

**Oklahoma  
Core Curriculum Test  
End-of-Instruction  
Biology I**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Student Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 04/18/05

Biology I Only Non High Mobility (NHM) Scores used for accountability	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 769-999 %		Satisfactory N 700-768 %		Limited Knowledge N 663-699 %		Unsatisfactory N 455-662 %		
<b>Regular Education NHM</b>	30325	3281	11	12065	40	7434	25	7545	25	701
Ethnicity										
American Indian or Alaskan Native	4643	356	8	1700	37	1267	27	1320	28	694
Asian/Pacific Islander	503	111	22	229	46	94	19	69	14	723
Black or African American	2708	74	3	581	21	677	25	1376	51	664
Hispanic or Latino	1476	66	4	427	29	404	27	579	39	677
White	19238	2467	13	8462	44	4550	24	3759	20	709
Other race	1757	207	12	666	38	442	25	442	25	699
Gender										
Male	14464	2008	14	5895	41	3262	23	3299	23	707
Female	15657	1256	8	6111	39	4123	26	4167	27	697
Other										
Free and Reduced Lunch	10397	549	5	3260	31	2867	28	3721	36	683
Non-Free and Reduced Lunch	19928	2732	14	8805	44	4567	23	3824	19	710
Migrant	18	1	6	5	28	5	28	7	39	683
<b>Special Education (IEP) NHM</b>	3825	48	1	408	11	657	17	2712	71	636
<b>English Language Learner (ELL) NHM</b>	837	22	3	114	14	163	19	538	64	642
<b>Non-ELL NHM</b>	34081	3329	10	12470	37	8085	24	10197	30	695
<b>All NHM</b>	34918	3351	10	12584	36	8248	24	10735	31	694
Ethnicity										
American Indian or Alaskan Native	5405	360	7	1773	33	1387	26	1885	35	687
Asian/Pacific Islander	630	122	19	262	42	126	20	120	19	716
Black or African American	3192	76	2	598	19	729	23	1789	56	658
Hispanic or Latino	2228	73	3	503	23	526	24	1126	51	664
White	21514	2508	12	8763	41	4998	23	5245	24	703
Other race	1949	212	11	685	35	482	25	570	29	694
Gender										
Male	17329	2064	12	6267	36	3788	22	5210	30	697
Female	17332	1270	7	6255	36	4399	25	5408	31	692
Other										
Free and Reduced Lunch	12994	563	4	3483	27	3281	25	5667	44	674
Non-Free and Reduced Lunch	21924	2788	13	9101	42	4967	23	5068	23	706
Migrant	64	1	2	9	14	18	28	36	56	650
<b>Regular Education High Mobility</b>	2727	110	4	704	26	678	25	1235	45	672
<b>Special Education (IEP) High Mobility</b>	503	1	0	29	6	51	10	422	84	616
<b>ELL High Mobility</b>	154	1	1	15	10	21	14	117	76	627
<b>All High Mobility</b>	3377	112	3	748	22	750	22	1767	52	661

Total Enrollment Number of NHM Equals Sum of Below:

No. of Students Tested: 34918 No. IEP Alternate Testing: 455  
 No. Absent: 516 No. ELL District Alternate Testing: 0  
 No. Emergency Exempt: 5 No. 2nd Time Testing: 1325  
 No. ELL 1st Year Exempt: 0

**OPI:** A scale score that places a student into one of the 4 performance levels.

**Regular** includes all students except ELL, IEP, and 2nd Time Testing.

**All** includes all students tested with the standard state test except 2nd Time Testing.

**Non High Mobility (NHM):** Continuous attendance a full calendar year or more.

No. IEP with Test Accommodations: 2675 No. ELL with Test Accommodations: 173

## Biology I

### Advanced

Students are typically consistent in demonstrating a thorough understanding of the knowledge, skills and application of the science concepts expected of all students at the End-of-Instruction in high school Biology I. As well, students consistently and thoroughly demonstrate the ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and modeling) and Biology I content. Students regularly demonstrate a thorough and comprehensive understanding of the science processes and biology concepts, consistently applying many different strategies for evaluating, organizing, analyzing, and synthesizing scientific data.

### Satisfactory

Students demonstrate an understanding of science concepts expected in Biology I, and the ability to apply understandings to practical situations. Students performing at the Satisfactory level will identify qualitative and quantitative changes; use observable properties to make biological classifications; evaluate experimental design, identify variables, use mathematics, identify hypotheses, and recognize hazards; make predictions, interpret data, accept or reject hypotheses, draw conclusions and identify a graph or chart from data; interpret and make predictions based on biological models; identify cell structures and functions; understand the cell cycle, replication, transcription, mitosis, and gene recombination; identify evidence of common ancestry related to biological diversity and adaptations; understand biosphere structure, organism and species interaction in an ecosystem and population dynamics; identify the basic processes of photosynthesis and respiration.

### Limited Knowledge

Students typically demonstrate a partial understanding of the knowledge, skills, and application of the science concepts expected of all students at the End-of-Instruction in high school Biology I. Students are partially able to interpret information, design simple investigations, and explain scientific processes and experimental procedures in biological investigations.

### Unsatisfactory

Students do not demonstrate at least a minimal understanding of the knowledge, skills, and application of the science concepts expected of all students at the End-of-Instruction in high school Biology I. Students typically should be given comprehensive science instruction.

**Oklahoma  
Core Curriculum Test  
End-of-Instruction  
Biology I**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 04/18/05

Biology I	Median Percent Correct Score by each Standard and Objective														
	Process/Inquiry	1.0 Observe and Measure	1.1 Qualitative/quantitative observations and changes	1.2 & 1.3 Use appropriate System International (SI) units and tools.	2.0 Classify	2.1 Use observable properties to classify	2.2 Identify properties of a classification system	3.0 Experiment	3.1 Evaluate the design of investigations	3.2 & 3.4 Identify a testable hypothesis, variables, and control in an experiment.	3.3 Use mathematics to show relationships	3.5 Identify potential hazards and practice safety procedures in all science activities.	4.0 Interpret and Communicate	4.1 Select predictions based on observed patterns of evidence	4.3 Interpret line, bar, trend and circle graphs
<b>Regular Education NHM</b>	67	63	71	66	68	62	69	70	48	62	97	63	53	60	
Ethnicity															
American Indian or Alaskan Native	64	60	68	63	66	60	67	66	46	60	96	60	49	57	
Asian/Pacific Islander	75	70	79	74	73	73	78	80	59	77	98	72	59	71	
Black or African American	49	46	54	51	54	48	60	57	40	49	94	47	38	40	
Hispanic or Latino	56	53	61	56	59	54	64	61	43	55	95	53	44	49	
White	70	67	75	69	71	65	71	73	49	65	97	66	56	64	
Other race	66	62	70	67	70	63	69	70	47	62	96	62	54	60	
Gender															
Male	70	66	75	67	68	64	70	70	48	66	96	65	54	64	
Female	64	61	68	66	69	61	68	70	47	59	97	60	51	56	
Other															
Free and Reduced Lunch	59	56	63	59	62	55	64	62	44	56	96	55	45	52	
Non-Free and Reduced Lunch	71	67	76	69	72	66	72	74	50	66	97	67	56	64	
Migrant	50	53	47	45	53	44	61	63	40	53	96	58	52	60	
<b>Special Education (IEP) NHM</b>	42	39	45	39	41	38	51	41	36	39	88	39	33	35	
<b>English Language Learner (ELL) NHM</b>	45	42	49	41	44	40	54	47	38	46	87	40	35	35	
<b>Non-ELL NHM</b>	64	60	68	64	66	60	67	67	46	60	96	60	50	57	
<b>All NHM</b>	64	60	68	63	65	59	67	67	46	60	96	60	50	57	
Ethnicity															
American Indian or Alaskan Native	60	57	64	60	63	56	65	62	44	56	95	57	46	54	
Asian/Pacific Islander	72	67	77	71	70	69	76	77	56	74	97	69	56	67	
Black or African American	47	44	52	48	51	45	58	54	39	47	92	44	36	38	
Hispanic or Latino	50	47	56	49	52	48	60	55	41	51	92	47	40	43	
White	68	64	72	67	69	63	70	71	48	63	97	64	54	61	
Other race	64	60	67	65	67	61	67	67	46	59	96	60	52	58	
Gender															
Male	66	62	70	63	64	60	67	66	46	62	95	61	51	60	
Female	62	59	65	63	66	59	67	68	46	57	96	58	49	54	
Other															
Free and Reduced Lunch	55	52	59	54	58	51	62	58	42	52	94	51	42	48	
Non-Free and Reduced Lunch	69	65	73	67	69	64	70	72	48	64	97	65	55	62	
Migrant	43	45	41	40	38	42	54	53	35	44	90	44	39	38	
<b>Regular Education High Mobility</b>	53	50	58	53	58	51	62	58	41	51	93	50	43	46	
<b>Special Education (IEP) High Mobility</b>	38	35	39	35	35	33	46	35	32	33	83	34	32	30	
<b>ELL High Mobility</b>	41	38	46	33	37	33	49	44	35	42	83	36	33	29	
<b>All High Mobility</b>	50	47	54	49	53	47	58	54	40	48	92	47	40	43	

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

**Oklahoma  
Core Curriculum Test  
End-of-Instruction  
Biology I**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 04/18/05

Biology I	Median Percent Correct Score by each Standard and Objective												
	4.4 Accept or reject a hypothesis	4.5 Make logical conclusions based on experimental data	4.8 Identify an appropriate graph or chart	5.0 Model	5.1 Interpret a model which explains a given set of observations	5.2 Select predictions based on models	Content	1.0 The Cell	2.0 The Molecular Basis of Heredity	3.0 Biological Diversity	4.0 The Interdependence of Organisms	5.0 Matter/Energy/Organization in Living Systems	6.0 The Behavior of Organisms
<b>Regular Education NHM</b>	71	68	63	60	57	64		59	59	71	65	61	62
Ethnicity													
American Indian or Alaskan Native	68	65	61	58	55	62		55	55	69	62	59	59
Asian/Pacific Islander	78	77	76	67	64	71		69	68	75	74	70	71
Black or African American	59	54	50	49	47	50		44	48	56	47	46	49
Hispanic or Latino	62	61	56	52	50	56		50	52	62	54	49	54
White	74	71	66	63	59	67		62	61	74	68	65	64
Other race	71	67	63	60	56	64		58	57	70	65	61	61
Gender													
Male	73	71	66	63	58	68		62	59	73	69	63	62
Female	69	66	61	58	55	61		56	58	69	62	59	61
Other													
Free and Reduced Lunch	65	61	56	54	52	58		51	52	65	57	54	55
Non-Free and Reduced Lunch	74	72	67	63	59	67		63	62	74	69	65	65
Migrant	67	59	55	56	50	59		41	53	68	52	56	52
<b>Special Education (IEP) NHM</b>	49	42	40	44	43	44		37	39	47	39	38	38
<b>English Language Learner (ELL) NHM</b>	49	44	45	43	43	42		40	44	46	40	40	44
<b>Non-ELL NHM</b>	69	66	61	58	55	62		56	56	69	62	58	59
<b>All NHM</b>	68	65	61	58	55	61		56	56	68	62	58	59
Ethnicity													
American Indian or Alaskan Native	66	62	58	56	53	59		52	52	66	59	55	55
Asian/Pacific Islander	75	74	72	64	62	68		66	66	72	72	67	69
Black or African American	57	50	47	47	46	48		42	45	53	45	44	46
Hispanic or Latino	57	54	51	48	46	50		45	48	56	48	44	49
White	71	69	64	61	57	65		60	59	72	66	62	62
Other race	69	65	61	58	55	62		56	55	68	62	58	59
Gender													
Male	69	67	62	60	56	64		57	56	70	65	59	59
Female	67	64	59	56	54	59		54	56	67	59	57	59
Other													
Free and Reduced Lunch	61	57	53	52	50	54		47	49	61	53	50	51
Non-Free and Reduced Lunch	72	70	65	62	58	66		61	60	72	67	63	63
Migrant	52	48	46	48	44	49		37	40	54	42	40	45
<b>Regular Education High Mobility</b>	60	57	52	51	48	53		46	47	61	52	49	50
<b>Special Education (IEP) High Mobility</b>	44	35	34	39	39	38		32	34	42	34	34	33
<b>ELL High Mobility</b>	43	38	41	41	41	40		37	37	41	36	33	41
<b>All High Mobility</b>	57	52	48	48	47	50		43	44	57	48	46	47

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

**Oklahoma  
Core Curriculum Test  
End-of-Instruction  
Biology I**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Student Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 04/18/05

Biology I	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 769-999 %		Satisfactory N 700-768 %		Limited Knowledge N 663-699 %		Unsatisfactory N 455-662 %		
<b>Total Tested (TT) Non High Mobility plus High Mobility</b>										
<b>(Scores not used for accountability)</b>										
<b>Regular Education Total Tested</b>	33052	3391	10	12769	39	8112	25	8780	27	699
Ethnicity										
American Indian or Alaskan Native	5029	366	7	1779	35	1385	28	1499	30	692
Asian/Pacific Islander	552	115	21	247	45	106	19	84	15	720
Black or African American	3238	77	2	643	20	773	24	1745	54	660
Hispanic or Latino	1663	74	4	463	28	445	27	681	41	676
White	20651	2543	12	8938	43	4929	24	4241	21	707
Other race	1919	216	11	699	36	474	25	530	28	697
Gender										
Male	15807	2079	13	6262	40	3567	23	3899	25	704
Female	17020	1295	8	6444	38	4489	26	4792	28	695
Other										
Free and Reduced Lunch	11732	578	5	3543	30	3195	27	4416	38	682
Non-Free and Reduced Lunch	21320	2813	13	9226	43	4917	23	4364	20	708
Migrant	19	1	5	5	26	5	26	8	42	681
<b>Special Education (IEP) Total Tested</b>	4328	49	1	437	10	708	16	3134	72	633
<b>English Language Learner (ELL) TT</b>	991	23	2	129	13	184	19	655	66	639
<b>Non-ELL Total Tested</b>	37304	3440	9	13203	35	8814	24	11847	32	693
<b>All Total Tested</b>	38295	3463	9	13332	35	8998	23	12502	33	692
Ethnicity										
American Indian or Alaskan Native	5876	370	6	1859	32	1516	26	2131	36	685
Asian/Pacific Islander	702	126	18	286	41	142	20	148	21	712
Black or African American	3819	79	2	662	17	829	22	2249	59	653
Hispanic or Latino	2555	81	3	548	21	583	23	1343	53	661
White	23200	2586	11	9258	40	5412	23	5944	26	701
Other race	2143	221	10	719	34	516	24	687	32	691
Gender										
Male	19055	2136	11	6662	35	4138	22	6119	32	695
Female	18954	1310	7	6604	35	4792	25	6248	33	690
Other										
Free and Reduced Lunch	14744	593	4	3787	26	3649	25	6715	46	671
Non-Free and Reduced Lunch	23551	2870	12	9545	41	5349	23	5787	25	704
Migrant	68	1	1	9	13	19	28	39	57	651

Total Enrollment Number Equals Sum of Below:

No. of Students Tested: 38295 No. IEP Alternate Testing: 491  
 No. Absent: 673 No. ELL District Alternate Testing: 0  
 No. Emergency Exempt: 5 No. 2nd Time Testing: 1443  
 No. ELL 1st Year Exempt: 0

**OPI:** A scale score that places a student into one of the 4 performance levels.

**Regular** includes all students except ELL, IEP, and 2nd Time Testing.

All includes all students tested with the standard state test except 2nd Time Testing.

**Non High Mobility (NHM):** Continuous attendance a full calendar year or more.

**Total Tested:** Non High Mobility plus High Mobility.

No. IEP with Test Accommodations: 3037 No. ELL with Test Accommodations: 208

## Biology I

### Advanced

Students are typically consistent in demonstrating a thorough understanding of the knowledge, skills and application of the science concepts expected of all students at the End-of-Instruction in high school Biology I. As well, students consistently and thoroughly demonstrate the ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and modeling) and Biology I content. Students regularly demonstrate a thorough and comprehensive understanding of the science processes and biology concepts, consistently applying many different strategies for evaluating, organizing, analyzing, and synthesizing scientific data.

### Satisfactory

Students demonstrate an understanding of science concepts expected in Biology I, and the ability to apply understandings to practical situations. Students performing at the Satisfactory level will identify qualitative and quantitative changes; use observable properties to make biological classifications; evaluate experimental design, identify variables, use mathematics, identify hypotheses, and recognize hazards; make predictions, interpret data, accept or reject hypotheses, draw conclusions and identify a graph or chart from data; interpret and make predictions based on biological models; identify cell structures and functions; understand the cell cycle, replication, transcription, mitosis, and gene recombination; identify evidence of common ancestry related to biological diversity and adaptations; understand biosphere structure, organism and species interaction in an ecosystem and population dynamics; identify the basic processes of photosynthesis and respiration.

### Limited Knowledge

Students typically demonstrate a partial understanding of the knowledge, skills, and application of the science concepts expected of all students at the End-of-Instruction in high school Biology I. Students are partially able to interpret information, design simple investigations, and explain scientific processes and experimental procedures in biological investigations.

### Unsatisfactory

Students do not demonstrate at least a minimal understanding of the knowledge, skills, and application of the science concepts expected of all students at the End-of-Instruction in high school Biology I. Students typically should be given comprehensive science instruction.

**Oklahoma  
Core Curriculum Test  
End-of-Instruction  
Biology I**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 04/18/05

**Median Percent Correct Score by each Standard and Objective**

**Biology I**

(Scores not used for accountability)

Process/Inquiry	1.0 Observe and Measure	1.1 Qualitative/quantitative observations and changes	1.2 & 1.3 Use appropriate System International (SI) units and tools	2.0 Classify	2.1 Use observable properties to classify	2.2 Identify properties of a classification system	3.0 Experiment	3.1 Evaluate the design of investigations	3.2 & 3.4 Identify a testable hypothesis, variables, and control in an experiment	3.3 Use mathematics to show relationships	3.5 Identify potential hazards and practice safety procedures in all science activities	4.0 Interpret and Communicate	4.1 Select predictions based on observed patterns of evidence	4.3 Interpret line, bar, trend and circle graphs
<b>Regular Education Total Tested</b>	66	62	70	65	68	61	69	69	47	62	96	62	52	59
Ethnicity														
American Indian or Alaskan Native	63	59	67	62	65	59	66	65	45	59	96	59	48	56
Asian/Pacific Islander	74	69	79	72	71	71	78	79	58	77	98	71	58	70
Black or African American	48	45	53	49	53	46	59	56	39	48	93	46	37	39
Hispanic or Latino	56	52	60	55	58	53	63	61	43	54	94	52	43	48
White	70	66	74	68	71	65	71	73	49	65	97	65	55	63
Other race	65	61	68	66	69	62	68	69	46	60	96	61	53	59
Gender														
Male	69	65	73	66	67	63	70	69	48	65	96	64	54	63
Female	63	60	67	65	68	60	68	69	46	58	97	60	50	55
Other														
Free and Reduced Lunch	58	55	62	58	61	54	64	61	43	55	95	54	44	51
Non-Free and Reduced Lunch	70	66	75	69	71	65	71	73	49	65	97	66	56	63
Migrant	48	50	48	47	56	42	60	64	38	53	95	56	50	58
<b>Special Education (IEP) Total Tested</b>	41	39	44	39	40	37	50	41	35	39	88	38	33	34
<b>English Language Learner (ELL) TT</b>	45	41	49	40	43	39	53	46	38	46	86	39	34	34
<b>Non-ELL Total Tested</b>	63	59	67	63	65	59	67	66	45	59	96	59	49	56
<b>All Total Tested</b>	62	59	66	62	64	58	66	66	45	59	95	59	49	56
Ethnicity														
American Indian or Alaskan Native	59	56	63	59	62	56	64	61	44	56	95	56	45	53
Asian/Pacific Islander	71	66	76	69	68	66	76	76	55	73	96	67	55	65
Black or African American	46	43	50	46	49	44	57	53	38	46	92	43	36	37
Hispanic or Latino	50	46	55	48	51	47	59	54	40	50	91	46	39	42
White	67	63	71	66	68	62	69	70	47	62	96	63	53	60
Other race	62	59	65	63	66	59	66	66	45	58	95	58	51	56
Gender														
Male	65	61	69	62	63	59	67	64	45	61	95	60	50	59
Female	61	58	64	62	66	58	66	67	45	56	96	57	48	53
Other														
Free and Reduced Lunch	53	51	58	53	57	50	61	57	41	51	94	50	41	47
Non-Free and Reduced Lunch	68	64	72	67	69	63	70	71	48	63	96	64	54	61
Migrant	44	45	43	40	39	40	54	53	35	45	90	43	38	38

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

**Oklahoma  
Core Curriculum Test  
End-of-Instruction  
Biology I**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 04/18/05

Biology I (Scores not used for accountability)	Median Percent Correct Score by each Standard and Objective												
	4.4 Accept or reject a hypothesis	4.5 Make logical conclusions based on experimental data	4.8 Identify an appropriate graph or chart	5.0 Model	5.1 Interpret a model which explains a given set of observations	5.2 Select predictions based on models	Content	1.0 The Cell	2.0 The Molecular Basis of Heredity	3.0 Biological Diversity	4.0 The Interdependence of Organisms	5.0 Matter/Energy/Organization in Living Systems	6.0 The Behavior of Organisms
<b>Regular Education Total Tested</b>	70	67	63	59	56	63		58	58	70	64	60	61
Ethnicity													
American Indian or Alaskan Native	68	65	60	57	54	61		54	54	68	61	58	58
Asian/Pacific Islander	77	76	74	66	64	71		68	67	73	73	69	70
Black or African American	58	53	49	47	46	48		43	46	55	46	45	48
Hispanic or Latino	61	60	56	52	49	55		49	51	62	54	49	53
White	73	71	65	62	58	66		61	61	73	68	64	64
Other race	70	66	62	59	56	63		57	56	69	64	60	60
Gender													
Male	72	70	65	62	57	67		60	58	72	68	62	61
Female	68	66	61	57	55	60		55	57	68	61	58	60
Other													
Free and Reduced Lunch	64	60	56	54	51	57		50	51	64	56	53	54
Non-Free and Reduced Lunch	74	71	66	63	58	66		62	61	73	68	64	64
Migrant	65	58	55	55	50	58		41	52	69	51	54	52
<b>Special Education (IEP) Total Tested</b>	49	41	39	43	42	43		36	39	46	38	37	37
<b>English Language Learner (ELL) TT</b>	48	43	45	43	43	41		39	43	46	39	39	43
<b>Non-ELL Total Tested</b>	68	65	60	57	54	61		55	55	68	61	57	58
<b>All Total Tested</b>	67	64	60	57	54	60		54	55	68	61	57	58
Ethnicity													
American Indian or Alaskan Native	65	61	57	55	52	59		51	52	65	58	55	55
Asian/Pacific Islander	73	72	71	63	61	67		65	65	70	70	65	67
Black or African American	55	49	46	46	45	47		41	44	52	43	43	45
Hispanic or Latino	56	53	51	48	46	49		44	46	55	47	44	48
White	71	68	63	60	57	64		59	58	71	65	61	61
Other race	67	64	59	57	55	61		55	54	67	61	57	58
Gender													
Male	68	65	61	59	55	63		56	55	69	63	58	57
Female	66	63	58	56	54	58		53	55	66	58	56	58
Other													
Free and Reduced Lunch	60	56	52	51	49	53		46	48	60	52	49	50
Non-Free and Reduced Lunch	72	69	64	61	57	65		60	59	72	66	62	63
Migrant	51	48	46	48	45	49		37	40	54	42	41	46

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

**Oklahoma  
Core Curriculum Test  
End-of-Instruction  
Biology I**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

**VIRTUAL DISTRICT**

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Student Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 04/18/05

Biology I Only Non High Mobility (NHM) Scores used for accountability	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 769-999 %		Satisfactory N 700-768 %		Limited Knowledge N 663-699 %		Unsatisfactory N 455-662 %		
<b>Regular Education NHM</b>	18	0	0	1	6	4	22	13	72	604
Ethnicity										
American Indian or Alaskan Native	3	0	0	0	0	0	0	3	100	489
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	6	0	0	0	0	1	17	5	83	573
Hispanic or Latino	1	0	0	0	0	0	0	1	100	596
White	3	0	0	0	0	1	33	2	67	622
Other race	5	0	0	1	20	2	40	2	40	667
Gender										
Male	16	0	0	1	6	4	25	11	69	614
Female	1	0	0	0	0	0	0	1	100	596
Other										
Free and Reduced Lunch	3	0	0	1	33	0	0	2	67	489
Non-Free and Reduced Lunch	15	0	0	0	0	4	27	11	73	606
Migrant	0	X	X	X	X	X	X	X	X	X
<b>Special Education (IEP) NHM</b>	2	0	0	0	0	1	50	1	50	641
<b>English Language Learner (ELL) NHM</b>	1	0	0	0	0	0	0	1	100	622
<b>Non-ELL NHM</b>	20	0	0	1	5	5	25	14	70	606
<b>All NHM</b>	21	0	0	1	5	5	24	15	71	610
Ethnicity										
American Indian or Alaskan Native	3	0	0	0	0	0	0	3	100	489
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	7	0	0	0	0	1	14	6	86	584
Hispanic or Latino	1	0	0	0	0	0	0	1	100	596
White	5	0	0	0	0	2	40	3	60	622
Other race	5	0	0	1	20	2	40	2	40	667
Gender										
Male	19	0	0	1	5	5	26	13	68	618
Female	1	0	0	0	0	0	0	1	100	596
Other										
Free and Reduced Lunch	6	0	0	1	17	1	17	4	67	614
Non-Free and Reduced Lunch	15	0	0	0	0	4	27	11	73	606
Migrant	0	X	X	X	X	X	X	X	X	X
<b>Regular Education High Mobility</b>	55	0	0	4	7	10	18	41	75	640
<b>Special Education (IEP) High Mobility</b>	12	0	0	2	17	2	17	8	67	638
<b>ELL High Mobility</b>	1	0	0	1	100	0	0	0	0	725
<b>All High Mobility</b>	68	0	0	7	10	12	18	49	72	640

Total Enrollment Number of NHM Equals Sum of Below:

No. of Students Tested:	21	No. IEP Alternate Testing:	1
No. Absent:	0	No. ELL District Alternate Testing:	0
No. Emergency Exempt:	0	No. 2nd Time Testing:	2
No. ELL 1st Year Exempt:	0		

**OPI:** A scale score that places a student into one of the 4 performance levels.

**Regular** includes all students except ELL, IEP, and 2nd Time Testing.

**All** includes all students tested with the standard state test except 2nd Time Testing.

**Non High Mobility (NHM):** Continuous attendance a full calendar year or more.

No. IEP with Test Accommodations: 1 No. ELL with Test Accommodations: 0

## Biology I

### Advanced

Students are typically consistent in demonstrating a thorough understanding of the knowledge, skills and application of the science concepts expected of all students at the End-of-Instruction in high school Biology I. As well, students consistently and thoroughly demonstrate the ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and modeling) and Biology I content. Students regularly demonstrate a thorough and comprehensive understanding of the science processes and biology concepts, consistently applying many different strategies for evaluating, organizing, analyzing, and synthesizing scientific data.

### Satisfactory

Students demonstrate an understanding of science concepts expected in Biology I, and the ability to apply understandings to practical situations. Students performing at the Satisfactory level will identify qualitative and quantitative changes; use observable properties to make biological classifications; evaluate experimental design, identify variables, use mathematics, identify hypotheses, and recognize hazards; make predictions, interpret data, accept or reject hypotheses, draw conclusions and identify a graph or chart from data; interpret and make predictions based on biological models; identify cell structures and functions; understand the cell cycle, replication, transcription, mitosis, and gene recombination; identify evidence of common ancestry related to biological diversity and adaptations; understand biosphere structure, organism and species interaction in an ecosystem and population dynamics; identify the basic processes of photosynthesis and respiration.

### Limited Knowledge

Students typically demonstrate a partial understanding of the knowledge, skills, and application of the science concepts expected of all students at the End-of-Instruction in high school Biology I. Students are partially able to interpret information, design simple investigations, and explain scientific processes and experimental procedures in biological investigations.

### Unsatisfactory

Students do not demonstrate at least a minimal understanding of the knowledge, skills, and application of the science concepts expected of all students at the End-of-Instruction in high school Biology I. Students typically should be given comprehensive science instruction.

**Oklahoma  
Core Curriculum Test  
End-of-Instruction  
Biology I**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 04/18/05

Biology I	Median Percent Correct Score by each Standard and Objective														
	Process/Inquiry	1.0 Observe and Measure	1.1 Qualitative/quantitative observations and changes	1.2 & 1.3 Use appropriate System International (SI) units and tools	2.0 Classify	2.1 Use observable properties to classify	2.2 Identify properties of a classification system	3.0 Experiment	3.1 Evaluate the design of investigations	3.2 & 3.4 Identify a testable hypothesis, variables, and control in an experiment	3.3 Use mathematics to show relationships	3.5 Identify potential hazards and practice safety procedures in all science activities	4.0 Interpret and Communicate	4.1 Select predictions based on observed patterns of evidence	4.3 Interpret line, bar, trend and circle graphs
<b>Regular Education NHM</b>		35	39	38	43	46	31	43	27	35	32	84	26	31	25
Ethnicity															
American Indian or Alaskan Native		13	17	17	13	25	8	42	25	42	17	83	15	25	8
Asian/Pacific Islander	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Black or African American		34	38	33	42	38	42	38	38	20	31	65	18	25	20
Hispanic or Latino		25	0	50	13	25	0	63	25	50	75	100	25	0	25
White		38	67	25	50	67	33	44	25	25	42	75	35	50	33
Other race		57	50	67	58	63	58	50	25	58	33	100	45	38	58
Gender															
Male		36	39	40	45	48	36	44	30	32	33	85	29	33	28
Female		38	50	25	38	50	25	44	25	50	25	75	10	25	0
Other															
Free and Reduced Lunch		13	17	25	50	50	50	38	33	25	25	75	20	33	50
Non-Free and Reduced Lunch		36	44	39	41	45	29	44	25	35	33	85	28	30	23
Migrant	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Special Education (IEP) NHM</b>		63	75	50	44	63	25	44	25	25	25	100	40	38	38
<b>English Language Learner (ELL) NHM</b>		38	25	50	0	0	0	50	50	75	0	75	50	50	0
<b>Non-ELL NHM</b>		38	44	38	43	48	31	44	27	34	31	86	26	31	27
<b>All NHM</b>		38	43	39	42	46	28	44	29	36	29	85	28	32	25
Ethnicity															
American Indian or Alaskan Native		13	17	17	13	25	8	42	25	42	17	83	15	25	8
Asian/Pacific Islander	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Black or African American		35	35	36	38	33	33	40	42	25	25	67	20	30	17
Hispanic or Latino		25	0	50	13	25	0	63	25	50	75	100	25	0	25
White		50	69	38	47	65	31	43	25	25	35	88	35	50	35
Other race		57	50	67	58	63	58	50	25	58	33	100	45	38	58
Gender															
Male		40	44	42	43	48	31	45	31	33	30	87	30	35	27
Female		38	50	25	38	50	25	44	25	50	25	75	10	25	0
Other															
Free and Reduced Lunch		44	38	42	42	50	30	44	35	38	20	85	40	38	31
Non-Free and Reduced Lunch		36	44	39	41	45	29	44	25	35	33	85	28	30	23
Migrant	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Regular Education High Mobility</b>		41	38	42	43	39	45	47	38	32	32	87	38	32	36
<b>Special Education (IEP) High Mobility</b>		40	42	43	38	46	46	53	39	53	32	89	43	40	39
<b>ELL High Mobility</b>		75	75	75	100	100	100	63	75	50	25	100	75	75	75
<b>All High Mobility</b>		41	39	43	43	40	46	49	39	35	32	88	39	34	38

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

# Oklahoma Core Curriculum Test End-of-Instruction Biology I

## Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

### Purpose

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 04/18/05

Biology I	Median Percent Correct Score by each Standard and Objective												
	4.4 Accept or reject a hypothesis	4.5 Make logical conclusions based on experimental data	4.8 Identify an appropriate graph or chart	5.0 Model	5.1 Interpret a model which explains a given set of observations	5.2 Select predictions based on models	Content	1.0 The Cell	2.0 The Molecular Basis of Heredity	3.0 Biological Diversity	4.0 The Interdependence of Organisms	5.0 Matter/Energy/Organization in Living Systems	6.0 The Behavior of Organisms
<b>Regular Education NHM</b>	38	35	16	44	39	44		34	30	40	35	44	35
Ethnicity													
American Indian or Alaskan Native	25	17	8	25	25	33		14	18	25	22	20	25
Asian/Pacific Islander	X	X	X	X	X	X		X	X	X	X	X	X
Black or African American	25	19	10	38	33	35		38	24	26	22	40	33
Hispanic or Latino	25	25	50	25	25	25		43	36	25	18	0	50
White	33	50	25	46	50	42		33	30	75	45	40	25
Other race	75	50	25	60	50	75		48	36	63	47	60	38
Gender													
Male	40	35	19	44	38	45		37	30	41	37	45	40
Female	25	0	0	63	75	50		29	45	38	18	60	13
Other													
Free and Reduced Lunch	33	42	25	50	50	50		43	36	13	41	20	50
Non-Free and Reduced Lunch	40	34	15	47	40	45		32	31	42	36	47	32
Migrant	X	X	X	X	X	X		X	X	X	X	X	X
<b>Special Education (IEP) NHM</b>	38	50	38	44	50	38		36	23	69	44	30	44
<b>English Language Learner (ELL) NHM</b>	50	75	75	25	25	25		43	64	38	29	20	13
<b>Non-ELL NHM</b>	38	37	18	44	41	44		34	28	44	35	42	36
<b>All NHM</b>	38	38	20	41	40	42		35	29	43	34	40	34
Ethnicity													
American Indian or Alaskan Native	25	17	8	25	25	33		14	18	25	22	20	25
Asian/Pacific Islander	X	X	X	X	X	X		X	X	X	X	X	X
Black or African American	30	25	15	36	32	33		40	27	27	24	36	25
Hispanic or Latino	25	25	50	25	25	25		43	36	25	18	0	50
White	33	50	25	44	50	38		29	27	71	45	33	38
Other race	75	50	25	60	50	75		48	36	63	47	60	38
Gender													
Male	41	39	23	41	39	43		38	29	45	36	40	38
Female	25	0	0	63	75	50		29	45	38	18	60	13
Other													
Free and Reduced Lunch	38	50	42	40	40	38		40	25	46	29	25	42
Non-Free and Reduced Lunch	40	34	15	47	40	45		32	31	42	36	47	32
Migrant	X	X	X	X	X	X		X	X	X	X	X	X
<b>Regular Education High Mobility</b>	48	36	38	41	38	42		38	32	43	42	34	35
<b>Special Education (IEP) High Mobility</b>	44	39	45	40	34	43		38	40	50	38	34	35
<b>ELL High Mobility</b>	75	75	75	63	25	100		57	55	88	76	80	75
<b>All High Mobility</b>	48	37	39	41	37	43		38	33	44	42	35	36

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

**Oklahoma  
Core Curriculum Test  
End-of-Instruction  
Biology I**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

**VIRTUAL DISTRICT**

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Student Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 04/18/05

Biology I	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 769-999 %		Satisfactory N 700-768 %		Limited Knowledge N 663-699 %		Unsatisfactory N 455-662 %		
<b>Total Tested (TT) Non High Mobility plus High Mobility</b>										
<b>(Scores not used for accountability)</b>										
<b>Regular Education Total Tested</b>	73	0	0	5	7	14	19	54	74	629
Ethnicity										
American Indian or Alaskan Native	12	0	0	0	0	2	17	10	83	619
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	22	0	0	0	0	3	14	19	86	599
Hispanic or Latino	4	0	0	0	0	0	0	4	100	560
White	24	0	0	4	17	5	21	15	63	644
Other race	11	0	0	1	9	4	36	6	55	647
Gender										
Male	64	0	0	4	6	13	20	47	73	631
Female	7	0	0	1	14	1	14	5	71	639
Other										
Free and Reduced Lunch	15	0	0	2	13	1	7	12	80	614
Non-Free and Reduced Lunch	58	0	0	3	5	13	22	42	72	631
Migrant	0	X	X	X	X	X	X	X	X	X
<b>Special Education (IEP) Total Tested</b>	14	0	0	2	14	3	21	9	64	638
<b>English Language Learner (ELL) TT</b>	2	0	0	1	50	0	0	1	50	674
<b>Non-ELL Total Tested</b>	87	0	0	7	8	17	20	63	72	632
<b>All Total Tested</b>	89	0	0	8	9	17	19	64	72	632
Ethnicity										
American Indian or Alaskan Native	15	0	0	1	7	2	13	12	80	596
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	25	0	0	0	0	3	12	22	88	602
Hispanic or Latino	4	0	0	0	0	0	0	4	100	560
White	32	0	0	6	19	8	25	18	56	650
Other race	13	0	0	1	8	4	31	8	62	641
Gender										
Male	77	0	0	7	9	16	21	54	70	635
Female	10	0	0	1	10	1	10	8	80	632
Other										
Free and Reduced Lunch	21	0	0	3	14	2	10	16	76	622
Non-Free and Reduced Lunch	68	0	0	5	7	15	22	48	71	635
Migrant	0	X	X	X	X	X	X	X	X	X

Total Enrollment Number Equals Sum of Below:

No. of Students Tested:	89	No. IEP Alternate Testing:	1
No. Absent:	2	No. ELL District Alternate Testing:	0
No. Emergency Exempt:	0	No. 2nd Time Testing:	3
No. ELL 1st Year Exempt:	0		

**OPI:** A scale score that places a student into one of the 4 performance levels.

**Regular** includes all students except ELL, IEP, and 2nd Time Testing.

All includes all students tested with the standard state test except 2nd Time Testing.

**Non High Mobility (NHM):** Continuous attendance a full calendar year or more.

**Total Tested:** Non High Mobility plus High Mobility.

No. IEP with Test Accommodations: 9 No. ELL with Test Accommodations: 0

## Biology I

### Advanced

Students are typically consistent in demonstrating a thorough understanding of the knowledge, skills and application of the science concepts expected of all students at the End-of-Instruction in high school Biology I. As well, students consistently and thoroughly demonstrate the ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and modeling) and Biology I content. Students regularly demonstrate a thorough and comprehensive understanding of the science processes and biology concepts, consistently applying many different strategies for evaluating, organizing, analyzing, and synthesizing scientific data.

### Satisfactory

Students demonstrate an understanding of science concepts expected in Biology I, and the ability to apply understandings to practical situations. Students performing at the Satisfactory level will identify qualitative and quantitative changes; use observable properties to make biological classifications; evaluate experimental design, identify variables, use mathematics, identify hypotheses, and recognize hazards; make predictions, interpret data, accept or reject hypotheses, draw conclusions and identify a graph or chart from data; interpret and make predictions based on biological models; identify cell structures and functions; understand the cell cycle, replication, transcription, mitosis, and gene recombination; identify evidence of common ancestry related to biological diversity and adaptations; understand biosphere structure, organism and species interaction in an ecosystem and population dynamics; identify the basic processes of photosynthesis and respiration.

### Limited Knowledge

Students typically demonstrate a partial understanding of the knowledge, skills, and application of the science concepts expected of all students at the End-of-Instruction in high school Biology I. Students are partially able to interpret information, design simple investigations, and explain scientific processes and experimental procedures in biological investigations.

### Unsatisfactory

Students do not demonstrate at least a minimal understanding of the knowledge, skills, and application of the science concepts expected of all students at the End-of-Instruction in high school Biology I. Students typically should be given comprehensive science instruction.

**Oklahoma  
Core Curriculum Test  
End-of-Instruction  
Biology I**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 04/18/05

**Median Percent Correct Score by each Standard and Objective**

**Biology I**

(Scores not used for accountability)

**Regular Education Total Tested**

Process/Inquiry	1.0 Observe and Measure	1.1 Qualitative/quantitative observations and changes	1.2 & 1.3 Use appropriate System International (SI) units and tools	2.0 Classify	2.1 Use observable properties to classify	2.2 Identify properties of a classification system	3.0 Experiment	3.1 Evaluate the design of investigations	3.2 & 3.4 Identify a testable hypothesis, variables, and control in an experiment	3.3 Use mathematics to show relationships	3.5 Identify potential hazards and practice safety procedures in all science activities	4.0 Interpret and Communicate	4.1 Select predictions based on observed patterns of evidence	4.3 Interpret line, bar, trend and circle graphs
<b>Regular Education Total Tested</b>	40	38	41	43	40	42	46	35	33	32	86	37	32	33
<b>Ethnicity</b>														
American Indian or Alaskan Native	36	41	33	43	38	44	42	22	36	33	83	32	36	19
Asian/Pacific Islander	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Black or African American	34	33	34	42	36	46	41	28	25	28	78	28	27	25
Hispanic or Latino	33	17	50	19	25	13	54	25	42	42	83	20	17	25
White	45	42	46	43	43	41	53	54	34	36	92	43	34	45
Other race	45	40	54	54	57	55	48	33	36	31	92	43	36	39
<b>Gender</b>														
Male	40	37	43	43	40	43	45	33	32	33	86	37	33	33
Female	38	43	42	50	50	44	53	54	42	33	93	40	25	38
<b>Other</b>														
Free and Reduced Lunch	41	41	41	46	45	50	44	36	33	33	82	30	35	32
Non-Free and Reduced Lunch	39	37	41	42	39	41	47	34	33	32	88	38	31	34
Migrant	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Special Education (IEP) Total Tested</b>	43	47	44	40	50	44	51	38	50	31	90	43	40	39
<b>English Language Learner (ELL) TT</b>	57	50	63	50	50	50	57	63	63	13	88	63	63	38
<b>Non-ELL Total Tested</b>	40	39	41	43	42	43	47	35	35	32	87	37	32	34
<b>All Total Tested</b>	40	39	42	43	42	43	47	36	35	31	87	38	33	34
<b>Ethnicity</b>														
American Indian or Alaskan Native	34	40	33	42	36	45	41	25	33	29	83	33	35	23
Asian/Pacific Islander	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Black or African American	33	32	35	40	35	43	41	31	27	25	78	29	31	22
Hispanic or Latino	33	17	50	19	25	13	54	25	42	42	83	20	17	25
White	46	46	49	46	49	44	54	52	40	39	94	46	38	48
Other race	47	43	53	48	53	50	49	34	41	28	91	42	31	38
<b>Gender</b>														
Male	41	39	44	44	42	43	47	35	34	33	87	38	36	35
Female	40	43	36	41	42	42	52	50	43	25	90	38	19	33
<b>Other</b>														
Free and Reduced Lunch	42	45	41	44	46	43	46	37	35	30	85	35	40	32
Non-Free and Reduced Lunch	40	38	42	42	40	43	48	36	35	32	88	38	31	35
Migrant	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

# Oklahoma Core Curriculum Test End-of-Instruction Biology I

## Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

### Purpose

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 04/18/05

Biology I (Scores not used for accountability)	Median Percent Correct Score by each Standard and Objective						Content	1.0 The Cell	2.0 The Molecular Basis of Heredity	3.0 Biological Diversity	4.0 The Interdependence of Organisms	5.0 Matter/Energy/ Organization in Living Systems	6.0 The Behavior of Organisms
	4.4 Accept or reject a hypothesis	4.5 Make logical conclusions based on experimental data	4.8 Identify an appropriate graph or chart	5.0 Model	5.1 Interpret a model which explains a given set of observations	5.2 Select predictions based on models							
<b>Regular Education Total Tested</b>	45	36	33	42	39	42		37	31	42	40	36	35
Ethnicity													
American Indian or Alaskan Native	38	28	30	38	43	33		31	32	32	37	30	32
Asian/Pacific Islander	X	X	X	X	X	X		X	X	X	X	X	X
Black or African American	36	23	30	38	40	35		34	30	32	35	34	30
Hispanic or Latino	17	17	25	28	25	31		36	24	17	24	10	38
White	56	52	38	44	36	55		40	31	54	44	45	43
Other race	63	40	33	54	44	61		43	36	57	47	46	34
Gender													
Male	45	34	33	41	38	42		38	31	42	41	35	35
Female	63	50	38	44	40	50		36	38	50	43	53	46
Other													
Free and Reduced Lunch	41	30	28	43	45	36		38	43	33	35	32	38
Non-Free and Reduced Lunch	47	37	34	41	37	44		37	29	44	41	38	34
Migrant	X	X	X	X	X	X		X	X	X	X	X	X
<b>Special Education (IEP) Total Tested</b>	44	42	43	40	37	43		37	36	55	38	33	36
<b>English Language Learner (ELL) TT</b>	63	75	75	44	25	63		50	60	63	53	50	44
<b>Non-ELL Total Tested</b>	45	36	34	41	38	42		37	32	44	40	36	35
<b>All Total Tested</b>	46	37	35	41	38	43		37	33	44	40	36	35
Ethnicity													
American Indian or Alaskan Native	40	30	39	38	38	35		33	33	31	38	30	30
Asian/Pacific Islander	X	X	X	X	X	X		X	X	X	X	X	X
Black or African American	36	25	32	35	38	32		35	31	32	32	31	26
Hispanic or Latino	17	17	25	28	25	31		36	24	17	24	10	38
White	56	49	42	45	38	55		42	32	56	47	44	47
Other race	58	43	28	50	41	58		39	37	57	41	44	34
Gender													
Male	46	35	37	41	38	42		39	32	44	41	35	35
Female	54	54	30	40	34	46		33	39	47	37	44	41
Other													
Free and Reduced Lunch	42	34	39	40	44	36		37	42	40	36	31	34
Non-Free and Reduced Lunch	47	38	34	41	36	44		38	30	45	41	38	36
Migrant	X	X	X	X	X	X		X	X	X	X	X	X

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.