



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
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AUGUST 25, 2021

SCHOOL
NUMBER 28

EMMETT J. CONRAD 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	344
10	347
11	280
12	291
ALL	1,262

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	274	21.7	25	28.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	31	2.5	*	*
Hispanic	799	63.3	11	12.6
White	25	2.0	39	44.8
Multiple	73	5.8	4	4.6
Other* (teachers only)	—	—	8	9.2
Not reported (students only)	1	0.1	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	981	77.7
Economically disadvantaged	1,239	98.2
Limited English proficient (LEP)	802	63.5
Special education	109	8.6
Talented and Gifted (TAG)	105	8.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	399	75	18.8	1	0.3	58	14.5	251	62.9	11	2.8	3	0.8
	2020	410	87	21.2	1	0.2	1	0.2	270	65.9	11	2.7	3	0.7
	2021	344	62	18.0	0	0.0	23	6.7	240	69.8	4	1.2	13	3.8
10	2019	323	80	24.8	0	0.0	51	15.8	181	56.0	8	2.5	2	0.6
	2020	311	73	23.5	0	0.0	2	0.6	179	57.6	8	2.6	8	2.6
	2021	347	75	21.6	0	0.0	3	0.9	225	64.8	6	1.7	23	6.6
11	2019	323	90	27.9	1	0.3	44	13.6	173	53.6	12	3.7	3	0.9
	2020	271	62	22.9	0	0.0	1	0.4	158	58.3	8	3.0	3	1.1
	2021	280	64	22.9	0	0.0	3	1.1	161	57.5	6	2.1	27	9.6
12	2019	241	57	23.7	2	0.8	36	14.9	134	55.6	11	4.6	1	0.4
	2020	329	92	28.0	1	0.3	0	0.0	188	57.1	11	3.3	4	1.2
	2021	291	73	25.1	0	0.0	2	0.7	173	59.5	9	3.1	10	3.4
9-12	2019	1,286	302	23.5	4	0.3	189	14.7	739	57.5	42	3.3	9	0.7
	2020	1,321	314	23.8	2	0.2	4	0.3	795	60.2	38	2.9	18	1.4
	2021	1,262	274	21.7	0	0.0	31	2.5	799	63.3	25	2.0	73	5.8

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	399	287	71.9	269	67.4	25	6.3	290	72.7	29	7.3	103	25.8	56.4	43.6	8.0
	2020	410	401	97.8	275	67.1	31	7.6	317	77.3	30	7.3	87	21.2	50.5	49.5	11.5
	2021	344	330	95.9	247	71.8	28	8.1	277	80.5	20	5.8	62	18.0	53.5	46.5	4.4
10	2019	323	222	68.7	193	59.8	26	8.0	241	74.6	30	9.3	25	7.7	57.3	42.7	5.9
	2020	311	296	95.2	193	62.1	19	6.1	235	75.6	29	9.3	23	7.4	54.7	45.3	5.1
	2021	347	343	98.8	228	65.7	31	8.9	288	83.0	29	8.4	14	4.0	46.7	53.3	1.4
11	2019	323	320	99.1	125	38.7	25	7.7	191	59.1	34	10.5	19	5.9	47.1	52.9	1.5
	2020	271	258	95.2	160	59.0	21	7.7	188	69.4	30	11.1	14	5.2	56.1	43.9	0.7
	2021	280	277	98.9	171	61.1	23	8.2	203	72.5	25	8.9	14	5.0	50.7	49.3	1.4
12	2019	241	234	97.1	100	41.5	33	13.7	151	62.7	21	8.7	8	3.3	47.7	52.3	2.9
	2020	329	321	97.6	128	38.9	39	11.9	211	64.1	31	9.4	8	2.4	48.6	51.4	3.3
	2021	291	289	99.3	156	53.6	27	9.3	213	73.2	31	10.7	8	2.7	54.3	45.7	2.7
9-12	2019	1,286	1,063	82.7	687	53.4	109	8.5	873	67.9	114	8.9	155	12.1	52.6	47.4	4.9
	2020	1,321	1,276	96.6	756	57.2	110	8.3	951	72.0	120	9.1	132	10.0	52.2	47.8	5.8
	2021	1,262	1,239	98.2	802	63.5	109	8.6	981	77.7	105	8.3	98	7.8	51.2	48.8	2.5

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	382	13,484	344	90.1	12,437	92.2	24	6.3	11.5	265	8,723	69.3	64.7
	2020	420	13,875	381	90.7	12,839	92.5	38	9.0	9.0	319	10,020	75.9	72.2
	2021	341	13,245	312	91.5	12,348	93.2	22	6.4	4.2	227	8,679	66.5	65.5
10	2019	334	12,020	305	91.5	11,175	93.0	18	5.4	7.3	258	7,845	77.3	65.3
	2020	318	12,465	287	90.2	11,629	93.3	8	2.5	5.4	258	8,835	81.1	70.9
	2021	356	12,994	321	90.2	12,138	93.4	7	2.0	3.0	233	8,671	65.4	66.7
11	2019	329	10,324	301	91.5	9,693	93.9	9	2.7	4.8	265	7,071	80.6	68.5
	2020	277	10,440	257	92.7	9,830	94.2	17	6.1	4.1	228	7,647	82.4	73.2
	2021	283	11,173	249	87.9	10,467	93.7	3	1.1	2.5	182	7,138	64.4	63.9
12	2019	239	10,368	218	91.5	9,771	94.2	9	3.8	3.3	166	7,151	69.5	69.0
	2020	315	10,322	287	91.0	9,699	94.0	5	1.6	3.4	212	7,820	67.2	75.8
	2021	293	10,428	269	91.8	9,883	94.8	1	0.3	2.2	192	7,101	65.5	68.1
9-12	2019	1,283	46,196	1,169	91.1	43,077	93.2	60	4.7	7.1	954	30,790	74.3	66.7
	2020	1,330	47,101	1,212	91.1	43,997	93.4	68	5.1	5.8	1,017	34,322	76.4	72.9
	2021	1,273	47,841	1,151	90.4	44,835	93.7	33	2.6	3.1	834	31,589	65.5	66.0

Teachers: 87

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	25	28.7
Hispanic	11	12.6
White	39	44.8
Multiple	4	4.6
Other	8	9.2

Gender	Number	Percentage
Female	50	57.5
Male	37	42.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	6.8	68.5
2019-20	5.8	79.0
2020-21	5.7	73.3

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	10	11.5
1	5	5.7
2	7	8.0
3	3	3.4
4	4	4.6
5	6	6.9
1-3	15	17.2
More than 3	62	71.3
1 - 5	25	28.7
6 - 10	21	24.1
11 - 20	19	21.8
More than 20	12	13.8

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	55.6	59.4	64.1	58.9	23.5	46.3	50.5		51.3	64.0	57.2	62.1
	2019	50.0	50.0	54.5	54.4	23.8	41.1	47.3		55.9	49.3	52.9	65.6
	2021	*	58.2	46.7	48.0	27.8	39.5	40.5		48.4	47.6	48.0	58.9
Tests Taken	2018	9	69	206	258	17	240	303		191	164	355	9,912
	2019	10	64	200	241	21	209	256		177	152	329	10,554
	2021	5	55	212	302	18	220	259		157	147	304	9,858
ENGLISH II	2018	71.4	52.2	59.8	54.4	28.0	24.1	34.9		52.0	54.3	53.2	67.0
	2019	83.3	52.8	58.8	51.1	26.3	42.2	44.2		47.2	62.9	54.1	69.3
	2021	*	52.0	62.6	59.7	15.0	53.4	53.7		54.9	63.6	59.3	63.2
Tests Taken	2018	14	90	199	296	25	170	249		173	197	370	10,011
	2019	6	72	182	227	19	206	242		178	140	318	9,584
	2021	5	75	182	293	20	191	242		144	151	295	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	4	28	74	106	13	129	150		93	59	152	3,752
	2019	5	32	91	110	16	123	135		78	77	155	3,633
	2021	*	23	113	157	13	133	154		81	77	158	4,055
Tests Taken	2018	9	69	206	258	17	240	303		191	164	355	9,912
	2019	10	64	200	241	21	209	256		177	152	329	10,554
	2021	5	55	212	302	18	220	259		157	147	304	9,858
ENGLISH II	2018	4	43	80	135	18	129	162		83	90	173	3,300
	2019	1	34	75	111	14	119	135		94	52	146	2,941
	2021	*	36	68	118	17	89	112		65	55	120	3,575
Tests Taken	2018	14	90	199	296	25	170	249		173	197	370	10,011
	2019	6	72	182	227	19	206	242		178	140	318	9,584
	2021	5	75	182	293	20	191	242		144	151	295	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	44.4	39.1	40.8	39.5	5.9	27.1	29.4		31.9	43.9	37.5	43.9
	2019	50.0	43.8	42.5	42.7	9.5	28.2	33.6		44.6	38.2	41.6	51.0
	2021	*	38.2	30.2	29.5	11.1	21.8	23.2		29.9	29.3	29.6	40.8
Tests Taken	2018	9	69	206	258	17	240	303		191	164	355	9,912
	2019	10	64	200	241	21	209	256		177	152	329	10,554
	2021	5	55	212	302	18	220	259		157	147	304	9,858
ENGLISH II	2018	50.0	40.0	46.2	38.9	16.0	9.4	17.7		35.3	43.7	39.7	50.0
	2019	66.7	41.7	41.8	37.4	10.5	26.7	27.3		30.3	50.7	39.3	51.5
	2021	*	45.3	44.0	45.4	10.0	36.6	37.6		38.9	51.0	45.1	47.3
Tests Taken	2018	14	90	199	296	25	170	249		173	197	370	10,011
	2019	6	72	182	227	19	206	242		178	140	318	9,584
	2021	5	75	182	293	20	191	242		144	151	295	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	2.9	3.9	3.1	0.0	0.8	1.0		1.6	4.3	2.8	5.0
	2019	0.0	6.3	4.5	5.0	4.8	2.4	2.3		6.2	4.6	5.5	10.1
	2021	*	9.1	1.9	3.0	0.0	1.4	1.5		2.5	3.4	3.0	6.3
Tests Taken	2018	9	69	206	258	17	240	303		191	164	355	9,912
	2019	10	64	200	241	21	209	256		177	152	329	10,554
	2021	5	55	212	302	18	220	259		157	147	304	9,858
ENGLISH II	2018	0.0	5.6	6.5	4.1	0.0	0.0	0.4		4.0	6.1	5.1	7.0
	2019	0.0	2.8	3.8	3.5	0.0	1.0	0.8		1.1	5.0	2.8	6.0
	2021	*	2.7	5.5	4.8	0.0	2.1	2.5		6.3	3.3	4.7	6.0
Tests Taken	2018	14	90	199	296	25	170	249		173	197	370	10,011
	2019	6	72	182	227	19	206	242		178	140	318	9,584
	2021	5	75	182	293	20	191	242		144	151	295	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	67.5	63.5	59.8	3.9	59.1	64.8
2019	56.4	58.7	63.2	3.7	63.4	59.8
2021	53.0	54.0	52.7	3.5	58.7	59.6

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	67.1	57.6	63.0	4.4	64.9	60.4
2019	57.0	59.3	68.6	4.2	61.6	64.8
2021	62.4	58.9	57.7	4.1	67.3	62.4

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	87.1	89.3	68.4	85.6	86.6		86.3	88.4	87.2	87.5
	2019	83.3	80.0	86.7	86.6	70.6	85.9	86.9		83.0	90.9	86.6	88.9
	2021	*	76.7	83.3	82.6	80.0	82.1	82.3		77.8	87.5	82.7	69.4
Tests Taken	2018	4	60	155	187	19	188	213		153	112	265	10,244
	2019	6	50	158	201	17	185	213		141	121	262	10,243
	2021	3	43	162	235	20	173	203		117	120	237	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	*	10	20	20	6	27	32		21	13	34	1,278
	2019	1	10	21	27	5	26	28		24	11	35	1,134
	2021	*	10	27	41	4	31	36		26	15	41	3,441
Tests Taken	2018	4	60	155	187	19	188	213		153	112	265	10,244
	2019	6	50	158	201	17	185	213		141	121	262	10,243
	2021	3	43	162	235	20	173	203		117	120	237	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	*	56.7	62.6	61.5	26.3	58.0	57.3		52.3	71.4	60.4	61.8
	2019	83.3	44.0	61.4	62.7	41.2	61.1	61.0		58.9	66.1	62.2	68.9
	2021	*	44.2	40.7	42.1	40.0	38.7	39.4		35.9	47.5	41.8	32.4
Tests Taken	2018	4	60	155	187	19	188	239		153	112	265	10,244
	2019	6	50	158	201	17	185	213		141	121	262	10,243
	2021	3	43	162	235	20	173	203		117	120	237	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	*	30.0	33.5	30.5	10.5	32.4	31.4		28.8	38.4	32.8	35.8
	2019	50.0	22.0	29.7	31.8	17.6	31.4	29.6		31.2	33.1	32.1	45.1
	2021	*	16.3	14.2	14.0	10.0	11.6	10.8		14.5	13.3	13.9	15.8
Tests Taken	2018	4	60	155	187	19	188	239		153	112	265	10,244
	2019	6	50	158	201	17	185	213		141	121	262	10,243
	2021	3	43	162	235	20	173	203		117	120	237	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	59.5	60.5	65.9	66.3	68.0
2019	63.0	60.6	65.0	63.7	70.5
2021	58.1	49.0	53.9	54.5	62.2

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	84.4	94.9	92.7	55.0	89.2	89.4		91.4	91.6	91.5	87.9
	2019	100.0	82.9	89.1	87.3	68.4	85.8	85.9		90.4	85.6	88.1	87.1
	2021	*	68.9	81.6	76.4	60.0	70.7	73.6		79.7	73.1	76.5	78.3
Tests Taken	2018	8	77	195	289	20	185	265		174	166	340	10,192
	2019	13	76	265	346	38	282	355		229	208	437	9,591
	2021	4	61	185	276	15	198	239		143	134	277	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	12	10	21	9	20	28		15	14	29	1,234
	2019	0	13	29	44	12	40	50		22	30	52	1,240
	2021	*	19	34	65	6	58	63		29	36	65	2,162
Tests Taken	2018	8	77	195	289	20	185	265		174	166	340	10,192
	2019	13	76	265	346	38	282	355		229	208	437	9,591
	2021	4	61	185	276	15	198	239		143	134	277	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	87.5	64.9	68.2	67.8	35.0	56.8	58.5		69.0	65.7	67.4	57.4
	2019	46.2	44.7	52.8	49.4	15.8	41.1	43.1		55.0	46.2	50.8	59.2
	2021	*	32.8	37.8	35.9	20.0	30.3	29.7		40.6	30.6	35.7	42.8
Tests Taken	2018	8	77	195	289	20	185	265		174	166	340	10,192
	2019	13	76	265	346	38	282	355		229	208	437	9,591
	2021	4	61	185	276	15	198	239		143	134	277	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	37.5	14.3	17.9	17.0	0.0	14.1	12.1		16.1	21.1	18.5	18.6
	2019	23.1	11.8	11.3	12.1	2.6	6.7	7.3		16.2	8.2	12.4	22.3
	2021	*	11.5	7.6	8.0	6.7	5.1	4.2		9.8	6.0	7.9	14.0
Tests Taken	2018	8	77	195	289	20	185	265		174	166	340	10,192
	2019	13	76	265	346	38	282	355		229	208	437	9,591
	2021	4	61	185	276	15	198	239		143	134	277	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	65.7	66.0	67.4	67.9	66.9
2019	58.0	52.2	63.4	59.2	63.5
2021	48.6	44.7	57.4	57.7	60.3

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	88.9	96.2	95.6	95.6	*	87.1	91.1		97.6	92.9	95.1	93.4
	2019	100.0	94.1	93.5	91.5	72.0	85.6	88.8		92.7	90.6	91.7	93.8
	2021	*	72.3	83.0	79.7	61.1	75.8	74.0		80.2	78.8	79.5	84.7
Tests Taken	2018	9	53	90	137	5	62	101		84	98	182	9,468
	2019	14	85	170	282	25	153	233		165	159	324	9,416
	2021	5	65	153	266	18	157	200		131	137	268	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	1	2	4	6	*	8	9		2	7	9	624
	2019	0	5	11	24	7	22	26		12	15	27	582
	2021	*	18	26	54	7	38	52		26	29	55	1,373
Tests Taken	2018	9	53	90	137	5	62	101		84	98	182	9,468
	2019	14	85	170	282	25	153	233		165	159	324	9,416
	2021	5	65	153	266	18	157	200		131	137	268	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	77.8	77.4	82.2	75.2	*	40.3	56.4		76.2	72.4	74.2	72.3
	2019	78.6	60.0	68.8	62.8	28.0	49.0	56.7		67.3	61.6	64.5	73.7
	2021	*	41.5	51.0	46.6	33.3	36.3	36.0		58.0	35.8	46.6	56.7
Tests Taken	2018	9	53	90	137	5	62	101		84	98	182	9,468
	2019	14	85	170	282	25	153	233		165	159	324	9,416
	2021	5	65	153	266	18	157	200		131	137	268	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	66.7	41.5	47.8	46.7	*	14.5	23.8		47.6	41.8	44.5	38.6
	2019	42.9	41.2	35.9	32.6	8.0	15.0	22.3		41.2	28.9	35.2	41.6
	2021	*	24.6	28.8	25.6	33.3	15.3	17.0		38.9	13.1	25.7	30.7
Tests Taken	2018	9	53	90	137	5	62	101		84	98	182	9,468
	2019	14	85	170	282	25	153	233		165	159	324	9,416
	2021	5	65	153	266	18	157	200		131	137	268	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	73.9	73.2	68.7	75.0
2019	70.3	64.2	64.7	66.7
2021	60.0	64.6	55.1	59.4

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (217)	Beginning	36	17.9	137	68.2	14	17.9	56	26.5	13	18.8
	Intermediate	75	37.3	37	18.4	25	32.1	92	43.6	41	59.4
	Advanced	72	35.8	26	12.9	26	33.3	38	18.0	12	17.4
	Advanced High	18	9.0	1	0.5	13	16.7	25	11.8	3	4.3
10 (184)	Beginning	36	22.1	104	63.8	5	5.3	41	23.4	6	7.3
	Intermediate	55	33.7	33	20.2	30	31.6	84	48.0	52	63.4
	Advanced	54	33.1	25	15.3	35	36.8	29	16.6	21	25.6
	Advanced High	18	11.0	1	0.6	25	26.3	21	12.0	3	3.7
11 (129)	Beginning	21	20.2	57	54.8	11	15.5	20	17.7	4	7.8
	Intermediate	40	38.5	22	21.2	21	29.6	60	53.1	33	64.7
	Advanced	35	33.7	23	22.1	21	29.6	20	17.7	10	19.6
	Advanced High	8	7.7	2	1.9	18	25.4	13	11.5	4	7.8
12 (21)	Beginning	0	0.0	2	50.0	1	5.9	2	40.0	0	0.0
	Intermediate	4	100.0	2	50.0	10	58.8	3	60.0	1	100.0
	Advanced	0	0.0	0	0.0	4	23.5	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	2	11.8	0	0.0	0	0.0
ALL (551)	Beginning	93	19.7	300	63.6	31	11.9	119	23.6	23	11.3
	Intermediate	174	36.9	94	19.9	86	33.0	239	47.4	127	62.6
	Advanced	161	34.1	74	15.7	86	33.0	87	17.3	43	21.2
	Advanced High	44	9.3	4	0.8	58	22.2	59	11.7	10	4.9

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
5 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	0	
107 4 (3.7%)	Beginning	3			
	Intermediate	1	24		
	Advanced	0	1	6	
	Advanced High	0	0	2	
77 7 (9.1%)	Beginning	1			
	Intermediate	1	13		
	Advanced	0	4	2	
	Advanced High	0	0	2	
43 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
232 11 (4.7%)	Beginning	4			
	Intermediate	2	37		
	Advanced	0	5	9	
	Advanced High	0	0	4	

 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	74.7	87.2	180	427	22.8	39	418	20.5	98	436	29.6	8	476	37.5	7,714	463	39.1
		2019-20	76.9	84.7	253	445	30.8	73	441	27.4	135	447	32.6	8	486	62.5	7,424	466	39.8
		2020-21	67.0	79.7	195	445	32.3	43	455	37.2	117	440	29.1	6	523	83.3	7,006	457	35.9
	Mathematics	2018-19	74.7	87.2	180	434	10.0	39	402	2.6	98	451	14.3	8	493	25.0	7,714	461	19.7
		2019-20	76.9	84.7	253	443	17.0	73	430	8.2	135	453	23.7	8	454	25.0	7,424	461	21.7
		2020-21	67.0	79.7	195	448	17.9	43	454	23.3	117	445	16.2	6	493	66.7	7,006	456	20.4
ACT	English	2018-19	69.3	82.5	167	13	12.6	35	12	17.1	88	14	14.8	9	15	22.2	7,297	15	27.0
		2019-20	85.7	81.3	282	14	21.3	78	13	20.5	157	14	21.0	10	16	50.0	7,122	15	28.9
		2020-21	60.8	57.2	177	14	22.6	51	14	23.5	100	14	20.0	5	*	*	5,030	14	24.1
	Mathematics	2018-19	69.3	82.5	167	16	6.6	35	15	0.0	88	16	8.0	9	18	22.2	7,297	18	19.2
		2019-20	85.7	81.3	282	16	8.9	78	16	5.1	157	16	8.9	10	18	30.0	7,122	17	14.3
		2020-21	60.8	57.2	177	16	10.2	51	16	7.8	100	16	12.0	5	*	*	5,030	17	13.6
	Reading	2018-19	69.3	82.5	167	15	7.8	35	15	8.6	88	16	9.1	9	16	22.2	7,297	17	21.0
		2019-20	85.7	81.3	282	15	11.7	78	15	7.7	157	16	14.0	10	17	10.0	7,122	16	18.6
		2020-21	60.8	57.2	177	16	15.8	51	16	19.6	100	15	15.0	5	*	*	5,030	16	16.0
	Science	2018-19	69.3	82.5	167	16	2.4	35	15	0.0	88	16	3.4	9	16	11.1	7,297	17	14.5
		2019-20	85.7	81.3	282	16	8.9	78	15	5.1	157	16	11.5	10	15	10.0	7,122	17	13.9
		2020-21	60.8	57.2	177	17	15.3	51	17	15.7	100	16	15.0	5	*	*	5,030	17	12.8
	Composite	2018-19	69.3	82.5	167	15	–	35	15	–	88	16	–	9	16	–	7,297	17	–
		2019-20	85.7	81.3	282	15	–	78	15	–	157	15	–	10	16	–	7,122	16	–
		2020-21	60.8	57.2	177	16	–	51	16	–	100	16	–	5	*	–	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	227	427	48.5	45	435	48.9	144	424	47.9	4	*	*	30	418	47.1	8,620	418	41.8
		2019	266	396	29.3	61	386	24.6	149	397	29.5	7	404	28.6	40	406	34.7	8,689	414	38.2
		2020	158	410	45.6	36	406	55.6	93	412	45.2	6	383	16.7	1	*	*	4,749	422	42.8
	Mathematics	2018	227	431	32.2	45	449	42.2	144	428	28.5	4	*	*	30	421	35.3	8,620	426	25.3
		2019	266	413	13.5	61	394	8.2	149	422	14.8	7	407	0.0	40	410	18.4	8,689	426	20.7
		2020	158	407	13.9	36	389	8.3	93	413	14.0	6	398	16.7	1	*	*	4,749	425	22.7
11	Reading & Writing	2018	32	576	93.8	5	*	*	20	581	95.0	3	*	*	3	*	*	1,921	501	64.3
		2019	18	553	83.3	5	*	*	10	554	90.0	1	*	*	1	*	*	2,726	482	56.3
		2020	1	*	*	0			0			0			0			1,091	521	68.1
	Mathematics	2018	32	551	65.6	5	*	*	20	553	70.0	3	*	*	3	*	*	1,921	497	42.6
		2019	18	504	66.7	5	*	*	10	522	70.0	1	*	*	1	*	*	2,726	473	32.8
		2020	1	*	*	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

328	15,450	1.3	2.0	22	6.7	27.9
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Computer Science A

3	189	*	2.7	*	*	51.3
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English Literature and Composition

77	1,683	1.4	1.5	3	3.9	9.3
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Spanish Language and Culture

14	860	3.1	3.4	12	85.7	75.9
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Studio Art: Drawing Portfolio

2	38	*	3.0	*	*	60.5
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World History

64	1,214	1.2	1.9	1	1.6	23.6
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Biology

26	653	1.2	1.9	0	0.0	24.2
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Computer Science Principles

6	163	2.0	2.5	2	33.3	46.6
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Environmental Science

2	742	*	1.8	*	*	21.7
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Statistics

10	355	1.0	2.4	0	0.0	44.8
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United States Government and Politics

23	883	1.1	1.6	0	0.0	18.3
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Chemistry

2	246	*	1.9	*	*	24.4
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English Language and Composition

30	1,627	1.2	1.9	1	3.3	23.4
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Macroeconomics

34	714	1.0	1.6	0	0.0	16.7
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Studio Art: 2-D Design Portfolio

6	134	1.8	3.0	1	16.7	70.1
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United States History

29	1,673	1.1	1.6	0	0.0	18.9
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