

# PATRICK F. TAYLOR SCI. & TECH. ACADEMY








2015-2016 • Jefferson Parish • Grades 6-12 • 026105

Magnet School

# A

545 Enrolled • <5% Special Education • 43% Economically Disadvantaged

SPS = 137.2

INDICATOR	SCHOOL	14/15 vs 15/16	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS	DISTRICT	STATE	NATIONAL
Grades 3-8 Assessments On Track (Mastery and Above)	<b>92%</b>	 IMPROVED	<b>91%</b>	<b>N/A</b>	<b>91%</b>	<b>31%</b>	<b>33%</b>	<b>N/A</b>
End of Course Exams On Track (Good or Excellent)	<b>&gt;95%</b>	 IMPROVED	<b>&gt;95%</b>	<b>N/A</b>	<b>&gt;95%</b>	<b>60%</b>	<b>61%</b>	<b>N/A</b>
ACT: Average Score	<b>27.8</b>	 DECLINING	<b>27.5</b>	<b>N/A</b>	<b>27.6</b>	<b>19.0</b>	<b>19.3</b>	<b>19.7</b>
Graduates Earning 18 and Above on ACT or Silver and Higher on WorkKeys Certificates	<b>&gt;95%</b>	<b>N/A</b>	<b>&gt;95%</b>	<b>N/A</b>	<b>&gt;95%</b>	<b>73%</b>	<b>75%</b>	<b>N/A</b>
Students Graduating in Four Years with a Diploma	<b>&gt;95%</b>	 STEADY	<b>&gt;95%</b>	<b>N/A</b>	<b>&gt;95%</b>	<b>73%</b>	<b>78%</b>	<b>83%</b>
Graduates Scoring 3+ on Advanced Placement Test or 50+ on CLEP	<b>55%</b>	 DECLINING	<b>53%</b>	<b>N/A</b>	<b>53%</b>	<b>&lt;5%</b>	<b>8%</b>	<b>22%</b>
Graduates Earning TOPS-aligned Dual Enrollment Credit	<b>&lt;5%</b>	 DECLINING	<b>&lt;5%</b>	<b>N/A</b>	<b>&lt;5%</b>	<b>10%</b>	<b>18%</b>	<b>N/A</b>
Student Enrolling in College after Graduating	<b>93%</b>	 IMPROVED	<b>88%</b>	<b>N/A</b>	<b>92%</b>	<b>54%</b>	<b>58%</b>	<b>68%</b>

## DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn a maximum of 10 progress points for students previously non-proficient but who exceeded expectations in the current year.

**TOTAL POINTS EARNED**

**N/A**

2013-2014		2014-2015		2015-2016		 FAMILY Support TOOLBOX	 DATA CENTER
<b>A</b>	<b>SPS 138.0</b>	<b>A</b>	<b>SPS 135.5</b>	<b>A</b>	<b>SPS 137.2</b>		

During transition years (2013-2017), expectations for all students have been raised by increasing the quality of ELA and math assessments and phasing out of the LAA 2 assessments. During this transitional learning year, a curve policy is in place to ensure that the distribution of letter grades remains stable. [See more information about transition policies.](#)