




# Data Packet 2022-23

## P-TECH AND ECHS SCHOOL GROUP



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**STAAR**

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### **STATISTICS FOR FEEDER GROUPS**

- Statistics for each year are computed for schools in the feeder group for that year. (Statistics for prior years reflect the schools in the feeder group at that time.) Schools' data are also included in statistics for their geographic feeder pattern each year.
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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.”

**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.

**STUDENT ENROLLMENT**

Grade	Enrollment
9	2,112
10	1,716
11	1,471
12	1,173
ALL	6,472

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	1,309	20.2		
American Indian/Alaska Native	8	0.1	*	*
Asian/Hawaiian/Pacific Islander	68	1.1	*	*
Hispanic	4,892	75.6		
White	108	1.7		
Multiple	78	1.2		
Other* (teachers only)	—	—		
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	4,353	67.3
Economically disadvantaged	5,588	86.3
Limited English proficient (LEP)	2,864	44.3
Special education	214	3.3
Talented and Gifted (TAG)	1,476	22.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	2,222	533	24.0	3	0.1	10	0.5	1,602	72.1	33	1.5	23	1.0
	2021	2,017	450	22.3	1	0.0	20	1.0	1,490	73.9	31	1.5	25	1.2
	2022	2,112	455	21.5	5	0.2	30	1.4	1,547	73.2	50	2.4	24	1.1
10	2020	1,847	398	21.5	2	0.1	6	0.3	1,383	74.9	23	1.2	16	0.9
	2021	1,925	438	22.8	1	0.1	9	0.5	1,420	73.8	21	1.1	31	1.6
	2022	1,716	329	19.2	1	0.1	24	1.4	1,320	76.9	29	1.7	13	0.8
11	2020	1,521	323	21.2	4	0.3	8	0.5	1,138	74.8	22	1.4	9	0.6
	2021	1,454	292	20.1	2	0.1	6	0.4	1,111	76.4	17	1.2	22	1.5
	2022	1,471	293	19.9	1	0.1	9	0.6	1,125	76.5	17	1.2	22	1.5
12	2020	648	179	27.6	1	0.2	2	0.3	443	68.4	11	1.7	3	0.5
	2021	1,186	228	19.2	3	0.3	9	0.8	905	76.3	19	1.6	9	0.8
	2022	1,173	232	19.8	1	0.1	5	0.4	900	76.7	12	1.0	19	1.6
9-12	2020	6,238	1,433	23.0	10	0.2	26	0.4	4,566	73.2	89	1.4	51	0.8
	2021	6,582	1,408	21.4	7	0.1	44	0.7	4,926	74.8	88	1.3	87	1.3
	2022	6,472	1,309	20.2	8	0.1	68	1.1	4,892	75.6	108	1.7	78	1.2
ALL	2020	6,238	1,433	23.0	10	0.2	26	0.4	4,566	73.2	89	1.4	51	0.8
	2021	6,582	1,408	21.4	7	0.1	44	0.7	4,926	74.8	88	1.3	87	1.3
	2022	6,472	1,309	20.2	8	0.1	68	1.1	4,892	75.6	108	1.7	78	1.2

**Enroll (2)**
**Enrollment Statistics by Select Student Group**

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	2,222	1,923	86.5	951	42.8	78	3.5	1,351	60.8	428	19.3	312	14.0	42.8	57.2	0.5
	2021	2,017	1,760	87.3	939	46.6	74	3.7	1,392	69.0	414	20.5	235	11.7	43.9	56.1	0.7
	2022	2,112	1,835	86.9	1,010	47.8	93	4.4	1,598	75.7	504	23.9	299	14.2	45.9	54.1	4.1
10	2020	1,847	1,585	85.8	663	35.9	55	3.0	1,090	59.0	369	20.0	19	1.0	44.1	55.9	0.1
	2021	1,925	1,674	87.0	813	42.2	57	3.0	1,239	64.4	398	20.7	12	0.6	42.1	57.9	0.0
	2022	1,716	1,490	86.8	813	47.4	56	3.3	1,193	69.5	375	21.9	19	1.1	41.7	58.3	3.4
11	2020	1,521	1,300	85.5	424	27.9	31	2.0	914	60.1	289	19.0	1	0.1	44.0	56.0	0.0
	2021	1,454	1,246	85.7	497	34.2	34	2.3	653	44.9	326	22.4	1	0.1	41.3	58.7	0.0
	2022	1,471	1,257	85.5	628	42.7	40	2.7	936	63.6	319	21.7	5	0.3	40.9	59.1	0.1
12	2020	648	556	85.8	141	21.8	9	1.4	350	54.0	129	19.9	0	0.0	38.7	61.3	0.0
	2021	1,186	1,026	86.5	314	26.5	22	1.9	481	40.6	242	20.4	1	0.1	42.5	57.5	0.0
	2022	1,173	1,006	85.8	413	35.2	25	2.1	626	53.4	278	23.7	1	0.1	40.4	59.6	0.0
9-12	2020	6,238	5,364	86.0	2,179	34.9	173	2.8	3,705	59.4	1,215	19.5	332	5.3	43.1	56.9	0.2
	2021	6,582	5,706	86.7	2,563	38.9	187	2.8	3,765	57.2	1,380	21.0	249	3.8	42.6	57.4	0.2
	2022	6,472	5,588	86.3	2,864	44.3	214	3.3	4,353	67.3	1,476	22.8	324	5.0	42.6	57.4	2.3
ALL	2020	6,238	5,364	86.0	2,179	34.9	173	2.8	3,705	59.4	1,215	19.5	332	5.3	43.1	56.9	0.2
	2021	6,582	5,706	86.7	2,563	38.9	187	2.8	3,765	57.2	1,380	21.0	249	3.8	42.6	57.4	0.2
	2022	6,472	5,588	86.3	2,864	44.3	214	3.3	4,353	67.3	1,476	22.8	324	5.0	42.6	57.4	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	2,257	13,875	2,169	96.1	12,839	92.5	0	0.0	9.0	2,469	10,020	100.0	72.2
	2021	2,022	13,245	1,930	95.4	12,348	93.2	0	0.0	4.2	1,718	8,679	85.0	65.5
	2022	2,161	12,879	2,016	93.3	11,301	87.7	7	0.3	18.1	1,888	9,837	87.4	76.4
10	2020	1,883	12,465	1,803	95.7	11,629	93.3	1	0.1	5.4	2,045	8,835	100.0	70.9
	2021	1,936	12,994	1,853	95.7	12,138	93.4	0	0.0	3.0	1,682	8,671	86.9	66.7
	2022	1,751	9,985	1,625	92.8	8,831	88.4	9	0.5	14.4	1,526	7,793	87.1	78.0
11	2020	1,542	10,440	1,488	96.5	9,830	94.2	3	0.2	4.1	1,725	7,647	100.0	73.2
	2021	1,463	11,173	1,405	96.0	10,467	93.7	1	0.1	2.5	1,271	7,138	86.9	63.9
	2022	1,506	8,677	1,413	93.9	7,777	89.6	2	0.1	11.4	1,338	6,953	88.9	80.1
12	2020	617	10,322	599	97.0	9,699	94.0	0	0.0	3.4	817	7,820	100.0	75.8
	2021	1,175	10,428	1,150	97.9	9,883	94.8	0	0.0	2.2	1,067	7,101	90.8	68.1
	2022	1,184	8,938	1,131	95.5	8,092	90.5	3	0.3	9.3	1,076	7,044	90.9	78.8
9-12	2020	6,299	47,101	6,059	96.2	43,997	93.4	4	0.1	5.8	7,056	34,322	100.0	72.9
	2021	6,596	47,841	6,338	96.1	44,835	93.7	1	0.0	3.1	5,738	31,589	87.0	66.0
	2022	6,602	40,480	6,184	93.7	36,002	88.9	21	0.3	13.8	5,828	31,627	88.3	78.1
ALL	2020	6,299	147,014	6,059	96.2	139,794	95.1	4	0.1	4.7	7,056	125,346	100.0	85.3
	2021	6,596	142,838	6,338	96.1	137,226	96.1	1	0.0	3.3	5,738	114,996	87.0	80.5
	2022	6,602	134,570	6,184	93.7	124,521	92.5	21	0.3	9.7	5,828	109,948	88.3	81.7



## 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												65.6
	2021	81.5	61.0	74.7	70.4	34.7	67.2	62.9		67.4	74.8	71.5	58.9
	2022	84.0	65.1	78.4	74.6	38.5	72.5	69.5	*	71.2	79.6	75.8	59.8
Tests Taken	2019												10,554
	2021	27	428	1,437	1,681	72	915	1,339		849	1,091	1,940	9,858
	2022	50	436	1,481	1,757	91	971	1,515	1	932	1,093	2,025	11,270
ENGLISH II	2019												69.3
	2021	85.7	71.5	82.9	79.3	55.4	77.1	73.1		78.7	81.8	80.5	63.2
	2022	92.6	75.6	85.2	82.4	51.7	79.6	77.0		79.8	85.8	83.4	67.2
Tests Taken	2019												9,584
	2021	21	400	1,370	1,584	56	789	1,177		769	1,065	1,834	9,709
	2022	27	324	1,331	1,495	58	829	1,202		709	1,010	1,719	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												3,633
	2021	5	167	364	498	47	300	497		277	275	552	4,055
	2022	8	152	320	447	56	267	462	*	268	223	491	4,534
Tests Taken	2019												10,554
	2021	27	428	1,437	1,681	72	915	1,339		849	1,091	1,940	9,858
	2022	50	436	1,481	1,757	91	971	1,515	1	932	1,093	2,025	11,270
ENGLISH II	2019												2,941
	2021	3	114	234	328	25	181	317		164	194	358	3,575
	2022	2	79	197	263	28	169	276		143	143	286	3,079
Tests Taken	2019												9,584
	2021	21	400	1,370	1,584	56	789	1,177		769	1,065	1,834	9,709
	2022	27	324	1,331	1,495	58	829	1,202		709	1,010	1,719	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												51.0
	2021	66.7	37.4	52.1	47.8	12.5	42.4	37.9		44.5	52.2	48.9	40.8
	2022	76.0	45.9	60.6	56.6	19.8	54.2	48.8	*	54.2	61.4	58.1	44.3
Tests Taken	2019												10,554
	2021	27	428	1,437	1,681	72	915	1,339		849	1,091	1,940	9,858
	2022	50	436	1,481	1,757	91	971	1,515	1	932	1,093	2,025	11,270
ENGLISH II	2019												51.5
	2021	52.4	51.2	64.2	58.9	35.7	55.9	50.0		58.9	63.2	61.4	47.3
	2022	92.6	61.4	70.5	67.4	32.8	62.2	58.7		64.6	72.2	69.1	53.2
Tests Taken	2019												9,584
	2021	21	400	1,370	1,584	56	789	1,177		769	1,065	1,834	9,709
	2022	27	324	1,331	1,495	58	829	1,202		709	1,010	1,719	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												10.1
	2021	14.8	2.3	5.0	4.3	0.0	3.5	2.8		3.5	5.2	4.5	6.3
	2022	8.0	5.3	7.6	6.3	0.0	4.3	3.3	*	6.1	8.0	7.1	7.9
Tests Taken	2019												10,554
	2021	27	428	1,437	1,681	72	915	1,339		849	1,091	1,940	9,858
	2022	50	436	1,481	1,757	91	971	1,515	1	932	1,093	2,025	11,270
ENGLISH II	2019												6.0
	2021	9.5	1.8	4.7	4.0	0.0	2.9	2.5		3.6	4.4	4.1	6.0
	2022	29.6	3.7	5.4	4.9	0.0	3.4	2.7		4.1	6.5	5.5	6.4
Tests Taken	2019												9,584
	2021	21	400	1,370	1,584	56	789	1,177		769	1,065	1,834	9,709
	2022	27	324	1,331	1,495	58	829	1,202		709	1,010	1,719	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						
	2021	62.9	64.8	64.5	4.2	68.9	71.1
	2022	76.5	61.0	57.1	4.9	76.7	74.0

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						
	2021	72.5	69.3	68.1	4.8	76.7	68.7
	2022	71.7	69.2	61.9	5.1	77.6	80.4

<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>												88.9
	<b>2021</b>	81.8	62.4	76.5	72.6	57.4	76.1	69.3		68.8	75.9	72.9	69.4
	<b>2022</b>	87.1	68.5	79.7	75.8	61.1	78.6	73.4	*	77.1	76.4	76.7	75.6
Tests Taken	<b>2019</b>												10,243
	<b>2021</b>	11	330	899	1,122	68	599	953		525	746	1,271	11,233
	<b>2022</b>	31	292	651	888	72	457	801	1	481	516	997	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>												1,134
	<b>2021</b>	2	124	211	307	29	143	293		164	180	344	3,441
	<b>2022</b>	4	92	132	215	28	98	213	*	110	122	232	2,571
Tests Taken	<b>2019</b>												10,243
	<b>2021</b>	11	330	899	1,122	68	599	953		525	746	1,271	11,233
	<b>2022</b>	31	292	651	888	72	457	801	1	481	516	997	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>												68.9
	<b>2021</b>	18.2	19.4	35.0	31.3	19.1	32.6	27.3		28.2	32.6	30.8	32.4
	<b>2022</b>	58.1	29.5	48.4	41.9	23.6	46.6	39.0	*	43.9	42.4	43.1	48.4
Tests Taken	<b>2019</b>												10,243
	<b>2021</b>	11	330	899	1,122	68	599	953		525	746	1,271	11,233
	<b>2022</b>	31	292	651	888	72	457	801	1	481	516	997	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>												45.1
	<b>2021</b>	18.2	8.2	14.9	13.3	5.9	13.5	11.1		13.3	13.1	13.2	15.8
	<b>2022</b>	32.3	11.3	28.7	23.2	5.6	27.1	20.5	*	26.2	21.3	23.7	31.3
Tests Taken	<b>2019</b>												10,243
	<b>2021</b>	11	330	899	1,122	68	599	953		525	746	1,271	11,233
	<b>2022</b>	31	292	651	888	72	457	801	1	481	516	997	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				
	2021	49.3	50.2	50.9	49.7
	2022	47.8	57.3	59.6	61.2

## 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>												87.1
	<b>2021</b>	92.9	79.0	88.8	85.4	73.2	85.6	82.0		83.8	88.4	86.4	78.3
	<b>2022</b>	97.9	83.0	90.9	89.0	67.0	89.1	87.1	*	89.7	89.4	89.5	81.6
Tests Taken	<b>2019</b>												9,591
	<b>2021</b>	28	433	1,454	1,694	71	921	1,351		858	1,103	1,961	9,986
	<b>2022</b>	48	435	1,477	1,754	88	963	1,508	1	925	1,093	2,018	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>												1,240
	<b>2021</b>	2	91	163	248	19	133	243		139	128	267	2,162
	<b>2022</b>	1	74	134	193	29	105	195	*	95	116	211	1,824
Tests Taken	<b>2019</b>												9,591
	<b>2021</b>	28	433	1,454	1,694	71	921	1,351		858	1,103	1,961	9,986
	<b>2022</b>	48	435	1,477	1,754	88	963	1,508	1	925	1,093	2,018	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>												59.2
	<b>2021</b>	75.0	32.3	52.1	46.2	18.3	44.0	37.8		47.8	48.1	48.0	42.8
	<b>2022</b>	83.3	44.1	64.5	58.9	33.0	59.4	52.3	*	63.4	58.5	60.7	53.2
Tests Taken	<b>2019</b>												9,591
	<b>2021</b>	28	433	1,454	1,694	71	921	1,351		858	1,103	1,961	9,986
	<b>2022</b>	48	435	1,477	1,754	88	963	1,508	1	925	1,093	2,018	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>												22.3
	<b>2021</b>	39.3	5.3	15.7	13.0	5.6	12.1	9.3		14.5	13.3	13.8	14.0
	<b>2022</b>	37.5	10.3	21.7	18.7	4.5	18.8	13.8	*	22.8	17.7	20.0	19.1
Tests Taken	<b>2019</b>												9,591
	<b>2021</b>	28	433	1,454	1,694	71	921	1,351		858	1,103	1,961	9,986
	<b>2022</b>	48	435	1,477	1,754	88	963	1,508	1	925	1,093	2,018	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					
	2021	54.5	52.8	62.9	63.9	66.2
	2022	63.5	62.9	62.9	54.8	73.1

## 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	2019												93.8
	2021	100.0	86.2	92.3	90.4	82.6	88.7	85.8		91.8	90.3	90.9	84.7
	2022	94.4	87.5	92.5	90.2	70.5	88.6	88.1		92.6	90.1	91.2	87.2
Tests Taken	2019												9,416
	2021	21	356	1,102	1,330	46	558	815		644	877	1,521	8,945
	2022	18	295	962	1,117	44	562	873		564	750	1,314	8,452



## NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2019												582
	2021	0	49	85	128	8	63	116		53	85	138	1,373
	2022	1	37	72	109	13	64	104		42	74	116	1,086
Tests Taken	2019												9,416
	2021	21	356	1,102	1,330	46	558	815		644	877	1,521	8,945
	2022	18	295	962	1,117	44	562	873		564	750	1,314	8,452

## PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2019												73.7
	2021	71.4	46.3	63.4	58.1	54.3	53.2	48.3		69.1	52.5	59.5	56.7
	2022	83.3	59.0	69.9	66.6	45.5	61.0	58.0		74.5	61.9	67.3	64.5
Tests Taken	2019												9,416
	2021	21	356	1,102	1,330	46	558	815		644	877	1,521	8,945
	2022	18	295	962	1,117	44	562	873		564	750	1,314	8,452

## PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2019												41.6
	2021	23.8	17.7	29.5	26.1	23.9	20.1	18.4		36.8	19.2	26.6	30.7
	2022	72.2	20.0	34.0	31.0	11.4	25.8	23.3		40.4	24.3	31.2	36.0
Tests Taken	2019												9,416
	2021	21	356	1,102	1,330	46	558	815		644	877	1,521	8,945
	2022	18	295	962	1,117	44	562	873		564	750	1,314	8,452

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

U.S. HISTORY	1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
2019				
2021	64.0	71.6	59.7	64.9
2022	65.9	68.6	64.9	69.5