DATA PACKET
for 2015-16 planning

Evaluation & Assessment

Office of Institutional Research
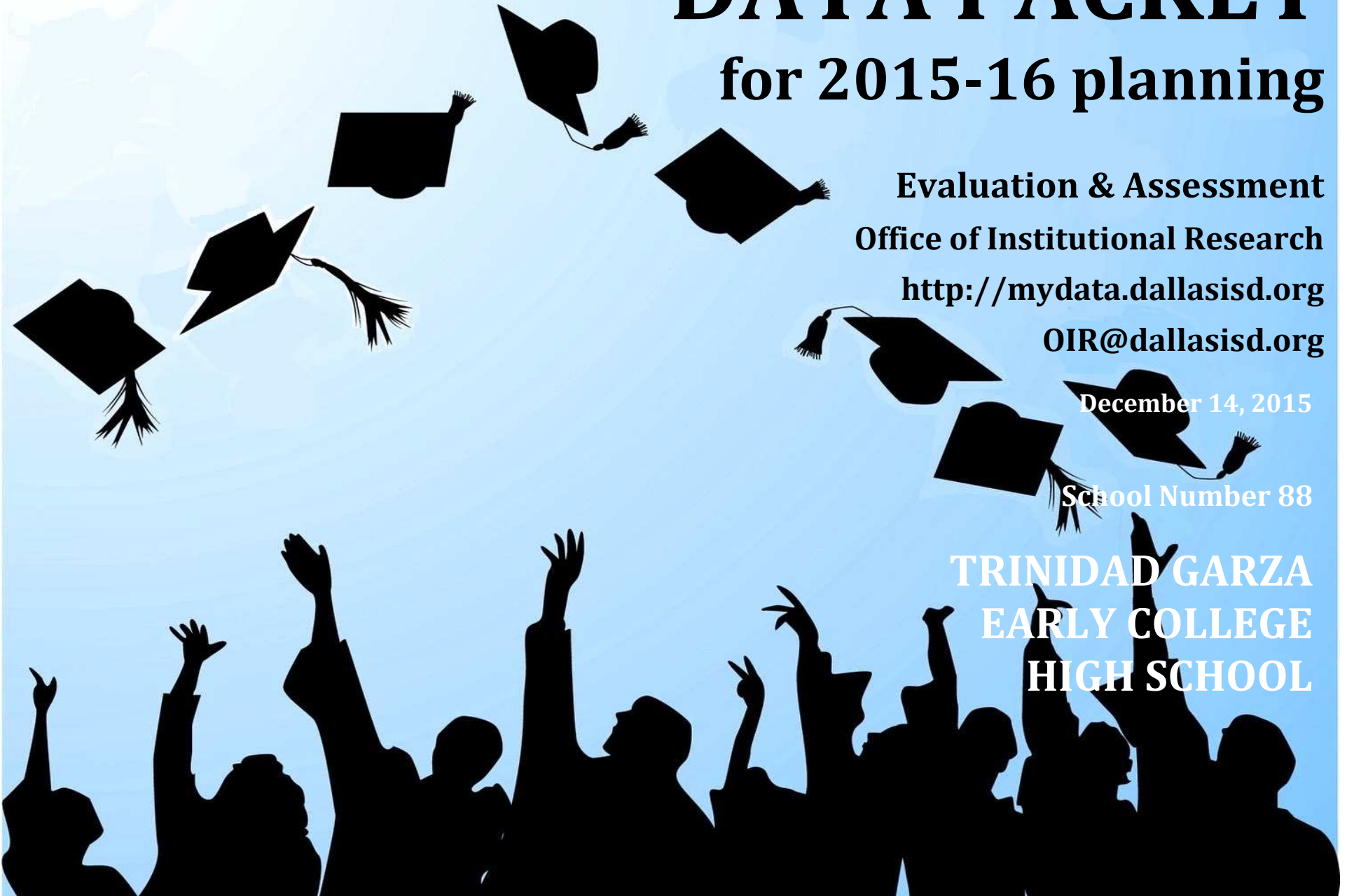
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December 14, 2015

School Number 88

TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL

TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL (88)   **2**

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2014-15 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- "Economically disadvantaged" students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- "Economically disadvantaged" students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- "New" students were new to the district in 2014-15. They are counted as new if not enrolled in a district campus before the last day of the 2013-14 school year.
- The "retention rate" is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2013-14 and 2014-15.

ATTENDANCE

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

TEACHERS

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

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

STAAR, STAAR L, and STAAR A

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics are based on results from standard STAAR only. STAAR L and STAAR A statistics are computed separately, following TEA reporting practice.
- "Percentage Satisfactory" is the percentage of students achieving Level 2 (Satisfactory) or Level 3 (Advanced).
- Statistics by reporting category are averages for all students (across student groups and genders).
- An "average percentage correct" is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the resulting percentages across all students. For short answers on EOC English tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. Additional details provided in report footnotes.
- EOC statistics are based on first administration scores from the fall and spring administrations.
- Exclusive for 2015: Until official standards are released in Fall 2015, the "Percentage Satisfactory,""Number Unsatisfactory," and"Percentage Advanced" reports will not contain Spring 2015 mathematics results for grades 3-8.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2014 to 2015, the TEA did not report the 2014 composite rating.
- If a student is rated as advanced high in 2015, the TEA does not differentiate between the advanced and advanced high levels from 2014.

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COLLEGE READINESS

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

- For SAT and ACT, "Percent Tested" is computed with "Number Tested" as numerator and, as demoninator, Grade 12 "Enrollment" as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for "Percent Tested" is grade-level enrollment as reported in Enrollment reports.

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

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

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

- SAT College and Career Readiness Benchmarks are the same for each subject (critical reading, mathematics, and writing): 500. The SAT benchmark indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college. ACT's College Readiness Benchmarks are the minimum scores that indicate a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. The ACT benchmarks are available for four subject-area tests. They are English: 18, reading: 21, mathematics: 22, and science: 24.

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

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

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

ACP

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

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

- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.

- A scale score of at least 70 percent is required to pass an ACP. A course mark of at least 70 percent is required to pass a course.

- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

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STUDENT ENROLLMENT

Grade	Enrollment
9	107
10	103
11	105
12	101
ALL	416

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	47	11.3	7	28.0
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	2	0.5	*	*
Hispanic	359	86.3	8	32.0
White	6	1.4	10	40.0
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 Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	86	20.7
Economically disadvantaged	363	87.3
Limited English proficient (LEP)	21	5.0
Special education	0	0.0
Talented and Gifted (TAG)	156	37.5

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Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	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
	2015	107	10	9.3	0	0.0	0	0.0	95	88.8	1	0.9	1	0.9
10	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
	2015	103	13	12.6	0	0.0	0	0.0	89	86.4	1	1.0	0	0.0
11	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
	2015	105	9	8.6	0	0.0	1	1.0	94	89.5	1	1.0	0	0.0
12	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
	2015	101	15	14.9	1	1.0	1	1.0	81	80.2	3	3.0	0	0.0
9-12	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
	2015	416	47	11.3	1	0.2	2	0.5	359	86.3	6	1.4	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	2013	114	86	75.4	3	2.6	1	0.9	15	13.2	53	46.5	17	14.9	41.2	58.8	0.9
	2014	101	78	77.2	7	6.9	0	0.0	17	16.8	44	43.6	18	17.8	42.6	57.4	0.0
	2015	107	99	92.5	9	8.4	0	0.0	24	22.4	42	39.3	29	27.1	54.2	45.8	0.0
10	2013	103	83	80.6	3	2.9	0	0.0	17	16.5	45	43.7	0	0.0	44.7	55.3	0.0
	2014	113	91	80.5	3	2.7	1	0.9	24	21.2	53	46.9	1	0.9	41.6	58.4	0.0
	2015	103	88	85.4	6	5.8	0	0.0	19	18.4	44	42.7	1	1.0	43.7	56.3	0.0
11	2013	94	76	80.9	2	2.1	0	0.0	14	14.9	33	35.1	0	0.0	36.2	63.8	0.0
	2014	104	84	80.8	3	2.9	0	0.0	25	24.0	45	43.3	1	1.0	45.2	54.8	0.0
	2015	105	91	86.7	3	2.9	0	0.0	20	19.0	47	44.8	0	0.0	43.8	56.2	0.0
12	2013	90	80	88.9	1	1.1	0	0.0	20	22.2	11	12.2	0	0.0	35.6	64.4	0.0
	2014	95	80	84.2	2	2.1	0	0.0	12	12.6	10	10.5	0	0.0	36.8	63.2	0.0
	2015	101	85	84.2	3	3.0	0	0.0	23	22.8	23	22.8	0	0.0	44.6	55.4	0.0
9-12	2013	401	325	81.0	9	2.2	1	0.2	66	16.5	142	35.4	17	4.2	39.7	60.3	0.2
	2014	413	333	80.6	15	3.6	1	0.2	78	18.9	152	36.8	20	4.8	41.6	58.4	0.0
	2015	416	363	87.3	21	5.0	0	0.0	86	20.7	156	37.5	30	7.2	46.6	53.4	0.0

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2013	114	11,129	112	98.5	10,482	94.2	0	0.0	28.3	114	9,408	100.0	84.5
	2014	101	10,855	100	99.6	10,244	94.4	0	0.0	25.4	101	9,137	100.0	84.2
	2015	106	11,577	105	99.1	10,921	94.3	0	0.0	24.5	105	9,789	99.4	84.6
10	2013	103	9,329	101	98.1	8,810	94.4	4	3.9	20.5	103	8,101	100.0	86.8
	2014	112	9,895	109	97.3	9,365	94.6	1	0.9	17.5	110	8,683	97.9	87.7
	2015	104	9,928	103	98.6	9,383	94.5	0	0.0	18.1	103	8,616	99.1	86.8
11	2013	97	8,442	95	97.9	7,940	94.1	0	0.0	18.9	97	7,454	100.0	88.3
	2014	103	8,457	102	98.2	8,002	94.6	0	0.0	14.7	104	7,577	100.0	89.6
	2015	106	8,742	103	97.5	8,258	94.5	0	0.0	14.6	105	7,728	99.3	88.4
12	2013	88	8,460	87	98.2	7,915	93.6	2	2.3	14.4	90	7,456	100.0	88.1
	2014	94	8,059	92	97.5	7,576	94.0	0	0.0	6.0	94	7,152	99.6	88.7
	2015	101	8,362	99	98.4	7,893	94.4	0	0.0	14.2	101	7,395	100.0	88.4
9-12	2013	402	37,360	395	98.2	35,147	94.1	6	1.5	21.1	404	32,419	100.0	86.8
	2014	411	37,266	403	98.2	35,187	94.4	1	0.2	16.7	409	32,549	99.5	87.3
	2015	416	38,609	410	98.4	36,456	94.4	0	0.0	18.4	414	33,528	99.4	86.8

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

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Teachers: 25

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	7	28.0
Hispanic	8	32.0
White	10	40.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	15	60.0
Male	10	40.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2012-13	5.4	100.0
2013-14	4.1	81.8
2014-15	7.6	90.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	2	8.0
2	0	0.0
3	0	0.0
4	3	12.0
5	2	8.0
1-3	2	8.0
More than 3	23	92.0
1 - 5	7	28.0
6 - 10	7	28.0
11 - 20	7	28.0
More than 20	4	16.0

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

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PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2013												
	2014	*	100.0	98.8	98.7		100.0	94.1		97.6	100.0	99.0	50.9
	2015	*	100.0	97.9	97.4		100.0	95.8		96.6	100.0	98.1	58.8
Tests Taken	2013												
	2014	1	12	86	75		7	17		41	58	99	13,789
	2015	1	10	95	77		9	24		58	49	107	10,840
ENGLISH II	2013												
	2014	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	54.8
	2015	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	60.5
Tests Taken	2013												
	2014	1	13	100	93	1	3	24		48	67	115	10,943
	2015	1	13	87	79		6	19		44	57	101	9,225

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2013												
	2014	*	0	1	1		0	1		1	0	1	6,774
	2015	*	0	2	2		0	1		2	0	2	4,464
Tests Taken	2013												
	2014	1	12	86	75		7	17		41	58	99	13,789
	2015	1	10	95	77		9	24		58	49	107	10,840
ENGLISH II	2013												
	2014	*	0	0	0	*	*	0		0	0	0	4,948
	2015	*	0	0	0		0	0		0	0	0	3,643
Tests Taken	2013												
	2014	1	13	100	93	1	3	24		48	67	115	10,943
	2015	1	13	87	79		6	19		44	57	101	9,225

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2013												
	2014	*	8.3	15.1	18.7		14.3	11.8		7.3	20.7	15.2	3.2
	2015	*	30.0	8.4	11.7		11.1	4.2		8.6	12.2	10.3	5.1
Tests Taken	2013												
	2014	1	12	86	75		7	17		41	58	99	13,789
	2015	1	10	95	77		9	24		58	49	107	10,840
ENGLISH II	2013												
	2014	*	7.7	9.0	9.7	*	*	0.0		4.2	11.9	8.7	2.7
	2015	*	0.0	4.6	5.1		0.0	5.3		2.3	5.3	4.0	2.6
Tests Taken	2013												
	2014	1	13	100	93	1	3	24		48	67	115	10,943
	2015	1	13	87	79		6	19		44	57	101	9,225

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1[1]	1. Average Rating Short Answer #2[1]	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Expository Composition[2]	5. Revision	6. Editing
2013								
2014	81.0	1.9	1.8	74.8	81.1	5.3	84.3	73.1
2015	80.2	2.0	1.9	79.4	80.1	5.1	79.9	76.6

ENGLISH II	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1[1]	1. Average Rating Short Answer #2[1]	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Persuasive Composition[2]	5. Revision	6. Editing
2013								
2014	89.6	1.7	1.9	69.2	88.3	6.1	77.8	81.0
2015	91.9	1.8	1.9	78.4	86.3	5.3	80.0	87.3

[1]Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary
[2]Average score points (0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

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PERCENTAGE SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2013**		100.0	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
	2015	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	80.0
Tests Taken	**2013**		7	36	31		1	9		15	28	43	9,251
	2014	1	7	35	32		3	9		19	24	43	9,524
	2015	1	6	48	37		4	12		33	23	56	9,730

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2013**		0	1	0		*	0		0	1	1	2,540
	2014	*	0	1	1		*	1		0	1	1	2,099
	2015	*	0	0	0		*	0		0	0	0	1,947
Tests Taken	**2013**		7	36	31		1	9		15	28	43	9,251
	2014	1	7	35	32		3	9		19	24	43	9,524
	2015	1	6	48	37		4	12		33	23	56	9,730

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2013**		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
	2015	*	66.7	45.8	51.4		*	25.0		45.5	47.8	46.4	15.4
Tests Taken	**2013**		7	36	31		1	6		15	28	43	9,251
	2014	1	7	35	32		3	9		19	24	43	9,524
	2015	1	6	48	37		4	12		33	23	56	9,730

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	1. Functional Relationships	2. Properties and Attributes of Functions	3. Linear Functions	4. Linear Equations and Inequalities	5. Quadratic and Other Nonlinear Functions
2013	70.9	65.9	76.9	61.6	72.1
2014	75.3	76.0	72.6	69.3	74.4
2015	78.8	78.1	73.5	64.3	76.0

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**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
	2015	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	92.0
Tests Taken	**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
	2015	1	10	95	77		9	24		58	49	107	9,415

State of Texas Assessment of Academic Readiness End-Of-Course: SCIENCE

NUMBER UNSATISFACTORY (Level 1)

Test		Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY		**2013**	*	0	0	0	*	*	0		0	0	0	1,467
		2014	*	0	0	0		0	0		0	0	0	987
		2015	*	0	0	0		0	0		0	0	0	751
	Tests Taken	**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
		2015	1	10	95	77		9	24		58	49	107	9,415

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2013**	*	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
	2015	*	30.0	29.5	39.0		22.2	20.8		31.0	26.5	29.0	11.9
Tests Taken	**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
	2015	1	10	95	77		9	24		58	49	107	9,415

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

BIOLOGY	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
2013	62.7	70.6	79.0	74.6	75.2
2014	57.8	68.0	77.5	79.2	64.2
2015	65.8	73.3	78.9	68.6	80.4

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2013**												90.2
	2014	*	100.0	98.8	100.0		*	95.8		100.0	98.2	99.0	92.0
	2015	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	92.0
Tests Taken	**2013**												51
	2014	4	15	82	84		3	24		47	56	103	7,801
	2015	1	9	94	87		3	20		46	59	105	8,237

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2013**												5
	2014	*	0	1	0		*	1		0	1	1	625
	2015	*	0	0	0		*	0		0	0	0	663
Tests Taken	**2013**												51
	2014	4	15	82	84		3	24		47	56	103	7,801
	2015	1	9	94	87		3	20		46	59	105	8,237

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PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2013												2.0
	2014	*	33.3	11.0	13.1		*	4.2		21.3	7.1	13.6	10.3
	2015	*	88.9	60.6	67.8		*	30.0		69.6	59.3	63.8	20.5
Tests Taken	2013												51
	2014	4	15	82	84		3	24		47	56	103	7,801
	2015	1	9	94	87		3	20		46	59	105	8,237

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

U.S. HISTORY	1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
2013				
2014	65.2	73.6	70.4	78.3
2015	82.3	76.3	73.5	83.8

PERFORMANCE IN 2015

Grade 2014-15 (N Rated)	Domain: 2015 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (9)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	1	11.1	0	0.0
	Advanced High	9	100.0	9	100.0	9	100.0	8	88.9	9	100.0
10 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0
	Advanced High	6	100.0	6	100.0	5	83.3	6	100.0	6	100.0
ALL (21)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	2	9.5	1	4.8	0	0.0
	Advanced High	21	100.0	21	100.0	19	90.5	20	95.2	21	100.0

PROGRESSION FROM 2014 TO 2015

Number Rated Both Years N (%) Progressed	2015 Level	2014 Level Beg	Int	Adv	Adv High
5 **5 (100.0%)**	Beginning			0	
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		5
6 **6 (100.0%)**	Beginning			0	
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		6
17 **17 (100.0%)**	Beginning			0	
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		17

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

Test	Subtest	Year	Percent Tested %	Dist %	All Students N	Mean	% at BMRK*	African American N	Mean	% at BMRK*	Hispanic N	Mean	% at BMRK*	White N	Mean	% at BMRK*	District N	Mean	% at BMRK*
SAT	Critical Reading	**2012-13**	90.0	55.4	81	439	18.5	14	436	14.3	65	438	18.5	1	*	*	4,640	416	19.5
		2013-14	88.4	53.0	84	461	31.0	12	477	41.7	69	460	30.4	2	*	*	4,195	418	20.7
		2014-15	100.0	88.3	101	457	27.7	15	501	46.7	81	447	23.5	3	*	*	7,084	388	14.8
	Mathematics	**2012-13**	90.0	55.4	81	474	38.3	14	435	21.4	65	480	40.0	1	*	*	4,640	445	29.1
		2013-14	88.4	53.0	84	503	57.1	12	478	33.3	69	505	59.4	2	*	*	4,195	440	27.4
		2014-15	100.0	88.3	101	498	48.5	15	519	60.0	81	492	45.7	3	*	*	7,084	419	20.4
	Writing	**2012-13**	90.0	55.4	81	443	17.3	14	449	28.6	65	440	13.8	1	*	*	4,640	406	16.1
		2013-14	88.4	53.0	84	456	28.6	12	470	41.7	69	455	27.5	2	*	*	4,195	411	16.8
		2014-15	100.0	88.3	101	451	22.8	15	478	33.3	81	446	19.8	3	*	*	7,084	392	12.6
ACT	English	**2012-13**	58.9	29.3	53	18	47.2	14	18	50.0	37	17	43.2	1	*	*	2,452	16	34.1
		2013-14	69.5	42.1	66	18	59.1	9	18	44.4	55	19	61.8	1	*	*	3,328	15	29.3
		2014-15	96.0	86.6	97	18	53.6	15	22	93.3	78	17	46.2	2	*	*	6,946	14	25.1
	Mathematics	**2012-13**	58.9	29.3	53	20	37.7	14	18	21.4	37	21	40.5	1	*	*	2,452	19	24.4
		2013-14	69.5	42.1	66	21	42.4	9	19	33.3	55	21	41.8	1	*	*	3,328	18	21.8
		2014-15	96.0	86.6	97	20	38.1	15	21	53.3	78	20	34.6	2	*	*	6,946	17	14.9
	Reading	**2012-13**	58.9	29.3	53	20	35.8	14	20	35.7	37	19	32.4	1	*	*	2,452	17	26.5
		2013-14	69.5	42.1	66	20	33.3	9	20	44.4	55	20	32.7	1	*	*	3,328	17	17.4
		2014-15	96.0	86.6	97	20	33.0	15	24	80.0	78	19	23.1	2	*	*	6,946	16	14.9
	Science	**2012-13**	58.9	29.3	53	20	18.9	14	19	7.1	37	20	21.6	1	*	*	2,452	18	12.7
		2013-14	69.5	42.1	66	20	22.7	9	20	22.2	55	21	23.6	1	*	*	3,328	18	12.8
		2014-15	96.0	86.6	97	20	29.9	15	22	40.0	78	20	26.9	2	*	*	6,946	17	12.4
	Composite	**2012-13**	58.9	29.3	53	19	–	14	19	–	37	19	–	1	*	–	2,452	18	–
		2013-14	69.5	42.1	66	20	–	9	19	–	55	20	–	1	*	–	3,328	17	–
		2014-15	96.0	86.6	97	20	–	15	22	–	78	19	–	2	*	–	6,946	16	–

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

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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	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	*	*	8,855	36	23.3
		2014	104	43	51.0	13	45	76.9	90	42	46.7	1	*	*	0			8,669	36	23.6
	Mathematics	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	*	*	8,855	37	19.5
		2014	104	47	69.2	13	47	84.6	90	46	67.8	1	*	*	0			8,669	39	28.3
	Writing	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	*	*	8,855	36	21.0
		2014	104	41	42.3	13	43	46.2	90	41	41.1	1	*	*	0			8,669	34	18.4
11	Critical Reading	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
		2014	16	50	81.3	0			15	50	80.0	0			1	*	*	3,320	41	33.1
	Mathematics	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
		2014	16	52	87.5	0			15	53	86.7	0			1	*	*	3,320	44	38.4
	Writing	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
		2014	16	49	68.8	0			15	48	66.7	0			1	*	*	3,320	40	31.6

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

TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL (88)

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

ALL EXAMS

| 220 | 20,715 | 2.2 | 1.9 | 72 | 32.7 | 26.0 |

Calculus BC

| 11 | 282 | 2.5 | 3.4 | 6 | 54.5 | 73.4 |

Human Geography

| 19 | 1,090 | 3.5 | 2.0 | 13 | 68.4 | 32.9 |

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

Biology

| 29 | 813 | 2.2 | 2.1 | 6 | 20.7 | 27.6 |

English Language & Composition

| 48 | 3,194 | 2.2 | 1.7 | 16 | 33.3 | 16.4 |

Statistics

| 7 | 599 | 1.0 | 2.0 | 0 | 0.0 | 32.6 |

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

Calculus AB

| 33 | 989 | 1.7 | 2.3 | 7 | 21.2 | 39.1 |

Environmental Science

| 24 | 989 | 2.9 | 1.9 | 13 | 54.2 | 25.1 |

United States History

| 49 | 2,401 | 1.8 | 1.5 | 11 | 22.4 | 14.2 |

TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL (88)

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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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
55	57.4	74.4	84.5	86.3	78.2	100.0	43.2	80.7

ALGEBRA II

| 17 | 60.3 | 79.1 | 85.3 | 86.4 | 100.0 | 100.0 | 52.7 | 84.5 |

ALGEBRA II PRE-AP

| 82 | 55.7 | 76.7 | 90.1 | 92.5 | 89.0 | 100.0 | 62.9 | 90.4 |

BIOLOGY

| 2 | * | * | * | * | * | * | 68.9 | * |

BIOLOGY PRE-AP

| 103 | 63.6 | 74.0 | 80.9 | 82.1 | 65.0 | 96.1 | 72.8 | 91.3 |

CHEMISTRY PRE-AP

| 104 | 69.8 | 79.9 | 80.6 | 80.7 | 84.6 | 96.2 | 69.4 | 94.9 |

ECONOMICS (SEM 2

| | | | | | | | | |

ENGLISH I

| 2 | * | * | * | * | * | * | 55.2 | * |

ENGLISH I PRE-AP

| 102 | 65.6 | 72.8 | 87.1 | 89.7 | 70.6 | 100.0 | 74.6 | 95.3 |

ENGLISH II PRE-AP

| 102 | 64.4 | 76.3 | 84.3 | 85.7 | 83.3 | 99.0 | 74.9 | 93.1 |

ENGLISH III

| 59 | 58.8 | 76.2 | 85.2 | 86.7 | 96.6 | 100.0 | 57.6 | 88.9 |

SEMESTER 2 TESTS

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

ALGEBRA I

| | | | | | | | | |

ALGEBRA II

| 17 | 47.5 | 72.8 | 82.9 | 84.7 | 64.7 | 94.1 | 59.8 | 81.7 |

ALGEBRA II PRE-AP

| 82 | 56.6 | 77.5 | 90.0 | 92.2 | 84.1 | 100.0 | 73.8 | 89.0 |

BIOLOGY

| | | | | | | | | |

BIOLOGY PRE-AP

| | | | | | | | | |

CHEMISTRY PRE-AP

| 103 | 73.8 | 78.8 | 82.0 | 82.6 | 85.4 | 98.0 | 70.8 | 92.6 |

ECONOMICS (SEM 2

| 1 | * | * | * | * | * | * | 50.0 | * |

ENGLISH I

| 1 | * | * | * | * | * | * | 62.8 | * |

ENGLISH I PRE-AP

| 106 | 75.5 | 77.8 | 88.4 | 90.2 | 79.2 | 100.0 | 81.8 | 95.6 |

ENGLISH II PRE-AP

| 101 | 70.7 | 77.5 | 89.7 | 91.8 | 81.2 | 100.0 | 74.3 | 94.1 |

ENGLISH III

| 56 | 66.5 | 77.7 | 82.8 | 83.7 | 92.9 | 100.0 | 54.5 | 86.1 |

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								
30	68.4	75.7	86.1	87.9	86.7	100.0	69.0	91.8
ENVIRONMENTAL SYSTEMS								
13	76.2	84.2	89.8	90.7	100.0	100.0	73.8	94.1
GEOMETRY								
25	61.9	79.9	82.3	82.7	92.0	100.0	56.7	87.3
GEOMETRY PRE-AP								
68	61.4	79.7	84.1	85.0	88.2	100.0	64.2	93.9
GOVERNMENT								
24	62.4	71.8	85.0	87.4	75.0	100.0	62.5	94.6
MATHEMATICAL MODELS W/APPLICATIONS								
91	67.3	82.8	90.2	91.4	98.9	100.0	47.4	86.2
PHYSICS								
40	67.3	78.2	77.5	77.3	85.0	92.5	44.7	81.4
PHYSICS PRE-AP								
66	77.8	83.3	83.7	83.7	93.9	96.9	61.1	94.4
PRE-CALCULUS								
30	60.1	76.1	81.0	81.9	86.7	93.1	51.9	86.2
PRE-CALCULUS PRE-AP								
17	61.1	76.7	85.7	87.3	82.4	100.0	68.8	92.4
SPANISH I								
62	94.9	95.7	89.0	87.8	98.4	100.0	78.1	92.4

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								
ENVIRONMENTAL SYSTEMS								
10	77.0	79.7	88.8	90.4	90.0	100.0	65.8	84.4
GEOMETRY								
29	62.6	81.6	87.9	89.0	86.2	100.0	59.3	85.2
GEOMETRY PRE-AP								
64	57.6	79.1	89.4	91.2	89.1	100.0	68.1	91.1
GOVERNMENT								
MATHEMATICAL MODELS W/APPLICATIONS								
85	66.9	83.7	90.3	91.5	100.0	100.0	53.0	85.6
PHYSICS								
40	59.4	75.6	75.3	75.3	75.0	80.0	61.8	82.8
PHYSICS PRE-AP								
64	68.6	76.5	82.6	83.7	78.1	95.3	69.8	92.1
PRE-CALCULUS								
20	52.0	76.4	80.0	80.7	80.0	100.0	52.6	86.2
PRE-CALCULUS PRE-AP								
14	49.5	75.2	85.7	87.6	78.6	100.0	68.6	91.2
SPANISH I								
51	90.2	93.5	89.9	89.3	98.0	100.0	80.6	90.7

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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 II

91	88.2	89.9	90.0	90.1	91.2	98.9	75.3	93.3

U.S. HISTORY

9	65.9	73.8	81.1	82.4	66.7	88.9	57.1	83.8

WORLD GEOGRAPHY

2	*	*	*	*	*	*	53.1	*

WORLD GEOGRAPHY PRE-AP

102	72.1	79.1	87.8	89.3	90.2	100.0	82.6	96.2

WORLD HISTORY PRE-AP

104	84.8	88.6	86.3	85.9	98.1	100.0	82.5	97.3

SEMESTER 2 TESTS

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

SPANISH II

88	75.0	83.3	89.0	90.0	77.3	98.8	82.2	92.2

U.S. HISTORY

WORLD GEOGRAPHY

2	*	*	*	*	*	*	58.5	*

WORLD GEOGRAPHY PRE-AP

105	73.1	79.3	86.5	87.8	85.7	100.0	81.6	92.8

WORLD HISTORY PRE-AP

103	81.0	83.7	86.9	87.4	95.1	100.0	69.1	94.4