



School Number 33

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

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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.

## **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.

## **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	108
10	156
11	110
12	113
ALL	487

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	93	19.1	13	48.1
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	4	0.8	*	*
Hispanic	374	76.8	1	3.7
White	11	2.3	11	40.7
Multiple	4	0.8	2	7.4
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	233	47.8
Economically disadvantaged	358	73.5
Limited English proficient (LEP)	69	14.2
Special education	2	0.4
Talented and Gifted (TAG)	244	50.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	110	26	23.6	0	0.0	2	1.8	79	71.8	3	2.7	0	0.0
	2019	155	22	14.2	0	0.0	0	0.0	128	82.6	3	1.9	2	1.3
	2020	108	21	19.4	0	0.0	1	0.9	83	76.9	3	2.8	0	0.0
10	2018	118	27	22.9	0	0.0	1	0.8	84	71.2	3	2.5	2	1.7
	2019	120	27	22.5	0	0.0	2	1.7	88	73.3	3	2.5	0	0.0
	2020	156	24	15.4	0	0.0	0	0.0	128	82.1	2	1.3	2	1.3
11	2018	118	17	14.4	0	0.0	5	4.2	94	79.7	1	0.8	1	0.8
	2019	110	24	21.8	0	0.0	1	0.9	79	71.8	3	2.7	2	1.8
	2020	110	25	22.7	0	0.0	2	1.8	80	72.7	3	2.7	0	0.0
12	2018	136	29	21.3	1	0.7	3	2.2	98	72.1	1	0.7	3	2.2
	2019	116	17	14.7	0	0.0	5	4.3	91	78.4	1	0.9	2	1.7
	2020	113	23	20.4	0	0.0	1	0.9	83	73.5	3	2.7	2	1.8
9-12	2018	482	99	20.5	1	0.2	11	2.3	355	73.7	8	1.7	6	1.2
	2019	501	90	18.0	0	0.0	8	1.6	386	77.0	10	2.0	6	1.2
	2020	487	93	19.1	0	0.0	4	0.8	374	76.8	11	2.3	4	0.8

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	110	87	79.1	20	18.2	0	0.0	34	30.9	50	45.5	25	22.7	56.4	43.6	0.0
	2019	155	109	70.3	35	22.6	1	0.6	45	29.0	76	49.0	32	20.6	54.2	45.8	0.0
	2020	108	80	74.1	18	16.7	1	0.9	53	49.1	52	48.1	16	14.8	50.0	50.0	0.0
10	2018	118	87	73.7	15	12.7	0	0.0	28	23.7	68	57.6	3	2.5	55.1	44.9	0.0
	2019	120	82	68.3	12	10.0	0	0.0	39	32.5	53	44.2	2	1.7	58.3	41.7	2.5
	2020	156	119	76.3	34	21.8	1	0.6	75	48.1	76	48.7	1	0.6	55.1	44.9	0.0
11	2018	118	94	79.7	13	11.0	0	0.0	35	29.7	63	53.4	0	0.0	66.1	33.9	0.0
	2019	110	71	64.5	5	4.5	0	0.0	24	21.8	63	57.3	0	0.0	54.5	45.5	0.0
	2020	110	80	72.7	12	10.9	0	0.0	54	49.1	51	46.4	0	0.0	59.1	40.9	0.0
12	2018	136	111	81.6	0	0.0	0	0.0	23	16.9	64	47.1	0	0.0	58.8	41.2	0.0
	2019	116	84	72.4	2	1.7	0	0.0	31	26.7	59	50.9	0	0.0	66.4	33.6	0.0
	2020	113	79	69.9	5	4.4	0	0.0	51	45.1	65	57.5	0	0.0	54.9	45.1	0.0
9-12	2018	482	379	78.6	48	10.0	0	0.0	120	24.9	245	50.8	28	5.8	59.1	40.9	0.0
	2019	501	346	69.1	54	10.8	1	0.2	139	27.7	251	50.1	34	6.8	58.1	41.9	0.6
	2020	487	358	73.5	69	14.2	2	0.4	233	47.8	244	50.1	17	3.5	54.8	45.2	0.0



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	113	11,716	111	98.2	10,961	93.6	0	0.0	22.9	111	9,718	97.9	82.9
	2019	525	13,484	521	99.1	12,437	92.2	0	0.0	11.5	154	8,723	29.3	64.7
	2020	357	13,875	355	99.6	12,839	92.5	0	0.0	9.0	108	10,020	30.3	72.2
10	2018	118	10,382	116	98.0	9,791	94.3	0	0.0	16.5	116	8,886	98.1	85.6
	2019	562	12,020	558	99.3	11,175	93.0	0	0.0	7.3	120	7,845	21.3	65.3
	2020	509	12,465	507	99.6	11,629	93.3	1	0.2	5.4	156	8,835	30.7	70.9
11	2018	119	9,131	116	97.6	8,661	94.9	0	0.0	12.0	117	8,132	98.3	89.1
	2019	473	10,324	469	99.3	9,693	93.9	0	0.0	4.8	110	7,071	23.3	68.5
	2020	477	10,440	474	99.5	9,830	94.2	0	0.0	4.1	110	7,647	23.1	73.2
12	2018	137	8,756	132	96.3	8,306	94.9	0	0.0	5.8	133	7,772	97.4	88.8
	2019	400	10,368	396	98.8	9,771	94.2	0	0.0	3.3	117	7,151	29.2	69.0
	2020	406	10,322	403	99.3	9,699	94.0	1	0.2	3.4	113	7,820	27.9	75.8
9-12	2018	487	39,984	475	97.5	37,719	94.3	0	0.0	15.0	477	34,508	97.9	86.3
	2019	1,961	46,196	1,944	99.1	43,077	93.2	0	0.0	7.1	501	30,790	25.6	66.7
	2020	1,747	47,101	1,739	99.5	43,997	93.4	2	0.1	5.8	487	34,322	27.9	72.9

Teachers: 27

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	13	48.1
Hispanic	1	3.7
White	11	40.7
Multiple	2	7.4
Other	0	0.0

Gender	Number	Percentage
Female	15	55.6
Male	12	44.4

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	6.7	66.3
2018-19	6.3	8.0
2019-20	4.8	69.7

**YEARS EXPERIENCE**


Years	Number	Percentage
Beginning (0)	2	7.4
1	1	3.7
2	0	0.0
3	1	3.7
4	2	7.4
5	1	3.7
1-3	2	7.4
More than 3	23	85.2
1 - 5	5	18.5
6 - 10	4	14.8
11 - 20	6	22.2
More than 20	10	37.0

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (15)	Beginning	0	0.0	1	6.7	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	13.3	0	0.0	0	0.0	0	0.0
	Advanced	2	13.3	9	60.0	0	0.0	2	13.3	0	0.0
	Advanced High	13	86.7	3	20.0	0	0.0	13	86.7	0	0.0
10 (28)	Beginning	0	0.0	3	10.7	0	0.0	0	0.0	0	0.0
	Intermediate	1	3.6	5	17.9	0	0.0	1	3.6	0	0.0
	Advanced	2	7.1	17	60.7	0	0.0	1	3.6	0	0.0
	Advanced High	25	89.3	3	10.7	0	0.0	26	92.9	0	0.0
11 (9)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	2	25.0	7	87.5	0	0.0	2	22.2	0	0.0
	Advanced High	6	75.0	1	12.5	0	0.0	7	77.8	0	0.0
ALL (53)	Beginning	0	0.0	4	7.8	0	0.0	0	0.0	0	0.0
	Intermediate	1	2.0	7	13.7	0	0.0	1	1.9	0	0.0
	Advanced	6	11.8	33	64.7	0	0.0	5	9.4	0	0.0
	Advanced High	44	86.3	7	13.7	0	0.0	47	88.7	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
10 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
28 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
9 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
48 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**

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**

27	83.5	88.5	90.5	90.8	100.0	100.0	69.0	87.3
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**ALGEBRA II PRE-AP**

113	68.9	81.4	83.9	84.3	94.7	93.8	69.4	90.9
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**ALGEBRA II PRE-AP (tested with 2018-2019 test)**

23	91.3	93.9	90.1	89.4	100.0	100.0	85.2	66.3
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**BIOLOGY PRE-AP**

106	70.6	82.4	84.0	84.3	95.3	97.2	73.6	89.9
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**CHEMISTRY PRE-AP**

157	72.0	81.3	84.6	85.1	92.4	98.7	69.5	93.7
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**ENGLISH I PRE-AP**

99	83.0	84.6	85.8	86.0	98.0	99.0	75.7	90.5
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**ENGLISH II PRE-AP**

152	78.0	83.9	86.7	87.2	94.1	96.1	80.1	93.0
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**FRENCH I**

20	78.8	85.2	72.3	69.9	100.0	65.0	69.2	83.9
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**FRENCH II**

10	88.0	90.5	88.9	88.6	100.0	100.0	66.7	87.5
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**GEOMETRY PRE-AP**

122	73.2	83.9	80.0	79.3	94.3	91.8	67.4	90.9
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**ALGEBRA I**

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**ALGEBRA II PRE-AP**

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**ALGEBRA II PRE-AP (tested with 2018-2019 test)**

23	92.1	95.6	90.3	89.4	100.0	100.0	81.4	69.1
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**BIOLOGY PRE-AP**

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**CHEMISTRY PRE-AP**

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**ENGLISH I PRE-AP**

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**ENGLISH II PRE-AP**

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**FRENCH I**

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**FRENCH II**

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**GEOMETRY PRE-AP**

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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

**HS HEALTH EDUCATION**

57	78.9	86.0	93.7	95.0	100.0	100.0	73.7	91.9
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**HS VARSITY BAND**

6	83.7	91.3	89.8	89.6	100.0	100.0	70.9	92.0
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**PRE-CALCULUS PRE-AP**

110	80.4	87.5	85.8	85.5	96.4	97.3	73.5	95.7
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**SPANISH I**

35	82.7	88.5	89.9	90.1	100.0	100.0	76.1	90.2
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**SPANISH II**

69	82.2	88.6	86.8	86.5	97.1	98.6	76.3	91.1
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**STUDIO ART I**

79	78.9	87.9	88.5	88.7	100.0	100.0	77.9	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

**HS HEALTH EDUCATION**

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**HS VARSITY BAND**

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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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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	100.0	84.1	136	532	82.4	29	515	79.3	98	533	81.6	1	*	*	7,116	468	41.8
		2018-19	99.1	87.2	115	558	90.4	16	574	93.8	91	553	89.0	1	*	*	7,714	463	39.1
		2019-20	100.0	84.8	113	564	93.8	23	554	87.0	83	565	95.2	3	*	*	7,428	466	39.8
	Mathematics	2017-18	100.0	84.1	136	531	54.4	29	506	34.5	98	533	59.2	1	*	*	7,116	463	20.7
		2018-19	99.1	87.2	115	559	66.1	16	549	68.8	91	557	63.7	1	*	*	7,714	461	19.7
		2019-20	100.0	84.8	113	559	70.8	23	540	60.9	83	560	73.5	3	*	*	7,428	461	21.7
ACT	English	2017-18	98.5	82.3	134	19	61.9	28	18	57.1	97	19	61.9	1	*	*	6,959	15	26.5
		2018-19	95.7	82.5	111	20	69.4	16	21	75.0	88	20	68.2	1	*	*	7,297	15	27.0
		2019-20	98.2	81.2	111	20	73.9	23	19	52.2	81	21	79.0	3	*	*	7,116	15	28.9
	Mathematics	2017-18	98.5	82.3	134	20	35.8	28	19	28.6	97	20	34.0	1	*	*	6,959	17	14.8
		2018-19	95.7	82.5	111	22	59.5	16	22	56.3	88	22	59.1	1	*	*	7,297	18	19.2
		2019-20	98.2	81.2	111	21	42.3	23	20	43.5	81	21	40.7	3	*	*	7,116	17	14.3
	Reading	2017-18	98.5	82.3	134	21	44.8	28	20	42.9	97	21	43.3	1	*	*	6,959	17	19.0
		2018-19	95.7	82.5	111	22	57.7	16	22	37.5	88	22	59.1	1	*	*	7,297	17	21.0
		2019-20	98.2	81.2	111	21	44.1	23	20	34.8	81	22	45.7	3	*	*	7,116	16	18.4
	Science	2017-18	98.5	82.3	134	21	24.6	28	20	21.4	97	21	22.7	1	*	*	6,959	17	12.9
		2018-19	95.7	82.5	111	22	45.0	16	22	56.3	88	22	40.9	1	*	*	7,297	17	14.5
		2019-20	98.2	81.2	111	21	34.2	23	20	21.7	81	21	35.8	3	*	*	7,116	17	13.8
	Composite	2017-18	98.5	82.3	134	20	-	28	19	-	97	20	-	1	*	-	6,959	17	-
		2018-19	95.7	82.5	111	22	-	16	22	-	88	22	-	1	*	-	7,297	17	-
		2019-20	98.2	81.2	111	21	-	23	20	-	81	21	-	3	*	-	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	115	466	82.6	29	462	82.8	80	462	81.3	4	*	*	2	*	*	1,836	466	72.5
		2018	156	464	73.1	23	456	69.6	127	464	74.0	4	*	*	0			2,063	473	74.2
		2019	107	471	84.1	21	469	76.2	82	469	85.4	3	*	*	1	*	*	2,013	463	69.8
	Mathematics	2017	115	470	69.6	29	457	65.5	80	471	71.3	4	*	*	2	*	*	1,836	467	59.8
		2018	156	470	67.9	23	447	34.8	127	474	74.0	4	*	*	0			2,063	477	64.0
		2019	107	472	74.8	21	460	71.4	82	472	75.6	3	*	*	1	*	*	2,013	460	62.6
10	Reading & Writing	2017	118	515	92.4	26	502	84.6	84	517	94.0	4	*	*	1	*	*	8,857	417	39.0
		2018	121	495	87.6	29	494	86.2	87	492	87.4	3	*	*	2	*	*	8,620	418	41.8
		2019	157	490	79.0	24	491	83.3	129	488	78.3	2	*	*	0			8,689	414	38.2
	Mathematics	2017	118	505	65.3	26	486	50.0	84	509	66.7	4	*	*	1	*	*	8,857	428	22.1
		2018	121	498	69.4	29	492	69.0	87	497	67.8	3	*	*	2	*	*	8,620	426	25.3
		2019	157	489	56.7	24	470	33.3	129	490	59.7	2	*	*	0			8,689	426	20.7
11	Reading & Writing	2017	119	543	93.3	17	542	94.1	95	540	92.6	1	*	*	5	*	*	2,095	508	67.6
		2018	108	550	93.5	24	558	100.0	77	544	90.9	3	*	*	1	*	*	1,921	501	64.3
		2019	111	514	88.3	25	514	92.0	81	511	86.4	3	*	*	2	*	*	2,726	482	56.3
	Mathematics	2017	119	542	73.9	17	532	70.6	95	540	73.7	1	*	*	5	*	*	2,095	504	44.4
		2018	108	543	67.6	24	528	54.2	77	542	68.8	3	*	*	1	*	*	1,921	497	42.6
		2019	111	506	46.8	25	497	40.0	81	505	45.7	3	*	*	2	*	*	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**

756	16,384	1.7	2.2	141	18.7	37.1
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**Biology**

15	663	1.8	2.4	1	6.7	43.9
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**Calculus AB**

33	665	1.9	2.6	5	15.2	43.3
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**Calculus BC**

15	297	3.8	3.8	12	80.0	81.5
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**Chemistry**

6	239	1.0	2.0	0	0.0	30.5
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**Comparative Government and Politics**

16	66	1.1	2.0	0	0.0	36.4
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**English Language and Composition**

75	1,472	1.5	2.0	8	10.7	27.1
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**English Literature and Composition**

71	1,334	1.8	2.0	15	21.1	27.3
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**Environmental Science**

31	864	2.0	2.0	8	25.8	27.4
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**French Language and Culture**

1	49	*	2.5	*	*	40.8
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**Human Geography**

5	1,592	*	1.9	*	*	31.0
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**Macroeconomics**

53	590	1.7	2.0	11	20.8	29.3
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**Microeconomics**

4	234	*	1.5	*	*	15.8
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**Physics 1**

93	849	1.3	1.7	6	6.5	17.9
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**Physics C: Mechanics**

2	118	*	3.3	*	*	70.3
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**Psychology**

57	490	1.7	2.4	13	22.8	45.3
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**Spanish Language and Culture**

12	905	4.5	3.9	12	100.0	90.1
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**Spanish Literature and Culture**

4	138	*	2.6	*	*	49.3
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**Statistics**

8	448	2.4	2.3	3	37.5	36.4
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**Studio Art: 2-D Design Portfolio**

3	186	*	3.0	*	*	73.7
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**Studio Art: 3-D Design Portfolio**

2	51	*	2.8	*	*	52.9
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**Studio Art: Drawing Portfolio**

1	43	*	3.5	*	*	90.7
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**United States Government and Politics**

38	893	1.7	1.8	9	23.7	23.1
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**United States History**

87	1,519	1.3	1.7	5	5.7	21.0
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**World History**

124	1,511	1.9	2.0	25	20.2	28.7
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