




Data Packet 2022-23

JUSTIN F. KIMBALL E-TECH AT
MOUNTAIN VIEW 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	97
10	50
11	42
12	56
ALL	245

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	57	23.3		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	184	75.1		
White	0	0.0		
Multiple	4	1.6		
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	185	75.5
Economically disadvantaged	217	88.6
Limited English proficient (LEP)	121	49.4
Special education	10	4.1
Talented and Gifted (TAG)	52	21.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	87	23	26.4	0	0.0	1	1.1	62	71.3	0	0.0	1	1.1
	2021	80	27	33.8	0	0.0	0	0.0	52	65.0	1	1.3	0	0.0
	2022	97	32	33.0	0	0.0	0	0.0	62	63.9	0	0.0	3	3.1
10	2020	93	23	24.7	0	0.0	0	0.0	70	75.3	0	0.0	0	0.0
	2021	80	20	25.0	0	0.0	1	1.3	58	72.5	0	0.0	1	1.3
	2022	50	9	18.0	0	0.0	0	0.0	41	82.0	0	0.0	0	0.0
11	2020	88	19	21.6	0	0.0	0	0.0	69	78.4	0	0.0	0	0.0
	2021	82	18	22.0	0	0.0	0	0.0	64	78.0	0	0.0	0	0.0
	2022	42	8	19.0	0	0.0	0	0.0	33	78.6	0	0.0	1	2.4
12	2020													
	2021	80	16	20.0	0	0.0	0	0.0	64	80.0	0	0.0	0	0.0
	2022	56	8	14.3	0	0.0	0	0.0	48	85.7	0	0.0	0	0.0
9-12	2020	268	65	24.3	0	0.0	1	0.4	201	75.0	0	0.0	1	0.4
	2021	322	81	25.2	0	0.0	1	0.3	238	73.9	1	0.3	1	0.3
	2022	245	57	23.3	0	0.0	0	0.0	184	75.1	0	0.0	4	1.6

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	87	82	94.3	37	42.5	4	4.6	51	58.6	12	13.8	7	8.0	50.6	49.4	2.3
	2021	80	76	95.0	36	45.0	2	2.5	63	78.8	15	18.8	9	11.3	37.5	62.5	0.0
	2022	97	84	86.6	42	43.3	4	4.1	79	81.4	21	21.6	9	9.3	53.6	46.4	9.3
10	2020	93	87	93.5	43	46.2	4	4.3	57	61.3	12	12.9	1	1.1	54.8	45.2	1.1
	2021	80	76	95.0	34	42.5	4	5.0	57	71.3	13	16.3	0	0.0	50.0	50.0	0.0
	2022	50	46	92.0	30	60.0	1	2.0	40	80.0	15	30.0	0	0.0	42.0	58.0	14.0
11	2020	88	80	90.9	31	35.2	1	1.1	53	60.2	16	18.2	0	0.0	62.5	37.5	0.0
	2021	82	76	92.7	38	46.3	3	3.7	50	61.0	11	13.4	0	0.0	51.2	48.8	0.0
	2022	42	37	88.1	19	45.2	2	4.8	31	73.8	7	16.7	0	0.0	42.9	57.1	0.0
12	2020																
	2021	80	72	90.0	26	32.5	1	1.3	37	46.3	15	18.8	1	1.3	63.8	36.3	0.0
	2022	56	50	89.3	30	53.6	3	5.4	35	62.5	9	16.1	0	0.0	57.1	42.9	0.0
9-12	2020	268	249	92.9	111	41.4	9	3.4	161	60.1	40	14.9	8	3.0	56.0	44.0	1.1
	2021	322	300	93.2	134	41.6	10	3.1	207	64.3	54	16.8	10	3.1	50.6	49.4	0.0
	2022	245	217	88.6	121	49.4	10	4.1	185	75.5	52	21.2	9	3.7	50.2	49.8	6.5

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	87	13,875	83	95.6	12,839	92.5	0	0.0	9.0	82	10,020	94.0	72.2
	2021	81	13,245	72	88.2	12,348	93.2	0	0.0	4.2	53	8,679	65.2	65.5
	2022	100	12,879	88	88.3	11,301	87.7	1	1.0	18.1	73	9,837	73.2	76.4
10	2020	94	12,465	89	94.7	11,629	93.3	0	0.0	5.4	89	8,835	94.4	70.9
	2021	80	12,994	71	88.8	12,138	93.4	0	0.0	3.0	52	8,671	64.6	66.7
	2022	50	9,985	45	90.6	8,831	88.4	0	0.0	14.4	40	7,793	80.1	78.0
11	2020	91	10,440	88	96.2	9,830	94.2	0	0.0	4.1	88	7,647	96.6	73.2
	2021	83	11,173	77	93.6	10,467	93.7	1	1.2	2.5	62	7,138	75.1	63.9
	2022	44	8,677	41	94.4	7,777	89.6	0	0.0	11.4	40	6,953	91.8	80.1
12	2020		10,322			9,699	94.0			3.4		7,820		75.8
	2021	79	10,428	77	97.2	9,883	94.8	0	0.0	2.2	66	7,101	83.5	68.1
	2022	56	8,938	53	94.8	8,092	90.5	0	0.0	9.3	49	7,044	87.5	78.8
9-12	2020	273	47,101	260	95.5	43,997	93.4	0	0.0	5.8	260	34,322	95.4	72.9
	2021	323	47,841	297	91.9	44,835	93.7	1	0.3	3.1	233	31,589	72.1	66.0
	2022	249	40,480	227	91.3	36,002	88.9	1	0.4	13.8	202	31,627	81.1	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	80.5	76.1	25.0	80.9	74.0		71.9	90.0	79.8	65.6
	2021		40.9	76.1	63.1	*	73.5	57.1		57.7	67.4	63.8	58.9
	2022		60.7	78.2	68.0	*	74.4	65.2		85.7	51.4	70.9	59.8
Tests Taken	2019		36	77	88	8	47	77		64	50	114	10,554
	2021		22	46	65	3	34	56		26	43	69	9,858
	2022		28	55	75	3	39	69		49	37	86	11,270
ENGLISH II	2019		96.6	89.3	88.5	*	84.2	84.2		90.6	91.8	91.2	69.3
	2021		56.3	70.2	65.6	*	58.6	60.9		65.6	69.7	67.7	63.2
	2022		69.2	80.0	78.0	*	74.2	71.4		73.7	79.4	77.4	67.2
Tests Taken	2019		29	84	87	2	38	57		64	49	113	9,584
	2021		16	47	61	4	29	46		32	33	65	9,709
	2022		13	40	50	1	31	42		19	34	53	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		8	15	21	6	9	20		18	5	23	3,633
	2021		13	11	24	*	9	24		11	14	25	4,055
	2022		11	12	24	*	10	24		7	18	25	4,534
Tests Taken	2019		36	77	88	8	47	77		64	50	114	10,554
	2021		22	46	65	3	34	56		26	43	69	9,858
	2022		28	55	75	3	39	69		49	37	86	11,270
ENGLISH II	2019		1	9	10	*	6	9		6	4	10	2,941
	2021		7	14	21	*	12	18		11	10	21	3,575
	2022		4	8	11	*	8	12		5	7	12	3,079
Tests Taken	2019		29	84	87	2	38	57		64	49	113	9,584
	2021		16	47	61	4	29	46		32	33	65	9,709
	2022		13	40	50	1	31	42		19	34	53	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		63.9	61.0	60.2	12.5	55.3	49.4		56.3	70.0	62.3	51.0
	2021		22.7	52.2	40.0	*	47.1	30.4		38.5	44.2	42.0	40.8
	2022		32.1	61.8	46.7	*	59.0	44.9		59.2	37.8	50.0	44.3
Tests Taken	2019		36	77	88	8	47	77		64	50	114	10,554
	2021		22	46	65	3	34	56		26	43	69	9,858
	2022		28	55	75	3	39	69		49	37	86	11,270
ENGLISH II	2019		72.4	70.2	67.8	*	57.9	56.1		70.3	71.4	70.8	51.5
	2021		37.5	57.4	50.8	*	48.3	45.7		50.0	54.5	52.3	47.3
	2022		46.2	67.5	62.0	*	58.1	52.4		57.9	64.7	62.3	53.2
Tests Taken	2019		29	84	87	2	38	57		64	49	113	9,584
	2021		16	47	61	4	29	46		32	33	65	9,709
	2022		13	40	50	1	31	42		19	34	53	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		0.0	2.6	2.3	0.0	2.1	1.3		0.0	4.0	1.8	10.1
	2021		0.0	6.5	4.6	*	5.9	3.6		0.0	7.0	4.3	6.3
	2022		3.6	3.6	1.3	*	0.0	0.0		4.1	2.7	3.5	7.9
Tests Taken	2019		36	77	88	8	47	77		64	50	114	10,554
	2021		22	46	65	3	34	56		26	43	69	9,858
	2022		28	55	75	3	39	69		49	37	86	11,270
ENGLISH II	2019		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	6.0
	2021		0.0	2.1	1.6	*	0.0	0.0		3.1	0.0	1.5	6.0
	2022		0.0	2.5	2.0	*	3.2	2.4		0.0	2.9	1.9	6.4
Tests Taken	2019		29	84	87	2	38	57		64	49	113	9,584
	2021		16	47	61	4	29	46		32	33	65	9,709
	2022		13	40	50	1	31	42		19	34	53	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	61.7	69.8	75.9	4.2	71.2	70.1
2021	58.0	59.8	56.4	4.0	63.8	71.8
2022	73.7	59.7	53.5	4.9	75.1	70.5

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition ¹	5. Revision (Writing)	6. Editing (Writing)
2019	68.4	73.1	84.6	4.6	77.1	79.5
2021	66.3	62.4	61.7	4.2	71.3	67.9
2022	69.3	67.2	60.2	4.8	74.6	78.4

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

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2019		94.1	92.4	92.3	75.0	95.1	90.0		91.4	95.3	93.1	88.9
	2021		45.5	57.6	51.9	*	52.4	42.5		61.1	48.6	52.7	69.4
	2022		73.7	87.1	81.3	*	91.3	80.0		82.6	82.8	82.7	75.6
Tests Taken	2019		34	66	78	8	41	70		58	43	101	10,243
	2021		22	33	52	2	21	40		18	37	55	11,233
	2022		19	31	48	3	23	45		23	29	52	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		2	5	6	2	2	7		5	2	7	1,134
	2021		12	14	25	*	10	23		7	19	26	3,441
	2022		5	4	9	*	2	9		4	5	9	2,571
Tests Taken	2019		34	66	78	8	41	70		58	43	101	10,243
	2021		22	33	52	2	21	40		18	37	55	11,233
	2022		19	31	48	3	23	45		23	29	52	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		64.7	72.7	70.5	12.5	75.6	61.4		62.1	81.4	70.3	68.9
	2021		13.6	21.2	17.3	*	9.5	7.5		27.8	13.5	18.2	32.4
	2022		31.6	64.5	50.0	*	78.3	53.3		52.2	51.7	51.9	48.4
Tests Taken	2019		34	66	78	8	41	70		58	43	101	10,243
	2021		22	33	52	2	21	40		18	37	55	11,233
	2022		19	31	48	3	23	45		23	29	52	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		26.5	43.9	38.5	12.5	43.9	31.4		31.0	46.5	37.6	45.1
	2021		0.0	12.1	5.8	*	4.8	5.0		11.1	5.4	7.3	15.8
	2022		10.5	41.9	29.2	*	52.2	31.1		26.1	34.5	30.8	31.3
Tests Taken	2019		34	66	78	8	41	70		58	43	101	10,243
	2021		22	33	52	2	21	40		18	37	55	11,233
	2022		19	31	48	3	23	45		23	29	52	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	61.6	66.3	70.4	66.1	75.6
2021	42.6	42.7	40.6	45.8	44.5
2022	59.6	60.4	60.2	63.8	62.2

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		94.4	97.4	95.4	75.0	100.0	94.7		95.2	98.0	96.5	87.1
	2021		68.4	76.6	74.2	*	75.8	66.0		72.7	75.0	74.2	78.3
	2022		92.9	94.5	92.0	*	94.7	91.2		97.9	86.8	93.0	81.6
Tests Taken	2019		36	76	87	8	46	76		63	50	113	9,591
	2021		19	47	62	2	33	50		22	44	66	9,986
	2022		28	55	75	4	38	68		48	38	86	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		2	2	4	2	0	4		3	1	4	1,240
	2021		6	11	16	*	8	17		6	11	17	2,162
	2022		2	3	6	*	2	6		1	5	6	1,824
Tests Taken	2019		36	76	87	8	46	76		63	50	113	9,591
	2021		19	47	62	2	33	50		22	44	66	9,986
	2022		28	55	75	4	38	68		48	38	86	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		50.0	60.5	54.0	25.0	60.9	47.4		57.1	56.0	56.6	59.2
	2021		31.6	55.3	46.8	*	51.5	36.0		54.5	45.5	48.5	42.8
	2022		50.0	69.1	58.7	*	65.8	54.4		77.1	42.1	61.6	53.2
Tests Taken	2019		36	76	87	8	46	76		63	50	113	9,591
	2021		19	47	62	2	33	50		22	44	66	9,986
	2022		28	55	75	4	38	68		48	38	86	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		0.0	14.5	9.2	0.0	15.2	9.2		7.9	12.0	9.7	22.3
	2021		0.0	21.3	12.9	*	15.2	12.0		13.6	15.9	15.2	14.0
	2022		10.7	18.2	12.0	*	18.4	10.3		22.9	7.9	16.3	19.1
Tests Taken	2019		36	76	87	8	46	76		63	50	113	9,591
	2021		19	47	62	2	33	50		22	44	66	9,986
	2022		28	55	75	4	38	68		48	38	86	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	52.8	53.5	73.3	58.9	68.2
2021	52.3	50.9	60.9	62.1	63.3
2022	63.1	63.0	63.1	53.7	74.2

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2022 Level	N	%	N	%	N	%	N	%	N	%
9 (41)	Beginning	3	7.3	23	56.1	2	4.9	3	7.3	2	4.9
	Intermediate	10	24.4	10	24.4	3	7.3	11	26.8	23	56.1
	Advanced	14	34.1	8	19.5	16	39.0	12	29.3	10	24.4
	Advanced High	14	34.1	0	0.0	20	48.8	15	36.6	6	14.6
10 (30)	Beginning	1	3.3	15	50.0	0	0.0	1	3.3	1	4.0
	Intermediate	6	20.0	5	16.7	1	4.0	5	16.7	12	48.0
	Advanced	11	36.7	10	33.3	9	36.0	11	36.7	7	28.0
	Advanced High	12	40.0	0	0.0	15	60.0	13	43.3	5	20.0
11 (19)	Beginning	0	0.0	16	84.2	0	0.0	0	0.0	0	0.0
	Intermediate	1	5.3	2	10.5	0	0.0	2	10.5	11	84.6
	Advanced	13	68.4	0	0.0	5	38.5	9	47.4	2	15.4
	Advanced High	5	26.3	1	5.3	8	61.5	8	42.1	0	0.0
12 (24)	Beginning	2	8.3	6	25.0	1	5.6	1	4.2	1	5.6
	Intermediate	7	29.2	11	45.8	0	0.0	5	20.8	7	38.9
	Advanced	9	37.5	7	29.2	2	11.1	12	50.0	7	38.9
	Advanced High	6	25.0	0	0.0	15	83.3	6	25.0	3	16.7
ALL (114)	Beginning	6	5.3	60	52.6	3	3.1	5	4.4	4	4.1
	Intermediate	24	21.1	28	24.6	4	4.1	23	20.2	53	54.6
	Advanced	47	41.2	25	21.9	32	33.0	44	38.6	26	26.8
	Advanced High	37	32.5	1	0.9	58	59.8	42	36.8	14	14.4

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years N (%) Progressed	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
24 5 (20.8%)	Beginning	1			
	Intermediate	0	13		
	Advanced	0	1	5	
	Advanced High	0	1	3	
19 4 (21.1%)	Beginning	1			
	Intermediate	0	9		
	Advanced	0	1	2	
	Advanced High	0	1	2	
11 1 (9.1%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	1	1	
	Advanced High	0	0	0	
23 6 (26.1%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	3	2	
	Advanced High	0	0	3	
77 16 (20.8%)	Beginning	2			
	Intermediate	0	33		
	Advanced	0	6	10	
	Advanced High	0	2	8	

 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	1	*	*					1	*	*				7,397	467	39.9
		2020-21	85.0	80.0	68	451	33.8	15	429	26.7	53	457	35.8				7,033	457	35.8	
		2021-22	51.8	62.6	29	458	31.0	6	448	33.3	23	460	30.4				5,440	468	40.4	
	Mathematics	2019-20		84.4	1	*	*					1	*	*				7,397	461	21.8
		2020-21	85.0	80.0	68	448	5.9	15	415	6.7	53	458	5.7				7,033	456	20.4	
		2021-22	51.8	62.6	29	431	10.3	6	417	0.0	23	435	13.0				5,440	461	23.3	
ACT	English	2019-20		81.2													7,118	15	28.9	
		2020-21	70.0	57.2	56	15	28.6	9	13	0.0	47	15	34.0				5,025	14	24.2	
		2021-22	91.1	77.7	51	14	15.7	6	15	0.0	45	13	17.8				6,753	14	25.7	
	Mathematics	2019-20		81.2													7,118	17	14.3	
		2020-21	70.0	57.2	56	16	5.4	9	16	0.0	47	17	6.4				5,025	17	13.6	
		2021-22	91.1	77.7	51	16	5.9	6	16	0.0	45	16	6.7				6,753	17	13.0	
	Reading	2019-20		81.2													7,118	16	18.6	
		2020-21	70.0	57.2	56	15	5.4	9	15	0.0	47	15	6.4				5,025	16	16.1	
		2021-22	91.1	77.7	51	15	7.8	6	16	16.7	45	14	6.7				6,753	16	17.8	
	Science	2019-20		81.2													7,118	17	13.9	
		2020-21	70.0	57.2	56	16	3.6	9	17	0.0	47	16	4.3				5,025	17	12.9	
		2021-22	91.1	77.7	51	16	2.0	6	16	0.0	45	16	2.2				6,753	16	13.4	
	Composite	2019-20		81.2			-										7,118	16	-	
		2020-21	70.0	57.2	56	16	-	9	15	-	47	16	-				5,025	16	-	
		2021-22	91.1	77.7	51	15	-	6	16	-	45	15	-				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	4	*	*	0			4	*	*	0			0			1,840	463	69.2
		2020	1	*	*	0			1	*	*	0			0			195	393	38.5
		2021	6	338	0.0	4	*	*	2	*	*	0			0			1,784	466	71.7
	Mathematics	2019	4	*	*	0			4	*	*	0			0			1,840	461	62.2
		2020	1	*	*	0			1	*	*	0			0			195	407	22.6
		2021	6	355	0.0	4	*	*	2	*	*	0			0			1,784	460	59.6
10	Reading & Writing	2019	88	403	36.4	23	378	39.1	65	412	35.4	0			0			8,412	412	36.7
		2020	27	411	44.4	9	364	22.2	17	425	52.9	0			1	*	*	4,794	421	42.6
		2021	36	404	41.7	7	410	42.9	29	403	41.4	0			0			7,518	414	40.0
	Mathematics	2019	88	419	14.8	23	392	4.3	65	429	18.5	0			0			8,412	425	19.8
		2020	27	419	18.5	9	404	11.1	17	419	17.6	0			1	*	*	4,794	425	22.5
		2021	36	401	11.1	7	410	0.0	29	399	13.8	0			0			7,518	428	22.1

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

106	17,479	1.3	2.1	3	2.8	34.0
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English Language and Composition

3	1,599	*	2.0	*	*	26.2
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English Literature and Composition

24	1,659	1.6	2.3	1	4.2	41.0
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Environmental Science

3	967	*	1.9	*	*	25.4
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Microeconomics

14	131	1.0	1.4	0	0.0	12.2
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United States Government and Politics

7	1,100	1.0	1.9	0	0.0	25.2
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World History

55	1,540	1.2	2.1	2	3.6	29.9
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