

WASHINGTON COUNTY HIGH SCHOOL

Washington County School District, Constitution State

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ABOUT THIS REPORT

This report is designed to help parents, school boards, community leaders, postsecondary education leaders, and employers answer important questions about how students are progressing in Constitution State's competency-based system.

- Washington County School District has moved to a competency-based approach to prepare all students for college and career.
- In competency-based learning, students move through the course material at a pace that is right for them. Students learn one set of knowledge and skills in a content area before advancing to the next set. This student-centered approach gives students a better, more personalized education.
- All high school graduates need to show proficiency (3 on a scale of 1-4) on all of Constitution State's college- and career-ready (CCR) standards. All of the state's CCR standards are organized into 12 grade levels, from grade level 1 to grade level 12.
- Students can also go beyond grade level 12 standards and earn college credit in high school. Our district has set a goal for all students to earn at least six college credits in high school.

HOW TO READ THIS REPORT

This report is organized into several sections. The first, Washington County High School Student Progress on College and Career Readiness, provides a summary of key student readiness benchmarks, the percentage of students meeting those benchmarks, and whether the school met its performance goal on each benchmark.

The second, third, and fourth sections focus on student performance in English Language Arts (ELA), Mathematics, and Science, respectively. The final section, Student Success,

provides information about the entering cohort from 2011-12 on a range of indicators, from performance on the state assessment to postsecondary enrollment and persistence.



ONLINE RESOURCES

Please visit www.cn.gov/CBPreports to see additional information on student groups by race/ethnicity, economically disadvantaged, English language learners, and students with disabilities.

WASHINGTON COUNTY HIGH SCHOOL STUDENT PROGRESS ON COLLEGE AND CAREER READINESS (CCR)

	PROFICIENCY SNAPSHOT	PROGRESS THIS SCHOOL YEAR	BEYOND PROFICIENCY	EARNING COLLEGE CREDIT
Description of Indicators	Students who are on or above target, as of May 15, to demonstrating proficiency on the full set of state CCR standards by high school graduation	Students who made at least one year of progress in demonstrating proficiency on the full set of state CCR standards as of May 15	Students who have demonstrated mastery (score of 4 on a scale of 1-4) on at least 75% of the standards they have completed	Students in the 2017 graduating cohort who have gone beyond Grade Level 12 standards and earned at least 6 college credits in high school
Percentage of Students Meeting Readiness Benchmarks	65% ▲ 2.0% from last year	85% ▼ 5.0% from last year	45% ▲ 8.0% from last year	65% ▲ 10.0% from last year
Performance Goal	✔ Goal Met!	✘ Goal Not Met	✘ Goal Not Met	✔ Goal Met!

ENGLISH LANGUAGE ARTS

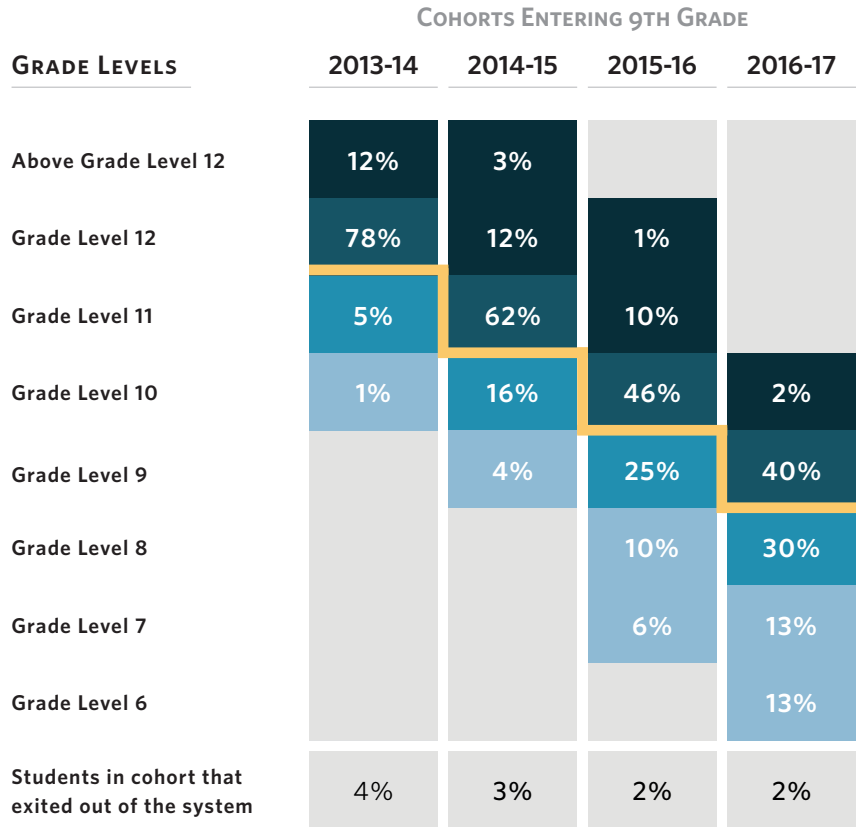
ELA PROFICIENCY SNAPSHOT

Students in each Cohort that were On, Above, or Below Target to Demonstrate Proficiency on the Full Set of State CCR Standards by High School Graduation

67% of all Washington County High School students are **On or Above Target**, as of May 15, to demonstrating proficiency on English Language Arts CCR standards by high school graduation.

LEGEND

- 1+ Years Above Target
- On Target
- 1 Year Below Target
- 2+ Years Below Target
- Target



Students In Each Cohort Entering 9th Grade Who Are On/Above Target To Demonstrate Proficiency, By Student Group

1 The numerator includes students who are on or above target to master standards by high school graduation.

2 The denominator includes all students of a particular student group in that cohort.

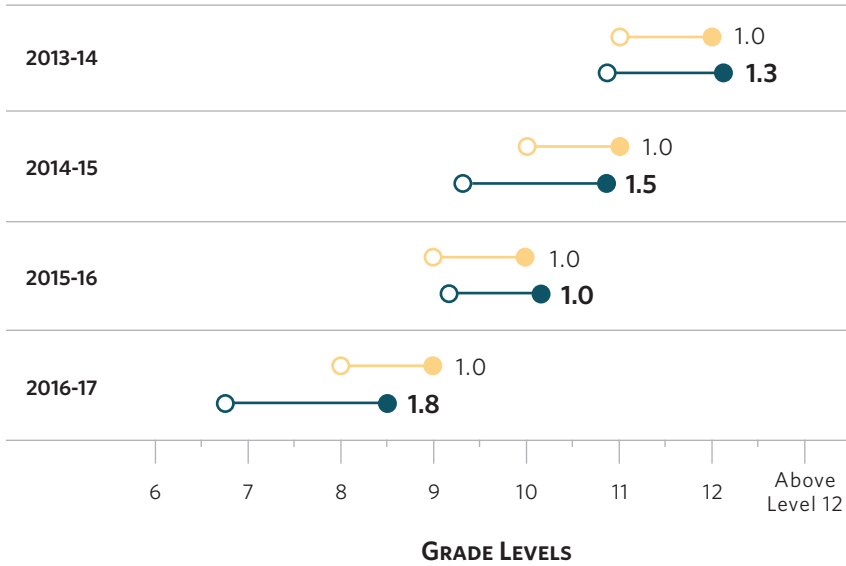
1 261 out of **2** 290 (90%)

	2013-14	2014-15	2015-16	2016-17
All	261 out of 290 (90%)	233 out of 302 (77%)	185 out of 325 (57%)	116 out of 276 (42%)
Asian	24 out of 28 (86%)	10 out of 20 (50%)	11 out of 15 (73%)	16 out of 31 (52%)
African-American	68 out of 80 (85%)	78 out of 100 (78%)	53 out of 86 (62%)	35 out of 80 (44%)
Hispanic	81 out of 90 (90%)	64 out of 80 (80%)	65 out of 130 (50%)	27 out of 87 (31%)
White	88 out of 92 (96%)	81 out of 102 (79%)	56 out of 94 (60%)	38 out of 78 (49%)
Econ. Disadvantaged	201 out of 240 (84%)	132 out of 210 (63%)	130 out of 220 (59%)	130 out of 241 (54%)
English Language Learners	45 out of 60 (75%)	26 out of 45 (58%)	24 out of 50 (48%)	18 out of 37 (49%)
Students with Disabilities	15 out of 28 (54%)	12 out of 31 (39%)	9 out of 34 (26%)	7 out of 19 (37%)

ELA PROGRESS THIS SCHOOL YEAR

How much progress did students in each cohort make in demonstrating proficiency on state CCR standards between September 1 and May 15?

COHORTS ENTERING 9TH GRADE



LEGEND

- Beginning of the Year
- End of the Year
- Target for the Beginning of the Year
- Target for the End of the Year

Note: 1.0 indicates one grade level of progress in demonstrating proficiency on state CCR standards between September 1 and May 15.

A number higher than 1.0 indicates more than one grade level of progress. A number lower than 1.0 indicates less than one grade level of progress.

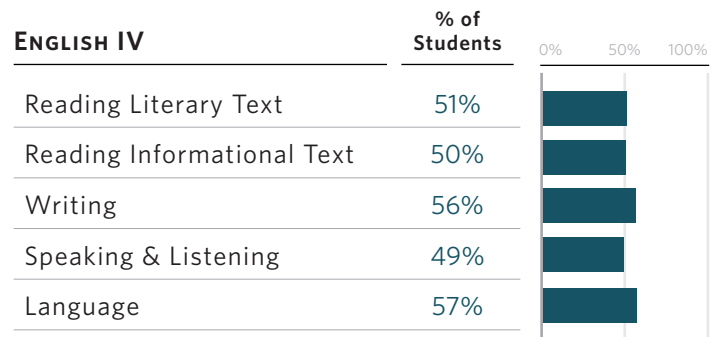
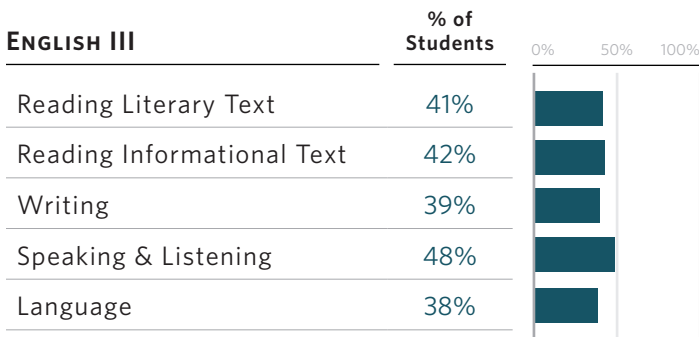
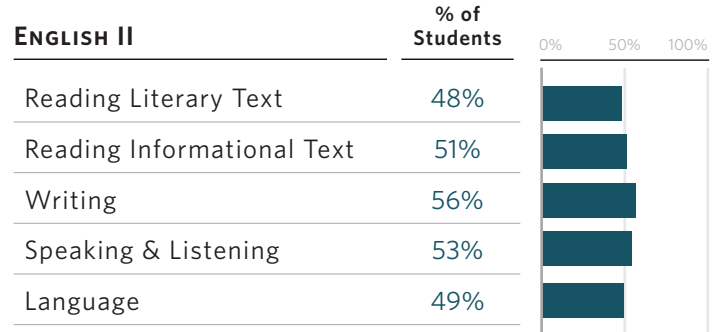
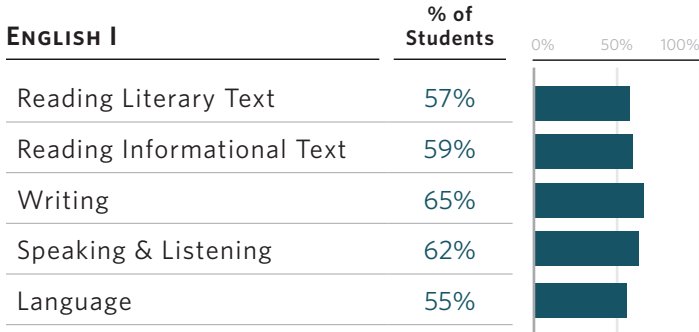
ELA Progress This School Year of Students in Cohorts Entering 9th Grade, By Student Group

	2013-14	2014-15	2015-16	2016-17
All	1.3	1.5	1.0	1.8
Asian	1.2	1.3	0.7	1.3
African-American	1.4	1.7	1.2	2.0
Hispanic	1.3	1.5	1.4	1.8
White	1.0	1.2	0.8	1.6
Econ. Disadvantaged	1.7	1.7	1.1	1.6
English Language Learners	1.8	1.6	1.2	1.7
Students with Disabilities	1.7	1.3	0.8	1.1

ELA BEYOND PROFICIENCY

How many students, who have taken each course, are challenging themselves to go beyond proficiency to demonstrate deeper application and utilization of state CCR standards?

Percent of Students Completing Standards with a 4



Students Who Have Taken Each Course, Who Earn A 4 On At Least 75% Of Standards In ELA, By Student Group

1 The numerator includes students who are on or above target to master standards high school graduation.

2 The denominator includes all students of a particular student group in that cohort.

1 550 out of **2** 900 (61%)

	English I	English II	English III	English IV
All	550 out of 900 (61%)	410 out of 746 (55%)	202 out of 439 (46%)	138 out of 261 (53%)
Asian	43 out of 90 (48%)	34 out of 73 (46%)	27 out of 45 (60%)	10 out of 21 (49%)
African-American	97 out of 203 (48%)	105 out of 175 (60%)	56 out of 109 (51%)	27 out of 59 (46%)
Hispanic	172 out of 320 (54%)	128 out of 251 (51%)	60 out of 143 (42%)	46 out of 76 (61%)
White	189 out of 340 (56%)	83 out of 193 (43%)	56 out of 121 (46%)	43 out of 68 (63%)
Econ. Disadvantaged	243 out of 560 (43%)	136 out of 289 (47%)	99 out of 194 (51%)	54 out of 121 (45%)
English Language Learners	76 out of 135 (56%)	49 out of 76 (64%)	24 out of 56 (43%)	11 out of 26 (42%)
Students with Disabilities	16 out of 98 (16%)	20 out of 54 (37%)	10 out of 35 (28%)	7 out of 18 (37%)

MATHEMATICS

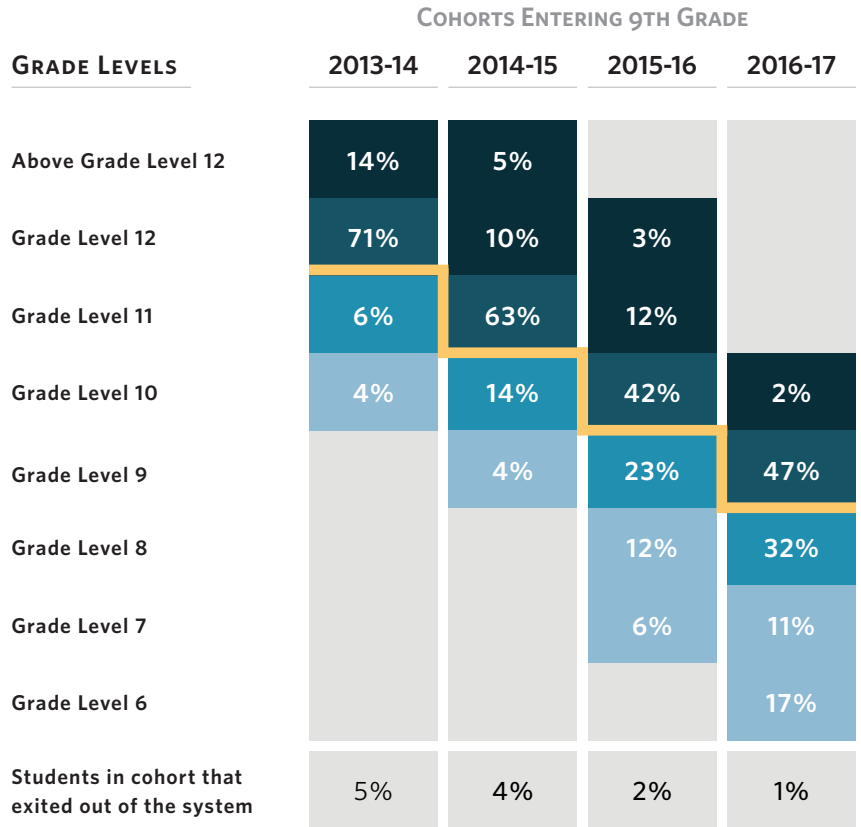
MATHEMATICS PROFICIENCY SNAPSHOT

Students in each Cohort that were On, Above, or Below Target to Demonstrate Proficiency on the Full Set of State CCR Standards by High School Graduation

67% of all Washington County High School students are **On or Above Target**, as of May 15, to demonstrating proficiency on Mathematics CCR standards by high school graduation.

LEGEND

- 1+ Years Above Target
- On Target
- 1 Year Below Target
- 2+ Years Below Target
- Target



Students In Each Cohort Entering 9th Grade Who Are On/Above Target To Demonstrate Proficiency, By Student Group

1 The numerator includes students who are on or above target to master standards by high school graduation.

2 The denominator includes all students of a particular student group in that cohort.

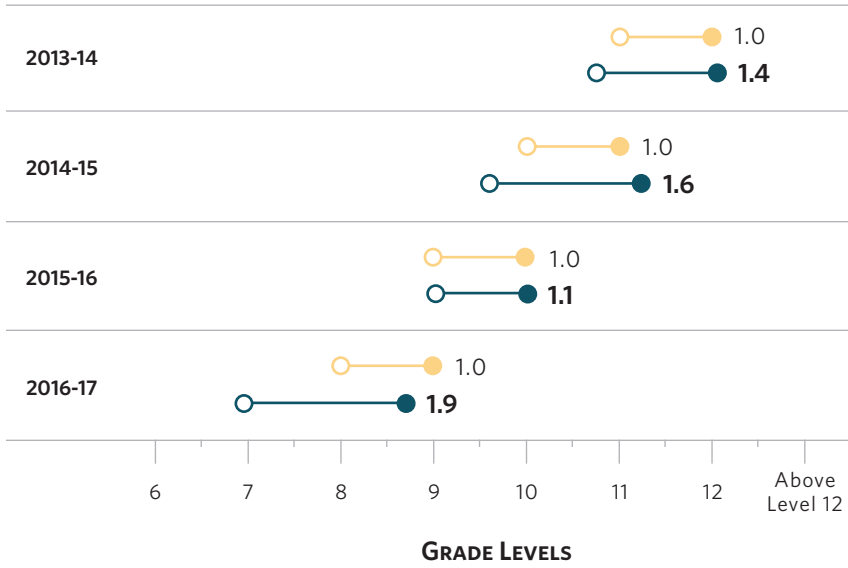
1 247 out of **2** 290 (90%)

	2013-14	2014-15	2015-16	2016-17
All	247 out of 290 (85%)	236 out of 302 (78%)	185 out of 325 (57%)	135 out of 276 (49%)
Asian	25 out of 28 (90%)	17 out of 20 (83%)	9 out of 15 (62%)	17 out of 31 (54%)
African-American	66 out of 80 (82%)	75 out of 100 (75%)	46 out of 86 (54%)	37 out of 80 (46%)
Hispanic	75 out of 90 (83%)	61 out of 80 (76%)	72 out of 130 (55%)	41 out of 87 (47%)
White	81 out of 92 (88%)	83 out of 102 (82%)	58 out of 94 (62%)	41 out of 78 (52%)
Econ. Disadvantaged	209 out of 240 (87%)	168 out of 210 (80%)	130 out of 220 (59%)	123 out of 241 (51%)
English Language Learners	47 out of 60 (79%)	32 out of 45 (71%)	26 out of 50 (51%)	16 out of 37 (43%)
Students with Disabilities	17 out of 28 (62%)	17 out of 31 (55%)	12 out of 34 (34%)	5 out of 19 (26%)

MATHEMATICS PROGRESS THIS SCHOOL YEAR

How much progress did students in each cohort make in demonstrating proficiency on state CCR standards between September 1 and May 15?

COHORTS ENTERING 9TH GRADE



LEGEND

- Beginning of the Year
- End of the Year
- Target for the Beginning of the Year
- Target for the End of the Year

Note: 1.0 indicates one grade level of progress in demonstrating proficiency on state CCR standards between September 1 and May 15.

A number higher than 1.0 indicates more than one grade level of progress. A number lower than 1.0 indicates less than one grade level of progress.

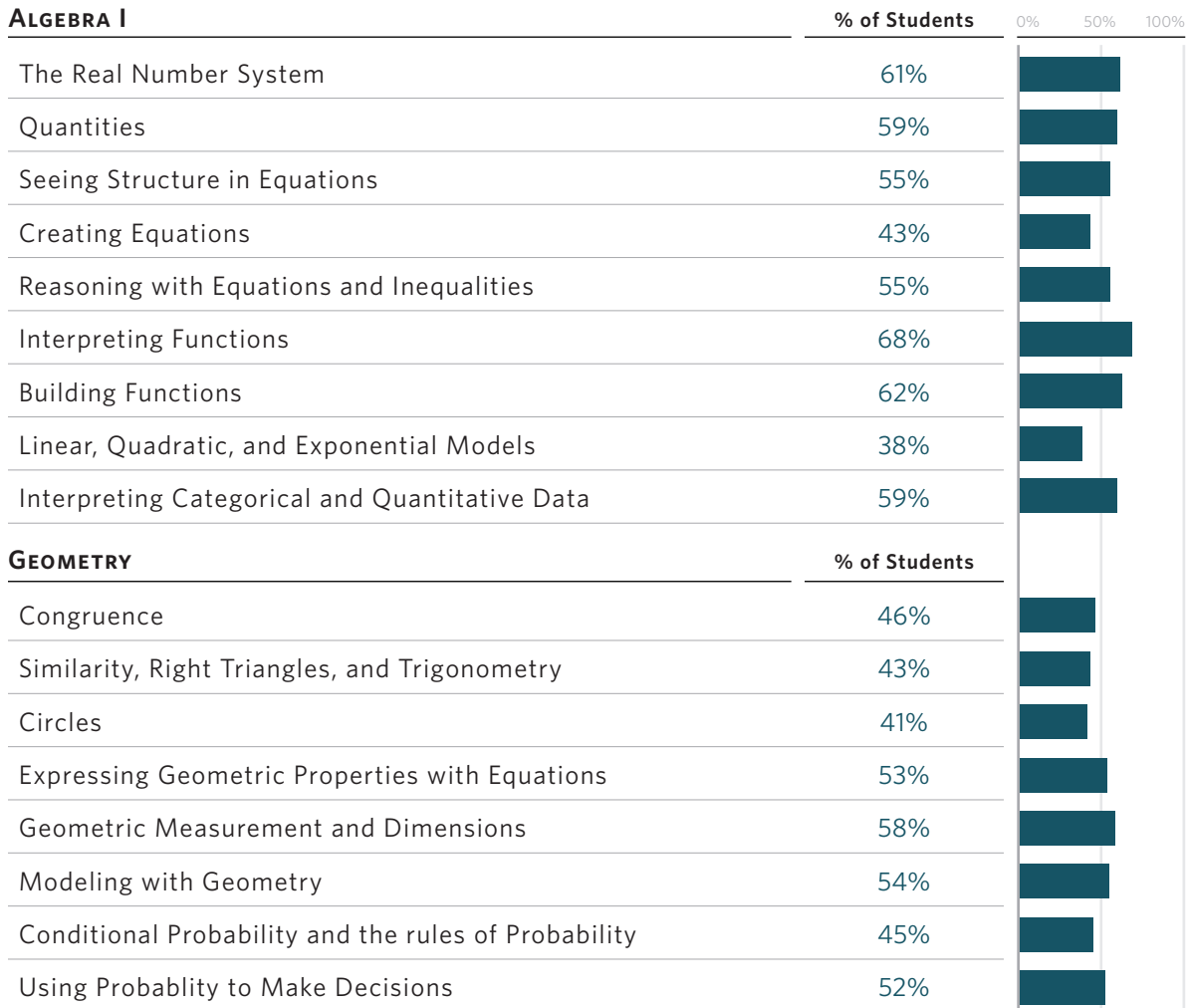
Mathematics Progress This School Year of Students in Cohorts Entering 9th Grade, By Student Group

	2013-14	2014-15	2015-16	2016-17
All	1.4	1.6	1.1	1.9
Asian	1.3	1.4	0.8	1.4
African-American	1.5	1.8	1.3	2.1
Hispanic	1.4	1.6	1.5	1.9
White	1.1	1.3	0.9	1.7
Econ. Disadvantaged	1.8	1.8	1.2	1.7
English Language Learners	1.9	1.7	1.3	1.8
Students with Disabilities	1.8	1.4	0.9	1.2

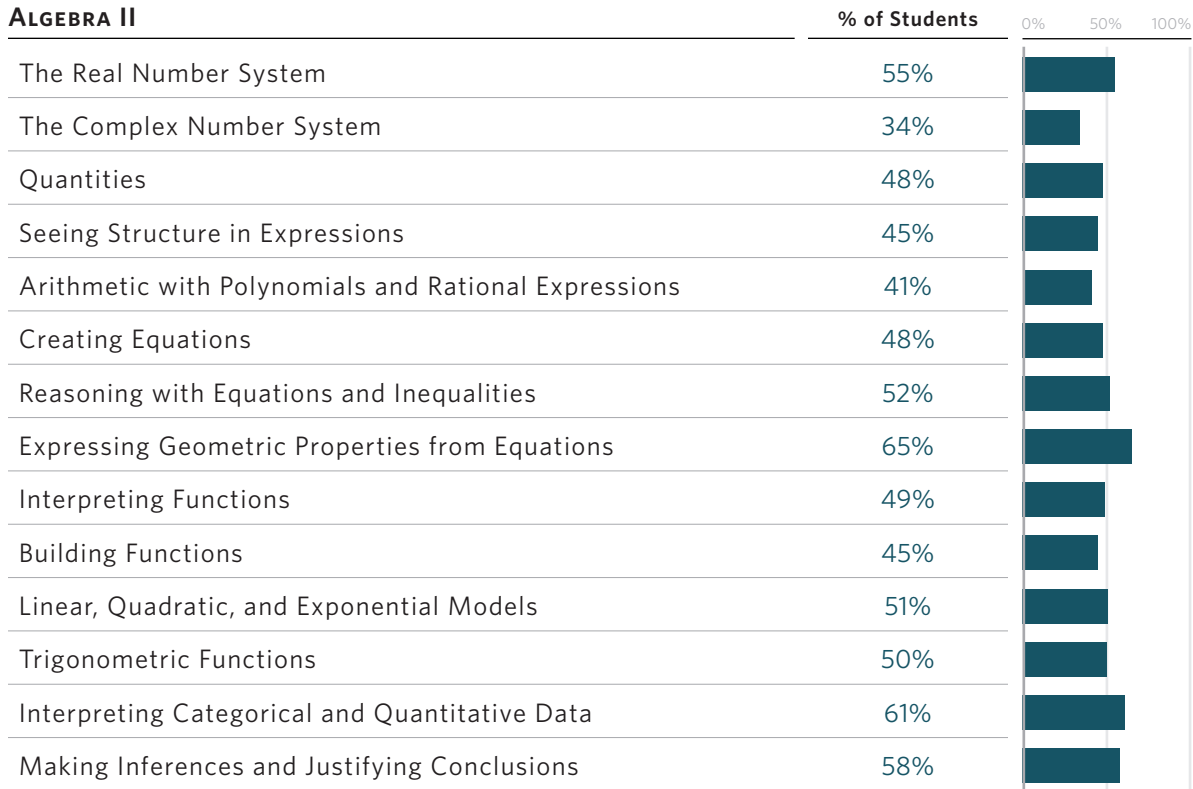
MATHEMATICS BEYOND PROFICIENCY

How many students, who have taken each course, are challenging themselves to go beyond proficiency to demonstrate deeper application and utilization of state CCR standards?

Percent of Students Completing Standards with a 4



(MATHEMATICS, BEYOND PROFICIENCY, CONTINUED)



Students Who Have Taken Each Course, Who Earn A 4 On At Least 75% Of Standards In Mathematics, By Student Group

1 The numerator includes students who are on or above target to master standards high school graduation.

2 The denominator includes all students of a particular student group in that cohort.



	Algebra I	Geometry	Algebra II
All	550 out of 900 (61%)	410 out of 746 (55%)	202 out of 439 (46%)
Asian	60 out of 90 (66%)	44 out of 73 (60%)	23 out of 45 (51%)
African-American	118 out of 203 (58%)	91 out of 175 (52%)	47 out of 109 (43%)
Hispanic	189 out of 320 (59%)	133 out of 251 (53%)	63 out of 143 (44%)
White	208 out of 340 (61%)	106 out of 193 (55%)	56 out of 121 (46%)
Econ. Disadvantaged	353 out of 560 (63%)	165 out of 289 (57%)	93 out of 194 (48%)
English Language Learners	74 out of 135 (55%)	37 out of 76 (49%)	22 out of 56 (40%)
Students with Disabilities	37 out of 98 (38%)	17 out of 54 (32%)	8 out of 35 (23%)

SCIENCE

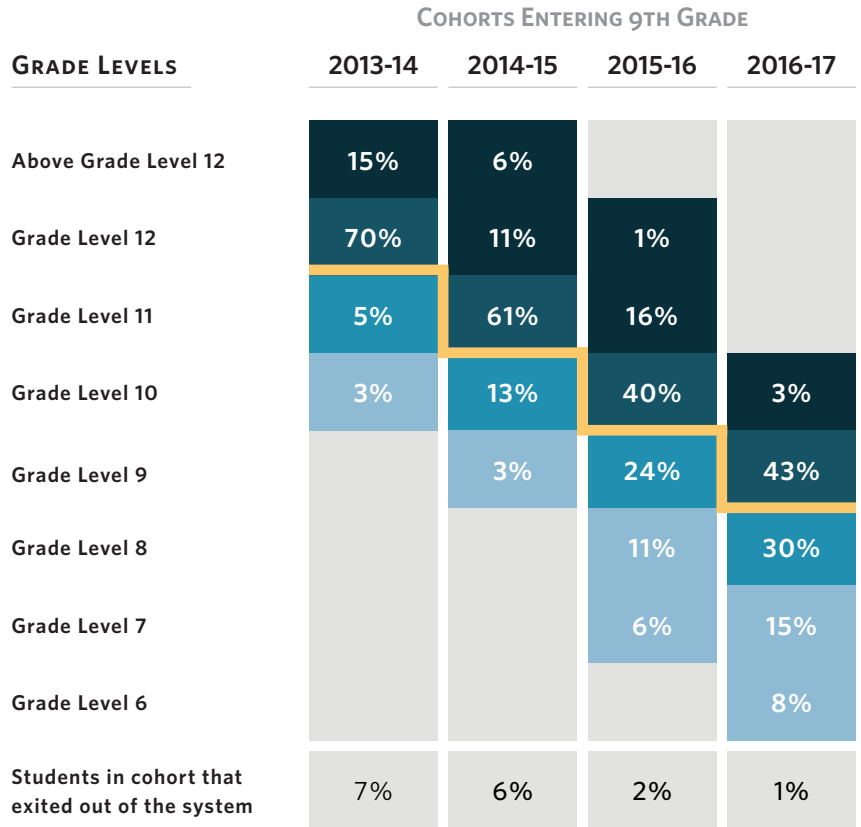
SCIENCE PROFICIENCY SNAPSHOT

Students in each Cohort that were On, Above, or Below Target to Demonstrate Proficiency on the Full Set of State CCR Standards by High School Graduation

67% of all Washington County High School students are **On or Above Target**, as of May 15, to demonstrating proficiency on Science CCR standards by high school graduation.

LEGEND

- 1+ Years Above Target
- On Target
- 1 Year Below Target
- 2+ Years Below Target
- Target



Students In Each Cohort Entering 9th Grade Who Are On/Above Target To Demonstrate Proficiency, By Student Group

1 The numerator includes students who are on or above target to master standards by high school graduation.

2 The denominator includes all students of a particular student group in that cohort.

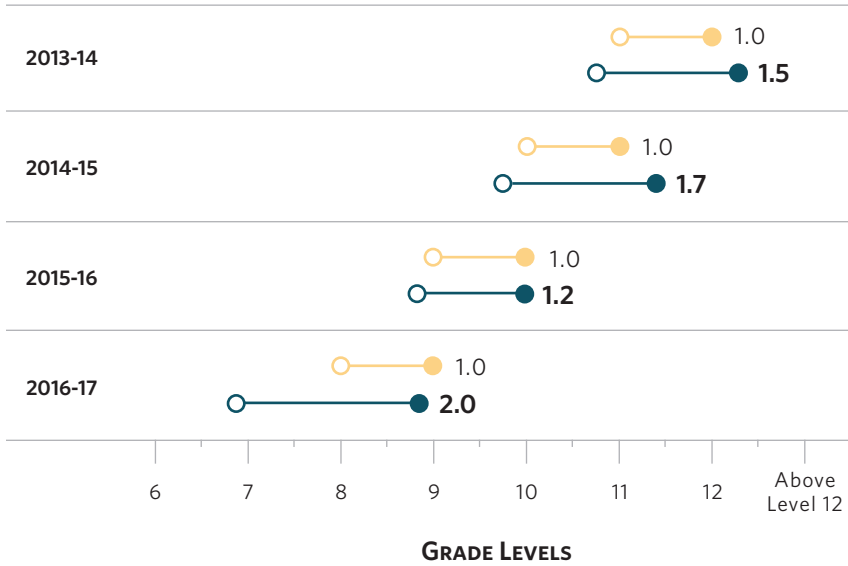
1 247 out of **2** 290 (88%)

	2013-14	2014-15	2015-16	2016-17
All	247 out of 290 (85%)	236 out of 302 (81%)	185 out of 325 (57%)	127 out of 276 (46%)
Asian	25 out of 28 (91%)	17 out of 20 (87%)	9 out of 15 (63%)	16 out of 31 (52%)
African-American	65 out of 80 (81%)	74 out of 100 (77%)	46 out of 86 (53%)	34 out of 80 (42%)
Hispanic	76 out of 90 (84%)	62 out of 80 (80%)	73 out of 130 (56%)	39 out of 87 (45%)
White	80 out of 92 (88%)	83 out of 102 (85%)	57 out of 94 (61%)	38 out of 78 (49%)
Econ. Disadvantaged	211 out of 240 (88%)	170 out of 210 (84%)	132 out of 220 (60%)	118 out of 241 (49%)
English Language Learners	47 out of 60 (78%)	32 out of 45 (74%)	25 out of 50 (50%)	14 out of 37 (39%)
Students with Disabilities	17 out of 28 (59%)	16 out of 31 (55%)	11 out of 34 (31%)	4 out of 19 (20%)

SCIENCE PROGRESS THIS SCHOOL YEAR

How much progress did students in each cohort make in demonstrating proficiency on state CCR standards between September 1 and May 15?

COHORTS ENTERING 9TH GRADE



LEGEND

- Beginning of the Year
- End of the Year
- Target for the Beginning of the Year
- Target for the End of the Year

Note: 1.0 indicates one grade level of progress in demonstrating proficiency on state CCR standards between September 1 and May 15.

A number higher than 1.0 indicates more than one grade level of progress. A number lower than 1.0 indicates less than one grade level of progress.

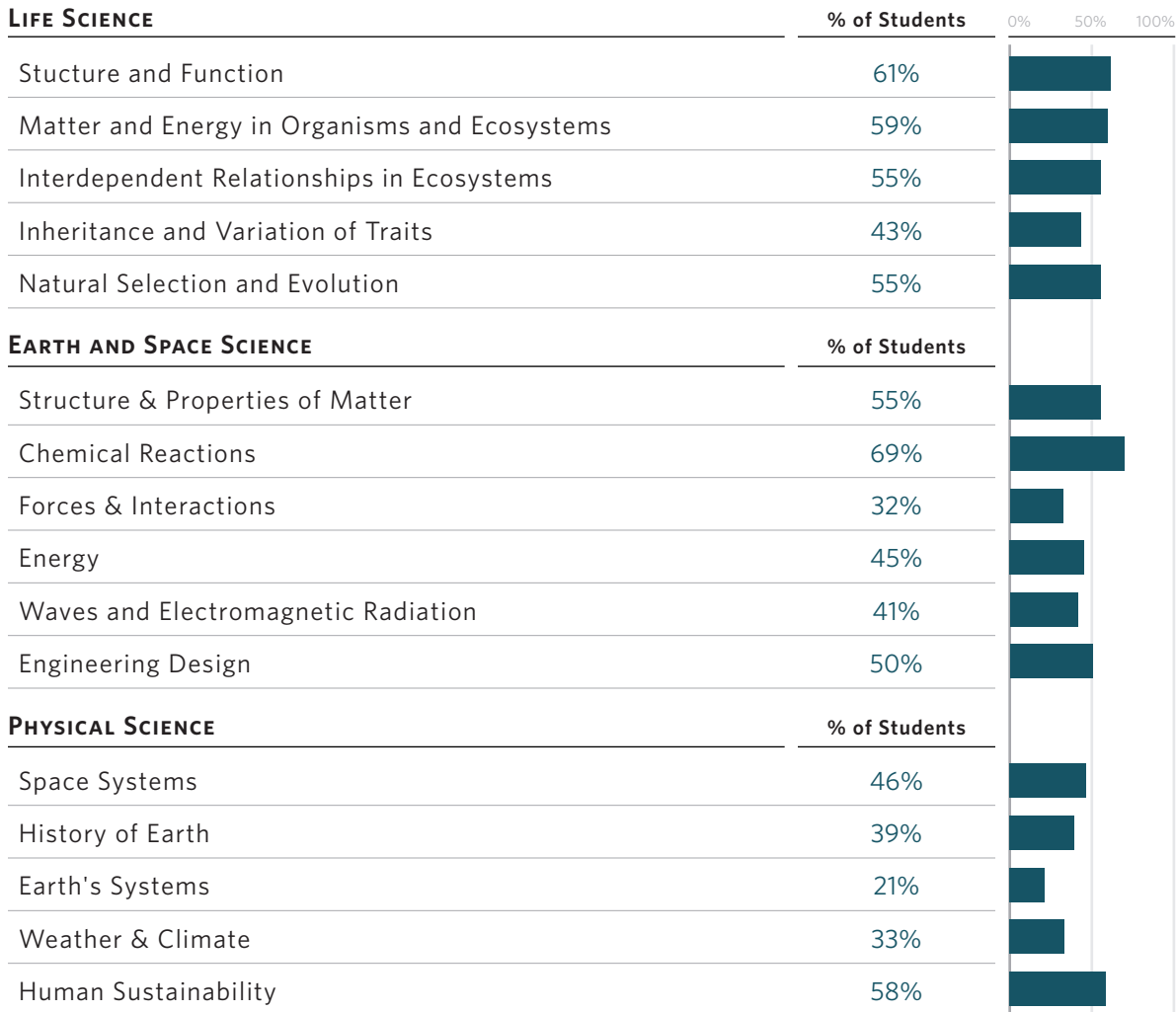
Science Progress This School Year of Students in Cohorts Entering 9th Grade, By Student Group

	2013-14	2014-15	2015-16	2016-17
All	1.5	1.7	1.2	2.0
Asian	1.4	1.5	0.9	1.5
African-American	1.6	1.9	1.4	2.2
Hispanic	1.5	1.7	1.6	2.0
White	1.2	1.4	1.0	1.8
Econ. Disadvantaged	1.9	1.9	1.3	1.8
English Language Learners	2.0	1.8	1.4	1.9
Students with Disabilities	1.9	1.5	1.0	1.3

SCIENCE BEYOND PROFICIENCY

How many students, who have taken each course, are challenging themselves to go beyond proficiency to demonstrate deeper application and utilization of state CCR standards?

Percent of Students Completing Standards with a 4



(SCIENCE, BEYOND PROFICIENCY, CONTINUED)

Students Who Have Taken Each Course, Who Earn A 4 On At Least 75% Of Standards In Science, By Student Group

1 The numerator includes students who are on or above target to master standards high school graduation.

2 The denominator includes all students of a particular student group in that cohort.

1 550 out of **2** 900 (61%)

	Life Science	Earth and Space Science	Physical Science
All	550 out of 900 (61%)	410 out of 746 (55%)	202 out of 439 (46%)
Asian	60 out of 90 (67%)	45 out of 73 (61%)	23 out of 45 (52%)
African-American	116 out of 203 (57%)	89 out of 175 (51%)	46 out of 109 (42%)
Hispanic	192 out of 320 (60%)	136 out of 251 (54%)	64 out of 143 (45%)
White	208 out of 340 (61%)	106 out of 193 (55%)	56 out of 121 (46%)
Econ. Disadvantaged	359 out of 560 (64%)	168 out of 289 (58%)	95 out of 194 (49%)
English Language Learners	73 out of 135 (54%)	36 out of 76 (48%)	22 out of 56 (39%)
Students with Disabilities	34 out of 98 (35%)	16 out of 54 (29%)	7 out of 35 (20%)

PATHWAYS TO SUCCESS

STATE ASSESSMENT RESULTS: PERCENTAGE OF STUDENTS IN EACH PERFORMANCE LEVEL

Please note that the state assessment has five performance levels, with Level 4 and Level 5 indicating a student is likely to be fully prepared for college and career after high school. By contrast, the Constitution State's CCR standards are on a scale of 1-4, with 3 and 4 indicating proficiency.

SUBJECTS	Likely to Need Remediation in college and career after high school			Likely to be Fully Prepared for college and career after high school	
	Level 1	Level 2	Level 3	Level 4	Level 5
English Language Arts	2%	15%	38%	39%	6%
Mathematics	2%	15%	38%	39%	6%
Science	2%	15%	38%	39%	6%

ONLINE RESOURCES

Please visit <http://www.achieve.org/sample-student-assessment-reports> to see information on student groups by race/ethnicity, low-income, English Language Learners, and special education status.

STUDENT PARTICIPATION IN ARTS AND STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS)

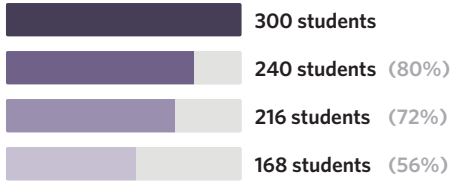
High school graduates need more than grades and test scores - experiences that help them broaden and apply their knowledge, expand their leadership skills, and practice their talents can help prepare them for success in college and career.

ARTS PARTICIPATION	Number of Students (1,193 total)	Percentage of Students
Students participating in school art, drama, or band	239	20%
Students participating in out-of-school arts activities	179	15%
STEM	Number of Graduates (250 total)	Percentage of Graduates
Graduates who complete advanced coursework in STEM subjects	88	35%
Graduates who complete a STEM portfolio/capstone project	40	16%
Graduates who earn postsecondary credit in STEM subjects	40	16%
CAREER TECHNICAL EDUCATION (CTE)	Number of Graduates (250 total)	Percentage of Graduates
Graduates who complete a CTE pathway and meet standards on a technical skills assessment	90	36%
Graduates who complete a portfolio/capstone project aligned to a CTE pathway	85	34%
Graduates who earn postsecondary credit through internships or work-based learning	20	8%

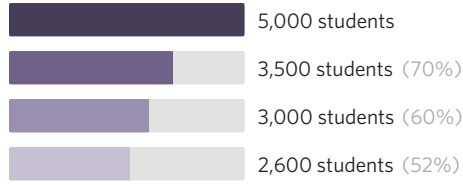
STUDENT SUCCESS

Cohort entering 9th grade in 2011-2012
 Graduated from High School in 4 Years with a CCR Course of Study
 ...and **Enrolled** in Postsecondary Education or Workforce/Military Training Program
 ...and **Completed the First Year** of their Postsecondary Education or Workforce/Military Training Program

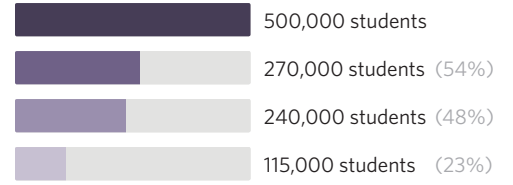
Your School



District



State



Student Success, by Student Group

1 The numerator includes students who are on or above target to master standards high school graduation.

2 The denominator includes all students of a particular student group in that cohort.



	Graduated from High School in 4 Years with a CCR Course of Study	...and Enrolled in Postsecondary Education or Workforce/Military Training Program	...and Completed the First Year of their Postsecondary Education or Workforce/Military Training Program
All	240 out of 300 (80%)	216 out of 300 (72%)	168 out of 300 (56%)
Asian	34 out of 73 (47%)	27 out of 45 (60%)	11 out of 21 (52%)
African-American	45 out of 75 (60%)	44 out of 86 (51%)	28 out of 59 (47%)
Hispanic	44 out of 86 (51%)	43 out of 102 (42%)	43 out of 76 (57%)
White	25 out of 66 (38%)	31 out of 67 (46%)	90 out of 144 (63%)
Econ. Disadvantaged	94 out of 201 (47%)	99 out of 194 (51%)	54 out of 121 (45%)
English Language Learners	49 out of 76 (64%)	24 out of 56 (43%)	12 out of 26 (46%)
Students with Disabilities	20 out of 54 (37%)	10 out of 35 (29%)	8 out of 18 (44%)