



# EMMETT J. CONRAD GLOBAL STUDIES H-TECH AT RICHLAND 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 demoninator, Grade 12 “Enrollment” as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for “Percent Tested” is grade-level enrollment as reported in Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year (through July) at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT’s college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.
- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.
- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.
- 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	122
10	116
11	105
12	88
ALL	431

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	99	23.0		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	3	0.7		
Hispanic	243	56.4		
White	16	3.7		
Multiple	8	1.9		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

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

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	256	59.4
Economically disadvantaged	412	95.6
Limited English proficient (LEP)	180	41.8
Special education	11	2.6
Talented and Gifted (TAG)	88	20.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	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
	2020	122	30	24.6	0	0.0	1	0.8	67	54.9	5	4.1	1	0.8
10	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
	2020	116	23	19.8	0	0.0	1	0.9	68	58.6	3	2.6	3	2.6
11	2018													
	2019	100	31	31.0	0	0.0	10	10.0	52	52.0	5	5.0	2	2.0
	2020	105	21	20.0	0	0.0	1	1.0	60	57.1	4	3.8	2	1.9
12	2018													
	2019													
	2020	88	25	28.4	0	0.0	0	0.0	48	54.5	4	4.5	2	2.3
9-12	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
	2020	431	99	23.0	0	0.0	3	0.7	243	56.4	16	3.7	8	1.9

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	2018	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
	2020	122	120	98.4	65	53.3	5	4.1	87	71.3	25	20.5	11	9.0	39.3	60.7	0.0
10	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
	2020	116	107	92.2	60	51.7	2	1.7	77	66.4	19	16.4	4	3.4	52.6	47.4	0.0
11	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
	2020	105	100	95.2	48	45.7	3	2.9	58	55.2	24	22.9	1	1.0	49.5	50.5	0.0
12	2018																
	2019																
	2020	88	85	96.6	7	8.0	1	1.1	34	38.6	20	22.7	0	0.0	45.5	54.5	0.0
9-12	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
	2020	431	412	95.6	180	41.8	11	2.6	256	59.4	88	20.4	16	3.7	46.6	53.4	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	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	125	96.5	12,437	92.2	0	0.0	11.5	119	8,723	91.8	64.7
	2020	124	13,875	121	97.2	12,839	92.5	0	0.0	9.0	122	10,020	98.4	72.2
10	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	112	97.0	11,175	93.0	0	0.0	7.3	108	7,845	93.2	65.3
	2020	116	12,465	112	96.4	11,629	93.3	0	0.0	5.4	117	8,835	100.0	70.9
11	2018		9,131			8,661	94.9			12.0		8,132		89.1
	2019	100	10,324	98	97.9	9,693	93.9	0	0.0	4.8	98	7,071	97.9	68.5
	2020	106	10,440	105	98.8	9,830	94.2	0	0.0	4.1	104	7,647	97.9	73.2
12	2018		8,756			8,306	94.9			5.8		7,772		88.8
	2019		10,368			9,771	94.2			3.3		7,151		69.0
	2020	74	10,322	74	100.0	9,699	94.0	0	0.0	3.4	33	7,820	44.7	75.8
9-12	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	336	97.1	43,077	93.2	0	0.0	7.1	325	30,790	94.0	66.7
	2020	420	47,101	412	97.9	43,997	93.4	0	0.0	5.8	376	34,322	89.4	72.9

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (65)	Beginning	0	0.0	10	26.3	2	3.4	1	1.6	0	0.0
	Intermediate	9	23.7	21	55.3	17	29.3	7	10.9	13	40.6
	Advanced	13	34.2	7	18.4	27	46.6	19	29.7	16	50.0
	Advanced High	16	42.1	0	0.0	12	20.7	37	57.8	3	9.4
10 (63)	Beginning	0	0.0	13	27.7	1	2.1	0	0.0	0	0.0
	Intermediate	8	17.0	22	46.8	6	12.8	10	16.7	10	29.4
	Advanced	13	27.7	11	23.4	23	48.9	18	30.0	17	50.0
	Advanced High	26	55.3	1	2.1	17	36.2	32	53.3	7	20.6
11 (46)	Beginning	0	0.0	1	4.3	0	0.0	1	2.2	0	0.0
	Intermediate	1	4.3	10	43.5	0	0.0	0	0.0	0	0.0
	Advanced	5	21.7	11	47.8	7	33.3	9	20.0	6	60.0
	Advanced High	17	73.9	1	4.3	14	66.7	35	77.8	4	40.0
ALL (179)	Beginning	0	0.0	24	21.4	3	2.3	2	1.1	0	0.0
	Intermediate	19	17.0	55	49.1	23	18.0	18	10.3	23	29.9
	Advanced	32	28.6	31	27.7	58	45.3	46	26.4	39	50.6
	Advanced High	61	54.5	2	1.8	44	34.4	108	62.1	15	19.5

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
57 3 (5.3%)	Beginning	0			
	Intermediate	0	13		
	Advanced	0	0	13	
	Advanced High	0	0	3	
58 15 (25.9%)	Beginning	0			
	Intermediate	2	8		
	Advanced	4	2	11	
	Advanced High	1	0	6	
43 5 (11.6%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	5	
	Advanced High	1	1	2	
160 23 (14.4%)	Beginning	0			
	Intermediate	2	21		
	Advanced	4	3	29	
	Advanced High	2	1	11	

 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 PRE-AP**

78	75.5	81.6	88.1	89.2	84.6	98.7	76.4	94.0
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**ALGEBRA II PRE-AP**

120	57.8	74.7	80.6	81.6	70.0	99.2	69.4	90.9
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**BIOLOGY PRE-AP**

122	72.0	83.2	84.3	84.4	94.3	95.1	73.6	89.9
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**CHEMISTRY**

3	*	*	*	*	*	*	41.6	*
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**CHEMISTRY PRE-AP**

119	59.6	73.1	81.5	82.9	60.5	95.0	69.5	93.7
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**ECONOMICS**

7	54.3	68.8	79.1	81.0	57.1	100.0	74.4	91.3
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**ENGLISH I PRE-AP**

118	74.6	76.9	85.5	87.0	77.1	100.0	75.7	90.5
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**ENGLISH II ESOL INTERMEDIATE**

1	*	*	*	*	*	*	48.6	*
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**ENGLISH II PRE-AP**

121	64.9	74.3	83.4	85.0	71.1	96.7	80.1	93.0
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**ENGLISH IV**

83	70.9	82.5	82.2	82.2	94.0	98.8	70.1	91.0
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**ALGEBRA I PRE-AP**

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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 PRE-AP**

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**ENGLISH II ESOL INTERMEDIATE**

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**ENGLISH II PRE-AP**

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**ENGLISH IV**

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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**

7	73.2	83.6	85.7	86.1	85.7	100.0	68.7	89.3
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**FRENCH I**

19	64.3	75.1	81.8	83.0	78.9	89.5	69.2	83.9
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**FRENCH II**

14	66.4	73.5	84.0	85.9	71.4	100.0	66.7	87.5
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**GEOMETRY PRE-AP**

68	61.9	77.2	84.3	85.6	69.1	100.0	67.4	90.9
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**GOVERNMENT**

12	56.8	71.8	82.7	84.6	75.0	100.0	59.3	88.6
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**HS HEALTH EDUCATION**

52	69.3	79.5	91.4	93.5	86.5	100.0	73.7	91.9
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**HS VARSITY BAND**

6	73.7	85.9	95.3	97.0	100.0	100.0	70.9	92.0
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**PHYSICS PRE-AP**

63	64.2	77.2	84.0	85.2	77.8	100.0	65.4	95.2
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**SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS**

24	63.8	78.3	85.2	86.3	87.5	95.8	69.4	90.0
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**SPANISH I**

36	63.2	75.5	84.1	85.6	77.8	97.2	76.1	90.2
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**SPANISH II**

32	65.9	78.3	88.7	90.5	75.0	100.0	76.3	91.1
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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

**ENVIRONMENTAL SYSTEMS**

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**FRENCH I**

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**FRENCH II**

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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 PRE-AP**

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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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**SEMESTER 1 TESTS**

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

**STUDIO ART I**

45	73.6	84.7	91.1	92.2	93.3	100.0	77.9	92.3
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**U.S. HISTORY**

40	66.6	76.1	83.9	85.2	80.0	100.0	63.8	88.5
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**WORLD GEOGRAPHY PRE-AP**

121	65.8	76.6	85.0	86.5	77.7	99.2	75.2	94.5
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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

**STUDIO ART I**

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**U.S. HISTORY**

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**WORLD GEOGRAPHY 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		87.2													7,714	463	39.1
		2019-20	98.9	84.8	87	512	65.5	25	495	56.0	48	518	66.7	3	*	*	7,428	466	39.8
	Mathematics	2017-18		84.1													7,116	463	20.7
		2018-19		87.2													7,714	461	19.7
		2019-20	98.9	84.8	87	501	36.8	25	476	24.0	48	517	45.8	3	*	*	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	98.9	81.2	87	18	47.1	25	17	44.0	48	18	45.8	3	*	*	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	98.9	81.2	87	19	24.1	25	17	12.0	48	19	27.1	3	*	*	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	98.9	81.2	87	19	26.4	25	18	16.0	48	19	31.3	3	*	*	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	98.9	81.2	87	19	19.5	25	18	12.0	48	19	25.0	3	*	*	7,116	17	13.8
	Composite	2017-18		82.3			-						-				6,959	17	-
		2018-19		82.5			-						-				7,297	17	-
		2019-20	98.9	81.2	87	19	-	25	18	-	48	19	-	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	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
		2019	26	468	84.6	4	*	*	18	477	88.9	0			4	*	*	2,013	463	69.8
	Mathematics	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
		2019	26	460	76.9	4	*	*	18	459	77.8	0			4	*	*	2,013	460	62.6
10	Reading & Writing	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
		2019	119	432	51.3	24	428	45.8	65	436	53.8	3	*	*	23	423	48.1	8,689	414	38.2
	Mathematics	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
		2019	119	438	27.7	24	425	20.8	65	448	32.3	3	*	*	23	422	25.9	8,689	426	20.7
11	Reading & Writing	2017															2,095	508	67.6	
		2018	31	576	93.5	5	*	*	19	581	94.7	3	*	*	3	*	*	1,921	501	64.3
		2019	15	594	100.0	4	*	*	9	574	100.0	1	*	*	0			2,726	482	56.3
	Mathematics	2017																2,095	504	44.4
		2018	31	553	67.7	5	*	*	19	556	73.7	3	*	*	3	*	*	1,921	497	42.6
		2019	15	536	80.0	4	*	*	9	537	77.8	1	*	*	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**

150	16,384	1.4	2.2	7	4.7	37.1
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**English Literature and Composition**

17	1,334	1.6	2.0	1	5.9	27.3
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**United States History**

23	1,519	1.2	1.7	1	4.3	21.0
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**Biology**

11	663	1.5	2.4	1	9.1	43.9
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**Macroeconomics**

38	590	1.2	2.0	1	2.6	29.3
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**World History**

38	1,511	1.5	2.0	2	5.3	28.7
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**Chemistry**

2	239	*	2.0	*	*	30.5
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**United States Government and Politics**

21	893	1.3	1.8	1	4.8	23.1
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