DALLAS
INDEPENDENT SCHOOL DISTRICT

DATA PACKET 2021-22

SCHOOL
NUMBER 7

THOMAS JEFFERSON HIGH SCHOOL

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 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	414
10	469
11	327
12	343
ALL	1,553

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	59	3.8	21	18.1
American Indian/Alaska Native	4	0.3	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	1,468	94.5	32	27.6
White	16	1.0	55	47.4
Multiple	6	0.4	0	0.0
Other* (teachers only)	—	—	8	6.9
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	1,224	78.8
Economically disadvantaged	1,287	82.9
Limited English proficient (LEP)	1,050	67.6
Special education	140	9.0
Talented and Gifted (TAG)	177	11.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	586	20	3.4	1	0.2	0	0.0	563	96.1	2	0.3	0	0.0
	2020	659	22	3.3	3	0.5	0	0.0	628	95.3	4	0.6	2	0.3
	2021	414	14	3.4	2	0.5	0	0.0	393	94.9	2	0.5	3	0.7
10	2019	446	20	4.5	1	0.2	0	0.0	418	93.7	4	0.9	2	0.4
	2020	417	21	5.0	0	0.0	0	0.0	391	93.8	5	1.2	0	0.0
	2021	469	18	3.8	1	0.2	0	0.0	443	94.5	6	1.3	1	0.2
11	2019	324	15	4.6	1	0.3	0	0.0	307	94.8	1	0.3	0	0.0
	2020	336	13	3.9	1	0.3	0	0.0	314	93.5	4	1.2	4	1.2
	2021	327	12	3.7	0	0.0	0	0.0	310	94.8	4	1.2	1	0.3
12	2019	335	13	3.9	2	0.6	0	0.0	317	94.6	3	0.9	0	0.0
	2020	339	12	3.5	2	0.6	0	0.0	322	95.0	3	0.9	0	0.0
	2021	343	15	4.4	1	0.3	0	0.0	322	93.9	4	1.2	1	0.3
9-12	2019	1,691	68	4.0	5	0.3	0	0.0	1,605	94.9	10	0.6	2	0.1
	2020	1,751	68	3.9	6	0.3	0	0.0	1,655	94.5	16	0.9	6	0.3
	2021	1,553	59	3.8	4	0.3	0	0.0	1,468	94.5	16	1.0	6	0.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	**2019**	586	423	72.2	403	68.8	36	6.1	423	72.2	57	9.7	135	23.0	57.3	42.7	7.2
	2020	659	450	68.3	515	78.1	42	6.4	565	85.7	59	9.0	149	22.6	56.1	43.9	17.1
	2021	414	353	85.3	333	80.4	38	9.2	349	84.3	33	8.0	57	13.8	55.8	44.2	7.5
10	**2019**	446	354	79.4	257	57.6	37	8.3	322	72.2	52	11.7	25	5.6	54.5	45.5	7.0
	2020	417	279	66.9	249	59.7	31	7.4	347	83.2	54	12.9	15	3.6	53.7	46.3	11.5
	2021	469	385	82.1	345	73.6	36	7.7	397	84.6	52	11.1	15	3.2	51.6	48.4	4.7
11	**2019**	324	257	79.3	184	56.8	23	7.1	224	69.1	40	12.3	11	3.4	47.2	52.8	1.5
	2020	336	217	64.6	176	52.4	28	8.3	263	78.3	47	14.0	14	4.2	50.0	50.0	2.7
	2021	327	266	81.3	191	58.4	20	6.1	237	72.5	46	14.1	15	4.6	52.0	48.0	0.9
12	**2019**	335	254	75.8	168	50.1	36	10.7	224	66.9	36	10.7	5	1.5	47.5	52.5	5.7
	2020	339	198	58.4	199	58.7	29	8.6	280	82.6	39	11.5	8	2.4	48.1	51.9	7.1
	2021	343	283	82.5	181	52.8	46	13.4	241	70.3	46	13.4	4	1.2	46.9	53.1	5.5
9-12	**2019**	1,691	1,288	76.2	1,012	59.8	132	7.8	1,193	70.5	185	10.9	176	10.4	52.7	47.3	5.7
	2020	1,751	1,144	65.3	1,139	65.0	130	7.4	1,455	83.1	199	11.4	186	10.6	52.8	47.2	11.1
	2021	1,553	1,287	82.9	1,050	67.6	140	9.0	1,224	78.8	177	11.4	91	5.9	51.8	48.2	4.8

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	563	13,484	506	89.8	12,437	92.2	47	8.3	11.5	399	8,723	70.8	64.7
	2020	703	13,875	615	87.5	12,839	92.5	41	5.8	9.0	482	10,020	68.6	72.2
	2021	408	13,245	370	90.7	12,348	93.2	34	8.3	4.2	269	8,679	65.9	65.5
10	2019	462	12,020	419	90.5	11,175	93.0	23	5.0	7.3	356	7,845	77.0	65.3
	2020	443	12,465	395	89.2	11,629	93.3	12	2.7	5.4	332	8,835	74.9	70.9
	2021	488	12,994	444	91.0	12,138	93.4	21	4.3	3.0	336	8,671	68.9	66.7
11	2019	342	10,324	311	90.8	9,693	93.9	12	3.5	4.8	265	7,071	77.4	68.5
	2020	346	10,440	318	91.8	9,830	94.2	9	2.6	4.1	285	7,647	82.3	73.2
	2021	336	11,173	307	91.2	10,467	93.7	15	4.5	2.5	241	7,138	71.7	63.9
12	2019	337	10,368	324	96.2	9,771	94.2	7	2.1	3.3	304	7,151	90.3	69.0
	2020	335	10,322	309	92.3	9,699	94.0	11	3.3	3.4	286	7,820	85.4	75.8
	2021	352	10,428	335	95.1	9,883	94.8	15	4.3	2.2	274	7,101	77.9	68.1
9-12	2019	1,705	46,196	1,559	91.5	43,077	93.2	89	5.2	7.1	1,324	30,790	77.7	66.7
	2020	1,827	47,101	1,637	89.6	43,997	93.4	73	4.0	5.8	1,385	34,322	75.8	72.9
	2021	1,584	47,841	1,455	91.9	44,835	93.7	85	5.4	3.1	1,120	31,589	70.7	66.0

Teachers: 116

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	21	18.1
Hispanic	32	27.6
White	55	47.4
Multiple	0	0.0
Other	8	6.9

Gender	Number	Percentage
Female	63	54.3
Male	53	45.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	6.3	75.9
2019-20	4.9	78.9
2020-21	6.9	71.6

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	13	11.2
1	8	6.9
2	10	8.6
3	19	16.4
4	8	6.9
5	6	5.2
1-3	37	31.9
More than 3	66	56.9
1 - 5	51	44.0
6 - 10	25	21.6
11 - 20	12	10.3
More than 20	15	12.9

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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**	*	66.7	50.0	58.3	0.0	31.1	40.1		39.8	61.2	50.3	62.1
	2019	*	55.6	55.6	57.8	20.8	38.1	51.9		54.4	56.8	55.6	65.6
	2021	*	28.6	43.6	42.8	10.3	39.3	41.0		41.1	45.9	43.4	58.9
Tests Taken	**2018**	4	15	420	345	20	270	359		226	219	445	9,912
	2019	2	18	421	360	24	273	368		228	213	441	10,554
	2021	1	7	321	290	29	272	305		175	157	332	9,858
ENGLISH II	**2018**	*	78.6	55.7	60.2	22.2	39.6	47.4		49.5	63.4	56.7	67.0
	2019	*	78.6	60.5	62.4	8.0	43.2	47.8		55.7	67.4	61.3	69.3
	2021	*	41.7	47.9	48.4	16.7	40.4	39.3		44.1	50.8	47.4	63.2
Tests Taken	**2018**	3	14	402	342	27	275	340		204	216	420	10,011
	2019	1	14	367	314	25	220	272		201	184	385	9,584
	2021	3	12	365	314	18	280	321		195	187	382	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**	*	5	210	144	20	186	215		136	85	221	3,752
		2019	*	8	187	152	19	169	177		104	92	196	3,633
		2021	*	5	181	166	26	165	180		103	85	188	4,055
	Tests Taken	**2018**	4	15	420	345	20	270	359		226	219	445	9,912
		2019	2	18	421	360	24	273	368		228	213	441	10,554
		2021	1	7	321	290	29	272	305		175	157	332	9,858
ENGLISH II		**2018**	*	3	178	136	21	166	179		103	79	182	3,300
		2019	*	3	145	118	23	125	142		89	60	149	2,941
		2021	*	7	190	162	15	167	195		109	92	201	3,575
	Tests Taken	**2018**	3	14	402	342	27	275	340		204	216	420	10,011
		2019	1	14	367	314	25	220	272		201	184	385	9,584
		2021	3	12	365	314	18	280	321		195	187	382	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**	*	46.7	32.6	38.0	0.0	15.9	20.9		23.5	43.4	33.3	43.9
	2019	*	38.9	41.6	43.3	12.5	23.1	36.1		39.9	42.7	41.3	51.0
	2021	*	14.3	25.2	25.2	0.0	22.1	22.0		23.4	26.8	25.0	40.8
	Tests Taken **2018**	4	15	420	345	20	270	359		226	219	445	9,912
	Tests Taken **2019**	2	18	421	360	24	273	368		228	213	441	10,554
	Tests Taken **2021**	1	7	321	290	29	272	305		175	157	332	9,858
ENGLISH II	**2018**	*	50.0	36.6	40.4	11.1	17.1	24.4		28.4	45.8	37.4	50.0
	2019	*	57.1	45.0	46.2	8.0	27.7	29.8		37.8	54.3	45.7	51.5
	2021	*	25.0	33.2	33.1	11.1	24.6	23.1		30.8	34.8	32.7	47.3
	Tests Taken **2018**	3	14	402	342	27	275	340		204	216	420	10,011
	Tests Taken **2019**	1	14	367	314	25	220	272		201	184	385	9,584
	Tests Taken **2021**	3	12	365	314	18	280	321		195	187	382	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	*	0.0	3.6	3.5	0.0	0.7	0.8		1.3	5.5	3.4	5.0
	2019	*	0.0	4.8	4.2	0.0	0.7	2.7		3.5	5.6	4.5	10.1
	2021	*	0.0	0.6	0.7	0.0	0.7	0.7		0.6	0.6	0.6	6.3
Tests Taken	2018	4	15	420	345	20	270	359		226	219	445	9,912
	2019	2	18	421	360	24	273	368		228	213	441	10,554
	2021	1	7	321	290	29	272	305		175	157	332	9,858
ENGLISH II	2018	*	7.1	2.2	2.6	0.0	0.4	0.6		2.0	3.2	2.6	7.0
	2019	*	0.0	2.2	1.9	0.0	0.5	0.4		1.0	3.3	2.1	6.0
	2021	*	0.0	1.9	1.9	0.0	1.1	0.9		1.5	2.1	1.8	6.0
Tests Taken	2018	3	14	402	342	27	275	340		204	216	420	10,011
	2019	1	14	367	314	25	220	272		201	184	385	9,584
	2021	3	12	365	314	18	280	321		195	187	382	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	62.9	58.2	55.9	4.2	55.9	60.9
2019	55.8	58.3	62.3	4.3	60.8	56.7
2021	50.8	51.4	51.1	3.4	55.9	57.2

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	66.3	58.1	64.4	4.7	64.8	58.3
2019	59.5	63.0	70.6	4.7	61.7	65.9
2021	58.0	53.7	51.2	4.0	62.0	55.2

[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**	*	84.6	86.4	86.8	57.7	83.9	84.7		84.3	89.0	86.5	87.5
	2019	*	93.3	92.8	93.4	75.0	92.1	92.5		88.4	98.2	92.9	88.9
	2021	*	33.3	68.9	70.2	58.1	70.9	68.3		61.6	74.4	67.5	69.4
Tests Taken	**2018**	1	13	369	287	26	261	321		204	181	385	10,244
	2019	2	15	348	290	24	253	321		199	166	365	10,243
	2021	1	9	241	225	31	213	243		138	117	255	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**	*	2	50	38	11	42	52		32	20	52	1,278
	2019	*	1	25	19	6	20	24		23	3	26	1,134
	2021	*	6	75	67	13	62	77		53	30	83	3,441
Tests Taken	**2018**	1	13	369	287	26	261	321		204	181	385	10,244
	2019	2	15	348	290	24	253	321		199	166	365	10,243
	2021	1	9	241	225	31	213	243		138	117	255	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**	*	61.5	66.1	65.9	26.9	59.8	61.7		62.3	69.1	65.5	61.8
	2019	*	86.7	77.0	82.1	54.2	74.7	76.3		70.9	85.5	77.5	68.9
	2021	*	0.0	32.0	32.9	22.6	32.4	30.5		27.5	35	31.0	32.4
Tests Taken	**2018**	1	13	369	287	26	261	339		204	181	385	10,244
	2019	2	15	348	290	24	253	321		199	166	365	10,243
	2021	1	9	241	225	31	213	243		138	117	255	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**	*	30.8	35.0	35.2	11.5	27.6	29.8		30.9	38.7	34.5	35.8
	2019	*	40.0	49.4	51.7	33.3	45.8	47.0		42.2	57.2	49.0	45.1
	2021	*	0.0	10.8	11.1	3.2	11.3	10.3		10.9	10.3	10.6	15.8
Tests Taken	**2018**	1	13	369	287	26	261	339		204	181	385	10,244
	2019	2	15	348	290	24	253	321		199	166	365	10,243
	2021	1	9	241	225	31	213	243		138	117	255	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	58.3	65.6	65.1	68.2	65.1
2019	69.4	68.2	72.3	72.1	76.1
2021	52.0	48.3	45.0	46.7	55.9

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**	*	84.6	86.6	87.5	47.6	81.7	83.7		83.1	90.1	86.5	87.9
	2019	*	94.4	88.8	89.6	68.0	83.4	87.0		88.9	89.3	89.1	87.1
	2021	*	50.0	73.8	73.4	55.6	71.5	71.0		77.7	67.4	72.8	78.3
Tests Taken	**2018**	3	13	358	304	21	251	306		195	182	377	10,192
	2019	1	18	412	345	25	247	339		235	196	431	9,591
	2021	1	10	362	304	18	298	348		197	178	375	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**	*	2	48	38	11	46	50		33	18	51	1,234
	2019	*	1	46	36	8	41	44		26	21	47	1,240
	2021	*	5	95	81	8	85	101		44	58	102	2,162
Tests Taken	**2018**	3	13	358	304	21	251	306		195	182	377	10,192
	2019	1	18	412	345	25	247	339		235	196	431	9,591
	2021	1	10	362	304	18	298	348		197	178	375	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**	*	61.5	62.8	65.1	9.5	52.2	55.6		59.5	67.0	63.1	57.4
	2019	*	55.6	62.4	62.9	16.0	47.0	53.7		59.6	64.8	61.9	59.2
	2021	*	0.0	27.6	28.3	11.1	23.8	23.0		27.4	25.8	26.7	42.8
Tests Taken	**2018**	3	13	358	304	21	251	306		195	182	377	10,192
	2019	1	18	412	345	25	247	339		235	196	431	9,591
	2021	1	10	362	304	18	298	348		197	178	375	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**	*	23.1	20.4	22.0	4.8	10.8	12.1		20.0	22.0	21.0	18.6
	2019	*	5.6	17.7	16.2	4.0	8.1	10.3		19.6	14.3	17.2	22.3
	2021	*	0.0	5.2	5.3	0.0	4.0	3.7		5.6	4.5	5.1	14.0
Tests Taken	**2018**	3	13	358	304	21	251	306		195	182	377	10,192
	2019	1	18	412	345	25	247	339		235	196	431	9,591
	2021	1	10	362	304	18	298	348		197	178	375	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	61.6	63.6	66.0	64.8	65.4
2019	59.2	57.9	68.1	61.6	67.7
2021	45.1	42.8	53.3	53.1	56.3

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**	*	82.4	89.7	90.0	56.0	82.1	85.6		88.6	90.0	89.4	93.4
	2019	*	94.1	90.2	92.8	52.9	85.7	87.2		89.4	91.8	90.6	93.8
	2021	*	80.0	79.9	80.4	62.5	74.9	74.9		84.9	75.8	80.1	84.7
Tests Taken	**2018**	2	17	448	411	25	224	341		211	259	470	9,468
	2019	4	17	328	276	17	210	250		180	171	351	9,416
	2021	3	15	323	281	16	223	263		159	182	341	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**	*	3	46	41	11	40	49		24	26	50	624
	2019	*	1	32	20	8	30	32		19	14	33	582
	2021	*	3	65	55	6	56	66		24	44	68	1,373
Tests Taken	**2018**	2	17	448	411	25	224	341		211	259	470	9,468
	2019	4	17	328	276	17	210	250		180	171	351	9,416
	2021	3	15	323	281	16	223	263		159	182	341	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**	*	52.9	66.5	67.6	24.0	48.2	54.5		69.2	63.7	66.2	72.3
	2019	*	82.4	68.9	71.7	29.4	58.6	61.6		73.9	64.9	69.5	73.7
	2021	*	40.0	41.2	39.9	31.3	32.3	31.9		54.1	29.7	41.1	56.7
Tests Taken	**2018**	2	17	448	411	25	224	341		211	259	470	9,468
	2019	4	17	328	276	17	210	250		180	171	351	9,416
	2021	3	15	323	281	16	223	263		159	182	341	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**	*	35.3	29.7	32.1	0.0	12.1	15.5		32.2	28.6	30.2	38.6
	2019	*	41.2	33.2	33.3	11.8	18.6	23.6		39.4	28.7	34.2	41.6
	2021	*	13.3	19.8	18.9	18.8	14.3	14.1		25.8	13.7	19.4	30.7
Tests Taken	**2018**	2	17	448	411	25	224	341		211	259	470	9,468
	2019	4	17	328	276	17	210	250		180	171	351	9,416
	2021	3	15	323	281	16	223	263		159	182	341	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	67.3	68.8	62.4	70.1
2019	70.5	64.5	63.4	68.4
2021	57.1	62.4	53.6	58.6

TELPAS — Texas English Language Proficiency Assessment System

PERFORMANCE IN 2021

Grade 2020-21 (N Rated)	Domain: 2021 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
9 (226)	Beginning	28	14.9	90	47.9	23	16.3	41	22.5	15	14.9
	Intermediate	39	20.7	49	26.1	34	24.1	72	39.6	41	40.6
	Advanced	84	44.7	45	23.9	57	40.4	42	23.1	33	32.7
	Advanced High	37	19.7	4	2.1	27	19.1	27	14.8	12	11.9
10 (209)	Beginning	36	22.9	73	46.5	15	11.5	47	30.1	16	20.5
	Intermediate	40	25.5	49	31.2	43	33.1	73	46.8	35	44.9
	Advanced	60	38.2	31	19.7	46	35.4	25	16.0	22	28.2
	Advanced High	21	13.4	4	2.5	26	20.0	11	7.1	5	6.4
11 (128)	Beginning	2	2.0	46	46.5	4	5.5	9	9.2	2	4.5
	Intermediate	27	27.3	28	28.3	18	24.7	56	57.1	21	47.7
	Advanced	45	45.5	22	22.2	21	28.8	23	23.5	18	40.9
	Advanced High	25	25.3	3	3.0	30	41.1	10	10.2	3	6.8
12 (76)	Beginning	2	3.2	23	36.5	0	0.0	7	11.5	0	0.0
	Intermediate	11	17.5	17	27.0	1	4.8	23	37.7	1	14.3
	Advanced	30	47.6	22	34.9	5	23.8	23	37.7	4	57.1
	Advanced High	20	31.7	1	1.6	15	71.4	8	13.1	2	28.6
ALL (639)	Beginning	68	13.4	232	45.8	42	11.5	104	20.9	33	14.3
	Intermediate	117	23.1	143	28.2	96	26.3	224	45.1	98	42.6
	Advanced	219	43.2	120	23.7	129	35.3	113	22.7	77	33.5
	Advanced High	103	20.3	12	2.4	98	26.8	56	11.3	22	9.6

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years — N (%) Progressed	2021 Level	2020 Level Beg	Int	Adv	Adv High
24 — **2 (8.3%)**	Beginning	0			
	Intermediate	0	5		
	Advanced	0	1	3	
	Advanced High	0	0	1	
0 — **0 (0.0%)**	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
2 — **0 (0.0%)**	Beginning	0			
	Intermediate	0	1		
	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	
27 — **2 (7.4%)**	Beginning	0			
	Intermediate	0	6		
	Advanced	0	1	3	
	Advanced High	0	0	1	

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

Test	Subtest	Year	Percent Tested %	Dist %	All Students N	Mean	% at BMRK	African American N	Mean	% at BMRK	Hispanic N	Mean	% at BMRK	White N	Mean	% at BMRK*	District N	Mean	% at BMRK
SAT	Reading & Writing	**2018-19**	85.4	87.2	286	434	25.5	11	423	18.2	272	434	25.7	1	*	*	7,714	463	39.1
		2019-20	78.8	84.7	267	438	26.2	10	424	20.0	255	438	26.3	1	*	*	7,424	466	39.8
		2020-21	78.7	79.7	270	427	22.6	11	438	36.4	256	426	21.9	2	*	*	7,006	457	35.9
	Mathematics	**2018-19**	85.4	87.2	286	427	7.7	11	386	0.0	272	428	8.1	1	*	*	7,714	461	19.7
		2019-20	78.8	84.7	267	431	10.9	10	423	10.0	255	432	11.0	1	*	*	7,424	461	21.7
		2020-21	78.7	79.7	270	429	5.2	11	422	0.0	256	429	5.5	2	*	*	7,006	456	20.4
ACT	English	**2018-19**	77.0	82.5	258	12	10.1	10	13	20.0	245	12	9.8	1	*	*	7,297	15	27.0
		2019-20	66.4	81.3	225	13	12.4	8	14	12.5	214	13	12.6	2	*	*	7,122	15	28.9
		2020-21	21.9	57.2	75	13	17.3	2	*	*	73	13	17.8				5,030	14	24.1
	Mathematics	**2018-19**	77.0	82.5	258	16	6.2	10	15	0.0	245	16	6.5	1	*	*	7,297	18	19.2
		2019-20	66.4	81.3	225	16	4.0	8	17	0.0	214	16	4.2	2	*	*	7,122	17	14.3
		2020-21	21.9	57.2	75	16	4.0	2	*	*	73	16	4.1				5,030	17	13.6
	Reading	**2018-19**	77.0	82.5	258	15	8.9	10	17	10.0	245	15	9.0	1	*	*	7,297	17	21.0
		2019-20	66.4	81.3	225	15	8.9	8	17	37.5	214	15	7.9	2	*	*	7,122	16	18.6
		2020-21	21.9	57.2	75	15	12.0	2	*	*	73	15	11.0				5,030	16	16.0
	Science	**2018-19**	77.0	82.5	258	16	3.9	10	15	0.0	245	16	4.1	1	*	*	7,297	17	14.5
		2019-20	66.4	81.3	225	15	3.6	8	18	12.5	214	15	3.3	2	*	*	7,122	17	13.9
		2020-21	21.9	57.2	75	16	1.3	2	*	*	73	16	1.4				5,030	17	12.8
	Composite	**2018-19**	77.0	82.5	258	15	–	10	15	–	245	15	–	1	*	–	7,297	17	–
		2019-20	66.4	81.3	225	15	–	8	16	–	214	15	–	2	*	–	7,122	16	–
		2020-21	21.9	57.2	75	15	–	2	*	–	73	15	–			–	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 N	All Mean	All % at BMRK	AfrAm N	AfrAm Mean	AfrAm % at BMRK	Hisp N	Hisp Mean	Hisp % at BMRK	White N	White Mean	White % at BMRK	Other N	Other Mean	Other % at BMRK	District N	District Mean	District % at BMRK
9	Reading & Writing	2018	40	420	55.0	1	*	*	39	421	56.4	0			0			2,063	473	74.2
		2019	66	387	31.8	2	*	*	63	389	33.3	1	*	*	0			2,013	463	69.8
		2020	3	*	*	0			3	*	*	0			0			192	393	38.5
	Mathematics	2018	40	445	52.5	1	*	*	39	445	53.8	0			0			2,063	477	64.0
		2019	66	405	25.8	2	*	*	63	404	25.4	1	*	*	0			2,013	460	62.6
		2020	3	*	*	0			3	*	*	0			0			192	407	22.4
10	Reading & Writing	2018	382	387	30.1	12	393	25.0	366	387	30.1	3	*	*	0			8,620	418	41.8
		2019	387	382	20.4	16	351	6.3	367	383	21.0	3	*	*	0			8,689	414	38.2
		2020	133	368	17.3	2	*	*	131	369	17.6	0			0			4,749	422	42.8
	Mathematics	2018	382	398	13.9	12	384	8.3	366	399	13.9	3	*	*	0			8,620	426	25.3
		2019	387	405	7.5	16	381	0.0	367	406	7.6	3	*	*	0			8,689	426	20.7
		2020	133	380	7.5	2	*	*	131	381	7.6	0			0			4,749	425	22.7
11	Reading & Writing	2018	226	397	21.7	6	430	33.3	219	396	21.5	1	*	*	0			1,921	501	64.3
		2019	218	391	17.0	4	*	*	212	391	17.5	2	*	*	0			2,726	482	56.3
		2020	11	415	36.4	0			10	419	40.0	1	*	*	0			1,091	521	68.1
	Mathematics	2018	226	407	5.3	6	417	0.0	219	407	5.5	1	*	*	0			1,921	497	42.6
		2019	218	406	1.4	4	*	*	212	406	1.4	2	*	*	0			2,726	473	32.8
		2020	11	435	9.1	0			10	438	10.0	1	*	*	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

ALL EXAMS

| 325 | 15,450 | **1.5** | 2.0 | **42** | **12.9** | 27.9 |

Computer Science Principles

| 15 | 163 | **1.0** | 2.5 | **0** | **0.0** | 46.6 |

Environmental Science

| 1 | 742 | * | 1.8 | * | * | 21.7 |

Physics 1

| 12 | 561 | **1.0** | 1.6 | **0** | **0.0** | 16.6 |

Spanish Literature and Culture

| 20 | 129 | **2.4** | 2.6 | **10** | **50.0** | 55.8 |

World History

| 24 | 1,214 | **1.0** | 1.9 | **0** | **0.0** | 23.6 |

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

Biology

| 8 | 653 | **1.1** | 1.9 | **0** | **0.0** | 24.2 |

English Language and Composition

| 25 | 1,627 | **1.2** | 1.9 | **0** | **0.0** | 23.4 |

Human Geography

| 5 | 1,577 | * | 1.7 | * | * | 21.4 |

Psychology

| 1 | 331 | * | 2.0 | * | * | 29.6 |

United States Government and Politics

| 32 | 883 | **1.3** | 1.6 | **1** | **3.1** | 18.3 |

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

Calculus AB

| 3 | 642 | * | 2.3 | * | * | 35.0 |

English Literature and Composition

| 98 | 1,683 | **1.2** | 1.5 | **0** | **0.0** | 9.3 |

Macroeconomics

| 27 | 714 | **1.0** | 1.6 | **0** | **0.0** | 16.7 |

Spanish Language and Culture

| 45 | 860 | **3.0** | 3.4 | **31** | **68.9** | 75.9 |

United States History

| 9 | 1,673 | **1.0** | 1.6 | **0** | **0.0** | 18.9 |