



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
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AUGUST 25, 2021

SCHOOL
NUMBER 22

WOODROW WILSON HIGH SCHOOL



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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 school year (through July) at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT’s college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.
- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.
- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.
- AP scores range from 1 to 5. A 3 is a “qualifying score”. Scores from May administrations only. New statistics using June scores will be created after scores are available.

STUDENT ENROLLMENT

Grade	Enrollment
9	440
10	485
11	499
12	436
ALL	1,860

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	119	6.4	13	10.1
American Indian/Alaska Native	5	0.3	*	*
Asian/Hawaiian/Pacific Islander	19	1.0	*	*
Hispanic	1,131	60.8	29	22.5
White	515	27.7	78	60.5
Multiple	71	3.8	2	1.6
Other* (teachers only)	—	—	7	5.4
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	942	50.6
Economically disadvantaged	1,011	54.4
Limited English proficient (LEP)	511	27.5
Special education	191	10.3
Talented and Gifted (TAG)	332	17.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	589	42	7.1	0	0.0	4	0.7	357	60.6	169	28.7	17	2.9
	2020	520	40	7.7	1	0.2	7	1.3	310	59.6	148	28.5	13	2.5
	2021	440	29	6.6	2	0.5	2	0.5	272	61.8	116	26.4	19	4.3
10	2019	468	29	6.2	2	0.4	9	1.9	296	63.2	120	25.6	12	2.6
	2020	539	32	5.9	1	0.2	4	0.7	328	60.9	154	28.6	20	3.7
	2021	485	37	7.6	1	0.2	6	1.2	289	59.6	135	27.8	17	3.5
11	2019	414	29	7.0	1	0.2	4	1.0	245	59.2	123	29.7	12	2.9
	2020	411	25	6.1	0	0.0	7	1.7	253	61.6	111	27.0	15	3.6
	2021	499	29	5.8	1	0.2	3	0.6	301	60.3	146	29.3	19	3.8
12	2019	439	34	7.7	1	0.2	3	0.7	278	63.3	116	26.4	7	1.6
	2020	418	30	7.2	0	0.0	4	1.0	256	61.2	114	27.3	14	3.3
	2021	436	24	5.5	1	0.2	8	1.8	269	61.7	118	27.1	16	3.7
9-12	2019	1,910	134	7.0	4	0.2	20	1.0	1,176	61.6	528	27.6	48	2.5
	2020	1,888	127	6.7	2	0.1	22	1.2	1,147	60.8	527	27.9	62	3.3
	2021	1,860	119	6.4	5	0.3	19	1.0	1,131	60.8	515	27.7	71	3.8

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	589	293	49.7	204	34.6	66	11.2	310	52.6	102	17.3	93	15.8	55.0	45.0	5.4
	2020	520	298	57.3	137	26.3	59	11.3	196	37.7	90	17.3	68	13.1	51.5	48.5	6.2
	2021	440	268	60.9	122	27.7	49	11.1	250	56.8	74	16.8	54	12.3	53.2	46.8	2.0
10	2019	468	229	48.9	143	30.6	39	8.3	220	47.0	73	15.6	26	5.6	47.6	52.4	3.0
	2020	539	282	52.3	165	30.6	58	10.8	225	41.7	102	18.9	27	5.0	54.5	45.5	3.2
	2021	485	271	55.9	126	26.0	48	9.9	256	52.8	90	18.6	16	3.3	51.5	48.5	1.0
11	2019	414	180	43.5	118	28.5	28	6.8	180	43.5	76	18.4	31	7.5	50.0	50.0	1.2
	2020	411	211	51.3	107	26.0	36	8.8	146	35.5	68	16.5	22	5.4	47.2	52.8	0.0
	2021	499	253	50.7	149	29.9	48	9.6	229	45.9	97	19.4	20	4.0	54.5	45.5	0.2
12	2019	439	208	47.4	107	24.4	41	9.3	175	39.9	77	17.5	10	2.3	49.7	50.3	0.9
	2020	418	211	50.5	119	28.5	31	7.4	157	37.6	75	17.9	14	3.3	50.2	49.8	1.0
	2021	436	219	50.2	114	26.1	46	10.6	207	47.5	71	16.3	6	1.4	45.9	54.1	3.2
9-12	2019	1,910	910	47.6	572	29.9	174	9.1	885	46.3	328	17.2	160	8.4	50.9	49.1	2.9
	2020	1,888	1,002	53.1	528	28.0	184	9.7	724	38.3	335	17.7	131	6.9	51.2	48.8	2.8
	2021	1,860	1,011	54.4	511	27.5	191	10.3	942	50.6	332	17.8	96	5.2	51.4	48.6	1.6

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	591	13,484	558	94.4	12,437	92.2	19	3.2	11.5	498	8,723	84.2	64.7
	2020	519	13,875	493	94.9	12,839	92.5	19	3.7	9.0	471	10,020	90.7	72.2
	2021	445	13,245	424	95.2	12,348	93.2	17	3.8	4.2	348	8,679	78.2	65.5
10	2019	474	12,020	446	94.1	11,175	93.0	14	3.0	7.3	411	7,845	86.7	65.3
	2020	549	12,465	520	94.8	11,629	93.3	6	1.1	5.4	509	8,835	92.7	70.9
	2021	487	12,994	467	95.7	12,138	93.4	7	1.4	3.0	405	8,671	83.1	66.7
11	2019	419	10,324	394	94.2	9,693	93.9	7	1.7	4.8	365	7,071	87.2	68.5
	2020	422	10,440	400	95.0	9,830	94.2	12	2.8	4.1	396	7,647	93.9	73.2
	2021	512	11,173	490	95.6	10,467	93.7	9	1.8	2.5	433	7,138	84.5	63.9
12	2019	440	10,368	408	92.8	9,771	94.2	5	1.1	3.3	376	7,151	85.5	69.0
	2020	419	10,322	394	94.0	9,699	94.0	6	1.4	3.4	392	7,820	93.5	75.8
	2021	439	10,428	422	96.0	9,883	94.8	6	1.4	2.2	371	7,101	84.4	68.1
9-12	2019	1,924	46,196	1,806	93.9	43,077	93.2	45	2.3	7.1	1,650	30,790	85.8	66.7
	2020	1,909	47,101	1,808	94.7	43,997	93.4	43	2.3	5.8	1,768	34,322	92.6	72.9
	2021	1,884	47,841	1,802	95.6	44,835	93.7	39	2.1	3.1	1,557	31,589	82.6	66.0

Teachers: 129

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	13	10.1
Hispanic	29	22.5
White	78	60.5
Multiple	2	1.6
Other	7	5.4

Gender	Number	Percentage
Female	67	51.9
Male	62	48.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	6.8	64.3
2019-20	5.0	76.3
2020-21	5.7	80.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	11	8.5
1	9	7.0
2	9	7.0
3	14	10.9
4	8	6.2
5	8	6.2
1-3	32	24.8
More than 3	86	66.7
1 - 5	48	37.2
6 - 10	32	24.8
11 - 20	29	22.5
More than 20	9	7.0

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	94.4	55.6	65.0	63.9	22.9	49.3	53.3		63.9	74.9	69.5	62.1
	2019	94.1	74.3	63.6	62.5	11.8	51.1	57.4		68.0	77.7	72.2	65.6
	2021	95.3	45.8	53.5	50.2	20.5	44.6	43.6		59.5	70.8	64.9	58.9
Tests Taken	2018	71	27	277	241	35	142	240		194	199	393	9,912
	2019	102	35	297	240	51	176	258		253	193	446	10,554
	2021	107	24	271	251	39	121	243		220	202	422	9,858
ENGLISH II	2018	98.3	63.0	76.3	75.7	21.7	66.9	66.1		81.7	85.7	83.8	67.0
	2019	96.8	57.1	78.2	74.6	19.4	65.7	64.1		80.4	82.5	81.5	69.3
	2021	96.6	53.1	66.0	62.7	19.5	50.0	55.3		64.9	80.6	72.5	63.2
Tests Taken	2018	177	27	278	268	23	133	233		235	265	500	10,011
	2019	125	28	289	228	31	143	220		225	246	471	9,584
	2021	88	32	268	252	41	120	237		208	196	404	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	4	12	97	87	27	72	112		70	50	120	3,752
	2019	6	9	108	90	45	86	110		81	43	124	3,633
	2021	5	13	126	125	31	67	137		89	59	148	4,055
Tests Taken	2018	71	27	277	241	35	142	240		194	199	393	9,912
	2019	102	35	297	240	51	176	258		253	193	446	10,554
	2021	107	24	271	251	39	121	243		220	202	422	9,858
ENGLISH II	2018	3	10	66	65	18	44	79		43	38	81	3,300
	2019	4	12	63	58	25	49	79		44	43	87	2,941
	2021	3	15	91	94	33	60	106		73	38	111	3,575
Tests Taken	2018	177	27	278	268	23	133	233		235	265	500	10,011
	2019	125	28	289	228	31	143	220		225	246	471	9,584
	2021	88	32	268	252	41	120	237		208	196	404	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	83.1	29.6	46.2	44.4	5.7	31.7	32.1		43.8	59.8	51.9	43.9
	2019	85.3	54.3	49.5	45.8	7.8	39.2	40.3		54.9	64.2	59.0	51.0
	2021	81.3	20.8	34.3	29.5	12.8	24.0	23.5		42.3	52.0	46.9	40.8
Tests Taken	2018	71	27	277	241	35	142	240		194	199	393	9,912
	2019	102	35	297	240	51	176	258		253	193	446	10,554
	2021	107	24	271	251	39	121	243		220	202	422	9,858
ENGLISH II	2018	94.9	51.9	57.9	59.0	13.0	45.1	44.6		68.1	75.1	71.8	50.0
	2019	95.2	35.7	56.1	50.0	9.7	41.3	38.6		60.4	70.3	65.6	51.5
	2021	92.0	34.4	47.0	43.3	12.2	28.3	34.6		48.6	66.3	57.2	47.3
Tests Taken	2018	177	27	278	268	23	133	233		235	265	500	10,011
	2019	125	28	289	228	31	143	220		225	246	471	9,584
	2021	88	32	268	252	41	120	237		208	196	404	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	31.0	3.7	3.2	3.3	0.0	1.4	0.8		3.6	13.6	8.7	5.0
	2019	37.3	5.7	5.1	2.9	0.0	2.8	1.9		10.3	17.1	13.2	10.1
	2021	22.4	0.0	2.6	2.4	0.0	0.8	0.8		5.9	12.4	9.0	6.3
Tests Taken	2018	71	27	277	241	35	142	240		194	199	393	9,912
	2019	102	35	297	240	51	176	258		253	193	446	10,554
	2021	107	24	271	251	39	121	243		220	202	422	9,858
ENGLISH II	2018	29.4	11.1	7.2	7.8	4.3	0.8	2.1		15.3	17.7	16.6	7.0
	2019	24.0	0.0	4.5	3.1	0.0	2.1	2.3		7.1	13.8	10.6	6.0
	2021	36.4	6.3	3.4	2.4	2.4	0.0	2.1		8.7	15.3	11.9	6.0
Tests Taken	2018	177	27	278	268	23	133	233		235	265	500	10,011
	2019	125	28	289	228	31	143	220		225	246	471	9,584
	2021	88	32	268	252	41	120	237		208	196	404	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	72.9	68.1	67.7	4.5	66.9	71.4
2019	63.1	69.4	70.9	4.5	69.8	69.0
2021	65.0	64.2	63.7	3.9	67.7	70.0

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	79.3	72.6	78.1	5.4	79.5	73.7
2019	68.6	73.1	80.8	5.1	74.2	75.7
2021	68.8	65.8	64.3	4.8	74.4	68.5

¹Average 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	79.2	91.4	90.5	65.6	91.2	89.0		86.8	94.9	90.9	87.5
	2019	98.0	95.8	96.0	95.7	90.2	94.8	95.3		94.2	98.6	96.1	88.9
	2021	89.4	66.7	79.4	76.3	63.9	77.0	75.1		75.0	87.5	80.6	69.4
Tests Taken	2018	26	24	245	222	32	136	232		151	158	309	10,244
	2019	51	24	251	209	51	154	232		189	145	334	10,243
	2021	47	21	228	219	36	113	221		168	136	304	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	5	21	21	11	12	25		20	8	28	1,278
	2019	1	1	10	9	5	8	11		11	2	13	1,134
	2021	5	7	47	52	13	26	55		42	17	59	3,441
Tests Taken	2018	26	24	245	222	32	136	232		151	158	309	10,244
	2019	51	24	251	209	51	154	232		189	145	334	10,243
	2021	47	21	228	219	36	113	221		168	136	304	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	92.3	37.5	64.5	62.2	37.5	64.0	59.2		59.6	69.0	64.4	61.8
	2019	90.2	79.2	80.9	79.9	62.7	75.3	79.3		76.7	89.0	82.0	68.9
	2021	63.8	33.3	43.9	40.2	27.8	42.5	37.6		41.7	52.2	46.4	32.4
Tests Taken	2018	26	24	245	222	32	136	228		151	158	309	10,244
	2019	51	24	251	209	51	154	232		189	145	334	10,243
	2021	47	21	228	219	36	113	221		168	136	304	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	61.5	20.8	34.7	33.3	12.5	31.6	27.6		33.1	39.2	36.2	35.8
	2019	74.5	62.5	53.0	51.7	31.4	46.1	50.0		53.4	62.8	57.5	45.1
	2021	42.6	14.3	26.3	23.7	16.7	24.8	21.3		20.8	37.5	28.3	15.8
Tests Taken	2018	26	24	245	222	32	136	228		151	158	309	10,244
	2019	51	24	251	209	51	154	232		189	145	334	10,243
	2021	47	21	228	219	36	113	221		168	136	304	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	60.2	67.0	65.6	70.2	71.7
2019	73.2	69.3	76.2	71.9	82.3
2021	63.0	52.9	55.0	58.2	62.7

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	82.1	92.0	92.1	70.6	86.2	88.3		92.4	94.3	93.4	87.9
	2019	98.2	97.4	87.3	89.1	56.9	80.7	85.5		91.1	92.7	91.8	87.1
	2021	99.1	70.8	78.3	76.3	73.0	74.4	72.3		79.1	90.1	84.3	78.3
Tests Taken	2018	123	28	299	267	34	145	248		224	247	471	10,192
	2019	167	38	324	267	51	187	276		303	248	551	9,591
	2021	117	24	267	253	37	117	242		230	202	432	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	5	24	21	10	20	29		17	14	31	1,234
	2019	3	1	41	29	22	36	40		27	18	45	1,240
	2021	1	7	58	60	10	30	67		48	20	68	2,162
Tests Taken	2018	123	28	299	267	34	145	248		224	247	471	10,192
	2019	167	38	324	267	51	187	276		303	248	551	9,591
	2021	117	24	267	253	37	117	242		230	202	432	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	96.7	50.0	61.9	60.3	23.5	46.9	47.2		70.5	70.4	70.5	57.4
	2019	95.2	78.9	68.5	67.0	21.6	59.9	61.2		76.6	80.6	78.4	59.2
	2021	85.5	16.7	37.5	33.6	21.6	29.9	27.3		49.1	54.0	51.4	42.8
Tests Taken	2018	123	28	299	267	34	145	248		224	247	471	10,192
	2019	167	38	324	267	51	187	276		303	248	551	9,591
	2021	117	24	267	253	37	117	242		230	202	432	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	68.3	14.3	18.7	19.9	2.9	6.9	6.9		30.8	34.4	32.7	18.6
	2019	70.7	28.9	26.2	21.7	7.8	15.5	15.9		42.6	40.7	41.7	22.3
	2021	48.7	4.2	9.0	7.9	2.7	5.1	4.1		19.1	24.3	21.5	14.0
Tests Taken	2018	123	28	299	267	34	145	248		224	247	471	10,192
	2019	167	38	324	267	51	187	276		303	248	551	9,591
	2021	117	24	267	253	37	117	242		230	202	432	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	68.7	69.1	72.7	71.0	71.9
2019	71.8	68.2	75.6	70.2	76.4
2021	57.8	55.6	63.9	65.7	67.1

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	83.9	94.0	92.7	63.4	89.0	90.6		95.0	95.2	95.1	93.4
	2019	100.0	85.7	92.5	90.6	60.9	86.8	87.9		96.1	92.9	94.5	93.8
	2021	99.3	80.0	81.9	79.3	38.6	72.7	75.8		87.0	88.2	87.5	84.7
Tests Taken	2018	125	31	281	260	41	109	224		220	227	447	9,468
	2019	118	28	254	181	23	129	190		206	212	418	9,416
	2021	144	30	315	276	44	165	248		276	238	514	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	5	17	19	15	12	21		11	11	22	624
	2019	0	4	19	17	9	17	23		8	15	23	582
	2021	1	6	57	57	27	45	60		36	28	64	1,373
Tests Taken	2018	125	31	281	260	41	109	224		220	227	447	9,468
	2019	118	28	254	181	23	129	190		206	212	418	9,416
	2021	144	30	315	276	44	165	248		276	238	514	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	96.8	48.4	74.0	71.5	31.7	55.0	61.6		79.1	79.3	79.2	72.3
	2019	94.9	60.7	75.2	70.7	21.7	64.3	61.1		83.5	77.4	80.4	73.7
	2021	93.8	63.3	54.0	51.1	22.7	41.8	47.2		69.2	65.5	67.5	56.7
Tests Taken	2018	125	31	281	260	41	109	224		220	227	447	9,468
	2019	118	28	254	181	23	129	190		206	212	418	9,416
	2021	144	30	315	276	44	165	248		276	238	514	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	74.4	19.4	37.0	36.2	9.8	20.2	20.1		50.0	44.5	47.2	38.6
	2019	86.4	42.9	44.5	41.4	4.3	34.9	30.5		64.6	50.9	57.7	41.6
	2021	75.0	26.7	27.3	24.3	13.6	13.3	20.6		47.8	36.6	42.6	30.7
Tests Taken	2018	125	31	281	260	41	109	224		220	227	447	9,468
	2019	118	28	254	181	23	129	190		206	212	418	9,416
	2021	144	30	315	276	44	165	248		276	238	514	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	73.7	76.8	68.1	77.7
2019	76.9	75.2	73.0	76.0
2021	67.9	75.9	64.5	68.9

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (99)	Beginning	2	2.4	41	49.4	24	26.1	9	10.8	2	2.7
	Intermediate	28	33.7	19	22.9	50	54.3	36	43.4	50	67.6
	Advanced	40	48.2	20	24.1	15	16.3	30	36.1	19	25.7
	Advanced High	13	15.7	3	3.6	3	3.3	8	9.6	3	4.1
10 (78)	Beginning	5	9.4	31	58.5	6	10.0	9	17.0	4	11.8
	Intermediate	13	24.5	6	11.3	41	68.3	20	37.7	22	64.7
	Advanced	30	56.6	12	22.6	11	18.3	13	24.5	7	20.6
	Advanced High	5	9.4	4	7.5	2	3.3	11	20.8	1	2.9
11 (130)	Beginning	4	3.5	45	39.5	5	4.3	9	8.0	1	1.0
	Intermediate	35	30.7	26	22.8	48	41.0	56	50.0	53	53.5
	Advanced	46	40.4	37	32.5	36	30.8	24	21.4	32	32.3
	Advanced High	29	25.4	6	5.3	28	23.9	23	20.5	13	13.1
12 (87)	Beginning	1	2.2	18	40.0	2	2.6	1	2.2	1	2.8
	Intermediate	9	20.0	9	20.0	24	30.8	15	33.3	17	47.2
	Advanced	25	55.6	13	28.9	27	34.6	17	37.8	13	36.1
	Advanced High	10	22.2	5	11.1	25	32.1	12	26.7	5	13.9
ALL (394)	Beginning	12	4.1	135	45.8	37	10.7	28	9.6	8	3.3
	Intermediate	85	28.8	60	20.3	163	47.0	127	43.3	142	58.4
	Advanced	141	47.8	82	27.8	89	25.6	84	28.7	71	29.2
	Advanced High	57	19.3	18	6.1	58	16.7	54	18.4	22	9.1

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
1 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	
1 1 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	1	
0 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
2 1 (50.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	1	

 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	91.1	87.2	400	502	54.0	33	456	30.3	246	464	40.2	111	593	88.3	7,714	463	39.1
		2019-20	85.4	84.7	357	522	62.2	24	482	50.0	216	484	48.6	102	607	90.2	7,424	466	39.8
		2020-21	88.8	79.7	387	499	53.2	19	409	15.8	244	463	39.8	102	595	92.2	7,006	457	35.9
	Mathematics	2018-19	91.1	87.2	400	500	35.8	33	460	18.2	246	470	21.5	111	574	69.4	7,714	461	19.7
		2019-20	85.4	84.7	357	509	44.3	24	464	25.0	216	482	30.6	102	572	75.5	7,424	461	21.7
		2020-21	88.8	79.7	387	492	38.0	19	404	10.5	244	461	24.2	102	581	73.5	7,006	456	20.4
ACT	English	2018-19	86.6	82.5	380	19	46.8	31	14	19.4	230	16	28.7	109	25	89.0	7,297	15	27.0
		2019-20	88.0	81.3	368	19	54.6	23	17	43.5	222	16	34.2	107	26	94.4	7,122	15	28.9
		2020-21	62.6	57.2	273	19	48.4	13	12	7.7	161	15	28.6	84	26	90.5	5,030	14	24.1
	Mathematics	2018-19	86.6	82.5	380	20	36.1	31	17	6.5	230	18	21.7	109	24	71.6	7,297	18	19.2
		2019-20	88.0	81.3	368	20	38.9	23	17	21.7	222	18	21.2	107	24	76.6	7,122	17	14.3
		2020-21	62.6	57.2	273	20	33.7	13	15	0.0	161	17	14.3	84	25	73.8	5,030	17	13.6
	Reading	2018-19	86.6	82.5	380	21	38.4	31	16	16.1	230	18	23.0	109	26	75.2	7,297	17	21.0
		2019-20	88.0	81.3	368	21	43.2	23	19	30.4	222	17	23.9	107	27	83.2	7,122	16	18.6
		2020-21	62.6	57.2	273	20	38.8	13	15	7.7	161	17	20.5	84	26	75.0	5,030	16	16.0
	Science	2018-19	86.6	82.5	380	20	31.1	31	16	9.7	230	18	13.0	109	25	72.5	7,297	17	14.5
		2019-20	88.0	81.3	368	20	35.9	23	19	21.7	222	18	17.6	107	25	73.8	7,122	17	13.9
		2020-21	62.6	57.2	273	20	34.8	13	16	7.7	161	17	17.4	84	25	69.0	5,030	17	12.8
	Composite	2018-19	86.6	82.5	380	20	–	31	16	–	230	18	–	109	25	–	7,297	17	–
		2019-20	88.0	81.3	368	20	–	23	18	–	222	17	–	107	26	–	7,122	16	–
		2020-21	62.6	57.2	273	20	–	13	15	–	161	17	–	84	26	–	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	108	515	88.0	3	*	*	40	474	82.5	53	542	94.3	2	*	*	2,063	473	74.2
		2019	137	492	77.4	6	498	100.0	57	418	54.4	65	548	92.3	3	*	*	2,013	463	69.8
		2020	7	497	71.4	0			3	*	*	3	*	*	0			192	393	38.5
	Mathematics	2018	108	516	88.0	3	*	*	40	490	82.5	53	541	94.3	2	*	*	2,063	477	64.0
		2019	137	473	65.0	6	482	66.7	57	432	42.1	65	501	80.0	3	*	*	2,013	460	62.6
		2020	7	487	57.1	0			3	*	*	3	*	*	0			192	407	22.4
10	Reading & Writing	2018	423	463	60.3	22	393	31.8	264	428	47.3	110	560	96.4	11	465	63.0	8,620	418	41.8
		2019	513	452	53.8	35	399	25.7	306	409	35.6	147	538	91.8	5	*	*	8,689	414	38.2
		2020	325	465	58.8	21	406	38.1	176	411	38.6	109	556	91.7	5	*	*	4,749	422	42.8
	Mathematics	2018	423	465	45.9	22	407	22.7	264	439	31.4	110	542	85.5	11	459	44.4	8,620	426	25.3
		2019	513	448	34.3	35	419	14.3	306	421	19.3	147	504	67.3	5	*	*	8,689	426	20.7
		2020	325	450	38.2	21	425	28.6	176	410	14.8	109	511	72.5	5	*	*	4,749	425	22.7
11	Reading & Writing	2018	66	599	92.4	2	*	*	17	526	70.6	42	626	100.0	3	*	*	1,921	501	64.3
		2019	374	484	56.4	16	403	31.3	234	443	40.6	104	584	94.2	8	498	65.0	2,726	482	56.3
		2020	57	574	77.2	4	*	*	16	456	31.3	32	627	96.9	1	*	*	1,091	521	68.1
	Mathematics	2018	66	582	80.3	2	*	*	17	525	52.9	42	597	88.1	3	*	*	1,921	497	42.6
		2019	374	477	35.3	16	414	6.3	234	449	20.1	104	546	71.2	8	499	50.0	2,726	473	32.8
		2020	57	543	68.4	4	*	*	16	454	25.0	32	583	87.5	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

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

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

ALL EXAMS

951	15,450	2.4	2.0	383	40.3	27.9
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Biology

97	653	2.3	1.9	34	35.1	24.2
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Calculus AB

26	642	2.2	2.3	9	34.6	35.0
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Calculus BC

3	203	*	3.0	*	*	51.7
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Chemistry

30	246	1.4	1.9	3	10.0	24.4
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Comparative Government and Politics

2	12	*	2.3	*	*	50.0
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Computer Science A

37	189	1.8	2.7	9	24.3	51.3
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Computer Science Principles

48	163	1.9	2.5	14	29.2	46.6
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English Language and Composition

115	1,627	2.1	1.9	30	26.1	23.4
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English Literature and Composition

78	1,683	1.9	1.5	14	17.9	9.3
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Environmental Science

41	742	2.1	1.8	11	26.8	21.7
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French Language and Culture

5	43	*	2.2	*	*	34.9
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Human Geography

63	1,577	2.6	1.7	35	55.6	21.4
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Macroeconomics

64	714	3.0	1.6	37	57.8	16.7
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Microeconomics

17	142	3.1	1.4	9	52.9	9.2
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Music Theory

3	61	*	2.6	*	*	47.5
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Physics 1

12	561	1.2	1.6	0	0.0	16.6
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Physics C: Electricity and Magnetism

1	56	*	3.3	*	*	62.5
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Psychology

38	331	3.2	2.0	27	71.1	29.6
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Seminar

19	168	3.1	3.0	16	84.2	78.0
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Spanish Language and Culture

35	860	1.9	3.4	8	22.9	75.9
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Spanish Literature and Culture

7	129	2.1	2.6	2	28.6	55.8
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Statistics

33	355	2.0	2.4	9	27.3	44.8
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Studio Art: 2-D Design Portfolio

16	134	2.9	3.0	13	81.3	70.1
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Studio Art: Drawing Portfolio

6	38	2.0	3.0	0	0.0	60.5
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United States Government and Politics

33	883	2.2	1.6	12	36.4	18.3
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United States History

28	1,673	3.6	1.6	22	78.6	18.9
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World History

94	1,214	3.0	1.9	63	67.0	23.6
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