



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
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SCHOOL
NUMBER 39

SCHOOL FOR THE TALENTED
AND GIFTED 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	122
10	120
11	140
12	70
ALL	452

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	36	8.0	4	14.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	73	16.2	*	*
Hispanic	189	41.8	7	25.9
White	130	28.8	14	51.9
Multiple	24	5.3	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	61	13.5
Economically disadvantaged	149	33.0
Limited English proficient (LEP)	17	3.8
Special education	5	1.1
Talented and Gifted (TAG)	407	90.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	146	14	9.6	0	0.0	36	24.7	59	40.4	32	21.9	5	3.4
	2020	122	11	9.0	0	0.0	14	11.5	53	43.4	40	32.8	4	3.3
	2021	122	8	6.6	0	0.0	11	9.0	58	47.5	38	31.1	7	5.7
10	2019	77	6	7.8	0	0.0	10	13.0	29	37.7	26	33.8	6	7.8
	2020	144	15	10.4	0	0.0	37	25.7	55	38.2	32	22.2	5	3.5
	2021	120	9	7.5	0	0.0	16	13.3	53	44.2	37	30.8	5	4.2
11	2019	69	9	13.0	0	0.0	7	10.1	28	40.6	21	30.4	4	5.8
	2020	70	4	5.7	0	0.0	10	14.3	26	37.1	24	34.3	6	8.6
	2021	140	15	10.7	0	0.0	37	26.4	51	36.4	31	22.1	6	4.3
12	2019	67	6	9.0	1	1.5	10	14.9	25	37.3	22	32.8	2	3.0
	2020	68	9	13.2	0	0.0	7	10.3	27	39.7	21	30.9	4	5.9
	2021	70	4	5.7	0	0.0	9	12.9	27	38.6	24	34.3	6	8.6
9-12	2019	359	35	9.7	1	0.3	63	17.5	141	39.3	101	28.1	17	4.7
	2020	404	39	9.7	0	0.0	68	16.8	161	39.9	117	29.0	19	4.7
	2021	452	36	8.0	0	0.0	73	16.2	189	41.8	130	28.8	24	5.3

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	146	56	38.4	12	8.2	0	0.0	16	11.0	146	100.0	59	40.4	44.5	55.5	0.0
	2020	122	54	44.3	10	8.2	1	0.8	33	27.0	122	100.0	17	13.9	48.4	51.6	0.0
	2021	122	37	30.3	1	0.8	2	1.6	11	9.0	79	64.8	21	17.2	42.6	57.4	0.0
10	2019	77	28	36.4	6	7.8	0	0.0	11	14.3	77	100.0	0	0.0	49.4	50.6	0.0
	2020	144	55	38.2	13	9.0	0	0.0	25	17.4	144	100.0	0	0.0	44.4	55.6	0.0
	2021	120	40	33.3	4	3.3	1	0.8	16	13.3	118	98.3	0	0.0	48.3	51.7	0.0
11	2019	69	24	34.8	0	0.0	1	1.4	3	4.3	69	100.0	3	4.3	34.8	65.2	0.0
	2020	70	24	34.3	6	8.6	0	0.0	13	18.6	70	100.0	0	0.0	48.6	51.4	0.0
	2021	140	50	35.7	10	7.1	2	1.4	21	15.0	140	100.0	0	0.0	42.9	57.1	0.0
12	2019	67	17	25.4	0	0.0	0	0.0	1	1.5	67	100.0	0	0.0	37.3	62.7	0.0
	2020	68	24	35.3	0	0.0	1	1.5	4	5.9	68	100.0	0	0.0	35.3	64.7	0.0
	2021	70	22	31.4	2	2.9	0	0.0	13	18.6	70	100.0	0	0.0	48.6	51.4	0.0
9-12	2019	359	125	34.8	18	5.0	1	0.3	31	8.6	359	100.0	62	17.3	42.3	57.7	0.0
	2020	404	157	38.9	29	7.2	2	0.5	75	18.6	404	100.0	17	4.2	44.8	55.2	0.0
	2021	452	149	33.0	17	3.8	5	1.1	61	13.5	407	90.0	21	4.6	45.1	54.9	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	232	13,484	230	99.2	12,437	92.2	0	0.0	11.5	146	8,723	62.9	64.7
	2020	251	13,875	250	99.4	12,839	92.5	0	0.0	9.0	122	10,020	48.5	72.2
	2021	290	13,245	288	99.4	12,348	93.2	0	0.0	4.2	122	8,679	42.1	65.5
10	2019	111	12,020	110	98.8	11,175	93.0	0	0.0	7.3	77	7,845	69.4	65.3
	2020	413	12,465	411	99.6	11,629	93.3	0	0.0	5.4	144	8,835	34.9	70.9
	2021	307	12,994	305	99.2	12,138	93.4	0	0.0	3.0	120	8,671	39.1	66.7
11	2019	92	10,324	91	98.8	9,693	93.9	0	0.0	4.8	69	7,071	75.3	68.5
	2020	161	10,440	160	99.1	9,830	94.2	0	0.0	4.1	70	7,647	43.4	73.2
	2021	241	11,173	239	99.3	10,467	93.7	0	0.0	2.5	140	7,138	58.1	63.9
12	2019	127	10,368	124	97.7	9,771	94.2	0	0.0	3.3	67	7,151	52.8	69.0
	2020	161	10,322	159	99.1	9,699	94.0	0	0.0	3.4	68	7,820	42.3	75.8
	2021	117	10,428	115	98.7	9,883	94.8	0	0.0	2.2	70	7,101	59.9	68.1
9-12	2019	562	46,196	554	98.7	43,077	93.2	0	0.0	7.1	359	30,790	63.9	66.7
	2020	986	47,101	980	99.4	43,997	93.4	0	0.0	5.8	404	34,322	41.0	72.9
	2021	954	47,841	947	99.2	44,835	93.7	0	0.0	3.1	452	31,589	47.4	66.0

Teachers: 27

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	14.8
Hispanic	7	25.9
White	14	51.9
Multiple	0	0.0
Other	2	7.4

Gender	Number	Percentage
Female	16	59.3
Male	11	40.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	4.8	25.0
2019-20	5.6	81.0
2020-21	3.1	91.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	3.7
2	1	3.7
3	1	3.7
4	2	7.4
5	4	14.8
1-3	3	11.1
More than 3	24	88.9
1 - 5	9	33.3
6 - 10	8	29.6
11 - 20	6	22.2
More than 20	4	14.8

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	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	17	3	18	16		4	4		24	24	48	9,912
	2019	32	13	57	55		12	16		63	79	142	10,554
	2021	26	6	45	30	2	1	10		36	52	88	9,858
ENGLISH II	2018	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	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	63.2
Tests Taken	2018	22	8	26	23	1		3		23	43	66	10,011
	2019	24	6	28	28		6	10		38	36	74	9,584
	2021	37	9	51	38	1	4	15		58	60	118	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	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	17	3	18	16		4	4		24	24	48	9,912
	2019	32	13	57	55		12	16		63	79	142	10,554
	2021	26	6	45	30	2	1	10		36	52	88	9,858
ENGLISH II	2018	0	0	0	0	*		*		0	0	0	3,300
	2019	0	0	0	0		0	0		0	0	0	2,941
	2021	0	0	0	0	*	*	0		0	0	0	3,575
Tests Taken	2018	22	8	26	23	1		3		23	43	66	10,011
	2019	24	6	28	28		6	10		38	36	74	9,584
	2021	37	9	51	38	1	4	15		58	60	118	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	100.0		*	*		100.0	100.0	100.0	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	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	40.8
Tests Taken	2018	17	3	18	16		4	4		24	24	48	9,912
	2019	32	13	57	55		12	16		63	79	142	10,554
	2021	26	6	45	30	2	1	10		36	52	88	9,858
ENGLISH II	2018	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	50.0
	2019	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	51.5
	2021	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	47.3
Tests Taken	2018	22	8	26	23	1		3		23	43	66	10,011
	2019	24	6	28	28		6	10		38	36	74	9,584
	2021	37	9	51	38	1	4	15		58	60	118	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	88.2	*	44.4	50.0		*	*		66.7	62.5	64.6	5.0
	2019	93.8	84.6	66.7	72.7		58.3	56.3		79.4	79.7	79.6	10.1
	2021	84.6	83.3	55.6	43.3	*	*	20.0		63.9	65.4	64.8	6.3
Tests Taken	2018	17	3	18	16		4	4		24	24	48	9,912
	2019	32	13	57	55		12	16		63	79	142	10,554
	2021	26	6	45	30	2	1	10		36	52	88	9,858
ENGLISH II	2018	86.4	87.5	76.9	78.3	*		*		78.3	88.4	84.8	7.0
	2019	79.2	66.7	71.4	57.1		66.7	70.0		73.7	77.8	75.7	6.0
	2021	83.8	77.8	60.8	57.9	*	*	73.3		69.0	78.3	73.7	6.0
Tests Taken	2018	22	8	26	23	1		3		23	43	66	10,011
	2019	24	6	28	28		6	10		38	36	74	9,584
	2021	37	9	51	38	1	4	15		58	60	118	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	95.8	90.9	89.1	6.2	94.7	95.8
2019	92.0	93.4	95.1	6.1	94.5	94.8
2021	91.2	91.3	93.7	5.7	91.0	93.6

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	95.8	90.3	95.7	7.1	93.8	95.1
2019	87.7	92.8	96.4	6.6	95.6	96.8
2021	93.0	91.6	93.7	6.9	93.4	96.7

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	*		*	*			*		100.0	*	100.0	87.5
	2019	*		100.0	*		*	*		*	100.0	100.0	88.9
	2021	*	*	100.0	*			*		*	100.0	100.0	69.4
Tests Taken	2018	4		3	3			2		6	4	10	10,244
	2019	1		7	4		3	2		3	7	10	10,243
	2021	2	1	6	4			2		2	7	9	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	*		*	*			*		0	*	0	1,278
	2019	*		0	*		*	*		*	0	0	1,134
	2021	*	*	0	*			*		*	0	0	3,441
Tests Taken	2018	4		3	3			2		6	4	10	10,244
	2019	1		7	4		3	2		3	7	10	10,243
	2021	2	1	6	4			2		2	7	9	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	*		*	*					100.0	*	100.0	61.8
	2019	*		100.0	*		*	*		*	100.0	100.0	68.9
	2021	*	*	66.7	*			*		*	71.4	77.8	32.4
Tests Taken	2018	4		3	3					6	4	10	10,244
	2019	1		7	4		3	2		3	7	10	10,243
	2021	2	1	6	4			2		2	7	9	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	*		*	*					83.3	*	90.0	35.8
	2019	*		100.0	*		*	*		*	100.0	100.0	45.1
	2021	*	*	50.0	*			*		*	57.1	55.6	15.8
Tests Taken	2018	4		3	3					6	4	10	10,244
	2019	1		7	4		3	2		3	7	10	10,243
	2021	2	1	6	4			2		2	7	9	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	89.1	91.7	92.9	89.1	93.3
2019	97.3	87.5	93.6	90.9	100.0
2021	61.6	74.1	78.6	71.7	88.9

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	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	78.3
Tests Taken	2018	25	7	27	25		6	7		38	33	71	10,192
	2019	31	14	57	54		12	16		62	78	140	9,591
	2021	38	8	58	35	2	1	11		52	70	122	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	2,162
Tests Taken	2018	25	7	27	25		6	7		38	33	71	10,192
	2019	31	14	57	54		12	16		62	78	140	9,591
	2021	38	8	58	35	2	1	11		52	70	122	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	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	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	100.0	100.0	*	*	100.0		100.0	100.0	100.0	42.8
Tests Taken	2018	25	7	27	25		6	7		38	33	71	10,192
	2019	31	14	57	54		12	16		62	78	140	9,591
	2021	38	8	58	35	2	1	11		52	70	122	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	92.0	85.7	96.3	84.0		100.0	100.0		97.4	87.9	93.0	18.6
	2019	100.0	100.0	87.7	90.7		75.0	81.3		93.5	93.6	93.6	22.3
	2021	97.4	100.0	96.6	97.1	*	*	100.0		98.1	95.7	96.7	14.0
Tests Taken	2018	25	7	27	25		6	7		38	33	71	10,192
	2019	31	14	57	54		12	16		62	78	140	9,591
	2021	38	8	58	35	2	1	11		52	70	122	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	90.1	93.5	90.4	93.6	90.3
2019	91.6	90.5	90.3	92.1	94.1
2021	92.9	91.6	94.4	97.5	95.2

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	100.0	84.7
Tests Taken	2018	24	6	26	28			1		25	44	69	9,468
	2019	21	9	28	24	1		3		24	45	69	9,416
	2021	31	15	51	50		10	21		60	80	140	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	0	1,373
Tests Taken	2018	24	6	26	28			1		25	44	69	9,468
	2019	21	9	28	24	1		3		24	45	69	9,416
	2021	31	15	51	50		10	21		60	80	140	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	100.0	56.7
Tests Taken	2018	24	6	26	28			1		25	44	69	9,468
	2019	21	9	28	24	1		3		24	45	69	9,416
	2021	31	15	51	50		10	21		60	80	140	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	100.0	100.0	92.3	96.4			*		100.0	95.5	97.1	38.6
	2019	100.0	100.0	96.4	100.0	*		*		100.0	97.8	98.6	41.6
	2021	100.0	86.7	96.1	92.0		100.0	85.7		96.7	97.5	97.1	30.7
Tests Taken	2018	24	6	26	28			1		25	44	69	9,468
	2019	21	9	28	24	1		3		24	45	69	9,416
	2021	31	15	51	50		10	21		60	80	140	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	92.7	94.8	88.3	93.4
2019	92.1	90.0	86.8	90.6
2021	90.9	95.4	88.9	92.6

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2021 Level	N	%	N	%	N	%	N	%	N	%
11 (10)	Beginning	0	0.0	1	10.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	20.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	2	20.0	0	0.0	0	0.0	2	22.2
	Advanced High	10	100.0	5	50.0	9	100.0	10	100.0	7	77.8
ALL (18)	Beginning	0	0.0	1	5.6	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	5	27.8	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	3	16.7	1	6.3	0	0.0	4	25.0
	Advanced High	18	100.0	9	50.0	15	93.8	18	100.0	12	75.0

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years N (%) Progressed	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
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	

 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	67	699	100.0	6	683	100.0	25	691	100.0	22	718	100.0	7,714	463	39.1
		2019-20	100.0	84.7	68	695	100.0	9	669	100.0	27	675	100.0	21	718	100.0	7,424	466	39.8
		2020-21	100.0	79.7	70	701	100.0	4	*	*	27	665	100.0	24	744	100.0	7,006	457	35.9
	Mathematics	2018-19	100.0	87.2	67	714	100.0	6	670	100.0	25	695	100.0	22	732	100.0	7,714	461	19.7
		2019-20	100.0	84.7	68	684	100.0	9	629	100.0	27	660	100.0	21	707	100.0	7,424	461	21.7
		2020-21	100.0	79.7	70	699	100.0	4	*	*	27	664	100.0	24	733	100.0	7,006	456	20.4
ACT	English	2018-19	98.5	82.5	66	32	100.0	6	28	100.0	24	31	100.0	22	33	100.0	7,297	15	27.0
		2019-20	97.1	81.3	66	31	100.0	9	29	100.0	26	29	100.0	21	34	100.0	7,122	15	28.9
		2020-21	42.9	57.2	30	29	100.0	1	*	*	13	26	100.0	10	32	100.0	5,030	14	24.1
	Mathematics	2018-19	98.5	82.5	66	30	100.0	6	28	100.0	24	29	100.0	22	31	100.0	7,297	18	19.2
		2019-20	97.1	81.3	66	29	98.5	9	26	88.9	26	28	100.0	21	31	100.0	7,122	17	14.3
		2020-21	42.9	57.2	30	29	96.7	1	*	*	13	27	100.0	10	31	100.0	5,030	17	13.6
	Reading	2018-19	98.5	82.5	66	32	100.0	6	30	100.0	24	32	100.0	22	34	100.0	7,297	17	21.0
		2019-20	97.1	81.3	66	31	93.9	9	30	100.0	26	29	88.5	21	33	95.2	7,122	16	18.6
		2020-21	42.9	57.2	30	30	86.7	1	*	*	13	25	76.9	10	32	90.0	5,030	16	16.0
	Science	2018-19	98.5	82.5	66	29	93.9	6	26	83.3	24	28	87.5	22	31	100.0	7,297	17	14.5
		2019-20	97.1	81.3	66	30	90.9	9	27	77.8	26	27	84.6	21	32	100.0	7,122	17	13.9
		2020-21	42.9	57.2	30	29	90.0	1	*	*	13	26	84.6	10	31	90.0	5,030	17	12.8
	Composite	2018-19	98.5	82.5	66	31	-	6	28	-	24	30	-	22	32	-	7,297	17	-
		2019-20	97.1	81.3	66	30	-	9	28	-	26	28	-	21	33	-	7,122	16	-
		2020-21	42.9	57.2	30	29	-	1	*	-	13	26	-	10	32	-	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	77	647	100.0	6	615	100.0	29	621	100.0	26	677	100.0	10	656	100.0	8,620	418	41.8
		2019	143	623	100.0	15	609	100.0	56	587	100.0	31	655	100.0	36	651	100.0	8,689	414	38.2
		2020	67	622	100.0	6	565	100.0	23	569	100.0	24	670	100.0	12	651	100.0	4,749	422	42.8
	Mathematics	2018	77	621	97.4	6	548	83.3	29	585	96.6	26	647	100.0	10	670	100.0	8,620	426	25.3
		2019	143	600	98.6	15	564	100.0	56	563	96.4	31	614	100.0	36	654	100.0	8,689	426	20.7
		2020	67	597	97.0	6	583	83.3	23	569	95.7	24	616	100.0	12	619	100.0	4,749	425	22.7
11	Reading & Writing	2018	68	678	100.0	9	669	100.0	26	649	100.0	22	700	100.0	7	707	100.0	1,921	501	64.3
		2019	73	670	100.0	5	*	*	26	650	100.0	26	702	100.0	10	665	100.0	2,726	482	56.3
		2020	109	652	100.0	13	626	100.0	29	606	100.0	30	672	100.0	32	682	100.0	1,091	521	68.1
	Mathematics	2018	68	662	100.0	9	611	100.0	26	640	100.0	22	687	100.0	7	706	100.0	1,921	497	42.6
		2019	73	647	100.0	5	*	*	26	609	100.0	26	680	100.0	10	674	100.0	2,726	473	32.8
		2020	109	640	96.3	13	586	84.6	29	593	96.6	30	645	96.7	32	692	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

1,511	15,450	3.4	2.0	1,104	73.1	27.9
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Art History

21	63	4.2	3.2	19	90.5	61.9
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Biology

61	653	3.1	1.9	39	63.9	24.2
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Calculus AB

87	642	3.8	2.3	69	79.3	35.0
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Calculus BC

27	203	4.7	3.0	26	96.3	51.7
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Chinese Language & Culture

1	1	*	*	*	*	*
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Computer Science A

42	189	3.7	2.7	35	83.3	51.3
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Computer Science Principles

41	163	4.4	2.5	41	100.0	46.6
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English Language and Composition

139	1,627	3.2	1.9	99	71.2	23.4
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English Literature and Composition

70	1,683	3.3	1.5	50	71.4	9.3
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Environmental Science

40	742	3.7	1.8	35	87.5	21.7
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European History

22	45	3.3	2.3	16	72.7	37.8
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French Language and Culture

12	43	3.0	2.2	9	75.0	34.9
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Human Geography

123	1,577	3.9	1.7	105	85.4	21.4
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Macroeconomics

57	714	3.3	1.6	38	66.7	16.7
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Music Theory

2	61	*	2.6	*	*	47.5
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Physics 1

116	561	2.4	1.6	50	43.1	16.6
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Physics 2

21	37	3.0	2.9	12	57.1	56.8
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Physics C: Electricity and Magnetism

19	56	3.9	3.3	15	78.9	62.5
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Physics C: Mechanics

39	107	3.6	3.6	31	79.5	83.2
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Psychology

66	331	3.2	2.0	46	69.7	29.6
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Spanish Language and Culture

40	860	3.4	3.4	28	70.0	75.9
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Spanish Literature and Culture

4	129	*	2.6	*	*	55.8
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Statistics

125	355	3.3	2.4	94	75.2	44.8
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Studio Art: 2-D Design Portfolio

6	134	3.5	3.0	6	100.0	70.1
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Studio Art: Drawing Portfolio

6	38	4.0	3.0	6	100.0	60.5
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United States Government and Politics

67	883	3.4	1.6	52	77.6	18.3
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United States History

140	1,673	3.1	1.6	92	65.7	18.9
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World History

117	1,214	3.2	1.9	84	71.8	23.6
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