



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
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AUGUST 25, 2021

SCHOOL
NUMBER 1

BRYAN ADAMS HIGH SCHOOL

STATISTICS BASED ON ALL STUDENTS, INCLUDING THOSE IN CHOICE PROGRAMS.

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2020-21 SCHOOL SUMMARY

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

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- “New” students were new to the district in 2020-21. They are counted as new if not enrolled in a district campus before the last day of the 2019-20 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2019-20 and 2020-21.

ATTENDANCE

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

TEACHERS

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

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Statistics by reporting category are averages for all students (across student groups and genders).
- “Average percentage correct” is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
- EOC statistics are based on scores from students testing for the first time during fall or spring administrations.

TELPAS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2021, the TEA does not differentiate between the Advanced and Advanced High levels from 2020.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as denominator, Grade 12 “Enrollment” as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for “Percent Tested” is grade-level enrollment as reported in Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year (through July) at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT’s college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.
- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.
- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.
- AP scores range from 1 to 5. A 3 is a “qualifying score”. Scores from May administrations only. New statistics using June scores will be created after scores are available.

STUDENT ENROLLMENT

Grade	Enrollment
9	636
10	569
11	514
12	437
ALL	2,156

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	227	10.5	31	21.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	29	1.3	*	*
Hispanic	1,770	82.1	37	25.9
White	98	4.5	62	43.4
Multiple	30	1.4	6	4.2
Other* (teachers only)	—	—	7	4.9
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	1,371	63.6
Economically disadvantaged	1,877	87.1
Limited English proficient (LEP)	959	44.5
Special education	188	8.7
Talented and Gifted (TAG)	300	13.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	641	66	10.3	1	0.2	12	1.9	531	82.8	29	4.5	2	0.3
	2020	631	70	11.1	1	0.2	7	1.1	512	81.1	30	4.8	10	1.6
	2021	636	89	14.0	0	0.0	7	1.1	502	78.9	24	3.8	13	2.0
10	2019	520	60	11.5	1	0.2	8	1.5	421	81.0	27	5.2	2	0.4
	2020	557	54	9.7	0	0.0	10	1.8	463	83.1	25	4.5	5	0.9
	2021	569	52	9.1	0	0.0	6	1.1	481	84.5	23	4.0	7	1.2
11	2019	452	59	13.1	1	0.2	7	1.5	352	77.9	26	5.8	7	1.5
	2020	441	42	9.5	1	0.2	6	1.4	359	81.4	28	6.3	4	0.9
	2021	514	44	8.6	0	0.0	10	1.9	427	83.1	27	5.3	6	1.2
12	2019	420	51	12.1	3	0.7	12	2.9	332	79.0	19	4.5	3	0.7
	2020	459	58	12.6	2	0.4	8	1.7	359	78.2	25	5.4	7	1.5
	2021	437	42	9.6	0	0.0	6	1.4	360	82.4	24	5.5	4	0.9
9-12	2019	2,033	236	11.6	6	0.3	39	1.9	1,636	80.5	101	5.0	14	0.7
	2020	2,088	224	10.7	4	0.2	31	1.5	1,693	81.1	108	5.2	26	1.2
	2021	2,156	227	10.5	0	0.0	29	1.3	1,770	82.1	98	4.5	30	1.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	2019	641	572	89.2	307	47.9	50	7.8	466	72.7	77	12.0	104	16.2	50.9	49.1	3.0
	2020	631	553	87.6	362	57.4	44	7.0	419	66.4	83	13.2	100	15.8	51.2	48.8	4.9
	2021	636	550	86.5	342	53.8	53	8.3	443	69.7	96	15.1	72	11.3	50.6	49.4	1.6
10	2019	520	457	87.9	169	32.5	63	12.1	313	60.2	59	11.3	20	3.8	50.2	49.8	4.4
	2020	557	506	90.8	217	39.0	36	6.5	368	66.1	74	13.3	30	5.4	49.6	50.4	1.6
	2021	569	508	89.3	321	56.4	40	7.0	439	77.2	78	13.7	27	4.7	50.1	49.9	0.4
11	2019	452	397	87.8	126	27.9	37	8.2	246	54.4	48	10.6	21	4.6	50.7	49.3	0.2
	2020	441	384	87.1	109	24.7	54	12.2	294	66.7	56	12.7	24	5.4	49.7	50.3	0.0
	2021	514	446	86.8	196	38.1	30	5.8	291	56.6	71	13.8	23	4.5	49.0	51.0	0.0
12	2019	420	360	85.7	110	26.2	52	12.4	215	51.2	41	9.8	5	1.2	53.3	46.7	2.1
	2020	459	398	86.7	125	27.2	45	9.8	297	64.7	49	10.7	8	1.7	49.0	51.0	3.3
	2021	437	373	85.4	100	22.9	65	14.9	198	45.3	55	12.6	6	1.4	47.8	52.2	2.7
9-12	2019	2,033	1,786	87.9	712	35.0	202	9.9	1,240	61.0	225	11.1	150	7.4	51.2	48.8	2.6
	2020	2,088	1,841	88.2	813	38.9	179	8.6	1,378	66.0	262	12.5	162	7.8	50.0	50.0	2.6
	2021	2,156	1,877	87.1	959	44.5	188	8.7	1,371	63.6	300	13.9	128	5.9	49.5	50.5	1.1

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2019	668	13,484	633	94.7	12,437	92.2	56	8.4	11.5	546	8,723	81.7	64.7
	2020	643	13,875	612	95.1	12,839	92.5	36	5.6	9.0	569	10,020	88.5	72.2
	2021	637	13,245	599	94.0	12,348	93.2	21	3.3	4.2	517	8,679	81.2	65.5
10	2019	547	12,020	519	94.9	11,175	93.0	32	5.8	7.3	447	7,845	81.7	65.3
	2020	572	12,465	543	95.0	11,629	93.3	16	2.8	5.4	519	8,835	90.8	70.9
	2021	578	12,994	541	93.5	12,138	93.4	14	2.4	3.0	467	8,671	80.7	66.7
11	2019	460	10,324	435	94.8	9,693	93.9	20	4.4	4.8	395	7,071	86.0	68.5
	2020	460	10,440	436	94.9	9,830	94.2	11	2.4	4.1	410	7,647	89.2	73.2
	2021	521	11,173	486	93.2	10,467	93.7	9	1.7	2.5	431	7,138	82.7	63.9
12	2019	431	10,368	407	94.5	9,771	94.2	14	3.3	3.3	360	7,151	83.6	69.0
	2020	469	10,322	437	93.3	9,699	94.0	24	5.1	3.4	419	7,820	89.3	75.8
	2021	455	10,428	436	95.7	9,883	94.8	9	2.0	2.2	378	7,101	83.1	68.1
9-12	2019	2,106	46,196	1,995	94.7	43,077	93.2	122	5.8	7.1	1,748	30,790	83.0	66.7
	2020	2,144	47,101	2,029	94.6	43,997	93.4	87	4.1	5.8	1,917	34,322	89.4	72.9
	2021	2,191	47,841	2,061	94.0	44,835	93.7	53	2.4	3.1	1,793	31,589	81.8	66.0

Teachers: 143

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	31	21.7
Hispanic	37	25.9
White	62	43.4
Multiple	6	4.2
Other	7	4.9

Gender	Number	Percentage
Female	69	48.3
Male	74	51.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	6.3	82.6
2019-20	5.6	77.8
2020-21	6.8	86.5

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	10	7.0
1	24	16.8
2	9	6.3
3	10	7.0
4	9	6.3
5	10	7.0
1-3	43	30.1
More than 3	90	62.9
1 - 5	62	43.4
6 - 10	32	22.4
11 - 20	29	20.3
More than 20	10	7.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2018	41.4	51.9	71.7	70.2	17.6	52.6	56.7		61.5	73.3	67.3	62.1
	2019	75.0	66.7	70.3	71.1	20.5	56.7	64.5		65.4	75.5	70.4	65.6
	2021	95.0	56.4	66.1	62.8	7.7	58.3	56.3		60.2	71.4	65.8	58.9
Tests Taken	2018	29	52	407	409	34	213	367		260	247	507	9,912
	2019	28	54	491	523	39	293	439		295	290	585	10,554
	2021	20	78	505	541	39	348	448		314	308	622	9,858
ENGLISH II	2018	71.0	43.7	66.3	64.7	5.7	27.8	46.0		56.4	70.4	63.0	67.0
	2019	69.6	69.2	68.6	68.0	26.2	44.9	53.9		63.4	73.4	68.6	69.3
	2021	83.3	54.2	67.8	65.5	24.1	60.4	60.1		60.4	74.6	67.6	63.2
Tests Taken	2018	31	71	415	416	35	176	335		282	250	532	10,011
	2019	23	52	405	431	42	176	295		238	256	494	9,584
	2021	24	48	469	490	29	313	426		270	283	553	9,709

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2018	17	25	115	122	28	101	159		100	66	166	3,752
	2019	7	18	146	151	31	127	156		102	71	173	3,633
	2021	1	34	171	201	36	145	196		125	88	213	4,055
Tests Taken	2018	29	52	407	409	34	213	367		260	247	507	9,912
	2019	28	54	491	523	39	293	439		295	290	585	10,554
	2021	20	78	505	541	39	348	448		314	308	622	9,858
ENGLISH II	2018	9	40	140	147	33	127	181		123	74	197	3,300
	2019	7	16	127	138	31	97	136		87	68	155	2,941
	2021	4	22	151	169	22	124	170		107	72	179	3,575
Tests Taken	2018	31	71	415	416	35	176	335		282	250	532	10,011
	2019	23	52	405	431	42	176	295		238	256	494	9,584
	2021	24	48	469	490	29	313	426		270	283	553	9,709

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2018	31.0	38.5	52.1	51.6	11.8	35.2	35.7		42.7	56.3	49.3	43.9
	2019	67.9	51.9	55.6	56.4	10.3	39.6	47.6		50.2	61.7	55.9	51.0
	2021	80.0	37.2	45.9	41.4	5.1	36.8	34.6		41.7	49.7	45.7	40.8
Tests Taken	2018	29	52	407	409	34	213	367		260	247	507	9,912
	2019	28	54	491	523	39	293	439		295	290	585	10,554
	2021	20	78	505	541	39	348	448		314	308	622	9,858
ENGLISH II	2018	61.3	32.4	46.7	46.9	5.7	13.1	23.9		39.7	52.0	45.5	50.0
	2019	47.8	30.8	50.6	47.6	11.9	24.4	30.5		42.0	54.3	48.4	51.5
	2021	75.0	37.5	49.0	46.5	10.3	40.3	39.0		41.5	57.2	49.5	47.3
Tests Taken	2018	31	71	415	416	35	176	335		282	250	532	10,011
	2019	23	52	405	431	42	176	295		238	256	494	9,584
	2021	24	48	469	490	29	313	426		270	283	553	9,709

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2018	0.0	3.8	1.7	1.5	0.0	0.5	0.3		0.8	2.8	1.8	5.0
	2019	17.9	1.9	10.2	9.6	0.0	4.1	5.7		7.8	11.7	9.7	10.1
	2021	5.0	1.3	5.0	3.9	0.0	2.9	2.7		4.8	4.5	4.7	6.3
Tests Taken	2018	29	52	407	409	34	213	367		260	247	507	9,912
	2019	28	54	491	523	39	293	439		295	290	585	10,554
	2021	20	78	505	541	39	348	448		314	308	622	9,858
ENGLISH II	2018	9.7	5.6	2.9	3.6	0.0	1.1	0.6		2.8	4.4	3.6	7.0
	2019	4.3	3.8	1.7	1.9	2.4	0.6	0.7		2.1	2.7	2.4	6.0
	2021	4.2	2.1	2.6	2.7	0.0	1.6	1.4		1.9	3.5	2.7	6.0
Tests Taken	2018	31	71	415	416	35	176	335		282	250	532	10,011
	2019	23	52	405	431	42	176	295		238	256	494	9,584
	2021	24	48	469	490	29	313	426		270	283	553	9,709

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition ¹	5. Revision (Writing)	6. Editing (Writing)
2018	75.1	68.9	64.9	3.8	65.3	68.6
2019	63.4	68.5	71.7	4.3	66.9	64.6
2021	60.1	62.1	62.9	3.9	66.1	67.9

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition ¹	5. Revision (Writing)	6. Editing (Writing)
2018	68.7	61.6	67.7	4.5	69.4	62.4
2019	63.9	65.5	75.6	4.2	67.9	70.0
2021	67.3	63.5	62.4	4.3	70.7	64.1

¹Average score points (0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2018	83.3	80.7	91.5	90.5	48.6	87.6	86.6		85.9	92.3	88.9	87.5
	2019	85.7	90.4	94.1	93.4	66.7	92.6	92.8		89.8	97.2	93.5	88.9
	2021	78.6	77.9	82.4	81.4	64.9	81.0	77.5		74.8	88.4	81.6	69.4
Tests Taken	2018	24	57	375	359	37	233	391		249	220	469	10,244
	2019	21	52	408	441	39	257	391		244	247	491	10,243
	2021	14	68	353	398	37	252	338		222	224	446	11,233

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2018	4	11	32	34	19	29	50		35	17	52	1,278
	2019	3	5	24	29	13	19	28		25	7	32	1,134
	2021	3	15	62	74	13	48	76		56	26	82	3,441
Tests Taken	2018	24	57	375	359	37	233	391		249	220	469	10,244
	2019	21	52	408	441	39	257	391		244	247	491	10,243
	2021	14	68	353	398	37	252	338		222	224	446	11,233

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2018	62.5	45.6	62.1	62.4	27.0	56.7	53.6		54.6	65.9	59.9	61.8
	2019	81.0	76.9	76.2	77.1	41.0	71.2	74.2		69.7	83.8	76.8	68.9
	2021	50.0	29.4	40.2	37.4	8.1	36.9	33.7		33.8	43.8	38.8	32.4
Tests Taken	2018	24	57	375	359	37	233	373		249	220	469	10,244
	2019	21	52	408	441	39	257	391		244	247	491	10,243
	2021	14	68	353	398	37	252	338		222	224	446	11,233

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2018	20.8	22.8	33.3	34.0	5.4	25.8	22.5		28.9	34.1	31.3	35.8
	2019	57.1	40.4	47.8	47.4	15.4	42.0	41.9		40.2	54.3	47.3	45.1
	2021	28.6	4.4	14.7	11.8	2.7	11.5	10.1		13.5	13.8	13.7	15.8
Tests Taken	2018	24	57	375	359	37	233	373		249	220	469	10,244
	2019	21	52	408	441	39	257	391		244	247	491	10,243
	2021	14	68	353	398	37	252	338		222	224	446	11,233

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	1. Number and Algebraic Methods	2. Describing and Graphing Linear Functions, Equations, and Inequalities	3. Writing and Solving Linear Functions, Equations, and Inequalities	4. Quadratic Functions and Equations	5. Exponential Functions and Equations
2018	54.5	63.3	66.3	68.3	66.3
2019	63.8	70.0	75.1	70.9	76.6
2021	55.6	48.4	53.3	52.5	66.4

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2018	83.3	76.6	89.4	89.9	61.5	81.5	83.6		87.2	88.1	87.7	87.9
	2019	87.1	82.5	91.3	89.7	61.8	87.7	87.3		88.4	92.1	90.2	87.1
	2021	100.0	89.1	85.8	84.9	53.3	81.8	81.8		84.4	89.4	86.9	78.3
Tests Taken	2018	24	64	445	435	39	249	408		282	269	551	10,192
	2019	31	57	480	516	34	293	449		292	290	582	9,591
	2021	21	64	437	464	30	286	374		269	273	542	9,986

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2018	4	15	47	44	15	46	67		36	32	68	1,234
	2019	4	10	42	53	13	36	57		34	23	57	1,240
	2021	0	7	62	70	14	52	68		42	29	71	2,162
Tests Taken	2018	24	64	445	435	39	249	408		282	269	551	10,192
	2019	31	57	480	516	34	293	449		292	290	582	9,591
	2021	21	64	437	464	30	286	374		269	273	542	9,986

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2018	54.2	57.8	64.5	65.3	30.8	49.0	52.0		63.1	63.2	63.2	57.4
	2019	77.4	64.9	64.4	64.9	23.5	52.2	55.9		65.8	64.1	64.9	59.2
	2021	90.5	53.1	57.4	54.5	20.0	50.3	48.4		57.2	59.7	58.5	42.8
Tests Taken	2018	24	64	445	435	39	249	408		282	269	551	10,192
	2019	31	57	480	516	34	293	449		292	290	582	9,591
	2021	21	64	437	464	30	286	374		269	273	542	9,986

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2018	25.0	14.1	17.5	18.4	7.7	11.2	9.3		19.1	17.5	18.3	18.6
	2019	38.7	17.5	19.6	20.0	0.0	10.2	11.1		19.2	21.4	20.3	22.3
	2021	52.4	9.4	20.4	17.5	0.0	15.7	13.4		21.6	19.4	20.5	14.0
Tests Taken	2018	24	64	445	435	39	249	408		282	269	551	10,192
	2019	31	57	480	516	34	293	449		292	290	582	9,591
	2021	21	64	437	464	30	286	374		269	273	542	9,986

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

BIOLOGY	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
2018	63.8	62.6	66.2	65.5	63.9
2019	62.6	60.4	67.0	63.2	69.0
2021	56.8	61.0	65.4	69.3	68.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2018	95.7	93.0	96.4	96.3	77.5	89.8	94.5		96.0	95.6	95.8	93.4
	2019	88.9	96.6	97.6	96.9	90.3	93.0	94.8		97.0	97.0	97.0	93.8
	2021	96.0	82.0	87.2	86.4	57.1	74.8	79.8		89.2	85.8	87.5	84.7
Tests Taken	2018	23	57	338	356	40	118	311		226	206	432	9,468
	2019	27	59	371	413	31	142	271		237	232	469	9,416
	2021	25	50	446	469	28	210	312		260	275	535	8,945

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2018	1	4	12	13	9	12	17		9	9	18	624
	2019	3	2	9	13	3	10	14		7	7	14	582
	2021	1	9	57	64	12	53	63		28	39	67	1,373
Tests Taken	2018	23	57	338	356	40	118	311		226	206	432	9,468
	2019	27	59	371	413	31	142	271		237	232	469	9,416
	2021	25	50	446	469	28	210	312		260	275	535	8,945

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2018	87.0	70.2	73.4	75.0	42.5	50.8	65.6		76.1	71.8	74.1	72.3
	2019	77.8	74.6	80.1	78.0	41.9	61.3	69.0		82.7	75.4	79.1	73.7
	2021	96.0	52.0	59.6	59.7	28.6	43.8	47.1		66.2	56.7	61.3	56.7
Tests Taken	2018	23	57	338	356	40	118	311		226	206	432	9,468
	2019	27	59	371	413	31	142	271		237	232	469	9,416
	2021	25	50	446	469	28	210	312		260	275	535	8,945

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2018	52.2	24.6	36.4	34.6	10.0	12.7	24.1		40.7	29.6	35.4	38.6
	2019	51.9	28.8	38.3	35.8	9.7	21.8	27.7		47.7	28.0	38.0	41.6
	2021	68.0	22.0	32.1	30.9	14.3	18.6	19.6		39.6	26.9	33.1	30.7
Tests Taken	2018	23	57	338	356	40	118	311		226	206	432	9,468
	2019	27	59	371	413	31	142	271		237	232	469	9,416
	2021	25	50	446	469	28	210	312		260	275	535	8,945

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY


U.S. HISTORY	1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
2018	70.8	70.2	69.0	75.7
2019	73.1	71.9	67.7	74.1
2021	64.5	71.5	60.5	67.2

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2021 Level	N	%	N	%	N	%	N	%	N	%
9 (305)	Beginning	20	8.3	129	53.8	13	4.9	22	8.9	10	5.0
	Intermediate	55	22.9	75	31.3	73	27.8	71	28.7	108	54.3
	Advanced	119	49.6	32	13.3	115	43.7	63	25.5	61	30.7
	Advanced High	46	19.2	4	1.7	62	23.6	91	36.8	20	10.1
10 (236)	Beginning	5	11.9	17	40.5	9	3.9	6	14.3	2	5.9
	Intermediate	17	40.5	13	31.0	33	14.5	20	47.6	18	52.9
	Advanced	14	33.3	9	21.4	66	28.9	10	23.8	9	26.5
	Advanced High	6	14.3	3	7.1	120	52.6	6	14.3	5	14.7
11 (182)	Beginning	7	4.5	79	51.3	1	0.7	18	11.9	1	0.9
	Intermediate	50	32.5	36	23.4	7	4.9	77	51.0	58	54.2
	Advanced	74	48.1	33	21.4	24	16.8	40	26.5	36	33.6
	Advanced High	23	14.9	6	3.9	111	77.6	16	10.6	12	11.2
12 (68)	Beginning	0	0.0	3	60.0	4	6.3	0	0.0	0	0.0
	Intermediate	2	40.0	0	0.0	3	4.8	5	41.7	2	66.7
	Advanced	1	20.0	2	40.0	19	30.2	4	33.3	1	33.3
	Advanced High	2	40.0	0	0.0	37	58.7	3	25.0	0	0.0
ALL (791)	Beginning	32	7.3	228	51.7	27	3.9	46	10.2	13	3.8
	Intermediate	124	28.1	124	28.1	116	16.6	173	38.3	186	54.2
	Advanced	208	47.2	76	17.2	224	32.1	117	25.9	107	31.2
	Advanced High	77	17.5	13	2.9	330	47.3	116	25.7	37	10.8

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
169 19 (11.2%)	Beginning	5			
	Intermediate	1	42		
	Advanced	0	4	34	
	Advanced High	0	0	14	
228 10 (4.4%)	Beginning	0			
	Intermediate	4	7		
	Advanced	0	2	2	
	Advanced High	0	0	4	
135 18 (13.3%)	Beginning	1			
	Intermediate	2	40		
	Advanced	0	7	22	
	Advanced High	0	0	9	
47 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
579 47 (8.1%)	Beginning	6			
	Intermediate	7	89		
	Advanced	0	13	58	
	Advanced High	0	0	27	

 Indicates students who progressed at least one level from 2020 to 2021.

Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK*	N	Mean	% at BMRK
SAT	Reading & Writing	2018-19	89.8	87.2	377	448	36.3	45	432	28.9	302	444	34.1	16	549	81.3	7,714	463	39.1
		2019-20	87.6	84.7	402	452	34.1	47	432	25.5	320	452	34.1	21	474	57.1	7,424	466	39.8
		2020-21	85.8	79.7	375	441	29.9	28	423	25.0	316	439	27.8	21	501	61.9	7,006	457	35.9
	Mathematics	2018-19	89.8	87.2	377	440	13.0	45	406	0.0	302	439	12.6	16	533	56.3	7,714	461	19.7
		2019-20	87.6	84.7	402	442	15.7	47	416	2.1	320	443	16.3	21	456	23.8	7,424	461	21.7
		2020-21	85.8	79.7	375	446	16.0	28	418	7.1	316	445	14.9	21	491	42.9	7,006	456	20.4
ACT	English	2018-19	84.8	82.5	356	15	21.1	42	14	9.5	284	14	19.7	15	22	80.0	7,297	15	27.0
		2019-20	85.2	81.3	391	14	22.8	46	13	13.0	312	14	21.8	19	17	52.6	7,122	15	28.9
		2020-21	44.6	57.2	195	13	16.9	15	11	0.0	166	13	16.9	8	16	37.5	5,030	14	24.1
	Mathematics	2018-19	84.8	82.5	356	17	10.1	42	16	2.4	284	17	8.8	15	22	53.3	7,297	18	19.2
		2019-20	85.2	81.3	391	16	7.2	46	15	0.0	312	16	6.7	19	18	15.8	7,122	17	14.3
		2020-21	44.6	57.2	195	16	9.2	15	16	6.7	166	16	7.8	8	18	25.0	5,030	17	13.6
	Reading	2018-19	84.8	82.5	356	16	13.8	42	15	4.8	284	16	11.6	15	24	66.7	7,297	17	21.0
		2019-20	85.2	81.3	391	15	12.3	46	14	8.7	312	15	10.6	19	19	31.6	7,122	16	18.6
		2020-21	44.6	57.2	195	14	10.3	15	13	13.3	166	14	9.6	8	16	12.5	5,030	16	16.0
	Science	2018-19	84.8	82.5	356	16	6.5	42	15	0.0	284	16	5.3	15	23	46.7	7,297	17	14.5
		2019-20	85.2	81.3	391	16	7.2	46	14	4.3	312	16	6.1	19	17	21.1	7,122	17	13.9
		2020-21	44.6	57.2	195	16	7.2	15	16	6.7	166	16	6.0	8	18	12.5	5,030	17	12.8
	Composite	2018-19	84.8	82.5	356	16	–	42	15	–	284	16	–	15	23	–	7,297	17	–
		2019-20	85.2	81.3	391	15	–	46	14	–	312	15	–	19	18	–	7,122	16	–
		2020-21	44.6	57.2	195	15	–	15	14	–	166	15	–	8	17	–	5,030	16	–

NOTE: See the NOTES report for information about score ranges and college-readiness benchmarks set by The College Board (SAT) and ACT, Inc.

Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK
9	Reading & Writing	2018	137	441	64.2	10	400	40.0	119	439	64.7	5	*	*	3	*	*	2,063	473	74.2
		2019	69	429	69.6	4	*	*	59	417	64.4	5	*	*	1	*	*	2,013	463	69.8
		2020	17	383	41.2	1	*	*	14	397	50.0	1	*	*	0			192	393	38.5
	Mathematics	2018	137	441	46.7	10	427	40.0	119	438	45.4	5	*	*	3	*	*	2,063	477	64.0
		2019	69	447	58.0	4	*	*	59	440	54.2	5	*	*	1	*	*	2,013	460	62.6
		2020	17	386	29.4	1	*	*	14	390	35.7	1	*	*	0			192	407	22.4
10	Reading & Writing	2018	487	402	38.2	56	379	23.2	395	404	39.0	25	417	52.0	9	440	54.5	8,620	418	41.8
		2019	530	405	34.2	45	390	26.7	449	404	34.1	23	451	56.5	10	399	23.1	8,689	414	38.2
		2020	76	420	46.1	5	*	*	62	417	45.2	4	*	*	1	*	*	4,749	422	42.8
	Mathematics	2018	487	409	15.2	56	388	7.1	395	410	15.2	25	424	32.0	9	438	18.2	8,620	426	25.3
		2019	530	421	15.5	45	416	11.1	449	419	14.7	23	455	39.1	10	425	15.4	8,689	426	20.7
		2020	76	425	21.1	5	*	*	62	424	19.4	4	*	*	1	*	*	4,749	425	22.7
11	Reading & Writing	2018	80	488	65.0	11	437	36.4	60	487	68.3	5	*	*	3	*	*	1,921	501	64.3
		2019	409	423	33.3	38	391	21.1	335	422	32.8	24	477	54.2	7	442	41.7	2,726	482	56.3
		2020	94	442	39.4	7	396	0.0	75	436	36.0	8	513	87.5	3	*	*	1,091	521	68.1
	Mathematics	2018	80	473	30.0	11	411	9.1	60	477	31.7	5	*	*	3	*	*	1,921	497	42.6
		2019	409	434	12.2	38	411	5.3	335	435	11.9	24	453	25.0	7	466	16.7	2,726	473	32.8
		2020	94	430	18.1	7	369	0.0	75	427	14.7	8	513	62.5	3	*	*	1,091	509	49.8

NOTE: See the NOTES report for information about score ranges and college readiness benchmarks set by The College Board for PSAT/NMSQT and PSAT 8-9.

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

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

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

ALL EXAMS

919	15,450	1.6	2.0	138	15.0	27.9
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Biology

8	653	1.9	1.9	1	12.5	24.2
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Calculus AB

23	642	1.4	2.3	2	8.7	35.0
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Calculus BC

6	203	1.8	3.0	1	16.7	51.7
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Chemistry

7	246	1.0	1.9	0	0.0	24.4
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Computer Science A

1	189	*	2.7	*	*	51.3
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Computer Science Principles

7	163	2.0	2.5	2	28.6	46.6
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English Language and Composition

149	1,627	1.4	1.9	9	6.0	23.4
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English Literature and Composition

125	1,683	1.3	1.5	2	1.6	9.3
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French Language and Culture

16	43	2.1	2.2	3	18.8	34.9
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Human Geography

105	1,577	1.4	1.7	15	14.3	21.4
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Microeconomics

35	142	1.0	1.4	0	0.0	9.2
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Physics 1

6	561	1.0	1.6	0	0.0	16.6
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Research

3	58	*	3.3	*	*	84.5
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Seminar

6	168	1.8	3.0	1	16.7	78.0
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Spanish Language and Culture

88	860	3.0	3.4	60	68.2	75.9
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Spanish Literature and Culture

10	129	2.7	2.6	6	60.0	55.8
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Studio Art: 2-D Design Portfolio

15	134	3.3	3.0	15	100.0	70.1
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Studio Art: 3-D Design Portfolio

12	35	3.2	3.0	11	91.7	74.3
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United States Government and Politics

64	883	1.1	1.6	1	1.6	18.3
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United States History

75	1,673	1.1	1.6	2	2.7	18.9
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World History

158	1,214	1.2	1.9	5	3.2	23.6
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