DALLAS
INDEPENDENT SCHOOL DISTRICT

DATA PACKET 2021-22

SCHOOL
NUMBER 88

TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL

2020-21 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

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 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	110
10	118
11	113
12	98
ALL	439

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	**Percent**	**Number**	**Percent**
Black/African American	20	4.6	6	26.1
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.5	*	*
Hispanic	413	94.1	12	52.2
White	1	0.2	5	21.7
Multiple	3	0.7	0	0.0
Other* (teachers only)	—	—	0	0.0
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	139	31.7
Economically disadvantaged	388	88.4
Limited English proficient (LEP)	113	25.7
Special education	5	1.1
Talented and Gifted (TAG)	184	41.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	117	5	4.3	1	0.9	1	0.9	107	91.5	1	0.9	2	1.7
	2020	124	9	7.3	0	0.0	0	0.0	115	92.7	0	0.0	0	0.0
	2021	110	4	3.6	0	0.0	0	0.0	106	96.4	0	0.0	0	0.0
10	2019	104	6	5.8	0	0.0	1	1.0	96	92.3	1	1.0	0	0.0
	2020	115	3	2.6	1	0.9	1	0.9	106	92.2	1	0.9	3	2.6
	2021	118	7	5.9	0	0.0	0	0.0	111	94.1	0	0.0	0	0.0
11	2019	109	14	12.8	0	0.0	2	1.8	91	83.5	1	0.9	1	0.9
	2020	100	6	6.0	0	0.0	1	1.0	92	92.0	1	1.0	0	0.0
	2021	113	3	2.7	0	0.0	1	0.9	105	92.9	1	0.9	3	2.7
12	2019	107	7	6.5	0	0.0	1	0.9	98	91.6	0	0.0	1	0.9
	2020	108	14	13.0	0	0.0	2	1.9	90	83.3	1	0.9	1	0.9
	2021	98	6	6.1	0	0.0	1	1.0	91	92.9	0	0.0	0	0.0
9-12	2019	437	32	7.3	1	0.2	5	1.1	392	89.7	3	0.7	4	0.9
	2020	447	32	7.2	1	0.2	4	0.9	403	90.2	3	0.7	4	0.9
	2021	439	20	4.6	0	0.0	2	0.5	413	94.1	1	0.2	3	0.7

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	117	101	86.3	20	17.1	2	1.7	38	32.5	46	39.3	37	31.6	43.6	56.4	0.0
	2020	124	109	87.9	47	37.9	0	0.0	71	57.3	53	42.7	27	21.8	43.5	56.5	0.0
	2021	110	92	83.6	39	35.5	0	0.0	53	48.2	54	49.1	26	23.6	49.1	50.9	0.0
10	2019	104	93	89.4	8	7.7	3	2.9	31	29.8	37	35.6	0	0.0	44.2	55.8	0.0
	2020	115	100	87.0	19	16.5	2	1.7	58	50.4	46	40.0	1	0.9	43.5	56.5	0.0
	2021	118	105	89.0	46	39.0	0	0.0	51	43.2	50	42.4	0	0.0	43.2	56.8	0.0
11	2019	109	97	89.0	2	1.8	0	0.0	6	5.5	51	46.8	0	0.0	50.5	49.5	0.0
	2020	100	86	86.0	8	8.0	3	3.0	47	47.0	35	35.0	0	0.0	43.0	57.0	0.0
	2021	113	103	91.2	20	17.7	2	1.8	24	21.2	45	39.8	0	0.0	43.4	56.6	0.0
12	2019	107	88	82.2	1	0.9	0	0.0	19	17.8	51	47.7	0	0.0	43.0	57.0	0.0
	2020	108	87	80.6	2	1.9	0	0.0	54	50.0	50	46.3	0	0.0	50.0	50.0	0.0
	2021	98	88	89.8	8	8.2	3	3.1	11	11.2	35	35.7	0	0.0	42.9	57.1	0.0
9-12	2019	437	379	86.7	31	7.1	5	1.1	94	21.5	185	42.3	37	8.5	45.3	54.7	0.0
	2020	447	382	85.5	76	17.0	5	1.1	230	51.5	184	41.2	28	6.3	45.0	55.0	0.0
	2021	439	388	88.4	113	25.7	5	1.1	139	31.7	184	41.9	26	5.9	44.6	55.4	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	116	13,484	115	99.4	12,437	92.2	0	0.0	11.5	116	8,723	100.0	64.7
	2020	124	13,875	123	99.1	12,839	92.5	0	0.0	9.0	124	10,020	99.7	72.2
	2021	111	13,245	111	99.6	12,348	93.2	0	0.0	4.2	111	8,679	99.8	65.5
10	2019	104	12,020	103	98.7	11,175	93.0	0	0.0	7.3	104	7,845	99.8	65.3
	2020	116	12,465	114	98.5	11,629	93.3	0	0.0	5.4	115	8,835	99.6	70.9
	2021	121	12,994	120	99.3	12,138	93.4	0	0.0	3.0	118	8,671	97.7	66.7
11	2019	109	10,324	108	98.5	9,693	93.9	0	0.0	4.8	109	7,071	99.8	68.5
	2020	100	10,440	99	98.4	9,830	94.2	0	0.0	4.1	97	7,647	96.7	73.2
	2021	113	11,173	112	98.6	10,467	93.7	0	0.0	2.5	112	7,138	98.7	63.9
12	2019	106	10,368	106	99.2	9,771	94.2	0	0.0	3.3	106	7,151	99.6	69.0
	2020	108	10,322	107	98.8	9,699	94.0	0	0.0	3.4	107	7,820	99.0	75.8
	2021	98	10,428	98	99.9	9,883	94.8	1	1.0	2.2	98	7,101	99.6	68.1
9-12	2019	436	46,196	431	98.9	43,077	93.2	0	0.0	7.1	435	30,790	99.9	66.7
	2020	448	47,101	443	98.7	43,997	93.4	0	0.0	5.8	443	34,322	98.8	72.9
	2021	444	47,841	441	99.3	44,835	93.7	1	0.2	3.1	439	31,589	98.9	66.0

Teachers: 23

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	26.1
Hispanic	12	52.2
White	5	21.7
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	12	52.2
Male	11	47.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	8.0	90.9
2019-20	6.3	90.9
2020-21	1.2	90.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	4.3
1	1	4.3
2	0	0.0
3	0	0.0
4	2	8.7
5	0	0.0
1-3	1	4.3
More than 3	21	91.3
1 - 5	3	13.0
6 - 10	6	26.1
11 - 20	11	47.8
More than 20	2	8.7

TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL (88)   **10**

August 25, 2021   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_TEACHER   2021-22 Data Packet

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**	*	100.0	98.8	100.0	*	100.0	96.7	*	97.6	100.0	98.9	62.1
		2019	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	65.6
		2021		*	99.1	98.9		97.4	98.1		98.1	100.0	99.1	58.9
	Tests Taken	**2018**	1	7	81	63	3	22	30	1	42	48	90	9,912
		2019	1	4	108	101	2	20	38		51	66	117	10,554
		2021		4	106	90		39	53		53	57	110	9,858
ENGLISH II		**2018**	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	67.0
		2019	*	100.0	100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0	69.3
		2021		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	63.2
	Tests Taken	**2018**	2	12	103	87		7	15		60	59	119	10,011
		2019	1	6	87	83	3	8	27	1	42	53	95	9,584
		2021		7	112	106		45	50		53	66	119	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**	*	0	1	0	*	0	1	*	1	0	1	3,752
		2019	*	*	0	0	*	0	0		0	0	0	3,633
		2021			*	1	1		1	1		1	0	1	4,055
	Tests Taken	**2018**	1	7	81	63	3	22	30	1	42	48	90	9,912
		2019	1	4	108	101	2	20	38		51	66	117	10,554
		2021		4	106	90		39	53		53	57	110	9,858
ENGLISH II		**2018**	*	0	0	0		0	0		0	0	0	3,300
		2019	*	0	0	0	*	0	0	*	0	0	0	2,941
		2021		0	0	0		0	0		0	0	0	3,575
	Tests Taken	**2018**	2	12	103	87		7	15		60	59	119	10,011
		2019	1	6	87	83	3	8	27	1	42	53	95	9,584
		2021		7	112	106		45	50		53	66	119	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**	*	85.7	93.8	96.8	*	95.5	90.0	*	90.5	93.8	92.2	43.9
	2019	*	*	98.1	99.0	*	100.0	94.7		96.1	100.0	98.3	51.0
	2021		*	96.2	95.6		92.3	94.3		98.1	94.7	96.4	40.8
Tests Taken	**2018**	1	7	81	63	3	22	30	1	42	48	90	9,912
	2019	1	4	108	101	2	20	38		51	66	117	10,554
	2021		4	106	90		39	53		53	57	110	9,858
ENGLISH II	**2018**	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	50.0
	2019	*	100.0	98.9	98.8	*	87.5	96.3	*	97.6	100.0	98.9	51.5
	2021		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	47.3
Tests Taken	**2018**	2	12	103	87		7	15		60	59	119	10,011
	2019	1	6	87	83	3	8	27	1	42	53	95	9,584
	2021		7	112	106		45	50		53	66	119	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**	*	0.0	14.8	15.9	*	0.0	3.3	*	7.1	18.8	13.3	5.0
		2019	*	*	42.6	40.6	*	30.0	36.8		29.4	50.0	41.0	10.1
		2021		*	34.0	30.0		20.5	20.8		41.5	26.3	33.6	6.3
	Tests Taken	**2018**	1	7	81	63	3	22	30	1	42	48	90	9,912
		2019	1	4	108	101	2	20	38		51	66	117	10,554
		2021		4	106	90		39	53		53	57	110	9,858
ENGLISH II		**2018**	*	66.7	38.8	43.7		42.9	20.0		43.3	42.4	42.9	7.0
		2019	*	0.0	19.5	18.1	*	0.0	11.1	*	19.0	17.0	17.9	6.0
		2021		28.6	23.2	24.5		11.1	12.0		24.5	22.7	23.5	6.0
	Tests Taken	**2018**	2	12	103	87		7	15		60	59	119	10,011
		2019	1	6	87	83	3	8	27	1	42	53	95	9,584
		2021		7	112	106		45	50		53	66	119	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	92.1	86.0	75.7	5.0	78.9	86.2
2019	83.1	87.3	90.5	5.8	87.7	83.6
2021	83.1	83.4	85.7	5.9	84.5	85.3

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	90.1	87.5	92.7	6.5	89.5	89.4
2019	78.7	84.0	93.4	6.3	82.3	88.2
2021	88.6	85.8	87.1	6.1	89.4	85.1

[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	100.0	*	100.0	100.0		100.0	100.0	100.0	87.5
	2019	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.9
	2021		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	69.4
Tests Taken	**2018**	1	3	40	24	3	13	14		22	23	45	10,244
	2019	1	1	31	26	1	6	14		21	12	33	10,243
	2021		3	24	24		11	14		10	17	27	11,233

State of Texas Assessment of Academic Readiness End-Of-Course: MATHEMATICS

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	0	*	0	0		0	0	0	1,278
	2019	*	*	0	0	*	0	0		0	0	0	1,134
	2021		*	0	0		0	0		0	0	0	3,441
Tests Taken	**2018**	1	3	40	24	3	13	14		22	23	45	10,244
	2019	1	1	31	26	1	6	14		21	12	33	10,243
	2021		3	24	24		11	14		10	17	27	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**	*	*	95.0	95.8	*	92.3	94.4		95.5	95.7	95.6	61.8
	2019	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	68.9
	2021		*	79.2	83.3		81.8	85.7		80.0	76.5	77.8	32.4
Tests Taken	**2018**	1	3	40	24	3	13	18		22	23	45	10,244
	2019	1	1	31	26	1	6	14		21	12	33	10,243
	2021		3	24	24		11	14		10	17	27	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**	*	*	62.5	58.3	*	61.5	50.0		59.1	73.9	66.7	35.8
	2019	*	*	96.8	100.0	*	100.0	92.9		95.2	100.0	97.0	45.1
	2021		*	16.7	16.7		18.2	14.3		30.0	5.9	14.8	15.8
Tests Taken	**2018**	1	3	40	24	3	13	18		22	23	45	10,244
	2019	1	1	31	26	1	6	14		21	12	33	10,243
	2021		3	24	24		11	14		10	17	27	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	73.3	84.6	82.9	79.0	80.4
2019	92.6	88.9	89.4	85.7	91.9
2021	68.4	66.7	68.0	59.3	73.5

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	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.1
	2021		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	78.3
Tests Taken	**2018**	1	7	100	80	3	27	37	1	49	60	109	10,192
	2019	1	4	108	101	2	20	38		51	66	117	9,591
	2021		4	106	91		39	53		54	56	110	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	*	*	0	0	*	0	0		0	0	0	1,240
		2021		*	0	0		0	0		0	0	0	2,162
	Tests Taken	**2018**	1	7	100	80	3	27	37	1	49	60	109	10,192
		2019	1	4	108	101	2	20	38		51	66	117	9,591
		2021		4	106	91		39	53		54	56	110	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**	*	100.0	92.0	96.3	*	88.9	81.1	*	93.9	91.7	92.7	57.4
	2019	*	*	98.1	98.0	*	100.0	100.0		100.0	97.0	98.3	59.2
	2021		*	87.7	86.8		82.1	83.0		87.0	89.3	88.2	42.8
Tests Taken	**2018**	1	7	100	80	3	27	37	1	49	60	109	10,192
	2019	1	4	108	101	2	20	38		51	66	117	9,591
	2021		4	106	91		39	53		54	56	110	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**	*	14.3	30.0	30.0	*	29.6	24.3	*	30.6	28.3	29.4	18.6
	2019	*	*	50.9	52.5	*	35.0	39.5		52.9	51.5	52.1	22.3
	2021		*	30.2	26.4		20.5	18.9		37.0	25.0	30.9	14.0
Tests Taken	**2018**	1	7	100	80	3	27	37	1	49	60	109	10,192
	2019	1	4	108	101	2	20	38		51	66	117	9,591
	2021		4	106	91		39	53		54	56	110	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	71.7	71.6	78.0	79.8	80.5
2019	75.7	72.1	86.0	80.2	87.4
2021	67.4	66.8	79.5	80.0	84.9

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

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	93.4
	2019	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	93.8
	2021	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	84.7
Tests Taken	**2018**		7	99	83		3	18		46	62	108	9,468
	2019	1	14	91	97		2	6		55	54	109	9,416
	2021	1	3	105	102	2	20	24		49	64	113	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	624
	2019	*	0	0	0		*	0		0	0	0	582
	2021	*	*	0	0	*	0	0		0	0	0	1,373
Tests Taken	**2018**		7	99	83		3	18		46	62	108	9,468
	2019	1	14	91	97		2	6		55	54	109	9,416
	2021	1	3	105	102	2	20	24		49	64	113	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**		85.7	100.0	98.8		*	94.4		97.8	100.0	99.1	72.3
	2019	*	100.0	98.9	99.0		*	100.0		100.0	98.1	99.1	73.7
	2021	*	*	96.2	97.1	*	95.0	91.7		93.9	98.4	96.5	56.7
Tests Taken	**2018**		7	99	83		3	18		46	62	108	9,468
	2019	1	14	91	97		2	6		55	54	109	9,416
	2021	1	3	105	102	2	20	24		49	64	113	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**		57.1	84.8	84.3		*	55.6		84.8	82.3	83.3	38.6
	2019	*	85.7	91.2	90.7		*	83.3		94.5	87.0	90.8	41.6
	2021	*	*	81.9	81.4	*	75.0	75.0		91.8	75.0	82.3	30.7
Tests Taken	**2018**		7	99	83		3	18		46	62	108	9,468
	2019	1	14	91	97		2	6		55	54	109	9,416
	2021	1	3	105	102	2	20	24		49	64	113	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	86.5	88.4	82.8	87.8
2019	86.5	83.3	81.1	88.5
2021	84.2	88.5	77.5	84.8

PERFORMANCE IN 2021

Grade 2020-21 (N Rated)	Domain: / 2021 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (39)	Beginning	0	0.0	2	5.1	0	0.0	0	0.0	0	0.0
	Intermediate	1	2.6	12	30.8	0	0.0	1	2.6	2	6.5
	Advanced	10	25.6	18	46.2	23	74.2	5	12.8	11	35.5
	Advanced High	28	71.8	7	17.9	8	25.8	33	84.6	18	58.1
10 (43)	Beginning	0	0.0	7	16.3	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	11	25.6	0	0.0	1	2.3	5	13.2
	Advanced	8	18.6	13	30.2	17	44.7	11	25.6	13	34.2
	Advanced High	35	81.4	12	27.9	21	55.3	31	72.1	20	52.6
11 (18)	Beginning	0	0.0	1	5.9	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	7	41.2	0	0.0	0	0.0	1	7.1
	Advanced	6	35.3	2	11.8	6	40.0	1	5.9	6	42.9
	Advanced High	11	64.7	7	41.2	9	60.0	16	94.1	7	50.0
12 (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	16.7	0	0.0	0	0.0	0	0.0
	Advanced	1	16.7	2	33.3	0	0.0	1	16.7	1	20.0
	Advanced High	5	83.3	3	50.0	6	100.0	5	83.3	4	80.0
ALL (107)	Beginning	0	0.0	10	9.5	0	0.0	0	0.0	0	0.0
	Intermediate	1	1.0	31	29.5	0	0.0	2	1.9	8	9.1
	Advanced	25	23.8	35	33.3	46	51.1	18	17.1	31	35.2
	Advanced High	79	75.2	29	27.6	44	48.9	85	81.0	49	55.7

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years — N (% Progressed)	2021 Level	2020 Level Beg	Int	Adv	Adv High
12 — **4 (33.3%)**	Beginning	0			
	Intermediate	0	2		
	Advanced	0	1	4	
	Advanced High	0	0	3	
46 — **20 (43.5%)**	Beginning	0			
	Intermediate	0	5		
	Advanced	0	0	13	
	Advanced High	0	4	16	
18 — **8 (44.4%)**	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	4	
	Advanced High	0	0	7	
8 — **4 (50.0%)**	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	1	3	
84 — **36 (42.9%)**	Beginning	0			
	Intermediate	0	8		
	Advanced	0	2	22	
	Advanced High	0	5	29	

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**	99.1	87.2	106	547	86.8	7	526	85.7	97	547	86.6				7,714	463	39.1
		2019-20	100.0	84.7	108	555	91.7	14	562	92.9	90	553	91.1	1	*	*	7,424	466	39.8
		2020-21	99.0	79.7	97	522	77.3	6	520	83.3	90	523	76.7				7,006	457	35.9
	Mathematics	**2018-19**	99.1	87.2	106	531	50.9	7	493	42.9	97	534	52.6				7,714	461	19.7
		2019-20	100.0	84.7	108	543	58.3	14	538	64.3	90	542	56.7	1	*	*	7,424	461	21.7
		2020-21	99.0	79.7	97	510	42.3	6	480	0.0	90	512	44.4				7,006	456	20.4
ACT	English	**2018-19**	99.1	82.5	106	20	69.8	7	17	28.6	97	20	72.2				7,297	15	27.0
		2019-20	100.0	81.3	108	20	77.8	14	22	85.7	90	20	76.7	1	*	*	7,122	15	28.9
		2020-21	98.0	57.2	96	19	58.3	6	16	33.3	89	19	60.7				5,030	14	24.1
	Mathematics	**2018-19**	99.1	82.5	106	21	51.9	7	20	42.9	97	22	53.6				7,297	18	19.2
		2019-20	100.0	81.3	108	21	37.0	14	21	35.7	90	21	36.7	1	*	*	7,122	17	14.3
		2020-21	98.0	57.2	96	20	32.3	6	18	16.7	89	20	33.7				5,030	17	13.6
	Reading	**2018-19**	99.1	82.5	106	22	57.5	7	18	28.6	97	22	58.8				7,297	17	21.0
		2019-20	100.0	81.3	108	22	50.0	14	22	50.0	90	21	48.9	1	*	*	7,122	16	18.6
		2020-21	98.0	57.2	96	20	35.4	6	19	33.3	89	20	34.8				5,030	16	16.0
	Science	**2018-19**	99.1	82.5	106	21	35.8	7	17	28.6	97	21	36.1				7,297	17	14.5
		2019-20	100.0	81.3	108	21	33.3	14	22	35.7	90	21	33.3	1	*	*	7,122	17	13.9
		2020-21	98.0	57.2	96	20	28.1	6	18	0.0	89	20	29.2				5,030	17	12.8
	Composite	**2018-19**	99.1	82.5	106	21	–	7	18	–	97	21	–			–	7,297	17	–
		2019-20	100.0	81.3	108	21	–	14	22	–	90	21	–	1	*	–	7,122	16	–
		2020-21	98.0	57.2	96	20	–	6	18	–	89	20	–			–	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**	104	507	91.3	5	*	*	97	507	91.8	1	*	*	1	*	*	8,620	418	41.8
		2019	116	511	93.1	4	*	*	106	509	92.5	1	*	*	2	*	*	8,689	414	38.2
		2020	119	490	84.0	7	489	100.0	112	490	83.0	0			0			4,749	422	42.8
	Mathematics	**2018**	104	487	65.4	5	*	*	97	487	66.0	1	*	*	1	*	*	8,620	426	25.3
		2019	116	485	60.3	4	*	*	106	485	61.3	1	*	*	2	*	*	8,689	426	20.7
		2020	119	481	52.1	7	497	71.4	112	480	50.9	0			0			4,749	425	22.7
11	Reading & Writing	**2018**	14	622	92.9	4	*	*	9	637	100.0	1	*	*	0			1,921	501	64.3
		2019	21	579	100.0	0			21	579	100.0	0			0			2,726	482	56.3
		2020	4	*	*	0			4	*	*	0			0			1,091	521	68.1
	Mathematics	**2018**	14	621	100.0	4	*	*	9	613	100.0	1	*	*	0			1,921	497	42.6
		2019	21	520	66.7	0			21	520	66.7	0			0			2,726	473	32.8
		2020	4	*	*	0			4	*	*	0			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				Exams Taken		Average Score		Passed				Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist		School	Dist	School	Dist	School	%	Dist		School	Dist	School	Dist	School	%	Dist

ALL EXAMS

423	15,450	2.2	2.0	136	32.2	27.9

Biology

34	653	2.2	1.9	10	29.4	24.2

Calculus AB

45	642	1.7	2.3	6	13.3	35.0

Calculus BC

9	203	2.0	3.0	2	22.2	51.7

Computer Science Principles

9	163	2.4	2.5	5	55.6	46.6

English Literature and Composition

29	1,683	1.5	1.5	4	13.8	9.3

Environmental Science

27	742	2.2	1.8	11	40.7	21.7

Human Geography

91	1,577	2.0	1.7	25	27.5	21.4

Spanish Language and Culture

58	860	4.0	3.4	53	91.4	75.9

Statistics

15	355	1.3	2.4	1	6.7	44.8

World History

106	1,214	1.9	1.9	19	17.9	23.6