

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 1

August 14, 2017

BRYAN ADAMS 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	601
10	528
11	405
12	406
ALL	1,940

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	242	12.5	30	22.4
American Indian/Alaska Native	6	0.3	*	*
Asian/Hawaiian/Pacific Islander	48	2.5	*	*
Hispanic	1,538	79.3	30	22.4
White	96	4.9	63	47.0
Multiple	10	0.5	6	4.5
Other* (teachers only)	—	—	5	3.7
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	1,273	65.6
Economically disadvantaged	1,723	88.8
Limited English proficient (LEP)	646	33.3
Special education	189	9.7
Talented and Gifted (TAG)	187	9.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2015	608	102	16.8	3	0.5	19	3.1	459	75.5	25	4.1	0	0.0
	2016	589	87	14.8	3	0.5	19	3.2	443	75.2	36	6.1	1	0.2
	2017	601	73	12.1	0	0.0	6	1.0	489	81.4	29	4.8	4	0.7
10	2015	473	62	13.1	2	0.4	9	1.9	375	79.3	23	4.9	2	0.4
	2016	466	68	14.6	3	0.6	18	3.9	356	76.4	19	4.1	2	0.4
	2017	528	76	14.4	2	0.4	18	3.4	403	76.3	28	5.3	1	0.2
11	2015	393	47	12.0	3	0.8	11	2.8	312	79.4	17	4.3	2	0.5
	2016	406	44	10.8	1	0.2	8	2.0	328	80.8	22	5.4	3	0.7
	2017	405	51	12.6	3	0.7	17	4.2	315	77.8	18	4.4	1	0.2
12	2015	390	69	17.7	1	0.3	7	1.8	294	75.4	19	4.9	0	0.0
	2016	395	44	11.1	2	0.5	11	2.8	314	79.5	22	5.6	1	0.3
	2017	406	42	10.3	1	0.2	7	1.7	331	81.5	21	5.2	4	1.0
9-12	2015	1,864	280	15.0	9	0.5	46	2.5	1,440	77.3	84	4.5	4	0.2
	2016	1,856	243	13.1	9	0.5	56	3.0	1,441	77.6	99	5.3	7	0.4
	2017	1,940	242	12.5	6	0.3	48	2.5	1,538	79.3	96	4.9	10	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	608	529	87.0	221	36.3	64	10.5	465	76.5	48	7.9	79	13.0	56.7	43.3	7.9
	2016	589	523	88.8	261	44.3	59	10.0	455	77.2	48	8.1	102	17.3	54.5	45.5	5.1
	2017	601	539	89.7	285	47.4	54	9.0	458	76.2	51	8.5	99	16.5	53.1	46.9	2.5
10	2015	473	409	86.5	114	24.1	44	9.3	317	67.0	50	10.6	37	7.8	51.4	48.6	4.2
	2016	466	418	89.7	155	33.3	46	9.9	320	68.7	45	9.7	27	5.8	55.8	44.2	1.5
	2017	528	461	87.3	182	34.5	57	10.8	377	71.4	51	9.7	44	8.3	56.1	43.9	3.6
11	2015	393	353	89.8	102	26.0	39	9.9	298	75.8	27	6.9	21	5.3	51.9	48.1	1.0
	2016	406	360	88.7	91	22.4	30	7.4	224	55.2	53	13.1	23	5.7	51.5	48.5	0.0
	2017	405	365	90.1	96	23.7	38	9.4	247	61.0	36	8.9	24	5.9	54.6	45.4	0.2
12	2015	390	335	85.9	77	19.7	43	11.0	293	75.1	30	7.7	11	2.8	47.4	52.6	3.1
	2016	395	353	89.4	108	27.3	53	13.4	242	61.3	23	5.8	10	2.5	52.2	47.8	5.1
	2017	406	358	88.2	83	20.4	40	9.9	191	47.0	49	12.1	12	3.0	51.2	48.8	2.0
9-12	2015	1,864	1,626	87.2	514	27.6	190	10.2	1,373	73.7	155	8.3	148	7.9	52.4	47.6	4.5
	2016	1,856	1,654	89.1	615	33.1	188	10.1	1,241	66.9	169	9.1	162	8.7	53.7	46.3	3.1
	2017	1,940	1,723	88.8	646	33.3	189	9.7	1,273	65.6	187	9.6	179	9.2	53.8	46.2	2.2

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	620	11,577	587	94.7	10,921	94.3	132	21.3	24.5	538	9,789	86.8	84.6
	2016	605	11,813	576	95.2	11,053	93.6	124	20.5	26.2	514	9,913	85.0	83.9
	2017	617	11,759	592	95.9	10,936	93.0	138	22.4	25.7	557	9,766	90.3	83.1
10	2015	495	9,928	471	95.1	9,383	94.5	49	9.9	18.1	442	8,616	89.2	86.8
	2016	485	10,202	463	95.4	9,595	94.1	45	9.3	19.4	434	8,845	89.5	86.7
	2017	536	10,329	512	95.4	9,713	94.0	85	15.9	16.3	488	9,045	91.0	87.6
11	2015	404	8,742	382	94.6	8,258	94.5	42	10.4	14.6	355	7,728	87.9	88.4
	2016	416	8,384	400	96.2	7,906	94.3	42	10.1	16.9	388	7,400	93.2	88.3
	2017	419	8,543	397	94.8	8,088	94.7	41	9.8	13.7	384	7,756	91.6	90.8
12	2015	395	8,362	373	94.5	7,893	94.4	28	7.1	14.2	356	7,395	90.2	88.4
	2016	391	8,426	375	96.1	7,965	94.5	5	1.3	10.2	367	7,523	93.9	89.3
	2017	406	8,197	389	95.9	7,762	94.7	10	2.5	6.4	386	7,365	95.2	89.8
9-12	2015	1,914	38,609	1,813	94.7	36,456	94.4	251	13.1	18.4	1,691	33,528	88.3	86.8
	2016	1,897	38,826	1,814	95.7	36,519	94.1	216	11.4	18.9	1,703	33,681	89.8	86.7
	2017	1,978	38,829	1,890	95.5	36,498	94.0	274	13.9	16.5	1,815	33,932	91.8	87.4

Teachers: 134

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	30	22.4
Hispanic	30	22.4
White	63	47.0
Multiple	6	4.5
Other	5	3.7

Gender	Number	Percentage
Female	64	47.8
Male	70	52.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	6.6	62.6
2015-16	5.3	59.7
2016-17	5.8	75.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	20	14.9
1	13	9.7
2	17	12.7
3	10	7.5
4	6	4.5
5	1	0.7
1-3	40	29.9
More than 3	74	55.2
1 - 5	47	35.1
6 - 10	25	18.7
11 - 20	29	21.6
More than 20	13	9.7

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	60.9	48.9	55.3	55.8	7.1	32.9	42.7		50.8	58.0	54.0	56.8
	2016	77.4	48.3	56.5	58.5	8.7	34.7	45.0		47.2	66.0	55.7	57.6
	2017	66.7	49.3	61.9	64.2	13.3	42.5	50.3		54.1	67.6	60.4	58.7
Tests Taken	2015	23	90	423	448	42	210	415		307	250	557	11,241
	2016	31	89	418	436	46	248	433		305	253	558	10,771
	2017	27	71	483	478	45	287	449		318	275	593	11,092
ENGLISH II	2015	72.0	51.6	59.2	57.2	8.5	20.0	42.6		55.7	60.8	58.2	58.4
	2016	66.7	52.2	59.1	57.7	9.1	30.8	43.7	*	51.1	65.6	57.5	57.8
	2017	84.6	50.0	55.8	57.0	17.0	25.8	41.8		48.7	65.8	56.6	60.3
Tests Taken	2015	25	62	412	409	47	135	359		262	250	512	9,583
	2016	18	69	364	395	33	159	327	1	266	209	475	9,550
	2017	26	74	394	419	47	178	364		277	234	511	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	9	46	189	198	39	141	238		151	105	256	4,851
	2016	7	46	182	181	42	162	238		161	86	247	4,569
	2017	9	36	184	171	39	165	223		146	89	235	4,577
Tests Taken	2015	23	90	423	448	42	210	415		307	250	557	11,241
	2016	31	89	418	436	46	248	433		305	253	558	10,771
	2017	27	71	483	478	45	287	449		318	275	593	11,092
ENGLISH II	2015	7	30	168	175	43	108	206		116	98	214	3,986
	2016	6	33	149	167	30	110	184	*	130	72	202	4,028
	2017	4	37	174	180	39	132	212		142	80	222	3,895
Tests Taken	2015	25	62	412	409	47	135	359		262	250	512	9,583
	2016	18	69	364	395	33	159	327	1	266	209	475	9,550
	2017	26	74	394	419	47	178	364		277	234	511	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	47.8	32.2	32.6	34.6	2.4	15.2	19.3		29.0	38.0	33.0	35.3
	2016	67.7	31.5	36.4	38.5	6.5	14.1	25.2		28.5	47.8	37.3	38.3
	2017	66.7	29.6	41.6	42.9	4.4	21.6	26.9		36.8	46.5	41.3	41.2
Tests Taken	2015	23	90	423	448	42	210	415		307	250	557	11,241
	2016	31	89	418	436	46	248	433		305	253	558	10,771
	2017	27	71	483	478	45	287	449		318	275	593	11,092
ENGLISH II	2015	60.0	22.6	33.7	31.3	4.3	6.7	17.3		31.7	35.6	33.6	35.2
	2016	61.1	30.4	34.1	34.2	0.0	14.5	18.3	*	29.7	40.7	34.5	36.9
	2017	65.4	28.4	35.8	36.5	8.5	11.2	20.1		32.1	41.5	36.4	42.1
Tests Taken	2015	25	62	412	409	47	135	359		262	250	512	9,583
	2016	18	69	364	395	33	159	327	1	266	209	475	9,550
	2017	26	74	394	419	47	178	364		277	234	511	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	8.7	2.2	2.8	2.9	0.0	0.5	0.5		2.0	4.8	3.2	4.9
	2016	12.9	0.0	3.1	2.5	0.0	0.4	0.7		2.0	4.3	3.0	5.1
	2017	11.1	1.4	2.7	2.7	0.0	0.3	0.7		1.9	4.4	3.0	6.3
Tests Taken	2015	23	90	423	448	42	210	415		307	250	557	11,241
	2016	31	89	418	436	46	248	433		305	253	558	10,771
	2017	27	71	483	478	45	287	449		318	275	593	11,092
ENGLISH II	2015	8.0	0.0	1.5	2.0	0.0	0.0	0.3		0.8	2.4	1.6	2.5
	2016	5.6	1.4	3.3	2.8	0.0	0.0	0.3	*	3.0	3.3	3.2	4.4
	2017	11.5	0.0	1.0	1.0	0.0	1.1	0.5		0.7	2.1	1.4	4.9
Tests Taken	2015	25	62	412	409	47	135	359		262	250	512	9,583
	2016	18	69	364	395	33	159	327	1	266	209	475	9,550
	2017	26	74	394	419	47	178	364		277	234	511	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	60.3	1.3	1.2	58.4	61.6	4.2	61.9	57.8
2016	58.4	1.4	1.3	49.9	61.3	3.7	62.8	61.9
2017	64.8	–	–	59.1	62.4	4.1	63.6	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	72.3	1.3	1.3	60.8	65.9	4.4	60.1	64.4
2016	64.9	1.4	1.4	70.0	56.8	4.0	68.1	57.3
2017	61.4	–	–	58.5	58.9	4.3	66.6	66.4

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	72.2	56.1	71.1	71.6	9.5	61.9	64.9	*	64.3	71.5	67.5	76.0
	2016	72.2	66.7	70.4	75.0	28.9	61.5	66.6		65.0	74.9	69.7	77.7
	2017	65.4	70.8	81.4	80.3	48.9	73.2	76.6		73.9	85.2	79.2	83.5
Tests Taken	2015	18	82	367	387	42	202	380	1	272	214	486	10,617
	2016	18	72	348	360	38	221	380		240	215	455	10,526
	2017	26	65	409	406	45	261	410		272	237	509	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	5	36	106	110	38	77	137	*	97	61	158	2,546
	2016	5	24	103	90	27	85	127		84	54	138	2,345
	2017	9	19	76	80	23	70	96		71	35	106	1,692
Tests Taken	2015	18	82	367	387	42	202	380	1	272	214	486	10,617
	2016	18	72	348	360	38	221	380		240	215	455	10,526
	2017	26	65	409	406	45	261	410		272	237	509	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	11.1	12.2	19.1	17.8	0.0	11.4	12.6	*	17.3	17.3	17.3	33.8
	2016	27.8	12.5	26.7	26.4	5.3	19.5	19.2		20.4	29.8	24.8	43.0
	2017	30.8	24.6	35.5	34.2	4.4	25.7	27.8		26.8	41.4	33.6	47.9
Tests Taken	2015	18	82	367	387	42	202	390	1	272	214	486	10,617
	2016	18	72	348	360	38	221	380		240	215	455	10,526
	2017	26	65	409	406	45	261	410		272	237	509	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	0.0	2.4	3.8	3.6	0.0	3.0	2.1	*	2.6	4.2	3.3	14.2
	2016	0.0	4.2	6.6	7.2	0.0	5.0	4.5		6.7	6.5	6.6	19.7
	2017	11.5	3.1	10.3	9.9	2.2	5.7	5.9		7.4	11.8	9.4	23.1
Tests Taken	2015	18	82	367	387	42	202	390	1	272	214	486	10,617
	2016	18	72	348	360	38	221	380		240	215	455	10,526
	2017	26	65	409	406	45	261	410		272	237	509	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	46.7	51.4	44.6	41.9	39.9
2016	45.1	52.1	44.4	56.5	53.0
2017	48.9	51.4	56.5	56.3	57.9

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	84.2	87.2	92.3	91.4	50.0	86.7	88.1		89.1	92.6	90.7	87.6
	2016	90.3	86.6	85.7	88.1	41.5	74.8	82.0		81.0	90.1	85.2	84.9
	2017	81.5	80.0	92.0	91.8	52.1	89.7	88.0		89.8	90.7	90.2	86.4
Tests Taken	2015	19	86	402	443	44	188	388		294	231	525	10,227
	2016	31	82	398	429	41	226	405		290	242	532	9,680
	2017	27	65	465	476	48	262	426		303	268	571	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	3	11	31	38	22	25	46		32	17	49	1,270
	2016	3	11	57	51	24	57	73		55	24	79	1,466
	2017	5	13	37	39	23	27	51		31	25	56	1,310
Tests Taken	2015	19	86	402	443	44	188	388		294	231	525	10,227
	2016	31	82	398	429	41	226	405		290	242	532	9,680
	2017	27	65	465	476	48	262	426		303	268	571	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	57.9	44.2	50.5	48.8	4.5	33.5	36.6		48.3	50.2	49.1	46.1
	2016	74.2	51.2	50.5	50.8	7.3	31.4	40.2		48.3	55.8	51.7	50.6
	2017	70.4	53.8	55.1	55.5	8.3	39.7	44.1		51.5	60.1	55.5	54.0
Tests Taken	2015	19	86	402	443	44	188	388		294	231	525	10,227
	2016	31	82	398	429	41	226	405		290	242	532	9,680
	2017	27	65	465	476	48	262	426		303	268	571	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	31.6	7.0	11.2	9.9	0.0	6.4	4.9		9.9	13.0	11.2	10.9
	2016	38.7	6.1	11.6	9.8	2.4	4.0	4.9		13.4	10.7	12.2	13.2
	2017	18.5	9.2	15.5	15.3	0.0	8.0	6.6		13.2	17.2	15.1	15.1
Tests Taken	2015	19	86	402	443	44	188	388		294	231	525	10,227
	2016	31	82	398	429	41	226	405		290	242	532	9,680
	2017	27	65	465	476	48	262	426		303	268	571	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	57.2	62.8	58.2	53.7	63.4
2016	59.5	59.0	60.5	55.2	63.8
2017	61.1	65.2	60.0	58.3	67.3

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	93.3	81.5	92.7	90.0	69.4	84.3	88.7		94.2	87.6	91.0	89.5
	2016	100.0	88.9	91.5	91.7	53.6	72.7	85.3		90.2	92.4	91.2	91.5
	2017	88.9	89.6	96.3	94.6	74.2	84.3	91.5		94.3	94.5	94.4	92.8
Tests Taken	2015	15	54	315	341	36	102	309		206	194	400	8,635
	2016	24	45	353	360	28	110	251		224	210	434	9,316
	2017	18	48	325	353	31	102	258		230	181	411	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	1	10	23	34	11	16	35		12	24	36	907
	2016	0	5	30	30	13	30	37		22	16	38	795
	2017	2	5	12	19	8	16	22		13	10	23	593
Tests Taken	2015	15	54	315	341	36	102	309		206	194	400	8,635
	2016	24	45	353	360	28	110	251		224	210	434	9,316
	2017	18	48	325	353	31	102	258		230	181	411	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	73.3	46.3	55.6	53.4	19.4	35.3	46.3		65.0	44.8	55.3	55.3
	2016	91.7	55.6	70.5	68.6	32.1	42.7	55.8		77.7	60.5	69.4	63.2
	2017	83.3	52.1	66.5	64.0	25.8	37.3	51.6		67.4	61.3	64.7	65.2
Tests Taken	2015	15	54	315	341	36	102	309		206	194	400	8,635
	2016	24	45	353	360	28	110	251		224	210	434	9,316
	2017	18	48	325	353	31	102	258		230	181	411	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	40.0	14.8	16.8	16.4	2.8	7.8	11.0		26.7	7.2	17.3	19.6
	2016	58.3	24.4	28.3	27.5	7.1	12.7	17.1		38.4	19.0	29.0	26.5
	2017	66.7	29.2	28.6	28.0	6.5	16.7	18.6		33.9	25.4	30.2	30.8
Tests Taken	2015	15	54	315	341	36	102	309		206	194	400	8,635
	2016	24	45	353	360	28	110	251		224	210	434	9,316
	2017	18	48	325	353	31	102	258		230	181	411	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	65.1	62.0	51.2	68.1
2016	68.7	71.1	69.9	70.9
2017	69.5	65.1	65.0	71.1

PERFORMANCE IN 2017

Grade 2016-17	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (299)	Beginning	40	13.4	42	14.0	42	14.0	44	15.7	34	12.1
	Intermediate	11	3.7	19	6.4	30	10.0	61	21.7	32	11.4
	Advanced	53	17.7	77	25.8	90	30.1	122	43.4	103	36.7
	Advanced High	195	65.2	161	53.8	137	45.8	54	19.2	112	39.9
10 (187)	Beginning	3	1.6	6	3.2	7	3.7	18	10.9	6	3.6
	Intermediate	19	10.2	22	11.8	45	24.1	48	29.1	27	16.4
	Advanced	67	35.8	64	34.2	72	38.5	85	51.5	82	49.7
	Advanced High	98	52.4	95	50.8	63	33.7	14	8.5	50	30.3
11 (96)	Beginning	1	1.0	1	1.0	0	0.0	5	5.7	1	1.1
	Intermediate	9	9.4	9	9.4	8	8.3	20	22.7	8	9.1
	Advanced	51	53.1	53	55.2	63	65.6	48	54.5	55	62.5
	Advanced High	35	36.5	33	34.4	25	26.0	15	17.0	24	27.3
12 (76)	Beginning	0	0.0	1	1.3	3	3.9	4	5.7	2	2.9
	Intermediate	7	9.2	6	7.9	10	13.2	13	18.6	10	14.3
	Advanced	27	35.5	27	35.5	33	43.4	37	52.9	28	40.0
	Advanced High	42	55.3	42	55.3	30	39.5	16	22.9	30	42.9
ALL (658)	Beginning	44	6.7	50	7.6	52	7.9	71	11.8	43	7.1
	Intermediate	46	7.0	56	8.5	93	14.1	142	23.5	77	12.7
	Advanced	198	30.1	221	33.6	258	39.2	292	48.3	268	44.4
	Advanced High	370	56.2	331	50.3	255	38.8	99	16.4	216	35.8

**PROGRESSION FROM
2016 TO 2017**

Number Rated Both Years	2017 Level	2016 Level			
		Beg	Int	Adv	Adv High
218 126 (57.8%)	Beginning	2			
	Intermediate	4	18		
	Advanced	1	18	72	
	Advanced High	0	5	98	
150 59 (39.3%)	Beginning	3			
	Intermediate	2	24		
	Advanced	4	10	64	
	Advanced High	0	1	42	
82 26 (31.7%)	Beginning	1			
	Intermediate	0	8		
	Advanced	0	5	47	
	Advanced High	0	0	21	
65 30 (46.2%)	Beginning	2			
	Intermediate	0	9		
	Advanced	0	2	24	
	Advanced High	0	0	28	
515 241 (46.8%)	Beginning	8			
	Intermediate	6	59		
	Advanced	5	35	207	
	Advanced High	0	6	189	

 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	170	78	45.9	52	30.6	36	21.2					*	*
10	114	32	28.1	51	44.7	24	21.1					7	6.1
11	60	17	28.3	19	31.7	17	28.3					7	11.7
12	45	10	22.2	19	42.2	15	33.3					*	*
ALL	389	137	35.2	141	36.2	92	23.7					19	4.9

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

481	51.6	69.1	80.2	82.2	50.5	85.9	51.6	81.8
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ALGEBRA II

357	47.2	64.8	74.7	76.4	37.5	90.2	49.5	85.9
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ALGEBRA II PRE-AP

83	46.3	67.8	78.9	80.9	42.2	88.0	68.9	92.8
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BIOLOGY

410	56.5	73.9	74.0	74.0	71.2	80.2	62.7	83.7
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BIOLOGY PRE-AP

168	63.4	77.1	79.1	79.4	80.4	93.5	67.8	93.2
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CHEMISTRY

379	39.9	68.9	76.4	77.7	44.6	82.6	45.5	82.4
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CHEMISTRY PRE-AP

123	56.5	73.4	83.4	85.2	63.4	96.7	75.7	96.2
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ECONOMICS

121	73.7	82.8	90.5	91.9	90.9	100.0	74.2	94.8
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ENGLISH I

368	63.6	71.3	75.5	76.2	61.7	83.2	59.1	81.9
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ENGLISH I FOR ESOL BEGINNER

32	42.6	71.3	84.0	86.3	43.8	96.9	46.3	84.1
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ALGEBRA I

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ALGEBRA II

279	42.2	70.1	76.7	77.9	50.2	84.2	67.7	87.6
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ALGEBRA II PRE-AP

78	47.3	70.7	79.3	80.9	55.1	87.2	73.4	93.5
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BIOLOGY

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BIOLOGY PRE-AP

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CHEMISTRY

338	42.3	70.1	74.3	75.0	53.3	73.1	57.1	81.6
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CHEMISTRY PRE-AP

117	54.9	70.6	80.1	81.9	59.0	92.3	71.6	95.0
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ECONOMICS

5	*	*	*	*	*	*	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

12	43.8	69.9	79.8	81.5	50.0	91.7	47.4	90.8
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ENGLISH I PRE-AP

159	73.3	75.7	84.4	86.0	71.1	97.5	75.1	94.7
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ENGLISH II

287	51.8	71.1	75.8	76.7	56.1	86.1	63.8	86.9
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ENGLISH II FOR ESOL INTERMEDIATE

29	36.0	66.3	77.9	80.0	31.0	79.3	48.5	89.2
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ENGLISH II PRE-AP

196	61.2	70.1	84.4	86.9	55.6	97.4	76.9	94.9
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ENGLISH III

290	59.0	72.6	78.3	79.2	67.6	95.5	66.3	90.4
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ENGLISH IV

233	70.0	75.6	81.0	81.9	77.3	95.3	73.3	90.9
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ENVIRONMENTAL SYSTEMS

15	64.2	78.1	89.5	91.5	80.0	100.0	73.1	93.0
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FRENCH I

83	56.4	73.9	80.7	81.9	60.2	90.4	63.3	87.7
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FRENCH II

115	65.7	72.9	78.5	79.5	58.3	80.9	60.5	89.6
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GEOMETRY

400	38.7	69.9	77.7	79.1	52.8	94.8	57.5	87.3
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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

242	56.1	70.1	76.4	77.5	55.0	85.1	57.8	87.1
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ENGLISH IV

2	*	*	*	*	*	*	53.0	*
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ENVIRONMENTAL SYSTEMS

3	*	*	*	*	*	*	51.9	*
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FRENCH I

78	53.4	73.1	79.1	80.1	55.1	82.1	62.7	85.7
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FRENCH II

105	54.5	71.0	79.1	80.5	50.5	84.8	65.5	92.6
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GEOMETRY

354	41.1	69.6	77.2	78.5	47.5	89.0	55.3	84.7
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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

GEOMETRY PRE-AP

98	45.9	72.0	81.5	83.1	63.3	100.0	66.2	92.6
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GOVERNMENT

104	62.8	70.7	84.1	86.4	53.8	96.9	68.7	91.7
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HS BAND: LISTENING AND MUSIC ELEMENTS

69	72.0	81.3	85.3	86.0	94.2	98.6	72.8	97.0
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HS HEALTH EDUCATION

184	64.6	75.9	84.0	85.5	67.9	98.4	79.9	95.8
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IPC

23	33.3	59.2	72.2	74.5	17.4	82.6	52.4	85.8
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PHYSICS

283	33.9	67.5	76.6	78.2	32.5	86.9	45.1	85.8
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PHYSICS PRE-AP

105	54.7	74.8	78.4	79.0	72.4	86.7	66.3	95.3
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PRE-CALCULUS

208	61.3	74.2	79.4	80.3	64.4	96.6	49.5	90.0
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PRE-CALCULUS PRE-AP

91	54.4	72.7	60.4	58.3	60.4	73.6	70.9	80.3
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SPANISH FOR NATIVE SPEAKERS I

200	54.9	72.4	83.4	85.3	61.5	96.5	63.3	89.4
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SPANISH FOR NATIVE SPEAKERS II

247	62.5	74.4	85.6	87.6	68.8	96.4	67.2	93.2
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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

GEOMETRY PRE-AP

96	57.6	74.5	81.0	82.2	68.8	93.8	71.7	92.7
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GOVERNMENT

6	63.7	71.3	81.8	83.7	66.7	100.0	61.1	86.5
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HS BAND: LISTENING AND MUSIC ELEMENTS

47	68.8	81.3	89.1	90.5	87.2	97.9	78.2	97.0
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HS HEALTH EDUCATION

190	66.4	77.1	83.6	84.7	75.8	93.7	82.1	95.2
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IPC

13	52.9	71.2	84.8	87.1	53.8	100.0	63.9	83.8
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PHYSICS

219	40.2	70.6	76.0	77.0	57.5	90.4	59.1	85.4
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PHYSICS PRE-AP

101	49.5	75.2	79.3	80.0	83.2	85.1	65.3	93.2
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PRE-CALCULUS

34	57.5	76.4	83.2	84.4	67.6	94.1	60.8	90.5
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PRE-CALCULUS PRE-AP

51	63.8	76.9	79.8	80.3	78.4	94.1	70.9	95.0
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SPANISH FOR NATIVE SPEAKERS I

174	61.7	74.5	84.7	86.5	70.1	92.0	75.3	87.5
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SPANISH FOR NATIVE SPEAKERS II

219	63.4	75.6	82.8	84.1	76.7	95.4	77.6	92.9
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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 I

182	78.4	85.3	79.9	78.9	86.8	94.0	78.0	92.9
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SPANISH II

335	67.5	73.6	83.1	84.8	61.8	91.0	76.9	93.4
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STUDIO ART I

273	63.8	78.3	84.0	85.0	84.6	95.2	71.1	93.5
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U.S. HISTORY

279	54.0	69.4	72.6	73.2	51.3	78.5	56.9	86.9
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WORLD GEOGRAPHY

390	50.7	71.5	78.5	79.7	59.5	94.9	56.7	88.1
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WORLD GEOGRAPHY PRE-AP

132	65.5	75.4	81.4	82.4	75.8	94.7	76.4	96.9
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WORLD HISTORY

337	52.1	69.4	76.7	78.0	49.9	91.7	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

SPANISH I

161	76.1	83.7	76.1	74.8	82.0	78.9	79.5	90.6
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SPANISH II

289	68.9	79.3	81.8	82.2	69.2	84.8	82.1	92.3
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STUDIO ART I

243	63.3	77.1	83.9	85.1	82.7	92.2	73.4	93.0
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U.S. HISTORY

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WORLD GEOGRAPHY

391	51.5	70.9	79.7	81.2	55.5	94.6	56.6	85.2
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WORLD GEOGRAPHY PRE-AP

127	66.2	76.9	82.8	83.8	74.0	92.9	79.2	93.4
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WORLD HISTORY

296	56.0	68.6	79.1	80.9	50.3	94.3	59.6	87.7
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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	87.1	89.1	344	412	22.4	37	389	16.2	277	413	21.3	16	456	50.0	7,259	440	31.7
		2016-17	89.7	88.8	364	459	42.6	34	451	29.4	303	458	41.9	18	506	72.2	7,109	461	41.0
	Mathematics	2014-15*																	
		2015-16	87.1	89.1	344	422	8.7	37	387	2.7	277	424	8.3	16	477	25.0	7,259	449	18.2
		2016-17	89.7	88.8	364	451	13.7	34	414	8.8	303	452	13.5	18	488	33.3	7,109	462	20.7
ACT	English	2014-15	77.9	85.3	304	13	15.8	54	13	20.4	230	12	13.5	13	16	30.8	6,839	15	25.4
		2015-16	83.5	84.1	330	12	14.5	36	12	5.6	263	12	13.7	16	17	50.0	6,849	14	22.8
		2016-17	90.4	86.0	367	14	19.1	35	14	14.3	307	14	17.6	16	18	56.3	6,885	15	25.3
	Mathematics	2014-15	77.9	85.3	304	16	3.6	54	16	3.7	230	15	2.6	13	18	15.4	6,839	17	15.1
		2015-16	83.5	84.1	330	16	7.3	36	14	0.0	263	16	6.5	16	19	31.3	6,849	17	16.0
		2016-17	90.4	86.0	367	17	10.6	35	16	5.7	307	17	8.8	16	20	50.0	6,885	18	16.7
	Reading	2014-15	77.9	85.3	304	14	6.3	54	15	7.4	230	13	4.3	13	20	30.8	6,839	16	15.1
		2015-16	83.5	84.1	330	15	8.5	36	14	5.6	263	15	7.6	16	18	31.3	6,849	16	17.0
		2016-17	90.4	86.0	367	16	11.7	35	16	8.6	307	16	11.4	16	19	25.0	6,885	17	17.6
	Science	2014-15	77.9	85.3	304	15	6.3	54	16	3.7	230	15	5.2	13	19	30.8	6,839	17	12.5
		2015-16	83.5	84.1	330	15	5.2	36	15	5.6	263	15	4.9	16	17	6.3	6,849	17	12.6
		2016-17	90.4	86.0	367	17	8.4	35	16	8.6	307	17	7.8	16	19	18.8	6,885	18	13.3
	Composite	2014-15	77.9	85.3	304	14	–	54	15	–	230	14	–	13	18	–	6,839	16	–
		2015-16	83.5	84.1	330	15	–	36	14	–	263	15	–	16	18	–	6,849	16	–
		2016-17	90.4	86.0	367	16	–	35	16	–	307	16	–	16	19	–	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	43	408	44.2	7	419	42.9	23	393	39.1	9	474	77.8	3	*	*	1,540	462	70.1
		2016	46	423	58.7	5	*	*	38	413	52.6	2	*	*	0			1,442	464	68.2
	Mathematics	2014*																		
		2015	43	417	30.2	7	404	28.6	23	410	26.1	9	457	55.6	3	*	*	1,540	456	54.3
		2016	46	428	41.3	5	*	*	38	427	42.1	2	*	*	0			1,442	469	62.8
10	Reading & Writing	2014*																		
		2015	453	397	28.0	69	401	23.2	350	394	28.0	13	465	53.8	20	397	28.6	8,972	414	38.6
		2016	514	398	32.9	75	383	20.0	394	397	33.2	27	466	63.0	17	393	33.3	9,090	417	40.1
	Mathematics	2014*																		
		2015	453	412	13.5	69	405	11.6	350	413	13.1	13	442	23.1	20	403	19.0	8,972	424	22.2
		2016	514	409	16.3	75	388	4.0	394	411	17.8	27	439	33.3	17	408	11.1	9,090	433	26.6
11	Reading & Writing	2014*																		
		2015	36	442	41.7	5	*	*	27	450	48.1	2	*	*	1	*	*	2,313	491	61.3
		2016	35	462	40.0	4	*	*	27	447	29.6	3	*	*	1	*	*	2,020	511	69.2
	Mathematics	2014*																		
		2015	36	429	5.6	5	*	*	27	432	7.4	2	*	*	1	*	*	2,313	492	39.5
		2016	35	488	34.3	4	*	*	27	476	25.9	3	*	*	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

1,124	21,637	1.5	2.0	147	13.1	27.4
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Biology

31	1,074	1.6	2.0	4	12.9	27.7
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Calculus AB

32	965	2.3	2.5	11	34.4	41.6
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Calculus BC

10	301	1.9	3.5	2	20.0	75.4
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Chemistry

40	595	1.0	1.7	0	0.0	18.8
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Computer Science A

1	180	*	3.2	*	*	69.4
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English Language and Composition

143	2,878	1.5	1.8	10	7.0	17.9
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English Literature and Composition

115	2,176	1.3	1.7	0	0.0	16.8
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Environmental Science

71	1,152	1.2	1.9	3	4.2	25.1
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French Language and Culture

4	64	*	2.4	*	*	46.9
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Human Geography

47	1,353	1.3	1.8	3	6.4	26.8
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Microeconomics

63	203	1.1	1.4	1	1.6	12.8
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Physics 1

56	1,018	1.4	1.5	5	8.9	11.2
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Psychology

42	803	1.3	1.7	3	7.1	20.5
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Spanish Language and Culture

45	970	3.4	3.6	40	88.9	89.6
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Spanish Literature and Culture

17	167	2.0	2.7	4	23.5	59.9
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Statistics

48	504	1.1	2.2	2	4.2	38.1
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Studio Art: 2-D Design Portfolio

25	152	3.6	3.0	25	100.0	65.1
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Studio Art: 3-D Design Portfolio

21	80	2.6	2.8	11	52.4	55.0
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United States Government and Politics

92	1,631	1.2	1.5	2	2.2	14.3
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United States History

81	2,255	1.4	1.6	9	11.1	15.1
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World History

140	1,199	1.5	2.1	11	7.9	27.4
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