



Data Packet 2022-23

MARVIN E. ROBINSON SCHOOL
OF BUSINESS AND
MANAGEMENT AT YVONNE A.



School # 33

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2021-22 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- “New” students were new to the district in 2021-22. They are counted as new if not enrolled in a district campus before the last day of the 2020-21 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2020-21 and 2021-22.

ATTENDANCE

- Statistics are based on student attendance through the end of the school year.
- “Average daily membership” is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Statistics by reporting category are averages for all students (across student groups and genders).
- “Average percentage correct” is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
- EOC statistics are based on scores from students testing for the first time during fall or spring administrations.

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2022, the TEA does not differentiate between the Advanced and Advanced High levels from 2021.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as 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	120
10	117
11	105
12	133
ALL	475

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	74	15.6	11	40.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	4	0.8	*	*
Hispanic	376	79.2	3	11.1
White	9	1.9	10	37.0
Multiple	12	2.5	2	7.4
Other* (teachers only)	—	—	1	3.7
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	123	25.9
Economically disadvantaged	351	73.9
Limited English proficient (LEP)	60	12.6
Special education	4	0.8
Talented and Gifted (TAG)	233	49.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	108	21	19.4	0	0.0	1	0.9	83	76.9	3	2.8	0	0.0
	2021	117	23	19.7	0	0.0	3	2.6	82	70.1	6	5.1	3	2.6
	2022	120	17	14.2	0	0.0	1	0.8	96	80.0	1	0.8	5	4.2
10	2020	156	24	15.4	0	0.0	0	0.0	128	82.1	2	1.3	2	1.3
	2021	115	20	17.4	0	0.0	1	0.9	90	78.3	3	2.6	1	0.9
	2022	117	20	17.1	0	0.0	2	1.7	88	75.2	4	3.4	3	2.6
11	2020	110	25	22.7	0	0.0	2	1.8	80	72.7	3	2.7	0	0.0
	2021	150	24	16.0	0	0.0	0	0.0	122	81.3	2	1.3	2	1.3
	2022	105	17	16.2	0	0.0	1	1.0	83	79.0	3	2.9	1	1.0
12	2020	113	23	20.4	0	0.0	1	0.9	83	73.5	3	2.7	2	1.8
	2021	106	23	21.7	0	0.0	1	0.9	78	73.6	3	2.8	1	0.9
	2022	133	20	15.0	0	0.0	0	0.0	109	82.0	1	0.8	3	2.3
9-12	2020	487	93	19.1	0	0.0	4	0.8	374	76.8	11	2.3	4	0.8
	2021	488	90	18.4	0	0.0	5	1.0	372	76.2	14	2.9	7	1.4
	2022	475	74	15.6	0	0.0	4	0.8	376	79.2	9	1.9	12	2.5

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	108	80	74.1	18	16.7	1	0.9	53	49.1	52	48.1	16	14.8	50.0	50.0	0.0
	2021	117	72	61.5	19	16.2	1	0.9	38	32.5	55	47.0	19	16.2	59.8	40.2	0.0
	2022	120	87	72.5	40	33.3	1	0.8	55	45.8	59	49.2	24	20.0	51.7	48.3	0.0
10	2020	156	119	76.3	34	21.8	1	0.6	75	48.1	76	48.7	1	0.6	55.1	44.9	0.0
	2021	115	82	71.3	4	3.5	0	0.0	36	31.3	57	49.6	1	0.9	49.6	50.4	0.0
	2022	117	81	69.2	16	13.7	2	1.7	27	23.1	55	47.0	3	2.6	58.1	41.9	0.0
11	2020	110	80	72.7	12	10.9	0	0.0	54	49.1	51	46.4	0	0.0	59.1	40.9	0.0
	2021	150	104	69.3	4	2.7	1	0.7	52	34.7	72	48.0	0	0.0	54.7	45.3	0.7
	2022	105	77	73.3	2	1.9	0	0.0	16	15.2	51	48.6	0	0.0	48.6	51.4	0.0
12	2020	113	79	69.9	5	4.4	0	0.0	51	45.1	65	57.5	0	0.0	54.9	45.1	0.0
	2021	106	75	70.8	4	3.8	0	0.0	36	34.0	51	48.1	0	0.0	57.5	42.5	0.0
	2022	133	106	79.7	2	1.5	1	0.8	25	18.8	68	51.1	0	0.0	55.6	44.4	0.0
9-12	2020	487	358	73.5	69	14.2	2	0.4	233	47.8	244	50.1	17	3.5	54.8	45.2	0.0
	2021	488	333	68.2	31	6.4	2	0.4	162	33.2	235	48.2	20	4.1	55.3	44.7	0.2
	2022	475	351	73.9	60	12.6	4	0.8	123	25.9	233	49.1	27	5.7	53.7	46.3	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	357	13,875	355	99.6	12,839	92.5	0	0.0	9.0	108	10,020	30.3	72.2
	2021	271	13,245	269	99.1	12,348	93.2	0	0.0	4.2	117	8,679	43.1	65.5
	2022	121	12,879	119	98.5	11,301	87.7	0	0.0	18.1	120	9,837	99.3	76.4
10	2020	509	12,465	507	99.6	11,629	93.3	1	0.2	5.4	156	8,835	30.7	70.9
	2021	373	12,994	369	99.0	12,138	93.4	0	0.0	3.0	116	8,671	31.1	66.7
	2022	118	9,985	115	97.7	8,831	88.4	4	3.4	14.4	117	7,793	99.5	78.0
11	2020	477	10,440	474	99.5	9,830	94.2	0	0.0	4.1	110	7,647	23.1	73.2
	2021	530	11,173	526	99.2	10,467	93.7	1	0.2	2.5	152	7,138	28.7	63.9
	2022	106	8,677	103	97.6	7,777	89.6	1	0.9	11.4	106	6,953	100.0	80.1
12	2020	406	10,322	403	99.3	9,699	94.0	1	0.2	3.4	113	7,820	27.9	75.8
	2021	395	10,428	387	98.1	9,883	94.8	0	0.0	2.2	106	7,101	26.8	68.1
	2022	136	8,938	133	97.7	8,092	90.5	1	0.7	9.3	133	7,044	97.9	78.8
9-12	2020	1,747	47,101	1,739	99.5	43,997	93.4	2	0.1	5.8	487	34,322	27.9	72.9
	2021	1,569	47,841	1,551	98.8	44,835	93.7	1	0.1	3.1	491	31,589	31.3	66.0
	2022	480	40,480	470	97.9	36,002	88.9	6	1.2	13.8	476	31,627	99.1	78.1

Teachers: 27

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	11	40.7
Hispanic	3	11.1
White	10	37.0
Multiple	2	7.4
Other	1	3.7

Gender	Number	Percentage
Female	17	63.0
Male	10	37.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2019-20	5.3	69.7
2020-21	1.6	92.6
2021-22	11.6	85.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.7
1	2	7.4
2	0	0.0
3	2	7.4
4	0	0.0
5	1	3.7
1-3	4	14.8
More than 3	22	81.5
1 - 5	5	18.5
6 - 10	4	14.8
11 - 20	8	29.6
More than 20	9	33.3

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2019	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	65.6
	2021	100.0	100.0	98.7	98.6	*	100.0	97.2		98.5	100.0	99.1	58.9
	2022	*	100.0	96.9	95.3	*	92.7	93.0		95.3	98.2	96.6	59.8
Tests Taken	2019	3	20	124	106	1	34	44		81	68	149	10,554
	2021	6	20	79	69	1	17	36		66	45	111	9,858
	2022	1	17	96	86	1	41	57		64	55	119	11,270
ENGLISH II	2019	*	100.0	98.7	98.6		91.7	97.0		98.4	100.0	99.0	69.3
	2021	*	95.0	98.9	97.6		*	97.6		100.0	96.6	98.3	63.2
	2022	*	100.0	98.9	98.8	*	100.0	100.0		98.6	100.0	99.2	67.2
Tests Taken	2019	3	24	75	69		12	33		62	41	103	9,584
	2021	2	20	95	85		5	41		61	58	119	9,709
	2022	4	20	89	83	2	16	28		69	50	119	9,401

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2019	*	0	0	0	*	0	0		0	0	0	3,633
	2021	0	0	1	1	*	0	1		1	0	1	4,055
	2022	*	0	3	4	*	3	4		3	1	4	4,534
Tests Taken	2019	3	20	124	106	1	34	44		81	68	149	10,554
	2021	6	20	79	69	1	17	36		66	45	111	9,858
	2022	1	17	96	86	1	41	57		64	55	119	11,270
ENGLISH II	2019	*	0	1	1		1	1		1	0	1	2,941
	2021	*	1	1	2		*	1		0	2	2	3,575
	2022	*	0	1	1	*	0	0		1	0	1	3,079
Tests Taken	2019	3	24	75	69		12	33		62	41	103	9,584
	2021	2	20	95	85		5	41		61	58	119	9,709
	2022	4	20	89	83	2	16	28		69	50	119	9,401

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2019	*	100.0	96.8	96.2	*	97.1	93.2		96.3	98.5	97.3	51.0
	2021	100.0	95.0	89.9	89.9	*	76.5	86.1		92.4	91.1	91.9	40.8
	2022	*	94.1	93.8	90.7	*	87.8	86.0		92.2	92.7	92.4	44.3
Tests Taken	2019	3	20	124	106	1	34	44		81	68	149	10,554
	2021	6	20	79	69	1	17	36		66	45	111	9,858
	2022	1	17	96	86	1	41	57		64	55	119	11,270
ENGLISH II	2019	*	100.0	93.3	94.2		83.3	93.9		96.8	92.7	95.1	51.5
	2021	*	95.0	96.8	95.3		*	97.6		96.7	96.6	96.6	47.3
	2022	*	100.0	97.8	97.6	*	100.0	100.0		97.1	100.0	98.3	53.2
Tests Taken	2019	3	24	75	69		12	33		62	41	103	9,584
	2021	2	20	95	85		5	41		61	58	119	9,709
	2022	4	20	89	83	2	16	28		69	50	119	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	*	40.0	26.6	28.3	*	11.8	15.9		27.2	33.8	30.2	10.1
	2021	33.3	10.0	15.2	8.7	*	5.9	11.1		16.7	15.6	16.2	6.3
	2022	*	23.5	17.7	22.1	*	12.2	12.3		15.6	21.8	18.5	7.9
Tests Taken	2019	3	20	124	106	1	34	44		81	68	149	10,554
	2021	6	20	79	69	1	17	36		66	45	111	9,858
	2022	1	17	96	86	1	41	57		64	55	119	11,270
ENGLISH II	2019	*	8.3	6.7	5.8		16.7	6.1		6.5	12.2	8.7	6.0
	2021	*	15.0	15.8	12.9		*	12.2		21.3	12.1	16.8	6.0
	2022	*	25.0	15.7	19.3	*	6.3	7.1		13.0	24.0	17.6	6.4
Tests Taken	2019	3	24	75	69		12	33		62	41	103	9,584
	2021	2	20	95	85		5	41		61	58	119	9,709
	2022	4	20	89	83	2	16	28		69	50	119	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	79.4	86.5	89.6	5.6	81.7	85.3
2021	78.5	80.9	84.7	5.2	84.0	85.0
2022	91.2	76.1	73.3	5.6	86.5	86.4

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	77.4	79.5	90.3	5.4	83.7	86.0
2021	85.6	84.3	83.6	5.9	88.4	83.9
2022	83.9	81.5	80.4	5.9	85.8	88.2

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	*	*	94.7	94.7		100.0	90.9		90.0	100.0	95.7	69.4
	2022		100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	75.6
Tests Taken	2019		8	33	29		15	16		17	24	41	10,243
	2021	1	3	19	19		7	11		10	13	23	11,233
	2022		8	23	19		6	13		15	17	32	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	*	*	1	1		0	1		1	0	1	3,441
	2022		0	0	0		0	0		0	0	0	2,571
Tests Taken	2019		8	33	29		15	16		17	24	41	10,243
	2021	1	3	19	19		7	11		10	13	23	11,233
	2022		8	23	19		6	13		15	17	32	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	*	*	73.7	63.2		71.4	63.6		40.0	84.6	65.2	32.4
	2022		100.0	91.3	94.7		83.3	92.3		93.3	94.1	93.8	48.4
Tests Taken	2019		8	33	29		15	16		17	24	41	10,243
	2021	1	3	19	19		7	11		10	13	23	11,233
	2022		8	23	19		6	13		15	17	32	10,551

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2019		100.0	97.0	96.6		93.3	93.8		94.1	100.0	97.6	45.1
	2021	*	*	26.3	31.6		28.6	27.3		20.0	30.8	26.1	15.8
	2022		100.0	69.6	73.7		50.0	61.5		86.7	64.7	75.0	31.3
Tests Taken	2019		8	33	29		15	16		17	24	41	10,243
	2021	1	3	19	19		7	11		10	13	23	11,233
	2022		8	23	19		6	13		15	17	32	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	92.0	85.0	92.5	88.9	97.2
2021	66.0	64.5	69.6	50.6	63.0
2022	64.8	80.5	82.6	89.5	86.5

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2019	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.1
	2021	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	78.3
	2022	*	100.0	100.0	98.9	*	100.0	98.2		98.4	100.0	99.2	81.6
Tests Taken	2019	3	23	128	110	1	35	45		84	72	156	9,591
	2021	6	22	80	69	1	17	35		66	48	114	9,986
	2022	1	17	96	87	1	40	56		63	57	120	9,939

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2019	*	0	0	0	*	0	0		0	0	0	1,240
	2021	0	0	0	0	*	0	0		0	0	0	2,162
	2022	*	0	0	1	*	0	1		1	0	1	1,824
Tests Taken	2019	3	23	128	110	1	35	45		84	72	156	9,591
	2021	6	22	80	69	1	17	35		66	48	114	9,986
	2022	1	17	96	87	1	40	56		63	57	120	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	*	95.7	96.9	96.4	*	97.1	93.3		98.8	94.4	96.8	59.2
	2021	100.0	100.0	91.3	92.8	*	94.1	94.3		95.5	87.5	92.1	42.8
	2022	*	94.1	88.5	88.5	*	82.5	80.4		84.1	93.0	88.3	53.2
Tests Taken	2019	3	23	128	110	1	35	45		84	72	156	9,591
	2021	6	22	80	69	1	17	35		66	48	114	9,986
	2022	1	17	96	87	1	40	56		63	57	120	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	*	47.8	61.7	59.1	*	51.4	40.0		59.5	59.7	59.6	22.3
	2021	50.0	50.0	37.5	33.3	*	23.5	37.1		45.5	35.4	41.2	14.0
	2022	*	41.2	57.3	56.3	*	45.0	39.3		61.9	45.6	54.2	19.1
Tests Taken	2019	3	23	128	110	1	35	45		84	72	156	9,591
	2021	6	22	80	69	1	17	35		66	48	114	9,986
	2022	1	17	96	87	1	40	56		63	57	120	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	81.0	81.9	85.6	79.7	86.1
2021	70.3	72.2	83.9	82.6	85.5
2022	80.3	78.8	78.5	69.4	88.3

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	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	93.8
	2021	*	100.0	98.3	99.0	*	*	98.0		98.8	98.5	98.6	84.7
	2022	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	87.2
Tests Taken	2019	3	26	82	74		5	28		64	51	115	9,416
	2021	2	25	119	102	1	4	50		80	68	148	8,945
	2022	3	17	83	77		2	16		51	54	105	8,452

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2019	*	0	0	0		*	0		0	0	0	582
	2021	*	0	2	1	*	*	1		1	1	2	1,373
	2022	*	0	0	0		*	0		0	0	0	1,086
Tests Taken	2019	3	26	82	74		5	28		64	51	115	9,416
	2021	2	25	119	102	1	4	50		80	68	148	8,945
	2022	3	17	83	77		2	16		51	54	105	8,452

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2019	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	73.7
	2021	*	92.0	94.1	93.1	*	*	92.0		96.3	91.2	93.9	56.7
	2022	*	88.2	95.2	93.5		*	93.8		98.0	90.7	94.3	64.5
Tests Taken	2019	3	26	82	74		5	28		64	51	115	9,416
	2021	2	25	119	102	1	4	50		80	68	148	8,945
	2022	3	17	83	77		2	16		51	54	105	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	*	76.9	82.9	78.4		*	75.0		92.2	66.7	80.9	41.6
	2021	*	64.0	63.9	62.7	*	*	52.0		71.3	57.4	64.9	30.7
	2022	*	58.8	68.7	64.9		*	43.8		80.4	55.6	67.6	36.0
Tests Taken	2019	3	26	82	74		5	28		64	51	115	9,416
	2021	2	25	119	102	1	4	50		80	68	148	8,945
	2022	3	17	83	77		2	16		51	54	105	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	85.0	85.7	79.0	84.1
2021	77.8	83.6	74.3	81.8
2022	79.0	84.7	75.8	82.7

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (40)	Beginning	0	0.0	3	7.5	0	0.0	1	2.5	0	0.0
	Intermediate	4	10.0	11	27.5	2	5.0	3	7.5	6	15.0
	Advanced	15	37.5	24	60.0	23	57.5	10	25.0	16	40.0
	Advanced High	21	52.5	2	5.0	15	37.5	26	65.0	18	45.0
10 (16)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	12.5	0	0.0	0	0.0	0	0.0
	Advanced	4	25.0	10	62.5	2	12.5	4	25.0	3	18.8
	Advanced High	12	75.0	4	25.0	14	87.5	12	75.0	13	81.3
ALL (60)	Beginning	0	0.0	5	8.3	0	0.0	1	1.7	0	0.0
	Intermediate	4	6.7	13	21.7	2	3.3	3	5.0	8	13.3
	Advanced	22	36.7	36	60.0	27	45.0	14	23.3	20	33.3
	Advanced High	34	56.7	6	10.0	31	51.7	42	70.0	32	53.3

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
36 17 (47.2%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	1	14	
	Advanced High	0	1	15	
12 11 (91.7%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	1	10	
49 28 (57.1%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	1	15	
	Advanced High	0	2	25	

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

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

High School Exams

ALGEBRA I HONORS (tested with 2020-2021 test)

32	62.2	71.6	90.6	93.9	62.5	100.0	64.7	93.3
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ALGEBRA II HONORS (tested with 2020-2021 test)

109	73.8	83.3	85.9	86.4	90.8	99.1	48.4	93.2
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BIOLOGY HONORS (tested with 2020-2021 test)

117	67.4	80.4	86.3	87.4	84.6	94.0	65.0	94.3
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CHEMISTRY HONORS (tested with 2020-2021 test)

113	59.1	75.0	85.2	87.0	67.3	99.1	53.1	94.1
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ENGLISH I HONORS (tested with 2020-2021 test)

115	69.7	77.3	89.9	92.1	77.4	99.1	65.1	93.8
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ENGLISH II HONORS (tested with 2020-2021 test)

117	69.3	79.0	85.9	87.1	88.0	96.6	71.8	94.3
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FRENCH I (tested with 2020-2021 test)

10	67.5	79.7	85.1	86.1	100.0	100.0	61.9	85.1
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FRENCH II (tested with 2020-2021 test)

6	71.8	82.0	85.5	86.1	100.0	100.0	62.6	90.4
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GEOMETRY HONORS (tested with 2020-2021 test)

112	55.9	75.5	87.5	89.7	74.1	100.0	50.9	92.7
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HS HEALTH EDUCATION (tested with 2020-2021 test)

51	83.9	89.3	92.5	93.2	100.0	100.0	70.0	95.6
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ALGEBRA I HONORS (tested with 2020-2021 test)

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ALGEBRA II HONORS (tested with 2020-2021 test)

108	76.7	87.9	85.8	85.4	100.0	96.3	73.1	88.4
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BIOLOGY HONORS (tested with 2020-2021 test)

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CHEMISTRY HONORS (tested with 2020-2021 test)

118	66.1	77.9	86.3	87.8	76.3	96.6	62.4	92.3
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ENGLISH I HONORS (tested with 2020-2021 test)

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ENGLISH II HONORS (tested with 2020-2021 test)

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FRENCH I (tested with 2020-2021 test)

11	70.5	81.5	77.4	76.6	90.9	63.6	70.2	78.8
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FRENCH II (tested with 2020-2021 test)

6	70.9	83.9	84.8	85.0	100.0	100.0	67.3	90.2
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GEOMETRY HONORS (tested with 2020-2021 test)

112	59.9	78.5	83.2	84.0	79.5	94.6	57.0	89.9
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HS HEALTH EDUCATION (tested with 2020-2021 test)

19	83.2	88.8	89.2	89.3	94.7	100.0	70.9	90.9
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SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

HS VARSITY BAND (tested with 2020-2021 test)

3	*	*	*	*	*	*	58.0	*
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PHYSICS HONORS (tested with 2020-2021 test)

62	73.4	84.0	87.4	87.9	88.7	96.8	64.6	90.7
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PRE-CALCULUS HONORS (tested with 2020-2021 test)

96	56.7	69.8	79.5	81.2	50.0	90.6	33.2	93.6
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SPANISH I (tested with 2020-2021 test)

40	72.1	85.5	85.1	85.0	95.0	85.0	71.0	94.1
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SPANISH II (tested with 2020-2021 test)

60	74.1	85.3	91.1	92.1	96.7	100.0	70.1	93.9
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STUDIO ART I (tested with 2020-2021 test)

101	61.4	79.7	88.5	90.1	97.0	99.0	67.4	93.9
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SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

HS VARSITY BAND (tested with 2020-2021 test)

1	*	*	*	*	*	*	69.7	*
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PHYSICS HONORS (tested with 2020-2021 test)

58	59.9	80.3	84.4	85.1	93.1	94.8	68.9	92.4
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PRE-CALCULUS HONORS (tested with 2020-2021 test)

63	55.4	75.2	76.9	77.3	68.3	74.6	60.2	91.4
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SPANISH I (tested with 2020-2021 test)

38	79.9	88.6	89.3	89.4	100.0	97.4	77.9	91.0
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SPANISH II (tested with 2020-2021 test)

47	83.4	90.6	89.7	89.6	100.0	100.0	83.3	92.5
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STUDIO ART I (tested with 2020-2021 test)

79	56.9	76.0	85.5	87.2	88.6	92.4	57.1	91.9
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Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK*	N	Mean	% at BMRK
SAT	Reading & Writing	2019-20	100.0	84.4	113	564	93.8	23	554	87.0	83	565	95.2	3	*	*	7,397	467	39.9
		2020-21	99.1	80.0	105	522	77.1	23	528	91.3	77	516	71.4	3	*	*	7,033	457	35.8
		2021-22	66.2	62.6	88	549	88.6	15	545	80.0	69	547	89.9	1	*	*	5,440	468	40.4
	Mathematics	2019-20	100.0	84.4	113	559	70.8	23	540	60.9	83	560	73.5	3	*	*	7,397	461	21.8
		2020-21	99.1	80.0	105	527	59.0	23	509	56.5	77	527	57.1	3	*	*	7,033	456	20.4
		2021-22	66.2	62.6	88	537	64.8	15	509	46.7	69	541	66.7	1	*	*	5,440	461	23.3
ACT	English	2019-20	97.3	81.2	110	20	72.7	23	19	52.2	80	21	77.5	3	*	*	7,118	15	28.9
		2020-21	34.0	57.2	36	19	63.9	9	19	55.6	24	18	62.5	1	*	*	5,025	14	24.2
		2021-22	97.0	77.7	129	19	57.4	18	20	55.6	107	19	57.0	1	*	*	6,753	14	25.7
	Mathematics	2019-20	97.3	81.2	110	21	43.6	23	20	43.5	80	21	42.5	3	*	*	7,118	17	14.3
		2020-21	34.0	57.2	36	21	47.2	9	19	11.1	24	21	54.2	1	*	*	5,025	17	13.6
		2021-22	97.0	77.7	129	20	41.1	18	19	16.7	107	21	44.9	1	*	*	6,753	17	13.0
	Reading	2019-20	97.3	81.2	110	21	43.6	23	19	30.4	80	22	46.3	3	*	*	7,118	16	18.6
		2020-21	34.0	57.2	36	19	25.0	9	19	22.2	24	18	20.8	1	*	*	5,025	16	16.1
		2021-22	97.0	77.7	129	21	38.0	18	21	33.3	107	21	36.4	1	*	*	6,753	16	17.8
	Science	2019-20	97.3	81.2	110	21	34.5	23	20	21.7	80	21	36.3	3	*	*	7,118	17	13.9
		2020-21	34.0	57.2	36	20	30.6	9	21	33.3	24	19	20.8	1	*	*	5,025	17	12.9
		2021-22	97.0	77.7	129	21	36.4	18	20	27.8	107	21	36.4	1	*	*	6,753	16	13.4
	Composite	2019-20	97.3	81.2	110	21	–	23	20	–	80	21	–	3	*	–	7,118	16	–
		2020-21	34.0	57.2	36	20	–	9	20	–	24	19	–	1	*	–	5,025	16	–
		2021-22	97.0	77.7	129	20	–	18	20	–	107	20	–	1	*	–	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	107	471	84.1	21	469	76.2	82	469	85.4	3	*	*	1	*	*	1,840	463	69.2
		2020																195	393	38.5
		2021	123	443	71.5	17	428	64.7	98	447	73.5	2	*	*	1	*	*	1,784	466	71.7
	Mathematics	2019	107	472	74.8	21	460	71.4	82	472	75.6	3	*	*	1	*	*	1,840	461	62.2
		2020																195	407	22.6
		2021	123	451	55.3	17	431	41.2	98	457	59.2	2	*	*	1	*	*	1,784	460	59.6
10	Reading & Writing	2019	157	490	79.0	24	491	83.3	129	488	78.3	2	*	*	0			8,412	412	36.7
		2020	29	478	72.4	3	*	*	22	472	68.2	3	*	*	0			4,794	421	42.6
		2021	115	477	80.0	19	435	63.2	87	481	82.8	4	*	*	2	*	*	7,518	414	40.0
	Mathematics	2019	157	489	56.7	24	470	33.3	129	490	59.7	2	*	*	0			8,412	425	19.8
		2020	29	497	65.5	3	*	*	22	496	63.6	3	*	*	0			4,794	425	22.5
		2021	115	476	53.9	19	470	57.9	87	475	51.7	4	*	*	2	*	*	7,518	428	22.1
11	Reading & Writing	2019	111	514	88.3	25	514	92.0	81	511	86.4	3	*	*	2	*	*	2,675	480	55.6
		2020	49	506	81.6	11	515	81.8	37	502	81.1	0			0			1,090	522	68.2
		2021	101	518	75.2	15	511	66.7	81	517	76.5	3	*	*	1	*	*	1,621	528	75.3
	Mathematics	2019	111	506	46.8	25	497	40.0	81	505	45.7	3	*	*	2	*	*	2,675	472	32.0
		2020	49	511	61.2	11	477	36.4	37	521	67.6	0			0			1,090	510	49.9
		2021	101	503	48.5	15	500	46.7	81	501	46.9	3	*	*	1	*	*	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

866	17,479	1.7	2.1	144	16.6	34.0
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Biology

45	621	1.9	2.1	8	17.8	29.5
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Calculus AB

28	611	1.6	2.4	4	14.3	38.1
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Calculus BC

5	233	*	3.4	*	*	71.7
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Chemistry

17	262	1.1	1.9	0	0.0	25.2
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English Language and Composition

94	1,599	1.7	2.0	13	13.8	26.2
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English Literature and Composition

124	1,659	2.3	2.3	50	40.3	41.0
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Environmental Science

55	967	1.6	1.9	6	10.9	25.4
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French Language and Culture

1	35	*	2.2	*	*	37.1
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Macroeconomics

105	1,088	1.2	1.9	3	2.9	25.6
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Microeconomics

13	131	1.2	1.4	1	7.7	12.2
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Psychology

46	534	1.1	2.2	1	2.2	38.4
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Spanish Language and Culture

11	907	4.4	3.5	10	90.9	78.3
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Spanish Literature and Culture

5	208	*	2.5	*	*	48.1
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Statistics

5	449	*	2.8	*	*	55.2
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Studio Art: 2-D Design Portfolio

3	233	*	2.8	*	*	60.5
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Studio Art: Drawing Portfolio

2	40	*	3.3	*	*	75.0
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United States Government and Politics

92	1,100	1.3	1.9	3	3.3	25.2
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United States History

101	1,574	1.3	1.7	9	8.9	18.9
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World History

114	1,540	1.9	2.1	24	21.1	29.9
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