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W.H. ADAMSON
HIGH SCHOOL

SCHOOL NUMBER 2

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ASSESSMENT

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DALLAS
INDEPENDENT SCHOOL DISTRICT

JULY 22, 2019

STATISTICS BASED ON ALL STUDENTS, INCLUDING THOSE IN CHOICE PROGRAMS

W.H. ADAMSON HIGH SCHOOL (2)   **2**

July 24, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2019-20 Data Packet

2018-19 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher statistics include all teachers at the campus.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- "New" students were new to the district in 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 school year.
- The "retention rate" is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2017-18 and 2018-19.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- "Average daily membership" is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The "average daily attendance" number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The "average daily attendance" percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of "yearly transactions" is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by "average daily membership," which gives (on average) the percentage of the membership associated with a transaction.
- "Continuously enrolled" students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The "stability rate" is the number of continuously enrolled students divided by "average daily membership."

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator "# of teachers assigned to the school both that year and the prior year" and denominator "# of teachers assigned to the school for the prior year." Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.
- Teacher statistics include all teachers at the campus.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

• Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.

• Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

• Statistics by reporting category are averages for all students (across student groups and genders).

• "Average percentage correct" is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. Additional details provided in report footnotes.

• EOC statistics are based on scores from students testing for the first time during fall or spring administrations.

TELPAS and IPT

• Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.

• Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.

• If a student's TELPAS composite rating did not increase at least one level from 2018 to 2019, the TEA did not report the 2018 composite rating.

• If a student is rated as Advanced High on the TELPAS in 2019, the TEA does not differentiate between the Advanced and Advanced High levels from 2018.

• Statistics from the 2018 TELPAS are presented in a separate report in this data packet because they were not available for publication the prior year.

• Statistics from 2017-18 IPT administrations are presented in a separate report in this year's data packet. Statistics were recomputed from last year to separate English from Spanish results and to select only the latest score for a student.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

• Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.

• ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.

• Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.

• A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.

• Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.

- For SAT and ACT, "Percent Tested" is computed with "Number Tested" as numerator and, as demoninator, Grade 12 "Enrollment" as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for "Percent Tested" is grade-level enrollment as reported in Enrollment reports.

- Score summaries for SAT and ACT contain all scores available for the schoool year at the time of publication.

- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.

- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks"represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject" (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT's college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.

- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.

- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks"represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject" (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.

- AP scores range from 1 to 5. A 3 is a "qualifying score".

STUDENT ENROLLMENT

Grade	Enrollment
9	500
10	391
11	320
12	357
ALL	1,568

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	**Percent**	**Number**	**Percent**
Black/African American	60	3.8	24	25.3
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	2	0.1	*	*
Hispanic	1,490	95.0	28	29.5
White	8	0.5	32	33.7
Multiple	7	0.4	6	6.3
Other* (teachers only)	—	—	5	5.3
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	981	62.6
Economically disadvantaged	1,466	93.5
Limited English proficient (LEP)	634	40.4
Special education	114	7.3
Talented and Gifted (TAG)	167	10.7

Grade	Year	Enrollment	African American N	African American %	American Indian N	American Indian %	Asian N	Asian %	Hispanic N	Hispanic %	White N	White %	Multiple category N	Multiple category %
9	2017	392	10	2.6	0	0.0	1	0.3	380	96.9	1	0.3	0	0.0
9	2018	431	17	3.9	1	0.2	0	0.0	409	94.9	3	0.7	1	0.2
9	2019	500	15	3.0	0	0.0	0	0.0	481	96.2	3	0.6	1	0.2
10	2017	396	18	4.5	0	0.0	0	0.0	377	95.2	1	0.3	0	0.0
10	2018	341	10	2.9	0	0.0	1	0.3	329	96.5	1	0.3	0	0.0
10	2019	391	16	4.1	1	0.3	0	0.0	369	94.4	3	0.8	2	0.5
11	2017	328	4	1.2	2	0.6	0	0.0	321	97.9	1	0.3	0	0.0
11	2018	350	17	4.9	0	0.0	0	0.0	330	94.3	1	0.3	2	0.6
11	2019	320	12	3.8	0	0.0	2	0.6	305	95.3	0	0.0	1	0.3
12	2017	316	4	1.3	1	0.3	2	0.6	307	97.2	1	0.3	1	0.3
12	2018	322	8	2.5	2	0.6	0	0.0	312	96.9	0	0.0	0	0.0
12	2019	357	17	4.8	0	0.0	0	0.0	335	93.8	2	0.6	3	0.8
9-12	2017	1,432	36	2.5	3	0.2	3	0.2	1,385	96.7	4	0.3	1	0.1
9-12	2018	1,444	52	3.6	3	0.2	1	0.1	1,380	95.6	5	0.3	3	0.2
9-12	2019	1,568	60	3.8	1	0.1	2	0.1	1,490	95.0	8	0.5	7	0.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	2017	392	354	90.3	188	48.0	27	6.9	301	76.8	34	8.7	98	25.0	52.8	47.2	4.8
	2018	431	393	91.2	193	44.8	37	8.6	326	75.6	37	8.6	100	23.2	52.2	47.8	7.7
	2019	500	468	93.6	289	57.8	41	8.2	379	75.8	51	10.2	135	27.0	51.6	48.4	5.6
10	2017	396	362	91.4	147	37.1	27	6.8	287	72.5	26	6.6	15	3.8	56.1	43.9	3.5
	2018	341	316	92.7	106	31.1	20	5.9	236	69.2	36	10.6	9	2.6	52.5	47.5	8.2
	2019	391	366	93.6	170	43.5	30	7.7	253	64.7	38	9.7	7	1.8	50.4	49.6	2.8
11	2017	328	300	91.5	78	23.8	18	5.5	237	72.3	38	11.6	12	3.7	52.1	47.9	0.6
	2018	350	326	93.1	90	25.7	22	6.3	234	66.9	31	8.9	15	4.3	54.0	46.0	0.3
	2019	320	301	94.1	89	27.8	17	5.3	162	50.6	40	12.5	14	4.4	52.5	47.5	1.3
12	2017	316	302	95.6	54	17.1	23	7.3	155	49.1	43	13.6	7	2.2	49.1	50.9	0.9
	2018	322	298	92.5	77	23.9	22	6.8	181	56.2	29	9.0	4	1.2	50.0	50.0	1.2
	2019	357	331	92.7	86	24.1	26	7.3	187	52.4	38	10.6	5	1.4	53.2	46.8	0.6
9-12	2017	1,432	1,318	92.0	467	32.6	95	6.6	980	68.4	141	9.8	132	9.2	52.7	47.3	2.7
	2018	1,444	1,333	92.3	466	32.3	101	7.0	977	67.7	133	9.2	128	8.9	52.2	47.8	4.6
	2019	1,568	1,466	93.5	634	40.4	114	7.3	981	62.6	167	10.7	161	10.3	51.8	48.2	2.9

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	**2017**	395	11,759	370	93.7	10,936	93.0	83	21.0	25.7	341	9,766	86.3	83.1
	2018	431	11,716	405	93.9	10,961	93.6	66	15.3	22.9	372	9,718	86.3	82.9
	2019	506	13,484	441	87.2	12,111	89.8	36	7.1	14.7	370	8,723	73.2	64.7
10	**2017**	393	10,329	372	94.7	9,713	94.0	28	7.1	16.3	367	9,045	93.3	87.6
	2018	345	10,382	323	93.6	9,791	94.3	25	7.2	16.5	304	8,886	88.1	85.6
	2019	395	12,020	351	88.9	10,909	90.8	21	5.3	7.4	314	7,845	79.4	65.3
11	**2017**	335	8,543	317	94.6	8,088	94.7	18	5.4	13.7	310	7,756	92.5	90.8
	2018	362	9,131	340	94.0	8,661	94.9	15	4.1	12.0	328	8,132	90.6	89.1
	2019	330	10,324	295	89.4	9,443	91.5	11	3.3	4.9	259	7,071	78.4	68.5
12	**2017**	314	8,197	296	94.1	7,762	94.7	4	1.3	6.4	292	7,365	92.9	89.8
	2018	330	8,756	308	93.2	8,306	94.9	4	1.2	5.8	293	7,772	88.7	88.8
	2019	361	10,368	316	87.6	9,434	91.0	6	1.7	3.3	280	7,151	77.5	69.0
9-12	**2017**	1,437	38,829	1,355	94.3	36,498	94.0	133	9.3	16.5	1,310	33,932	91.1	87.4
	2018	1,469	39,984	1,376	93.7	37,719	94.3	110	7.5	15.0	1,297	34,508	88.3	86.3
	2019	1,592	46,196	1,404	88.2	41,897	90.7	74	4.6	8.1	1,223	30,790	76.8	66.7

Teachers: 95

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	24	25.3
Hispanic	28	29.5
White	32	33.7
Multiple	6	6.3
Other	5	5.3

Gender	Number	Percentage
Female	47	49.5
Male	48	50.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	6.3	75.9
2017-18	7.2	67.7
2018-19	7.3	82.4

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	7	7.4
1	12	12.6
2	12	12.6
3	11	11.6
4	7	7.4
5	4	4.2
1-3	35	36.8
More than 3	53	55.8
1 - 5	46	48.4
6 - 10	17	17.9
11 - 20	24	25.3
More than 20	1	1.1

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	**2017**		41.7	57.4	59.3	9.5	35.9	45.1	*	57.6	56.4	57.0	58.7
	2018	*	50.0	63.9	67.0	17.2	48.2	52.2	*	53.8	73.1	63.3	62.1
	2019	*	57.1	64.8	64.2	18.8	56.3	56.7		60.8	68.5	64.7	65.6
Tests Taken	**2017**		12	357	302	21	170	268	1	198	172	370	11,092
	2018	2	16	360	306	29	166	276	1	195	186	381	9,912
	2019	3	14	449	439	32	277	344		232	235	467	10,554
ENGLISH II	**2017**	*	47.4	53.3	52.9	26.1	22.5	36.3		50.2	56.7	53.1	60.3
	2018	*	80.0	71.9	73.4	5.6	39.4	60.4		69.4	74.5	71.8	67.0
	2019	*	60.0	67.8	66.9	13.8	51.2	53.9		60.5	74.7	67.4	69.3
Tests Taken	**2017**	1	19	364	333	23	151	270		213	171	384	9,822
	2018	1	10	324	278	18	109	225		180	157	337	10,011
	2019	2	15	366	363	29	170	254		200	186	386	9,584

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test		Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I		**2017**		7	152	123	19	109	147	*	84	75	159	4,577
		2018	*	8	130	101	24	86	132	*	90	50	140	3,752
		2019	*	6	158	157	26	121	149		91	74	165	3,633
	Tests Taken	**2017**		12	357	302	21	170	268	1	198	172	370	11,092
		2018	2	16	360	306	29	166	276	1	195	186	381	9,912
		2019	3	14	449	439	32	277	344		232	235	467	10,554
ENGLISH II		**2017**	*	10	170	157	17	117	172		106	74	180	3,895
		2018	*	2	91	74	17	66	89		55	40	95	3,300
		2019	*	6	118	120	25	83	117		79	47	126	2,941
	Tests Taken	**2017**	1	19	364	333	23	151	270		213	171	384	9,822
		2018	1	10	324	278	18	109	225		180	157	337	10,011
		2019	2	15	366	363	29	170	254		200	186	386	9,584

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	**2017**		41.7	33.1	33.1	0.0	16.5	20.5	*	33.8	32.6	33.2	41.2
	2018	*	37.5	42.8	45.8	10.3	25.9	28.6	*	34.4	51.6	42.8	43.9
	2019	*	42.9	43.2	42.8	3.1	32.5	32.6		39.2	47.2	43.3	51.0
Tests Taken	**2017**		12	357	302	21	170	268	1	198	172	370	11,092
	2018	2	16	360	306	29	166	276	1	195	186	381	9,912
	2019	3	14	449	439	32	277	344		232	235	467	10,554
ENGLISH II	**2017**	*	31.6	33.0	32.7	4.3	9.9	14.8		28.6	38.0	32.8	42.1
	2018	*	60.0	53.1	53.2	0.0	20.2	37.8		50.6	56.1	53.1	50.0
	2019	*	40.0	44.3	43.8	3.4	27.6	28.7		33.0	56.5	44.3	51.5
Tests Taken	**2017**	1	19	364	333	23	151	270		213	171	384	9,822
	2018	1	10	324	278	18	109	225		180	157	337	10,011
	2019	2	15	366	363	29	170	254		200	186	386	9,584

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	**2017**		0.0	0.8	0.3	0.0	0.6	0.4	*	1.0	0.6	0.8	6.3
	2018	*	6.3	3.1	3.3	0.0	0.6	1.1	*	2.6	3.8	3.1	5.0
	2019	*	0.0	3.1	3.2	0.0	0.7	0.6		3.0	3.0	3.0	10.1
Tests Taken	**2017**		12	357	302	21	170	268	1	198	172	370	11,092
	2018	2	16	360	306	29	166	276	1	195	186	381	9,912
	2019	3	14	449	439	32	277	344		232	235	467	10,554
ENGLISH II	**2017**	*	5.3	0.5	0.6	0.0	0.0	0.0		0.9	0.6	0.8	4.9
	2018	*	0.0	2.5	1.4	0.0	0.0	0.0		3.3	1.3	2.4	7.0
	2019	*	6.7	0.3	0.6	0.0	0.0	0.0		0.0	1.1	0.5	6.0
Tests Taken	**2017**	1	19	364	333	23	151	270		213	171	384	9,822
	2018	1	10	324	278	18	109	225		180	157	337	10,011
	2019	2	15	366	363	29	170	254		200	186	386	9,584

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition[1]	5. Revision (Writing)	6. Editing (Writing)
2017	63.0	56.2	60.8	4.0	61.7	64.7
2018	72.0	67.4	65.4	3.9	64.2	65.6
2019	58.4	64.9	68.7	4.0	66.4	63.4

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition[1]	5. Revision (Writing)	6. Editing (Writing)
2017	63.0	60.3	58.7	4.2	64.6	68.2
2018	67.6	66.1	70.8	4.4	70.9	67.1
2019	61.6	65.4	74.5	4.0	64.9	68.5

[1]Average score points (0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

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PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2017**		62.5	82.0	84.1	47.6	75.5	79.1	*	77.8	85.5	81.6	83.5
	2018	*	100.0	89.9	90.1	71.4	89.4	88.8	*	88.4	92.6	90.4	87.5
	2019	*	78.6	89.4	88.8	62.5	90.1	87.3		86.5	91.5	89.0	88.9
Tests Taken	**2017**		8	317	270	21	155	258	1	167	159	326	10,240
	2018	2	14	318	273	28	161	258	1	172	163	335	10,244
	2019	1	14	358	349	32	232	291		185	189	374	10,243

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2017**		3	57	43	11	38	52	*	37	23	60	1,692
	2018	*	0	32	27	8	17	29	*	20	12	32	1,278
	2019	*	3	38	39	12	23	37		25	16	41	1,134
Tests Taken	**2017**		8	317	270	21	155	258	1	167	159	326	10,240
	2018	2	14	318	273	28	161	258	1	172	163	335	10,244
	2019	1	14	358	349	32	232	291		185	189	374	10,243

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2017**		25.0	48.6	48.5	19.0	38.7	41.4	*	46.1	50.3	48.2	47.9
	2018	*	50.0	61.0	63.0	25.0	48.4	55.0	*	53.5	68.1	60.6	61.8
	2019	*	50.0	59.5	59.0	34.4	60.8	54.0		55.7	63	59.4	68.9
Tests Taken	**2017**		8	317	270	21	155	249	1	167	159	326	10,240
	2018	2	14	318	273	28	161	258	1	172	163	335	10,244
	2019	1	14	358	349	32	232	291		185	189	374	10,243

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2017**		12.5	23.7	23.0	4.8	19.4	17.3	*	22.2	24.5	23.3	23.1
	2018	*	7.1	32.7	35.2	14.3	22.4	25.2	*	27.3	36.2	31.6	35.8
	2019	*	35.7	34.1	33.2	9.4	33.6	28.9		30.8	37.0	34.0	45.1
Tests Taken	**2017**		8	317	270	21	155	249	1	167	159	326	10,240
	2018	2	14	318	273	28	161	258	1	172	163	335	10,244
	2019	1	14	358	349	32	232	291		185	189	374	10,243

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	1. Number and Algebraic Methods	2. Describing and Graphing Linear Functions, Equations, and Inequalities	3. Writing and Solving Linear Functions, Equations, and Inequalities	4. Quadratic Functions and Equations	5. Exponential Functions and Equations
2017	54.7	59.4	62.0	61.1	59.4
2018	56.6	65.6	65.3	67.8	64.6
2019	60.6	61.6	66.4	63.2	70.8

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2017**		70.0	86.1	89.0	54.5	74.3	81.4	*	84.3	87.2	85.7	86.4
	2018	*	81.3	86.8	89.5	46.7	78.3	83.5		84.3	89.1	86.7	87.9
	2019	*	85.7	86.0	86.3	53.1	82.4	83.8		84.6	87.4	86.1	87.1
Tests Taken	**2017**		10	352	300	22	167	264	1	191	172	363	9,622
	2018	2	16	371	314	30	175	278		198	193	391	10,192
	2019	2	14	442	430	32	267	333		228	231	459	9,591

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2017**		3	49	33	10	43	49	*	30	22	52	1,310
	2018	*	3	49	33	16	38	46		31	21	52	1,234
	2019	*	2	62	59	15	47	54		35	29	64	1,240
Tests Taken	**2017**		10	352	300	22	167	264	1	191	172	363	9,622
	2018	2	16	371	314	30	175	278		198	193	391	10,192
	2019	2	14	442	430	32	267	333		228	231	459	9,591

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2017**		30.0	49.1	49.3	13.6	29.3	36.4	*	53.9	43.0	48.8	54.0
	2018	*	56.3	51.8	55.1	13.3	40.0	41.7		54.5	50.3	52.4	57.4
	2019	*	21.4	49.5	48.6	12.5	40.4	36.9		50.0	47.2	48.6	59.2
Tests Taken	**2017**		10	352	300	22	167	264	1	191	172	363	9,622
	2018	2	16	371	314	30	175	278		198	193	391	10,192
	2019	2	14	442	430	32	267	333		228	231	459	9,591

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2017**		0.0	8.8	7.7	0.0	4.8	3.4	*	11.5	5.2	8.5	15.1
	2018	*	12.5	14.3	15.3	0.0	8.0	6.8		18.2	10.9	14.6	18.6
	2019	*	14.3	14.7	14.7	0.0	10.1	8.4		15.4	13.9	14.6	22.3
Tests Taken	**2017**		10	352	300	22	167	264	1	191	172	363	9,622
	2018	2	16	371	314	30	175	278		198	193	391	10,192
	2019	2	14	442	430	32	267	333		228	231	459	9,591

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

BIOLOGY	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
2017	57.2	60.5	57.1	53.1	63.1
2018	57.8	60.7	62.1	64.0	61.2
2019	57.3	53.8	63.1	57.2	61.2

State of Texas Assessment of Academic Readiness End-Of-Course: SOCIAL STUDIES

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2017**	*	*	91.2	91.5	38.9	82.1	87.7	*	91.2	91.0	91.1	92.8
	2018		88.2	94.6	93.9	63.6	86.0	91.8		95.4	93.0	94.4	93.4
	2019	*	86.7	95.3	94.7	66.7	88.1	89.4		94.2	95.0	94.6	93.8
Tests Taken	**2017**	2	4	329	282	18	78	244	1	171	166	337	8,230
	2018		17	336	309	22	93	243		197	158	355	9,468
	2019	1	15	425	416	15	134	218		224	221	445	9,416

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2017**	*	*	29	24	11	14	30	*	15	15	30	593
	2018		2	18	19	8	13	20		9	11	20	624
	2019	*	2	20	22	5	16	23		13	11	24	582
Tests Taken	**2017**	2	4	329	282	18	78	244	1	171	166	337	8,230
	2018		17	336	309	22	93	243		197	158	355	9,468
	2019	1	15	425	416	15	134	218		224	221	445	9,416

State of Texas Assessment of Academic Readiness End-Of-Course: SOCIAL STUDIES

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2017**	*	*	55.6	57.8	11.1	21.8	42.2	*	59.6	53.0	56.4	65.2
	2018		58.8	69.6	67.3	31.8	47.3	57.6		75.1	62.0	69.3	72.3
	2019	*	66.7	72.7	72.1	40.0	55.2	58.7		79.5	64.7	72.1	73.7
Tests Taken	**2017**	2	4	329	282	18	78	244	1	171	166	337	8,230
	2018		17	336	309	22	93	243		197	158	355	9,468
	2019	1	15	425	416	15	134	218		224	221	445	9,416

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2017**	*	*	24.9	24.8	11.1	2.6	11.5	*	26.9	24.1	25.5	30.8
	2018		23.5	30.1	29.1	13.6	11.8	15.6		34.0	25.3	30.1	38.6
	2019	*	20.0	38.8	37.5	6.7	22.4	26.1		47.8	27.6	37.8	41.6
Tests Taken	**2017**	2	4	329	282	18	78	244	1	171	166	337	8,230
	2018		17	336	309	22	93	243		197	158	355	9,468
	2019	1	15	425	416	15	134	218		224	221	445	9,416

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

U.S. HISTORY	1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
2017	66.6	60.9	59.1	70.0
2018	68.8	68.9	63.1	71.6
2019	71.5	69.1	66.3	71.4

W.H. ADAMSON HIGH SCHOOL (2)   **30**

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PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (294)	Beginning	49	16.7	188	63.9	10	3.9	54	18.4	18	7.0
	Intermediate	85	28.9	78	26.5	32	12.5	89	30.3	156	60.9
	Advanced	101	34.4	27	9.2	97	37.9	77	26.2	68	26.6
	Advanced High	59	20.1	1	0.3	117	45.7	74	25.2	14	5.5
10 (174)	Beginning	21	12.1	101	58.4	3	2.1	27	15.5	6	4.3
	Intermediate	54	31.2	52	30.1	18	12.8	63	36.2	83	58.9
	Advanced	54	31.2	18	10.4	66	46.8	46	26.4	42	29.8
	Advanced High	44	25.4	2	1.2	54	38.3	38	21.8	10	7.1
11 (95)	Beginning	14	14.7	67	70.5	2	2.3	13	13.7	5	5.8
	Intermediate	34	35.8	15	15.8	9	10.5	40	42.1	59	68.6
	Advanced	36	37.9	12	12.6	40	46.5	31	32.6	16	18.6
	Advanced High	11	11.6	1	1.1	35	40.7	11	11.6	6	7.0
12 (85)	Beginning	15	17.6	55	64.7	0	0.0	14	16.5	4	5.3
	Intermediate	33	38.8	24	28.2	10	13.2	38	44.7	51	67.1
	Advanced	23	27.1	4	4.7	41	53.9	20	23.5	19	25.0
	Advanced High	14	16.5	2	2.4	25	32.9	13	15.3	2	2.6
ALL (648)	Beginning	99	15.3	411	63.5	15	2.7	108	16.7	33	5.9
	Intermediate	206	31.8	169	26.1	69	12.3	230	35.5	349	62.4
	Advanced	214	33.1	61	9.4	244	43.6	174	26.9	145	25.9
	Advanced High	128	19.8	6	0.9	231	41.3	136	21.0	32	5.7

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years — N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
242 — **18 (7.4%)**	Beginning	8			
	Intermediate	0	137		
	Advanced	0	6	48	
	Advanced High	0	2	10	
165 — **19 (11.5%)**	Beginning	6			
	Intermediate	5	73		
	Advanced	0	5	36	
	Advanced High	0	0	9	
82 — **10 (12.2%)**	Beginning	3			
	Intermediate	3	52		
	Advanced	0	4	10	
	Advanced High	0	2	1	
82 — **8 (9.8%)**	Beginning	4			
	Intermediate	0	49		
	Advanced	0	6	13	
	Advanced High	0	0	2	
571 — **55 (9.6%)**	Beginning	21			
	Intermediate	8	311		
	Advanced	0	21	107	
	Advanced High	0	4	22	

Indicates students who progressed at least one level from 2018 to 2019.

PERFORMANCE IN 2018

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
9 (182)	Beginning	13	7.1	69	37.9	17	9.6	14	7.7	11	6.2
	Intermediate	42	23.1	67	36.8	28	15.7	80	44.0	73	41.0
	Advanced	93	51.1	42	23.1	61	34.3	53	29.1	79	44.4
	Advanced High	34	18.7	4	2.2	72	40.4	35	19.2	15	8.4
10 (105)	Beginning	8	7.6	41	39.0	5	5.3	16	15.2	7	7.4
	Intermediate	20	19.0	37	35.2	16	17.0	51	48.6	40	42.6
	Advanced	65	61.9	26	24.8	36	38.3	33	31.4	44	46.8
	Advanced High	12	11.4	1	1.0	37	39.4	5	4.8	3	3.2
11 (91)	Beginning	1	1.1	37	41.1	2	2.2	6	6.7	1	1.1
	Intermediate	27	30.0	28	31.1	14	15.4	54	60.0	48	53.3
	Advanced	52	57.8	25	27.8	36	39.6	23	25.6	37	41.1
	Advanced High	10	11.1	0	0.0	39	42.9	7	7.8	4	4.4
12 (72)	Beginning	1	1.4	29	42.0	0	0.0	6	8.7	0	0.0
	Intermediate	15	21.7	25	36.2	6	8.7	41	59.4	37	56.1
	Advanced	39	56.5	15	21.7	24	34.8	18	26.1	28	42.4
	Advanced High	14	20.3	0	0.0	39	56.5	4	5.8	1	1.5
ALL (450)	Beginning	23	5.2	176	39.5	24	5.6	42	9.4	19	4.4
	Intermediate	104	23.3	157	35.2	64	14.8	226	50.7	198	46.3
	Advanced	249	55.8	108	24.2	157	36.3	127	28.5	188	43.9
	Advanced High	70	15.7	5	1.1	187	43.3	51	11.4	23	5.4

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years N (% Progressed)	2019 Level	Beg	Int	Adv	Adv High
140 **15 (10.7%)**	Beginning		1		
	Intermediate	4		51	
	Advanced	2	1		63
	Advanced High	0	0		8
94 **6 (6.4%)**	Beginning		5		
	Intermediate	2		35	
	Advanced	0	2		38
	Advanced High	0	0		2
88 **9 (10.2%)**	Beginning		1		
	Intermediate	2		41	
	Advanced	0	3		32
	Advanced High	0	0		4
70 **1 (1.4%)**	Beginning		0		
	Intermediate	0		37	
	Advanced	0	0		23
	Advanced High	0	0		1
392 **31 (7.9%)**	Beginning		7		
	Intermediate	8		164	
	Advanced	2	6		156
	Advanced High	0	0		15

Indicates students who progressed at least one level from 2017 to 2018.

PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
English	9	146	18	12.3	67	45.9	32	21.9	14	9.6	15	10.3
	10	77	16	20.8	39	50.6	10	13.0	10	13.0	*	*
	11	39	7	17.9	13	33.3	9	23.1	7	17.9	*	*
	12	14	*	*	7	50.0	*	*	*	*	*	*
	ALL	276	42	15.2	126	45.7	55	19.9	32	11.6	21	7.6

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
English	9	99	34	34.3	35	35.4	14	14.1	6	6.1	10	10.1
	10	55	24	43.6	15	27.3	8	14.5	*	*	*	*
	11	41	6	14.6	24	58.5	*	*	*	*	*	*
	12	25	*	*	11	44.0	6	24.0	*	*		
	ALL	220	69	31.4	85	38.6	33	15.0	16	7.3	17	7.7

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

High School Exams

ALGEBRA I (Semester 1)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
384	57.3	72.7	77.5	78.4	64.3	86.7	57.9	83.5

ALGEBRA I (Semester 2) — no data

ALGEBRA II (Semester 1)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
255	66.7	76.8	76.9	76.8	77.3	82.0	58.9	84.8

ALGEBRA II (Semester 2)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
219	67.9	82.2	75.8	74.7	90.9	77.6	74.9	86.7

ALGEBRA II PRE-AP (Semester 1)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
175	68.0	77.7	79.9	80.3	77.1	96.6	67.4	93.4

ALGEBRA II PRE-AP (Semester 2)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
170	70.3	83.5	81.8	81.5	94.1	94.7	84.2	94.4

BIOLOGY (Semester 1)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
300	42.0	73.2	71.5	71.1	64.3	65.3	62.6	79.5

BIOLOGY (Semester 2) — no data

BIOLOGY PRE-AP (Semester 1)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
125	59.6	77.1	83.4	84.5	87.2	96.8	74.4	90.8

BIOLOGY PRE-AP (Semester 2) — no data

CHEMISTRY (Semester 1)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
233	39.0	66.7	72.6	73.6	32.6	87.1	45.0	83.1

CHEMISTRY (Semester 2)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
221	49.5	72.5	71.2	71.0	57.0	64.7	51.3	78.7

CHEMISTRY PRE-AP (Semester 1)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
144	51.7	72.1	78.8	80.0	56.9	96.5	70.4	94.1

CHEMISTRY PRE-AP (Semester 2)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
139	55.8	69.2	76.9	78.3	43.9	87.8	67.9	92.5

ECONOMICS (Semester 1)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
170	58.3	72.8	79.1	80.2	64.7	98.8	70.4	96.6

ECONOMICS (Semester 2) — no data

ENGLISH I (Semester 1)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
290	58.9	69.2	78.7	80.4	51.0	90.0	53.6	82.6

ENGLISH I (Semester 2) — no data

ENGLISH I ESOL BEGINNER (Semester 1)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
20	52.2	73.5	84.0	85.9	50.0	95.0	43.7	87.7

ENGLISH I ESOL BEGINNER (Semester 2) — no data

W.H. ADAMSON HIGH SCHOOL (2)

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

ENGLISH I PRE-AP

| 153 | 69.1 | 73.5 | 86.0 | 88.2 | 69.3 | 99.3 | 74.9 | 94.4 |

ENGLISH II

| 187 | 56.1 | 70.7 | 75.9 | 76.8 | 53.5 | 82.9 | 64.6 | 84.2 |

ENGLISH II ESOL INTERMEDIATE

| 19 | 52.3 | 74.0 | 84.3 | 86.1 | 63.2 | 94.7 | 47.4 | 87.2 |

ENGLISH II PRE-AP

| 173 | 64.5 | 74.0 | 82.4 | 83.9 | 72.3 | 92.5 | 75.8 | 95.3 |

ENGLISH III

| 253 | 57.6 | 71.7 | 72.5 | 72.6 | 65.6 | 70.4 | 61.6 | 86.1 |

ENGLISH IV

| 284 | 60.3 | 73.6 | 78.5 | 79.4 | 71.8 | 89.8 | 68.1 | 92.7 |

ENVIRONMENTAL SYSTEMS

| 286 | 59.8 | 73.2 | 84.5 | 86.5 | 70.3 | 99.3 | 71.0 | 92.4 |

FRENCH I

| 102 | 67.9 | 77.6 | 80.6 | 81.1 | 81.4 | 92.2 | 66.3 | 86.7 |

FRENCH II

| 67 | 68.8 | 75.3 | 81.1 | 82.2 | 76.1 | 97.0 | 62.5 | 94.1 |

GEOMETRY

| 224 | 46.6 | 71.4 | 76.9 | 78.0 | 57.1 | 84.4 | 48.0 | 83.6 |

GEOMETRY PRE-AP

| 113 | 55.5 | 75.3 | 82.7 | 84.1 | 73.5 | 95.6 | 65.8 | 91.8 |

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

ENGLISH I PRE-AP

| | | | | | | | | |

ENGLISH II

| | | | | | | | | |

ENGLISH II ESOL INTERMEDIATE

| | | | | | | | | |

ENGLISH II PRE-AP

| | | | | | | | | |

ENGLISH III

| 220 | 55.4 | 70.2 | 69.4 | 69.2 | 58.2 | 61.4 | 56.1 | 83.7 |

ENGLISH IV

| | | | | | | | | |

ENVIRONMENTAL SYSTEMS

| | | | | | | | | |

FRENCH I

| 95 | 67.4 | 78.2 | 78.5 | 78.5 | 88.4 | 93.7 | 73.8 | 86.0 |

FRENCH II

| 49 | 65.1 | 75.7 | 83.0 | 84.3 | 81.6 | 98.0 | 70.7 | 92.9 |

GEOMETRY

| 209 | 47.7 | 72.9 | 71.8 | 71.6 | 59.3 | 65.6 | 52.7 | 81.9 |

GEOMETRY PRE-AP

| 111 | 60.2 | 74.6 | 79.1 | 79.9 | 66.7 | 87.4 | 68.3 | 90.7 |

SEMESTER 1 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GOVERNMENT

158	61.3	73.6	76.9	77.5	69.0	89.2	62.0	94.3

HS HEALTH EDUCATION

256	65.2	76.8	80.6	81.2	75.0	93.8	73.7	95.0

HS VARSITY BAND

34	57.7	73.6	95.9	99.8	73.5	100.0	69.1	99.0

PHYSICS

252	45.5	71.8	73.5	73.8	62.7	75.0	55.1	86.7

PHYSICS PRE-AP

46	57.4	76.3	86.0	87.7	84.8	100.0	70.2	93.6

PRE-CALCULUS

69	64.0	73.0	77.4	78.2	71.0	85.5	49.4	88.4

PRE-CALCULUS PRE-AP

69	60.7	72.6	82.0	83.6	78.3	92.8	74.6	94.3

SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

79	57.1	74.3	80.5	81.6	79.7	91.1	71.2	89.9

SPANISH I

188	80.5	87.0	80.9	79.9	92.6	82.4	74.1	91.1

SPANISH II

183	77.8	83.3	81.7	81.4	94.0	89.1	79.3	92.3

STUDIO ART I

241	66.4	80.6	82.0	82.3	85.9	95.9	75.1	92.6

SEMESTER 2 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GOVERNMENT

HS HEALTH EDUCATION

137	64.8	77.5	80.0	80.4	78.1	87.6	77.4	92.7

HS VARSITY BAND

21	50.8	72.6	99.1	103.8	61.9	100.0	77.3	98.1

PHYSICS

211	48.0	73.1	75.2	75.6	71.6	85.8	69.4	87.7

PHYSICS PRE-AP

47	46.2	72.2	84.5	86.7	66.0	100.0	68.4	93.2

PRE-CALCULUS

9	71.4	81.8	80.9	80.7	88.9	88.9	64.9	87.1

PRE-CALCULUS PRE-AP

40	58.1	72.1	79.8	81.2	62.5	80.0	72.9	94.1

SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

80	71.8	80.3	83.9	84.5	85.0	93.8	79.2	89.0

SPANISH I

170	84.6	90.4	76.0	73.5	96.5	71.8	84.9	89.2

SPANISH II

140	78.5	85.7	78.7	77.5	96.4	80.7	88.1	91.6

STUDIO ART I

206	60.7	74.3	83.8	85.4	68.9	94.7	71.2	90.4

W.H. ADAMSON HIGH SCHOOL (2)   **37**

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

U.S. HISTORY

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
248	64.7	74.8	74.3	74.2	68.5	83.5	62.9	87.7

WORLD GEOGRAPHY

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
287	50.4	70.3	79.4	81.0	52.6	91.6	55.8	87.3

WORLD GEOGRAPHY PRE-AP

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
4	*	*	*	*	*	*	75.9	*

WORLD HISTORY

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
218	55.3	70.9	78.6	80.0	53.2	88.1	50.1	86.3

WORLD HISTORY PRE-AP

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
150	57.7	73.6	82.1	83.5	72.0	96.0	76.4	94.7

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

U.S. HISTORY

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

WORLD GEOGRAPHY

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
265	51.5	70.9	77.8	79.0	56.6	89.4	55.9	84.8

WORLD GEOGRAPHY PRE-AP

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
40	59.4	74.6	85.3	87.2	77.5	92.5	76.4	95.0

WORLD HISTORY

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
204	58.0	72.6	78.0	78.9	65.7	87.7	55.1	84.6

WORLD HISTORY PRE-AP

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
148	61.5	72.5	82.4	84.1	62.8	93.9	72.4	93.4

Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK*	N	Mean	% at BMRK
SAT	Reading & Writing	**2016-17**	84.8	84.5	268	446	33.2	4	*	*	259	444	32.8	1	*	*	6,766	464	42.2
		2017-18	84.8	84.2	273	438	30.8	5	*	*	266	437	30.5				7,118	468	41.8
		2018-19	78.4	87.3	280	439	28.2	14	450	21.4	263	437	28.1				7,723	463	39.2
	Mathematics	**2016-17**	84.8	84.5	268	447	13.1	4	*	*	259	446	13.1	1	*	*	6,766	465	21.6
		2017-18	84.8	84.2	273	432	9.2	5	*	*	266	432	9.0				7,118	463	20.7
		2018-19	78.4	87.3	280	442	6.8	14	432	7.1	263	442	6.5				7,723	461	19.7
ACT	English	**2016-17**	79.1	82.4	250	14	16.8	3	*	*	242	14	16.9	1	*	*	6,596	15	26.1
		2017-18	74.5	82.3	240	13	14.6	4	*	*	234	13	14.1				6,960	15	26.5
		2018-19	66.4	82.6	237	13	16.5	13	12	15.4	221	13	16.7				7,310	15	27.0
	Mathematics	**2016-17**	79.1	82.4	250	17	10.4	3	*	*	242	17	10.3	1	*	*	6,596	18	17.3
		2017-18	74.5	82.3	240	16	7.5	4	*	*	234	16	6.8				6,960	17	14.8
		2018-19	66.4	82.6	237	17	10.5	13	15	7.7	221	17	10.4				7,310	18	19.2
	Reading	**2016-17**	79.1	82.4	250	16	9.6	3	*	*	242	16	9.9	1	*	*	6,596	17	18.3
		2017-18	74.5	82.3	240	16	11.3	4	*	*	234	16	11.1				6,960	17	19.0
		2018-19	66.4	82.6	237	16	10.5	13	15	7.7	221	16	10.0				7,310	17	21.0
	Science	**2016-17**	79.1	82.4	250	17	4.4	3	*	*	242	17	4.5	1	*	*	6,596	18	13.8
		2017-18	74.5	82.3	240	17	4.6	4	*	*	234	17	4.7				6,960	17	12.9
		2018-19	66.4	82.6	237	16	6.3	13	15	0.0	221	16	6.8				7,310	17	14.5
	Composite	**2016-17**	79.1	82.4	250	16	–	3	*	–	242	16	–	1	*	–	6,596	17	–
		2017-18	74.5	82.3	240	16	–	4	*	–	234	16	–			–	6,960	17	–
		2018-19	66.4	82.6	237	16	–	13	15	–	221	16	–			–	7,310	17	–

NOTE: See the NOTES report for information about score ranges and college-readiness benchmarks set by The College Board (SAT) and ACT, Inc.

Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK
9	Reading & Writing	2016	2	*	*	0			2	*	*	0			0			1,442	464	68.2
		2017	17	462	70.6	0			17	462	70.6	0			0			1,836	466	72.5
		2018	16	444	75.0	0			16	444	75.0	0			0			2,063	473	74.2
	Mathematics	2016	2	*	*	0			2	*	*	0			0			1,442	469	62.8
		2017	17	458	64.7	0			17	458	64.7	0			0			1,836	467	59.8
		2018	16	464	56.3	0			16	464	56.3	0			0			2,063	477	64.0
10	Reading & Writing	2016	316	397	32.9	13	425	38.5	302	395	32.5	1	*	*	0			9,038	417	40.3
		2017	255	402	32.5	6	367	16.7	248	403	33.1	0			1	*	*	8,857	417	39.0
		2018	305	396	32.8	12	382	33.3	288	396	32.6	3	*	*	1	*	*	8,620	418	41.8
	Mathematics	2016	316	422	17.7	13	421	23.1	302	421	17.2	1	*	*	0			9,038	433	26.7
		2017	255	426	20.4	6	355	0.0	248	427	21.0	0			1	*	*	8,857	428	22.1
		2018	305	414	17.4	12	373	8.3	288	416	17.7	3	*	*	1	*	*	8,620	426	25.3
11	Reading & Writing	2016	2	*	*	0			2	*	*	0			0			2,015	512	69.2
		2017	25	502	76.0	2	*	*	23	498	73.9	0			0			2,095	508	67.6
		2018	1	*	*	0			1	*	*	0			0			1,921	501	64.3
	Mathematics	2016	2	*	*	0			2	*	*	0			0			2,015	511	49.7
		2017	25	511	48.0	2	*	*	23	511	47.8	0			0			2,095	504	44.4
		2018	1	*	*	0			1	*	*	0			0			1,921	497	42.6

NOTE: See the NOTES report for information about score ranges and college readiness benchmarks set by The College Board for PSAT/NMSQT and PSAT 8-9.

Exams Taken		Average Score		Exams Passed		
School	Dist	School	Dist	School	%	Dist

ALL EXAMS

Exams Taken		Average Score		Exams Passed		
553	21,262	**1.6**	2.0	**84**	**15.2**	29.3

Chemistry

8	324	**1.0**	1.7	**0**	**0.0**	19.8

Environmental Science

5	1,092	*	1.7	*	*	18.9

Physics 1

60	791	**1.0**	1.6	**1**	**1.7**	16.3

Spanish Literature and Culture

18	221	**2.6**	3.1	**12**	**66.7**	75.1

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Biology

21	961	**1.4**	2.1	**1**	**4.8**	27.6

English Language and Composition

85	2,646	**1.6**	1.9	**8**	**9.4**	20.5

French Language and Culture

8	74	**1.0**	2.4	**0**	**0.0**	47.3

Seminar

34	123	**2.3**	3.1	**11**	**32.4**	78.9

United States History

161	2,192	**1.2**	1.7	**7**	**4.3**	19.7

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Calculus AB

24	1,011	**1.1**	2.5	**0**	**0.0**	40.5

English Literature and Composition

46	1,668	**1.8**	1.7	**3**	**6.5**	16.1

Music Theory

1	96	*	3.0	*	*	61.5

Spanish Language and Culture

41	1,008	**3.5**	3.8	**34**	**82.9**	89.9

World History

41	1,473	**1.8**	1.9	**6**	**14.6**	22.7