



School Number 380

WILMER-HUTCHINS 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	302
10	239
11	215
12	188
ALL	944

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	510	54.0	48	75.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	415	44.0	9	14.1
White	15	1.6	5	7.8
Multiple	4	0.4	0	0.0
Other* (teachers only)	—	—	2	3.1
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	449	47.6
Economically disadvantaged	770	81.6
Limited English proficient (LEP)	276	29.2
Special education	117	12.4
Talented and Gifted (TAG)	74	7.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	264	140	53.0	0	0.0	2	0.8	118	44.7	3	1.1	1	0.4
	2019	258	131	50.8	0	0.0	0	0.0	122	47.3	3	1.2	2	0.8
	2020	302	148	49.0	0	0.0	0	0.0	148	49.0	5	1.7	1	0.3
10	2018	205	119	58.0	0	0.0	0	0.0	82	40.0	3	1.5	1	0.5
	2019	238	128	53.8	0	0.0	1	0.4	106	44.5	3	1.3	0	0.0
	2020	239	136	56.9	0	0.0	0	0.0	100	41.8	2	0.8	1	0.4
11	2018	186	121	65.1	0	0.0	0	0.0	58	31.2	5	2.7	2	1.1
	2019	177	106	59.9	0	0.0	0	0.0	68	38.4	2	1.1	1	0.6
	2020	215	114	53.0	0	0.0	0	0.0	98	45.6	2	0.9	1	0.5
12	2018	186	115	61.8	0	0.0	0	0.0	69	37.1	2	1.1	0	0.0
	2019	206	132	64.1	0	0.0	0	0.0	66	32.0	6	2.9	2	1.0
	2020	188	112	59.6	0	0.0	0	0.0	69	36.7	6	3.2	1	0.5
9-12	2018	841	495	58.9	0	0.0	2	0.2	327	38.9	13	1.5	4	0.5
	2019	879	497	56.5	0	0.0	1	0.1	362	41.2	14	1.6	5	0.6
	2020	944	510	54.0	0	0.0	0	0.0	415	44.0	15	1.6	4	0.4

Enroll (2)

Enrollment Statistics by Select Student Group

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	264	222	84.1	86	32.6	36	13.6	221	83.7	9	3.4	38	14.4	50.8	49.2	8.7
	2019	258	204	79.1	81	31.4	30	11.6	187	72.5	27	10.5	50	19.4	53.5	46.5	5.4
	2020	302	262	86.8	107	35.4	36	11.9	154	51.0	28	9.3	57	18.9	48.7	51.3	7.3
10	2018	205	147	71.7	56	27.3	28	13.7	167	81.5	8	3.9	22	10.7	57.6	42.4	12.2
	2019	238	178	74.8	75	31.5	26	10.9	176	73.9	10	4.2	24	10.1	48.7	51.3	3.8
	2020	239	197	82.4	65	27.2	29	12.1	115	48.1	25	10.5	27	11.3	52.7	47.3	2.5
11	2018	186	152	81.7	18	9.7	30	16.1	119	64.0	15	8.1	14	7.5	49.5	50.5	0.5
	2019	177	125	70.6	41	23.2	21	11.9	127	71.8	9	5.1	27	15.3	53.1	46.9	1.1
	2020	215	172	80.0	65	30.2	18	8.4	108	50.2	11	5.1	17	7.9	47.4	52.6	2.3
12	2018	186	141	75.8	25	13.4	26	14.0	104	55.9	10	5.4	12	6.5	47.8	52.2	2.7
	2019	206	147	71.4	22	10.7	41	19.9	115	55.8	16	7.8	12	5.8	51.9	48.1	4.9
	2020	188	139	73.9	39	20.7	34	18.1	72	38.3	10	5.3	9	4.8	50.5	49.5	9.0
9-12	2018	841	662	78.7	185	22.0	120	14.3	611	72.7	42	5.0	86	10.2	51.5	48.5	6.4
	2019	879	654	74.4	219	24.9	118	13.4	605	68.8	62	7.1	113	12.9	51.8	48.2	4.0
	2020	944	770	81.6	276	29.2	117	12.4	449	47.6	74	7.8	110	11.7	49.8	50.2	5.3

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	274	11,716	262	95.8	10,961	93.6	82	30.0	22.9	231	9,718	84.4	82.9
	2019	262	13,484	240	91.8	12,437	92.2	38	14.5	11.5	188	8,723	71.9	64.7
	2020	303	13,875	278	91.8	12,839	92.5	29	9.6	9.0	248	10,020	81.9	72.2
10	2018	208	10,382	198	95.2	9,791	94.3	55	26.5	16.5	174	8,886	83.7	85.6
	2019	245	12,020	222	90.5	11,175	93.0	21	8.6	7.3	142	7,845	57.9	65.3
	2020	240	12,465	222	92.5	11,629	93.3	15	6.3	5.4	197	8,835	82.1	70.9
11	2018	192	9,131	184	95.8	8,661	94.9	25	13.0	12.0	171	8,132	89.2	89.1
	2019	175	10,324	158	90.0	9,693	93.9	10	5.7	4.8	106	7,071	60.4	68.5
	2020	224	10,440	206	91.8	9,830	94.2	24	10.7	4.1	182	7,647	81.2	73.2
12	2018	185	8,756	177	95.5	8,306	94.9	5	2.7	5.8	172	7,772	92.9	88.8
	2019	207	10,368	187	90.5	9,771	94.2	8	3.9	3.3	138	7,151	66.7	69.0
	2020	194	10,322	173	89.5	9,699	94.0	17	8.8	3.4	156	7,820	80.5	75.8
9-12	2018	858	39,984	820	95.6	37,719	94.3	167	19.5	15.0	748	34,508	87.2	86.3
	2019	889	46,196	807	90.8	43,077	93.2	77	8.7	7.1	574	30,790	64.6	66.7
	2020	961	47,101	879	91.5	43,997	93.4	85	8.8	5.8	783	34,322	81.5	72.9

Teachers: 64

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	48	75.0
Hispanic	9	14.1
White	5	7.8
Multiple	0	0.0
Other	2	3.1

Gender	Number	Percentage
Female	36	56.3
Male	28	43.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.3	53.4
2018-19	7.3	66.1
2019-20	8.0	76.4

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	5	7.8
1	2	3.1
2	3	4.7
3	2	3.1
4	3	4.7
5	7	10.9
1-3	7	10.9
More than 3	52	81.3
1 - 5	17	26.6
6 - 10	11	17.2
11 - 20	22	34.4
More than 20	9	14.1

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (76)	Beginning	18	24.3	44	59.5	0	0.0	12	15.8	0	0.0
	Intermediate	24	32.4	26	35.1	0	0.0	35	46.1	0	0.0
	Advanced	16	21.6	4	5.4	0	0.0	14	18.4	0	0.0
	Advanced High	16	21.6	0	0.0	0	0.0	15	19.7	0	0.0
10 (25)	Beginning	0	0.0	8	32.0	0	0.0	0	0.0	0	0.0
	Intermediate	3	12.0	9	36.0	0	0.0	3	12.0	0	0.0
	Advanced	9	36.0	8	32.0	0	0.0	11	44.0	0	0.0
	Advanced High	13	52.0	0	0.0	0	0.0	11	44.0	0	0.0
12 (34)	Beginning	5	15.6	17	53.1	0	0.0	1	2.9	0	0.0
	Intermediate	10	31.3	9	28.1	0	0.0	11	32.4	0	0.0
	Advanced	12	37.5	6	18.8	0	0.0	10	29.4	0	0.0
	Advanced High	5	15.6	0	0.0	0	0.0	12	35.3	0	0.0
ALL (135)	Beginning	23	17.6	69	52.7	0	0.0	13	9.6	0	0.0
	Intermediate	37	28.2	44	33.6	0	0.0	49	36.3	0	0.0
	Advanced	37	28.2	18	13.7	0	0.0	35	25.9	0	0.0
	Advanced High	34	26.0	0	0.0	0	0.0	38	28.1	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
60 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
24 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
32 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
116 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

 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

77	54.6	68.3	76.3	77.7	58.4	80.5	69.0	87.3
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ALGEBRA I PRE-AP

131	45.9	59.4	79.3	82.8	22.1	92.4	76.4	94.0
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ALGEBRA II

127	44.1	64.3	75.3	77.2	34.6	79.5	58.1	86.2
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ALGEBRA II PRE-AP

83	25.2	55.1	83.2	88.1	2.4	90.4	69.4	90.9
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BIOLOGY

8	49.6	74.4	76.0	76.3	75.0	87.5	64.3	84.8
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BIOLOGY PRE-AP

238	42.8	65.7	76.6	78.5	32.4	81.9	73.6	89.9
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CHEMISTRY

99	38.7	66.6	72.6	73.6	31.3	82.8	41.6	80.1
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CHEMISTRY PRE-AP

116	52.4	68.2	77.4	79.0	47.4	95.7	69.5	93.7
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ENGLISH I

100	53.3	67.4	74.9	76.2	47.0	74.0	53.2	83.0
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ENGLISH I ESOL BEGINNER

20	49.3	71.9	85.1	87.4	65.0	100.0	39.0	84.2
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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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BIOLOGY

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BIOLOGY PRE-AP

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CHEMISTRY

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CHEMISTRY PRE-AP

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ENGLISH I

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ENGLISH I ESOL BEGINNER

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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 PRE-AP

134	65.6	68.7	76.6	78.0	51.5	78.4	75.7	90.5
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ENGLISH II

119	57.5	73.5	75.4	75.7	63.0	84.9	62.4	84.9
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ENGLISH II ESOL INTERMEDIATE

7	46.7	70.9	85.1	87.6	42.9	100.0	48.6	90.9
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ENGLISH II PRE-AP

98	62.8	72.7	87.6	90.2	62.2	100.0	80.1	93.0
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ENGLISH III

113	54.8	71.8	69.4	69.0	57.5	64.6	59.1	81.6
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ENGLISH IV

112	50.5	70.3	79.6	81.2	56.3	91.1	70.1	91.0
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ENVIRONMENTAL SYSTEMS

126	59.2	75.0	77.8	78.2	69.8	90.5	68.7	89.3
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GEOMETRY

150	43.0	70.5	82.0	84.1	62.0	92.0	52.5	83.3
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GEOMETRY PRE-AP

43	26.7	56.0	84.4	89.4	0.0	90.7	67.4	90.9
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GOVERNMENT

128	53.2	69.5	79.6	81.4	58.6	96.9	59.3	88.6
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HS HEALTH EDUCATION

153	64.0	76.0	74.4	74.1	77.8	74.5	73.7	91.9
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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 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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ENVIRONMENTAL SYSTEMS

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GEOMETRY

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GEOMETRY PRE-AP

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GOVERNMENT

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HS HEALTH EDUCATION

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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

6	42.7	69.3	82.5	84.8	50.0	66.7	70.9	92.0
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PHYSICS

119	44.7	66.8	74.8	76.2	39.5	79.8	54.4	85.7
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PHYSICS PRE-AP

42	36.5	59.5	79.5	83.0	7.1	97.6	65.4	95.2
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PRE-CALCULUS

134	47.3	60.4	75.8	78.5	17.2	73.9	51.1	86.1
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PRE-CALCULUS PRE-AP

16	41.7	62.8	80.5	83.6	31.3	75.0	73.5	95.7
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SPANISH I

143	64.3	76.2	84.2	85.6	67.8	90.8	76.1	90.2
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SPANISH II

170	53.4	70.3	82.0	84.1	45.3	100.0	76.3	91.1
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STUDIO ART I

125	47.3	69.6	72.8	73.4	48.0	66.4	77.9	92.3
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U.S. HISTORY

104	56.2	68.7	77.0	78.4	55.8	91.3	63.8	88.5
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WORLD GEOGRAPHY

124	42.0	66.5	79.0	81.2	31.5	94.4	55.0	90.9
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WORLD GEOGRAPHY PRE-AP

96	49.9	65.9	75.1	76.8	41.7	88.5	75.2	94.5
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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

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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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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SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
66	54.4	71.5	78.7	80.0	63.6	93.9	51.6	88.8

WORLD HISTORY

66	54.4	71.5	78.7	80.0	63.6	93.9	51.6	88.8
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WORLD HISTORY PRE-AP

70	59.8	74.9	80.4	81.3	74.3	91.4	76.6	93.5
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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

WORLD HISTORY

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WORLD HISTORY 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	84.9	84.1	158	420	15.2	99	422	14.1	59	418	16.9				7,116	468	41.8
		2018-19	76.2	87.2	157	408	14.0	100	405	13.0	51	411	15.7	4	*	*	7,714	463	39.1
		2019-20	70.2	84.8	132	411	9.1	75	409	8.0	54	413	11.1	2	*	*	7,428	466	39.8
	Mathematics	2017-18	84.9	84.1	158	424	8.2	99	416	5.1	59	436	13.6				7,116	463	20.7
		2018-19	76.2	87.2	157	415	4.5	100	406	3.0	51	433	7.8	4	*	*	7,714	461	19.7
		2019-20	70.2	84.8	132	403	3.0	75	392	1.3	54	417	5.6	2	*	*	7,428	461	21.7
ACT	English	2017-18	86.6	82.3	161	12	8.1	100	12	10.0	60	12	5.0	1	*	*	6,959	15	26.5
		2018-19	77.7	82.5	160	12	9.4	105	12	11.4	49	12	4.1	4	*	*	7,297	15	27.0
		2019-20	75.5	81.2	142	12	6.3	84	12	6.0	54	12	5.6	3	*	*	7,116	15	28.9
	Mathematics	2017-18	86.6	82.3	161	16	5.6	100	15	3.0	60	16	10.0	1	*	*	6,959	17	14.8
		2018-19	77.7	82.5	160	15	3.1	105	15	1.9	49	16	6.1	4	*	*	7,297	18	19.2
		2019-20	75.5	81.2	142	16	4.2	84	15	4.8	54	16	3.7	3	*	*	7,116	17	14.3
	Reading	2017-18	86.6	82.3	161	14	3.7	100	14	6.0	60	14	0.0	1	*	*	6,959	17	19.0
		2018-19	77.7	82.5	160	14	5.6	105	14	6.7	49	14	2.0	4	*	*	7,297	17	21.0
		2019-20	75.5	81.2	142	13	2.8	84	13	1.2	54	14	3.7	3	*	*	7,116	16	18.4
	Science	2017-18	86.6	82.3	161	15	1.2	100	14	2.0	60	15	0.0	1	*	*	6,959	17	12.9
		2018-19	77.7	82.5	160	14	1.3	105	14	1.0	49	15	2.0	4	*	*	7,297	17	14.5
		2019-20	75.5	81.2	142	14	1.4	84	14	2.4	54	14	0.0	3	*	*	7,116	17	13.8
	Composite	2017-18	86.6	82.3	161	14	-	100	14	-	60	15	-	1	*	-	6,959	17	-
		2018-19	77.7	82.5	160	14	-	105	14	-	49	14	-	4	*	-	7,297	17	-
		2019-20	75.5	81.2	142	14	-	84	14	-	54	14	-	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	7	413	42.9	4	*	*	3	*	*	0			0			1,836	466	72.5
		2018	14	454	71.4	6	448	66.7	7	470	85.7	1	*	*	0			2,063	473	74.2
		2019	5	*	*	3	*	*	2	*	*	0			0			2,013	463	69.8
	Mathematics	2017	7	444	42.9	4	*	*	3	*	*	0			0			1,836	467	59.8
		2018	14	457	64.3	6	465	66.7	7	459	71.4	1	*	*	0			2,063	477	64.0
		2019	5	*	*	3	*	*	2	*	*	0			0			2,013	460	62.6
10	Reading & Writing	2017	161	372	17.4	87	366	13.8	73	381	21.9	0			0			8,857	417	39.0
		2018	197	362	15.7	96	351	15.6	98	373	16.3	2	*	*	1	*	*	8,620	418	41.8
		2019	181	377	22.1	100	365	19.0	81	391	25.9	0			0			8,689	414	38.2
	Mathematics	2017	161	388	3.7	87	374	1.1	73	404	6.8	0			0			8,857	428	22.1
		2018	197	384	4.6	96	373	4.2	98	393	4.1	2	*	*	1	*	*	8,620	426	25.3
		2019	181	396	6.6	100	384	7.0	81	410	6.2	0			0			8,689	426	20.7
11	Reading & Writing	2017	1	*	*	1	*	*	0			0			0			2,095	508	67.6
		2018																1,921	501	64.3
		2019	1	*	*	0			1	*	*	0			0			2,726	482	56.3
	Mathematics	2017	1	*	*	1	*	*	0			0			0			2,095	504	44.4
		2018																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.

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

62	16,384	1.3	2.2	4	6.5	37.1
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English Language and Composition

9	1,472	1.1	2.0	0	0.0	27.1
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Macroeconomics

7	590	1.1	2.0	0	0.0	29.3
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Biology

6	663	1.5	2.4	1	16.7	43.9
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English Literature and Composition

10	1,334	1.7	2.0	2	20.0	27.3
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United States Government and Politics

8	893	1.1	1.8	0	0.0	23.1
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Calculus AB

2	665	*	2.6	*	*	43.3
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Environmental Science

4	864	*	2.0	*	*	27.4
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United States History

16	1,519	1.0	1.7	0	0.0	21.0
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