



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
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AUGUST 25, 2021

SCHOOL
NUMBER 14

W.W. SAMUEL
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	575
10	491
11	393
12	424
ALL	1,883

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	272	14.4	53	43.1
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	1	0.1	*	*
Hispanic	1,573	83.5	19	15.4
White	15	0.8	41	33.3
Multiple	20	1.1	1	0.8
Other* (teachers only)	—	—	9	7.3
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	1,450	77.0
Economically disadvantaged	1,663	88.3
Limited English proficient (LEP)	993	52.7
Special education	224	11.9
Talented and Gifted (TAG)	182	9.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	548	97	17.7	1	0.2	0	0.0	446	81.4	1	0.2	3	0.5
	2020	577	99	17.2	1	0.2	0	0.0	467	80.9	7	1.2	3	0.5
	2021	575	85	14.8	0	0.0	0	0.0	478	83.1	7	1.2	5	0.9
10	2019	516	94	18.2	1	0.2	0	0.0	414	80.2	6	1.2	1	0.2
	2020	482	82	17.0	2	0.4	0	0.0	392	81.3	2	0.4	4	0.8
	2021	491	75	15.3	0	0.0	0	0.0	409	83.3	2	0.4	5	1.0
11	2019	394	69	17.5	0	0.0	1	0.3	315	79.9	8	2.0	0	0.0
	2020	385	48	12.5	1	0.3	0	0.0	332	86.2	3	0.8	0	0.0
	2021	393	61	15.5	1	0.3	0	0.0	325	82.7	1	0.3	5	1.3
12	2019	448	81	18.1	0	0.0	1	0.2	362	80.8	2	0.4	1	0.2
	2020	409	63	15.4	0	0.0	1	0.2	332	81.2	9	2.2	3	0.7
	2021	424	51	12.0	0	0.0	1	0.2	361	85.1	5	1.2	5	1.2
9-12	2019	1,906	341	17.9	2	0.1	2	0.1	1,537	80.6	17	0.9	5	0.3
	2020	1,853	292	15.8	4	0.2	1	0.1	1,523	82.2	21	1.1	10	0.5
	2021	1,883	272	14.4	1	0.1	1	0.1	1,573	83.5	15	0.8	20	1.1

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	548	518	94.5	364	66.4	62	11.3	465	84.9	41	7.5	80	14.6	55.1	44.9	7.8
	2020	577	525	91.0	368	63.8	77	13.3	427	74.0	32	5.5	96	16.6	52.7	47.3	12.5
	2021	575	499	86.8	343	59.7	63	11.0	479	83.3	69	12.0	52	9.0	49.7	50.3	5.6
10	2019	516	478	92.6	227	44.0	51	9.9	409	79.3	43	8.3	20	3.9	50.2	49.8	5.0
	2020	482	446	92.5	221	45.9	50	10.4	375	77.8	44	9.1	29	6.0	51.0	49.0	13.5
	2021	491	441	89.8	308	62.7	66	13.4	425	86.6	33	6.7	20	4.1	51.9	48.1	2.0
11	2019	394	356	90.4	139	35.3	36	9.1	248	62.9	24	6.1	17	4.3	46.4	53.6	1.8
	2020	385	348	90.4	150	39.0	38	9.9	293	76.1	34	8.8	21	5.5	49.9	50.1	3.9
	2021	393	346	88.0	176	44.8	34	8.7	283	72.0	40	10.2	7	1.8	51.1	48.9	1.8
12	2019	448	392	87.5	162	36.2	60	13.4	279	62.3	45	10.0	12	2.7	51.1	48.9	5.6
	2020	409	359	87.8	149	36.4	52	12.7	279	68.2	28	6.8	14	3.4	46.2	53.8	7.8
	2021	424	377	88.9	166	39.2	61	14.4	263	62.0	40	9.4	13	3.1	49.1	50.9	7.8
9-12	2019	1,906	1,744	91.5	892	46.8	209	11.0	1,401	73.5	153	8.0	129	6.8	51.0	49.0	5.3
	2020	1,853	1,678	90.6	888	47.9	217	11.7	1,374	74.2	138	7.4	160	8.6	50.2	49.8	9.9
	2021	1,883	1,663	88.3	993	52.7	224	11.9	1,450	77.0	182	9.7	92	4.9	50.5	49.5	4.4

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	540	13,484	480	89.0	12,437	92.2	65	12.0	11.5	346	8,723	64.1	64.7
	2020	596	13,875	534	89.5	12,839	92.5	47	7.9	9.0	437	10,020	73.3	72.2
	2021	575	13,245	504	87.6	12,348	93.2	18	3.1	4.2	356	8,679	61.9	65.5
10	2019	523	12,020	470	89.8	11,175	93.0	14	2.7	7.3	363	7,845	69.4	65.3
	2020	510	12,465	452	88.5	11,629	93.3	32	6.3	5.4	384	8,835	75.3	70.9
	2021	504	12,994	447	88.7	12,138	93.4	15	3.0	3.0	328	8,671	65.1	66.7
11	2019	397	10,324	365	91.8	9,693	93.9	16	4.0	4.8	310	7,071	78.1	68.5
	2020	403	10,440	370	91.9	9,830	94.2	18	4.5	4.1	346	7,647	85.9	73.2
	2021	406	11,173	356	87.7	10,467	93.7	11	2.7	2.5	255	7,138	62.9	63.9
12	2019	446	10,368	416	93.2	9,771	94.2	13	2.9	3.3	358	7,151	80.2	69.0
	2020	414	10,322	385	92.8	9,699	94.0	6	1.4	3.4	351	7,820	84.7	75.8
	2021	426	10,428	398	93.3	9,883	94.8	19	4.5	2.2	320	7,101	75.1	68.1
9-12	2019	1,906	46,196	1,730	90.8	43,077	93.2	108	5.7	7.1	1,377	30,790	72.2	66.7
	2020	1,923	47,101	1,740	90.5	43,997	93.4	103	5.4	5.8	1,518	34,322	78.9	72.9
	2021	1,911	47,841	1,704	89.2	44,835	93.7	63	3.3	3.1	1,259	31,589	65.9	66.0

Teachers: 123

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	53	43.1
Hispanic	19	15.4
White	41	33.3
Multiple	1	0.8
Other	9	7.3

Gender	Number	Percentage
Female	60	48.8
Male	63	51.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	7.8	76.7
2019-20	6.2	73.8
2020-21	7.4	78.2

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	9	7.3
1	12	9.8
2	10	8.1
3	9	7.3
4	4	3.3
5	6	4.9
1-3	31	25.2
More than 3	83	67.5
1 - 5	41	33.3
6 - 10	24	19.5
11 - 20	31	25.2
More than 20	18	14.6

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	*	52.1	48.9	56.0	12.0	43.2	44.7		42.4	58.0	50.0	62.1
	2019	*	35.7	49.0	46.8	13.5	46.0	44.3		38.5	55.8	46.6	65.6
	2021	*	29.5	50.7	47.4	20.0	41.9	40.0		39.4	55.0	47.7	58.9
Tests Taken	2018	5	96	393	411	25	296	432		255	243	498	9,912
	2019	1	84	392	462	37	322	422		257	224	481	10,554
	2021	5	61	383	390	40	279	365		213	238	451	9,858
ENGLISH II	2018	100.0	46.0	59.5	58.2	21.6	33.3	46.1		47.7	67.0	57.6	67.0
	2019	*	47.6	54.0	52.8	8.8	33.3	46.1		47.0	59.5	53.0	69.3
	2021	*	40.7	51.7	50.7	9.1	44.2	44.8		44.1	56.3	49.9	63.2
Tests Taken	2018	6	87	358	376	37	183	336		220	233	453	10,011
	2019	3	84	391	449	34	207	386		249	232	481	9,584
	2021	1	54	344	363	33	258	353		213	192	405	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	*	46	201	181	22	168	239		147	102	249	3,752
	2019	*	54	200	246	32	174	235		158	99	257	3,633
	2021	*	43	189	205	32	162	219		129	107	236	4,055
Tests Taken	2018	5	96	393	411	25	296	432		255	243	498	9,912
	2019	1	84	392	462	37	322	422		257	224	481	10,554
	2021	5	61	383	390	40	279	365		213	238	451	9,858
ENGLISH II	2018	0	47	145	157	29	122	181		115	77	192	3,300
	2019	*	44	180	212	31	138	208		132	94	226	2,941
	2021	*	32	166	179	30	144	195		119	84	203	3,575
Tests Taken	2018	6	87	358	376	37	183	336		220	233	453	10,011
	2019	3	84	391	449	34	207	386		249	232	481	9,584
	2021	1	54	344	363	33	258	353		213	192	405	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	*	31.3	27.5	32.1	8.0	23.3	23.4		23.5	34.2	28.7	43.9
	2019	*	21.4	29.8	28.6	5.4	28.9	26.1		21.8	35.7	28.3	51.0
	2021	*	11.5	31.3	27.9	10.0	22.2	19.7		21.6	34.5	28.4	40.8
Tests Taken	2018	5	96	393	411	25	296	432		255	243	498	9,912
	2019	1	84	392	462	37	322	422		257	224	481	10,554
	2021	5	61	383	390	40	279	365		213	238	451	9,858
ENGLISH II	2018	83.3	29.9	38.8	37.8	13.5	14.2	25.0		30.0	45.5	38.0	50.0
	2019	*	38.1	32.7	33.2	8.8	16.4	26.7		27.7	40.9	34.1	51.5
	2021	*	22.2	32.8	32.2	6.1	28.7	26.9		25.8	37.5	31.4	47.3
Tests Taken	2018	6	87	358	376	37	183	336		220	233	453	10,011
	2019	3	84	391	449	34	207	386		249	232	481	9,584
	2021	1	54	344	363	33	258	353		213	192	405	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	1.0	1.0	0.0	1.0	0.9		0.4	1.2	0.8	5.0
	2019	*	1.2	2.0	1.7	0.0	1.9	1.7		1.2	2.7	1.9	10.1
	2021	*	0.0	1.6	1.5	0.0	1.1	0.8		0.0	2.5	1.3	6.3
Tests Taken	2018	5	96	393	411	25	296	432		255	243	498	9,912
	2019	1	84	392	462	37	322	422		257	224	481	10,554
	2021	5	61	383	390	40	279	365		213	238	451	9,858
ENGLISH II	2018	0.0	0.0	1.4	1.3	0.0	0.0	0.6		0.0	2.1	1.1	7.0
	2019	*	0.0	0.8	0.9	0.0	0.0	0.3		0.4	1.3	0.8	6.0
	2021	*	0.0	2.3	1.9	0.0	1.2	0.8		0.5	3.6	2.0	6.0
Tests Taken	2018	6	87	358	376	37	183	336		220	233	453	10,011
	2019	3	84	391	449	34	207	386		249	232	481	9,584
	2021	1	54	344	363	33	258	353		213	192	405	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	65.7	60.0	55.9	3.7	58.0	59.9
2019	51.1	57.0	60.2	3.4	57.3	57.0
2021	50.6	55.0	53.9	3.1	61.0	60.2

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	67.7	59.9	66.8	4.1	66.1	60.4
2019	58.2	59.7	67.5	3.8	62.3	65.3
2021	58.5	56.5	53.8	3.6	65.7	55.8

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	*	84.4	79.8	83.0	53.8	80.1	79.6		74.3	87.9	80.9	87.5
	2019		70.3	84.4	82.7	51.4	86.2	81.2		73.8	90.9	82.1	88.9
	2021	*	37.7	60.4	56.4	40.9	59.6	53.6		47.5	66.2	57.2	69.4
Tests Taken	2018	5	90	342	359	39	256	382		226	214	440	10,244
	2019		74	352	411	35	289	382		221	208	429	10,243
	2021	5	53	321	335	44	235	321		183	198	381	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	*	14	69	61	18	51	79		58	26	84	1,278
	2019		22	55	71	17	40	72		58	19	77	1,134
	2021	*	33	127	146	26	95	149		96	67	163	3,441
Tests Taken	2018	5	90	342	359	39	256	382		226	214	440	10,244
	2019		74	352	411	35	289	382		221	208	429	10,243
	2021	5	53	321	335	44	235	321		183	198	381	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	*	42.2	43.6	46.5	17.9	44.1	41.1		38.5	49.5	43.9	61.8
	2019		39.2	55.1	53.0	25.7	55.4	49.7		44.8	61.1	52.7	68.9
	2021	*	9.4	22.1	18.5	6.8	21.3	16.2		17.5	22.7	20.2	32.4
Tests Taken	2018	5	90	342	359	39	256	387		226	214	440	10,244
	2019		74	352	411	35	289	382		221	208	429	10,243
	2021	5	53	321	335	44	235	321		183	198	381	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	*	16.7	18.7	20.1	2.6	18.0	17.3		16.4	20.6	18.4	35.8
	2019		21.6	29.3	28.5	5.7	30.8	25.7		22.2	34.1	28.0	45.1
	2021	*	0.0	5.3	4.2	0.0	3.8	2.8		2.7	6.6	4.7	15.8
Tests Taken	2018	5	90	342	359	39	256	387		226	214	440	10,244
	2019		74	352	411	35	289	382		221	208	429	10,243
	2021	5	53	321	335	44	235	321		183	198	381	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	48.4	58.5	59.0	56.0	61.4
2019	59.4	58.3	61.6	57.6	63.3
2021	43.6	42.7	43.0	42.7	48.1

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	*	86.3	82.5	86.6	48.7	80.2	81.1		80.1	86.4	83.2	87.9
	2019		78.6	79.3	79.6	48.6	78.0	77.6		76.0	82.3	79.0	87.1
	2021	*	80.0	85.9	84.1	83.3	83.2	80.8		86.8	84.8	85.6	78.3
Tests Taken	2018	5	95	383	411	39	283	423		251	236	487	10,192
	2019		84	392	460	37	323	415		254	226	480	9,591
	2021	1	10	156	138	6	95	120		68	99	167	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	*	13	67	55	20	56	80		50	32	82	1,234
	2019		18	81	94	19	71	93		61	40	101	1,240
	2021	*	2	22	22	1	16	23		9	15	24	2,162
Tests Taken	2018	5	95	383	411	39	283	423		251	236	487	10,192
	2019		84	392	460	37	323	415		254	226	480	9,591
	2021	1	10	156	138	6	95	120		68	99	167	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	*	48.4	54.8	57.4	20.5	52.3	48.7		53.8	53.4	53.6	57.4
	2019		40.5	48.0	46.7	18.9	46.4	43.9		43.7	50.0	46.7	59.2
	2021	*	30.0	49.4	47.1	50.0	40.0	34.2		47.1	49.5	48.5	42.8
Tests Taken	2018	5	95	383	411	39	283	423		251	236	487	10,192
	2019		84	392	460	37	323	415		254	226	480	9,591
	2021	1	10	156	138	6	95	120		68	99	167	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	*	10.5	12.0	13.6	5.1	10.6	9.0		11.6	12.7	12.1	18.6
	2019		13.1	9.7	10.2	0.0	9.9	8.4		11.0	9.3	10.2	22.3
	2021	*	0.0	15.4	14.5	16.7	11.6	9.2		5.9	21.2	15.0	14.0
Tests Taken	2018	5	95	383	411	39	283	423		251	236	487	10,192
	2019		84	392	460	37	323	415		254	226	480	9,591
	2021	1	10	156	138	6	95	120		68	99	167	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	57.8	59.7	63.8	60.9	59.6
2019	55.9	53.0	60.2	54.0	57.6
2021	52.3	53.7	64.3	60.3	66.9

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	*	86.8	93.2	92.4	55.2	86.3	89.4		91.2	92.9	92.0	93.4
	2019	100.0	90.5	94.2	93.5	80.8	88.7	90.9		95.5	92.0	93.7	93.8
	2021		66.0	80.9	79.8	37.9	70.7	71.4		78.0	79.1	78.6	84.7
Tests Taken	2018	1	76	336	367	29	153	310		204	211	415	9,468
	2019	10	74	325	371	26	151	265		198	212	410	9,416
	2021		50	293	302	29	157	238		164	182	346	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	*	10	23	28	13	21	33		18	15	33	624
	2019	0	7	19	24	5	17	24		9	17	26	582
	2021		17	56	61	18	46	68		36	38	74	1,373
Tests Taken	2018	1	76	336	367	29	153	310		204	211	415	9,468
	2019	10	74	325	371	26	151	265		198	212	410	9,416
	2021		50	293	302	29	157	238		164	182	346	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	*	55.3	73.5	69.8	24.1	59.5	62.3		71.1	68.7	69.9	72.3
	2019	100.0	77.0	73.2	74.4	38.5	60.3	64.5		79.8	69.8	74.6	73.7
	2021		38.0	53.2	52.0	24.1	37.6	40.3		55.5	46.7	50.9	56.7
Tests Taken	2018	1	76	336	367	29	153	310		204	211	415	9,468
	2019	10	74	325	371	26	151	265		198	212	410	9,416
	2021		50	293	302	29	157	238		164	182	346	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	*	25.0	28.9	28.3	6.9	13.7	15.2		32.4	24.2	28.2	38.6
	2019	90.0	37.8	39.1	38.5	19.2	19.9	26.0		46.5	34.0	40.0	41.6
	2021		14.0	22.2	21.9	6.9	8.9	13.9		22.6	19.8	21.1	30.7
Tests Taken	2018	1	76	336	367	29	153	310		204	211	415	9,468
	2019	10	74	325	371	26	151	265		198	212	410	9,416
	2021		50	293	302	29	157	238		164	182	346	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	67.5	70.5	61.0	72.9
2019	71.8	65.3	66.9	73.2
2021	59.5	63.8	54.7	60.9

PERFORMANCE IN 2021

Grade 2020-21 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2021 Level	N	%	N	%	N	%	N	%	N	%
9 (279)	Beginning	14	5.2	112	41.8	38	20.3	25	9.4	12	6.9
	Intermediate	46	17.2	81	30.2	77	41.2	107	40.4	92	52.6
	Advanced	139	51.9	70	26.1	43	23.0	72	27.2	60	34.3
	Advanced High	69	25.7	5	1.9	29	15.5	61	23.0	11	6.3
10 (251)	Beginning	17	7.0	119	49.2	14	9.0	28	11.7	7	4.8
	Intermediate	52	21.5	60	24.8	62	40.0	120	50.2	75	51.4
	Advanced	115	47.5	56	23.1	47	30.3	54	22.6	51	34.9
	Advanced High	58	24.0	7	2.9	32	20.6	37	15.5	13	8.9
11 (138)	Beginning	4	3.3	56	46.3	16	17.2	12	9.9	1	1.3
	Intermediate	28	23.1	35	28.9	28	30.1	68	56.2	44	57.9
	Advanced	65	53.7	27	22.3	38	40.9	26	21.5	25	32.9
	Advanced High	24	19.8	3	2.5	11	11.8	15	12.4	6	7.9
12 (129)	Beginning	8	6.7	66	55.0	1	1.2	13	10.8	4	5.3
	Intermediate	31	25.8	28	23.3	19	22.4	60	50.0	36	47.4
	Advanced	62	51.7	21	17.5	42	49.4	29	24.2	31	40.8
	Advanced High	19	15.8	5	4.2	23	27.1	18	15.0	5	6.6
ALL (797)	Beginning	43	5.7	353	47.0	69	13.3	78	10.5	24	5.1
	Intermediate	157	20.9	204	27.2	186	35.8	355	47.7	247	52.2
	Advanced	381	50.7	174	23.2	170	32.7	181	24.3	167	35.3
	Advanced High	170	22.6	20	2.7	95	18.3	131	17.6	35	7.4

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years N (%) Progressed	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
72 5 (6.9%)	Beginning	0			
	Intermediate	0	22		
	Advanced	0	1	15	
	Advanced High	0	0	4	
286 38 (13.3%)	Beginning	6			
	Intermediate	2	72		
	Advanced	0	23	26	
	Advanced High	0	0	13	
172 20 (11.6%)	Beginning	1			
	Intermediate	1	42		
	Advanced	0	13	11	
	Advanced High	0	3	3	
146 19 (13.0%)	Beginning	4			
	Intermediate	1	32		
	Advanced	0	14	15	
	Advanced High	0	0	4	
676 82 (12.1%)	Beginning	11			
	Intermediate	4	168		
	Advanced	0	51	67	
	Advanced High	0	3	24	

 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	83.0	87.2	372	424	21.2	64	429	25.0	307	423	20.2				7,714	463	39.1
		2019-20	80.7	84.7	330	428	21.2	49	417	14.3	275	429	21.8	4	*	*	7,424	466	39.8
		2020-21	79.0	79.7	335	417	18.2	34	428	26.5	295	414	16.6	2	*	*	7,006	457	35.9
	Mathematics	2018-19	83.0	87.2	372	438	9.9	64	424	7.8	307	441	10.4				7,714	461	19.7
		2019-20	80.7	84.7	330	441	13.9	49	422	6.1	275	443	14.2	4	*	*	7,424	461	21.7
		2020-21	79.0	79.7	335	430	8.7	34	418	5.9	295	432	9.2	2	*	*	7,006	456	20.4
ACT	English	2018-19	78.1	82.5	350	13	11.4	55	13	9.1	294	12	11.6				7,297	15	27.0
		2019-20	78.2	81.3	320	12	13.4	48	11	4.2	264	12	14.0	5	*	*	7,122	15	28.9
		2020-21	42.0	57.2	178	12	12.4	16	13	18.8	158	12	10.8	2	*	*	5,030	14	24.1
	Mathematics	2018-19	78.1	82.5	350	16	8.3	55	16	7.3	294	16	8.5				7,297	18	19.2
		2019-20	78.2	81.3	320	16	6.6	48	15	0.0	264	16	6.8	5	*	*	7,122	17	14.3
		2020-21	42.0	57.2	178	16	7.9	16	15	6.3	158	16	7.0	2	*	*	5,030	17	13.6
	Reading	2018-19	78.1	82.5	350	14	4.6	55	14	5.5	294	14	4.1				7,297	17	21.0
		2019-20	78.2	81.3	320	14	4.1	48	13	0.0	264	14	3.8	5	*	*	7,122	16	18.6
		2020-21	42.0	57.2	178	13	7.3	16	13	6.3	158	13	7.0	2	*	*	5,030	16	16.0
	Science	2018-19	78.1	82.5	350	15	2.9	55	15	1.8	294	15	3.1				7,297	17	14.5
		2019-20	78.2	81.3	320	15	1.9	48	15	0.0	264	15	1.5	5	*	*	7,122	17	13.9
		2020-21	42.0	57.2	178	16	6.2	16	14	6.3	158	16	5.7	2	*	*	5,030	17	12.8
	Composite	2018-19	78.1	82.5	350	15	–	55	15	–	294	14	–				7,297	17	–
		2019-20	78.2	81.3	320	14	–	48	14	–	264	14	–	5	*	–	7,122	16	–
		2020-21	42.0	57.2	178	14	–	16	14	–	158	14	–	2	*	–	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	55	397	43.6	8	431	62.5	47	391	40.4	0		0		2,063	473	74.2		
		2019	30	381	30.0	4	*	*	25	390	32.0	1	*	*	0		2,013	463	69.8	
		2020	5	*	*	0			4	*	*	0		0		192	393	38.5		
	Mathematics	2018	55	420	30.9	8	435	50.0	47	417	27.7	0		0		2,063	477	64.0		
		2019	30	405	23.3	4	*	*	25	418	24.0	1	*	*	0		2,013	460	62.6	
		2020	5	*	*	0			4	*	*	0		0		192	407	22.4		
10	Reading & Writing	2018	450	378	23.6	69	375	23.2	370	376	23.0	4	*	*	2	*	*	8,620	418	41.8
		2019	402	370	20.4	68	344	11.8	327	377	22.3	1	*	*	2	*	*	8,689	414	38.2
		2020	113	376	24.8	8	360	12.5	102	377	25.5	0		0		4,749	422	42.8		
	Mathematics	2018	450	407	17.1	69	402	13.0	370	407	17.0	4	*	*	2	*	*	8,620	426	25.3
		2019	402	407	8.2	68	393	4.4	327	410	9.2	1	*	*	2	*	*	8,689	426	20.7
		2020	113	399	8.8	8	376	0.0	102	401	9.8	0		0		4,749	425	22.7		
11	Reading & Writing	2018	37	428	35.1	5	*	*	30	429	36.7	2	*	*	0		1,921	501	64.3	
		2019	13	451	38.5	1	*	*	12	458	41.7	0		0		2,726	482	56.3		
		2020	10	428	40.0	2	*	*	8	438	50.0	0		0		1,091	521	68.1		
	Mathematics	2018	37	450	13.5	5	*	*	30	448	13.3	2	*	*	0		1,921	497	42.6	
		2019	13	452	23.1	1	*	*	12	448	25.0	0		0		2,726	473	32.8		
		2020	10	381	0.0	2	*	*	8	376	0.0	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

311	15,450	1.3	2.0	16	5.1	27.9
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English Language and Composition

16	1,627	1.2	1.9	0	0.0	23.4
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Macroeconomics

4	714	*	1.6	*	*	16.7
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Spanish Language and Culture

16	860	2.9	3.4	10	62.5	75.9
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United States Government and Politics

19	883	1.0	1.6	0	0.0	18.3
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Calculus AB

5	642	*	2.3	*	*	35.0
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English Literature and Composition

147	1,683	1.2	1.5	3	2.0	9.3
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Physics C: Mechanics

1	107	*	3.6	*	*	83.2
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Studio Art: 2-D Design Portfolio

1	134	*	3.0	*	*	70.1
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United States History

18	1,673	1.0	1.6	0	0.0	18.9
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Chemistry

9	246	1.0	1.9	0	0.0	24.4
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Human Geography

51	1,577	1.2	1.7	3	5.9	21.4
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Psychology

1	331	*	2.0	*	*	29.6
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Studio Art: Drawing Portfolio

6	38	1.8	3.0	0	0.0	60.5
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World History

17	1,214	1.3	1.9	0	0.0	23.6
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