

Campus Data Packet

for 2008 - 09 Plans



HECTOR GARCIA
School Number 77

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

2....	Contents.....	Table of Contents
-------	---------------	-------------------

STUDENTS AND STAFF

5....	Summary.....	Summary of Student and Teacher Statistics
7....	Enrollment (2).....	Enrollment Statistics by Select Student Group
9....	Teachers.....	Teacher Statistics

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

10....	TAKS Read (1).....	TAKS Reading: Percentage Meeting Standard
12....	TAKS Read (3).....	TAKS Reading: Performance by Objective
14....	TAKS Math (1).....	TAKS Mathematics: % Meeting Standard
16....	TAKS Math (3).....	TAKS Mathematics: % by Objective
18....	TAKS Write (1).....	TAKS Writing: Percentage Meeting Standard
20....	TAKS Write (3).....	TAKS Writing: Performance by Objective
22....	TAKS Soc.Studies (1)....	TAKS Social Studies: % Meeting Standard
24....	TAKS Soc.Studies (3)....	TAKS Social Studies: Performance by Objective
26....	TAKS Science (1).....	TAKS Science: Percentage Meeting Standard
28....	TAKS Science (3).....	TAKS Science: Performance by Objective

IOWA TESTS OF BASIC SKILLS (AND RELATED TESTS)

30....	Compliance.....	SCE Compliance for At-Risk Students
32....	ITBS Read (2).....	ITBS Reading Total: # At or Above the 80th %
34....	ITBS Math (2).....	ITBS Mathematics Total: # At or Above the 80th %

MEASURES OF ENGLISH PROFICIENCY

35....	WMLS.....	Woodcock-Muñoz Language Survey
--------	-----------	--------------------------------

3....	Notes.....	Notes and Data Descriptions for Individual Reports
-------	------------	--

6....	Enrollment (1).....	Enrollment Statistics by Ethnicity
8....	Attendance.....	Student Attendance Statistics

11....	TAKS Read (2).....	TAKS Reading: Number Not Meeting Standard
13....	TAKS Read (4).....	TAKS Reading: Percentage Commended
15....	TAKS Math (2).....	TAKS Mathematics: # Not Meeting Standard
17....	TAKS Math (4).....	TAKS Mathematics: % Commended
19....	TAKS Write (2).....	TAKS Writing: Number Not Meeting Standard
21....	TAKS Write (4).....	TAKS Writing: Percentage Commended
23....	TAKS Soc.Studies (2)....	TAKS Social Studies: # Not Meeting Standard
25....	TAKS Soc.Studies (4)....	TAKS Social Studies: % Commended
27....	TAKS Science (2).....	TAKS Science: Number Not Meeting Standard
29....	TAKS Science (4).....	TAKS Science: Percentage Commended
31....	ITBS Read (1).....	ITBS Reading Total: % At or Above the 40th %
33....	ITBS Math (1).....	ITBS Mathematics Total: % At or Above the 40th %

°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	273
7	324
8	254
ALL	851

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	25	2.9	16	27.1
American Indian	1	0.1	*	*
Asian	3	0.4	*	*
Hispanic	813	95.5	16	27.1
White	9	1.1	26	44.1
Other	**	**	1	1.7

*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	803	94.4
Limited English proficient students	242	28.4
Special education students	80	9.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
6	2006											
	2007											
	2008	273	13	4.8	0	0.0	0	0.0	258	94.5	2	0.7
7	2006											
	2007											
	2008	324	9	2.8	1	0.3	2	0.6	311	96.0	1	0.3
8	2006											
	2007											
	2008	254	3	1.2	0	0.0	1	0.4	244	96.1	6	2.4
6-8	2006											
	2007											
	2008	851	25	2.9	1	0.1	3	0.4	813	95.5	9	1.1

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
6	2006												
	2007												
	2008	273	263	96.3	77	28.2	31	11.4	37	13.6	22	8.1	0.0
7	2006												
	2007												
	2008	324	304	93.8	88	27.2	24	7.4	56	17.3	39	12.0	4.0
8	2006												
	2007												
	2008	254	236	92.9	77	30.3	25	9.8	42	16.5	33	13.0	2.0
6-8	2006												
	2007												
	2008	851	803	94.4	242	28.4	80	9.4	135	15.9	94	11.0	2.1

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		11,264.8			10,864.3	96.4			21.9		9,788		86.9
	2008	269.5	10,450.4	259.7	96.4	10,060.0	96.3	47	17.4	22.0	241	9,055	89.4	86.6
7	2006		11,130.6			10,585.9	95.1			31.8		9,218		82.8
	2007		10,085.4			9,572.1	94.9			27.7		8,404		83.3
	2008	318.2	10,790.7	305.2	95.9	10,269.4	95.2	59	18.5	26.3	282	9,024	88.6	83.6
8	2006		10,838.1			10,206.0	94.2			34.8		8,683		80.1
	2007		10,675.2			10,054.2	94.2			31.2		8,706		81.6
	2008	250.0	9,895.9	238.2	95.3	9,350.9	94.5	54	21.6	30.5	209	8,046	83.6	81.3
6-8	2006		32,789.8			31,270.8	95.4			30.1		27,368		83.5
	2007		32,025.4			30,490.6	95.2			26.8		26,898		84.0
	2008	837.8	31,137.0	803.2	95.9	29,680.3	95.3	160	19.1	26.1	732	26,125	87.4	83.9

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	16	27.1
Hispanic	16	27.1
White	26	44.1
Other	1	1.7

Gender	Number	Percent
Female	38	64.4
Male	21	35.6

TOTAL	59
--------------	-----------

AVERAGE NUMBER OF ABSENCES

2006	
2007	
2008	7.3

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												87.2	0
	2008	*	100.0	86.0	86.4	47.6	65.5	80.7	*	81.6	91.7	86.7	87.8	248
7	2006												65.5	0
	2007												76.0	0
	2008	*	85.7	72.3	71.8	38.9	47.2	59.8	*	70.3	75.3	72.9	77.3	306
8	2006												71.2	0
	2007												80.5	0
	2008	*	*	86.5	87.3	52.9	63.1	82.9		82.8	90.8	86.5	90.1	237
6-8	2006												75.2	0
	2007												81.5	0
	2008	100.0	88.9	80.8	81.0	46.4	57.8	73.7	*	77.8	84.8	81.3	84.9	791

NUMBER TESTED IN GRADES 6-8													
2006	0	0	0	0	0	0	0	0	0	0	0	0	28,147
2007	0	0	0	0	0	0	0	0	0	0	0	0	27,843
2008	7	18	761	742	56	192	514	3	401	388	791		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												1,269	0
	2008	*	0	33	32	11	19	29	*	23	10	33	1,140	248
7	2006												3,295	0
	2007												2,085	0
	2008	*	1	82	81	11	38	76	*	44	39	83	2,207	306
8	2006												2,694	0
	2007												1,803	0
	2008	*	*	31	28	8	24	30		22	10	32	891	237
6-8	2006												6,971	0
	2007												5,157	0
	2008	0	2	146	141	30	81	135	*	89	59	148	4,238	791

NUMBER TESTED IN GRADES 6-8													
2006	0	0	0	0	0	0	0	0	0	0	0	0	28,147
2007	0	0	0	0	0	0	0	0	0	0	0	0	27,843
2008	7	18	761	742	56	192	514	3	401	388	791		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				
	2008	81.8	77.9	77.8	74.3
7	2006				
	2007				
	2008	80.8	82.5	76.4	69.8
8	2006				
	2007				
	2008	83.1	80.7	78.6	80.1
6-8	2006				
	2007				
	2008	81.8	80.5	77.5	74.3

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)
6	2006												28.7	0
	2007												37.4	0
	2008	*	37.5	27.1	27.2	4.8	10.9	14.0	*	27.2	27.3	27.4	33.8	248
7	2006												11.0	0
	2007												12.7	0
	2008	*	28.6	15.2	15.3	11.1	4.2	5.3	*	16.9	13.9	15.4	19.1	306
8	2006												21.8	0
	2007												26.0	0
	2008	*	*	27.1	26.8	0.0	9.2	18.3		28.9	27.5	28.3	37.6	237
6-8	2006												20.4	0
	2007												25.9	0
	2008	42.9	33.3	22.5	22.5	5.4	7.8	12.3	*	23.9	21.9	23.0	29.9	791

NUMBER TESTED IN GRADES 6-8													
2006	0	0	0	0	0	0	0	0	0	0	0	0	28,147
2007	0	0	0	0	0	0	0	0	0	0	0	0	27,843
2008	7	18	761	742	56	192	514	3	401	388	791		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												70.0	0
	2008	*	37.5	64.1	63.1	27.3	37.5	51.0	*	61.6	64.8	63.5	73.8	249
7	2006												57.4	0
	2007												65.9	0
	2008	*	71.4	58.0	58.4	27.8	25.0	42.9	*	56.5	60.8	58.7	64.5	305
8	2006												50.2	0
	2007												56.7	0
	2008	*	*	62.3	64.7	11.8	46.2	55.1		66.7	59.1	63.2	72.8	239
6-8	2006												61.5	0
	2007												64.3	0
	2008	71.4	61.1	61.2	61.8	22.8	35.8	49.4	*	61.3	61.5	61.5	70.2	793

NUMBER TESTED IN GRADES 6-8													
2006	0	0	0	0	0	0	0	0	0	0	0	0	28,493
2007	0	0	0	0	0	0	0	0	0	0	0	0	28,025
2008	7	18	763	743	57	193	516	3	401	390	793		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												3,012	0
	2008	*	5	85	87	16	35	74	*	48	43	91	2,460	249
7	2006												4,115	0
	2007												2,976	0
	2008	*	2	124	119	13	54	108	*	64	62	126	3,462	305
8	2006												4,704	0
	2007												4,022	0
	2008	*	*	87	78	15	35	79		43	45	88	2,429	239
6-8	2006												10,959	0
	2007												10,010	0
	2008	2	7	296	284	44	124	261	*	155	150	305	8,351	793

NUMBER TESTED IN GRADES 6-8													
2006	0	0	0	0	0	0	0	0	0	0	0	0	28,493
2007	0	0	0	0	0	0	0	0	0	0	0	0	28,025
2008	7	18	763	743	57	193	516	3	401	390	793		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						
	2008	69.5	64.4	69.2	61.0	71.2	70.0
7	2006						
	2007						
	2008	67.2	57.7	61.8	45.6	60.0	63.1
8	2006						
	2007						
	2008	60.4	66.6	69.0	45.6	62.7	64.0
6-8	2006						
	2007						
	2008	65.9	62.5	66.3	50.4	64.3	65.5

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												26.5	0
	2008	*	25.0	21.9	22.9	9.1	7.1	13.9	*	21.6	23.0	22.5	31.0	249
7	2006												6.6	0
	2007												10.9	0
	2008	*	0.0	7.1	7.3	11.1	1.4	1.6	*	6.1	7.6	6.9	11.0	305
8	2006												7.3	0
	2007												9.0	0
	2008	*	*	10.0	10.4	0.0	3.1	6.3		16.3	3.6	10.5	14.1	239
6-8	2006												14.1	0
	2007												15.9	0
	2008	28.6	11.1	12.6	13.2	7.0	3.6	6.8	*	14.2	11.3	12.9	18.7	793

NUMBER TESTED IN GRADES 6-8													
2006	0	0	0	0	0	0	0	0	0	0	0	0	28,493
2007	0	0	0	0	0	0	0	0	0	0	0	0	28,025
2008	7	18	763	743	57	193	516	3	401	390	793		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												79.4	0
	2007												87.5	0
	2008	*	75.0	78.8	77.9	27.8	59.2	67.9	*	68.0	88.5	78.6	83.7	304

NUMBER TESTED IN GRADE 7													
2006	0	0	0	0	0	0	0	0	0	0	0	0	9,483
2007	0	0	0	0	0	0	0	0	0	0	0	0	8,582
2008	1	8	293	285	18	71	187	2	147	157	304		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												1,957	0
	2007												1,075	0
	2008	*	2	62	63	13	29	60	*	47	18	65	1,584	304

NUMBER TESTED IN GRADE 7													
2006	0	0	0	0	0	0	0	0	0	0	0	0	9,483
2007	0	0	0	0	0	0	0	0	0	0	0	0	8,582
2008	1	8	293	285	18	71	187	2	147	157	304		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					
	2007					
	2008	2.1	74.1	72.3	79.1	74.2

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												23.4	0
	2007												21.8	0
	2008	*	0.0	9.6	8.8	0.0	4.2	4.8	*	8.8	9.6	9.2	20.4	304

NUMBER TESTED IN GRADE 7													
2006	0	0	0	0	0	0	0	0	0	0	0	0	9,483
2007	0	0	0	0	0	0	0	0	0	0	0	0	8,582
2008	1	8	293	285	18	71	187	2	147	157	304		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												72.3	0
	2007												78.9	0
	2008	*	*	86.7	88.0	61.1	82.8	84.6		89.1	84.9	87.2	86.6	234

NUMBER TESTED IN GRADE 8													
2006	0	0	0	0	0	0	0	0	0	0	0	0	9,391
2007	0	0	0	0	0	0	0	0	0	0	0	0	9,206
2008	4	3	226	217	18	64	169	0	128	106	234		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												2,599	0
	2007												1,942	0
	2008	*	*	30	26	7	11	26		14	16	30	1,157	234

NUMBER TESTED IN GRADE 8													
2006	0	0	0	0	0	0	0	0	0	0	0	0	9,391
2007	0	0	0	0	0	0	0	0	0	0	0	0	9,206
2008	4	3	226	217	18	64	169	0	128	106	234		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					
	2007					
	2008	69.2	68.1	77.1	72.2	76.2

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												15.8	0
	2007												21.1	0
	2008	*	*	26.5	28.1	5.6	21.9	21.3		35.2	18.9	27.8	27.5	234

NUMBER TESTED IN GRADE 8													
2006	0	0	0	0	0	0	0	0	0	0	0	0	9,391
2007	0	0	0	0	0	0	0	0	0	0	0	0	9,206
2008	4	3	226	217	18	64	169	0	128	106	234		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												58.4	
	2007												52.4	0
	2008	*	*	44.9	46.5	11.1	30.2	37.9		51.9	38.7	46.0	54.6	235

NUMBER TESTED IN GRADE 8													
2006	0	0	0	0	0	0	0	0	0	0	0	0	9,384
2007	0	0	0	0	0	0	0	0	0	0	0	0	9,233
2008	4	3	227	217	18	63	169	0	129	106	235		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												3,908	
	2007												4,398	0
	2008	*	*	125	116	16	44	105		62	65	127	3,953	235

NUMBER TESTED IN GRADE 8													
2006	0	0	0		0	0	0	0	0	0	0	0	9,384
2007	0	0	0	0	0	0	0	0	0	0	0	0	9,233
2008	4	3	227	217	18	63	169	0	129	106	235		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					
	2007					
	2008	67.1	62.5	58.8	52.7	55.2

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												5.0	
	2007												6.6	0
	2008	*	*	5.3	5.5	0.0	3.2	2.4		8.5	0.9	5.1	11.2	235

NUMBER TESTED IN GRADE 8													
2006	0	0	0	0	0	0	0	0	0	0	0	0	9,384
2007	0	0	0	0	0	0	0	0	0	0	0	0	9,233
2008	4	3	227	217	18	63	169	0	129	106	235		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				39.2	0
	2007					0
	2008	18.1	56.1	27.8	37.2	223

Number Tested	2006	0	0	0	9,714	
	2007	0	0	0	0	
	2008	166	57	223	8,615	

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2006				51.4	0
	2007					0
	2008	29.8	65.5	38.9	46.7	226

Number Tested	2006	0	0	0	9,661	
	2007	0	0	0	0	
	2008	168	58	226	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												39.2	0
	2007													0
	2008	*	*	26.4	28.0	0.0	4.7	18.1		33.1	21.2	27.8	37.2	223

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	9,714
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	4	2	216	207	18	64	166	0	124	99	223	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												726	0
	2007													0
	2008	*	*	2	4	0	0	1		2	2	4	508	223

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	9,714
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	4	2	216	207	18	64	166	0	124	99	223	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												51.4	0
	2007													0
	2008	*	*	37.4	39.5	0.0	18.5	29.8		43.7	33.0	38.9	46.7	226

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	9,661
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	4	2	219	210	18	65	168	0	126	100	226	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												1,181	0
	2007													0
	2008	*	*	11	13	0	2	6		10	3	13	801	226

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	9,661
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	4	2	219	210	18	65	168	0	126	100	226	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	15	33.3	6	16.7	0	-	21	28.6
7	15	33.3	10	40.0	0	-	25	36.0
8	10	50.0	11	18.2	0	-	21	33.3
ALL	40	37.5	27	25.9	0	-	67	32.8