

JUSTIN F. KIMBALL HIGH SCHOOL

SCHOOL NUMBER 8

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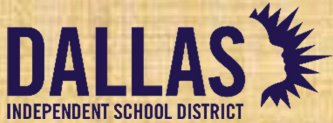
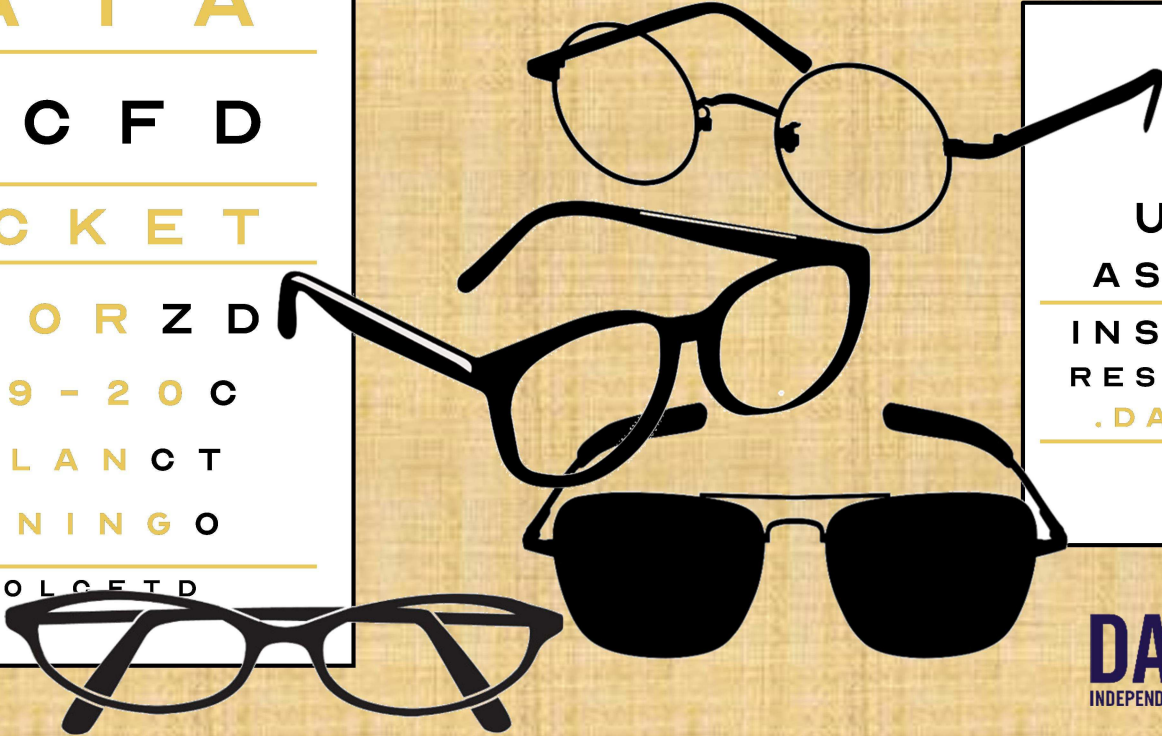
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JULY 22, 2019

STATISTICS BASED ON ALL STUDENTS, INCLUDING THOSE IN CHOICE PROGRAMS

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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 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	404
10	361
11	297
12	310
ALL	1,372

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	423	30.8	52	64.2
American Indian/Alaska Native	11	0.8	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	923	67.3	10	12.3
White	10	0.7	12	14.8
Multiple	4	0.3	3	3.7
Other* (teachers only)	—	—	4	4.9
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	855	62.3
Economically disadvantaged	1,080	78.7
Limited English proficient (LEP)	509	37.1
Special education	138	10.1
Talented and Gifted (TAG)	115	8.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2017	457	116	25.4	2	0.4	0	0.0	335	73.3	4	0.9	0	0.0
	2018	433	133	30.7	0	0.0	0	0.0	294	67.9	5	1.2	1	0.2
	2019	404	124	30.7	5	1.2	0	0.0	269	66.6	3	0.7	3	0.7
10	2017	394	115	29.2	3	0.8	2	0.5	271	68.8	3	0.8	0	0.0
	2018	362	94	26.0	2	0.6	0	0.0	262	72.4	3	0.8	0	0.0
	2019	361	106	29.4	4	1.1	0	0.0	246	68.1	3	0.8	1	0.3
11	2017	285	84	29.5	1	0.4	1	0.4	193	67.7	4	1.4	1	0.4
	2018	304	98	32.2	0	0.0	0	0.0	205	67.4	1	0.3	0	0.0
	2019	297	87	29.3	2	0.7	0	0.0	204	68.7	4	1.3	0	0.0
12	2017	262	97	37.0	0	0.0	0	0.0	161	61.5	2	0.8	1	0.4
	2018	268	80	29.9	1	0.4	1	0.4	182	67.9	3	1.1	1	0.4
	2019	310	106	34.2	0	0.0	0	0.0	204	65.8	0	0.0	0	0.0
9-12	2017	1,398	412	29.5	6	0.4	3	0.2	960	68.7	13	0.9	2	0.1
	2018	1,367	405	29.6	3	0.2	1	0.1	943	69.0	12	0.9	2	0.1
	2019	1,372	423	30.8	11	0.8	0	0.0	923	67.3	10	0.7	4	0.3

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	457	357	78.1	207	45.3	49	10.7	359	78.6	19	4.2	93	20.4	57.1	42.9	7.7
	2018	433	317	73.2	199	46.0	42	9.7	349	80.6	29	6.7	77	17.8	58.4	41.6	8.1
	2019	404	307	76.0	204	50.5	39	9.7	300	74.3	29	7.2	86	21.3	57.4	42.6	9.2
10	2017	394	311	78.9	144	36.5	39	9.9	292	74.1	33	8.4	28	7.1	53.8	46.2	7.1
	2018	362	287	79.3	112	30.9	41	11.3	250	69.1	18	5.0	34	9.4	58.0	42.0	3.6
	2019	361	295	81.7	163	45.2	32	8.9	255	70.6	30	8.3	28	7.8	55.4	44.6	7.5
11	2017	285	227	79.6	66	23.2	34	11.9	199	69.8	21	7.4	20	7.0	45.3	54.7	0.0
	2018	304	233	76.6	66	21.7	26	8.6	193	63.5	33	10.9	17	5.6	56.9	43.1	0.3
	2019	297	235	79.1	79	26.6	30	10.1	155	52.2	20	6.7	19	6.4	58.2	41.8	0.0
12	2017	262	226	86.3	38	14.5	25	9.5	151	57.6	31	11.8	6	2.3	46.2	53.8	1.9
	2018	268	201	75.0	62	23.1	38	14.2	165	61.6	16	6.0	7	2.6	45.9	54.1	2.2
	2019	310	243	78.4	63	20.3	37	11.9	145	46.8	36	11.6	10	3.2	56.5	43.5	2.9
9-12	2017	1,398	1,121	80.2	455	32.5	147	10.5	1,001	71.6	104	7.4	147	10.5	51.7	48.3	4.9
	2018	1,367	1,038	75.9	439	32.1	147	10.8	957	70.0	96	7.0	135	9.9	55.5	44.5	4.0
	2019	1,372	1,080	78.7	509	37.1	138	10.1	855	62.3	115	8.4	143	10.4	56.9	43.1	5.3

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2017	473	11,759	437	92.3	10,936	93.0	137	28.9	25.7	384	9,766	81.1	83.1
	2018	438	11,716	409	93.5	10,961	93.6	107	24.5	22.9	360	9,718	82.3	82.9
	2019	419	13,484	356	84.9	12,111	89.8	64	15.3	14.7	269	8,723	64.2	64.7
10	2017	400	10,329	372	92.9	9,713	94.0	72	18.0	16.3	337	9,045	84.2	87.6
	2018	384	10,382	362	94.5	9,791	94.3	61	15.9	16.5	332	8,886	86.6	85.6
	2019	376	12,020	326	86.7	10,909	90.8	35	9.3	7.4	251	7,845	66.7	65.3
11	2017	294	8,543	277	94.2	8,088	94.7	36	12.2	13.7	265	7,756	90.2	90.8
	2018	315	9,131	298	94.7	8,661	94.9	41	13.0	12.0	279	8,132	88.5	89.1
	2019	303	10,324	268	88.6	9,443	91.5	10	3.3	4.9	221	7,071	73.0	68.5
12	2017	271	8,197	256	94.5	7,762	94.7	11	4.1	6.4	250	7,365	92.1	89.8
	2018	276	8,756	265	96.0	8,306	94.9	7	2.5	5.8	260	7,772	94.1	88.8
	2019	317	10,368	284	89.7	9,434	91.0	9	2.8	3.3	248	7,151	78.3	69.0
9-12	2017	1,439	38,829	1,342	93.3	36,498	94.0	256	17.8	16.5	1,236	33,932	85.9	87.4
	2018	1,412	39,984	1,335	94.5	37,719	94.3	216	15.3	15.0	1,231	34,508	87.2	86.3
	2019	1,415	46,196	1,234	87.2	41,897	90.7	118	8.3	8.1	989	30,790	69.9	66.7

Teachers: 81

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	52	64.2
Hispanic	10	12.3
White	12	14.8
Multiple	3	3.7
Other	4	4.9

Gender	Number	Percentage
Female	39	48.1
Male	42	51.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	6.5	75.6
2017-18	8.8	75.2
2018-19	9.8	64.3

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	10	12.3
1	4	4.9
2	9	11.1
3	2	2.5
4	4	4.9
5	3	3.7
1-3	15	18.5
More than 3	56	69.1
1 - 5	22	27.2
6 - 10	14	17.3
11 - 20	15	18.5
More than 20	20	24.7

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	*	35.0	47.8	46.9	7.5	34.3	33.9		43.0	46.1	44.3	58.7
	2018	*	42.1	53.9	54.1	8.3	44.5	43.4	*	47.8	53.0	50.0	62.1
	2019	*	56.7	55.7	54.1	16.0	47.9	49.4		49.2	64.6	55.9	65.6
Tests Taken	2017	4	117	297	343	40	178	319		242	180	422	11,092
	2018	5	121	269	316	24	173	316	1	230	166	396	9,912
	2019	1	104	228	270	25	167	257		193	147	340	10,554
ENGLISH II	2017	*	55.0	56.7	55.8	11.5	39.9	46.6		50.7	62.9	56.2	60.3
	2018	*	50.0	57.0	63.0	7.1	29.0	39.9		49.8	63.0	55.2	67.0
	2019	*	58.8	63.4	61.3	14.3	52.9	49.8	*	58.7	65.6	61.8	69.3
Tests Taken	2017	2	111	263	317	26	143	279		211	170	381	9,822
	2018	3	98	272	292	28	124	268		223	154	377	10,011
	2019	3	97	227	274	21	153	233	1	179	151	330	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	*	76	155	182	37	117	211		138	97	235	4,577
	2018	*	70	124	145	22	96	179	*	120	78	198	3,752
	2019	*	45	101	124	21	87	130		98	52	150	3,633
Tests Taken	2017	4	117	297	343	40	178	319		242	180	422	11,092
	2018	5	121	269	316	24	173	316	1	230	166	396	9,912
	2019	1	104	228	270	25	167	257		193	147	340	10,554
ENGLISH II	2017	*	50	114	140	23	86	149		104	63	167	3,895
	2018	*	49	117	108	26	88	161		112	57	169	3,300
	2019	*	40	83	106	18	72	117	*	74	52	126	2,941
Tests Taken	2017	2	111	263	317	26	143	279		211	170	381	9,822
	2018	3	98	272	292	28	124	268		223	154	377	10,011
	2019	3	97	227	274	21	153	233	1	179	151	330	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	*	14.5	27.6	25.1	0.0	15.7	14.4		22.3	26.1	23.9	41.2
	2018	*	27.3	36.8	37.0	0.0	26.0	25.6	*	30.0	38.6	33.6	43.9
	2019	*	40.4	36.4	37.0	4.0	26.9	28.8		34.2	42.9	37.9	51.0
Tests Taken	2017	4	117	297	343	40	178	319		242	180	422	11,092
	2018	5	121	269	316	24	173	316	1	230	166	396	9,912
	2019	1	104	228	270	25	167	257		193	147	340	10,554
ENGLISH II	2017	*	28.8	32.3	29.0	0.0	14.0	19.4		28.0	34.1	30.7	42.1
	2018	*	21.4	37.9	37.7	0.0	9.7	16.0		28.3	40.9	33.4	50.0
	2019	*	39.2	40.1	38.0	0.0	26.8	25.8	*	38.0	41.7	39.7	51.5
Tests Taken	2017	2	111	263	317	26	143	279		211	170	381	9,822
	2018	3	98	272	292	28	124	268		223	154	377	10,011
	2019	3	97	227	274	21	153	233	1	179	151	330	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	*	0.9	0.7	0.9	0.0	0.6	0.6		0.0	1.7	0.7	6.3
	2018	*	1.7	1.5	1.9	0.0	0.0	0.0	*	1.3	1.8	1.5	5.0
	2019	*	0.0	1.3	1.5	0.0	1.8	1.2		0.5	2.0	1.2	10.1
Tests Taken	2017	4	117	297	343	40	178	319		242	180	422	11,092
	2018	5	121	269	316	24	173	316	1	230	166	396	9,912
	2019	1	104	228	270	25	167	257		193	147	340	10,554
ENGLISH II	2017	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	4.9
	2018	*	1.0	1.8	2.1	0.0	0.0	0.0		0.9	2.6	1.6	7.0
	2019	*	0.0	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	0.0	6.0
Tests Taken	2017	2	111	263	317	26	143	279		211	170	381	9,822
	2018	3	98	272	292	28	124	268		223	154	377	10,011
	2019	3	97	227	274	21	153	233	1	179	151	330	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	58.1	51.6	57.3	3.7	58.6	60.3
2018	65.7	62.3	58.8	3.6	58.8	59.9
2019	54.8	59.4	63.2	3.6	60.5	60.0

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	61.9	60.9	57.1	4.2	66.5	65.5
2018	65.3	57.8	63.1	4.0	65.2	60.9
2019	59.5	62.8	71.8	3.9	63.7	68.3

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	*	63.6	68.3	70.2	13.5	60.2	61.0		62.7	73.5	67.3	83.5
	2018	*	70.7	74.9	77.3	28.0	72.7	72.3	*	69.1	80.4	74.0	87.5
	2019	*	79.0	79.1	78.0	40.0	75.8	76.8		74.9	84.3	78.8	88.9
Tests Taken	2017	4	107	284	322	37	171	296		228	170	398	10,240
	2018	5	116	243	295	25	161	296	1	207	158	365	10,244
	2019	1	105	206	255	25	157	246		187	134	321	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	*	39	90	96	32	68	117		85	45	130	1,692
	2018	*	34	61	67	18	44	82	*	64	31	95	1,278
	2019	*	22	43	56	15	38	57		47	21	68	1,134
Tests Taken	2017	4	107	284	322	37	171	296		228	170	398	10,240
	2018	5	116	243	295	25	161	296	1	207	158	365	10,244
	2019	1	105	206	255	25	157	246		187	134	321	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	*	15.9	27.1	25.5	0.0	21.1	17.7		22.8	27.1	24.6	47.9
	2018	*	36.2	49.4	48.1	0.0	47.2	41.6	*	43.5	46.2	44.7	61.8
	2019	*	43.8	51.0	46.7	12.0	48.4	42.3		46.0	53	48.9	68.9
Tests Taken	2017	4	107	284	322	37	171	300		228	170	398	10,240
	2018	5	116	243	295	25	161	296	1	207	158	365	10,244
	2019	1	105	206	255	25	157	246		187	134	321	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	*	1.9	7.7	6.8	0.0	6.4	3.7		5.3	7.6	6.3	23.1
	2018	*	13.8	21.8	19.7	0.0	19.3	15.2	*	20.8	17.1	19.2	35.8
	2019	*	14.3	25.7	21.2	4.0	21.7	16.3		21.4	23.1	22.1	45.1
Tests Taken	2017	4	107	284	322	37	171	300		228	170	398	10,240
	2018	5	116	243	295	25	161	296	1	207	158	365	10,244
	2019	1	105	206	255	25	157	246		187	134	321	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	47.0	47.9	50.2	52.1	47.7
2018	52.4	52.5	56.7	56.2	56.8
2019	58.8	55.8	58.5	55.8	56.1

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	*	78.1	77.4	82.3	37.1	67.8	72.7		76.6	78.8	77.5	86.4
	2018	*	82.4	85.2	86.6	51.9	83.0	82.4	*	85.8	82.9	84.6	87.9
	2019		95.3	97.8	96.2	77.8	100.0	95.6		96.1	98.3	97.1	87.1
Tests Taken	2017	4	114	297	339	35	180	315		239	179	418	9,622
	2018	5	119	250	314	27	153	295	1	219	158	377	10,192
	2019		43	91	104	9	53	90		77	59	136	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	*	25	67	60	22	58	86		56	38	94	1,310
	2018	*	21	37	42	13	26	52	*	31	27	58	1,234
	2019		2	2	4	2	0	4		3	1	4	1,240
Tests Taken	2017	4	114	297	339	35	180	315		239	179	418	9,622
	2018	5	119	250	314	27	153	295	1	219	158	377	10,192
	2019		43	91	104	9	53	90		77	59	136	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	*	30.7	44.8	44.5	2.9	32.8	32.4		40.6	41.9	41.1	54.0
	2018	*	36.1	53.2	49.0	0.0	45.1	40.0	*	48.4	45.6	47.2	57.4
	2019		51.2	63.7	54.8	22.2	66.0	48.9		59.7	57.6	58.8	59.2
Tests Taken	2017	4	114	297	339	35	180	315		239	179	418	9,622
	2018	5	119	250	314	27	153	295	1	219	158	377	10,192
	2019		43	91	104	9	53	90		77	59	136	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	*	5.3	9.1	9.1	0.0	6.7	4.8		8.4	7.8	8.1	15.1
	2018	*	5.0	11.6	9.9	0.0	6.5	5.1	*	12.8	5.1	9.5	18.6
	2019		4.7	16.5	13.5	0.0	15.1	8.9		11.7	13.6	12.5	22.3
Tests Taken	2017	4	114	297	339	35	180	315		239	179	418	9,622
	2018	5	119	250	314	27	153	295	1	219	158	377	10,192
	2019		43	91	104	9	53	90		77	59	136	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	55.9	57.2	54.6	49.7	57.2
2018	56.9	53.3	57.4	61.5	61.2
2019	55.3	54.1	73.5	59.5	68.7

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	*	80.7	93.3	89.6	45.2	82.9	85.9		90.6	89.0	89.8	92.8
	2018	*	90.8	92.8	92.9	68.2	83.1	88.1		92.6	91.0	91.9	93.4
	2019	*	95.5	93.2	93.2	81.0	86.9	89.7	*	97.8	88.8	93.9	93.8
Tests Taken	2017	4	83	210	268	31	70	220		139	164	303	8,230
	2018	1	98	209	253	22	71	201		176	134	310	9,468
	2019	2	112	292	323	21	122	223	1	231	179	410	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	*	16	14	28	17	12	31		13	18	31	593
	2018	*	9	15	18	7	12	24		13	12	25	624
	2019	*	5	20	22	4	16	23	*	5	20	25	582
Tests Taken	2017	4	83	210	268	31	70	220		139	164	303	8,230
	2018	1	98	209	253	22	71	201		176	134	310	9,468
	2019	2	112	292	323	21	122	223	1	231	179	410	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	*	42.2	64.3	56.7	12.9	41.4	45.9		66.2	49.4	57.1	65.2
	2018	*	70.4	80.4	77.9	45.5	64.8	69.2		80.1	73.1	77.1	72.3
	2019	*	67.9	70.2	69.7	14.3	51.6	52.9	*	74.5	63.7	69.8	73.7
Tests Taken	2017	4	83	210	268	31	70	220		139	164	303	8,230
	2018	1	98	209	253	22	71	201		176	134	310	9,468
	2019	2	112	292	323	21	122	223	1	231	179	410	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	*	16.9	28.1	25.7	3.2	11.4	14.5		30.2	20.1	24.8	30.8
	2018	*	37.8	45.0	40.3	18.2	29.6	29.4		46.6	36.6	42.3	38.6
	2019	*	28.6	35.6	32.8	4.8	18.0	18.4	*	36.8	29.1	33.4	41.6
Tests Taken	2017	4	83	210	268	31	70	220		139	164	303	8,230
	2018	1	98	209	253	22	71	201		176	134	310	9,468
	2019	2	112	292	323	21	122	223	1	231	179	410	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	65.7	63.4	58.3	68.1
2018	73.7	73.4	65.1	73.0
2019	71.1	66.2	63.5	68.9

PERFORMANCE IN 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (202)	Beginning	41	20.3	84	41.6	27	14.3	44	21.8	30	15.9
	Intermediate	53	26.2	46	22.8	28	14.8	61	30.2	58	30.7
	Advanced	69	34.2	57	28.2	82	43.4	60	29.7	71	37.6
	Advanced High	39	19.3	15	7.4	52	27.5	37	18.3	30	15.9
10 (170)	Beginning	13	7.7	51	30.4	3	1.8	21	12.4	5	3.0
	Intermediate	65	38.7	53	31.5	29	17.7	77	45.3	73	44.5
	Advanced	56	33.3	59	35.1	86	52.4	45	26.5	68	41.5
	Advanced High	34	20.2	5	3.0	46	28.0	27	15.9	18	11.0
11 (81)	Beginning	15	18.5	26	32.1	1	1.3	15	18.5	7	9.0
	Intermediate	25	30.9	30	37.0	21	26.9	37	45.7	35	44.9
	Advanced	24	29.6	22	27.2	39	50.0	18	22.2	30	38.5
	Advanced High	17	21.0	3	3.7	17	21.8	11	13.6	6	7.7
12 (62)	Beginning	2	3.2	15	24.2	0	0.0	5	8.1	0	0.0
	Intermediate	19	30.6	18	29.0	1	1.7	22	35.5	18	31.0
	Advanced	24	38.7	23	37.1	28	48.3	20	32.3	29	50.0
	Advanced High	17	27.4	6	9.7	29	50.0	15	24.2	11	19.0
ALL (515)	Beginning	71	13.8	176	34.3	31	6.3	85	16.5	42	8.6
	Intermediate	162	31.6	147	28.7	79	16.2	197	38.3	184	37.6
	Advanced	173	33.7	161	31.4	235	48.1	143	27.8	198	40.5
	Advanced High	107	20.9	29	5.7	144	29.4	90	17.5	65	13.3

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
165 35 (21.2%)	Beginning	12			
	Intermediate	1	49		
	Advanced	0	7	58	
	Advanced High	0	1	26	
163 31 (19.0%)	Beginning	4			
	Intermediate	2	69		
	Advanced	0	11	54	
	Advanced High	0	1	17	
80 14 (17.5%)	Beginning	7			
	Intermediate	1	34		
	Advanced	0	8	22	
	Advanced High	0	0	5	
59 12 (20.3%)	Beginning	0			
	Intermediate	0	18		
	Advanced	0	2	27	
	Advanced High	0	0	10	
467 92 (19.7%)	Beginning	23			
	Intermediate	4	170		
	Advanced	0	28	161	
	Advanced High	0	2	58	


 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 Rated)	2019 Level	N	%	N	%	N	%	N	%	N	%
9 (197)	Beginning	13	6.6	58	29.4	8	4.1	14	7.1	5	2.6
	Intermediate	75	38.1	59	29.9	57	29.4	75	38.3	87	44.8
	Advanced	88	44.7	76	38.6	107	55.2	62	31.6	80	41.2
	Advanced High	21	10.7	4	2.0	22	11.3	45	23.0	22	11.3
10 (114)	Beginning	15	13.2	37	32.5	2	1.8	8	7.1	2	1.8
	Intermediate	44	38.6	30	26.3	43	38.1	54	47.8	57	50.4
	Advanced	43	37.7	46	40.4	48	42.5	44	38.9	47	41.6
	Advanced High	12	10.5	1	0.9	20	17.7	7	6.2	7	6.2
11 (67)	Beginning	2	3.0	7	10.4	0	0.0	2	3.0	0	0.0
	Intermediate	15	22.4	13	19.4	5	7.5	14	20.9	13	19.4
	Advanced	37	55.2	46	68.7	28	41.8	41	61.2	41	61.2
	Advanced High	13	19.4	1	1.5	34	50.7	10	14.9	13	19.4
12 (56)	Beginning	1	1.8	3	5.4	0	0.0	1	1.8	0	0.0
	Intermediate	14	25.0	12	21.4	1	1.8	16	28.6	9	16.1
	Advanced	29	51.8	36	64.3	9	16.1	30	53.6	34	60.7
	Advanced High	12	21.4	5	8.9	46	82.1	9	16.1	13	23.2
ALL (434)	Beginning	31	7.1	105	24.2	10	2.3	25	5.8	7	1.6
	Intermediate	148	34.1	114	26.3	106	24.7	159	36.8	166	38.6
	Advanced	197	45.4	204	47.0	192	44.7	177	41.0	202	47.0
	Advanced High	58	13.4	11	2.5	122	28.4	71	16.4	55	12.8

Number Rated Both Years	2018 Level				
N (%) Progressed	2019 Level	Beg	Int	Adv	Adv High
178 40 (22.5%)	Beginning	2			
	Intermediate	10	64		
	Advanced	0	9	67	
	Advanced High	0	0	21	
109 26 (23.9%)	Beginning	2			
	Intermediate	9	48		
	Advanced	0	12	33	
	Advanced High	0	1	4	
64 22 (34.4%)	Beginning	0			
	Intermediate	1	11		
	Advanced	1	8	30	
	Advanced High	0	1	11	
55 13 (23.6%)	Beginning	0			
	Intermediate	0	9		
	Advanced	0	0	33	
	Advanced High	0	0	13	
406 101 (24.9%)	Beginning	4			
	Intermediate	20	132		
	Advanced	1	29	163	
	Advanced High	0	2	49	

 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	%
<i>English</i>	9	115	40	34.8	47	40.9	13	11.3	12	10.4	*	*
	10	61	20	32.8	34	55.7	*	*			*	*
	11	41	13	31.7	19	46.3	8	19.5	*	*		
	12	23	*	*	15	65.2	*	*	*	*		
	ALL	240	77	32.1	115	47.9	28	11.7	15	6.3	*	*

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	83	47	56.6	27	32.5	*	*	*	*	*	*
	10	55	23	41.8	21	38.2	7	12.7	*	*	*	*
	11	25	*	*	12	48.0	*	*	*	*		
	12	17	*	*	6	35.3	7	41.2	*	*		
	ALL	180	77	42.8	66	36.7	22	12.2	9	5.0	6	3.3

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

215	50.1	68.1	75.9	77.2	47.4	77.2	57.9	83.5
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ALGEBRA I PRE-AP

98	57.8	70.6	79.9	81.5	60.2	93.9	73.4	93.9
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ALGEBRA II

236	56.3	69.5	76.4	77.6	49.6	86.4	58.9	84.8
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ALGEBRA II PRE-AP

197	57.5	70.4	79.7	81.3	57.9	87.3	67.4	93.4
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BIOLOGY PRE-AP

136	42.2	67.3	78.4	80.3	36.0	94.1	74.4	90.8
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CHEMISTRY

225	45.9	70.5	78.8	80.3	55.1	90.7	45.0	83.1
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CHEMISTRY PRE-AP

119	49.0	70.6	75.5	76.3	54.6	82.4	70.4	94.1
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ECONOMICS

115	57.7	72.4	83.1	85.0	69.6	99.1	70.4	96.6
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ENGLISH I

197	56.5	67.4	80.1	82.3	49.2	88.8	53.6	82.6
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ENGLISH I ESOL BEGINNER

20	40.9	67.1	80.8	83.2	30.0	100.0	43.7	87.7
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ALGEBRA I

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ALGEBRA I PRE-AP

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ALGEBRA II

183	51.6	73.1	78.2	79.1	62.8	90.2	74.9	86.7
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ALGEBRA II PRE-AP

180	61.7	78.7	81.9	82.5	85.0	92.2	84.2	94.4
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BIOLOGY PRE-AP

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CHEMISTRY

185	44.2	69.6	79.3	81.1	49.7	86.5	51.3	78.7
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CHEMISTRY PRE-AP

108	59.7	71.9	77.3	78.3	66.7	86.1	67.9	92.5
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ECONOMICS

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ENGLISH I

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ENGLISH I ESOL BEGINNER

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SEMESTER 1 TESTS

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

ENGLISH I ESOL INTERMEDIATE

4	*	*	*	*	*	*	51.5	*
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ENGLISH I PRE-AP

127	65.9	70.7	80.5	82.2	63.0	95.3	74.9	94.4
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ENGLISH II

180	59.8	73.2	82.8	84.4	67.8	92.2	64.6	84.2
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ENGLISH II ESOL INTERMEDIATE

18	47.0	71.1	77.8	79.0	50.0	100.0	47.4	87.2
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ENGLISH II PRE-AP

140	65.3	74.6	75.2	75.3	72.9	85.7	75.8	95.3
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ENGLISH III

272	64.5	76.4	76.7	76.7	76.8	89.7	61.6	86.1
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ENGLISH IV

221	59.8	73.2	81.5	83.0	78.7	95.0	68.1	92.7
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ENVIRONMENTAL SYSTEMS

324	58.4	72.3	83.1	85.0	63.9	93.2	71.0	92.4
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FRENCH I

105	48.6	64.2	72.8	74.4	34.3	73.3	66.3	86.7
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FRENCH II

75	63.2	70.9	78.2	79.5	60.0	81.3	62.5	94.1
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GEOMETRY

221	33.9	64.6	72.5	74.0	25.3	86.4	48.0	83.6
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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

ENGLISH I ESOL INTERMEDIATE

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ENGLISH I PRE-AP

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ENGLISH II

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ENGLISH II ESOL INTERMEDIATE

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ENGLISH II PRE-AP

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ENGLISH III

249	59.1	72.7	77.2	77.9	69.1	87.6	56.1	83.7
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ENGLISH IV

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ENVIRONMENTAL SYSTEMS

160	51.8	60.9	80.8	84.3	32.5	97.5	52.7	89.3
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FRENCH I

81	51.2	67.5	76.6	78.2	48.1	79.0	73.8	86.0
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FRENCH II

58	60.1	72.1	86.3	88.8	67.2	98.3	70.7	92.9
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GEOMETRY

178	35.3	66.5	71.8	72.7	29.8	82.6	52.7	81.9
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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

27	45.4	69.7	77.3	78.6	48.1	85.2	65.8	91.8
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GOVERNMENT

107	53.7	68.4	83.5	86.1	39.3	100.0	62.0	94.3
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HS HEALTH EDUCATION

189	64.3	76.2	91.1	93.7	75.7	98.4	73.7	95.0
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HS VARSITY BAND

25	62.8	76.8	95.5	98.8	80.0	100.0	69.1	99.0
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PHYSICS

285	43.0	70.5	80.0	81.6	48.8	92.3	55.1	86.7
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PHYSICS PRE-AP

44	58.3	76.8	84.4	85.8	90.9	100.0	70.2	93.6
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PHYSICS PRE-AP

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PRE-CALCULUS

173	51.5	63.6	77.5	79.9	22.5	93.6	49.4	88.4
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PRE-CALCULUS PRE-AP

54	56.3	69.5	82.5	84.8	50.0	94.4	74.6	94.3
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SPANISH I

154	65.7	77.1	84.0	85.2	70.1	92.9	74.1	91.1
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SPANISH II

227	72.3	79.2	87.1	88.4	82.4	97.8	79.3	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

GEOMETRY PRE-AP

19	44.4	64.5	74.6	76.3	26.3	63.2	68.3	90.7
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GOVERNMENT

21	50.3	62.7	83.1	86.7	14.3	100.0	53.3	89.5
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HS HEALTH EDUCATION

106	67.7	79.4	94.4	97.1	85.8	100.0	77.4	92.7
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HS VARSITY BAND

17	50.2	72.4	90.1	93.2	70.6	94.1	77.3	98.1
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PHYSICS

248	46.1	72.1	79.6	80.9	71.8	87.5	69.4	87.7
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PHYSICS PRE-AP

19	46.4	72.3	85.4	87.7	63.2	94.7	68.4	93.2
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PHYSICS PRE-AP (tested with 2017-2018 test)

23	43.2	70.6	83.6	85.9	60.9	100.0	71.9	94.3
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PRE-CALCULUS

1	*	*	*	*	*	*	64.9	*
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PRE-CALCULUS PRE-AP

6	35.7	57.1	85.8	90.9	0.0	100.0	72.9	94.1
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SPANISH I

114	68.2	80.1	80.7	80.8	76.3	82.5	84.9	89.2
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SPANISH II

179	73.7	82.5	84.7	85.1	85.5	93.9	88.1	91.6
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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

STUDIO ART I

206	55.1	74.1	84.8	86.6	69.9	92.7	75.1	92.6
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U.S. HISTORY

305	64.2	74.4	81.1	82.2	69.8	95.7	62.9	87.7
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WORLD GEOGRAPHY

473	55.6	73.4	79.7	80.8	63.8	87.3	55.8	87.3
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WORLD GEOGRAPHY PRE-AP

8	60.3	72.9	86.3	88.6	62.5	100.0	75.9	95.1
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WORLD HISTORY

86	50.6	67.8	81.1	83.4	44.2	87.2	50.1	86.3
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WORLD HISTORY PRE-AP

120	54.9	71.8	79.5	80.8	67.5	93.3	76.4	94.7
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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

STUDIO ART I

164	62.4	75.5	81.1	82.1	76.8	86.6	71.2	90.4
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U.S. HISTORY

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WORLD GEOGRAPHY

313	55.1	73.1	81.6	83.1	59.4	91.1	55.9	84.8
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WORLD GEOGRAPHY PRE-AP

7	51.1	69.5	84.3	86.9	57.1	100.0	76.4	95.0
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WORLD HISTORY

78	50.9	68.0	80.7	82.9	44.9	87.2	55.1	84.6
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WORLD HISTORY PRE-AP

109	58.1	70.1	77.7	79.0	59.6	83.5	72.4	93.4
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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	82.1	84.5	215	435	31.6	79	424	30.4	134	439	31.3	1	*	*	6,766	464	42.2
		2017-18	79.5	84.2	213	442	29.6	58	431	25.9	150	446	31.3	3	*	*	7,118	468	41.8
		2018-19	88.1	87.3	273	443	30.8	91	442	28.6	182	444	31.9				7,723	463	39.2
	Mathematics	2016-17	82.1	84.5	215	427	9.3	79	411	1.3	134	434	12.7	1	*	*	6,766	465	21.6
		2017-18	79.5	84.2	213	432	7.0	58	421	10.3	150	436	5.3	3	*	*	7,118	463	20.7
		2018-19	88.1	87.3	273	433	7.0	91	425	6.6	182	438	7.1				7,723	461	19.7
ACT	English	2016-17	81.3	82.4	213	13	14.1	80	13	12.5	131	14	14.5	1	*	*	6,596	15	26.1
		2017-18	82.5	82.3	221	13	14.0	64	12	7.8	152	13	16.4	3	*	*	6,960	15	26.5
		2018-19	88.1	82.6	273	13	12.5	83	13	15.7	190	13	11.1				7,310	15	27.0
	Mathematics	2016-17	81.3	82.4	213	16	6.6	80	16	2.5	131	17	8.4	1	*	*	6,596	18	17.3
		2017-18	82.5	82.3	221	16	3.6	64	15	1.6	152	16	4.6	3	*	*	6,960	17	14.8
		2018-19	88.1	82.6	273	16	6.2	83	16	6.0	190	16	6.3				7,310	18	19.2
	Reading	2016-17	81.3	82.4	213	15	8.0	80	15	3.8	131	16	10.7	1	*	*	6,596	17	18.3
		2017-18	82.5	82.3	221	15	6.8	64	14	3.1	152	15	7.2	3	*	*	6,960	17	19.0
		2018-19	88.1	82.6	273	16	11.7	83	16	12.0	190	16	11.6				7,310	17	21.0
	Science	2016-17	81.3	82.4	213	16	4.7	80	15	0.0	131	16	6.9	1	*	*	6,596	18	13.8
		2017-18	82.5	82.3	221	16	2.3	64	15	1.6	152	16	2.0	3	*	*	6,960	17	12.9
		2018-19	88.1	82.6	273	16	4.8	83	15	3.6	190	16	5.3				7,310	17	14.5
	Composite	2016-17	81.3	82.4	213	15	–	80	15	–	131	16	–	1	*	–	6,596	17	–
		2017-18	82.5	82.3	221	15	–	64	14	–	152	15	–	3	*	–	6,960	17	–
		2018-19	88.1	82.6	273	15	–	83	15	–	190	15	–			–	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	8	436	62.5	3	*	*	5	*	*	0			0			1,442	464	68.2
		2017	16	388	37.5	7	386	42.9	9	390	33.3	0			0			1,836	466	72.5
		2018	22	417	54.5	7	363	14.3	15	443	73.3	0			0			2,063	473	74.2
	Mathematics	2016	8	430	50.0	3	*	*	5	*	*	0			0			1,442	469	62.8
		2017	16	405	25.0	7	409	28.6	9	402	22.2	0			0			1,836	467	59.8
		2018	22	428	40.9	7	367	0.0	15	457	60.0	0			0			2,063	477	64.0
10	Reading & Writing	2016	324	399	32.7	85	401	35.3	233	400	32.2	2	*	*	4	*	*	9,038	417	40.3
		2017	326	394	27.0	77	380	18.2	243	399	30.0	3	*	*	1	*	*	8,857	417	39.0
		2018	299	395	33.1	88	383	28.4	204	400	35.8	4	*	*	3	*	*	8,620	418	41.8
	Mathematics	2016	324	417	14.8	85	406	9.4	233	421	16.3	2	*	*	4	*	*	9,038	433	26.7
		2017	326	402	9.2	77	383	5.2	243	408	10.7	3	*	*	1	*	*	8,857	428	22.1
		2018	299	404	17.4	88	385	9.1	204	412	21.1	4	*	*	3	*	*	8,620	426	25.3
11	Reading & Writing	2016	42	467	54.8	12	468	66.7	29	461	48.3	1	*	*	0			2,015	512	69.2
		2017	29	465	55.2	10	429	30.0	19	484	68.4	0			0			2,095	508	67.6
		2018	11	466	54.5	1	*	*	10	472	60.0	0			0			1,921	501	64.3
	Mathematics	2016	42	460	28.6	12	454	33.3	29	461	27.6	1	*	*	0			2,015	511	49.7
		2017	29	469	24.1	10	452	10.0	19	477	31.6	0			0			2,095	504	44.4
		2018	11	443	9.1	1	*	*	10	447	10.0	0			0			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

332	21,262	1.4	2.0	38	11.4	29.3
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English Literature and Composition

57	1,668	1.1	1.7	0	0.0	16.1
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Psychology

39	542	1.0	1.9	0	0.0	27.3
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United States History

30	2,192	1.1	1.7	0	0.0	19.7
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Calculus AB

12	1,011	1.5	2.5	1	8.3	40.5
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Environmental Science

53	1,092	1.3	1.7	3	5.7	18.9
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Spanish Language and Culture

41	1,008	3.3	3.8	34	82.9	89.9
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English Language and Composition

40	2,646	1.3	1.9	0	0.0	20.5
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Microeconomics

28	156	1.0	2.0	0	0.0	31.4
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United States Government and Politics

32	1,434	1.1	1.6	0	0.0	15.6
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