



School Number 28

EMMETT J. CONRAD HIGH SCHOOL

Statistics based on all students, including those in choice programs.

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2020-21 DATA PACKET INFORMATION

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

2019-20 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher statistics include all teachers at the campus.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- “New” students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2018-19 and 2019-20.

ATTENDANCE Through March 13, 2020

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- “Average daily membership” is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.
- Teacher statistics include all teachers at the campus.

TELPAS Administered On Or Before March 13, 2020

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as denominator, Grade 12 “Enrollment” as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for “Percent Tested” is grade-level enrollment as reported in Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year (through July) at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT’s college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.
- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.
- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.
- AP scores range from 1 to 5. A 3 is a “qualifying score”. Scores from May 2020 online administration only. Make-up scores were not available at time of publication.

STUDENT ENROLLMENT

Grade	Enrollment
9	410
10	311
11	271
12	329
ALL	1,321

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	314	23.8	23	26.7
American Indian/Alaska Native	2	0.2	*	*
Asian/Hawaiian/Pacific Islander	4	0.3	*	*
Hispanic	795	60.2	12	14.0
White	38	2.9	41	47.7
Multiple	18	1.4	3	3.5
Other* (teachers only)	—	—	7	8.1
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	951	72.0
Economically disadvantaged	1,276	96.6
Limited English proficient (LEP)	756	57.2
Special education	110	8.3
Talented and Gifted (TAG)	120	9.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	395	86	21.8	0	0.0	67	17.0	229	58.0	10	2.5	1	0.3
	2019	399	75	18.8	1	0.3	58	14.5	251	62.9	11	2.8	3	0.8
	2020	410	87	21.2	1	0.2	1	0.2	270	65.9	11	2.7	3	0.7
10	2018	382	97	25.4	1	0.3	56	14.7	212	55.5	14	3.7	2	0.5
	2019	323	80	24.8	0	0.0	51	15.8	181	56.0	8	2.5	2	0.6
	2020	311	73	23.5	0	0.0	2	0.6	179	57.6	8	2.6	8	2.6
11	2018	239	52	21.8	0	0.0	35	14.6	142	59.4	8	3.3	2	0.8
	2019	323	90	27.9	1	0.3	44	13.6	173	53.6	12	3.7	3	0.9
	2020	271	62	22.9	0	0.0	1	0.4	158	58.3	8	3.0	3	1.1
12	2018	235	44	18.7	0	0.0	45	19.1	138	58.7	8	3.4	0	0.0
	2019	241	57	23.7	2	0.8	36	14.9	134	55.6	11	4.6	1	0.4
	2020	329	92	28.0	1	0.3	0	0.0	188	57.1	11	3.3	4	1.2
9-12	2018	1,251	279	22.3	1	0.1	203	16.2	721	57.6	40	3.2	5	0.4
	2019	1,286	302	23.5	4	0.3	189	14.7	739	57.5	42	3.3	9	0.7
	2020	1,321	314	23.8	2	0.2	4	0.3	795	60.2	38	2.9	18	1.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	2018	395	286	72.4	265	67.1	28	7.1	334	84.6	33	8.4	86	21.8	54.7	45.3	8.6
	2019	399	287	71.9	269	67.4	25	6.3	290	72.7	29	7.3	103	25.8	56.4	43.6	8.0
	2020	410	401	97.8	275	67.1	31	7.6	317	77.3	30	7.3	87	21.2	50.5	49.5	11.5
10	2018	382	273	71.5	172	45.0	38	9.9	265	69.4	31	8.1	22	5.8	47.9	52.1	2.6
	2019	323	222	68.7	193	59.8	26	8.0	241	74.6	30	9.3	25	7.7	57.3	42.7	5.9
	2020	311	296	95.2	193	62.1	19	6.1	235	75.6	29	9.3	23	7.4	54.7	45.3	5.1
11	2018	239	195	81.6	108	45.2	25	10.5	165	69.0	18	7.5	16	6.7	44.4	55.6	0.8
	2019	323	320	99.1	125	38.7	25	7.7	191	59.1	34	10.5	19	5.9	47.1	52.9	1.5
	2020	271	258	95.2	160	59.0	21	7.7	188	69.4	30	11.1	14	5.2	56.1	43.9	0.7
12	2018	235	188	80.0	133	56.6	28	11.9	185	78.7	14	6.0	10	4.3	50.6	49.4	4.7
	2019	241	234	97.1	100	41.5	33	13.7	151	62.7	21	8.7	8	3.3	47.7	52.3	2.9
	2020	329	321	97.6	128	38.9	39	11.9	211	64.1	31	9.4	8	2.4	48.6	51.4	3.3
9-12	2018	1,251	942	75.3	678	54.2	119	9.5	949	75.9	96	7.7	134	10.7	49.9	50.1	4.6
	2019	1,286	1,063	82.7	687	53.4	109	8.5	873	67.9	114	8.9	155	12.1	52.6	47.4	4.9
	2020	1,321	1,276	96.6	756	57.2	110	8.3	951	72.0	120	9.1	132	10.0	52.2	47.8	5.8

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2018	400	11,716	370	92.6	10,961	93.6	90	22.5	22.9	323	9,718	80.8	82.9
	2019	382	13,484	344	90.1	12,437	92.2	24	6.3	11.5	265	8,723	69.3	64.7
	2020	420	13,875	381	90.7	12,839	92.5	38	9.0	9.0	319	10,020	75.9	72.2
10	2018	394	10,382	370	93.8	9,791	94.3	36	9.1	16.5	336	8,886	85.2	85.6
	2019	334	12,020	305	91.5	11,175	93.0	18	5.4	7.3	258	7,845	77.3	65.3
	2020	318	12,465	287	90.2	11,629	93.3	8	2.5	5.4	258	8,835	81.1	70.9
11	2018	248	9,131	229	92.1	8,661	94.9	19	7.7	12.0	209	8,132	84.2	89.1
	2019	329	10,324	301	91.5	9,693	93.9	9	2.7	4.8	265	7,071	80.6	68.5
	2020	277	10,440	257	92.7	9,830	94.2	17	6.1	4.1	228	7,647	82.4	73.2
12	2018	248	8,756	225	90.5	8,306	94.9	15	6.0	5.8	186	7,772	74.9	88.8
	2019	239	10,368	218	91.5	9,771	94.2	9	3.8	3.3	166	7,151	69.5	69.0
	2020	315	10,322	287	91.0	9,699	94.0	5	1.6	3.4	212	7,820	67.2	75.8
9-12	2018	1,291	39,984	1,193	92.5	37,719	94.3	160	12.4	15.0	1,054	34,508	81.7	86.3
	2019	1,283	46,196	1,169	91.1	43,077	93.2	60	4.7	7.1	954	30,790	74.3	66.7
	2020	1,330	47,101	1,212	91.1	43,997	93.4	68	5.1	5.8	1,017	34,322	76.4	72.9

Teachers: 86

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	23	26.7
Hispanic	12	14.0
White	41	47.7
Multiple	3	3.5
Other	7	8.1

Gender	Number	Percentage
Female	50	58.1
Male	36	41.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.2	72.8
2018-19	6.8	68.5
2019-20	5.3	79.0

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	6	7.0
1	9	10.5
2	6	7.0
3	3	3.5
4	5	5.8
5	6	7.0
1-3	18	20.9
More than 3	62	72.1
1 - 5	29	33.7
6 - 10	22	25.6
11 - 20	18	20.9
More than 20	11	12.8

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (254)	Beginning	36	22.2	96	59.3	50	23.8	36	15.3	23	17.7
	Intermediate	69	42.6	53	32.7	69	32.9	96	40.9	78	60.0
	Advanced	31	19.1	13	8.0	68	32.4	44	18.7	24	18.5
	Advanced High	26	16.0	0	0.0	23	11.0	59	25.1	5	3.8
10 (183)	Beginning	9	6.9	63	48.1	6	5.0	14	8.0	4	4.8
	Intermediate	37	28.2	52	39.7	39	32.5	72	40.9	45	53.6
	Advanced	45	34.4	15	11.5	51	42.5	41	23.3	28	33.3
	Advanced High	40	30.5	1	0.8	24	20.0	49	27.8	7	8.3
11 (154)	Beginning	6	6.9	41	47.1	3	3.1	19	13.1	2	4.0
	Intermediate	19	21.8	31	35.6	23	23.5	33	22.8	28	56.0
	Advanced	29	33.3	14	16.1	38	38.8	38	26.2	15	30.0
	Advanced High	33	37.9	1	1.1	34	34.7	55	37.9	5	10.0
12 (105)	Beginning	7	9.9	40	56.3	4	7.1	16	16.3	4	10.3
	Intermediate	23	32.4	25	35.2	20	35.7	42	42.9	24	61.5
	Advanced	22	31.0	6	8.5	18	32.1	21	21.4	7	17.9
	Advanced High	19	26.8	0	0.0	14	25.0	19	19.4	4	10.3
ALL (696)	Beginning	58	12.9	240	53.2	63	13.0	85	13.0	33	10.9
	Intermediate	148	32.8	161	35.7	151	31.2	243	37.2	175	57.8
	Advanced	127	28.2	48	10.6	175	36.2	144	22.0	74	24.4
	Advanced High	118	26.2	2	0.4	95	19.6	182	27.8	21	6.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
187 8 (4.3%)	Beginning	10			
	Intermediate	2	59		
	Advanced	0	1	18	
	Advanced High	0	0	5	
150 27 (18.0%)	Beginning	2			
	Intermediate	10	29		
	Advanced	6	4	17	
	Advanced High	1	0	6	
135 21 (15.6%)	Beginning	1			
	Intermediate	9	14		
	Advanced	2	5	6	
	Advanced High	1	1	3	
82 5 (6.1%)	Beginning	1			
	Intermediate	2	18		
	Advanced	0	2	3	
	Advanced High	0	1	0	
554 61 (11.0%)	Beginning	14			
	Intermediate	23	120		
	Advanced	8	12	44	
	Advanced High	2	2	14	

☐ Indicates students who progressed at least one level from 2019 to 2020.

SEMESTER 1 TESTS

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

SEMESTER 2 TESTS

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

High School Exams

ALGEBRA I

195	57.2	70.1	79.0	80.6	53.8	87.2	69.0	87.3
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ALGEBRA I PRE-AP

81	75.7	81.8	88.0	89.1	85.2	98.8	76.4	94.0
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ALGEBRA II

62	58.4	73.5	72.3	72.1	69.4	75.8	58.1	86.2
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ALGEBRA II PRE-AP

150	57.3	74.4	80.2	81.2	70.0	98.7	69.4	90.9
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ALGEBRAIC REASONING

35	60.2	73.5	74.0	74.1	62.9	68.6	56.7	88.8
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BIOLOGY

181	46.3	72.7	77.3	78.1	59.7	86.2	64.3	84.8
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BIOLOGY PRE-AP

157	68.4	81.1	83.4	83.8	89.2	94.3	73.6	89.9
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CHEMISTRY

117	41.7	68.2	76.3	77.8	43.6	85.5	41.6	80.1
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CHEMISTRY PRE-AP

176	58.1	72.1	80.6	82.1	59.7	93.2	69.5	93.7
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ECONOMICS

82	51.5	67.0	78.0	80.0	35.4	95.1	74.4	91.3
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ALGEBRA I

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ALGEBRA I PRE-AP

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ALGEBRA II

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ALGEBRA II PRE-AP

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ALGEBRAIC REASONING

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BIOLOGY

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BIOLOGY PRE-AP

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CHEMISTRY

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CHEMISTRY PRE-AP

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ECONOMICS

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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

143	50.6	65.5	75.1	76.8	37.8	81.1	53.2	83.0
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ENGLISH I ESOL BEGINNER

24	36.3	64.6	78.4	80.9	16.7	91.7	39.0	84.2
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ENGLISH I ESOL INTERMEDIATE

11	57.1	76.6	85.4	86.9	81.8	100.0	41.0	82.5
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ENGLISH I PRE-AP

153	71.9	74.5	84.3	86.0	70.6	98.0	75.7	90.5
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ENGLISH II

116	54.7	71.7	76.8	77.7	55.2	90.5	62.4	84.9
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ENGLISH II ESOL INTERMEDIATE

24	47.0	71.1	74.6	75.2	54.2	83.3	48.6	90.9
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ENGLISH II PRE-AP

151	63.5	73.3	83.5	85.3	65.6	97.4	80.1	93.0
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ENGLISH III

108	41.2	63.2	77.3	79.7	29.6	76.9	59.1	81.6
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ENGLISH IV

226	53.7	72.2	81.0	82.5	58.8	90.3	70.1	91.0
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ENVIRONMENTAL SYSTEMS

98	52.4	70.8	75.1	75.9	53.1	81.6	68.7	89.3
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FRENCH I

84	55.6	69.0	75.3	76.5	56.0	75.0	69.2	83.9
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SEMESTER 2 TESTS

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

ENGLISH I

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ENGLISH I ESOL BEGINNER

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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

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ENGLISH IV

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ENVIRONMENTAL SYSTEMS

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FRENCH I

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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

FRENCH II

60	61.8	69.8	76.4	77.6	56.7	78.3	66.7	87.5
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GEOMETRY

221	43.6	70.8	71.7	71.8	50.2	74.2	52.5	83.3
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GEOMETRY PRE-AP

132	59.6	75.8	81.8	82.9	68.9	97.0	67.4	90.9
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GOVERNMENT

50	50.8	67.9	79.4	81.4	52.0	86.0	59.3	88.6
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HS HEALTH EDUCATION

181	59.3	72.9	87.0	89.4	64.1	99.4	73.7	91.9
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HS VARSITY BAND

9	64.0	80.7	94.2	96.6	88.9	100.0	70.9	92.0
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PHYSICS

61	48.8	69.3	78.3	79.9	52.5	91.8	54.4	85.7
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PHYSICS PRE-AP

87	64.7	77.5	82.0	82.9	78.2	98.9	65.4	95.2
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PRE-CALCULUS

36	55.7	66.7	74.1	75.3	36.1	75.0	51.1	86.1
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PRE-CALCULUS PRE-AP

28	53.1	70.0	76.4	77.6	46.4	85.7	73.5	95.7
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SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

79	53.3	72.0	77.9	78.9	60.8	82.3	69.4	90.0
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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

FRENCH II

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GEOMETRY

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GEOMETRY PRE-AP

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GOVERNMENT

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HS HEALTH EDUCATION

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HS VARSITY BAND

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PHYSICS

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PHYSICS PRE-AP

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PRE-CALCULUS

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PRE-CALCULUS PRE-AP

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SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

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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

SPANISH I

149	61.1	74.1	78.7	79.6	63.1	88.6	76.1	90.2
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SPANISH II

111	54.9	71.2	83.8	86.0	52.3	94.6	76.3	91.1
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STUDIO ART I

176	56.4	74.8	85.9	87.9	65.3	93.8	77.9	92.3
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U.S. HISTORY

176	56.1	68.6	77.8	79.4	49.4	88.1	63.8	88.5
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WORLD GEOGRAPHY

202	42.9	67.0	77.6	79.4	35.6	87.6	55.0	90.9
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WORLD GEOGRAPHY PRE-AP

123	65.6	76.6	85.0	86.4	77.2	99.2	75.2	94.5
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WORLD HISTORY

139	59.7	74.8	77.6	78.1	68.3	82.0	51.6	88.8
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WORLD HISTORY PRE-AP

6	70.3	81.5	88.5	89.7	100.0	100.0	76.6	93.5
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SEMESTER 2 TESTS

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

SPANISH I

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SPANISH II

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STUDIO ART I

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U.S. HISTORY

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WORLD GEOGRAPHY

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WORLD GEOGRAPHY PRE-AP

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WORLD HISTORY

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WORLD HISTORY PRE-AP

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Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK*	N	Mean	% at BMRK
SAT	Reading & Writing	2017-18	73.2	84.1	172	438	27.9	30	445	30.0	102	438	29.4	5	*	*	7,116	468	41.8
		2018-19	74.7	87.2	180	427	22.8	39	418	20.5	98	436	29.6	8	476	37.5	7,714	463	39.1
		2019-20	76.9	84.8	253	445	30.8	73	441	27.4	135	447	32.6	8	486	62.5	7,428	466	39.8
	Mathematics	2017-18	73.2	84.1	172	432	10.5	30	447	13.3	102	428	8.8	5	*	*	7,116	463	20.7
		2018-19	74.7	87.2	180	434	10.0	39	402	2.6	98	451	14.3	8	493	25.0	7,714	461	19.7
		2019-20	76.9	84.8	253	443	17.0	73	430	8.2	135	453	23.7	8	454	25.0	7,428	461	21.7
ACT	English	2017-18	72.3	82.3	170	13	10.6	29	12	10.3	100	13	14.0	5	*	*	6,959	15	26.5
		2018-19	69.3	82.5	167	13	12.6	35	12	17.1	88	14	14.8	9	15	22.2	7,297	15	27.0
		2019-20	85.7	81.2	282	14	21.3	78	13	20.5	157	14	21.0	10	16	50.0	7,116	15	28.9
	Mathematics	2017-18	72.3	82.3	170	16	4.1	29	15	3.4	100	16	5.0	5	*	*	6,959	17	14.8
		2018-19	69.3	82.5	167	16	6.6	35	15	0.0	88	16	8.0	9	18	22.2	7,297	18	19.2
		2019-20	85.7	81.2	282	16	8.9	78	16	5.1	157	16	8.9	10	18	30.0	7,116	17	14.3
	Reading	2017-18	72.3	82.3	170	15	5.3	29	15	10.3	100	15	6.0	5	*	*	6,959	17	19.0
		2018-19	69.3	82.5	167	15	7.8	35	15	8.6	88	16	9.1	9	16	22.2	7,297	17	21.0
		2019-20	85.7	81.2	282	15	11.7	78	15	7.7	157	16	14.0	10	17	10.0	7,116	16	18.4
	Science	2017-18	72.3	82.3	170	16	4.7	29	16	0.0	100	16	8.0	5	*	*	6,959	17	12.9
		2018-19	69.3	82.5	167	16	2.4	35	15	0.0	88	16	3.4	9	16	11.1	7,297	17	14.5
		2019-20	85.7	81.2	282	16	8.9	78	15	5.1	157	16	11.5	10	15	10.0	7,116	17	13.8
	Composite	2017-18	72.3	82.3	170	15	-	29	15	-	100	15	-	5	*	-	6,959	17	-
		2018-19	69.3	82.5	167	15	-	35	15	-	88	16	-	9	16	-	7,297	17	-
		2019-20	85.7	81.2	282	15	-	78	15	-	157	15	-	10	16	-	7,116	16	-

NOTE: See the NOTES report for information about score ranges and college-readiness benchmarks set by The College Board (SAT) and ACT, Inc.

Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK
9	Reading & Writing	2017	18	511	88.9	5	*	*	10	506	90.0	0			2	*	*	1,836	466	72.5
		2018	17	457	76.5	3	*	*	7	464	85.7	2	*	*	4	*	*	2,063	473	74.2
		2019	27	464	81.5	5	*	*	18	477	88.9	0			4	*	*	2,013	463	69.8
	Mathematics	2017	18	517	88.9	5	*	*	10	507	90.0	0			2	*	*	1,836	467	59.8
		2018	17	479	82.4	3	*	*	7	480	85.7	2	*	*	4	*	*	2,063	477	64.0
		2019	27	458	74.1	5	*	*	18	459	77.8	0			4	*	*	2,013	460	62.6
10	Reading & Writing	2017	307	393	30.6	72	385	26.4	184	398	31.0	11	455	63.6	37	367	27.5	8,857	417	39.0
		2018	227	427	48.5	45	435	48.9	144	424	47.9	4	*	*	30	418	47.1	8,620	418	41.8
		2019	266	396	29.3	61	386	24.6	149	397	29.5	7	404	28.6	40	406	34.7	8,689	414	38.2
	Mathematics	2017	307	411	18.6	72	401	18.1	184	417	17.9	11	464	54.5	37	389	12.5	8,857	428	22.1
		2018	227	431	32.2	45	449	42.2	144	428	28.5	4	*	*	30	421	35.3	8,620	426	25.3
		2019	266	413	13.5	61	394	8.2	149	422	14.8	7	407	0.0	40	410	18.4	8,689	426	20.7
11	Reading & Writing	2017	4	*	*	0			3	*	*	1	*	*	0			2,095	508	67.6
		2018	32	576	93.8	5	*	*	20	581	95.0	3	*	*	3	*	*	1,921	501	64.3
		2019	18	553	83.3	5	*	*	10	554	90.0	1	*	*	1	*	*	2,726	482	56.3
	Mathematics	2017	4	*	*	0			3	*	*	1	*	*	0			2,095	504	44.4
		2018	32	551	65.6	5	*	*	20	553	70.0	3	*	*	3	*	*	1,921	497	42.6
		2019	18	504	66.7	5	*	*	10	522	70.0	1	*	*	1	*	*	2,726	473	32.8

NOTE: See the NOTES report for information about score ranges and college readiness benchmarks set by The College Board for PSAT/NMSQT and PSAT 8-9.

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

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

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

ALL EXAMS

243	16,384	1.4	2.2	18	7.4	37.1
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English Language and Composition

20	1,472	1.2	2.0	0	0.0	27.1
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Macroeconomics

40	590	1.2	2.0	1	2.5	29.3
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Studio Art: 2-D Design Portfolio

5	186	*	3.0	*	*	73.7
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United States History

50	1,519	1.1	1.7	1	2.0	21.0
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Biology

11	663	1.5	2.4	1	9.1	43.9
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English Literature and Composition

33	1,334	1.4	2.0	2	6.1	27.3
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Spanish Language and Culture

6	905	3.7	3.9	5	83.3	90.1
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Studio Art: Drawing Portfolio

1	43	*	3.5	*	*	90.7
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World History

41	1,511	1.4	2.0	2	4.9	28.7
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Chemistry

3	239	*	2.0	*	*	30.5
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Environmental Science

2	864	*	2.0	*	*	27.4
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Statistics

6	448	1.5	2.3	0	0.0	36.4
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United States Government and Politics

25	893	1.3	1.8	1	4.0	23.1
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