



Data Packet 2022-23

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EL CENTRO 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	52
10	41
11	49
12	36
ALL	178

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	115	64.6		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	59	33.1		
White	0	0.0		
Multiple	4	2.2		
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	122	68.5
Economically disadvantaged	172	96.6
Limited English proficient (LEP)	50	28.1
Special education	12	6.7
Talented and Gifted (TAG)	15	8.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	69	39	56.5	1	1.4	0	0.0	28	40.6	0	0.0	1	1.4
	2021	62	43	69.4	0	0.0	0	0.0	18	29.0	1	1.6	0	0.0
	2022	52	35	67.3	0	0.0	0	0.0	16	30.8	0	0.0	1	1.9
10	2020	53	31	58.5	0	0.0	0	0.0	22	41.5	0	0.0	0	0.0
	2021	66	38	57.6	0	0.0	0	0.0	26	39.4	0	0.0	2	3.0
	2022	41	29	70.7	0	0.0	0	0.0	12	29.3	0	0.0	0	0.0
11	2020	49	32	65.3	0	0.0	0	0.0	17	34.7	0	0.0	0	0.0
	2021	42	26	61.9	0	0.0	0	0.0	15	35.7	0	0.0	1	2.4
	2022	49	27	55.1	0	0.0	0	0.0	20	40.8	0	0.0	2	4.1
12	2020	34	23	67.6	0	0.0	0	0.0	11	32.4	0	0.0	0	0.0
	2021	41	28	68.3	0	0.0	0	0.0	13	31.7	0	0.0	0	0.0
	2022	36	24	66.7	0	0.0	0	0.0	11	30.6	0	0.0	1	2.8
9-12	2020	205	125	61.0	1	0.5	0	0.0	78	38.0	0	0.0	1	0.5
	2021	211	135	64.0	0	0.0	0	0.0	72	34.1	1	0.5	3	1.4
	2022	178	115	64.6	0	0.0	0	0.0	59	33.1	0	0.0	4	2.2

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	2020	69	66	95.7	26	37.7	7	10.1	33	47.8	5	7.2	12	17.4	56.5	43.5	0.0
	2021	62	60	96.8	15	24.2	4	6.5	48	77.4	9	14.5	5	8.1	48.4	51.6	1.6
	2022	52	52	100.0	12	23.1	4	7.7	37	71.2	6	11.5	12	23.1	51.9	48.1	3.8
10	2020	53	51	96.2	14	26.4	2	3.8	24	45.3	3	5.7	0	0.0	37.7	62.3	0.0
	2021	66	62	93.9	23	34.8	5	7.6	47	71.2	5	7.6	0	0.0	51.5	48.5	0.0
	2022	41	40	97.6	11	26.8	4	9.8	33	80.5	4	9.8	0	0.0	51.2	48.8	4.9
11	2020	49	46	93.9	8	16.3	0	0.0	22	44.9	9	18.4	0	0.0	38.8	61.2	0.0
	2021	42	39	92.9	9	21.4	1	2.4	15	35.7	2	4.8	0	0.0	35.7	64.3	0.0
	2022	49	45	91.8	19	38.8	4	8.2	39	79.6	3	6.1	0	0.0	46.9	53.1	0.0
12	2020	34	32	94.1	4	11.8	0	0.0	9	26.5	6	17.6	0	0.0	14.7	85.3	0.0
	2021	41	36	87.8	5	12.2	0	0.0	11	26.8	8	19.5	0	0.0	41.5	58.5	0.0
	2022	36	35	97.2	8	22.2	0	0.0	13	36.1	2	5.6	0	0.0	30.6	69.4	0.0
9-12	2020	205	195	95.1	52	25.4	9	4.4	88	42.9	23	11.2	12	5.9	40.5	59.5	0.0
	2021	211	197	93.4	52	24.6	10	4.7	121	57.3	24	11.4	5	2.4	45.5	54.5	0.5
	2022	178	172	96.6	50	28.1	12	6.7	122	68.5	15	8.4	12	6.7	46.1	53.9	2.2

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	71	13,875	67	94.1	12,839	92.5	0	0.0	9.0	66	10,020	93.1	72.2
	2021	63	13,245	54	87.0	12,348	93.2	0	0.0	4.2	35	8,679	55.9	65.5
	2022	54	12,879	49	90.6	11,301	87.7	0	0.0	18.1	47	9,837	87.1	76.4
10	2020	55	12,465	53	96.0	11,629	93.3	0	0.0	5.4	53	8,835	96.3	70.9
	2021	67	12,994	60	88.5	12,138	93.4	0	0.0	3.0	40	8,671	59.4	66.7
	2022	44	9,985	39	89.7	8,831	88.4	0	0.0	14.4	32	7,793	73.1	78.0
11	2020	49	10,440	47	95.6	9,830	94.2	0	0.0	4.1	47	7,647	96.0	73.2
	2021	43	11,173	40	93.6	10,467	93.7	0	0.0	2.5	34	7,138	79.8	63.9
	2022	50	8,677	46	91.8	7,777	89.6	0	0.0	11.4	43	6,953	85.6	80.1
12	2020	35	10,322	33	95.4	9,699	94.0	0	0.0	3.4	34	7,820	97.3	75.8
	2021	41	10,428	39	95.9	9,883	94.8	0	0.0	2.2	38	7,101	92.7	68.1
	2022	37	8,938	34	92.3	8,092	90.5	0	0.0	9.3	32	7,044	86.8	78.8
9-12	2020	210	47,101	200	95.2	43,997	93.4	0	0.0	5.8	200	34,322	95.3	72.9
	2021	214	47,841	193	90.5	44,835	93.7	0	0.0	3.1	147	31,589	68.8	66.0
	2022	185	40,480	168	91.0	36,002	88.9	0	0.0	13.8	154	31,627	83.3	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		72.2	52.9	66.7	*	53.8	51.4		58.8	69.4	66.0	65.6
	2021		40.4	47.1	41.0	*	42.9	30.6		39.4	45.2	42.2	58.9
	2022		56.3	60.0	58.3	*	58.3	51.5		36.0	82.6	58.3	59.8
Tests Taken	2019		36	17	51	3	13	35		17	36	53	10,554
	2021		47	17	61	4	14	49		33	31	64	9,858
	2022		32	15	48	4	12	33		25	23	48	11,270
ENGLISH II	2019		91.2	87.0	91.5	*	83.3	85.2		91.7	87.9	89.5	69.3
	2021		67.6	55.0	63.6	*	50.0	52.5		62.1	66.7	64.4	63.2
	2022		65.4	83.3	70.3	*	81.8	70.0		60.0	83.3	71.1	67.2
Tests Taken	2019		34	23	47	3	18	27		24	33	57	9,584
	2021		37	20	55	4	20	40		29	30	59	9,709
	2022		26	12	37	4	11	30		20	18	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		10	8	17	*	6	17		7	11	18	3,633
	2021		28	9	36	*	8	34		20	17	37	4,055
	2022		14	6	20	*	5	16		16	4	20	4,534
Tests Taken	2019		36	17	51	3	13	35		17	36	53	10,554
	2021		47	17	61	4	14	49		33	31	64	9,858
	2022		32	15	48	4	12	33		25	23	48	11,270
ENGLISH II	2019		3	3	4	*	3	4		2	4	6	2,941
	2021		12	9	20	*	10	19		11	10	21	3,575
	2022		9	2	11	*	2	9		8	3	11	3,079
Tests Taken	2019		34	23	47	3	18	27		24	33	57	9,584
	2021		37	20	55	4	20	40		29	30	59	9,709
	2022		26	12	37	4	11	30		20	18	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		47.2	47.1	49.0	*	46.2	34.3		35.3	52.8	47.2	51.0
	2021		19.1	29.4	19.7	*	21.4	12.2		18.2	25.8	21.9	40.8
	2022		31.3	46.7	37.5	*	50.0	36.4		16.0	60.9	37.5	44.3
Tests Taken	2019		36	17	51	3	13	35		17	36	53	10,554
	2021		47	17	61	4	14	49		33	31	64	9,858
	2022		32	15	48	4	12	33		25	23	48	11,270
ENGLISH II	2019		67.6	65.2	63.8	*	55.6	48.1		75.0	60.6	66.7	51.5
	2021		48.6	30.0	43.6	*	25.0	32.5		44.8	43.3	44.1	47.3
	2022		38.5	66.7	45.9	*	63.6	43.3		35.0	61.1	47.4	53.2
Tests Taken	2019		34	23	47	3	18	27		24	33	57	9,584
	2021		37	20	55	4	20	40		29	30	59	9,709
	2022		26	12	37	4	11	30		20	18	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		2.8	0.0	2.0	*	0.0	0.0		5.9	0.0	1.9	10.1
	2021		0.0	5.9	1.6	*	7.1	2.0		0.0	3.2	1.6	6.3
	2022		3.1	0.0	2.1	*	0.0	0.0		0.0	4.3	2.1	7.9
Tests Taken	2019		36	17	51	3	13	35		17	36	53	10,554
	2021		47	17	61	4	14	49		33	31	64	9,858
	2022		32	15	48	4	12	33		25	23	48	11,270
ENGLISH II	2019		2.9	8.7	2.1	*	0.0	0.0		4.2	6.1	5.3	6.0
	2021		0.0	5.0	1.8	*	0.0	0.0		3.4	0.0	1.7	6.0
	2022		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	6.4
Tests Taken	2019		34	23	47	3	18	27		24	33	57	9,584
	2021		37	20	55	4	20	40		29	30	59	9,709
	2022		26	12	37	4	11	30		20	18	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	54.5	64.4	71.6	4.2	61.2	66.9
2021	53.7	50.7	49.2	3.4	58.5	66.7
2022	69.8	57.5	50.6	3.9	71.5	72.2

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	70.6	74.2	79.2	5.0	75.6	74.1
2021	65.0	60.0	63.0	4.1	69.3	63.1
2022	63.5	61.9	54.7	4.4	71.9	74.3

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		96.8	100.0	97.7	*	100.0	96.8		100.0	96.9	97.8	88.9
	2021		77.8	86.7	79.6	*	85.7	77.3		80.8	80.0	80.4	69.4
	2022		87.1	75.0	84.1	*	80.0	81.3		80.8	88.9	84.1	75.6
Tests Taken	2019		31	14	44	3	10	31		13	32	45	10,243
	2021		36	15	49	4	14	44		26	25	51	11,233
	2022		31	12	44	4	10	32		26	18	44	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	0	1	*	0	1		0	1	1	1,134
	2021		8	2	10	*	2	10		5	5	10	3,441
	2022		4	3	7	*	2	6		5	2	7	2,571
Tests Taken	2019		31	14	44	3	10	31		13	32	45	10,243
	2021		36	15	49	4	14	44		26	25	51	11,233
	2022		31	12	44	4	10	32		26	18	44	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		77.4	71.4	75.0	*	80.0	64.5		69.2	78.1	75.6	68.9
	2021		16.7	33.3	22.4	*	35.7	22.7		15.4	28.0	21.6	32.4
	2022		48.4	41.7	45.5	*	40.0	43.8		46.2	44.4	45.5	48.4
Tests Taken	2019		31	14	44	3	10	31		13	32	45	10,243
	2021		36	15	49	4	14	44		26	25	51	11,233
	2022		31	12	44	4	10	32		26	18	44	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		45.2	50.0	47.7	*	50.0	29.0		53.8	43.8	46.7	45.1
	2021		8.3	13.3	10.2	*	14.3	11.4		11.5	8.0	9.8	15.8
	2022		22.6	25.0	22.7	*	20.0	25.0		19.2	27.8	22.7	31.3
Tests Taken	2019		31	14	44	3	10	31		13	32	45	10,243
	2021		36	15	49	4	14	44		26	25	51	11,233
	2022		31	12	44	4	10	32		26	18	44	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	70.1	68.1	75.2	72.5	81.1
2021	44.0	53.8	49.9	45.5	44.1
2022	44.8	63.1	58.6	66.7	62.9

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		94.6	87.5	92.3	*	83.3	88.2		100.0	89.2	92.5	87.1
	2021		65.0	62.5	64.8	*	53.8	53.5		62.1	66.7	64.3	78.3
	2022		76.5	62.5	72.5	*	61.5	72.2		73.1	72.0	72.5	81.6
Tests Taken	2019		37	16	52	3	12	34		16	37	53	9,591
	2021		40	16	54	4	13	43		29	27	56	9,986
	2022		34	16	51	4	13	36		26	25	51	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		2	2	4	*	2	4		0	4	4	1,240
	2021		14	6	19	*	6	20		11	9	20	2,162
	2022		8	6	14	*	5	10		7	7	14	1,824
Tests Taken	2019		37	16	52	3	12	34		16	37	53	9,591
	2021		40	16	54	4	13	43		29	27	56	9,986
	2022		34	16	51	4	13	36		26	25	51	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		59.5	43.8	55.8	*	41.7	35.3		50.0	56.8	54.7	59.2
	2021		15.0	25.0	18.5	*	15.4	11.6		13.8	22.2	17.9	42.8
	2022		17.6	18.8	17.6	*	15.4	13.9		3.8	32.0	17.6	53.2
Tests Taken	2019		37	16	52	3	12	34		16	37	53	9,591
	2021		40	16	54	4	13	43		29	27	56	9,986
	2022		34	16	51	4	13	36		26	25	51	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		10.8	6.3	9.6	*	8.3	2.9		18.8	5.4	9.4	22.3
	2021		0.0	12.5	3.7	*	7.7	4.7		0.0	7.4	3.6	14.0
	2022		0.0	6.3	2.0	*	7.7	2.8		3.8	0.0	2.0	19.1
Tests Taken	2019		37	16	52	3	12	34		16	37	53	9,591
	2021		40	16	54	4	13	43		29	27	56	9,986
	2022		34	16	51	4	13	36		26	25	51	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	57.2	48.9	66.6	59.8	67.4
2021	41.3	38.0	47.7	45.5	53.6
2022	42.5	42.7	51.2	40.2	59.8

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		90.9	95.7	93.6	*	94.1	88.0		95.8	90.6	92.9	93.8
	2021		83.9	68.2	78.4	*	65.0	70.3		75.0	81.5	78.2	84.7
	2022		61.8	85.7	68.1	16.7	84.6	66.7		70.8	66.7	68.8	87.2
Tests Taken	2019		33	23	47	2	17	25		24	32	56	9,416
	2021		31	22	51	2	20	37		28	27	55	8,945
	2022		34	14	47	6	13	39		24	24	48	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		3	1	3	*	1	3		1	3	4	582
	2021		5	7	11	*	7	11		7	5	12	1,373
	2022		13	2	15	5	2	13		7	8	15	1,086
Tests Taken	2019		33	23	47	2	17	25		24	32	56	9,416
	2021		31	22	51	2	20	37		28	27	55	8,945
	2022		34	14	47	6	13	39		24	24	48	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		57.6	60.9	55.3	*	47.1	36.0		70.8	50.0	58.9	73.7
	2021		29.0	31.8	31.4	*	20.0	16.2		39.3	25.9	32.7	56.7
	2022		32.4	57.1	38.3	0.0	53.8	33.3		33.3	45.8	39.6	64.5
Tests Taken	2019		33	23	47	2	17	25		24	32	56	9,416
	2021		31	22	51	2	20	37		28	27	55	8,945
	2022		34	14	47	6	13	39		24	24	48	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		12.1	17.4	12.8	*	11.8	8.0		16.7	12.5	14.3	41.6
	2021		9.7	4.5	7.8	*	0.0	2.7		10.7	7.4	9.1	30.7
	2022		5.9	0.0	4.3	0.0	0.0	2.6		4.2	4.2	4.2	36.0
Tests Taken	2019		33	23	47	2	17	25		24	32	56	9,416
	2021		31	22	51	2	20	37		28	27	55	8,945
	2022		34	14	47	6	13	39		24	24	48	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	62.4	68.3	59.6	66.6
2021	54.7	57.7	51.8	54.1
2022	51.2	57.3	49.6	57.2

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2022 Level	N	%	N	%	N	%	N	%	N	%
9 (12)	Beginning	0	0.0	1	8.3	0	0.0	0	0.0	0	0.0
	Intermediate	1	8.3	6	50.0	0	0.0	3	25.0	1	8.3
	Advanced	9	75.0	4	33.3	3	25.0	4	33.3	9	75.0
	Advanced High	2	16.7	1	8.3	9	75.0	5	41.7	2	16.7
10 (11)	Beginning	2	18.2	3	27.3	0	0.0	1	9.1	1	9.1
	Intermediate	2	18.2	3	27.3	0	0.0	6	54.5	3	27.3
	Advanced	6	54.5	5	45.5	3	27.3	3	27.3	5	45.5
	Advanced High	1	9.1	0	0.0	8	72.7	1	9.1	2	18.2
11 (19)	Beginning	2	10.5	5	26.3	0	0.0	0	0.0	0	0.0
	Intermediate	4	21.1	7	36.8	1	5.3	14	73.7	7	36.8
	Advanced	10	52.6	5	26.3	0	0.0	2	10.5	10	52.6
	Advanced High	3	15.8	2	10.5	18	94.7	3	15.8	2	10.5
12 (7)	Beginning	0	0.0	2	28.6	0	0.0	0	0.0	0	0.0
	Intermediate	5	71.4	5	71.4	0	0.0	5	71.4	5	71.4
	Advanced	2	28.6	0	0.0	2	28.6	2	28.6	2	28.6
	Advanced High	0	0.0	0	0.0	5	71.4	0	0.0	0	0.0
ALL (49)	Beginning	4	8.2	11	22.4	0	0.0	1	2.0	1	2.0
	Intermediate	12	24.5	21	42.9	1	2.0	28	57.1	16	32.7
	Advanced	27	55.1	14	28.6	8	16.3	11	22.4	26	53.1
	Advanced High	6	12.2	3	6.1	40	81.6	9	18.4	6	12.2

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years N (%) Progressed	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
11 4 (36.4%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	3	6	
	Advanced High	0	0	1	
8 3 (37.5%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	4	
	Advanced High	0	0	2	
14 5 (35.7%)	Beginning	0			
	Intermediate	1	3		
	Advanced	0	3	6	
	Advanced High	0	1	0	
7 0 (0.0%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	0	1	
	Advanced High	0	0	0	
40 12 (30.0%)	Beginning	0			
	Intermediate	1	10		
	Advanced	0	7	17	
	Advanced High	0	1	3	

 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	102.9	84.4	35	421	20.0	23	422	17.4	12	418	25.0				7,397	467	39.9
		2020-21	100.0	80.0	41	458	41.5	28	450	35.7	13	475	53.8				7,033	457	35.8
		2021-22	88.9	62.6	32	403	12.5	20	424	20.0	11	371	0.0				5,440	468	40.4
	Mathematics	2019-20	102.9	84.4	35	413	5.7	23	402	4.3	12	433	8.3				7,397	461	21.8
		2020-21	100.0	80.0	41	420	2.4	28	411	0.0	13	437	7.7				7,033	456	20.4
		2021-22	88.9	62.6	32	398	6.3	20	407	5.0	11	384	9.1				5,440	461	23.3
ACT	English	2019-20	97.1	81.2	33	13	6.1	23	13	4.3	10	13	10.0				7,118	15	28.9
		2020-21	92.7	57.2	38	13	7.9	27	12	3.7	11	16	18.2				5,025	14	24.2
		2021-22	100.0	77.7	36	13	5.6	23	13	8.7	12	12	0.0				6,753	14	25.7
	Mathematics	2019-20	97.1	81.2	33	15	0.0	23	15	0.0	10	16	0.0				7,118	17	14.3
		2020-21	92.7	57.2	38	16	0.0	27	15	0.0	11	17	0.0				5,025	17	13.6
		2021-22	100.0	77.7	36	15	0.0	23	15	0.0	12	14	0.0				6,753	17	13.0
	Reading	2019-20	97.1	81.2	33	14	0.0	23	13	0.0	10	14	0.0				7,118	16	18.6
		2020-21	92.7	57.2	38	15	7.9	27	15	7.4	11	16	9.1				5,025	16	16.1
		2021-22	100.0	77.7	36	13	2.8	23	14	4.3	12	11	0.0				6,753	16	17.8
	Science	2019-20	97.1	81.2	33	15	0.0	23	15	0.0	10	16	0.0				7,118	17	13.9
		2020-21	92.7	57.2	38	16	2.6	27	15	0.0	11	18	9.1				5,025	17	12.9
		2021-22	100.0	77.7	36	13	0.0	23	13	0.0	12	11	0.0				6,753	16	13.4
	Composite	2019-20	97.1	81.2	33	14	-	23	14	-	10	15	-			-	7,118	16	-
		2020-21	92.7	57.2	38	15	-	27	14	-	11	17	-			-	5,025	16	-
		2021-22	100.0	77.7	36	13	-	23	14	-	12	12	-			-	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	3	*	*	0			3	*	*	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	3	*	*	0			3	*	*	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	56	367	10.7	33	372	9.1	23	360	13.0	0			0			8,412	412	36.7
		2020	43	371	18.6	25	378	20.0	17	363	17.6	0			0			4,794	421	42.6
		2021	44	370	11.4	30	373	13.3	14	364	7.1	0			0			7,518	414	40.0
	Mathematics	2019	56	393	5.4	33	392	6.1	23	393	4.3	0			0			8,412	425	19.8
		2020	43	387	2.3	25	378	4.0	17	399	0.0	0			0			4,794	425	22.5
		2021	44	384	4.5	30	380	3.3	14	391	7.1	0			0			7,518	428	22.1
11	Reading & Writing	2019	47	407	23.4	30	399	20.0	17	422	29.4	0			0			2,675	480	55.6
		2020	37	399	16.2	24	408	20.8	12	383	8.3	0			0			1,090	522	68.2
		2021	47	379	4.3	26	373	3.8	20	385	5.0	0			0			1,621	528	75.3
	Mathematics	2019	47	406	4.3	30	396	0.0	17	424	11.8	0			0			2,675	472	32.0
		2020	37	389	2.7	24	395	4.2	12	381	0.0	0			0			1,090	510	49.9
		2021	47	407	4.3	26	397	0.0	20	418	10.0	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

112	17,479	1.0	2.1	0	0.0	34.0
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English Language and Composition

35	1,599	1.0	2.0	0	0.0	26.2
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Macroeconomics

14	1,088	1.0	1.9	0	0.0	25.6
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United States Government and Politics

11	1,100	1.0	1.9	0	0.0	25.2
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United States History

31	1,574	1.0	1.7	0	0.0	18.9
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World History

21	1,540	1.0	2.1	0	0.0	29.9
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