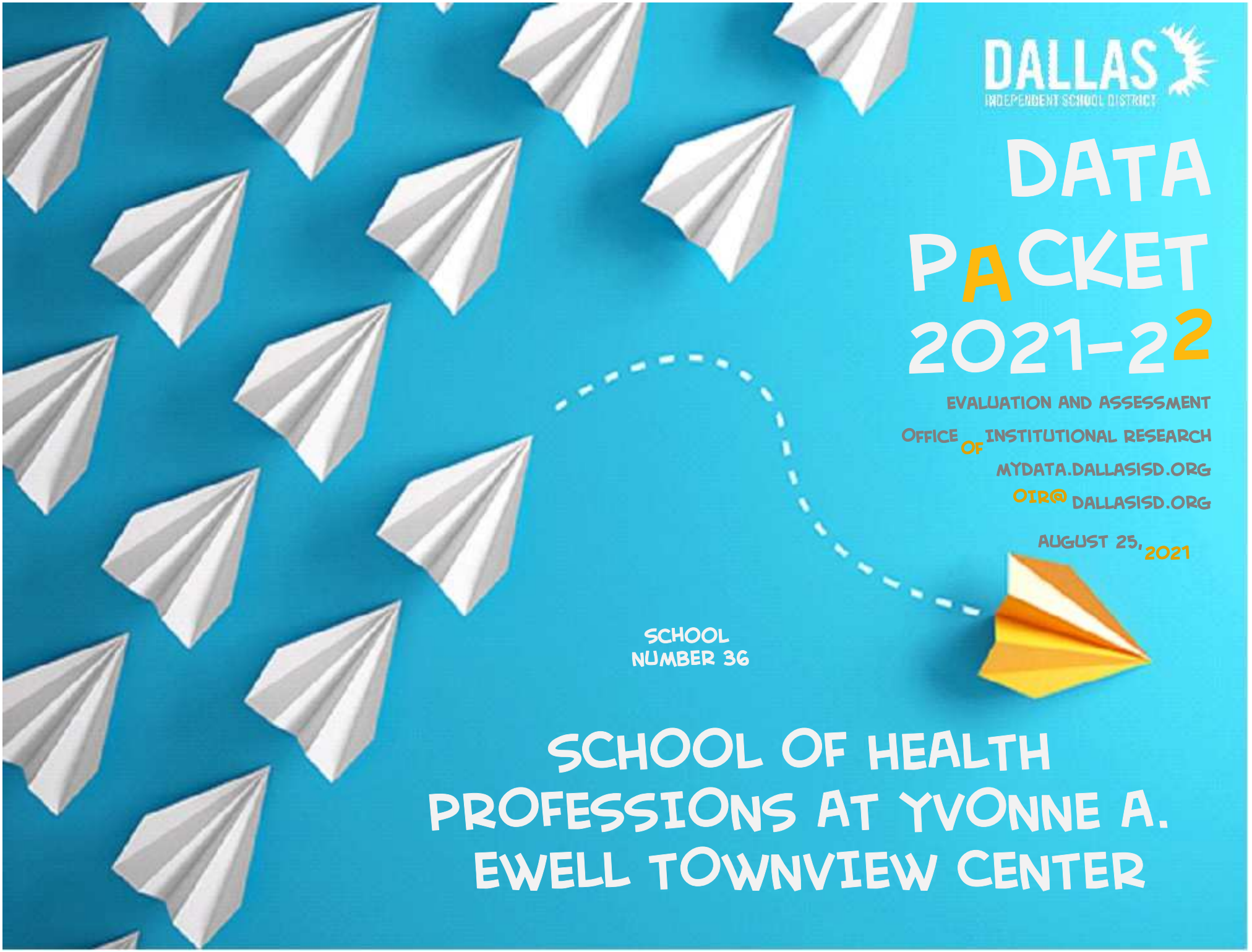

DALLAS INDEPENDENT SCHOOL DISTRICT

DATA PACKET 2021-22

EVALUATION AND ASSESSMENT

OFFICE OF INSTITUTIONAL RESEARCH

MYDATA.DALLASISD.ORG

OIR@DALLASISD.ORG

AUGUST 25, 2021

SCHOOL NUMBER 36

SCHOOL OF HEALTH PROFESSIONS AT YVONNE A. EWELL TOWNVIEW CENTER

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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.

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	118
10	109
11	140
12	128
ALL	495

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	73	14.7	8	29.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	13	2.6	*	*
Hispanic	383	77.4	7	25.9
White	12	2.4	9	33.3
Multiple	14	2.8	0	0.0
Other* (teachers only)	—	—	3	11.1
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	113	22.8
Economically disadvantaged	357	72.1
Limited English proficient (LEP)	21	4.2
Special education	4	0.8
Talented and Gifted (TAG)	252	50.9

			African American		American Indian		Asian		Hispanic		White		Multiple category	
Grade	Year	Enrollment	N	%	N	%	N	%	N	%	N	%	N	%
9	**2019**	145	17	11.7	0	0.0	3	2.1	121	83.4	2	1.4	2	1.4
	2020	104	21	20.2	1	1.0	3	2.9	76	73.1	3	2.9	0	0.0
	2021	118	14	11.9	0	0.0	3	2.5	93	78.8	5	4.2	3	2.5
10	**2019**	136	27	19.9	0	0.0	4	2.9	98	72.1	2	1.5	5	3.7
	2020	143	16	11.2	0	0.0	2	1.4	119	83.2	2	1.4	4	2.8
	2021	109	21	19.3	0	0.0	6	5.5	77	70.6	3	2.8	2	1.8
11	**2019**	126	19	15.1	0	0.0	6	4.8	98	77.8	0	0.0	3	2.4
	2020	130	25	19.2	0	0.0	4	3.1	95	73.1	2	1.5	4	3.1
	2021	140	15	10.7	0	0.0	1	0.7	118	84.3	2	1.4	4	2.9
12	**2019**	141	21	14.9	2	1.4	6	4.3	109	77.3	3	2.1	0	0.0
	2020	122	18	14.8	0	0.0	6	4.9	94	77.0	0	0.0	4	3.3
	2021	128	23	18.0	0	0.0	3	2.3	95	74.2	2	1.6	5	3.9
9-12	**2019**	548	84	15.3	2	0.4	19	3.5	426	77.7	7	1.3	10	1.8
	2020	499	80	16.0	1	0.2	15	3.0	384	77.0	7	1.4	12	2.4
	2021	495	73	14.7	0	0.0	13	2.6	383	77.4	12	2.4	14	2.8

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**	145	115	79.3	14	9.7	1	0.7	26	17.9	80	55.2	19	13.1	24.8	75.2	0.0
	2020	104	72	69.2	15	14.4	1	1.0	44	42.3	45	43.3	26	25.0	26.0	74.0	0.0
	2021	118	90	76.3	19	16.1	2	1.7	45	38.1	58	49.2	29	24.6	21.2	78.8	0.0
10	**2019**	136	90	66.2	5	3.7	0	0.0	28	20.6	67	49.3	3	2.2	25.0	75.0	0.0
	2020	143	116	81.1	4	2.8	1	0.7	72	50.3	78	54.5	0	0.0	24.5	75.5	0.0
	2021	109	78	71.6	2	1.8	1	0.9	32	29.4	47	43.1	4	3.7	26.6	73.4	0.0
11	**2019**	126	89	70.6	1	0.8	1	0.8	21	16.7	76	60.3	0	0.0	23.0	77.0	0.0
	2020	130	83	63.8	4	3.1	0	0.0	56	43.1	66	50.8	0	0.0	25.4	74.6	0.0
	2021	140	109	77.9	0	0.0	1	0.7	19	13.6	80	57.1	1	0.7	23.6	76.4	0.0
12	**2019**	141	113	80.1	1	0.7	0	0.0	36	25.5	85	60.3	0	0.0	24.8	75.2	0.0
	2020	122	85	69.7	1	0.8	1	0.8	53	43.4	73	59.8	0	0.0	23.0	77.0	0.0
	2021	128	80	62.5	0	0.0	0	0.0	17	13.3	67	52.3	0	0.0	24.2	75.8	0.0
9-12	**2019**	548	407	74.3	21	3.8	2	0.4	111	20.3	308	56.2	22	4.0	24.5	75.5	0.0
	2020	499	356	71.3	24	4.8	3	0.6	225	45.1	262	52.5	26	5.2	24.6	75.4	0.0
	2021	495	357	72.1	21	4.2	4	0.8	113	22.8	252	50.9	34	6.9	23.8	76.2	0.0

		Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
Grade	Year	N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	**2019**	521	13,484	518	99.5	12,437	92.2	0	0.0	11.5	146	8,723	28.0	64.7
	2020	411	13,875	408	99.4	12,839	92.5	0	0.0	9.0	104	10,020	25.3	72.2
	2021	429	13,245	427	99.7	12,348	93.2	0	0.0	4.2	118	8,679	27.5	65.5
10	**2019**	487	12,020	481	98.9	11,175	93.0	0	0.0	7.3	136	7,845	28.0	65.3
	2020	498	12,465	495	99.5	11,629	93.3	0	0.0	5.4	143	8,835	28.7	70.9
	2021	447	12,994	444	99.2	12,138	93.4	0	0.0	3.0	110	8,671	24.6	66.7
11	**2019**	464	10,324	460	99.1	9,693	93.9	0	0.0	4.8	126	7,071	27.1	68.5
	2020	456	10,440	450	98.8	9,830	94.2	0	0.0	4.1	130	7,647	28.5	73.2
	2021	493	11,173	488	99.0	10,467	93.7	1	0.2	2.5	141	7,138	28.6	63.9
12	**2019**	512	10,368	503	98.3	9,771	94.2	0	0.0	3.3	141	7,151	27.5	69.0
	2020	393	10,322	387	98.5	9,699	94.0	0	0.0	3.4	122	7,820	31.0	75.8
	2021	391	10,428	388	99.3	9,883	94.8	0	0.0	2.2	128	7,101	32.8	68.1
9-12	**2019**	1,984	46,196	1,963	98.9	43,077	93.2	0	0.0	7.1	549	30,790	27.7	66.7
	2020	1,758	47,101	1,741	99.1	43,997	93.4	0	0.0	5.8	499	34,322	28.4	72.9
	2021	1,759	47,841	1,747	99.3	44,835	93.7	1	0.1	3.1	497	31,589	28.3	66.0

Teachers: 27

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	8	29.6
Hispanic	7	25.9
White	9	33.3
Multiple	0	0.0
Other	3	11.1

Gender	Number	Percentage
Female	18	66.7
Male	9	33.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	5.5	11.5
2019-20	5.8	77.4
2020-21	8.1	89.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.7
1	0	0.0
2	1	3.7
3	1	3.7
4	2	7.4
5	3	11.1
1-3	2	7.4
More than 3	24	88.9
1 - 5	7	25.9
6 - 10	5	18.5
11 - 20	12	44.4
More than 20	2	7.4

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**	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	62.1
		2019	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	65.6
		2021	*	92.3	100.0	98.9	*	94.7	97.7		100.0	98.9	99.1	58.9
	Tests Taken	**2018**	1	24	67	62		15	25		24	76	100	9,912
		2019	2	15	121	113	1	14	26		36	107	143	10,554
		2021	3	13	91	87	2	19	44		23	90	113	9,858
ENGLISH II		**2018**	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	67.0
		2019	*	95.8	100.0	98.5		*	95.5		100.0	98.7	99.0	69.3
		2021	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	63.2
	Tests Taken	**2018**	1	22	125	126	1	15	22		34	123	157	10,011
		2019	1	24	71	66		4	22		28	76	104	9,584
		2021	2	20	76	77	1	2	31		27	78	105	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	*	0	0	0		0	0		0	0	0	3,752
		2019	*	0	0	0	*	0	0		0	0	0	3,633
		2021	*	1	0	1	*	1	1		0	1	1	4,055
	Tests Taken	2018	1	24	67	62		15	25		24	76	100	9,912
		2019	2	15	121	113	1	14	26		36	107	143	10,554
		2021	3	13	91	87	2	19	44		23	90	113	9,858
ENGLISH II		2018	*	0	0	0	*	0	0		0	0	0	3,300
		2019	*	1	0	1		*	1		0	1	1	2,941
		2021	*	0	0	0	*	*	0		0	0	0	3,575
	Tests Taken	2018	1	22	125	126	1	15	22		34	123	157	10,011
		2019	1	24	71	66		4	22		28	76	104	9,584
		2021	2	20	76	77	1	2	31		27	78	105	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**	*	100.0	98.5	100.0		93.3	96.0		100.0	98.7	99.0	43.9
		2019	*	93.3	100.0	99.1	*	100.0	100.0		100.0	99.1	99.3	51.0
		2021	*	84.6	92.3	92.0	*	84.2	81.8		91.3	92.2	92.0	40.8
	Tests Taken	**2018**	1	24	67	62		15	25		24	76	100	9,912
		2019	2	15	121	113	1	14	26		36	107	143	10,554
		2021	3	13	91	87	2	19	44		23	90	113	9,858
ENGLISH II		**2018**	*	90.9	100.0	98.4	*	100.0	100.0		100.0	98.4	98.7	50.0
		2019	*	91.7	97.2	93.9		*	86.4		96.4	96.1	96.2	51.5
		2021	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	47.3
	Tests Taken	**2018**	1	22	125	126	1	15	22		34	123	157	10,011
		2019	1	24	71	66		4	22		28	76	104	9,584
		2021	2	20	76	77	1	2	31		27	78	105	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**	*	8.3	13.4	11.3		6.7	4.0		12.5	15.8	15.0	5.0
		2019	*	40.0	34.7	38.1	*	14.3	15.4		41.7	37.4	38.5	10.1
		2021	*	23.1	24.2	23.0	*	10.5	18.2		30.4	24.4	25.7	6.3
	Tests Taken	**2018**	1	24	67	62		15	25		24	76	100	9,912
		2019	2	15	121	113	1	14	26		36	107	143	10,554
		2021	3	13	91	87	2	19	44		23	90	113	9,858
ENGLISH II		**2018**	*	18.2	25.6	26.2	*	20.0	18.2		14.7	29.3	26.1	7.0
		2019	*	25.0	16.9	19.7		*	22.7		10.7	26.3	22.1	6.0
		2021	*	10.0	23.7	22.1	*	*	12.9		18.5	26.9	24.8	6.0
	Tests Taken	**2018**	1	22	125	126	1	15	22		34	123	157	10,011
		2019	1	24	71	66		4	22		28	76	104	9,584
		2021	2	20	76	77	1	2	31		27	78	105	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	92.0	85.6	82.5	5.6	86.3	88.4
2019	82.5	89.1	91.3	5.7	86.5	86.7
2021	77.9	80.9	86.0	5.4	85.5	85.2

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	88.1	83.4	90.4	6.1	88.3	87.4
2019	78.5	86.4	93.5	5.7	84.9	84.5
2021	86.9	86.1	85.0	6.0	89.6	86.1

[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	87.5
	2019		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	88.9
	2021		*	95.0	90.0		88.9	92.3		*	95.2	91.3	69.4
Tests Taken	**2018**		7	13	13		3	9		8	13	21	10,244
	2019		3	22	21		6	9		7	20	27	10,243
	2021		3	20	20		9	13		2	21	23	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	1,278
	2019		*	0	0		0	0		0	0	0	1,134
	2021		*	1	2		1	1		*	1	2	3,441
Tests Taken	**2018**		7	13	13		3	9		8	13	21	10,244
	2019		3	22	21		6	9		7	20	27	10,243
	2021		3	20	20		9	13		2	21	23	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**		100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	61.8
	2019		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	68.9
	2021		*	50.0	40.0		33.3	23.1		*	47.6	43.5	32.4
Tests Taken	**2018**		7	13	13		3	7		8	13	21	10,244
	2019		3	22	21		6	9		7	20	27	10,243
	2021		3	20	20		9	13		2	21	23	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		85.7	76.9	84.6		*	71.4		62.5	84.6	76.2	35.8
	2019		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	45.1
	2021		*	35.0	30.0		33.3	23.1		*	33.3	30.4	15.8
Tests Taken	2018		7	13	13		3	7		8	13	21	10,244
	2019		3	22	21		6	9		7	20	27	10,243
	2021		3	20	20		9	13		2	21	23	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	78.4	84.9	83.7	80.1	80.2
2019	92.9	84.9	92.9	86.5	96.9
2021	63.6	60.1	61.5	51.8	61.6

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	87.9
	2019	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.1
	2021	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	78.3
Tests Taken	**2018**	2	29	96	91		21	33		32	104	136	10,192
	2019	2	17	121	115	1	14	26		36	109	145	9,591
	2021	5	14	93	90	2	19	45		25	93	118	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	1,234
	2019	*	0	0	0	*	0	0		0	0	0	1,240
	2021	*	0	0	0	*	0	0		0	0	0	2,162
Tests Taken	**2018**	2	29	96	91		21	33		32	104	136	10,192
	2019	2	17	121	115	1	14	26		36	109	145	9,591
	2021	5	14	93	90	2	19	45		25	93	118	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**	*	96.6	99.0	98.9		100.0	97.0		100.0	98.1	98.5	57.4
	2019	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	59.2
	2021	*	92.9	92.5	95.6	*	94.7	91.1		96.0	92.5	93.2	42.8
Tests Taken	**2018**	2	29	96	91		21	33		32	104	136	10,192
	2019	2	17	121	115	1	14	26		36	109	145	9,591
	2021	5	14	93	90	2	19	45		25	93	118	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**	*	55.2	69.8	65.9		71.4	57.6		78.1	64.4	67.6	18.6
	2019	*	94.1	75.2	76.5	*	78.6	76.9		80.6	77.1	77.9	22.3
	2021	*	28.6	50.5	48.9	*	36.8	37.8		68.0	45.2	50.0	14.0
Tests Taken	**2018**	2	29	96	91		21	33		32	104	136	10,192
	2019	2	17	121	115	1	14	26		36	109	145	9,591
	2021	5	14	93	90	2	19	45		25	93	118	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	87.4	84.9	84.3	85.0	86.0
2019	86.1	83.5	89.9	87.7	88.1
2021	74.4	78.0	84.3	84.7	85.2

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	100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.4
	2019		100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	93.8
	2021	*	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	84.7
Tests Taken	2018	3	19	110	122		9	24		34	107	141	9,468
	2019		18	97	87	1	1	21		30	94	124	9,416
	2021	2	16	120	108	1		22		34	109	143	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	0	0		0	0		0	0	0	624
	2019		0	0	0	*	*	0		0	0	0	582
	2021	*	0	0	0	*		0		0	0	0	1,373
Tests Taken	2018	3	19	110	122		9	24		34	107	141	9,468
	2019		18	97	87	1	1	21		30	94	124	9,416
	2021	2	16	120	108	1		22		34	109	143	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	*	100.0	97.3	97.5		88.9	91.7		97.1	98.1	97.9	72.3
	2019		94.4	97.9	97.7	*	*	90.5		96.7	97.9	97.6	73.7
	2021	*	93.8	93.3	95.4	*		81.8		100.0	91.7	93.7	56.7
Tests Taken	2018	3	19	110	122		9	24		34	107	141	9,468
	2019		18	97	87	1	1	21		30	94	124	9,416
	2021	2	16	120	108	1		22		34	109	143	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	*	63.2	58.2	57.4		44.4	41.7		70.6	57.9	61.0	38.6
	2019		66.7	84.5	81.6	*	*	81.0		90.0	77.7	80.6	41.6
	2021	*	75.0	58.3	57.4	*		45.5		79.4	56.0	61.5	30.7
Tests Taken	2018	3	19	110	122		9	24		34	107	141	9,468
	2019		18	97	87	1	1	21		30	94	124	9,416
	2021	2	16	120	108	1		22		34	109	143	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	80.7	84.0	76.7	84.8
2019	83.8	84.1	80.9	83.4
2021	77.9	88.3	72.4	80.0

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2021 Level	N	%	N	%	N	%	N	%	N	%
9 (16)	Beginning	0	0.0	1	6.3	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	4	25.0	0	0.0	0	0.0	1	6.3
	Advanced	3	18.8	7	43.8	1	6.3	1	6.3	4	25.0
	Advanced High	13	81.3	4	25.0	15	93.8	15	93.8	11	68.8
ALL (18)	Beginning	0	0.0	1	5.6	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	5	27.8	0	0.0	0	0.0	1	5.6
	Advanced	3	16.7	8	44.4	1	5.6	1	5.6	5	27.8
	Advanced High	15	83.3	4	22.2	17	94.4	17	94.4	12	66.7

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years		2020 Level			
N (%) Progressed	2021 Level	Beg	Int	Adv	Adv High
4	Beginning	0			
	Intermediate	0	0		
1 (25.0%)	Advanced	0	0	2	
	Advanced High	0	0	1	
4	Beginning	0			
	Intermediate	0	0		
1 (25.0%)	Advanced	0	0	2	
	Advanced High	0	0	1	

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

			Percent Tested		All Students			African American			Hispanic			White			District		
Test	Subtest	Year	%	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**	99.3	87.2	140	564	88.6	21	549	90.5	108	562	87.0	3	*	*	7,714	463	39.1
		2019-20	100.0	84.7	122	570	95.1	18	567	88.9	94	568	96.8				7,424	466	39.8
		2020-21	100.0	79.7	128	550	85.2	23	533	95.7	95	548	83.2	2	*	*	7,006	457	35.9
	Mathematics	**2018-19**	99.3	87.2	140	546	58.6	21	510	42.9	108	548	58.3	3	*	*	7,714	461	19.7
		2019-20	100.0	84.7	122	554	64.8	18	551	55.6	94	556	66.0				7,424	461	21.7
		2020-21	100.0	79.7	128	549	63.3	23	524	43.5	95	547	65.3	2	*	*	7,006	456	20.4
ACT	English	**2018-19**	100.0	82.5	141	20	71.6	21	19	57.1	109	20	71.6	3	*	*	7,297	15	27.0
		2019-20	98.4	81.3	120	21	81.7	17	21	70.6	93	21	82.8				7,122	15	28.9
		2020-21	35.2	57.2	45	20	64.4	8	20	75.0	34	20	64.7				5,030	14	24.1
	Mathematics	**2018-19**	100.0	82.5	141	22	55.3	21	21	52.4	109	22	53.2	3	*	*	7,297	18	19.2
		2019-20	98.4	81.3	120	21	40.8	17	20	35.3	93	21	41.9				7,122	17	14.3
		2020-21	35.2	57.2	45	22	53.3	8	23	62.5	34	21	47.1				5,030	17	13.6
	Reading	**2018-19**	100.0	82.5	141	22	50.4	21	20	28.6	109	22	52.3	3	*	*	7,297	17	21.0
		2019-20	98.4	81.3	120	22	51.7	17	21	41.2	93	23	53.8				7,122	16	18.6
		2020-21	35.2	57.2	45	22	48.9	8	24	62.5	34	21	44.1				5,030	16	16.0
	Science	**2018-19**	100.0	82.5	141	22	44.0	21	21	33.3	109	22	44.0	3	*	*	7,297	17	14.5
		2019-20	98.4	81.3	120	22	47.5	17	22	58.8	93	22	44.1				7,122	17	13.9
		2020-21	35.2	57.2	45	21	40.0	8	23	50.0	34	21	35.3				5,030	17	12.8
	Composite	**2018-19**	100.0	82.5	141	22	–	21	20	–	109	22	–	3	*	–	7,297	17	–
		2019-20	98.4	81.3	120	22	–	17	21	–	93	22	–			–	7,122	16	–
		2020-21	35.2	57.2	45	21	–	8	22	–	34	21	–			–	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.

			All			African American			Hispanic			White			Other			District		
Grade	Subtest	Year	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**	136	524	92.6	27	509	92.6	98	523	92.9	2	*	*	4	*	*	8,620	418	41.8
		2019	143	519	95.1	16	547	100.0	119	514	94.1	2	*	*	2	*	*	8,689	414	38.2
		2020	32	493	84.4	6	497	83.3	20	474	80.0	1	*	*	5	*	*	4,749	422	42.8
	Mathematics	**2018**	136	513	76.5	27	503	70.4	98	511	76.5	2	*	*	4	*	*	8,620	426	25.3
		2019	143	485	56.6	16	493	62.5	119	484	56.3	2	*	*	2	*	*	8,689	426	20.7
		2020	32	488	59.4	6	502	66.7	20	465	45.0	1	*	*	5	*	*	4,749	425	22.7
11	Reading & Writing	**2018**	124	557	95.2	18	558	88.9	97	555	96.9	0			6	568	88.9	1,921	501	64.3
		2019	130	546	88.5	25	539	84.0	95	543	89.5	2	*	*	4	*	*	2,726	482	56.3
		2020	58	540	91.4	5	*	*	48	528	89.6	0			1	*	*	1,091	521	68.1
	Mathematics	**2018**	124	535	74.2	18	534	66.7	97	534	74.2	0			6	544	88.9	1,921	497	42.6
		2019	130	522	60.8	25	500	52.0	95	520	60.0	2	*	*	4	*	*	2,726	473	32.8
		2020	58	529	67.2	5	*	*	48	527	62.5	0			1	*	*	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						
892	15,450	**1.7**	2.0	**144**	**16.1**	27.9
Calculus BC						
17	203	**2.9**	3.0	**9**	**52.9**	51.7
English Literature and Composition						
72	1,683	**1.4**	1.5	**3**	**4.2**	9.3
Physics 1						
68	561	**1.0**	1.6	**0**	**0.0**	16.6
Spanish Literature and Culture						
6	129	**3.0**	2.6	**5**	**83.3**	55.8
Studio Art: 3-D Design Portfolio						
1	35	*	3.0	*	*	74.3
United States History						
125	1,673	**1.3**	1.6	**10**	**8.0**	18.9

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist
Biology						
80	653	**1.7**	1.9	**10**	**12.5**	24.2
Chemistry						
12	246	**1.1**	1.9	**0**	**0.0**	24.4
Environmental Science						
38	742	**1.5**	1.8	**4**	**10.5**	21.7
Psychology						
68	331	**1.2**	2.0	**4**	**5.9**	29.6
Statistics						
14	355	**1.6**	2.4	**2**	**14.3**	44.8
Studio Art: Drawing Portfolio						
1	38	*	3.0	*	*	60.5
World History						
85	1,214	**2.0**	1.9	**21**	**24.7**	23.6

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist
Calculus AB						
57	642	**1.9**	2.3	**14**	**24.6**	35.0
English Language and Composition						
110	1,627	**1.6**	1.9	**12**	**10.9**	23.4
Macroeconomics						
49	714	**1.1**	1.6	**1**	**2.0**	16.7
Spanish Language and Culture						
46	860	**4.2**	3.4	**44**	**95.7**	75.9
Studio Art: 2-D Design Portfolio						
2	134	*	3.0	*	*	70.1
United States Government and Politics						
41	883	**1.2**	1.6	**1**	**2.4**	18.3