

LINCOLN HIGH SCHOOL

SCHOOL NUMBER 9

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DATA

PECFD

PACKET

FEFORZD

2019-20C

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ASSESSMENT

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DALLAS
INDEPENDENT SCHOOL DISTRICT

JULY 22, 2019

STATISTICS BASED ON ALL STUDENTS, INCLUDING THOSE IN CHOICE PROGRAMS

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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.
- Teacher statistics include all teachers at the campus.

ENROLLMENT

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

ATTENDANCE

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

TEACHERS

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

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Statistics by reporting category are averages for all students (across student groups and genders).
- “Average percentage correct” is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
- EOC statistics are based on scores from students testing for the first time during fall or spring administrations.

TELPAS and IPT

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's TELPAS composite rating did not increase at least one level from 2018 to 2019, the TEA did not report the 2018 composite rating.
- If a student is rated as Advanced High on the TELPAS in 2019, the TEA does not differentiate between the Advanced and Advanced High levels from 2018.
- **Statistics from the 2018 TELPAS are presented in a separate report in this data packet because they were not available for publication the prior year.**
- **Statistics from 2017-18 IPT administrations are presented in a separate report in this year's data packet. Statistics were recomputed from last year to separate English from Spanish results and to select only the latest score for a student.**

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as 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	194
10	164
11	112
12	128
ALL	598

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	465	77.8	37	80.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	127	21.2	2	4.3
White	0	0.0	7	15.2
Multiple	5	0.8	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	385	64.4
Economically disadvantaged	542	90.6
Limited English proficient (LEP)	79	13.2
Special education	100	16.7
Talented and Gifted (TAG)	67	11.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2017	154	118	76.6	0	0.0	0	0.0	36	23.4	0	0.0	0	0.0
	2018	186	141	75.8	0	0.0	0	0.0	43	23.1	0	0.0	2	1.1
	2019	194	152	78.4	0	0.0	0	0.0	41	21.1	0	0.0	1	0.5
10	2017	143	110	76.9	0	0.0	0	0.0	33	23.1	0	0.0	0	0.0
	2018	117	89	76.1	0	0.0	0	0.0	27	23.1	0	0.0	1	0.9
	2019	164	127	77.4	0	0.0	0	0.0	34	20.7	0	0.0	3	1.8
11	2017	122	99	81.1	0	0.0	0	0.0	23	18.9	0	0.0	0	0.0
	2018	125	94	75.2	0	0.0	0	0.0	31	24.8	0	0.0	0	0.0
	2019	112	86	76.8	0	0.0	0	0.0	25	22.3	0	0.0	1	0.9
12	2017	100	81	81.0	0	0.0	0	0.0	18	18.0	0	0.0	0	0.0
	2018	109	88	80.7	0	0.0	0	0.0	21	19.3	0	0.0	0	0.0
	2019	128	100	78.1	0	0.0	0	0.0	27	21.1	0	0.0	0	0.0
9-12	2017	519	408	78.6	0	0.0	0	0.0	110	21.2	0	0.0	0	0.0
	2018	537	412	76.7	0	0.0	0	0.0	122	22.7	0	0.0	3	0.6
	2019	598	465	77.8	0	0.0	0	0.0	127	21.2	0	0.0	5	0.8

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	154	147	95.5	31	20.1	28	18.2	122	79.2	6	3.9	34	22.1	49.4	50.6	8.4
	2018	186	161	86.6	33	17.7	34	18.3	128	68.8	16	8.6	39	21.0	48.4	51.6	6.5
	2019	194	181	93.3	29	14.9	32	16.5	146	75.3	22	11.3	31	16.0	49.0	51.0	6.2
10	2017	143	137	95.8	23	16.1	19	13.3	104	72.7	16	11.2	10	7.0	51.0	49.0	7.0
	2018	117	104	88.9	15	12.8	21	17.9	91	77.8	5	4.3	10	8.5	48.7	51.3	3.4
	2019	164	147	89.6	26	15.9	31	18.9	103	62.8	16	9.8	5	3.0	50.6	49.4	4.9
11	2017	122	111	91.0	12	9.8	18	14.8	79	64.8	10	8.2	13	10.7	44.3	55.7	1.6
	2018	125	113	90.4	16	12.8	18	14.4	88	70.4	11	8.8	7	5.6	50.4	49.6	0.0
	2019	112	98	87.5	12	10.7	17	15.2	74	66.1	11	9.8	6	5.4	49.1	50.9	0.9
12	2017	100	92	92.0	10	10.0	16	16.0	65	65.0	12	12.0	4	4.0	51.0	49.0	1.0
	2018	109	99	90.8	11	10.1	21	19.3	64	58.7	8	7.3	4	3.7	45.9	54.1	2.8
	2019	128	116	90.6	12	9.4	20	15.6	62	48.4	18	14.1	3	2.3	46.1	53.9	4.7
9-12	2017	519	487	93.8	76	14.6	81	15.6	370	71.3	44	8.5	61	11.8	48.9	51.1	5.0
	2018	537	477	88.8	75	14.0	94	17.5	371	69.1	40	7.4	60	11.2	48.4	51.6	3.5
	2019	598	542	90.6	79	13.2	100	16.7	385	64.4	67	11.2	45	7.5	48.8	51.2	4.5

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	164	11,759	150	91.2	10,936	93.0	59	35.9	25.7	121	9,766	73.7	83.1
	2018	213	11,716	201	94.7	10,961	93.6	52	24.4	22.9	174	9,718	81.8	82.9
	2019	209	13,484	174	83.3	12,111	89.8	39	18.7	14.7	111	8,723	53.2	64.7
10	2017	140	10,329	131	93.4	9,713	94.0	29	20.7	16.3	121	9,045	86.3	87.6
	2018	128	10,382	121	94.6	9,791	94.3	22	17.3	16.5	110	8,886	86.3	85.6
	2019	170	12,020	148	86.9	10,909	90.8	11	6.5	7.4	93	7,845	54.6	65.3
11	2017	124	8,543	116	93.5	8,088	94.7	31	24.9	13.7	108	7,756	86.8	90.8
	2018	139	9,131	131	94.5	8,661	94.9	20	14.4	12.0	124	8,132	89.5	89.1
	2019	110	10,324	94	85.6	9,443	91.5	3	2.7	4.9	62	7,071	56.5	68.5
12	2017	100	8,197	94	94.0	7,762	94.7	6	6.0	6.4	90	7,365	89.6	89.8
	2018	116	8,756	110	94.8	8,306	94.9	6	5.2	5.8	96	7,772	83.1	88.8
	2019	128	10,368	108	84.1	9,434	91.0	4	3.1	3.3	53	7,151	41.3	69.0
9-12	2017	529	38,829	491	92.9	36,498	94.0	125	23.6	16.5	440	33,932	83.1	87.4
	2018	594	39,984	563	94.7	37,719	94.3	100	16.8	15.0	504	34,508	84.8	86.3
	2019	617	46,196	524	84.9	41,897	90.7	57	9.2	8.1	319	30,790	51.7	66.7

Teachers: 46

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	37	80.4
Hispanic	2	4.3
White	7	15.2
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	23	50.0
Male	23	50.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	8.7	63.0
2017-18	8.9	69.8
2018-19	6.6	76.3

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	6	13.0
1	4	8.7
2	2	4.3
3	2	4.3
4	4	8.7
5	0	0.0
1-3	8	17.4
More than 3	32	69.6
1 - 5	12	26.1
6 - 10	9	19.6
11 - 20	13	28.3
More than 20	6	13.0

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		39.5	29.0	38.8	9.1	25.9	34.5		28.2	47.8	37.2	58.7
	2018		50.0	37.5	47.6	11.8	20.8	35.8		31.4	60.9	47.8	62.1
	2019		47.2	47.5	47.1	13.0	40.0	39.7	*	35.8	58.6	47.6	65.6
Tests Taken	2017		114	31	121	22	27	110		78	67	145	11,092
	2018		124	32	124	17	24	109		70	87	157	9,912
	2019		127	40	157	23	25	126	2	81	87	168	10,554
ENGLISH II	2017		49.1	38.9	46.8	20.0	29.2	35.5		43.5	49.3	46.5	60.3
	2018		48.4	39.3	48.5	11.1	18.8	37.4		43.1	50.0	46.7	67.0
	2019		62.0	47.2	56.1	20.0	36.0	38.9		47.8	68.8	58.9	69.3
Tests Taken	2017		108	36	126	15	24	107		69	75	144	9,822
	2018		91	28	103	18	16	91		58	62	120	10,011
	2019		108	36	132	15	25	95		69	77	146	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		69	22	74	20	20	72		56	35	91	4,577
	2018		62	20	65	15	19	70		48	34	82	3,752
	2019		67	21	83	20	15	76	*	52	36	88	3,633
Tests Taken	2017		114	31	121	22	27	110		78	67	145	11,092
	2018		124	32	124	17	24	109		70	87	157	9,912
	2019		127	40	157	23	25	126	2	81	87	168	10,554
ENGLISH II	2017		55	22	67	12	17	69		39	38	77	3,895
	2018		47	17	53	16	13	57		33	31	64	3,300
	2019		41	19	58	12	16	58		36	24	60	2,941
Tests Taken	2017		108	36	126	15	24	107		69	75	144	9,822
	2018		91	28	103	18	16	91		58	62	120	10,011
	2019		108	36	132	15	25	95		69	77	146	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		21.9	12.9	19.8	0.0	7.4	16.4		12.8	28.4	20.0	41.2
	2018		36.3	28.1	34.7	11.8	16.7	22.0		22.9	44.8	35.0	43.9
	2019		28.3	32.5	29.9	8.7	20.0	20.6	*	18.5	40.2	29.8	51.0
Tests Taken	2017		114	31	121	22	27	110		78	67	145	11,092
	2018		124	32	124	17	24	109		70	87	157	9,912
	2019		127	40	157	23	25	126	2	81	87	168	10,554
ENGLISH II	2017		23.1	30.6	23.0	13.3	20.8	12.1		23.2	26.7	25.0	42.1
	2018		28.6	25.0	30.1	11.1	6.3	19.8		29.3	27.4	28.3	50.0
	2019		39.8	30.6	33.3	6.7	28.0	20.0		33.3	42.9	38.4	51.5
Tests Taken	2017		108	36	126	15	24	107		69	75	144	9,822
	2018		91	28	103	18	16	91		58	62	120	10,011
	2019		108	36	132	15	25	95		69	77	146	9,584

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2017		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	6.3
	2018		1.6	0.0	1.6	0.0	0.0	0.0		0.0	2.3	1.3	5.0
	2019		2.4	2.5	2.5	0.0	0.0	0.8	*	2.5	2.3	2.4	10.1
Tests Taken	2017		114	31	121	22	27	110		78	67	145	11,092
	2018		124	32	124	17	24	109		70	87	157	9,912
	2019		127	40	157	23	25	126	2	81	87	168	10,554
ENGLISH II	2017		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	4.9
	2018		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	7.0
	2019		1.9	0.0	0.8	0.0	0.0	0.0		0.0	2.6	1.4	6.0
Tests Taken	2017		108	36	126	15	24	107		69	75	144	9,822
	2018		91	28	103	18	16	91		58	62	120	10,011
	2019		108	36	132	15	25	95		69	77	146	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	58.3	45.8	50.5	3.5	54.7	59.1
2018	66.6	61.1	57.1	3.6	59.7	63.6
2019	51.8	55.0	60.4	3.4	54.4	55.6

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	57.1	58.9	53.7	4.1	61.0	62.2
2018	60.3	56.2	58.1	3.8	63.1	57.5
2019	58.7	64.7	68.3	3.6	63.2	70.2

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=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
ALGEBRA I	2017		69.6	42.3	68.4	34.8	36.4	55.9		50.8	76.3	63.6	83.5
	2018		83.5	75.0	88.5	70.6	69.0	77.9		69.7	91.9	81.4	87.5
	2019		81.3	70.6	80.0	47.6	71.4	77.2	*	75.6	82.6	78.9	88.9
Tests Taken	2017		92	26	98	23	22	104		59	59	118	10,240
	2018		103	36	104	17	29	104		66	74	140	10,244
	2019		112	34	135	21	21	114	3	78	69	147	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		28	15	31	15	14	41		29	14	43	1,692
	2018		17	9	12	5	9	23		20	6	26	1,278
	2019		21	10	27	11	6	26	*	19	12	31	1,134
Tests Taken	2017		92	26	98	23	22	104		59	59	118	10,240
	2018		103	36	104	17	29	104		66	74	140	10,244
	2019		112	34	135	21	21	114	3	78	69	147	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		15.2	23.1	17.3	0.0	13.6	12.9		11.9	22.0	16.9	47.9
	2018		40.8	44.4	43.3	23.5	41.4	30.8		25.8	56.8	42.1	61.8
	2019		47.3	47.1	48.9	9.5	42.9	41.2	*	42.3	53.6	47.6	68.9
Tests Taken	2017		92	26	98	23	22	93		59	59	118	10,240
	2018		103	36	104	17	29	104		66	74	140	10,244
	2019		112	34	135	21	21	114	3	78	69	147	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		1.1	3.8	1.0	0.0	0.0	0.0		3.4	0.0	1.7	23.1
	2018		18.4	25.0	19.2	17.6	20.7	12.5		13.6	27.0	20.7	35.8
	2019		25.9	26.5	25.9	4.8	23.8	18.4	*	25.6	27.5	26.5	45.1
Tests Taken	2017		92	26	98	23	22	93		59	59	118	10,240
	2018		103	36	104	17	29	104		66	74	140	10,244
	2019		112	34	135	21	21	114	3	78	69	147	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	40.8	41.8	47.2	46.8	47.9
2018	51.5	55.0	58.8	56.5	60.0
2019	55.2	54.8	58.1	56.6	63.2

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		79.2	54.8	77.4	40.9	51.9	67.9		69.9	78.1	73.7	86.4
	2018		81.7	82.1	86.0	57.9	77.4	79.1		77.3	85.7	81.9	87.9
	2019		74.6	65.0	73.5	47.6	60.0	68.0	*	70.0	75.0	72.6	87.1
Tests Taken	2017		106	31	115	22	27	106		73	64	137	9,622
	2018		126	39	129	19	31	115		75	91	166	10,192
	2019		126	40	155	21	25	125	4	80	88	168	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		22	14	26	13	13	34		22	14	36	1,310
	2018		23	7	18	8	7	24		17	13	30	1,234
	2019		32	14	41	11	10	40	*	24	22	46	1,240
Tests Taken	2017		106	31	115	22	27	106		73	64	137	9,622
	2018		126	39	129	19	31	115		75	91	166	10,192
	2019		126	40	155	21	25	125	4	80	88	168	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		28.3	32.3	27.8	4.5	25.9	25.5		28.8	29.7	29.2	54.0
	2018		53.2	33.3	49.6	21.1	25.8	37.4		40.0	56.0	48.8	57.4
	2019		34.9	32.5	33.5	4.8	32.0	24.8	*	30.0	38.6	34.5	59.2
Tests Taken	2017		106	31	115	22	27	106		73	64	137	9,622
	2018		126	39	129	19	31	115		75	91	166	10,192
	2019		126	40	155	21	25	125	4	80	88	168	9,591

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2017		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	15.1
	2018		8.7	5.1	7.8	0.0	3.2	2.6		5.3	9.9	7.8	18.6
	2019		3.2	5.0	3.2	0.0	0.0	0.0	*	3.8	3.4	3.6	22.3
Tests Taken	2017		106	31	115	22	27	106		73	64	137	9,622
	2018		126	39	129	19	31	115		75	91	166	10,192
	2019		126	40	155	21	25	125	4	80	88	168	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	51.9	51.4	48.5	43.9	54.9
2018	56.6	59.5	55.7	58.4	58.3
2019	49.6	44.9	57.1	51.6	49.8

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		90.7	82.6	87.5	73.3	92.3	87.3		91.2	87.3	89.2	92.8
	2018		90.2	75.7	87.4	70.6	52.6	80.0		86.4	85.7	86.0	93.4
	2019		92.9	72.7	88.3	62.5	50.0	84.2		94.2	83.9	88.9	93.8
Tests Taken	2017		97	23	104	15	13	79		57	63	120	8,230
	2018		92	37	111	17	19	90		66	63	129	9,468
	2019		85	22	94	16	12	76		52	56	108	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		9	4	13	4	1	10		5	8	13	593
	2018		9	9	14	5	9	18		9	9	18	624
	2019		6	6	11	6	6	12		3	9	12	582
Tests Taken	2017		97	23	104	15	13	79		57	63	120	8,230
	2018		92	37	111	17	19	90		66	63	129	9,468
	2019		85	22	94	16	12	76		52	56	108	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		41.2	30.4	38.5	13.3	30.8	27.8		49.1	30.2	39.2	65.2
	2018		55.4	54.1	54.1	17.6	31.6	38.9		57.6	52.4	55.0	72.3
	2019		55.3	40.9	50.0	25.0	16.7	46.1		61.5	44.6	52.8	73.7
Tests Taken	2017		97	23	104	15	13	79		57	63	120	8,230
	2018		92	37	111	17	19	90		66	63	129	9,468
	2019		85	22	94	16	12	76		52	56	108	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		3.1	0.0	1.9	0.0	0.0	2.5		3.5	1.6	2.5	30.8
	2018		20.7	18.9	19.8	11.8	0.0	7.8		24.2	15.9	20.2	38.6
	2019		17.6	18.2	14.9	0.0	16.7	17.1		28.8	7.1	17.6	41.6
Tests Taken	2017		97	23	104	15	13	79		57	63	120	8,230
	2018		92	37	111	17	19	90		66	63	129	9,468
	2019		85	22	94	16	12	76		52	56	108	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	57.9	52.5	53.3	61.0
2018	64.1	61.6	55.7	64.8
2019	64.8	61.3	58.1	63.3

PERFORMANCE IN 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (25)	Beginning	7	28.0	13	52.0	8	32.0	7	28.0	7	28.0
	Intermediate	10	40.0	7	28.0	4	16.0	10	40.0	10	40.0
	Advanced	3	12.0	5	20.0	5	20.0	3	12.0	6	24.0
	Advanced High	5	20.0	0	0.0	8	32.0	5	20.0	2	8.0
10 (28)	Beginning	2	7.1	9	32.1	6	21.4	3	10.7	3	10.7
	Intermediate	12	42.9	4	14.3	2	7.1	14	50.0	8	28.6
	Advanced	9	32.1	11	39.3	7	25.0	4	14.3	11	39.3
	Advanced High	5	17.9	4	14.3	13	46.4	7	25.0	6	21.4
11 (13)	Beginning	3	23.1	5	38.5	1	8.3	2	15.4	1	8.3
	Intermediate	4	30.8	4	30.8	4	33.3	6	46.2	6	50.0
	Advanced	3	23.1	4	30.8	6	50.0	4	30.8	4	33.3
	Advanced High	3	23.1	0	0.0	1	8.3	1	7.7	1	8.3
12 (11)	Beginning	1	9.1	4	36.4	0	0.0	2	18.2	1	9.1
	Intermediate	4	36.4	3	27.3	1	9.1	5	45.5	4	36.4
	Advanced	5	45.5	2	18.2	1	9.1	3	27.3	4	36.4
	Advanced High	1	9.1	2	18.2	9	81.8	1	9.1	2	18.2
ALL (77)	Beginning	13	16.9	31	40.3	15	19.7	14	18.2	12	15.8
	Intermediate	30	39.0	18	23.4	11	14.5	35	45.5	28	36.8
	Advanced	20	26.0	22	28.6	19	25.0	14	18.2	25	32.9
	Advanced High	14	18.2	6	7.8	31	40.8	14	18.2	11	14.5

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
17 2 (11.8%)	Beginning	1			
	Intermediate	0	9		
	Advanced	0	0	4	
	Advanced High	0	0	2	
27 8 (29.6%)	Beginning	3			
	Intermediate	0	8		
	Advanced	0	3	8	
	Advanced High	0	0	5	
13 4 (30.8%)	Beginning	1			
	Intermediate	1	5		
	Advanced	0	2	2	
	Advanced High	0	0	1	
10 2 (20.0%)	Beginning	1			
	Intermediate	1	3		
	Advanced	0	0	4	
	Advanced High	0	0	1	
67 16 (23.9%)	Beginning	6			
	Intermediate	2	25		
	Advanced	0	5	18	
	Advanced High	0	0	9	


 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 (33)	Beginning	5	15.2	13	39.4	12	37.5	9	27.3	4	12.5
	Intermediate	11	33.3	4	12.1	11	34.4	13	39.4	14	43.8
	Advanced	12	36.4	15	45.5	6	18.8	5	15.2	11	34.4
	Advanced High	5	15.2	1	3.0	3	9.4	6	18.2	3	9.4
10 (16)	Beginning	2	12.5	7	43.8	5	33.3	6	37.5	3	20.0
	Intermediate	6	37.5	3	18.8	5	33.3	7	43.8	8	53.3
	Advanced	6	37.5	4	25.0	2	13.3	2	12.5	3	20.0
	Advanced High	2	12.5	2	12.5	3	20.0	1	6.3	1	6.7
11 (15)	Beginning	0	0.0	3	20.0	3	21.4	4	26.7	1	7.1
	Intermediate	9	60.0	4	26.7	5	35.7	6	40.0	8	57.1
	Advanced	5	33.3	8	53.3	5	35.7	4	26.7	5	35.7
	Advanced High	1	6.7	0	0.0	1	7.1	1	6.7	0	0.0
12 (11)	Beginning	1	10.0	2	20.0	0	0.0	2	20.0	1	10.0
	Intermediate	2	20.0	0	0.0	3	27.3	0	0.0	1	10.0
	Advanced	3	30.0	6	60.0	4	36.4	5	50.0	4	40.0
	Advanced High	4	40.0	2	20.0	4	36.4	3	30.0	4	40.0
ALL (75)	Beginning	8	10.8	25	33.8	20	27.8	21	28.4	9	12.7
	Intermediate	28	37.8	11	14.9	24	33.3	26	35.1	31	43.7
	Advanced	26	35.1	33	44.6	17	23.6	16	21.6	23	32.4
	Advanced High	12	16.2	5	6.8	11	15.3	11	14.9	8	11.3

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
19 3 (15.8%)	Beginning	0			
	Intermediate	0	10		
	Advanced	1	0	6	
	Advanced High	0	0	2	
11 1 (9.1%)	Beginning	3			
	Intermediate	1	4		
	Advanced	0	0	2	
	Advanced High	0	0	0	
9 1 (11.1%)	Beginning	1			
	Intermediate	1	5		
	Advanced	0	0	2	
	Advanced High	0	0	0	
8 2 (25.0%)	Beginning	1			
	Intermediate	0	1		
	Advanced	0	0	2	
	Advanced High	0	0	2	
47 7 (14.9%)	Beginning	5			
	Intermediate	2	20		
	Advanced	1	0	12	
	Advanced High	0	0	4	

 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	21	11	52.4	6	28.6	*	*	*	*	*	*
	10	15	*	*	7	46.7	*	*	*	*		
	11	8	*	*	*	*					*	*
	12	6	*	*	*	*	*	*			*	*
	ALL	50	20	40.0	19	38.0	*	*	*	*	*	*

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	19	15	78.9	*	*						
	10	11	*	*	*	*			*	*		
	11	8	*	*	*	*	*	*	*	*		
	12	4	*	*	*	*						
	ALL	42	25	59.5	12	28.6	*	*	*	*		

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

76	42.0	63.0	67.0	67.7	28.9	63.2	57.9	83.5
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ALGEBRA I PRE-AP

78	52.0	66.5	77.2	79.1	43.6	87.2	73.4	93.9
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ALGEBRA II

91	51.3	66.0	76.9	78.8	45.1	94.5	58.9	84.8
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ALGEBRA II PRE-AP

70	59.9	72.1	83.3	85.2	51.4	97.1	67.4	93.4
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BIOLOGY

80	29.2	67.3	67.9	68.0	26.3	65.0	62.6	79.5
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BIOLOGY PRE-AP

98	46.5	69.7	79.3	81.0	54.1	95.9	74.4	90.8
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CHEMISTRY

78	32.0	62.9	77.6	80.2	12.8	84.6	45.0	83.1
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CHEMISTRY PRE-AP

87	44.0	67.7	86.4	89.7	44.8	98.9	70.4	94.1
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ECONOMICS

22	61.7	75.0	81.7	82.9	68.2	100.0	70.4	96.6
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ENGLISH I

68	50.1	62.6	74.5	76.5	33.8	77.9	53.6	82.6
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ALGEBRA I

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ALGEBRA I PRE-AP

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ALGEBRA II

64	47.5	70.8	77.8	79.0	67.2	92.2	74.9	86.7
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ALGEBRA II PRE-AP

96	63.0	79.5	83.8	84.5	86.5	92.7	84.2	94.4
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BIOLOGY

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BIOLOGY PRE-AP

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CHEMISTRY

57	30.7	62.2	74.1	76.1	10.5	77.2	51.3	78.7
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CHEMISTRY PRE-AP

85	44.2	61.1	82.8	86.7	7.1	89.4	67.9	92.5
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ECONOMICS

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ENGLISH I

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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

ENGLISH I ESOL BEGINNER

7	28.1	60.0	85.4	89.9	0.0	100.0	43.7	87.7
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ENGLISH I PRE-AP

99	59.2	65.0	71.2	72.3	37.4	70.7	74.9	94.4
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ENGLISH II

61	51.4	67.6	74.2	75.4	45.9	68.9	64.6	84.2
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ENGLISH II ESOL INTERMEDIATE

4	*	*	*	*	*	*	47.4	*
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ENGLISH II PRE-AP

89	61.2	71.6	81.1	82.8	64.0	94.4	75.8	95.3
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ENGLISH III

70	50.5	67.0	79.1	81.2	45.7	88.6	61.6	86.1
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ENGLISH IV

57	59.3	72.8	79.0	80.0	73.7	96.5	68.1	92.7
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GEOMETRY

69	33.8	64.5	73.5	75.1	24.6	81.2	48.0	83.6
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GEOMETRY PRE-AP

27	31.6	62.0	81.3	84.8	18.5	96.3	65.8	91.8
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GOVERNMENT

42	57.1	70.8	80.1	81.7	61.9	95.2	62.0	94.3
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HS HEALTH EDUCATION

119	50.1	66.7	90.6	94.9	35.3	100.0	73.7	95.0
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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

ENGLISH I ESOL BEGINNER

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ENGLISH I PRE-AP

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ENGLISH II

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ENGLISH II ESOL INTERMEDIATE

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ENGLISH II PRE-AP

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ENGLISH III

66	50.7	67.1	81.6	84.1	45.5	95.5	56.1	83.7
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ENGLISH IV

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GEOMETRY

48	31.3	64.4	72.9	74.4	16.7	83.3	52.7	81.9
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GEOMETRY PRE-AP

29	39.8	61.6	78.0	80.9	13.8	93.1	68.3	90.7
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GOVERNMENT

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HS HEALTH EDUCATION

35	48.2	67.0	90.2	94.3	42.9	100.0	77.4	92.7
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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

HS VARSITY BAND

20	49.0	68.1	89.0	92.6	40.0	100.0	69.1	99.0
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PHYSICS

73	32.2	64.9	82.9	86.0	31.5	97.3	55.1	86.7
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PHYSICS PRE-AP

32	37.2	65.1	89.9	94.3	25.0	100.0	70.2	93.6
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PRE-CALCULUS

29	51.0	63.2	77.1	79.6	27.6	96.6	49.4	88.4
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PRE-CALCULUS PRE-AP

27	53.4	67.5	82.5	85.1	51.9	92.6	74.6	94.3
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SPANISH I

83	68.2	78.8	76.7	76.3	71.1	75.9	74.1	91.1
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SPANISH II

83	64.3	73.2	77.4	78.2	63.9	79.5	79.3	92.3
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STUDIO ART I

129	46.7	69.2	88.8	92.2	51.2	99.2	75.1	92.6
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U.S. HISTORY

72	61.2	72.3	83.5	85.5	61.1	98.6	62.9	87.7
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WORLD GEOGRAPHY

11	48.2	68.9	76.8	78.2	36.4	90.9	55.8	87.3
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WORLD HISTORY

67	39.8	60.7	80.1	83.5	6.0	95.5	50.1	86.3
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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

HS VARSITY BAND

12	52.5	73.6	86.3	88.6	75.0	100.0	77.3	98.1
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PHYSICS

66	35.0	66.4	85.1	88.4	34.8	95.5	69.4	87.7
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PHYSICS PRE-AP

31	31.3	64.5	89.5	93.9	6.5	100.0	68.4	93.2
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PRE-CALCULUS

8	39.3	61.2	75.9	78.5	25.0	100.0	64.9	87.1
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PRE-CALCULUS PRE-AP

4	*	*	*	*	*	*	72.9	*
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SPANISH I

81	65.6	78.5	74.3	73.5	79.0	69.1	84.9	89.2
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SPANISH II

59	63.2	75.5	75.8	75.9	67.8	79.7	88.1	91.6
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STUDIO ART I

108	45.9	64.7	85.9	89.7	31.5	95.4	71.2	90.4
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U.S. HISTORY

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WORLD GEOGRAPHY

11	40.7	64.4	83.8	87.3	18.2	90.9	55.9	84.8
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WORLD HISTORY

44	32.7	56.1	79.1	83.1	11.4	93.2	55.1	84.6
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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

84	53.6	71.0	82.0	83.9	58.3	98.8	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

83	60.9	72.1	84.0	86.1	67.5	94.0	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	78.0	84.5	78	414	17.9	66	417	18.2	11	405	18.2				6,766	464	42.2
		2017-18	84.4	84.2	92	444	29.3	76	448	31.6	16	424	18.8				7,118	468	41.8
		2018-19	81.3	87.3	104	432	24.0	80	437	26.3	23	413	13.0				7,723	463	39.2
	Mathematics	2016-17	78.0	84.5	78	417	7.7	66	416	6.1	11	420	18.2				6,766	465	21.6
		2017-18	84.4	84.2	92	428	6.5	76	428	7.9	16	426	0.0				7,118	463	20.7
		2018-19	81.3	87.3	104	427	8.7	80	427	8.8	23	427	8.7				7,723	461	19.7
ACT	English	2016-17	76.0	82.4	76	12	6.6	65	12	6.2	10	11	10.0				6,596	15	26.1
		2017-18	83.5	82.3	91	13	11.0	76	14	13.2	15	12	0.0				6,960	15	26.5
		2018-19	81.3	82.6	104	13	12.5	80	13	13.8	23	12	8.7				7,310	15	27.0
	Mathematics	2016-17	76.0	82.4	76	15	3.9	65	15	3.1	10	17	10.0				6,596	18	17.3
		2017-18	83.5	82.3	91	16	2.2	76	16	2.6	15	16	0.0				6,960	17	14.8
		2018-19	81.3	82.6	104	16	12.5	80	16	11.3	23	16	17.4				7,310	18	19.2
	Reading	2016-17	76.0	82.4	76	14	5.3	65	14	4.6	10	15	10.0				6,596	17	18.3
		2017-18	83.5	82.3	91	15	7.7	76	15	9.2	15	15	0.0				6,960	17	19.0
		2018-19	81.3	82.6	104	14	4.8	80	15	5.0	23	14	0.0				7,310	17	21.0
	Science	2016-17	76.0	82.4	76	15	0.0	65	15	0.0	10	15	0.0				6,596	18	13.8
		2017-18	83.5	82.3	91	15	1.1	76	15	1.3	15	14	0.0				6,960	17	12.9
		2018-19	81.3	82.6	104	15	4.8	80	15	1.3	23	15	13.0				7,310	17	14.5
	Composite	2016-17	76.0	82.4	76	14	-	65	14	-	10	15	-			-	6,596	17	-
		2017-18	83.5	82.3	91	15	-	76	15	-	15	14	-			-	6,960	17	-
		2018-19	81.3	82.6	104	15	-	80	15	-	23	14	-			-	7,310	17	-

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

Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK
9	Reading & Writing	2016	2	*	*	1	*	*	1	*	*	0		0		1,442	464	68.2		
		2017	3	*	*	3	*	*	0			0		0		1,836	466	72.5		
		2018	1	*	*	0			1	*	*	0		0		2,063	473	74.2		
	Mathematics	2016	2	*	*	1	*	*	1	*	*	0		0		1,442	469	62.8		
		2017	3	*	*	3	*	*	0			0		0		1,836	467	59.8		
		2018	1	*	*	0			1	*	*	0		0		2,063	477	64.0		
10	Reading & Writing	2016	113	369	20.4	83	373	22.9	30	357	13.3	0		0		9,038	417	40.3		
		2017	107	350	9.3	81	350	11.1	25	346	4.0	0		0		8,857	417	39.0		
		2018	133	369	20.3	98	372	21.4	33	360	15.2	0		0		8,620	418	41.8		
	Mathematics	2016	113	392	8.0	83	392	7.2	30	391	10.0	0		0		9,038	433	26.7		
		2017	107	363	0.0	81	361	0.0	25	372	0.0	0		0		8,857	428	22.1		
		2018	133	389	9.0	98	390	10.2	33	386	6.1	0		0		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

300	21,262	1.0	2.0	1	0.3	29.3
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Biology

28	961	1.1	2.1	0	0.0	27.6
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Calculus AB

5	1,011	*	2.5	*	*	40.5
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Chemistry

10	324	1.0	1.7	0	0.0	19.8
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English Language and Composition

27	2,646	1.1	1.9	0	0.0	20.5
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English Literature and Composition

44	1,668	1.2	1.7	1	2.3	16.1
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Human Geography

83	2,291	1.0	1.7	0	0.0	22.1
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Macroeconomics

39	1,020	1.0	1.6	0	0.0	19.5
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United States Government and Politics

35	1,434	1.0	1.6	0	0.0	15.6
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United States History

29	2,192	1.0	1.7	0	0.0	19.7
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