



School Number 85

**KATHLYN J. GILLIAM**  
**COLLEGIATE ACADEMY**

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## **2020-21 DATA PACKET INFORMATION**

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

## **2019-20 SCHOOL SUMMARY**

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

## **ENROLLMENT**

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- “New” students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2018-19 and 2019-20.

## **ATTENDANCE Through March 13, 2020**

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- “Average daily membership” is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

## **TEACHERS**

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

## **TELPAS Administered On Or Before March 13, 2020**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

## **DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

**COLLEGE READINESS**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as denominator, Grade 12 “Enrollment” as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for “Percent Tested” is grade-level enrollment as reported in Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year (through July) at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT’s college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.
- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.
- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.
- AP scores range from 1 to 5. A 3 is a “qualifying score”. Scores from May 2020 online administration only. Make-up scores were not available at time of publication.

**STUDENT ENROLLMENT**

Grade	Enrollment
9	107
10	95
11	97
12	69
ALL	368

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	168	45.7	12	60.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	191	51.9	5	25.0
White	2	0.5	3	15.0
Multiple	7	1.9	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	154	41.8
Economically disadvantaged	297	80.7
Limited English proficient (LEP)	94	25.5
Special education	2	0.5
Talented and Gifted (TAG)	110	29.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	99	52	52.5	0	0.0	0	0.0	43	43.4	1	1.0	3	3.0
	2019	103	55	53.4	0	0.0	0	0.0	45	43.7	2	1.9	1	1.0
	2020	107	48	44.9	0	0.0	0	0.0	58	54.2	0	0.0	1	0.9
10	2018	82	31	37.8	0	0.0	0	0.0	49	59.8	0	0.0	2	2.4
	2019	110	57	51.8	0	0.0	0	0.0	50	45.5	1	0.9	2	1.8
	2020	95	47	49.5	0	0.0	0	0.0	44	46.3	1	1.1	3	3.2
11	2018	81	35	43.2	0	0.0	1	1.2	44	54.3	1	1.2	0	0.0
	2019	78	30	38.5	0	0.0	0	0.0	47	60.3	0	0.0	1	1.3
	2020	97	48	49.5	0	0.0	0	0.0	46	47.4	1	1.0	2	2.1
12	2018	80	44	55.0	0	0.0	0	0.0	36	45.0	0	0.0	0	0.0
	2019	79	34	43.0	0	0.0	1	1.3	43	54.4	1	1.3	0	0.0
	2020	69	25	36.2	0	0.0	0	0.0	43	62.3	0	0.0	1	1.4
9-12	2018	342	162	47.4	0	0.0	1	0.3	172	50.3	2	0.6	5	1.5
	2019	370	176	47.6	0	0.0	1	0.3	185	50.0	4	1.1	4	1.1
	2020	368	168	45.7	0	0.0	0	0.0	191	51.9	2	0.5	7	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	99	82	82.8	18	18.2	0	0.0	36	36.4	32	32.3	32	32.3	28.3	71.7	0.0
	2019	103	84	81.6	30	29.1	0	0.0	56	54.4	22	21.4	24	23.3	43.7	56.3	0.0
	2020	107	96	89.7	35	32.7	1	0.9	50	46.7	28	26.2	28	26.2	43.0	57.0	1.9
10	2018	82	66	80.5	26	31.7	1	1.2	44	53.7	25	30.5	1	1.2	37.8	62.2	0.0
	2019	110	79	71.8	23	20.9	0	0.0	29	26.4	33	30.0	8	7.3	30.9	69.1	0.0
	2020	95	76	80.0	21	22.1	0	0.0	37	38.9	22	23.2	1	1.1	44.2	55.8	0.0
11	2018	81	71	87.7	8	9.9	0	0.0	22	27.2	25	30.9	0	0.0	30.9	69.1	0.0
	2019	78	66	84.6	25	32.1	1	1.3	31	39.7	17	21.8	1	1.3	38.5	61.5	0.0
	2020	97	69	71.1	16	16.5	0	0.0	33	34.0	39	40.2	2	2.1	32.0	68.0	0.0
12	2018	80	59	73.8	7	8.8	0	0.0	24	30.0	11	13.8	0	0.0	42.5	57.5	0.0
	2019	79	65	82.3	8	10.1	0	0.0	13	16.5	19	24.1	0	0.0	30.4	69.6	0.0
	2020	69	56	81.2	22	31.9	1	1.4	34	49.3	21	30.4	0	0.0	36.2	63.8	0.0
9-12	2018	342	278	81.3	59	17.3	1	0.3	126	36.8	93	27.2	33	9.6	34.5	65.5	0.0
	2019	370	294	79.5	86	23.2	1	0.3	129	34.9	91	24.6	33	8.9	35.9	64.1	0.0
	2020	368	297	80.7	94	25.5	2	0.5	154	41.8	110	29.9	31	8.4	39.1	60.9	0.5



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	99	11,716	98	98.1	10,961	93.6	2	2.0	22.9	96	9,718	96.5	82.9
	2019	104	13,484	102	97.9	12,437	92.2	0	0.0	11.5	102	8,723	98.3	64.7
	2020	109	13,875	106	97.7	12,839	92.5	0	0.0	9.0	103	10,020	94.7	72.2
10	2018	84	10,382	82	98.0	9,791	94.3	0	0.0	16.5	82	8,886	98.1	85.6
	2019	109	12,020	106	97.5	11,175	93.0	0	0.0	7.3	106	7,845	97.4	65.3
	2020	97	12,465	94	97.1	11,629	93.3	0	0.0	5.4	93	8,835	96.1	70.9
11	2018	81	9,131	79	97.2	8,661	94.9	0	0.0	12.0	83	8,132	100.0	89.1
	2019	78	10,324	76	97.1	9,693	93.9	0	0.0	4.8	77	7,071	98.5	68.5
	2020	98	10,440	96	97.9	9,830	94.2	0	0.0	4.1	97	7,647	99.3	73.2
12	2018	81	8,756	78	96.8	8,306	94.9	0	0.0	5.8	75	7,772	93.0	88.8
	2019	79	10,368	76	97.3	9,771	94.2	0	0.0	3.3	79	7,151	100.0	69.0
	2020	69	10,322	67	97.2	9,699	94.0	0	0.0	3.4	69	7,820	100.0	75.8
9-12	2018	345	39,984	337	97.6	37,719	94.3	2	0.6	15.0	336	34,508	97.4	86.3
	2019	369	46,196	360	97.5	43,077	93.2	0	0.0	7.1	364	30,790	98.5	66.7
	2020	372	47,101	363	97.5	43,997	93.4	0	0.0	5.8	362	34,322	97.3	72.9

Teachers: 20

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	12	60.0
Hispanic	5	25.0
White	3	15.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	8	40.0
Male	12	60.0

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	7.8	65.0
2018-19	8.4	75.0
2019-20	5.4	90.0

**YEARS EXPERIENCE**


Years	Number	Percentage
Beginning (0)	0	0.0
1	1	5.0
2	0	0.0
3	0	0.0
4	1	5.0
5	1	5.0
1-3	1	5.0
More than 3	19	95.0
1 - 5	3	15.0
6 - 10	7	35.0
11 - 20	6	30.0
More than 20	4	20.0

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (35)	Beginning	0	0.0	6	17.1	0	0.0	0	0.0	0	0.0
	Intermediate	3	8.6	14	40.0	8	36.4	0	0.0	5	22.7
	Advanced	11	31.4	14	40.0	10	45.5	10	28.6	12	54.5
	Advanced High	21	60.0	1	2.9	4	18.2	25	71.4	5	22.7
10 (21)	Beginning	0	0.0	2	9.5	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	8	38.1	1	12.5	1	4.8	0	0.0
	Advanced	4	19.0	8	38.1	2	25.0	3	14.3	2	25.0
	Advanced High	17	81.0	3	14.3	5	62.5	17	81.0	6	75.0
11 (16)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	12.5	2	40.0	0	0.0	0	0.0
	Advanced	3	18.8	10	62.5	3	60.0	3	18.8	3	60.0
	Advanced High	13	81.3	4	25.0	0	0.0	13	81.3	2	40.0
12 (14)	Beginning	0	0.0	1	8.3	0	0.0	0	0.0	0	0.0
	Intermediate	1	8.3	5	41.7	1	50.0	5	38.5	0	0.0
	Advanced	4	33.3	5	41.7	0	0.0	2	15.4	1	100.0
	Advanced High	7	58.3	1	8.3	1	50.0	6	46.2	0	0.0
ALL (86)	Beginning	0	0.0	9	10.7	0	0.0	0	0.0	0	0.0
	Intermediate	4	4.8	29	34.5	12	32.4	6	7.1	5	13.9
	Advanced	22	26.2	37	44.0	15	40.5	18	21.2	18	50.0
	Advanced High	58	69.0	9	10.7	10	27.0	61	71.8	13	36.1

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
33 6 (18.2%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	2	10	
	Advanced High	0	0	4	
21 6 (28.6%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	6	
16 2 (12.5%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	3	
	Advanced High	0	0	2	
14 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	0	
84 14 (16.7%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	2	16	
	Advanced High	0	0	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**

69	82.5	87.8	77.1	75.2	98.6	81.2	69.0	87.3
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**ALGEBRA II**

40	59.4	74.1	86.0	88.1	67.5	100.0	58.1	86.2
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**ALGEBRA II PRE-AP (tested with 2018-2019 test)**

25	83.7	88.6	83.6	82.7	100.0	92.0	85.2	66.3
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**BIOLOGY PRE-AP**

110	57.9	74.7	79.3	80.1	71.8	88.2	73.6	89.9
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**CHEMISTRY PRE-AP**

98	67.7	78.5	84.7	85.8	88.8	96.9	69.5	93.7
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**ENGLISH I PRE-AP**

101	76.4	78.5	83.4	84.3	79.2	99.0	75.7	90.5
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**ENGLISH II PRE-AP**

103	73.5	80.6	86.9	88.0	93.2	99.0	80.1	93.0
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**ENGLISH IV**

10	58.3	75.0	90.6	93.4	70.0	100.0	70.1	91.0
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**ENVIRONMENTAL SYSTEMS**

27	72.6	83.2	88.7	89.7	96.3	100.0	68.7	89.3
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**GEOMETRY PRE-AP**

98	51.7	71.0	80.6	82.2	55.1	92.9	67.4	90.9
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**ALGEBRA I**

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**ALGEBRA II**

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

25	86.7	92.6	83.6	82.0	100.0	92.0	81.4	69.1
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**BIOLOGY PRE-AP**

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**CHEMISTRY PRE-AP**

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**ENGLISH I PRE-AP**

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**ENGLISH II PRE-AP**

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**ENGLISH IV**

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**ENVIRONMENTAL SYSTEMS**

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**GEOMETRY PRE-AP**

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**SEMESTER 1 TESTS**

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

**PHYSICS PRE-AP**

79	71.3	81.7	82.1	82.2	93.7	100.0	65.4	95.2
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**PRE-CALCULUS PRE-AP**

22	83.9	89.7	88.0	87.7	100.0	100.0	73.5	95.7
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**SPANISH I**

79	80.6	87.0	88.8	89.1	98.7	100.0	76.1	90.2
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**SPANISH II**

69	72.3	82.3	87.8	88.7	91.3	98.6	76.3	91.1
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**STUDIO ART I**

82	63.5	79.0	85.0	86.0	91.5	95.1	77.9	92.3
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**WORLD GEOGRAPHY PRE-AP**

109	65.3	76.3	80.9	81.7	78.9	93.6	75.2	94.5
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**WORLD HISTORY PRE-AP**

98	66.3	79.0	82.4	83.0	93.9	98.0	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

**PHYSICS PRE-AP**

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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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**WORLD GEOGRAPHY PRE-AP**

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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	82.5	84.1	66	491	53.0	38	496	52.6	28	484	53.6				7,116	468	41.8
		2018-19	100.0	87.2	79	509	67.1	34	513	67.6	43	504	65.1	1	*	*	7,714	463	39.1
		2019-20	100.0	84.8	69	492	62.3	25	497	60.0	43	488	62.8				7,428	466	39.8
	Mathematics	2017-18	82.5	84.1	66	485	21.2	38	480	21.1	28	493	21.4				7,116	463	20.7
		2018-19	100.0	87.2	79	497	34.2	34	487	32.4	43	508	37.2	1	*	*	7,714	461	19.7
		2019-20	100.0	84.8	69	497	30.4	25	489	32.0	43	501	30.2				7,428	461	21.7
ACT	English	2017-18	82.5	82.3	66	16	27.3	38	16	23.7	28	16	32.1				6,959	15	26.5
		2018-19	93.7	82.5	74	18	56.8	31	18	58.1	41	18	53.7	1	*	*	7,297	15	27.0
		2019-20	98.6	81.2	68	16	36.8	24	18	62.5	43	15	23.3				7,116	15	28.9
	Mathematics	2017-18	82.5	82.3	66	18	15.2	38	17	10.5	28	18	21.4				6,959	17	14.8
		2018-19	93.7	82.5	74	19	27.0	31	19	22.6	41	20	31.7	1	*	*	7,297	18	19.2
		2019-20	98.6	81.2	68	18	23.5	24	19	29.2	43	18	18.6				7,116	17	14.3
	Reading	2017-18	82.5	82.3	66	18	13.6	38	18	15.8	28	18	10.7				6,959	17	19.0
		2018-19	93.7	82.5	74	20	37.8	31	20	32.3	41	20	39.0	1	*	*	7,297	17	21.0
		2019-20	98.6	81.2	68	18	26.5	24	19	29.2	43	18	25.6				7,116	16	18.4
	Science	2017-18	82.5	82.3	66	18	6.1	38	17	5.3	28	18	7.1				6,959	17	12.9
		2018-19	93.7	82.5	74	19	16.2	31	19	6.5	41	19	22.0	1	*	*	7,297	17	14.5
		2019-20	98.6	81.2	68	18	14.7	24	18	20.8	43	18	11.6				7,116	17	13.8
	Composite	2017-18	82.5	82.3	66	17	–	38	17	–	28	18	–				6,959	17	–
		2018-19	93.7	82.5	74	19	–	31	19	–	41	19	–	1	*	–	7,297	17	–
		2019-20	98.6	81.2	68	18	–	24	18	–	43	17	–				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	16	466	87.5	10	441	80.0	6	508	100.0	0		0		1,836	466	72.5		
		2018	14	461	78.6	4	*	*	9	460	77.8	0		0		2,063	473	74.2		
		2019	14	454	71.4	6	432	50.0	8	471	87.5	0		0		2,013	463	69.8		
	Mathematics	2017	16	453	50.0	10	446	50.0	6	463	50.0	0		0		1,836	467	59.8		
		2018	14	458	71.4	4	*	*	9	467	88.9	0		0		2,063	477	64.0		
		2019	14	445	64.3	6	423	66.7	8	461	62.5	0		0		2,013	460	62.6		
10	Reading & Writing	2017	82	448	64.6	33	447	66.7	47	447	61.7	0		0		8,857	417	39.0		
		2018	108	468	69.4	57	458	61.4	47	481	78.7	1	*	*	0		8,620	418	41.8	
		2019	96	440	56.3	48	435	52.1	44	442	59.1	1	*	*	0		8,689	414	38.2	
	Mathematics	2017	82	469	41.5	33	458	36.4	47	478	46.8	0		0		8,857	428	22.1		
		2018	108	466	42.6	57	453	35.1	47	484	51.1	1	*	*	0		8,620	426	25.3	
		2019	96	428	16.7	48	426	14.6	44	425	18.2	1	*	*	0		8,689	426	20.7	
11	Reading & Writing	2017	1	*	*	1	*	*	0			0		0		2,095	508	67.6		
		2018	2	*	*	1	*	*	1	*	*	0		0		1,921	501	64.3		
		2019	16	567	93.8	6	548	100.0	10	578	90.0	0		0		2,726	482	56.3		
	Mathematics	2017	1	*	*	1	*	*	0			0		0		2,095	504	44.4		
		2018	2	*	*	1	*	*	1	*	*	0		0		1,921	497	42.6		
		2019	16	523	68.8	6	508	66.7	10	531	70.0	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**

62	16,384	2.4	2.2	28	45.2	37.1
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**Calculus AB**

24	665	2.4	2.6	10	41.7	43.3
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**Calculus BC**

14	297	3.2	3.8	10	71.4	81.5
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**English Language and Composition**

8	1,472	1.4	2.0	0	0.0	27.1
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**Studio Art: 2-D Design Portfolio**

10	186	3.1	3.0	8	80.0	73.7
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**United States History**

6	1,519	1.0	1.7	0	0.0	21.0
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