

School Number 509

August 7, 2018



Data Packet  
2018-19

Evaluation & Assessment  
Institutional Research  
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LINCOLN COLLEGIATE ACADEMY

Statistics based only on students in the choice program

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## **2018-19 DATA PACKET INFORMATION**

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

## **2017-18 SCHOOL SUMMARY**

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher statistics are not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

## **ENROLLMENT**

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “New” students were new to the district in 2017-18. They are counted as new if not enrolled in a district campus before the last day of the 2016-17 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2016-17 and 2017-18.

## **ATTENDANCE**

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

**STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics for years prior to 2016-17 include results from all STAAR tests (STAAR, STAAR A, and STAAR L) for comparability to statistics beginning 2016-17, when STAAR A and STAAR L were discontinued.
- Performance standard labels have changed. “Approached Grade Level” is comparable to Level 2: Satisfactory (2015-16 standard). “Met Grade Level” is equivalent to Level 2: Satisfactory (final standard). “Mastered Grade Level” is equivalent to Level 3: Advanced. Statistics for a performance level (such as “Percentage Approached Grade Level” ) include all scores at or above that level.
- Statistics by reporting category are averages for all students (across student groups and genders).
- “Average percentage correct” is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
- EOC statistics are based on scores from students testing for the first time during fall or spring administrations.

**DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)**

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

**COLLEGE READINESS**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- A redesigned SAT was introduced in March 2016. Students' scores from old administrations were converted to equivalent section scores on the new SAT to compute statistics for 2016 Grade 12 students. A redesigned PSAT was introduced in Fall 2015. Prior-year SAT and PSAT statistics are not comparable to current-year statistics and are not reported. For information on the new tests, see <https://www.collegeboard.org>.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as denominator, Grade 12 “Enrollment” as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for “Percent Tested” is grade-level enrollment as reported in Enrollment reports.
- 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	85
ALL	85

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	77	90.6		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	8	9.4		
White	0	0.0		
Multiple	0	0.0		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

\*Teacher statistics not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	46	54.1
Economically disadvantaged	73	85.9
Limited English proficient (LEP)	4	4.7
Special education	6	7.1
Talented and Gifted (TAG)	15	17.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2016													
	2017													
	2018	85	77	90.6	0	0.0	0	0.0	8	9.4	0	0.0	0	0.0
9-12	2016													
	2017													
	2018	85	77	90.6	0	0.0	0	0.0	8	9.4	0	0.0	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	2016																
	2017																
	2018	85	73	85.9	4	4.7	6	7.1	46	54.1	15	17.6	15	17.6	31.8	68.2	0.0
9-12	2016																
	2017																
	2018	85	73	85.9	4	4.7	6	7.1	46	54.1	15	17.6	15	17.6	31.8	68.2	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	2016		11,813			11,053	93.6			26.2		9,913		83.9
	2017		11,759			10,936	93.0			25.7		9,766		83.1
	2018	92	11,716	89	97.2	10,961	93.6	4	4.4	22.9	86	9,718	93.9	82.9
9-12	2016		38,826			36,519	94.1			18.9		33,681		86.7
	2017		38,829			36,498	94.0			16.5		33,932		87.4
	2018	92	39,984	89	97.2	37,719	94.3	4	4.4	15.0	86	34,508	93.9	86.3

## PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2016												57.6
	2017												58.7
	2018		66.2	85.7	65.2	*	*	55.6		65.4	69.0	67.9	62.1
Tests Taken	2016												10,771
	2017												11,092
	2018		77	7	69	5	3	45		26	58	84	9,912

## NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2016												4,569
	2017												4,577
	2018		26	1	24	*	*	20		9	18	27	3,752
Tests Taken	2016												10,771
	2017												11,092
	2018		77	7	69	5	3	45		26	58	84	9,912

## PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2016												38.3
	2017												41.2
	2018		51.9	57.1	50.7	*	*	33.3		46.2	55.2	52.4	43.9
Tests Taken	2016												10,771
	2017												11,092
	2018		77	7	69	5	3	45		26	58	84	9,912

## PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2016												5.1
	2017												6.3
	2018		2.6	0.0	2.9	*	*	0.0		0.0	3.4	2.4	5.0
Tests Taken	2016												10,771
	2017												11,092
	2018		77	7	69	5	3	45		26	58	84	9,912

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1 <sup>1</sup>	1. Average Rating Short Answer #2 <sup>1</sup>	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition <sup>2</sup>	5. Revision (Writing)	6. Editing (Writing)
2016								
2017								
2018	77.1	—	—	71.5	65.4	4.2	68.5	73.5

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

<sup>2</sup>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

## PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>ALGEBRA I</b>	<b>2016</b>												77.7
	<b>2017</b>												83.5
	<b>2018</b>		91.7	100.0	98.1	*	*	89.7		84.2	95.8	92.5	87.5
Tests Taken	<b>2016</b>												10,526
	<b>2017</b>												10,240
	<b>2018</b>		60	7	53	5	3	39		19	48	67	10,244

## NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>ALGEBRA I</b>	<b>2016</b>												2,345
	<b>2017</b>												1,692
	<b>2018</b>		5	0	1	*	*	4		3	2	5	1,278
Tests Taken	<b>2016</b>												10,526
	<b>2017</b>												10,240
	<b>2018</b>		60	7	53	5	3	39		19	48	67	10,244



## PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>ALGEBRA I</b>	2016												43.0
	2017												47.9
	2018		56.7	57.1	56.6	*	*	38.5		31.6	66.7	56.7	61.8
Tests Taken	2016												10,526
	2017												10,240
	2018		60	7	53	5	3	39		19	48	67	10,244

## PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>ALGEBRA I</b>	<b>2016</b>												19.7
	<b>2017</b>												23.1
	<b>2018</b>		31.7	42.9	28.3	*	*	15.4		21.1	37.5	32.8	35.8
Tests Taken	<b>2016</b>												10,526
	<b>2017</b>												10,240
	<b>2018</b>		60	7	53	5	3	39		19	48	67	10,244

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>ALGEBRA I</b>	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
<b>2016</b>					
<b>2017</b>					
<b>2018</b>	57.1	64.2	66.1	65.5	67.4

## PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2016</b>												84.9
	<b>2017</b>												86.4
	<b>2018</b>		89.6	100.0	92.9	66.7	*	82.6		88.9	91.4	90.6	87.9
Tests Taken	<b>2016</b>												9,680
	<b>2017</b>												9,622
	<b>2018</b>		77	8	70	6	4	46		27	58	85	10,192

## NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2016</b>												1,466
	<b>2017</b>												1,310
	<b>2018</b>		8	0	5	2	*	8		3	5	8	1,234
Tests Taken	<b>2016</b>												9,680
	<b>2017</b>												9,622
	<b>2018</b>		77	8	70	6	4	46		27	58	85	10,192

## PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2016</b>												50.6
	<b>2017</b>												54.0
	<b>2018</b>		67.5	75.0	67.1	33.3	*	52.2		66.7	69.0	68.2	57.4
Tests Taken	<b>2016</b>												9,680
	<b>2017</b>												9,622
	<b>2018</b>		77	8	70	6	4	46		27	58	85	10,192

## PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2016</b>												13.2
	<b>2017</b>												15.1
	<b>2018</b>		11.7	0.0	10.0	0.0	*	0.0		3.7	13.8	10.6	18.6
Tests Taken	<b>2016</b>												9,680
	<b>2017</b>												9,622
	<b>2018</b>		77	8	70	6	4	46		27	58	85	10,192

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>BIOLOGY</b>	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
<b>2016</b>					
<b>2017</b>					
<b>2018</b>	62.8	65.8	61.4	66.7	69.1



**SEMESTER 1 TESTS**

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

**SEMESTER 2 TESTS**

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

**High School Exams**

**ALGEBRA I PRE-AP (tested with 2017-2018 test)**

75	59.9	73.2	80.8	82.2	65.3	96.0	69.9	95.4
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**BIOLOGY PRE-AP (tested with 2017-2018 test)**

96	52.3	72.5	80.7	82.2	64.6	95.8	71.0	94.0
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**ENGLISH I PRE-AP (tested with 2017-2018 test)**

94	66.6	69.7	83.5	85.9	59.6	97.9	74.5	94.6
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**GEOMETRY PRE-AP (tested with 2017-2018 test)**

20	37.8	66.7	82.9	85.8	40.0	100.0	70.7	94.4
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**HS BAND: LISTENING AND MUSIC ELEMENTS (tested with 2017-2018 test)**

4	*	*	*	*	*	*	65.6	*
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**HS HEALTH EDUCATION (tested with 2017-2018 test)**

76	53.7	70.4	90.0	93.4	52.6	100.0	75.4	95.9
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**STUDIO ART I (tested with 2017-2018 test)**

29	59.4	76.6	89.0	91.2	82.8	100.0	72.8	94.9
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**ALGEBRA I PRE-AP (tested with 2017-2018 test)**

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**BIOLOGY PRE-AP (tested with 2017-2018 test)**

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**ENGLISH I PRE-AP (tested with 2017-2018 test)**

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**GEOMETRY PRE-AP (tested with 2017-2018 test)**

18	37.5	62.5	78.5	81.3	22.2	88.9	67.4	92.1
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**HS BAND: LISTENING AND MUSIC ELEMENTS (tested with 2017-2018 test)**

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**HS HEALTH EDUCATION (tested with 2017-2018 test)**

14	74.0	84.4	94.7	96.5	100.0	100.0	78.5	94.8
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**STUDIO ART I (tested with 2017-2018 test)**

26	58.7	73.1	89.6	92.5	69.2	100.0	70.8	92.2
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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*
9	Reading & Writing	2015																1,540	462	70.1
		2016																1,442	464	68.2
		2017	3	*	*	3	*	*	0			0			0			1,836	466	72.5
	Mathematics	2015																1,540	456	54.3
		2016																1,442	469	62.8
		2017	3	*	*	3	*	*	0			0			0			1,836	467	59.8

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

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

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

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

**ALL EXAMS**

<b>82</b>	21,579	<b>1.0</b>	2.0	<b>0</b>	<b>0.0</b>	28.3
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**Human Geography**

<b>82</b>	2,138	<b>1.0</b>	1.7	<b>0</b>	<b>0.0</b>	22.9
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