



School Number 35

IRMA L. RANGEL YOUNG WOMENS LEADERSHIP SCHOOL

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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.

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.

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
6	101
7	100
8	95
9	81
10	63
11	51
12	57
ALL	548

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	50	9.1	6	18.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	10	1.8	*	*
Hispanic	445	81.2	4	12.5
White	27	4.9	17	53.1
Multiple	16	2.9	2	6.3
Other* (teachers only)	—	—	3	9.4
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	276	50.4
Economically disadvantaged	394	71.9
Limited English proficient (LEP)	93	17.0
Special education	1	0.2
Talented and Gifted (TAG)	419	76.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018	93	5	5.4	0	0.0	0	0.0	82	88.2	2	2.2	4	4.3
	2019	105	6	5.7	1	1.0	1	1.0	88	83.8	7	6.7	2	1.9
	2020	101	10	9.9	0	0.0	1	1.0	80	79.2	6	5.9	4	4.0
7	2018	89	10	11.2	0	0.0	1	1.1	65	73.0	11	12.4	2	2.2
	2019	102	6	5.9	0	0.0	1	1.0	89	87.3	3	2.9	3	2.9
	2020	100	6	6.0	0	0.0	1	1.0	86	86.0	6	6.0	1	1.0
8	2018	87	11	12.6	0	0.0	2	2.3	60	69.0	12	13.8	2	2.3
	2019	90	9	10.0	0	0.0	0	0.0	68	75.6	11	12.2	2	2.2
	2020	95	6	6.3	0	0.0	1	1.1	83	87.4	2	2.1	3	3.2
6-8	2018	269	26	9.7	0	0.0	3	1.1	207	77.0	25	9.3	8	3.0
	2019	297	21	7.1	1	0.3	2	0.7	245	82.5	21	7.1	7	2.4
	2020	296	22	7.4	0	0.0	3	1.0	249	84.1	14	4.7	8	2.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	53	12	22.6	0	0.0	2	3.8	37	69.8	2	3.8	0	0.0
	2019	73	6	8.2	0	0.0	3	4.1	58	79.5	4	5.5	2	2.7
	2020	81	7	8.6	0	0.0	1	1.2	65	80.2	5	6.2	3	3.7
10	2018	62	6	9.7	0	0.0	1	1.6	50	80.6	3	4.8	2	3.2
	2019	54	11	20.4	0	0.0	2	3.7	37	68.5	3	5.6	1	1.9
	2020	63	6	9.5	0	0.0	2	3.2	50	79.4	3	4.8	2	3.2
11	2018	61	5	8.2	0	0.0	2	3.3	49	80.3	5	8.2	0	0.0
	2019	58	5	8.6	0	0.0	1	1.7	47	81.0	3	5.2	2	3.4
	2020	51	10	19.6	0	0.0	3	5.9	35	68.6	2	3.9	1	2.0
12	2018	65	8	12.3	0	0.0	2	3.1	53	81.5	2	3.1	0	0.0
	2019	61	5	8.2	0	0.0	2	3.3	49	80.3	5	8.2	0	0.0
	2020	57	5	8.8	0	0.0	1	1.8	46	80.7	3	5.3	2	3.5
9-12	2018	241	31	12.9	0	0.0	7	2.9	189	78.4	12	5.0	2	0.8
	2019	246	27	11.0	0	0.0	8	3.3	191	77.6	15	6.1	5	2.0
	2020	252	28	11.1	0	0.0	7	2.8	196	77.8	13	5.2	8	3.2

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	
6	2018	93	78	83.9	42	45.2	0	0.0	46	49.5	71	76.3	8	8.6	0.0	100.0	0.0
	2019	105	78	74.3	39	37.1	0	0.0	50	47.6	88	83.8	9	8.6	0.0	100.0	0.0
	2020	101	76	75.2	49	48.5	0	0.0	57	56.4	87	86.1	7	6.9	0.0	100.0	0.0
7	2018	89	69	77.5	10	11.2	0	0.0	14	15.7	69	77.5	2	2.2	0.0	100.0	0.0
	2019	102	74	72.5	27	26.5	0	0.0	53	52.0	73	71.6	8	7.8	0.0	100.0	0.0
	2020	100	71	71.0	30	30.0	1	1.0	49	49.0	82	82.0	2	2.0	0.0	100.0	0.0
8	2018	87	64	73.6	7	8.0	0	0.0	11	12.6	65	74.7	0	0.0	0.0	100.0	0.0
	2019	90	67	74.4	5	5.6	0	0.0	12	13.3	69	76.7	3	3.3	0.0	100.0	0.0
	2020	95	70	73.7	7	7.4	0	0.0	52	54.7	68	71.6	0	0.0	0.0	100.0	0.0
6-8	2018	269	211	78.4	59	21.9	0	0.0	71	26.4	205	76.2	10	3.7	0.0	100.0	0.0
	2019	297	219	73.7	71	23.9	0	0.0	115	38.7	230	77.4	20	6.7	0.0	100.0	0.0
	2020	296	217	73.3	86	29.1	1	0.3	158	53.4	237	80.1	9	3.0	0.0	100.0	0.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	2018	53	47	88.7	0	0.0	0	0.0	3	5.7	46	86.8	0	0.0	0.0	100.0	0.0
	2019	73	51	69.9	5	6.8	0	0.0	13	17.8	51	69.9	6	8.2	0.0	100.0	0.0
	2020	81	57	70.4	5	6.2	0	0.0	35	43.2	57	70.4	6	7.4	0.0	100.0	0.0
10	2018	62	54	87.1	1	1.6	0	0.0	3	4.8	44	71.0	1	1.6	0.0	100.0	0.0
	2019	54	36	66.7	0	0.0	0	0.0	2	3.7	44	81.5	2	3.7	0.0	100.0	0.0
	2020	63	46	73.0	2	3.2	0	0.0	35	55.6	45	71.4	1	1.6	0.0	100.0	0.0
11	2018	61	48	78.7	0	0.0	0	0.0	2	3.3	43	70.5	0	0.0	0.0	100.0	0.0
	2019	58	41	70.7	0	0.0	0	0.0	2	3.4	39	67.2	0	0.0	0.0	100.0	0.0
	2020	51	36	70.6	0	0.0	0	0.0	22	43.1	42	82.4	1	2.0	0.0	100.0	0.0
12	2018	65	59	90.8	0	0.0	0	0.0	2	3.1	55	84.6	0	0.0	0.0	100.0	0.0
	2019	61	42	68.9	0	0.0	0	0.0	1	1.6	43	70.5	0	0.0	0.0	100.0	0.0
	2020	57	38	66.7	0	0.0	0	0.0	26	45.6	38	66.7	0	0.0	0.0	100.0	0.0
9-12	2018	241	208	86.3	1	0.4	0	0.0	10	4.1	188	78.0	1	0.4	0.0	100.0	0.0
	2019	246	170	69.1	5	2.0	0	0.0	18	7.3	177	72.0	8	3.3	0.0	100.0	0.0
	2020	252	177	70.2	7	2.8	0	0.0	118	46.8	182	72.2	8	3.2	0.0	100.0	0.0

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
6	2018	96	10,808	94	98.1	10,384	96.1	2	2.1	16.0	93	9,749	97.1	90.2
	2019	105	11,096	103	97.9	10,690	96.3	0	0.0	6.1	104	9,953	98.8	89.7
	2020	101	11,110	99	97.9	10,711	96.4	0	0.0	4.2	101	10,111	99.7	91.0
7	2018	90	10,642	88	98.2	10,187	95.7	0	0.0	17.0	89	9,495	99.0	89.2
	2019	104	10,469	102	98.2	9,999	95.5	3	2.9	8.1	101	9,086	97.3	86.8
	2020	100	10,970	98	97.9	10,532	96.0	0	0.0	6.1	100	9,871	99.8	90.0
8	2018	88	10,293	85	97.5	9,803	95.2	0	0.0	9.3	87	9,068	99.3	88.1
	2019	92	10,408	90	97.9	9,933	95.4	2	2.2	9.0	89	9,060	97.0	87.0
	2020	97	10,325	95	98.1	9,856	95.5	0	0.0	7.3	95	9,155	97.7	88.7
6-8	2018	273	31,743	268	98.0	30,374	95.7	2	0.7	14.2	269	28,312	98.5	89.2
	2019	301	31,974	295	98.0	30,622	95.8	5	1.7	7.7	294	28,099	97.7	87.9
	2020	299	32,404	293	98.0	31,100	96.0	0	0.0	5.8	296	29,137	99.1	89.9

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	53	11,716	53	98.3	10,961	93.6	0	0.0	22.9	53	9,718	99.1	82.9
	2019	73	13,484	71	98.1	12,437	92.2	0	0.0	11.5	73	8,723	100.0	64.7
	2020	83	13,875	81	98.2	12,839	92.5	0	0.0	9.0	81	10,020	97.9	72.2
10	2018	62	10,382	61	98.4	9,791	94.3	0	0.0	16.5	62	8,886	99.3	85.6
	2019	54	12,020	52	97.2	11,175	93.0	0	0.0	7.3	52	7,845	96.3	65.3
	2020	64	12,465	62	97.5	11,629	93.3	0	0.0	5.4	63	8,835	98.8	70.9
11	2018	62	9,131	60	97.8	8,661	94.9	1	1.6	12.0	61	8,132	99.2	89.1
	2019	58	10,324	57	98.0	9,693	93.9	0	0.0	4.8	58	7,071	100.0	68.5
	2020	51	10,440	50	97.7	9,830	94.2	0	0.0	4.1	51	7,647	99.9	73.2
12	2018	65	8,756	63	96.3	8,306	94.9	0	0.0	5.8	65	7,772	100.0	88.8
	2019	61	10,368	59	96.5	9,771	94.2	0	0.0	3.3	58	7,151	95.6	69.0
	2020	57	10,322	55	97.0	9,699	94.0	0	0.0	3.4	56	7,820	98.2	75.8
9-12	2018	242	39,984	237	97.7	37,719	94.3	1	0.4	15.0	241	34,508	99.4	86.3
	2019	245	46,196	239	97.5	43,077	93.2	0	0.0	7.1	241	30,790	98.4	66.7
	2020	255	47,101	249	97.6	43,997	93.4	0	0.0	5.8	251	34,322	98.6	72.9

Teachers: 32

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	18.8
Hispanic	4	12.5
White	17	53.1
Multiple	2	6.3
Other	3	9.4

Gender	Number	Percentage
Female	23	71.9
Male	9	28.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.3	76.2
2018-19	7.0	85.7
2019-20	6.0	93.5

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	2	6.3
1	2	6.3
2	2	6.3
3	1	3.1
4	2	6.3
5	3	9.4
1-3	5	15.6
More than 3	25	78.1
1 - 5	10	31.3
6 - 10	3	9.4
11 - 20	15	46.9
More than 20	2	6.3

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
6 (49)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	7	14.3	4	8.2	0	0.0	0	0.0
	Advanced	0	0.0	35	71.4	13	26.5	2	4.1	10	20.4
	Advanced High	49	100.0	7	14.3	32	65.3	47	95.9	39	79.6
7 (30)	Beginning	0	0.0	1	3.3	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	6.7	0	0.0	0	0.0	1	3.3
	Advanced	0	0.0	21	70.0	2	6.7	1	3.3	2	6.7
	Advanced High	30	100.0	6	20.0	28	93.3	29	96.7	27	90.0
8 (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	1	14.3	2	28.6	0	0.0	0	0.0
	Advanced High	7	100.0	6	85.7	5	71.4	7	100.0	7	100.0
ALL (93)	Beginning	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	9	9.7	4	4.3	1	1.1	1	1.1
	Advanced	1	1.1	60	64.5	19	20.4	3	3.2	14	15.1
	Advanced High	92	98.9	23	24.7	70	75.3	89	95.7	78	83.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
46 38 (82.6%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	8	
	Advanced High	0	2	35	
29 26 (89.7%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	2	
	Advanced High	0	0	26	
7 7 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	7	
86 75 (87.2%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	10	
	Advanced High	0	2	72	

 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

6	82.1	87.5	77.0	75.1	100.0	83.3	69.0	87.3
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ALGEBRA I PRE-AP

98	86.4	89.8	85.5	85.0	96.9	100.0	76.4	94.0
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ALGEBRA II PRE-AP

58	77.8	86.7	86.0	85.9	96.6	100.0	69.4	90.9
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BIOLOGY PRE-AP

83	73.2	83.9	86.6	87.1	98.8	100.0	73.6	89.9
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CHEMISTRY PRE-AP

66	73.5	82.3	89.5	90.7	86.4	100.0	69.5	93.7
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ENGLISH I PRE-AP

83	86.4	87.7	86.9	86.8	97.6	97.6	75.7	90.5
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ENGLISH II PRE-AP

64	80.8	85.9	85.9	85.9	95.3	100.0	80.1	93.0
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FRENCH I

54	82.1	87.5	88.8	88.9	100.0	100.0	69.2	83.9
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FRENCH II

37	88.8	91.1	87.8	87.4	100.0	100.0	66.7	87.5
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GEOMETRY PRE-AP

82	67.4	80.5	91.1	93.0	90.2	100.0	67.4	90.9
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ALGEBRA I

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ALGEBRA I PRE-AP

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ALGEBRA II PRE-AP

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BIOLOGY PRE-AP

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CHEMISTRY PRE-AP

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ENGLISH I PRE-AP

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ENGLISH II PRE-AP

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FRENCH I

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FRENCH II

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GEOMETRY PRE-AP

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SEMESTER 1 TESTS

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

PHYSICS PRE-AP

60	78.8	86.4	90.7	91.5	95.0	100.0	65.4	95.2
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PRE-CALCULUS PRE-AP

49	70.7	81.3	90.4	92.1	87.8	100.0	73.5	95.7
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SPANISH I

26	74.1	82.8	88.0	88.7	96.2	100.0	76.1	90.2
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SPANISH II

65	84.7	90.3	87.8	87.4	100.0	100.0	76.3	91.1
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STUDIO ART I

43	85.4	91.6	93.6	94.0	100.0	100.0	77.9	92.3
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Middle School Exams

ASTRONOMY 8

98	76.7	81.1	81.1	81.1	91.8	95.9	66.2	95.3
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MATHEMATICS 6 PRE-AP

101	79.3	86.2	83.4	83.1	95.0	93.1	72.9	97.2
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MATHEMATICS 7 PRE-AP

100	78.7	86.4	83.1	82.7	95.0	94.0	69.8	93.0
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MS HEALTH EDUCATION 7

50	85.9	91.4	96.7	97.3	100.0	100.0	78.6	94.8
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PHYSICAL EDUCATION 6

101	77.5	86.5	98.0	99.2	100.0	100.0	76.5	99.6
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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

PHYSICS PRE-AP

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PRE-CALCULUS PRE-AP

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SPANISH I

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SPANISH II

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STUDIO ART I

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ASTRONOMY 8

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MATHEMATICS 6 PRE-AP

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MATHEMATICS 7 PRE-AP

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MS HEALTH EDUCATION 7

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PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 7 & 8

95	78.8	87.3	98.2	99.4	100.0	100.0	80.9	98.6
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READING LANGUAGE ARTS 6 PRE-AP

101	73.2	82.9	89.3	90.0	97.0	100.0	81.2	97.5
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READING LANGUAGE ARTS 7 PRE-AP

100	77.3	85.5	87.2	87.4	98.0	99.0	83.1	96.8
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READING LANGUAGE ARTS 8 PRE-AP

98	75.5	83.7	89.8	90.5	95.9	100.0	80.2	96.0
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SCIENCE 6 PRE-AP

101	70.0	80.9	87.4	88.2	91.1	100.0	75.3	98.1
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SCIENCE 7 PRE-AP

100	79.5	86.0	86.0	86.0	100.0	99.0	84.8	98.0
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TECHNOLOGY APPLICATIONS

60	80.5	86.7	86.2	86.2	100.0	100.0	58.8	94.4
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TEXAS STUDIES 7 PRE-AP

100	71.4	82.5	85.0	85.3	92.0	95.0	74.6	96.6
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U.S. STUDIES 8 PRE-AP

98	66.3	79.8	89.3	90.3	91.8	96.9	77.3	97.1
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WORLD CULTURES 6 PRE-AP

101	74.2	84.5	89.1	89.6	99.0	100.0	74.9	97.1
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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

PHYSICAL EDUCATION 7 & 8

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READING LANGUAGE ARTS 6 PRE-AP

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READING LANGUAGE ARTS 7 PRE-AP

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READING LANGUAGE ARTS 8 PRE-AP

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SCIENCE 6 PRE-AP

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SCIENCE 7 PRE-AP

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TECHNOLOGY APPLICATIONS

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TEXAS STUDIES 7 PRE-AP

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U.S. STUDIES 8 PRE-AP

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WORLD CULTURES 6 PRE-AP

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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	98.5	84.1	64	610	100.0	8	669	100.0	52	598	100.0	2	*	*	7,116	468	41.8
		2018-19	100.0	87.2	61	613	95.1	5	*	*	49	609	93.9	5	*	*	7,714	463	39.1
		2019-20	100.0	84.8	57	601	100.0	5	*	*	46	595	100.0	3	*	*	7,428	466	39.8
	Mathematics	2017-18	98.5	84.1	64	564	78.1	8	551	87.5	52	563	75.0	2	*	*	7,116	463	20.7
		2018-19	100.0	87.2	61	570	82.0	5	*	*	49	570	79.6	5	*	*	7,714	461	19.7
		2019-20	100.0	84.8	57	585	86.0	5	*	*	46	585	87.0	3	*	*	7,428	461	21.7
ACT	English	2017-18	98.5	82.3	64	25	93.8	8	29	100.0	52	25	92.3	2	*	*	6,959	15	26.5
		2018-19	100.0	82.5	61	26	98.4	5	*	*	49	25	98.0	5	*	*	7,297	15	27.0
		2019-20	100.0	81.2	57	26	98.2	5	*	*	46	26	97.8	3	*	*	7,116	15	28.9
	Mathematics	2017-18	98.5	82.3	64	22	59.4	8	22	62.5	52	23	59.6	2	*	*	6,959	17	14.8
		2018-19	100.0	82.5	61	24	86.9	5	*	*	49	24	87.8	5	*	*	7,297	18	19.2
		2019-20	100.0	81.2	57	24	73.7	5	*	*	46	23	67.4	3	*	*	7,116	17	14.3
	Reading	2017-18	98.5	82.3	64	26	82.8	8	29	100.0	52	25	78.8	2	*	*	6,959	17	19.0
		2018-19	100.0	82.5	61	26	85.2	5	*	*	49	25	85.7	5	*	*	7,297	17	21.0
		2019-20	100.0	81.2	57	24	71.9	5	*	*	46	24	69.6	3	*	*	7,116	16	18.4
	Science	2017-18	98.5	82.3	64	24	64.1	8	25	75.0	52	24	61.5	2	*	*	6,959	17	12.9
		2018-19	100.0	82.5	61	24	68.9	5	*	*	49	23	65.3	5	*	*	7,297	17	14.5
		2019-20	100.0	81.2	57	23	57.9	5	*	*	46	23	56.5	3	*	*	7,116	17	13.8
	Composite	2017-18	98.5	82.3	64	25	—	8	26	—	52	24	—	2	*	—	6,959	17	—
		2018-19	100.0	82.5	61	25	—	5	*	—	49	25	—	5	*	—	7,297	17	—
		2019-20	100.0	81.2	57	24	—	5	*	—	46	24	—	3	*	—	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	53	536	98.1	13	548	100.0	36	527	97.2	2	*	*	2	*	*	1,836	466	72.5
		2018	73	532	95.9	6	545	100.0	58	528	96.6	4	*	*	3	*	*	2,063	473	74.2
		2019	83	537	100.0	8	555	100.0	66	525	100.0	5	*	*	1	*	*	2,013	463	69.8
	Mathematics	2017	53	517	90.6	13	497	92.3	36	521	88.9	2	*	*	2	*	*	1,836	467	59.8
		2018	73	510	91.8	6	483	83.3	58	511	91.4	4	*	*	3	*	*	2,063	477	64.0
		2019	83	497	95.2	8	520	100.0	66	490	93.9	5	*	*	1	*	*	2,013	460	62.6
10	Reading & Writing	2017	63	566	100.0	6	583	100.0	51	562	100.0	3	*	*	1	*	*	8,857	417	39.0
		2018	53	581	100.0	11	591	100.0	36	569	100.0	3	*	*	2	*	*	8,620	418	41.8
		2019	64	546	95.3	6	525	100.0	51	545	94.1	3	*	*	2	*	*	8,689	414	38.2
	Mathematics	2017	63	523	84.1	6	508	83.3	51	524	84.3	3	*	*	1	*	*	8,857	428	22.1
		2018	53	551	86.8	11	541	90.9	36	549	83.3	3	*	*	2	*	*	8,620	426	25.3
		2019	64	505	71.9	6	493	66.7	51	505	70.6	3	*	*	2	*	*	8,689	426	20.7
11	Reading & Writing	2017	60	580	96.7	4	*	*	49	576	95.9	5	*	*	2	*	*	2,095	508	67.6
		2018	57	591	100.0	5	*	*	46	587	100.0	3	*	*	1	*	*	1,921	501	64.3
		2019	49	604	100.0	10	627	100.0	33	594	100.0	2	*	*	3	*	*	2,726	482	56.3
	Mathematics	2017	60	548	81.7	4	*	*	49	546	79.6	5	*	*	2	*	*	2,095	504	44.4
		2018	57	551	80.7	5	*	*	46	553	82.6	3	*	*	1	*	*	1,921	497	42.6
		2019	49	551	77.6	10	538	70.0	33	547	75.8	2	*	*	3	*	*	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

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

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

ALL EXAMS

443	16,384	2.7	2.2	239	54.0	37.1
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Computer Science Principles

4	106	*	2.3	*	*	37.7
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Human Geography

78	1,592	2.4	1.9	37	47.4	31.0
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Statistics

21	448	3.2	2.3	16	76.2	36.4
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World History

56	1,511	2.4	2.0	22	39.3	28.7
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Biology

26	663	2.5	2.4	13	50.0	43.9
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English Language and Composition

50	1,472	3.1	2.0	37	74.0	27.1
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Macroeconomics

37	590	1.9	2.0	9	24.3	29.3
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Studio Art: 2-D Design Portfolio

13	186	2.8	3.0	8	61.5	73.7
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Calculus AB

33	665	2.9	2.6	21	63.6	43.3
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English Literature and Composition

49	1,334	2.4	2.0	21	42.9	27.3
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Spanish Language and Culture

27	905	4.7	3.9	26	96.3	90.1
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United States History

49	1,519	2.6	1.7	25	51.0	21.0
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