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DATA

P E C F D

PACKET

F E F O R Z D

2019-20C

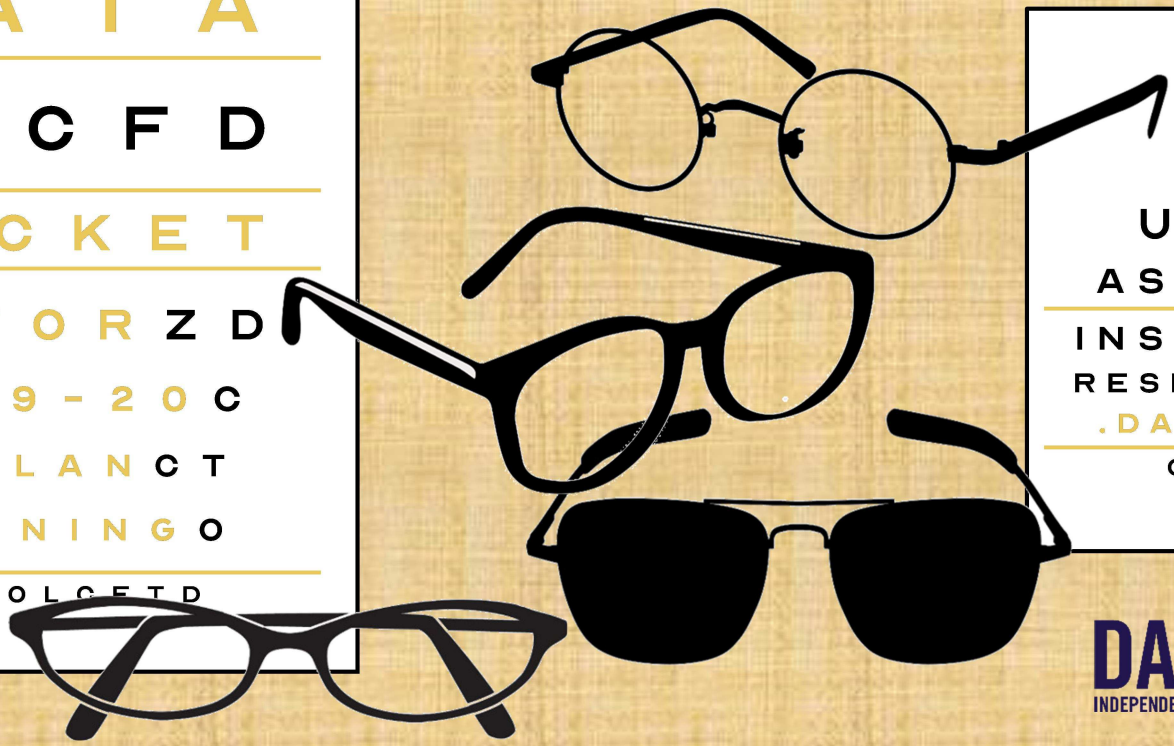
L E P L A N C T

F D P N I N G O

P E Z O L C F T D

SCHOOL OF SCIENCE AND ENGINEERING AT YVONNE A. EWELL TOWNVIEW CENTER

SCHOOL NUMBER 26



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INDEPENDENT SCHOOL DISTRICT

JULY 22, 2019

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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.

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.

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.

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	175
10	113
11	95
12	112
ALL	495

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	49	9.9	3	10.7
American Indian/Alaska Native	2	0.4	*	*
Asian/Hawaiian/Pacific Islander	71	14.3	*	*
Hispanic	300	60.6	3	10.7
White	65	13.1	19	67.9
Multiple	8	1.6	1	3.6
Other* (teachers only)	—	—	2	7.1
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	44	8.9
Economically disadvantaged	264	53.3
Limited English proficient (LEP)	8	1.6
Special education	3	0.6
Talented and Gifted (TAG)	304	61.4

			African American		American Indian		Asian		Hispanic		White		Multiple category	
Grade	Year	Enrollment	N	%	N	%	N	%	N	%	N	%	N	%
9	**2017**	92	12	13.0	2	2.2	11	12.0	51	55.4	15	16.3	1	1.1
	2018	112	11	9.8	1	0.9	13	11.6	67	59.8	18	16.1	2	1.8
	2019	175	17	9.7	0	0.0	31	17.7	100	57.1	25	14.3	2	1.1
10	**2017**	117	13	11.1	0	0.0	15	12.8	74	63.2	14	12.0	1	0.9
	2018	100	12	12.0	1	1.0	14	14.0	58	58.0	14	14.0	1	1.0
	2019	113	10	8.8	1	0.9	15	13.3	71	62.8	15	13.3	1	0.9
11	**2017**	103	7	6.8	3	2.9	19	18.4	58	56.3	12	11.7	2	1.9
	2018	112	13	11.6	0	0.0	12	10.7	71	63.4	13	11.6	3	2.7
	2019	95	9	9.5	1	1.1	13	13.7	58	61.1	12	12.6	2	2.1
12	**2017**	106	13	12.3	3	2.8	6	5.7	68	64.2	15	14.2	1	0.9
	2018	103	7	6.8	1	1.0	21	20.4	58	56.3	14	13.6	2	1.9
	2019	112	13	11.6	0	0.0	12	10.7	71	63.4	13	11.6	3	2.7
9-12	**2017**	418	45	10.8	8	1.9	51	12.2	251	60.0	56	13.4	5	1.2
	2018	427	43	10.1	3	0.7	60	14.1	254	59.5	59	13.8	8	1.9
	2019	495	49	9.9	2	0.4	71	14.3	300	60.6	65	13.1	8	1.6

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**	92	61	66.3	3	3.3	1	1.1	5	5.4	59	64.1	9	9.8	65.2	34.8	0.0
	2018	112	66	58.9	12	10.7	1	0.9	13	11.6	70	62.5	21	18.8	71.4	28.6	0.0
	2019	175	92	52.6	7	4.0	1	0.6	18	10.3	108	61.7	42	24.0	67.4	32.6	0.0
10	**2017**	117	71	60.7	0	0.0	0	0.0	1	0.9	71	60.7	6	5.1	60.7	39.3	0.0
	2018	100	63	63.0	1	1.0	1	1.0	3	3.0	62	62.0	2	2.0	68.0	32.0	0.0
	2019	113	60	53.1	0	0.0	1	0.9	18	15.9	70	61.9	2	1.8	68.1	31.9	0.0
11	**2017**	103	64	62.1	0	0.0	2	1.9	3	2.9	56	54.4	0	0.0	70.9	29.1	0.0
	2018	112	68	60.7	0	0.0	0	0.0	2	1.8	69	61.6	0	0.0	59.8	40.2	0.0
	2019	95	51	53.7	1	1.1	1	1.1	2	2.1	59	62.1	0	0.0	66.3	33.7	0.0
12	**2017**	106	80	75.5	0	0.0	0	0.0	2	1.9	73	68.9	0	0.0	77.4	22.6	0.0
	2018	103	58	56.3	0	0.0	2	1.9	2	1.9	56	54.4	0	0.0	70.9	29.1	0.0
	2019	112	61	54.5	0	0.0	0	0.0	6	5.4	67	59.8	0	0.0	59.8	40.2	0.0
9-12	**2017**	418	276	66.0	3	0.7	3	0.7	11	2.6	259	62.0	15	3.6	68.4	31.6	0.0
	2018	427	255	59.7	13	3.0	4	0.9	20	4.7	257	60.2	23	5.4	67.4	32.6	0.0
	2019	495	264	53.3	8	1.6	3	0.6	44	8.9	304	61.4	44	8.9	65.7	34.3	0.0

		Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
Grade	Year	N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	**2017**	90	11,759	90	99.6	10,936	93.0	0	0.0	25.7	92	9,766	100.0	83.1
	2018	113	11,716	112	99.0	10,961	93.6	0	0.0	22.9	112	9,718	99.3	82.9
	2019	249	13,484	246	98.9	12,111	89.8	0	0.0	14.7	175	8,723	70.3	64.7
10	**2017**	115	10,329	114	99.5	9,713	94.0	0	0.0	16.3	117	9,045	100.0	87.6
	2018	100	10,382	98	98.3	9,791	94.3	0	0.0	16.5	100	8,886	100.0	85.6
	2019	149	12,020	147	98.8	10,909	90.8	1	0.7	7.4	113	7,845	76.0	65.3
11	**2017**	101	8,543	101	99.3	8,088	94.7	0	0.0	13.7	103	7,756	100.0	90.8
	2018	112	9,131	110	98.6	8,661	94.9	0	0.0	12.0	111	8,132	99.1	89.1
	2019	109	10,324	107	97.6	9,443	91.5	0	0.0	4.9	95	7,071	86.9	68.5
12	**2017**	104	8,197	103	99.1	7,762	94.7	0	0.0	6.4	106	7,365	100.0	89.8
	2018	103	8,756	100	96.8	8,306	94.9	0	0.0	5.8	100	7,772	97.1	88.8
	2019	114	10,368	112	97.9	9,434	91.0	0	0.0	3.3	112	7,151	98.0	69.0
9-12	**2017**	411	38,829	408	99.4	36,498	94.0	0	0.0	16.5	418	33,932	100.0	87.4
	2018	428	39,984	420	98.2	37,719	94.3	0	0.0	15.0	423	34,508	98.9	86.3
	2019	621	46,196	612	98.5	41,897	90.7	1	0.2	8.1	495	30,790	79.7	66.7

Teachers: 28

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	10.7
Hispanic	3	10.7
White	19	67.9
Multiple	1	3.6
Other	2	7.1

Gender	Number	Percentage
Female	13	46.4
Male	15	53.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	5.7	63.0
2017-18	5.1	70.9
2018-19	5.2	25.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.6
1	1	3.6
2	2	7.1
3	3	10.7
4	3	10.7
5	1	3.6
1-3	6	21.4
More than 3	21	75.0
1 - 5	10	35.7
6 - 10	6	21.4
11 - 20	8	28.6
More than 20	3	10.7

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**	100.0	91.7	100.0	100.0	*	*	*		98.3	100.0	98.9	58.7
	2018	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	62.1
	2019	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	65.6
Tests Taken	**2017**	15	12	51	57	1	3	5		60	32	92	11,092
	2018	13	9	51	42	1	11	11		59	26	85	9,912
	2019	23	16	99	104	1	17	17		115	56	171	10,554
ENGLISH II	**2017**	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	60.3
	2018	100.0	91.7	100.0	98.3	*	*	*		98.5	100.0	99.0	67.0
	2019	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	69.3
Tests Taken	**2017**	14	13	74	70			1		71	45	116	9,822
	2018	14	12	56	60	1	1	3		66	32	98	10,011
	2019	40	27	170	151	2	22	36		194	93	287	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	0	1	0	0	*	*	*		1	0	1	4,577
		2018	0	0	0	0	*	0	0		0	0	0	3,752
		2019	0	0	0	0	*	0	0		0	0	0	3,633
	Tests Taken	2017	15	12	51	57	1	3	5		60	32	92	11,092
		2018	13	9	51	42	1	11	11		59	26	85	9,912
		2019	23	16	99	104	1	17	17		115	56	171	10,554
ENGLISH II		2017	0	0	0	0			*		0	0	0	3,895
		2018	0	1	0	1	*	*	*		1	0	1	3,300
		2019	0	0	0	0	*	0	0		0	0	0	2,941
	Tests Taken	2017	14	13	74	70			1		71	45	116	9,822
		2018	14	12	56	60	1	1	3		66	32	98	10,011
		2019	40	27	170	151	2	22	36		194	93	287	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**	100.0	91.7	100.0	100.0	*	*	*		98.3	100.0	98.9	41.2
		2018	100.0	100.0	98.0	97.6	*	90.9	90.9		98.3	100.0	98.8	43.9
		2019	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	51.0
	Tests Taken	**2017**	15	12	51	57	1	3	5		60	32	92	11,092
		2018	13	9	51	42	1	11	11		59	26	85	9,912
		2019	23	16	99	104	1	17	17		115	56	171	10,554
ENGLISH II		**2017**	100.0	100.0	98.6	98.6			*		98.6	100.0	99.1	42.1
		2018	100.0	91.7	100.0	98.3	*	*	*		98.5	100.0	99.0	50.0
		2019	100.0	100.0	99.4	99.3	*	95.5	100.0		100.0	98.9	99.7	51.5
	Tests Taken	**2017**	14	13	74	70			1		71	45	116	9,822
		2018	14	12	56	60	1	1	3		66	32	98	10,011
		2019	40	27	170	151	2	22	36		194	93	287	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**	66.7	50.0	58.8	59.6	*	*	*		60.0	65.6	62.0	6.3
		2018	53.8	33.3	43.1	42.9	*	9.1	9.1		39.0	69.2	48.2	5.0
		2019	87.0	81.3	58.6	59.6	*	35.3	41.2		68.7	75.0	70.8	10.1
	Tests Taken	**2017**	15	12	51	57	1	3	5		60	32	92	11,092
		2018	13	9	51	42	1	11	11		59	26	85	9,912
		2019	23	16	99	104	1	17	17		115	56	171	10,554
ENGLISH II		**2017**	50.0	38.5	33.8	35.7			*		31.0	48.9	37.9	4.9
		2018	64.3	50.0	64.3	55.0	*	*	*		57.6	71.9	62.2	7.0
		2019	47.5	55.6	38.8	40.4	*	31.8	38.9		41.8	60.2	47.7	6.0
	Tests Taken	**2017**	14	13	74	70			1		71	45	116	9,822
		2018	14	12	56	60	1	1	3		66	32	98	10,011
		2019	40	27	170	151	2	22	36		194	93	287	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	92.8	88.4	91.8	6.4	88.0	93.8
2018	94.3	88.9	88.5	5.8	93.3	95.3
2019	93.5	88.4	93.2	6.6	95.4	93.6

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	91.7	91.2	89.7	6.1	93.1	95.1
2018	92.7	88.0	94.8	6.5	93.7	92.7
2019	86.2	88.1	95.2	6.2	91.7	93.4

[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

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**	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	86.4
		2018	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.9
		2019	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.1
	Tests Taken	**2017**	16	12	51	57	1	3	5		60	33	93	9,622
		2018	19	11	68	59	1	12	13		78	34	112	10,192
		2019	25	17	100	92	1	17	18		115	56	171	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**	0	0	0	0	*	*	*		0	0	0	1,310
		2018	0	0	0	0	*	0	0		0	0	0	1,234
		2019	0	0	0	0	*	0	0		0	0	0	1,240
	Tests Taken	**2017**	16	12	51	57	1	3	5		60	33	93	9,622
		2018	19	11	68	59	1	12	13		78	34	112	10,192
		2019	25	17	100	92	1	17	18		115	56	171	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**	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	54.0
		2018	100.0	90.9	98.5	98.3	*	91.7	92.3		98.7	97.1	98.2	57.4
		2019	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	59.2
	Tests Taken	**2017**	16	12	51	57	1	3	5		60	33	93	9,622
		2018	19	11	68	59	1	12	13		78	34	112	10,192
		2019	25	17	100	92	1	17	18		115	56	171	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**	93.8	100.0	82.4	84.2	*	*	*		91.7	81.8	88.2	15.1
		2018	89.5	63.6	83.8	88.1	*	75.0	76.9		85.9	82.4	84.8	18.6
		2019	96.0	88.2	89.0	89.1	*	94.1	88.9		92.2	89.3	91.2	22.3
	Tests Taken	**2017**	16	12	51	57	1	3	5		60	33	93	9,622
		2018	19	11	68	59	1	12	13		78	34	112	10,192
		2019	25	17	100	92	1	17	18		115	56	171	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	91.2	91.7	88.4	90.0	93.5
2018	87.1	91.2	90.1	91.7	90.7
2019	91.1	90.5	91.5	89.9	94.0

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**	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	92.8
	2018	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	93.4
	2019	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	93.8
Tests Taken	**2017**	12	7	58	55	2		3		73	30	103	8,230
	2018	13	13	71	67			2		67	45	112	9,468
	2019	12	9	58	50	1	1	2		63	32	95	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	0	0	0	0	*		*		0	0	0	593
	2018	0	0	0	0			*		0	0	0	624
	2019	0	0	0	0	*	*	*		0	0	0	582
Tests Taken	2017	12	7	58	55	2		3		73	30	103	8,230
	2018	13	13	71	67			2		67	45	112	9,468
	2019	12	9	58	50	1	1	2		63	32	95	9,416

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**	100.0	85.7	100.0	98.2	*		*		100.0	96.7	99.0	65.2
	2018	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	72.3
	2019	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	73.7
Tests Taken	**2017**	12	7	58	55	2		3		73	30	103	8,230
	2018	13	13	71	67			2		67	45	112	9,468
	2019	12	9	58	50	1	1	2		63	32	95	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	91.7	71.4	93.1	90.9	*		*		93.2	93.3	93.2	30.8
	2018	92.3	100.0	91.5	94.0			*		94.0	91.1	92.9	38.6
	2019	100.0	100.0	98.3	100.0	*	*	*		98.4	100.0	98.9	41.6
Tests Taken	2017	12	7	58	55	2		3		73	30	103	8,230
	2018	13	13	71	67			2		67	45	112	9,468
	2019	12	9	58	50	1	1	2		63	32	95	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	87.9	91.3	88.5	93.0
2018	89.8	92.9	86.7	91.1
2019	90.5	91.9	86.1	94.1

PERFORMANCE IN 2019

Grade 2018-19	*Domain:*	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2019 Level	N	%	N	%	N	%	N	%	N	%
9 (17)	Beginning	0	*0.0*	0	*0.0*	0	*0.0*	0	*0.0*	0	*0.0*
	Intermediate	0	*0.0*	1	*5.9*	0	*0.0*	0	*0.0*	0	*0.0*
	Advanced	0	*0.0*	5	*29.4*	1	*5.9*	0	*0.0*	1	*5.9*
	Advanced High	17	*100.0*	11	*64.7*	16	*94.1*	17	*100.0*	16	*94.1*
ALL (23)	Beginning	0	*0.0*	1	*4.3*	0	*0.0*	0	*0.0*	0	*0.0*
	Intermediate	0	*0.0*	2	*8.7*	0	*0.0*	0	*0.0*	1	*4.3*
	Advanced	0	*0.0*	6	*26.1*	2	*8.7*	0	*0.0*	2	*8.7*
	Advanced High	23	*100.0*	14	*60.9*	21	*91.3*	23	*100.0*	20	*87.0*

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years		2018 Level			
N (%) Progressed	2019 Level	Beg	Int	Adv	Adv High
15	Beginning	0			
	Intermediate	0	0		
14 (93.3%)	Advanced	0	0	1	
	Advanced High	0	0	14	
21	Beginning	0			
	Intermediate	0	1		
18 (85.7%)	Advanced	0	0	2	
	Advanced High	0	0	18	

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 (12)	Beginning	0	*0.0*	1	*8.3*	0	*0.0*	0	*0.0*	0	*0.0*
	Intermediate	0	*0.0*	0	*0.0*	0	*0.0*	0	*0.0*	1	*8.3*
	Advanced	0	*0.0*	5	*41.7*	0	*0.0*	0	*0.0*	0	*0.0*
	Advanced High	12	*100.0*	6	*50.0*	12	*100.0*	12	*100.0*	11	*91.7*
ALL (13)	Beginning	0	*0.0*	1	*7.7*	0	*0.0*	0	*0.0*	0	*0.0*
	Intermediate	0	*0.0*	0	*0.0*	0	*0.0*	0	*0.0*	1	*7.7*
	Advanced	0	*0.0*	6	*46.2*	0	*0.0*	0	*0.0*	0	*0.0*
	Advanced High	13	*100.0*	6	*46.2*	13	*100.0*	13	*100.0*	12	*92.3*

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years / N (%) Progressed	2019 Level	2018 Level: Beg	Int	Adv	Adv High
12 / 11 (91.7%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	11	
13 / 12 (92.3%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	12	

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

PERCENTAGE BY PROFICIENCY LEVEL

			Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
Language	Grade	Number Tested	N	%	N	%	N	%	N	%	N	%
English	9	14			*	*	*	*			7	50.0
	ALL	14			*	*	*	*			7	50.0

SEMESTER 1 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
High School Exams								
ALGEBRA II PRE-AP								
43	78.8	85.2	80.9	80.1	97.7	100.0	67.4	93.4
ALGEBRA II PRE-AP (tested with 2017-2018 test)								
141	90.6	93.7	89.8	89.1	100.0	100.0	95.5	98.3
BIOLOGY PRE-AP								
102	78.0	87.5	87.2	87.1	100.0	100.0	74.4	90.8
CHEMISTRY PRE-AP								
111	89.4	93.9	86.8	85.6	100.0	96.4	70.4	94.1
ENGLISH I PRE-AP								
175	85.9	87.9	90.6	91.1	98.9	100.0	74.9	94.4
ENGLISH II PRE-AP								
286	83.1	87.6	91.4	92.0	99.7	100.0	75.8	95.3
FRENCH I								
5	*	*	*	*	*	*	66.3	*
FRENCH II								
5	*	*	*	*	*	*	62.5	*
GEOMETRY PRE-AP								
164	77.9	87.7	84.0	83.4	97.6	98.8	65.8	91.8
HS VARSITY BAND								
2	*	*	*	*	*	*	69.1	*

SEMESTER 2 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
ALGEBRA II PRE-AP								
43	81.8	89.9	81.9	80.5	100.0	100.0	84.2	94.4
ALGEBRA II PRE-AP (tested with 2017-2018 test)								
141	82.3	90.2	89.4	89.3	100.0	100.0	96.0	98.7
BIOLOGY PRE-AP								
CHEMISTRY PRE-AP								
112	89.5	92.7	84.8	83.4	100.0	91.1	67.9	92.5
ENGLISH I PRE-AP								
ENGLISH II PRE-AP								
FRENCH I								
4	*	*	*	*	*	*	73.8	*
FRENCH II								
5	*	*	*	*	*	*	70.7	*
GEOMETRY PRE-AP								
164	82.9	89.1	89.9	90.1	99.4	100.0	68.3	90.7
HS VARSITY BAND								

SEMESTER 1 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
PRE-CALCULUS PRE-AP								
110	81.0	86.8	84.9	84.6	99.1	98.2	74.6	94.3
SPANISH I								
14	84.5	89.6	94.9	95.8	100.0	100.0	74.1	91.1
SPANISH II								
25	92.2	94.2	91.4	90.9	100.0	100.0	79.3	92.3
STUDIO ART I								
82	88.2	93.2	94.2	94.4	100.0	100.0	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
PRE-CALCULUS PRE-AP								
109	86.6	91.1	85.6	84.6	100.0	100.0	72.9	94.1
SPANISH I								
14	88.0	92.5	95.1	95.6	100.0	100.0	84.9	89.2
SPANISH II								
24	85.5	90.3	91.0	91.1	100.0	100.0	88.1	91.6
STUDIO ART I								
26	88.4	92.4	93.1	93.3	100.0	100.0	71.2	90.4

			Percent Tested		All Students			African American			Hispanic			White			District		
Test	Subtest	Year	%	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**	100.0	84.5	106	655	98.1	13	668	100.0	68	643	98.5	15	715	100.0	6,766	464	42.2
		2017-18	100.0	84.2	103	665	99.0	7	643	100.0	58	643	98.3	14	684	100.0	7,118	468	41.8
		2018-19	100.0	87.3	112	660	100.0	13	658	100.0	71	644	100.0	13	701	100.0	7,723	463	39.2
	Mathematics	**2016-17**	100.0	84.5	106	693	98.1	13	692	100.0	68	683	98.5	15	747	100.0	6,766	465	21.6
		2017-18	100.0	84.2	103	720	100.0	7	657	100.0	58	701	100.0	14	741	100.0	7,118	463	20.7
		2018-19	100.0	87.3	112	717	100.0	13	687	100.0	71	707	100.0	13	743	100.0	7,723	461	19.7
ACT	English	**2016-17**	99.1	82.4	105	29	100.0	13	31	100.0	68	28	100.0	14	32	100.0	6,596	15	26.1
		2017-18	99.0	82.3	102	30	99.0	7	28	100.0	58	28	98.3	14	32	100.0	6,960	15	26.5
		2018-19	98.2	82.6	110	28	99.1	13	29	100.0	69	27	98.6	13	32	100.0	7,310	15	27.0
	Mathematics	**2016-17**	99.1	82.4	105	30	100.0	13	31	100.0	68	29	100.0	14	32	100.0	6,596	18	17.3
		2017-18	99.0	82.3	102	31	100.0	7	27	100.0	58	30	100.0	14	33	100.0	6,960	17	14.8
		2018-19	98.2	82.6	110	30	100.0	13	29	100.0	69	29	100.0	13	32	100.0	7,310	18	19.2
	Reading	**2016-17**	99.1	82.4	105	28	93.3	13	28	100.0	68	28	92.6	14	30	92.9	6,596	17	18.3
		2017-18	99.0	82.3	102	30	93.1	7	29	85.7	58	28	89.7	14	32	100.0	6,960	17	19.0
		2018-19	98.2	82.6	110	29	94.5	13	30	100.0	69	28	91.3	13	32	100.0	7,310	17	21.0
	Science	**2016-17**	99.1	82.4	105	28	94.3	13	29	100.0	68	28	94.1	14	31	92.9	6,596	18	13.8
		2017-18	99.0	82.3	102	30	97.1	7	27	85.7	58	29	96.6	14	33	100.0	6,960	17	12.9
		2018-19	98.2	82.6	110	29	97.3	13	29	100.0	69	28	95.7	13	31	100.0	7,310	17	14.5
	Composite	**2016-17**	99.1	82.4	105	29	–	13	30	–	68	28	–	14	31	–	6,596	17	–
		2017-18	99.0	82.3	102	30	–	7	28	–	58	29	–	14	32	–	6,960	17	–
		2018-19	98.2	82.6	110	29	–	13	30	–	69	28	–	13	32	–	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.

			All			African American			Hispanic			White			Other			District		
Grade	Subtest	Year	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**	92	558	97.8	12	539	91.7	51	548	98.0	15	587	100.0	13	581	100.0	1,442	464	68.2
		2017	113	545	98.2	11	535	100.0	66	520	98.5	19	603	94.7	15	587	100.0	1,836	466	72.5
		2018	175	566	98.3	17	564	100.0	100	538	97.0	25	620	100.0	31	609	100.0	2,063	473	74.2
	Mathematics	**2016**	92	578	100.0	12	559	100.0	51	569	100.0	15	606	100.0	13	596	100.0	1,442	469	62.8
		2017	113	575	98.2	11	535	100.0	66	569	97.0	19	592	100.0	15	607	100.0	1,836	467	59.8
		2018	175	594	99.4	17	569	100.0	100	574	99.0	25	617	100.0	31	652	100.0	2,063	477	64.0
10	Reading & Writing	**2016**	118	603	99.2	13	598	100.0	74	582	100.0	15	661	100.0	15	647	93.8	9,038	417	40.3
		2017	99	598	99.0	12	583	100.0	58	587	98.3	14	633	100.0	14	623	100.0	8,857	417	39.0
		2018	113	589	100.0	10	608	100.0	71	567	100.0	15	641	100.0	16	626	100.0	8,620	418	41.8
	Mathematics	**2016**	118	641	100.0	13	618	100.0	74	630	100.0	15	667	100.0	15	684	100.0	9,038	433	26.7
		2017	99	650	100.0	12	625	100.0	58	639	100.0	14	676	100.0	14	686	100.0	8,857	428	22.1
		2018	113	645	100.0	10	646	100.0	71	625	100.0	15	688	100.0	16	693	100.0	8,620	426	25.3
11	Reading & Writing	**2016**	102	644	99.0	7	604	85.7	58	623	100.0	11	655	100.0	22	695	100.0	2,015	512	69.2
		2017	112	627	100.0	13	628	100.0	71	611	100.0	13	682	100.0	12	657	100.0	2,095	508	67.6
		2018	95	631	100.0	10	627	100.0	58	620	100.0	11	665	100.0	14	651	100.0	1,921	501	64.3
	Mathematics	**2016**	102	685	100.0	7	630	100.0	58	663	100.0	11	706	100.0	22	740	100.0	2,015	511	49.7
		2017	112	684	100.0	13	668	100.0	71	671	100.0	13	722	100.0	12	725	100.0	2,095	504	44.4
		2018	95	684	100.0	10	655	100.0	58	676	100.0	11	719	100.0	14	706	100.0	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						
1,871	21,262	**3.3**	2.0	**1,322**	**70.7**	29.3
Calculus AB						
137	1,011	**4.8**	2.5	**136**	**99.3**	40.5
Comparative Government and Politics						
11	72	**3.2**	2.2	**8**	**72.7**	33.3
English Literature and Composition						
97	1,668	**2.6**	1.7	**46**	**47.4**	16.1
Human Geography						
184	2,291	**2.9**	1.7	**115**	**62.5**	22.1
Music Theory						
1	96	*	3.0	*	*	61.5
Physics C: Electricity and Magnetism						
64	84	**3.7**	3.8	**52**	**81.3**	83.3
Spanish Language and Culture						
26	1,008	**4.3**	3.8	**25**	**96.2**	89.9
Studio Art: 2-D Design Portfolio						
2	207	*	3.0	*	*	70.0
United States Government and Politics						
95	1,434	**3.2**	1.6	**70**	**73.7**	15.6

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist
Art History						
10	85	**4.2**	3.4	**10**	**100.0**	70.6
Calculus BC						
101	255	**4.3**	3.9	**91**	**90.1**	82.4
Computer Science A						
110	201	**3.0**	3.1	**60**	**54.5**	58.7
Environmental Science						
66	1,092	**3.8**	1.7	**56**	**84.8**	18.9
Macroeconomics						
95	1,020	**3.3**	1.6	**70**	**73.7**	19.5
Physics 1						
146	791	**2.6**	1.6	**72**	**49.3**	16.3
Physics C: Mechanics						
55	150	**3.9**	3.4	**51**	**92.7**	69.3
Spanish Literature and Culture						
4	221	*	3.1	*	*	75.1
Studio Art: 3-D Design Portfolio						
3	108	*	2.7	*	*	53.7
United States History						
96	2,192	**3.3**	1.7	**78**	**81.3**	19.7

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist
Biology						
138	961	**3.0**	2.1	**102**	**73.9**	27.6
Chemistry						
74	324	**2.7**	1.7	**44**	**59.5**	19.8
English Language and Composition						
95	2,646	**3.2**	1.9	**72**	**75.8**	20.5
French Language and Culture						
4	74	*	2.4	*	*	47.3
Microeconomics						
8	156	**3.1**	2.0	**6**	**75.0**	31.4
Physics 2						
15	69	**2.4**	2.1	**5**	**33.3**	29.0
Psychology						
26	542	**2.6**	1.9	**13**	**50.0**	27.3
Statistics						
94	525	**3.4**	2.3	**70**	**74.5**	39.2
Studio Art: Drawing Portfolio						
2	65	*	3.1	*	*	67.7
World History						
112	1,473	**2.6**	1.9	**56**	**50.0**	22.7