

Northwest Independent School District

Byron Nelson High School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Science

Academic Achievement in Social Studies



Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Byron Nelson High School Vision

The vision of BNHS is to be an exemplary community empowering learners with the knowledge, skills, and resources necessary for life long success in an ever-changing society.

Northwest ISD Mission

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

Byron Nelson High School Mission

BNHS, in partnership with students, parents, and community, will ensure a premier education for all learners. Through innovative educational opportunities, students will be challenged, engaged, and offered leadership experiences, thereby, creating the Byron Nelson culture.

Comprehensive Needs Assessment

Revised/Approved: September 15, 2018

Needs Assessment Overview

Driving Instructional Goal for 2018-19

Using current and previous data, each PLC will determine a percentage growth for students in the following identified groups as measured by "meets or mastery levels" on their end-of-course assessments: LEP, Economically Disadvantaged, Special Education.

Problem of Practice to Achieve Goal:

Scaffolding appropriate instruction to add value to students' current performance so that students will confidently obtain their individual learning goals.

Data Source	The data says...	How the data relates to our POP
SAT/ACT/PSAT	Our students are not college and career ready.	College and career readiness results indicate only 39 % of our students are college and career ready.

AP	Our students are not being successful on AP tests. We are not seeing an increase in the passing percentage.	While slight increases in percentages have occurred with number of students taking tests and achieving a 3 or higher, scores are consistently “flat”.
SPED/LEP	Our SPED/LEP students are not being successful on EOC.	SPED and LEP students are not passing in the same percentage as all students.
EOC (Level 2/Phase 2)	Our students will not be successful when the standards change.	A low percentage of students are not performing at final phase-in standards.
Certifications	Students are not gaining certifications to allow them freedom after school.	CTE courses are not promoting certification attainment in all possible CTE courses.
Instructional Rounds/PLCs/Focused Walkthroughs	Students are not consistently engaging in learning tasks that lead to preparation for college and career-readiness success.	Evidence gained from walk-through data and PLC work does not consistently reflect college and career ready tasks.

Demographics

Demographics Summary

Byron Nelson High School begins the tenth year of operation since its original opening, in 2009, as Northwest ISD's second comprehensive high school . We averaged 2400 students during the 2015-2016 school year, served approximately 2550 students for the 2016-2017 school year, and expect 2,600 for the 2017-2018 school year. At the conclusion of the 2017-18 school year, our attendance reflected approximately 2500 students. As of September, 2018, our attendance is 2507.

The student composition reflects 49% male and 51% female.

As of this writing, our student body population includes: 19% Hispanic, 8% African American, Asian 5%, 65.5% White and 3% identified as two or more races. Within that same group 12.4% of our students are Economically Disadvantaged, 21% are considered At- Risk, 2% receive ELS services, 12% are involved in our GATES program, 6% fall under our Special Ed umbrella while 8% of our students are identified as needing accommodations through 504 services. Per our most recent TEA report card, attendance indicated a 94% rate.

Demographics Strengths

The strengths of the campus reflect a diversity of student population, it would appear as though students have school related and academic experiences that need to be built upon, while at the same time, ensuring that background knowledge needs to be considered among all student groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Three student groups, economically disadvantaged, special education and LEP appear to be underperforming. **Root Cause:** Students may not have foundational skills or experienced effective instructional strategies in previous settings.

Student Academic Achievement

Student Academic Achievement Summary

Based upon 2017-18 school data and as identified by the Texas Education Agency's School Report Card, the campus received an "A" rating, if the campuses were to be assessed in this manner. Byron Nelson High School received two distinctions in the areas of science and social studies and was in Quartile 2 in the area of Comparative Academic Growth.

Student Academic Achievement Strengths

<https://txschools.org/schools/061911007/overview>

The link, noted above, contains the TEA Report Card Data and provides evidence of the distinctions earned final report for the 2017-18 SY.

BYRON NELSON H S
STUDENT ACHIEVEMENT
MET STANDARD

92 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS
MET STANDARD

82 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS
MET STANDARD

86 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

Grades Served: 9 - 12

2775 BOBCAT BLVD
TROPHY CLUB, TX, 76262
2,508 Students Enrolled

NORTHWEST ISD

HOW WELL IS THIS SCHOOL PERFORMING
OVERALL?

MET STANDARD

90 out of 100

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

DISTINCTIONS

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness

Top 25 Percent: Comparative Closing the Gaps

BYRON NELSON H S

STUDENT ACHIEVEMENT

SCHOOL PROGRESS

CLOSING THE GAPS

SCORE % OF GRADE

STAAR Performance 92 40%

College, Career, and Military Readiness 93 40%

Graduation Rate 90 20%

Total 92 100%

SCORE

Academic Growth 82

Relative Performance 76

Total 82

The higher of

Growth or

Performance is used.

SCORE % OF GRADE

Grade Level Performance 89 55.6%

Academic Growth/Graduation Rate 71 11.1%

Student Achievement 89 33.3%

Total 86 100%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. **Root Cause:** Complacency may be a cause for adequate growth rather than seeking a higher level of performance.

School Processes & Programs

School Processes & Programs Summary

Using the organizational structure that relies upon the importance of professional learning communities, the campus uses the Master Schedule, Instructional Coaches and aligning common planning times in which teachers examine their practices. With evidence and based upon the work of John Hattie, the campus believes that collective efficacy and the resulting examination of the impact of teachers' practices and work will lead to student and adult learning.

Because the campus also views the importance of teacher feedback and empowerment, small ad-hoc and work groups are created during the year to problem solve issues that may arise. For example, Advisory, Primetime, Lynx Leader (9th Grade Mentoring) and Cell-Phone practices are examples of teachers working together to determine campus practices that align with the goals of developing personnel and allowing access to decision-making.

School Processes & Programs Strengths

The counseling program was one of two high schools in Texas that was awarded the American School Counselor Association's RAMP award as well as earning TEA's Crest Award for counseling program. In addition, the Parent Teacher Student Association received the "School of Excellence Award".

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff members need additional opportunities to demonstrate career goals. **Root Cause:** A limited growth/opportunity structure for career advancement for appears to suppress opportunities.

Perceptions

Perceptions Summary

An Organizational Health Survey was completed among staff members during the 2017-19 school year. The overall results indicated a movement towards improvement, based upon the previous year's survey data.

Perceptions Strengths

Communication and Goal Focused were the highest among the measured outcomes, as measured on the Organizational Health Survey among all indicators.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increasing the measures of the particular indicators of the OHI Survey that were lower than others is necessary for increased OHI Health. **Root Cause:** An increased awareness of these indicators needs to be addressed in order to enhance improvement.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data

Goals

Revised/Approved: May 29, 2018

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Ensure that alignment among PLC, tasks and assessments are in place so that college and career readiness skills are demonstrated for all students. Prior to designing learning environments, PLCs will determine targets for reasons of measuring student growth, based upon specific interventions used by individual teachers.

Evaluation Data Source(s) 1: Task and assessment comparisons within Teacher Teams, EOC, dual credit and AP results as well as measurement of growth of students among ELL, Sped and Economically Disadvantaged.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
<p>PBMAS</p> <p>1) Within the Problem of Practice setting that emphasizes collective efficacy, instructional methods as determined by PLCs and needs assessments that utilize desirable and productive struggle tasks will be implemented.</p>	<p>Ron Myers, Kara Lea Deardorff, Kerry Knisley, Twana Moore, Branden Richardson, Patrick Tobin, Denise Tennyson, April Allison, Lynnette Llewellyn, Maggie Norris, Carol White</p>	<p>Summatives, EOC, AP scores</p>				
<p>Problem Statements: Demographics 1</p>						

2) Provide targeted professional development to teachers, based upon the needs of individual needs.	Ron Myers, Kara Lea Deardorff, Kerry Knisley, Twana Moore, Branden Richardson, Patrick Tobin, Denise Tennyson, April Allison, Lynnette Llewellyn, Maggie Norris, Carol White, Sarah Menn, Diane Caldwell	Summatives, EOC, AP, Scores, Teacher Surveys				
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Problem Statements: Demographics 1

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Three student groups, economically disadvantaged, special education and LEP appear to be underperforming. Root Cause 1: Students may not have foundational skills or experienced effective instructional strategies in previous settings.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Emphasize AVID strategy to support students academically, socially and personally

Evaluation Data Source(s) 2: End-of-Year grade reports, testing data and participation in school-related clubs, athletics, fine arts and/or other school programs.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
PBMAS 1) Provide staff development sessions to staff that utilize AVID strategies to create common instructional tools.	Kara Lea Deardorff, Ron Myers, Jamie West, Paige Smith	Frequency, based upon PLC reports, that demonstrate strategies were utilized.				
	Problem Statements: Student Academic Achievement 1					
2) Set target numbers that indicate students will obtain Advanced Academics and Career and Technology certifications.	Maggie Norris, Carol McDaniel-White	Number of certifications obtained during the year.				
	Problem Statements: Student Academic Achievement 1					

Performance Objective 2 Problem Statements:


Student Academic Achievement
Problem Statement 1: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. Root Cause 1: Complacency may be a cause for adequate growth rather than seeking a higher level of performance.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Establish systems among each grade that will monitor students who are considered At-Risk, 504, Dyslexic, Homeless and Response to Intervention

Evaluation Data Source(s) 3: Number of students who make improvement by passing state assessments such as STAAR and Telpas

Summative Evaluation 3: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Each grade, led by assistant principals, will identify students who are at risk and when necessary, note progress for plans-of-actions.	Ron Myers, Kara Lea Deardorff, Kerry Knisley, Twana Moore, Branden Richardson, Patrick Tobin, Denise Tennyson, Monica Valenta, Lynnette Llewellyn, Maggie Norris, Carol White	Lists of students, students passing state assessments.				
Problem Statements: Demographics 1 - Student Academic Achievement 1						
						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Three student groups, economically disadvantaged, special education and LEP appear to be underperforming. Root Cause 1: Students may not have foundational skills or experienced effective instructional strategies in previous settings.
Student Academic Achievement
Problem Statement 1: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. Root Cause 1: Complacency may be a cause for adequate growth rather than seeking a higher level of performance.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 4: Monitor Leavers and Drop-Out students

Evaluation Data Source(s) 4: Students re-enrolling and passing credits/EOCs

Summative Evaluation 4: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Locate students within the grade level who have not passed a state assessment who have completed credits and leavers by creating plan for success, similar to an RtI model.	Ron Myers, Kara Lea Deardorff, Kerry Knisley, Twana Moore, Branden Richardson, Maggie Norris, Carol White, Paige Smith, Sheila Polk, Elsa Ortega	Students re-enrolling, passing state assessments				
Problem Statements: Demographics 1 - Student Academic Achievement 1						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Three student groups, economically disadvantaged, special education and LEP appear to be underperforming. Root Cause 1: Students may not have foundational skills or experienced effective instructional strategies in previous settings.
Student Academic Achievement
Problem Statement 1: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. Root Cause 1: Complacency may be a cause for adequate growth rather than seeking a higher level of performance.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Develop administrative personnel to acquire expertise regarding secondary school and other school-related functions. In particular, focus on the use of the coaching components when working with PLCs in order to develop PLCs that include data reviews as part of the process, instructional strategies and instructional rounds.

Evaluation Data Source(s) 1: Surveys, Performance Reviews

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Allow assistant principals to become more involved in the hiring process, as they lead their departments.	Ron Myers, Kara Lea Deardorff, Kerry Knisley, Twana Moore, Branden Richardson, Maggie Norris, Carol White	Number of personnel retained for 17-18 school year.				
Problem Statements: School Processes & Programs 1						
2) Utilize assistant principals to lead staff development as it is related to instructional needs, based upon research-based methods.	Ron Myers	Number of sessions offered by assistant principals				
Problem Statements: School Processes & Programs 1						
3) Support PLC leads by using department chairs to lead their learning with regards to running an effective PLC.	Ron Myers, Kara Lea Deardorff, Kerry Knisley, Branden Richardson, Twana Moore, Maggie Norris, Carol McDaniel-White, Jerome Koehler, Lynnette Llewellyn, Denise Tennyson, Holly Duncan	PLCs using established protocols, based upon their goals of curriculum instruction or assessment.				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Staff members need additional opportunities to demonstrate career goals. **Root Cause 1:** A limited growth/opportunity structure for career advancement for appears to suppress opportunities.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 2: Develop systems of leadership among teams of teachers in order to allow an increase involvement in decision-making.

Evaluation Data Source(s) 2: Number of sessions led by staff members, number of participants serving on school work teams.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Identify, based upon needs, and encourage teacher ad-hoc committees that pertain to school-based decision making.	Ron Myers	Participation and number of strategies adopted and implemented, teacher surveys				
Problem Statements: School Processes & Programs 1 - Perceptions 1						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff members need additional opportunities to demonstrate career goals. Root Cause 1: A limited growth/opportunity structure for career advancement for appears to suppress opportunities.
Perceptions
Problem Statement 1: Increasing the measures of the particular indicators of the OHI Survey that were lower than others is necessary for increased OHI Health. Root Cause 1: An increased awareness of these indicators needs to be addressed in order to enhance improvement.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformation work of the NISD family.

Performance Objective 1: Provide consistent communication using technology and social media

Evaluation Data Source(s) 1: Survey data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Use Constant Contact, Facebook Page, Twitter Call-Outs for external communication and email for internal communication when distributing information.	Ron Myers, Kara Lea Deardorff, Kerry Knisley, Twana Moore, Branden Richardson, Lynnette Llewellyn, Maggie Norris, Carol White	18 Constant Contacts, Number of "likes" on Facebook, number of followers on Twitter				
Problem Statements: Perceptions 1						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Increasing the measures of the particular indicators of the OHI Survey that were lower than others is necessary for increased OHI Health. Root Cause 1: An increased awareness of these indicators needs to be addressed in order to enhance improvement.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformation work of the NISD family.

Performance Objective 2: Create a weekly SchoolMessenger message for parents highlighting aspects of the school. Have assistant principals send messages highlighting their programs through the use of SchoolMessenger. Create a Monday email to staff that emphasizes the information in the BNHS Nation page for staff. Use Facebook and Twitter to highlight accomplishments of students and staff.

Evaluation Data Source(s) 2: Gather data for survey effectiveness, number of artifacts/communication pieces created throughout the year from counseling and administrative teams.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Implement communication tool, such as a blog, that elaborates on school topics.	Ron Myers, Linda Gray	Number of times read				
Problem Statements: Perceptions 1						

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Increasing the measures of the particular indicators of the OHI Survey that were lower than others is necessary for increased OHI Health. Root Cause 1: An increased awareness of these indicators needs to be addressed in order to enhance improvement.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Within the Problem of Practice setting that emphasizes collective efficacy, instructional methods as determined by PLCs and needs assessments that utilize desirable and productive struggle tasks will be implemented.
1	2	1	Provide staff development sessions to staff that utilize AVID strategies to create common instructional tools.
2	1	2	Utilize assistant principals to lead staff development as it is related to instructional needs, based upon research-based methods.

State Compensatory

Budget for Byron Nelson High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1995.11.007.24.024.6119.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
1995.11.007.24.024.6129.00	6129 Salaries or Wages for Support Personnel	\$0.00
1995.11.007.24.024.6141.00	6141 Social Security/Medicare	\$0.00
1995.11.007.24.024.6142.00	6142 Group Health and Life Insurance	\$0.00
1995.11.007.24.024.6143.00	6143 Workers' Compensation	\$0.00
1995.11.007.24.024.6145.00	6145 Unemployment Compensation	\$0.00
1995.11.007.24.024.6146.00	6146 Teacher Retirement/TRS Care	\$0.00
1995.11.007.24.024.6149.00	6149 Employee Benefits	\$0.00
6100 Subtotal:		\$0.00
6200 Professional and Contracted Services		
1995.61.007.24.024.6299.00	6299 Miscellaneous Contracted Services	\$0.00
2445.11.007.22.244.6299.00	6299 Miscellaneous Contracted Services	\$0.00
6200 Subtotal:		\$0.00
6300 Supplies and Services		
1995.11.007.24.024.6399.00	6399 General Supplies	\$0.00
2445.11.007.22.244.6399.00	6399 General Supplies	\$0.00
6300 Subtotal:		\$0.00
6400 Other Operating Costs		
2445.36.007.22.244.6411.00	6411 Employee Travel	\$0.00

1995.11.007.24.024.6412.00	6412 Student Travel	\$0.00
2445.36.007.22.244.6494.00	6494 Reclassified Transportation Expenses	\$0.00
1995.11.007.24.024.6494.00	6494 Reclassified Transportation Expenses	\$0.00
2445.11.007.22.244.6494.00	6494 Reclassified Transportation Expenses	\$0.00
6400 Subtotal:		\$0.00

Personnel for Byron Nelson High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barry Hawkins	Teacher	ACP English	50% Comp. Ed
Darren Wilson	Teacher	ACP Social Studies	12.5% Comp Ed
Jowder Terrazzas Prieto	Teacher	ACP Science	Comp. Ed. 12.5%
Todd Anderson	AT Risk/Academic Support Teacher	At Risk ELA	100% Comp. Ed.
Zach Woodard	Teacher	ACP Math	50% Comp. Ed.

Addendums

AP Exam Trend Data	2017	2017	2017	2017	2017	2017	2017	2016	2016	2016	2016	2016	2015	2015	2015	2015	2015
	# Exams	Aver.	# >=3	% >=3	Nat. % >=3	# >=2	% >=2	# Exams	Aver.	# >=3	% >=3	Nat. % >=3	# Exams	Aver.	# >=3	% >=3	Nat. % >=3
Biology	169	2.769	109	65%	64%	161	95%	119	2.605	67	56%	60.5%	41	2.829	28	68%	64.1%
Calculus AB	105	2.79	58	55%	58%	96	91%	57	2.702	31	54%	59.4%	60	3.283	44	73%	57.1%
Calculus BC	39	3.513	29	74%	81%	38	97%	40	3.8	37	93%	81.5%	27	3.741	24	89%	80.0%
Calculus BC-AB	39	3.872	33	85%				40	4.025	36	90%		27	4.111	25	93%	
Chemistry	44	2.614	23	52%	51%	40	91%	18	2.778	9	50%	52.3%	32	2.375	12	38%	51.7%
Computer Science	27	2.852	18	67%	67%	21	78%	22	1.864	6	27%	64.3%	15	2.867	10	67%	64.3%
English 3 - Lang	263	2.719	135	51%	55%	237	90%	277	2.718	151	55%	55.3%	209	2.809	122	58%	55.5%
Comp Sci. Principles	13	3.385	10	77%	75%	13	100%										
English 4 - Lit	238	2.613	117	49%	53%	221	93%	188	2.723	98	52%	54.6%	155	2.684	84	54%	56.3%
Environmental Science	149	2.456	63	42%	49%	111	75%	108	2.426	47	44%	45.2%	53	2.283	19	36%	46.8%
European History	29	3.379	23	79%	57%	29	100%	20	3.4	17	85%	53.6%	20	3.45	16	80%	63.3%
French 4	8	1.75	1	13%	59%	4	50%	9	2.444	4	44%	76.4%	13	2.769	9	69%	75.9%
German	4	5	5	100%	76%	4	100%	2	4	2	100%	70.1%	6	3.667	6	100%	77.0%
Human Geography	182	2.648	100	55%	49%	137	75%	149	3.081	95	64%	51.7%	141	3.255	104	74%	53.8%
Macro Economics	210	2.038	67	32%	57%	121	58%	158	2.994	96	61%	55.7%	116	2.853	73	63%	53.1%
Micro Economics								1	4	1	100%	65.6%					
Music Theory	16	3.5	15	94%	61%	16	100%	11	2.727	7	64%	59.5%	14	1.929	2	14%	61.4%
Music Aural Sub Score	16	3.688	14	88%				11	3.091	8	73%		14	2.214	5	36%	
Music Non-Aural Score	16	3.125	14	88%				11	2.455	5	45%		14	1.714	1	7%	
Physics 1	62	2.355	27	44%	41%	47	76%	178	1.944	40	22%	39.2%	18	2.333	7	39%	36.9%
Physics C	32	3.469	27	84%	79%	31	97%	36	2.778	20	56%	76.1%	33	2.273	14	42%	76.8%
Physics E&M													2	2	1	50%	
Psychology	127	3.591	104	82%	64%	119	94%	83	3.398	58	70%	64.2%	85	3.635	72	85%	66.2%
Seminar	18	3.278	18	100%	87%	18	100%										
Spanish 5	22	3.682	19	86%	89%	22	100%	22	4.364	22	100%	89.7%	20	4.65	20	100%	90.0%
Statistics	90	2.144	34	38%	54%	58	64%	84	2.595	40	48%	60.3%	71	2.676	38	54%	57.3%
Art Studio 2-D Design	9	3.222	7	78%	85%	9	100%	7	2.571	3	43%	82.3%	4	2.75	2	50%	78.3%
Art Studio 3-D Design	8	3.25	7	88%	72%	8	100%	9	2.889	7	78%	74.7%	2	3	1	50%	72.1%
Art Studio/Drawing								4	2.75	3	75%	82.9%					78.1%
Government	240	1.996	66	28%	50%	148	62%	148	2.25	50	34%	50.9%	98	2.184	33	37%	48.1%
US History	182	2.758	100	55%	51%	150	82%	239	2.715	130	54%	52.1%	171	2.795	93	54%	50.7%
World History	193	2.544	85	44%	56%	171	89%	114	2.982	77	68%	51.2%	151	3.252	115	76%	51.7%

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80%

AP Exam Trend Data	2017	2017	2017	2017	2017	2017	2017	2016	2016	2016	2016	2016	2015	2015	2015	2015	2015
	# Exams	Aver.	# >=3	% >=3	Nat. % >=3	# >=2	% >=2	# Exams	Aver.	# >=3	% >=3	Nat. % >=3	# Exams	Aver.	# >=3	% >=3	Nat. % >=3
Biology	169	2.769	109	65%	64%	161	95%	119	2.605	67	56%	60.5%	41	2.829	28	68%	64.1%
Calculus AB	105	2.79	58	55%	58%	96	91%	57	2.702	31	54%	59.4%	60	3.283	44	73%	57.1%
Calculus BC	39	3.513	29	74%	81%	38	97%	40	3.8	37	93%	81.5%	27	3.741	24	89%	80.0%
Calculus BC-AB	39	3.872	33	85%				40	4.025	36	90%		27	4.111	25	93%	
Chemistry	44	2.614	23	52%	51%	40	91%	18	2.778	9	50%	52.3%	32	2.375	12	38%	51.7%
Computer Science	27	2.852	18	67%	67%	21	78%	22	1.864	6	27%	64.3%	15	2.867	10	67%	64.3%
English 3 - Lang	263	2.719	135	51%	55%	237	90%	277	2.718	151	55%	55.3%	209	2.809	122	58%	55.5%
Comp Sci. Principles	13	3.385	10	77%	75%	13	100%										
English 4 - Lit	238	2.613	117	49%	53%	221	93%	188	2.723	98	52%	54.6%	155	2.684	84	54%	56.3%
Environmental Science	149	2.456	63	42%	49%	111	75%	108	2.426	47	44%	45.2%	53	2.283	19	36%	46.8%
European History	29	3.379	23	79%	57%	29	100%	20	3.4	17	85%	53.6%	20	3.45	16	80%	63.3%
French 4	8	1.75	1	13%	59%	4	50%	9	2.444	4	44%	76.4%	13	2.769	9	69%	75.9%
German	4	5	5	100%	76%	4	100%	2	4	2	100%	70.1%	6	3.667	6	100%	77.0%
Human Geography	182	2.648	100	55%	49%	137	75%	149	3.081	95	64%	51.7%	141	3.255	104	74%	53.8%
Macro Economics	210	2.038	67	32%	57%	121	58%	158	2.994	96	61%	55.7%	116	2.853	73	63%	53.1%
Micro Economics								1	4	1	100%	65.6%					
Music Theory	16	3.5	15	94%	61%	16	100%	11	2.727	7	64%	59.5%	14	1.929	2	14%	61.4%
Music Aural Sub Score	16	3.688	14	88%				11	3.091	8	73%		14	2.214	5	36%	
Music Non-Aural Score	16	3.125	14	88%				11	2.455	5	45%		14	1.714	1	7%	
Physics 1	62	2.355	27	44%	41%	47	76%	178	1.944	40	22%	39.2%	18	2.333	7	39%	36.9%
Physics C	32	3.469	27	84%	79%	31	97%	36	2.778	20	56%	76.1%	33	2.273	14	42%	76.8%
Physics E&M													2	2	1	50%	
Psychology	127	3.591	104	82%	64%	119	94%	83	3.398	58	70%	64.2%	85	3.635	72	85%	66.2%
Seminar	18	3.278	18	100%	87%	18	100%										
Spanish 5	22	3.682	19	86%	89%	22	100%	22	4.364	22	100%	89.7%	20	4.65	20	100%	90.0%
Statistics	90	2.144	34	38%	54%	58	64%	84	2.595	40	48%	60.3%	71	2.676	38	54%	57.3%
Art Studio 2-D Design	9	3.222	7	78%	85%	9	100%	7	2.571	3	43%	82.3%	4	2.75	2	50%	78.3%
Art Studio 3-D Design	8	3.25	7	88%	72%	8	100%	9	2.889	7	78%	74.7%	2	3	1	50%	72.1%
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