

Campus Data Packet

for 2008 - 09 Plans

GREINER & GREINER ACADEMY



*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	440
7	498
8	551
ALL	1,489

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	140	9.4	31	28.4
American Indian	3	0.2	*	*
Asian	7	0.5	*	*
Hispanic	1,297	87.1	18	16.5
White	42	2.8	56	51.4
Other	**	**	4	3.7

*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	1,246	83.7
Limited English proficient students	215	14.4
Special education students	93	6.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
7	2006	738	79	10.7	7	0.9	1	0.1	636	86.2	15	2.0
	2007	758	63	8.3	0	0.0	2	0.3	684	90.2	9	1.2
	2008	498	33	6.6	1	0.2	3	0.6	438	88.0	23	4.6
8	2006	805	70	8.7	7	0.9	0	0.0	699	86.8	29	3.6
	2007	711	69	9.7	6	0.8	1	0.1	623	87.6	12	1.7
	2008	551	54	9.8	0	0.0	1	0.2	489	88.7	7	1.3
7-8	2006	1,543	149	9.7	14	0.9	1	0.1	1,335	86.5	44	2.9
	2007	1,469	132	9.0	6	0.4	3	0.2	1,307	89.0	21	1.4
	2008	1,049	87	8.3	1	0.1	4	0.4	927	88.4	30	2.9

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
7	2006	738	595	80.6	109	14.8	43	5.8	132	17.9	38	5.1	0.9
	2007	758	645	85.1	141	18.6	40	5.3	32	4.2	36	4.7	2.5
	2008	498	413	82.9	64	12.9	43	8.6	90	18.1	17	3.4	2.0
8	2006	805	619	76.9	120	14.9	45	5.6	147	18.3	38	4.7	0.7
	2007	711	548	77.1	119	16.7	38	5.3	28	3.9	40	5.6	0.6
	2008	551	470	85.3	70	12.7	18	3.3	123	22.3	15	2.7	0.0
7-8	2006	1,543	1,214	78.7	229	14.8	88	5.7	279	18.1	76	4.9	0.8
	2007	1,469	1,193	81.2	260	17.7	78	5.3	60	4.1	76	5.2	1.6
	2008	1,049	883	84.2	134	12.8	61	5.8	213	20.3	32	3.1	1.0

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
7	2006	743.3	11,130.6	714.5	96.1	10,585.9	95.1	78	10.5	31.8	686	9,218	92.3	82.8
	2007	766.5	10,085.4	738.6	96.4	9,572.1	94.9	85	11.1	27.7	702	8,404	91.6	83.3
	2008	501.7	10,790.7	482.0	96.1	10,269.4	95.2	42	8.4	26.3	461	9,024	91.9	83.6
8	2006	802.1	10,838.1	767.3	95.7	10,206.0	94.2	116	14.5	34.8	723	8,683	90.1	80.1
	2007	716.1	10,675.2	688.5	96.1	10,054.2	94.2	79	11.0	31.2	663	8,706	92.6	81.6
	2008	553.8	9,895.9	535.9	96.8	9,350.9	94.5	49	8.8	30.5	518	8,046	93.5	81.3
7-8	2006	1,545.5	21,968.7	1,481.7	95.9	20,791.9	94.6	194	12.6	33.3	1,409	17,901	91.2	81.5
	2007	1,482.6	20,760.6	1,427.1	96.3	19,626.3	94.5	164	11.1	29.5	1,365	17,110	92.1	82.4
	2008	1,055.5	20,686.6	1,018.0	96.4	19,620.3	94.8	91	8.6	28.3	979	17,070	92.8	82.5

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	31	28.4
Hispanic	18	16.5
White	56	51.4
Other	4	3.7

Gender	Number	Percent
Female	76	69.7
Male	33	30.3

TOTAL	109
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AVERAGE NUMBER OF ABSENCES

2006	6.8
2007	6.5
2008	4.1

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	93.3	96.1	79.0	79.5	43.6	42.5	67.8	*	80.4	81.4	81.0	65.5	711
	2007	100.0	95.5	86.1	86.7	35.5	59.6	77.7	*	83.8	90.2	87.1	76.0	729
	2008	95.0	97.0	88.9	89.8	60.0	67.4	78.9		86.0	93.1	89.7	77.3	475
8	2006	100.0	95.7	82.5	82.6	37.8	40.0	72.8	66.7	78.5	89.3	84.3	71.2	781
	2007	100.0	98.6	89.6	89.6	40.6	68.4	85.3	*	89.4	91.8	90.8	80.5	694
	2008	100.0	100.0	97.1	96.9	85.7	85.5	94.8	*	97.6	97.3	97.4	90.1	543
7-8	2006	97.6	95.9	80.9	81.1	40.8	41.2	70.5	63.6	79.4	85.5	82.7	68.3	1,492
	2007	100.0	97.0	87.8	88.1	38.1	63.7	81.6	*	86.4	91.0	88.9	78.3	1,423
	2008	96.3	98.9	93.3	93.7	68.2	77.8	87.5	*	92.1	95.4	93.8	83.5	1,018

NUMBER TESTED IN GRADES 7-8													
2006	42	147	1,282	1,155	76	187	780	11	684	805	1,492	18,922	
2007	21	135	1,259	1,139	63	204	745	5	642	780	1,423	17,930	
2008	27	87	895	852	44	108	457	2	479	538	1,018	18,756	

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)
7	2006	1	3	127	114	22	50	115	*	62	73	135	3,295	711
	2007	0	3	91	81	20	44	81	*	55	38	94	2,085	729
	2008	1	1	46	40	12	15	44		32	17	49	2,207	475
8	2006	0	3	118	104	23	60	115	2	79	44	123	2,694	781
	2007	0	1	63	55	19	30	56	*	32	32	64	1,803	694
	2008	0	0	14	14	2	9	13	*	6	8	14	891	543
7-8	2006	1	6	245	218	45	110	230	4	141	117	258	5,989	1,492
	2007	0	4	154	136	39	74	137	*	87	70	158	3,888	1,423
	2008	1	1	60	54	14	24	57	*	38	25	63	3,098	1,018

	NUMBER TESTED IN GRADES 7-8											
2006	42	147	1,282	1,155	76	187	780	11	684	805	1,492	18,922
2007	21	135	1,259	1,139	63	204	745	5	642	780	1,423	17,930
2008	27	87	895	852	44	108	457	2	479	538	1,018	18,756

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
7	2006	81.1	87.3	81.8	74.4
	2007	79.4	79.4	81.3	76.8
	2008	88.5	88.6	84.6	76.5
8	2006	85.6	84.6	83.3	78.6
	2007	85.8	85.1	88.4	78.5
	2008	91.3	88.7	87.8	89.4
7-8	2006	83.5	85.9	82.6	76.6
	2007	82.5	82.2	84.8	77.6
	2008	90.0	88.7	86.3	83.3

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	26.7	23.4	13.4	12.6	0.0	3.4	4.5	*	12.6	16.3	14.6	11.0	711
	2007	33.3	21.2	15.5	14.6	6.5	2.8	6.6	*	14.7	17.7	16.3	12.7	729
	2008	40.0	36.4	25.1	24.7	10.0	6.5	12.4		24.9	27.3	26.3	19.1	475
8	2006	48.1	38.6	32.1	31.4	0.0	4.0	12.8	16.7	29.2	36.6	33.0	21.8	781
	2007	50.0	58.0	30.7	29.9	9.4	7.4	16.3	*	29.4	36.8	33.6	26.0	694
	2008	71.4	55.6	56.3	54.2	14.3	24.2	37.1	*	51.6	60.4	56.4	37.6	543
7-8	2006	40.5	30.6	23.2	22.3	0.0	3.7	9.0	9.1	21.5	26.7	24.3	16.4	1,492
	2007	42.9	40.0	22.8	21.7	7.9	4.9	11.5	*	21.7	27.3	24.7	19.6	1,423
	2008	48.1	48.3	41.8	40.6	11.4	16.7	25.8	*	38.8	45.4	42.3	28.0	1,018

NUMBER TESTED IN GRADES 7-8													
2006	42	147	1,282	1,155	76	187	780	11	684	805	1,492	18,922	
2007	21	135	1,259	1,139	63	204	745	5	642	780	1,423	17,930	
2008	27	87	895	852	44	108	457	2	479	538	1,018	18,756	

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	86.7	76.6	76.3	76.6	30.8	47.8	60.9	*	77.9	75.1	76.4	57.4	716
	2007	100.0	89.4	83.4	83.9	35.3	62.2	73.9	*	83.7	84.9	84.2	65.9	734
	2008	90.5	90.9	87.0	87.6	73.3	67.4	75.2		86.0	88.6	87.4	64.5	476
8	2006	77.8	78.3	72.8	72.7	19.4	35.0	54.8	66.7	67.8	77.9	73.2	50.2	779
	2007	100.0	84.1	82.2	81.3	44.1	60.8	71.1	*	82.5	82.9	82.7	56.7	694
	2008	100.0	94.3	94.4	94.1	80.0	90.2	89.6	*	94.1	94.5	94.3	72.8	546
7-8	2006	81.0	77.4	74.5	74.6	25.3	41.1	57.6	72.7	72.5	76.5	74.7	53.8	1,495
	2007	100.0	86.7	82.8	82.7	39.7	61.5	72.5	*	83.1	83.9	83.5	61.1	1,428
	2008	92.9	93.0	91.0	91.1	75.6	80.4	83.1	*	90.2	91.8	91.1	68.5	1,022

NUMBER TESTED IN GRADES 7-8													
2006	42	146	1,285	1,157	75	190	781	11	687	805	1,495	19,108	
2007	21	135	1,264	1,144	68	208	752	5	646	781	1,428	17,999	
2008	28	86	898	855	45	107	461	2	482	539	1,022	18,678	

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)
7	2006	2	18	145	131	27	47	141	*	71	98	169	4,115	716
	2007	0	7	109	99	22	42	97	*	56	59	116	2,976	734
	2008	2	3	54	49	8	15	52		32	28	60	3,462	476
8	2006	6	15	183	163	29	65	190	2	118	91	209	4,704	779
	2007	0	11	108	99	19	38	110	*	53	67	120	4,022	694
	2008	0	3	27	27	3	6	26	*	15	16	31	2,429	546
7-8	2006	8	33	328	294	56	112	331	3	189	189	378	8,819	1,495
	2007	0	18	217	198	41	80	207	*	109	126	236	6,998	1,428
	2008	2	6	81	76	11	21	78	*	47	44	91	5,891	1,022

NUMBER TESTED IN GRADES 7-8													
2006	42	146	1,285	1,157	75	190	781	11	687	805	1,495	19,108	
2007	21	135	1,264	1,144	68	208	752	5	646	781	1,428	17,999	
2008	28	86	898	855	45	107	461	2	482	539	1,022	18,678	

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
7	2006	72.6	64.5	77.9	63.9	64.3	74.3
	2007	77.5	70.2	77.7	76.1	75.4	76.1
	2008	81.1	75.1	83.8	69.0	69.3	78.1
8	2006	71.0	70.5	75.2	56.9	72.5	68.6
	2007	71.8	78.3	75.4	65.0	79.0	74.4
	2008	76.3	83.8	86.3	69.9	82.9	79.6
7-8	2006	71.7	67.7	76.5	60.3	68.6	71.3
	2007	74.8	74.2	76.6	70.7	77.2	75.3
	2008	78.5	79.8	85.1	69.5	76.6	78.9

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	0.0	9.1	11.0	11.4	2.6	3.3	4.2	*	10.6	10.7	10.6	6.6	716
	2007	44.4	18.2	19.3	19.2	5.9	4.5	8.4	*	18.1	21.0	19.6	10.9	734
	2008	19.0	24.2	24.3	23.4	20.0	8.7	6.2		27.1	21.5	24.4	11.0	476
8	2006	7.4	11.6	12.8	13.2	0.0	1.0	2.4	0.0	12.8	12.4	12.6	7.3	779
	2007	25.0	15.9	20.5	19.1	2.9	6.2	7.6	*	22.1	18.4	20.0	9.0	694
	2008	42.9	20.8	31.5	29.5	0.0	8.2	13.5	*	28.1	32.8	30.6	14.1	546
7-8	2006	4.8	10.3	11.9	12.4	1.3	2.1	3.2	9.1	11.8	11.6	11.6	6.9	1,495
	2007	33.3	17.0	19.9	19.1	4.4	5.3	8.0	*	20.0	19.7	19.8	10.0	1,428
	2008	25.0	22.1	28.2	26.7	13.3	8.4	10.2	*	27.6	27.6	27.7	12.5	1,022

NUMBER TESTED IN GRADES 7-8													
2006	42	146	1,285	1,157	75	190	781	11	687	805	1,495	19,108	
2007	21	135	1,264	1,144	68	208	752	5	646	781	1,428	17,999	
2008	28	86	898	855	45	107	461	2	482	539	1,022	18,678	

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	100.0	93.4	88.6	89.5	55.0	61.1	83.1	*	86.4	91.5	89.2	79.4	715
	2007	87.5	98.5	91.8	92.0	51.6	75.2	86.1	*	87.8	96.3	92.4	87.5	719
	2008	100.0	97.0	92.0	92.4	66.7	78.3	85.7		89.5	95.9	92.8	83.7	474

NUMBER TESTED IN GRADE 7													
2006	15	76	613	562	40	90	362	5	316	398	715	9,483	
2007	8	65	645	603	31	109	360	2	335	383	719	8,582	
2008	19	33	415	393	30	46	210	0	228	245	474	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	0	5	70	59	18	35	61	*	43	34	77	1,957	715
	2007	1	1	53	48	15	27	50	*	41	14	55	1,075	719
	2008	0	1	33	30	10	10	30		24	10	34	1,584	474

	NUMBER TESTED IN GRADE 7											
2006	15	76	613	562	40	90	362	5	316	398	715	9,483
2007	8	65	645	603	31	109	360	2	335	383	719	8,582
2008	19	33	415	393	30	46	210	0	228	245	474	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	2.5	84.8	78.4	86.1	85.9
	2007	2.6	90.6	79.6	84.6	82.4
	2008	2.5	81.1	80.5	89.4	84.8

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)
7	2006	40.0	52.6	29.0	29.7	7.5	3.3	14.9	*	25.9	36.2	31.6	23.4	715
	2007	25.0	38.5	31.6	31.3	6.5	4.6	16.1	*	23.6	39.9	32.3	21.8	719
	2008	57.9	42.4	27.5	28.5	6.7	6.5	15.2		22.4	35.9	29.5	20.4	474

NUMBER TESTED IN GRADE 7													
2006	15	76	613	562	40	90	362	5	316	398	715	9,483	
2007	8	65	645	603	31	109	360	2	335	383	719	8,582	
2008	19	33	415	393	30	46	210	0	228	245	474	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	96.3	94.2	80.9	82.7	42.1	54.0	69.7	83.3	81.3	83.7	82.6	72.3	774
	2007	100.0	94.3	91.4	90.8	52.8	78.4	87.2	*	92.1	91.8	92.0	78.9	696
	2008	100.0	98.1	98.3	98.0	87.5	96.8	96.4	*	98.4	98.3	98.3	86.6	543

NUMBER TESTED IN GRADE 8													
2006	27	69	671	595	38	100	419	6	363	410	774	9,391	
2007	12	70	607	531	36	97	384	3	304	392	696	9,206	
2008	7	52	483	461	16	62	249	2	250	293	543	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	1	4	128	103	22	46	127	1	68	67	135	2,599	774
	2007	0	4	52	49	17	21	49	*	24	32	56	1,942	696
	2008	0	1	8	9	2	2	9	*	4	5	9	1,157	543

NUMBER TESTED IN GRADE 8													
2006	27	69	671	595	38	100	419	6	363	410	774	9,391	
2007	12	70	607	531	36	97	384	3	304	392	696	9,206	
2008	7	52	483	461	16	62	249	2	250	293	543	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	65.1	70.8	80.0	63.2	72.5
	2007	72.5	75.0	80.0	73.7	79.4
	2008	83.9	86.6	85.5	86.5	86.6

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	29.6	27.5	16.5	16.8	5.3	2.0	5.5	16.7	21.2	15.4	18.1	15.8	774
	2007	66.7	42.9	26.7	25.8	2.8	5.2	11.7	*	32.6	25.8	28.7	21.1	696
	2008	85.7	67.3	56.1	56.2	12.5	24.2	39.8	*	58.4	57.0	57.6	27.5	543

NUMBER TESTED IN GRADE 8													
2006	27	69	671	595	38	100	419	6	363	410	774	9,391	
2007	12	70	607	531	36	97	384	3	304	392	696	9,206	
2008	7	52	483	461	16	62	249	2	250	293	543	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	96.3	87.0	73.7	74.4	31.6	38.0	59.7	*	74.9	75.8	75.4	58.4	777
	2007	91.7	84.3	70.9	69.9	27.8	44.9	56.2	*	74.9	70.6	72.5	52.4	698
	2008	85.7	90.7	84.0	84.2	46.7	66.1	73.7	*	84.0	85.4	84.7	54.6	544

NUMBER TESTED IN GRADE 8													
2006	27	69	672	594	38	100	419	5	362	414	777	9,384	
2007	12	70	609	535	36	98	386	3	307	391	698	9,233	
2008	7	54	482	462	15	62	247	2	250	294	544	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	1	9	177	152	26	62	169	*	91	100	191	3,908	777
	2007	1	11	177	161	26	54	169	*	77	115	192	4,398	698
	2008	1	5	77	73	8	21	65	*	40	43	83	3,953	544

NUMBER TESTED IN GRADE 8													
2006	27	69	672	594	38	100	419	5	362	414	777	9,384	
2007	12	70	609	535	36	98	386	3	307	391	698	9,233	
2008	7	54	482	462	15	62	247	2	250	294	544	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	71.4	66.3	66.5	62.5	57.0
	2007	69.9	69.1	66.9	61.3	58.8
	2008	81.7	79.5	73.6	70.7	71.8

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)
8	2006	3.7	4.3	6.3	5.9	0.0	1.0	1.7	*	7.7	4.6	6.0	5.0	777
	2007	16.7	11.4	9.9	8.6	2.8	0.0	2.1	*	12.7	8.2	10.2	6.6	698
	2008	57.1	18.5	23.0	22.1	6.7	9.7	11.3	*	24.8	21.8	23.2	11.2	544

NUMBER TESTED IN GRADE 8													
2006	27	69	672	594	38	100	419	5	362	414	777	9,384	
2007	12	70	609	535	36	98	386	3	307	391	698	9,233	
2008	7	54	482	462	15	62	247	2	250	294	544	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	28.6	82.8	53.4	39.2	762
	2007					0
	2008	36.0	79.3	58.8	37.2	551

Number Tested	2006	413	349	762	9,714	
	2007	0	0	0	0	
	2008	261	290	551	8,615	

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2006	47.4	92.9	68.6	51.4	758
	2007					0
	2008	48.1	86.2	68.2	46.7	550

Number Tested	2006	405	353	758	9,661	
	2007	0	0	0	0	
	2008	260	290	550	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	88.9	76.5	49.6	49.9	14.0	6.6	28.6	*	47.3	58.7	53.4	39.2	762
	2007													0
	2008	71.4	78.6	56.3	57.8	25.0	25.8	36.0	*	55.6	61.5	58.8	37.2	551

Number Tested	2006	27	68	659	581	43	106	413	5	355	407	762	9,714
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	7	56	487	462	16	66	261	2	250	301	551	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	8	12	49	40	0	0	5	*	32	38	70	726	762
	2007													0
	2008	3	9	46	43	1	1	5	*	22	37	59	508	551

Number Tested	2006	27	68	659	581	43	106	413	5	355	407	762	9,714
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	7	56	487	462	16	66	261	2	250	301	551	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	74.1	72.5	68.1	68.8	7.0	28.6	47.4	*	62.6	73.8	68.6	51.4	758
	2007													0
	2008	85.7	67.3	68.0	67.1	21.1	33.8	48.1	*	70.7	66.1	68.2	46.7	550

Number Tested	2006	27	69	655	576	43	105	405	5	353	405	758	9,661
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	7	55	487	459	19	68	260	2	249	301	550	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	7	12	121	113	0	1	14	*	64	76	140	1,181	758
	2007													0
	2008	2	10	60	58	1	0	10	*	40	33	73	801	550

Number Tested	2006	27	69	655	576	43	105	405	5	353	405	758	9,661
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	7	55	487	459	19	68	260	2	249	301	550	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	8	62.5	4	50.0	0	-	12	58.3
7	6	66.7	10	10.0	0	-	16	31.3
8	4	50.0	2	50.0	0	-	6	50.0
ALL	18	61.1	16	25.0	0	-	34	44.1