Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 381

BARACK OBAMA MALE LEADERSHIP ACADEMY AT A. MACEO SMITH

Mask image designed by Freepik http://www.freepik.com

BARACK OBAMA MALE LEADERSHIP ACADEMY AT A. MACEO SMITH (381)   **2**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2020-21 Data Packet

2020-21 DATA PACKET INFORMATION

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

2019-20 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 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 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 2018-19 and 2019-20.

ATTENDANCE Through March 13, 2020

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- "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.

TELPAS Administered On Or Before March 13, 2020

- 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 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier

- 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". Scores from May 2020 online administration only. Make-up scores were not available at time of publication.

STUDENT ENROLLMENT

Grade	Enrollment
6	89
7	141
8	74
9	51
10	35
11	33
12	30
ALL	453

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	97	21.4	14	50.0
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	6	1.3	*	*
Hispanic	338	74.6	0	0.0
White	2	0.4	8	28.6
Multiple	9	2.0	4	14.3
Other* (teachers only)	—	—	2	7.1
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	260	57.4
Economically disadvantaged	365	80.6
Limited English proficient (LEP)	132	29.1
Special education	9	2.0
Talented and Gifted (TAG)	267	58.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018	77	23	29.9	0	0.0	1	1.3	53	68.8	0	0.0	0	0.0
	2019	151	30	19.9	1	0.7	2	1.3	117	77.5	1	0.7	0	0.0
	2020	89	22	24.7	1	1.1	1	1.1	64	71.9	1	1.1	0	0.0
7	2018	74	20	27.0	0	0.0	1	1.4	53	71.6	0	0.0	0	0.0
	2019	79	21	26.6	0	0.0	1	1.3	55	69.6	0	0.0	2	2.5
	2020	141	28	19.9	0	0.0	2	1.4	110	78.0	1	0.7	0	0.0
8	2018	72	22	30.6	0	0.0	1	1.4	49	68.1	0	0.0	0	0.0
	2019	72	17	23.6	0	0.0	1	1.4	54	75.0	0	0.0	0	0.0
	2020	74	17	23.0	0	0.0	2	2.7	53	71.6	0	0.0	2	2.7
6-8	2018	223	65	29.1	0	0.0	3	1.3	155	69.5	0	0.0	0	0.0
	2019	302	68	22.5	1	0.3	4	1.3	226	74.8	1	0.3	2	0.7
	2020	304	67	22.0	1	0.3	5	1.6	227	74.7	2	0.7	2	0.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	42	14	33.3	0	0.0	1	2.4	25	59.5	1	2.4	1	2.4
	2019	44	9	20.5	0	0.0	1	2.3	32	72.7	0	0.0	2	4.5
	2020	51	9	17.6	0	0.0	1	2.0	39	76.5	0	0.0	2	3.9
10	2018	31	5	16.1	0	0.0	0	0.0	26	83.9	0	0.0	0	0.0
	2019	34	13	38.2	1	2.9	0	0.0	20	58.8	0	0.0	0	0.0
	2020	35	6	17.1	0	0.0	0	0.0	26	74.3	0	0.0	3	8.6
11	2018	45	19	42.2	0	0.0	0	0.0	25	55.6	1	2.2	0	0.0
	2019	30	4	13.3	0	0.0	0	0.0	26	86.7	0	0.0	0	0.0
	2020	33	11	33.3	0	0.0	0	0.0	20	60.6	0	0.0	2	6.1
12	2018	50	20	40.0	0	0.0	1	2.0	28	56.0	1	2.0	0	0.0
	2019	43	16	37.2	1	2.3	0	0.0	24	55.8	1	2.3	1	2.3
	2020	30	4	13.3	0	0.0	0	0.0	26	86.7	0	0.0	0	0.0
9-12	2018	168	58	34.5	0	0.0	2	1.2	104	61.9	3	1.8	1	0.6
	2019	151	42	27.8	2	1.3	1	0.7	102	67.5	1	0.7	3	2.0
	2020	149	30	20.1	0	0.0	1	0.7	111	74.5	0	0.0	7	4.7

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	
6	2018	77	66	85.7	29	37.7	1	1.3	33	42.9	58	75.3	9	11.7	100.0	0.0	0.0
	2019	151	125	82.8	69	45.7	7	4.6	87	57.6	88	58.3	9	6.0	100.0	0.0	0.0
	2020	89	75	84.3	50	56.2	0	0.0	51	57.3	60	67.4	10	11.2	100.0	0.0	0.0
7	2018	74	62	83.8	31	41.9	1	1.4	35	47.3	44	59.5	4	5.4	100.0	0.0	0.0
	2019	79	57	72.2	23	29.1	1	1.3	36	45.6	51	64.6	7	8.9	100.0	0.0	0.0
	2020	141	118	83.7	48	34.0	7	5.0	85	60.3	82	58.2	0	0.0	100.0	0.0	0.0
8	2018	72	59	81.9	5	6.9	0	0.0	20	27.8	32	44.4	0	0.0	100.0	0.0	0.0
	2019	72	62	86.1	19	26.4	0	0.0	35	48.6	42	58.3	1	1.4	100.0	0.0	0.0
	2020	74	58	78.4	19	25.7	1	1.4	40	54.1	50	67.6	2	2.7	100.0	0.0	0.0
6-8	2018	223	187	83.9	65	29.1	2	0.9	88	39.5	134	60.1	13	5.8	100.0	0.0	0.0
	2019	302	244	80.8	111	36.8	8	2.6	158	52.3	181	59.9	17	5.6	100.0	0.0	0.0
	2020	304	251	82.6	117	38.5	8	2.6	176	57.9	192	63.2	12	3.9	100.0	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	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
	2019	44	31	70.5	3	6.8	0	0.0	12	27.3	16	36.4	2	4.5	100.0	0.0	0.0
	2020	51	44	86.3	13	25.5	0	0.0	37	72.5	25	49.0	3	5.9	100.0	0.0	0.0
10	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
	2019	34	23	67.6	1	2.9	0	0.0	5	14.7	22	64.7	0	0.0	100.0	0.0	0.0
	2020	35	22	62.9	1	2.9	0	0.0	18	51.4	15	42.9	0	0.0	100.0	0.0	0.0
11	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
	2019	30	22	73.3	1	3.3	1	3.3	5	16.7	14	46.7	0	0.0	100.0	0.0	0.0
	2020	33	24	72.7	1	3.0	0	0.0	12	36.4	21	63.6	0	0.0	100.0	0.0	0.0
12	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
	2019	43	24	55.8	0	0.0	0	0.0	9	20.9	23	53.5	0	0.0	100.0	0.0	0.0
	2020	30	24	80.0	0	0.0	1	3.3	17	56.7	14	46.7	0	0.0	100.0	0.0	0.0
9-12	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
	2019	151	100	66.2	5	3.3	1	0.7	31	20.5	75	49.7	2	1.3	100.0	0.0	0.0
	2020	149	114	76.5	15	10.1	1	0.7	84	56.4	75	50.3	3	2.0	100.0	0.0	0.0

BARACK OBAMA MALE LEADERSHIP ACADEMY AT A. MACEO SMITH (381)   **10**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_ENROLL_OTH   2020-21 Data Packet

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
6	**2018**	78	10,808	76	97.8	10,384	96.1	0	0.0	16.0	77	9,749	99.1	90.2
	2019	152	11,096	149	98.0	10,690	96.3	0	0.0	6.1	152	9,953	99.9	89.7
	2020	90	11,110	88	98.2	10,711	96.4	1	1.1	4.2	89	10,111	98.8	91.0
7	**2018**	74	10,642	73	98.3	10,187	95.7	0	0.0	17.0	74	9,495	99.7	89.2
	2019	80	10,469	78	98.4	9,999	95.5	0	0.0	8.1	79	9,086	99.2	86.8
	2020	141	10,970	138	97.7	10,532	96.0	0	0.0	6.1	141	9,871	99.7	90.0
8	**2018**	74	10,293	73	98.3	9,803	95.2	0	0.0	9.3	73	9,068	98.8	88.1
	2019	72	10,408	71	98.3	9,933	95.4	0	0.0	9.0	69	9,060	95.5	87.0
	2020	75	10,325	74	98.5	9,856	95.5	0	0.0	7.3	75	9,155	99.8	88.7
6-8	**2018**	226	31,743	222	98.1	30,374	95.7	0	0.0	14.2	224	28,312	99.2	89.2
	2019	304	31,974	299	98.2	30,622	95.8	0	0.0	7.7	300	28,099	98.7	87.9
	2020	307	32,404	301	98.1	31,100	96.0	1	0.3	5.8	305	29,137	99.5	89.9

BARACK OBAMA MALE LEADERSHIP ACADEMY AT A. MACEO SMITH (381)   **11**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_ATTENDANCE   2020-21 Data Packet

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	2018	42	11,716	41	97.5	10,961	93.6	1	2.4	22.9	40	9,718	94.1	82.9
	2019	45	13,484	44	98.6	12,437	92.2	0	0.0	11.5	43	8,723	96.5	64.7
	2020	52	13,875	51	99.0	12,839	92.5	0	0.0	9.0	51	10,020	98.0	72.2
10	2018	31	10,382	30	98.3	9,791	94.3	1	3.3	16.5	30	8,886	98.1	85.6
	2019	34	12,020	33	99.0	11,175	93.0	0	0.0	7.3	34	7,845	100.0	65.3
	2020	36	12,465	35	98.0	11,629	93.3	0	0.0	5.4	35	8,835	98.0	70.9
11	2018	45	9,131	44	97.8	8,661	94.9	0	0.0	12.0	44	8,132	97.7	89.1
	2019	30	10,324	29	98.4	9,693	93.9	0	0.0	4.8	30	7,071	100.0	68.5
	2020	34	10,440	33	97.9	9,830	94.2	0	0.0	4.1	33	7,647	98.3	73.2
12	2018	50	8,756	49	97.1	8,306	94.9	0	0.0	5.8	49	7,772	98.0	88.8
	2019	43	10,368	42	97.3	9,771	94.2	0	0.0	3.3	42	7,151	97.1	69.0
	2020	30	10,322	29	97.2	9,699	94.0	0	0.0	3.4	30	7,820	100.0	75.8
9-12	2018	168	39,984	164	97.6	37,719	94.3	2	1.2	15.0	163	34,508	97.0	86.3
	2019	151	46,196	149	98.3	43,077	93.2	0	0.0	7.1	149	30,790	98.4	66.7
	2020	151	47,101	149	98.2	43,997	93.4	0	0.0	5.8	149	34,322	98.5	72.9

Teachers: 28

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	14	50.0
Hispanic	0	0.0
White	8	28.6
Multiple	4	14.3
Other	2	7.1

Gender	Number	Percentage
Female	10	35.7
Male	18	64.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.0	70.4
2018-19	7.1	73.9
2019-20	6.1	58.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	14.3
1	2	7.1
2	1	3.6
3	1	3.6
4	4	14.3
5	2	7.1
1-3	4	14.3
More than 3	20	71.4
1 - 5	10	35.7
6 - 10	3	10.7
11 - 20	7	25.0
More than 20	4	14.3

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
6 (49)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	2.0	4	8.2	0	0.0	2	4.1	0	0.0
	Advanced	10	20.4	31	63.3	0	0.0	13	26.5	0	0.0
	Advanced High	38	77.6	14	28.6	0	0.0	34	69.4	0	0.0
7 (48)	Beginning	0	0.0	1	2.1	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	17	35.4	0	0.0	0	0.0	0	0.0
	Advanced	2	4.2	25	52.1	0	0.0	7	14.6	0	0.0
	Advanced High	46	95.8	5	10.4	0	0.0	41	85.4	0	0.0
8 (19)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	3	15.8	0	0.0	0	0.0	0	0.0
	Advanced	1	5.3	13	68.4	0	0.0	4	21.1	0	0.0
	Advanced High	18	94.7	3	15.8	0	0.0	15	78.9	0	0.0
9 (13)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	3	23.1	0	0.0	0	0.0	0	0.0
	Advanced	1	7.7	7	53.8	0	0.0	3	23.1	0	0.0
	Advanced High	12	92.3	3	23.1	0	0.0	10	76.9	0	0.0
ALL (131)	Beginning	0	0.0	1	0.8	0	0.0	0	0.0	0	0.0
	Intermediate	1	0.8	27	20.6	0	0.0	3	2.3	0	0.0
	Advanced	15	11.5	76	58.0	0	0.0	27	20.6	0	0.0
	Advanced High	115	87.8	27	20.6	0	0.0	101	77.1	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
49 / 0 (0.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		0
48 / 0 (0.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		0
19 / 0 (0.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		0
13 / 0 (0.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		0
131 / 0 (0.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		0

Indicates students who progressed at least one level from 2019 to 2020.

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

SEMESTER 1 TESTS

ALGEBRA I

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
3	*	*	*	*	*	*	69.0	*

ALGEBRA I PRE-AP

75	76.7	82.5	86.7	87.1	92.0	100.0	76.4	94.0

ALGEBRA II PRE-AP

23	38.8	63.3	87.4	91.7	30.4	100.0	69.4	90.9

ALGEBRA II PRE-AP (tested with 2018-2019 test)

13	73.6	81.6	92.1	93.9	92.3	100.0	85.2	66.3

BIOLOGY PRE-AP

51	58.8	75.3	85.0	86.8	76.5	100.0	73.6	89.9

CHEMISTRY PRE-AP

37	61.0	74.0	82.7	84.2	64.9	91.9	69.5	93.7

ENGLISH I PRE-AP

51	80.6	82.4	86.9	87.7	90.2	100.0	75.7	90.5

ENGLISH II PRE-AP

36	76.1	82.5	76.2	75.1	97.2	72.2	80.1	93.0

GEOMETRY PRE-AP

49	55.3	73.2	89.0	91.8	65.3	100.0	67.4	90.9

GOVERNMENT

14	75.1	83.8	87.2	87.8	100.0	100.0	59.3	88.6

SEMESTER 2 TESTS

ALGEBRA I

ALGEBRA I PRE-AP

ALGEBRA II PRE-AP

ALGEBRA II PRE-AP (tested with 2018-2019 test)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
13	70.1	83.4	92.5	94.2	100.0	100.0	81.4	69.1

BIOLOGY PRE-AP

CHEMISTRY PRE-AP

ENGLISH I PRE-AP

ENGLISH II PRE-AP

GEOMETRY PRE-AP

GOVERNMENT

SEMESTER 1 TESTS

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

PRE-CALCULUS PRE-AP

20	60.5	74.8	80.2	81.1	85.0	90.0	73.5	95.7

PRE-CALCULUS PRE-AP (tested with 2018-2019 test)

13	58.8	71.2	91.9	95.6	69.2	100.0	90.3	21.0

SPANISH I

80	82.6	88.4	89.7	89.9	95.0	100.0	76.1	90.2

SPANISH II

37	79.8	87.1	87.1	87.1	91.9	100.0	76.3	91.1

STUDIO ART I

52	79.8	88.4	91.8	92.4	100.0	100.0	77.9	92.3

Middle School Exams

ASTRONOMY 8

75	73.7	78.7	82.2	82.6	80.0	98.7	66.2	95.3

MATHEMATICS 6 PRE-AP

89	69.7	79.8	80.7	80.8	82.0	95.5	72.9	97.2

MATHEMATICS 7 PRE-AP

141	66.5	78.6	83.5	84.1	79.4	97.9	69.8	93.0

MS ART I STUDIO

118	63.8	79.1	88.1	89.1	91.5	100.0	74.7	98.0

PHYSICAL EDUCATION 6

89	71.3	82.8	86.5	86.9	97.8	100.0	76.5	99.6

SEMESTER 2 TESTS

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

PRE-CALCULUS PRE-AP

PRE-CALCULUS PRE-AP (tested with 2018-2019 test)

SPANISH I

SPANISH II

STUDIO ART I

ASTRONOMY 8

MATHEMATICS 6 PRE-AP

MATHEMATICS 7 PRE-AP

MS ART I STUDIO

PHYSICAL EDUCATION 6

SEMESTER 1 TESTS

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

PHYSICAL EDUCATION 7 & 8

| 216 | 77.7 | 86.6 | 85.4 | 85.2 | 100.0 | 96.3 | 80.9 | 98.6 |

READING LANGUAGE ARTS 6 PRE-AP

| 89 | 66.2 | 78.4 | 94.7 | 96.5 | 87.6 | 100.0 | 81.2 | 97.5 |

READING LANGUAGE ARTS 7 PRE-AP

| 141 | 65.1 | 77.7 | 91.5 | 93.0 | 84.4 | 100.0 | 83.1 | 96.8 |

READING LANGUAGE ARTS 8 PRE-AP

| 75 | 70.5 | 80.4 | 95.6 | 97.4 | 89.3 | 100.0 | 80.2 | 96.0 |

SCIENCE 6 PRE-AP

| 89 | 63.1 | 76.5 | 88.0 | 89.3 | 79.8 | 100.0 | 75.3 | 98.1 |

SCIENCE 7 PRE-AP

| 141 | 65.7 | 76.6 | 81.7 | 82.2 | 81.6 | 95.7 | 84.8 | 98.0 |

TEXAS STUDIES 7 PRE-AP

| 141 | 64.8 | 78.5 | 89.5 | 90.7 | 85.8 | 100.0 | 74.6 | 96.6 |

U.S. STUDIES 8 PRE-AP

| 75 | 59.3 | 75.6 | 91.1 | 92.9 | 77.3 | 100.0 | 77.3 | 97.1 |

WORLD CULTURES 6 PRE-AP

| 89 | 66.1 | 79.7 | 91.4 | 92.8 | 91.0 | 100.0 | 74.9 | 97.1 |

SEMESTER 2 TESTS

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

PHYSICAL EDUCATION 7 & 8

| | | | | | | | | |

READING LANGUAGE ARTS 6 PRE-AP

| | | | | | | | | |

READING LANGUAGE ARTS 7 PRE-AP

| | | | | | | | | |

READING LANGUAGE ARTS 8 PRE-AP

| | | | | | | | | |

SCIENCE 6 PRE-AP

| | | | | | | | | |

SCIENCE 7 PRE-AP

| | | | | | | | | |

TEXAS STUDIES 7 PRE-AP

| | | | | | | | | |

U.S. STUDIES 8 PRE-AP

| | | | | | | | | |

WORLD CULTURES 6 PRE-AP

| | | | | | | | | |

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	**2017-18**	100.0	84.1	50	552	94.0	20	547	90.0	28	548	96.4	1	*	*	7,116	468	41.8
		2018-19	100.0	87.2	43	563	81.4	16	596	100.0	24	537	66.7	1	*	*	7,714	463	39.1
		2019-20	100.0	84.8	30	574	93.3	4	*	*	26	574	92.3				7,428	466	39.8
	Mathematics	**2017-18**	100.0	84.1	50	541	54.0	20	534	50.0	28	542	53.6	1	*	*	7,116	463	20.7
		2018-19	100.0	87.2	43	557	72.1	16	583	81.3	24	540	62.5	1	*	*	7,714	461	19.7
		2019-20	100.0	84.8	30	563	70.0	4	*	*	26	571	73.1				7,428	461	21.7
ACT	English	**2017-18**	100.0	82.3	50	21	72.0	20	21	65.0	28	20	75.0	1	*	*	6,959	15	26.5
		2018-19	100.0	82.5	43	21	72.1	16	22	81.3	24	20	66.7	1	*	*	7,297	15	27.0
		2019-20	96.7	81.2	29	23	82.8	4	*	*	25	22	80.0				7,116	15	28.9
	Mathematics	**2017-18**	100.0	82.3	50	21	38.0	20	21	40.0	28	21	32.1	1	*	*	6,959	17	14.8
		2018-19	100.0	82.5	43	23	65.1	16	22	68.8	24	22	62.5	1	*	*	7,297	18	19.2
		2019-20	96.7	81.2	29	22	55.2	4	*	*	25	23	64.0				7,116	17	14.3
	Reading	**2017-18**	100.0	82.3	50	22	46.0	20	22	45.0	28	22	42.9	1	*	*	6,959	17	19.0
		2018-19	100.0	82.5	43	23	69.8	16	23	68.8	24	23	70.8	1	*	*	7,297	17	21.0
		2019-20	96.7	81.2	29	22	58.6	4	*	*	25	22	60.0				7,116	16	18.4
	Science	**2017-18**	100.0	82.3	50	21	36.0	20	21	40.0	28	21	28.6	1	*	*	6,959	17	12.9
		2018-19	100.0	82.5	43	22	58.1	16	22	56.3	24	22	62.5	1	*	*	7,297	17	14.5
		2019-20	96.7	81.2	29	23	58.6	4	*	*	25	23	60.0				7,116	17	13.8
	Composite	**2017-18**	100.0	82.3	50	21	–	20	21	–	28	21	–	1	*	–	6,959	17	–
		2018-19	100.0	82.5	43	22	–	16	22	–	24	22	–	1	*	–	7,297	17	–
		2019-20	96.7	81.2	29	22	–	4	*	–	25	23	–			–	7,116	16	–

NOTE: See the NOTES report for information about score ranges and college-readiness benchmarks set by The College Board (SAT) and ACT, Inc.

Grade	Subtest	Year	All N	All Mean	All % at BMRK	African American N	African American Mean	African American % at BMRK	Hispanic N	Hispanic Mean	Hispanic % at BMRK	White N	White Mean	White % at BMRK	Other N	Other Mean	Other % at BMRK	District N	District Mean	District % at BMRK
9	Reading & Writing	2017	12	549	100.0	4	*	*	7	543	100.0	1	*	*	0			1,836	466	72.5
		2018	46	481	84.8	10	494	90.0	33	477	81.8	0			1	*	*	2,063	473	74.2
		2019	11	495	100.0	2	*	*	9	493	100.0	0			0			2,013	463	69.8
	Mathematics	2017	12	528	91.7	4	*	*	7	534	100.0	1	*	*	0			1,836	467	59.8
		2018	46	464	63.0	10	455	70.0	33	469	63.6	0			1	*	*	2,063	477	64.0
		2019	11	497	90.9	2	*	*	9	490	88.9	0			0			2,013	460	62.6
10	Reading & Writing	2017	29	524	96.6	3	*	*	26	523	96.2	0			0			8,857	417	39.0
		2018	34	539	94.1	13	515	84.6	20	555	100.0	0			1	*	*	8,620	418	41.8
		2019	34	489	82.4	6	538	100.0	25	476	76.0	0			0			8,689	414	38.2
	Mathematics	2017	29	510	72.4	3	*	*	26	511	73.1	0			0			8,857	428	22.1
		2018	34	539	85.3	13	526	76.9	20	553	95.0	0			1	*	*	8,620	426	25.3
		2019	34	473	52.9	6	462	50.0	25	479	52.0	0			0			8,689	426	20.7
11	Reading & Writing	2017	45	535	86.7	19	540	89.5	25	530	84.0	1	*	*	0			2,095	508	67.6
		2018	30	527	90.0	4	*	*	26	528	88.5	0			0			1,921	501	64.3
		2019	34	549	91.2	12	538	83.3	20	551	95.0	0			0			2,726	482	56.3
	Mathematics	2017	45	531	66.7	19	538	73.7	25	524	60.0	1	*	*	0			2,095	504	44.4
		2018	30	531	70.0	4	*	*	26	536	76.9	0			0			1,921	497	42.6
		2019	34	529	67.6	12	508	58.3	20	540	75.0	0			0			2,726	473	32.8

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

| | 252 | 16,384 | **1.9** | 2.2 | **67** | **26.6** | 37.1 |

Calculus BC

| | 19 | 297 | **2.3** | 3.8 | **6** | **31.6** | 81.5 |

Human Geography

| | 45 | 1,592 | **1.6** | 1.9 | **11** | **24.4** | 31.0 |

World History

| | 27 | 1,511 | **2.0** | 2.0 | **8** | **29.6** | 28.7 |

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

Biology

| | 55 | 663 | **1.8** | 2.4 | **10** | **18.2** | 43.9 |

English Language and Composition

| | 28 | 1,472 | **2.0** | 2.0 | **7** | **25.0** | 27.1 |

Music Theory

| | 3 | 61 | * | 2.4 | * | * | 44.3 |

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

Calculus AB

| | 16 | 665 | **2.6** | 2.6 | **9** | **56.3** | 43.3 |

English Literature and Composition

| | 28 | 1,334 | **1.5** | 2.0 | **4** | **14.3** | 27.3 |

United States History

| | 31 | 1,519 | **2.1** | 1.7 | **11** | **35.5** | 21.0 |