

Notice regarding TELPAS: Counts were incorrectly reported in previous versions of 2017-18 data packets. Counts were doubled when reported, but percentages were not affected.

Data Packet

for 2017-18 Planning



Evaluation & Assessment
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School Number 13

August 14, 2017

FRANKLIN D. ROOSEVELT HIGH SCHOOL

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2016-17 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 latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location 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.
- “New” students were new to the district in 2016-17. They are counted as new if not enrolled in a district campus before the last day of the 2015-16 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 2015-16 and 2016-17.

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.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and location 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.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- 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 for years prior to 2016-17 include results from all STAAR tests (STAAR, STAAR A, and STAAR L) for comparability to statistics beginning 2016-17, when STAAR A and STAAR L were discontinued.
- Performance standard labels have changed. “Approached Grade Level” is comparable to Level 2: Satisfactory (2015-16 standard). “Met Grade Level” is equivalent to Level 2: Satisfactory (final standard). “Mastered Grade Level” is equivalent to Level 3: Advanced. Statistics for a performance level (such as “Percentage Approached Grade Level”) include all scores at or above that level.
- Statistics by reporting category are averages for all students (across student groups and genders).
- “Average percentage correct” is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average 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 scores from students testing for the first time during fall or 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 2016 to 2017, the TEA did not report the 2016 composite rating.
- If a student is rated as advanced high in 2017, the TEA does not differentiate between the advanced and advanced high levels from 2016.

DALLAS ISD 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 secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% 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.

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 choose. The district provides a school-day administration of each test (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”.

STUDENT ENROLLMENT

Grade	Enrollment
9	244
10	158
11	120
12	100
ALL	622

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	275	44.2	38	66.7
American Indian/Alaska Native	2	0.3	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	342	55.0	3	5.3
White	1	0.2	14	24.6
Multiple	1	0.2	0	0.0
Other* (teachers only)	—	—	2	3.5
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	495	79.6
Economically disadvantaged	568	91.3
Limited English proficient (LEP)	192	30.9
Special education	57	9.2
Talented and Gifted (TAG)	51	8.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2015	199	97	48.7	1	0.5	0	0.0	101	50.8	0	0.0	0	0.0
	2016	209	103	49.3	1	0.5	0	0.0	104	49.8	1	0.5	0	0.0
	2017	244	103	42.2	0	0.0	0	0.0	140	57.4	0	0.0	1	0.4
10	2015	143	66	46.2	2	1.4	0	0.0	74	51.7	1	0.7	0	0.0
	2016	178	82	46.1	0	0.0	0	0.0	96	53.9	0	0.0	0	0.0
	2017	158	78	49.4	1	0.6	0	0.0	77	48.7	1	0.6	0	0.0
11	2015	116	54	46.6	0	0.0	0	0.0	61	52.6	1	0.9	0	0.0
	2016	85	36	42.4	2	2.4	0	0.0	47	55.3	0	0.0	0	0.0
	2017	120	52	43.3	0	0.0	0	0.0	68	56.7	0	0.0	0	0.0
12	2015	93	50	53.8	0	0.0	0	0.0	43	46.2	0	0.0	0	0.0
	2016	114	53	46.5	0	0.0	0	0.0	59	51.8	2	1.8	0	0.0
	2017	100	42	42.0	1	1.0	0	0.0	57	57.0	0	0.0	0	0.0
9-12	2015	551	267	48.5	3	0.5	0	0.0	279	50.6	2	0.4	0	0.0
	2016	586	274	46.8	3	0.5	0	0.0	306	52.2	3	0.5	0	0.0
	2017	622	275	44.2	2	0.3	0	0.0	342	55.0	1	0.2	1	0.2

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	2015	199	179	89.9	72	36.2	25	12.6	176	88.4	13	6.5	25	12.6	49.7	50.3	13.1
	2016	209	164	78.5	63	30.1	16	7.7	182	87.1	14	6.7	38	18.2	49.3	50.7	8.1
	2017	244	221	90.6	89	36.5	18	7.4	199	81.6	22	9.0	42	17.2	55.3	44.7	9.4
10	2015	143	137	95.8	31	21.7	20	14.0	117	81.8	8	5.6	12	8.4	50.3	49.7	14.0
	2016	178	154	86.5	68	38.2	27	15.2	158	88.8	17	9.6	5	2.8	49.4	50.6	19.1
	2017	158	145	91.8	41	25.9	8	5.1	123	77.8	14	8.9	19	12.0	43.7	56.3	7.0
11	2015	116	104	89.7	17	14.7	14	12.1	99	85.3	8	6.9	4	3.4	48.3	51.7	4.3
	2016	85	82	96.5	16	18.8	8	9.4	64	75.3	5	5.9	2	2.4	50.6	49.4	1.2
	2017	120	108	90.0	44	36.7	13	10.8	99	82.5	8	6.7	12	10.0	48.3	51.7	0.0
12	2015	93	84	90.3	16	17.2	17	18.3	73	78.5	8	8.6	2	2.2	46.2	53.8	5.4
	2016	114	93	81.6	16	14.0	17	14.9	78	68.4	5	4.4	2	1.8	49.1	50.9	6.1
	2017	100	94	94.0	18	18.0	18	18.0	74	74.0	7	7.0	6	6.0	47.0	53.0	6.0
9-12	2015	551	504	91.5	136	24.7	76	13.8	465	84.4	37	6.7	43	7.8	49.0	51.0	10.2
	2016	586	493	84.1	163	27.8	68	11.6	482	82.3	41	7.0	47	8.0	49.5	50.5	10.1
	2017	622	568	91.3	192	30.9	57	9.2	495	79.6	51	8.2	79	12.7	49.7	50.3	6.4

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	2015	209	11,577	196	93.9	10,921	94.3	58	27.8	24.5	164	9,789	78.6	84.6
	2016	211	11,813	191	90.5	11,053	93.6	95	45.1	26.2	149	9,913	70.7	83.9
	2017	248	11,759	226	91.4	10,936	93.0	92	37.2	25.7	181	9,766	73.1	83.1
10	2015	150	9,928	141	93.6	9,383	94.5	29	19.3	18.1	126	8,616	83.8	86.8
	2016	186	10,202	170	91.3	9,595	94.1	43	23.1	19.4	143	8,845	76.9	86.7
	2017	163	10,329	149	91.5	9,713	94.0	45	27.5	16.3	123	9,045	75.3	87.6
11	2015	122	8,742	115	93.9	8,258	94.5	24	19.7	14.6	101	7,728	82.8	88.4
	2016	92	8,384	85	91.7	7,906	94.3	18	19.5	16.9	72	7,400	78.0	88.3
	2017	124	8,543	115	92.8	8,088	94.7	26	21.0	13.7	105	7,756	84.9	90.8
12	2015	105	8,362	98	93.3	7,893	94.4	12	11.5	14.2	89	7,395	85.1	88.4
	2016	116	8,426	111	95.2	7,965	94.5	6	5.2	10.2	106	7,523	91.3	89.3
	2017	105	8,197	97	92.5	7,762	94.7	8	7.6	6.4	84	7,365	80.1	89.8
9-12	2015	585	38,609	549	93.7	36,456	94.4	123	21.0	18.4	480	33,528	82.0	86.8
	2016	605	38,826	556	91.8	36,519	94.1	162	26.8	18.9	470	33,681	77.7	86.7
	2017	639	38,829	587	91.8	36,498	94.0	171	26.7	16.5	493	33,932	77.1	87.4

Teachers: 57

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	38	66.7
Hispanic	3	5.3
White	14	24.6
Multiple	0	0.0
Other	2	3.5

Gender	Number	Percentage
Female	20	35.1
Male	37	64.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	7.7	69.4
2015-16	6.8	73.2
2016-17	8.1	64.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	7.0
1	6	10.5
2	7	12.3
3	5	8.8
4	6	10.5
5	2	3.5
1-3	18	31.6
More than 3	35	61.4
1 - 5	26	45.6
6 - 10	11	19.3
11 - 20	8	14.0
More than 20	8	14.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2015		39.7	40.7	43.9	14.3	33.3	35.2		29.0	50.0	40.3	56.8
	2016	*	43.0	37.3	43.0	0.0	24.2	35.5		28.6	51.0	39.8	57.6
	2017		24.8	45.2	36.8	5.6	35.0	27.9		31.0	43.0	36.3	58.7
Tests Taken	2015		68	81	123	7	57	128		69	80	149	11,241
	2016	1	93	102	165	15	62	169		98	98	196	10,771
	2017		101	124	190	18	80	179		126	100	226	11,092
ENGLISH II	2015		33.8	39.1	38.7	0.0	14.3	26.3		22.5	50.7	36.2	58.4
	2016		42.6	26.5	33.3	0.0	20.0	28.0		28.2	37.8	33.3	57.8
	2017	*	52.0	40.5	48.8	*	30.4	39.3		41.5	50.5	46.8	60.3
Tests Taken	2015		71	64	124	16	28	114		71	67	138	9,583
	2016		68	83	135	17	60	132		71	82	153	9,550
	2017	1	75	79	127	5	46	117		65	91	156	9,822

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2015		41	48	69	6	38	83		49	40	89	4,851
	2016	*	53	64	94	15	47	109		70	48	118	4,569
	2017		76	68	120	17	52	129		87	57	144	4,577
Tests Taken	2015		68	81	123	7	57	128		69	80	149	11,241
	2016	1	93	102	165	15	62	169		98	98	196	10,771
	2017		101	124	190	18	80	179		126	100	226	11,092
ENGLISH II	2015		47	39	76	16	24	84		55	33	88	3,986
	2016		39	61	90	17	48	95		51	51	102	4,028
	2017	*	36	47	65	*	32	71		38	45	83	3,895
Tests Taken	2015		71	64	124	16	28	114		71	67	138	9,583
	2016		68	83	135	17	60	132		71	82	153	9,550
	2017	1	75	79	127	5	46	117		65	91	156	9,822

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2015		14.7	19.8	17.9	0.0	14.0	13.3		13.0	21.3	17.4	35.3
	2016	*	20.4	18.6	20.6	0.0	11.3	14.8		11.2	27.6	19.4	38.3
	2017		15.8	29.0	24.7	0.0	20.0	15.1		18.3	30.0	23.5	41.2
Tests Taken	2015		68	81	123	7	57	128		69	80	149	11,241
	2016	1	93	102	165	15	62	169		98	98	196	10,771
	2017		101	124	190	18	80	179		126	100	226	11,092
ENGLISH II	2015		12.7	26.6	20.2	0.0	7.1	9.6		9.9	29.9	19.6	35.2
	2016		20.6	12.0	16.3	0.0	6.7	12.1		8.5	22.0	15.7	36.9
	2017	*	21.3	17.7	19.7	*	15.2	16.2		13.8	24.2	19.9	42.1
Tests Taken	2015		71	64	124	16	28	114		71	67	138	9,583
	2016		68	83	135	17	60	132		71	82	153	9,550
	2017	1	75	79	127	5	46	117		65	91	156	9,822

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2015		2.9	1.2	2.4	0.0	0.0	0.0		1.4	2.5	2.0	4.9
	2016	*	1.1	0.0	0.6	0.0	0.0	0.0		0.0	1.0	0.5	5.1
	2017		0.0	0.8	0.5	0.0	0.0	0.6		0.0	1.0	0.4	6.3
Tests Taken	2015		68	81	123	7	57	128		69	80	149	11,241
	2016	1	93	102	165	15	62	169		98	98	196	10,771
	2017		101	124	190	18	80	179		126	100	226	11,092
ENGLISH II	2015		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	2.5
	2016		1.5	0.0	0.7	0.0	0.0	0.0		0.0	1.2	0.7	4.4
	2017	*	1.3	0.0	0.8	*	0.0	0.0		1.5	0.0	0.6	4.9
Tests Taken	2015		71	64	124	16	28	114		71	67	138	9,583
	2016		68	83	135	17	60	132		71	82	153	9,550
	2017	1	75	79	127	5	46	117		65	91	156	9,822

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)
2015	57.7	1.1	1.2	60.2	62.1	3.7	62.8	49.3
2016	55.4	1.1	1.0	43.8	55.8	3.2	61.4	58.0
2017	57.4	–	–	49.6	54.1	3.5	57.9	58.3

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)
2015	66.8	1.0	1.0	58.9	60.7	3.5	53.6	56.3
2016	60.5	1.1	0.9	65.8	53.6	3.4	61.8	55.0
2017	57.6	–	–	58.0	57.0	4.0	62.5	60.8

¹Short answer items discontinued in 2017. Short 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 APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2015		66.7	63.0	66.7	35.3	62.5	61.7		67.6	62.2	64.8	76.0
	2016	*	75.9	77.8	77.6	46.2	67.3	76.6		71.3	82.9	77.2	77.7
	2017		58.4	75.5	69.1	37.5	69.5	64.0		68.0	67.6	67.8	83.5
Tests Taken	2015		69	73	117	17	56	141		68	74	142	10,617
	2016	1	79	81	134	13	49	141		80	82	162	10,526
	2017		77	94	139	16	59	139		103	68	171	10,240

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2015		23	27	39	11	21	49		22	28	50	2,546
	2016	*	19	18	30	7	16	33		23	14	37	2,345
	2017		32	23	43	10	18	50		33	22	55	1,692
Tests Taken	2015		69	73	117	17	56	141		68	74	142	10,617
	2016	1	79	81	134	13	49	141		80	82	162	10,526
	2017		77	94	139	16	59	139		103	68	171	10,240

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2015		17.4	9.6	13.7	5.9	8.9	9.4		13.2	13.5	13.4	33.8
	2016	*	25.3	28.4	26.1	0.0	22.4	22.7		26.3	29.3	27.8	43.0
	2017		14.3	23.4	18.7	0.0	20.3	13.7		15.5	25	19.3	47.9
Tests Taken	2015		69	73	117	17	56	128		68	74	142	10,617
	2016	1	79	81	134	13	49	141		80	82	162	10,526
	2017		77	94	139	16	59	139		103	68	171	10,240

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2015		1.4	2.7	2.6	0.0	1.8	0.8		2.9	1.4	2.1	14.2
	2016	*	8.9	11.1	8.2	0.0	8.2	6.4		8.8	11.0	9.9	19.7
	2017		0.0	7.4	3.6	0.0	5.1	2.2		3.9	4.4	4.1	23.1
Tests Taken	2015		69	73	117	17	56	128		68	74	142	10,617
	2016	1	79	81	134	13	49	141		80	82	162	10,526
	2017		77	94	139	16	59	139		103	68	171	10,240

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	1. Number and Algebraic Methods	2. Describing and Graphing Linear Functions, Equations, and Inequalities	3. Writing and Solving Linear Functions, Equations, and Inequalities	4. Quadratic Functions and Equations	5. Exponential Functions and Equations
2015	43.6	47.8	44.1	38.6	39.2
2016	48.5	55.2	47.2	56.3	49.2
2017	46.4	45.6	47.2	46.6	48.3

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2015		87.7	82.4	87.3	44.4	75.8	83.1		81.7	87.8	84.9	87.6
	2016	*	85.7	74.2	83.4	9.1	66.7	76.8		73.8	85.6	79.9	84.9
	2017		61.5	75.4	70.3	13.3	72.7	64.1		65.2	75.0	69.8	86.4
Tests Taken	2015		81	91	142	18	66	148		82	90	172	10,227
	2016	1	84	89	145	11	54	151		84	90	174	9,680
	2017		91	122	182	15	77	167		115	100	215	9,622

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2015		10	16	18	10	16	25		15	11	26	1,270
	2016	*	12	23	24	10	18	35		22	13	35	1,466
	2017		35	30	54	13	21	60		40	25	65	1,310
Tests Taken	2015		81	91	142	18	66	148		82	90	172	10,227
	2016	1	84	89	145	11	54	151		84	90	174	9,680
	2017		91	122	182	15	77	167		115	100	215	9,622

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2015		43.2	46.2	45.8	0.0	40.9	39.9		41.5	47.8	44.8	46.1
	2016	*	40.5	25.8	33.8	0.0	18.5	25.8		28.6	37.8	33.3	50.6
	2017		23.1	39.3	33.5	0.0	36.4	22.8		28.7	37.0	32.6	54.0
Tests Taken	2015		81	91	142	18	66	148		82	90	172	10,227
	2016	1	84	89	145	11	54	151		84	90	174	9,680
	2017		91	122	182	15	77	167		115	100	215	9,622

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2015		2.5	7.7	6.3	0.0	3.0	2.7		7.3	3.3	5.2	10.9
	2016	*	1.2	1.1	1.4	0.0	1.9	0.7		1.2	1.1	1.1	13.2
	2017		3.3	4.1	3.8	0.0	3.9	1.8		4.3	3.0	3.7	15.1
Tests Taken	2015		81	91	142	18	66	148		82	90	172	10,227
	2016	1	84	89	145	11	54	151		84	90	174	9,680
	2017		91	122	182	15	77	167		115	100	215	9,622

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
2015	53.5	62.4	53.7	53.9	58.5
2016	54.8	52.4	52.5	49.2	54.9
2017	49.6	49.4	49.3	46.1	57.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2015	*	87.0	84.6	84.1	18.8	75.0	82.5		79.0	91.7	85.2	89.5
	2016		69.1	88.7	78.9	7.7	91.7	75.8		75.4	82.3	79.0	91.5
	2017		92.2	90.1	92.2	75.0	85.1	89.2		92.7	89.6	91.0	92.8
Tests Taken	2015	1	54	65	107	16	20	103		62	60	122	8,635
	2016		55	62	109	13	24	99		57	62	119	9,316
	2017		51	71	103	12	47	102		55	67	122	8,230

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2015	*	7	10	17	13	5	18		13	5	18	907
	2016		17	7	23	12	2	24		14	11	25	795
	2017		4	7	8	3	7	11		4	7	11	593
Tests Taken	2015	1	54	65	107	16	20	103		62	60	122	8,635
	2016		55	62	109	13	24	99		57	62	119	9,316
	2017		51	71	103	12	47	102		55	67	122	8,230

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2015	*	35.2	41.5	40.2	0.0	25.0	28.2		45.2	31.7	38.5	55.3
	2016		36.4	59.7	46.8	7.7	58.3	40.4		43.9	53.2	48.7	63.2
	2017		51.0	50.7	54.4	16.7	46.8	45.1		65.5	38.8	50.8	65.2
Tests Taken	2015	1	54	65	107	16	20	103		62	60	122	8,635
	2016		55	62	109	13	24	99		57	62	119	9,316
	2017		51	71	103	12	47	102		55	67	122	8,230

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2015	*	7.4	12.3	9.3	0.0	0.0	4.9		12.9	6.7	9.8	19.6
	2016		3.6	6.5	5.5	0.0	0.0	3.0		8.8	3.2	5.9	26.5
	2017		13.7	18.3	17.5	0.0	17.0	11.8		20.0	13.4	16.4	30.8
Tests Taken	2015	1	54	65	107	16	20	103		62	60	122	8,635
	2016		55	62	109	13	24	99		57	62	119	9,316
	2017		51	71	103	12	47	102		55	67	122	8,230

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
2015	61.3	56.0	47.5	57.8
2016	56.7	60.2	59.7	62.0
2017	65.8	59.8	51.4	65.8

PERFORMANCE IN 2017

Grade 2016-17	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (86)	Beginning	1	5.6	1	5.6	12	15.8	12	14.0	1	5.6
	Intermediate	0	0.0	0	0.0	20	26.3	19	22.1	2	11.1
	Advanced	10	55.6	10	55.6	29	38.2	28	32.6	7	38.9
	Advanced High	7	38.9	7	38.9	15	19.7	27	31.4	8	44.4
10 (44)	Beginning	0	0.0	0	0.0	1	2.4	2	4.7	0	0.0
	Intermediate	1	25.0	2	50.0	18	43.9	5	11.6	0	0.0
	Advanced	2	50.0	1	25.0	15	36.6	27	62.8	2	66.7
	Advanced High	1	25.0	1	25.0	7	17.1	9	20.9	1	33.3
11 (47)	Beginning	0	0.0	0	0.0	1	2.1	1	2.2	0	0.0
	Intermediate	0	0.0	0	0.0	13	27.7	6	13.0	0	0.0
	Advanced	2	22.2	3	33.3	22	46.8	22	47.8	3	33.3
	Advanced High	7	77.8	6	66.7	11	23.4	17	37.0	6	66.7
12 (17)	Beginning	0	0.0	0	0.0	0	0.0	2	12.5	0	0.0
	Intermediate	0	0.0	0	0.0	2	12.5	3	18.8	0	0.0
	Advanced	1	50.0	1	50.0	10	62.5	8	50.0	1	50.0
	Advanced High	1	50.0	1	50.0	4	25.0	3	18.8	1	50.0
ALL (194)	Beginning	1	3.0	1	3.0	14	7.8	17	8.9	1	3.1
	Intermediate	1	3.0	2	6.1	53	29.4	33	17.3	2	6.3
	Advanced	15	45.5	15	45.5	76	42.2	85	44.5	13	40.6
	Advanced High	16	48.5	15	45.5	37	20.6	56	29.3	16	50.0

**PROGRESSION FROM
2016 TO 2017**

Number Rated Both Years	2017 Level	2016 Level			
		Beg	Int	Adv	Adv High
16 10 (62.5%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	2	4	
	Advanced High	0	0	8	
3 2 (66.7%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	1	
	Advanced High	0	0	1	
8 7 (87.5%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	1	
	Advanced High	0	1	5	
2 1 (50.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	1	
29 20 (69.0%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	4	7	
	Advanced High	0	1	15	

 Indicates students who progressed at least one level from 2016 to 2017.

PERCENTAGE BY PROFICIENCY LEVEL

Grade	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
		N	%	N	%	N	%	N	%	N	%	N	%
9	12	10	83.3	*	*	*	*						
10	3			*	*	*	*						
11	2					*	*					*	*
12	2			*	*	*	*						
ALL	19	10	52.6	*	*	*	*					*	*

SEMESTER 1 TESTS

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

SEMESTER 2 TESTS

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

High School Exams

ALGEBRA I

108	47.8	66.7	70.2	70.8	41.7	68.5	51.6	81.8
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ALGEBRA II

99	49.8	66.6	77.3	79.2	37.4	84.8	49.5	85.9
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ALGEBRA II PRE-AP

66	51.7	71.0	78.0	79.3	68.2	90.9	68.9	92.8
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BIOLOGY

110	40.7	64.4	71.6	72.9	25.5	82.7	62.7	83.7
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BIOLOGY PRE-AP

107	41.9	63.7	78.0	80.6	27.1	95.3	67.8	93.2
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CHEMISTRY

124	37.3	67.6	77.8	79.7	37.1	88.7	45.5	82.4
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CHEMISTRY PRE-AP

25	55.6	72.8	83.1	84.9	72.0	100.0	75.7	96.2
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ECONOMICS

27	58.4	72.9	82.4	84.0	70.4	100.0	74.2	94.8
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ENGLISH I

87	55.4	64.8	69.4	70.3	47.1	58.1	59.1	81.9
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ENGLISH I FOR ESOL BEGINNER

7	39.6	69.8	59.7	57.9	28.6	71.4	46.3	84.1
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ALGEBRA I

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ALGEBRA II

86	43.8	70.9	74.5	75.2	57.0	86.0	67.7	87.6
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ALGEBRA II PRE-AP

62	52.4	73.6	78.5	79.4	64.5	87.1	73.4	93.5
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BIOLOGY

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BIOLOGY PRE-AP

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CHEMISTRY

109	44.6	71.4	75.4	76.1	54.1	78.9	57.1	81.6
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CHEMISTRY PRE-AP

26	61.8	75.1	81.4	82.6	76.9	100.0	71.6	95.0
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ECONOMICS

1	*	*	*	*	*	*	55.6	*
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ENGLISH I

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ENGLISH I FOR ESOL BEGINNER

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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

ENGLISH I FOR ESOL INTERMEDIATE

1	*	*	*	*	*	*	47.4	*
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ENGLISH I PRE-AP

112	62.3	65.7	79.3	81.7	50.9	88.4	75.1	94.7
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ENGLISH II

106	51.5	70.9	74.8	75.5	56.6	83.0	63.8	86.9
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ENGLISH II FOR ESOL INTERMEDIATE

4	*	*	*	*	*	*	48.5	*
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ENGLISH II PRE-AP

46	55.6	65.8	81.8	84.6	30.4	95.7	76.9	94.9
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ENGLISH III

91	56.9	71.2	74.3	74.8	62.6	81.3	66.3	90.4
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ENGLISH IV

58	64.4	71.1	66.9	66.2	62.1	55.2	73.3	90.9
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ENVIRONMENTAL SYSTEMS

24	53.8	71.7	77.9	79.0	70.8	100.0	73.1	93.0
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GEOMETRY

120	33.3	67.2	77.4	79.2	33.3	93.3	57.5	87.3
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GEOMETRY PRE-AP

21	24.5	60.9	78.0	81.1	4.8	90.5	66.2	92.6
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GOVERNMENT

40	58.2	67.0	80.8	83.2	55.0	95.0	68.7	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

ENGLISH I FOR ESOL INTERMEDIATE

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ENGLISH I PRE-AP

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ENGLISH II

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ENGLISH II FOR ESOL INTERMEDIATE

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ENGLISH II PRE-AP

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ENGLISH III

86	55.0	69.3	75.0	76.0	46.5	82.6	57.8	87.1
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ENGLISH IV

3	*	*	*	*	*	*	53.0	*
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ENVIRONMENTAL SYSTEMS

1	*	*	*	*	*	*	51.9	*
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GEOMETRY

104	44.1	71.1	76.6	77.5	63.5	84.6	55.3	84.7
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GEOMETRY PRE-AP

21	42.3	65.4	79.2	81.7	14.3	95.2	71.7	92.7
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GOVERNMENT

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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

HS BAND: LISTENING AND MUSIC ELEMENTS

26	42.8	61.9	67.7	68.7	15.4	73.1	72.8	97.0
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HS HEALTH EDUCATION

108	68.6	78.6	87.3	88.8	78.7	99.1	79.9	95.8
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PHYSICS

99	33.5	67.3	72.1	72.9	33.3	64.6	45.1	85.8
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PRE-CALCULUS

17	43.7	62.5	73.6	75.6	29.4	70.6	49.5	90.0
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PRE-CALCULUS PRE-AP

19	46.4	67.9	78.0	79.7	52.6	88.9	70.9	80.3
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SPANISH I

154	73.5	81.9	69.5	67.3	76.0	63.0	78.0	92.9
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SPANISH II

114	74.3	79.1	74.0	73.1	77.2	79.8	76.9	93.4
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STUDIO ART I

173	41.2	64.7	84.3	87.8	23.1	96.5	71.1	93.5
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U.S. HISTORY

82	47.8	65.2	77.9	80.1	31.7	89.0	56.9	86.9
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WORLD GEOGRAPHY

83	39.0	64.8	73.6	75.2	22.9	77.1	56.7	88.1
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WORLD GEOGRAPHY PRE-AP

7	48.6	63.3	80.9	84.0	42.9	71.4	76.4	96.9
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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

HS BAND: LISTENING AND MUSIC ELEMENTS

26	44.9	67.0	80.0	82.2	26.9	96.2	78.2	97.0
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HS HEALTH EDUCATION

109	65.3	76.3	86.0	87.7	71.6	96.3	82.1	95.2
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PHYSICS

89	35.1	68.1	71.0	71.5	40.4	64.0	59.1	85.4
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PRE-CALCULUS

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PRE-CALCULUS PRE-AP

10	41.8	62.8	74.3	76.3	30.0	80.0	70.9	95.0
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SPANISH I

133	85.3	90.0	73.9	71.1	93.2	79.7	79.5	90.6
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SPANISH II

82	78.7	85.8	73.0	70.7	80.5	81.7	82.1	92.3
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STUDIO ART I

142	49.8	68.6	78.5	80.2	52.8	90.8	73.4	93.0
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U.S. HISTORY

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WORLD GEOGRAPHY

76	44.0	66.4	71.9	72.9	32.9	77.6	56.6	85.2
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WORLD GEOGRAPHY PRE-AP

13	46.3	63.4	81.2	84.3	30.8	100.0	79.2	93.4
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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 HISTORY

122	48.1	66.9	74.6	75.9	41.0	75.8	52.8	90.8
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WORLD HISTORY PRE-AP

139	48.5	67.8	80.1	82.2	43.2	92.1	76.7	96.2
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Middle School Exams

ALGEBRA I PRE-AP

70	50.3	62.7	76.6	78.9	38.6	95.6	67.3	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

WORLD HISTORY

107	45.3	60.9	75.5	78.1	18.7	78.5	59.6	87.7
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WORLD HISTORY PRE-AP

140	49.3	63.8	79.5	82.2	31.4	87.1	70.6	94.4
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ALGEBRA I PRE-AP

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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	2014-15*																	
		2015-16	82.5	89.1	94	394	9.6	44	397	6.8	50	392	12.0				7,259	440	31.7
		2016-17	74.0	88.8	74	427	24.3	31	414	16.1	42	436	28.6				7,109	461	41.0
	Mathematics	2014-15*																	
		2015-16	82.5	89.1	94	426	7.4	44	418	2.3	50	433	12.0				7,259	449	18.2
		2016-17	74.0	88.8	74	452	16.2	31	440	19.4	42	459	14.3				7,109	462	20.7
ACT	English	2014-15	78.5	85.3	73	12	12.3	41	12	12.2	32	11	12.5				6,839	15	25.4
		2015-16	58.8	84.1	67	12	9.0	26	12	7.7	41	12	9.8				6,849	14	22.8
		2016-17	59.0	86.0	59	14	10.2	23	14	13.0	35	14	8.6				6,885	15	25.3
	Mathematics	2014-15	78.5	85.3	73	15	1.4	41	15	0.0	32	15	3.1				6,839	17	15.1
		2015-16	58.8	84.1	67	17	11.9	26	16	7.7	41	17	14.6				6,849	17	16.0
		2016-17	59.0	86.0	59	18	13.6	23	17	13.0	35	18	14.3				6,885	18	16.7
	Reading	2014-15	78.5	85.3	73	14	2.7	41	15	2.4	32	13	3.1				6,839	16	15.1
		2015-16	58.8	84.1	67	15	7.5	26	15	0.0	41	15	12.2				6,849	16	17.0
		2016-17	59.0	86.0	59	16	10.2	23	16	17.4	35	16	5.7				6,885	17	17.6
	Science	2014-15	78.5	85.3	73	14	2.7	41	14	2.4	32	14	3.1				6,839	17	12.5
		2015-16	58.8	84.1	67	16	7.5	26	16	3.8	41	16	9.8				6,849	17	12.6
		2016-17	59.0	86.0	59	18	6.8	23	17	8.7	35	18	5.7				6,885	18	13.3
	Composite	2014-15	78.5	85.3	73	14	-	41	14	-	32	13	-				6,839	16	-
		2015-16	58.8	84.1	67	15	-	26	15	-	41	15	-				6,849	16	-
		2016-17	59.0	86.0	59	16	-	23	16	-	35	17	-				6,885	17	-

*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*
10	Reading & Writing	2014*																		
		2015	159	362	14.5	74	362	14.9	85	362	14.1	0			0			8,972	414	38.6
		2016	129	379	17.8	60	381	16.7	67	376	17.9	2	*	*	0			9,090	417	40.1
	Mathematics	2014*																		
		2015	159	392	11.3	74	380	5.4	85	402	16.5	0			0			8,972	424	22.2
		2016	129	396	11.6	60	390	6.7	67	398	13.4	2	*	*	0			9,090	433	26.6
11	Reading & Writing	2014*																		
		2015	78	380	15.4	35	361	8.6	41	394	22.0	0			2	*	*	2,313	491	61.3
		2016	9	452	44.4	5	*	*	4	*	*	0			0			2,020	511	69.2
	Mathematics	2014*																		
		2015	78	414	6.4	35	391	5.7	41	431	7.3	0			2	*	*	2,313	492	39.5
		2016	9	461	22.2	5	*	*	4	*	*	0			0			2,020	511	49.7

*See the NOTES report for information about the new PSAT, introduced in 2015, as well as college readiness benchmarks set by The College Board for PSAT.

Exams Taken		Average Score		Exams Passed		
School	Dist	School	Dist	School	%	Dist

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

ALL EXAMS

135	21,637	1.4	2.0	11	8.1	27.4
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English Language and Composition

22	2,878	1.2	1.8	0	0.0	17.9
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Spanish Language and Culture

9	970	2.9	3.6	6	66.7	89.6
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United States History

28	2,255	1.1	1.6	0	0.0	15.1
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Biology

8	1,074	1.3	2.0	0	0.0	27.7
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English Literature and Composition

20	2,176	1.5	1.7	0	0.0	16.8
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Statistics

6	504	2.5	2.2	4	66.7	38.1
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Chemistry

11	595	1.6	1.7	1	9.1	18.8
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Physics 1

18	1,018	1.0	1.5	0	0.0	11.2
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United States Government and Politics

13	1,631	1.1	1.5	0	0.0	14.3
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