

# DATA PACKET 2021-22

EVALUATION AND ASSESSMENT  
OFFICE OF INSTITUTIONAL RESEARCH  
[MYDATA.DALLASISD.ORG](https://mydata.dallasisd.org)  
[OIR@DALLASISD.ORG](mailto:OIR@dallasisd.org)

AUGUST 25, 2021

SCHOOL  
NUMBER 14  
(ZONED)

W.W. SAMUEL  
(ZONED STUDENTS)

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

**STUDENTS AND STAFF**

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

**STAAR**

- 9. ELA (EOC) ..... STAAR EOC ELA
- 14. Math (EOC) ..... STAAR EOC Mathematics
- 19. Science (EOC) ... STAAR EOC Science
- 24. SS (EOC) ..... STAAR EOC Social Studies

**ENGLISH PROFICIENCY**

- 29. TELPAS ..... Texas English Language Proficiency Assessment

**COLLEGE READINESS**

- 30. SAT/ACT ..... SAT/ACT Average Scores for Grade 12
- 31. PSAT ..... PSAT Average Scores
- 32. 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 statistics are not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

## **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.”

## **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	473
10	417
11	333
12	365
ALL	1,588

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	253	15.9		
American Indian/Alaska Native	1	0.1		
Asian/Hawaiian/Pacific Islander	1	0.1		
Hispanic	1,302	82.0		
White	13	0.8		
Multiple	17	1.1		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

\*Teacher statistics not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	1,301	81.9
Economically disadvantaged	1,403	88.4
Limited English proficient (LEP)	871	54.8
Special education	218	13.7
Talented and Gifted (TAG)	101	6.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	429	82	19.1	1	0.2	0	0.0	342	79.7	1	0.2	3	0.7
	2020	485	87	17.9	0	0.0	0	0.0	390	80.4	6	1.2	2	0.4
	2021	473	82	17.3	0	0.0	0	0.0	380	80.3	6	1.3	5	1.1
10	2019	394	77	19.5	0	0.0	0	0.0	312	79.2	4	1.0	1	0.3
	2020	380	72	18.9	2	0.5	0	0.0	300	78.9	2	0.5	4	1.1
	2021	417	68	16.3	0	0.0	0	0.0	344	82.5	2	0.5	3	0.7
11	2019	319	59	18.5	0	0.0	1	0.3	253	79.3	5	1.6	0	0.0
	2020	310	43	13.9	0	0.0	0	0.0	264	85.2	2	0.6	0	0.0
	2021	333	55	16.5	1	0.3	0	0.0	271	81.4	1	0.3	5	1.5
12	2019	386	74	19.2	0	0.0	0	0.0	308	79.8	2	0.5	1	0.3
	2020	342	54	15.8	0	0.0	1	0.3	275	80.4	8	2.3	3	0.9
	2021	365	48	13.2	0	0.0	1	0.3	307	84.1	4	1.1	4	1.1
9-12	2019	1,528	292	19.1	1	0.1	1	0.1	1,215	79.5	12	0.8	5	0.3
	2020	1,517	256	16.9	2	0.1	1	0.1	1,229	81.0	18	1.2	9	0.6
	2021	1,588	253	15.9	1	0.1	1	0.1	1,302	82.0	13	0.8	17	1.1

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	429	404	94.2	276	64.3	59	13.8	361	84.1	18	4.2	74	17.2	57.1	42.9	9.6
	2020	485	440	90.7	313	64.5	74	15.3	361	74.4	17	3.5	81	16.7	55.1	44.9	14.8
	2021	473	414	87.5	289	61.1	61	12.9	414	87.5	34	7.2	45	9.5	53.3	46.7	6.6
10	2019	394	364	92.4	196	49.7	50	12.7	333	84.5	24	6.1	19	4.8	53.6	46.4	6.3
	2020	380	352	92.6	193	50.8	49	12.9	299	78.7	19	5.0	28	7.4	52.6	47.4	17.1
	2021	417	372	89.2	262	62.8	63	15.1	370	88.7	21	5.0	20	4.8	54.7	45.3	2.4
11	2019	319	289	90.6	129	40.4	35	11.0	227	71.2	8	2.5	17	5.3	48.6	51.4	2.2
	2020	310	282	91.0	138	44.5	38	12.3	238	76.8	20	6.5	21	6.8	52.9	47.1	4.8
	2021	333	291	87.4	162	48.6	33	9.9	265	79.6	18	5.4	7	2.1	53.2	46.8	2.1
12	2019	386	340	88.1	153	39.6	59	15.3	264	68.4	30	7.8	12	3.1	53.1	46.9	6.5
	2020	342	301	88.0	139	40.6	52	15.2	230	67.3	14	4.1	14	4.1	48.2	51.8	9.4
	2021	365	326	89.3	158	43.3	61	16.7	252	69.0	28	7.7	13	3.6	51.5	48.5	9.0
9-12	2019	1,528	1,397	91.4	754	49.3	203	13.3	1,185	77.6	80	5.2	122	8.0	53.4	46.6	6.4
	2020	1,517	1,375	90.6	783	51.6	213	14.0	1,128	74.4	70	4.6	144	9.5	52.5	47.5	12.1
	2021	1,588	1,403	88.4	871	54.8	218	13.7	1,301	81.9	101	6.4	85	5.4	53.2	46.8	5.1

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	421	13,484	367	87.3	12,437	92.2	65	15.5	11.5	245	8,723	58.3	64.7
	2020	503	13,875	443	88.1	12,839	92.5	47	9.3	9.0	346	10,020	68.8	72.2
	2021	473	13,245	404	85.5	12,348	93.2	18	3.8	4.2	260	8,679	55.0	65.5
10	2019	403	12,020	354	87.8	11,175	93.0	14	3.5	7.3	255	7,845	63.2	65.3
	2020	406	12,465	351	86.5	11,629	93.3	32	7.9	5.4	283	8,835	69.8	70.9
	2021	430	12,994	375	87.2	12,138	93.4	15	3.5	3.0	258	8,671	60.0	66.7
11	2019	321	10,324	290	90.3	9,693	93.9	16	5.0	4.8	235	7,071	73.2	68.5
	2020	328	10,440	296	90.4	9,830	94.2	18	5.5	4.1	271	7,647	82.7	73.2
	2021	346	11,173	296	85.7	10,467	93.7	11	3.2	2.5	196	7,138	56.7	63.9
12	2019	384	10,368	355	92.4	9,771	94.2	13	3.4	3.3	296	7,151	77.1	69.0
	2020	347	10,322	319	91.8	9,699	94.0	6	1.7	3.4	284	7,820	81.8	75.8
	2021	367	10,428	339	92.4	9,883	94.8	19	5.2	2.2	262	7,101	71.3	68.1
9-12	2019	1,529	46,196	1,366	89.4	43,077	93.2	108	7.1	7.1	1,031	30,790	67.4	66.7
	2020	1,584	47,101	1,409	89.0	43,997	93.4	103	6.5	5.8	1,184	34,322	74.8	72.9
	2021	1,615	47,841	1,414	87.5	44,835	93.7	63	3.9	3.1	976	31,589	60.4	66.0



## PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>ENGLISH I</b>	<b>2018</b>	*	44.4	40.8	47.9	12.5	35.2	37.9		34.8	50.0	41.8	62.1
	<b>2019</b>	*	30.0	38.1	36.8	11.4	33.9	34.8		30.0	44.8	36.6	65.6
	<b>2021</b>	*	26.3	41.4	38.0	15.8	34.8	33.8		34.4	43.4	38.8	58.9
Tests Taken	<b>2018</b>	3	81	306	311	24	233	351		210	182	392	9,912
	<b>2019</b>	1	70	291	351	35	236	322		203	163	366	10,554
	<b>2021</b>	4	57	295	313	38	230	308		183	175	358	9,858
<b>ENGLISH II</b>	<b>2018</b>	*	38.4	50.5	49.3	18.2	27.8	39.8		38.2	59.4	48.7	67.0
	<b>2019</b>	*	38.2	44.6	43.0	9.4	28.0	38.1		39.2	49.1	43.6	69.3
	<b>2021</b>	*	34.7	42.6	41.8	6.7	35.1	37.0		37.0	46.3	41.1	63.2
Tests Taken	<b>2018</b>	4	73	275	290	33	162	284		178	175	353	10,011
	<b>2019</b>	1	68	287	335	32	175	307		199	159	358	9,584
	<b>2021</b>	1	49	277	294	30	211	297		184	147	331	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	*	45	181	162	21	151	218		137	91	228	3,752
	2019	*	49	180	222	31	156	210		142	90	232	3,633
	2021	*	42	173	194	32	150	204		120	99	219	4,055
Tests Taken	2018	3	81	306	311	24	233	351		210	182	392	9,912
	2019	1	70	291	351	35	236	322		203	163	366	10,554
	2021	4	57	295	313	38	230	308		183	175	358	9,858
ENGLISH II	2018	*	45	136	147	27	117	171		110	71	181	3,300
	2019	*	42	159	191	29	126	190		121	81	202	2,941
	2021	*	32	159	171	28	137	187		116	79	195	3,575
Tests Taken	2018	4	73	275	290	33	162	284		178	175	353	10,011
	2019	1	68	287	335	32	175	307		199	159	358	9,584
	2021	1	49	277	294	30	211	297		184	147	331	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
<b>ENGLISH I</b>	<b>2018</b>	*	21.0	19.9	22.8	8.3	14.6	16.5		16.7	24.2	20.2	43.9
	<b>2019</b>	*	15.7	18.2	18.2	5.7	16.9	15.8		13.3	23.3	17.8	51.0
	<b>2021</b>	*	10.5	21.4	18.8	7.9	16.5	14.6		15.8	22.9	19.3	40.8
Tests Taken	<b>2018</b>	3	81	306	311	24	233	351		210	182	392	9,912
	<b>2019</b>	1	70	291	351	35	236	322		203	163	366	10,554
	<b>2021</b>	4	57	295	313	38	230	308		183	175	358	9,858
<b>ENGLISH II</b>	<b>2018</b>	*	23.3	29.5	29.0	9.1	9.9	19.4		20.2	37.7	28.9	50.0
	<b>2019</b>	*	29.4	23.3	23.9	9.4	12.0	19.9		20.6	30.2	24.9	51.5
	<b>2021</b>	*	14.3	25.6	25.2	3.3	21.8	20.9		19.6	29.3	23.9	47.3
Tests Taken	<b>2018</b>	4	73	275	290	33	162	284		178	175	353	10,011
	<b>2019</b>	1	68	287	335	32	175	307		199	159	358	9,584
	<b>2021</b>	1	49	277	294	30	211	297		184	147	331	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
<b>ENGLISH I</b>	<b>2018</b>	*	0.0	0.7	0.6	0.0	0.4	0.6		0.0	1.1	0.5	5.0
	<b>2019</b>	*	0.0	1.4	1.1	0.0	0.8	0.9		1.0	1.2	1.1	10.1
	<b>2021</b>	*	0.0	0.3	0.3	0.0	0.4	0.3		0.0	0.6	0.3	6.3
Tests Taken	<b>2018</b>	3	81	306	311	24	233	351		210	182	392	9,912
	<b>2019</b>	1	70	291	351	35	236	322		203	163	366	10,554
	<b>2021</b>	4	57	295	313	38	230	308		183	175	358	9,858
<b>ENGLISH II</b>	<b>2018</b>	*	0.0	0.7	0.7	0.0	0.0	0.4		0.0	1.1	0.6	7.0
	<b>2019</b>	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	6.0
	<b>2021</b>	*	0.0	0.7	0.7	0.0	0.5	0.3		0.5	0.7	0.6	6.0
Tests Taken	<b>2018</b>	4	73	275	290	33	162	284		178	175	353	10,011
	<b>2019</b>	1	68	287	335	32	175	307		199	159	358	9,584
	<b>2021</b>	1	49	277	294	30	211	297		184	147	331	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 <sup>1</sup>	5. Revision (Writing)	6. Editing (Writing)
2018	61.4	55.7	52.8	3.4	54.1	56.3
2019	47.1	52.3	55.3	3.2	52.7	53.2
2021	47.5	51.2	49.3	2.7	57.6	56.4

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 <sup>1</sup>	5. Revision (Writing)	6. Editing (Writing)
2018	64.8	56.3	63.0	3.9	62.5	57.3
2019	54.7	55.8	63.7	3.5	58.0	62.5
2021	54.9	52.6	49.6	3.3	62.1	53.0

<sup>1</sup>Average 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
<b>ALGEBRA I</b>	<b>2018</b>	*	82.9	76.8	80.4	52.6	77.3	77.2		71.7	85.6	78.2	87.5
	<b>2019</b>		68.2	80.9	79.4	50.0	82.8	77.4		70.0	88.2	78.6	88.9
	<b>2021</b>	*	38.0	59.9	55.5	38.1	58.0	53.0		46.7	66.3	56.3	69.4
Tests Taken	<b>2018</b>	3	82	285	296	38	216	301		198	174	372	10,244
	<b>2019</b>		66	272	325	34	221	301		180	161	341	10,243
	<b>2021</b>	4	50	269	290	42	205	281		165	160	325	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
<b>ALGEBRA I</b>	<b>2018</b>	*	14	66	58	18	49	76		56	25	81	1,278
	<b>2019</b>		21	52	67	17	38	68		54	19	73	1,134
	<b>2021</b>	*	31	108	129	26	86	132		88	54	142	3,441
Tests Taken	<b>2018</b>	3	82	285	296	38	216	301		198	174	372	10,244
	<b>2019</b>		66	272	325	34	221	301		180	161	341	10,243
	<b>2021</b>	4	50	269	290	42	205	281		165	160	325	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
<b>ALGEBRA I</b>	<b>2018</b>	*	40.2	39.3	42.6	15.8	40.3	37.7		33.3	47.1	39.8	61.8
	<b>2019</b>		36.4	49.3	47.4	23.5	49.3	43.9		40.6	54.7	47.2	68.9
	<b>2021</b>	*	10.0	20.4	16.9	7.1	20.5	15.7		15.2	21.9	18.5	32.4
Tests Taken	<b>2018</b>	3	82	285	296	38	216	334		198	174	372	10,244
	<b>2019</b>		66	272	325	34	221	301		180	161	341	10,243
	<b>2021</b>	4	50	269	290	42	205	281		165	160	325	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
<b>ALGEBRA I</b>	<b>2018</b>	*	14.6	16.8	17.9	2.6	17.1	16.2		14.1	19.0	16.4	35.8
	<b>2019</b>		21.2	24.6	24.3	2.9	26.2	21.3		20.0	28.6	24.0	45.1
	<b>2021</b>	*	0.0	4.1	3.1	0.0	3.4	2.5		1.8	5.0	3.4	15.8
Tests Taken	<b>2018</b>	3	82	285	296	38	216	334		198	174	372	10,244
	<b>2019</b>		66	272	325	34	221	301		180	161	341	10,243
	<b>2021</b>	4	50	269	290	42	205	281		165	160	325	11,233

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>ALGEBRA I</b>	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
<b>2018</b>	47.3	56.2	57.6	54.2	59.6
<b>2019</b>	58.1	55.4	58.1	54.8	59.2
<b>2021</b>	43.6	41.2	41.7	41.8	47.4

## PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2018</b>	*	84.0	77.7	82.7	47.4	75.0	76.9		76.3	81.7	78.8	87.9
	<b>2019</b>		76.1	74.0	74.9	47.2	72.4	72.6		70.0	79.0	74.1	87.1
	<b>2021</b>		*	78.9	76.2	*	76.1	75.8		82.1	75.7	78.9	78.3
Tests Taken	<b>2018</b>	3	81	296	312	38	220	342		207	175	382	10,192
	<b>2019</b>		71	292	351	36	239	317		200	167	367	9,591
	<b>2021</b>		5	71	63	4	46	62		39	37	76	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
<b>BIOLOGY</b>	<b>2018</b>	*	13	66	54	20	55	79		49	32	81	1,234
	<b>2019</b>		17	76	88	19	66	87		60	35	95	1,240
	<b>2021</b>		*	15	15	*	11	15		7	9	16	2,162
Tests Taken	<b>2018</b>	3	81	296	312	38	220	342		207	175	382	10,192
	<b>2019</b>		71	292	351	36	239	317		200	167	367	9,591
	<b>2021</b>		5	71	63	4	46	62		39	37	76	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
<b>BIOLOGY</b>	<b>2018</b>	*	42.0	47.3	50.0	21.1	45.0	42.1		48.3	43.4	46.1	57.4
	<b>2019</b>		33.8	39.7	38.7	19.4	37.7	36.3		35.5	42.5	38.7	59.2
	<b>2021</b>		*	39.4	34.9	*	32.6	29.0		35.9	40.5	38.2	42.8
Tests Taken	<b>2018</b>	3	81	296	312	38	220	342		207	175	382	10,192
	<b>2019</b>		71	292	351	36	239	317		200	167	367	9,591
	<b>2021</b>		5	71	63	4	46	62		39	37	76	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
<b>BIOLOGY</b>	<b>2018</b>	*	8.6	9.8	11.2	5.3	9.1	7.6		9.2	10.3	9.7	18.6
	<b>2019</b>		8.5	5.5	6.3	0.0	5.9	4.7		6.5	5.4	6.0	22.3
	<b>2021</b>		*	7.0	6.3	*	4.3	3.2		2.6	10.8	6.6	14.0
Tests Taken	<b>2018</b>	3	81	296	312	38	220	342		207	175	382	10,192
	<b>2019</b>		71	292	351	36	239	317		200	167	367	9,591
	<b>2021</b>		5	71	63	4	46	62		39	37	76	9,986

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>BIOLOGY</b>	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
<b>2018</b>	55.5	55.9	60.8	58.0	56.1
<b>2019</b>	52.7	49.8	56.1	50.1	53.2
<b>2021</b>	47.0	46.4	57.6	55.1	62.1

## 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	*	83.9	91.5	90.4	55.2	85.3	87.7		89.3	90.8	90.1	93.4
	2019	100.0	88.9	92.7	92.0	80.0	87.8	90.1		94.6	89.6	92.2	93.8
	2021		61.4	76.9	75.6	35.7	67.8	69.1		74.3	74.5	74.4	84.7
Tests Taken	2018	1	62	258	280	29	136	260		169	153	322	9,468
	2019	7	63	261	301	25	139	242		168	164	332	9,416
	2021		44	238	246	28	143	220		140	145	285	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	*	10	22	27	13	20	32		18	14	32	624
	2019	0	7	19	24	5	17	24		9	17	26	582
	2021		17	55	60	18	46	68		36	37	73	1,373
Tests Taken	2018	1	62	258	280	29	136	260		169	153	322	9,468
	2019	7	63	261	301	25	139	242		168	164	332	9,416
	2021		44	238	246	28	143	220		140	145	285	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	*	48.4	70.9	65.7	24.1	57.4	60.0		66.9	65.4	66.1	72.3
	2019	100.0	73.0	68.6	70.1	36.0	58.3	62.8		76.2	64.0	70.2	73.7
	2021		31.8	48.3	46.3	25.0	34.3	37.3		50.7	40.7	45.6	56.7
Tests Taken	2018	1	62	258	280	29	136	260		169	153	322	9,468
	2019	7	63	261	301	25	139	242		168	164	332	9,416
	2021		44	238	246	28	143	220		140	145	285	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	*	19.4	27.5	26.4	6.9	14.0	15.4		30.2	20.9	25.8	38.6
	2019	85.7	33.3	34.5	33.9	16.0	20.1	25.6		41.1	29.3	35.2	41.6
	2021		11.4	18.9	18.3	7.1	8.4	12.7		20.0	15.9	17.9	30.7
Tests Taken	2018	1	62	258	280	29	136	260		169	153	322	9,468
	2019	7	63	261	301	25	139	242		168	164	332	9,416
	2021		44	238	246	28	143	220		140	145	285	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	66.3	68.3	58.4	71.2
2019	69.8	62.3	64.8	71.2
2021	57.3	60.5	52.7	58.9

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2021 Level	N	%	N	%	N	%	N	%	N	%
9 (225)	Beginning	14	6.5	96	44.4	37	26.6	24	11.2	12	9.2
	Intermediate	44	20.4	70	32.4	62	44.6	97	45.3	78	60.0
	Advanced	111	51.4	45	20.8	26	18.7	50	23.4	35	26.9
	Advanced High	47	21.8	5	2.3	14	10.1	43	20.1	5	3.8
10 (205)	Beginning	17	8.7	105	53.6	14	12.2	28	14.5	7	6.6
	Intermediate	52	26.5	43	21.9	47	40.9	108	56.0	62	58.5
	Advanced	90	45.9	44	22.4	32	27.8	40	20.7	31	29.2
	Advanced High	37	18.9	4	2.0	22	19.1	17	8.8	6	5.7
11 (124)	Beginning	4	3.7	52	48.6	16	18.4	12	11.2	1	1.4
	Intermediate	27	25.2	32	29.9	28	32.2	64	59.8	43	61.4
	Advanced	57	53.3	22	20.6	32	36.8	19	17.8	22	31.4
	Advanced High	19	17.8	1	0.9	11	12.6	12	11.2	4	5.7
12 (121)	Beginning	8	7.1	64	57.1	1	1.3	13	11.6	4	5.6
	Intermediate	30	26.8	25	22.3	19	23.8	57	50.9	35	49.3
	Advanced	59	52.7	19	17.0	40	50.0	28	25.0	28	39.4
	Advanced High	15	13.4	4	3.6	20	25.0	14	12.5	4	5.6
ALL (675)	Beginning	43	6.8	317	50.2	68	16.2	77	12.3	24	6.4
	Intermediate	153	24.2	170	26.9	156	37.1	326	52.1	218	57.8
	Advanced	317	50.2	130	20.6	130	30.9	137	21.9	116	30.8
	Advanced High	118	18.7	14	2.2	67	15.9	86	13.7	19	5.0

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years N (%) Progressed	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
51 3 (5.9%)	Beginning	0			
	Intermediate	0	16		
	Advanced	0	1	6	
	Advanced High	0	0	2	
240 21 (8.8%)	Beginning	6			
	Intermediate	2	59		
	Advanced	0	13	16	
	Advanced High	0	0	6	
158 17 (10.8%)	Beginning	1			
	Intermediate	1	41		
	Advanced	0	12	9	
	Advanced High	0	2	2	
138 18 (13.0%)	Beginning	4			
	Intermediate	1	31		
	Advanced	0	14	12	
	Advanced High	0	0	3	
587 59 (10.1%)	Beginning	11			
	Intermediate	4	147		
	Advanced	0	40	43	
	Advanced High	0	2	13	

 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	80.3	87.2	310	411	13.9	57	416	17.5	253	410	13.0				7,714	463	39.1
		2019-20	76.9	84.7	263	414	14.8	40	401	5.0	218	416	16.1	3	*	*	7,424	466	39.8
		2020-21	75.6	79.7	276	404	12.0	31	427	29.0	241	401	9.5	1	*	*	7,006	457	35.9
	Mathematics	2018-19	80.3	87.2	310	427	7.4	57	413	3.5	253	430	8.3				7,714	461	19.7
		2019-20	76.9	84.7	263	427	8.4	40	411	5.0	218	428	7.8	3	*	*	7,424	461	21.7
		2020-21	75.6	79.7	276	419	5.4	31	413	6.5	241	420	5.4	1	*	*	7,006	456	20.4
ACT	English	2018-19	75.1	82.5	290	12	7.6	48	12	6.3	242	12	7.9				7,297	15	27.0
		2019-20	74.0	81.3	253	11	6.7	39	10	0.0	207	11	6.8	4	*	*	7,122	15	28.9
		2020-21	33.4	57.2	122	11	1.6	13	11	7.7	107	10	0.0	1	*	*	5,030	14	24.1
	Mathematics	2018-19	75.1	82.5	290	16	6.9	48	16	6.3	242	16	7.0				7,297	18	19.2
		2019-20	74.0	81.3	253	15	4.3	39	15	0.0	207	15	4.3	4	*	*	7,122	17	14.3
		2020-21	33.4	57.2	122	15	1.6	13	14	0.0	107	15	0.9	1	*	*	5,030	17	13.6
	Reading	2018-19	75.1	82.5	290	14	3.4	48	14	2.1	242	13	3.7				7,297	17	21.0
		2019-20	74.0	81.3	253	13	3.2	39	12	0.0	207	13	2.9	4	*	*	7,122	16	18.6
		2020-21	33.4	57.2	122	12	2.5	13	12	0.0	107	12	1.9	1	*	*	5,030	16	16.0
	Science	2018-19	75.1	82.5	290	14	2.4	48	15	2.1	242	14	2.5				7,297	17	14.5
		2019-20	74.0	81.3	253	14	1.2	39	14	0.0	207	14	1.0	4	*	*	7,122	17	13.9
		2020-21	33.4	57.2	122	14	2.5	13	14	7.7	107	14	0.9	1	*	*	5,030	17	12.8
	Composite	2018-19	75.1	82.5	290	14	-	48	14	-	242	14	-				7,297	17	-
		2019-20	74.0	81.3	253	14	-	39	13	-	207	13	-	4	*	-	7,122	16	-
		2020-21	33.4	57.2	122	13	-	13	13	-	107	13	-	1	*	-	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	40	381	32.5	6	403	50.0	34	377	29.4	0			0			2,063	473	74.2
		2019	28	376	28.6	4	*	*	23	384	30.4	1	*	*	0			2,013	463	69.8
		2020	5	*	*	0			4	*	*	0			0			192	393	38.5
	Mathematics	2018	40	408	20.0	6	420	33.3	34	406	17.6	0			0			2,063	477	64.0
		2019	28	401	21.4	4	*	*	23	414	21.7	1	*	*	0			2,013	460	62.6
		2020	5	*	*	0			4	*	*	0			0			192	407	22.4
10	Reading & Writing	2018	340	363	15.9	54	357	13.0	279	362	16.1	2	*	*	1	*	*	8,620	418	41.8
		2019	301	354	12.0	58	334	6.9	236	360	13.1	1	*	*	2	*	*	8,689	414	38.2
		2020	113	376	24.8	8	360	12.5	102	377	25.5	0			0			4,749	422	42.8
	Mathematics	2018	340	394	9.7	54	386	3.7	279	395	10.0	2	*	*	1	*	*	8,620	426	25.3
		2019	301	395	2.3	58	386	0.0	236	398	3.0	1	*	*	2	*	*	8,689	426	20.7
		2020	113	399	8.8	8	376	0.0	102	401	9.8	0			0			4,749	425	22.7
11	Reading & Writing	2018	34	416	29.4	5	*	*	28	421	32.1	1	*	*	0			1,921	501	64.3
		2019	11	422	27.3	1	*	*	10	427	30.0	0			0			2,726	482	56.3
		2020	10	428	40.0	2	*	*	8	438	50.0	0			0			1,091	521	68.1
	Mathematics	2018	34	440	8.8	5	*	*	28	442	10.7	1	*	*	0			1,921	497	42.6
		2019	11	431	9.1	1	*	*	10	424	10.0	0			0			2,726	473	32.8
		2020	10	381	0.0	2	*	*	8	376	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**

132	15,450	1.3	2.0	10	7.6	27.9
-----	--------	-----	-----	----	-----	------

**English Language and Composition**

16	1,627	1.2	1.9	0	0.0	23.4
----	-------	-----	-----	---	-----	------

**Macroeconomics**

4	714	*	1.6	*	*	16.7
---	-----	---	-----	---	---	------

**Spanish Language and Culture**

16	860	2.9	3.4	10	62.5	75.9
----	-----	-----	-----	----	------	------

**United States Government and Politics**

19	883	1.0	1.6	0	0.0	18.3
----	-----	-----	-----	---	-----	------

**Calculus AB**

5	642	*	2.3	*	*	35.0
---	-----	---	-----	---	---	------

**English Literature and Composition**

34	1,683	1.1	1.5	0	0.0	9.3
----	-------	-----	-----	---	-----	-----

**Physics C: Mechanics**

1	107	*	3.6	*	*	83.2
---	-----	---	-----	---	---	------

**Studio Art: 2-D Design Portfolio**

1	134	*	3.0	*	*	70.1
---	-----	---	-----	---	---	------

**United States History**

18	1,673	1.0	1.6	0	0.0	18.9
----	-------	-----	-----	---	-----	------

**Chemistry**

8	246	1.0	1.9	0	0.0	24.4
---	-----	-----	-----	---	-----	------

**Human Geography**

3	1,577	*	1.7	*	*	21.4
---	-------	---	-----	---	---	------

**Psychology**

1	331	*	2.0	*	*	29.6
---	-----	---	-----	---	---	------

**Studio Art: Drawing Portfolio**

6	38	1.8	3.0	0	0.0	60.5
---	----	-----	-----	---	-----	------