

# Data Packet

## for 2016-17 planning

Evaluation & Assessment  
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School Number 37

**ROSIE M. COLLINS SORRELLS SCHOOL OF  
EDUCATION AT TOWNVIEW**



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## **2015-16 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 2015-16. They are counted as new if not enrolled in a district campus before the last day of the 2014-15 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 2014-15 and 2015-16.

## **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 and reported separately.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory, at the current phase-in standard) 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 fall and spring administrations.

**TELPAS**

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2015 to 2016, the TEA did not report the 2015 composite rating.
- If a student is rated as advanced high in 2016, the TEA does not differentiate between the advanced and advanced high levels from 2015.

**COLLEGE READINESS**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- A redesigned SAT was introduced in March 2016. Students' scores from old administrations were converted to equivalent section scores on the new SAT to compute statistics for 2016 Grade 12 students. A redesigned PSAT was introduced in Fall 2015. Prior-year SAT and PSAT statistics are not comparable to current-year statistics and are not reported. For information on the new tests, see <https://www.collegeboard.org>.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as denominator, Grade 12 “Enrollment” as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for “Percent Tested” is grade-level enrollment as reported in Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily, as often as they wish. The district provides an administration of each test on a school day: SAT to Grade 11 students in spring and ACT to Grade 12 students in fall. If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. (These benchmark scores are applicable only to scores earned on the new SAT, first administered in March 2016.) ACT's college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.
- New PSAT scores range from 200 to 800. PSAT is administered once each year in the fall. District students taking PSAT are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a PSAT score for that year.
- PSAT/NMSQT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (TCB). The College Board has determined PSAT benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510. (These benchmarks are applicable only to scores earned on the new PSAT, first administered in the fall of 2015.)
- AP scores range from 1 to 5. A 3 is a “qualifying score”.

**Assessments of Course Performance (ACP)**

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

**STUDENT ENROLLMENT**

Grade	Enrollment
9	86
10	89
11	73
12	71
ALL	319

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	110	34.5	30	34.1
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	4	1.3	*	*
Hispanic	196	61.4	9	10.2
White	9	2.8	46	52.3
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	3	3.4
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	51	16.0
Economically disadvantaged	252	79.0
Limited English proficient (LEP)	12	3.8
Special education	1	0.3
Talented and Gifted (TAG)	126	39.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2014	74	29	39.2	0	0.0	0	0.0	43	58.1	2	2.7	0	0.0
	2015	92	31	33.7	1	1.1	0	0.0	56	60.9	4	4.3	0	0.0
	2016	86	23	26.7	0	0.0	1	1.2	59	68.6	3	3.5	0	0.0
10	2014	70	25	35.7	0	0.0	0	0.0	45	64.3	0	0.0	0	0.0
	2015	77	26	33.8	0	0.0	2	2.6	46	59.7	3	3.9	0	0.0
	2016	89	32	36.0	0	0.0	1	1.1	53	59.6	3	3.4	0	0.0
11	2014	71	22	31.0	1	1.4	0	0.0	45	63.4	2	2.8	0	0.0
	2015	74	31	41.9	0	0.0	0	0.0	43	58.1	0	0.0	0	0.0
	2016	73	24	32.9	0	0.0	2	2.7	44	60.3	3	4.1	0	0.0
12	2014	85	32	37.6	1	1.2	2	2.4	45	52.9	5	5.9	0	0.0
	2015	69	21	30.4	1	1.4	0	0.0	45	65.2	2	2.9	0	0.0
	2016	71	31	43.7	0	0.0	0	0.0	40	56.3	0	0.0	0	0.0
9-12	2014	300	108	36.0	2	0.7	2	0.7	178	59.3	9	3.0	0	0.0
	2015	312	109	34.9	2	0.6	2	0.6	190	60.9	9	2.9	0	0.0
	2016	319	110	34.5	0	0.0	4	1.3	196	61.4	9	2.8	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	2014	74	61	82.4	1	1.4	0	0.0	16	21.6	24	32.4	18	24.3	12.2	87.8	0.0
	2015	92	63	68.5	9	9.8	1	1.1	13	14.1	39	42.4	22	23.9	17.4	82.6	0.0
	2016	86	70	81.4	8	9.3	0	0.0	17	19.8	40	46.5	21	24.4	17.4	82.6	0.0
10	2014	70	51	72.9	2	2.9	0	0.0	19	27.1	25	35.7	4	5.7	12.9	87.1	0.0
	2015	77	64	83.1	5	6.5	0	0.0	24	31.2	26	33.8	3	3.9	15.6	84.4	0.0
	2016	89	67	75.3	0	0.0	1	1.1	11	12.4	36	40.4	5	5.6	16.9	83.1	0.0
11	2014	71	59	83.1	0	0.0	1	1.4	15	21.1	24	33.8	4	5.6	21.1	78.9	0.0
	2015	74	54	73.0	2	2.7	0	0.0	35	47.3	26	35.1	1	1.4	14.9	85.1	0.0
	2016	73	60	82.2	2	2.7	0	0.0	13	17.8	25	34.2	0	0.0	15.1	84.9	0.0
12	2014	85	64	75.3	0	0.0	0	0.0	85	100.0	21	24.7	0	0.0	7.1	92.9	0.0
	2015	69	60	87.0	0	0.0	1	1.4	15	21.7	24	34.8	0	0.0	21.7	78.3	0.0
	2016	71	55	77.5	2	2.8	0	0.0	10	14.1	25	35.2	0	0.0	15.5	84.5	0.0
9-12	2014	300	235	78.3	3	1.0	1	0.3	135	45.0	94	31.3	26	8.7	13.0	87.0	0.0
	2015	312	241	77.2	16	5.1	2	0.6	87	27.9	115	36.9	26	8.3	17.3	82.7	0.0
	2016	319	252	79.0	12	3.8	1	0.3	51	16.0	126	39.5	26	8.2	16.3	83.7	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	2014	74	10,855	72	97.7	10,244	94.4	0	0.0	25.4	73	9,137	98.7	84.2
	2015	93	11,577	91	97.8	10,921	94.3	0	0.0	24.5	92	9,789	99.2	84.6
	2016	86	11,813	84	98.3	11,053	93.6	1	1.2	26.2	86	9,913	100.0	83.9
10	2014	72	9,895	70	97.6	9,365	94.6	0	0.0	17.5	71	8,683	99.2	87.7
	2015	77	9,928	75	97.3	9,383	94.5	0	0.0	18.1	76	8,616	98.8	86.8
	2016	90	10,202	88	97.1	9,595	94.1	0	0.0	19.4	86	8,845	95.2	86.7
11	2014	72	8,457	70	98.1	8,002	94.6	0	0.0	14.7	71	7,577	99.0	89.6
	2015	74	8,742	72	97.1	8,258	94.5	0	0.0	14.6	73	7,728	98.1	88.4
	2016	72	8,384	70	97.2	7,906	94.3	0	0.0	16.9	72	7,400	99.8	88.3
12	2014	85	8,059	81	96.3	7,576	94.0	0	0.0	6.0	82	7,152	97.0	88.7
	2015	68	8,362	66	96.7	7,893	94.4	1	1.5	14.2	69	7,395	100.0	88.4
	2016	70	8,426	67	95.9	7,965	94.5	0	0.0	10.5	70	7,523	99.7	89.3
9-12	2014	302	37,266	294	97.4	35,187	94.4	0	0.0	16.7	297	32,549	98.4	87.3
	2015	312	38,609	303	97.3	36,456	94.4	1	0.3	18.4	310	33,528	99.4	86.8
	2016	318	38,826	309	97.2	36,519	94.1	1	0.3	19.0	314	33,681	98.6	86.7

Teachers: 88

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	30	34.1
Hispanic	9	10.2
White	46	52.3
Multiple	0	0.0
Other	3	3.4

Gender	Number	Percentage
Female	45	51.1
Male	43	48.9

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2013-14	6.6	80.9
2014-15	6.3	76.5
2015-16	7.2	82.1

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	2	2.3
1	1	1.1
2	3	3.4
3	3	3.4
4	0	0.0
5	1	1.1
1-3	7	8.0
More than 3	79	89.8
1 - 5	8	9.1
6 - 10	31	35.2
11 - 20	23	26.1
More than 20	24	27.3

## 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	2014	*	100.0	90.5	92.3			100.0		77.8	96.7	94.3	55.6
	2015	*	90.0	98.2	98.0	*	100.0	92.9		94.1	96.0	95.7	58.8
	2016	*	100.0	98.3	98.4		100.0	93.8		100.0	98.6	98.8	60.1
Tests Taken	2014	2	26	42	52			14		9	61	70	10,751
	2015	4	30	57	51	1	10	14		17	75	92	10,840
	2016	3	21	59	64		8	16		15	69	84	10,278
ENGLISH II	2014		92.9	91.1	90.6		*	85.0		88.9	92.2	91.8	60.8
	2015	*	100.0	95.6	98.3		*	95.7		91.7	98.4	97.3	60.5
	2016	*	91.2	98.1	95.9	*		83.3		86.7	96.0	94.4	59.9
Tests Taken	2014		28	45	53		2	20		9	64	73	9,187
	2015	3	25	45	59		4	23		12	63	75	9,225
	2016	3	34	52	49	1		12		15	75	90	9,196

## NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2014	*	0	4	4			0		2	2	4	4,776
	2015	*	3	1	1	*	0	1		1	3	4	4,464
	2016	*	0	1	1		0	1		0	1	1	4,102
Tests Taken	2014	2	26	42	52			14		9	61	70	10,751
	2015	4	30	57	51	1	10	14		17	75	92	10,840
	2016	3	21	59	64		8	16		15	69	84	10,278
ENGLISH II	2014		2	4	5		*	3		1	5	6	3,605
	2015	*	0	2	1		*	1		1	1	2	3,643
	2016	*	3	1	2	*		2		2	3	5	3,691
Tests Taken	2014		28	45	53		2	20		9	64	73	9,187
	2015	3	25	45	59		4	23		12	63	75	9,225
	2016	3	34	52	49	1		12		15	75	90	9,196

## PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2014	*	0.0	16.7	11.5			0.0		11.1	9.8	10.0	4.0
	2015	*	16.7	22.8	25.5	*	0.0	7.1		17.6	21.3	20.7	5.1
	2016	*	19.0	16.9	20.3		0.0	6.3		26.7	17.4	19.0	5.4
Tests Taken	2014	2	26	42	52			14		9	61	70	10,751
	2015	4	30	57	51	1	10	14		17	75	92	10,840
	2016	3	21	59	64		8	16		15	69	84	10,278
ENGLISH II	2014		7.1	13.3	9.4		*	5.0		11.1	10.9	11.0	3.2
	2015	*	4.0	4.4	1.7		*	8.7		0.0	7.9	6.7	2.6
	2016	*	8.8	17.3	10.2	*		0.0		6.7	14.7	13.3	4.6
Tests Taken	2014		28	45	53		2	20		9	64	73	9,187
	2015	3	25	45	59		4	23		12	63	75	9,225
	2016	3	34	52	49	1		12		15	75	90	9,196

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1 <sup>1</sup>	1. Average Rating Short Answer #2 <sup>1</sup>	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition <sup>2</sup>	5. Revision (Writing)	6. Editing (Writing)
2014	82.6	1.8	1.7	80.6	79.0	5.0	82.3	70.9
2015	82.1	2.1	1.8	80.2	81.1	5.1	82.9	83.0
2016	77.4	2.0	1.8	75.0	81.2	4.9	89.1	85.6

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1 <sup>1</sup>	1. Average Rating Short Answer #2 <sup>1</sup>	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition <sup>2</sup>	5. Revision (Writing)	6. Editing (Writing)
2014	86.3	1.7	1.7	63.8	77.7	5.4	76.6	78.1
2015	87.8	1.7	1.6	78.4	86.2	5.3	77.3	86.7
2016	81.9	1.9	1.7	80.7	79.4	5.3	82.8	78.4

<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>2014</b>	*	100.0	96.0	97.1		*	*		87.5	100.0	97.7	78.0
	<b>2015</b>	*	83.3	100.0	100.0	*	*	*		100.0	93.3	95.2	80.0
	<b>2016</b>	*	100.0	94.7	95.7		*	87.5		*	96.4	96.7	82.2
Tests Taken	<b>2014</b>	1	18	25	35		1	3		8	36	44	9,525
	<b>2015</b>	1	12	29	21	1	2	3		12	30	42	9,730
	<b>2016</b>	2	9	19	23		2	8		2	28	30	9,486



## 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>2014</b>	*	0	1	1		*	*		1	0	1	2,100
	<b>2015</b>	*	2	0	0	*	*	*		0	2	2	1,947
	<b>2016</b>	*	0	1	1		*	1		*	1	1	1,690
Tests Taken	<b>2014</b>	1	18	25	35		1	3		8	36	44	9,525
	<b>2015</b>	1	12	29	21	1	2	3		12	30	42	9,730
	<b>2016</b>	2	9	19	23		2	8		2	28	30	9,486

## 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>2014</b>	*	5.6	28.0	22.9		*	0.0		25.0	16.7	18.2	9.9
	<b>2015</b>	*	8.3	13.8	19.0	*	*	*		16.7	13.3	14.3	15.4
	<b>2016</b>	*	11.1	10.5	13.0		*	12.5		*	7.1	10.0	21.7
Tests Taken	<b>2014</b>	1	18	25	35		1	12		8	36	44	9,525
	<b>2015</b>	1	12	29	21	1	2	3		12	30	42	9,730
	<b>2016</b>	2	9	19	23		2	8		2	28	30	9,486

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>ALGEBRA I</b>	1. Number and Algebraic Methods	2. Describing and Graphing Linear Functions, Equations,	3. Writing and Solving Linear Functions, Equations,	4. Quadratic Functions and Equations	5. Exponential Functions and Equations
<b>2014</b>	66.5	62.5	63.9	63.0	59.8
<b>2015</b>	69.0	72.2	57.9	55.2	55.0
<b>2016</b>	63.3	64.4	68.1	70.9	62.2

## 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>2014</b>	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	89.8
	<b>2015</b>	*	100.0	98.2	100.0	*	100.0	100.0		94.1	100.0	98.9	92.0
	<b>2016</b>	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.8
Tests Taken	<b>2014</b>	2	29	42	54		1	15		9	64	73	9,672
	<b>2015</b>	5	31	57	52	1	9	13		17	78	95	9,415
	<b>2016</b>	3	23	59	64		8	17		15	71	86	8,859

## 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>2014</b>	*	0	0	0		*	0		0	0	0	987
	<b>2015</b>	*	0	1	0	*	0	0		1	0	1	751
	<b>2016</b>	*	0	0	0		0	0		0	0	0	905
Tests Taken	<b>2014</b>	2	29	42	54		1	15		9	64	73	9,672
	<b>2015</b>	5	31	57	52	1	9	13		17	78	95	9,415
	<b>2016</b>	3	23	59	64		8	17		15	71	86	8,859

## 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>2014</b>	*	3.4	9.5	7.4		*	0.0		0.0	9.4	8.2	7.5
	<b>2015</b>	*	29.0	19.3	21.2	*	11.1	7.7		23.5	20.5	21.1	11.9
	<b>2016</b>	*	47.8	47.5	46.9		25.0	23.5		73.3	43.7	48.8	14.4
Tests Taken	<b>2014</b>	2	29	42	54		1	15		9	64	73	9,672
	<b>2015</b>	5	31	57	52	1	9	13		17	78	95	9,415
	<b>2016</b>	3	23	59	64		8	17		15	71	86	8,859

## 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>2014</b>	60.0	65.6	70.3	68.4	57.7
<b>2015</b>	66.2	71.5	78.4	64.9	77.7
<b>2016</b>	83.4	78.6	80.6	78.4	84.2

## 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	2014	*	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	92.0
	2015		93.3	95.3	94.3		*	91.4		100.0	93.5	94.5	92.0
	2016	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	94.7
Tests Taken	2014	3	22	45	50	1		15		15	57	72	7,801
	2015		30	43	53		2	35		11	62	73	8,237
	2016	3	27	43	58		2	13		11	64	75	8,779



## 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	2014	*	0	0	0	*		0		0	0	0	625
	2015		2	2	3		*	3		0	4	4	663
	2016	*	0	0	0		*	0		0	0	0	467
Tests Taken	2014	3	22	45	50	1		15		15	57	72	7,801
	2015		30	43	53		2	35		11	62	73	8,237
	2016	3	27	43	58		2	13		11	64	75	8,779

## 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	2014	*	9.1	13.3	14.0	*		6.7		20.0	10.5	12.5	10.3
	2015		20.0	9.3	11.3		*	2.9		45.5	8.1	13.7	20.5
	2016	*	37.0	27.9	34.5		*	7.7		54.5	31.3	34.7	28.1
Tests Taken	2014	3	22	45	50	1		15		15	57	72	7,801
	2015		30	43	53		2	35		11	62	73	8,237
	2016	3	27	43	58		2	13		11	64	75	8,779

## 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
2014	59.8	74.9	66.3	72.8
2015	63.1	62.6	55.2	70.7
2016	70.3	78.1	77.5	74.4

**PERFORMANCE IN 2016**

Grade 2015-16	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	3	37.5	0	0.0	0	0.0
	Advanced	1	12.5	8	100.0	5	62.5	2	25.0	4	50.0
	Advanced High	7	87.5	0	0.0	0	0.0	6	75.0	4	50.0
ALL (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	4	33.3	0	0.0	0	0.0
	Advanced	1	8.3	11	91.7	7	58.3	3	25.0	5	41.7
	Advanced High	11	91.7	1	8.3	1	8.3	9	75.0	7	58.3

**PROGRESSION FROM  
2015 TO 2016**

Number Rated Both Years	2016 Level	2015 Level			
		Beg	Int	Adv	Adv High
7 4 (57.1%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	3	
	Advanced High	0	0	3	
9 6 (66.7%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	3	
	Advanced High	0	0	5	

 Indicates students who progressed at least one level from 2015 to 2016.

Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*
SAT	Reading & Writing	2013-14*																	
		2014-15*																	
		2015-16	100.0	89.2	71	507	62.0	31	500	54.8	40	512	67.5				7,264	441	31.7
	Mathematics	2013-14*																	
		2014-15*																	
		2015-16	100.0	89.2	71	501	32.4	31	482	22.6	40	516	40.0				7,264	450	18.2
ACT	English	2013-14	42.4	42.0	36	19	61.1	19	19	68.4	15	18	46.7	2	*	*	3,326	15	29.3
		2014-15	100.0	86.5	69	19	59.4	21	18	57.1	45	19	62.2	2	*	*	6,938	14	25.1
		2015-16	100.0	84.3	71	18	54.9	31	19	64.5	40	17	47.5				6,863	14	22.7
	Mathematics	2013-14	42.4	42.0	36	20	30.6	19	20	21.1	15	20	33.3	2	*	*	3,326	18	21.8
		2014-15	100.0	86.5	69	21	43.5	21	20	33.3	45	21	48.9	2	*	*	6,938	17	14.9
		2015-16	100.0	84.3	71	20	33.8	31	19	16.1	40	21	47.5				6,863	17	16.0
	Reading	2013-14	42.4	42.0	36	20	33.3	19	20	36.8	15	19	26.7	2	*	*	3,326	17	17.4
		2014-15	100.0	86.5	69	20	37.7	21	19	28.6	45	20	42.2	2	*	*	6,938	16	14.9
		2015-16	100.0	84.3	71	20	39.4	31	21	41.9	40	20	37.5				6,863	16	16.9
	Science	2013-14	42.4	42.0	36	19	16.7	19	20	15.8	15	18	13.3	2	*	*	3,326	18	12.8
		2014-15	100.0	86.5	69	20	33.3	21	19	23.8	45	21	37.8	2	*	*	6,938	17	12.4
		2015-16	100.0	84.3	71	19	18.3	31	19	25.8	40	20	12.5				6,863	17	12.6
	Composite	2013-14	42.4	42.0	36	20	-	19	20	-	15	19	-	2	*	-	3,326	17	-
		2014-15	100.0	86.5	69	20	-	21	19	-	45	20	-	2	*	-	6,938	16	-
		2015-16	100.0	84.3	71	20	-	31	20	-	40	20	-				6,863	16	-

\*See the NOTES report for information about the new SAT (beginning March 2016) as well as college-readiness benchmarks set by The College Board (SAT) and ACT, Inc.

Grade	Subtest	Year	All			African American			Hispanic			White			Other			District			
			N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	
9	Reading & Writing	2013*																			
		2014*																			
		2015	87	458	74.7	23	470	78.3	60	450	73.3	3	*	*	1	*	*	1,540	462	70.1	
	Mathematics	2013*																			
		2014*																			
		2015	87	418	33.3	23	422	26.1	60	415	35.0	3	*	*	1	*	*	1,540	456	54.3	
10	Reading & Writing	2013*																			
		2014*																			
		2015	91	469	73.6	32	456	71.9	54	476	74.1	4	*	*	1	*	*	8,972	414	38.6	
	Mathematics	2013*																			
		2014*																			
		2015	91	451	36.3	32	453	37.5	54	447	33.3	4	*	*	1	*	*	8,972	424	22.2	
11	Reading & Writing	2013*																			
		2014*																			
		2015	74	493	73.0	26	484	76.9	43	493	72.1	3	*	*	2	*	*	2,313	491	61.3	
	Mathematics	2013*																			
		2014*																			
		2015	74	475	27.0	26	467	19.2	43	474	27.9	3	*	*	2	*	*	2,313	492	39.5	

\*See the NOTES report for information about the new PSAT as well as 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>505</b>	20,370	<b>1.7</b>	2.0	<b>88</b>	<b>17.4</b>	27.0
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**Biology**

<b>28</b>	860	<b>1.8</b>	2.0	<b>2</b>	<b>7.1</b>	25.8
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**Calculus AB**

<b>18</b>	1,044	<b>3.2</b>	2.5	<b>12</b>	<b>66.7</b>	43.4
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**Calculus BC**

<b>3</b>	247	*	3.5	*	*	75.7
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**Chemistry**

<b>1</b>	567	*	1.6	*	*	18.0
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**Economics: Macroeconomics**

<b>16</b>	981	<b>1.0</b>	1.6	<b>0</b>	<b>0.0</b>	16.7
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**Economics: Microeconomics**

<b>4</b>	193	*	1.3	*	*	10.4
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**English Language & Composition**

<b>71</b>	2,947	<b>1.6</b>	1.9	<b>8</b>	<b>11.3</b>	20.5
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**English Literature & Composition**

<b>48</b>	2,145	<b>1.6</b>	1.8	<b>5</b>	<b>10.4</b>	16.6
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**Environmental Science**

<b>35</b>	1,028	<b>1.2</b>	1.7	<b>1</b>	<b>2.9</b>	19.3
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**European History**

<b>6</b>	114	<b>1.7</b>	2.1	<b>1</b>	<b>16.7</b>	28.9
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**Government & Politics: United States**

<b>25</b>	1,419	<b>1.0</b>	1.4	<b>0</b>	<b>0.0</b>	11.3
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**Human Geography**

<b>40</b>	1,004	<b>1.6</b>	2.2	<b>6</b>	<b>15.0</b>	35.4
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**Music Theory**

<b>1</b>	70	*	3.3	*	*	71.4
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**Physics 1**

<b>9</b>	798	<b>1.3</b>	1.5	<b>1</b>	<b>11.1</b>	13.0
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**Physics C: Mechanics**

<b>8</b>	161	<b>1.8</b>	2.9	<b>1</b>	<b>12.5</b>	58.4
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**Psychology**

<b>39</b>	717	<b>1.2</b>	1.7	<b>1</b>	<b>2.6</b>	20.6
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**Spanish Language & Culture**

<b>28</b>	864	<b>3.7</b>	3.8	<b>27</b>	<b>96.4</b>	91.6
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**Spanish Literature & Culture**

<b>16</b>	161	<b>2.5</b>	2.5	<b>10</b>	<b>62.5</b>	54.0
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**Statistics**

<b>2</b>	431	*	2.3	*	*	40.4
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**United States History**

<b>56</b>	2,796	<b>1.4</b>	1.6	<b>7</b>	<b>12.5</b>	17.9
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**World History**

<b>51</b>	1,127	<b>1.2</b>	1.9	<b>2</b>	<b>3.9</b>	21.8
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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

**ALGEBRA I**

30	52.9	71.7	85.8	88.3	66.7	96.7	44.7	80.8
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**ALGEBRA II PRE-AP**

79	53.9	72.4	77.4	78.3	62.0	83.5	66.2	90.2
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**BIOLOGY PRE-AP**

87	65.9	75.6	81.2	82.2	80.5	94.3	77.1	93.0
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**CHEMISTRY PRE-AP**

94	72.3	80.7	82.0	82.2	90.4	91.5	78.8	95.3
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**ECONOMICS**

5	*	*	*	*	*	*	71.9	*
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**ENGLISH I PRE-AP**

85	77.0	79.1	84.7	85.7	88.2	97.6	76.8	93.7
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**ENGLISH II PRE-AP**

94	67.1	76.0	83.0	84.2	78.7	95.7	73.6	94.2
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**ENGLISH III**

4	*	*	*	*	*	*	64.3	*
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**ENGLISH IV**

16	77.9	82.0	84.0	84.3	100.0	100.0	71.9	89.9
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**FRENCH I**

10	88.0	92.0	81.4	79.5	100.0	100.0	67.1	90.6
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**FRENCH II**

12	67.2	76.6	84.3	85.6	66.7	100.0	60.8	91.7
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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 PRE-AP**

78	55.6	75.4	79.1	79.8	82.1	87.2		
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**BIOLOGY PRE-AP**

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**CHEMISTRY PRE-AP**

87	58.8	69.1	80.6	82.6	51.7	92.0		
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**ECONOMICS**

1	*	*	*	*	*	*		
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**ENGLISH I PRE-AP**

84	78.3	80.2	85.1	86.0	88.1	97.6		
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**ENGLISH II PRE-AP**

91	70.8	77.6	83.6	84.6	79.1	96.7		
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**ENGLISH III**

3	*	*	*	*	*	*		
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**ENGLISH IV**

1	*	*	*	*	*	*		
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**FRENCH I**

10	88.2	92.1	79.6	77.4	100.0	90.0		
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**FRENCH II**

12	69.2	78.0	85.3	86.5	83.3	100.0		
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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 PRE-AP**

101	43.6	69.8	82.1	84.3	49.5	96.0	66.9	91.9
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**GOVERNMENT**

13	68.6	75.2	89.8	92.4	92.3	100.0	63.0	93.3
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**HS BAND: LISTENING AND MUSIC ELEMENTS**

4	*	*	*	*	*	*	69.9	*
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**HS HEALTH EDUCATION**

15	87.8	91.3	92.5	92.8	100.0	100.0	80.4	92.9
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**PHYSICS PRE-AP**

66	63.8	72.8	82.4	84.1	74.2	95.5	69.9	95.9
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**PRE-CALCULUS**

9	36.6	63.4	70.7	71.9	11.1	88.9	50.3	90.8
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**PRE-CALCULUS PRE-AP**

58	51.7	74.1	79.9	81.0	69.0	91.4	67.1	94.9
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**SPANISH I**

46	77.1	84.7	92.0	93.2	89.1	100.0	77.6	91.2
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**SPANISH II**

56	76.4	81.3	87.8	89.0	82.1	100.0	73.1	92.2
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**STUDIO ART I**

46	79.3	87.6	92.3	93.2	100.0	100.0	73.8	94.2
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**U.S. HISTORY**

17	58.8	69.1	86.3	89.3	47.1	100.0	57.5	86.4
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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

**GEOMETRY PRE-AP**

98	43.6	66.2	78.7	81.0	39.8	83.7		
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**GOVERNMENT**

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**HS BAND: LISTENING AND MUSIC ELEMENTS**

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**HS HEALTH EDUCATION**

25	87.4	91.0	92.0	92.2	100.0	100.0		
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**PHYSICS PRE-AP**

64	35.2	64.0	81.3	84.4	25.0	92.2		
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**PRE-CALCULUS**

4	*	*	*	*	*	*		
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**PRE-CALCULUS PRE-AP**

33	68.3	77.9	80.5	80.9	72.7	84.8		
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**SPANISH I**

44	82.2	88.1	88.7	88.7	86.4	100.0		
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**SPANISH II**

53	85.8	90.5	88.5	88.1	94.3	100.0		
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**STUDIO ART I**

39	85.9	87.9	92.0	92.8	100.0	100.0		
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**U.S. HISTORY**

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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

**WORLD GEOGRAPHY PRE-AP**

47	73.5	80.1	82.9	83.3	89.4	100.0	80.3	96.2
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**WORLD HISTORY PRE-AP**

35	64.1	74.3	82.5	83.9	74.3	97.1	81.8	96.7
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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

**WORLD GEOGRAPHY PRE-AP**

47	73.6	81.1	84.9	85.6	91.5	97.9		
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**WORLD HISTORY PRE-AP**

34	65.4	69.4	80.4	82.3	58.8	97.1		
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