Notice regarding TELPAS: Counts were incorrectly reported in previous versions of 2017-18 data packets. Counts were doubled when reported, but percentages were not affected.

Data Packet

for 2017-18 Planning

Dallas Independent School District

Evaluation & Assessment
Office of Institutional Research
http://mydata.dallasisd.org
OIR@dallasisd.org

School Number 88

August 14, 2017

TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL

2016-17 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 fifth six-weeks grading period.
- "New" students were new to the district in 2016-17. They are counted as new if not enrolled in a district campus before the last day of the 2015-16 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 2015-16 and 2016-17.

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.
- 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.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- 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 for years prior to 2016-17 include results from all STAAR tests (STAAR, STAAR A, and STAAR L) for comparability to statistics beginning 2016-17, when STAAR A and STAAR L were discontinued.
- Performance standard labels have changed. "Approached Grade Level" is comparable to Level 2: Satisfactory (2015-16 standard). "Met Grade Level" is equivalent to Level 2: Satisfactory (final standard). "Mastered Grade Level" is equivalent to Level 3: Advanced. Statistics for a performance level (such as "Percentage Approached Grade Level") include all scores at or above that level.
- Statistics by reporting category are averages for all students (across student groups and genders).
- "Average percentage correct" is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average 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 scores from students testing for the first time during fall or spring administrations.

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 2016 to 2017, the TEA did not report the 2016 composite rating.
- If a student is rated as advanced high in 2017, the TEA does not differentiate between the advanced and advanced high levels from 2016.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- 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 K-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.

- A redesigned SAT was introduced in March 2016. Students' scores from old administrations were converted to equivalent section scores on the new SAT to compute statistics for 2016 Grade 12 students. A redesigned PSAT was introduced in Fall 2015. Prior-year SAT and PSAT statistics are not comparable to current-year statistics and are not reported. For information on the new tests, see https://www.collegeboard.org.

- 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 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. (These benchmark scores are applicable only to scores earned on the new SAT, first administered in March 2016.) 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.

- New PSAT scores range from 200 to 800. PSAT is administered once each year in the fall. 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.

- 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" (TCB). The College Board has determined PSAT 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. (These benchmarks are applicable only to scores earned on the new PSAT, first administered in the fall of 2015.)

- AP scores range from 1 to 5. A 3 is a "qualifying score".

STUDENT ENROLLMENT

Grade	Enrollment
9	111
10	119
11	95
12	99
ALL	424

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	39	9.2	6	28.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	3	0.7	*	*
Hispanic	374	88.2	8	38.1
White	5	1.2	7	33.3
Multiple	3	0.7	0	0.0
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	77	18.2
Economically disadvantaged	364	85.8
Limited English proficient (LEP)	21	5.0
Special education	0	0.0
Talented and Gifted (TAG)	159	37.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2015	107	10	9.3	0	0.0	0	0.0	95	88.8	1	0.9	1	0.9
	2016	112	8	7.1	0	0.0	1	0.9	102	91.1	0	0.0	1	0.9
	2017	111	12	10.8	0	0.0	2	1.8	93	83.8	3	2.7	1	0.9
10	2015	103	13	12.6	0	0.0	0	0.0	89	86.4	1	1.0	0	0.0
	2016	105	9	8.6	0	0.0	0	0.0	94	89.5	2	1.9	0	0.0
	2017	119	7	5.9	0	0.0	1	0.8	110	92.4	0	0.0	1	0.8
11	2015	105	9	8.6	0	0.0	1	1.0	94	89.5	1	1.0	0	0.0
	2016	101	13	12.9	0	0.0	0	0.0	87	86.1	1	1.0	0	0.0
	2017	95	9	9.5	0	0.0	0	0.0	85	89.5	1	1.1	0	0.0
12	2015	101	15	14.9	1	1.0	1	1.0	81	80.2	3	3.0	0	0.0
	2016	103	9	8.7	0	0.0	1	1.0	92	89.3	1	1.0	0	0.0
	2017	99	11	11.1	0	0.0	0	0.0	86	86.9	1	1.0	1	1.0
9-12	2015	416	47	11.3	1	0.2	2	0.5	359	86.3	6	1.4	1	0.2
	2016	421	39	9.3	0	0.0	2	0.5	375	89.1	4	1.0	1	0.2
	2017	424	39	9.2	0	0.0	3	0.7	374	88.2	5	1.2	3	0.7

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	2015	107	99	92.5	9	8.4	0	0.0	24	22.4	42	39.3	29	27.1	54.2	45.8	0.0
	2016	112	98	87.5	19	17.0	0	0.0	27	24.1	50	44.6	27	24.1	43.8	56.3	0.0
	2017	111	90	81.1	15	13.5	0	0.0	23	20.7	50	45.0	23	20.7	49.5	50.5	0.9
10	2015	103	88	85.4	6	5.8	0	0.0	19	18.4	44	42.7	1	1.0	43.7	56.3	0.0
	2016	105	94	89.5	2	1.9	0	0.0	17	16.2	41	39.0	1	1.0	56.2	43.8	0.0
	2017	119	101	84.9	4	3.4	0	0.0	21	17.6	54	45.4	0	0.0	44.5	55.5	5.9
11	2015	105	91	86.7	3	2.9	0	0.0	20	19.0	47	44.8	0	0.0	43.8	56.2	0.0
	2016	101	87	86.1	4	4.0	0	0.0	13	12.9	40	39.6	0	0.0	42.6	57.4	0.0
	2017	95	87	91.6	2	2.1	0	0.0	20	21.1	34	35.8	0	0.0	53.7	46.3	0.0
12	2015	101	85	84.2	3	3.0	0	0.0	23	22.8	23	22.8	0	0.0	44.6	55.4	0.0
	2016	103	92	89.3	1	1.0	0	0.0	16	15.5	22	21.4	0	0.0	43.7	56.3	0.0
	2017	99	86	86.9	0	0.0	0	0.0	13	13.1	21	21.2	0	0.0	42.4	57.6	0.0
9-12	2015	416	363	87.3	21	5.0	0	0.0	86	20.7	156	37.5	30	7.2	46.6	53.4	0.0
	2016	421	371	88.1	26	6.2	0	0.0	73	17.3	153	36.3	28	6.7	46.6	53.4	0.0
	2017	424	364	85.8	21	5.0	0	0.0	77	18.2	159	37.5	23	5.4	47.4	52.6	1.9

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	2015	106	11,577	105	99.1	10,921	94.3	0	0.0	24.5	105	9,789	99.4	84.6
	2016	111	11,813	110	99.1	11,053	93.6	0	0.0	26.2	112	9,913	100.0	83.9
	2017	109	11,759	109	99.5	10,936	93.0	0	0.0	25.7	110	9,766	100.0	83.1
10	2015	104	9,928	103	98.6	9,383	94.5	0	0.0	18.1	103	8,616	99.1	86.8
	2016	107	10,202	105	99.0	9,595	94.1	0	0.0	19.4	108	8,845	100.0	86.7
	2017	117	10,329	116	99.0	9,713	94.0	0	0.0	16.3	119	9,045	100.0	87.6
11	2015	106	8,742	103	97.5	8,258	94.5	0	0.0	14.6	105	7,728	99.3	88.4
	2016	100	8,384	99	99.1	7,906	94.3	0	0.0	16.9	101	7,400	100.0	88.3
	2017	93	8,543	92	99.0	8,088	94.7	0	0.0	13.7	95	7,756	100.0	90.8
12	2015	101	8,362	99	98.4	7,893	94.4	0	0.0	14.2	101	7,395	100.0	88.4
	2016	102	8,426	100	98.1	7,965	94.5	0	0.0	10.2	100	7,523	97.8	89.3
	2017	97	8,197	96	99.1	7,762	94.7	0	0.0	6.4	99	7,365	100.0	89.8
9-12	2015	416	38,609	410	98.4	36,456	94.4	0	0.0	18.4	414	33,528	99.4	86.8
	2016	419	38,826	415	98.8	36,519	94.1	0	0.0	18.9	421	33,681	100.0	86.7
	2017	417	38,829	413	99.2	36,498	94.0	0	0.0	16.5	423	33,932	100.0	87.4

Teachers: 21

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	28.6
Hispanic	8	38.1
White	7	33.3
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	11	52.4
Male	10	47.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	7.6	90.9
2015-16	6.4	68.0
2016-17	6.6	87.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	4.8
1	0	0.0
2	0	0.0
3	2	9.5
4	0	0.0
5	0	0.0
1-3	2	9.5
More than 3	18	85.7
1 - 5	2	9.5
6 - 10	10	47.6
11 - 20	5	23.8
More than 20	3	14.3

TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL (88)   **10**

August 14, 2017   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_TEACHER   2017-18 Data Packet

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	**2015**	*	100.0	97.9	97.4		100.0	95.8		96.6	100.0	98.1	56.8
	2016		100.0	99.0	100.0		94.7	96.2		98.0	100.0	99.1	57.6
	2017	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	58.7
Tests Taken	**2015**	1	10	95	77		9	24		58	49	107	11,241
	2016		7	101	86		19	26		49	61	110	10,771
	2017	3	10	92	76		15	22		54	54	108	11,092
ENGLISH II	**2015**	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	58.4
	2016	*	100.0	97.9	97.6		*	94.4		98.3	97.9	98.1	57.8
	2017		100.0	99.0	100.0		*	93.3		98.0	100.0	99.1	60.3
Tests Taken	**2015**	1	13	87	79		6	19		44	57	101	9,583
	2016	2	10	95	85		2	18		60	48	108	9,550
	2017		8	104	88		4	15		49	65	114	9,822

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test		Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I		**2015**	*	0	2	2		0	1		2	0	2	4,851
		2016		0	1	0		1	1		1	0	1	4,569
		2017	*	0	0	0		0	0		0	0	0	4,577
	Tests Taken	**2015**	1	10	95	77		9	24		58	49	107	11,241
		2016		7	101	86		19	26		49	61	110	10,771
		2017	3	10	92	76		15	22		54	54	108	11,092
ENGLISH II		**2015**	*	0	0	0		0	0		0	0	0	3,986
		2016	*	0	2	2		*	1		1	1	2	4,028
		2017		0	1	0		*	1		1	0	1	3,895
	Tests Taken	**2015**	1	13	87	79		6	19		44	57	101	9,583
		2016	2	10	95	85		2	18		60	48	108	9,550
		2017		8	104	88		4	15		49	65	114	9,822

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	**2015**	*	100.0	86.3	88.3		77.8	79.2		81.0	95.9	87.9	35.3
	2016		85.7	93.1	94.2		73.7	73.1		89.8	95.1	92.7	38.3
	2017	*	100.0	100.0	100.0		100.0	100.0		98.1	100.0	99.1	41.2
Tests Taken	**2015**	1	10	95	77		9	24		58	49	107	11,241
	2016		7	101	86		19	26		49	61	110	10,771
	2017	3	10	92	76		15	22		54	54	108	11,092
ENGLISH II	**2015**	*	92.3	89.7	91.1		83.3	78.9		86.4	93.0	90.1	35.2
	2016	*	100.0	86.3	87.1		*	72.2		86.7	89.6	88.0	36.9
	2017		100.0	97.1	98.9		*	80.0		93.9	100.0	97.4	42.1
Tests Taken	**2015**	1	13	87	79		6	19		44	57	101	9,583
	2016	2	10	95	85		2	18		60	48	108	9,550
	2017		8	104	88		4	15		49	65	114	9,822

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2015	*	30.0	8.4	11.7		11.1	4.2		8.6	12.2	10.3	4.9
	2016		14.3	18.8	17.4		15.8	11.5		10.2	26.2	19.1	5.1
	2017	*	60.0	23.9	30.3		20.0	13.6		29.6	29.6	29.6	6.3
Tests Taken	2015	1	10	95	77		9	24		58	49	107	11,241
	2016		7	101	86		19	26		49	61	110	10,771
	2017	3	10	92	76		15	22		54	54	108	11,092
ENGLISH II	2015	*	0.0	4.6	5.1		0.0	5.3		2.3	5.3	4.0	2.5
	2016	*	30.0	9.5	10.6		*	5.6		8.3	16.7	12.0	4.4
	2017		25.0	24.0	23.9		*	6.7		20.4	27.7	24.6	4.9
Tests Taken	2015	1	13	87	79		6	19		44	57	101	9,583
	2016	2	10	95	85		2	18		60	48	108	9,550
	2017		8	104	88		4	15		49	65	114	9,822

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1[1]	1. Average Rating Short Answer #2[1]	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition[2]	5. Revision (Writing)	6. Editing (Writing)
2015	80.2	2.0	1.9	79.4	80.1	5.1	79.9	76.6
2016	81.8	1.9	1.8	75.2	83.8	4.8	89.5	81.9
2017	91.1	–	–	84.4	86.0	5.9	83.7	89.8

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1[1]	1. Average Rating Short Answer #2[1]	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition[2]	5. Revision (Writing)	6. Editing (Writing)
2015	91.9	1.8	1.9	78.4	86.3	5.3	80.0	87.3
2016	82.1	2.0	1.9	81.0	79.8	5.3	83.9	80.8
2017	86.0	–	–	85.6	81.8	6.3	89.4	87.3

[1]Short answer items discontinued in 2017. 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 APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2015**	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	76.0
	2016		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	77.7
	2017	*	*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	83.5
Tests Taken	**2015**	1	6	48	37		4	11		33	23	56	10,617
	2016			6	34	31		6	11		14	27	41	10,526
	2017	2	4	32	29		7	8		19	19	38	10,240

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2015**	*	0	0	0		*	0		0	0	0	2,546
	2016		0	0	0		0	0		0	0	0	2,345
	2017	*	*	0	0		0	0		0	0	0	1,692
Tests Taken	**2015**	1	6	48	37		4	11		33	23	56	10,617
	2016		6	34	31		6	11		14	27	41	10,526
	2017	2	4	32	29		7	8		19	19	38	10,240

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2015**	*	83.3	85.4	83.8		*	66.7		84.8	78.3	82.1	33.8
	2016		100.0	91.2	93.5		83.3	81.8		85.7	96.3	92.7	43.0
	2017	*	*	96.9	96.6		85.7	87.5		100.0	94.7	97.4	47.9
Tests Taken	**2015**	1	6	48	37		4	12		33	23	56	10,617
	2016		6	34	31		6	11		14	27	41	10,526
	2017	2	4	32	29		7	8		19	19	38	10,240

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2015**	*	66.7	45.8	51.4		*	25.0		45.5	47.8	46.4	14.2
	2016		83.3	67.6	71.0		50.0	45.5		50.0	81.5	70.7	19.7
	2017	*	*	75.0	79.3		42.9	50.0		84.2	73.7	78.9	23.1
Tests Taken	**2015**	1	6	48	37		4	12		33	23	56	10,617
	2016		6	34	31		6	11		14	27	41	10,526
	2017	2	4	32	29		7	8		19	19	38	10,240

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	1. Number and Algebraic Methods	2. Describing and Graphing Linear Functions, Equations, and Inequalities	3. Writing and Solving Linear Functions, Equations, and Inequalities	4. Quadratic Functions and Equations	5. Exponential Functions and Equations
2015	78.8	78.1	73.5	64.3	76.0
2016	74.9	80.7	79.3	85.8	75.6
2017	81.3	88.6	90.2	86.6	70.6

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2015**	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.6
	2016		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	84.9
	2017	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	86.4
Tests Taken	**2015**	1	10	95	77		9	24		58	49	107	10,227
	2016		8	102	86		19	26		49	63	112	9,680
	2017	3	12	92	77		15	22		54	56	110	9,622

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2015**	*	0	0	0		0	0		0	0	0	1,270
	2016		0	0	0		0	0		0	0	0	1,466
	2017	*	0	0	0		0	0		0	0	0	1,310
Tests Taken	**2015**	1	10	95	77		9	24		58	49	107	10,227
	2016		8	102	86		19	26		49	63	112	9,680
	2017	3	12	92	77		15	22		54	56	110	9,622

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2015**	*	90.0	85.3	87.0		88.9	62.5		84.5	85.7	85.0	46.1
	2016		100.0	93.1	93.0		89.5	84.6		91.8	95.2	93.8	50.6
	2017	*	100.0	95.7	94.8		86.7	86.4		100.0	92.9	96.4	54.0
Tests Taken	**2015**	1	10	95	77		9	24		58	49	107	10,227
	2016		8	102	86		19	26		49	63	112	9,680
	2017	3	12	92	77		15	22		54	56	110	9,622

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2015**	*	30.0	29.5	39.0		22.2	20.8		31.0	26.5	29.0	10.9
	2016		37.5	42.2	39.5		31.6	23.1		46.9	38.1	42.0	13.2
	2017	*	50.0	44.6	42.9		40.0	27.3		55.6	35.7	45.5	15.1
Tests Taken	**2015**	1	10	95	77		9	24		58	49	107	10,227
	2016		8	102	86		19	26		49	63	112	9,680
	2017	3	12	92	77		15	22		54	56	110	9,622

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
2015	65.8	73.3	78.9	68.6	80.4
2016	79.9	77.1	80.2	75.0	81.3
2017	80.1	80.5	79.5	77.2	86.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2015**	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	89.5
	2016	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	91.5
	2017	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	92.8
Tests Taken	**2015**	1	9	94	87		3	20		46	59	105	8,635
	2016	1	13	87	83		4	13		43	58	101	9,316
	2017	1	9	92	87		2	25		56	46	102	8,230

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2015**	*	0	0	0		*	0		0	0	0	907
	2016	*	0	0	0		*	0		0	0	0	795
	2017	*	0	0	0		*	0		0	0	0	593
Tests Taken	**2015**	1	9	94	87		3	20		46	59	105	8,635
	2016	1	13	87	83		4	13		43	58	101	9,316
	2017	1	9	92	87		2	25		56	46	102	8,230

TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL (88)　　27

August 14, 2017　Dallas ISD Evaluation & Assessment (Office of Institutional Research)　rpt_STAAREOC_ss_num_not_app　2017-18 Data Packet

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2015**	*	100.0	95.7	96.6		*	90.0		97.8	94.9	96.2	55.3
	2016	*	100.0	96.6	97.6		*	84.6		100.0	94.8	97.0	63.2
	2017	*	100.0	96.7	97.7		*	92.0		100.0	93.5	97.1	65.2
Tests Taken	**2015**	1	9	94	87		3	20		46	59	105	8,635
	2016	1	13	87	83		4	13		43	58	101	9,316
	2017	1	9	92	87		2	25		56	46	102	8,230

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2015**	*	88.9	60.6	67.8		*	30.0		69.6	59.3	63.8	19.6
	2016	*	69.2	60.9	62.7		*	38.5		74.4	53.4	62.4	26.5
	2017	*	33.3	66.3	67.8		*	48.0		71.4	54.3	63.7	30.8
Tests Taken	**2015**	1	9	94	87		3	20		46	59	105	8,635
	2016	1	13	87	83		4	13		43	58	101	9,316
	2017	1	9	92	87		2	25		56	46	102	8,230

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
2015	82.3	76.3	73.5	83.8
2016	82.0	83.9	81.4	84.0
2017	82.0	82.8	78.4	81.0

PERFORMANCE IN 2017

Grade 2016-17 (N Rated)	Domain: 2017 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (15)	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	0	0.0	0	0.0	1	6.7	0	0.0
	Advanced High	15	100.0	15	100.0	15	100.0	14	93.3	15	100.0
ALL (21)	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	4.8	0	0.0
	Advanced	0	0.0	0	0.0	2	9.5	3	14.3	1	4.8
	Advanced High	21	100.0	21	100.0	19	90.5	17	81.0	20	95.2

PROGRESSION FROM 2016 TO 2017

Number Rated Both Years N (%) Progressed	2017 Level	2016 Level Beg	Int	Adv	Adv High
11 **11 (100.0%)**	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0	0	
	Advanced High	0	0	11	
17 **16 (94.1%)**	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0	1	
	Advanced High	0	0	16	

☐ Indicates students who progressed at least one level from 2016 to 2017.

TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL (88)   **31**

August 14, 2017   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_TELPAS   2017-18 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

High School Exams

ALGEBRA I

| 39 | 77.8 | 85.9 | 88.9 | 89.4 | 94.9 | 100.0 | 51.6 | 81.8 |

ALGEBRA II

| 52 | 62.6 | 75.1 | 80.8 | 81.8 | 80.8 | 98.1 | 49.5 | 85.9 |

ALGEBRA II PRE-AP

| 73 | 56.7 | 74.0 | 86.0 | 88.1 | 65.8 | 97.3 | 68.9 | 92.8 |

BIOLOGY PRE-AP

| 111 | 63.5 | 77.2 | 83.5 | 84.6 | 84.7 | 98.2 | 67.8 | 93.2 |

CHEMISTRY PRE-AP

| 113 | 64.5 | 78.3 | 81.9 | 82.5 | 86.7 | 99.1 | 75.7 | 96.2 |

ENGLISH I PRE-AP

| 109 | 79.7 | 81.6 | 89.0 | 90.3 | 93.6 | 100.0 | 75.1 | 94.7 |

ENGLISH II PRE-AP

| 114 | 73.0 | 79.3 | 81.2 | 81.5 | 84.2 | 99.1 | 76.9 | 94.9 |

ENGLISH III

| 54 | 72.7 | 81.8 | 88.9 | 90.2 | 96.3 | 100.0 | 66.3 | 90.4 |

ENGLISH IV

| 9 | 79.2 | 83.2 | 88.9 | 89.9 | 88.9 | 100.0 | 73.3 | 90.9 |

ENVIRONMENTAL SYSTEMS

| 17 | 65.6 | 78.9 | 92.3 | 94.7 | 100.0 | 100.0 | 73.1 | 93.0 |

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

| 57 | 47.7 | 73.0 | 81.5 | 83.0 | 75.4 | 98.2 | 67.7 | 87.6 |

ALGEBRA II PRE-AP

| 68 | 56.0 | 75.6 | 86.6 | 88.5 | 75.0 | 98.5 | 73.4 | 93.5 |

BIOLOGY PRE-AP

| | | | | | | | | |

CHEMISTRY PRE-AP

| 113 | 63.1 | 75.9 | 79.8 | 80.5 | 80.5 | 91.2 | 71.6 | 95.0 |

ENGLISH I PRE-AP

| | | | | | | | | |

ENGLISH II PRE-AP

| | | | | | | | | |

ENGLISH III

| 54 | 72.0 | 80.9 | 86.5 | 87.5 | 98.1 | 98.1 | 57.8 | 87.1 |

ENGLISH IV

| | | | | | | | | |

ENVIRONMENTAL SYSTEMS

| | | | | | | | | |

SEMESTER 1 TESTS

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

GEOMETRY

| 34 | 57.4 | 79.0 | 82.5 | 83.1 | 88.2 | 91.2 | 57.5 | 87.3 |

GEOMETRY PRE-AP

| 78 | 52.0 | 75.2 | 85.6 | 87.4 | 78.2 | 97.4 | 66.2 | 92.6 |

GOVERNMENT

| 17 | 73.4 | 79.0 | 77.6 | 77.3 | 82.4 | 100.0 | 68.7 | 91.7 |

PHYSICS

| 32 | 46.8 | 73.8 | 79.6 | 80.6 | 75.0 | 93.8 | 45.1 | 85.8 |

PHYSICS PRE-AP

| 51 | 55.5 | 75.3 | 84.0 | 85.5 | 70.6 | 94.1 | 66.3 | 95.3 |

PRE-CALCULUS

| 29 | 59.6 | 73.1 | 80.4 | 81.7 | 58.6 | 100.0 | 49.5 | 90.0 |

SPANISH I

| 47 | 90.7 | 93.6 | 87.2 | 86.1 | 100.0 | 100.0 | 78.0 | 92.9 |

SPANISH II

| 83 | 84.4 | 87.3 | 92.0 | 92.9 | 88.0 | 100.0 | 76.9 | 93.4 |

U.S. HISTORY

| 16 | 71.0 | 80.7 | 83.4 | 83.8 | 100.0 | 100.0 | 56.9 | 86.9 |

WORLD HISTORY PRE-AP

| 112 | 72.4 | 82.7 | 87.0 | 87.7 | 94.6 | 100.0 | 76.7 | 96.2 |

SEMESTER 2 TESTS

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

GEOMETRY

| 34 | 65.1 | 82.0 | 83.8 | 84.1 | 85.3 | 100.0 | 55.3 | 84.7 |

GEOMETRY PRE-AP

| 78 | 74.2 | 84.5 | 88.9 | 89.7 | 92.3 | 100.0 | 71.7 | 92.7 |

GOVERNMENT

| | | | | | | | | |

PHYSICS

| 32 | 42.1 | 71.5 | 77.4 | 78.5 | 56.3 | 84.4 | 59.1 | 85.4 |

PHYSICS PRE-AP

| 70 | 43.3 | 72.1 | 83.1 | 85.0 | 62.9 | 94.3 | 65.3 | 93.2 |

PRE-CALCULUS

| 14 | 55.9 | 75.5 | 89.1 | 91.6 | 71.4 | 100.0 | 60.8 | 90.5 |

SPANISH I

| 44 | 87.2 | 91.3 | 88.8 | 88.3 | 95.5 | 100.0 | 79.5 | 90.6 |

SPANISH II

| 83 | 86.4 | 90.9 | 95.9 | 96.8 | 89.2 | 100.0 | 82.1 | 92.3 |

U.S. HISTORY

| | | | | | | | | |

WORLD HISTORY PRE-AP

| 111 | 77.8 | 84.1 | 87.4 | 88.0 | 94.6 | 100.0 | 70.6 | 94.4 |

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	Reading & Writing	**2014-15***																	
		2015-16	100.0	89.1	103	517	71.8	9	522	88.9	92	516	69.6	1	*	*	7,259	440	31.7
		2016-17	100.0	88.8	99	526	74.7	11	524	72.7	86	525	74.4	1	*	*	7,109	461	41.0
	Mathematics	**2014-15***																	
		2015-16	100.0	89.1	103	524	40.8	9	517	44.4	92	524	40.2	1	*	*	7,259	449	18.2
		2016-17	100.0	88.8	99	540	58.6	11	530	45.5	86	542	59.3	1	*	*	7,109	462	20.7
ACT	English	**2014-15**	96.0	85.3	97	18	53.6	15	22	93.3	78	17	46.2	2	*	*	6,839	15	25.4
		2015-16	96.1	84.1	99	18	50.5	9	16	33.3	89	18	51.7				6,849	14	22.8
		2016-17	100.0	86.0	99	18	48.5	11	17	18.2	86	18	51.2	1	*	*	6,885	15	25.3
	Mathematics	**2014-15**	96.0	85.3	97	20	38.1	15	21	53.3	78	20	34.6	2	*	*	6,839	17	15.1
		2015-16	96.1	84.1	99	21	36.4	9	21	33.3	89	21	36.0				6,849	17	16.0
		2016-17	100.0	86.0	99	21	41.4	11	20	27.3	86	21	43.0	1	*	*	6,885	18	16.7
	Reading	**2014-15**	96.0	85.3	97	20	33.0	15	24	80.0	78	19	23.1	2	*	*	6,839	16	15.1
		2015-16	96.1	84.1	99	20	41.4	9	21	44.4	89	20	40.4				6,849	16	17.0
		2016-17	100.0	86.0	99	21	34.3	11	19	36.4	86	21	33.7	1	*	*	6,885	17	17.6
	Science	**2014-15**	96.0	85.3	97	20	29.9	15	22	40.0	78	20	26.9	2	*	*	6,839	17	12.5
		2015-16	96.1	84.1	99	21	32.3	9	21	55.6	89	20	30.3				6,849	17	12.6
		2016-17	100.0	86.0	99	21	36.4	11	19	18.2	86	21	38.4	1	*	*	6,885	18	13.3
	Composite	**2014-15**	96.0	85.3	97	20	–	15	22	–	78	19	–	2	*	–	6,839	16	–
		2015-16	96.1	84.1	99	20	–	9	20	–	89	20	–			–	6,849	16	–
		2016-17	100.0	86.0	99	20	–	11	19	–	86	20	–	1	*	–	6,885	17	–

*See the NOTES report for information about the new SAT (beginning March 2016) as well as college-readiness benchmarks set by The College Board (SAT) and ACT, Inc.

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	**2014***																		
		2015	11	489	90.9	0			10	479	90.0	0			0			1,540	462	70.1
		2016	9	512	88.9	1	*	*	7	490	85.7	1	*	*	0			1,442	464	68.2
	Mathematics	**2014***																		
		2015	11	485	63.6	0			10	492	70.0	0			0			1,540	456	54.3
		2016	9	523	100.0	1	*	*	7	519	100.0	1	*	*	0			1,442	469	62.8
10	Reading & Writing	**2014***																		
		2015	109	457	66.1	10	485	80.0	96	452	63.5	2	*	*	0			8,972	414	38.6
		2016	112	488	82.1	8	438	50.0	102	491	85.3	0			1	*	*	9,090	417	40.1
	Mathematics	**2014***																		
		2015	109	479	52.3	10	488	70.0	96	478	50.0	2	*	*	0			8,972	424	22.2
		2016	112	492	66.1	8	499	62.5	102	492	66.7	0			1	*	*	9,090	433	26.6
11	Reading & Writing	**2014***																		
		2015	29	543	89.7	4	*	*	25	540	88.0	0			0			2,313	491	61.3
		2016	16	582	100.0	2	*	*	13	572	100.0	1	*	*	0			2,020	511	69.2
	Mathematics	**2014***																		
		2015	29	546	75.9	4	*	*	25	545	76.0	0			0			2,313	492	39.5
		2016	16	561	87.5	2	*	*	13	559	84.6	1	*	*	0			2,020	511	49.7

*See the NOTES report for information about the new PSAT, introduced in 2015, as well as college readiness benchmarks set by The College Board for PSAT.

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

ALL EXAMS

Exams Taken		Average Score		Exams Passed		
280	21,637	2.2	2.0	99	35.4	27.4

Calculus BC

17	301	2.1	3.5	3	17.6	75.4

Human Geography

139	1,353	2.2	1.8	55	39.6	26.8

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

Biology

23	1,074	2.7	2.0	12	52.2	27.7

English Language and Composition

46	2,878	1.9	1.8	4	8.7	17.9

Statistics

9	504	2.1	2.2	3	33.3	38.1

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

Calculus AB

21	965	1.9	2.5	4	19.0	41.6

Environmental Science

25	1,152	3.2	1.9	18	72.0	25.1