




Data Packet 2022-23

NORTH LAKE EARLY COLLEGE
HIGH SCHOOL



School # 387

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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.
- 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	75
10	56
11	64
12	1
ALL	196

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	17	8.7	3	20.0
American Indian/Alaska Native	3	1.5	*	*
Asian/Hawaiian/Pacific Islander	4	2.0	*	*
Hispanic	165	84.2	2	13.3
White	5	2.6	6	40.0
Multiple	2	1.0	1	6.7
Other* (teachers only)	—	—	3	20.0
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	99	50.5
Economically disadvantaged	172	87.8
Limited English proficient (LEP)	71	36.2
Special education	5	2.6
Talented and Gifted (TAG)	62	31.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	72	6	8.3	0	0.0	2	2.8	61	84.7	2	2.8	1	1.4
	2021	64	4	6.3	0	0.0	2	3.1	56	87.5	1	1.6	1	1.6
	2022	75	9	12.0	3	4.0	0	0.0	60	80.0	3	4.0	0	0.0
10	2020													
	2021	69	5	7.2	0	0.0	3	4.3	59	85.5	1	1.4	1	1.4
	2022	56	3	5.4	0	0.0	1	1.8	50	89.3	1	1.8	1	1.8
11	2020													
	2021													
	2022	64	5	7.8	0	0.0	2	3.1	55	85.9	1	1.6	1	1.6
12	2020													
	2021													
	2022	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
9-12	2020	72	6	8.3	0	0.0	2	2.8	61	84.7	2	2.8	1	1.4
	2021	133	9	6.8	0	0.0	5	3.8	115	86.5	2	1.5	2	1.5
	2022	196	17	8.7	3	1.5	4	2.0	165	84.2	5	2.6	2	1.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	2020	72	63	87.5	20	27.8	1	1.4	48	66.7	27	37.5	15	20.8	47.2	52.8	0.0
	2021	64	59	92.2	26	40.6	1	1.6	36	56.3	16	25.0	6	9.4	46.9	53.1	0.0
	2022	75	67	89.3	33	44.0	3	4.0	50	66.7	25	33.3	18	24.0	41.3	58.7	2.7
10	2020																
	2021	69	56	81.2	19	27.5	1	1.4	26	37.7	25	36.2	2	2.9	42.0	58.0	0.0
	2022	56	51	91.1	22	39.3	1	1.8	26	46.4	13	23.2	1	1.8	41.1	58.9	1.8
11	2020																
	2021																
	2022	64	54	84.4	16	25.0	1	1.6	23	35.9	24	37.5	0	0.0	43.8	56.3	0.0
12	2020																
	2021																
	2022	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	100.0	0.0
9-12	2020	72	63	87.5	20	27.8	1	1.4	48	66.7	27	37.5	15	20.8	47.2	52.8	0.0
	2021	133	115	86.5	45	33.8	2	1.5	62	46.6	41	30.8	8	6.0	44.4	55.6	0.0
	2022	196	172	87.8	71	36.2	5	2.6	99	50.5	62	31.6	19	9.7	41.8	58.2	1.5

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	74	13,875	72	97.5	12,839	92.5	0	0.0	9.0	72	10,020	97.9	72.2
	2021	66	13,245	65	99.0	12,348	93.2	0	0.0	4.2	62	8,679	94.6	65.5
	2022	78	12,879	74	95.1	11,301	87.7	1	1.3	18.1	73	9,837	93.4	76.4
10	2020		12,465			11,629	93.3			5.4		8,835		70.9
	2021	69	12,994	69	99.4	12,138	93.4	0	0.0	3.0	68	8,671	97.9	66.7
	2022	58	9,985	55	95.6	8,831	88.4	1	1.7	14.4	53	7,793	91.7	78.0
11	2020		10,440			9,830	94.2			4.1		7,647		73.2
	2021		11,173			10,467	93.7			2.5		7,138		63.9
	2022	65	8,677	61	95.1	7,777	89.6	0	0.0	11.4	61	6,953	94.6	80.1
12	2020		10,322			9,699	94.0			3.4		7,820		75.8
	2021		10,428			9,883	94.8			2.2		7,101		68.1
	2022	1	8,938	1	90.6	8,092	90.5	1	100.0	9.3	1	7,044	100.0	78.8
9-12	2020	74	47,101	72	97.5	43,997	93.4	0	0.0	5.8	72	34,322	97.9	72.9
	2021	135	47,841	134	99.2	44,835	93.7	0	0.0	3.1	130	31,589	96.3	66.0
	2022	201	40,480	192	95.2	36,002	88.9	3	1.5	13.8	188	31,627	93.3	78.1

Teachers: 15

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	20.0
Hispanic	2	13.3
White	6	40.0
Multiple	1	6.7
Other	3	20.0

Gender	Number	Percentage
Female	10	66.7
Male	5	33.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2019-20	4.5	
2020-21	3.7	85.7
2021-22	7.8	88.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	6.7
1	1	6.7
2	3	20.0
3	0	0.0
4	1	6.7
5	1	6.7
1-3	4	26.7
More than 3	10	66.7
1 - 5	6	40.0
6 - 10	4	26.7
11 - 20	4	26.7
More than 20	0	0.0

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												65.6
	2021	*	*	96.4	98.3	*	92.6	94.4		93.3	100.0	96.9	58.9
	2022	*	100.0	94.8	95.5	*	90.9	93.9		93.3	97.7	95.9	59.8
Tests Taken	2019												10,554
	2021	1	4	56	58	1	27	36		30	34	64	9,858
	2022	5	8	58	66	3	33	49		30	44	74	11,270
ENGLISH II	2019												69.3
	2021	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	63.2
	2022	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	67.2
Tests Taken	2019												9,584
	2021	1	5	60	57	1	19	26		30	40	70	9,709
	2022	1	4	48	49	1	22	26		24	31	55	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												3,633
	2021	*	*	2	1	*	2	2		2	0	2	4,055
	2022	*	0	3	3	*	3	3		2	1	3	4,534
Tests Taken	2019												10,554
	2021	1	4	56	58	1	27	36		30	34	64	9,858
	2022	5	8	58	66	3	33	49		30	44	74	11,270
ENGLISH II	2019												2,941
	2021	*	*	0	0	*	0	0		0	0	0	3,575
	2022	*	*	0	0	*	0	0		0	0	0	3,079
Tests Taken	2019												9,584
	2021	1	5	60	57	1	19	26		30	40	70	9,709
	2022	1	4	48	49	1	22	26		24	31	55	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												51.0
	2021	*	*	83.9	86.2	*	74.1	77.8		80.0	91.2	85.9	40.8
	2022	*	87.5	79.3	81.8	*	69.7	73.5		73.3	88.6	82.4	44.3
Tests Taken	2019												10,554
	2021	1	4	56	58	1	27	36		30	34	64	9,858
	2022	5	8	58	66	3	33	49		30	44	74	11,270
ENGLISH II	2019												51.5
	2021	*	*	95.0	96.5	*	100.0	92.3		93.3	97.5	95.7	47.3
	2022	*	*	91.7	91.8	*	86.4	84.6		87.5	96.8	92.7	53.2
Tests Taken	2019												9,584
	2021	1	5	60	57	1	19	26		30	40	70	9,709
	2022	1	4	48	49	1	22	26		24	31	55	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												10.1
	2021	*	*	16.1	13.8	*	7.4	11.1		13.3	17.6	15.6	6.3
	2022	*	12.5	15.5	16.7	*	3.0	6.1		20.0	13.6	16.2	7.9
Tests Taken	2019												10,554
	2021	1	4	56	58	1	27	36		30	34	64	9,858
	2022	5	8	58	66	3	33	49		30	44	74	11,270
ENGLISH II	2019												6.0
	2021	*	*	21.7	21.1	*	10.5	7.7		23.3	22.5	22.9	6.0
	2022	*	*	14.6	12.2	*	13.6	11.5		4.2	22.6	14.5	6.4
Tests Taken	2019												9,584
	2021	1	5	60	57	1	19	26		30	40	70	9,709
	2022	1	4	48	49	1	22	26		24	31	55	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						
2021	75.0	78.0	75.4	5.1	76.2	89.4
2022	81.3	73.2	67.0	5.9	81.5	80.5

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						
2021	85.4	84.2	82.6	5.8	86.8	84.6
2022	85.2	79.0	80.6	6.2	82.8	87.3

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												88.9
	2021		*	100.0	95.8		100.0	95.2		92.9	100.0	96.2	69.4
	2022	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	75.6
Tests Taken	2019												10,243
	2021		3	23	24		14	21		14	12	26	11,233
	2022	2	4	20	23	3	11	19		13	14	27	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												1,134
	2021		*	0	1		0	1		1	0	1	3,441
	2022	*	*	0	0	*	0	0		0	0	0	2,571
Tests Taken	2019												10,243
	2021		3	23	24		14	21		14	12	26	11,233
	2022	2	4	20	23	3	11	19		13	14	27	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												68.9
	2021		*	60.9	62.5		64.3	57.1		50.0	75.0	61.5	32.4
	2022	*	*	65.0	65.2	*	54.5	63.2		69.2	64.3	66.7	48.4
Tests Taken	2019												10,243
	2021		3	23	24		14	21		14	12	26	11,233
	2022	2	4	20	23	3	11	19		13	14	27	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												45.1
	2021		*	39.1	37.5		28.6	23.8		35.7	33.3	34.6	15.8
	2022	*	*	40.0	30.4	*	27.3	31.6		38.5	35.7	37.0	31.3
Tests Taken	2019												10,243
	2021		3	23	24		14	21		14	12	26	11,233
	2022	2	4	20	23	3	11	19		13	14	27	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					
2021	66.4	65.1	62.9	63.6	80.8
2022	54.5	65.1	67.5	76.8	67.3

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												87.1
	2021	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	78.3
	2022	*	100.0	98.4	98.5	*	100.0	98.0		96.7	100.0	98.7	81.6
Tests Taken	2019												9,591
	2021	1	5	55	57	1	26	34		29	35	64	9,986
	2022	3	8	63	68	2	33	50		30	47	77	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												1,240
	2021	*	*	0	0	*	0	0		0	0	0	2,162
	2022	*	0	1	1	*	0	1		1	0	1	1,824
Tests Taken	2019												9,591
	2021	1	5	55	57	1	26	34		29	35	64	9,986
	2022	3	8	63	68	2	33	50		30	47	77	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												59.2
	2021	*	*	96.4	98.2	*	96.2	94.1		96.6	97.1	96.9	42.8
	2022	*	100.0	90.5	91.2	*	90.9	90.0		86.7	93.6	90.9	53.2
Tests Taken	2019												9,591
	2021	1	5	55	57	1	26	34		29	35	64	9,986
	2022	3	8	63	68	2	33	50		30	47	77	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												22.3
	2021	*	*	49.1	50.9	*	42.3	47.1		55.2	51.4	53.1	14.0
	2022	*	50.0	55.6	55.9	*	48.5	42.0		50.0	57.4	54.5	19.1
Tests Taken	2019												9,591
	2021	1	5	55	57	1	26	34		29	35	64	9,986
	2022	3	8	63	68	2	33	50		30	47	77	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					
2021	73.1	78.1	84.5	83.4	88.4
2022	80.5	81.6	81.4	73.1	83.4

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2019												93.8
	2021												84.7
	2022	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.2
Tests Taken	2019												9,416
	2021												8,945
	2022	1	5	56	54	1	17	24		28	38	66	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												1,373
	2022	*	*	0	0	*	0	0		0	0	0	1,086
Tests Taken	2019												9,416
	2021												8,945
	2022	1	5	56	54	1	17	24		28	38	66	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												56.7
	2022	*	*	96.4	96.3	*	94.1	91.7		96.4	97.4	97.0	64.5
Tests Taken	2019												9,416
	2021												8,945
	2022	1	5	56	54	1	17	24		28	38	66	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												30.7
	2022	*	*	76.8	77.8	*	64.7	58.3		85.7	73.7	78.8	36.0
Tests Taken	2019												9,416
	2021												8,945
	2022	1	5	56	54	1	17	24		28	38	66	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				
2022	83.2	87.2	81.7	86.1

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (34)	Beginning	1	3.0	2	6.1	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	9	27.3	4	11.8	4	11.8	2	6.1
	Advanced	21	63.6	19	57.6	13	38.2	12	35.3	21	63.6
	Advanced High	11	33.3	3	9.1	17	50.0	18	52.9	10	30.3
10 (22)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	9.5	0	0.0	0	0.0	0	0.0
	Advanced	10	47.6	15	71.4	3	13.6	7	31.8	4	19.0
	Advanced High	11	52.4	4	19.0	19	86.4	15	68.2	17	81.0
11 (16)	Beginning	0	0.0	4	25.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	6.3	3	18.8	0	0.0	1	6.3	4	25.0
	Advanced	7	43.8	6	37.5	1	6.3	5	31.3	4	25.0
	Advanced High	8	50.0	3	18.8	15	93.8	10	62.5	8	50.0
ALL (72)	Beginning	1	1.4	6	8.6	0	0.0	0	0.0	0	0.0
	Intermediate	1	1.4	14	20.0	4	5.6	5	6.9	6	8.6
	Advanced	38	54.3	40	57.1	17	23.6	24	33.3	29	41.4
	Advanced High	30	42.9	10	14.3	51	70.8	43	59.7	35	50.0

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
20 8 (40.0%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	2	9	
	Advanced High	0	0	6	
22 18 (81.8%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	3	
	Advanced High	0	1	16	
15 8 (53.3%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	1	3	
	Advanced High	0	2	5	
57 34 (59.6%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	4	15	
	Advanced High	0	3	27	

 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 II HONORS

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CHEMISTRY HONORS

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GEOMETRY

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PHYSICS

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ALGEBRA II HONORS (tested with 2020-2021 test)

26	60.4	79.5			80.8		73.1	88.4
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CHEMISTRY HONORS (tested with 2020-2021 test)

33	32.8	56.2			0.0		62.4	92.3
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GEOMETRY (tested with 2020-2021 test)

75	61.7	81.2			86.7		44.2	80.3
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PHYSICS (tested with 2020-2021 test)

17	38.7	71.7	19.2	10.0	64.7	17.6	60.3	81.6
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Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK
9	Reading & Writing	2019																1,840	463	69.2
		2020																195	393	38.5
		2021	9	518	100.0	1	*	*	8	515	100.0	0			0			1,784	466	71.7
	Mathematics	2019																1,840	461	62.2
		2020																195	407	22.6
		2021	9	502	88.9	1	*	*	8	503	87.5	0			0			1,784	460	59.6
10	Reading & Writing	2019																8,412	412	36.7
		2020	69	459	69.6	5	*	*	59	451	66.1	1	*	*	3	*	*	4,794	421	42.6
		2021	57	479	80.7	3	*	*	51	472	78.4	1	*	*	1	*	*	7,518	414	40.0
	Mathematics	2019																8,412	425	19.8
		2020	69	459	39.1	5	*	*	59	454	37.3	1	*	*	3	*	*	4,794	425	22.5
		2021	57	455	40.4	3	*	*	51	452	37.3	1	*	*	1	*	*	7,518	428	22.1
11	Reading & Writing	2019																2,675	480	55.6
		2020																1,090	522	68.2
		2021	19	556	89.5	0			16	558	93.8	0			2	*	*	1,621	528	75.3
	Mathematics	2019																2,675	472	32.0
		2020																1,090	510	49.9
		2021	19	516	57.9	0			16	508	62.5	0			2	*	*	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

71	17,479	1.2	2.1	3	4.2	34.0
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Human Geography

71	2,174	1.2	1.7	3	4.2	20.3
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