



School Number 1

BRYAN ADAMS HIGH SCHOOL

Statistics based on all students, including those in choice programs.

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2020-21 DATA PACKET INFORMATION

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

2019-20 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 sixth six-weeks grading period.
- “New” students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 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 2018-19 and 2019-20.

ATTENDANCE Through March 13, 2020

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- “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.

TELPAS Administered On Or Before March 13, 2020

- 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 is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier

- 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 1-12. 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 (through July) 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”. Scores from May 2020 online administration only. Make-up scores were not available at time of publication.

STUDENT ENROLLMENT

Grade	Enrollment
9	631
10	557
11	441
12	459
ALL	2,088

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	224	10.7	24	18.0
American Indian/Alaska Native	4	0.2	*	*
Asian/Hawaiian/Pacific Islander	31	1.5	*	*
Hispanic	1,693	81.1	33	24.8
White	108	5.2	65	48.9
Multiple	26	1.2	6	4.5
Other* (teachers only)	—	—	5	3.8
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	1,378	66.0
Economically disadvantaged	1,841	88.2
Limited English proficient (LEP)	813	38.9
Special education	179	8.6
Talented and Gifted (TAG)	262	12.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	580	66	11.4	0	0.0	13	2.2	465	80.2	31	5.3	4	0.7
	2019	641	66	10.3	1	0.2	12	1.9	531	82.8	29	4.5	2	0.3
	2020	631	70	11.1	1	0.2	7	1.1	512	81.1	30	4.8	10	1.6
10	2018	512	64	12.5	1	0.2	7	1.4	405	79.1	28	5.5	7	1.4
	2019	520	60	11.5	1	0.2	8	1.5	421	81.0	27	5.2	2	0.4
	2020	557	54	9.7	0	0.0	10	1.8	463	83.1	25	4.5	5	0.9
11	2018	437	59	13.5	2	0.5	12	2.7	339	77.6	23	5.3	2	0.5
	2019	452	59	13.1	1	0.2	7	1.5	352	77.9	26	5.8	7	1.5
	2020	441	42	9.5	1	0.2	6	1.4	359	81.4	28	6.3	4	0.9
12	2018	389	51	13.1	1	0.3	16	4.1	304	78.1	15	3.9	2	0.5
	2019	420	51	12.1	3	0.7	12	2.9	332	79.0	19	4.5	3	0.7
	2020	459	58	12.6	2	0.4	8	1.7	359	78.2	25	5.4	7	1.5
9-12	2018	1,918	240	12.5	4	0.2	48	2.5	1,513	78.9	97	5.1	15	0.8
	2019	2,033	236	11.6	6	0.3	39	1.9	1,636	80.5	101	5.0	14	0.7
	2020	2,088	224	10.7	4	0.2	31	1.5	1,693	81.1	108	5.2	26	1.2

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	2018	580	520	89.7	259	44.7	58	10.0	427	73.6	59	10.2	82	14.1	52.8	47.2	3.3
	2019	641	572	89.2	307	47.9	50	7.8	466	72.7	77	12.0	104	16.2	50.9	49.1	3.0
	2020	631	553	87.6	362	57.4	44	7.0	419	66.4	83	13.2	100	15.8	51.2	48.8	4.9
10	2018	512	454	88.7	162	31.6	41	8.0	318	62.1	53	10.4	43	8.4	52.5	47.5	1.2
	2019	520	457	87.9	169	32.5	63	12.1	313	60.2	59	11.3	20	3.8	50.2	49.8	4.4
	2020	557	506	90.8	217	39.0	36	6.5	368	66.1	74	13.3	30	5.4	49.6	50.4	1.6
11	2018	437	374	85.6	115	26.3	48	11.0	312	71.4	43	9.8	24	5.5	54.0	46.0	0.7
	2019	452	397	87.8	126	27.9	37	8.2	246	54.4	48	10.6	21	4.6	50.7	49.3	0.2
	2020	441	384	87.1	109	24.7	54	12.2	294	66.7	56	12.7	24	5.4	49.7	50.3	0.0
12	2018	389	352	90.5	85	21.9	40	10.3	209	53.7	36	9.3	10	2.6	55.0	45.0	2.1
	2019	420	360	85.7	110	26.2	52	12.4	215	51.2	41	9.8	5	1.2	53.3	46.7	2.1
	2020	459	398	86.7	125	27.2	45	9.8	297	64.7	49	10.7	8	1.7	49.0	51.0	3.3
9-12	2018	1,918	1,700	88.6	621	32.4	187	9.7	1,266	66.0	191	10.0	159	8.3	53.4	46.6	1.9
	2019	2,033	1,786	87.9	712	35.0	202	9.9	1,240	61.0	225	11.1	150	7.4	51.2	48.8	2.6
	2020	2,088	1,841	88.2	813	38.9	179	8.6	1,378	66.0	262	12.5	162	7.8	50.0	50.0	2.6

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	2018	597	11,716	571	95.6	10,961	93.6	100	16.8	22.9	528	9,718	88.5	82.9
	2019	668	13,484	633	94.7	12,437	92.2	56	8.4	11.5	546	8,723	81.7	64.7
	2020	643	13,875	612	95.1	12,839	92.5	36	5.6	9.0	569	10,020	88.5	72.2
10	2018	537	10,382	514	95.7	9,791	94.3	83	15.4	16.5	469	8,886	87.3	85.6
	2019	547	12,020	519	94.9	11,175	93.0	32	5.8	7.3	447	7,845	81.7	65.3
	2020	572	12,465	543	95.0	11,629	93.3	16	2.8	5.4	519	8,835	90.8	70.9
11	2018	461	9,131	440	95.4	8,661	94.9	42	9.1	12.0	420	8,132	91.0	89.1
	2019	460	10,324	435	94.8	9,693	93.9	20	4.4	4.8	395	7,071	86.0	68.5
	2020	460	10,440	436	94.9	9,830	94.2	11	2.4	4.1	410	7,647	89.2	73.2
12	2018	397	8,756	378	95.2	8,306	94.9	5	1.3	5.8	362	7,772	91.2	88.8
	2019	431	10,368	407	94.5	9,771	94.2	14	3.3	3.3	360	7,151	83.6	69.0
	2020	469	10,322	437	93.3	9,699	94.0	24	5.1	3.4	419	7,820	89.3	75.8
9-12	2018	1,992	39,984	1,903	95.5	37,719	94.3	230	11.5	15.0	1,779	34,508	89.3	86.3
	2019	2,106	46,196	1,995	94.7	43,077	93.2	122	5.8	7.1	1,748	30,790	83.0	66.7
	2020	2,144	47,101	2,029	94.6	43,997	93.4	87	4.1	5.8	1,917	34,322	89.4	72.9

Teachers: 133

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	24	18.0
Hispanic	33	24.8
White	65	48.9
Multiple	6	4.5
Other	5	3.8

Gender	Number	Percentage
Female	65	48.9
Male	68	51.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	5.9	70.5
2018-19	6.3	82.6
2019-20	5.1	77.8

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	23	17.3
1	8	6.0
2	12	9.0
3	10	7.5
4	13	9.8
5	10	7.5
1-3	30	22.6
More than 3	80	60.2
1 - 5	53	39.8
6 - 10	25	18.8
11 - 20	23	17.3
More than 20	9	6.8

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (359)	Beginning	29	10.2	105	37.0	40	11.8	23	8.2	21	8.1
	Intermediate	87	30.6	125	44.0	113	33.2	100	35.5	115	44.2
	Advanced	76	26.8	48	16.9	120	35.3	77	27.3	97	37.3
	Advanced High	92	32.4	6	2.1	67	19.7	82	29.1	27	10.4
10 (213)	Beginning	6	3.8	66	41.8	3	1.4	13	8.4	3	2.0
	Intermediate	46	29.1	46	29.1	14	6.7	69	44.8	71	47.7
	Advanced	60	38.0	42	26.6	66	31.7	44	28.6	52	34.9
	Advanced High	46	29.1	4	2.5	125	60.1	28	18.2	23	15.4
11 (101)	Beginning	1	1.9	25	46.3	1	1.0	5	9.8	0	0.0
	Intermediate	21	38.9	10	18.5	22	22.2	20	39.2	27	54.0
	Advanced	15	27.8	17	31.5	48	48.5	18	35.3	18	36.0
	Advanced High	17	31.5	2	3.7	28	28.3	8	15.7	5	10.0
12 (117)	Beginning	9	13.6	23	34.8	0	0.0	10	13.3	2	3.4
	Intermediate	18	27.3	27	40.9	29	26.6	36	48.0	28	47.5
	Advanced	28	42.4	12	18.2	49	45.0	21	28.0	24	40.7
	Advanced High	11	16.7	4	6.1	31	28.4	8	10.7	5	8.5
ALL (790)	Beginning	45	8.0	219	39.0	44	5.8	51	9.1	26	5.0
	Intermediate	172	30.6	208	37.0	178	23.5	225	40.0	241	46.5
	Advanced	179	31.9	119	21.2	283	37.4	160	28.5	191	36.9
	Advanced High	166	29.5	16	2.8	251	33.2	126	22.4	60	11.6

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
302 36 (11.9%)	Beginning	6			
	Intermediate	4	95		
	Advanced	0	7	85	
	Advanced High	0	1	24	
199 34 (17.1%)	Beginning	3			
	Intermediate	7	61		
	Advanced	0	7	43	
	Advanced High	0	4	16	
94 11 (11.7%)	Beginning	0			
	Intermediate	1	24		
	Advanced	0	5	12	
	Advanced High	0	1	4	
111 12 (10.8%)	Beginning	2			
	Intermediate	1	25		
	Advanced	0	8	15	
	Advanced High	0	0	3	
706 93 (13.2%)	Beginning	11			
	Intermediate	13	205		
	Advanced	0	27	155	
	Advanced High	0	6	47	

☐ Indicates students who progressed at least one level from 2019 to 2020.

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

345	69.3	78.6	81.1	81.5	76.8	91.6	69.0	87.3
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ALGEBRA I PRE-AP

118	77.7	83.3	85.2	85.6	88.1	97.5	76.4	94.0
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ALGEBRA II

243	63.1	76.4	81.6	82.5	74.5	93.4	58.1	86.2
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ALGEBRA II PRE-AP

222	57.5	74.5	85.0	86.9	70.7	95.5	69.4	90.9
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ALGEBRA II PRE-AP (tested with 2018-2019 test)

30	75.4	82.8	77.4	76.4	90.0	90.0	85.2	66.3
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BIOLOGY

368	50.4	74.8	78.2	78.8	69.3	82.9	64.3	84.8
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BIOLOGY PRE-AP

229	64.6	78.8	77.6	77.3	82.5	80.8	73.6	89.9
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CHEMISTRY

313	45.9	70.5	78.8	80.3	53.7	85.9	41.6	80.1
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CHEMISTRY PRE-AP

237	64.8	76.6	82.8	83.8	76.8	94.5	69.5	93.7
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ECONOMICS

186	71.9	80.8	85.1	85.8	85.5	94.6	74.4	91.3
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ALGEBRA I

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ALGEBRA I PRE-AP

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ALGEBRA II

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ALGEBRA II PRE-AP

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ALGEBRA II PRE-AP (tested with 2018-2019 test)

28	81.4	89.7	80.5	78.9	100.0	100.0	81.4	69.1
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BIOLOGY

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BIOLOGY PRE-AP

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CHEMISTRY

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CHEMISTRY PRE-AP

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ECONOMICS

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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

354	60.2	72.2	74.8	75.3	61.3	78.8	53.2	83.0
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ENGLISH I ESOL BEGINNER

63	48.0	71.1	74.6	75.2	55.6	63.5	39.0	84.2
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ENGLISH I ESOL INTERMEDIATE

6	67.1	82.1	83.0	83.1	83.3	100.0	41.0	82.5
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ENGLISH I PRE-AP

197	75.0	77.2	79.1	79.4	77.7	87.8	75.7	90.5
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ENGLISH II

264	58.2	73.9	79.3	80.3	63.6	83.0	62.4	84.9
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ENGLISH II ESOL INTERMEDIATE

29	52.9	74.3	82.6	84.0	65.5	93.1	48.6	90.9
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ENGLISH II PRE-AP

270	68.2	76.7	85.8	87.4	77.8	96.7	80.1	93.0
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ENGLISH III

230	53.6	71.0	77.7	78.9	57.8	84.8	59.1	81.6
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ENGLISH IV

250	54.7	72.8	80.0	81.2	62.8	93.6	70.1	91.0
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FRENCH I

156	64.6	75.3	81.9	83.1	76.9	96.8	69.2	83.9
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FRENCH II

76	69.6	76.0	85.1	86.8	77.6	94.7	66.7	87.5
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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

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ENGLISH I ESOL BEGINNER

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ENGLISH I ESOL INTERMEDIATE

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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

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ENGLISH IV

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FRENCH I

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FRENCH II

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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

315	49.2	73.7	76.2	76.7	63.2	80.6	52.5	83.3
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GEOMETRY PRE-AP

172	61.4	76.8	84.5	85.8	76.7	95.9	67.4	90.9
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GOVERNMENT

150	61.5	74.9	79.6	80.4	77.3	90.0	59.3	88.6
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HS HEALTH EDUCATION

206	71.3	80.9	85.4	86.3	87.4	98.0	73.7	91.9
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HS VARSITY BAND

84	58.2	77.6	84.8	86.1	70.2	95.2	70.9	92.0
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PHYSICS

252	52.8	71.7	75.2	75.9	57.1	85.7	54.4	85.7
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PHYSICS PRE-AP

138	71.7	81.9	83.3	83.5	87.7	92.0	65.4	95.2
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PRE-CALCULUS

159	59.9	69.9	76.8	78.0	52.2	87.4	51.1	86.1
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PRE-CALCULUS PRE-AP

138	64.2	77.1	81.0	81.7	76.8	97.1	73.5	95.7
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SPANISH I

148	61.6	74.4	83.5	85.1	64.9	97.3	76.1	90.2
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SPANISH II

295	65.0	77.7	84.0	85.1	75.3	93.2	76.3	91.1
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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

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GEOMETRY PRE-AP

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GOVERNMENT

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HS HEALTH EDUCATION

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HS VARSITY BAND

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PHYSICS

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PHYSICS PRE-AP

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PRE-CALCULUS

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PRE-CALCULUS PRE-AP

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SPANISH I

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SPANISH II

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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

STUDIO ART I

301	63.3	78.8	84.0	84.9	79.4	95.0	77.9	92.3
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U.S. HISTORY

296	67.0	76.4	78.8	79.2	73.0	84.5	63.8	88.5
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WORLD GEOGRAPHY

342	48.7	70.4	79.1	80.7	51.2	90.6	55.0	90.9
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WORLD GEOGRAPHY PRE-AP

92	70.9	80.2	82.4	82.8	91.3	95.7	75.2	94.5
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WORLD HISTORY

317	53.5	70.9	79.8	81.3	55.5	89.6	51.6	88.8
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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

STUDIO ART I

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U.S. HISTORY

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WORLD GEOGRAPHY

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WORLD GEOGRAPHY PRE-AP

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WORLD HISTORY

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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	2017-18	85.3	84.1	332	462	37.0	39	455	30.8	266	461	36.1	11	538	81.8	7,116	468	41.8
		2018-19	89.8	87.2	377	448	36.3	45	432	28.9	302	444	34.1	16	549	81.3	7,714	463	39.1
		2019-20	87.8	84.8	403	451	34.0	47	432	25.5	321	452	34.0	21	474	57.1	7,428	466	39.8
	Mathematics	2017-18	85.3	84.1	332	448	15.1	39	416	7.7	266	450	13.9	11	523	54.5	7,116	463	20.7
		2018-19	89.8	87.2	377	440	13.0	45	406	0.0	302	439	12.6	16	533	56.3	7,714	461	19.7
		2019-20	87.8	84.8	403	442	15.6	47	416	2.1	321	443	16.2	21	456	23.8	7,428	461	21.7
ACT	English	2017-18	81.7	82.3	318	14	18.6	35	14	17.1	257	13	16.0	11	22	72.7	6,959	15	26.5
		2018-19	84.8	82.5	356	15	21.1	42	14	9.5	284	14	19.7	15	22	80.0	7,297	15	27.0
		2019-20	85.0	81.2	390	14	22.8	46	13	13.0	311	14	21.9	19	17	52.6	7,116	15	28.9
	Mathematics	2017-18	81.7	82.3	318	16	7.9	35	16	0.0	257	16	6.6	11	21	54.5	6,959	17	14.8
		2018-19	84.8	82.5	356	17	10.1	42	16	2.4	284	17	8.8	15	22	53.3	7,297	18	19.2
		2019-20	85.0	81.2	390	16	7.2	46	15	0.0	311	16	6.8	19	18	15.8	7,116	17	14.3
	Reading	2017-18	81.7	82.3	318	16	14.8	35	15	11.4	257	16	12.1	11	24	72.7	6,959	17	19.0
		2018-19	84.8	82.5	356	16	13.8	42	15	4.8	284	16	11.6	15	24	66.7	7,297	17	21.0
		2019-20	85.0	81.2	390	15	12.3	46	14	8.7	311	15	10.6	19	19	31.6	7,116	16	18.4
	Science	2017-18	81.7	82.3	318	17	6.6	35	16	2.9	257	16	4.7	11	22	45.5	6,959	17	12.9
		2018-19	84.8	82.5	356	16	6.5	42	15	0.0	284	16	5.3	15	23	46.7	7,297	17	14.5
		2019-20	85.0	81.2	390	16	7.2	46	14	4.3	311	16	6.1	19	17	21.1	7,116	17	13.8
	Composite	2017-18	81.7	82.3	318	16	-	35	15	-	257	16	-	11	22	-	6,959	17	-
		2018-19	84.8	82.5	356	16	-	42	15	-	284	16	-	15	23	-	7,297	17	-
		2019-20	85.0	81.2	390	15	-	46	14	-	311	15	-	19	18	-	7,116	16	-

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	2017	80	445	70.0	5	*	*	67	441	67.2	3	*	*	2	*	*	1,836	466	72.5
		2018	137	441	64.2	10	400	40.0	119	439	64.7	5	*	*	3	*	*	2,063	473	74.2
		2019	69	429	69.6	4	*	*	59	417	64.4	5	*	*	1	*	*	2,013	463	69.8
	Mathematics	2017	80	450	55.0	5	*	*	67	454	56.7	3	*	*	2	*	*	1,836	467	59.8
		2018	137	441	46.7	10	427	40.0	119	438	45.4	5	*	*	3	*	*	2,063	477	64.0
		2019	69	447	58.0	4	*	*	59	440	54.2	5	*	*	1	*	*	2,013	460	62.6
10	Reading & Writing	2017	500	411	37.8	53	393	26.4	407	410	37.3	28	449	57.1	7	446	58.3	8,857	417	39.0
		2018	487	402	38.2	56	379	23.2	395	404	39.0	25	417	52.0	9	440	54.5	8,620	418	41.8
		2019	530	405	34.2	45	390	26.7	449	404	34.1	23	451	56.5	10	399	23.1	8,689	414	38.2
	Mathematics	2017	500	415	14.6	53	389	3.8	407	416	15.2	28	437	21.4	7	440	25.0	8,857	428	22.1
		2018	487	409	15.2	56	388	7.1	395	410	15.2	25	424	32.0	9	438	18.2	8,620	426	25.3
		2019	530	421	15.5	45	416	11.1	449	419	14.7	23	455	39.1	10	425	15.4	8,689	426	20.7
11	Reading & Writing	2017	50	478	56.0	5	*	*	36	473	52.8	5	*	*	4	*	*	2,095	508	67.6
		2018	80	488	65.0	11	437	36.4	60	487	68.3	5	*	*	3	*	*	1,921	501	64.3
		2019	409	423	33.3	38	391	21.1	335	422	32.8	24	477	54.2	7	442	41.7	2,726	482	56.3
	Mathematics	2017	50	465	24.0	5	*	*	36	453	16.7	5	*	*	4	*	*	2,095	504	44.4
		2018	80	473	30.0	11	411	9.1	60	477	31.7	5	*	*	3	*	*	1,921	497	42.6
		2019	409	434	12.2	38	411	5.3	335	435	11.9	24	453	25.0	7	466	16.7	2,726	473	32.8

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

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

ALL EXAMS

886	16,384	1.7	2.2	165	18.6	37.1
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Calculus BC

11	297	2.8	3.8	8	72.7	81.5
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Computer Science Principles

2	106	*	2.3	*	*	37.7
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Environmental Science

17	864	1.6	2.0	1	5.9	27.4
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Microeconomics

39	234	1.2	1.5	0	0.0	15.8
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Seminar

6	366	2.0	3.0	1	16.7	77.0
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Studio Art: 2-D Design Portfolio

16	186	3.3	3.0	16	100.0	73.7
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United States History

60	1,519	1.2	1.7	2	3.3	21.0
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Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Biology

22	663	1.9	2.4	6	27.3	43.9
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Chemistry

14	239	1.3	2.0	1	7.1	30.5
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English Language and Composition

108	1,472	1.5	2.0	12	11.1	27.1
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French Language and Culture

11	49	1.5	2.5	0	0.0	40.8
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Physics 1

10	849	1.5	1.7	1	10.0	17.9
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Spanish Language and Culture

64	905	3.7	3.9	59	92.2	90.1
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Studio Art: 3-D Design Portfolio

10	51	2.4	2.8	4	40.0	52.9
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World History

186	1,511	1.5	2.0	14	7.5	28.7
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Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Calculus AB

22	665	2.2	2.6	8	36.4	43.3
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Computer Science A

1	256	*	3.2	*	*	68.4
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English Literature and Composition

84	1,334	1.5	2.0	11	13.1	27.3
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Human Geography

97	1,592	1.3	1.9	10	10.3	31.0
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Physics C: Mechanics

20	118	1.8	3.3	6	30.0	70.3
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Spanish Literature and Culture

13	138	1.7	2.6	0	0.0	49.3
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United States Government and Politics

73	893	1.4	1.8	5	6.8	23.1
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