




Data Packet 2022-23

FRANKLIN D. ROOSEVELT H-TECH AT EL CENTRO 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	69
10	41
11	50
12	18
ALL	178

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	62	34.8		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	110	61.8		
White	3	1.7		
Multiple	3	1.7		
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	147	82.6
Economically disadvantaged	164	92.1
Limited English proficient (LEP)	81	45.5
Special education	10	5.6
Talented and Gifted (TAG)	36	20.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	92	36	39.1	0	0.0	0	0.0	56	60.9	0	0.0	0	0.0
	2021	62	27	43.5	0	0.0	0	0.0	33	53.2	1	1.6	1	1.6
	2022	69	26	37.7	0	0.0	0	0.0	40	58.0	2	2.9	1	1.4
10	2020	72	28	38.9	0	0.0	0	0.0	41	56.9	2	2.8	1	1.4
	2021	78	29	37.2	0	0.0	0	0.0	48	61.5	0	0.0	1	1.3
	2022	41	16	39.0	0	0.0	0	0.0	24	58.5	1	2.4	0	0.0
11	2020	51	12	23.5	0	0.0	0	0.0	39	76.5	0	0.0	0	0.0
	2021	28	10	35.7	0	0.0	0	0.0	16	57.1	0	0.0	2	7.1
	2022	50	14	28.0	0	0.0	0	0.0	35	70.0	0	0.0	1	2.0
12	2020	52	14	26.9	0	0.0	0	0.0	38	73.1	0	0.0	0	0.0
	2021	28	6	21.4	0	0.0	0	0.0	22	78.6	0	0.0	0	0.0
	2022	18	6	33.3	0	0.0	0	0.0	11	61.1	0	0.0	1	5.6
9-12	2020	267	90	33.7	0	0.0	0	0.0	174	65.2	2	0.7	1	0.4
	2021	196	72	36.7	0	0.0	0	0.0	119	60.7	1	0.5	4	2.0
	2022	178	62	34.8	0	0.0	0	0.0	110	61.8	3	1.7	3	1.7

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	92	91	98.9	40	43.5	3	3.3	59	64.1	15	16.3	16	17.4	39.1	60.9	3.3
	2021	62	58	93.5	28	45.2	10	16.1	54	87.1	9	14.5	3	4.8	41.9	58.1	4.8
	2022	69	68	98.6	30	43.5	4	5.8	59	85.5	13	18.8	12	17.4	42.0	58.0	4.3
10	2020	72	71	98.6	28	38.9	3	4.2	37	51.4	16	22.2	1	1.4	40.3	59.7	1.4
	2021	78	71	91.0	34	43.6	1	1.3	59	75.6	11	14.1	0	0.0	35.9	64.1	0.0
	2022	41	38	92.7	21	51.2	5	12.2	36	87.8	6	14.6	0	0.0	39.0	61.0	0.0
11	2020	51	49	96.1	12	23.5	1	2.0	33	64.7	11	21.6	0	0.0	37.3	62.7	0.0
	2021	28	25	89.3	8	28.6	1	3.6	10	35.7	11	39.3	0	0.0	25.0	75.0	0.0
	2022	50	45	90.0	25	50.0	1	2.0	42	84.0	8	16.0	0	0.0	32.0	68.0	0.0
12	2020	52	51	98.1	10	19.2	1	1.9	28	53.8	9	17.3	0	0.0	32.7	67.3	0.0
	2021	28	23	82.1	4	14.3	1	3.6	8	28.6	7	25.0	0	0.0	35.7	64.3	0.0
	2022	18	13	72.2	5	27.8	0	0.0	10	55.6	9	50.0	0	0.0	16.7	83.3	0.0
9-12	2020	267	262	98.1	90	33.7	8	3.0	157	58.8	51	19.1	17	6.4	37.8	62.2	1.5
	2021	196	177	90.3	74	37.8	13	6.6	131	66.8	38	19.4	3	1.5	36.2	63.8	1.5
	2022	178	164	92.1	81	45.5	10	5.6	147	82.6	36	20.2	12	6.7	36.0	64.0	1.7

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	95	13,875	89	93.7	12,839	92.5	0	0.0	9.0	83	10,020	87.5	72.2
	2021	61	13,245	56	91.3	12,348	93.2	0	0.0	4.2	38	8,679	61.9	65.5
	2022	70	12,879	58	84.1	11,301	87.7	0	0.0	18.1	37	9,837	53.2	76.4
10	2020	74	12,465	70	94.1	11,629	93.3	0	0.0	5.4	66	8,835	88.7	70.9
	2021	78	12,994	75	96.2	12,138	93.4	0	0.0	3.0	67	8,671	85.5	66.7
	2022	42	9,985	35	83.0	8,831	88.4	0	0.0	14.4	27	7,793	64.3	78.0
11	2020	51	10,440	48	94.4	9,830	94.2	0	0.0	4.1	49	7,647	96.1	73.2
	2021	28	11,173	27	96.3	10,467	93.7	0	0.0	2.5	25	7,138	89.3	63.9
	2022	51	8,677	44	85.7	7,777	89.6	0	0.0	11.4	29	6,953	56.4	80.1
12	2020	52	10,322	49	95.2	9,699	94.0	0	0.0	3.4	51	7,820	98.1	75.8
	2021	28	10,428	27	96.2	9,883	94.8	0	0.0	2.2	24	7,101	85.7	68.1
	2022	18	8,938	17	92.7	8,092	90.5	0	0.0	9.3	16	7,044	88.9	78.8
9-12	2020	272	47,101	256	94.2	43,997	93.4	0	0.0	5.8	249	34,322	91.5	72.9
	2021	196	47,841	185	94.7	44,835	93.7	0	0.0	3.1	154	31,589	78.7	66.0
	2022	181	40,480	154	85.1	36,002	88.9	0	0.0	13.8	109	31,627	60.3	78.1

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2019	*	70.6	56.9	62.2	*	52.0	54.5		58.5	66.7	63.2	65.6
	2021	*	29.4	66.7	48.6	28.6	60.0	45.7		50.0	50.0	50.0	58.9
	2022	*	48.0	46.3	47.1	*	41.9	40.0		31.0	60.0	47.8	59.8
Tests Taken	2019	3	34	58	90	4	50	77		41	54	95	10,554
	2021	1	17	21	37	7	20	35		14	26	40	9,858
	2022	2	25	41	68	4	31	60		29	40	69	11,270
ENGLISH II	2019		54.5	77.8	66.1	*	70.0	61.0		60.7	76.9	70.1	69.3
	2021		51.9	61.0	53.2	*	54.8	50.0		52.0	59.1	56.5	63.2
	2022	*	43.8	64.0	57.5	*	61.9	52.8		43.8	65.4	57.1	67.2
Tests Taken	2019		22	45	59	2	20	41		28	39	67	9,584
	2021		27	41	62	2	31	52		25	44	69	9,709
	2022	1	16	25	40	5	21	36		16	26	42	9,401

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2019	*	10	25	34	*	24	35		17	18	35	3,633
	2021	*	12	7	19	5	8	19		7	13	20	4,055
	2022	*	13	22	36	*	18	36		20	16	36	4,534
Tests Taken	2019	3	34	58	90	4	50	77		41	54	95	10,554
	2021	1	17	21	37	7	20	35		14	26	40	9,858
	2022	2	25	41	68	4	31	60		29	40	69	11,270
ENGLISH II	2019		10	10	20	*	6	16		11	9	20	2,941
	2021		13	16	29	*	14	26		12	18	30	3,575
	2022	*	9	9	17	*	8	17		9	9	18	3,079
Tests Taken	2019		22	45	59	2	20	41		28	39	67	9,584
	2021		27	41	62	2	31	52		25	44	69	9,709
	2022	1	16	25	40	5	21	36		16	26	42	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	*	52.9	43.1	46.7	*	40.0	39.0		43.9	51.9	48.4	51.0
	2021	*	17.6	38.1	29.7	0.0	35.0	25.7		35.7	26.9	30.0	40.8
	2022	*	28.0	31.7	32.4	*	29.0	25.0		20.7	40.0	31.9	44.3
Tests Taken	2019	3	34	58	90	4	50	77		41	54	95	10,554
	2021	1	17	21	37	7	20	35		14	26	40	9,858
	2022	2	25	41	68	4	31	60		29	40	69	11,270
ENGLISH II	2019		36.4	57.8	47.5	*	45.0	39.0		39.3	59.0	50.7	51.5
	2021		29.6	36.6	29.0	*	29.0	25.0		20.0	40.9	33.3	47.3
	2022	*	37.5	44.0	42.5	*	42.9	36.1		31.3	50.0	42.9	53.2
Tests Taken	2019		22	45	59	2	20	41		28	39	67	9,584
	2021		27	41	62	2	31	52		25	44	69	9,709
	2022	1	16	25	40	5	21	36		16	26	42	9,401

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2019	*	2.9	3.4	3.3	*	2.0	3.9		0.0	5.6	3.2	10.1
	2021	*	5.9	4.8	5.4	0.0	0.0	0.0		0.0	7.7	5.0	6.3
	2022	*	4.0	2.4	2.9	*	0.0	1.7		6.9	0.0	2.9	7.9
Tests Taken	2019	3	34	58	90	4	50	77		41	54	95	10,554
	2021	1	17	21	37	7	20	35		14	26	40	9,858
	2022	2	25	41	68	4	31	60		29	40	69	11,270
ENGLISH II	2019		4.5	2.2	1.7	*	0.0	0.0		0.0	5.1	3.0	6.0
	2021		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	6.0
	2022	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	6.4
Tests Taken	2019		22	45	59	2	20	41		28	39	67	9,584
	2021		27	41	62	2	31	52		25	44	69	9,709
	2022	1	16	25	40	5	21	36		16	26	42	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	61.7	63.4	69.0	3.8	65.6	62.9
2021	55.0	61.3	61.2	3.5	62.2	65.8
2022	60.1	49.6	45.6	3.7	69.6	62.6

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	61.4	72.2	78.8	4.2	71.8	74.8
2021	63.2	59.1	56.9	4.0	68.4	54.9
2022	58.6	59.9	50.4	3.6	66.7	69.0

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	*	86.4	90.4	89.0	*	91.3	87.1		82.4	92.9	88.2	88.9
	2021	*	22.2	30.8	27.3	0.0	35.7	29.0		27.3	27.3	27.3	69.4
	2022	*	18.2	32.0	27.7	*	26.3	17.1		20.8	33.3	27.1	75.6
Tests Taken	2019	2	22	52	73	4	46	70		34	42	76	10,243
	2021	1	18	13	33	7	14	31		11	22	33	11,233
	2022	1	22	25	47	3	19	41		24	24	48	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	5	8	*	4	9		6	3	9	1,134
	2021	*	14	9	24	7	9	22		8	16	24	3,441
	2022	*	18	17	34	*	14	34		19	16	35	2,571
Tests Taken	2019	2	22	52	73	4	46	70		34	42	76	10,243
	2021	1	18	13	33	7	14	31		11	22	33	11,233
	2022	1	22	25	47	3	19	41		24	24	48	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	*	36.4	69.2	60.3	*	71.7	58.6		58.8	59.5	59.2	68.9
	2021	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	32.4
	2022	*	4.5	8.0	6.4	*	5.3	2.4		0.0	12.5	6.3	48.4
Tests Taken	2019	2	22	52	73	4	46	70		34	42	76	10,243
	2021	1	18	13	33	7	14	31		11	22	33	11,233
	2022	1	22	25	47	3	19	41		24	24	48	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	*	18.2	28.8	27.4	*	30.4	24.3		29.4	23.8	26.3	45.1
	2021	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	15.8
	2022	*	4.5	8.0	6.4	*	5.3	2.4		0.0	12.5	6.3	31.3
Tests Taken	2019	2	22	52	73	4	46	70		34	42	76	10,243
	2021	1	18	13	33	7	14	31		11	22	33	11,233
	2022	1	22	25	47	3	19	41		24	24	48	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	61.7	56.6	64.6	62.6	72.1
2021	30.3	31.1	30.3	30.3	32.3
2022	31.1	36.1	33.8	34.8	36.8

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	*	88.2	87.9	88.9	*	88.0	85.7		82.9	92.6	88.4	87.1
	2021	*	46.2	75.0	61.5	50.0	80.0	61.2		64.0	61.3	62.5	78.3
	2022	*	62.5	59.0	63.5	*	55.2	54.5		60.0	62.5	61.5	81.6
Tests Taken	2019	3	34	58	90	4	50	77		41	54	95	9,591
	2021	1	26	28	52	6	25	49		25	31	56	9,986
	2022	2	24	39	63	2	29	55		25	40	65	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	7	10	*	6	11		7	4	11	1,240
	2021	*	14	7	20	3	5	19		9	12	21	2,162
	2022	*	9	16	23	*	13	25		10	15	25	1,824
Tests Taken	2019	3	34	58	90	4	50	77		41	54	95	9,591
	2021	1	26	28	52	6	25	49		25	31	56	9,986
	2022	2	24	39	63	2	29	55		25	40	65	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	*	61.8	48.3	53.3	*	44.0	45.5		56.1	51.9	53.7	59.2
	2021	*	15.4	32.1	23.1	0.0	32.0	20.4		28.0	22.6	25.0	42.8
	2022	*	29.2	23.1	28.6	*	13.8	18.2		24.0	30.0	27.7	53.2
Tests Taken	2019	3	34	58	90	4	50	77		41	54	95	9,591
	2021	1	26	28	52	6	25	49		25	31	56	9,986
	2022	2	24	39	63	2	29	55		25	40	65	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	*	8.8	12.1	12.2	*	12.0	9.1		14.6	11.1	12.6	22.3
	2021	*	0.0	14.3	7.7	0.0	12.0	6.1		4.0	9.7	7.1	14.0
	2022	*	4.2	0.0	1.6	*	0.0	0.0		0.0	2.5	1.5	19.1
Tests Taken	2019	3	34	58	90	4	50	77		41	54	95	9,591
	2021	1	26	28	52	6	25	49		25	31	56	9,986
	2022	2	24	39	63	2	29	55		25	40	65	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	58.7	55.2	67.4	58.4	65.1
2021	42.0	42.3	51.3	50.5	55.7
2022	43.5	40.3	48.5	41.4	56.0

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		89.5	100.0	96.4	*	100.0	94.7		100.0	94.4	96.8	93.8
	2021		60.0	72.3	65.2	*	64.5	54.0		66.7	67.3	67.1	84.7
	2022		*	44.4	54.5	*	44.4	50.0		*	50.0	50.0	87.2
Tests Taken	2019		19	44	55	2	19	38		27	36	63	9,416
	2021		25	47	69	2	31	50		24	49	73	8,945
	2022		2	9	11	1	9	12		2	10	12	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		2	0	2	*	0	2		0	2	2	582
	2021		10	13	24	*	11	23		8	16	24	1,373
	2022		*	5	5	*	5	6		*	5	6	1,086
Tests Taken	2019		19	44	55	2	19	38		27	36	63	9,416
	2021		25	47	69	2	31	50		24	49	73	8,945
	2022		2	9	11	1	9	12		2	10	12	8,452

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2019		57.9	56.8	52.7	*	42.1	39.5		74.1	44.4	57.1	73.7
	2021		28.0	34.0	27.5	*	25.8	20.0		33.3	30.6	31.5	56.7
	2022		*	33.3	45.5	*	33.3	41.7		*	40.0	41.7	64.5
Tests Taken	2019		19	44	55	2	19	38		27	36	63	9,416
	2021		25	47	69	2	31	50		24	49	73	8,945
	2022		2	9	11	1	9	12		2	10	12	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		5.3	27.3	16.4	*	10.5	15.8		18.5	22.2	20.6	41.6
	2021		4.0	12.8	5.8	*	12.9	10.0		8.3	10.2	9.6	30.7
	2022		*	11.1	9.1	*	11.1	8.3		*	10.0	8.3	36.0
Tests Taken	2019		19	44	55	2	19	38		27	36	63	9,416
	2021		25	47	69	2	31	50		24	49	73	8,945
	2022		2	9	11	1	9	12		2	10	12	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	67.1	65.6	63.5	65.3
2021	51.1	57.3	48.2	49.3
2022	46.9	54.9	50.8	54.2

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (27)	Beginning	4	15.4	12	46.2	0	0.0	3	11.1	0	0.0
	Intermediate	13	50.0	8	30.8	1	20.0	11	40.7	1	20.0
	Advanced	6	23.1	6	23.1	1	20.0	9	33.3	4	80.0
	Advanced High	3	11.5	0	0.0	3	60.0	4	14.8	0	0.0
10 (15)	Beginning	0	0.0	10	71.4	0	0.0	1	7.1	0	0.0
	Intermediate	5	35.7	2	14.3	3	50.0	7	50.0	4	80.0
	Advanced	6	42.9	2	14.3	2	33.3	3	21.4	1	20.0
	Advanced High	3	21.4	0	0.0	1	16.7	3	21.4	0	0.0
11 (19)	Beginning	0	0.0	6	31.6	0	0.0	0	0.0	0	0.0
	Intermediate	8	42.1	8	42.1	0	0.0	9	47.4	0	0.0
	Advanced	7	36.8	5	26.3	1	100.0	5	26.3	1	100.0
	Advanced High	4	21.1	0	0.0	0	0.0	5	26.3	0	0.0
ALL (66)	Beginning	4	6.3	30	46.9	0	0.0	4	6.2	0	0.0
	Intermediate	28	43.8	19	29.7	4	33.3	29	44.6	5	45.5
	Advanced	21	32.8	15	23.4	4	33.3	19	29.2	6	54.5
	Advanced High	11	17.2	0	0.0	4	33.3	13	20.0	0	0.0

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
8 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	0	
2 0 (0.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	0	
3 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
14 0 (0.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	1	
	Advanced High	0	0	0	

 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	86.5	84.4	45	464	42.2	9	476	44.4	36	461	41.7				7,397	467	39.9
		2020-21	92.9	80.0	26	442	38.5	6	460	33.3	20	437	40.0				7,033	457	35.8
		2021-22	16.7	62.6	3	*	*	1	*	*	2	*	*				5,440	468	40.4
	Mathematics	2019-20	86.5	84.4	45	468	17.8	9	474	33.3	36	466	13.9				7,397	461	21.8
		2020-21	92.9	80.0	26	448	11.5	6	427	0.0	20	455	15.0				7,033	456	20.4
		2021-22	16.7	62.6	3	*	*	1	*	*	2	*	*				5,440	461	23.3
ACT	English	2019-20	98.1	81.2	51	15	21.6	14	16	21.4	37	15	21.6				7,118	15	28.9
		2020-21	64.3	57.2	18	14	16.7	2	*	*	16	14	12.5				5,025	14	24.2
		2021-22	94.4	77.7	17	14	23.5	6	16	33.3	10	13	20.0				6,753	14	25.7
	Mathematics	2019-20	98.1	81.2	51	17	3.9	14	17	7.1	37	17	2.7				7,118	17	14.3
		2020-21	64.3	57.2	18	16	5.6	2	*	*	16	17	6.3				5,025	17	13.6
		2021-22	94.4	77.7	17	16	0.0	6	17	0.0	10	16	0.0				6,753	17	13.0
	Reading	2019-20	98.1	81.2	51	17	9.8	14	18	21.4	37	16	5.4				7,118	16	18.6
		2020-21	64.3	57.2	18	15	11.1	2	*	*	16	14	12.5				5,025	16	16.1
		2021-22	94.4	77.7	17	18	11.8	6	18	16.7	10	18	10.0				6,753	16	17.8
	Science	2019-20	98.1	81.2	51	16	7.8	14	17	14.3	37	16	5.4				7,118	17	13.9
		2020-21	64.3	57.2	18	17	11.1	2	*	*	16	17	12.5				5,025	17	12.9
		2021-22	94.4	77.7	17	16	5.9	6	17	0.0	10	15	10.0				6,753	16	13.4
	Composite	2019-20	98.1	81.2	51	16	–	14	17	–	37	16	–			–	7,118	16	–
		2020-21	64.3	57.2	18	16	–	2	*	–	16	16	–			–	5,025	16	–
		2021-22	94.4	77.7	17	16	–	6	17	–	10	16	–			–	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
10	Reading & Writing	2019	59	403	39.0	24	409	50.0	32	393	28.1	2	*	*	0			8,412	412	36.7
		2020	13	371	15.4	4	*	*	9	367	11.1	0			0			4,794	421	42.6
		2021	35	385	25.7	14	371	28.6	20	393	20.0	1	*	*	0			7,518	414	40.0
	Mathematics	2019	59	408	8.5	24	389	8.3	32	419	6.3	2	*	*	0			8,412	425	19.8
		2020	13	366	0.0	4	*	*	9	372	0.0	0			0			4,794	425	22.5
		2021	35	387	0.0	14	378	0.0	20	393	0.0	1	*	*	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

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

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

ALL EXAMS

14	17,479	1.2	2.1	1	7.1	34.0
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Human Geography

13	2,174	1.1	1.7	0	0.0	20.3
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Spanish Language and Culture

1	907	*	3.5	*	*	78.3
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