Campus Data Packet for 2020-21 planning

DALLAS INDEPENDENT SCHOOL DISTRICT

School Number 5

MOISES E. MOLINA HIGH SCHOOL

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

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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.
- 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 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 schoool 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	630
10	555
11	477
12	540
ALL	2,202

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	82	3.7	45	32.4
American Indian/Alaska Native	5	0.2	*	*
Asian/Hawaiian/Pacific Islander	6	0.3	*	*
Hispanic	2,091	95.0	42	30.2
White	13	0.6	46	33.1
Multiple	5	0.2	2	1.4
Other* (teachers only)	—	—	4	2.9
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	1,544	70.1
Economically disadvantaged	1,916	87.0
Limited English proficient (LEP)	797	36.2
Special education	192	8.7
Talented and Gifted (TAG)	223	10.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	565	23	4.1	1	0.2	1	0.2	533	94.3	5	0.9	2	0.4
	2019	623	24	3.9	0	0.0	1	0.2	594	95.3	3	0.5	1	0.2
	2020	630	34	5.4	2	0.3	2	0.3	587	93.2	3	0.5	2	0.3
10	2018	551	11	2.0	0	0.0	2	0.4	533	96.7	4	0.7	1	0.2
	2019	555	22	4.0	1	0.2	1	0.2	525	94.6	4	0.7	2	0.4
	2020	555	16	2.9	0	0.0	1	0.2	535	96.4	2	0.4	1	0.2
11	2018	494	11	2.2	0	0.0	1	0.2	481	97.4	1	0.2	0	0.0
	2019	509	13	2.6	1	0.2	2	0.4	488	95.9	4	0.8	1	0.2
	2020	477	18	3.8	1	0.2	1	0.2	450	94.3	5	1.0	2	0.4
12	2018	528	22	4.2	1	0.2	1	0.2	503	95.3	1	0.2	0	0.0
	2019	507	13	2.6	1	0.2	1	0.2	491	96.8	1	0.2	0	0.0
	2020	540	14	2.6	2	0.4	2	0.4	519	96.1	3	0.6	0	0.0
9-12	2018	2,138	67	3.1	2	0.1	5	0.2	2,050	95.9	11	0.5	3	0.1
	2019	2,194	72	3.3	3	0.1	5	0.2	2,098	95.6	12	0.5	4	0.2
	2020	2,202	82	3.7	5	0.2	6	0.3	2,091	95.0	13	0.6	5	0.2

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	565	544	96.3	237	41.9	57	10.1	411	72.7	49	8.7	79	14.0	52.9	47.1	2.7
	2019	623	559	89.7	300	48.2	52	8.3	450	72.2	56	9.0	118	18.9	50.2	49.8	2.6
	2020	630	577	91.6	335	53.2	62	9.8	465	73.8	58	9.2	111	17.6	52.5	47.5	7.1
10	2018	551	526	95.5	206	37.4	45	8.2	402	73.0	45	8.2	25	4.5	50.6	49.4	3.3
	2019	555	490	88.3	160	28.8	54	9.7	346	62.3	54	9.7	25	4.5	51.5	48.5	3.1
	2020	555	491	88.5	196	35.3	40	7.2	382	68.8	56	10.1	27	4.9	50.6	49.4	4.1
11	2018	494	469	94.9	98	19.8	25	5.1	302	61.1	65	13.2	17	3.4	51.2	48.8	0.0
	2019	509	435	85.5	140	27.5	36	7.1	285	56.0	61	12.0	26	5.1	51.1	48.9	0.2
	2020	477	407	85.3	111	23.3	43	9.0	323	67.7	43	9.0	22	4.6	49.9	50.1	0.4
12	2018	528	500	94.7	85	16.1	44	8.3	251	47.5	47	8.9	15	2.8	45.6	54.4	2.1
	2019	507	434	85.6	94	18.5	38	7.5	237	46.7	68	13.4	11	2.2	48.9	51.1	2.6
	2020	540	441	81.7	155	28.7	47	8.7	374	69.3	66	12.2	12	2.2	49.8	50.2	1.9
9-12	2018	2,138	2,039	95.4	626	29.3	171	8.0	1,366	63.9	206	9.6	136	6.4	50.1	49.9	2.1
	2019	2,194	1,918	87.4	694	31.6	180	8.2	1,318	60.1	239	10.9	180	8.2	50.5	49.5	2.1
	2020	2,202	1,916	87.0	797	36.2	192	8.7	1,544	70.1	223	10.1	172	7.8	50.8	49.2	3.6

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**	578	11,716	550	95.2	10,961	93.6	69	11.9	22.9	513	9,718	88.8	82.9
	2019	631	13,484	592	93.8	12,437	92.2	31	4.9	11.5	535	8,723	84.8	64.7
	2020	661	13,875	618	93.5	12,839	92.5	38	5.7	9.0	564	10,020	85.3	72.2
10	**2018**	562	10,382	535	95.2	9,791	94.3	49	8.7	16.5	513	8,886	91.3	85.6
	2019	561	12,020	527	93.8	11,175	93.0	13	2.3	7.3	477	7,845	85.0	65.3
	2020	569	12,465	535	93.9	11,629	93.3	29	5.1	5.4	497	8,835	87.3	70.9
11	**2018**	506	9,131	483	95.5	8,661	94.9	31	6.1	12.0	476	8,132	94.0	89.1
	2019	517	10,324	487	94.1	9,693	93.9	20	3.9	4.8	443	7,071	85.7	68.5
	2020	483	10,440	451	93.4	9,830	94.2	12	2.5	4.1	430	7,647	89.1	73.2
12	**2018**	541	8,756	510	94.4	8,306	94.9	6	1.1	5.8	490	7,772	90.6	88.8
	2019	514	10,368	487	94.8	9,771	94.2	13	2.5	3.3	449	7,151	87.4	69.0
	2020	544	10,322	504	92.7	9,699	94.0	37	6.8	3.4	474	7,820	87.1	75.8
9-12	**2018**	2,187	39,984	2,079	95.1	37,719	94.3	155	7.1	15.0	1,992	34,508	91.1	86.3
	2019	2,223	46,196	2,092	94.1	43,077	93.2	77	3.5	7.1	1,904	30,790	85.6	66.7
	2020	2,257	47,101	2,108	93.4	43,997	93.4	116	5.1	5.8	1,965	34,322	87.1	72.9

Teachers: 139

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	45	32.4
Hispanic	42	30.2
White	46	33.1
Multiple	2	1.4
Other	4	2.9

Gender	Number	Percentage
Female	83	59.7
Male	56	40.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.0	68.4
2018-19	7.6	81.4
2019-20	5.5	77.9

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	8	5.8
1	5	3.6
2	11	7.9
3	18	12.9
4	16	11.5
5	12	8.6
1-3	34	24.5
More than 3	97	69.8
1 - 5	62	44.6
6 - 10	27	19.4
11 - 20	33	23.7
More than 20	9	6.5

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (245)	Beginning	20	9.4	76	35.8	4	4.3	18	8.5	0	0.0
	Intermediate	35	16.5	75	35.4	23	24.7	65	30.8	19	31.7
	Advanced	74	34.9	57	26.9	38	40.9	65	30.8	25	41.7
	Advanced High	83	39.2	4	1.9	28	30.1	63	29.9	16	26.7
10 (170)	Beginning	12	7.4	68	41.7	4	15.4	17	10.3	2	9.1
	Intermediate	55	33.7	47	28.8	4	15.4	80	48.5	12	54.5
	Advanced	57	35.0	43	26.4	10	38.5	44	26.7	5	22.7
	Advanced High	39	23.9	5	3.1	8	30.8	24	14.5	3	13.6
11 (100)	Beginning	6	6.3	38	39.6	1	5.3	8	9.2	1	7.1
	Intermediate	24	25.0	34	35.4	3	15.8	33	37.9	6	42.9
	Advanced	44	45.8	21	21.9	8	42.1	29	33.3	6	42.9
	Advanced High	22	22.9	3	3.1	7	36.8	17	19.5	1	7.1
12 (136)	Beginning	6	4.6	57	43.8	0	0.0	10	7.6	0	0.0
	Intermediate	43	33.1	37	28.5	3	7.7	60	45.8	14	41.2
	Advanced	43	33.1	34	26.2	7	17.9	38	29.0	15	44.1
	Advanced High	38	29.2	2	1.5	29	74.4	23	17.6	5	14.7
ALL (651)	Beginning	44	7.3	239	39.8	9	5.1	53	8.9	3	2.3
	Intermediate	157	26.1	193	32.1	33	18.6	238	40.1	51	39.2
	Advanced	218	36.3	155	25.8	63	35.6	176	29.6	51	39.2
	Advanced High	182	30.3	14	2.3	72	40.7	127	21.4	25	19.2

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
227 / 20 (8.8%)	Beginning	0			
	Intermediate	0	19		
	Advanced	0	4	21	
	Advanced High	0	0	16	
162 / 5 (3.1%)	Beginning	2			
	Intermediate	2	9		
	Advanced	0	1	4	
	Advanced High	0	0	2	
94 / 4 (4.3%)	Beginning	1			
	Intermediate	0	6		
	Advanced	0	3	3	
	Advanced High	0	1	0	
133 / 10 (7.5%)	Beginning	0			
	Intermediate	1	13		
	Advanced	0	5	10	
	Advanced High	0	0	4	
616 / 39 (6.3%)	Beginning	3			
	Intermediate	3	47		
	Advanced	0	13	38	
	Advanced High	0	1	22	

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

| 511 | 79.0 | 85.3 | 80.6 | 79.8 | 90.2 | 89.8 | 69.0 | 87.3 |

ALGEBRA I

ALGEBRA II

| 246 | 66.6 | 78.7 | 79.9 | 80.2 | 78.0 | 90.2 | 58.1 | 86.2 |

ALGEBRA II

ALGEBRA II PRE-AP

| 263 | 66.1 | 79.6 | 84.5 | 85.3 | 88.6 | 96.6 | 69.4 | 90.9 |

ALGEBRA II PRE-AP

BIOLOGY

| 399 | 52.5 | 75.9 | 75.1 | 75.0 | 76.4 | 84.2 | 64.3 | 84.8 |

BIOLOGY

BIOLOGY PRE-AP

| 184 | 53.6 | 72.2 | 75.5 | 76.1 | 65.2 | 87.0 | 73.6 | 89.9 |

BIOLOGY PRE-AP

CHEMISTRY

| 365 | 40.0 | 67.3 | 76.4 | 78.0 | 35.1 | 86.8 | 41.6 | 80.1 |

CHEMISTRY

CHEMISTRY PRE-AP

| 227 | 59.0 | 72.7 | 80.7 | 82.1 | 65.2 | 94.3 | 69.5 | 93.7 |

CHEMISTRY PRE-AP

ECONOMICS

| 145 | 61.8 | 73.9 | 78.7 | 79.6 | 68.3 | 91.7 | 74.4 | 91.3 |

ECONOMICS

ENGLISH I

| 392 | 58.8 | 71.3 | 74.4 | 74.9 | 57.7 | 80.1 | 53.2 | 83.0 |

ENGLISH I

ENGLISH I ESOL BEGINNER

| 32 | 45.8 | 69.9 | 82.3 | 84.4 | 53.1 | 100.0 | 39.0 | 84.2 |

ENGLISH I ESOL BEGINNER

SEMESTER 1 TESTS

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

ENGLISH I PRE-AP

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
181	72.3	74.8	80.9	82.0	68.0	95.6	75.7	90.5

ENGLISH II

| 346 | 59.9 | 74.9 | 79.2 | 79.9 | 70.2 | 87.6 | 62.4 | 84.9 |

ENGLISH II ESOL INTERMEDIATE

| 14 | 45.2 | 70.1 | 80.6 | 82.5 | 42.9 | 100.0 | 48.6 | 90.9 |

ENGLISH II PRE-AP

| 223 | 64.9 | 74.3 | 78.1 | 78.8 | 71.7 | 87.9 | 80.1 | 93.0 |

ENGLISH III

| 352 | 57.7 | 73.6 | 77.0 | 77.6 | 66.8 | 81.8 | 59.1 | 81.6 |

ENGLISH IV

| 418 | 54.0 | 72.4 | 79.6 | 80.9 | 61.2 | 88.8 | 70.1 | 91.0 |

ENVIRONMENTAL SYSTEMS

| 101 | 60.5 | 75.8 | 83.8 | 85.2 | 71.3 | 97.0 | 68.7 | 89.3 |

GEOMETRY

| 282 | 41.6 | 69.8 | 77.3 | 78.7 | 47.5 | 85.8 | 52.5 | 83.3 |

GEOMETRY PRE-AP

| 209 | 55.0 | 73.0 | 80.9 | 82.3 | 61.2 | 91.9 | 67.4 | 90.9 |

GOVERNMENT

| 260 | 58.1 | 72.6 | 84.7 | 86.8 | 63.5 | 98.5 | 59.3 | 88.6 |

HS HEALTH EDUCATION

| 237 | 64.3 | 76.2 | 87.7 | 89.7 | 73.8 | 99.2 | 73.7 | 91.9 |

SEMESTER 2 TESTS

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

ENGLISH I PRE-AP

ENGLISH II

ENGLISH II ESOL INTERMEDIATE

ENGLISH II PRE-AP

ENGLISH III

ENGLISH IV

ENVIRONMENTAL SYSTEMS

GEOMETRY

GEOMETRY PRE-AP

GOVERNMENT

HS HEALTH EDUCATION

MOISES E. MOLINA HIGH SCHOOL (5)   13

SEMESTER 1 TESTS

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

HS VARSITY BAND

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
10	54.4	75.6	89.5	92.0	80.0	100.0	70.9	92.0

PHYSICS

389	52.1	71.2	75.6	76.4	59.4	82.8	54.4	85.7

PHYSICS PRE-AP

88	62.5	76.0	83.4	84.7	75.0	96.6	65.4	95.2

PRE-CALCULUS

219	67.8	75.9	80.2	80.9	69.9	91.8	51.1	86.1

PRE-CALCULUS PRE-AP

78	62.3	75.9	82.6	83.8	70.5	96.2	73.5	95.7

SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

129	53.9	72.3	83.4	85.3	62.8	96.1	69.4	90.0

SPANISH I

191	67.2	78.1	84.2	85.3	72.3	91.6	76.1	90.2

SPANISH II

397	65.9	78.2	82.7	83.5	77.8	92.9	76.3	91.1

STUDIO ART I

431	54.8	73.9	85.6	87.7	68.0	95.6	77.9	92.3

U.S. HISTORY

312	58.5	70.3	81.1	83.0	54.5	95.2	63.8	88.5

WORLD GEOGRAPHY

368	49.1	70.6	80.9	82.7	52.4	89.1	55.0	90.9

SEMESTER 2 TESTS

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

HS VARSITY BAND

PHYSICS

PHYSICS PRE-AP

PRE-CALCULUS

PRE-CALCULUS PRE-AP

SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

SPANISH I

SPANISH II

STUDIO ART I

U.S. HISTORY

WORLD GEOGRAPHY

MOISES E. MOLINA HIGH SCHOOL (5)   **14**

SEMESTER 1 TESTS

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

WORLD GEOGRAPHY PRE-AP

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
64	59.1	72.1	78.5	79.7	62.5	90.6	75.2	94.5

WORLD HISTORY

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
296	49.7	68.6	78.8	80.6	48.3	91.2	51.6	88.8

WORLD HISTORY PRE-AP

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
209	66.3	79.0	84.9	86.0	85.6	98.6	76.6	93.5

SEMESTER 2 TESTS

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

WORLD GEOGRAPHY PRE-AP

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

WORLD HISTORY

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

WORLD HISTORY PRE-AP

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

Test	Subtest	Year	Percent Tested %	Percent Tested Dist %	All Students N	All Students Mean	All Students % at BMRK	African American N	African American Mean	African American % at BMRK	Hispanic N	Hispanic Mean	Hispanic % at BMRK	White N	White Mean	White % at BMRK*	District N	District Mean	District % at BMRK
SAT	Reading & Writing	**2017-18**	86.4	84.1	456	449	32.9	14	431	35.7	440	449	33.0	1	*	*	7,116	468	41.8
		2018-19	89.7	87.2	455	435	26.6	10	429	0.0	443	435	27.1	1	*	*	7,714	463	39.1
		2019-20	85.4	84.8	461	433	23.0	8	375	0.0	447	434	23.0	3	*	*	7,428	466	39.8
	Mathematics	**2017-18**	86.4	84.1	456	447	12.5	14	407	14.3	440	448	12.5	1	*	*	7,116	463	20.7
		2018-19	89.7	87.2	455	442	9.5	10	382	0.0	443	443	9.3	1	*	*	7,714	461	19.7
		2019-20	85.4	84.8	461	431	9.1	8	398	0.0	447	431	9.2	3	*	*	7,428	461	21.7
ACT	English	**2017-18**	82.0	82.3	433	13	10.9	14	12	7.1	417	13	11.0	1	*	*	6,959	15	26.5
		2018-19	87.2	82.5	442	13	14.0	9	13	11.1	431	13	13.9	1	*	*	7,297	15	27.0
		2019-20	77.2	81.2	417	13	12.7	7	11	14.3	405	13	12.3	2	*	*	7,116	15	28.9
	Mathematics	**2017-18**	82.0	82.3	433	17	8.1	14	15	0.0	417	17	8.4	1	*	*	6,959	17	14.8
		2018-19	87.2	82.5	442	17	9.7	9	16	11.1	431	17	9.5	1	*	*	7,297	18	19.2
		2019-20	77.2	81.2	417	16	4.6	7	14	0.0	405	16	4.7	2	*	*	7,116	17	14.3
	Reading	**2017-18**	82.0	82.3	433	16	10.2	14	15	14.3	417	16	10.1	1	*	*	6,959	17	19.0
		2018-19	87.2	82.5	442	15	9.0	9	15	11.1	431	15	8.8	1	*	*	7,297	17	21.0
		2019-20	77.2	81.2	417	14	5.3	7	11	0.0	405	14	5.4	2	*	*	7,116	16	18.4
	Science	**2017-18**	82.0	82.3	433	16	6.5	14	15	7.1	417	17	6.5	1	*	*	6,959	17	12.9
		2018-19	87.2	82.5	442	16	3.8	9	15	0.0	431	16	3.7	1	*	*	7,297	17	14.5
		2019-20	77.2	81.2	417	15	2.9	7	12	0.0	405	15	2.7	2	*	*	7,116	17	13.8
	Composite	**2017-18**	82.0	82.3	433	16	–	14	14	–	417	16	–	1	*	–	6,959	17	–
		2018-19	87.2	82.5	442	15	–	9	15	–	431	15	–	1	*	–	7,297	17	–
		2019-20	77.2	81.2	417	15	–	7	12	–	405	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	67	415	52.2	5	*	*	61	416	54.1	1	*	*	0			1,836	466	72.5
		2018	36	381	38.9	2	*	*	33	389	39.4	0			1	*	*	2,063	473	74.2
		2019	7	411	42.9	0			6	398	33.3	0			0			2,013	463	69.8
	Mathematics	2017	67	431	34.3	5	*	*	61	430	34.4	1	*	*	0			1,836	467	59.8
		2018	36	414	25.0	2	*	*	33	414	24.2	0			1	*	*	2,063	477	64.0
		2019	7	403	28.6	0			6	403	33.3	0			0			2,013	460	62.6
10	Reading & Writing	2017	505	400	27.7	6	397	16.7	492	399	27.6	4	*	*	2	*	*	8,857	417	39.0
		2018	480	395	30.2	12	367	0.0	457	395	31.3	4	*	*	2	*	*	8,620	418	41.8
		2019	479	378	19.4	11	375	27.3	465	379	19.4	2	*	*	1	*	*	8,689	414	38.2
	Mathematics	2017	505	415	12.9	6	408	0.0	492	416	13.0	4	*	*	2	*	*	8,857	428	22.1
		2018	480	412	14.8	12	373	0.0	457	413	15.5	4	*	*	2	*	*	8,620	426	25.3
		2019	479	405	5.6	11	373	0.0	465	406	5.8	2	*	*	1	*	*	8,689	426	20.7
11	Reading & Writing	2017	35	417	25.7	3	*	*	32	418	25.0	0			0			2,095	508	67.6
		2018	79	458	55.7	0			78	457	55.1	0			1	*	*	1,921	501	64.3
		2019	18	439	27.8	0			18	439	27.8	0			0			2,726	482	56.3
	Mathematics	2017	35	441	11.4	3	*	*	32	442	12.5	0			0			2,095	504	44.4
		2018	79	449	19.0	0			78	447	17.9	0			1	*	*	1,921	497	42.6
		2019	18	434	11.1	0			18	434	11.1	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

ALL EXAMS

| 332 | 16,384 | **2.0** | 2.2 | **99** | **29.8** | 37.1 |

English Language and Composition

| 38 | 1,472 | **1.4** | 2.0 | **2** | **5.3** | 27.1 |

Macroeconomics

| 25 | 590 | **1.0** | 2.0 | **0** | **0.0** | 29.3 |

Statistics

| 27 | 448 | **1.6** | 2.3 | **4** | **14.8** | 36.4 |

United States Government and Politics

| 31 | 893 | **1.3** | 1.8 | **2** | **6.5** | 23.1 |

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Biology

| 14 | 663 | **1.8** | 2.4 | **5** | **35.7** | 43.9 |

English Literature and Composition

| 19 | 1,334 | **1.4** | 2.0 | **1** | **5.3** | 27.3 |

Physics 1

| 2 | 849 | * | 1.7 | * | * | 17.9 |

Studio Art: 2-D Design Portfolio

| 7 | 186 | **2.9** | 3.0 | **6** | **85.7** | 73.7 |

United States History

| 35 | 1,519 | **1.3** | 1.7 | **1** | **2.9** | 21.0 |

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Calculus AB

| 22 | 665 | **1.7** | 2.6 | **2** | **9.1** | 43.3 |

Human Geography

| 4 | 1,592 | * | 1.9 | * | * | 31.0 |

Spanish Language and Culture

| 80 | 905 | **3.7** | 3.9 | **72** | **90.0** | 90.1 |

Studio Art: Drawing Portfolio

| 4 | 43 | * | 3.5 | * | * | 90.7 |

World History

| 24 | 1,511 | **1.2** | 2.0 | **0** | **0.0** | 28.7 |