



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
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AUGUST 25, 2021

SCHOOL
NUMBER 21

W.T. WHITE
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	587
10	539
11	463
12	437
ALL	2,026

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	233	11.5	27	21.3
American Indian/Alaska Native	1	0.0	*	*
Asian/Hawaiian/Pacific Islander	24	1.2	*	*
Hispanic	1,641	81.0	18	14.2
White	85	4.2	70	55.1
Multiple	42	2.1	5	3.9
Other* (teachers only)	—	—	7	5.5
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	1,397	69.0
Economically disadvantaged	1,610	79.5
Limited English proficient (LEP)	1,043	51.5
Special education	140	6.9
Talented and Gifted (TAG)	258	12.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	610	61	10.0	1	0.2	3	0.5	504	82.6	33	5.4	8	1.3
	2020	630	61	9.7	1	0.2	4	0.6	530	84.1	25	4.0	9	1.4
	2021	587	62	10.6	0	0.0	9	1.5	483	82.3	20	3.4	13	2.2
10	2019	520	55	10.6	1	0.2	13	2.5	422	81.2	20	3.8	9	1.7
	2020	524	55	10.5	0	0.0	3	0.6	428	81.7	28	5.3	10	1.9
	2021	539	64	11.9	1	0.2	2	0.4	444	82.4	21	3.9	7	1.3
11	2019	465	48	10.3	2	0.4	8	1.7	375	80.6	25	5.4	7	1.5
	2020	412	43	10.4	0	0.0	10	2.4	332	80.6	18	4.4	9	2.2
	2021	463	61	13.2	0	0.0	4	0.9	363	78.4	23	5.0	12	2.6
12	2019	526	58	11.0	4	0.8	2	0.4	423	80.4	31	5.9	8	1.5
	2020	454	44	9.7	1	0.2	11	2.4	367	80.8	22	4.8	9	2.0
	2021	437	46	10.5	0	0.0	9	2.1	351	80.3	21	4.8	10	2.3
9-12	2019	2,121	222	10.5	8	0.4	26	1.2	1,724	81.3	109	5.1	32	1.5
	2020	2,020	203	10.0	2	0.1	28	1.4	1,657	82.0	93	4.6	37	1.8
	2021	2,026	233	11.5	1	0.0	24	1.2	1,641	81.0	85	4.2	42	2.1

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	610	453	74.3	364	59.7	45	7.4	427	70.0	68	11.1	136	22.3	52.1	47.9	6.6
	2020	630	463	73.5	397	63.0	39	6.2	453	71.9	69	11.0	97	15.4	52.1	47.9	10.8
	2021	587	484	82.5	324	55.2	44	7.5	422	71.9	66	11.2	80	13.6	49.9	50.1	3.7
10	2019	520	372	71.5	240	46.2	28	5.4	363	69.8	58	11.2	37	7.1	49.6	50.4	4.8
	2020	524	349	66.6	277	52.9	34	6.5	366	69.8	61	11.6	39	7.4	52.1	47.9	10.7
	2021	539	433	80.3	313	58.1	31	5.8	409	75.9	69	12.8	27	5.0	50.8	49.2	2.4
11	2019	465	329	70.8	149	32.0	35	7.5	260	55.9	51	11.0	24	5.2	47.7	52.3	1.9
	2020	412	272	66.0	165	40.0	24	5.8	268	65.0	51	12.4	28	6.8	50.0	50.0	3.2
	2021	463	356	76.9	230	49.7	28	6.0	293	63.3	65	14.0	24	5.2	52.3	47.7	1.5
12	2019	526	336	63.9	123	23.4	46	8.7	268	51.0	63	12.0	17	3.2	48.1	51.9	0.8
	2020	454	280	61.7	142	31.3	45	9.9	317	69.8	48	10.6	13	2.9	46.7	53.3	4.8
	2021	437	337	77.1	176	40.3	37	8.5	273	62.5	58	13.3	13	3.0	50.3	49.7	3.7
9-12	2019	2,121	1,490	70.2	876	41.3	154	7.3	1,318	62.1	240	11.3	214	10.1	49.6	50.4	3.7
	2020	2,020	1,364	67.5	981	48.6	142	7.0	1,404	69.5	229	11.3	177	8.8	50.4	49.6	7.9
	2021	2,026	1,610	79.5	1,043	51.5	140	6.9	1,397	69.0	258	12.7	144	7.1	50.8	49.2	2.9

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2019	610	13,484	558	91.5	12,437	92.2	77	12.6	11.5	462	8,723	75.8	64.7
	2020	661	13,875	608	92.0	12,839	92.5	44	6.7	9.0	530	10,020	80.2	72.2
	2021	574	13,245	538	93.6	12,348	93.2	18	3.1	4.2	439	8,679	76.4	65.5
10	2019	542	12,020	494	91.2	11,175	93.0	29	5.4	7.3	392	7,845	72.3	65.3
	2020	540	12,465	501	92.8	11,629	93.3	15	2.8	5.4	455	8,835	84.3	70.9
	2021	552	12,994	511	92.5	12,138	93.4	17	3.1	3.0	420	8,671	76.1	66.7
11	2019	474	10,324	438	92.4	9,693	93.9	22	4.6	4.8	373	7,071	78.7	68.5
	2020	420	10,440	389	92.6	9,830	94.2	9	2.1	4.1	355	7,647	84.6	73.2
	2021	478	11,173	443	92.6	10,467	93.7	9	1.9	2.5	360	7,138	75.3	63.9
12	2019	531	10,368	493	92.8	9,771	94.2	10	1.9	3.3	414	7,151	78.0	69.0
	2020	464	10,322	427	92.2	9,699	94.0	10	2.2	3.4	393	7,820	84.7	75.8
	2021	454	10,428	423	93.2	9,883	94.8	9	2.0	2.2	345	7,101	76.0	68.1
9-12	2019	2,156	46,196	1,983	91.9	43,077	93.2	138	6.4	7.1	1,641	30,790	76.1	66.7
	2020	2,084	47,101	1,925	92.4	43,997	93.4	78	3.7	5.8	1,733	34,322	83.1	72.9
	2021	2,059	47,841	1,915	93.0	44,835	93.7	53	2.6	3.1	1,564	31,589	76.0	66.0

Teachers: 127

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	27	21.3
Hispanic	18	14.2
White	70	55.1
Multiple	5	3.9
Other	7	5.5

Gender	Number	Percentage
Female	65	51.2
Male	62	48.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	6.4	78.4
2019-20	5.9	73.8
2020-21	5.4	79.2

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	11	8.7
1	9	7.1
2	5	3.9
3	9	7.1
4	5	3.9
5	9	7.1
1-3	23	18.1
More than 3	93	73.2
1 - 5	37	29.1
6 - 10	26	20.5
11 - 20	35	27.6
More than 20	18	14.2

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	66.7	69.4	52.8	61.5	13.8	37.2	47.3		51.3	60.2	55.5	62.1
	2019	78.8	73.8	62.0	64.3	25.0	47.4	59.3		60.4	69.3	64.7	65.6
	2021	66.7	49.1	45.6	44.2	17.2	31.4	36.3		40.1	54.2	47.4	58.9
Tests Taken	2018	18	49	487	418	29	304	474		304	274	578	9,912
	2019	33	61	434	415	36	302	391		278	261	539	10,554
	2021	18	53	419	419	29	274	366		242	264	506	9,858
ENGLISH II	2018	65.4	72.4	59.2	66.0	19.4	31.9	48.2		54.4	66.9	61.1	67.0
	2019	90.0	76.9	62.6	63.8	22.2	46.8	53.6		58.5	72.9	65.9	69.3
	2021	66.7	64.7	52.0	52.4	20.8	40.6	42.2		50.8	58.2	54.6	63.2
Tests Taken	2018	26	58	451	394	36	213	407		261	299	560	10,011
	2019	20	52	401	351	27	231	343		241	251	492	9,584
	2021	18	51	402	380	24	278	358		238	244	482	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	6	15	230	161	25	191	250		148	109	257	3,752
	2019	7	16	165	148	27	159	159		110	80	190	3,633
	2021	6	27	228	234	24	188	233		145	121	266	4,055
Tests Taken	2018	18	49	487	418	29	304	474		304	274	578	9,912
	2019	33	61	434	415	36	302	391		278	261	539	10,554
	2021	18	53	419	419	29	274	366		242	264	506	9,858
ENGLISH II	2018	9	16	184	134	29	145	211		119	99	218	3,300
	2019	2	12	150	127	21	123	159		100	68	168	2,941
	2021	6	18	193	181	19	165	207		117	102	219	3,575
Tests Taken	2018	26	58	451	394	36	213	407		261	299	560	10,011
	2019	20	52	401	351	27	231	343		241	251	492	9,584
	2021	18	51	402	380	24	278	358		238	244	482	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	55.6	36.7	36.1	42.3	6.9	24.0	27.8		32.9	43.8	38.1	43.9
	2019	57.6	49.2	42.9	44.1	8.3	26.8	36.6		40.3	49.8	44.9	51.0
	2021	44.4	32.1	28.6	27.7	6.9	15.3	19.4		25.6	34.1	30.0	40.8
Tests Taken	2018	18	49	487	418	29	304	474		304	274	578	9,912
	2019	33	61	434	415	36	302	391		278	261	539	10,554
	2021	18	53	419	419	29	274	366		242	264	506	9,858
ENGLISH II	2018	65.4	56.9	39.2	44.4	8.3	15.0	26.8		35.2	49.5	42.9	50.0
	2019	80.0	57.7	45.4	46.2	14.8	30.7	35.0		41.9	55.8	49.0	51.5
	2021	50.0	43.1	35.8	35.3	16.7	23.7	24.9		33.2	42.6	38.0	47.3
Tests Taken	2018	26	58	451	394	36	213	407		261	299	560	10,011
	2019	20	52	401	351	27	231	343		241	251	492	9,584
	2021	18	51	402	380	24	278	358		238	244	482	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	2.0	3.1	3.3	0.0	1.6	1.5		1.0	5.5	3.1	5.0
	2019	6.1	3.3	3.9	3.1	0.0	0.3	1.5		3.2	4.6	3.9	10.1
	2021	22.2	0.0	2.4	1.9	0.0	1.1	1.6		0.8	4.5	2.8	6.3
Tests Taken	2018	18	49	487	418	29	304	474		304	274	578	9,912
	2019	33	61	434	415	36	302	391		278	261	539	10,554
	2021	18	53	419	419	29	274	366		242	264	506	9,858
ENGLISH II	2018	23.1	6.9	3.1	4.6	2.8	0.5	0.5		4.2	5.7	5.0	7.0
	2019	0.0	3.8	2.5	2.0	0.0	0.4	0.3		1.7	3.6	2.6	6.0
	2021	0.0	2.0	2.0	1.6	0.0	0.4	0.6		1.3	2.9	2.1	6.0
Tests Taken	2018	26	58	451	394	36	213	407		261	299	560	10,011
	2019	20	52	401	351	27	231	343		241	251	492	9,584
	2021	18	51	402	380	24	278	358		238	244	482	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	65.8	62.4	60.6	3.9	61.5	62.3
2019	59.4	63.2	68.0	3.8	65.2	62.1
2021	53.9	56.7	53.5	3.1	65.2	62.2

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	68.9	62.1	66.9	4.5	68.7	63.5
2019	60.3	64.4	74.7	4.4	65.6	68.1
2021	61.5	56.0	55.6	3.8	68.9	60.9

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	83.3	68.9	69.7	74.8	42.3	64.6	68.0		68.9	72.1	70.4	87.5
	2019	72.7	70.0	70.7	71.6	37.1	64.5	72.2		67.4	74.3	70.8	88.9
	2021	37.5	46.7	28.1	32.9	10.3	28.1	28.4		24.3	40.4	32.3	69.4
Tests Taken	2018	12	45	379	305	26	263	327		244	208	452	10,244
	2019	22	50	351	331	35	273	327		218	214	432	10,243
	2021	8	45	274	301	29	203	275		173	171	344	11,233

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2018	2	14	115	77	15	93	129		76	58	134	1,278
	2019	6	15	103	94	22	97	91		71	55	126	1,134
	2021	5	24	197	202	26	146	197		131	102	233	3,441
Tests Taken	2018	12	45	379	305	26	263	327		244	208	452	10,244
	2019	22	50	351	331	35	273	327		218	214	432	10,243
	2021	8	45	274	301	29	203	275		173	171	344	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	33.3	24.4	28.2	31.1	11.5	24.7	25.8		26.2	31.3	28.5	61.8
	2019	40.9	38.0	39.3	40.8	14.3	33.7	37.3		36.7	41.6	39.1	68.9
	2021	0.0	4.4	2.9	3.0	0.0	3.0	2.5		2.9	3.5	3.2	32.4
Tests Taken	2018	12	45	379	305	26	263	403		244	208	452	10,244
	2019	22	50	351	331	35	273	327		218	214	432	10,243
	2021	8	45	274	301	29	203	275		173	171	344	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	8.3	2.2	9.5	9.2	0.0	10.6	8.9		8.6	10.6	9.5	35.8
	2019	22.7	16.0	16.5	16.6	8.6	14.3	14.7		17.9	15.9	16.9	45.1
	2021	0.0	0.0	0.0	0.0	0.0	0.5	0.4		0.6	0.0	0.3	15.8
Tests Taken	2018	12	45	379	305	26	263	403		244	208	452	10,244
	2019	22	50	351	331	35	273	327		218	214	432	10,243
	2021	8	45	274	301	29	203	275		173	171	344	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	44.4	49.8	48.6	53.0	54.6
2019	50.7	49.5	55.2	53.4	55.3
2021	32.2	37.7	32.8	34.3	30.6

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	89.7	88.6	89.7	57.1	79.8	86.6		88.0	90.3	89.2	87.9
	2019	83.3	94.7	86.9	89.3	57.9	77.8	82.7		85.1	90.2	87.7	87.1
	2021	91.7	82.0	78.6	78.1	62.1	71.0	73.0		77.8	82.2	80.2	78.3
Tests Taken	2018	13	58	449	438	28	193	432		267	277	544	10,192
	2019	24	57	450	393	38	221	364		275	276	551	9,591
	2021	24	50	370	360	29	241	322		212	247	459	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	6	51	45	12	39	58		32	27	59	1,234
	2019	4	3	59	42	16	49	63		41	27	68	1,240
	2021	2	9	79	79	11	70	87		47	44	91	2,162
Tests Taken	2018	13	58	449	438	28	193	432		267	277	544	10,192
	2019	24	57	450	393	38	221	364		275	276	551	9,591
	2021	24	50	370	360	29	241	322		212	247	459	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	84.6	44.8	55.7	55.0	21.4	41.5	47.7		57.3	54.2	55.7	57.4
	2019	62.5	59.6	58.0	60.8	13.2	43.0	47.8		58.2	59.4	58.8	59.2
	2021	66.7	50.0	45.4	43.9	17.2	36.1	36.6		47.2	47.0	47.1	42.8
Tests Taken	2018	13	58	449	438	28	193	432		267	277	544	10,192
	2019	24	57	450	393	38	221	364		275	276	551	9,591
	2021	24	50	370	360	29	241	322		212	247	459	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	7.7	12.1	11.4	10.0	7.1	8.3	7.2		12.7	10.8	11.8	18.6
	2019	29.2	17.5	17.3	18.6	2.6	12.2	12.4		19.3	16.7	18.0	22.3
	2021	25.0	10.0	12.2	11.1	0.0	7.1	8.1		12.7	12.6	12.6	14.0
Tests Taken	2018	13	58	449	438	28	193	432		267	277	544	10,192
	2019	24	57	450	393	38	221	364		275	276	551	9,591
	2021	24	50	370	360	29	241	322		212	247	459	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	59.1	58.4	64.2	63.6	63.4
2019	58.6	57.1	66.8	63.0	65.8
2021	53.1	52.4	59.7	60.4	64.6

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	91.1	88.3	90.1	51.9	64.7	84.1		88.7	89.8	89.3	93.4
	2019	92.3	92.3	91.4	91.2	75.8	84.6	86.6		91.3	92.0	91.6	93.8
	2021	96.0	91.5	78.5	79.6	53.8	69.2	72.6		81.9	81.2	81.5	84.7
Tests Taken	2018	37	56	420	405	27	116	346		257	275	532	9,468
	2019	26	52	394	339	33	169	284		230	261	491	9,416
	2021	25	59	353	339	26	208	281		226	223	449	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	5	49	40	13	41	55		29	28	57	624
	2019	2	4	34	30	8	26	38		20	21	41	582
	2021	1	5	76	69	12	64	77		41	42	83	1,373
Tests Taken	2018	37	56	420	405	27	116	346		257	275	532	9,468
	2019	26	52	394	339	33	169	284		230	261	491	9,416
	2021	25	59	353	339	26	208	281		226	223	449	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	94.6	53.6	63.3	65.7	29.6	31.0	49.7		70.4	59.6	64.8	72.3
	2019	73.1	71.2	70.3	68.7	48.5	53.8	58.5		71.3	71.3	71.3	73.7
	2021	76.0	55.9	53.5	51.3	30.8	41.3	44.8		58.4	52.5	55.5	56.7
Tests Taken	2018	37	56	420	405	27	116	346		257	275	532	9,468
	2019	26	52	394	339	33	169	284		230	261	491	9,416
	2021	25	59	353	339	26	208	281		226	223	449	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	64.9	23.2	31.7	31.6	11.1	10.3	17.1		41.2	28.0	34.4	38.6
	2019	57.7	48.1	38.6	37.8	24.2	22.5	26.4		42.2	40.2	41.1	41.6
	2021	44.0	22.0	22.9	19.8	11.5	13.5	14.9		30.5	17.0	23.8	30.7
Tests Taken	2018	37	56	420	405	27	116	346		257	275	532	9,468
	2019	26	52	394	339	33	169	284		230	261	491	9,416
	2021	25	59	353	339	26	208	281		226	223	449	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	69.3	62.3	71.8
2019	71.4	67.2	65.1	72.7
2021	61.2	69.1	58.4	61.9

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (220)	Beginning	16	17.8	40	44.4	13	6.8	21	23.6	9	15.5
	Intermediate	27	30.0	27	30.0	64	33.5	31	34.8	22	37.9
	Advanced	34	37.8	22	24.4	61	31.9	15	16.9	16	27.6
	Advanced High	13	14.4	1	1.1	53	27.7	22	24.7	11	19.0
10 (177)	Beginning	3	5.0	21	35.0	4	2.6	5	8.2	1	2.6
	Intermediate	18	30.0	17	28.3	54	34.6	24	39.3	16	41.0
	Advanced	28	46.7	20	33.3	62	39.7	19	31.1	17	43.6
	Advanced High	11	18.3	2	3.3	36	23.1	13	21.3	5	12.8
11 (118)	Beginning	3	6.7	6	13.3	1	0.9	3	6.8	1	2.9
	Intermediate	10	22.2	15	33.3	40	37.4	9	20.5	8	23.5
	Advanced	17	37.8	16	35.6	46	43.0	15	34.1	13	38.2
	Advanced High	15	33.3	8	17.8	20	18.7	17	38.6	12	35.3
12 (116)	Beginning	0	0.0	5	15.2	0	0.0	1	3.0	0	0.0
	Intermediate	6	18.2	11	33.3	25	23.6	7	21.2	3	13.0
	Advanced	11	33.3	14	42.4	45	42.5	10	30.3	14	60.9
	Advanced High	16	48.5	3	9.1	36	34.0	15	45.5	6	26.1
ALL (631)	Beginning	22	9.6	72	31.6	18	3.2	30	13.2	11	7.1
	Intermediate	61	26.8	70	30.7	183	32.7	71	31.3	49	31.8
	Advanced	90	39.5	72	31.6	214	38.2	59	26.0	60	39.0
	Advanced High	55	24.1	14	6.1	145	25.9	67	29.5	34	22.1

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
28 1 (3.6%)	Beginning	1			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	1	
44 2 (4.5%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	0	
	Advanced High	0	0	1	
31 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	3	
	Advanced High	0	0	0	
20 1 (5.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	1	
123 4 (3.3%)	Beginning	1			
	Intermediate	0	1		
	Advanced	0	1	3	
	Advanced High	0	0	3	

 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	83.8	87.2	441	466	41.5	49	466	38.8	355	456	36.9	25	574	92.0	7,714	463	39.1
		2019-20	81.7	84.7	371	465	40.2	39	467	46.2	295	459	36.3	16	552	81.3	7,424	466	39.8
		2020-21	77.6	79.7	339	455	34.5	32	437	28.1	275	453	32.7	17	503	58.8	7,006	457	35.9
	Mathematics	2018-19	83.8	87.2	441	453	15.9	49	443	16.3	355	448	12.4	25	530	52.0	7,714	461	19.7
		2019-20	81.7	84.7	371	461	16.4	39	463	20.5	295	455	12.9	16	530	56.3	7,424	461	21.7
		2020-21	77.6	79.7	339	447	14.7	32	426	6.3	275	445	14.2	17	500	29.4	7,006	456	20.4
ACT	English	2018-19	77.4	82.5	407	15	26.3	45	15	22.2	327	14	22.0	24	22	79.2	7,297	15	27.0
		2019-20	76.2	81.3	346	14	25.1	34	16	38.2	275	14	19.6	16	19	75.0	7,122	15	28.9
		2020-21	71.4	57.2	312	14	20.5	29	14	24.1	255	13	17.6	16	17	50.0	5,030	14	24.1
	Mathematics	2018-19	77.4	82.5	407	18	18.9	45	17	17.8	327	18	15.3	24	23	62.5	7,297	18	19.2
		2019-20	76.2	81.3	346	17	7.8	34	17	5.9	275	16	4.7	16	21	50.0	7,122	17	14.3
		2020-21	71.4	57.2	312	16	9.0	29	15	3.4	255	16	7.5	16	19	31.3	5,030	17	13.6
	Reading	2018-19	77.4	82.5	407	17	21.6	45	16	17.8	327	17	17.7	24	23	66.7	7,297	17	21.0
		2019-20	76.2	81.3	346	16	13.9	34	17	23.5	275	15	10.9	16	18	25.0	7,122	16	18.6
		2020-21	71.4	57.2	312	16	9.9	29	16	17.2	255	15	8.6	16	20	25.0	5,030	16	16.0
	Science	2018-19	77.4	82.5	407	18	14.0	45	17	11.1	327	17	10.7	24	22	58.3	7,297	17	14.5
		2019-20	76.2	81.3	346	16	10.1	34	17	14.7	275	16	7.6	16	19	25.0	7,122	17	13.9
		2020-21	71.4	57.2	312	16	10.3	29	16	3.4	255	16	9.8	16	20	25.0	5,030	17	12.8
	Composite	2018-19	77.4	82.5	407	17	-	45	17	-	327	17	-	24	22	-	7,297	17	-
		2019-20	76.2	81.3	346	16	-	34	17	-	275	15	-	16	20	-	7,122	16	-
		2020-21	71.4	57.2	312	16	-	29	15	-	255	15	-	16	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
9	Reading & Writing	2018	141	413	53.2	10	420	70.0	122	406	50.0	7	479	71.4	1	*	*	2,063	473	74.2
		2019	34	459	73.5	1	*	*	31	453	71.0	1	*	*	0			2,013	463	69.8
		2020	1	*	*	0			1	*	*	0			0			192	393	38.5
	Mathematics	2018	141	420	33.3	10	378	20.0	122	421	32.8	7	437	42.9	1	*	*	2,063	477	64.0
		2019	34	449	70.6	1	*	*	31	446	71.0	1	*	*	0			2,013	460	62.6
		2020	1	*	*	0			1	*	*	0			0			192	407	22.4
10	Reading & Writing	2018	485	409	40.4	53	403	35.8	386	405	38.6	23	439	60.9	15	452	60.9	8,620	418	41.8
		2019	379	416	40.6	45	409	33.3	302	416	40.7	23	445	60.9	0			8,689	414	38.2
		2020	288	400	32.3	25	414	36.0	245	396	31.0	11	444	54.5	2	*	*	4,749	422	42.8
	Mathematics	2018	485	410	18.1	53	391	7.5	386	411	18.9	23	427	26.1	15	421	21.7	8,620	426	25.3
		2019	379	421	16.1	45	399	13.3	302	423	15.9	23	433	21.7	0			8,689	426	20.7
		2020	288	413	12.8	25	412	12.0	245	411	12.2	11	440	18.2	2	*	*	4,749	425	22.7
11	Reading & Writing	2018	402	442	44.0	42	444	50.0	323	438	41.5	19	503	63.2	11	441	55.6	1,921	501	64.3
		2019	273	433	34.8	30	427	33.3	219	430	33.3	9	504	66.7	9	452	40.0	2,726	482	56.3
		2020	4	*	*	0			4	*	*	0			0			1,091	521	68.1
	Mathematics	2018	402	446	18.4	42	437	16.7	323	442	15.8	19	502	57.9	11	466	27.8	1,921	497	42.6
		2019	273	417	10.6	30	411	3.3	219	417	10.0	9	459	22.2	9	401	26.7	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		
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

543	15,450	1.5	2.0	76	14.0	27.9
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Biology

12	653	1.3	1.9	0	0.0	24.2
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Calculus AB

22	642	1.4	2.3	2	9.1	35.0
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Calculus BC

7	203	1.9	3.0	2	28.6	51.7
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Chemistry

7	246	1.6	1.9	0	0.0	24.4
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Computer Science Principles

1	163	*	2.5	*	*	46.6
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English Language and Composition

51	1,627	1.4	1.9	2	3.9	23.4
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English Literature and Composition

43	1,683	1.4	1.5	2	4.7	9.3
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Environmental Science

35	742	1.3	1.8	2	5.7	21.7
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European History

6	45	2.0	2.3	1	16.7	37.8
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Human Geography

95	1,577	1.4	1.7	11	11.6	21.4
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Macroeconomics

30	714	1.1	1.6	1	3.3	16.7
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Physics 1

5	561	*	1.6	*	*	16.6
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Psychology

34	331	1.2	2.0	1	2.9	29.6
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Spanish Language and Culture

35	860	3.2	3.4	28	80.0	75.9
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Spanish Literature and Culture

9	129	3.1	2.6	7	77.8	55.8
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Statistics

16	355	1.1	2.4	0	0.0	44.8
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Studio Art: 2-D Design Portfolio

5	134	*	3.0	*	*	70.1
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Studio Art: 3-D Design Portfolio

1	35	*	3.0	*	*	74.3
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Studio Art: Drawing Portfolio

3	38	*	3.0	*	*	60.5
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United States Government and Politics

44	883	1.2	1.6	3	6.8	18.3
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United States History

54	1,673	1.1	1.6	1	1.9	18.9
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World History

28	1,214	1.5	1.9	1	3.6	23.6
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