Data Packet 2022-23

MOISES MOLINA B-TECH AT MOUNTAIN VIEW COLLEGE

DALLAS
INDEPENDENT SCHOOL DISTRICT

MOISES MOLINA B-TECH AT MOUNTAIN VIEW COLLEGE   **2**

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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 demoninator, 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 schoool 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	126
10	116
11	114
12	94
ALL	450

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	6	1.3		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	439	97.6		
White	4	0.9		
Multiple	1	0.2		
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	289	64.2
Economically disadvantaged	403	89.6
Limited English proficient (LEP)	207	46.0
Special education	7	1.6
Talented and Gifted (TAG)	88	19.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	128	3	2.3	0	0.0	0	0.0	124	96.9	0	0.0	1	0.8
	2021	128	2	1.6	0	0.0	0	0.0	125	97.7	1	0.8	0	0.0
	2022	126	1	0.8	0	0.0	0	0.0	124	98.4	1	0.8	0	0.0
10	2020	128	1	0.8	0	0.0	0	0.0	125	97.7	2	1.6	0	0.0
	2021	122	3	2.5	0	0.0	0	0.0	118	96.7	0	0.0	1	0.8
	2022	116	1	0.9	0	0.0	0	0.0	113	97.4	2	1.7	0	0.0
11	2020	112	2	1.8	1	0.9	0	0.0	109	97.3	0	0.0	0	0.0
	2021	99	1	1.0	0	0.0	0	0.0	96	97.0	2	2.0	0	0.0
	2022	114	3	2.6	0	0.0	0	0.0	110	96.5	0	0.0	1	0.9
12	2020													
	2021	88	1	1.1	1	1.1	0	0.0	86	97.7	0	0.0	0	0.0
	2022	94	1	1.1	0	0.0	0	0.0	92	97.9	1	1.1	0	0.0
9-12	2020	368	6	1.6	1	0.3	0	0.0	358	97.3	2	0.5	1	0.3
	2021	437	7	1.6	1	0.2	0	0.0	425	97.3	3	0.7	1	0.2
	2022	450	6	1.3	0	0.0	0	0.0	439	97.6	4	0.9	1	0.2

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	128	120	93.8	59	46.1	3	2.3	85	66.4	20	15.6	22	17.2	35.2	64.8	0.0
	2021	128	115	89.8	68	53.1	2	1.6	89	69.5	22	17.2	17	13.3	44.5	55.5	0.0
	2022	126	117	92.9	67	53.2	0	0.0	93	73.8	30	23.8	27	21.4	42.1	57.9	0.8
10	2020	128	108	84.4	34	26.6	3	2.3	79	61.7	18	14.1	0	0.0	43.0	57.0	0.0
	2021	122	109	89.3	53	43.4	3	2.5	81	66.4	21	17.2	1	0.8	33.6	66.4	0.0
	2022	116	105	90.5	67	57.8	2	1.7	81	69.8	20	17.2	0	0.0	42.2	57.8	0.0
11	2020	112	91	81.3	15	13.4	1	0.9	79	70.5	17	15.2	0	0.0	43.8	56.3	0.0
	2021	99	84	84.8	25	25.3	3	3.0	30	30.3	18	18.2	0	0.0	35.4	64.6	0.0
	2022	114	102	89.5	51	44.7	3	2.6	74	64.9	21	18.4	0	0.0	33.3	66.7	0.0
12	2020																
	2021	88	77	87.5	9	10.2	0	0.0	18	20.5	16	18.2	0	0.0	42.0	58.0	0.0
	2022	94	79	84.0	22	23.4	2	2.1	41	43.6	17	18.1	0	0.0	34.0	66.0	0.0
9-12	2020	368	319	86.7	108	29.3	7	1.9	243	66.0	55	14.9	22	6.0	40.5	59.5	0.0
	2021	437	385	88.1	155	35.5	8	1.8	218	49.9	77	17.6	18	4.1	38.9	61.1	0.0
	2022	450	403	89.6	207	46.0	7	1.6	289	64.2	88	19.6	27	6.0	38.2	61.8	0.2

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	127	13,875	124	97.8	12,839	92.5	0	0.0	9.0	127	10,020	99.7	72.2
	2021	127	13,245	123	96.3	12,348	93.2	0	0.0	4.2	113	8,679	88.8	65.5
	2022	128	12,879	123	95.7	11,301	87.7	0	0.0	18.1	119	9,837	92.7	76.4
10	2020	130	12,465	126	97.3	11,629	93.3	0	0.0	5.4	127	8,835	97.9	70.9
	2021	122	12,994	119	98.0	12,138	93.4	0	0.0	3.0	118	8,671	96.9	66.7
	2022	116	9,985	109	94.0	8,831	88.4	1	0.9	14.4	105	7,793	90.8	78.0
11	2020	113	10,440	109	96.4	9,830	94.2	0	0.0	4.1	110	7,647	97.7	73.2
	2021	100	11,173	98	97.9	10,467	93.7	0	0.0	2.5	94	7,138	94.0	63.9
	2022	116	8,677	111	95.2	7,777	89.6	0	0.0	11.4	108	6,953	92.9	80.1
12	2020		10,322			9,699	94.0			3.4		7,820		75.8
	2021	88	10,428	87	99.3	9,883	94.8	0	0.0	2.2	85	7,101	96.6	68.1
	2022	96	8,938	93	97.3	8,092	90.5	0	0.0	9.3	91	7,044	95.3	78.8
9-12	2020	370	47,101	359	97.2	43,997	93.4	0	0.0	5.8	364	34,322	98.5	72.9
	2021	437	47,841	427	97.7	44,835	93.7	0	0.0	3.1	410	31,589	93.8	66.0
	2022	456	40,480	435	95.5	36,002	88.9	1	0.2	13.8	423	31,627	92.8	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**	*	*	86.7	87.2	*	80.4	82.6		82.0	91.0	87.1	65.6
	2021	*	*	83.6	80.7	*	74.2	76.7		75.9	88.7	83.2	58.9
	2022	*	*	86.1	86.1		81.8	81.5		78.4	90.4	85.5	59.8
Tests Taken	**2019**	2	2	135	125	4	56	86		61	78	139	10,554
	2021	1	2	122	109	2	66	86		54	71	125	9,858
	2022	1	1	122	115		66	92		51	73	124	11,270
ENGLISH II	**2019**		*	86.0	81.9	*	65.2	67.3		82.3	85.9	84.1	69.3
	2021		*	87.1	84.1	*	88.7	82.7		90.0	83.8	85.8	63.2
	2022	*	*	83.9	82.7	*	74.6	74.7		78.0	86.2	82.6	67.2
Tests Taken	**2019**		4	121	105	5	23	52		62	64	126	9,584
	2021		3	116	107	3	53	81		40	80	120	9,709
	2022	2	1	112	104	2	67	79		50	65	115	9,401

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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**	*	*	18	16	*	11	15		11	7	18	3,633
		2021	*	*	20	21	*	17	20		13	8	21	4,055
		2022	*	*	17	16		12	17		11	7	18	4,534
	Tests Taken	**2019**	2	2	135	125	4	56	86		61	78	139	10,554
		2021	1	2	122	109	2	66	86		54	71	125	9,858
		2022	1	1	122	115		66	92		51	73	124	11,270
ENGLISH II		**2019**		*	17	19	*	8	17		11	9	20	2,941
		2021		*	15	17	*	6	14		4	13	17	3,575
		2022	*	*	18	18	*	17	20		11	9	20	3,079
	Tests Taken	**2019**		4	121	105	5	23	52		62	64	126	9,584
		2021		3	116	107	3	53	81		40	80	120	9,709
		2022	2	1	112	104	2	67	79		50	65	115	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	*	*	65.9	64.8	*	62.5	61.6		49.2	80.8	66.9	51.0
	2021	*	*	56.6	52.3	*	43.9	45.3		50.0	59.2	55.2	40.8
	2022	*	*	68.0	67.0		59.1	57.6		58.8	74.0	67.7	44.3
Tests Taken	2019	2	2	135	125	4	56	86		61	78	139	10,554
	2021	1	2	122	109	2	66	86		54	71	125	9,858
	2022	1	1	122	115		66	92		51	73	124	11,270
ENGLISH II	2019		*	69.4	61.9	*	34.8	38.5		66.1	67.2	66.7	51.5
	2021		*	62.1	57.9	*	60.4	51.9		65.0	60.0	61.7	47.3
	2022	*	*	66.1	65.4	*	49.3	50.6		62.0	67.7	65.2	53.2
Tests Taken	2019		4	121	105	5	23	52		62	64	126	9,584
	2021		3	116	107	3	53	81		40	80	120	9,709
	2022	2	1	112	104	2	67	79		50	65	115	9,401

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2019	*	*	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	10.1
	2021	*	*	4.1	3.7	*	4.5	3.5		5.6	2.8	4.0	6.3
	2022	*	*	11.5	11.3		7.6	5.4		11.8	11.0	11.3	7.9
Tests Taken	2019	2	2	135	125	4	56	86		61	78	139	10,554
	2021	1	2	122	109	2	66	86		54	71	125	9,858
	2022	1	1	122	115		66	92		51	73	124	11,270
ENGLISH II	2019		*	4.1	4.8	*	0.0	0.0		3.2	4.7	4.0	6.0
	2021		*	4.3	4.7	*	3.8	2.5		2.5	5.0	4.2	6.0
	2022	*	*	1.8	1.0	*	3.0	2.5		2.0	1.5	1.7	6.4
Tests Taken	2019		4	121	105	5	23	52		62	64	126	9,584
	2021		3	116	107	3	53	81		40	80	120	9,709
	2022	2	1	112	104	2	67	79		50	65	115	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	67.0	73.3	78.3	4.3	72.2	68.7
2021	66.5	68.7	68.7	4.5	72.2	74.0
2022	81.7	64.7	60.9	5.4	78.9	79.7

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	68.9	72.5	82.1	4.9	73.5	73.5
2021	74.0	70.6	69.4	5.0	78.0	68.9
2022	70.1	69.4	59.5	4.8	78.7	78.5

[1]Average 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

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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**	*	*	97.0	96.7	*	93.6	96.0		95.7	98.2	97.1	88.9
	2021	*	*	75.0	72.6	*	70.3	70.9		70.0	77.5	74.3	69.4
	2022	*		94.8	94.7		97.0	95.7		96.7	93.1	94.9	75.6
Tests Taken	**2019**	2	1	99	92	4	47	75		47	55	102	10,243
	2021	1	1	68	62	3	37	55		30	40	70	11,233
	2022	1		58	57		33	46		30	29	59	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**	*	*	3	3	*	3	3		2	1	3	1,134
	2021	*	*	17	17	*	11	16		9	9	18	3,441
	2022	*		3	3		1	2		1	2	3	2,571
Tests Taken	**2019**	2	1	99	92	4	47	75		47	55	102	10,243
	2021	1	1	68	62	3	37	55		30	40	70	11,233
	2022	1		58	57		33	46		30	29	59	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**	*	*	87.9	87.0	*	87.2	84.0		83.0	92.7	88.2	68.9
	2021	*	*	36.8	35.5	*	24.3	30.9		43.3	30.0	35.7	32.4
	2022	*		67.2	66.7		66.7	60.9		70.0	65.5	67.8	48.4
Tests Taken	**2019**	2	1	99	92	4	47	75		47	55	102	10,243
	2021	1	1	68	62	3	37	55		30	40	70	11,233
	2022	1		58	57		33	46		30	29	59	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**	*	*	68.7	66.3	*	74.5	64.0		57.4	78.2	68.6	45.1
	2021	*	*	20.6	19.4	*	13.5	18.2		23.3	17.5	20.0	15.8
	2022	*		39.7	40.4		36.4	32.6		46.7	34.5	40.7	31.3
Tests Taken	**2019**	2	1	99	92	4	47	75		47	55	102	10,243
	2021	1	1	68	62	3	37	55		30	40	70	11,233
	2022	1		58	57		33	46		30	29	59	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	76.5	74.1	80.9	78.0	89.2
2021	49.9	52.9	55.0	52.5	55.2
2022	53.3	65.8	73.7	79.0	70.1

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2019**	*	*	97.1	96.8	*	94.6	95.4		95.2	98.7	97.1	87.1
	2021	*	*	90.7	88.8	*	87.5	86.6		86.3	92.9	90.1	78.3
	2022	*	*	94.3	93.9		93.8	92.3		96.1	93.2	94.4	81.6
Tests Taken	**2019**	2	2	136	126	4	56	87		62	78	140	9,591
	2021	1	2	118	107	2	64	82		51	70	121	9,986
	2022	1	1	122	115		65	91		51	73	124	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**	*	*	4	4	*	3	4		3	1	4	1,240
		2021	*	*	11	12	*	8	11		7	5	12	2,162
		2022	*	*	7	7			4	7		2	5	7	1,824
	Tests Taken	**2019**	2	2	136	126	4	56	87		62	78	140	9,591
		2021	1	2	118	107	2	64	82		51	70	121	9,986
		2022	1	1	122	115		65	91		51	73	124	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**	*	*	75.7	75.4	*	67.9	66.7		77.4	75.6	76.4	59.2
	2021	*	*	51.7	47.7	*	42.2	40.2		54.9	48.6	51.2	42.8
	2022	*	*	70.5	70.4		66.2	62.6		70.6	71.2	71.0	53.2
Tests Taken	**2019**	2	2	136	126	4	56	87		62	78	140	9,591
	2021	1	2	118	107	2	64	82		51	70	121	9,986
	2022	1	1	122	115		65	91		51	73	124	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**	*	*	19.9	17.5	*	12.5	9.2		25.8	15.4	20.0	22.3
	2021	*	*	13.6	14.0	*	10.9	8.5		13.7	12.9	13.2	14.0
	2022	*	*	27.0	26.1		18.5	15.4		29.4	24.7	26.6	19.1
Tests Taken	**2019**	2	2	136	126	4	56	87		62	78	140	9,591
	2021	1	2	118	107	2	64	82		51	70	121	9,986
	2022	1	1	122	115		65	91		51	73	124	9,939

MOISES MOLINA B-TECH AT MOUNTAIN VIEW COLLEGE   **22**

July 28, 2022   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAREOC_sc_per_mst   2022-23 Data Packet

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	70.1	64.2	71.8	64.6	71.8
2021	56.6	55.5	63.9	66.8	66.2
2022	65.6	66.9	66.3	60.2	78.2

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**		*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.8
	2021			91.5	90.5	*	85.7	82.4		92.9	90.9	91.5	84.7
	2022		*	98.1	97.9	*	94.1	96.6		100.0	96.9	98.2	87.2
Tests Taken	**2019**		4	124	107	5	23	53		64	65	129	9,416
	2021			47	42	2	14	17		14	33	47	8,945
	2022		2	53	48	1	17	29		23	32	55	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			4	4	*	2	3		1	3	4	1,373
	2022		*	1	1	*	1	1		0	1	1	1,086
Tests Taken	**2019**		4	124	107	5	23	53		64	65	129	9,416
	2021			47	42	2	14	17		14	33	47	8,945
	2022		2	53	48	1	17	29		23	32	55	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**		*	81.5	78.5	*	56.5	67.9		89.1	73.8	81.4	73.7
	2021			70.2	71.4	*	78.6	70.6		92.9	60.6	70.2	56.7
	2022		*	79.2	79.2	*	76.5	72.4		87.0	71.9	78.2	64.5
Tests Taken	**2019**		4	124	107	5	23	53		64	65	129	9,416
	2021			47	42	2	14	17		14	33	47	8,945
	2022		2	53	48	1	17	29		23	32	55	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**		*	41.9	39.3	*	21.7	26.4		51.6	32.3	41.9	41.6
	2021			29.8	28.6	*	28.6	23.5		64.3	15.2	29.8	30.7
	2022		*	28.3	27.1	*	35.3	27.6		47.8	15.6	29.1	36.0
Tests Taken	**2019**		4	124	107	5	23	53		64	65	129	9,416
	2021			47	42	2	14	17		14	33	47	8,945
	2022		2	53	48	1	17	29		23	32	55	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	76.1	70.7	69.0	73.5
	2021	66.3	71.6	60.0	67.8
	2022	68.8	69.5	66.9	73.0

PERFORMANCE IN 2022

Grade 2021-22 (N Rated)	Domain: 2022 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (65)	Beginning	1	1.5	23	35.4	0	0.0	0	0.0	0	0.0
	Intermediate	10	15.4	18	27.7	3	4.6	17	27.0	26	41.3
	Advanced	35	53.8	22	33.8	17	26.2	20	31.7	26	41.3
	Advanced High	19	29.2	2	3.1	45	69.2	26	41.3	11	17.5
10 (64)	Beginning	0	0.0	9	14.1	0	0.0	1	1.6	0	0.0
	Intermediate	13	20.3	20	31.3	0	0.0	20	31.3	10	20.4
	Advanced	32	50.0	30	46.9	21	42.9	22	34.4	31	63.3
	Advanced High	19	29.7	5	7.8	28	57.1	21	32.8	8	16.3
11 (44)	Beginning	0	0.0	8	21.1	0	0.0	0	0.0	0	0.0
	Intermediate	5	13.2	9	23.7	0	0.0	8	21.6	8	22.2
	Advanced	11	28.9	18	47.4	7	16.3	7	18.9	16	44.4
	Advanced High	22	57.9	3	7.9	36	83.7	22	59.5	12	33.3
12 (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	16.7	2	16.7	0	0.0	3	25.0	0	0.0
	Advanced	4	33.3	9	75.0	1	9.1	4	33.3	7	63.6
	Advanced High	6	50.0	1	8.3	10	90.9	5	41.7	4	36.4
ALL (185)	Beginning	1	0.6	40	22.3	0	0.0	1	0.6	0	0.0
	Intermediate	30	16.8	49	27.4	3	1.8	48	27.3	44	27.7
	Advanced	82	45.8	79	44.1	46	27.4	53	30.1	80	50.3
	Advanced High	66	36.9	11	6.1	119	70.8	74	42.0	35	22.0

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years N (%) Progressed	2022 Level	2021 Level Beg	Int	Adv	Adv High
44　　　　14 (31.8%)	Beginning	0			
	Intermediate	0		16	
	Advanced	0	5		13
	Advanced High	0	1		8
2　　　　1 (50.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		1
	Advanced High	0	0		1
1　　　　1 (100.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		1
0　　　　0 (0.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		0
47　　　　16 (34.0%)	Beginning	0			
	Intermediate	0		16	
	Advanced	0	5		14
	Advanced High	0	1		10

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

Test	Subtest	Year	Percent Tested %	Percent Tested Dist %	All Students N	All Students Mean	All Students % at BMRK	African American N	African American Mean	African American % at BMRK	Hispanic N	Hispanic Mean	Hispanic % at BMRK	White N	White Mean	White % at BMRK*	District N	District Mean	District % at BMRK
SAT	Reading & Writing	**2019-20**		84.4													7,397	467	39.9
		2020-21	85.2	80.0	75	452	29.3				74	453	29.7				7,033	457	35.8
		2021-22	72.3	62.6	68	443	25.0				67	444	25.4	1	*	*	5,440	468	40.4
	Mathematics	**2019-20**		84.4													7,397	461	21.8
		2020-21	85.2	80.0	75	467	22.7				74	468	23.0				7,033	456	20.4
		2021-22	72.3	62.6	68	452	16.2				67	453	16.4	1	*	*	5,440	461	23.3
ACT	English	**2019-20**		81.2													7,118	15	28.9
		2020-21	70.5	57.2	62	15	27.4	1	*	*	61	15	27.9				5,025	14	24.2
		2021-22	93.6	77.7	88	13	14.8	1	*	*	86	13	14.0	1	*	*	6,753	14	25.7
	Mathematics	**2019-20**		81.2													7,118	17	14.3
		2020-21	70.5	57.2	62	17	11.3	1	*	*	61	18	11.5				5,025	17	13.6
		2021-22	93.6	77.7	88	16	3.4	1	*	*	86	16	3.5	1	*	*	6,753	17	13.0
	Reading	**2019-20**		81.2													7,118	16	18.6
		2020-21	70.5	57.2	62	17	16.1	1	*	*	61	17	16.4				5,025	16	16.1
		2021-22	93.6	77.7	88	15	6.8	1	*	*	86	15	7.0	1	*	*	6,753	16	17.8
	Science	**2019-20**		81.2													7,118	17	13.9
		2020-21	70.5	57.2	62	18	14.5	1	*	*	61	18	14.8				5,025	17	12.9
		2021-22	93.6	77.7	88	15	2.3	1	*	*	86	15	2.3	1	*	*	6,753	16	13.4
	Composite	**2019-20**		81.2			–			–			–			–	7,118	16	–
		2020-21	70.5	57.2	62	17	–	1	*	–	61	17	–			–	5,025	16	–
		2021-22	93.6	77.7	88	15	–	1	*	–	86	15	–	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																1,840	463	69.2
		2020																195	393	38.5
		2021	18	479	94.4	0			18	479	94.4	0			0			1,784	466	71.7
	Mathematics	2019																1,840	461	62.2
		2020																195	407	22.6
		2021	18	444	38.9	0			18	444	38.9	0			0			1,784	460	59.6
10	Reading & Writing	2019	127	396	28.3	0			125	397	28.8	2	*	*	0			8,412	412	36.7
		2020	18	411	33.3	0			18	411	33.3	0			0			4,794	421	42.6
		2021	102	413	42.2	1	*	*	99	415	43.4	2	*	*	0			7,518	414	40.0
	Mathematics	2019	127	426	12.6	0			125	427	12.8	2	*	*	0			8,412	425	19.8
		2020	18	423	11.1	0			18	423	11.1	0			0			4,794	425	22.5
		2021	102	448	34.3	1	*	*	99	448	34.3	2	*	*	0			7,518	428	22.1

NOTE: See the NOTES report for information about score ranges and college readiness benchmarks set by The College Board for PSAT/NMSQT and PSAT 8-9.

Exams Taken		Average Score		Exams Passed		
School	Dist	School	Dist	School	%	Dist

ALL EXAMS

| 20 | 17,479 | **2.8** | 2.1 | **13** | **65.0** | 34.0 |

Spanish Language and Culture

| 18 | 907 | **3.0** | 3.5 | **13** | **72.2** | 78.3 |

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Calculus AB

| 1 | 611 | * | 2.4 | * | * | 38.1 |

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Human Geography

| 1 | 2,174 | * | 1.7 | * | * | 20.3 |