

Notice regarding TELPAS: Counts were incorrectly reported in previous versions of 2017-18 data packets. Counts were doubled when reported, but percentages were not affected.

Data Packet

for 2017-18 Planning



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School Number 36

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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.

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	126
10	150
11	134
12	135
ALL	545

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	106	19.4	29	32.6
American Indian/Alaska Native	3	0.6	*	*
Asian/Hawaiian/Pacific Islander	16	2.9	*	*
Hispanic	402	73.8	15	16.9
White	15	2.8	42	47.2
Multiple	2	0.4	0	0.0
Other* (teachers only)	—	—	3	3.4
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	56	10.3
Economically disadvantaged	472	86.6
Limited English proficient (LEP)	20	3.7
Special education	1	0.2
Talented and Gifted (TAG)	320	58.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2015	145	37	25.5	0	0.0	2	1.4	97	66.9	7	4.8	0	0.0
	2016	142	23	16.2	2	1.4	4	2.8	110	77.5	2	1.4	1	0.7
	2017	126	23	18.3	0	0.0	5	4.0	96	76.2	1	0.8	1	0.8
10	2015	142	30	21.1	1	0.7	5	3.5	102	71.8	4	2.8	0	0.0
	2016	139	33	23.7	0	0.0	1	0.7	95	68.3	7	5.0	0	0.0
	2017	150	23	15.3	2	1.3	6	4.0	115	76.7	3	2.0	1	0.7
11	2015	135	43	31.9	0	0.0	4	3.0	83	61.5	4	3.0	0	0.0
	2016	136	27	19.9	1	0.7	5	3.7	99	72.8	4	2.9	0	0.0
	2017	134	33	24.6	0	0.0	1	0.7	92	68.7	7	5.2	0	0.0
12	2015	120	25	20.8	2	1.7	5	4.2	83	69.2	3	2.5	2	1.7
	2016	130	41	31.5	0	0.0	4	3.1	80	61.5	4	3.1	0	0.0
	2017	135	27	20.0	1	0.7	4	3.0	99	73.3	4	3.0	0	0.0
9-12	2015	542	135	24.9	3	0.6	16	3.0	365	67.3	18	3.3	2	0.4
	2016	547	124	22.7	3	0.5	14	2.6	384	70.2	17	3.1	1	0.2
	2017	545	106	19.4	3	0.6	16	2.9	402	73.8	15	2.8	2	0.4

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	145	113	77.9	9	6.2	0	0.0	21	14.5	81	55.9	20	13.8	23.4	76.6	0.0
	2016	142	131	92.3	9	6.3	0	0.0	18	12.7	83	58.5	13	9.2	22.5	77.5	0.0
	2017	126	104	82.5	10	7.9	1	0.8	16	12.7	80	63.5	14	11.1	23.0	77.0	0.0
10	2015	142	114	80.3	0	0.0	0	0.0	15	10.6	81	57.0	3	2.1	23.2	76.8	0.0
	2016	139	119	85.6	1	0.7	0	0.0	16	11.5	77	55.4	2	1.4	25.2	74.8	0.0
	2017	150	137	91.3	9	6.0	0	0.0	19	12.7	88	58.7	0	0.0	23.3	76.7	0.0
11	2015	135	111	82.2	0	0.0	0	0.0	26	19.3	66	48.9	0	0.0	20.7	79.3	0.0
	2016	136	116	85.3	0	0.0	0	0.0	9	6.6	80	58.8	0	0.0	22.1	77.9	0.0
	2017	134	114	85.1	1	0.7	0	0.0	13	9.7	74	55.2	0	0.0	25.4	74.6	0.0
12	2015	120	98	81.7	0	0.0	0	0.0	21	17.5	70	58.3	0	0.0	33.3	66.7	0.0
	2016	130	112	86.2	0	0.0	0	0.0	9	6.9	64	49.2	0	0.0	20.0	80.0	0.0
	2017	135	117	86.7	0	0.0	0	0.0	8	5.9	78	57.8	0	0.0	21.5	78.5	0.0
9-12	2015	542	436	80.4	9	1.7	0	0.0	83	15.3	298	55.0	23	4.2	24.9	75.1	0.0
	2016	547	478	87.4	10	1.8	0	0.0	52	9.5	304	55.6	15	2.7	22.5	77.5	0.0
	2017	545	472	86.6	20	3.7	1	0.2	56	10.3	320	58.7	14	2.6	23.3	76.7	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	147	11,577	144	98.0	10,921	94.3	0	0.0	24.5	144	9,789	97.8	84.6
	2016	142	11,813	140	98.2	11,053	93.6	0	0.0	26.2	143	9,913	100.0	83.9
	2017	126	11,759	125	99.2	10,936	93.0	0	0.0	25.7	128	9,766	100.0	83.1
10	2015	143	9,928	140	98.1	9,383	94.5	0	0.0	18.1	142	8,616	99.6	86.8
	2016	138	10,202	135	97.8	9,595	94.1	0	0.0	19.4	139	8,845	100.0	86.7
	2017	147	10,329	146	99.0	9,713	94.0	0	0.0	16.3	150	9,045	100.0	87.6
11	2015	137	8,742	134	98.1	8,258	94.5	0	0.0	14.6	136	7,728	99.3	88.4
	2016	135	8,384	131	97.3	7,906	94.3	0	0.0	16.9	133	7,400	98.5	88.3
	2017	132	8,543	131	99.1	8,088	94.7	0	0.0	13.7	134	7,756	100.0	90.8
12	2015	120	8,362	115	96.5	7,893	94.4	3	2.5	14.2	120	7,395	100.0	88.4
	2016	128	8,426	124	96.9	7,965	94.5	0	0.0	10.2	129	7,523	100.0	89.3
	2017	133	8,197	131	98.9	7,762	94.7	0	0.0	6.4	135	7,365	100.0	89.8
9-12	2015	546	38,609	534	97.7	36,456	94.4	3	0.5	18.4	542	33,528	99.2	86.8
	2016	544	38,826	531	97.6	36,519	94.1	0	0.0	18.9	544	33,681	100.0	86.7
	2017	538	38,829	533	99.1	36,498	94.0	0	0.0	16.5	547	33,932	100.0	87.4

Teachers: 89

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	29	32.6
Hispanic	15	16.9
White	42	47.2
Multiple	0	0.0
Other	3	3.4

Gender	Number	Percentage
Female	52	58.4
Male	37	41.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	6.3	68.1
2015-16	6.5	74.5
2016-17	6.9	64.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	2.2
1	5	5.6
2	0	0.0
3	5	5.6
4	6	6.7
5	1	1.1
1-3	10	11.2
More than 3	77	86.5
1 - 5	17	19.1
6 - 10	19	21.3
11 - 20	30	33.7
More than 20	21	23.6

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	97.2	99.0	98.1		100.0	100.0		97.1	99.1	98.6	56.8
	2016	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	57.6
	2017	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	58.7
Tests Taken	2015	7	36	98	107		9	21		34	111	145	11,241
	2016	2	23	110	120		9	17		32	110	142	10,771
	2017	1	21	94	100	1	10	16		26	95	121	11,092
ENGLISH II	2015	*	96.8	98.9	98.1			100.0		100.0	98.1	98.5	58.4
	2016	100.0	100.0	98.9	99.1		*	100.0		100.0	99.0	99.3	57.8
	2017	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	60.3
Tests Taken	2015	4	31	95	105			10		31	105	136	9,583
	2016	7	32	94	106		1	15		35	102	137	9,550
	2017	3	25	117	130		9	19		38	117	155	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	1	1	2		0	0		1	1	2	4,851
	2016	*	0	0	0		0	0		0	0	0	4,569
	2017	*	0	0	0	*	0	0		0	0	0	4,577
Tests Taken	2015	7	36	98	107		9	21		34	111	145	11,241
	2016	2	23	110	120		9	17		32	110	142	10,771
	2017	1	21	94	100	1	10	16		26	95	121	11,092
ENGLISH II	2015	*	1	1	2			0		0	2	2	3,986
	2016	0	0	1	1		*	0		0	1	1	4,028
	2017	*	0	0	0		0	0		0	0	0	3,895
Tests Taken	2015	4	31	95	105			10		31	105	136	9,583
	2016	7	32	94	106		1	15		35	102	137	9,550
	2017	3	25	117	130		9	19		38	117	155	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	100.0	94.4	90.8	91.6		100.0	95.2		94.1	91.9	92.4	35.3
	2016	*	100.0	95.5	95.8		100.0	88.2		90.6	98.2	96.5	38.3
	2017	*	95.2	96.8	99.0	*	90.0	87.5		92.3	97.9	96.7	41.2
Tests Taken	2015	7	36	98	107		9	21		34	111	145	11,241
	2016	2	23	110	120		9	17		32	110	142	10,771
	2017	1	21	94	100	1	10	16		26	95	121	11,092
ENGLISH II	2015	*	90.3	91.6	90.5			50.0		87.1	91.4	90.4	35.2
	2016	100.0	93.8	89.4	90.6		*	86.7		91.4	91.2	91.2	36.9
	2017	*	100.0	95.7	96.9		88.9	89.5		97.4	96.6	96.8	42.1
Tests Taken	2015	4	31	95	105			10		31	105	136	9,583
	2016	7	32	94	106		1	15		35	102	137	9,550
	2017	3	25	117	130		9	19		38	117	155	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	28.6	30.6	23.5	24.3		0.0	14.3		23.5	25.2	24.8	4.9
	2016	*	21.7	18.2	20.8		0.0	0.0		9.4	21.8	19.0	5.1
	2017	*	19.0	24.5	24.0	*	20.0	18.8		23.1	24.2	24.0	6.3
Tests Taken	2015	7	36	98	107		9	21		34	111	145	11,241
	2016	2	23	110	120		9	17		32	110	142	10,771
	2017	1	21	94	100	1	10	16		26	95	121	11,092
ENGLISH II	2015	*	0.0	8.4	8.6			0.0		12.9	4.8	6.6	2.5
	2016	57.1	21.9	16.0	17.9		*	13.3		11.4	22.5	19.7	4.4
	2017	*	8.0	19.7	17.7		11.1	15.8		28.9	17.1	20.0	4.9
Tests Taken	2015	4	31	95	105			10		31	105	136	9,583
	2016	7	32	94	106		1	15		35	102	137	9,550
	2017	3	25	117	130		9	19		38	117	155	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	83.8	2.1	1.9	81.9	85.4	5.2	84.5	82.6
2016	80.5	1.9	1.8	75.9	82.2	5.1	89.1	86.6
2017	89.5	–	–	83.9	86.1	5.7	82.6	86.5

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	91.3	2.0	1.7	82.2	86.4	5.3	81.8	88.5
2016	83.7	1.9	1.9	84.0	85.7	5.5	87.5	82.9
2017	85.7	–	–	86.1	81.3	6.0	89.6	89.1

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	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	76.0
	2016	*	*	100.0	100.0		*	100.0		100.0	100.0	100.0	77.7
	2017		*	100.0	100.0		*	*		*	100.0	100.0	83.5
Tests Taken	2015	2	12	28	25		5	7		7	35	42	10,617
	2016	1	4	33	29		1	7		10	28	38	10,526
	2017		3	10	12		2	4		1	12	13	10,240

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2015	*	0	0	0		*	0		0	0	0	2,546
	2016	*	*	0	0		*	0		0	0	0	2,345
	2017		*	0	0		*	*		*	0	0	1,692
Tests Taken	2015	2	12	28	25		5	7		7	35	42	10,617
	2016	1	4	33	29		1	7		10	28	38	10,526
	2017		3	10	12		2	4		1	12	13	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	*	83.3	67.9	64.0		*	50.0		100.0	68.6	73.8	33.8
	2016	*	*	84.8	86.2		*	57.1		90.0	82.1	84.2	43.0
	2017		*	80.0	75.0		*	*		*	75	76.9	47.9
Tests Taken	2015	2	12	28	25		5	8		7	35	42	10,617
	2016	1	4	33	29		1	7		10	28	38	10,526
	2017		3	10	12		2	4		1	12	13	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	*	25.0	25.0	20.0		*	0.0		57.1	20.0	26.2	14.2
	2016	*	*	30.3	24.1		*	14.3		30.0	28.6	28.9	19.7
	2017		*	30.0	25.0		*	*		*	25.0	30.8	23.1
Tests Taken	2015	2	12	28	25		5	8		7	35	42	10,617
	2016	1	4	33	29		1	7		10	28	38	10,526
	2017		3	10	12		2	4		1	12	13	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	70.8	74.6	69.2	64.3	65.3
2016	63.9	68.6	69.7	78.7	73.7
2017	68.5	64.1	71.4	76.9	66.7

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	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.6
	2016	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	84.9
	2017	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	86.4
Tests Taken	2015	7	37	97	106		9	21		34	111	145	10,227
	2016	2	23	110	119		9	17		32	110	142	9,680
	2017	1	23	96	101	1	10	16		29	97	126	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	0	0	0	0		0	0		0	0	0	1,270
	2016	*	0	0	0		0	0		0	0	0	1,466
	2017	*	0	0	0	*	0	0		0	0	0	1,310
Tests Taken	2015	7	37	97	106		9	21		34	111	145	10,227
	2016	2	23	110	119		9	17		32	110	142	9,680
	2017	1	23	96	101	1	10	16		29	97	126	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	100.0	97.3	91.8	92.5		100.0	76.2		94.1	93.7	93.8	46.1
	2016	*	95.7	99.1	99.2		100.0	94.1		100.0	98.2	98.6	50.6
	2017	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	54.0
Tests Taken	2015	7	37	97	106		9	21		34	111	145	10,227
	2016	2	23	110	119		9	17		32	110	142	9,680
	2017	1	23	96	101	1	10	16		29	97	126	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	71.4	24.3	40.2	34.9		22.2	14.3		52.9	32.4	37.2	10.9
	2016	*	30.4	42.7	44.5		11.1	11.8		53.1	39.1	42.3	13.2
	2017	*	60.9	58.3	58.4	*	40.0	31.3		65.5	57.7	59.5	15.1
Tests Taken	2015	7	37	97	106		9	21		34	111	145	10,227
	2016	2	23	110	119		9	17		32	110	142	9,680
	2017	1	23	96	101	1	10	16		29	97	126	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	73.9	80.4	79.9	75.2	81.9
2016	83.0	76.4	80.9	80.0	82.7
2017	86.7	80.6	83.0	84.2	85.6

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	*	97.7	100.0	100.0			96.0		100.0	99.1	99.3	89.5
	2016	*	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	100.0	92.8
Tests Taken	2015	4	44	82	106			25		27	107	134	8,635
	2016	4	26	99	106			9		30	105	135	9,316
	2017	7	33	92	105		1	13		34	100	134	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	0	0			1		0	1	1	907
	2016	*	0	0	0			0		0	0	0	795
	2017	0	0	0	0		*	0		0	0	0	593
Tests Taken	2015	4	44	82	106			25		27	107	134	8,635
	2016	4	26	99	106			9		30	105	135	9,316
	2017	7	33	92	105		1	13		34	100	134	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	*	72.7	76.8	76.4			60.0		88.9	72.9	76.1	55.3
	2016	*	100.0	92.9	93.4			66.7		96.7	94.3	94.8	63.2
	2017	100.0	90.9	91.3	91.4		*	84.6		100.0	89.0	91.8	65.2
Tests Taken	2015	4	44	82	106			25		27	107	134	8,635
	2016	4	26	99	106			9		30	105	135	9,316
	2017	7	33	92	105		1	13		34	100	134	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	*	20.5	39.0	34.9			20.0		55.6	27.1	32.8	19.6
	2016	*	46.2	53.5	53.8			33.3		56.7	50.5	51.9	26.5
	2017	42.9	57.6	55.4	54.3		*	53.8		67.6	52.0	56.0	30.8
Tests Taken	2015	4	44	82	106			25		27	107	134	8,635
	2016	4	26	99	106			9		30	105	135	9,316
	2017	7	33	92	105		1	13		34	100	134	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	71.1	70.5	60.2	79.4
2016	76.1	81.5	84.0	81.0
2017	78.8	78.4	75.1	81.9

PERFORMANCE IN 2017

Grade 2016-17	Domain: 2017 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (11)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	2	18.2	1	9.1	3	27.3	0	0.0	0	0.0
	Advanced High	9	81.8	10	90.9	8	72.7	11	100.0	11	100.0
10 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0
	Advanced High	8	100.0	8	100.0	8	100.0	7	87.5	8	100.0
ALL (20)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	2	10.0	1	5.0	3	15.0	1	5.0	0	0.0
	Advanced High	18	90.0	19	95.0	17	85.0	19	95.0	20	100.0

**PROGRESSION FROM
2016 TO 2017**

Number Rated Both Years N (%) Progressed	2017 Level	2016 Level			
		Beg	Int	Adv	Adv High
10 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	10	
8 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	8	
19 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	19	

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

SEMESTER 1 TESTS

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

SEMESTER 2 TESTS

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

High School Exams

ALGEBRA I

13	67.6	79.3	82.7	83.3	84.6	100.0	51.6	81.8
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ALGEBRA II PRE-AP

100	56.4	73.8	82.8	84.4	67.0	99.0	68.9	92.8
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BIOLOGY PRE-AP

130	67.6	79.7	81.2	81.5	88.5	99.2	67.8	93.2
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CHEMISTRY PRE-AP

151	74.9	84.6	84.2	84.1	95.4	97.4	75.7	96.2
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ECONOMICS

12	68.7	79.6	84.4	85.3	83.3	100.0	74.2	94.8
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ENGLISH I PRE-AP

125	81.2	82.9	86.8	87.5	96.8	99.2	75.1	94.7
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ENGLISH II PRE-AP

155	75.6	81.2	84.7	85.3	93.5	98.7	76.9	94.9
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ENGLISH III

11	80.6	87.1	93.0	94.1	100.0	100.0	66.3	90.4
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ENGLISH IV

8	82.9	86.1	84.9	84.7	100.0	100.0	73.3	90.9
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FRENCH I

34	89.8	93.9	79.2	76.6	100.0	94.1	63.3	87.7
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ALGEBRA I

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ALGEBRA II PRE-AP

104	54.5	74.7	83.2	84.7	65.4	97.1	73.4	93.5
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BIOLOGY PRE-AP

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CHEMISTRY PRE-AP

148	67.7	78.9	86.1	87.4	85.8	97.3	71.6	95.0
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ECONOMICS

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ENGLISH I PRE-AP

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ENGLISH II PRE-AP

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ENGLISH III

11	74.4	82.5	90.4	91.8	100.0	100.0	57.8	87.1
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ENGLISH IV

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FRENCH I

32	93.4	96.2	78.0	74.8	100.0	87.5	62.7	85.7
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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

FRENCH II

14	91.3	93.1	88.6	87.9	100.0	100.0	60.5	89.6
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GEOMETRY PRE-AP

157	52.3	75.3	81.8	82.9	78.3	93.0	66.2	92.6
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HS BAND: LISTENING AND MUSIC ELEMENTS

5	*	*	*	*	*	*	72.8	*
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HS HEALTH EDUCATION

65	85.0	89.8	93.0	93.6	100.0	100.0	79.9	95.8
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PHYSICS PRE-AP

95	47.1	70.6	85.6	88.2	51.6	100.0	66.3	95.3
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PRE-CALCULUS PRE-AP

139	57.9	74.8	55.0	51.6	65.5	65.5	70.9	80.3
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SPANISH I

45	88.4	92.1	87.7	87.0	100.0	95.6	78.0	92.9
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SPANISH II

68	87.1	89.5	87.0	86.6	97.1	100.0	76.9	93.4
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STUDIO ART I

78	79.2	87.5	92.0	92.8	98.7	100.0	71.1	93.5
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U.S. HISTORY

19	67.0	78.0	82.1	82.7	73.7	100.0	56.9	86.9
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WORLD GEOGRAPHY PRE-AP

106	75.7	82.6	85.7	86.3	98.1	99.1	76.4	96.9
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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

FRENCH II

13	84.5	90.1	88.2	87.9	100.0	100.0	65.5	92.6
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GEOMETRY PRE-AP

153	60.5	76.3	82.4	83.5	77.8	95.4	71.7	92.7
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HS BAND: LISTENING AND MUSIC ELEMENTS

1	*	*	*	*	*	*	78.2	*
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HS HEALTH EDUCATION

70	88.8	92.4	94.7	95.1	100.0	100.0	82.1	95.2
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PHYSICS PRE-AP

95	42.7	71.8	79.8	81.3	61.1	89.5	65.3	93.2
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PRE-CALCULUS PRE-AP

110	69.0	80.2	84.7	85.5	84.5	97.3	70.9	95.0
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SPANISH I

41	87.0	91.1	86.5	85.7	97.6	95.1	79.5	90.6
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SPANISH II

64	87.6	91.7	89.2	88.7	92.2	100.0	82.1	92.3
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STUDIO ART I

59	77.5	86.0	90.0	90.7	100.0	100.0	73.4	93.0
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U.S. HISTORY

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WORLD GEOGRAPHY PRE-AP

102	75.2	83.1	87.2	87.9	97.1	98.0	79.2	93.4
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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

WORLD HISTORY PRE-AP

58	63.0	76.9	83.6	84.8	86.2	100.0	76.7	96.2
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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

WORLD HISTORY PRE-AP

58	67.2	76.6	82.4	83.5	82.8	100.0	70.6	94.4
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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	130	548	86.2	41	541	85.4	80	550	85.0	4	*	*	7,259	440	31.7
		2016-17	100.0	88.8	135	547	86.7	27	533	85.2	99	551	86.9	4	*	*	7,109	461	41.0
	Mathematics	2014-15*																	
		2015-16	100.0	89.1	130	527	51.5	41	509	41.5	80	533	55.0	4	*	*	7,259	449	18.2
		2016-17	100.0	88.8	135	537	53.3	27	517	37.0	99	538	55.6	4	*	*	7,109	462	20.7
ACT	English	2014-15	100.0	85.3	120	20	75.0	25	20	76.0	83	20	73.5	3	*	*	6,839	15	25.4
		2015-16	99.2	84.1	129	20	65.1	40	20	65.0	80	20	65.0	4	*	*	6,849	14	22.8
		2016-17	98.5	86.0	133	20	67.7	27	18	51.9	97	20	69.1	4	*	*	6,885	15	25.3
	Mathematics	2014-15	100.0	85.3	120	21	50.8	25	20	44.0	83	21	50.6	3	*	*	6,839	17	15.1
		2015-16	99.2	84.1	129	21	41.1	40	20	32.5	80	21	42.5	4	*	*	6,849	17	16.0
		2016-17	98.5	86.0	133	21	47.4	27	19	18.5	97	21	52.6	4	*	*	6,885	18	16.7
	Reading	2014-15	100.0	85.3	120	21	37.5	25	21	40.0	83	21	37.3	3	*	*	6,839	16	15.1
		2015-16	99.2	84.1	129	22	42.6	40	21	40.0	80	22	42.5	4	*	*	6,849	16	17.0
		2016-17	98.5	86.0	133	21	43.6	27	20	37.0	97	21	42.3	4	*	*	6,885	17	17.6
	Science	2014-15	100.0	85.3	120	22	40.0	25	21	40.0	83	22	37.3	3	*	*	6,839	17	12.5
		2015-16	99.2	84.1	129	22	37.2	40	21	32.5	80	22	36.3	4	*	*	6,849	17	12.6
		2016-17	98.5	86.0	133	22	33.8	27	21	11.1	97	22	35.1	4	*	*	6,885	18	13.3
	Composite	2014-15	100.0	85.3	120	21	–	25	21	–	83	21	–	3	*	–	6,839	16	–
		2015-16	99.2	84.1	129	21	–	40	20	–	80	21	–	4	*	–	6,849	16	–
		2016-17	98.5	86.0	133	21	–	27	20	–	97	21	–	4	*	–	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	144	463	77.1	24	448	79.2	111	461	74.8	2	*	*	6	530	100.0	1,540	462	70.1
		2016	129	496	93.8	24	499	95.8	97	492	93.8	2	*	*	5	*	*	1,442	464	68.2
	Mathematics	2014*																		
		2015	144	443	52.8	24	427	37.5	111	441	53.2	2	*	*	6	497	85.7	1,540	456	54.3
		2016	129	492	84.5	24	489	91.7	97	492	82.5	2	*	*	5	*	*	1,442	469	62.8
10	Reading & Writing	2014*																		
		2015	139	487	80.6	33	480	81.8	95	484	77.9	7	553	100.0	1	*	*	8,972	414	38.6
		2016	148	508	85.8	23	500	82.6	113	505	85.0	3	*	*	8	544	100.0	9,090	417	40.1
	Mathematics	2014*																		
		2015	139	475	50.4	33	460	42.4	95	476	50.5	7	521	71.4	1	*	*	8,972	424	22.2
		2016	148	497	64.2	23	490	60.9	113	494	62.8	3	*	*	8	557	88.9	9,090	433	26.6
11	Reading & Writing	2014*																		
		2015	134	519	86.6	25	505	88.0	99	520	84.8	4	*	*	6	530	100.0	2,313	491	61.3
		2016	133	532	85.7	31	525	87.1	92	530	84.8	7	580	100.0	1	*	*	2,020	511	69.2
	Mathematics	2014*																		
		2015	134	515	53.7	25	486	40.0	99	517	53.5	4	*	*	6	583	100.0	2,313	492	39.5
		2016	133	527	66.9	31	516	58.1	92	526	67.4	7	589	100.0	1	*	*	2,020	511	49.7

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

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

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

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

ALL EXAMS

880	21,637	1.9	2.0	188	21.4	27.4
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Calculus BC

24	301	3.5	3.5	21	87.5	75.4
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English Literature and Composition

101	2,176	2.1	1.7	23	22.8	16.8
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Human Geography

24	1,353	2.3	1.8	9	37.5	26.8
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Physics 2

5	78	*	2.2	*	*	28.2
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Spanish Language and Culture

10	970	3.8	3.6	9	90.0	89.6
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Studio Art: 3-D Design Portfolio

2	80	*	2.8	*	*	55.0
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World History

66	1,199	1.8	2.1	9	13.6	27.4
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Biology

77	1,074	2.1	2.0	19	24.7	27.7
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Chemistry

13	595	1.5	1.7	1	7.7	18.8
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Environmental Science

60	1,152	1.6	1.9	9	15.0	25.1
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Macroeconomics

45	1,068	1.2	1.6	4	8.9	17.0
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Physics C: Mechanics

1	138	*	3.6	*	*	74.6
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Statistics

4	504	*	2.2	*	*	38.1
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United States Government and Politics

62	1,631	1.2	1.5	3	4.8	14.3
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Calculus AB

47	965	3.4	2.5	36	76.6	41.6
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English Language and Composition

119	2,878	2.0	1.8	28	23.5	17.9
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French Language and Culture

1	64	*	2.4	*	*	46.9
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Physics 1

20	1,018	1.5	1.5	1	5.0	11.2
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Psychology

93	803	1.3	1.7	7	7.5	20.5
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Studio Art: 2-D Design Portfolio

6	152	2.2	3.0	1	16.7	65.1
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United States History

100	2,255	1.5	1.6	5	5.0	15.1
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