	2	2.4	0	0.0
	2014	74	48	64.9	1	1.4	0	0.0	25	33.8	0	0.0	0	0.0
	2015	86	51	59.3	2	2.3	0	0.0	31	36.0	0	0.0	1	1.2
12	2013	79	50	63.3	0	0.0	0	0.0	26	32.9	1	1.3	1	1.3
	2014	79	48	60.8	1	1.3	0	0.0	28	35.4	2	2.5	0	0.0
	2015	76	49	64.5	1	1.3	0	0.0	26	34.2	0	0.0	0	0.0
9-12	2013	351	222	63.2	4	1.1	0	0.0	119	33.9	3	0.9	2	0.6
	2014	354	211	59.6	5	1.4	0	0.0	134	37.9	2	0.6	1	0.3
	2015	355	212	59.7	4	1.1	0	0.0	137	38.6	0	0.0	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	2013	108	91	84.3	5	4.6	0	0.0	33	30.6	13	12.0	24	22.2	49.1	50.9	7.4
	2014	100	86	86.0	6	6.0	1	1.0	29	29.0	31	31.0	19	19.0	40.0	60.0	1.0
	2015	87	63	72.4	6	6.9	0	0.0	33	37.9	16	18.4	38	43.7	42.5	57.5	0.0
10	2013	80	64	80.0	9	11.3	0	0.0	34	42.5	22	27.5	3	3.8	36.3	63.8	0.0
	2014	101	85	84.2	4	4.0	0	0.0	39	38.6	12	11.9	5	5.0	47.5	52.5	0.0
	2015	106	87	82.1	6	5.7	1	0.9	35	33.0	35	33.0	6	5.7	35.8	64.2	0.0
11	2013	84	63	75.0	2	2.4	0	0.0	25	29.8	16	19.0	0	0.0	42.9	57.1	3.6
	2014	74	62	83.8	7	9.5	0	0.0	34	45.9	17	23.0	0	0.0	36.5	63.5	0.0
	2015	86	74	86.0	3	3.5	0	0.0	38	44.2	11	12.8	0	0.0	47.7	52.3	0.0
12	2013	79	65	82.3	3	3.8	0	0.0	21	26.6	3	3.8	0	0.0	46.8	53.2	0.0
	2014	79	64	81.0	2	2.5	0	0.0	12	15.2	13	16.5	0	0.0	40.5	59.5	0.0
	2015	76	66	86.8	7	9.2	0	0.0	37	48.7	20	26.3	0	0.0	38.2	61.8	0.0
9-12	2013	351	283	80.6	19	5.4	0	0.0	113	32.2	54	15.4	27	7.7	44.2	55.8	3.1
	2014	354	297	83.9	19	5.4	1	0.3	114	32.2	73	20.6	24	6.8	41.5	58.5	0.3
	2015	355	290	81.7	22	6.2	1	0.3	143	40.3	82	23.1	44	12.4	40.8	59.2	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	**2013**	109	11,129	106	97.8	10,482	94.2	4	3.7	28.3	105	9,408	96.5	84.5
	2014	99	10,855	97	97.3	10,244	94.4	1	1.0	25.4	100	9,137	100.0	84.2
	2015	87	11,577	85	98.1	10,921	94.3	4	4.6	24.5	81	9,789	93.2	84.6
10	**2013**	82	9,329	80	97.8	8,810	94.4	0	0.0	20.5	80	8,101	97.3	86.8
	2014	102	9,895	100	97.6	9,365	94.6	3	2.9	17.5	101	8,683	98.9	87.7
	2015	104	9,928	102	97.7	9,383	94.5	4	3.8	18.1	101	8,616	96.9	86.8
11	**2013**	85	8,442	83	97.4	7,940	94.1	2	2.4	18.9	84	7,454	98.8	88.3
	2014	75	8,457	73	97.1	8,002	94.6	0	0.0	14.7	75	7,577	99.4	89.6
	2015	86	8,742	84	98.0	8,258	94.5	0	0.0	14.6	86	7,728	99.9	88.4
12	**2013**	78	8,460	75	97.3	7,915	93.6	0	0.0	14.4	75	7,456	96.7	88.1
	2014	79	8,059	76	96.4	7,576	94.0	0	0.0	6.0	79	7,152	99.9	88.7
	2015	75	8,362	73	96.4	7,893	94.4	1	1.3	14.2	71	7,395	94.1	88.4
9-12	**2013**	354	37,360	345	97.6	35,147	94.1	6	1.7	21.1	344	32,419	97.3	86.8
	2014	356	37,266	346	97.1	35,187	94.4	4	1.1	16.7	355	32,549	99.7	87.3
	2015	353	38,609	344	97.6	36,456	94.4	9	2.6	18.4	339	33,528	96.1	86.8

*Prior-year statistics w ere recomputed to reflect current attendance requirements.

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Teachers: 21

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	13	61.9
Hispanic	3	14.3
White	4	19.0
Multiple	1	4.8
Other	0	0.0

Gender	Number	Percentage
Female	11	52.4
Male	10	47.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	5	23.8
2	0	0.0
3	1	4.8
4	0	0.0
5	1	4.8
1-3	6	28.6
More than 3	15	71.4
1 - 5	7	33.3
6 - 10	6	28.6
11 - 20	3	14.3
More than 20	5	23.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2012-13	7.0	87.5
2013-14	7.7	33.3
2014-15	7.3	70.0

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2013												
	2014		89.5	76.9	87.6	*	57.1	62.2	*	80.9	85.7	83.6	50.9
	2015		91.5	84.4	90.7		66.7	81.8		82.4	93.3	88.6	58.8
Tests Taken	2013												
	2014		57	52	89	2	7	37	1	47	63	110	13,789
	2015		47	32	43		6	33		34	45	79	10,840
ENGLISH II	2013												
	2014		92.5	77.8	90.0		*	76.2		85.4	89.8	87.9	54.8
	2015		97.0	91.5	94.3	*	100.0	84.8	*	95.2	94.4	94.7	60.5
Tests Taken	2013												
	2014		67	36	80		4	42		48	59	107	10,943
	2015		66	47	87	1	6	33	1	42	72	114	9,225

NUMBER UNSATISFACTORY (Level 1)

Test		Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I		**2013**												
		2014		6	12	11	*	3	14	*	9	9	18	6,774
		2015		4	5	4		2	6		6	3	9	4,464
	Tests Taken	**2013**												
		2014		57	52	89	2	7	37	1	47	63	110	13,789
		2015		47	32	43		6	33		34	45	79	10,840
ENGLISH II		**2013**												
		2014		5	8	8		*	10		7	6	13	4,948
		2015		2	4	5	*	0	5	*	2	4	6	3,643
	Tests Taken	**2013**												
		2014		67	36	80		4	42		48	59	107	10,943
		2015		66	47	87	1	6	33	1	42	72	114	9,225

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2013												
	2014		7.0	7.7	7.9	*	0.0	0.0	*	4.3	9.5	7.3	3.2
	2015		0.0	9.4	4.7		0.0	0.0		5.9	2.2	3.8	5.1
Tests Taken	2013												
	2014		57	52	89	2	7	37	1	47	63	110	13,789
	2015		47	32	43		6	33		34	45	79	10,840
ENGLISH II	2013												
	2014		1.5	2.8	2.5		*	0.0		0.0	3.4	1.9	2.7
	2015		6.1	4.3	5.7	*	16.7	6.1	*	2.4	6.9	5.3	2.6
Tests Taken	2013												
	2014		67	36	80			4	42		48	59	107	10,943
	2015		66	47	87	1	6	33	1	42	72	114	9,225

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1[1]	1. Average Rating Short Answer #2[1]	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Expository Composition[2]	5. Revision	6. Editing
2013								
2014	78.0	1.4	1.6	71.2	73.9	5.1	77.9	67.6
2015	78.3	1.5	1.7	69.5	76.4	4.6	79.5	74.6

ENGLISH II	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1[1]	1. Average Rating Short Answer #2[1]	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Persuasive Composition[2]	5. Revision	6. Editing
2013								
2014	89.3	1.3	1.4	61.1	78.9	4.9	76.4	78.2
2015	85.4	1.6	1.4	73.5	81.7	5.5	78.5	82.5

[1]Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary
[2]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 SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2013**		100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	72.5
	2014		100.0	100.0	100.0	*	*	100.0	*	100.0	100.0	100.0	78.0
	2015		100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	80.0
Tests Taken	**2013**		40	26	57		4	20		31	35	66	9,251
	2014		27	17	35	2	4	20	1	21	24	45	9,524
	2015		33	15	30		2	21		20	28	48	9,730

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2013**		0	0	0		*	0		0	0	0	2,540
	2014		0	0	0	*	*	0	*	0	0	0	2,099
	2015		0	0	0		*	0		0	0	0	1,947
Tests Taken	**2013**		40	26	57		4	20		31	35	66	9,251
	2014		27	17	35	2	4	20	1	21	24	45	9,524
	2015		33	15	30		2	21		20	28	48	9,730

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2013**		35.0	42.3	40.4		*	15.8		38.7	37.1	37.9	8.6
	2014		48.1	29.4	42.9	*	*	15.0	*	33.3	45.8	40.0	9.9
	2015		15.2	13.3	16.7		*	4.8		5.0	21.4	14.6	15.4
Tests Taken	**2013**		40	26	57		4	19		31	35	66	9,251
	2014		27	17	35	2	4	20	1	21	24	45	9,524
	2015		33	15	30		2	21		20	28	48	9,730

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	1. Functional Relationships	2. Properties and Attributes of Functions	3. Linear Functions	4. Linear Equations and Inequalities	5. Quadratic and Other Nonlinear Functions
2013	70.3	64.9	69.9	68.8	68.9
2014	70.8	74.1	74.7	73.6	68.6
2015	67.7	67.4	60.8	61.7	57.2

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2013**		98.4	94.1	96.4		*	92.0		97.9	96.2	97.0	84.4
	2014		98.1	100.0	98.8	*	*	96.6	*	97.6	100.0	99.0	89.8
	2015		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	92.0
Tests Taken	**2013**		63	34	84		5	25		48	52	100	9,374
	2014		54	47	84	2	5	29	1	41	61	102	9,672
	2015		54	33	45		6	33		35	52	87	9,415

KATHLYN J. GILLIAM COLLEGIATE ACADEMY (85)   19

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2013**		1	2	3		*	2		1	2	3	1,467
	2014		1	0	1	*	*	1	*	1	0	1	987
	2015		0	0	0		0	0		0	0	0	751
Tests Taken	**2013**		63	34	84		5	25		48	52	100	9,374
	2014		54	47	84	2	5	29	1	41	61	102	9,672
	2015		54	33	45		6	33		35	52	87	9,415

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2013**		9.5	5.9	7.1		*	8.0		6.3	11.5	9.0	7.5
	2014		7.4	12.8	9.5	*	*	0.0	*	7.3	11.5	9.8	7.5
	2015		14.8	9.1	13.3		0.0	3.0		20.0	7.7	12.6	11.9
Tests Taken	**2013**		63	34	84		5	25		48	52	100	9,374
	2014		54	47	84	2	5	29	1	41	61	102	9,672
	2015		54	33	45		6	33		35	52	87	9,415

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
2013	59.0	64.9	67.8	66.1	66.3
2014	61.0	69.3	73.3	70.9	61.6
2015	64.7	69.7	62.8	62.4	70.7

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2013**												90.2
	2014		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	92.0
	2015		100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	92.0
Tests Taken	**2013**												51
	2014		49	25	59		7	35		28	47	75	7,801
	2015		51	31	71		3	39		41	45	86	8,237

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2013**												5
	2014		0	0	0		0	0		0	0	0	625
	2015		0	0	0		*	0		0	0	0	663
Tests Taken	**2013**												51
	2014		49	25	59		7	35		28	47	75	7,801
	2015		51	31	71		3	39		41	45	86	8,237

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2013**												2.0
	2014		6.1	8.0	5.1		14.3	2.9		7.1	6.4	6.7	10.3
	2015		23.5	25.8	28.2		*	12.8		22.0	28.9	25.6	20.5
Tests Taken	**2013**												51
	2014		49	25	59		7	35		28	47	75	7,801
	2015		51	31	71		3	39		41	45	86	8,237

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

U.S. HISTORY	1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
2013				
2014	56.1	75.1	70.5	72.3
2015	72.2	70.2	64.2	76.7

PERFORMANCE IN 2015

PROGRESSION FROM 2014 TO 2015

Grade 2014-15 (N Rated)	Domain: 2015 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
9 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0
	Advanced	1	16.7	0	0.0	1	16.7	3	50.0	1	16.7
	Advanced High	5	83.3	6	100.0	5	83.3	2	33.3	5	83.3
10 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	2	33.3	2	33.3	2	33.3	1	16.7
	Advanced High	6	100.0	4	66.7	4	66.7	4	66.7	5	83.3
12 (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	3	42.9	0	0.0	4	57.1	3	42.9
	Advanced High	7	100.0	4	57.1	7	100.0	3	42.9	4	57.1
ALL (22)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	1	4.5	0	0.0
	Advanced	1	4.5	7	31.8	4	18.2	11	50.0	6	27.3
	Advanced High	21	95.5	15	68.2	18	81.8	10	45.5	16	72.7

Number Rated Both Years N (%) Progressed		2015 Level	2014 Level Beg	2014 Level Int	2014 Level Adv	2014 Level Adv High
3	2 (66.7%)	Beginning		0		
		Intermediate	0		0	
		Advanced	0	0	1	
		Advanced High	0	0		2
6	5 (83.3%)	Beginning		0		
		Intermediate	0		0	
		Advanced	0	0	1	
		Advanced High	0	0		5
7	4 (57.1%)	Beginning		0		
		Intermediate	0		0	
		Advanced	0	0	3	
		Advanced High	0	0		4
19	13 (68.4%)	Beginning		0		
		Intermediate	0		0	
		Advanced	0	0	6	
		Advanced High	0	0		13

Indicates students who progressed at least one level from 2014 to 2015.

Test	Subtest	Year	Percent Tested %	Dist %	All Students N	Mean	% at BMRK*	African American N	Mean	% at BMRK*	Hispanic N	Mean	% at BMRK*	White N	Mean	% at BMRK*	District N	Mean	% at BMRK*
SAT	Critical Reading	2012-13	72.2	55.4	57	406	8.8	32	414	12.5	22	391	4.5	1	*	*	4,640	416	19.5
		2013-14	84.8	53.0	67	420	14.9	41	407	17.1	23	432	8.7	2	*	*	4,195	418	20.7
		2014-15	97.4	88.3	74	422	12.2	48	430	14.6	25	404	8.0				7,084	388	14.8
	Mathematics	2012-13	72.2	55.4	57	452	22.8	32	447	21.9	22	456	22.7	1	*	*	4,640	445	29.1
		2013-14	84.8	53.0	67	454	32.8	41	452	29.3	23	450	34.8	2	*	*	4,195	440	27.4
		2014-15	97.4	88.3	74	446	17.6	48	440	12.5	25	456	28.0				7,084	419	20.4
	Writing	2012-13	72.2	55.4	57	405	7.0	32	410	9.4	22	393	0.0	1	*	*	4,640	406	16.1
		2013-14	84.8	53.0	67	416	7.5	41	413	7.3	23	416	4.3	2	*	*	4,195	411	16.8
		2014-15	97.4	88.3	74	416	12.2	48	421	10.4	25	406	16.0				7,084	392	12.6
ACT	English	2012-13	98.7	29.3	78	15	24.4	49	16	28.6	26	14	15.4	1	*	*	2,452	16	34.1
		2013-14	94.9	42.1	75	17	40.0	47	17	44.7	25	16	32.0	2	*	*	3,328	15	29.3
		2014-15	100.0	86.6	76	16	28.9	49	17	34.7	26	15	19.2				6,946	14	25.1
	Mathematics	2012-13	98.7	29.3	78	18	11.5	49	18	14.3	26	18	3.8	1	*	*	2,452	19	24.4
		2013-14	94.9	42.1	75	19	18.7	47	18	10.6	25	19	28.0	2	*	*	3,328	18	21.8
		2014-15	100.0	86.6	76	18	13.2	49	18	10.2	26	18	19.2				6,946	17	14.9
	Reading	2012-13	98.7	29.3	78	17	14.1	49	17	14.3	26	16	7.7	1	*	*	2,452	17	26.5
		2013-14	94.9	42.1	75	18	16.0	47	18	14.9	25	18	16.0	2	*	*	3,328	17	17.4
		2014-15	100.0	86.6	76	17	14.5	49	18	18.4	26	16	7.7				6,946	16	14.9
	Science	2012-13	98.7	29.3	78	18	5.1	49	18	6.1	26	18	3.8	1	*	*	2,452	18	12.7
		2013-14	94.9	42.1	75	19	10.7	47	18	6.4	25	19	16.0	2	*	*	3,328	18	12.8
		2014-15	100.0	86.6	76	18	5.3	49	18	8.2	26	17	0.0				6,946	17	12.4
	Composite	2012-13	98.7	29.3	78	17	–	49	17	–	26	17	–	1	*	–	2,452	18	–
		2013-14	94.9	42.1	75	18	–	47	17	–	25	18	–	2	*	–	3,328	17	–
		2014-15	100.0	86.6	76	17	–	49	18	–	26	17	–			–	6,946	16	–

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

KATHLYN J. GILLIAM COLLEGIATE ACADEMY (85)   **28**

Grade	Subtest	Year	All N	All Mean	All % at BMRK*	African American N	African American Mean	African American % at BMRK*	Hispanic N	Hispanic Mean	Hispanic % at BMRK*	White N	White Mean	White % at BMRK*	Other N	Other Mean	Other % at BMRK*	District N	District Mean	District % at BMRK*
9	Critical Reading	2012																1,924	39	
		2013	1	*		1	*		0			0			0			1,788	39	
		2014	88	36		56	37		32	34		0			0			2,423	38	
	Mathematics	2012																1,924	40	
		2013	1	*		1	*		0			0			0			1,788	40	
		2014	88	38		56	38		32	38		0			0			2,423	39	
	Writing	2012																1,924	39	
		2013	1	*		1	*		0			0			0			1,788	39	
		2014	88	34		56	35		32	33		0			0			2,423	36	
10	Critical Reading	2012	82	39	31.7	53	40	34.0	28	39	28.6	0			1	*	*	8,427	37	23.1
		2013	103	40	39.8	64	40	45.3	35	39	25.7	0			2	*	*	8,855	36	23.3
		2014	102	40	37.3	55	41	40.0	46	39	34.8	0			1	*	*	8,669	36	23.6
	Mathematics	2012	82	40	29.3	53	40	24.5	28	40	39.3	0			1	*	*	8,427	38	24.5
		2013	103	41	35.9	64	41	34.4	35	42	34.3	0			2	*	*	8,855	37	19.5
		2014	102	43	47.1	55	43	41.8	46	44	52.2	0			1	*	*	8,669	39	28.3
	Writing	2012	82	40	29.3	53	41	30.2	28	40	28.6	0			1	*	*	8,427	37	23.7
		2013	103	38	28.2	64	38	29.7	35	38	22.9	0			2	*	*	8,855	36	21.0
		2014	102	39	29.4	55	39	29.1	46	38	30.4	0			1	*	*	8,669	34	18.4
11	Critical Reading	2012	34	43	35.3	18	42	38.9	14	45	35.7	1	*	*	1	*	*	4,007	41	27.4
		2013	38	44	47.4	29	44	44.8	8	45	50.0	0			1	*	*	3,787	42	32.8
		2014	82	42	26.8	47	42	31.9	31	41	16.1	0			2	*	*	3,320	41	33.1
	Mathematics	2012	34	48	58.8	18	49	61.1	14	49	57.1	1	*	*	1	*	*	4,007	43	33.0
		2013	38	46	50.0	29	46	44.8	8	49	75.0	0			1	*	*	3,787	44	33.1
		2014	82	46	48.8	47	44	38.3	31	47	58.1	0			2	*	*	3,320	44	38.4
	Writing	2012	34	45	55.9	18	45	61.1	14	47	50.0	1	*	*	1	*	*	4,007	41	33.0
		2013	38	45	42.1	29	44	37.9	8	47	62.5	0			1	*	*	3,787	41	32.5
		2014	82	40	20.7	47	40	23.4	31	39	12.9	0			2	*	*	3,320	40	31.6

*See the NOTES report for information about college readiness benchmarks set by The College Board for PSAT

KATHLYN J. GILLIAM COLLEGIATE ACADEMY (85)

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Subject	Exams Taken (N)	Exams Taken (Dist)	Score	Avg Dist	Passed N	Passed %	Passed Dist
ALL EXAMS	371	20,715	1.3	1.9	26	7.0	26.0
Chemistry	25	694	1.0	1.6	0	0.0	17.4
Human Geography	71	1,090	1.0	2.0	0	0.0	32.9
World History	96	1,216	1.2	1.9	1	1.0	24.6
Art History	11	138	1.3	2.2	1	9.1	37.7
English Language & Composition	75	3,194	1.3	1.7	2	2.7	16.4
Studio Art: 2-D Design	14	91	3.3	3.0	13	92.9	61.5
Calculus AB	16	989	2.4	2.3	8	50.0	39.1
English Literature & Composition	15	2,041	1.0	1.9	0	0.0	20.6
United States History	48	2,401	1.1	1.5	1	2.1	14.2

Column headers: Exams Taken (N / School, Dist) · Average/Mean Score (Score/School, Dist) · Exams Passed (N, %, Dist)

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December 14, 2015   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_AP   2015-16 Campus Data Packet

SEMESTER 1 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
ALGEBRA I								
47	59.8	75.9	74.2	73.9	89.4	74.5	43.2	80.7
ALGEBRA II PRE-AP								
88	41.8	69.4	80.5	82.5	48.9	94.3	62.9	90.4
ART I								
27	83.7	84.7	86.9	87.2	100.0	100.0	81.1	96.9
BIOLOGY PRE-AP								
85	51.8	65.6	72.3	73.5	30.6	68.2	72.8	91.3
CHEMISTRY PRE-AP								
106	62.5	75.0	82.4	83.7	72.6	100.0	69.4	94.9
ECONOMICS								
12	59.6	73.1	84.0	85.9	66.7	100.0	71.8	95.4
ECONOMICS (SEM 2								
ENGLISH I PRE-AP								
78	64.7	72.2	75.1	75.6	64.1	76.9	74.6	95.3
ENGLISH II PRE-AP								
109	61.6	74.4	80.2	81.3	77.1	88.1	74.9	93.1
GEOMETRY PRE-AP								
84	36.7	66.7	79.0	81.2	34.5	95.2	64.2	93.9
GOVERNMENT								
13	54.4	65.8	77.6	79.7	23.1	92.3	62.5	94.6

SEMESTER 2 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
ALGEBRA I								
ALGEBRA II PRE-AP								
87	48.6	73.4	80.9	82.2	66.7	87.4	73.8	89.0
ART I								
39	85.5	87.6	86.1	85.8	100.0	100.0	82.1	95.1
BIOLOGY PRE-AP								
CHEMISTRY PRE-AP								
106	71.2	76.7	83.1	84.2	75.5	100.0	70.8	92.6
ECONOMICS								
ECONOMICS (SEM 2								
3	*	*	*	*	*	*	50.0	*
ENGLISH I PRE-AP								
76	70.4	73.1	86.1	88.4	68.4	95.5	81.8	95.6
ENGLISH II PRE-AP								
112	68.8	76.0	79.5	80.1	80.4	87.5	74.3	94.1
GEOMETRY PRE-AP								
85	31.2	66.2	73.8	75.1	22.4	80.0	68.1	91.1
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

GOVERNMENT (SEM 2

HS HEALTH EDUCATION

7	73.3	81.8	91.7	93.4	100.0	100.0	81.8	96.4

HS HEALTH EDUCATION (SEM 2

MATHEMATICAL MODELS W/APPLICATIONS

41	55.3	76.5	82.0	83.0	87.8	100.0	47.4	86.2

PHYSICS PRE-AP

84	52.3	64.3	81.8	84.8	36.9	91.7	61.1	94.4

PRE-CALCULUS

48	45.5	67.3	79.4	81.5	41.7	91.7	51.9	86.2

PRE-CALCULUS PRE-AP

50	65.4	79.3	84.7	85.6	92.0	94.0	68.8	92.4

SPANISH I

68	78.5	81.6	89.6	91.0	75.0	100.0	78.1	92.4

SPANISH II

31	65.0	70.0	83.9	86.4	58.1	100.0	75.3	93.3

U.S. HISTORY

22	69.4	76.5	85.6	87.2	77.3	100.0	57.1	83.8

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GOVERNMENT (SEM 2

2	*	*	*	*	*	*	53.9	*

HS HEALTH EDUCATION

HS HEALTH EDUCATION (SEM 2

7	66.7	76.2	90.1	92.6	71.4	100.0	80.4	95.6

MATHEMATICAL MODELS W/APPLICATIONS

38	50.3	75.5	84.3	85.9	76.3	100.0	53.0	85.6

PHYSICS PRE-AP

85	49.8	62.3	75.2	77.4	16.5	77.6	69.8	92.1

PRE-CALCULUS

15	37.9	69.4	85.0	87.8	46.7	100.0	52.6	86.2

PRE-CALCULUS PRE-AP

SPANISH I

64	73.3	82.2	88.8	90.0	79.7	100.0	80.6	90.7

SPANISH II

29	70.8	80.5	86.5	87.5	69.0	100.0	82.2	92.2

U.S. HISTORY

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