

Data Packet

for 2016-17 planning

Evaluation & Assessment
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School Number 381

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

Dallas
Independent
School
District



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2015-16 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, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- 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 who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- “New” students were new to the district in 2015-16. They are counted as new if not enrolled in a district campus before the last day of the 2014-15 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 2014-15 and 2015-16.

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, 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 A

- 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 A statistics are computed and reported separately.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory, at the current phase-in standard) 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 fall and spring administrations.

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.
- 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”.

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 MIDDLE and HIGH school, ACP scores account for a portion of students' semester grades (10% and 15%). "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 here 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.

STUDENT ENROLLMENT

Grade	Enrollment
9	53
10	52
11	36
12	10
ALL	151

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	70	46.4	9	47.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	78	51.7	1	5.3
White	3	2.0	6	31.6
Multiple	0	0.0	1	5.3
Other* (teachers only)	—	—	2	10.5
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	25	16.6
Economically disadvantaged	127	84.1
Limited English proficient (LEP)	0	0.0
Special education	2	1.3
Talented and Gifted (TAG)	73	48.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2014	38	21	55.3	0	0.0	0	0.0	17	44.7	0	0.0	0	0.0
	2015	60	24	40.0	1	1.7	0	0.0	33	55.0	2	3.3	0	0.0
	2016	53	23	43.4	0	0.0	0	0.0	29	54.7	1	1.9	0	0.0
10	2014	13	11	84.6	0	0.0	0	0.0	2	15.4	0	0.0	0	0.0
	2015	38	20	52.6	0	0.0	0	0.0	18	47.4	0	0.0	0	0.0
	2016	52	20	38.5	0	0.0	0	0.0	30	57.7	2	3.8	0	0.0
11	2014	13	8	61.5	0	0.0	0	0.0	4	30.8	1	7.7	0	0.0
	2015	11	9	81.8	0	0.0	0	0.0	2	18.2	0	0.0	0	0.0
	2016	36	19	52.8	0	0.0	0	0.0	17	47.2	0	0.0	0	0.0
12	2014													
	2015	12	7	58.3	0	0.0	0	0.0	4	33.3	1	8.3	0	0.0
	2016	10	8	80.0	0	0.0	0	0.0	2	20.0	0	0.0	0	0.0
9-12	2014	64	40	62.5	0	0.0	0	0.0	23	35.9	1	1.6	0	0.0
	2015	121	60	49.6	1	0.8	0	0.0	57	47.1	3	2.5	0	0.0
	2016	151	70	46.4	0	0.0	0	0.0	78	51.7	3	2.0	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	2014	38	25	65.8	6	15.8	1	2.6	10	26.3	8	21.1	3	7.9	100.0	0.0	0.0
	2015	60	52	86.7	3	5.0	1	1.7	14	23.3	35	58.3	2	3.3	100.0	0.0	0.0
	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
10	2014	13	10	76.9	0	0.0	0	0.0	4	30.8	4	30.8	0	0.0	100.0	0.0	0.0
	2015	38	26	68.4	1	2.6	1	2.6	10	26.3	9	23.7	0	0.0	100.0	0.0	0.0
	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
11	2014	13	7	53.8	0	0.0	0	0.0	2	15.4	5	38.5	0	0.0	100.0	0.0	0.0
	2015	11	8	72.7	0	0.0	0	0.0	1	9.1	3	27.3	1	9.1	100.0	0.0	0.0
	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
12	2014																
	2015	12	6	50.0	0	0.0	0	0.0	3	25.0	5	41.7	0	0.0	100.0	0.0	0.0
	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
9-12	2014	64	42	65.6	6	9.4	1	1.6	16	25.0	17	26.6	3	4.7	100.0	0.0	0.0
	2015	121	92	76.0	4	3.3	2	1.7	28	23.1	52	43.0	3	2.5	100.0	0.0	0.0
	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

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	2014	38	10,855	37	98.2	10,244	94.4	0	0.0	25.4	38	9,137	99.6	84.2
	2015	64	11,577	62	98.1	10,921	94.3	0	0.0	24.5	60	9,789	94.5	84.6
	2016	53	11,813	51	97.9	11,053	93.6	0	0.0	26.2	53	9,913	100.0	83.9
10	2014	13	9,895	13	98.1	9,365	94.6	0	0.0	17.5	13	8,683	100.0	87.7
	2015	39	9,928	38	98.1	9,383	94.5	0	0.0	18.1	38	8,616	98.7	86.8
	2016	52	10,202	51	98.4	9,595	94.1	1	1.9	19.4	52	8,845	100.0	86.7
11	2014	13	8,457	13	98.9	8,002	94.6	0	0.0	14.7	13	7,577	100.0	89.6
	2015	11	8,742	11	98.6	8,258	94.5	1	9.1	14.6	10	7,728	90.5	88.4
	2016	36	8,384	35	98.6	7,906	94.3	0	0.0	16.9	36	7,400	100.0	88.3
12	2014		8,059			7,576	94.0			6.0		7,152		88.7
	2015	12	8,362	12	97.9	7,893	94.4	0	0.0	14.2	12	7,395	100.0	88.4
	2016	10	8,426	10	98.0	7,965	94.5	0	0.0	10.5	10	7,523	100.0	89.3
9-12	2014	64	37,266	63	98.3	35,187	94.4	0	0.0	16.7	64	32,549	99.9	87.3
	2015	125	38,609	123	98.1	36,456	94.4	1	0.8	18.4	120	33,528	96.0	86.8
	2016	150	38,826	147	98.2	36,519	94.1	1	0.7	19.0	151	33,681	100.0	86.7

Teachers: 19

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	9	47.4
Hispanic	1	5.3
White	6	31.6
Multiple	1	5.3
Other	2	10.5

Gender	Number	Percentage
Female	7	36.8
Male	12	63.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2013-14	5.4	82.4
2014-15	5.5	73.7
2015-16	5.6	45.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	10.5
1	1	5.3
2	1	5.3
3	2	10.5
4	1	5.3
5	2	10.5
1-3	4	21.1
More than 3	13	68.4
1 - 5	7	36.8
6 - 10	4	21.1
11 - 20	5	26.3
More than 20	1	5.3

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	2014		100.0	100.0	100.0	*	100.0	100.0		100.0		100.0	55.6
	2015	*	91.3	97.0	93.9	*	*	92.9		94.9		94.9	58.8
	2016	*	100.0	96.6	97.7			87.5		98.1		98.1	60.1
Tests Taken	2014		21	17	22	1	6	10		38		38	10,751
	2015	2	23	33	49	1	4	14		59		59	10,840
	2016	1	23	29	44			8		53		53	10,278
ENGLISH II	2014		100.0	*	100.0			*		100.0		100.0	60.8
	2015		100.0	94.4	96.0	*	*	88.9		97.3		97.3	60.5
	2016	*	90.0	96.7	93.3	*		71.4		94.2		94.2	59.9
Tests Taken	2014		11	2	9			4		13		13	9,187
	2015		19	18	25	1	1	9		37		37	9,225
	2016	2	20	30	45	1		7		52		52	9,196

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2014		0	0	0	*	0	0		0		0	4,776
	2015	*	2	1	3	*	*	1		3		3	4,464
	2016	*	0	1	1			1		1		1	4,102
Tests Taken	2014		21	17	22	1	6	10		38		38	10,751
	2015	2	23	33	49	1	4	14		59		59	10,840
	2016	1	23	29	44			8		53		53	10,278
ENGLISH II	2014		0	*	0			*		0		0	3,605
	2015		0	1	1	*	*	1		1		1	3,643
	2016	*	2	1	3	*		2		3		3	3,691
Tests Taken	2014		11	2	9			4		13		13	9,187
	2015		19	18	25	1	1	9		37		37	9,225
	2016	2	20	30	45	1		7		52		52	9,196

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2014		38.1	5.9	27.3	*	0.0	10.0		23.7		23.7	4.0
	2015	*	17.4	39.4	34.7	*	*	14.3		33.9		33.9	5.1
	2016	*	13.0	17.2	11.4			0.0		15.1		15.1	5.4
Tests Taken	2014		21	17	22	1	6	10		38		38	10,751
	2015	2	23	33	49	1	4	14		59		59	10,840
	2016	1	23	29	44			8		53		53	10,278
ENGLISH II	2014		27.3	*	22.2			*		23.1		23.1	3.2
	2015		26.3	5.6	20.0	*	*	0.0		16.2		16.2	2.6
	2016	*	15.0	3.3	6.7	*		0.0		7.7		7.7	4.6
Tests Taken	2014		11	2	9			4		13		13	9,187
	2015		19	18	25	1	1	9		37		37	9,225
	2016	2	20	30	45	1		7		52		52	9,196

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)
2014	77.2	1.9	2.0	75.6	79.7	6.3	82.8	73.0
2015	82.2	2.3	2.0	79.7	78.3	5.8	81.0	78.9
2016	75.2	1.8	1.5	73.2	80.1	4.5	89.7	83.7

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)
2014	92.3	1.9	1.9	70.6	87.4	6.2	80.4	79.7
2015	91.0	1.8	1.7	81.6	82.6	6.2	81.1	88.2
2016	80.8	1.7	1.6	81.6	79.0	4.9	85.1	74.8

¹Short 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 SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2014		100.0	100.0	100.0	*	100.0	100.0		100.0		100.0	89.8
	2015	*	100.0	100.0	100.0	*	*	100.0		100.0		100.0	92.0
	2016	*	100.0	100.0	100.0			100.0		100.0		100.0	89.8
Tests Taken	2014		21	17	22	1	6	10		38		38	9,672
	2015	2	24	33	49	1	4	14		60		60	9,415
	2016	1	23	29	44			8		53		53	8,859

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2014		0	0	0	*	0	0		0		0	987
	2015	*	0	0	0	*	*	0		0		0	751
	2016	*	0	0	0			0		0		0	905
Tests Taken	2014		21	17	22	1	6	10		38		38	9,672
	2015	2	24	33	49	1	4	14		60		60	9,415
	2016	1	23	29	44			8		53		53	8,859

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	2014		38.1	23.5	36.4	*	0.0	10.0		31.6		31.6	7.5
	2015	*	29.2	24.2	26.5	*	*	14.3		30.0		30.0	11.9
	2016	*	43.5	55.2	47.7			25.0		50.9		50.9	14.4
Tests Taken	2014		21	17	22	1	6	10		38		38	9,672
	2015	2	24	33	49	1	4	14		60		60	9,415
	2016	1	23	29	44			8		53		53	8,859

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
2014	67.0	77.0	80.5	84.7	69.9
2015	67.6	76.8	82.2	72.9	84.5
2016	79.4	79.4	85.7	76.7	84.6

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	2014	*	100.0	*	100.0			*		100.0		100.0	92.0
	2015		100.0	*	100.0			*		100.0		100.0	92.0
	2016		100.0	100.0	100.0	*		100.0		100.0		100.0	94.7
Tests Taken	2014	1	7	4	6			2		12		12	7,801
	2015		8	2	8			1		10		10	8,237
	2016		19	17	25	1		8		36		36	8,779

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	2014	*	0	*	0			*		0		0	625
	2015		0	*	0			*		0		0	663
	2016		0	0	0	*		0		0		0	467
Tests Taken	2014	1	7	4	6			2		12		12	7,801
	2015		8	2	8			1		10		10	8,237
	2016		19	17	25	1		8		36		36	8,779

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	2014	*	71.4	*	50.0			*		58.3		58.3	10.3
	2015		50.0	*	62.5			*		50.0		50.0	20.5
	2016		36.8	41.2	36.0	*		12.5		38.9		38.9	28.1
Tests Taken	2014	1	7	4	6			2		12		12	7,801
	2015		8	2	8			1		10		10	8,237
	2016		19	17	25	1		8		36		36	8,779

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
2014	79.4	86.1	71.7	89.1
2015	77.3	74.2	63.0	77.5
2016	73.3	81.0	76.4	82.8

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	2013*																		
		2014*																		
		2015	51	476	78.4	22	474	77.3	28	475	78.6	1	*	*	0			1,540	462	70.1
	Mathematics	2013*																		
		2014*																		
		2015	51	487	84.3	22	485	86.4	28	491	85.7	1	*	*	0			1,540	456	54.3
10	Reading & Writing	2013*																		
		2014*																		
		2015	52	503	84.6	19	506	84.2	31	495	83.9	2	*	*	0			8,972	414	38.6
	Mathematics	2013*																		
		2014*																		
		2015	52	477	61.5	19	473	57.9	31	474	61.3	2	*	*	0			8,972	424	22.2
11	Reading & Writing	2013*																		
		2014*																		
		2015	36	512	86.1	19	526	89.5	17	495	82.4	0			0			2,313	491	61.3
	Mathematics	2013*																		
		2014*																		
		2015	36	514	52.8	19	525	63.2	17	502	41.2	0			0			2,313	492	39.5

*See the NOTES report for information about the new PSAT as well as 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

232	20,370	1.8	2.0	40	17.2	27.0
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Calculus AB

20	1,044	2.3	2.5	9	45.0	43.4
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Calculus BC

6	247	1.5	3.5	1	16.7	75.7
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English Language & Composition

45	2,947	1.9	1.9	7	15.6	20.5
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English Literature & Composition

10	2,145	1.8	1.8	1	10.0	16.6
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Environmental Science

10	1,028	1.2	1.7	0	0.0	19.3
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Human Geography

53	1,004	1.5	2.2	7	13.2	35.4
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United States History

36	2,796	1.8	1.6	5	13.9	17.9
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World History

52	1,127	1.8	1.9	10	19.2	21.8
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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 II PRE-AP

53	62.5	77.5	82.6	83.5	83.0	98.1	66.2	90.2
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BIOLOGY PRE-AP

52	66.1	75.8	76.8	77.0	78.8	86.5	77.1	93.0
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CHEMISTRY PRE-AP

53	58.8	71.2	80.0	81.6	62.3	94.3	78.8	95.3
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ENGLISH I PRE-AP

52	79.7	81.5	79.6	79.3	96.2	100.0	76.8	93.7
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ENGLISH II PRE-AP

53	68.0	76.6	78.9	79.3	81.1	98.1	73.6	94.2
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GEOMETRY PRE-AP

54	58.9	78.0	82.9	83.8	87.0	100.0	66.9	91.9
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PHYSICS PRE-AP

36	58.3	68.8	89.8	93.5	47.2	100.0	69.9	95.9
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PRE-CALCULUS PRE-AP

16	37.7	66.6	76.5	78.3	25.0	93.8	67.1	94.9
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SPANISH I

55	83.7	89.1	87.4	87.1	96.4	96.4	77.6	91.2
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SPANISH II

39	77.8	82.5	87.0	87.8	79.5	100.0	73.1	92.2
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STUDIO ART I

28	77.7	86.6	91.7	92.5	100.0	100.0	73.8	94.2
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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 II PRE-AP

52	68.7	82.6	84.0	84.3	86.5	94.2		
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BIOLOGY PRE-AP

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CHEMISTRY PRE-AP

52	68.1	76.1	82.0	83.1	69.2	100.0		
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ENGLISH I PRE-AP

53	79.5	81.4	78.0	77.4	90.6	90.6		
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ENGLISH II PRE-AP

52	70.1	77.0	80.3	80.9	76.9	98.1		
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GEOMETRY PRE-AP

55	66.6	80.0	84.3	85.1	89.1	98.2		
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PHYSICS PRE-AP

36	36.0	64.4	86.9	90.8	22.2	100.0		
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PRE-CALCULUS PRE-AP

16	51.3	66.1	78.2	80.3	31.3	93.8		
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SPANISH I

57	84.0	89.3	89.5	89.6	98.2	98.2		
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SPANISH II

38	80.3	86.9	90.8	91.5	86.8	100.0		
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STUDIO ART I

27	87.8	89.5	94.6	95.4	100.0	100.0		
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