



Data Packet 2022-23



H. GRADY SPRUCE CTE EARLY
COLLEGE HIGH SCHOOL



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	63
10	46
11	42
12	27
ALL	178

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	13	7.3		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	1	0.6		
Hispanic	163	91.6		
White	1	0.6		
Multiple	0	0.0		
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	141	79.2
Economically disadvantaged	170	95.5
Limited English proficient (LEP)	111	62.4
Special education	10	5.6
Talented and Gifted (TAG)	40	22.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	64	8	12.5	0	0.0	0	0.0	54	84.4	2	3.1	0	0.0
	2021	61	7	11.5	0	0.0	0	0.0	54	88.5	0	0.0	0	0.0
	2022	63	3	4.8	0	0.0	1	1.6	59	93.7	0	0.0	0	0.0
10	2020	52	5	9.6	0	0.0	0	0.0	47	90.4	0	0.0	0	0.0
	2021	61	7	11.5	0	0.0	0	0.0	53	86.9	1	1.6	0	0.0
	2022	46	5	10.9	0	0.0	0	0.0	41	89.1	0	0.0	0	0.0
11	2020	55	5	9.1	0	0.0	0	0.0	50	90.9	0	0.0	0	0.0
	2021	40	5	12.5	0	0.0	0	0.0	35	87.5	0	0.0	0	0.0
	2022	42	2	4.8	0	0.0	0	0.0	39	92.9	1	2.4	0	0.0
12	2020	49	6	12.2	0	0.0	0	0.0	43	87.8	0	0.0	0	0.0
	2021	43	4	9.3	0	0.0	0	0.0	39	90.7	0	0.0	0	0.0
	2022	27	3	11.1	0	0.0	0	0.0	24	88.9	0	0.0	0	0.0
9-12	2020	220	24	10.9	0	0.0	0	0.0	194	88.2	2	0.9	0	0.0
	2021	205	23	11.2	0	0.0	0	0.0	181	88.3	1	0.5	0	0.0
	2022	178	13	7.3	0	0.0	1	0.6	163	91.6	1	0.6	0	0.0

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	64	59	92.2	28	43.8	1	1.6	37	57.8	19	29.7	3	4.7	48.4	51.6	0.0
	2021	61	55	90.2	35	57.4	5	8.2	51	83.6	14	23.0	0	0.0	45.9	54.1	1.6
	2022	63	61	96.8	50	79.4	6	9.5	57	90.5	8	12.7	1	1.6	50.8	49.2	7.9
10	2020	52	45	86.5	36	69.2	0	0.0	39	75.0	5	9.6	0	0.0	44.2	55.8	0.0
	2021	61	57	93.4	29	47.5	1	1.6	45	73.8	18	29.5	0	0.0	50.8	49.2	0.0
	2022	46	45	97.8	24	52.2	4	8.7	36	78.3	13	28.3	0	0.0	50.0	50.0	0.0
11	2020	55	52	94.5	39	70.9	3	5.5	42	76.4	9	16.4	0	0.0	52.7	47.3	0.0
	2021	40	39	97.5	25	62.5	0	0.0	30	75.0	4	10.0	0	0.0	42.5	57.5	0.0
	2022	42	39	92.9	20	47.6	0	0.0	28	66.7	15	35.7	0	0.0	47.6	52.4	0.0
12	2020	49	42	85.7	29	59.2	2	4.1	37	75.5	10	20.4	0	0.0	38.8	61.2	0.0
	2021	43	40	93.0	32	74.4	3	7.0	35	81.4	6	14.0	0	0.0	53.5	46.5	0.0
	2022	27	25	92.6	17	63.0	0	0.0	20	74.1	4	14.8	0	0.0	44.4	55.6	0.0
9-12	2020	220	198	90.0	132	60.0	6	2.7	155	70.5	43	19.5	3	1.4	46.4	53.6	0.0
	2021	205	191	93.2	121	59.0	9	4.4	161	78.5	42	20.5	0	0.0	48.3	51.7	0.5
	2022	178	170	95.5	111	62.4	10	5.6	141	79.2	40	22.5	1	0.6	48.9	51.1	2.8

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	64	13,875	62	97.4	12,839	92.5	0	0.0	9.0	65	10,020	100.0	72.2
	2021	61	13,245	59	96.0	12,348	93.2	0	0.0	4.2	50	8,679	81.6	65.5
	2022	65	12,879	61	93.9	11,301	87.7	0	0.0	18.1	60	9,837	92.3	76.4
10	2020	52	12,465	50	95.9	11,629	93.3	0	0.0	5.4	50	8,835	96.2	70.9
	2021	62	12,994	57	92.0	12,138	93.4	0	0.0	3.0	46	8,671	74.4	66.7
	2022	46	9,985	44	94.0	8,831	88.4	0	0.0	14.4	43	7,793	92.7	78.0
11	2020	55	10,440	54	97.4	9,830	94.2	0	0.0	4.1	55	7,647	100.0	73.2
	2021	40	11,173	37	93.0	10,467	93.7	0	0.0	2.5	23	7,138	57.5	63.9
	2022	43	8,677	41	93.8	7,777	89.6	0	0.0	11.4	39	6,953	90.0	80.1
12	2020	48	10,322	46	96.2	9,699	94.0	0	0.0	3.4	44	7,820	91.7	75.8
	2021	30	10,428	30	98.0	9,883	94.8	0	0.0	2.2	12	7,101	39.6	68.1
	2022	27	8,938	25	93.9	8,092	90.5	0	0.0	9.3	24	7,044	88.9	78.8
9-12	2020	219	47,101	212	96.8	43,997	93.4	0	0.0	5.8	214	34,322	97.7	72.9
	2021	193	47,841	183	94.4	44,835	93.7	0	0.0	3.1	131	31,589	67.7	66.0
	2022	182	40,480	171	93.9	36,002	88.9	0	0.0	13.8	166	31,627	91.4	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	*	75.0	77.6	75.0	*	83.8	75.5		73.1	81.3	77.6	65.6
	2021		57.1	50.0	46.2	*	38.2	44.0		46.4	54.8	50.8	58.9
	2022		*	57.1	57.9	0.0	57.4	54.7		51.6	64.3	57.6	59.8
Tests Taken	2019	1	8	49	52	1	37	49		26	32	58	10,554
	2021		7	52	52	4	34	50		28	31	59	9,858
	2022		2	56	57	7	47	53		31	28	59	11,270
ENGLISH II	2019		50.0	84.9	80.7	*	85.0	78.7		84.4	77.8	81.4	69.3
	2021	*	55.6	70.6	70.2	*	62.1	57.8		64.5	73.3	68.9	63.2
	2022		83.3	56.5	58.8	*	39.3	48.8		50.0	67.9	59.6	67.2
Tests Taken	2019		6	53	57	4	40	47		32	27	59	9,584
	2021	1	9	51	57	1	29	45		31	30	61	9,709
	2022		6	46	51	4	28	41		24	28	52	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	*	2	11	13	*	6	12		7	6	13	3,633
	2021		3	26	28	*	21	28		15	14	29	4,055
	2022		*	24	24	7	20	24		15	10	25	4,534
Tests Taken	2019	1	8	49	52	1	37	49		26	32	58	10,554
	2021		7	52	52	4	34	50		28	31	59	9,858
	2022		2	56	57	7	47	53		31	28	59	11,270
ENGLISH II	2019		3	8	11	*	6	10		5	6	11	2,941
	2021	*	4	15	17	*	11	19		11	8	19	3,575
	2022		1	20	21	*	17	21		12	9	21	3,079
Tests Taken	2019		6	53	57	4	40	47		32	27	59	9,584
	2021	1	9	51	57	1	29	45		31	30	61	9,709
	2022		6	46	51	4	28	41		24	28	52	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	*	62.5	55.1	50.0	*	59.5	51.0		46.2	62.5	55.2	51.0
	2021		14.3	32.7	28.8	*	23.5	26.0		28.6	32.3	30.5	40.8
	2022		*	41.1	42.1	0.0	42.6	39.6		38.7	46.4	42.4	44.3
Tests Taken	2019	1	8	49	52	1	37	49		26	32	58	10,554
	2021		7	52	52	4	34	50		28	31	59	9,858
	2022		2	56	57	7	47	53		31	28	59	11,270
ENGLISH II	2019		50.0	49.1	50.9	*	47.5	40.4		46.9	51.9	49.2	51.5
	2021	*	33.3	49.0	47.4	*	37.9	33.3		45.2	46.7	45.9	47.3
	2022		66.7	45.7	47.1	*	35.7	36.6		41.7	53.6	48.1	53.2
Tests Taken	2019		6	53	57	4	40	47		32	27	59	9,584
	2021	1	9	51	57	1	29	45		31	30	61	9,709
	2022		6	46	51	4	28	41		24	28	52	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	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	10.1
	2021		0.0	5.8	3.8	*	5.9	4.0		7.1	3.2	5.1	6.3
	2022		*	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	7.9
Tests Taken	2019	1	8	49	52	1	37	49		26	32	58	10,554
	2021		7	52	52	4	34	50		28	31	59	9,858
	2022		2	56	57	7	47	53		31	28	59	11,270
ENGLISH II	2019		0.0	5.7	5.3	*	5.0	4.3		9.4	0.0	5.1	6.0
	2021	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	6.0
	2022		16.7	10.9	11.8	*	10.7	9.8		12.5	10.7	11.5	6.4
Tests Taken	2019		6	53	57	4	40	47		32	27	59	9,584
	2021	1	9	51	57	1	29	45		31	30	61	9,709
	2022		6	46	51	4	28	41		24	28	52	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	62.7	69.4	76.8	4.3	69.2	59.0
2021	53.0	58.4	56.1	3.8	64.8	62.7
2022	73.5	51.9	48.8	4.6	74.0	68.5

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	64.4	68.8	79.7	4.9	70.1	73.6
2021	66.8	63.2	58.6	4.0	71.2	64.3
2022	63.0	60.8	55.3	4.1	71.2	72.4

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		100.0	91.9	92.7	*	92.0	91.9		84.2	100.0	93.2	69.4
	2022			75.9	75.9	100.0	73.9	75.0		77.8	75.0	76.7	75.6
Tests Taken	2019	1	6	42	45	1	31	43		21	28	49	10,243
	2021		7	37	41	4	25	37		19	25	44	11,233
	2022			29	29	7	23	28		18	12	30	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		0	3	3	*	2	3		3	0	3	3,441
	2022			7	7	0	6	7		4	3	7	2,571
Tests Taken	2019	1	6	42	45	1	31	43		21	28	49	10,243
	2021		7	37	41	4	25	37		19	25	44	11,233
	2022			29	29	7	23	28		18	12	30	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	*	100.0	100.0		100.0	100.0	100.0	68.9
	2021		71.4	64.9	63.4	*	64.0	62.2		68.4	64.0	65.9	32.4
	2022			20.7	24.1	14.3	17.4	21.4		27.8	16.7	23.3	48.4
Tests Taken	2019	1	6	42	45	1	31	43		21	28	49	10,243
	2021		7	37	41	4	25	37		19	25	44	11,233
	2022			29	29	7	23	28		18	12	30	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	*	50.0	97.6	91.1	*	100.0	90.7		95.2	89.3	91.8	45.1
	2021		71.4	37.8	41.5	*	32.0	37.8		36.8	48.0	43.2	15.8
	2022			6.9	6.9	0.0	4.3	7.1		5.6	8.3	6.7	31.3
Tests Taken	2019	1	6	42	45	1	31	43		21	28	49	10,243
	2021		7	37	41	4	25	37		19	25	44	11,233
	2022			29	29	7	23	28		18	12	30	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	90.0	87.6	91.7	89.6	95.6
2021	68.8	63.4	67.7	63.2	75.8
2022	38.5	47.8	58.6	59.4	41.1

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	98.0	98.1	*	97.3	98.0		96.2	100.0	98.3	87.1
	2021		100.0	79.2	79.2	*	73.5	80.0		75.9	87.1	81.7	78.3
	2022		*	79.6	81.8	33.3	80.0	80.4		72.4	89.3	80.7	81.6
Tests Taken	2019	1	8	49	52	1	37	49		26	32	58	9,591
	2021		7	53	53	5	34	50		29	31	60	9,986
	2022		2	54	55	6	45	51		29	28	57	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	1	1	*	1	1		1	0	1	1,240
	2021		0	11	11	*	9	10		7	4	11	2,162
	2022		*	11	10	4	9	10		8	3	11	1,824
Tests Taken	2019	1	8	49	52	1	37	49		26	32	58	9,591
	2021		7	53	53	5	34	50		29	31	60	9,986
	2022		2	54	55	6	45	51		29	28	57	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	*	75.0	63.3	63.5	*	59.5	59.2		73.1	59.4	65.5	59.2
	2021		57.1	43.4	43.4	*	35.3	38.0		44.8	45.2	45.0	42.8
	2022		*	44.4	45.5	16.7	44.4	41.2		44.8	46.4	45.6	53.2
Tests Taken	2019	1	8	49	52	1	37	49		26	32	58	9,591
	2021		7	53	53	5	34	50		29	31	60	9,986
	2022		2	54	55	6	45	51		29	28	57	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	*	25.0	16.3	13.5	*	16.2	12.2		19.2	15.6	17.2	22.3
	2021		14.3	18.9	17.0	*	20.6	16.0		17.2	19.4	18.3	14.0
	2022		*	9.3	9.1	0.0	8.9	7.8		10.3	10.7	10.5	19.1
Tests Taken	2019	1	8	49	52	1	37	49		26	32	58	9,591
	2021		7	53	53	5	34	50		29	31	60	9,986
	2022		2	54	55	6	45	51		29	28	57	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	63.3	64.5	70.0	62.4	67.8
2021	56.7	51.5	61.0	63.0	63.7
2022	58.9	51.9	59.5	50.5	64.6

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		83.3	98.1	96.5	*	97.5	97.9		100.0	92.9	96.7	93.8
	2021	*	83.3	87.0	87.8	*	84.0	81.6		82.1	92.0	86.8	84.7
	2022		*	73.3	75.5	*	64.3	70.7		80.8	70.8	76.0	87.2
Tests Taken	2019		6	54	57	4	40	47		32	28	60	9,416
	2021	1	6	46	49	1	25	38		28	25	53	8,945
	2022		5	45	49	4	28	41		26	24	50	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		1	1	2	*	1	1		0	2	2	582
	2021	*	1	6	6	*	4	7		5	2	7	1,373
	2022		*	12	12	*	10	12		5	7	12	1,086
Tests Taken	2019		6	54	57	4	40	47		32	28	60	9,416
	2021	1	6	46	49	1	25	38		28	25	53	8,945
	2022		5	45	49	4	28	41		26	24	50	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		50.0	88.9	86.0	*	87.5	85.1		93.8	75.0	85.0	73.7
	2021	*	50.0	54.3	53.1	*	40.0	44.7		60.7	48.0	54.7	56.7
	2022		*	53.3	55.1	*	46.4	46.3		65.4	45.8	56.0	64.5
Tests Taken	2019		6	54	57	4	40	47		32	28	60	9,416
	2021	1	6	46	49	1	25	38		28	25	53	8,945
	2022		5	45	49	4	28	41		26	24	50	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		0.0	55.6	52.6	*	57.5	48.9		56.3	42.9	50.0	41.6
	2021	*	0.0	32.6	30.6	*	28.0	26.3		28.6	28.0	28.3	30.7
	2022		*	24.4	22.4	*	14.3	17.1		26.9	20.8	24.0	36.0
Tests Taken	2019		6	54	57	4	40	47		32	28	60	9,416
	2021	1	6	46	49	1	25	38		28	25	53	8,945
	2022		5	45	49	4	28	41		26	24	50	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	73.4	77.4	68.7	76.6
2021	63.2	67.5	54.7	66.6
2022	61.4	60.7	54.8	61.3

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2022 Level	N	%	N	%	N	%	N	%	N	%
9 (48)	Beginning	1	2.2	22	47.8	2	4.8	1	2.2	0	0.0
	Intermediate	7	15.2	11	23.9	16	38.1	12	26.7	19	50.0
	Advanced	21	45.7	12	26.1	19	45.2	17	37.8	17	44.7
	Advanced High	17	37.0	1	2.2	5	11.9	15	33.3	2	5.3
10 (24)	Beginning	3	12.5	14	58.3	3	13.0	4	16.7	2	8.7
	Intermediate	4	16.7	5	20.8	8	34.8	9	37.5	15	65.2
	Advanced	7	29.2	4	16.7	6	26.1	6	25.0	4	17.4
	Advanced High	10	41.7	1	4.2	6	26.1	5	20.8	2	8.7
11 (20)	Beginning	0	0.0	8	50.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	6.3	5	31.3	2	12.5	5	29.4	6	50.0
	Advanced	8	50.0	3	18.8	10	62.5	6	35.3	6	50.0
	Advanced High	7	43.8	0	0.0	4	25.0	6	35.3	0	0.0
12 (13)	Beginning	0	0.0	3	60.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	40.0	0	0.0	1	16.7	3	100.0
	Advanced	3	60.0	0	0.0	3	27.3	3	50.0	0	0.0
	Advanced High	2	40.0	0	0.0	8	72.7	2	33.3	0	0.0
ALL (105)	Beginning	4	4.4	47	51.6	5	5.4	5	5.4	2	2.6
	Intermediate	12	13.2	23	25.3	26	28.3	27	29.3	43	56.6
	Advanced	39	42.9	19	20.9	38	41.3	32	34.8	27	35.5
	Advanced High	36	39.6	2	2.2	23	25.0	28	30.4	4	5.3

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years N (%) Progressed	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
35 1 (2.9%)	Beginning	0			
	Intermediate	0	11		
	Advanced	0	0	15	
	Advanced High	0	0	1	
0 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
13 1 (7.7%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	1	5	
	Advanced High	0	0	0	
4 0 (0.0%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	0	
	Advanced High	0	0	0	
52 2 (3.8%)	Beginning	0			
	Intermediate	0	17		
	Advanced	0	1	20	
	Advanced High	0	0	1	

 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	100.0	84.4	49	454	28.6	6	477	50.0	43	451	25.6				7,397	467	39.9
		2020-21	93.0	80.0	40	436	22.5	3	*	*	37	441	24.3				7,033	457	35.8
		2021-22	96.3	62.6	26	429	19.2	2	*	*	24	423	16.7				5,440	468	40.4
	Mathematics	2019-20	100.0	84.4	49	473	22.4	6	450	16.7	43	476	23.3				7,397	461	21.8
		2020-21	93.0	80.0	40	479	27.5	3	*	*	37	485	29.7				7,033	456	20.4
		2021-22	96.3	62.6	26	463	15.4	2	*	*	24	454	8.3				5,440	461	23.3
ACT	English	2019-20	93.9	81.2	46	14	17.4	6	14	16.7	40	14	17.5				7,118	15	28.9
		2020-21	81.4	57.2	35	12	14.3	3	*	*	32	12	15.6				5,025	14	24.2
		2021-22	103.7	77.7	28	13	17.9	3	*	*	25	13	12.0				6,753	14	25.7
	Mathematics	2019-20	93.9	81.2	46	17	8.7	6	17	0.0	40	17	10.0				7,118	17	14.3
		2020-21	81.4	57.2	35	17	8.6	3	*	*	32	17	9.4				5,025	17	13.6
		2021-22	103.7	77.7	28	16	3.6	3	*	*	25	16	4.0				6,753	17	13.0
	Reading	2019-20	93.9	81.2	46	15	6.5	6	16	16.7	40	15	5.0				7,118	16	18.6
		2020-21	81.4	57.2	35	14	2.9	3	*	*	32	14	3.1				5,025	16	16.1
		2021-22	103.7	77.7	28	16	14.3	3	*	*	25	16	12.0				6,753	16	17.8
	Science	2019-20	93.9	81.2	46	16	6.5	6	16	0.0	40	16	7.5				7,118	17	13.9
		2020-21	81.4	57.2	35	16	5.7	3	*	*	32	16	3.1				5,025	17	12.9
		2021-22	103.7	77.7	28	16	3.6	3	*	*	25	16	4.0				6,753	16	13.4
	Composite	2019-20	93.9	81.2	46	16	–	6	16	–	40	16	–			–	7,118	16	–
		2020-21	81.4	57.2	35	15	–	3	*	–	32	15	–			–	5,025	16	–
		2021-22	103.7	77.7	28	15	–	3	*	–	25	15	–			–	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	7	433	85.7	0			7	433	85.7	0			0			1,840	463	69.2
		2020																195	393	38.5
		2021	1	*	*	0			1	*	*	0			0			1,784	466	71.7
	Mathematics	2019	7	460	71.4	0			7	460	71.4	0			0			1,840	461	62.2
		2020																195	407	22.6
		2021	1	*	*	0			1	*	*	0			0			1,784	460	59.6
10	Reading & Writing	2019	53	390	20.8	5	*	*	48	385	18.8	0			0			8,412	412	36.7
		2020	50	406	44.0	7	386	14.3	42	409	47.6	1	*	*	0			4,794	421	42.6
		2021	46	404	30.4	4	*	*	42	402	28.6	0			0			7,518	414	40.0
	Mathematics	2019	53	446	20.8	5	*	*	48	442	16.7	0			0			8,412	425	19.8
		2020	50	425	20.0	7	407	0.0	42	429	23.8	1	*	*	0			4,794	425	22.5
		2021	46	450	43.5	4	*	*	42	452	42.9	0			0			7,518	428	22.1

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

131	17,479	1.1	2.1	1	0.8	34.0
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Human Geography

54	2,174	1.1	1.7	1	1.9	20.3
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Macroeconomics

16	1,088	1.0	1.9	0	0.0	25.6
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United States Government and Politics

24	1,100	1.0	1.9	0	0.0	25.2
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United States History

37	1,574	1.0	1.7	0	0.0	18.9
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