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DATA

PECFD

PACKET

FEFORZD

2019-20C

LEPLANCT

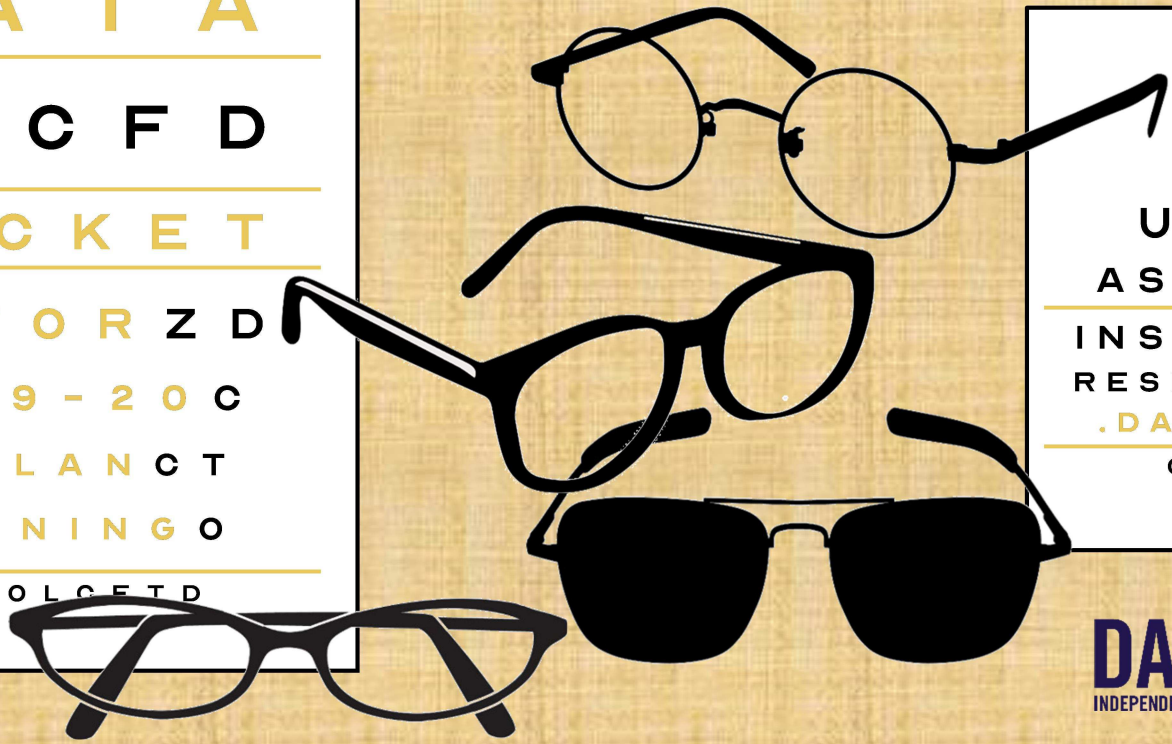
FDPNINGO

PEZOLCETD

SCHOOL OF BUSINESS AND MANAGEMENT AT YVONNE A. EWELL TOWNVIEW CENTER

SCHOOL NUMBER 33

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UATIONS &
ASSESSMENT
INSTITUTIONAL
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JULY 22, 2019



- 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

STAAR

- 11. ELA (EOC) STAAR EOC ELA
- 16. Math (EOC) STAAR EOC Mathematics
- 21. Science (EOC) ... STAAR EOC Science
- 26. SS (EOC) STAAR EOC Social Studies

ENGLISH PROFICIENCY

- 31. TELPAS Texas English Language Proficiency Assessment

LOCAL ASSESSMENT

- 34. ACP Dallas ISD Assessments of Course Performance

COLLEGE READINESS

- 36. SAT/ACT SAT/ACT Average Scores for Grade 12
- 37. PSAT PSAT Average Scores
- 38. AP Advanced Placement (AP) Exams

2018-19 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 fifth six-weeks grading period.
- “New” students were new to the district in 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 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 2017-18 and 2018-19.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “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.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Statistics by reporting category are averages for all students (across student groups and genders).
- “Average percentage correct” is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
- EOC statistics are based on scores from students testing for the first time during fall or spring administrations.

TELPAS and IPT

- 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's TELPAS composite rating did not increase at least one level from 2018 to 2019, the TEA did not report the 2018 composite rating.
- If a student is rated as Advanced High on the TELPAS in 2019, the TEA does not differentiate between the Advanced and Advanced High levels from 2018.
- **Statistics from the 2018 TELPAS are presented in a separate report in this data packet because they were not available for publication the prior year.**
- **Statistics from 2017-18 IPT administrations are presented in a separate report in this year's data packet. Statistics were recomputed from last year to separate English from Spanish results and to select only the latest score for a student.**

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- 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 K-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 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”.

STUDENT ENROLLMENT

Grade	Enrollment
9	155
10	120
11	110
12	116
ALL	501

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	90	18.0	18	54.5
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	8	1.6	*	*
Hispanic	386	77.0	4	12.1
White	10	2.0	9	27.3
Multiple	6	1.2	2	6.1
Other* (teachers only)	—	—	0	0.0
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	139	27.7
Economically disadvantaged	346	69.1
Limited English proficient (LEP)	54	10.8
Special education	1	0.2
Talented and Gifted (TAG)	251	50.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2017	124	26	21.0	0	0.0	3	2.4	87	70.2	5	4.0	2	1.6
	2018	110	26	23.6	0	0.0	2	1.8	79	71.8	3	2.7	0	0.0
	2019	155	22	14.2	0	0.0	0	0.0	128	82.6	3	1.9	2	1.3
10	2017	124	22	17.7	0	0.0	5	4.0	95	76.6	2	1.6	0	0.0
	2018	118	27	22.9	0	0.0	1	0.8	84	71.2	3	2.5	2	1.7
	2019	120	27	22.5	0	0.0	2	1.7	88	73.3	3	2.5	0	0.0
11	2017	137	30	21.9	1	0.7	3	2.2	98	71.5	1	0.7	3	2.2
	2018	118	17	14.4	0	0.0	5	4.2	94	79.7	1	0.8	1	0.8
	2019	110	24	21.8	0	0.0	1	0.9	79	71.8	3	2.7	2	1.8
12	2017	114	16	14.0	0	0.0	2	1.8	94	82.5	2	1.8	0	0.0
	2018	136	29	21.3	1	0.7	3	2.2	98	72.1	1	0.7	3	2.2
	2019	116	17	14.7	0	0.0	5	4.3	91	78.4	1	0.9	2	1.7
9-12	2017	499	94	18.8	1	0.2	13	2.6	374	74.9	10	2.0	5	1.0
	2018	482	99	20.5	1	0.2	11	2.3	355	73.7	8	1.7	6	1.2
	2019	501	90	18.0	0	0.0	8	1.6	386	77.0	10	2.0	6	1.2

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	
9	2017	124	95	76.6	14	11.3	0	0.0	23	18.5	68	54.8	13	10.5	54.8	45.2	0.0
	2018	110	87	79.1	20	18.2	0	0.0	34	30.9	50	45.5	25	22.7	56.4	43.6	0.0
	2019	155	109	70.3	35	22.6	1	0.6	45	29.0	76	49.0	32	20.6	54.2	45.8	0.0
10	2017	124	100	80.6	13	10.5	0	0.0	32	25.8	67	54.0	3	2.4	66.1	33.9	0.0
	2018	118	87	73.7	15	12.7	0	0.0	28	23.7	68	57.6	3	2.5	55.1	44.9	0.0
	2019	120	82	68.3	12	10.0	0	0.0	39	32.5	53	44.2	2	1.7	58.3	41.7	2.5
11	2017	137	108	78.8	0	0.0	0	0.0	25	18.2	65	47.4	0	0.0	59.1	40.9	0.0
	2018	118	94	79.7	13	11.0	0	0.0	35	29.7	63	53.4	0	0.0	66.1	33.9	0.0
	2019	110	71	64.5	5	4.5	0	0.0	24	21.8	63	57.3	0	0.0	54.5	45.5	0.0
12	2017	114	97	85.1	0	0.0	0	0.0	15	13.2	48	42.1	0	0.0	55.3	44.7	0.0
	2018	136	111	81.6	0	0.0	0	0.0	23	16.9	64	47.1	0	0.0	58.8	41.2	0.0
	2019	116	84	72.4	2	1.7	0	0.0	31	26.7	59	50.9	0	0.0	66.4	33.6	0.0
9-12	2017	499	400	80.2	27	5.4	0	0.0	95	19.0	248	49.7	16	3.2	58.9	41.1	0.0
	2018	482	379	78.6	48	10.0	0	0.0	120	24.9	245	50.8	28	5.8	59.1	40.9	0.0
	2019	501	346	69.1	54	10.8	1	0.2	139	27.7	251	50.1	34	6.8	58.1	41.9	0.6

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	2017	123	11,759	122	99.3	10,936	93.0	0	0.0	25.7	124	9,766	100.0	83.1
	2018	113	11,716	111	98.2	10,961	93.6	0	0.0	22.9	111	9,718	97.9	82.9
	2019	525	13,484	520	99.0	12,111	89.8	0	0.0	14.7	154	8,723	29.3	64.7
10	2017	122	10,329	121	99.2	9,713	94.0	0	0.0	16.3	124	9,045	100.0	87.6
	2018	118	10,382	116	98.0	9,791	94.3	0	0.0	16.5	116	8,886	98.1	85.6
	2019	562	12,020	558	99.2	10,909	90.8	0	0.0	7.4	120	7,845	21.3	65.3
11	2017	135	8,543	134	99.1	8,088	94.7	0	0.0	13.7	137	7,756	100.0	90.8
	2018	119	9,131	116	97.6	8,661	94.9	0	0.0	12.0	117	8,132	98.3	89.1
	2019	473	10,324	469	99.1	9,443	91.5	0	0.0	4.9	110	7,071	23.3	68.5
12	2017	114	8,197	113	98.9	7,762	94.7	0	0.0	6.4	115	7,365	100.0	89.8
	2018	137	8,756	132	96.3	8,306	94.9	0	0.0	5.8	133	7,772	97.4	88.8
	2019	400	10,368	395	98.7	9,434	91.0	0	0.0	3.3	117	7,151	29.2	69.0
9-12	2017	495	38,829	490	99.1	36,498	94.0	0	0.0	16.5	500	33,932	100.0	87.4
	2018	487	39,984	475	97.5	37,719	94.3	0	0.0	15.0	477	34,508	97.9	86.3
	2019	1,961	46,196	1,942	99.0	41,897	90.7	0	0.0	8.1	501	30,790	25.6	66.7

Teachers: 33

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	18	54.5
Hispanic	4	12.1
White	9	27.3
Multiple	2	6.1
Other	0	0.0

Gender	Number	Percentage
Female	19	57.6
Male	14	42.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	7.0	58.1
2017-18	6.7	66.3
2018-19	6.3	8.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.0
1	0	0.0
2	1	3.0
3	3	9.1
4	1	3.0
5	1	3.0
1-3	4	12.1
More than 3	28	84.8
1 - 5	6	18.2
6 - 10	3	9.1
11 - 20	9	27.3
More than 20	14	42.4

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2017	*	96.2	98.9	97.7		100.0	95.7		98.5	98.2	98.4	58.7
	2018	*	100.0	98.5	98.4		100.0	96.7		98.1	100.0	98.9	62.1
	2019	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	65.6
Tests Taken	2017	5	26	87	87		14	23		68	55	123	11,092
	2018	3	23	65	63		18	30		53	39	92	9,912
	2019	3	20	124	106	1	34	44		81	68	149	10,554
ENGLISH II	2017	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	60.3
	2018	*	100.0	99.0	98.9		100.0	100.0		98.6	100.0	99.3	67.0
	2019	*	100.0	98.7	98.6		91.7	97.0		98.4	100.0	99.0	69.3
Tests Taken	2017	2	22	94	97		13	32		81	43	124	9,822
	2018	3	30	97	94		17	32		73	62	135	10,011
	2019	3	24	75	69		12	33		62	41	103	9,584

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2017	*	1	1	2		0	1		1	1	2	4,577
	2018	*	0	1	1		0	1		1	0	1	3,752
	2019	*	0	0	0	*	0	0		0	0	0	3,633
Tests Taken	2017	5	26	87	87		14	23		68	55	123	11,092
	2018	3	23	65	63		18	30		53	39	92	9,912
	2019	3	20	124	106	1	34	44		81	68	149	10,554
ENGLISH II	2017	*	0	0	0		0	0		0	0	0	3,895
	2018	*	0	1	1		0	0		1	0	1	3,300
	2019	*	0	1	1		1	1		1	0	1	2,941
Tests Taken	2017	2	22	94	97		13	32		81	43	124	9,822
	2018	3	30	97	94		17	32		73	62	135	10,011
	2019	3	24	75	69		12	33		62	41	103	9,584

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2017	*	96.2	97.7	96.6		100.0	95.7		97.1	98.2	97.6	41.2
	2018	*	95.7	96.9	98.4		100.0	96.7		96.2	97.4	96.7	43.9
	2019	*	100.0	96.8	96.2	*	97.1	93.2		96.3	98.5	97.3	51.0
Tests Taken	2017	5	26	87	87		14	23		68	55	123	11,092
	2018	3	23	65	63		18	30		53	39	92	9,912
	2019	3	20	124	106	1	34	44		81	68	149	10,554
ENGLISH II	2017	*	100.0	94.7	96.9		84.6	87.5		96.3	95.3	96.0	42.1
	2018	*	100.0	99.0	98.9		100.0	100.0		98.6	100.0	99.3	50.0
	2019	*	100.0	93.3	94.2		83.3	93.9		96.8	92.7	95.1	51.5
Tests Taken	2017	2	22	94	97		13	32		81	43	124	9,822
	2018	3	30	97	94		17	32		73	62	135	10,011
	2019	3	24	75	69		12	33		62	41	103	9,584

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2017	*	15.4	14.9	17.2		7.1	4.3		10.3	18.2	13.8	6.3
	2018	*	13.0	6.2	6.3		5.6	3.3		3.8	15.4	8.7	5.0
	2019	*	40.0	26.6	28.3	*	11.8	15.9		27.2	33.8	30.2	10.1
Tests Taken	2017	5	26	87	87		14	23		68	55	123	11,092
	2018	3	23	65	63		18	30		53	39	92	9,912
	2019	3	20	124	106	1	34	44		81	68	149	10,554
ENGLISH II	2017	*	18.2	13.8	14.4		15.4	9.4		12.3	18.6	14.5	4.9
	2018	*	16.7	20.6	17.0		35.3	28.1		16.4	21.0	18.5	7.0
	2019	*	8.3	6.7	5.8		16.7	6.1		6.5	12.2	8.7	6.0
Tests Taken	2017	2	22	94	97		13	32		81	43	124	9,822
	2018	3	30	97	94		17	32		73	62	135	10,011
	2019	3	24	75	69		12	33		62	41	103	9,584

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition ¹	5. Revision (Writing)	6. Editing (Writing)
2017	88.0	78.4	83.5	5.7	85.4	86.2
2018	88.5	84.4	79.3	5.2	84.1	85.5
2019	79.4	86.5	89.6	5.6	81.7	85.3

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition ¹	5. Revision (Writing)	6. Editing (Writing)
2017	83.4	83.4	82.4	5.8	87.0	90.5
2018	86.5	82.3	89.3	5.9	88.1	87.8
2019	77.4	79.5	90.3	5.4	83.7	86.0

¹Average score points (0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2017	*	*	100.0	100.0		*	100.0		*	*	100.0	83.5
	2018		*	100.0	100.0		*	100.0		100.0	100.0	100.0	87.5
	2019		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	88.9
Tests Taken	2017	1	2	6	9		1	11		5	4	9	10,240
	2018		5	18	18		4	11		14	10	24	10,244
	2019		8	33	29		15	16		17	24	41	10,243

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2017	*	*	0	0		*	0		*	*	0	1,692
	2018		*	0	0		*	0		0	0	0	1,278
	2019		0	0	0		0	0		0	0	0	1,134
Tests Taken	2017	1	2	6	9		1	11		5	4	9	10,240
	2018		5	18	18		4	11		14	10	24	10,244
	2019		8	33	29		15	16		17	24	41	10,243

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2017	*	*	83.3	77.8		*	*		*	*	77.8	47.9
	2018		*	88.9	88.9		*	81.8		85.7	90.0	87.5	61.8
	2019		100.0	100.0	100.0		100.0	100.0		100.0	100	100.0	68.9
Tests Taken	2017	1	2	6	9		1	2		5	4	9	10,240
	2018		5	18	18		4	11		14	10	24	10,244
	2019		8	33	29		15	16		17	24	41	10,243

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2017	*	*	33.3	33.3		*	*		*	*	33.3	23.1
	2018		*	72.2	72.2		*	72.7		71.4	60.0	66.7	35.8
	2019		100.0	97.0	96.6		93.3	93.8		94.1	100.0	97.6	45.1
Tests Taken	2017	1	2	6	9		1	2		5	4	9	10,240
	2018		5	18	18		4	11		14	10	24	10,244
	2019		8	33	29		15	16		17	24	41	10,243

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	1. Number and Algebraic Methods	2. Describing and Graphing Linear Functions, Equations, and Inequalities	3. Writing and Solving Linear Functions, Equations, and Inequalities	4. Quadratic Functions and Equations	5. Exponential Functions and Equations
2017	81.8	71.3	73.0	80.8	68.5
2018	77.3	78.1	79.5	83.7	81.9
2019	92.0	85.0	92.5	88.9	97.2

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2017	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	86.4
	2018	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.9
	2019	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.1
Tests Taken	2017	5	27	87	88		14	23		69	56	125	9,622
	2018	3	26	80	79		20	34		63	48	111	10,192
	2019	3	23	128	110	1	35	45		84	72	156	9,591

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2017	*	0	0	0		0	0		0	0	0	1,310
	2018	*	0	0	0		0	0		0	0	0	1,234
	2019	*	0	0	0	*	0	0		0	0	0	1,240
Tests Taken	2017	5	27	87	88		14	23		69	56	125	9,622
	2018	3	26	80	79		20	34		63	48	111	10,192
	2019	3	23	128	110	1	35	45		84	72	156	9,591

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2017	*	100.0	98.9	98.9		100.0	100.0		98.6	100.0	99.2	54.0
	2018	*	96.2	98.8	98.7		100.0	97.1		96.8	100.0	98.2	57.4
	2019	*	95.7	96.9	96.4	*	97.1	93.3		98.8	94.4	96.8	59.2
Tests Taken	2017	5	27	87	88		14	23		69	56	125	9,622
	2018	3	26	80	79		20	34		63	48	111	10,192
	2019	3	23	128	110	1	35	45		84	72	156	9,591

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2017	*	37.0	49.4	45.5		50.0	39.1		53.6	41.1	48.0	15.1
	2018	*	69.2	60.0	63.3		50.0	47.1		63.5	64.6	64.0	18.6
	2019	*	47.8	61.7	59.1	*	51.4	40.0		59.5	59.7	59.6	22.3
Tests Taken	2017	5	27	87	88		14	23		69	56	125	9,622
	2018	3	26	80	79		20	34		63	48	111	10,192
	2019	3	23	128	110	1	35	45		84	72	156	9,591

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

BIOLOGY	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
2017	82.1	79.0	78.6	78.4	86.5
2018	84.3	84.8	84.1	83.8	82.2
2019	81.0	81.9	85.6	79.7	86.1

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2017	*	100.0	100.0	100.0			100.0		100.0	100.0	100.0	92.8
	2018	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.4
	2019	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	93.8
Tests Taken	2017	1	29	98	105			24		81	55	136	8,230
	2018	1	17	94	92		13	35		78	40	118	9,468
	2019	3	26	82	74		5	28		64	51	115	9,416

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2017	*	0	0	0			0		0	0	0	593
	2018	*	0	0	0		0	0		0	0	0	624
	2019	*	0	0	0		*	0		0	0	0	582
Tests Taken	2017	1	29	98	105			24		81	55	136	8,230
	2018	1	17	94	92		13	35		78	40	118	9,468
	2019	3	26	82	74		5	28		64	51	115	9,416

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2017	*	96.6	92.9	94.3			87.5		98.8	87.3	94.1	65.2
	2018	*	100.0	96.8	97.8		84.6	91.4		98.7	95.0	97.5	72.3
	2019	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	73.7
Tests Taken	2017	1	29	98	105			24		81	55	136	8,230
	2018	1	17	94	92		13	35		78	40	118	9,468
	2019	3	26	82	74		5	28		64	51	115	9,416

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2017	*	37.9	59.2	56.2			50.0		64.2	43.6	55.9	30.8
	2018	*	58.8	70.2	72.8		53.8	54.3		73.1	62.5	69.5	38.6
	2019	*	76.9	82.9	78.4		*	75.0		92.2	66.7	80.9	41.6
Tests Taken	2017	1	29	98	105			24		81	55	136	8,230
	2018	1	17	94	92		13	35		78	40	118	9,468
	2019	3	26	82	74		5	28		64	51	115	9,416

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY


U.S. HISTORY	1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
2017	78.1	79.1	77.9	82.7
2018	82.3	84.5	75.7	85.9
2019	85.0	85.7	79.0	84.1

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (35)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	8	22.9	0	0.0	0	0.0	0	0.0
	Advanced	4	11.4	22	62.9	11	31.4	4	11.4	10	28.6
	Advanced High	31	88.6	5	14.3	24	68.6	31	88.6	25	71.4
10 (12)	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	2	16.7	9	75.0	4	33.3	1	8.3	1	8.3
	Advanced High	10	83.3	3	25.0	8	66.7	11	91.7	11	91.7
ALL (54)	Beginning	2	3.7	2	3.7	0	0.0	2	3.7	0	0.0
	Intermediate	0	0.0	8	14.8	0	0.0	0	0.0	0	0.0
	Advanced	9	16.7	36	66.7	17	32.7	6	11.1	12	23.1
	Advanced High	43	79.6	8	14.8	35	67.3	46	85.2	40	76.9

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
26 18 (69.2%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	8	
	Advanced High	0	0	18	
12 11 (91.7%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	1	0	10	
45 33 (73.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	10	
	Advanced High	1	0	32	


 Indicates students who progressed at least one level from 2018 to 2019.

PERFORMANCE IN 2018

PROGRESSION FROM 2017 TO 2018

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (20)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	5.0	0	0.0	0	0.0
	Advanced	3	15.0	7	35.0	7	35.0	1	5.0	2	10.0
	Advanced High	17	85.0	13	65.0	12	60.0	19	95.0	18	90.0
10 (15)	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	2	13.3	8	53.3	1	6.7	3	20.0	3	20.0
	Advanced High	13	86.7	7	46.7	14	93.3	12	80.0	12	80.0
11 (13)	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	4	30.8	6	46.2	0	0.0	1	7.7	0	0.0
	Advanced High	9	69.2	7	53.8	13	100.0	12	92.3	13	100.0
ALL (48)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	2.1	0	0.0	0	0.0
	Advanced	9	18.8	21	43.8	8	16.7	5	10.4	5	10.4
	Advanced High	39	81.3	27	56.3	39	81.3	43	89.6	43	89.6

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
15 14 (93.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	14	
15 12 (80.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	3	
	Advanced High	0	0	12	
13 13 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	13	
43 39 (90.7%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	4	
	Advanced High	0	0	39	

 Indicates students who progressed at least one level from 2017 to 2018.

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	9	9			*	*	*	*			*	*
	10	4			*	*	*	*			*	*
	ALL	13			*	*	*	*			*	*

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

43	77.9	85.9	89.7	90.3	97.7	100.0	57.9	83.5
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ALGEBRA II PRE-AP

96	78.2	84.8	83.4	83.1	94.8	95.8	67.4	93.4
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ALGEBRA II PRE-AP (tested with 2017-2018 test)

11	86.4	90.9	85.9	85.0	100.0	100.0	95.5	98.3
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BIOLOGY PRE-AP

158	65.7	80.6	78.7	78.3	91.8	88.6	74.4	90.8
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CHEMISTRY PRE-AP

122	75.0	85.6	82.2	81.6	95.9	92.6	70.4	94.1
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ECONOMICS

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ENGLISH I PRE-AP

152	80.0	82.8	83.6	83.7	94.7	98.7	74.9	94.4
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ENGLISH II PRE-AP

106	72.8	80.1	86.0	87.1	92.5	99.1	75.8	95.3
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FRENCH I

29	79.9	86.0	69.9	67.0	93.1	58.6	66.3	86.7
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FRENCH II

7	83.6	87.0	88.4	88.7	100.0	100.0	62.5	94.1
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ALGEBRA I

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ALGEBRA II PRE-AP

94	74.0	85.6	80.4	79.5	98.9	88.3	84.2	94.4
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ALGEBRA II PRE-AP (tested with 2017-2018 test)

11	73.4	85.2	85.3	85.3	100.0	100.0	96.0	98.7
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BIOLOGY PRE-AP

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CHEMISTRY PRE-AP

119	70.0	79.0	81.6	82.1	81.5	92.4	67.9	92.5
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ECONOMICS

1	*	*	*	*	*	*	55.5	*
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ENGLISH I PRE-AP

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ENGLISH II PRE-AP

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FRENCH I

24	75.3	83.5	66.1	63.0	91.7	50.0	73.8	86.0
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FRENCH II

7	78.4	84.9	85.4	85.5	100.0	100.0	70.7	92.9
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SEMESTER 1 TESTS

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

GEOMETRY PRE-AP

135	61.0	78.3	77.5	77.4	79.3	83.0	65.8	91.8
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GOVERNMENT

4	*	*	*	*	*	*	62.0	*
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HS HEALTH EDUCATION

59	84.1	89.4	91.0	91.2	100.0	100.0	73.7	95.0
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HS VARSITY BAND

7	84.9	90.5	91.4	91.6	100.0	100.0	69.1	99.0
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PHYSICS PRE-AP

35	59.8	77.7	82.0	82.8	88.6	91.4	70.2	93.6
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PRE-CALCULUS

12	70.5	77.9	78.3	78.4	83.3	91.7	49.4	88.4
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PRE-CALCULUS PRE-AP

100	66.4	76.6	83.5	84.7	84.0	96.0	74.6	94.3
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SPANISH I

43	79.2	86.1	89.6	90.2	86.0	100.0	74.1	91.1
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SPANISH II

56	85.5	89.1	86.5	86.1	96.4	98.2	79.3	92.3
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STUDIO ART I

91	79.1	87.9	89.4	89.7	100.0	100.0	75.1	92.6
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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

GEOMETRY PRE-AP

135	66.2	78.4	78.0	77.9	77.0	78.5	68.3	90.7
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GOVERNMENT

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HS HEALTH EDUCATION

25	82.4	88.8	89.3	89.4	100.0	96.0	77.4	92.7
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HS VARSITY BAND

3	*	*	*	*	*	*	77.3	*
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PHYSICS PRE-AP

35	61.6	80.2	80.5	80.5	85.7	94.3	68.4	93.2
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PRE-CALCULUS

5	*	*	*	*	*	*	64.9	*
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PRE-CALCULUS PRE-AP

79	67.5	78.3	81.7	82.3	82.3	89.9	72.9	94.1
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SPANISH I

43	83.8	89.9	88.9	88.8	97.7	100.0	84.9	89.2
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SPANISH II

52	83.7	89.1	87.0	86.6	98.1	98.1	88.1	91.6
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STUDIO ART I

70	78.7	86.1	86.8	86.9	100.0	100.0	71.2	90.4
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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	2016-17	99.1	84.5	113	538	77.9	16	538	81.3	93	536	77.4	2	*	*	6,766	464	42.2
		2017-18	100.0	84.2	136	532	82.4	29	515	79.3	98	533	81.6	1	*	*	7,118	468	41.8
		2018-19	99.1	87.3	115	558	90.4	16	574	93.8	91	553	89.0	1	*	*	7,723	463	39.2
	Mathematics	2016-17	99.1	84.5	113	529	49.6	16	507	37.5	93	529	50.5	2	*	*	6,766	465	21.6
		2017-18	100.0	84.2	136	531	54.4	29	506	34.5	98	533	59.2	1	*	*	7,118	463	20.7
		2018-19	99.1	87.3	115	559	66.1	16	549	68.8	91	557	63.7	1	*	*	7,723	461	19.7
ACT	English	2016-17	98.2	82.4	112	19	59.8	16	18	62.5	92	19	59.8	2	*	*	6,596	15	26.1
		2017-18	98.5	82.3	134	19	61.9	28	18	57.1	97	19	61.9	1	*	*	6,960	15	26.5
		2018-19	95.7	82.6	111	20	69.4	16	21	75.0	88	20	68.2	1	*	*	7,310	15	27.0
	Mathematics	2016-17	98.2	82.4	112	21	39.3	16	19	18.8	92	21	42.4	2	*	*	6,596	18	17.3
		2017-18	98.5	82.3	134	20	35.8	28	19	28.6	97	20	34.0	1	*	*	6,960	17	14.8
		2018-19	95.7	82.6	111	22	59.5	16	22	56.3	88	22	59.1	1	*	*	7,310	18	19.2
	Reading	2016-17	98.2	82.4	112	20	27.7	16	20	25.0	92	20	27.2	2	*	*	6,596	17	18.3
		2017-18	98.5	82.3	134	21	44.8	28	20	42.9	97	21	43.3	1	*	*	6,960	17	19.0
		2018-19	95.7	82.6	111	22	57.7	16	22	37.5	88	22	59.1	1	*	*	7,310	17	21.0
	Science	2016-17	98.2	82.4	112	21	30.4	16	20	12.5	92	21	32.6	2	*	*	6,596	18	13.8
		2017-18	98.5	82.3	134	21	24.6	28	20	21.4	97	21	22.7	1	*	*	6,960	17	12.9
		2018-19	95.7	82.6	111	22	45.0	16	22	56.3	88	22	40.9	1	*	*	7,310	17	14.5
	Composite	2016-17	98.2	82.4	112	20	–	16	20	–	92	20	–	2	*	–	6,596	17	–
		2017-18	98.5	82.3	134	20	–	28	19	–	97	20	–	1	*	–	6,960	17	–
		2018-19	95.7	82.6	111	22	–	16	22	–	88	22	–	1	*	–	7,310	17	–

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	2016	126	477	81.7	28	462	71.4	87	475	82.8	5	*	*	3	*	*	1,442	464	68.2
		2017	115	466	82.6	29	462	82.8	80	462	81.3	4	*	*	2	*	*	1,836	466	72.5
		2018	156	464	73.1	23	456	69.6	127	464	74.0	4	*	*	0			2,063	473	74.2
	Mathematics	2016	126	477	73.0	28	463	60.7	87	477	74.7	5	*	*	3	*	*	1,442	469	62.8
		2017	115	470	69.6	29	457	65.5	80	471	71.3	4	*	*	2	*	*	1,836	467	59.8
		2018	156	470	67.9	23	447	34.8	127	474	74.0	4	*	*	0			2,063	477	64.0
10	Reading & Writing	2016	121	506	89.3	22	501	90.9	93	503	88.2	1	*	*	5	*	*	9,038	417	40.3
		2017	118	515	92.4	26	502	84.6	84	517	94.0	4	*	*	1	*	*	8,857	417	39.0
		2018	121	495	87.6	29	494	86.2	87	492	87.4	3	*	*	2	*	*	8,620	418	41.8
	Mathematics	2016	121	509	71.1	22	491	63.6	93	509	71.0	1	*	*	5	*	*	9,038	433	26.7
		2017	118	505	65.3	26	486	50.0	84	509	66.7	4	*	*	1	*	*	8,857	428	22.1
		2018	121	498	69.4	29	492	69.0	87	497	67.8	3	*	*	2	*	*	8,620	426	25.3
11	Reading & Writing	2016	136	515	83.1	28	503	82.1	99	516	83.8	1	*	*	4	*	*	2,015	512	69.2
		2017	119	543	93.3	17	542	94.1	95	540	92.6	1	*	*	5	*	*	2,095	508	67.6
		2018	108	550	93.5	24	558	100.0	77	544	90.9	3	*	*	1	*	*	1,921	501	64.3
	Mathematics	2016	136	518	54.4	28	485	25.0	99	523	60.6	1	*	*	4	*	*	2,015	511	49.7
		2017	119	542	73.9	17	532	70.6	95	540	73.7	1	*	*	5	*	*	2,095	504	44.4
		2018	108	543	67.6	24	528	54.2	77	542	68.8	3	*	*	1	*	*	1,921	497	42.6

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

777	21,262	1.8	2.0	154	19.8	29.3
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Calculus BC

10	255	4.3	3.9	10	100.0	82.4
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English Literature and Composition

60	1,668	1.6	1.7	5	8.3	16.1
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Human Geography

147	2,291	1.2	1.7	8	5.4	22.1
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Physics C: Mechanics

3	150	*	3.4	*	*	69.3
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Spanish Language and Culture

18	1,008	4.4	3.8	18	100.0	89.9
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Studio Art: 3-D Design Portfolio

4	108	*	2.7	*	*	53.7
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World History

88	1,473	1.5	1.9	5	5.7	22.7
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Biology

21	961	1.9	2.1	7	33.3	27.6
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Chemistry

2	324	*	1.7	*	*	19.8
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Environmental Science

71	1,092	1.8	1.7	12	16.9	18.9
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Microeconomics

12	156	1.8	2.0	4	33.3	31.4
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Psychology

35	542	1.1	1.9	0	0.0	27.3
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Spanish Literature and Culture

10	221	3.3	3.1	8	80.0	75.1
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United States Government and Politics

19	1,434	1.5	1.6	0	0.0	15.6
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Calculus AB

52	1,011	2.9	2.5	31	59.6	40.5
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English Language and Composition

103	2,646	1.8	1.9	16	15.5	20.5
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French Language and Culture

1	74	*	2.4	*	*	47.3
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Physics 1

23	791	1.3	1.6	1	4.3	16.3
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Seminar

1	123	*	3.1	*	*	78.9
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Statistics

4	525	*	2.3	*	*	39.2
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United States History

93	2,192	1.7	1.7	19	20.4	19.7
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