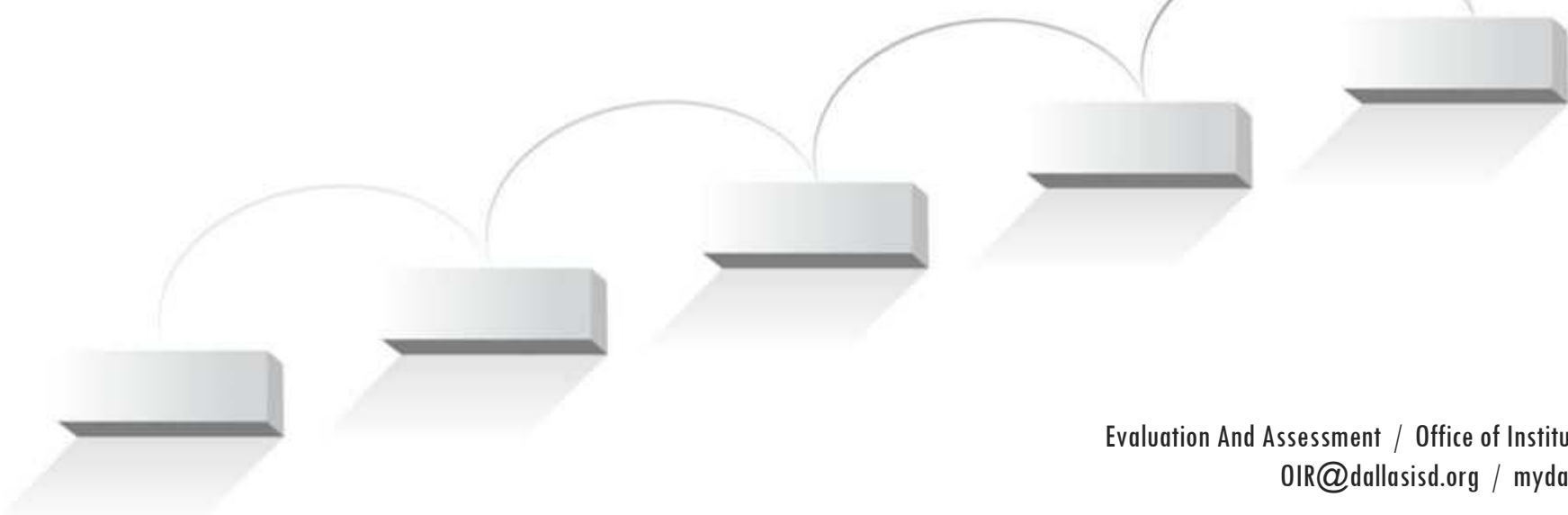JULY 28, 2023

SCHOOL # 387

NORTH LAKE EARLY COLLEGE HIGH SCHOOL

DATA PACKET
FOR 2023-2024
PLANNING

Evaluation And Assessment / Office of Institutional Research
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DALLAS
INDEPENDENT SCHOOL DISTRICT

2023-24 DATA PACKET INFORMATION

This preliminary edition of the annual Campus Data Packet has placeholder reports for STAAR 3-8. When final performance level standards are released in August, new packets will be published with traditional reports. PLEASE READ the notes in the STAAR section below regarding PLACEHOLDER STAAR 3-8 reports.

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 school year.
- "New" students were new to the district in 2022-23. They are counted as new if not enrolled in a district campus before the last day of the 2021-22 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 2021-22 and 2022-23.

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 of items 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 2023, the TEA does not differentiate between the Advanced and Advanced High levels from 2022.

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 demoninator, 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 schoool 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	62
10	66
11	51
12	64
ALL	243

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	21	8.6	2	13.3
American Indian/Alaska Native	3	1.2	*	*
Asian/Hawaiian/Pacific Islander	5	2.1	*	*
Hispanic	206	84.8	4	26.7
White	5	2.1	6	40.0
Multiple	3	1.2	0	0.0
Other* (teachers only)	—	—	3	20.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	119	49.0
Economically disadvantaged	213	87.7
Limited English proficient (LEP)	92	37.9
Special education	4	1.6
Talented and Gifted (TAG)	82	33.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2021	64	4	6.3	0	0.0	2	3.1	56	87.5	1	1.6	1	1.6
	2022	75	9	12.0	3	4.0	0	0.0	60	80.0	3	4.0	0	0.0
	2023	62	6	9.7	1	1.6	2	3.2	51	82.3	1	1.6	1	1.6
10	2021	69	5	7.2	0	0.0	3	4.3	59	85.5	1	1.4	1	1.4
	2022	56	3	5.4	0	0.0	1	1.8	50	89.3	1	1.8	1	1.8
	2023	66	8	12.1	2	3.0	0	0.0	54	81.8	2	3.0	0	0.0
11	2021													
	2022	64	5	7.8	0	0.0	2	3.1	55	85.9	1	1.6	1	1.6
	2023	51	2	3.9	0	0.0	1	2.0	46	90.2	1	2.0	1	2.0
12	2021													
	2022	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
	2023	64	5	7.8	0	0.0	2	3.1	55	85.9	1	1.6	1	1.6
9-12	2021	133	9	6.8	0	0.0	5	3.8	115	86.5	2	1.5	2	1.5
	2022	196	17	8.7	3	1.5	4	2.0	165	84.2	5	2.6	2	1.0
	2023	243	21	8.6	3	1.2	5	2.1	206	84.8	5	2.1	3	1.2

Grade	Year	Enrollment	Economically Disadvantaged N	%	LEP N	%	Special Education N	%	At Risk N	%	TAG N	%	New (to District) N	%	Gender % Male	% Female	Retention Rate (%)
9	2021	64	59	92.2	26	40.6	1	1.6	36	56.3	16	25.0	6	9.4	46.9	53.1	0.0
	2022	75	67	89.3	33	44.0	3	4.0	50	66.7	25	33.3	18	24.0	41.3	58.7	2.7
	2023	62	57	91.9	30	48.4	0	0.0	42	67.7	22	35.5	25	40.3	41.9	58.1	1.6
10	2021	69	56	81.2	19	27.5	1	1.4	26	37.7	25	36.2	2	2.9	42.0	58.0	0.0
	2022	56	51	91.1	22	39.3	1	1.8	26	46.4	13	23.2	1	1.8	41.1	58.9	1.8
	2023	66	60	90.9	28	42.4	2	3.0	29	43.9	23	34.8	2	3.0	36.4	63.6	0.0
11	2021																
	2022	64	54	84.4	16	25.0	1	1.6	23	35.9	24	37.5	0	0.0	43.8	56.3	0.0
	2023	51	43	84.3	19	37.3	1	2.0	23	45.1	13	25.5	0	0.0	37.3	62.7	0.0
12	2021																
	2022	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	100.0	0.0
	2023	64	53	82.8	15	23.4	1	1.6	25	39.1	24	37.5	0	0.0	45.3	54.7	0.0
9-12	2021	133	115	86.5	45	33.8	2	1.5	62	46.6	41	30.8	8	6.0	44.4	55.6	0.0
	2022	196	172	87.8	71	36.2	5	2.6	99	50.5	62	31.6	19	9.7	41.8	58.2	1.5
	2023	243	213	87.7	92	37.9	4	1.6	119	49.0	82	33.7	27	11.1	40.3	59.7	0.4

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2021	66	13,245	65	99.0	12,348	93.2	0	0.0	4.2	62	8,679	94.6	65.5
	2022	78	12,879	74	95.1	11,301	87.7	1	1.3	18.1	73	9,837	93.4	76.4
	2023	64	12,036	61	95.2	10,367	86.1	0	0.0	17.0	61	9,480	95.6	78.8
10	2021	69	12,994	69	99.4	12,138	93.4	0	0.0	3.0	68	8,671	97.9	66.7
	2022	58	9,985	55	95.6	8,831	88.4	1	1.7	14.4	53	7,793	91.7	78.0
	2023	65	10,832	60	92.0	9,421	87.0	0	0.0	11.8	58	8,798	89.0	81.2
11	2021		11,173			10,467	93.7			2.5		7,138		63.9
	2022	65	8,677	61	95.1	7,777	89.6	0	0.0	11.4	61	6,953	94.6	80.1
	2023	48	7,794	46	94.4	6,861	88.0	0	0.0	9.3	47	6,565	97.1	84.2
12	2021		10,428			9,883	94.8			2.2		7,101		68.1
	2022	1	8,938	1	90.6	8,092	90.5			9.3		7,044		78.8
	2023	63	8,718	59	93.1	7,619	87.4	0	0.0	6.9	58	6,639	92.2	76.2
9-12	2021	135	47,841	134	99.2	44,835	93.7	0	0.0	3.1	130	31,589	96.3	66.0
	2022	201	40,480	192	95.2	36,002	88.9	3	1.5	13.8	188	31,627	93.3	78.1
	2023	240	39,380	225	93.6	34,268	87.0	0	0.0	11.8	224	31,482	93.2	79.9

Teachers: 15

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	13.3
Hispanic	4	26.7
White	6	40.0
Multiple	0	0.0
Other	3	20.0

Gender	Number	Percentage
Female	11	73.3
Male	4	26.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	20.0
1	0	0.0
2	0	0.0
3	2	13.3
4	1	6.7
5	1	6.7
1-3	2	13.3
More than 3	10	66.7
1 - 5	4	26.7
6 - 10	3	20.0
11 - 20	4	26.7
More than 20	1	6.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2020-21	3.7	85.7
2021-22	7.8	88.9
2022-23	6.5	73.3

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		**2021**	*	*	96.4	98.3	*	92.6	94.4		93.3	100.0	96.9	58.9
		2022	*	100.0	98.2	98.5	*	96.9	97.9		96.6	100.0	98.6	64.9
		2023		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	70.4
	Tests Taken	**2021**	1	4	56	58	1	27	36		30	34	64	9,858
		2022	5	8	57	65	3	32	48		29	44	73	11,489
		2023		7	49	56		29	40		26	34	60	10,637
ENGLISH II		**2021**	*	*	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	71.9
		2023	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	73.7
	Tests Taken	**2021**	1	5	60	57	1	19	26		30	40	70	9,709
		2022	1	4	48	49	1	22	26		24	31	55	9,608
		2023	3	9	56	64	2	29	31		26	45	71	10,170

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	**2021**	*	*	2	1	*	2	2		2	0	2	4,055
	2022	*	0	1	1	*	1	1		1	0	1	4,036
	2023		0	0	0		0	0		0	0	0	3,151
Tests Taken	**2021**	1	4	56	58	1	27	36		30	34	64	9,858
	2022	5	8	57	65	3	32	48		29	44	73	11,489
	2023		7	49	56		29	40		26	34	60	10,637
ENGLISH II	**2021**	*	*	0	0	*	0	0		0	0	0	3,575
	2022	*	*	0	0	*	0	0		0	0	0	2,704
	2023	*	0	0	0	*	0	0		0	0	0	2,670
Tests Taken	**2021**	1	5	60	57	1	19	26		30	40	70	9,709
	2022	1	4	48	49	1	22	26		24	31	55	9,608
	2023	3	9	56	64	2	29	31		26	45	71	10,170

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		2021	*	*	83.9	86.2	*	74.1	77.8		80.0	91.2	85.9	40.8
		2022	*	87.5	80.7	83.1	*	71.9	75.0		75.9	88.6	83.6	45.1
		2023		100.0	89.8	91.1		86.2	87.5		92.3	91.2	91.7	54.1
	Tests Taken	2021	1	4	56	58	1	27	36		30	34	64	9,858
		2022	5	8	57	65	3	32	48		29	44	73	11,489
		2023		7	49	56		29	40		26	34	60	10,637
ENGLISH II		2021	*	*	95.0	96.5	*	100.0	92.3		93.3	97.5	95.7	47.3
		2022	*	*	91.7	91.8	*	86.4	84.6		87.5	96.8	92.7	53.8
		2023	*	88.9	89.3	90.6	*	82.8	83.9		88.5	91.1	90.1	55.3
	Tests Taken	2021	1	5	60	57	1	19	26		30	40	70	9,709
		2022	1	4	48	49	1	22	26		24	31	55	9,608
		2023	3	9	56	64	2	29	31		26	45	71	10,170

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		**2021**	*	*	16.1	13.8	*	7.4	11.1		13.3	17.6	15.6	6.3
		2022	*	12.5	15.8	16.9	*	3.1	6.3		20.7	13.6	16.4	7.7
		2023		28.6	22.4	25.0		13.8	15.0		19.2	29.4	25.0	11.1
	Tests Taken	**2021**	1	4	56	58	1	27	36		30	34	64	9,858
		2022	5	8	57	65	3	32	48		29	44	73	11,489
		2023		7	49	56		29	40		26	34	60	10,637
ENGLISH II		**2021**	*	*	21.7	21.1	*	10.5	7.7		23.3	22.5	22.9	6.0
		2022	*	*	14.6	12.2	*	13.6	11.5		4.2	22.6	14.5	6.3
		2023	*	44.4	14.3	21.9	*	0.0	3.2		26.9	17.8	21.1	7.9
	Tests Taken	**2021**	1	5	60	57	1	19	26		30	40	70	9,709
		2022	1	4	48	49	1	22	26		24	31	55	9,608
		2023	3	9	56	64	2	29	31		26	45	71	10,170

AVERAGE PERCENTAGE OF POINTS EARNED BY REPORTING CATEGORY

ENGLISH I	OLD: Analysis Across Genres (Reading) NEW in 2023: Reading	OLD: Literary Texts (Reading) NEW in 2023: not used	OLD: Informational Texts (Reading) NEW in 2023: not used	Expository Composition[1]	OLD: Revision (Writing) NEW in 2023: Writing (Revising and Editing)	OLD: Editing (Writing) NEW in 2023: not used
2021	75.0	78.0	75.4	5.1 / 8	76.2	89.4
2022	81.3	74.3	68.4	5.9 / 8	81.7	80.5
2023	59.4	–	–	7.7 / 10	65.4	–

ENGLISH II	OLD: Analysis Across Genres (Reading) NEW in 2023: Reading	OLD: Literary Texts (Reading) NEW in 2023: not used	OLD: Informational Texts (Reading) NEW in 2023: not used	Persuasive Composition[1]	OLD: Revision (Writing) NEW in 2023: Writing (Revising and Editing)	OLD: Editing (Writing) NEW in 2023: not used
2021	85.4	84.2	82.6	5.8 / 8	86.8	84.6
2022	85.2	79.0	80.6	6.2 / 8	82.8	87.3
2023	49.9	–	–	7.6 / 10	58.1	–

[1]Average score points.
OLD 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.
NEW score point scale in 2023: 0=Nonscorable or unsuccessful; 1=Ineffective; 2=Not Developed; 3=Between Not Developed and Limited; 4=Limited; 5=Between Limited and Partially Developed; 6=Partially Developed; 7=Between Partially Developed and Effective; 8=Effective; 9=Between Effective and Fully Developed; 10=Fully Developed.

NORTH LAKE EARLY COLLEGE HIGH SCHOOL (387)   **15**

July 28, 2023   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAREOC_read_obj   2023-24 Data Packet

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	**2021**		*	100.0	95.8		100.0	95.2		92.9	100.0	96.2	69.4
	2022	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	79.2
	2023		*	90.0	91.7		100.0	91.3		100.0	86.7	92.3	80.6
Tests Taken	**2021**		3	23	24		14	21		14	12	26	11,233
	2022	2	4	20	23	3	11	19		13	14	27	10,722
	2023		4	20	24		13	23		11	15	26	10,860

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	**2021**		*	0	1		0	1		1	0	1	3,441
	2022	*	*	0	0	*	0	0		0	0	0	2,235
	2023		*	2	2		0	2		0	2	2	2,103
Tests Taken	**2021**		3	23	24		14	21		14	12	26	11,233
	2022	2	4	20	23	3	11	19		13	14	27	10,722
	2023		4	20	24		13	23		11	15	26	10,860

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	**2021**		*	60.9	62.5		64.3	57.1		50.0	75.0	61.5	32.4
	2022	*	*	65.0	65.2	*	54.5	63.2		69.2	64.3	66.7	48.1
	2023		*	50.0	58.3		61.5	52.2		63.6	53.3	57.7	55.4
Tests Taken	**2021**		3	23	24		14	21		14	12	26	11,233
	2022	2	4	20	23	3	11	19		13	14	27	10,722
	2023		4	20	24		13	23		11	15	26	10,860

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	**2021**		*	39.1	37.5		28.6	23.8		35.7	33.3	34.6	15.8
	2022	*	*	40.0	30.4	*	27.3	31.6		38.5	35.7	37.0	30.9
	2023		*	15.0	20.8		15.4	13.0		18.2	20.0	19.2	13.3
Tests Taken	**2021**		3	23	24		14	21		14	12	26	11,233
	2022	2	4	20	23	3	11	19		13	14	27	10,722
	2023		4	20	24		13	23		11	15	26	10,860

AVERAGE PERCENTAGE OF POINTS EARNED 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 Inequailites	4. Quadratic Functions and Equations	5. Exponential Functions and Equations
2021	66.4	65.1	62.9	63.6	80.8
2022	54.5	65.1	67.5	76.8	67.3
2023	58.0	58.3	64.3	54.5	43.4

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2021**	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	78.3
	2022	*	100.0	98.4	98.5	*	100.0	98.0		96.7	100.0	98.7	83.9
	2023		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.7
Tests Taken	**2021**	1	5	55	57	1	26	34		29	35	64	9,986
	2022	3	8	63	68	2	33	50		30	47	77	10,105
	2023		8	52	58		30	44		25	38	63	10,387

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	**2021**	*	*	0	0	*	0	0		0	0	0	2,162
	2022	*	0	1	1	*	0	1		1	0	1	1,622
	2023			0	0	0		0	0		0	0	0	1,275
Tests Taken	**2021**	1	5	55	57	1	26	34		29	35	64	9,986
	2022	3	8	63	68	2	33	50		30	47	77	10,105
	2023		8	52	58		30	44		25	38	63	10,387

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2021**	*	*	96.4	98.2	*	96.2	94.1		96.6	97.1	96.9	42.8
	2022	*	100.0	90.5	91.2	*	90.9	90.0		86.7	93.6	90.9	52.7
	2023		75.0	78.8	79.3		80.0	75.0		76.0	81.6	79.4	53.4
Tests Taken	**2021**	1	5	55	57	1	26	34		29	35	64	9,986
	2022	3	8	63	68	2	33	50		30	47	77	10,105
	2023		8	52	58		30	44		25	38	63	10,387

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2021**	*	*	49.1	50.9	*	42.3	47.1		55.2	51.4	53.1	14.0
	2022	*	50.0	55.6	55.9	*	48.5	42.0		50.0	57.4	54.5	18.8
	2023		37.5	40.4	37.9		33.3	29.5		32.0	44.7	39.7	17.0
Tests Taken	**2021**	1	5	55	57	1	26	34		29	35	64	9,986
	2022	3	8	63	68	2	33	50		30	47	77	10,105
	2023		8	52	58		30	44		25	38	63	10,387

AVERAGE PERCENTAGE OF POINTS EARNED 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
2021	73.1	78.1	84.5	83.4	88.4
2022	80.5	81.6	81.4	73.1	83.4
2023	63.6	72.4	73.3	62.2	68.1

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	**2021**												84.7
	2022	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	89.6
	2023	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.8
Tests Taken	**2021**												8,945
	2022	1	5	56	54	1	17	24		28	38	66	8,634
	2023	1	2	45	43	1	18	23		20	30	50	8,899

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	**2021**												1,373
	2022	*	*	0	0	*	0	0		0	0	0	897
	2023	*	*	0	0	*	0	0		0	0	0	548
Tests Taken	**2021**												8,945
	2022	1	5	56	54	1	17	24		28	38	66	8,634
	2023	1	2	45	43	1	18	23		20	30	50	8,899

NORTH LAKE EARLY COLLEGE HIGH SCHOOL (387)   27

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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	**2021**												56.7
	2022	*	*	96.4	96.3	*	94.1	91.7		96.4	97.4	97.0	64.3
	2023	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	64.9
Tests Taken	**2021**												8,945
	2022	1	5	56	54	1	17	24		28	38	66	8,634
	2023	1	2	45	43	1	18	23		20	30	50	8,899

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	**2021**												30.7
	2022	*	*	76.8	77.8	*	64.7	58.3		85.7	73.7	78.8	35.5
	2023	*	*	82.2	76.7	*	83.3	78.3		85.0	76.7	80.0	31.7
Tests Taken	**2021**												8,945
	2022	1	5	56	54	1	17	24		28	38	66	8,634
	2023	1	2	45	43	1	18	23		20	30	50	8,899

AVERAGE PERCENTAGE OF POINTS EARNED BY REPORTING CATEGORY

U.S. HISTORY	1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
2021				
2022	83.2	87.2	81.7	86.1
2023	69.0	79.8	80.6	75.4

PERFORMANCE IN 2023

Grade 2022-23 (N Rated)	Domain: 2023 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (30)	Beginning	0	0.0	1	3.3	0	0.0	0	0.0	0	0.0
	Intermediate	4	13.3	4	13.3	11	36.7	3	10.0	3	10.0
	Advanced	13	43.3	20	66.7	12	40.0	7	23.3	18	60.0
	Advanced High	13	43.3	5	16.7	7	23.3	20	66.7	9	30.0
10 (28)	Beginning	0	0.0	1	3.6	0	0.0	0	0.0	0	0.0
	Intermediate	1	3.6	6	21.4	5	17.9	4	14.3	2	7.1
	Advanced	15	53.6	11	39.3	17	60.7	9	32.1	15	53.6
	Advanced High	12	42.9	10	35.7	6	21.4	15	53.6	11	39.3
11 (19)	Beginning	0	0.0	1	5.3	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	5.3	0	0.0	0	0.0	1	5.3
	Advanced	4	21.1	15	78.9	11	57.9	2	10.5	4	21.1
	Advanced High	15	78.9	2	10.5	8	42.1	17	89.5	14	73.7
12 (16)	Beginning	0	0.0	9	56.3	1	6.3	1	6.3	1	6.3
	Intermediate	3	18.8	0	0.0	3	18.8	3	18.8	8	50.0
	Advanced	8	50.0	6	37.5	8	50.0	6	37.5	5	31.3
	Advanced High	5	31.3	1	6.3	4	25.0	6	37.5	2	12.5
ALL (93)	Beginning	0	0.0	12	12.9	1	1.1	1	1.1	1	1.1
	Intermediate	8	8.6	11	11.8	19	20.4	10	10.8	14	15.1
	Advanced	40	43.0	52	55.9	48	51.6	24	25.8	42	45.2
	Advanced High	45	48.4	18	19.4	25	26.9	58	62.4	36	38.7

PROGRESSION FROM 2022 TO 2023

Number Rated Both Years / N (%) Progressed	2023 Level	2022 Level Beg	Int	Adv	Adv High
26 / **9 (34.6%)**	Beginning	0			
	Intermediate	0	2		
	Advanced	0	1	15	
	Advanced High	0	0	8	
27 / **12 (44.4%)**	Beginning	0			
	Intermediate	0	2		
	Advanced	0	2	13	
	Advanced High	0	0	10	
18 / **13 (72.2%)**	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	4	
	Advanced High	0	0	13	
16 / **3 (18.8%)**	Beginning	1			
	Intermediate	0	8		
	Advanced	0	1	4	
	Advanced High	0	0	2	
87 / **37 (42.5%)**	Beginning	1			
	Intermediate	0	13		
	Advanced	0	4	36	
	Advanced High	0	0	33	

☐ Indicates students who progressed at least one level from 2022 to 2023.

SEMESTER 1 TESTS

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

High School Exams

ALGEBRA II HONORS

CHEMISTRY HONORS

ENVIRONMENTAL SYSTEMS

GEOMETRY

SEMESTER 2 TESTS

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

ALGEBRA II HONORS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
40	76.0	87.4			97.5		72.4	88.8

CHEMISTRY HONORS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
34	53.4	71.5			47.1		61.8	90.4

ENVIRONMENTAL SYSTEMS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
35	65.0	76.7			94.3		46.9	88.6

GEOMETRY

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
24	62.2	81.1			95.8		44.9	85.3

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	**2020-21**		68.0													5,974	456	35.4
		2021-22		62.6													5,438	468	40.4
		2022-23	98.4	76.8	63	519	69.8	5	*	*	54	508	64.8	1	*	*	6,748	461	38.2
	Mathematics	**2020-21**		68.0													5,974	455	21.1
		2021-22		62.6													5,438	461	23.3
		2022-23	98.4	76.8	63	506	36.5	5	*	*	54	499	33.3	1	*	*	6,748	445	18.1
ACT	English	**2020-21**		46.9													4,120	14	24.1
		2021-22		77.7													6,752	14	25.7
		2022-23	3.1	6.6	2	20	*				2	*	*				581	21	66.4
	Mathematics	**2020-21**		46.9													4,120	17	14.5
		2021-22		77.7													6,752	17	13.0
		2022-23	3.1	6.6	2	18	*				2	*	*				581	21	41.5
	Reading	**2020-21**		46.9													4,120	16	16.5
		2021-22		77.7													6,752	16	17.8
		2022-23	3.1	6.6	2	26	*				2	*	*				581	23	56.6
	Science	**2020-21**		46.9													4,120	17	13.6
		2021-22		77.7													6,752	16	13.4
		2022-23	3.1	6.6	2	23	*				2	*	*				581	22	45.6
	Composite	**2020-21**		46.9			–			–			–			–	4,120	16	–
		2021-22		77.7			–			–			–			–	6,752	16	–
		2022-23	3.1	6.6	2	22	–			–	2	*	–			–	581	22	–

NOTE: See the NOTES report for information about score ranges and college-readiness benchmarks set by The College Board (SAT) and ACT, Inc.

NORTH LAKE EARLY COLLEGE HIGH SCHOOL (387)   **33**

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	**2020**																182	394	39.6
		2021	9	518	100.0	1	*	*	8	515	100.0	0			0			1,784	466	71.7
		2022	68	418	60.3	9	400	55.6	54	408	57.4	1	*	*	3	*	*	2,215	449	65.1
	Mathematics	**2020**																182	407	22.5
		2021	9	502	88.9	1	*	*	8	503	87.5	0			0			1,784	460	59.6
		2022	68	429	26.5	9	410	22.2	54	428	25.9	1	*	*	3	*	*	2,215	451	50.7
10	Reading & Writing	**2020**																3,180	421	40.6
		2021	57	479	80.7	3	*	*	51	472	78.4	1	*	*	1	*	*	7,518	414	40.0
		2022	63	447	54.0	7	420	57.1	52	453	53.8	2	*	*	2	*	*	8,625	406	35.1
	Mathematics	**2020**																3,180	425	23.4
		2021	57	455	40.4	3	*	*	51	452	37.3	1	*	*	1	*	*	7,518	428	22.1
		2022	63	458	39.7	7	426	42.9	52	462	40.4	2	*	*	2	*	*	8,625	420	20.8

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

ALL EXAMS

School	Dist	School	Dist	School	%	Dist
61	18,603	**1.5**	2.2	**8**	**13.1**	34.4

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Human Geography

School	Dist	School	Dist	School	%	Dist
61	2,391	**1.5**	1.7	**8**	**13.1**	20.0

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist