



# SEAGOVILLE P-TECH AT EASTFIELD COLLEGE

Statistics based only on students in the choice program

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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 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	95
10	97
11	80
12	72
ALL	344

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	59	17.2		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	266	77.3		
White	13	3.8		
Multiple	6	1.7		
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	208	60.5
Economically disadvantaged	281	81.7
Limited English proficient (LEP)	118	34.3
Special education	10	2.9
Talented and Gifted (TAG)	67	19.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	125	24	19.2	0	0.0	0	0.0	90	72.0	9	7.2	1	0.8
	2019	115	20	17.4	2	1.7	0	0.0	87	75.7	3	2.6	3	2.6
	2020	95	12	12.6	0	0.0	0	0.0	79	83.2	1	1.1	3	3.2
10	2018	103	20	19.4	1	1.0	0	0.0	69	67.0	10	9.7	3	2.9
	2019	115	19	16.5	0	0.0	0	0.0	86	74.8	8	7.0	2	1.7
	2020	97	18	18.6	0	0.0	0	0.0	75	77.3	2	2.1	2	2.1
11	2018													
	2019	89	20	22.5	0	0.0	0	0.0	59	66.3	8	9.0	2	2.2
	2020	80	15	18.8	0	0.0	0	0.0	59	73.8	6	7.5	0	0.0
12	2018													
	2019	2	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0
	2020	72	14	19.4	0	0.0	0	0.0	53	73.6	4	5.6	1	1.4
9-12	2018	228	44	19.3	1	0.4	0	0.0	159	69.7	19	8.3	4	1.8
	2019	321	59	18.4	2	0.6	0	0.0	234	72.9	19	5.9	7	2.2
	2020	344	59	17.2	0	0.0	0	0.0	266	77.3	13	3.8	6	1.7

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	125	117	93.6	40	32.0	6	4.8	79	63.2	16	12.8	5	4.0	44.8	55.2	0.8
	2019	115	91	79.1	61	53.0	7	6.1	89	77.4	16	13.9	10	8.7	49.6	50.4	0.0
	2020	95	78	82.1	42	44.2	1	1.1	59	62.1	22	23.2	3	3.2	50.5	49.5	0.0
10	2018	103	96	93.2	12	11.7	2	1.9	52	50.5	20	19.4	0	0.0	47.6	52.4	0.0
	2019	115	95	82.6	38	33.0	7	6.1	66	57.4	16	13.9	0	0.0	43.5	56.5	0.0
	2020	97	82	84.5	45	46.4	6	6.2	59	60.8	13	13.4	0	0.0	46.4	53.6	0.0
11	2018																
	2019	89	73	82.0	11	12.4	2	2.2	29	32.6	18	20.2	0	0.0	44.9	55.1	0.0
	2020	80	68	85.0	21	26.3	2	2.5	46	57.5	16	20.0	0	0.0	38.8	61.3	0.0
12	2018																
	2019	2	2	100.0	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	50.0	50.0	0.0
	2020	72	53	73.6	10	13.9	1	1.4	44	61.1	16	22.2	0	0.0	40.3	59.7	0.0
9-12	2018	228	213	93.4	52	22.8	8	3.5	131	57.5	36	15.8	5	2.2	46.1	53.9	0.4
	2019	321	261	81.3	111	34.6	16	5.0	185	57.6	50	15.6	10	3.1	46.1	53.9	0.0
	2020	344	281	81.7	118	34.3	10	2.9	208	60.5	67	19.5	3	0.9	44.5	55.5	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	125	11,716	121	96.6	10,961	93.6	2	1.6	22.9	122	9,718	97.5	82.9
	2019	116	13,484	111	95.2	12,437	92.2	0	0.0	11.5	94	8,723	80.9	64.7
	2020	97	13,875	94	97.3	12,839	92.5	0	0.0	9.0	95	10,020	98.1	72.2
10	2018	103	10,382	100	96.8	9,791	94.3	3	2.9	16.5	100	8,886	96.9	85.6
	2019	118	12,020	112	95.3	11,175	93.0	0	0.0	7.3	93	7,845	79.0	65.3
	2020	97	12,465	93	95.7	11,629	93.3	0	0.0	5.4	94	8,835	96.5	70.9
11	2018		9,131			8,661	94.9			12.0		8,132		89.1
	2019	89	10,324	88	98.0	9,693	93.9	0	0.0	4.8	87	7,071	97.3	68.5
	2020	80	10,440	79	99.1	9,830	94.2	0	0.0	4.1	80	7,647	100.0	73.2
12	2018		8,756			8,306	94.9			5.8		7,772		88.8
	2019	2	10,368	2	90.0	9,771	94.2	0	0.0	3.3	1	7,151	50.3	69.0
	2020	73	10,322	71	97.9	9,699	94.0	0	0.0	3.4	72	7,820	99.3	75.8
9-12	2018	228	39,984	221	96.7	37,719	94.3	5	2.2	15.0	222	34,508	97.3	86.3
	2019	325	46,196	312	96.0	43,077	93.2	0	0.0	7.1	275	30,790	84.5	66.7
	2020	347	47,101	338	97.4	43,997	93.4	0	0.0	5.8	341	34,322	98.3	72.9

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (42)	Beginning	0	0.0	16	38.1	1	3.7	0	0.0	0	0.0
	Intermediate	8	19.0	14	33.3	11	40.7	7	16.7	8	29.6
	Advanced	18	42.9	11	26.2	11	40.7	18	42.9	16	59.3
	Advanced High	16	38.1	1	2.4	4	14.8	17	40.5	3	11.1
10 (45)	Beginning	0	0.0	10	22.2	0	0.0	0	0.0	0	0.0
	Intermediate	5	11.1	16	35.6	8	18.6	10	22.2	14	32.6
	Advanced	22	48.9	14	31.1	24	55.8	18	40.0	24	55.8
	Advanced High	18	40.0	5	11.1	11	25.6	17	37.8	5	11.6
11 (21)	Beginning	0	0.0	2	9.5	0	0.0	0	0.0	0	0.0
	Intermediate	3	14.3	7	33.3	5	29.4	11	52.4	5	29.4
	Advanced	9	42.9	7	33.3	8	47.1	2	9.5	7	41.2
	Advanced High	9	42.9	5	23.8	4	23.5	8	38.1	5	29.4
12 (10)	Beginning	0	0.0	3	30.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	20.0	4	40.0	1	20.0	4	40.0	3	60.0
	Advanced	6	60.0	3	30.0	4	80.0	6	60.0	2	40.0
	Advanced High	2	20.0	0	0.0	0	0.0	0	0.0	0	0.0
ALL (118)	Beginning	0	0.0	31	26.3	1	1.1	0	0.0	0	0.0
	Intermediate	18	15.3	41	34.7	25	27.2	32	27.1	30	32.6
	Advanced	55	46.6	35	29.7	47	51.1	44	37.3	49	53.3
	Advanced High	45	38.1	11	9.3	19	20.7	42	35.6	13	14.1

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
42 4 (9.5%)	Beginning	0			
	Intermediate	0	8		
	Advanced	0	1	15	
	Advanced High	0	0	3	
45 10 (22.2%)	Beginning	0			
	Intermediate	0	14		
	Advanced	0	5	19	
	Advanced High	0	0	5	
21 6 (28.6%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	1	6	
	Advanced High	0	1	4	
10 0 (0.0%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	0	2	
	Advanced High	0	0	0	
118 20 (16.9%)	Beginning	0			
	Intermediate	0	30		
	Advanced	0	7	42	
	Advanced High	0	1	12	

█ 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**

2	*	*	*	*	*	*	69.0	*
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**ALGEBRA I PRE-AP**

62	57.0	67.8	78.3	80.1	41.9	90.3	76.4	94.0
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**ALGEBRA II PRE-AP**

132	47.4	68.4	77.9	79.6	46.2	87.9	69.4	90.9
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**ASTRONOMY**

2	*	*	*	*	*	*	47.2	*
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**BIOLOGY**

3	*	*	*	*	*	*	64.3	*
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**BIOLOGY PRE-AP**

95	61.3	76.8	78.6	78.9	83.2	89.5	73.6	89.9
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**CHEMISTRY PRE-AP**

96	52.4	68.2	77.0	78.5	47.9	82.3	69.5	93.7
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**ENGLISH I**

2	*	*	*	*	*	*	53.2	*
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**ENGLISH I PRE-AP**

95	74.5	76.8	76.0	75.9	76.8	78.9	75.7	90.5
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**ENGLISH II PRE-AP**

95	62.5	72.6	81.7	83.4	61.1	96.8	80.1	93.0
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**ALGEBRA I**

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**ALGEBRA I PRE-AP**

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**ALGEBRA II PRE-AP**

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**ASTRONOMY**

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**BIOLOGY**

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**BIOLOGY PRE-AP**

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**CHEMISTRY PRE-AP**

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**ENGLISH I**

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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

**ENVIRONMENTAL SYSTEMS**

19	61.4	76.4	75.8	75.8	73.7	73.7	68.7	89.3
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**GEOMETRY**

1	*	*	*	*	*		52.5	*
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**GEOMETRY PRE-AP**

56	49.9	70.0	76.1	77.1	57.1	73.2	67.4	90.9
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**GOVERNMENT**

75	59.1	73.3	81.9	83.4	61.3	93.3	59.3	88.6
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**HS HEALTH EDUCATION**

45	69.3	79.5	89.5	91.3	95.6	100.0	73.7	91.9
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**HS VARSITY BAND**

2	*	*	*	*	*	*	70.9	*
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**PHYSICS**

31	56.9	74.1	74.4	74.5	67.7	61.3	54.4	85.7
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**SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS**

28	65.3	79.2	82.9	83.5	89.3	96.4	69.4	90.0
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**SPANISH I**

27	68.7	79.1	88.9	90.6	81.5	92.6	76.1	90.2
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**SPANISH II**

41	59.5	74.2	86.0	88.1	63.4	92.7	76.3	91.1
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**STUDIO ART I**

78	64.3	79.4	85.7	86.8	88.5	91.0	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

**ENVIRONMENTAL SYSTEMS**

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**GEOMETRY**

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**GEOMETRY PRE-AP**

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**GOVERNMENT**

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**HS HEALTH EDUCATION**

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**HS VARSITY BAND**

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**PHYSICS**

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**SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS**

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**SPANISH I**

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**SPANISH II**

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**STUDIO ART I**

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**SEMESTER 1 TESTS**

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

**U.S. HISTORY**

96	63.6	74.0	82.3	83.7	67.7	97.9	63.8	88.5
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**WORLD HISTORY**

1	*	*	*	*	*	*	51.6	*
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**WORLD HISTORY PRE-AP**

95	61.5	76.0	80.6	81.4	72.6	88.4	76.6	93.5
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**SEMESTER 2 TESTS**

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

**U.S. HISTORY**

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**WORLD HISTORY**

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**WORLD HISTORY PRE-AP**

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Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK*	N	Mean	% at BMRK
SAT	Reading & Writing	2017-18		84.1													7,116	468	41.8
		2018-19	50.0	87.2	1	*	*				1	*	*				7,714	463	39.1
		2019-20	100.0	84.8	72	459	34.7	14	432	28.6	53	463	37.7	4	*	*	7,428	466	39.8
	Mathematics	2017-18		84.1													7,116	463	20.7
		2018-19	50.0	87.2	1	*	*				1	*	*				7,714	461	19.7
		2019-20	100.0	84.8	72	450	11.1	14	417	0.0	53	458	13.2	4	*	*	7,428	461	21.7
ACT	English	2017-18		82.3													6,959	15	26.5
		2018-19		82.5													7,297	15	27.0
		2019-20	95.8	81.2	69	14	14.5	11	16	27.3	53	14	11.3	4	*	*	7,116	15	28.9
	Mathematics	2017-18		82.3													6,959	17	14.8
		2018-19		82.5													7,297	18	19.2
		2019-20	95.8	81.2	69	16	2.9	11	16	0.0	53	16	1.9	4	*	*	7,116	17	14.3
	Reading	2017-18		82.3													6,959	17	19.0
		2018-19		82.5													7,297	17	21.0
		2019-20	95.8	81.2	69	15	5.8	11	15	18.2	53	15	1.9	4	*	*	7,116	16	18.4
	Science	2017-18		82.3													6,959	17	12.9
		2018-19		82.5													7,297	17	14.5
		2019-20	95.8	81.2	69	16	5.8	11	17	9.1	53	16	3.8	4	*	*	7,116	17	13.8
	Composite	2017-18		82.3			-										6,959	17	-
		2018-19		82.5			-										7,297	17	-
		2019-20	95.8	81.2	69	16	-	11	16	-	53	15	-	4	*	-	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	9	486	88.9	0			8	485	87.5	1	*	*	0			1,836	466	72.5
		2018	14	437	71.4	1	*	*	10	411	60.0	2	*	*	1	*	*	2,063	473	74.2
		2019	20	460	65.0	3	*	*	16	448	62.5	0			0			2,013	463	69.8
	Mathematics	2017	9	474	77.8	0			8	479	87.5	1	*	*	0			1,836	467	59.8
		2018	14	467	71.4	1	*	*	10	456	70.0	2	*	*	1	*	*	2,063	477	64.0
		2019	20	452	65.0	3	*	*	16	443	62.5	0			0			2,013	460	62.6
10	Reading & Writing	2017	104	422	46.2	20	400	30.0	69	422	46.4	11	469	72.7	1	*	*	8,857	417	39.0
		2018	108	399	36.1	21	404	38.1	79	397	35.4	7	423	42.9	0			8,620	418	41.8
		2019	91	416	40.7	16	404	37.5	71	418	42.3	2	*	*	0			8,689	414	38.2
	Mathematics	2017	104	441	27.9	20	428	20.0	69	446	31.9	11	446	27.3	1	*	*	8,857	428	22.1
		2018	108	418	18.5	21	414	14.3	79	418	19.0	7	437	28.6	0			8,620	426	25.3
		2019	91	428	22.0	16	416	18.8	71	430	22.5	2	*	*	0			8,689	426	20.7
11	Reading & Writing	2017															2,095	508	67.6	
		2018	1	*	*	0			0			1	*	*	0			1,921	501	64.3
		2019	2	*	*	0			2	*	*	0			0			2,726	482	56.3
	Mathematics	2017																2,095	504	44.4
		2018	1	*	*	0			0			1	*	*	0			1,921	497	42.6
		2019	2	*	*	0			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**

<b>56</b>	16,384	<b>2.3</b>	2.2	<b>22</b>	<b>39.3</b>	37.1
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**Environmental Science**

<b>37</b>	864	<b>1.5</b>	2.0	<b>3</b>	<b>8.1</b>	27.4
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**Spanish Language and Culture**

<b>19</b>	905	<b>4.1</b>	3.9	<b>19</b>	<b>100.0</b>	90.1
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