

DATA PACKET

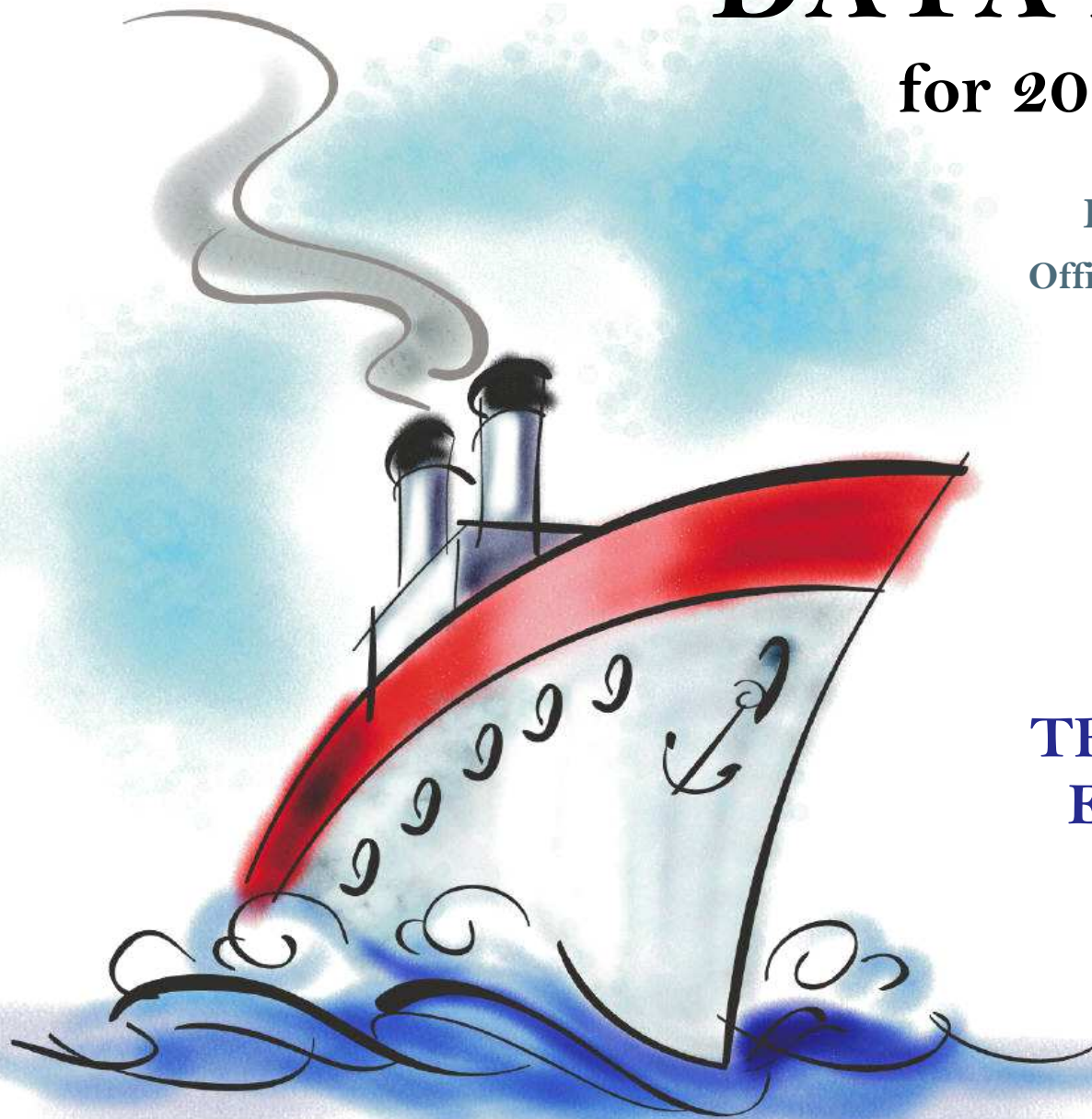
for 2014-15 planning

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

September 5, 2014

School Number 88

**TRINIDAD GARZA
EARLY COLLEGE
HIGH SCHOOL**



Dallas Independent School District

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2013-14 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program.
- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2013-14. They are counted as new if not enrolled in a district campus before the last day of the 2012-13 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 2012-13 and 2013-14.

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 ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar, but is typically around 130 days.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year.” That is, the retention rate is the percentage of the prior year's teachers who continued at the school.

STAAR, STAAR L, and STAAR M

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics are based on results from standard STAAR only. STAAR L and STAAR M statistics are computed separately, following TEA reporting practice.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory) or Level 3 (Advanced).
- Statistics by reporting category are averages for all students (across student groups and genders).
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
- EOC statistics are based on first administration scores from the fall and spring administrations.
- Beginning in 2014, EOC Reading and EOC Writing tests were replaced with EOC English tests.

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 2013 to 2014, the TEA did not report the 2013 composite rating.
- If a student is rated as advanced high in 2014, the TEA does not differentiate between the advanced and advanced high levels from 2013.

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 school year by The College Board and ACT, Inc. A student takes the SAT or ACT at the time and location of her choice, and she may take either test multiple times. If a student has results from multiple administrations, only the latest is used.
- SAT scores range from 200 to 800. ACT scores range from 0 to 36.
- SAT College and Career Readiness Benchmarks are the same for each subject (critical reading, mathematics, and writing): 500. The SAT benchmark indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college. ACT's College Readiness Benchmarks are the minimum scores that indicate a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. The ACT benchmarks are available for four subject-area tests. They are English: 18, reading: 21, mathematics: 22, and science: 24.
- PSAT scores range from 20 to 80. PSAT is administered once each year in October. District students taking PSAT are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a PSAT score for that year. (Students' scores will be used in multiple statistics if they took the PSAT in multiple years.)
- PSAT/NMSQT College and Career Readiness Benchmarks are the scores associated with a 65 percent likelihood of achieving a B- first-year college GPA. The College Board has determined PSAT benchmark scores separately for grades 10 and 11 in each subject. For grade 10, the benchmarks are critical reading: 42, mathematics: 44, writing: 42. For grade 11, the benchmarks are critical reading: 45, mathematics: 47, writing: 45. There are no benchmarks for grade 9.
- AP scores range from 1 to 5; a minimum of 3 is needed to pass.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP results account for a portion of students' final semester grades (10% and 15% respectively). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in data packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70 percent is required to pass an ACP. A course mark of at least 70 percent is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
9	101
10	113
11	104
12	95
ALL	413

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	53	12.8	6	27.3
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	3	0.7	*	*
Hispanic	348	84.3	7	31.8
White	8	1.9	9	40.9
Multiple	0	0.0	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	130	31.5
Economically disadvantaged	333	80.6
Limited English proficient (LEP)	15	3.6
Special education	1	0.2
Talented and Gifted (TAG)	152	36.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2012	109	18	16.5	0	0.0	1	0.9	86	78.9	4	3.7	0	0.0
	2013	114	13	11.4	0	0.0	1	0.9	99	86.8	1	0.9	0	0.0
	2014	101	12	11.9	0	0.0	0	0.0	88	87.1	1	1.0	0	0.0
10	2012	99	14	14.1	0	0.0	1	1.0	82	82.8	2	2.0	0	0.0
	2013	103	16	15.5	1	1.0	1	1.0	81	78.6	4	3.9	0	0.0
	2014	113	13	11.5	0	0.0	1	0.9	98	86.7	1	0.9	0	0.0
11	2012	93	17	18.3	0	0.0	1	1.1	74	79.6	1	1.1	0	0.0
	2013	94	12	12.8	0	0.0	1	1.1	79	84.0	2	2.1	0	0.0
	2014	104	16	15.4	1	1.0	1	1.0	82	78.8	4	3.8	0	0.0
12	2012	86	5	5.8	0	0.0	1	1.2	78	90.7	2	2.3	0	0.0
	2013	90	16	17.8	0	0.0	1	1.1	72	80.0	1	1.1	0	0.0
	2014	95	12	12.6	0	0.0	1	1.1	80	84.2	2	2.1	0	0.0
9-12	2012	387	54	14.0	0	0.0	4	1.0	320	82.7	9	2.3	0	0.0
	2013	401	57	14.2	1	0.2	4	1.0	331	82.5	8	2.0	0	0.0
	2014	413	53	12.8	1	0.2	3	0.7	348	84.3	8	1.9	0	0.0

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	2012	109	92	84.4	5	4.6	0	0.0	28	25.7	46	42.2	19	17.4	45.0	55.0	0.0
	2013	114	86	75.4	3	2.6	1	0.9	24	21.1	53	46.5	17	14.9	41.2	58.8	0.9
	2014	101	78	77.2	7	6.9	0	0.0	31	30.7	44	43.6	18	17.8	42.6	57.4	0.0
10	2012	99	86	86.9	3	3.0	0	0.0	26	26.3	36	36.4	1	1.0	38.4	61.6	0.0
	2013	103	83	80.6	3	2.9	0	0.0	32	31.1	45	43.7	0	0.0	44.7	55.3	0.0
	2014	113	91	80.5	3	2.7	1	0.9	34	30.1	53	46.9	1	0.9	41.6	58.4	0.0
11	2012	93	81	87.1	3	3.2	0	0.0	41	44.1	18	19.4	2	2.2	34.4	65.6	0.0
	2013	94	76	80.9	2	2.1	0	0.0	24	25.5	33	35.1	0	0.0	36.2	63.8	0.0
	2014	104	84	80.8	3	2.9	0	0.0	39	37.5	45	43.3	1	1.0	45.2	54.8	0.0
12	2012	86	77	89.5	4	4.7	0	0.0	39	45.3	18	20.9	0	0.0	44.2	55.8	0.0
	2013	90	80	88.9	1	1.1	0	0.0	42	46.7	11	12.2	0	0.0	35.6	64.4	0.0
	2014	95	80	84.2	2	2.1	0	0.0	26	27.4	10	10.5	0	0.0	36.8	63.2	0.0
9-12	2012	387	336	86.8	15	3.9	0	0.0	134	34.6	118	30.5	22	5.7	40.6	59.4	0.0
	2013	401	325	81.0	9	2.2	1	0.2	122	30.4	142	35.4	17	4.2	39.7	60.3	0.2
	2014	413	333	80.6	15	3.6	1	0.2	130	31.5	152	36.8	20	4.8	41.6	58.4	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	2012	108	10,922	107	99.1	10,196	93.3	0	0.0	27.8	107	8,726	98.8	79.9
	2013	111	11,153	110	98.5	10,499	94.1	0	0.0	28.3	114	9,388	100.0	84.2
	2014	101	10,850	101	99.6	10,242	94.4	0	0.0	28.4	101	9,091	100.0	83.8
10	2012	98	9,007	97	99.0	8,431	93.6	1	1.0	20.6	99	7,332	100.0	81.4
	2013	100	9,331	98	98.1	8,812	94.4	4	4.0	20.5	103	8,042	100.0	86.2
	2014	113	9,898	110	97.3	9,367	94.6	1	0.9	20.3	112	8,628	99.5	87.2
11	2012	93	8,913	92	98.7	8,306	93.2	0	0.0	15.9	93	7,319	99.7	82.1
	2013	95	8,457	93	97.8	7,949	94.0	0	0.0	18.9	96	7,295	100.0	86.3
	2014	104	8,467	102	98.3	8,005	94.5	0	0.0	18.1	104	7,476	99.9	88.3
12	2012	84	8,178	83	98.9	7,571	92.6	0	0.0	12.6	87	6,742	100.0	82.4
	2013	84	8,199	82	98.1	7,661	93.4	2	2.4	14.9	90	7,269	100.0	88.7
	2014	93	7,886	91	97.5	7,407	93.9	0	0.0	15.2	75	7,027	80.8	89.1
9-12	2012	384	37,021	380	98.9	34,504	93.2	1	0.3	19.8	386	30,119	100.0	81.4
	2013	390	37,140	382	98.1	34,922	94.0	6	1.5	21.2	403	31,994	100.0	86.1
	2014	410	37,101	403	98.2	35,021	94.4	1	0.2	21.1	392	32,222	95.5	86.8

Teachers: 22

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	27.3
Hispanic	7	31.8
White	9	40.9
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	12	54.5
Male	10	45.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2011-12	4.1	—
2012-13	5.4	100.0
2013-14	4.1	81.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	4.5
1	0	0.0
2	0	0.0
3	3	13.6
4	3	13.6
5	2	9.1
1-3	3	13.6
More than 3	18	81.8
1 - 5	8	36.4
6 - 10	9	40.9
11 - 20	3	13.6
More than 20	1	4.5

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2012												
	2013												
	2014	*	100.0	98.8	98.7		100.0	94.1		97.6	100.0	99.0	50.9
Tests Taken	2012												
	2013												
	2014	1	12	86	75		7	17		41	58	99	13,789
ENGLISH II	2012												
	2013												
	2014	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	54.8
Tests Taken	2012												
	2013												
	2014	1	13	100	93	1	3	24		48	67	115	10,943

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2012												
	2013												
	2014	*	0	1	1		0	1		1	0	1	6,774
Tests Taken	2012												
	2013												
	2014	1	12	86	75		7	17		41	58	99	13,789
ENGLISH II	2012												
	2013												
	2014	*	0	0	0	*	*	0		0	0	0	4,948
Tests Taken	2012												
	2013												
	2014	1	13	100	93	1	3	24		48	67	115	10,943

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2012												
	2013												
	2014	*	8.3	15.1	18.7		14.3	11.8		7.3	20.7	15.2	3.2
Tests Taken	2012												
	2013												
	2014	1	12	86	75		7	17		41	58	99	13,789
ENGLISH II	2012												
	2013												
	2014	*	7.7	9.0	9.7	*	*	0.0		4.2	11.9	8.7	2.7
Tests Taken	2012												
	2013												
	2014	1	13	100	93	1	3	24		48	67	115	10,943

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1 ¹	1. Average Rating Short Answer #2 ¹	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Expository Composition ²	5. Revision	6. Editing
2012								
2013								
2014	81.0	1.9	1.8	74.8	81.1	5.3	84.3	73.1

ENGLISH II	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1 ¹	1. Average Rating Short Answer #2 ¹	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Persuasive Composition ²	5. Revision	6. Editing
2012								
2013								
2014	89.6	1.7	1.9	69.2	88.3	6.1	77.8	81.0

¹Short 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 SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2012	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	74.7
	2013		100.0	97.2	100.0		*	100.0		100.0	96.4	97.7	72.5
	2014	*	100.0	97.1	96.9		*	88.9		100.0	95.8	97.7	78.0
Tests Taken	2012	1	10	27	28	1	4	6		16	22	38	8,795
	2013		7	36	31		1	6		15	28	43	9,251
	2014	1	7	35	32		3	9		19	24	43	9,524

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2012	*	0	0	0	*	*	0		0	0	0	2,226
	2013		0	1	0		*	0		0	1	1	2,540
	2014	*	0	1	1		*	1		0	1	1	2,099
Tests Taken	2012	1	10	27	28	1	4	6		16	22	38	8,795
	2013		7	36	31		1	6		15	28	43	9,251
	2014	1	7	35	32		3	9		19	24	43	9,524

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2012	*	50.0	25.9	28.6	*	*	25.0		25.0	36.4	31.6	7.0
	2013		57.1	38.9	48.4		*	50.0		60.0	32.1	41.9	8.6
	2014	*	57.1	51.4	56.3		*	22.2		57.9	50.0	53.5	9.9
Tests Taken	2012	1	10	27	28	1	4	8		16	22	38	8,795
	2013		7	36	31		1	6		15	28	43	9,251
	2014	1	7	35	32		3	9		19	24	43	9,524

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	1. Functional Relationships	2. Properties and Attributes of Functions	3. Linear Functions	4. Linear Equations and Inequalities	5. Quadratic and Other Nonlinear Functions
2012	74.3	66.7	74.0	62.6	62.3
2013	70.9	65.9	76.9	61.6	72.1
2014	75.3	76.0	72.6	69.3	74.4

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2012	*	100.0	96.5	96.7	*	*	100.0		98.0	96.7	97.2	82.9
	2013	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	84.4
	2014	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.8
Tests Taken	2012	4	18	86	91	1	5	14		49	60	109	8,881
	2013	1	13	97	85	1	3	14		46	66	112	9,374
	2014	1	12	90	79		6	17		43	60	103	9,672

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2012	*	0	3	3	*	*	0		1	2	3	1,522
	2013	*	0	0	0	*	*	0		0	0	0	1,467
	2014	*	0	0	0		0	0		0	0	0	987
Tests Taken	2012	4	18	86	91	1	5	14		49	60	109	8,881
	2013	1	13	97	85	1	3	14		46	66	112	9,374
	2014	1	12	90	79		6	17		43	60	103	9,672

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2012	*	11.1	7.0	8.8	*	*	0.0		6.1	10.0	8.3	4.8
	2013	*	7.7	18.6	20.0	*	*	14.3		30.4	7.6	17.0	7.5
	2014	*	16.7	17.8	17.7		16.7	11.8		14.0	20.0	17.5	7.5
Tests Taken	2012	4	18	86	91	1	5	14		49	60	109	8,881
	2013	1	13	97	85	1	3	14		46	66	112	9,374
	2014	1	12	90	79		6	17		43	60	103	9,672

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
2012	61.1	61.5	69.2	57.8	70.3
2013	62.7	70.6	79.0	74.6	75.2
2014	57.8	68.0	77.5	79.2	64.2

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2012												*
	2013												90.2
	2014	*	100.0	98.8	100.0		*	95.8		100.0	98.2	99.0	92.0
Tests Taken	2012												4
	2013												51
	2014	4	15	82	84		3	24		47	56	103	7,801

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2012												*
	2013												5
	2014	*	0	1	0		*	1		0	1	1	625
Tests Taken	2012												4
	2013												51
	2014	4	15	82	84		3	24		47	56	103	7,801

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2012												*
	2013												2.0
	2014	*	33.3	11.0	13.1		*	4.2		21.3	7.1	13.6	10.3
Tests Taken	2012												4
	2013												51
	2014	4	15	82	84		3	24		47	56	103	7,801

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
2012				
2013				
2014	65.2	73.6	70.4	78.3

PERFORMANCE IN 2014

Grade 2013-14 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2014 Level	N	%	N	%	N	%	N	%	N	%
9 (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0
	Advanced High	7	100.0	7	100.0	6	85.7	7	100.0	7	100.0
ALL (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	6	40.0	6	40.0	7	46.7	0	0.0	0	0.0
	Advanced High	9	60.0	9	60.0	8	53.3	15	100.0	15	100.0

**PROGRESSION FROM
2013 TO 2014**

Number Rated Both Years N (%) Progressed	2014 Level	2013 Level			
		Beg	Int	Adv	Adv High
3 <hr/> 3 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	3	
11 <hr/> 11 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	11	

 Indicates students who progressed at least one level from 2013 to 2014.

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	Critical Reading	2011-12	94.2	55.7	81	422	18.5	5	*	*	72	425	20.8	3	*	*	4,495	416	18.8
		2012-13	90.0	55.4	81	439	18.5	14	436	14.3	65	438	18.5	1	*	*	4,644	416	19.5
		2013-14	88.4	53.1	84	461	31.0	12	477	41.7	69	460	30.4	2	*	*	4,203	418	20.7
	Mathematics	2011-12	94.2	55.7	81	464	30.9	5	*	*	72	461	29.2	3	*	*	4,495	446	29.8
		2012-13	90.0	55.4	81	474	38.3	14	435	21.4	65	480	40.0	1	*	*	4,644	445	29.0
		2013-14	88.4	53.1	84	503	57.1	12	478	33.3	69	505	59.4	2	*	*	4,203	440	27.4
	Writing	2011-12	94.2	55.7	81	431	17.3	5	*	*	72	431	16.7	3	*	*	4,495	408	15.9
		2012-13	90.0	55.4	81	443	17.3	14	449	28.6	65	440	13.8	1	*	*	4,644	406	16.1
		2013-14	88.4	53.1	84	456	28.6	12	470	41.7	69	455	27.5	2	*	*	4,203	411	16.9
ACT	English	2011-12	94.2	37.1	81	17	48.1	4	*	*	73	17	45.2	3	*	*	2,995	15	33.3
		2012-13	58.9	29.3	53	18	47.2	14	18	50.0	37	17	43.2	1	*	*	2,454	16	34.0
		2013-14	69.5	42.0	66	18	59.1	9	18	44.4	55	19	61.8	1	*	*	3,324	15	29.3
	Mathematics	2011-12	94.2	37.1	81	20	35.8	4	*	*	73	20	35.6	3	*	*	2,995	18	22.7
		2012-13	58.9	29.3	53	20	37.7	14	18	21.4	37	21	40.5	1	*	*	2,454	19	24.4
		2013-14	69.5	42.0	66	21	42.4	9	19	33.3	55	21	41.8	1	*	*	3,324	18	21.8
	Reading	2011-12	94.2	37.1	81	17	24.7	4	*	*	73	18	24.7	3	*	*	2,995	17	23.7
		2012-13	58.9	29.3	53	20	35.8	14	20	35.7	37	19	32.4	1	*	*	2,454	17	26.5
		2013-14	69.5	42.0	66	20	43.9	9	20	55.6	55	20	43.6	1	*	*	3,324	17	23.8
	Science	2011-12	94.2	37.1	81	19	16.0	4	*	*	73	19	15.1	3	*	*	2,995	18	10.8
		2012-13	58.9	29.3	53	20	18.9	14	19	7.1	37	20	21.6	1	*	*	2,454	18	12.7
		2013-14	69.5	42.0	66	20	12.1	9	20	11.1	55	21	12.7	1	*	*	3,324	18	8.7
	Composite	2011-12	94.2	37.1	81	19	-	4	*	-	73	19	-	3	*	-	2,995	17	-
		2012-13	58.9	29.3	53	19	-	14	19	-	37	19	-	1	*	-	2,454	18	-
		2013-14	69.5	42.0	66	20	-	9	19	-	55	20	-	1	*	-	3,324	17	-

*See the NOTES report for information about 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*
10	Critical Reading	2011	96	43	58.3	14	45	64.3	79	42	57.0	2	*	*	1	*	*	7,988	36	25.4
		2012	105	43	56.2	16	47	75.0	83	41	50.6	4	*	*	2	*	*	8,427	37	23.1
		2013	113	43	56.6	13	42	53.8	98	43	57.1	1	*	*	1	*	*	8,854	36	23.3
	Mathematics	2011	96	47	72.9	14	44	42.9	79	47	77.2	2	*	*	1	*	*	7,988	38	24.5
		2012	105	46	68.6	16	48	75.0	83	46	66.3	4	*	*	2	*	*	8,427	38	24.5
		2013	113	45	61.9	13	43	53.8	98	45	62.2	1	*	*	1	*	*	8,854	37	19.6
	Writing	2011	96	42	52.1	14	43	57.1	79	42	53.2	2	*	*	1	*	*	7,988	36	22.7
		2012	105	43	54.3	16	47	81.3	83	42	48.2	4	*	*	2	*	*	8,427	37	23.7
		2013	113	41	42.5	13	41	30.8	98	42	43.9	1	*	*	1	*	*	8,854	36	21.0
11	Critical Reading	2011	64	44	53.1	12	42	41.7	49	44	55.1	2	*	*	1	*	*	3,980	41	33.2
		2012	58	47	62.1	8	49	62.5	48	47	64.6	2	*	*	0			4,007	41	27.4
		2013	58	49	72.4	14	52	85.7	40	48	72.5	3	*	*	1	*	*	3,787	42	32.8
	Mathematics	2011	64	48	59.4	12	45	41.7	49	48	61.2	2	*	*	1	*	*	3,980	43	38.0
		2012	58	51	79.3	8	46	37.5	48	51	85.4	2	*	*	0			4,007	43	33.0
		2013	58	51	77.6	14	52	78.6	40	51	77.5	3	*	*	1	*	*	3,787	44	33.1
	Writing	2011	64	44	37.5	12	43	41.7	49	44	36.7	2	*	*	1	*	*	3,980	40	28.7
		2012	58	48	70.7	8	50	62.5	48	48	72.9	2	*	*	0			4,007	41	33.0
		2013	58	47	67.2	14	49	85.7	40	47	62.5	3	*	*	1	*	*	3,787	41	32.5

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

Exams Taken		Average Score		Exams Passed		
N	Dist	Score	Dist	N	%	Dist

Exams Taken		Mean Score		Passed		
School	Dist	School	Dist	N	%	Dist

Exams Taken		Mean Score		Passed		
School	Dist	School	Dist	N	%	Dist

ALL EXAMS

204	18,984	2.5	1.9	87	42.6	25.1
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Chinese Language & Culture

1	1	*	*	*	*	*
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Human Geography

12	753	2.4	2.0	7	58.3	32.8
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Biology

25	738	2.2	1.9	9	36.0	23.4
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English Language & Composition

102	3,194	1.9	1.8	19	18.6	18.1
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Spanish Language

13	831	4.2	3.5	13	100.0	87.5
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Calculus AB

25	960	3.5	2.5	21	84.0	45.7
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Environmental Science

26	986	3.2	1.7	17	65.4	19.8
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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

ALGEBRA I

43	64.5	81.9	86.5	87.3	90.7	100.0	41.1	81.4
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ALGEBRA II

44	50.6	75.3	77.9	78.4	86.4	90.9	47.9	86.0
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ALGEBRA II PRE-AP

62	54.5	76.9	88.6	90.6	88.7	100.0	55.3	89.4
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BIOLOGY

4	*	*	*	*	*	*	61.9	*
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BIOLOGY PRE-AP

98	66.1	77.4	83.2	84.3	82.7	97.9	71.3	90.4
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CHEMISTRY

3	*	*	*	*	*	*	49.7	*
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CHEMISTRY PRE-AP

110	52.6	75.1	78.4	79.0	79.1	93.6	64.2	93.3
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ENGLISH I

4	*	*	*	*	*	*	50.7	*
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ENGLISH I PRE-AP

96	61.0	75.1	86.1	88.1	80.2	100.0	71.2	92.1
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ENGLISH II

3	*	*	*	*	*	*	59.6	*
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ENGLISH II PRE-AP

112	60.8	76.9	78.7	79.0	86.6	93.8	73.6	91.4
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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

ALGEBRA I

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ALGEBRA II

44	46.2	72.2	75.8	76.5	68.2	84.1	55.9	84.7
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ALGEBRA II PRE-AP

63	56.7	75.0	86.3	88.3	76.2	98.4	69.3	87.2
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BIOLOGY

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BIOLOGY PRE-AP

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CHEMISTRY

2	*	*	*	*	*	*	59.3	*
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CHEMISTRY PRE-AP

111	66.2	77.5	80.4	80.9	82.9	94.6	68.3	91.1
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ENGLISH I

4	*	*	*	*	*	*	58.2	*
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ENGLISH I PRE-AP

96	65.1	77.7	86.7	88.3	84.4	100.0	78.6	93.9
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ENGLISH II

2	*	*	*	*	*	*	61.3	*
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ENGLISH II PRE-AP

113	61.2	74.7	82.8	84.2	81.4	97.3	72.2	89.9
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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

ENGLISH IV

26	66.2	77.4	87.1	88.8	92.3	100.0	67.9	91.6
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ENVIRONMENTAL SYSTEMS

11	73.0	80.7	85.1	85.8	100.0	100.0	75.5	97.3
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FRENCH II

1	*	*	*	*	*	*	61.5	*
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GEOMETRY

28	72.4	85.2	80.3	79.4	100.0	92.9	61.9	83.3
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GEOMETRY PRE-AP

73	72.0	82.1	86.8	87.6	95.9	100.0	64.6	89.6
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GOVERNMENT

25	64.4	77.3	85.8	87.3	88.0	100.0	58.9	94.1
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MATH MODELS W/APPLICATIONS

101	74.6	84.8	87.3	87.8	98.0	99.0	55.0	88.7
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PHYSICS

63	52.4	75.8	77.1	77.4	77.8	87.3	37.8	85.3
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PHYSICS PRE-AP

41	62.7	78.0	85.0	86.3	90.2	100.0	53.9	94.5
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PRE-CALCULUS

13	61.3	75.8	77.6	77.9	84.6	92.3	53.4	87.9
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PRE-CALCULUS PRE-AP

16	65.5	77.0	83.6	84.8	87.5	100.0	72.6	93.1
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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

ENGLISH IV

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ENVIRONMENTAL SYSTEMS

9	71.5	76.3	84.0	85.4	88.9	88.9	62.8	88.1
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FRENCH II

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GEOMETRY

26	77.0	87.7	83.3	82.5	100.0	92.3	66.7	79.7
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GEOMETRY PRE-AP

75	68.1	82.9	87.4	88.2	93.3	100.0	66.0	89.1
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GOVERNMENT

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MATH MODELS W/APPLICATIONS

99	75.5	87.7	87.7	87.7	99.0	99.0	58.5	85.3
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PHYSICS

57	48.5	72.9	75.3	75.7	63.2	80.7	53.6	82.4
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PHYSICS PRE-AP

46	53.8	75.7	85.0	86.6	69.6	100.0	62.4	91.8
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PRE-CALCULUS

14	46.1	73.5	80.6	81.9	64.3	100.0	48.2	82.4
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PRE-CALCULUS PRE-AP

13	48.7	70.4	82.2	84.2	53.8	100.0	62.6	90.8
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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

SPANISH I

87	90.9	93.9	87.7	86.6	100.0	95.4	71.3	91.2
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SPANISH II

82	81.9	87.9	90.1	90.5	86.6	100.0	72.2	93.0
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U.S. HISTORY

50	73.6	79.7	84.7	85.6	84.0	100.0	51.5	86.9
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WORLD GEOGRAPHY

4	*	*	*	*	*	*	48.7	*
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WORLD GEOGRAPHY PRE-AP

98	73.5	82.4	86.2	86.9	92.9	99.0	75.0	94.9
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WORLD HISTORY

3	*	*	*	*	*	*	48.3	*
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WORLD HISTORY PRE-AP

110	69.3	79.5	84.4	85.3	92.7	97.3	65.5	95.0
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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

SPANISH I

80	88.6	92.4	84.6	83.2	97.5	97.5	72.9	84.3
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SPANISH II

69	77.8	85.2	86.5	86.7	82.6	95.7	76.5	89.2
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U.S. HISTORY

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WORLD GEOGRAPHY

2	*	*	*	*	*	*	57.7	*
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WORLD GEOGRAPHY PRE-AP

100	70.4	80.3	86.9	88.1	94.0	100.0	79.5	94.5
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WORLD HISTORY

3	*	*	*	*	*	*	58.5	*
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WORLD HISTORY PRE-AP

110	74.4	80.8	84.6	85.2	88.2	98.2	65.4	94.3
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