



School Number 13 (zoned)

# FRANKLIN D. ROOSEVELT (ZONED STUDENTS)

Statistics based only on students not in any 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 statistics are not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

## **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.”

**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 demoninator, Grade 12 “Enrollment” as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for “Percent Tested” is grade-level enrollment as reported in Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year (through July) at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT’s college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.
- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.
- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.

**STUDENT ENROLLMENT**

Grade	Enrollment
9	146
10	107
11	88
12	105
ALL	446

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	206	46.2		
American Indian/Alaska Native	1	0.2		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	231	51.8		
White	4	0.9		
Multiple	4	0.9		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

\*Teacher statistics not available for programs within a campus or for "zoned only" students. See statistics for whole campus in main campus packet.

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	282	63.2
Economically disadvantaged	438	98.2
Limited English proficient (LEP)	155	34.8
Special education	73	16.4
Talented and Gifted (TAG)	28	6.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	138	55	39.9	0	0.0	0	0.0	82	59.4	1	0.7	0	0.0
	2019	150	68	45.3	0	0.0	0	0.0	78	52.0	4	2.7	0	0.0
	2020	146	66	45.2	0	0.0	0	0.0	76	52.1	1	0.7	3	2.1
10	2018	99	45	45.5	1	1.0	0	0.0	53	53.5	0	0.0	0	0.0
	2019	117	49	41.9	0	0.0	0	0.0	66	56.4	1	0.9	0	0.0
	2020	107	50	46.7	1	0.9	0	0.0	54	50.5	1	0.9	1	0.9
11	2018	129	57	44.2	0	0.0	0	0.0	72	55.8	0	0.0	0	0.0
	2019	88	47	53.4	0	0.0	0	0.0	40	45.5	0	0.0	0	0.0
	2020	88	35	39.8	0	0.0	0	0.0	53	60.2	0	0.0	0	0.0
12	2018	111	47	42.3	0	0.0	0	0.0	64	57.7	0	0.0	0	0.0
	2019	131	60	45.8	0	0.0	0	0.0	71	54.2	0	0.0	0	0.0
	2020	105	55	52.4	0	0.0	0	0.0	48	45.7	2	1.9	0	0.0
9-12	2018	477	204	42.8	1	0.2	0	0.0	271	56.8	1	0.2	0	0.0
	2019	486	224	46.1	0	0.0	0	0.0	255	52.5	5	1.0	0	0.0
	2020	446	206	46.2	1	0.2	0	0.0	231	51.8	4	0.9	4	0.9

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	138	125	90.6	54	39.1	16	11.6	127	92.0	2	1.4	29	21.0	60.1	39.9	17.4
	2019	150	142	94.7	65	43.3	27	18.0	108	72.0	5	3.3	41	27.3	61.3	38.7	15.3
	2020	146	144	98.6	58	39.7	26	17.8	90	61.6	4	2.7	36	24.7	64.4	35.6	26.7
10	2018	99	91	91.9	35	35.4	16	16.2	86	86.9	5	5.1	16	16.2	64.6	35.4	10.1
	2019	117	112	95.7	43	36.8	16	13.7	102	87.2	7	6.0	9	7.7	63.2	36.8	11.1
	2020	107	105	98.1	42	39.3	25	23.4	75	70.1	6	5.6	14	13.1	61.7	38.3	23.4
11	2018	129	120	93.0	31	24.0	5	3.9	100	77.5	12	9.3	8	6.2	47.3	52.7	1.6
	2019	88	81	92.0	21	23.9	12	13.6	69	78.4	11	12.5	13	14.8	65.9	34.1	3.4
	2020	88	87	98.9	32	36.4	10	11.4	60	68.2	7	8.0	9	10.2	61.4	38.6	8.0
12	2018	111	108	97.3	41	36.9	17	15.3	83	74.8	6	5.4	8	7.2	52.3	47.7	4.5
	2019	131	124	94.7	31	23.7	11	8.4	78	59.5	11	8.4	4	3.1	43.5	56.5	3.1
	2020	105	102	97.1	23	21.9	12	11.4	57	54.3	11	10.5	15	14.3	61.0	39.0	4.8
9-12	2018	477	444	93.1	161	33.8	54	11.3	396	83.0	25	5.2	61	12.8	55.8	44.2	8.6
	2019	486	459	94.4	160	32.9	66	13.6	357	73.5	34	7.0	67	13.8	57.8	42.2	8.8
	2020	446	438	98.2	155	34.8	73	16.4	282	63.2	28	6.3	74	16.6	62.3	37.7	17.0




Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2018	152	11,716	131	86.2	10,961	93.6	62	40.7	22.9	89	9,718	58.4	82.9
	2019	154	13,484	126	82.2	12,437	92.2	44	28.6	11.5	65	8,723	42.3	64.7
	2020	140	13,875	117	83.9	12,839	92.5	30	21.5	9.0	77	10,020	55.2	72.2
10	2018	106	10,382	94	89.0	9,791	94.3	30	28.4	16.5	70	8,886	66.3	85.6
	2019	117	12,020	102	87.3	11,175	93.0	8	6.8	7.3	73	7,845	62.2	65.3
	2020	115	12,465	101	87.6	11,629	93.3	18	15.6	5.4	68	8,835	58.9	70.9
11	2018	134	9,131	125	93.1	8,661	94.9	26	19.4	12.0	115	8,132	85.7	89.1
	2019	88	10,324	78	89.2	9,693	93.9	11	12.5	4.8	58	7,071	66.1	68.5
	2020	88	10,440	78	88.6	9,830	94.2	7	8.0	4.1	63	7,647	71.8	73.2
12	2018	115	8,756	110	95.1	8,306	94.9	10	8.7	5.8	98	7,772	84.9	88.8
	2019	135	10,368	124	91.9	9,771	94.2	8	5.9	3.3	99	7,151	73.2	69.0
	2020	102	10,322	93	90.7	9,699	94.0	6	5.9	3.4	75	7,820	73.4	75.8
9-12	2018	508	39,984	460	90.6	37,719	94.3	128	25.2	15.0	372	34,508	73.3	86.3
	2019	494	46,196	431	87.3	43,077	93.2	71	14.4	7.1	295	30,790	59.7	66.7
	2020	445	47,101	389	87.4	43,997	93.4	61	13.7	5.8	283	34,322	63.6	72.9

PERFORMANCE IN 2020

Grade 2019-20  (N Rated)	Domain:  2020 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
10  (7)	Beginning	1	14.3	4	57.1	0	0.0	3	42.9	0	0.0
	Intermediate	1	14.3	3	42.9	0	0.0	1	14.3	0	0.0
	Advanced	3	42.9	0	0.0	0	0.0	2	28.6	0	0.0
	Advanced High	2	28.6	0	0.0	0	0.0	1	14.3	0	0.0
11  (22)	Beginning	1	4.5	14	63.6	0	0.0	2	9.1	0	0.0
	Intermediate	6	27.3	6	27.3	0	0.0	8	36.4	0	0.0
	Advanced	10	45.5	2	9.1	0	0.0	5	22.7	0	0.0
	Advanced High	5	22.7	0	0.0	0	0.0	7	31.8	0	0.0
ALL  (30)	Beginning	2	6.7	18	60.0	0	0.0	5	16.7	0	0.0
	Intermediate	7	23.3	10	33.3	0	0.0	9	30.0	0	0.0
	Advanced	14	46.7	2	6.7	0	0.0	8	26.7	0	0.0
	Advanced High	7	23.3	0	0.0	0	0.0	8	26.7	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years  N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
6  0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
20  0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
27  0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

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

**SEMESTER 1 TESTS (2019-20 only)**

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
77	49.0	64.4	73.5	75.1	40.3	72.7	69.0	87.3

**SEMESTER 2 TESTS (2019-20 only)**

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**

77	49.0	64.4	73.5	75.1	40.3	72.7	69.0	87.3
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**ALGEBRA I PRE-AP**

7	69.4	77.0	76.6	76.5	85.7	85.7	76.4	94.0
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**ALGEBRA II**

80	49.1	67.5	72.2	73.0	43.8	83.8	58.1	86.2
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**ALGEBRA II PRE-AP**

23	32.8	59.7	71.3	73.4	4.3	78.3	69.4	90.9
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**BIOLOGY PRE-AP**

6	37.7	62.6	64.7	65.0	0.0	33.3	73.6	89.9
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**CHEMISTRY**

82	34.2	64.1	80.7	83.6	26.8	91.5	41.6	80.1
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**CHEMISTRY PRE-AP**

14	40.7	60.5	70.6	72.3	21.4	71.4	69.5	93.7
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**ECONOMICS**

37	58.0	71.4	81.7	83.5	62.2	94.6	74.4	91.3
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**ENGLISH I**

63	54.4	68.2	76.3	77.8	50.8	77.8	53.2	83.0
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**ENGLISH I ESOL BEGINNER**

16	29.8	61.0	4.6		12.5	6.3	39.0	84.2
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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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**BIOLOGY PRE-AP**

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**CHEMISTRY**

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**CHEMISTRY PRE-AP**

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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 (2019-20 only)**

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

**ENGLISH I ESOL INTERMEDIATE**

2	*	*			*		41.0	*
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**ENGLISH I PRE-AP**

10	59.8	63.4	71.5	72.9	40.0	70.0	75.7	90.5
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**ENGLISH II**

42	50.6	69.1	75.1	76.2	42.9	85.7	62.4	84.9
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**ENGLISH II ESOL INTERMEDIATE**

5	*	*			*		48.6	*
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**ENGLISH II PRE-AP**

26	57.1	68.6	76.3	77.6	50.0	80.8	80.1	93.0
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**ENGLISH III**

92	46.8	66.7	85.3	88.5	43.5	92.4	59.1	81.6
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**ENGLISH IV**

69	38.6	63.2	86.9	91.1	30.4	95.7	70.1	91.0
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**ENVIRONMENTAL SYSTEMS**

138	51.2	70.1	83.8	86.2	56.5	100.0	68.7	89.3
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**GEOMETRY**

89	32.7	65.2	69.9	70.7	22.5	78.7	52.5	83.3
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**GEOMETRY PRE-AP**

11	37.1	62.2	73.2	75.1	18.2	72.7	67.4	90.9
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**GOVERNMENT**

45	52.1	68.8	78.4	80.1	48.9	91.1	59.3	88.6
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**SEMESTER 2 TESTS (2019-20 only)**

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**

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**ENGLISH IV**

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**ENVIRONMENTAL SYSTEMS**

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**GEOMETRY**

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**GEOMETRY PRE-AP**

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**GOVERNMENT**

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**SEMESTER 1 TESTS (2019-20 only)**

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

**HS HEALTH EDUCATION**

73	47.7	65.2	86.4	90.1	37.0	100.0	73.7	91.9
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**HS VARSITY BAND**

14	29.9	62.4	80.2	83.4	14.3	85.7	70.9	92.0
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**PHYSICS**

101	37.8	62.7	78.5	81.3	27.7	82.2	54.4	85.7
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**PRE-CALCULUS**

56	55.4	66.6	76.0	77.7	42.9	96.4	51.1	86.1
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**PRE-CALCULUS PRE-AP**

14	39.3	61.2	82.3	86.0	35.7	92.9	73.5	95.7
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**SPANISH I**

67	60.5	73.7	76.4	76.9	58.2	86.6	76.1	90.2
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**SPANISH II**

84	65.0	77.6	77.0	76.9	83.3	86.9	76.3	91.1
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**STUDIO ART I**

97	43.2	67.2	82.9	85.7	38.1	96.9	77.9	92.3
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**U.S. HISTORY**

82	52.1	65.8	77.3	79.3	34.1	91.5	63.8	88.5
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**WORLD HISTORY**

84	43.8	64.9	73.6	75.1	35.7	67.9	51.6	88.8
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**SEMESTER 2 TESTS (2019-20 only)**

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

**HS HEALTH EDUCATION**

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**HS VARSITY BAND**

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**PHYSICS**

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**PRE-CALCULUS**

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**PRE-CALCULUS PRE-AP**

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**SPANISH I**

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**SPANISH II**

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**STUDIO ART I**

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**U.S. HISTORY**

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**WORLD HISTORY**

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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	74.8	84.1	83	437	30.1	34	446	35.3	49	430	26.5				7,116	468	41.8
		2018-19	81.7	87.2	107	422	16.8	47	436	25.5	60	412	10.0				7,714	463	39.1
		2019-20	38.1	84.8	40	426	30.0	14	422	28.6	26	428	30.8				7,428	466	39.8
	Mathematics	2017-18	74.8	84.1	83	428	7.2	34	423	2.9	49	432	10.2				7,116	463	20.7
		2018-19	81.7	87.2	107	421	3.7	47	415	2.1	60	425	5.0				7,714	461	19.7
		2019-20	38.1	84.8	40	405	0.0	14	411	0.0	26	401	0.0				7,428	461	21.7
ACT	English	2017-18	68.5	82.3	76	13	11.8	34	13	14.7	42	13	9.5				6,959	15	26.5
		2018-19	74.0	82.5	97	13	9.3	44	14	15.9	53	12	3.8				7,297	15	27.0
		2019-20	44.8	81.2	47	12	12.8	22	12	4.5	23	13	17.4	2	*	*	7,116	15	28.9
	Mathematics	2017-18	68.5	82.3	76	16	6.6	34	15	2.9	42	16	9.5				6,959	17	14.8
		2018-19	74.0	82.5	97	16	3.1	44	15	0.0	53	16	5.7				7,297	18	19.2
		2019-20	44.8	81.2	47	15	2.1	22	15	0.0	23	15	0.0	2	*	*	7,116	17	14.3
	Reading	2017-18	68.5	82.3	76	15	3.9	34	15	2.9	42	16	4.8				6,959	17	19.0
		2018-19	74.0	82.5	97	15	7.2	44	16	11.4	53	15	3.8				7,297	17	21.0
		2019-20	44.8	81.2	47	14	12.8	22	13	4.5	23	15	17.4	2	*	*	7,116	16	18.4
	Science	2017-18	68.5	82.3	76	16	5.3	34	15	2.9	42	17	7.1				6,959	17	12.9
		2018-19	74.0	82.5	97	15	0.0	44	16	0.0	53	15	0.0				7,297	17	14.5
		2019-20	44.8	81.2	47	14	2.1	22	13	0.0	23	15	4.3	2	*	*	7,116	17	13.8
	Composite	2017-18	68.5	82.3	76	15	-	34	15	-	42	15	-				6,959	17	-
		2018-19	74.0	82.5	97	15	-	44	15	-	53	14	-				7,297	17	-
		2019-20	44.8	81.2	47	14	-	22	13	-	23	14	-	2	*	-	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	7	373	28.6	3	*	*	4	*	*	0			0			1,836	466	72.5
		2018	3	*	*	1	*	*	1	*	*	0			0			2,063	473	74.2
		2019	15	362	20.0	3	*	*	10	348	10.0	0			0			2,013	463	69.8
	Mathematics	2017	7	390	14.3	3	*	*	4	*	*	0			0			1,836	467	59.8
		2018	3	*	*	1	*	*	1	*	*	0			0			2,063	477	64.0
		2019	15	378	0.0	3	*	*	10	386	0.0	0			0			2,013	460	62.6
10	Reading & Writing	2017	58	371	20.7	23	367	17.4	34	375	23.5	0			1	*	*	8,857	417	39.0
		2018	64	342	7.8	19	346	10.5	42	340	7.1	1	*	*	0			8,620	418	41.8
		2019	52	364	17.3	20	353	25.0	32	371	12.5	0			0			8,689	414	38.2
	Mathematics	2017	58	383	6.9	23	381	0.0	34	386	11.8	0			1	*	*	8,857	428	22.1
		2018	64	368	1.6	19	365	0.0	42	368	2.4	1	*	*	0			8,620	426	25.3
		2019	52	389	3.8	20	375	0.0	32	398	6.3	0			0			8,689	426	20.7
11	Reading & Writing	2017	19	428	36.8	7	433	42.9	12	425	33.3	0			0			2,095	508	67.6
		2018	6	378	0.0	3	*	*	3	*	*	0			0			1,921	501	64.3
		2019	3	*	*	1	*	*	2	*	*	0			0			2,726	482	56.3
	Mathematics	2017	19	439	10.5	7	423	0.0	12	448	16.7	0			0			2,095	504	44.4
		2018	6	375	0.0	3	*	*	3	*	*	0			0			1,921	497	42.6
		2019	3	*	*	1	*	*	2	*	*	0			0			2,726	473	32.8

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