

DATA PACKET

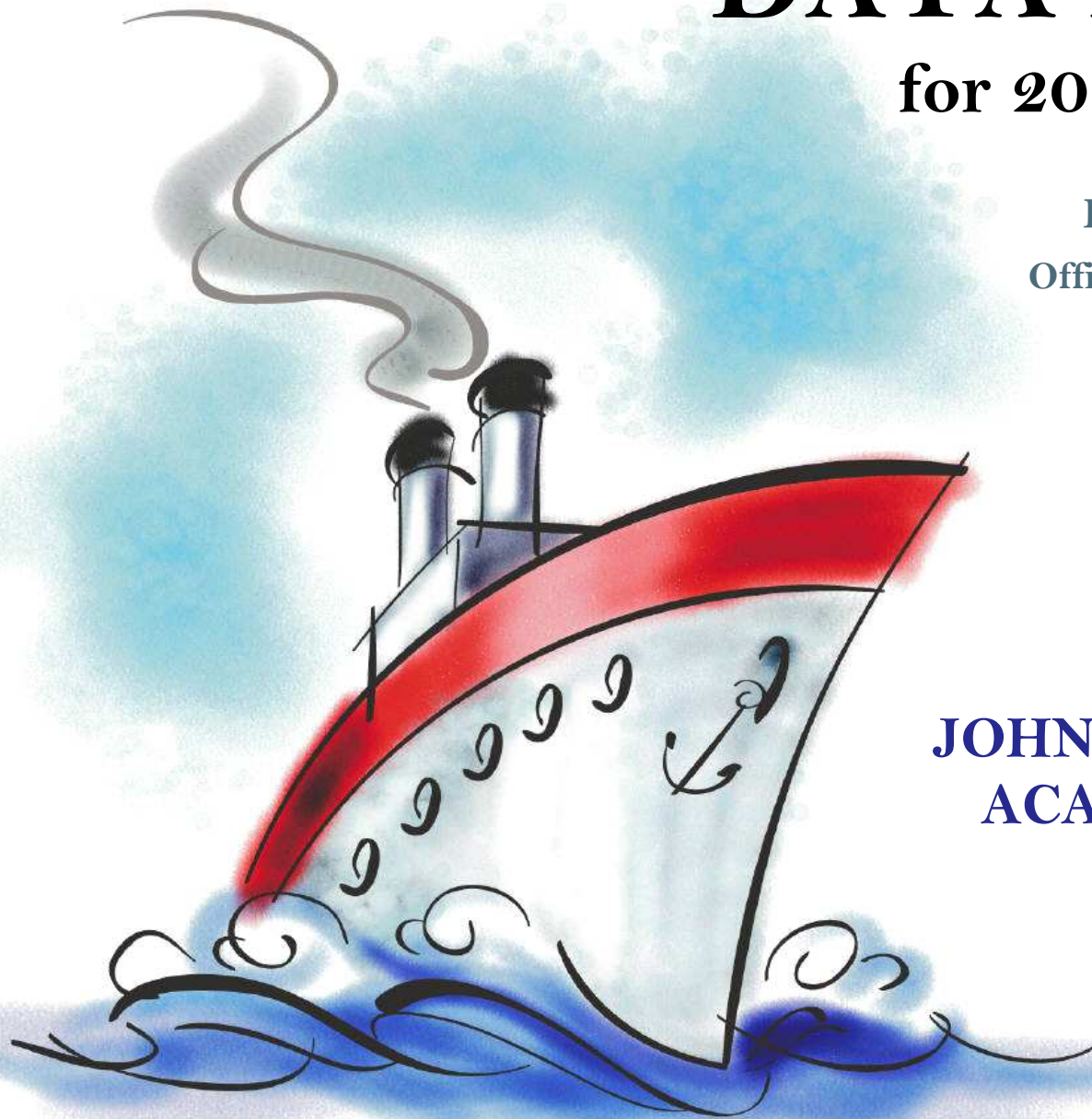
for 2014-15 planning

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September 5, 2014

School Number 389

JOHN L. PATTON, JR.
ACADEMIC CENTER



Dallas Independent School District

2. Contents Table of Contents

STUDENTS AND STAFF

- 6. Summary Summary of Student and Teacher Statistics
- 8. Enroll (2) Enrollment Statistics by Select Student Group
- 10. Teachers Teacher Statistics

STAAR (English)

- 11. Reading (EOC) .. STAAR EOC Reading
- 19. Science (EOC) ... STAAR EOC Science

ENGLISH PROFICIENCY

- 27. WMLS Woodcock-Muñoz Language Survey

COLLEGE READINESS

- 29. SAT/ACT SAT/ACT Average Scores for Seniors

LOCAL ASSESSMENT

- 31. ACP Assessments of Course Performance

3. Notes Notes and Data Descriptions

- 7. Enroll (1) Enrollment Statistics by Ethnicity
- 9. Attendance Student Attendance Statistics

- 15. Math (EOC) STAAR EOC Mathematics
- 23. SS (EOC) STAAR EOC Social Studies

28. TELPAS Texas English Language Proficiency Assessment System

30. PSAT PSAT Average Scores

2013-14 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program.
- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2013-14. They are counted as new if not enrolled in a district campus before the last day of the 2012-13 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 2012-13 and 2013-14.

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

TEACHERS

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

STAAR, STAAR L, and STAAR M

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics are based on results from standard STAAR only. STAAR L and STAAR M statistics are computed separately, following TEA reporting practice.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory) or Level 3 (Advanced).
- Statistics by reporting category are averages for all students (across student groups and genders).
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
- EOC statistics are based on first administration scores from the fall and spring administrations.
- Beginning in 2014, EOC Reading and EOC Writing tests were replaced with EOC English tests.

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 2013 to 2014, the TEA did not report the 2013 composite rating.
- If a student is rated as advanced high in 2014, the TEA does not differentiate between the advanced and advanced high levels from 2013.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as 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 school year by The College Board and ACT, Inc. A student takes the SAT or ACT at the time and location of her choice, and she may take either test multiple times. If a student has results from multiple administrations, only the latest is used.
- SAT scores range from 200 to 800. ACT scores range from 0 to 36.
- SAT College and Career Readiness Benchmarks are the same for each subject (critical reading, mathematics, and writing): 500. The SAT benchmark indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college. ACT's College Readiness Benchmarks are the minimum scores that indicate a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. The ACT benchmarks are available for four subject-area tests. They are English: 18, reading: 21, mathematics: 22, and science: 24.
- PSAT scores range from 20 to 80. PSAT is administered once each year in October. District students taking PSAT are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a PSAT score for that year. (Students' scores will be used in multiple statistics if they took the PSAT in multiple years.)
- PSAT/NMSQT College and Career Readiness Benchmarks are the scores associated with a 65 percent likelihood of achieving a B- first-year college GPA. The College Board has determined PSAT benchmark scores separately for grades 10 and 11 in each subject. For grade 10, the benchmarks are critical reading: 42, mathematics: 44, writing: 42. For grade 11, the benchmarks are critical reading: 45, mathematics: 47, writing: 45. There are no benchmarks for grade 9.

ACP

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

STUDENT ENROLLMENT

Grade	Enrollment
9	14
10	9
11	47
12	39
ALL	109

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	45	41.3	15	60.0
American Indian/Alaska Native	1	0.9	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	62	56.9	1	4.0
White	1	0.9	8	32.0
Multiple	0	0.0	1	4.0
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	103	94.5
Economically disadvantaged	97	89.0
Limited English proficient (LEP)	26	23.9
Special education	19	17.4
Talented and Gifted (TAG)	0	0.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2012	128	54	42.2	2	1.6	3	2.3	67	52.3	2	1.6	0	0.0
	2013	42	20	47.6	1	2.4	0	0.0	19	45.2	2	4.8	0	0.0
	2014	14	7	50.0	0	0.0	0	0.0	7	50.0	0	0.0	0	0.0
10	2012	75	35	46.7	0	0.0	0	0.0	39	52.0	0	0.0	1	1.3
	2013	41	16	39.0	0	0.0	0	0.0	24	58.5	1	2.4	0	0.0
	2014	9	2	22.2	0	0.0	0	0.0	7	77.8	0	0.0	0	0.0
11	2012	122	75	61.5	0	0.0	0	0.0	46	37.7	1	0.8	0	0.0
	2013	60	34	56.7	0	0.0	0	0.0	26	43.3	0	0.0	0	0.0
	2014	47	19	40.4	1	2.1	0	0.0	26	55.3	1	2.1	0	0.0
12	2012	244	124	50.8	7	2.9	2	0.8	106	43.4	4	1.6	0	0.0
	2013	111	47	42.3	0	0.0	0	0.0	62	55.9	2	1.8	0	0.0
	2014	39	17	43.6	0	0.0	0	0.0	22	56.4	0	0.0	0	0.0
9-12	2012	569	288	50.6	9	1.6	5	0.9	258	45.3	7	1.2	1	0.2
	2013	254	117	46.1	1	0.4	0	0.0	131	51.6	5	2.0	0	0.0
	2014	109	45	41.3	1	0.9	0	0.0	62	56.9	1	0.9	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	2012	128	88	68.8	17	13.3	14	10.9	115	89.8	0	0.0	64	50.0	51.6	48.4	46.9
	2013	42	34	81.0	10	23.8	5	11.9	39	92.9	0	0.0	12	28.6	52.4	47.6	47.6
	2014	14	12	85.7	3	21.4	2	14.3	13	92.9	0	0.0	4	28.6	64.3	35.7	42.9
10	2012	75	49	65.3	10	13.3	13	17.3	67	89.3	0	0.0	34	45.3	56.0	44.0	34.7
	2013	41	29	70.7	10	24.4	7	17.1	37	90.2	0	0.0	12	29.3	68.3	31.7	29.3
	2014	9	8	88.9	5	55.6	0	0.0	9	100.0	0	0.0	1	11.1	88.9	11.1	44.4
11	2012	122	84	68.9	10	8.2	21	17.2	106	86.9	0	0.0	61	50.0	53.3	46.7	16.4
	2013	60	49	81.7	9	15.0	8	13.3	59	98.3	0	0.0	9	15.0	55.0	45.0	31.7
	2014	47	45	95.7	9	19.1	6	12.8	44	93.6	0	0.0	7	14.9	53.2	46.8	25.5
12	2012	244	130	53.3	22	9.0	21	8.6	197	80.7	0	0.0	115	47.1	48.4	51.6	13.5
	2013	111	85	76.6	11	9.9	9	8.1	109	98.2	0	0.0	14	12.6	47.7	52.3	45.0
	2014	39	32	82.1	9	23.1	11	28.2	37	94.9	0	0.0	5	12.8	51.3	48.7	17.9
9-12	2012	569	351	61.7	59	10.4	69	12.1	485	85.2	0	0.0	274	48.2	51.1	48.9	24.4
	2013	254	197	77.6	40	15.7	29	11.4	244	96.1	0	0.0	47	18.5	53.5	46.5	39.8
	2014	109	97	89.0	26	23.9	19	17.4	103	94.5	0	0.0	17	15.6	56.9	43.1	26.6

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	2012	164	10,922	110	66.9	10,196	93.3	151	92.1	27.8	22	8,726	13.4	79.9
	2013	14	11,153	6	43.0	10,499	94.1	55	100.0	28.3	8	9,388	56.6	84.2
	2014	9	10,850	3	34.3	10,242	94.4	24	100.0	28.4	0	9,091	0.0	83.8
10	2012	108	9,007	70	64.8	8,431	93.6	84	77.7	20.6	12	7,332	11.1	81.4
	2013	17	9,331	7	38.0	8,812	94.4	59	100.0	20.5	0	8,042	0.0	86.2
	2014	7	9,898	2	26.1	9,367	94.6	14	100.0	20.3	0	8,628	0.0	87.2
11	2012	116	8,913	80	68.7	8,306	93.2	105	90.3	15.9	21	7,319	18.1	82.1
	2013	25	8,457	8	31.8	7,949	94.0	43	100.0	18.9	13	7,295	52.7	86.3
	2014	15	8,467	4	28.4	8,005	94.5	16	100.0	18.1	0	7,476	0.0	88.3
12	2012	271	8,178	221	81.6	7,571	92.6	220	81.1	12.6	92	6,742	33.9	82.4
	2013	31	8,199	15	49.0	7,661	93.4	57	100.0	14.9	43	7,269	100.0	88.7
	2014	9	7,886	4	38.0	7,407	93.9	15	100.0	15.2	1	7,027	10.7	89.1
9-12	2012	660	37,021	481	72.9	34,504	93.2	560	84.9	19.8	147	30,119	22.3	81.4
	2013	87	37,140	36	41.0	34,922	94.0	214	100.0	21.2	64	31,994	73.5	86.1
	2014	40	37,101	13	31.5	35,021	94.4	69	100.0	21.1	1	32,222	2.5	86.8

Teachers: 25

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	15	60.0
Hispanic	1	4.0
White	8	32.0
Multiple	1	4.0
Other	0	0.0

Gender	Number	Percentage
Female	17	68.0
Male	8	32.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2011-12	6.6	—
2012-13	6.5	35.0
2013-14	7.4	73.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	16.0
1	3	12.0
2	1	4.0
3	0	0.0
4	2	8.0
5	2	8.0
1-3	4	16.0
More than 3	17	68.0
1 - 5	8	32.0
6 - 10	3	12.0
11 - 20	7	28.0
More than 20	3	12.0

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2012												
	2013												
	2014		16.7	22.7	16.7	*	20.0	18.2		16.7	25.0	20.6	50.9
Tests Taken	2012												
	2013												
	2014		12	22	30	3	15	33		18	16	34	13,789
ENGLISH II	2012												
	2013												
	2014		0.0	15.8	8.0	*	0.0	7.4		6.3	16.7	10.7	54.8
Tests Taken	2012												
	2013												
	2014		8	19	25	2	10	27		16	12	28	10,943

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2012												
	2013												
	2014		10	17	25	*	12	27		15	12	27	6,774
Tests Taken	2012												
	2013												
	2014		12	22	30	3	15	33		18	16	34	13,789
ENGLISH II	2012												
	2013												
	2014		8	16	23	*	10	25		15	10	25	4,948
Tests Taken	2012												
	2013												
	2014		8	19	25	2	10	27		16	12	28	10,943

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2012												
	2013												
	2014		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	3.2
Tests Taken	2012												
	2013												
	2014		12	22	30	3	15	33		18	16	34	13,789
ENGLISH II	2012												
	2013												
	2014		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	2.7
Tests Taken	2012												
	2013												
	2014		8	19	25	2	10	27		16	12	28	10,943

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1 ¹	1. Average Rating Short Answer #2 ¹	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Expository Composition ²	5. Revision	6. Editing
2012								
2013								
2014	49.5	0.5	1.0	43.0	45.7	3.5	49.7	42.2

ENGLISH II	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1 ¹	1. Average Rating Short Answer #2 ¹	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Persuasive Composition ²	5. Revision	6. Editing
2012								
2013								
2014	55.4	0.6	0.7	37.7	42.9	3.7	51.0	55.5

¹Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary

²Average 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 SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2012		0.0	26.7	18.2	*	*	23.5		25.0	10.0	18.2	74.7
	2013	*	0.0	50.0	33.3	*	*	35.0		20.0	45.5	33.3	72.5
	2014	*	33.3	81.8	50.0	*	75.0	55.0		50.0	60.0	54.5	78.0
Tests Taken	2012		7	15	22	1	4	20		12	10	22	8,795
	2013	1	6	14	18	1	5	20		10	11	21	9,251
	2014	1	9	11	20	3	8	20		12	10	22	9,524

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2012		7	11	18	*	*	13		9	9	18	2,226
	2013	*	6	7	12	*	*	13		8	6	14	2,540
	2014	*	6	2	10	*	2	9		6	4	10	2,099
Tests Taken	2012		7	15	22	1	4	20		12	10	22	8,795
	2013	1	6	14	18	1	5	20		10	11	21	9,251
	2014	1	9	11	20	3	8	20		12	10	22	9,524

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2012		0.0	0.0	0.0	*	*	0.0		0.0	0.0	0.0	7.0
	2013	*	0.0	0.0	0.0	*	*	0.0		0.0	0.0	0.0	8.6
	2014	*	11.1	0.0	5.0	*	0.0	5.0		8.3	0.0	4.5	9.9
Tests Taken	2012		7	15	22	1	4	17		12	10	22	8,795
	2013	1	6	14	18	1	5	20		10	11	21	9,251
	2014	1	9	11	20	3	8	20		12	10	22	9,524

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	1. Functional Relationships	2. Properties and Attributes of Functions	3. Linear Functions	4. Linear Equations and Inequalities	5. Quadratic and Other Nonlinear Functions
2012	35.2	26.5	27.3	30.0	28.3
2013	38.1	28.6	30.8	31.4	28.0
2014	40.9	40.5	44.5	39.1	40.9

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2012		*	26.7	25.0		*	26.7		33.3	18.2	25.0	82.9
	2013	*	16.7	44.4	35.7	*	*	33.3		42.9	33.3	37.5	84.4
	2014		*	85.7	77.8	*	*	75.0		*	83.3	80.0	89.8
Tests Taken	2012		5	15	20		4	15		9	11	20	8,881
	2013	1	6	9	14	1	3	15		7	9	16	9,374
	2014		3	7	9	1	5	8		4	6	10	9,672

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2012		*	11	15		*	11		6	9	15	1,522
	2013	*	5	5	9	*	*	10		4	6	10	1,467
	2014		*	1	2	*	*	2		*	1	2	987
Tests Taken	2012		5	15	20		4	15		9	11	20	8,881
	2013	1	6	9	14	1	3	15		7	9	16	9,374
	2014		3	7	9	1	5	8		4	6	10	9,672

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2012		*	0.0	0.0		*	0.0		0.0	0.0	0.0	4.8
	2013	*	0.0	0.0	0.0	*	*	0.0		0.0	0.0	0.0	7.5
	2014		*	0.0	0.0	*	*	0.0		*	0.0	0.0	7.5
Tests Taken	2012		5	15	20		4	15		9	11	20	8,881
	2013	1	6	9	14	1	3	15		7	9	16	9,374
	2014		3	7	9	1	5	8		4	6	10	9,672

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
2012	33.2	25.0	38.0	33.2	35.9
2013	33.5	33.5	35.0	34.7	33.5
2014	30.9	47.3	56.0	46.4	40.0

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2012												*
	2013		*	57.1	66.7		*	57.1		*	*	62.5	90.2
	2014		*	75.0	68.4	*	75.0	60.0		91.7	22.2	61.9	92.0
Tests Taken	2012												4
	2013		1	7	6		2	7		4	4	8	51
	2014		5	16	19	1	8	20		12	9	21	7,801

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2012												*
	2013		*	3	2		*	3		*	*	3	5
	2014		*	4	6	*	2	8		1	7	8	625
Tests Taken	2012												4
	2013		1	7	6		2	7		4	4	8	51
	2014		5	16	19	1	8	20		12	9	21	7,801

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2012												*
	2013		*	0.0	0.0		*	0.0		*	*	0.0	2.0
	2014		*	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	10.3
Tests Taken	2012												4
	2013		1	7	6		2	7		4	4	8	51
	2014		5	16	19	1	8	20		12	9	21	7,801

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
2012				
2013	47.1	46.9	48.8	42.2
2014	42.2	54.0	43.3	44.9

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2013		Level 2 in 2013		Level 3 in 2013		Levels 1-3 in 2013	
	Number Tested Both Years	Percentage Improved in 2014	Number Tested Both Years	Percentage Improved in 2014	Number Tested Both Years	Percentage Improved in 2014	Number Tested Both Years	Percentage Improved in 2014
11	0		1	*	0		1	*
12	0		1	*	0		1	*
ALL	0		2	*	0		2	*

PERFORMANCE IN 2014

Grade 2013-14 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2014 Level	N	%	N	%	N	%	N	%	N	%
11 (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	9.1	2	18.2	3	25.0	1	9.1
	Advanced	4	36.4	5	45.5	8	72.7	8	66.7	9	81.8
	Advanced High	7	63.6	5	45.5	1	9.1	1	8.3	1	9.1
ALL (25)	Beginning	0	0.0	0	0.0	0	0.0	1	4.2	0	0.0
	Intermediate	0	0.0	1	4.2	2	8.3	4	16.7	2	8.7
	Advanced	7	29.2	9	37.5	18	75.0	17	70.8	18	78.3
	Advanced High	17	70.8	14	58.3	4	16.7	2	8.3	3	13.0

**PROGRESSION FROM
2013 TO 2014**

Number Rated Both Years N (%) Progressed	2014 Level	2013 Level			
		Beg	Int	Adv	Adv High
3 1 (33.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	2	
	Advanced High	0	0	0	
11 3 (27.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	8	
	Advanced High	0	0	2	

■ Indicates students who progressed at least one level from 2013 to 2014.

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	Critical Reading	2011-12	4.5	55.7	11	325	9.1	9	314	11.1	1	*	*				4,495	416	18.8
		2012-13	3.6	55.4	4	*	*	3	*	*	1	*	*				4,644	416	19.5
		2013-14	41.0	53.1	16	323	0.0	5	*	*	11	349	0.0				4,203	418	20.7
	Mathematics	2011-12	4.5	55.7	11	342	9.1	9	339	11.1	1	*	*				4,495	446	29.8
		2012-13	3.6	55.4	4	*	*	3	*	*	1	*	*				4,644	445	29.0
		2013-14	41.0	53.1	16	384	0.0	5	*	*	11	384	0.0				4,203	440	27.4
	Writing	2011-12	4.5	55.7	11	346	0.0	9	338	0.0	1	*	*				4,495	408	15.9
		2012-13	3.6	55.4	4	*	*	3	*	*	1	*	*				4,644	406	16.1
		2013-14	41.0	53.1	16	325	0.0	5	*	*	11	337	0.0				4,203	411	16.9
ACT	English	2011-12	2.0	37.1	5	14	*	5	*	*							2,995	15	33.3
		2012-13	0.9	29.3	1	20	*	1	*	*							2,454	16	34.0
		2013-14	2.6	42.0	1	9	*				1	*	*				3,324	15	29.3
	Mathematics	2011-12	2.0	37.1	5	16	*	5	*	*							2,995	18	22.7
		2012-13	0.9	29.3	1	17	*	1	*	*							2,454	19	24.4
		2013-14	2.6	42.0	1	15	*				1	*	*				3,324	18	21.8
	Reading	2011-12	2.0	37.1	5	16	*	5	*	*							2,995	17	23.7
		2012-13	0.9	29.3	1	21	*	1	*	*							2,454	17	26.5
		2013-14	2.6	42.0	1	19	*				1	*	*				3,324	17	23.8
	Science	2011-12	2.0	37.1	5	16	*	5	*	*							2,995	18	10.8
		2012-13	0.9	29.3	1	19	*	1	*	*							2,454	18	12.7
		2013-14	2.6	42.0	1	17	*				1	*	*				3,324	18	8.7
Composite	2011-12	2.0	37.1	5	16	-	5	*	-							2,995	17	-	
	2012-13	0.9	29.3	1	19	-	1	*	-							2,454	18	-	
	2013-14	2.6	42.0	1	15	-				1	*	-				3,324	17	-	

*See the NOTES report for information about 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	Critical Reading	2011	1	*	*	0			1	*	*	0			0			7,988	36	25.4
		2012	1	*	*	1	*	*	0			0			0			8,427	37	23.1
		2013	2	*	*	1	*	*	1	*	*	0			0			8,854	36	23.3
	Mathematics	2011	1	*	*	0			1	*	*	0			0			7,988	38	24.5
		2012	1	*	*	1	*	*	0			0			0			8,427	38	24.5
		2013	2	*	*	1	*	*	1	*	*	0			0			8,854	37	19.6
	Writing	2011	1	*	*	0			1	*	*	0			0			7,988	36	22.7
		2012	1	*	*	1	*	*	0			0			0			8,427	37	23.7
		2013	2	*	*	1	*	*	1	*	*	0			0			8,854	36	21.0

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

SEMESTER 1 TESTS

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

ALGEBRA I

6	31.9	65.4			33.3		41.1	81.4
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ALGEBRA II

19	40.6	70.3			57.9		47.9	86.0
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ART I

25	64.9	73.7			60.0		79.1	94.8
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BIOLOGY

12	40.7	67.0			33.3		61.9	82.5
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CHEMISTRY

15	24.4	64.0			20.0		49.7	83.5
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ECONOMICS

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ENGLISH I

6	35.5	60.5			16.7		50.7	84.8
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ENGLISH II

11	42.5	61.7			27.3		59.6	83.5
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ENGLISH III

21	40.4	57.5			4.8		55.7	89.1
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ENGLISH IV

23	44.3	62.9			21.7		67.9	91.6
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ENVIRONMENTAL SYSTEMS

14	51.9	65.7			57.1		75.5	97.3
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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

ALGEBRA I

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ALGEBRA II

10	41.5	69.7	76.0	77.1	50.0	90.0	55.9	84.7
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ART I

9	59.2	70.3	78.8	80.3	66.7	100.0	75.5	93.6
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BIOLOGY

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CHEMISTRY

5	*	*	*	*	*	*	59.3	*
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ECONOMICS

5	*	*	*	*	*	*	57.3	*
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ENGLISH I

3	*	*	*	*	*	*	58.2	*
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ENGLISH II

11	54.3	68.1	85.5	88.5	54.5	90.9	61.3	80.9
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ENGLISH III

14	53.5	61.2	83.4	87.3	21.4	100.0	52.9	82.6
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ENGLISH IV

9	51.1	74.7	84.4	86.2	66.7	88.9	63.2	78.4
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ENVIRONMENTAL SYSTEMS

5	*	*	*	*	*	*	62.8	*
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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

GEOMETRY

21	34.9	65.1			33.3		61.9	83.3
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GOVERNMENT

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HS HEALTH EDUCATION

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IPC

5	*	*			*		47.8	*
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MATH MODELS W/APPLICATIONS

30	42.7	65.6			30.0		55.0	88.7
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PHYSICS

29	29.3	64.0			24.1		37.8	85.3
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U.S. HISTORY

20	46.1	58.6			20.0		51.5	86.9
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WORLD GEOGRAPHY

10	37.0	62.9			30.0		48.7	86.7
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WORLD HISTORY

7	41.6	66.3			42.9		48.3	90.0
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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

GEOMETRY

16	38.8	67.2	77.3	79.0	31.3	68.8	66.7	79.7
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GOVERNMENT

4	*	*	*	*	*	*	61.0	*
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HS HEALTH EDUCATION

5	*	*	*	*	*	*	76.7	*
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IPC

4	*	*	*	*	*	*	54.5	*
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MATH MODELS W/APPLICATIONS

13	31.5	65.8	69.5	70.1	23.1	76.9	58.5	85.3
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PHYSICS

21	27.5	61.8	79.1	82.1	4.8	100.0	53.6	82.4
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U.S. HISTORY

6	57.3	75.4	81.3	82.4	66.7	100.0	58.7	88.9
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WORLD GEOGRAPHY

5	*	*	*	*	*	*	57.7	*
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WORLD HISTORY

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