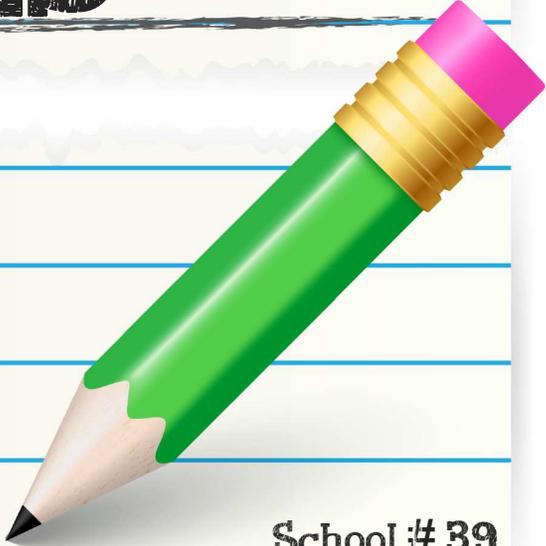




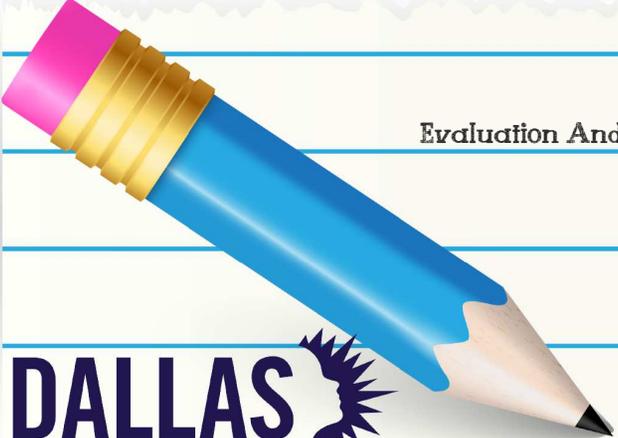
Data Packet 2022-23

SCHOOL FOR THE TALENTED
AND GIFTED AT YVONNE A.
EWELL TOWNVIEW CENTER



School # 39

Evaluation And Assessment / Office of Institutional Research / OIR@dallasisd.org / mydata.dallasisd.org



July 27, 2022

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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 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 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	132
10	122
11	114
12	132
ALL	500

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	35	7.0	4	14.8
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	95	19.0	*	*
Hispanic	196	39.2	7	25.9
White	145	29.0	14	51.9
Multiple	28	5.6	0	0.0
Other* (teachers only)	—	—	2	7.4
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	60	12.0
Economically disadvantaged	193	38.6
Limited English proficient (LEP)	22	4.4
Special education	9	1.8
Talented and Gifted (TAG)	407	81.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	122	11	9.0	0	0.0	14	11.5	53	43.4	40	32.8	4	3.3
	2021	122	8	6.6	0	0.0	11	9.0	58	47.5	38	31.1	7	5.7
	2022	132	6	4.5	0	0.0	30	22.7	43	32.6	42	31.8	11	8.3
10	2020	144	15	10.4	0	0.0	37	25.7	55	38.2	32	22.2	5	3.5
	2021	120	9	7.5	0	0.0	16	13.3	53	44.2	37	30.8	5	4.2
	2022	122	7	5.7	1	0.8	13	10.7	58	47.5	38	31.1	5	4.1
11	2020	70	4	5.7	0	0.0	10	14.3	26	37.1	24	34.3	6	8.6
	2021	140	15	10.7	0	0.0	37	26.4	51	36.4	31	22.1	6	4.3
	2022	114	8	7.0	0	0.0	15	13.2	50	43.9	35	30.7	6	5.3
12	2020	68	9	13.2	0	0.0	7	10.3	27	39.7	21	30.9	4	5.9
	2021	70	4	5.7	0	0.0	9	12.9	27	38.6	24	34.3	6	8.6
	2022	132	14	10.6	0	0.0	37	28.0	45	34.1	30	22.7	6	4.5
9-12	2020	404	39	9.7	0	0.0	68	16.8	161	39.9	117	29.0	19	4.7
	2021	452	36	8.0	0	0.0	73	16.2	189	41.8	130	28.8	24	5.3
	2022	500	35	7.0	1	0.2	95	19.0	196	39.2	145	29.0	28	5.6

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	122	54	44.3	10	8.2	1	0.8	33	27.0	122	100.0	17	13.9	48.4	51.6	0.0
	2021	122	37	30.3	1	0.8	2	1.6	11	9.0	79	64.8	21	17.2	42.6	57.4	0.0
	2022	132	56	42.4	12	9.1	4	3.0	16	12.1	81	61.4	37	28.0	45.5	54.5	0.0
10	2020	144	55	38.2	13	9.0	0	0.0	25	17.4	144	100.0	0	0.0	44.4	55.6	0.0
	2021	120	40	33.3	4	3.3	1	0.8	16	13.3	118	98.3	0	0.0	48.3	51.7	0.0
	2022	122	56	45.9	1	0.8	2	1.6	14	11.5	82	67.2	1	0.8	45.9	54.1	0.0
11	2020	70	24	34.3	6	8.6	0	0.0	13	18.6	70	100.0	0	0.0	48.6	51.4	0.0
	2021	140	50	35.7	10	7.1	2	1.4	21	15.0	140	100.0	0	0.0	42.9	57.1	0.0
	2022	114	37	32.5	1	0.9	1	0.9	10	8.8	112	98.2	0	0.0	50.9	49.1	0.0
12	2020	68	24	35.3	0	0.0	1	1.5	4	5.9	68	100.0	0	0.0	35.3	64.7	0.0
	2021	70	22	31.4	2	2.9	0	0.0	13	18.6	70	100.0	0	0.0	48.6	51.4	0.0
	2022	132	44	33.3	8	6.1	2	1.5	20	15.2	132	100.0	0	0.0	43.2	56.8	0.0
9-12	2020	404	157	38.9	29	7.2	2	0.5	75	18.6	404	100.0	17	4.2	44.8	55.2	0.0
	2021	452	149	33.0	17	3.8	5	1.1	61	13.5	407	90.0	21	4.6	45.1	54.9	0.0
	2022	500	193	38.6	22	4.4	9	1.8	60	12.0	407	81.4	38	7.6	46.2	53.8	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	251	13,875	250	99.4	12,839	92.5	0	0.0	9.0	122	10,020	48.5	72.2
	2021	290	13,245	288	99.4	12,348	93.2	0	0.0	4.2	122	8,679	42.1	65.5
	2022	132	12,879	130	98.3	11,301	87.7	0	0.0	18.1	132	9,837	99.9	76.4
10	2020	413	12,465	411	99.6	11,629	93.3	0	0.0	5.4	144	8,835	34.9	70.9
	2021	307	12,994	305	99.2	12,138	93.4	0	0.0	3.0	120	8,671	39.1	66.7
	2022	123	9,985	121	98.1	8,831	88.4	0	0.0	14.4	122	7,793	99.3	78.0
11	2020	161	10,440	160	99.1	9,830	94.2	0	0.0	4.1	70	7,647	43.4	73.2
	2021	241	11,173	239	99.3	10,467	93.7	0	0.0	2.5	140	7,138	58.1	63.9
	2022	114	8,677	111	97.7	7,777	89.6	0	0.0	11.4	114	6,953	100.0	80.1
12	2020	161	10,322	159	99.1	9,699	94.0	0	0.0	3.4	68	7,820	42.3	75.8
	2021	117	10,428	115	98.7	9,883	94.8	0	0.0	2.2	70	7,101	59.9	68.1
	2022	133	8,938	128	96.6	8,092	90.5	0	0.0	9.3	132	7,044	99.4	78.8
9-12	2020	986	47,101	980	99.4	43,997	93.4	0	0.0	5.8	404	34,322	41.0	72.9
	2021	954	47,841	947	99.2	44,835	93.7	0	0.0	3.1	452	31,589	47.4	66.0
	2022	502	40,480	490	97.7	36,002	88.9	0	0.0	13.8	500	31,627	99.7	78.1

Teachers: 27

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	14.8
Hispanic	7	25.9
White	14	51.9
Multiple	0	0.0
Other	2	7.4

Gender	Number	Percentage
Female	16	59.3
Male	11	40.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2019-20	5.6	81.0
2020-21	3.1	91.7
2021-22	7.0	96.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	1	3.7
3	1	3.7
4	1	3.7
5	2	7.4
1-3	2	7.4
More than 3	25	92.6
1 - 5	5	18.5
6 - 10	8	29.6
11 - 20	10	37.0
More than 20	4	14.8

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	59.8
Tests Taken	2019	32	13	57	55		12	16		63	79	142	10,554
	2021	26	6	45	30	2	1	10		36	52	88	9,858
	2022	40	5	43	55	4	12	15		59	70	129	11,270
ENGLISH II	2019	100.0	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	100.0	67.2
Tests Taken	2019	24	6	28	28		6	10		38	36	74	9,584
	2021	37	9	51	38	1	4	15		58	60	118	9,709
	2022	37	7	57	54	2	1	14		53	65	118	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	4,534
Tests Taken	2019	32	13	57	55		12	16		63	79	142	10,554
	2021	26	6	45	30	2	1	10		36	52	88	9,858
	2022	40	5	43	55	4	12	15		59	70	129	11,270
ENGLISH II	2019	0	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	0	3,079
Tests Taken	2019	24	6	28	28		6	10		38	36	74	9,584
	2021	37	9	51	38	1	4	15		58	60	118	9,709
	2022	37	7	57	54	2	1	14		53	65	118	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	100.0	100.0		100.0	100.0		100.0	100.0	100.0	51.0
	2021	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	40.8
	2022	100.0	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	44.3
Tests Taken	2019	32	13	57	55		12	16		63	79	142	10,554
	2021	26	6	45	30	2	1	10		36	52	88	9,858
	2022	40	5	43	55	4	12	15		59	70	129	11,270
ENGLISH II	2019	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	51.5
	2021	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	47.3
	2022	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	53.2
Tests Taken	2019	24	6	28	28		6	10		38	36	74	9,584
	2021	37	9	51	38	1	4	15		58	60	118	9,709
	2022	37	7	57	54	2	1	14		53	65	118	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	93.8	84.6	66.7	72.7		58.3	56.3		79.4	79.7	79.6	10.1
	2021	84.6	83.3	55.6	43.3	*	*	20.0		63.9	65.4	64.8	6.3
	2022	52.5	*	41.9	38.2	*	33.3	26.7		47.5	57.1	52.7	7.9
Tests Taken	2019	32	13	57	55		12	16		63	79	142	10,554
	2021	26	6	45	30	2	1	10		36	52	88	9,858
	2022	40	5	43	55	4	12	15		59	70	129	11,270
ENGLISH II	2019	79.2	66.7	71.4	57.1		66.7	70.0		73.7	77.8	75.7	6.0
	2021	83.8	77.8	60.8	57.9	*	*	73.3		69.0	78.3	73.7	6.0
	2022	81.1	71.4	80.7	74.1	*	*	57.1		73.6	83.1	78.8	6.4
Tests Taken	2019	24	6	28	28		6	10		38	36	74	9,584
	2021	37	9	51	38	1	4	15		58	60	118	9,709
	2022	37	7	57	54	2	1	14		53	65	118	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	92.0	93.4	95.1	6.1	94.5	94.8
2021	91.2	91.3	93.7	5.7	91.0	93.6
2022	98.0	88.3	84.2	5.7	95.3	96.6

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	87.7	92.8	96.4	6.6	95.6	96.8
2021	93.0	91.6	93.7	6.9	93.4	96.7
2022	92.6	91.5	91.9	7.1	93.8	95.3

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	88.9
	2021	*	*	100.0	*			*		*	100.0	100.0	69.4
	2022	*	*	*	*	*		*		*	*	100.0	75.6
Tests Taken	2019	1		7	4		3	2		3	7	10	10,243
	2021	2	1	6	4			2		2	7	9	11,233
	2022	3	2	1	3	1		1		3	3	6	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	1,134
	2021	*	*	0	*			*		*	0	0	3,441
	2022	*	*	*	*	*		*		*	*	0	2,571
Tests Taken	2019	1		7	4		3	2		3	7	10	10,243
	2021	2	1	6	4			2		2	7	9	11,233
	2022	3	2	1	3	1		1		3	3	6	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	*		100.0	*		*	*		*	100.0	100.0	68.9
	2021	*	*	66.7	*			*		*	71.4	77.8	32.4
	2022	*	*	*	*	*		*		*	*	100.0	48.4
Tests Taken	2019	1		7	4		3	2		3	7	10	10,243
	2021	2	1	6	4			2		2	7	9	11,233
	2022	3	2	1	3	1		1		3	3	6	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	*		100.0	*		*	*		*	100.0	100.0	45.1
	2021	*	*	50.0	*			*		*	57.1	55.6	15.8
	2022	*	*	*	*	*		*		*	*	100.0	31.3
Tests Taken	2019	1		7	4		3	2		3	7	10	10,243
	2021	2	1	6	4			2		2	7	9	11,233
	2022	3	2	1	3	1		1		3	3	6	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	97.3	87.5	93.6	90.9	100.0
2021	61.6	74.1	78.6	71.7	88.9
2022	81.8	97.2	95.2	98.5	94.4

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	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	100.0	100.0	*	*	100.0		100.0	100.0	100.0	78.3
	2022	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	81.6
Tests Taken	2019	31	14	57	54		12	16		62	78	140	9,591
	2021	38	8	58	35	2	1	11		52	70	122	9,986
	2022	42	6	43	57	4	12	16		59	71	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	0	0	*	*	0		0	0	0	2,162
	2022	0	0	0	0	*	0	0		0	0	0	1,824
Tests Taken	2019	31	14	57	54		12	16		62	78	140	9,591
	2021	38	8	58	35	2	1	11		52	70	122	9,986
	2022	42	6	43	57	4	12	16		59	71	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	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	59.2
	2021	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	42.8
	2022	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	53.2
Tests Taken	2019	31	14	57	54		12	16		62	78	140	9,591
	2021	38	8	58	35	2	1	11		52	70	122	9,986
	2022	42	6	43	57	4	12	16		59	71	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	100.0	87.7	90.7		75.0	81.3		93.5	93.6	93.6	22.3
	2021	97.4	100.0	96.6	97.1	*	*	100.0		98.1	95.7	96.7	14.0
	2022	97.6	100.0	97.7	94.7	*	91.7	87.5		98.3	94.4	96.2	19.1
Tests Taken	2019	31	14	57	54		12	16		62	78	140	9,591
	2021	38	8	58	35	2	1	11		52	70	122	9,986
	2022	42	6	43	57	4	12	16		59	71	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	91.6	90.5	90.3	92.1	94.1
2021	92.9	91.6	94.4	97.5	95.2
2022	93.2	95.6	93.0	87.6	98.1

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	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	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	21	9	28	24	1		3		24	45	69	9,416
	2021	31	15	51	50		10	21		60	80	140	8,945
	2022	35	8	50	37	1	1	10		58	56	114	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	0	0	1,373
	2022	0	0	0	0	*	*	0		0	0	0	1,086
Tests Taken	2019	21	9	28	24	1		3		24	45	69	9,416
	2021	31	15	51	50		10	21		60	80	140	8,945
	2022	35	8	50	37	1	1	10		58	56	114	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	73.7
	2021	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	56.7
	2022	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	64.5
Tests Taken	2019	21	9	28	24	1		3		24	45	69	9,416
	2021	31	15	51	50		10	21		60	80	140	8,945
	2022	35	8	50	37	1	1	10		58	56	114	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	100.0	100.0	96.4	100.0	*		*		100.0	97.8	98.6	41.6
	2021	100.0	86.7	96.1	92.0		100.0	85.7		96.7	97.5	97.1	30.7
	2022	100.0	75.0	96.0	91.9	*	*	90.0		98.3	94.6	96.5	36.0
Tests Taken	2019	21	9	28	24	1		3		24	45	69	9,416
	2021	31	15	51	50		10	21		60	80	140	8,945
	2022	35	8	50	37	1	1	10		58	56	114	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	92.1	90.0	86.8	90.6
2021	90.9	95.4	88.9	92.6
2022	90.4	93.1	89.4	93.9

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	8.3	0	0.0	0	0.0	0	0.0
	Advanced	2	16.7	7	58.3	0	0.0	0	0.0	1	8.3
	Advanced High	10	83.3	4	33.3	12	100.0	12	100.0	11	91.7
12 (8)	Beginning	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	25.0	0	0.0	0	0.0	1	12.5
	Advanced	1	12.5	1	12.5	6	75.0	1	12.5	2	25.0
	Advanced High	7	87.5	4	50.0	2	25.0	7	87.5	5	62.5
ALL (22)	Beginning	0	0.0	1	4.5	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	3	13.6	0	0.0	0	0.0	1	4.5
	Advanced	3	13.6	8	36.4	6	27.3	1	4.5	3	13.6
	Advanced High	19	86.4	10	45.5	16	72.7	21	95.5	18	81.8

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
11 <hr/> 10 (90.9%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	10	
8 <hr/> 5 (62.5%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	2	
	Advanced High	0	0	5	
21 <hr/> 17 (81.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	3	
	Advanced High	0	0	17	

 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)

6	86.9	90.2	97.2	98.4	100.0	100.0	64.7	93.3
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ALGEBRA I HONORS (tested with 2020-2021 test)

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ALGEBRA II HONORS (tested with 2020-2021 test)

83	80.9	87.8	84.4	83.8	98.8	96.4	48.4	93.2
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ALGEBRA II HONORS (tested with 2020-2021 test)

79	80.2	89.7	86.0	85.3	100.0	98.7	73.1	88.4
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ASTRONOMY (tested with 2020-2021 test)

12	76.7	85.1	93.2	94.6	100.0	100.0	50.6	89.7
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ASTRONOMY (tested with 2020-2021 test)

5	*	*	*	*	*	*	60.0	*
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BIOLOGY HONORS (tested with 2020-2021 test)

129	87.5	92.5	92.8	92.8	100.0	98.4	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)

122	86.7	91.9	90.5	90.3	100.0	100.0	53.1	94.1
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CHEMISTRY HONORS (tested with 2020-2021 test)

124	87.0	91.5	88.3	87.7	100.0	99.2	62.4	92.3
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ENGLISH I HONORS (tested with 2020-2021 test)

130	83.6	87.7	90.4	90.8	99.2	99.2	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)

115	82.1	87.8	90.6	91.1	100.0	99.1	71.8	94.3
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ENGLISH II HONORS (tested with 2020-2021 test)

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FRENCH I (tested with 2020-2021 test)

19	73.3	83.3	92.8	94.5	100.0	100.0	61.9	85.1
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FRENCH I (tested with 2020-2021 test)

18	80.3	87.7	86.7	86.5	100.0	83.3	70.2	78.8
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FRENCH II (tested with 2020-2021 test)

4	*	*	*	*	*	*	62.6	*
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FRENCH II (tested with 2020-2021 test)

4	*	*	*	*	*	*	67.3	*
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GEOMETRY HONORS (tested with 2020-2021 test)

117	76.0	86.7	91.0	91.8	98.3	99.1	50.9	92.7
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GEOMETRY HONORS (tested with 2020-2021 test)

116	72.2	85.1	90.4	91.4	97.4	99.1	57.0	89.9
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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

HS VARSITY BAND (tested with 2020-2021 test)

8	88.3	93.9	96.4	96.8	100.0	100.0	58.0	99.0
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PRE-CALCULUS HONORS (tested with 2020-2021 test)

76	71.0	79.7	88.5	90.1	78.9	100.0	33.2	93.6
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SPANISH I (tested with 2020-2021 test)

15	73.0	86.0	95.5	97.2	100.0	100.0	71.0	94.1
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SPANISH II (tested with 2020-2021 test)

60	63.7	79.4	89.6	91.3	93.3	98.3	70.1	93.9
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STUDIO ART I (tested with 2020-2021 test)

70	70.5	84.5	92.6	94.0	100.0	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

HS VARSITY BAND (tested with 2020-2021 test)

3	*	*	*	*	*	*	69.7	*
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PRE-CALCULUS HONORS (tested with 2020-2021 test)

118	69.2	82.9	90.7	92.1	86.4	98.3	60.2	91.4
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SPANISH I (tested with 2020-2021 test)

15	81.0	89.2	93.2	93.9	100.0	100.0	77.9	91.0
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SPANISH II (tested with 2020-2021 test)

60	78.2	87.6	89.1	89.3	100.0	98.3	83.3	92.5
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STUDIO ART I (tested with 2020-2021 test)

63	68.8	82.7	89.5	90.7	100.0	98.4	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	100.0	84.4	68	695	100.0	9	669	100.0	27	675	100.0	21	718	100.0	7,397	467	39.9
		2020-21	100.0	80.0	70	701	100.0	4	*	*	27	665	100.0	24	744	100.0	7,033	457	35.8
		2021-22	97.0	62.6	128	681	100.0	13	665	100.0	44	627	100.0	30	713	100.0	5,440	468	40.4
	Mathematics	2019-20	100.0	84.4	68	684	100.0	9	629	100.0	27	660	100.0	21	707	100.0	7,397	461	21.8
		2020-21	100.0	80.0	70	699	100.0	4	*	*	27	664	100.0	24	733	100.0	7,033	456	20.4
		2021-22	97.0	62.6	128	687	96.9	13	631	84.6	44	634	95.5	30	700	100.0	5,440	461	23.3
ACT	English	2019-20	97.1	81.2	66	31	100.0	9	29	100.0	26	29	100.0	21	34	100.0	7,118	15	28.9
		2020-21	42.9	57.2	30	29	100.0	1	*	*	13	26	100.0	10	32	100.0	5,025	14	24.2
		2021-22	82.6	77.7	109	30	100.0	14	30	100.0	41	26	100.0	26	33	100.0	6,753	14	25.7
	Mathematics	2019-20	97.1	81.2	66	29	98.5	9	26	88.9	26	28	100.0	21	31	100.0	7,118	17	14.3
		2020-21	42.9	57.2	30	29	96.7	1	*	*	13	27	100.0	10	31	100.0	5,025	17	13.6
		2021-22	82.6	77.7	109	29	92.7	14	27	85.7	41	26	85.4	26	31	100.0	6,753	17	13.0
	Reading	2019-20	97.1	81.2	66	31	93.9	9	30	100.0	26	29	88.5	21	33	95.2	7,118	16	18.6
		2020-21	42.9	57.2	30	30	86.7	1	*	*	13	25	76.9	10	32	90.0	5,025	16	16.1
		2021-22	82.6	77.7	109	30	88.1	14	29	78.6	41	26	80.5	26	33	96.2	6,753	16	17.8
	Science	2019-20	97.1	81.2	66	30	90.9	9	27	77.8	26	27	84.6	21	32	100.0	7,118	17	13.9
		2020-21	42.9	57.2	30	29	90.0	1	*	*	13	26	84.6	10	31	90.0	5,025	17	12.9
		2021-22	82.6	77.7	109	27	87.2	14	26	71.4	41	25	80.5	26	30	92.3	6,753	16	13.4
	Composite	2019-20	97.1	81.2	66	30	-	9	28	-	26	28	-	21	33	-	7,118	16	-
		2020-21	42.9	57.2	30	29	-	1	*	-	13	26	-	10	32	-	5,025	16	-
		2021-22	82.6	77.7	109	29	-	14	28	-	41	26	-	26	32	-	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	123	594	100.0	11	535	100.0	53	566	100.0	41	627	100.0	14	636	100.0	1,840	463	69.2
		2020																195	393	38.5
		2021	132	596	97.7	5	*	*	43	554	95.3	40	624	100.0	30	623	100.0	1,784	466	71.7
	Mathematics	2019	123	547	99.2	11	530	100.0	53	526	98.1	41	563	100.0	14	584	100.0	1,840	461	62.2
		2020																195	407	22.6
		2021	132	547	98.5	5	*	*	43	515	97.7	40	543	97.5	30	585	100.0	1,784	460	59.6
10	Reading & Writing	2019	143	623	100.0	15	609	100.0	56	587	100.0	31	655	100.0	36	651	100.0	8,412	412	36.7
		2020	67	622	100.0	6	565	100.0	23	569	100.0	24	670	100.0	12	651	100.0	4,794	421	42.6
		2021	123	612	99.2	7	600	100.0	58	605	98.3	39	628	100.0	14	606	100.0	7,518	414	40.0
	Mathematics	2019	143	600	98.6	15	564	100.0	56	563	96.4	31	614	100.0	36	654	100.0	8,412	425	19.8
		2020	67	597	97.0	6	583	83.3	23	569	95.7	24	616	100.0	12	619	100.0	4,794	425	22.5
		2021	123	589	98.4	7	557	100.0	58	578	96.6	39	605	100.0	14	602	100.0	7,518	428	22.1
11	Reading & Writing	2019	73	670	100.0	5	*	*	26	650	100.0	26	702	100.0	10	665	100.0	2,675	480	55.6
		2020	110	652	100.0	13	626	100.0	29	606	100.0	31	672	100.0	32	682	100.0	1,090	522	68.2
		2021	113	651	100.0	8	600	100.0	49	620	100.0	35	686	100.0	15	685	100.0	1,621	528	75.3
	Mathematics	2019	73	647	100.0	5	*	*	26	609	100.0	26	680	100.0	10	674	100.0	2,675	472	32.0
		2020	110	640	96.4	13	586	84.6	29	593	96.6	31	645	96.8	32	692	100.0	1,090	510	49.9
		2021	113	640	98.2	8	610	87.5	49	611	98.0	35	667	100.0	15	677	100.0	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

1,768	17,479	3.6	2.1	1,449	82.0	34.0
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Biology

46	621	3.5	2.1	39	84.8	29.5
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Calculus AB

108	611	3.7	2.4	86	79.6	38.1
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Calculus BC

50	233	4.3	3.4	48	96.0	71.7
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Chemistry

38	262	3.0	1.9	27	71.1	25.2
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Chinese Language & Culture

1	5	*	*	*	*	*
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Comparative Government and Politics

30	47	4.5	3.5	29	96.7	70.2
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Computer Science A

32	79	4.4	2.8	32	100.0	51.9
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Computer Science Principles

21	242	4.9	2.6	21	100.0	48.8
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English Language and Composition

113	1,599	3.6	2.0	99	87.6	26.2
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English Literature and Composition

129	1,659	4.0	2.3	126	97.7	41.0
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Environmental Science

75	967	3.2	1.9	57	76.0	25.4
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French Language and Culture

9	35	2.9	2.2	6	66.7	37.1
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Human Geography

132	2,174	4.0	1.7	123	93.2	20.3
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Macroeconomics

129	1,088	3.3	1.9	91	70.5	25.6
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Music Theory

5	92	*	2.3	*	*	37.0
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Physics 1

112	465	2.8	1.8	63	56.3	20.9
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Physics 2

19	41	2.5	2.8	7	36.8	41.5
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Physics C: Electricity and Magnetism

23	80	4.1	3.9	19	82.6	80.0
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Physics C: Mechanics

47	79	3.8	3.9	44	93.6	91.1
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Psychology

119	534	3.2	2.2	89	74.8	38.4
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Spanish Language and Culture

21	907	4.1	3.5	20	95.2	78.3
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Spanish Literature and Culture

18	208	3.7	2.5	16	88.9	48.1
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Statistics

120	449	3.8	2.8	103	85.8	55.2
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Studio Art: 2-D Design Portfolio

4	233	*	2.8	*	*	60.5
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Studio Art: Drawing Portfolio

4	40	*	3.3	*	*	75.0
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United States Government and Politics

130	1,100	3.4	1.9	107	82.3	25.2
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United States History

113	1,574	3.4	1.7	80	70.8	18.9
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World History

120	1,540	3.6	2.1	103	85.8	29.9
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