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DATA

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PACKET

F E **FOR** Z D

2019-20 C

L E **PLAN** C T

F D P **NING** O

P E Z O L C F T D

WILMER-HUTCHINS
HIGH SCHOOL

SCHOOL NUMBER 380

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A S S E S S M E N T

INSTITUTIONAL

RESEARCH **MYDATA**

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INDEPENDENT SCHOOL DISTRICT
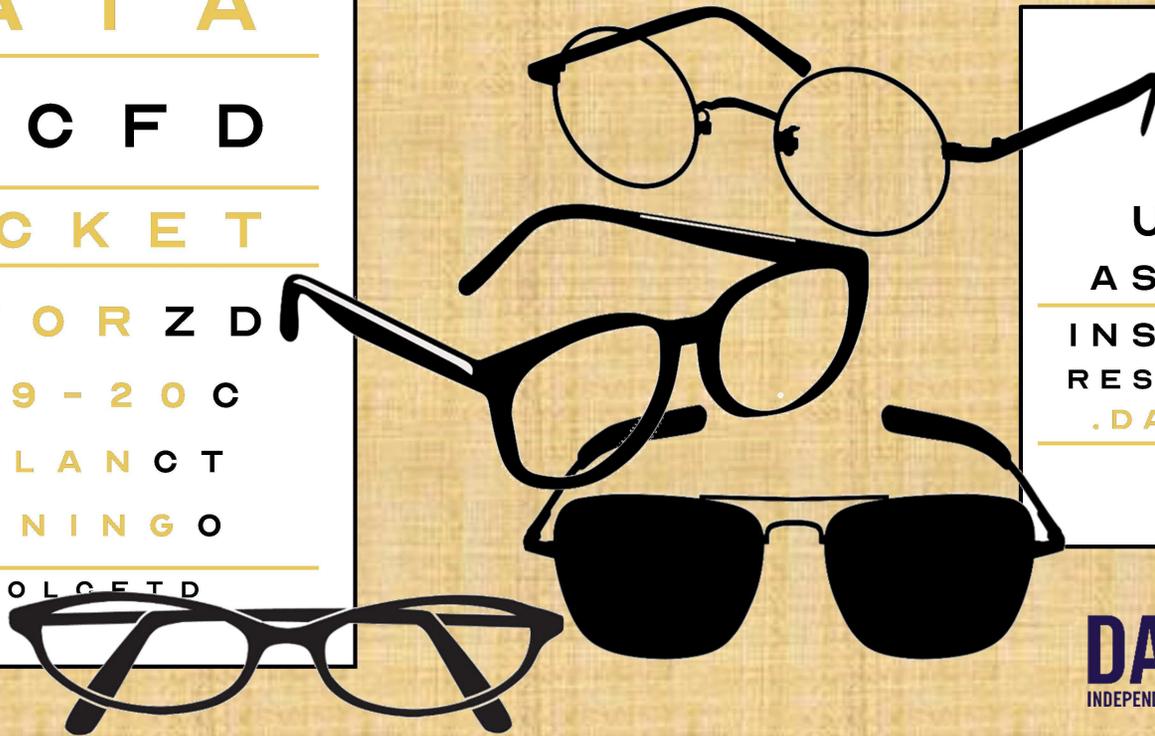
JULY 24, 2019

STATISTICS BASED ON ALL STUDENTS, INCLUDING THOSE IN CHOICE PROGRAMS

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.
- Teacher statistics include all teachers at the campus.

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.
- Teacher statistics include all teachers at the campus.

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 administations 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 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 schoool 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	258
10	238
11	177
12	206
ALL	879

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	497	56.5	43	76.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.1	*	*
Hispanic	362	41.2	6	10.7
White	14	1.6	6	10.7
Multiple	5	0.6	1	1.8
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	605	68.8
Economically disadvantaged	654	74.4
Limited English proficient (LEP)	219	24.9
Special education	118	13.4
Talented and Gifted (TAG)	62	7.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2017	232	135	58.2	0	0.0	2	0.9	93	40.1	2	0.9	0	0.0
	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
10	2017	227	141	62.1	1	0.4	0	0.0	75	33.0	7	3.1	2	0.9
	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
11	2017	173	107	61.8	0	0.0	0	0.0	64	37.0	2	1.2	0	0.0
	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
12	2017	174	125	71.8	0	0.0	0	0.0	48	27.6	0	0.0	1	0.6
	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
9-12	2017	806	508	63.0	1	0.1	2	0.2	280	34.7	11	1.4	3	0.4
	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

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	232	196	84.5	64	27.6	34	14.7	171	73.7	11	4.7	45	19.4	58.2	41.8	4.3
	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
10	2017	227	193	85.0	40	17.6	38	16.7	165	72.7	16	7.0	21	9.3	52.0	48.0	4.0
	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
11	2017	173	144	83.2	26	15.0	19	11.0	101	58.4	13	7.5	18	10.4	47.4	52.6	1.2
	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
12	2017	174	157	90.2	20	11.5	30	17.2	107	61.5	13	7.5	4	2.3	46.6	53.4	1.7
	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
9-12	2017	806	690	85.6	150	18.6	121	15.0	544	67.5	53	6.6	88	10.9	51.6	48.4	3.0
	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

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	228	11,759	210	92.2	10,936	93.0	79	34.7	25.7	183	9,766	80.4	83.1
	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	232	88.6	12,111	89.8	46	17.6	14.7	188	8,723	71.9	64.7
10	2017	228	10,329	214	93.9	9,713	94.0	46	20.1	16.3	197	9,045	86.2	87.6
	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	213	86.9	10,909	90.8	21	8.6	7.4	142	7,845	57.9	65.3
11	2017	173	8,543	163	94.7	8,088	94.7	28	16.2	13.7	155	7,756	89.8	90.8
	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	154	88.1	9,443	91.5	10	5.7	4.9	106	7,071	60.4	68.5
12	2017	175	8,197	161	91.8	7,762	94.7	8	4.6	6.4	148	7,365	84.5	89.8
	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	181	87.7	9,434	91.0	8	3.9	3.3	138	7,151	66.7	69.0
9-12	2017	804	38,829	748	93.1	36,498	94.0	161	20.0	16.5	683	33,932	85.0	87.4
	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	781	87.8	41,897	90.7	85	9.6	8.1	574	30,790	64.6	66.7

Teachers: 56

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	43	76.8
Hispanic	6	10.7
White	6	10.7
Multiple	1	1.8
Other	0	0.0

Gender	Number	Percentage
Female	29	51.8
Male	27	48.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	7.3	73.8
2017-18	7.3	53.4
2018-19	7.3	66.1

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	5.4
1	4	7.1
2	1	1.8
3	3	5.4
4	6	10.7
5	3	5.4
1-3	8	14.3
More than 3	45	80.4
1 - 5	17	30.4
6 - 10	8	14.3
11 - 20	19	33.9
More than 20	9	16.1

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**	*	35.6	51.6	41.5	4.3	42.4	34.3		37.6	48.5	42.2	58.7
	2018	*	49.1	49.5	49.2	12.5	44.4	44.5		49.1	49.2	49.1	62.1
	2019	*	58.4	55.3	56.6	14.3	50.6	53.9		50.4	66.4	57.6	65.6
Tests Taken	**2017**	2	132	95	183	23	66	166		133	97	230	11,092
	2018	4	110	109	187	16	81	191		106	120	226	9,912
	2019	2	125	114	196	21	77	180		133	110	243	10,554
ENGLISH II	**2017**	62.5	42.4	44.6	44.5	7.1	36.1	30.5		39.8	49.1	44.4	60.3
	2018	*	35.1	43.5	40.3	6.7	35.1	33.3		31.6	48.3	38.7	67.0
	2019	*	57.0	57.5	54.8	13.6	52.1	47.6		50.5	62.2	56.7	69.3
Tests Taken	**2017**	8	132	74	182	28	36	151		108	108	216	9,822
	2018	3	114	85	154	30	57	168		117	87	204	10,011
	2019	4	114	106	168	22	73	164		105	119	224	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**	*	85	46	107	22	38	109		83	50	133	4,577
		2018	*	56	55	95	14	45	106		54	61	115	3,752
		2019	*	52	51	85	18	38	83		66	37	103	3,633
	Tests Taken	**2017**	2	132	95	183	23	66	166		133	97	230	11,092
		2018	4	110	109	187	16	81	191		106	120	226	9,912
		2019	2	125	114	196	21	77	180		133	110	243	10,554
ENGLISH II		**2017**	3	76	41	101	26	23	105		65	55	120	3,895
		2018	*	74	48	92	28	37	112		80	45	125	3,300
		2019	*	49	45	76	19	35	86		52	45	97	2,941
	Tests Taken	**2017**	8	132	74	182	28	36	151		108	108	216	9,822
		2018	3	114	85	154	30	57	168		117	87	204	10,011
		2019	4	114	106	168	22	73	164		105	119	224	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**	*	14.4	24.2	18.0	4.3	21.2	13.3		15.8	21.6	18.3	41.2
		2018	*	24.5	26.6	26.2	6.3	24.7	21.5		22.6	28.3	25.7	43.9
		2019	*	37.6	42.1	39.8	9.5	39.0	34.4		32.3	50.0	40.3	51.0
	Tests Taken	**2017**	2	132	95	183	23	66	166		133	97	230	11,092
		2018	4	110	109	187	16	81	191		106	120	226	9,912
		2019	2	125	114	196	21	77	180		133	110	243	10,554
ENGLISH II		**2017**	62.5	18.2	25.7	23.1	3.6	16.7	12.6		25.0	20.4	22.7	42.1
		2018	*	20.2	27.1	22.7	6.7	21.1	17.9		19.7	28.7	23.5	50.0
		2019	*	28.9	34.9	31.0	4.5	32.9	24.4		27.6	35.3	31.7	51.5
	Tests Taken	**2017**	8	132	74	182	28	36	151		108	108	216	9,822
		2018	3	114	85	154	30	57	168		117	87	204	10,011
		2019	4	114	106	168	22	73	164		105	119	224	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	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	6.3
	2018	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	5.0
	2019	*	4.0	2.6	3.1	0.0	1.3	0.6		2.3	4.5	3.3	10.1
Tests Taken	2017	2	132	95	183	23	66	166		133	97	230	11,092
	2018	4	110	109	187	16	81	191		106	120	226	9,912
	2019	2	125	114	196	21	77	180		133	110	243	10,554
ENGLISH II	2017	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	4.9
	2018	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	7.0
	2019	*	0.0	1.9	1.2	0.0	0.0	0.0		1.0	0.8	0.9	6.0
Tests Taken	2017	8	132	74	182	28	36	151		108	108	216	9,822
	2018	3	114	85	154	30	57	168		117	87	204	10,011
	2019	4	114	106	168	22	73	164		105	119	224	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	57.8	49.9	53.6	3.5	57.1	57.1
2018	64.0	60.6	56.7	3.7	56.2	57.7
2019	57.4	59.3	64.8	3.9	59.6	61.0

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	58.7	57.2	54.0	3.8	62.0	58.4
2018	59.9	53.4	56.4	3.8	60.7	55.2
2019	54.6	59.9	68.5	3.9	61.6	66.4

[1]Average 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

WILMER-HUTCHINS HIGH SCHOOL (380)   **15**

July 24, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAREOC_read_obj   2019-20 Data Packet

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**	*	72.8	74.1	74.2	47.6	68.4	70.0		67.9	80.2	73.2	83.5
	2018	*	79.6	79.6	81.1	52.2	77.9	78.6		75.2	84.8	80.1	87.5
	2019		74.5	74.7	72.1	35.0	76.9	71.9		69.3	81.4	74.9	88.9
Tests Taken	**2017**	2	114	81	151	21	57	192		112	86	198	10,240
	2018	2	113	103	185	23	77	192		109	112	221	10,244
	2019		110	99	172	20	65	160		114	97	211	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**	*	31	21	39	11	18	45		36	17	53	1,692
	2018	*	23	21	35	11	17	41		27	17	44	1,278
	2019		28	25	48	13	15	45		35	18	53	1,134
Tests Taken	**2017**	2	114	81	151	21	57	192		112	86	198	10,240
	2018	2	113	103	185	23	77	192		109	112	221	10,244
	2019		110	99	172	20	65	160		114	97	211	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**	*	17.5	30.9	21.9	0.0	26.3	18.7		17.9	29.1	22.7	47.9
	2018	*	42.5	51.5	45.9	17.4	49.4	44.3		41.3	52.7	47.1	61.8
	2019		38.2	45.5	40.7	10.0	47.7	36.9		40.4	42.3	41.2	68.9
Tests Taken	**2017**	2	114	81	151	21	57	150		112	86	198	10,240
	2018	2	113	103	185	23	77	192		109	112	221	10,244
	2019		110	99	172	20	65	160		114	97	211	10,243

State of Texas Assessment of Academic Readiness End-Of-Course: MATHEMATICS

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**	*	2.6	14.8	7.9	0.0	14.0	6.0		6.3	9.3	7.6	23.1
	2018	*	10.6	22.3	16.2	8.7	19.5	13.0		13.8	18.8	16.3	35.8
	2019		10.9	16.2	12.8	0.0	12.3	9.4		10.5	16.5	13.3	45.1
Tests Taken	**2017**	2	114	81	151	21	57	150		112	86	198	10,240
	2018	2	113	103	185	23	77	192		109	112	221	10,244
	2019		110	99	172	20	65	160		114	97	211	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	46.6	49.9	55.9	48.7	44.2
2018	47.4	55.8	57.6	59.6	60.5
2019	47.7	54.8	57.5	53.3	54.3

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**	*	72.3	77.8	75.0	36.4	71.9	69.7		68.3	83.0	74.4	86.4
	2018	*	78.3	77.0	80.4	40.7	72.0	75.5		74.6	80.8	77.8	87.9
	2019	*	78.3	80.5	78.6	39.1	82.7	77.2		80.9	78.3	79.7	87.1
Tests Taken	**2017**	1	119	90	168	22	64	155		123	88	211	9,622
	2018	3	120	113	199	27	82	200		114	125	239	10,192
	2019	2	129	113	201	23	75	180		131	115	246	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**	*	33	20	42	14	18	47		39	15	54	1,310
		2018	*	26	26	39	16	23	49		29	24	53	1,234
		2019	*	28	22	43	14	13	41		25	25	50	1,240
	Tests Taken	**2017**	1	119	90	168	22	64	155		123	88	211	9,622
		2018	3	120	113	199	27	82	200		114	125	239	10,192
		2019	2	129	113	201	23	75	180		131	115	246	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**	*	24.4	40.0	32.7	9.1	35.9	24.5		33.3	27.3	30.8	54.0
	2018	*	30.0	46.0	37.7	11.1	39.0	31.0		42.1	34.4	38.1	57.4
	2019	*	33.3	41.6	34.3	8.7	41.3	29.4		38.9	34.8	37.0	59.2
Tests Taken	**2017**	1	119	90	168	22	64	155		123	88	211	9,622
	2018	3	120	113	199	27	82	200		114	125	239	10,192
	2019	2	129	113	201	23	75	180		131	115	246	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**	*	1.7	3.3	2.4	0.0	3.1	1.3		3.3	1.1	2.4	15.1
	2018	*	3.3	3.5	3.5	0.0	1.2	1.5		5.3	2.4	3.8	18.6
	2019	*	3.1	5.3	3.5	0.0	1.3	1.1		4.6	4.3	4.5	22.3
Tests Taken	**2017**	1	119	90	168	22	64	155		123	88	211	9,622
	2018	3	120	113	199	27	82	200		114	125	239	10,192
	2019	2	129	113	201	23	75	180		131	115	246	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	50.8	50.0	50.1	46.1	55.1
2018	53.6	50.5	54.6	55.0	54.5
2019	49.9	45.5	59.1	54.3	54.1

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**	*	80.5	92.6	84.3	40.0	86.4	80.4		87.1	82.5	84.8	92.8
	2018	*	94.0	87.5	91.2	70.0	80.0	88.2		92.9	91.2	92.1	93.4
	2019	*	83.3	92.3	87.8	52.6	89.5	83.3		85.0	91.2	87.7	93.8
Tests Taken	**2017**	5	174	95	236	35	44	189		139	137	276	8,230
	2018	2	50	24	57	10	10	51		42	34	76	9,468
	2019	4	108	91	147	19	57	150		113	91	204	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**	*	34	7	37	21	6	37		18	24	42	593
	2018	*	3	3	5	3	2	6		3	3	6	624
	2019	*	18	7	18	9	6	25		17	8	25	582
Tests Taken	**2017**	5	174	95	236	35	44	189		139	137	276	8,230
	2018	2	50	24	57	10	10	51		42	34	76	9,468
	2019	4	108	91	147	19	57	150		113	91	204	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**	*	42.5	48.4	43.2	11.4	38.6	34.4		49.6	40.1	44.9	65.2
	2018	*	72.0	66.7	68.4	40.0	60.0	60.8		78.6	61.8	71.1	72.3
	2019	*	45.4	57.1	50.3	21.1	52.6	43.3		52.2	50.5	51.5	73.7
Tests Taken	**2017**	5	174	95	236	35	44	189		139	137	276	8,230
	2018	2	50	24	57	10	10	51		42	34	76	9,468
	2019	4	108	91	147	19	57	150		113	91	204	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**	*	10.9	10.5	11.9	0.0	9.1	5.8		10.8	11.7	11.2	30.8
	2018	*	38.0	45.8	35.1	30.0	40.0	31.4		50.0	29.4	40.8	38.6
	2019	*	9.3	24.2	17.7	0.0	19.3	12.0		19.5	14.3	17.2	41.6
Tests Taken	**2017**	5	174	95	236	35	44	189		139	137	276	8,230
	2018	2	50	24	57	10	10	51		42	34	76	9,468
	2019	4	108	91	147	19	57	150		113	91	204	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	61.1	57.0	52.9	62.3
	2018	70.0	68.3	66.1	72.7
	2019	62.9	58.0	58.7	64.6

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
9 (83)	Beginning	12	14.5	50	60.2	9	11.5	11	13.3	6	7.7
	Intermediate	22	26.5	16	19.3	28	35.9	22	26.5	48	61.5
	Advanced	31	37.3	15	18.1	28	35.9	27	32.5	18	23.1
	Advanced High	18	21.7	2	2.4	13	16.7	23	27.7	6	7.7
10 (79)	Beginning	4	5.1	24	30.4	7	9.5	6	7.6	1	1.4
	Intermediate	25	31.6	27	34.2	24	32.4	27	34.2	30	40.5
	Advanced	27	34.2	21	26.6	24	32.4	21	26.6	33	44.6
	Advanced High	23	29.1	7	8.9	19	25.7	25	31.6	10	13.5
11 (48)	Beginning	3	6.3	16	33.3	7	16.3	6	12.5	1	2.3
	Intermediate	12	25.0	19	39.6	14	32.6	15	31.3	19	44.2
	Advanced	18	37.5	12	25.0	12	27.9	16	33.3	20	46.5
	Advanced High	15	31.3	1	2.1	10	23.3	11	22.9	3	7.0
12 (19)	Beginning	1	5.3	9	47.4	3	15.8	1	5.3	1	5.3
	Intermediate	7	36.8	3	15.8	8	42.1	8	42.1	13	68.4
	Advanced	4	21.1	7	36.8	3	15.8	7	36.8	3	15.8
	Advanced High	7	36.8	0	0.0	5	26.3	3	15.8	2	10.5
ALL (229)	Beginning	20	8.7	99	43.2	26	12.1	24	10.5	9	4.2
	Intermediate	66	28.8	65	28.4	74	34.6	72	31.4	110	51.4
	Advanced	80	34.9	55	24.0	67	31.3	71	31.0	74	34.6
	Advanced High	63	27.5	10	4.4	47	22.0	62	27.1	21	9.8

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years — N (% Progressed)	2019 Level	2018 Level Beg	Int	Adv	Adv High
69 7 (10.1%)	Beginning	1			
	Intermediate	0	41		
	Advanced	0	1	17	
	Advanced High	0	1	5	
76 20 (26.3%)	Beginning	1			
	Intermediate	2	27		
	Advanced	0	9	23	
	Advanced High	0	2	7	
48 6 (12.5%)	Beginning	1			
	Intermediate	0	19		
	Advanced	0	3	17	
	Advanced High	0	0	3	
18 3 (16.7%)	Beginning	1			
	Intermediate	0	13		
	Advanced	0	2	1	
	Advanced High	0	1	0	
211 36 (17.1%)	Beginning	4			
	Intermediate	2	100		
	Advanced	0	15	58	
	Advanced High	0	4	15	

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

PERFORMANCE IN 2018

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (90)	Beginning	7	8.0	22	25.0	15	16.7	10	11.4	5	5.7
	Intermediate	21	23.9	28	31.8	34	37.8	31	35.2	37	42.0
	Advanced	45	51.1	36	40.9	27	30.0	31	35.2	38	43.2
	Advanced High	15	17.0	2	2.3	14	15.6	16	18.2	8	9.1
10 (59)	Beginning	2	3.4	12	20.7	6	10.3	8	13.8	2	3.5
	Intermediate	16	27.6	21	36.2	26	44.8	19	32.8	24	42.1
	Advanced	24	41.4	23	39.7	15	25.9	23	39.7	24	42.1
	Advanced High	16	27.6	2	3.4	11	19.0	8	13.8	7	12.3
11 (20)	Beginning	0	0.0	5	25.0	1	5.3	3	15.0	0	0.0
	Intermediate	8	40.0	6	30.0	8	42.1	6	30.0	10	52.6
	Advanced	7	35.0	8	40.0	7	36.8	8	40.0	9	47.4
	Advanced High	5	25.0	1	5.0	3	15.8	3	15.0	0	0.0
12 (23)	Beginning	0	0.0	5	21.7	2	8.7	0	0.0	0	0.0
	Intermediate	8	34.8	5	21.7	4	17.4	11	47.8	9	39.1
	Advanced	10	43.5	12	52.2	6	26.1	6	26.1	10	43.5
	Advanced High	5	21.7	1	4.3	11	47.8	6	26.1	4	17.4
ALL (192)	Beginning	9	4.8	44	23.3	24	12.6	21	11.1	7	3.7
	Intermediate	53	28.0	60	31.7	72	37.9	67	35.4	80	42.8
	Advanced	86	45.5	79	41.8	55	28.9	68	36.0	81	43.3
	Advanced High	41	21.7	6	3.2	39	20.5	33	17.5	19	10.2

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
80	Beginning			3	
	Intermediate	2		31	
15 (18.8%)	Advanced	0	5		29
	Advanced High	0	0		8
50	Beginning			2	
	Intermediate	4		17	
12 (24.0%)	Advanced	0	2		18
	Advanced High	0	0		6
18	Beginning			0	
	Intermediate	0		9	
0 (0.0%)	Advanced	0	0		8
	Advanced High	0	0		0
21	Beginning			0	
	Intermediate	2		7	
7 (33.3%)	Advanced	0	2		7
	Advanced High	0	1		2
169	Beginning			5	
	Intermediate	8		64	
34 (20.1%)	Advanced	0	9		62
	Advanced High	0	1		16

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

PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
English	9	44	9	20.5	10	22.7	*	*	15	34.1	*	*
	10	28	*	*	*	*	*	*	11	39.3	7	25.0
	11	15					8	53.3	6	40.0	*	*
	12	10					*	*	*	*	*	*
	ALL	97	10	10.3	14	14.4	23	23.7	36	37.1	14	14.4

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
English	9	39	8	20.5	6	15.4	9	23.1	10	25.6	6	15.4
	10	26	*	*	9	34.6	*	*	7	26.9	6	23.1
	11	10	*	*	*	*	*	*	*	*	*	*
	12	14	*	*	*	*	6	42.9	*	*	*	*
	ALL	89	12	13.5	19	21.3	20	22.5	24	27.0	14	15.7

SEMESTER 1 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

| 107 | 42.8 | 63.5 | 71.3 | 72.7 | 29.0 | 66.4 | 57.9 | 83.5 |

ALGEBRA I PRE-AP

| 85 | 53.7 | 67.7 | 78.7 | 80.6 | 47.1 | 89.4 | 73.4 | 93.9 |

ALGEBRA II

| 125 | 54.8 | 68.5 | 73.0 | 73.8 | 50.4 | 72.8 | 58.9 | 84.8 |

ALGEBRA II PRE-AP

| 134 | 51.4 | 66.1 | 82.6 | 85.5 | 44.8 | 99.3 | 67.4 | 93.4 |

ALGEBRAIC REASONING

| 72 | 38.2 | 62.9 | 81.3 | 84.5 | 26.4 | 91.7 | 59.9 | 89.0 |

BIOLOGY

| 127 | 37.2 | 71.0 | 75.4 | 76.2 | 60.6 | 92.9 | 62.6 | 79.5 |

BIOLOGY PRE-AP

| 103 | 46.4 | 69.7 | 80.0 | 81.8 | 56.3 | 96.1 | 74.4 | 90.8 |

CHEMISTRY

| 134 | 43.0 | 68.9 | 72.9 | 73.6 | 45.5 | 80.6 | 45.0 | 83.1 |

CHEMISTRY PRE-AP

| 88 | 44.1 | 67.7 | 77.8 | 79.6 | 39.8 | 92.0 | 70.4 | 94.1 |

ENGLISH I

| 110 | 53.9 | 65.4 | 67.5 | 67.9 | 45.5 | 45.5 | 53.6 | 82.6 |

SEMESTER 2 TESTS

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

ALGEBRA I

| | | | | | | | | |

ALGEBRA I PRE-AP

| | | | | | | | | |

ALGEBRA II

| 113 | 52.7 | 73.7 | 73.4 | 73.3 | 77.0 | 67.3 | 74.9 | 86.7 |

ALGEBRA II PRE-AP

| 125 | 51.2 | 72.9 | 81.3 | 82.8 | 62.4 | 95.2 | 84.2 | 94.4 |

ALGEBRAIC REASONING

| 5 | * | * | * | * | * | * | 59.1 | * |

BIOLOGY

| | | | | | | | | |

BIOLOGY PRE-AP

| | | | | | | | | |

CHEMISTRY

| 131 | 43.4 | 69.1 | 72.3 | 72.8 | 44.3 | 79.4 | 51.3 | 78.7 |

CHEMISTRY PRE-AP

| 79 | 44.6 | 61.4 | 77.1 | 79.9 | 19.0 | 92.4 | 67.9 | 92.5 |

ENGLISH I

| | | | | | | | | |

SEMESTER 1 TESTS

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

ENGLISH I ESOL BEGINNER

| 11 | 50.2 | 72.3 | 89.4 | 92.4 | 72.7 | 100.0 | 43.7 | 87.7 |

ENGLISH I PRE-AP

| 104 | 63.2 | 68.4 | 81.4 | 83.6 | 49.0 | 99.0 | 74.9 | 94.4 |

ENGLISH II

| 117 | 61.5 | 74.3 | 78.5 | 79.3 | 72.6 | 83.8 | 64.6 | 84.2 |

ENGLISH II ESOL INTERMEDIATE

| 8 | 36.8 | 65.5 | 89.5 | 93.7 | 12.5 | 100.0 | 47.4 | 87.2 |

ENGLISH II PRE-AP

| 100 | 55.4 | 67.3 | 82.4 | 85.1 | 45.0 | 97.0 | 75.8 | 95.3 |

ENGLISH III

| 139 | 54.7 | 69.8 | 76.5 | 77.7 | 58.3 | 88.5 | 61.6 | 86.1 |

ENGLISH IV

| 127 | 54.3 | 69.6 | 78.7 | 80.3 | 52.0 | 94.5 | 68.1 | 92.7 |

ENVIRONMENTAL SYSTEMS

| 150 | 63.2 | 75.5 | 77.8 | 78.2 | 81.3 | 86.7 | 71.0 | 92.4 |

GEOMETRY

| 143 | 35.1 | 65.2 | 77.1 | 79.2 | 23.1 | 97.9 | 48.0 | 83.6 |

GOVERNMENT

| 145 | 57.8 | 71.2 | 82.4 | 84.3 | 62.1 | 100.0 | 62.0 | 94.3 |

HS HEALTH EDUCATION

| 89 | 66.0 | 77.3 | 76.6 | 76.4 | 79.8 | 83.1 | 73.7 | 95.0 |

SEMESTER 2 TESTS

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

ENGLISH I ESOL BEGINNER

| | | | | | | | | |

ENGLISH I PRE-AP

| | | | | | | | | |

ENGLISH II

| | | | | | | | | |

ENGLISH II ESOL INTERMEDIATE

| | | | | | | | | |

ENGLISH II PRE-AP

| | | | | | | | | |

ENGLISH III

| 124 | 47.1 | 64.7 | 61.4 | 60.8 | 29.8 | 46.8 | 56.1 | 83.7 |

ENGLISH IV

| 1 | * | * | * | * | * | | 48.3 | * |

ENVIRONMENTAL SYSTEMS

| 8 | 66.3 | 72.7 | 80.4 | 81.7 | 50.0 | 87.5 | 52.7 | 89.3 |

GEOMETRY

| 134 | 39.8 | 68.9 | 67.3 | 67.0 | 44.0 | 67.9 | 52.7 | 81.9 |

GOVERNMENT

| | | | | | | | | |

HS HEALTH EDUCATION

| 46 | 62.2 | 75.9 | 74.6 | 74.4 | 73.9 | 73.9 | 77.4 | 92.7 |

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

| 15 | 55.5 | 72.2 | 93.0 | 96.7 | 46.7 | 100.0 | 69.1 | 99.0 |

PHYSICS

| 135 | 37.6 | 67.7 | 77.0 | 78.7 | 37.0 | 86.7 | 55.1 | 86.7 |

PHYSICS PRE-AP

| 20 | 42.0 | 67.8 | 81.5 | 84.0 | 40.0 | 100.0 | 70.2 | 93.6 |

PRE-CALCULUS

| 81 | 53.5 | 65.1 | 83.4 | 86.6 | 29.6 | 97.5 | 49.4 | 88.4 |

PRE-CALCULUS PRE-AP

| 21 | 48.8 | 64.3 | 88.1 | 92.3 | 28.6 | 100.0 | 74.6 | 94.3 |

SPANISH I

| 130 | 54.3 | 69.6 | 85.7 | 88.6 | 46.2 | 96.2 | 74.1 | 91.1 |

SPANISH II

| 200 | 73.0 | 79.7 | 82.1 | 82.5 | 77.5 | 88.0 | 79.3 | 92.3 |

STUDIO ART I

| 122 | 47.3 | 69.6 | 77.1 | 78.4 | 50.8 | 89.3 | 75.1 | 92.6 |

U.S. HISTORY

| 137 | 63.6 | 74.0 | 80.3 | 81.4 | 68.6 | 92.7 | 62.9 | 87.7 |

WORLD GEOGRAPHY

| 128 | 45.5 | 67.3 | 73.8 | 75.0 | 43.8 | 80.5 | 55.8 | 87.3 |

WORLD GEOGRAPHY PRE-AP

| 105 | 54.7 | 69.1 | 78.7 | 80.4 | 50.5 | 99.0 | 75.9 | 95.1 |

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

| 7 | 48.3 | 71.3 | 91.3 | 94.8 | 71.4 | 100.0 | 77.3 | 98.1 |

PHYSICS

| 122 | 35.4 | 66.6 | 77.3 | 79.2 | 24.6 | 83.6 | 69.4 | 87.7 |

PHYSICS PRE-AP

| 17 | 38.7 | 68.3 | 80.4 | 82.5 | 29.4 | 94.1 | 68.4 | 93.2 |

PRE-CALCULUS

| 8 | 47.3 | 66.4 | 84.3 | 87.4 | 37.5 | 100.0 | 64.9 | 87.1 |

PRE-CALCULUS PRE-AP

| 6 | 37.5 | 58.3 | 83.3 | 87.7 | 16.7 | 100.0 | 72.9 | 94.1 |

SPANISH I

| 126 | 61.9 | 76.2 | 81.6 | 82.5 | 75.4 | 88.9 | 84.9 | 89.2 |

SPANISH II

| 124 | 66.7 | 77.8 | 77.1 | 76.9 | 71.0 | 72.6 | 88.1 | 91.6 |

STUDIO ART I

| 94 | 50.9 | 68.0 | 75.8 | 77.1 | 39.4 | 86.2 | 71.2 | 90.4 |

U.S. HISTORY

| | | | | | | | | |

WORLD GEOGRAPHY

| 114 | 43.0 | 65.8 | 67.3 | 67.6 | 36.0 | 66.7 | 55.9 | 84.8 |

WORLD GEOGRAPHY PRE-AP

| 100 | 48.8 | 68.0 | 78.1 | 79.9 | 48.0 | 100.0 | 76.4 | 95.0 |

SEMESTER 1 TESTS

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

WORLD HISTORY

| 113 | 49.9 | 67.3 | 77.6 | 79.4 | 39.8 | 97.3 | 50.1 | 86.3 |

WORLD HISTORY PRE-AP

| 44 | 42.4 | 64.0 | 76.2 | 78.3 | 20.5 | 90.9 | 76.4 | 94.7 |

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

| 131 | 41.9 | 62.1 | 75.4 | 77.7 | 19.1 | 91.6 | 55.1 | 84.6 |

WORLD HISTORY PRE-AP

| 39 | 49.5 | 63.9 | 80.6 | 83.6 | 33.3 | 100.0 | 72.4 | 93.4 |

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**	75.9	84.5	132	413	16.7	95	418	15.8	37	400	18.9				6,766	464	42.2
		2017-18	84.9	84.2	158	420	15.2	99	422	14.1	59	418	16.9				7,118	468	41.8
		2018-19	77.2	87.3	159	409	15.1	102	407	14.7	51	411	15.7	4	*	*	7,723	463	39.2
	Mathematics	**2016-17**	75.9	84.5	132	437	6.1	95	437	6.3	37	435	5.4				6,766	465	21.6
		2017-18	84.9	84.2	158	424	8.2	99	416	5.1	59	436	13.6				7,118	463	20.7
		2018-19	77.2	87.3	159	416	4.4	102	407	2.9	51	433	7.8	4	*	*	7,723	461	19.7
ACT	English	**2016-17**	77.0	82.4	134	12	6.7	93	12	7.5	40	10	5.0				6,596	15	26.1
		2017-18	86.6	82.3	161	12	8.1	100	12	10.0	60	12	5.0	1	*	*	6,960	15	26.5
		2018-19	79.1	82.6	163	12	9.2	107	12	11.2	50	12	4.0	4	*	*	7,310	15	27.0
	Mathematics	**2016-17**	77.0	82.4	134	16	5.2	93	16	4.3	40	16	7.5				6,596	18	17.3
		2017-18	86.6	82.3	161	16	5.6	100	15	3.0	60	16	10.0	1	*	*	6,960	17	14.8
		2018-19	79.1	82.6	163	15	3.1	107	15	1.9	50	16	6.0	4	*	*	7,310	18	19.2
	Reading	**2016-17**	77.0	82.4	134	14	3.0	93	14	3.2	40	14	2.5				6,596	17	18.3
		2017-18	86.6	82.3	161	14	3.7	100	14	6.0	60	14	0.0	1	*	*	6,960	17	19.0
		2018-19	79.1	82.6	163	14	5.5	107	14	6.5	50	14	2.0	4	*	*	7,310	17	21.0
	Science	**2016-17**	77.0	82.4	134	15	2.2	93	15	1.1	40	15	5.0				6,596	18	13.8
		2017-18	86.6	82.3	161	15	1.2	100	14	2.0	60	15	0.0	1	*	*	6,960	17	12.9
		2018-19	79.1	82.6	163	14	1.2	107	14	0.9	50	15	2.0	4	*	*	7,310	17	14.5
	Composite	**2016-17**	77.0	82.4	134	14	–	93	15	–	40	14	–			–	6,596	17	–
		2017-18	86.6	82.3	161	14	–	100	14	–	60	15	–	1	*	–	6,960	17	–
		2018-19	79.1	82.6	163	14	–	107	14	–	50	14	–	4	*	–	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																1,442	464	68.2
		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
	Mathematics	2016																1,442	469	62.8
		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
10	Reading & Writing	2016	184	388	27.2	110	387	27.3	69	384	24.6	4	*	*	1	*	*	9,038	417	40.3
		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
	Mathematics	2016	184	414	14.7	110	409	12.7	69	420	17.4	4	*	*	1	*	*	9,038	433	26.7
		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

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

ALL EXAMS

| 123 | 21,262 | **1.1** | 2.0 | 3 | **2.4** | 29.3 |

English Language and Composition

| 11 | 2,646 | **1.3** | 1.9 | 1 | **9.1** | 20.5 |

Macroeconomics

| 11 | 1,020 | **1.0** | 1.6 | 0 | **0.0** | 19.5 |

United States Government and Politics

| 20 | 1,434 | **1.0** | 1.6 | 0 | **0.0** | 15.6 |

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

Biology

| 7 | 961 | **1.6** | 2.1 | 1 | **14.3** | 27.6 |

English Literature and Composition

| 27 | 1,668 | **1.1** | 1.7 | 0 | **0.0** | 16.1 |

Music Theory

| 3 | 96 | * | 3.0 | * | * | 61.5 |

United States History

| 28 | 2,192 | **1.0** | 1.7 | 0 | **0.0** | 19.7 |

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

Calculus AB

| 7 | 1,011 | **1.0** | 2.5 | 0 | **0.0** | 40.5 |

Environmental Science

| 7 | 1,092 | **1.0** | 1.7 | 0 | **0.0** | 18.9 |

Studio Art: 2-D Design Portfolio

| 2 | 207 | * | 3.0 | * | * | 70.0 |