



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
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AUGUST 25, 2021

SCHOOL
NUMBER 13

FRANKLIN D. ROOSEVELT HIGH SCHOOL

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

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 6. Summary Summary of Student and Teacher Statistics
- 7. Enroll (1) Enrollment Statistics by Ethnicity
- 8. Enroll (2) Enrollment Statistics by Select Student Group
- 9. Attendance Student Attendance Statistics
- 10. Teachers Teacher Statistics

STAAR

- 11. ELA (EOC) STAAR EOC ELA
- 16. Math (EOC) STAAR EOC Mathematics
- 21. Science (EOC) ... STAAR EOC Science
- 26. SS (EOC) STAAR EOC Social Studies

ENGLISH PROFICIENCY

- 31. TELPAS Texas English Language Proficiency Assessment

COLLEGE READINESS

- 32. SAT/ACT SAT/ACT Average Scores for Grade 12
- 33. PSAT PSAT Average Scores
- 34. AP Advanced Placement (AP) Exams

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	209
10	192
11	145
12	158
ALL	704

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	295	41.9	31	64.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	392	55.7	7	14.6
White	5	0.7	8	16.7
Multiple	12	1.7	0	0.0
Other* (teachers only)	—	—	2	4.2
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	535	76.0
Economically disadvantaged	647	91.9
Limited English proficient (LEP)	269	38.2
Special education	93	13.2
Talented and Gifted (TAG)	80	11.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	248	103	41.5	0	0.0	0	0.0	138	55.6	7	2.8	0	0.0
	2020	238	102	42.9	0	0.0	0	0.0	132	55.5	1	0.4	3	1.3
	2021	209	94	45.0	0	0.0	0	0.0	109	52.2	3	1.4	3	1.4
10	2019	182	70	38.5	0	0.0	0	0.0	110	60.4	1	0.5	0	0.0
	2020	179	78	43.6	1	0.6	0	0.0	95	53.1	3	1.7	2	1.1
	2021	192	82	42.7	0	0.0	0	0.0	106	55.2	0	0.0	4	2.1
11	2019	152	64	42.1	0	0.0	0	0.0	87	57.2	0	0.0	0	0.0
	2020	139	47	33.8	0	0.0	0	0.0	92	66.2	0	0.0	0	0.0
	2021	145	58	40.0	0	0.0	0	0.0	82	56.6	2	1.4	3	2.1
12	2019	131	60	45.8	0	0.0	0	0.0	71	54.2	0	0.0	0	0.0
	2020	157	69	43.9	0	0.0	0	0.0	86	54.8	2	1.3	0	0.0
	2021	158	61	38.6	0	0.0	0	0.0	95	60.1	0	0.0	2	1.3
9-12	2019	713	297	41.7	0	0.0	0	0.0	406	56.9	8	1.1	0	0.0
	2020	713	296	41.5	1	0.1	0	0.0	405	56.8	6	0.8	5	0.7
	2021	704	295	41.9	0	0.0	0	0.0	392	55.7	5	0.7	12	1.7

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	248	235	94.8	117	47.2	31	12.5	188	75.8	22	8.9	59	23.8	53.6	46.4	10.1
	2020	238	235	98.7	98	41.2	29	12.2	149	62.6	19	8.0	52	21.8	54.6	45.4	17.6
	2021	209	196	93.8	84	40.2	37	17.7	166	79.4	28	13.4	29	13.9	51.2	48.8	7.7
10	2019	182	169	92.9	62	34.1	18	9.9	141	77.5	18	9.9	9	4.9	56.0	44.0	7.1
	2020	179	176	98.3	70	39.1	28	15.6	112	62.6	22	12.3	15	8.4	53.1	46.9	14.5
	2021	192	176	91.7	74	38.5	18	9.4	155	80.7	15	7.8	7	3.6	49.0	51.0	1.0
11	2019	152	140	92.1	34	22.4	13	8.6	100	65.8	22	14.5	13	8.6	52.0	48.0	2.0
	2020	139	136	97.8	44	31.7	11	7.9	93	66.9	18	12.9	9	6.5	52.5	47.5	5.0
	2021	145	129	89.0	62	42.8	21	14.5	102	70.3	18	12.4	9	6.2	46.9	53.1	0.7
12	2019	131	124	94.7	31	23.7	11	8.4	78	59.5	11	8.4	4	3.1	43.5	56.5	3.1
	2020	157	153	97.5	33	21.0	13	8.3	85	54.1	20	12.7	15	9.6	51.6	48.4	3.2
	2021	158	146	92.4	49	31.0	17	10.8	112	70.9	19	12.0	7	4.4	53.2	46.8	7.0
9-12	2019	713	668	93.7	244	34.2	73	10.2	507	71.1	73	10.2	85	11.9	52.0	48.0	6.3
	2020	713	700	98.2	245	34.4	81	11.4	439	61.6	79	11.1	91	12.8	53.2	46.8	11.2
	2021	704	647	91.9	269	38.2	93	13.2	535	76.0	80	11.4	52	7.4	50.1	49.9	4.3

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	255	13,484	220	86.2	12,437	92.2	44	17.2	11.5	151	8,723	59.2	64.7
	2020	234	13,875	206	87.8	12,839	92.5	30	12.8	9.0	160	10,020	68.3	72.2
	2021	208	13,245	185	88.7	12,348	93.2	11	5.3	4.2	100	8,679	48.0	65.5
10	2019	182	12,020	163	89.6	11,175	93.0	8	4.4	7.3	130	7,845	71.6	65.3
	2020	190	12,465	171	90.2	11,629	93.3	18	9.5	5.4	134	8,835	70.6	70.9
	2021	192	12,994	176	91.6	12,138	93.4	3	1.6	3.0	124	8,671	64.5	66.7
11	2019	152	10,324	140	91.8	9,693	93.9	11	7.2	4.8	116	7,071	76.1	68.5
	2020	139	10,440	126	90.7	9,830	94.2	7	5.0	4.1	112	7,647	80.7	73.2
	2021	148	11,173	132	89.5	10,467	93.7	6	4.1	2.5	86	7,138	58.3	63.9
12	2019	135	10,368	124	91.9	9,771	94.2	8	5.9	3.3	99	7,151	73.2	69.0
	2020	154	10,322	142	92.2	9,699	94.0	6	3.9	3.4	126	7,820	81.7	75.8
	2021	159	10,428	142	88.9	9,883	94.8	3	1.9	2.2	84	7,101	52.7	68.1
9-12	2019	724	46,196	647	89.3	43,077	93.2	71	9.8	7.1	496	30,790	68.5	66.7
	2020	717	47,101	645	90.0	43,997	93.4	61	8.5	5.8	532	34,322	74.2	72.9
	2021	708	47,841	635	89.7	44,835	93.7	23	3.3	3.1	394	31,589	55.7	66.0

Teachers: 48

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	31	64.6
Hispanic	7	14.6
White	8	16.7
Multiple	0	0.0
Other	2	4.2

Gender	Number	Percentage
Female	26	54.2
Male	22	45.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	8.2	55.6
2019-20	5.6	65.3
2020-21	5.3	72.3

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	4.2
1	3	6.3
2	6	12.5
3	2	4.2
4	4	8.3
5	1	2.1
1-3	11	22.9
More than 3	35	72.9
1 - 5	16	33.3
6 - 10	11	22.9
11 - 20	14	29.2
More than 20	5	10.4

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	*	35.8	50.8	40.6	10.5	40.8	35.2		39.6	50.0	44.6	62.1
	2019	*	50.5	43.9	46.0	5.6	37.8	43.8		39.1	56.0	47.1	65.6
	2021	*	36.6	49.2	41.0	16.7	46.3	37.5		51.1	37.5	43.1	58.9
Tests Taken	2018	1	81	120	155	19	71	165		106	98	204	9,912
	2019	5	91	114	198	18	98	160		110	100	210	10,554
	2021	3	41	63	100	12	54	88		45	64	109	9,858
ENGLISH II	2018		43.2	54.0	51.7	8.3	30.4	35.6		38.5	62.4	50.0	67.0
	2019	*	47.7	61.1	53.3	9.1	49.1	46.8		51.2	60.3	55.6	69.3
	2021		51.0	50.8	48.2	12.5	46.9	43.3		42.9	55.6	49.6	63.2
Tests Taken	2018		74	100	149	12	46	135		91	85	176	10,011
	2019	1	65	95	150	11	53	124		84	78	162	9,584
	2021		51	65	110	8	49	90		56	63	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	*	52	59	92	17	42	107		64	49	113	3,752
	2019	*	45	64	107	17	61	90		67	44	111	3,633
	2021	*	26	32	59	10	29	55		22	40	62	4,055
Tests Taken	2018	1	81	120	155	19	71	165		106	98	204	9,912
	2019	5	91	114	198	18	98	160		110	100	210	10,554
	2021	3	41	63	100	12	54	88		45	64	109	9,858
ENGLISH II	2018		42	46	72	11	32	87		56	32	88	3,300
	2019	*	34	37	70	10	27	66		41	31	72	2,941
	2021		25	32	57	7	26	51		32	28	60	3,575
Tests Taken	2018		74	100	149	12	46	135		91	85	176	10,011
	2019	1	65	95	150	11	53	124		84	78	162	9,584
	2021		51	65	110	8	49	90		56	63	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	*	17.3	22.5	19.4	0.0	9.9	11.5		16.0	24.5	20.1	43.9
	2019	*	31.9	32.5	31.3	5.6	26.5	26.9		26.4	40.0	32.9	51.0
	2021	*	19.5	27.0	23.0	0.0	27.8	20.5		28.9	20.3	23.9	40.8
Tests Taken	2018	1	81	120	155	19	71	165		106	98	204	9,912
	2019	5	91	114	198	18	98	160		110	100	210	10,554
	2021	3	41	63	100	12	54	88		45	64	109	9,858
ENGLISH II	2018		24.3	41.0	36.2	0.0	15.2	18.5		25.3	42.4	33.5	50.0
	2019	*	26.2	42.1	33.3	0.0	26.4	26.6		29.8	42.3	35.8	51.5
	2021		23.5	35.4	27.3	0.0	30.6	23.3		21.4	36.5	29.4	47.3
Tests Taken	2018		74	100	149	12	46	135		91	85	176	10,011
	2019	1	65	95	150	11	53	124		84	78	162	9,584
	2021		51	65	110	8	49	90		56	63	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	*	1.2	0.0	0.6	0.0	0.0	0.0		0.0	1.0	0.5	5.0
	2019	*	2.2	1.8	2.0	0.0	1.0	1.9		0.0	4.0	1.9	10.1
	2021	*	4.9	1.6	3.0	0.0	0.0	0.0		0.0	4.7	2.8	6.3
Tests Taken	2018	1	81	120	155	19	71	165		106	98	204	9,912
	2019	5	91	114	198	18	98	160		110	100	210	10,554
	2021	3	41	63	100	12	54	88		45	64	109	9,858
ENGLISH II	2018		1.4	2.0	2.0	0.0	0.0	0.0		0.0	3.5	1.7	7.0
	2019	*	1.5	1.1	0.7	0.0	0.0	0.0		0.0	2.6	1.2	6.0
	2021		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	6.0
Tests Taken	2018		74	100	149	12	46	135		91	85	176	10,011
	2019	1	65	95	150	11	53	124		84	78	162	9,584
	2021		51	65	110	8	49	90		56	63	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	62.4	58.2	57.6	3.5	58.0	59.5
2019	54.6	57.7	60.2	3.3	57.4	56.3
2021	52.5	56.0	54.7	3.0	60.8	60.7

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	64.3	58.3	61.0	3.9	65.6	58.5
2019	55.7	64.6	69.9	3.6	63.9	70.9
2021	59.1	56.4	54.0	3.5	65.5	54.6

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	*	75.0	82.8	81.8	35.7	78.6	76.5		78.0	81.8	79.9	87.5
	2019	*	75.0	78.6	75.0	25.0	76.9	77.0		70.1	82.3	75.6	88.9
	2021	*	16.7	26.4	20.0	6.7	26.1	20.7		23.4	20.3	21.7	69.4
Tests Taken	2018	1	64	93	121	14	56	139		82	77	159	10,244
	2019	5	68	103	168	20	91	139		97	79	176	10,243
	2021	3	48	53	100	15	46	87		47	59	106	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	*	16	16	22	9	12	32		18	14	32	1,278
	2019	*	17	22	42	15	21	32		29	14	43	1,134
	2021	*	40	39	80	14	34	69		36	47	83	3,441
Tests Taken	2018	1	64	93	121	14	56	139		82	77	159	10,244
	2019	5	68	103	168	20	91	139		97	79	176	10,243
	2021	3	48	53	100	15	46	87		47	59	106	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	*	26.6	47.3	38.0	14.3	46.4	36.0		37.8	40.3	39.0	61.8
	2019	*	30.9	49.5	41.7	10.0	48.4	41.7		36.1	48.1	41.5	68.9
	2021	*	0.0	3.8	1.0	0.0	4.3	2.3		2.1	1.7	1.9	32.4
Tests Taken	2018	1	64	93	121	14	56	136		82	77	159	10,244
	2019	5	68	103	168	20	91	139		97	79	176	10,243
	2021	3	48	53	100	15	46	87		47	59	106	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	*	9.4	17.2	10.7	0.0	19.6	11.0		14.6	13.0	13.8	35.8
	2019	*	13.2	19.4	17.9	5.0	17.6	15.1		15.5	19.0	17.0	45.1
	2021	*	0.0	1.9	1.0	0.0	2.2	1.1		0.0	1.7	0.9	15.8
Tests Taken	2018	1	64	93	121	14	56	136		82	77	159	10,244
	2019	5	68	103	168	20	91	139		97	79	176	10,243
	2021	3	48	53	100	15	46	87		47	59	106	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	44.1	57.4	58.9	56.0	53.6
2019	56.5	46.7	56.3	56.0	62.2
2021	30.3	30.1	30.3	31.8	26.9

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	*	68.9	71.3	69.4	28.6	64.2	66.7		67.3	73.4	70.3	87.9
	2019	66.7	81.6	74.3	77.3	38.9	70.1	78.9		71.7	84.0	77.3	87.1
	2021	*	55.6	73.1	65.6	55.6	76.2	61.3		71.2	59.6	65.7	78.3
Tests Taken	2018	1	74	115	144	14	67	153		98	94	192	10,192
	2019	6	87	113	198	18	97	152		113	94	207	9,591
	2021	1	45	52	93	9	42	80		52	47	99	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	*	23	33	44	10	24	51		32	25	57	1,234
	2019	2	16	29	45	11	29	32		32	15	47	1,240
	2021	*	20	14	32	4	10	31		15	19	34	2,162
Tests Taken	2018	1	74	115	144	14	67	153		98	94	192	10,192
	2019	6	87	113	198	18	97	152		113	94	207	9,591
	2021	1	45	52	93	9	42	80		52	47	99	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	*	23.0	27.8	23.6	0.0	17.9	17.6		24.5	27.7	26.0	57.4
	2019	50.0	39.1	38.9	38.4	11.1	36.1	36.2		38.1	40.4	39.1	59.2
	2021	*	20.0	28.8	24.7	11.1	28.6	20.0		26.9	23.4	25.3	42.8
Tests Taken	2018	1	74	115	144	14	67	153		98	94	192	10,192
	2019	6	87	113	198	18	97	152		113	94	207	9,591
	2021	1	45	52	93	9	42	80		52	47	99	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	*	4.1	4.3	2.1	0.0	1.5	0.7		2.0	6.4	4.2	18.6
	2019	33.3	4.6	7.1	6.6	5.6	7.2	5.3		7.1	6.4	6.8	22.3
	2021	*	2.2	9.6	6.5	0.0	9.5	5.0		3.8	8.5	6.1	14.0
Tests Taken	2018	1	74	115	144	14	67	153		98	94	192	10,192
	2019	6	87	113	198	18	97	152		113	94	207	9,591
	2021	1	45	52	93	9	42	80		52	47	99	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	47.2	44.2	53.6	52.5	50.6
2019	50.0	47.1	59.3	53.4	57.2
2021	43.6	41.7	50.5	52.3	58.2

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		82.8	90.6	88.7	*	84.3	82.7		85.4	89.1	87.4	93.4
	2019		84.4	92.6	88.0	53.8	87.5	85.2		89.0	89.1	89.0	93.8
	2021		59.2	67.1	62.3	14.3	58.6	52.6		62.3	64.6	63.4	84.7
Tests Taken	2018		87	127	186	5	51	156		96	119	215	9,468
	2019		64	81	133	13	40	108		82	64	146	9,416
	2021		49	82	122	14	58	97		69	65	134	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		15	12	21	*	8	27		14	13	27	624
	2019		10	6	16	6	5	16		9	7	16	582
	2021		20	27	46	12	24	46		26	23	49	1,373
Tests Taken	2018		87	127	186	5	51	156		96	119	215	9,468
	2019		64	81	133	13	40	108		82	64	146	9,416
	2021		49	82	122	14	58	97		69	65	134	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		50.6	51.2	52.2	*	29.4	38.5		49.0	52.9	51.2	72.3
	2019		46.9	48.1	45.1	15.4	32.5	37.0		54.9	39.1	47.9	73.7
	2021		26.5	30.5	25.4	7.1	25.9	20.6		30.4	26.2	28.4	56.7
Tests Taken	2018		87	127	186	5	51	156		96	119	215	9,468
	2019		64	81	133	13	40	108		82	64	146	9,416
	2021		49	82	122	14	58	97		69	65	134	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		13.8	20.5	18.8	*	3.9	10.3		12.5	22.7	18.1	38.6
	2019		10.9	17.3	12.0	0.0	7.5	10.2		13.4	15.6	14.4	41.6
	2021		4.1	11.0	5.7	7.1	10.3	7.2		7.2	9.2	8.2	30.7
Tests Taken	2018		87	127	186	5	51	156		96	119	215	9,468
	2019		64	81	133	13	40	108		82	64	146	9,416
	2021		49	82	122	14	58	97		69	65	134	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	63.1	61.2	53.9	64.9
2019	61.9	61.0	59.0	61.6
2021	50.0	55.3	46.4	47.1

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (36)	Beginning	1	3.8	10	38.5	0	0.0	4	15.4	0	0.0
	Intermediate	8	30.8	12	46.2	7	41.2	5	19.2	2	28.6
	Advanced	7	26.9	4	15.4	6	35.3	6	23.1	3	42.9
	Advanced High	10	38.5	0	0.0	4	23.5	11	42.3	2	28.6
10 (20)	Beginning	1	6.3	4	25.0	0	0.0	1	6.3	0	0.0
	Intermediate	6	37.5	6	37.5	2	25.0	5	31.3	1	25.0
	Advanced	6	37.5	6	37.5	0	0.0	4	25.0	1	25.0
	Advanced High	3	18.8	0	0.0	6	75.0	6	37.5	2	50.0
11 (18)	Beginning	2	13.3	5	33.3	0	0.0	2	13.3	0	0.0
	Intermediate	3	20.0	6	40.0	1	16.7	4	26.7	1	33.3
	Advanced	7	46.7	4	26.7	3	50.0	6	40.0	1	33.3
	Advanced High	3	20.0	0	0.0	2	33.3	3	20.0	1	33.3
12 (11)	Beginning	0	0.0	8	72.7	0	0.0	0	0.0	0	0.0
	Intermediate	2	18.2	2	18.2	0	0.0	2	18.2	1	100.0
	Advanced	8	72.7	1	9.1	0	0.0	5	45.5	0	0.0
	Advanced High	1	9.1	0	0.0	1	100.0	4	36.4	0	0.0
ALL (86)	Beginning	4	5.8	28	40.6	1	3.0	8	11.6	1	6.3
	Intermediate	20	29.0	26	37.7	10	30.3	16	23.2	5	31.3
	Advanced	28	40.6	15	21.7	9	27.3	21	30.4	5	31.3
	Advanced High	17	24.6	0	0.0	13	39.4	24	34.8	5	31.3

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
12 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	0	
3 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
2 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	
18 0 (0.0%)	Beginning	1			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	0	

 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	81.7	87.2	107	422	16.8	47	436	25.5	60	412	10.0				7,714	463	39.1
		2019-20	54.1	84.7	85	446	36.5	23	443	34.8	62	447	37.1				7,424	466	39.8
		2020-21	63.3	79.7	100	413	16.0	35	412	11.4	65	414	18.5				7,006	457	35.9
	Mathematics	2018-19	81.7	87.2	107	421	3.7	47	415	2.1	60	425	5.0				7,714	461	19.7
		2019-20	54.1	84.7	85	438	9.4	23	436	13.0	62	439	8.1				7,424	461	21.7
		2020-21	63.3	79.7	100	425	7.0	35	413	0.0	65	431	10.8				7,006	456	20.4
ACT	English	2018-19	74.0	82.5	97	13	9.3	44	14	15.9	53	12	3.8				7,297	15	27.0
		2019-20	62.4	81.3	98	14	17.3	36	13	11.1	60	14	20.0	2	*	*	7,122	15	28.9
		2020-21	25.3	57.2	40	13	15.0	14	12	14.3	26	14	15.4				5,030	14	24.1
	Mathematics	2018-19	74.0	82.5	97	16	3.1	44	15	0.0	53	16	5.7				7,297	18	19.2
		2019-20	62.4	81.3	98	16	3.1	36	16	2.8	60	16	1.7	2	*	*	7,122	17	14.3
		2020-21	25.3	57.2	40	16	7.5	14	14	0.0	26	17	11.5				5,030	17	13.6
	Reading	2018-19	74.0	82.5	97	15	7.2	44	16	11.4	53	15	3.8				7,297	17	21.0
		2019-20	62.4	81.3	98	15	11.2	36	15	11.1	60	16	10.0	2	*	*	7,122	16	18.6
		2020-21	25.3	57.2	40	15	12.5	14	13	0.0	26	16	19.2				5,030	16	16.0
	Science	2018-19	74.0	82.5	97	15	0.0	44	16	0.0	53	15	0.0				7,297	17	14.5
		2019-20	62.4	81.3	98	15	5.1	36	15	5.6	60	16	5.0	2	*	*	7,122	17	13.9
		2020-21	25.3	57.2	40	17	7.5	14	15	0.0	26	18	11.5				5,030	17	12.8
	Composite	2018-19	74.0	82.5	97	15	–	44	15	–	53	14	–				7,297	17	–
		2019-20	62.4	81.3	98	15	–	36	15	–	60	15	–	2	*	–	7,122	16	–
		2020-21	25.3	57.2	40	15	–	14	14	–	26	16	–				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	8	366	12.5	3	*	*	4	*	*	0			0			2,063	473	74.2
		2019	18	364	22.2	4	*	*	12	358	16.7	0			0			2,013	463	69.8
		2020	4	*	*	0			4	*	*	0			0			192	393	38.5
	Mathematics	2018	8	426	25.0	3	*	*	4	*	*	0			0			2,063	477	64.0
		2019	18	393	16.7	4	*	*	12	402	16.7	0			0			2,013	460	62.6
		2020	4	*	*	0			4	*	*	0			0			192	407	22.4
10	Reading & Writing	2018	123	368	17.1	36	368	19.4	83	369	16.9	1	*	*	0			8,620	418	41.8
		2019	111	385	28.8	44	383	38.6	64	382	20.3	2	*	*	0			8,689	414	38.2
		2020	16	366	12.5	6	362	16.7	10	369	10.0	0			0			4,749	422	42.8
	Mathematics	2018	123	384	8.9	36	371	2.8	83	390	12.0	1	*	*	0			8,620	426	25.3
		2019	111	399	6.3	44	383	4.5	64	408	6.3	2	*	*	0			8,689	426	20.7
		2020	16	366	0.0	6	345	0.0	10	379	0.0	0			0			4,749	425	22.7
11	Reading & Writing	2018	6	378	0.0	3	*	*	3	*	*	0			0			1,921	501	64.3
		2019	3	*	*	1	*	*	2	*	*	0			0			2,726	482	56.3
		2020	3	*	*	2	*	*	1	*	*	0			0			1,091	521	68.1
	Mathematics	2018	6	375	0.0	3	*	*	3	*	*	0			0			1,921	497	42.6
		2019	3	*	*	1	*	*	2	*	*	0			0			2,726	473	32.8
		2020	3	*	*	2	*	*	1	*	*	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		
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

20	15,450	1.2	2.0	1	5.0	27.9
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English Literature and Composition

4	1,683	*	1.5	*	*	9.3
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Human Geography

11	1,577	1.0	1.7	0	0.0	21.4
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Spanish Language and Culture

3	860	*	3.4	*	*	75.9
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United States Government and Politics

2	883	*	1.6	*	*	18.3
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