

KATHLYN J. GILLIAM COLLEGIATE ACADEMY

SCHOOL NUMBER 85

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DATA

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PACKET

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2019-20C

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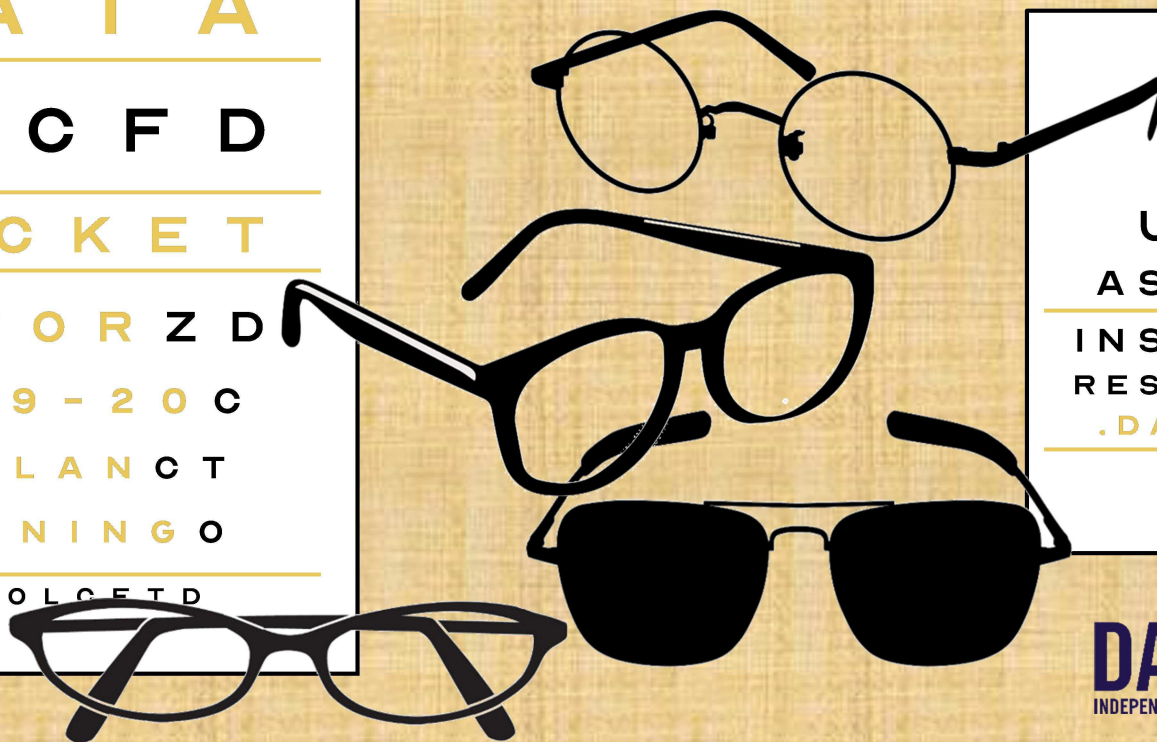
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DALLAS
INDEPENDENT SCHOOL DISTRICT

JULY 23, 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.**
- **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.
- Score summaries for SAT and ACT contain all scores available for the school 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	103
10	110
11	78
12	79
ALL	370

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	176	47.6	12	60.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.3	*	*
Hispanic	185	50.0	5	25.0
White	4	1.1	3	15.0
Multiple	4	1.1	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	129	34.9
Economically disadvantaged	294	79.5
Limited English proficient (LEP)	86	23.2
Special education	1	0.3
Talented and Gifted (TAG)	91	24.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2017	87	37	42.5	0	0.0	0	0.0	48	55.2	0	0.0	2	2.3
	2018	99	52	52.5	0	0.0	0	0.0	43	43.4	1	1.0	3	3.0
	2019	103	55	53.4	0	0.0	0	0.0	45	43.7	2	1.9	1	1.0
10	2017	88	40	45.5	0	0.0	0	0.0	46	52.3	2	2.3	0	0.0
	2018	82	31	37.8	0	0.0	0	0.0	49	59.8	0	0.0	2	2.4
	2019	110	57	51.8	0	0.0	0	0.0	50	45.5	1	0.9	2	1.8
11	2017	81	43	53.1	0	0.0	0	0.0	38	46.9	0	0.0	0	0.0
	2018	81	35	43.2	0	0.0	1	1.2	44	54.3	1	1.2	0	0.0
	2019	78	30	38.5	0	0.0	0	0.0	47	60.3	0	0.0	1	1.3
12	2017	100	53	53.0	1	1.0	0	0.0	45	45.0	0	0.0	1	1.0
	2018	80	44	55.0	0	0.0	0	0.0	36	45.0	0	0.0	0	0.0
	2019	79	34	43.0	0	0.0	1	1.3	43	54.4	1	1.3	0	0.0
9-12	2017	356	173	48.6	1	0.3	0	0.0	177	49.7	2	0.6	3	0.8
	2018	342	162	47.4	0	0.0	1	0.3	172	50.3	2	0.6	5	1.5
	2019	370	176	47.6	0	0.0	1	0.3	185	50.0	4	1.1	4	1.1

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	87	72	82.8	25	28.7	1	1.1	40	46.0	23	26.4	33	37.9	33.3	66.7	0.0
	2018	99	82	82.8	18	18.2	0	0.0	36	36.4	32	32.3	32	32.3	28.3	71.7	0.0
	2019	103	84	81.6	30	29.1	0	0.0	56	54.4	22	21.4	24	23.3	43.7	56.3	0.0
10	2017	88	70	79.5	9	10.2	0	0.0	21	23.9	26	29.5	1	1.1	30.7	69.3	1.1
	2018	82	66	80.5	26	31.7	1	1.2	44	53.7	25	30.5	1	1.2	37.8	62.2	0.0
	2019	110	79	71.8	23	20.9	0	0.0	29	26.4	33	30.0	8	7.3	30.9	69.1	0.0
11	2017	81	67	82.7	8	9.9	0	0.0	42	51.9	16	19.8	0	0.0	42.0	58.0	0.0
	2018	81	71	87.7	8	9.9	0	0.0	22	27.2	25	30.9	0	0.0	30.9	69.1	0.0
	2019	78	66	84.6	25	32.1	1	1.3	31	39.7	17	21.8	1	1.3	38.5	61.5	0.0
12	2017	100	89	89.0	6	6.0	2	2.0	24	24.0	32	32.0	1	1.0	37.0	63.0	0.0
	2018	80	59	73.8	7	8.8	0	0.0	24	30.0	11	13.8	0	0.0	42.5	57.5	0.0
	2019	79	65	82.3	8	10.1	0	0.0	13	16.5	19	24.1	0	0.0	30.4	69.6	0.0
9-12	2017	356	298	83.7	48	13.5	3	0.8	127	35.7	97	27.2	35	9.8	35.7	64.3	0.3
	2018	342	278	81.3	59	17.3	1	0.3	126	36.8	93	27.2	33	9.6	34.5	65.5	0.0
	2019	370	294	79.5	86	23.2	1	0.3	129	34.9	91	24.6	33	8.9	35.9	64.1	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	89	11,759	88	98.1	10,936	93.0	0	0.0	25.7	85	9,766	95.2	83.1
	2018	99	11,716	98	98.1	10,961	93.6	2	2.0	22.9	96	9,718	96.5	82.9
	2019	104	13,484	97	93.4	12,111	89.8	0	0.0	14.7	102	8,723	98.3	64.7
10	2017	87	10,329	84	97.4	9,713	94.0	1	1.2	16.3	88	9,045	100.0	87.6
	2018	84	10,382	82	98.0	9,791	94.3	0	0.0	16.5	82	8,886	98.1	85.6
	2019	109	12,020	101	92.7	10,909	90.8	0	0.0	7.4	106	7,845	97.4	65.3
11	2017	80	8,543	78	96.6	8,088	94.7	1	1.2	13.7	80	7,756	99.4	90.8
	2018	81	9,131	79	97.2	8,661	94.9	0	0.0	12.0	83	8,132	100.0	89.1
	2019	78	10,324	72	92.4	9,443	91.5	0	0.0	4.9	77	7,071	98.5	68.5
12	2017	98	8,197	95	96.8	7,762	94.7	1	1.0	6.4	100	7,365	100.0	89.8
	2018	81	8,756	78	96.8	8,306	94.9	0	0.0	5.8	75	7,772	93.0	88.8
	2019	79	10,368	74	93.9	9,434	91.0	0	0.0	3.3	79	7,151	100.0	69.0
9-12	2017	355	38,829	345	97.2	36,498	94.0	3	0.8	16.5	353	33,932	99.5	87.4
	2018	345	39,984	337	97.6	37,719	94.3	2	0.6	15.0	336	34,508	97.4	86.3
	2019	369	46,196	344	93.1	41,897	90.7	0	0.0	8.1	364	30,790	98.5	66.7

Teachers: 20

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	12	60.0
Hispanic	5	25.0
White	3	15.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	9	45.0
Male	11	55.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	7.1	89.5
2017-18	7.8	65.0
2018-19	8.4	75.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	5.0
1	0	0.0
2	1	5.0
3	0	0.0
4	1	5.0
5	5	25.0
1-3	1	5.0
More than 3	18	90.0
1 - 5	7	35.0
6 - 10	5	25.0
11 - 20	4	20.0
More than 20	3	15.0

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		91.2	93.6	92.2	*	92.0	90.0		92.9	92.7	92.8	58.7
	2018	*	95.9	100.0	97.1		100.0	97.2		96.4	98.5	97.9	62.1
	2019	*	92.7	95.6	94.0		96.7	89.3		88.9	98.3	94.2	65.6
Tests Taken	2017		34	47	64	1	25	40		28	55	83	11,092
	2018	1	49	43	69		18	36		28	68	96	9,912
	2019	2	55	45	84		30	56		45	58	103	10,554
ENGLISH II	2017	*	97.4	93.5	94.1		100.0	80.0		96.0	95.1	95.3	60.3
	2018		96.8	98.0	96.8	*	96.3	95.5		100.0	96.1	97.6	67.0
	2019	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	69.3
Tests Taken	2017	2	38	46	68		8	20		25	61	86	9,822
	2018		31	49	63	1	27	44		31	51	82	10,011
	2019	1	54	50	77		23	29		34	73	107	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		3	3	5	*	2	4		2	4	6	4,577
	2018	*	2	0	2		0	1		1	1	2	3,752
	2019	*	4	2	5		1	6		5	1	6	3,633
Tests Taken	2017		34	47	64	1	25	40		28	55	83	11,092
	2018	1	49	43	69		18	36		28	68	96	9,912
	2019	2	55	45	84		30	56		45	58	103	10,554
ENGLISH II	2017	*	1	3	4		0	4		1	3	4	3,895
	2018		1	1	2	*	1	2		0	2	2	3,300
	2019	*	0	0	0		0	0		0	0	0	2,941
Tests Taken	2017	2	38	46	68		8	20		25	61	86	9,822
	2018		31	49	63	1	27	44		31	51	82	10,011
	2019	1	54	50	77		23	29		34	73	107	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		76.5	66.0	67.2	*	48.0	52.5		75.0	69.1	71.1	41.2
	2018	*	83.7	97.7	91.3		100.0	91.7		96.4	88.2	90.6	43.9
	2019	*	81.8	84.4	84.5		83.3	75.0		77.8	87.9	83.5	51.0
Tests Taken	2017		34	47	64	1	25	40		28	55	83	11,092
	2018	1	49	43	69		18	36		28	68	96	9,912
	2019	2	55	45	84		30	56		45	58	103	10,554
ENGLISH II	2017	*	84.2	80.4	82.4		75.0	65.0		80.0	83.6	82.6	42.1
	2018		87.1	87.8	85.7	*	81.5	81.8		90.3	86.3	87.8	50.0
	2019	*	98.1	96.0	98.7		95.7	96.6		97.1	97.3	97.2	51.5
Tests Taken	2017	2	38	46	68		8	20		25	61	86	9,822
	2018		31	49	63	1	27	44		31	51	82	10,011
	2019	1	54	50	77		23	29		34	73	107	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		5.9	6.4	7.8	*	0.0	0.0		3.6	7.3	6.0	6.3
	2018	*	4.1	14.0	8.7		5.6	2.8		3.6	10.3	8.3	5.0
	2019	*	23.6	17.8	19.0		10.0	10.7		17.8	24.1	21.4	10.1
Tests Taken	2017		34	47	64	1	25	40		28	55	83	11,092
	2018	1	49	43	69		18	36		28	68	96	9,912
	2019	2	55	45	84		30	56		45	58	103	10,554
ENGLISH II	2017	*	10.5	6.5	5.9		12.5	5.0		12.0	6.6	8.1	4.9
	2018		12.9	4.1	4.8	*	3.7	2.3		9.7	5.9	7.3	7.0
	2019	*	11.1	16.0	16.9		17.4	13.8		2.9	17.8	13.1	6.0
Tests Taken	2017	2	38	46	68		8	20		25	61	86	9,822
	2018		31	49	63	1	27	44		31	51	82	10,011
	2019	1	54	50	77		23	29		34	73	107	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	84.8	72.0	75.3	4.7	78.0	78.8
2018	92.6	83.5	76.7	4.9	83.0	86.9
2019	77.2	81.6	84.8	5.2	81.8	76.3

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	80.5	78.5	75.8	5.6	82.0	85.9
2018	81.3	80.3	84.1	5.5	84.3	79.3
2019	80.0	82.8	92.3	5.1	86.4	86.3

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		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	83.5
	2018	*	95.7	100.0	96.9		100.0	100.0		100.0	96.9	97.7	87.5
	2019	*	92.3	96.7	94.5		100.0	90.0		93.3	95.1	94.4	88.9
Tests Taken	2017		20	31	40	1	19	22		18	34	52	10,240
	2018	1	23	19	32		12	22		12	32	44	10,244
	2019	1	39	30	55		21	40		30	41	71	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	0	0	*	0	0		0	0	0	1,692
	2018	*	1	0	1		0	0		0	1	1	1,278
	2019	*	3	1	3		0	4		2	2	4	1,134
Tests Taken	2017		20	31	40	1	19	22		18	34	52	10,240
	2018	1	23	19	32		12	22		12	32	44	10,244
	2019	1	39	30	55		21	40		30	41	71	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		70.0	87.1	75.0	*	84.2	73.3		94.4	70.6	78.8	47.9
	2018	*	65.2	84.2	71.9		75.0	59.1		83.3	71.9	75.0	61.8
	2019	*	76.9	80.0	80.0		76.2	70.0		76.7	80.5	78.9	68.9
Tests Taken	2017		20	31	40	1	19	30		18	34	52	10,240
	2018	1	23	19	32		12	22		12	32	44	10,244
	2019	1	39	30	55		21	40		30	41	71	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		30.0	45.2	35.0	*	47.4	40.0		50.0	32.4	38.5	23.1
	2018	*	17.4	42.1	25.0		33.3	18.2		33.3	25.0	27.3	35.8
	2019	*	38.5	33.3	36.4		23.8	20.0		40.0	36.6	38.0	45.1
Tests Taken	2017		20	31	40	1	19	30		18	34	52	10,240
	2018	1	23	19	32		12	22		12	32	44	10,244
	2019	1	39	30	55		21	40		30	41	71	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	75.7	72.8	70.7	72.4	73.7
2018	59.7	68.0	72.2	69.4	73.1
2019	68.2	60.8	72.5	68.8	79.8

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		100.0	97.9	98.5	*	96.0	97.5		100.0	98.3	98.9	86.4
	2018	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.9
	2019	*	98.1	100.0	98.8		100.0	98.2		97.8	100.0	99.0	87.1
Tests Taken	2017		37	48	67	1	25	40		29	58	87	9,622
	2018	1	52	43	71		18	36		28	71	99	10,192
	2019	2	54	45	83		30	55		45	57	102	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	1	1	*	1	1		0	1	1	1,310
	2018	*	0	0	0		0	0		0	0	0	1,234
	2019	*	1	0	1		0	1		1	0	1	1,240
Tests Taken	2017		37	48	67	1	25	40		29	58	87	9,622
	2018	1	52	43	71		18	36		28	71	99	10,192
	2019	2	54	45	83		30	55		45	57	102	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		83.8	64.6	73.1	*	48.0	57.5		75.9	72.4	73.6	54.0
	2018	*	75.0	97.7	87.3		100.0	83.3		92.9	83.1	85.9	57.4
	2019	*	81.5	93.3	85.5		93.3	83.6		84.4	89.5	87.3	59.2
Tests Taken	2017		37	48	67	1	25	40		29	58	87	9,622
	2018	1	52	43	71		18	36		28	71	99	10,192
	2019	2	54	45	83		30	55		45	57	102	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		5.4	12.5	10.4	*	8.0	5.0		10.3	8.6	9.2	15.1
	2018	*	25.0	32.6	28.2		27.8	16.7		21.4	32.4	29.3	18.6
	2019	*	37.0	31.1	36.1		30.0	30.9		31.1	40.4	36.3	22.3
Tests Taken	2017		37	48	67	1	25	40		29	58	87	9,622
	2018	1	52	43	71		18	36		28	71	99	10,192
	2019	2	54	45	83		30	55		45	57	102	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	70.7	68.8	69.7	60.3	72.2
2018	70.5	71.6	74.5	75.5	78.1
2019	72.5	69.7	76.9	74.1	78.5

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	97.4	98.2		100.0	100.0		97.1	100.0	98.8	92.8
	2018	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.4
	2019		100.0	97.9	98.5	*	96.0	96.8		100.0	97.9	98.7	93.8
Tests Taken	2017		44	38	56		8	42		35	47	82	8,230
	2018	1	36	44	61		8	22		25	57	82	9,468
	2019		30	47	66	1	25	31		30	48	78	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	1	1		0	0		1	0	1	593
	2018	*	0	0	0		0	0		0	0	0	624
	2019		0	1	1	*	1	1		0	1	1	582
Tests Taken	2017		44	38	56		8	42		35	47	82	8,230
	2018	1	36	44	61		8	22		25	57	82	9,468
	2019		30	47	66	1	25	31		30	48	78	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		86.4	71.1	78.6		62.5	78.6		71.4	85.1	79.3	65.2
	2018	*	75.0	81.8	78.7		75.0	59.1		80.0	78.9	79.3	72.3
	2019		86.7	83.0	81.8	*	72.0	74.2		96.7	75.0	83.3	73.7
Tests Taken	2017		44	38	56		8	42		35	47	82	8,230
	2018	1	36	44	61		8	22		25	57	82	9,468
	2019		30	47	66	1	25	31		30	48	78	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		29.5	15.8	19.6		0.0	11.9		28.6	19.1	23.2	30.8
	2018	*	36.1	52.3	42.6		37.5	18.2		56.0	38.6	43.9	38.6
	2019		36.7	44.7	39.4	*	20.0	29.0		66.7	25.0	41.0	41.6
Tests Taken	2017		44	38	56		8	42		35	47	82	8,230
	2018	1	36	44	61		8	22		25	57	82	9,468
	2019		30	47	66	1	25	31		30	48	78	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	72.9	71.0	75.4
2018	73.3	78.2	69.8	78.5
2019	73.8	76.3	66.8	73.2

PERFORMANCE IN 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (30)	Beginning	0	0.0	2	6.7	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	8	26.7	4	13.3	0	0.0	2	6.7
	Advanced	7	23.3	16	53.3	13	43.3	4	13.3	13	43.3
	Advanced High	23	76.7	4	13.3	13	43.3	26	86.7	15	50.0
10 (24)	Beginning	0	0.0	1	4.2	0	0.0	0	0.0	0	0.0
	Intermediate	1	4.2	2	8.3	0	0.0	1	4.2	1	4.2
	Advanced	4	16.7	15	62.5	12	50.0	5	20.8	5	20.8
	Advanced High	19	79.2	6	25.0	12	50.0	18	75.0	18	75.0
11 (25)	Beginning	0	0.0	2	8.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	8.0	6	24.0	0	0.0	2	8.0	2	8.0
	Advanced	12	48.0	12	48.0	6	24.0	10	40.0	11	44.0
	Advanced High	11	44.0	5	20.0	19	76.0	13	52.0	12	48.0
12 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0
	Advanced	3	37.5	5	62.5	1	12.5	4	50.0	2	25.0
	Advanced High	5	62.5	2	25.0	7	87.5	4	50.0	6	75.0
ALL (87)	Beginning	0	0.0	5	5.7	0	0.0	0	0.0	0	0.0
	Intermediate	3	3.4	17	19.5	4	4.6	3	3.4	5	5.7
	Advanced	26	29.9	48	55.2	32	36.8	23	26.4	31	35.6
	Advanced High	58	66.7	17	19.5	51	58.6	61	70.1	51	58.6

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
27 12 (44.4%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	13	
	Advanced High	0	1	11	
22 17 (77.3%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	4	
	Advanced High	0	1	15	
25 13 (52.0%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	1	10	
	Advanced High	0	0	12	
8 6 (75.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	6	
82 48 (58.5%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	2	29	
	Advanced High	0	2	44	


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

PERFORMANCE IN 2018

PROGRESSION FROM 2017 TO 2018

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (18)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	3	16.7	0	0.0	0	0.0	0	0.0
	Advanced	3	16.7	8	44.4	2	11.1	5	27.8	4	22.2
	Advanced High	15	83.3	7	38.9	16	88.9	13	72.2	14	77.8
10 (26)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	3.8	3	11.5	14	53.8	4	15.4	1	3.8
	Advanced	10	38.5	17	65.4	10	38.5	13	50.0	18	69.2
	Advanced High	15	57.7	6	23.1	2	7.7	9	34.6	7	26.9
11 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	12.5	1	12.5	0	0.0
	Advanced	1	12.5	3	37.5	4	50.0	5	62.5	3	37.5
	Advanced High	7	87.5	5	62.5	3	37.5	2	25.0	5	62.5
12 (7)	Beginning	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0
	Intermediate	0	0.0	1	14.3	1	14.3	1	14.3	1	14.3
	Advanced	6	85.7	5	71.4	0	0.0	4	57.1	4	57.1
	Advanced High	1	14.3	1	14.3	6	85.7	1	14.3	2	28.6
ALL (59)	Beginning	0	0.0	0	0.0	0	0.0	1	1.7	0	0.0
	Intermediate	1	1.7	7	11.9	16	27.1	6	10.2	2	3.4
	Advanced	20	33.9	33	55.9	16	27.1	27	45.8	29	49.2
	Advanced High	38	64.4	19	32.2	27	45.8	25	42.4	28	47.5

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
14 10 (71.4%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	4	
	Advanced High	0	0	10	
26 7 (26.9%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	18	
	Advanced High	0	0	7	
7 5 (71.4%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	5	
7 2 (28.6%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	4	
	Advanced High	0	0	2	
54 24 (44.4%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	28	
	Advanced High	0	0	24	

 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	7			*	*	*	*	*	*	*	*
	10	9			*	*	*	*	*	*	*	*
	11	8			*	*	*	*	*	*		
	12	4			*	*	*	*				
	ALL	28			12	42.9	9	32.1	*	*	*	*

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	6			*	*	*	*	*	*	*	*
	10	6			*	*	*	*				
	11	4			*	*	*	*				
	12	2			*	*			*	*		
	ALL	18			8	44.4	6	33.3	*	*	*	*

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

70	60.5	74.8	82.1	83.4	70.0	95.7	57.9	83.5
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ALGEBRA II

62	65.2	75.7	82.0	83.1	71.0	98.4	58.9	84.8
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ALGEBRA II PRE-AP (tested with 2017-2018 test)

46	81.1	87.4	82.2	81.3	95.7	97.8	95.5	98.3
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BIOLOGY PRE-AP

105	55.2	74.6	79.1	79.9	78.1	90.5	74.4	90.8
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CHEMISTRY PRE-AP

109	61.5	77.8	86.6	88.1	85.3	100.0	70.4	94.1
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ECONOMICS

10	63.2	76.0	83.7	85.1	80.0	100.0	70.4	96.6
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ENGLISH I PRE-AP

106	71.0	75.2	83.3	84.7	74.5	92.5	74.9	94.4
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ENGLISH II PRE-AP

106	72.8	80.1	87.3	88.5	88.7	100.0	75.8	95.3
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ENGLISH IV

10	64.6	76.4	78.0	78.3	70.0	100.0	68.1	92.7
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ENVIRONMENTAL SYSTEMS

11	68.0	78.7	87.2	88.6	100.0	100.0	71.0	92.4
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ALGEBRA I

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ALGEBRA II

63	48.2	71.2	87.2	90.1	60.3	100.0	74.9	86.7
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ALGEBRA II PRE-AP (tested with 2017-2018 test)

46	79.5	88.6	82.2	81.1	100.0	97.8	96.0	98.7
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BIOLOGY PRE-AP

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CHEMISTRY PRE-AP

110	70.5	79.4	87.8	89.3	90.9	100.0	67.9	92.5
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ECONOMICS

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ENGLISH I PRE-AP

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ENGLISH II PRE-AP

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ENGLISH IV

1	*	*	*	*	*	*	48.3	*
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ENVIRONMENTAL SYSTEMS

3	*	*	*	*	*	*	52.7	*
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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 PRE-AP

67	45.0	69.4	85.1	87.9	44.8	98.5	65.8	91.8
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PHYSICS PRE-AP

68	57.5	76.4	78.9	79.4	77.9	98.5	70.2	93.6
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PHYSICS PRE-AP

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PRE-CALCULUS PRE-AP

46	81.1	86.8	83.5	82.9	100.0	91.3	74.6	94.3
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SPANISH I

77	79.9	86.6	91.8	92.8	92.2	100.0	74.1	91.1
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SPANISH II

61	77.4	83.1	90.7	92.0	90.2	100.0	79.3	92.3
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STUDIO ART I

107	60.4	77.1	86.1	87.7	84.1	96.3	75.1	92.6
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WORLD GEOGRAPHY PRE-AP

109	65.8	76.7	80.7	81.4	81.7	94.5	75.9	95.1
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WORLD HISTORY PRE-AP

106	69.7	81.0	82.4	82.6	94.3	100.0	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

GEOMETRY PRE-AP

65	49.1	67.5	81.8	84.3	41.5	95.4	68.3	90.7
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PHYSICS PRE-AP

46	55.2	76.8	80.6	81.3	84.8	100.0	68.4	93.2
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PHYSICS PRE-AP (tested with 2017-2018 test)

22	49.5	73.9	81.0	82.3	81.8	100.0	71.9	94.3
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PRE-CALCULUS PRE-AP

46	82.8	88.5	83.5	82.6	97.8	91.3	72.9	94.1
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SPANISH I

73	83.5	89.7	90.2	90.3	98.6	95.9	84.9	89.2
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SPANISH II

51	77.7	85.1	93.2	94.6	96.1	100.0	88.1	91.6
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STUDIO ART I

103	64.7	77.0	83.9	85.1	87.4	96.1	71.2	90.4
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WORLD GEOGRAPHY PRE-AP

105	60.4	75.3	82.4	83.7	79.0	98.1	76.4	95.0
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WORLD HISTORY PRE-AP

106	74.2	81.6	83.1	83.4	94.3	100.0	72.4	93.4
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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	98.0	84.5	98	500	62.2	51	506	64.7	45	493	57.8				6,766	464	42.2
		2017-18	82.5	84.2	66	491	53.0	38	496	52.6	28	484	53.6				7,118	468	41.8
		2018-19	100.0	87.3	79	509	67.1	34	513	67.6	43	504	65.1	1	*	*	7,723	463	39.2
	Mathematics	2016-17	98.0	84.5	98	503	37.8	51	489	29.4	45	516	46.7				6,766	465	21.6
		2017-18	82.5	84.2	66	485	21.2	38	480	21.1	28	493	21.4				7,118	463	20.7
		2018-19	100.0	87.3	79	497	34.2	34	487	32.4	43	508	37.2	1	*	*	7,723	461	19.7
ACT	English	2016-17	99.0	82.4	99	17	44.4	52	17	51.9	45	16	33.3				6,596	15	26.1
		2017-18	82.5	82.3	66	16	27.3	38	16	23.7	28	16	32.1				6,960	15	26.5
		2018-19	93.7	82.6	74	18	56.8	31	18	58.1	41	18	53.7	1	*	*	7,310	15	27.0
	Mathematics	2016-17	99.0	82.4	99	19	24.2	52	19	21.2	45	20	26.7				6,596	18	17.3
		2017-18	82.5	82.3	66	18	15.2	38	17	10.5	28	18	21.4				6,960	17	14.8
		2018-19	93.7	82.6	74	19	27.0	31	19	22.6	41	20	31.7	1	*	*	7,310	18	19.2
	Reading	2016-17	99.0	82.4	99	20	32.3	52	20	32.7	45	19	33.3				6,596	17	18.3
		2017-18	82.5	82.3	66	18	13.6	38	18	15.8	28	18	10.7				6,960	17	19.0
		2018-19	93.7	82.6	74	20	37.8	31	20	32.3	41	20	39.0	1	*	*	7,310	17	21.0
	Science	2016-17	99.0	82.4	99	19	16.2	52	19	13.5	45	20	17.8				6,596	18	13.8
		2017-18	82.5	82.3	66	18	6.1	38	17	5.3	28	18	7.1				6,960	17	12.9
		2018-19	93.7	82.6	74	19	16.2	31	19	6.5	41	19	22.0	1	*	*	7,310	17	14.5
	Composite	2016-17	99.0	82.4	99	19	–	52	19	–	45	19	–				6,596	17	–
		2017-18	82.5	82.3	66	17	–	38	17	–	28	18	–				6,960	17	–
		2018-19	93.7	82.6	74	19	–	31	19	–	41	19	–	1	*	–	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	3	*	*	0			3	*	*	0			0			1,442	464	68.2
		2017	16	466	87.5	10	441	80.0	6	508	100.0	0			0			1,836	466	72.5
		2018	14	461	78.6	4	*	*	9	460	77.8	0			0			2,063	473	74.2
	Mathematics	2016	3	*	*	0			3	*	*	0			0			1,442	469	62.8
		2017	16	453	50.0	10	446	50.0	6	463	50.0	0			0			1,836	467	59.8
		2018	14	458	71.4	4	*	*	9	467	88.9	0			0			2,063	477	64.0
10	Reading & Writing	2016	86	468	74.4	39	466	71.8	45	469	75.6	2	*	*	0			9,038	417	40.3
		2017	82	448	64.6	33	447	66.7	47	447	61.7	0			0			8,857	417	39.0
		2018	108	468	69.4	57	458	61.4	47	481	78.7	1	*	*	0			8,620	418	41.8
	Mathematics	2016	86	468	44.2	39	462	38.5	45	476	51.1	2	*	*	0			9,038	433	26.7
		2017	82	469	41.5	33	458	36.4	47	478	46.8	0			0			8,857	428	22.1
		2018	108	466	42.6	57	453	35.1	47	484	51.1	1	*	*	0			8,620	426	25.3
11	Reading & Writing	2016	1	*	*	0			1	*	*	0			0			2,015	512	69.2
		2017	1	*	*	1	*	*	0			0			0			2,095	508	67.6
		2018	2	*	*	1	*	*	1	*	*	0			0			1,921	501	64.3
	Mathematics	2016	1	*	*	0			1	*	*	0			0			2,015	511	49.7
		2017	1	*	*	1	*	*	0			0			0			2,095	504	44.4
		2018	2	*	*	1	*	*	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

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

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

ALL EXAMS

149	21,262	2.1	2.0	49	32.9	29.3
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Calculus AB

29	1,011	2.7	2.5	15	51.7	40.5
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Calculus BC

16	255	3.2	3.9	14	87.5	82.4
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English Language and Composition

69	2,646	1.5	1.9	4	5.8	20.5
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Studio Art: 2-D Design Portfolio

17	207	3.1	3.0	15	88.2	70.0
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United States History

18	2,192	1.1	1.7	1	5.6	19.7
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