



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
MYDATA.DALLASISD.ORG
OIR@DALLASISD.ORG

AUGUST 25, 2021

SCHOOL
NUMBER 24

NORTH DALLAS HIGH SCHOOL

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

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 6. Summary Summary of Student and Teacher Statistics
- 7. Enroll (1) Enrollment Statistics by Ethnicity
- 8. Enroll (2) Enrollment Statistics by Select Student Group
- 9. Attendance Student Attendance Statistics
- 10. Teachers Teacher Statistics

STAAR

- 11. ELA (EOC) STAAR EOC ELA
- 16. Math (EOC) STAAR EOC Mathematics
- 21. Science (EOC) ... STAAR EOC Science
- 26. SS (EOC) STAAR EOC Social Studies

ENGLISH PROFICIENCY

- 31. TELPAS Texas English Language Proficiency Assessment

COLLEGE READINESS

- 32. SAT/ACT SAT/ACT Average Scores for Grade 12
- 33. PSAT PSAT Average Scores
- 34. AP Advanced Placement (AP) Exams

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 demoninator, Grade 12 “Enrollment” as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for “Percent Tested” is grade-level enrollment as reported in Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year (through July) at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT’s college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.
- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.
- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.
- AP scores range from 1 to 5. A 3 is a “qualifying score”. Scores from May administrations only. New statistics using June scores will be created after scores are available.

STUDENT ENROLLMENT

Grade	Enrollment
9	293
10	331
11	240
12	196
ALL	1,060

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	210	19.8	25	33.8
American Indian/Alaska Native	2	0.2	*	*
Asian/Hawaiian/Pacific Islander	17	1.6	*	*
Hispanic	782	73.8	16	21.6
White	20	1.9	25	33.8
Multiple	29	2.7	1	1.4
Other* (teachers only)	—	—	7	9.5
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	717	67.6
Economically disadvantaged	882	83.2
Limited English proficient (LEP)	455	42.9
Special education	135	12.7
Talented and Gifted (TAG)	148	14.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	326	77	23.6	3	0.9	4	1.2	232	71.2	5	1.5	5	1.5
	2020	400	77	19.3	0	0.0	4	1.0	304	76.0	7	1.8	8	2.0
	2021	293	72	24.6	0	0.0	4	1.4	205	70.0	5	1.7	7	2.4
10	2019	249	48	19.3	0	0.0	7	2.8	183	73.5	4	1.6	7	2.8
	2020	283	61	21.6	3	1.1	3	1.1	205	72.4	5	1.8	6	2.1
	2021	331	60	18.1	0	0.0	4	1.2	252	76.1	6	1.8	9	2.7
11	2019	205	51	24.9	1	0.5	3	1.5	145	70.7	5	2.4	0	0.0
	2020	199	29	14.6	0	0.0	6	3.0	153	76.9	5	2.5	6	3.0
	2021	240	47	19.6	2	0.8	2	0.8	175	72.9	5	2.1	9	3.8
12	2019	231	41	17.7	1	0.4	14	6.1	167	72.3	6	2.6	2	0.9
	2020	218	44	20.2	0	0.0	5	2.3	164	75.2	2	0.9	3	1.4
	2021	196	31	15.8	0	0.0	7	3.6	150	76.5	4	2.0	4	2.0
9-12	2019	1,011	217	21.5	5	0.5	28	2.8	727	71.9	20	2.0	14	1.4
	2020	1,100	211	19.2	3	0.3	18	1.6	826	75.1	19	1.7	23	2.1
	2021	1,060	210	19.8	2	0.2	17	1.6	782	73.8	20	1.9	29	2.7

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	326	296	90.8	158	48.5	32	9.8	242	74.2	39	12.0	49	15.0	49.1	50.9	9.5
	2020	400	372	93.0	189	47.3	47	11.8	255	63.8	49	12.3	52	13.0	57.3	42.8	6.5
	2021	293	256	87.4	128	43.7	48	16.4	207	70.6	47	16.0	36	12.3	56.0	44.0	5.5
10	2019	249	230	92.4	109	43.8	35	14.1	175	70.3	24	9.6	21	8.4	51.0	49.0	7.2
	2020	283	263	92.9	116	41.0	29	10.2	193	68.2	41	14.5	24	8.5	47.3	52.7	6.0
	2021	331	275	83.1	152	45.9	39	11.8	226	68.3	46	13.9	21	6.3	54.7	45.3	1.5
11	2019	205	189	92.2	79	38.5	20	9.8	134	65.4	28	13.7	16	7.8	52.2	47.8	1.5
	2020	199	178	89.4	79	39.7	20	10.1	131	65.8	21	10.6	24	12.1	50.8	49.2	2.0
	2021	240	200	83.3	99	41.3	21	8.8	156	65.0	35	14.6	17	7.1	43.3	56.7	0.4
12	2019	231	203	87.9	73	31.6	29	12.6	133	57.6	47	20.3	13	5.6	49.8	50.2	3.0
	2020	218	197	90.4	91	41.7	26	11.9	138	63.3	36	16.5	9	4.1	52.3	47.7	5.0
	2021	196	151	77.0	76	38.8	27	13.8	128	65.3	20	10.2	5	2.6	47.4	52.6	7.7
9-12	2019	1,011	918	90.8	419	41.4	116	11.5	684	67.7	138	13.6	99	9.8	50.3	49.7	5.8
	2020	1,100	1,010	91.8	475	43.2	122	11.1	717	65.2	147	13.4	109	9.9	52.5	47.5	5.3
	2021	1,060	882	83.2	455	42.9	135	12.7	717	67.6	148	14.0	79	7.5	51.1	48.9	3.5

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2019	337	13,484	302	89.5	12,437	92.2	28	8.3	11.5	213	8,723	63.2	64.7
	2020	407	13,875	374	92.0	12,839	92.5	25	6.1	9.0	327	10,020	80.4	72.2
	2021	317	13,245	281	88.7	12,348	93.2	36	11.4	4.2	179	8,679	56.5	65.5
10	2019	259	12,020	235	90.5	11,175	93.0	20	7.7	7.3	151	7,845	58.2	65.3
	2020	291	12,465	264	90.9	11,629	93.3	15	5.2	5.4	238	8,835	81.9	70.9
	2021	360	12,994	327	90.8	12,138	93.4	26	7.2	3.0	243	8,671	67.4	66.7
11	2019	212	10,324	193	91.2	9,693	93.9	14	6.6	4.8	147	7,071	69.5	68.5
	2020	203	10,440	188	92.3	9,830	94.2	7	3.4	4.1	169	7,647	83.1	73.2
	2021	260	11,173	235	90.1	10,467	93.7	24	9.2	2.5	159	7,138	61.1	63.9
12	2019	239	10,368	224	93.6	9,771	94.2	11	4.6	3.3	187	7,151	78.3	69.0
	2020	223	10,322	205	91.7	9,699	94.0	9	4.0	3.4	185	7,820	83.0	75.8
	2021	206	10,428	192	93.0	9,883	94.8	8	3.9	2.2	142	7,101	68.8	68.1
9-12	2019	1,047	46,196	953	91.0	43,077	93.2	73	7.0	7.1	698	30,790	66.7	66.7
	2020	1,123	47,101	1,030	91.7	43,997	93.4	56	5.0	5.8	919	34,322	81.8	72.9
	2021	1,144	47,841	1,035	90.4	44,835	93.7	94	8.2	3.1	723	31,589	63.2	66.0

Teachers: 74

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	25	33.8
Hispanic	16	21.6
White	25	33.8
Multiple	1	1.4
Other	7	9.5

Gender	Number	Percentage
Female	45	60.8
Male	29	39.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	6.8	65.7
2019-20	5.4	66.2
2020-21	6.0	83.1

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	6	8.1
1	9	12.2
2	10	13.5
3	4	5.4
4	1	1.4
5	7	9.5
1-3	23	31.1
More than 3	45	60.8
1 - 5	31	41.9
6 - 10	16	21.6
11 - 20	15	20.3
More than 20	6	8.1

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	*	41.3	53.2	55.6	6.1	40.3	45.1		43.3	62.0	51.8	62.1
	2019	*	46.9	56.7	52.5	26.1	45.3	49.8		50.0	59.5	55.0	65.6
	2021	*	38.4	54.0	50.4	15.9	41.9	40.3		43.5	58.0	50.0	58.9
Tests Taken	2018	5	63	222	243	33	139	255		164	137	301	9,912
	2019	5	64	203	257	23	139	215		134	148	282	10,554
	2021	5	73	200	252	44	129	211		161	131	292	9,858
ENGLISH II	2018	50.0	47.4	55.8	57.4	0.0	35.0	42.9		48.8	59.3	53.7	67.0
	2019	*	54.2	57.3	57.8	11.5	47.3	44.3		48.5	67.8	57.7	69.3
	2021	*	57.1	61.9	60.0	13.8	50.7	47.7		54.8	67.8	60.6	63.2
Tests Taken	2018	6	57	163	190	17	100	177		123	108	231	10,011
	2019	3	48	185	230	26	110	185		130	118	248	9,584
	2021	5	49	252	265	29	152	218		177	143	320	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	*	37	104	108	31	83	140		93	52	145	3,752
	2019	*	34	88	122	17	76	108		67	60	127	3,633
	2021	*	45	92	125	37	75	126		91	55	146	4,055
Tests Taken	2018	5	63	222	243	33	139	255		164	137	301	9,912
	2019	5	64	203	257	23	139	215		134	148	282	10,554
	2021	5	73	200	252	44	129	211		161	131	292	9,858
ENGLISH II	2018	3	30	72	81	17	65	101		63	44	107	3,300
	2019	*	22	79	97	23	58	103		67	38	105	2,941
	2021	*	21	96	106	25	75	114		80	46	126	3,575
Tests Taken	2018	6	57	163	190	17	100	177		123	108	231	10,011
	2019	3	48	185	230	26	110	185		130	118	248	9,584
	2021	5	49	252	265	29	152	218		177	143	320	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	*	23.8	29.7	31.7	3.0	18.0	20.8		25.0	34.3	29.2	43.9
	2019	*	28.1	36.9	34.2	21.7	29.5	27.9		33.6	38.5	36.2	51.0
	2021	*	27.4	38.0	36.5	11.4	28.7	26.5		31.1	42.7	36.3	40.8
Tests Taken	2018	5	63	222	243	33	139	255		164	137	301	9,912
	2019	5	64	203	257	23	139	215		134	148	282	10,554
	2021	5	73	200	252	44	129	211		161	131	292	9,858
ENGLISH II	2018	50.0	26.3	35.6	35.3	0.0	12.0	20.3		28.5	40.7	34.2	50.0
	2019	*	39.6	39.5	39.6	3.8	28.2	25.9		35.4	45.8	40.3	51.5
	2021	*	46.9	41.7	40.4	3.4	28.3	28.0		40.1	44.8	42.2	47.3
Tests Taken	2018	6	57	163	190	17	100	177		123	108	231	10,011
	2019	3	48	185	230	26	110	185		130	118	248	9,584
	2021	5	49	252	265	29	152	218		177	143	320	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	1.8	1.6	0.0	0.7	0.8		0.6	2.2	1.3	5.0
	2019	*	1.6	1.5	1.9	0.0	0.0	0.0		0.7	3.4	2.1	10.1
	2021	*	0.0	1.0	0.8	0.0	0.8	0.5		1.2	0.8	1.0	6.3
Tests Taken	2018	5	63	222	243	33	139	255		164	137	301	9,912
	2019	5	64	203	257	23	139	215		134	148	282	10,554
	2021	5	73	200	252	44	129	211		161	131	292	9,858
ENGLISH II	2018	16.7	5.3	1.8	3.7	0.0	1.0	1.1		1.6	4.6	3.0	7.0
	2019	*	4.2	0.5	1.3	0.0	0.9	1.1		0.0	2.5	1.2	6.0
	2021	*	0.0	1.2	0.8	0.0	0.7	0.9		0.6	1.4	0.9	6.0
Tests Taken	2018	6	57	163	190	17	100	177		123	108	231	10,011
	2019	3	48	185	230	26	110	185		130	118	248	9,584
	2021	5	49	252	265	29	152	218		177	143	320	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	65.3	59.2	57.8	3.5	58.4	58.1
2019	55.5	59.7	64.4	3.6	63.0	62.1
2021	55.6	56.7	54.5	3.1	62.0	61.2

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	65.4	56.7	63.2	4.3	65.9	60.0
2019	57.2	63.5	71.6	3.9	63.6	65.8
2021	64.1	62.0	59.9	3.6	68.9	63.5

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	*	62.3	65.7	65.6	30.3	60.5	61.2		63.8	66.4	65.0	87.5
	2019	*	79.0	83.4	82.4	70.8	84.8	83.9		78.6	87.6	83.1	88.9
	2021	*	54.0	71.3	65.9	39.5	67.0	63.4		61.6	72.1	66.5	69.4
Tests Taken	2018	4	53	175	192	33	114	211		130	110	240	10,244
	2019	4	62	181	233	24	138	211		126	129	255	10,243
	2021	4	63	160	205	38	106	183		125	111	236	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	*	20	60	66	23	45	80		47	37	84	1,278
	2019	*	13	30	41	7	21	34		27	16	43	1,134
	2021	*	29	46	70	23	35	67		48	31	79	3,441
Tests Taken	2018	4	53	175	192	33	114	211		130	110	240	10,244
	2019	4	62	181	233	24	138	211		126	129	255	10,243
	2021	4	63	160	205	38	106	183		125	111	236	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	*	15.1	22.9	20.8	6.1	19.3	16.0		18.5	23.6	20.8	61.8
	2019	*	33.9	48.1	45.5	20.8	44.9	43.1		45.2	45.7	45.5	68.9
	2021	*	22.2	35.6	30.2	15.8	33.0	28.4		30.4	33.3	31.8	32.4
Tests Taken	2018	4	53	175	192	33	114	206		130	110	240	10,244
	2019	4	62	181	233	24	138	211		126	129	255	10,243
	2021	4	63	160	205	38	106	183		125	111	236	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	*	1.9	5.7	4.7	0.0	5.3	3.9		4.6	4.5	4.6	35.8
	2019	*	12.9	18.8	18.9	4.2	17.4	15.2		14.3	23.3	18.8	45.1
	2021	*	7.9	15.6	13.2	7.9	14.2	10.9		13.6	12.6	13.1	15.8
Tests Taken	2018	4	53	175	192	33	114	206		130	110	240	10,244
	2019	4	62	181	233	24	138	211		126	129	255	10,243
	2021	4	63	160	205	38	106	183		125	111	236	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	41.0	44.8	50.1	47.3	49.9
2019	58.5	56.4	57.5	55.6	60.5
2021	49.0	45.8	47.2	48.0	54.7

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	*	80.3	84.6	88.2	54.5	79.2	82.0		80.2	88.8	84.1	87.9
	2019	*	71.9	79.3	77.4	52.0	75.2	73.6		74.4	80.9	77.7	87.1
	2021	71.4	54.2	72.1	66.1	48.9	66.2	60.6		62.8	72.7	67.2	78.3
Tests Taken	2018	4	61	228	237	33	149	256		167	134	301	10,192
	2019	5	64	184	239	25	121	208		129	136	265	9,591
	2021	7	72	219	271	45	145	231		172	139	311	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	*	12	35	28	15	31	46		33	15	48	1,234
	2019	*	18	38	54	12	30	55		33	26	59	1,240
	2021	2	33	61	92	23	49	91		64	38	102	2,162
Tests Taken	2018	4	61	228	237	33	149	256		167	134	301	10,192
	2019	5	64	184	239	25	121	208		129	136	265	9,591
	2021	7	72	219	271	45	145	231		172	139	311	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	*	37.7	49.6	50.2	12.1	36.2	41.8		42.5	54.5	47.8	57.4
	2019	*	31.3	41.3	38.9	24.0	34.7	29.3		38.8	41.2	40.0	59.2
	2021	42.9	25.0	36.5	31.7	13.3	29.7	22.9		36.0	30.9	33.8	42.8
Tests Taken	2018	4	61	228	237	33	149	256		167	134	301	10,192
	2019	5	64	184	239	25	121	208		129	136	265	9,591
	2021	7	72	219	271	45	145	231		172	139	311	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	*	6.6	8.3	8.9	6.1	2.7	4.3		10.2	6.7	8.6	18.6
	2019	*	4.7	10.9	9.2	4.0	7.4	5.3		10.1	11.0	10.6	22.3
	2021	28.6	6.9	8.2	6.6	4.4	6.2	4.3		10.5	6.5	8.7	14.0
Tests Taken	2018	4	61	228	237	33	149	256		167	134	301	10,192
	2019	5	64	184	239	25	121	208		129	136	265	9,591
	2021	7	72	219	271	45	145	231		172	139	311	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	56.8	56.2	60.6	56.9	56.2
2019	51.7	47.1	60.8	55.8	62.0
2021	48.5	45.7	53.0	55.3	58.4

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	*	84.6	92.7	91.9	50.0	84.5	88.8		86.2	96.7	91.6	93.4
	2019	*	89.6	96.7	94.3	53.3	95.3	91.8		93.5	95.1	94.3	93.8
	2021	*	70.5	80.2	79.0	63.6	71.0	71.0		81.8	75.9	78.6	84.7
Tests Taken	2018	4	52	165	209	22	71	178		116	121	237	9,468
	2019	4	48	152	193	15	86	147		107	103	210	9,416
	2021	4	44	182	205	22	107	162		110	133	243	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	*	8	12	17	11	11	20		16	4	20	624
	2019	*	5	5	11	7	4	12		7	5	12	582
	2021	*	13	36	43	8	31	47		20	32	52	1,373
Tests Taken	2018	4	52	165	209	22	71	178		116	121	237	9,468
	2019	4	48	152	193	15	86	147		107	103	210	9,416
	2021	4	44	182	205	22	107	162		110	133	243	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	*	44.2	64.2	62.7	27.3	42.3	50.6		62.9	59.5	61.2	72.3
	2019	*	60.4	75.7	72.0	26.7	66.3	61.9		73.8	69.9	71.9	73.7
	2021	*	36.4	48.4	46.8	31.8	38.3	36.4		53.6	42.1	47.3	56.7
Tests Taken	2018	4	52	165	209	22	71	178		116	121	237	9,468
	2019	4	48	152	193	15	86	147		107	103	210	9,416
	2021	4	44	182	205	22	107	162		110	133	243	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	*	19.2	30.9	28.2	9.1	22.5	19.1		35.3	23.1	29.1	38.6
	2019	*	31.3	32.9	32.1	13.3	19.8	23.1		32.7	34.0	33.3	41.6
	2021	*	11.4	19.8	19.5	18.2	11.2	13.0		27.3	15.0	20.6	30.7
Tests Taken	2018	4	52	165	209	22	71	178		116	121	237	9,468
	2019	4	48	152	193	15	86	147		107	103	210	9,416
	2021	4	44	182	205	22	107	162		110	133	243	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	67.9	65.9	60.1	70.6
2019	71.6	67.0	63.9	71.4
2021	57.2	64.8	55.2	59.1

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (117)	Beginning	9	8.5	41	38.7	3	6.1	9	8.0	2	4.9
	Intermediate	36	34.0	26	24.5	8	16.3	48	42.5	12	29.3
	Advanced	42	39.6	31	29.2	16	32.7	29	25.7	17	41.5
	Advanced High	19	17.9	8	7.5	22	44.9	27	23.9	10	24.4
10 (84)	Beginning	11	50.0	12	54.5	3	4.3	7	25.9	5	41.7
	Intermediate	6	27.3	7	31.8	11	15.7	14	51.9	6	50.0
	Advanced	4	18.2	3	13.6	32	45.7	4	14.8	1	8.3
	Advanced High	1	4.5	0	0.0	24	34.3	2	7.4	0	0.0
11 (56)	Beginning	1	7.7	10	76.9	0	0.0	0	0.0	0	0.0
	Intermediate	5	38.5	1	7.7	4	8.5	10	76.9	2	66.7
	Advanced	7	53.8	2	15.4	22	46.8	2	15.4	1	33.3
	Advanced High	0	0.0	0	0.0	21	44.7	1	7.7	0	0.0
12 (23)	Beginning	1	25.0	2	50.0	0	0.0	1	25.0	0	0.0
	Intermediate	2	50.0	1	25.0	2	9.1	2	50.0	2	66.7
	Advanced	1	25.0	1	25.0	9	40.9	1	25.0	1	33.3
	Advanced High	0	0.0	0	0.0	11	50.0	0	0.0	0	0.0
ALL (280)	Beginning	22	15.2	65	44.8	6	3.2	17	10.8	7	11.9
	Intermediate	49	33.8	35	24.1	25	13.3	74	47.1	22	37.3
	Advanced	54	37.2	37	25.5	79	42.0	36	22.9	20	33.9
	Advanced High	20	13.8	8	5.5	78	41.5	30	19.1	10	16.9

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
7 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	0	
0 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
1 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
0 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
8 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	0	

 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	84.8	87.2	196	433	24.5	30	425	26.7	146	428	21.2	4	*	*	7,714	463	39.1
		2019-20	80.3	84.7	175	438	25.7	35	445	31.4	134	436	23.9	1	*	*	7,424	466	39.8
		2020-21	80.1	79.7	157	424	18.5	18	428	16.7	131	420	17.6	2	*	*	7,006	457	35.9
	Mathematics	2018-19	84.8	87.2	196	437	7.7	30	434	0.0	146	431	5.5	4	*	*	7,714	461	19.7
		2019-20	80.3	84.7	175	427	9.1	35	412	5.7	134	429	9.0	1	*	*	7,424	461	21.7
		2020-21	80.1	79.7	157	412	3.8	18	404	5.6	131	410	3.1	2	*	*	7,006	456	20.4
ACT	English	2018-19	87.0	82.5	201	13	14.9	28	14	7.1	151	13	11.3	6	11	16.7	7,297	15	27.0
		2019-20	79.8	81.3	174	13	16.7	32	14	18.8	136	13	15.4				7,122	15	28.9
		2020-21	73.5	57.2	144	12	9.0	18	13	5.6	118	12	6.8	2	*	*	5,030	14	24.1
	Mathematics	2018-19	87.0	82.5	201	16	8.5	28	16	7.1	151	16	7.3	6	15	16.7	7,297	18	19.2
		2019-20	79.8	81.3	174	16	4.6	32	16	3.1	136	16	3.7				7,122	17	14.3
		2020-21	73.5	57.2	144	15	2.8	18	15	0.0	118	15	3.4	2	*	*	5,030	17	13.6
	Reading	2018-19	87.0	82.5	201	15	11.4	28	15	7.1	151	15	9.9	6	15	33.3	7,297	17	21.0
		2019-20	79.8	81.3	174	15	8.6	32	15	9.4	136	14	7.4				7,122	16	18.6
		2020-21	73.5	57.2	144	14	6.3	18	13	0.0	118	13	5.1	2	*	*	5,030	16	16.0
	Science	2018-19	87.0	82.5	201	16	7.5	28	17	10.7	151	16	5.3	6	15	16.7	7,297	17	14.5
		2019-20	79.8	81.3	174	15	4.6	32	16	3.1	136	15	5.1				7,122	17	13.9
		2020-21	73.5	57.2	144	16	4.2	18	16	0.0	118	15	3.4	2	*	*	5,030	17	12.8
	Composite	2018-19	87.0	82.5	201	15	-	28	16	-	151	15	-	6	14	-	7,297	17	-
		2019-20	79.8	81.3	174	15	-	32	15	-	136	15	-			-	7,122	16	-
		2020-21	73.5	57.2	144	14	-	18	14	-	118	14	-	2	*	-	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	16	466	75.0	1	*	*	10	466	80.0	1	*	*	2	*	*	2,063	473	74.2
		2019	111	396	37.8	18	401	50.0	85	396	36.5	1	*	*	3	*	*	2,013	463	69.8
		2020	3	*	*	1	*	*	2	*	*	0			0			192	393	38.5
	Mathematics	2018	16	459	62.5	1	*	*	10	478	70.0	1	*	*	2	*	*	2,063	477	64.0
		2019	111	414	34.2	18	428	44.4	85	411	32.9	1	*	*	3	*	*	2,013	460	62.6
		2020	3	*	*	1	*	*	2	*	*	0			0			192	407	22.4
10	Reading & Writing	2018	202	385	28.2	34	389	29.4	155	379	25.8	3	*	*	3	*	*	8,620	418	41.8
		2019	221	380	23.5	43	363	11.6	167	382	25.1	2	*	*	3	*	*	8,689	414	38.2
		2020	177	404	31.6	22	415	31.8	145	401	29.7	5	*	*	4	*	*	4,749	422	42.8
	Mathematics	2018	202	397	10.4	34	382	5.9	155	396	9.0	3	*	*	3	*	*	8,620	426	25.3
		2019	221	399	7.2	43	382	0.0	167	402	8.4	2	*	*	3	*	*	8,689	426	20.7
		2020	177	412	15.3	22	399	4.5	145	414	16.6	5	*	*	4	*	*	4,749	425	22.7
11	Reading & Writing	2018	9	442	44.4	4	*	*	5	*	*	0			0			1,921	501	64.3
		2019	27	419	29.6	6	397	16.7	20	419	30.0	0			1	*	*	2,726	482	56.3
		2020	51	377	9.8	10	393	30.0	40	374	5.0	0			0			1,091	521	68.1
	Mathematics	2018	9	461	11.1	4	*	*	5	*	*	0			0			1,921	497	42.6
		2019	27	424	3.7	6	415	0.0	20	424	5.0	0			1	*	*	2,726	473	32.8
		2020	51	391	0.0	10	398	0.0	40	392	0.0	0			0			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

153	15,450	1.4	2.0	19	12.4	27.9
-----	--------	-----	-----	----	------	------

English Language and Composition

3	1,627	*	1.9	*	*	23.4
---	-------	---	-----	---	---	------

English Literature and Composition

30	1,683	1.2	1.5	0	0.0	9.3
----	-------	-----	-----	---	-----	-----

Environmental Science

11	742	1.3	1.8	0	0.0	21.7
----	-----	-----	-----	---	-----	------

Human Geography

38	1,577	1.4	1.7	3	7.9	21.4
----	-------	-----	-----	---	-----	------

Macroeconomics

11	714	1.0	1.6	0	0.0	16.7
----	-----	-----	-----	---	-----	------

Spanish Language and Culture

13	860	3.3	3.4	11	84.6	75.9
----	-----	-----	-----	----	------	------

Statistics

6	355	1.0	2.4	0	0.0	44.8
---	-----	-----	-----	---	-----	------

Studio Art: 2-D Design Portfolio

7	134	2.7	3.0	5	71.4	70.1
---	-----	-----	-----	---	------	------

United States Government and Politics

10	883	1.0	1.6	0	0.0	18.3
----	-----	-----	-----	---	-----	------

United States History

24	1,673	1.0	1.6	0	0.0	18.9
----	-------	-----	-----	---	-----	------