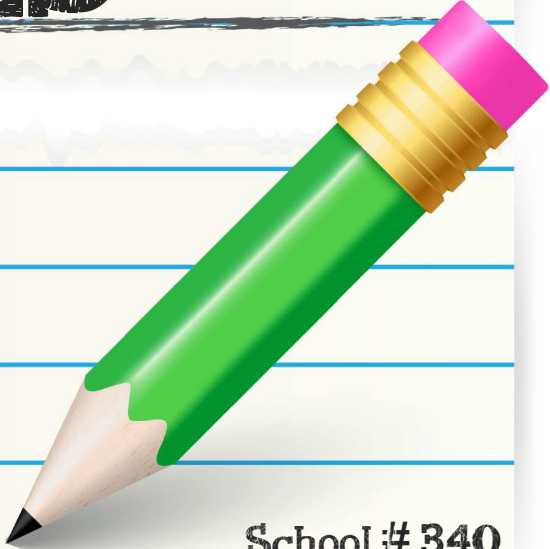




Data Packet 2022-23

DALLAS HYBRID
PREPARATORY
AT STEPHEN J HAY



School # 340

Evaluation And Assessment / Office of Institutional Research / OIR@dallasisd.org / mydata.dallasisd.org



July 28, 2022

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 6. Enroll (1) Enrollment Statistics by Ethnicity
- 8. Enroll (2) Enrollment Statistics by Select Student Group
- 10. Attendance Student Attendance Statistics
- 11. Teachers Teacher Statistics

STAAR

- 12. Reading (3-8) STAAR 3-8 Reading in English
- 17. Math (3-8) STAAR 3-8 Mathematics in English
- 22. Science (3-8) STAAR 3-8 Science in English

ENGLISH PROFICIENCY

- 27. TELPAS Texas English Language Proficiency Assessment

LOCAL ASSESSMENT

- 28. ACP Dallas ISD Assessments of Course Performance

2021-22 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 2021-22. They are counted as new if not enrolled in a district campus before the last day of the 2020-21 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 2020-21 and 2021-22.

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.
- Grade in report is grade level of assessment, not student's grade level. For example, grade 7 students in Pre-AP math or science courses are assessed with the Grade 8 Math or Grade 8 Science assessment. These students' scores are reflected in the row for “Grade 8”.
- Statistics for SSI grades 5 and 8 are based on scores cumulative through students' second administrations.

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (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 2022, the TEA does not differentiate between the Advanced and Advanced High levels from 2021.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
4	21
5	15
6	30
ALL	66

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	15	22.7	6	60.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	45	68.2	1	10.0
White	5	7.6	3	30.0
Multiple	1	1.5	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	29	43.9
Economically disadvantaged	40	60.6
Limited English proficient (LEP)	18	27.3
Special education	5	7.6
Talented and Gifted (TAG)	27	40.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2020													
	2021													
	2022	21	6	28.6	0	0.0	0	0.0	11	52.4	4	19.0	0	0.0
5	2020													
	2021													
	2022	15	6	40.0	0	0.0	0	0.0	9	60.0	0	0.0	0	0.0
4-5	2020													
	2021													
	2022	36	12	33.3	0	0.0	0	0.0	20	55.6	4	11.1	0	0.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2020													
	2021													
	2022	30	3	10.0	0	0.0	0	0.0	25	83.3	1	3.3	1	3.3
6-8	2020													
	2021													
	2022	30	3	10.0	0	0.0	0	0.0	25	83.3	1	3.3	1	3.3

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	
4	2020																
	2021																
	2022	21	10	47.6	3	14.3	2	9.5	9	42.9	7	33.3	8	38.1	57.1	42.9	4.8
5	2020																
	2021																
	2022	15	7	46.7	0	0.0	0	0.0	2	13.3	5	33.3	9	60.0	46.7	53.3	0.0
4-5	2020																
	2021																
	2022	36	17	47.2	3	8.3	2	5.6	11	30.6	12	33.3	17	47.2	52.8	47.2	2.8

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	
6	2020																
	2021																
	2022	30	23	76.7	15	50.0	3	10.0	18	60.0	15	50.0	5	16.7	53.3	46.7	0.0
6-8	2020																
	2021																
	2022	30	23	76.7	15	50.0	3	10.0	18	60.0	15	50.0	5	16.7	53.3	46.7	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
4	2020		11,323			10,902	96.3			3.4		10,479		92.5
	2021		10,526			10,325	98.1			2.9		9,562		90.8
	2022	21	10,478	20	97.2	9,930	94.8	1	4.8	5.8	21	8,981	100.0	85.7
5	2020		11,957			11,518	96.3			3.2		11,098		92.8
	2021		10,814			10,602	98.0			2.5		9,891		91.5
	2022	16	10,405	15	97.6	9,875	94.9	0	0.0	6.3	14	8,914	89.5	85.7
4-5	2020		67,509			64,698	95.8			3.5		61,887		91.7
	2021		63,149			61,956	98.1			3.6		57,234		90.6
	2022	37	63,393	36	97.3	59,686	94.2	1	2.7	6.6	35	53,183	95.7	83.9

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
6	2020		11,110			10,711	96.4			4.0		10,111		91.0
	2021		10,575			10,169	96.2			3.1		8,812		83.3
	2022	30	9,901	29	97.2	9,363	94.6	0	0.0	8.9	29	8,300	97.3	83.8
6-8	2020		32,404			31,100	96.0			5.7		29,137		89.9
	2021		31,848			30,435	95.6			3.0		26,173		82.2
	2022	30	30,697	29	97.2	28,834	93.9	0	0.0	10.8	29	25,138	97.3	81.9

Teachers: 10

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	60.0
Hispanic	1	10.0
White	3	30.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	8	80.0
Male	2	20.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2019-20		
2020-21		
2021-22	4.1	

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	1	10.0
3	0	0.0
4	0	0.0
5	0	0.0
1-3	1	10.0
More than 3	9	90.0
1 - 5	1	10.0
6 - 10	3	30.0
11 - 20	5	50.0
More than 20	1	10.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2019												66.8	0
	2021												55.6	0
	2022	*	100.0	90.9	90.0	*	*	88.9		91.7	100.0	95.2	71.6	21
5	2019												72.3	0
	2021												66.9	0
	2022		100.0	100.0	100.0			*		100.0	100.0	100.0	77.3	15
3-5	2019												68.9	0
	2021												61.1	0
	2022	*	100.0	95.0	94.1	*	*	90.9		94.7	100.0	97.2	72.9	36

NUMBER TESTED IN GRADES 3-5														
2019														21,789
2021														17,239
2022	4	12	20	17	2	3	11			19	17	36		18,671

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2019												56.6	0
	2021												54.2	0
	2022	*	*	80.0	82.6	*	86.7	83.3		81.3	85.7	83.3	60.7	30
6-8	2019												63.1	0
	2021												60.3	0
	2022	*	*	80.0	82.6	*	86.7	83.3		81.3	85.7	83.3	69.1	30

NUMBER TESTED IN GRADES 6-8														
2019														31,088
2021														26,714
2022	1	3	25	23	3	15	18			16	14	30		28,611

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2019												2,418	0
	2021												2,521	0
	2022	*	0	1	1	*	*	1		1	0	1	1,785	21
5	2019												2,181	0
	2021												2,009	0
	2022		0	0	0			*		0	0	0	1,445	15
3-5	2019												6,786	0
	2021												6,712	0
	2022	*	0	1	1	*	*	1		1	0	1	5,055	36

NUMBER TESTED IN GRADES 3-5														
2019														21,789
2021														17,239
2022	4	12	20	17	2	3	11			19	17	36		18,671

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2019												4,698	0
	2021												4,079	0
	2022	*	*	5	4	*	2	3		3	2	5	3,664	30
6-8	2019												11,461	0
	2021												10,595	0
	2022	*	*	5	4	*	2	3		3	2	5	8,853	30

NUMBER TESTED IN GRADES 6-8														
2019														31,088
2021														26,714
2022	1	3	25	23	3	15	18			16	14	30		28,611

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2019												36.8	0
	2021												29.9	0
	2022	*	83.3	63.6	70.0	*	*	55.6		75.0	77.8	76.2	48.1	21
5	2019												44.8	0
	2021												40.6	0
	2022		100.0	66.7	71.4			*		57.1	100.0	80.0	54.0	15
3-5	2019												39.4	0
	2021												34.4	0
	2022	*	91.7	65.0	70.6	*	*	45.5		68.4	88.2	77.8	49.2	36

NUMBER TESTED IN GRADES 3-5														
2019														21,789
2021														17,239
2022	4	12	20	17	2	3	11			19	17	36		18,671

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2019												26.3	0
	2021												23.9	0
	2022	*	*	48.0	56.5	*	53.3	50.0		43.8	64.3	53.3	33.2	30
6-8	2019												34.4	0
	2021												32.3	0
	2022	*	*	48.0	56.5	*	53.3	50.0		43.8	64.3	53.3	42.3	30

NUMBER TESTED IN GRADES 6-8														
2019														31,088
2021														26,714
2022	1	3	25	23	3	15	18			16	14	30		28,611

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2019												18.1	0
	2021												14.2	0
	2022	*	0.0	27.3	30.0	*	*	11.1		25.0	22.2	23.8	25.0	21
5	2019												24.0	0
	2021												25.7	0
	2022		100.0	55.6	71.4			*		57.1	87.5	73.3	35.4	15
3-5	2019												21.4	0
	2021												18.7	0
	2022	*	50.0	40.0	47.1	*	*	9.1		36.8	52.9	44.4	29.0	36

NUMBER TESTED IN GRADE 3-5														
2019														21,789
2021														17,239
2022	4	12	20	17	2	3	11			19	17	36		18,671

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2019												11.1	0
	2021												10.2	0
	2022	*	*	28.0	34.8	*	26.7	22.2		18.8	50.0	33.3	16.0	30
6-8	2019												16.4	0
	2021												14.9	0
	2022	*	*	28.0	34.8	*	26.7	22.2		18.8	50.0	33.3	24.9	30

NUMBER TESTED IN GRADE 6-8														
2019														31,088
2021														26,714
2022	1	3	25	23	3	15	18			16	14	30		28,611

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
4	2019			
	2021			
	2022	89.3	80.3	68.9
5	2019			
	2021			
	2022	86.7	87.5	84.8
3-5	2019			
	2021			
	2022	88.2	83.3	75.5

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
6	2019			
	2021			
	2022	73.8	74.3	70.0
6-8	2019			
	2021			
	2022	73.8	74.3	70.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2019												74.7	0
	2021												55.0	0
	2022	*	100.0	72.7	80.0	*	*	66.7		83.3	77.8	81.0	65.8	21
5	2019												81.8	0
	2021												69.3	0
	2022		100.0	88.9	85.7			*		85.7	100.0	93.3	74.9	15
3-5	2019												77.4	0
	2021												60.5	0
	2022	*	100.0	80.0	82.4	*	*	63.6		84.2	88.2	86.1	68.8	36

NUMBER TESTED IN GRADES 3-5														
2019														34,646
2021														28,221
2022	4	12	20	17	2	3	11			19	17	36		28,708

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2019												73.5	0
	2021												61.6	0
	2022	*	*	72.0	73.9	*	80.0	72.2		75.0	78.6	76.7	66.4	30
6-8	2019												72.2	0
	2021												52.7	0
	2022	*	*	72.0	73.9	*	80.0	72.2		75.0	78.6	76.7	60.9	30

NUMBER TESTED IN GRADES 6-8														
2019														28,819
2021														22,626
2022	1	3	25	23	3	15	18			16	14	30		24,707

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2019												2,958	0
	2021												4,186	0
	2022	*	0	3	2	*	*	3		2	2	4	3,298	21
5	2019												2,152	0
	2021												2,927	0
	2022		0	1	1			*		1	0	1	2,391	15
3-5	2019												7,836	0
	2021												11,136	0
	2022	*	0	4	3	*	*	4		3	2	5	8,947	36

NUMBER TESTED IN GRADES 3-5														
2019														34,646
2021														28,221
2022	4	12	20	17	2	3	11			19	17	36		28,708

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2019												2,859	0
	2021												3,435	0
	2022	*	*	7	6	*	3	5		4	3	7	3,133	30
6-8	2019												8,015	0
	2021												10,708	0
	2022	*	*	7	6	*	3	5		4	3	7	9,670	30

NUMBER TESTED IN GRADES 6-8														
2019														28,819
2021														22,626
2022	1	3	25	23	3	15	18			16	14	30		24,707

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2019												44.7	0
	2021												30.1	0
	2022	*	50.0	27.3	50.0	*	*	33.3		50.0	33.3	42.9	37.0	21
5	2019												54.9	0
	2021												42.7	0
	2022		100.0	66.7	71.4			*		71.4	87.5	80.0	46.8	15
3-5	2019												47.6	0
	2021												32.8	0
	2022	*	75.0	45.0	58.8	*	*	36.4		57.9	58.8	58.3	40.5	36

NUMBER TESTED IN GRADES 3-5														
2019														34,646
2021														28,221
2022	4	12	20	17	2	3	11			19	17	36		28,708

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2019												37.6	0
	2021												28.6	0
	2022	*	*	56.0	56.5	*	53.3	50.0		62.5	57.1	60.0	31.4	30
6-8	2019												39.2	0
	2021												24.4	0
	2022	*	*	56.0	56.5	*	53.3	50.0		62.5	57.1	60.0	29.4	30

NUMBER TESTED IN GRADES 6-8														
2019														28,819
2021														22,626
2022	1	3	25	23	3	15	18			16	14	30		24,707

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2019												25.2	0
	2021												16.4	0
	2022	*	16.7	9.1	30.0	*	*	11.1		33.3	0.0	19.0	18.5	21
5	2019												33.9	0
	2021												22.7	0
	2022		50.0	44.4	57.1			*		28.6	62.5	46.7	23.7	15
3-5	2019												26.6	0
	2021												16.9	0
	2022	*	33.3	25.0	41.2	*	*	9.1		31.6	29.4	30.6	20.0	36

NUMBER TESTED IN GRADE 3-5														
2019														34,646
2021														28,221
2022	4	12	20	17	2	3	11			19	17	36		28,708

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2019												15.4	0
	2021												9.3	0
	2022	*	*	16.0	21.7	*	6.7	5.6		6.3	42.9	23.3	10.6	30
6-8	2019												12.1	0
	2021												6.6	0
	2022	*	*	16.0	21.7	*	6.7	5.6		6.3	42.9	23.3	9.7	30

NUMBER TESTED IN GRADE 6-8														
2019														28,819
2021														22,626
2022	1	3	25	23	3	15	18			16	14	30		24,707

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
4	2019				
	2021				
	2022	74.6	60.6	68.1	53.6
5	2019				
	2021				
	2022	84.4	74.5	76.3	73.3
3-5	2019				
	2021				
	2022	78.7	66.4	71.5	61.8

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
6	2019				
	2021				
	2022	59.7	58.0	58.9	61.0
6-8	2019				
	2021				
	2022	59.7	58.0	58.9	61.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2019												69.3	
	2021												54.9	
	2022		100.0	88.9	85.7			*		85.7	100.0	93.3	60.4	15

NUMBER TESTED IN GRADE 5														
2019														10,432
2021														8,469
2022		6	9	7				2		7	8	15		8,751

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2019												3203	
	2021												3820	
	2022		0	1	1			*		1	0	1	3468	15

NUMBER TESTED IN GRADE 5														
2019														10,432
2021														8,469
2022		6	9	7				2		7	8	15		8,751

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2019												42.0	
	2021												23.4	
	2022		83.3	55.6	71.4			*		57.1	75.0	66.7	33.0	15

NUMBER TESTED IN GRADE 5														
2019														10,432
2021														8,469
2022		6	9	7				2		7	8	15		8,751

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2019												19.7	
	2021												8.9	
	2022		66.7	33.3	57.1			*		28.6	62.5	46.7	13.7	15

NUMBER TESTED IN GRADE 5														
2019														10,432
2021														8,469
2022		6	9	7				2		7	8	15		8,751

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY


Grade	Year	REPORTING CATEGORY			
		1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
5	2019				
	2021				
	2022	82.2	83.3	76.7	81.1

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2022 Level	N	%	N	%	N	%	N	%	N	%
6 (15)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	6.7	9	60.0	3	20.0	4	26.7	2	13.3
	Advanced	7	46.7	6	40.0	5	33.3	4	26.7	10	66.7
	Advanced High	7	46.7	0	0.0	7	46.7	7	46.7	3	20.0
ALL (18)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	5.6	10	55.6	4	22.2	6	33.3	3	16.7
	Advanced	9	50.0	7	38.9	6	33.3	4	22.2	11	61.1
	Advanced High	8	44.4	1	5.6	8	44.4	8	44.4	4	22.2

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years		2021 Level			
N (%) Progressed	2022 Level	Beg	Int	Adv	Adv High
12 4 (33.3%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	2	6	
	Advanced High	0	0	2	
14 5 (35.7%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	2	6	
	Advanced High	0	0	3	

 Indicates students who progressed at least one level from 2021 to 2022.

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

Middle School Exams

MATHEMATICS 6 HONORS (tested with 2020-2021 test)

27	60.4	75.2	82.4	83.2	70.4	96.3	63.0	94.6
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MATHEMATICS 6 HONORS (tested with 2020-2021 test)

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READING LANGUAGE ARTS 6 HONORS (tested with 2020-2021 test)

27	65.2	79.1	82.2	82.6	92.6	100.0	75.2	97.5
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READING LANGUAGE ARTS 6 HONORS (tested with 2020-2021 test)

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SCIENCE 6 HONORS (tested with 2020-2021 test)

26	51.8	71.1	88.3	90.2	57.7	100.0	60.8	97.2
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SCIENCE 6 HONORS (tested with 2020-2021 test)

30	55.9	76.8	87.1	88.3	70.0	96.7	78.1	96.4
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WORLD CULTURES 6 HONORS (tested with 2020-2021 test)

27	64.4	78.6	88.8	89.9	74.1	96.3	62.3	97.0
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WORLD CULTURES 6 HONORS (tested with 2020-2021 test)

30	57.9	76.6	85.1	86.0	73.3	100.0	73.8	95.2
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Elementary School Exams

GRADE 4 MATHEMATICS (tested with 2020-2021 test)

20	72.7	80.0	85.3		85.0	95.0	62.0	89.2
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GRADE 4 MATHEMATICS (tested with 2020-2021 test)

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GRADE 4 READING (tested with 2020-2021 test)

20	61.0	78.7	82.7		80.0	95.0	54.2	88.2
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GRADE 4 READING (tested with 2020-2021 test)

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GRADE 5 MATHEMATICS (tested with 2020-2021 test)

14	81.8	87.9	87.2		92.9	100.0	66.5	88.1
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GRADE 5 MATHEMATICS (tested with 2020-2021 test)

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GRADE 5 READING (tested with 2020-2021 test)

14	72.1	86.0	86.1		100.0	100.0	77.2	87.8
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GRADE 5 READING (tested with 2020-2021 test)

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GRADE 5 SCIENCE (tested with 2020-2021 test)

14	88.7	91.3	95.6		100.0	100.0	73.1	92.9
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GRADE 5 SCIENCE (tested with 2020-2021 test)

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