



DATA PACKET 2021-22

EVALUATION AND ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
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AUGUST 25, 2021

SCHOOL
NUMBER 90

W.L. LASSITER, JR. EARLY
COLLEGE HIGH SCHOOL
AT EL CENTRO COLLEGE

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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 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	75
10	66
11	63
12	63
ALL	267

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	28	10.5	3	21.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.4	*	*
Hispanic	230	86.1	2	14.3
White	2	0.7	9	64.3
Multiple	6	2.2	0	0.0
Other* (teachers only)	—	—	0	0.0
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	86	32.2
Economically disadvantaged	212	79.4
Limited English proficient (LEP)	66	24.7
Special education	2	0.7
Talented and Gifted (TAG)	98	36.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2019	69	8	11.6	0	0.0	1	1.4	58	84.1	2	2.9	0	0.0
	2020	69	11	15.9	0	0.0	0	0.0	55	79.7	1	1.4	2	2.9
	2021	75	7	9.3	0	0.0	0	0.0	67	89.3	0	0.0	1	1.3
10	2019	68	7	10.3	0	0.0	0	0.0	60	88.2	1	1.5	0	0.0
	2020	66	8	12.1	0	0.0	1	1.5	54	81.8	2	3.0	1	1.5
	2021	66	10	15.2	0	0.0	0	0.0	53	80.3	1	1.5	2	3.0
11	2019	53	8	15.1	0	0.0	1	1.9	42	79.2	1	1.9	1	1.9
	2020	64	4	6.3	0	0.0	0	0.0	59	92.2	0	0.0	1	1.6
	2021	63	7	11.1	0	0.0	1	1.6	51	81.0	1	1.6	3	4.8
12	2019	51	6	11.8	0	0.0	0	0.0	45	88.2	0	0.0	0	0.0
	2020	51	6	11.8	0	0.0	1	2.0	41	80.4	1	2.0	2	3.9
	2021	63	4	6.3	0	0.0	0	0.0	59	93.7	0	0.0	0	0.0
9-12	2019	241	29	12.0	0	0.0	2	0.8	205	85.1	4	1.7	1	0.4
	2020	250	29	11.6	0	0.0	2	0.8	209	83.6	4	1.6	6	2.4
	2021	267	28	10.5	0	0.0	1	0.4	230	86.1	2	0.7	6	2.2

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	69	53	76.8	15	21.7	0	0.0	25	36.2	27	39.1	22	31.9	36.2	63.8	0.0
	2020	69	65	94.2	19	27.5	1	1.4	31	44.9	25	36.2	10	14.5	37.7	62.3	0.0
	2021	75	68	90.7	21	28.0	1	1.3	27	36.0	27	36.0	15	20.0	34.7	65.3	0.0
10	2019	68	55	80.9	12	17.6	0	0.0	22	32.4	22	32.4	7	10.3	33.8	66.2	0.0
	2020	66	59	89.4	16	24.2	0	0.0	30	45.5	28	42.4	3	4.5	37.9	62.1	0.0
	2021	66	52	78.8	17	25.8	1	1.5	25	37.9	24	36.4	1	1.5	39.4	60.6	0.0
11	2019	53	40	75.5	0	0.0	1	1.9	2	3.8	24	45.3	2	3.8	50.9	49.1	0.0
	2020	64	53	82.8	11	17.2	0	0.0	37	57.8	21	32.8	1	1.6	32.8	67.2	0.0
	2021	63	45	71.4	17	27.0	0	0.0	20	31.7	26	41.3	1	1.6	38.1	61.9	0.0
12	2019	51	33	64.7	2	3.9	0	0.0	6	11.8	20	39.2	0	0.0	33.3	66.7	0.0
	2020	51	38	74.5	0	0.0	1	2.0	23	45.1	22	43.1	0	0.0	49.0	51.0	0.0
	2021	63	47	74.6	11	17.5	0	0.0	14	22.2	21	33.3	0	0.0	33.3	66.7	0.0
9-12	2019	241	181	75.1	29	12.0	1	0.4	55	22.8	93	38.6	31	12.9	38.2	61.8	0.0
	2020	250	215	86.0	46	18.4	2	0.8	121	48.4	96	38.4	14	5.6	38.8	61.2	0.0
	2021	267	212	79.4	66	24.7	2	0.7	86	32.2	98	36.7	17	6.4	36.3	63.7	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	69	13,484	68	98.1	12,437	92.2	0	0.0	11.5	69	8,723	100.0	64.7
	2020	69	13,875	68	98.0	12,839	92.5	0	0.0	9.0	69	10,020	99.7	72.2
	2021	75	13,245	74	99.2	12,348	93.2	0	0.0	4.2	74	8,679	98.7	65.5
10	2019	67	12,020	66	98.0	11,175	93.0	0	0.0	7.3	68	7,845	100.0	65.3
	2020	67	12,465	65	97.2	11,629	93.3	0	0.0	5.4	66	8,835	98.0	70.9
	2021	66	12,994	66	99.5	12,138	93.4	0	0.0	3.0	66	8,671	99.9	66.7
11	2019	54	10,324	52	96.8	9,693	93.9	0	0.0	4.8	51	7,071	94.2	68.5
	2020	64	10,440	62	97.3	9,830	94.2	0	0.0	4.1	64	7,647	100.0	73.2
	2021	63	11,173	62	98.2	10,467	93.7	0	0.0	2.5	62	7,138	98.4	63.9
12	2019	50	10,368	47	94.1	9,771	94.2	0	0.0	3.3	46	7,151	91.3	69.0
	2020	51	10,322	49	96.6	9,699	94.0	0	0.0	3.4	51	7,820	100.0	75.8
	2021	63	10,428	61	97.1	9,883	94.8	0	0.0	2.2	60	7,101	95.2	68.1
9-12	2019	241	46,196	233	97.0	43,077	93.2	0	0.0	7.1	234	30,790	97.3	66.7
	2020	252	47,101	245	97.3	43,997	93.4	0	0.0	5.8	250	34,322	99.4	72.9
	2021	267	47,841	263	98.6	44,835	93.7	0	0.0	3.1	262	31,589	98.1	66.0

Teachers: 14

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	21.4
Hispanic	2	14.3
White	9	64.3
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	10	71.4
Male	4	28.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2018-19	4.0	100.0
2019-20	4.3	85.7
2020-21	5.7	92.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	7.1
2	0	0.0
3	0	0.0
4	0	0.0
5	0	0.0
1-3	1	7.1
More than 3	13	92.9
1 - 5	1	7.1
6 - 10	4	28.6
11 - 20	4	28.6
More than 20	5	35.7

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	62.1
	2019	*	*	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		6	43	38		15	19		13	36	49	9,912
	2019	2	5	58	52		15	21	1	25	42	67	10,554
	2021		7	63	64	1	20	25		24	47	71	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	69.3
	2021	*	100.0	96.2	96.0	*	94.1	91.7		92.0	100.0	96.9	63.2
Tests Taken	2018	1	9	49	51	1	1	6		28	32	60	10,011
	2019	1	7	59	55		14	22		22	45	67	9,584
	2021	1	10	52	50	1	17	24		25	39	64	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	3,752
	2019	*	*	0	0		0	0	*	0	0	0	3,633
	2021		0	0	0	*	0	0		0	0	0	4,055
Tests Taken	2018		6	43	38		15	19		13	36	49	9,912
	2019	2	5	58	52		15	21	1	25	42	67	10,554
	2021		7	63	64	1	20	25		24	47	71	9,858
ENGLISH II	2018	*	0	0	0	*	*	0		0	0	0	3,300
	2019	*	0	0	0		0	0		0	0	0	2,941
	2021	*	0	2	2	*	1	2		2	0	2	3,575
Tests Taken	2018	1	9	49	51	1	1	6		28	32	60	10,011
	2019	1	7	59	55		14	22		22	45	67	9,584
	2021	1	10	52	50	1	17	24		25	39	64	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	97.7	97.4		100.0	100.0		92.3	100.0	98.0	43.9
	2019	*	*	98.3	98.1		100.0	100.0	*	100.0	97.6	98.5	51.0
	2021		85.7	93.7	92.2	*	100.0	100.0		91.7	93.6	93.0	40.8
Tests Taken	2018		6	43	38		15	19		13	36	49	9,912
	2019	2	5	58	52		15	21	1	25	42	67	10,554
	2021		7	63	64	1	20	25		24	47	71	9,858
ENGLISH II	2018	*	100.0	98.0	98.0	*	*	100.0		100.0	96.9	98.3	50.0
	2019	*	100.0	94.9	96.4		100.0	95.5		100.0	93.3	95.5	51.5
	2021	*	90.0	94.2	94.0	*	94.1	91.7		92.0	94.9	93.8	47.3
Tests Taken	2018	1	9	49	51	1	1	6		28	32	60	10,011
	2019	1	7	59	55		14	22		22	45	67	9,584
	2021	1	10	52	50	1	17	24		25	39	64	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		66.7	9.3	18.4		13.3	10.5		15.4	16.7	16.3	5.0
	2019	*	*	24.1	23.1		13.3	14.3	*	36.0	21.4	26.9	10.1
	2021		14.3	27.0	25.0	*	25.0	20.0		16.7	29.8	25.4	6.3
Tests Taken	2018		6	43	38		15	19		13	36	49	9,912
	2019	2	5	58	52		15	21	1	25	42	67	10,554
	2021		7	63	64	1	20	25		24	47	71	9,858
ENGLISH II	2018	*	33.3	24.5	25.5	*	*	16.7		7.1	40.6	25.0	7.0
	2019	*	14.3	16.9	18.2		28.6	22.7		13.6	20.0	17.9	6.0
	2021	*	0.0	34.6	26.0	*	23.5	16.7		28.0	28.2	28.1	6.0
Tests Taken	2018	1	9	49	51	1	1	6		28	32	60	10,011
	2019	1	7	59	55		14	22		22	45	67	9,584
	2021	1	10	52	50	1	17	24		25	39	64	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	79.3	83.8	85.9	5.6	84.8	81.9
2019	87.9	83.2	90.2	5.3	87.9	87.4
2021	80.1	82.1	83.5	5.4	82.9	89.2

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition ¹	5. Revision (Writing)	6. Editing (Writing)
2018	92.7	85.1	90.0	6.2	83.3	89.4
2019	81.9	80.3	88.5	6.0	85.2	84.9
2021	87.5	81.4	85.6	6.0	83.7	84.9

¹Average score points (0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2018		*	100.0	100.0		*	100.0		*	100.0	100.0	87.5
	2019		*	96.2	95.5		100.0	92.3		83.3	100.0	96.3	88.9
	2021		*	96.4	96.4	*	100.0	100.0		100.0	96.2	96.9	69.4
Tests Taken	2018		1	9	9		4	13		1	9	10	10,244
	2019		1	26	22		9	13		6	21	27	10,243
	2021		4	28	28	1	10	13		6	26	32	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		*	0		*	0	0	1,278
	2019		*	1	1		0	1		1	0	1	1,134
	2021		*	1	1	*	0	0		0	1	1	3,441
Tests Taken	2018		1	9	9		4	13		1	9	10	10,244
	2019		1	26	22		9	13		6	21	27	10,243
	2021		4	28	28	1	10	13		6	26	32	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		*	88.9	88.9		*	83.3		*	88.9	90.0	61.8
	2019		*	96.2	95.5		100.0	92.3		83.3	100.0	96.3	68.9
	2021		*	92.9	92.9	*	100.0	92.3		100.0	92.3	93.8	32.4
Tests Taken	2018		1	9	9		4	6		1	9	10	10,244
	2019		1	26	22		9	13		6	21	27	10,243
	2021		4	28	28	1	10	13		6	26	32	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		*	88.9	88.9		*	83.3		*	88.9	90.0	35.8
	2019		*	92.3	90.9		100.0	92.3		83.3	95.2	92.6	45.1
	2021		*	75.0	71.4	*	80.0	76.9		66.7	69.2	68.8	15.8
Tests Taken	2018		1	9	9		4	6		1	9	10	10,244
	2019		1	26	22		9	13		6	21	27	10,243
	2021		4	28	28	1	10	13		6	26	32	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	80.0	89.2	90.7	87.3	93.3
2019	92.3	84.6	93.1	86.9	93.8
2021	85.5	81.0	78.6	66.2	78.1

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	87.9
	2019	*	100.0	98.3	98.2	*	100.0	95.7		96.2	100.0	98.6	87.1
	2021		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	78.3
Tests Taken	2018		6	51	46		16	20		15	42	57	10,192
	2019	2	10	58	57	2	15	23		26	45	71	9,591
	2021		7	67	68	1	19	25		26	49	75	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	1,234
	2019	*	0	1	1	*	0	1		1	0	1	1,240
	2021		0	0	0	*	0	0		0	0	0	2,162
Tests Taken	2018		6	51	46		16	20		15	42	57	10,192
	2019	2	10	58	57	2	15	23		26	45	71	9,591
	2021		7	67	68	1	19	25		26	49	75	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	86.3	84.8		100.0	90.0		86.7	88.1	87.7	57.4
	2019	*	100.0	94.8	96.5	*	93.3	87.0		96.2	95.6	95.8	59.2
	2021		100.0	92.5	92.6	*	100.0	96.0		88.5	95.9	93.3	42.8
Tests Taken	2018		6	51	46		16	20		15	42	57	10,192
	2019	2	10	58	57	2	15	23		26	45	71	9,591
	2021		7	67	68	1	19	25		26	49	75	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		33.3	33.3	28.3		37.5	35.0		46.7	28.6	33.3	18.6
	2019	*	70.0	43.1	47.4	*	33.3	30.4		57.7	42.2	47.9	22.3
	2021		42.9	52.2	50.0	*	57.9	48.0		57.7	46.9	50.7	14.0
Tests Taken	2018		6	51	46		16	20		15	42	57	10,192
	2019	2	10	58	57	2	15	23		26	45	71	9,591
	2021		7	67	68	1	19	25		26	49	75	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	78.3	81.0	76.8	78.6	79.7
2019	78.5	74.1	83.1	81.0	84.4
2021	77.7	73.7	83.1	83.5	84.4

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	93.8
	2021	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	84.7
Tests Taken	2018	2	6	46	39		2	15		17	37	54	9,468
	2019	1	8	42	40	1		2		27	26	53	9,416
	2021	1	7	53	47		18	21		24	41	65	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	582
	2021	*	0	0	0		0	0		0	0	0	1,373
Tests Taken	2018	2	6	46	39		2	15		17	37	54	9,468
	2019	1	8	42	40	1		2		27	26	53	9,416
	2021	1	7	53	47		18	21		24	41	65	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	73.7
	2021	*	100.0	98.1	100.0		94.4	95.2		100.0	97.6	98.5	56.7
Tests Taken	2018	2	6	46	39		2	15		17	37	54	9,468
	2019	1	8	42	40	1		2		27	26	53	9,416
	2021	1	7	53	47		18	21		24	41	65	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	95.7	94.9		*	80.0		100.0	89.2	92.6	38.6
	2019	*	100.0	100.0	100.0	*		*		100.0	100.0	100.0	41.6
	2021	*	100.0	88.7	87.2		83.3	85.7		95.8	85.4	89.2	30.7
Tests Taken	2018	2	6	46	39		2	15		17	37	54	9,468
	2019	1	8	42	40	1		2		27	26	53	9,416
	2021	1	7	53	47		18	21		24	41	65	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	90.2	91.4	87.4	89.2
2019	92.8	89.9	85.5	93.9
2021	87.4	90.5	81.1	89.1

PERFORMANCE IN 2021

Grade 2020-21	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (21)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	4.8	5	23.8	0	0.0	2	9.5	0	0.0
	Advanced	8	38.1	11	52.4	2	9.5	4	19.0	7	33.3
	Advanced High	12	57.1	5	23.8	19	90.5	15	71.4	14	66.7
10 (17)	Beginning	0	0.0	1	5.9	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	11.8	0	0.0	1	5.9	1	5.9
	Advanced	10	58.8	12	70.6	0	0.0	6	35.3	8	47.1
	Advanced High	7	41.2	2	11.8	17	100.0	10	58.8	8	47.1
11 (17)	Beginning	0	0.0	1	5.9	0	0.0	1	5.9	0	0.0
	Intermediate	1	5.9	3	17.6	0	0.0	1	5.9	2	11.8
	Advanced	9	52.9	11	64.7	0	0.0	3	17.6	5	29.4
	Advanced High	7	41.2	2	11.8	17	100.0	12	70.6	10	58.8
12 (11)	Beginning	0	0.0	0	0.0	0	0.0	2	18.2	0	0.0
	Intermediate	3	27.3	0	0.0	0	0.0	2	18.2	2	18.2
	Advanced	4	36.4	9	81.8	0	0.0	4	36.4	5	45.5
	Advanced High	4	36.4	2	18.2	11	100.0	3	27.3	4	36.4
ALL (66)	Beginning	0	0.0	2	3.0	0	0.0	3	4.5	0	0.0
	Intermediate	5	7.6	10	15.2	0	0.0	6	9.1	5	7.6
	Advanced	31	47.0	43	65.2	2	3.0	17	25.8	25	37.9
	Advanced High	30	45.5	11	16.7	64	97.0	40	60.6	36	54.5

PROGRESSION FROM 2020 TO 2021

Number Rated Both Years	2021 Level	2020 Level			
		Beg	Int	Adv	Adv High
3 1 (33.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	1	
0 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
1 1 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	1	0	
0 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
4 2 (50.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	1	1	

 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	51	535	88.2	6	538	83.3	45	534	88.9				7,714	463	39.1
		2019-20	100.0	84.7	51	568	96.1	6	543	83.3	41	568	97.6	1	*	*	7,424	466	39.8
		2020-21	100.0	79.7	63	544	87.3	4	*	*	59	541	86.4				7,006	457	35.9
	Mathematics	2018-19	100.0	87.2	51	547	56.9	6	537	66.7	45	548	55.6				7,714	461	19.7
		2019-20	100.0	84.7	51	587	86.3	6	578	83.3	41	589	87.8	1	*	*	7,424	461	21.7
		2020-21	100.0	79.7	63	557	73.0	4	*	*	59	557	72.9				7,006	456	20.4
ACT	English	2018-19	96.1	82.5	49	21	85.7	6	22	83.3	43	21	86.0				7,297	15	27.0
		2019-20	98.0	81.3	50	22	92.0	6	22	83.3	40	22	92.5	1	*	*	7,122	15	28.9
		2020-21	98.4	57.2	62	20	67.7	4	*	*	58	20	67.2				5,030	14	24.1
	Mathematics	2018-19	96.1	82.5	49	22	65.3	6	22	83.3	43	22	62.8				7,297	18	19.2
		2019-20	98.0	81.3	50	23	64.0	6	22	50.0	40	23	67.5	1	*	*	7,122	17	14.3
		2020-21	98.4	57.2	62	21	48.4	4	*	*	58	22	50.0				5,030	17	13.6
	Reading	2018-19	96.1	82.5	49	21	49.0	6	21	50.0	43	21	48.8				7,297	17	21.0
		2019-20	98.0	81.3	50	24	68.0	6	22	50.0	40	24	72.5	1	*	*	7,122	16	18.6
		2020-21	98.4	57.2	62	19	32.3	4	*	*	58	19	31.0				5,030	16	16.0
	Science	2018-19	96.1	82.5	49	20	24.5	6	22	50.0	43	20	20.9				7,297	17	14.5
		2019-20	98.0	81.3	50	23	58.0	6	22	50.0	40	23	55.0	1	*	*	7,122	17	13.9
		2020-21	98.4	57.2	62	21	32.3	4	*	*	58	21	31.0				5,030	17	12.8
	Composite	2018-19	96.1	82.5	49	21	–	6	22	–	43	21	–				7,297	17	–
		2019-20	98.0	81.3	50	23	–	6	22	–	40	23	–	1	*	–	7,122	16	–
		2020-21	98.4	57.2	62	20	–	4	*	–	58	20	–				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	68	501	91.2	6	515	100.0	60	499	90.0	1	*	*	0			8,620	418	41.8
		2019	65	510	95.4	7	547	100.0	54	503	94.4	2	*	*	1	*	*	8,689	414	38.2
		2020	62	492	87.1	8	499	100.0	51	489	84.3	1	*	*	0			4,749	422	42.8
	Mathematics	2018	68	484	60.3	6	482	50.0	60	483	60.0	1	*	*	0			8,620	426	25.3
		2019	65	488	64.6	7	489	57.1	54	491	66.7	2	*	*	1	*	*	8,689	426	20.7
		2020	62	462	45.2	8	456	37.5	51	462	45.1	1	*	*	0			4,749	425	22.7
11	Reading & Writing	2018	8	601	100.0	1	*	*	7	600	100.0	0			0			1,921	501	64.3
		2019	13	571	100.0	2	*	*	11	556	100.0	0			0			2,726	482	56.3
		2020	8	573	75.0	2	*	*	5	*	*	0			1	*	*	1,091	521	68.1
	Mathematics	2018	8	616	100.0	1	*	*	7	623	100.0	0			0			1,921	497	42.6
		2019	13	566	100.0	2	*	*	11	563	100.0	0			0			2,726	473	32.8
		2020	8	546	62.5	2	*	*	5	*	*	0			1	*	*	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

96	15,450	2.0	2.0	29	30.2	27.9
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Computer Science Principles

12	163	1.9	2.5	4	33.3	46.6
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Human Geography

22	1,577	2.8	1.7	12	54.5	21.4
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United States History

62	1,673	1.8	1.6	13	21.0	18.9
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