








# BELL CITY HIGH SCHOOL

2015-2016 • Calcasieu Parish • Grades PK,K-12 • 010004

# B

686 Enrolled • 10% Special Education • 49% Economically Disadvantaged

SPS = 93.4

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>33%</b>	 IMPROVED	<b>23%</b>	<b>7%</b>	<b>23%</b>	<b>34%</b>	<b>33%</b>	<b>N/A</b>
End of Course Exams On Track (Good or Excellent)	<b>54%</b>	 DECLINING	<b>50%</b>	<b>6%</b>	<b>48%</b>	<b>60%</b>	<b>61%</b>	<b>N/A</b>
ACT: Average Score	<b>19.6</b>	 DECLINING	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>19.5</b>	<b>19.3</b>	<b>19.7</b>
Graduates Earning 18 and Above on ACT or Silver and Higher on WorkKeys Certificates	<b>91%</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>84%</b>	<b>75%</b>	<b>N/A</b>
Students Graduating in Four Years with a Diploma	<b>&gt;95%</b>	 IMPROVED	<b>N/A</b>	<b>N/A</b>	<b>&gt;95%</b>	<b>83%</b>	<b>78%</b>	<b>83%</b>
Graduates Scoring 3+ on Advanced Placement Test or 50+ on CLEP	<b>13%</b>	 IMPROVED	<b>N/A</b>	<b>N/A</b>	<b>14%</b>	<b>11%</b>	<b>8%</b>	<b>22%</b>
Graduates Earning TOPS-aligned Dual Enrollment Credit	<b>42%</b>	 DECLINING	<b>N/A</b>	<b>N/A</b>	<b>32%</b>	<b>19%</b>	<b>18%</b>	<b>N/A</b>
Student Enrolling in College after Graduating	<b>62%</b>	 IMPROVED	<b>N/A</b>	<b>N/A</b>	<b>48%</b>	<b>63%</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**

**0.0**

2013-2014		2014-2015		2015-2016		 FAMILY Support TOOLBOX	 DATA CENTER
<b>B</b>	SPS 89.0	<b>B</b>	SPS 99.7	<b>B</b>	SPS 93.4		

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.](#)