

Data Packet

for 2016-17 planning

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School Number 39

**SCHOOL FOR THE TALENTED & GIFTED AT
TOWNVIEW**

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- 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.

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	66
10	68
11	61
12	60
ALL	255

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	22	8.6	14	31.8
American Indian/Alaska Native	1	0.4	*	*
Asian/Hawaiian/Pacific Islander	58	22.7	*	*
Hispanic	78	30.6	5	11.4
White	89	34.9	24	54.5
Multiple	5	2.0	0	0.0
Other* (teachers only)	—	—	1	2.3
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	5	2.0
Economically disadvantaged	75	29.4
Limited English proficient (LEP)	1	0.4
Special education	0	0.0
Talented and Gifted (TAG)	252	98.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2014	64	10	15.6	0	0.0	21	32.8	16	25.0	14	21.9	3	4.7
	2015	65	2	3.1	0	0.0	8	12.3	23	35.4	31	47.7	0	0.0
	2016	66	5	7.6	0	0.0	11	16.7	22	33.3	25	37.9	2	3.0
10	2014	61	4	6.6	1	1.6	21	34.4	13	21.3	20	32.8	2	3.3
	2015	63	10	15.9	0	0.0	19	30.2	18	28.6	14	22.2	2	3.2
	2016	68	2	2.9	0	0.0	8	11.8	27	39.7	30	44.1	0	0.0
11	2014	63	11	17.5	0	0.0	12	19.0	12	19.0	28	44.4	0	0.0
	2015	60	5	8.3	1	1.7	20	33.3	12	20.0	20	33.3	2	3.3
	2016	61	10	16.4	0	0.0	19	31.1	17	27.9	14	23.0	1	1.6
12	2014	57	10	17.5	0	0.0	5	8.8	15	26.3	27	47.4	0	0.0
	2015	62	11	17.7	0	0.0	12	19.4	11	17.7	28	45.2	0	0.0
	2016	60	5	8.3	1	1.7	20	33.3	12	20.0	20	33.3	2	3.3
9-12	2014	245	35	14.3	1	0.4	59	24.1	56	22.9	89	36.3	5	2.0
	2015	250	28	11.2	1	0.4	59	23.6	64	25.6	93	37.2	4	1.6
	2016	255	22	8.6	1	0.4	58	22.7	78	30.6	89	34.9	5	2.0

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	64	14	21.9	0	0.0	0	0.0	0	0.0	64	100.0	37	57.8	48.4	51.6	0.0
	2015	65	20	30.8	0	0.0	0	0.0	0	0.0	65	100.0	20	30.8	41.5	58.5	0.0
	2016	66	22	33.3	1	1.5	0	0.0	2	3.0	65	98.5	15	22.7	34.8	65.2	0.0
10	2014	61	15	24.6	0	0.0	0	0.0	2	3.3	61	100.0	2	3.3	32.8	67.2	0.0
	2015	63	16	25.4	0	0.0	0	0.0	1	1.6	63	100.0	3	4.8	42.9	57.1	0.0
	2016	68	21	30.9	0	0.0	0	0.0	0	0.0	67	98.5	0	0.0	41.2	58.8	0.0
11	2014	63	14	22.2	0	0.0	2	3.2	1	1.6	62	98.4	1	1.6	41.3	58.7	0.0
	2015	60	15	25.0	0	0.0	0	0.0	4	6.7	60	100.0	1	1.7	35.0	65.0	0.0
	2016	61	16	26.2	0	0.0	0	0.0	1	1.6	60	98.4	0	0.0	44.3	55.7	0.0
12	2014	57	21	36.8	0	0.0	1	1.8	1	1.8	57	100.0	0	0.0	42.1	57.9	0.0
	2015	62	14	22.6	0	0.0	2	3.2	3	4.8	62	100.0	0	0.0	40.3	59.7	0.0
	2016	60	16	26.7	0	0.0	0	0.0	2	3.3	60	100.0	0	0.0	35.0	65.0	0.0
9-12	2014	245	64	26.1	0	0.0	3	1.2	4	1.6	244	99.6	40	16.3	41.2	58.8	0.0
	2015	250	65	26.0	0	0.0	2	0.8	8	3.2	250	100.0	24	9.6	40.0	60.0	0.0
	2016	255	75	29.4	1	0.4	0	0.0	5	2.0	252	98.8	15	5.9	38.8	61.2	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	64	10,855	63	98.8	10,244	94.4	0	0.0	25.4	64	9,137	100.0	84.2
	2015	65	11,577	65	98.5	10,921	94.3	0	0.0	24.5	65	9,789	99.3	84.6
	2016	66	11,813	65	98.4	11,053	93.6	0	0.0	26.2	65	9,913	98.5	83.9
10	2014	61	9,895	60	98.0	9,365	94.6	0	0.0	17.5	61	8,683	99.8	87.7
	2015	63	9,928	62	98.3	9,383	94.5	0	0.0	18.1	63	8,616	100.0	86.8
	2016	67	10,202	66	98.0	9,595	94.1	0	0.0	19.4	68	8,845	100.0	86.7
11	2014	63	8,457	62	98.5	8,002	94.6	1	1.6	14.7	63	7,577	99.4	89.6
	2015	61	8,742	59	98.0	8,258	94.5	0	0.0	14.6	60	7,728	99.0	88.4
	2016	60	8,384	59	98.1	7,906	94.3	0	0.0	16.9	61	7,400	100.0	88.3
12	2014	57	8,059	55	97.1	7,576	94.0	0	0.0	6.0	56	7,152	98.8	88.7
	2015	61	8,362	59	97.6	7,893	94.4	1	1.6	14.2	62	7,395	100.0	88.4
	2016	59	8,426	58	97.2	7,965	94.5	0	0.0	10.5	60	7,523	100.0	89.3
9-12	2014	245	37,266	240	98.1	35,187	94.4	1	0.4	16.7	244	32,549	99.7	87.3
	2015	250	38,609	245	98.1	36,456	94.4	1	0.4	18.4	250	33,528	100.0	86.8
	2016	253	38,826	248	97.9	36,519	94.1	0	0.0	19.0	254	33,681	100.0	86.7

Teachers: 44

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	14	31.8
Hispanic	5	11.4
White	24	54.5
Multiple	0	0.0
Other	1	2.3

Gender	Number	Percentage
Female	21	47.7
Male	23	52.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2013-14	4.3	95.5
2014-15	5.7	90.5
2015-16	4.2	85.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	2	4.5
4	1	2.3
5	1	2.3
1-3	2	4.5
More than 3	42	95.5
1 - 5	4	9.1
6 - 10	12	27.3
11 - 20	14	31.8
More than 20	14	31.8

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2014	100.0	100.0	100.0	100.0					100.0	100.0	100.0	55.6
	2015	100.0	*	100.0	100.0					100.0	100.0	100.0	58.8
	2016	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	60.1
Tests Taken	2014	14	10	16	12					31	32	63	10,751
	2015	32	2	22	18					27	38	65	10,840
	2016	25	5	22	24		1	2		23	43	66	10,278
ENGLISH II	2014	100.0	*	100.0	100.0			*		100.0	100.0	100.0	60.8
	2015	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	60.5
	2016	100.0	*	100.0	100.0					100.0	100.0	100.0	59.9
Tests Taken	2014	19	4	14	11			2		20	41	61	9,187
	2015	13	9	19	16			1		27	34	61	9,225
	2016	30	2	27	19					28	40	68	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	0	0	0					0	0	0	4,776
	2015	0	*	0	0					0	0	0	4,464
	2016	0	*	0	0		*	*		0	0	0	4,102
Tests Taken	2014	14	10	16	12					31	32	63	10,751
	2015	32	2	22	18					27	38	65	10,840
	2016	25	5	22	24		1	2		23	43	66	10,278
ENGLISH II	2014	0	*	0	0			*		0	0	0	3,605
	2015	0	0	0	0			*		0	0	0	3,643
	2016	0	*	0	0					0	0	0	3,691
Tests Taken	2014	19	4	14	11			2		20	41	61	9,187
	2015	13	9	19	16			1		27	34	61	9,225
	2016	30	2	27	19					28	40	68	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	71.4	60.0	75.0	58.3					58.1	81.3	69.8	4.0
	2015	56.3	*	59.1	55.6					44.4	73.7	61.5	5.1
	2016	68.0	*	54.5	66.7		*	*		56.5	74.4	68.2	5.4
Tests Taken	2014	14	10	16	12					31	32	63	10,751
	2015	32	2	22	18					27	38	65	10,840
	2016	25	5	22	24		1	2		23	43	66	10,278
ENGLISH II	2014	63.2	*	42.9	27.3			*		45.0	68.3	60.7	3.2
	2015	46.2	33.3	57.9	50.0			*		37.0	64.7	52.5	2.6
	2016	66.7	*	77.8	63.2					60.7	80.0	72.1	4.6
Tests Taken	2014	19	4	14	11			2		20	41	61	9,187
	2015	13	9	19	16			1		27	34	61	9,225
	2016	30	2	27	19					28	40	68	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	92.6	2.3	2.3	87.6	92.2	6.2	94.7	93.4
2015	93.8	2.4	2.1	91.7	93.4	5.6	92.4	95.4
2016	89.1	2.3	2.1	89.8	92.6	5.7	93.7	93.9

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	92.1	2.2	2.3	87.3	95.7	6.6	92.3	94.3
2015	96.2	2.3	2.2	88.4	94.0	6.5	92.8	98.1
2016	94.4	2.4	2.3	94.5	93.7	6.3	95.2	96.4

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		*	*	*					*	*	100.0	78.0
	2015	*		*	*					*	*	100.0	80.0
	2016	100.0	*	*	*					100.0	100.0	100.0	82.2
Tests Taken	2014		3	2	1					3	3	6	9,525
	2015	2		4	1					4	2	6	9,730
	2016	6	1	3	3					6	8	14	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		*	*	*					*	*	0	2,100
	2015	*		*	*					*	*	0	1,947
	2016	0	*	*	*					0	0	0	1,690
Tests Taken	2014		3	2	1					3	3	6	9,525
	2015	2		4	1					4	2	6	9,730
	2016	6	1	3	3					6	8	14	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		*	*	*					*	*	16.7	9.9
	2015	*		*	*					*	*	83.3	15.4
	2016	100.0	*	*	*					100.0	100.0	100.0	21.7
Tests Taken	2014		3	2	1					3	3	6	9,525
	2015	2		4	1					4	2	6	9,730
	2016	6	1	3	3					6	8	14	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	66.7	65.3	70.0	63.3	72.2
2015	85.4	93.1	82.2	88.3	90.7
2016	64.9	90.5	96.9	88.3	136.9

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2014	100.0	100.0	100.0	100.0					100.0	100.0	100.0	89.8
	2015	100.0	*	100.0	100.0					100.0	100.0	100.0	92.0
	2016	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	89.8
Tests Taken	2014	14	10	16	12					30	32	62	9,672
	2015	32	2	22	18					27	38	65	9,415
	2016	26	5	22	24		1	2		23	44	67	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	0	0	0	0					0	0	0	987
	2015	0	*	0	0					0	0	0	751
	2016	0	*	0	0		*	*		0	0	0	905
Tests Taken	2014	14	10	16	12					30	32	62	9,672
	2015	32	2	22	18					27	38	65	9,415
	2016	26	5	22	24		1	2		23	44	67	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	92.9	40.0	68.8	58.3					63.3	65.6	64.5	7.5
	2015	75.0	*	63.6	66.7					85.2	65.8	73.8	11.9
	2016	84.6	*	77.3	79.2		*	*		82.6	81.8	82.1	14.4
Tests Taken	2014	14	10	16	12					30	32	62	9,672
	2015	32	2	22	18					27	38	65	9,415
	2016	26	5	22	24		1	2		23	44	67	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	83.0	86.4	87.3	85.2	76.2
2015	77.6	89.9	90.6	78.5	90.2
2016	90.0	88.3	93.3	90.5	89.8

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	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	92.0
	2016	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	94.7
Tests Taken	2014	27	11	12	12	2		1		26	36	62	7,801
	2015	20	5	12	15			2		21	39	60	8,237
	2016	14	10	17	18			1		27	34	61	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	0	*	0	0			*		0	0	0	663
	2016	0	0	0	0			*		0	0	0	467
Tests Taken	2014	27	11	12	12	2		1		26	36	62	7,801
	2015	20	5	12	15			2		21	39	60	8,237
	2016	14	10	17	18			1		27	34	61	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	70.4	36.4	16.7	41.7	*		*		65.4	41.7	51.6	10.3
	2015	80.0	*	58.3	66.7			*		71.4	76.9	75.0	20.5
	2016	100.0	80.0	76.5	77.8			*		81.5	85.3	83.6	28.1
Tests Taken	2014	27	11	12	12	2		1		26	36	62	7,801
	2015	20	5	12	15			2		21	39	60	8,237
	2016	14	10	17	18			1		27	34	61	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	75.5	86.6	79.8	87.0
2015	84.1	85.1	75.0	88.5
2016	85.7	92.9	86.2	88.0

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	60	687	100.0	5	*	*	12	633	100.0	20	704	100.0	7,264	441	31.7
	Mathematics	2013-14*																	
		2014-15*																	
		2015-16	100.0	89.2	60	693	100.0	5	*	*	12	657	100.0	20	703	100.0	7,264	450	18.2
ACT	English	2013-14	63.2	42.0	36	30	97.2	6	26	83.3	9	29	100.0	17	32	100.0	3,326	15	29.3
		2014-15	85.5	86.5	53	29	100.0	9	29	100.0	11	24	100.0	23	32	100.0	6,938	14	25.1
		2015-16	90.0	84.3	54	30	98.1	5	*	*	12	27	100.0	15	31	100.0	6,863	14	22.7
	Mathematics	2013-14	63.2	42.0	36	30	97.2	6	26	100.0	9	29	100.0	17	32	100.0	3,326	18	21.8
		2014-15	85.5	86.5	53	30	98.1	9	28	100.0	11	26	90.9	23	31	100.0	6,938	17	14.9
		2015-16	90.0	84.3	54	29	96.3	5	*	*	12	27	100.0	15	30	93.3	6,863	17	16.0
	Reading	2013-14	63.2	42.0	36	30	97.2	6	25	100.0	9	29	88.9	17	31	100.0	3,326	17	17.4
		2014-15	85.5	86.5	53	30	94.3	9	31	100.0	11	26	81.8	23	31	95.7	6,938	16	14.9
		2015-16	90.0	84.3	54	31	92.6	5	*	*	12	29	91.7	15	32	93.3	6,863	16	16.9
	Science	2013-14	63.2	42.0	36	28	83.3	6	25	50.0	9	26	66.7	17	31	100.0	3,326	18	12.8
		2014-15	85.5	86.5	53	28	92.5	9	27	88.9	11	25	90.9	23	30	91.3	6,938	17	12.4
		2015-16	90.0	84.3	54	28	81.5	5	*	*	12	26	66.7	15	30	93.3	6,863	17	12.6
	Composite	2013-14	63.2	42.0	36	30	–	6	25	–	9	28	–	17	31	–	3,326	17	–
		2014-15	85.5	86.5	53	29	–	9	29	–	11	26	–	23	31	–	6,938	16	–
		2015-16	90.0	84.3	54	30	–	5	*	–	12	28	–	15	31	–	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	66	609	100.0	6	583	100.0	22	588	100.0	24	634	100.0	11	611	100.0	1,540	462	70.1
	Mathematics	2013*																		
		2014*																		
		2015	66	567	98.5	6	525	100.0	22	552	95.5	24	574	100.0	11	610	100.0	1,540	456	54.3
10	Reading & Writing	2013*																		
		2014*																		
		2015	67	633	100.0	2	*	*	27	626	100.0	29	649	100.0	8	616	100.0	8,972	414	38.6
	Mathematics	2013*																		
		2014*																		
		2015	67	608	95.5	2	*	*	27	575	88.9	29	619	100.0	8	664	100.0	8,972	424	22.2
11	Reading & Writing	2013*																		
		2014*																		
		2015	60	673	100.0	9	644	100.0	17	646	100.0	14	704	100.0	19	688	100.0	2,313	491	61.3
	Mathematics	2013*																		
		2014*																		
		2015	60	687	98.3	9	630	100.0	17	638	94.1	14	716	100.0	19	736	100.0	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

1,046	20,370	3.7	2.0	873	83.5	27.0
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Art History

17	82	4.2	3.3	16	94.1	67.1
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Biology

34	860	3.3	2.0	29	85.3	25.8
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Calculus AB

65	1,044	4.3	2.5	58	89.2	43.4
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Calculus BC

33	247	4.8	3.5	33	100.0	75.7
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Chemistry

34	567	3.0	1.6	25	73.5	18.0
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Computer Science A

53	179	4.2	3.4	53	100.0	75.4
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Economics: Macroeconomics

59	981	3.7	1.6	46	78.0	16.7
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Economics: Microeconomics

16	193	3.7	1.3	14	87.5	10.4
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English Language & Composition

73	2,947	3.5	1.9	62	84.9	20.5
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English Literature & Composition

60	2,145	3.7	1.8	52	86.7	16.6
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Environmental Science

20	1,028	3.1	1.7	13	65.0	19.3
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European History

18	114	2.6	2.1	9	50.0	28.9
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French Language & Culture

8	67	2.8	2.2	6	75.0	35.8
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Government & Politics: United States

59	1,419	3.7	1.4	50	84.7	11.3
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Human Geography

67	1,004	3.8	2.2	56	83.6	35.4
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Italian Language & Culture

1	1	*	*	*	*	*
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Latin

2	21	*	1.6	*	*	19.0
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Music Theory

2	70	*	3.3	*	*	71.4
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Physics 1

62	798	2.9	1.5	40	64.5	13.0
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Physics 2

19	77	3.5	2.6	15	78.9	40.3
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Physics C: Electricity & Magnetism

17	59	4.4	3.9	16	94.1	86.4
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Physics C: Mechanics

37	161	4.0	2.9	34	91.9	58.4
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Psychology

49	717	3.8	1.7	43	87.8	20.6
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Spanish Language & Culture

37	864	3.5	3.8	30	81.1	91.6
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Spanish Literature & Culture

11	161	3.5	2.5	10	90.9	54.0
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Statistics

61	431	4.2	2.3	57	93.4	40.4
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Studio Art: 2-D Design

3	141	*	3.0	*	*	63.1
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United States History

61	2,796	3.4	1.6	48	78.7	17.9
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World History

68	1,127	3.2	1.9	52	76.5	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

1	*	*	*	*	*	*	44.7	*
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ALGEBRA II PRE-AP

37	62.0	77.2	87.5	89.4	83.8	100.0	66.2	90.2
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BIOLOGY PRE-AP

67	84.6	89.0	91.6	92.0	100.0	100.0	77.1	93.0
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CHEMISTRY PRE-AP

68	89.8	92.9	91.4	91.1	100.0	100.0	78.8	95.3
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ENGLISH I PRE-AP

67	88.0	89.1	84.7	84.0	100.0	95.5	76.8	93.7
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ENGLISH II PRE-AP

68	83.2	87.7	88.3	88.4	100.0	100.0	73.6	94.2
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FRENCH I

3	*	*	*	*	*	*	67.1	*
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FRENCH II

7	94.8	96.3	94.6	94.3	100.0	100.0	60.8	91.7
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GEOMETRY PRE-AP

66	70.9	84.4	89.7	90.6	97.0	100.0	66.9	91.9
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HS BAND: LISTENING AND MUSIC ELEMENTS

2	*	*	*	*	*	*	69.9	*
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HS HEALTH EDUCATION

17	94.6	96.1	98.1	98.5	100.0	100.0	80.4	92.9
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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

37	63.8	79.9	87.6	89.0	86.5	100.0		
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BIOLOGY PRE-AP

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CHEMISTRY PRE-AP

68	85.9	89.4	89.2	89.2	100.0	100.0		
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ENGLISH I PRE-AP

66	89.7	90.7	87.8	87.3	98.5	98.5		
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ENGLISH II PRE-AP

68	85.9	89.1	89.4	89.4	100.0	100.0		
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FRENCH I

3	*	*	*	*	*	*		
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FRENCH II

5	*	*	*	*	*	*		
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GEOMETRY PRE-AP

65	76.9	86.1	89.9	90.6	96.9	100.0		
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HS BAND: LISTENING AND MUSIC ELEMENTS

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HS HEALTH EDUCATION

16	95.8	97.0	98.4	98.7	100.0	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

PRE-CALCULUS PRE-AP

51	67.7	82.7	88.8	89.9	90.2	100.0	67.1	94.9
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SPANISH I

15	87.7	91.8	92.9	93.0	100.0	100.0	77.6	91.2
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SPANISH II

24	85.4	88.5	87.4	87.2	100.0	100.0	73.1	92.2
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STUDIO ART I

15	92.1	95.3	96.0	96.1	100.0	100.0	73.8	94.2
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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

PRE-CALCULUS PRE-AP

51	69.0	78.4	87.6	89.3	82.4	98.0		
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SPANISH I

14	90.2	93.5	89.5	88.8	100.0	100.0		
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SPANISH II

23	84.9	89.9	87.4	87.0	95.7	91.3		
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STUDIO ART I

13	91.1	92.4	96.4	97.1	100.0	100.0		
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