

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



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School Number 382

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**INNOVATION, DESIGN, ENTREPRENEURSHIP
ACADEMY AT J.W. FANNIN**

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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.
- 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.)

STUDENT ENROLLMENT

Grade	Enrollment
9	101
10	106
ALL	207

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	73	35.3	3	20.0
American Indian/Alaska Native	1	0.5	*	*
Asian/Hawaiian/Pacific Islander	1	0.5	*	*
Hispanic	119	57.5	2	13.3
White	12	5.8	8	53.3
Multiple	1	0.5	1	6.7
Other* (teachers only)	—	—	1	6.7
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	143	69.1
Economically disadvantaged	162	78.3
Limited English proficient (LEP)	56	27.1
Special education	17	8.2
Talented and Gifted (TAG)	0	0.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2015													
	2016	104	34	32.7	0	0.0	1	1.0	61	58.7	7	6.7	1	1.0
	2017	101	33	32.7	1	1.0	0	0.0	60	59.4	7	6.9	0	0.0
10	2015													
	2016													
	2017	106	40	37.7	0	0.0	1	0.9	59	55.7	5	4.7	1	0.9
9-12	2015													
	2016	104	34	32.7	0	0.0	1	1.0	61	58.7	7	6.7	1	1.0
	2017	207	73	35.3	1	0.5	1	0.5	119	57.5	12	5.8	1	0.5

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																
	2016	104	90	86.5	27	26.0	5	4.8	72	69.2	0	0.0	5	4.8	44.2	55.8	0.0
	2017	101	78	77.2	28	27.7	13	12.9	70	69.3	0	0.0	11	10.9	48.5	51.5	2.0
10	2015																
	2016																
	2017	106	84	79.2	28	26.4	4	3.8	73	68.9	0	0.0	0	0.0	40.6	59.4	0.0
9-12	2015																
	2016	104	90	86.5	27	26.0	5	4.8	72	69.2	0	0.0	5	4.8	44.2	55.8	0.0
	2017	207	162	78.3	56	27.1	17	8.2	143	69.1	0	0.0	11	5.3	44.4	55.6	1.0

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	2015		11,577			10,921	94.3			24.5		9,789		84.6
	2016	107	11,813	103	96.6	11,053	93.6	8	7.5	26.2	103	9,913	96.5	83.9
	2017	102	11,759	97	95.4	10,936	93.0	21	20.7	25.7	94	9,766	92.5	83.1
10	2015		9,928			9,383	94.5			18.1		8,616		86.8
	2016		10,202			9,595	94.1			19.4		8,845		86.7
	2017	105	10,329	100	95.6	9,713	94.0	7	6.7	16.3	100	9,045	95.6	87.6
9-12	2015		38,609			36,456	94.4			18.4		33,528		86.8
	2016	107	38,826	103	96.6	36,519	94.1	8	7.5	18.9	103	33,681	96.5	86.7
	2017	206	38,829	197	95.5	36,498	94.0	28	13.6	16.5	194	33,932	94.1	87.4

Teachers: 15

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	20.0
Hispanic	2	13.3
White	8	53.3
Multiple	1	6.7
Other	1	6.7

Gender	Number	Percentage
Female	12	80.0
Male	3	20.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15		
2015-16	8.6	
2016-17	5.5	75.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	6.7
1	1	6.7
2	3	20.0
3	1	6.7
4	0	0.0
5	0	0.0
1-3	5	33.3
More than 3	9	60.0
1 - 5	5	33.3
6 - 10	7	46.7
11 - 20	2	13.3
More than 20	0	0.0

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												56.8
	2016	85.7	52.9	73.8	65.6	*	51.9	55.6		69.6	67.2	68.3	57.6
	2017	85.7	53.1	61.3	58.2	16.7	39.3	45.1		52.1	68.5	60.8	58.7
Tests Taken	2015												11,241
	2016	7	34	61	93	5	27	72		46	58	104	10,771
	2017	7	32	62	91	12	28	71		48	54	102	11,092
ENGLISH II	2015												58.4
	2016												57.8
	2017	*	47.5	57.6	54.6	*	32.1	43.8		58.1	54.0	55.7	60.3
Tests Taken	2015												9,583
	2016												9,550
	2017	5	40	59	97	4	28	73		43	63	106	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												4,851
	2016	1	16	16	32	*	13	32		14	19	33	4,569
	2017	1	15	24	38	10	17	39		23	17	40	4,577
Tests Taken	2015												11,241
	2016	7	34	61	93	5	27	72		46	58	104	10,771
	2017	7	32	62	91	12	28	71		48	54	102	11,092
ENGLISH II	2015												3,986
	2016												4,028
	2017	*	21	25	44	*	19	41		18	29	47	3,895
Tests Taken	2015												9,583
	2016												9,550
	2017	5	40	59	97	4	28	73		43	63	106	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												35.3
	2016	71.4	29.4	41.0	38.7	*	18.5	25.0		45.7	36.2	40.4	38.3
	2017	42.9	28.1	35.5	29.7	8.3	10.7	12.7		33.3	33.3	33.3	41.2
Tests Taken	2015												11,241
	2016	7	34	61	93	5	27	72		46	58	104	10,771
	2017	7	32	62	91	12	28	71		48	54	102	11,092
ENGLISH II	2015												35.2
	2016												36.9
	2017	*	27.5	44.1	38.1	*	21.4	24.7		44.2	36.5	39.6	42.1
Tests Taken	2015												9,583
	2016												9,550
	2017	5	40	59	97	4	28	73		43	63	106	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												4.9
	2016	14.3	2.9	1.6	2.2	*	0.0	0.0		0.0	5.2	2.9	5.1
	2017	14.3	0.0	3.2	2.2	0.0	0.0	0.0		6.3	0.0	2.9	6.3
Tests Taken	2015												11,241
	2016	7	34	61	93	5	27	72		46	58	104	10,771
	2017	7	32	62	91	12	28	71		48	54	102	11,092
ENGLISH II	2015												2.5
	2016												4.4
	2017	*	0.0	1.7	1.0	*	0.0	1.4		2.3	0.0	0.9	4.9
Tests Taken	2015												9,583
	2016												9,550
	2017	5	40	59	97	4	28	73		43	63	106	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								
2016	63.1	1.4	1.2	51.5	63.5	4.0	70.4	66.3
2017	64.0	–	–	60.3	62.7	4.3	64.3	64.1

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								
2016								
2017	62.7	–	–	63.2	59.7	4.3	66.9	70.0

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												76.0
	2016	*	82.8	87.5	86.8	*	80.0	82.3		81.8	89.8	86.6	77.7
	2017	100.0	86.4	96.2	93.2	72.7	96.3	92.2		89.5	97.7	93.8	83.5
Tests Taken	2015							62					10,617
	2016	4	29	48	76	5	25	62		33	49	82	10,526
	2017	6	22	52	73	11	27	64		38	43	81	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							0					2,546
	2016	*	5	6	10	*	5	11		6	5	11	2,345
	2017	0	3	2	5	3	1	5		4	1	5	1,692
Tests Taken	2015							62					10,617
	2016	4	29	48	76	5	25	62		33	49	82	10,526
	2017	6	22	52	73	11	27	64		38	43	81	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												33.8
	2016	*	37.9	58.3	52.6	*	48.0	41.9		45.5	57.1	52.4	43.0
	2017	50.0	45.5	53.8	47.9	18.2	48.1	43.8		44.7	55.8	50.6	47.9
Tests Taken	2015												10,617
	2016	4	29	48	76	5	25	62		33	49	82	10,526
	2017	6	22	52	73	11	27	64		38	43	81	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												14.2
	2016	*	3.4	14.6	11.8	*	12.0	4.8		18.2	10.2	13.4	19.7
	2017	33.3	0.0	23.1	16.4	0.0	14.8	12.5		13.2	20.9	17.3	23.1
Tests Taken	2015												10,617
	2016	4	29	48	76	5	25	62		33	49	82	10,526
	2017	6	22	52	73	11	27	64		38	43	81	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					
2016	57.9	66.7	52.1	68.4	56.3
2017	63.5	53.0	66.2	65.5	57.6

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												87.6
	2016												84.9
	2017	*	75.8	90.2	84.6	*	76.0	77.8		84.4	85.7	85.1	86.4
Tests Taken	2015												10,227
	2016												9,680
	2017	5	33	61	91	4	25	63		45	56	101	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												1,270
	2016												1,466
	2017	*	8	6	14	*	6	14		7	8	15	1,310
Tests Taken	2015												10,227
	2016												9,680
	2017	5	33	61	91	4	25	63		45	56	101	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												46.1
	2016												50.6
	2017	*	45.5	63.9	57.1	*	44.0	39.7		71.1	50.0	59.4	54.0
Tests Taken	2015												10,227
	2016												9,680
	2017	5	33	61	91	4	25	63		45	56	101	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												10.9
	2016												13.2
	2017	*	9.1	23.0	17.6	*	12.0	9.5		35.6	10.7	21.8	15.1
Tests Taken	2015												10,227
	2016												9,680
	2017	5	33	61	91	4	25	63		45	56	101	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					
2016					
2017	61.3	61.6	65.6	62.2	68.0

PERFORMANCE IN 2017

Grade 2016-17	Domain: 2017 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (28)	Beginning	0	0.0	0	0.0	0	0.0	2	7.1	0	0.0
	Intermediate	1	3.6	1	3.6	1	3.6	5	17.9	1	3.6
	Advanced	1	3.6	2	7.1	4	14.3	15	53.6	10	35.7
	Advanced High	26	92.9	25	89.3	23	82.1	6	21.4	17	60.7
10 (28)	Beginning	0	0.0	0	0.0	0	0.0	1	3.6	0	0.0
	Intermediate	1	3.6	1	3.6	2	7.1	5	17.9	2	7.1
	Advanced	10	35.7	8	28.6	14	50.0	12	42.9	14	50.0
	Advanced High	17	60.7	19	67.9	12	42.9	10	35.7	12	42.9
ALL (56)	Beginning	0	0.0	0	0.0	0	0.0	3	5.4	0	0.0
	Intermediate	2	3.6	2	3.6	3	5.4	10	17.9	3	5.4
	Advanced	11	19.6	10	17.9	18	32.1	27	48.2	24	42.9
	Advanced High	43	76.8	44	78.6	35	62.5	16	28.6	29	51.8

**PROGRESSION FROM
2016 TO 2017**

Number Rated Both Years N (%) Progressed	2017 Level	2016 Level			
		Beg	Int	Adv	Adv High
26 18 (69.2%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	2	8	
	Advanced High	0	1	15	
27 12 (44.4%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	13	
	Advanced High	0	0	12	
53 30 (56.6%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	2	21	
	Advanced High	0	1	27	

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

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

81	63.3	76.6	79.2	79.6	74.1	90.1	51.6	81.8
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ALGEBRA II

24	72.7	81.8	87.3	88.3	95.8	100.0	49.5	85.9
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BIOLOGY

101	55.9	73.6	75.4	75.7	66.3	74.3	62.7	83.7
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ENGLISH I

102	68.6	75.2	78.0	78.6	66.7	92.2	59.1	81.9
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ENGLISH II

104	60.8	76.5	81.1	81.9	74.0	91.3	63.8	86.9
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GEOMETRY

100	38.2	69.6	84.4	87.0	54.0	97.0	57.5	87.3
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PHYSICS

105	31.7	66.4	75.7	77.4	27.6	85.7	45.1	85.8
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SPANISH I

78	72.6	81.4	84.0	84.5	71.8	89.7	78.0	92.9
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SPANISH II

78	66.5	72.9	84.8	87.0	57.7	94.9	76.9	93.4
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WORLD GEOGRAPHY

104	58.0	75.8	78.3	78.8	74.0	92.3	56.7	88.1
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ALGEBRA I

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ALGEBRA II

23	73.8	86.4	85.3	85.1	91.3	95.7	67.7	87.6
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BIOLOGY

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ENGLISH I

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ENGLISH II

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GEOMETRY

99	39.1	68.5	76.9	78.4	35.4	86.7	55.3	84.7
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PHYSICS

102	40.3	70.6	76.4	77.4	55.9	75.5	59.1	85.4
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SPANISH I

84	69.2	79.0	78.9	78.8	61.9	84.5	79.5	90.6
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SPANISH II

76	69.1	79.4	81.5	81.8	63.2	85.3	82.1	92.3
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WORLD GEOGRAPHY

102	59.6	75.7	80.7	81.6	63.7	99.0	56.6	85.2
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SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
103	65.8	78.1	79.9	80.2	75.7	83.5	52.8	90.8

WORLD HISTORY

103	65.8	78.1	79.9	80.2	75.7	83.5	52.8	90.8
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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
102	63.0	73.6	80.1	81.2	61.8	89.1	59.6	87.7

WORLD HISTORY

102	63.0	73.6	80.1	81.2	61.8	89.1	59.6	87.7
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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	2014*																		
		2015																1,540	462	70.1
		2016	2	*	*	0			2	*	*	0			0			1,442	464	68.2
	Mathematics	2014*																		
		2015																1,540	456	54.3
		2016	2	*	*	0			2	*	*	0			0			1,442	469	62.8
10	Reading & Writing	2014*																		
		2015																8,972	414	38.6
		2016	104	422	40.4	38	399	26.3	58	425	44.8	6	500	66.7	1	*	*	9,090	417	40.1
	Mathematics	2014*																		
		2015																8,972	424	22.2
		2016	104	431	26.9	38	402	13.2	58	442	31.0	6	493	66.7	1	*	*	9,090	433	26.6

*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.