



School Number 39

# SCHOOL FOR THE TALENTED AND GIFTED AT YVONNE A. EWELL TOWNVIEW CENTER

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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.

**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 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	122
10	144
11	70
12	68
ALL	404

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	39	9.7	4	16.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	68	16.8	*	*
Hispanic	161	39.9	5	20.8
White	117	29.0	12	50.0
Multiple	19	4.7	0	0.0
Other* (teachers only)	—	—	3	12.5
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	75	18.6
Economically disadvantaged	157	38.9
Limited English proficient (LEP)	29	7.2
Special education	2	0.5
Talented and Gifted (TAG)	404	100.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	73	7	9.6	0	0.0	10	13.7	27	37.0	25	34.2	4	5.5
	2019	146	14	9.6	0	0.0	36	24.7	59	40.4	32	21.9	5	3.4
	2020	122	11	9.0	0	0.0	14	11.5	53	43.4	40	32.8	4	3.3
10	2018	66	8	12.1	0	0.0	7	10.6	26	39.4	22	33.3	3	4.5
	2019	77	6	7.8	0	0.0	10	13.0	29	37.7	26	33.8	6	7.8
	2020	144	15	10.4	0	0.0	37	25.7	55	38.2	32	22.2	5	3.5
11	2018	68	6	8.8	0	0.0	10	14.7	25	36.8	24	35.3	2	2.9
	2019	69	9	13.0	0	0.0	7	10.1	28	40.6	21	30.4	4	5.8
	2020	70	4	5.7	0	0.0	10	14.3	26	37.1	24	34.3	6	8.6
12	2018	68	2	2.9	0	0.0	9	13.2	26	38.2	30	44.1	0	0.0
	2019	67	6	9.0	1	1.5	10	14.9	25	37.3	22	32.8	2	3.0
	2020	68	9	13.2	0	0.0	7	10.3	27	39.7	21	30.9	4	5.9
9-12	2018	275	23	8.4	0	0.0	36	13.1	104	37.8	101	36.7	9	3.3
	2019	359	35	9.7	1	0.3	63	17.5	141	39.3	101	28.1	17	4.7
	2020	404	39	9.7	0	0.0	68	16.8	161	39.9	117	29.0	19	4.7

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	73	28	38.4	6	8.2	0	0.0	7	9.6	73	100.0	22	30.1	52.1	47.9	0.0
	2019	146	56	38.4	12	8.2	0	0.0	16	11.0	146	100.0	59	40.4	44.5	55.5	0.0
	2020	122	54	44.3	10	8.2	1	0.8	33	27.0	122	100.0	17	13.9	48.4	51.6	0.0
10	2018	66	27	40.9	0	0.0	1	1.5	3	4.5	66	100.0	0	0.0	34.8	65.2	0.0
	2019	77	28	36.4	6	7.8	0	0.0	11	14.3	77	100.0	0	0.0	49.4	50.6	0.0
	2020	144	55	38.2	13	9.0	0	0.0	25	17.4	144	100.0	0	0.0	44.4	55.6	0.0
11	2018	68	25	36.8	0	0.0	0	0.0	1	1.5	68	100.0	0	0.0	36.8	63.2	0.0
	2019	69	24	34.8	0	0.0	1	1.4	3	4.3	69	100.0	3	4.3	34.8	65.2	0.0
	2020	70	24	34.3	6	8.6	0	0.0	13	18.6	70	100.0	0	0.0	48.6	51.4	0.0
12	2018	68	26	38.2	0	0.0	0	0.0	0	0.0	68	100.0	0	0.0	41.2	58.8	0.0
	2019	67	17	25.4	0	0.0	0	0.0	1	1.5	67	100.0	0	0.0	37.3	62.7	0.0
	2020	68	24	35.3	0	0.0	1	1.5	4	5.9	68	100.0	0	0.0	35.3	64.7	0.0
9-12	2018	275	106	38.5	6	2.2	1	0.4	11	4.0	275	100.0	22	8.0	41.5	58.5	0.0
	2019	359	125	34.8	18	5.0	1	0.3	31	8.6	359	100.0	62	17.3	42.3	57.7	0.0
	2020	404	157	38.9	29	7.2	2	0.5	75	18.6	404	100.0	17	4.2	44.8	55.2	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	73	11,716	72	98.4	10,961	93.6	0	0.0	22.9	73	9,718	99.5	82.9
	2019	232	13,484	230	99.2	12,437	92.2	0	0.0	11.5	146	8,723	62.9	64.7
	2020	251	13,875	250	99.4	12,839	92.5	0	0.0	9.0	122	10,020	48.5	72.2
10	2018	66	10,382	65	98.8	9,791	94.3	0	0.0	16.5	65	8,886	98.2	85.6
	2019	111	12,020	110	98.8	11,175	93.0	0	0.0	7.3	77	7,845	69.4	65.3
	2020	413	12,465	411	99.6	11,629	93.3	0	0.0	5.4	144	8,835	34.9	70.9
11	2018	68	9,131	67	97.8	8,661	94.9	0	0.0	12.0	68	8,132	100.0	89.1
	2019	92	10,324	91	98.8	9,693	93.9	0	0.0	4.8	69	7,071	75.3	68.5
	2020	161	10,440	160	99.1	9,830	94.2	0	0.0	4.1	70	7,647	43.4	73.2
12	2018	68	8,756	66	96.9	8,306	94.9	0	0.0	5.8	68	7,772	100.0	88.8
	2019	127	10,368	124	97.7	9,771	94.2	0	0.0	3.3	67	7,151	52.8	69.0
	2020	161	10,322	159	99.1	9,699	94.0	0	0.0	3.4	68	7,820	42.3	75.8
9-12	2018	276	39,984	270	98.0	37,719	94.3	0	0.0	15.0	274	34,508	99.4	86.3
	2019	562	46,196	554	98.7	43,077	93.2	0	0.0	7.1	359	30,790	63.9	66.7
	2020	986	47,101	980	99.4	43,997	93.4	0	0.0	5.8	404	34,322	41.0	72.9

**Teachers: 24**

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	4	16.7
Hispanic	5	20.8
White	12	50.0
Multiple	0	0.0
Other	3	12.5

Gender	Number	Percentage
Female	17	70.8
Male	7	29.2

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
<b>2017-18</b>	6.1	74.4
<b>2018-19</b>	4.8	25.0
<b>2019-20</b>	5.4	81.0

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	1	4.2
1	1	4.2
2	1	4.2
3	2	8.3
4	2	8.3
5	1	4.2
1-3	4	16.7
More than 3	19	79.2
1 - 5	7	29.2
6 - 10	5	20.8
11 - 20	7	29.2
More than 20	4	16.7

**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**

3	*	*	*	*	*	*	69.0	*
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**ALGEBRA II PRE-AP**

102	81.6	89.0	88.0	87.9	98.0	98.0	69.4	90.9
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**ALGEBRA II PRE-AP (tested with 2018-2019 test)**

29	91.6	94.2	94.0	93.9	100.0	100.0	85.2	66.3
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**BIOLOGY PRE-AP**

120	88.1	92.9	89.1	88.4	100.0	100.0	73.6	89.9
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**CHEMISTRY PRE-AP**

138	90.2	93.4	91.0	90.5	100.0	100.0	69.5	93.7
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**ENGLISH I PRE-AP**

120	92.3	93.0	91.3	91.0	100.0	100.0	75.7	90.5
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**ENGLISH II PRE-AP**

145	88.7	91.7	91.3	91.2	100.0	100.0	80.1	93.0
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**FRENCH I**

12	89.6	92.7	84.3	82.7	100.0	100.0	69.2	83.9
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**FRENCH II**

19	90.4	92.4	90.4	90.0	100.0	100.0	66.7	87.5
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**GEOMETRY PRE-AP**

122	84.7	90.8	90.5	90.5	100.0	100.0	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)**

29	83.4	90.8	93.4	93.9	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**

10	89.2	94.2	94.7	94.7	100.0	100.0	70.9	92.0
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**PRE-CALCULUS PRE-AP**

88	83.8	89.7	91.3	91.6	98.9	98.9	73.5	95.7
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**SPANISH I**

32	90.4	93.6	96.3	96.8	100.0	100.0	76.1	90.2
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**SPANISH II**

47	84.7	90.2	89.4	89.3	100.0	100.0	76.3	91.1
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**STUDIO ART I**

58	88.9	93.6	94.2	94.4	100.0	100.0	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	98.5	84.1	67	699	100.0	2	*	*	26	682	100.0	29	709	100.0	7,116	468	41.8
		2018-19	100.0	87.2	67	699	100.0	6	683	100.0	25	691	100.0	22	718	100.0	7,714	463	39.1
		2019-20	100.0	84.8	68	695	100.0	9	669	100.0	27	675	100.0	21	718	100.0	7,428	466	39.8
	Mathematics	2017-18	98.5	84.1	67	708	100.0	2	*	*	26	691	100.0	29	707	100.0	7,116	463	20.7
		2018-19	100.0	87.2	67	714	100.0	6	670	100.0	25	695	100.0	22	732	100.0	7,714	461	19.7
		2019-20	100.0	84.8	68	684	100.0	9	629	100.0	27	660	100.0	21	707	100.0	7,428	461	21.7
ACT	English	2017-18	100.0	82.3	68	32	100.0	2	*	*	26	31	100.0	30	33	100.0	6,959	15	26.5
		2018-19	98.5	82.5	66	32	100.0	6	28	100.0	24	31	100.0	22	33	100.0	7,297	15	27.0
		2019-20	97.1	81.2	66	31	100.0	9	29	100.0	26	29	100.0	21	34	100.0	7,116	15	28.9
	Mathematics	2017-18	100.0	82.3	68	30	98.5	2	*	*	26	29	100.0	30	31	96.7	6,959	17	14.8
		2018-19	98.5	82.5	66	30	100.0	6	28	100.0	24	29	100.0	22	31	100.0	7,297	18	19.2
		2019-20	97.1	81.2	66	29	98.5	9	26	88.9	26	28	100.0	21	31	100.0	7,116	17	14.3
	Reading	2017-18	100.0	82.3	68	33	100.0	2	*	*	26	32	100.0	30	33	100.0	6,959	17	19.0
		2018-19	98.5	82.5	66	32	100.0	6	30	100.0	24	32	100.0	22	34	100.0	7,297	17	21.0
		2019-20	97.1	81.2	66	31	92.4	9	30	88.9	26	29	88.5	21	33	95.2	7,116	16	18.4
	Science	2017-18	100.0	82.3	68	31	97.1	2	*	*	26	29	96.2	30	31	96.7	6,959	17	12.9
		2018-19	98.5	82.5	66	29	93.9	6	26	83.3	24	28	87.5	22	31	100.0	7,297	17	14.5
		2019-20	97.1	81.2	66	29	90.9	9	27	77.8	26	27	84.6	21	32	100.0	7,116	17	13.8
	Composite	2017-18	100.0	82.3	68	31	–	2	*	–	26	30	–	30	32	–	6,959	17	–
		2018-19	98.5	82.5	66	31	–	6	28	–	24	30	–	22	32	–	7,297	17	–
		2019-20	97.1	81.2	66	30	–	9	28	–	26	28	–	21	33	–	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	74	609	98.6	7	579	100.0	28	569	96.4	25	649	100.0	10	635	100.0	1,836	466	72.5
		2018	144	592	98.6	14	581	100.0	56	556	96.4	32	633	100.0	36	612	100.0	2,063	473	74.2
		2019	123	594	100.0	11	535	100.0	53	566	100.0	41	627	100.0	14	636	100.0	2,013	463	69.8
	Mathematics	2017	74	577	98.6	7	529	85.7	28	549	100.0	25	593	100.0	10	629	100.0	1,836	467	59.8
		2018	144	573	96.5	14	534	92.9	56	529	94.6	32	585	96.9	36	635	100.0	2,063	477	64.0
		2019	123	547	99.2	11	530	100.0	53	526	98.1	41	563	100.0	14	584	100.0	2,013	460	62.6
10	Reading & Writing	2017	65	642	100.0	8	626	100.0	25	606	100.0	22	673	100.0	7	679	100.0	8,857	417	39.0
		2018	77	647	100.0	6	615	100.0	29	621	100.0	26	677	100.0	10	656	100.0	8,620	418	41.8
		2019	143	623	100.0	15	609	100.0	56	587	100.0	31	655	100.0	36	651	100.0	8,689	414	38.2
	Mathematics	2017	65	600	98.5	8	565	100.0	25	575	96.0	22	611	100.0	7	667	100.0	8,857	428	22.1
		2018	77	621	97.4	6	548	83.3	29	585	96.6	26	647	100.0	10	670	100.0	8,620	426	25.3
		2019	143	600	98.6	15	564	100.0	56	563	96.4	31	614	100.0	36	654	100.0	8,689	426	20.7
11	Reading & Writing	2017	68	680	100.0	6	655	100.0	25	669	100.0	24	695	100.0	10	688	100.0	2,095	508	67.6
		2018	68	678	100.0	9	669	100.0	26	649	100.0	22	700	100.0	7	707	100.0	1,921	501	64.3
		2019	73	670	100.0	5	*	*	26	650	100.0	26	702	100.0	10	665	100.0	2,726	482	56.3
	Mathematics	2017	68	673	100.0	6	645	100.0	25	646	100.0	24	691	100.0	10	706	100.0	2,095	504	44.4
		2018	68	662	100.0	9	611	100.0	26	640	100.0	22	687	100.0	7	706	100.0	1,921	497	42.6
		2019	73	647	100.0	5	*	*	26	609	100.0	26	680	100.0	10	674	100.0	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**

1,285	16,384	3.6	2.2	1,035	80.5	37.1
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**Art History**

46	99	3.8	3.6	40	87.0	77.8
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**Biology**

63	663	3.2	2.4	51	81.0	43.9
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**Calculus AB**

66	665	4.1	2.6	58	87.9	43.3
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**Calculus BC**

23	297	5.0	3.8	23	100.0	81.5
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**Chemistry**

25	239	3.2	2.0	15	60.0	30.5
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**Computer Science A**

83	256	3.8	3.2	75	90.4	68.4
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**English Language and Composition**

69	1,472	3.4	2.0	53	76.8	27.1
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**English Literature and Composition**

68	1,334	3.3	2.0	53	77.9	27.3
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**Environmental Science**

54	864	3.6	2.0	47	87.0	27.4
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**European History**

27	90	3.7	2.6	22	81.5	44.4
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**French Language and Culture**

9	49	2.9	2.5	6	66.7	40.8
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**German Language and Culture**

1	2	*	*	*	*	*
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**Human Geography**

121	1,592	3.2	1.9	92	76.0	31.0
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**Latin**

1	12	*	1.8	*	*	16.7
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**Macroeconomics**

57	590	3.6	2.0	48	84.2	29.3
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**Music Theory**

4	61	*	2.4	*	*	44.3
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**Physics 1**

68	849	2.9	1.7	39	57.4	17.9
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**Physics 2**

19	64	3.7	2.8	17	89.5	59.4
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**Physics C: Electricity and Magnetism**

13	56	4.7	3.4	13	100.0	66.1
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**Physics C: Mechanics**

29	118	4.3	3.3	26	89.7	70.3
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**Psychology**

55	490	3.9	2.4	50	90.9	45.3
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**Spanish Language and Culture**

36	905	3.5	3.9	27	75.0	90.1
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**Spanish Literature and Culture**

2	138	*	2.6	*	*	49.3
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**Statistics**

68	448	3.9	2.3	57	83.8	36.4
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**Studio Art: 2-D Design Portfolio**

6	186	3.8	3.0	6	100.0	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**

66	893	3.6	1.8	55	83.3	23.1
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**United States History**

67	1,519	3.4	1.7	48	71.6	21.0
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**World History**

137	1,511	3.3	2.0	104	75.9	28.7
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