

Assessment and Accountability Meeting
Wednesday, November 10, 2010
9:00 – 11:00 am
Agenda

Topic	Outcome	Team Member(s) Responsible	Time
Welcome	Team members reacquaint through a brief activity	Bill Conrad	9:00 – 9:10am
Meeting Outcomes	Team review of Meeting Outcomes Introduction to performance assessments that align with the common core standards	Bill Conrad	9:10 – 9:15am
ELA Common Core Assessments	Overview of common core assessments for ELA	Steve Sinclair, ELA Coordinator	9:15 – 9:30am
Technology Tools that support performance-based assessments/Performance Assessment and the Common Core Standards	Review technology tools that support the following key functions: <ul style="list-style-type: none"> • Assessment Continuum Wiki • Validation of performance-based assessments – Way Point • Source and repository for performance-based assessment (PALS) 	Diana Wilmot Bill Conrad	9:30 -10:00am
Multi-year plan for Performance-based assessments	Share a multi-year leadership plan for the acquisition, development, and use of performance assessments aligned to the common core standards	Bill Conrad	10:00 – 10:05am
College Readiness	Understand college readiness indicators (District integrated summary report and AP possibilities report)	Sandra Williams-Hamp	10:05 – 10:30am
Title III Accountability	Review of Title III accountability goals and results and possible district interventions that support EL students	Yee Wan Multilingual Coordinator	10:30 – 10:45am
CDE/CALPADS Update	Review update on the CALPADS system	Bill Conrad Dan Mason	10:45 – 10:55am
Meeting Evaluation and Next Steps	Evaluation of meeting and planning next steps	Bill Conrad and Team	10:55 – 11:00am

Thanksgiving Trivia

Source: http://www.chiff.com/a/turkey_census.htm#cranberries

Most questions based on 2005 data, some on 2010

Question	Answer
What was the average cost per pound of a frozen whole turkey in 2005?	\$1.00
What percentage of adults in the United States will attend Thanksgiving dinner this year?	84%
What percentage of Thanksgiving dinners will include cranberry sauce?	94%
What is the number of places nationwide named after Thanksgiving's tasty gobbler?	3
What is the number of places and townships in the United States that are named <i>Cranberry</i> or some variation of the name, such as <i>Cranbury</i> ?	8
What is the number of places in the United States named Plymouth as in Plymouth Rock, the legendary location of the first Thanksgiving?	20
What is the amount of turkey consumed yearly by a typical American?	13.7 pounds
How many turkeys were raised in the United States in 2005?	256 million
What is the total weight of the turkeys raised in 2004?	7.3 billion pounds
What is the total value of the turkeys raised in 2004?	\$3.1 billion
What is the number of turkeys raised in Minnesota in 2005?	44.5 million
What is the number of turkeys raised in North Carolina in 2005?	36 million
What is the number of turkeys raised in Arkansas in 2005?	29 million
What is the number of turkeys raised in Virginia in 2005?	21 million
What is the number of turkeys raised in Missouri in 2005?	20.5 million
What is the number of turkeys raised in California in 2005?	15.1 million
What percent of the turkeys produced in the United States in 2005 do six states account for?	65%
How many pounds of cranberries were produced in the United States in 2005?	649 million pounds
What is the total weight of sweet potatoes produced in the United States?	1.6 billion pounds
How many pounds of sweet potatoes did California	339 million pounds

produce?	
What is the record held by Illinois for total United States for pumpkin production?	457 million pounds
How fast can turkeys fly?	55 MPH
How fast can turkeys run?	25 MPH

District Integrated Summary: Supplement

Advanced Placement Possibilities

2009-2010

Santa Clara County Office of Education

Relationship of PSAT/NMSQT Mathematics Scores with AP Calculus AB

Group: All Students

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

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While this summary report gives you a sense of the number of students to consider for AP, it **should** be used in conjunction with AP Potential (<http://appotential.collegeboard.com>) to generate a roster of students who are likely to score a 3 or better on a given AP Exam. Additionally, an evaluation of students' academic preparation and motivation is highly recommended, as it is essential to the process of identifying students likely to succeed in AP courses.

A PSAT/NMSQT Mathematics Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
76-80	570	96.4	549	549
71-75	834	94	784	1,333
66-70	1,289	87.8	1,132	2,465
61-65	1,537	77.1	1,185	3,650
56-60	1,274	61.9	789	4,439
51-55	1,730	45.8	792	5,231
46-50	1,613	29.1	469	5,700
41-45	1,658	17.7	293	5,993
36-40	1,270	8.1	103	6,096
31-35	547	3.6	20	6,116
26-30	306	3.4	10	6,126
20-25	142	-	-	6,126
	12,770			6,126

Existing AP Participation

May 2010 AP Calculus AB

This table includes students that received a score on the May 2010 administration of the AP Calculus AB Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	868
4	451
3	445
2	288
1	610
Total # of AP Takers	2,662
Total # of Scores ≥ 3	1,764

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Mathematics Scores with AP Calculus AB

Group: American Indian or Alaska Native

Possibilities for AP Participation

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76-80	0	96.4	0	0
71-75	2	94	2	2
66-70	4	87.8	4	6
61-65	5	77.1	4	10
56-60	6	61.9	4	14
51-55	11	45.8	5	19
46-50	9	29.1	3	22
41-45	8	17.7	1	23
36-40	12	8.1	1	24
31-35	2	3.6	0	24
26-30	3	3.4	0	24
20-25	0	-	-	24
	62			24

Existing AP Participation

May 2010 AP Calculus AB

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AP Exam Score:	Number of Scores:
5	1
4	1
3	2
2	0
1	5
Total # of AP Takers	9
Total # of Scores ≥ 3	4

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Mathematics Scores with AP Calculus AB

Group: Asian or Asian American

Possibilities for AP Participation

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76-80	440	96.4	424	424
71-75	569	94	535	959
66-70	790	87.8	694	1,653
61-65	812	77.1	626	2,279
56-60	600	61.9	371	2,650
51-55	688	45.8	315	2,965
46-50	608	29.1	177	3,142
41-45	459	17.7	81	3,223
36-40	253	8.1	20	3,243
31-35	102	3.6	4	3,247
26-30	37	3.4	1	3,248
20-25	11	-	-	3,248
	5,369			3,248

Existing AP Participation

May 2010 AP Calculus AB

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AP Exam Score:	Number of Scores:
5	501
4	282
3	275
2	182
1	344
Total # of AP Takers	1,584
Total # of Scores ≥ 3	1,058

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Mathematics Scores with AP Calculus AB

Group: Black or African American

Possibilities for AP Participation

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76-80	1	96.4	1	1
71-75	3	94	3	4
66-70	6	87.8	5	9
61-65	18	77.1	14	23
56-60	14	61.9	9	32
51-55	33	45.8	15	47
46-50	36	29.1	10	57
41-45	59	17.7	10	67
36-40	79	8.1	6	73
31-35	29	3.6	1	74
26-30	22	3.4	1	75
20-25	9	-	-	75
	309			75

Existing AP Participation

May 2010 AP Calculus AB

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AP Exam Score:	Number of Scores:
5	9
4	2
3	8
2	3
1	13
Total # of AP Takers	35
Total # of Scores ≥ 3	19

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Mathematics Scores with AP Calculus AB

Group: Hispanic Overall

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

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76-80	3	96.4	3	3
71-75	7	94	7	10
66-70	23	87.8	20	30
61-65	68	77.1	52	82
56-60	89	61.9	55	137
51-55	207	45.8	95	232
46-50	304	29.1	88	320
41-45	506	17.7	90	410
36-40	507	8.1	41	451
31-35	278	3.6	10	461
26-30	167	3.4	6	467
20-25	86	-	-	467
	2,245			467

Existing AP Participation

May 2010 AP Calculus AB

This table includes students that received a score on the May 2010 administration of the AP Calculus AB Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	35
4	30
3	38
2	26
1	87
Total # of AP Takers	216
Total # of Scores ≥ 3	103

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Mathematics Scores with AP Calculus AB

Group: Mexican or Mexican American

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

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76-80	1	96.4	1	1
71-75	5	94	5	6
66-70	12	87.8	11	17
61-65	48	77.1	37	54
56-60	67	61.9	41	95
51-55	145	45.8	66	161
46-50	241	29.1	70	231
41-45	387	17.7	68	299
36-40	375	8.1	30	329
31-35	194	3.6	7	336
26-30	111	3.4	4	340
20-25	59	-	-	340
	1,645			340

Existing AP Participation

May 2010 AP Calculus AB

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AP Exam Score:	Number of Scores:
5	26
4	22
3	31
2	23
1	71
Total # of AP Takers	173
Total # of Scores ≥ 3	79

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Relationship of PSAT/NMSQT Mathematics Scores with AP Calculus AB

Group: Other Hispanic, Latino, or Latin American

Possibilities for AP Participation

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76-80	2	96.4	2	2
71-75	2	94	2	4
66-70	10	87.8	9	13
61-65	18	77.1	14	27
56-60	19	61.9	12	39
51-55	59	45.8	27	66
46-50	59	29.1	17	83
41-45	116	17.7	21	104
36-40	130	8.1	11	115
31-35	81	3.6	3	118
26-30	56	3.4	2	120
20-25	26	-	-	120
	578			120

Existing AP Participation

May 2010 AP Calculus AB

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AP Exam Score:	Number of Scores:
5	8
4	7
3	6
2	3
1	15
Total # of AP Takers	39
Total # of Scores ≥ 3	21

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Mathematics Scores with AP Calculus AB

Group: White

Possibilities for AP Participation

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76-80	91	96.4	88	88
71-75	188	94	177	265
66-70	354	87.8	311	576
61-65	489	77.1	377	953
56-60	443	61.9	274	1,227
51-55	608	45.8	278	1,505
46-50	473	29.1	138	1,643
41-45	441	17.7	78	1,721
36-40	262	8.1	21	1,742
31-35	76	3.6	3	1,745
26-30	37	3.4	1	1,746
20-25	16	-	-	1,746
	3,478			1,746

Existing AP Participation

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AP Exam Score:	Number of Scores:
5	246
4	86
3	83
2	53
1	115
Total # of AP Takers	583
Total # of Scores ≥ 3	415

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Mathematics Scores with AP Calculus AB

Group: Other

Possibilities for AP Participation

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76-80	21	96.4	20	20
71-75	38	94	36	56
66-70	81	87.8	71	127
61-65	105	77.1	81	208
56-60	81	61.9	50	258
51-55	110	45.8	50	308
46-50	116	29.1	34	342
41-45	99	17.7	18	360
36-40	73	8.1	6	366
31-35	24	3.6	1	367
26-30	16	3.4	1	368
20-25	6	-	-	368
	770			368

Existing AP Participation

May 2010 AP Calculus AB

This table includes students that received a score on the May 2010 administration of the AP Calculus AB Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	32
4	25
3	23
2	10
1	16
Total # of AP Takers	106
Total # of Scores ≥ 3	80

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading and Writing Scores with AP English Literature

Group: All Students

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 65.8% of those students who received a score between 106 and 110 as a result of adding together their Critical Reading and Writing scores (column A) received 3 or better on the AP English Literature Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

While this summary report gives you a sense of the number of students to consider for AP, it **should** be used in conjunction with AP Potential (<http://appotential.collegeboard.com>) to generate a roster of students who are likely to score a 3 or better on a given AP Exam. Additionally, an evaluation of students' academic preparation and motivation is highly recommended, as it is essential to the process of identifying students likely to succeed in AP courses.

A	B	C	D	E
PSAT/NMSQT Critical Reading + Writing Score Ranges	Total Number of PSAT/NMSQT Takers in each Score Range	Probability of Students Receiving an AP Exam Grade of 3+	Number of Students Likely to Receive a 3+	Cumulative Number of Students Likely to Receive a 3+
156-160	45	99.9	45	45
151-155	96	99.5	96	141
146-150	155	99.5	154	295
141-145	247	99.4	246	541
136-140	369	98.7	364	905
131-135	436	97.6	426	1,331
126-130	534	95.6	511	1,842
121-125	631	91.8	579	2,421
116-120	735	86.4	635	3,056
111-115	828	77.3	640	3,696
106-110	966	65.8	636	4,332
101-105	968	51.5	499	4,831
96-100	1,013	37.1	376	5,207
91-95	1,043	24.3	253	5,460
86-90	1,052	14	147	5,607
81-85	908	7.1	64	5,671
76-80	804	3.7	30	5,701
71-75	642	1.8	12	5,713
66-70	474	1	5	5,718
61-65	309	0.6	2	5,720
56-60	230	-	-	5,720
51-55	158	-	-	5,720
46-50	77	-	-	5,720
40-45	50	-	-	5,720
	12,770			5,720

Existing AP Participation

May 2010 AP English Literature

This table includes students that received a score on the May 2010 administration of the AP English Literature Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	390
4	609
3	663
2	539
1	75
Total # of AP Takers	2,276
Total # of Scores ≥ 3	1,662

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading and Writing Scores with AP English Literature

Group: American Indian or Alaska Native

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 65.8% of those students who received a score between 106 and 110 as a result of adding together their Critical Reading and Writing scores (column A) received 3 or better on the AP English Literature Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

While this summary report gives you a sense of the number of students to consider for AP, it **should** be used in conjunction with AP Potential (<http://appotential.collegeboard.com>) to generate a roster of students who are likely to score a 3 or better on a given AP Exam. Additionally, an evaluation of students' academic preparation and motivation is highly recommended, as it is essential to the process of identifying students likely to succeed in AP courses.

A PSAT/NMSQT Critical Reading + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
156-160	0	99.9	0	0
151-155	0	99.5	0	0
146-150	0	99.5	0	0
141-145	0	99.4	0	0
136-140	0	98.7	0	0
131-135	2	97.6	2	2
126-130	2	95.6	2	4
121-125	2	91.8	2	6
116-120	2	86.4	2	8
111-115	3	77.3	2	10
106-110	3	65.8	2	12
101-105	6	51.5	3	15
96-100	8	37.1	3	18
91-95	12	24.3	3	21
86-90	6	14	1	22
81-85	6	7.1	0	22
76-80	2	3.7	0	22
71-75	2	1.8	0	22
66-70	0	1	0	22
61-65	1	0.6	0	22
56-60	5	-	-	22
51-55	0	-	-	22
46-50	0	-	-	22
40-45	0	-	-	22
	62			22

Existing AP Participation

May 2010 AP English Literature

This table includes students that received a score on the May 2010 administration of the AP English Literature Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	0
4	0
3	0
2	1
1	1
Total # of AP Takers	2
Total # of Scores ≥ 3	0

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading and Writing Scores with AP English Literature

Group: Asian or Asian American

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

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A PSAT/NMSQT Critical Reading + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
156-160	34	99.9	34	34
151-155	69	99.5	69	103
146-150	106	99.5	105	208
141-145	170	99.4	169	377
136-140	212	98.7	209	586
131-135	241	97.6	235	821
126-130	292	95.6	279	1,100
121-125	301	91.8	276	1,376
116-120	368	86.4	318	1,694
111-115	379	77.3	293	1,987
106-110	433	65.8	285	2,272
101-105	436	51.5	225	2,497
96-100	414	37.1	154	2,651
91-95	420	24.3	102	2,753
86-90	387	14	54	2,807
81-85	327	7.1	23	2,830
76-80	270	3.7	10	2,840
71-75	198	1.8	4	2,844
66-70	139	1	1	2,845
61-65	71	0.6	0	2,845
56-60	50	-	-	2,845
51-55	31	-	-	2,845
46-50	15	-	-	2,845
40-45	6	-	-	2,845
	5,369			2,845

Existing AP Participation

May 2010 AP English Literature

This table includes students that received a score on the May 2010 administration of the AP English Literature Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	219
4	288
3	319
2	266
1	24
Total # of AP Takers	1,116
Total # of Scores ≥ 3	826

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading and Writing Scores with AP English Literature

Group: Black or African American

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 65.8% of those students who received a score between 106 and 110 as a result of adding together their Critical Reading and Writing scores (column A) received 3 or better on the AP English Literature Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

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A PSAT/NMSQT Critical Reading + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
156-160	0	99.9	0	0
151-155	0	99.5	0	0
146-150	0	99.5	0	0
141-145	0	99.4	0	0
136-140	3	98.7	3	3
131-135	3	97.6	3	6
126-130	2	95.6	2	8
121-125	4	91.8	4	12
116-120	10	86.4	9	21
111-115	14	77.3	11	32
106-110	12	65.8	8	40
101-105	21	51.5	11	51
96-100	19	37.1	7	58
91-95	29	24.3	7	65
86-90	33	14	5	70
81-85	27	7.1	2	72
76-80	36	3.7	1	73
71-75	30	1.8	1	74
66-70	31	1	0	74
61-65	11	0.6	0	74
56-60	9	-	-	74
51-55	10	-	-	74
46-50	3	-	-	74
40-45	2	-	-	74
	309			74

Existing AP Participation

May 2010 AP English Literature

This table includes students that received a score on the May 2010 administration of the AP English Literature Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	2
4	7
3	11
2	15
1	2
Total # of AP Takers	37
Total # of Scores ≥ 3	20

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading and Writing Scores with AP English Literature

Group: Hispanic Overall

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 65.8% of those students who received a score between 106 and 110 as a result of adding together their Critical Reading and Writing scores (column A) received 3 or better on the AP English Literature Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

While this summary report gives you a sense of the number of students to consider for AP, it **should** be used in conjunction with AP Potential (<http://appotential.collegeboard.com>) to generate a roster of students who are likely to score a 3 or better on a given AP Exam. Additionally, an evaluation of students' academic preparation and motivation is highly recommended, as it is essential to the process of identifying students likely to succeed in AP courses.

A PSAT/NMSQT Critical Reading + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
156-160	1	99.9	1	1
151-155	1	99.5	1	2
146-150	0	99.5	0	2
141-145	4	99.4	4	6
136-140	3	98.7	3	9
131-135	10	97.6	10	19
126-130	14	95.6	13	32
121-125	16	91.8	15	47
116-120	26	86.4	22	69
111-115	42	77.3	32	101
106-110	80	65.8	53	154
101-105	93	51.5	48	202
96-100	146	37.1	54	256
91-95	191	24.3	46	302
86-90	242	14	34	336
81-85	256	7.1	18	354
76-80	242	3.7	9	363
71-75	253	1.8	5	368
66-70	191	1	2	370
61-65	155	0.6	1	371
56-60	119	-	-	371
51-55	87	-	-	371
46-50	47	-	-	371
40-45	26	-	-	371
	2,245			371

Existing AP Participation

May 2010 AP English Literature

This table includes students that received a score on the May 2010 administration of the AP English Literature Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	7
4	31
3	51
2	89
1	34
Total # of AP Takers	212
Total # of Scores ≥ 3	89

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading and Writing Scores with AP English Literature

Group: Mexican or Mexican American

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 65.8% of those students who received a score between 106 and 110 as a result of adding together their Critical Reading and Writing scores (column A) received 3 or better on the AP English Literature Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

While this summary report gives you a sense of the number of students to consider for AP, it **should** be used in conjunction with AP Potential (<http://appotential.collegeboard.com>) to generate a roster of students who are likely to score a 3 or better on a given AP Exam. Additionally, an evaluation of students' academic preparation and motivation is highly recommended, as it is essential to the process of identifying students likely to succeed in AP courses.

A PSAT/NMSQT Critical Reading + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
156-160	0	99.9	0	0
151-155	1	99.5	1	1
146-150	0	99.5	0	1
141-145	2	99.4	2	3
136-140	1	98.7	1	4
131-135	6	97.6	6	10
126-130	11	95.6	11	21
121-125	8	91.8	7	28
116-120	14	86.4	12	40
111-115	28	77.3	22	62
106-110	53	65.8	35	97
101-105	71	51.5	37	134
96-100	112	37.1	42	176
91-95	142	24.3	35	211
86-90	184	14	26	237
81-85	185	7.1	13	250
76-80	195	3.7	7	257
71-75	196	1.8	4	261
66-70	142	1	1	262
61-65	109	0.6	1	263
56-60	79	-	-	263
51-55	58	-	-	263
46-50	27	-	-	263
40-45	21	-	-	263
	1,645			263

Existing AP Participation

May 2010 AP English Literature

This table includes students that received a score on the May 2010 administration of the AP English Literature Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	4
4	25
3	34
2	73
1	29
Total # of AP Takers	165
Total # of Scores ≥ 3	63

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading and Writing Scores with AP English Literature

Group: Other Hispanic, Latino, or Latin American

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

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While this summary report gives you a sense of the number of students to consider for AP, it **should** be used in conjunction with AP Potential (<http://appotential.collegeboard.com>) to generate a roster of students who are likely to score a 3 or better on a given AP Exam. Additionally, an evaluation of students' academic preparation and motivation is highly recommended, as it is essential to the process of identifying students likely to succeed in AP courses.

A PSAT/NMSQT Critical Reading + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
156-160	1	99.9	1	1
151-155	0	99.5	0	1
146-150	0	99.5	0	1
141-145	2	99.4	2	3
136-140	2	98.7	2	5
131-135	4	97.6	4	9
126-130	1	95.6	1	10
121-125	8	91.8	7	17
116-120	11	86.4	10	27
111-115	13	77.3	10	37
106-110	25	65.8	16	53
101-105	20	51.5	10	63
96-100	33	37.1	12	75
91-95	45	24.3	11	86
86-90	57	14	8	94
81-85	68	7.1	5	99
76-80	46	3.7	2	101
71-75	56	1.8	1	102
66-70	48	1	0	102
61-65	46	0.6	0	102
56-60	39	-	-	102
51-55	28	-	-	102
46-50	20	-	-	102
40-45	5	-	-	102
	578			102

Existing AP Participation

May 2010 AP English Literature

This table includes students that received a score on the May 2010 administration of the AP English Literature Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	3
4	5
3	16
2	15
1	5
Total # of AP Takers	44
Total # of Scores ≥ 3	24

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading and Writing Scores with AP English Literature

Group: White

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

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A PSAT/NMSQT Critical Reading + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
156-160	8	99.9	8	8
151-155	15	99.5	15	23
146-150	36	99.5	36	59
141-145	59	99.4	59	118
136-140	115	98.7	114	232
131-135	140	97.6	137	369
126-130	175	95.6	167	536
121-125	245	91.8	225	761
116-120	269	86.4	232	993
111-115	296	77.3	229	1,222
106-110	344	65.8	226	1,448
101-105	313	51.5	161	1,609
96-100	326	37.1	121	1,730
91-95	273	24.3	66	1,796
86-90	271	14	38	1,834
81-85	194	7.1	14	1,848
76-80	160	3.7	6	1,854
71-75	86	1.8	2	1,856
66-70	67	1	1	1,857
61-65	41	0.6	0	1,857
56-60	20	-	-	1,857
51-55	13	-	-	1,857
46-50	6	-	-	1,857
40-45	6	-	-	1,857
	3,478			1,857

Existing AP Participation

May 2010 AP English Literature

This table includes students that received a score on the May 2010 administration of the AP English Literature Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	120
4	203
3	221
2	121
1	9
Total # of AP Takers	674
Total # of Scores ≥ 3	544

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading and Writing Scores with AP English Literature

Group: Other

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 65.8% of those students who received a score between 106 and 110 as a result of adding together their Critical Reading and Writing scores (column A) received 3 or better on the AP English Literature Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

While this summary report gives you a sense of the number of students to consider for AP, it **should** be used in conjunction with AP Potential (<http://appotential.collegeboard.com>) to generate a roster of students who are likely to score a 3 or better on a given AP Exam. Additionally, an evaluation of students' academic preparation and motivation is highly recommended, as it is essential to the process of identifying students likely to succeed in AP courses.

A PSAT/NMSQT Critical Reading + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
156-160	2	99.9	2	2
151-155	6	99.5	6	8
146-150	9	99.5	9	17
141-145	8	99.4	8	25
136-140	21	98.7	21	46
131-135	26	97.6	25	71
126-130	33	95.6	32	103
121-125	43	91.8	39	142
116-120	38	86.4	33	175
111-115	66	77.3	51	226
106-110	64	65.8	42	268
101-105	66	51.5	34	302
96-100	60	37.1	22	324
91-95	76	24.3	18	342
86-90	66	14	9	351
81-85	47	7.1	3	354
76-80	44	3.7	2	356
71-75	38	1.8	1	357
66-70	22	1	0	357
61-65	12	0.6	0	357
56-60	11	-	-	357
51-55	6	-	-	357
46-50	3	-	-	357
40-45	3	-	-	357
	770			357

Existing AP Participation

May 2010 AP English Literature

This table includes students that received a score on the May 2010 administration of the AP English Literature Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	27
4	53
3	30
2	25
1	3
Total # of AP Takers	138
Total # of Scores ≥ 3	110

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading, Mathematics, and Writing Scores with AP U.S. History

Group: All Students

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 64.2% of those students who received a score between 161 and 170 as a result of adding together their Critical Reading, Mathematics, and Writing scores (column A) received 3 or better on the AP U.S. History Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

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A PSAT/NMSQT Critical Reading + Math + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
231-240	80	98.8	79	79
221-230	220	97.9	215	294
211-220	431	97.4	420	714
201-210	583	95	554	1,268
191-200	727	90.8	660	1,928
181-190	954	85.3	814	2,742
171-180	1,047	76.6	802	3,544
161-170	1,250	64.2	803	4,347
151-160	1,288	50.4	649	4,996
141-150	1,309	37.1	486	5,482
131-140	1,322	25.2	333	5,815
121-130	1,213	14.9	181	5,996
111-120	912	8.2	75	6,071
101-110	645	4.1	26	6,097
91-100	432	2.3	10	6,107
81-90	243	2.4	6	6,113
71-80	88	-	-	6,113
60-70	26	-	-	6,113
	12,770			6,113

Existing AP Participation

May 2010 AP U.S. History

This table includes students that received a score on the May 2010 administration of the AP U.S. History Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	620
4	708
3	646
2	673
1	407
Total # of AP Takers	3,054
Total # of Scores ≥ 3	1,974

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading, Mathematics, and Writing Scores with AP U.S. History

Group: American Indian or Alaska Native

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

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A PSAT/NMSQT Critical Reading + Math + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
231-240	0	98.8	0	0
221-230	0	97.9	0	0
211-220	0	97.4	0	0
201-210	1	95	1	1
191-200	2	90.8	2	3
181-190	4	85.3	3	6
171-180	3	76.6	2	8
161-170	4	64.2	3	11
151-160	10	50.4	5	16
141-150	10	37.1	4	20
131-140	12	25.2	3	23
121-130	5	14.9	1	24
111-120	3	8.2	0	24
101-110	4	4.1	0	24
91-100	3	2.3	0	24
81-90	1	2.4	0	24
71-80	0	-	-	24
60-70	0	-	-	24
	62			24

Existing AP Participation

May 2010 AP U.S. History

This table includes students that received a score on the May 2010 administration of the AP U.S. History Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	0
4	1
3	2
2	2
1	1
Total # of AP Takers	6
Total # of Scores ≥ 3	3

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading, Mathematics, and Writing Scores with AP U.S. History

Group: Asian or Asian American

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

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A PSAT/NMSQT Critical Reading + Math + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
231-240	65	98.8	64	64
221-230	164	97.9	161	225
211-220	297	97.4	289	514
201-210	354	95	336	850
191-200	397	90.8	360	1,210
181-190	491	85.3	419	1,629
171-180	543	76.6	416	2,045
161-170	572	64.2	367	2,412
151-160	572	50.4	288	2,700
141-150	510	37.1	189	2,889
131-140	468	25.2	118	3,007
121-130	396	14.9	59	3,066
111-120	261	8.2	21	3,087
101-110	158	4.1	6	3,093
91-100	78	2.3	2	3,095
81-90	32	2.4	1	3,096
71-80	8	-	-	3,096
60-70	3	-	-	3,096
	5,369			3,096

Existing AP Participation

May 2010 AP U.S. History

This table includes students that received a score on the May 2010 administration of the AP U.S. History Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	363
4	359
3	310
2	345
1	181
Total # of AP Takers	1,558
Total # of Scores ≥ 3	1,032

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading, Mathematics, and Writing Scores with AP U.S. History

Group: Black or African American

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 64.2% of those students who received a score between 161 and 170 as a result of adding together their Critical Reading, Mathematics, and Writing scores (column A) received 3 or better on the AP U.S. History Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

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A PSAT/NMSQT Critical Reading + Math + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
231-240	0	98.8	0	0
221-230	0	97.9	0	0
211-220	1	97.4	1	1
201-210	2	95	2	3
191-200	4	90.8	4	7
181-190	8	85.3	7	14
171-180	12	76.6	9	23
161-170	20	64.2	13	36
151-160	20	50.4	10	46
141-150	36	37.1	13	59
131-140	33	25.2	8	67
121-130	46	14.9	7	74
111-120	43	8.2	4	78
101-110	40	4.1	2	80
91-100	26	2.3	1	81
81-90	11	2.4	0	81
71-80	3	-	-	81
60-70	4	-	-	81
	309			81

Existing AP Participation

May 2010 AP U.S. History

This table includes students that received a score on the May 2010 administration of the AP U.S. History Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	5
4	7
3	13
2	12
1	9
Total # of AP Takers	46
Total # of Scores ≥ 3	25

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading, Mathematics, and Writing Scores with AP U.S. History

Group: Hispanic Overall

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 64.2% of those students who received a score between 161 and 170 as a result of adding together their Critical Reading, Mathematics, and Writing scores (column A) received 3 or better on the AP U.S. History Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

While this summary report gives you a sense of the number of students to consider for AP, it **should** be used in conjunction with AP Potential (<http://appotential.collegeboard.com>) to generate a roster of students who are likely to score a 3 or better on a given AP Exam. Additionally, an evaluation of students' academic preparation and motivation is highly recommended, as it is essential to the process of identifying students likely to succeed in AP courses.

A PSAT/NMSQT Critical Reading + Math + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
231-240	0	98.8	0	0
221-230	2	97.9	2	2
211-220	6	97.4	6	8
201-210	5	95	5	13
191-200	17	90.8	15	28
181-190	19	85.3	16	44
171-180	44	76.6	34	78
161-170	83	64.2	53	131
151-160	137	50.4	69	200
141-150	212	37.1	79	279
131-140	295	25.2	74	353
121-130	347	14.9	52	405
111-120	341	8.2	28	433
101-110	288	4.1	12	445
91-100	231	2.3	5	450
81-90	147	2.4	4	454
71-80	59	-	-	454
60-70	12	-	-	454
	2,245			454

Existing AP Participation

May 2010 AP U.S. History

This table includes students that received a score on the May 2010 administration of the AP U.S. History Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	11
4	35
3	61
2	117
1	125
Total # of AP Takers	349
Total # of Scores ≥ 3	107

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading, Mathematics, and Writing Scores with AP U.S. History

Group: Mexican or Mexican American

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 64.2% of those students who received a score between 161 and 170 as a result of adding together their Critical Reading, Mathematics, and Writing scores (column A) received 3 or better on the AP U.S. History Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

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A PSAT/NMSQT Critical Reading + Math + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
231-240	0	98.8	0	0
221-230	1	97.9	1	1
211-220	3	97.4	3	4
201-210	2	95	2	6
191-200	12	90.8	11	17
181-190	11	85.3	9	26
171-180	27	76.6	21	47
161-170	55	64.2	35	82
151-160	102	50.4	51	133
141-150	162	37.1	60	193
131-140	224	25.2	56	249
121-130	269	14.9	40	289
111-120	253	8.2	21	310
101-110	217	4.1	9	319
91-100	164	2.3	4	323
81-90	94	2.4	2	325
71-80	42	-	-	325
60-70	7	-	-	325
	1,645			325

Existing AP Participation

May 2010 AP U.S. History

This table includes students that received a score on the May 2010 administration of the AP U.S. History Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	8
4	30
3	43
2	90
1	89
Total # of AP Takers	260
Total # of Scores ≥ 3	81

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading, Mathematics, and Writing Scores with AP U.S. History

Group: Other Hispanic, Latino, or Latin American

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 64.2% of those students who received a score between 161 and 170 as a result of adding together their Critical Reading, Mathematics, and Writing scores (column A) received 3 or better on the AP U.S. History Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

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A PSAT/NMSQT Critical Reading + Math + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
231-240	0	98.8	0	0
221-230	1	97.9	1	1
211-220	3	97.4	3	4
201-210	3	95	3	7
191-200	4	90.8	4	11
181-190	6	85.3	5	16
171-180	17	76.6	13	29
161-170	27	64.2	17	46
151-160	29	50.4	15	61
141-150	48	37.1	18	79
131-140	69	25.2	17	96
121-130	76	14.9	11	107
111-120	86	8.2	7	114
101-110	70	4.1	3	117
91-100	64	2.3	1	118
81-90	53	2.4	1	119
71-80	17	-	-	119
60-70	5	-	-	119
	578			119

Existing AP Participation

May 2010 AP U.S. History

This table includes students that received a score on the May 2010 administration of the AP U.S. History Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	3
4	5
3	18
2	26
1	36
Total # of AP Takers	88
Total # of Scores ≥ 3	26

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading, Mathematics, and Writing Scores with AP U.S. History

Group: White

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 64.2% of those students who received a score between 161 and 170 as a result of adding together their Critical Reading, Mathematics, and Writing scores (column A) received 3 or better on the AP U.S. History Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

While this summary report gives you a sense of the number of students to consider for AP, it **should** be used in conjunction with AP Potential (<http://appotential.collegeboard.com>) to generate a roster of students who are likely to score a 3 or better on a given AP Exam. Additionally, an evaluation of students' academic preparation and motivation is highly recommended, as it is essential to the process of identifying students likely to succeed in AP courses.

A PSAT/NMSQT Critical Reading + Math + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
231-240	8	98.8	8	8
221-230	40	97.9	39	47
211-220	98	97.4	95	142
201-210	160	95	152	294
191-200	243	90.8	221	515
181-190	344	85.3	293	808
171-180	357	76.6	273	1,081
161-170	439	64.2	282	1,363
151-160	425	50.4	214	1,577
141-150	393	37.1	146	1,723
131-140	365	25.2	92	1,815
121-130	282	14.9	42	1,857
111-120	158	8.2	13	1,870
101-110	89	4.1	4	1,874
91-100	45	2.3	1	1,875
81-90	21	2.4	1	1,876
71-80	10	-	-	1,876
60-70	1	-	-	1,876
	3,478			1,876

Existing AP Participation

May 2010 AP U.S. History

This table includes students that received a score on the May 2010 administration of the AP U.S. History Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	177
4	239
3	192
2	133
1	43
Total # of AP Takers	784
Total # of Scores ≥ 3	608

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Relationship of PSAT/NMSQT Critical Reading, Mathematics, and Writing Scores with AP U.S. History

Group: Other

Possibilities for AP Participation

College Board Research Results / October 2009 PSAT/NMSQT

This table displays the results of the College Board research conducted in 1998 and 2004 (which shows the probability students have, at any given PSAT/NMSQT score range, to achieve an AP Exam grade of 3 or higher), and applies the research to your students. The table is designed to assist educators in identifying additional students who may have the potential to be successful in AP courses. For example, 64.2% of those students who received a score between 161 and 170 as a result of adding together their Critical Reading, Mathematics, and Writing scores (column A) received 3 or better on the AP U.S. History Exam (column C). This percentage, as well as other resulting percentages, may be interpreted as probabilities, or success rates, for how future students are likely to perform on AP Exams given the same PSAT/NMSQT score range. Column B contains the number of your students whose scores fall into each score band. Column D contains possible AP candidates, after the research probabilities were applied to column B. Column E is a summation of possible AP candidates. Each row in column E displays a running count of possible AP candidates at and above a particular score band.

While this summary report gives you a sense of the number of students to consider for AP, it **should** be used in conjunction with AP Potential (<http://appotential.collegeboard.com>) to generate a roster of students who are likely to score a 3 or better on a given AP Exam. Additionally, an evaluation of students' academic preparation and motivation is highly recommended, as it is essential to the process of identifying students likely to succeed in AP courses.

A PSAT/NMSQT Critical Reading + Math + Writing Score Ranges	B Total Number of PSAT/NMSQT Takers in each Score Range	C Probability of Students Receiving an AP Exam Grade of 3+	D Number of Students Likely to Receive a 3+	E Cumulative Number of Students Likely to Receive a 3+
231-240	4	98.8	4	4
221-230	8	97.9	8	12
211-220	20	97.4	19	31
201-210	34	95	32	63
191-200	45	90.8	41	104
181-190	66	85.3	56	160
171-180	57	76.6	44	204
161-170	93	64.2	60	264
151-160	76	50.4	38	302
141-150	94	37.1	35	337
131-140	92	25.2	23	360
121-130	60	14.9	9	369
111-120	58	8.2	5	374
101-110	27	4.1	1	375
91-100	18	2.3	0	375
81-90	15	2.4	0	375
71-80	2	-	-	375
60-70	1	-	-	375
	770			375

Existing AP Participation

May 2010 AP U.S. History

This table includes students that received a score on the May 2010 administration of the AP U.S. History Exam. This table is displayed to show your students' current year's participation in the AP Exam, relative to the current year's PSAT/NMSQT takers. Some of your current PSAT/NMSQT takers might be candidates for AP courses next year.

AP Exam Score:	Number of Scores:
5	35
4	32
3	45
2	27
1	19
Total # of AP Takers	158
Total # of Scores ≥ 3	112

Note: This data should not be used as the only source of information, or as an absolute standard or minimum requirement for enrollment in AP courses.

Data Notes

- > This report includes sophomore and junior PSAT/NMSQT test-takers having valid Critical Reading, Mathematics, and Writing scores. These selection criteria are consistent with the methodology used by Ewing, Camara, and Millsap in "The Relationship Between PSAT/NMSQT Scores and AP Examination Grades: A Follow-Up Study" (<http://www.collegeboard.com/research/pdf/06898CBR06-1.pdf>).
 - > Pages in this report are not included if there are fewer than 25 PSAT/NMSQT test-takers in that particular group.
 - > The 2006 PSAT/NMSQT writing skills section was the first to be created from the new SAT writing section, which resulted in changes to the writing score scale. As a result, new expectancy tables were created for those AP exams involving PSAT writing. This was accomplished by placing the old PSAT writing scores used by Ewing, Camara & Millsap (2006) on the new PSAT writing scale and recomputing the expectancy tables following the same procedures that were previously used. The new expectancy tables will be published in a forthcoming research note.
-

District Integrated Summary 2009-2010

Santa Clara County Office of Education

Included in This Report:

- SAT[®]
- SAT Subject Tests[™]
- Advanced Placement Program[®]
- PSAT/NMSQT[®]

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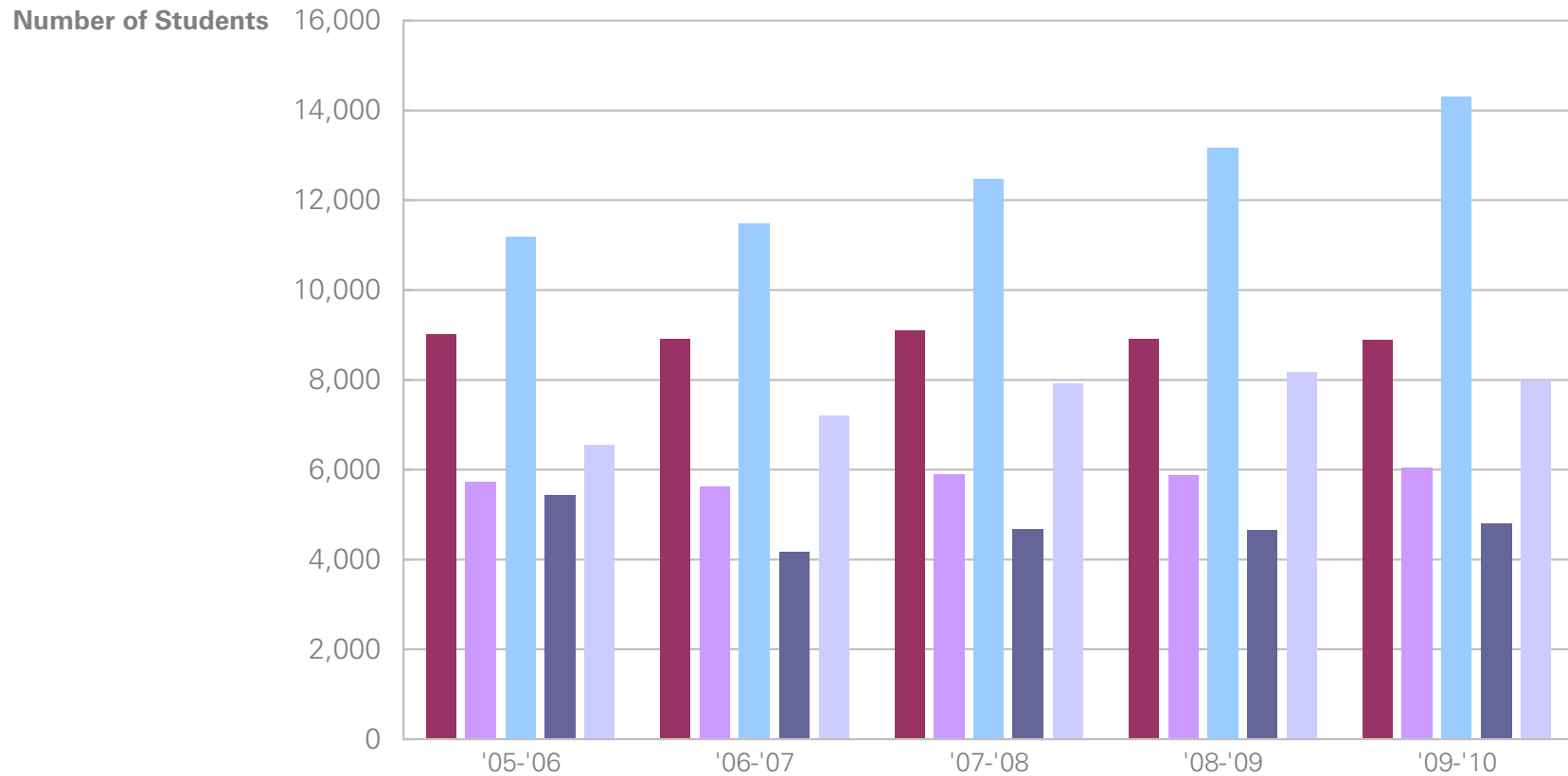
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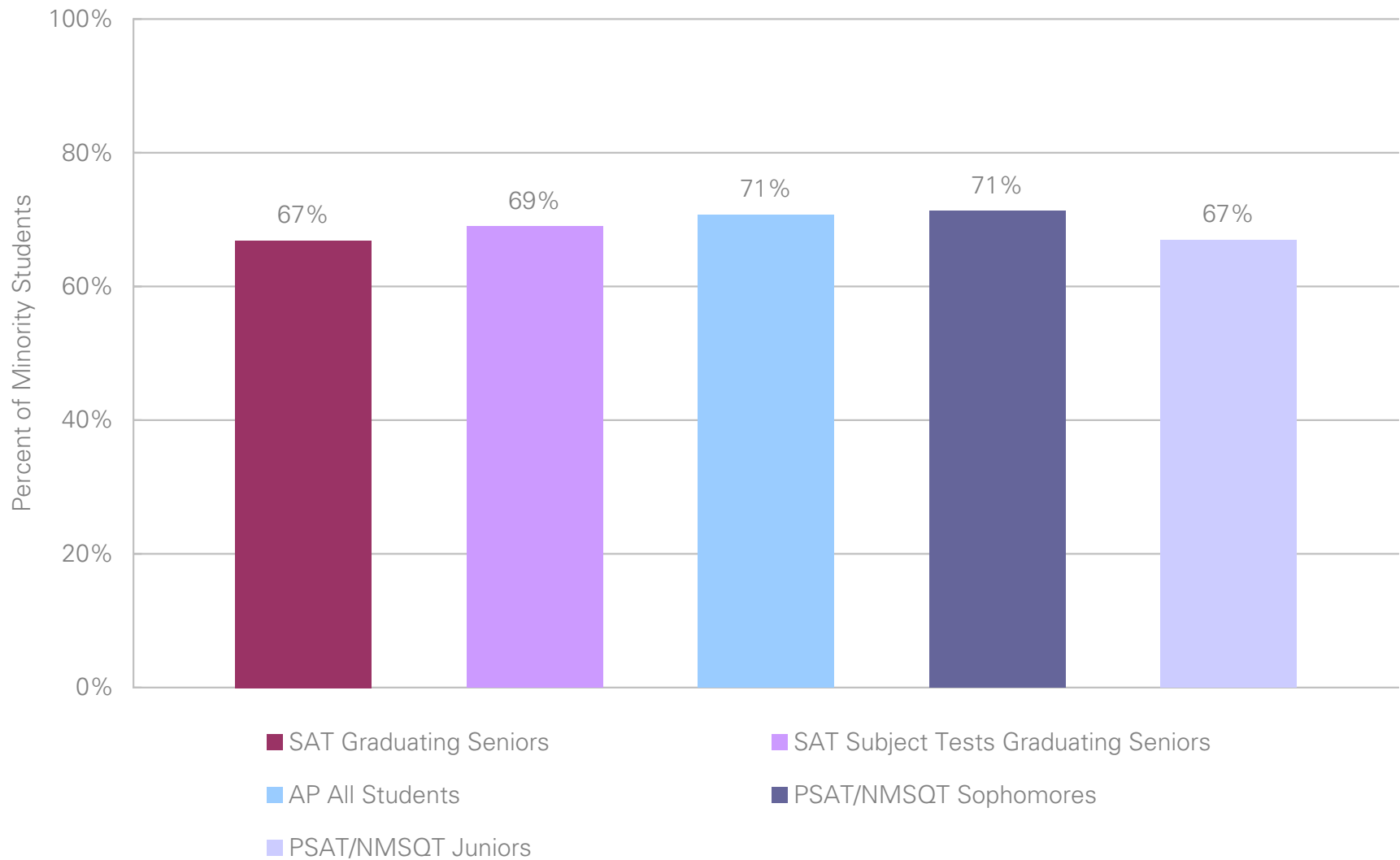
Data Notes

OVERVIEW: Number of Students Taking SAT, SAT Subject Tests, AP and PSAT/NMSQT

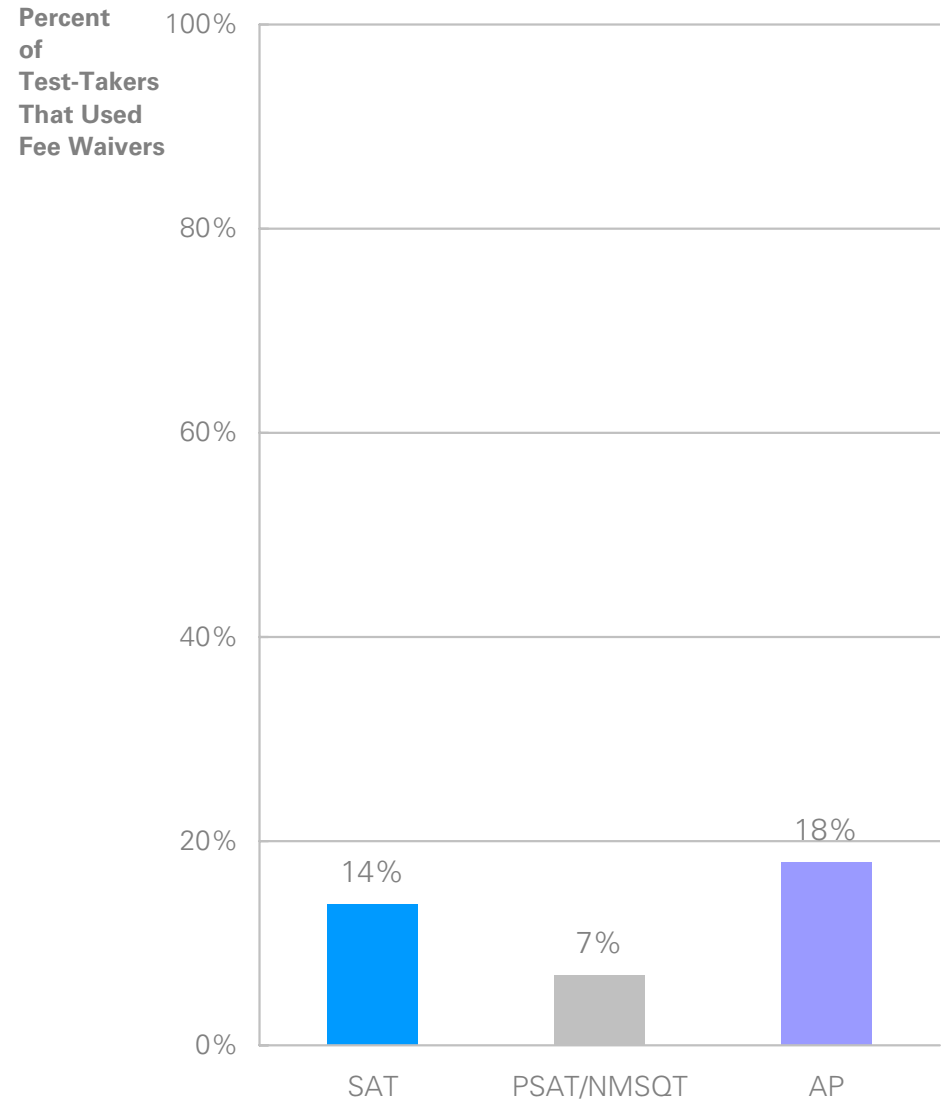
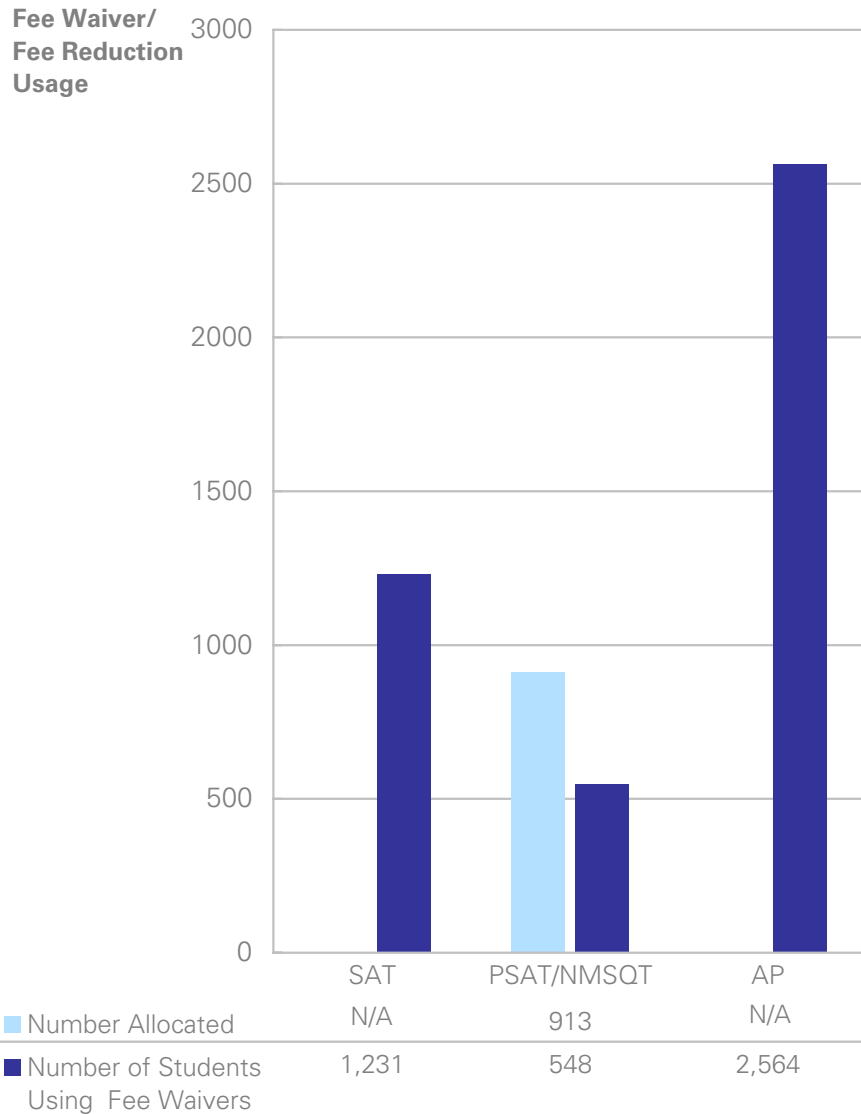


■ SAT Graduating Seniors	9,018	8,910	9,094	8,912	8,895
■ SAT Subject Tests Graduating Seniors	5,721	5,625	5,892	5,871	6,036
■ AP All Students	11,172	11,484	12,475	13,167	14,302
■ PSAT/NMSQT Sophomores	5,433	4,162	4,676	4,656	4,793
■ PSAT/NMSQT Juniors	6,544	7,211	7,921	8,176	7,977

OVERVIEW: Percent of Test-Takers Self-Reported as Minority Students



OVERVIEW: Fee Waivers/Fee Reduction for SAT, AP and PSAT/NMSQT



Note: SAT and AP fee reduction allocation numbers are not available. The number of PSAT/NMSQT fee waivers reported reflects those students whose test fees were covered by a fee waiver or an agreement with the state or district designed to support students underrepresented in college-going populations. As part of such an agreement, the state or districts paid the test fees for juniors at a reduced cost.

District Integrated Summary 2009-2010

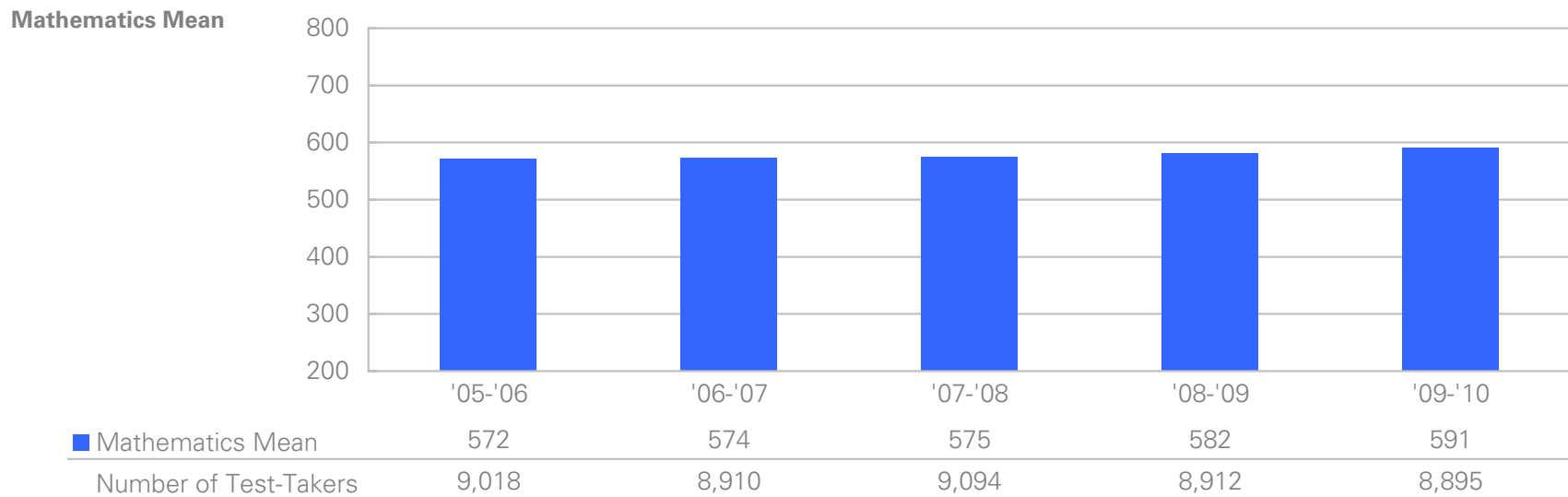
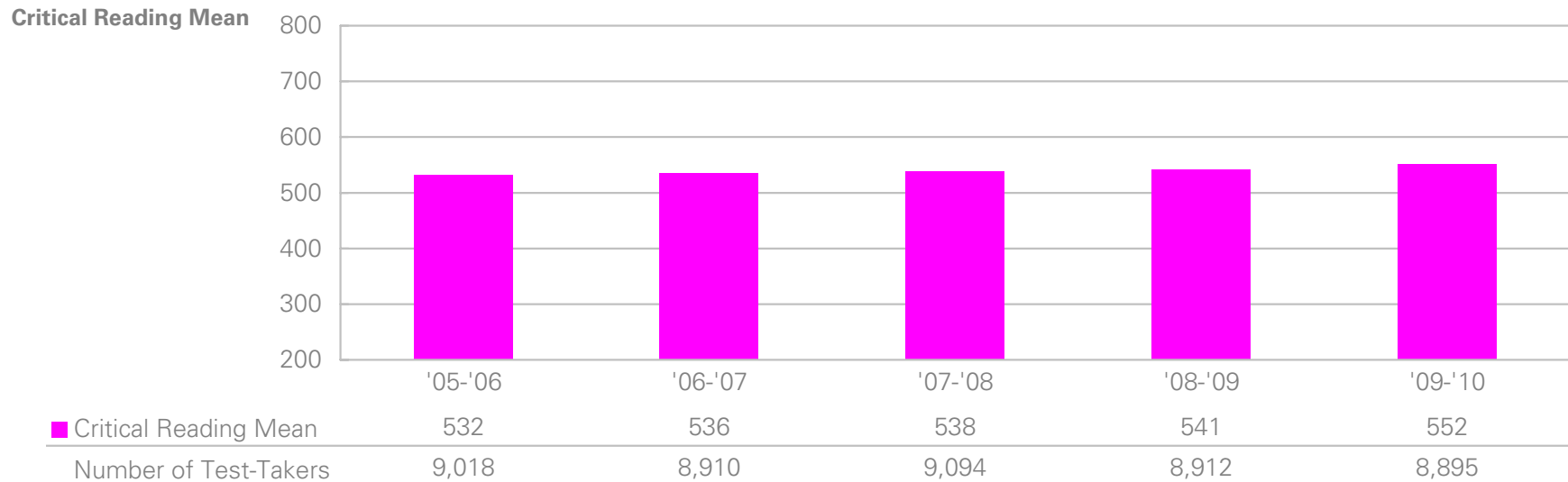
Santa Clara County Office of Education



SAT: Performance and Participation Overview

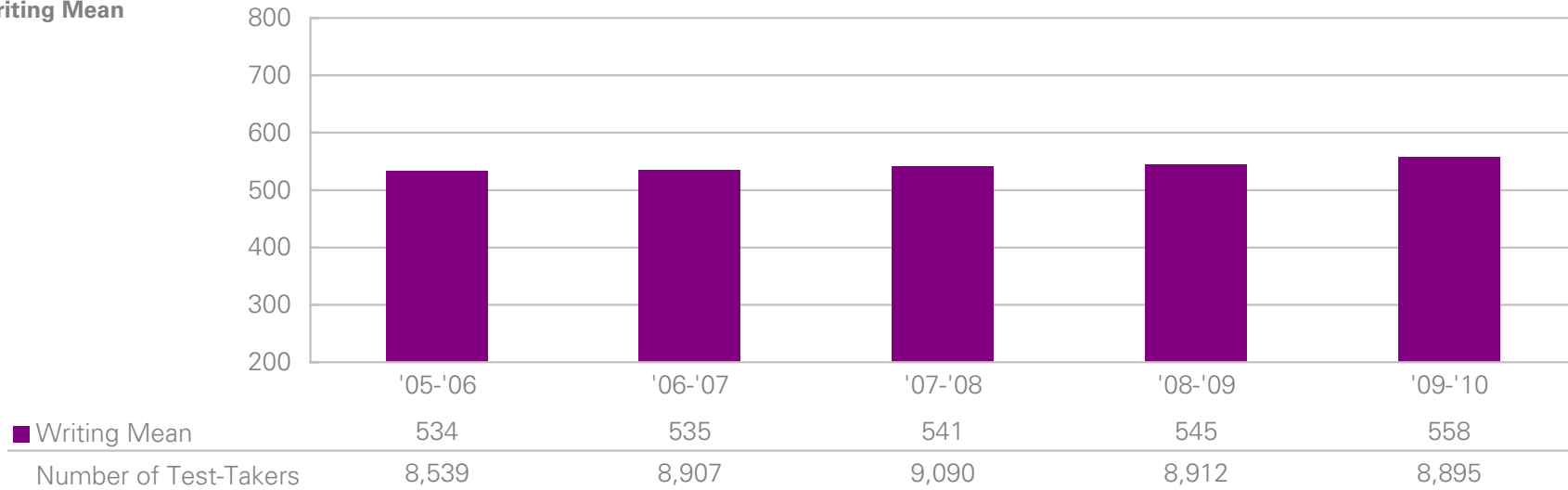
	Santa Clara County Office of Education					California- Public Schools					Total Group - Public Schools				
	# of Test-Takers	% of Total	Mean Critical Reading	Mean Mathematics	Mean Writing	# of Test-Takers	% of Total	Mean Critical Reading	Mean Mathematics	Mean Writing	# of Test-Takers	% of Total	Mean Critical Reading	Mean Mathematics	Mean Writing
All															
Total	8,895	100.0%	552	591	558	159,245	100.0%	501	520	499	1,114,273	100.0%	498	511	488
Change from last year	-0.2%		+11	+9	+13	-3.2%		+6	+7	+6	+2.1%		+1	+1	+1
Gender															
Female	4,744	53.3%	548	572	561	88,954	55.9%	495	501	501	608,216	54.6%	495	495	493
Change from last year	+0.9%		+8	+6	+10	-2.7%		+4	+7	+5	+2.9%		+1	+1	0
Male	4,151	46.7%	557	612	555	70,291	44.1%	507	544	498	506,057	45.4%	501	530	481
Change from last year	-1.4%		+15	+13	+18	-3.7%		+6	+8	+8	+1.2%		+1	+2	+1
Ethnic Group															
American Indian	35	0.4%	472	493	460	904	0.6%	500	508	484	6,484	0.6%	484	489	464
Change from last year	-7.9%		-32	-37	-26	-10.5%		+4	+6	+1	-5.2%		+3	+2	+2
Asian	4,138	46.5%	559	620	571	36,964	23.2%	523	577	528	106,478	9.6%	522	577	523
Change from last year	-0.5%		+16	+13	+20	-0.7%		+7	+7	+8	+3.4%		+6	+4	+6
Black	217	2.4%	491	496	490	10,917	6.9%	444	436	439	156,279	14.0%	427	427	416
Change from last year	-8.4%		+14	+16	+13	-1.2%		+10	+11	+7	+7.1%		+2	+3	0
Hispanic Overall	1,125	12.6%	475	490	472	49,316	31.0%	447	456	446	169,648	15.2%	451	462	443
Change from last year	+5.3%		+7	+6	+6	-0.2%		+4	+8	+5	+7.7%		+3	+5	+2
<i>Mexican American</i>	801	9.0%	473	489	469	33,124	20.8%	449	461	448	68,221	6.1%	453	468	446
Change from last year	+5.8%		+11	+12	+10	-0.5%		+4	+10	+6	+5.5%		+4	+7	+4
<i>Puerto Rican</i>	26	0.3%	488	500	500	513	0.3%	500	497	491	17,176	1.5%	451	452	439
Change from last year	+36.8%		-27	-18	-21	-3.4%		+19	+13	+14	+9.2%		+4	+3	+1
<i>Other Hispanic</i>	298	3.4%	479	490	475	15,679	9.8%	439	445	440	84,251	7.6%	450	460	442
Change from last year	+2.1%		-2	-9	-6	+0.6%		0	+6	+4	+9.2%		+2	+5	+2
White	2,625	29.5%	576	595	576	49,663	31.2%	546	557	541	610,102	54.8%	525	536	513
Change from last year	+1.0%		+7	+4	+8	-6.0%		+6	+6	+6	+0.1%		+1	0	+1
Other	432	4.9%	562	592	576	5,953	3.7%	516	528	518	29,500	2.6%	497	504	489
Change from last year	-11.7%		+12	+10	+21	-13.9%		+9	+6	+7	-7.6%		+3	+3	+1
No Response	323	3.6%	577	600	577	5,528	3.5%	520	526	513	35,782	3.2%	494	497	479
Change from last year	+0.3%		+7	+8	+6	-8.6%		+18	+19	+19	-3.0%		+13	+15	+13

SAT: Performance and Number of Test-Takers (Part 1 of 2)



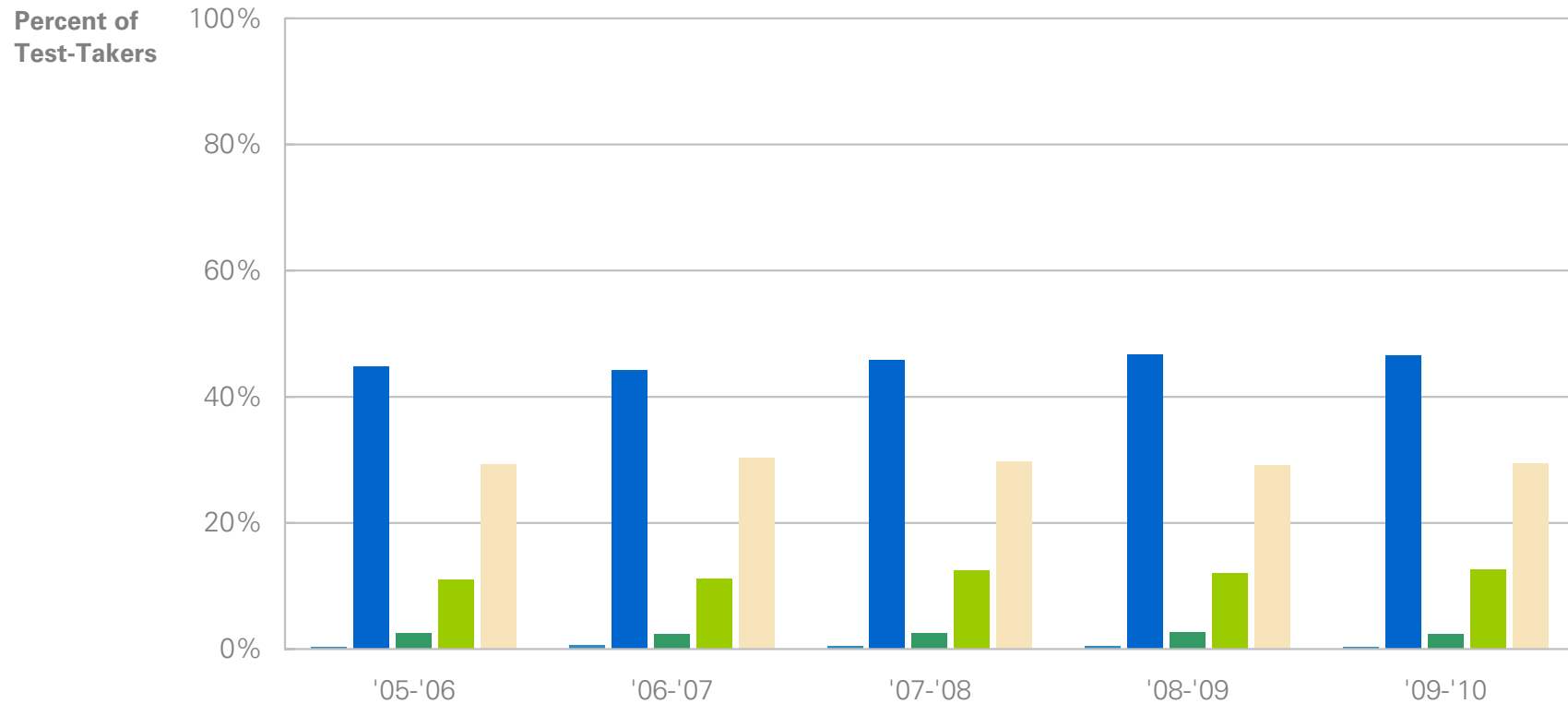
SAT: Performance and Number of Test-Takers (Part 2 of 2)

Writing Mean



Note: Writing mean scores are based on students who took the exam beginning March 2005, when the writing section was introduced. 2009 is the first year in which all graduating seniors took the SAT March 2005 or later and have writing scores.

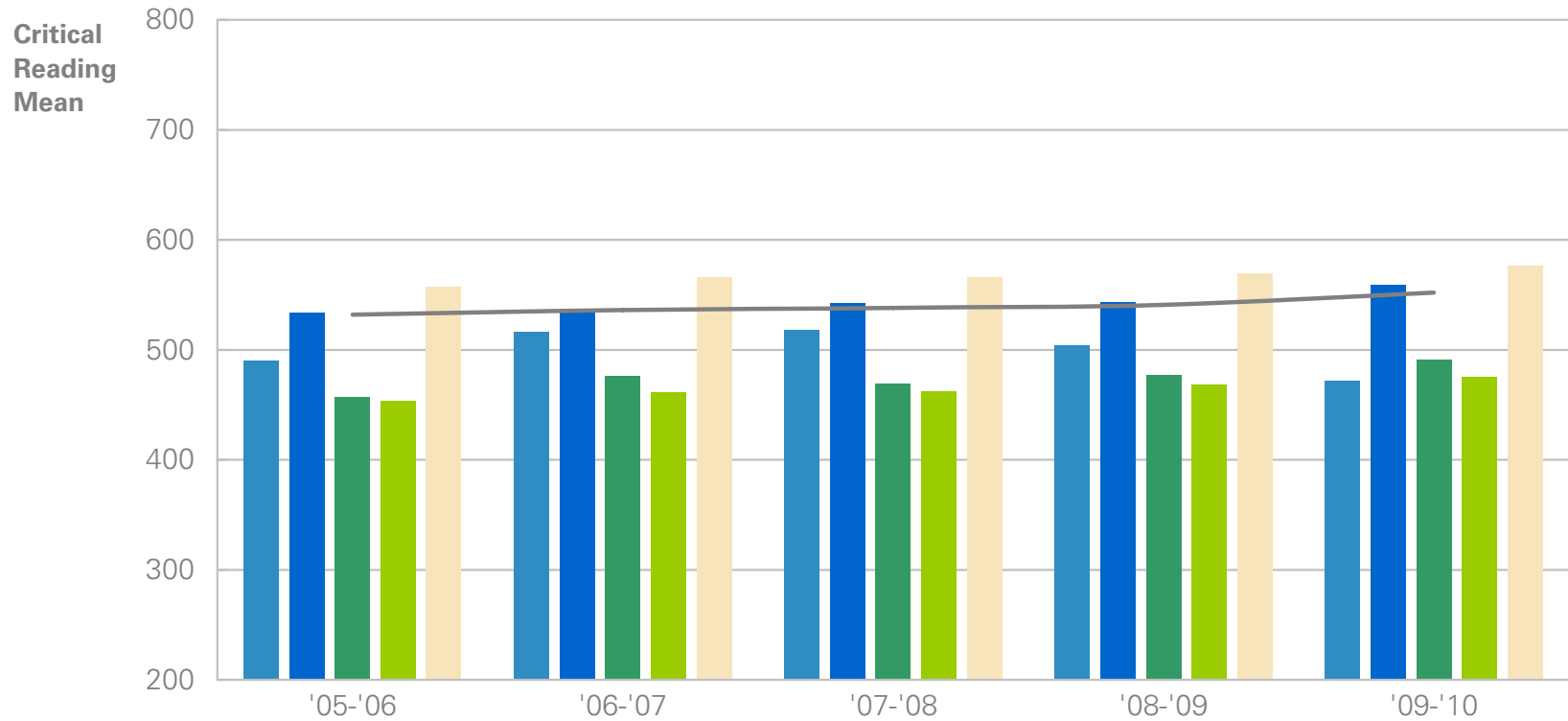
SAT: Participation by Ethnic Group



Number of Students Taking SAT:

American Indian	30	53	42	38	35
Asian	4,035	3,940	4,168	4,158	4,138
Black	223	216	226	237	217
Hispanic	989	993	1,131	1,068	1,125
White	2,647	2,698	2,705	2,600	2,625
Other	392	486	446	489	432
No Response	702	524	376	322	323
Total	9,018	8,910	9,094	8,912	8,895

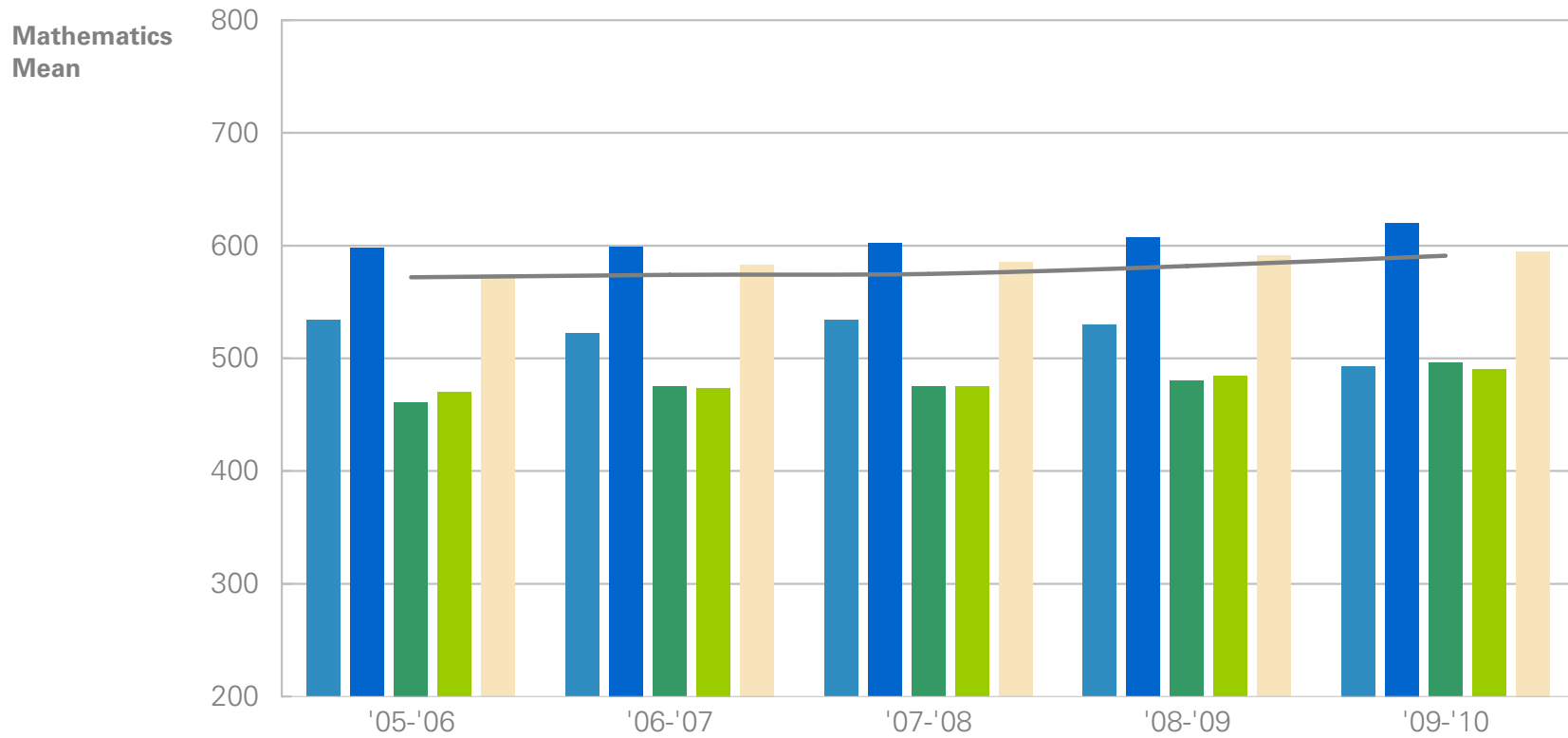
SAT: Critical Reading Performance by Ethnic Group



American Indian	490	516	518	504	472
Asian	533	535	542	543	559
Black	457	476	469	477	491
Hispanic	453	461	462	468	475
White	557	566	566	569	576
Overall*	532	536	538	541	552

*Represents the mean score for all students, including those who responded "Other" or "No Response." Please see the Self-Reported Ethnic Group Data Note for further details.

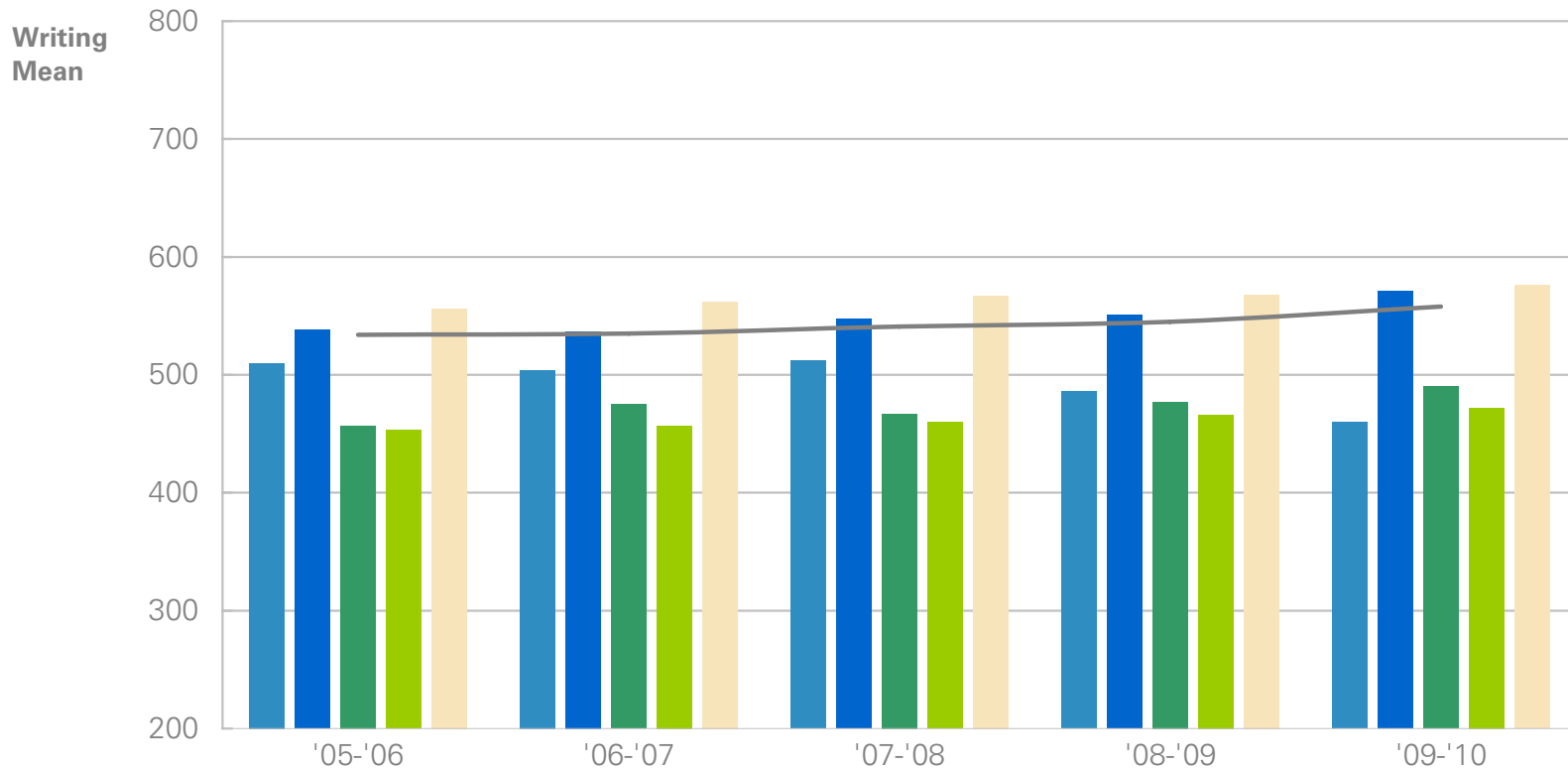
SAT: Mathematics Performance by Ethnic Group



American Indian	534	522	534	530	493
Asian	598	599	602	607	620
Black	461	475	475	480	496
Hispanic	470	474	475	484	490
White	574	583	585	591	595
Overall*	572	574	575	582	591

*Represents the mean score for all students, including those who responded "Other" or "No Response." Please see the Self-Reported Ethnic Group Data Note for further details.

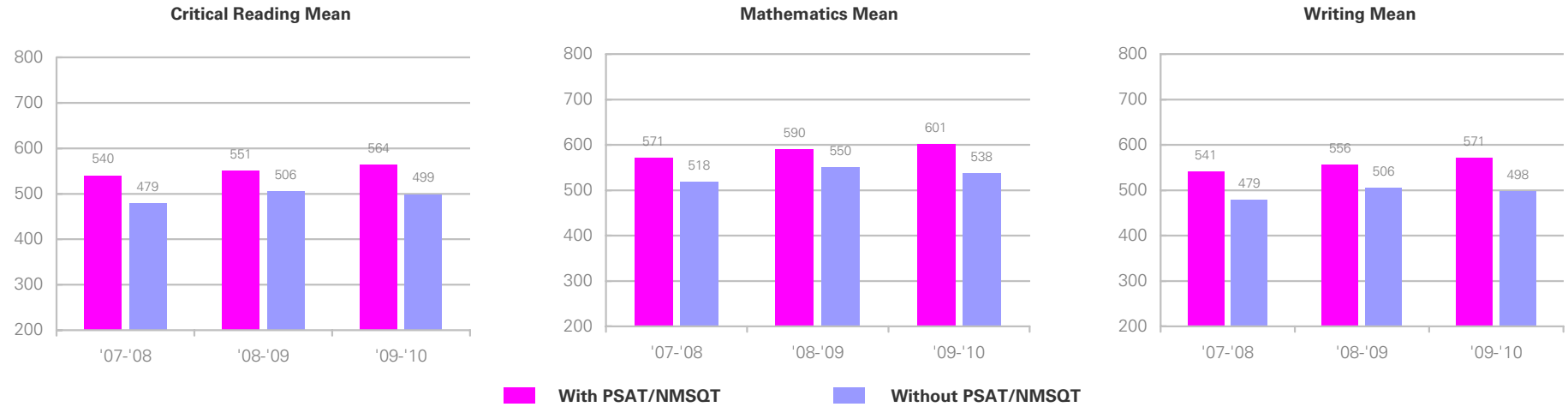
SAT: Writing Performance by Ethnic Group



American Indian	510	504	512	486	460
Asian	538	537	547	551	571
Black	457	475	467	477	490
Hispanic	453	457	460	466	472
White	556	562	567	568	576
Overall*	534	535	541	545	558

*Represents the mean score for all students, including those who responded "Other" or "No Response." Please see the Self-Reported Ethnic Group Data Note for further details.

SAT: Performance Based on Self-Reported PSAT/NMSQT Participation



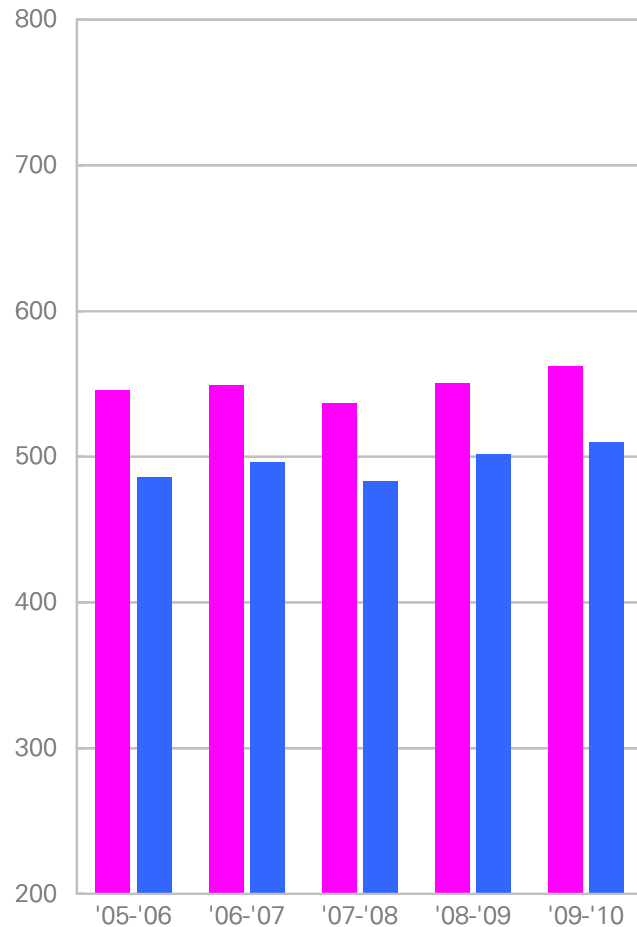
Graduating Class of 2010, Students Taking:	Number of Test-Takers	Critical Reading Mean	Mathematics Mean	Writing Mean
SAT (All Students)	8,895	552	591	558
SAT with PSAT/NMSQT (Junior)	2,816	548	581	551
SAT with PSAT/NMSQT (Sophomore or younger)	1,551	557	600	566
SAT with PSAT/NMSQT (Junior and Sophomore or younger)	2,384	587	626	599
SAT without PSAT/NMSQT	1,591	499	538	498
SAT with no response to taking the PSAT/NMSQT	553	562	614	571

Graduating Class of 2009, Students Taking:	Number of Test-Takers	Critical Reading Mean	Mathematics Mean	Writing Mean
SAT (All Students)	8,912	541	582	545
SAT with PSAT/NMSQT (Junior)	2,413	529	562	530
SAT with PSAT/NMSQT (Sophomore or younger)	1,529	563	609	570
SAT with PSAT/NMSQT (Junior and Sophomore or younger)	1,761	572	612	578
SAT without PSAT/NMSQT	1,860	506	550	506
SAT with no response to taking the PSAT/NMSQT	1,349	545	593	551

Graduating Class of 2008, Students Taking:	Number of Test-Takers	Critical Reading Mean	Mathematics Mean	Writing Mean
SAT (All Students)	9,094	538	575	541
SAT with PSAT/NMSQT (Junior)	2,003	530	558	530
SAT with PSAT/NMSQT (Sophomore or younger)	1,282	540	572	542
SAT with PSAT/NMSQT (Junior and Sophomore or younger)	1,704	550	586	553
SAT without PSAT/NMSQT	1,606	479	518	479
SAT with no response to taking the PSAT/NMSQT	2,499	573	620	580

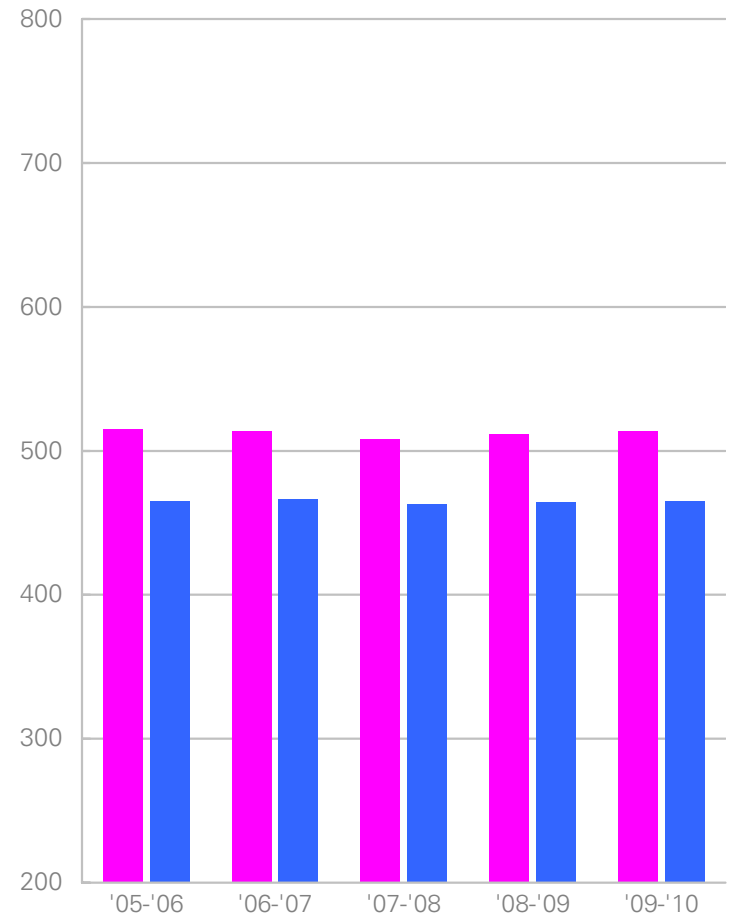
SAT: Critical Reading Performance by Trends in Academic Preparation

Santa Clara County Office of Education



Core Mean	546	549	537	550	562
Non-Core Mean	486	496	483	502	510
Core Test-Takers	5,350	5,736	4,929	6,073	6,370
Non-Core Test-Takers	1,851	1,698	1,483	1,497	1,453

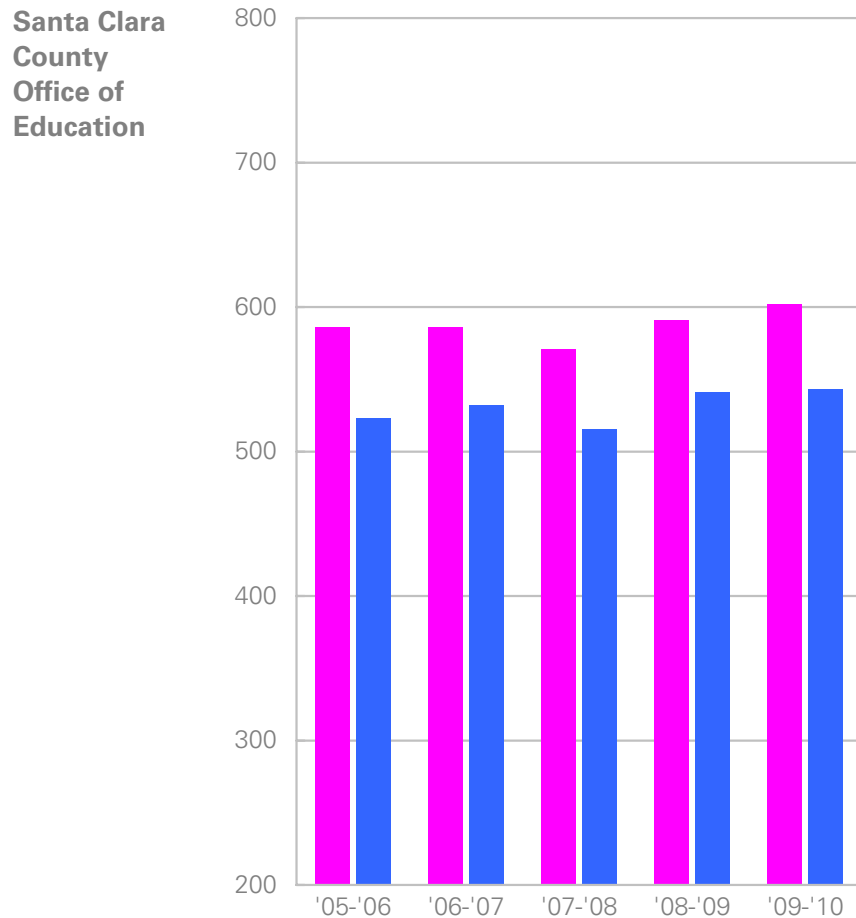
Total Group - Public Schools



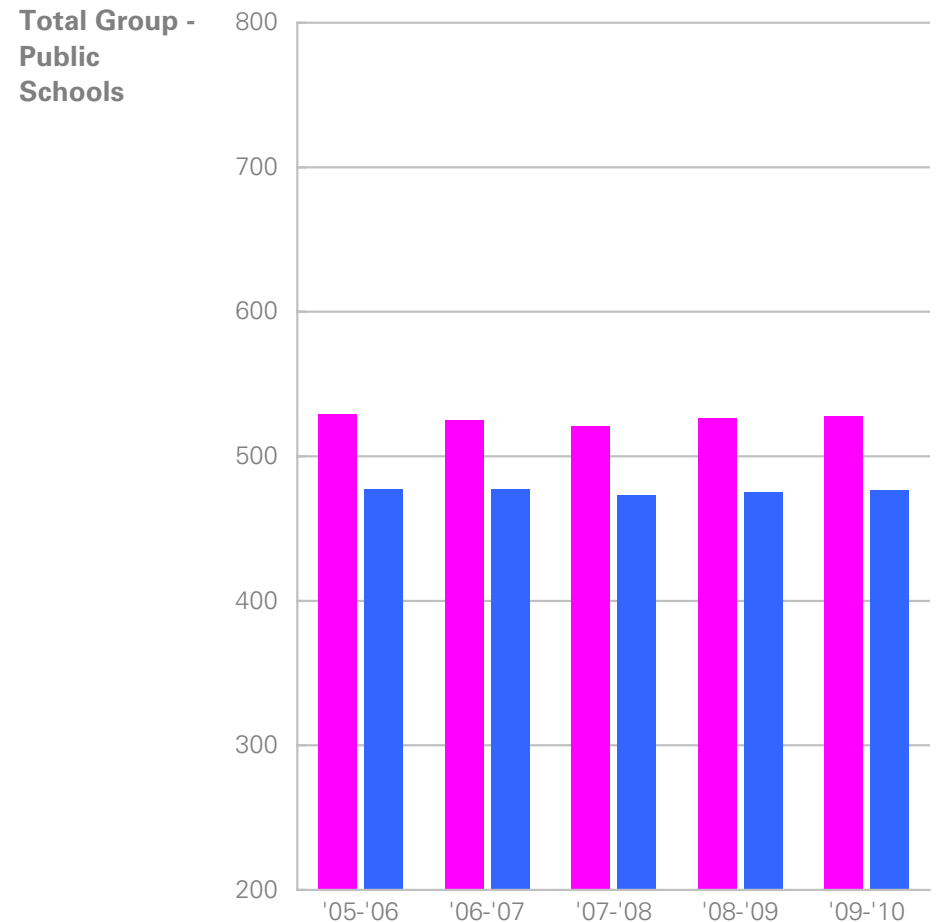
Core Mean	515	514	508	512	514
Non-Core Mean	465	466	463	464	465
Core Test-Takers	705,500	761,918	722,951	733,795	741,945
Non-Core Test-Takers	212,471	216,778	188,410	185,849	205,743

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration. Please see the Data Notes for definitions of Core and Non-Core.

SAT: Mathematics Performance by Trends in Academic Preparation



Core Mean	586	586	571	591	602
Non-Core Mean	523	532	515	541	543
Core Test-Takers	5,350	5,736	4,929	6,073	6,370
Non-Core Test-Takers	1,851	1,698	1,483	1,497	1,453

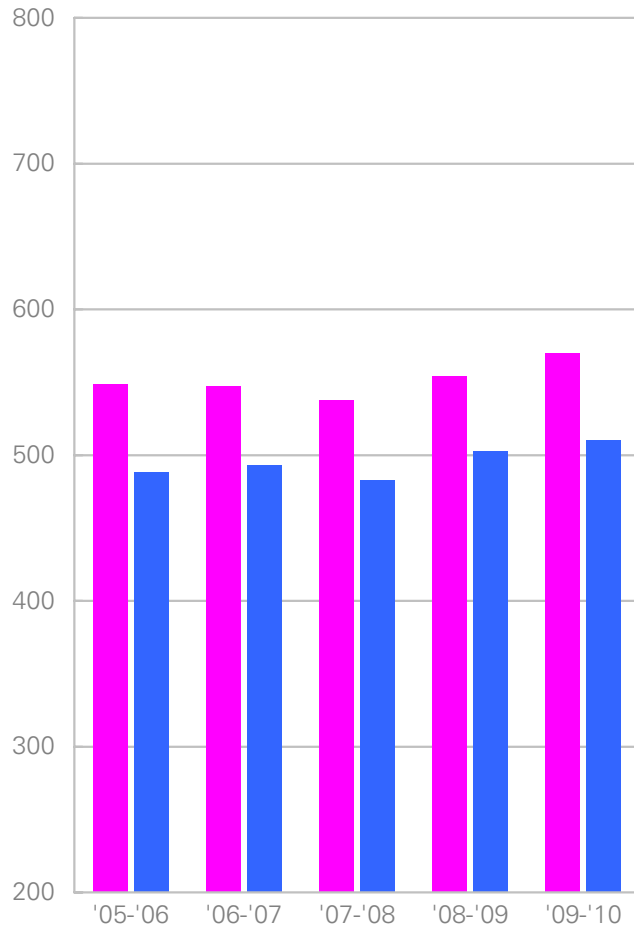


Core Mean	529	525	521	526	528
Non-Core Mean	477	477	473	475	476
Core Test-Takers	705,500	761,918	722,951	733,795	741,945
Non-Core Test-Takers	212,471	216,778	188,410	185,849	205,743

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration. Please see the Data Notes for definitions of Core and Non-Core.

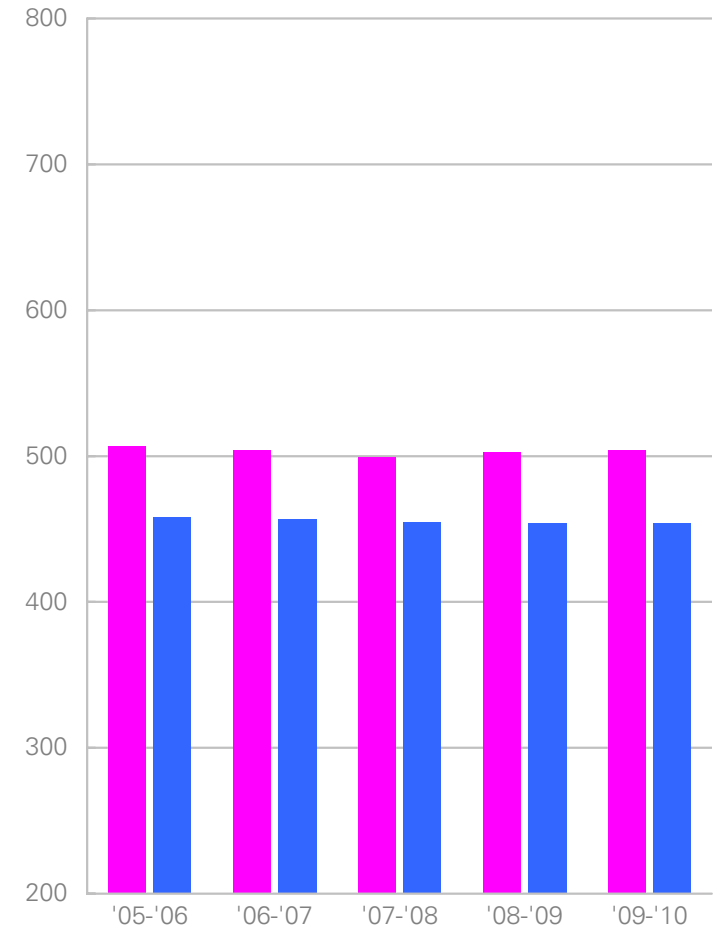
SAT: Writing Performance by Trends in Academic Preparation

**Santa Clara
County
Office of
Education**



Core Mean	549	547	538	554	570
Non-Core Mean	488	493	483	503	510
Core Test-Takers	5,111	5,734	4,929	6,073	6,370
Non-Core Test-Takers	1,746	1,697	1,483	1,497	1,453

**Total Group -
Public
Schools**



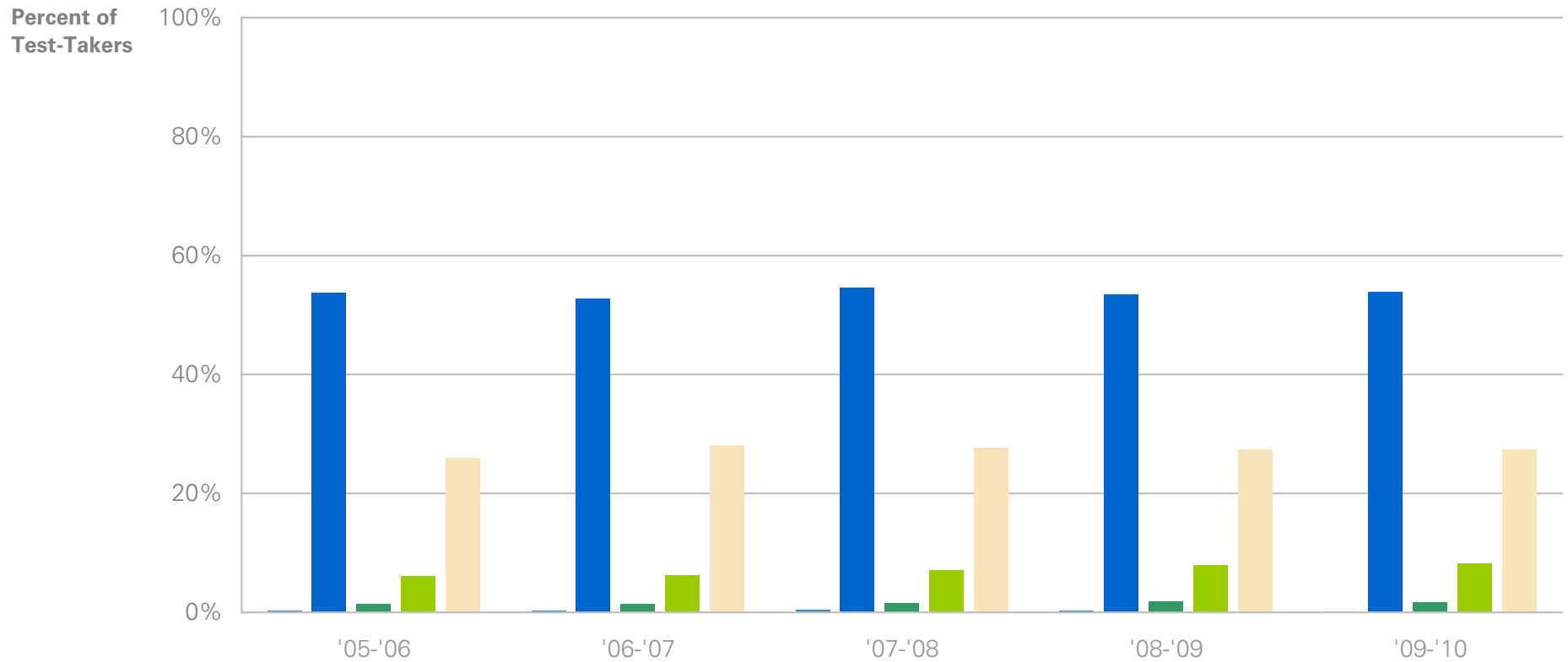
Core Mean	507	504	499	503	504
Non-Core Mean	458	457	455	454	454
Core Test-Takers	672,976	761,263	722,943	733,795	741,945
Non-Core Test-Takers	199,844	216,466	188,410	185,849	205,743

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration. Please see the Data Notes for definitions of Core and Non-Core.

SAT Subject Tests: Participation Overview

	Santa Clara County Office of Education			California- Public Schools			Total Group - Public Schools			
	# of Test-Takers	% of Total	# of Tests Taken	# of Test-Takers	% of Total	# of Tests Taken	# of Test-Takers	% of Total	# of Tests Taken	
All	Total	6,036	100.0%	16,287	88,509	100.0%	238,787	201,452	100.0%	526,100
	Change from last year	+2.8%		+5.9%	-0.7%		+1.6%	-1.8%		+0.6%
Gender	Female	3,290	54.5%	8,948	50,706	57.3%	137,244	111,187	55.2%	290,823
	Change from last year	+3.0%		+6.1%	-0.3%		+1.9%	-1.7%		+0.8%
	Male	2,746	45.5%	7,339	37,803	42.7%	101,543	90,265	44.8%	235,277
	Change from last year	+2.5%		+5.8%	-1.2%		+1.3%	-2.0%		+0.3%
Ethnic Group	American Indian	11	0.2%	28	376	0.4%	946	840	0.4%	2,139
	Change from last year	-38.9%		-40.4%	-7.6%		-6.5%	-6.5%		-5.6%
	Asian	3,248	53.8%	9,007	27,298	30.8%	76,165	50,631	25.1%	139,904
	Change from last year	+3.4%		+7.1%	+1.4%		+3.8%	+2.2%		+5.2%
	Black	102	1.7%	256	4,075	4.6%	10,458	11,482	5.7%	29,045
	Change from last year	-1.0%		-4.5%	0.0%		+2.4%	-4.3%		-3.1%
	Hispanic Overall	492	8.2%	1,274	24,152	27.3%	66,985	33,021	16.4%	89,597
	Change from last year	+5.6%		+8.9%	+3.3%		+6.0%	+2.3%		+4.9%
	<i>Mexican American</i>	356	5.9%	928	16,410	18.5%	45,632	18,584	9.2%	51,310
	Change from last year	+13.4%		+18.8%	+4.4%		+7.7%	+3.9%		+7.2%
	<i>Puerto Rican</i>	11	0.2%	26	224	0.3%	565	1,330	0.7%	3,212
	Change from last year	+22.2%		+4.0%	0.0%		-1.6%	+0.8%		+0.3%
	<i>Other Hispanic</i>	125	2.1%	320	7,518	8.5%	20,788	13,107	6.5%	35,075
Change from last year	-12.6%		-12.1%	+1.0%		+2.8%	+0.1%		+2.1%	
White	1,655	27.4%	4,321	26,217	29.6%	67,163	91,302	45.3%	228,124	
Change from last year	+2.9%		+4.8%	-4.4%		-3.2%	-4.6%		-2.9%	
Other	309	5.1%	824	3,464	3.9%	9,287	6,931	3.4%	18,289	
Change from last year	-4.3%		+0.7%	-12.8%		-10.0%	-13.0%		-10.5%	
No Response	219	3.6%	577	2,927	3.3%	7,783	7,245	3.6%	19,002	
Change from last year	+3.3%		+8.5%	+0.2%		+3.7%	+6.4%		+10.8%	

SAT Subject Tests: Percent Participation by Ethnic Group



Number of Students Taking SAT Subject Tests:

American Indian	15	18	23	18	11
Asian	3,072	2,969	3,214	3,140	3,248
Black	79	79	88	103	102
Hispanic	350	346	416	466	492
White	1,482	1,574	1,630	1,609	1,655
Other	247	297	282	323	309
No Response	476	342	239	212	219
Total	5,721	5,625	5,892	5,871	6,036

SAT Subject Tests: Subject Tests Participation and Performance

	'08-'09			'09-'10		
	# of Tests Taken	% of Total	Mean	# of Tests Taken	% of Total	Mean
Total Tests Taken	15,373	100%		16,287	100%	
Chemistry	1,350	9%	649	1,465	9%	658
Chinese with Listening	442	3%	766	443	3%	770
Ecological Biology	892	6%	620	1,062	7%	631
French	182	1%	604	197	1%	610
French with Listening	49	0%	617	68	0%	651
German	13	0%	638	9	0%	671
German with Listening	12	0%	655	15	0%	613
Italian	4	0%		3	0%	
Japanese with Listening	120	1%	686	108	1%	719
Korean with Listening	173	1%	766	143	1%	749
Latin	7	0%	470	1	0%	
Literature	1,994	13%	565	2,172	13%	570
Math Level I (M1)	472	3%	554	387	2%	552
Math Level II (M2)	4,354	28%	659	4,617	28%	660
Modern Hebrew	36	0%	666	32	0%	671
Molecular Biology	1,027	7%	659	1,144	7%	654
Physics	720	5%	650	808	5%	649
Spanish	623	4%	641	615	4%	639
Spanish with Listening	91	1%	641	114	1%	664
U.S. History	2,584	17%	595	2,614	16%	602
World History	228	1%	572	270	2%	579

AP: Performance and Participation Overview

		Santa Clara County Office of Education				California- Public Schools				Total Group - Public Schools			
		# of Test-Takers	% of Total	# of Exams Taken	# of Grades 3-5	# of Test-Takers	% of Total	# of Exams Taken	# of Grades 3-5	# of Test-Takers	% of Total	# of Exams Taken	# of Grades 3-5
All	Total	14,302	100.0%	27,328	19,710	246,437	100.0%	449,662	261,381	1,585,679	100.0%	2,747,437	1,530,848
	Change from last year	+8.6%		+11.7%	+9.7%	+6.6%		+7.6%	+7.2%	+9.5%		+10.2%	+8.3%
Gender	Female	7,773	54.3%	14,301	9,911	140,480	57.0%	250,177	137,837	896,063	56.5%	1,518,661	799,469
	Change from last year	+8.3%		+9.1%	+6.5%	+5.9%		+6.8%	+6.7%	+9.2%		+9.9%	+8.4%
Gender	Male	6,529	45.7%	13,027	9,799	105,957	43.0%	199,485	123,544	689,616	43.5%	1,228,776	731,379
	Change from last year	+9.1%		+14.7%	+13.0%	+7.5%		+8.8%	+7.9%	+9.9%		+10.6%	+8.2%
Ethnic Group	American Indian	31	0.2%	51	28	910	0.4%	1,543	811	8,148	0.5%	12,880	5,521
	Change from last year	+3.3%		+8.5%	-17.6%	-0.4%		+1.8%	+2.9%	+6.6%		+8.0%	+5.9%
Ethnic Group	Asian	7,108	49.7%	14,726	11,007	63,172	25.6%	130,392	84,162	184,888	11.7%	384,724	250,990
	Change from last year	+8.8%		+11.5%	+10.7%	+5.3%		+5.5%	+5.9%	+8.5%		+8.8%	+8.9%
Ethnic Group	Black	182	1.3%	312	161	8,008	3.2%	12,974	4,548	129,602	8.2%	197,430	49,162
	Change from last year	+9.0%		+8.0%	-1.2%	+6.9%		+7.2%	+8.0%	+13.9%		+14.4%	+12.5%
Ethnic Group	Hispanic Overall	2,088	14.6%	3,165	1,633	76,182	30.9%	125,386	53,659	252,270	15.9%	409,058	165,556
	Change from last year	+12.3%		+20.6%	+11.0%	+8.7%		+9.4%	+7.9%	+15.3%		+15.8%	+13.6%
Ethnic Group	<i>Mexican American</i>	1,593	11.1%	2,428	1,220	54,225	22.0%	89,771	38,857	123,868	7.8%	200,110	79,544
	Change from last year	+13.3%		+24.8%	+15.6%	+9.3%		+10.4%	+9.3%	+15.1%		+15.4%	+13.8%
Ethnic Group	<i>Puerto Rican</i>	15	0.1%	26	16	546	0.2%	898	501	15,273	1.0%	23,793	9,609
	Change from last year	-34.8%		-31.6%	-5.9%	+7.7%		-2.4%	-1.6%	+20.1%		+19.4%	+16.8%
Ethnic Group	<i>Other Hispanic</i>	480	3.4%	711	397	21,411	8.7%	34,717	14,301	113,129	7.1%	185,155	76,403
	Change from last year	+11.6%		+10.7%	-0.5%	+7.3%		+7.2%	+4.6%	+14.9%		+15.8%	+13.1%
Ethnic Group	White	3,558	24.9%	6,543	5,035	73,334	29.8%	132,594	91,068	899,777	56.7%	1,542,954	952,903
	Change from last year	+6.6%		+7.9%	+6.3%	+1.8%		+2.6%	+3.0%	+6.3%		+6.6%	+5.4%
Ethnic Group	Other	701	4.9%	1,353	1,020	11,222	4.6%	20,743	12,355	52,464	3.3%	91,812	49,628
	Change from last year	-7.5%		-6.8%	-7.2%	+0.7%		+0.5%	-0.3%	+5.0%		+4.5%	+2.1%
Ethnic Group	No Response	634	4.4%	1,178	826	13,609	5.5%	26,030	14,778	58,530	3.7%	108,579	57,088
	Change from last year	+32.4%		+51.4%	+58.8%	+42.4%		+62.5%	+70.1%	+43.7%		+62.5%	+61.5%

Note: Scores are reported when there are five or more exams taken by five or more test-takers.

AP: Exam Participation and Performance (Part 1 of 3)

	'08-'09					'09-'10								
	# of Exams	% of Total	Score of 1	Score of 2	Score of 3	Score of 4	Score of 5	# of Exams	% of Total	Score of 1	Score of 2	Score of 3	Score of 4	Score of 5
Total # of Exams	24,463	100%	2,689	3,804	5,288	5,743	6,939	27,328	100%	3,402	4,216	5,621	6,224	7,865
Art History % of Total	111	0%	47 42%	22 20%	22 20%	15 14%	5 5%	137	1%	49 36%	32 23%	20 15%	25 18%	11 8%
Art: Studio 2D-Design % of Total	86	0%	2 2%	20 23%	31 36%	24 28%	9 10%	128	0%	0 0%	17 13%	44 34%	43 34%	24 19%
Art: Studio 3D-Design % of Total	5	0%	1 20%	3 60%	1 20%	0 0%	0 0%	5	0%	2 40%	2 40%	0 0%	0 0%	1 20%
Art: Studio Drawing % of Total	67	0%	1 1%	12 18%	25 37%	14 21%	15 22%	53	0%	0 0%	12 23%	21 40%	13 25%	7 13%
Biology % of Total	2,023	8%	326 16%	211 10%	284 14%	385 19%	817 40%	2,116	8%	422 20%	186 9%	283 13%	389 18%	836 40%
Chemistry % of Total	1,147	5%	192 17%	114 10%	210 18%	252 22%	379 33%	1,178	4%	195 17%	86 7%	178 15%	285 24%	434 37%
Chinese Language and Culture % of Total	314	1%	1 0%	0 0%	11 4%	20 6%	282 90%	401	1%	1 0%	0 0%	5 1%	42 10%	353 88%
Computer Science A % of Total	116	0%	8 7%	4 3%	13 11%	44 38%	47 41%	347	1%	10 3%	12 3%	23 7%	84 24%	218 63%
Computer Science AB % of Total	241	1%	17 7%	15 6%	37 15%	56 23%	116 48%	0	–	0 –	0 –	0 –	0 –	0 –
Economics: Macroeconomics % of Total	667	3%	59 9%	102 15%	119 18%	235 35%	152 23%	700	3%	62 9%	116 17%	117 17%	258 37%	147 21%
Economics: Microeconomics % of Total	397	2%	14 4%	35 9%	71 18%	162 41%	115 29%	434	2%	43 10%	39 9%	52 12%	159 37%	141 32%
English Language & Composition % of Total	1,994	8%	143 7%	479 24%	584 29%	457 23%	331 17%	2,447	9%	209 9%	590 24%	614 25%	600 25%	434 18%
English Literature & Composition % of Total	2,120	9%	80 4%	484 23%	653 31%	594 28%	309 15%	2,276	8%	75 3%	539 24%	663 29%	609 27%	390 17%
Environmental Science % of Total	351	1%	57 16%	52 15%	55 16%	100 28%	87 25%	705	3%	119 17%	107 15%	123 17%	215 30%	141 20%

Note: Scores are reported when there are five or more exams.

AP: Exam Participation and Performance (Part 2 of 3)

	'08-'09							'09-'10						
	# of Exams	% of Total	Score of 1	Score of 2	Score of 3	Score of 4	Score of 5	# of Exams	% of Total	Score of 1	Score of 2	Score of 3	Score of 4	Score of 5
French Language % of Total	283	1%	24 8%	51 18%	94 33%	67 24%	47 17%	337	1%	36 11%	68 20%	120 36%	68 20%	45 13%
French Literature % of Total	31	0%	6 19%	8 26%	5 16%	8 26%	4 13%	0	–	0 –	0 –	0 –	0 –	0 –
German Language % of Total	47	0%	2 4%	9 19%	13 28%	12 26%	11 23%	43	0%	1 2%	8 19%	6 14%	9 21%	19 44%
Government & Politics: Comparative % of Total	13	0%	2 15%	2 15%	2 15%	4 31%	3 23%	34	0%	2 6%	9 26%	13 38%	4 12%	6 18%
Government & Politics: United States % of Total	1,521	6%	152 10%	349 23%	405 27%	311 20%	304 20%	1,600	6%	242 15%	378 24%	441 28%	252 16%	287 18%
History: European % of Total	528	2%	122 23%	60 11%	186 35%	96 18%	64 12%	545	2%	123 23%	64 12%	191 35%	94 17%	73 13%
History: United States % of Total	2,785	11%	365 13%	606 22%	593 21%	650 23%	571 21%	3,054	11%	407 13%	673 22%	646 21%	708 23%	620 20%
History: World % of Total	760	3%	126 17%	172 23%	191 25%	158 21%	113 15%	1,056	4%	192 18%	280 27%	278 26%	183 17%	123 12%
Human Geography % of Total	78	0%	22 28%	12 15%	25 32%	13 17%	6 8%	73	0%	24 33%	21 29%	9 12%	10 14%	9 12%
Italian % of Total	4	0%	– –	– –	– –	– –	– –	0	–	0 –	0 –	0 –	0 –	0 –
Japanese Language and Culture % of Total	129	1%	11 9%	11 9%	30 23%	17 13%	60 47%	129	0%	4 3%	4 3%	37 29%	11 9%	73 57%
Latin: Literature % of Total	0	–	0 –	0 –	0 –	0 –	0 –	0	–	0 –	0 –	0 –	0 –	0 –
Latin: Vergil % of Total	3	0%	– –	– –	– –	– –	– –	5	0%	1 20%	2 40%	0 0%	0 0%	2 40%
Mathematics: Calculus AB % of Total	2,464	10%	337 14%	305 12%	425 17%	526 21%	871 35%	2,662	10%	610 23%	288 11%	445 17%	451 17%	868 33%
Mathematics: Calculus BC % of Total	1,423	6%	78 5%	50 4%	221 16%	202 14%	872 61%	1,417	5%	57 4%	47 3%	152 11%	164 12%	997 70%

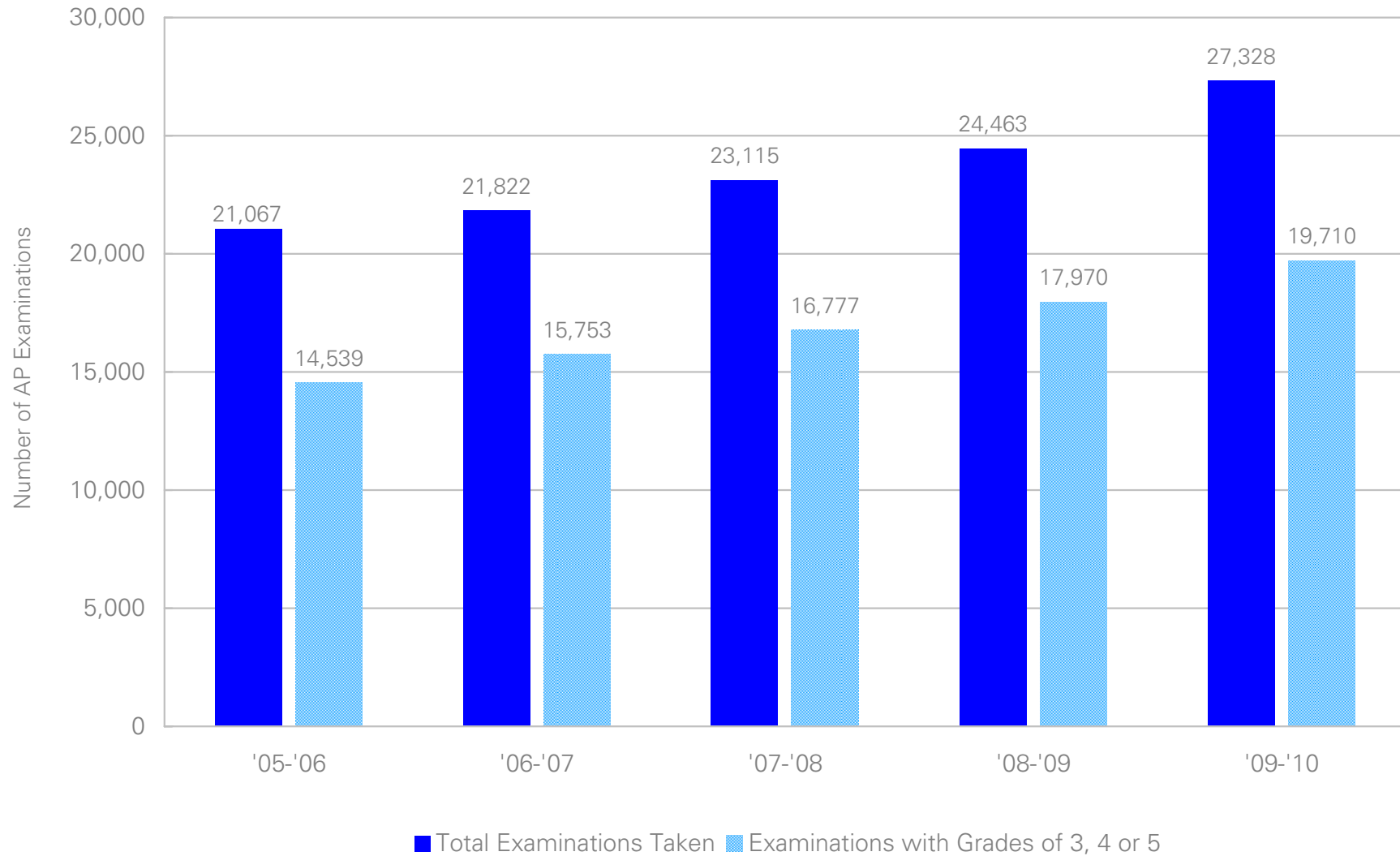
Note: Scores are reported when there are five or more exams.

AP: Exam Participation and Performance (Part 3 of 3)

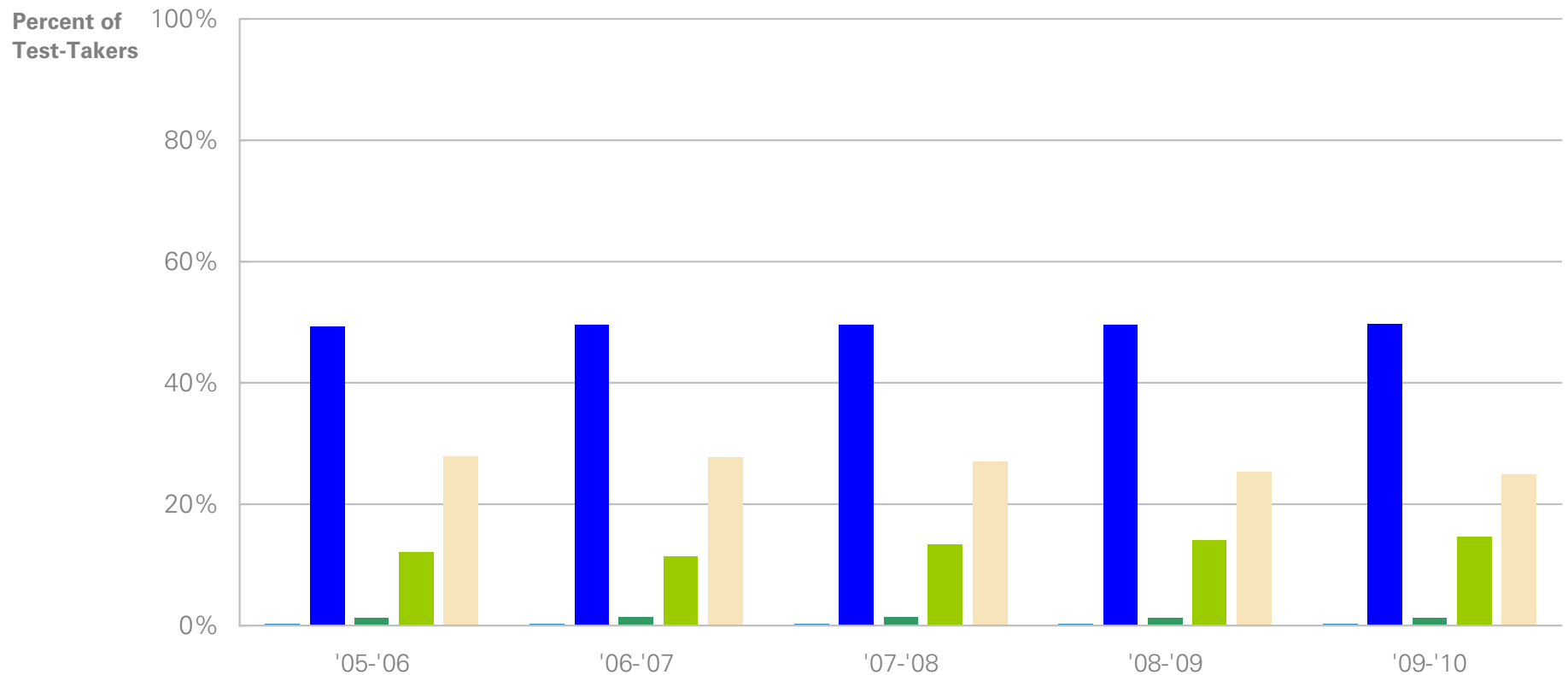
	'08-'09					'09-'10								
	# of Exams	% of Total	Score of 1	Score of 2	Score of 3	Score of 4	Score of 5	# of Exams	% of Total	Score of 1	Score of 2	Score of 3	Score of 4	Score of 5
Music: Theory % of Total	114	0%	1 1%	7 6%	22 19%	31 27%	53 46%	171	1%	3 2%	22 13%	39 23%	40 23%	67 39%
Physics B % of Total	451	2%	52 12%	73 16%	107 24%	90 20%	129 29%	495	2%	45 9%	68 14%	129 26%	117 24%	136 27%
Physics C: Electricity & Magnetism % of Total	170	1%	6 4%	8 5%	19 11%	43 25%	94 55%	212	1%	4 2%	19 9%	24 11%	42 20%	123 58%
Physics C: Mechanics % of Total	461	2%	22 5%	46 10%	95 21%	126 27%	172 37%	503	2%	25 5%	39 8%	71 14%	136 27%	232 46%
Psychology % of Total	447	2%	38 9%	33 7%	66 15%	133 30%	177 40%	556	2%	83 15%	61 11%	101 18%	162 29%	149 27%
Spanish Language % of Total	1,408	6%	106 8%	175 12%	275 20%	445 32%	407 29%	1,529	6%	119 8%	194 13%	291 19%	493 32%	432 28%
Spanish Literature % of Total	347	1%	79 23%	57 16%	118 34%	60 17%	33 10%	314	1%	57 18%	50 16%	107 34%	69 22%	31 10%
Statistics % of Total	1,357	6%	190 14%	216 16%	278 20%	393 29%	280 21%	1,666	6%	180 11%	183 11%	378 23%	489 29%	436 26%

Note: Scores are reported when there are five or more exams.

AP: Number of Examinations and Number of Examinations with Grades of 3, 4 or 5



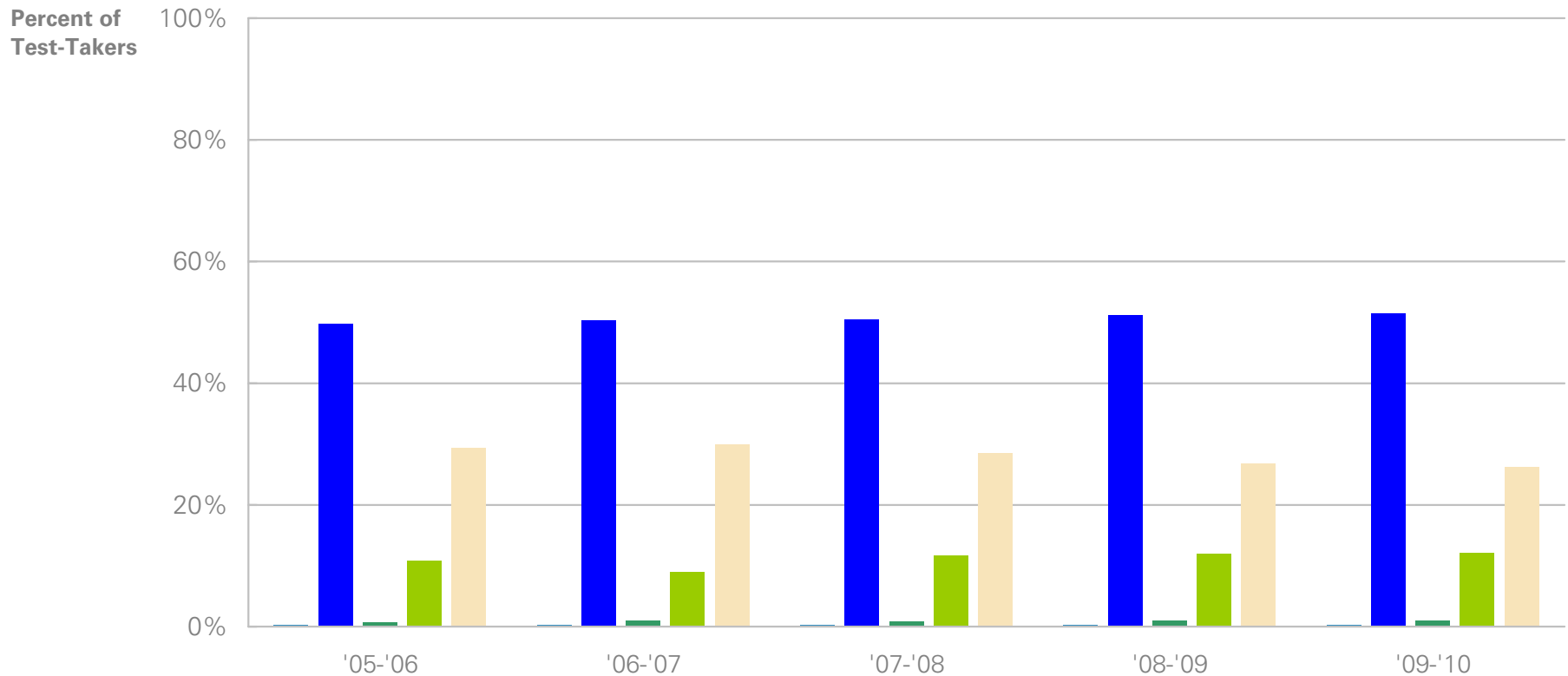
AP: Participation by Ethnic Groups Taking One or More Exam



Number of Students Taking One or More AP Exam:

American Indian	33	33	28	30	31
Asian	5,498	5,688	6,171	6,535	7,108
Black	138	158	170	167	182
Hispanic	1,348	1,311	1,656	1,859	2,088
White	3,104	3,188	3,371	3,339	3,558
Other	574	637	698	758	701
No Response	477	469	381	479	634
Total	11,172	11,484	12,475	13,167	14,302

AP: Participation by Ethnic Groups with Grades 3, 4 or 5



Number of Students With Grades 3, 4 or 5 on an AP Exam:

American Indian	17	18	15	18	18
Asian	3,976	4,255	4,606	5,019	5,434
Black	57	86	69	95	95
Hispanic	858	755	1,058	1,171	1,271
White	2,339	2,525	2,602	2,620	2,772
Other	426	497	513	576	532
No Response	315	324	270	317	443
Total	7,988	8,460	9,133	9,816	10,565

District Integrated Summary 2009-2010

Santa Clara County Office of Education



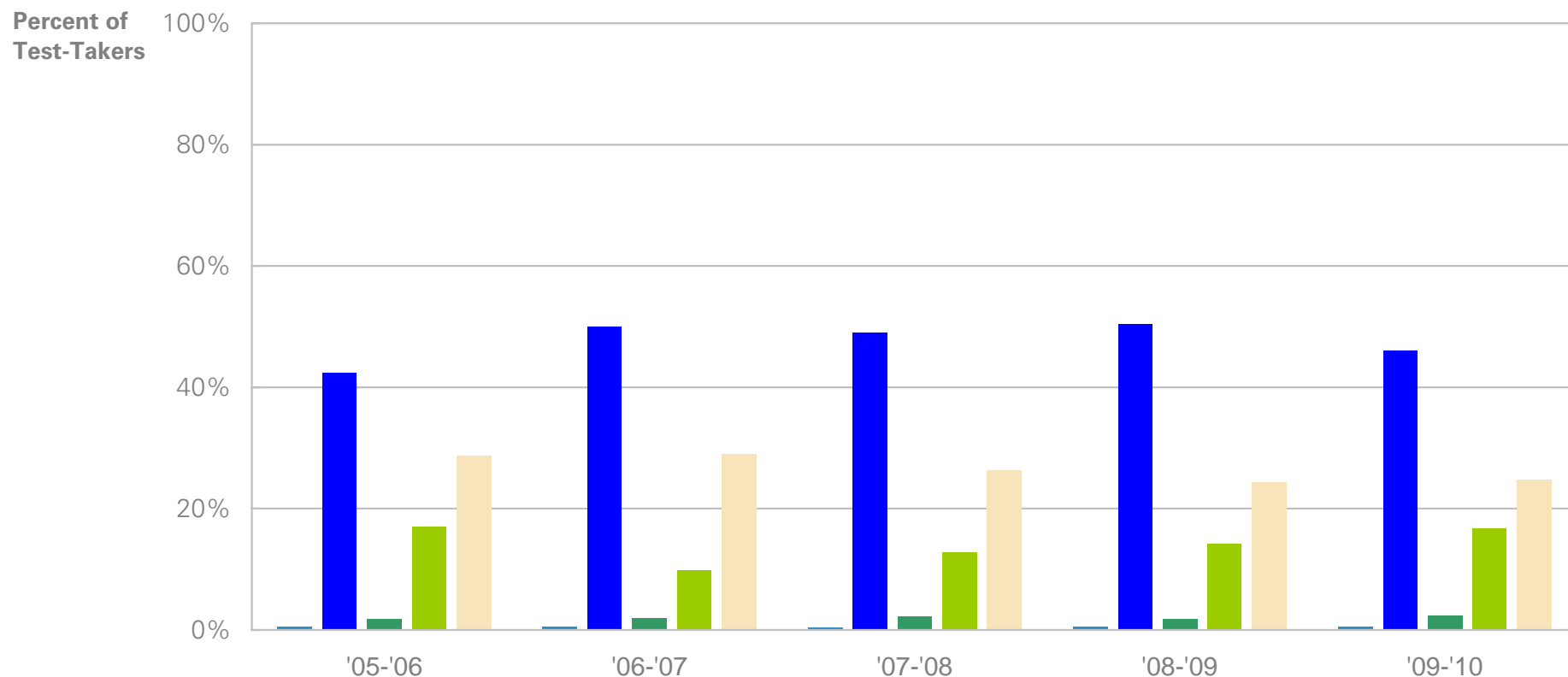
PSAT/NMSQT: Sophomore Performance and Participation Overview

	Santa Clara County Office of Education					California- Public Schools					Total Group - Public Schools					
	# of Test-Takers	% of Total	Mean Critical Reading	Mean Mathematics	Mean Writing	# of Test-Takers	% of Total	Mean Critical Reading	Mean Mathematics	Mean Writing	# of Test-Takers	% of Total	Mean Critical Reading	Mean Mathematics	Mean Writing	
All	Total	4,793	100.0%	48.6	52.5	48.1	158,793	100.0%	40.1	41.9	39.6	1,307,709	100.0%	41.1	42.7	40.2
	Change from last year	+2.9%		-0.5	-0.8	-0.3	-3.8%		+0.7	-0.3	+0.1	+0.1%		+0.4	-0.6	+0.1
Gender	Female	2,557	53.3%	48.8	51.0	48.9	82,869	52.2%	40.5	41.3	40.6	674,474	51.6%	41.6	42.3	41.4
	Change from last year	-0.7%		-0.2	-0.6	+0.2	-3.8%		+0.5	-0.3	+0.2	-0.6%		+0.3	-0.4	+0.3
Gender	Male	2,214	46.2%	48.4	54.2	47.3	74,271	46.8%	39.6	42.5	38.5	621,410	47.5%	40.7	43.2	38.9
	Change from last year	+8.0%		-0.9	-1.3	-0.8	-4.1%		+0.9	-0.5	+0.1	+0.8%		+0.6	-0.9	-0.1
Ethnic Group	American Indian	21	0.4%	45.7	48.9	44.5	861	0.5%	40.7	41.3	39.5	10,479	0.8%	38.5	39.7	37.4
	Change from last year	0.0%		-0.5	+2.9	0.0	-0.3%		+1.6	+0.2	+0.8	-0.0%		+0.5	-0.7	+0.4
Ethnic Group	Asian	2,206	46.0%	51.1	57.2	50.6	27,354	17.2%	45.5	49.8	44.7	93,160	7.1%	45.6	50.0	44.4
	Change from last year	-6.0%		+0.3	+0.4	+0.4	-2.7%		+0.7	0.0	+0.3	+0.0%		+0.6	-0.1	+0.3
Ethnic Group	Black	115	2.4%	42.5	43.0	43.3	11,506	7.2%	35.9	36.4	35.7	229,298	17.5%	36.0	37.2	35.7
	Change from last year	+42.0%		+0.5	+0.4	+2.7	-5.0%		+0.9	0.0	+0.5	-2.6%		+0.9	0.0	+0.4
Ethnic Group	Hispanic Overall	799	16.7%	39.6	41.2	39.4	64,605	40.7%	35.8	37.4	35.6	278,077	21.3%	36.9	38.8	36.2
	Change from last year	+21.1%		-0.3	-0.7	-0.1	-5.2%		+1.0	-0.1	0.0	+3.3%		+1.0	+0.1	0.0
Ethnic Group	<i>Mexican American</i>	587	12.2%	39.6	41.8	39.3	41,745	26.3%	36.4	38.1	36.2	123,302	9.4%	36.8	38.9	36.3
	Change from last year	+22.8%		-0.2	0.0	0.0	-6.8%		+1.0	+0.1	+0.2	+2.8%		+0.9	0.0	-0.1
Ethnic Group	<i>Puerto Rican</i>	10	0.2%	50.5	47.4	47.3	503	0.3%	38.7	39.1	37.8	24,505	1.9%	36.8	38.1	35.8
	Change from last year	+150.0%		-	-	-	-0.8%		+1.4	-0.4	-0.2	+0.3%		+1.0	+0.1	+0.4
Ethnic Group	<i>Other Hispanic</i>	202	4.2%	38.8	39.5	39.3	22,357	14.1%	34.7	36.1	34.6	130,270	10.0%	37.0	38.8	36.2
	Change from last year	+13.5%		-1.2	-2.5	-0.4	-2.1%		+1.0	-0.2	0.0	+4.2%		+1.0	+0.2	+0.1
Ethnic Group	White	1,181	24.6%	50.9	52.8	50.2	32,860	20.7%	47.0	47.7	46.0	584,898	44.7%	45.1	46.2	43.7
	Change from last year	+4.6%		-0.7	-1.3	-0.4	-5.3%		+0.1	-1.3	+0.1	-1.2%		0.0	-1.2	0.0
Ethnic Group	Other	275	5.7%	49.1	51.7	48.4	7,069	4.5%	41.8	43.2	41.4	48,363	3.7%	40.4	41.5	39.3
	Change from last year	-3.2%		0.0	-0.9	-0.5	-4.7%		+0.8	-0.3	+0.4	+0.5%		+0.3	-0.7	-0.1
Ethnic Group	No Response	196	4.1%	46.9	49.5	46.1	14,538	9.2%	35.7	37.4	35.5	63,434	4.9%	36.3	37.9	35.6
	Change from last year	+45.2%		-1.0	-1.6	-0.4	+6.6%		+0.9	-0.1	+0.1	+8.2%		+1.1	-0.2	+0.2

PSAT/NMSQT: Junior Performance and Participation Overview

	Santa Clara County Office of Education					California- Public Schools					Total Group - Public Schools					
	# of Test-Takers	% of Total	Mean Critical Reading	Mean Mathematics	Mean Writing	# of Test-Takers	% of Total	Mean Critical Reading	Mean Mathematics	Mean Writing	# of Test-Takers	% of Total	Mean Critical Reading	Mean Mathematics	Mean Writing	
All	Total	7,977	100.0%	51.1	54.2	50.3	145,179	100.0%	45.7	47.5	45.1	1,257,229	100.0%	46.2	47.7	45.0
	Change from last year	-2.4%		+0.1	-0.2	-0.3	+1.1%		+0.1	-0.6	-0.3	-2.9%		+0.2	-0.5	0.0
Gender	Female	4,182	52.4%	51.0	52.8	50.9	79,091	54.5%	45.7	46.3	45.7	677,987	53.9%	46.2	46.7	45.9
	Change from last year	-2.4%		0.0	-0.3	-0.2	+0.8%		+0.1	-0.5	-0.2	-3.1%		+0.1	-0.4	+0.2
Gender	Male	3,730	46.8%	51.3	55.8	49.6	64,944	44.7%	45.8	49.0	44.4	572,858	45.6%	46.2	49.0	44.1
	Change from last year	-2.5%		+0.3	-0.2	-0.4	+1.3%		+0.2	-0.7	-0.5	-2.5%		+0.4	-0.7	-0.1
Ethnic Group	American Indian	41	0.5%	49.7	49.5	47.1	830	0.6%	46.3	46.6	45.0	9,117	0.7%	44.2	45.1	42.5
	Change from last year	+10.8%		+3.1	+0.1	+2.3	-4.2%		+0.8	-0.4	+0.8	-1.7%		0.0	-0.9	-0.1
Ethnic Group	Asian	3,163	39.7%	54.2	60.0	53.7	28,241	19.5%	50.3	55.2	49.9	99,080	7.9%	49.6	54.6	48.5
	Change from last year	-2.3%		+0.4	+0.7	-0.1	-1.2%		+0.4	+0.1	0.0	-0.1%		+0.5	+0.2	0.0
Ethnic Group	Black	194	2.4%	43.4	43.9	42.7	8,673	6.0%	40.4	40.5	40.2	170,453	13.6%	39.2	40.0	38.8
	Change from last year	-4.9%		-2.1	-1.5	-2.1	-0.1%		+0.5	-0.2	+0.4	-3.9%		+0.6	0.0	+0.3
Ethnic Group	Hispanic Overall	1,446	18.1%	41.4	42.4	40.8	52,678	36.3%	40.1	41.5	39.7	217,012	17.3%	40.5	42.5	39.8
	Change from last year	+6.4%		0.0	-0.9	-0.6	+4.2%		+0.3	-0.2	-0.5	+6.3%		+0.4	0.0	-0.4
Ethnic Group	<i>Mexican American</i>	1,058	13.3%	41.4	42.3	40.7	35,347	24.3%	40.6	42.1	40.3	97,275	7.7%	40.8	43.1	40.2
	Change from last year	+6.9%		+0.4	-0.7	-0.5	+4.8%		+0.3	-0.3	-0.4	+7.3%		+0.3	0.0	-0.6
Ethnic Group	<i>Puerto Rican</i>	12	0.2%	45.9	47.6	42.3	415	0.3%	43.9	43.8	43.2	19,282	1.5%	40.2	41.1	39.0
	Change from last year	-55.6%		-2.0	-0.3	-4.8	-12.6%		-1.0	-2.7	-1.4	+1.0%		+0.3	-0.5	-0.1
Ethnic Group	<i>Other Hispanic</i>	376	4.7%	41.3	42.5	40.9	16,916	11.7%	38.8	40.1	38.5	100,455	8.0%	40.3	42.2	39.5
	Change from last year	+9.9%		-0.7	-1.1	-0.7	+3.5%		+0.3	0.0	-0.5	+6.4%		+0.5	+0.1	-0.3
Ethnic Group	White	2,297	28.8%	54.0	55.4	52.7	40,488	27.9%	51.5	52.3	50.3	682,369	54.3%	49.6	50.8	48.1
	Change from last year	-8.7%		+0.3	-0.4	+0.2	-2.5%		+0.2	-0.8	0.0	-6.0%		+0.3	-0.6	+0.3
Ethnic Group	Other	495	6.2%	51.5	54.2	51.0	6,644	4.6%	47.4	48.8	47.0	41,744	3.3%	45.5	46.4	44.2
	Change from last year	-7.5%		+0.7	+0.1	+0.3	-2.3%		+0.1	-0.4	-0.1	-2.8%		+0.4	-0.4	+0.1
Ethnic Group	No Response	341	4.3%	47.8	48.5	46.5	7,625	5.3%	41.0	42.3	40.4	37,454	3.0%	40.3	41.6	39.3
	Change from last year	+18.8%		+1.9	+0.2	+1.0	+15.3%		-0.1	-0.9	-0.9	+7.0%		+0.3	-0.6	-0.3

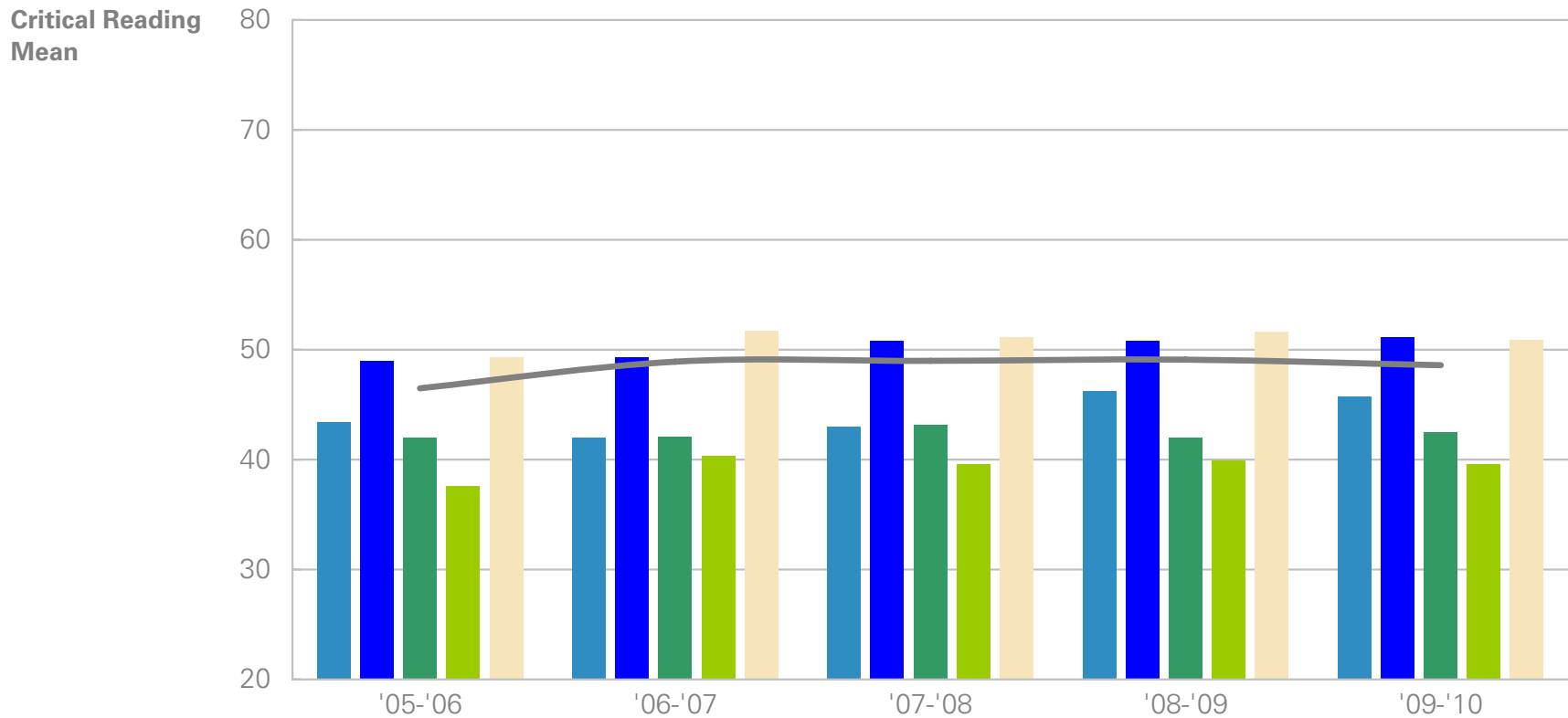
PSAT/NMSQT: Sophomore Participation by Ethnic Group



Number of Sophomores Taking the PSAT/NMSQT:

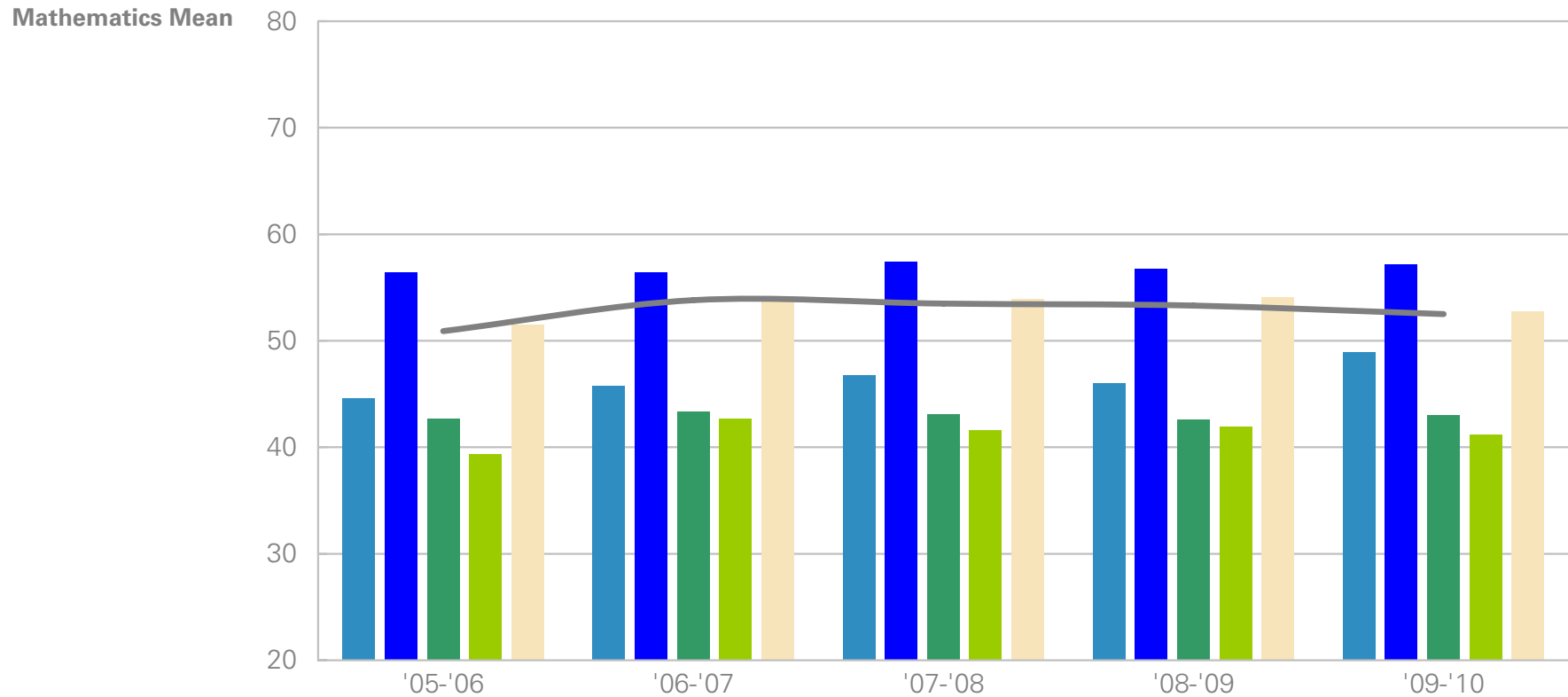
American Indian	29	21	17	21	21
Asian	2,300	2,078	2,289	2,346	2,206
Black	95	81	100	81	115
Hispanic	921	409	596	660	799
White	1,556	1,206	1,226	1,129	1,181
Other	311	249	307	284	275
No Response	221	118	141	135	196
Total	5,433	4,162	4,676	4,656	4,793

PSAT/NMSQT: Sophomore Critical Reading Performance by Ethnic Group



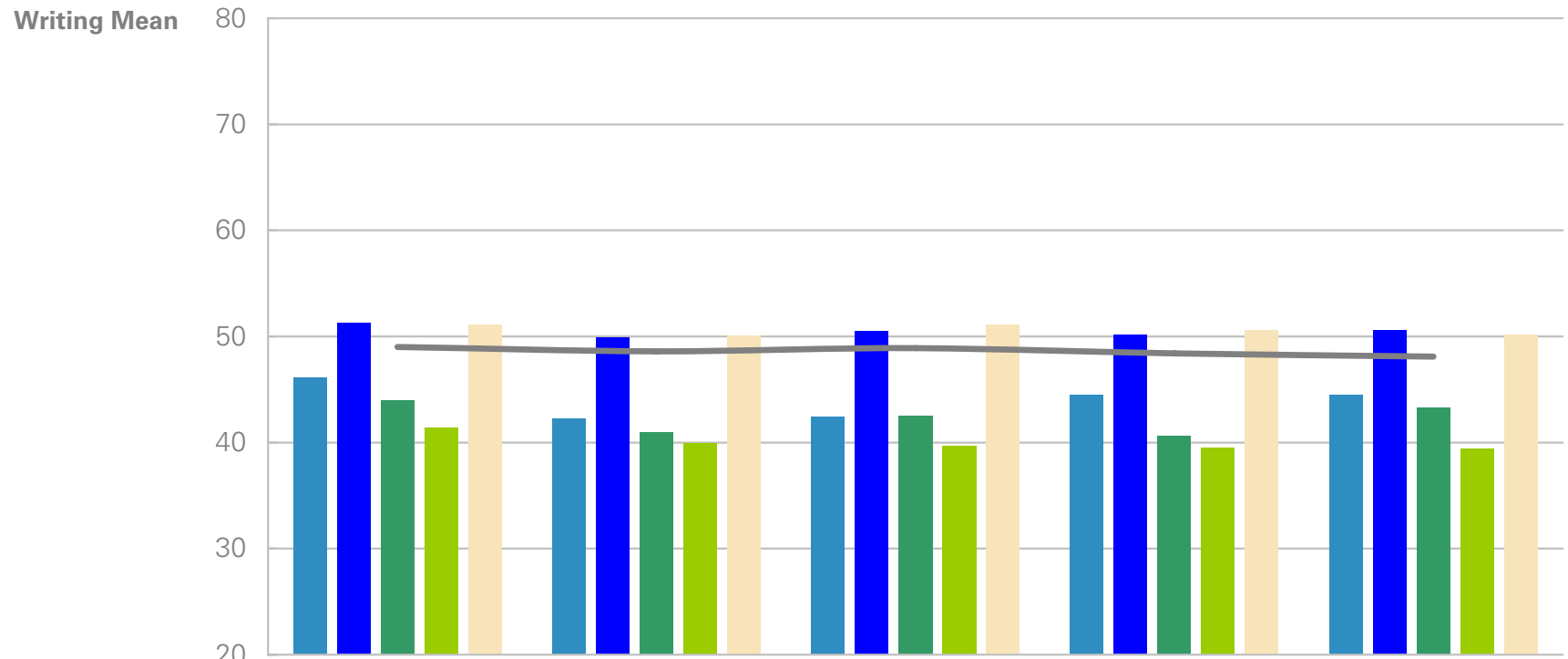
American Indian	43.4	42.0	43.0	46.2	45.7
Asian	49.0	49.3	50.8	50.8	51.1
Black	42.0	42.1	43.1	42.0	42.5
Hispanic	37.6	40.3	39.6	39.9	39.6
White	49.3	51.7	51.1	51.6	50.9
Overall	46.5	48.9	49.0	49.1	48.6

PSAT/NMSQT: Sophomore Mathematics Performance by Ethnic Group



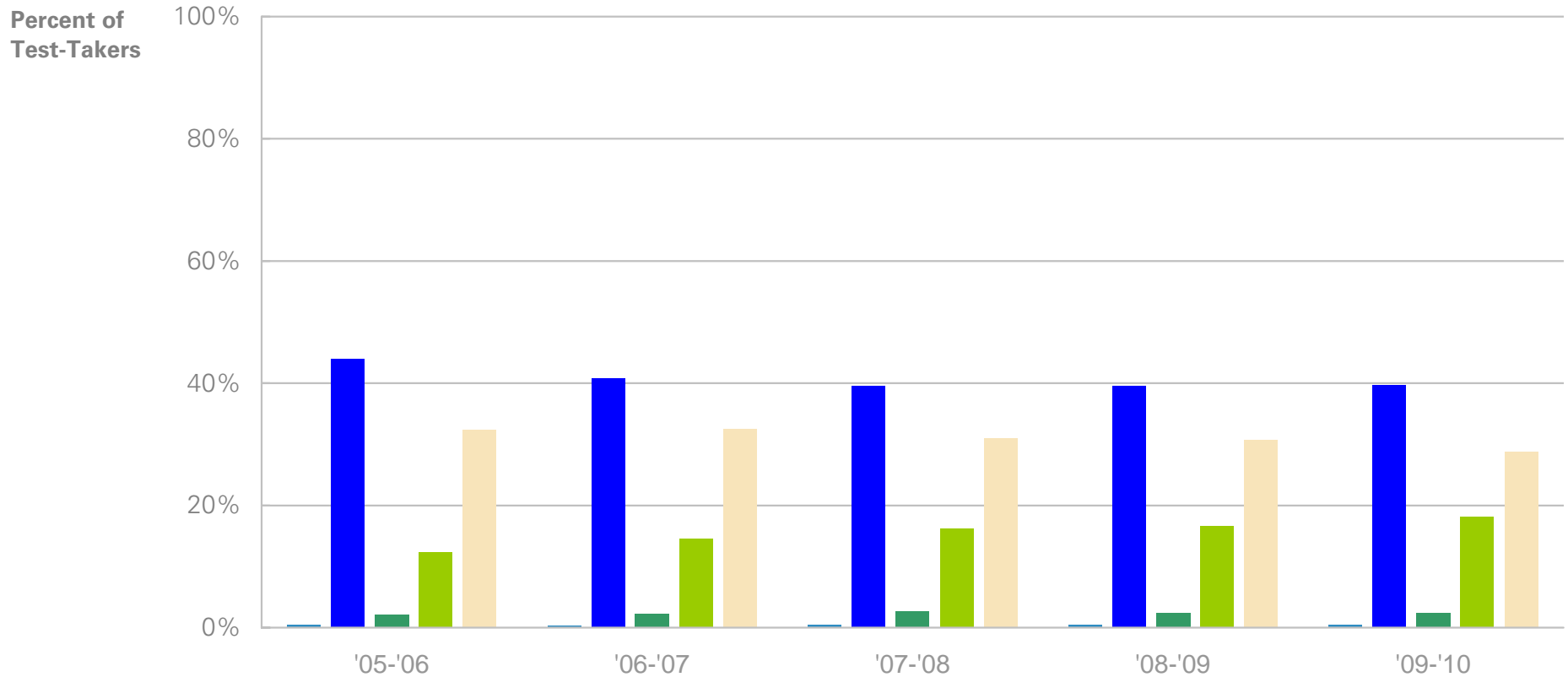
American Indian	44.6	45.8	46.8	46.0	48.9
Asian	56.4	56.4	57.4	56.8	57.2
Black	42.7	43.4	43.1	42.6	43.0
Hispanic	39.4	42.7	41.6	41.9	41.2
White	51.5	54.2	53.9	54.1	52.8
Overall	50.9	53.8	53.5	53.3	52.5

PSAT/NMSQT: Sophomore Writing Performance by Ethnic Group



American Indian	46.1	42.3	42.4	44.5	44.5
Asian	51.3	49.9	50.5	50.2	50.6
Black	44.0	41.0	42.5	40.6	43.3
Hispanic	41.4	39.9	39.7	39.5	39.4
White	51.1	50.1	51.1	50.6	50.2
Overall	49.0	48.6	48.9	48.4	48.1

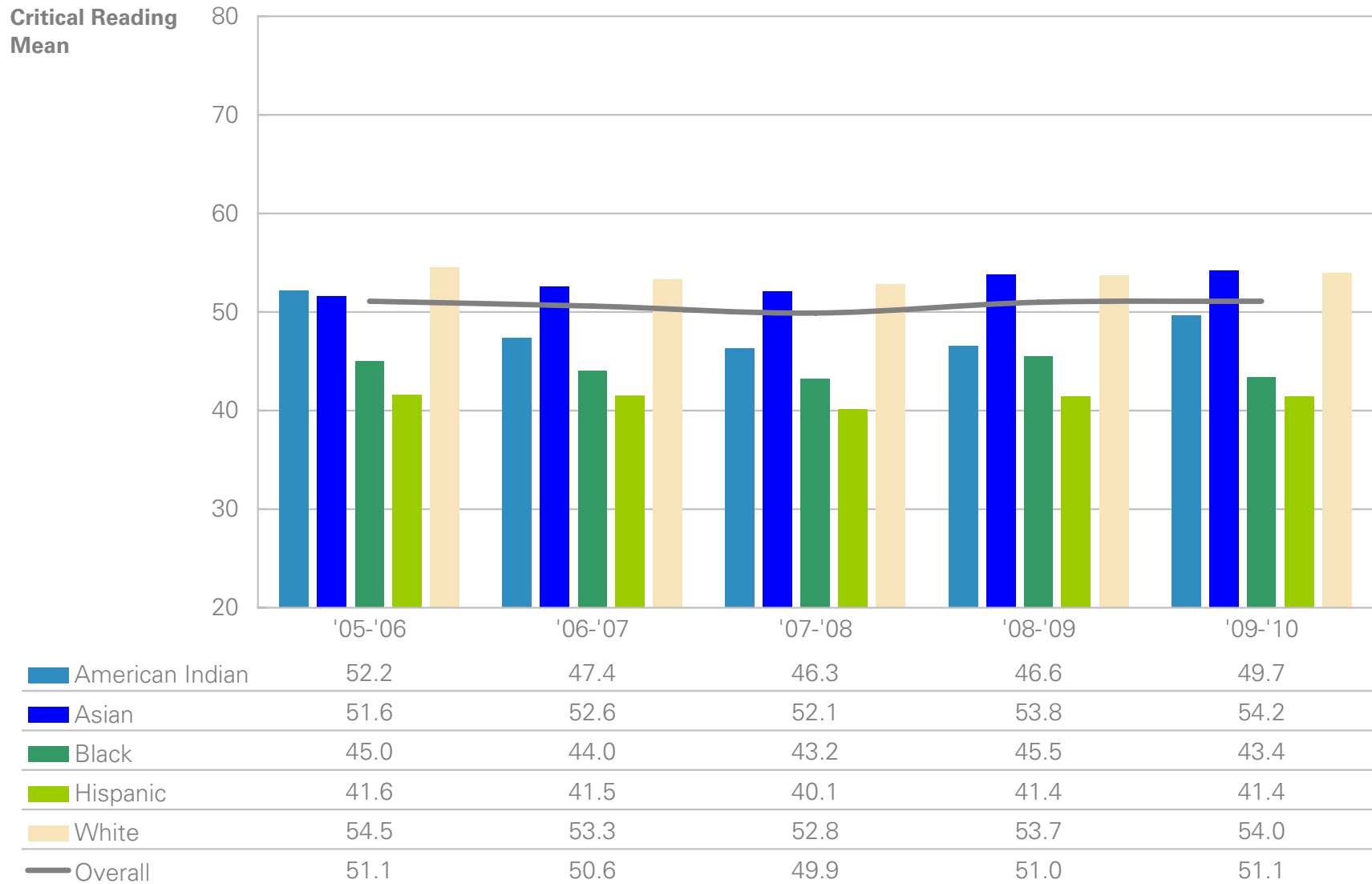
PSAT/NMSQT: Junior Participation by Ethnic Group



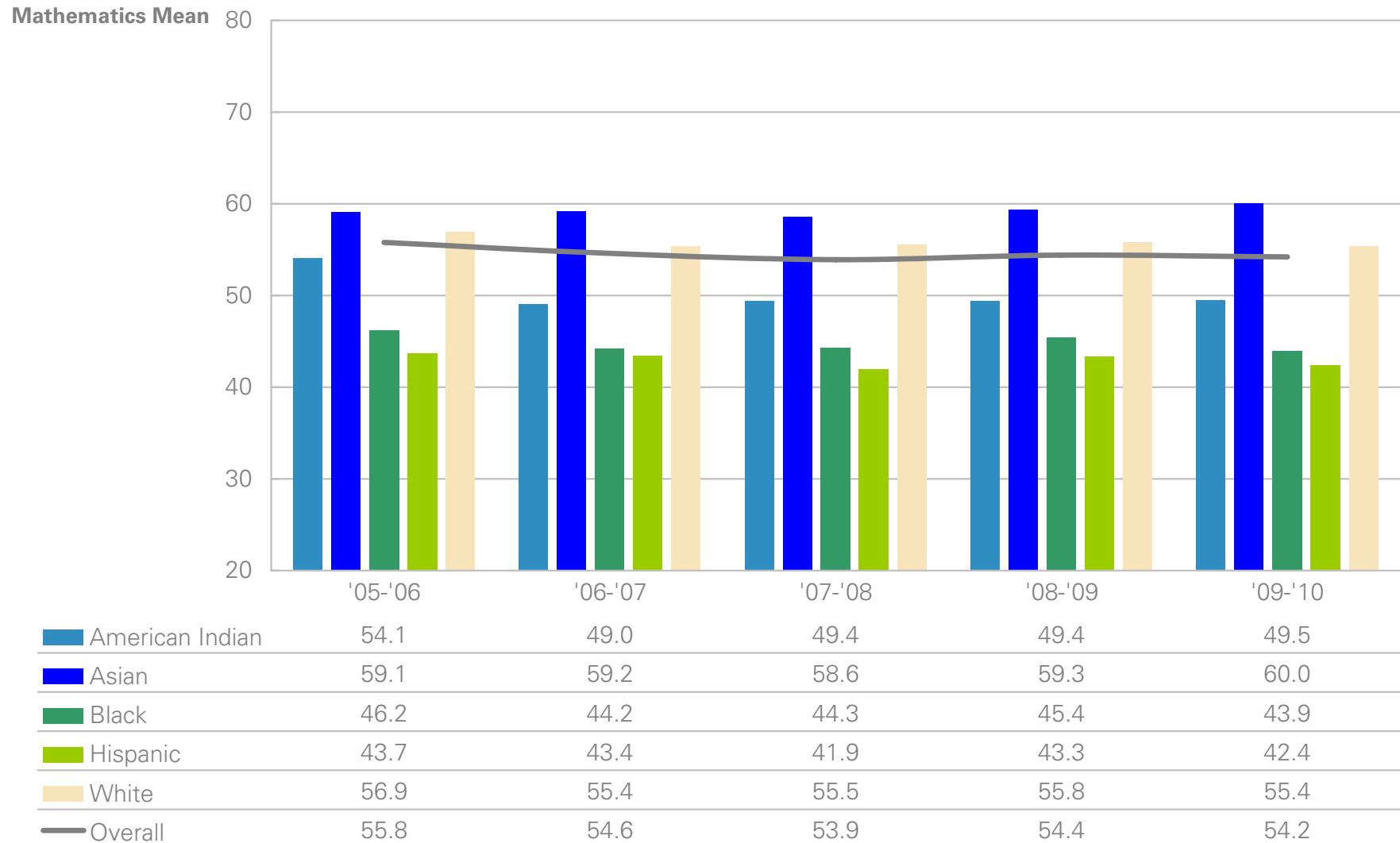
Number of Juniors Taking the PSAT/NMSQT:

American Indian	31	28	36	37	41
Asian	2,877	2,940	3,129	3,238	3,163
Black	135	167	215	204	194
Hispanic	807	1,053	1,287	1,359	1,446
White	2,123	2,342	2,455	2,516	2,297
Other	394	425	487	535	495
No Response	177	256	312	287	341
Total	6,544	7,211	7,921	8,176	7,977

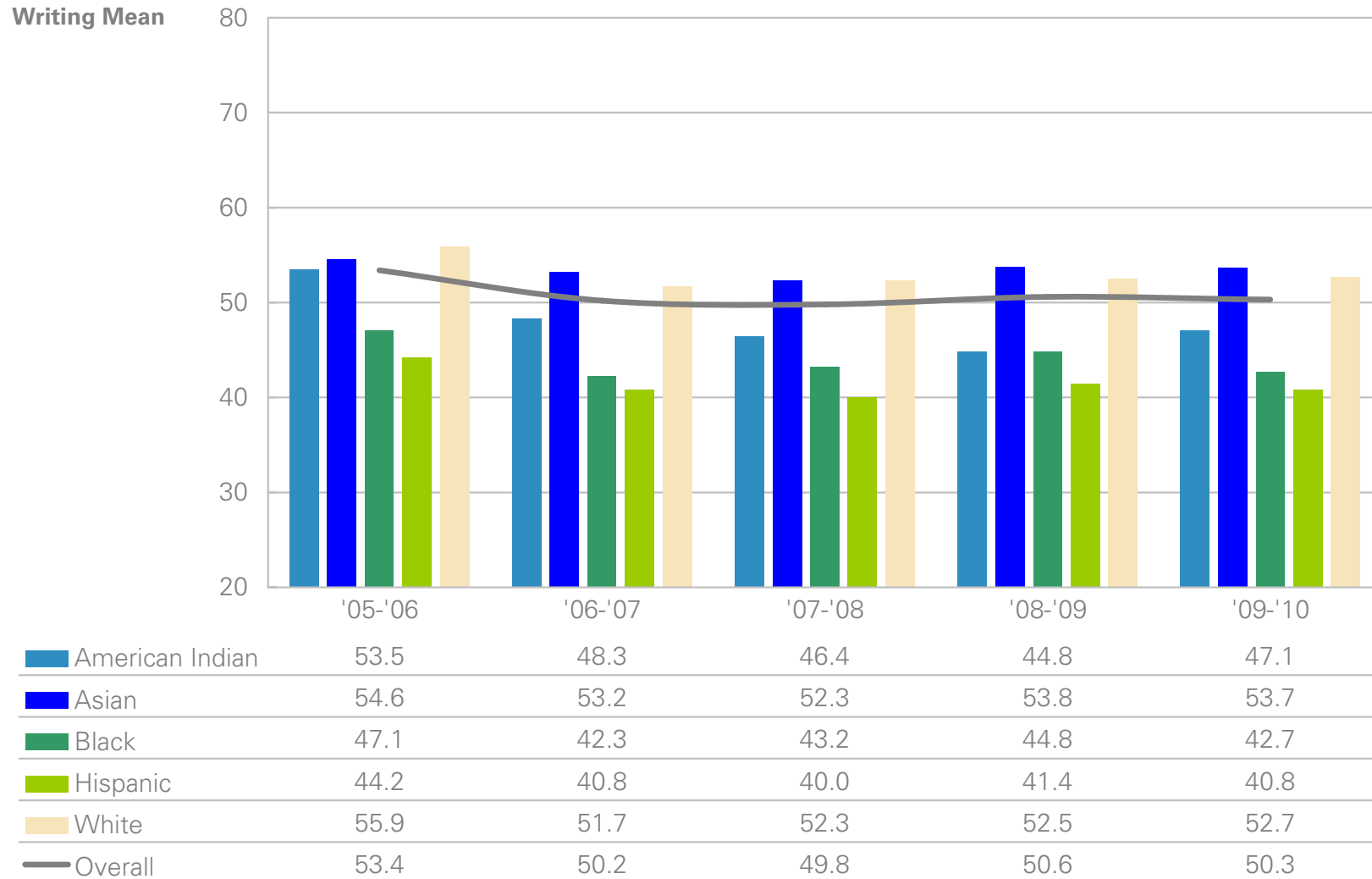
PSAT/NMSQT: Junior Critical Reading Performance by Ethnic Group



PSAT/NMSQT: Junior Mathematics Performance by Ethnic Group



PSAT/NMSQT: Junior Writing Performance by Ethnic Group



Santa Clara County Office of Education

Summary by High School: SAT®, SAT Subject Tests™, AP®, PSAT/NMSQT®

2010	AI Code	SAT 2010				SAT Subject Tests 2010		AP 2010			PSAT/NMSQT Sophomores 2009				PSAT/NMSQT Juniors 2009			
		Test Takers	Critical Reading Mean	Mathematics Mean	Writing Mean	Test Takers	Total Tests Taken	Test Takers	Total Exams Taken	Number of Exams with Scores 3, 4 or 5	Test Takers	Critical Reading Mean	Mathematics Mean	Writing Skills Mean	Test Takers	Critical Reading Mean	Mathematics Mean	Writing Skills Mean
ABRAHAM LINCOLN HIGH SCHOOL	053075	148	520	509	509	84	190	438	753	313	36	46.5	46.8	45.6	357	41.0	40.4	40.2
ADRIAN C WILCOX HIGH SCHOOL	053276	246	498	524	498	129	339	349	694	393	167	44.8	48.6	44.2	171	49.3	51.2	48.0
ANDREW P HILL HIGH SCHOOL	053077	200	461	508	462	123	363	323	554	235	104	41.1	46.8	41.3	158	43.1	47.2	43.0
ANN SOBRATO HIGH SCHOOL	053906	182	526	545	526	95	251	355	611	233	101	45.7	47.9	46.0	147	48.2	49.8	47.9
Blackford High School	053081	-	-	-	-	-	-	1	2	2	0	-	-	-	0	-	-	-
BRANHAM HIGH SCHOOL	053082	117	548	558	539	65	171	136	251	164	11	50.8	52.7	46.5	106	51.7	51.7	50.5
BROADWAY HIGH SCHOOL	053085	-	-	-	-	-	-	1	2	0	0	-	-	-	0	-	-	-
Christopher High School	054364	0	-	-	-	0	0	0	0	0	274	36.7	39.2	37.0	0	-	-	-
CUPERTINO HIGH SCHOOL	050718	227	570	638	587	190	490	370	756	679	147	52.9	59.3	52.4	231	55.2	62.6	55.8
DEL MAR HIGH SCHOOL	053083	90	489	500	485	45	115	142	194	94	31	47.1	50.5	46.0	69	47.3	51.2	46.8
EVERGREEN VALLEY HIGH SCHOOL	053169	410	541	588	549	261	687	760	1225	841	188	50.0	55.3	50.0	252	51.9	57.0	51.6
FOOTHILL HIGH SCHOOL	053086	1	-	-	-	1	3	2	7	6	0	-	-	-	-	-	-	-
FREMONT HIGH SCHOOL	053460	199	520	564	529	125	324	257	465	298	102	46.7	49.7	46.4	124	48.9	51.9	47.2
GILROY HIGH SCHOOL	051040	193	498	507	499	87	232	241	489	279	67	43.1	46.0	43.1	127	46.7	47.9	46.5
Henry M Gunn Senior High School	052347	409	633	673	636	369	1025	651	1793	1674	10	62.4	64.1	56.0	384	59.8	62.7	56.5
HENRY T GUNDERSON HIGH SCHOOL	053088	51	485	490	485	24	63	113	190	84	23	44.9	46.6	43.7	208	38.8	40.0	37.9
HOMESTEAD HIGH SCHOOL	053462	379	580	637	595	303	816	503	940	822	217	52.0	58.4	51.0	232	56.3	62.0	56.4
INDEPENDENCE HIGH SCHOOL	053087	339	488	536	492	177	448	584	913	565	210	44.5	49.0	44.1	228	46.0	51.4	46.0
JAMES LICK HIGH SCHOOL	053090	53	416	446	405	19	59	255	444	157	55	44.2	45.2	43.9	77	41.2	42.4	41.1
LEIGH HIGH SCHOOL	053092	210	553	562	551	127	315	249	458	343	72	50.6	54.9	50.7	217	52.2	54.7	51.3
LELAND HIGH SCHOOL	053091	368	576	617	591	254	709	481	1013	884	72	57.5	59.4	54.9	397	52.9	55.6	51.8
LIVE OAK HIGH SCHOOL	052060	119	538	554	522	61	184	229	362	177	59	48.7	48.6	48.4	70	49.5	49.8	48.5
LOS ALTOS HIGH SCHOOL	051510	267	574	602	591	208	662	468	859	699	394	48.1	49.7	47.5	364	50.8	52.3	50.1
LOS GATOS HIGH SCHOOL	051855	342	586	617	596	235	606	407	902	767	592	55.4	58.7	54.5	271	54.3	58.0	53.5
LYNBROOK HIGH SCHOOL	053463	472	619	690	640	436	1202	672	1574	1442	219	58.9	65.8	58.2	282	61.7	69.1	62.8
MILPITAS HIGH SCHOOL	051978	353	516	555	512	195	471	497	742	507	167	48.7	53.0	47.6	234	50.4	55.3	49.1
MONTA VISTA HIGH SCHOOL	053466	540	614	681	636	505	1429	916	2207	1963	305	55.8	62.7	54.9	408	61.0	68.0	61.0
MOUNT PLEASANT HIGH SCHOOL	053094	152	469	490	452	81	200	296	466	227	176	40.9	42.1	40.3	147	42.7	44.5	42.0
MOUNTAIN VIEW HIGH SCHOOL	052075	337	584	610	587	258	693	587	1013	829	395	50.2	52.5	49.2	391	54.3	55.6	52.6
OAK GROVE HIGH SCHOOL	053099	170	494	532	489	110	257	323	605	311	109	44.5	47.7	45.3	108	46.9	50.0	46.9
PALO ALTO SENIOR HIGH SCHOOL	052350	355	637	670	644	299	860	521	1080	1007	15	55.9	59.0	54.1	384	56.7	59.2	54.8
PIEDMONT HILLS HIGH SCHOOL	051976	302	528	591	538	188	504	421	741	527	174	48.1	53.8	48.7	209	49.1	53.3	49.2
PIONEER HIGH SCHOOL	053096	173	537	554	524	92	244	347	635	398	61	51.0	53.3	50.5	347	47.0	47.2	45.3
PROSPECT HIGH SCHOOL	053344	157	546	566	551	90	231	164	301	216	94	48.5	49.6	48.3	121	50.4	51.3	49.5
SAN JOSE HIGH ACADEMY	053098	49	456	474	457	27	73	0	0	0	-	-	-	217	38.0	38.7	37.4	
SANTA CLARA HIGH SCHOOL	053280	154	485	524	495	80	178	246	372	227	98	46.0	49.5	45.0	129	49.5	50.4	47.7
SANTA TERESA HIGH SCHOOL	053106	212	529	552	518	100	254	420	797	473	136	46.0	50.4	46.5	145	49.7	52.7	49.4
SARATOGA HIGH SCHOOL	053343	319	619	665	639	280	849	449	981	892	197	57.1	62.5	56.3	243	60.1	63.9	58.4
SILVER CREEK HIGH SCHOOL	053100	254	493	538	491	143	346	456	769	446	107	45.8	50.3	45.3	169	46.9	51.6	46.5
WESTMONT HIGH SCHOOL	053103	168	547	569	556	77	193	237	466	295	43	50.9	52.1	50.1	106	52.5	56.3	52.5
WILLIAM C OVERFELT HIGH SCHOOL	053107	78	444	457	433	38	96	267	370	140	27	38.1	42.1	40.6	56	40.9	44.4	40.2
Wilson High School	053283	2	-	-	-	-	-	0	0	0	-	-	-	-	-	-	-	-
YERBA BUENA HIGH SCHOOL	053113	98	458	517	461	55	155	168	332	101	28	43.4	48.8	42.5	91	44.4	48.0	44.0

Data Notes

Participation. Test-takers who have valid scores. The data in this report includes students in the class of 2010 who took the SAT through March 2010. Seniors who tested for the first time in May and June are not included in the detailed analyses. In total, over 1.59 million college-bound seniors in the class of 2010 took the SAT.

Graduating Seniors. High school seniors who have indicated that they will be graduating in the reported academic year. All SAT takers in the 2010 graduating class took the writing section. 2006 through 2008 graduates include some students who tested prior to March 2005 and did not take the writing section.

SAT-Takers. Please note that statistical information about SAT and SAT Subject Test takers is based on a year's graduating seniors. This means that all statistical summaries are based on the most recent SAT and all SAT Subject Test scores of these graduating seniors.

Self-Reported Ethnic Group. When test-takers register for the SAT, they complete an optional registration form called the SAT Questionnaire. This questionnaire asks students to indicate their ethnic group membership. The groupings provided for this question are American Indian or Alaskan Native; Asian, Asian American, or Pacific Islander; African American or black; Mexican or Mexican American; Puerto Rican; Latin American, South American, Central American, or other Hispanic or Latino; white; and Other. A small percentage of students indicate "Other" or do not provide a response.

Hispanic Ethnic Group. Students who indicated Mexican or Mexican American; Puerto Rican; Other Hispanic, Latino, or Latin American are combined into Hispanic.

Minority Group. Students who indicated any ethnic group other than White and provided a response were counted in this group.

PSAT/NMSOT and AP Takers. PSAT/NMSOT and AP tests are administered once a year. Statistical summaries for each year are based on a snapshot of all test-takers for that year's administration.

PSAT/NMSOT. The PSAT/NMSOT is administered each October to high school students. The PSAT/NMSOT has a critical reading, mathematics, and writing section.

Number of PSAT/NMSOT Takers. Please note that this report counts a test-taker only if the student has a critical reading, mathematics **and** writing score.

Change from Last Year. The change from last year for frequency data (number of test-takers or exams) is represented as a percent change. It is obtained by subtracting the previous year's total from the current year and then dividing this difference by the previous year's total, which is then multiplied by 100. Change in mean score from last year is represented by the actual change in scale score. It is calculated by subtracting the previous year's mean score from that of the current year.

Number of SAT takers by PSAT/NMSOT Participation. Based on self reported data obtained from the SAT Questionnaire.

Mean Score. Only reported when there are five or more test-takers.

Core Academic Preparation. SAT takers who have taken four or more years of English, three or more years of math, three or more years of natural sciences, and three or more years of social sciences and history based on self-reported answers to the SAT Questionnaire.

Non-Core Academic Preparation. SAT takers who have NOT taken four or more years of English, three or more years of math, three or more years of natural sciences, and three or more years of social sciences and history based on self-reported answers to the SAT Questionnaire.



**RIVERSIDE COUNTY
OFFICE OF EDUCATION**
KENNETH M. YOUNG
Riverside County Superintendent of Schools

List of High Performing Schools and Districts for English Learners (EL)

List of Top 50 High Performing Elementary Schools for English Learners (EL)
 Selection Criteria: Met 2010 AMOs for EL; 100+ English Learners; 15%+ English Learners; 35%+ NSLP
 Descending Order by 2010 ELA Percent Proficient for EL

County	District	School	# of Valid ELA Scores for English Learners	% NSLP	% EL	% SWD	All Students			English Learners			Students with Disabilities		
							2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score	2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score	2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score
San Francisco	San Francisco Unified	Sherman Elementary	106	51	32	16	86.6	94.1	941	84.9	96.2	937	78.4	86.5	.
Alameda	Oakland Unified	Lincoln Elementary	335	83	49	8	84.6	96.6	953	84.5	97.3	954	58.1	74.2	.
Alameda	Oakland Unified	Cleveland Elementary	125	58	27	6	77.9	86.2	911	81.6	94.4	940	40.0	53.3	.
San Diego	San Diego Unified	Ericson Elementary	186	39	33	10	79.9	85.6	921	80.1	88.2	924	46.3	55.6	.
San Francisco	San Francisco Unified	Ulloa Elementary	208	59	32	9	76.1	89.3	914	78.8	94.2	928	27.6	51.7	.
San Francisco	San Francisco Unified	Robert Louis Stevenson Elementary	143	57	28	17	80.1	90.9	923	78.3	94.4	922	43.5	56.5	.
Riverside	Lake Elsinore Unified	Withrow Elementary	104	36	25	10	76.5	81.0	899	77.9	75.7	889	63.6	63.6	.
Los Angeles	Temple City Unified	Emperor Elementary	176	37	27	11	84.0	82.2	922	77.3	77.3	901	68.9	62.3	.
Santa Clara	Santa Clara County Office of E	Rocketship Mateo Sheedy Elementary	195	86	84	2	77.7	91.8	925	76.9	90.8	922	.	.	.
Los Angeles	Rowland Unified	Killian Elementary	181	46	35	10	73.0	79.2	889	74.0	81.2	897	60.0	63.3	.
Los Angeles	Temple City Unified	Cloverly Elementary	159	44	20	13	77.2	79.5	896	73.6	81.6	888	50.0	56.7	.
Los Angeles	Temple City Unified	Longden Elementary	260	38	28	10	76.8	79.7	898	73.5	81.9	891	40.9	51.1	.
Los Angeles	Alhambra Unified	Brightwood Elementary	282	40	26	8	77.1	78.7	897	72.3	78.4	877	37.9	36.9	.
Santa Clara	Santa Clara Unified	Bracher Elementary	137	71	51	18	78.0	81.4	894	72.3	75.9	864	72.3	76.6	.
Alameda	Fremont Unified	Harvey Green Elementary	122	40	21	20	68.1	72.2	861	72.1	77.0	890	44.1	37.3	698
Los Angeles	Alhambra Unified	Monterey Highlands Elementary	266	55	33	8	73.6	78.1	882	71.8	78.9	867	31.5	33.3	.
Santa Clara	Berryessa Union Elementary	Northwood Elementary	163	53	41	9	68.0	69.3	870	71.8	76.5	885	50.0	50.0	.
Los Angeles	San Gabriel Unified	Washington Elementary	133	48	40	6	69.6	72.0	855	70.7	76.1	863	11.8	35.3	.
Santa Clara	Berryessa Union Elementary	Majestic Way Elementary	191	36	43	12	65.2	69.3	846	70.7	81.1	878	38.5	36.8	.
Los Angeles	Compton Unified	Laurel Street Elementary	199	87	60	2	71.4	83.8	888	70.4	85.9	890	.	.	.
San Mateo	Ravenswood City Elementary	Aspire East Palo Alto Charter	294	93	50	7	69.3	85.5	882	70.4	86.5	883	40.9	65.2	.
Sacramento	Sacramento City Unified	Camellia Elementary	147	72	32	3	69.9	87.8	900	70.1	89.1	895	.	.	.
Los Angeles	Alhambra Unified	Repetto Elementary	229	49	30	11	71.3	75.7	883	69.4	78.5	880	33.3	39.4	.
Orange	Ocean View	Star View Elementary	170	37	29	6	71.3	78.6	876	69.4	78.8	869	54.2	54.2	.
San Diego	San Diego Unified	Hage Elementary	172	35	33	11	71.5	65.6	861	69.2	68.6	858	50.9	30.9	.
Los Angeles	Alhambra Unified	Ynez Elementary	470	69	52	10	69.9	79.9	875	69.1	83.6	876	30.0	34.3	.

List of Top 50 High Performing Elementary Schools for English Learners (EL)
 Selection Criteria: Met 2010 AMOs for EL; 100+ English Learners; 15%+ English Learners; 35%+ NSLP
 Descending Order by 2010 ELA Percent Proficient for EL

County	District	School	# of Valid ELA Scores for English Learners	% NSLP	% EL	% SWD	All Students			English Learners			Students with Disabilities		
							2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score	2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score	2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score
San Francisco	San Francisco Unified	West Portal Elementary	167	38	22	10	76.8	84.2	904	68.9	82.6	885	40.0	54.3	.
Santa Clara	Santa Clara Unified	Don Callejon	254	45	25	11	69.2	61.0	842	68.9	66.4	849	38.2	35.8	.
Orange	Westminster Elementary	Sequoia Elementary	117	49	37	16	68.7	74.8	866	68.4	76.1	862	70.0	68.0	.
San Diego	San Diego Unified	Hickman Elementary	160	49	32	7	74.8	77.0	879	68.1	73.1	849	46.3	63.4	.
San Francisco	San Francisco Unified	John Yehall Chin (Elem)	138	89	78	7	70.3	91.9	901	68.1	94.9	900	27.3	90.9	.
San Francisco	San Francisco Unified	Alamo Elementary	147	37	27	6	76.1	89.2	923	68.0	83.7	891	57.1	76.2	.
Riverside	Corona-Norco Unified	Corona Ranch Elementary	233	52	17	12	78.1	84.8	908	67.8	76.4	866	76.1	76.0	.
Los Angeles	Compton Unified	Mayo Elementary	117	86	79	0	65.1	75.3	872	67.5	74.4	886	.	.	.
Orange	Garden Grove Unified	Susan B. Anthony Elementary	236	54	49	16	70.6	79.7	860	67.4	79.7	858	25.0	35.3	596
Orange	Santa Ana Unified	Greenville Fundamental Elementary	316	59	40	9	68.3	75.0	867	67.1	76.9	864	50.0	55.8	.
Los Angeles	Alhambra Unified	Martha Baldwin Elementary	481	63	46	7	69.8	78.6	878	66.9	83.2	878	43.1	51.7	.
Santa Clara	Alum Rock Union Elementary	Millard McCollam Elementary	196	82	39	14	68.3	78.3	859	66.8	80.1	860	37.0	50.0	.
Los Angeles	Glendale Unified	Thomas Jefferson Elementary	248	73	58	9	70.0	77.1	865	66.1	75.0	849	55.9	55.9	.
San Francisco	San Francisco Unified	Lawton Alternative Elementary	180	43	16	12	78.6	87.4	923	66.1	84.4	885	48.3	55.2	.
Orange	Westminster Elementary	Jessie Hayden Elementary	409	73	76	9	65.5	75.2	859	65.5	75.6	861	45.5	50.0	.
Orange	Santa Ana Unified	Jim Thorpe Fundamental	336	69	48	7	68.3	80.8	877	65.2	82.4	871	56.4	76.9	.
Orange	Buena Park Elementary	Charles G. Emery Elementary	263	42	41	9	70.7	73.8	879	65.0	72.6	864	69.8	58.5	.
Los Angeles	Compton Unified	Bursch Elementary	142	82	49	13	66.4	84.8	884	64.8	86.6	889	69.0	86.2	.
Los Angeles	Glendale Unified	Columbus Elementary	250	74	48	8	67.4	69.3	853	64.8	68.8	842	57.9	55.3	.
Santa Clara	Milpitas Unified	Pearl Zanker Elementary	215	36	46	5	63.8	76.2	866	64.7	78.1	871	47.4	78.9	.
San Diego	San Diego Unified	Chesterton Elementary	113	56	27	10	66.2	74.0	862	64.6	72.6	856	39.5	52.6	.
Santa Clara	Evergreen Elementary	Millbrook Elementary	254	40	35	6	69.5	71.8	864	64.6	70.9	848	18.2	30.3	.
Los Angeles	Garvey Elementary	Monterey Vista Elementary	214	79	39	5	66.4	75.4	860	64.5	78.5	862	44.4	61.1	.
San Bernardino	Redlands Unified	Bryn Mawr Elementary	149	64	20	11	63.2	68.4	843	64.4	71.1	857	48.6	47.3	.

List of Top 25 High Performing Middle Schools for English Learners (EL)
 Selection Criteria: Met 2010 AMOs for EL; 100+ English Learners; 15%+ English Learners; 35%+ NSLP
 Descending Order by 2010 ELA Percent Proficient for EL

County	District	School	# of Valid ELA Scores for English Learners	% NSLP	% EL	% SWD	All Students			English Learners			Students with Disabilities		
							2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score	2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score	2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score
Alameda	Oakland Unified	American Indian Public Charter	155	88	86	4	93.3	98.3	988	92.9	98.7	989	.	.	.
Orange	Anaheim Union High	Walker Junior High	325	38	15	9	62.8	44.9	805	62.8	54.2	829	12.6	5.8	460
San Diego	San Marcos Unified	Woodland Park Middle	469	45	17	14	73.4	70.8	866	60.3	59.1	806	50.3	43.3	663
Los Angeles	Temple City Unified	Oak Avenue Intermediate	215	37	16	10	81.0	79.4	902	58.6	71.6	822	46.5	37.4	.
Los Angeles	Los Angeles Unified	Aspire Centennial College Preparatory Ac	318	93	41	7	57.3	68.0	794	57.2	67.3	792	26.1	21.1	.
San Francisco	San Francisco Unified	KIPP San Francisco Bay Academy	140	73	29	13	63.4	66.8	845	57.1	70.7	838	36.6	24.4	.
Orange	Westminster Elementary	Warner Middle	597	74	42	9	65.0	68.0	852	56.6	64.7	817	39.0	56.8	.
Fresno	Kings Canyon Joint Unified	General Grant Middle	346	100	35	11	58.6	61.1	798	55.8	60.2	789	42.1	45.5	.
Los Angeles	Compton Unified	Enterprise Middle	252	81	30	8	57.6	59.1	808	52.8	57.5	795	55.3	66.7	.
Santa Clara	Moreland Elementary	Moreland Middle	316	37	18	10	70.8	60.7	843	51.9	48.7	760	36.6	24.7	.
San Diego	Bonsall Union Elementary	Norm Sullivan Middle	156	35	23	13	69.4	55.2	831	51.3	45.5	761	30.2	27.0	.
Alameda	San Lorenzo Unified	Washington Manor Middle	331	43	16	11	56.2	51.3	795	51.1	50.5	784	33.3	41.8	.
Riverside	Lake Elsinore Unified	Lakeland Village Middle	160	52	15	16	55.2	49.7	788	50.6	46.2	778	65.7	55.6	738
Orange	Ocean View	Vista View Middle	366	53	23	10	63.0	64.3	835	50.0	58.2	784	41.3	34.7	.
San Bernardino	San Bernardino City Unified	Colonel Joseph C. Rodriguez PREP Academ	301	86	20	6	56.6	69.3	829	49.5	70.9	815	33.3	35.4	.
Orange	Buena Park Elementary	Buena Park Junior High	547	67	35	8	55.0	61.5	808	49.4	57.0	782	32.8	25.4	.
Los Angeles	Los Angeles Unified	KIPP Los Angeles College Preparatory	189	95	34	6	64.5	72.7	877	48.7	66.1	827	26.3	36.8	.
Los Angeles	Hawthorne	Bud Carson Middle	354	86	28	10	49.3	59.5	754	48.3	61.9	748	34.7	30.7	.
Los Angeles	Garvey Elementary	Garvey (Richard) Intermediate	434	85	27	7	58.6	57.4	809	47.9	52.4	762	10.7	25.0	.
Fresno	Kings Canyon Joint Unified	Navelencia Middle	211	80	25	12	49.4	47.8	781	46.9	50.2	773	21.4	21.4	.
Los Angeles	Hacienda la Puente Unified	Cedarlane Middle	117	76	16	11	55.5	53.1	807	46.2	50.0	779	21.3	27.0	.
Riverside	Alvord Unified	Arizona Middle	545	72	38	11	50.2	52.4	792	46.2	51.6	782	22.0	27.4	599
Imperial	Imperial Unified	Frank M. Wright Middle	287	38	25	6	62.7	56.1	818	46.0	48.6	759	35.3	20.0	.
Contra Costa	Brentwood Union Elementary	Edna Hill Middle	170	39	18	14	64.7	60.3	843	45.9	47.6	762	44.4	43.3	.
Los Angeles	Garvey Elementary	Temple (Roger W.) Intermediate	257	89	37	6	58.9	64.7	838	45.9	57.2	788	32.1	53.6	.

List of Top 25 High Performing High Schools for English Learners (EL)
 Selection Criteria: 100+ English Learners; 15%+ English Learners; 35%+ NSLP
 Descending Order by 2010 ELA Percent Proficient for EL

County	District	School	# of Valid ELA Scores for English Learners	% NSLP	% EL	% SWD	All Students			English Learners			Students with Disabilities		
							2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score	2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score	2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score
Orange	Garden Grove Unified	La Quinta High	183	56	24	7	78.1	85.2	878	59.0	72.3	790	28.9	41.0	.
Los Angeles	Lennox	Animo Leadership High	100	88	17	4	58.0	58.0	745	58.0	57.0	732	.	.	.
Alameda	Oakland Unified	Aspire Lionel Wilson College Preparatory	186	90	38	7	52.5	74.4	797	50.5	72.6	787	17.6	58.8	.
Los Angeles	Los Angeles Unified	Animo Pat Brown	107	99	33	7	53.4	55.3	790	50.5	53.7	777	.	.	.
Los Angeles	Los Angeles Unified	Marc & Eva Stern Math and Science	115	91	18	5	49.4	55.7	789	47.0	55.7	771	.	.	.
Ventura	Fillmore Unified	Fillmore Senior High	124	67	25	11	54.5	39.3	732	46.8	29.8	639	16.0	16.0	.
Los Angeles	Los Angeles Unified	Animo Oscar De La Hoya Charter High	121	96	22	7	44.4	58.8	711	46.3	57.9	711	.	.	.
Imperial	Central Union High	Southwest High	271	41	30	6	54.7	58.7	723	44.6	55.7	686	15.4	15.4	.
Los Angeles	Baldwin Park Unified	Sierra Vista High	301	79	21	10	49.8	44.4	692	44.5	41.9	675	20.9	16.3	500
San Mateo	Sequoia Union High	Woodside High	206	46	21	11	60.2	59.9	747	44.2	49.3	672	40.5	40.0	544
San Diego	Sweetwater Union High	San Ysidro High	453	77	45	11	49.9	60.2	729	43.5	58.1	706	15.0	22.5	474
Kern	Delano Joint Union High	Cesar E. Chavez High	136	82	26	9	58.7	69.0	818	43.4	58.8	770	54.2	58.3	.
Orange	Huntington Beach Union High	Westminster High	360	72	28	11	58.7	61.8	780	43.1	52.6	719	31.3	27.6	515
Los Angeles	San Gabriel Unified	Gabrielino High	122	49	24	7	70.0	77.4	825	42.6	70.7	741	33.3	32.4	.
Los Angeles	El Monte Union High	Rosemead High	192	77	20	8	62.6	64.7	769	41.7	48.2	699	21.6	18.9	499
Fresno	Kings Canyon Joint Unified	Reedley High	194	90	18	7	53.8	46.0	719	41.2	37.1	661	26.5	26.5	.
Alameda	Oakland Unified	Oakland Military Institute, College Prep	185	79	32	7	43.3	36.6	728	40.5	40.8	735	18.2	23.8	.
Merced	Merced Union High	Livingston High	173	81	26	10	54.3	53.5	753	40.5	43.7	711	17.1	11.4	.
Merced	Los Banos Unified	Los Banos High	156	52	21	5	63.1	52.1	743	40.4	34.4	659	18.8	25.8	.
Sacramento	Elk Grove Unified	Monterey Trail High	149	64	18	9	61.2	53.2	747	40.3	45.8	701	24.0	25.9	490
San Bernardino	Rialto Unified	Rialto High	280	54	27	7	46.7	46.1	713	40.0	43.6	687	13.0	11.3	482
San Diego	Fallbrook Union High	Fallbrook High	249	45	18	10	59.5	56.4	755	39.8	41.1	667	20.6	17.7	522
San Diego	Escondido Union High	Orange Glen High	358	74	28	8	46.5	50.2	699	39.4	45.7	677	13.5	19.6	455
Kern	Kern Union High	Arvin High	388	86	30	8	42.3	41.7	644	38.7	38.7	627	10.8	10.8	372
Napa	Calistoga Joint Unified	Calistoga Junior-Senior High	106	74	36	11	53.9	41.1	755	38.7	31.7	697	26.3	42.1	.

List of Top 50 High Performing Districts for English Learners (EL)
 Selection Criteria: 100+ English Learners; 15%+ English Learners
 Descending Order by 2010 ELA Percent Proficient for EL

County	District	# of Valid ELA Scores for English Learners	% NSLP	% EL	% SWD	All Students			English Learners			Students with Disabilities		
						2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score	2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score	2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score
Orange	Cypress Elementary	767	29	21	13	73.7	73.7	877	73.7	76.7	886	47.3	49.1	709
Los Angeles	Temple City Unified	1042	38	20	10	78.8	80.5	885	67.5	78.3	840	47.2	47.7	666
Alameda	Albany City Unified	445	6	18	8	79.7	80.5	871	67.4	76.6	829	46.5	43.1	650
Alameda	Fremont Unified	5529	20	15	9	76.4	75.7	868	65.0	70.2	814	50.1	52.7	682
San Mateo	Millbrae Elementary	651	23	30	11	71.7	75.3	880	63.4	73.3	848	41.1	42.9	671
San Mateo	Burlingame Elementary	524	4	22	5	75.1	76.6	892	62.8	69.0	843	36.2	37.0	612
Sonoma	Waugh Elementary	123	15	16	12	80.4	78.1	903	61.0	59.8	840	60.8	59.1	.
Santa Clara	Berryessa Union Elementary	3241	38	35	10	61.3	60.8	824	60.5	65.9	832	35.5	39.4	647
Los Angeles	Alhambra Unified	4243	63	32	9	64.0	70.5	814	59.1	72.1	785	36.0	39.5	583
Santa Clara	Evergreen Elementary	3859	34	26	8	70.9	74.6	874	58.0	66.6	818	37.0	42.9	628
Santa Clara	Moreland Elementary	1002	34	23	10	70.8	72.8	870	57.1	67.5	820	44.1	46.9	671
Alameda	Alameda City Unified	1598	33	23	11	69.3	68.0	833	56.8	63.8	786	40.1	40.1	623
Santa Clara	Milpitas Unified	2382	38	26	8	65.9	70.1	831	56.5	67.5	796	31.6	38.3	597
Fresno	Pacific Union Elementary	132	90	47	8	57.0	59.6	800	56.1	57.6	790	28.6	28.6	.
Los Angeles	Newhall	1356	31	24	11	75.7	80.0	896	55.5	68.0	822	51.9	55.1	744
Los Angeles	Rosemead Elementary	1214	1	35	9	62.5	67.0	840	54.9	65.5	813	37.6	42.9	635
Los Angeles	San Gabriel Unified	1392	50	34	9	65.5	63.9	830	54.8	61.0	788	28.8	26.5	559
San Bernardino	Mountain View Elementary	648	57	25	12	60.1	58.3	814	54.5	58.4	800	37.4	39.8	651
Riverside	Lake Elsinore Unified	2578	34	15	13	64.0	63.8	812	54.2	56.4	770	54.9	51.8	727
Orange	Centralia Elementary	1336	52	35	10	62.4	65.7	830	54.0	59.5	797	31.7	37.1	615
San Joaquin	Jefferson Elementary	459	23	20	9	63.4	61.3	837	53.8	52.9	802	41.1	40.6	663
Orange	Westminster Elementary	4371	68	50	11	59.4	64.7	821	53.6	62.6	798	39.2	45.3	654
Santa Clara	Santa Clara Unified	3419	46	28	14	60.8	60.5	799	52.5	56.8	763	38.4	39.1	648
El Dorado	SBC - Aspire Public Schools	327	83	38	8	55.6	68.5	822	52.3	66.7	815	24.4	53.7	.
Los Angeles	Glendale Unified	6437	45	26	8	69.6	72.9	842	51.3	61.4	761	47.4	45.7	645
Santa Barbara	Hope Elementary	169	0	19	11	75.8	77.6	894	50.9	64.5	820	64.0	58.3	.

List of Top 50 High Performing Districts for English Learners (EL)
 Selection Criteria: 100+ English Learners; 15%+ English Learners
 Descending Order by 2010 ELA Percent Proficient for EL

County	District	# of Valid ELA Scores for English Learners	% NSLP	% EL	% SWD	All Students			English Learners			Students with Disabilities		
						2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score	2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score	2010 ELA % Proficient	2010 MATH % Proficient	2010 API Score
Ventura	Mesa Union Elementary	105	31	19	5	68.5	69.7	854	50.5	59.0	754	38.5	42.3	.
San Diego	Bonsall Union Elementary	356	33	20	12	69.9	67.2	853	50.0	55.6	774	37.4	36.9	654
San Diego	Chula Vista Elementary	5935	44	35	11	64.3	72.1	848	49.8	64.7	796	46.4	53.1	714
Los Angeles	Garvey Elementary	2718	85	42	9	55.2	61.9	804	49.7	61.3	782	28.9	39.4	587
Orange	Buena Park Elementary	2120	67	44	10	55.3	62.6	811	49.5	60.3	791	33.3	35.9	623
Orange	Fullerton Elementary	3930	35	30	10	65.7	72.6	855	49.4	63.6	794	41.9	47.8	678
San Diego	San Marcos Unified	3684	43	23	12	69.9	73.1	853	48.9	57.1	765	43.7	46.2	664
Santa Clara	Orchard Elementary	307	1	35	6	50.9	49.6	777	48.5	54.2	777	27.3	24.2	.
Santa Barbara	Buellton Union Elementary	155	38	30	5	65.7	64.9	845	48.4	50.3	772	30.8	42.3	.
Los Angeles	Hawthorne	3214	85	36	9	52.7	58.3	785	48.1	57.5	767	21.4	27.6	540
Santa Barbara	Goleta Union Elementary	957	41	24	13	67.9	71.9	865	47.9	56.3	785	46.9	51.7	720
Imperial	Imperial Unified	754	39	25	7	60.5	58.2	815	47.5	52.3	761	32.5	25.3	587
Madera	Alview-Dairyland Union Element	133	65	45	2	57.1	70.0	841	47.4	67.7	814	.	.	.
Fresno	Sanger Unified	2383	78	21	7	58.1	66.9	805	47.3	61.1	760	36.5	48.2	663
Orange	Magnolia Elementary	2803	79	47	11	52.6	60.8	800	47.2	57.4	781	51.2	55.9	735
Fresno	Riverdale Joint Unified	457	4	23	8	54.0	69.2	795	47.0	65.0	762	28.8	44.3	.
Sonoma	Wright Elementary	515	71	41	13	58.9	70.3	838	46.6	67.2	809	44.4	38.6	684
Santa Clara	Oak Grove Elementary	3399	47	27	10	57.8	59.7	806	46.4	53.5	762	29.4	31.7	578
San Mateo	South San Francisco Unified	1907	44	25	13	58.9	63.6	808	46.3	55.0	747	35.6	40.3	618
Tulare	Sundale Union Elementary	121	49	16	2	65.4	67.3	845	46.3	50.4	758	15.8	21.1	.
Los Angeles	Valle Lindo Elementary	334	77	22	4	57.0	58.8	824	46.1	54.0	792	23.3	18.8	.
Orange	Ocean View	2087	34	20	10	66.8	71.7	857	46.0	59.4	775	38.2	41.2	657
San Joaquin	Lincoln Unified	1014	51	15	10	56.8	59.2	788	45.9	54.1	747	31.9	36.0	595
Merced	Ballico-Cressey Elementary	107	57	36	7	54.4	52.5	787	45.8	49.5	771	33.3	13.3	.

California Longitudinal Pupil Achievement Data System (CALPADS) Update

Bill Conrad

November 10, 2010

What is the CALPADS?¹

CALPADS is a data system developed by the CDE to enable California to meet the federal data reporting requirements including:

1. The assignment of a Statewide Student Identifier (SSID) as an individual, yet non-personally identifiable number to each K-12 student enrolled in a California public school;
2. The establishment of the California Longitudinal Pupil Achievement Data System (CALPADS) that includes statewide assessment data, enrollment data, teacher assignment data, and other elements required to meet federal NCLB reporting requirements.

Why is CALPADS important?

CALPADS and the California Longitudinal Teacher Integrated Data Education System (CALTIDES) will be the foundation of California's K-12 education data system, enabling the migration from the current numerous aggregate data collections to a flexible system based on quality student- and teacher-level data. CALPADS will include student demographic, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment data. CALPADS will also include teacher assignment data, and will be linked to teacher credential and authorization data in CALTIDES that is sourced from the Commission on Teacher Credentialing.

The student-level, longitudinal data in CALPADS will facilitate program evaluation, assessment of student achievement over time, the calculation of more accurate dropout and graduation rates, the efficient creation of reports to meet state and federal reporting requirements, and the ability to create ad hoc reports and respond to questions. CALPADS provides local educational agencies (LEAs) access to longitudinal data and reports on their own students, and immediate access to information on new students enabling them to place students appropriately and to determine whether any assessments are necessary.

Data from this system is also used to calculate funding for categorical programs and other grant programs.

What specific data is included in CALPADS?

CALPADS will include the following individual pupil and staff records:

- Statewide Student Identifier (SSID) data
- Student enrollment and exit data
- All necessary data to produce required graduation and dropout rates
- Demographic data
- Data necessary to comply with the No Child Left Behind Act
- Other data elements deemed necessary by the Superintendent of Public Instruction, with approval of the State Board of Education, to comply with the federal reporting requirements delineated in the No Child Left Behind Act of 2001 (P.L. 107-110), and after review and comment by the convened advisory board

¹ Information Source for all questions comes from the California Department of Education: <http://www.cde.ca.gov/ds/sp/cl>

How does CALPADS identify the race/ethnicity for a student?

CALPADS uses a two-question system for identifying the race/ethnicity of a student. The first question seeks to identify the ethnicity of the student using the question: Hispanic or Non-Hispanic? The second question seeks to identify the race of the student allowing for the following races:

1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Native Hawaiian/Pacific Islander
5. White

The system will also allow for the selection of two or more races as well. CALPADS will also allow for unknown race/ethnicity selection with a purposefully left bank category. The U.S. Department of Education has not yet approved this category for California.

What is the difference between the CBEDS system and the CALPADS system?

The data previously collected through CBEDS are now being collected by two data systems - California Basic Educational Data System (CBEDS) - Online Public Update for Schools (OPUS) and CALPADS (School Information Form [SIF], County-District Information Form [CDIF], and the Professional Assignment Information Form [PAIF]). The CBEDS system collects aggregate student data while the CALPADS system collects individual student data. Both systems are currently operating concurrently in California.

How will CALPADS improve the calculation of the graduation rate?

The current system for calculating graduation rate uses a complicated estimation procedure to calculate the graduation rate. With the class of 2010-11, it will be possible to calculate a much more accurate graduation rate by dividing the graduation rate for a cohort of 12th graders by the actual number of students in this 12th grade cohort who started in 9th grade minus legitimate transfers.

What are the issues with CALPADS?

The CALPADS system experienced significant problems with concurrent enrollments (CCEs) by individual students. This occurred because a student may have left a school in California and entered a new school creating a situation where his SSID was active in both schools. CCE anomalies are not allowed to exist between LEAs beyond 14 calendar days from when the LEA is notified by CALPADS that the CCE exists. These anomalies represent bad data because a student cannot primarily attend two schools at the same time. After much delay, the CALPADS system can now accommodate the CCE anomaly.

How has the current budget affected CALPADS?

The legislature will not take action on the budget until January. Funding for CALPADS ends on Dec. 6th, which means critical support staff, will be needed to support schools and districts in making their final push to complete CBEDS data. This is also important because there is a current CALPADS initiative to ensure that LEAs with high schools accurately enter enrollment and transfer information for the 2010-11 cohort of students by December 16th. If funding ends on December 6th, LEAs will lose their support for completing this important activity between December 6th and December 16th. The 2010-11 enrollment data for high schools is critical for calculating the new longitudinal graduation rate.

There is also tremendous uncertainty about the future of CALPADS. Will the legislature, new governor, and new state superintendent of schools stay the course with CDE managing the effort or will they move the initiative away from CDE?

Data Analysis Webinars for 2010-2011

Introduction: This series of webinars is designed to support educators in developing data informed presentations to a variety of school and stakeholder groups. The presentations will support school and district administrators in designing high quality presentations that include the integration of highly effective data displays, statistical analyses, and ways to interpret data for a wide variety of school and district audiences. Webinars will include detailed tutorials on how to use Excel and SPSS to collect, organize, and visualize data. We will use the book called *Schools and Data* by Theodore Creighton for these webinars. You can register for these webinars at: <http://santaclara.k12oms.org/>.

SUBJECT	DATE	TIME
Introduction to High Quality Presentations That Include Data	Friday Oct 22, 2010	8-9am
The Role of Survey Data in Data Decision Making	Monday Nov 22, 2010	9-10am
Collecting, Organizing, and Visualizing Education Data Using Excel and SPSS	Monday Dec 13, 2010	10-11am
The Role of Correlation and Regression in Data Decision Making	Thursday Jan 13, 2011	11am-12pm
The Role of the T-Test in Data Decision Making	Thursday Feb 3, 2011	1-2pm
The Role of Analysis of Variance in Data Decision Making	Friday Feb 11, 2011	2-3pm
The Role of Analysis of Variance in Data Decision Making, Part II	Tuesday Feb 22, 2011	3-4pm
The Role of Analysis of Variance in Data Decision Making, Part III	Thursday Mar 17, 2011	8-9am
The Role of the Chi Square Test in Data Decision Making	Wednesday Apr 13, 2011	9-10am
The Role of Qualitative Analysis in Data Decision Making	Tuesday May 17, 2011	10-11am