



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
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AUGUST 25, 2021

SCHOOL
NUMBER 32

JAMES MADISON 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	140
10	116
11	125
12	114
ALL	495

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	282	57.0	39	92.9
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	204	41.2	1	2.4
White	2	0.4	1	2.4
Multiple	6	1.2	0	0.0
Other* (teachers only)	—	—	1	2.4
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	348	70.3
Economically disadvantaged	476	96.2
Limited English proficient (LEP)	151	30.5
Special education	43	8.7
Talented and Gifted (TAG)	38	7.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	162	91	56.2	0	0.0	0	0.0	71	43.8	0	0.0	0	0.0
	2020	131	66	50.4	1	0.8	1	0.8	60	45.8	0	0.0	3	2.3
	2021	140	87	62.1	0	0.0	0	0.0	50	35.7	2	1.4	1	0.7
10	2019	127	74	58.3	0	0.0	0	0.0	53	41.7	0	0.0	0	0.0
	2020	127	75	59.1	0	0.0	0	0.0	52	40.9	0	0.0	0	0.0
	2021	116	62	53.4	0	0.0	1	0.9	51	44.0	0	0.0	2	1.7
11	2019	117	69	59.0	0	0.0	0	0.0	46	39.3	0	0.0	2	1.7
	2020	121	70	57.9	0	0.0	0	0.0	51	42.1	0	0.0	0	0.0
	2021	125	72	57.6	0	0.0	0	0.0	51	40.8	0	0.0	2	1.6
12	2019	73	51	69.9	0	0.0	0	0.0	21	28.8	0	0.0	1	1.4
	2020	109	67	61.5	0	0.0	0	0.0	40	36.7	0	0.0	2	1.8
	2021	114	61	53.5	0	0.0	0	0.0	52	45.6	0	0.0	1	0.9
9-12	2019	479	285	59.5	0	0.0	0	0.0	191	39.9	0	0.0	3	0.6
	2020	488	278	57.0	1	0.2	1	0.2	203	41.6	0	0.0	5	1.0
	2021	495	282	57.0	0	0.0	1	0.2	204	41.2	2	0.4	6	1.2

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	162	150	92.6	58	35.8	13	8.0	117	72.2	10	6.2	35	21.6	50.6	49.4	3.1
	2020	131	124	94.7	55	42.0	14	10.7	68	51.9	7	5.3	30	22.9	60.3	39.7	5.3
	2021	140	137	97.9	41	29.3	13	9.3	113	80.7	12	8.6	13	9.3	55.7	44.3	5.0
10	2019	127	112	88.2	41	32.3	12	9.4	86	67.7	14	11.0	8	6.3	51.2	48.8	1.6
	2020	127	123	96.9	32	25.2	13	10.2	65	51.2	8	6.3	5	3.9	45.7	54.3	0.8
	2021	116	112	96.6	46	39.7	12	10.3	94	81.0	7	6.0	1	0.9	54.3	45.7	1.7
11	2019	117	103	88.0	27	23.1	16	13.7	72	61.5	14	12.0	6	5.1	46.2	53.8	0.0
	2020	121	116	95.9	32	26.4	9	7.4	64	52.9	11	9.1	4	3.3	51.2	48.8	1.7
	2021	125	119	95.2	33	26.4	9	7.2	78	62.4	8	6.4	4	3.2	47.2	52.8	0.0
12	2019	73	66	90.4	12	16.4	8	11.0	43	58.9	5	6.8	3	4.1	57.5	42.5	0.0
	2020	109	105	96.3	14	12.8	15	13.8	43	39.4	13	11.9	3	2.8	45.0	55.0	0.0
	2021	114	108	94.7	31	27.2	9	7.9	63	55.3	11	9.6	3	2.6	53.5	46.5	0.0
9-12	2019	479	431	90.0	138	28.8	49	10.2	318	66.4	43	9.0	52	10.9	50.7	49.3	1.5
	2020	488	468	95.9	133	27.3	51	10.5	240	49.2	39	8.0	42	8.6	50.8	49.2	2.0
	2021	495	476	96.2	151	30.5	43	8.7	348	70.3	38	7.7	21	4.2	52.7	47.3	1.8

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	167	13,484	154	92.2	12,437	92.2	18	10.8	11.5	124	8,723	74.4	64.7
	2020	130	13,875	119	91.5	12,839	92.5	20	15.4	9.0	102	10,020	78.7	72.2
	2021	141	13,245	120	85.0	12,348	93.2	5	3.6	4.2	67	8,679	47.6	65.5
10	2019	130	12,020	120	92.1	11,175	93.0	4	3.1	7.3	101	7,845	77.8	65.3
	2020	133	12,465	122	91.8	11,629	93.3	7	5.3	5.4	104	8,835	78.4	70.9
	2021	119	12,994	103	86.4	12,138	93.4	1	0.8	3.0	64	8,671	53.7	66.7
11	2019	119	10,324	112	94.0	9,693	93.9	2	1.7	4.8	98	7,071	82.5	68.5
	2020	120	10,440	111	92.0	9,830	94.2	2	1.7	4.1	101	7,647	83.9	73.2
	2021	126	11,173	110	87.1	10,467	93.7	0	0.0	2.5	71	7,138	56.3	63.9
12	2019	72	10,368	66	91.7	9,771	94.2	2	2.8	3.3	54	7,151	74.6	69.0
	2020	110	10,322	101	91.8	9,699	94.0	0	0.0	3.4	89	7,820	81.0	75.8
	2021	116	10,428	108	93.1	9,883	94.8	3	2.6	2.2	86	7,101	73.9	68.1
9-12	2019	487	46,196	451	92.5	43,077	93.2	26	5.3	7.1	377	30,790	77.3	66.7
	2020	492	47,101	452	91.8	43,997	93.4	29	5.9	5.8	396	34,322	80.4	72.9
	2021	502	47,841	441	87.7	44,835	93.7	9	1.8	3.1	288	31,589	57.3	66.0

Teachers: 42

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	39	92.9
Hispanic	1	2.4
White	1	2.4
Multiple	0	0.0
Other	1	2.4

Gender	Number	Percentage
Female	17	40.5
Male	25	59.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	6.4	62.5
2019-20	7.0	84.6
2020-21	6.9	87.5

NOTE: Statistics include all teachers at the campus.

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	7.1
1	2	4.8
2	2	4.8
3	3	7.1
4	5	11.9
5	1	2.4
1-3	7	16.7
More than 3	32	76.2
1 - 5	13	31.0
6 - 10	8	19.0
11 - 20	9	21.4
More than 20	9	21.4

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2018	*	58.1	62.0	62.3	6.3	55.4	50.9		52.9	67.1	60.3	62.1
	2019		48.8	42.6	46.6	23.1	40.9	36.8		38.8	53.4	46.4	65.6
	2021		35.2	40.0	36.4	0.0	34.2	25.7	*	32.9	42.1	36.8	58.9
Tests Taken	2018	1	74	71	122	16	56	110		70	76	146	9,912
	2019		86	54	131	13	44	106		67	73	140	10,554
	2021		88	45	129	12	38	105	2	76	57	133	9,858
ENGLISH II	2018		59.1	60.8	62.1	20.0	50.0	50.5		55.2	63.9	60.3	67.0
	2019		71.4	65.4	67.9	11.1	61.0	59.8		69.2	68.4	68.9	69.3
	2021		60.7	43.5	53.0	27.3	38.1	43.2		46.4	62.5	53.8	63.2
Tests Taken	2018		88	51	116	25	32	103		58	83	141	10,011
	2019		70	52	106	9	41	82		65	57	122	9,584
	2021		56	46	100	11	42	81		56	48	104	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	*	31	27	46	15	25	54		33	25	58	3,752
	2019		44	31	70	10	26	67		41	34	75	3,633
	2021		57	27	82	12	25	78	*	51	33	84	4,055
Tests Taken	2018	1	74	71	122	16	56	110		70	76	146	9,912
	2019		86	54	131	13	44	106		67	73	140	10,554
	2021		88	45	129	12	38	105	2	76	57	133	9,858
ENGLISH II	2018		36	20	44	20	16	51		26	30	56	3,300
	2019		20	18	34	8	16	33		20	18	38	2,941
	2021		22	26	47	8	26	46		30	18	48	3,575
Tests Taken	2018		88	51	116	25	32	103		58	83	141	10,011
	2019		70	52	106	9	41	82		65	57	122	9,584
	2021		56	46	100	11	42	81		56	48	104	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	*	32.4	42.3	38.5	0.0	32.1	25.5		30.0	44.7	37.7	43.9
	2019		29.1	29.6	29.8	0.0	25.0	19.8		19.4	38.4	29.3	51.0
	2021		20.5	22.2	20.2	0.0	13.2	11.4	*	17.1	26.3	21.1	40.8
Tests Taken	2018	1	74	71	122	16	56	110		70	76	146	9,912
	2019		86	54	131	13	44	106		67	73	140	10,554
	2021		88	45	129	12	38	105	2	76	57	133	9,858
ENGLISH II	2018		34.1	37.3	37.1	4.0	21.9	23.3		29.3	39.8	35.5	50.0
	2019		48.6	40.4	42.5	0.0	31.7	30.5		44.6	45.6	45.1	51.5
	2021		37.5	26.1	33.0	18.2	21.4	23.5		28.6	39.6	33.7	47.3
Tests Taken	2018		88	51	116	25	32	103		58	83	141	10,011
	2019		70	52	106	9	41	82		65	57	122	9,584
	2021		56	46	100	11	42	81		56	48	104	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	*	2.7	2.8	3.3	0.0	1.8	0.9		1.4	3.9	2.7	5.0
	2019		2.3	0.0	1.5	0.0	0.0	0.0		1.5	1.4	1.4	10.1
	2021		2.3	2.2	2.3	0.0	2.6	1.0	*	1.3	3.5	2.3	6.3
Tests Taken	2018	1	74	71	122	16	56	110		70	76	146	9,912
	2019		86	54	131	13	44	106		67	73	140	10,554
	2021		88	45	129	12	38	105	2	76	57	133	9,858
ENGLISH II	2018		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	7.0
	2019		1.4	3.8	0.9	0.0	0.0	0.0		1.5	3.5	2.5	6.0
	2021		0.0	2.2	1.0	0.0	0.0	0.0		1.8	0.0	1.0	6.0
Tests Taken	2018		88	51	116	25	32	103		58	83	141	10,011
	2019		70	52	106	9	41	82		65	57	122	9,584
	2021		56	46	100	11	42	81		56	48	104	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	69.6	64.5	62.6	3.9	60.6	62.2
2019	48.6	57.4	60.8	3.7	56.3	56.9
2021	51.1	48.8	47.7	3.0	58.0	62.5

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition ¹	5. Revision (Writing)	6. Editing (Writing)
2018	64.3	57.9	64.8	4.4	67.2	61.5
2019	61.6	63.5	72.9	4.6	69.7	67.4
2021	59.4	56.3	55.4	3.8	63.2	59.4

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	87.9	88.5	43.8	89.1	84.8		79.0	92.1	85.6	87.5
	2019		85.3	84.9	84.3	41.7	86.7	87.6		79.0	90.9	85.2	88.9
	2021		68.4	73.8	69.3	33.3	75.7	66.0	*	66.2	76.0	70.3	69.4
Tests Taken	2018	1	66	58	104	16	46	97		62	63	125	10,244
	2019		75	53	121	12	45	97		62	66	128	10,243
	2021		76	42	114	12	37	100	2	68	50	118	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	*	11	7	12	9	5	15		13	5	18	1,278
	2019		11	8	19	7	6	12		13	6	19	1,134
	2021		24	11	35	8	9	34	*	23	12	35	3,441
Tests Taken	2018	1	66	58	104	16	46	97		62	63	125	10,244
	2019		75	53	121	12	45	97		62	66	128	10,243
	2021		76	42	114	12	37	100	2	68	50	118	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	*	39.4	56.9	46.2	12.5	52.2	41.4		35.5	58.7	47.2	61.8
	2019		52.0	43.4	48.8	25.0	46.7	45.4		33.9	62.1	48.4	68.9
	2021		10.5	28.6	17.5	8.3	27.0	15.0	*	13.2	22	16.9	32.4
Tests Taken	2018	1	66	58	104	16	46	99		62	63	125	10,244
	2019		75	53	121	12	45	97		62	66	128	10,243
	2021		76	42	114	12	37	100	2	68	50	118	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	*	10.6	27.6	21.2	0.0	21.7	12.1		11.3	25.4	18.4	35.8
	2019		28.0	20.8	26.4	0.0	20.0	18.6		19.4	30.3	25.0	45.1
	2021		5.3	11.9	7.9	8.3	10.8	6.0	*	7.4	8.0	7.6	15.8
Tests Taken	2018	1	66	58	104	16	46	99		62	63	125	10,244
	2019		75	53	121	12	45	97		62	66	128	10,243
	2021		76	42	114	12	37	100	2	68	50	118	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	53.1	54.9	60.7	64.8	57.2
2019	59.0	57.3	61.9	59.1	62.6
2021	40.9	50.4	47.6	44.2	44.9

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2018	*	76.9	77.5	77.0	52.9	75.4	71.7		71.2	83.1	77.3	87.9
	2019		81.2	72.1	77.0	41.7	70.6	76.2		70.8	83.8	77.4	87.1
	2021		62.0	56.4	60.9	41.7	48.5	51.1	*	57.4	64.0	60.2	78.3
Tests Taken	2018	1	78	71	126	17	57	113		73	77	150	10,192
	2019		85	61	139	12	51	105		72	74	146	9,591
	2021		79	39	115	12	33	92	2	68	50	118	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	*	18	16	29	8	14	32		21	13	34	1,234
	2019		16	17	32	7	15	25		21	12	33	1,240
	2021		30	17	45	7	17	45	*	29	18	47	2,162
Tests Taken	2018	1	78	71	126	17	57	113		73	77	150	10,192
	2019		85	61	139	12	51	105		72	74	146	9,591
	2021		79	39	115	12	33	92	2	68	50	118	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	*	33.3	38.0	35.7	5.9	31.6	23.9		32.9	39.0	36.0	57.4
	2019		40.0	27.9	36.7	8.3	23.5	25.7		30.6	39.2	34.9	59.2
	2021		16.5	15.4	16.5	0.0	6.1	9.8	*	14.7	18.0	16.1	42.8
Tests Taken	2018	1	78	71	126	17	57	113		73	77	150	10,192
	2019		85	61	139	12	51	105		72	74	146	9,591
	2021		79	39	115	12	33	92	2	68	50	118	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	*	1.3	7.0	3.2	0.0	5.3	2.7		4.1	3.9	4.0	18.6
	2019		8.2	3.3	6.5	0.0	2.0	1.9		6.9	5.4	6.2	22.3
	2021		3.8	5.1	4.3	0.0	3.0	3.3	*	1.5	8.0	4.2	14.0
Tests Taken	2018	1	78	71	126	17	57	113		73	77	150	10,192
	2019		85	61	139	12	51	105		72	74	146	9,591
	2021		79	39	115	12	33	92	2	68	50	118	9,986

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

BIOLOGY	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
2018	47.2	49.9	57.1	55.0	53.3
2019	47.5	42.4	58.0	51.6	56.6
2021	41.2	36.4	45.8	44.9	49.7

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		90.2	87.3	88.1	64.3	75.8	86.8		91.5	87.8	89.3	93.4
	2019	*	89.0	92.7	90.9	64.7	90.0	86.5		92.1	88.7	90.5	93.8
	2021		78.6	65.9	74.3	42.9	54.5	63.3		68.9	80.4	74.4	84.7
Tests Taken	2018		92	55	134	14	33	106		59	90	149	9,468
	2019	1	73	41	99	17	30	74		63	53	116	9,416
	2021		70	44	109	7	33	79		61	56	117	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		9	7	16	5	8	14		5	11	16	624
	2019	*	8	3	9	6	3	10		5	6	11	582
	2021		15	15	28	4	15	29		19	11	30	1,373
Tests Taken	2018		92	55	134	14	33	106		59	90	149	9,468
	2019	1	73	41	99	17	30	74		63	53	116	9,416
	2021		70	44	109	7	33	79		61	56	117	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		55.4	50.9	53.0	21.4	36.4	45.3		62.7	48.9	54.4	72.3
	2019	*	54.8	53.7	52.5	11.8	43.3	39.2		61.9	43.4	53.4	73.7
	2021		32.9	27.3	31.2	14.3	15.2	19.0		37.7	26.8	32.5	56.7
Tests Taken	2018		92	55	134	14	33	106		59	90	149	9,468
	2019	1	73	41	99	17	30	74		63	53	116	9,416
	2021		70	44	109	7	33	79		61	56	117	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		19.6	16.4	17.2	7.1	9.1	13.2		22.0	15.6	18.1	38.6
	2019	*	9.6	19.5	13.1	0.0	13.3	8.1		17.5	7.5	12.9	41.6
	2021		10.0	6.8	9.2	0.0	3.0	3.8		14.8	5.4	10.3	30.7
Tests Taken	2018		92	55	134	14	33	106		59	90	149	9,468
	2019	1	73	41	99	17	30	74		63	53	116	9,416
	2021		70	44	109	7	33	79		61	56	117	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	64.1	66.1	53.8	64.8
2019	60.8	65.9	58.3	63.4
2021	52.4	56.9	51.8	53.8

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (31)	Beginning	8	27.6	17	58.6	9	30.0	6	20.7	8	29.6
	Intermediate	9	31.0	6	20.7	7	23.3	12	41.4	10	37.0
	Advanced	9	31.0	6	20.7	3	10.0	7	24.1	8	29.6
	Advanced High	3	10.3	0	0.0	11	36.7	4	13.8	1	3.7
10 (35)	Beginning	2	6.1	21	63.6	0	0.0	3	8.8	1	3.1
	Intermediate	9	27.3	11	33.3	7	20.6	18	52.9	23	71.9
	Advanced	18	54.5	1	3.0	6	17.6	8	23.5	8	25.0
	Advanced High	4	12.1	0	0.0	21	61.8	5	14.7	0	0.0
11 (23)	Beginning	2	9.1	9	40.9	1	4.5	2	9.1	1	4.8
	Intermediate	5	22.7	7	31.8	0	0.0	13	59.1	10	47.6
	Advanced	11	50.0	6	27.3	0	0.0	4	18.2	9	42.9
	Advanced High	4	18.2	0	0.0	21	95.5	3	13.6	1	4.8
12 (29)	Beginning	0	0.0	12	41.4	0	0.0	2	6.9	0	0.0
	Intermediate	11	37.9	8	27.6	9	31.0	12	41.4	17	58.6
	Advanced	12	41.4	8	27.6	11	37.9	8	27.6	10	34.5
	Advanced High	6	20.7	1	3.4	9	31.0	7	24.1	2	6.9
ALL (118)	Beginning	12	10.6	59	52.2	10	8.7	13	11.4	10	9.2
	Intermediate	34	30.1	32	28.3	23	20.0	55	48.2	60	55.0
	Advanced	50	44.2	21	18.6	20	17.4	27	23.7	35	32.1
	Advanced High	17	15.0	1	0.9	62	53.9	19	16.7	4	3.7

PROGRESSION FROM 2020 TO 2021

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

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

Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK*	N	Mean	% at BMRK
SAT	Reading & Writing	2018-19	86.3	87.2	63	415	14.3	45	421	15.6	17	400	11.8				7,714	463	39.1
		2019-20	89.9	84.7	98	403	13.3	63	400	11.1	33	405	15.2				7,424	466	39.8
		2020-21	89.5	79.7	102	418	20.6	57	417	19.3	45	420	22.2				7,006	457	35.9
	Mathematics	2018-19	86.3	87.2	63	407	1.6	45	411	2.2	17	397	0.0				7,714	461	19.7
		2019-20	89.9	84.7	98	389	4.1	63	385	3.2	33	395	6.1				7,424	461	21.7
		2020-21	89.5	79.7	102	399	2.0	57	395	1.8	45	405	2.2				7,006	456	20.4
ACT	English	2018-19	90.4	82.5	66	13	13.6	44	14	18.2	21	11	4.8				7,297	15	27.0
		2019-20	90.8	81.3	99	11	5.1	63	11	4.8	34	12	2.9				7,122	15	28.9
		2020-21	79.8	57.2	91	11	4.4	50	11	2.0	40	12	7.5				5,030	14	24.1
	Mathematics	2018-19	90.4	82.5	66	16	0.0	44	16	0.0	21	16	0.0				7,297	18	19.2
		2019-20	90.8	81.3	99	15	0.0	63	15	0.0	34	15	0.0				7,122	17	14.3
		2020-21	79.8	57.2	91	14	0.0	50	14	0.0	40	15	0.0				5,030	17	13.6
	Reading	2018-19	90.4	82.5	66	15	4.5	44	15	4.5	21	14	4.8				7,297	17	21.0
		2019-20	90.8	81.3	99	13	1.0	63	13	1.6	34	14	0.0				7,122	16	18.6
		2020-21	79.8	57.2	91	13	3.3	50	14	4.0	40	13	2.5				5,030	16	16.0
	Science	2018-19	90.4	82.5	66	15	3.0	44	15	4.5	21	15	0.0				7,297	17	14.5
		2019-20	90.8	81.3	99	14	0.0	63	14	0.0	34	14	0.0				7,122	17	13.9
		2020-21	79.8	57.2	91	14	1.1	50	14	0.0	40	15	2.5				5,030	17	12.8
	Composite	2018-19	90.4	82.5	66	15	-	44	15	-	21	14	-				7,297	17	-
		2019-20	90.8	81.3	99	13	-	63	13	-	34	14	-				7,122	16	-
		2020-21	79.8	57.2	91	13	-	50	13	-	40	14	-				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	124	380	26.6	72	377	25.0	52	385	28.8	0		0		8,620	418	41.8		
		2019	125	358	8.0	73	356	6.8	52	361	9.6	0		0		8,689	414	38.2		
		2020	72	354	12.5	41	353	12.2	30	357	13.3	0		0		4,749	422	42.8		
	Mathematics	2018	124	383	4.0	72	380	1.4	52	388	7.7	0		0		8,620	426	25.3		
		2019	125	385	2.4	73	383	2.7	52	388	1.9	0		0		8,689	426	20.7		
		2020	72	375	1.4	41	364	2.4	30	388	0.0	0		0		4,749	425	22.7		
11	Reading & Writing	2018	77	388	7.8	39	379	5.1	36	392	8.3	0		0		1,921	501	64.3		
		2019	109	386	16.5	59	379	13.6	50	394	20.0	0		0		2,726	482	56.3		
		2020	87	376	9.2	51	382	11.8	35	368	5.7	0		0		1,091	521	68.1		
	Mathematics	2018	77	394	3.9	39	389	2.6	36	400	5.6	0		0		1,921	497	42.6		
		2019	109	389	1.8	59	382	0.0	50	396	4.0	0		0		2,726	473	32.8		
		2020	87	387	2.3	51	389	2.0	35	386	2.9	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

246	15,450	1.0	2.0	0	0.0	27.9
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English Language and Composition

17	1,627	1.1	1.9	0	0.0	23.4
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Macroeconomics

31	714	1.0	1.6	0	0.0	16.7
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World History

29	1,214	1.0	1.9	0	0.0	23.6
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Biology

14	653	1.1	1.9	0	0.0	24.2
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English Literature and Composition

55	1,683	1.0	1.5	0	0.0	9.3
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United States Government and Politics

36	883	1.0	1.6	0	0.0	18.3
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Calculus AB

3	642	*	2.3	*	*	35.0
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Environmental Science

18	742	1.1	1.8	0	0.0	21.7
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United States History

43	1,673	1.0	1.6	0	0.0	18.9
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