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Johnson Senior High

School Continuous Improvement Plan

2019-22

School Improvement Planning

See Appendix I for data.

SCHOOL GOALS

Math Goal

The percentage of all students scoring proficient or higher in math will increase from Empty% to Empty% by Empty as measured by the Empty Assessment administered Empty.

Reading Goal

The percentage of all students scoring proficient or higher in reading will increase from Empty% to Empty% by Empty as measured by the Empty Assessment administered

Empty.

STRUCTURAL REFORM STRATEGIES

Data

Date: 12/11/2018

Data Source: Other

Govie Hour feedback surveys (student and staff)

Successes: Staff completed a pre-implementation and post-implementation survey to assess satisfaction and effectiveness of Govie Hour.

Based on pre and post-implementation survey data, the majority of staff reported agreement regarding benefits of Govie Hour.

The percentage of staff responding “agree” or “strongly agree” increased from pre to post for the following survey items:

- Doing Govie Hour will help my students reduce their number of missing assignments and tests (65% to 75%)
- Govie Hour will be beneficial to students(69% to 82%)

On the post-implementation survey, 60% of staff reported that they would like Govie Hour to continue, while only 13% said they would not like to continue the program.

Approximately 80% of students reported using the time during Govie hour.

Concerns: Shortening class time is always a challenge, and we need to ensure that students take advantage of the time in a positive way.

The percentage of staff responding “agree” or “strongly agree”

decreased from pre to post for the following survey items:

- I appreciate this opportunity to work with students (84% to 78%)
 - Govie Hour will have a positive impact on our school community (72% to 62%)
-

Date: 12/11/2018

Data Source: Other

master schedule

Successes: Co-teaching teams participate in PLCs together.

The use of Govie hour has increased students' access to teachers for additional help in specific content areas.

Tutoring is integrated into the school day to offer students extra help on daily assignments.

Co-teaching is used in a variety of classrooms with special education and EL to increase students' academic success.

Concerns: Maximizing options for SpEd and EL students who need multiple services through the day is challenging.

Due to budgetary constraints, the ninth-grade focus course was eliminated.

Root Cause Summary:

Student surveys conducted by student leadership indicate that the seven period day, in which students have seven separate courses, is an academic and organizational challenge for many students. Students report that they often need more time in specific classes and more direct attention from specific teachers or tutors during a structured part of the week.

We do not know enough about the positive impact of the outside support systems and our internal support systems. Teachers need to organize themselves around data to design and implement effective interventions and structural reform.

We lack systems to support students who struggle academically but do not qualify for other services (e.g., AVID, special education). Many of these students are overlooked because they attend class and do not have behavior issues. Additional support for this group of students, whose needs are not being met in other areas of the schools, is needed.

STANDARDS-BASED INSTRUCTION

Data

Root Cause Summary:

Empty

Evidence-Based Practice: Increase volume of reading

Status: Active

Implementation Stage: Initial Implementation

Implementation Indicator: 80 % of teaching staff will implement specific content-based reading strategies such as text marking and writing to learn as measured by PLC data cycles by 03/01/2020.

Action Steps

Description: Staff participate in professional development (PD Fridays) on content reading and writing strategies focusing on Write to Learn and text marking.

Assigned To: Paul Schmitz

Expected Results: PD agendas will show two PD sessions in the fall.

Review Date: 12/15/2019

Actual Result: Empty

Description: Staff participate in vocabulary specific PD sessions.

Assigned To: Ben Havelka

Expected Results: PD agendas will show two PD sessions in the fall

Review Date: 12/15/2019

Actual Result: Empty

Description: ELA teachers implement independent reading strategies and launch looping classrooms for 11th and 12th grade.

Assigned To: Paul Schmitz

Expected Results: Course plans, syllabus and master schedule will reflect this focus.

Review Date: 03/01/2020

Actual Result: Empty

Description: ELA staff complete practice profile in the area of increasing volume of reading.

Assigned To: Paul Schmitz

Expected Results: Practice profile will be completed.

Review Date: 12/15/2019

Actual Result: Empty

Implementation Stage: Installation

Implementation Indicator: 80 % of ELA staff will implement the reading expectations and structures from the Increase Volume of Reading Practice Profile as measured by PLC notes by 03/01/2020.

Action Steps

Description: ELA staff attend school and district level professional development on Reading Expectations and Structures indicators.

Assigned To: Paul Schmitz

Expected Results: PD attendance will show ELA staff participated in PD.

Review Date: 12/15/2019

Actual Result: Empty

Description: ELA staff establish Reading Expectations and Structures in the classroom as specified on the practice profile

Assigned To: Paul Schmitz

Expected Results: PLC notes will reflect focus.

Review Date: 12/15/2019

Actual Result: Empty

Implementation Stage: Full Implementation

Implementation Indicator: 80 % of teaching staff will consistently use text marking and write to learn strategies as measured by formal/informal observations by 12/15/2020.

Action Steps

Description: Staff participate in professional development (PD Friday) on content reading and writing strategies focusing on Write to Learn and text marking.

Assigned To: Paul Schmitz

Expected Results: PD agendas will show teachers participated in PD.

Review Date: 12/15/2020

Actual Result: Empty

Description: All teachers bring write to learn and text marking exemplars to PD Friday sessions.

Assigned To: Paul Schmitz

Expected Results: All teachers will show specific examples they have used in their classroom.

Review Date: 12/15/2020

Actual Result: Empty

Description: Schoology coaches create a folder to collect examples of write to learn and reading strategies to be reviewed by Leadership Team.

Assigned To: Paul Schmitz

Expected Results: Teachers will share in a Schoology folder specific examples of writing strategies they have used in their classroom.

Review Date: 12/15/2020

Actual Result: Empty

Description: Administration conducts formal/informal observations on regular basis.

Assigned To: Michael Thompson

Expected Results: Administration will visit 50% of the classes on the schedule.

Review Date: 12/15/2020

Actual Result: Empty

Implementation Stage: Installation

Implementation Indicator: 80 % of ELA staff will implement the book engagement indicators from the Increase Volume of Reading Practice Profile at all grade levels as measured by PLC notes by 12/15/2020.

Action Steps

Description: ELA staff attend and school and district level PD around book engagement Indicators.

Assigned To: Paul Schmitz

Expected Results: PD agendas will show teachers participated in PD.

Review Date: 12/15/2020

Actual Result: Empty

Description: ELA staff implement actions to promote book engagement as specified on practice profile.

Assigned To: Paul Schmitz

Expected Results: PLC notes will provide evidence of implementation.

Review Date: 12/15/2020

Actual Result: Empty

Implementation Stage: Full Implementation

Implementation Indicator: 90 % of teaching staff will consistently use write to learn and other increased reading strategies as measured by Schoology reports and administrator observation by 05/01/2021.

Action Steps

Description: Administration conducts formal/informal observations on regular basis.

Assigned To: Michael Thompson

Expected Results: Administration will visit 50% of classes on the schedule.

Review Date: 05/01/2021

Actual Result: Empty

Implementation Stage: Installation

Implementation Indicator: 80 % of ELA staff will implement the conferring indicators from the Increase Volume of Reading Practice Profile as measured by PLC notes by 05/01/2021.

Action Steps

Description: ELA staff attend and school and district level PD around conferring indicators.

Assigned To: Paul Schmitz

Expected Results: PD agendas will show teachers participated in PD.

Review Date: 05/01/2021

Actual Result: Empty

Description: ELA staff implement conferring practices in the classroom as specified on the practice profile.

Assigned To: Paul Schmitz

Expected Results: PLC notes will provide evidence of implementation.

Review Date: 05/01/2021

Actual Result: Empty

Evidence-Based Practice: Common formative assessment in math classrooms

Status: Active

Implementation Stage: Installation

Implementation Indicator: 90 % of math and math intervention teachers will develop common formative and summative assessments in PLCs as measured by ongoing consultations of PLC coach and principal by 12/15/2019.

Action Steps

Description: Math department engages with content area district coaches.

Assigned To: Janet Freund

Expected Results: Documentation will show quarterly consultations with PLC coach, math teachers and district level area content coaches.

Review Date: 12/15/2019

Actual Result: Empty

Description: Math department develops common formative and summative assessments.

Assigned To: Janet Freund

Expected Results: Common formative and summative assessments will be developed by PLCs.

Review Date: 12/15/2019

Actual Result: Empty

Implementation Stage: Initial Implementation

Implementation Indicator: 90 % of math and math intervention teachers will implement common formative and summative assessments as measured by ongoing consultations of PLC coach and principal by 12/15/2020.

Action Steps

Description: Math department agrees upon common unit learning objectives in alignment with district requirements.

Assigned To: Janet Freund

Expected Results: Math instructors will follow agreed upon daily learning objectives in each unit, based on information communicated in consultations between coaches and principal.

Review Date: 12/15/2020

Actual Result: Empty

Description: Math department uses common summative assessments in all classes.

Assigned To: Janet Freund

Expected Results: Math instructors will use commonly developed summative assessments, based on information communicated in consultations between coaches and principal.

Review Date: 12/15/2020

Actual Result: Empty

Description: Math department uses common formative assessments.

Assigned To: Janet Freund

Expected Results: 80% of formative assessments are in common, based on information communicated in consultations between coaches and principal.

Review Date: 12/15/2020

Actual Result: Empty

Implementation Stage: Initial Implementation

Implementation Indicator: 90 % of math teachers will follow commonly agreed-upon daily learning objectives across subjects as measured by ongoing consultations of PLC coach and principal by 12/15/2020.

Action Steps

Description: Math department uses agreed-upon common unit learning objectives in alignment with district requirements.

Assigned To: Janet Freund

Expected Results: Math instructors follow agreed upon daily learning objectives in each unit, based on information communicated in consultations between coaches and principal.

Review Date: 12/15/2020

Actual Result: Empty

Description: Math department uses their common formative and summative assessments.

Assigned To: Janet Freund

Expected Results: Math instructors follow agreed upon formative and summative assessments, based on information communicated in consultations between coaches and principal.

Review Date: 12/15/2020

Actual Result: Empty

DATA-BASED ACCOUNTABILITY AND EVALUATION

Data

Date: 12/11/2018

Data Source: Other

AdvancED Report

Successes: The use of data at Johnson was identified by the AdvancED report as a “Powerful Practice.” The report states, “The collection of data at Johnson High School is innovative, impressive, impactful and comprehensive.”

In the Leadership Capacity domain, Johnson was rated as “Exceeds Expectations” on the item: The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. The following item received a “Meets Expectations” rating: Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

In the Learning Capacity domain, Johnson was rated as “Exceeds Expectations” on the following items: -Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

-Learning progress is reliably assessed and consistently and clearly communicated.

Concerns: In the Learning Capacity domain of the AdvancED report, Johnson was rated as “Needs Improvement” for the item: The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

The use of data to evaluate school-wide initiatives was identified by the AdvancED report as an improvement priority. The report describes the need to “Define and implement deliberate, data-informed evaluative processes for initiatives and programs in place to support student success academically in order to identify areas of needed improvement.”

Date: 12/11/2018

Data Source: Graduation Rates

Successes: The four-year graduation rate for all students increased from 82.85% in 2015 to 85.61% in 2017.

The four-year graduation rate for Black students increased from 65.08% in 2015 to 82.98% in 2017.

Concerns: Graduation rates for special education students count those students who need transition programming following high school as non-graduates, which provides an inaccurate reflection of the graduation rate for that group. Four-year graduation rates for special education students that do not include students who pursue transition programming were 72% in 2015, 72% in 2016, and 83% in 2017.

The four-year graduation rate for Asian students decreased from 93.06% in 2015 to 89.53% in 2017.

Root Cause Summary:

We have a lot of data, but no consistent plan for data-driven decision making across various settings within the building (special education, PLCs, SAT, etc.) which results in inconsistent application of the knowledge we have.

We lack a method for connecting directly with special education students who are struggling to meet graduation requirements. Our special education students would benefit from relationship-based interventions that promote academic and behavioral success.

Evidence-Based Practice: Check and Connect

Status: Active

Implementation Stage: Initial Implementation

Implementation Indicator: 100 % of Check and Connect mentors will implement Check & Connect with 80% fidelity as measured by district fidelity reports by 12/15/2019.

Action Steps

Description: Check and Connect Building Implementation Team (BIT) and District Coordinator select staff to participate as job-embedded mentors.

Assigned To: Ben Havelka

Expected Results: There will be a selection of job-embedded mentors and dedicated EA mentors at the site.

Review Date: 12/15/2019

Actual Result: Empty

Description: Check and Connect BIT and District Coordinator train appropriate staff in Check & Connect implementation.

Assigned To: Ben Havelka

Expected Results: Staff are able to identify the core components of Check and Connect as measured by the Check & Connect Mentor Practice Profile.

Review Date: 12/15/2019

Actual Result: Empty

Description: Check and Connect BIT identifies students to participate.

Assigned To: Ben Havelka

Expected Results: Check & Connect roster will show identified students.

Review Date: 12/15/2019

Actual Result: Empty

Description: Check and Connect mentors meet with mentees and implement core components of Check and Connect.

Assigned To: Ben Havelka

Expected Results: Staff are able to implement the core components of Check and Connect as measured by the Check & Connect Mentor Practice Profile.

Review Date: 12/15/2019

Actual Result: Empty

Description: Check and Connect BIT holds monthly mentor meetings/fidelity measures.

Assigned To: Ben Havelka

Expected Results: Ongoing professional development will be measured by meeting agendas and sign-ins.

Review Date: 12/15/2019

Actual Result: Empty

Implementation Stage: Full Implementation

Implementation Indicator: 100 % of Check and Connect mentors will implement Check & Connect with 90% fidelity as measured by district fidelity reports by 12/15/2020.

Action Steps

Description: Check and Connect BIT and District Coordinator train appropriate staff in Check & Connect implementation.

Assigned To: Ben Havelka

Expected Results: Staff are able to identify the core components of Check and Connect as measured by the Check & Connect Mentor Practice Profile.

Review Date: 12/15/2020

Actual Result: Empty

Description: Check and Connect BIT identifies students to participate.

Assigned To: Ben Havelka

Expected Results: Check & Connect roster will show identified students.

Review Date: 12/15/2020

Actual Result: Empty

Description: Check and Connect mentors meet with mentees and implement core components of Check and Connect.

Assigned To: Ben Havelka

Expected Results: Staff are able to implement the core components of Check and Connect as measured by the Check & Connect Mentor Practice Profile.

Review Date: 12/15/2020

Actual Result: Empty

Description: Check and Connect BIT holds monthly mentor meetings/fidelity measures.

Assigned To: Ben Havelka

Expected Results: Ongoing professional development will be measured by meeting agendas and sign-ins.

Review Date: 12/15/2020

Actual Result: Empty

Implementation Stage: Full Implementation

Implementation Indicator: 50 % of staff will implement Check and Connect with 90% fidelity as measured by district fidelity reports by 03/15/2021.

Action Steps

Description: Check and Connect BIT and District Coordinator train appropriate staff in Check & Connect implementation.

Assigned To: Ben Havelka

Expected Results: Staff are able to identify the core components of Check and Connect as measured by the Check & Connect Mentor Practice Profile.

Review Date: 03/15/2021

Actual Result: Empty

Description: Check and Connect BIT identifies students to participate.

Assigned To: Ben Havelka

Expected Results: Check & Connect roster will show identified students.

Review Date: 03/15/2021

Actual Result: Empty

Description: Check and Connect mentors meet with mentees and implement core components of Check and Connect.

Assigned To: Ben Havelka

Expected Results: Staff are able to implement the core components of Check and Connect as measured by the Check & Connect Mentor Practice Profile.

Review Date: 03/15/2021

Actual Result: Empty

Description: Check and Connect BIT holds monthly mentor meetings/fidelity measures.

Assigned To: Ben Havelka

Expected Results: Ongoing professional development will be measured by meeting agendas and sign-ins.

Review Date: 03/15/2021

Actual Result: Empty

CULTURE AND CLIMATE

Data

Date: 12/11/2018

Data Source: Behavior Data

Successes: Based on 2017-18 behavior data, referrals were highest for ninth-grade students (45% of all referrals) and then decreased for each successive grade level. Referrals from 12th grade students made up only 9% of total referrals.

Based on 2017-18 data, referrals for fighting and physical aggression accounted for 4% of all referrals.

There was no significant gender gap in referrals.

Concerns: Based on office discipline referral data from this year and last, we have more than doubled our referrals this year compared to last year at this time. We currently have 224 referrals, compared to 93 last year.

94 students have been suspended or dismissed so far this school year. These students represent 7% of the student body and 5% of those students account for 25% of the suspension days.

Based on 2017-18 behavior data 45% of referrals came from 9th grade students.

Based on 2017-18 behavior data, 70% of total referrals involved African American students out of 24% of students enrollment.

2017-18 data show that disruption and defiance together resulted in 41% of all referrals. Tardy, Truancy, and Skipping class comprised one third of the referrals.

Date: 12/11/2018

Data Source: Other

5Essentials

Successes: Based on results from the 5Essentials survey administered to staff in spring 2018, Johnson was rated “Strong” in the domain of Collaborative Teachers. In the domain of Collective Responsibility, large percentages of teachers reported that “most” or “nearly all” other teachers:

- Help maintain discipline in the entire school, not just their classroom (65%)
- Take responsibility for improving the school (82%)
- Feel responsible for helping students develop self-control (74%)

Johnson was rated “Strong” in the domain of Supportive Environment, based on survey responses from students. Large percentages of students reported feeling “Mostly safe” or “Very safe” in:

- Hallways in the school (74%)
- Bathrooms in the school (84%)
- Classes (91%)

In the domain of Student-Teacher Trust, Johnson was rated “Very Strong.” Survey responses from students show that students and teachers share a high level of mutual trust and respect.

Concerns: Based on survey responses from students, slightly smaller percentages of students reported feeling “Mostly safe” or “Very safe:”

- Outside around the school (66%)
- Traveling between home and school (67%)
- Classes (91%)

Date: 12/11/2018

Data Source: Other

AdvancED Report

Successes: As part of the AdvancED evaluation, the team of outside evaluators completed 53 classroom observations using Effective Learning Environments Observation Tool (eleot).

The highest scoring area was Supportive Learning Environment, which the evaluation states, “align[s] with the school’s focus on unconditional positive regard and the creation of its inclusive, supportive climate. Evidence of Restorative Practices was observed throughout the entire review, and clearly during classroom observations.”

The second highest scoring area was Well-Managed Learning Environment. Within that area, the two items with the highest score were:

- Learners speak and interact respectfully with teacher(s) and each other.
- Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.

Concerns: Empty

Date: 12/11/2018

Data Source: Attendance Data

Successes: The percentage of special education students attending at least 90% of days enrolled increased from 57% in 2016-17 to 65% in 2017-18. The percentage of non-special education students attending at least 90% of days enrolled stayed consistent from 2016-17 (78%) to 2017-18 (79%).

Concerns: Attendance rates are lower for special education students compared to non-special education students. In 2017-18, 79% of non-special education students attended at least 90% of days enrolled, compared to 65% of special education students.

Attendance data over the years show trends by race, with Asian students having the highest percentage of students attending at least 90% of the time and African American students having the lowest percentage of students attending at least 90% of the time.

Two to three absences are average across all demographic areas. 9th and 10th grade African American students have the highest tardy rates.

Root Cause Summary:

The analysis of our data in this area tells us that root causes of our challenges are low attendance rates and high failure rates, particularly among certain student groups. Those challenges have a negative influence on our school climate.

Some staff do not use culturally responsive teaching practices in a consistent manner to support our students. Staff need to apply content from professional development related to Culturally Responsive Teaching and Restorative Practices to everyday instruction and classroom management practices.

ALLOCATIONS

Budget Narrative Table

Item: 29-230-216-401-6140-2300

EBP: Standards Based Instruction: Write to Learn and increase volume of reading

Budget Narrative: 3.0 FTE teachers to support SCIP focus on Write to Learn and strategic reading in co-taught ELA classes and across the curriculum. Staff will assist in developing and delivering professional development in this area. They will also work with PLC teams to implement "Increase Volume of Reading" practice profile.

Amount: \$ 310000

Item: 29-230-216-401-6140-2300

EBP: Standards Based Instruction: Common formative assessment in math

Budget Narrative: 1.93 FTE teachers to support math SCIP strategies with a focus on error analysis and development of common formative assessments. They will work with PLC team and math coach to set up a system to document creation and implementation of common formative assessments. They will plan and deliver professional development to staff in this area.

Amount: \$ 200000

Item: 29-230-216-401-6144-2638

EBP: Data-Based Accountability: Check and Connect Structural Reform: Home visits

Budget Narrative: 1.0 FTE Project Coordinator to coordinate and support training of staff for home visits and Check and Connect intervention. Project Coordinator will assist staff with implementation of core components and monitoring of Check and Connect.

Amount: \$ 98045

Item: 29-230-216-401-6360-2300

EBP: Structural Reform: interventions for struggling students and home visits

Budget Narrative: Cabs will be used to transport families to and from the school for meetings related to interventions and follow-up meetings after home visits.

Amount: \$ 926

Total Allocations
\$608,971

SIGNATURES

Michael
Thompson

Principal



05/28/2019

Jennifer
Lindstrom

Parent



05/29/2019

Appendix I: Data



ACCESS FOR ALL 2.0®

District: ST. PAULI PUBLIC SCHOOL DISTRICT

230_ACCESS_G10_SY1617.png



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: ST. PAUL PUBLIC SCHOOL DISTRICT
School: JOHNSON SENIOR HIGH
Grade: 11
Cluster: 9-12

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^b		Comprehension ^c		Overall Score ^d	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	1	3%	3	8%	2	6%	1	3%	2	6%	1	3%	1	3%	1	3%
2 – Emerging																

230_ACCESS_G11_SY1617.png



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: ST. PAUL PUBLIC SCHOOL DISTRICT
School: JOHNSON SENIOR HIGH
Grade: 09
Cluster: 9-12

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^b		Comprehension ^c		Overall Score ^d	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering <small>Knows and uses minimal social language</small>																

230_ACCESS_G9_SY1617.png

230_CreditLossVisual_SY1617.png

Credit Loss In Core Subject Courses for Grades 9-12: Data Summary for SCIP

SY 16-17 PRELIMINARY RESULTS

Johnson Sr High

	Total # of students	Percent of students losing:					Total losing 2 or more credits in SY 15-16	Total losing 2 or more credits in SY 16-17
		0	1.9 credits	2-3.9 credits	4-5.9 credits	6-7.9 credits		
Grade 9	367	56%	12%	10%	5%	17%	34%	44%
Grade 10	351	55%	11%	7%	4%	22%	49%	45%
Grade 11	323	59%	12%	10%	6%	14%	38%	41%
Grade 12	310	65%	16%	7%	5%	5%	35%	35%
All Students	1351	59%	13%	9%	5%	15%	39%	41%
American Indian	25	40%	24%	24%	0%	12%	71%	60%
Asian	722	73%	9%	6%	4%	8%	28%	27%
Hispanic	144	43%	19%	6%	9%	22%	40%	57%
Black	323	34%	18%	15%	7%	26%	63%	66%
White	137	61%	9%	8%	4%	18%	38%	39%
Female	567	63%	15%	7%	4%	12%	33%	37%
Male	784	55%	11%	10%	6%	17%	44%	45%
Low Income/ELL	1113	57%	12%	9%	5%	16%	41%	43%
Emergent Bilingual/ELL	301	58%	12%	7%	6%	18%	36%	41%
Special Education	301	39%	18%	15%	7%	20%	58%	61%

Core subject courses are defined as Language Arts, Mathematics, Science, and Social Studies courses with department code L, M, S, or H.

¹ Data not reported due to small sample size (total # of students < 10).

230_G9-12_CreditLoss_SY1617.png

Attendance Data Summary for SCIP								
SY 16-17 PRELIMINARY RESULTS (Updated: 8/9/17)								
School Number: 230				School: Johnson Sr. High				
Q1-4 SY 15-16					Q1-4 SY 16-17			
Student Group	<5 Days	5-6.5 Days	7-10.5 Days	11+ Days	<5 Days	5-6.5 Days	7-10.5 Days	11+ Days
All Students	607	138	151	255	578	118	172	306
American Indian	9	1	3	3	9	0	3	4
Asian	417	77	72	106	417	69	81	114
Hispanic	55	10	16	27	44	18	18	38
Black	77	28	32	83	69	20	37	108
White	49	22	28	36	39	11	33	42
Female	268	56	77	110	230	41	77	132
Male	339	82	74	145	348	77	95	174
Low Income/FRL	512	114	113	219	468	101	139	258
Emergent Bilingual/EL	181	30	35	46	147	35	32	60
Special Education	84	12	21	59	64	20	29	75
Grade	<5 Days	5-6.5 Days	7-10.5 Days	11+ Days	<5 Days	5-6.5 Days	7-10.5 Days	11+ Days
6	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--
9	181	32	37	54	147	36	44	80
10	143	31	38	62	164	24	43	73
11	152	48	37	79	137	28	32	79
12	131	27	39	60	130	30	53	74
Note: End of year analysis includes only those students with membership of 150 or more days.								
* Data not reported due to small sample size.								
Saint Paul Public Schools					Department of Research, Evaluation, and Assessment (REA)			

230_Attendance_SY1617.png

**Grade 9 Core Subject Passing Rates: Quarter 2 SY 16-17 PRELIMINARY RESULTS
Johnson Sr High**

English Language Arts		All Courses		Advanced Courses		Regular Courses		Support Courses	
		Q2 15-16	Q2 16-17	Q2 15-16	Q2 16-17	Q2 15-16	Q2 16-17	Q2 15-16	Q2 16-17
All Students	% passed	84%	75%	92%	87%	81%	74%	79%	59%
	Total grades	360	370	88	70	229	261	43	39
American Indian	% passed	*	*	*	*	*	*	*	*
	Total grades	*	*	*	*	*	*	*	*
Asian	% passed	94%	89%	94%	90%	96%	89%	85%	*
	Total grades	205	192	50	38	128	137	27	*
Hispanic	% passed	81%	68%	*	*	74%	66%	*	*
	Total grades	31	59	*	*	23	44	*	*
Black	% passed	56%	58%	*	*	51%	58%	*	*
	Total grades	71	80	*	*	51	59	*	*
White	% passed	83%	58%	90%	*	*	*	*	*
	Total grades	42	33	21	*	*	*	*	*
Female	% passed	86%	75%	84%	92%	86%	73%	*	*
	Total grades	131	149	31	36	83	97	*	*
Male	% passed	82%	75%	96%	82%	79%	74%	69%	65%
	Total grades	229	221	57	34	146	164	26	23
Low Income/FRL	% passed	82%	73%	92%	87%	80%	72%	77%	58%
	Total grades	302	313	59	52	204	225	39	36
Emergent Bilingual/EL	% passed	92%	82%	90%	*	92%	82%	88%	80%
	Total grades	177	170	21	*	130	141	26	20
Special Education	% passed	73%	61%	*	*	71%	60%	*	*
	Total grades	51	46	*	*	49	45	*	*

Total grades reflects the total number of grades for the category (i.e., denominator of passing rate). Passing course grades include A, B, C, D, CR, and P. Core subjects defined by department code M, L, S, or H. Advanced courses have a learning level of 3 or higher. Support courses are courses in addition to core classes, defined by course number. Special ed courses from department A and EL courses from department E not included. EL courses in core subjects included as regular courses. * Data not reported due to small sample size.

230_G9PassRate_ELAbbyType_SY1617Q2.png

**Grade 9 Core Subject Passing Rates by Course Type: SY 16-17 PRELIMINARY RESULTS
Johnson Sr High**

Science		All Courses		Advanced Courses		Regular Courses		Support Courses	
		SY 15-16	SY 16-17	SY 15-16	SY 16-17	SY 15-16	SY 16-17	SY 15-16	SY 16-17
All Students	% passed	84%	82%	90%	91%	78%	74%	*	*
	Total grades	1267	1320	685	585	582	735	*	*
American Indian	% passed	80%	*	*	*	88%	*	*	*
	Total grades	40	*	*	*	24	*	*	*
Asian	% passed	94%	94%	94%	97%	96%	91%	*	*
	Total grades	703	684	471	394	232	290	*	*
Hispanic	% passed	75%	70%	83%	75%	70%	68%	*	*
	Total grades	105	203	42	68	63	135	*	*
Black	% passed	63%	66%	75%	83%	60%	63%	*	*
	Total grades	271	296	56	52	215	244	*	*
White	% passed	84%	72%	88%	83%	75%	59%	*	*
	Total grades	148	121	100	65	48	56	*	*
Female	% passed	86%	80%	88%	92%	82%	69%	*	*
	Total grades	464	530	277	260	187	270	*	*
Male	% passed	84%	83%	91%	91%	76%	77%	*	*
	Total grades	803	790	408	325	395	465	*	*
Low Income/FRL	% passed	84%	82%	89%	92%	77%	75%	*	*
	Total grades	1063	1107	552	449	511	658	*	*
Emergent Bilingual/EL	% passed	91%	86%	90%	92%	91%	84%	*	*
	Total grades	593	582	322	195	271	387	*	*
Special Education	% passed	68%	72%	80%	*	63%	70%	*	*
	Total grades	210	208	56	*	154	196	*	*

Total grades reflects the total number of grades for the category (i.e., denominator of passing rate). Passing course grades include A, B, C, D, CR, and P. Core subjects defined by department code M, L, S, or H. Advanced courses have a learning level of 3 or higher. Support courses are courses in addition to core classes, defined by course number. Special ed courses from department A and EL courses from department E not included. EL courses in core subjects included as regular courses. * Data not reported due to small sample size.

230_G9PassRate_ScibyType_SY1617Q4.png

**Grade 9 Core Subject Passing Rates by Quarter: SY 16-17 PRELIMINARY RESULTS
Johnson Sr High**

English Language Arts		2015-2016					2016-2017				
		Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
All Students	% passed	88%	84%	82%	85%	85%	86%	75%	76%	74%	78%
	Total grades	358	360	346	351	1415	372	370	364	358	1464
American Indian	% passed	*	*	*	*	71%	*	*	*	*	36%
	Total grades	*	*	*	*	42	*	*	*	*	22
Asian	% passed	97%	94%	93%	96%	95%	95%	89%	91%	89%	91%
	Total grades	205	205	200	200	810	186	192	195	190	763
Hispanic	% passed	83%	81%	80%	73%	79%	87%	68%	56%	60%	68%
	Total grades	30	31	30	33	124	61	59	57	57	234
Black	% passed	65%	56%	55%	60%	59%	72%	58%	58%	54%	61%
	Total grades	69	71	69	72	281	88	80	76	74	318
White	% passed	95%	83%	79%	81%	85%	70%	58%	69%	66%	65%
	Total grades	41	42	38	37	158	30	33	32	32	127
Female	% passed	92%	86%	87%	88%	89%	87%	75%	78%	73%	78%
	Total grades	133	131	123	128	515	150	149	152	146	597
Male	% passed	85%	82%	80%	83%	82%	85%	75%	75%	75%	77%
	Total grades	225	229	223	223	900	222	221	212	212	867
Low Income/FRL	% passed	88%	82%	82%	85%	84%	85%	73%	73%	72%	76%
	Total grades	301	303	293	297	1194	320	315	304	297	1236
Emergent Bilingual/EL	% passed	95%	92%	90%	90%	92%	92%	83%	80%	77%	83%
	Total grades	174	177	167	170	688	170	171	163	163	667
Special Education	% passed	78%	71%	75%	76%	75%	77%	61%	59%	67%	66%
	Total grades	49	49	48	46	192	48	46	46	45	185

Total grades reflects the total number of grades for the category (i.e., denominator of passing rate). Passing course grades include A, B, C, D, CR, and P. Core subjects defined by department code M, L, S, or H. All courses (advanced, regular, and support) are combined. Special ed courses from department A and EL courses from department E not included. * Data not reported due to small sample size.

230_G9PassRate_ELAbyQtr_SY1617.png

Core Subject Course Grades by Student Grade and Race

SY 16-17 PRELIMINARY RESULTS (Updated: 6/29/17)

School Number: 230 **School:** Johnson Sr. High

Quarter: Q3

Student Grades: 9

Q3, SY 16-17								% of courses passed	% of courses passed
	A	B	C	D	CR	NC	I	Q3, SY 15-16	Q3, SY 16-17
American Indian	"	"	"	"	"	"	"	88.8%	"
Asian	242	201	136	78	0	57	0	93.6%	92.0%
Hispanic	32	36	30	31	3	79	0	79.2%	62.6%
Black	27	47	50	68	0	131	0	50.3%	56.8%
White	17	16	26	24	0	37	0	82.4%	69.2%

Student Grades: 10

Q3, SY 16-17								% of courses passed	% of courses passed
	A	B	C	D	CR	NC	I	Q3, SY 15-16	Q3, SY 16-17
American Indian	5	7	8	11	0	5	0	60.0%	86.1%
Asian	200	213	148	70	0	125	0	87.3%	83.4%
Hispanic	13	16	25	17	0	35	0	73.4%	67.0%
Black	33	34	60	30	1	133	0	56.3%	52.5%
White	25	41	27	10	0	31	0	70.2%	76.9%

Student Grades: 11

Q3, SY 16-17								% of courses passed	% of courses passed
	A	B	C	D	CR	NC	I	Q3, SY 15-16	Q3, SY 16-17
American Indian	3	9	7	2	0	4	0	"	84.0%
Asian	182	213	132	62	1	86	0	88.4%	87.3%
Hispanic	16	17	15	11	0	23	0	74.6%	72.0%
Black	26	41	60	50	1	91	0	65.0%	66.2%
White	30	23	22	15	1	35	0	89.0%	72.2%

Student Grades: 12

Q3, SY 16 17								% of courses passed	% of courses passed
	A	B	C	D	CR	NC	I	Q3, SY 15 16	Q3, SY 16 17
American Indian	1	1	1	1	1	1	-	1	1
Asian	150	172	127	113	0	93	0	93.0%	85.8%
Hispanic	8	24	21	23	0	10	1	95.0%	87.4%
Black	10	20	40	27	5	22	0	81.6%	82.3%
White	34	26	30	11	0	14	0	86.3%	87.6%

¹ Data not reported due to small sample size (total quarter grades for student group < 20).

230_G9-12_Grades_SY1617Q3.png

230_G9PassRate_ScibyType_SY1617Q1.png

230_Suspensions_SY1617.png

Annual Financial Performance Review of the State of Tennessee 2019-2020									
Department Name		FY 2019 Actual		FY 2020 Budget		FY 2020 Actual		% Change	
Department 100 - Statewide									
Total Revenue	100	100	100	100	100	100	100	100	100
Total Expenses	100	100	100	100	100	100	100	100	100
Total Net Income	0	0	0	0	0	0	0	0	0
Department 101 - Statewide									
Total Revenue	100	100	100	100	100	100	100	100	100
Total Expenses	100	100	100	100	100	100	100	100	100
Total Net Income	0	0	0	0	0	0	0	0	0
Department 102 - Statewide									
Total Revenue	100	100	100	100	100	100	100	100	100
Total Expenses	100	100	100	100	100	100	100	100	100
Total Net Income	0	0	0	0	0	0	0	0	0
Department 103 - Statewide									
Total Revenue	100	100	100	100	100	100	100	100	100
Total Expenses	100	100	100	100	100	100	100	100	100
Total Net Income	0	0	0	0	0	0	0	0	0
Department 104 - Statewide									
Total Revenue	100	100	100	100	100	100	100	100	100
Total Expenses	100	100	100	100	100	100	100	100	100
Total Net Income	0	0	0	0	0	0	0	0	0

230_G9-12_Grades_SY1617Q4.png

230_G9PassRate_MathbyQtr_SY1617.png

230_G9PassRate_SocbyType_SY1617Q4.png

Grade 9 Core Subject Passing Rates: Quarter 3 SY 16-17 PRELIMINARY RESULTS Johnson Sr High									
Science		All Courses		Advanced Courses		Regular Courses		Support Courses	
		Q3 15-16	Q3 16-17	Q3 15-16	Q3 15-16	Q3 15-16	Q3 16-17	Q3 15-16	Q3 16-17
All Students	% passed	85%	81%	89%	89%	79%	75%	*	*
	Total grades	311	334	169	142	142	192	*	*
American Indian	% passed	*	*	*	*	*	*	*	*
	Total grades	*	*	*	*	*	*	*	*
Asian	% passed	93%	93%	92%	93%	95%	92%	*	*
	Total grades	176	173	118	99	58	74	*	*
Hispanic	% passed	73%	70%	"	"	"	69%	"	"
	Total grades	26	50	"	"	"	35	"	"
Black	% passed	67%	69%	"	"	63%	64%	"	"
	Total grades	63	78	"	"	51	67	"	"
White	% passed	81%	67%	83%	"	"	"	"	"
	Total grades	37	30	24	"	"	"	"	"
Female	% passed	80%	80%	87%	92%	84%	69%	"	"
	Total grades	114	132	69	62	45	70	"	"
Male	% passed	84%	82%	91%	86%	76%	79%	"	"
	Total grades	197	202	100	80	97	122	"	"
Low Income/FRL	% passed	84%	81%	89%	92%	78%	74%	"	"
	Total grades	360	370	135	107	135	122	"	"
Emergent Bilingual(EL)	% passed	89%	89%	89%	85%	88%	89%	"	"
	Total grades	148	145	81	68	67	98	"	"
Special Education	% passed	70%	73%	*	*	63%	71%	"	"
	Total grades	50	55	*	*	38	52	"	"

Total grades reflects the total number of grades for the category (i.e., denominator of passing rate). Passing course grades include A, B, C, D, CR, and P. Core subjects defined by department code M, L, E, or H. Advanced courses have a learning level of 3 or higher. Support courses are courses in addition to core classes, defined by course number. Special ed courses from department A and EL courses from department E not included. EL courses in core subjects included as regular courses. * Data not reported due to small sample size.

230_G9PassRate_ScibyType_SY1617Q3.png

230_G9PassRate_ELAbyType_SY1617Q4.png

**Grade 9 Core Subject Passing Rates: Quarter 2 SY 16-17 PRELIMINARY RESULTS
Johnson Sr High**

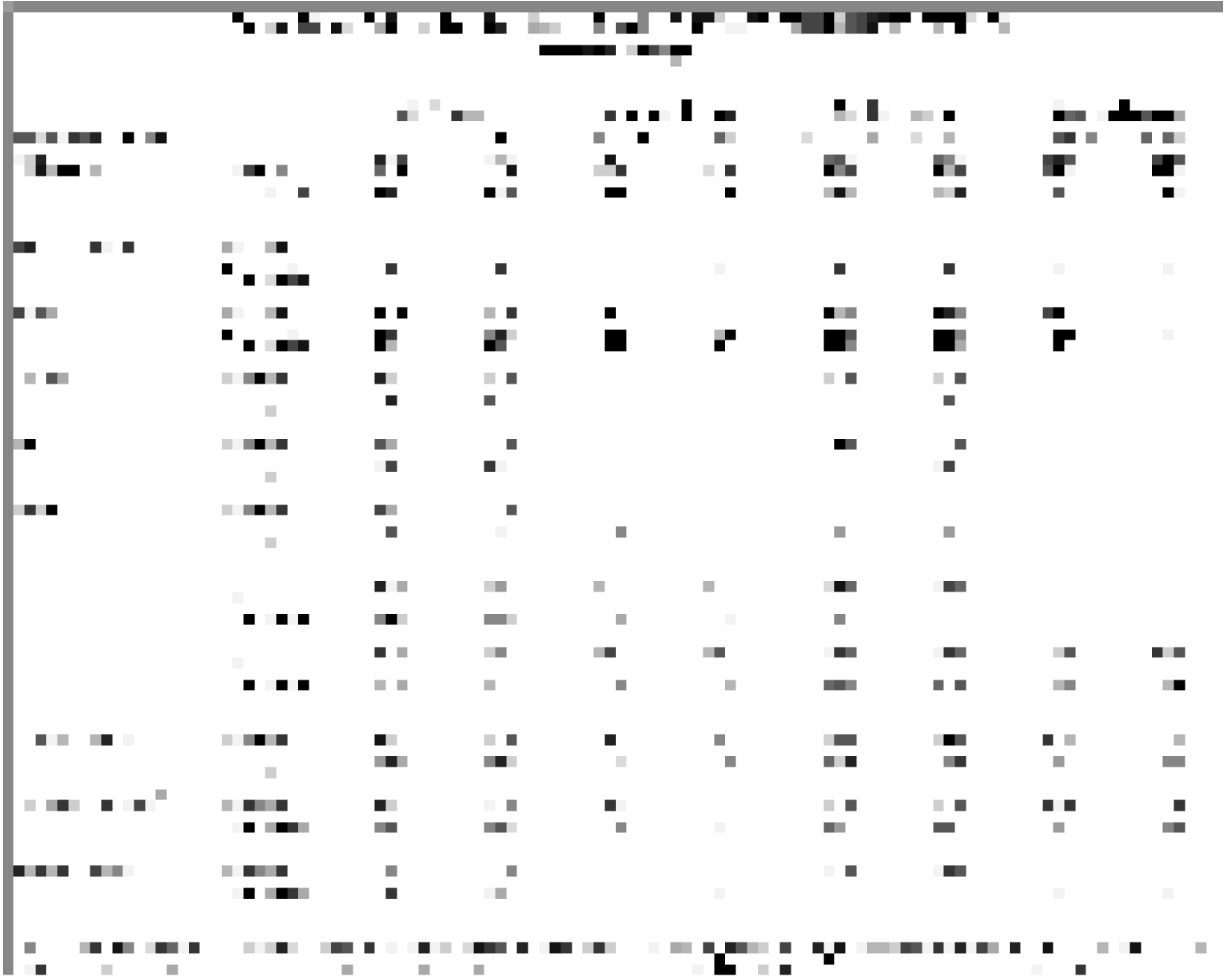
Science		All Courses		Advanced Courses		Regular Courses		Support Courses	
		Q2 15-16	Q2 16-17	Q2 15-16	Q2 16-17	Q2 15-16	Q2 16-17	Q2 15-16	Q2 16-17
All Students	% passed	81%	81%	86%	91%	76%	73%	-	-
	Total grades	317	328	164	151	143	177	-	-
American Indian	% passed	-	-	-	-	-	-	-	-
	Total grades	-	-	-	-	-	-	-	-
Asian	% passed	91%	94%	92%	99%	93%	90%	-	-
	Total grades	175	173	117	100	58	73	-	-
Hispanic	% passed	73%	68%	"	"	"	63%	"	"
	Total grades	26	50	"	"	"	32	"	"
Black	% passed	59%	62%	"	"	58%	60%	"	"
	Total grades	68	69	"	"	52	55	"	"
White	% passed	70%	72%	81%	"	"	"	"	"
	Total grades	38	32	29	"	"	"	"	"
Female	% passed	84%	80%	84%	91%	83%	68%	"	"
	Total grades	116	133	70	68	49	65	"	"
Male	% passed	80%	83%	88%	92%	72%	79%	"	"
	Total grades	201	195	104	83	97	112	"	"
Low Income/FRL	% passed	81%	81%	86%	91%	79%	73%	"	"
	Total grades	265	273	139	115	106	158	"	"
Emergent Bilingual(EL)	% passed	89%	86%	89%	94%	90%	82%	"	"
	Total grades	145	145	80	50	68	96	"	"
Special Education	% passed	70%	66%	-	-	66%	66%	"	"
	Total grades	51	50	-	-	38	47	"	"

Total grades reflects the total number of grades for the category (i.e., denominator of passing rate). Passing course grades include A, B, C, D, CR, and P. Core subjects defined by department code M, L, S, or H. Advanced courses have a learning level of 3 or higher. Support courses are courses in addition to core classes, defined by course number. Special ed courses from department A and EL courses from department E not included. EL courses in core subjects included as regular courses. " Data not reported due to small sample size.

230_G9PassRate_ScibyType_SY1617Q2.png

230_G9-12_Grades_SY1516Q1.png

230_G9PassRate_SocbyType_SY1617Q1.png



230_G9PassRate_ELAbbyType_SY1617Q1.png

Group Budgeted Current Accounts for Disposal of the Group

2019 Budget (Budgetary Control) - Budget (Budgetary Control)

Account Number	Budget							Budgetary Control	Budgetary Control
	01	02	03	04	05	06	07	01-07	01-07
2019 Budget	01								
Account Number	01								
GL Profit	01	02	03	04	05	06	07	01-07	01-07
Account Number	01	02	03	04	05	06	07	01-07	01-07
GL Profit	100	100	100	100	100	100	100	1000	1000
Account Number	100	100	100	100	100	100	100	1000	1000
GL Profit	20	20	20	20	20	20	20	200	200
Account Number	20	20	20	20	20	20	20	200	200
GL Profit	30	30	30	30	30	30	30	300	300
Account Number	30	30	30	30	30	30	30	300	300
GL Profit	40	40	40	40	40	40	40	400	400
Account Number	40	40	40	40	40	40	40	400	400
GL Profit	50	50	50	50	50	50	50	500	500
Account Number	50	50	50	50	50	50	50	500	500
GL Profit	60	60	60	60	60	60	60	600	600
Account Number	60	60	60	60	60	60	60	600	600
GL Profit	70	70	70	70	70	70	70	700	700
Account Number	70	70	70	70	70	70	70	700	700
GL Profit	80	80	80	80	80	80	80	800	800
Account Number	80	80	80	80	80	80	80	800	800
GL Profit	90	90	90	90	90	90	90	900	900
Account Number	90	90	90	90	90	90	90	900	900
GL Profit	100	100	100	100	100	100	100	1000	1000
Account Number	100	100	100	100	100	100	100	1000	1000
GL Profit	110	110	110	110	110	110	110	1100	1100
Account Number	110	110	110	110	110	110	110	1100	1100
GL Profit	120	120	120	120	120	120	120	1200	1200
Account Number	120	120	120	120	120	120	120	1200	1200
GL Profit	130	130	130	130	130	130	130	1300	1300
Account Number	130	130	130	130	130	130	130	1300	1300
GL Profit	140	140	140	140	140	140	140	1400	1400
Account Number	140	140	140	140	140	140	140	1400	1400
GL Profit	150	150	150	150	150	150	150	1500	1500
Account Number	150	150	150	150	150	150	150	1500	1500
GL Profit	160	160	160	160	160	160	160	1600	1600
Account Number	160	160	160	160	160	160	160	1600	1600
GL Profit	170	170	170	170	170	170	170	1700	1700
Account Number	170	170	170	170	170	170	170	1700	1700
GL Profit	180	180	180	180	180	180	180	1800	1800
Account Number	180	180	180	180	180	180	180	1800	1800
GL Profit	190	190	190	190	190	190	190	1900	1900
Account Number	190	190	190	190	190	190	190	1900	1900
GL Profit	200	200	200	200	200	200	200	2000	2000
Account Number	200	200	200	200	200	200	200	2000	2000

For more information, see the full report on the website: [www.spss.com](#)



230_G9-12_Grades_SY1617Q2.png

Annual Financial Performance Report of the State of Tennessee For the Year Ended December 31, 2018									
Department of Transportation		Highway Construction		Highway Maintenance		Statewide Transportation		Total	
Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget
Operating Expenses									
Salaries and benefits	1,234,567	1,234,567	1,234,567	1,234,567	1,234,567	1,234,567	1,234,567	1,234,567	1,234,567
Travel	123,456	123,456	123,456	123,456	123,456	123,456	123,456	123,456	123,456
Printing	56,789	56,789	56,789	56,789	56,789	56,789	56,789	56,789	56,789
Telephone	23,456	23,456	23,456	23,456	23,456	23,456	23,456	23,456	23,456
Utilities	34,567	34,567	34,567	34,567	34,567	34,567	34,567	34,567	34,567
Depreciation	45,678	45,678	45,678	45,678	45,678	45,678	45,678	45,678	45,678
Total	1,498,253	1,498,253	1,498,253	1,498,253	1,498,253	1,498,253	1,498,253	1,498,253	1,498,253
Capital Expenses									
Construction	5,678,901	5,678,901	5,678,901	5,678,901	5,678,901	5,678,901	5,678,901	5,678,901	5,678,901
Equipment	123,456	123,456	123,456	123,456	123,456	123,456	123,456	123,456	123,456
Total	5,802,357	5,802,357	5,802,357	5,802,357	5,802,357	5,802,357	5,802,357	5,802,357	5,802,357
Net Change in Assets									
Operating	1,498,253	1,498,253	1,498,253	1,498,253	1,498,253	1,498,253	1,498,253	1,498,253	1,498,253
Capital	5,802,357	5,802,357	5,802,357	5,802,357	5,802,357	5,802,357	5,802,357	5,802,357	5,802,357
Total	7,300,610	7,300,610	7,300,610	7,300,610	7,300,610	7,300,610	7,300,610	7,300,610	7,300,610

230_G9-12_Grades_SY1516Q4.png

230_G9PassRate_SocbyType_SY1617Q2.png

230_G9-12_Grades_SY1617Q1.png

230_G9PassRate_SocbyType_SY1617Q3.png

230_G9PassRate_MathbyType_SY1617Q3.png

Table 1: Student Performance by Subject and Grade Level

Subject	Grade Level	Assessment Type	2015-16		2016-17		2017-18		2018-19	
			Pass Rate (%)	Score	Pass Rate (%)	Score	Pass Rate (%)	Score	Pass Rate (%)	Score
Math	9th	Standard	85%	85	82%	82	80%	80	78%	78
		Alternative	88%	88	85%	85	83%	83	81%	81
Math	10th	Standard	82%	82	79%	79	77%	77	75%	75
		Alternative	85%	85	82%	82	80%	80	78%	78
Math	11th	Standard	78%	78	75%	75	73%	73	71%	71
		Alternative	81%	81	78%	78	76%	76	74%	74
Math	12th	Standard	75%	75	72%	72	70%	70	68%	68
		Alternative	78%	78	75%	75	73%	73	71%	71
Science	9th	Standard	80%	80	77%	77	75%	75	73%	73
		Alternative	83%	83	80%	80	78%	78	76%	76
Science	10th	Standard	77%	77	74%	74	72%	72	70%	70
		Alternative	80%	80	77%	77	75%	75	73%	73
Science	11th	Standard	73%	73	70%	70	68%	68	66%	66
		Alternative	76%	76	73%	73	71%	71	69%	69
Science	12th	Standard	70%	70	67%	67	65%	65	63%	63
		Alternative	73%	73	70%	70	68%	68	66%	66
English	9th	Standard	88%	88	85%	85	83%	83	81%	81
		Alternative	91%	91	88%	88	86%	86	84%	84
English	10th	Standard	85%	85	82%	82	80%	80	78%	78
		Alternative	88%	88	85%	85	83%	83	81%	81
English	11th	Standard	82%	82	79%	79	77%	77	75%	75
		Alternative	85%	85	82%	82	80%	80	78%	78
English	12th	Standard	79%	79	76%	76	74%	74	72%	72
		Alternative	82%	82	79%	79	77%	77	75%	75
History	9th	Standard	80%	80	77%	77	75%	75	73%	73
		Alternative	83%	83	80%	80	78%	78	76%	76
History	10th	Standard	77%	77	74%	74	72%	72	70%	70
		Alternative	80%	80	77%	77	75%	75	73%	73
History	11th	Standard	73%	73	70%	70	68%	68	66%	66
		Alternative	76%	76	73%	73	71%	71	69%	69
History	12th	Standard	70%	70	67%	67	65%	65	63%	63
		Alternative	73%	73	70%	70	68%	68	66%	66

230_G9PassRate_ELAbbyType_SY1617Q3.png

230_G9PassRate_MathbyType_SY1617Q1.png

230_G9-12_Grades_SY1516Q2.png

230_G9-12_Grades_SY1516Q2.png

230_G9-12_Grades_SY1516Q2.png

Grade	Subject	Q1	Q2	Q3	Q4	Year	Q1	Q2	Q3	Q4	Total
9	Math	85	85	85	85	85	85	85	85	85	85
9	Science	85	85	85	85	85	85	85	85	85	85
10	Math	85	85	85	85	85	85	85	85	85	85
10	Science	85	85	85	85	85	85	85	85	85	85
11	Math	85	85	85	85	85	85	85	85	85	85
11	Science	85	85	85	85	85	85	85	85	85	85
12	Math	85	85	85	85	85	85	85	85	85	85
12	Science	85	85	85	85	85	85	85	85	85	85

230_G9PassRate_ScibyQtr_SY1617.png

230_G9PassRate_MathbyType_SY1617Q2.png

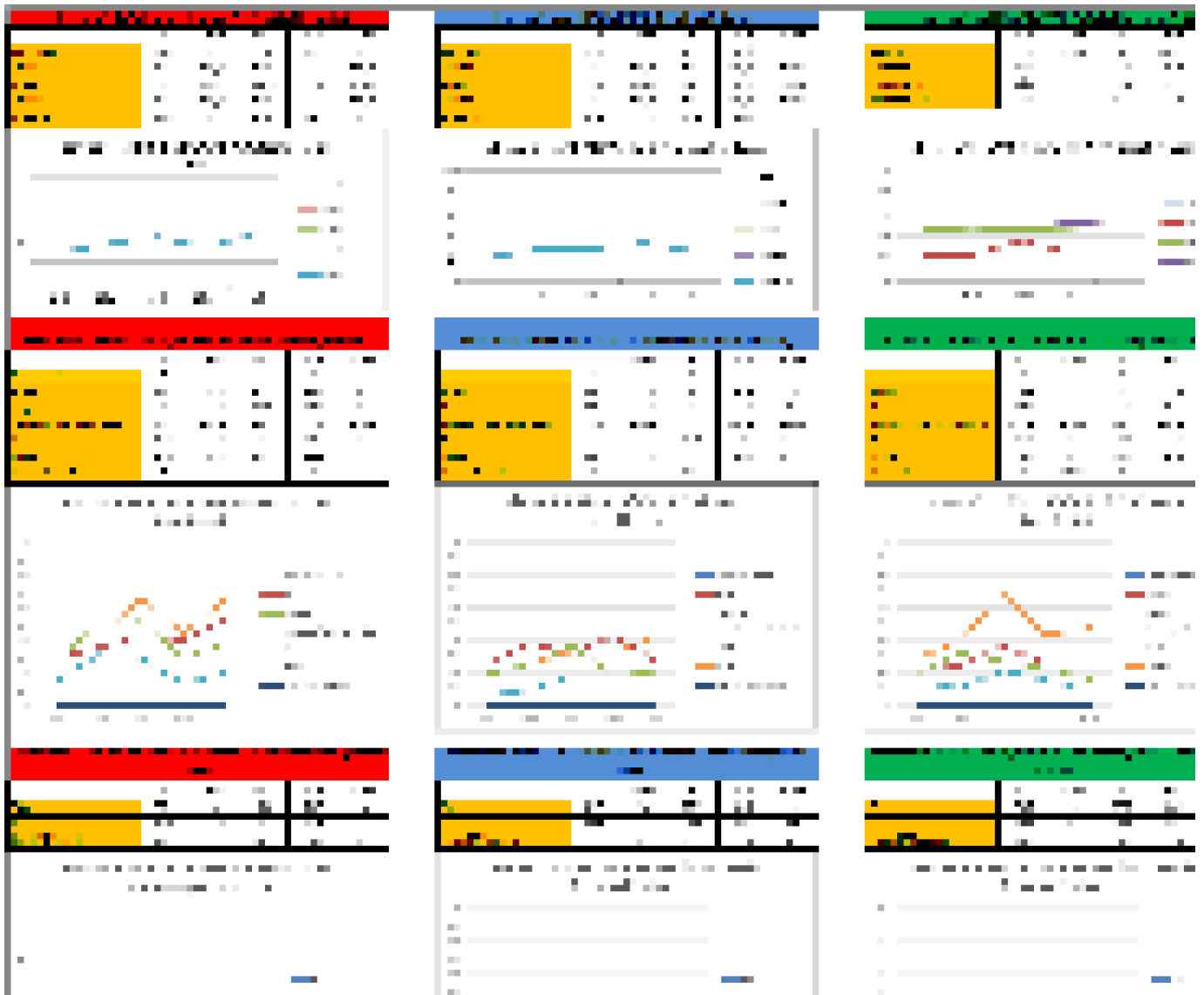
**Grade 9 Core Subject Passing Rates by Course Type: SY 16-17 PRELIMINARY RESULTS
Johnson Sr High**

Mathematics		All Courses		Advanced Courses		Regular Courses		Support Courses	
		SY 16-17	SY 16-17	SY 16-17	SY 16-17	SY 16-17	SY 16-17	SY 16-17	SY 16-17
All Students	% passed	85%	81%	99%	99%	83%	79%	-	-
	Total grades	1330	1266	324	153	1006	1113	-	-
American Indian	% passed	83%	-	-	-	80%	-	-	-
	Total grades	38	-	-	-	37	-	-	-
Asian	% passed	95%	94%	99%	99%	94%	94%	-	-
	Total grades	705	683	148	80	557	603	-	-
Hispanic	% passed	77%	88%	-	97%	72%	82%	-	-
	Total grades	172	144	-	27	145	117	-	-
NONE	% passed	100%	100%	100%	-	100%	100%	-	-
	Total grades	247	217	25	-	222	217	-	-
WHITE	% passed	100%	74%	100%	100%	97%	100%	-	-
	Total grades	141	111	21	11	120	75	-	-
UNKNOWN	% passed	100%	100%	100%	100%	100%	100%	-	-
	Total grades	215	105	17	24	198	211	-	-
NONE	% passed	100%	100%	100%	100%	100%	100%	-	-
	Total grades	217	215	147	111	170	104	-	-
Non-Resident/Imm	% passed	100%	100%	100%	100%	100%	100%	-	-
	Total grades	1098	1098	183	115	915	911	-	-
Emergent Bilingual	% passed	93%	84%	100%	100%	90%	80%	-	-
	Total grades	514	480	41	41	473	439	-	-
English as a Second Language	% passed	79%	81%	-	-	78%	81%	-	-
	Total grades	188	175	-	-	188	145	-	-

Total grades reflects the total number of grades for the category. Race classification of students includes A, B, C, D, O, P, and F. Some students classified by class level include M, L, H, or R. Advanced courses have a learning level of III or higher. General courses are courses in addition to core classes defined by course number. Special ed courses from class level A and B courses from class level B not included. B courses in some subjects included as regular courses. * Data not reported due to small sample size.

230_G9PassRate_MathbyType_SY1617Q4.png

230_G9PassRate_SocbyQtr_SY1617.png



230_MCA_5yearTrend_SY1819.png

Suspensions Data Summary for SCIP

Quarter 1 of SY 18-19 PRELIMINARY RESULTS (Updated: 9/28/19)

School Number	2017-18	School	Johnson Co. High			
	Q1 18-19	Q1 18-19				
Number of Suspensions	25	117				
Number of Student Suspensions	50	22				
Percentage of Students Suspended	0.1%	0.0%				
Suspensions accounted for a % of the student body**	American Indian	Asian	Hispanic	Black	White	
MEAS 17-18	11.0%	11.4%	1.4%	11.1%	6.4%	
MEAS 18-19	11.0%	1.5%	4.7%	14.1%	6.0%	
Suspensions accounted for a % of the student body**	Female	Male	Low income/ELL	Emergent bilingual/EL	Special Education	
MEAS 17-18	8.8%	6.4%	0.7%	1.0%	18.8%	
MEAS 18-19	6.4%	8.7%	0.7%	0.8%	17.8%	

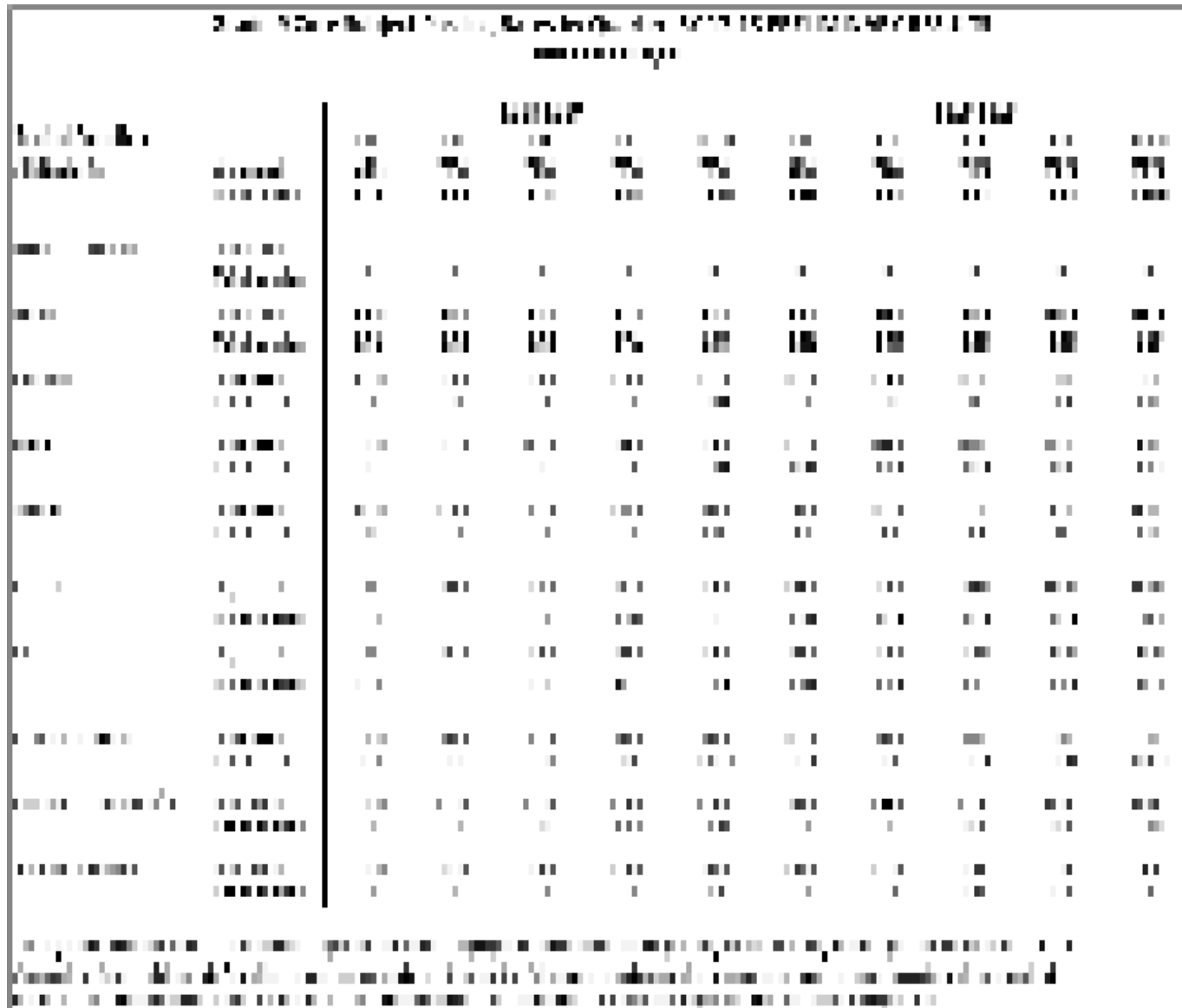
** Data not representative of state average

** Percentage: number of American Indian students suspended divided by total number of American Indian students enrolled in the given term period

230_Suspensions_SY1819.png

Grade	Type	2017-2018		2018-2019		2019-2020		2020-2021	
		Pass Rate	Sample Size	Pass Rate	Sample Size	Pass Rate	Sample Size	Pass Rate	Sample Size
Grade 9	ELA	85%	100	85%	100	85%	100	85%	100
Grade 9	Math	75%	100	75%	100	75%	100	75%	100
Grade 9	Science	70%	100	70%	100	70%	100	70%	100
Grade 9	History	80%	100	80%	100	80%	100	80%	100
Grade 9	Art	90%	100	90%	100	90%	100	90%	100
Grade 9	Music	95%	100	95%	100	95%	100	95%	100
Grade 9	Physical Education	98%	100	98%	100	98%	100	98%	100
Grade 9	Foreign Language	88%	100	88%	100	88%	100	88%	100
Grade 9	Special Education	78%	100	78%	100	78%	100	78%	100
Grade 9	Gifted/Talented	92%	100	92%	100	92%	100	92%	100
Grade 9	English as a Second Language	82%	100	82%	100	82%	100	82%	100
Grade 9	Other	85%	100	85%	100	85%	100	85%	100
Grade 9	Total	85%	100	85%	100	85%	100	85%	100

230_G9PassRate_ELAbbyType_SY1718Q4.png



The image shows a table with a header row and multiple data rows. The columns are too blurry to read, but there is a vertical line separating the first column from the rest. The data appears to be organized in a structured format, possibly representing a comparison of metrics across different categories.

230_G9PassRate_SocbyQtr_SY1718.png

230_G9PassRate_ELAbyQtr_SY1718.png

230_Suspensions_SY1718.png

**State of Michigan Department of Education
 Michigan Statewide Assessment Results
 Mathematics**

Grade	Number of Students	Percentage of Students Meeting					Percentage of Students Meeting or Exceeding	
		Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Exceeded or Met	Standard Exceeded or Nearly Met	
Grade 5	152	100%	0%	0%	0%	100%	100%	
Grade 6	175	100%	0%	0%	0%	100%	100%	
Grade 7	145	100%	0%	0%	0%	100%	100%	
Grade 8	135	100%	0%	0%	0%	100%	100%	
Grade 9	115	100%	0%	0%	0%	100%	100%	
Grade 10	105	100%	0%	0%	0%	100%	100%	
Grade 11	95	100%	0%	0%	0%	100%	100%	
Grade 12	85	100%	0%	0%	0%	100%	100%	
Total	1,100	100%	0%	0%	0%	100%	100%	
Grade 5-12	1,100	100%	0%	0%	0%	100%	100%	
Grade 5	152	100%	0%	0%	0%	100%	100%	
Grade 6	175	100%	0%	0%	0%	100%	100%	
Grade 7	145	100%	0%	0%	0%	100%	100%	
Grade 8	135	100%	0%	0%	0%	100%	100%	
Grade 9	115	100%	0%	0%	0%	100%	100%	
Grade 10	105	100%	0%	0%	0%	100%	100%	
Grade 11	95	100%	0%	0%	0%	100%	100%	
Grade 12	85	100%	0%	0%	0%	100%	100%	

Percentages are based on the number of students who took the assessment. Percentages may not equal 100% due to rounding.

* This report is for informational purposes only and does not constitute an official record.

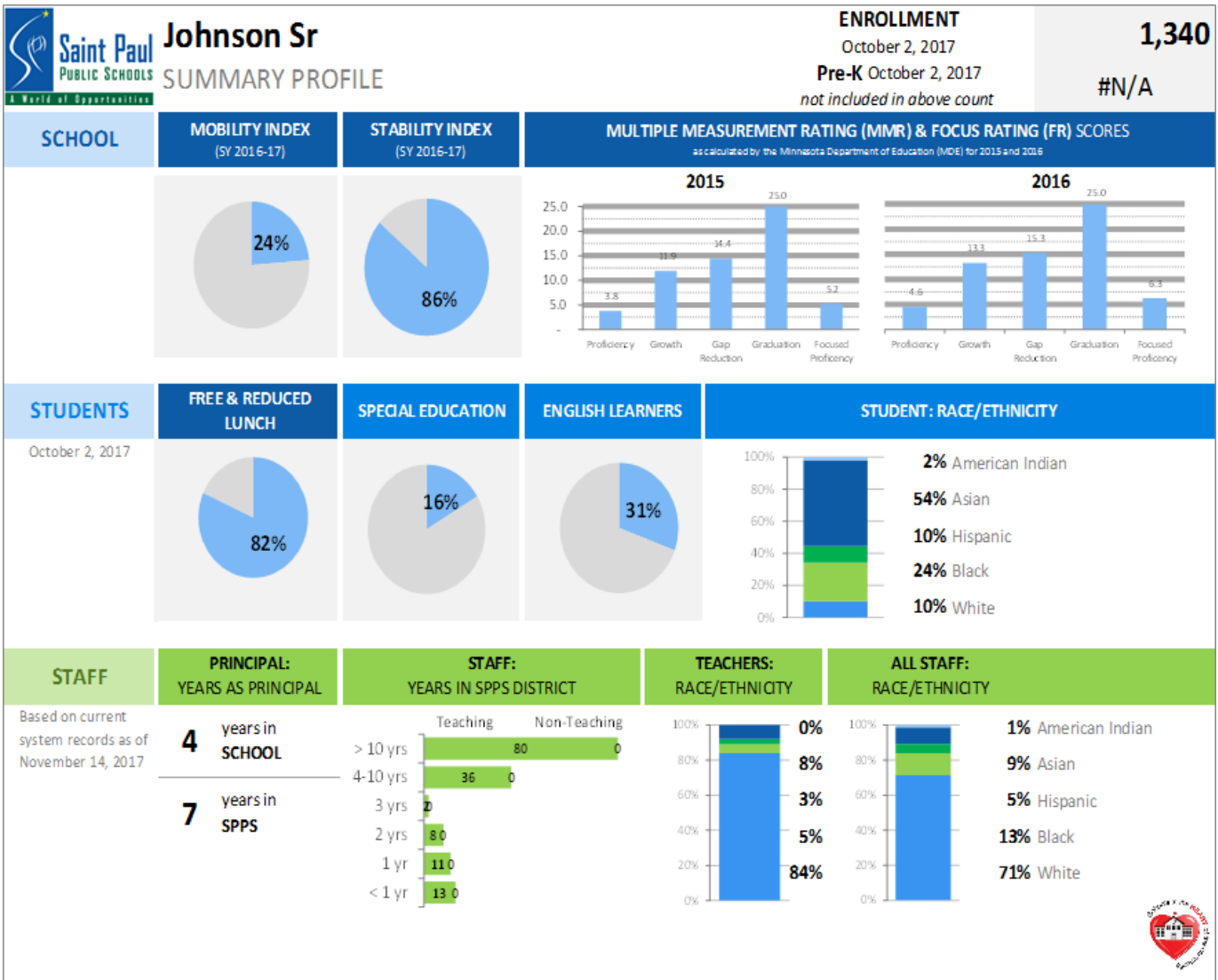
230_G9-12_CreditLoss_SY1718.png

**Grade 9 Core Subject Passing Rates: Quarter 2 SY 17-18 PRELIMINARY RESULTS
Johnson Sr High**

Science		All Courses		Advanced Courses		Regular Courses		Support Courses	
		Q2 16-17	Q2 17-18	Q2 16-17	Q2 17-18	Q2 16-17	Q2 17-18	Q2 16-17	Q2 17-18
All Students	% passed	81%	78%	91%	86%	73%	67%	-	-
	Total grades	328	310	151	162	177	148	-	-
American Indian	% passed	-	-	-	-	-	-	-	-
	Total grades	-	-	-	-	-	-	-	-
Asian	% passed	95%	92%	99%	89%	99%	96%	-	-
	Total grades	173	144	100	93	73	61	-	-
Hispanic	% passed	68%	70%	"	"	63%	"	"	"
	Total grades	30	29	"	"	32	"	"	"
Black	% passed	62%	52%	"	54%	60%	41%	"	"
	Total grades	69	95	"	25	55	71	"	"
White	% passed	72%	79%	"	80%	"	"	"	"
	Total grades	32	39	"	25	"	"	"	"
Female	% passed	80%	78%	91%	86%	68%	69%	"	"
	Total grades	138	151	68	81	65	70	"	"
Male	% passed	83%	75%	92%	85%	76%	65%	"	"
	Total grades	195	159	83	81	112	78	"	"
Low Income/FRL	% passed	81%	75%	91%	86%	73%	65%	"	"
	Total grades	273	240	115	116	158	131	-	-
Emergent Bilingual(EL)	% passed	85%	88%	94%	82%	82%	93%	-	-
	Total grades	146	76	50	33	96	43	-	-
Special Education	% passed	68%	61%	-	-	66%	56%	-	-
	Total grades	50	56	-	-	47	43	-	-

Total grades reflects the total number of grades for the category (i.e., denominator of passing rate). Passing course grades include A, B, C, D, CR, and P. Core subjects defined by department code M, L, S, or H. Advanced courses have a learning level of 3 or higher. Support courses are courses in addition to core classes, defined by course number. Special ed courses from department A and EL courses from department E not included. EL courses in core subjects included as regular courses. " Data not reported due to small sample size.

230_G9PassRate_ScibyType_SY1718Q2.png



230_SchoolProfile1_SY1718.png

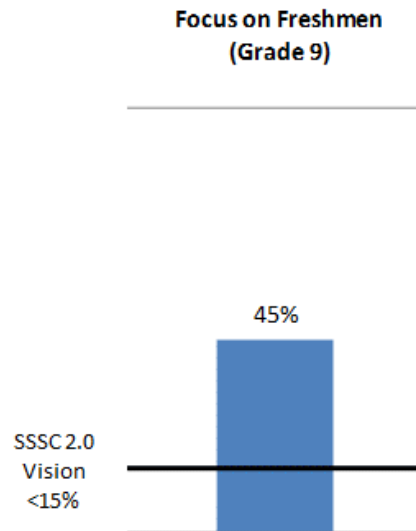
Table 9.9. Pass Rates by Socby Type - SY1718Q3

Socby Type	Number of Students	All Courses		Core Courses		Elective Courses		Other Courses		
		Pass Rate	Number of Students	Pass Rate	Number of Students	Pass Rate	Number of Students	Pass Rate	Number of Students	
All Students	1,234	85%	1,048	85%	1,048	85%	85%	1,048	85%	1,048
Female	650	85%	553	85%	553	85%	85%	553	85%	553
Male	584	85%	495	85%	495	85%	85%	495	85%	495
White	350	85%	298	85%	298	85%	85%	298	85%	298
Black	150	85%	128	85%	128	85%	85%	128	85%	128
Hispanic	180	85%	153	85%	153	85%	85%	153	85%	153
Asian	100	85%	85	85%	85	85%	85%	85	85%	85
Other	104	85%	89	85%	89	85%	85%	89	85%	89
Special Education	100	85%	85	85%	85	85%	85%	85	85%	85
Gifted/Talented	100	85%	85	85%	85	85%	85%	85	85%	85
English Learners	100	85%	85	85%	85	85%	85%	85	85%	85
At-Risk	100	85%	85	85%	85	85%	85%	85	85%	85

230_G9PassRate_SocbyType_SY1718Q3.png

**Credit Loss in Core Subject Courses: Data Summary for SCIP
SY 17-18 PRELIMINARY RESULTS
Johnson Sr High**

% of students with 2 or more failed credits



230_CreditLossVisual_SY1718.png

230_Attendance_SY1819.png

**Grade 9 Core Subject Passing Rates: Quarter 3 SY 17-18 PRELIMINARY RESULTS
Johnson Sr High**

Science		All Courses		Advanced Courses		Regular Courses		Support Courses	
		Q3 16-17	Q3 17-18	Q3 16-17	Q3 17-18	Q3 16-17	Q3 17-18	Q3 16-17	Q3 17-18
All Students	% passed	81%	82%	80%	87%	75%	77%	-	-
	Total grades	334	327	147	155	102	157	-	-
American Indian	% passed	-	-	-	-	-	-	-	-
	Total grades	-	-	-	-	-	-	-	-
Asian	% passed	93%	93%	93%	91%	92%	94%	-	-
	Total grades	173	149	90	93	74	56	-	-
Hispanic	% passed	70%	79%	"	"	69%	"	"	"
	Total grades	30	28	"	"	35	"	"	"
Black	% passed	65%	64%	"	61%	64%	59%	"	"
	Total grades	78	102	"	21	67	81	"	"
White	% passed	67%	60%	"	63%	"	"	"	"
	Total grades	30	40	"	23	"	"	"	"
Female	% passed	80%	83%	82%	87%	69%	79%	"	"
	Total grades	132	156	62	75	70	81	"	"
Male	% passed	82%	81%	80%	88%	79%	74%	"	"
	Total grades	202	169	80	80	122	86	"	"
Low Income/FRL	% passed	81%	81%	82%	86%	74%	77%	"	"
	Total grades	279	257	107	111	172	146	-	-
Emergent Bilingual(EL)	% passed	84%	90%	85%	87%	81%	92%	-	-
	Total grades	146	83	48	31	48	52	-	-
Special Education	% passed	73%	77%	-	-	71%	78%	-	-
	Total grades	55	60	-	-	57	49	-	-

Total grades reflects the total number of grades for the category (i.e., denominator of passing rate). Passing course grades include A, B, C, D, CR, and P. Core subjects defined by department code M, L, S, or H. Advanced courses have a learning level of 3 or higher. Support courses are courses in addition to core classes, defined by course number. Special ed courses from department A and EL courses from department E not included. EL courses in core subjects included as regular courses. " Data not reported due to small sample size.

230_G9PassRate_ScibyType_SY1718Q3.png

Grade 9 Core Subject Passing Rates Quarter 3 SY 17-18 PRELIMINARY REPORT
Increase to High

District/Levy Area	All Courses	All Courses		Advanced Courses		Regular Courses		Youngest Courses	
		Q3 17-18	Q3 17-18	Q3 17-18	Q3 17-18	Q3 17-18	Q3 17-18	Q3 17-18	Q3 17-18
Allegheny	Passed	70%	72%	82%	82%	71%	71%	88%	88%
	Total Enrolled	891	898	83	77	331	318	38	38
Armstrong	Passed	"	"	"	"	"	"	"	"
	Total Enrolled	"	"	"	"	"	"	"	"
Butte	Passed	85%	82%	89%	87%	81%	82%	"	80%
	Total Enrolled	393	378	48	47	139	138	"	39
Cameron	Passed	72%	71%	"	"	68%	64%	"	"
	Total Enrolled	137	81	"	"	71	88	"	"
Greene	Passed	78%	74%	"	"	74%	67%	"	80%
	Total Enrolled	38	133	"	"	3	76	"	27
Harrison	Passed	83%	81%	"	"	"	82%	"	"
	Total Enrolled	37	26	"	"	"	18	"	"
Lawrence	Passed	78%	81%	78%	78%	67%	68%	"	78%
	Total Enrolled	267	88	7	21	3	188	"	32
Monroe	Passed	77%	74%	87%	87%	73%	68%	"	80%
	Total Enrolled	277	295	71	63	138	127	"	32
North Allegheny	Passed	73%	72%	87%	87%	73%	73%	83%	78%
	Total Enrolled	384	371	3	3	137	132	32	32
Northwestern	Passed	74%	74%	"	"	68%	64%	"	74%
	Total Enrolled	361	385	"	"	178	181	"	38
South Allegheny	Passed	74%	74%	"	"	68%	68%	"	"
	Total Enrolled	38	31	"	"	21	16	"	"

All figures are preliminary. The number of students who passed is based on the number of students who were tested. The number of students who were tested is based on the number of students who were enrolled in the course. The number of students who were enrolled in the course is based on the number of students who were enrolled in the course. The number of students who were enrolled in the course is based on the number of students who were enrolled in the course. The number of students who were enrolled in the course is based on the number of students who were enrolled in the course.

230_G9PassRate_ELAbbyType_SY1718Q3.png

230_G9 Pass Rate by Student Type, by Quarter, by District, SY17-18

Math by Type

District	Student Type	2017-18					2018-19				
		Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
District 1	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 2	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 3	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 4	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 5	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 6	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 7	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 8	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 9	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 10	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 11	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 12	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 13	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 14	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 15	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 16	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 17	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 18	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 19	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88
District 20	Elementary	88	88	88	88	88	88	88	88	88	88
	High School	88	88	88	88	88	88	88	88	88	88

230_G9PassRate_MathbyQtr_SY1718.png

230_G9PassRate_MathbyType_SY1718Q3.png

Core Subject Course Grades by Student Grade and Race

SY 17-18 PRELIMINARY RESULTS (Updated: 3/2/18)

School Numbers: 230 **School:** Johnson Sr. High

Quarter: Q2

Student Grades: 9

Q2, SY 17 18	Q2, SY 16 17							Q2, SY 16 17		Q2, SY 17 18	
	A	B	C	D	CR	NC	I	Pass Rate	B or better	Pass Rate	B or better
American Indian	1	1	1	1	1	1	1	-	1	1	-
Asian	192	190	107	67	0	58	0	92.7%	63.2%	90.6%	62.2%
Hispanic	16	22	30	19	0	33	0	63.4%	27.0%	72.5%	31.2%
Black	70	51	68	77	0	213	0	54.0%	75.4%	49.8%	16.7%
White	33	43	60	32	0	32	0	66.0%	33.4%	64.0%	49.0%

Student Grade: 10

Q2, SY 17 18	Q2, SY 16 17							Q2, SY 16 17		Q2, SY 17 18	
	A	B	C	D	CR	NC	I	Pass Rate	B or better	Pass Rate	B or better
American Indian	-	-	-	-	-	-	-	-	-	-	-
Asian	184	214	182	111	0	68	0	84.3%	60.1%	88.9%	62.8%
Hispanic	30	38	30	23	0	108	0	67.3%	30.8%	67.3%	27.8%
Black	0	11	13	15	0	111	0	58.3%	23.0%	55.2%	15.3%
White	14	22	21	25	0	44	0	71.4%	50.0%	76.9%	51.3%

Student Grade: 11

Q2, SY 17 18	Q2, SY 16 17							Q2, SY 16 17		Q2, SY 17 18	
	A	B	C	D	CR	NC	I	Pass Rate	B or better	Pass Rate	B or better
American Indian	2	2	11	2	0	11	0	50.0%	10.0%	66.7%	12.5%
Asian	210	238	132	61	1	120	0	88.2%	62.0%	91.3%	68.3%
Hispanic	8	10	18	20	0	68	0	75.0%	41.0%	71.4%	30.2%
Black	5	42	40	32	1	112	0	61.9%	25.0%	66.7%	31.3%
White	30	38	32	19	0	34	0	80.0%	65.0%	88.9%	62.0%

Student Grade: 12

Q2, SY 17 18	Q2, SY 16 17							Q2, SY 16 17		Q2, SY 17 18	
	A	B	C	D	CR	NC	I	Pass Rate	B or better	Pass Rate	B or better
American Indian	1	1	1	1	1	1	1	-	1	1	-
Asian	199	191	129	58	1	69	0	91.5%	61.0%	88.3%	61.3%
Hispanic	5	10	10	11	0	35	0	60.0%	15.0%	68.0%	10.0%
Black	11	12	25	27	1	55	0	71.4%	35.7%	70.0%	21.4%
White	10	18	13	8	1	32	0	80.0%	56.3%	84.0%	65.0%

† Data not reported due to small sample size (total number of students in group < 20).
pending course grades include A, B, C, as well as D/F, as well as grade. Include A through F. Some subjects defined by department code (e.g., A, B, C).

230_G9-12_Grades_SY1718Q2.png

Grade	Subject	Number of Students	Number of Students with Pending Course Grades
9	Math	10	0
	Science	10	0
	English	10	0
	History	10	0
	Art	10	0
	Physical Education	10	0
	Foreign Language	10	0
	Music	10	0
	Health	10	0
	Elective	10	0
	Other	10	0
	Unenrolled	10	0
10	Math	10	0
	Science	10	0
	English	10	0
	History	10	0
	Art	10	0
	Physical Education	10	0
	Foreign Language	10	0
	Music	10	0
	Health	10	0
	Elective	10	0
	Other	10	0
	Unenrolled	10	0
11	Math	10	0
	Science	10	0
	English	10	0
	History	10	0
	Art	10	0
	Physical Education	10	0
	Foreign Language	10	0
	Music	10	0
	Health	10	0
	Elective	10	0
	Other	10	0
	Unenrolled	10	0
12	Math	10	0
	Science	10	0
	English	10	0
	History	10	0
	Art	10	0
	Physical Education	10	0
	Foreign Language	10	0
	Music	10	0
	Health	10	0
	Elective	10	0
	Other	10	0
	Unenrolled	10	0

230_SchoolProfile4_SY1718.png

**Grade 9 Core Subject Passing Rates: SY 17-18 PRELIMINARY RESULTS
Johnson Sr High**

Social Studies		All Courses		Advanced Courses		Regular Courses		Support Courses	
		SY 16-17	SY 17-18	SY 16-17	SY 17-18	SY 16-17	SY 17-18	SY 16-17	SY 17-18
All Students	% passed	77%	77%	87%	93%	76%	76%	*	*
	Total grades	1370	1349	110	111	1260	1238	*	*
American Indian	% passed	*	*	*	*	*	*	*	*
	Total grades	*	*	*	*	*	*	*	*
Asian	% passed	92%	93%	80%	94%	94%	93%	*	*
	Total grades	690	606	69	65	621	541	*	*
Hispanic	% passed	67%	77%	*	*	64%	78%	*	*
	Total grades	210	124	*	*	194	114	*	*
Black	% passed	55%	50%	*	*	54%	48%	*	*
	Total grades	330	433	*	*	317	419	*	*
White	% passed	70%	89%	*	95%	66%	88%	*	*
	Total grades	125	174	*	22	113	152	*	*
Female	% passed	77%	80%	100%	97%	75%	78%	*	*
	Total grades	557	649	45	72	512	577	*	*
Male	% passed	77%	74%	78%	85%	77%	74%	*	*
	Total grades	813	700	65	39	748	661	*	*
Low Income/FRL	% passed	76%	75%	92%	95%	75%	74%	*	*
	Total grades	1154	1062	78	64	1076	998	*	*
Emergent Bilingual/EL	% passed	83%	88%	*	*	84%	88%	*	*
	Total grades	590	328	*	*	573	328	*	*
Special Education	% passed	58%	72%	*	*	58%	72%	*	*
	Total grades	206	243	*	*	206	243	*	*

Total grades reflects the total number of grades for the category (i.e., denominator of passing rate). Passing course grades include A, B, C, D, CR, and P. Core subjects defined by department code M, L, S, or H. Advanced courses have a learning level of 3 or higher. Support courses are courses in addition to core classes, defined by course number. Special ed courses from department A and EL courses from department E not included. EL courses in core subjects included as regular courses. * Data not reported due to small sample size.

230_G9PassRate_SocbyType_SY1718Q4.png

230_G9PassRate_ELAbbyType_SY1718Q2.png

230_SchoolProfile2_SY1718.png

230_G9-12_Grades_SY1718Q1.png

230_G9PassRate_MathbyType_SY1718Q4.png

Core Subject Course Grades by Student Grade and Race

BY LEVEL: PRELIMINARY RESULTS (Updated: 5/1/20)

School Numbers	PK	1	2	3	4	5	6	7	8	9	10	11	12
LEVEL: UJ													
Student Grade: 11													
								GR. BY TR		GR. BY TR			
								Pass	Fail	Pass	Fail		
UJ, 58, 12, 18	A	B	C	D	CE	DC	F	Pass	Fail	Pass	Fail		
Accelerated Italian	1	1	1	1	1	1	1	0	0	0	0	0	0
Asian	197	193	183	98	1	93	0	85.0%	85.0%	88.7%	88.7%		
Asian (non)	17	16	17	11	6	11	6	100.0%	100.0%	100.0%	100.0%		
European	18	18	16	81		76		100.0%	100.0%	100.0%	100.0%		
Hispanic	14	14	18	20	2	7	8	87.5%	87.5%	88.9%	88.9%		
Student Grade: 10													
								GR. BY TR		GR. BY TR			
								Pass	Fail	Pass	Fail		
UJ, 58, 12, 18	A	B	C	D	CE	DC	F	Pass	Fail	Pass	Fail		
Asian	117	116	107	107	8	90	8	87.1%	87.1%	89.7%	89.7%		
Asian (non)	11	11	10	10	6	11	11	100.0%	100.0%	100.0%	100.0%		
European	12	12	11	41	8	37	8	100.0%	100.0%	100.0%	100.0%		
Hispanic	14	14	16	4	8	14	8	100.0%	100.0%	100.0%	100.0%		
Student Grade: 9													
								GR. BY TR		GR. BY TR			
								Pass	Fail	Pass	Fail		
UJ, 58, 12, 18	A	B	C	D	CE	DC	F	Pass	Fail	Pass	Fail		
Asian	117	116	107	107	8	90	8	87.1%	87.1%	89.7%	89.7%		
Asian (non)	11	11	10	10	6	11	11	100.0%	100.0%	100.0%	100.0%		
European	12	12	11	41	8	37	8	100.0%	100.0%	100.0%	100.0%		
Hispanic	14	14	16	4	8	14	8	100.0%	100.0%	100.0%	100.0%		
Student Grade: 8													
								GR. BY TR		GR. BY TR			
								Pass	Fail	Pass	Fail		
UJ, 58, 12, 18	A	B	C	D	CE	DC	F	Pass	Fail	Pass	Fail		
Asian	117	116	107	107	8	90	8	87.1%	87.1%	89.7%	89.7%		
Asian (non)	11	11	10	10	6	11	11	100.0%	100.0%	100.0%	100.0%		
European	12	12	11	41	8	37	8	100.0%	100.0%	100.0%	100.0%		
Hispanic	14	14	16	4	8	14	8	100.0%	100.0%	100.0%	100.0%		

For more information, see [http://www.spss.org/education/assessment/assessment-reports/2019/05/01/](#)

230_G9-12_Grades_SY1718Q3.png

230_SchoolProfile3_SY1718.png

Grade 9 Core Subject Passing Rates by Quarter: SY 17-18 PRELIMINARY RESULTS											
Johnson Sr High											
Science		2016 2017				Total	2017 2018				Total
		Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4	
All Students	% passed	87%	81%	81%	78%	82%	89%	77%	82%	84%	83%
	Total grades	330	328	334	328	1320	308	310	320	322	1260
American Indian	% passed	"	"	"	"	"	"	"	"	"	"
	Total grades	"	"	"	"	"	"	"	"	"	"
Asian	% passed	97%	95%	92%	92%	94%	95%	92%	93%	97%	94%
	total grades	168	173	173	170	684	146	144	149	149	588
Hispanic	% passed	75%	68%	69%	70%	70%	80%	76%	81%	79%	79%
	total grades	57	50	51	50	208	30	29	37	39	135
Black	% passed	75%	62%	60%	58%	66%	79%	52%	69%	61%	64%
	total grades	75	60	77	74	286	91	95	101	99	386
White	% passed	86%	72%	67%	63%	72%	97%	82%	90%	95%	91%
	total grades	29	39	30	30	128	39	39	40	42	160
Female	% passed	86%	80%	79%	75%	80%	91%	79%	83%	84%	84%
	total grades	133	133	133	131	530	146	151	156	151	604
Male	% passed	86%	83%	82%	80%	83%	86%	75%	82%	84%	87%
	total grades	197	195	201	197	790	162	159	164	168	656
Low Income/EL	% passed	86%	81%	80%	77%	81%	87%	77%	82%	81%	81%
	total grades	370	375	380	373	1508	242	244	252	251	999
Emergent Bilingual/EL	% passed	90%	86%	84%	85%	86%	89%	88%	91%	89%	89%
	Total grades	149	147	149	148	593	80	78	81	82	321
Special Education	% passed	79%	68%	73%	67%	72%	80%	61%	78%	81%	73%
	Total grades	52	50	53	51	208	59	57	58	54	228

Total grades reflects the total number of grades for the category (i.e., denominator of passing rate). Passing course grades include A, B, C, D, F, and U. Total subject grades by department are: (1) 1, 2 (1) all courses (mathematics, science, and social studies) are included. Special education grades are reported as a total (1) 2017-2018 departmental data included. All data are reported as of 9/24/2019.

230_G9PassRate_ScibyQtr_SY1718.png

**Grade 9 Core Subject Passing Rates: Quarter 2 SY 17-18 PRELIMINARY RESULTS
Johnson Sr High**

Mathematics		All Courses		Advanced Courses		Regular Courses		Support Courses	
		Q2 16-17	Q2 17-18	Q2 16-17	Q2 17-18	Q2 16-17	Q2 17-18	Q2 16-17	Q2 17-18
All Students	% passed	79%	76%	92%	93%	78%	73%	*	*
	Total grades	316	293	39	45	277	248	*	*
American Indian	% passed	*	*	*	*	*	*	*	*
	Total grades	*	*	*	*	*	*	*	*
Asian	% passed	94%	92%	90%	96%	95%	91%	*	*
	Total grades	172	142	21	25	151	117	*	*
Hispanic	% passed	56%	78%	*	*	51%	73%	*	*
	Total grades	48	27	*	*	43	22	*	*
Black	% passed	60%	43%	*	*	59%	41%	*	*
	Total grades	63	83	*	*	59	76	*	*
White	% passed	79%	93%	*	*	70%	91%	*	*
	Total grades	29	40	*	*	20	32	*	*
Female	% passed	77%	78%	*	93%	75%	74%	*	*
	Total grades	126	145	*	28	114	117	*	*
Male	% passed	81%	75%	93%	*	79%	73%	*	*
	Total grades	190	148	27	*	163	131	*	*
Low Income/FRL	% passed	78%	71%	93%	90%	76%	69%	*	*
	Total grades	262	228	29	30	233	198	*	*
Emergent Bilingual/EL	% passed	83%	82%	*	*	82%	82%	*	*
	Total grades	140	74	*	*	130	71	*	*
Special Education	% passed	81%	85%	*	*	81%	84%	*	*
	Total grades	36	39	*	*	36	38	*	*

Total grades reflects the total number of grades for the category (i.e., denominator of passing rate). Passing course grades include A, B, C, D, CR, and P. Core subjects defined by department code M, L, S, or H. Advanced courses have a learning level of 3 or higher. Support courses are courses in addition to core classes, defined by course number. Special ed courses from department A and EL courses from department E not included. EL courses in core subjects included as regular courses. * Data not reported due to small sample size.

230_G9PassRate_MathbyType_SY1718Q2.png

**Grade 9 Core Subject Passing Rates: SY 17-18 PRELIMINARY RESULTS
Johnson Sr High**

Science		All Courses		Advanced Courses		Regular Courses		Support Courses	
		SY 16 17	SY 17 18	SY 16 17	SY 17 18	SY 16 17	SY 17 18	SY 16 17	SY 17 18
All Students	% passed	82%	83%	91%	91%	74%	75%	"	"
	Total grades	1320	1260	585	630	735	630	"	"
American Indian	% passed	"	"	"	"	"	"	"	"
	Total grades	"	"	"	"	"	"	"	"
Asian	% passed	94%	94%	97%	93%	91%	90%	"	"
	Total grades	684	588	394	374	290	214	"	"
Hispanic	% passed	70%	70%	75%	80%	68%	78%	"	"
	Total grades	703	715	68	60	135	46	"	"
Black	% passed	65%	67%	83%	88%	63%	67%	"	"
	Total grades	745	387	57	80	241	208	"	"
White	% passed	77%	71%	83%	71%	69%	71%	"	"
	Total grades	121	160	65	94	56	66	"	"
Female	% passed	80%	81%	92%	90%	69%	78%	"	"
	Total grades	530	607	360	307	270	300	"	"
Male	% passed	81%	82%	91%	91%	77%	73%	"	"
	Total grades	790	653	225	323	465	330	"	"
Low Income/EL	% passed	81%	81%	92%	90%	77%	77%	"	"
	Total grades	1307	992	448	431	638	541	"	"
Emergent Bilingual/EL	% passed	85%	89%	92%	87%	83%	91%	"	"
	Total grades	382	321	195	129	387	192	"	"
Special Education	% passed	72%	75%	"	85%	70%	72%	"	"
	Total grades	208	225	"	48	196	177	"	"

Total grades reflects the total number of grades for the category (i.e., denominator of passing rate). Passing course grades include A, B, C, D, C+, and P. Core subjects defined by department code W, L.S., or H. Advanced courses have a learning level of 3 or higher. Support courses are courses in addition to core classes, defined by course number. Special ed courses from department A and H courses from department L not included. H courses in core subjects included as regular courses. * Data not reported due to small sample size.

230_G9PassRate_ScibyType_SY1718Q4.png

**Grade 9 Core Subject Passing Rates: Quarter 2 SY 17-18 PRELIMINARY RESULTS
Inherent to High**

Social Studies		All Courses		Advanced Courses		Regular Courses		Support Courses	
		Q2 17-18	Q2 17-18	Q2 17-18	Q2 17-18	Q2 17-18	Q2 17-18	Q2 17-18	Q2 17-18
All Students	Number	774	726	106	176	706	716	*	*
	Total number	498	498	28	33	330	337	*	*
American Indian	Number	*	*	*	*	*	*	*	*
	Total number	*	*	*	*	*	*	*	*
Asian	Number	881	876	*	*	876	876	*	*
	Total number	373	348	*	*	137	140	*	*
Hispanic	Number	1,005	976	*	*	1,006	976	*	*
	Total number	58	61	*	*	21	17	*	*
Black	Number	1,005	1,016	*	*	1,006	1,016	*	*
	Total number	36	35.5	*	*	23	30.5	*	*
Middle	Number	1,005	1,026	*	*	1,006	1,026	*	*
	Total number	17	20	*	*	21	30	*	*
European	Number	1,005	1,026	*	*	1,006	1,026	*	*
	Total number	113	113	*	*	112	113	*	*
Pacific	Number	1,005	1,026	*	*	1,006	1,026	*	*
	Total number	113	123	*	*	111	113	*	*
European (except H)	Number	1,005	1,026	1,016	*	1,006	1,026	*	*
	Total number	113	113	11	*	11.1	11.5	*	*
European (except I)	Number	1,005	1,026	*	*	1,006	1,026	*	*
	Total number	147	25	*	*	144	20	*	*
Special Education	Number	1,005	1,026	*	*	1,006	1,026	*	*
	Total number	50	17	*	*	50	17	*	*

* indicates either the total number of seats for the category (i.e., absence of passing rate) or the number of seats include A, B, C, or D students. Core subjects defined by department code no. 1, 2, or 8. Advanced courses have a learning level of 3 or higher. Support courses are courses in addition to core classes, defined by course number. Special ed courses from department 8 and 9 courses from department 1 not included in courses in core subjects. Indicated as regular courses. * means not reported due to small sample size.

230_G9PassRate_SocbyType_SY1718Q2.png

Attendance Data Summary for SCIP
SY 17-18 PRELIMINARY RESULTS (Updated: 9/28/18)

School Number: 230

School: Johnson Sr. High

Student Group	Q1-4 SY 16-17								Q1-4 SY 17-18									
	Students Served	<5 Days		5-6.5 Days		7-10.5 Days		11+ Days		Students Served	<5 Days		5-6.5 Days		7-10.5 Days		11+ Days	
		#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%
All Students	1124	528	47%	118	10%	177	16%	306	27%	1124	504	45%	117	10%	160	14%	270	24%
American Indian	76	9	12%	0	0%	1	1%	0	0%	74	9	12%	0	0%	1	1%	0	0%
Asian	607	417	69%	64	10%	81	13%	114	19%	647	413	64%	56	9%	81	13%	92	14%
Hispanic	118	40	34%	10	8%	10	8%	30	26%	116	39	34%	15	13%	22	19%	60	52%
Black	274	64	23%	20	7%	17	6%	108	39%	249	26	11%	12	5%	67	27%	88	35%
White	125	39	31%	11	9%	19	15%	62	50%	110	47	43%	14	13%	17	15%	60	55%
Female	480	230	48%	41	9%	77	16%	117	24%	480	240	50%	41	9%	77	16%	124	26%
Male	644	308	48%	77	12%	99	15%	189	29%	647	303	47%	76	12%	83	13%	146	23%
Low Income/III	965	468	49%	101	10%	139	14%	258	27%	911	456	50%	89	10%	140	15%	274	30%
Emergent Bilingual/II	274	147	54%	15	5%	12	4%	60	22%	276	154	56%	28	10%	26	9%	68	25%
Special Education	108	63	58%	20	19%	24	22%	75	69%	124	68	55%	20	16%	31	25%	60	48%
Grade	Students Served	<5 Days		5-6.5 Days		7-10.5 Days		11+ Days		Students Served	<5 Days		5-6.5 Days		7-10.5 Days		11+ Days	
6	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
7																		
8																		
9	307	147	48%	36	12%	44	14%	80	26%	288	163	57%	24	8%	47	16%	54	19%
10	304	164	54%	24	8%	48	16%	73	24%	311	157	50%	33	11%	41	13%	80	26%
11	278	137	50%	28	10%	32	12%	79	29%	301	148	49%	37	12%	44	15%	72	24%
12	317	130	41%	30	10%	51	16%	74	23%	284	116	41%	21	7%	36	13%	64	23%

Note: Initial year analysis includes only those students with membership of 150 or more days.

* Data not reportable to SCIP system.

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230_Attendance_SY1718.png