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

Dallas Independent School District

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

School Number 380

WILMER-HUTCHINS HIGH SCHOOL

August 15, 2017

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	232
10	227
11	173
12	174
ALL	806

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	508	63.0	44	60.3
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	2	0.2	*	*
Hispanic	280	34.7	10	13.7
White	11	1.4	12	16.4
Multiple	3	0.4	4	5.5
Other* (teachers only)	—	—	3	4.1
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	544	67.5
Economically disadvantaged	690	85.6
Limited English proficient (LEP)	150	18.6
Special education	121	15.0
Talented and Gifted (TAG)	53	6.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2015	227	137	60.4	1	0.4	0	0.0	86	37.9	2	0.9	0	0.0
	2016	232	133	57.3	2	0.9	0	0.0	88	37.9	7	3.0	2	0.9
	2017	232	135	58.2	0	0.0	2	0.9	93	40.1	2	0.9	0	0.0
10	2015	204	139	68.1	0	0.0	0	0.0	62	30.4	2	1.0	1	0.5
	2016	196	116	59.2	0	0.0	0	0.0	77	39.3	2	1.0	0	0.0
	2017	227	141	62.1	1	0.4	0	0.0	75	33.0	7	3.1	2	0.9
11	2015	188	135	71.8	1	0.5	0	0.0	49	26.1	2	1.1	1	0.5
	2016	176	123	69.9	0	0.0	0	0.0	51	29.0	1	0.6	1	0.6
	2017	173	107	61.8	0	0.0	0	0.0	64	37.0	2	1.2	0	0.0
12	2015	205	135	65.9	0	0.0	0	0.0	66	32.2	4	2.0	0	0.0
	2016	186	133	71.5	1	0.5	0	0.0	48	25.8	3	1.6	1	0.5
	2017	174	125	71.8	0	0.0	0	0.0	48	27.6	0	0.0	1	0.6
9-12	2015	824	546	66.3	2	0.2	0	0.0	263	31.9	10	1.2	2	0.2
	2016	790	505	63.9	3	0.4	0	0.0	264	33.4	13	1.6	4	0.5
	2017	806	508	63.0	1	0.1	2	0.2	280	34.7	11	1.4	3	0.4

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	227	195	85.9	53	23.3	32	14.1	169	74.4	9	4.0	33	14.5	51.5	48.5	6.2
	2016	232	197	84.9	57	24.6	38	16.4	176	75.9	11	4.7	42	18.1	51.3	48.7	2.2
	2017	232	196	84.5	64	27.6	34	14.7	171	73.7	11	4.7	45	19.4	58.2	41.8	4.3
10	2015	204	176	86.3	31	15.2	31	15.2	149	73.0	10	4.9	19	9.3	49.0	51.0	3.9
	2016	196	173	88.3	35	17.9	28	14.3	136	69.4	10	5.1	20	10.2	47.4	52.6	2.6
	2017	227	193	85.0	40	17.6	38	16.7	165	72.7	16	7.0	21	9.3	52.0	48.0	4.0
11	2015	188	168	89.4	11	5.9	24	12.8	148	78.7	4	2.1	12	6.4	47.3	52.7	1.1
	2016	176	147	83.5	24	13.6	22	12.5	109	61.9	11	6.3	19	10.8	46.0	54.0	0.0
	2017	173	144	83.2	26	15.0	19	11.0	101	58.4	13	7.5	18	10.4	47.4	52.6	1.2
12	2015	205	185	90.2	24	11.7	32	15.6	154	75.1	10	4.9	10	4.9	46.8	53.2	2.0
	2016	186	162	87.1	9	4.8	28	15.1	110	59.1	7	3.8	6	3.2	47.3	52.7	5.4
	2017	174	157	90.2	20	11.5	30	17.2	107	61.5	13	7.5	4	2.3	46.6	53.4	1.7
9-12	2015	824	724	87.9	119	14.4	119	14.4	620	75.2	33	4.0	74	9.0	48.8	51.2	3.4
	2016	790	679	85.9	125	15.8	116	14.7	531	67.2	39	4.9	87	11.0	48.2	51.8	2.5
	2017	806	690	85.6	150	18.6	121	15.0	544	67.5	53	6.6	88	10.9	51.6	48.4	3.0

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	236	11,577	220	93.5	10,921	94.3	51	21.6	24.5	196	9,789	83.1	84.6
	2016	232	11,813	218	94.0	11,053	93.6	63	27.2	26.2	197	9,913	85.0	83.9
	2017	228	11,759	210	92.2	10,936	93.0	79	34.7	25.7	183	9,766	80.4	83.1
10	2015	213	9,928	199	93.5	9,383	94.5	41	19.3	18.1	176	8,616	82.7	86.8
	2016	196	10,202	185	94.3	9,595	94.1	31	15.8	19.4	174	8,845	88.6	86.7
	2017	228	10,329	214	93.9	9,713	94.0	46	20.1	16.3	197	9,045	86.2	87.6
11	2015	195	8,742	181	93.1	8,258	94.5	21	10.8	14.6	167	7,728	85.8	88.4
	2016	172	8,384	162	94.2	7,906	94.3	32	18.6	16.9	151	7,400	87.5	88.3
	2017	173	8,543	163	94.7	8,088	94.7	28	16.2	13.7	155	7,756	89.8	90.8
12	2015	215	8,362	198	92.5	7,893	94.4	18	8.4	14.2	187	7,395	87.1	88.4
	2016	181	8,426	169	93.2	7,965	94.5	5	2.8	10.2	159	7,523	87.7	89.3
	2017	175	8,197	161	91.8	7,762	94.7	8	4.6	6.4	148	7,365	84.5	89.8
9-12	2015	858	38,609	799	93.1	36,456	94.4	131	15.3	18.4	726	33,528	84.6	86.8
	2016	782	38,826	735	93.9	36,519	94.1	131	16.8	18.9	681	33,681	87.1	86.7
	2017	804	38,829	748	93.1	36,498	94.0	161	20.0	16.5	683	33,932	85.0	87.4

Teachers: 73

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	44	60.3
Hispanic	10	13.7
White	12	16.4
Multiple	4	5.5
Other	3	4.1

Gender	Number	Percentage
Female	31	42.5
Male	42	57.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	6.7	76.3
2015-16	7.1	69.0
2016-17	7.3	73.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	12	16.4
1	0	0.0
2	9	12.3
3	4	5.5
4	2	2.7
5	2	2.7
1-3	13	17.8
More than 3	48	65.8
1 - 5	17	23.3
6 - 10	13	17.8
11 - 20	21	28.8
More than 20	10	13.7

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**	*	52.6	57.8	58.3	8.7	48.1	48.4		44.5	63.5	54.2	56.8
	2016	50.0	51.2	52.3	53.0	8.6	45.3	46.1		40.2	65.5	52.4	57.6
	2017	*	35.6	51.6	41.5	4.3	42.4	34.3		37.6	48.5	42.2	58.7
Tests Taken	**2015**	4	135	83	175	23	54	161		110	115	225	11,241
	2016	6	129	88	181	35	53	178		117	110	227	10,771
	2017	2	132	95	183	23	66	166		133	97	230	11,092
ENGLISH II	**2015**	*	45.8	40.0	46.3	0.0	15.4	31.5		37.1	51.8	44.9	58.4
	2016	*	43.9	52.1	50.0	5.0	40.0	33.8		42.5	50.0	46.5	57.8
	2017	62.5	42.4	44.6	44.5	7.1	36.1	30.5		39.8	49.1	44.4	60.3
Tests Taken	**2015**	2	144	60	177	25	26	146		97	110	207	9,583
	2016	1	114	71	156	20	35	136		87	100	187	9,550
	2017	8	132	74	182	28	36	151		108	108	216	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**	*	64	35	73	21	28	83		61	42	103	4,851
		2016	3	63	42	85	32	29	96		70	38	108	4,569
		2017	*	85	46	107	22	38	109		83	50	133	4,577
	Tests Taken	**2015**	4	135	83	175	23	54	161		110	115	225	11,241
		2016	6	129	88	181	35	53	178		117	110	227	10,771
		2017	2	132	95	183	23	66	166		133	97	230	11,092
ENGLISH II		**2015**	*	78	36	95	25	22	100		61	53	114	3,986
		2016	*	64	34	78	19	21	90		50	50	100	4,028
		2017	3	76	41	101	26	23	105		65	55	120	3,895
	Tests Taken	**2015**	2	144	60	177	25	26	146		97	110	207	9,583
		2016	1	114	71	156	20	35	136		87	100	187	9,550
		2017	8	132	74	182	28	36	151		108	108	216	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**	*	23.0	28.9	26.3	0.0	16.7	18.0		22.7	27.0	24.9	35.3
	2016	33.3	20.9	28.4	24.9	0.0	24.5	17.4		14.5	36.4	25.1	38.3
	2017	*	14.4	24.2	18.0	4.3	21.2	13.3		15.8	21.6	18.3	41.2
Tests Taken	**2015**	4	135	83	175	23	54	161		110	115	225	11,241
	2016	6	129	88	181	35	53	178		117	110	227	10,771
	2017	2	132	95	183	23	66	166		133	97	230	11,092
ENGLISH II	**2015**	*	18.8	18.3	20.3	0.0	0.0	8.2		15.5	21.8	18.8	35.2
	2016	*	24.6	26.8	27.6	5.0	17.1	14.7		24.1	26.0	25.1	36.9
	2017	62.5	18.2	25.7	23.1	3.6	16.7	12.6		25.0	20.4	22.7	42.1
Tests Taken	**2015**	2	144	60	177	25	26	146		97	110	207	9,583
	2016	1	114	71	156	20	35	136		87	100	187	9,550
	2017	8	132	74	182	28	36	151		108	108	216	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**	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	4.9
	2016	16.7	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.9	0.4	5.1
	2017	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	6.3
Tests Taken	**2015**	4	135	83	175	23	54	161		110	115	225	11,241
	2016	6	129	88	181	35	53	178		117	110	227	10,771
	2017	2	132	95	183	23	66	166		133	97	230	11,092
ENGLISH II	**2015**	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	2.5
	2016	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	4.4
	2017	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	4.9
Tests Taken	**2015**	2	144	60	177	25	26	146		97	110	207	9,583
	2016	1	114	71	156	20	35	136		87	100	187	9,550
	2017	8	132	74	182	28	36	151		108	108	216	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	62.9	1.4	1.3	57.2	58.7	3.8	62.7	53.2
2016	63.7	1.3	1.2	49.3	56.8	3.2	59.2	59.2
2017	57.8	–	–	49.9	53.6	3.5	57.1	57.1

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	71.7	1.2	1.0	61.0	61.2	3.8	56.9	62.8
2016	67.1	1.3	1.2	66.3	59.1	3.6	62.4	56.9
2017	58.7	–	–	57.2	54.0	3.8	62.0	58.4

[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

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**	*	67.0	72.5	73.9	32.0	70.2	68.5		60.7	77.9	69.6	76.0
	2016	*	82.2	79.0	80.9	45.5	75.5	77.9		73.4	89.7	81.1	77.7
	2017	*	72.8	74.1	74.2	47.6	68.4	70.0		67.9	80.2	73.2	83.5
Tests Taken	**2015**	3	109	69	142	25	47	163		89	95	184	10,617
	2016	4	118	81	162	33	49	163		109	97	206	10,526
	2017	2	114	81	151	21	57	150		112	86	198	10,240

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

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**	*	36	19	37	17	14	45		35	21	56	2,546
	2016	*	21	17	31	18	12	36		29	10	39	2,345
	2017	*	31	21	39	11	18	45		36	17	53	1,692
Tests Taken	**2015**	3	109	69	142	25	47	163		89	95	184	10,617
	2016	4	118	81	162	33	49	163		109	97	206	10,526
	2017	2	114	81	151	21	57	150		112	86	198	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**	*	11.0	27.5	18.3	4.0	19.1	14.7		14.6	21.1	17.9	33.8
	2016	*	40.7	43.2	43.2	9.1	34.7	36.8		33.0	52.6	42.2	43.0
	2017	*	17.5	30.9	21.9	0.0	26.3	18.7		17.9	29.1	22.7	47.9
Tests Taken	**2015**	3	109	69	142	25	47	143		89	95	184	10,617
	2016	4	118	81	162	33	49	163		109	97	206	10,526
	2017	2	114	81	151	21	57	150		112	86	198	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	*	3.7	7.2	5.6	0.0	4.3	2.8		5.6	5.3	5.4	14.2
	2016	*	5.9	17.3	10.5	3.0	12.2	7.4		11.9	10.3	11.2	19.7
	2017	*	2.6	14.8	7.9	0.0	14.0	6.0		6.3	9.3	7.6	23.1
Tests Taken	2015	3	109	69	142	25	47	143		89	95	184	10,617
	2016	4	118	81	162	33	49	163		109	97	206	10,526
	2017	2	114	81	151	21	57	150		112	86	198	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	49.6	48.2	47.8	44.4	41.8
2016	54.2	58.9	52.4	57.7	50.8
2017	46.6	49.9	55.9	48.7	44.2

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**	*	86.4	88.9	90.8	41.7	84.9	86.5		85.6	88.9	87.2	87.6
	2016	*	76.6	77.0	78.2	30.3	67.9	72.2		72.9	82.1	77.2	84.9
	2017	*	72.3	77.8	75.0	36.4	71.9	69.7		68.3	83.0	74.4	86.4
Tests Taken	**2015**	2	132	81	174	24	53	163		111	108	219	10,227
	2016	5	128	87	179	33	56	176		118	106	224	9,680
	2017	1	119	90	168	22	64	155		123	88	211	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**	*	18	9	16	14	8	22		16	12	28	1,270
	2016	*	30	20	39	23	18	49		32	19	51	1,466
	2017	*	33	20	42	14	18	47		39	15	54	1,310
Tests Taken	**2015**	2	132	81	174	24	53	163		111	108	219	10,227
	2016	5	128	87	179	33	56	176		118	106	224	9,680
	2017	1	119	90	168	22	64	155		123	88	211	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**	*	28.0	46.9	36.8	4.2	37.7	28.2		32.4	38.0	35.2	46.1
	2016	*	28.1	36.8	33.5	6.1	23.2	23.3		31.4	34.0	32.6	50.6
	2017	*	24.4	40.0	32.7	9.1	35.9	24.5		33.3	27.3	30.8	54.0
Tests Taken	**2015**	2	132	81	174	24	53	163		111	108	219	10,227
	2016	5	128	87	179	33	56	176		118	106	224	9,680
	2017	1	119	90	168	22	64	155		123	88	211	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**	*	1.5	4.9	3.4	0.0	3.8	1.8		2.7	2.8	2.7	10.9
	2016	*	0.8	4.6	2.8	3.0	3.6	1.7		4.2	0.9	2.7	13.2
	2017	*	1.7	3.3	2.4	0.0	3.1	1.3		3.3	1.1	2.4	15.1
Tests Taken	**2015**	2	132	81	174	24	53	163		111	108	219	10,227
	2016	5	128	87	179	33	56	176		118	106	224	9,680
	2017	1	119	90	168	22	64	155		123	88	211	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	51.7	56.7	51.3	51.8	53.1
2016	53.5	50.9	50.9	48.3	56.8
2017	50.8	50.0	50.1	46.1	55.1

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**	*	72.7	74.5	72.8	45.8	63.6	67.8		77.3	69.5	73.1	89.5
	2016	*	81.4	88.9	88.3	35.7	80.5	79.2		82.1	85.8	84.1	91.5
	2017	*	80.5	92.6	84.3	40.0	86.4	80.4		87.1	82.5	84.8	92.8
Tests Taken	**2015**	2	139	51	162	24	11	149		88	105	193	8,635
	2016	2	177	90	223	28	41	183		123	148	271	9,316
	2017	5	174	95	236	35	44	189		139	137	276	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**	*	38	13	44	13	4	48		20	32	52	907
	2016	*	33	10	26	18	8	38		22	21	43	795
	2017	*	34	7	37	21	6	37		18	24	42	593
Tests Taken	**2015**	2	139	51	162	24	11	149		88	105	193	8,635
	2016	2	177	90	223	28	41	183		123	148	271	9,316
	2017	5	174	95	236	35	44	189		139	137	276	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**	*	22.3	41.2	27.8	8.3	9.1	19.5		40.9	15.2	26.9	55.3
	2016	*	35.0	48.9	42.6	0.0	34.1	27.3		49.6	31.8	39.9	63.2
	2017	*	42.5	48.4	43.2	11.4	38.6	34.4		49.6	40.1	44.9	65.2
Tests Taken	**2015**	2	139	51	162	24	11	149		88	105	193	8,635
	2016	2	177	90	223	28	41	183		123	148	271	9,316
	2017	5	174	95	236	35	44	189		139	137	276	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**	*	4.3	7.8	5.6	0.0	0.0	3.4		10.2	1.0	5.2	19.6
	2016	*	7.3	10.0	9.0	0.0	4.9	3.3		12.2	5.4	8.5	26.5
	2017	*	10.9	10.5	11.9	0.0	9.1	5.8		10.8	11.7	11.2	30.8
Tests Taken	**2015**	2	139	51	162	24	11	149		88	105	193	8,635
	2016	2	177	90	223	28	41	183		123	148	271	9,316
	2017	5	174	95	236	35	44	189		139	137	276	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	51.4	51.2	44.7	55.8
2016	58.3	57.8	60.9	59.6
2017	61.1	57.0	52.9	62.3

PERFORMANCE IN 2017

Grade 2016-17 (N Rated)	Domain: 2017 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (63)	Beginning	8	12.7	8	12.7	15	23.8	10	15.9	9	14.3
	Intermediate	14	22.2	18	28.6	18	28.6	13	20.6	12	19.0
	Advanced	24	38.1	23	36.5	19	30.2	24	38.1	29	46.0
	Advanced High	17	27.0	14	22.2	11	17.5	16	25.4	13	20.6
10 (39)	Beginning	1	2.6	2	5.1	7	17.9	1	2.6	1	2.6
	Intermediate	11	28.2	14	35.9	14	35.9	10	25.6	11	28.2
	Advanced	20	51.3	16	41.0	11	28.2	20	51.3	20	51.3
	Advanced High	7	17.9	7	17.9	7	17.9	8	20.5	7	17.9
11 (24)	Beginning	1	4.2	3	12.5	4	16.7	2	8.3	2	8.3
	Intermediate	4	16.7	8	33.3	5	20.8	4	16.7	5	20.8
	Advanced	14	58.3	9	37.5	10	41.7	14	58.3	12	50.0
	Advanced High	5	20.8	4	16.7	5	20.8	4	16.7	5	20.8
12 (19)	Beginning	0	0.0	0	0.0	2	10.5	0	0.0	0	0.0
	Intermediate	5	26.3	4	21.1	6	31.6	3	15.8	3	15.8
	Advanced	14	73.7	15	78.9	6	31.6	10	52.6	11	57.9
	Advanced High	0	0.0	0	0.0	5	26.3	6	31.6	5	26.3
ALL (145)	Beginning	10	6.9	13	9.0	28	19.3	13	9.0	12	8.3
	Intermediate	34	23.4	44	30.3	43	29.7	30	20.7	31	21.4
	Advanced	72	49.7	63	43.4	46	31.7	68	46.9	72	49.7
	Advanced High	29	20.0	25	17.2	28	19.3	34	23.4	30	20.7

PROGRESSION FROM 2016 TO 2017

Number Rated Both Years / N (%) Progressed	2017 Level	2016 Level Beg	Int	Adv	Adv High
48 / **20 (41.7%)**	Beginning		3		
	Intermediate	3		4	
	Advanced	0	5	21	
	Advanced High	0	0	12	
37 / **9 (24.3%)**	Beginning		1		
	Intermediate	1		9	
	Advanced	0	1	18	
	Advanced High	0	0	7	
22 / **8 (36.4%)**	Beginning		2		
	Intermediate	1		3	
	Advanced	0	2	9	
	Advanced High	0	0	5	
19 / **8 (42.1%)**	Beginning		0		
	Intermediate	0		3	
	Advanced	0	3	8	
	Advanced High	0	0	5	
126 / **45 (35.7%)**	Beginning		6		
	Intermediate	5		19	
	Advanced	0	11	56	
	Advanced High	0	0	29	

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	**39**	*	*	8	20.5	16	41.0					11	28.2
10	**15**	*	*	7	46.7	*	*					*	*
11	**16**	*	*	*	*	9	56.3					*	*
12	**6**					*	*					*	*
ALL	**76**	9	11.8	16	21.1	32	42.1					19	25.0

SEMESTER 1 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

| 179 | 50.0 | 68.1 | 69.3 | 69.5 | 43.0 | 60.0 | 51.6 | 81.8 |

ALGEBRA II

| 111 | 54.4 | 69.6 | 75.1 | 76.1 | 52.3 | 84.4 | 49.5 | 85.9 |

ALGEBRA II PRE-AP

| 37 | 47.1 | 68.3 | 78.8 | 80.6 | 51.4 | 91.7 | 68.9 | 92.8 |

BIOLOGY

| 171 | 43.8 | 66.3 | 69.0 | 69.4 | 35.1 | 63.7 | 62.7 | 83.7 |

BIOLOGY PRE-AP

| 26 | 45.7 | 66.1 | 69.8 | 70.5 | 30.8 | 80.8 | 67.8 | 93.2 |

CHEMISTRY

| 169 | 30.4 | 64.0 | 79.3 | 82.0 | 11.8 | 97.6 | 45.5 | 82.4 |

CHEMISTRY PRE-AP

| 34 | 34.0 | 59.6 | 74.9 | 77.6 | 2.9 | 91.2 | 75.7 | 96.2 |

ECONOMICS

| 48 | 59.2 | 73.4 | 84.3 | 86.1 | 72.9 | 100.0 | 74.2 | 94.8 |

ENGLISH I

| 153 | 57.0 | 66.0 | 72.4 | 73.5 | 45.8 | 76.7 | 59.1 | 81.9 |

ENGLISH I FOR ESOL BEGINNER

| 11 | 35.8 | 67.9 | 59.0 | 57.4 | 27.3 | 63.6 | 46.3 | 84.1 |

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

| 92 | 51.8 | 75.1 | 77.6 | 78.0 | 76.1 | 91.3 | 67.7 | 87.6 |

ALGEBRA II PRE-AP

| 36 | 55.6 | 75.3 | 81.6 | 82.8 | 77.8 | 97.2 | 73.4 | 93.5 |

BIOLOGY

| | | | | | | | | |

BIOLOGY PRE-AP

| | | | | | | | | |

CHEMISTRY

| 151 | 26.6 | 62.1 | 79.1 | 82.1 | 4.6 | 96.0 | 57.1 | 81.6 |

CHEMISTRY PRE-AP

| 34 | 26.2 | 51.9 | 84.1 | 89.7 | 0.0 | 100.0 | 71.6 | 95.0 |

ECONOMICS

| 2 | * | * | * | * | * | * | 55.6 | * |

ENGLISH I

| | | | | | | | | |

ENGLISH I FOR ESOL BEGINNER

| | | | | | | | | |

SEMESTER 1 TESTS

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

ENGLISH I FOR ESOL INTERMEDIATE

| 7 | 51.0 | 73.8 | 54.2 | 51.0 | 71.4 | 66.7 | 47.4 | 90.8 |

ENGLISH I PRE-AP

| 28 | 69.2 | 72.0 | 74.8 | 75.3 | 64.3 | 78.6 | 75.1 | 94.7 |

ENGLISH II

| 152 | 55.2 | 73.1 | 74.3 | 74.5 | 67.1 | 89.8 | 63.8 | 86.9 |

ENGLISH II FOR ESOL INTERMEDIATE

| 3 | * | * | * | * | * | * | 48.5 | * |

ENGLISH II PRE-AP

| 41 | 59.6 | 69.0 | 84.5 | 87.3 | 51.2 | 100.0 | 76.9 | 94.9 |

ENGLISH III

| 120 | 57.2 | 71.5 | 78.7 | 80.0 | 60.0 | 92.5 | 66.3 | 90.4 |

ENGLISH IV

| 114 | 59.8 | 67.4 | 78.0 | 79.9 | 50.0 | 90.9 | 73.3 | 90.9 |

ENVIRONMENTAL SYSTEMS

| 97 | 48.4 | 68.4 | 74.8 | 75.9 | 46.4 | 89.2 | 73.1 | 93.0 |

FRENCH I

| 1 | * | * | | | * | | 63.3 | * |

FRENCH II

| 24 | 54.1 | 63.8 | 77.4 | 79.8 | 29.2 | 87.5 | 60.5 | 89.6 |

GEOMETRY

| 162 | 42.1 | 71.5 | 73.0 | 73.2 | 64.2 | 78.1 | 57.5 | 87.3 |

SEMESTER 2 TESTS

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

ENGLISH I FOR ESOL INTERMEDIATE

| | | | | | | | | |

ENGLISH I PRE-AP

| | | | | | | | | |

ENGLISH II

| | | | | | | | | |

ENGLISH II FOR ESOL INTERMEDIATE

| | | | | | | | | |

ENGLISH II PRE-AP

| | | | | | | | | |

ENGLISH III

| 115 | 56.4 | 70.3 | 80.0 | 81.7 | 64.3 | 95.7 | 57.8 | 87.1 |

ENGLISH IV

| 1 | * | * | * | * | * | * | 53.0 | * |

ENVIRONMENTAL SYSTEMS

| 3 | * | * | * | * | * | * | 51.9 | * |

FRENCH I

| 5 | * | * | * | * | * | * | 62.7 | * |

FRENCH II

| 19 | 32.4 | 56.8 | 79.3 | 83.3 | 0.0 | 94.7 | 65.5 | 92.6 |

GEOMETRY

| 146 | 37.6 | 67.7 | 83.0 | 85.7 | 36.3 | 96.6 | 55.3 | 84.7 |

SEMESTER 1 TESTS

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

GEOMETRY PRE-AP

| 49 | 46.2 | 72.2 | 84.6 | 86.7 | 67.3 | 100.0 | 66.2 | 92.6 |

GOVERNMENT

| 77 | 63.9 | 71.5 | 81.7 | 83.5 | 66.2 | 100.0 | 68.7 | 91.7 |

HS BAND: LISTENING AND MUSIC ELEMENTS

| 26 | 66.6 | 77.7 | 91.5 | 94.0 | 80.8 | 100.0 | 72.8 | 97.0 |

HS HEALTH EDUCATION

| 89 | 63.9 | 75.4 | 88.9 | 91.2 | 71.9 | 100.0 | 79.9 | 95.8 |

MATH MODELS W/APPLICATIONS

| | | | | | | | | |

PHYSICS

| 111 | 31.3 | 66.2 | 71.0 | 71.9 | 23.4 | 75.2 | 45.1 | 85.8 |

PHYSICS PRE-AP

| 49 | 43.7 | 68.7 | 74.2 | 75.2 | 49.0 | 89.6 | 66.3 | 95.3 |

PRE-CALCULUS

| 112 | 46.8 | 64.5 | 77.9 | 80.2 | 23.2 | 90.6 | 49.5 | 90.0 |

PRE-CALCULUS PRE-AP

| 50 | 49.6 | 69.7 | 80.8 | 82.7 | 44.0 | 93.9 | 70.9 | 80.3 |

SPANISH I

| 27 | 66.0 | 76.9 | 74.4 | 73.9 | 55.6 | 69.2 | 78.0 | 92.9 |

SPANISH II

| 132 | 76.1 | 80.7 | 80.8 | 80.9 | 78.0 | 89.8 | 76.9 | 93.4 |

SEMESTER 2 TESTS

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

GEOMETRY PRE-AP

| 48 | 40.1 | 64.1 | 88.4 | 92.7 | 33.3 | 100.0 | 71.7 | 92.7 |

GOVERNMENT

| 3 | * | * | * | * | * | * | 61.1 | * |

HS BAND: LISTENING AND MUSIC ELEMENTS

| 18 | 53.6 | 72.1 | 88.4 | 91.3 | 66.7 | 94.4 | 78.2 | 97.0 |

HS HEALTH EDUCATION

| 63 | 61.9 | 74.0 | 83.9 | 85.7 | 61.9 | 100.0 | 82.1 | 95.2 |

MATH MODELS W/APPLICATIONS

| 11 | 28.0 | 63.4 | 81.3 | 84.4 | 9.1 | 90.9 | 55.7 | 79.4 |

PHYSICS

| 95 | 34.8 | 68.0 | 73.2 | 74.2 | 42.1 | 73.7 | 59.1 | 85.4 |

PHYSICS PRE-AP

| 49 | 33.6 | 67.3 | 73.7 | 74.9 | 34.7 | 75.5 | 65.3 | 93.2 |

PRE-CALCULUS

| 11 | 38.3 | 65.7 | 80.5 | 83.2 | 18.2 | 90.9 | 60.8 | 90.5 |

PRE-CALCULUS PRE-AP

| 20 | 40.2 | 61.8 | 83.9 | 87.8 | 25.0 | 100.0 | 70.9 | 95.0 |

SPANISH I

| 27 | 66.1 | 76.9 | 77.8 | 78.0 | 74.1 | 81.5 | 79.5 | 90.6 |

SPANISH II

| 107 | 76.4 | 84.3 | 85.3 | 85.5 | 81.3 | 94.4 | 82.1 | 92.3 |

SEMESTER 1 TESTS

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

STUDIO ART I

| 89 | 49.0 | 69.4 | 81.0 | 83.1 | 51.7 | 96.6 | 71.1 | 93.5 |

U.S. HISTORY

| 214 | 52.7 | 68.4 | 78.9 | 80.7 | 49.1 | 92.8 | 56.9 | 86.9 |

WORLD HISTORY

| 180 | 41.4 | 62.6 | 76.4 | 78.9 | 18.3 | 79.2 | 52.8 | 90.8 |

SEMESTER 2 TESTS

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

STUDIO ART I

| 77 | 50.5 | 69.0 | 78.2 | 79.8 | 53.2 | 87.0 | 73.4 | 93.0 |

U.S. HISTORY

| | | | | | | | | |

WORLD HISTORY

| 178 | 47.2 | 62.3 | 71.8 | 73.5 | 28.1 | 64.0 | 59.6 | 87.7 |

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	83.9	89.1	156	400	13.5	109	394	11.0	44	417	20.5	2	*	*	7,259	440	31.7
		2016-17	83.9	88.8	146	407	15.1	107	411	14.0	39	395	17.9				7,109	461	41.0
	Mathematics	**2014-15***																	
		2015-16	83.9	89.1	156	421	10.3	109	409	4.6	44	451	25.0	2	*	*	7,259	449	18.2
		2016-17	83.9	88.8	146	431	5.5	107	432	5.6	39	430	5.1				7,109	462	20.7
ACT	English	**2014-15**	86.3	85.3	177	13	6.8	116	13	5.2	61	13	9.8				6,839	15	25.4
		2015-16	84.9	84.1	158	12	3.2	112	12	3.6	44	13	2.3	1	*	*	6,849	14	22.8
		2016-17	79.3	86.0	138	12	6.5	97	12	7.2	40	10	5.0				6,885	15	25.3
	Mathematics	**2014-15**	86.3	85.3	177	16	4.5	116	16	1.7	61	17	9.8				6,839	17	15.1
		2015-16	84.9	84.1	158	16	8.9	112	16	5.4	44	18	18.2	1	*	*	6,849	17	16.0
		2016-17	79.3	86.0	138	16	5.1	97	16	4.1	40	16	7.5				6,885	18	16.7
	Reading	**2014-15**	86.3	85.3	177	15	4.5	116	15	3.4	61	16	6.6				6,839	16	15.1
		2015-16	84.9	84.1	158	15	4.4	112	15	3.6	44	16	6.8	1	*	*	6,849	16	17.0
		2016-17	79.3	86.0	138	14	2.9	97	14	3.1	40	14	2.5				6,885	17	17.6
	Science	**2014-15**	86.3	85.3	177	16	3.4	116	16	0.9	61	16	8.2				6,839	17	12.5
		2015-16	84.9	84.1	158	16	2.5	112	16	2.7	44	16	2.3	1	*	*	6,849	17	12.6
		2016-17	79.3	86.0	138	15	2.2	97	15	1.0	40	15	5.0				6,885	18	13.3
	Composite	**2014-15**	86.3	85.3	177	15	–	116	15	–	61	16	–			–	6,839	16	–
		2015-16	84.9	84.1	158	15	–	112	15	–	44	16	–	1	*	–	6,849	16	–
		2016-17	79.3	86.0	138	14	–	97	15	–	40	14	–			–	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*
10	Reading & Writing	2014*																		
		2015	175	371	18.9	102	369	17.6	70	375	21.4	1	*	*	1	*	*	8,972	414	38.6
		2016	184	388	27.2	110	387	27.3	69	384	24.6	4	*	*	1	*	*	9,090	417	40.1
	Mathematics	2014*																		
		2015	175	390	8.6	102	383	5.9	70	395	10.0	1	*	*	1	*	*	8,972	424	22.2
		2016	184	414	14.7	110	409	12.7	69	420	17.4	4	*	*	1	*	*	9,090	433	26.6

*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

| 270 | 21,637 | **1.1** | 2.0 | **2** | **0.7** | 27.4 |

Chemistry

| 15 | 595 | **1.0** | 1.7 | **0** | **0.0** | 18.8 |

Environmental Science

| 9 | 1,152 | **1.1** | 1.9 | **0** | **0.0** | 25.1 |

Music Theory

| 5 | 91 | * | 2.7 | * | * | 51.6 |

Studio Art: 2-D Design Portfolio

| 1 | 152 | * | 3.0 | * | * | 65.1 |

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

Biology

| 14 | 1,074 | **1.0** | 2.0 | **0** | **0.0** | 27.7 |

English Language and Composition

| 43 | 2,878 | **1.2** | 1.8 | **1** | **2.3** | 17.9 |

Human Geography

| 7 | 1,353 | **1.0** | 1.8 | **0** | **0.0** | 26.8 |

Physics 1

| 8 | 1,018 | **1.0** | 1.5 | **0** | **0.0** | 11.2 |

United States Government and Politics

| 29 | 1,631 | **1.0** | 1.5 | **0** | **0.0** | 14.3 |

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

Calculus AB

| 8 | 965 | **1.1** | 2.5 | **0** | **0.0** | 41.6 |

English Literature and Composition

| 43 | 2,176 | **1.1** | 1.7 | **0** | **0.0** | 16.8 |

Macroeconomics

| 31 | 1,068 | **1.0** | 1.6 | **0** | **0.0** | 17.0 |

Psychology

| 10 | 803 | **1.0** | 1.7 | **0** | **0.0** | 20.5 |

United States History

| 47 | 2,255 | **1.0** | 1.6 | **0** | **0.0** | 15.1 |