



Data Packet 2022-23

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BROOKHAVEN COLLEGE



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

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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	110
10	109
11	79
12	54
ALL	352

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	31	8.8		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	6	1.7		
Hispanic	292	83.0		
White	16	4.5		
Multiple	7	2.0		
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	208	59.1
Economically disadvantaged	258	73.3
Limited English proficient (LEP)	158	44.9
Special education	9	2.6
Talented and Gifted (TAG)	95	27.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	156	15	9.6	0	0.0	2	1.3	130	83.3	6	3.8	3	1.9
	2021	110	7	6.4	0	0.0	1	0.9	95	86.4	7	6.4	0	0.0
	2022	110	13	11.8	0	0.0	1	0.9	87	79.1	6	5.5	3	2.7
10	2020	104	6	5.8	0	0.0	0	0.0	94	90.4	3	2.9	1	1.0
	2021	101	10	9.9	0	0.0	2	2.0	86	85.1	2	2.0	1	1.0
	2022	109	6	5.5	0	0.0	3	2.8	93	85.3	6	5.5	1	0.9
11	2020	75	7	9.3	0	0.0	1	1.3	62	82.7	4	5.3	1	1.3
	2021	70	5	7.1	0	0.0	0	0.0	62	88.6	2	2.9	1	1.4
	2022	79	9	11.4	0	0.0	2	2.5	63	79.7	2	2.5	3	3.8
12	2020													
	2021	58	4	6.9	0	0.0	1	1.7	49	84.5	4	6.9	0	0.0
	2022	54	3	5.6	0	0.0	0	0.0	49	90.7	2	3.7	0	0.0
9-12	2020	335	28	8.4	0	0.0	3	0.9	286	85.4	13	3.9	5	1.5
	2021	339	26	7.7	0	0.0	4	1.2	292	86.1	15	4.4	2	0.6
	2022	352	31	8.8	0	0.0	6	1.7	292	83.0	16	4.5	7	2.0

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	156	114	73.1	84	53.8	7	4.5	104	66.7	34	21.8	4	2.6	40.4	59.6	1.3
	2021	110	87	79.1	54	49.1	2	1.8	72	65.5	32	29.1	2	1.8	50.9	49.1	0.9
	2022	110	84	76.4	42	38.2	6	5.5	66	60.0	30	27.3	8	7.3	30.9	69.1	0.0
10	2020	104	74	71.2	51	49.0	1	1.0	72	69.2	26	25.0	0	0.0	50.0	50.0	0.0
	2021	101	80	79.2	47	46.5	3	3.0	54	53.5	27	26.7	0	0.0	45.5	54.5	0.0
	2022	109	81	74.3	53	48.6	1	0.9	70	64.2	27	24.8	2	1.8	37.6	62.4	0.0
11	2020	75	42	56.0	26	34.7	2	2.7	50	66.7	20	26.7	0	0.0	44.0	56.0	0.0
	2021	70	56	80.0	30	42.9	0	0.0	35	50.0	25	35.7	0	0.0	44.3	55.7	0.0
	2022	79	57	72.2	39	49.4	2	2.5	45	57.0	20	25.3	0	0.0	31.6	68.4	0.0
12	2020																
	2021	58	42	72.4	22	37.9	2	3.4	24	41.4	16	27.6	0	0.0	44.8	55.2	0.0
	2022	54	36	66.7	24	44.4	0	0.0	27	50.0	18	33.3	0	0.0	37.0	63.0	0.0
9-12	2020	335	230	68.7	161	48.1	10	3.0	226	67.5	80	23.9	4	1.2	44.2	55.8	0.6
	2021	339	265	78.2	153	45.1	7	2.1	185	54.6	100	29.5	2	0.6	46.9	53.1	0.3
	2022	352	258	73.3	158	44.9	9	2.6	208	59.1	95	27.0	10	2.8	34.1	65.9	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	156	13,875	151	97.3	12,839	92.5	0	0.0	9.0	152	10,020	97.7	72.2
	2021	111	13,245	107	96.7	12,348	93.2	0	0.0	4.2	105	8,679	94.9	65.5
	2022	114	12,879	109	95.7	11,301	87.7	0	0.0	18.1	110	9,837	96.3	76.4
10	2020	105	12,465	102	97.3	11,629	93.3	0	0.0	5.4	103	8,835	98.5	70.9
	2021	101	12,994	99	98.3	12,138	93.4	0	0.0	3.0	99	8,671	98.1	66.7
	2022	110	9,985	106	95.7	8,831	88.4	0	0.0	14.4	104	7,793	94.1	78.0
11	2020	75	10,440	73	97.9	9,830	94.2	0	0.0	4.1	74	7,647	98.9	73.2
	2021	70	11,173	69	98.8	10,467	93.7	0	0.0	2.5	67	7,138	95.3	63.9
	2022	79	8,677	76	96.8	7,777	89.6	0	0.0	11.4	77	6,953	97.6	80.1
12	2020		10,322			9,699	94.0			3.4		7,820		75.8
	2021	58	10,428	58	99.8	9,883	94.8	0	0.0	2.2	57	7,101	98.3	68.1
	2022	54	8,938	53	98.0	8,092	90.5	0	0.0	9.3	53	7,044	98.1	78.8
9-12	2020	335	47,101	326	97.4	43,997	93.4	0	0.0	5.8	329	34,322	98.2	72.9
	2021	340	47,841	334	98.1	44,835	93.7	0	0.0	3.1	328	31,589	96.5	66.0
	2022	358	40,480	344	96.3	36,002	88.9	0	0.0	13.8	344	31,627	96.2	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	*	87.5	80.0	82.2	*	64.9	73.8		70.7	89.7	80.2	65.6
	2021	66.7	85.7	74.2	72.6	*	57.7	61.4		67.9	82.4	74.8	58.9
	2022	100.0	92.3	94.3	94.1	100.0	90.7	91.0		91.4	96.1	94.6	59.8
Tests Taken	2019	3	8	105	90	2	57	80		58	58	116	10,554
	2021	6	7	93	84	2	52	70		56	51	107	9,858
	2022	7	13	88	85	6	43	67		35	77	112	11,270
ENGLISH II	2019	*	76.9	83.7	81.6	*	83.3	77.0		79.2	87.7	83.8	69.3
	2021	*	100.0	84.7	84.8	*	80.4	77.4		86.7	85.5	86.0	63.2
	2022	100.0	100.0	94.6	95.1	*	92.3	92.8		95.1	95.6	95.4	67.2
Tests Taken	2019	4	13	86	76	4	42	61		48	57	105	9,584
	2021	2	10	85	79	3	46	53		45	55	100	9,709
	2022	6	7	92	81	2	52	69		41	68	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	*	1	21	16	*	20	21		17	6	23	3,633
	2021	2	1	24	23	*	22	27		18	9	27	4,055
	2022	0	1	5	5	0	4	6		3	3	6	4,534
Tests Taken	2019	3	8	105	90	2	57	80		58	58	116	10,554
	2021	6	7	93	84	2	52	70		56	51	107	9,858
	2022	7	13	88	85	6	43	67		35	77	112	11,270
ENGLISH II	2019	*	3	14	14	*	7	14		10	7	17	2,941
	2021	*	0	13	12	*	9	12		6	8	14	3,575
	2022	0	0	5	4	*	4	5		2	3	5	3,079
Tests Taken	2019	4	13	86	76	4	42	61		48	57	105	9,584
	2021	2	10	85	79	3	46	53		45	55	100	9,709
	2022	6	7	92	81	2	52	69		41	68	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	*	75.0	61.9	66.7	*	49.1	51.2		56.9	69.0	62.9	51.0
	2021	50.0	57.1	52.7	51.2	*	30.8	32.9		44.6	62.7	53.3	40.8
	2022	100.0	69.2	81.8	82.4	50.0	79.1	71.6		71.4	87.0	82.1	44.3
Tests Taken	2019	3	8	105	90	2	57	80		58	58	116	10,554
	2021	6	7	93	84	2	52	70		56	51	107	9,858
	2022	7	13	88	85	6	43	67		35	77	112	11,270
ENGLISH II	2019	*	69.2	70.9	68.4	*	64.3	62.3		64.6	77.2	71.4	51.5
	2021	*	90.0	72.9	73.4	*	63.0	62.3		77.8	70.9	74.0	47.3
	2022	100.0	100.0	85.9	88.9	*	78.8	81.2		82.9	91.2	88.1	53.2
Tests Taken	2019	4	13	86	76	4	42	61		48	57	105	9,584
	2021	2	10	85	79	3	46	53		45	55	100	9,709
	2022	6	7	92	81	2	52	69		41	68	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	*	12.5	6.7	6.7	*	0.0	1.3		8.6	5.2	6.9	10.1
	2021	16.7	0.0	8.6	6.0	*	5.8	7.1		3.6	13.7	8.4	6.3
	2022	28.6	15.4	22.7	21.2	0.0	14.0	11.9		8.6	28.6	22.3	7.9
Tests Taken	2019	3	8	105	90	2	57	80		58	58	116	10,554
	2021	6	7	93	84	2	52	70		56	51	107	9,858
	2022	7	13	88	85	6	43	67		35	77	112	11,270
ENGLISH II	2019	*	7.7	5.8	5.3	*	2.4	1.6		4.2	7.0	5.7	6.0
	2021	*	10.0	7.1	7.6	*	2.2	3.8		4.4	9.1	7.0	6.0
	2022	50.0	14.3	8.7	9.9	*	7.7	5.8		7.3	16.2	12.8	6.4
Tests Taken	2019	4	13	86	76	4	42	61		48	57	105	9,584
	2021	2	10	85	79	3	46	53		45	55	100	9,709
	2022	6	7	92	81	2	52	69		41	68	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	66.6	73.9	80.7	4.2	73.9	70.2
2021	62.6	68.0	65.5	4.5	74.1	70.8
2022	86.8	70.3	68.6	5.7	82.8	79.1

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	70.4	75.2	84.1	5.1	74.0	74.2
2021	76.1	69.8	71.8	5.3	80.1	72.8
2022	78.0	75.6	69.4	5.9	81.5	86.6

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	*	*	98.4	98.0	*	97.7	96.7		97.0	97.1	97.1	88.9
	2021	*	*	50.0	48.0	*	42.9	39.1		42.9	46.2	44.4	69.4
	2022	*	*	87.5	83.3	*	*	75.0		87.5	85.7	86.7	75.6
Tests Taken	2019	1	5	62	50	2	44	60		33	35	68	10,243
	2021	1	4	22	25	1	14	23		14	13	27	11,233
	2022	3	4	8	12	4	4	8		8	7	15	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	*	*	1	1	*	1	2		1	1	2	1,134
	2021	*	*	11	13	*	8	14		8	7	15	3,441
	2022	*	*	1	2	*	*	2		1	1	2	2,571
Tests Taken	2019	1	5	62	50	2	44	60		33	35	68	10,243
	2021	1	4	22	25	1	14	23		14	13	27	11,233
	2022	3	4	8	12	4	4	8		8	7	15	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	*	*	80.6	82.0	*	79.5	78.3		78.8	77.1	77.9	68.9
	2021	*	*	4.5	4.0	*	0.0	0.0		7.1	0.0	3.7	32.4
	2022	*	*	25.0	25.0	*	*	12.5		12.5	57.1	33.3	48.4
Tests Taken	2019	1	5	62	50	2	44	60		33	35	68	10,243
	2021	1	4	22	25	1	14	23		14	13	27	11,233
	2022	3	4	8	12	4	4	8		8	7	15	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	48.0	*	50.0	45.0		51.5	45.7	48.5	45.1
	2021	*	*	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	15.8
	2022	*	*	0.0	0.0	*	*	0.0		0.0	14.3	6.7	31.3
Tests Taken	2019	1	5	62	50	2	44	60		33	35	68	10,243
	2021	1	4	22	25	1	14	23		14	13	27	11,233
	2022	3	4	8	12	4	4	8		8	7	15	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	71.1	68.6	71.7	71.1	77.7
2021	34.0	44.4	36.0	32.7	32.1
2022	46.1	58.9	57.1	58.8	56.7

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	96.2	96.7	*	93.1	95.1		94.9	98.3	96.6	87.1
	2021	100.0	100.0	91.5	90.6	*	88.7	88.7		89.3	96.2	92.6	78.3
	2022	100.0	100.0	90.7	91.6	100.0	87.8	87.7		91.2	93.3	92.7	81.6
Tests Taken	2019	3	8	106	90	2	58	81		59	58	117	9,591
	2021	6	7	94	85	2	53	71		56	52	108	9,986
	2022	6	13	86	83	6	41	65		34	75	109	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	4	3	*	4	4		3	1	4	1,240
	2021	0	0	8	8	*	6	8		6	2	8	2,162
	2022	0	0	8	7	0	5	8		3	5	8	1,824
Tests Taken	2019	3	8	106	90	2	58	81		59	58	117	9,591
	2021	6	7	94	85	2	53	71		56	52	108	9,986
	2022	6	13	86	83	6	41	65		34	75	109	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	74.5	77.8	*	63.8	66.7		71.2	77.6	74.4	59.2
	2021	50.0	71.4	64.9	62.4	*	54.7	50.7		62.5	67.3	64.8	42.8
	2022	83.3	46.2	65.1	63.9	66.7	58.5	49.2		58.8	66.7	64.2	53.2
Tests Taken	2019	3	8	106	90	2	58	81		59	58	117	9,591
	2021	6	7	94	85	2	53	71		56	52	108	9,986
	2022	6	13	86	83	6	41	65		34	75	109	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	*	37.5	34.9	38.9	*	25.9	27.2		39.0	31.0	35.0	22.3
	2021	50.0	14.3	25.5	23.5	*	18.9	18.3		26.8	26.9	26.9	14.0
	2022	33.3	7.7	15.1	15.7	16.7	9.8	6.2		8.8	20.0	16.5	19.1
Tests Taken	2019	3	8	106	90	2	58	81		59	58	117	9,591
	2021	6	7	94	85	2	53	71		56	52	108	9,986
	2022	6	13	86	83	6	41	65		34	75	109	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	69.8	67.5	73.6	73.5	73.8
2021	61.9	62.0	70.5	71.5	74.6
2022	63.6	64.4	69.1	50.6	74.2

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	*	*	93.7	92.9		93.3	94.3		96.9	92.5	94.4	84.7
	2022	*	100.0	96.9	96.5	*	95.0	95.7		100.0	96.3	97.5	87.2
Tests Taken	2019			1	1					1		1	9,416
	2021	3	5	63	56		30	35		32	40	72	8,945
	2022	2	9	64	57	2	40	46		26	54	80	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	*	*	4	4		2	2		1	3	4	1,373
	2022	*	0	2	2	*	2	2		0	2	2	1,086
Tests Taken	2019			1	1					1		1	9,416
	2021	3	5	63	56		30	35		32	40	72	8,945
	2022	2	9	64	57	2	40	46		26	54	80	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	*	*	74.6	71.4		66.7	68.6		84.4	67.5	75.0	56.7
	2022	*	100.0	70.3	71.9	*	57.5	54.3		80.8	68.5	72.5	64.5
Tests Taken	2019			1	1					1		1	9,416
	2021	3	5	63	56		30	35		32	40	72	8,945
	2022	2	9	64	57	2	40	46		26	54	80	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	*	*	38.1	35.7		26.7	28.6		59.4	20.0	37.5	30.7
	2022	*	55.6	32.8	35.1	*	25.0	23.9		50.0	25.9	33.8	36.0
Tests Taken	2019			1	1					1		1	9,416
	2021	3	5	63	56		30	35		32	40	72	8,945
	2022	2	9	64	57	2	40	46		26	54	80	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	69.7	77.0	66.1	69.0
2022	68.1	69.8	65.8	73.3

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (42)	Beginning	0	0.0	15	35.7	0	0.0	0	0.0	0	0.0
	Intermediate	8	19.0	15	35.7	3	7.1	5	11.9	17	40.5
	Advanced	20	47.6	12	28.6	19	45.2	13	31.0	18	42.9
	Advanced High	14	33.3	0	0.0	20	47.6	24	57.1	7	16.7
10 (53)	Beginning	2	3.8	10	18.9	0	0.0	0	0.0	0	0.0
	Intermediate	4	7.5	16	30.2	2	3.8	12	23.1	12	23.1
	Advanced	28	52.8	24	45.3	13	24.5	22	42.3	25	48.1
	Advanced High	19	35.8	3	5.7	38	71.7	18	34.6	15	28.8
11 (39)	Beginning	0	0.0	6	15.4	0	0.0	0	0.0	0	0.0
	Intermediate	3	7.7	12	30.8	2	5.3	6	15.4	7	18.4
	Advanced	23	59.0	19	48.7	9	23.7	17	43.6	21	55.3
	Advanced High	13	33.3	2	5.1	27	71.1	16	41.0	10	26.3
12 (24)	Beginning	0	0.0	2	8.3	0	0.0	0	0.0	0	0.0
	Intermediate	3	12.5	6	25.0	1	4.2	1	4.2	3	12.5
	Advanced	8	33.3	11	45.8	7	29.2	8	33.3	10	41.7
	Advanced High	13	54.2	5	20.8	16	66.7	15	62.5	11	45.8
ALL (158)	Beginning	2	1.3	33	20.9	0	0.0	0	0.0	0	0.0
	Intermediate	18	11.4	49	31.0	8	5.1	24	15.3	39	25.0
	Advanced	79	50.0	66	41.8	48	30.6	60	38.2	74	47.4
	Advanced High	59	37.3	10	6.3	101	64.3	73	46.5	43	27.6

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
28 9 (32.1%)	Beginning	0			
	Intermediate	0	10		
	Advanced	0	4	9	
	Advanced High	0	0	5	
20 10 (50.0%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	3	8	
	Advanced High	0	0	7	
5 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	5	
	Advanced High	0	0	0	
21 11 (52.4%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	1	8	
	Advanced High	0	2	8	
74 30 (40.5%)	Beginning	0			
	Intermediate	0	14		
	Advanced	0	8	30	
	Advanced High	0	2	20	

 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	96.6	80.0	56	489	53.6	4	*	*	47	487	53.2	4	*	*	7,033	457	35.8
		2021-22	100.0	62.6	54	500	55.6	3	*	*	49	498	53.1	2	*	*	5,440	468	40.4
	Mathematics	2019-20		84.4													7,397	461	21.8
		2020-21	96.6	80.0	56	483	21.4	4	*	*	47	480	17.0	4	*	*	7,033	456	20.4
		2021-22	100.0	62.6	54	503	33.3	3	*	*	49	503	32.7	2	*	*	5,440	461	23.3
ACT	English	2019-20		81.2													7,118	15	28.9
		2020-21	84.5	57.2	49	16	36.7	4	*	*	42	16	33.3	3	*	*	5,025	14	24.2
		2021-22	98.1	77.7	53	16	35.8	3	*	*	48	16	33.3	2	*	*	6,753	14	25.7
	Mathematics	2019-20		81.2													7,118	17	14.3
		2020-21	84.5	57.2	49	18	12.2	4	*	*	42	18	9.5	3	*	*	5,025	17	13.6
		2021-22	98.1	77.7	53	18	22.6	3	*	*	48	18	25.0	2	*	*	6,753	17	13.0
	Reading	2019-20		81.2													7,118	16	18.6
		2020-21	84.5	57.2	49	17	12.2	4	*	*	42	17	11.9	3	*	*	5,025	16	16.1
		2021-22	98.1	77.7	53	19	24.5	3	*	*	48	20	27.1	2	*	*	6,753	16	17.8
	Science	2019-20		81.2													7,118	17	13.9
		2020-21	84.5	57.2	49	19	16.3	4	*	*	42	19	16.7	3	*	*	5,025	17	12.9
		2021-22	98.1	77.7	53	19	24.5	3	*	*	48	20	27.1	2	*	*	6,753	16	13.4
	Composite	2019-20		81.2			-						-				7,118	16	-
		2020-21	84.5	57.2	49	18	-	4	*	-	42	17	-	3	*	-	5,025	16	-
		2021-22	98.1	77.7	53	18	-	3	*	-	48	19	-	2	*	-	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	15	466	80.0	1	*	*	13	461	76.9	0			0			1,840	463	69.2
		2020																195	393	38.5
		2021	11	411	45.5	1	*	*	8	389	37.5	1	*	*	0			1,784	466	71.7
	Mathematics	2019	15	448	73.3	1	*	*	13	448	76.9	0			0			1,840	461	62.2
		2020																195	407	22.6
		2021	11	419	18.2	1	*	*	8	420	12.5	1	*	*	0			1,784	460	59.6
10	Reading & Writing	2019	103	443	56.3	5	*	*	94	443	55.3	3	*	*	0			8,412	412	36.7
		2020	93	419	46.2	10	435	60.0	77	416	45.5	3	*	*	1	*	*	4,794	421	42.6
		2021	102	450	63.7	6	403	33.3	88	446	64.8	6	542	83.3	2	*	*	7,518	414	40.0
	Mathematics	2019	103	452	29.1	5	*	*	94	455	29.8	3	*	*	0			8,412	425	19.8
		2020	93	432	20.4	10	416	10.0	77	433	20.8	3	*	*	1	*	*	4,794	425	22.5
		2021	102	439	25.5	6	400	16.7	88	441	23.9	6	450	50.0	2	*	*	7,518	428	22.1
11	Reading & Writing	2019	12	529	58.3	2	*	*	9	520	55.6	0			1	*	*	2,675	480	55.6
		2020	2	*	*	0			2	*	*	0			0			1,090	522	68.2
		2021	9	550	100.0	1	*	*	8	548	100.0	0			0			1,621	528	75.3
	Mathematics	2019	12	494	50.0	2	*	*	9	490	44.4	0			1	*	*	2,675	472	32.0
		2020	2	*	*	0			2	*	*	0			0			1,090	510	49.9
		2021	9	496	55.6	1	*	*	8	508	62.5	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

111	17,479	1.2	2.1	7	6.3	34.0
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Human Geography

110	2,174	1.2	1.7	6	5.5	20.3
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Psychology

1	534	*	2.2	*	*	38.4
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