



Data Packet 2022-23



WILMER-HUTCHINS E-TECH AT
NORTH LAKE 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	85
10	77
11	57
12	46
ALL	265

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	120	45.3		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	1	0.4		
Hispanic	140	52.8		
White	2	0.8		
Multiple	2	0.8		
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	192	72.5
Economically disadvantaged	259	97.7
Limited English proficient (LEP)	97	36.6
Special education	10	3.8
Talented and Gifted (TAG)	47	17.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2020	93	43	46.2	0	0.0	0	0.0	49	52.7	1	1.1	0	0.0
	2021	89	37	41.6	0	0.0	1	1.1	51	57.3	0	0.0	0	0.0
	2022	85	46	54.1	0	0.0	0	0.0	37	43.5	0	0.0	2	2.4
10	2020	73	32	43.8	0	0.0	0	0.0	40	54.8	1	1.4	0	0.0
	2021	67	31	46.3	0	0.0	0	0.0	36	53.7	0	0.0	0	0.0
	2022	77	30	39.0	0	0.0	1	1.3	45	58.4	1	1.3	0	0.0
11	2020	65	30	46.2	0	0.0	0	0.0	35	53.8	0	0.0	0	0.0
	2021	54	26	48.1	0	0.0	0	0.0	28	51.9	0	0.0	0	0.0
	2022	57	23	40.4	0	0.0	0	0.0	33	57.9	1	1.8	0	0.0
12	2020													
	2021	53	24	45.3	0	0.0	0	0.0	29	54.7	0	0.0	0	0.0
	2022	46	21	45.7	0	0.0	0	0.0	25	54.3	0	0.0	0	0.0
9-12	2020	231	105	45.5	0	0.0	0	0.0	124	53.7	2	0.9	0	0.0
	2021	263	118	44.9	0	0.0	1	0.4	144	54.8	0	0.0	0	0.0
	2022	265	120	45.3	0	0.0	1	0.4	140	52.8	2	0.8	2	0.8

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	93	81	87.1	35	37.6	0	0.0	47	50.5	17	18.3	12	12.9	36.6	63.4	0.0
	2021	89	88	98.9	36	40.4	1	1.1	65	73.0	9	10.1	6	6.7	52.8	47.2	1.1
	2022	85	81	95.3	25	29.4	7	8.2	69	81.2	14	16.5	9	10.6	45.9	54.1	3.5
10	2020	73	61	83.6	28	38.4	1	1.4	31	42.5	17	23.3	0	0.0	45.2	54.8	0.0
	2021	67	65	97.0	26	38.8	0	0.0	45	67.2	13	19.4	0	0.0	38.8	61.2	0.0
	2022	77	76	98.7	33	42.9	2	2.6	60	77.9	9	11.7	0	0.0	44.2	55.8	2.6
11	2020	65	51	78.5	20	30.8	2	3.1	29	44.6	5	7.7	0	0.0	49.2	50.8	0.0
	2021	54	52	96.3	21	38.9	1	1.9	26	48.1	12	22.2	0	0.0	38.9	61.1	0.0
	2022	57	57	100.0	21	36.8	0	0.0	36	63.2	12	21.1	0	0.0	35.1	64.9	0.0
12	2020																
	2021	53	47	88.7	16	30.2	2	3.8	27	50.9	3	5.7	0	0.0	47.2	52.8	0.0
	2022	46	45	97.8	18	39.1	1	2.2	27	58.7	12	26.1	0	0.0	37.0	63.0	0.0
9-12	2020	231	193	83.5	83	35.9	3	1.3	107	46.3	39	16.9	12	5.2	42.9	57.1	0.0
	2021	263	252	95.8	99	37.6	4	1.5	163	62.0	37	14.1	6	2.3	45.2	54.8	0.4
	2022	265	259	97.7	97	36.6	10	3.8	192	72.5	47	17.7	9	3.4	41.5	58.5	1.9

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	94	13,875	88	94.5	12,839	92.5	0	0.0	9.0	90	10,020	96.2	72.2
	2021	91	13,245	88	97.0	12,348	93.2	0	0.0	4.2	76	8,679	83.9	65.5
	2022	88	12,879	81	91.8	11,301	87.7	1	1.1	18.1	73	9,837	82.6	76.4
10	2020	74	12,465	70	95.3	11,629	93.3	0	0.0	5.4	72	8,835	97.6	70.9
	2021	67	12,994	65	97.2	12,138	93.4	0	0.0	3.0	58	8,671	86.7	66.7
	2022	79	9,985	74	93.0	8,831	88.4	2	2.5	14.4	66	7,793	83.4	78.0
11	2020	65	10,440	63	96.0	9,830	94.2	0	0.0	4.1	63	7,647	96.7	73.2
	2021	54	11,173	53	97.5	10,467	93.7	0	0.0	2.5	50	7,138	92.7	63.9
	2022	58	8,677	55	95.6	7,777	89.6	0	0.0	11.4	55	6,953	94.9	80.1
12	2020		10,322			9,699	94.0			3.4		7,820		75.8
	2021	53	10,428	53	99.3	9,883	94.8	0	0.0	2.2	52	7,101	97.6	68.1
	2022	46	8,938	44	96.3	8,092	90.5	1	2.2	9.3	44	7,044	96.5	78.8
9-12	2020	232	47,101	221	95.2	43,997	93.4	0	0.0	5.8	225	34,322	96.8	72.9
	2021	265	47,841	258	97.6	44,835	93.7	0	0.0	3.1	236	31,589	89.2	66.0
	2022	271	40,480	254	93.7	36,002	88.9	4	1.5	13.8	238	31,627	87.8	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	*	76.2	86.0	83.3	*	77.4	75.8		79.5	84.1	81.8	65.6
	2021		55.2	61.7	58.7	*	57.1	51.7		52.5	67.6	59.7	58.9
	2022		56.5	81.3	67.1	14.3	72.7	59.4		54.1	79.1	67.5	59.8
Tests Taken	2019	2	42	43	66	2	31	66		44	44	88	10,554
	2021		29	47	75	1	35	58		40	37	77	9,858
	2022		46	32	76	7	22	64		37	43	80	11,270
ENGLISH II	2019		65.6	69.2	64.8	*	66.7	55.8		67.6	67.6	67.6	69.3
	2021		65.5	54.5	60.0		43.5	43.6		69.6	53.8	59.7	63.2
	2022	*	81.5	77.1	78.9	*	80.0	75.4		74.3	83.3	79.2	67.2
Tests Taken	2019		32	39	54	3	24	43		34	37	71	9,584
	2021		29	33	60		23	39		23	39	62	9,709
	2022	1	27	48	76	1	35	61		35	42	77	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	6	11	*	7	16		9	7	16	3,633
	2021		13	18	31	*	15	28		19	12	31	4,055
	2022		20	6	25	6	6	26		17	9	26	4,534
Tests Taken	2019	2	42	43	66	2	31	66		44	44	88	10,554
	2021		29	47	75	1	35	58		40	37	77	9,858
	2022		46	32	76	7	22	64		37	43	80	11,270
ENGLISH II	2019		11	12	19	*	8	19		11	12	23	2,941
	2021		10	15	24		13	22		7	18	25	3,575
	2022	*	5	11	16	*	7	15		9	7	16	3,079
Tests Taken	2019		32	39	54	3	24	43		34	37	71	9,584
	2021		29	33	60		23	39		23	39	62	9,709
	2022	1	27	48	76	1	35	61		35	42	77	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	*	54.8	72.1	66.7	*	64.5	54.5		56.8	70.5	63.6	51.0
	2021		41.4	40.4	40.0	*	37.1	32.8		32.5	51.4	41.6	40.8
	2022		34.8	43.8	38.2	0.0	50.0	28.1		29.7	46.5	38.8	44.3
Tests Taken	2019	2	42	43	66	2	31	66		44	44	88	10,554
	2021		29	47	75	1	35	58		40	37	77	9,858
	2022		46	32	76	7	22	64		37	43	80	11,270
ENGLISH II	2019		37.5	53.8	44.4	*	54.2	39.5		41.2	51.4	46.5	51.5
	2021		62.1	36.4	50.0		34.8	30.8		52.2	46.2	48.4	47.3
	2022	*	66.7	52.1	57.9	*	48.6	49.2		62.9	54.8	58.4	53.2
Tests Taken	2019		32	39	54	3	24	43		34	37	71	9,584
	2021		29	33	60		23	39		23	39	62	9,709
	2022	1	27	48	76	1	35	61		35	42	77	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	*	4.8	4.7	4.5	*	3.2	1.5		4.5	4.5	4.5	10.1
	2021		0.0	2.1	1.3	*	0.0	1.7		0.0	2.7	1.3	6.3
	2022		6.5	6.3	6.6	0.0	9.1	3.1		5.4	7.0	6.3	7.9
Tests Taken	2019	2	42	43	66	2	31	66		44	44	88	10,554
	2021		29	47	75	1	35	58		40	37	77	9,858
	2022		46	32	76	7	22	64		37	43	80	11,270
ENGLISH II	2019		0.0	2.6	1.9	*	0.0	0.0		0.0	2.7	1.4	6.0
	2021		0.0	3.0	1.7		0.0	0.0		0.0	2.6	1.6	6.0
	2022	*	7.4	6.3	6.6	*	5.7	3.3		0.0	11.9	6.5	6.4
Tests Taken	2019		32	39	54	3	24	43		34	37	71	9,584
	2021		29	33	60		23	39		23	39	62	9,709
	2022	1	27	48	76	1	35	61		35	42	77	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	68.0	71.0	77.7	4.5	69.8	68.6
2021	57.5	60.5	58.9	3.7	67.0	63.3
2022	71.1	56.0	51.8	4.6	74.6	67.2

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	60.4	67.9	78.0	4.2	68.4	71.7
2021	64.3	65.0	65.0	4.4	72.2	61.6
2022	69.2	67.5	57.6	4.7	78.5	75.8

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		91.9	96.9	94.3	*	95.7	92.7		97.1	91.4	94.3	88.9
	2021		25.0	47.5	37.9		51.6	36.7		36.4	44.4	40.0	69.4
	2022		53.1	83.3	64.6	42.9	84.6	60.5		68.4	62.5	64.7	75.6
Tests Taken	2019		37	32	53	2	23	55		35	35	70	10,243
	2021		20	40	58		31	49		33	27	60	11,233
	2022		32	18	48	7	13	43		19	32	51	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	1	3	*	1	4		1	3	4	1,134
	2021		15	21	36		15	31		21	15	36	3,441
	2022		15	3	17	4	2	17		6	12	18	2,571
Tests Taken	2019		37	32	53	2	23	55		35	35	70	10,243
	2021		20	40	58		31	49		33	27	60	11,233
	2022		32	18	48	7	13	43		19	32	51	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		48.6	68.8	60.4	*	65.2	50.9		65.7	48.6	57.1	68.9
	2021		15.0	17.5	15.5		19.4	18.4		12.1	22.2	16.7	32.4
	2022		15.6	33.3	20.8	0.0	38.5	14.0		26.3	21.9	23.5	48.4
Tests Taken	2019		37	32	53	2	23	55		35	35	70	10,243
	2021		20	40	58		31	49		33	27	60	11,233
	2022		32	18	48	7	13	43		19	32	51	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		18.9	28.1	24.5	*	21.7	16.4		25.7	20.0	22.9	45.1
	2021		0.0	10.0	5.2		9.7	8.2		6.1	7.4	6.7	15.8
	2022		9.4	16.7	12.5	0.0	23.1	9.3		15.8	12.5	13.7	31.3
Tests Taken	2019		37	32	53	2	23	55		35	35	70	10,243
	2021		20	40	58		31	49		33	27	60	11,233
	2022		32	18	48	7	13	43		19	32	51	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	54.2	65.8	69.0	62.2	64.0
2021	37.3	38.8	39.9	38.0	39.2
2022	43.7	45.3	47.3	54.2	52.0

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	*	85.7	95.3	90.9	*	93.5	89.4		90.9	90.9	90.9	87.1
	2021		66.7	64.3	64.8	*	56.7	57.7		65.0	66.7	65.8	78.3
	2022		80.0	88.6	84.6	33.3	83.3	80.0		76.3	90.9	84.1	81.6
Tests Taken	2019	2	42	43	66	2	31	66		44	44	88	9,591
	2021		30	42	71	1	30	52		40	33	73	9,986
	2022		45	35	78	6	24	65		38	44	82	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	*	6	2	6	*	2	7		4	4	8	1,240
	2021		10	15	25	*	13	22		14	11	25	2,162
	2022		9	4	12	4	4	13		9	4	13	1,824
Tests Taken	2019	2	42	43	66	2	31	66		44	44	88	9,591
	2021		30	42	71	1	30	52		40	33	73	9,986
	2022		45	35	78	6	24	65		38	44	82	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	*	45.2	55.8	47.0	*	54.8	40.9		54.5	45.5	50.0	59.2
	2021		23.3	21.4	21.1	*	16.7	13.5		22.5	24.2	23.3	42.8
	2022		26.7	34.3	28.2	0.0	37.5	21.5		26.3	31.8	29.3	53.2
Tests Taken	2019	2	42	43	66	2	31	66		44	44	88	9,591
	2021		30	42	71	1	30	52		40	33	73	9,986
	2022		45	35	78	6	24	65		38	44	82	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	*	2.4	11.6	6.1	*	3.2	1.5		11.4	4.5	8.0	22.3
	2021		0.0	2.4	1.4	*	0.0	0.0		2.5	0.0	1.4	14.0
	2022		6.7	14.3	10.3	0.0	16.7	7.7		7.9	11.4	9.8	19.1
Tests Taken	2019	2	42	43	66	2	31	66		44	44	88	9,591
	2021		30	42	71	1	30	52		40	33	73	9,986
	2022		45	35	78	6	24	65		38	44	82	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	55.5	51.8	66.7	62.4	60.9
2021	40.5	43.8	49.7	52.6	56.7
2022	46.7	53.3	53.5	44.8	60.1

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	95.5	95.8	*	92.3	95.8		100.0	90.9	97.0	93.8
	2021		66.7	85.7	73.0		90.9	61.1		93.8	59.1	73.7	84.7
	2022	*	95.8	80.5	85.1		82.1	85.1		83.3	86.5	85.1	87.2
Tests Taken	2019		11	22	24	1	13	24		22	11	33	9,416
	2021		24	14	37		11	18		16	22	38	8,945
	2022	1	24	41	67		28	47		30	37	67	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	1	*	1	1		0	1	1	582
	2021		8	2	10		1	7		1	9	10	1,373
	2022	*	1	8	10		5	7		5	5	10	1,086
Tests Taken	2019		11	22	24	1	13	24		22	11	33	9,416
	2021		24	14	37		11	18		16	22	38	8,945
	2022	1	24	41	67		28	47		30	37	67	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		36.4	68.2	62.5	*	61.5	50.0		59.1	54.5	57.6	73.7
	2021		45.8	57.1	51.4		63.6	38.9		62.5	40.9	50.0	56.7
	2022	*	45.8	36.6	40.3		32.1	38.3		50.0	32.4	40.3	64.5
Tests Taken	2019		11	22	24	1	13	24		22	11	33	9,416
	2021		24	14	37		11	18		16	22	38	8,945
	2022	1	24	41	67		28	47		30	37	67	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		9.1	22.7	16.7	*	15.4	8.3		18.2	18.2	18.2	41.6
	2021		25.0	21.4	24.3		27.3	16.7		37.5	13.6	23.7	30.7
	2022	*	12.5	7.3	10.4		7.1	8.5		20.0	2.7	10.4	36.0
Tests Taken	2019		11	22	24	1	13	24		22	11	33	9,416
	2021		24	14	37		11	18		16	22	38	8,945
	2022	1	24	41	67		28	47		30	37	67	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	65.1	64.6	60.0	71.0
2021	56.0	66.2	52.1	61.0
2022	54.7	62.9	53.3	59.8

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2022 Level	N	%	N	%	N	%	N	%	N	%
9 (25)	Beginning	0	0.0	6	24.0	0	0.0	1	4.0	0	0.0
	Intermediate	1	4.0	10	40.0	10	40.0	3	12.0	9	36.0
	Advanced	13	52.0	6	24.0	10	40.0	10	40.0	13	52.0
	Advanced High	11	44.0	3	12.0	5	20.0	11	44.0	3	12.0
10 (33)	Beginning	2	6.3	16	50.0	0	0.0	1	3.2	0	0.0
	Intermediate	6	18.8	5	15.6	6	20.7	7	22.6	16	57.1
	Advanced	17	53.1	10	31.3	9	31.0	12	38.7	7	25.0
	Advanced High	7	21.9	1	3.1	14	48.3	11	35.5	5	17.9
11 (20)	Beginning	0	0.0	10	58.8	0	0.0	0	0.0	0	0.0
	Intermediate	3	17.6	3	17.6	8	40.0	4	23.5	10	58.8
	Advanced	7	41.2	4	23.5	5	25.0	6	35.3	6	35.3
	Advanced High	7	41.2	0	0.0	7	35.0	7	41.2	1	5.9
12 (17)	Beginning	0	0.0	1	7.1	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	3	21.4	1	6.7	1	6.7	1	8.3
	Advanced	4	28.6	6	42.9	4	26.7	1	6.7	4	33.3
	Advanced High	10	71.4	4	28.6	10	66.7	13	86.7	7	58.3
ALL (95)	Beginning	2	2.3	33	37.5	0	0.0	2	2.3	0	0.0
	Intermediate	10	11.4	21	23.9	25	28.1	15	17.0	36	43.9
	Advanced	41	46.6	26	29.5	28	31.5	29	33.0	30	36.6
	Advanced High	35	39.8	8	9.1	36	40.4	42	47.7	16	19.5

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years N (%) Progressed	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
6 3 (50.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	2	2	
	Advanced High	0	0	1	
5 1 (20.0%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	1	1	
	Advanced High	0	0	0	
1 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
1 1 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	1	
13 5 (38.5%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	3	3	
	Advanced High	0	0	2	

 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		84.4													7,397	467	39.9
		2020-21	107.5	80.0	57	416	14.0	27	409	7.4	30	422	20.0				7,033	457	35.8
		2021-22	58.7	62.6	27	422	7.4	17	418	5.9	10	430	10.0				5,440	468	40.4
	Mathematics	2019-20		84.4													7,397	461	21.8
		2020-21	107.5	80.0	57	428	5.3	27	419	3.7	30	436	6.7				7,033	456	20.4
		2021-22	58.7	62.6	27	399	3.7	17	376	5.9	10	438	0.0				5,440	461	23.3
ACT	English	2019-20		81.2													7,118	15	28.9
		2020-21	94.3	57.2	50	12	6.0	25	12	8.0	25	12	4.0				5,025	14	24.2
		2021-22	97.8	77.7	45	12	6.7	21	12	9.5	24	13	4.2				6,753	14	25.7
	Mathematics	2019-20		81.2													7,118	17	14.3
		2020-21	94.3	57.2	50	15	0.0	25	15	0.0	25	15	0.0				5,025	17	13.6
		2021-22	97.8	77.7	45	15	4.4	21	14	0.0	24	16	8.3				6,753	17	13.0
	Reading	2019-20		81.2													7,118	16	18.6
		2020-21	94.3	57.2	50	13	6.0	25	12	8.0	25	13	4.0				5,025	16	16.1
		2021-22	97.8	77.7	45	14	4.4	21	12	0.0	24	17	8.3				6,753	16	17.8
	Science	2019-20		81.2													7,118	17	13.9
		2020-21	94.3	57.2	50	15	2.0	25	14	0.0	25	15	4.0				5,025	17	12.9
		2021-22	97.8	77.7	45	15	2.2	21	14	0.0	24	16	4.2				6,753	16	13.4
	Composite	2019-20		81.2			-			-			-			-	7,118	16	-
		2020-21	94.3	57.2	50	14	-	25	14	-	25	14	-			-	5,025	16	-
		2021-22	97.8	77.7	45	14	-	21	13	-	24	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	
9	Reading & Writing	2019	3	*	*	2	*	*	1	*	*	0			0			1,840	463	69.2	
		2020	1	*	*	0			1	*	*	0			0			195	393	38.5	
		2021	5	*	*	3	*	*	2	*	*	0			0			1,784	466	71.7	
	Mathematics	2019	3	*	*	2	*	*	1	*	*	0			0			1,840	461	62.2	
		2020	1	*	*	0			1	*	*	0			0			195	407	22.6	
		2021	5	*	*	3	*	*	2	*	*	0			0			1,784	460	59.6	
10	Reading & Writing	2019	73	400	30.1	35	377	20.0	38	421	39.5	0			0			8,412	412	36.7	
		2020	44	392	36.4	21	390	33.3	22	397	40.9	1	*	*	0			4,794	421	42.6	
		2021	62	364	25.8	23	375	30.4	38	353	21.1	0			1	*	*	7,518	414	40.0	
	Mathematics	2019	73	406	6.8	35	393	5.7	38	418	7.9	0			0			8,412	425	19.8	
		2020	44	394	6.8	21	385	0.0	22	405	13.6	1	*	*	0			4,794	425	22.5	
		2021	62	399	9.7	23	389	13.0	38	404	7.9	0			1	*	*	7,518	428	22.1	
11	Reading & Writing	2019																2,675	480	55.6	
		2020																1,090	522	68.2	
		2021	10	441	40.0	1	*	*	9	449	44.4	0			0			1,621	528	75.3	
	Mathematics	2019																	2,675	472	32.0
		2020																	1,090	510	49.9
		2021	10	426	10.0	1	*	*	9	423	11.1	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

24	17,479	1.2	2.1	0	0.0	34.0
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English Literature and Composition

11	1,659	1.4	2.3	0	0.0	41.0
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United States Government and Politics

2	1,100	*	1.9	*	*	25.2
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United States History

11	1,574	1.0	1.7	0	0.0	18.9
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