

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 389

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JOHN L. PATTON, JR. ACADEMIC CENTER

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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	12
10	26
11	24
12	51
ALL	113

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	55	48.7	12	60.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	58	51.3	1	5.0
White	0	0.0	6	30.0
Multiple	0	0.0	1	5.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	106	93.8
Economically disadvantaged	107	94.7
Limited English proficient (LEP)	29	25.7
Special education	15	13.3
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	7	4	57.1	0	0.0	0	0.0	3	42.9	0	0.0	0	0.0
	2016	33	9	27.3	0	0.0	0	0.0	24	72.7	0	0.0	0	0.0
	2017	12	7	58.3	0	0.0	0	0.0	5	41.7	0	0.0	0	0.0
10	2015	16	5	31.3	0	0.0	0	0.0	11	68.8	0	0.0	0	0.0
	2016	38	22	57.9	0	0.0	0	0.0	16	42.1	0	0.0	0	0.0
	2017	26	15	57.7	0	0.0	0	0.0	11	42.3	0	0.0	0	0.0
11	2015	15	7	46.7	0	0.0	0	0.0	8	53.3	0	0.0	0	0.0
	2016	15	3	20.0	0	0.0	0	0.0	11	73.3	0	0.0	1	6.7
	2017	24	13	54.2	0	0.0	0	0.0	11	45.8	0	0.0	0	0.0
12	2015	57	20	35.1	1	1.8	0	0.0	36	63.2	0	0.0	0	0.0
	2016	37	15	40.5	0	0.0	0	0.0	22	59.5	0	0.0	0	0.0
	2017	51	20	39.2	0	0.0	0	0.0	31	60.8	0	0.0	0	0.0
9-12	2015	95	36	37.9	1	1.1	0	0.0	58	61.1	0	0.0	0	0.0
	2016	123	49	39.8	0	0.0	0	0.0	73	59.3	0	0.0	1	0.8
	2017	113	55	48.7	0	0.0	0	0.0	58	51.3	0	0.0	0	0.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	2015	7	5	71.4	1	14.3	0	0.0	7	100.0	0	0.0	2	28.6	57.1	42.9	14.3
	2016	33	32	97.0	14	42.4	4	12.1	33	100.0	1	3.0	0	0.0	48.5	51.5	15.2
	2017	12	12	100.0	4	33.3	1	8.3	12	100.0	0	0.0	0	0.0	66.7	33.3	75.0
10	2015	16	14	87.5	3	18.8	1	6.3	15	93.8	0	0.0	3	18.8	25.0	75.0	12.5
	2016	38	36	94.7	6	15.8	7	18.4	36	94.7	0	0.0	3	7.9	57.9	42.1	42.1
	2017	26	23	88.5	5	19.2	5	19.2	25	96.2	0	0.0	3	11.5	61.5	38.5	30.8
11	2015	15	13	86.7	4	26.7	0	0.0	15	100.0	0	0.0	2	13.3	53.3	46.7	26.7
	2016	15	14	93.3	2	13.3	1	6.7	13	86.7	0	0.0	2	13.3	53.3	46.7	40.0
	2017	24	23	95.8	5	20.8	3	12.5	22	91.7	0	0.0	1	4.2	62.5	37.5	0.0
12	2015	57	55	96.5	10	17.5	9	15.8	54	94.7	0	0.0	5	8.8	56.1	43.9	14.0
	2016	37	36	97.3	6	16.2	7	18.9	35	94.6	0	0.0	7	18.9	51.4	48.6	10.8
	2017	51	49	96.1	15	29.4	6	11.8	47	92.2	0	0.0	6	11.8	51.0	49.0	9.8
9-12	2015	95	87	91.6	18	18.9	10	10.5	91	95.8	0	0.0	12	12.6	50.5	49.5	15.8
	2016	123	118	95.9	28	22.8	19	15.4	117	95.1	1	0.8	12	9.8	52.8	47.2	25.2
	2017	113	107	94.7	29	25.7	15	13.3	106	93.8	0	0.0	10	8.8	57.5	42.5	19.5

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	6	11,577	4	63.5	10,921	94.3	5	78.0	24.5	0	9,789	0.0	84.6
	2016	40	11,813	34	85.3	11,053	93.6	14	35.2	26.2	19	9,913	47.8	83.9
	2017	11	11,759	9	81.5	10,936	93.0	9	80.7	25.7	2	9,766	17.9	83.1
10	2015	18	9,928	13	74.6	9,383	94.5	8	44.7	18.1	5	8,616	27.9	86.8
	2016	36	10,202	28	78.1	9,595	94.1	28	78.3	19.4	11	8,845	30.8	86.7
	2017	31	10,329	25	79.8	9,713	94.0	16	51.3	16.3	9	9,045	28.9	87.6
11	2015	23	8,742	17	73.1	8,258	94.5	7	30.4	14.6	13	7,728	56.4	88.4
	2016	20	8,384	15	74.9	7,906	94.3	16	79.5	16.9	6	7,400	29.8	88.3
	2017	31	8,543	25	78.5	8,088	94.7	14	44.6	13.7	10	7,756	31.9	90.8
12	2015	47	8,362	39	84.1	7,893	94.4	19	40.7	14.2	15	7,395	32.2	88.4
	2016	35	8,426	30	85.7	7,965	94.5	9	25.5	10.2	20	7,523	56.6	89.3
	2017	47	8,197	40	84.4	7,762	94.7	7	14.8	6.4	20	7,365	42.2	89.8
9-12	2015	94	38,609	74	78.2	36,456	94.4	39	41.5	18.4	33	33,528	35.1	86.8
	2016	131	38,826	107	81.9	36,519	94.1	67	51.2	18.9	56	33,681	42.8	86.7
	2017	121	38,829	99	81.4	36,498	94.0	46	38.0	16.5	41	33,932	33.9	87.4

Teachers: 20

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	12	60.0
Hispanic	1	5.0
White	6	30.0
Multiple	1	5.0
Other	0	0.0

Gender	Number	Percentage
Female	14	70.0
Male	6	30.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	6.9	70.8
2015-16	7.6	62.5
2016-17	7.6	81.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	2	10.0
2	3	15.0
3	1	5.0
4	1	5.0
5	1	5.0
1-3	6	30.0
More than 3	14	70.0
1 - 5	8	40.0
6 - 10	4	20.0
11 - 20	2	10.0
More than 20	6	30.0

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		*	66.7	60.0		*	60.0		*	85.7	63.6	56.8
	2016		*	38.7	37.1	*	29.4	37.8		42.1	33.3	37.8	57.6
	2017		*		*	*		*		*	*	*	58.7
Tests Taken	2015		5	6	10		2	10		4	7	11	11,241
	2016		5	31	35	3	17	37		19	18	37	10,771
	2017		5		5	1		5		3	2	5	11,092
ENGLISH II	2015		*	53.8	27.3		66.7	41.2		66.7	27.3	41.2	58.4
	2016		*	*	28.6		*	14.3		*	*	25.0	57.8
	2017		15.4	50.0	30.8	*	41.7	29.6		14.3	53.3	34.5	60.3
Tests Taken	2015		4	13	11		6	17		6	11	17	9,583
	2016		3	4	7		2	7		3	5	8	9,550
	2017		13	16	26	4	12	27		14	15	29	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		*	2	4		*	4		*	1	4	4,851
	2016		*	19	22	*	12	23		11	12	23	4,569
	2017		*		*	*		*		*	*	*	4,577
Tests Taken	2015		5	6	10		2	10		4	7	11	11,241
	2016		5	31	35	3	17	37		19	18	37	10,771
	2017		5		5	1		5		3	2	5	11,092
ENGLISH II	2015		*	6	8		2	10		2	8	10	3,986
	2016		*	*	5		*	6		*	*	6	4,028
	2017		11	8	18	*	7	19		12	7	19	3,895
Tests Taken	2015		4	13	11		6	17		6	11	17	9,583
	2016		3	4	7		2	7		3	5	8	9,550
	2017		13	16	26	4	12	27		14	15	29	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		*	0.0	10.0		*	10.0		*	0.0	9.1	35.3
	2016		*	9.7	11.4	*	5.9	10.8		15.8	5.6	10.8	38.3
	2017		*		*	*		*		*	*	*	41.2
Tests Taken	2015		5	6	10		2	10		4	7	11	11,241
	2016		5	31	35	3	17	37		19	18	37	10,771
	2017		5		5	1		5		3	2	5	11,092
ENGLISH II	2015		*	23.1	18.2		33.3	17.6		33.3	9.1	17.6	35.2
	2016		*	*	14.3		*	14.3		*	*	12.5	36.9
	2017		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	42.1
Tests Taken	2015		4	13	11		6	17		6	11	17	9,583
	2016		3	4	7		2	7		3	5	8	9,550
	2017		13	16	26	4	12	27		14	15	29	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		*	0.0	0.0		*	0.0		*	0.0	0.0	4.9
	2016		*	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	5.1
	2017		*		*	*		*		*	*	*	6.3
Tests Taken	2015		5	6	10		2	10		4	7	11	11,241
	2016		5	31	35	3	17	37		19	18	37	10,771
	2017		5		5	1		5		3	2	5	11,092
ENGLISH II	2015		*	0.0	0.0		0.0	0.0		0.0	0.0	0.0	2.5
	2016		*	*	0.0		*	0.0		*	*	0.0	4.4
	2017		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	4.9
Tests Taken	2015		4	13	11		6	17		6	11	17	9,583
	2016		3	4	7		2	7		3	5	8	9,550
	2017		13	16	26	4	12	27		14	15	29	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	57.6	1.5	0.9	50.4	46.3	3.6	51.2	53.7
2016	64.0	0.9	0.7	47.4	48.6	3.4	57.2	56.0
2017	*	—	—	*	*	*	*	*

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	59.8	1.1	0.9	65.2	62.0	3.6	61.5	59.9
2016	75.0	1.4	0.9	70.5	47.7	3.4	53.4	54.5
2017	49.6	—	—	42.7	44.3	3.5	58.2	60.5

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
U.S. HISTORY	2015		62.5	90.9	77.8	*	*	77.8		70.0	88.9	78.9	89.5
	2016		66.7	70.0	72.7	*	*	70.6		71.4	66.7	69.2	91.5
	2017		70.4	79.5	74.2	45.5	72.0	74.6	*	77.1	75.0	76.1	92.8
Tests Taken	2015		8	11	18	3	5	18		10	9	19	8,635
	2016		18	20	33	3	5	34		21	18	39	9,316
	2017		27	39	62	11	25	59	1	35	32	67	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		3	1	4	*	*	4		3	1	4	907
	2016		6	6	9	*	*	10		6	6	12	795
	2017		8	8	16	6	7	15	*	8	8	16	593
Tests Taken	2015		8	11	18	3	5	18		10	9	19	8,635
	2016		18	20	33	3	5	34		21	18	39	9,316
	2017		27	39	62	11	25	59	1	35	32	67	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		37.5	63.6	50.0	*	*	55.6		60.0	44.4	52.6	55.3
	2016		0.0	15.0	12.1	*	*	5.9		19.0	0.0	10.3	63.2
	2017		7.4	7.7	6.5	9.1	8.0	6.8	*	8.6	6.3	7.5	65.2
Tests Taken	2015		8	11	18	3	5	18		10	9	19	8,635
	2016		18	20	33	3	5	34		21	18	39	9,316
	2017		27	39	62	11	25	59	1	35	32	67	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		0.0	0.0	0.0	*	*	0.0		0.0	0.0	0.0	19.6
	2016		0.0	0.0	0.0	*	*	0.0		0.0	0.0	0.0	26.5
	2017		0.0	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	0.0	30.8
Tests Taken	2015		8	11	18	3	5	18		10	9	19	8,635
	2016		18	20	33	3	5	34		21	18	39	9,316
	2017		27	39	62	11	25	59	1	35	32	67	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	63.5	58.8	44.2	55.9
2016	46.1	57.3	42.1	50.5
2017	47.5	48.1	44.3	47.1

PERFORMANCE IN 2017

Grade 2016-17	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
10 (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	14.3	2	28.6	3	42.9	3	42.9	1	14.3
	Advanced	4	57.1	3	42.9	3	42.9	2	28.6	4	57.1
	Advanced High	2	28.6	2	28.6	1	14.3	2	28.6	2	28.6
11 (10)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	11.1	4	44.4	2	20.0	1	11.1
	Advanced	5	55.6	7	77.8	4	44.4	8	80.0	7	77.8
	Advanced High	4	44.4	1	11.1	1	11.1	0	0.0	1	11.1
12 (9)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	3	33.3	4	44.4	0	0.0	0	0.0
	Advanced	4	44.4	4	44.4	5	55.6	9	100.0	9	100.0
	Advanced High	5	55.6	2	22.2	0	0.0	0	0.0	0	0.0
ALL (31)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	3.3	6	20.0	11	36.7	9	29.0	2	6.7
	Advanced	16	53.3	18	60.0	16	53.3	20	64.5	25	83.3
	Advanced High	13	43.3	6	20.0	3	10.0	2	6.5	3	10.0

**PROGRESSION FROM
2016 TO 2017**

Number Rated Both Years	2017 Level	2016 Level			
		Beg	Int	Adv	Adv High
4 <hr/> 3 (75.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	1	1	1	
	Advanced High	0	0	1	
7 <hr/> 2 (28.6%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	4	
	Advanced High	0	0	1	
6 <hr/> 2 (33.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	2	4	
	Advanced High	0	0	0	
20 <hr/> 8 (40.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	1	5	11	
	Advanced High	0	0	2	

 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 II

34	56.3	70.9	9.5		58.8	2.9	49.5	85.9
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ASTRONOMY

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CHEMISTRY

26	33.3	65.5	4.4		23.1		45.5	82.4
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ECONOMICS

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ENGLISH II

12	45.4	67.3	13.1	3.5	41.7	16.7	63.8	86.9
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ENGLISH III

23	48.2	65.5	20.7	12.7	43.5	26.1	66.3	90.4
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ENGLISH IV

46	63.9	70.7	6.6		65.2	2.2	73.3	90.9
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ENVIRONMENTAL SYSTEMS

39	47.0	67.6	4.7		35.9	5.1	73.1	93.0
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GEOMETRY

21	34.9	68.0	9.4		42.9	4.8	57.5	87.3
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GOVERNMENT

37	46.2	57.5			18.9		68.7	91.7
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ALGEBRA II

16	51.1	74.7	52.4	48.4	81.3	25.0	67.7	87.6
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ASTRONOMY

3	*	*	*	*	*	*	42.4	*
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CHEMISTRY

21	27.7	62.6	58.4	57.6	4.8	19.0	57.1	81.6
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ECONOMICS

12	43.0	62.8	77.5	80.1	16.7	100.0	55.6	89.3
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ENGLISH II

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ENGLISH III

16	50.3	66.1	68.4	68.9	43.8	68.8	57.8	87.1
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ENGLISH IV

15	44.2	68.4	67.3	67.1	26.7	46.7	53.0	61.5
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ENVIRONMENTAL SYSTEMS

14	36.8	55.9	76.6	80.3	14.3	85.7	51.9	87.8
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GEOMETRY

21	37.9	67.9	50.2	47.1	42.9	4.8	55.3	84.7
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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 HEALTH EDUCATION

7	53.6	68.3			57.1		79.9	95.8
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MATH MODELS W/APPLICATIONS

2	*	*			*		44.2	*
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PHYSICS

23	27.8	64.5	19.3	11.4	17.4	4.3	45.1	85.8
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PRE-CALCULUS

14	45.7	63.8	4.9		35.7		49.5	90.0
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SPANISH II

15	54.0	62.7			33.3		76.9	93.4
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STUDIO ART I

11	40.0	64.0	4.7		9.1		71.1	93.5
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U.S. HISTORY

15	41.1	60.7	9.6	0.6	13.3	13.3	56.9	86.9
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WORLD GEOGRAPHY

22	33.7	61.8			4.5		56.7	88.1
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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 HEALTH EDUCATION

4	*	*	*	*	*	*	82.1	*
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MATH MODELS W/APPLICATIONS

3	*	*	*	*	*	*	55.7	*
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PHYSICS

14	31.6	66.4	62.6	61.9	35.7	35.7	59.1	85.4
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PRE-CALCULUS

4	*	*	*	*	*		60.8	*
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SPANISH II

11	54.7	69.8	81.2	83.2	36.4	81.8	82.1	92.3
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STUDIO ART I

6	55.7	72.3	61.5	59.6	66.7	50.0	73.4	93.0
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U.S. HISTORY

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WORLD GEOGRAPHY

17	32.8	59.7	72.1	74.2	5.9	70.6	56.6	85.2
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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	81.1	89.1	30	367	3.3	13	366	0.0	17	368	5.9				7,259	440	31.7
		2016-17	84.3	88.8	43	385	4.7	16	379	6.3	27	388	3.7				7,109	461	41.0
	Mathematics	2014-15*																	
		2015-16	81.1	89.1	30	375	0.0	13	348	0.0	17	396	0.0				7,259	449	18.2
		2016-17	84.3	88.8	43	385	0.0	16	367	0.0	27	395	0.0				7,109	462	20.7
ACT	English	2014-15	61.4	85.3	35	10	2.9	14	8	0.0	20	11	5.0				6,839	15	25.4
		2015-16	64.9	84.1	24	9	4.2	8	8	0.0	16	9	6.3				6,849	14	22.8
		2016-17	82.4	86.0	42	9	0.0	18	9	0.0	24	9	0.0				6,885	15	25.3
	Mathematics	2014-15	61.4	85.3	35	13	0.0	14	13	0.0	20	14	0.0				6,839	17	15.1
		2015-16	64.9	84.1	24	13	0.0	8	13	0.0	16	14	0.0				6,849	17	16.0
		2016-17	82.4	86.0	42	15	0.0	18	14	0.0	24	15	0.0				6,885	18	16.7
	Reading	2014-15	61.4	85.3	35	12	0.0	14	10	0.0	20	13	0.0				6,839	16	15.1
		2015-16	64.9	84.1	24	10	4.2	8	10	0.0	16	10	6.3				6,849	16	17.0
		2016-17	82.4	86.0	42	12	0.0	18	12	0.0	24	11	0.0				6,885	17	17.6
	Science	2014-15	61.4	85.3	35	13	0.0	14	12	0.0	20	14	0.0				6,839	17	12.5
		2015-16	64.9	84.1	24	12	0.0	8	11	0.0	16	12	0.0				6,849	17	12.6
		2016-17	82.4	86.0	42	13	0.0	18	13	0.0	24	14	0.0				6,885	18	13.3
	Composite	2014-15	61.4	85.3	35	12	-	14	11	-	20	13	-				6,839	16	-
		2015-16	64.9	84.1	24	11	-	8	10	-	16	11	-				6,849	16	-
		2016-17	82.4	86.0	42	12	-	18	12	-	24	12	-				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*
9	Reading & Writing	2014*																		
		2015	36	331	5.6	8	326	0.0	28	332	7.1	0			0			1,540	462	70.1
		2016	6	362	33.3	3	*	*	3	*	*	0			0			1,442	464	68.2
	Mathematics	2014*																		
		2015	36	358	5.6	8	343	12.5	28	363	3.6	0			0			1,540	456	54.3
		2016	6	348	0.0	3	*	*	3	*	*	0			0			1,442	469	62.8
10	Reading & Writing	2014*																		
		2015	23	336	8.7	12	335	16.7	11	336	0.0	0			0			8,972	414	38.6
		2016	26	352	7.7	12	351	8.3	14	353	7.1	0			0			9,090	417	40.1
	Mathematics	2014*																		
		2015	23	377	4.3	12	383	8.3	11	371	0.0	0			0			8,972	424	22.2
		2016	26	379	3.8	12	393	8.3	14	368	0.0	0			0			9,090	433	26.6
11	Reading & Writing	2014*																		
		2015	25	353	12.0	14	330	7.1	11	382	18.2	0			0			2,313	491	61.3
		2016	51	355	3.9	25	347	4.0	25	364	4.0	0			1	*	*	2,020	511	69.2
	Mathematics	2014*																		
		2015	25	366	4.0	14	337	0.0	11	402	9.1	0			0			2,313	492	39.5
		2016	51	387	0.0	25	378	0.0	25	396	0.0	0			1	*	*	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

6	21,637	1.7	2.0	0	0.0	27.4
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Computer Science Principles

3	205	*	3.7	*	*	90.7
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Studio Art: 2-D Design Portfolio

2	152	*	3.0	*	*	65.1
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Studio Art: Drawing Portfolio

1	56	*	4.2	*	*	89.3
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