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

Data Packet

for 2017-18 Planning

School Number 90

August 14, 2017

W.L. LASSITER, JR. EARLY COLLEGE HIGH SCHOOL

STUDENTS AND STAFF

STAAR

ENGLISH PROFICIENCY

COLLEGE READINESS

LOCAL ASSESSMENT

2016-17 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- "New" students were new to the district in 2016-17. They are counted as new if not enrolled in a district campus before the last day of the 2015-16 school year.
- The "retention rate" is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2015-16 and 2016-17.

ATTENDANCE

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

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator "# of teachers assigned to the school both that year and the prior year" and denominator "# of teachers assigned to the school for the prior year." Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

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

• Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

• STAAR statistics for years prior to 2016-17 include results from all STAAR tests (STAAR, STAAR A, and STAAR L) for comparability to statistics beginning 2016-17, when STAAR A and STAAR L were discontinued.

• Performance standard labels have changed. "Approached Grade Level" is comparable to Level 2: Satisfactory (2015-16 standard). "Met Grade Level" is equivalent to Level 2: Satisfactory (final standard). "Mastered Grade Level" is equivalent to Level 3: Advanced. Statistics for a performance level (such as "Percentage Approached Grade Level") include all scores at or above that level.

• Statistics by reporting category are averages for all students (across student groups and genders).

• "Average percentage correct" is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. Additional details provided in report footnotes.

• EOC statistics are based on scores from students testing for the first time during fall or spring administrations.

TELPAS

• Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.

• If a student's composite rating did not increase at least one level from 2016 to 2017, the TEA did not report the 2016 composite rating.

• If a student is rated as advanced high in 2017, the TEA does not differentiate between the advanced and advanced high levels from 2016.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

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

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

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

• A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.

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

COLLEGE READINESS

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

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

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

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

- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.

- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks"represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject" (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. (These benchmark scores are applicable only to scores earned on the new SAT, first administered in March 2016.) ACT's college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.

- New PSAT scores range from 200 to 800. PSAT is administered once each year in the fall. District students taking PSAT are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a PSAT score for that year.

- PSAT/NMSQT college and career readiness benchmarks"represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject" (TCB). The College Board has determined PSAT benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510. (These benchmarks are applicable only to scores earned on the new PSAT, first administered in the fall of 2015.)

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

STUDENT ENROLLMENT

Grade	Enrollment
9	61
10	60
11	57
12	59
ALL	237

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	**Percent**	**Number**	**Percent**
Black/African American	30	12.7	7	43.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	3	1.3	*	*
Hispanic	194	81.9	1	6.3
White	10	4.2	7	43.8
Multiple	0	0.0	1	6.3
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	53	22.4
Economically disadvantaged	197	83.1
Limited English proficient (LEP)	13	5.5
Special education	2	0.8
Talented and Gifted (TAG)	49	20.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2015	61	9	14.8	0	0.0	2	3.3	45	73.8	5	8.2	0	0.0
	2016	64	8	12.5	0	0.0	0	0.0	54	84.4	2	3.1	0	0.0
	2017	61	10	16.4	0	0.0	0	0.0	49	80.3	2	3.3	0	0.0
10	2015	65	9	13.8	0	0.0	1	1.5	54	83.1	1	1.5	0	0.0
	2016	61	8	13.1	0	0.0	2	3.3	46	75.4	5	8.2	0	0.0
	2017	60	7	11.7	0	0.0	0	0.0	51	85.0	2	3.3	0	0.0
11	2015	59	8	13.6	2	3.4	3	5.1	43	72.9	3	5.1	0	0.0
	2016	64	7	10.9	0	0.0	1	1.6	55	85.9	1	1.6	0	0.0
	2017	57	7	12.3	0	0.0	2	3.5	43	75.4	5	8.8	0	0.0
12	2015	51	8	15.7	0	0.0	0	0.0	39	76.5	2	3.9	0	0.0
	2016	56	7	12.5	2	3.6	3	5.4	41	73.2	3	5.4	0	0.0
	2017	59	6	10.2	0	0.0	1	1.7	51	86.4	1	1.7	0	0.0
9-12	2015	236	34	14.4	2	0.8	6	2.5	181	76.7	11	4.7	0	0.0
	2016	245	30	12.2	2	0.8	6	2.4	196	80.0	11	4.5	0	0.0
	2017	237	30	12.7	0	0.0	3	1.3	194	81.9	10	4.2	0	0.0

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Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	2015	61	48	78.7	6	9.8	1	1.6	19	31.1	12	19.7	23	37.7	42.6	57.4	0.0
	2016	64	56	87.5	7	10.9	0	0.0	20	31.3	20	31.3	10	15.6	35.9	64.1	0.0
	2017	61	54	88.5	8	13.1	1	1.6	13	21.3	25	41.0	9	14.8	47.5	52.5	0.0
10	2015	65	54	83.1	8	12.3	0	0.0	23	35.4	0	0.0	4	6.2	38.5	61.5	0.0
	2016	61	50	82.0	1	1.6	1	1.6	15	24.6	0	0.0	0	0.0	44.3	55.7	0.0
	2017	60	49	81.7	2	3.3	0	0.0	15	25.0	4	6.7	0	0.0	33.3	66.7	0.0
11	2015	59	50	84.7	4	6.8	0	0.0	19	32.2	20	33.9	0	0.0	44.1	55.9	0.0
	2016	64	51	79.7	2	3.1	0	0.0	19	29.7	19	29.7	0	0.0	39.1	60.9	0.0
	2017	57	47	82.5	1	1.8	1	1.8	12	21.1	18	31.6	0	0.0	47.4	52.6	0.0
12	2015	51	45	88.2	0	0.0	0	0.0	7	13.7	4	7.8	1	2.0	41.2	58.8	0.0
	2016	56	45	80.4	1	1.8	0	0.0	10	17.9	0	0.0	0	0.0	42.9	57.1	0.0
	2017	59	47	79.7	2	3.4	0	0.0	13	22.0	2	3.4	0	0.0	39.0	61.0	0.0
9-12	2015	236	197	83.5	18	7.6	1	0.4	68	28.8	36	15.3	28	11.9	41.5	58.5	0.0
	2016	245	202	82.4	11	4.5	1	0.4	64	26.1	39	15.9	10	4.1	40.4	59.6	0.0
	2017	237	197	83.1	13	5.5	2	0.8	53	22.4	49	20.7	9	3.8	41.8	58.2	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	2015	60	11,577	59	98.3	10,921	94.3	0	0.0	24.5	61	9,789	100.0	84.6
	2016	62	11,813	61	98.9	11,053	93.6	0	0.0	26.2	64	9,913	100.0	83.9
	2017	58	11,759	57	99.0	10,936	93.0	0	0.0	25.7	61	9,766	100.0	83.1
10	2015	64	9,928	62	97.8	9,383	94.5	0	0.0	18.1	64	8,616	100.0	86.8
	2016	59	10,202	58	98.1	9,595	94.1	0	0.0	19.4	60	8,845	100.0	86.7
	2017	58	10,329	56	97.9	9,713	94.0	0	0.0	16.3	59	9,045	100.0	87.6
11	2015	58	8,742	57	97.3	8,258	94.5	0	0.0	14.6	59	7,728	100.0	88.4
	2016	62	8,384	61	97.7	7,906	94.3	0	0.0	16.9	64	7,400	100.0	88.3
	2017	54	8,543	53	98.4	8,088	94.7	1	1.8	13.7	57	7,756	100.0	90.8
12	2015	50	8,362	49	98.8	7,893	94.4	0	0.0	14.2	51	7,395	100.0	88.4
	2016	54	8,426	53	98.9	7,965	94.5	1	1.9	10.2	55	7,523	100.0	89.3
	2017	55	8,197	54	97.8	7,762	94.7	0	0.0	6.4	56	7,365	100.0	89.8
9-12	2015	232	38,609	227	98.0	36,456	94.4	0	0.0	18.4	235	33,528	100.0	86.8
	2016	237	38,826	234	98.4	36,519	94.1	1	0.4	18.9	243	33,681	100.0	86.7
	2017	225	38,829	221	98.3	36,498	94.0	1	0.4	16.5	233	33,932	100.0	87.4

Teachers: 16

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	7	43.8
Hispanic	1	6.3
White	7	43.8
Multiple	1	6.3
Other	0	0.0

Gender	Number	Percentage
Female	10	62.5
Male	6	37.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	4.4	100.0
2015-16	4.5	92.9
2016-17	5.5	85.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	3	18.8
4	2	12.5
5	0	0.0
1-3	3	18.8
More than 3	13	81.3
1 - 5	5	31.3
6 - 10	1	6.3
11 - 20	6	37.5
More than 20	4	25.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	**2015**	*	100.0	97.8	100.0	*	*	95.0		100.0	97.1	98.3	56.8
	2016	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	57.6
	2017	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	58.7
Tests Taken	**2015**	4	9	46	12	1	4	20		26	34	60	11,241
	2016	2	8	54	46	2	4	19		22	42	64	10,771
	2017	2	9	50	58		6	10		29	32	61	11,092
ENGLISH II	**2015**	*	88.9	96.3	88.9	*	75.0	87.5		92.3	97.6	95.5	58.4
	2016	*	100.0	95.6	94.4	*	*	87.5		96.0	97.1	96.6	57.8
	2017	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	60.3
Tests Taken	**2015**	3	9	54	27	2	8	24		26	41	67	9,583
	2016	4	8	45	36	1	1	16		25	34	59	9,550
	2017	2	8	50	49		2	10		20	40	60	9,822

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2015	*	0	1	0	*	*	1		0	1	1	4,851
	2016	*	0	0	0	*	*	0		0	0	0	4,569
	2017	*	0	0	0		0	0		0	0	0	4,577
Tests Taken	2015	4	9	46	12	1	4	20		26	34	60	11,241
	2016	2	8	54	46	2	4	19		22	42	64	10,771
	2017	2	9	50	58		6	10		29	32	61	11,092
ENGLISH II	2015	*	1	2	3	*	2	3		2	1	3	3,986
	2016	*	0	2	2	*	*	2		1	1	2	4,028
	2017	*	0	0	0		*	0		0	0	0	3,895
Tests Taken	2015	3	9	54	27	2	8	24		26	41	67	9,583
	2016	4	8	45	36	1	1	16		25	34	59	9,550
	2017	2	8	50	49		2	10		20	40	60	9,822

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2015	*	88.9	93.5	75.0	*	*	80.0		92.3	94.1	93.3	35.3
	2016	*	100.0	92.6	91.3	*	*	84.2		90.9	95.2	93.8	38.3
	2017	*	77.8	82.0	79.3		100.0	100.0		62.1	96.9	80.3	41.2
Tests Taken	2015	4	9	46	12	1	4	20		26	34	60	11,241
	2016	2	8	54	46	2	4	19		22	42	64	10,771
	2017	2	9	50	58		6	10		29	32	61	11,092
ENGLISH II	2015	*	66.7	79.6	66.7	*	25.0	50.0		84.6	75.6	79.1	35.2
	2016	*	87.5	77.8	80.6	*	*	68.8		80.0	82.4	81.4	36.9
	2017	*	75.0	76.0	67.3		*	90.0		70.0	75.0	73.3	42.1
Tests Taken	2015	3	9	54	27	2	8	24		26	41	67	9,583
	2016	4	8	45	36	1	1	16		25	34	59	9,550
	2017	2	8	50	49		2	10		20	40	60	9,822

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2015	*	22.2	30.4	0.0	*	*	15.0		26.9	38.2	33.3	4.9
	2016	*	37.5	25.9	30.4	*	*	5.3		27.3	28.6	28.1	5.1
	2017	*	44.4	50.0	46.6		50.0	30.0		31.0	62.5	47.5	6.3
Tests Taken	2015	4	9	46	12	1	4	20		26	34	60	11,241
	2016	2	8	54	46	2	4	19		22	42	64	10,771
	2017	2	9	50	58		6	10		29	32	61	11,092
ENGLISH II	2015	*	22.2	14.8	3.7	*	0.0	0.0		11.5	19.5	16.4	2.5
	2016	*	25.0	31.1	33.3	*	*	12.5		16.0	41.2	30.5	4.4
	2017	*	25.0	18.0	22.4		*	0.0		5.0	25.0	18.3	4.9
Tests Taken	2015	3	9	54	27	2	8	24		26	41	67	9,583
	2016	4	8	45	36	1	1	16		25	34	59	9,550
	2017	2	8	50	49		2	10		20	40	60	9,822

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1[1]	1. Average Rating Short Answer #2[1]	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition[2]	5. Revision (Writing)	6. Editing (Writing)
2015	78.3	2.0	1.9	78.8	81.8	5.7	81.8	80.5
2016	79.9	2.0	1.9	74.7	85.1	5.1	83.9	86.9
2017	78.1	–	–	76.8	79.6	6.0	94.2	101.5

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1[1]	1. Average Rating Short Answer #2[1]	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition[2]	5. Revision (Writing)	6. Editing (Writing)
2015	77.9	1.9	1.8	76.8	79.8	5.3	75.3	81.8
2016	83.1	2.0	1.8	86.0	83.5	5.7	83.7	79.5
2017	76.0	–	–	75.9	77.7	6.3	92.0	95.2

[1]Short answer items discontinued in 2017. Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary
[2]Average score points (0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

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PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2015**	*	100.0	93.8	100.0	*	*	90.9		100.0	92.9	96.2	76.0
	2016		*	100.0	96.0	*	*	93.3		100.0	95.5	97.1	77.7
	2017	*	*	100.0	100.0		*	100.0		100.0	100.0	100.0	83.5
Tests Taken	**2015**	1	9	16	11	1	3	15		12	14	26	10,617
	2016		3	31	25	1	4	15		12	22	34	10,526
	2017	1	1	17	17		3	6		9	10	19	10,240

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2015**	*	0	1	0	*	*	1		0	1	1	2,546
	2016		*	0	1	*	*	1		0	1	1	2,345
	2017	*	*	0	0		*	0		0	0	0	1,692
Tests Taken	**2015**	1	9	16	11	1	3	15		12	14	26	10,617
	2016		3	31	25	1	4	15		12	22	34	10,526
	2017	1	1	17	17		3	6		9	10	19	10,240

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2015**	*	100.0	87.5	100.0	*	*	81.8		100.0	85.7	92.3	33.8
	2016		*	100.0	92.0	*	*	86.7		100.0	90.9	94.1	43.0
	2017	*	*	100.0	100.0		*	100.0		100.0	100	100.0	47.9
Tests Taken	**2015**	1	9	16	11	1	3	11		12	14	26	10,617
	2016		3	31	25	1	4	15		12	22	34	10,526
	2017	1	1	17	17		3	6		9	10	19	10,240

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2015**	*	66.7	62.5	45.5	*	*	36.4		75.0	57.1	65.4	14.2
	2016		*	87.1	84.0	*	*	66.7		91.7	77.3	82.4	19.7
	2017	*	*	100.0	100.0		*	100.0		100.0	100.0	100.0	23.1
Tests Taken	**2015**	1	9	16	11	1	3	11		12	14	26	10,617
	2016		3	31	25	1	4	15		12	22	34	10,526
	2017	1	1	17	17		3	6		9	10	19	10,240

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	1. Number and Algebraic Methods	2. Describing and Graphing Linear Functions, Equations, and Inequalities	3. Writing and Solving Linear Functions, Equations, and Inequalities	4. Quadratic Functions and Equations	5. Exponential Functions and Equations
2015	85.1	77.2	75.9	72.7	78.2
2016	84.8	85.0	84.0	87.2	74.5
2017	92.3	86.8	93.2	93.8	89.5

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

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2015**	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.6
	2016	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	84.9
	2017	*	100.0	100.0	100.0		*	*		100.0	100.0	100.0	86.4
Tests Taken	**2015**	5	10	46	15	1	4	16		27	36	63	10,227
	2016	2	8	54	48		3	20		22	42	64	9,680
	2017	2	10	49	57		2	4		30	31	61	9,622

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2015**	*	0	0	0	*	*	0		0	0	0	1,270
	2016	*	0	0	0			*	0		0	0	0	1,466
	2017	*	0	0	0			*	*		0	0	0	1,310
Tests Taken	**2015**	5	10	46	15	1	4	16		27	36	63	10,227
	2016	2	8	54	48		3	20		22	42	64	9,680
	2017	2	10	49	57		2	4		30	31	61	9,622

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2015**	*	70.0	69.6	93.3	*	*	43.8		70.4	75.0	73.0	46.1
	2016	*	87.5	79.6	79.2		*	60.0		90.9	76.2	81.3	50.6
	2017	*	60.0	59.2	56.1		*	*		60.0	58.1	59.0	54.0
Tests Taken	**2015**	5	10	46	15	1	4	16		27	36	63	10,227
	2016	2	8	54	48		3	20		22	42	64	9,680
	2017	2	10	49	57		2	4		30	31	61	9,622

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2015**	*	0.0	19.6	46.7	*	*	6.3		18.5	22.2	20.6	10.9
	2016	*	37.5	20.4	22.9		*	10.0		22.7	21.4	21.9	13.2
	2017	*	40.0	46.9	43.9		*	*		53.3	38.7	45.9	15.1
Tests Taken	**2015**	5	10	46	15	1	4	16		27	36	63	10,227
	2016	2	8	54	48		3	20		22	42	64	9,680
	2017	2	10	49	57		2	4		30	31	61	9,622

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

BIOLOGY	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
2015	63.8	70.6	73.8	58.9	72.4
2016	69.0	70.7	78.4	67.8	70.9
2017	78.5	81.7	84.3	79.1	82.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2015**	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	89.5
	2016	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	91.5
	2017	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	92.8
Tests Taken	**2015**	3	8	43	45		4	19		25	34	59	8,635
	2016	1	7	55	39		2	19		25	39	64	9,316
	2017	5	7	43	41	1	1	12		27	30	57	8,230

State of Texas Assessment of Academic Readiness End-Of-Course: SOCIAL STUDIES

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2015**	*	0	0	0		*	0		0	0	0	907
	2016	*	0	0	0		*	0		0	0	0	795
	2017	*	0	0	0	*	*	0		0	0	0	593
Tests Taken	**2015**	3	8	43	45		4	19		25	34	59	8,635
	2016	1	7	55	39		2	19		25	39	64	9,316
	2017	5	7	43	41	1	1	12		27	30	57	8,230

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2015**	*	87.5	90.7	86.7		*	78.9		92.0	88.2	89.8	55.3
	2016	*	85.7	98.2	97.4		*	89.5		96.0	97.4	96.9	63.2
	2017	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	65.2
Tests Taken	**2015**	3	8	43	45		4	19		25	34	59	8,635
	2016	1	7	55	39		2	19		25	39	64	9,316
	2017	5	7	43	41	1	1	12		27	30	57	8,230

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2015**	*	50.0	72.1	68.9		*	47.4		84.0	58.8	69.5	19.6
	2016	*	42.9	78.2	74.4		*	42.1		88.0	66.7	75.0	26.5
	2017	*	100.0	95.3	97.6	*	*	83.3		88.9	100.0	94.7	30.8
Tests Taken	**2015**	3	8	43	45		4	19		25	34	59	8,635
	2016	1	7	55	39		2	19		25	39	64	9,316
	2017	5	7	43	41	1	1	12		27	30	57	8,230

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

U.S. HISTORY	1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
2015	82.1	82.3	72.9	83.9
2016	84.4	84.8	84.7	85.4
2017	93.5	91.7	88.8	88.7

PERFORMANCE IN 2017

Grade 2016-17 (N Rated)	Domain: 2017 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (8)	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	0	0.0	0	0.0
	Advanced High	8	100.0	8	100.0	8	100.0	8	100.0	8	100.0
ALL (13)	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	7.7	1	7.7	1	7.7
	Advanced High	13	100.0	13	100.0	12	92.3	12	92.3	12	92.3

PROGRESSION FROM 2016 TO 2017

Number Rated Both Years N (%) Progressed	2017 Level	2016 Level Beg	Int	Adv	Adv High
6 **6 (100.0%)**	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		6
9 **9 (100.0%)**	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		9

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

PERCENTAGE BY PROFICIENCY LEVEL

Grade	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
		N	%	N	%	N	%	N	%	N	%	N	%
9	4			*	*							*	*
10	3					*	*					*	*
11	2			*	*							*	*
12	1											*	*
ALL	10			*	*	*	*					7	70.0

SEMESTER 1 TESTS

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

SEMESTER 2 TESTS

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

High School Exams

SEMESTER 1 TESTS

Subject	Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP %Passing	Course %Passing	ACP District %Passing	Course District %Passing
ALGEBRA I	18	89.3	93.2			100.0		51.6	81.8
ALGEBRA II	26	80.3	86.9			100.0		49.5	85.9
ALGEBRA II PRE-AP	19	78.0	86.8			100.0		68.9	92.8
ASTRONOMY	12	66.7	80.0			100.0		52.7	88.5
BIOLOGY PRE-AP	26	67.9	79.9			84.6		67.8	93.2
CHEMISTRY	43	75.4	87.3			100.0		45.5	82.4
ENGLISH I	29	86.6	89.5			100.0		59.1	81.9
ENGLISH II	37	76.6	86.0			100.0		63.8	86.9
ENGLISH III	19	88.9	92.6			100.0		66.3	90.4
GEOMETRY PRE-AP	43	69.6	84.3			97.7		66.2	92.6

SEMESTER 2 TESTS

Subject	Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP %Passing	Course %Passing	ACP District %Passing	Course District %Passing
ALGEBRA I									
ALGEBRA II	25	74.1	86.6	77.9	76.3	100.0	100.0	67.7	87.6
ALGEBRA II PRE-AP	19	71.0	83.9	82.4	82.1	94.7	100.0	73.4	93.5
ASTRONOMY	6	56.1	76.9	85.0	86.4	83.3	100.0	42.4	81.4
BIOLOGY PRE-AP									
CHEMISTRY	42	73.3	86.2	88.6	89.0	100.0	100.0	57.1	81.6
ENGLISH I									
ENGLISH II									
ENGLISH III	19	83.7	88.9	86.7	86.3	100.0	100.0	57.8	87.1
GEOMETRY PRE-AP	43	88.0	92.8	89.9	89.4	100.0	100.0	71.7	92.7

SEMESTER 1 TESTS

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

HS HEALTH EDUCATION

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
25	88.9	92.5			100.0		79.9	95.8

PHYSICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
47	66.0	83.3			95.7		45.1	85.8

SEMESTER 2 TESTS

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

HS HEALTH EDUCATION

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

PHYSICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
47	61.7	81.2	80.0	79.9	93.6	95.7	59.1	85.4

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	**2014-15***																	
		2015-16	100.0	89.1	56	509	71.4	7	487	57.1	41	505	73.2	3	*	*	7,259	440	31.7
		2016-17	100.0	88.8	59	518	79.7	6	535	83.3	51	514	78.4	1	*	*	7,109	461	41.0
	Mathematics	**2014-15***																	
		2015-16	100.0	89.1	56	530	60.7	7	484	28.6	41	533	63.4	3	*	*	7,259	449	18.2
		2016-17	100.0	88.8	59	528	52.5	6	522	50.0	51	528	51.0	1	*	*	7,109	462	20.7
ACT	English	**2014-15**	98.0	85.3	50	20	66.0	8	22	75.0	38	19	60.5	2	*	*	6,839	15	25.4
		2015-16	98.2	84.1	55	18	49.1	7	16	14.3	41	18	46.3	3	*	*	6,849	14	22.8
		2016-17	98.3	86.0	58	19	58.6	6	20	66.7	50	18	56.0	1	*	*	6,885	15	25.3
	Mathematics	**2014-15**	98.0	85.3	50	21	48.0	8	23	62.5	38	21	44.7	2	*	*	6,839	17	15.1
		2015-16	98.2	84.1	55	22	58.2	7	21	28.6	41	22	61.0	3	*	*	6,849	17	16.0
		2016-17	98.3	86.0	58	21	44.8	6	21	50.0	50	21	44.0	1	*	*	6,885	18	16.7
	Reading	**2014-15**	98.0	85.3	50	21	34.0	8	21	25.0	38	20	31.6	2	*	*	6,839	16	15.1
		2015-16	98.2	84.1	55	21	36.4	7	17	0.0	41	21	36.6	3	*	*	6,849	16	17.0
		2016-17	98.3	86.0	58	20	29.3	6	21	33.3	50	20	26.0	1	*	*	6,885	17	17.6
	Science	**2014-15**	98.0	85.3	50	22	44.0	8	22	50.0	38	21	39.5	2	*	*	6,839	17	12.5
		2015-16	98.2	84.1	55	21	23.6	7	19	0.0	41	21	19.5	3	*	*	6,849	17	12.6
		2016-17	98.3	86.0	58	21	20.7	6	22	33.3	50	20	20.0	1	*	*	6,885	18	13.3
	Composite	**2014-15**	98.0	85.3	50	21	–	8	22	–	38	20	–	2	*	–	6,839	16	–
		2015-16	98.2	84.1	55	21	–	7	18	–	41	21	–	3	*	–	6,849	16	–
		2016-17	98.3	86.0	58	20	–	6	21	–	50	20	–	1	*	–	6,885	17	–

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

Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*
9	Reading & Writing	**2014***																		
		2015	5	*	*	1	*	*	4	*	*	0			0			1,540	462	70.1
		2016	2	*	*	1	*	*	1	*	*	0			0			1,442	464	68.2
	Mathematics	**2014***																		
		2015	5	*	*	1	*	*	4	*	*	0			0			1,540	456	54.3
		2016	2	*	*	1	*	*	1	*	*	0			0			1,442	469	62.8
10	Reading & Writing	**2014***																		
		2015	60	494	78.3	8	476	75.0	45	485	75.6	5	*	*	2	*	*	8,972	414	38.6
		2016	60	482	83.3	7	483	85.7	51	482	82.4	2	*	*	0			9,090	417	40.1
	Mathematics	**2014***																		
		2015	60	480	50.0	8	466	37.5	45	478	48.9	5	*	*	2	*	*	8,972	424	22.2
		2016	60	498	68.3	7	467	57.1	51	503	70.6	2	*	*	0			9,090	433	26.6
11	Reading & Writing	**2014***																		
		2015	2	*	*	0			1	*	*	1	*	*	0			2,313	491	61.3
		2016	15	635	100.0	1	*	*	11	624	100.0	2	*	*	1	*	*	2,020	511	69.2
	Mathematics	**2014***																		
		2015	2	*	*	0			1	*	*	1	*	*	0			2,313	492	39.5
		2016	15	618	93.3	1	*	*	11	616	100.0	2	*	*	1	*	*	2,020	511	49.7

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

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

ALL EXAMS

Exams Taken		Average Score		Exams Passed		
24	21,637	**3.3**	2.0	**21**	**87.5**	27.4

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

Human Geography

Exams Taken		Average Score		Passed		
24	1,353	**3.3**	1.8	**21**	**87.5**	26.8

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