

# CITYLAB HIGH SCHOOL

SCHOOL NUMBER 383

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**I N S T I T U T I O N A L**

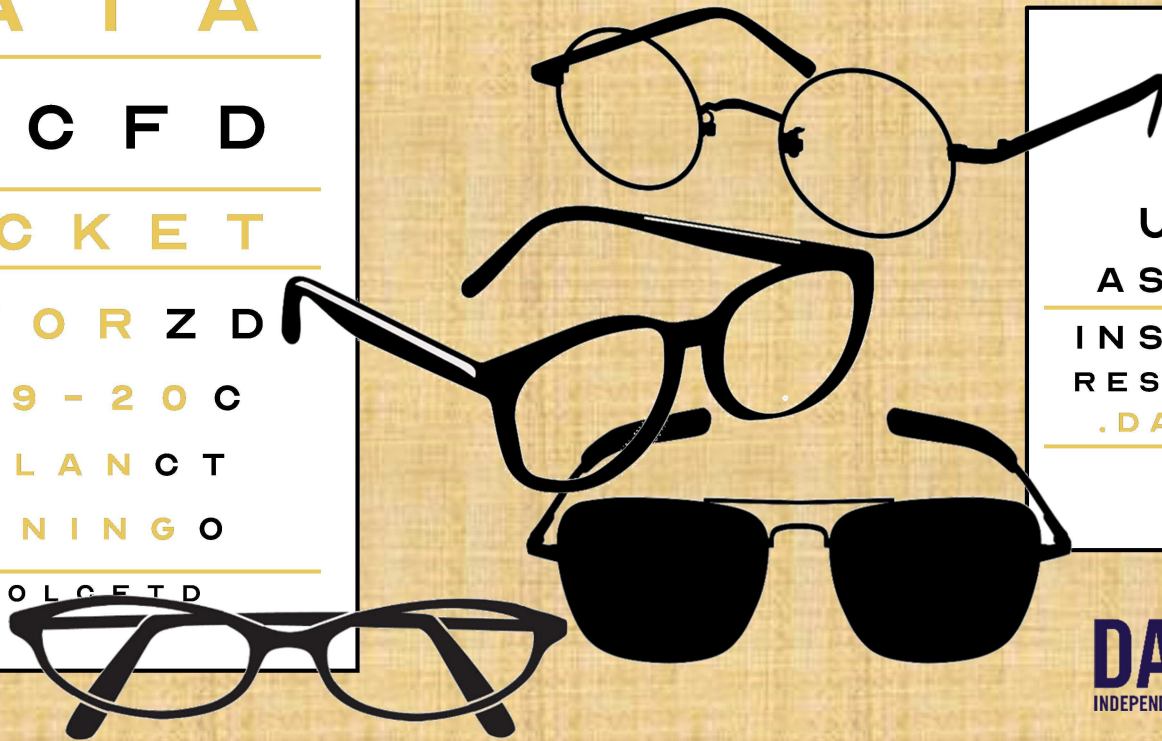
**R E S E A R C H M Y D A T A**

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**O I R @ D A L L A S**

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JULY 24, 2019

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## **2018-19 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 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 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 2017-18 and 2018-19.

## **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.
- 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 and IPT**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS 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 TELPAS composite rating did not increase at least one level from 2018 to 2019, the TEA did not report the 2018 composite rating.
- If a student is rated as Advanced High on the TELPAS in 2019, the TEA does not differentiate between the Advanced and Advanced High levels from 2018.
- **Statistics from the 2018 TELPAS are presented in a separate report in this data packet because they were not available for publication the prior year.**
- **Statistics from 2017-18 IPT administrations are presented in a separate report in this year's data packet. Statistics were recomputed from last year to separate English from Spanish results and to select only the latest score for a student.**

### **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**

- AP scores range from 1 to 5. A 3 is a “qualifying score”.

**STUDENT ENROLLMENT**

Grade	Enrollment
9	69
10	76
ALL	145

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	30	20.7	2	16.7
American Indian/Alaska Native	2	1.4	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	83	57.2	4	33.3
White	20	13.8	5	41.7
Multiple	10	6.9	0	0.0
Other* (teachers only)	—	—	1	8.3
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	79	54.5
Economically disadvantaged	92	63.4
Limited English proficient (LEP)	27	18.6
Special education	18	12.4
Talented and Gifted (TAG)	20	13.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2017													
	2018	82	19	23.2	0	0.0	1	1.2	50	61.0	10	12.2	1	1.2
	2019	69	14	20.3	2	2.9	0	0.0	37	53.6	12	17.4	4	5.8
10	2017													
	2018													
	2019	76	16	21.1	0	0.0	0	0.0	46	60.5	8	10.5	6	7.9
9-12	2017													
	2018	82	19	23.2	0	0.0	1	1.2	50	61.0	10	12.2	1	1.2
	2019	145	30	20.7	2	1.4	0	0.0	83	57.2	20	13.8	10	6.9

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	2017																
	2018	82	55	67.1	15	18.3	8	9.8	51	62.2	8	9.8	21	25.6	63.4	36.6	0.0
	2019	69	46	66.7	14	20.3	9	13.0	42	60.9	10	14.5	21	30.4	55.1	44.9	0.0
10	2017																
	2018																
	2019	76	46	60.5	13	17.1	9	11.8	37	48.7	10	13.2	6	7.9	64.5	35.5	0.0
9-12	2017																
	2018	82	55	67.1	15	18.3	8	9.8	51	62.2	8	9.8	21	25.6	63.4	36.6	0.0
	2019	145	92	63.4	27	18.6	18	12.4	79	54.5	20	13.8	27	18.6	60.0	40.0	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	2017		11,759			10,936	93.0			25.7		9,766		83.1
	2018	81	11,716	79	96.8	10,961	93.6	10	12.3	22.9	77	9,718	94.6	82.9
	2019	70	13,484	65	93.1	12,111	89.8	2	2.9	14.7	61	8,723	87.7	64.7
10	2017		10,329			9,713	94.0			16.3		9,045		87.6
	2018		10,382			9,791	94.3			16.5		8,886		85.6
	2019	77	12,020	72	93.5	10,909	90.8	5	6.5	7.4	66	7,845	85.8	65.3
9-12	2017		38,829			36,498	94.0			16.5		33,932		87.4
	2018	81	39,984	79	96.8	37,719	94.3	10	12.3	15.0	77	34,508	94.6	86.3
	2019	147	46,196	137	93.3	41,897	90.7	7	4.8	8.1	127	30,790	86.7	66.7



Teachers: 12

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	2	16.7
Hispanic	4	33.3
White	5	41.7
Multiple	0	0.0
Other	1	8.3

Gender	Number	Percentage
Female	9	75.0
Male	3	25.0

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2016-17		
2017-18	5.3	
2018-19	7.5	71.4

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	2	16.7
1	1	8.3
2	1	8.3
3	1	8.3
4	1	8.3
5	1	8.3
1-3	3	25.0
More than 3	7	58.3
1 - 5	5	41.7
6 - 10	1	8.3
11 - 20	4	33.3
More than 20	0	0.0

## PERCENTAGE APPROACHED 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>2017</b>												58.7
	<b>2018</b>	90.0	57.9	71.2	64.2	44.4	62.5	58.5		68.5	76.7	71.4	62.1
	<b>2019</b>	90.9	57.1	64.9	63.0	33.3	42.9	52.4		70.3	67.7	69.1	65.6
Tests Taken	<b>2017</b>												11,092
	<b>2018</b>	10	19	52	53	9	16	53		54	30	84	9,912
	<b>2019</b>	11	14	37	46	9	14	42		37	31	68	10,554
<b>ENGLISH II</b>	<b>2017</b>												60.3
	<b>2018</b>												67.0
	<b>2019</b>	100.0	50.0	88.9	88.6	77.8	84.6	72.2		77.6	92.6	82.9	69.3
Tests Taken	<b>2017</b>												9,822
	<b>2018</b>												10,011
	<b>2019</b>	9	16	45	44	9	13	36		49	27	76	9,584

## 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	2017												4,577
	2018	1	8	15	19	5	6	22		17	7	24	3,752
	2019	1	6	13	17	6	8	20		11	10	21	3,633
Tests Taken	2017												11,092
	2018	10	19	52	53	9	16	53		54	30	84	9,912
	2019	11	14	37	46	9	14	42		37	31	68	10,554
ENGLISH II	2017												3,895
	2018												3,300
	2019	0	8	5	5	2	2	10		11	2	13	2,941
Tests Taken	2017												9,822
	2018												10,011
	2019	9	16	45	44	9	13	36		49	27	76	9,584

## 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>2017</b>												41.2
	<b>2018</b>	90.0	42.1	55.8	47.2	44.4	25.0	37.7		50.0	73.3	58.3	43.9
	<b>2019</b>	81.8	42.9	51.4	52.2	22.2	35.7	42.9		51.4	64.5	57.4	51.0
Tests Taken	<b>2017</b>												11,092
	<b>2018</b>	10	19	52	53	9	16	53		54	30	84	9,912
	<b>2019</b>	11	14	37	46	9	14	42		37	31	68	10,554
<b>ENGLISH II</b>	<b>2017</b>												42.1
	<b>2018</b>												50.0
	<b>2019</b>	100.0	50.0	68.9	70.5	55.6	53.8	47.2		61.2	88.9	71.1	51.5
Tests Taken	<b>2017</b>												9,822
	<b>2018</b>												10,011
	<b>2019</b>	9	16	45	44	9	13	36		49	27	76	9,584

## 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>2017</b>												6.3
	<b>2018</b>	0.0	0.0	9.6	7.5	0.0	0.0	1.9		3.7	10.0	6.0	5.0
	<b>2019</b>	27.3	7.1	8.1	6.5	0.0	0.0	9.5		10.8	16.1	13.2	10.1
Tests Taken	<b>2017</b>												11,092
	<b>2018</b>	10	19	52	53	9	16	53		54	30	84	9,912
	<b>2019</b>	11	14	37	46	9	14	42		37	31	68	10,554
<b>ENGLISH II</b>	<b>2017</b>												4.9
	<b>2018</b>												7.0
	<b>2019</b>	0.0	6.3	4.4	6.8	0.0	0.0	0.0		6.1	0.0	3.9	6.0
Tests Taken	<b>2017</b>												9,822
	<b>2018</b>												10,011
	<b>2019</b>	9	16	45	44	9	13	36		49	27	76	9,584

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition <sup>1</sup>	5. Revision (Writing)	6. Editing (Writing)
2017						
2018	77.4	73.9	70.8	4.2	70.5	72.8
2019	59.2	65.3	68.6	4.5	69.1	67.8

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition <sup>1</sup>	5. Revision (Writing)	6. Editing (Writing)
2017						
2018						
2019	66.4	73.7	83.3	5.0	74.6	73.8

<sup>1</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>ALGEBRA I</b>	<b>2017</b>												83.5
	<b>2018</b>	100.0	87.5	100.0	95.1	83.3	100.0	95.3		94.9	100.0	96.8	87.5
	<b>2019</b>	*	72.7	100.0	91.2	75.0	100.0	91.2		95.8	91.3	93.6	88.9
Tests Taken	<b>2017</b>							43					10,240
	<b>2018</b>	7	16	38	41	6	14	43		39	23	62	10,244
	<b>2019</b>	5	11	27	34	8	10	34		24	23	47	10,243

## 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>ALGEBRA I</b>	<b>2017</b>							0					1,692
	<b>2018</b>	0	2	0	2	1	0	2		2	0	2	1,278
	<b>2019</b>	*	3	0	3	2	0	3		1	2	3	1,134
Tests Taken	<b>2017</b>							43					10,240
	<b>2018</b>	7	16	38	41	6	14	43		39	23	62	10,244
	<b>2019</b>	5	11	27	34	8	10	34		24	23	47	10,243



## PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>ALGEBRA I</b>	<b>2017</b>												47.9
	<b>2018</b>	85.7	37.5	63.2	56.1	83.3	57.1	46.5		59.0	56.5	58.1	61.8
	<b>2019</b>	*	63.6	48.1	55.9	37.5	40.0	47.1		70.8	47.8	59.6	68.9
Tests Taken	<b>2017</b>												10,240
	<b>2018</b>	7	16	38	41	6	14	43		39	23	62	10,244
	<b>2019</b>	5	11	27	34	8	10	34		24	23	47	10,243

## PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>ALGEBRA I</b>	<b>2017</b>												23.1
	<b>2018</b>	71.4	25.0	34.2	31.7	50.0	28.6	20.9		33.3	39.1	35.5	35.8
	<b>2019</b>	*	27.3	22.2	26.5	25.0	10.0	23.5		20.8	26.1	23.4	45.1
Tests Taken	<b>2017</b>												10,240
	<b>2018</b>	7	16	38	41	6	14	43		39	23	62	10,244
	<b>2019</b>	5	11	27	34	8	10	34		24	23	47	10,243

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>ALGEBRA I</b>	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
<b>2017</b>					
<b>2018</b>	56.2	67.6	68.1	73.6	66.1
<b>2019</b>	57.1	60.8	65.0	57.3	71.6

## 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>2017</b>												86.4
	<b>2018</b>	100.0	94.7	94.0	94.1	87.5	93.3	92.2		92.0	100.0	95.0	87.9
	<b>2019</b>	100.0	69.2	86.8	80.4	75.0	78.6	78.6		89.7	83.3	87.0	87.1
Tests Taken	<b>2017</b>												9,622
	<b>2018</b>	8	19	50	51	8	15	51		50	30	80	10,192
	<b>2019</b>	12	13	38	46	8	14	42		39	30	69	9,591

## 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>2017</b>												1,310
	<b>2018</b>	0	1	3	3	1	1	4		4	0	4	1,234
	<b>2019</b>	0	4	5	9	2	3	9		4	5	9	1,240
Tests Taken	<b>2017</b>												9,622
	<b>2018</b>	8	19	50	51	8	15	51		50	30	80	10,192
	<b>2019</b>	12	13	38	46	8	14	42		39	30	69	9,591

## 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>2017</b>												54.0
	<b>2018</b>	75.0	42.1	66.0	60.8	75.0	46.7	49.0		60.0	66.7	62.5	57.4
	<b>2019</b>	91.7	53.8	44.7	47.8	25.0	35.7	38.1		56.4	56.7	56.5	59.2
Tests Taken	<b>2017</b>												9,622
	<b>2018</b>	8	19	50	51	8	15	51		50	30	80	10,192
	<b>2019</b>	12	13	38	46	8	14	42		39	30	69	9,591

## 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>2017</b>												15.1
	<b>2018</b>	37.5	5.3	24.0	17.6	25.0	13.3	9.8		20.0	20.0	20.0	18.6
	<b>2019</b>	33.3	7.7	10.5	8.7	12.5	0.0	7.1		17.9	10.0	14.5	22.3
Tests Taken	<b>2017</b>												9,622
	<b>2018</b>	8	19	50	51	8	15	51		50	30	80	10,192
	<b>2019</b>	12	13	38	46	8	14	42		39	30	69	9,591

## 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>2017</b>					
<b>2018</b>	61.0	63.4	74.3	67.5	68.1
<b>2019</b>	56.5	53.5	69.3	60.4	64.3




PERFORMANCE IN 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (14)	Beginning	0	0.0	2	14.3	0	0.0	0	0.0	0	0.0
	Intermediate	1	7.1	6	42.9	1	7.1	5	35.7	2	14.3
	Advanced	6	42.9	5	35.7	9	64.3	5	35.7	9	64.3
	Advanced High	7	50.0	1	7.1	4	28.6	4	28.6	3	21.4
10 (14)	Beginning	0	0.0	2	14.3	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	4	28.6	0	0.0	1	7.1	2	14.3
	Advanced	3	21.4	6	42.9	9	64.3	6	42.9	6	42.9
	Advanced High	11	78.6	2	14.3	5	35.7	7	50.0	6	42.9
ALL (28)	Beginning	0	0.0	4	14.3	0	0.0	0	0.0	0	0.0
	Intermediate	1	3.6	10	35.7	1	3.6	6	21.4	4	14.3
	Advanced	9	32.1	11	39.3	18	64.3	11	39.3	15	53.6
	Advanced High	18	64.3	3	10.7	9	32.1	11	39.3	9	32.1

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
13 5 (38.5%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	2	7	
	Advanced High	0	0	3	
14 6 (42.9%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	6	
	Advanced High	0	0	6	
27 11 (40.7%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	2	13	
	Advanced High	0	0	9	


 Indicates students who progressed at least one level from 2018 to 2019.

**PERFORMANCE IN 2018**

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (16)	Beginning	1	6.3	1	6.3	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	12.5	0	0.0	1	6.3	1	6.3
	Advanced	4	25.0	11	68.8	8	50.0	8	50.0	6	37.5
	Advanced High	11	68.8	2	12.5	8	50.0	7	43.8	9	56.3
ALL (16)	Beginning	1	6.3	1	6.3	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	12.5	0	0.0	1	6.3	1	6.3
	Advanced	4	25.0	11	68.8	8	50.0	8	50.0	6	37.5
	Advanced High	11	68.8	2	12.5	8	50.0	7	43.8	9	56.3

**PROGRESSION FROM 2017 TO 2018**

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
16 9 (56.3%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	6	
	Advanced High	0	0	9	
16 9 (56.3%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	6	
	Advanced High	0	0	9	

 Indicates students who progressed at least one level from 2017 to 2018.

**2018 PERCENTAGE BY PROFICIENCY LEVEL**

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	9	8			*	*	*	*	*	*		
	ALL	8			*	*	*	*	*	*		

**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**

50	52.0	69.4	76.5	77.8	48.0	92.0	57.9	83.5
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**ALGEBRA II PRE-AP**

24	55.2	68.8	86.1	89.1	45.8	100.0	67.4	93.4
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**BIOLOGY PRE-AP**

68	46.2	69.6	76.5	77.7	48.5	88.2	74.4	90.8
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**CHEMISTRY PRE-AP**

79	38.6	64.6	82.6	85.8	27.8	98.7	70.4	94.1
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**ENGLISH I**

68	66.6	75.0	80.3	81.2	69.1	86.8	53.6	82.6
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**ENGLISH II PRE-AP**

80	61.3	71.7	80.2	81.7	57.5	93.8	75.8	95.3
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**GEOMETRY PRE-AP**

78	37.8	65.4	79.9	82.5	26.9	88.5	65.8	91.8
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**SPANISH I**

38	62.5	75.0	86.9	89.0	57.9	100.0	74.1	91.1
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**SPANISH II**

41	61.6	71.2	83.7	85.9	51.2	100.0	79.3	92.3
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**STUDIO ART I**

123	61.9	78.0	74.1	73.4	81.3	75.6	75.1	92.6
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**ALGEBRA I**

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**ALGEBRA II PRE-AP**

25	56.6	75.9	82.1	83.2	76.0	92.0	84.2	94.4
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**BIOLOGY PRE-AP**

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**CHEMISTRY PRE-AP**

73	43.2	60.4	83.7	87.9	19.2	97.3	67.9	92.5
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**ENGLISH I**

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**ENGLISH II PRE-AP**

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**GEOMETRY PRE-AP**

72	44.7	64.7	79.2	81.7	31.9	90.3	68.3	90.7
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**SPANISH I**

38	67.6	79.7	86.4	87.5	78.9	94.7	84.9	89.2
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**SPANISH II**

42	64.5	76.3	85.5	87.1	83.3	97.6	88.1	91.6
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**STUDIO ART I**

122	67.9	79.1	78.8	78.8	86.1	85.2	71.2	90.4
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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**

<b>101</b>	21,262	<b>1.4</b>	2.0	<b>7</b>	<b>6.9</b>	29.3
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**Human Geography**

<b>52</b>	2,291	<b>1.3</b>	1.7	<b>2</b>	<b>3.8</b>	22.1
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**World History**

<b>49</b>	1,473	<b>1.5</b>	1.9	<b>5</b>	<b>10.2</b>	22.7
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