

School Number 88

August 7, 2018



Data Packet
2018-19

Evaluation & Assessment
Institutional Research
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TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL

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2018-19 DATA PACKET INFORMATION

TELPAS: Performance standards for the new 2018 TELPAS were not available at publication. New data packets will be generated when all TELPAS composite ratings and yearly progress indicators can be reported.

2017-18 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 2017-18. They are counted as new if not enrolled in a district campus before the last day of the 2016-17 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 2016-17 and 2017-18.

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.

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 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.
- Score summaries for SAT and ACT contain all scores available for the school 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	108
10	111
11	109
12	101
ALL	429

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	36	8.4	6	26.1
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	4	0.9	*	*
Hispanic	384	89.5	11	47.8
White	4	0.9	6	26.1
Multiple	1	0.2	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	20.5
Economically disadvantaged	358	83.4
Limited English proficient (LEP)	35	8.2
Special education	3	0.7
Talented and Gifted (TAG)	172	40.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
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
	2018	108	7	6.5	0	0.0	1	0.9	99	91.7	1	0.9	0	0.0
10	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
	2018	111	14	12.6	0	0.0	2	1.8	93	83.8	2	1.8	0	0.0
11	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
	2018	109	7	6.4	0	0.0	1	0.9	100	91.7	0	0.0	1	0.9
12	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
	2018	101	8	7.9	0	0.0	0	0.0	92	91.1	1	1.0	0	0.0
9-12	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
	2018	429	36	8.4	0	0.0	4	0.9	384	89.5	4	0.9	1	0.2

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	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
	2018	108	94	87.0	27	25.0	3	2.8	37	34.3	34	31.5	20	18.5	45.4	54.6	0.0
10	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
	2018	111	85	76.6	3	2.7	0	0.0	11	9.9	50	45.0	1	0.9	50.5	49.5	0.0
11	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
	2018	109	89	81.7	3	2.8	0	0.0	18	16.5	52	47.7	0	0.0	42.2	57.8	0.0
12	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
	2018	101	90	89.1	2	2.0	0	0.0	22	21.8	36	35.6	0	0.0	55.4	44.6	0.0
9-12	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
	2018	429	358	83.4	35	8.2	3	0.7	88	20.5	172	40.1	21	4.9	48.3	51.7	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	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
	2018	108	11,716	108	99.4	10,961	93.6	0	0.0	22.9	108	9,718	99.8	82.9
10	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
	2018	112	10,382	111	99.4	9,791	94.3	0	0.0	16.5	111	8,886	99.5	85.6
11	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
	2018	110	9,131	108	98.2	8,661	94.9	0	0.0	12.0	108	8,132	98.5	89.1
12	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
	2018	101	8,756	100	98.8	8,306	94.9	0	0.0	5.8	101	7,772	100.0	88.8
9-12	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
	2018	430	39,984	426	99.0	37,719	94.3	0	0.0	15.0	428	34,508	99.5	86.3

Teachers: 23

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	26.1
Hispanic	11	47.8
White	6	26.1
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	13	56.5
Male	10	43.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2015-16	6.4	68.0
2016-17	6.6	87.5
2017-18	7.9	90.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	4.3
1	1	4.3
2	1	4.3
3	0	0.0
4	2	8.7
5	0	0.0
1-3	2	8.7
More than 3	20	87.0
1 - 5	4	17.4
6 - 10	9	39.1
11 - 20	7	30.4
More than 20	2	8.7

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	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
	2018	*	100.0	98.8	100.0	*	100.0	96.7	*	97.6	100.0	98.9	62.1
Tests Taken	2016		7	101	86		19	26		49	61	110	10,771
	2017	3	10	92	76		15	22		54	54	108	11,092
	2018	1	7	81	63	3	22	30	1	42	48	90	9,912
ENGLISH II	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
	2018	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	67.0
Tests Taken	2016	2	10	95	85		2	18		60	48	108	9,550
	2017		8	104	88		4	15		49	65	114	9,822
	2018	2	12	103	87		7	15		60	59	119	10,011

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	2016		0	1	0		1	1		1	0	1	4,569
	2017	*	0	0	0		0	0		0	0	0	4,577
	2018	*	0	1	0	*	0	1	*	1	0	1	3,752
Tests Taken	2016		7	101	86		19	26		49	61	110	10,771
	2017	3	10	92	76		15	22		54	54	108	11,092
	2018	1	7	81	63	3	22	30	1	42	48	90	9,912
ENGLISH II	2016	*	0	2	2		*	1		1	1	2	4,028
	2017		0	1	0		*	1		1	0	1	3,895
	2018	*	0	0	0		0	0		0	0	0	3,300
Tests Taken	2016	2	10	95	85		2	18		60	48	108	9,550
	2017		8	104	88		4	15		49	65	114	9,822
	2018	2	12	103	87		7	15		60	59	119	10,011

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	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
	2018	*	85.7	93.8	96.8	*	95.5	90.0	*	90.5	93.8	92.2	43.9
Tests Taken	2016		7	101	86		19	26		49	61	110	10,771
	2017	3	10	92	76		15	22		54	54	108	11,092
	2018	1	7	81	63	3	22	30	1	42	48	90	9,912
ENGLISH II	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
	2018	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	50.0
Tests Taken	2016	2	10	95	85		2	18		60	48	108	9,550
	2017		8	104	88		4	15		49	65	114	9,822
	2018	2	12	103	87		7	15		60	59	119	10,011

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	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
	2018	*	0.0	14.8	15.9	*	0.0	3.3	*	7.1	18.8	13.3	5.0
Tests Taken	2016		7	101	86		19	26		49	61	110	10,771
	2017	3	10	92	76		15	22		54	54	108	11,092
	2018	1	7	81	63	3	22	30	1	42	48	90	9,912
ENGLISH II	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
	2018	*	66.7	38.8	43.7		42.9	20.0		43.3	42.4	42.9	7.0
Tests Taken	2016	2	10	95	85		2	18		60	48	108	9,550
	2017		8	104	88		4	15		49	65	114	9,822
	2018	2	12	103	87		7	15		60	59	119	10,011

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)
2016	81.8	1.9	1.8	75.2	83.8	4.8	89.5	81.9
2017	91.1	0.0	0.0	84.4	86.0	5.9	83.7	89.8
2018	92.1	–	–	86.0	75.7	5.0	78.9	86.2

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)
2016	82.1	2.0	1.9	81.0	79.8	5.3	83.9	80.8
2017	86.0	0.0	0.0	85.6	81.8	6.3	89.4	87.3
2018	90.1	–	–	87.5	92.7	6.5	89.5	89.4

¹Short answer items discontinued in 2017. Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary

²Average 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	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
	2018	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.5
Tests Taken	2016		6	34	31		6	8		14	27	41	10,526
	2017	2	4	32	29		7	8		19	19	38	10,240
	2018	1	3	40	24	3	13	18		22	23	45	10,244

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	2016		0	0	0		0	0		0	0	0	2,345
	2017	*	*	0	0		0	0		0	0	0	1,692
	2018	*	*	0	0	*	0	0		0	0	0	1,278
Tests Taken	2016		6	34	31		6	8		14	27	41	10,526
	2017	2	4	32	29		7	8		19	19	38	10,240
	2018	1	3	40	24	3	13	18		22	23	45	10,244

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	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
	2018	*	*	95.0	95.8	*	92.3	94.4		95.5	95.7	95.6	61.8
Tests Taken	2016		6	34	31		6	11		14	27	41	10,526
	2017	2	4	32	29		7	8		19	19	38	10,240
	2018	1	3	40	24	3	13	18		22	23	45	10,244

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	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
	2018	*	*	62.5	58.3	*	61.5	50.0		59.1	73.9	66.7	35.8
Tests Taken	2016		6	34	31		6	11		14	27	41	10,526
	2017	2	4	32	29		7	8		19	19	38	10,240
	2018	1	3	40	24	3	13	18		22	23	45	10,244

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
2016	74.9	80.7	79.3	85.8	75.6
2017	81.3	88.6	90.2	86.6	70.6
2018	73.3	84.6	82.9	79.0	80.4

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	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
	2018	*	100.0	100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0	87.9
Tests Taken	2016		8	102	86		19	26		49	63	112	9,680
	2017	3	12	92	77		15	22		54	56	110	9,622
	2018	1	7	100	80	3	27	37	1	49	60	109	10,192

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	2016		0	0	0		0	0		0	0	0	1,466
	2017	*	0	0	0		0	0		0	0	0	1,310
	2018	*	0	0	0	*	0	0	*	0	0	0	1,234
Tests Taken	2016		8	102	86		19	26		49	63	112	9,680
	2017	3	12	92	77		15	22		54	56	110	9,622
	2018	1	7	100	80	3	27	37	1	49	60	109	10,192

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	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
	2018	*	100.0	92.0	96.3	*	88.9	81.1	*	93.9	91.7	92.7	57.4
Tests Taken	2016		8	102	86		19	26		49	63	112	9,680
	2017	3	12	92	77		15	22		54	56	110	9,622
	2018	1	7	100	80	3	27	37	1	49	60	109	10,192

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	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
	2018	*	14.3	30.0	30.0	*	29.6	24.3	*	30.6	28.3	29.4	18.6
Tests Taken	2016		8	102	86		19	26		49	63	112	9,680
	2017	3	12	92	77		15	22		54	56	110	9,622
	2018	1	7	100	80	3	27	37	1	49	60	109	10,192

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
2016	79.9	77.1	80.2	75.0	81.3
2017	80.1	80.5	79.5	77.2	86.0
2018	71.7	71.6	78.0	79.8	80.5

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	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
	2018		100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	93.4
Tests Taken	2016	1	13	87	83		4	13		43	58	101	9,316
	2017	1	9	92	87		2	25		56	46	102	8,230
	2018		7	99	83		3	18		46	62	108	9,468

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	2016	*	0	0	0		*	0		0	0	0	795
	2017	*	0	0	0		*	0		0	0	0	593
	2018		0	0	0		*	0		0	0	0	624
Tests Taken	2016	1	13	87	83		4	13		43	58	101	9,316
	2017	1	9	92	87		2	25		56	46	102	8,230
	2018		7	99	83		3	18		46	62	108	9,468

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	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
	2018		85.7	100.0	98.8		*	94.4		97.8	100.0	99.1	72.3
Tests Taken	2016	1	13	87	83		4	13		43	58	101	9,316
	2017	1	9	92	87		2	25		56	46	102	8,230
	2018		7	99	83		3	18		46	62	108	9,468

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	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
	2018		57.1	84.8	84.3		*	55.6		84.8	82.3	83.3	38.6
Tests Taken	2016	1	13	87	83		4	13		43	58	101	9,316
	2017	1	9	92	87		2	25		56	46	102	8,230
	2018		7	99	83		3	18		46	62	108	9,468

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
2016	82.0	83.9	81.4	84.0
2017	82.0	82.8	78.4	81.0
2018	86.5	88.4	82.8	87.8

PERCENTAGE BY PROFICIENCY LEVEL

Grade	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
		N	%	N	%	N	%	N	%	N	%	N	%
9	14			*	*	7	50.0					*	*
10	3					*	*						
11	2					*	*						
12	1					*	*						
ALL	20			*	*	13	65.0					*	*

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 (tested with 2017-2018 test)

45	66.7	78.8	89.4	91.3	80.0	100.0	55.8	85.9
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ALGEBRA I (tested with 2017-2018 test)

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ALGEBRA II (tested with 2017-2018 test)

49	66.8	77.9	88.5	90.3	77.6	100.0	52.2	86.7
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ALGEBRA II (tested with 2017-2018 test)

48	60.0	77.8	86.7	88.3	77.1	97.9	72.6	87.5
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ALGEBRA II PRE-AP (tested with 2017-2018 test)

66	64.3	76.2	89.0	91.3	75.8	100.0	71.1	93.1
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ALGEBRA II PRE-AP (tested with 2017-2018 test)

66	60.7	78.1	89.0	91.0	89.4	100.0	80.7	93.4
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BIOLOGY PRE-AP (tested with 2017-2018 test)

108	52.7	72.7	81.1	82.5	65.7	86.1	71.0	94.0
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BIOLOGY PRE-AP (tested with 2017-2018 test)

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CHEMISTRY PRE-AP (tested with 2017-2018 test)

112	69.7	81.5	81.3	81.2	94.6	100.0	68.0	96.1
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CHEMISTRY PRE-AP (tested with 2017-2018 test)

111	71.4	81.4	79.9	79.7	92.8	99.1	66.3	93.6
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ENGLISH I PRE-AP (tested with 2017-2018 test)

89	75.7	77.9	87.8	89.5	85.4	98.9	74.5	94.6
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ENGLISH I PRE-AP (tested with 2017-2018 test)

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ENGLISH II PRE-AP (tested with 2017-2018 test)

121	73.7	81.7	81.7	81.7	95.0	99.2	77.0	94.8
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ENGLISH II PRE-AP (tested with 2017-2018 test)

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ENGLISH III (tested with 2017-2018 test)

56	79.8	86.5	87.1	87.2	96.4	100.0	66.6	89.1
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ENGLISH III (tested with 2017-2018 test)

55	71.7	80.7	86.2	87.2	96.4	96.4	54.8	86.2
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ENGLISH IV (tested with 2017-2018 test)

12	72.5	80.3	80.6	80.6	91.7	100.0	73.4	93.3
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ENGLISH IV (tested with 2017-2018 test)

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ENVIRONMENTAL SYSTEMS (tested with 2017-2018 test)

48	66.9	80.1	91.6	93.6	91.7	100.0	70.0	93.5
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ENVIRONMENTAL SYSTEMS (tested with 2017-2018 test)

15	70.3	79.3	88.9	90.5	86.7	100.0	51.3	87.2
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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 (tested with 2017-2018 test)

38	67.7	83.3	88.2	89.1	89.5	100.0	52.6	85.8
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GEOMETRY PRE-AP (tested with 2017-2018 test)

63	62.8	80.1	88.3	89.8	88.9	100.0	70.7	94.4
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GOVERNMENT (tested with 2017-2018 test)

7	64.0	76.0	79.3	79.9	71.4	100.0	58.3	93.6
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PHYSICS (tested with 2017-2018 test)

35	49.7	74.0	77.8	78.5	74.3	77.1	53.7	85.0
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PRE-CALCULUS (tested with 2017-2018 test)

42	56.5	67.3	79.1	81.2	40.5	97.6	52.1	93.2
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SPANISH I (tested with 2017-2018 test)

43	89.9	92.4	91.3	91.1	97.7	100.0	78.5	93.2
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SPANISH II (tested with 2017-2018 test)

67	89.2	90.7	89.4	89.2	100.0	98.5	78.1	92.5
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U.S. HISTORY (tested with 2017-2018 test)

7	70.9	79.2	81.6	82.0	85.7	100.0	66.0	90.1
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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 (tested with 2017-2018 test)

37	77.4	88.3	89.0	89.2	100.0	100.0	57.7	84.0
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GEOMETRY PRE-AP (tested with 2017-2018 test)

63	68.1	80.9	90.0	91.6	84.1	100.0	67.4	92.1
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GOVERNMENT (tested with 2017-2018 test)

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PHYSICS (tested with 2017-2018 test)

34	46.2	73.6	78.1	78.8	79.4	85.3	62.6	85.8
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PRE-CALCULUS (tested with 2017-2018 test)

24	53.1	71.9	82.4	84.3	62.5	95.8	62.1	92.2
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SPANISH I (tested with 2017-2018 test)

42	92.7	94.9	93.5	93.3	100.0	100.0	87.4	91.3
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SPANISH II (tested with 2017-2018 test)

65	89.6	92.2	91.6	91.4	100.0	100.0	89.3	92.8
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U.S. HISTORY (tested with 2017-2018 test)

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Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*
SAT	Reading & Writing	2015-16	100.0	85.2	103	517	71.8	9	522	88.9	92	516	69.6	1	*	*	6,935	443	32.7
		2016-17	96.0	84.5	95	527	74.7	10	524	70.0	83	526	74.7	1	*	*	6,767	464	42.2
		2017-18	95.0	84.2	96	526	78.1	7	523	85.7	88	524	77.3	1	*	*	7,125	468	41.8
	Mathematics	2015-16	100.0	85.2	103	524	40.8	9	517	44.4	92	524	40.2	1	*	*	6,935	452	18.9
		2016-17	96.0	84.5	95	543	61.1	10	531	50.0	83	544	61.4	1	*	*	6,767	465	21.6
		2017-18	95.0	84.2	96	531	54.2	7	517	42.9	88	532	54.5	1	*	*	7,125	463	20.7
ACT	English	2015-16	96.1	81.2	99	18	50.5	9	16	33.3	89	18	51.7				6,612	14	23.4
		2016-17	96.0	82.4	95	18	50.5	10	18	20.0	83	18	53.0	1	*	*	6,597	15	26.1
		2017-18	94.1	82.4	95	18	53.7	7	19	42.9	87	18	54.0	1	*	*	6,966	15	26.5
	Mathematics	2015-16	96.1	81.2	99	21	36.4	9	21	33.3	89	21	36.0				6,612	17	16.5
		2016-17	96.0	82.4	95	21	43.2	10	20	30.0	83	21	44.6	1	*	*	6,597	18	17.3
		2017-18	94.1	82.4	95	21	43.2	7	20	28.6	87	21	43.7	1	*	*	6,966	17	14.8
	Reading	2015-16	96.1	81.2	99	20	41.4	9	21	44.4	89	20	40.4				6,612	16	17.5
		2016-17	96.0	82.4	95	21	34.7	10	19	30.0	83	21	34.9	1	*	*	6,597	17	18.3
		2017-18	94.1	82.4	95	20	28.4	7	18	14.3	87	20	28.7	1	*	*	6,966	17	19.0
	Science	2015-16	96.1	81.2	99	21	32.3	9	21	55.6	89	20	30.3				6,612	17	13.0
		2016-17	96.0	82.4	95	21	37.9	10	19	20.0	83	21	39.8	1	*	*	6,597	18	13.8
		2017-18	94.1	82.4	95	21	29.5	7	18	14.3	87	21	29.9	1	*	*	6,966	17	12.9
	Composite	2015-16	96.1	81.2	99	20	-	9	20	-	89	20	-				6,612	16	-
		2016-17	96.0	82.4	95	20	-	10	19	-	83	21	-	1	*	-	6,597	17	-
		2017-18	94.1	82.4	95	20	-	7	19	-	87	20	-	1	*	-	6,966	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	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
		2017	30	521	100.0	0			29	519	100.0	0			1	*	*	1,836	466	72.5
	Mathematics	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
		2017	30	513	93.3	0			29	512	93.1	0			1	*	*	1,836	467	59.8
10	Reading & Writing	2015	109	457	66.1	10	485	80.0	96	452	63.5	2	*	*	0			8,879	415	38.9
		2016	112	488	82.1	8	438	50.0	102	491	85.3	0			1	*	*	9,038	417	40.3
		2017	111	515	91.9	14	552	100.0	93	509	91.4	2	*	*	2	*	*	8,857	417	39.0
	Mathematics	2015	109	479	52.3	10	488	70.0	96	478	50.0	2	*	*	0			8,879	424	22.3
		2016	112	492	66.1	8	499	62.5	102	492	66.7	0			1	*	*	9,038	433	26.7
		2017	111	494	63.1	14	501	64.3	93	492	63.4	2	*	*	2	*	*	8,857	428	22.1
11	Reading & Writing	2015	29	543	89.7	4	*	*	25	540	88.0	0			0			2,268	494	62.2
		2016	16	582	100.0	2	*	*	13	572	100.0	1	*	*	0			2,015	512	69.2
		2017	6	635	100.0	0			6	635	100.0	0			0			2,095	508	67.6
	Mathematics	2015	29	546	75.9	4	*	*	25	545	76.0	0			0			2,268	494	40.2
		2016	16	561	87.5	2	*	*	13	559	84.6	1	*	*	0			2,015	511	49.7
		2017	6	615	100.0	0			6	615	100.0	0			0			2,095	504	44.4

*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

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

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

ALL EXAMS

554	21,579	2.0	2.0	180	32.5	28.3
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Calculus BC

6	253	2.5	3.7	2	33.3	78.7
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Environmental Science

24	946	3.3	1.8	18	75.0	20.9
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Spanish Language and Culture

23	1,061	3.6	3.8	22	95.7	90.4
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Biology

33	1,071	2.6	1.9	16	48.5	24.3
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Computer Science Principles

55	289	1.4	3.0	4	7.3	64.0
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Human Geography

232	2,138	2.2	1.7	86	37.1	22.9
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Statistics

22	548	1.5	2.4	3	13.6	47.1
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Calculus AB

37	984	1.7	2.5	7	18.9	41.6
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English Language and Composition

54	2,689	2.2	1.8	20	37.0	19.0
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Physics 1

68	1,092	1.1	1.4	2	2.9	9.2
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