Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 2

W.H. ADAMSON HIGH SCHOOL

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

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W.H. ADAMSON HIGH SCHOOL (2)   **2**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2020-21 Data Packet

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 demoninator, Grade 12 "Enrollment" as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for "Percent Tested" is grade-level enrollment as reported in Enrollment reports.

- Score summaries for SAT and ACT contain all scores available for the schoool year (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	509
10	420
11	322
12	309
ALL	1,560

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	58	3.7	24	23.8
American Indian/Alaska Native	3	0.2	*	*
Asian/Hawaiian/Pacific Islander	2	0.1	*	*
Hispanic	1,477	94.7	30	29.7
White	12	0.8	35	34.7
Multiple	8	0.5	7	6.9
Other* (teachers only)	—	—	5	5.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	1,194	76.5
Economically disadvantaged	1,485	95.2
Limited English proficient (LEP)	773	49.6
Special education	124	7.9
Talented and Gifted (TAG)	182	11.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	431	17	3.9	1	0.2	0	0.0	409	94.9	3	0.7	1	0.2
	2019	500	15	3.0	0	0.0	0	0.0	481	96.2	3	0.6	1	0.2
	2020	509	25	4.9	3	0.6	1	0.2	468	91.9	6	1.2	6	1.2
10	2018	341	10	2.9	0	0.0	1	0.3	329	96.5	1	0.3	0	0.0
	2019	391	16	4.1	1	0.3	0	0.0	369	94.4	3	0.8	2	0.5
	2020	420	11	2.6	0	0.0	0	0.0	406	96.7	3	0.7	0	0.0
11	2018	350	17	4.9	0	0.0	0	0.0	330	94.3	1	0.3	2	0.6
	2019	320	12	3.8	0	0.0	2	0.6	305	95.3	0	0.0	1	0.3
	2020	322	14	4.3	0	0.0	0	0.0	305	94.7	2	0.6	1	0.3
12	2018	322	8	2.5	2	0.6	0	0.0	312	96.9	0	0.0	0	0.0
	2019	357	17	4.8	0	0.0	0	0.0	335	93.8	2	0.6	3	0.8
	2020	309	8	2.6	0	0.0	1	0.3	298	96.4	1	0.3	1	0.3
9-12	2018	1,444	52	3.6	3	0.2	1	0.1	1,380	95.6	5	0.3	3	0.2
	2019	1,568	60	3.8	1	0.1	2	0.1	1,490	95.0	8	0.5	7	0.4
	2020	1,560	58	3.7	3	0.2	2	0.1	1,477	94.7	12	0.8	8	0.5

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	431	393	91.2	193	44.8	37	8.6	326	75.6	37	8.6	100	23.2	52.2	47.8	7.7
	2019	500	468	93.6	289	57.8	41	8.2	379	75.8	51	10.2	135	27.0	51.6	48.4	5.6
	2020	509	491	96.5	306	60.1	48	9.4	389	76.4	59	11.6	144	28.3	54.0	46.0	6.3
10	2018	341	316	92.7	106	31.1	20	5.9	236	69.2	36	10.6	9	2.6	52.5	47.5	8.2
	2019	391	366	93.6	170	43.5	30	7.7	253	64.7	38	9.7	7	1.8	50.4	49.6	2.8
	2020	420	397	94.5	246	58.6	34	8.1	328	78.1	50	11.9	10	2.4	50.7	49.3	5.2
11	2018	350	326	93.1	90	25.7	22	6.3	234	66.9	31	8.9	15	4.3	54.0	46.0	0.3
	2019	320	301	94.1	89	27.8	17	5.3	162	50.6	40	12.5	14	4.4	52.5	47.5	1.3
	2020	322	306	95.0	132	41.0	24	7.5	250	77.6	32	9.9	11	3.4	50.9	49.1	0.3
12	2018	322	298	92.5	77	23.9	22	6.8	181	56.2	29	9.0	4	1.2	50.0	50.0	1.2
	2019	357	331	92.7	86	24.1	26	7.3	187	52.4	38	10.6	5	1.4	53.2	46.8	0.6
	2020	309	291	94.2	89	28.8	18	5.8	227	73.5	41	13.3	7	2.3	51.1	48.9	1.0
9-12	2018	1,444	1,333	92.3	466	32.3	101	7.0	977	67.7	133	9.2	128	8.9	52.2	47.8	4.6
	2019	1,568	1,466	93.5	634	40.4	114	7.3	981	62.6	167	10.7	161	10.3	51.8	48.2	2.9
	2020	1,560	1,485	95.2	773	49.6	124	7.9	1,194	76.5	182	11.7	172	11.0	51.9	48.1	3.7

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	431	11,716	405	93.9	10,961	93.6	66	15.3	22.9	372	9,718	86.3	82.9
	2019	506	13,484	462	91.3	12,437	92.2	28	5.5	11.5	370	8,723	73.2	64.7
	2020	521	13,875	481	92.3	12,839	92.5	23	4.4	9.0	434	10,020	83.3	72.2
10	2018	345	10,382	323	93.6	9,791	94.3	25	7.2	16.5	304	8,886	88.1	85.6
	2019	395	12,020	364	92.2	11,175	93.0	21	5.3	7.3	314	7,845	79.4	65.3
	2020	431	12,465	398	92.4	11,629	93.3	8	1.9	5.4	371	8,835	86.1	70.9
11	2018	362	9,131	340	94.0	8,661	94.9	15	4.1	12.0	328	8,132	90.6	89.1
	2019	330	10,324	305	92.3	9,693	93.9	11	3.3	4.8	259	7,071	78.4	68.5
	2020	336	10,440	315	93.9	9,830	94.2	11	3.3	4.1	302	7,647	90.0	73.2
12	2018	330	8,756	308	93.2	8,306	94.9	4	1.2	5.8	293	7,772	88.7	88.8
	2019	361	10,368	334	92.3	9,771	94.2	6	1.7	3.3	280	7,151	77.5	69.0
	2020	321	10,322	300	93.6	9,699	94.0	5	1.6	3.4	284	7,820	88.5	75.8
9-12	2018	1,469	39,984	1,376	93.7	37,719	94.3	110	7.5	15.0	1,297	34,508	88.3	86.3
	2019	1,592	46,196	1,464	92.0	43,077	93.2	66	4.1	7.1	1,223	30,790	76.8	66.7
	2020	1,609	47,101	1,495	92.9	43,997	93.4	47	2.9	5.8	1,391	34,322	86.5	72.9

Teachers: 101

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	24	23.8
Hispanic	30	29.7
White	35	34.7
Multiple	7	6.9
Other	5	5.0

Gender	Number	Percentage
Female	52	51.5
Male	49	48.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.2	67.7
2018-19	7.3	82.4
2019-20	6.3	80.0

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	6	5.9
1	9	8.9
2	11	10.9
3	12	11.9
4	8	7.9
5	7	6.9
1-3	32	31.7
More than 3	63	62.4
1 - 5	47	46.5
6 - 10	19	18.8
11 - 20	25	24.8
More than 20	4	4.0

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (295)	Beginning	32	11.1	171	59.6	18	8.0	30	10.5	16	7.4
	Intermediate	58	20.2	95	33.1	56	25.0	123	42.9	117	54.2
	Advanced	100	34.8	21	7.3	95	42.4	76	26.5	78	36.1
	Advanced High	97	33.8	0	0.0	55	24.6	58	20.2	5	2.3
10 (239)	Beginning	5	2.1	145	62.0	0	0.0	12	5.3	0	0.0
	Intermediate	42	17.9	63	26.9	16	9.4	109	48.0	109	67.3
	Advanced	92	39.3	23	9.8	63	37.1	65	28.6	40	24.7
	Advanced High	95	40.6	3	1.3	91	53.5	41	18.1	13	8.0
11 (123)	Beginning	6	5.0	71	59.7	0	0.0	9	7.6	1	1.5
	Intermediate	19	16.0	32	26.9	4	5.5	46	39.0	42	61.8
	Advanced	41	34.5	15	12.6	33	45.2	39	33.1	17	25.0
	Advanced High	53	44.5	1	0.8	36	49.3	24	20.3	8	11.8
12 (68)	Beginning	1	1.6	35	56.5	0	0.0	4	6.5	0	0.0
	Intermediate	15	24.2	15	24.2	6	13.3	26	41.9	23	59.0
	Advanced	25	40.3	11	17.7	17	37.8	27	43.5	12	30.8
	Advanced High	21	33.9	1	1.6	22	48.9	5	8.1	4	10.3
ALL (725)	Beginning	44	6.3	422	60.1	18	3.5	55	7.9	17	3.5
	Intermediate	134	19.1	205	29.2	82	16.0	304	43.8	291	60.0
	Advanced	258	36.8	70	10.0	208	40.6	207	29.8	147	30.3
	Advanced High	266	37.9	5	0.7	204	39.8	128	18.4	30	6.2

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years — N (% Progressed)	2020 Level	2019 Level: Beg	Int	Adv	Adv High
230 — **13 (5.7%)**	Beginning	1			
	Intermediate	0	98		
	Advanced	1	7	61	
	Advanced High	0	0	5	
217 — **32 (14.7%)**	Beginning	0			
	Intermediate	2	94		
	Advanced	2	15	20	
	Advanced High	0	4	9	
102 — **14 (13.7%)**	Beginning	1			
	Intermediate	1	34		
	Advanced	0	7	7	
	Advanced High	0	0	6	
65 — **12 (18.5%)**	Beginning	0			
	Intermediate	0	23		
	Advanced	0	9	3	
	Advanced High	0	1	2	
614 — **71 (11.6%)**	Beginning	2			
	Intermediate	3	249		
	Advanced	3	38	91	
	Advanced High	0	5	22	

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

SEMESTER 1 TESTS

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

High School Exams

ALGEBRA I

| 375 | 70.0 | 79.1 | 78.7 | 78.6 | 79.2 | 89.1 | 69.0 | 87.3 |

ALGEBRA II

| 191 | 64.5 | 77.3 | 75.8 | 75.6 | 75.9 | 80.6 | 58.1 | 86.2 |

ALGEBRA II PRE-AP

| 136 | 52.6 | 71.6 | 84.2 | 86.5 | 58.8 | 97.8 | 69.4 | 90.9 |

BIOLOGY

| 297 | 47.8 | 73.4 | 81.4 | 82.7 | 65.7 | 93.3 | 64.3 | 84.8 |

BIOLOGY PRE-AP

| 162 | 61.7 | 77.0 | 83.0 | 84.1 | 77.2 | 96.9 | 73.6 | 89.9 |

CHEMISTRY

| 279 | 39.6 | 67.1 | 79.7 | 81.9 | 36.6 | 92.8 | 41.6 | 80.1 |

CHEMISTRY PRE-AP

| 151 | 60.6 | 73.7 | 77.9 | 78.6 | 73.5 | 88.1 | 69.5 | 93.7 |

ECONOMICS

| 145 | 61.8 | 74.0 | 79.0 | 79.9 | 70.3 | 97.2 | 74.4 | 91.3 |

ENGLISH I

| 260 | 60.3 | 72.3 | 77.9 | 78.9 | 62.3 | 85.0 | 53.2 | 83.0 |

ENGLISH I ESOL BEGINNER

| 28 | 49.0 | 71.7 | 83.8 | 85.9 | 50.0 | 100.0 | 39.0 | 84.2 |

SEMESTER 2 TESTS

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

ALGEBRA I

ALGEBRA II

ALGEBRA II PRE-AP

BIOLOGY

BIOLOGY PRE-AP

CHEMISTRY

CHEMISTRY PRE-AP

ECONOMICS

ENGLISH I

ENGLISH I ESOL BEGINNER

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 INTERMEDIATE								
3	*	*	*	*	*	*	41.0	*
ENGLISH I PRE-AP								
180	72.8	75.3	80.4	81.3	72.2	94.4	75.7	90.5
ENGLISH II								
234	58.5	74.1	75.8	76.1	63.2	86.8	62.4	84.9
ENGLISH II ESOL INTERMEDIATE								
6	64.0	80.3	88.3	89.7	66.7	100.0	48.6	90.9
ENGLISH II PRE-AP								
160	66.5	75.5	83.5	85.0	68.8	95.0	80.1	93.0
ENGLISH III								
212	56.6	72.9	71.5	71.3	61.3	65.1	59.1	81.6
ENGLISH IV								
239	60.2	76.1	76.8	76.9	78.2	84.1	70.1	91.0
ENVIRONMENTAL SYSTEMS								
220	61.3	76.3	77.8	78.1	76.8	83.6	68.7	89.3
FRENCH I								
79	66.8	76.8	86.5	88.2	81.0	98.7	69.2	83.9
FRENCH II								
70	66.8	73.8	81.2	82.6	68.6	95.7	66.7	87.5
GEOMETRY								
287	44.6	71.4	77.0	78.0	55.1	85.7	52.5	83.3

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 INTERMEDIATE								
ENGLISH I PRE-AP								
ENGLISH II								
ENGLISH II ESOL INTERMEDIATE								
ENGLISH II PRE-AP								
ENGLISH III								
ENGLISH IV								
ENVIRONMENTAL SYSTEMS								
FRENCH I								
FRENCH II								
GEOMETRY								

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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

| 123 | 50.9 | 70.6 | 81.0 | 82.9 | 49.6 | 82.9 | 67.4 | 90.9 |

GOVERNMENT

| 153 | 61.2 | 74.7 | 77.9 | 78.4 | 77.8 | 89.5 | 59.3 | 88.6 |

HS HEALTH EDUCATION

| 214 | 65.5 | 77.0 | 80.1 | 80.6 | 76.2 | 94.9 | 73.7 | 91.9 |

HS VARSITY BAND

| 33 | 55.4 | 76.1 | 95.5 | 98.9 | 81.8 | 100.0 | 70.9 | 92.0 |

PHYSICS

| 212 | 45.8 | 67.5 | 77.1 | 78.7 | 40.6 | 87.7 | 54.4 | 85.7 |

PHYSICS PRE-AP

| 27 | 50.0 | 68.1 | 77.3 | 78.9 | 51.9 | 96.3 | 65.4 | 95.2 |

PRE-CALCULUS

| 92 | 61.6 | 71.2 | 78.6 | 79.9 | 58.7 | 91.3 | 51.1 | 86.1 |

PRE-CALCULUS PRE-AP

| 46 | 57.7 | 73.0 | 81.2 | 82.6 | 65.2 | 93.5 | 73.5 | 95.7 |

SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

| 104 | 59.2 | 75.5 | 80.2 | 80.9 | 78.8 | 94.2 | 69.4 | 90.0 |

SPANISH I

| 118 | 78.0 | 85.4 | 87.9 | 88.3 | 89.0 | 96.6 | 76.1 | 90.2 |

SPANISH II

| 230 | 73.9 | 83.3 | 84.8 | 85.0 | 93.5 | 93.0 | 76.3 | 91.1 |

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

| | | | | | | | | |

GOVERNMENT

| | | | | | | | | |

HS HEALTH EDUCATION

| | | | | | | | | |

HS VARSITY BAND

| | | | | | | | | |

PHYSICS

| | | | | | | | | |

PHYSICS PRE-AP

| | | | | | | | | |

PRE-CALCULUS

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PRE-CALCULUS PRE-AP

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SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

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SPANISH I

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SPANISH II

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SEMESTER 1 TESTS

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

STUDIO ART I

256	67.8	81.4	85.6	86.4	88.7	94.9	77.9	92.3

U.S. HISTORY

204	58.2	70.2	77.5	78.8	58.3	85.3	63.8	88.5

WORLD GEOGRAPHY

250	51.5	72.0	82.7	84.6	56.8	94.8	55.0	90.9

WORLD HISTORY

251	56.8	73.0	78.0	78.9	66.9	94.4	51.6	88.8

WORLD HISTORY PRE-AP

148	58.2	73.9	85.9	88.0	67.6	100.0	76.6	93.5

SEMESTER 2 TESTS

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

STUDIO ART I

U.S. HISTORY

WORLD GEOGRAPHY

WORLD HISTORY

WORLD HISTORY PRE-AP

Test	Subtest	Year	Percent Tested %	Dist %	All Students N	Mean	% at BMRK	African American N	Mean	% at BMRK	Hispanic N	Mean	% at BMRK	White N	Mean	% at BMRK*	District N	Mean	% at BMRK
SAT	Reading & Writing	2017-18	84.8	84.1	273	438	30.8	5	*	*	266	437	30.5				7,116	468	41.8
		2018-19	78.2	87.2	279	438	28.0	14	450	21.4	262	437	27.9				7,714	463	39.1
		2019-20	86.1	84.8	266	446	34.2	7	469	42.9	257	447	34.2	1	*	*	7,428	466	39.8
	Mathematics	2017-18	84.8	84.1	273	432	9.2	5	*	*	266	432	9.0				7,116	463	20.7
		2018-19	78.2	87.2	279	442	6.8	14	432	7.1	262	442	6.5				7,714	461	19.7
		2019-20	86.1	84.8	266	452	14.7	7	419	0.0	257	454	15.2	1	*	*	7,428	461	21.7
ACT	English	2017-18	74.5	82.3	240	13	14.6	4	*	*	234	13	14.1				6,959	15	26.5
		2018-19	66.4	82.5	237	13	16.5	13	12	15.4	221	13	16.7				7,297	15	27.0
		2019-20	78.6	81.2	243	14	18.1	6	16	33.3	236	14	17.8				7,116	15	28.9
	Mathematics	2017-18	74.5	82.3	240	16	7.5	4	*	*	234	16	6.8				6,959	17	14.8
		2018-19	66.4	82.5	237	17	10.5	13	15	7.7	221	17	10.4				7,297	18	19.2
		2019-20	78.6	81.2	243	17	7.0	6	15	0.0	236	17	7.2				7,116	17	14.3
	Reading	2017-18	74.5	82.3	240	16	11.3	4	*	*	234	16	11.1				6,959	17	19.0
		2018-19	66.4	82.5	237	16	10.5	13	15	7.7	221	16	10.0				7,297	17	21.0
		2019-20	78.6	81.2	243	16	11.5	6	16	0.0	236	16	11.9				7,116	16	18.4
	Science	2017-18	74.5	82.3	240	17	4.6	4	*	*	234	17	4.7				6,959	17	12.9
		2018-19	66.4	82.5	237	16	6.3	13	15	0.0	221	16	6.8				7,297	17	14.5
		2019-20	78.6	81.2	243	16	6.2	6	14	0.0	236	16	6.4				7,116	17	13.8
	Composite	2017-18	74.5	82.3	240	16	–	4	*	–	234	16	–			–	6,959	17	–
		2018-19	66.4	82.5	237	16	–	13	15	–	221	16	–			–	7,297	17	–
		2019-20	78.6	81.2	243	16	–	6	15	–	236	16	–			–	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 N	All Mean	All % at BMRK	AfrAm N	AfrAm Mean	AfrAm % at BMRK	Hisp N	Hisp Mean	Hisp % at BMRK	White N	White Mean	White % at BMRK	Other N	Other Mean	Other % at BMRK	District N	District Mean	District % at BMRK
9	Reading & Writing	2017	17	462	70.6	0			17	462	70.6	0			0			1,836	466	72.5
		2018	16	444	75.0	0			16	444	75.0	0			0			2,063	473	74.2
		2019	28	451	75.0	1	*	*	27	449	74.1	0			0			2,013	463	69.8
	Mathematics	2017	17	458	64.7	0			17	458	64.7	0			0			1,836	467	59.8
		2018	16	464	56.3	0			16	464	56.3	0			0			2,063	477	64.0
		2019	28	462	64.3	1	*	*	27	462	63.0	0			0			2,013	460	62.6
10	Reading & Writing	2017	255	402	32.5	6	367	16.7	248	403	33.1	0			1	*	*	8,857	417	39.0
		2018	305	396	32.8	12	382	33.3	288	396	32.6	3	*	*	1	*	*	8,620	418	41.8
		2019	337	388	27.9	10	378	10.0	325	388	28.0	2	*	*	0			8,689	414	38.2
	Mathematics	2017	255	426	20.4	6	355	0.0	248	427	21.0	0			1	*	*	8,857	428	22.1
		2018	305	414	17.4	12	373	8.3	288	416	17.7	3	*	*	1	*	*	8,620	426	25.3
		2019	337	406	11.3	10	390	0.0	325	406	11.7	2	*	*	0			8,689	426	20.7
11	Reading & Writing	2017	25	502	76.0	2	*	*	23	498	73.9	0			0			2,095	508	67.6
		2018	1	*	*	0			1	*	*	0			0			1,921	501	64.3
		2019	1	*	*	0			1	*	*	0			0			2,726	482	56.3
	Mathematics	2017	25	511	48.0	2	*	*	23	511	47.8	0			0			2,095	504	44.4
		2018	1	*	*	0			1	*	*	0			0			1,921	497	42.6
		2019	1	*	*	0			1	*	*	0			0			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.

Subject	Exams Taken (School)	Exams Taken (Dist)	Average Score (School)	Average Score (Dist)	Passed (School)	Passed (%)	Passed (Dist)
ALL EXAMS	527	16,384	1.5	2.2	83	15.7	37.1
Calculus AB	17	665	1.4	2.6	1	5.9	43.3
Chemistry	8	239	1.0	2.0	0	0.0	30.5
English Language and Composition	33	1,472	1.5	2.0	4	12.1	27.1
English Literature and Composition	43	1,334	1.8	2.0	5	11.6	27.3
Environmental Science	18	864	1.3	2.0	1	5.6	27.4
Human Geography	39	1,592	1.2	1.9	2	5.1	31.0
Microeconomics	54	234	1.0	1.5	0	0.0	15.8
Physics 1	85	849	1.1	1.7	1	1.2	17.9
Research	4	47	*	3.5	*	*	93.6
Seminar	1	366	*	3.0	*	*	77.0
Spanish Language and Culture	51	905	3.8	3.9	48	94.1	90.1
Spanish Literature and Culture	17	138	2.7	2.6	10	58.8	49.3
United States Government and Politics	64	893	1.1	1.8	0	0.0	23.1
United States History	77	1,519	1.1	1.7	2	2.6	21.0
World History	16	1,511	1.9	2.0	5	31.3	28.7