

School Number 381

August 7, 2018



Data Packet
2018-19

Evaluation & Assessment
Institutional Research
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BARACK OBAMA MALE LEADERSHIP ACADEMY (HIGH)

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 6. Summary Summary of Student and Teacher Statistics
- 7. Enroll (1) Enrollment Statistics by Ethnicity
- 8. Enroll (2) Enrollment Statistics by Select Student Group
- 9. Attendance Student Attendance Statistics
- 10. Teachers Teacher Statistics

STAAR

- 11. ELA (EOC) STAAR EOC ELA
- 16. Science (EOC) ... STAAR EOC Science
- 21. SS (EOC) STAAR EOC Social Studies

COLLEGE READINESS

- 28. SAT/ACT SAT/ACT Average Scores for Grade 12
- 29. PSAT PSAT Average Scores
- 30. AP Advanced Placement (AP) Exams

LOCAL ASSESSMENT

- 26. ACP Dallas ISD Assessments of Course Performance

2018-19 DATA PACKET INFORMATION

TELPAS: Performance standards for the new 2018 TELPAS were not available at publication. New data packets will be generated when all TELPAS composite ratings and yearly progress indicators can be reported.

2017-18 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 fifth six-weeks grading period.
- “New” students were new to the district in 2017-18. They are counted as new if not enrolled in a district campus before the last day of the 2016-17 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 2016-17 and 2017-18.

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 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.
- STAAR statistics for years prior to 2016-17 include results from all STAAR tests (STAAR, STAAR A, and STAAR L) for comparability to statistics beginning 2016-17, when STAAR A and STAAR L were discontinued.
- Performance standard labels have changed. “Approached Grade Level” is comparable to Level 2: Satisfactory (2015-16 standard). “Met Grade Level” is equivalent to Level 2: Satisfactory (final standard). “Mastered Grade Level” is equivalent to Level 3: Advanced. Statistics for a performance level (such as “Percentage Approached Grade Level”) include all scores at or above that level.
- 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.

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 K-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.
- A redesigned SAT was introduced in March 2016. Students' scores from old administrations were converted to equivalent section scores on the new SAT to compute statistics for 2016 Grade 12 students. A redesigned PSAT was introduced in Fall 2015. Prior-year SAT and PSAT statistics are not comparable to current-year statistics and are not reported. For information on the new tests, see <https://www.collegeboard.org>.
- 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 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. (These benchmark scores are applicable only to scores earned on the new SAT, first administered in March 2016.) 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.
- New PSAT scores range from 200 to 800. PSAT is administered once each year in the fall. 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.
- 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” (TCB). The College Board has determined PSAT 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. (These benchmarks are applicable only to scores earned on the new PSAT, first administered in the fall of 2015.)
- AP scores range from 1 to 5. A 3 is a “qualifying score”.

STUDENT ENROLLMENT

Grade	Enrollment
9	42
10	31
11	45
12	50
ALL	168

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	58	34.5	13	54.2
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	1.2	*	*
Hispanic	104	61.9	2	8.3
White	3	1.8	7	29.2
Multiple	1	0.6	2	8.3
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	29	17.3
Economically disadvantaged	138	82.1
Limited English proficient (LEP)	1	0.6
Special education	2	1.2
Talented and Gifted (TAG)	97	57.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2016	53	23	43.4	0	0.0	0	0.0	29	54.7	1	1.9	0	0.0
	2017	47	12	25.5	0	0.0	0	0.0	34	72.3	1	2.1	0	0.0
	2018	42	14	33.3	0	0.0	1	2.4	25	59.5	1	2.4	1	2.4
10	2016	52	20	38.5	0	0.0	0	0.0	30	57.7	2	3.8	0	0.0
	2017	50	23	46.0	0	0.0	0	0.0	26	52.0	1	2.0	0	0.0
	2018	31	5	16.1	0	0.0	0	0.0	26	83.9	0	0.0	0	0.0
11	2016	36	19	52.8	0	0.0	0	0.0	17	47.2	0	0.0	0	0.0
	2017	50	20	40.0	0	0.0	0	0.0	28	56.0	2	4.0	0	0.0
	2018	45	19	42.2	0	0.0	0	0.0	25	55.6	1	2.2	0	0.0
12	2016	10	8	80.0	0	0.0	0	0.0	2	20.0	0	0.0	0	0.0
	2017	35	19	54.3	0	0.0	0	0.0	16	45.7	0	0.0	0	0.0
	2018	50	20	40.0	0	0.0	1	2.0	28	56.0	1	2.0	0	0.0
9-12	2016	151	70	46.4	0	0.0	0	0.0	78	51.7	3	2.0	0	0.0
	2017	182	74	40.7	0	0.0	0	0.0	104	57.1	4	2.2	0	0.0
	2018	168	58	34.5	0	0.0	2	1.2	104	61.9	3	1.8	1	0.6

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	2016	53	46	86.8	0	0.0	0	0.0	8	15.1	30	56.6	0	0.0	100.0	0.0	0.0
	2017	47	42	89.4	3	6.4	1	2.1	14	29.8	19	40.4	1	2.1	100.0	0.0	0.0
	2018	42	34	81.0	0	0.0	0	0.0	8	19.0	29	69.0	3	7.1	100.0	0.0	0.0
10	2016	52	46	88.5	0	0.0	1	1.9	8	15.4	31	59.6	1	1.9	100.0	0.0	0.0
	2017	50	42	84.0	0	0.0	0	0.0	10	20.0	26	52.0	1	2.0	100.0	0.0	0.0
	2018	31	27	87.1	1	3.2	1	3.2	8	25.8	14	45.2	0	0.0	100.0	0.0	0.0
11	2016	36	27	75.0	0	0.0	1	2.8	8	22.2	9	25.0	0	0.0	100.0	0.0	0.0
	2017	50	42	84.0	0	0.0	1	2.0	7	14.0	29	58.0	0	0.0	100.0	0.0	0.0
	2018	45	36	80.0	0	0.0	0	0.0	6	13.3	24	53.3	0	0.0	100.0	0.0	0.0
12	2016	10	8	80.0	0	0.0	0	0.0	1	10.0	3	30.0	0	0.0	100.0	0.0	0.0
	2017	35	27	77.1	0	0.0	1	2.9	6	17.1	9	25.7	0	0.0	100.0	0.0	0.0
	2018	50	41	82.0	0	0.0	1	2.0	7	14.0	30	60.0	0	0.0	100.0	0.0	0.0
9-12	2016	151	127	84.1	0	0.0	2	1.3	25	16.6	73	48.3	1	0.7	100.0	0.0	0.0
	2017	182	153	84.1	3	1.6	3	1.6	37	20.3	83	45.6	2	1.1	100.0	0.0	0.0
	2018	168	138	82.1	1	0.6	2	1.2	29	17.3	97	57.7	3	1.8	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	2016	53	11,813	51	97.9	11,053	93.6	0	0.0	26.2	53	9,913	100.0	83.9
	2017	49	11,759	48	98.6	10,936	93.0	0	0.0	25.7	48	9,766	98.8	83.1
	2018	42	11,716	41	97.5	10,961	93.6	1	2.4	22.9	40	9,718	94.1	82.9
10	2016	52	10,202	51	98.4	9,595	94.1	1	1.9	19.4	52	8,845	100.0	86.7
	2017	49	10,329	48	98.2	9,713	94.0	0	0.0	16.3	50	9,045	100.0	87.6
	2018	31	10,382	30	98.3	9,791	94.3	1	3.3	16.5	30	8,886	98.1	85.6
11	2016	36	8,384	35	98.6	7,906	94.3	0	0.0	16.9	36	7,400	100.0	88.3
	2017	50	8,543	49	98.4	8,088	94.7	0	0.0	13.7	51	7,756	100.0	90.8
	2018	45	9,131	44	97.8	8,661	94.9	0	0.0	12.0	44	8,132	97.7	89.1
12	2016	10	8,426	10	98.0	7,965	94.5	0	0.0	10.2	10	7,523	100.0	89.3
	2017	34	8,197	34	98.6	7,762	94.7	0	0.0	6.4	35	7,365	100.0	89.8
	2018	50	8,756	49	97.1	8,306	94.9	0	0.0	5.8	49	7,772	98.0	88.8
9-12	2016	150	38,826	147	98.2	36,519	94.1	1	0.7	18.9	151	33,681	100.0	86.7
	2017	182	38,829	179	98.4	36,498	94.0	0	0.0	16.5	184	33,932	100.0	87.4
	2018	168	39,984	164	97.6	37,719	94.3	2	1.2	15.0	163	34,508	97.0	86.3

Teachers: 24

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	13	54.2
Hispanic	2	8.3
White	7	29.2
Multiple	2	8.3
Other	0	0.0

Gender	Number	Percentage
Female	11	45.8
Male	13	54.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2015-16	5.6	45.5
2016-17	8.7	84.2
2017-18	8.0	70.4

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	4.2
1	1	4.2
2	2	8.3
3	1	4.2
4	0	0.0
5	2	8.3
1-3	4	16.7
More than 3	19	79.2
1 - 5	6	25.0
6 - 10	8	33.3
11 - 20	5	20.8
More than 20	4	16.7

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	2016	*	100.0	96.6	97.7			87.5		98.1		98.1	57.6
	2017	*	100.0	97.1	97.6	*	*	92.9		97.9		97.9	58.7
	2018	*	100.0	100.0	100.0			100.0		100.0		100.0	62.1
Tests Taken	2016	1	23	29	44			8		53		53	10,771
	2017	1	12	34	41	1	3	14		47		47	11,092
	2018	1	14	25	31			7		42		42	9,912
ENGLISH II	2016	*	90.0	96.7	93.3	*		71.4		94.2		94.2	57.8
	2017	*	95.7	100.0	97.6			100.0		98.0		98.0	60.3
	2018		83.3	100.0	100.0	*	*	88.9		96.9		96.9	67.0
Tests Taken	2016	2	20	30	45	1		7		52		52	9,550
	2017	1	23	26	41			10		50		50	9,822
	2018		6	26	26	1	2	9		32		32	10,011

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	2016	*	0	1	1			1		1		1	4,569
	2017	*	0	1	1	*	*	1		1		1	4,577
	2018	*	0	0	0			0		0		0	3,752
Tests Taken	2016	1	23	29	44			8		53		53	10,771
	2017	1	12	34	41	1	3	14		47		47	11,092
	2018	1	14	25	31			7		42		42	9,912
ENGLISH II	2016	*	2	1	3	*		2		3		3	4,028
	2017	*	1	0	1			0		1		1	3,895
	2018		1	0	0	*	*	1		1		1	3,300
Tests Taken	2016	2	20	30	45	1		7		52		52	9,550
	2017	1	23	26	41			10		50		50	9,822
	2018		6	26	26	1	2	9		32		32	10,011

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	2016	*	95.7	79.3	84.1			50.0		84.9		84.9	38.3
	2017	*	100.0	88.2	92.7	*	*	78.6		91.5		91.5	41.2
	2018	*	92.9	100.0	96.8			85.7		97.6		97.6	43.9
Tests Taken	2016	1	23	29	44			8		53		53	10,771
	2017	1	12	34	41	1	3	14		47		47	11,092
	2018	1	14	25	31			7		42		42	9,912
ENGLISH II	2016	*	75.0	83.3	80.0	*		71.4		80.8		80.8	36.9
	2017	*	91.3	80.8	82.9			60.0		86.0		86.0	42.1
	2018		66.7	84.6	84.6	*	*	55.6		81.3		81.3	50.0
Tests Taken	2016	2	20	30	45	1		7		52		52	9,550
	2017	1	23	26	41			10		50		50	9,822
	2018		6	26	26	1	2	9		32		32	10,011

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	2016	*	13.0	17.2	11.4			0.0		15.1		15.1	5.1
	2017	*	0.0	23.5	17.1	*	*	7.1		17.0		17.0	6.3
	2018	*	7.1	12.0	9.7			0.0		9.5		9.5	5.0
Tests Taken	2016	1	23	29	44			8		53		53	10,771
	2017	1	12	34	41	1	3	14		47		47	11,092
	2018	1	14	25	31			7		42		42	9,912
ENGLISH II	2016	*	15.0	3.3	6.7	*		0.0		7.7		7.7	4.4
	2017	*	4.3	19.2	14.6			0.0		12.0		12.0	4.9
	2018		0.0	3.8	3.8	*	*	0.0		3.1		3.1	7.0
Tests Taken	2016	2	20	30	45	1		7		52		52	9,550
	2017	1	23	26	41			10		50		50	9,822
	2018		6	26	26	1	2	9		32		32	10,011

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1 ¹	1. Average Rating Short Answer #2 ¹	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition ²	5. Revision (Writing)	6. Editing (Writing)
2016	75.2	1.8	1.5	73.2	80.1	4.5	89.7	83.7
2017	87.8	0.0	0.0	77.9	77.1	5.7	83.0	81.3
2018	91.1	–	–	84.2	82.1	5.3	84.4	88.1

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1 ¹	1. Average Rating Short Answer #2 ¹	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition ²	5. Revision (Writing)	6. Editing (Writing)
2016	80.8	1.7	1.6	81.6	79.0	4.9	85.1	74.8
2017	82.3	0.0	0.0	80.5	81.4	5.3	84.2	89.3
2018	81.3	–	–	75.0	81.5	5.1	83.3	77.8

¹Short answer items discontinued in 2017. Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary

²Average 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
BIOLOGY	2016	*	100.0	100.0	100.0			100.0		100.0		100.0	84.9
	2017	*	100.0	100.0	100.0	*	*	100.0		100.0		100.0	86.4
	2018	*	92.9	100.0	100.0			87.5		97.6		97.6	87.9
Tests Taken	2016	1	23	29	44			8		53		53	9,680
	2017	1	12	34	41	1	3	14		47		47	9,622
	2018	1	14	25	31			8		42		42	10,192

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	2016	*	0	0	0			0		0		0	1,466
	2017	*	0	0	0	*	*	0		0		0	1,310
	2018	*	1	0	0			1		1		1	1,234
Tests Taken	2016	1	23	29	44			8		53		53	9,680
	2017	1	12	34	41	1	3	14		47		47	9,622
	2018	1	14	25	31			8		42		42	10,192

PERCENTAGE MET GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2016	*	100.0	96.6	97.7			87.5		98.1		98.1	50.6
	2017	*	91.7	94.1	92.7	*	*	85.7		93.6		93.6	54.0
	2018	*	92.9	100.0	100.0			87.5		97.6		97.6	57.4
Tests Taken	2016	1	23	29	44			8		53		53	9,680
	2017	1	12	34	41	1	3	14		47		47	9,622
	2018	1	14	25	31			8		42		42	10,192

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2016	*	43.5	55.2	47.7			25.0		50.9		50.9	13.2
	2017	*	16.7	50.0	43.9	*	*	7.1		42.6		42.6	15.1
	2018	*	35.7	48.0	35.5			0.0		47.6		47.6	18.6
Tests Taken	2016	1	23	29	44			8		53		53	9,680
	2017	1	12	34	41	1	3	14		47		47	9,622
	2018	1	14	25	31			8		42		42	10,192

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
2016	79.4	79.4	85.7	76.7	84.6
2017	70.4	77.0	80.9	76.0	86.8
2018	78.4	79.7	81.7	82.7	82.9

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	2016		100.0	100.0	100.0	*		100.0		100.0		100.0	91.5
	2017	*	100.0	100.0	100.0	*		100.0		100.0		100.0	92.8
	2018	*	100.0	100.0	100.0			100.0		100.0		100.0	93.4
Tests Taken	2016		19	17	25	1		8		36		36	9,316
	2017	2	20	28	43	1		7		50		50	8,230
	2018	1	20	25	36			7		46		46	9,468

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	2016		0	0	0	*		0		0		0	795
	2017	*	0	0	0	*		0		0		0	593
	2018	*	0	0	0			0		0		0	624
Tests Taken	2016		19	17	25	1		8		36		36	9,316
	2017	2	20	28	43	1		7		50		50	8,230
	2018	1	20	25	36			7		46		46	9,468

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	2016		94.7	94.1	92.0	*		75.0		94.4		94.4	63.2
	2017	*	90.0	96.4	93.0	*		85.7		94.0		94.0	65.2
	2018	*	100.0	96.0	97.2			85.7		97.8		97.8	72.3
Tests Taken	2016		19	17	25	1		8		36		36	9,316
	2017	2	20	28	43	1		7		50		50	8,230
	2018	1	20	25	36			7		46		46	9,468

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	2016		36.8	41.2	36.0	*		12.5		38.9		38.9	26.5
	2017	*	40.0	64.3	53.5	*		14.3		56.0		56.0	30.8
	2018	*	70.0	64.0	66.7			14.3		67.4		67.4	38.6
Tests Taken	2016		19	17	25	1		8		36		36	9,316
	2017	2	20	28	43	1		7		50		50	8,230
	2018	1	20	25	36			7		46		46	9,468

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
2016	73.3	81.0	76.4	82.8
2017	83.3	80.5	75.6	79.5
2018	82.5	87.1	77.2	83.8

SEMESTER 1 TESTS

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

SEMESTER 2 TESTS

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

High School Exams

ALGEBRA II PRE-AP (tested with 2017-2018 test)

10	49.3	66.2	84.6	87.9	20.0	100.0	71.1	93.1
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ALGEBRA II PRE-AP (tested with 2017-2018 test)

11	44.2	69.0	76.7	78.1	54.5	100.0	80.7	93.4
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BIOLOGY PRE-AP (tested with 2017-2018 test)

42	64.1	79.3	84.0	84.8	85.7	97.6	71.0	94.0
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BIOLOGY PRE-AP (tested with 2017-2018 test)

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CHEMISTRY PRE-AP (tested with 2017-2018 test)

30	61.6	76.5	84.7	86.2	86.7	100.0	68.0	96.1
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CHEMISTRY PRE-AP (tested with 2017-2018 test)

31	60.0	73.9	80.8	82.1	64.5	90.3	66.3	93.6
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ENGLISH I PRE-AP (tested with 2017-2018 test)

41	78.0	80.0	82.2	82.6	92.7	97.6	74.5	94.6
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ENGLISH I PRE-AP (tested with 2017-2018 test)

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ENGLISH II PRE-AP (tested with 2017-2018 test)

31	66.3	76.5	81.1	82.0	77.4	96.8	77.0	94.8
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ENGLISH II PRE-AP (tested with 2017-2018 test)

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GEOMETRY PRE-AP (tested with 2017-2018 test)

44	53.7	75.2	88.5	90.8	68.2	100.0	70.7	94.4
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GEOMETRY PRE-AP (tested with 2017-2018 test)

44	58.6	75.2	83.0	84.3	70.5	95.5	67.4	92.1
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GOVERNMENT (tested with 2017-2018 test)

46	76.5	84.3	88.5	89.2	97.8	97.8	58.3	93.6
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GOVERNMENT (tested with 2017-2018 test)

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HS HEALTH EDUCATION

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HS HEALTH EDUCATION (tested with 2017-2018 test)

63	81.0	88.6	85.5	84.9	100.0	98.4	78.5	94.8
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PHYSICS PRE-AP (tested with 2017-2018 test)

45	53.0	74.8	81.5	82.8	68.9	93.3	66.7	96.0
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PHYSICS PRE-AP (tested with 2017-2018 test)

45	46.7	72.5	76.7	77.5	68.9	82.2	73.8	94.6
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PRE-CALCULUS PRE-AP (tested with 2017-2018 test)

46	61.3	74.2	46.0	41.0	69.6	54.3	70.7	81.3
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PRE-CALCULUS PRE-AP (tested with 2017-2018 test)

43	61.8	74.5	81.0	82.1	62.8	90.7	71.5	93.2
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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 I (tested with 2017-2018 test)

9	86.7	90.0	89.7	89.6	100.0	100.0	78.5	93.2
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SPANISH II (tested with 2017-2018 test)

26	85.7	87.7	86.5	86.3	96.2	88.5	78.1	92.5
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STUDIO ART I (tested with 2017-2018 test)

30	77.2	86.8	92.8	93.9	100.0	100.0	72.8	94.9
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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 I (tested with 2017-2018 test)

9	86.1	90.3	86.4	85.7	100.0	100.0	87.4	91.3
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SPANISH II (tested with 2017-2018 test)

26	87.8	90.8	85.2	84.2	100.0	88.5	89.3	92.8
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STUDIO ART I (tested with 2017-2018 test)

27	80.4	87.2	95.4	96.9	100.0	100.0	70.8	92.2
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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	2015-16	50.0	85.2	5	*	*	4	*	*	1	*	*				6,935	443	32.7
		2016-17	94.3	84.5	33	558	87.9	17	574	88.2	16	541	87.5				6,767	464	42.2
		2017-18	100.0	84.2	50	552	94.0	20	547	90.0	28	548	96.4	1	*	*	7,125	468	41.8
	Mathematics	2015-16	50.0	85.2	5	*	*	4	*	*	1	*	*				6,935	452	18.9
		2016-17	94.3	84.5	33	535	48.5	17	554	64.7	16	515	31.3				6,767	465	21.6
		2017-18	100.0	84.2	50	541	54.0	20	534	50.0	28	542	53.6	1	*	*	7,125	463	20.7
ACT	English	2015-16	60.0	81.2	6	18	50.0	5	*	*	1	*	*				6,612	14	23.4
		2016-17	91.4	82.4	32	19	56.3	16	20	62.5	16	17	50.0				6,597	15	26.1
		2017-18	100.0	82.4	50	21	72.0	20	21	65.0	28	20	75.0	1	*	*	6,966	15	26.5
	Mathematics	2015-16	60.0	81.2	6	22	50.0	5	*	*	1	*	*				6,612	17	16.5
		2016-17	91.4	82.4	32	21	40.6	16	23	62.5	16	20	18.8				6,597	18	17.3
		2017-18	100.0	82.4	50	21	38.0	20	21	40.0	28	21	32.1	1	*	*	6,966	17	14.8
	Reading	2015-16	60.0	81.2	6	22	50.0	5	*	*	1	*	*				6,612	16	17.5
		2016-17	91.4	82.4	32	22	46.9	16	22	43.8	16	21	50.0				6,597	17	18.3
		2017-18	100.0	82.4	50	22	46.0	20	22	45.0	28	22	42.9	1	*	*	6,966	17	19.0
	Science	2015-16	60.0	81.2	6	22	16.7	5	*	*	1	*	*				6,612	17	13.0
		2016-17	91.4	82.4	32	21	37.5	16	22	37.5	16	21	37.5				6,597	18	13.8
		2017-18	100.0	82.4	50	21	36.0	20	21	40.0	28	21	28.6	1	*	*	6,966	17	12.9
	Composite	2015-16	60.0	81.2	6	21	–	5	*	–	1	*	–				6,612	16	–
		2016-17	91.4	82.4	32	21	–	16	22	–	16	20	–				6,597	17	–
		2017-18	100.0	82.4	50	21	–	20	21	–	28	21	–	1	*	–	6,966	17	–

*See the NOTES report for information about the new SAT (beginning March 2016) as well as 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	2015	51	476	78.4	22	474	77.3	28	475	78.6	1	*	*	0			1,540	462	70.1
		2016	4	*	*	0			4	*	*	0			0			1,442	464	68.2
		2017	12	549	100.0	4	*	*	7	543	100.0	1	*	*	0			1,836	466	72.5
	Mathematics	2015	51	487	84.3	22	485	86.4	28	491	85.7	1	*	*	0			1,540	456	54.3
		2016	4	*	*	0			4	*	*	0			0			1,442	469	62.8
		2017	12	528	91.7	4	*	*	7	534	100.0	1	*	*	0			1,836	467	59.8
10	Reading & Writing	2015	52	503	84.6	19	506	84.2	31	495	83.9	2	*	*	0			8,879	415	38.9
		2016	49	504	89.8	22	495	86.4	26	509	92.3	1	*	*	0			9,038	417	40.3
		2017	29	524	96.6	3	*	*	26	523	96.2	0			0			8,857	417	39.0
	Mathematics	2015	52	477	61.5	19	473	57.9	31	474	61.3	2	*	*	0			8,879	424	22.3
		2016	49	513	77.6	22	510	77.3	26	518	76.9	1	*	*	0			9,038	433	26.7
		2017	29	510	72.4	3	*	*	26	511	73.1	0			0			8,857	428	22.1
11	Reading & Writing	2015	36	512	86.1	19	526	89.5	17	495	82.4	0			0			2,268	494	62.2
		2016	50	525	82.0	20	529	75.0	29	518	86.2	1	*	*	0			2,015	512	69.2
		2017	45	535	86.7	19	540	89.5	25	530	84.0	1	*	*	0			2,095	508	67.6
	Mathematics	2015	36	514	52.8	19	525	63.2	17	502	41.2	0			0			2,268	494	40.2
		2016	50	527	62.0	20	529	50.0	29	524	69.0	1	*	*	0			2,015	511	49.7
		2017	45	531	66.7	19	538	73.7	25	524	60.0	1	*	*	0			2,095	504	44.4

*See the NOTES report for information about the new PSAT, introduced in 2015, as well as college readiness benchmarks set by The College Board for PSAT.

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

319	21,579	1.8	2.0	59	18.5	28.3
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Calculus BC

10	253	2.5	3.7	4	40.0	78.7
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Environmental Science

25	946	1.4	1.8	2	8.0	20.9
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United States History

44	2,373	1.7	1.6	7	15.9	17.5
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Biology

29	1,071	2.1	1.9	7	24.1	24.3
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English Language and Composition

44	2,689	1.9	1.8	8	18.2	19.0
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Human Geography

40	2,138	2.0	1.7	12	30.0	22.9
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World History

30	1,230	2.3	2.1	10	33.3	28.8
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Calculus AB

38	984	2.0	2.5	7	18.4	41.6
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English Literature and Composition

49	1,885	1.5	1.7	2	4.1	15.9
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Music Theory

10	126	1.3	2.6	0	0.0	47.6
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