



Data Packet 2022-23



NORTH DALLAS P-TECH AT
BROOKHAVEN COLLEGE



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

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

July 28, 2022

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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	111
10	81
11	79
12	70
ALL	341

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	30	8.8		
American Indian/Alaska Native	1	0.3		
Asian/Hawaiian/Pacific Islander	6	1.8		
Hispanic	294	86.2		
White	7	2.1		
Multiple	2	0.6		
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	211	61.9
Economically disadvantaged	278	81.5
Limited English proficient (LEP)	142	41.6
Special education	13	3.8
Talented and Gifted (TAG)	114	33.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	115	10	8.7	0	0.0	2	1.7	99	86.1	3	2.6	1	0.9
	2021	105	11	10.5	0	0.0	2	1.9	88	83.8	3	2.9	1	1.0
	2022	111	15	13.5	0	0.0	1	0.9	93	83.8	0	0.0	1	0.9
10	2020	85	10	11.8	2	2.4	1	1.2	69	81.2	1	1.2	2	2.4
	2021	102	10	9.8	0	0.0	2	2.0	87	85.3	3	2.9	0	0.0
	2022	81	6	7.4	0	0.0	2	2.5	70	86.4	3	3.7	0	0.0
11	2020	60	7	11.7	0	0.0	1	1.7	50	83.3	0	0.0	2	3.3
	2021	79	7	8.9	2	2.5	1	1.3	66	83.5	2	2.5	1	1.3
	2022	79	4	5.1	0	0.0	2	2.5	70	88.6	3	3.8	0	0.0
12	2020													
	2021	34	4	11.8	0	0.0	1	2.9	27	79.4	1	2.9	1	2.9
	2022	70	5	7.1	1	1.4	1	1.4	61	87.1	1	1.4	1	1.4
9-12	2020	260	27	10.4	2	0.8	4	1.5	218	83.8	4	1.5	5	1.9
	2021	320	32	10.0	2	0.6	6	1.9	268	83.8	9	2.8	3	0.9
	2022	341	30	8.8	1	0.3	6	1.8	294	86.2	7	2.1	2	0.6

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	115	95	82.6	47	40.9	3	2.6	67	58.3	30	26.1	6	5.2	53.0	47.0	0.9
	2021	105	87	82.9	45	42.9	6	5.7	65	61.9	27	25.7	3	2.9	47.6	52.4	1.0
	2022	111	94	84.7	53	47.7	2	1.8	79	71.2	46	41.4	7	6.3	56.8	43.2	9.0
10	2020	85	78	91.8	31	36.5	6	7.1	53	62.4	27	31.8	0	0.0	47.1	52.9	0.0
	2021	102	82	80.4	40	39.2	3	2.9	54	52.9	29	28.4	0	0.0	52.9	47.1	0.0
	2022	81	68	84.0	31	38.3	4	4.9	46	56.8	24	29.6	0	0.0	49.4	50.6	3.7
11	2020	60	54	90.0	21	35.0	2	3.3	37	61.7	9	15.0	0	0.0	40.0	60.0	0.0
	2021	79	61	77.2	28	35.4	6	7.6	42	53.2	27	34.2	0	0.0	46.8	53.2	0.0
	2022	79	60	75.9	32	40.5	2	2.5	43	54.4	21	26.6	0	0.0	58.2	41.8	0.0
12	2020																
	2021	34	26	76.5	7	20.6	1	2.9	10	29.4	5	14.7	0	0.0	32.4	67.6	0.0
	2022	70	56	80.0	26	37.1	5	7.1	43	61.4	23	32.9	0	0.0	47.1	52.9	0.0
9-12	2020	260	227	87.3	99	38.1	11	4.2	157	60.4	66	25.4	6	2.3	48.1	51.9	0.4
	2021	320	256	80.0	120	37.5	16	5.0	171	53.4	88	27.5	3	0.9	47.5	52.5	0.3
	2022	341	278	81.5	142	41.6	13	3.8	211	61.9	114	33.4	7	2.1	53.4	46.6	3.8

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	116	13,875	111	95.7	12,839	92.5	0	0.0	9.0	115	10,020	98.8	72.2
	2021	106	13,245	99	92.8	12,348	93.2	0	0.0	4.2	79	8,679	74.3	65.5
	2022	113	12,879	106	93.2	11,301	87.7	0	0.0	18.1	97	9,837	85.7	76.4
10	2020	85	12,465	81	95.5	11,629	93.3	0	0.0	5.4	84	8,835	98.8	70.9
	2021	102	12,994	98	96.4	12,138	93.4	0	0.0	3.0	92	8,671	90.3	66.7
	2022	86	9,985	80	93.7	8,831	88.4	0	0.0	14.4	77	7,793	90.0	78.0
11	2020	61	10,440	59	97.6	9,830	94.2	0	0.0	4.1	60	7,647	98.7	73.2
	2021	82	11,173	77	95.0	10,467	93.7	0	0.0	2.5	66	7,138	81.0	63.9
	2022	82	8,677	76	93.8	7,777	89.6	0	0.0	11.4	74	6,953	90.8	80.1
12	2020		10,322			9,699	94.0			3.4		7,820		75.8
	2021	34	10,428	33	97.3	9,883	94.8	0	0.0	2.2	29	7,101	85.3	68.1
	2022	71	8,938	69	97.1	8,092	90.5	0	0.0	9.3	67	7,044	94.8	78.8
9-12	2020	262	47,101	252	96.1	43,997	93.4	0	0.0	5.8	259	34,322	98.8	72.9
	2021	324	47,841	307	95.0	44,835	93.7	0	0.0	3.1	266	31,589	82.2	66.0
	2022	351	40,480	331	94.3	36,002	88.9	0	0.0	13.8	315	31,627	89.8	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	*	62.5	72.4	67.1	66.7	60.5	60.9		72.1	69.6	70.7	65.6
	2021	*	72.7	68.2	70.5	14.3	57.4	56.7		65.3	75.0	70.5	58.9
	2022		66.7	82.1	76.5	*	70.2	71.8		82.5	75.6	79.4	59.8
Tests Taken	2019	2	16	76	85	6	38	69		43	56	99	10,554
	2021	3	11	88	88	7	47	67		49	56	105	9,858
	2022		15	84	85	2	47	71		57	45	102	11,270
ENGLISH II	2019	*	88.9	78.6	81.8	*	70.6	68.6		78.4	83.0	81.0	69.3
	2021	*	77.8	89.0	86.6	*	82.9	76.4		84.2	91.7	87.6	63.2
	2022	*	83.3	76.3	76.0	*	60.0	66.0		73.8	82.2	78.2	67.2
Tests Taken	2019	1	9	70	77	2	34	51		37	47	84	9,584
	2021	3	9	91	82	3	41	55		57	48	105	9,709
	2022	3	6	76	75	4	35	53		42	45	87	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	*	6	21	28	2	15	27		12	17	29	3,633
	2021	*	3	28	26	6	20	29		17	14	31	4,055
	2022		5	15	20	*	14	20		10	11	21	4,534
Tests Taken	2019	2	16	76	85	6	38	69		43	56	99	10,554
	2021	3	11	88	88	7	47	67		49	56	105	9,858
	2022		15	84	85	2	47	71		57	45	102	11,270
ENGLISH II	2019	*	1	15	14	*	10	16		8	8	16	2,941
	2021	*	2	10	11	*	7	13		9	4	13	3,575
	2022	*	1	18	18	*	14	18		11	8	19	3,079
Tests Taken	2019	1	9	70	77	2	34	51		37	47	84	9,584
	2021	3	9	91	82	3	41	55		57	48	105	9,709
	2022	3	6	76	75	4	35	53		42	45	87	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	*	43.8	52.6	49.4	50.0	44.7	39.1		55.8	48.2	51.5	51.0
	2021	*	63.6	52.3	55.7	14.3	42.6	40.3		49.0	62.5	56.2	40.8
	2022		40.0	63.1	57.6	*	51.1	47.9		57.9	62.2	59.8	44.3
Tests Taken	2019	2	16	76	85	6	38	69		43	56	99	10,554
	2021	3	11	88	88	7	47	67		49	56	105	9,858
	2022		15	84	85	2	47	71		57	45	102	11,270
ENGLISH II	2019	*	66.7	58.6	59.7	*	50.0	45.1		59.5	61.7	60.7	51.5
	2021	*	77.8	68.1	65.9	*	56.1	50.9		68.4	70.8	69.5	47.3
	2022	*	83.3	69.7	69.3	*	57.1	56.6		66.7	77.8	72.4	53.2
Tests Taken	2019	1	9	70	77	2	34	51		37	47	84	9,584
	2021	3	9	91	82	3	41	55		57	48	105	9,709
	2022	3	6	76	75	4	35	53		42	45	87	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	3.9	3.5	0.0	0.0	0.0		0.0	7.1	4.0	10.1
	2021	*	0.0	2.3	2.3	0.0	2.1	1.5		4.1	1.8	2.9	6.3
	2022		0.0	8.3	7.1	*	6.4	4.2		10.5	4.4	7.8	7.9
Tests Taken	2019	2	16	76	85	6	38	69		43	56	99	10,554
	2021	3	11	88	88	7	47	67		49	56	105	9,858
	2022		15	84	85	2	47	71		57	45	102	11,270
ENGLISH II	2019	*	0.0	1.4	1.3	*	2.9	2.0		0.0	2.1	1.2	6.0
	2021	*	0.0	2.2	1.2	*	0.0	1.8		0.0	4.2	1.9	6.0
	2022	*	0.0	2.6	2.7	*	2.9	1.9		4.8	4.4	4.6	6.4
Tests Taken	2019	1	9	70	77	2	34	51		37	47	84	9,584
	2021	3	9	91	82	3	41	55		57	48	105	9,709
	2022	3	6	76	75	4	35	53		42	45	87	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	64.5	68.0	74.0	4.1	68.2	68.4
2021	66.1	67.2	66.0	3.9	69.9	70.9
2022	79.8	63.9	61.9	4.8	78.8	74.8

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	65.2	73.5	81.2	4.5	72.8	72.5
2021	76.1	76.2	72.7	4.5	78.9	73.1
2022	73.6	69.8	63.0	4.8	77.5	80.8

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	*	92.9	91.2	92.3	*	90.9	90.2		93.8	90.9	92.1	88.9
	2021	*	88.9	81.8	83.8	42.9	75.0	78.6		79.4	86.0	83.1	69.4
	2022		63.6	91.7	87.8	*	86.4	82.1		82.1	85.0	83.3	75.6
Tests Taken	2019	1	14	57	65	5	33	61		32	44	76	10,243
	2021	1	9	66	68	7	36	56		34	43	77	11,233
	2022		11	36	41	1	22	39		28	20	48	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	*	1	5	5	*	3	6		2	4	6	1,134
	2021	*	1	12	11	4	9	12		7	6	13	3,441
	2022		4	3	5	*	3	7		5	3	8	2,571
Tests Taken	2019	1	14	57	65	5	33	61		32	44	76	10,243
	2021	1	9	66	68	7	36	56		34	43	77	11,233
	2022		11	36	41	1	22	39		28	20	48	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	*	21.4	63.2	58.5	*	54.5	50.8		68.8	47.7	56.6	68.9
	2021	*	44.4	50.0	50.0	28.6	44.4	46.4		50.0	48.8	49.4	32.4
	2022		27.3	61.1	53.7	*	59.1	46.2		57.1	45	52.1	48.4
Tests Taken	2019	1	14	57	65	5	33	61		32	44	76	10,243
	2021	1	9	66	68	7	36	56		34	43	77	11,233
	2022		11	36	41	1	22	39		28	20	48	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	*	14.3	29.8	27.7	*	27.3	21.3		21.9	31.8	27.6	45.1
	2021	*	33.3	18.2	20.6	14.3	16.7	16.1		20.6	18.6	19.5	15.8
	2022		9.1	33.3	29.3	*	27.3	20.5		32.1	20.0	27.1	31.3
Tests Taken	2019	1	14	57	65	5	33	61		32	44	76	10,243
	2021	1	9	66	68	7	36	56		34	43	77	11,233
	2022		11	36	41	1	22	39		28	20	48	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	63.5	58.6	66.5	58.3	68.6
2021	57.4	54.8	57.1	54.5	64.9
2022	60.2	58.9	60.3	64.8	63.5

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	*	87.5	84.6	86.2	100.0	78.9	80.0		88.4	84.5	86.1	87.1
	2021	*	100.0	91.1	94.4	75.0	88.9	89.1		94.1	91.1	92.5	78.3
	2022		93.3	97.6	96.4	*	95.7	97.1		98.2	95.5	97.0	81.6
Tests Taken	2019	2	16	78	87	6	38	70		43	58	101	9,591
	2021	3	11	90	89	8	45	64		51	56	107	9,986
	2022		15	83	84	2	47	70		57	44	101	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	12	12	0	8	14		5	9	14	1,240
	2021	*	0	8	5	2	5	7		3	5	8	2,162
	2022		1	2	3	*	2	2		1	2	3	1,824
Tests Taken	2019	2	16	78	87	6	38	70		43	58	101	9,591
	2021	3	11	90	89	8	45	64		51	56	107	9,986
	2022		15	83	84	2	47	70		57	44	101	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	50.0	49.4	66.7	42.1	37.1		55.8	48.3	51.5	59.2
	2021	*	63.6	53.3	53.9	12.5	44.4	39.1		60.8	53.6	57.0	42.8
	2022		60.0	74.7	70.2	*	66.0	62.9		77.2	65.9	72.3	53.2
Tests Taken	2019	2	16	78	87	6	38	70		43	58	101	9,591
	2021	3	11	90	89	8	45	64		51	56	107	9,986
	2022		15	83	84	2	47	70		57	44	101	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	*	6.3	19.2	16.1	16.7	13.2	8.6		20.9	15.5	17.8	22.3
	2021	*	36.4	12.2	12.4	12.5	8.9	6.3		23.5	12.5	17.8	14.0
	2022		0.0	28.9	22.6	*	25.5	18.6		31.6	18.2	25.7	19.1
Tests Taken	2019	2	16	78	87	6	38	70		43	58	101	9,591
	2021	3	11	90	89	8	45	64		51	56	107	9,986
	2022		15	83	84	2	47	70		57	44	101	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	59.6	50.2	66.2	58.4	68.4
2021	58.8	57.6	66.5	69.2	69.4
2022	67.2	71.2	67.3	55.4	82.7

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	93.9	96.8	100.0	85.7	90.2		94.9	95.1	95.0	84.7
	2022	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.2
Tests Taken	2019												9,416
	2021	2	8	66	62	6	28	41		39	41	80	8,945
	2022	4	3	71	60	2	33	46		47	33	80	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	4	2	0	4	4		2	2	4	1,373
	2022	*	*	0	0	*	0	0		0	0	0	1,086
Tests Taken	2019												9,416
	2021	2	8	66	62	6	28	41		39	41	80	8,945
	2022	4	3	71	60	2	33	46		47	33	80	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	*	62.5	63.6	64.5	66.7	39.3	46.3		74.4	53.7	63.7	56.7
	2022	*	*	87.3	85.0	*	75.8	78.3		93.6	78.8	87.5	64.5
Tests Taken	2019												9,416
	2021	2	8	66	62	6	28	41		39	41	80	8,945
	2022	4	3	71	60	2	33	46		47	33	80	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	31.8	33.9	33.3	10.7	19.5		43.6	24.4	33.8	30.7
	2022	*	*	52.1	50.0	*	30.3	37.0		55.3	51.5	53.8	36.0
Tests Taken	2019												9,416
	2021	2	8	66	62	6	28	41		39	41	80	8,945
	2022	4	3	71	60	2	33	46		47	33	80	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	65.5	73.8	63.6	66.9
2022	74.5	76.6	72.4	80.5

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2022 Level	N	%	N	%	N	%	N	%	N	%
9 (44)	Beginning	0	0.0	14	42.4	0	0.0	1	3.2	0	0.0
	Intermediate	4	12.1	8	24.2	16	45.7	10	32.3	9	37.5
	Advanced	17	51.5	9	27.3	12	34.3	12	38.7	13	54.2
	Advanced High	12	36.4	2	6.1	7	20.0	8	25.8	2	8.3
10 (19)	Beginning	0	0.0	1	7.1	0	0.0	0	0.0	0	0.0
	Intermediate	1	7.1	2	14.3	2	14.3	6	46.2	1	11.1
	Advanced	10	71.4	9	64.3	6	42.9	3	23.1	5	55.6
	Advanced High	3	21.4	2	14.3	6	42.9	4	30.8	3	33.3
11 (31)	Beginning	1	6.7	8	53.3	0	0.0	1	4.0	0	0.0
	Intermediate	2	13.3	2	13.3	1	4.3	15	60.0	6	50.0
	Advanced	9	60.0	4	26.7	13	56.5	7	28.0	5	41.7
	Advanced High	3	20.0	1	6.7	9	39.1	2	8.0	1	8.3
12 (11)	Beginning	0	0.0	2	50.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	50.0	1	25.0	3	27.3	2	50.0	2	50.0
	Advanced	2	50.0	1	25.0	6	54.5	2	50.0	2	50.0
	Advanced High	0	0.0	0	0.0	2	18.2	0	0.0	0	0.0
ALL (105)	Beginning	1	1.5	25	37.9	0	0.0	2	2.7	0	0.0
	Intermediate	9	13.6	13	19.7	22	26.5	33	45.2	18	36.7
	Advanced	38	57.6	23	34.8	37	44.6	24	32.9	25	51.0
	Advanced High	18	27.3	5	7.6	24	28.9	14	19.2	6	12.2

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years		2021 Level			
N (%) Progressed	2022 Level	Beg	Int	Adv	Adv High
28 3 (10.7%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	2	8	
	Advanced High	0	0	1	
10 2 (20.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	2	
1 0 (0.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	0	
0 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
39 5 (12.8%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	2	10	
	Advanced High	0	0	3	

 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	94.1	80.0	32	463	37.5	4	*	*	25	461	40.0	1	*	*	7,033	457	35.8
		2021-22	88.6	62.6	62	453	37.1	5	*	*	54	450	37.0	1	*	*	5,440	468	40.4
	Mathematics	2019-20		84.4													7,397	461	21.8
		2020-21	94.1	80.0	32	449	15.6	4	*	*	25	446	12.0	1	*	*	7,033	456	20.4
		2021-22	88.6	62.6	62	433	4.8	5	*	*	54	434	5.6	1	*	*	5,440	461	23.3
ACT	English	2019-20		81.2													7,118	15	28.9
		2020-21	94.1	57.2	32	14	18.8	4	*	*	25	13	12.0	1	*	*	5,025	14	24.2
		2021-22	91.4	77.7	64	13	17.2	5	*	*	56	13	14.3	1	*	*	6,753	14	25.7
	Mathematics	2019-20		81.2													7,118	17	14.3
		2020-21	94.1	57.2	32	16	3.1	4	*	*	25	16	4.0	1	*	*	5,025	17	13.6
		2021-22	91.4	77.7	64	15	1.6	5	*	*	56	16	1.8	1	*	*	6,753	17	13.0
	Reading	2019-20		81.2													7,118	16	18.6
		2020-21	94.1	57.2	32	16	18.8	4	*	*	25	15	16.0	1	*	*	5,025	16	16.1
		2021-22	91.4	77.7	64	16	10.9	5	*	*	56	15	10.7	1	*	*	6,753	16	17.8
	Science	2019-20		81.2													7,118	17	13.9
		2020-21	94.1	57.2	32	17	9.4	4	*	*	25	16	8.0	1	*	*	5,025	17	12.9
		2021-22	91.4	77.7	64	15	3.1	5	*	*	56	15	1.8	1	*	*	6,753	16	13.4
	Composite	2019-20		81.2			-						-				7,118	16	-
		2020-21	94.1	57.2	32	16	-	4	*	-	25	15	-	1	*	-	5,025	16	-
		2021-22	91.4	77.7	64	15	-	5	*	-	56	15	-	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	46	431	56.5	3	*	*	40	430	55.0	0			2	*	*	1,840	463	69.2
		2020																195	393	38.5
		2021	27	444	66.7	0			25	440	64.0	0			1	*	*	1,784	466	71.7
	Mathematics	2019	46	432	52.2	3	*	*	40	429	50.0	0			2	*	*	1,840	461	62.2
		2020																195	407	22.6
		2021	27	466	66.7	0			25	462	64.0	0			1	*	*	1,784	460	59.6
10	Reading & Writing	2019	84	403	38.1	9	372	11.1	69	403	40.6	1	*	*	3	*	*	8,412	412	36.7
		2020	76	423	44.7	4	*	*	67	419	41.8	3	*	*	2	*	*	4,794	421	42.6
		2021	79	414	41.8	6	445	66.7	69	408	37.7	1	*	*	2	*	*	7,518	414	40.0
	Mathematics	2019	84	412	11.9	9	390	0.0	69	414	14.5	1	*	*	3	*	*	8,412	425	19.8
		2020	76	435	30.3	4	*	*	67	437	32.8	3	*	*	2	*	*	4,794	425	22.5
		2021	79	439	31.6	6	448	50.0	69	435	27.5	1	*	*	2	*	*	7,518	428	22.1
11	Reading & Writing	2019	6	462	50.0	0			6	462	50.0	0			0			2,675	480	55.6
		2020	5	*	*	0			5	*	*	0			0			1,090	522	68.2
		2021	5	*	*	0			4	*	*	0			1	*	*	1,621	528	75.3
	Mathematics	2019	6	440	16.7	0			6	440	16.7	0			0			2,675	472	32.0
		2020	5	*	*	0			5	*	*	0			0			1,090	510	49.9
		2021	5	*	*	0			4	*	*	0			1	*	*	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

150	17,479	1.4	2.1	13	8.7	34.0
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English Literature and Composition

49	1,659	1.7	2.3	7	14.3	41.0
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Macroeconomics

5	1,088	*	1.9	*	*	25.6
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Studio Art: 2-D Design Portfolio

2	233	*	2.8	*	*	60.5
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Calculus AB

2	611	*	2.4	*	*	38.1
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Environmental Science

20	967	1.4	1.9	1	5.0	25.4
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Spanish Language and Culture

2	907	*	3.5	*	*	78.3
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United States Government and Politics

6	1,100	1.0	1.9	0	0.0	25.2
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English Language and Composition

2	1,599	*	2.0	*	*	26.2
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Human Geography

25	2,174	1.4	1.7	2	8.0	20.3
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Statistics

3	449	*	2.8	*	*	55.2
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United States History

34	1,574	1.1	1.7	0	0.0	18.9
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