

TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL

SCHOOL NUMBER 88

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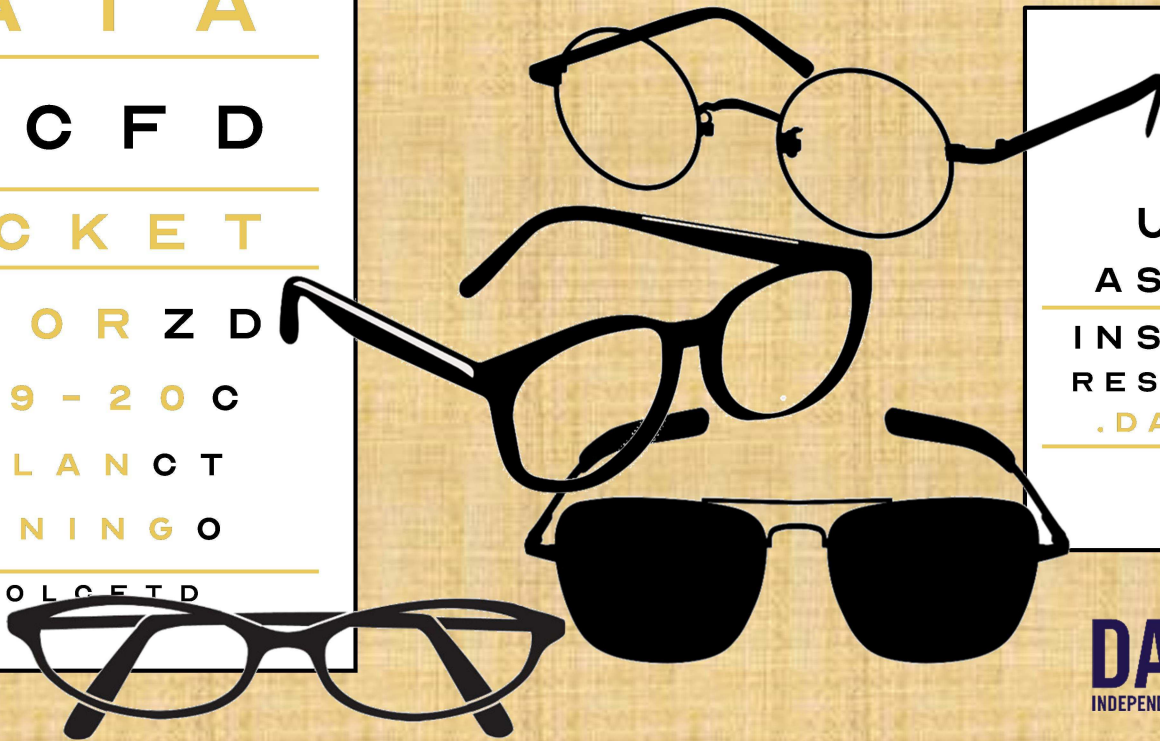
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DALLAS
INDEPENDENT SCHOOL DISTRICT

JULY 23, 2019



- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 6. Summary Summary of Student and Teacher Statistics
- 7. Enroll (1) Enrollment Statistics by Ethnicity
- 8. Enroll (2) Enrollment Statistics by Select Student Group
- 9. Attendance Student Attendance Statistics
- 10. Teachers Teacher Statistics

STAAR

- 11. ELA (EOC) STAAR EOC ELA
- 16. Math (EOC) STAAR EOC Mathematics
- 21. Science (EOC) ... STAAR EOC Science
- 26. SS (EOC) STAAR EOC Social Studies

ENGLISH PROFICIENCY

- 31. TELPAS Texas English Language Proficiency Assessment
- 33. IPT IDEA Proficiency Test

LOCAL ASSESSMENT

- 35. ACP Dallas ISD Assessments of Course Performance

COLLEGE READINESS

- 37. SAT/ACT SAT/ACT Average Scores for Grade 12
- 38. PSAT PSAT Average Scores
- 39. AP Advanced Placement (AP) Exams

2018-19 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 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 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 2017-18 and 2018-19.

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.
- 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 and IPT

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's TELPAS composite rating did not increase at least one level from 2018 to 2019, the TEA did not report the 2018 composite rating.
- If a student is rated as Advanced High on the TELPAS in 2019, the TEA does not differentiate between the Advanced and Advanced High levels from 2018.
- **Statistics from the 2018 TELPAS are presented in a separate report in this data packet because they were not available for publication the prior year.**
- **Statistics from 2017-18 IPT administrations are presented in a separate report in this year's data packet. Statistics were recomputed from last year to separate English from Spanish results and to select only the latest score for a student.**

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.
- 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. 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.
- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.
- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.
- AP scores range from 1 to 5. A 3 is a “qualifying score”.

STUDENT ENROLLMENT

Grade	Enrollment
9	117
10	104
11	109
12	107
ALL	437

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	32	7.3	7	30.4
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	5	1.1	*	*
Hispanic	392	89.7	10	43.5
White	3	0.7	5	21.7
Multiple	4	0.9	1	4.3
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	94	21.5
Economically disadvantaged	379	86.7
Limited English proficient (LEP)	31	7.1
Special education	5	1.1
Talented and Gifted (TAG)	185	42.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
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
	2019	117	5	4.3	1	0.9	1	0.9	107	91.5	1	0.9	2	1.7
10	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
	2019	104	6	5.8	0	0.0	1	1.0	96	92.3	1	1.0	0	0.0
11	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
	2019	109	14	12.8	0	0.0	2	1.8	91	83.5	1	0.9	1	0.9
12	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
	2019	107	7	6.5	0	0.0	1	0.9	98	91.6	0	0.0	1	0.9
9-12	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
	2019	437	32	7.3	1	0.2	5	1.1	392	89.7	3	0.7	4	0.9

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	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
	2019	117	101	86.3	20	17.1	2	1.7	38	32.5	46	39.3	37	31.6	43.6	56.4	0.0
10	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
	2019	104	93	89.4	8	7.7	3	2.9	31	29.8	37	35.6	0	0.0	44.2	55.8	0.0
11	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
	2019	109	97	89.0	2	1.8	0	0.0	6	5.5	51	46.8	0	0.0	50.5	49.5	0.0
12	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
	2019	107	88	82.2	1	0.9	0	0.0	19	17.8	51	47.7	0	0.0	43.0	57.0	0.0
9-12	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
	2019	437	379	86.7	31	7.1	5	1.1	94	21.5	185	42.3	37	8.5	45.3	54.7	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	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
	2019	116	13,484	115	99.4	12,111	89.8	0	0.0	14.7	116	8,723	100.0	64.7
10	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
	2019	104	12,020	103	98.7	10,909	90.8	0	0.0	7.4	104	7,845	99.8	65.3
11	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
	2019	109	10,324	107	98.1	9,443	91.5	0	0.0	4.9	109	7,071	99.8	68.5
12	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
	2019	106	10,368	105	98.3	9,434	91.0	0	0.0	3.3	106	7,151	99.6	69.0
9-12	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
	2019	436	46,196	430	98.6	41,897	90.7	0	0.0	8.1	435	30,790	99.9	66.7

Teachers: 23

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	7	30.4
Hispanic	10	43.5
White	5	21.7
Multiple	1	4.3
Other	0	0.0

Gender	Number	Percentage
Female	10	43.5
Male	13	56.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	6.6	87.5
2017-18	7.9	90.5
2018-19	8.0	90.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	4.3
2	2	8.7
3	2	8.7
4	0	0.0
5	2	8.7
1-3	5	21.7
More than 3	18	78.3
1 - 5	7	30.4
6 - 10	6	26.1
11 - 20	8	34.8
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	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
	2019	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	65.6
Tests Taken	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
	2019	1	4	108	101	2	20	38		51	66	117	10,554
ENGLISH II	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
	2019	*	100.0	100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0	69.3
Tests Taken	2017		8	104	88		4	15		49	65	114	9,822
	2018	2	12	103	87		7	15		60	59	119	10,011
	2019	1	6	87	83	3	8	27	1	42	53	95	9,584

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	2017	*	0	0	0		0	0		0	0	0	4,577
	2018	*	0	1	0	*	0	1	*	1	0	1	3,752
	2019	*	*	0	0	*	0	0		0	0	0	3,633
Tests Taken	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
	2019	1	4	108	101	2	20	38		51	66	117	10,554
ENGLISH II	2017		0	1	0		*	1		1	0	1	3,895
	2018	*	0	0	0		0	0		0	0	0	3,300
	2019	*	0	0	0	*	0	0	*	0	0	0	2,941
Tests Taken	2017		8	104	88		4	15		49	65	114	9,822
	2018	2	12	103	87		7	15		60	59	119	10,011
	2019	1	6	87	83	3	8	27	1	42	53	95	9,584

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	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
	2019	*	*	98.1	99.0	*	100.0	94.7		96.1	100.0	98.3	51.0
Tests Taken	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
	2019	1	4	108	101	2	20	38		51	66	117	10,554
ENGLISH II	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
	2019	*	100.0	98.9	98.8	*	87.5	96.3	*	97.6	100.0	98.9	51.5
Tests Taken	2017		8	104	88		4	15		49	65	114	9,822
	2018	2	12	103	87		7	15		60	59	119	10,011
	2019	1	6	87	83	3	8	27	1	42	53	95	9,584

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	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
	2019	*	*	42.6	40.6	*	30.0	36.8		29.4	50.0	41.0	10.1
Tests Taken	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
	2019	1	4	108	101	2	20	38		51	66	117	10,554
ENGLISH II	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
	2019	*	0.0	19.5	18.1	*	0.0	11.1	*	19.0	17.0	17.9	6.0
Tests Taken	2017		8	104	88		4	15		49	65	114	9,822
	2018	2	12	103	87		7	15		60	59	119	10,011
	2019	1	6	87	83	3	8	27	1	42	53	95	9,584

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition ¹	5. Revision (Writing)	6. Editing (Writing)
2017	91.1	84.4	86.0	5.9	83.7	89.8
2018	92.1	86.0	75.7	5.0	78.9	86.2
2019	83.1	87.3	90.5	5.8	87.7	83.6

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition ¹	5. Revision (Writing)	6. Editing (Writing)
2017	86.0	85.6	81.8	6.3	89.4	87.3
2018	90.1	87.5	92.7	6.5	89.5	89.4
2019	78.7	84.0	93.4	6.3	82.3	88.2

¹Average 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=Non-scorable; 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	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
	2019	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.9
Tests Taken	2017	2	4	32	29		7	18		19	19	38	10,240
	2018	1	3	40	24	3	13	18		22	23	45	10,244
	2019	1	1	31	26	1	6	14		21	12	33	10,243

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	2017	*	*	0	0		0	0		0	0	0	1,692
	2018	*	*	0	0	*	0	0		0	0	0	1,278
	2019	*	*	0	0	*	0	0		0	0	0	1,134
Tests Taken	2017	2	4	32	29		7	18		19	19	38	10,240
	2018	1	3	40	24	3	13	18		22	23	45	10,244
	2019	1	1	31	26	1	6	14		21	12	33	10,243

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	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
	2019	*	*	100.0	100.0	*	100.0	100.0		100.0	100	100.0	68.9
Tests Taken	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
	2019	1	1	31	26	1	6	14		21	12	33	10,243

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	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
	2019	*	*	96.8	100.0	*	100.0	92.9		95.2	100.0	97.0	45.1
Tests Taken	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
	2019	1	1	31	26	1	6	14		21	12	33	10,243

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
2017	81.3	88.6	90.2	86.6	70.6
2018	73.3	84.6	82.9	79.0	80.4
2019	92.6	88.9	89.4	85.7	91.9

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	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
	2019	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.1
Tests Taken	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
	2019	1	4	108	101	2	20	38		51	66	117	9,591

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	2017	*	0	0	0		0	0		0	0	0	1,310
	2018	*	0	0	0	*	0	0	*	0	0	0	1,234
	2019	*	*	0	0	*	0	0		0	0	0	1,240
Tests Taken	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
	2019	1	4	108	101	2	20	38		51	66	117	9,591

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	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
	2019	*	*	98.1	98.0	*	100.0	100.0		100.0	97.0	98.3	59.2
Tests Taken	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
	2019	1	4	108	101	2	20	38		51	66	117	9,591

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	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
	2019	*	*	50.9	52.5	*	35.0	39.5		52.9	51.5	52.1	22.3
Tests Taken	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
	2019	1	4	108	101	2	20	38		51	66	117	9,591

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
2017	80.1	80.5	79.5	77.2	86.0
2018	71.7	71.6	78.0	79.8	80.5
2019	75.7	72.1	86.0	80.2	87.4

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	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
	2019	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	93.8
Tests Taken	2017	1	9	92	87		2	25		56	46	102	8,230
	2018		7	99	83		3	18		46	62	108	9,468
	2019	1	14	91	97		2	6		55	54	109	9,416

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	2017	*	0	0	0		*	0		0	0	0	593
	2018		0	0	0		*	0		0	0	0	624
	2019	*	0	0	0		*	0		0	0	0	582
Tests Taken	2017	1	9	92	87		2	25		56	46	102	8,230
	2018		7	99	83		3	18		46	62	108	9,468
	2019	1	14	91	97		2	6		55	54	109	9,416

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	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
	2019	*	100.0	98.9	99.0		*	100.0		100.0	98.1	99.1	73.7
Tests Taken	2017	1	9	92	87		2	25		56	46	102	8,230
	2018		7	99	83		3	18		46	62	108	9,468
	2019	1	14	91	97		2	6		55	54	109	9,416

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	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
	2019	*	85.7	91.2	90.7		*	83.3		94.5	87.0	90.8	41.6
Tests Taken	2017	1	9	92	87		2	25		56	46	102	8,230
	2018		7	99	83		3	18		46	62	108	9,468
	2019	1	14	91	97		2	6		55	54	109	9,416

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
2017	82.0	82.8	78.4	81.0
2018	86.5	88.4	82.8	87.8
2019	86.5	83.3	81.1	88.5

PERFORMANCE IN 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (20)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	10.0	0	0.0	0	0.0	0	0.0
	Advanced	4	20.0	11	55.0	0	0.0	0	0.0	2	10.0
	Advanced High	16	80.0	7	35.0	20	100.0	20	100.0	18	90.0
10 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	25.0	1	12.5	0	0.0	0	0.0
	Advanced	2	25.0	3	37.5	4	50.0	0	0.0	3	37.5
	Advanced High	6	75.0	3	37.5	3	37.5	8	100.0	5	62.5
ALL (31)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	4	12.9	1	3.2	0	0.0	0	0.0
	Advanced	7	22.6	16	51.6	6	19.4	1	3.2	6	19.4
	Advanced High	24	77.4	11	35.5	24	77.4	30	96.8	25	80.6

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
13 11 (84.6%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	11	
8 5 (62.5%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	3	
	Advanced High	0	0	5	
24 18 (75.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	6	
	Advanced High	0	0	18	


 Indicates students who progressed at least one level from 2018 to 2019.

PERFORMANCE IN 2018

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (27)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	3.7	0	0.0	0	0.0
	Advanced	4	14.8	14	51.9	4	14.8	2	7.4	3	11.1
	Advanced High	23	85.2	13	48.1	22	81.5	25	92.6	24	88.9
ALL (35)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	2.9	0	0.0	0	0.0
	Advanced	6	17.1	20	57.1	6	17.1	4	11.4	5	14.3
	Advanced High	29	82.9	15	42.9	28	80.0	31	88.6	30	85.7

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
24 21 (87.5%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	3	
	Advanced High	0	0	21	
32 27 (84.4%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	5	
	Advanced High	0	0	27	

 Indicates students who progressed at least one level from 2017 to 2018.

PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	9	12									12	100.0
	11	1									*	*
	12	2									*	*
	ALL	15									15	100.0

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	9	11			*	*	*	*			*	*
	10	3					*	*	*	*		
	11	2					*	*				
	12	1					*	*				
	ALL	17			*	*	9	52.9	*	*	*	*

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

33	76.7	85.1	87.8	88.3	100.0	100.0	57.9	83.5
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ALGEBRA II

96	82.3	87.6	91.6	92.2	99.0	99.0	58.9	84.8
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BIOLOGY PRE-AP

116	56.9	75.6	81.9	83.1	80.2	94.0	74.4	90.8
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CHEMISTRY PRE-AP

105	68.8	82.0	80.4	80.1	93.3	94.3	70.4	94.1
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ENGLISH I PRE-AP

116	80.4	83.2	87.6	88.3	94.0	98.3	74.9	94.4
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ENGLISH II PRE-AP

95	75.7	82.2	79.7	79.2	94.7	96.8	75.8	95.3
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ENGLISH III

67	80.5	87.0	90.4	91.0	98.5	100.0	61.6	86.1
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ENGLISH IV

7	73.0	82.0	82.1	82.2	100.0	100.0	68.1	92.7
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ENVIRONMENTAL SYSTEMS

40	72.3	81.5	84.0	84.3	90.0	100.0	71.0	92.4
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GEOMETRY

126	76.5	87.4	86.9	86.8	99.2	99.2	48.0	83.6
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ALGEBRA I

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ALGEBRA II

95	73.5	85.3	89.6	90.4	97.9	98.9	74.9	86.7
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BIOLOGY PRE-AP

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CHEMISTRY PRE-AP

102	73.6	81.6	80.3	80.1	94.1	98.0	67.9	92.5
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ENGLISH I PRE-AP

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ENGLISH II PRE-AP

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ENGLISH III

67	79.4	86.3	88.9	89.4	97.0	98.5	56.1	83.7
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ENGLISH IV

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ENVIRONMENTAL SYSTEMS

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GEOMETRY

125	70.1	84.5	91.1	92.3	96.0	99.2	52.7	81.9
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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

5	*	*	*	*	*	*	62.0	*
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PHYSICS

44	72.5	85.8	81.4	80.6	100.0	100.0	55.1	86.7
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PHYSICS PRE-AP

38	80.7	89.3	86.7	86.3	100.0	97.4	70.2	93.6
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PHYSICS PRE-AP

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PRE-CALCULUS

26	59.5	69.6	81.3	83.3	53.8	100.0	49.4	88.4
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WORLD HISTORY PRE-AP

54	67.5	79.7	86.9	88.1	96.3	100.0	76.4	94.7
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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

GOVERNMENT

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PHYSICS

41	74.0	86.6	82.9	82.2	100.0	100.0	69.4	87.7
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PHYSICS PRE-AP

27	74.7	86.9	84.8	84.4	100.0	100.0	68.4	93.2
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PHYSICS PRE-AP (tested with 2017-2018 test)

12	63.7	81.2	83.3	83.7	100.0	100.0	71.9	94.3
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PRE-CALCULUS

19	63.5	76.7	81.0	81.8	84.2	100.0	64.9	87.1
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WORLD HISTORY PRE-AP

52	72.4	80.3	83.4	84.0	96.2	100.0	72.4	93.4
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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	2016-17	96.0	84.5	95	527	74.7	10	524	70.0	83	526	74.7	1	*	*	6,766	464	42.2
		2017-18	95.0	84.2	96	526	78.1	7	523	85.7	88	524	77.3	1	*	*	7,118	468	41.8
		2018-19	99.1	87.3	106	547	86.8	7	526	85.7	97	547	86.6				7,723	463	39.2
	Mathematics	2016-17	96.0	84.5	95	543	61.1	10	531	50.0	83	544	61.4	1	*	*	6,766	465	21.6
		2017-18	95.0	84.2	96	531	54.2	7	517	42.9	88	532	54.5	1	*	*	7,118	463	20.7
		2018-19	99.1	87.3	106	531	50.9	7	493	42.9	97	534	52.6				7,723	461	19.7
ACT	English	2016-17	96.0	82.4	95	18	50.5	10	18	20.0	83	18	53.0	1	*	*	6,596	15	26.1
		2017-18	94.1	82.3	95	18	53.7	7	19	42.9	87	18	54.0	1	*	*	6,960	15	26.5
		2018-19	99.1	82.6	106	20	69.8	7	17	28.6	97	20	72.2				7,310	15	27.0
	Mathematics	2016-17	96.0	82.4	95	21	43.2	10	20	30.0	83	21	44.6	1	*	*	6,596	18	17.3
		2017-18	94.1	82.3	95	21	43.2	7	20	28.6	87	21	43.7	1	*	*	6,960	17	14.8
		2018-19	99.1	82.6	106	21	51.9	7	20	42.9	97	22	53.6				7,310	18	19.2
	Reading	2016-17	96.0	82.4	95	21	34.7	10	19	30.0	83	21	34.9	1	*	*	6,596	17	18.3
		2017-18	94.1	82.3	95	20	28.4	7	18	14.3	87	20	28.7	1	*	*	6,960	17	19.0
		2018-19	99.1	82.6	106	22	57.5	7	18	28.6	97	22	58.8				7,310	17	21.0
	Science	2016-17	96.0	82.4	95	21	37.9	10	19	20.0	83	21	39.8	1	*	*	6,596	18	13.8
		2017-18	94.1	82.3	95	21	29.5	7	18	14.3	87	21	29.9	1	*	*	6,960	17	12.9
		2018-19	99.1	82.6	106	21	35.8	7	17	28.6	97	21	36.1				7,310	17	14.5
	Composite	2016-17	96.0	82.4	95	20	–	10	19	–	83	21	–	1	*	–	6,596	17	–
		2017-18	94.1	82.3	95	20	–	7	19	–	87	20	–	1	*	–	6,960	17	–
		2018-19	99.1	82.6	106	21	–	7	18	–	97	21	–			–	7,310	17	–

NOTE: See the NOTES report for information about score ranges and 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	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
		2018	33	514	97.0	1	*	*	29	514	96.6	0			1	*	*	2,063	473	74.2
	Mathematics	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
		2018	33	501	75.8	1	*	*	29	497	72.4	0			1	*	*	2,063	477	64.0
10	Reading & Writing	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
		2018	104	507	91.3	5	*	*	97	507	91.8	1	*	*	1	*	*	8,620	418	41.8
	Mathematics	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
		2018	104	487	65.4	5	*	*	97	487	66.0	1	*	*	1	*	*	8,620	426	25.3
11	Reading & Writing	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
		2018	14	622	92.9	4	*	*	9	637	100.0	1	*	*	0			1,921	501	64.3
	Mathematics	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
		2018	14	621	100.0	4	*	*	9	613	100.0	1	*	*	0			1,921	497	42.6

NOTE: See the NOTES report for information about score ranges and college readiness benchmarks set by The College Board for PSAT/NMSQT and PSAT 8-9.

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

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

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

ALL EXAMS

512	21,262	2.7	2.0	239	46.7	29.3
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Calculus BC

9	255	2.8	3.9	5	55.6	82.4
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Environmental Science

17	1,092	3.0	1.7	9	52.9	18.9
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Statistics

20	525	2.2	2.3	7	35.0	39.2
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Biology

32	961	2.3	2.1	7	21.9	27.6
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Computer Science Principles

72	151	2.0	2.1	22	30.6	33.1
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Human Geography

118	2,291	2.1	1.7	46	39.0	22.1
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World History

50	1,473	2.3	1.9	14	28.0	22.7
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Calculus AB

39	1,011	1.7	2.5	7	17.9	40.5
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English Language and Composition

49	2,646	2.3	1.9	16	32.7	20.5
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Spanish Language and Culture

106	1,008	4.5	3.8	106	100.0	89.9
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