


Data Packet 2022-23

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EASTFIELD COLLEGE



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[Statistics based only on students in the choice program.]

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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 statistics are not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

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.”

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.

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.

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”.

STUDENT ENROLLMENT

Grade	Enrollment
9	95
10	99
11	89
12	68
ALL	351

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	33	9.4		
American Indian/Alaska Native	1	0.3		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	304	86.6		
White	10	2.8		
Multiple	3	0.9		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

*Teacher statistics not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	216	61.5
Economically disadvantaged	278	79.2
Limited English proficient (LEP)	161	45.9
Special education	8	2.3
Talented and Gifted (TAG)	79	22.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	116	8	6.9	0	0.0	0	0.0	100	86.2	5	4.3	3	2.6
	2021	125	24	19.2	0	0.0	0	0.0	92	73.6	5	4.0	4	3.2
	2022	95	7	7.4	0	0.0	0	0.0	84	88.4	4	4.2	0	0.0
10	2020	115	8	7.0	0	0.0	1	0.9	101	87.8	4	3.5	1	0.9
	2021	110	8	7.3	0	0.0	0	0.0	98	89.1	2	1.8	2	1.8
	2022	99	16	16.2	1	1.0	0	0.0	75	75.8	5	5.1	2	2.0
11	2020	73	4	5.5	0	0.0	2	2.7	66	90.4	1	1.4	0	0.0
	2021	103	8	7.8	0	0.0	1	1.0	90	87.4	4	3.9	0	0.0
	2022	89	7	7.9	0	0.0	0	0.0	82	92.1	0	0.0	0	0.0
12	2020													
	2021	51	3	5.9	0	0.0	2	3.9	46	90.2	0	0.0	0	0.0
	2022	68	3	4.4	0	0.0	0	0.0	63	92.6	1	1.5	1	1.5
9-12	2020	304	20	6.6	0	0.0	3	1.0	267	87.8	10	3.3	4	1.3
	2021	389	43	11.1	0	0.0	3	0.8	326	83.8	11	2.8	6	1.5
	2022	351	33	9.4	1	0.3	0	0.0	304	86.6	10	2.8	3	0.9

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	2020	116	97	83.6	62	53.4	5	4.3	74	63.8	21	18.1	10	8.6	33.6	66.4	0.0
	2021	125	97	77.6	50	40.0	1	0.8	68	54.4	34	27.2	15	12.0	33.6	66.4	0.0
	2022	95	64	67.4	56	58.9	3	3.2	82	86.3	17	17.9	6	6.3	40.0	60.0	2.1
10	2020	115	105	91.3	30	26.1	1	0.9	70	60.9	26	22.6	0	0.0	33.9	66.1	0.0
	2021	110	95	86.4	56	50.9	4	3.6	72	65.5	20	18.2	0	0.0	32.7	67.3	0.0
	2022	99	74	74.7	40	40.4	1	1.0	55	55.6	29	29.3	0	0.0	30.3	69.7	3.0
11	2020	73	63	86.3	7	9.6	0	0.0	50	68.5	18	24.7	0	0.0	35.6	64.4	0.0
	2021	103	94	91.3	27	26.2	1	1.0	34	33.0	22	21.4	0	0.0	33.0	67.0	0.0
	2022	89	80	89.9	47	52.8	3	3.4	59	66.3	17	19.1	0	0.0	38.2	61.8	0.0
12	2020																
	2021	51	44	86.3	2	3.9	0	0.0	6	11.8	15	29.4	0	0.0	31.4	68.6	0.0
	2022	68	60	88.2	18	26.5	1	1.5	20	29.4	16	23.5	0	0.0	36.8	63.2	0.0
9-12	2020	304	265	87.2	99	32.6	6	2.0	194	63.8	65	21.4	10	3.3	34.2	65.8	0.0
	2021	389	330	84.8	135	34.7	6	1.5	180	46.3	91	23.4	15	3.9	32.9	67.1	0.0
	2022	351	278	79.2	161	45.9	8	2.3	216	61.5	79	22.5	6	1.7	36.2	63.8	1.4

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	2020	115	13,875	112	97.2	12,839	92.5	0	0.0	9.0	113	10,020	97.9	72.2
	2021	124	13,245	120	97.2	12,348	93.2	0	0.0	4.2	111	8,679	89.7	65.5
	2022	96	12,879	91	94.8	11,301	87.7	0	0.0	18.1	94	9,837	98.2	76.4
10	2020	117	12,465	114	97.1	11,629	93.3	0	0.0	5.4	118	8,835	100.0	70.9
	2021	110	12,994	106	96.3	12,138	93.4	0	0.0	3.0	100	8,671	91.1	66.7
	2022	100	9,985	93	92.8	8,831	88.4	0	0.0	14.4	89	7,793	88.9	78.0
11	2020	74	10,440	71	96.2	9,830	94.2	0	0.0	4.1	71	7,647	96.4	73.2
	2021	104	11,173	99	95.2	10,467	93.7	0	0.0	2.5	95	7,138	91.5	63.9
	2022	90	8,677	84	93.5	7,777	89.6	0	0.0	11.4	79	6,953	88.0	80.1
12	2020		10,322			9,699	94.0			3.4		7,820		75.8
	2021	52	10,428	51	99.1	9,883	94.8	0	0.0	2.2	51	7,101	98.8	68.1
	2022	69	8,938	66	96.5	8,092	90.5	0	0.0	9.3	67	7,044	97.4	78.8
9-12	2020	306	47,101	297	96.9	43,997	93.4	0	0.0	5.8	302	34,322	98.5	72.9
	2021	389	47,841	376	96.7	44,835	93.7	0	0.0	3.1	357	31,589	91.8	66.0
	2022	354	40,480	334	94.2	36,002	88.9	0	0.0	13.8	329	31,627	92.8	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
ENGLISH I	2019	77.8	100.0	95.2	94.4	*	87.8	93.5		93.3	94.9	94.4	65.6
	2021	*	90.9	88.4	85.7	*	84.9	84.3		82.9	91.6	88.7	58.9
	2022	*	42.9	84.9	84.6	*	84.2	79.5		78.9	84.7	82.5	59.8
Tests Taken	2019	9	9	104	107	3	41	77		45	79	124	10,554
	2021	4	22	95	98	1	53	70		41	83	124	9,858
	2022	4	7	86	65	3	57	83		38	59	97	11,270
ENGLISH II	2019	*	83.3	90.7	89.0	*	78.9	78.9		84.2	93.4	89.9	69.3
	2021	*	100.0	87.5	88.3	*	82.1	83.3		88.6	89.2	89.0	63.2
	2022	*	93.8	97.2	95.8	*	94.9	94.3		100.0	95.3	96.8	67.2
Tests Taken	2019	5	6	86	91	2	19	38		38	61	99	9,584
	2021	3	8	96	94	4	56	72		35	74	109	9,709
	2022	4	16	72	71	1	39	53		31	64	95	9,401

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	2019	2	0	5	6	*	5	5		3	4	7	3,633
	2021	*	2	11	14	*	8	11		7	7	14	4,055
	2022	*	4	13	10	*	9	17		8	9	17	4,534
Tests Taken	2019	9	9	104	107	3	41	77		45	79	124	10,554
	2021	4	22	95	98	1	53	70		41	83	124	9,858
	2022	4	7	86	65	3	57	83		38	59	97	11,270
ENGLISH II	2019	*	1	8	10	*	4	8		6	4	10	2,941
	2021	*	0	12	11	*	10	12		4	8	12	3,575
	2022	*	1	2	3	*	2	3		0	3	3	3,079
Tests Taken	2019	5	6	86	91	2	19	38		38	61	99	9,584
	2021	3	8	96	94	4	56	72		35	74	109	9,709
	2022	4	16	72	71	1	39	53		31	64	95	9,401

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	2019	77.8	77.8	88.5	87.9	*	75.6	84.4		84.4	88.6	87.1	51.0
	2021	*	59.1	71.6	65.3	*	69.8	61.4		68.3	69.9	69.4	40.8
	2022	*	28.6	58.1	55.4	*	54.4	51.8		63.2	54.2	57.7	44.3
Tests Taken	2019	9	9	104	107	3	41	77		45	79	124	10,554
	2021	4	22	95	98	1	53	70		41	83	124	9,858
	2022	4	7	86	65	3	57	83		38	59	97	11,270
ENGLISH II	2019	*	33.3	74.4	69.2	*	42.1	52.6		68.4	73.8	71.7	51.5
	2021	*	87.5	69.8	69.1	*	64.3	61.1		68.6	74.3	72.5	47.3
	2022	*	75.0	86.1	80.3	*	76.9	77.4		87.1	84.4	85.3	53.2
Tests Taken	2019	5	6	86	91	2	19	38		38	61	99	9,584
	2021	3	8	96	94	4	56	72		35	74	109	9,709
	2022	4	16	72	71	1	39	53		31	64	95	9,401

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	2019	22.2	0.0	26.9	25.2	*	14.6	18.2		26.7	24.1	25.0	10.1
	2021	*	0.0	10.5	8.2	*	7.5	7.1		9.8	8.4	8.9	6.3
	2022	*	0.0	8.1	6.2	*	7.0	4.8		5.3	8.5	7.2	7.9
Tests Taken	2019	9	9	104	107	3	41	77		45	79	124	10,554
	2021	4	22	95	98	1	53	70		41	83	124	9,858
	2022	4	7	86	65	3	57	83		38	59	97	11,270
ENGLISH II	2019	*	0.0	4.7	3.3	*	5.3	2.6		5.3	3.3	4.0	6.0
	2021	*	0.0	4.2	4.3	*	3.6	2.8		5.7	4.1	4.6	6.0
	2022	*	6.3	8.3	4.2	*	5.1	5.7		12.9	4.7	7.4	6.4
Tests Taken	2019	5	6	86	91	2	19	38		38	61	99	9,584
	2021	3	8	96	94	4	56	72		35	74	109	9,709
	2022	4	16	72	71	1	39	53		31	64	95	9,401

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)
2019	76.1	82.4	86.7	5.3	79.2	77.2
2021	70.7	73.0	76.9	4.7	75.4	77.5
2022	77.8	59.9	57.9	5.0	79.8	73.4

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)
2019	73.2	75.2	85.5	4.6	77.1	76.3
2021	75.5	73.0	74.5	5.0	78.4	71.4
2022	79.5	76.4	70.0	5.4	84.2	82.3

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	2019	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.9
	2021	*	94.7	91.8	89.7	*	92.6	87.5		85.0	94.1	91.5	69.4
	2022	*	*	97.1	96.3	*	95.8	97.4		100.0	96.2	97.6	75.6
Tests Taken	2019	4	7	75	78	3	31	61		27	60	87	10,243
	2021	2	19	49	58	1	27	40		20	51	71	11,233
	2022	2	4	35	27	2	24	38		15	26	41	10,551

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	2019	*	0	0	0	*	0	0		0	0	0	1,134
	2021	*	1	4	6	*	2	5		3	3	6	3,441
	2022	*	*	1	1	*	1	1		0	1	1	2,571
Tests Taken	2019	4	7	75	78	3	31	61		27	60	87	10,243
	2021	2	19	49	58	1	27	40		20	51	71	11,233
	2022	2	4	35	27	2	24	38		15	26	41	10,551

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	2019	*	100.0	98.7	98.7	*	96.8	98.4		96.3	100.0	98.9	68.9
	2021	*	47.4	59.2	51.7	*	59.3	50.0		40.0	58.8	53.5	32.4
	2022	*	*	88.6	88.9	*	91.7	84.2		93.3	80.8	85.4	48.4
Tests Taken	2019	4	7	75	78	3	31	61		27	60	87	10,243
	2021	2	19	49	58	1	27	40		20	51	71	11,233
	2022	2	4	35	27	2	24	38		15	26	41	10,551

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	2019	*	57.1	77.3	74.4	*	71.0	68.9		70.4	76.7	74.7	45.1
	2021	*	15.8	30.6	24.1	*	29.6	22.5		25.0	25.5	25.4	15.8
	2022	*	*	62.9	59.3	*	62.5	52.6		66.7	50.0	56.1	31.3
Tests Taken	2019	4	7	75	78	3	31	61		27	60	87	10,243
	2021	2	19	49	58	1	27	40		20	51	71	11,233
	2022	2	4	35	27	2	24	38		15	26	41	10,551

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
2019	76.4	80.9	87.8	84.6	89.1
2021	63.4	57.5	60.1	59.5	72.3
2022	67.2	77.4	75.8	76.5	79.3

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2019	100.0	100.0	99.1	99.1	*	97.6	98.7		100.0	98.8	99.2	87.1
	2021	*	95.7	98.9	96.9	*	98.1	95.6		92.7	100.0	97.5	78.3
	2022	*	62.5	94.2	92.4	*	94.6	90.5		94.7	90.0	91.8	81.6
Tests Taken	2019	9	9	107	109	2	42	78		47	80	127	9,591
	2021	4	23	92	96	1	52	68		41	81	122	9,986
	2022	4	8	86	66	3	56	84		38	60	98	9,939

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	2019	0	0	1	1	*	1	1		0	1	1	1,240
	2021	*	1	1	3	*	1	3		3	0	3	2,162
	2022	*	3	5	5	*	3	8		2	6	8	1,824
Tests Taken	2019	9	9	107	109	2	42	78		47	80	127	9,591
	2021	4	23	92	96	1	52	68		41	81	122	9,986
	2022	4	8	86	66	3	56	84		38	60	98	9,939

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2019	100.0	88.9	92.5	93.6	*	85.7	88.5		97.9	90.0	92.9	59.2
	2021	*	60.9	72.8	67.7	*	65.4	61.8		70.7	71.6	71.3	42.8
	2022	*	37.5	70.9	68.2	*	71.4	64.3		81.6	61.7	69.4	53.2
Tests Taken	2019	9	9	107	109	2	42	78		47	80	127	9,591
	2021	4	23	92	96	1	52	68		41	81	122	9,986
	2022	4	8	86	66	3	56	84		38	60	98	9,939

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2019	44.4	11.1	38.3	39.4	*	21.4	23.1		40.4	35.0	37.0	22.3
	2021	*	13.0	32.6	26.0	*	28.8	25.0		39.0	25.9	30.3	14.0
	2022	*	0.0	18.6	12.1	*	23.2	15.5		28.9	13.3	19.4	19.1
Tests Taken	2019	9	9	107	109	2	42	78		47	80	127	9,591
	2021	4	23	92	96	1	52	68		41	81	122	9,986
	2022	4	8	86	66	3	56	84		38	60	98	9,939

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
2019	76.5	72.1	79.7	74.8	81.1
2021	64.1	67.8	72.0	76.7	75.4
2022	65.8	66.9	65.9	57.0	71.9

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	2019												93.8
	2021	*	100.0	97.6	97.7	*	92.3	93.8		100.0	96.9	97.9	84.7
	2022		100.0	92.7	92.5	*	89.4	90.0		96.9	91.2	93.3	87.2
Tests Taken	2019												9,416
	2021	3	8	84	87	1	26	32		32	64	96	8,945
	2022		7	82	80	3	47	60		32	57	89	8,452

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	2019												582
	2021	*	0	2	2	*	2	2		0	2	2	1,373
	2022		0	6	6	*	5	6		1	5	6	1,086
Tests Taken	2019												9,416
	2021	3	8	84	87	1	26	32		32	64	96	8,945
	2022		7	82	80	3	47	60		32	57	89	8,452

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	2019												73.7
	2021	*	75.0	78.6	78.2	*	65.4	68.8		87.5	75.0	79.2	56.7
	2022		57.1	76.8	72.5	*	70.2	66.7		87.5	68.4	75.3	64.5
Tests Taken	2019												9,416
	2021	3	8	84	87	1	26	32		32	64	96	8,945
	2022		7	82	80	3	47	60		32	57	89	8,452

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	2019												41.6
	2021	*	37.5	41.7	41.4	*	23.1	18.8		56.3	35.9	42.7	30.7
	2022		28.6	39.0	36.3	*	27.7	28.3		56.3	28.1	38.2	36.0
Tests Taken	2019												9,416
	2021	3	8	84	87	1	26	32		32	64	96	8,945
	2022		7	82	80	3	47	60		32	57	89	8,452

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
2019				
2021	72.7	81.4	67.4	73.4
2022	68.6	68.9	68.9	71.7

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (56)	Beginning	2	3.6	19	34.5	0	0.0	1	1.8	0	0.0
	Intermediate	5	9.1	18	32.7	8	15.4	7	12.5	21	41.2
	Advanced	24	43.6	18	32.7	23	44.2	23	41.1	23	45.1
	Advanced High	24	43.6	0	0.0	21	40.4	25	44.6	7	13.7
10 (40)	Beginning	2	5.0	15	37.5	1	2.6	1	2.6	0	0.0
	Intermediate	2	5.0	12	30.0	0	0.0	11	28.2	14	36.8
	Advanced	15	37.5	13	32.5	20	52.6	8	20.5	13	34.2
	Advanced High	21	52.5	0	0.0	17	44.7	19	48.7	11	28.9
11 (46)	Beginning	0	0.0	20	45.5	0	0.0	0	0.0	0	0.0
	Intermediate	4	9.1	13	29.5	0	0.0	11	25.0	16	42.1
	Advanced	20	45.5	10	22.7	4	10.0	20	45.5	16	42.1
	Advanced High	20	45.5	1	2.3	36	90.0	13	29.5	6	15.8
12 (17)	Beginning	0	0.0	2	25.0	0	0.0	1	10.0	0	0.0
	Intermediate	1	12.5	0	0.0	0	0.0	2	20.0	2	28.6
	Advanced	1	12.5	4	50.0	2	13.3	2	20.0	0	0.0
	Advanced High	6	75.0	2	25.0	13	86.7	5	50.0	5	71.4
ALL (159)	Beginning	4	2.7	56	38.1	1	0.7	3	2.0	0	0.0
	Intermediate	12	8.2	43	29.3	8	5.5	31	20.8	53	39.6
	Advanced	60	40.8	45	30.6	49	33.8	53	35.6	52	38.8
	Advanced High	71	48.3	3	2.0	87	60.0	62	41.6	29	21.6

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
28 4 (14.3%)	Beginning	0			
	Intermediate	0	9		
	Advanced	0	1	13	
	Advanced High	0	0	3	
29 16 (55.2%)	Beginning	0			
	Intermediate	0	11		
	Advanced	0	6	2	
	Advanced High	0	1	9	
4 1 (25.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	1	
15 4 (26.7%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	4	
76 25 (32.9%)	Beginning	0			
	Intermediate	0	20		
	Advanced	0	7	17	
	Advanced High	0	1	17	

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

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	2019-20		84.4													7,397	467	39.9
		2020-21	100.0	80.0	51	479	45.1	3	*	*	46	479	43.5				7,033	457	35.8
		2021-22	91.2	62.6	62	491	59.7	3	*	*	57	495	63.2	1	*	*	5,440	468	40.4
	Mathematics	2019-20		84.4													7,397	461	21.8
		2020-21	100.0	80.0	51	476	23.5	3	*	*	46	475	23.9				7,033	456	20.4
		2021-22	91.2	62.6	62	478	21.0	3	*	*	57	481	22.8	1	*	*	5,440	461	23.3
ACT	English	2019-20		81.2													7,118	15	28.9
		2020-21	19.6	57.2	10	15	10.0				9	15	11.1				5,025	14	24.2
		2021-22	94.1	77.7	64	16	46.9	2	*	*	60	16	48.3	1	*	*	6,753	14	25.7
	Mathematics	2019-20		81.2													7,118	17	14.3
		2020-21	19.6	57.2	10	18	20.0				9	17	11.1				5,025	17	13.6
		2021-22	94.1	77.7	64	17	7.8	2	*	*	60	17	8.3	1	*	*	6,753	17	13.0
	Reading	2019-20		81.2													7,118	16	18.6
		2020-21	19.6	57.2	10	16	10.0				9	15	11.1				5,025	16	16.1
		2021-22	94.1	77.7	64	18	21.9	2	*	*	60	18	21.7	1	*	*	6,753	16	17.8
	Science	2019-20		81.2													7,118	17	13.9
		2020-21	19.6	57.2	10	17	0.0				9	16	0.0				5,025	17	12.9
		2021-22	94.1	77.7	64	18	15.6	2	*	*	60	18	15.0	1	*	*	6,753	16	13.4
	Composite	2019-20		81.2			-						-				7,118	16	-
		2020-21	19.6	57.2	10	17	-				9	16	-				5,025	16	-
		2021-22	94.1	77.7	64	17	-	2	*	-	60	17	-	1	*	-	6,753	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
9	Reading & Writing	2019	22	435	81.8	3	*	*	18	426	77.8	1	*	*	0			1,840	463	69.2
		2020	3	*	*	1	*	*	2	*	*	0			0			195	393	38.5
		2021	18	430	55.6	0			18	430	55.6	0			0			1,784	466	71.7
	Mathematics	2019	22	450	63.6	3	*	*	18	446	61.1	1	*	*	0			1,840	461	62.2
		2020	3	*	*	1	*	*	2	*	*	0			0			195	407	22.6
		2021	18	433	50.0	0			18	433	50.0	0			0			1,784	460	59.6
10	Reading & Writing	2019	118	459	67.8	8	425	50.0	100	460	68.0	8	466	87.5	1	*	*	8,412	412	36.7
		2020	27	414	48.1	0			25	413	48.0	1	*	*	0			4,794	421	42.6
		2021	95	444	64.2	16	413	43.8	72	445	65.3	4	*	*	0			7,518	414	40.0
	Mathematics	2019	118	448	29.7	8	435	12.5	100	447	29.0	8	468	50.0	1	*	*	8,412	425	19.8
		2020	27	424	18.5	0			25	422	16.0	1	*	*	0			4,794	425	22.5
		2021	95	436	25.3	16	406	0.0	72	439	30.6	4	*	*	0			7,518	428	22.1
11	Reading & Writing	2019	75	462	54.7	5	*	*	65	463	55.4	3	*	*	2	*	*	2,675	480	55.6
		2020	22	449	45.5	1	*	*	21	450	47.6	0			0			1,090	522	68.2
		2021	9	523	88.9	0			7	507	85.7	2	*	*	0			1,621	528	75.3
	Mathematics	2019	75	455	17.3	5	*	*	65	457	18.5	3	*	*	2	*	*	2,675	472	32.0
		2020	22	436	13.6	1	*	*	21	441	14.3	0			0			1,090	510	49.9
		2021	9	464	44.4	0			7	463	42.9	2	*	*	0			1,621	508	50.4

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

180	17,479	1.3	2.1	12	6.7	34.0
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English Language and Composition

3	1,599	*	2.0	*	*	26.2
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Human Geography

80	2,174	1.0	1.7	0	0.0	20.3
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Spanish Language and Culture

6	907	3.3	3.5	5	83.3	78.3
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Studio Art: 2-D Design Portfolio

2	233	*	2.8	*	*	60.5
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World History

89	1,540	1.4	2.1	6	6.7	29.9
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