



Data Packet 2022-23

JUDGE BAREFOOT SANDERS LAW MAGNET



School # 38

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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	133
10	110
11	115
12	97
ALL	455

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	67	14.7	5	19.2
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	12	2.6	*	*
Hispanic	347	76.3	8	30.8
White	19	4.2	11	42.3
Multiple	10	2.2	1	3.8
Other* (teachers only)	—	—	1	3.8
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	132	29.0
Economically disadvantaged	331	72.7
Limited English proficient (LEP)	50	11.0
Special education	4	0.9
Talented and Gifted (TAG)	227	49.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	121	17	14.0	0	0.0	2	1.7	96	79.3	5	4.1	1	0.8
	2021	115	16	13.9	0	0.0	2	1.7	89	77.4	4	3.5	4	3.5
	2022	133	19	14.3	0	0.0	7	5.3	95	71.4	7	5.3	5	3.8
10	2020	104	24	23.1	0	0.0	1	1.0	72	69.2	4	3.8	3	2.9
	2021	125	16	12.8	0	0.0	2	1.6	102	81.6	3	2.4	2	1.6
	2022	110	15	13.6	0	0.0	2	1.8	86	78.2	6	5.5	1	0.9
11	2020	113	17	15.0	1	0.9	1	0.9	88	77.9	4	3.5	2	1.8
	2021	104	22	21.2	0	0.0	1	1.0	74	71.2	3	2.9	4	3.8
	2022	115	12	10.4	0	0.0	2	1.7	97	84.3	3	2.6	1	0.9
12	2020	97	20	20.6	0	0.0	0	0.0	66	68.0	10	10.3	1	1.0
	2021	105	15	14.3	0	0.0	1	1.0	82	78.1	4	3.8	3	2.9
	2022	97	21	21.6	0	0.0	1	1.0	69	71.1	3	3.1	3	3.1
9-12	2020	435	78	17.9	1	0.2	4	0.9	322	74.0	23	5.3	7	1.6
	2021	449	69	15.4	0	0.0	6	1.3	347	77.3	14	3.1	13	2.9
	2022	455	67	14.7	0	0.0	12	2.6	347	76.3	19	4.2	10	2.2

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	121	88	72.7	18	14.9	1	0.8	54	44.6	64	52.9	19	15.7	35.5	64.5	0.0
	2021	115	75	65.2	8	7.0	1	0.9	30	26.1	57	49.6	21	18.3	40.0	60.0	0.0
	2022	133	89	66.9	33	24.8	1	0.8	55	41.4	64	48.1	22	16.5	38.3	61.7	3.0
10	2020	104	64	61.5	16	15.4	0	0.0	32	30.8	48	46.2	4	3.8	39.4	60.6	0.0
	2021	125	87	69.6	6	4.8	1	0.8	41	32.8	63	50.4	2	1.6	37.6	62.4	0.0
	2022	110	91	82.7	11	10.0	1	0.9	30	27.3	56	50.9	1	0.9	41.8	58.2	3.6
11	2020	113	80	70.8	3	2.7	1	0.9	42	37.2	51	45.1	1	0.9	33.6	66.4	0.0
	2021	104	64	61.5	3	2.9	0	0.0	37	35.6	46	44.2	3	2.9	42.3	57.7	0.0
	2022	115	83	72.2	3	2.6	1	0.9	25	21.7	61	53.0	0	0.0	36.5	63.5	0.0
12	2020	97	70	72.2	4	4.1	0	0.0	39	40.2	39	40.2	0	0.0	40.2	59.8	0.0
	2021	105	70	66.7	1	1.0	1	1.0	16	15.2	47	44.8	0	0.0	31.4	68.6	0.0
	2022	97	68	70.1	3	3.1	1	1.0	22	22.7	46	47.4	0	0.0	42.3	57.7	0.0
9-12	2020	435	302	69.4	41	9.4	2	0.5	167	38.4	202	46.4	24	5.5	37.0	63.0	0.0
	2021	449	296	65.9	18	4.0	3	0.7	124	27.6	213	47.4	26	5.8	37.9	62.1	0.0
	2022	455	331	72.7	50	11.0	4	0.9	132	29.0	227	49.9	23	5.1	39.6	60.4	1.8

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2020	425	13,875	422	99.3	12,839	92.5	0	0.0	9.0	121	10,020	28.5	72.2
	2021	443	13,245	436	98.6	12,348	93.2	0	0.0	4.2	116	8,679	26.2	65.5
	2022	134	12,879	132	98.2	11,301	87.7	0	0.0	18.1	133	9,837	98.9	76.4
10	2020	515	12,465	511	99.3	11,629	93.3	0	0.0	5.4	104	8,835	20.2	70.9
	2021	437	12,994	432	98.9	12,138	93.4	0	0.0	3.0	125	8,671	28.6	66.7
	2022	112	9,985	111	98.8	8,831	88.4	2	1.8	14.4	110	7,793	98.2	78.0
11	2020	492	10,440	489	99.2	9,830	94.2	0	0.0	4.1	113	7,647	22.9	73.2
	2021	522	11,173	517	99.1	10,467	93.7	0	0.0	2.5	105	7,138	20.1	63.9
	2022	118	8,677	116	98.1	7,777	89.6	2	1.7	11.4	114	6,953	96.3	80.1
12	2020	410	10,322	406	98.9	9,699	94.0	0	0.0	3.4	98	7,820	23.9	75.8
	2021	415	10,428	412	99.2	9,883	94.8	1	0.2	2.2	110	7,101	26.5	68.1
	2022	98	8,938	95	97.2	8,092	90.5	0	0.0	9.3	97	7,044	99.0	78.8
9-12	2020	1,843	47,101	1,828	99.2	43,997	93.4	0	0.0	5.8	436	34,322	23.7	72.9
	2021	1,816	47,841	1,797	98.9	44,835	93.7	1	0.1	3.1	456	31,589	25.1	66.0
	2022	463	40,480	454	98.1	36,002	88.9	4	0.9	13.8	454	31,627	98.1	78.1

Teachers: 26

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	5	19.2
Hispanic	8	30.8
White	11	42.3
Multiple	1	3.8
Other	1	3.8

Gender	Number	Percentage
Female	10	38.5
Male	16	61.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2019-20	4.3	78.3
2020-21	5.1	85.2
2021-22	8.2	100.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	3.8
2	1	3.8
3	1	3.8
4	1	3.8
5	1	3.8
1-3	3	11.5
More than 3	23	88.5
1 - 5	5	19.2
6 - 10	9	34.6
11 - 20	8	30.8
More than 20	4	15.4

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	100.0	100.0	65.6
	2021	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	58.9
	2022	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	59.8
Tests Taken	2019	6	21	69	66		17	32		34	65	99	10,554
	2021	3	15	86	74	1	8	32		44	66	110	9,858
	2022	7	18	93	86	1	32	52		49	81	130	11,270
ENGLISH II	2019	*	100.0	98.8	98.7	*	*	95.7		96.9	100.0	99.0	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	98.8	98.9	*	100.0	96.7		97.8	100.0	99.1	67.2
Tests Taken	2019	5	10	80	76	1	2	23		32	67	99	9,584
	2021	3	16	103	86	1	6	42		49	77	126	9,709
	2022	6	14	86	90	1	12	30		46	63	109	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	0	0	3,633
	2021	*	0	0	0	*	0	0		0	0	0	4,055
	2022	0	0	0	0	*	0	0		0	0	0	4,534
Tests Taken	2019	6	21	69	66		17	32		34	65	99	10,554
	2021	3	15	86	74	1	8	32		44	66	110	9,858
	2022	7	18	93	86	1	32	52		49	81	130	11,270
ENGLISH II	2019	*	0	1	1	*	*	1		1	0	1	2,941
	2021	*	0	0	0	*	0	0		0	0	0	3,575
	2022	0	0	1	1	*	0	1		1	0	1	3,079
Tests Taken	2019	5	10	80	76	1	2	23		32	67	99	9,584
	2021	3	16	103	86	1	6	42		49	77	126	9,709
	2022	6	14	86	90	1	12	30		46	63	109	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	100.0	100.0	94.2	95.5		82.4	90.6		94.1	96.9	96.0	51.0
	2021	*	100.0	98.8	98.6	*	100.0	100.0		100.0	98.5	99.1	40.8
	2022	100.0	88.9	95.7	96.5	*	96.9	90.4		91.8	97.5	95.4	44.3
Tests Taken	2019	6	21	69	66		17	32		34	65	99	10,554
	2021	3	15	86	74	1	8	32		44	66	110	9,858
	2022	7	18	93	86	1	32	52		49	81	130	11,270
ENGLISH II	2019	*	90.0	97.5	97.4	*	*	91.3		96.9	97.0	97.0	51.5
	2021	*	93.8	98.1	96.5	*	83.3	95.2		95.9	97.4	96.8	47.3
	2022	100.0	100.0	97.7	97.8	*	100.0	96.7		95.7	100.0	98.2	53.2
Tests Taken	2019	5	10	80	76	1	2	23		32	67	99	9,584
	2021	3	16	103	86	1	6	42		49	77	126	9,709
	2022	6	14	86	90	1	12	30		46	63	109	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	33.3	28.6	40.6	37.9		17.6	18.8		50.0	32.3	38.4	10.1
	2021	*	33.3	25.6	25.7	*	12.5	15.6		34.1	24.2	28.2	6.3
	2022	71.4	44.4	26.9	31.4	*	28.1	23.1		38.8	35.8	36.9	7.9
Tests Taken	2019	6	21	69	66		17	32		34	65	99	10,554
	2021	3	15	86	74	1	8	32		44	66	110	9,858
	2022	7	18	93	86	1	32	52		49	81	130	11,270
ENGLISH II	2019	*	40.0	16.3	15.8	*	*	0.0		18.8	23.9	22.2	6.0
	2021	*	31.3	21.4	20.9	*	16.7	7.1		22.4	24.7	23.8	6.0
	2022	33.3	21.4	18.6	16.7	*	16.7	10.0		26.1	14.3	19.3	6.4
Tests Taken	2019	5	10	80	76	1	2	23		32	67	99	9,584
	2021	3	16	103	86	1	6	42		49	77	126	9,709
	2022	6	14	86	90	1	12	30		46	63	109	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	81.9	87.3	90.8	5.8	83.7	85.3
2021	83.3	83.8	88.0	5.6	85.7	87.3
2022	93.8	79.4	77.8	6.1	88.3	89.7

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	80.1	85.1	92.9	5.7	85.4	85.7
2021	86.4	84.6	85.7	5.9	89.6	84.6
2022	87.3	83.1	81.4	6.1	87.4	88.0

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		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	88.9
	2021		*	94.7	93.8	*	*	*		*	94.4	91.3	69.4
	2022	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	75.6
Tests Taken	2019		8	20	21		8	12		6	22	28	10,243
	2021		3	19	16	1	2	5		5	18	23	11,233
	2022	2	5	16	17	1	9	11		7	19	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
ALGEBRA I	2019		0	0	0		0	0		0	0	0	1,134
	2021		*	1	1	*	*	*		*	1	2	3,441
	2022	*	*	0	0	*	0	0		0	0	0	2,571
Tests Taken	2019		8	20	21		8	12		6	22	28	10,243
	2021		3	19	16	1	2	5		5	18	23	11,233
	2022	2	5	16	17	1	9	11		7	19	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
ALGEBRA I	2019		87.5	100.0	100.0		100.0	100.0		100.0	95.5	96.4	68.9
	2021		*	57.9	50.0	*	*	*		*	55.6	47.8	32.4
	2022	*	*	87.5	94.1	*	100.0	100.0		100.0	84.2	88.5	48.4
Tests Taken	2019		8	20	21		8	12		6	22	28	10,243
	2021		3	19	16	1	2	5		5	18	23	11,233
	2022	2	5	16	17	1	9	11		7	19	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
ALGEBRA I	2019		87.5	90.0	90.5		87.5	83.3		83.3	90.9	89.3	45.1
	2021		*	31.6	25.0	*	*	*		*	27.8	26.1	15.8
	2022	*	*	68.8	82.4	*	77.8	81.8		85.7	73.7	76.9	31.3
Tests Taken	2019		8	20	21		8	12		6	22	28	10,243
	2021		3	19	16	1	2	5		5	18	23	11,233
	2022	2	5	16	17	1	9	11		7	19	26	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	89.0	80.1	87.0	84.7	94.6
2021	55.7	60.9	63.0	58.1	65.2
2022	70.3	80.8	84.3	87.4	86.5

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2019	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.1
	2021	*	100.0	100.0	98.7	*	100.0	100.0		100.0	98.5	99.1	78.3
	2022	100.0	100.0	98.9	98.8	*	96.9	98.1		100.0	98.8	99.2	81.6
Tests Taken	2019	6	21	71	68		17	31		35	66	101	9,591
	2021	3	16	88	75	1	8	31		45	68	113	9,986
	2022	7	18	93	86	1	32	52		49	81	130	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	0	0	0	0		0	0		0	0	0	1,240
	2021	*	0	0	1	*	0	0		0	1	1	2,162
	2022	0	0	1	1	*	1	1		0	1	1	1,824
Tests Taken	2019	6	21	71	68		17	31		35	66	101	9,591
	2021	3	16	88	75	1	8	31		45	68	113	9,986
	2022	7	18	93	86	1	32	52		49	81	130	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	100.0	95.2	98.6	98.5		94.1	96.8		97.1	98.5	98.0	59.2
	2021	*	100.0	90.9	92.0	*	87.5	87.1		91.1	91.2	91.2	42.8
	2022	85.7	94.4	93.5	94.2	*	90.6	86.5		93.9	93.8	93.8	53.2
Tests Taken	2019	6	21	71	68		17	31		35	66	101	9,591
	2021	3	16	88	75	1	8	31		45	68	113	9,986
	2022	7	18	93	86	1	32	52		49	81	130	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	100.0	61.9	70.4	75.0		58.8	64.5		80.0	66.7	71.3	22.3
	2021	*	37.5	39.8	38.7	*	25.0	29.0		53.3	33.8	41.6	14.0
	2022	71.4	55.6	53.8	52.3	*	50.0	40.4		65.3	53.1	57.7	19.1
Tests Taken	2019	6	21	71	68		17	31		35	66	101	9,591
	2021	3	16	88	75	1	8	31		45	68	113	9,986
	2022	7	18	93	86	1	32	52		49	81	130	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	84.1	85.0	87.7	82.9	88.6
2021	72.0	69.6	81.5	82.7	86.3
2022	80.7	83.0	80.0	71.7	90.5

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	100.0	93.8
	2021	*	100.0	98.6	98.3		*	97.1		100.0	98.2	99.0	84.7
	2022	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.2
Tests Taken	2019	11	20	72	83		4	19		41	65	106	9,416
	2021	3	22	71	60		3	34		43	57	100	8,945
	2022	3	12	98	84	1	3	27		42	74	116	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	0	582
	2021	*	0	1	1		*	1		0	1	1	1,373
	2022	*	0	0	0	*	*	0		0	0	0	1,086
Tests Taken	2019	11	20	72	83		4	19		41	65	106	9,416
	2021	3	22	71	60		3	34		43	57	100	8,945
	2022	3	12	98	84	1	3	27		42	74	116	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	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	73.7
	2021	*	95.5	90.1	90.0		*	85.3		93.0	91.2	92.0	56.7
	2022	*	100.0	95.9	95.2	*	*	96.3		97.6	95.9	96.6	64.5
Tests Taken	2019	11	20	72	83		4	19		41	65	106	9,416
	2021	3	22	71	60		3	34		43	57	100	8,945
	2022	3	12	98	84	1	3	27		42	74	116	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	90.9	70.0	77.8	78.3		*	78.9		78.0	78.5	78.3	41.6
	2021	*	54.5	67.6	56.7		*	55.9		81.4	56.1	67.0	30.7
	2022	*	83.3	75.5	72.6	*	*	74.1		85.7	71.6	76.7	36.0
Tests Taken	2019	11	20	72	83		4	19		41	65	106	9,416
	2021	3	22	71	60		3	34		43	57	100	8,945
	2022	3	12	98	84	1	3	27		42	74	116	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	84.2	83.6	83.7	83.7
2021	78.9	87.4	76.5	79.4
2022	81.0	85.7	80.6	86.6

PERFORMANCE IN 2022

Grade 2021-22 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2022 Level	N	%	N	%	N	%	N	%	N	%
9 (32)	Beginning	1	3.1	1	3.1	0	0.0	1	3.1	0	0.0
	Intermediate	0	0.0	1	3.1	0	0.0	1	3.1	0	0.0
	Advanced	9	28.1	15	46.9	13	41.9	1	3.1	4	12.9
	Advanced High	22	68.8	15	46.9	18	58.1	29	90.6	27	87.1
10 (11)	Beginning	0	0.0	1	9.1	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	9.1	0	0.0	0	0.0	1	9.1
	Advanced	1	9.1	7	63.6	3	27.3	2	18.2	2	18.2
	Advanced High	10	90.9	2	18.2	8	72.7	9	81.8	8	72.7
ALL (49)	Beginning	1	2.0	2	4.1	0	0.0	1	2.0	0	0.0
	Intermediate	0	0.0	2	4.1	0	0.0	1	2.0	1	2.1
	Advanced	10	20.4	25	51.0	18	37.5	3	6.1	6	12.5
	Advanced High	38	77.6	20	40.8	30	62.5	44	89.8	41	85.4

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years N (%) Progressed	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
25 22 (88.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	2	
	Advanced High	0	0	21	
9 6 (66.7%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	2	
	Advanced High	0	1	5	
39 33 (84.6%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	4	
	Advanced High	0	1	31	

 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 HONORS (tested with 2020-2021 test)

33	64.6	73.5	92.5	95.9	60.6	100.0	64.7	93.3
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ALGEBRA II HONORS (tested with 2020-2021 test)

114	74.6	83.8	86.6	87.1	90.4	95.6	48.4	93.2
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BIOLOGY HONORS (tested with 2020-2021 test)

131	68.5	81.1	85.6	86.4	88.5	94.7	65.0	94.3
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CHEMISTRY HONORS (tested with 2020-2021 test)

105	57.6	74.1	86.8	89.0	62.9	98.1	53.1	94.1
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ENGLISH I HONORS (tested with 2020-2021 test)

125	73.6	80.2	88.9	90.4	86.4	98.4	65.1	93.8
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ENGLISH II HONORS (tested with 2020-2021 test)

104	73.8	82.2	85.3	85.9	97.1	90.4	71.8	94.3
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FRENCH I (tested with 2020-2021 test)

13	61.0	75.6	86.1	87.9	76.9	92.3	61.9	85.1
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FRENCH II (tested with 2020-2021 test)

4	*	*	*	*	*	*	62.6	*
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GEOMETRY HONORS (tested with 2020-2021 test)

119	56.0	75.6	86.0	87.9	73.9	97.5	50.9	92.7
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HS VARSITY BAND (tested with 2020-2021 test)

5	*	*	*	*	*	*	58.0	*
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ALGEBRA I HONORS (tested with 2020-2021 test)

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ALGEBRA II HONORS (tested with 2020-2021 test)

114	78.2	88.7	87.0	86.7	98.2	98.2	73.1	88.4
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BIOLOGY HONORS (tested with 2020-2021 test)

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CHEMISTRY HONORS (tested with 2020-2021 test)

105	67.9	79.1	87.9	89.5	82.9	99.0	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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FRENCH I (tested with 2020-2021 test)

13	71.5	82.2	83.8	84.1	100.0	76.9	70.2	78.8
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FRENCH II (tested with 2020-2021 test)

3	*	*	*	*	*	*	67.3	*
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GEOMETRY HONORS (tested with 2020-2021 test)

120	58.9	78.0	82.9	83.8	83.3	97.5	57.0	89.9
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HS VARSITY BAND (tested with 2020-2021 test)

1	*	*	*	*	*	*	69.7	*
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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

PHYSICS HONORS (tested with 2020-2021 test)

57	69.2	81.5	82.9	83.1	89.5	91.2	64.6	90.7
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PRE-CALCULUS HONORS (tested with 2020-2021 test)

76	60.8	72.6	79.9	81.1	65.8	92.1	33.2	93.6
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SPANISH I (tested with 2020-2021 test)

38	68.0	83.4	86.2	86.7	97.4	94.7	71.0	94.1
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SPANISH II (tested with 2020-2021 test)

45	71.5	83.9	90.7	91.9	91.1	97.8	70.1	93.9
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STUDIO ART I (tested with 2020-2021 test)

105	59.2	78.5	89.6	91.5	96.2	100.0	67.4	93.9
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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

PHYSICS HONORS (tested with 2020-2021 test)

57	55.4	78.1	81.4	82.0	93.0	87.7	68.9	92.4
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PRE-CALCULUS HONORS (tested with 2020-2021 test)

56	57.0	76.1	78.9	79.4	73.2	82.1	60.2	91.4
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SPANISH I (tested with 2020-2021 test)

38	75.9	86.4	88.3	88.6	100.0	97.4	77.9	91.0
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SPANISH II (tested with 2020-2021 test)

41	83.0	90.4	90.0	89.9	100.0	100.0	83.3	92.5
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STUDIO ART I (tested with 2020-2021 test)

82	56.1	75.6	87.6	89.7	87.8	95.1	57.1	91.9
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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	99.0	84.4	96	567	90.6	20	515	80.0	65	574	92.3	10	619	100.0	7,397	467	39.9
		2020-21	102.9	80.0	108	560	86.1	16	579	100.0	85	552	82.4	4	*	*	7,033	457	35.8
		2021-22	95.9	62.6	93	565	89.2	21	559	81.0	65	561	90.8	3	*	*	5,440	468	40.4
	Mathematics	2019-20	99.0	84.4	96	550	60.4	20	505	40.0	65	556	60.0	10	590	100.0	7,397	461	21.8
		2020-21	102.9	80.0	108	538	63.0	16	547	62.5	85	534	61.2	4	*	*	7,033	456	20.4
		2021-22	95.9	62.6	93	545	61.3	21	547	52.4	65	539	63.1	3	*	*	5,440	461	23.3
ACT	English	2019-20	99.0	81.2	96	21	76.0	20	18	50.0	65	22	83.1	10	25	80.0	7,118	15	28.9
		2020-21	35.2	57.2	37	23	86.5	7	24	85.7	27	22	85.2	2	*	*	5,025	14	24.2
		2021-22	95.9	77.7	93	21	69.9	20	22	65.0	66	20	68.2	3	*	*	6,753	14	25.7
	Mathematics	2019-20	99.0	81.2	96	21	39.6	20	18	10.0	65	21	44.6	10	23	60.0	7,118	17	14.3
		2020-21	35.2	57.2	37	22	59.5	7	22	57.1	27	22	59.3	2	*	*	5,025	17	13.6
		2021-22	95.9	77.7	93	21	40.9	20	22	40.0	66	21	37.9	3	*	*	6,753	17	13.0
	Reading	2019-20	99.0	81.2	96	22	51.0	20	19	25.0	65	23	56.9	10	25	60.0	7,118	16	18.6
		2020-21	35.2	57.2	37	24	62.2	7	25	71.4	27	23	59.3	2	*	*	5,025	16	16.1
		2021-22	95.9	77.7	93	22	54.8	20	22	40.0	66	22	57.6	3	*	*	6,753	16	17.8
	Science	2019-20	99.0	81.2	96	21	40.6	20	19	20.0	65	21	44.6	10	24	60.0	7,118	17	13.9
		2020-21	35.2	57.2	37	23	54.1	7	24	57.1	27	22	51.9	2	*	*	5,025	17	12.9
		2021-22	95.9	77.7	93	21	33.3	20	20	30.0	66	21	31.8	3	*	*	6,753	16	13.4
	Composite	2019-20	99.0	81.2	96	21	-	20	18	-	65	22	-	10	24	-	7,118	16	-
		2020-21	35.2	57.2	37	23	-	7	23	-	27	23	-	2	*	-	5,025	16	-
		2021-22	95.9	77.7	93	21	-	20	21	-	66	21	-	3	*	-	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	121	485	89.3	17	460	76.5	96	488	90.6	5	*	*	2	*	*	1,840	463	69.2
		2020																195	393	38.5
		2021	132	464	75.8	19	452	84.2	94	453	70.2	7	494	85.7	7	554	100.0	1,784	466	71.7
	Mathematics	2019	121	467	76.0	17	465	76.5	96	466	76.0	5	*	*	2	*	*	1,840	461	62.2
		2020																195	407	22.6
		2021	132	450	54.5	19	425	42.1	94	449	53.2	7	451	57.1	7	497	83.3	1,784	460	59.6
10	Reading & Writing	2019	106	522	90.6	25	517	88.0	73	517	90.4	4	*	*	1	*	*	8,412	412	36.7
		2020	39	518	94.9	6	500	83.3	28	515	96.4	2	*	*	2	*	*	4,794	421	42.6
		2021	111	520	91.9	15	522	93.3	87	513	92.0	5	*	*	2	*	*	7,518	414	40.0
	Mathematics	2019	106	490	61.3	25	487	56.0	73	488	61.6	4	*	*	1	*	*	8,412	425	19.8
		2020	39	484	56.4	6	467	50.0	28	480	50.0	2	*	*	2	*	*	4,794	425	22.5
		2021	111	490	62.2	15	476	53.3	87	489	62.1	5	*	*	2	*	*	7,518	428	22.1
11	Reading & Writing	2019	112	557	92.0	17	573	100.0	87	549	89.7	4	*	*	2	*	*	2,675	480	55.6
		2020	44	546	86.4	13	558	92.3	28	538	85.7	0			1	*	*	1,090	522	68.2
		2021	113	541	89.4	13	532	92.3	94	539	88.3	3	*	*	2	*	*	1,621	528	75.3
	Mathematics	2019	112	514	53.6	17	519	47.1	87	511	52.9	4	*	*	2	*	*	2,675	472	32.0
		2020	44	523	54.5	13	519	53.8	28	521	53.6	0			1	*	*	1,090	510	49.9
		2021	113	508	54.0	13	490	46.2	94	507	52.1	3	*	*	2	*	*	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

898	17,479	2.2	2.1	319	35.5	34.0
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Biology

28	621	2.4	2.1	11	39.3	29.5
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Calculus AB

33	611	2.1	2.4	9	27.3	38.1
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Calculus BC

4	233	*	3.4	*	*	71.7
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Chemistry

15	262	1.3	1.9	2	13.3	25.2
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Comparative Government and Politics

17	47	1.8	3.5	4	23.5	70.2
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English Language and Composition

107	1,599	2.1	2.0	25	23.4	26.2
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English Literature and Composition

71	1,659	2.5	2.3	37	52.1	41.0
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Environmental Science

72	967	1.8	1.9	13	18.1	25.4
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Macroeconomics

76	1,088	1.6	1.9	13	17.1	25.6
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Psychology

28	534	1.1	2.2	0	0.0	38.4
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Research

35	56	3.3	3.1	33	94.3	83.9
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Seminar

112	238	2.8	2.6	81	72.3	66.4
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Spanish Language and Culture

22	907	4.5	3.5	22	100.0	78.3
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Spanish Literature and Culture

3	208	*	2.5	*	*	48.1
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Statistics

29	449	2.1	2.8	10	34.5	55.2
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Studio Art: 2-D Design Portfolio

1	233	*	2.8	*	*	60.5
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United States Government and Politics

40	1,100	1.8	1.9	7	17.5	25.2
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United States History

111	1,574	1.5	1.7	12	10.8	18.9
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World History

94	1,540	2.3	2.1	34	36.2	29.9
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