

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



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

School Number 3

August 14, 2017

# A. MACEO SMITH NEW TECH HIGH SCHOOL

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## **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 denominator, Grade 12 “Enrollment” as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for “Percent Tested” is grade-level enrollment as reported in Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. (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	76
10	95
11	99
12	112
ALL	382

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	94	24.6	8	34.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.5	*	*
Hispanic	277	72.5	5	21.7
White	6	1.6	9	39.1
Multiple	2	0.5	1	4.3
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

\*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	187	49.0
Economically disadvantaged	353	92.4
Limited English proficient (LEP)	95	24.9
Special education	18	4.7
Talented and Gifted (TAG)	95	24.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2015	113	32	28.3	0	0.0	0	0.0	80	70.8	1	0.9	0	0.0
	2016	112	28	25.0	0	0.0	0	0.0	80	71.4	4	3.6	0	0.0
	2017	76	16	21.1	0	0.0	1	1.3	57	75.0	1	1.3	0	0.0
10	2015	115	32	27.8	0	0.0	1	0.9	78	67.8	2	1.7	2	1.7
	2016	102	28	27.5	0	0.0	0	0.0	73	71.6	1	1.0	0	0.0
	2017	95	22	23.2	0	0.0	0	0.0	71	74.7	2	2.1	0	0.0
11	2015	101	27	26.7	0	0.0	1	1.0	65	64.4	7	6.9	0	0.0
	2016	113	31	27.4	0	0.0	1	0.9	77	68.1	2	1.8	2	1.8
	2017	99	26	26.3	0	0.0	0	0.0	72	72.7	1	1.0	0	0.0
12	2015	100	26	26.0	2	2.0	0	0.0	66	66.0	5	5.0	1	1.0
	2016	97	24	24.7	0	0.0	1	1.0	65	67.0	6	6.2	0	0.0
	2017	112	30	26.8	0	0.0	1	0.9	77	68.8	2	1.8	2	1.8
9-12	2015	429	117	27.3	2	0.5	2	0.5	289	67.4	15	3.5	3	0.7
	2016	424	111	26.2	0	0.0	2	0.5	295	69.6	13	3.1	2	0.5
	2017	382	94	24.6	0	0.0	2	0.5	277	72.5	6	1.6	2	0.5

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	113	103	91.2	23	20.4	3	2.7	59	52.2	27	23.9	17	15.0	42.5	57.5	0.9
	2016	112	100	89.3	35	31.3	6	5.4	68	60.7	27	24.1	21	18.8	45.5	54.5	0.0
	2017	76	73	96.1	30	39.5	6	7.9	46	60.5	13	17.1	21	27.6	52.6	47.4	0.0
10	2015	115	105	91.3	19	16.5	5	4.3	62	53.9	29	25.2	1	0.9	46.1	53.9	0.0
	2016	102	94	92.2	18	17.6	3	2.9	52	51.0	25	24.5	0	0.0	41.2	58.8	0.0
	2017	95	87	91.6	31	32.6	4	4.2	54	56.8	27	28.4	1	1.1	46.3	53.7	0.0
11	2015	101	90	89.1	9	8.9	0	0.0	51	50.5	27	26.7	0	0.0	60.4	39.6	0.0
	2016	113	104	92.0	16	14.2	5	4.4	58	51.3	30	26.5	0	0.0	46.9	53.1	0.0
	2017	99	89	89.9	18	18.2	3	3.0	51	51.5	25	25.3	0	0.0	40.4	59.6	0.0
12	2015	100	88	88.0	8	8.0	6	6.0	50	50.0	17	17.0	0	0.0	52.0	48.0	0.0
	2016	97	87	89.7	7	7.2	0	0.0	31	32.0	28	28.9	0	0.0	59.8	40.2	0.0
	2017	112	104	92.9	16	14.3	5	4.5	36	32.1	30	26.8	0	0.0	46.4	53.6	0.0
9-12	2015	429	386	90.0	59	13.8	14	3.3	222	51.7	100	23.3	18	4.2	49.9	50.1	0.2
	2016	424	385	90.8	76	17.9	14	3.3	209	49.3	110	25.9	21	5.0	48.1	51.9	0.0
	2017	382	353	92.4	95	24.9	18	4.7	187	49.0	95	24.9	22	5.8	46.1	53.9	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	114	11,577	112	98.0	10,921	94.3	0	0.0	24.5	112	9,789	97.9	84.6
	2016	112	11,813	109	97.4	11,053	93.6	0	0.0	26.2	110	9,913	98.4	83.9
	2017	78	11,759	75	96.7	10,936	93.0	0	0.0	25.7	73	9,766	93.5	83.1
10	2015	116	9,928	114	98.1	9,383	94.5	1	0.9	18.1	116	8,616	99.8	86.8
	2016	104	10,202	101	97.2	9,595	94.1	0	0.0	19.4	104	8,845	99.9	86.7
	2017	97	10,329	94	97.3	9,713	94.0	4	4.1	16.3	94	9,045	97.3	87.6
11	2015	102	8,742	100	97.7	8,258	94.5	0	0.0	14.6	101	7,728	98.9	88.4
	2016	112	8,384	109	97.4	7,906	94.3	0	0.0	16.9	113	7,400	100.0	88.3
	2017	98	8,543	95	96.9	8,088	94.7	4	4.1	13.7	99	7,756	100.0	90.8
12	2015	101	8,362	97	96.3	7,893	94.4	2	2.0	14.2	95	7,395	94.5	88.4
	2016	97	8,426	94	97.0	7,965	94.5	1	1.0	10.2	98	7,523	100.0	89.3
	2017	110	8,197	106	96.8	7,762	94.7	0	0.0	6.4	111	7,365	100.0	89.8
9-12	2015	433	38,609	423	97.6	36,456	94.4	3	0.7	18.4	424	33,528	97.9	86.8
	2016	425	38,826	414	97.3	36,519	94.1	1	0.2	18.9	425	33,681	100.0	86.7
	2017	382	38,829	370	96.9	36,498	94.0	8	2.1	16.5	377	33,932	98.7	87.4

Teachers: 23

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	8	34.8
Hispanic	5	21.7
White	9	39.1
Multiple	1	4.3
Other	0	0.0

Gender	Number	Percentage
Female	11	47.8
Male	12	52.2

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2014-15	6.5	74.1
2015-16	7.4	63.0
2016-17	6.5	53.8

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	4	17.4
1	3	13.0
2	4	17.4
3	3	13.0
4	0	0.0
5	0	0.0
1-3	10	43.5
More than 3	9	39.1
1 - 5	10	43.5
6 - 10	3	13.0
11 - 20	4	17.4
More than 20	2	8.7

## PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>ENGLISH I</b>	<b>2015</b>	*	69.7	75.3	75.0	*	60.9	56.7		70.0	76.9	73.9	56.8
	<b>2016</b>	*	74.1	68.8	71.0	33.3	54.3	53.7		64.7	75.4	70.5	57.6
	<b>2017</b>	*	56.3	67.2	67.7	0.0	54.8	51.1		70.0	62.2	66.2	58.7
Tests Taken	<b>2015</b>	1	33	81	84	3	23	60		50	65	115	11,241
	<b>2016</b>	4	27	80	93	6	35	67		51	61	112	10,771
	<b>2017</b>	1	16	58	65	6	31	47		40	37	77	11,092
<b>ENGLISH II</b>	<b>2015</b>	*	48.5	76.6	67.0	*	45.0	46.0		69.2	65.1	67.0	58.4
	<b>2016</b>	*	67.9	77.3	73.8	*	55.6	57.4		72.7	76.7	75.0	57.8
	<b>2017</b>	*	81.8	68.6	72.0	*	48.4	53.7		79.5	64.7	71.6	60.3
Tests Taken	<b>2015</b>	2	33	77	100	5	20	63		52	63	115	9,583
	<b>2016</b>	1	28	75	84	3	18	54		44	60	104	9,550
	<b>2017</b>	3	22	70	82	4	31	54		44	51	95	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	*	10	20	21	*	9	26		15	15	30	4,851
	2016	*	7	25	27	4	16	31		18	15	33	4,569
	2017	*	7	19	21	6	14	23		12	14	26	4,577
Tests Taken	2015	1	33	81	84	3	23	60		50	65	115	11,241
	2016	4	27	80	93	6	35	67		51	61	112	10,771
	2017	1	16	58	65	6	31	47		40	37	77	11,092
ENGLISH II	2015	*	17	18	33	*	11	34		16	22	38	3,986
	2016	*	9	17	22	*	8	23		12	14	26	4,028
	2017	*	4	22	23	*	16	25		9	18	27	3,895
Tests Taken	2015	2	33	77	100	5	20	63		52	63	115	9,583
	2016	1	28	75	84	3	18	54		44	60	104	9,550
	2017	3	22	70	82	4	31	54		44	51	95	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
<b>ENGLISH I</b>	<b>2015</b>	*	51.5	53.1	53.6	*	26.1	28.3		48.0	56.9	53.0	35.3
	<b>2016</b>	*	44.4	46.3	48.4	16.7	22.9	23.9		39.2	50.8	45.5	38.3
	<b>2017</b>	*	37.5	51.7	50.8	0.0	35.5	31.9		47.5	51.4	49.4	41.2
Tests Taken	<b>2015</b>	1	33	81	84	3	23	60		50	65	115	11,241
	<b>2016</b>	4	27	80	93	6	35	67		51	61	112	10,771
	<b>2017</b>	1	16	58	65	6	31	47		40	37	77	11,092
<b>ENGLISH II</b>	<b>2015</b>	*	30.3	44.2	39.0	*	10.0	14.3		38.5	41.3	40.0	35.2
	<b>2016</b>	*	35.7	50.7	41.7	*	22.2	22.2		38.6	53.3	47.1	36.9
	<b>2017</b>	*	59.1	50.0	54.9	*	29.0	27.8		47.7	56.9	52.6	42.1
Tests Taken	<b>2015</b>	2	33	77	100	5	20	63		52	63	115	9,583
	<b>2016</b>	1	28	75	84	3	18	54		44	60	104	9,550
	<b>2017</b>	3	22	70	82	4	31	54		44	51	95	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
<b>ENGLISH I</b>	<b>2015</b>	*	6.1	3.7	6.0	*	4.3	1.7		4.0	6.2	5.2	4.9
	<b>2016</b>	*	3.7	3.8	2.2	0.0	0.0	1.5		2.0	4.9	3.6	5.1
	<b>2017</b>	*	0.0	3.4	4.6	0.0	0.0	0.0		7.5	0.0	3.9	6.3
Tests Taken	<b>2015</b>	1	33	81	84	3	23	60		50	65	115	11,241
	<b>2016</b>	4	27	80	93	6	35	67		51	61	112	10,771
	<b>2017</b>	1	16	58	65	6	31	47		40	37	77	11,092
<b>ENGLISH II</b>	<b>2015</b>	*	0.0	0.0	0.0	*	0.0	0.0		0.0	1.6	0.9	2.5
	<b>2016</b>	*	3.6	0.0	1.2	*	0.0	0.0		2.3	1.7	1.9	4.4
	<b>2017</b>	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	4.9
Tests Taken	<b>2015</b>	2	33	77	100	5	20	63		52	63	115	9,583
	<b>2016</b>	1	28	75	84	3	18	54		44	60	104	9,550
	<b>2017</b>	3	22	70	82	4	31	54		44	51	95	9,822

## 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)
2015	70.0	1.7	1.4	72.6	73.2	4.4	73.9	68.9
2016	66.8	1.5	1.4	55.1	66.6	4.0	71.2	67.7
2017	72.4	–	–	62.0	66.2	4.3	68.0	70.7

ENGLISH II	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. Persuasive Composition <sup>2</sup>	5. Revision (Writing)	6. Editing (Writing)
2015	81.7	1.3	1.1	71.2	78.0	4.4	67.9	68.2
2016	77.2	1.3	1.4	78.6	72.7	4.1	76.1	68.1
2017	71.4	–	–	69.9	67.1	4.5	77.5	73.6

<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>2015</b>		88.9	93.6	92.6	*	86.7	86.8		96.0	90.0	92.3	76.0
	<b>2016</b>	*	63.2	62.5	60.0	*	61.5	51.9		67.7	58.7	62.3	77.7
	<b>2017</b>		83.3	88.1	89.4	33.3	83.3	86.1		77.8	96.6	87.5	83.5
Tests Taken	<b>2015</b>		18	47	54	2	15	54		25	40	65	10,617
	<b>2016</b>	1	19	56	65	5	26	54		31	46	77	10,526
	<b>2017</b>		12	42	47	6	24	36		27	29	56	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
<b>ALGEBRA I</b>	<b>2015</b>		2	3	4	*	2	5		1	4	5	2,546
	<b>2016</b>	*	7	21	26	*	10	26		10	19	29	2,345
	<b>2017</b>		2	5	5	4	4	5		6	1	7	1,692
Tests Taken	<b>2015</b>		18	47	54	2	15	54		25	40	65	10,617
	<b>2016</b>	1	19	56	65	5	26	54		31	46	77	10,526
	<b>2017</b>		12	42	47	6	24	36		27	29	56	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
<b>ALGEBRA I</b>	<b>2015</b>		33.3	38.3	37.0	*	40.0	23.7		40.0	35.0	36.9	33.8
	<b>2016</b>	*	5.3	7.1	6.2	*	3.8	1.9		16.1	2.2	7.8	43.0
	<b>2017</b>		25.0	50.0	42.6	0.0	37.5	30.6		40.7	44.8	42.9	47.9
Tests Taken	<b>2015</b>		18	47	54	2	15	38		25	40	65	10,617
	<b>2016</b>	1	19	56	65	5	26	54		31	46	77	10,526
	<b>2017</b>		12	42	47	6	24	36		27	29	56	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
<b>ALGEBRA I</b>	<b>2015</b>		0.0	6.4	5.6	*	0.0	0.0		4.0	5.0	4.6	14.2
	<b>2016</b>	*	0.0	1.8	0.0	*	0.0	0.0		3.2	0.0	1.3	19.7
	<b>2017</b>		0.0	16.7	14.9	0.0	4.2	2.8		3.7	20.7	12.5	23.1
Tests Taken	<b>2015</b>		18	47	54	2	15	38		25	40	65	10,617
	<b>2016</b>	1	19	56	65	5	26	54		31	46	77	10,526
	<b>2017</b>		12	42	47	6	24	36		27	29	56	10,240

## 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>2015</b>	58.8	58.6	55.2	54.0	45.8
<b>2016</b>	39.1	46.6	39.7	52.8	44.4
<b>2017</b>	57.6	57.0	58.0	56.0	58.6

## 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>2015</b>	*	100.0	98.8	100.0	*	95.7	98.3		100.0	98.5	99.1	87.6
	<b>2016</b>	*	92.6	95.0	93.5	50.0	94.3	92.5		94.1	95.1	94.6	84.9
	<b>2017</b>	*	93.8	93.1	93.8	33.3	93.5	93.6		90.2	97.2	93.5	86.4
Tests Taken	<b>2015</b>	1	32	80	82	3	23	59		48	65	113	10,227
	<b>2016</b>	4	27	80	93	6	35	67		51	61	112	9,680
	<b>2017</b>	1	16	58	65	6	31	47		41	36	77	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
<b>BIOLOGY</b>	<b>2015</b>	*	0	1	0	*	1	1		0	1	1	1,270
	<b>2016</b>	*	2	4	6	3	2	5		3	3	6	1,466
	<b>2017</b>	*	1	4	4	4	2	3		4	1	5	1,310
Tests Taken	<b>2015</b>	1	32	80	82	3	23	59		48	65	113	10,227
	<b>2016</b>	4	27	80	93	6	35	67		51	61	112	9,680
	<b>2017</b>	1	16	58	65	6	31	47		41	36	77	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
<b>BIOLOGY</b>	<b>2015</b>	*	62.5	77.5	76.8	*	73.9	62.7		81.3	67.7	73.5	46.1
	<b>2016</b>	*	51.9	53.8	52.7	50.0	40.0	35.8		56.9	52.5	54.5	50.6
	<b>2017</b>	*	37.5	65.5	58.5	0.0	58.1	48.9		58.5	63.9	61.0	54.0
Tests Taken	<b>2015</b>	1	32	80	82	3	23	59		48	65	113	10,227
	<b>2016</b>	4	27	80	93	6	35	67		51	61	112	9,680
	<b>2017</b>	1	16	58	65	6	31	47		41	36	77	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
<b>BIOLOGY</b>	<b>2015</b>	*	12.5	22.5	20.7	*	30.4	18.6		27.1	15.4	20.4	10.9
	<b>2016</b>	*	7.4	6.3	5.4	0.0	0.0	0.0		11.8	3.3	7.1	13.2
	<b>2017</b>	*	6.3	15.5	15.4	0.0	3.2	2.1		19.5	8.3	14.3	15.1
Tests Taken	<b>2015</b>	1	32	80	82	3	23	59		48	65	113	10,227
	<b>2016</b>	4	27	80	93	6	35	67		51	61	112	9,680
	<b>2017</b>	1	16	58	65	6	31	47		41	36	77	9,622



## 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>2015</b>	71.9	71.0	68.8	59.5	73.5
<b>2016</b>	62.7	57.9	65.7	56.2	65.6
<b>2017</b>	61.4	62.5	63.4	57.5	70.2

## 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	100.0	100.0	89.5
	2016	*	96.8	96.1	96.9	*	87.5	93.1		98.1	95.0	96.4	91.5
	2017	*	96.2	100.0	100.0	*	100.0	98.0		100.0	98.3	99.0	92.8
Tests Taken	2015	7	27	66	87		9	51		62	40	102	8,635
	2016	2	31	76	96	5	16	58		52	60	112	9,316
	2017	1	26	72	82	3	19	51		41	58	99	8,230

## 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	0	0	907
	2016	*	1	3	3	*	2	4		1	3	4	795
	2017	*	1	0	0	*	0	1		0	1	1	593
Tests Taken	2015	7	27	66	87		9	51		62	40	102	8,635
	2016	2	31	76	96	5	16	58		52	60	112	9,316
	2017	1	26	72	82	3	19	51		41	58	99	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	100.0	59.3	84.8	79.3		88.9	64.7		91.9	60.0	79.4	55.3
	2016	*	61.3	84.2	76.0	*	75.0	62.1		78.8	78.3	78.6	63.2
	2017	*	69.2	81.9	80.5	*	63.2	62.7		80.5	77.6	78.8	65.2
Tests Taken	2015	7	27	66	87		9	51		62	40	102	8,635
	2016	2	31	76	96	5	16	58		52	60	112	9,316
	2017	1	26	72	82	3	19	51		41	58	99	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	85.7	33.3	40.9	40.2		66.7	27.5		58.1	20.0	43.1	19.6
	2016	*	35.5	35.5	35.4	*	18.8	12.1		30.8	41.7	36.6	26.5
	2017	*	30.8	36.1	36.6	*	26.3	23.5		41.5	31.0	35.4	30.8
Tests Taken	2015	7	27	66	87		9	51		62	40	102	8,635
	2016	2	31	76	96	5	16	58		52	60	112	9,316
	2017	1	26	72	82	3	19	51		41	58	99	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	77.5	70.1	65.6	76.6
2016	73.9	74.5	71.7	75.6
2017	74.1	67.2	69.2	76.6

**PERFORMANCE IN 2017**

Grade 2016-17	Domain: 2017 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (31)	Beginning	0	0.0	0	0.0	0	0.0	1	3.2	0	0.0
	Intermediate	0	0.0	0	0.0	6	19.4	6	19.4	5	16.1
	Advanced	3	9.7	8	25.8	10	32.3	14	45.2	9	29.0
	Advanced High	28	90.3	23	74.2	15	48.4	10	32.3	17	54.8
10 (31)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	3.2	1	3.2	5	16.1	7	22.6	5	16.1
	Advanced	5	16.1	9	29.0	11	35.5	13	41.9	11	35.5
	Advanced High	25	80.6	21	67.7	15	48.4	11	35.5	15	48.4
11 (18)	Beginning	1	5.6	0	0.0	1	5.6	0	0.0	0	0.0
	Intermediate	4	22.2	6	33.3	7	38.9	0	0.0	1	5.6
	Advanced	8	44.4	8	44.4	6	33.3	8	44.4	10	55.6
	Advanced High	5	27.8	4	22.2	4	22.2	10	55.6	7	38.9
12 (16)	Beginning	0	0.0	0	0.0	0	0.0	2	12.5	0	0.0
	Intermediate	2	12.5	2	12.5	5	31.3	2	12.5	2	12.5
	Advanced	2	12.5	2	12.5	2	12.5	8	50.0	6	37.5
	Advanced High	12	75.0	12	75.0	9	56.3	4	25.0	8	50.0
ALL (96)	Beginning	1	1.0	0	0.0	1	1.0	3	3.1	0	0.0
	Intermediate	7	7.3	9	9.4	23	24.0	15	15.6	13	13.5
	Advanced	18	18.8	27	28.1	29	30.2	43	44.8	36	37.5
	Advanced High	70	72.9	60	62.5	43	44.8	35	36.5	47	49.0

**PROGRESSION FROM  
2016 TO 2017**

Number Rated Both Years N (%) Progressed	2017 Level	2016 Level			
		Beg	Int	Adv	Adv High
27 15 (55.6%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	1	7	
	Advanced High	0	0	14	
29 14 (48.3%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	0	10	
	Advanced High	0	0	14	
18 8 (44.4%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	9	
	Advanced High	0	0	7	
16 8 (50.0%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	6	
	Advanced High	0	0	8	
90 45 (50.0%)	Beginning	0			
	Intermediate	0	13		
	Advanced	0	2	32	
	Advanced High	0	0	43	

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

**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**

61	48.5	67.2	77.4	79.2	39.3	82.0	51.6	81.8
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**ALGEBRA II**

58	50.1	66.8	79.1	81.3	44.8	94.8	49.5	85.9
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**ALGEBRA II PRE-AP**

35	47.1	68.3	84.4	87.2	42.9	97.1	68.9	92.8
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**BIOLOGY PRE-AP**

76	43.8	64.9	80.0	82.6	31.6	93.4	67.8	93.2
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**CHEMISTRY**

3	*	*	*	*	*	*	45.5	*
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**CHEMISTRY PRE-AP**

98	42.9	65.0	82.1	85.2	31.6	96.9	75.7	96.2
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**ENGLISH I PRE-AP**

74	63.7	67.0	83.3	86.1	52.7	97.3	75.1	94.7
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**ENGLISH II**

7	60.5	76.3	80.7	81.5	100.0	85.7	63.8	86.9
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**ENGLISH II PRE-AP**

94	59.8	69.0	83.3	85.8	51.1	97.9	76.9	94.9
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**GEOMETRY**

82	44.6	72.7	83.1	84.9	64.6	96.3	57.5	87.3
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**ALGEBRA I**

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**ALGEBRA II**

58	41.7	69.8	81.9	84.0	50.0	100.0	67.7	87.6
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**ALGEBRA II PRE-AP**

33	47.0	70.6	80.2	82.0	54.5	93.9	73.4	93.5
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**BIOLOGY PRE-AP**

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**CHEMISTRY**

3	*	*	*	*	*	*	57.1	*
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**CHEMISTRY PRE-AP**

92	43.0	62.8	81.2	84.4	21.7	91.3	71.6	95.0
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**ENGLISH I PRE-AP**

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**ENGLISH II**

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**ENGLISH II PRE-AP**

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**GEOMETRY**

79	45.4	71.8	82.8	84.7	53.2	92.4	55.3	84.7
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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

**HS HEALTH EDUCATION**

34	73.9	82.2	77.8	77.0	91.2	91.2	79.9	95.8
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**PHYSICS**

1	*	*	*	*	*	*	45.1	*
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**PHYSICS PRE-AP**

97	44.0	68.9	79.9	81.9	44.3	92.8	66.3	95.3
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**PRE-CALCULUS**

72	47.7	65.1	82.3	85.3	30.6	100.0	49.5	90.0
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**PRE-CALCULUS PRE-AP**

45	40.6	64.4	84.8	88.4	35.6	100.0	70.9	80.3
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**SPANISH II**

77	72.0	77.3	82.3	83.2	70.1	89.6	76.9	93.4
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**STUDIO ART I**

85	74.5	84.7	79.6	78.7	96.5	82.4	71.1	93.5
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**WORLD GEOGRAPHY PRE-AP**

75	60.1	71.5	82.3	84.2	62.7	96.0	76.4	96.9
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**WORLD HISTORY**

3	*	*	*	*	*	*	52.8	*
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**WORLD HISTORY PRE-AP**

98	53.7	71.0	84.2	86.5	54.1	93.9	76.7	96.2
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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

**HS HEALTH EDUCATION**

60	70.9	80.1	77.6	77.1	81.7	85.0	82.1	95.2
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**PHYSICS**

1	*	*	*	*	*	*	59.1	*
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**PHYSICS PRE-AP**

95	35.3	68.2	76.5	78.0	43.2	80.0	65.3	93.2
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**PRE-CALCULUS**

1	*	*	*	*	*	*	60.8	*
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**PRE-CALCULUS PRE-AP**

36	31.1	56.0	81.4	85.8	5.6	86.1	70.9	95.0
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**SPANISH II**

66	80.8	87.2	82.7	82.0	86.4	95.5	82.1	92.3
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**STUDIO ART I**

80	79.7	87.3	80.7	79.5	98.8	90.0	73.4	93.0
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**WORLD GEOGRAPHY PRE-AP**

71	61.5	73.8	79.2	80.1	63.4	80.3	79.2	93.4
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**WORLD HISTORY**

3	*	*	*	*	*	*	59.6	*
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**WORLD HISTORY PRE-AP**

92	56.6	69.0	84.2	86.9	46.7	91.3	70.6	94.4
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Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*
SAT	Reading & Writing	2014-15*																	
		2015-16	99.0	89.1	96	463	39.6	23	427	21.7	65	465	40.0	6	568	83.3	7,259	440	31.7
		2016-17	99.1	88.8	111	459	43.2	30	437	33.3	76	466	46.1	2	*	*	7,109	461	41.0
	Mathematics	2014-15*																	
		2015-16	99.0	89.1	96	471	20.8	23	429	0.0	65	476	21.5	6	565	83.3	7,259	449	18.2
		2016-17	99.1	88.8	111	450	10.8	30	415	10.0	76	462	10.5	2	*	*	7,109	462	20.7
ACT	English	2014-15	99.0	85.3	99	14	21.2	26	15	26.9	65	14	16.9	5	*	*	6,839	15	25.4
		2015-16	93.8	84.1	91	16	28.6	22	13	13.6	61	16	29.5	6	24	66.7	6,849	14	22.8
		2016-17	100.0	86.0	112	14	18.8	30	12	23.3	77	14	16.9	2	*	*	6,885	15	25.3
	Mathematics	2014-15	99.0	85.3	99	17	10.1	26	17	15.4	65	17	7.7	5	*	*	6,839	17	15.1
		2015-16	93.8	84.1	91	18	18.7	22	16	4.5	61	18	18.0	6	22	66.7	6,849	17	16.0
		2016-17	100.0	86.0	112	17	7.1	30	16	10.0	77	17	6.5	2	*	*	6,885	18	16.7
	Reading	2014-15	99.0	85.3	99	17	16.2	26	18	19.2	65	17	13.8	5	*	*	6,839	16	15.1
		2015-16	93.8	84.1	91	18	19.8	22	16	9.1	61	18	21.3	6	23	50.0	6,849	16	17.0
		2016-17	100.0	86.0	112	16	15.2	30	16	16.7	77	17	13.0	2	*	*	6,885	17	17.6
	Science	2014-15	99.0	85.3	99	17	9.1	26	17	15.4	65	16	6.2	5	*	*	6,839	17	12.5
		2015-16	93.8	84.1	91	18	11.0	22	15	0.0	61	18	13.1	6	24	33.3	6,849	17	12.6
		2016-17	100.0	86.0	112	17	5.4	30	15	6.7	77	18	5.2	2	*	*	6,885	18	13.3
	Composite	2014-15	99.0	85.3	99	17	–	26	17	–	65	16	–	5	*	–	6,839	16	–
		2015-16	93.8	84.1	91	17	–	22	15	–	61	17	–	6	23	–	6,849	16	–
		2016-17	100.0	86.0	112	16	–	30	15	–	77	16	–	2	*	–	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	59	389	37.3	12	376	16.7	44	396	45.5	3	*	*	0			1,540	462	70.1
		2016	35	409	48.6	4	*	*	29	401	44.8	1	*	*	0			1,442	464	68.2
	Mathematics	2014*																		
		2015	59	396	15.3	12	380	8.3	44	398	15.9	3	*	*	0			1,540	456	54.3
		2016	35	417	34.3	4	*	*	29	417	34.5	1	*	*	0			1,442	469	62.8
10	Reading & Writing	2014*																		
		2015	105	425	43.8	29	431	44.8	75	419	42.7	1	*	*	0			8,972	414	38.6
		2016	98	403	34.7	23	391	30.4	71	407	35.2	4	*	*	0			9,090	417	40.1
	Mathematics	2014*																		
		2015	105	418	19.0	29	417	17.2	75	415	18.7	1	*	*	0			8,972	424	22.2
		2016	98	412	17.3	23	393	8.7	71	416	19.7	4	*	*	0			9,090	433	26.6
11	Reading & Writing	2014*																		
		2015	52	451	46.2	10	441	50.0	40	450	45.0	1	*	*	0			2,313	491	61.3
		2016	47	472	59.6	12	452	50.0	34	472	61.8	1	*	*	0			2,020	511	69.2
	Mathematics	2014*																		
		2015	52	462	28.8	10	452	30.0	40	461	25.0	1	*	*	0			2,313	492	39.5
		2016	47	470	25.5	12	466	16.7	34	466	26.5	1	*	*	0			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

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

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

**ALL EXAMS**

477	21,637	1.3	2.0	32	6.7	27.4
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**English Language and Composition**

95	2,878	1.3	1.8	5	5.3	17.9
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**United States Government and Politics**

109	1,631	1.0	1.5	0	0.0	14.3
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**Biology**

29	1,074	2.3	2.0	11	37.9	27.7
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**English Literature and Composition**

108	2,176	1.2	1.7	1	0.9	16.8
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**United States History**

94	2,255	1.2	1.6	5	5.3	15.1
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**Calculus AB**

22	965	1.0	2.5	0	0.0	41.6
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**Spanish Language and Culture**

11	970	3.1	3.6	9	81.8	89.6
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**World History**

9	1,199	1.6	2.1	1	11.1	27.4
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