

Data Packet

for 2016-17 planning

Evaluation & Assessment
Office of Institutional Research

<http://mydata.dallasisd.org>
OIR@dallasisd.org

August 9, 2016



School Number 389

JOHN L. PATTON, JR. ACADEMIC CENTER

2. Contents Table of Contents

STUDENTS AND STAFF

7. Summary Summary of Student and Teacher Statistics

9. Enroll (2) Enrollment Statistics by Select Student Group

11. Teachers Teacher Statistics

STAAR (English)

12. ELA (EOC) STAAR EOC ELA

20. Science (EOC) ... STAAR EOC Science

ENGLISH PROFICIENCY

28. IPT IDEA Proficiency Test

COLLEGE READINESS

30. SAT/ACT SAT/ACT Average Scores for Grade 12

32. AP Advanced Placement (AP) Exams

LOCAL ASSESSMENT

33. ACP Assessments of Course Performance

3. Notes Notes and Data Descriptions

8. Enroll (1) Enrollment Statistics by Ethnicity

10. Attendance Student Attendance Statistics

16. Math (EOC) STAAR EOC Mathematics

24. SS (EOC) STAAR EOC Social Studies

29. TELPAS Texas English Language Proficiency Assessment System

31. PSAT PSAT Average Scores

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	33
10	38
11	15
12	37
ALL	123

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	49	39.8	14	66.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	73	59.3	2	9.5
White	0	0.0	4	19.0
Multiple	1	0.8	1	4.8
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	117	95.1
Economically disadvantaged	118	95.9
Limited English proficient (LEP)	28	22.8
Special education	19	15.4
Talented and Gifted (TAG)	1	0.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	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
	2016	33	9	27.3	0	0.0	0	0.0	24	72.7	0	0.0	0	0.0
10	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
	2016	38	22	57.9	0	0.0	0	0.0	16	42.1	0	0.0	0	0.0
11	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
	2016	15	3	20.0	0	0.0	0	0.0	11	73.3	0	0.0	1	6.7
12	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
	2016	37	15	40.5	0	0.0	0	0.0	22	59.5	0	0.0	0	0.0
9-12	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
	2016	123	49	39.8	0	0.0	0	0.0	73	59.3	0	0.0	1	0.8

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	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
	2016	33	32	97.0	14	42.4	4	12.1	33	100.0	1	3.0	0	0.0	48.5	51.5	15.2
10	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
	2016	38	36	94.7	6	15.8	7	18.4	36	94.7	0	0.0	3	7.9	57.9	42.1	42.1
11	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
	2016	15	14	93.3	2	13.3	1	6.7	13	86.7	0	0.0	2	13.3	53.3	46.7	40.0
12	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
	2016	37	36	97.3	6	16.2	7	18.9	35	94.6	0	0.0	7	18.9	51.4	48.6	10.8
9-12	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
	2016	123	118	95.9	28	22.8	19	15.4	117	95.1	1	0.8	12	9.8	52.8	47.2	25.2

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	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
	2016	40	11,813	34	85.3	11,053	93.6	14	35.2	26.2	19	9,913	47.8	83.9
10	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
	2016	36	10,202	28	78.1	9,595	94.1	28	78.3	19.4	11	8,845	30.8	86.7
11	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
	2016	20	8,384	15	74.9	7,906	94.3	16	79.5	16.9	6	7,400	29.8	88.3
12	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
	2016	35	8,426	30	85.7	7,965	94.5	9	25.5	10.5	20	7,523	56.6	89.3
9-12	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
	2016	131	38,826	107	81.9	36,519	94.1	67	51.2	19.0	56	33,681	42.8	86.7

Teachers: 21

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	14	66.7
Hispanic	2	9.5
White	4	19.0
Multiple	1	4.8
Other	0	0.0

Gender	Number	Percentage
Female	17	81.0
Male	4	19.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2013-14	7.4	73.7
2014-15	6.9	68.0
2015-16	7.6	62.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	19.0
1	2	9.5
2	1	4.8
3	1	4.8
4	2	9.5
5	0	0.0
1-3	4	19.0
More than 3	13	61.9
1 - 5	6	28.6
6 - 10	2	9.5
11 - 20	5	23.8
More than 20	4	19.0

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2014		22.2	17.6	13.0	*	18.2	16.0		18.8	20.0	19.2	55.6
	2015		*	66.7	60.0		*	60.0		*	85.7	63.6	58.8
	2016		*	40.7	41.9		35.7	40.6		43.8	37.5	40.6	60.1
Tests Taken	2014		9	17	23	3	11	25		16	10	26	10,751
	2015		5	6	10		2	10		4	7	11	10,840
	2016		4	27	31		14	32		16	16	32	10,278
ENGLISH II	2014		*	22.2	16.7		0.0	8.3		14.3	16.7	15.4	60.8
	2015		*	53.8	27.3		66.7	41.2		66.7	27.3	41.2	60.5
	2016		*	*	28.6		*	14.3		*	*	25.0	59.9
Tests Taken	2014		3	9	12		6	12		7	6	13	9,187
	2015		4	13	11		6	17		6	11	17	9,225
	2016		3	4	7		2	7		3	5	8	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		7	14	20	*	9	21		13	8	21	4,776
	2015		*	2	4		*	4		*	1	4	4,464
	2016		*	16	18		9	19		9	10	19	4,102
Tests Taken	2014		9	17	23	3	11	25		16	10	26	10,751
	2015		5	6	10		2	10		4	7	11	10,840
	2016		4	27	31		14	32		16	16	32	10,278
ENGLISH II	2014		*	7	10		6	11		6	5	11	3,605
	2015		*	6	8		2	10		2	8	10	3,643
	2016		*	*	5		*	6		*	*	6	3,691
Tests Taken	2014		3	9	12		6	12		7	6	13	9,187
	2015		4	13	11		6	17		6	11	17	9,225
	2016		3	4	7		2	7		3	5	8	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	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	4.0
	2015		*	0.0	0.0		*	0.0		*	0.0	0.0	5.1
	2016		*	0.0	0.0		0.0	0.0		0.0	0.0	0.0	5.4
Tests Taken	2014		9	17	23	3	11	25		16	10	26	10,751
	2015		5	6	10		2	10		4	7	11	10,840
	2016		4	27	31		14	32		16	16	32	10,278
ENGLISH II	2014		*	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	0.0	0.0	2.6
	2016		*	*	0.0		*	0.0		*	*	0.0	4.6
Tests Taken	2014		3	9	12		6	12		7	6	13	9,187
	2015		4	13	11		6	17		6	11	17	9,225
	2016		3	4	7		2	7		3	5	8	9,196

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1 ¹	1. Average Rating Short Answer #2 ¹	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition ²	5. Revision (Writing)	6. Editing (Writing)
2014	49.4	0.5	1.0	45.8	46.2	3.5	51.4	43.0
2015	57.6	1.5	0.9	50.4	46.3	3.6	51.2	53.7
2016	61.5	1.0	0.8	49.7	52.0	3.5	58.8	59.7

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1 ¹	1. Average Rating Short Answer #2 ¹	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition ²	5. Revision (Writing)	6. Editing (Writing)
2014	64.1	0.6	0.9	39.9	51.0	3.5	49.0	59.4
2015	59.8	1.1	0.9	65.2	62.0	3.6	61.5	59.9
2016	75.0	1.4	0.9	70.5	47.7	3.4	53.4	54.5

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

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

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	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
	2016		*	52.0	50.0		50.0	48.3		42.9	56.3	50.0	82.2
Tests Taken	2014	1	9	11	20	3	8	11		12	10	22	9,525
	2015		4	7	6		1	11		2	9	11	9,730
	2016		3	25	30		12	29		14	16	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
ALGEBRA I	2014	*	6	2	10	*	2	9		6	4	10	2,100
	2015		*	3	1		*	4		*	3	4	1,947
	2016		*	12	15		6	15		8	7	15	1,690
Tests Taken	2014	1	9	11	20	3	8	11		12	10	22	9,525
	2015		4	7	6		1	11		2	9	11	9,730
	2016		3	25	30		12	29		14	16	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
ALGEBRA I	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
	2016		*	4.0	6.7		8.3	3.4		14.3	0.0	6.7	21.7
Tests Taken	2014	1	9	11	20	3	8	20		12	10	22	9,525
	2015		4	7	6		1	11		2	9	11	9,730
	2016		3	25	30		12	29		14	16	30	9,486

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	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
2014	40.9	40.5	44.5	39.1	40.9
2015	38.6	37.1	36.4	36.4	36.4
2016	44.8	44.4	43.8	41.8	52.8

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	2014		*	85.7	77.8	*	*	75.0		*	83.3	80.0	89.8
	2015		*	*	66.7		*	70.0		*	87.5	70.0	92.0
	2016		*	77.8	76.7		73.3	77.4		80.0	75.0	77.4	89.8
Tests Taken	2014		3	7	9	1	5	8		4	6	10	9,672
	2015		5	5	6		1	10		2	8	10	9,415
	2016		4	27	30		15	31		15	16	31	8,859

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2014		*	1	2	*	*	2		*	1	2	987
	2015		*	*	2		*	3		*	1	3	751
	2016		*	6	7		4	7		3	4	7	905
Tests Taken	2014		3	7	9	1	5	8		4	6	10	9,672
	2015		5	5	6		1	10		2	8	10	9,415
	2016		4	27	30		15	31		15	16	31	8,859

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2014		*	0.0	0.0	*	*	0.0		*	0.0	0.0	7.5
	2015		*	*	0.0		*	0.0		*	0.0	0.0	11.9
	2016		*	0.0	0.0		0.0	0.0		0.0	0.0	0.0	14.4
Tests Taken	2014		3	7	9	1	5	8		4	6	10	9,672
	2015		5	5	6		1	10		2	8	10	9,415
	2016		4	27	30		15	31		15	16	31	8,859

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
2014	30.9	47.3	56.0	46.4	40.0
2015	40.0	41.8	36.0	30.9	41.8
2016	42.8	39.0	46.5	44.0	39.0

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	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
	2016		73.3	70.0	76.7		*	74.2		77.8	66.7	72.2	94.7
Tests Taken	2014		5	16	19	1	8	20		12	9	21	7,801
	2015		8	11	18	3	5	18		10	9	19	8,237
	2016		15	20	30		5	31		18	18	36	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		*	4	6	*	2	8		1	7	8	625
	2015		3	1	4	*	*	4		3	1	4	663
	2016		4	6	7		*	8		4	6	10	467
Tests Taken	2014		5	16	19	1	8	20		12	9	21	7,801
	2015		8	11	18	3	5	18		10	9	19	8,237
	2016		15	20	30		5	31		18	18	36	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		*	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
	2016		0.0	0.0	0.0		*	0.0		0.0	0.0	0.0	28.1
Tests Taken	2014		5	16	19	1	8	20		12	9	21	7,801
	2015		8	11	18	3	5	18		10	9	19	8,237
	2016		15	20	30		5	31		18	18	36	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	42.2	54.0	43.3	44.9
2015	63.5	58.8	44.2	55.9
2016	47.0	58.1	43.1	51.7

PERCENTAGE PROFICIENCY LEVELS


Grade	Number Tested	Level 1 in 2016		Level 2 in 2016		Level 3 in 2016		Level 4 in 2016		Level 5 in 2016		Level 6 in 2016	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
9	5			*	*	*	*					*	*
10	3	*	*			*	*					*	*
11	1											*	*
12	2			*	*	*	*						
ALL	11	*	*	*	*	*	*					*	*

PERFORMANCE IN 2016

Grade 2015-16	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (14)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	14.3	2	14.3	5	35.7	7	50.0	4	28.6
	Advanced	9	64.3	9	64.3	7	50.0	7	50.0	10	71.4
	Advanced High	3	21.4	3	21.4	2	14.3	0	0.0	0	0.0
10 (6)	Beginning	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0
	Intermediate	1	16.7	1	16.7	2	33.3	1	16.7	2	33.3
	Advanced	3	50.0	3	50.0	2	33.3	4	66.7	3	50.0
	Advanced High	2	33.3	2	33.3	1	16.7	1	16.7	1	16.7
ALL (29)	Beginning	0	0.0	0	0.0	1	3.4	0	0.0	0	0.0
	Intermediate	4	13.8	4	13.8	10	34.5	10	34.5	7	24.1
	Advanced	16	55.2	15	51.7	12	41.4	17	58.6	18	62.1
	Advanced High	9	31.0	10	34.5	6	20.7	2	6.9	4	13.8

**PROGRESSION FROM
2015 TO 2016**

Number Rated Both Years	2016 Level	2015 Level			
		Beg	Int	Adv	Adv High
14 0 (0.0%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	0	10	
	Advanced High	0	0	0	
4 3 (75.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	2	0	
	Advanced High	0	0	1	
25 7 (28.0%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	3	12	
	Advanced High	0	0	4	

 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	86.5	89.2	32	364	3.1	13	366	0.0	19	363	5.3				7,264	441	31.7
	Mathematics	2013-14*																	
		2014-15*																	
		2015-16	86.5	89.2	32	375	0.0	13	348	0.0	19	394	0.0				7,264	450	18.2
ACT	English	2013-14	2.6	42.0	1	9	*				1	*	*				3,326	15	29.3
		2014-15	61.4	86.5	35	10	2.9	14	8	0.0	20	11	5.0				6,938	14	25.1
		2015-16	67.6	84.3	25	9	4.0	8	8	0.0	17	9	5.9				6,863	14	22.7
	Mathematics	2013-14	2.6	42.0	1	15	*				1	*	*				3,326	18	21.8
		2014-15	61.4	86.5	35	13	0.0	14	13	0.0	20	14	0.0				6,938	17	14.9
		2015-16	67.6	84.3	25	13	0.0	8	13	0.0	17	13	0.0				6,863	17	16.0
	Reading	2013-14	2.6	42.0	1	19	*				1	*	*				3,326	17	17.4
		2014-15	61.4	86.5	35	12	0.0	14	10	0.0	20	13	0.0				6,938	16	14.9
		2015-16	67.6	84.3	25	10	4.0	8	10	0.0	17	10	5.9				6,863	16	16.9
	Science	2013-14	2.6	42.0	1	17	*				1	*	*				3,326	18	12.8
		2014-15	61.4	86.5	35	13	0.0	14	12	0.0	20	14	0.0				6,938	17	12.4
		2015-16	67.6	84.3	25	11	0.0	8	11	0.0	17	12	0.0				6,863	17	12.6
	Composite	2013-14	2.6	42.0	1	15	-				1	*	-				3,326	17	-
		2014-15	61.4	86.5	35	12	-	14	11	-	20	13	-				6,938	16	-
		2015-16	67.6	84.3	25	11	-	8	10	-	17	11	-				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	36	331	5.6	8	326	0.0	28	332	7.1	0			0			1,540	462	70.1	
	Mathematics	2013*																			
		2014*																			
		2015	36	358	5.6	8	343	12.5	28	363	3.6	0			0			1,540	456	54.3	
10	Reading & Writing	2013*																			
		2014*																			
		2015	23	336	8.7	12	335	16.7	11	336	0.0	0			0			8,972	414	38.6	
	Mathematics	2013*																			
		2014*																			
		2015	23	377	4.3	12	383	8.3	11	371	0.0	0			0			8,972	424	22.2	
11	Reading & Writing	2013*																			
		2014*																			
		2015	25	353	12.0	14	330	7.1	11	382	18.2	0			0			2,313	491	61.3	
	Mathematics	2013*																			
		2014*																			
		2015	25	366	4.0	14	337	0.0	11	402	9.1	0			0			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

4	20,370	*	2.0	*	*	27.0
---	--------	---	-----	---	---	------

Studio Art: 2-D Design

4	141	*	3.0	*	*	63.1
---	-----	---	-----	---	---	------

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

21	34.0	60.4			9.5		44.7	80.8
----	------	------	--	--	-----	--	------	------

ALGEBRA II

26	48.1	63.8			46.2		52.6	83.2
----	------	------	--	--	------	--	------	------

BIOLOGY

5	*	*			*		65.1	*
---	---	---	--	--	---	--	------	---

CHEMISTRY

32	28.1	58.5			3.1		48.9	82.9
----	------	------	--	--	-----	--	------	------

ECONOMICS

20	52.4	67.5			45.0		71.9	94.7
----	------	------	--	--	------	--	------	------

ENGLISH I

7	46.8	60.1			28.6		59.7	82.8
---	------	------	--	--	------	--	------	------

ENGLISH II

35	44.1	65.1			42.9		63.7	84.3
----	------	------	--	--	------	--	------	------

ENGLISH III

21	53.5	69.0			38.1		64.3	89.0
----	------	------	--	--	------	--	------	------

ENGLISH IV

27	65.8	72.3			70.4		71.9	89.9
----	------	------	--	--	------	--	------	------

ENVIRONMENTAL SYSTEMS

17	56.9	69.9			52.9		71.3	93.7
----	------	------	--	--	------	--	------	------

GEOMETRY

29	31.3	63.8			20.7		58.4	86.8
----	------	------	--	--	------	--	------	------

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

18	39.1	68.5			33.3			
----	------	------	--	--	------	--	--	--

BIOLOGY

--	--	--	--	--	--	--	--	--

CHEMISTRY

30	30.7	62.2			16.7			
----	------	------	--	--	------	--	--	--

ECONOMICS

--	--	--	--	--	--	--	--	--

ENGLISH I

5	*	*			*			
---	---	---	--	--	---	--	--	--

ENGLISH II

46	55.2	67.2			50.0			
----	------	------	--	--	------	--	--	--

ENGLISH III

15	56.5	70.4			46.7			
----	------	------	--	--	------	--	--	--

ENGLISH IV

7	52.5	75.0			71.4			
---	------	------	--	--	------	--	--	--

ENVIRONMENTAL SYSTEMS

9	55.2	69.5			44.4			
---	------	------	--	--	------	--	--	--

GEOMETRY

33	28.8	63.2			3.0			
----	------	------	--	--	-----	--	--	--

SEMESTER 1 TESTS

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

GOVERNMENT

--	--	--	--	--	--	--	--	--

HS HEALTH EDUCATION

13	62.8	73.4			69.2		80.4	92.9
----	------	------	--	--	------	--	------	------

PHYSICS

41	38.4	57.0			9.8		49.9	83.0
----	------	------	--	--	-----	--	------	------

PRE-CALCULUS

23	34.6	62.3			8.7		50.3	90.8
----	------	------	--	--	-----	--	------	------

SPANISH I

18	59.3	72.8			55.6		77.6	91.2
----	------	------	--	--	------	--	------	------

SPANISH II

16	52.3	62.3			43.8		73.1	92.2
----	------	------	--	--	------	--	------	------

STUDIO ART I

9	51.4	70.8			44.4		73.8	94.2
---	------	------	--	--	------	--	------	------

U.S. HISTORY

25	45.6	59.2			12.0		57.5	86.4
----	------	------	--	--	------	--	------	------

WORLD HISTORY

33	39.6	59.8			18.2		56.1	90.6
----	------	------	--	--	------	--	------	------

SEMESTER 2 TESTS

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

GOVERNMENT

16	45.1	58.8			18.8			
----	------	------	--	--	------	--	--	--

HS HEALTH EDUCATION

8	60.8	72.0			50.0			
---	------	------	--	--	------	--	--	--

PHYSICS

26	28.3	65.3			19.2			
----	------	------	--	--	------	--	--	--

PRE-CALCULUS

5	*	*			*			
---	---	---	--	--	---	--	--	--

SPANISH I

13	53.5	69.0			38.5			
----	------	------	--	--	------	--	--	--

SPANISH II

14	55.0	70.0			50.0			
----	------	------	--	--	------	--	--	--

STUDIO ART I

--	--	--	--	--	--	--	--	--

U.S. HISTORY

--	--	--	--	--	--	--	--	--

WORLD HISTORY

30	35.1	53.7			6.7			
----	------	------	--	--	-----	--	--	--