

Campus Data Packet

for 2008 - 09 Plans



HARRY STONE MONTESSORI

School Number 66

*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.

STUDENT ENROLLMENT

Grade	Enrollment
7	58
8	64
ALL	122

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	59	48.4	11	61.1
American Indian	0	0.0	*	*
Asian	1	0.8	*	*
Hispanic	53	43.4	2	11.1
White	9	7.4	5	27.8
Other	**	**	0	0.0

NOTE: Teacher statistics are for all of Harry Stone Montessori (middle and elementary).

*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	69	56.6
Limited English proficient students	2	1.6
Special education students	1	0.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
7	2006	59	22	37.3	0	0.0	1	1.7	29	49.2	7	11.9
	2007	63	33	52.4	0	0.0	0	0.0	25	39.7	5	7.9
	2008	58	27	46.6	0	0.0	1	1.7	28	48.3	2	3.4
8	2006	63	33	52.4	0	0.0	1	1.6	21	33.3	8	12.7
	2007	54	21	38.9	0	0.0	1	1.9	27	50.0	5	9.3
	2008	64	32	50.0	0	0.0	0	0.0	25	39.1	7	10.9
7-8	2006	122	55	45.1	0	0.0	2	1.6	50	41.0	15	12.3
	2007	117	54	46.2	0	0.0	1	0.9	52	44.4	10	8.5
	2008	122	59	48.4	0	0.0	1	0.8	53	43.4	9	7.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
7	2006	59	37	62.7	1	1.7	4	6.8	27	45.8	2	3.4	0.0
	2007	63	32	50.8	1	1.6	0	0.0	16	25.4	2	3.2	0.0
	2008	58	33	56.9	2	3.4	1	1.7	23	39.7	2	3.4	0.0
8	2006	63	29	46.0	0	0.0	3	4.8	33	52.4	1	1.6	0.0
	2007	54	32	59.3	0	0.0	1	1.9	11	20.4	0	0.0	0.0
	2008	64	36	56.3	0	0.0	0	0.0	31	48.4	1	1.6	0.0
7-8	2006	122	66	54.1	1	0.8	7	5.7	60	49.2	3	2.5	0.0
	2007	117	64	54.7	1	0.9	1	0.9	27	23.1	2	1.7	0.0
	2008	122	69	56.6	2	1.6	1	0.8	54	44.3	3	2.5	0.0

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	59.0	11,130.6	58.0	98.4	10,585.9	95.1	1	1.7	31.8	59	9,218	100.0	82.8
	2007	63.0	10,085.4	62.0	98.4	9,572.1	94.9	0	0.0	27.7	63	8,404	100.0	83.3
	2008	58.3	10,790.7	57.4	98.4	10,269.4	95.2	0	0.0	26.3	58	9,024	99.5	83.6
8	2006	63.4	10,838.1	61.8	97.6	10,206.0	94.2	2	3.2	34.8	61	8,683	96.3	80.1
	2007	54.1	10,675.2	52.9	97.7	10,054.2	94.2	1	1.8	31.2	54	8,706	99.7	81.6
	2008	63.6	9,895.9	61.8	97.0	9,350.9	94.5	1	1.6	30.5	63	8,046	99.0	81.3
7-8	2006	122.3	21,968.7	119.8	97.9	20,791.9	94.6	3	2.5	33.3	120	17,901	98.1	81.5
	2007	117.1	20,760.6	114.9	98.1	19,626.3	94.5	1	0.9	29.5	117	17,110	99.9	82.4
	2008	122.0	20,686.6	119.2	97.7	19,620.3	94.8	1	0.8	28.3	121	17,070	99.2	82.5

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	11	61.1
Hispanic	2	11.1
White	5	27.8
Other	0	0.0

Gender	Number	Percent
Female	11	61.1
Male	7	38.9

TOTAL	18
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AVERAGE NUMBER OF ABSENCES

2006	4.9
2007	5.0
2008	3.3

NOTE: Statistics are for all of Harry Stone Montessori (middle and elementary).

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	95.5	96.6	97.3	*	*	88.2	*	100.0	94.4	96.6	65.5	59
	2007	*	93.9	96.0	93.8		*	78.9	*	92.6	94.4	93.7	76.0	63
	2008	*	100.0	96.4	97.1	*	*	92.3	*	100.0	97.0	98.3	77.3	58
8	2006	100.0	100.0	100.0	100.0			100.0	*	100.0	100.0	100.0	71.2	60
	2007	*	100.0	100.0	100.0	*		100.0	*	100.0	100.0	100.0	80.5	54
	2008	100.0	100.0	100.0	100.0			100.0	*	100.0	100.0	100.0	90.1	64
7-8	2006	100.0	98.1	98.0	98.4	*	*	94.3	*	100.0	97.4	98.3	68.3	119
	2007	90.0	96.3	98.1	96.9	*	*	88.6	*	95.9	97.1	96.6	78.3	117
	2008	100.0	100.0	98.1	98.6	*	*	97.1	*	100.0	98.6	99.2	83.5	122

NUMBER TESTED IN GRADES 7-8													
2006	14	53	50	64	4	1	35	2	41	78	119	18,922	
2007	10	54	52	64	1	1	35	2	49	68	117	17,930	
2008	9	59	53	70	4	2	34	2	51	71	122	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	0	1	1	1	*	*	2	*	0	2	2	3,295	59
	2007	*	2	1	2		*	4	*	2	2	4	2,085	63
	2008	*	0	1	1	*	*	1	*	0	1	1	2,207	58
8	2006	0	0	0	0			0	*	0	0	0	2,694	60
	2007	*	0	0	0	*		0	*	0	0	0	1,803	54
	2008	0	0	0	0			0	*	0	0	0	891	64
7-8	2006	0	1	1	1	*	*	2	*	0	2	2	5,989	119
	2007	1	2	1	2	*	*	4	*	2	2	4	3,888	117
	2008	0	0	1	1	*	*	1	*	0	1	1	3,098	122

NUMBER TESTED IN GRADES 7-8													
2006	14	53	50	64	4	1	35	2	41	78	119	18,922	
2007	10	54	52	64	1	1	35	2	49	68	117	17,930	
2008	9	59	53	70	4	2	34	2	51	71	122	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	89.0	92.7	88.6	85.7
	2007	85.6	85.7	87.1	81.2
	2008	91.8	93.6	91.4	86.1
8	2006	94.6	94.7	90.2	91.1
	2007	92.7	92.0	94.8	90.6
	2008	93.2	92.0	91.1	92.1
7-8	2006	91.8	93.7	89.4	88.4
	2007	88.9	88.6	90.7	85.5
	2008	92.6	92.8	91.2	89.2

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)
7	2006	28.6	27.3	34.5	29.7	*	*	5.9	*	34.8	30.6	32.2	11.0	59
	2007	*	21.2	20.0	18.8		*	10.5	*	22.2	25.0	23.8	12.7	63
	2008	*	51.9	53.6	58.8	*	*	30.8	*	64.0	45.5	53.4	19.1	58
8	2006	57.1	54.8	57.1	55.6			33.3	*	61.1	54.8	56.7	21.8	60
	2007	*	52.4	66.7	65.6	*		43.8	*	45.5	75.0	63.0	26.0	54
	2008	85.7	75.0	52.0	66.7			38.1	*	69.2	65.8	67.2	37.6	64
7-8	2006	42.9	43.4	44.0	40.6	*	*	20.0	*	46.3	43.6	44.5	16.4	119
	2007	70.0	33.3	44.2	42.2	*	*	25.7	*	32.7	48.5	41.9	19.6	117
	2008	88.9	64.4	52.8	62.9	*	*	35.3	*	66.7	56.3	60.7	28.0	122

NUMBER TESTED IN GRADES 7-8													
2006	14	53	50	64	4	1	35	2	41	78	119	18,922	
2007	10	54	52	64	1	1	35	2	49	68	117	17,930	
2008	9	59	53	70	4	2	34	2	51	71	122	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	85.7	72.7	86.2	83.8	*	*	47.1	*	82.6	80.6	81.4	57.4	59
	2007	*	84.8	80.0	87.5		*	52.6	*	85.2	80.6	82.5	65.9	63
	2008	*	92.6	88.9	91.2	*	*	83.3	*	96.0	87.5	91.2	64.5	57
8	2006	100.0	83.9	90.5	81.5			72.2	*	94.4	85.7	88.3	50.2	60
	2007	*	85.7	96.3	90.6	*		75.0	*	95.5	90.6	92.6	56.7	54
	2008	85.7	90.6	96.0	94.4			76.2	*	92.3	92.1	92.2	72.8	64
7-8	2006	92.9	79.2	88.0	82.8	*	*	60.0	*	87.8	83.3	84.9	53.8	119
	2007	90.0	85.2	88.5	89.1	*	*	62.9	*	89.8	85.3	87.2	61.1	117
	2008	88.9	91.5	92.3	92.9	*	*	78.8	*	94.1	90.0	91.7	68.5	121

NUMBER TESTED IN GRADES 7-8													
2006	14	53	50	64	4	1	35	2	41	78	119	19,108	
2007	10	54	52	64	1	1	35	2	49	68	117	17,999	
2008	9	59	52	70	3	2	33	2	51	70	121	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	1	6	4	6	*	*	9	*	4	7	11	4,115	59
	2007	*	5	5	4		*	9	*	4	7	11	2,976	63
	2008	*	2	3	3	*	*	2	*	1	4	5	3,462	57
8	2006	0	5	2	5			5	*	1	6	7	4,704	60
	2007	*	3	1	3	*		4	*	1	3	4	4,022	54
	2008	1	3	1	2			5	*	2	3	5	2,429	64
7-8	2006	1	11	6	11	*	*	14	*	5	13	18	8,819	119
	2007	1	8	6	7	*	*	13	*	5	10	15	6,998	117
	2008	1	5	4	5	*	*	7	*	3	7	10	5,891	121

NUMBER TESTED IN GRADES 7-8													
2006	14	53	50	64	4	1	35	2	41	78	119	19,108	
2007	10	54	52	64	1	1	35	2	49	68	117	17,999	
2008	9	59	52	70	3	2	33	2	51	70	121	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	73.6	67.6	76.5	74.9	75.3	79.8
	2007	76.0	72.9	78.0	67.6	76.4	80.4
	2008	81.9	81.1	81.5	73.3	83.5	84.4
8	2006	78.8	79.5	79.3	69.7	85.0	77.5
	2007	74.4	80.0	82.5	69.6	86.3	81.9
	2008	71.4	79.8	80.8	52.5	78.5	82.2
7-8	2006	76.2	73.6	77.9	72.3	80.2	78.7
	2007	75.3	76.2	80.1	68.5	81.0	81.1
	2008	76.4	80.4	81.1	62.3	80.8	83.2

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)
7	2006	14.3	9.1	20.7	18.9	*	*	0.0	*	13.0	19.4	16.9	6.6	59
	2007	*	21.2	20.0	15.6		*	5.3	*	22.2	19.4	20.6	10.9	63
	2008	*	11.1	33.3	29.4	*	*	0.0	*	24.0	28.1	26.3	11.0	57
8	2006	57.1	22.6	19.0	18.5			0.0	*	38.9	21.4	26.7	7.3	60
	2007	*	14.3	33.3	31.3	*		6.3	*	27.3	28.1	27.8	9.0	54
	2008	14.3	21.9	24.0	19.4			9.5	*	34.6	13.2	21.9	14.1	64
7-8	2006	35.7	17.0	20.0	18.8	*	*	0.0	*	24.4	20.5	21.8	6.9	119
	2007	30.0	18.5	26.9	23.4	*	*	5.7	*	24.5	23.5	23.9	10.0	117
	2008	33.3	16.9	28.8	24.3	*	*	6.1	*	29.4	20.0	24.0	12.5	121


NUMBER TESTED IN GRADES 7-8													
2006	14	53	50	64	4	1	35	2	41	78	119	19,108	
2007	10	54	52	64	1	1	35	2	49	68	117	17,999	
2008	9	59	52	70	3	2	33	2	51	70	121	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	95.5	100.0	97.3	*	*	94.1	*	95.7	100.0	98.3	79.4	59
	2007	*	100.0	100.0	100.0		*	100.0	*	100.0	100.0	100.0	87.5	62
	2008	*	100.0	92.9	100.0	*	*	84.6	*	96.0	97.0	96.6	83.7	58

NUMBER TESTED IN GRADE 7													
2006	7	22	29	37	4	1	17	1	23	36	59	9,483	
2007	5	33	24	31	0	1	18	1	27	35	62	8,582	
2008	2	27	28	34	4	2	13	1	25	33	58	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	1	0	1	*	*	1	*	1	0	1	1,957	59
	2007	*	0	0	0		*	0	*	0	0	0	1,075	62
	2008	*	0	2	0	*	*	2	*	1	1	2	1,584	58

NUMBER TESTED IN GRADE 7													
2006	7	22	29	37	4	1	17	1	23	36	59	9,483	
2007	5	33	24	31	0	1	18	1	27	35	62	8,582	
2008	2	27	28	34	4	2	13	1	25	33	58	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	2.7	94.9	88.1	93.4	86.7
	2007	2.4	95.4	83.5	90.2	87.0
	2008	2.7	89.1	87.2	91.5	81.2

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)
7	2006	71.4	45.5	58.6	56.8	*	*	35.3	*	52.2	58.3	55.9	23.4	59
	2007	*	27.3	25.0	29.0		*	11.1	*	11.1	37.1	25.8	21.8	62
	2008	*	48.1	35.7	41.2	*	*	23.1	*	16.0	60.6	41.4	20.4	58


NUMBER TESTED IN GRADE 7													
2006	7	22	29	37	4	1	17	1	23	36	59	9,483	
2007	5	33	24	31	0	1	18	1	27	35	62	8,582	
2008	2	27	28	34	4	2	13	1	25	33	58	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	75.0	93.5	95.2	88.9	*		73.7	*	94.7	90.5	91.8	72.3	61
	2007	*	100.0	96.3	100.0	*		93.8	*	100.0	96.9	98.1	78.9	54
	2008	100.0	100.0	95.8	100.0			94.7	*	100.0	97.2	98.4	86.6	62

NUMBER TESTED IN GRADE 8													
2006	8	31	21	27	1	0	19	1	19	42	61	9,391	
2007	5	21	27	32	1	0	16	1	22	32	54	9,206	
2008	6	32	24	35	0	0	19	1	26	36	62	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	2	2	1	3	*		5	*	1	4	5	2,599	61
	2007	*	0	1	0	*		1	*	0	1	1	1,942	54
	2008	0	0	1	0			1	*	0	1	1	1,157	62

NUMBER TESTED IN GRADE 8													
2006	8	31	21	27	1	0	19	1	19	42	61	9,391	
2007	5	21	27	32	1	0	16	1	22	32	54	9,206	
2008	6	32	24	35	0	0	19	1	26	36	62	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	68.7	81.7	88.2	69.5	83.8
	2007	80.2	77.8	85.8	85.8	89.1
	2008	76.9	72.8	86.4	78.5	84.3

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)
8	2006	37.5	32.3	28.6	25.9	*		5.3	*	52.6	21.4	31.1	15.8	61
	2007	*	33.3	63.0	56.3	*		31.3	*	63.6	50.0	55.6	21.1	54
	2008	66.7	34.4	29.2	37.1			15.8	*	42.3	30.6	35.5	27.5	62

NUMBER TESTED IN GRADE 8													
2006	8	31	21	27	1	0	19	1	19	42	61	9,391	
2007	5	21	27	32	1	0	16	1	22	32	54	9,206	
2008	6	32	24	35	0	0	19	1	26	36	62	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	100.0	93.5	90.5	88.9			77.8	*	100.0	90.5	93.3	58.4	60
	2007	*	76.2	92.6	87.5	*		68.8	*	100.0	78.1	87.0	52.4	54
	2008	83.3	87.5	84.0	86.1			60.0	*	88.5	83.8	85.7	54.6	63

NUMBER TESTED IN GRADE 8													
2006	7	31	21	27	0	0	18	1	18	42	60	9,384	
2007	5	21	27	32	1	0	16	1	22	32	54	9,233	
2008	6	32	25	36	0	0	20	1	26	37	63	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	0	2	2	3			4	*	0	4	4	3,908	60
	2007	*	5	2	4	*		5	*	0	7	7	4,398	54
	2008	1	4	4	5			8	*	3	6	9	3,953	63

NUMBER TESTED IN GRADE 8													
2006	7	31	21	27	0	0	18	1	18	42	60	9,384	
2007	5	21	27	32	1	0	16	1	22	32	54	9,233	
2008	6	32	25	36	0	0	20	1	26	37	63	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	84.8	75.8	77.8	78.9	66.4
	2007	83.5	81.9	82.1	79.3	65.4
	2008	86.4	79.0	82.5	71.7	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)
8	2006	57.1	16.1	14.3	14.8			0.0	*	50.0	9.5	21.7	5.0	60
	2007	*	14.3	40.7	37.5	*		6.3	*	36.4	28.1	31.5	6.6	54
	2008	50.0	31.3	28.0	27.8			5.0	*	38.5	27.0	31.7	11.2	63

NUMBER TESTED IN GRADE 8													
2006	7	31	21	27	0	0	18	1	18	42	60	9,384	
2007	5	21	27	32	1	0	16	1	22	32	54	9,233	
2008	6	32	25	36	0	0	20	1	26	37	63	8,703	

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