DALLAS
INDEPENDENT SCHOOL DISTRICT

DATA PACKET 2021-22

SCHOOL NUMBER 2

W.H. ADAMSON HIGH SCHOOL

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

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	381
10	401
11	364
12	337
ALL	1,483

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	47	3.2	28	28.0
American Indian/Alaska Native	4	0.3	*	*
Asian/Hawaiian/Pacific Islander	2	0.1	*	*
Hispanic	1,405	94.7	28	28.0
White	12	0.8	31	31.0
Multiple	13	0.9	6	6.0
Other* (teachers only)	—	—	7	7.0
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	1,127	76.0
Economically disadvantaged	1,435	96.8
Limited English proficient (LEP)	845	57.0
Special education	129	8.7
Talented and Gifted (TAG)	206	13.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	500	15	3.0	0	0.0	0	0.0	481	96.2	3	0.6	1	0.2
	2020	509	25	4.9	3	0.6	1	0.2	468	91.9	6	1.2	6	1.2
	2021	381	14	3.7	2	0.5	1	0.3	354	92.9	5	1.3	5	1.3
10	2019	391	16	4.1	1	0.3	0	0.0	369	94.4	3	0.8	2	0.5
	2020	420	11	2.6	0	0.0	0	0.0	406	96.7	3	0.7	0	0.0
	2021	401	14	3.5	1	0.2	1	0.2	377	94.0	2	0.5	6	1.5
11	2019	320	12	3.8	0	0.0	2	0.6	305	95.3	0	0.0	1	0.3
	2020	322	14	4.3	0	0.0	0	0.0	305	94.7	2	0.6	1	0.3
	2021	364	7	1.9	1	0.3	0	0.0	352	96.7	3	0.8	1	0.3
12	2019	357	17	4.8	0	0.0	0	0.0	335	93.8	2	0.6	3	0.8
	2020	309	8	2.6	0	0.0	1	0.3	298	96.4	1	0.3	1	0.3
	2021	337	12	3.6	0	0.0	0	0.0	322	95.5	2	0.6	1	0.3
9-12	2019	1,568	60	3.8	1	0.1	2	0.1	1,490	95.0	8	0.5	7	0.4
	2020	1,560	58	3.7	3	0.2	2	0.1	1,477	94.7	12	0.8	8	0.5
	2021	1,483	47	3.2	4	0.3	2	0.1	1,405	94.7	12	0.8	13	0.9

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	500	468	93.6	289	57.8	41	8.2	379	75.8	51	10.2	135	27.0	51.6	48.4	5.6
	2020	509	491	96.5	306	60.1	48	9.4	389	76.4	59	11.6	144	28.3	54.0	46.0	6.3
	2021	381	376	98.7	252	66.1	29	7.6	312	81.9	52	13.6	95	24.9	53.3	46.7	1.6
10	2019	391	366	93.6	170	43.5	30	7.7	253	64.7	38	9.7	7	1.8	50.4	49.6	2.8
	2020	420	397	94.5	246	58.6	34	8.1	328	78.1	50	11.9	10	2.4	50.7	49.3	5.2
	2021	401	387	96.5	241	60.1	40	10.0	310	77.3	61	15.2	2	0.5	55.1	44.9	0.2
11	2019	320	301	94.1	89	27.8	17	5.3	162	50.6	40	12.5	14	4.4	52.5	47.5	1.3
	2020	322	306	95.0	132	41.0	24	7.5	250	77.6	32	9.9	11	3.4	50.9	49.1	0.3
	2021	364	347	95.3	213	58.5	28	7.7	266	73.1	52	14.3	4	1.1	47.3	52.7	0.3
12	2019	357	331	92.7	86	24.1	26	7.3	187	52.4	38	10.6	5	1.4	53.2	46.8	0.6
	2020	309	291	94.2	89	28.8	18	5.8	227	73.5	41	13.3	7	2.3	51.1	48.9	1.0
	2021	337	325	96.4	139	41.2	32	9.5	239	70.9	41	12.2	1	0.3	48.7	51.3	2.7
9-12	2019	1,568	1,466	93.5	634	40.4	114	7.3	981	62.6	167	10.7	161	10.3	51.8	48.2	2.9
	2020	1,560	1,485	95.2	773	49.6	124	7.9	1,194	76.5	182	11.7	172	11.0	51.9	48.1	3.7
	2021	1,483	1,435	96.8	845	57.0	129	8.7	1,127	76.0	206	13.9	102	6.9	51.2	48.8	1.1

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	506	13,484	462	91.3	12,437	92.2	28	5.5	11.5	370	8,723	73.2	64.7
	2020	521	13,875	481	92.3	12,839	92.5	23	4.4	9.0	434	10,020	83.3	72.2
	2021	379	13,245	350	92.3	12,348	93.2	8	2.1	4.2	278	8,679	73.3	65.5
10	2019	395	12,020	364	92.2	11,175	93.0	21	5.3	7.3	314	7,845	79.4	65.3
	2020	431	12,465	398	92.4	11,629	93.3	8	1.9	5.4	371	8,835	86.1	70.9
	2021	419	12,994	381	90.9	12,138	93.4	8	1.9	3.0	291	8,671	69.4	66.7
11	2019	330	10,324	305	92.3	9,693	93.9	11	3.3	4.8	259	7,071	78.4	68.5
	2020	336	10,440	315	93.9	9,830	94.2	11	3.3	4.1	302	7,647	90.0	73.2
	2021	377	11,173	344	91.1	10,467	93.7	9	2.4	2.5	266	7,138	70.5	63.9
12	2019	361	10,368	334	92.3	9,771	94.2	6	1.7	3.3	280	7,151	77.5	69.0
	2020	321	10,322	300	93.6	9,699	94.0	5	1.6	3.4	284	7,820	88.5	75.8
	2021	352	10,428	320	91.0	9,883	94.8	10	2.8	2.2	237	7,101	67.4	68.1
9-12	2019	1,592	46,196	1,464	92.0	43,077	93.2	66	4.1	7.1	1,223	30,790	76.8	66.7
	2020	1,609	47,101	1,495	92.9	43,997	93.4	47	2.9	5.8	1,391	34,322	86.5	72.9
	2021	1,528	47,841	1,395	91.3	44,835	93.7	35	2.3	3.1	1,072	31,589	70.2	66.0

Teachers: 100

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	28	28.0
Hispanic	28	28.0
White	31	31.0
Multiple	6	6.0
Other	7	7.0

Gender	Number	Percentage
Female	57	57.0
Male	43	43.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	7.3	82.4
2019-20	6.9	80.0
2020-21	6.7	81.0

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	6	6.0
1	10	10.0
2	10	10.0
3	9	9.0
4	11	11.0
5	9	9.0
1-3	29	29.0
More than 3	65	65.0
1 - 5	49	49.0
6 - 10	19	19.0
11 - 20	22	22.0
More than 20	4	4.0

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**	*	50.0	63.9	67.0	17.2	48.2	52.2	*	53.8	73.1	63.3	62.1
	2019	*	57.1	64.8	64.2	18.8	56.3	56.7		60.8	68.5	64.7	65.6
	2021	50.0	57.1	62.3	61.6	38.9	58.5	57.0		61.6	61.9	61.8	58.9
Tests Taken	**2018**	2	16	360	306	29	166	276	1	195	186	381	9,912
	2019	3	14	449	439	32	277	344		232	235	467	10,554
	2021	6	7	332	349	18	246	293		185	168	353	9,858
ENGLISH II	**2018**	*	80.0	71.9	73.4	5.6	39.4	60.4		69.4	74.5	71.8	67.0
	2019	*	60.0	67.8	66.9	13.8	51.2	53.9		60.5	74.7	67.4	69.3
	2021	*	50.0	65.1	64.3	15.4	58.6	57.6		60.5	70.8	65.1	63.2
Tests Taken	**2018**	1	10	324	278	18	109	225		180	157	337	10,011
	2019	2	15	366	363	29	170	254		200	186	386	9,584
	2021	2	12	372	378	26	244	309		215	178	393	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**	*	8	130	101	24	86	132	*	90	50	140	3,752
		2019	*	6	158	157	26	121	149		91	74	165	3,633
		2021	3	3	125	134	11	102	126		71	64	135	4,055
	Tests Taken	**2018**	2	16	360	306	29	166	276	1	195	186	381	9,912
		2019	3	14	449	439	32	277	344		232	235	467	10,554
		2021	6	7	332	349	18	246	293		185	168	353	9,858
ENGLISH II		**2018**	*	2	91	74	17	66	89		55	40	95	3,300
		2019	*	6	118	120	25	83	117		79	47	126	2,941
		2021	*	6	130	135	22	101	131		85	52	137	3,575
	Tests Taken	**2018**	1	10	324	278	18	109	225		180	157	337	10,011
		2019	2	15	366	363	29	170	254		200	186	386	9,584
		2021	2	12	372	378	26	244	309		215	178	393	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**	*	37.5	42.8	45.8	10.3	25.9	28.6	*	34.4	51.6	42.8	43.9
		2019	*	42.9	43.2	42.8	3.1	32.5	32.6		39.2	47.2	43.3	51.0
		2021	33.3	28.6	36.4	36.7	5.6	34.1	32.1		37.3	35.7	36.5	40.8
	Tests Taken	**2018**	2	16	360	306	29	166	276	1	195	186	381	9,912
		2019	3	14	449	439	32	277	344		232	235	467	10,554
		2021	6	7	332	349	18	246	293		185	168	353	9,858
ENGLISH II		**2018**	*	60.0	53.1	53.2	0.0	20.2	37.8		50.6	56.1	53.1	50.0
		2019	*	40.0	44.3	43.8	3.4	27.6	28.7		33.0	56.5	44.3	51.5
		2021	*	41.7	43.8	42.6	7.7	32.8	33.7		40.9	47.2	43.8	47.3
	Tests Taken	**2018**	1	10	324	278	18	109	225		180	157	337	10,011
		2019	2	15	366	363	29	170	254		200	186	386	9,584
		2021	2	12	372	378	26	244	309		215	178	393	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**	*	6.3	3.1	3.3	0.0	0.6	1.1	*	2.6	3.8	3.1	5.0
	2019	*	0.0	3.1	3.2	0.0	0.7	0.6		3.0	3.0	3.0	10.1
	2021	0.0	0.0	2.7	2.6	0.0	2.0	1.7		1.6	3.6	2.5	6.3
Tests Taken	**2018**	2	16	360	306	29	166	276	1	195	186	381	9,912
	2019	3	14	449	439	32	277	344		232	235	467	10,554
	2021	6	7	332	349	18	246	293		185	168	353	9,858
ENGLISH II	**2018**	*	0.0	2.5	1.4	0.0	0.0	0.0		3.3	1.3	2.4	7.0
	2019	*	6.7	0.3	0.6	0.0	0.0	0.0		0.0	1.1	0.5	6.0
	2021	*	0.0	3.2	3.4	0.0	0.8	1.6		2.3	4.5	3.3	6.0
Tests Taken	**2018**	1	10	324	278	18	109	225		180	157	337	10,011
	2019	2	15	366	363	29	170	254		200	186	386	9,584
	2021	2	12	372	378	26	244	309		215	178	393	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	72.0	67.4	65.4	3.9	64.2	65.6
2019	58.4	64.9	68.7	4.0	66.4	63.4
2021	58.4	59.6	58.2	3.7	66.1	69.3

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	67.6	66.1	70.8	4.4	70.9	67.1
2019	61.6	65.4	74.5	4.0	64.9	68.5
2021	66.3	61.9	58.2	4.3	70.4	64.5

[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	89.9	90.1	71.4	89.4	88.8	*	88.4	92.6	90.4	87.5
	2019	*	78.6	89.4	88.8	62.5	90.1	87.3		86.5	91.5	89.0	88.9
	2021	*	60.0	75.2	75.0	68.4	76.8	73.7		66.9	83.3	74.9	69.4
Tests Taken	**2018**	2	14	318	273	28	161	291	1	172	163	335	10,244
	2019	1	14	358	349	32	232	291		185	189	374	10,243
	2021	5	10	262	280	19	203	247		145	138	283	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	32	27	8	17	29	*	20	12	32	1,278
	2019	*	3	38	39	12	23	37		25	16	41	1,134
	2021	*	4	65	70	6	47	65		48	23	71	3,441
Tests Taken	**2018**	2	14	318	273	28	161	291	1	172	163	335	10,244
	2019	1	14	358	349	32	232	291		185	189	374	10,243
	2021	5	10	262	280	19	203	247		145	138	283	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**	*	50.0	61.0	63.0	25.0	48.4	55.0	*	53.5	68.1	60.6	61.8
	2019	*	50.0	59.5	59.0	34.4	60.8	54.0		55.7	63.0	59.4	68.9
	2021	*	10.0	30.9	30.4	15.8	32.5	29.1		26.2	34.8	30.4	32.4
Tests Taken	**2018**	2	14	318	273	28	161	258	1	172	163	335	10,244
	2019	1	14	358	349	32	232	291		185	189	374	10,243
	2021	5	10	262	280	19	203	247		145	138	283	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**	*	7.1	32.7	35.2	14.3	22.4	25.2	*	27.3	36.2	31.6	35.8
	2019	*	35.7	34.1	33.2	9.4	33.6	28.9		30.8	37.0	34.0	45.1
	2021	*	0.0	12.2	12.5	0.0	14.8	13.0		11.0	13.8	12.4	15.8
Tests Taken	**2018**	2	14	318	273	28	161	258	1	172	163	335	10,244
	2019	1	14	358	349	32	232	291		185	189	374	10,243
	2021	5	10	262	280	19	203	247		145	138	283	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	56.6	65.6	65.3	67.8	64.6
2019	60.6	61.6	66.4	63.2	70.8
2021	47.6	48.7	51.7	52.8	55.6

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**	*	81.3	86.8	89.5	46.7	78.3	83.5		84.3	89.1	86.7	87.9
	2019	*	85.7	86.0	86.3	53.1	82.4	83.8		84.6	87.4	86.1	87.1
	2021	*	83.3	84.2	84.3	57.1	82.0	82.1		81.8	86.9	84.2	78.3
Tests Taken	**2018**	2	16	371	314	30	175	278		198	193	391	10,192
	2019	2	14	442	430	32	267	333		228	231	459	9,591
	2021	5	12	335	357	21	244	296		192	168	360	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**	*	3	49	33	16	38	46		31	21	52	1,234
	2019	*	2	62	59	15	47	54		35	29	64	1,240
	2021	*	2	53	56	9	44	53		35	22	57	2,162
Tests Taken	**2018**	2	16	371	314	30	175	278		198	193	391	10,192
	2019	2	14	442	430	32	267	333		228	231	459	9,591
	2021	5	12	335	357	21	244	296		192	168	360	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**	*	56.3	51.8	55.1	13.3	40.0	41.7		54.5	50.3	52.4	57.4
	2019	*	21.4	49.5	48.6	12.5	40.4	36.9		50.0	47.2	48.6	59.2
	2021	*	33.3	37.6	37.5	14.3	34.4	32.4		38.0	36.9	37.5	42.8
Tests Taken	**2018**	2	16	371	314	30	175	278		198	193	391	10,192
	2019	2	14	442	430	32	267	333		228	231	459	9,591
	2021	5	12	335	357	21	244	296		192	168	360	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**	*	12.5	14.3	15.3	0.0	8.0	6.8		18.2	10.9	14.6	18.6
		2019	*	14.3	14.7	14.7	0.0	10.1	8.4		15.4	13.9	14.6	22.3
		2021	*	8.3	6.0	5.9	4.8	5.7	5.1		7.3	4.2	5.8	14.0
	Tests Taken	**2018**	2	16	371	314	30	175	278		198	193	391	10,192
		2019	2	14	442	430	32	267	333		228	231	459	9,591
		2021	5	12	335	357	21	244	296		192	168	360	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	57.8	60.7	62.1	64.0	61.2
2019	57.3	53.8	63.1	57.2	61.2
2021	51.6	46.1	57.6	59.1	61.3

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**		88.2	94.6	93.9	63.6	86.0	91.8		95.4	93.0	94.4	93.4
	2019	*	86.7	95.3	94.7	66.7	88.1	89.4		94.2	95.0	94.6	93.8
	2021	*	85.7	86.5	86.1	50.0	84.8	83.5		89.2	83.4	86.5	84.7
Tests Taken	**2018**		17	336	309	22	93	243		197	158	355	9,468
	2019	1	15	425	416	15	134	218		224	221	445	9,416
	2021	5	7	371	374	30	230	303		204	181	385	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**		2	18	19	8	13	20		9	11	20	624
	2019	*	2	20	22	5	16	23		13	11	24	582
	2021	*	1	50	52	15	35	50		22	30	52	1,373
Tests Taken	**2018**		17	336	309	22	93	243		197	158	355	9,468
	2019	1	15	425	416	15	134	218		224	221	445	9,416
	2021	5	7	371	374	30	230	303		204	181	385	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**		58.8	69.6	67.3	31.8	47.3	57.6		75.1	62.0	69.3	72.3
	2019	*	66.7	72.7	72.1	40.0	55.2	58.7		79.5	64.7	72.1	73.7
	2021	*	42.9	46.1	45.7	30.0	40.0	38.6		53.9	37.0	46.0	56.7
Tests Taken	**2018**		17	336	309	22	93	243		197	158	355	9,468
	2019	1	15	425	416	15	134	218		224	221	445	9,416
	2021	5	7	371	374	30	230	303		204	181	385	8,945

State of Texas Assessment of Academic Readiness End-Of-Course: SOCIAL STUDIES

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**		23.5	30.1	29.1	13.6	11.8	15.6		34.0	25.3	30.1	38.6
	2019	*	20.0	38.8	37.5	6.7	22.4	26.1		47.8	27.6	37.8	41.6
	2021	*	28.6	17.3	18.2	13.3	12.2	11.2		22.1	13.3	17.9	30.7
Tests Taken	**2018**		17	336	309	22	93	243		197	158	355	9,468
	2019	1	15	425	416	15	134	218		224	221	445	9,416
	2021	5	7	371	374	30	230	303		204	181	385	8,945

W.H. ADAMSON HIGH SCHOOL (2)

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	68.8	68.9	63.1	71.6
2019	71.5	69.1	66.3	71.4
2021	58.6	66.3	55.1	60.9

PERFORMANCE IN 2021

Grade 2020-21 (N Rated)	Domain: 2021 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (204)	Beginning	9	4.8	71	37.8	0	0.0	15	8.0	2	2.9
	Intermediate	40	21.3	70	37.2	11	13.1	43	22.9	27	39.7
	Advanced	88	46.8	42	22.3	37	44.0	64	34.0	27	39.7
	Advanced High	51	27.1	5	2.7	36	42.9	66	35.1	12	17.6
10 (201)	Beginning	7	3.8	85	45.9	0	0.0	12	6.5	3	2.8
	Intermediate	41	22.2	57	30.8	18	14.8	61	32.8	44	41.5
	Advanced	94	50.8	39	21.1	43	35.2	65	34.9	42	39.6
	Advanced High	43	23.2	4	2.2	61	50.0	48	25.8	17	16.0
11 (151)	Beginning	4	3.7	55	51.4	0	0.0	6	5.6	1	1.8
	Intermediate	22	20.6	25	23.4	6	5.9	45	42.1	23	40.4
	Advanced	58	54.2	24	22.4	26	25.7	31	29.0	22	38.6
	Advanced High	23	21.5	3	2.8	69	68.3	25	23.4	11	19.3
12 (101)	Beginning	1	1.2	40	47.6	1	1.9	5	5.9	0	0.0
	Intermediate	11	13.1	22	26.2	4	7.7	27	31.8	24	66.7
	Advanced	47	56.0	20	23.8	19	36.5	30	35.3	8	22.2
	Advanced High	25	29.8	2	2.4	28	53.8	23	27.1	4	11.1
ALL (657)	Beginning	21	3.7	251	44.5	1	0.3	38	6.7	6	2.2
	Intermediate	114	20.2	174	30.9	39	10.9	176	31.1	118	44.2
	Advanced	287	50.9	125	22.2	125	34.8	190	33.6	99	37.1
	Advanced High	142	25.2	14	2.5	194	54.0	162	28.6	44	16.5

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years N (%) Progressed	2021 Level	2020 Level Beg	Int	Adv	Adv High
50	Beginning	0			
	Intermediate	0		3	
3 (6.0%)	Advanced	0	1		7
	Advanced High	0	0		2
177	Beginning	2			
	Intermediate	1		32	
24 (13.6%)	Advanced	0	11		23
	Advanced High	0	3		9
144	Beginning	1			
	Intermediate	0		16	
16 (11.1%)	Advanced	0	6		8
	Advanced High	0	2		8
76	Beginning	0			
	Intermediate	0		17	
5 (6.6%)	Advanced	0	2		4
	Advanced High	0	1		2
447	Beginning	3			
	Intermediate	1		68	
48 (10.7%)	Advanced	0	20		42
	Advanced High	0	6		21

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**	78.2	87.2	279	438	28.0	14	450	21.4	262	437	27.9				7,714	463	39.1
		2019-20	86.1	84.7	266	446	34.2	7	469	42.9	257	447	34.2	1	*	*	7,424	466	39.8
		2020-21	71.2	79.7	240	432	25.0	9	424	22.2	229	432	24.9	1	*	*	7,006	457	35.9
	Mathematics	**2018-19**	78.2	87.2	279	442	6.8	14	432	7.1	262	442	6.5				7,714	461	19.7
		2019-20	86.1	84.7	266	452	14.7	7	419	0.0	257	454	15.2	1	*	*	7,424	461	21.7
		2020-21	71.2	79.7	240	441	8.8	9	404	0.0	229	442	8.7	1	*	*	7,006	456	20.4
ACT	English	**2018-19**	66.4	82.5	237	13	16.5	13	12	15.4	221	13	16.7				7,297	15	27.0
		2019-20	78.6	81.3	243	14	18.1	6	16	33.3	236	14	17.8				7,122	15	28.9
		2020-21	71.5	57.2	241	13	11.6	9	13	11.1	230	13	11.7	1	*	*	5,030	14	24.1
	Mathematics	**2018-19**	66.4	82.5	237	17	10.5	13	15	7.7	221	17	10.4				7,297	18	19.2
		2019-20	78.6	81.3	243	17	7.0	6	15	0.0	236	17	7.2				7,122	17	14.3
		2020-21	71.5	57.2	241	16	4.1	9	15	0.0	230	16	4.3	1	*	*	5,030	17	13.6
	Reading	**2018-19**	66.4	82.5	237	16	10.5	13	15	7.7	221	16	10.0				7,297	17	21.0
		2019-20	78.6	81.3	243	16	11.5	6	16	0.0	236	16	11.9				7,122	16	18.6
		2020-21	71.5	57.2	241	14	5.4	9	16	22.2	230	14	4.8	1	*	*	5,030	16	16.0
	Science	**2018-19**	66.4	82.5	237	16	6.3	13	15	0.0	221	16	6.8				7,297	17	14.5
		2019-20	78.6	81.3	243	16	6.2	6	14	0.0	236	16	6.4				7,122	17	13.9
		2020-21	71.5	57.2	241	15	3.7	9	15	0.0	230	15	3.9	1	*	*	5,030	17	12.8
	Composite	**2018-19**	66.4	82.5	237	16	–	13	15	–	221	16	–			–	7,297	17	–
		2019-20	78.6	81.3	243	16	–	6	15	–	236	16	–			–	7,122	16	–
		2020-21	71.5	57.2	241	15	–	9	15	–	230	15	–	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**	16	444	75.0	0			16	444	75.0	0			0			2,063	473	74.2
		2019	28	451	75.0	1	*	*	27	449	74.1	0			0			2,013	463	69.8
		2020	1	*	*	1	*	*	0			0			0			192	393	38.5
	Mathematics	**2018**	16	464	56.3	0			16	464	56.3	0			0			2,063	477	64.0
		2019	28	462	64.3	1	*	*	27	462	63.0	0			0			2,013	460	62.6
		2020	1	*	*	1	*	*	0			0			0			192	407	22.4
10	Reading & Writing	**2018**	305	396	32.8	12	382	33.3	288	396	32.6	3	*	*	1	*	*	8,620	418	41.8
		2019	337	388	27.9	10	378	10.0	325	388	28.0	2	*	*	0			8,689	414	38.2
		2020	196	398	30.6	3	*	*	189	399	30.7	0			2	*	*	4,749	422	42.8
	Mathematics	**2018**	305	414	17.4	12	373	8.3	288	416	17.7	3	*	*	1	*	*	8,620	426	25.3
		2019	337	406	11.3	10	390	0.0	325	406	11.7	2	*	*	0			8,689	426	20.7
		2020	196	409	11.7	3	*	*	189	410	12.2	0			2	*	*	4,749	425	22.7

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

School	Dist	School	Dist	School	%	Dist
612	15,450	**1.3**	2.0	**45**	**7.4**	27.9

Chemistry

17	246	**1.1**	1.9	**0**	**0.0**	24.4

Environmental Science

116	742	**1.1**	1.8	**1**	**0.9**	21.7

Seminar

6	168	**2.0**	3.0	**3**	**50.0**	78.0

United States History

122	1,673	**1.0**	1.6	**1**	**0.8**	18.9

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

Biology

15	653	**1.2**	1.9	**0**	**0.0**	24.2

English Language and Composition

55	1,627	**1.3**	1.9	**2**	**3.6**	23.4

Human Geography

143	1,577	**1.1**	1.7	**5**	**3.5**	21.4

Spanish Language and Culture

37	860	**2.9**	3.4	**27**	**73.0**	75.9

World History

7	1,214	**1.4**	1.9	**1**	**14.3**	23.6

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

Calculus AB

4	642	*	2.3	*	*	35.0

English Literature and Composition

78	1,683	**1.1**	1.5	**0**	**0.0**	9.3

Music Theory

2	61	*	2.6	*	*	47.5

Spanish Literature and Culture

10	129	**2.6**	2.6	**5**	**50.0**	55.8