



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
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AUGUST 25, 2021

SCHOOL
NUMBER 26

SCHOOL OF SCIENCE AND
ENGINEERING AT YVONNE A.
EWELL TOWNVIEW CENTER

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2020-21 SCHOOL SUMMARY

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

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- “New” students were new to the district in 2020-21. They are counted as new if not enrolled in a district campus before the last day of the 2019-20 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2019-20 and 2020-21.

ATTENDANCE

- Statistics are based on student attendance through the end of the school year.
- “Average daily membership” is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Statistics by reporting category are averages for all students (across student groups and genders).
- “Average percentage correct” is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
- EOC statistics are based on scores from students testing for the first time during fall or spring administrations.

TELPAS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2021, the TEA does not differentiate between the Advanced and Advanced High levels from 2020.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as denominator, Grade 12 “Enrollment” as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for “Percent Tested” is grade-level enrollment as reported in Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year (through July) at the time of publication.
- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.
- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT’s college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.
- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.
- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks “represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject” (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.
- AP scores range from 1 to 5. A 3 is a “qualifying score”. Scores from May administrations only. New statistics using June scores will be created after scores are available.

STUDENT ENROLLMENT

Grade	Enrollment
9	120
10	114
11	166
12	107
ALL	507

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	48	9.5	3	11.1
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	62	12.2	*	*
Hispanic	318	62.7	3	11.1
White	63	12.4	19	70.4
Multiple	16	3.2	0	0.0
Other* (teachers only)	—	—	2	7.4
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	56	11.0
Economically disadvantaged	276	54.4
Limited English proficient (LEP)	24	4.7
Special education	3	0.6
Talented and Gifted (TAG)	322	63.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	175	17	9.7	0	0.0	31	17.7	100	57.1	25	14.3	2	1.1
	2020	114	13	11.4	0	0.0	12	10.5	67	58.8	21	18.4	1	0.9
	2021	120	6	5.0	0	0.0	10	8.3	87	72.5	12	10.0	5	4.2
10	2019	113	10	8.8	1	0.9	15	13.3	71	62.8	15	13.3	1	0.9
	2020	170	19	11.2	0	0.0	30	17.6	98	57.6	21	12.4	2	1.2
	2021	114	14	12.3	0	0.0	10	8.8	67	58.8	20	17.5	3	2.6
11	2019	95	9	9.5	1	1.1	13	13.7	58	61.1	12	12.6	2	2.1
	2020	109	10	9.2	0	0.0	13	11.9	66	60.6	15	13.8	5	4.6
	2021	166	19	11.4	0	0.0	29	17.5	98	59.0	17	10.2	3	1.8
12	2019	112	13	11.6	0	0.0	12	10.7	71	63.4	13	11.6	3	2.7
	2020	95	9	9.5	1	1.1	13	13.7	58	61.1	12	12.6	2	2.1
	2021	107	9	8.4	0	0.0	13	12.1	66	61.7	14	13.1	5	4.7
9-12	2019	495	49	9.9	2	0.4	71	14.3	300	60.6	65	13.1	8	1.6
	2020	488	51	10.5	1	0.2	68	13.9	289	59.2	69	14.1	10	2.0
	2021	507	48	9.5	0	0.0	62	12.2	318	62.7	63	12.4	16	3.2

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	175	92	52.6	7	4.0	1	0.6	18	10.3	108	61.7	42	24.0	67.4	32.6	0.0
	2020	114	58	50.9	7	6.1	0	0.0	42	36.8	77	67.5	20	17.5	72.8	27.2	0.0
	2021	120	68	56.7	21	17.5	1	0.8	27	22.5	76	63.3	9	7.5	75.8	24.2	0.0
10	2019	113	60	53.1	0	0.0	1	0.9	18	15.9	70	61.9	2	1.8	68.1	31.9	0.0
	2020	170	97	57.1	4	2.4	1	0.6	66	38.8	105	61.8	1	0.6	68.2	31.8	0.0
	2021	114	67	58.8	3	2.6	0	0.0	13	11.4	77	67.5	0	0.0	71.9	28.1	0.0
11	2019	95	51	53.7	1	1.1	1	1.1	2	2.1	59	62.1	0	0.0	66.3	33.7	0.0
	2020	109	55	50.5	0	0.0	1	0.9	35	32.1	67	61.5	0	0.0	68.8	31.2	0.0
	2021	166	86	51.8	0	0.0	2	1.2	11	6.6	104	62.7	0	0.0	68.7	31.3	0.0
12	2019	112	61	54.5	0	0.0	0	0.0	6	5.4	67	59.8	0	0.0	59.8	40.2	0.0
	2020	95	48	50.5	1	1.1	0	0.0	27	28.4	59	62.1	0	0.0	66.3	33.7	0.0
	2021	107	55	51.4	0	0.0	0	0.0	5	4.7	65	60.7	0	0.0	69.2	30.8	0.0
9-12	2019	495	264	53.3	8	1.6	3	0.6	44	8.9	304	61.4	44	8.9	65.7	34.3	0.0
	2020	488	258	52.9	12	2.5	2	0.4	170	34.8	308	63.1	21	4.3	69.1	30.9	0.0
	2021	507	276	54.4	24	4.7	3	0.6	56	11.0	322	63.5	9	1.8	71.2	28.8	0.0

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2019	249	13,484	246	99.0	12,437	92.2	0	0.0	11.5	175	8,723	70.3	64.7
	2020	203	13,875	201	99.2	12,839	92.5	0	0.0	9.0	114	10,020	56.2	72.2
	2021	230	13,245	228	99.4	12,348	93.2	0	0.0	4.2	120	8,679	52.3	65.5
10	2019	149	12,020	147	99.0	11,175	93.0	1	0.7	7.3	113	7,845	76.0	65.3
	2020	319	12,465	316	99.0	11,629	93.3	0	0.0	5.4	171	8,835	53.6	70.9
	2021	240	12,994	238	99.1	12,138	93.4	0	0.0	3.0	115	8,671	47.9	66.7
11	2019	109	10,324	107	98.1	9,693	93.9	0	0.0	4.8	95	7,071	86.9	68.5
	2020	191	10,440	189	99.2	9,830	94.2	0	0.0	4.1	109	7,647	57.2	73.2
	2021	253	11,173	250	99.1	10,467	93.7	0	0.0	2.5	166	7,138	65.7	63.9
12	2019	114	10,368	112	98.0	9,771	94.2	0	0.0	3.3	112	7,151	98.0	69.0
	2020	201	10,322	197	98.1	9,699	94.0	0	0.0	3.4	95	7,820	47.2	75.8
	2021	188	10,428	187	99.2	9,883	94.8	1	0.5	2.2	107	7,101	56.9	68.1
9-12	2019	621	46,196	613	98.6	43,077	93.2	1	0.2	7.1	495	30,790	79.7	66.7
	2020	913	47,101	903	98.9	43,997	93.4	0	0.0	5.8	489	34,322	53.5	72.9
	2021	910	47,841	903	99.2	44,835	93.7	1	0.1	3.1	508	31,589	55.8	66.0

Teachers: 27

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	11.1
Hispanic	3	11.1
White	19	70.4
Multiple	0	0.0
Other	2	7.4

Gender	Number	Percentage
Female	13	48.1
Male	14	51.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	5.2	25.9
2019-20	4.2	75.0
2020-21	4.1	85.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.7
1	1	3.7
2	1	3.7
3	1	3.7
4	1	3.7
5	3	11.1
1-3	3	11.1
More than 3	23	85.2
1 - 5	7	25.9
6 - 10	5	18.5
11 - 20	11	40.7
More than 20	3	11.1

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2018	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	62.1
	2019	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	65.6
	2021	100.0	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	58.9
Tests Taken	2018	13	9	51	42	1	11	11		59	26	85	9,912
	2019	23	16	99	104	1	17	17		115	56	171	10,554
	2021	10	5	81	62	1	22	24		77	29	106	9,858
ENGLISH II	2018	100.0	91.7	100.0	98.3	*	*	*		98.5	100.0	99.0	67.0
	2019	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	69.3
	2021	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	63.2
Tests Taken	2018	14	12	56	60	1	1	3		66	32	98	10,011
	2019	40	27	170	151	2	22	36		194	93	287	9,584
	2021	12	7	88	68	1	21	27		91	31	122	9,709

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2018	0	0	0	0	*	0	0		0	0	0	3,752
	2019	0	0	0	0	*	0	0		0	0	0	3,633
	2021	0	*	0	0	*	0	0		0	0	0	4,055
Tests Taken	2018	13	9	51	42	1	11	11		59	26	85	9,912
	2019	23	16	99	104	1	17	17		115	56	171	10,554
	2021	10	5	81	62	1	22	24		77	29	106	9,858
ENGLISH II	2018	0	1	0	1	*	*	*		1	0	1	3,300
	2019	0	0	0	0	*	0	0		0	0	0	2,941
	2021	0	0	0	0	*	0	0		0	0	0	3,575
Tests Taken	2018	14	12	56	60	1	1	3		66	32	98	10,011
	2019	40	27	170	151	2	22	36		194	93	287	9,584
	2021	12	7	88	68	1	21	27		91	31	122	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	100.0	100.0	98.0	97.6	*	90.9	90.9		98.3	100.0	98.8	43.9
	2019	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	51.0
	2021	100.0	*	96.3	95.2	*	100.0	100.0		96.1	100.0	97.2	40.8
Tests Taken	2018	13	9	51	42	1	11	11		59	26	85	9,912
	2019	23	16	99	104	1	17	17		115	56	171	10,554
	2021	10	5	81	62	1	22	24		77	29	106	9,858
ENGLISH II	2018	100.0	91.7	100.0	98.3	*	*	*		98.5	100.0	99.0	50.0
	2019	100.0	100.0	99.4	99.3	*	95.5	100.0		100.0	98.9	99.7	51.5
	2021	100.0	100.0	98.9	98.5	*	100.0	100.0		98.9	100.0	99.2	47.3
Tests Taken	2018	14	12	56	60	1	1	3		66	32	98	10,011
	2019	40	27	170	151	2	22	36		194	93	287	9,584
	2021	12	7	88	68	1	21	27		91	31	122	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	53.8	33.3	43.1	42.9	*	9.1	9.1		39.0	69.2	48.2	5.0
	2019	87.0	81.3	58.6	59.6	*	35.3	41.2		68.7	75.0	70.8	10.1
	2021	40.0	*	33.3	37.1	*	27.3	29.2		35.1	37.9	35.8	6.3
Tests Taken	2018	13	9	51	42	1	11	11		59	26	85	9,912
	2019	23	16	99	104	1	17	17		115	56	171	10,554
	2021	10	5	81	62	1	22	24		77	29	106	9,858
ENGLISH II	2018	64.3	50.0	64.3	55.0	*	*	*		57.6	71.9	62.2	7.0
	2019	47.5	55.6	38.8	40.4	*	31.8	38.9		41.8	60.2	47.7	6.0
	2021	41.7	42.9	33.0	30.9	*	23.8	22.2		34.1	38.7	35.2	6.0
Tests Taken	2018	14	12	56	60	1	1	3		66	32	98	10,011
	2019	40	27	170	151	2	22	36		194	93	287	9,584
	2021	12	7	88	68	1	21	27		91	31	122	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	94.3	88.9	88.5	5.8	93.3	95.3
2019	93.5	88.4	93.2	6.6	95.4	93.6
2021	84.7	87.4	86.6	5.8	82.2	91.0

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	92.7	88.0	94.8	6.5	93.7	92.7
2019	86.2	88.1	95.2	6.2	91.7	93.4
2021	87.6	86.1	89.7	6.1	91.8	89.8

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
BIOLOGY	2018	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.9
	2019	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.1
	2021	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	78.3
Tests Taken	2018	19	11	68	59	1	12	13		78	34	112	10,192
	2019	25	17	100	92	1	17	18		115	56	171	9,591
	2021	12	6	86	67	1	21	27		90	29	119	9,986

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2018	0	0	0	0	*	0	0		0	0	0	1,234
	2019	0	0	0	0	*	0	0		0	0	0	1,240
	2021	0	0	0	0	*	0	0		0	0	0	2,162
Tests Taken	2018	19	11	68	59	1	12	13		78	34	112	10,192
	2019	25	17	100	92	1	17	18		115	56	171	9,591
	2021	12	6	86	67	1	21	27		90	29	119	9,986

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2018	100.0	90.9	98.5	98.3	*	91.7	92.3		98.7	97.1	98.2	57.4
	2019	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	59.2
	2021	100.0	100.0	97.7	98.5	*	95.2	96.3		98.9	96.6	98.3	42.8
Tests Taken	2018	19	11	68	59	1	12	13		78	34	112	10,192
	2019	25	17	100	92	1	17	18		115	56	171	9,591
	2021	12	6	86	67	1	21	27		90	29	119	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	89.5	63.6	83.8	88.1	*	75.0	76.9		85.9	82.4	84.8	18.6
	2019	96.0	88.2	89.0	89.1	*	94.1	88.9		92.2	89.3	91.2	22.3
	2021	91.7	83.3	60.5	59.7	*	66.7	63.0		64.4	69.0	65.5	14.0
Tests Taken	2018	19	11	68	59	1	12	13		78	34	112	10,192
	2019	25	17	100	92	1	17	18		115	56	171	9,591
	2021	12	6	86	67	1	21	27		90	29	119	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	87.1	91.2	90.1	91.7	90.7
2019	91.1	90.5	91.5	89.9	94.0
2021	80.5	77.4	88.4	89.0	94.2

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	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	93.4
	2019	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	93.8
	2021	100.0	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	84.7
Tests Taken	2018	13	13	71	67			2		67	45	112	9,468
	2019	12	9	58	50	1	1	2		63	32	95	9,416
	2021	17	19	99	87	2		12		114	53	167	8,945

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2018	0	0	0	0			*		0	0	0	624
	2019	0	0	0	0	*	*	*		0	0	0	582
	2021	0	0	0	0	*		0		0	0	0	1,373
Tests Taken	2018	13	13	71	67			2		67	45	112	9,468
	2019	12	9	58	50	1	1	2		63	32	95	9,416
	2021	17	19	99	87	2		12		114	53	167	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	100.0	100.0	100.0	100.0			*		100.0	100.0	100.0	72.3
	2019	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	73.7
	2021	100.0	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	56.7
Tests Taken	2018	13	13	71	67			2		67	45	112	9,468
	2019	12	9	58	50	1	1	2		63	32	95	9,416
	2021	17	19	99	87	2		12		114	53	167	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	92.3	100.0	91.5	94.0			*		94.0	91.1	92.9	38.6
	2019	100.0	100.0	98.3	100.0	*	*	*		98.4	100.0	98.9	41.6
	2021	100.0	94.7	96.0	96.6	*		91.7		98.2	94.3	97.0	30.7
Tests Taken	2018	13	13	71	67			2		67	45	112	9,468
	2019	12	9	58	50	1	1	2		63	32	95	9,416
	2021	17	19	99	87	2		12		114	53	167	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	89.8	92.9	86.7	91.1
2019	90.5	91.9	86.1	94.1
2021	91.0	94.4	86.7	94.2

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2021 Level	N	%	N	%	N	%	N	%	N	%
9 (15)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	4	26.7	0	0.0	0	0.0	0	0.0
	Advanced	4	26.7	8	53.3	8	53.3	1	6.7	5	33.3
	Advanced High	11	73.3	3	20.0	7	46.7	14	93.3	10	66.7
ALL (16)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	4	25.0	0	0.0	0	0.0	0	0.0
	Advanced	4	25.0	9	56.3	8	50.0	1	6.3	5	31.3
	Advanced High	12	75.0	3	18.8	8	50.0	15	93.8	11	68.8

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
12 <hr/> 7 (58.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	7	
12 <hr/> 7 (58.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	7	

 Indicates students who progressed at least one level from 2020 to 2021.

Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK*	N	Mean	% at BMRK
SAT	Reading & Writing	2018-19	100.0	87.2	112	660	100.0	13	658	100.0	71	644	100.0	13	701	100.0	7,714	463	39.1
		2019-20	100.0	84.7	95	661	100.0	9	664	100.0	58	649	100.0	12	678	100.0	7,424	466	39.8
		2020-21	99.1	79.7	106	649	99.1	9	659	100.0	66	624	98.5	14	723	100.0	7,006	457	35.9
	Mathematics	2018-19	100.0	87.2	112	717	100.0	13	687	100.0	71	707	100.0	13	743	100.0	7,714	461	19.7
		2019-20	100.0	84.7	95	706	100.0	9	702	100.0	58	699	100.0	12	712	100.0	7,424	461	21.7
		2020-21	99.1	79.7	106	692	99.1	9	680	100.0	66	673	98.5	14	735	100.0	7,006	456	20.4
ACT	English	2018-19	98.2	82.5	110	28	99.1	13	29	100.0	69	27	98.6	13	32	100.0	7,297	15	27.0
		2019-20	94.7	81.3	90	28	100.0	9	30	100.0	54	26	100.0	12	30	100.0	7,122	15	28.9
		2020-21	50.5	57.2	54	26	94.4	7	25	100.0	33	24	90.9	9	32	100.0	5,030	14	24.1
	Mathematics	2018-19	98.2	82.5	110	30	100.0	13	29	100.0	69	29	100.0	13	32	100.0	7,297	18	19.2
		2019-20	94.7	81.3	90	30	100.0	9	29	100.0	54	29	100.0	12	32	100.0	7,122	17	14.3
		2020-21	50.5	57.2	54	29	100.0	7	29	100.0	33	28	100.0	9	31	100.0	5,030	17	13.6
	Reading	2018-19	98.2	82.5	110	29	94.5	13	30	100.0	69	28	91.3	13	32	100.0	7,297	17	21.0
		2019-20	94.7	81.3	90	29	92.2	9	31	88.9	54	27	92.6	12	32	100.0	7,122	16	18.6
		2020-21	50.5	57.2	54	27	79.6	7	29	100.0	33	25	69.7	9	32	88.9	5,030	16	16.0
	Science	2018-19	98.2	82.5	110	29	97.3	13	29	100.0	69	28	95.7	13	31	100.0	7,297	17	14.5
		2019-20	94.7	81.3	90	29	95.6	9	28	88.9	54	29	94.4	12	32	100.0	7,122	17	13.9
		2020-21	50.5	57.2	54	27	88.9	7	27	71.4	33	26	90.9	9	29	88.9	5,030	17	12.8
	Composite	2018-19	98.2	82.5	110	29	-	13	30	-	69	28	-	13	32	-	7,297	17	-
		2019-20	94.7	81.3	90	29	-	9	30	-	54	28	-	12	32	-	7,122	16	-
		2020-21	50.5	57.2	54	28	-	7	28	-	33	26	-	9	31	-	5,030	16	-

NOTE: See the NOTES report for information about score ranges and college-readiness benchmarks set by The College Board (SAT) and ACT, Inc.

Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK
10	Reading & Writing	2018	113	589	100.0	10	608	100.0	71	567	100.0	15	641	100.0	16	626	100.0	8,620	418	41.8
		2019	174	596	98.9	19	596	100.0	100	570	99.0	23	638	100.0	30	647	96.9	8,689	414	38.2
		2020	74	580	97.3	7	537	85.7	43	559	97.7	15	633	100.0	8	629	100.0	4,749	422	42.8
	Mathematics	2018	113	645	100.0	10	646	100.0	71	625	100.0	15	688	100.0	16	693	100.0	8,620	426	25.3
		2019	174	622	100.0	19	602	100.0	100	602	100.0	23	645	100.0	30	680	100.0	8,689	426	20.7
		2020	74	616	98.6	7	583	100.0	43	591	97.7	15	665	100.0	8	678	100.0	4,749	425	22.7
11	Reading & Writing	2018	95	631	100.0	10	627	100.0	58	620	100.0	11	665	100.0	14	651	100.0	1,921	501	64.3
		2019	108	603	99.1	10	621	100.0	65	577	98.5	15	660	100.0	13	640	100.0	2,726	482	56.3
		2020	123	623	98.4	13	634	100.0	67	587	97.0	16	674	100.0	26	678	100.0	1,091	521	68.1
	Mathematics	2018	95	684	100.0	10	655	100.0	58	676	100.0	11	719	100.0	14	706	100.0	1,921	497	42.6
		2019	108	653	100.0	10	640	100.0	65	639	100.0	15	678	100.0	13	689	100.0	2,726	473	32.8
		2020	123	653	98.4	13	650	100.0	67	627	97.0	16	686	100.0	26	697	100.0	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

1,620	15,450	2.8	2.0	850	52.5	27.9
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Art History

18	63	3.4	3.2	12	66.7	61.9
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Biology

55	653	2.8	1.9	32	58.2	24.2
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Calculus AB

121	642	3.3	2.3	82	67.8	35.0
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Calculus BC

81	203	3.1	3.0	46	56.8	51.7
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Chemistry

87	246	3.2	1.9	56	64.4	24.4
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Computer Science A

106	189	2.7	2.7	53	50.0	51.3
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English Language and Composition

164	1,627	2.7	1.9	81	49.4	23.4
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English Literature and Composition

92	1,683	1.8	1.5	17	18.5	9.3
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Environmental Science

58	742	3.3	1.8	39	67.2	21.7
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French Language and Culture

2	43	*	2.2	*	*	34.9
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Macroeconomics

97	714	2.1	1.6	30	30.9	16.7
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Music Theory

3	61	*	2.6	*	*	47.5
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Physics 1

113	561	2.0	1.6	33	29.2	16.6
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Physics 2

16	37	2.8	2.9	9	56.3	56.8
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Physics C: Electricity and Magnetism

36	56	3.0	3.3	19	52.8	62.5
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Physics C: Mechanics

66	107	3.7	3.6	58	87.9	83.2
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Psychology

26	331	1.8	2.0	7	26.9	29.6
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Seminar

63	168	3.2	3.0	50	79.4	78.0
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Spanish Language and Culture

43	860	4.2	3.4	41	95.3	75.9
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Spanish Literature and Culture

9	129	2.8	2.6	7	77.8	55.8
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Statistics

52	355	2.7	2.4	27	51.9	44.8
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Studio Art: 2-D Design Portfolio

6	134	3.3	3.0	5	83.3	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

1	38	*	3.0	*	*	60.5
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United States Government and Politics

100	883	2.3	1.6	37	37.0	18.3
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United States History

161	1,673	2.8	1.6	89	55.3	18.9
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World History

43	1,214	2.3	1.9	15	34.9	23.6
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