

# Data Packet

## for 2017-18 Planning



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School Number 26

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# SCHOOL OF SCIENCE & ENGINEERING AT TOWNVIEW

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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.

**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	92
10	117
11	103
12	106
ALL	418

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	45	10.8	16	29.1
American Indian/Alaska Native	8	1.9	*	*
Asian/Hawaiian/Pacific Islander	51	12.2	*	*
Hispanic	251	60.0	7	12.7
White	56	13.4	30	54.5
Multiple	5	1.2	1	1.8
Other* (teachers only)	—	—	1	1.8
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	11	2.6
Economically disadvantaged	276	66.0
Limited English proficient (LEP)	3	0.7
Special education	3	0.7
Talented and Gifted (TAG)	259	62.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2015	106	10	9.4	3	2.8	14	13.2	61	57.5	13	12.3	3	2.8
	2016	109	12	11.0	1	0.9	14	12.8	69	63.3	12	11.0	1	0.9
	2017	92	12	13.0	2	2.2	11	12.0	51	55.4	15	16.3	1	1.1
10	2015	112	14	12.5	4	3.6	6	5.4	71	63.4	16	14.3	1	0.9
	2016	106	8	7.5	4	3.8	18	17.0	60	56.6	12	11.3	2	1.9
	2017	117	13	11.1	0	0.0	15	12.8	74	63.2	14	12.0	1	0.9
11	2015	90	21	23.3	0	0.0	12	13.3	41	45.6	15	16.7	0	0.0
	2016	107	13	12.1	3	2.8	6	5.6	69	64.5	15	14.0	1	0.9
	2017	103	7	6.8	3	2.9	19	18.4	58	56.3	12	11.7	2	1.9
12	2015	81	14	17.3	1	1.2	10	12.3	47	58.0	9	11.1	0	0.0
	2016	89	20	22.5	0	0.0	12	13.5	41	46.1	15	16.9	0	0.0
	2017	106	13	12.3	3	2.8	6	5.7	68	64.2	15	14.2	1	0.9
9-12	2015	389	59	15.2	8	2.1	42	10.8	220	56.6	53	13.6	4	1.0
	2016	411	53	12.9	8	1.9	50	12.2	239	58.2	54	13.1	4	1.0
	2017	418	45	10.8	8	1.9	51	12.2	251	60.0	56	13.4	5	1.2

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	2015	106	64	60.4	3	2.8	2	1.9	4	3.8	60	56.6	27	25.5	72.6	27.4	0.0
	2016	109	65	59.6	5	4.6	0	0.0	5	4.6	69	63.3	13	11.9	63.3	36.7	0.0
	2017	92	61	66.3	3	3.3	1	1.1	5	5.4	59	64.1	9	9.8	65.2	34.8	0.0
10	2015	112	78	69.6	0	0.0	0	0.0	2	1.8	77	68.8	1	0.9	77.7	22.3	0.0
	2016	106	61	57.5	0	0.0	2	1.9	2	1.9	55	51.9	7	6.6	71.7	28.3	0.0
	2017	117	71	60.7	0	0.0	0	0.0	1	0.9	71	60.7	6	5.1	60.7	39.3	0.0
11	2015	90	55	61.1	0	0.0	0	0.0	2	2.2	44	48.9	0	0.0	68.9	31.1	0.0
	2016	107	77	72.0	0	0.0	0	0.0	6	5.6	74	69.2	0	0.0	77.6	22.4	0.0
	2017	103	64	62.1	0	0.0	2	1.9	3	2.9	56	54.4	0	0.0	70.9	29.1	0.0
12	2015	81	55	67.9	0	0.0	0	0.0	3	3.7	47	58.0	0	0.0	76.5	23.5	0.0
	2016	89	55	61.8	0	0.0	0	0.0	3	3.4	44	49.4	0	0.0	68.5	31.5	0.0
	2017	106	80	75.5	0	0.0	0	0.0	2	1.9	73	68.9	0	0.0	77.4	22.6	0.0
9-12	2015	389	252	64.8	3	0.8	2	0.5	11	2.8	228	58.6	28	7.2	74.0	26.0	0.0
	2016	411	258	62.8	5	1.2	2	0.5	16	3.9	242	58.9	20	4.9	70.3	29.7	0.0
	2017	418	276	66.0	3	0.7	3	0.7	11	2.6	259	62.0	15	3.6	68.4	31.6	0.0



Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2015	106	11,577	105	98.5	10,921	94.3	0	0.0	24.5	106	9,789	99.6	84.6
	2016	107	11,813	106	98.8	11,053	93.6	0	0.0	26.2	109	9,913	100.0	83.9
	2017	90	11,759	90	99.6	10,936	93.0	0	0.0	25.7	92	9,766	100.0	83.1
10	2015	112	9,928	111	98.5	9,383	94.5	0	0.0	18.1	112	8,616	99.6	86.8
	2016	106	10,202	104	98.1	9,595	94.1	1	0.9	19.4	106	8,845	100.0	86.7
	2017	115	10,329	114	99.5	9,713	94.0	0	0.0	16.3	117	9,045	100.0	87.6
11	2015	91	8,742	89	98.4	8,258	94.5	0	0.0	14.6	90	7,728	99.0	88.4
	2016	106	8,384	104	98.6	7,906	94.3	0	0.0	16.9	107	7,400	100.0	88.3
	2017	101	8,543	101	99.3	8,088	94.7	0	0.0	13.7	103	7,756	100.0	90.8
12	2015	80	8,362	77	97.2	7,893	94.4	1	1.3	14.2	80	7,395	100.0	88.4
	2016	88	8,426	86	97.5	7,965	94.5	0	0.0	10.2	88	7,523	100.0	89.3
	2017	104	8,197	103	99.1	7,762	94.7	0	0.0	6.4	106	7,365	100.0	89.8
9-12	2015	389	38,609	382	98.2	36,456	94.4	1	0.3	18.4	388	33,528	99.6	86.8
	2016	406	38,826	399	98.3	36,519	94.1	1	0.2	18.9	410	33,681	100.0	86.7
	2017	411	38,829	408	99.4	36,498	94.0	0	0.0	16.5	418	33,932	100.0	87.4

Teachers: 55

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	16	29.1
Hispanic	7	12.7
White	30	54.5
Multiple	1	1.8
Other	1	1.8

Gender	Number	Percentage
Female	30	54.5
Male	25	45.5

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2014-15	5.0	78.2
2015-16	5.0	64.3
2016-17	5.7	63.0

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	3	5.5
2	2	3.6
3	3	5.5
4	4	7.3
5	1	1.8
1-3	8	14.5
More than 3	47	85.5
1 - 5	13	23.6
6 - 10	9	16.4
11 - 20	18	32.7
More than 20	15	27.3

## 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	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	56.8
	2016	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	57.6
	2017	100.0	91.7	100.0	100.0	*	*	*		98.3	100.0	98.9	58.7
Tests Taken	2015	13	10	61	56	2	4	4		77	29	106	11,241
	2016	12	12	69	64		5	5		70	40	110	10,771
	2017	15	12	51	57	1	3	5		60	32	92	11,092
ENGLISH II	2015	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	58.4
	2016	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	57.8
	2017	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	60.3
Tests Taken	2015	16	14	69	78			2		85	25	110	9,583
	2016	12	8	59	52	2		2		75	30	105	9,550
	2017	14	13	74	70			1		71	45	116	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	0	0	0	0	*	*	*		0	0	0	4,851
	2016	0	0	0	0		*	*		0	0	0	4,569
	2017	0	1	0	0	*	*	*		1	0	1	4,577
Tests Taken	2015	13	10	61	56	2	4	4		77	29	106	11,241
	2016	12	12	69	64		5	5		70	40	110	10,771
	2017	15	12	51	57	1	3	5		60	32	92	11,092
ENGLISH II	2015	0	0	0	0			*		0	0	0	3,986
	2016	0	0	0	0	*		*		0	0	0	4,028
	2017	0	0	0	0			*		0	0	0	3,895
Tests Taken	2015	16	14	69	78			2		85	25	110	9,583
	2016	12	8	59	52	2		2		75	30	105	9,550
	2017	14	13	74	70			1		71	45	116	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
<b>ENGLISH I</b>	<b>2015</b>	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	35.3
	<b>2016</b>	100.0	100.0	98.6	98.4		*	*		98.6	100.0	99.1	38.3
	<b>2017</b>	100.0	91.7	100.0	100.0	*	*	*		98.3	100.0	98.9	41.2
Tests Taken	<b>2015</b>	13	10	61	56	2	4	4		77	29	106	11,241
	<b>2016</b>	12	12	69	64		5	5		70	40	110	10,771
	<b>2017</b>	15	12	51	57	1	3	5		60	32	92	11,092
<b>ENGLISH II</b>	<b>2015</b>	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	35.2
	<b>2016</b>	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	36.9
	<b>2017</b>	100.0	100.0	98.6	98.6			*		98.6	100.0	99.1	42.1
Tests Taken	<b>2015</b>	16	14	69	78			2		85	25	110	9,583
	<b>2016</b>	12	8	59	52	2		2		75	30	105	9,550
	<b>2017</b>	14	13	74	70			1		71	45	116	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
<b>ENGLISH I</b>	<b>2015</b>	38.5	50.0	52.5	51.8	*	*	*		51.9	65.5	55.7	4.9
	<b>2016</b>	50.0	41.7	40.6	43.8		*	*		34.3	62.5	44.5	5.1
	<b>2017</b>	66.7	50.0	58.8	59.6	*	*	*		60.0	65.6	62.0	6.3
Tests Taken	<b>2015</b>	13	10	61	56	2	4	4		77	29	106	11,241
	<b>2016</b>	12	12	69	64		5	5		70	40	110	10,771
	<b>2017</b>	15	12	51	57	1	3	5		60	32	92	11,092
<b>ENGLISH II</b>	<b>2015</b>	25.0	28.6	17.4	19.2			*		20.0	28.0	21.8	2.5
	<b>2016</b>	33.3	50.0	40.7	44.2	*		*		48.0	53.3	49.5	4.4
	<b>2017</b>	50.0	38.5	33.8	35.7			*		31.0	48.9	37.9	4.9
Tests Taken	<b>2015</b>	16	14	69	78			2		85	25	110	9,583
	<b>2016</b>	12	8	59	52	2		2		75	30	105	9,550
	<b>2017</b>	14	13	74	70			1		71	45	116	9,822

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1 <sup>1</sup>	1. Average Rating Short Answer #2 <sup>1</sup>	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition <sup>2</sup>	5. Revision (Writing)	6. Editing (Writing)
2015	91.2	2.2	2.0	89.5	91.5	6.0	90.5	93.1
2016	86.7	2.1	1.9	84.2	88.4	5.2	92.7	91.2
2017	92.8	–	–	88.4	91.8	6.4	88.0	93.8

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1 <sup>1</sup>	1. Average Rating Short Answer #2 <sup>1</sup>	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition <sup>2</sup>	5. Revision (Writing)	6. Editing (Writing)
2015	95.3	1.9	1.9	85.6	92.3	5.8	90.7	96.4
2016	91.3	2.1	2.1	91.9	90.7	6.1	92.1	92.2
2017	91.7	–	–	91.2	89.7	6.1	93.1	95.1

<sup>1</sup>Short answer items discontinued in 2017. Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary

<sup>2</sup>Average 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
<b>BIOLOGY</b>	<b>2015</b>	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	87.6
	<b>2016</b>	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	84.9
	<b>2017</b>	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	86.4
Tests Taken	<b>2015</b>	13	12	61	56	2	4	4		77	31	108	10,227
	<b>2016</b>	12	12	68	64		5	5		69	40	109	9,680
	<b>2017</b>	16	12	51	57	1	3	5		60	33	93	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
<b>BIOLOGY</b>	<b>2015</b>	0	0	0	0	*	*	*		0	0	0	1,270
	<b>2016</b>	0	0	0	0		*	*		0	0	0	1,466
	<b>2017</b>	0	0	0	0	*	*	*		0	0	0	1,310
Tests Taken	<b>2015</b>	13	12	61	56	2	4	4		77	31	108	10,227
	<b>2016</b>	12	12	68	64		5	5		69	40	109	9,680
	<b>2017</b>	16	12	51	57	1	3	5		60	33	93	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
<b>BIOLOGY</b>	<b>2015</b>	100.0	91.7	100.0	100.0	*	*	*		100.0	96.8	99.1	46.1
	<b>2016</b>	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	50.6
	<b>2017</b>	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	54.0
Tests Taken	<b>2015</b>	13	12	61	56	2	4	4		77	31	108	10,227
	<b>2016</b>	12	12	68	64		5	5		69	40	109	9,680
	<b>2017</b>	16	12	51	57	1	3	5		60	33	93	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
<b>BIOLOGY</b>	<b>2015</b>	84.6	50.0	62.3	69.6	*	*	*		75.3	54.8	69.4	10.9
	<b>2016</b>	91.7	91.7	83.8	87.5		*	*		87.0	85.0	86.2	13.2
	<b>2017</b>	93.8	100.0	82.4	84.2	*	*	*		91.7	81.8	88.2	15.1
Tests Taken	<b>2015</b>	13	12	61	56	2	4	4		77	31	108	10,227
	<b>2016</b>	12	12	68	64		5	5		69	40	109	9,680
	<b>2017</b>	16	12	51	57	1	3	5		60	33	93	9,622

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>BIOLOGY</b>	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
<b>2015</b>	78.1	88.6	89.8	82.7	92.1
<b>2016</b>	88.7	92.2	91.1	85.5	88.7
<b>2017</b>	91.2	91.7	88.4	90.0	93.5

## 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	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	89.5
	2016	100.0	100.0	100.0	100.0			100.0		100.0	100.0	100.0	91.5
	2017	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	92.8
Tests Taken	2015	16	21	40	52			2		62	28	90	8,635
	2016	15	13	68	76			6		82	24	106	9,316
	2017	12	7	58	55	2		3		73	30	103	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	0	0	0	0			*		0	0	0	907
	2016	0	0	0	0			0		0	0	0	795
	2017	0	0	0	0	*		*		0	0	0	593
Tests Taken	2015	16	21	40	52			2		62	28	90	8,635
	2016	15	13	68	76			6		82	24	106	9,316
	2017	12	7	58	55	2		3		73	30	103	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
<b>U.S. HISTORY</b>	<b>2015</b>	93.8	90.5	97.5	98.1			*		98.4	89.3	95.6	55.3
	<b>2016</b>	100.0	100.0	98.5	98.7			100.0		100.0	95.8	99.1	63.2
	<b>2017</b>	100.0	85.7	100.0	98.2	*		*		100.0	96.7	99.0	65.2
Tests Taken	<b>2015</b>	16	21	40	52			2		62	28	90	8,635
	<b>2016</b>	15	13	68	76			6		82	24	106	9,316
	<b>2017</b>	12	7	58	55	2		3		73	30	103	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	87.5	81.0	70.0	75.0			*		80.6	64.3	75.6	19.6
	2016	93.3	100.0	92.6	92.1			100.0		97.6	75.0	92.5	26.5
	2017	91.7	71.4	93.1	90.9	*		*		93.2	93.3	93.2	30.8
Tests Taken	2015	16	21	40	52			2		62	28	90	8,635
	2016	15	13	68	76			6		82	24	106	9,316
	2017	12	7	58	55	2		3		73	30	103	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	85.9	81.6	77.2	89.5
2016	87.1	92.7	90.6	90.3
2017	87.9	91.3	88.5	93.0

**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 PRE-AP**

17	80.0	88.0	81.6	80.5	100.0	100.0	68.9	92.8
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**BIOLOGY PRE-AP**

64	79.7	87.3	88.0	88.2	98.4	100.0	67.8	93.2
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**CHEMISTRY PRE-AP**

114	87.2	92.1	88.9	88.3	99.1	94.7	75.7	96.2
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**ENGLISH I PRE-AP**

92	87.5	88.6	92.0	92.6	100.0	100.0	75.1	94.7
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**ENGLISH II PRE-AP**

116	84.1	87.7	92.0	92.8	99.1	100.0	76.9	94.9
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**FRENCH I**

1	*	*	*	*	*	*	63.3	*
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**FRENCH II**

9	92.6	94.2	92.8	92.5	100.0	100.0	60.5	89.6
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**GEOMETRY PRE-AP**

93	77.5	88.4	87.4	87.2	98.9	100.0	66.2	92.6
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**HS HEALTH EDUCATION**

4	*	*	*	*	*	*	79.9	*
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**PRE-CALCULUS PRE-AP**

85	81.7	89.0	21.6	9.7	98.8	25.9	70.9	80.3
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**ALGEBRA II PRE-AP**

18	71.8	84.3	80.1	79.4	100.0	100.0	73.4	93.5
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**BIOLOGY PRE-AP**

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**CHEMISTRY PRE-AP**

114	80.7	87.4	85.7	85.4	100.0	97.4	71.6	95.0
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**ENGLISH I PRE-AP**

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**ENGLISH II PRE-AP**

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**FRENCH I**

1	*	*	*	*	*	*	62.7	*
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**FRENCH II**

9	86.7	91.5	92.2	92.3	100.0	100.0	65.5	92.6
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**GEOMETRY PRE-AP**

93	85.1	91.1	88.3	87.8	100.0	100.0	71.7	92.7
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**HS HEALTH EDUCATION**

1	*	*	*	*	*	*	82.1	*
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**PRE-CALCULUS PRE-AP**

85	83.6	89.5	86.8	86.3	97.6	97.6	70.9	95.0
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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**

5	*	*	*	*	*	*	78.0	*
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**SPANISH II**

15	91.1	92.8	91.1	90.8	93.3	100.0	76.9	93.4
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**STUDIO ART I**

71	85.3	91.2	92.2	92.4	100.0	100.0	71.1	93.5
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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**

5	*	*	*	*	*	*	79.5	*
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**SPANISH II**

15	93.1	95.4	93.2	92.8	100.0	100.0	82.1	92.3
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**STUDIO ART I**

20	81.8	88.6	86.1	85.6	100.0	90.0	73.4	93.0
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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	100.0	89.1	89	672	100.0	20	650	100.0	41	666	100.0	15	711	100.0	7,259	440	31.7
		2016-17	100.0	88.8	106	655	98.1	13	668	100.0	68	643	98.5	15	715	100.0	7,109	461	41.0
	Mathematics	2014-15*																	
		2015-16	100.0	89.1	89	717	100.0	20	688	100.0	41	710	100.0	15	754	100.0	7,259	449	18.2
		2016-17	100.0	88.8	106	693	98.1	13	692	100.0	68	683	98.5	15	747	100.0	7,109	462	20.7
ACT	English	2014-15	100.0	85.3	81	27	100.0	14	26	100.0	47	27	100.0	9	30	100.0	6,839	15	25.4
		2015-16	96.6	84.1	86	28	100.0	20	29	100.0	40	27	100.0	13	31	100.0	6,849	14	22.8
		2016-17	99.1	86.0	105	29	100.0	13	31	100.0	68	28	100.0	14	32	100.0	6,885	15	25.3
	Mathematics	2014-15	100.0	85.3	81	30	100.0	14	27	100.0	47	30	100.0	9	31	100.0	6,839	17	15.1
		2015-16	96.6	84.1	86	30	100.0	20	29	100.0	40	30	100.0	13	32	100.0	6,849	17	16.0
		2016-17	99.1	86.0	105	30	100.0	13	31	100.0	68	29	100.0	14	32	100.0	6,885	18	16.7
	Reading	2014-15	100.0	85.3	81	28	87.7	14	26	71.4	47	28	89.4	9	33	100.0	6,839	16	15.1
		2015-16	96.6	84.1	86	29	96.5	20	28	95.0	40	29	95.0	13	32	100.0	6,849	16	17.0
		2016-17	99.1	86.0	105	28	93.3	13	28	100.0	68	28	92.6	14	30	92.9	6,885	17	17.6
	Science	2014-15	100.0	85.3	81	27	92.6	14	25	78.6	47	28	95.7	9	30	100.0	6,839	17	12.5
		2015-16	96.6	84.1	86	29	98.8	20	28	100.0	40	28	97.5	13	32	100.0	6,849	17	12.6
		2016-17	99.1	86.0	105	28	94.3	13	29	100.0	68	28	94.1	14	31	92.9	6,885	18	13.3
	Composite	2014-15	100.0	85.3	81	28	-	14	26	-	47	28	-	9	31	-	6,839	16	-
		2015-16	96.6	84.1	86	29	-	20	29	-	40	29	-	13	32	-	6,849	16	-
		2016-17	99.1	86.0	105	29	-	13	30	-	68	28	-	14	31	-	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	107	549	99.1	12	549	100.0	67	534	100.0	12	588	100.0	15	584	93.8	1,540	462	70.1
		2016	92	558	97.8	12	539	91.7	51	548	98.0	15	587	100.0	13	581	100.0	1,442	464	68.2
	Mathematics	2014*																		
		2015	107	580	99.1	12	562	100.0	67	566	98.5	12	603	100.0	15	638	100.0	1,540	456	54.3
		2016	92	578	100.0	12	559	100.0	51	569	100.0	15	606	100.0	13	596	100.0	1,442	469	62.8
10	Reading & Writing	2014*																		
		2015	109	589	98.2	9	562	88.9	62	569	98.4	12	598	100.0	22	644	100.0	8,972	414	38.6
		2016	118	603	99.2	13	598	100.0	74	582	100.0	15	661	100.0	15	647	93.8	9,090	417	40.1
	Mathematics	2014*																		
		2015	109	648	100.0	9	593	100.0	62	624	100.0	12	673	100.0	22	715	100.0	8,972	424	22.2
		2016	118	641	100.0	13	618	100.0	74	630	100.0	15	667	100.0	15	684	100.0	9,090	433	26.6
11	Reading & Writing	2014*																		
		2015	106	624	100.0	13	625	100.0	68	610	100.0	15	673	100.0	9	651	100.0	2,313	491	61.3
		2016	102	644	99.0	7	604	85.7	58	623	100.0	11	655	100.0	22	695	100.0	2,020	511	69.2
	Mathematics	2014*																		
		2015	106	684	100.0	13	696	100.0	68	669	100.0	15	720	100.0	9	713	100.0	2,313	492	39.5
		2016	102	685	100.0	7	630	100.0	58	663	100.0	11	706	100.0	22	740	100.0	2,020	511	49.7

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

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

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

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

**ALL EXAMS**

1,881	21,637	3.2	2.0	1,296	68.9	27.4
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**Art History**

1	96	*	2.3	*	*	39.6
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**Biology**

100	1,074	3.0	2.0	81	81.0	27.7
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**Calculus AB**

113	965	4.6	2.5	109	96.5	41.6
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**Calculus BC**

93	301	4.0	3.5	86	92.5	75.4
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**Chemistry**

63	595	3.3	1.7	50	79.4	18.8
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**Computer Science A**

85	180	3.2	3.2	63	74.1	69.4
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**Computer Science Principles**

120	205	3.8	3.7	116	96.7	90.7
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**English Language and Composition**

115	2,878	3.1	1.8	81	70.4	17.9
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**English Literature and Composition**

104	2,176	2.6	1.7	53	51.0	16.8
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**Environmental Science**

109	1,152	3.9	1.9	96	88.1	25.1
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**French Language and Culture**

6	64	3.5	2.4	6	100.0	46.9
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**Human Geography**

95	1,353	2.6	1.8	57	60.0	26.8
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**Latin**

15	21	1.5	1.4	2	13.3	9.5
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**Macroeconomics**

82	1,068	2.9	1.6	49	59.8	17.0
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**Microeconomics**

7	203	3.4	1.4	6	85.7	12.8
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**Physics 1**

146	1,018	2.2	1.5	49	33.6	11.2
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**Physics 2**

25	78	2.3	2.2	5	20.0	28.2
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**Physics C: Electricity and Magnetism**

45	72	3.8	3.6	36	80.0	77.8
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**Physics C: Mechanics**

44	138	4.6	3.6	43	97.7	74.6
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**Psychology**

73	803	1.7	1.7	13	17.8	20.5
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**Spanish Language and Culture**

41	970	4.0	3.6	37	90.2	89.6
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**Spanish Literature and Culture**

3	167	*	2.7	*	*	59.9
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**Statistics**

92	504	3.2	2.2	66	71.7	38.1
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**Studio Art: 2-D Design Portfolio**

3	152	*	3.0	*	*	65.1
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**United States Government and Politics**

83	1,631	2.5	1.5	42	50.6	14.3
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**United States History**

102	2,255	2.9	1.6	70	68.6	15.1
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**World History**

116	1,199	3.0	2.1	75	64.7	27.4
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