

DATA PACKET

for 2015-16 planning

Evaluation & Assessment
Office of Institutional Research

<http://mydata.dallasisd.org>

OIR@dallasisd.org

December 14, 2015

School Number 389

JOHN L. PATTON, JR.
ACADEMIC CENTER



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. TELPAS Texas English Language Proficiency Assessment System

COLLEGE READINESS

28. SAT/ACT SAT/ACT Average Scores for Seniors

30. AP Advanced Placement (AP) Exams

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

29. PSAT PSAT Average Scores

2014-15 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, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- 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 who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- “New” students were new to the district in 2014-15. They are counted as new if not enrolled in a district campus before the last day of the 2013-14 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 2013-14 and 2014-15.

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, 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 A

- 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 A 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.
- Exclusive for 2015: Until official standards are released in Fall 2015, the “Percentage Satisfactory,” “Number Unsatisfactory,” and “Percentage Advanced” reports will not contain Spring 2015 mathematics results for grades 3-8.

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 2014 to 2015, the TEA did not report the 2014 composite rating.
- If a student is rated as advanced high in 2015, the TEA does not differentiate between the advanced and advanced high levels from 2014.

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.
- AP scores range from 1 to 5; a minimum of 3 is needed to pass.

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 | 7 |
| 10 | 16 |
| 11 | 15 |
| 12 | 57 |
| ALL | 95 |

STUDENT AND TEACHER RACE/ETHNICITY

| Ethnicity/Race | Students | | Teachers | |
|---------------------------------|----------|---------|----------|---------|
| | Number | Percent | Number | Percent |
| Black/African American | 36 | 37.9 | 15 | 62.5 |
| American Indian/Alaska Native | 1 | 1.1 | * | * |
| Asian/Hawaiian/Pacific Islander | 0 | 0.0 | * | * |
| Hispanic | 58 | 61.1 | 1 | 4.2 |
| White | 0 | 0.0 | 6 | 25.0 |
| Multiple | 0 | 0.0 | 1 | 4.2 |
| Other* (teachers only) | — | — | 1 | 4.2 |
| 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 | 91 | 95.8 |
| Economically disadvantaged | 87 | 91.6 |
| Limited English proficient (LEP) | 18 | 18.9 |
| Special education | 10 | 10.5 |
| 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 | 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 |
| | 2015 | 7 | 4 | 57.1 | 0 | 0.0 | 0 | 0.0 | 3 | 42.9 | 0 | 0.0 | 0 | 0.0 |
| 10 | 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 |
| | 2015 | 16 | 5 | 31.3 | 0 | 0.0 | 0 | 0.0 | 11 | 68.8 | 0 | 0.0 | 0 | 0.0 |
| 11 | 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 |
| | 2015 | 15 | 7 | 46.7 | 0 | 0.0 | 0 | 0.0 | 8 | 53.3 | 0 | 0.0 | 0 | 0.0 |
| 12 | 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 |
| | 2015 | 57 | 20 | 35.1 | 1 | 1.8 | 0 | 0.0 | 36 | 63.2 | 0 | 0.0 | 0 | 0.0 |
| 9-12 | 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 |
| | 2015 | 95 | 36 | 37.9 | 1 | 1.1 | 0 | 0.0 | 58 | 61.1 | 0 | 0.0 | 0 | 0.0 |

| Grade | Year | Enrollment | Economically Disadvantaged | | LEP | | Special Education | | At Risk | | TAG | | New (to District) | | Gender | | Retention Rate (%) |
|-------|------|------------|----------------------------|------|-----|------|-------------------|------|---------|-------|-----|-----|-------------------|------|--------|----------|--------------------|
| | | | N | % | N | % | N | % | N | % | N | % | N | % | % Male | % Female | |
| 9 | 2013 | 42 | 34 | 81.0 | 10 | 23.8 | 5 | 11.9 | 38 | 90.5 | 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 |
| | 2015 | 7 | 5 | 71.4 | 1 | 14.3 | 0 | 0.0 | 7 | 100.0 | 0 | 0.0 | 2 | 28.6 | 57.1 | 42.9 | 14.3 |
| 10 | 2013 | 41 | 29 | 70.7 | 10 | 24.4 | 7 | 17.1 | 34 | 82.9 | 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 |
| | 2015 | 16 | 14 | 87.5 | 3 | 18.8 | 1 | 6.3 | 15 | 93.8 | 0 | 0.0 | 3 | 18.8 | 25.0 | 75.0 | 12.5 |
| 11 | 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 | 42 | 89.4 | 0 | 0.0 | 7 | 14.9 | 53.2 | 46.8 | 25.5 |
| | 2015 | 15 | 13 | 86.7 | 4 | 26.7 | 0 | 0.0 | 15 | 100.0 | 0 | 0.0 | 2 | 13.3 | 53.3 | 46.7 | 26.7 |
| 12 | 2013 | 111 | 85 | 76.6 | 11 | 9.9 | 9 | 8.1 | 106 | 95.5 | 0 | 0.0 | 14 | 12.6 | 47.7 | 52.3 | 45.0 |
| | 2014 | 39 | 32 | 82.1 | 9 | 23.1 | 11 | 28.2 | 36 | 92.3 | 0 | 0.0 | 5 | 12.8 | 51.3 | 48.7 | 17.9 |
| | 2015 | 57 | 55 | 96.5 | 10 | 17.5 | 9 | 15.8 | 54 | 94.7 | 0 | 0.0 | 5 | 8.8 | 56.1 | 43.9 | 14.0 |
| 9-12 | 2013 | 254 | 197 | 77.6 | 40 | 15.7 | 29 | 11.4 | 237 | 93.3 | 0 | 0.0 | 47 | 18.5 | 53.5 | 46.5 | 39.8 |
| | 2014 | 109 | 97 | 89.0 | 26 | 23.9 | 19 | 17.4 | 100 | 91.7 | 0 | 0.0 | 17 | 15.6 | 56.9 | 43.1 | 26.6 |
| | 2015 | 95 | 87 | 91.6 | 18 | 18.9 | 10 | 10.5 | 91 | 95.8 | 0 | 0.0 | 12 | 12.6 | 50.5 | 49.5 | 15.8 |

| 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 | 2013 | 40 | 11,129 | 29 | 71.5 | 10,482 | 94.2 | 55 | 100.0 | 28.3 | 8 | 9,408 | 19.8 | 84.5 |
| | 2014 | 28 | 10,855 | 19 | 67.7 | 10,244 | 94.4 | 24 | 86.5 | 25.4 | 5 | 9,137 | 18.0 | 84.2 |
| | 2015 | 6 | 11,577 | 4 | 63.5 | 10,921 | 94.3 | 5 | 78.0 | 24.5 | 0 | 9,789 | 0.0 | 84.6 |
| 10 | 2013 | 45 | 9,329 | 29 | 64.9 | 8,810 | 94.4 | 59 | 100.0 | 20.5 | 0 | 8,101 | 0.0 | 86.8 |
| | 2014 | 21 | 9,895 | 13 | 62.5 | 9,365 | 94.6 | 14 | 65.5 | 17.5 | 1 | 8,683 | 4.7 | 87.7 |
| | 2015 | 18 | 9,928 | 13 | 74.6 | 9,383 | 94.5 | 8 | 44.7 | 18.1 | 5 | 8,616 | 27.9 | 86.8 |
| 11 | 2013 | 68 | 8,442 | 46 | 67.9 | 7,940 | 94.1 | 43 | 63.1 | 18.9 | 14 | 7,454 | 20.6 | 88.3 |
| | 2014 | 60 | 8,457 | 44 | 73.8 | 8,002 | 94.6 | 16 | 26.7 | 14.7 | 19 | 7,577 | 31.7 | 89.6 |
| | 2015 | 23 | 8,742 | 17 | 73.1 | 8,258 | 94.5 | 7 | 30.4 | 14.6 | 13 | 7,728 | 56.4 | 88.4 |
| 12 | 2013 | 108 | 8,460 | 85 | 79.0 | 7,915 | 93.6 | 57 | 53.0 | 14.4 | 28 | 7,456 | 26.0 | 88.1 |
| | 2014 | 43 | 8,059 | 35 | 80.2 | 7,576 | 94.0 | 4 | 9.2 | 6.0 | 11 | 7,152 | 25.3 | 88.7 |
| | 2015 | 47 | 8,362 | 39 | 84.1 | 7,893 | 94.4 | 19 | 40.7 | 14.2 | 15 | 7,395 | 32.2 | 88.4 |
| 9-12 | 2013 | 261 | 37,360 | 189 | 72.5 | 35,147 | 94.1 | 214 | 82.1 | 21.1 | 50 | 32,419 | 19.2 | 86.8 |
| | 2014 | 153 | 37,266 | 111 | 72.9 | 35,187 | 94.4 | 58 | 38.0 | 16.7 | 36 | 32,549 | 23.6 | 87.3 |
| | 2015 | 94 | 38,609 | 74 | 78.2 | 36,456 | 94.4 | 39 | 41.5 | 18.4 | 33 | 33,528 | 35.1 | 86.8 |

*Prior-year statistics were recomputed to reflect current attendance requirements.

Teachers: 24

DISTRIBUTIONS

| Ethnicity/Race | Number | Percentage |
|------------------|--------|------------|
| African American | 15 | 62.5 |
| Hispanic | 1 | 4.2 |
| White | 6 | 25.0 |
| Multiple | 1 | 4.2 |
| Other | 1 | 4.2 |

| Gender | Number | Percentage |
|--------|--------|------------|
| Female | 17 | 70.8 |
| Male | 7 | 29.2 |

ATTENDANCE / RETENTION

| | Average Absences | Retention Rate |
|----------------|------------------|----------------|
| 2012-13 | 6.5 | 35.0 |
| 2013-14 | 7.4 | 73.7 |
| 2014-15 | 6.9 | 68.0 |

YEARS EXPERIENCE

| Years | Number | Percentage |
|---------------|--------|------------|
| Beginning (0) | 3 | 12.5 |
| 1 | 2 | 8.3 |
| 2 | 2 | 8.3 |
| 3 | 3 | 12.5 |
| 4 | 0 | 0.0 |
| 5 | 1 | 4.2 |
| 1-3 | 7 | 29.2 |
| More than 3 | 14 | 58.3 |
| 1 - 5 | 8 | 33.3 |
| 6 - 10 | 3 | 12.5 |
| 11 - 20 | 8 | 33.3 |
| More than 20 | 2 | 8.3 |

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 | 2013 | | | | | | | | | | | | |
| | 2014 | | 16.7 | 22.7 | 16.7 | * | 20.0 | 18.2 | | 16.7 | 25.0 | 20.6 | 50.9 |
| | 2015 | | * | 66.7 | 60.0 | | * | 60.0 | | * | 85.7 | 63.6 | 58.8 |
| Tests Taken | 2013 | | | | | | | | | | | | |
| | 2014 | | 12 | 22 | 30 | 3 | 15 | 33 | | 18 | 16 | 34 | 13,789 |
| | 2015 | | 5 | 6 | 10 | | 2 | 10 | | 4 | 7 | 11 | 10,840 |
| ENGLISH II | 2013 | | | | | | | | | | | | |
| | 2014 | | 0.0 | 15.8 | 8.0 | * | 0.0 | 7.4 | | 6.3 | 16.7 | 10.7 | 54.8 |
| | 2015 | | * | 53.8 | 27.3 | | 66.7 | 41.2 | | 66.7 | 27.3 | 41.2 | 60.5 |
| Tests Taken | 2013 | | | | | | | | | | | | |
| | 2014 | | 8 | 19 | 25 | 2 | 10 | 27 | | 16 | 12 | 28 | 10,943 |
| | 2015 | | 4 | 13 | 11 | | 6 | 17 | | 6 | 11 | 17 | 9,225 |

NUMBER UNSATISFACTORY (Level 1)

| Test | Year | White | African Amer | Hispanic | Econ Disadv | Special Educ | LEP | At Risk | Migrant | Male | Female | All | District |
|-------------|------|-------|--------------|----------|-------------|--------------|-----|---------|---------|------|--------|-----|----------|
| ENGLISH I | 2013 | | | | | | | | | | | | |
| | 2014 | | 10 | 17 | 25 | * | 12 | 27 | | 15 | 12 | 27 | 6,774 |
| | 2015 | | * | 2 | 4 | | * | 4 | | * | 1 | 4 | 4,464 |
| Tests Taken | 2013 | | | | | | | | | | | | |
| | 2014 | | 12 | 22 | 30 | 3 | 15 | 33 | | 18 | 16 | 34 | 13,789 |
| | 2015 | | 5 | 6 | 10 | | 2 | 10 | | 4 | 7 | 11 | 10,840 |
| ENGLISH II | 2013 | | | | | | | | | | | | |
| | 2014 | | 8 | 16 | 23 | * | 10 | 25 | | 15 | 10 | 25 | 4,948 |
| | 2015 | | * | 6 | 8 | | 2 | 10 | | 2 | 8 | 10 | 3,643 |
| Tests Taken | 2013 | | | | | | | | | | | | |
| | 2014 | | 8 | 19 | 25 | 2 | 10 | 27 | | 16 | 12 | 28 | 10,943 |
| | 2015 | | 4 | 13 | 11 | | 6 | 17 | | 6 | 11 | 17 | 9,225 |

PERCENTAGE ADVANCED (Level 3)

| Test | Year | White | African Amer | Hispanic | Econ Disadv | Special Educ | LEP | At Risk | Migrant | Male | Female | All | District |
|-------------|------|-------|--------------|----------|-------------|--------------|-----|---------|---------|------|--------|-----|----------|
| ENGLISH I | 2013 | | | | | | | | | | | | |
| | 2014 | | 0.0 | 0.0 | 0.0 | * | 0.0 | 0.0 | | 0.0 | 0.0 | 0.0 | 3.2 |
| | 2015 | | * | 0.0 | 0.0 | | * | 0.0 | | * | 0.0 | 0.0 | 5.1 |
| Tests Taken | 2013 | | | | | | | | | | | | |
| | 2014 | | 12 | 22 | 30 | 3 | 15 | 33 | | 18 | 16 | 34 | 13,789 |
| | 2015 | | 5 | 6 | 10 | | 2 | 10 | | 4 | 7 | 11 | 10,840 |
| ENGLISH II | 2013 | | | | | | | | | | | | |
| | 2014 | | 0.0 | 0.0 | 0.0 | * | 0.0 | 0.0 | | 0.0 | 0.0 | 0.0 | 2.7 |
| | 2015 | | * | 0.0 | 0.0 | | 0.0 | 0.0 | | 0.0 | 0.0 | 0.0 | 2.6 |
| Tests Taken | 2013 | | | | | | | | | | | | |
| | 2014 | | 8 | 19 | 25 | 2 | 10 | 27 | | 16 | 12 | 28 | 10,943 |
| | 2015 | | 4 | 13 | 11 | | 6 | 17 | | 6 | 11 | 17 | 9,225 |

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 |
|-----------|---|--|--|---|--|--|-------------|------------|
| 2013 | | | | | | | | |
| 2014 | 49.5 | 0.5 | 1.0 | 43.0 | 45.7 | 3.5 | 49.7 | 42.2 |
| 2015 | 57.6 | 1.5 | 0.9 | 50.4 | 46.3 | 3.6 | 51.2 | 53.7 |

| 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 |
|------------|---|--|--|---|--|--|-------------|------------|
| 2013 | | | | | | | | |
| 2014 | 55.4 | 0.6 | 0.7 | 37.7 | 42.9 | 3.7 | 51.0 | 55.5 |
| 2015 | 59.8 | 1.1 | 0.9 | 65.2 | 62.0 | 3.6 | 61.5 | 59.9 |

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 | 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 |
| | 2015 | | * | 57.1 | 83.3 | | * | 63.6 | | * | 66.7 | 63.6 | 80.0 |
| Tests Taken | 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 |
| | 2015 | | 4 | 7 | 6 | | 1 | 11 | | 2 | 9 | 11 | 9,730 |

NUMBER UNSATISFACTORY (Level 1)

| Test | Year | White | African Amer | Hispanic | Econ Disadv | Special Educ | LEP | At Risk | Migrant | Male | Female | All | District |
|------------------|-------------|-------|--------------|----------|-------------|--------------|-----|---------|---------|------|--------|-----|----------|
| ALGEBRA I | 2013 | * | 6 | 7 | 12 | * | * | 13 | | 8 | 6 | 14 | 2,540 |
| | 2014 | * | 6 | 2 | 10 | * | 2 | 9 | | 6 | 4 | 10 | 2,099 |
| | 2015 | | * | 3 | 1 | | * | 4 | | * | 3 | 4 | 1,947 |
| Tests Taken | 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 |
| | 2015 | | 4 | 7 | 6 | | 1 | 11 | | 2 | 9 | 11 | 9,730 |

PERCENTAGE ADVANCED (Level 3)

| Test | Year | White | African Amer | Hispanic | Econ Disadv | Special Educ | LEP | At Risk | Migrant | Male | Female | All | District |
|------------------|-------------|-------|--------------|----------|-------------|--------------|-----|---------|---------|------|--------|-----|----------|
| ALGEBRA I | 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 |
| | 2015 | | * | 0.0 | 0.0 | | * | 0.0 | | * | 0.0 | 0.0 | 15.4 |
| Tests Taken | 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 |
| | 2015 | | 4 | 7 | 6 | | 1 | 11 | | 2 | 9 | 11 | 9,730 |

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 |
|-----------|-----------------------------|---|---------------------|--------------------------------------|--|
| 2013 | 38.1 | 28.6 | 30.8 | 31.4 | 28.0 |
| 2014 | 40.9 | 40.5 | 44.5 | 39.1 | 40.9 |
| 2015 | 38.6 | 37.1 | 36.4 | 36.4 | 36.4 |

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 | 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 |
| | 2015 | | * | * | 66.7 | | * | 70.0 | | * | 87.5 | 70.0 | 92.0 |
| Tests Taken | 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 |
| | 2015 | | 5 | 5 | 6 | | 1 | 10 | | 2 | 8 | 10 | 9,415 |

NUMBER UNSATISFACTORY (Level 1)

| Test | Year | White | African Amer | Hispanic | Econ Disadv | Special Educ | LEP | At Risk | Migrant | Male | Female | All | District |
|----------------|-------------|-------|--------------|----------|-------------|--------------|-----|---------|---------|------|--------|-----|----------|
| BIOLOGY | 2013 | * | 5 | 5 | 9 | * | * | 10 | | 4 | 6 | 10 | 1,467 |
| | 2014 | | * | 1 | 2 | * | * | 2 | | * | 1 | 2 | 987 |
| | 2015 | | * | * | 2 | | * | 3 | | * | 1 | 3 | 751 |
| Tests Taken | 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 |
| | 2015 | | 5 | 5 | 6 | | 1 | 10 | | 2 | 8 | 10 | 9,415 |

PERCENTAGE ADVANCED (Level 3)

| Test | Year | White | African Amer | Hispanic | Econ Disadv | Special Educ | LEP | At Risk | Migrant | Male | Female | All | District |
|----------------|-------------|-------|--------------|----------|-------------|--------------|-----|---------|---------|------|--------|-----|----------|
| BIOLOGY | 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 |
| | 2015 | | * | * | 0.0 | | * | 0.0 | | * | 0.0 | 0.0 | 11.9 |
| Tests Taken | 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 |
| | 2015 | | 5 | 5 | 6 | | 1 | 10 | | 2 | 8 | 10 | 9,415 |

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 |
|----------------|--------------------------------|---------------------------|--|-------------------------------------|---|
| 2013 | 33.5 | 33.5 | 35.0 | 34.7 | 33.5 |
| 2014 | 30.9 | 47.3 | 56.0 | 46.4 | 40.0 |
| 2015 | 40.0 | 41.8 | 36.0 | 30.9 | 41.8 |

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 | 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 |
| | 2015 | | 62.5 | 90.9 | 77.8 | * | * | 77.8 | | 70.0 | 88.9 | 78.9 | 92.0 |
| Tests Taken | 2013 | | 1 | 7 | 6 | | 2 | 7 | | 4 | 4 | 8 | 51 |
| | 2014 | | 5 | 16 | 19 | 1 | 8 | 20 | | 12 | 9 | 21 | 7,801 |
| | 2015 | | 8 | 11 | 18 | 3 | 5 | 18 | | 10 | 9 | 19 | 8,237 |

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 | 2013 | | * | 3 | 2 | | * | 3 | | * | * | 3 | 5 |
| | 2014 | | * | 4 | 6 | * | 2 | 8 | | 1 | 7 | 8 | 625 |
| | 2015 | | 3 | 1 | 4 | * | * | 4 | | 3 | 1 | 4 | 663 |
| Tests Taken | 2013 | | 1 | 7 | 6 | | 2 | 7 | | 4 | 4 | 8 | 51 |
| | 2014 | | 5 | 16 | 19 | 1 | 8 | 20 | | 12 | 9 | 21 | 7,801 |
| | 2015 | | 8 | 11 | 18 | 3 | 5 | 18 | | 10 | 9 | 19 | 8,237 |

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 | 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 |
| | 2015 | | 0.0 | 0.0 | 0.0 | * | * | 0.0 | | 0.0 | 0.0 | 0.0 | 20.5 |
| Tests Taken | 2013 | | 1 | 7 | 6 | | 2 | 7 | | 4 | 4 | 8 | 51 |
| | 2014 | | 5 | 16 | 19 | 1 | 8 | 20 | | 12 | 9 | 21 | 7,801 |
| | 2015 | | 8 | 11 | 18 | 3 | 5 | 18 | | 10 | 9 | 19 | 8,237 |

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 |
|--------------|------------|--------------------------|-------------------------------|--|
| 2013 | 47.1 | 46.9 | 48.8 | 42.2 |
| 2014 | 42.2 | 54.0 | 43.3 | 44.9 |
| 2015 | 63.5 | 58.8 | 44.2 | 55.9 |

PERFORMANCE IN 2015

| Grade 2014-15 | Domain: | Listening | | Speaking | | Writing | | Reading | | Composite | |
|---------------------------------|----------------------|-----------|-------|----------|-------|---------|------|---------|------|-----------|------|
| (N Rated) | 2015 Level | N | % | N | % | N | % | N | % | N | % |
| 11 <hr/> (6) | Beginning | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | Intermediate | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 16.7 | 0 | 0.0 |
| | Advanced | 0 | 0.0 | 0 | 0.0 | 5 | 83.3 | 4 | 66.7 | 5 | 83.3 |
| | Advanced High | 6 | 100.0 | 6 | 100.0 | 1 | 16.7 | 1 | 16.7 | 1 | 16.7 |
| ALL <hr/> (12) | Beginning | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 8.3 | 0 | 0.0 |
| | Intermediate | 0 | 0.0 | 0 | 0.0 | 1 | 8.3 | 2 | 16.7 | 1 | 8.3 |
| | Advanced | 0 | 0.0 | 1 | 8.3 | 8 | 66.7 | 7 | 58.3 | 8 | 66.7 |
| | Advanced High | 12 | 100.0 | 11 | 91.7 | 3 | 25.0 | 2 | 16.7 | 3 | 25.0 |

**PROGRESSION FROM
2014 TO 2015**

| Number Rated Both Years | | 2014 Level | | | |
|-------------------------------------|----------------------|------------|-----|-----|----------|
| N (%) Progressed | 2015 Level | Beg | Int | Adv | Adv High |
| 6 <hr/> 1 (16.7%) | Beginning | 0 | | | |
| | Intermediate | 0 | 0 | | |
| | Advanced | 0 | 0 | 5 | |
| | Advanced High | 0 | 0 | 1 | |
| 11 <hr/> 3 (27.3%) | Beginning | 0 | | | |
| | Intermediate | 0 | 0 | | |
| | Advanced | 0 | 0 | 8 | |
| | Advanced High | 0 | 0 | 3 | |

 Indicates students who progressed at least one level from 2014 to 2015.

| 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 | 2012-13 | 3.6 | 55.4 | 4 | * | * | 3 | * | * | 1 | * | * | | | | 4,640 | 416 | 19.5 |
| | | 2013-14 | 41.0 | 53.0 | 16 | 323 | 0.0 | 5 | * | * | 11 | 349 | 0.0 | | | | 4,195 | 418 | 20.7 |
| | | 2014-15 | 80.7 | 88.3 | 46 | 322 | 0.0 | 16 | 301 | 0.0 | 29 | 328 | 0.0 | | | | 7,084 | 388 | 14.8 |
| | Mathematics | 2012-13 | 3.6 | 55.4 | 4 | * | * | 3 | * | * | 1 | * | * | | | | 4,640 | 445 | 29.1 |
| | | 2013-14 | 41.0 | 53.0 | 16 | 384 | 0.0 | 5 | * | * | 11 | 384 | 0.0 | | | | 4,195 | 440 | 27.4 |
| | | 2014-15 | 80.7 | 88.3 | 46 | 340 | 6.5 | 16 | 311 | 6.3 | 29 | 358 | 6.9 | | | | 7,084 | 419 | 20.4 |
| | Writing | 2012-13 | 3.6 | 55.4 | 4 | * | * | 3 | * | * | 1 | * | * | | | | 4,640 | 406 | 16.1 |
| | | 2013-14 | 41.0 | 53.0 | 16 | 325 | 0.0 | 5 | * | * | 11 | 337 | 0.0 | | | | 4,195 | 411 | 16.8 |
| | | 2014-15 | 80.7 | 88.3 | 46 | 306 | 0.0 | 16 | 284 | 0.0 | 29 | 317 | 0.0 | | | | 7,084 | 392 | 12.6 |
| ACT | English | 2012-13 | 0.9 | 29.3 | 1 | 20 | * | 1 | * | * | | | | | | | 2,452 | 16 | 34.1 |
| | | 2013-14 | 2.6 | 42.1 | 1 | 9 | * | | | | 1 | * | * | | | | 3,328 | 15 | 29.3 |
| | | 2014-15 | 61.4 | 86.6 | 35 | 10 | 2.9 | 14 | 8 | 0.0 | 20 | 11 | 5.0 | | | | 6,946 | 14 | 25.1 |
| | Mathematics | 2012-13 | 0.9 | 29.3 | 1 | 17 | * | 1 | * | * | | | | | | | 2,452 | 19 | 24.4 |
| | | 2013-14 | 2.6 | 42.1 | 1 | 15 | * | | | | 1 | * | * | | | | 3,328 | 18 | 21.8 |
| | | 2014-15 | 61.4 | 86.6 | 35 | 13 | 0.0 | 14 | 13 | 0.0 | 20 | 14 | 0.0 | | | | 6,946 | 17 | 14.9 |
| | Reading | 2012-13 | 0.9 | 29.3 | 1 | 21 | * | 1 | * | * | | | | | | | 2,452 | 17 | 26.5 |
| | | 2013-14 | 2.6 | 42.1 | 1 | 19 | * | | | | 1 | * | * | | | | 3,328 | 17 | 17.4 |
| | | 2014-15 | 61.4 | 86.6 | 35 | 12 | 0.0 | 14 | 10 | 0.0 | 20 | 13 | 0.0 | | | | 6,946 | 16 | 14.9 |
| | Science | 2012-13 | 0.9 | 29.3 | 1 | 19 | * | 1 | * | * | | | | | | | 2,452 | 18 | 12.7 |
| | | 2013-14 | 2.6 | 42.1 | 1 | 17 | * | | | | 1 | * | * | | | | 3,328 | 18 | 12.8 |
| | | 2014-15 | 61.4 | 86.6 | 35 | 13 | 0.0 | 14 | 12 | 0.0 | 20 | 14 | 0.0 | | | | 6,946 | 17 | 12.4 |
| | Composite | 2012-13 | 0.9 | 29.3 | 1 | 19 | - | 1 | * | - | | | | | | | 2,452 | 18 | - |
| | | 2013-14 | 2.6 | 42.1 | 1 | 15 | - | | | | 1 | * | - | | | | 3,328 | 17 | - |
| | | 2014-15 | 61.4 | 86.6 | 35 | 12 | - | 14 | 11 | - | 20 | 13 | - | | | | 6,946 | 16 | - |

*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* |
| 9 | Critical Reading | 2012 | 1 | * | | 0 | | | 1 | * | | 0 | | | 0 | | | 1,924 | 39 | |
| | | 2013 | | | | | | | | | | | | | | | | 1,788 | 39 | |
| | | 2014 | 11 | 30 | | 4 | * | | 7 | 33 | | 0 | | | 0 | | | 2,423 | 38 | |
| | Mathematics | 2012 | 1 | * | | 0 | | | 1 | * | | 0 | | | 0 | | | 1,924 | 40 | |
| | | 2013 | | | | | | | | | | | | | | | | 1,788 | 40 | |
| | | 2014 | 11 | 29 | | 4 | * | | 7 | 30 | | 0 | | | 0 | | | 2,423 | 39 | |
| | Writing | 2012 | 1 | * | | 0 | | | 1 | * | | 0 | | | 0 | | | 1,924 | 39 | |
| | | 2013 | | | | | | | | | | | | | | | | 1,788 | 39 | |
| | | 2014 | 11 | 26 | | 4 | * | | 7 | 25 | | 0 | | | 0 | | | 2,423 | 36 | |
| 10 | Critical Reading | 2012 | 1 | * | * | 1 | * | * | 0 | | | 0 | | | 0 | | | 8,427 | 37 | 23.1 |
| | | 2013 | 2 | * | * | 1 | * | * | 1 | * | * | 0 | | | 0 | | | 8,855 | 36 | 23.3 |
| | | 2014 | 12 | 29 | 16.7 | 6 | 27 | 0.0 | 6 | 31 | 33.3 | 0 | | | 0 | | | 8,669 | 36 | 23.6 |
| | Mathematics | 2012 | 1 | * | * | 1 | * | * | 0 | | | 0 | | | 0 | | | 8,427 | 38 | 24.5 |
| | | 2013 | 2 | * | * | 1 | * | * | 1 | * | * | 0 | | | 0 | | | 8,855 | 37 | 19.5 |
| | | 2014 | 12 | 31 | 16.7 | 6 | 27 | 16.7 | 6 | 36 | 16.7 | 0 | | | 0 | | | 8,669 | 39 | 28.3 |
| | Writing | 2012 | 1 | * | * | 1 | * | * | 0 | | | 0 | | | 0 | | | 8,427 | 37 | 23.7 |
| | | 2013 | 2 | * | * | 1 | * | * | 1 | * | * | 0 | | | 0 | | | 8,855 | 36 | 21.0 |
| | | 2014 | 12 | 28 | 0.0 | 6 | 27 | 0.0 | 6 | 29 | 0.0 | 0 | | | 0 | | | 8,669 | 34 | 18.4 |

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

| Exams Taken | | Average Score | | Exams Passed | | |
|-------------|------|---------------|------|--------------|---|------|
| N | Dist | Score | Dist | N | % | Dist |

| Exams Taken | | Mean Score | | Passed | | |
|-------------|------|------------|------|--------|---|------|
| School | Dist | School | Dist | N | % | Dist |

| Exams Taken | | Mean Score | | Passed | | |
|-------------|------|------------|------|--------|---|------|
| School | Dist | School | Dist | N | % | Dist |

ALL EXAMS

| | | | | | | |
|----------|--------|---|-----|---|---|------|
| 2 | 20,715 | * | 1.9 | * | * | 26.0 |
|----------|--------|---|-----|---|---|------|

Studio Art: 2-D Design

| | | | | | | |
|----------|----|---|-----|---|---|------|
| 2 | 91 | * | 3.0 | * | * | 61.5 |
|----------|----|---|-----|---|---|------|

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

| | | | | | | | | |
|---|---|---|--|--|---|--|------|---|
| 3 | * | * | | | * | | 43.2 | * |
|---|---|---|--|--|---|--|------|---|

ALGEBRA II

| | | | | | | | | |
|----|------|------|--|--|------|--|------|------|
| 20 | 35.5 | 66.1 | | | 45.0 | | 52.7 | 84.5 |
|----|------|------|--|--|------|--|------|------|

ART I

| | | | | | | | | |
|----|------|------|--|--|------|--|------|------|
| 13 | 81.8 | 83.0 | | | 84.6 | | 81.1 | 96.9 |
|----|------|------|--|--|------|--|------|------|

BIOLOGY

| | | | | | | | | |
|---|---|---|--|--|---|--|------|---|
| 4 | * | * | | | * | | 68.9 | * |
|---|---|---|--|--|---|--|------|---|

CHEMISTRY

| | | | | | | | | |
|----|------|------|--|--|-----|--|------|------|
| 14 | 30.3 | 59.8 | | | 0.0 | | 50.3 | 82.6 |
|----|------|------|--|--|-----|--|------|------|

ECONOMICS

| | | | | | | | | |
|----|------|------|--|--|------|--|------|------|
| 24 | 54.0 | 69.4 | | | 50.0 | | 71.8 | 95.4 |
|----|------|------|--|--|------|--|------|------|

ENGLISH I

| | | | | | | | | |
|---|---|---|--|--|---|--|------|---|
| 3 | * | * | | | * | | 55.2 | * |
|---|---|---|--|--|---|--|------|---|

ENGLISH II

| | | | | | | | | |
|----|------|------|--|--|------|--|------|------|
| 12 | 36.0 | 62.3 | | | 16.7 | | 59.3 | 84.9 |
|----|------|------|--|--|------|--|------|------|

ENGLISH III

| | | | | | | | | |
|----|------|------|--|--|-----|--|------|------|
| 15 | 34.1 | 62.0 | | | 6.7 | | 57.6 | 88.9 |
|----|------|------|--|--|-----|--|------|------|

ENGLISH IV

| | | | | | | | | |
|----|------|------|--|--|------|--|------|------|
| 27 | 60.2 | 69.4 | | | 51.9 | | 69.0 | 91.8 |
|----|------|------|--|--|------|--|------|------|

ENVIRONMENTAL SYSTEMS

| | | | | | | | | |
|----|------|------|--|--|------|--|------|------|
| 21 | 57.4 | 71.6 | | | 61.9 | | 73.8 | 94.1 |
|----|------|------|--|--|------|--|------|------|

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

| | | | | | | | | |
|---|---|---|---|---|---|---|------|---|
| 5 | * | * | * | * | * | * | 59.8 | * |
|---|---|---|---|---|---|---|------|---|

ART I

| | | | | | | | | |
|---|---|---|---|---|---|---|------|---|
| 4 | * | * | * | * | * | * | 82.1 | * |
|---|---|---|---|---|---|---|------|---|

BIOLOGY

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

CHEMISTRY

| | | | | | | | | |
|---|------|------|------|------|-----|------|------|------|
| 6 | 27.8 | 55.8 | 75.5 | 79.0 | 0.0 | 66.7 | 62.5 | 79.9 |
|---|------|------|------|------|-----|------|------|------|

ECONOMICS

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

ENGLISH I

| | | | | | | | | |
|---|---|---|---|---|---|---|------|---|
| 4 | * | * | * | * | * | * | 62.8 | * |
|---|---|---|---|---|---|---|------|---|

ENGLISH II

| | | | | | | | | |
|----|------|------|------|------|------|------|------|------|
| 13 | 61.4 | 69.5 | 80.9 | 82.9 | 53.8 | 92.3 | 64.1 | 82.6 |
|----|------|------|------|------|------|------|------|------|

ENGLISH III

| | | | | | | | | |
|---|---|---|---|---|---|---|------|---|
| 5 | * | * | * | * | * | * | 54.5 | * |
|---|---|---|---|---|---|---|------|---|

ENGLISH IV

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

ENVIRONMENTAL SYSTEMS

| | | | | | | | | |
|---|---|---|---|---|---|---|------|---|
| 1 | * | * | * | * | * | * | 65.8 | * |
|---|---|---|---|---|---|---|------|---|

SEMESTER 1 TESTS

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

GEOMETRY

| | | | | | | | | |
|----|------|------|--|--|------|--|------|------|
| 11 | 35.1 | 65.8 | | | 18.2 | | 56.7 | 87.3 |
|----|------|------|--|--|------|--|------|------|

GOVERNMENT (SEM 2

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

HS HEALTH EDUCATION

| | | | | | | | | |
|---|---|---|--|--|---|--|------|---|
| 2 | * | * | | | * | | 81.8 | * |
|---|---|---|--|--|---|--|------|---|

MATHEMATICAL MODELS W/APPLICATIONS

| | | | | | | | | |
|----|------|------|--|--|------|--|------|------|
| 14 | 34.7 | 65.6 | | | 21.4 | | 47.4 | 86.2 |
|----|------|------|--|--|------|--|------|------|

PHYSICS

| | | | | | | | | |
|----|------|------|--|--|-----|--|------|------|
| 17 | 33.2 | 55.5 | | | 5.9 | | 44.7 | 81.4 |
|----|------|------|--|--|-----|--|------|------|

PRE-CALCULUS

| | | | | | | | | |
|----|------|------|--|--|------|--|------|------|
| 14 | 47.4 | 68.5 | | | 57.1 | | 51.9 | 86.2 |
|----|------|------|--|--|------|--|------|------|

SPANISH I

| | | | | | | | | |
|----|------|------|--|--|------|--|------|------|
| 11 | 61.4 | 66.9 | | | 45.5 | | 78.1 | 92.4 |
|----|------|------|--|--|------|--|------|------|

SPANISH II

| | | | | | | | | |
|----|------|------|--|--|------|--|------|------|
| 14 | 48.5 | 55.8 | | | 14.3 | | 75.3 | 93.3 |
|----|------|------|--|--|------|--|------|------|

U.S. HISTORY

| | | | | | | | | |
|---|------|------|--|--|------|--|------|------|
| 7 | 39.7 | 53.6 | | | 14.3 | | 57.1 | 83.8 |
|---|------|------|--|--|------|--|------|------|

WORLD HISTORY

| | | | | | | | | |
|----|------|------|--|--|------|--|------|------|
| 19 | 43.9 | 62.6 | | | 31.6 | | 53.3 | 88.7 |
|----|------|------|--|--|------|--|------|------|

SEMESTER 2 TESTS

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

GEOMETRY

| | | | | | | | | |
|---|------|------|------|------|------|------|------|------|
| 8 | 22.8 | 62.0 | 75.9 | 78.3 | 12.5 | 87.5 | 59.3 | 85.2 |
|---|------|------|------|------|------|------|------|------|

GOVERNMENT (SEM 2

| | | | | | | | | |
|---|------|------|------|------|------|-------|------|------|
| 6 | 43.6 | 64.0 | 81.7 | 84.8 | 33.3 | 100.0 | 53.9 | 85.3 |
|---|------|------|------|------|------|-------|------|------|

HS HEALTH EDUCATION

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

MATHEMATICAL MODELS W/APPLICATIONS

| | | | | | | | | |
|---|---|---|---|---|---|---|------|---|
| 4 | * | * | * | * | * | * | 53.0 | * |
|---|---|---|---|---|---|---|------|---|

PHYSICS

| | | | | | | | | |
|---|------|------|------|------|-----|-------|------|------|
| 9 | 32.1 | 59.3 | 82.8 | 86.9 | 0.0 | 100.0 | 61.8 | 82.8 |
|---|------|------|------|------|-----|-------|------|------|

PRE-CALCULUS

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

SPANISH I

| | | | | | | | | |
|---|---|---|---|---|---|---|------|---|
| 5 | * | * | * | * | * | * | 80.6 | * |
|---|---|---|---|---|---|---|------|---|

SPANISH II

| | | | | | | | | |
|---|------|------|------|------|------|-------|------|------|
| 7 | 40.5 | 60.3 | 88.0 | 92.9 | 14.3 | 100.0 | 82.2 | 92.2 |
|---|------|------|------|------|------|-------|------|------|

U.S. HISTORY

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

WORLD HISTORY

| | | | | | | | | |
|---|---|---|---|---|---|---|------|---|
| 4 | * | * | * | * | * | * | 57.2 | * |
|---|---|---|---|---|---|---|------|---|