



School Number 38

JUDGE BAREFOOT SANDERS LAW MAGNET

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 6. Summary Summary of Student and Teacher Statistics
- 7. Enroll (1) Enrollment Statistics by Ethnicity
- 8. Enroll (2) Enrollment Statistics by Select Student Group
- 9. Attendance Student Attendance Statistics
- 10. Teachers Teacher Statistics

ENGLISH PROFICIENCY

- 11. TELPAS Texas English Language Proficiency Assessment

LOCAL ASSESSMENT

- 12. ACP Dallas ISD Assessments of Course Performance

COLLEGE READINESS

- 14. SAT/ACT SAT/ACT Average Scores for Grade 12
- 15. PSAT PSAT Average Scores
- 16. AP Advanced Placement (AP) Exams

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
9	121
10	104
11	113
12	97
ALL	435

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	78	17.9	5	18.5
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	4	0.9	*	*
Hispanic	322	74.0	7	25.9
White	23	5.3	12	44.4
Multiple	7	1.6	1	3.7
Other* (teachers only)	—	—	2	7.4
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	167	38.4
Economically disadvantaged	302	69.4
Limited English proficient (LEP)	41	9.4
Special education	2	0.5
Talented and Gifted (TAG)	202	46.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	111	18	16.2	0	0.0	1	0.9	87	78.4	4	3.6	1	0.9
	2019	101	21	20.8	0	0.0	1	1.0	71	70.3	6	5.9	1	1.0
	2020	121	17	14.0	0	0.0	2	1.7	96	79.3	5	4.1	1	0.8
10	2018	105	21	20.0	0	0.0	0	0.0	72	68.6	9	8.6	3	2.9
	2019	116	14	12.1	1	0.9	1	0.9	93	80.2	5	4.3	2	1.7
	2020	104	24	23.1	0	0.0	1	1.0	72	69.2	4	3.8	3	2.9
11	2018	87	16	18.4	1	1.1	3	3.4	64	73.6	2	2.3	1	1.1
	2019	100	20	20.0	0	0.0	0	0.0	67	67.0	10	10.0	3	3.0
	2020	113	17	15.0	1	0.9	1	0.9	88	77.9	4	3.5	2	1.8
12	2018	93	18	19.4	1	1.1	2	2.2	66	71.0	6	6.5	0	0.0
	2019	82	15	18.3	1	1.2	3	3.7	61	74.4	1	1.2	1	1.2
	2020	97	20	20.6	0	0.0	0	0.0	66	68.0	10	10.3	1	1.0
9-12	2018	396	73	18.4	2	0.5	6	1.5	289	73.0	21	5.3	5	1.3
	2019	399	70	17.5	2	0.5	5	1.3	292	73.2	22	5.5	7	1.8
	2020	435	78	17.9	1	0.2	4	0.9	322	74.0	23	5.3	7	1.6

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	111	93	83.8	16	14.4	0	0.0	26	23.4	53	47.7	22	19.8	31.5	68.5	0.0
	2019	101	69	68.3	17	16.8	0	0.0	31	30.7	49	48.5	26	25.7	34.7	65.3	0.0
	2020	121	88	72.7	18	14.9	1	0.8	54	44.6	64	52.9	19	15.7	35.5	64.5	0.0
10	2018	105	85	81.0	14	13.3	0	0.0	24	22.9	41	39.0	4	3.8	39.0	61.0	0.0
	2019	116	88	75.9	3	2.6	1	0.9	28	24.1	50	43.1	4	3.4	33.6	66.4	0.0
	2020	104	64	61.5	16	15.4	0	0.0	32	30.8	48	46.2	4	3.8	39.4	60.6	0.0
11	2018	87	70	80.5	4	4.6	0	0.0	10	11.5	42	48.3	1	1.1	25.3	74.7	0.0
	2019	100	79	79.0	4	4.0	0	0.0	19	19.0	40	40.0	1	1.0	40.0	60.0	0.0
	2020	113	80	70.8	3	2.7	1	0.9	42	37.2	51	45.1	1	0.9	33.6	66.4	0.0
12	2018	93	74	79.6	3	3.2	0	0.0	14	15.1	41	44.1	0	0.0	28.0	72.0	0.0
	2019	82	63	76.8	0	0.0	0	0.0	11	13.4	39	47.6	0	0.0	26.8	73.2	0.0
	2020	97	70	72.2	4	4.1	0	0.0	39	40.2	39	40.2	0	0.0	40.2	59.8	0.0
9-12	2018	396	322	81.3	37	9.3	0	0.0	74	18.7	177	44.7	27	6.8	31.3	68.7	0.0
	2019	399	299	74.9	24	6.0	1	0.3	89	22.3	178	44.6	31	7.8	34.1	65.9	0.0
	2020	435	302	69.4	41	9.4	2	0.5	167	38.4	202	46.4	24	5.5	37.0	63.0	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
9	2018	112	11,716	109	98.0	10,961	93.6	0	0.0	22.9	111	9,718	99.4	82.9
	2019	491	13,484	489	99.6	12,437	92.2	1	0.2	11.5	100	8,723	20.4	64.7
	2020	425	13,875	422	99.3	12,839	92.5	0	0.0	9.0	121	10,020	28.5	72.2
10	2018	107	10,382	104	97.7	9,791	94.3	0	0.0	16.5	105	8,886	98.3	85.6
	2019	460	12,020	455	99.0	11,175	93.0	0	0.0	7.3	116	7,845	25.2	65.3
	2020	515	12,465	511	99.3	11,629	93.3	0	0.0	5.4	104	8,835	20.2	70.9
11	2018	87	9,131	84	96.7	8,661	94.9	0	0.0	12.0	84	8,132	96.4	89.1
	2019	421	10,324	418	99.3	9,693	93.9	0	0.0	4.8	101	7,071	24.0	68.5
	2020	492	10,440	489	99.2	9,830	94.2	0	0.0	4.1	113	7,647	22.9	73.2
12	2018	93	8,756	89	95.9	8,306	94.9	0	0.0	5.8	88	7,772	94.4	88.8
	2019	322	10,368	316	98.3	9,771	94.2	0	0.0	3.3	82	7,151	25.5	69.0
	2020	410	10,322	406	98.9	9,699	94.0	0	0.0	3.4	98	7,820	23.9	75.8
9-12	2018	399	39,984	387	97.1	37,719	94.3	0	0.0	15.0	388	34,508	97.3	86.3
	2019	1,693	46,196	1,678	99.1	43,077	93.2	1	0.1	7.1	399	30,790	23.6	66.7
	2020	1,843	47,101	1,828	99.2	43,997	93.4	0	0.0	5.8	436	34,322	23.7	72.9

Teachers: 27

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	5	18.5
Hispanic	7	25.9
White	12	44.4
Multiple	1	3.7
Other	2	7.4

Gender	Number	Percentage
Female	12	44.4
Male	15	55.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.3	70.1
2018-19	4.7	4.9
2019-20	3.9	78.3

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	3	11.1
1	2	7.4
2	0	0.0
3	1	3.7
4	3	11.1
5	4	14.8
1-3	3	11.1
More than 3	21	77.8
1 - 5	10	37.0
6 - 10	3	11.1
11 - 20	9	33.3
More than 20	2	7.4

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (18)	Beginning	0	0.0	2	11.1	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	5.6	0	0.0	0	0.0	2	11.1
	Advanced	1	5.6	9	50.0	0	0.0	1	5.6	1	5.6
	Advanced High	17	94.4	6	33.3	18	100.0	17	94.4	15	83.3
10 (16)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	6.3	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	7	43.8	1	6.3	3	18.8	1	6.3
	Advanced High	16	100.0	8	50.0	15	93.8	13	81.3	15	93.8
ALL (41)	Beginning	0	0.0	2	4.9	0	0.0	0	0.0	0	0.0
	Intermediate	1	2.4	5	12.2	0	0.0	1	2.4	3	7.3
	Advanced	1	2.4	17	41.5	4	9.8	5	12.2	4	9.8
	Advanced High	39	95.1	17	41.5	37	90.2	35	85.4	34	82.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
13 11 (84.6%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	1	
	Advanced High	0	1	10	
16 15 (93.8%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	15	
36 31 (86.1%)	Beginning	0			
	Intermediate	1	1		
	Advanced	0	0	4	
	Advanced High	1	1	28	

 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

32	83.1	88.2	91.6	92.2	96.9	100.0	69.0	87.3
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ALGEBRA II PRE-AP

91	70.6	82.4	85.9	86.6	94.5	96.7	69.4	90.9
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ALGEBRA II PRE-AP (tested with 2018-2019 test)

19	93.4	95.4	92.4	91.8	100.0	100.0	85.2	66.3
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BIOLOGY PRE-AP

122	73.8	84.3	85.9	86.2	95.9	97.5	73.6	89.9
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CHEMISTRY PRE-AP

107	72.9	81.9	85.6	86.2	86.0	97.2	69.5	93.7
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ENGLISH I PRE-AP

120	83.5	85.0	86.6	86.9	94.2	99.2	75.7	90.5
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ENGLISH II PRE-AP

102	79.9	85.3	87.0	87.2	97.1	95.1	80.1	93.0
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FRENCH I

5	*	*	*	*	*	*	69.2	*
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FRENCH II

7	83.6	87.0	84.6	84.2	100.0	100.0	66.7	87.5
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GEOMETRY PRE-AP

119	69.3	81.6	80.9	80.8	89.1	95.8	67.4	90.9
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ALGEBRA I

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ALGEBRA II PRE-AP

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

19	95.5	97.5	92.7	91.9	100.0	100.0	81.4	69.1
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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

HS VARSITY BAND

8	81.8	90.2	92.4	92.8	100.0	100.0	70.9	92.0
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PRE-CALCULUS PRE-AP

94	79.4	86.9	86.1	85.9	95.7	100.0	73.5	95.7
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SPANISH I

40	80.9	87.3	91.2	91.9	97.5	100.0	76.1	90.2
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SPANISH II

35	79.3	86.8	86.9	86.9	100.0	100.0	76.3	91.1
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STUDIO ART I

114	79.9	88.4	90.0	90.3	100.0	99.1	77.9	92.3
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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

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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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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	98.9	84.1	92	554	85.9	18	550	88.9	65	546	84.6	6	623	83.3	7,116	468	41.8
		2018-19	98.8	87.2	81	576	92.6	15	582	100.0	60	577	90.0	1	*	*	7,714	463	39.1
		2019-20	99.0	84.8	96	567	90.6	20	515	80.0	65	574	92.3	10	619	100.0	7,428	466	39.8
	Mathematics	2017-18	98.9	84.1	92	526	50.0	18	508	50.0	65	526	49.2	6	527	50.0	7,116	463	20.7
		2018-19	98.8	87.2	81	550	61.7	15	531	53.3	60	555	63.3	1	*	*	7,714	461	19.7
		2019-20	99.0	84.8	96	550	60.4	20	505	40.0	65	556	60.0	10	590	100.0	7,428	461	21.7
ACT	English	2017-18	100.0	82.3	93	20	65.6	18	20	77.8	66	19	59.1	6	26	83.3	6,959	15	26.5
		2018-19	97.6	82.5	80	21	77.5	14	23	92.9	60	21	75.0	1	*	*	7,297	15	27.0
		2019-20	99.0	81.2	96	21	76.0	20	18	50.0	65	22	83.1	10	25	80.0	7,116	15	28.9
	Mathematics	2017-18	100.0	82.3	93	20	32.3	18	19	33.3	66	19	28.8	6	22	66.7	6,959	17	14.8
		2018-19	97.6	82.5	80	22	50.0	14	20	35.7	60	22	53.3	1	*	*	7,297	18	19.2
		2019-20	99.0	81.2	96	21	38.5	20	18	10.0	65	21	43.1	10	23	60.0	7,116	17	14.3
	Reading	2017-18	100.0	82.3	93	22	47.3	18	23	61.1	66	21	40.9	6	26	66.7	6,959	17	19.0
		2018-19	97.6	82.5	80	23	53.8	14	23	57.1	60	23	51.7	1	*	*	7,297	17	21.0
		2019-20	99.0	81.2	96	22	51.0	20	19	25.0	65	23	56.9	10	25	60.0	7,116	16	18.4
	Science	2017-18	100.0	82.3	93	21	28.0	18	20	22.2	66	20	25.8	6	23	50.0	6,959	17	12.9
		2018-19	97.6	82.5	80	22	40.0	14	22	35.7	60	21	40.0	1	*	*	7,297	17	14.5
		2019-20	99.0	81.2	96	21	39.6	20	19	20.0	65	21	43.1	10	24	60.0	7,116	17	13.8
	Composite	2017-18	100.0	82.3	93	20	-	18	21	-	66	20	-	6	24	-	6,959	17	-
		2018-19	97.6	82.5	80	22	-	14	22	-	60	22	-	1	*	-	7,297	17	-
		2019-20	99.0	81.2	96	21	-	20	18	-	65	22	-	10	24	-	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	112	489	87.5	18	489	83.3	88	486	88.6	4	*	*	1	*	*	1,836	466	72.5
		2018	100	487	87.0	20	488	90.0	70	483	84.3	7	494	100.0	1	*	*	2,063	473	74.2
		2019	121	485	89.3	17	460	76.5	96	488	90.6	5	*	*	2	*	*	2,013	463	69.8
	Mathematics	2017	112	467	67.0	18	476	66.7	88	465	67.0	4	*	*	1	*	*	1,836	467	59.8
		2018	100	471	63.0	20	445	55.0	70	474	64.3	7	466	57.1	1	*	*	2,063	477	64.0
		2019	121	467	76.0	17	465	76.5	96	466	76.0	5	*	*	2	*	*	2,013	460	62.6
10	Reading & Writing	2017	108	516	88.0	21	478	76.2	74	518	90.5	10	572	90.0	0			8,857	417	39.0
		2018	116	532	94.8	14	563	100.0	94	525	93.6	5	*	*	1	*	*	8,620	418	41.8
		2019	106	522	90.6	25	517	88.0	73	517	90.4	4	*	*	1	*	*	8,689	414	38.2
	Mathematics	2017	108	493	50.9	21	457	33.3	74	499	55.4	10	518	60.0	0			8,857	428	22.1
		2018	116	499	67.2	14	518	71.4	94	493	64.9	5	*	*	1	*	*	8,620	426	25.3
		2019	106	490	61.3	25	487	56.0	73	488	61.6	4	*	*	1	*	*	8,689	426	20.7
11	Reading & Writing	2017	85	555	92.9	14	572	92.9	64	552	92.2	2	*	*	4	*	*	2,095	508	67.6
		2018	104	556	93.3	21	504	81.0	70	561	95.7	10	619	100.0	0			1,921	501	64.3
		2019	112	557	92.0	17	573	100.0	87	549	89.7	4	*	*	2	*	*	2,726	482	56.3
	Mathematics	2017	85	522	57.6	14	526	50.0	64	522	59.4	2	*	*	4	*	*	2,095	504	44.4
		2018	104	521	51.9	21	481	19.0	70	527	55.7	10	554	90.0	0			1,921	497	42.6
		2019	112	514	53.6	17	519	47.1	87	511	52.9	4	*	*	2	*	*	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

733	16,384	2.3	2.2	310	42.3	37.1
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Art History

2	99	*	3.6	*	*	77.8
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Biology

27	663	2.6	2.4	12	44.4	43.9
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Calculus AB

28	665	2.8	2.6	15	53.6	43.3
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Calculus BC

9	297	4.0	3.8	9	100.0	81.5
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Chemistry

1	239	*	2.0	*	*	30.5
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Comparative Government and Politics

27	66	2.1	2.0	12	44.4	36.4
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English Language and Composition

84	1,472	2.0	2.0	20	23.8	27.1
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English Literature and Composition

55	1,334	2.3	2.0	22	40.0	27.3
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Environmental Science

30	864	2.4	2.0	13	43.3	27.4
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Human Geography

8	1,592	3.4	1.9	7	87.5	31.0
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Latin

1	12	*	1.8	*	*	16.7
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Macroeconomics

28	590	1.4	2.0	3	10.7	29.3
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Physics 1

81	849	1.3	1.7	4	4.9	17.9
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Physics 2

2	64	*	2.8	*	*	59.4
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Physics C: Mechanics

1	118	*	3.3	*	*	70.3
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Psychology

16	490	3.0	2.4	12	75.0	45.3
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Research

43	47	3.5	3.5	41	95.3	93.6
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Seminar

82	366	3.1	3.0	73	89.0	77.0
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Spanish Language and Culture

9	905	3.9	3.9	9	100.0	90.1
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Spanish Literature and Culture

3	138	*	2.6	*	*	49.3
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Statistics

9	448	3.2	2.3	7	77.8	36.4
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Studio Art: 2-D Design Portfolio

4	186	*	3.0	*	*	73.7
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Studio Art: 3-D Design Portfolio

2	51	*	2.8	*	*	52.9
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United States Government and Politics

6	893	3.0	1.8	4	66.7	23.1
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United States History

86	1,519	1.8	1.7	21	24.4	21.0
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World History

89	1,511	1.9	2.0	20	22.5	28.7
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