

# DATA PACKET

## for 2015-16 planning

Evaluation & Assessment  
Office of Institutional Research

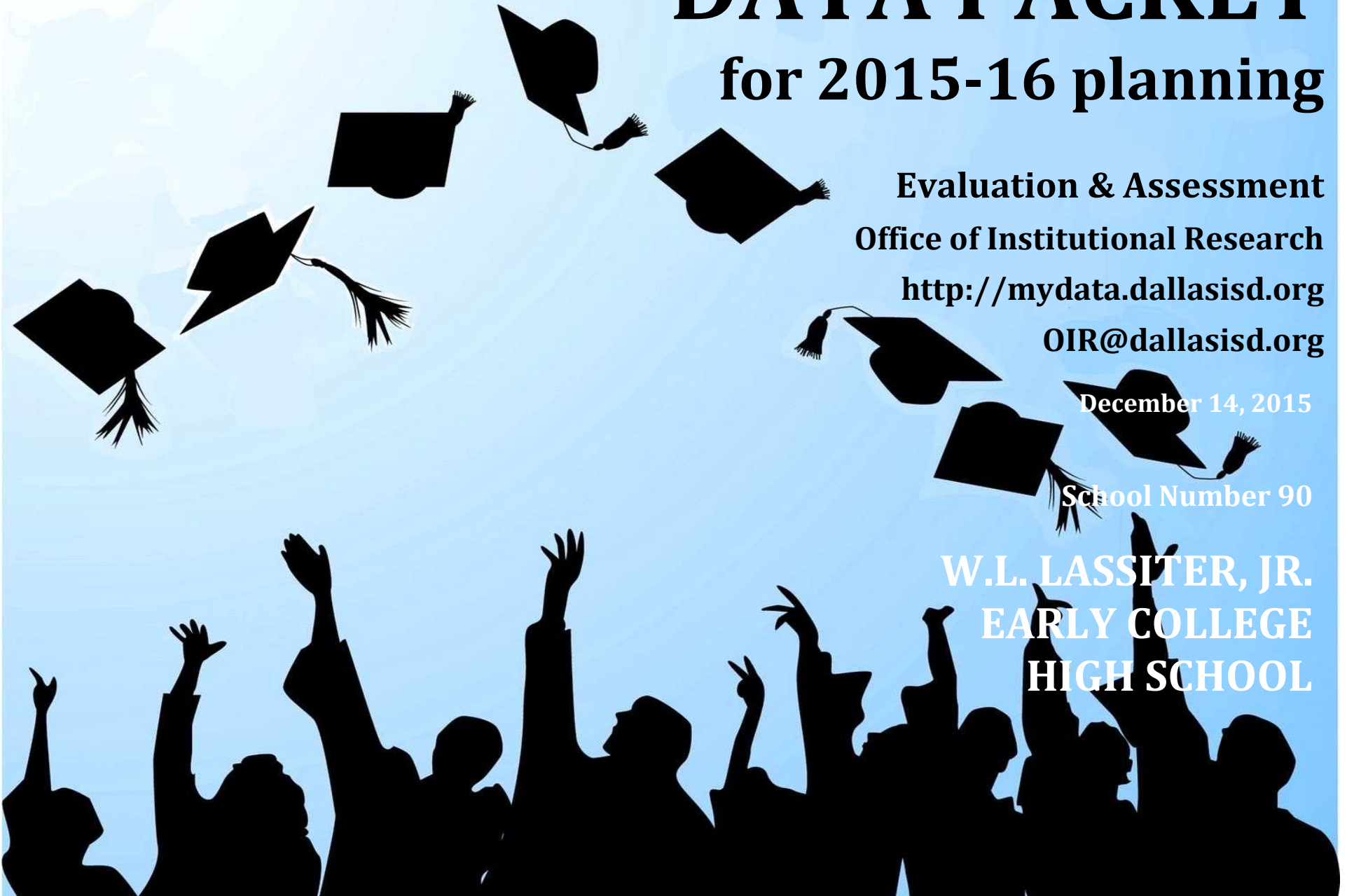
<http://mydata.dallasisd.org>

[OIR@dallasisd.org](mailto:OIR@dallasisd.org)

December 14, 2015

School Number 90

**W.L. LASSITER, JR.  
EARLY COLLEGE  
HIGH SCHOOL**



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	61
10	65
11	59
12	51
ALL	236

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	34	14.4	4	28.6
American Indian/Alaska Native	2	0.8	*	*
Asian/Hawaiian/Pacific Islander	6	2.5	*	*
Hispanic	181	76.7	1	7.1
White	11	4.7	8	57.1
Multiple	0	0.0	1	7.1
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	68	28.8
Economically disadvantaged	197	83.5
Limited English proficient (LEP)	18	7.6
Special education	1	0.4
Talented and Gifted (TAG)	36	15.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2013	61	11	18.0	2	3.3	3	4.9	42	68.9	3	4.9	0	0.0
	2014	61	9	14.8	0	0.0	1	1.6	50	82.0	1	1.6	0	0.0
	2015	61	9	14.8	0	0.0	2	3.3	45	73.8	5	8.2	0	0.0
10	2013	56	9	16.1	0	0.0	0	0.0	41	73.2	4	7.1	0	0.0
	2014	65	12	18.5	2	3.1	3	4.6	45	69.2	3	4.6	0	0.0
	2015	65	9	13.8	0	0.0	1	1.5	54	83.1	1	1.5	0	0.0
11	2013	51	13	25.5	0	0.0	1	2.0	36	70.6	1	2.0	0	0.0
	2014	54	8	14.8	0	0.0	0	0.0	41	75.9	3	5.6	0	0.0
	2015	59	8	13.6	2	3.4	3	5.1	43	72.9	3	5.1	0	0.0
12	2013	48	8	16.7	0	0.0	2	4.2	36	75.0	2	4.2	0	0.0
	2014	49	13	26.5	0	0.0	1	2.0	34	69.4	1	2.0	0	0.0
	2015	51	8	15.7	0	0.0	0	0.0	39	76.5	2	3.9	0	0.0
9-12	2013	216	41	19.0	2	0.9	6	2.8	155	71.8	10	4.6	0	0.0
	2014	229	42	18.3	2	0.9	5	2.2	170	74.2	8	3.5	0	0.0
	2015	236	34	14.4	2	0.8	6	2.5	181	76.7	11	4.7	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	61	47	77.0	4	6.6	1	1.6	12	19.7	0	0.0	15	24.6	44.3	55.7	0.0
	2014	61	40	65.6	7	11.5	1	1.6	23	37.7	9	14.8	32	52.5	44.3	55.7	0.0
	2015	61	48	78.7	6	9.8	1	1.6	19	31.1	12	19.7	23	37.7	42.6	57.4	0.0
10	2013	56	44	78.6	1	1.8	1	1.8	8	14.3	0	0.0	2	3.6	44.6	55.4	0.0
	2014	65	45	69.2	4	6.2	1	1.5	14	21.5	0	0.0	5	7.7	44.6	55.4	0.0
	2015	65	54	83.1	8	12.3	0	0.0	23	35.4	0	0.0	4	6.2	38.5	61.5	0.0
11	2013	51	31	60.8	2	3.9	0	0.0	12	23.5	0	0.0	4	7.8	43.1	56.9	0.0
	2014	54	42	77.8	1	1.9	1	1.9	8	14.8	0	0.0	1	1.9	42.6	57.4	0.0
	2015	59	50	84.7	4	6.8	0	0.0	19	32.2	20	33.9	0	0.0	44.1	55.9	0.0
12	2013	48	31	64.6	1	2.1	0	0.0	11	22.9	0	0.0	0	0.0	39.6	60.4	2.1
	2014	49	34	69.4	1	2.0	0	0.0	8	16.3	0	0.0	0	0.0	42.9	57.1	0.0
	2015	51	45	88.2	0	0.0	0	0.0	7	13.7	4	7.8	1	2.0	41.2	58.8	0.0
9-12	2013	216	153	70.8	8	3.7	2	0.9	43	19.9	0	0.0	21	9.7	43.1	56.9	0.5
	2014	229	161	70.3	13	5.7	3	1.3	53	23.1	9	3.9	38	16.6	43.7	56.3	0.0
	2015	236	197	83.5	18	7.6	1	0.4	68	28.8	36	15.3	28	11.9	41.5	58.5	0.0



Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2013	59	11,129	58	98.4	10,482	94.2	0	0.0	28.3	61	9,408	100.0	84.5
	2014	59	10,855	58	98.4	10,244	94.4	1	1.7	25.4	60	9,137	100.0	84.2
	2015	60	11,577	59	98.3	10,921	94.3	0	0.0	24.5	61	9,789	100.0	84.6
10	2013	55	9,329	54	98.7	8,810	94.4	1	1.8	20.5	56	8,101	100.0	86.8
	2014	63	9,895	62	98.4	9,365	94.6	0	0.0	17.5	64	8,683	100.0	87.7
	2015	64	9,928	62	97.8	9,383	94.5	0	0.0	18.1	64	8,616	100.0	86.8
11	2013	50	8,442	49	98.0	7,940	94.1	0	0.0	18.9	51	7,454	100.0	88.3
	2014	53	8,457	52	98.4	8,002	94.6	1	1.9	14.7	54	7,577	100.0	89.6
	2015	58	8,742	57	97.3	8,258	94.5	0	0.0	14.6	59	7,728	100.0	88.4
12	2013	46	8,460	46	98.4	7,915	93.6	0	0.0	14.4	48	7,456	100.0	88.1
	2014	48	8,059	47	98.0	7,576	94.0	0	0.0	6.0	48	7,152	100.0	88.7
	2015	50	8,362	49	98.8	7,893	94.4	0	0.0	14.2	51	7,395	100.0	88.4
9-12	2013	211	37,360	208	98.4	35,147	94.1	1	0.5	21.1	216	32,419	100.0	86.8
	2014	223	37,266	219	98.3	35,187	94.4	2	0.9	16.7	226	32,549	100.0	87.3
	2015	232	38,609	227	98.0	36,456	94.4	0	0.0	18.4	235	33,528	100.0	86.8

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

Teachers: 14

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	4	28.6
Hispanic	1	7.1
White	8	57.1
Multiple	1	7.1
Other	0	0.0

Gender	Number	Percentage
Female	8	57.1
Male	6	42.9

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2012-13	6.5	100.0
2013-14	5.2	76.9
2014-15	4.4	100.0

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	2	14.3
2	1	7.1
3	0	0.0
4	0	0.0
5	1	7.1
1-3	3	21.4
More than 3	11	78.6
1 - 5	4	28.6
6 - 10	2	14.3
11 - 20	6	42.9
More than 20	2	14.3

## 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	*	*	89.3	81.0	*	83.3	87.5		87.5	83.3	85.3	50.9
	2015	*	100.0	97.8	100.0	*	*	95.0		100.0	97.1	98.3	58.8
Tests Taken	2013												
	2014	1	4	28	21	1	6	16		16	18	34	13,789
	2015	4	9	46	12	1	4	20		26	34	60	10,840
ENGLISH II	2013												
	2014		100.0	96.3	100.0		*	90.0		100.0	95.7	97.3	54.8
	2015	*	88.9	96.3	88.9	*	75.0	87.5		92.3	97.6	95.5	60.5
Tests Taken	2013												
	2014		7	27	27		2	10		14	23	37	10,943
	2015	3	9	54	27	2	8	24		26	41	67	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	*	*	3	4	*	1	2		2	3	5	6,774
	2015	*	0	1	0	*	*	1		0	1	1	4,464
Tests Taken	2013												
	2014	1	4	28	21	1	6	16		16	18	34	13,789
	2015	4	9	46	12	1	4	20		26	34	60	10,840
ENGLISH II	2013												
	2014		0	1	0		*	1		0	1	1	4,948
	2015	*	1	2	3	*	2	3		2	1	3	3,643
Tests Taken	2013												
	2014		7	27	27		2	10		14	23	37	10,943
	2015	3	9	54	27	2	8	24		26	41	67	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	*	*	3.6	4.8	*	0.0	0.0		0.0	5.6	2.9	3.2
	2015	*	22.2	30.4	0.0	*	*	15.0		26.9	38.2	33.3	5.1
Tests Taken	2013												
	2014	1	4	28	21	1	6	16		16	18	34	13,789
	2015	4	9	46	12	1	4	20		26	34	60	10,840
ENGLISH II	2013												
	2014		0.0	0.0	0.0		*	0.0		0.0	0.0	0.0	2.7
	2015	*	22.2	14.8	3.7	*	0.0	0.0		11.5	19.5	16.4	2.6
Tests Taken	2013												
	2014		7	27	27		2	10		14	23	37	10,943
	2015	3	9	54	27	2	8	24		26	41	67	9,225

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1 <sup>1</sup>	1. Average Rating Short Answer #2 <sup>1</sup>	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Expository Composition <sup>2</sup>	5. Revision	6. Editing
2013								
2014	72.5	1.6	1.8	70.6	67.4	4.6	73.0	66.8
2015	78.3	2.0	1.9	78.8	81.8	5.7	81.8	80.5

ENGLISH II	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1 <sup>1</sup>	1. Average Rating Short Answer #2 <sup>1</sup>	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Persuasive Composition <sup>2</sup>	5. Revision	6. Editing
2013								
2014	88.3	1.5	1.9	63.6	78.6	5.6	73.7	80.6
2015	77.9	1.9	1.8	76.8	79.8	5.3	75.3	81.8

<sup>1</sup>Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary

<sup>2</sup>Average score points (0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

## PERCENTAGE SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>ALGEBRA I</b>	<b>2013</b>	*	100.0	87.5	90.5	*	*	77.8		93.3	92.3	92.9	72.5
	<b>2014</b>	*	*	100.0	100.0		*	100.0		100.0	100.0	100.0	78.0
	<b>2015</b>	*	100.0	93.8	100.0	*	*	90.9		100.0	92.9	96.2	80.0
Tests Taken	<b>2013</b>	2	9	16	21	1	3	20		15	13	28	9,251
	<b>2014</b>	1	5	32	20		5	20		14	24	38	9,524
	<b>2015</b>	1	9	16	11	1	3	11		12	14	26	9,730

## NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>ALGEBRA I</b>	<b>2013</b>	*	0	2	2	*	*	2		1	1	2	2,540
	<b>2014</b>	*	*	0	0		*	0		0	0	0	2,099
	<b>2015</b>	*	0	1	0	*	*	1		0	1	1	1,947
Tests Taken	<b>2013</b>	2	9	16	21	1	3	20		15	13	28	9,251
	<b>2014</b>	1	5	32	20		5	20		14	24	38	9,524
	<b>2015</b>	1	9	16	11	1	3	11		12	14	26	9,730



## PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>ALGEBRA I</b>	<b>2013</b>	*	22.2	6.3	9.5	*	*	11.1		13.3	15.4	14.3	8.6
	<b>2014</b>	*	*	18.8	25.0		*	20.0		28.6	16.7	21.1	9.9
	<b>2015</b>	*	66.7	62.5	45.5	*	*	36.4		75.0	57.1	65.4	15.4
Tests Taken	<b>2013</b>	2	9	16	21	1	3	9		15	13	28	9,251
	<b>2014</b>	1	5	32	20		5	20		14	24	38	9,524
	<b>2015</b>	1	9	16	11	1	3	11		12	14	26	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	67.4	62.2	66.0	63.2	66.7
2014	68.4	66.4	67.5	67.4	64.6
2015	85.1	77.2	75.9	72.7	78.2

## PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2013</b>	*	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	84.4
	<b>2014</b>	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	89.8
	<b>2015</b>	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	92.0
Tests Taken	<b>2013</b>	1	7	20	26	1	2	5		14	15	29	9,374
	<b>2014</b>	3	5	54	43	1	6	18		28	35	63	9,672
	<b>2015</b>	5	10	46	15	1	4	16		27	36	63	9,415

## NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2013</b>	*	0	0	0	*	*	*		0	0	0	1,467
	<b>2014</b>	*	*	0	0	*	0	0		0	0	0	987
	<b>2015</b>	*	0	0	0	*	*	0		0	0	0	751
Tests Taken	<b>2013</b>	1	7	20	26	1	2	5		14	15	29	9,374
	<b>2014</b>	3	5	54	43	1	6	18		28	35	63	9,672
	<b>2015</b>	5	10	46	15	1	4	16		27	36	63	9,415

## PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2013</b>	*	0.0	20.0	15.4	*	*	*		14.3	13.3	13.8	7.5
	<b>2014</b>	*	*	1.9	4.7	*	0.0	0.0		7.1	2.9	4.8	7.5
	<b>2015</b>	*	0.0	19.6	46.7	*	*	6.3		18.5	22.2	20.6	11.9
Tests Taken	<b>2013</b>	1	7	20	26	1	2	5		14	15	29	9,374
	<b>2014</b>	3	5	54	43	1	6	18		28	35	63	9,672
	<b>2015</b>	5	10	46	15	1	4	16		27	36	63	9,415

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>BIOLOGY</b>	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
<b>2013</b>	64.9	66.1	74.8	65.8	73.0
<b>2014</b>	54.4	62.2	68.3	61.6	61.5
<b>2015</b>	63.8	70.6	73.8	58.9	72.4

## 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												90.2
	2014	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	92.0
	2015	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	92.0
Tests Taken	2013												51
	2014	3	8	40	42	1	1	8		23	30	53	7,801
	2015	3	8	43	45		4	19		25	34	59	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												5
	2014	*	0	0	0	*	*	0		0	0	0	625
	2015	*	0	0	0		*	0		0	0	0	663
Tests Taken	2013												51
	2014	3	8	40	42	1	1	8		23	30	53	7,801
	2015	3	8	43	45		4	19		25	34	59	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												2.0
	2014	*	50.0	30.0	40.5	*	*	0.0		47.8	26.7	35.8	10.3
	2015	*	50.0	72.1	68.9		*	47.4		84.0	58.8	69.5	20.5
Tests Taken	2013												51
	2014	3	8	40	42	1	1	8		23	30	53	7,801
	2015	3	8	43	45		4	19		25	34	59	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				
2014	72.8	80.0	79.4	82.0
2015	82.1	82.3	72.9	83.9

**PERFORMANCE IN 2015**

Grade 2014-15	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (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	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	6	100.0	6	100.0	6	100.0	6	100.0	6	100.0
10 (12)	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	0	0.0	0	0.0
	Advanced	0	0.0	1	8.3	0	0.0	1	10.0	0	0.0
	Advanced High	12	100.0	11	91.7	12	100.0	9	90.0	10	100.0
ALL (18)	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	0	0.0	0	0.0
	Advanced	0	0.0	1	5.6	0	0.0	1	6.3	0	0.0
	Advanced High	18	100.0	17	94.4	18	100.0	15	93.8	16	100.0

**PROGRESSION FROM  
2014 TO 2015**

Number Rated Both Years	2015 Level	2014 Level			
		Beg	Int	Adv	Adv High
3 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	3	
9 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	9	
12 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	12	

■ 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	95.8	55.4	46	476	37.0	8	490	50.0	34	469	32.4	2	*	*	4,640	416	19.5
		2013-14	67.3	53.0	33	425	12.1	10	476	40.0	22	400	0.0				4,195	418	20.7
		2014-15	98.0	88.3	50	459	34.0	8	479	50.0	38	451	26.3	2	*	*	7,084	388	14.8
	Mathematics	2012-13	95.8	55.4	46	488	39.1	8	458	25.0	34	489	41.2	2	*	*	4,640	445	29.1
		2013-14	67.3	53.0	33	497	54.5	10	500	60.0	22	493	50.0				4,195	440	27.4
		2014-15	98.0	88.3	50	504	54.0	8	505	62.5	38	501	50.0	2	*	*	7,084	419	20.4
	Writing	2012-13	95.8	55.4	46	462	37.0	8	459	37.5	34	459	35.3	2	*	*	4,640	406	16.1
		2013-14	67.3	53.0	33	417	6.1	10	461	20.0	22	396	0.0				4,195	411	16.8
		2014-15	98.0	88.3	50	455	24.0	8	481	37.5	38	439	18.4	2	*	*	7,084	392	12.6
ACT	English	2012-13	89.6	29.3	43	18	51.2	7	16	28.6	33	18	54.5	1	*	*	2,452	16	34.1
		2013-14	85.7	42.1	42	17	38.1	9	19	66.7	31	16	25.8	1	*	*	3,328	15	29.3
		2014-15	98.0	86.6	50	20	66.0	8	22	75.0	38	19	60.5	2	*	*	6,946	14	25.1
	Mathematics	2012-13	89.6	29.3	43	20	39.5	7	19	14.3	33	20	42.4	1	*	*	2,452	19	24.4
		2013-14	85.7	42.1	42	21	45.2	9	22	66.7	31	20	35.5	1	*	*	3,328	18	21.8
		2014-15	98.0	86.6	50	21	48.0	8	23	62.5	38	21	44.7	2	*	*	6,946	17	14.9
	Reading	2012-13	89.6	29.3	43	21	51.2	7	19	28.6	33	21	54.5	1	*	*	2,452	17	26.5
		2013-14	85.7	42.1	42	18	16.7	9	20	22.2	31	17	12.9	1	*	*	3,328	17	17.4
		2014-15	98.0	86.6	50	21	34.0	8	21	25.0	38	20	31.6	2	*	*	6,946	16	14.9
	Science	2012-13	89.6	29.3	43	19	18.6	7	18	0.0	33	20	21.2	1	*	*	2,452	18	12.7
		2013-14	85.7	42.1	42	19	9.5	9	21	11.1	31	19	9.7	1	*	*	3,328	18	12.8
		2014-15	98.0	86.6	50	22	44.0	8	22	50.0	38	21	39.5	2	*	*	6,946	17	12.4
	Composite	2012-13	89.6	29.3	43	20	-	7	18	-	33	20	-	1	*	-	2,452	18	-
		2013-14	85.7	42.1	42	19	-	9	21	-	31	18	-	1	*	-	3,328	17	-
		2014-15	98.0	86.6	50	21	-	8	22	-	38	20	-	2	*	-	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*
10	Critical Reading	2012	57	43	54.4	10	45	50.0	41	42	51.2	4	*	*	0			8,427	37	23.1
		2013	64	43	56.3	11	39	27.3	44	43	61.4	4	*	*	5	*	*	8,855	36	23.3
		2014	66	41	42.4	9	41	44.4	54	41	40.7	2	*	*	1	*	*	8,669	36	23.6
	Mathematics	2012	57	46	68.4	10	48	80.0	41	45	65.9	4	*	*	0			8,427	38	24.5
		2013	64	42	45.3	11	42	36.4	44	42	47.7	4	*	*	5	*	*	8,855	37	19.5
		2014	66	42	42.4	9	40	33.3	54	42	42.6	2	*	*	1	*	*	8,669	39	28.3
	Writing	2012	57	44	57.9	10	46	70.0	41	43	51.2	4	*	*	0			8,427	37	23.7
		2013	64	41	43.8	11	40	45.5	44	40	38.6	4	*	*	5	*	*	8,855	36	21.0
		2014	66	39	21.2	9	37	22.2	54	39	20.4	2	*	*	1	*	*	8,669	34	18.4
11	Critical Reading	2012	53	42	35.8	13	45	53.8	38	41	31.6	1	*	*	1	*	*	4,007	41	27.4
		2013	54	46	55.6	8	50	75.0	41	45	48.8	3	*	*	0			3,787	42	32.8
		2014	59	45	47.5	9	41	33.3	42	45	45.2	3	*	*	5	*	*	3,320	41	33.1
	Mathematics	2012	53	47	54.7	13	49	76.9	38	46	44.7	1	*	*	1	*	*	4,007	43	33.0
		2013	54	50	63.0	8	52	75.0	41	49	61.0	3	*	*	0			3,787	44	33.1
		2014	59	51	78.0	9	47	44.4	42	52	83.3	3	*	*	5	*	*	3,320	44	38.4
	Writing	2012	53	42	30.2	13	45	53.8	38	41	18.4	1	*	*	1	*	*	4,007	41	33.0
		2013	54	44	50.0	8	47	62.5	41	44	48.8	3	*	*	0			3,787	41	32.5
		2014	59	44	52.5	9	41	22.2	42	44	54.8	3	*	*	5	*	*	3,320	40	31.6

\*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**

<b>120</b>	20,715	<b>1.9</b>	1.9	<b>27</b>	<b>22.5</b>	26.0
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**Human Geography**

<b>61</b>	1,090	<b>1.9</b>	2.0	<b>13</b>	<b>21.3</b>	32.9
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**United States History**

<b>59</b>	2,401	<b>1.8</b>	1.5	<b>14</b>	<b>23.7</b>	14.2
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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

**ALGEBRA I**

26	61.0	76.6			88.5		43.2	80.7
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**ALGEBRA II**

65	76.8	87.8			98.5		52.7	84.5
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**BIOLOGY**

23	76.7	86.0			100.0		68.9	81.9
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**CHEMISTRY**

48	67.7	81.4			89.6		50.3	82.6
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**ENGLISH I**

19	65.9	77.3			94.7		55.2	84.6
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**ENGLISH II**

36	59.8	76.3			94.4		59.3	84.9
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**ENGLISH III**

28	68.6	81.9			100.0		57.6	88.9
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**ENGLISH IV**

1	*	*			*		69.0	*
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**GEOMETRY**

47	66.5	82.4			95.7		56.7	87.3
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**HS HEALTH EDUCATION**

26	84.4	89.3			100.0		81.8	96.4
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**PHYSICS**

29	83.6	89.1			96.6		44.7	81.4
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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**

64	76.5	87.8	82.4	81.4	98.4	100.0	59.8	81.7
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**BIOLOGY**

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**CHEMISTRY**

48	69.6	81.4	83.0	83.3	91.7	100.0	62.5	79.9
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**ENGLISH I**

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**ENGLISH II**

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**ENGLISH III**

26	71.2	80.8	79.3	79.1	92.3	80.8	54.5	86.1
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**ENGLISH IV**

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**GEOMETRY**

47	72.0	86.2	86.1	86.2	97.9	97.9	59.3	85.2
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**HS HEALTH EDUCATION**

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**PHYSICS**

29	86.1	91.7	85.7	84.6	100.0	100.0	61.8	82.8
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