Data Packet 2022-23

W.L. LASSITER, JR. EARLY COLLEGE HIGH SCHOOL AT EL CENTRO COLLEGE

School # 90

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DALLAS INDEPENDENT SCHOOL DISTRICT

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2021-22 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- “New” students were new to the district in 2021-22. They are counted as new if not enrolled in a district campus before the last day of the 2020-21 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2020-21 and 2021-22.

ATTENDANCE

- Statistics are based on student attendance through the end of the school year.
- “Average daily membership” is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Statistics by reporting category are averages for all students (across student groups and genders).
- "Average percentage correct" is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. Additional details provided in report footnotes.
- EOC statistics are based on scores from students testing for the first time during fall or spring administrations.

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2022, the TEA does not differentiate between the Advanced and Advanced High levels from 2021.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as 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	68
10	71
11	51
12	60
ALL	250

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	27	10.8	3	21.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.8	*	*
Hispanic	214	85.6	2	14.3
White	4	1.6	9	64.3
Multiple	3	1.2	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, “Other” category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	105	42.0
Economically disadvantaged	200	80.0
Limited English proficient (LEP)	78	31.2
Special education	4	1.6
Talented and Gifted (TAG)	93	37.2

			African American		American Indian		Asian		Hispanic		White		Multiple category	
Grade	Year	Enrollment	N	%	N	%	N	%	N	%	N	%	N	%
9	**2020**	69	11	15.9	0	0.0	0	0.0	55	79.7	1	1.4	2	2.9
	2021	75	7	9.3	0	0.0	0	0.0	67	89.3	0	0.0	1	1.3
	2022	68	6	8.8	0	0.0	1	1.5	59	86.8	2	2.9	0	0.0
10	**2020**	66	8	12.1	0	0.0	1	1.5	54	81.8	2	3.0	1	1.5
	2021	66	10	15.2	0	0.0	0	0.0	53	80.3	1	1.5	2	3.0
	2022	71	4	5.6	0	0.0	0	0.0	66	93.0	0	0.0	1	1.4
11	**2020**	64	4	6.3	0	0.0	0	0.0	59	92.2	0	0.0	1	1.6
	2021	63	7	11.1	0	0.0	1	1.6	51	81.0	1	1.6	3	4.8
	2022	51	10	19.6	0	0.0	0	0.0	40	78.4	1	2.0	0	0.0
12	**2020**	51	6	11.8	0	0.0	1	2.0	41	80.4	1	2.0	2	3.9
	2021	63	4	6.3	0	0.0	0	0.0	59	93.7	0	0.0	0	0.0
	2022	60	7	11.7	0	0.0	1	1.7	49	81.7	1	1.7	2	3.3
9-12	**2020**	250	29	11.6	0	0.0	2	0.8	209	83.6	4	1.6	6	2.4
	2021	267	28	10.5	0	0.0	1	0.4	230	86.1	2	0.7	6	2.2
	2022	250	27	10.8	0	0.0	2	0.8	214	85.6	4	1.6	3	1.2

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**	69	65	94.2	19	27.5	1	1.4	31	44.9	25	36.2	10	14.5	37.7	62.3	0.0
	2021	75	68	90.7	21	28.0	1	1.3	27	36.0	27	36.0	15	20.0	34.7	65.3	0.0
	2022	68	52	76.5	31	45.6	2	2.9	42	61.8	26	38.2	10	14.7	36.8	63.2	0.0
10	**2020**	66	59	89.4	16	24.2	0	0.0	30	45.5	28	42.4	3	4.5	37.9	62.1	0.0
	2021	66	52	78.8	17	25.8	1	1.5	25	37.9	24	36.4	1	1.5	39.4	60.6	0.0
	2022	71	60	84.5	19	26.8	0	0.0	24	33.8	25	35.2	3	4.2	31.0	69.0	0.0
11	**2020**	64	53	82.8	11	17.2	0	0.0	37	57.8	21	32.8	1	1.6	32.8	67.2	0.0
	2021	63	45	71.4	17	27.0	0	0.0	20	31.7	26	41.3	1	1.6	38.1	61.9	0.0
	2022	51	44	86.3	12	23.5	2	3.9	18	35.3	17	33.3	0	0.0	39.2	60.8	0.0
12	**2020**	51	38	74.5	0	0.0	1	2.0	23	45.1	22	43.1	0	0.0	49.0	51.0	0.0
	2021	63	47	74.6	11	17.5	0	0.0	14	22.2	21	33.3	0	0.0	33.3	66.7	0.0
	2022	60	44	73.3	16	26.7	0	0.0	21	35.0	25	41.7	0	0.0	38.3	61.7	0.0
9-12	**2020**	250	215	86.0	46	18.4	2	0.8	121	48.4	96	38.4	14	5.6	38.8	61.2	0.0
	2021	267	212	79.4	66	24.7	2	0.7	86	32.2	98	36.7	17	6.4	36.3	63.7	0.0
	2022	250	200	80.0	78	31.2	4	1.6	105	42.0	93	37.2	13	5.2	36.0	64.0	0.0

		Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
Grade	Year	N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	**2020**	69	13,875	68	98.0	12,839	92.5	0	0.0	9.0	69	10,020	99.7	72.2
	2021	75	13,245	74	99.2	12,348	93.2	0	0.0	4.2	74	8,679	98.7	65.5
	2022	69	12,879	67	97.2	11,301	87.7	0	0.0	18.1	66	9,837	95.5	76.4
10	**2020**	67	12,465	65	97.2	11,629	93.3	0	0.0	5.4	66	8,835	98.0	70.9
	2021	66	12,994	66	99.5	12,138	93.4	0	0.0	3.0	66	8,671	99.9	66.7
	2022	73	9,985	71	97.3	8,831	88.4	0	0.0	14.4	71	7,793	97.9	78.0
11	**2020**	64	10,440	62	97.3	9,830	94.2	0	0.0	4.1	64	7,647	100.0	73.2
	2021	63	11,173	62	98.2	10,467	93.7	0	0.0	2.5	62	7,138	98.4	63.9
	2022	54	8,677	51	95.0	7,777	89.6	0	0.0	11.4	48	6,953	89.4	80.1
12	**2020**	51	10,322	49	96.6	9,699	94.0	0	0.0	3.4	51	7,820	100.0	75.8
	2021	63	10,428	61	97.1	9,883	94.8	0	0.0	2.2	60	7,101	95.2	68.1
	2022	61	8,938	57	94.1	8,092	90.5	0	0.0	9.3	52	7,044	85.9	78.8
9-12	**2020**	252	47,101	245	97.3	43,997	93.4	0	0.0	5.8	250	34,322	99.4	72.9
	2021	267	47,841	263	98.6	44,835	93.7	0	0.0	3.1	262	31,589	98.1	66.0
	2022	256	40,480	246	96.1	36,002	88.9	0	0.0	13.8	237	31,627	92.6	78.1

Teachers: 14

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	21.4
Hispanic	2	14.3
White	9	64.3
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	9	64.3
Male	5	35.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2019-20	4.3	85.7
2020-21	5.7	92.9
2021-22	6.8	92.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	7.1
1	0	0.0
2	1	7.1
3	0	0.0
4	0	0.0
5	0	0.0
1-3	1	7.1
More than 3	12	85.7
1 - 5	1	7.1
6 - 10	3	21.4
11 - 20	4	28.6
More than 20	5	35.7

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**	*	*	100.0	100.0		100.0	100.0	*	100.0	100.0	100.0	65.6
	2021		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	58.9
	2022	*	100.0	100.0	98.0	*	100.0	100.0		100.0	97.7	98.6	59.8
Tests Taken	**2019**	2	5	58	52		15	21	1	25	42	67	10,554
	2021		7	63	64	1	20	25		24	47	71	9,858
	2022	2	6	60	51	2	31	42		25	44	69	11,270
ENGLISH II	**2019**	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	69.3
	2021	*	100.0	96.2	96.0	*	94.1	91.7		92.0	100.0	96.9	63.2
	2022		*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	67.2
Tests Taken	**2019**	1	7	59	55		14	22		22	45	67	9,584
	2021	1	10	52	50	1	17	24		25	39	64	9,709
	2022		4	67	60	1	19	25		22	51	73	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	*	*	0	0		0	0	*	0	0	0	3,633
		2021		0	0	0	*	0	0		0	0	0	4,055
		2022	*	0	0	1	*	0	0		0	1	1	4,534
	Tests Taken	2019	2	5	58	52		15	21	1	25	42	67	10,554
		2021		7	63	64	1	20	25		24	47	71	9,858
		2022	2	6	60	51	2	31	42		25	44	69	11,270
ENGLISH II		2019	*	0	0	0		0	0		0	0	0	2,941
		2021	*	0	2	2	*	1	2		2	0	2	3,575
		2022		*	0	0	*	0	0		0	0	0	3,079
	Tests Taken	2019	1	7	59	55		14	22		22	45	67	9,584
		2021	1	10	52	50	1	17	24		25	39	64	9,709
		2022		4	67	60	1	19	25		22	51	73	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**	*	*	98.3	98.1		100.0	100.0	*	100.0	97.6	98.5	51.0
		2021		85.7	93.7	92.2	*	100.0	100.0		91.7	93.6	93.0	40.8
		2022	*	83.3	90.0	86.3	*	87.1	83.3		88.0	88.6	88.4	44.3
	Tests Taken	**2019**	2	5	58	52		15	21	1	25	42	67	10,554
		2021		7	63	64	1	20	25		24	47	71	9,858
		2022	2	6	60	51	2	31	42		25	44	69	11,270
ENGLISH II		**2019**	*	100.0	94.9	96.4		100.0	95.5		100.0	93.3	95.5	51.5
		2021	*	90.0	94.2	94.0	*	94.1	91.7		92.0	94.9	93.8	47.3
		2022		*	94.0	93.3	*	89.5	92.0		90.9	96.1	94.5	53.2
	Tests Taken	**2019**	1	7	59	55		14	22		22	45	67	9,584
		2021	1	10	52	50	1	17	24		25	39	64	9,709
		2022		4	67	60	1	19	25		22	51	73	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**	*	*	24.1	23.1		13.3	14.3	*	36.0	21.4	26.9	10.1
	2021		14.3	27.0	25.0	*	25.0	20.0		16.7	29.8	25.4	6.3
	2022	*	33.3	20.0	19.6	*	16.1	14.3		20.0	20.5	20.3	7.9
Tests Taken	**2019**	2	5	58	52		15	21	1	25	42	67	10,554
	2021		7	63	64	1	20	25		24	47	71	9,858
	2022	2	6	60	51	2	31	42		25	44	69	11,270
ENGLISH II	**2019**	*	14.3	16.9	18.2		28.6	22.7		13.6	20.0	17.9	6.0
	2021	*	0.0	34.6	26.0	*	23.5	16.7		28.0	28.2	28.1	6.0
	2022		*	14.9	15.0	*	10.5	8.0		13.6	15.7	15.1	6.4
Tests Taken	**2019**	1	7	59	55		14	22		22	45	67	9,584
	2021	1	10	52	50	1	17	24		25	39	64	9,709
	2022		4	67	60	1	19	25		22	51	73	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	87.9	83.2	90.2	5.3	87.9	87.4
2021	80.1	82.1	83.5	5.4	82.9	89.2
2022	82.4	80.6	74.4	5.6	84.2	84.5

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition[1]	5. Revision (Writing)	6. Editing (Writing)
2019	81.9	80.3	88.5	6.0	85.2	84.9
2021	87.5	81.4	85.6	6.0	83.7	84.9
2022	85.1	81.1	76.7	6.2	83.1	87.5

[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

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**		*	96.2	95.5		100.0	92.3		83.3	100.0	96.3	88.9
	2021		*	96.4	96.4	*	100.0	100.0		100.0	96.2	96.9	69.4
	2022		*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	75.6
Tests Taken	**2019**		1	26	22		9	13		6	21	27	10,243
	2021		4	28	28	1	10	13		6	26	32	11,233
	2022		4	17	17	2	9	15		9	13	22	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		0	1		1	0	1	1,134
	2021		*	1	1	*	0	0		0	1	1	3,441
	2022		*	0	0	*	0	0		0	0	0	2,571
Tests Taken	**2019**		1	26	22		9	13		6	21	27	10,243
	2021		4	28	28	1	10	13		6	26	32	11,233
	2022		4	17	17	2	9	15		9	13	22	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**		*	96.2	95.5		100.0	92.3		83.3	100.0	96.3	68.9
	2021		*	92.9	92.9	*	100.0	92.3		100.0	92.3	93.8	32.4
	2022		*	94.1	100.0	*	100.0	100.0		100.0	92.3	95.5	48.4
Tests Taken	**2019**		1	26	22		9	13		6	21	27	10,243
	2021		4	28	28	1	10	13		6	26	32	11,233
	2022		4	17	17	2	9	15		9	13	22	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**		*	92.3	90.9		100.0	92.3		83.3	95.2	92.6	45.1
	2021		*	75.0	71.4	*	80.0	76.9		66.7	69.2	68.8	15.8
	2022		*	82.4	70.6	*	77.8	80.0		88.9	61.5	72.7	31.3
Tests Taken	**2019**		1	26	22		9	13		6	21	27	10,243
	2021		4	28	28	1	10	13		6	26	32	11,233
	2022		4	17	17	2	9	15		9	13	22	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	92.3	84.6	93.1	86.9	93.8
2021	85.5	81.0	78.6	66.2	78.1
2022	66.1	76.5	84.7	88.8	84.1

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**	*	100.0	98.3	98.2	*	100.0	95.7		96.2	100.0	98.6	87.1
	2021		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	78.3
	2022	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	81.6
Tests Taken	**2019**	2	10	58	57	2	15	23		26	45	71	9,591
	2021		7	67	68	1	19	25		26	49	75	9,986
	2022	2	6	59	50	2	31	42		25	43	68	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**	*	0	1	1	*	0	1		1	0	1	1,240
	2021		0	0	0	*	0	0		0	0	0	2,162
	2022	*	0	0	0	*	0	0		0	0	0	1,824
Tests Taken	**2019**	2	10	58	57	2	15	23		26	45	71	9,591
	2021		7	67	68	1	19	25		26	49	75	9,986
	2022	2	6	59	50	2	31	42		25	43	68	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**	*	100.0	94.8	96.5	*	93.3	87.0		96.2	95.6	95.8	59.2
	2021		100.0	92.5	92.6	*	100.0	96.0		88.5	95.9	93.3	42.8
	2022	*	100.0	86.4	86.0	*	87.1	83.3		92.0	83.7	86.8	53.2
Tests Taken	**2019**	2	10	58	57	2	15	23		26	45	71	9,591
	2021		7	67	68	1	19	25		26	49	75	9,986
	2022	2	6	59	50	2	31	42		25	43	68	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**	*	70.0	43.1	47.4	*	33.3	30.4		57.7	42.2	47.9	22.3
	2021		42.9	52.2	50.0	*	57.9	48.0		57.7	46.9	50.7	14.0
	2022	*	50.0	35.6	36.0	*	32.3	26.2		36.0	37.2	36.8	19.1
Tests Taken	**2019**	2	10	58	57	2	15	23		26	45	71	9,591
	2021		7	67	68	1	19	25		26	49	75	9,986
	2022	2	6	59	50	2	31	42		25	43	68	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	78.5	74.1	83.1	81.0	84.4
2021	77.7	73.7	83.1	83.5	84.4
2022	74.1	74.1	78.5	69.7	85.7

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	93.8
	2021	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	84.7
	2022	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.2
Tests Taken	**2019**	1	8	42	40	1		2		27	26	53	9,416
	2021	1	7	53	47		18	21		24	41	65	8,945
	2022	1	10	40	44	2	12	18		20	31	51	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	582
	2021	*	0	0	0		0	0		0	0	0	1,373
	2022	*	0	0	0	*	0	0		0	0	0	1,086
Tests Taken	**2019**	1	8	42	40	1		2		27	26	53	9,416
	2021	1	7	53	47		18	21		24	41	65	8,945
	2022	1	10	40	44	2	12	18		20	31	51	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**	*	100.0	100.0	100.0	*		*		100.0	100.0	100.0	73.7
	2021	*	100.0	98.1	100.0		94.4	95.2		100.0	97.6	98.5	56.7
	2022	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	64.5
Tests Taken	**2019**	1	8	42	40	1		2		27	26	53	9,416
	2021	1	7	53	47		18	21		24	41	65	8,945
	2022	1	10	40	44	2	12	18		20	31	51	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**	*	100.0	100.0	100.0	*		*		100.0	100.0	100.0	41.6
	2021	*	100.0	88.7	87.2		83.3	85.7		95.8	85.4	89.2	30.7
	2022	*	80.0	90.0	86.4	*	91.7	83.3		80.0	93.5	88.2	36.0
Tests Taken	**2019**	1	8	42	40	1		2		27	26	53	9,416
	2021	1	7	53	47		18	21		24	41	65	8,945
	2022	1	10	40	44	2	12	18		20	31	51	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	92.8	89.9	85.5	93.9
2021	87.4	90.5	81.1	89.1
2022	87.9	90.5	83.9	92.6

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2022 Level	N	%	N	%	N	%	N	%	N	%
9 (31)	Beginning	0	0.0	3	9.7	0	0.0	0	0.0	0	0.0
	Intermediate	2	6.5	11	35.5	0	0.0	3	9.7	4	12.9
	Advanced	11	35.5	16	51.6	24	77.4	8	25.8	15	48.4
	Advanced High	18	58.1	1	3.2	7	22.6	20	64.5	12	38.7
10 (19)	Beginning	1	5.3	3	15.8	0	0.0	0	0.0	0	0.0
	Intermediate	2	10.5	5	26.3	0	0.0	3	15.8	5	26.3
	Advanced	8	42.1	9	47.4	18	94.7	7	36.8	8	42.1
	Advanced High	8	42.1	2	10.5	1	5.3	9	47.4	6	31.6
11 (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	4	33.3	7	58.3	0	0.0	4	33.3	2	16.7
	Advanced High	8	66.7	5	41.7	12	100.0	8	66.7	10	83.3
12 (16)	Beginning	0	0.0	3	18.8	0	0.0	0	0.0	0	0.0
	Intermediate	3	18.8	4	25.0	0	0.0	2	12.5	4	25.0
	Advanced	5	31.3	6	37.5	0	0.0	3	18.8	3	18.8
	Advanced High	8	50.0	3	18.8	16	100.0	11	68.8	9	56.3
ALL (78)	Beginning	1	1.3	9	11.5	0	0.0	0	0.0	0	0.0
	Intermediate	7	9.0	20	25.6	0	0.0	8	10.3	13	16.7
	Advanced	28	35.9	38	48.7	42	53.8	22	28.2	28	35.9
	Advanced High	42	53.8	11	14.1	36	46.2	48	61.5	37	47.4

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years		2021 Level			
N (%) Progressed	2022 Level	Beg	Int	Adv	Adv High
21	Beginning	0			
	Intermediate	0	3		
10 (47.6%)	Advanced	0	1	8	
	Advanced High	0	0	9	
17	Beginning	0			
	Intermediate	0	3		
6 (35.3%)	Advanced	0	0	8	
	Advanced High	0	0	6	
12	Beginning	0			
	Intermediate	0	0		
10 (83.3%)	Advanced	0	0	2	
	Advanced High	0	0	10	
16	Beginning	0			
	Intermediate	0	4		
9 (56.3%)	Advanced	0	0	3	
	Advanced High	0	0	9	
66	Beginning	0			
	Intermediate	0	10		
35 (53.0%)	Advanced	0	1	21	
	Advanced High	0	0	34	

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

SEMESTER 1 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
High School Exams								
ALGEBRA II HONORS								
CHEMISTRY								
GEOMETRY HONORS								
HS HEALTH EDUCATION								
PHYSICS								

SEMESTER 2 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
ALGEBRA II HONORS (tested with 2020-2021 test)								
68	78.8	89.1			94.1		73.1	88.4
CHEMISTRY (tested with 2020-2021 test)								
34	78.6	89.5			100.0		44.3	82.4
GEOMETRY HONORS (tested with 2020-2021 test)								
43	78.8	88.6			100.0		57.0	89.9
HS HEALTH EDUCATION (tested with 2020-2021 test)								
17	83.1	88.8			100.0		70.9	90.9
PHYSICS (tested with 2020-2021 test)								
16	65.4	84.0			100.0		60.3	81.6

			Percent Tested		All Students			African American			Hispanic			White			District		
Test	Subtest	Year	%	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**	100.0	84.4	51	568	96.1	6	543	83.3	41	568	97.6	1	*	*	7,397	467	39.9
		2020-21	100.0	80.0	63	544	87.3	4	*	*	59	541	86.4				7,033	457	35.8
		2021-22	98.3	62.6	59	538	83.1	7	579	71.4	48	531	83.3	1	*	*	5,440	468	40.4
	Mathematics	**2019-20**	100.0	84.4	51	587	86.3	6	578	83.3	41	589	87.8	1	*	*	7,397	461	21.8
		2020-21	100.0	80.0	63	557	73.0	4	*	*	59	557	72.9				7,033	456	20.4
		2021-22	98.3	62.6	59	543	66.1	7	554	85.7	48	541	64.6	1	*	*	5,440	461	23.3
ACT	English	**2019-20**	98.0	81.2	50	22	92.0	6	22	83.3	40	22	92.5	1	*	*	7,118	15	28.9
		2020-21	98.4	57.2	62	20	67.7	4	*	*	58	20	67.2				5,025	14	24.2
		2021-22	100.0	77.7	60	20	70.0	7	24	71.4	49	19	67.3	1	*	*	6,753	14	25.7
	Mathematics	**2019-20**	98.0	81.2	50	23	64.0	6	22	50.0	40	23	67.5	1	*	*	7,118	17	14.3
		2020-21	98.4	57.2	62	21	48.4	4	*	*	58	22	50.0				5,025	17	13.6
		2021-22	100.0	77.7	60	22	53.3	7	23	57.1	49	22	53.1	1	*	*	6,753	17	13.0
	Reading	**2019-20**	98.0	81.2	50	24	68.0	6	22	50.0	40	24	72.5	1	*	*	7,118	16	18.6
		2020-21	98.4	57.2	62	19	32.3	4	*	*	58	19	31.0				5,025	16	16.1
		2021-22	100.0	77.7	60	22	40.0	7	26	71.4	49	21	34.7	1	*	*	6,753	16	17.8
	Science	**2019-20**	98.0	81.2	50	23	58.0	6	22	50.0	40	23	55.0	1	*	*	7,118	17	13.9
		2020-21	98.4	57.2	62	21	32.3	4	*	*	58	21	31.0				5,025	17	12.9
		2021-22	100.0	77.7	60	21	36.7	7	24	71.4	49	20	30.6	1	*	*	6,753	16	13.4
	Composite	**2019-20**	98.0	81.2	50	23	–	6	22	–	40	23	–	1	*	–	7,118	16	–
		2020-21	98.4	57.2	62	20	–	4	*	–	58	20	–			–	5,025	16	–
		2021-22	100.0	77.7	60	21	–	7	25	–	49	21	–	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.

			All			African American			Hispanic			White			Other			District		
Grade	Subtest	Year	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	17	521	100.0	1	*	*	16	513	100.0	0			0			1,784	466	71.7
	Mathematics	**2019**																1,840	461	62.2
		2020																195	407	22.6
		2021	17	465	58.8	1	*	*	16	463	56.3	0			0			1,784	460	59.6
10	Reading & Writing	**2019**																8,412	412	36.7
		2020	62	492	87.1	8	499	100.0	51	489	84.3	1	*	*	0			4,794	421	42.6
		2021	69	487	81.2	5	*	*	63	489	82.5	0			0			7,518	414	40.0
	Mathematics	**2019**																8,412	425	19.8
		2020	62	462	45.2	8	456	37.5	51	462	45.1	1	*	*	0			4,794	425	22.5
		2021	69	462	37.7	5	*	*	63	466	39.7	0			0			7,518	428	22.1
11	Reading & Writing	**2019**																2,675	480	55.6
		2020	8	573	75.0	2	*	*	5	*	*	0			1	*	*	1,090	522	68.2
		2021	20	571	100.0	2	*	*	18	568	100.0	0			0			1,621	528	75.3
	Mathematics	**2019**																2,675	472	32.0
		2020	8	546	62.5	2	*	*	5	*	*	0			1	*	*	1,090	510	49.9
		2021	20	545	80.0	2	*	*	18	542	77.8	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

ALL EXAMS

78	17,479	**2.3**	2.1	**30**	**38.5**	34.0

United States History

46	1,574	**2.2**	1.7	**16**	**34.8**	18.9

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

Computer Science Principles

13	242	**2.4**	2.6	**6**	**46.2**	48.8

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

Human Geography

19	2,174	**2.3**	1.7	**8**	**42.1**	20.3