



School Number 13

FRANKLIN D. ROOSEVELT HIGH SCHOOL

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

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 6. Summary Summary of Student and Teacher Statistics
- 7. Enroll (1) Enrollment Statistics by Ethnicity
- 8. Enroll (2) Enrollment Statistics by Select Student Group
- 9. Attendance Student Attendance Statistics
- 10. Teachers Teacher Statistics

ENGLISH PROFICIENCY

- 11. TELPAS Texas English Language Proficiency Assessment

LOCAL ASSESSMENT

- 12. ACP Dallas ISD Assessments of Course Performance

COLLEGE READINESS

- 15. SAT/ACT SAT/ACT Average Scores for Grade 12
- 16. PSAT PSAT Average Scores
- 17. AP Advanced Placement (AP) Exams

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	238
10	179
11	139
12	157
ALL	713

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	296	41.5	33	70.2
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	405	56.8	5	10.6
White	6	0.8	6	12.8
Multiple	5	0.7	0	0.0
Other* (teachers only)	—	—	3	6.4
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	439	61.6
Economically disadvantaged	700	98.2
Limited English proficient (LEP)	245	34.4
Special education	81	11.4
Talented and Gifted (TAG)	79	11.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	232	92	39.7	0	0.0	0	0.0	138	59.5	1	0.4	0	0.0
	2019	248	103	41.5	0	0.0	0	0.0	138	55.6	7	2.8	0	0.0
	2020	238	102	42.9	0	0.0	0	0.0	132	55.5	1	0.4	3	1.3
10	2018	186	74	39.8	1	0.5	0	0.0	110	59.1	0	0.0	1	0.5
	2019	182	70	38.5	0	0.0	0	0.0	110	60.4	1	0.5	0	0.0
	2020	179	78	43.6	1	0.6	0	0.0	95	53.1	3	1.7	2	1.1
11	2018	129	57	44.2	0	0.0	0	0.0	72	55.8	0	0.0	0	0.0
	2019	152	64	42.1	0	0.0	0	0.0	87	57.2	0	0.0	0	0.0
	2020	139	47	33.8	0	0.0	0	0.0	92	66.2	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	157	69	43.9	0	0.0	0	0.0	86	54.8	2	1.3	0	0.0
9-12	2018	658	270	41.0	1	0.2	0	0.0	384	58.4	1	0.2	1	0.2
	2019	713	297	41.7	0	0.0	0	0.0	406	56.9	8	1.1	0	0.0
	2020	713	296	41.5	1	0.1	0	0.0	405	56.8	6	0.8	5	0.7

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	232	210	90.5	82	35.3	20	8.6	195	84.1	15	6.5	61	26.3	54.3	45.7	10.8
	2019	248	235	94.8	117	47.2	31	12.5	188	75.8	22	8.9	59	23.8	53.6	46.4	10.1
	2020	238	235	98.7	98	41.2	29	12.2	149	62.6	19	8.0	52	21.8	54.6	45.4	17.6
10	2018	186	174	93.5	52	28.0	18	9.7	143	76.9	21	11.3	16	8.6	52.2	47.8	5.4
	2019	182	169	92.9	62	34.1	18	9.9	141	77.5	18	9.9	9	4.9	56.0	44.0	7.1
	2020	179	176	98.3	70	39.1	28	15.6	112	62.6	22	12.3	15	8.4	53.1	46.9	14.5
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	152	140	92.1	34	22.4	13	8.6	100	65.8	22	14.5	13	8.6	52.0	48.0	2.0
	2020	139	136	97.8	44	31.7	11	7.9	93	66.9	18	12.9	9	6.5	52.5	47.5	5.0
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	157	153	97.5	33	21.0	13	8.3	85	54.1	20	12.7	15	9.6	51.6	48.4	3.2
9-12	2018	658	612	93.0	206	31.3	60	9.1	521	79.2	54	8.2	93	14.1	52.0	48.0	6.4
	2019	713	668	93.7	244	34.2	73	10.2	507	71.1	73	10.2	85	11.9	52.0	48.0	6.3
	2020	713	700	98.2	245	34.4	81	11.4	439	61.6	79	11.1	91	12.8	53.2	46.8	11.2

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	248	11,716	221	89.3	10,961	93.6	66	26.6	22.9	173	9,718	69.8	82.9
	2019	255	13,484	220	86.2	12,437	92.2	44	17.2	11.5	151	8,723	59.2	64.7
	2020	234	13,875	206	87.8	12,839	92.5	30	12.8	9.0	160	10,020	68.3	72.2
10	2018	194	10,382	178	91.6	9,791	94.3	32	16.5	16.5	154	8,886	79.3	85.6
	2019	182	12,020	163	89.6	11,175	93.0	8	4.4	7.3	130	7,845	71.6	65.3
	2020	190	12,465	171	90.2	11,629	93.3	18	9.5	5.4	134	8,835	70.6	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	152	10,324	140	91.8	9,693	93.9	11	7.2	4.8	116	7,071	76.1	68.5
	2020	139	10,440	126	90.7	9,830	94.2	7	5.0	4.1	112	7,647	80.7	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	154	10,322	142	92.2	9,699	94.0	6	3.9	3.4	126	7,820	81.7	75.8
9-12	2018	692	39,984	634	91.7	37,719	94.3	134	19.4	15.0	540	34,508	78.0	86.3
	2019	724	46,196	647	89.3	43,077	93.2	71	9.8	7.1	496	30,790	68.5	66.7
	2020	717	47,101	645	90.0	43,997	93.4	61	8.5	5.8	532	34,322	74.2	72.9

Teachers: 47

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	33	70.2
Hispanic	5	10.6
White	6	12.8
Multiple	0	0.0
Other	3	6.4

Gender	Number	Percentage
Female	24	51.1
Male	23	48.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.4	63.2
2018-19	8.2	55.6
2019-20	4.9	65.3

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	2	4.3
1	9	19.1
2	3	6.4
3	4	8.5
4	3	6.4
5	4	8.5
1-3	16	34.0
More than 3	29	61.7
1 - 5	23	48.9
6 - 10	7	14.9
11 - 20	10	21.3
More than 20	5	10.6

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
10 (15)	Beginning	1	6.7	9	60.0	0	0.0	3	20.0	0	0.0
	Intermediate	2	13.3	6	40.0	0	0.0	3	20.0	0	0.0
	Advanced	8	53.3	0	0.0	0	0.0	7	46.7	0	0.0
	Advanced High	4	26.7	0	0.0	0	0.0	2	13.3	0	0.0
11 (34)	Beginning	1	2.9	16	47.1	0	0.0	2	5.9	0	0.0
	Intermediate	8	23.5	10	29.4	0	0.0	11	32.4	0	0.0
	Advanced	16	47.1	5	14.7	0	0.0	8	23.5	0	0.0
	Advanced High	9	26.5	3	8.8	0	0.0	13	38.2	0	0.0
12 (8)	Beginning	0	0.0	5	62.5	0	0.0	0	0.0	0	0.0
	Intermediate	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	1	12.5	3	37.5	0	0.0	5	62.5	0	0.0
	Advanced High	6	75.0	0	0.0	0	0.0	3	37.5	0	0.0
ALL (58)	Beginning	2	3.4	30	51.7	0	0.0	5	8.6	0	0.0
	Intermediate	11	19.0	17	29.3	0	0.0	14	24.1	0	0.0
	Advanced	26	44.8	8	13.8	0	0.0	21	36.2	0	0.0
	Advanced High	19	32.8	3	5.2	0	0.0	18	31.0	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
14 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
31 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
7 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
53 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

80	48.9	64.3	73.5	75.1	40.0	73.8	69.0	87.3
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ALGEBRA I PRE-AP

88	66.8	75.1	80.4	81.3	67.0	93.2	76.4	94.0
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ALGEBRA II

81	48.9	67.4	72.2	73.0	43.2	82.7	58.1	86.2
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ALGEBRA II PRE-AP

86	36.3	61.8	73.4	75.5	11.6	87.2	69.4	90.9
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BIOLOGY PRE-AP

96	44.7	66.8	71.1	71.9	34.4	54.2	73.6	89.9
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CHEMISTRY

83	34.9	64.5	80.9	83.8	27.7	91.6	41.6	80.1
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CHEMISTRY PRE-AP

76	50.9	67.3	76.2	77.7	42.1	89.5	69.5	93.7
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ECONOMICS

47	59.7	72.6	82.7	84.5	66.0	95.7	74.4	91.3
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ENGLISH I

64	54.6	68.3	76.3	77.7	51.6	78.1	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

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

98	65.3	68.5	77.5	79.0	51.0	92.9	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

97	60.6	71.2	79.0	80.4	58.8	90.7	80.1	93.0
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ENGLISH III

94	47.0	66.9	85.5	88.8	43.6	92.6	59.1	81.6
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ENGLISH IV

74	39.6	63.8	84.7	88.4	32.4	93.2	70.1	91.0
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ENVIRONMENTAL SYSTEMS

140	51.5	70.3	83.7	86.1	57.1	100.0	68.7	89.3
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GEOMETRY

90	33.1	65.4	70.1	70.9	23.3	78.9	52.5	83.3
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GEOMETRY PRE-AP

42	37.6	62.6	75.1	77.3	23.8	88.1	67.4	90.9
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GOVERNMENT

67	53.4	69.6	80.8	82.8	53.7	94.0	59.3	88.6
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SEMESTER 2 TESTS

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

ENGLISH I ESOL INTERMEDIATE

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ENGLISH I PRE-AP

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ENGLISH II

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ENGLISH II ESOL INTERMEDIATE

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ENGLISH II PRE-AP

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ENGLISH III

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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

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

HS HEALTH EDUCATION

134	51.5	67.6	86.9	90.3	44.0	100.0	73.7	91.9
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HS VARSITY BAND

33	36.1	65.8	82.9	85.9	30.3	93.9	70.9	92.0
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PHYSICS

136	42.8	65.7	79.6	82.1	36.8	86.8	54.4	85.7
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PRE-CALCULUS

60	55.3	66.5	76.3	78.0	41.7	96.7	51.1	86.1
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PRE-CALCULUS PRE-AP

39	39.8	61.6	85.0	89.1	25.6	97.4	73.5	95.7
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SPANISH I

109	63.0	75.3	77.8	78.3	62.4	90.7	76.1	90.2
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SPANISH II

155	69.6	80.6	80.4	80.4	87.7	91.6	76.3	91.1
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STUDIO ART I

105	43.8	67.6	83.1	85.8	39.0	97.1	77.9	92.3
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U.S. HISTORY

142	54.8	67.7	77.7	79.5	44.4	93.0	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

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	54.1	84.8	85	446	36.5	23	443	34.8	62	447	37.1				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	54.1	84.8	85	438	9.4	23	436	13.0	62	439	8.1				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	62.4	81.2	98	14	17.3	36	13	11.1	60	14	20.0	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	62.4	81.2	98	16	3.1	36	16	2.8	60	16	1.7	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	62.4	81.2	98	15	11.2	36	15	11.1	60	16	10.0	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	62.4	81.2	98	15	5.1	36	15	5.6	60	16	5.0	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	62.4	81.2	98	15	-	36	15	-	60	15	-	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	10	380	40.0	4	*	*	6	363	33.3	0			0			1,836	466	72.5
		2018	8	366	12.5	3	*	*	4	*	*	0			0			2,063	473	74.2
		2019	18	364	22.2	4	*	*	12	358	16.7	0			0			2,013	463	69.8
	Mathematics	2017	10	406	30.0	4	*	*	6	387	16.7	0			0			1,836	467	59.8
		2018	8	426	25.0	3	*	*	4	*	*	0			0			2,063	477	64.0
		2019	18	393	16.7	4	*	*	12	402	16.7	0			0			2,013	460	62.6
10	Reading & Writing	2017	136	389	31.6	47	380	21.3	87	396	37.9	0			1	*	*	8,857	417	39.0
		2018	123	368	17.1	36	368	19.4	83	369	16.9	1	*	*	0			8,620	418	41.8
		2019	111	385	28.8	44	383	38.6	64	382	20.3	2	*	*	0			8,689	414	38.2
	Mathematics	2017	136	401	9.6	47	395	4.3	87	407	12.6	0			1	*	*	8,857	428	22.1
		2018	123	384	8.9	36	371	2.8	83	390	12.0	1	*	*	0			8,620	426	25.3
		2019	111	399	6.3	44	383	4.5	64	408	6.3	2	*	*	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.

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

9	16,384	1.3	2.2	1	11.1	37.1
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English Language and Composition

1	1,472	*	2.0	*	*	27.1
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Human Geography

8	1,592	1.4	1.9	1	12.5	31.0
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