

# Data Packet 2022-23

## TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL



School # 88

Evaluation And Assessment / Office of Institutional Research / [OIR@dallasisd.org](mailto:OIR@dallasisd.org) / [mydata.dallasisd.org](http://mydata.dallasisd.org)



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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	104
10	105
11	107
12	109
ALL	425

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	17	4.0	5	21.7
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	396	93.2	14	60.9
White	8	1.9	4	17.4
Multiple	2	0.5	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

\*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	175	41.2
Economically disadvantaged	375	88.2
Limited English proficient (LEP)	129	30.4
Special education	2	0.5
Talented and Gifted (TAG)	196	46.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	124	9	7.3	0	0.0	0	0.0	115	92.7	0	0.0	0	0.0
	2021	110	4	3.6	0	0.0	0	0.0	106	96.4	0	0.0	0	0.0
	2022	104	6	5.8	1	1.0	0	0.0	90	86.5	7	6.7	0	0.0
10	2020	115	3	2.6	1	0.9	1	0.9	106	92.2	1	0.9	3	2.6
	2021	118	7	5.9	0	0.0	0	0.0	111	94.1	0	0.0	0	0.0
	2022	105	3	2.9	0	0.0	0	0.0	102	97.1	0	0.0	0	0.0
11	2020	100	6	6.0	0	0.0	1	1.0	92	92.0	1	1.0	0	0.0
	2021	113	3	2.7	0	0.0	1	0.9	105	92.9	1	0.9	3	2.7
	2022	107	6	5.6	0	0.0	0	0.0	101	94.4	0	0.0	0	0.0
12	2020	108	14	13.0	0	0.0	2	1.9	90	83.3	1	0.9	1	0.9
	2021	98	6	6.1	0	0.0	1	1.0	91	92.9	0	0.0	0	0.0
	2022	109	2	1.8	0	0.0	1	0.9	103	94.5	1	0.9	2	1.8
9-12	2020	447	32	7.2	1	0.2	4	0.9	403	90.2	3	0.7	4	0.9
	2021	439	20	4.6	0	0.0	2	0.5	413	94.1	1	0.2	3	0.7
	2022	425	17	4.0	1	0.2	1	0.2	396	93.2	8	1.9	2	0.5

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	124	109	87.9	47	37.9	0	0.0	71	57.3	53	42.7	27	21.8	43.5	56.5	0.0
	2021	110	92	83.6	39	35.5	0	0.0	53	48.2	54	49.1	26	23.6	49.1	50.9	0.0
	2022	104	95	91.3	35	33.7	0	0.0	48	46.2	48	46.2	30	28.8	49.0	51.0	0.0
10	2020	115	100	87.0	19	16.5	2	1.7	58	50.4	46	40.0	1	0.9	43.5	56.5	0.0
	2021	118	105	89.0	46	39.0	0	0.0	51	43.2	50	42.4	0	0.0	43.2	56.8	0.0
	2022	105	97	92.4	36	34.3	0	0.0	50	47.6	53	50.5	0	0.0	47.6	52.4	0.0
11	2020	100	86	86.0	8	8.0	3	3.0	47	47.0	35	35.0	0	0.0	43.0	57.0	0.0
	2021	113	103	91.2	20	17.7	2	1.8	24	21.2	45	39.8	0	0.0	43.4	56.6	0.0
	2022	107	98	91.6	39	36.4	0	0.0	48	44.9	50	46.7	0	0.0	39.3	60.7	0.0
12	2020	108	87	80.6	2	1.9	0	0.0	54	50.0	50	46.3	0	0.0	50.0	50.0	0.0
	2021	98	88	89.8	8	8.2	3	3.1	11	11.2	35	35.7	0	0.0	42.9	57.1	0.0
	2022	109	85	78.0	19	17.4	2	1.8	29	26.6	45	41.3	0	0.0	43.1	56.9	0.0
9-12	2020	447	382	85.5	76	17.0	5	1.1	230	51.5	184	41.2	28	6.3	45.0	55.0	0.0
	2021	439	388	88.4	113	25.7	5	1.1	139	31.7	184	41.9	26	5.9	44.6	55.4	0.0
	2022	425	375	88.2	129	30.4	2	0.5	175	41.2	196	46.1	30	7.1	44.7	55.3	0.0



Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2020	124	13,875	123	99.1	12,839	92.5	0	0.0	9.0	124	10,020	99.7	72.2
	2021	111	13,245	111	99.6	12,348	93.2	0	0.0	4.2	111	8,679	99.8	65.5
	2022	105	12,879	103	97.8	11,301	87.7	0	0.0	18.1	103	9,837	97.9	76.4
10	2020	116	12,465	114	98.5	11,629	93.3	0	0.0	5.4	115	8,835	99.6	70.9
	2021	121	12,994	120	99.3	12,138	93.4	0	0.0	3.0	118	8,671	97.7	66.7
	2022	105	9,985	103	97.7	8,831	88.4	0	0.0	14.4	105	7,793	100.0	78.0
11	2020	100	10,440	99	98.4	9,830	94.2	0	0.0	4.1	97	7,647	96.7	73.2
	2021	113	11,173	112	98.6	10,467	93.7	0	0.0	2.5	112	7,138	98.7	63.9
	2022	108	8,677	104	96.1	7,777	89.6	0	0.0	11.4	102	6,953	94.2	80.1
12	2020	108	10,322	107	98.8	9,699	94.0	0	0.0	3.4	107	7,820	99.0	75.8
	2021	98	10,428	98	99.9	9,883	94.8	1	1.0	2.2	98	7,101	99.6	68.1
	2022	109	8,938	105	96.4	8,092	90.5	0	0.0	9.3	106	7,044	97.1	78.8
9-12	2020	448	47,101	443	98.7	43,997	93.4	0	0.0	5.8	443	34,322	98.8	72.9
	2021	444	47,841	441	99.3	44,835	93.7	1	0.2	3.1	439	31,589	98.9	66.0
	2022	428	40,480	415	97.0	36,002	88.9	0	0.0	13.8	416	31,627	97.3	78.1

Teachers: 23

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	5	21.7
Hispanic	14	60.9
White	4	17.4
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	14	60.9
Male	9	39.1

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2019-20	6.3	90.9
2020-21	1.2	90.9
2021-22	12.1	91.3

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	4.3
2	1	4.3
3	0	0.0
4	0	0.0
5	3	13.0
1-3	2	8.7
More than 3	21	91.3
1 - 5	5	21.7
6 - 10	6	26.1
11 - 20	10	43.5
More than 20	2	8.7

## 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	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	65.6
	2021		*	99.1	98.9		97.4	98.1		98.1	100.0	99.1	58.9
	2022	100.0	100.0	98.9	98.9		100.0	97.9		98.0	100.0	99.0	59.8
Tests Taken	2019	1	4	108	101	2	20	38		51	66	117	10,554
	2021		4	106	90		39	53		53	57	110	9,858
	2022	7	6	88	93		35	48		50	52	102	11,270
ENGLISH II	2019	*	100.0	100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0	69.3
	2021		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	63.2
	2022		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	67.2
Tests Taken	2019	1	6	87	83	3	8	27	1	42	53	95	9,584
	2021		7	112	106		45	50		53	66	119	9,709
	2022		3	102	97		36	50		49	56	105	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	*	*	0	0	*	0	0		0	0	0	3,633
	2021		*	1	1		1	1		1	0	1	4,055
	2022	0	0	1	1		0	1		1	0	1	4,534
Tests Taken	2019	1	4	108	101	2	20	38		51	66	117	10,554
	2021		4	106	90		39	53		53	57	110	9,858
	2022	7	6	88	93		35	48		50	52	102	11,270
ENGLISH II	2019	*	0	0	0	*	0	0	*	0	0	0	2,941
	2021		0	0	0		0	0		0	0	0	3,575
	2022		*	0	0		0	0		0	0	0	3,079
Tests Taken	2019	1	6	87	83	3	8	27	1	42	53	95	9,584
	2021		7	112	106		45	50		53	66	119	9,709
	2022		3	102	97		36	50		49	56	105	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	*	*	98.1	99.0	*	100.0	94.7		96.1	100.0	98.3	51.0
	2021		*	96.2	95.6		92.3	94.3		98.1	94.7	96.4	40.8
	2022	100.0	100.0	95.5	95.7		91.4	91.7		94.0	98.1	96.1	44.3
Tests Taken	2019	1	4	108	101	2	20	38		51	66	117	10,554
	2021		4	106	90		39	53		53	57	110	9,858
	2022	7	6	88	93		35	48		50	52	102	11,270
ENGLISH II	2019	*	100.0	98.9	98.8	*	87.5	96.3	*	97.6	100.0	98.9	51.5
	2021		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	47.3
	2022		*	99.0	100.0		100.0	100.0		100.0	98.2	99.0	53.2
Tests Taken	2019	1	6	87	83	3	8	27	1	42	53	95	9,584
	2021		7	112	106		45	50		53	66	119	9,709
	2022		3	102	97		36	50		49	56	105	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	*	*	42.6	40.6	*	30.0	36.8		29.4	50.0	41.0	10.1
	2021		*	34.0	30.0		20.5	20.8		41.5	26.3	33.6	6.3
	2022	28.6	50.0	27.3	28.0		20.0	20.8		30.0	26.9	28.4	7.9
Tests Taken	2019	1	4	108	101	2	20	38		51	66	117	10,554
	2021		4	106	90		39	53		53	57	110	9,858
	2022	7	6	88	93		35	48		50	52	102	11,270
ENGLISH II	2019	*	0.0	19.5	18.1	*	0.0	11.1	*	19.0	17.0	17.9	6.0
	2021		28.6	23.2	24.5		11.1	12.0		24.5	22.7	23.5	6.0
	2022		*	26.5	26.8		16.7	16.0		24.5	28.6	26.7	6.4
Tests Taken	2019	1	6	87	83	3	8	27	1	42	53	95	9,584
	2021		7	112	106		45	50		53	66	119	9,709
	2022		3	102	97		36	50		49	56	105	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 <sup>1</sup>	5. Revision (Writing)	6. Editing (Writing)
2019	83.1	87.3	90.5	5.8	87.7	83.6
2021	83.1	83.4	85.7	5.9	84.5	85.3
2022	94.6	79.3	75.2	6.2	90.6	87.8

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 <sup>1</sup>	5. Revision (Writing)	6. Editing (Writing)
2019	78.7	84.0	93.4	6.3	82.3	88.2
2021	88.6	85.8	87.1	6.1	89.4	85.1
2022	86.9	82.5	84.5	6.3	87.6	92.3

<sup>1</sup>Average 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
<b>ALGEBRA I</b>	<b>2019</b>	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.9
	<b>2021</b>		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	69.4
	<b>2022</b>	*	*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	75.6
Tests Taken	<b>2019</b>	1	1	31	26	1	6	14		21	12	33	10,243
	<b>2021</b>		3	24	24		11	14		10	17	27	11,233
	<b>2022</b>	3	3	19	23		11	13		10	16	26	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
<b>ALGEBRA I</b>	<b>2019</b>	*	*	0	0	*	0	0		0	0	0	1,134
	<b>2021</b>		*	0	0		0	0		0	0	0	3,441
	<b>2022</b>	*	*	0	0		0	0		0	0	0	2,571
Tests Taken	<b>2019</b>	1	1	31	26	1	6	14		21	12	33	10,243
	<b>2021</b>		3	24	24		11	14		10	17	27	11,233
	<b>2022</b>	3	3	19	23		11	13		10	16	26	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
<b>ALGEBRA I</b>	<b>2019</b>	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	68.9
	<b>2021</b>		*	79.2	83.3		81.8	85.7		80.0	76.5	77.8	32.4
	<b>2022</b>	*	*	73.7	82.6		72.7	69.2		80.0	81.3	80.8	48.4
Tests Taken	<b>2019</b>	1	1	31	26	1	6	14		21	12	33	10,243
	<b>2021</b>		3	24	24		11	14		10	17	27	11,233
	<b>2022</b>	3	3	19	23		11	13		10	16	26	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
<b>ALGEBRA I</b>	<b>2019</b>	*	*	96.8	100.0	*	100.0	92.9		95.2	100.0	97.0	45.1
	<b>2021</b>		*	16.7	16.7		18.2	14.3		30.0	5.9	14.8	15.8
	<b>2022</b>	*	*	68.4	65.2		72.7	69.2		70.0	56.3	61.5	31.3
Tests Taken	<b>2019</b>	1	1	31	26	1	6	14		21	12	33	10,243
	<b>2021</b>		3	24	24		11	14		10	17	27	11,233
	<b>2022</b>	3	3	19	23		11	13		10	16	26	10,551

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>ALGEBRA I</b>	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
<b>2019</b>	92.6	88.9	89.4	85.7	91.9
<b>2021</b>	68.4	66.7	68.0	59.3	73.5
<b>2022</b>	62.2	79.8	80.8	86.7	80.8

## PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2019</b>	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.1
	<b>2021</b>		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	78.3
	<b>2022</b>	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	81.6
Tests Taken	<b>2019</b>	1	4	108	101	2	20	38		51	66	117	9,591
	<b>2021</b>		4	106	91		39	53		54	56	110	9,986
	<b>2022</b>	7	6	89	94		35	48		50	53	103	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
<b>BIOLOGY</b>	<b>2019</b>	*	*	0	0	*	0	0		0	0	0	1,240
	<b>2021</b>		*	0	0		0	0		0	0	0	2,162
	<b>2022</b>	0	0	0	0		0	0		0	0	0	1,824
Tests Taken	<b>2019</b>	1	4	108	101	2	20	38		51	66	117	9,591
	<b>2021</b>		4	106	91		39	53		54	56	110	9,986
	<b>2022</b>	7	6	89	94		35	48		50	53	103	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
<b>BIOLOGY</b>	<b>2019</b>	*	*	98.1	98.0	*	100.0	100.0		100.0	97.0	98.3	59.2
	<b>2021</b>		*	87.7	86.8		82.1	83.0		87.0	89.3	88.2	42.8
	<b>2022</b>	100.0	83.3	92.1	91.5		85.7	85.4		94.0	90.6	92.2	53.2
Tests Taken	<b>2019</b>	1	4	108	101	2	20	38		51	66	117	9,591
	<b>2021</b>		4	106	91		39	53		54	56	110	9,986
	<b>2022</b>	7	6	89	94		35	48		50	53	103	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
<b>BIOLOGY</b>	<b>2019</b>	*	*	50.9	52.5	*	35.0	39.5		52.9	51.5	52.1	22.3
	<b>2021</b>		*	30.2	26.4		20.5	18.9		37.0	25.0	30.9	14.0
	<b>2022</b>	42.9	0.0	30.3	28.7		22.9	16.7		42.0	17.0	29.1	19.1
Tests Taken	<b>2019</b>	1	4	108	101	2	20	38		51	66	117	9,591
	<b>2021</b>		4	106	91		39	53		54	56	110	9,986
	<b>2022</b>	7	6	89	94		35	48		50	53	103	9,939



## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>BIOLOGY</b>	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
<b>2019</b>	75.7	72.1	86.0	80.2	87.4
<b>2021</b>	67.4	66.8	79.5	80.0	84.9
<b>2022</b>	76.1	80.7	71.1	59.7	83.5

## 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	100.0	100.0		*	100.0		100.0	100.0	100.0	93.8
	2021	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	84.7
	2022		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.2
Tests Taken	2019	1	14	91	97		2	6		55	54	109	9,416
	2021	1	3	105	102	2	20	24		49	64	113	8,945
	2022		6	101	98		39	48		42	65	107	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	0	0		*	0		0	0	0	582
	2021	*	*	0	0	*	0	0		0	0	0	1,373
	2022		0	0	0		0	0		0	0	0	1,086
Tests Taken	2019	1	14	91	97		2	6		55	54	109	9,416
	2021	1	3	105	102	2	20	24		49	64	113	8,945
	2022		6	101	98		39	48		42	65	107	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	*	100.0	98.9	99.0		*	100.0		100.0	98.1	99.1	73.7
	2021	*	*	96.2	97.1	*	95.0	91.7		93.9	98.4	96.5	56.7
	2022		100.0	96.0	95.9		94.9	91.7		97.6	95.4	96.3	64.5
Tests Taken	2019	1	14	91	97		2	6		55	54	109	9,416
	2021	1	3	105	102	2	20	24		49	64	113	8,945
	2022		6	101	98		39	48		42	65	107	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	*	85.7	91.2	90.7		*	83.3		94.5	87.0	90.8	41.6
	2021	*	*	81.9	81.4	*	75.0	75.0		91.8	75.0	82.3	30.7
	2022		83.3	79.2	79.6		74.4	66.7		83.3	76.9	79.4	36.0
Tests Taken	2019	1	14	91	97		2	6		55	54	109	9,416
	2021	1	3	105	102	2	20	24		49	64	113	8,945
	2022		6	101	98		39	48		42	65	107	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	86.5	83.3	81.1	88.5
2021	84.2	88.5	77.5	84.8
2022	82.0	84.0	82.1	86.4

PERFORMANCE IN 2022

PROGRESSION FROM 2021 TO 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (35)	Beginning	0	0.0	3	8.6	0	0.0	0	0.0	0	0.0
	Intermediate	1	2.9	9	25.7	0	0.0	1	2.9	3	8.6
	Advanced	10	28.6	21	60.0	14	40.0	6	17.1	13	37.1
	Advanced High	24	68.6	2	5.7	21	60.0	28	80.0	19	54.3
10 (36)	Beginning	0	0.0	2	5.6	0	0.0	0	0.0	0	0.0
	Intermediate	3	8.3	11	30.6	1	2.8	3	8.3	3	8.3
	Advanced	14	38.9	20	55.6	15	41.7	12	33.3	17	47.2
	Advanced High	19	52.8	3	8.3	20	55.6	21	58.3	16	44.4
11 (39)	Beginning	1	2.6	2	5.1	0	0.0	1	2.6	1	2.6
	Intermediate	1	2.6	8	20.5	0	0.0	3	7.7	1	2.6
	Advanced	12	30.8	23	59.0	6	15.4	5	12.8	12	30.8
	Advanced High	25	64.1	6	15.4	33	84.6	30	76.9	25	64.1
12 (18)	Beginning	0	0.0	3	16.7	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	1	5.6	3	16.7
	Advanced	4	22.2	14	77.8	1	5.6	3	16.7	1	5.6
	Advanced High	14	77.8	1	5.6	17	94.4	14	77.8	14	77.8
ALL (128)	Beginning	1	0.8	10	7.8	0	0.0	1	0.8	1	0.8
	Intermediate	5	3.9	28	21.9	1	0.8	8	6.3	10	7.8
	Advanced	40	31.3	78	60.9	36	28.1	26	20.3	43	33.6
	Advanced High	82	64.1	12	9.4	91	71.1	93	72.7	74	57.8

Number Rated Both Years	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
26 <hr/> 18 (69.2%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	3	6	
	Advanced High	0	1	14	
29 <hr/> 16 (55.2%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	2	11	
	Advanced High	0	0	14	
33 <hr/> 21 (63.6%)	Beginning	1			
	Intermediate	0	1		
	Advanced	0	1	10	
	Advanced High	0	2	18	
13 <hr/> 9 (69.2%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	0	1	
	Advanced High	0	0	9	
101 <hr/> 64 (63.4%)	Beginning	1			
	Intermediate	0	8		
	Advanced	0	6	28	
	Advanced High	0	3	55	

 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)**

29	73.4	83.0	85.6	86.0	93.1	96.6	43.0	84.1
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**ALGEBRA I (tested with 2020-2021 test)**

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**ALGEBRA II (tested with 2020-2021 test)**

110	70.0	82.0	92.5	94.3	89.1	100.0	44.8	87.2
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**ALGEBRA II (tested with 2020-2021 test)**

109	67.9	84.2	88.1	88.8	95.4	99.1	56.3	83.8
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**BIOLOGY HONORS (tested with 2020-2021 test)**

105	59.5	75.7	84.7	86.3	80.0	95.2	65.0	94.3
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**BIOLOGY HONORS (tested with 2020-2021 test)**

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**CHEMISTRY HONORS (tested with 2020-2021 test)**

105	59.2	75.0	89.5	92.1	61.9	100.0	53.1	94.1
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**CHEMISTRY HONORS (tested with 2020-2021 test)**

105	73.3	82.6	89.1	90.3	86.7	100.0	62.4	92.3
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**ENGLISH I HONORS (tested with 2020-2021 test)**

104	71.9	78.9	88.9	90.6	87.5	99.0	65.1	93.8
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**ENGLISH I HONORS (tested with 2020-2021 test)**

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**ENGLISH II HONORS (tested with 2020-2021 test)**

105	72.0	80.9	83.7	84.2	95.2	100.0	71.8	94.3
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**ENGLISH II HONORS (tested with 2020-2021 test)**

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**ENGLISH IV (tested with 2020-2021 test)**

77	71.2	84.0	84.3	84.3	98.7	94.8	66.4	92.0
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**ENGLISH IV (tested with 2020-2021 test)**

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**GEOMETRY (tested with 2020-2021 test)**

85	70.7	84.9	89.8	90.7	97.6	100.0	49.7	87.7
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**GEOMETRY (tested with 2020-2021 test)**

80	63.3	82.0	87.1	88.0	91.3	100.0	44.2	80.3
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**PHYSICS HONORS (tested with 2020-2021 test)**

66	54.9	73.0	92.3	95.7	60.6	97.0	64.6	90.7
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**PHYSICS HONORS (tested with 2020-2021 test)**

47	39.7	70.3	87.1	90.0	53.2	100.0	68.9	92.4
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**PRE-CALCULUS (tested with 2020-2021 test)**

9	56.7	67.6	76.6	78.1	33.3	100.0	30.9	91.8
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**PRE-CALCULUS (tested with 2020-2021 test)**

7	53.6	74.2	83.1	84.8	71.4	85.7	52.6	87.1
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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	108	555	91.7	14	562	92.9	90	553	91.1	1	*	*	7,397	467	39.9
		2020-21	99.0	80.0	97	522	77.3	6	520	83.3	90	523	76.7				7,033	457	35.8
		2021-22	90.8	62.6	99	544	89.9	2	*	*	93	543	89.2	1	*	*	5,440	468	40.4
	Mathematics	2019-20	100.0	84.4	108	543	58.3	14	538	64.3	90	542	56.7	1	*	*	7,397	461	21.8
		2020-21	99.0	80.0	97	510	42.3	6	480	0.0	90	512	44.4				7,033	456	20.4
		2021-22	90.8	62.6	99	520	47.5	2	*	*	93	521	47.3	1	*	*	5,440	461	23.3
ACT	English	2019-20	100.0	81.2	108	20	77.8	14	22	85.7	90	20	76.7	1	*	*	7,118	15	28.9
		2020-21	98.0	57.2	96	19	58.3	6	16	33.3	89	19	60.7				5,025	14	24.2
		2021-22	99.1	77.7	108	20	75.9	1	*	*	103	20	75.7	1	*	*	6,753	14	25.7
	Mathematics	2019-20	100.0	81.2	108	21	37.0	14	21	35.7	90	21	36.7	1	*	*	7,118	17	14.3
		2020-21	98.0	57.2	96	20	32.3	6	18	16.7	89	20	33.7				5,025	17	13.6
		2021-22	99.1	77.7	108	20	28.7	1	*	*	103	20	28.2	1	*	*	6,753	17	13.0
	Reading	2019-20	100.0	81.2	108	22	50.0	14	22	50.0	90	21	48.9	1	*	*	7,118	16	18.6
		2020-21	98.0	57.2	96	20	35.4	6	19	33.3	89	20	34.8				5,025	16	16.1
		2021-22	99.1	77.7	108	22	50.9	1	*	*	103	22	51.5	1	*	*	6,753	16	17.8
	Science	2019-20	100.0	81.2	108	21	33.3	14	22	35.7	90	21	33.3	1	*	*	7,118	17	13.9
		2020-21	98.0	57.2	96	20	28.1	6	18	0.0	89	20	29.2				5,025	17	12.9
		2021-22	99.1	77.7	108	20	29.6	1	*	*	103	21	29.1	1	*	*	6,753	16	13.4
	Composite	2019-20	100.0	81.2	108	21	–	14	22	–	90	21	–	1	*	–	7,118	16	–
		2020-21	98.0	57.2	96	20	–	6	18	–	89	20	–				5,025	16	–
		2021-22	99.1	77.7	108	21	–	1	*	–	103	21	–	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	29	492	89.7	2	*	*	27	494	88.9	0			0			1,784	466	71.7	
	Mathematics	2019																1,840	461	62.2	
		2020																195	407	22.6	
		2021	29	496	86.2	2	*	*	27	498	85.2	0			0			1,784	460	59.6	
10	Reading & Writing	2019																8,412	412	36.7	
		2020	122	487	82.8	7	489	100.0	115	487	81.7	0			0			4,794	421	42.6	
		2021	103	487	82.5	3	*	*	100	487	82.0	0			0			7,518	414	40.0	
	Mathematics	2019																	8,412	425	19.8
		2020	122	479	50.8	7	497	71.4	115	477	49.6	0			0			4,794	425	22.5	
		2021	103	472	50.5	3	*	*	100	473	51.0	0			0			7,518	428	22.1	
11	Reading & Writing	2019																2,675	480	55.6	
		2020	4	*	*	0			4	*	*	0			0			1,090	522	68.2	
		2021	35	571	97.1	3	*	*	32	574	96.9	0			0			1,621	528	75.3	
	Mathematics	2019																	2,675	472	32.0
		2020	4	*	*	0			4	*	*	0			0			1,090	510	49.9	
		2021	35	533	74.3	3	*	*	32	537	75.0	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**

357	17,479	2.3	2.1	128	35.9	34.0
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**Calculus BC**

11	233	2.2	3.4	4	36.4	71.7
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**Human Geography**

100	2,174	1.4	1.7	9	9.0	20.3
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**Biology**

30	621	2.0	2.1	7	23.3	29.5
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**English Literature and Composition**

32	1,659	2.6	2.3	17	53.1	41.0
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**Spanish Language and Culture**

50	907	4.6	3.5	50	100.0	78.3
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**Calculus AB**

18	611	1.8	2.4	3	16.7	38.1
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**Environmental Science**

12	967	2.7	1.9	5	41.7	25.4
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**World History**

104	1,540	2.1	2.1	33	31.7	29.9
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