



Data Packet 2022-23

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COLLEGIATE ACADEMY



School # 85

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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 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.
- 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.

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.

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	98
10	83
11	81
12	82
ALL	344

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	145	42.2	12	60.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	4	1.2	*	*
Hispanic	183	53.2	4	20.0
White	2	0.6	4	20.0
Multiple	10	2.9	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	164	47.7
Economically disadvantaged	241	70.1
Limited English proficient (LEP)	99	28.8
Special education	5	1.5
Talented and Gifted (TAG)	110	32.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	107	48	44.9	0	0.0	0	0.0	58	54.2	0	0.0	1	0.9
	2021	98	44	44.9	0	0.0	2	2.0	49	50.0	0	0.0	3	3.1
	2022	98	39	39.8	0	0.0	2	2.0	53	54.1	1	1.0	3	3.1
10	2020	95	47	49.5	0	0.0	0	0.0	44	46.3	1	1.1	3	3.2
	2021	103	47	45.6	0	0.0	0	0.0	55	53.4	0	0.0	1	1.0
	2022	83	34	41.0	0	0.0	2	2.4	44	53.0	0	0.0	3	3.6
11	2020	97	48	49.5	0	0.0	0	0.0	46	47.4	1	1.0	2	2.1
	2021	89	44	49.4	0	0.0	0	0.0	41	46.1	1	1.1	3	3.4
	2022	81	35	43.2	0	0.0	0	0.0	45	55.6	0	0.0	1	1.2
12	2020	69	25	36.2	0	0.0	0	0.0	43	62.3	0	0.0	1	1.4
	2021	92	46	50.0	0	0.0	0	0.0	43	46.7	0	0.0	3	3.3
	2022	82	37	45.1	0	0.0	0	0.0	41	50.0	1	1.2	3	3.7
9-12	2020	368	168	45.7	0	0.0	0	0.0	191	51.9	2	0.5	7	1.9
	2021	382	181	47.4	0	0.0	2	0.5	188	49.2	1	0.3	10	2.6
	2022	344	145	42.2	0	0.0	4	1.2	183	53.2	2	0.6	10	2.9

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	107	96	89.7	35	32.7	1	0.9	50	46.7	28	26.2	28	26.2	43.0	57.0	1.9
	2021	98	72	73.5	27	27.6	2	2.0	46	46.9	34	34.7	34	34.7	40.8	59.2	0.0
	2022	98	70	71.4	31	31.6	2	2.0	59	60.2	34	34.7	32	32.7	39.8	60.2	5.1
10	2020	95	76	80.0	21	22.1	0	0.0	37	38.9	22	23.2	1	1.1	44.2	55.8	0.0
	2021	103	82	79.6	34	33.0	1	1.0	46	44.7	31	30.1	3	2.9	42.7	57.3	0.0
	2022	83	54	65.1	24	28.9	2	2.4	35	42.2	29	34.9	0	0.0	39.8	60.2	3.6
11	2020	97	69	71.1	16	16.5	0	0.0	33	34.0	39	40.2	2	2.1	32.0	68.0	0.0
	2021	89	63	70.8	17	19.1	0	0.0	24	27.0	22	24.7	1	1.1	44.9	55.1	0.0
	2022	81	67	82.7	27	33.3	1	1.2	40	49.4	26	32.1	0	0.0	38.3	61.7	0.0
12	2020	69	56	81.2	22	31.9	1	1.4	34	49.3	21	30.4	0	0.0	36.2	63.8	0.0
	2021	92	64	69.6	13	14.1	0	0.0	22	23.9	38	41.3	0	0.0	29.3	70.7	0.0
	2022	82	50	61.0	17	20.7	0	0.0	30	36.6	21	25.6	0	0.0	43.9	56.1	0.0
9-12	2020	368	297	80.7	94	25.5	2	0.5	154	41.8	110	29.9	31	8.4	39.1	60.9	0.5
	2021	382	281	73.6	91	23.8	3	0.8	138	36.1	125	32.7	38	9.9	39.5	60.5	0.0
	2022	344	241	70.1	99	28.8	5	1.5	164	47.7	110	32.0	32	9.3	40.4	59.6	2.3

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	109	13,875	106	97.7	12,839	92.5	0	0.0	9.0	103	10,020	94.7	72.2
	2021	100	13,245	99	99.0	12,348	93.2	0	0.0	4.2	99	8,679	99.3	65.5
	2022	99	12,879	95	96.8	11,301	87.7	2	2.0	18.1	96	9,837	97.3	76.4
10	2020	97	12,465	94	97.1	11,629	93.3	0	0.0	5.4	93	8,835	96.1	70.9
	2021	106	12,994	105	99.1	12,138	93.4	0	0.0	3.0	103	8,671	96.7	66.7
	2022	86	9,985	83	96.0	8,831	88.4	2	2.3	14.4	81	7,793	94.0	78.0
11	2020	98	10,440	96	97.9	9,830	94.2	0	0.0	4.1	97	7,647	99.3	73.2
	2021	91	11,173	90	99.1	10,467	93.7	0	0.0	2.5	87	7,138	96.0	63.9
	2022	84	8,677	80	95.7	7,777	89.6	2	2.4	11.4	80	6,953	95.4	80.1
12	2020	69	10,322	67	97.2	9,699	94.0	0	0.0	3.4	69	7,820	100.0	75.8
	2021	93	10,428	90	97.1	9,883	94.8	0	0.0	2.2	85	7,101	91.7	68.1
	2022	82	8,938	79	96.7	8,092	90.5	3	3.7	9.3	79	7,044	96.2	78.8
9-12	2020	372	47,101	363	97.5	43,997	93.4	0	0.0	5.8	362	34,322	97.3	72.9
	2021	389	47,841	384	98.6	44,835	93.7	0	0.0	3.1	374	31,589	96.0	66.0
	2022	351	40,480	338	96.3	36,002	88.9	9	2.6	13.8	336	31,627	95.8	78.1

Teachers: 20

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	12	60.0
Hispanic	4	20.0
White	4	20.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	9	45.0
Male	11	55.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2019-20	6.3	90.0
2020-21	7.6	70.0
2021-22	9.3	68.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	10.0
1	1	5.0
2	0	0.0
3	1	5.0
4	2	10.0
5	0	0.0
1-3	2	10.0
More than 3	16	80.0
1 - 5	4	20.0
6 - 10	5	25.0
11 - 20	5	25.0
More than 20	4	20.0

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	*	92.7	95.6	94.0		96.7	89.3		88.9	98.3	94.2	65.6
	2021		97.7	88.7	92.0	*	82.8	87.8		87.8	96.7	93.1	58.9
	2022	*	91.2	95.9	93.7	*	96.7	90.7		100.0	91.1	94.4	59.8
Tests Taken	2019	2	55	45	84		30	56		45	58	103	10,554
	2021		44	53	75	2	29	49		41	61	102	9,858
	2022	1	34	49	63	2	30	54		33	56	89	11,270
ENGLISH II	2019	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	69.3
	2021		93.5	98.2	96.4	*	97.1	93.5		90.9	100.0	96.1	63.2
	2022		100.0	93.2	96.2	*	85.7	91.2		94.6	97.9	96.4	67.2
Tests Taken	2019	1	54	50	77		23	29		34	73	107	9,584
	2021		46	55	83	1	35	46		44	58	102	9,709
	2022		35	44	53	2	21	34		37	47	84	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	*	4	2	5		1	6		5	1	6	3,633
	2021		1	6	6	*	5	6		5	2	7	4,055
	2022	*	3	2	4	*	1	5		0	5	5	4,534
Tests Taken	2019	2	55	45	84		30	56		45	58	103	10,554
	2021		44	53	75	2	29	49		41	61	102	9,858
	2022	1	34	49	63	2	30	54		33	56	89	11,270
ENGLISH II	2019	*	0	0	0		0	0		0	0	0	2,941
	2021		3	1	3	*	1	3		4	0	4	3,575
	2022		0	3	2	*	3	3		2	1	3	3,079
Tests Taken	2019	1	54	50	77		23	29		34	73	107	9,584
	2021		46	55	83	1	35	46		44	58	102	9,709
	2022		35	44	53	2	21	34		37	47	84	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	*	81.8	84.4	84.5		83.3	75.0		77.8	87.9	83.5	51.0
	2021		84.1	79.2	77.3	*	72.4	73.5		73.2	86.9	81.4	40.8
	2022	*	79.4	79.6	79.4	*	73.3	70.4		78.8	82.1	80.9	44.3
Tests Taken	2019	2	55	45	84		30	56		45	58	103	10,554
	2021		44	53	75	2	29	49		41	61	102	9,858
	2022	1	34	49	63	2	30	54		33	56	89	11,270
ENGLISH II	2019	*	98.1	96.0	98.7		95.7	96.6		97.1	97.3	97.2	51.5
	2021		84.8	85.5	85.5	*	85.7	78.3		77.3	91.4	85.3	47.3
	2022		91.4	93.2	96.2	*	85.7	91.2		89.2	95.7	92.9	53.2
Tests Taken	2019	1	54	50	77		23	29		34	73	107	9,584
	2021		46	55	83	1	35	46		44	58	102	9,709
	2022		35	44	53	2	21	34		37	47	84	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	*	23.6	17.8	19.0		10.0	10.7		17.8	24.1	21.4	10.1
	2021		15.9	7.5	12.0	*	3.4	8.2		14.6	11.5	12.7	6.3
	2022	*	20.6	10.2	14.3	*	10.0	7.4		15.2	19.6	18.0	7.9
Tests Taken	2019	2	55	45	84		30	56		45	58	103	10,554
	2021		44	53	75	2	29	49		41	61	102	9,858
	2022	1	34	49	63	2	30	54		33	56	89	11,270
ENGLISH II	2019	*	11.1	16.0	16.9		17.4	13.8		2.9	17.8	13.1	6.0
	2021		10.9	3.6	6.0	*	2.9	2.2		2.3	10.3	6.9	6.0
	2022		20.0	11.4	15.1	*	9.5	11.8		16.2	14.9	15.5	6.4
Tests Taken	2019	1	54	50	77		23	29		34	73	107	9,584
	2021		46	55	83	1	35	46		44	58	102	9,709
	2022		35	44	53	2	21	34		37	47	84	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	77.2	81.6	84.8	5.2	81.8	76.3
2021	76.1	76.8	78.0	5.0	79.8	79.6
2022	89.7	73.8	67.9	5.5	81.9	85.3

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	80.0	82.8	92.3	5.1	86.4	86.3
2021	79.9	77.6	79.1	5.4	80.7	74.6
2022	83.9	79.8	74.7	5.8	84.3	89.0

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	*	92.3	96.7	94.5		100.0	90.0		93.3	95.1	94.4	88.9
	2021		89.5	85.7	85.3	*	77.8	81.3		77.8	100.0	87.5	69.4
	2022		81.8	96.7	93.8	*	94.7	93.9		95.2	90.9	93.0	75.6
Tests Taken	2019	1	39	30	55		21	40		30	41	71	10,243
	2021		19	28	34	2	18	32		27	21	48	11,233
	2022		11	30	32	2	19	33		21	22	43	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	*	3	1	3		0	4		2	2	4	1,134
	2021		2	4	5	*	4	6		6	0	6	3,441
	2022		2	1	2	*	1	2		1	2	3	2,571
Tests Taken	2019	1	39	30	55		21	40		30	41	71	10,243
	2021		19	28	34	2	18	32		27	21	48	11,233
	2022		11	30	32	2	19	33		21	22	43	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	*	76.9	80.0	80.0		76.2	70.0		76.7	80.5	78.9	68.9
	2021		15.8	39.3	26.5	*	33.3	28.1		29.6	33.3	31.3	32.4
	2022		81.8	83.3	81.3	*	84.2	81.8		90.5	77.3	83.7	48.4
Tests Taken	2019	1	39	30	55		21	40		30	41	71	10,243
	2021		19	28	34	2	18	32		27	21	48	11,233
	2022		11	30	32	2	19	33		21	22	43	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	*	38.5	33.3	36.4		23.8	20.0		40.0	36.6	38.0	45.1
	2021		5.3	14.3	5.9	*	11.1	9.4		11.1	9.5	10.4	15.8
	2022		45.5	70.0	59.4	*	68.4	60.6		61.9	59.1	60.5	31.3
Tests Taken	2019	1	39	30	55		21	40		30	41	71	10,243
	2021		19	28	34	2	18	32		27	21	48	11,233
	2022		11	30	32	2	19	33		21	22	43	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	68.2	60.8	72.5	68.8	79.8
2021	56.4	56.8	55.5	51.1	55.2
2022	66.2	76.9	80.2	82.7	75.6

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	*	98.1	100.0	98.8		100.0	98.2		97.8	100.0	99.0	87.1
	2021		100.0	94.2	96.1	*	89.7	93.9		95.2	98.4	97.1	78.3
	2022	*	100.0	98.1	98.5	*	96.8	98.2		100.0	98.2	98.9	81.6
Tests Taken	2019	2	54	45	83		30	55		45	57	102	9,591
	2021		47	52	76	2	29	49		42	62	104	9,986
	2022	1	36	52	67	2	31	55		36	57	93	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	*	1	0	1		0	1		1	0	1	1,240
	2021		0	3	3	*	3	3		2	1	3	2,162
	2022	*	0	1	1	*	1	1		0	1	1	1,824
Tests Taken	2019	2	54	45	83		30	55		45	57	102	9,591
	2021		47	52	76	2	29	49		42	62	104	9,986
	2022	1	36	52	67	2	31	55		36	57	93	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	*	81.5	93.3	85.5		93.3	83.6		84.4	89.5	87.3	59.2
	2021		66.0	63.5	61.8	*	51.7	59.2		66.7	62.9	64.4	42.8
	2022	*	80.6	78.8	80.6	*	74.2	72.7		83.3	78.9	80.6	53.2
Tests Taken	2019	2	54	45	83		30	55		45	57	102	9,591
	2021		47	52	76	2	29	49		42	62	104	9,986
	2022	1	36	52	67	2	31	55		36	57	93	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	*	37.0	31.1	36.1		30.0	30.9		31.1	40.4	36.3	22.3
	2021		17.0	13.5	15.8	*	3.4	8.2		23.8	12.9	17.3	14.0
	2022	*	36.1	25.0	22.4	*	16.1	12.7		38.9	24.6	30.1	19.1
Tests Taken	2019	2	54	45	83		30	55		45	57	102	9,591
	2021		47	52	76	2	29	49		42	62	104	9,986
	2022	1	36	52	67	2	31	55		36	57	93	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	72.5	69.7	76.9	74.1	78.5
2021	58.1	60.4	67.8	70.8	75.4
2022	69.2	77.6	69.1	61.0	84.5

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		100.0	97.9	98.5	*	96.0	96.8		100.0	97.9	98.7	93.8
	2021	*	97.7	97.6	98.4		94.1	95.8		95.1	100.0	97.8	84.7
	2022		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.2
Tests Taken	2019		30	47	66	1	25	31		30	48	78	9,416
	2021	1	44	41	62		17	24		41	48	89	8,945
	2022		34	41	63	1	25	36		26	50	76	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		0	1	1	*	1	1		0	1	1	582
	2021	*	1	1	1		1	1		2	0	2	1,373
	2022		0	0	0	*	0	0		0	0	0	1,086
Tests Taken	2019		30	47	66	1	25	31		30	48	78	9,416
	2021	1	44	41	62		17	24		41	48	89	8,945
	2022		34	41	63	1	25	36		26	50	76	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		86.7	83.0	81.8	*	72.0	74.2		96.7	75.0	83.3	73.7
	2021	*	79.5	90.2	83.9		88.2	91.7		82.9	85.4	84.3	56.7
	2022		88.2	82.9	82.5	*	80.0	77.8		92.3	82.0	85.5	64.5
Tests Taken	2019		30	47	66	1	25	31		30	48	78	9,416
	2021	1	44	41	62		17	24		41	48	89	8,945
	2022		34	41	63	1	25	36		26	50	76	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		36.7	44.7	39.4	*	20.0	29.0		66.7	25.0	41.0	41.6
	2021	*	50.0	53.7	54.8		35.3	33.3		56.1	45.8	50.6	30.7
	2022		58.8	48.8	55.6	*	48.0	38.9		69.2	44.0	52.6	36.0
Tests Taken	2019		30	47	66	1	25	31		30	48	78	9,416
	2021	1	44	41	62		17	24		41	48	89	8,945
	2022		34	41	63	1	25	36		26	50	76	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	73.8	76.3	66.8	73.2
2021	75.8	80.5	68.4	75.3
2022	76.1	74.3	70.9	78.0

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (31)	Beginning	0	0.0	1	3.2	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	6	19.4	9	29.0	0	0.0	1	3.2
	Advanced	16	51.6	22	71.0	9	29.0	14	45.2	16	51.6
	Advanced High	15	48.4	2	6.5	13	41.9	17	54.8	14	45.2
10 (24)	Beginning	0	0.0	2	8.3	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	8	33.3	10	41.7	5	20.8	4	16.7
	Advanced	12	50.0	12	50.0	10	41.7	5	20.8	13	54.2
	Advanced High	12	50.0	2	8.3	4	16.7	14	58.3	7	29.2
11 (28)	Beginning	0	0.0	6	21.4	0	0.0	0	0.0	0	0.0
	Intermediate	2	7.1	10	35.7	1	3.6	3	10.7	7	25.0
	Advanced	15	53.6	12	42.9	12	42.9	10	35.7	12	42.9
	Advanced High	11	39.3	0	0.0	15	53.6	15	53.6	9	32.1
12 (16)	Beginning	0	0.0	7	43.8	0	0.0	0	0.0	0	0.0
	Intermediate	2	12.5	4	25.0	0	0.0	3	18.8	7	43.8
	Advanced	7	43.8	4	25.0	13	81.3	4	25.0	6	37.5
	Advanced High	7	43.8	1	6.3	3	18.8	9	56.3	3	18.8
ALL (99)	Beginning	0	0.0	16	16.2	0	0.0	0	0.0	0	0.0
	Intermediate	4	4.0	28	28.3	20	20.2	11	11.1	19	19.2
	Advanced	50	50.5	50	50.5	44	44.4	33	33.3	47	47.5
	Advanced High	45	45.5	5	5.1	35	35.4	55	55.6	33	33.3

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
15 5 (33.3%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	9	
	Advanced High	0	0	5	
24 8 (33.3%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	1	12	
	Advanced High	0	1	6	
28 9 (32.1%)	Beginning	0			
	Intermediate	0	7		
	Advanced	0	0	12	
	Advanced High	0	0	9	
16 3 (18.8%)	Beginning	0			
	Intermediate	0	7		
	Advanced	0	0	6	
	Advanced High	0	0	3	
83 25 (30.1%)	Beginning	0			
	Intermediate	0	19		
	Advanced	0	1	39	
	Advanced High	0	1	23	

 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

High School Exams

ALGEBRA I (tested with 2020-2021 test)

44	78.7	86.4	81.8	80.9	90.9	84.1	43.0	84.1
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ALGEBRA II (tested with 2020-2021 test)

98	62.8	77.7	77.4	77.4	80.6	92.9	44.8	87.2
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BIOLOGY HONORS (tested with 2020-2021 test)

97	59.6	75.8	80.4	81.2	71.1	83.5	65.0	94.3
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CHEMISTRY HONORS (tested with 2020-2021 test)

85	56.9	73.6	76.8	77.3	69.4	88.2	53.1	94.1
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ENGLISH I HONORS (tested with 2020-2021 test)

91	69.5	77.1	84.6	85.9	76.9	95.6	65.1	93.8
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ENGLISH II HONORS (tested with 2020-2021 test)

84	69.0	78.8	84.6	85.6	89.3	98.8	71.8	94.3
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GEOMETRY HONORS (tested with 2020-2021 test)

87	49.6	72.0	83.2	85.2	59.8	92.0	50.9	92.7
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PHYSICS HONORS (tested with 2020-2021 test)

77	61.0	76.6	81.0	81.7	81.8	98.7	64.6	90.7
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PRE-CALCULUS HONORS

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SPANISH I (tested with 2020-2021 test)

67	67.3	83.1	87.7	88.5	88.1	98.5	71.0	94.1
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ALGEBRA I (tested with 2020-2021 test)

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ALGEBRA II (tested with 2020-2021 test)

90	57.5	79.1	80.7	81.0	85.6	100.0	56.3	83.8
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BIOLOGY HONORS (tested with 2020-2021 test)

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CHEMISTRY HONORS (tested with 2020-2021 test)

57	60.2	74.1	82.0	83.4	68.4	96.5	62.4	92.3
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ENGLISH I HONORS (tested with 2020-2021 test)

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ENGLISH II HONORS (tested with 2020-2021 test)

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GEOMETRY HONORS (tested with 2020-2021 test)

85	38.3	66.9	77.3	79.2	30.6	84.7	57.0	89.9
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PHYSICS HONORS (tested with 2020-2021 test)

58	44.0	72.4	79.8	81.1	65.5	100.0	68.9	92.4
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PRE-CALCULUS HONORS (tested with 2020-2021 test)

8	77.7	87.6	84.6	84.1	100.0	100.0	60.2	91.4
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SPANISH I (tested with 2020-2021 test)

65	73.7	85.1	83.1	82.7	92.3	96.9	77.9	91.0
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SEMESTER 1 TESTS

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

SPANISH II (tested with 2020-2021 test)

62	62.1	78.5	86.2	87.5	71.0	98.4	70.1	93.9
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STUDIO ART I (tested with 2020-2021 test)

94	55.3	76.5	81.2	82.0	91.5	100.0	67.4	93.9
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WORLD GEOGRAPHY HONORS (tested with 2020-2021 test)

94	68.0	79.2	85.5	86.6	77.7	98.9	57.3	92.0
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WORLD HISTORY HONORS (tested with 2020-2021 test)

83	65.6	80.1	80.2	80.2	94.0	96.4	74.0	94.2
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SEMESTER 2 TESTS

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

SPANISH II (tested with 2020-2021 test)

65	72.2	84.3	85.8	86.1	93.8	96.9	83.3	92.5
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STUDIO ART I (tested with 2020-2021 test)

89	53.3	74.1	77.6	78.2	77.5	97.8	57.1	91.9
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WORLD GEOGRAPHY HONORS (tested with 2020-2021 test)

95	69.1	82.8	81.0	80.7	94.7	93.7	75.1	89.1
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WORLD HISTORY HONORS (tested with 2020-2021 test)

84	66.8	77.4	79.8	80.2	76.2	92.9	66.1	92.4
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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	100.0	84.4	69	492	62.3	25	497	60.0	43	488	62.8				7,397	467	39.9
		2020-21	96.7	80.0	89	501	62.9	44	500	65.9	42	501	59.5				7,033	457	35.8
		2021-22	91.5	62.6	75	478	41.3	33	469	36.4	39	487	46.2	1	*	*	5,440	468	40.4
	Mathematics	2019-20	100.0	84.4	69	497	30.4	25	489	32.0	43	501	30.2				7,397	461	21.8
		2020-21	96.7	80.0	89	487	28.1	44	475	22.7	42	499	35.7				7,033	456	20.4
		2021-22	91.5	62.6	75	459	17.3	33	449	12.1	39	467	20.5	1	*	*	5,440	461	23.3
ACT	English	2019-20	98.6	81.2	68	16	36.8	24	18	62.5	43	15	23.3				7,118	15	28.9
		2020-21	93.5	57.2	86	17	44.2	44	16	45.5	39	17	43.6				5,025	14	24.2
		2021-22	92.7	77.7	76	16	34.2	33	16	39.4	39	16	30.8	1	*	*	6,753	14	25.7
	Mathematics	2019-20	98.6	81.2	68	18	23.5	24	19	29.2	43	18	18.6				7,118	17	14.3
		2020-21	93.5	57.2	86	18	17.4	44	18	13.6	39	19	23.1				5,025	17	13.6
		2021-22	92.7	77.7	76	17	11.8	33	17	9.1	39	18	15.4	1	*	*	6,753	17	13.0
	Reading	2019-20	98.6	81.2	68	18	26.5	24	18	29.2	43	18	25.6				7,118	16	18.6
		2020-21	93.5	57.2	86	18	24.4	44	18	18.2	39	19	30.8				5,025	16	16.1
		2021-22	92.7	77.7	76	18	19.7	33	17	21.2	39	18	15.4	1	*	*	6,753	16	17.8
	Science	2019-20	98.6	81.2	68	18	13.2	24	18	16.7	43	18	11.6				7,118	17	13.9
		2020-21	93.5	57.2	86	19	20.9	44	18	13.6	39	19	28.2				5,025	17	12.9
		2021-22	92.7	77.7	76	18	18.4	33	17	15.2	39	18	20.5	1	*	*	6,753	16	13.4
	Composite	2019-20	98.6	81.2	68	18	-	24	18	-	43	17	-				7,118	16	-
		2020-21	93.5	57.2	86	18	-	44	18	-	39	19	-				5,025	16	-
		2021-22	92.7	77.7	76	17	-	33	17	-	39	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																1,840	463	69.2
		2020																195	393	38.5
		2021	94	408	52.1	36	421	58.3	51	394	43.1	1	*	*	2	*	*	1,784	466	71.7
	Mathematics	2019																1,840	461	62.2
		2020																195	407	22.6
		2021	94	421	36.2	36	419	27.8	51	421	43.1	1	*	*	2	*	*	1,784	460	59.6
10	Reading & Writing	2019																8,412	412	36.7
		2020	92	436	56.5	38	441	55.3	53	433	58.5	0			0			4,794	421	42.6
		2021	91	432	53.8	39	412	41.0	47	442	59.6	0			2	*	*	7,518	414	40.0
	Mathematics	2019																8,412	425	19.8
		2020	92	438	25.0	38	436	21.1	53	440	28.3	0			0			4,794	425	22.5
		2021	91	437	25.3	39	425	15.4	47	441	27.7	0			2	*	*	7,518	428	22.1
11	Reading & Writing	2019																2,675	480	55.6
		2020	1	*	*	0			0			1	*	*	0			1,090	522	68.2
		2021	83	452	48.2	38	454	52.6	44	451	45.5	0			0			1,621	528	75.3
	Mathematics	2019																2,675	472	32.0
		2020	1	*	*	0			0			1	*	*	0			1,090	510	49.9
		2021	83	452	15.7	38	463	21.1	44	443	11.4	0			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

16	17,479	2.6	2.1	9	56.3	34.0
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Calculus AB

12	611	2.6	2.4	6	50.0	38.1
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Calculus BC

4	233	*	3.4	*	*	71.7
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