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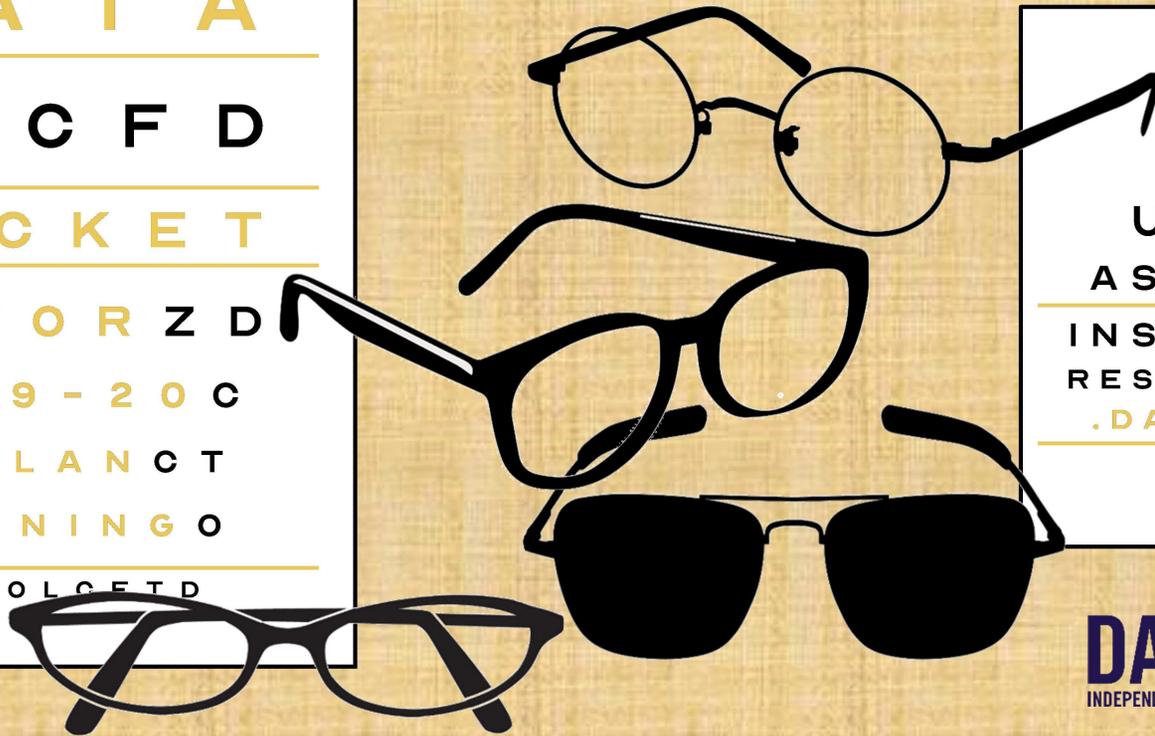
**F D P N I N G O**

**P E Z O L C E T D**

**EMMETT J. CONRAD  
GLOBAL STUDIES  
H-TECH AT RICHLAND  
COLLEGE**

SCHOOL NUMBER 528

**E  
V A L  
U A T I O N S &  
A S S E S S M E N T  
I N S T I T U T I O N A L  
R E S E A R C H M Y D A T A  
. D A L L A S I S D . O R G  
O I R @ D A L L A S  
I S D . O R G**



JULY 24, 2019

STATISTICS BASED ONLY ON STUDENTS IN THE CHOICE PROGRAM

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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 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 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.”

## **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.
- 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	130
10	114
11	100
ALL	344

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	85	24.7		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	56	16.3		
Hispanic	186	54.1		
White	12	3.5		
Multiple	5	1.5		
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	176	51.2
Economically disadvantaged	272	79.1
Limited English proficient (LEP)	125	36.3
Special education	5	1.5
Talented and Gifted (TAG)	66	19.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2017													
	2018	104	26	25.0	0	0.0	18	17.3	56	53.8	3	2.9	1	1.0
	2019	130	27	20.8	0	0.0	27	20.8	70	53.8	4	3.1	2	1.5
10	2017													
	2018	76	22	28.9	0	0.0	9	11.8	39	51.3	4	5.3	2	2.6
	2019	114	27	23.7	0	0.0	19	16.7	64	56.1	3	2.6	1	0.9
11	2017													
	2018													
	2019	100	31	31.0	0	0.0	10	10.0	52	52.0	5	5.0	2	2.0
9-12	2017													
	2018	180	48	26.7	0	0.0	27	15.0	95	52.8	7	3.9	3	1.7
	2019	344	85	24.7	0	0.0	56	16.3	186	54.1	12	3.5	5	1.5

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																
	2018	104	74	71.2	43	41.3	2	1.9	67	64.4	28	26.9	11	10.6	51.0	49.0	0.0
	2019	130	93	71.5	69	53.1	2	1.5	90	69.2	20	15.4	15	11.5	55.4	44.6	0.0
10	2017																
	2018	76	60	78.9	8	10.5	0	0.0	20	26.3	15	19.7	1	1.3	43.4	56.6	0.0
	2019	114	79	69.3	49	43.0	2	1.8	62	54.4	24	21.1	2	1.8	49.1	50.9	0.0
11	2017																
	2018																
	2019	100	100	100.0	7	7.0	1	1.0	24	24.0	22	22.0	0	0.0	45.0	55.0	0.0
9-12	2017																
	2018	180	134	74.4	51	28.3	2	1.1	87	48.3	43	23.9	12	6.7	47.8	52.2	0.0
	2019	344	272	79.1	125	36.3	5	1.5	176	51.2	66	19.2	17	4.9	50.3	49.7	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	2017		11,759			10,936	93.0			25.7		9,766		83.1
	2018	106	11,716	103	97.5	10,961	93.6	0	0.0	22.9	105	9,718	99.3	82.9
	2019	130	13,484	122	94.1	12,111	89.8	0	0.0	14.7	119	8,723	91.8	64.7
10	2017		10,329			9,713	94.0			16.3		9,045		87.6
	2018	77	10,382	76	97.6	9,791	94.3	0	0.0	16.5	75	8,886	96.9	85.6
	2019	116	12,020	110	95.0	10,909	90.8	1	0.9	7.4	108	7,845	93.2	65.3
11	2017		8,543			8,088	94.7			13.7		7,756		90.8
	2018		9,131			8,661	94.9			12.0		8,132		89.1
	2019	100	10,324	97	96.8	9,443	91.5	0	0.0	4.9	98	7,071	97.9	68.5
9-12	2017		38,829			36,498	94.0			16.5		33,932		87.4
	2018	183	39,984	179	97.6	37,719	94.3	0	0.0	15.0	180	34,508	98.3	86.3
	2019	346	46,196	329	95.2	41,897	90.7	1	0.3	8.1	325	30,790	94.0	66.7

## PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>ENGLISH I</b>	<b>2017</b>												58.7
	<b>2018</b>	*	95.7	90.9	92.7	*	90.7	89.6		88.2	98.0	93.0	62.1
	<b>2019</b>	*	88.9	87.0	83.9	*	70.0	74.7		86.1	78.0	82.4	65.6
Tests Taken	<b>2017</b>												11,092
	<b>2018</b>	3	23	55	82	2	43	67		51	49	100	9,912
	<b>2019</b>	4	27	69	93	2	70	91		72	59	131	10,554
<b>ENGLISH II</b>	<b>2017</b>												60.3
	<b>2018</b>	*	96.0	84.6	88.9		71.4	73.7		85.3	95.6	91.1	67.0
	<b>2019</b>	*	95.7	93.5	90.5	*	85.7	85.5		90.9	92.5	91.7	69.3
Tests Taken	<b>2017</b>												9,822
	<b>2018</b>	4	25	39	63		7	19		34	45	79	10,011
	<b>2019</b>	3	23	62	74	2	49	62		55	53	108	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												4,577
	2018	*	1	5	6	*	4	7		6	1	7	3,752
	2019	*	3	9	15	*	21	23		10	13	23	3,633
Tests Taken	2017												11,092
	2018	3	23	55	82	2	43	67		51	49	100	9,912
	2019	4	27	69	93	2	70	91		72	59	131	10,554
ENGLISH II	2017												3,895
	2018	*	1	6	7		2	5		5	2	7	3,300
	2019	*	1	4	7	*	7	9		5	4	9	2,941
Tests Taken	2017												9,822
	2018	4	25	39	63		7	19		34	45	79	10,011
	2019	3	23	62	74	2	49	62		55	53	108	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
<b>ENGLISH I</b>	<b>2017</b>												41.2
	<b>2018</b>	*	82.6	83.6	79.3	*	74.4	74.6		74.5	89.8	82.0	43.9
	<b>2019</b>	*	81.5	73.9	68.8	*	50.0	56.0		72.2	62.7	67.9	51.0
Tests Taken	<b>2017</b>												11,092
	<b>2018</b>	3	23	55	82	2	43	67		51	49	100	9,912
	<b>2019</b>	4	27	69	93	2	70	91		72	59	131	10,554
<b>ENGLISH II</b>	<b>2017</b>												42.1
	<b>2018</b>	*	92.0	79.5	81.0		42.9	57.9		73.5	93.3	84.8	50.0
	<b>2019</b>	*	91.3	80.6	83.8	*	69.4	67.7		72.7	86.8	79.6	51.5
Tests Taken	<b>2017</b>												9,822
	<b>2018</b>	4	25	39	63		7	19		34	45	79	10,011
	<b>2019</b>	3	23	62	74	2	49	62		55	53	108	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												6.3
	2018	*	4.3	14.5	8.5	*	4.7	4.5		5.9	12.2	9.0	5.0
	2019	*	14.8	13.0	9.7	*	2.9	5.5		13.9	8.5	11.5	10.1
Tests Taken	2017												11,092
	2018	3	23	55	82	2	43	67		51	49	100	9,912
	2019	4	27	69	93	2	70	91		72	59	131	10,554
ENGLISH II	2017												4.9
	2018	*	20.0	20.5	12.7		0.0	0.0		8.8	22.2	16.5	7.0
	2019	*	8.7	11.3	10.8	*	4.1	3.2		3.6	13.2	8.3	6.0
Tests Taken	2017												9,822
	2018	4	25	39	63		7	19		34	45	79	10,011
	2019	3	23	62	74	2	49	62		55	53	108	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 <sup>1</sup>	5. Revision (Writing)	6. Editing (Writing)
2017						
2018	85.8	81.6	76.8	4.9	78.7	80.7
2019	69.7	73.7	79.4	4.5	74.7	71.8

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 <sup>1</sup>	5. Revision (Writing)	6. Editing (Writing)
2017						
2018	82.3	75.7	84.0	5.8	82.8	77.5
2019	70.4	73.0	85.9	5.5	80.8	79.2

<sup>1</sup>Average score points (0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Non-scorable; 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
<b>ALGEBRA I</b>	<b>2017</b>												83.5
	<b>2018</b>	*	84.6	100.0	94.1	*	95.2	94.1		92.3	100.0	95.5	87.5
	<b>2019</b>	*	100.0	95.2	95.1	*	94.3	95.5		95.5	97.4	96.3	88.9
Tests Taken	<b>2017</b>							34					10,240
	<b>2018</b>	2	13	20	34	1	21	34		26	18	44	10,244
	<b>2019</b>	2	15	42	61	2	53	66		44	38	82	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
<b>ALGEBRA I</b>	<b>2017</b>							0					1,692
	<b>2018</b>	*	2	0	2	*	1	2		2	0	2	1,278
	<b>2019</b>	*	0	2	3	*	3	3		2	1	3	1,134
Tests Taken	<b>2017</b>							34					10,240
	<b>2018</b>	2	13	20	34	1	21	34		26	18	44	10,244
	<b>2019</b>	2	15	42	61	2	53	66		44	38	82	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
<b>ALGEBRA I</b>	<b>2017</b>												47.9
	<b>2018</b>	*	69.2	70.0	67.6	*	57.1	61.8		57.7	88.9	70.5	61.8
	<b>2019</b>	*	80.0	88.1	86.9	*	86.8	87.9		81.8	92.1	86.6	68.9
Tests Taken	<b>2017</b>												10,240
	<b>2018</b>	2	13	20	34	1	21	34		26	18	44	10,244
	<b>2019</b>	2	15	42	61	2	53	66		44	38	82	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
<b>ALGEBRA I</b>	<b>2017</b>												23.1
	<b>2018</b>	*	23.1	35.0	26.5	*	28.6	26.5		30.8	27.8	29.5	35.8
	<b>2019</b>	*	60.0	52.4	59.0	*	54.7	54.5		59.1	55.3	57.3	45.1
Tests Taken	<b>2017</b>												10,240
	<b>2018</b>	2	13	20	34	1	21	34		26	18	44	10,244
	<b>2019</b>	2	15	42	61	2	53	66		44	38	82	10,243

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>ALGEBRA I</b>	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
<b>2017</b>					
<b>2018</b>	60.7	67.4	69.3	66.5	76.1
<b>2019</b>	73.7	72.1	77.5	75.3	79.3

## PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2017</b>												86.4
	<b>2018</b>	*	100.0	98.2	98.8	*	100.0	98.5		100.0	98.0	99.0	87.9
	<b>2019</b>	*	100.0	98.7	96.0	*	94.7	95.9		97.4	96.8	97.1	87.1
Tests Taken	<b>2017</b>												9,622
	<b>2018</b>	3	26	56	85	2	43	67		53	51	104	10,192
	<b>2019</b>	4	28	75	99	2	75	97		77	62	139	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
<b>BIOLOGY</b>	<b>2017</b>												1,310
	<b>2018</b>	*	0	1	1	*	0	1		0	1	1	1,234
	<b>2019</b>	*	0	1	4	*	4	4		2	2	4	1,240
Tests Taken	<b>2017</b>												9,622
	<b>2018</b>	3	26	56	85	2	43	67		53	51	104	10,192
	<b>2019</b>	4	28	75	99	2	75	97		77	62	139	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
<b>BIOLOGY</b>	<b>2017</b>												54.0
	<b>2018</b>	*	84.6	91.1	88.2	*	88.4	85.1		92.5	88.2	90.4	57.4
	<b>2019</b>	*	82.1	90.7	80.8	*	72.0	76.3		88.3	74.2	82.0	59.2
Tests Taken	<b>2017</b>												9,622
	<b>2018</b>	3	26	56	85	2	43	67		53	51	104	10,192
	<b>2019</b>	4	28	75	99	2	75	97		77	62	139	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
<b>BIOLOGY</b>	<b>2017</b>												15.1
	<b>2018</b>	*	38.5	42.9	40.0	*	39.5	32.8		39.6	49.0	44.2	18.6
	<b>2019</b>	*	21.4	33.3	32.3	*	17.3	21.6		36.4	21.0	29.5	22.3
Tests Taken	<b>2017</b>												9,622
	<b>2018</b>	3	26	56	85	2	43	67		53	51	104	10,192
	<b>2019</b>	4	28	75	99	2	75	97		77	62	139	9,591

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>BIOLOGY</b>	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
<b>2017</b>					
<b>2018</b>	76.9	78.8	77.0	80.0	80.7
<b>2019</b>	69.7	62.3	75.5	72.3	77.9

## 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												92.8
	2018	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	93.4
	2019	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.8
Tests Taken	2017												8,230
	2018	2	16	28	41		5	15		30	22	52	9,468
	2019	4	22	47	64	1	30	50		54	37	91	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												593
	2018	*	0	0	0		*	0		0	0	0	624
	2019	*	0	0	0	*	0	0		0	0	0	582
Tests Taken	2017												8,230
	2018	2	16	28	41		5	15		30	22	52	9,468
	2019	4	22	47	64	1	30	50		54	37	91	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												65.2
	2018	*	87.5	92.9	92.7		*	80.0		90.0	95.5	92.3	72.3
	2019	*	95.5	83.0	89.1	*	80.0	82.0		87.0	89.2	87.9	73.7
Tests Taken	2017												8,230
	2018	2	16	28	41		5	15		30	22	52	9,468
	2019	4	22	47	64	1	30	50		54	37	91	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												30.8
	2018	*	62.5	60.7	65.9		*	60.0		70.0	63.6	67.3	38.6
	2019	*	59.1	55.3	51.6	*	33.3	40.0		51.9	54.1	52.7	41.6
Tests Taken	2017												8,230
	2018	2	16	28	41		5	15		30	22	52	9,468
	2019	4	22	47	64	1	30	50		54	37	91	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				
2018	80.7	81.3	83.8	82.1
2019	77.4	76.0	71.2	77.4

PERFORMANCE IN 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (69)	Beginning	18	26.1	25	36.2	2	3.1	20	29.0	17	26.2
	Intermediate	13	18.8	20	29.0	30	46.2	8	11.6	13	20.0
	Advanced	17	24.6	16	23.2	25	38.5	16	23.2	25	38.5
	Advanced High	21	30.4	8	11.6	8	12.3	25	36.2	10	15.4
10 (49)	Beginning	8	16.3	13	26.5	0	0.0	7	14.3	7	14.9
	Intermediate	2	4.1	10	20.4	0	0.0	3	6.1	7	14.9
	Advanced	14	28.6	19	38.8	13	27.7	12	24.5	17	36.2
	Advanced High	25	51.0	7	14.3	34	72.3	27	55.1	16	34.0
11 (7)	Beginning	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	14.3	0	0.0	1	14.3	0	0.0
	Advanced	2	28.6	2	28.6	3	75.0	0	0.0	1	25.0
	Advanced High	5	71.4	3	42.9	1	25.0	6	85.7	3	75.0
ALL (125)	Beginning	26	20.8	39	31.2	2	1.7	27	21.6	24	20.7
	Intermediate	15	12.0	31	24.8	30	25.9	12	9.6	20	17.2
	Advanced	33	26.4	37	29.6	41	35.3	28	22.4	43	37.1
	Advanced High	51	40.8	18	14.4	43	37.1	58	46.4	29	25.0

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
63 11 (17.5%)	Beginning	15			
	Intermediate	0	13		
	Advanced	0	2	20	
	Advanced High	0	0	9	
47 15 (31.9%)	Beginning	6			
	Intermediate	0	7		
	Advanced	0	0	17	
	Advanced High	0	0	15	
7 3 (42.9%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	3	
117 29 (24.8%)	Beginning	21			
	Intermediate	0	20		
	Advanced	0	2	38	
	Advanced High	0	0	27	

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

PERFORMANCE IN 2018

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (43)	Beginning	0	0.0	2	4.7	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	9	20.9	41	95.3	3	7.0	4	9.3
	Advanced	12	27.9	24	55.8	1	2.3	14	32.6	38	88.4
	Advanced High	31	72.1	8	18.6	1	2.3	26	60.5	1	2.3
10 (8)	Beginning	0	0.0	2	25.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	2	25.0	2	25.0
	Advanced	3	37.5	4	50.0	1	12.5	2	25.0	1	12.5
	Advanced High	5	62.5	2	25.0	7	87.5	4	50.0	5	62.5
ALL (51)	Beginning	0	0.0	4	7.8	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	9	17.6	41	80.4	5	9.8	6	11.8
	Advanced	15	29.4	28	54.9	2	3.9	16	31.4	39	76.5
	Advanced High	36	70.6	10	19.6	8	15.7	30	58.8	6	11.8

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
38 2 (5.3%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	1	33	
	Advanced High	0	0	1	
8 5 (62.5%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	1	
	Advanced High	0	0	5	
46 7 (15.2%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	1	34	
	Advanced High	0	0	6	

 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	44	8	18.2	33	75.0	*	*				
	10	19	*	*	15	78.9	*	*				
	11	5			*	*	*	*	*	*	*	*
	ALL	68	10	14.7	50	73.5	6	8.8	*	*	*	*

**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	18			9	50.0	*	*	*	*	*	*
	10	4					*	*	*	*	*	*
	ALL	22			9	40.9	*	*	6	27.3	*	*

**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**

3	*	*	*	*	*	*	57.9	*
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**ALGEBRA I PRE-AP**

81	57.9	70.7	82.8	84.9	50.6	97.5	73.4	93.9
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**ALGEBRA II**

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**ALGEBRA II PRE-AP**

109	61.0	72.8	80.8	82.2	65.1	97.2	67.4	93.4
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**BIOLOGY**

2	*	*	*	*	*	*	62.6	*
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**BIOLOGY PRE-AP**

137	60.0	77.3	83.8	85.0	83.9	97.8	74.4	90.8
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**CHEMISTRY PRE-AP**

111	60.4	77.1	85.5	87.0	73.9	98.2	70.4	94.1
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**ECONOMICS**

10	58.4	72.9	83.3	85.1	80.0	100.0	70.4	96.6
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**ENGLISH I PRE-AP**

128	68.3	72.8	84.1	86.0	64.1	99.2	74.9	94.4
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**ENGLISH II PRE-AP**

111	68.6	77.0	86.1	87.7	82.9	100.0	75.8	95.3
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**ALGEBRA I**

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**ALGEBRA I PRE-AP**

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**ALGEBRA II**

2	*	*	*	*	*	*	74.9	*
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**ALGEBRA II PRE-AP**

101	59.6	77.5	82.3	83.2	86.1	100.0	84.2	94.4
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**BIOLOGY**

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**BIOLOGY PRE-AP**

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**CHEMISTRY PRE-AP**

109	72.7	80.9	84.9	85.7	90.8	99.1	67.9	92.5
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**ECONOMICS**

13	55.4	69.6	81.1	83.1	61.5	92.3	55.5	89.1
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**ENGLISH I PRE-AP**

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**ENGLISH II 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

**ENGLISH III**

46	66.6	77.7	84.3	85.5	91.3	100.0	61.6	86.1
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**ENVIRONMENTAL SYSTEMS**

9	65.7	77.1	86.9	88.6	77.8	100.0	71.0	92.4
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**FRENCH I**

15	66.0	76.3	84.9	86.4	80.0	100.0	66.3	86.7
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**FRENCH II**

4	*	*	*	*	*	*	62.5	*
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**GEOMETRY**

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**GEOMETRY PRE-AP**

76	56.0	75.6	85.5	87.3	68.4	98.7	65.8	91.8
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**GOVERNMENT**

10	57.6	71.1	84.9	87.4	60.0	100.0	62.0	94.3
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**HS HEALTH EDUCATION**

84	65.1	76.7	84.9	86.3	76.2	98.8	73.7	95.0
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**HS VARSITY BAND**

2	*	*	*	*	*	*	69.1	*
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**PHYSICS**

4	*	*	*	*	*	*	55.1	*
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**PHYSICS PRE-AP**

68	53.2	74.0	82.4	83.9	72.1	100.0	70.2	93.6
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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 III**

38	62.1	74.7	82.5	83.9	73.7	100.0	56.1	83.7
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**ENVIRONMENTAL SYSTEMS**

10	68.5	74.4	82.0	83.3	70.0	90.0	52.7	89.3
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**FRENCH I**

16	67.5	78.3	85.1	86.3	87.5	93.8	73.8	86.0
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**FRENCH II**

4	*	*	*	*	*	*	70.7	*
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**GEOMETRY**

1	*	*	*	*	*	*	52.7	*
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**GEOMETRY PRE-AP**

76	69.0	80.2	85.7	86.6	86.8	100.0	68.3	90.7
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**GOVERNMENT**

10	63.2	72.4	85.8	88.1	60.0	100.0	53.3	89.5
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**HS HEALTH EDUCATION**

40	66.7	78.8	87.8	89.4	77.5	97.5	77.4	92.7
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**HS VARSITY BAND**

1	*	*	*	*	*	*	77.3	*
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**PHYSICS**

7	61.2	79.9	84.0	84.7	85.7	100.0	69.4	87.7
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**PHYSICS PRE-AP**

57	47.6	72.9	82.8	84.5	63.2	100.0	68.4	93.2
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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 FOR HERITAGE SPEAKERS FUNDAMENTALS**

15	59.0	75.4	78.9	79.5	73.3	73.3	71.2	89.9
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**SPANISH I**

35	62.1	74.7	82.7	84.2	80.0	100.0	74.1	91.1
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**SPANISH II**

46	58.6	69.0	89.5	93.1	50.0	100.0	79.3	92.3
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**STUDIO ART I**

51	66.3	80.5	86.8	87.9	94.1	100.0	75.1	92.6
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**U.S. HISTORY**

22	57.7	69.8	77.4	78.7	50.0	90.9	62.9	87.7
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**WORLD GEOGRAPHY**

2	*	*	*	*	*	*	55.8	*
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**WORLD GEOGRAPHY PRE-AP**

130	64.5	75.8	81.8	82.8	71.5	90.8	75.9	95.1
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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 FOR HERITAGE SPEAKERS FUNDAMENTALS**

15	75.2	82.7	82.2	82.1	93.3	93.3	79.2	89.0
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**SPANISH I**

34	66.9	79.3	82.5	83.1	97.1	94.1	84.9	89.2
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**SPANISH II**

48	62.0	74.7	88.2	90.6	70.8	100.0	88.1	91.6
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**STUDIO ART I**

45	67.1	78.5	87.8	89.4	88.9	97.8	71.2	90.4
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**U.S. HISTORY**

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**WORLD GEOGRAPHY**

3	*	*	*	*	*	*	55.9	*
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**WORLD GEOGRAPHY PRE-AP**

126	61.4	75.9	78.8	79.3	73.8	89.7	76.4	95.0
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Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK
9	Reading & Writing	2016																1,442	464	68.2
		2017	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
	Mathematics	2016																1,442	469	62.8
		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
10	Reading & Writing	2016																9,038	417	40.3
		2017	103	463	68.0	29	446	58.6	55	472	69.1	5	*	*	11	449	71.4	8,857	417	39.0
		2018	110	469	73.6	25	468	72.0	62	472	72.6	3	*	*	19	455	75.0	8,620	418	41.8
	Mathematics	2016																9,038	433	26.7
		2017	103	469	43.7	29	455	41.4	55	477	41.8	5	*	*	11	448	35.7	8,857	428	22.1
		2018	110	465	51.8	25	480	64.0	62	463	48.4	3	*	*	19	454	50.0	8,620	426	25.3
11	Reading & Writing	2016																2,015	512	69.2
		2017																2,095	508	67.6
		2018	31	576	93.5	5	*	*	19	581	94.7	3	*	*	3	*	*	1,921	501	64.3
	Mathematics	2016																2,015	511	49.7
		2017																2,095	504	44.4
		2018	31	553	67.7	5	*	*	19	556	73.7	3	*	*	3	*	*	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**

151	21,262	1.5	2.0	13	8.6	29.3
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**Chemistry**

3	324	*	1.7	*	*	19.8
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**Environmental Science**

6	1,092	1.5	1.7	0	0.0	18.9
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**United States Government and Politics**

16	1,434	1.5	1.6	1	6.3	15.6
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**Biology**

4	961	*	2.1	*	*	27.6
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**Computer Science Principles**

1	151	*	2.1	*	*	33.1
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**Macroeconomics**

17	1,020	1.1	1.6	1	5.9	19.5
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**United States History**

36	2,192	1.2	1.7	2	5.6	19.7
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**Calculus AB**

6	1,011	1.7	2.5	1	16.7	40.5
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**English Language and Composition**

17	2,646	2.1	1.9	5	29.4	20.5
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**Statistics**

1	525	*	2.3	*	*	39.2
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**World History**

44	1,473	1.6	1.9	3	6.8	22.7
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