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DATA

PECFD

PACKET

FEFORZD

2019-20C

LEPLANCT

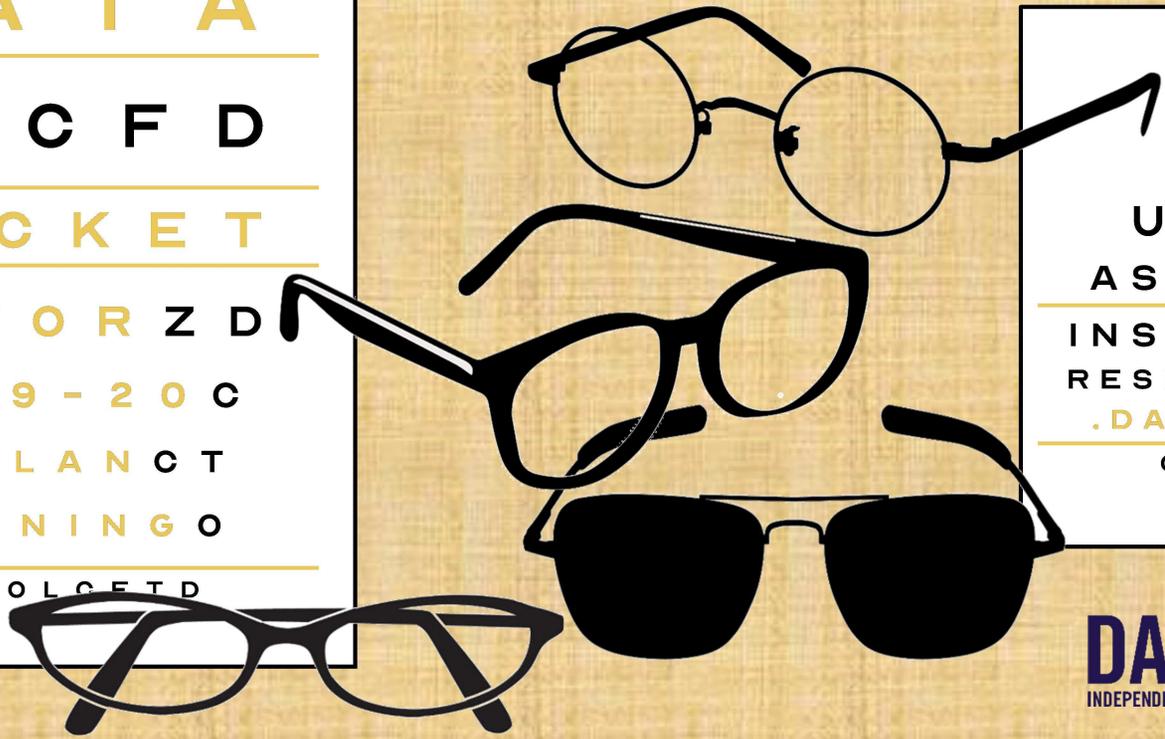
FDPNINGO

PEZOLCETD

SUNSET P-TECH AT MOUNTAIN VIEW COLLEGE AND UNT DALLAS

SCHOOL NUMBER 518

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ASSESSMENT
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JULY 24, 2019

STATISTICS BASED ONLY ON STUDENTS IN THE CHOICE PROGRAM



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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 statistics are not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

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.”

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 denominator, 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.
- 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	131
10	117
ALL	248

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	6	2.4		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	1	0.4		
Hispanic	240	96.8		
White	1	0.4		
Multiple	0	0.0		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

*Teacher statistics not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	163	65.7
Economically disadvantaged	203	81.9
Limited English proficient (LEP)	94	37.9
Special education	10	4.0
Talented and Gifted (TAG)	36	14.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2017													
	2018	124	3	2.4	0	0.0	1	0.8	118	95.2	2	1.6	0	0.0
	2019	131	4	3.1	0	0.0	0	0.0	127	96.9	0	0.0	0	0.0
10	2017													
	2018													
	2019	117	2	1.7	0	0.0	1	0.9	113	96.6	1	0.9	0	0.0
9-12	2017													
	2018	124	3	2.4	0	0.0	1	0.8	118	95.2	2	1.6	0	0.0
	2019	248	6	2.4	0	0.0	1	0.4	240	96.8	1	0.4	0	0.0

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																
	2018	124	117	94.4	63	50.8	6	4.8	85	68.5	17	13.7	12	9.7	36.3	63.7	0.0
	2019	131	109	83.2	63	48.1	6	4.6	90	68.7	19	14.5	18	13.7	26.0	74.0	0.0
10	2017																
	2018																
	2019	117	94	80.3	31	26.5	4	3.4	73	62.4	17	14.5	0	0.0	37.6	62.4	0.0
9-12	2017																
	2018	124	117	94.4	63	50.8	6	4.8	85	68.5	17	13.7	12	9.7	36.3	63.7	0.0
	2019	248	203	81.9	94	37.9	10	4.0	163	65.7	36	14.5	18	7.3	31.5	68.5	0.0

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		11,759			10,936	93.0			25.7		9,766		83.1
	2018	127	11,716	125	98.5	10,961	93.6	3	2.4	22.9	125	9,718	98.7	82.9
	2019	131	13,484	119	90.7	12,111	89.8	1	0.8	14.7	120	8,723	91.6	64.7
10	2017		10,329			9,713	94.0			16.3		9,045		87.6
	2018		10,382			9,791	94.3			16.5		8,886		85.6
	2019	117	12,020	107	91.5	10,909	90.8	0	0.0	7.4	106	7,845	90.9	65.3
9-12	2017		38,829			36,498	94.0			16.5		33,932		87.4
	2018	127	39,984	125	98.5	37,719	94.3	3	2.4	15.0	125	34,508	98.7	86.3
	2019	248	46,196	226	91.1	41,897	90.7	1	0.4	8.1	226	30,790	91.3	66.7

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												58.7
	2018	*	*	77.5	76.5	50.0	73.0	69.0		69.8	82.2	77.6	62.1
	2019		*	84.0	85.0	16.7	77.4	77.3		87.5	83.5	84.5	65.6
Tests Taken	2017												11,092
	2018	2	2	111	102	6	63	84		43	73	116	9,912
	2019		4	125	107	6	62	88		32	97	129	10,554
ENGLISH II	2017												60.3
	2018		*	100.0	100.0			*		*	100.0	100.0	67.0
	2019	*	*	83.0	84.1	*	71.0	77.8		76.7	86.4	82.6	69.3
Tests Taken	2017												9,822
	2018		1	7	7			1		2	6	8	10,011
	2019	1	1	106	88	4	31	72		43	66	109	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												4,577
	2018	*	*	25	24	3	17	26		13	13	26	3,752
	2019		*	20	16	5	14	20		4	16	20	3,633
Tests Taken	2017												11,092
	2018	2	2	111	102	6	63	84		43	73	116	9,912
	2019		4	125	107	6	62	88		32	97	129	10,554
ENGLISH II	2017												3,895
	2018		*	0	0			*		*	0	0	3,300
	2019	*	*	18	14	*	9	16		10	9	19	2,941
Tests Taken	2017												9,822
	2018		1	7	7			1		2	6	8	10,011
	2019	1	1	106	88	4	31	72		43	66	109	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												41.2
	2018	*	*	46.8	46.1	16.7	39.7	36.9		30.2	57.5	47.4	43.9
	2019		*	72.8	74.8	16.7	66.1	67.0		71.9	74.2	73.6	51.0
Tests Taken	2017												11,092
	2018	2	2	111	102	6	63	84		43	73	116	9,912
	2019		4	125	107	6	62	88		32	97	129	10,554
ENGLISH II	2017												42.1
	2018		*	100.0	100.0			*		*	100.0	100.0	50.0
	2019	*	*	58.5	58.0	*	41.9	50.0		55.8	60.6	58.7	51.5
Tests Taken	2017												9,822
	2018		1	7	7			1		2	6	8	10,011
	2019	1	1	106	88	4	31	72		43	66	109	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												6.3
	2018	*	*	0.9	1.0	0.0	0.0	0.0		0.0	1.4	0.9	5.0
	2019		*	9.6	9.3	0.0	6.5	4.5		6.3	10.3	9.3	10.1
Tests Taken	2017												11,092
	2018	2	2	111	102	6	63	84		43	73	116	9,912
	2019		4	125	107	6	62	88		32	97	129	10,554
ENGLISH II	2017												4.9
	2018		*	14.3	14.3			*		*	16.7	12.5	7.0
	2019	*	*	1.9	2.3	*	0.0	1.4		0.0	3.0	1.8	6.0
Tests Taken	2017												9,822
	2018		1	7	7			1		2	6	8	10,011
	2019	1	1	106	88	4	31	72		43	66	109	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						
2018	78.8	74.3	71.1	3.9	69.7	71.0
2019	70.8	75.5	80.7	4.3	75.4	68.7

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						
2018	82.8	81.7	83.7	5.6	91.7	90.3
2019	71.3	69.9	82.0	4.2	73.1	74.4

¹Average 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=Non-scorable; 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
ALGEBRA I	2017												83.5
	2018	*	*	97.8	97.6	83.3	98.2	97.3		97.1	98.4	97.9	87.5
	2019		*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.9
Tests Taken	2017							75					10,240
	2018	2	2	91	85	6	55	75		34	62	96	10,244
	2019		4	89	77	5	48	68		22	71	93	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							0					1,692
	2018	*	*	2	2	1	1	2		1	1	2	1,278
	2019		*	0	0	*	0	0		0	0	0	1,134
Tests Taken	2017							75					10,240
	2018	2	2	91	85	6	55	75		34	62	96	10,244
	2019		4	89	77	5	48	68		22	71	93	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												47.9
	2018	*	*	81.3	80.0	50.0	78.2	78.7		76.5	83.9	81.3	61.8
	2019		*	95.5	96.1	*	95.8	94.1		95.5	95.8	95.7	68.9
Tests Taken	2017												10,240
	2018	2	2	91	85	6	55	75		34	62	96	10,244
	2019		4	89	77	5	48	68		22	71	93	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												23.1
	2018	*	*	42.9	43.5	33.3	41.8	37.3		44.1	41.9	42.7	35.8
	2019		*	78.7	81.8	*	81.3	77.9		81.8	78.9	79.6	45.1
Tests Taken	2017												10,240
	2018	2	2	91	85	6	55	75		34	62	96	10,244
	2019		4	89	77	5	48	68		22	71	93	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					
2018	69.6	71.0	73.2	71.3	72.6
2019	83.0	81.9	86.6	78.1	89.4

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												86.4
	2018	*	*	94.9	94.4	66.7	95.2	94.0		97.8	93.6	95.1	87.9
	2019		*	97.6	97.2	83.3	96.8	96.6		97.0	97.9	97.7	87.1
Tests Taken	2017												9,622
	2018	2	3	117	108	6	62	84		45	78	123	10,192
	2019		4	124	106	6	62	87		33	95	128	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												1,310
	2018	*	*	6	6	2	3	5		1	5	6	1,234
	2019		*	3	3	1	2	3		1	2	3	1,240
Tests Taken	2017												9,622
	2018	2	3	117	108	6	62	84		45	78	123	10,192
	2019		4	124	106	6	62	87		33	95	128	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												54.0
	2018	*	*	63.2	62.0	33.3	53.2	53.6		71.1	59.0	63.4	57.4
	2019		*	85.5	85.8	50.0	79.0	79.3		90.9	84.2	85.9	59.2
Tests Taken	2017												9,622
	2018	2	3	117	108	6	62	84		45	78	123	10,192
	2019		4	124	106	6	62	87		33	95	128	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												15.1
	2018	*	*	12.8	12.0	0.0	8.1	7.1		11.1	12.8	12.2	18.6
	2019		*	27.4	30.2	16.7	27.4	23.0		39.4	24.2	28.1	22.3
Tests Taken	2017												9,622
	2018	2	3	117	108	6	62	84		45	78	123	10,192
	2019		4	124	106	6	62	87		33	95	128	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					
2018	59.1	62.5	64.5	69.0	68.7
2019	69.0	70.3	74.1	69.6	74.8

PERFORMANCE IN 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (63)	Beginning	2	3.2	15	23.8	0	0.0	1	1.6	0	0.0
	Intermediate	2	3.2	16	25.4	2	3.2	4	6.3	15	24.2
	Advanced	25	39.7	25	39.7	19	30.6	17	27.0	23	37.1
	Advanced High	34	54.0	7	11.1	41	66.1	41	65.1	24	38.7
10 (31)	Beginning	1	3.2	7	22.6	0	0.0	1	3.2	0	0.0
	Intermediate	9	29.0	11	35.5	2	6.7	10	32.3	9	30.0
	Advanced	14	45.2	7	22.6	6	20.0	5	16.1	11	36.7
	Advanced High	7	22.6	6	19.4	22	73.3	15	48.4	10	33.3
ALL (94)	Beginning	3	3.2	22	23.4	0	0.0	2	2.1	0	0.0
	Intermediate	11	11.7	27	28.7	4	4.3	14	14.9	24	26.1
	Advanced	39	41.5	32	34.0	25	27.2	22	23.4	34	37.0
	Advanced High	41	43.6	13	13.8	63	68.5	56	59.6	34	37.0

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
60 22 (36.7%)	Beginning	0			
	Intermediate	0	15		
	Advanced	0	0	22	
	Advanced High	0	0	22	
30 11 (36.7%)	Beginning	0			
	Intermediate	0	8		
	Advanced	0	1	10	
	Advanced High	0	0	10	
90 33 (36.7%)	Beginning	0			
	Intermediate	0	23		
	Advanced	0	1	32	
	Advanced High	0	0	32	

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

PERFORMANCE IN 2018

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (64)	Beginning	0	0.0	5	7.9	0	0.0	0	0.0	0	0.0
	Intermediate	7	11.1	22	34.9	1	1.6	10	15.6	7	11.1
	Advanced	34	54.0	34	54.0	20	31.3	24	37.5	38	60.3
	Advanced High	22	34.9	2	3.2	43	67.2	30	46.9	18	28.6
ALL (64)	Beginning	0	0.0	5	7.9	0	0.0	0	0.0	0	0.0
	Intermediate	7	11.1	22	34.9	1	1.6	10	15.6	7	11.1
	Advanced	34	54.0	34	54.0	20	31.3	24	37.5	38	60.3
	Advanced High	22	34.9	2	3.2	43	67.2	30	46.9	18	28.6

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
61 <hr/> 17 (27.9%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	0	37	
	Advanced High	0	0	17	
61 <hr/> 17 (27.9%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	0	37	
	Advanced High	0	0	17	

 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	%
<i>English</i>	9	24	*	*	8	33.3	7	29.2	*	*	*	*
	10	11			6	54.5	*	*	*	*		
	ALL	35	*	*	14	40.0	10	28.6	*	*	*	*

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	9	12	*	*	7	58.3	*	*			*	*
	ALL	12	*	*	7	58.3	*	*			*	*
<i>Spanish</i>	9	23	11	47.8			7	30.4	*	*		
	ALL	23	11	47.8			7	30.4	*	*		

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

3	*	*	*	*	*	*	57.9	*
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ALGEBRA I PRE-AP

96	73.0	81.2	83.0	83.3	89.6	93.8	73.4	93.9
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ALGEBRA II PRE-AP

46	76.0	83.3	82.2	82.0	91.3	97.8	67.4	93.4
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BIOLOGY

1	*	*	*	*	*	*	62.6	*
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BIOLOGY PRE-AP

130	51.9	72.8	79.6	80.8	65.4	92.3	74.4	90.8
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CHEMISTRY PRE-AP

117	55.7	74.4	81.0	82.2	62.4	93.2	70.4	94.1
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ENGLISH I

1	*	*	*	*	*	*	53.6	*
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ENGLISH I ESOL INTERMEDIATE

1	*	*	*	*	*	*	51.5	*
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ENGLISH I PRE-AP

129	69.0	73.4	75.7	76.1	69.0	82.9	74.9	94.4
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ENGLISH II PRE-AP

110	61.0	71.4	74.7	75.3	60.9	81.8	75.8	95.3
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ALGEBRA I

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ALGEBRA I PRE-AP

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ALGEBRA II PRE-AP

47	79.8	88.8	85.4	84.9	100.0	100.0	84.2	94.4
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BIOLOGY

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BIOLOGY PRE-AP

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CHEMISTRY PRE-AP

116	63.3	74.4	79.4	80.2	68.1	87.1	67.9	92.5
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ENGLISH I

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ENGLISH I ESOL INTERMEDIATE

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ENGLISH I PRE-AP

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ENGLISH II PRE-AP

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SEMESTER 1 TESTS

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

GEOMETRY

1	*	*	*	*	*	*	48.0	*
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GEOMETRY PRE-AP

101	48.5	71.4	78.8	80.2	54.5	91.1	65.8	91.8
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HS HEALTH EDUCATION

26	70.8	80.6	90.3	92.0	100.0	100.0	73.7	95.0
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PRE-CALCULUS PRE-AP

1	*	*	*	*	*	*	74.6	*
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SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

25	62.2	77.3	82.4	83.3	88.0	92.0	71.2	89.9
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SPANISH I

51	75.7	83.8	87.4	88.0	90.2	98.0	74.1	91.1
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SPANISH II

30	83.3	87.5	87.4	87.4	93.3	100.0	79.3	92.3
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STUDIO ART I

59	62.4	78.3	82.7	83.5	91.5	93.2	75.1	92.6
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WORLD GEOGRAPHY

5	*	*	*	*	*	*	55.8	*
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WORLD GEOGRAPHY PRE-AP

2	*	*	*	*	*	*	75.9	*
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WORLD HISTORY

1	*	*	*	*	*		50.1	*
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SEMESTER 2 TESTS

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

GEOMETRY

2	*	*	*	*	*	*	52.7	*
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GEOMETRY PRE-AP

98	60.5	74.8	78.3	78.9	72.4	87.8	68.3	90.7
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HS HEALTH EDUCATION

43	61.7	75.5	90.8	93.5	72.1	100.0	77.4	92.7
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PRE-CALCULUS PRE-AP

1	*	*	*	*	*	*	72.9	*
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SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

24	72.4	80.7	82.6	82.9	87.5	91.7	79.2	89.0
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SPANISH I

48	81.9	88.7	88.9	88.9	97.9	97.9	84.9	89.2
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SPANISH II

28	83.4	88.9	86.3	85.9	100.0	96.4	88.1	91.6
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STUDIO ART I

47	64.6	76.9	81.8	82.6	91.5	89.4	71.2	90.4
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WORLD GEOGRAPHY

9	54.4	72.7	78.4	79.5	55.6	100.0	55.9	84.8
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WORLD GEOGRAPHY PRE-AP

1	*	*	*	*	*	*	76.4	*
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WORLD HISTORY

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SEMESTER 1 TESTS

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

WORLD HISTORY PRE-AP

115	61.6	76.0	77.4	77.6	75.7	95.7	76.4	94.7
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SEMESTER 2 TESTS

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

WORLD HISTORY PRE-AP

116	62.1	73.0	77.1	77.8	67.2	89.7	72.4	93.4
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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																1,442	464	68.2
		2017	16	433	62.5	0			15	421	60.0	1	*	*	0			1,836	466	72.5
		2018	28	461	82.1	2	*	*	26	459	80.8	0			0			2,063	473	74.2
	Mathematics	2016																1,442	469	62.8
		2017	16	435	43.8	0			15	435	46.7	1	*	*	0			1,836	467	59.8
		2018	28	472	78.6	2	*	*	26	475	80.8	0			0			2,063	477	64.0
10	Reading & Writing	2016																9,038	417	40.3
		2017																8,857	417	39.0
		2018	115	420	46.1	2	*	*	111	419	46.8	1	*	*	1	*	*	8,620	418	41.8
	Mathematics	2016																9,038	433	26.7
		2017																8,857	428	22.1
		2018	115	428	22.6	2	*	*	111	429	23.4	1	*	*	1	*	*	8,620	426	25.3

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

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

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

ALL EXAMS

132	21,262	1.1	2.0	2	1.5	29.3
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English Language and Composition

9	2,646	1.4	1.9	0	0.0	20.5
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Human Geography

120	2,291	1.1	1.7	1	0.8	22.1
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Psychology

2	542	*	1.9	*	*	27.3
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Spanish Literature and Culture

1	221	*	3.1	*	*	75.1
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