



Data Packet 2022-23



LINCOLN B-TECH AT
EL CENTRO COLLEGE AND
UNT DALLAS



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

[Statistics based only on students in the choice program.]

July 28, 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 statistics are not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

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.

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.

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	62
10	48
11	53
12	43
ALL	206

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	165	80.1		
American Indian/Alaska Native	1	0.5		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	37	18.0		
White	1	0.5		
Multiple	2	1.0		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

*Teacher statistics not available for programs within a campus or for "zoned only" students. See statistics for whole campus in main campus packet.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	132	64.1
Economically disadvantaged	177	85.9
Limited English proficient (LEP)	24	11.7
Special education	11	5.3
Talented and Gifted (TAG)	41	19.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	106	82	77.4	0	0.0	0	0.0	22	20.8	0	0.0	2	1.9
	2021	66	48	72.7	0	0.0	0	0.0	16	24.2	0	0.0	2	3.0
	2022	62	49	79.0	1	1.6	0	0.0	11	17.7	1	1.6	0	0.0
10	2020	77	67	87.0	0	0.0	0	0.0	10	13.0	0	0.0	0	0.0
	2021	80	62	77.5	0	0.0	0	0.0	17	21.3	0	0.0	1	1.3
	2022	48	37	77.1	0	0.0	0	0.0	10	20.8	0	0.0	1	2.1
11	2020	71	63	88.7	0	0.0	0	0.0	6	8.5	0	0.0	2	2.8
	2021	48	41	85.4	0	0.0	0	0.0	7	14.6	0	0.0	0	0.0
	2022	53	41	77.4	0	0.0	0	0.0	11	20.8	0	0.0	1	1.9
12	2020													
	2021	54	48	88.9	0	0.0	0	0.0	4	7.4	0	0.0	2	3.7
	2022	43	38	88.4	0	0.0	0	0.0	5	11.6	0	0.0	0	0.0
9-12	2020	254	212	83.5	0	0.0	0	0.0	38	15.0	0	0.0	4	1.6
	2021	248	199	80.2	0	0.0	0	0.0	44	17.7	0	0.0	5	2.0
	2022	206	165	80.1	1	0.5	0	0.0	37	18.0	1	0.5	2	1.0

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	106	96	90.6	13	12.3	3	2.8	30	28.3	21	19.8	17	16.0	46.2	53.8	0.0
	2021	66	59	89.4	11	16.7	4	6.1	44	66.7	10	15.2	2	3.0	48.5	51.5	0.0
	2022	62	55	88.7	7	11.3	4	6.5	38	61.3	12	19.4	11	17.7	51.6	48.4	0.0
10	2020	77	68	88.3	9	11.7	9	11.7	22	28.6	13	16.9	3	3.9	42.9	57.1	0.0
	2021	80	76	95.0	9	11.3	2	2.5	53	66.3	19	23.8	0	0.0	45.0	55.0	0.0
	2022	48	40	83.3	6	12.5	3	6.3	33	68.8	8	16.7	0	0.0	47.9	52.1	16.7
11	2020	71	63	88.7	4	5.6	5	7.0	12	16.9	15	21.1	0	0.0	26.8	73.2	0.0
	2021	48	38	79.2	7	14.6	3	6.3	16	33.3	9	18.8	0	0.0	37.5	62.5	0.0
	2022	53	50	94.3	6	11.3	2	3.8	36	67.9	12	22.6	0	0.0	43.4	56.6	0.0
12	2020																
	2021	54	44	81.5	3	5.6	2	3.7	12	22.2	13	24.1	0	0.0	25.9	74.1	0.0
	2022	43	32	74.4	5	11.6	2	4.7	25	58.1	9	20.9	0	0.0	39.5	60.5	0.0
9-12	2020	254	227	89.4	26	10.2	17	6.7	64	25.2	49	19.3	20	7.9	39.8	60.2	0.0
	2021	248	217	87.5	30	12.1	11	4.4	125	50.4	51	20.6	2	0.8	40.3	59.7	0.0
	2022	206	177	85.9	24	11.7	11	5.3	132	64.1	41	19.9	11	5.3	46.1	53.9	3.9

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	109	13,875	102	93.6	12,839	92.5	0	0.0	9.0	100	10,020	91.4	72.2
	2021	68	13,245	63	91.5	12,348	93.2	0	0.0	4.2	53	8,679	77.6	65.5
	2022	66	12,879	59	88.9	11,301	87.7	3	4.5	18.1	45	9,837	68.1	76.4
10	2020	81	12,465	75	92.1	11,629	93.3	0	0.0	5.4	67	8,835	82.6	70.9
	2021	81	12,994	79	98.0	12,138	93.4	0	0.0	3.0	76	8,671	94.0	66.7
	2022	50	9,985	43	86.2	8,831	88.4	1	2.0	14.4	33	7,793	65.7	78.0
11	2020	72	10,440	67	92.4	9,830	94.2	1	1.4	4.1	63	7,647	87.3	73.2
	2021	48	11,173	47	97.7	10,467	93.7	0	0.0	2.5	46	7,138	95.8	63.9
	2022	56	8,677	48	86.2	7,777	89.6	0	0.0	11.4	35	6,953	63.0	80.1
12	2020		10,322			9,699	94.0			3.4		7,820		75.8
	2021	54	10,428	54	100.0	9,883	94.8	0	0.0	2.2	54	7,101	100.0	68.1
	2022	44	8,938	40	91.7	8,092	90.5	0	0.0	9.3	32	7,044	72.9	78.8
9-12	2020	263	47,101	244	92.8	43,997	93.4	1	0.4	5.8	230	34,322	87.6	72.9
	2021	251	47,841	243	96.6	44,835	93.7	0	0.0	3.1	229	31,589	91.2	66.0
	2022	216	40,480	190	88.2	36,002	88.9	4	1.9	13.8	145	31,627	67.2	78.1

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		64.8	63.6	64.0	20.0	66.7	55.2		55.3	73.3	65.1	65.6
	2021		46.3	40.0	42.2	*	36.4	23.4		37.1	52.8	45.1	58.9
	2022	*	50.0	45.5	48.1	*	42.9	36.8		34.4	65.5	49.2	59.8
Tests Taken	2019		71	11	75	10	9	58		38	45	83	10,554
	2021		54	15	64	5	11	47		35	36	71	9,858
	2022	1	48	11	54	4	7	38		32	29	61	11,270
ENGLISH II	2019		76.4	85.7	75.7	*	*	55.3		76.9	78.2	77.8	69.3
	2021		60.8	71.4	62.9	*	71.4	52.4		55.2	70.3	63.6	63.2
	2022		64.3	66.7	61.3	*	66.7	41.7		58.8	66.7	63.2	67.2
Tests Taken	2019		72	7	70	5	4	38		26	55	81	9,584
	2021		51	14	62	2	7	42		29	37	66	9,709
	2022		28	9	31	3	6	24		17	21	38	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		25	4	27	8	3	26		17	12	29	3,633
	2021		29	9	37	*	7	36		22	17	39	4,055
	2022	*	24	6	28	*	4	24		21	10	31	4,534
Tests Taken	2019		71	11	75	10	9	58		38	45	83	10,554
	2021		54	15	64	5	11	47		35	36	71	9,858
	2022	1	48	11	54	4	7	38		32	29	61	11,270
ENGLISH II	2019		17	1	17	*	*	17		6	12	18	2,941
	2021		20	4	23	*	2	20		13	11	24	3,575
	2022		10	3	12	*	2	14		7	7	14	3,079
Tests Taken	2019		72	7	70	5	4	38		26	55	81	9,584
	2021		51	14	62	2	7	42		29	37	66	9,709
	2022		28	9	31	3	6	24		17	21	38	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		40.8	54.5	44.0	10.0	55.6	32.8		28.9	55.6	43.4	51.0
	2021		25.9	20.0	23.4	*	27.3	8.5		20.0	27.8	23.9	40.8
	2022	*	33.3	45.5	35.2	*	42.9	15.8		28.1	44.8	36.1	44.3
Tests Taken	2019		71	11	75	10	9	58		38	45	83	10,554
	2021		54	15	64	5	11	47		35	36	71	9,858
	2022	1	48	11	54	4	7	38		32	29	61	11,270
ENGLISH II	2019		54.2	71.4	51.4	*	*	31.6		61.5	54.5	56.8	51.5
	2021		31.4	50.0	35.5	*	42.9	21.4		24.1	43.2	34.8	47.3
	2022		50.0	44.4	41.9	*	33.3	20.8		41.2	52.4	47.4	53.2
Tests Taken	2019		72	7	70	5	4	38		26	55	81	9,584
	2021		51	14	62	2	7	42		29	37	66	9,709
	2022		28	9	31	3	6	24		17	21	38	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		4.2	0.0	4.0	0.0	0.0	0.0		2.6	4.4	3.6	10.1
	2021		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	6.3
	2022	*	2.1	0.0	1.9	*	0.0	0.0		0.0	3.4	1.6	7.9
Tests Taken	2019		71	11	75	10	9	58		38	45	83	10,554
	2021		54	15	64	5	11	47		35	36	71	9,858
	2022	1	48	11	54	4	7	38		32	29	61	11,270
ENGLISH II	2019		2.8	0.0	1.4	*	*	0.0		0.0	3.6	2.5	6.0
	2021		2.0	0.0	1.6	*	0.0	0.0		0.0	2.7	1.5	6.0
	2022		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	6.4
Tests Taken	2019		72	7	70	5	4	38		26	55	81	9,584
	2021		51	14	62	2	7	42		29	37	66	9,709
	2022		28	9	31	3	6	24		17	21	38	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	56.6	61.4	68.5	3.8	60.1	61.6
2021	55.1	53.7	54.2	3.2	61.2	62.0
2022	61.9	47.5	44.6	4.2	60.1	67.0

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 ¹	5. Revision (Writing)	6. Editing (Writing)
2019	66.5	73.2	78.0	4.1	71.3	80.0
2021	62.3	61.8	57.1	4.1	67.3	60.3
2022	63.8	60.9	49.0	4.3	71.3	71.6

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		87.1	88.9	87.5	50.0	100.0	83.3		86.1	88.9	87.5	88.9
	2021		61.5	42.9	57.1	*	50.0	52.9		36.4	76.9	58.3	69.4
	2022	*	58.5	62.5	60.0	*	*	55.9		58.6	59.1	58.8	75.6
Tests Taken	2019		62	9	64	10	7	54		36	36	72	10,243
	2021		39	7	42	4	6	34		22	26	48	11,233
	2022	1	41	8	45	4	5	34		29	22	51	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		8	1	8	5	0	9		5	4	9	1,134
	2021		15	4	18	*	3	16		14	6	20	3,441
	2022	*	17	3	18	*	*	15		12	9	21	2,571
Tests Taken	2019		62	9	64	10	7	54		36	36	72	10,243
	2021		39	7	42	4	6	34		22	26	48	11,233
	2022	1	41	8	45	4	5	34		29	22	51	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		54.8	55.6	56.3	0.0	57.1	44.4		52.8	58.3	55.6	68.9
	2021		7.7	0.0	7.1	*	0.0	2.9		4.5	7.7	6.3	32.4
	2022	*	17.1	0.0	15.6	*	*	8.8		10.3	22.7	15.7	48.4
Tests Taken	2019		62	9	64	10	7	54		36	36	72	10,243
	2021		39	7	42	4	6	34		22	26	48	11,233
	2022	1	41	8	45	4	5	34		29	22	51	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		38.7	44.4	39.1	0.0	42.9	25.9		44.4	36.1	40.3	45.1
	2021		2.6	0.0	2.4	*	0.0	0.0		4.5	0.0	2.1	15.8
	2022	*	7.3	0.0	6.7	*	*	0.0		3.4	9.1	5.9	31.3
Tests Taken	2019		62	9	64	10	7	54		36	36	72	10,243
	2021		39	7	42	4	6	34		22	26	48	11,233
	2022	1	41	8	45	4	5	34		29	22	51	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	58.8	62.3	65.1	63.1	72.7
2021	39.0	43.2	42.3	41.7	36.8
2022	38.5	47.4	47.3	46.7	40.2

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		81.9	81.8	81.6	60.0	88.9	74.6		87.2	77.8	82.1	87.1
	2021		72.3	61.5	65.5	*	66.7	55.0		58.6	78.8	69.4	78.3
	2022	*	74.0	72.7	71.4	*	71.4	64.1		60.6	86.7	73.0	81.6
Tests Taken	2019		72	11	76	10	9	59		39	45	84	9,591
	2021		47	13	55	4	9	40		29	33	62	9,986
	2022	1	50	11	56	4	7	39		33	30	63	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		13	2	14	4	1	15		5	10	15	1,240
	2021		13	5	19	*	3	18		12	7	19	2,162
	2022	*	13	3	16	*	2	14		13	4	17	1,824
Tests Taken	2019		72	11	76	10	9	59		39	45	84	9,591
	2021		47	13	55	4	9	40		29	33	62	9,986
	2022	1	50	11	56	4	7	39		33	30	63	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		47.2	54.5	46.1	0.0	66.7	32.2		48.7	48.9	48.8	59.2
	2021		23.4	15.4	20.0	*	22.2	10.0		10.3	30.3	21.0	42.8
	2022	*	22.0	36.4	26.8	*	42.9	12.8		24.2	26.7	25.4	53.2
Tests Taken	2019		72	11	76	10	9	59		39	45	84	9,591
	2021		47	13	55	4	9	40		29	33	62	9,986
	2022	1	50	11	56	4	7	39		33	30	63	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		4.2	0.0	2.6	0.0	0.0	0.0		7.7	0.0	3.6	22.3
	2021		0.0	7.7	1.8	*	11.1	2.5		3.4	0.0	1.6	14.0
	2022	*	6.0	0.0	5.4	*	0.0	0.0		6.1	3.3	4.8	19.1
Tests Taken	2019		72	11	76	10	9	59		39	45	84	9,591
	2021		47	13	55	4	9	40		29	33	62	9,986
	2022	1	50	11	56	4	7	39		33	30	63	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	54.3	50.6	63.6	57.0	54.0
2021	44.5	42.1	54.2	48.1	50.6
2022	49.5	47.1	50.3	43.5	58.3

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		84.6	100.0	82.9	*	100.0	80.0		94.4	81.5	86.7	84.7
	2022		87.2	91.7	85.7	*	83.3	84.1		85.7	87.5	86.7	87.2
Tests Taken	2019												9,416
	2021		39	6	35	3	6	15		18	27	45	8,945
	2022		47	12	56	2	6	44		28	32	60	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		6	0	6	*	0	3		1	5	6	1,373
	2022		6	1	8	*	1	7		4	4	8	1,086
Tests Taken	2019												9,416
	2021		39	6	35	3	6	15		18	27	45	8,945
	2022		47	12	56	2	6	44		28	32	60	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		33.3	83.3	34.3	*	100.0	53.3		44.4	37.0	40.0	56.7
	2022		66.0	58.3	66.1	*	50.0	61.4		64.3	62.5	63.3	64.5
Tests Taken	2019												9,416
	2021		39	6	35	3	6	15		18	27	45	8,945
	2022		47	12	56	2	6	44		28	32	60	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		5.1	0.0	5.7	*	0.0	0.0		0.0	7.4	4.4	30.7
	2022		17.0	33.3	21.4	*	50.0	20.5		21.4	18.8	20.0	36.0
Tests Taken	2019												9,416
	2021		39	6	35	3	6	15		18	27	45	8,945
	2022		47	12	56	2	6	44		28	32	60	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	55.4	62.8	54.7	53.6
2022	64.0	61.4	65.7	62.3

PERFORMANCE IN 2022

Grade 2021-22 (N Rated)	Domain: 2022 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (6)	Beginning	0	0.0	1	100.0	1	16.7	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	4	66.7	0	0.0	0	0.0
	Advanced	1	100.0	0	0.0	1	16.7	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
11 (6)	Beginning	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	1	33.3	1	100.0
	Advanced	1	100.0	0	0.0	5	83.3	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	1	16.7	2	66.7	0	0.0
ALL (21)	Beginning	0	0.0	2	40.0	2	9.5	0	0.0	0	0.0
	Intermediate	0	0.0	3	60.0	6	28.6	2	18.2	2	66.7
	Advanced	4	80.0	0	0.0	8	38.1	2	18.2	1	33.3
	Advanced High	1	20.0	0	0.0	5	23.8	7	63.6	0	0.0

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years N (%) Progressed	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
6 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
3 0 (0.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	0	
15 1 (6.7%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	1	0	
	Advanced High	0	0	0	

 Indicates students who progressed at least one level from 2021 to 2022.

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		84.4													7,397	467	39.9
		2020-21	98.1	80.0	53	440	30.2	47	443	29.8	4	*	*				7,033	457	35.8
		2021-22	90.7	62.6	39	432	17.9	34	429	17.6	5	*	*				5,440	468	40.4
	Mathematics	2019-20		84.4													7,397	461	21.8
		2020-21	98.1	80.0	53	442	7.5	47	444	8.5	4	*	*				7,033	456	20.4
		2021-22	90.7	62.6	39	416	10.3	34	415	11.8	5	*	*				5,440	461	23.3
ACT	English	2019-20		81.2													7,118	15	28.9
		2020-21	88.9	57.2	48	14	18.8	42	14	19.0	4	*	*				5,025	14	24.2
		2021-22	95.3	77.7	41	13	14.6	36	13	16.7	5	*	*				6,753	14	25.7
	Mathematics	2019-20		81.2													7,118	17	14.3
		2020-21	88.9	57.2	48	15	4.2	42	15	4.8	4	*	*				5,025	17	13.6
		2021-22	95.3	77.7	41	15	2.4	36	15	2.8	5	*	*				6,753	17	13.0
	Reading	2019-20		81.2													7,118	16	18.6
		2020-21	88.9	57.2	48	16	12.5	42	16	11.9	4	*	*				5,025	16	16.1
		2021-22	95.3	77.7	41	14	4.9	36	14	5.6	5	*	*				6,753	16	17.8
	Science	2019-20		81.2													7,118	17	13.9
		2020-21	88.9	57.2	48	16	2.1	42	16	2.4	4	*	*				5,025	17	12.9
		2021-22	95.3	77.7	41	15	4.9	36	15	5.6	5	*	*				6,753	16	13.4
	Composite	2019-20		81.2			-			-							7,118	16	-
		2020-21	88.9	57.2	48	15	-	42	15	-	4	*	-				5,025	16	-
		2021-22	95.3	77.7	41	14	-	36	15	-	5	*	-				6,753	16	-

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

Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK
9	Reading & Writing	2019																1,840	463	69.2
		2020																195	393	38.5
		2021	2	*	*	2	*	*	0			0			0			1,784	466	71.7
	Mathematics	2019																1,840	461	62.2
		2020																195	407	22.6
		2021	2	*	*	2	*	*	0			0			0			1,784	460	59.6
10	Reading & Writing	2019	76	358	15.8	66	354	12.1	9	379	33.3	0		0			8,412	412	36.7	
		2020	76	374	19.7	60	375	18.3	15	371	26.7	0		0			4,794	421	42.6	
		2021	44	350	13.6	34	354	17.6	9	336	0.0	0		0			7,518	414	40.0	
	Mathematics	2019	76	385	2.6	66	385	3.0	9	383	0.0	0		0			8,412	425	19.8	
		2020	76	388	0.0	60	386	0.0	15	403	0.0	0		0			4,794	425	22.5	
		2021	44	381	2.3	34	383	2.9	9	371	0.0	0		0			7,518	428	22.1	
11	Reading & Writing	2019															2,675	480	55.6	
		2020															1,090	522	68.2	
		2021	1	*	*	1	*	*	0			0		0			1,621	528	75.3	
	Mathematics	2019															2,675	472	32.0	
		2020															1,090	510	49.9	
		2021	1	*	*	1	*	*	0			0		0			1,621	508	50.4	

NOTE: See the NOTES report for information about score ranges and college readiness benchmarks set by The College Board for PSAT/NMSQT and PSAT 8-9.

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

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

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

ALL EXAMS

73	17,479	1.0	2.1	0	0.0	34.0
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Biology

6	621	1.0	2.1	0	0.0	29.5
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English Literature and Composition

6	1,659	1.0	2.3	0	0.0	41.0
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Human Geography

46	2,174	1.0	1.7	0	0.0	20.3
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Macroeconomics

6	1,088	1.0	1.9	0	0.0	25.6
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United States History

9	1,574	1.0	1.7	0	0.0	18.9
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