

Campus Data Packet

for 2009 - 10 Plans



A. MACEO SMITH

School Number 3

The information in this packet is based on data from the 2008-09 school year.

This packet contains corrected statistics for norm-referenced assessments (ITBS and Logramos), including the SCE Compliance report. PSAT reports now contain the average score for all students in a grade.

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2009-10 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 2008-09. They are counted as new if they were not enrolled in a district campus before the last day of the 2007-08 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 2007-08 and 2008-09.

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 for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- 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.
- TAKS statistics include both TAKS and TAKS-Accommodated results.
- 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 2010, whichever is higher for the subject test.

TAKS-M (Modified)

- 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.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2008 to 2009, the TEA did not report the 2008 composite rating.
- If a student is rated as advanced high in 2009, the TEA does not differentiate between the advanced and advanced high levels from 2008.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Statistics based on student-reported school location, ethnicity, and graduation year.
- For SAT/ACT “Percent Tested” is computed with “Number Tested” as numerator and, as demoninator, the Grade 12 “Enrollment” reported on Enrollment (1) and Enrollment (2) reports. For PSAT the denominator for “Percent Tested” is from the appropriate grade/year on the Enrollment reports.
- SAT scores range from 200 to 800. SAT administrations are offered throughout the school year. If a student has results from multiple administrations, only the latest is used.
- ACT scores range from 0 to 36. ACT administrations are offered throughout the school year. If a student has results from multiple administrations, only the latest is used.
- PSAT scores range from 20 to 80. PSAT is administered once in the fall of each year. The district tests all grade 10 students. Other students sit for the PSAT voluntarily.
- AP scores range from 1 to 5; a minimum of 3 is needed to pass.
- Score summaries for current year SAT/ACT are through the June administrations. Prior years' summaries use all scores for the school year.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are given as final course exams in grades 7-12. They account for a portion of students' final semester grades: 15 percent for high school and 10 percent for middle school. “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. Any statistic involving course marks uses only those of at least 50, because district policy requires a student earn at least a 50 to receive course credit.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70 percent is required to pass an ACP. A course mark of at least 70 percent is required to pass a course.

STUDENT ENROLLMENT

Grade	Enrollment
9	298
10	235
11	153
12	197
ALL	883

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	708	80.2	58	79.5
American Indian	2	0.2	*	*
Asian	1	0.1	*	*
Hispanic	163	18.5	1	1.4
White	9	1.0	13	17.8
Other	**	**	1	1.4

*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	728	82.4
Limited English proficient students	80	9.1
Special education students	173	19.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
9	2007	412	359	87.1	0	0.0	0	0.0	50	12.1	3	0.7
	2008	347	272	78.4	0	0.0	0	0.0	71	20.5	4	1.2
	2009	298	232	77.9	2	0.7	0	0.0	61	20.5	3	1.0
10	2007	237	198	83.5	0	0.0	1	0.4	36	15.2	2	0.8
	2008	247	210	85.0	0	0.0	0	0.0	35	14.2	2	0.8
	2009	235	182	77.4	0	0.0	0	0.0	50	21.3	3	1.3
11	2007	229	199	86.9	0	0.0	0	0.0	29	12.7	1	0.4
	2008	185	158	85.4	0	0.0	1	0.5	22	11.9	4	2.2
	2009	153	123	80.4	0	0.0	0	0.0	29	19.0	1	0.7
12	2007	222	188	84.7	0	0.0	0	0.0	31	14.0	3	1.4
	2008	227	196	86.3	0	0.0	0	0.0	30	13.2	1	0.4
	2009	197	171	86.8	0	0.0	1	0.5	23	11.7	2	1.0
9-12	2007	1,100	944	85.8	0	0.0	1	0.1	146	13.3	9	0.8
	2008	1,006	836	83.1	0	0.0	1	0.1	158	15.7	11	1.1
	2009	883	708	80.2	2	0.2	1	0.1	163	18.5	9	1.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
9	2007	412	352	85.4	21	5.1	86	20.9	1	0.2	32	7.8	30.1
	2008	347	298	85.9	38	11.0	71	20.5	12	3.5	28	8.1	24.2
	2009	298	251	84.2	33	11.1	69	23.2	28	9.4	25	8.4	24.8
10	2007	237	197	83.1	5	2.1	30	12.7	2	0.8	13	5.5	15.6
	2008	247	211	85.4	16	6.5	47	19.0	11	4.5	16	6.5	10.5
	2009	235	197	83.8	25	10.6	49	20.9	18	7.7	17	7.2	8.1
11	2007	229	181	79.0	7	3.1	28	12.2	2	0.9	20	8.7	5.2
	2008	185	158	85.4	8	4.3	19	10.3	14	7.6	19	10.3	3.2
	2009	153	131	85.6	14	9.2	30	19.6	14	9.2	7	4.6	1.3
12	2007	222	173	77.9	12	5.4	39	17.6	19	8.6	9	4.1	3.2
	2008	227	175	77.1	15	6.6	34	15.0	14	6.2	11	4.8	4.0
	2009	197	149	75.6	8	4.1	25	12.7	19	9.6	6	3.0	3.0
9-12	2007	1,100	903	82.1	45	4.1	183	16.6	24	2.2	74	6.7	16.4
	2008	1,006	842	83.7	77	7.7	171	17.0	51	5.1	74	7.4	12.4
	2009	883	728	82.4	80	9.1	173	19.6	79	8.9	55	6.2	11.4

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
9	2007	416.9	13,619.4	376.0	90.2	12,342.4	90.6	222	53.3	40.8	285	9,789	68.4	71.9
	2008	372.3	13,257.6	328.3	88.2	12,144.3	91.6	141	37.9	42.3	228	9,564	61.2	72.1
	2009	311.5	12,462.6	274.7	88.2	11,404.9	91.5	118	37.9	39.0	186	8,973	59.7	72.0
10	2007	243.4	9,107.1	220.3	90.5	8,424.9	92.5	73	30.0	24.0	177	7,276	72.7	79.9
	2008	252.6	9,234.1	227.3	90.0	8,598.6	93.1	71	28.1	24.7	168	7,275	66.5	78.8
	2009	239.0	9,294.3	210.1	87.9	8,619.9	92.7	62	25.9	22.4	148	7,250	61.9	78.0
11	2007	232.9	7,582.7	211.7	90.9	7,009.8	92.4	68	29.2	19.4	170	6,224	73.0	82.1
	2008	188.3	7,399.2	167.5	89.0	6,893.1	93.2	47	25.0	19.1	137	6,005	72.8	81.2
	2009	157.9	7,512.5	142.3	90.2	6,985.9	93.0	24	15.2	17.0	108	6,194	68.4	82.4
12	2007	226.2	7,304.6	207.1	91.5	6,740.8	92.3	36	15.9	12.3	177	5,935	78.3	81.3
	2008	232.0	7,606.7	207.0	89.2	7,073.9	93.0	32	13.8	12.3	160	6,144	69.0	80.8
	2009	198.4	7,701.9	176.3	88.9	7,148.0	92.8	22	11.1	14.8	127	6,098	64.0	79.2
9-12	2007	1,119.3	37,613.7	1,015.1	90.7	34,517.9	91.8	399	35.6	26.9	809	29,224	72.3	77.7
	2008	1,045.3	37,497.7	930.2	89.0	34,709.9	92.6	291	27.8	27.3	693	28,988	66.3	77.3
	2009	906.7	36,971.3	803.4	88.6	34,158.7	92.4	226	24.9	25.3	569	28,515	62.8	77.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	58	79.5
Hispanic	1	1.4
White	13	17.8
Other	1	1.4

Gender	Number	Percent
Female	41	56.2
Male	32	43.8

TOTAL	73
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AVERAGE NUMBER OF ABSENCES

2007	8.2
2008	7.7
2009	7.1

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)
9	2007	*	71.2	72.7	70.4	42.9	47.1	68.7	*	62.7	80.8	71.3	75.0	317
	2008	*	65.4	74.2	69.5	21.3	56.7	63.4		62.6	72.5	67.4	76.0	316
	2009	*	71.4	72.9	72.0	25.0	38.9	68.9		65.7	79.3	71.8	83.0	245
10	2007	*	79.0	75.8	79.0	*	*	74.4	*	70.7	82.4	77.8	76.9	194
	2008	*	66.2	70.4	67.2	17.5	40.0	65.2		56.3	77.9	67.1	80.0	225
	2009	*	72.2	73.3	74.3	20.8	52.4	70.2		74.5	71.1	72.6	83.3	208
11	2007	*	90.2	76.0	87.3	*	71.4	86.3		84.2	91.3	88.3	85.5	179
	2008	*	87.6	76.2	86.3	42.9	42.9	80.9		79.1	90.9	85.8	86.6	155
	2009	*	78.9	89.3	79.8	8.3	84.6	78.3		72.4	87.5	81.2	89.8	138
9-11	2007	*	78.3	74.5	77.0	47.6	48.3	74.8	*	69.7	84.2	77.5	78.3	690
	2008	81.8	70.7	73.6	72.4	21.3	51.1	67.5		63.7	78.8	71.4	79.9	696
	2009	83.3	73.4	76.9	74.6	19.6	55.8	71.5		69.9	78.4	74.3	84.9	591

NUMBER TESTED IN GRADES 9-11													
2007	5	581	102	592	21	29	564	2	317	373	690	25,569	
2008	11	570	110	595	94	47	554	0	342	354	696	25,864	
2009	6	463	121	496	56	52	492	0	286	305	591	25,284	

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) reading target of 73% 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)
9	2007	*	78	12	83	8	9	82	*	62	29	91	2,732	317
	2008	*	85	16	82	37	13	94		61	42	103	2,667	316
	2009	*	55	13	58	15	11	64		46	23	69	1,757	245
10	2007	*	33	8	34	*	*	40	*	22	21	43	1,864	194
	2008	*	66	8	64	33	6	65		49	25	74	1,649	225
	2009	*	45	12	45	19	10	51		24	33	57	1,383	208
11	2007	*	15	6	19	*	2	20		12	9	21	951	179
	2008	*	16	5	18	4	4	21		14	8	22	870	155
	2009	*	23	3	23	11	2	25		16	10	26	679	138
9-11	2007	*	126	26	136	11	15	142	*	96	59	155	5,547	690
	2008	2	167	29	164	74	23	180		124	75	199	5,186	696
	2009	1	123	28	126	45	23	140		86	66	152	3,819	591

NUMBER TESTED IN GRADES 9-11													
2007	5	581	102	592	21	29	564	2	317	373	690	25,569	
2008	11	570	110	595	94	47	554	0	342	354	696	25,864	
2009	6	463	121	496	56	52	492	0	286	305	591	25,284	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Basic Understanding	Literary Elements and Techniques	Analysis and Evaluation	Written Composition: Effectiveness / Command of Conventions ¹	Revising and Editing
9	2007	77.4	71.8	65.1		
	2008	73.9	63.0	58.8		
	2009	80.6	68.6	64.3		
10	2007	86.1	67.4	65.8	2.3	76.6
	2008	84.1	65.1	60.3	2.0	70.7
	2009	86.1	69.8	69.3	2.1	78.7
11	2007	79.4	66.6	68.9	2.3	77.9
	2008	89.4	68.2	67.7	2.2	76.4
	2009	83.1	70.2	65.3	2.3	81.4
9-11	2007	80.3	69.2	66.3	2.3	77.2
	2008	80.6	64.8	61.3	2.1	73.0
	2009	83.1	69.4	66.3	2.2	79.8

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

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)
9	2007	*	8.5	18.2	10.4	0.0	0.0	7.3	*	7.8	11.9	9.8	14.5	317
	2008	*	11.0	8.1	11.5	0.0	3.3	7.0		6.1	15.7	10.8	19.9	316
	2009	*	5.2	6.3	5.8	0.0	0.0	4.4		5.2	6.3	5.7	13.3	245
10	2007	*	3.2	3.0	3.1	*	*	2.6	*	1.3	4.2	3.1	6.8	194
	2008	*	3.1	3.7	3.6	0.0	0.0	1.1		2.7	3.5	3.1	10.1	225
	2009	*	4.3	6.7	5.7	0.0	0.0	2.9		4.3	5.3	4.8	11.5	208
11	2007	*	3.9	0.0	3.3	*	0.0	2.1		1.3	4.9	3.4	13.5	179
	2008	*	5.4	4.8	6.1	0.0	0.0	3.6		6.0	5.7	5.8	13.4	155
	2009	*	5.5	3.6	5.3	0.0	0.0	0.9		3.4	6.3	5.1	22.2	138
9-11	2007	*	5.9	8.8	6.6	0.0	0.0	4.6	*	4.7	7.5	6.2	11.8	690
	2008	18.2	7.0	6.4	7.7	0.0	2.1	4.3		5.0	9.3	7.2	15.1	696
	2009	16.7	5.0	5.8	5.6	0.0	0.0	3.0		4.5	5.9	5.2	15.1	591

NUMBER TESTED IN GRADES 9-11													
2007	5	581	102	592	21	29	564	2	317	373	690	25,569	
2008	11	570	110	595	94	47	554	0	342	354	696	25,864	
2009	6	463	121	496	56	52	492	0	286	305	591	25,284	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

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)
9	2007	*	17.8	20.9	19.4	*	12.5	12.8		21.9	14.6	18.3	41.2	306
	2008	*	17.4	27.9	20.4	0.0	30.0	12.2		17.7	22.0	19.6	44.8	230
	2009	*	24.0	47.8	29.8	0.0	30.0	23.4		27.6	30.6	28.9	56.5	242
10	2007	*	40.3	34.4	41.0		*	29.9	*	39.7	38.5	38.9	51.0	190
	2008	*	23.8	23.3	24.7	0.0	9.1	18.0		23.4	25.2	24.3	50.8	226
	2009	*	29.2	40.0	32.9	0.0	30.0	24.8		33.3	30.9	32.0	55.8	200
11	2007	*	52.1	54.2	54.5	*	100.0	46.4		51.4	54.8	53.4	73.2	176
	2008	*	67.2	77.8	67.5		33.3	58.9		65.6	70.1	68.2	75.1	148
	2009	*	59.6	77.8	61.9	0.0	76.9	57.1		62.7	64.5	63.8	77.0	127
9-11	2007	*	32.9	33.3	34.2	12.5	35.7	26.3	*	33.3	33.3	33.3	52.5	672
	2008	66.7	32.3	36.3	33.4	0.0	24.3	24.8		29.5	37.1	33.3	54.3	604
	2009	*	33.7	51.7	37.9	0.0	41.5	31.4		36.0	39.5	37.8	61.7	569

NUMBER TESTED IN GRADES 9-11													
2007	5	559	99	567	8	28	544	1	300	372	672	25,003	
2008	9	502	91	521	86	37	484	0	302	302	604	25,229	
2009	4	445	118	483	53	53	475	0	275	294	569	24,736	

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) mathematics target of 67% 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)
9	2007	*	213	34	216	*	14	218		121	129	250	6,315	306
	2008	*	152	31	160	48	14	165		107	78	185	5,964	230
	2009	*	146	24	146	24	14	157		97	75	172	4,403	242
10	2007	*	92	21	92		*	108	*	44	72	116	3,848	190
	2008	*	147	23	146	38	10	155		85	86	171	3,982	226
	2009	*	109	27	114	21	14	124		60	76	136	3,568	200
11	2007	*	70	11	65	*	0	75		35	47	82	1,720	176
	2008	*	41	4	41		4	44		21	26	47	1,574	148
	2009	*	40	6	40	8	3	45		19	27	46	1,508	127
9-11	2007	*	375	66	373	7	18	401	*	200	248	448	11,883	672
	2008	3	340	58	347	86	28	364		213	190	403	11,520	604
	2009	*	295	57	300	53	31	326		176	178	354	9,479	569

NUMBER TESTED IN GRADES 9-11													
2007	5	559	99	567	8	28	544	1	300	372	672	25,003	
2008	9	502	91	521	86	37	484	0	302	302	604	25,229	
2009	4	445	118	483	53	53	475	0	275	294	569	24,736	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE									
		Functional Relationships	Properties and Attributes of Functions	Linear Functions	Linear Equations and Inequalities	Quadratic and Other Nonlinear Functions	Geometric Relationships and Spatial Reasoning	Two- and Three-Dimensional Representations	Measurement and Similarity	Percents, Proportions, Probability, and Statistics	Mathematical Processes and Tools
9	2007	43.1	45.9	39.0	42.4	48.0	50.4	41.3	42.3	43.9	45.2
	2008	40.0	44.3	42.4	42.3	48.4	49.0	46.6	35.4	41.9	39.0
	2009	52.9	59.2	55.0	46.9	49.7	55.0	54.3	37.8	45.5	45.9
10	2007	59.9	48.9	65.4	52.8	55.9	50.9	41.8	46.3	49.7	49.5
	2008	56.8	42.6	51.8	46.5	57.7	40.4	53.5	36.5	38.7	49.0
	2009	54.8	49.3	52.8	49.3	51.8	48.2	60.9	39.6	45.9	45.8
11	2007	70.9	53.1	59.2	61.3	55.9	50.6	46.1	52.6	52.8	51.7
	2008	75.8	67.2	68.4	64.2	71.6	54.6	64.8	49.1	60.0	55.4
	2009	66.9	58.6	67.2	69.8	65.8	53.9	63.2	59.3	55.6	57.0
9-11	2007	55.1	48.6	51.7	50.3	52.3	50.6	42.7	46.1	47.9	48.1
	2008	55.1	49.3	52.3	49.2	57.6	47.2	53.6	39.2	45.1	46.8
	2009	56.7	55.6	57.0	52.8	54.0	52.3	58.6	43.2	47.9	48.3

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)
9	2007	*	0.8	2.3	1.1	*	0.0	0.0		1.3	0.7	1.0	8.4	306
	2008	*	1.6	0.0	1.5	0.0	0.0	1.1		1.5	1.0	1.3	10.2	230
	2009	*	0.5	4.3	1.4	0.0	0.0	0.0		1.5	0.9	1.2	15.2	242
10	2007	*	0.0	3.1	0.0		*	0.0	*	1.4	0.0	0.5	8.2	190
	2008	*	0.5	0.0	0.5	0.0	0.0	0.0		0.0	0.9	0.4	9.5	226
	2009	*	0.6	0.0	0.6	0.0	0.0	0.6		1.1	0.0	0.5	9.0	200
11	2007	*	2.7	0.0	2.1	*	0.0	0.0		2.8	1.9	2.3	10.5	176
	2008	*	8.0	5.6	7.1		0.0	3.7		8.2	8.0	8.1	16.7	148
	2009	*	4.0	7.4	4.8	0.0	7.7	1.9		3.9	5.3	4.7	20.6	127
9-11	2007	*	1.1	2.0	1.1	0.0	0.0	0.0	*	1.7	0.8	1.2	8.9	672
	2008	11.1	2.8	1.1	2.5	0.0	0.0	1.2		2.3	3.0	2.6	11.6	604
	2009	*	1.3	3.4	1.9	0.0	1.9	0.6		1.8	1.7	1.8	14.6	569

NUMBER TESTED IN GRADES 9-11													
2007	5	559	99	567	8	28	544	1	300	372	672	25,003	
2008	9	502	91	521	86	37	484	0	302	302	604	25,229	
2009	4	445	118	483	53	53	475	0	275	294	569	24,736	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

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)
10	2007	*	71.7	66.7	70.7		*	66.2	*	77.1	67.3	71.0	81.0	183
	2008	*	69.4	86.7	72.0	24.2	72.7	71.8		69.5	74.5	72.1	86.2	215
	2009	*	71.9	79.5	75.8	35.0	63.2	72.4		77.0	71.2	73.8	87.7	191
11	2007	*	92.4	91.3	90.8	*	71.4	90.7		90.0	94.2	92.5	93.5	173
	2008	*	96.9	94.1	95.2		66.7	94.3		95.3	96.5	96.0	95.8	149
	2009	*	90.9	96.3	91.4	37.5	92.3	90.5		86.3	96.1	92.1	96.7	127
10-11	2007	*	81.8	78.0	80.4	*	50.0	78.1	*	83.6	80.1	81.5	86.6	356
	2008	*	80.6	89.4	81.4	24.2	70.6	80.1		79.3	84.1	81.9	90.4	364
	2009	*	79.6	85.9	82.0	35.7	75.0	79.7		80.4	81.7	81.1	91.8	318

NUMBER TESTED IN GRADES 10-11													
2007	3	296	50	291	2	12	288	1	140	216	356	14,096	
2008	5	310	47	312	33	17	287	0	169	195	364	14,376	
2009	2	245	71	266	28	32	261	0	138	180	318	14,491	

Shaded cells indicate percentages below 70 percent, the 2010 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)
10	2007	*	43	9	44		*	50	*	16	37	53	1,464	183
	2008	*	56	4	52	25	3	51		32	28	60	1,102	215
	2009	*	41	9	39	13	7	43		20	30	50	976	191
11	2007	*	11	2	13	*	2	13		7	6	13	418	173
	2008	*	4	1	6		2	6		3	3	6	271	149
	2009	*	9	1	9	5	1	10		7	3	10	213	127
10-11	2007	*	54	11	57	*	6	63	*	23	43	66	1,882	356
	2008	*	60	5	58	25	5	57		35	31	66	1,373	364
	2009	*	50	10	48	18	8	53		27	33	60	1,189	318

NUMBER TESTED IN GRADES 10-11													
2007	3	296	50	291	2	12	288	1	140	216	356	14,096	
2008	5	310	47	312	33	17	287	0	169	195	364	14,376	
2009	2	245	71	266	28	32	261	0	138	180	318	14,491	

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
10	2007	58.6	70.1	73.1	60.7	68.6
	2008	59.1	69.7	74.3	61.0	70.4
	2009	59.5	70.3	76.7	58.9	69.9
11	2007	69.6	71.3	73.1	72.8	77.1
	2008	68.0	76.3	78.2	77.9	81.5
	2009	69.0	72.8	78.6	77.3	78.6
10-11	2007	64.0	70.7	73.1	66.6	72.7
	2008	62.8	72.4	75.9	67.9	75.0
	2009	63.3	71.3	77.4	66.3	73.4

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)
10	2007	*	8.6	11.1	8.0		*	7.4	*	14.3	5.3	8.7	21.6	183
	2008	*	5.5	3.3	5.9	0.0	0.0	2.8		6.7	4.5	5.6	22.7	215
	2009	*	12.3	11.4	12.4	5.0	5.3	8.3		16.1	8.7	12.0	29.8	191
11	2007	*	13.2	30.4	14.9	*	14.3	11.4		14.3	16.5	15.6	26.8	173
	2008	*	19.7	17.6	19.0		0.0	14.2		23.4	15.3	18.8	28.9	149
	2009	*	20.2	29.6	21.0	0.0	7.7	13.3		27.5	19.7	22.8	39.6	127
10-11	2007	*	10.8	20.0	11.3	*	8.3	9.4	*	14.3	10.6	12.1	24.0	356
	2008	*	11.3	8.5	11.2	0.0	0.0	7.0		13.0	9.2	11.0	25.4	364
	2009	*	15.5	18.3	15.8	3.6	6.3	10.3		20.3	13.3	16.4	34.2	318

	NUMBER TESTED IN GRADES 10-11											
2007	3	296	50	291	2	12	288	1	140	216	356	14,096
2008	5	310	47	312	33	17	287	0	169	195	364	14,376
2009	2	245	71	266	28	32	261	0	138	180	318	14,491

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

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)
10	2007	*	28.3	24.2	27.3		*	18.2	*	32.4	25.2	28.0	41.9	189
	2008	*	31.9	35.5	34.0	0.0	8.3	26.6		32.4	32.5	32.4	50.2	225
	2009	*	24.8	26.7	25.4	4.5	15.0	18.4		30.0	22.0	25.6	52.3	199
11	2007	*	53.2	34.8	48.2	*	50.0	45.6		47.1	54.5	51.5	69.4	169
	2008	*	75.8	88.9	73.4		66.7	69.5		80.6	74.1	76.9	76.3	147
	2009	*	59.6	59.3	61.0	12.5	46.2	53.3		60.8	59.2	59.8	82.2	127
10-11	2007	*	40.3	28.6	37.2	*	27.3	31.0	*	39.4	38.9	39.1	54.3	358
	2008	66.7	49.2	55.1	49.4	0.0	27.8	42.0		49.7	50.3	50.0	61.7	372
	2009	*	38.5	38.9	39.1	6.7	27.3	32.1		41.1	37.3	39.0	65.7	326

NUMBER TESTED IN GRADES 10-11													
2007	3	293	56	293	2	11	290	1	142	216	358	14,194	
2008	6	315	49	318	38	18	293	0	173	199	372	14,400	
2009	2	252	72	274	30	33	268	0	141	185	326	14,589	

Shaded cells indicate percentages below 55 percent, the 2010 AEIS science 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)
10	2007	*	109	25	112		*	126	*	50	86	136	4,532	189
	2008	*	130	20	128	38	11	138		75	77	152	4,021	225
	2009	*	115	33	126	21	17	133		63	85	148	3,841	199
11	2007	*	66	15	72	*	3	74		36	46	82	1,953	169
	2008	*	30	2	33		2	32		12	22	34	1,499	147
	2009	*	40	11	41	7	7	49		20	31	51	1,162	127
10-11	2007	*	175	40	184	*	8	200	*	86	132	218	6,485	358
	2008	2	160	22	161	38	13	170		87	99	186	5,520	372
	2009	*	155	44	167	28	24	182		83	116	199	5,003	326

	NUMBER TESTED IN GRADES 10-11											
2007	3	293	56	293	2	11	290	1	142	216	358	14,194
2008	6	315	49	318	38	18	293	0	173	199	372	14,400
2009	2	252	72	274	30	33	268	0	141	185	326	14,589

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Nature of Science	Organization of Living Systems	Interdependence of Organisms and the Environment	Structures and Properties of Matter	Motion, Forces, and Energy
10	2007	54.5	52.7	49.9	47.7	56.9
	2008	55.7	54.3	50.7	40.4	54.3
	2009	57.5	50.6	48.9	41.7	57.6
11	2007	53.6	48.3	64.5	50.5	49.9
	2008	62.8	65.8	68.7	61.9	62.4
	2009	59.1	54.6	70.2	56.5	54.6
10-11	2007	54.1	50.6	56.8	49.0	53.6
	2008	58.5	58.8	57.8	48.9	57.5
	2009	58.2	52.2	57.2	47.5	56.4

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)
10	2007	*	0.7	3.0	0.6		*	0.6	*	2.7	0.0	1.1	5.4	189
	2008	*	0.5	0.0	0.5	0.0	0.0	0.5		0.9	0.0	0.4	6.4	225
	2009	*	2.0	0.0	1.2	0.0	0.0	0.6		1.1	1.8	1.5	5.7	199
11	2007	*	0.7	0.0	0.0	*	0.0	0.0		0.0	1.0	0.6	4.9	169
	2008	*	1.6	5.6	2.4		0.0	1.9		1.6	2.4	2.0	6.9	147
	2009	*	1.0	3.7	1.0	0.0	0.0	0.0		3.9	0.0	1.6	12.9	127
10-11	2007	*	0.7	1.8	0.3	*	0.0	0.3	*	1.4	0.5	0.8	5.2	358
	2008	0.0	1.0	2.0	1.3	0.0	0.0	1.0		1.2	1.0	1.1	6.6	372
	2009	*	1.6	1.4	1.1	0.0	0.0	0.4		2.1	1.1	1.5	9.0	326

	NUMBER TESTED IN GRADE 10-11											
2007	3	293	56	293	2	11	290	1	142	216	358	14,194
2008	6	315	49	318	38	18	293	0	173	199	372	14,400
2009	2	252	72	274	30	33	268	0	141	185	326	14,589

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

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)
10														
	2008		*	*	0.0	0.0	*	*		0.0	*	0.0	68.4	7
	2009		68.8	*	61.5	66.7	*	66.7		53.8	*	66.7	67.3	18
9-11														
	2008		*	*	0.0	0.0	*	*		0.0	*	0.0	68.4	7
	2009		68.8	*	61.5	66.7	*	66.7		53.8	*	66.7	67.3	18

NUMBER TESTED IN GRADES 9-11													
2008	0	5	2	6	7	1	3	0	6	1	7	386	
2009	0	16	2	13	18	2	15	0	13	5	18	444	

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)
10														
	2008		*	*	6	7	*	*		6	*	7	122	7
	2009		5	*	5	6	*	5		6	*	6	145	18
9-11														
	2008		*	*	6	7	*	*		6	*	7	122	7
	2009		5	*	5	6	*	5		6	*	6	145	18

NUMBER TESTED IN GRADES 9-11													
2008	0	5	2	6	7	1	3	0	6	1	7	386	
2009	0	16	2	13	18	2	15	0	13	5	18	444	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Basic Understanding	Literary Elements and Techniques	Analysis and Evaluation	Written Composition: Effectiveness / Command of Conventions ¹	Revising and Editing
10						
	2008	36.7	26.5	33.9	0.0	26.5
	2009	72.2	56.3	63.9	1.6	68.7
9-11						
	2008	36.7	26.5	33.9	0.0	26.5
	2009	72.2	56.3	63.9	1.6	68.7

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

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)
10														
	2008		*	*	0.0	0.0	*	*		0.0	*	0.0	14.5	7
	2009		18.8	*	30.8	22.2	*	26.7		15.4	*	22.2	14.4	18
9-11														
	2008		*	*	0.0	0.0	*	*		0.0	*	0.0	14.5	7
	2009		18.8	*	30.8	22.2	*	26.7		15.4	*	22.2	14.4	18

NUMBER TESTED IN GRADES 9-11														
2008	0	5	2	6	7	1	3	0	6	1	7	386		
2009	0	16	2	13	18	2	15	0	13	5	18	444		

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)
10														
	2008		16.7	*	14.3	12.5	*	*		12.5		12.5	36.2	8
	2009		26.3	*	25.0	23.8	*	23.5		21.4	28.6	23.8	41.5	21
9-11														
	2008		16.7	*	14.3	12.5	*	*		12.5		12.5	36.2	8
	2009		26.3	*	25.0	23.8	*	23.5		21.4	28.6	23.8	41.5	21

NUMBER TESTED IN GRADES 9-11													
2008	0	6	2	7	8	1	4	0	8	0	8	403	
2009	0	19	2	16	21	2	17	0	14	7	21	460	

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)
10														
	2008		5	*	6	7	*	*		7		7	257	8
	2009		14	*	12	16	*	13		11	5	16	269	21
9-11														
	2008		5	*	6	7	*	*		7		7	257	8
	2009		14	*	12	16	*	13		11	5	16	269	21

NUMBER TESTED IN GRADES 9-11														
2008	0	6	2	7	8	1	4	0	8	0	8	403		
2009	0	19	2	16	21	2	17	0	14	7	21	460		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE									
		Functional Relationships	Properties and Attributes of Functions	Linear Functions	Linear Equations and Inequalities	Quadratic and Other Nonlinear Functions	Geometric Relationships and Spatial Reasoning	Two- and Three-Dimensional Representations	Measurement and Similarity	Percents, Proportions, Probability, and Statistics	Mathematical Processes and Tools
10											
	2008	31.3	34.4	37.5	15.6	40.6	34.4	37.5	41.7	37.5	35.7
	2009	41.7	44.0	28.6	42.9	36.9	39.3	54.8	42.9	28.6	33.3
9-11											
	2008	31.3	34.4	37.5	15.6	40.6	34.4	37.5	41.7	37.5	35.7
	2009	41.7	44.0	28.6	42.9	36.9	39.3	54.8	42.9	28.6	33.3

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)
10														
	2008		0.0	*	0.0	0.0	*	*		0.0		0.0	1.2	8
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	2.8	21
9-11														
	2008		0.0	*	0.0	0.0	*	*		0.0		0.0	1.2	8
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	2.8	21

NUMBER TESTED IN GRADES 9-11														
2008	0	6	2	7	8	1	4	0	8	0	8	403		
2009	0	19	2	16	21	2	17	0	14	7	21	460		

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)
10														
	2008		0.0	*	0.0	0.0		*		0.0	*	0.0	32.3	8
	2009		27.8	*	31.3	25.0	*	23.5		23.1	28.6	25.0	36.9	20
10-11														
	2008		0.0	*	0.0	0.0		*		0.0	*	0.0	32.3	8
	2009		27.8	*	31.3	25.0	*	23.5		23.1	28.6	25.0	36.9	20

NUMBER TESTED IN GRADES 10-11													
2008	0	7	1	7	8	0	3	0	7	1	8	387	
2009	0	18	2	16	20	2	17	0	13	7	20	436	

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)
10														
	2008		7	*	7	8		*		7	*	8	262	8
	2009		13	*	11	15	*	13		10	5	15	275	20
10-11														
	2008		7	*	7	8		*		7	*	8	262	8
	2009		13	*	11	15	*	13		10	5	15	275	20

NUMBER TESTED IN GRADES 10-11													
2008	0	7	1	7	8	0	3	0	7	1	8	387	
2009	0	18	2	16	20	2	17	0	13	7	20	436	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Nature of Science	Organization of Living Systems	Interdependence of Organisms and the Environment	Structures and Properties of Matter	Motion, Forces, and Energy
10						
	2008	44.6	41.7	38.9	33.3	31.3
	2009	52.5	49.4	43.9	36.7	56.7
10-11						
	2008	44.6	41.7	38.9	33.3	31.3
	2009	52.5	49.4	43.9	36.7	56.7

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)
10														
	2008		0.0	*	0.0	0.0		*		0.0	*	0.0	2.6	8
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	4.8	20
10-11														
	2008		0.0	*	0.0	0.0		*		0.0	*	0.0	2.6	8
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	4.8	20

NUMBER TESTED IN GRADE 10-11														
2007														
2008	0	7	1	7	8	0	3	0	7	1	8	387		
2009	0	18	2	16	20	2	17	0	13	7	20	436		

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)
10														
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	0.0	17
10-11														
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	0.0	17

NUMBER TESTED IN GRADES 10-11														
2009	0	15	2	14	17	2	15	0	11	6	17	405		

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)
10														
	2009		15	*	14	17	*	15		11	6	17	405	17
10-11														
	2009		15	*	14	17	*	15		11	6	17	405	17

NUMBER TESTED IN GRADES 10-11													
2009	0	15	2	14	17	2	15	0	11	6	17	405	

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
10						
	2009	60.0	72.4	54.9	50.3	60.0
10-11						
	2009	60.0	72.4	54.9	50.3	60.0

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)
10														
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	0.0	17
10-11														
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	0.0	17

NUMBER TESTED IN GRADES 10-11														
2009	0	15	2	14	17	2	15	0	11	6	17	405		

PERCENTAGE DEMONSTRATING IMPROVEMENT


Grade	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009
9	5	40.0	4	50.0	0	-	9	44.4
10	1	0.0	4	75.0	0	-	5	60.0
11	1	0.0	2	50.0	0	-	3	33.3
12	2	50.0	1	100.0	0	-	3	66.7
ALL	9	33.3	11	63.6	0	-	20	50.0

PERFORMANCE IN 2009

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
9 (31)	Beginning	0	0.0	0	0.0	0	0.0	4	12.9	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	4	12.9	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	8	25.8	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	15	48.4	0	0.0
10 (27)	Beginning	0	0.0	0	0.0	0	0.0	5	18.5	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	7	25.9	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	10	37.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	5	18.5	0	0.0
11 (14)	Beginning	0	0.0	0	0.0	0	0.0	1	7.1	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	2	14.3	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	1	7.1	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	10	71.4	0	0.0
12 (8)	Beginning	0	0.0	0	0.0	0	0.0	2	25.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	4	50.0	0	0.0
ALL (80)	Beginning	0	0.0	0	0.0	0	0.0	12	15.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	14	17.5	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	20	25.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	34	42.5	0	0.0

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>0</div> <div>0 (0.0%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
<div>0</div> <div>0 (0.0%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
<div>0</div> <div>0 (0.0%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
<div>0</div> <div>0 (0.0%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
<div>0</div> <div>0 (0.0%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

 Indicates students who progressed at least one level from 2008 to 2009.

Test	Subtest	Year	ALL			African American		Hispanic		White		Other		District	
			N	Mean	Percent Tested	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
SAT	Critical Reading	2006-07	69	381	31.1	58	395	9	306	2	*			3,208	427
		2007-08	76	374	33.5	68	371	8	408					3,034	420
		2008-09**	82	376	41.6	66	374	15	377	1	*			3,696	421
	Math	2006-07	69	379	31.1	58	387	9	342	2	*			3,208	438
		2007-08	76	394	33.5	68	398	8	368					3,034	434
		2008-09**	82	407	41.6	66	408	15	405	1	*			3,696	442
	Writing	2006-07	69	381	31.1	58	399	9	301	2	*			3,208	424
		2007-08	76	384	33.5	68	379	8	431					3,034	418
		2008-09**	82	368	41.6	66	373	15	341	1	*			3,696	417
ACT	English	2006-07	37	13.9	16.7	32	14.2	4	*	1	*			1,195	15.6
		2007-08	48	14.8	21.1	42	15.1	5	*	1	*			1,423	16.0
		2008-09**	46	13.4	23.4	45	13.4	1	*					1,749	15.8
	Mathematics	2006-07	37	15.9	16.7	32	16.1	4	*	1	*			1,195	17.7
		2007-08	48	16.8	21.1	42	16.8	5	*	1	*			1,423	18.0
		2008-09**	46	16.1	23.4	45	16.1	1	*					1,749	18.0
	Reading	2006-07	37	15.3	16.7	32	15.5	4	*	1	*			1,195	16.9
		2007-08	48	14.5	21.1	42	14.4	5	*	1	*			1,423	16.8
		2008-09**	46	14.4	23.4	45	14.3	1	*					1,749	16.8
	Science	2006-07	37	15.4	16.7	32	15.3	4	*	1	*			1,195	17.3
		2007-08	48	15.8	21.1	42	15.9	5	*	1	*			1,423	17.5
		2008-09**	46	15.0	23.4	45	14.9	1	*					1,749	17.4
	Composite	2006-07	37	15.1	16.7	32	15.3	4	*	1	*			1,195	17.0
		2007-08	48	15.5	21.1	42	15.7	5	*	1	*			1,423	17.2
		2008-09**	46	14.9	23.4	45	14.8	1	*					1,749	17.1

** Through June administrations. Prior years' summaries use all scores for the school year.

Grade	Subtest	Year	All			African American		Hispanic		White		Other		District	
			N Tested	Mean	%Tested	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
9	Critical Reading	2006	240	29.7	58.3	210	29.4	28	31.6	2	*	0		2,602	36.9
		2007	323	29.4	93.1	251	29.6	68	28.9	4	*	0		4,627	32.7
		2008	265	27.8	88.9	204	27.7	53	27.7	6	36.0	2	*	3,834	34.0
	Mathematics	2006	240	32.1	58.3	210	32.0	28	32.4	2	*	0		2,602	38.8
		2007	323	30.7	93.1	251	30.6	68	31.2	4	*	0		4,627	35.1
		2008	265	31.1	88.9	204	30.9	53	31.7	6	34.2	2	*	3,834	37.9
	Writing	2006	240	28.4	58.3	210	28.1	28	31.0	2	*	0		2,602	36.5
		2007	323	28.4	93.1	251	28.3	68	28.7	4	*	0		4,627	33.1
		2008	265	30.4	88.9	204	30.3	53	30.2	6	34.0	2	*	3,834	35.2
10	Critical Reading	2006	165	32.8	69.6	135	32.5	27	34.0	2	*	1	*	7,470	35.8
		2007	191	30.9	77.3	163	30.9	27	31.0	1	*	0		7,454	34.6
		2008	212	30.3	90.2	166	30.5	45	29.8	1	*	0		7,786	34.4
	Mathematics	2006	165	34.0	69.6	135	33.8	27	34.3	2	*	1	*	7,470	37.3
		2007	191	32.8	77.3	163	33.0	27	31.9	1	*	0		7,454	37.0
		2008	212	33.6	90.2	166	33.5	45	33.9	1	*	0		7,786	38.3
	Writing	2006	165	31.7	69.6	135	31.5	27	32.1	2	*	1	*	7,470	35.1
		2007	191	30.5	77.3	163	30.4	27	31.0	1	*	0		7,454	34.9
		2008	212	31.8	90.2	166	31.7	45	31.8	1	*	0		7,786	35.8
11	Critical Reading	2006	150	34.2	65.5	126	34.5	23	32.1	1	*	0		5,005	38.8
		2007	161	34.2	87.0	136	34.2	21	34.9	3	*	1	*	5,377	37.6
		2008	144	31.8	94.1	116	31.5	27	33.0	1	*	0		5,405	37.0
	Mathematics	2006	150	34.4	65.5	126	34.4	23	34.4	1	*	0		5,005	40.3
		2007	161	37.3	87.0	136	37.1	21	38.4	3	*	1	*	5,377	40.0
		2008	144	35.5	94.1	116	35.5	27	35.3	1	*	0		5,405	40.4
	Writing	2006	150	30.4	65.5	126	30.8	23	28.1	1	*	0		5,005	38.1
		2007	161	34.4	87.0	136	34.5	21	34.0	3	*	1	*	5,377	37.7
		2008	144	33.2	94.1	116	32.9	27	34.4	1	*	0		5,405	38.6

School				District			
Exams Taken	Mean Grade	# Exam Passed	% Exam Passed	Exams Taken	Mean Grade	# Exam Passed	% Exam Passed

Art: Studio Art-2-D Design

2	*	*	*	70	2.7	36	51.4
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Biology

3	*	*	*	390	1.5	59	15.1
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Calculus BC

1	*	*	*	166	2.9	98	59.0
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Computer Science A

9	1.0	0	0.0	159	2.2	62	39.0
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English Literature & Composition

35	1.1	2	5.7	1,721	1.8	300	17.4
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Physics B

12	1.0	0	0.0	134	2.5	64	47.8
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School				District			
Exams Taken	Mean Grade	# Exam Passed	% Exam Passed	Exams Taken	Mean Grade	# Exam Passed	% Exam Passed

Art: Studio Art-Drawing

5	*	*	*	40	3.2	26	65.0
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Calculus AB

13	1.0	0	0.0	785	2.2	278	35.4
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Chemistry

2	*	*	*	301	1.7	62	20.6
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English Language & Composition

37	1.1	0	0.0	2,291	1.7	350	15.3
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Government & Politics: United States

27	1.0	0	0.0	665	1.6	101	15.2
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United States History

27	1.1	1	3.7	1,629	1.4	138	8.5
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SEMESTER 1

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

ALGEBRA I (tested with 2009)

169	41.4	62.6	75.3	87.8	26.0	85.2	45.5	82.5
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ALGEBRA II (tested with 2009)

142	39.5	66.4	75.5	87.4	32.4	84.5	57.9	83.9
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ALGEBRA II PRE-AP (tested with 2009)

40	47.4	70.2	79.8	92.4	52.5	92.5	85.4	90.6
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AP ENGLISH III (tested with 2009)

43	41.4	70.2	75.7	86.9	53.5	86.0	80.5	88.5
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BIOLOGY (tested with 2009)

200	41.9	67.7	76.4	88.3	34.5	86.0	59.9	85.3
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BIOLOGY PRE-AP (tested with 2009)

36	38.3	63.0	77.6	90.9	13.9	91.7	60.7	87.9
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CHEMISTRY (tested with 2009)

251	41.9	68.3	76.0	87.6	41.8	88.8	60.1	83.0
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CHEMISTRY PRE-AP (tested with 2009)

41	42.4	61.6	76.4	89.5	19.5	95.1	62.5	89.7
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ENGLISH I (tested with 2009)

154	62.9	75.3	80.0	91.6	67.5	94.8	82.1	87.9
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ENGLISH I PRE-AP (tested with 2009)

37	61.0	74.0	79.9	91.8	75.7	100.0	83.2	89.6
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SEMESTER 2

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

ALGEBRA I (tested with 2009)

185	55.0	70.0	77.4	89.1	58.4	83.8	66.5	79.6
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ALGEBRA II (tested with 2009)

126	33.3	66.7	75.8	87.7	30.2	88.1	55.2	83.9
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ALGEBRA II PRE-AP (tested with 2009)

41	44.1	66.5	80.0	93.3	34.1	92.7	62.2	89.0
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AP ENGLISH III

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BIOLOGY (tested with 2009)

177	46.0	65.5	76.7	89.2	30.5	86.4	65.9	83.6
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BIOLOGY PRE-AP (tested with 2009)

38	37.3	61.6	76.8	90.0	7.9	84.2	62.6	86.8
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CHEMISTRY (tested with 2009)

227	44.3	67.8	75.7	87.4	40.1	86.8	61.3	82.9
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CHEMISTRY PRE-AP (tested with 2009)

45	31.4	58.8	74.9	88.1	0.0	84.4	56.5	90.4
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ENGLISH I (tested with 2009)

140	64.4	76.3	79.8	91.1	77.1	87.1	85.1	85.5
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ENGLISH I PRE-AP (tested with 2009)

42	47.4	69.7	80.6	93.6	45.2	90.5	74.2	88.1
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SEMESTER 1

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

ENGLISH II (tested with 2009)

144	60.2	73.5	76.1	86.8	66.7	88.9	71.8	86.1
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ENGLISH II PRE-AP (tested with 2009)

46	47.8	72.0	78.9	90.8	63.0	97.8	83.1	93.3
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ENGLISH III (tested with 2009)

121	55.0	70.0	76.7	88.2	57.0	90.9	72.3	88.2
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ENGLISH IV (tested with 2009)

130	65.7	77.1	78.1	88.7	80.8	91.5	81.0	91.4
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FRENCH I (tested with 2009)

78	32.5	66.2	79.7	93.0	24.4	98.7	68.9	83.6
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FRENCH II (tested with 2009)

44	33.0	63.4	73.5	85.4	11.4	86.4	66.7	88.2
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GEOMETRY (tested with 2009)

162	38.4	67.6	77.5	89.9	37.7	92.6	61.4	84.2
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GEOMETRY PRE-AP (tested with 2009)

45	37.4	63.9	80.4	94.5	22.2	100.0	63.9	91.3
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GOVERNMENT (tested with 2009)

121	56.2	75.2	77.6	88.4	78.5	87.6	61.9	93.5
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HEALTH I (tested with 2009)

99	49.2	66.2	83.5	98.0	44.4	98.0	75.8	96.4
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SEMESTER 2

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

ENGLISH II (tested with 2009)

141	65.9	77.2	78.5	89.2	75.9	91.5	81.2	85.9
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ENGLISH II PRE-AP (tested with 2009)

45	41.6	68.7	77.9	90.2	35.6	93.3	69.5	92.4
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ENGLISH III (tested with 2009)

101	60.0	73.3	79.2	90.9	67.3	92.1	77.6	84.3
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ENGLISH IV

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FRENCH I (tested with 2009)

64	27.3	66.4	76.7	89.0	10.9	92.2	60.8	76.0
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FRENCH II (tested with 2009)

26	31.8	59.9	76.3	89.8	7.7	88.5	63.5	85.2
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GEOMETRY (tested with 2009)

163	41.4	63.4	75.5	88.0	25.8	82.8	54.7	79.9
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GEOMETRY PRE-AP (tested with 2009)

48	47.8	65.2	79.4	92.7	35.4	97.9	70.8	90.7
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GOVERNMENT

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HEALTH I (tested with 2009)

73	57.4	73.9	85.8	99.6	74.0	100.0	83.8	96.6
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SEMESTER 1

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

MATHEMATICAL MODELS W/APPLICATIONS (tested with 2009)

8	33.3	66.7	75.5	87.3	37.5	100.0	59.9	88.4
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PHYSICS (tested with 2009)

94	41.7	68.8	76.2	87.9	46.8	90.4	57.0	87.4
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PHYSICS PRE-AP (tested with 2009)

22	30.9	65.4	79.5	93.0	13.6	95.5	60.4	92.1
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PRE-CALCULUS (tested with 2009)

34	36.0	66.9	76.9	89.1	38.2	94.1	62.2	87.6
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PRE-CALCULUS PRE-AP (tested with 2009)

19	41.5	61.0	82.3	97.5	26.3	100.0	48.9	89.6
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READING I (tested with 2009)

114	51.6	69.1	83.0	96.8	48.2	97.4	72.5	92.9
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SPANISH I (tested with 2009)

177	42.3	69.6	77.6	89.5	33.3	78.0	81.2	90.5
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SPANISH II (tested with 2009)

98	46.2	66.3	79.3	92.5	37.8	84.7	73.3	90.0
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U.S. HISTORY (tested with 2009)

122	56.6	71.7	77.8	89.4	58.2	86.1	67.7	92.5
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WORLD GEOGRAPHY (tested with 2009)

155	48.4	67.0	80.0	93.2	36.8	95.5	62.4	90.4
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SEMESTER 2

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

MATHEMATICAL MODELS W/APPLICATIONS (tested with 2009)

1	*	*	*	*	*	*	53.1	87.2
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PHYSICS (tested with 2009)

22	39.3	66.9	75.7	87.6	31.8	86.4	52.9	89.2
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PHYSICS PRE-AP (tested with 2009)

12	35.0	65.2	81.5	95.6	33.3	100.0	65.0	94.2
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PRE-CALCULUS (tested with 2009)

1	*	*	*	*	*	*	42.1	84.6
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PRE-CALCULUS PRE-AP (tested with 2009)

7	24.9	58.3	81.9	97.5	0.0	100.0	56.4	92.3
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READING I (tested with 2009)

92	61.0	74.0	80.7	92.8	63.0	88.0	78.5	91.3
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SPANISH I (tested with 2009)

152	51.5	70.9	75.3	86.2	49.3	84.2	72.1	87.0
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SPANISH II (tested with 2009)

62	46.3	64.2	76.0	88.4	37.1	90.3	72.8	89.5
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U.S. HISTORY (tested with 2009)

113	59.8	73.2	81.5	94.0	56.6	93.8	74.2	92.6
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WORLD GEOGRAPHY (tested with 2009)

141	54.7	69.8	78.5	90.7	52.5	87.2	72.2	87.3
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SEMESTER 1

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

WORLD GEOGRAPHY PRE-AP (tested with 2009)

29	59.0	72.7	84.4	98.0	58.6	100.0	76.7	93.1
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WORLD HISTORY PRE-AP (tested with 2009)

42	50.4	66.9	79.5	92.6	42.9	95.2	71.7	96.2
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WORLD HISTORY STUDIES (tested with 2009)

144	47.1	70.1	75.5	86.7	47.9	78.5	60.6	90.9
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SEMESTER 2

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

WORLD GEOGRAPHY PRE-AP (tested with 2009)

35	62.5	75.0	81.8	94.1	65.7	94.3	86.1	92.5
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WORLD HISTORY PRE-AP (tested with 2009)

44	53.1	68.7	79.3	91.9	43.2	93.2	87.9	96.4
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WORLD HISTORY STUDIES (tested with 2009)

134	53.2	68.8	75.2	86.5	47.8	76.1	70.2	88.8
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