



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
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SCHOOL
NUMBER 85

KATHLYN J. GILLIAM
COLLEGIATE ACADEMY

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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 denominator, 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	98
10	103
11	89
12	92
ALL	382

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	181	47.4	12	54.5
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.5	*	*
Hispanic	188	49.2	5	22.7
White	1	0.3	5	22.7
Multiple	10	2.6	0	0.0
Other* (teachers only)	—	—	0	0.0
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	138	36.1
Economically disadvantaged	281	73.6
Limited English proficient (LEP)	91	23.8
Special education	3	0.8
Talented and Gifted (TAG)	125	32.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	103	55	53.4	0	0.0	0	0.0	45	43.7	2	1.9	1	1.0
	2020	107	48	44.9	0	0.0	0	0.0	58	54.2	0	0.0	1	0.9
	2021	98	44	44.9	0	0.0	2	2.0	49	50.0	0	0.0	3	3.1
10	2019	110	57	51.8	0	0.0	0	0.0	50	45.5	1	0.9	2	1.8
	2020	95	47	49.5	0	0.0	0	0.0	44	46.3	1	1.1	3	3.2
	2021	103	47	45.6	0	0.0	0	0.0	55	53.4	0	0.0	1	1.0
11	2019	78	30	38.5	0	0.0	0	0.0	47	60.3	0	0.0	1	1.3
	2020	97	48	49.5	0	0.0	0	0.0	46	47.4	1	1.0	2	2.1
	2021	89	44	49.4	0	0.0	0	0.0	41	46.1	1	1.1	3	3.4
12	2019	79	34	43.0	0	0.0	1	1.3	43	54.4	1	1.3	0	0.0
	2020	69	25	36.2	0	0.0	0	0.0	43	62.3	0	0.0	1	1.4
	2021	92	46	50.0	0	0.0	0	0.0	43	46.7	0	0.0	3	3.3
9-12	2019	370	176	47.6	0	0.0	1	0.3	185	50.0	4	1.1	4	1.1
	2020	368	168	45.7	0	0.0	0	0.0	191	51.9	2	0.5	7	1.9
	2021	382	181	47.4	0	0.0	2	0.5	188	49.2	1	0.3	10	2.6

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	103	84	81.6	30	29.1	0	0.0	56	54.4	22	21.4	24	23.3	43.7	56.3	0.0
	2020	107	96	89.7	35	32.7	1	0.9	50	46.7	28	26.2	28	26.2	43.0	57.0	1.9
	2021	98	72	73.5	27	27.6	2	2.0	46	46.9	34	34.7	34	34.7	40.8	59.2	0.0
10	2019	110	79	71.8	23	20.9	0	0.0	29	26.4	33	30.0	8	7.3	30.9	69.1	0.0
	2020	95	76	80.0	21	22.1	0	0.0	37	38.9	22	23.2	1	1.1	44.2	55.8	0.0
	2021	103	82	79.6	34	33.0	1	1.0	46	44.7	31	30.1	3	2.9	42.7	57.3	0.0
11	2019	78	66	84.6	25	32.1	1	1.3	31	39.7	17	21.8	1	1.3	38.5	61.5	0.0
	2020	97	69	71.1	16	16.5	0	0.0	33	34.0	39	40.2	2	2.1	32.0	68.0	0.0
	2021	89	63	70.8	17	19.1	0	0.0	24	27.0	22	24.7	1	1.1	44.9	55.1	0.0
12	2019	79	65	82.3	8	10.1	0	0.0	13	16.5	19	24.1	0	0.0	30.4	69.6	0.0
	2020	69	56	81.2	22	31.9	1	1.4	34	49.3	21	30.4	0	0.0	36.2	63.8	0.0
	2021	92	64	69.6	13	14.1	0	0.0	22	23.9	38	41.3	0	0.0	29.3	70.7	0.0
9-12	2019	370	294	79.5	86	23.2	1	0.3	129	34.9	91	24.6	33	8.9	35.9	64.1	0.0
	2020	368	297	80.7	94	25.5	2	0.5	154	41.8	110	29.9	31	8.4	39.1	60.9	0.5
	2021	382	281	73.6	91	23.8	3	0.8	138	36.1	125	32.7	38	9.9	39.5	60.5	0.0

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	104	13,484	102	97.9	12,437	92.2	0	0.0	11.5	102	8,723	98.3	64.7
	2020	109	13,875	106	97.7	12,839	92.5	0	0.0	9.0	103	10,020	94.7	72.2
	2021	100	13,245	99	99.0	12,348	93.2	0	0.0	4.2	99	8,679	99.3	65.5
10	2019	109	12,020	106	97.5	11,175	93.0	0	0.0	7.3	106	7,845	97.4	65.3
	2020	97	12,465	94	97.1	11,629	93.3	0	0.0	5.4	93	8,835	96.1	70.9
	2021	106	12,994	105	99.1	12,138	93.4	0	0.0	3.0	103	8,671	96.7	66.7
11	2019	78	10,324	76	97.1	9,693	93.9	0	0.0	4.8	77	7,071	98.5	68.5
	2020	98	10,440	96	97.9	9,830	94.2	0	0.0	4.1	97	7,647	99.3	73.2
	2021	91	11,173	90	99.1	10,467	93.7	0	0.0	2.5	87	7,138	96.0	63.9
12	2019	79	10,368	76	97.3	9,771	94.2	0	0.0	3.3	79	7,151	100.0	69.0
	2020	69	10,322	67	97.2	9,699	94.0	0	0.0	3.4	69	7,820	100.0	75.8
	2021	93	10,428	90	97.1	9,883	94.8	0	0.0	2.2	85	7,101	91.7	68.1
9-12	2019	369	46,196	360	97.5	43,077	93.2	0	0.0	7.1	364	30,790	98.5	66.7
	2020	372	47,101	363	97.5	43,997	93.4	0	0.0	5.8	362	34,322	97.3	72.9
	2021	389	47,841	384	98.6	44,835	93.7	0	0.0	3.1	374	31,589	96.0	66.0

Teachers: 22

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	12	54.5
Hispanic	5	22.7
White	5	22.7
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	9	40.9
Male	13	59.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	8.4	75.0
2019-20	6.3	90.0
2020-21	7.6	70.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	4.5
1	1	4.5
2	1	4.5
3	1	4.5
4	0	0.0
5	2	9.1
1-3	3	13.6
More than 3	18	81.8
1 - 5	5	22.7
6 - 10	8	36.4
11 - 20	5	22.7
More than 20	3	13.6

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	*	95.9	100.0	97.1		100.0	97.2		96.4	98.5	97.9	62.1
	2019	*	92.7	95.6	94.0		96.7	89.3		88.9	98.3	94.2	65.6
	2021		97.7	88.7	92.0	*	82.8	87.8		87.8	96.7	93.1	58.9
Tests Taken	2018	1	49	43	69		18	36		28	68	96	9,912
	2019	2	55	45	84		30	56		45	58	103	10,554
	2021		44	53	75	2	29	49		41	61	102	9,858
ENGLISH II	2018		96.8	98.0	96.8	*	96.3	95.5		100.0	96.1	97.6	67.0
	2019	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	69.3
	2021		93.5	98.2	96.4	*	97.1	93.5		90.9	100.0	96.1	63.2
Tests Taken	2018		31	49	63	1	27	44		31	51	82	10,011
	2019	1	54	50	77		23	29		34	73	107	9,584
	2021		46	55	83	1	35	46		44	58	102	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	*	2	0	2		0	1		1	1	2	3,752
	2019	*	4	2	5		1	6		5	1	6	3,633
	2021		1	6	6	*	5	6		5	2	7	4,055
Tests Taken	2018	1	49	43	69		18	36		28	68	96	9,912
	2019	2	55	45	84		30	56		45	58	103	10,554
	2021		44	53	75	2	29	49		41	61	102	9,858
ENGLISH II	2018		1	1	2	*	1	2		0	2	2	3,300
	2019	*	0	0	0		0	0		0	0	0	2,941
	2021		3	1	3	*	1	3		4	0	4	3,575
Tests Taken	2018		31	49	63	1	27	44		31	51	82	10,011
	2019	1	54	50	77		23	29		34	73	107	9,584
	2021		46	55	83	1	35	46		44	58	102	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	*	83.7	97.7	91.3		100.0	91.7		96.4	88.2	90.6	43.9
	2019	*	81.8	84.4	84.5		83.3	75.0		77.8	87.9	83.5	51.0
	2021		84.1	79.2	77.3	*	72.4	73.5		73.2	86.9	81.4	40.8
Tests Taken	2018	1	49	43	69		18	36		28	68	96	9,912
	2019	2	55	45	84		30	56		45	58	103	10,554
	2021		44	53	75	2	29	49		41	61	102	9,858
ENGLISH II	2018		87.1	87.8	85.7	*	81.5	81.8		90.3	86.3	87.8	50.0
	2019	*	98.1	96.0	98.7		95.7	96.6		97.1	97.3	97.2	51.5
	2021		84.8	85.5	85.5	*	85.7	78.3		77.3	91.4	85.3	47.3
Tests Taken	2018		31	49	63	1	27	44		31	51	82	10,011
	2019	1	54	50	77		23	29		34	73	107	9,584
	2021		46	55	83	1	35	46		44	58	102	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	*	4.1	14.0	8.7		5.6	2.8		3.6	10.3	8.3	5.0
	2019	*	23.6	17.8	19.0		10.0	10.7		17.8	24.1	21.4	10.1
	2021		15.9	7.5	12.0	*	3.4	8.2		14.6	11.5	12.7	6.3
Tests Taken	2018	1	49	43	69		18	36		28	68	96	9,912
	2019	2	55	45	84		30	56		45	58	103	10,554
	2021		44	53	75	2	29	49		41	61	102	9,858
ENGLISH II	2018		12.9	4.1	4.8	*	3.7	2.3		9.7	5.9	7.3	7.0
	2019	*	11.1	16.0	16.9		17.4	13.8		2.9	17.8	13.1	6.0
	2021		10.9	3.6	6.0	*	2.9	2.2		2.3	10.3	6.9	6.0
Tests Taken	2018		31	49	63	1	27	44		31	51	82	10,011
	2019	1	54	50	77		23	29		34	73	107	9,584
	2021		46	55	83	1	35	46		44	58	102	9,709

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition ¹	5. Revision (Writing)	6. Editing (Writing)
2018	92.6	83.5	76.7	4.9	83.0	86.9
2019	77.2	81.6	84.8	5.2	81.8	76.3
2021	76.1	76.8	78.0	5.0	79.8	79.6

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	81.3	80.3	84.1	5.5	84.3	79.3
2019	80.0	82.8	92.3	5.1	86.4	86.3
2021	79.9	77.6	79.1	5.4	80.7	74.6

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	*	95.7	100.0	96.9		100.0	100.0		100.0	96.9	97.7	87.5
	2019	*	92.3	96.7	94.5		100.0	90.0		93.3	95.1	94.4	88.9
	2021		89.5	85.7	85.3	*	77.8	81.3		77.8	100.0	87.5	69.4
Tests Taken	2018	1	23	19	32		12	40		12	32	44	10,244
	2019	1	39	30	55		21	40		30	41	71	10,243
	2021		19	28	34	2	18	32		27	21	48	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	*	1	0	1		0	0		0	1	1	1,278
	2019	*	3	1	3		0	4		2	2	4	1,134
	2021		2	4	5	*	4	6		6	0	6	3,441
Tests Taken	2018	1	23	19	32		12	40		12	32	44	10,244
	2019	1	39	30	55		21	40		30	41	71	10,243
	2021		19	28	34	2	18	32		27	21	48	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	*	65.2	84.2	71.9		75.0	59.1		83.3	71.9	75.0	61.8
	2019	*	76.9	80.0	80.0		76.2	70.0		76.7	80.5	78.9	68.9
	2021		15.8	39.3	26.5	*	33.3	28.1		29.6	33.3	31.3	32.4
Tests Taken	2018	1	23	19	32		12	22		12	32	44	10,244
	2019	1	39	30	55		21	40		30	41	71	10,243
	2021		19	28	34	2	18	32		27	21	48	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	*	17.4	42.1	25.0		33.3	18.2		33.3	25.0	27.3	35.8
	2019	*	38.5	33.3	36.4		23.8	20.0		40.0	36.6	38.0	45.1
	2021		5.3	14.3	5.9	*	11.1	9.4		11.1	9.5	10.4	15.8
Tests Taken	2018	1	23	19	32		12	22		12	32	44	10,244
	2019	1	39	30	55		21	40		30	41	71	10,243
	2021		19	28	34	2	18	32		27	21	48	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	59.7	68.0	72.2	69.4	73.1
2019	68.2	60.8	72.5	68.8	79.8
2021	56.4	56.8	55.5	51.1	55.2

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2018	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.9
	2019	*	98.1	100.0	98.8		100.0	98.2		97.8	100.0	99.0	87.1
	2021		100.0	94.2	96.1	*	89.7	93.9		95.2	98.4	97.1	78.3
Tests Taken	2018	1	52	43	71		18	36		28	71	99	10,192
	2019	2	54	45	83		30	55		45	57	102	9,591
	2021		47	52	76	2	29	49		42	62	104	9,986

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2018	*	0	0	0		0	0		0	0	0	1,234
	2019	*	1	0	1		0	1		1	0	1	1,240
	2021		0	3	3	*	3	3		2	1	3	2,162
Tests Taken	2018	1	52	43	71		18	36		28	71	99	10,192
	2019	2	54	45	83		30	55		45	57	102	9,591
	2021		47	52	76	2	29	49		42	62	104	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	*	75.0	97.7	87.3		100.0	83.3		92.9	83.1	85.9	57.4
	2019	*	81.5	93.3	85.5		93.3	83.6		84.4	89.5	87.3	59.2
	2021		66.0	63.5	61.8	*	51.7	59.2		66.7	62.9	64.4	42.8
Tests Taken	2018	1	52	43	71		18	36		28	71	99	10,192
	2019	2	54	45	83		30	55		45	57	102	9,591
	2021		47	52	76	2	29	49		42	62	104	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	*	25.0	32.6	28.2		27.8	16.7		21.4	32.4	29.3	18.6
	2019	*	37.0	31.1	36.1		30.0	30.9		31.1	40.4	36.3	22.3
	2021		17.0	13.5	15.8	*	3.4	8.2		23.8	12.9	17.3	14.0
Tests Taken	2018	1	52	43	71		18	36		28	71	99	10,192
	2019	2	54	45	83		30	55		45	57	102	9,591
	2021		47	52	76	2	29	49		42	62	104	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	70.5	71.6	74.5	75.5	78.1
2019	72.5	69.7	76.9	74.1	78.5
2021	58.1	60.4	67.8	70.8	75.4

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2018	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.4
	2019		100.0	97.9	98.5	*	96.0	96.8		100.0	97.9	98.7	93.8
	2021	*	97.7	97.6	98.4		94.1	95.8		95.1	100.0	97.8	84.7
Tests Taken	2018	1	36	44	61		8	22		25	57	82	9,468
	2019		30	47	66	1	25	31		30	48	78	9,416
	2021	1	44	41	62		17	24		41	48	89	8,945

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2018	*	0	0	0		0	0		0	0	0	624
	2019		0	1	1	*	1	1		0	1	1	582
	2021	*	1	1	1		1	1		2	0	2	1,373
Tests Taken	2018	1	36	44	61		8	22		25	57	82	9,468
	2019		30	47	66	1	25	31		30	48	78	9,416
	2021	1	44	41	62		17	24		41	48	89	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	*	75.0	81.8	78.7		75.0	59.1		80.0	78.9	79.3	72.3
	2019		86.7	83.0	81.8	*	72.0	74.2		96.7	75.0	83.3	73.7
	2021	*	79.5	90.2	83.9		88.2	91.7		82.9	85.4	84.3	56.7
Tests Taken	2018	1	36	44	61		8	22		25	57	82	9,468
	2019		30	47	66	1	25	31		30	48	78	9,416
	2021	1	44	41	62		17	24		41	48	89	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	*	36.1	52.3	42.6		37.5	18.2		56.0	38.6	43.9	38.6
	2019		36.7	44.7	39.4	*	20.0	29.0		66.7	25.0	41.0	41.6
	2021	*	50.0	53.7	54.8		35.3	33.3		56.1	45.8	50.6	30.7
Tests Taken	2018	1	36	44	61		8	22		25	57	82	9,468
	2019		30	47	66	1	25	31		30	48	78	9,416
	2021	1	44	41	62		17	24		41	48	89	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	73.3	78.2	69.8	78.5
2019	73.8	76.3	66.8	73.2
2021	75.8	80.5	68.4	75.3

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (27)	Beginning	0	0.0	3	11.1	0	0.0	0	0.0	0	0.0
	Intermediate	2	7.4	7	25.9	2	7.4	4	14.8	5	18.5
	Advanced	12	44.4	14	51.9	7	25.9	6	22.2	11	40.7
	Advanced High	13	48.1	3	11.1	18	66.7	17	63.0	11	40.7
10 (34)	Beginning	0	0.0	6	17.6	0	0.0	0	0.0	0	0.0
	Intermediate	2	5.9	11	32.4	0	0.0	2	5.9	6	17.6
	Advanced	19	55.9	16	47.1	25	73.5	8	23.5	18	52.9
	Advanced High	13	38.2	1	2.9	9	26.5	24	70.6	10	29.4
11 (17)	Beginning	0	0.0	1	5.9	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	7	41.2	1	5.9	2	11.8	1	5.9
	Advanced	10	58.8	6	35.3	11	64.7	2	11.8	11	64.7
	Advanced High	7	41.2	3	17.6	5	29.4	13	76.5	5	29.4
12 (13)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	3	23.1	0	0.0	2	15.4	0	0.0
	Advanced	6	46.2	8	61.5	10	76.9	3	23.1	7	53.8
	Advanced High	7	53.8	2	15.4	3	23.1	8	61.5	6	46.2
ALL (91)	Beginning	0	0.0	10	11.0	0	0.0	0	0.0	0	0.0
	Intermediate	4	4.4	28	30.8	3	3.3	10	11.0	12	13.2
	Advanced	47	51.6	44	48.4	53	58.2	19	20.9	47	51.6
	Advanced High	40	44.0	9	9.9	35	38.5	62	68.1	32	35.2

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
5 2 (40.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	2	
	Advanced High	0	1	1	
22 7 (31.8%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	2	10	
	Advanced High	0	0	5	
7 3 (42.9%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	4	
	Advanced High	0	0	3	
4 2 (50.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	2	
38 14 (36.8%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	2	18	
	Advanced High	0	1	11	

 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	100.0	87.2	79	509	67.1	34	513	67.6	43	504	65.1	1	*	*	7,714	463	39.1
		2019-20	100.0	84.7	69	492	62.3	25	497	60.0	43	488	62.8				7,424	466	39.8
		2020-21	96.7	79.7	89	501	62.9	44	500	65.9	42	501	59.5				7,006	457	35.9
	Mathematics	2018-19	100.0	87.2	79	497	34.2	34	487	32.4	43	508	37.2	1	*	*	7,714	461	19.7
		2019-20	100.0	84.7	69	497	30.4	25	489	32.0	43	501	30.2				7,424	461	21.7
		2020-21	96.7	79.7	89	487	28.1	44	475	22.7	42	499	35.7				7,006	456	20.4
ACT	English	2018-19	93.7	82.5	74	18	56.8	31	18	58.1	41	18	53.7	1	*	*	7,297	15	27.0
		2019-20	98.6	81.3	68	16	36.8	24	18	62.5	43	15	23.3				7,122	15	28.9
		2020-21	93.5	57.2	86	17	44.2	44	16	45.5	39	17	43.6				5,030	14	24.1
	Mathematics	2018-19	93.7	82.5	74	19	27.0	31	19	22.6	41	20	31.7	1	*	*	7,297	18	19.2
		2019-20	98.6	81.3	68	18	23.5	24	19	29.2	43	18	18.6				7,122	17	14.3
		2020-21	93.5	57.2	86	18	17.4	44	18	13.6	39	19	23.1				5,030	17	13.6
	Reading	2018-19	93.7	82.5	74	20	37.8	31	20	32.3	41	20	39.0	1	*	*	7,297	17	21.0
		2019-20	98.6	81.3	68	18	26.5	24	18	29.2	43	18	25.6				7,122	16	18.6
		2020-21	93.5	57.2	86	18	24.4	44	18	18.2	39	19	30.8				5,030	16	16.0
	Science	2018-19	93.7	82.5	74	19	16.2	31	19	6.5	41	19	22.0	1	*	*	7,297	17	14.5
		2019-20	98.6	81.3	68	18	13.2	24	18	16.7	43	18	11.6				7,122	17	13.9
		2020-21	93.5	57.2	86	19	20.9	44	18	13.6	39	19	28.2				5,030	17	12.8
	Composite	2018-19	93.7	82.5	74	19	–	31	19	–	41	19	–	1	*	–	7,297	17	–
		2019-20	98.6	81.3	68	18	–	24	18	–	43	17	–			–	7,122	16	–
		2020-21	93.5	57.2	86	18	–	44	18	–	39	19	–			–	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
10	Reading & Writing	2018	108	468	69.4	57	458	61.4	47	481	78.7	1	*	*	0			8,620	418	41.8
		2019	96	440	56.3	48	435	52.1	44	442	59.1	1	*	*	0			8,689	414	38.2
		2020	90	436	56.7	38	441	55.3	51	434	58.8	0			0			4,749	422	42.8
	Mathematics	2018	108	466	42.6	57	453	35.1	47	484	51.1	1	*	*	0			8,620	426	25.3
		2019	96	428	16.7	48	426	14.6	44	425	18.2	1	*	*	0			8,689	426	20.7
		2020	90	439	25.6	38	436	21.1	51	441	29.4	0			0			4,749	425	22.7
11	Reading & Writing	2018	2	*	*	1	*	*	1	*	*	0			0			1,921	501	64.3
		2019	16	567	93.8	6	548	100.0	10	578	90.0	0			0			2,726	482	56.3
		2020	1	*	*	0			0			1	*	*	0			1,091	521	68.1
	Mathematics	2018	2	*	*	1	*	*	1	*	*	0			0			1,921	497	42.6
		2019	16	523	68.8	6	508	66.7	10	531	70.0	0			0			2,726	473	32.8
		2020	1	*	*	0			0			1	*	*	0			1,091	509	49.8

NOTE: See the NOTES report for information about score ranges and college readiness benchmarks set by The College Board for PSAT/NMSQT and PSAT 8-9.

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

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

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

ALL EXAMS

32	15,450	2.1	2.0	8	25.0	27.9
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Calculus AB

15	642	1.6	2.3	1	6.7	35.0
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Calculus BC

11	203	2.3	3.0	3	27.3	51.7
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Studio Art: 2-D Design Portfolio

6	134	2.8	3.0	4	66.7	70.1
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