

Campus Data Packet

for 2008 - 09 Plans



J. L. LONG

School Number 53

*The information in this packet is based
on data from the 2007-08 school year.*

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°The TEA will release passing standards for the 2008 TAKS-Modified test in late summer. When they are available, an addendum to the Campus Data Packet with reports for TAKS-M will be available on MyData Portal.

°Student results for the 2008 TELPAS will be sent by the TEA in September. An addendum with these results will be posted on MyData Portal by October.

2007-08 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2007-08. They are counted as new if they were not enrolled in a district campus before the last day of the 2006-07 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 2006-07 and 2007-08.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled on the first day of the second six-weeks grading period and on the last day of testing.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

TAKS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- 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 compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2009, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

SCE Compliance and ITBS / ITED / Logramos

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.

STUDENT ENROLLMENT

Grade	Enrollment
6	317
7	356
8	336
ALL	1,009

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	84	8.3	20	23.5
American Indian	6	0.6	*	*
Asian	11	1.1	*	*
Hispanic	751	74.4	11	12.9
White	157	15.6	51	60.0
Other	**	**	3	3.5

*Included in category "Other."

**All students are classified in one of the five racial/ethnic groups.

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	715	70.9
Limited English proficient students	183	18.1
Special education students	125	12.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
6	2006											
	2007	346	39	11.3	2	0.6	6	1.7	242	69.9	57	16.5
	2008	317	21	6.6	4	1.3	2	0.6	241	76.0	49	15.5
7	2006	398	52	13.1	4	1.0	3	0.8	297	74.6	42	10.6
	2007	358	40	11.2	1	0.3	2	0.6	252	70.4	63	17.6
	2008	356	29	8.1	1	0.3	8	2.2	270	75.8	48	13.5
8	2006	345	41	11.9	6	1.7	5	1.4	248	71.9	45	13.0
	2007	351	42	12.0	4	1.1	4	1.1	260	74.1	41	11.7
	2008	336	34	10.1	1	0.3	1	0.3	240	71.4	60	17.9
6-8	2006	743	93	12.5	10	1.3	8	1.1	545	73.4	87	11.7
	2007	1,055	121	11.5	7	0.7	12	1.1	754	71.5	161	15.3
	2008	1,009	84	8.3	6	0.6	11	1.1	751	74.4	157	15.6

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
6	2006												
	2007	346	246	71.1	61	17.6	44	12.7	52	15.0	26	7.5	1.2
	2008	317	222	70.0	69	21.8	37	11.7	0	0.0	20	6.3	3.2
7	2006	398	309	77.6	74	18.6	59	14.8	58	14.6	32	8.0	1.0
	2007	358	252	70.4	52	14.5	46	12.8	5	1.4	31	8.7	1.7
	2008	356	257	72.2	64	18.0	43	12.1	52	14.6	29	8.1	3.7
8	2006	345	257	74.5	60	17.4	49	14.2	61	17.7	16	4.6	2.6
	2007	351	247	70.4	69	19.7	51	14.5	16	4.6	22	6.3	2.0
	2008	336	236	70.2	50	14.9	45	13.4	48	14.3	18	5.4	1.8
6-8	2006	743	566	76.2	134	18.0	108	14.5	119	16.0	48	6.5	1.7
	2007	1,055	745	70.6	182	17.3	141	13.4	73	6.9	79	7.5	1.6
	2008	1,009	715	70.9	183	18.1	125	12.4	100	9.9	67	6.6	2.9

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
6	2006		10,821.1			10,478.8	96.8			23.6		9,467		87.5
	2007	344.6	11,264.8	331.0	96.1	10,864.3	96.4	68	19.7	21.9	306	9,788	88.8	86.9
	2008	321.9	10,450.4	309.9	96.3	10,060.0	96.3	58	18.0	22.0	280	9,055	87.0	86.6
7	2006	405.6	11,130.6	388.1	95.7	10,585.9	95.1	94	23.2	31.8	345	9,218	85.1	82.8
	2007	361.2	10,085.4	341.7	94.6	9,572.1	94.9	77	21.3	27.7	301	8,404	83.3	83.3
	2008	354.3	10,790.7	338.9	95.7	10,269.4	95.2	69	19.5	26.3	299	9,024	84.4	83.6
8	2006	351.7	10,838.1	332.6	94.6	10,206.0	94.2	99	28.2	34.8	289	8,683	82.2	80.1
	2007	360.2	10,675.2	340.6	94.5	10,054.2	94.2	66	18.3	31.2	301	8,706	83.6	81.6
	2008	341.3	9,895.9	323.3	94.7	9,350.9	94.5	77	22.6	30.5	283	8,046	82.9	81.3
6-8	2006	757.3	32,789.8	720.7	95.2	31,270.8	95.4	193	25.5	30.1	634	27,368	83.7	83.5
	2007	1,066.0	32,025.4	1,013.2	95.0	30,490.6	95.2	211	19.8	26.8	908	26,898	85.2	84.0
	2008	1,017.5	31,137.0	972.1	95.5	29,680.3	95.3	204	20.0	26.1	862	26,125	84.7	83.9

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	20	23.5
Hispanic	11	12.9
White	51	60.0
Other	3	3.5

Gender	Number	Percent
Female	57	67.1
Male	28	32.9

TOTAL	85
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AVERAGE NUMBER OF ABSENCES

2006	7.1
2007	7.0
2008	8.3

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6	2006												89.4	0
	2007	90.9	64.9	83.5	79.1	43.8	63.9	70.3		83.4	82.1	82.8	87.2	309
	2008	97.8	81.3	85.4	83.1	62.5	64.0	78.2	*	81.8	92.6	87.5	87.8	280
7	2006	90.2	59.5	70.6	65.8	60.0	24.2	55.5	*	64.6	78.2	71.4	65.5	329
	2007	93.1	62.5	74.8	72.4	80.0	34.8	64.4	*	78.4	75.8	77.2	76.0	311
	2008	93.9	63.0	74.2	71.7	26.3	40.5	62.4		75.3	77.3	76.2	77.3	328
8	2006	90.9	71.0	69.0	68.3	50.0	18.2	58.0	*	71.4	74.5	73.0	71.2	293
	2007	94.6	72.2	82.9	79.8	69.2	47.5	75.7	*	82.0	85.0	83.5	80.5	303
	2008	96.6	89.7	91.0	90.6	70.0	76.0	88.3		90.5	93.8	92.0	90.1	314
6-8	2006	90.6	64.4	69.9	67.0	56.3	21.2	56.8	*	67.8	76.5	72.2	75.2	622
	2007	92.7	66.7	80.4	77.1	61.5	50.5	70.4	*	81.3	81.0	81.1	81.5	923
	2008	96.1	77.8	83.2	81.4	51.1	58.1	76.2	*	82.5	87.7	85.0	84.9	922

NUMBER TESTED IN GRADES 6-8													
2006	85	73	448	433	16	66	317	2	298	323	622	28,147	
2007	150	105	652	633	39	99	493	3	481	442	923	27,843	
2008	154	72	679	622	47	117	516	1	474	448	922	28,091	

Shaded cells indicate percentages below 70 percent, the 2009 AEIS reading/ELA minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6	2006												982	0
	2007	5	13	35	45	9	13	43		28	25	53	1,269	309
	2008	1	3	31	32	3	18	31	*	24	11	35	1,140	280
7	2006	4	17	70	80	4	25	69	*	56	37	94	3,295	329
	2007	4	12	55	58	2	15	58	*	35	36	71	2,085	311
	2008	3	10	63	65	14	25	70		43	35	78	2,207	328
8	2006	4	9	65	63	3	27	68	*	40	39	79	2,694	293
	2007	2	10	38	42	4	21	45	*	27	23	50	1,803	303
	2008	2	3	20	19	6	6	22		16	9	25	891	314
6-8	2006	8	26	135	143	7	52	137	*	96	76	173	6,971	622
	2007	11	35	128	145	15	49	146	*	90	84	174	5,157	923
	2008	6	16	114	116	23	49	123	*	83	55	138	4,238	922

NUMBER TESTED IN GRADES 6-8													
2006	85	73	448	433	16	66	317	2	298	323	622	28,147	
2007	150	105	652	633	39	99	493	3	481	442	923	27,843	
2008	154	72	679	622	47	117	516	1	474	448	922	28,091	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
6	2006				
	2007	81.0	84.5	74.0	75.7
	2008	84.1	81.1	81.2	77.4
7	2006	77.2	84.2	76.6	71.1
	2007	77.3	76.7	79.9	74.4
	2008	82.4	84.2	78.7	71.6
8	2006	78.5	80.3	79.6	72.6
	2007	80.8	82.6	84.1	75.8
	2008	87.3	85.1	84.9	85.1
6-8	2006	77.8	82.3	78.0	71.8
	2007	79.7	81.3	79.3	75.3
	2008	84.6	83.5	81.5	77.9

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6	2006												28.7	0
	2007	72.7	24.3	30.7	30.2	12.5	16.7	14.5		40.2	36.4	38.5	37.4	309
	2008	71.7	43.8	24.1	22.8	12.5	8.0	10.6	*	28.8	37.8	33.6	33.8	280
7	2006	29.3	9.5	6.7	6.4	0.0	3.0	1.9	*	8.2	12.9	10.6	11.0	329
	2007	44.8	9.4	11.0	10.5	10.0	4.3	4.9	*	17.9	16.8	17.4	12.7	311
	2008	49.0	11.1	16.4	13.5	0.0	0.0	8.1		21.3	21.4	21.3	19.1	328
8	2006	47.7	29.0	18.1	17.6	0.0	0.0	9.3	*	24.3	23.5	23.9	21.8	293
	2007	73.0	25.0	19.8	18.8	7.7	5.0	10.8	*	24.7	29.4	27.1	26.0	303
	2008	72.9	37.9	33.6	32.0	35.0	4.0	22.3		39.3	45.2	42.0	37.6	314
6-8	2006	38.8	17.8	12.1	11.5	0.0	1.5	5.7	*	15.8	18.0	16.9	20.4	622
	2007	62.0	20.0	20.4	19.9	10.3	9.1	9.9	*	27.9	27.4	27.6	25.9	923
	2008	64.9	29.2	24.4	22.3	17.0	4.3	14.0	*	29.7	34.6	32.1	29.9	922

NUMBER TESTED IN GRADES 6-8													
2006	85	73	448	433	16	66	317	2	298	323	622	28,147	
2007	150	105	652	633	39	99	493	3	481	442	923	27,843	
2008	154	72	679	622	47	117	516	1	474	448	922	28,091	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6	2006												77.2	0
	2007	83.6	36.1	56.0	52.9	18.2	25.0	39.3		59.9	58.5	59.2	70.0	314
	2008	91.3	82.4	63.6	61.9	35.7	44.4	52.0	*	65.7	73.2	69.6	73.8	286
7	2006	90.2	44.2	61.2	57.4	44.4	36.4	43.9	*	66.2	59.6	62.6	57.4	329
	2007	89.7	42.4	60.9	59.0	38.5	32.0	44.2	*	67.5	61.6	64.6	65.9	314
	2008	79.6	46.4	62.2	59.1	25.0	35.6	44.8		68.0	59.6	64.1	64.5	334
8	2006	74.4	43.3	46.2	44.8	33.3	20.0	29.7	*	50.0	51.7	50.9	50.2	293
	2007	94.4	45.9	50.4	46.7	38.5	24.4	36.0	*	59.5	51.3	55.4	56.7	305
	2008	91.4	54.8	72.6	71.0	37.5	41.9	60.8		72.9	76.4	74.5	72.8	318
6-8	2006	82.1	43.8	54.1	51.6	40.0	27.9	36.6	*	58.5	55.9	57.1	61.5	622
	2007	88.6	41.5	55.7	52.9	29.2	26.4	39.7	*	62.3	57.1	59.8	64.3	933
	2008	87.6	57.9	66.0	63.8	32.3	40.8	52.6	*	69.1	69.5	69.3	70.2	938

	NUMBER TESTED IN GRADES 6-8											
2006	84	73	449	436	15	68	322	2	299	322	622	28,493
2007	149	106	662	645	48	106	501	3	488	445	933	28,025
2008	153	76	692	636	62	130	529	1	485	453	938	28,064

Cells containing passing percentages below the 2008-09 Adequate Yearly Progress (AYP) mathematics target of 58% are shaded.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6	2006												2,140	0
	2007	9	23	96	104	18	30	91		69	59	128	3,012	314
	2008	4	3	79	74	9	30	71	*	47	40	87	2,460	286
7	2006	4	24	92	100	5	21	88	*	53	69	123	4,115	329
	2007	6	19	86	87	8	17	92	*	53	58	111	2,976	314
	2008	10	15	94	96	18	29	106		57	63	120	3,462	334
8	2006	11	17	114	111	4	28	116	*	71	73	144	4,704	293
	2007	2	20	111	113	8	31	119	*	62	74	136	4,022	305
	2008	5	14	62	60	15	18	74		46	35	81	2,429	318
6-8	2006	15	41	206	211	9	49	204	*	124	142	267	10,959	622
	2007	17	62	293	304	34	78	302	*	184	191	375	10,010	933
	2008	19	32	235	230	42	77	251	*	150	138	288	8,351	938

NUMBER TESTED IN GRADES 6-8													
2006	84	73	449	436	15	68	322	2	299	322	622	28,493	
2007	149	106	662	645	48	106	501	3	488	445	933	28,025	
2008	153	76	692	636	62	130	529	1	485	453	938	28,064	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
6	2006						
	2007	66.5	61.1	74.2	64.7	69.4	70.5
	2008	71.7	68.5	74.0	65.8	72.8	73.5
7	2006	65.7	58.8	72.1	58.2	61.1	70.3
	2007	68.2	62.1	64.2	58.8	65.8	70.7
	2008	65.2	62.1	68.9	53.2	63.5	66.7
8	2006	58.4	58.9	62.2	46.7	65.2	60.1
	2007	53.9	65.2	66.6	52.1	69.2	62.9
	2008	63.6	70.2	72.0	52.6	70.0	69.8
6-8	2006	62.2	58.8	67.4	52.8	63.0	65.5
	2007	63.0	62.8	68.4	58.6	68.1	68.1
	2008	66.6	66.8	71.5	56.8	68.6	69.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6	2006												28.6	0
	2007	40.0	8.3	17.9	15.4	0.0	7.5	5.3		23.8	18.3	21.3	26.5	314
	2008	54.3	29.4	16.6	14.9	7.1	9.3	6.8	*	19.7	26.2	23.1	31.0	286
7	2006	22.0	0.0	8.9	8.1	0.0	0.0	1.9	*	8.3	9.9	9.1	6.6	329
	2007	29.3	6.1	6.4	8.0	7.7	0.0	0.6	*	11.7	9.9	10.8	10.9	314
	2008	32.7	7.1	9.6	7.2	0.0	2.2	2.1		12.9	12.8	12.9	11.0	334
8	2006	18.6	3.3	4.2	3.5	0.0	0.0	0.6	*	7.0	6.0	6.5	7.3	293
	2007	22.2	2.7	5.4	4.7	7.7	2.4	1.1	*	7.2	7.2	7.2	9.0	305
	2008	34.5	6.5	8.8	7.2	4.2	0.0	2.1		11.8	16.2	13.8	14.1	318
6-8	2006	20.2	1.4	6.7	6.0	0.0	0.0	1.2	*	7.7	8.1	7.9	14.1	622
	2007	31.5	5.7	9.8	9.5	4.2	3.8	2.2	*	14.5	11.7	13.2	15.9	933
	2008	39.9	11.8	11.6	9.6	3.2	4.6	3.4	*	14.4	18.3	16.3	18.7	938

NUMBER TESTED IN GRADES 6-8													
2006	84	73	449	436	15	68	322	2	299	322	622	28,493	
2007	149	106	662	645	48	106	501	3	488	445	933	28,025	
2008	153	76	692	636	62	130	529	1	485	453	938	28,064	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
7	2006	97.3	78.6	76.0	73.6	75.0	34.4	61.4	*	71.9	84.8	78.7	79.4	319
	2007	98.2	83.3	85.5	85.0	75.0	52.2	78.9	*	81.4	94.0	87.5	87.5	311
	2008	93.6	76.9	77.8	79.0	36.8	52.4	69.7		76.2	85.5	80.6	83.7	324

NUMBER TESTED IN GRADE 7													
2006	37	42	233	231	12	32	153	2	153	165	319	9,483	
2007	56	30	221	213	12	23	161	1	161	150	311	8,582	
2008	47	26	243	229	19	42	185	0	172	152	324	9,744	



Shaded cells indicate percentages below 70 percent, the 2009 AEIS writing minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
7	2006	1	9	56	61	3	21	59	*	43	25	68	1,957	319
	2007	1	5	32	32	3	11	34	*	30	9	39	1,075	311
	2008	3	6	54	48	12	20	56		41	22	63	1,584	324

NUMBER TESTED IN GRADE 7													
2006	37	42	233	231	12	32	153	2	153	165	319	9,483	
2007	56	30	221	213	12	23	161	1	161	150	311	8,582	
2008	47	26	243	229	19	42	185	0	172	152	324	9,744	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
7	2006	2.4	78.6	68.3	80.1	78.9
	2007	2.5	87.1	74.3	79.9	77.9
	2008	2.4	75.8	70.9	80.1	72.9

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
7	2006	64.9	31.0	15.5	17.7	8.3	3.1	4.6	*	14.4	32.1	23.5	23.4	319
	2007	62.5	26.7	18.6	18.8	16.7	4.3	10.6	*	23.0	32.7	27.7	21.8	311
	2008	57.4	11.5	13.6	10.9	0.0	2.4	5.4		15.1	26.3	20.4	20.4	324


NUMBER TESTED IN GRADE 7													
2006	37	42	233	231	12	32	153	2	153	165	319	9,483	
2007	56	30	221	213	12	23	161	1	161	150	311	8,582	
2008	47	26	243	229	19	42	185	0	172	152	324	9,744	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2006	93.0	63.3	64.6	65.7	*	21.2	53.1	*	71.9	67.5	69.7	72.3	290
	2007	97.2	83.3	87.2	87.0	87.5	73.7	84.1	*	89.9	86.8	88.3	78.9	299
	2008	96.6	82.8	86.8	87.1	66.7	63.3	81.1		87.2	89.7	88.3	86.6	309

NUMBER TESTED IN GRADE 8													
2006	43	30	209	198	3	33	162	1	139	151	290	9,391	
2007	36	36	219	208	8	38	182	2	148	151	299	9,206	
2008	58	29	219	202	24	30	185	0	164	145	309	8,642	

 Shaded cells indicate percentages below 70 percent, the 2009 AEIS social studies minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2006	3	11	74	68	*	26	76	*	39	49	88	2,599	290
	2007	1	6	28	27	1	10	29	*	15	20	35	1,942	299
	2008	2	5	29	26	8	11	35		21	15	36	1,157	309

NUMBER TESTED IN GRADE 8													
2006	43	30	209	198	3	33	162	1	139	151	290	9,391	
2007	36	36	219	208	8	38	182	2	148	151	299	9,206	
2008	58	29	219	202	24	30	185	0	164	145	309	8,642	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Issues and Events in U.S. History	Geographic Influences on History	Economic and Social Influences on History	Political Influences on History	Critical-Thinking Skills
8	2006	60.1	67.1	74.6	60.3	67.1
	2007	75.4	68.4	77.4	71.3	75.4
	2008	74.5	77.0	77.6	71.5	77.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2006	34.9	16.7	9.6	9.6	*	0.0	4.3	*	16.5	11.9	14.1	15.8	290
	2007	83.3	22.2	21.5	19.7	25.0	10.5	12.1	*	31.1	27.8	29.4	21.1	299
	2008	70.7	17.2	24.7	22.3	25.0	10.0	15.7		36.0	29.7	33.0	27.5	309

NUMBER TESTED IN GRADE 8													
2006	43	30	209	198	3	33	162	1	139	151	290	9,391	
2007	36	36	219	208	8	38	182	2	148	151	299	9,206	
2008	58	29	219	202	24	30	185	0	164	145	309	8,642	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2006	90.7	62.1	59.6	60.4	*	18.2	44.4	*	64.5	65.3	64.9	58.4	288
	2007	94.3	41.7	50.5	44.2	60.0	15.8	35.9	*	61.3	48.3	54.8	52.4	299
	2008	91.4	50.0	51.4	51.0	36.4	30.0	39.3		60.5	57.9	59.3	54.6	307

NUMBER TESTED IN GRADE 8													
2006	43	29	208	197	3	33	160	1	138	150	288	9,384	
2007	35	36	220	208	10	38	184	2	150	149	299	9,233	
2008	58	28	218	200	22	30	183	0	162	145	307	8,703	

Shaded cells indicate percentages below 50 percent, the 2009 AEIS science minimum for an Academically Acceptable rating.

Grade 8 science passing standard has risen to Panel Recommendation for 2008. In 2007, it was 1 SEM below PR; in 2006, it was 2 SEM below PR.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2006	4	11	84	78	*	27	89	*	49	52	101	3,908	288
	2007	2	21	109	116	4	32	118	*	58	77	135	4,398	299
	2008	5	14	106	98	14	21	111		64	61	125	3,953	307

NUMBER TESTED IN GRADE 8													
2006	43	29	208	197	3	33	160	1	138	150	288	9,384	
2007	35	36	220	208	10	38	184	2	150	149	299	9,233	
2008	58	28	218	200	22	30	183	0	162	145	307	8,703	

Grade 8 science passing standard has risen to Panel Recommendation for 2008. In 2007, it was 1 SEM below PR; in 2006, it was 2 SEM below PR.

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Nature of Science	Living Systems and the Environment	Structures and Properties of Matter	Motion, Forces, and Energy	Earth and Space Systems
8	2006	65.6	62.6	62.7	55.6	51.4
	2007	63.8	62.9	63.1	55.1	53.4
	2008	71.4	67.3	61.9	58.7	61.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2006	23.3	3.4	2.9	3.0	*	3.0	0.6	*	8.7	4.0	6.3	5.0	288
	2007	34.3	2.8	4.1	2.9	10.0	0.0	1.1	*	8.7	6.0	7.4	6.6	299
	2008	43.1	10.7	6.4	6.0	4.5	0.0	3.3		16.7	11.7	14.3	11.2	307

NUMBER TESTED IN GRADE 8													
2006	43	29	208	197	3	33	160	1	138	150	288	9,384	
2007	35	36	220	208	10	38	184	2	150	149	299	9,233	
2008	58	28	218	200	22	30	183	0	162	145	307	8,703	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the IOWA TESTS OF BASIC SKILLS

		READING TOTAL				
Grade	Year	At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2006	30.7	82.2	51.4	39.2	294
	2007					0
	2008	0.0	*	11.1	37.2	9

Number Tested	2006	176	118	294	9,714	
	2007	0	0	0	0	
	2008	8	1	9	8,615	

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2006	35.2	89.0	56.6	51.4	297
	2007					0
	2008	0.0	*	12.5	46.7	8

Number Tested	2006	179	118	297	9,661	
	2007	0	0	0	0	
	2008	7	1	8	8,493	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2006	87.5	44.1	44.5	45.3	26.7	12.1	30.7	*	50.3	52.3	51.4	39.2	294
	2007													0
	2008	*	*	*	0.0	12.5	*	0.0		14.3	*	11.1	37.2	9

Number Tested	2006	40	34	211	212	15	33	176	1	145	149	294	9,714
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	2	5	6	8	3	8	0	7	2	9	8,615

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2006	17	3	10	10	1	0	4	*	13	18	31	726	294
	2007													0
	2008	*	*	*	0	1	*	0		1	*	1	508	9

Number Tested	2006	40	34	211	212	15	33	176	1	145	149	294	9,714
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	2	5	6	8	3	8	0	7	2	9	8,615

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2006	80.0	57.1	51.6	50.7	23.5	23.5	35.2		53.4	59.7	56.6	51.4	297
	2007													0
	2008	*	*	*	0.0	12.5	*	0.0		16.7	*	12.5	46.7	8

Number Tested	2006	40	35	213	215	17	34	179	0	148	149	297	9,661
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	2	4	6	8	3	7	0	6	2	8	8,493

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2006	14	4	18	20	1	2	3		21	19	40	1,181	297
	2007													0
	2008	*	*	*	0	1	*	0		1	*	1	801	8

Number Tested	2006	40	35	213	215	17	34	179	0	148	149	297	9,661
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	2	4	6	8	3	7	0	6	2	8	8,493

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2007		Level 2 in 2007		Level 3 in 2007		Levels 1-3 in 2007	
	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008
6	11	27.3	9	44.4	0	-	20	35.0
7	11	27.3	8	25.0	0	-	19	26.3
8	16	50.0	11	27.3	0	-	27	40.7
ALL	38	36.8	28	32.1	0	-	66	34.8