DALLAS
INDEPENDENT SCHOOL DISTRICT

DATA PACKET 2021-22

EVALUATION AND ASSESSMENT

OFFICE OF INSTITUTIONAL RESEARCH

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AUGUST 25, 2021

SCHOOL NUMBER 34

BOOKER T. WASHINGTON HIGH SCHOOL FOR THE ARTS

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.

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.

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 schoool year (through July) at the time of publication.

• The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.

• SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks"represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject" (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT's college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.

• PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.

• PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks"represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject" (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.

• AP scores range from 1 to 5. A 3 is a "qualifying score". Scores from May administrations only. New statistics using June scores will be created after scores are available.

STUDENT ENROLLMENT

Grade	Enrollment
9	253
10	222
11	225
12	279
ALL	979

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	**Percent**	**Number**	**Percent**
Black/African American	180	18.4	9	16.7
American Indian/Alaska Native	2	0.2	*	*
Asian/Hawaiian/Pacific Islander	32	3.3	*	*
Hispanic	354	36.2	10	18.5
White	345	35.2	33	61.1
Multiple	66	6.7	1	1.9
Other* (teachers only)	—	—	1	1.9
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	155	15.8
Economically disadvantaged	315	32.2
Limited English proficient (LEP)	48	4.9
Special education	15	1.5
Talented and Gifted (TAG)	270	27.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	224	57	25.4	3	1.3	7	3.1	75	33.5	70	31.3	12	5.4
	2020	225	51	22.7	0	0.0	5	2.2	79	35.1	83	36.9	7	3.1
	2021	253	34	13.4	1	0.4	8	3.2	95	37.5	96	37.9	19	7.5
10	2019	277	51	18.4	0	0.0	13	4.7	99	35.7	97	35.0	16	5.8
	2020	222	48	21.6	1	0.5	6	2.7	77	34.7	72	32.4	18	8.1
	2021	222	48	21.6	0	0.0	5	2.3	76	34.2	83	37.4	10	4.5
11	2019	249	49	19.7	1	0.4	9	3.6	73	29.3	106	42.6	11	4.4
	2020	280	51	18.2	1	0.4	12	4.3	105	37.5	94	33.6	17	6.1
	2021	225	48	21.3	1	0.4	6	2.7	77	34.2	74	32.9	19	8.4
12	2019	233	47	20.2	0	0.0	0	0.0	72	30.9	102	43.8	12	5.2
	2020	249	46	18.5	0	0.0	9	3.6	75	30.1	101	40.6	18	7.2
	2021	279	50	17.9	0	0.0	13	4.7	106	38.0	92	33.0	18	6.5
9-12	2019	983	204	20.8	4	0.4	29	3.0	319	32.5	375	38.1	51	5.2
	2020	976	196	20.1	2	0.2	32	3.3	336	34.4	350	35.9	60	6.1
	2021	979	180	18.4	2	0.2	32	3.3	354	36.2	345	35.2	66	6.7

Grade	Year	Enrollment	Economically Disadvantaged N	Economically Disadvantaged %	LEP N	LEP %	Special Education N	Special Education %	At Risk N	At Risk %	TAG N	TAG %	New (to District) N	New (to District) %	Gender % Male	Gender % Female	Retention Rate (%)
9	2019	224	79	35.3	16	7.1	4	1.8	54	24.1	56	25.0	105	46.9	29.0	71.0	0.0
	2020	225	71	31.6	9	4.0	3	1.3	44	19.6	59	26.2	111	49.3	28.4	71.6	0.0
	2021	253	88	34.8	17	6.7	2	0.8	35	13.8	74	29.2	108	42.7	24.9	75.1	0.0
10	2019	277	94	33.9	7	2.5	4	1.4	50	18.1	90	32.5	8	2.9	26.7	73.3	0.0
	2020	222	71	32.0	16	7.2	5	2.3	36	16.2	55	24.8	9	4.1	26.6	73.4	0.5
	2021	222	67	30.2	8	3.6	4	1.8	43	19.4	56	25.2	5	2.3	30.2	69.8	0.0
11	2019	249	70	28.1	2	0.8	2	0.8	39	15.7	53	21.3	6	2.4	29.3	70.7	0.0
	2020	280	91	32.5	7	2.5	4	1.4	44	15.7	88	31.4	11	3.9	28.2	71.8	0.0
	2021	225	72	32.0	16	7.1	6	2.7	48	21.3	55	24.4	10	4.4	26.7	73.3	0.0
12	2019	233	69	29.6	3	1.3	4	1.7	36	15.5	76	32.6	0	0.0	29.6	70.4	0.0
	2020	249	76	30.5	2	0.8	1	0.4	22	8.8	53	21.3	1	0.4	29.3	70.7	0.0
	2021	279	88	31.5	7	2.5	3	1.1	29	10.4	85	30.5	2	0.7	28.3	71.7	0.0
9-12	2019	983	312	31.7	28	2.8	14	1.4	179	18.2	275	28.0	119	12.1	28.6	71.4	0.0
	2020	976	309	31.7	34	3.5	13	1.3	146	15.0	255	26.1	132	13.5	28.2	71.8	0.1
	2021	979	315	32.2	48	4.9	15	1.5	155	15.8	270	27.6	125	12.8	27.5	72.5	0.0

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**	226	13,484	221	97.5	12,437	92.2	1	0.4	11.5	223	8,723	98.5	64.7
	2020	229	13,875	223	97.4	12,839	92.5	3	1.3	9.0	225	10,020	98.5	72.2
	2021	254	13,245	251	98.9	12,348	93.2	1	0.4	4.2	252	8,679	99.1	65.5
10	**2019**	278	12,020	269	96.8	11,175	93.0	0	0.0	7.3	269	7,845	96.7	65.3
	2020	225	12,465	218	97.0	11,629	93.3	1	0.4	5.4	220	8,835	97.8	70.9
	2021	226	12,994	222	98.3	12,138	93.4	1	0.4	3.0	218	8,671	96.3	66.7
11	**2019**	251	10,324	241	95.9	9,693	93.9	0	0.0	4.8	235	7,071	93.5	68.5
	2020	282	10,440	271	96.3	9,830	94.2	0	0.0	4.1	277	7,647	98.3	73.2
	2021	227	11,173	224	98.4	10,467	93.7	0	0.0	2.5	220	7,138	96.7	63.9
12	**2019**	233	10,368	220	94.2	9,771	94.2	2	0.9	3.3	189	7,151	81.1	69.0
	2020	252	10,322	238	94.5	9,699	94.0	0	0.0	3.4	241	7,820	95.8	75.8
	2021	282	10,428	276	97.8	9,883	94.8	0	0.0	2.2	271	7,101	96.1	68.1
9-12	**2019**	989	46,196	950	96.1	43,077	93.2	3	0.3	7.1	916	30,790	92.6	66.7
	2020	987	47,101	950	96.3	43,997	93.4	4	0.4	5.8	963	34,322	97.6	72.9
	2021	990	47,841	973	98.3	44,835	93.7	2	0.2	3.1	961	31,589	97.1	66.0

Teachers: 54

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	9	16.7
Hispanic	10	18.5
White	33	61.1
Multiple	1	1.9
Other	1	1.9

Gender	Number	Percentage
Female	32	59.3
Male	22	40.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	7.5	85.7
2019-20	6.0	96.6
2020-21	4.3	87.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	1.9
1	0	0.0
2	3	5.6
3	3	5.6
4	2	3.7
5	2	3.7
1-3	6	11.1
More than 3	47	87.0
1 - 5	10	18.5
6 - 10	14	25.9
11 - 20	16	29.6
More than 20	13	24.1

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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**	98.7	100.0	98.5	98.2	*	100.0	93.1		96.0	100.0	99.0	62.1
		2019	96.8	89.3	100.0	94.6	*	93.8	86.8		90.6	98.6	96.2	65.6
		2021	98.8	100.0	95.6	96.2	*	93.3	93.9		96.4	98.2	97.8	58.9
	Tests Taken	**2018**	77	41	65	56	4	6	29		50	149	199	9,912
		2019	63	56	69	74	5	16	53		64	146	210	10,554
		2021	81	30	91	79	2	15	33		56	169	225	9,858
ENGLISH II		**2018**	99.2	100.0	100.0	100.0	*	*	97.8		100.0	99.6	99.7	67.0
		2019	98.8	92.9	97.4	94.7	*	100.0	85.4		95.0	98.2	97.3	69.3
		2021	94.3	91.3	97.5	94.4	*	90.0	86.4		90.8	96.4	94.8	63.2
	Tests Taken	**2018**	130	64	99	110	1	2	45		89	227	316	10,011
		2019	84	42	76	75	4	7	41		60	163	223	9,584
		2021	87	46	79	72	3	10	44		65	167	232	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**	1	0	1	1	*	0	2		2	0	2	3,752
		2019	2	6	0	4	*	1	7		6	2	8	3,633
		2021	1	0	4	3	*	1	2		2	3	5	4,055
	Tests Taken	**2018**	77	41	65	56	4	6	29		50	149	199	9,912
		2019	63	56	69	74	5	16	53		64	146	210	10,554
		2021	81	30	91	79	2	15	33		56	169	225	9,858
ENGLISH II		**2018**	1	0	0	0	*	*	1		0	1	1	3,300
		2019	1	3	2	4	*	0	6		3	3	6	2,941
		2021	5	4	2	4	*	1	6		6	6	12	3,575
	Tests Taken	**2018**	130	64	99	110	1	2	45		89	227	316	10,011
		2019	84	42	76	75	4	7	41		60	163	223	9,584
		2021	87	46	79	72	3	10	44		65	167	232	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**	96.1	95.1	86.2	89.3	*	66.7	62.1		84.0	96.0	93.0	43.9
		2019	96.8	82.1	92.8	87.8	*	81.3	75.5		81.3	96.6	91.9	51.0
		2021	88.9	83.3	84.6	83.5	*	73.3	63.6		85.7	85.2	85.3	40.8
	Tests Taken	**2018**	77	41	65	56	4	6	29		50	149	199	9,912
		2019	63	56	69	74	5	16	53		64	146	210	10,554
		2021	81	30	91	79	2	15	33		56	169	225	9,858
ENGLISH II		**2018**	96.2	93.8	99.0	96.4	*	*	91.1		95.5	97.4	96.8	50.0
		2019	95.2	92.9	90.8	89.3	*	85.7	78.0		91.7	93.9	93.3	51.5
		2021	92.0	82.6	87.3	79.2	*	80.0	68.2		84.6	89.8	88.4	47.3
	Tests Taken	**2018**	130	64	99	110	1	2	45		89	227	316	10,011
		2019	84	42	76	75	4	7	41		60	163	223	9,584
		2021	87	46	79	72	3	10	44		65	167	232	9,709

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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**	40.3	17.1	15.4	10.7	*	0.0	0.0		18.0	30.9	27.6	5.0
	2019	71.4	32.1	23.2	21.6	*	12.5	9.4		23.4	50.0	41.9	10.1
	2021	42.0	20.0	16.5	16.5	*	6.7	9.1		21.4	30.8	28.4	6.3
Tests Taken	**2018**	77	41	65	56	4	6	29		50	149	199	9,912
	2019	63	56	69	74	5	16	53		64	146	210	10,554
	2021	81	30	91	79	2	15	33		56	169	225	9,858
ENGLISH II	**2018**	43.1	14.1	20.2	20.9	*	*	8.9		32.6	28.2	29.4	7.0
	2019	38.1	9.5	23.7	16.0	*	14.3	9.8		16.7	28.8	25.6	6.0
	2021	33.3	21.7	19.0	12.5	*	20.0	4.5		16.9	31.7	27.6	6.0
Tests Taken	**2018**	130	64	99	110	1	2	45		89	227	316	10,011
	2019	84	42	76	75	4	7	41		60	163	223	9,584
	2021	87	46	79	72	3	10	44		65	167	232	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	89.3	84.5	80.7	5.7	84.7	88.6
2019	77.8	86.2	88.1	5.7	84.0	84.1
2021	80.2	82.3	81.2	5.2	84.9	83.8

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	88.5	84.7	89.5	6.0	87.4	86.5
2019	78.9	83.6	89.8	5.6	86.0	86.6
2021	83.9	82.7	85.0	5.7	87.9	83.0

[1]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
ALGEBRA I	**2018**	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.5
	2019	93.3	81.8	100.0	91.7	*	100.0	80.6		83.3	96.2	91.5	88.9
	2021	88.0	73.3	71.8	68.4	*	62.5	65.2		61.9	80.9	76.4	69.4
Tests Taken	**2018**	42	25	34	32	4	4	36		27	78	105	10,244
	2019	15	33	27	36	4	9	36		30	52	82	10,243
	2021	25	15	39	38	1	8	23		21	68	89	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**	0	0	0	0	*	*	0		0	0	0	1,278
	2019	1	6	0	3	*	0	7		5	2	7	1,134
	2021	3	4	11	12	*	3	8		8	13	21	3,441
Tests Taken	**2018**	42	25	34	32	4	4	36		27	78	105	10,244
	2019	15	33	27	36	4	9	36		30	52	82	10,243
	2021	25	15	39	38	1	8	23		21	68	89	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**	81.0	76.0	79.4	84.4	*	*	45.8		85.2	76.9	79.0	61.8
	2019	86.7	48.5	70.4	58.3	*	88.9	50.0		56.7	67.3	63.4	68.9
	2021	40.0	20.0	20.5	18.4	*	12.5	8.7		19.0	29.4	27.0	32.4
Tests Taken	**2018**	42	25	34	32	4	4	24		27	78	105	10,244
	2019	15	33	27	36	4	9	36		30	52	82	10,243
	2021	25	15	39	38	1	8	23		21	68	89	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**	47.6	32.0	29.4	31.3	*	*	12.5		37.0	38.5	38.1	35.8
	2019	66.7	21.2	44.4	30.6	*	44.4	25.0		40.0	40.4	40.2	45.1
	2021	8.0	0.0	10.3	7.9	*	12.5	4.3		9.5	8.8	9.0	15.8
Tests Taken	**2018**	42	25	34	32	4	4	24		27	78	105	10,244
	2019	15	33	27	36	4	9	36		30	52	82	10,243
	2021	25	15	39	38	1	8	23		21	68	89	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	67.1	72.5	66.6	71.9	72.7
2019	69.5	63.8	69.9	59.5	69.5
2021	46.7	55.1	47.2	44.9	49.4

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**	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.9
	2019	100.0	92.9	97.3	94.8	*	100.0	88.7		93.7	98.7	97.3	87.1
	2021	96.9	97.0	95.7	96.6	*	86.7	91.2		93.5	97.9	96.8	78.3
Tests Taken	**2018**	103	56	97	93	5	6	36		73	204	277	10,192
	2019	69	56	75	77	4	16	53		63	158	221	9,591
	2021	96	33	92	87	2	15	34		62	188	250	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**	0	0	0	0	*	0	0		0	0	0	1,234
		2019	0	4	2	4	*	0	6		4	2	6	1,240
		2021	3	1	4	3	*	2	3		4	4	8	2,162
	Tests Taken	**2018**	103	56	97	93	5	6	36		73	204	277	10,192
		2019	69	56	75	77	4	16	53		63	158	221	9,591
		2021	96	33	92	87	2	15	34		62	188	250	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**	90.3	83.9	86.6	87.1	*	83.3	61.1		87.7	88.2	88.1	57.4
	2019	98.6	66.1	86.7	81.8	*	81.3	60.4		76.2	89.2	85.5	59.2
	2021	80.2	66.7	64.1	63.2	*	53.3	44.1		69.4	73.4	72.4	42.8
Tests Taken	**2018**	103	56	97	93	5	6	36		73	204	277	10,192
	2019	69	56	75	77	4	16	53		63	158	221	9,591
	2021	96	33	92	87	2	15	34		62	188	250	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**	50.5	30.4	39.2	37.6	*	0.0	5.6		42.5	43.1	43.0	18.6
	2019	65.2	25.0	37.3	36.4	*	31.3	13.2		42.9	46.2	45.2	22.3
	2021	28.1	9.1	16.3	17.2	*	20.0	11.8		25.8	23.4	24.0	14.0
Tests Taken	**2018**	103	56	97	93	5	6	36		73	204	277	10,192
	2019	69	56	75	77	4	16	53		63	158	221	9,591
	2021	96	33	92	87	2	15	34		62	188	250	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	73.4	76.0	79.5	83.4	81.1
2019	75.1	71.7	79.4	75.7	78.1
2021	62.8	58.0	74.6	75.2	81.1

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**	100.0	98.2	100.0	100.0	*	*	97.7		98.7	100.0	99.6	93.4
	2019	99.0	100.0	100.0	100.0	*	100.0	100.0		100.0	99.5	99.6	93.8
	2021	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	84.7
Tests Taken	**2018**	113	57	76	79	2	2	44		79	185	264	9,468
	2019	99	48	99	93	4	7	48		75	200	275	9,416
	2021	91	49	79	71	5	9	47		69	168	237	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**	0	1	0	0	*	*	1		1	0	1	624
	2019	1	0	0	0	*	0	0		0	1	1	582
	2021	0	0	0	0	*	0	0		0	0	0	1,373
Tests Taken	**2018**	113	57	76	79	2	2	44		79	185	264	9,468
	2019	99	48	99	93	4	7	48		75	200	275	9,416
	2021	91	49	79	71	5	9	47		69	168	237	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**	98.2	94.7	96.1	96.2	*	*	90.9		96.2	97.3	97.0	72.3
	2019	94.9	97.9	97.0	96.8	*	100.0	91.7		97.3	96.0	96.4	73.7
	2021	93.4	77.6	87.3	77.5	*	88.9	76.6		91.3	87.5	88.6	56.7
Tests Taken	**2018**	113	57	76	79	2	2	44		79	185	264	9,468
	2019	99	48	99	93	4	7	48		75	200	275	9,416
	2021	91	49	79	71	5	9	47		69	168	237	8,945

BOOKER T. WASHINGTON HIGH SCHOOL FOR THE ARTS (34)　　　　**28**

August 25, 2021　　Dallas ISD Evaluation & Assessment (Office of Institutional Research)　　rpt_STAAREOC_ss_per_met　　2021-22 Data Packet

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**	91.2	61.4	72.4	67.1	*	*	31.8		88.6	74.1	78.4	38.6
	2019	79.8	64.6	67.7	64.5	*	57.1	58.3		78.7	69.5	72.0	41.6
	2021	78.0	55.1	54.4	42.3	*	44.4	38.3		76.8	60.7	65.4	30.7
Tests Taken	**2018**	113	57	76	79	2	2	44		79	185	264	9,468
	2019	99	48	99	93	4	7	48		75	200	275	9,416
	2021	91	49	79	71	5	9	47		69	168	237	8,945

BOOKER T. WASHINGTON HIGH SCHOOL FOR THE ARTS (34)   **29**

August 25, 2021   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAREOC_ss_per_mst   2021-22 Data Packet

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	84.7	88.4	80.5	86.1
2019	83.6	81.1	77.5	82.3
2021	79.2	87.9	75.0	79.5

PERFORMANCE IN 2021

Grade 2020-21 (N Rated)	Domain: 2021 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (10)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0
	Advanced	2	28.6	5	71.4	0	0.0	3	42.9	0	0.0
	Advanced High	5	71.4	1	14.3	6	100.0	4	57.1	3	100.0
10 (6)	Beginning	0	0.0	1	16.7	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7
	Advanced	3	50.0	4	66.7	1	16.7	2	33.3	1	16.7
	Advanced High	3	50.0	1	16.7	5	83.3	4	66.7	4	66.7
11 (15)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	6.7	5	33.3	0	0.0	3	21.4	0	0.0
	Advanced	7	46.7	7	46.7	1	7.1	2	14.3	8	61.5
	Advanced High	7	46.7	3	20.0	13	92.9	9	64.3	5	38.5
ALL (35)	Beginning	0	0.0	1	3.1	0	0.0	0	0.0	0	0.0
	Intermediate	1	3.1	6	18.8	0	0.0	3	9.7	1	3.8
	Advanced	14	43.8	19	59.4	3	10.0	10	32.3	11	42.3
	Advanced High	17	53.1	6	18.8	27	90.0	18	58.1	14	53.8

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years N (%) Progressed		2021 Level	2020 Level Beg	Int	Adv	Adv High
8	2 (25.0%)	Beginning	0			
		Intermediate	0		0	
		Advanced	0	0		0
		Advanced High	0	0		2
0	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	2 (25.0%)	Beginning	0			
		Intermediate	0		0	
		Advanced	0	0		0
		Advanced High	0	0		2

☐ 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**	97.4	87.2	227	583	90.7	45	545	84.4	71	541	85.9	99	631	97.0	7,714	463	39.1
		2019-20	98.4	84.7	245	585	91.0	45	534	75.6	74	554	89.2	99	631	99.0	7,424	466	39.8
		2020-21	96.8	79.7	270	562	83.7	49	519	77.6	103	532	73.8	89	606	95.5	7,006	457	35.9
	Mathematics	**2018-19**	97.4	87.2	227	544	56.8	45	509	37.8	71	507	40.8	99	586	75.8	7,714	461	19.7
		2019-20	98.4	84.7	245	543	59.2	45	496	35.6	74	523	41.9	99	576	78.8	7,424	461	21.7
		2020-21	96.8	79.7	270	522	47.8	49	483	36.7	103	503	35.9	89	550	60.7	7,006	456	20.4
ACT	English	**2018-19**	94.8	82.5	221	23	76.0	47	19	55.3	70	20	62.9	94	27	94.7	7,297	15	27.0
		2019-20	89.6	81.3	223	24	82.1	42	19	61.9	69	21	78.3	91	28	95.6	7,122	15	28.9
		2020-21	62.7	57.2	175	22	72.6	33	18	54.5	58	21	62.1	62	25	88.7	5,030	14	24.1
	Mathematics	**2018-19**	94.8	82.5	221	22	53.8	47	20	29.8	70	20	42.9	94	24	74.5	7,297	18	19.2
		2019-20	89.6	81.3	223	21	46.6	42	19	23.8	69	19	26.1	91	24	70.3	7,122	17	14.3
		2020-21	62.7	57.2	175	21	39.4	33	18	15.2	58	20	31.0	62	22	54.8	5,030	17	13.6
	Reading	**2018-19**	94.8	82.5	221	24	62.4	47	20	44.7	70	21	42.9	94	28	84.0	7,297	17	21.0
		2019-20	89.6	81.3	223	25	66.8	42	21	38.1	69	22	56.5	91	28	87.9	7,122	16	18.6
		2020-21	62.7	57.2	175	23	56.6	33	19	24.2	58	22	46.6	62	26	75.8	5,030	16	16.0
	Science	**2018-19**	94.8	82.5	221	22	45.2	47	19	25.5	70	20	28.6	94	24	66.0	7,297	17	14.5
		2019-20	89.6	81.3	223	22	52.9	42	20	28.6	69	20	36.2	91	25	79.1	7,122	17	13.9
		2020-21	62.7	57.2	175	22	41.1	33	18	12.1	58	21	31.0	62	24	61.3	5,030	17	12.8
	Composite	**2018-19**	94.8	82.5	221	23	–	47	20	–	70	20	–	94	26	–	7,297	17	–
		2019-20	89.6	81.3	223	23	–	42	20	–	69	21	–	91	26	–	7,122	16	–
		2020-21	62.7	57.2	175	22	–	33	18	–	58	21	–	62	24	–	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
10	Reading & Writing	2018	280	523	86.8	57	495	80.7	98	500	83.7	102	556	92.2	14	538	91.3	8,620	418	41.8
		2019	221	523	85.1	50	475	70.0	74	499	78.4	72	572	97.2	7	548	100.0	8,689	414	38.2
		2020	183	535	87.4	37	500	81.1	59	505	78.0	72	570	95.8	5	*	*	4,749	422	42.8
	Mathematics	2018	280	486	54.3	57	461	38.6	98	478	52.0	102	501	62.7	14	513	65.2	8,620	426	25.3
		2019	221	471	51.1	50	434	30.0	74	459	40.5	72	503	72.2	7	493	64.0	8,689	426	20.7
		2020	183	477	53.0	37	466	54.1	59	459	39.0	72	491	62.5	5	*	*	4,749	425	22.7
11	Reading & Writing	2018	80	609	97.5	4	*	*	20	571	95.0	46	625	97.8	7	625	100.0	1,921	501	64.3
		2019	151	584	91.4	21	518	81.0	51	559	84.3	60	618	98.3	8	613	100.0	2,726	482	56.3
		2020	128	567	87.5	23	530	78.3	32	531	75.0	56	593	96.4	3	*	*	1,091	521	68.1
	Mathematics	2018	80	564	73.8	4	*	*	20	546	55.0	46	569	80.4	7	596	90.0	1,921	497	42.6
		2019	151	529	57.0	21	488	33.3	51	506	41.2	60	548	71.7	8	573	78.9	2,726	473	32.8
		2020	128	506	50.0	23	462	30.4	32	473	25.0	56	530	66.1	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

ALL EXAMS

| 764 | 15,450 | 2.6 | 2.0 | 387 | 50.7 | 27.9 |

Calculus AB

| 22 | 642 | 2.0 | 2.3 | 5 | 22.7 | 35.0 |

English Language and Composition

| 114 | 1,627 | 2.8 | 1.9 | 64 | 56.1 | 23.4 |

Human Geography

| 83 | 1,577 | 2.8 | 1.7 | 51 | 61.4 | 21.4 |

Psychology

| 40 | 331 | 2.0 | 2.0 | 9 | 22.5 | 29.6 |

Spanish Literature and Culture

| 8 | 129 | 2.9 | 2.6 | 5 | 62.5 | 55.8 |

Studio Art: 3-D Design Portfolio

| 15 | 35 | 3.1 | 3.0 | 11 | 73.3 | 74.3 |

United States History

| 100 | 1,673 | 2.3 | 1.6 | 41 | 41.0 | 18.9 |

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

Art History

| 10 | 63 | 3.4 | 3.2 | 8 | 80.0 | 61.9 |

Calculus BC

| 3 | 203 | * | 3.0 | * | * | 51.7 |

English Literature and Composition

| 56 | 1,683 | 2.4 | 1.5 | 26 | 46.4 | 9.3 |

Music Theory

| 47 | 61 | 2.5 | 2.6 | 23 | 48.9 | 47.5 |

Research

| 21 | 58 | 3.5 | 3.3 | 20 | 95.2 | 84.5 |

Statistics

| 18 | 355 | 2.4 | 2.4 | 10 | 55.6 | 44.8 |

Studio Art: Drawing Portfolio

| 6 | 38 | 4.0 | 3.0 | 6 | 100.0 | 60.5 |

World History

| 1 | 1,214 | * | 1.9 | * | * | 23.6 |

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

Biology

| 1 | 653 | * | 1.9 | * | * | 24.2 |

Chemistry

| 5 | 246 | * | 1.9 | * | * | 24.4 |

Environmental Science

| 117 | 742 | 2.1 | 1.8 | 34 | 29.1 | 21.7 |

Physics 1

| 10 | 561 | 2.0 | 1.6 | 3 | 30.0 | 16.6 |

Spanish Language and Culture

| 12 | 860 | 2.4 | 3.4 | 6 | 50.0 | 75.9 |

Studio Art: 2-D Design Portfolio

| 24 | 134 | 4.3 | 3.0 | 24 | 100.0 | 70.1 |

United States Government and Politics

| 51 | 883 | 3.0 | 1.6 | 35 | 68.6 | 18.3 |