

DATA PACKET

for 2015-16 planning

Evaluation & Assessment
Office of Institutional Research

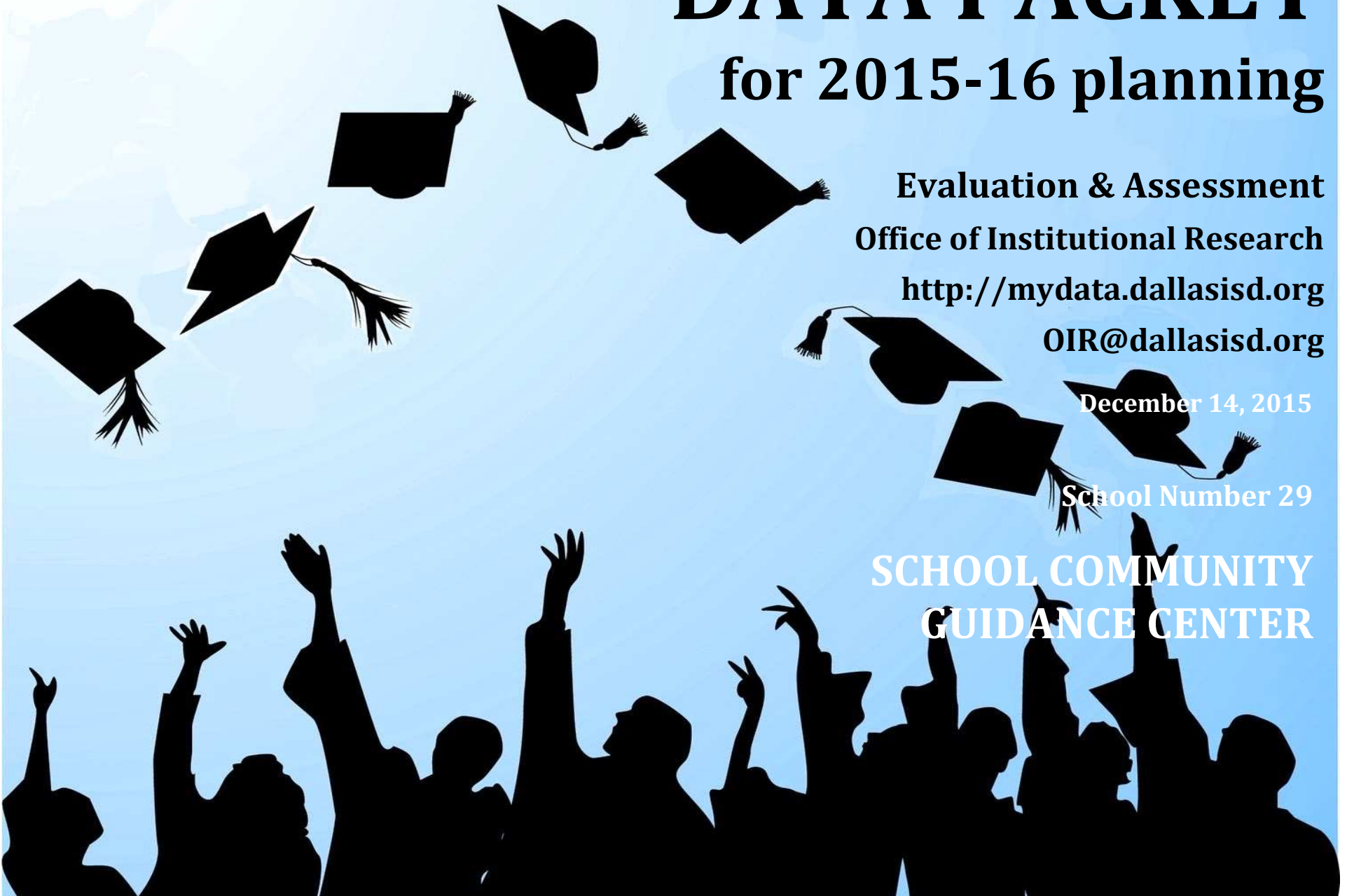
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December 14, 2015

School Number 29

SCHOOL COMMUNITY
GUIDANCE CENTER



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2014-15 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- “New” students were new to the district in 2014-15. They are counted as new if not enrolled in a district campus before the last day of the 2013-14 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 2013-14 and 2014-15.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar, but is typically around 130 days.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the year prior” and denominator “# of

teachers assigned to the school for the prior year.” That is, the retention rate is the percentage of the prior year's teachers who continued at the school.

- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- 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 school year by The College Board and ACT, Inc. A student takes the SAT or ACT at the time and location of her choice, and she may take either test multiple times. If a student has results from multiple administrations, only the latest is used.
- SAT scores range from 200 to 800. ACT scores range from 0 to 36.
- SAT College and Career Readiness Benchmarks are the same for each subject (critical reading, mathematics, and writing): 500. The SAT benchmark indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college. ACT's College Readiness Benchmarks are the minimum scores that indicate 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. The ACT benchmarks are available for four subject-area tests. They are English: 18, reading: 21, mathematics: 22, and science: 24.
- PSAT scores range from 20 to 80. PSAT is administered once each year in October. 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. (Students' scores will be used in multiple statistics if they took the PSAT in multiple years.)
- PSAT/NMSQT College and Career Readiness Benchmarks are the scores associated with a 65 percent likelihood of achieving a B- first-year college GPA. The College Board has determined PSAT benchmark scores separately for grades 10 and 11 in each subject. For grade 10, the benchmarks are critical reading: 42, mathematics: 44, writing: 42. For grade 11, the benchmarks are critical reading: 45, mathematics: 47, writing: 45. There are no benchmarks for grade 9.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP results account for a portion of students' final semester grades (10% and 15% respectively). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in data 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 percent is required to pass an ACP. A course mark of at least 70 percent is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
9	51
10	33
11	15
12	1
ALL	100

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	44	44.0	21	75.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	1.0	*	*
Hispanic	49	49.0	2	7.1
White	4	4.0	3	10.7
Multiple	2	2.0	0	0.0
Other* (teachers only)	—	—	2	7.1
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	100	100.0
Economically disadvantaged	85	85.0
Limited English proficient (LEP)	18	18.0
Special education	17	17.0
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	2013	62	32	51.6	0	0.0	0	0.0	29	46.8	1	1.6	0	0.0
	2014	54	25	46.3	0	0.0	0	0.0	24	44.4	3	5.6	2	3.7
	2015	51	25	49.0	0	0.0	1	2.0	23	45.1	1	2.0	1	2.0
10	2013	23	10	43.5	0	0.0	0	0.0	12	52.2	1	4.3	0	0.0
	2014	29	11	37.9	0	0.0	0	0.0	16	55.2	2	6.9	0	0.0
	2015	33	14	42.4	0	0.0	0	0.0	16	48.5	2	6.1	1	3.0
11	2013	17	9	52.9	0	0.0	0	0.0	7	41.2	1	5.9	0	0.0
	2014	18	6	33.3	0	0.0	0	0.0	11	61.1	1	5.6	0	0.0
	2015	15	4	26.7	0	0.0	0	0.0	10	66.7	1	6.7	0	0.0
12	2013	2	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0
	2014	2	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0
	2015	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9-12	2013	104	52	50.0	0	0.0	0	0.0	49	47.1	3	2.9	0	0.0
	2014	103	42	40.8	0	0.0	0	0.0	53	51.5	6	5.8	2	1.9
	2015	100	44	44.0	0	0.0	1	1.0	49	49.0	4	4.0	2	2.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	2013	62	56	90.3	16	25.8	17	27.4	62	100.0	0	0.0	2	3.2	88.7	11.3	24.2
	2014	54	44	81.5	7	13.0	8	14.8	54	100.0	0	0.0	6	11.1	87.0	13.0	22.2
	2015	51	47	92.2	12	23.5	5	9.8	51	100.0	0	0.0	4	7.8	86.3	13.7	21.6
10	2013	23	17	73.9	6	26.1	5	21.7	23	100.0	0	0.0	3	13.0	78.3	21.7	4.3
	2014	29	24	82.8	5	17.2	5	17.2	29	100.0	0	0.0	7	24.1	72.4	27.6	13.8
	2015	33	25	75.8	4	12.1	8	24.2	33	100.0	0	0.0	2	6.1	72.7	27.3	3.0
11	2013	17	14	82.4	1	5.9	2	11.8	17	100.0	0	0.0	0	0.0	82.4	17.6	5.9
	2014	18	15	83.3	4	22.2	3	16.7	18	100.0	0	0.0	2	11.1	83.3	16.7	22.2
	2015	15	12	80.0	2	13.3	3	20.0	15	100.0	0	0.0	2	13.3	66.7	33.3	6.7
12	2013	2	2	100.0	1	50.0	1	50.0	2	100.0	0	0.0	0	0.0	100.0	0.0	0.0
	2014	2	2	100.0	1	50.0	1	50.0	2	100.0	0	0.0	0	0.0	50.0	50.0	0.0
	2015	1	1	100.0	0	0.0	1	100.0	1	100.0	0	0.0	0	0.0	100.0	0.0	0.0
9-12	2013	104	89	85.6	24	23.1	25	24.0	104	100.0	0	0.0	5	4.8	85.6	14.4	16.3
	2014	103	85	82.5	17	16.5	17	16.5	103	100.0	0	0.0	15	14.6	81.6	18.4	19.4
	2015	100	85	85.0	18	18.0	17	17.0	100	100.0	0	0.0	8	8.0	79.0	21.0	13.0

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	2013	16	11,129	10	61.9	10,482	94.2	507	100.0	28.3	0	9,408	0.0	84.5
	2014	57	10,855	39	68.1	10,244	94.4	353	100.0	25.4	0	9,137	0.0	84.2
	2015	52	11,577	32	61.5	10,921	94.3	349	100.0	24.5	0	9,789	0.0	84.6
10	2013	9	9,329	7	76.1	8,810	94.4	260	100.0	20.5	0	8,101	0.0	86.8
	2014	34	9,895	26	77.8	9,365	94.6	234	100.0	17.5	0	8,683	0.0	87.7
	2015	34	9,928	23	68.2	9,383	94.5	272	100.0	18.1	0	8,616	0.0	86.8
11	2013	6	8,442	4	71.3	7,940	94.1	185	100.0	18.9	0	7,454	0.0	88.3
	2014	20	8,457	15	75.9	8,002	94.6	139	100.0	14.7	0	7,577	0.0	89.6
	2015	19	8,742	14	74.2	8,258	94.5	174	100.0	14.6	0	7,728	0.0	88.4
12	2013	4	8,460	3	86.2	7,915	93.6	125	100.0	14.4	0	7,456	0.0	88.1
	2014	12	8,059	10	79.2	7,576	94.0	103	100.0	6.0	0	7,152	0.0	88.7
	2015	11	8,362	9	81.9	7,893	94.4	131	100.0	14.2	0	7,395	0.0	88.4
9-12	2013	35	37,360	24	69.6	35,147	94.1	1,077	100.0	21.1	0	32,419	0.0	86.8
	2014	124	37,266	90	73.1	35,187	94.4	829	100.0	16.7	0	32,549	0.0	87.3
	2015	117	38,609	79	67.5	36,456	94.4	926	100.0	18.4	0	33,528	0.0	86.8

*Prior-year statistics were recomputed to reflect current attendance requirements.

Teachers: 28

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	21	75.0
Hispanic	2	7.1
White	3	10.7
Multiple	0	0.0
Other	2	7.1

Gender	Number	Percentage
Female	17	60.7
Male	11	39.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2012-13	5.9	75.0
2013-14	8.4	88.0
2014-15	7.2	92.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	3	10.7
2	0	0.0
3	2	7.1
4	2	7.1
5	0	0.0
1-3	5	17.9
More than 3	23	82.1
1 - 5	7	25.0
6 - 10	4	14.3
11 - 20	8	28.6
More than 20	9	32.1

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2014		Level 2 in 2014		Level 3 in 2014		Levels 1-3 in 2014	
	Number Tested Both Years	Percentage Improved in 2015	Number Tested Both Years	Percentage Improved in 2015	Number Tested Both Years	Percentage Improved in 2015	Number Tested Both Years	Percentage Improved in 2015
11	0		1	*	0		1	*
12	0		1	*	0		1	*
ALL	0		2	*	0		2	*

PERCENTAGE PROFICIENCY LEVELS

Grade	Number Tested	Level 1 in 2015		Level 2 in 2015		Level 3 in 2015		Level 4 in 2015		Level 5 in 2015		Level 6 in 2015	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
9	1	*	*										
ALL	1	*	*										

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	Critical Reading	2012-13		55.4													4,640	416	19.5
		2013-14		53.0													4,195	418	20.7
		2014-15	100.0	88.3	1	*	*	1	*	*						7,084	388	14.8	
	Mathematics	2012-13		55.4													4,640	445	29.1
		2013-14		53.0													4,195	440	27.4
		2014-15	100.0	88.3	1	*	*	1	*	*						7,084	419	20.4	
	Writing	2012-13		55.4													4,640	406	16.1
		2013-14		53.0													4,195	411	16.8
		2014-15	100.0	88.3	1	*	*	1	*	*						7,084	392	12.6	
ACT	English	2012-13		29.3													2,452	16	34.1
		2013-14		42.1													3,328	15	29.3
		2014-15	100.0	86.6	1	11	*	1	*	*						6,946	14	25.1	
	Mathematics	2012-13		29.3													2,452	19	24.4
		2013-14		42.1													3,328	18	21.8
		2014-15	100.0	86.6	1	13	*	1	*	*						6,946	17	14.9	
	Reading	2012-13		29.3													2,452	17	26.5
		2013-14		42.1													3,328	17	17.4
		2014-15	100.0	86.6	1	16	*	1	*	*						6,946	16	14.9	
	Science	2012-13		29.3													2,452	18	12.7
		2013-14		42.1													3,328	18	12.8
		2014-15	100.0	86.6	1	12	*	1	*	*						6,946	17	12.4	
	Composite	2012-13		29.3													2,452	18	-
		2013-14		42.1													3,328	17	-
		2014-15	100.0	86.6	1	13	-	1	*	-						6,946	16	-	

*See the NOTES report for information about 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	Critical Reading	2012	3	*		0			3	*		0			0			1,924	39	
		2013	6	30		1	*		5	*		0			0			1,788	39	
		2014	2	*		1	*		1	*		0			0			2,423	38	
	Mathematics	2012	3	*		0			3	*		0			0			1,924	40	
		2013	6	34		1	*		5	*		0			0			1,788	40	
		2014	2	*		1	*		1	*		0			0			2,423	39	
	Writing	2012	3	*		0			3	*		0			0			1,924	39	
		2013	6	28		1	*		5	*		0			0			1,788	39	
		2014	2	*		1	*		1	*		0			0			2,423	36	
10	Critical Reading	2012	6	35	16.7	4	*	*	2	*	*	0			0			8,427	37	23.1
		2013	12	31	0.0	8	30	0.0	4	*	*	0			0			8,855	36	23.3
		2014	11	29	0.0	2	*	*	9	30	0.0	0			0			8,669	36	23.6
	Mathematics	2012	6	33	0.0	4	*	*	2	*	*	0			0			8,427	38	24.5
		2013	12	33	8.3	8	32	0.0	4	*	*	0			0			8,855	37	19.5
		2014	11	31	0.0	2	*	*	9	30	0.0	0			0			8,669	39	28.3
	Writing	2012	6	28	0.0	4	*	*	2	*	*	0			0			8,427	37	23.7
		2013	12	32	0.0	8	33	0.0	4	*	*	0			0			8,855	36	21.0
		2014	11	28	9.1	2	*	*	9	28	11.1	0			0			8,669	34	18.4
11	Critical Reading	2012	2	*	*	1	*	*	1	*	*	0			0			4,007	41	27.4
		2013	3	*	*	1	*	*	2	*	*	0			0			3,787	42	32.8
		2014	1	*	*	1	*	*	0			0			0			3,320	41	33.1
	Mathematics	2012	2	*	*	1	*	*	1	*	*	0			0			4,007	43	33.0
		2013	3	*	*	1	*	*	2	*	*	0			0			3,787	44	33.1
		2014	1	*	*	1	*	*	0			0			0			3,320	44	38.4
	Writing	2012	2	*	*	1	*	*	1	*	*	0			0			4,007	41	33.0
		2013	3	*	*	1	*	*	2	*	*	0			0			3,787	41	32.5
		2014	1	*	*	1	*	*	0			0			0			3,320	40	31.6

*See the NOTES report for information about college readiness benchmarks set by The College Board for PSAT

SEMESTER 1 TESTS

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

ALGEBRA I

19	41.5	64.9	61.3	61.0	31.6	43.8	43.2	80.7
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ALGEBRA II

19	32.0	64.2	69.4	70.3	26.3	61.1	52.7	84.5
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BIOLOGY

21	44.5	66.7	60.1	59.0	52.4	22.2	68.9	81.9
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CHEMISTRY

22	27.4	58.1	66.1	67.5	4.5	55.6	50.3	82.6
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CHEMISTRY PRE-AP

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ECONOMICS

5	*	*	*	*	*	*	71.8	*
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ECONOMICS (SEM 2)

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ENGLISH I

20	46.0	64.0	67.3	67.9	40.0	43.8	55.2	84.6
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ENGLISH I PRE-AP

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ENGLISH II

29	44.3	67.2	68.7	68.8	41.4	58.3	59.3	84.9
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ENGLISH II PRE-AP

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SEMESTER 2 TESTS

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

ALGEBRA I

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ALGEBRA II

5	*	*	*	*	*	*	59.8	*
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BIOLOGY

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CHEMISTRY

18	37.9	62.0	73.7	75.4	27.8	66.7	62.5	79.9
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CHEMISTRY PRE-AP

1	*	*	*	*	*	*	70.8	*
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ECONOMICS

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ECONOMICS (SEM 2)

1	*	*	*	*	*	*	50.0	*
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ENGLISH I

24	52.7	64.5	66.0	66.3	37.5	40.9	62.8	82.5
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ENGLISH I PRE-AP

1	*	*	*	*	*	*	81.8	*
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ENGLISH II

20	55.8	65.1	71.9	72.4	55.0	58.8	64.1	82.6
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ENGLISH II PRE-AP

1	*	*	*	*	*	*	74.3	*
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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 III

21	42.6	66.9	72.7	73.7	33.3	83.3	57.6	88.9
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ENGLISH IV

9	58.7	68.2	75.8	77.1	44.4	77.8	69.0	91.8
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GEOMETRY

22	33.0	64.7	65.8	65.9	22.7	42.1	56.7	87.3
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GEOMETRY PRE-AP

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GOVERNMENT

3	*	*	*	*	*	*	62.5	*
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GOVERNMENT (SEM 2)

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HS HEALTH EDUCATION

4	*	*	*	*	*	*	81.8	*
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HS HEALTH EDUCATION (SEM 2)

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MATHEMATICAL MODELS W/APPLICATIONS

6	28.6	62.4	73.0	75.0	0.0	66.7	47.4	86.2
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PHYSICS

23	40.5	60.3	62.1	62.2	4.3	26.3	44.7	81.4
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PRE-CALCULUS

5	*	*	*	*	*	*	51.9	*
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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

ENGLISH III

9	58.3	72.2	79.3	80.3	44.4	87.5	54.5	86.1
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ENGLISH IV

2	*	*	*	*	*	*	54.2	*
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GEOMETRY

20	33.4	67.2	74.8	75.9	30.0	70.6	59.3	85.2
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GEOMETRY PRE-AP

2	*	*	*	*	*	*	68.1	*
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GOVERNMENT

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GOVERNMENT (SEM 2)

1	*	*	*	*	*	*	53.9	*
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HS HEALTH EDUCATION

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HS HEALTH EDUCATION (SEM 2)

3	*	*	*	*	*	*	80.4	*
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MATHEMATICAL MODELS W/APPLICATIONS

5	*	*	*	*	*	*	53.0	*
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PHYSICS

10	42.9	65.7	72.9	74.2	40.0	70.0	61.8	82.8
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PRE-CALCULUS

2	*	*	*	*	*	*	52.6	*
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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

SPANISH FOR NATIVE SPEAKERS I

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SPANISH FOR NATIVE SPEAKERS II

1	*	*	*	*	*	*	68.6	*	
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SPANISH I

16	70.1	74.4	74.2	73.6	68.8	76.9	78.1	92.4	
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SPANISH II

13	40.6	49.1	67.0	70.1	23.1	40.0	75.3	93.3	
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U.S. HISTORY

26	45.4	58.0	68.5	70.2	19.2	61.9	57.1	83.8	
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WORLD GEOGRAPHY

14	41.0	64.6	63.4	62.9	35.7	41.7	53.1	87.9	
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WORLD HISTORY

27	40.2	60.1	68.4	69.8	14.8	66.7	53.3	88.7	
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WORLD HISTORY PRE-AP

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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

SPANISH FOR NATIVE SPEAKERS I

1	*	*	*	*	*		81.0	*	
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SPANISH FOR NATIVE SPEAKERS II

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SPANISH I

19	66.0	77.3	75.1	74.4	63.2	76.5	80.6	90.7	
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SPANISH II

9	62.6	75.1	79.0	79.5	66.7	85.7	82.2	92.2	
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U.S. HISTORY

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WORLD GEOGRAPHY

21	43.9	66.3	67.9	68.1	28.6	47.4	58.5	87.2	
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WORLD HISTORY

25	43.4	62.3	68.1	68.9	32.0	47.6	57.2	88.4	
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WORLD HISTORY PRE-AP

1	*	*	*	*	*	*	69.1	*	
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