



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
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AUGUST 25, 2021

SCHOOL
NUMBER 6

HILLCREST HIGH SCHOOL

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

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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.
- 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 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	438
10	411
11	352
12	295
ALL	1,496

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	244	16.3	24	24.7
American Indian/Alaska Native	2	0.1	*	*
Asian/Hawaiian/Pacific Islander	17	1.1	*	*
Hispanic	1,068	71.4	27	27.8
White	119	8.0	37	38.1
Multiple	46	3.1	2	2.1
Other* (teachers only)	—	—	7	7.2
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	867	58.0
Economically disadvantaged	1,181	78.9
Limited English proficient (LEP)	622	41.6
Special education	112	7.5
Talented and Gifted (TAG)	220	14.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	383	53	13.8	0	0.0	5	1.3	292	76.2	24	6.3	7	1.8
	2020	436	74	17.0	0	0.0	7	1.6	315	72.2	29	6.7	11	2.5
	2021	438	80	18.3	0	0.0	4	0.9	302	68.9	39	8.9	13	3.0
10	2019	330	50	15.2	2	0.6	4	1.2	244	73.9	25	7.6	5	1.5
	2020	369	58	15.7	0	0.0	1	0.3	275	74.5	25	6.8	9	2.4
	2021	411	69	16.8	1	0.2	7	1.7	291	70.8	29	7.1	14	3.4
11	2019	237	40	16.9	1	0.4	1	0.4	175	73.8	17	7.2	3	1.3
	2020	303	42	13.9	1	0.3	6	2.0	224	73.9	22	7.3	8	2.6
	2021	352	56	15.9	0	0.0	2	0.6	259	73.6	26	7.4	9	2.6
12	2019	243	35	14.4	1	0.4	3	1.2	183	75.3	19	7.8	2	0.8
	2020	246	43	17.5	2	0.8	1	0.4	176	71.5	20	8.1	4	1.6
	2021	295	39	13.2	1	0.3	4	1.4	216	73.2	25	8.5	10	3.4
9-12	2019	1,193	178	14.9	4	0.3	13	1.1	894	74.9	85	7.1	17	1.4
	2020	1,354	217	16.0	3	0.2	15	1.1	990	73.1	96	7.1	32	2.4
	2021	1,496	244	16.3	2	0.1	17	1.1	1,068	71.4	119	8.0	46	3.1

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	383	282	73.6	199	52.0	24	6.3	232	60.6	60	15.7	82	21.4	57.2	42.8	2.3
	2020	436	326	74.8	195	44.7	36	8.3	283	64.9	60	13.8	86	19.7	53.4	46.6	3.7
	2021	438	334	76.3	204	46.6	37	8.4	275	62.8	70	16.0	56	12.8	56.2	43.8	0.7
10	2019	330	254	77.0	124	37.6	21	6.4	177	53.6	35	10.6	34	10.3	53.6	46.4	4.8
	2020	369	266	72.1	171	46.3	17	4.6	232	62.9	62	16.8	29	7.9	53.1	46.9	4.9
	2021	411	322	78.3	168	40.9	32	7.8	238	57.9	58	14.1	27	6.6	52.3	47.7	0.5
11	2019	237	165	69.6	63	26.6	18	7.6	120	50.6	29	12.2	29	12.2	52.7	47.3	0.4
	2020	303	227	74.9	101	33.3	17	5.6	196	64.7	45	14.9	22	7.3	54.5	45.5	1.3
	2021	352	282	80.1	157	44.6	17	4.8	199	56.5	59	16.8	25	7.1	54.0	46.0	0.0
12	2019	243	172	70.8	81	33.3	18	7.4	150	61.7	30	12.3	12	4.9	50.6	49.4	2.5
	2020	246	165	67.1	65	26.4	30	12.2	170	69.1	33	13.4	11	4.5	52.8	47.2	4.1
	2021	295	243	82.4	93	31.5	26	8.8	155	52.5	33	11.2	7	2.4	53.6	46.4	3.1
9-12	2019	1,193	873	73.2	467	39.1	81	6.8	679	56.9	154	12.9	157	13.2	54.0	46.0	2.7
	2020	1,354	984	72.7	532	39.3	100	7.4	881	65.1	200	14.8	148	10.9	53.5	46.5	3.5
	2021	1,496	1,181	78.9	622	41.6	112	7.5	867	58.0	220	14.7	115	7.7	54.1	45.9	0.9

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	384	13,484	358	93.1	12,437	92.2	17	4.4	11.5	290	8,723	75.5	64.7
	2020	438	13,875	412	94.2	12,839	92.5	21	4.8	9.0	367	10,020	83.8	72.2
	2021	435	13,245	408	93.8	12,348	93.2	10	2.3	4.2	333	8,679	76.6	65.5
10	2019	335	12,020	311	92.9	11,175	93.0	18	5.4	7.3	257	7,845	76.7	65.3
	2020	376	12,465	348	92.4	11,629	93.3	22	5.8	5.4	311	8,835	82.7	70.9
	2021	409	12,994	382	93.4	12,138	93.4	5	1.2	3.0	313	8,671	76.6	66.7
11	2019	235	10,324	219	93.2	9,693	93.9	11	4.7	4.8	172	7,071	73.2	68.5
	2020	309	10,440	289	93.4	9,830	94.2	23	7.4	4.1	257	7,647	83.2	73.2
	2021	351	11,173	333	94.9	10,467	93.7	9	2.6	2.5	288	7,138	82.0	63.9
12	2019	241	10,368	224	92.8	9,771	94.2	2	0.8	3.3	196	7,151	81.3	69.0
	2020	244	10,322	222	91.1	9,699	94.0	10	4.1	3.4	195	7,820	79.9	75.8
	2021	302	10,428	286	94.8	9,883	94.8	4	1.3	2.2	249	7,101	82.4	68.1
9-12	2019	1,195	46,196	1,111	93.0	43,077	93.2	48	4.0	7.1	915	30,790	76.6	66.7
	2020	1,367	47,101	1,271	93.0	43,997	93.4	76	5.6	5.8	1,130	34,322	82.7	72.9
	2021	1,496	47,841	1,409	94.1	44,835	93.7	28	1.9	3.1	1,183	31,589	79.1	66.0

Teachers: 97

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	24	24.7
Hispanic	27	27.8
White	37	38.1
Multiple	2	2.1
Other	7	7.2

Gender	Number	Percentage
Female	53	54.6
Male	44	45.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	6.1	72.7
2019-20	5.1	68.4
2020-21	6.3	81.9

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	8	8.2
1	6	6.2
2	4	4.1
3	8	8.2
4	11	11.3
5	9	9.3
1-3	18	18.6
More than 3	71	73.2
1 - 5	38	39.2
6 - 10	20	20.6
11 - 20	21	21.6
More than 20	10	10.3

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	80.0	71.7	64.9	71.1	11.8	47.1	51.0		64.6	70.6	67.6	62.1
	2019	95.7	75.4	68.0	69.8	14.3	59.4	65.7		67.6	75.3	71.0	65.6
	2021	91.4	70.8	60.6	61.9	22.6	51.2	53.5		58.9	73.8	65.6	58.9
Tests Taken	2018	20	53	242	235	17	121	198		164	160	324	9,912
	2019	23	57	281	275	21	192	230		210	162	372	10,554
	2021	35	72	282	315	31	201	258		224	183	407	9,858
ENGLISH II	2018	57.9	67.5	66.8	69.9	25.0	34.8	49.1		64.3	69.3	66.7	67.0
	2019	86.4	63.4	72.8	72.2	16.7	59.1	56.2		71.4	74.3	72.8	69.3
	2021	86.7	70.5	62.4	62.9	42.9	49.7	52.2		61.7	72.3	67.0	63.2
Tests Taken	2018	19	40	205	183	16	89	159		143	127	270	10,011
	2019	22	41	232	234	12	110	162		161	144	305	9,584
	2021	30	61	255	280	21	147	201		180	184	364	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	15	85	68	15	64	97		58	47	105	3,752
	2019	1	14	90	83	18	78	79		68	40	108	3,633
	2021	3	21	111	120	24	98	120		92	48	140	4,055
Tests Taken	2018	20	53	242	235	17	121	198		164	160	324	9,912
	2019	23	57	281	275	21	192	230		210	162	372	10,554
	2021	35	72	282	315	31	201	258		224	183	407	9,858
ENGLISH II	2018	8	13	68	55	12	58	81		51	39	90	3,300
	2019	3	15	63	65	10	45	71		46	37	83	2,941
	2021	4	18	96	104	12	74	96		69	51	120	3,575
Tests Taken	2018	19	40	205	183	16	89	159		143	127	270	10,011
	2019	22	41	232	234	12	110	162		161	144	305	9,584
	2021	30	61	255	280	21	147	201		180	184	364	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	70.0	52.8	45.0	48.5	5.9	25.6	30.3		42.7	54.4	48.5	43.9
	2019	87.0	57.9	49.8	52.4	9.5	35.9	40.9		47.1	61.7	53.5	51.0
	2021	82.9	45.8	42.6	42.2	9.7	31.8	31.0		43.8	51.9	47.4	40.8
Tests Taken	2018	20	53	242	235	17	121	198		164	160	324	9,912
	2019	23	57	281	275	21	192	230		210	162	372	10,554
	2021	35	72	282	315	31	201	258		224	183	407	9,858
ENGLISH II	2018	47.4	47.5	45.4	46.4	12.5	15.7	24.5		40.6	52.8	46.3	50.0
	2019	77.3	41.5	47.8	48.7	0.0	26.4	27.2		48.4	50.7	49.5	51.5
	2021	70.0	50.8	45.5	44.6	14.3	28.6	30.8		43.9	56.5	50.3	47.3
Tests Taken	2018	19	40	205	183	16	89	159		143	127	270	10,011
	2019	22	41	232	234	12	110	162		161	144	305	9,584
	2021	30	61	255	280	21	147	201		180	184	364	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	10.0	1.9	5.0	4.3	0.0	1.7	1.5		2.4	6.9	4.6	5.0
	2019	30.4	8.8	8.5	8.4	0.0	3.1	4.3		6.7	15.4	10.5	10.1
	2021	31.4	1.4	2.5	2.5	0.0	1.0	1.2		4.9	6.0	5.4	6.3
Tests Taken	2018	20	53	242	235	17	121	198		164	160	324	9,912
	2019	23	57	281	275	21	192	230		210	162	372	10,554
	2021	35	72	282	315	31	201	258		224	183	407	9,858
ENGLISH II	2018	5.3	7.5	2.0	2.2	0.0	0.0	0.6		2.1	3.9	3.0	7.0
	2019	9.1	0.0	2.2	1.3	0.0	1.8	1.2		1.2	3.5	2.3	6.0
	2021	10.0	3.3	5.1	4.6	0.0	4.1	3.0		6.1	4.3	5.2	6.0
Tests Taken	2018	19	40	205	183	16	89	159		143	127	270	10,011
	2019	22	41	232	234	12	110	162		161	144	305	9,584
	2021	30	61	255	280	21	147	201		180	184	364	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	71.8	69.0	65.1	4.2	64.8	70.9
2019	61.4	66.7	72.3	4.2	68.0	67.0
2021	61.0	63.5	62.2	4.0	66.5	66.3

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	69.3	60.9	68.3	4.4	68.7	65.6
2019	62.8	67.3	77.5	4.2	69.7	72.5
2021	66.9	64.3	63.6	4.3	72.2	64.6

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	81.8	76.6	91.3	89.5	20.0	87.5	85.3		85.0	91.9	88.1	87.5
	2019	80.0	84.6	82.5	83.3	60.0	81.6	86.6		79.9	87.2	83.1	88.9
	2021	87.5	65.3	55.5	56.1	61.9	52.3	51.4		54.0	64.1	58.6	69.4
Tests Taken	2018	11	47	206	200	20	112	187		133	135	269	10,244
	2019	10	39	206	203	20	158	187		144	117	261	10,243
	2021	8	49	164	187	21	130	173		124	103	227	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	11	18	21	16	14	27		20	11	32	1,278
	2019	2	6	36	34	8	29	25		29	15	44	1,134
	2021	1	17	73	82	8	62	84		57	37	94	3,441
Tests Taken	2018	11	47	206	200	20	112	187		133	135	269	10,244
	2019	10	39	206	203	20	158	187		144	117	261	10,243
	2021	8	49	164	187	21	130	173		124	103	227	11,233

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2018	81.8	48.9	62.6	62.5	15.0	52.7	52.2		54.9	68.1	61.3	61.8
	2019	50.0	61.5	58.7	59.6	30.0	55.1	58.3		54.9	64.1	59.0	68.9
	2021	37.5	28.6	16.5	17.6	9.5	16.9	15.6		17.7	22.3	19.8	32.4
Tests Taken	2018	11	47	206	200	20	112	184		133	135	269	10,244
	2019	10	39	206	203	20	158	187		144	117	261	10,243
	2021	8	49	164	187	21	130	173		124	103	227	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	36.4	23.4	27.2	26.5	5.0	22.3	21.2		24.8	31.1	27.9	35.8
	2019	30.0	38.5	33.0	33.0	5.0	31.0	30.5		27.1	41.9	33.7	45.1
	2021	25.0	8.2	4.3	4.8	4.8	4.6	4.0		6.5	5.8	6.2	15.8
Tests Taken	2018	11	47	206	200	20	112	184		133	135	269	10,244
	2019	10	39	206	203	20	158	187		144	117	261	10,243
	2021	8	49	164	187	21	130	173		124	103	227	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	59.1	61.6	66.5	68.0	60.3
2019	60.2	58.8	64.9	65.3	67.6
2021	38.9	39.2	44.1	46.2	49.3

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	90.5	75.5	87.8	88.8	51.4	78.7	80.4		87.6	83.8	85.8	87.9
	2019	100.0	97.6	90.9	91.2	60.9	89.9	89.2		91.5	93.5	92.4	87.1
	2021	94.4	83.3	82.4	82.6	56.3	77.7	76.7		81.4	87.7	84.3	78.3
Tests Taken	2018	21	53	255	249	35	141	224		178	160	338	10,192
	2019	25	41	276	260	23	188	241		199	155	354	9,591
	2021	36	72	233	264	16	157	215		194	162	356	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	13	31	28	17	30	44		22	26	48	1,234
	2019	0	1	25	23	9	19	26		17	10	27	1,240
	2021	2	12	41	46	7	35	50		36	20	56	2,162
Tests Taken	2018	21	53	255	249	35	141	224		178	160	338	10,192
	2019	25	41	276	260	23	188	241		199	155	354	9,591
	2021	36	72	233	264	16	157	215		194	162	356	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	61.9	49.1	54.9	58.6	2.9	36.2	38.8		58.4	50.0	54.4	57.4
	2019	84.0	78.0	60.5	61.5	26.1	54.8	54.4		63.3	66.5	64.7	59.2
	2021	83.3	48.6	45.5	47.0	18.8	36.3	32.6		50.5	52.5	51.4	42.8
Tests Taken	2018	21	53	255	249	35	141	224		178	160	338	10,192
	2019	25	41	276	260	23	188	241		199	155	354	9,591
	2021	36	72	233	264	16	157	215		194	162	356	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	23.8	24.5	12.5	13.7	0.0	5.0	6.3		18.0	11.3	14.8	18.6
	2019	40.0	22.0	15.9	15.8	0.0	11.7	11.2		18.6	19.4	18.9	22.3
	2021	33.3	11.1	13.3	15.2	6.3	7.0	6.5		14.9	15.4	15.2	14.0
Tests Taken	2018	21	53	255	249	35	141	224		178	160	338	10,192
	2019	25	41	276	260	23	188	241		199	155	354	9,591
	2021	36	72	233	264	16	157	215		194	162	356	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	62.5	56.5	61.6	64.6	62.8
2019	62.4	61.2	69.9	63.2	66.8
2021	56.0	51.5	62.7	64.3	68.2

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2018	90.0	100.0	97.2	97.1	66.7	93.4	95.5		98.4	95.8	97.1	93.4
	2019	95.7	86.4	93.7	92.9	47.6	89.2	88.1		92.6	92.9	92.7	93.8
	2021	100.0	89.6	88.1	87.2	56.3	80.0	83.4		87.9	90.3	89.1	84.7
Tests Taken	2018	20	37	180	173	12	91	157		125	119	244	9,468
	2019	23	59	269	267	21	111	193		202	155	357	9,416
	2021	26	48	226	250	16	135	175		157	155	312	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	0	5	5	4	6	7		2	5	7	624
	2019	1	8	17	19	11	12	23		15	11	26	582
	2021	0	5	27	32	7	27	29		19	15	34	1,373
Tests Taken	2018	20	37	180	173	12	91	157		125	119	244	9,468
	2019	23	59	269	267	21	111	193		202	155	357	9,416
	2021	26	48	226	250	16	135	175		157	155	312	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	80.0	70.3	75.0	77.5	41.7	65.9	67.5		82.4	68.1	75.4	72.3
	2019	69.6	64.4	78.1	76.0	33.3	59.5	65.8		81.2	68.4	75.6	73.7
	2021	80.8	66.7	61.9	60.8	43.8	51.1	52.6		69.4	60.0	64.7	56.7
Tests Taken	2018	20	37	180	173	12	91	157		125	119	244	9,468
	2019	23	59	269	267	21	111	193		202	155	357	9,416
	2021	26	48	226	250	16	135	175		157	155	312	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	50.0	37.8	33.9	35.3	25.0	27.5	24.8		42.4	30.3	36.5	38.6
	2019	39.1	27.1	37.5	37.5	4.8	19.8	24.4		39.6	32.9	36.7	41.6
	2021	61.5	41.7	24.8	24.0	18.8	20.0	21.7		36.3	25.8	31.1	30.7
Tests Taken	2018	20	37	180	173	12	91	157		125	119	244	9,468
	2019	23	59	269	267	21	111	193		202	155	357	9,416
	2021	26	48	226	250	16	135	175		157	155	312	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	70.7	74.8	65.7	75.5
2019	71.8	70.6	64.3	71.4
2021	65.6	74.1	62.3	66.3

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (177)	Beginning	8	5.3	57	37.5	12	7.0	14	9.1	7	4.8
	Intermediate	32	21.1	35	23.0	41	24.0	28	18.2	57	39.0
	Advanced	78	51.3	52	34.2	64	37.4	48	31.2	54	37.0
	Advanced High	34	22.4	8	5.3	54	31.6	64	41.6	28	19.2
10 (152)	Beginning	10	7.2	41	29.7	10	7.3	15	10.8	7	5.7
	Intermediate	31	22.5	37	26.8	38	27.7	44	31.7	43	35.0
	Advanced	63	45.7	50	36.2	53	38.7	36	25.9	54	43.9
	Advanced High	34	24.6	10	7.2	36	26.3	44	31.7	19	15.4
11 (132)	Beginning	5	5.2	23	23.7	7	6.7	4	4.2	4	5.9
	Intermediate	20	20.6	26	26.8	19	18.1	27	28.1	16	23.5
	Advanced	51	52.6	36	37.1	36	34.3	29	30.2	32	47.1
	Advanced High	21	21.6	12	12.4	43	41.0	36	37.5	16	23.5
12 (71)	Beginning	0	0.0	8	17.4	1	1.7	0	0.0	0	0.0
	Intermediate	9	19.6	9	19.6	9	15.0	12	26.1	7	20.0
	Advanced	27	58.7	26	56.5	25	41.7	18	39.1	23	65.7
	Advanced High	10	21.7	3	6.5	25	41.7	16	34.8	5	14.3
ALL (532)	Beginning	23	5.3	129	29.8	30	6.3	33	7.6	18	4.8
	Intermediate	92	21.2	107	24.7	107	22.6	111	25.5	123	33.1
	Advanced	219	50.6	164	37.9	178	37.6	131	30.1	163	43.8
	Advanced High	99	22.9	33	7.6	158	33.4	160	36.8	68	18.3

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
118 29 (24.6%)	Beginning	5			
	Intermediate	0	35		
	Advanced	0	7	23	
	Advanced High	0	1	21	
76 21 (27.6%)	Beginning	0			
	Intermediate	1	19		
	Advanced	0	13	19	
	Advanced High	0	0	7	
47 11 (23.4%)	Beginning	1			
	Intermediate	0	2		
	Advanced	0	2	8	
	Advanced High	0	0	9	
23 2 (8.7%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	2	7	
	Advanced High	0	0	0	
264 63 (23.9%)	Beginning	6			
	Intermediate	1	57		
	Advanced	0	24	57	
	Advanced High	0	1	37	

 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	85.6	87.2	208	464	42.8	32	469	46.9	156	457	39.7	15	499	53.3	7,714	463	39.1
		2019-20	85.8	84.7	211	451	28.9	33	451	27.3	157	446	27.4	16	500	43.8	7,424	466	39.8
		2020-21	86.8	79.7	256	456	33.2	34	467	41.2	189	442	27.0	20	554	70.0	7,006	457	35.9
	Mathematics	2018-19	85.6	87.2	208	453	13.9	32	463	18.8	156	449	11.5	15	439	20.0	7,714	461	19.7
		2019-20	85.8	84.7	211	447	16.6	33	428	9.1	157	446	15.9	16	474	31.3	7,424	461	21.7
		2020-21	86.8	79.7	256	459	19.9	34	462	26.5	189	447	12.7	20	564	70.0	7,006	456	20.4
ACT	English	2018-19	85.2	82.5	207	15	20.3	30	15	26.7	156	14	16.0	16	18	43.8	7,297	15	27.0
		2019-20	85.4	81.3	210	14	20.0	37	15	27.0	153	14	15.0	14	19	42.9	7,122	15	28.9
		2020-21	61.0	57.2	180	15	27.8	19	15	36.8	134	14	18.7	15	22	86.7	5,030	14	24.1
	Mathematics	2018-19	85.2	82.5	207	17	12.1	30	17	10.0	156	17	9.6	16	19	31.3	7,297	18	19.2
		2019-20	85.4	81.3	210	17	7.6	37	15	8.1	153	17	5.9	14	19	14.3	7,122	17	14.3
		2020-21	61.0	57.2	180	17	15.6	19	16	15.8	134	17	9.7	15	22	53.3	5,030	17	13.6
	Reading	2018-19	85.2	82.5	207	17	15.0	30	17	16.7	156	17	11.5	16	21	37.5	7,297	17	21.0
		2019-20	85.4	81.3	210	15	10.5	37	16	8.1	153	15	9.2	14	19	28.6	7,122	16	18.6
		2020-21	61.0	57.2	180	16	18.3	19	17	21.1	134	15	12.7	15	24	60.0	5,030	16	16.0
	Science	2018-19	85.2	82.5	207	17	8.2	30	18	10.0	156	17	5.8	16	18	25.0	7,297	17	14.5
		2019-20	85.4	81.3	210	16	8.1	37	16	8.1	153	16	5.9	14	19	28.6	7,122	17	13.9
		2020-21	61.0	57.2	180	17	17.2	19	18	31.6	134	17	9.7	15	23	60.0	5,030	17	12.8
	Composite	2018-19	85.2	82.5	207	17	-	30	17	-	156	16	-	16	19	-	7,297	17	-
		2019-20	85.4	81.3	210	16	-	37	16	-	153	16	-	14	19	-	7,122	16	-
		2020-21	61.0	57.2	180	17	-	19	17	-	134	16	-	15	23	-	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	51	473	80.4	11	482	81.8	26	449	76.9	8	540	100.0	2	*	*	2,063	473	74.2
		2019	71	465	77.5	12	423	50.0	38	464	78.9	14	491	85.7	3	*	*	2,013	463	69.8
		2020	1	*	*	1	*	*	0			0			0			192	393	38.5
	Mathematics	2018	51	471	64.7	11	470	45.5	26	462	69.2	8	516	87.5	2	*	*	2,063	477	64.0
		2019	71	458	70.4	12	432	50.0	38	456	68.4	14	474	78.6	3	*	*	2,013	460	62.6
		2020	1	*	*	1	*	*	0			0			0			192	407	22.4
10	Reading & Writing	2018	285	427	44.9	41	409	34.1	214	420	42.1	20	534	85.0	5	*	*	8,620	418	41.8
		2019	325	418	41.5	46	413	41.3	245	410	37.6	24	490	70.8	1	*	*	8,689	414	38.2
		2020	218	427	50.9	33	425	54.5	155	419	45.8	20	473	70.0	2	*	*	4,749	422	42.8
	Mathematics	2018	285	428	24.9	41	410	26.8	214	421	20.1	20	517	60.0	5	*	*	8,620	426	25.3
		2019	325	421	17.8	46	398	6.5	245	420	17.1	24	467	45.8	1	*	*	8,689	426	20.7
		2020	218	427	20.6	33	410	15.2	155	424	18.1	20	457	40.0	2	*	*	4,749	425	22.7
11	Reading & Writing	2018	3	*	*	1	*	*	1	*	*	1	*	*	0			1,921	501	64.3
		2019	20	568	90.0	2	*	*	9	538	88.9	8	628	100.0	0			2,726	482	56.3
		2020	26	577	96.2	6	543	83.3	7	553	100.0	11	614	100.0	0			1,091	521	68.1
	Mathematics	2018	3	*	*	1	*	*	1	*	*	1	*	*	0			1,921	497	42.6
		2019	20	542	70.0	2	*	*	9	518	55.6	8	589	100.0	0			2,726	473	32.8
		2020	26	523	61.5	6	467	16.7	7	484	42.9	11	570	90.9	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

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

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

ALL EXAMS

517	15,450	1.5	2.0	66	12.8	27.9
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Biology

5	653	*	1.9	*	*	24.2
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Calculus AB

2	642	*	2.3	*	*	35.0
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Chemistry

10	246	1.0	1.9	0	0.0	24.4
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Computer Science Principles

6	163	1.3	2.5	0	0.0	46.6
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English Language and Composition

26	1,627	1.4	1.9	4	15.4	23.4
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English Literature and Composition

48	1,683	1.2	1.5	1	2.1	9.3
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Environmental Science

17	742	1.7	1.8	3	17.6	21.7
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French Language and Culture

8	43	1.4	2.2	1	12.5	34.9
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Human Geography

126	1,577	1.4	1.7	12	9.5	21.4
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Macroeconomics

23	714	1.0	1.6	0	0.0	16.7
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Physics 1

9	561	1.7	1.6	1	11.1	16.6
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Psychology

4	331	*	2.0	*	*	29.6
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Spanish Language and Culture

50	860	3.3	3.4	39	78.0	75.9
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Statistics

16	355	1.0	2.4	0	0.0	44.8
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Studio Art: 2-D Design Portfolio

3	134	*	3.0	*	*	70.1
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United States Government and Politics

36	883	1.1	1.6	1	2.8	18.3
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United States History

67	1,673	1.0	1.6	0	0.0	18.9
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World History

61	1,214	1.4	1.9	2	3.3	23.6
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