



Data Packet 2022-23

THOMAS JEFFERSON P-TECH
AT BROOKHAVEN COLLEGE



Evaluation And Assessment / Office of Institutional Research / OIR@dallasisd.org / mydata.dallasisd.org

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

July 28, 2022

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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	115
10	87
11	95
12	85
ALL	382

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	5	1.3		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	371	97.1		
White	4	1.0		
Multiple	2	0.5		
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	286	74.9
Economically disadvantaged	360	94.2
Limited English proficient (LEP)	241	63.1
Special education	10	2.6
Talented and Gifted (TAG)	109	28.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	127	1	0.8	0	0.0	0	0.0	126	99.2	0	0.0	0	0.0
	2021	105	2	1.9	0	0.0	0	0.0	103	98.1	0	0.0	0	0.0
	2022	115	2	1.7	0	0.0	0	0.0	110	95.7	2	1.7	1	0.9
10	2020	105	1	1.0	0	0.0	0	0.0	104	99.0	0	0.0	0	0.0
	2021	120	1	0.8	0	0.0	0	0.0	117	97.5	2	1.7	0	0.0
	2022	87	1	1.1	0	0.0	0	0.0	85	97.7	0	0.0	1	1.1
11	2020	84	4	4.8	1	1.2	0	0.0	78	92.9	1	1.2	0	0.0
	2021	101	1	1.0	0	0.0	0	0.0	100	99.0	0	0.0	0	0.0
	2022	95	1	1.1	0	0.0	0	0.0	92	96.8	2	2.1	0	0.0
12	2020	61	3	4.9	1	1.6	0	0.0	57	93.4	0	0.0	0	0.0
	2021	84	3	3.6	1	1.2	0	0.0	79	94.0	1	1.2	0	0.0
	2022	85	1	1.2	0	0.0	0	0.0	84	98.8	0	0.0	0	0.0
9-12	2020	377	9	2.4	2	0.5	0	0.0	365	96.8	1	0.3	0	0.0
	2021	410	7	1.7	1	0.2	0	0.0	399	97.3	3	0.7	0	0.0
	2022	382	5	1.3	0	0.0	0	0.0	371	97.1	4	1.0	2	0.5

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	127	92	72.4	77	60.6	4	3.1	109	85.8	41	32.3	0	0.0	44.9	55.1	0.0
	2021	105	94	89.5	81	77.1	3	2.9	95	90.5	21	20.0	2	1.9	49.5	50.5	0.0
	2022	115	106	92.2	91	79.1	8	7.0	101	87.8	26	22.6	2	1.7	47.8	52.2	0.0
10	2020	105	73	69.5	40	38.1	0	0.0	83	79.0	38	36.2	1	1.0	54.3	45.7	0.0
	2021	120	102	85.0	75	62.5	3	2.5	80	66.7	39	32.5	1	0.8	42.5	57.5	0.0
	2022	87	84	96.6	64	73.6	1	1.1	74	85.1	20	23.0	0	0.0	48.3	51.7	0.0
11	2020	84	61	72.6	26	31.0	0	0.0	57	67.9	29	34.5	0	0.0	45.2	54.8	0.0
	2021	101	83	82.2	40	39.6	0	0.0	50	49.5	36	35.6	0	0.0	54.5	45.5	0.0
	2022	95	90	94.7	53	55.8	1	1.1	58	61.1	31	32.6	1	1.1	44.2	55.8	0.0
12	2020	61	39	63.9	13	21.3	0	0.0	48	78.7	15	24.6	0	0.0	32.8	67.2	0.0
	2021	84	72	85.7	27	32.1	0	0.0	41	48.8	30	35.7	0	0.0	46.4	53.6	0.0
	2022	85	80	94.1	33	38.8	0	0.0	53	62.4	32	37.6	0	0.0	52.9	47.1	0.0
9-12	2020	377	265	70.3	156	41.4	4	1.1	297	78.8	123	32.6	1	0.3	45.6	54.4	0.0
	2021	410	351	85.6	223	54.4	6	1.5	266	64.9	126	30.7	3	0.7	48.0	52.0	0.0
	2022	382	360	94.2	241	63.1	10	2.6	286	74.9	109	28.5	3	0.8	48.2	51.8	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	129	13,875	123	95.4	12,839	92.5	0	0.0	9.0	124	10,020	96.2	72.2
	2021	105	13,245	101	96.1	12,348	93.2	0	0.0	4.2	92	8,679	87.5	65.5
	2022	117	12,879	110	93.4	11,301	87.7	0	0.0	18.1	102	9,837	86.8	76.4
10	2020	110	12,465	105	95.5	11,629	93.3	0	0.0	5.4	102	8,835	92.8	70.9
	2021	124	12,994	116	93.7	12,138	93.4	0	0.0	3.0	101	8,671	81.7	66.7
	2022	86	9,985	80	92.5	8,831	88.4	4	4.6	14.4	73	7,793	84.5	78.0
11	2020	86	10,440	83	96.7	9,830	94.2	0	0.0	4.1	82	7,647	95.2	73.2
	2021	101	11,173	92	91.4	10,467	93.7	0	0.0	2.5	76	7,138	75.2	63.9
	2022	101	8,677	92	90.5	7,777	89.6	1	1.0	11.4	83	6,953	81.9	80.1
12	2020	56	10,322	55	98.7	9,699	94.0	0	0.0	3.4	60	7,820	100.0	75.8
	2021	84	10,428	80	94.7	9,883	94.8	0	0.0	2.2	64	7,101	76.2	68.1
	2022	88	8,938	81	92.1	8,092	90.5	0	0.0	9.3	73	7,044	82.8	78.8
9-12	2020	381	47,101	367	96.2	43,997	93.4	0	0.0	5.8	368	34,322	96.6	72.9
	2021	414	47,841	389	94.0	44,835	93.7	0	0.0	3.1	333	31,589	80.5	66.0
	2022	393	40,480	363	92.2	36,002	88.9	5	1.3	13.8	331	31,627	84.2	78.1

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2019		*	93.9	93.1	*	85.1	90.7		93.8	92.6	93.2	65.6
	2021		*	74.3	76.1	*	73.8	72.3		72.5	76.9	74.8	58.9
	2022	*	*	69.1	67.9	37.5	64.8	64.4		70.9	65.0	67.8	59.8
Tests Taken	2019		3	115	101	1	47	86		64	54	118	10,554
	2021		2	101	92	3	80	94		51	52	103	9,858
	2022	2	2	110	106	8	91	101		55	60	115	11,270
ENGLISH II	2019	*	*	96.8	97.6		91.2	93.6		97.8	96.4	97.0	69.3
	2021	*	*	85.6	83.8	*	80.6	79.5		81.6	87.7	85.1	63.2
	2022		*	88.0	89.0	*	88.5	85.9		82.9	93.2	88.2	67.2
Tests Taken	2019	1	5	93	85		34	47		45	56	101	9,584
	2021	2	1	111	99	2	72	78		49	65	114	9,709
	2022		1	83	82	1	61	71		41	44	85	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		*	7	7	*	7	8		4	4	8	3,633
	2021		*	26	22	*	21	26		14	12	26	4,055
	2022	*	*	34	34	5	32	36		16	21	37	4,534
Tests Taken	2019		3	115	101	1	47	86		64	54	118	10,554
	2021		2	101	92	3	80	94		51	52	103	9,858
	2022	2	2	110	106	8	91	101		55	60	115	11,270
ENGLISH II	2019	*	*	3	2		3	3		1	2	3	2,941
	2021	*	*	16	16	*	14	16		9	8	17	3,575
	2022		*	10	9	*	7	10		7	3	10	3,079
Tests Taken	2019	1	5	93	85		34	47		45	56	101	9,584
	2021	2	1	111	99	2	72	78		49	65	114	9,709
	2022		1	83	82	1	61	71		41	44	85	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		*	82.6	81.2	*	70.2	77.9		82.8	81.5	82.2	51.0
	2021		*	45.5	46.7	*	41.3	40.4		43.1	48.1	45.6	40.8
	2022	*	*	54.5	54.7	25.0	48.4	48.5		54.5	53.3	53.9	44.3
Tests Taken	2019		3	115	101	1	47	86		64	54	118	10,554
	2021		2	101	92	3	80	94		51	52	103	9,858
	2022	2	2	110	106	8	91	101		55	60	115	11,270
ENGLISH II	2019	*	*	79.6	78.8		67.6	66.0		71.1	87.5	80.2	51.5
	2021	*	*	73.9	71.7	*	65.3	62.8		73.5	72.3	72.8	47.3
	2022		*	71.1	70.7	*	67.2	64.8		70.7	70.5	70.6	53.2
Tests Taken	2019	1	5	93	85		34	47		45	56	101	9,584
	2021	2	1	111	99	2	72	78		49	65	114	9,709
	2022		1	83	82	1	61	71		41	44	85	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		*	15.7	13.9	*	4.3	10.5		12.5	18.5	15.3	10.1
	2021		*	1.0	1.1	*	1.3	1.1		2.0	0.0	1.0	6.3
	2022	*	*	8.2	8.5	0.0	5.5	5.0		10.9	6.7	8.7	7.9
Tests Taken	2019		3	115	101	1	47	86		64	54	118	10,554
	2021		2	101	92	3	80	94		51	52	103	9,858
	2022	2	2	110	106	8	91	101		55	60	115	11,270
ENGLISH II	2019	*	*	6.5	5.9		2.9	2.1		2.2	8.9	5.9	6.0
	2021	*	*	5.4	5.1	*	4.2	3.8		6.1	4.6	5.3	6.0
	2022		*	4.8	4.9	*	0.0	1.4		7.3	2.3	4.7	6.4
Tests Taken	2019	1	5	93	85		34	47		45	56	101	9,584
	2021	2	1	111	99	2	72	78		49	65	114	9,709
	2022		1	83	82	1	61	71		41	44	85	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	76.2	76.8	83.2	5.7	73.1	69.9
2021	64.1	63.8	63.1	4.9	65.4	66.1
2022	71.4	57.7	55.6	5.5	70.9	66.3

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	73.1	78.7	86.4	5.7	75.1	81.1
2021	76.9	72.6	70.6	5.2	80.2	71.6
2022	71.6	69.5	61.0	5.5	76.6	81.8

¹Average score points (0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2019		*	98.3	98.0	*	96.4	98.0		97.1	100.0	98.4	88.9
	2021			91.5	92.6	*	93.8	91.2		85.2	96.9	91.5	69.4
	2022		*	72.2	72.2	*	70.6	73.7		72.7	66.7	70.0	75.6
Tests Taken	2019		2	59	50	1	28	50		34	27	61	10,243
	2021			59	54	3	48	57		27	32	59	11,233
	2022		1	18	18	3	17	19		11	9	20	10,551

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	2019		*	1	1	*	1	1		1	0	1	1,134
	2021			5	4	*	3	5		4	1	5	3,441
	2022		*	5	5	*	5	5		3	3	6	2,571
Tests Taken	2019		2	59	50	1	28	50		34	27	61	10,243
	2021			59	54	3	48	57		27	32	59	11,233
	2022		1	18	18	3	17	19		11	9	20	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		*	86.4	90.0	*	82.1	86.0		85.3	88.9	86.9	68.9
	2021			37.3	40.7	*	37.5	35.1		25.9	46.9	37.3	32.4
	2022		*	22.2	16.7	*	23.5	21.1		27.3	11.1	20.0	48.4
Tests Taken	2019		2	59	50	1	28	50		34	27	61	10,243
	2021			59	54	3	48	57		27	32	59	11,233
	2022		1	18	18	3	17	19		11	9	20	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		*	44.1	46.0	*	32.1	38.0		41.2	48.1	44.3	45.1
	2021			10.2	11.1	*	12.5	10.5		14.8	6.3	10.2	15.8
	2022		*	5.6	5.6	*	5.9	5.3		0.0	11.1	5.0	31.3
Tests Taken	2019		2	59	50	1	28	50		34	27	61	10,243
	2021			59	54	3	48	57		27	32	59	11,233
	2022		1	18	18	3	17	19		11	9	20	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	69.9	68.2	76.3	75.3	84.7
2021	58.1	56.2	47.7	53.8	68.9
2022	37.7	49.6	47.9	50.9	52.5

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		*	98.2	99.0	*	95.7	97.6		100.0	96.2	98.3	87.1
	2021		*	90.1	90.2	*	90.0	89.4		90.0	90.6	90.3	78.3
	2022	*	*	89.0	88.6	75.0	86.5	87.9		90.7	86.7	88.6	81.6
Tests Taken	2019		3	114	100	1	46	85		64	53	117	9,591
	2021		2	101	92	3	80	94		50	53	103	9,986
	2022	2	2	109	105	8	89	99		54	60	114	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	1	*	2	2		0	2	2	1,240
	2021		*	10	9	*	8	10		5	5	10	2,162
	2022	*	*	12	12	2	12	12		5	8	13	1,824
Tests Taken	2019		3	114	100	1	46	85		64	53	117	9,591
	2021		2	101	92	3	80	94		50	53	103	9,986
	2022	2	2	109	105	8	89	99		54	60	114	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		*	86.8	89.0	*	71.7	81.2		90.6	81.1	86.3	59.2
	2021		*	50.5	47.8	*	46.3	44.7		48.0	50.9	49.5	42.8
	2022	*	*	58.7	60.0	37.5	51.7	53.5		66.7	51.7	58.8	53.2
Tests Taken	2019		3	114	100	1	46	85		64	53	117	9,591
	2021		2	101	92	3	80	94		50	53	103	9,986
	2022	2	2	109	105	8	89	99		54	60	114	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		*	29.8	29.0	*	19.6	22.4		35.9	22.6	29.9	22.3
	2021		*	11.9	12.0	*	10.0	9.6		14.0	9.4	11.7	14.0
	2022	*	*	18.3	19.0	0.0	15.7	14.1		18.5	18.3	18.4	19.1
Tests Taken	2019		3	114	100	1	46	85		64	53	117	9,591
	2021		2	101	92	3	80	94		50	53	103	9,986
	2022	2	2	109	105	8	89	99		54	60	114	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	66.7	66.5	77.4	70.6	80.2
2021	53.9	50.4	65.6	63.6	66.6
2022	61.8	59.6	62.9	52.0	74.0

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	98.8		100.0	97.9		100.0	98.2	99.0	93.8
	2021	*	*	96.3	95.8	*	94.3	94.6		97.8	95.4	96.4	84.7
	2022		*	94.2	95.3	*	93.8	93.3		95.3	93.3	94.3	87.2
Tests Taken	2019	1	5	96	86		34	47		47	57	104	9,416
	2021	2	1	108	95	2	70	74		46	65	111	8,945
	2022		1	86	85	2	65	75		43	45	88	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	1		0	1		0	1	1	582
	2021	*	*	4	4	*	4	4		1	3	4	1,373
	2022		*	5	4	*	4	5		2	3	5	1,086
Tests Taken	2019	1	5	96	86		34	47		47	57	104	9,416
	2021	2	1	108	95	2	70	74		46	65	111	8,945
	2022		1	86	85	2	65	75		43	45	88	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	*	*	87.5	87.2		79.4	83.0		93.6	82.5	87.5	73.7
	2021	*	*	60.2	53.7	*	50.0	48.6		80.4	44.6	59.5	56.7
	2022		*	76.7	77.6	*	73.8	72.0		83.7	68.9	76.1	64.5
Tests Taken	2019	1	5	96	86		34	47		47	57	104	9,416
	2021	2	1	108	95	2	70	74		46	65	111	8,945
	2022		1	86	85	2	65	75		43	45	88	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	*	*	57.3	55.8		38.2	44.7		66.0	52.6	58.7	41.6
	2021	*	*	36.1	32.6	*	25.7	25.7		50.0	24.6	35.1	30.7
	2022		*	40.7	40.0	*	35.4	34.7		51.2	28.9	39.8	36.0
Tests Taken	2019	1	5	96	86		34	47		47	57	104	9,416
	2021	2	1	108	95	2	70	74		46	65	111	8,945
	2022		1	86	85	2	65	75		43	45	88	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	79.4	72.4	71.3	79.1
2021	67.3	72.4	63.3	69.4
2022	70.0	70.4	67.3	71.1

PERFORMANCE IN 2022

PROGRESSION FROM 2021 TO 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (87)	Beginning	1	1.3	27	36.0	0	0.0	3	3.9	0	0.0
	Intermediate	15	20.0	25	33.3	11	15.7	33	43.4	26	45.6
	Advanced	35	46.7	23	30.7	26	37.1	20	26.3	22	38.6
	Advanced High	24	32.0	0	0.0	33	47.1	20	26.3	9	15.8
10 (61)	Beginning	0	0.0	10	18.5	0	0.0	0	0.0	0	0.0
	Intermediate	6	11.1	19	35.2	12	23.1	21	39.6	12	27.3
	Advanced	26	48.1	24	44.4	15	28.8	12	22.6	21	47.7
	Advanced High	22	40.7	1	1.9	25	48.1	20	37.7	11	25.0
11 (46)	Beginning	0	0.0	12	31.6	0	0.0	1	2.7	0	0.0
	Intermediate	5	13.2	10	26.3	0	0.0	10	27.0	3	17.6
	Advanced	14	36.8	14	36.8	10	40.0	9	24.3	8	47.1
	Advanced High	19	50.0	2	5.3	15	60.0	17	45.9	6	35.3
12 (24)	Beginning	0	0.0	1	4.3	0	0.0	1	4.8	0	0.0
	Intermediate	3	13.0	7	30.4	2	20.0	4	19.0	2	22.2
	Advanced	9	39.1	13	56.5	2	20.0	6	28.6	1	11.1
	Advanced High	11	47.8	2	8.7	6	60.0	10	47.6	6	66.7
ALL (218)	Beginning	1	0.5	50	26.3	0	0.0	5	2.7	0	0.0
	Intermediate	29	15.3	61	32.1	25	15.9	68	36.4	43	33.9
	Advanced	84	44.2	74	38.9	53	33.8	47	25.1	52	40.9
	Advanced High	76	40.0	5	2.6	79	50.3	67	35.8	32	25.2

Number Rated Both Years	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
83 13 (15.7%)	Beginning	0			
	Intermediate	0	23		
	Advanced	0	4	17	
	Advanced High	0	0	9	
30 10 (33.3%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	3	9	
	Advanced High	0	1	6	
12 2 (16.7%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	0	
	Advanced High	0	0	1	
8 1 (12.5%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	1	0	
133 26 (19.5%)	Beginning	0			
	Intermediate	0	29		
	Advanced	0	8	26	
	Advanced High	0	2	16	

 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	95.1	84.4	58	474	43.1	3	*	*	54	474	42.6				7,397	467	39.9
		2020-21	92.9	80.0	78	459	38.5	3	*	*	73	457	38.4	1	*	*	7,033	457	35.8
		2021-22	78.8	62.6	67	471	41.8				67	471	41.8				5,440	468	40.4
	Mathematics	2019-20	95.1	84.4	58	477	22.4	3	*	*	54	478	22.2				7,397	461	21.8
		2020-21	92.9	80.0	78	455	11.5	3	*	*	73	453	12.3	1	*	*	7,033	456	20.4
		2021-22	78.8	62.6	67	454	17.9				67	454	17.9				5,440	461	23.3
ACT	English	2019-20	70.5	81.2	43	14	18.6	3	*	*	39	14	20.5				7,118	15	28.9
		2020-21	16.7	57.2	14	14	14.3	1	*	*	13	14	15.4				5,025	14	24.2
		2021-22	88.2	77.7	75	15	20.0	1	*	*	74	15	20.3				6,753	14	25.7
	Mathematics	2019-20	70.5	81.2	43	17	7.0	3	*	*	39	17	7.7				7,118	17	14.3
		2020-21	16.7	57.2	14	17	7.1	1	*	*	13	17	7.7				5,025	17	13.6
		2021-22	88.2	77.7	75	17	12.0	1	*	*	74	17	12.2				6,753	17	13.0
	Reading	2019-20	70.5	81.2	43	18	23.3	3	*	*	39	18	20.5				7,118	16	18.6
		2020-21	16.7	57.2	14	17	21.4	1	*	*	13	16	15.4				5,025	16	16.1
		2021-22	88.2	77.7	75	17	20.0	1	*	*	74	17	20.3				6,753	16	17.8
	Science	2019-20	70.5	81.2	43	17	4.7	3	*	*	39	17	5.1				7,118	17	13.9
		2020-21	16.7	57.2	14	18	0.0	1	*	*	13	18	0.0				5,025	17	12.9
		2021-22	88.2	77.7	75	17	9.3	1	*	*	74	17	9.5				6,753	16	13.4
	Composite	2019-20	70.5	81.2	43	17	-	3	*	-	39	17	-			-	7,118	16	-
		2020-21	16.7	57.2	14	16	-	1	*	-	13	16	-			-	5,025	16	-
		2021-22	88.2	77.7	75	17	-	1	*	-	74	17	-			-	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	14	462	71.4	0			14	462	71.4	0			0			1,840	463	69.2
		2020																195	393	38.5
		2021	12	442	66.7	1	*	*	11	445	63.6	0			0			1,784	466	71.7
	Mathematics	2019	14	446	57.1	0			14	446	57.1	0			0			1,840	461	62.2
		2020																195	407	22.6
		2021	12	458	50.0	1	*	*	11	462	54.5	0			0			1,784	460	59.6
10	Reading & Writing	2019	112	427	44.6	2	*	*	109	427	45.0	0			0			8,412	412	36.7
		2020	25	417	40.0	0			25	417	40.0	0			0			4,794	421	42.6
		2021	82	396	29.3	1	*	*	80	398	30.0	0			0			7,518	414	40.0
	Mathematics	2019	112	430	18.8	2	*	*	109	430	18.3	0			0			8,412	425	19.8
		2020	25	443	32.0	0			25	443	32.0	0			0			4,794	425	22.5
		2021	82	429	17.1	1	*	*	80	430	17.5	0			0			7,518	428	22.1
11	Reading & Writing	2019	1	*	*	0			1	*	*	0			0			2,675	480	55.6
		2020																1,090	522	68.2
		2021	5	*	*	0			5	*	*	0			0			1,621	528	75.3
	Mathematics	2019	1	*	*	0			1	*	*	0			0			2,675	472	32.0
		2020																1,090	510	49.9
		2021	5	*	*	0			5	*	*	0			0			1,621	508	50.4

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

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

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

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

ALL EXAMS

217	17,479	1.3	2.1	15	6.9	34.0
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Environmental Science

22	967	1.5	1.9	1	4.5	25.4
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Physics 1

36	465	1.1	1.8	0	0.0	20.9
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Calculus AB

5	611	*	2.4	*	*	38.1
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Human Geography

31	2,174	1.6	1.7	7	22.6	20.3
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Spanish Language and Culture

1	907	*	3.5	*	*	78.3
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English Literature and Composition

9	1,659	1.8	2.3	3	33.3	41.0
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Macroeconomics

39	1,088	1.0	1.9	0	0.0	25.6
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United States Government and Politics

74	1,100	1.2	1.9	2	2.7	25.2
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