

# DATA PACKET

for 2014-15 planning

Evaluation & Assessment  
Office of Institutional Research

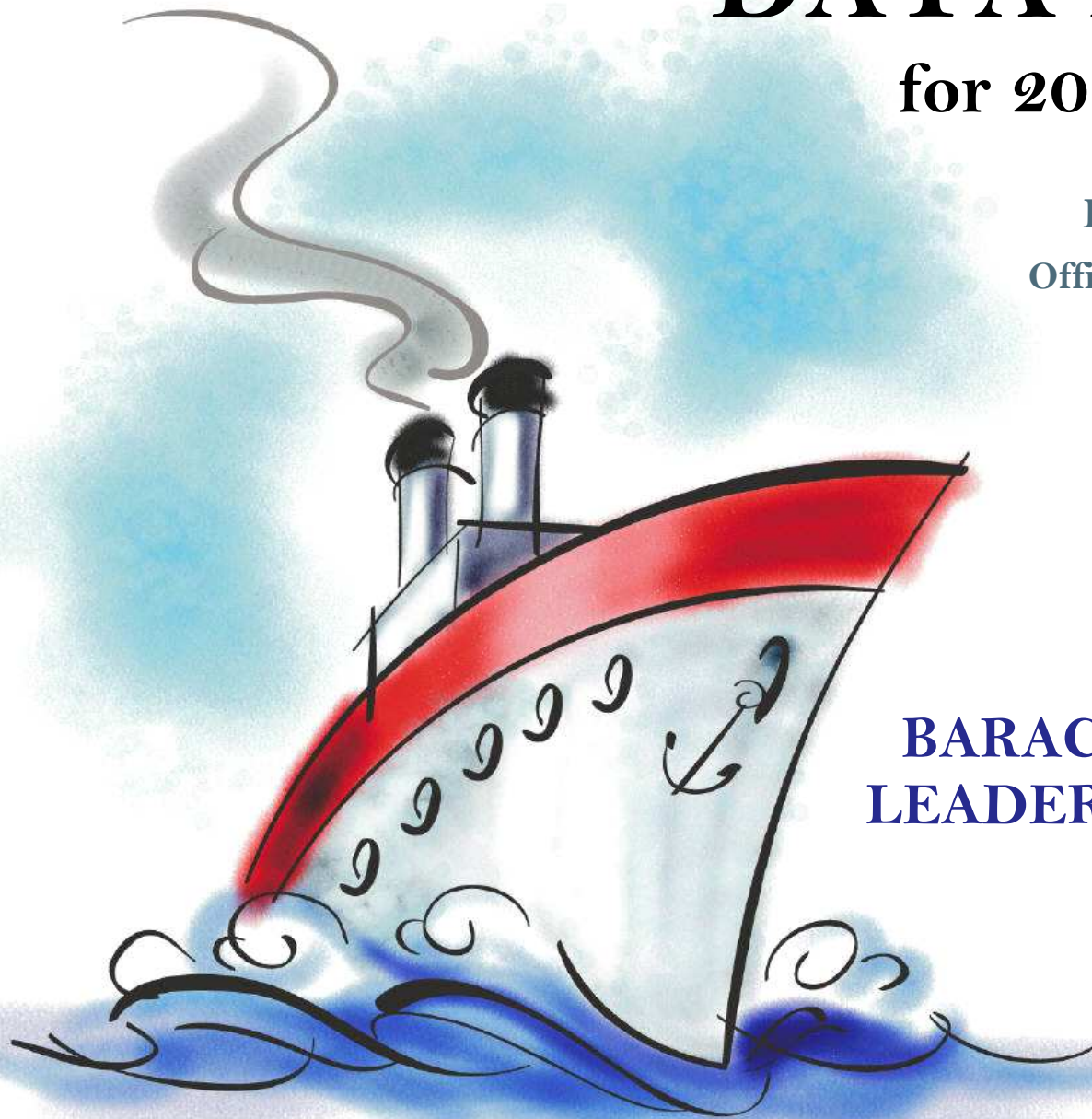
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September 5, 2014

School Number 381

**BARACK OBAMA MALE  
LEADERSHIP ACADEMY  
(HIGH)**



Dallas Independent School District

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## **2013-14 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 newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program.
- Teacher demographics and 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 fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2013-14. They are counted as new if not enrolled in a district campus before the last day of the 2012-13 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 2012-13 and 2013-14.

## **ATTENDANCE**

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were 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, but is typically around 130 days.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

## **TEACHERS**

- Teacher demographics and 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 (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year.” That is, the retention rate is the percentage of the prior year's teachers who continued at the school.

### **STAAR, STAAR L, and STAAR M**

- 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.
- STAAR statistics are based on results from standard STAAR only. STAAR L and STAAR M statistics are computed separately, following TEA reporting practice.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory) or Level 3 (Advanced).
- Statistics by reporting category are averages for all students (across student groups and genders).
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the 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 first administration scores from the fall and spring administrations.
- Beginning in 2014, EOC Reading and EOC Writing tests were replaced with EOC English tests.

### **TELPAS**

- Students are counted as having tested 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's composite rating did not increase at least one level from 2013 to 2014, the TEA did not report the 2013 composite rating.
- If a student is rated as advanced high in 2014, the TEA does not differentiate between the advanced and advanced high levels from 2013.

### **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.
- PSAT scores range from 20 to 80. PSAT is administered once each year in October. District students taking PSAT are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a PSAT score for that year. (Students' scores will be used in multiple statistics if they took the PSAT in multiple years.)
- PSAT/NMSQT College and Career Readiness Benchmarks are the scores associated with a 65 percent likelihood of achieving a B- first-year college GPA. The College Board has determined PSAT benchmark scores separately for grades 10 and 11 in each subject. For grade 10, the benchmarks are critical reading: 42, mathematics: 44, writing: 42. For grade 11, the benchmarks are critical reading: 45, mathematics: 47, writing: 45. There are no benchmarks for grade 9.
- AP scores range from 1 to 5; a minimum of 3 is needed to pass.

**ACP**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP results account for a portion of students' final semester grades (10% and 15% respectively). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in data 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 percent is required to pass an ACP. A course mark of at least 70 percent 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.

**STUDENT ENROLLMENT**

Grade	Enrollment
9	38
10	13
11	13
ALL	64

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	40	62.5	14	73.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	23	35.9	0	0.0
White	1	1.6	5	26.3
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

\*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	23	35.9
Economically disadvantaged	42	65.6
Limited English proficient (LEP)	6	9.4
Special education	1	1.6
Talented and Gifted (TAG)	17	26.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2012	15	9	60.0	0	0.0	0	0.0	4	26.7	1	6.7	1	6.7
	2013	15	13	86.7	0	0.0	0	0.0	2	13.3	0	0.0	0	0.0
	2014	38	21	55.3	0	0.0	0	0.0	17	44.7	0	0.0	0	0.0
10	2012													
	2013	15	10	66.7	0	0.0	0	0.0	4	26.7	1	6.7	0	0.0
	2014	13	11	84.6	0	0.0	0	0.0	2	15.4	0	0.0	0	0.0
11	2012													
	2013													
	2014	13	8	61.5	0	0.0	0	0.0	4	30.8	1	7.7	0	0.0
9-12	2012	15	9	60.0	0	0.0	0	0.0	4	26.7	1	6.7	1	6.7
	2013	30	23	76.7	0	0.0	0	0.0	6	20.0	1	3.3	0	0.0
	2014	64	40	62.5	0	0.0	0	0.0	23	35.9	1	1.6	0	0.0

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	2012	15	10	66.7	1	6.7	1	6.7	1	6.7	5	33.3	6	40.0	100.0	0.0	0.0
	2013	15	10	66.7	0	0.0	0	0.0	4	26.7	4	26.7	2	13.3	100.0	0.0	0.0
	2014	38	25	65.8	6	15.8	1	2.6	13	34.2	8	21.1	3	7.9	100.0	0.0	0.0
10	2012																
	2013	15	9	60.0	0	0.0	0	0.0	1	6.7	5	33.3	1	6.7	100.0	0.0	0.0
	2014	13	10	76.9	0	0.0	0	0.0	7	53.8	4	30.8	0	0.0	100.0	0.0	0.0
11	2012																
	2013																
	2014	13	7	53.8	0	0.0	0	0.0	3	23.1	5	38.5	0	0.0	100.0	0.0	0.0
9-12	2012	15	10	66.7	1	6.7	1	6.7	1	6.7	5	33.3	6	40.0	100.0	0.0	0.0
	2013	30	19	63.3	0	0.0	0	0.0	5	16.7	9	30.0	3	10.0	100.0	0.0	0.0
	2014	64	42	65.6	6	9.4	1	1.6	23	35.9	17	26.6	3	4.7	100.0	0.0	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	2012	15	10,922	15	97.5	10,196	93.3	1	6.5	27.8	15	8,726	97.5	79.9
	2013	15	11,153	15	98.5	10,499	94.1	0	0.0	28.3	15	9,388	100.0	84.2
	2014	38	10,850	38	98.2	10,242	94.4	0	0.0	28.4	38	9,091	99.2	83.8
10	2012		9,007			8,431	93.6			20.6		7,332		81.4
	2013	15	9,331	15	97.8	8,812	94.4	0	0.0	20.5	15	8,042	100.0	86.2
	2014	13	9,898	13	98.1	9,367	94.6	0	0.0	20.3	13	8,628	100.0	87.2
11	2012		8,913			8,306	93.2			15.9		7,319		82.1
	2013		8,457			7,949	94.0			18.9		7,295		86.3
	2014	13	8,467	13	98.9	8,005	94.5	0	0.0	18.1	13	7,476	99.2	88.3
9-12	2012	15	37,021	15	97.5	34,504	93.2	1	6.5	19.8	15	30,119	97.5	81.4
	2013	30	37,140	29	98.2	34,922	94.0	0	0.0	21.2	30	31,994	100.0	86.1
	2014	64	37,101	63	98.3	35,021	94.4	0	0.0	21.1	64	32,222	99.3	86.8

Teachers: 19

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	14	73.7
Hispanic	0	0.0
White	5	26.3
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	9	47.4
Male	10	52.6

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2011-12	3.5	—
2012-13	5.2	64.3
2013-14	5.4	82.4

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	1	5.3
1	3	15.8
2	0	0.0
3	3	15.8
4	0	0.0
5	4	21.1
1-3	6	31.6
More than 3	12	63.2
1 - 5	10	52.6
6 - 10	2	10.5
11 - 20	3	15.8
More than 20	3	15.8

## PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2012												
	2013												
	2014		100.0	100.0	100.0	*	100.0	100.0		100.0		100.0	50.9
Tests Taken	2012												
	2013												
	2014		21	17	22	1	6	10		38		38	13,789
ENGLISH II	2012												
	2013												
	2014		100.0	*	100.0			*		100.0		100.0	54.8
Tests Taken	2012												
	2013												
	2014		11	2	9			4		13		13	10,943

## NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2012												
	2013												
	2014		0	0	0	*	0	0		0		0	6,774
Tests Taken	2012												
	2013												
	2014		21	17	22	1	6	10		38		38	13,789
ENGLISH II	2012												
	2013												
	2014		0	*	0			*		0		0	4,948
Tests Taken	2012												
	2013												
	2014		11	2	9			4		13		13	10,943

## PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2012												
	2013												
	2014		38.1	5.9	27.3	*	0.0	10.0		23.7		23.7	3.2
Tests Taken	2012												
	2013												
	2014		21	17	22	1	6	10		38		38	13,789
ENGLISH II	2012												
	2013												
	2014		27.3	*	22.2			*		23.1		23.1	2.7
Tests Taken	2012												
	2013												
	2014		11	2	9			4		13		13	10,943

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1 <sup>1</sup>	1. Average Rating Short Answer #2 <sup>1</sup>	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Expository Composition <sup>2</sup>	5. Revision	6. Editing
2012								
2013								
2014	77.2	1.9	2.0	75.6	79.7	6.3	82.8	73.0

ENGLISH II	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1 <sup>1</sup>	1. Average Rating Short Answer #2 <sup>1</sup>	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Persuasive Composition <sup>2</sup>	5. Revision	6. Editing
2012								
2013								
2014	92.3	1.9	1.9	70.6	87.4	6.2	80.4	79.7

<sup>1</sup>Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary

<sup>2</sup>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 SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2012</b>	*	100.0	*	100.0	*	*	*		100.0		100.0	82.9
	<b>2013</b>		100.0	*	100.0			*		100.0		100.0	84.4
	<b>2014</b>		100.0	100.0	100.0	*	100.0	100.0		100.0		100.0	89.8
Tests Taken	<b>2012</b>	1	9	4	10	1	1	1		15		15	8,881
	<b>2013</b>		13	2	10			2		15		15	9,374
	<b>2014</b>		21	17	22	1	6	10		38		38	9,672

## NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2012</b>	*	0	*	0	*	*	*		0		0	1,522
	<b>2013</b>		0	*	0			*		0		0	1,467
	<b>2014</b>		0	0	0	*	0	0		0		0	987
Tests Taken	<b>2012</b>	1	9	4	10	1	1	1		15		15	8,881
	<b>2013</b>		13	2	10			2		15		15	9,374
	<b>2014</b>		21	17	22	1	6	10		38		38	9,672



## PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
<b>BIOLOGY</b>	<b>2012</b>	*	0.0	*	0.0	*	*	*		0.0		0.0	4.8
	<b>2013</b>		38.5	*	50.0			*		40.0		40.0	7.5
	<b>2014</b>		38.1	23.5	36.4	*	0.0	10.0		31.6		31.6	7.5
Tests Taken	<b>2012</b>	1	9	4	10	1	1	1		15		15	8,881
	<b>2013</b>		13	2	10			2		15		15	9,374
	<b>2014</b>		21	17	22	1	6	10		38		38	9,672

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

<b>BIOLOGY</b>	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
<b>2012</b>	61.8	55.8	64.7	64.8	68.5
<b>2013</b>	73.9	72.7	84.0	86.1	80.6
<b>2014</b>	67.0	77.0	80.5	84.7	69.9

## PERCENTAGE SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2012												*
	2013		*							*		*	90.2
	2014	*	100.0	*	100.0			*		100.0		100.0	92.0
Tests Taken	2012												4
	2013		1							1		1	51
	2014	1	7	4	6			2		12		12	7,801

## NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2012												*
	2013		*							*		*	5
	2014	*	0	*	0			*		0		0	625
Tests Taken	2012												4
	2013		1							1		1	51
	2014	1	7	4	6			2		12		12	7,801

## PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2012												*
	2013		*							*		*	2.0
	2014	*	71.4	*	50.0			*		58.3		58.3	10.3
Tests Taken	2012												4
	2013		1							1		1	51
	2014	1	7	4	6			2		12		12	7,801

## 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
2012				
2013	*	*	*	*
2014	79.4	86.1	71.7	89.1

**PERFORMANCE IN 2014**

Grade 2013-14 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2014 Level	N	%	N	%	N	%	N	%	N	%
9 (6)	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	0	0.0	2	33.3	2	33.3	0	0.0	0	0.0
	Advanced High	6	100.0	4	66.7	4	66.7	6	100.0	6	100.0
ALL (6)	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	0	0.0	2	33.3	2	33.3	0	0.0	0	0.0
	Advanced High	6	100.0	4	66.7	4	66.7	6	100.0	6	100.0

**PROGRESSION FROM  
2013 TO 2014**

Number Rated Both Years N (%) Progressed	2014 Level	2013 Level			
		Beg	Int	Adv	Adv High
6 6 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	6	
6 6 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	6	

 Indicates students who progressed at least one level from 2013 to 2014.

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	Critical Reading	2011																1,979	39	
		2012																1,924	39	
		2013	38	41		21	41		17	41		0			0			1,788	39	
	Mathematics	2011																1,979	40	
		2012																1,924	40	
		2013	38	43		21	43		17	42		0			0			1,788	40	
	Writing	2011																1,979	39	
		2012																1,924	39	
		2013	38	39		21	41		17	36		0			0			1,788	39	
10	Critical Reading	2011																7,988	36	25.4
		2012																8,427	37	23.1
		2013	12	44	58.3	10	45	60.0	2	*	*	0			0			8,854	36	23.3
	Mathematics	2011																7,988	38	24.5
		2012																8,427	38	24.5
		2013	12	46	58.3	10	47	60.0	2	*	*	0			0			8,854	37	19.6
	Writing	2011																7,988	36	22.7
		2012																8,427	37	23.7
		2013	12	43	50.0	10	44	60.0	2	*	*	0			0			8,854	36	21.0
11	Critical Reading	2011																3,980	41	33.2
		2012																4,007	41	27.4
		2013	12	48	58.3	7	50	71.4	4	*	*	1	*	*	0			3,787	42	32.8
	Mathematics	2011																3,980	43	38.0
		2012																4,007	43	33.0
		2013	12	54	91.7	7	55	100.0	4	*	*	1	*	*	0			3,787	44	33.1
	Writing	2011																3,980	40	28.7
		2012																4,007	41	33.0
		2013	12	46	66.7	7	49	85.7	4	*	*	1	*	*	0			3,787	41	32.5

\*See the NOTES report for information about college readiness benchmarks set by The College Board for PSAT



Exams Taken		Average Score		Exams Passed		
N	Dist	Score	Dist	N	%	Dist

Exams Taken		Mean Score		Passed		
School	Dist	School	Dist	N	%	Dist

Exams Taken		Mean Score		Passed		
School	Dist	School	Dist	N	%	Dist

**ALL EXAMS**

<b>34</b>	18,984	<b>2.4</b>	1.9	<b>11</b>	<b>32.4</b>	25.1
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**Calculus AB**

<b>9</b>	960	<b>2.7</b>	2.5	<b>5</b>	<b>55.6</b>	45.7
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**English Language & Composition**

<b>12</b>	3,194	<b>2.4</b>	1.8	<b>4</b>	<b>33.3</b>	18.1
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**English Literature & Composition**

<b>1</b>	2,374	*	1.8	*	*	18.0
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**United States History**

<b>12</b>	2,570	<b>1.9</b>	1.5	<b>1</b>	<b>8.3</b>	12.6
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**SEMESTER 1 TESTS**

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

**ALGEBRA I**

2	*	*	*	*	*	*	41.1	*
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**ALGEBRA II PRE-AP**

13	44.6	71.8	77.5	78.5	76.9	84.6	55.3	89.4
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**ART I**

12	92.5	94.4	94.6	94.6	100.0	100.0	79.1	94.8
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**BIOLOGY PRE-AP**

38	63.4	75.6	76.4	76.5	84.2	86.8	71.3	90.4
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**CHEMISTRY PRE-AP**

13	47.1	72.2	80.1	81.5	53.8	92.3	64.2	93.3
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**ENGLISH I PRE-AP**

38	62.4	76.0	83.4	84.7	92.1	97.4	71.2	92.1
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**ENGLISH II PRE-AP**

13	62.1	77.7	84.9	86.2	92.3	100.0	73.6	91.4
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**GEOMETRY PRE-AP**

38	62.3	75.9	77.4	77.7	76.3	86.8	64.6	89.6
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**PHYSICS PRE-AP**

13	51.9	71.7	82.8	84.8	53.8	100.0	53.9	94.5
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**PRE-CALCULUS PRE-AP**

2	*	*	*	*	*	*	72.6	*
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**SPANISH I**

28	74.5	83.0	84.6	84.9	82.1	96.4	71.3	91.2
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**SEMESTER 2 TESTS**

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

**ALGEBRA I**

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**ALGEBRA II PRE-AP**

13	60.4	77.1	82.2	83.0	76.9	100.0	69.3	87.2
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**ART I**

12	89.2	91.5	93.8	94.1	100.0	100.0	75.5	93.6
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**BIOLOGY PRE-AP**

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**CHEMISTRY PRE-AP**

13	60.6	73.7	77.1	77.7	69.2	76.9	68.3	91.1
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**ENGLISH I PRE-AP**

38	64.9	77.6	87.0	88.6	84.2	100.0	78.6	93.9
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**ENGLISH II PRE-AP**

13	62.2	75.3	82.2	83.5	76.9	100.0	72.2	89.9
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**GEOMETRY PRE-AP**

38	47.4	71.8	82.0	83.8	65.8	100.0	66.0	89.1
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**PHYSICS PRE-AP**

13	48.3	72.8	78.9	80.0	76.9	84.6	62.4	91.8
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**PRE-CALCULUS PRE-AP**

2	*	*	*	*	*	*	62.6	*
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**SPANISH I**

28	84.9	89.9	84.1	83.1	100.0	92.9	72.9	84.3
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**SEMESTER 1 TESTS**

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

**SPANISH II**

8	58.5	72.3	84.8	86.9	50.0	100.0	72.2	93.0
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**WORLD GEOGRAPHY PRE-AP**

38	74.3	82.8	81.8	81.6	100.0	100.0	75.0	94.9
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**WORLD HISTORY PRE-AP**

13	68.5	79.0	80.4	80.6	92.3	92.3	65.5	95.0
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**SEMESTER 2 TESTS**

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

**SPANISH II**

8	50.3	66.9	82.6	85.4	25.0	100.0	76.5	89.2
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**WORLD GEOGRAPHY PRE-AP**

38	71.0	80.7	81.7	81.9	97.4	89.5	79.5	94.5
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**WORLD HISTORY PRE-AP**

13	82.7	87.1	79.1	77.7	100.0	76.9	65.4	94.3
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