

Campus Data Packet

for 2009 - 10 Plans



T. W. BROWNE
School Number 43

*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.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

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.
- 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.

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 denominator, 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.
- 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.

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
7	398
8	473
ALL	871

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	258	29.6	53	84.1
American Indian	1	0.1	*	*
Asian	10	1.1	*	*
Hispanic	600	68.9	4	6.3
White	2	0.2	4	6.3
Other	**	**	2	3.2

*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	739	84.8
Limited English proficient students	230	26.4
Special education students	82	9.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
7	2007	424	134	31.6	1	0.2	2	0.5	282	66.5	5	1.2
	2008	471	143	30.4	3	0.6	6	1.3	317	67.3	2	0.4
	2009	398	119	29.9	0	0.0	3	0.8	275	69.1	1	0.3
8	2007	468	194	41.5	3	0.6	3	0.6	262	56.0	6	1.3
	2008	420	141	33.6	0	0.0	2	0.5	276	65.7	1	0.2
	2009	473	139	29.4	1	0.2	7	1.5	325	68.7	1	0.2
7-8	2007	892	328	36.8	4	0.4	5	0.6	544	61.0	11	1.2
	2008	891	284	31.9	3	0.3	8	0.9	593	66.6	3	0.3
	2009	871	258	29.6	1	0.1	10	1.1	600	68.9	2	0.2

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
7	2007	424	363	85.6	95	22.4	32	7.5	25	5.9	31	7.3	2.4
	2008	471	392	83.2	105	22.3	43	9.1	57	12.1	37	7.9	3.0
	2009	398	346	86.9	112	28.1	34	8.5	43	10.8	30	7.5	2.8
8	2007	468	389	83.1	83	17.7	49	10.5	23	4.9	39	8.3	1.3
	2008	420	354	84.3	88	21.0	42	10.0	57	13.6	42	10.0	1.2
	2009	473	393	83.1	118	24.9	48	10.1	60	12.7	40	8.5	1.3
7-8	2007	892	752	84.3	178	20.0	81	9.1	48	5.4	70	7.8	1.8
	2008	891	746	83.7	193	21.7	85	9.5	114	12.8	79	8.9	2.1
	2009	871	739	84.8	230	26.4	82	9.4	103	11.8	70	8.0	2.0

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	2007	428.5	10,085.4	408.8	95.4	9,572.1	94.9	90	21.0	27.7	366	8,404	85.4	83.3
	2008	472.3	10,790.7	456.3	96.6	10,269.4	95.2	116	24.6	26.3	413	9,024	87.4	83.6
	2009	399.5	10,135.8	383.2	95.9	9,601.8	94.7	101	25.3	26.0	334	8,389	83.6	82.8
8	2007	460.2	10,675.2	437.5	95.1	10,054.2	94.2	143	31.1	31.2	373	8,706	81.1	81.6
	2008	417.9	9,895.9	402.8	96.4	9,350.9	94.5	106	25.4	30.5	362	8,046	86.6	81.3
	2009	463.1	10,551.1	445.4	96.2	9,945.8	94.3	121	26.1	28.2	395	8,477	85.3	80.3
7-8	2007	888.7	20,760.6	846.3	95.2	19,626.3	94.5	233	26.2	29.5	739	17,110	83.2	82.4
	2008	890.1	20,686.6	859.1	96.5	19,620.3	94.8	222	24.9	28.3	775	17,070	87.1	82.5
	2009	862.7	20,686.9	828.7	96.1	19,547.6	94.5	222	25.7	27.1	729	16,866	84.5	81.5

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	53	84.1
Hispanic	4	6.3
White	4	6.3
Other	2	3.2

Gender	Number	Percent
Female	42	66.7
Male	21	33.3

TOTAL	63
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AVERAGE NUMBER OF ABSENCES

2007	6.7
2008	7.5
2009	7.2

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	2007	*	67.5	70.7	67.2	*	40.0	59.8	*	65.6	74.7	69.9	76.0	369
	2008	*	79.1	76.4	76.4	53.3	58.3	71.2	*	70.0	83.5	77.6	77.3	433
	2009		74.8	70.6	71.4	35.7	42.0	60.0		71.9	71.9	71.9	77.1	370
8	2007	66.7	81.1	80.2	80.4	66.7	52.5	75.2	*	76.8	84.3	80.6	80.5	413
	2008	*	95.3	89.3	91.7	61.9	72.3	88.1		90.4	92.0	91.2	90.1	386
	2009	*	90.3	89.6	89.8	81.8	75.3	87.4	*	89.0	90.8	90.0	91.2	412
7-8	2007	66.7	75.5	75.3	74.1	60.0	46.0	68.6	*	71.4	79.9	75.6	78.3	782
	2008	*	86.9	82.5	83.5	58.3	65.0	79.1	*	80.4	87.2	84.0	83.5	819
	2009	*	82.7	80.6	80.9	56.0	57.1	75.4	*	79.8	82.9	81.5	84.3	782

NUMBER TESTED IN GRADES 7-8													
2007	9	286	478	656	10	126	541	2	398	384	782	17,930	
2008	3	267	537	674	36	137	537	1	388	431	819	18,756	
2009	1	243	527	643	25	161	505	1	372	410	782	18,508	

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)
7	2007	*	38	72	103	*	39	94	*	67	44	111	2,085	369
	2008	*	29	67	85	7	30	82	*	57	40	97	2,207	433
	2009		30	73	89	9	51	88		56	48	104	2,065	370
8	2007	2	32	46	67	2	29	76	*	47	33	80	1,803	413
	2008	*	6	27	26	8	18	30		19	15	34	891	386
	2009	*	12	29	34	2	18	36	*	19	22	41	834	412
7-8	2007	3	70	118	170	4	68	170	*	114	77	191	3,888	782
	2008	*	35	94	111	15	48	112	*	76	55	131	3,098	819
	2009	*	42	102	123	11	69	124	*	75	70	145	2,899	782

	NUMBER TESTED IN GRADES 7-8											
2007	9	286	478	656	10	126	541	2	398	384	782	17,930
2008	3	267	537	674	36	137	537	1	388	431	819	18,756
2009	1	243	527	643	25	161	505	1	372	410	782	18,508

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	2007	72.4	71.6	73.7	69.0
	2008	82.5	83.3	75.8	68.5
	2009	76.6	80.2	73.8	72.8
8	2007	79.7	80.9	83.5	72.1
	2008	85.0	82.2	81.7	82.7
	2009	86.3	83.3	81.4	83.3
7-8	2007	76.2	76.5	78.9	70.6
	2008	83.7	82.8	78.6	75.2
	2009	81.7	81.9	77.8	78.4

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)
7	2007	*	4.3	9.8	8.0	*	3.1	2.6	*	10.3	5.7	8.1	12.7	369
	2008	*	10.1	15.8	14.2	6.7	5.6	5.6	*	11.6	16.9	14.5	19.1	433
	2009		14.3	12.9	11.9	0.0	3.4	5.5		12.1	14.6	13.2	19.6	370
8	2007	16.7	15.4	16.8	15.2	0.0	3.3	8.8	*	13.8	18.6	16.2	26.0	413
	2008	*	22.7	33.6	28.0	14.3	4.6	18.3		27.3	32.4	29.8	37.6	386
	2009	*	24.2	28.0	25.6	18.2	13.7	17.2	*	24.3	30.5	27.9	36.6	412
7-8	2007	11.1	10.8	13.2	11.7	0.0	3.2	6.1	*	12.1	12.8	12.4	19.6	782
	2008	*	16.1	24.2	20.6	11.1	5.1	11.5	*	19.6	23.7	21.7	28.0	819
	2009	*	19.3	20.9	19.0	8.0	8.1	12.1	*	17.7	23.9	21.0	28.3	782

	NUMBER TESTED IN GRADES 7-8											
2007	9	286	478	656	10	126	541	2	398	384	782	17,930
2008	3	267	537	674	36	137	537	1	388	431	819	18,756
2009	1	243	527	643	25	161	505	1	372	410	782	18,508

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)
7	2007	*	49.1	66.7	60.3	22.2	36.2	49.4	*	57.7	65.3	61.3	65.9	372
	2008	*	55.8	63.1	60.1	26.3	45.9	49.5	*	56.0	64.6	60.8	64.5	436
	2009		45.5	63.1	57.6	50.0	46.2	42.7		52.9	62.2	57.2	67.2	376
8	2007	50.0	37.1	53.2	48.4	25.0	28.1	37.5	*	43.4	50.2	46.9	56.7	414
	2008	*	51.9	74.4	67.2	13.0	55.2	57.9		63.8	69.9	66.8	72.8	385
	2009	*	56.9	68.9	65.5	41.7	60.8	57.7	*	65.9	66.4	66.0	72.3	415
7-8	2007	50.0	42.0	60.1	54.1	23.5	32.3	42.6	*	50.4	57.1	53.7	61.1	786
	2008	*	53.9	68.3	63.4	19.0	50.4	53.4	*	59.9	66.9	63.6	68.5	821
	2009	*	51.2	66.2	61.6	46.9	52.7	51.1	*	58.9	64.6	61.8	69.8	791

	NUMBER TESTED IN GRADES 7-8											
2007	10	283	484	656	17	133	544	2	401	385	786	17,999
2008	3	267	537	672	42	141	539	1	392	429	821	18,678
2009	1	244	535	649	32	165	511	1	377	413	791	18,178

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)
7	2007	*	59	83	125	7	44	120	*	83	61	144	2,976	372
	2008	*	61	106	144	14	40	145	*	85	86	171	3,462	436
	2009		66	93	134	10	49	129		96	65	161	2,966	376
8	2007	3	105	110	176	6	46	192	*	116	104	220	4,022	414
	2008	*	62	64	102	20	30	106		72	56	128	2,429	385
	2009	*	53	88	115	7	29	121	*	59	81	141	2,530	415
7-8	2007	5	164	193	301	13	90	312	*	199	165	364	6,998	786
	2008	*	123	170	246	34	70	251	*	157	142	299	5,891	821
	2009	*	119	181	249	17	78	250	*	155	146	302	5,496	791

	NUMBER TESTED IN GRADES 7-8											
2007	10	283	484	656	17	133	544	2	401	385	786	17,999
2008	3	267	537	672	42	141	539	1	392	429	821	18,678
2009	1	244	535	649	32	165	511	1	377	413	791	18,178

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	2007	66.8	58.5	61.0	55.8	64.5	67.0
	2008	64.4	59.3	64.5	46.2	58.1	64.1
	2009	64.7	58.3	61.7	53.1	58.9	67.3
8	2007	52.4	60.7	62.5	49.0	64.2	58.0
	2008	64.7	67.0	67.6	45.0	63.4	67.7
	2009	61.7	63.3	67.0	43.8	64.1	66.0
7-8	2007	59.2	59.6	61.8	52.2	64.4	62.3
	2008	64.6	62.9	66.0	45.7	60.6	65.8
	2009	63.1	60.9	64.5	48.2	61.6	66.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
7	2007	*	2.6	10.0	7.9	0.0	1.4	2.5	*	6.6	8.5	7.5	10.9	372
	2008	*	1.4	6.3	5.0	0.0	2.7	1.7	*	4.1	5.3	4.8	11.0	436
	2009		2.5	7.9	6.0	0.0	4.4	1.8		4.9	7.6	6.1	11.3	376
8	2007	0.0	0.6	3.8	3.2	0.0	3.1	1.3	*	2.4	3.8	3.1	9.0	414
	2008	*	2.3	11.6	8.4	0.0	4.5	2.8		9.0	7.5	8.3	14.1	385
	2009	*	2.4	4.2	3.3	8.3	1.4	0.7	*	5.2	3.3	4.1	15.4	415
7-8	2007	0.0	1.4	7.0	5.5	0.0	2.3	1.8	*	4.5	6.0	5.2	10.0	786
	2008	*	1.9	8.8	6.5	0.0	3.5	2.2	*	6.6	6.3	6.5	12.5	821
	2009	*	2.5	6.0	4.6	3.1	3.0	1.2	*	5.0	5.1	5.1	13.4	791

	NUMBER TESTED IN GRADES 7-8											
2007	10	283	484	656	17	133	544	2	401	385	786	17,999
2008	3	267	537	672	42	141	539	1	392	429	821	18,678
2009	1	244	535	649	32	165	511	1	377	413	791	18,178

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)
7	2007	*	89.7	82.2	84.6	*	57.4	80.3		80.6	89.6	84.9	87.5	364
	2008	*	84.4	81.5	81.4	42.9	60.5	76.1	*	71.8	90.5	82.2	83.7	437
	2009		87.2	83.7	83.7	55.6	65.9	77.0		81.2	89.3	84.9	88.6	365

NUMBER TESTED IN GRADE 7													
2007	3	117	241	312	3	61	229	0	191	173	364	8,582	
2008	1	135	292	360	21	76	289	1	195	242	437	9,744	
2009	0	117	246	307	9	82	213	0	197	168	365	8,988	

Shaded cells indicate percentages below 70 percent, the 2010 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	2007	*	12	43	48	*	26	45		37	18	55	1,075	364
	2008	*	21	54	67	12	30	69	*	55	23	78	1,584	437
	2009		15	40	50	4	28	49		37	18	55	1,023	365

NUMBER TESTED IN GRADE 7													
2007	3	117	241	312	3	61	229	0	191	173	364	8,582	
2008	1	135	292	360	21	76	289	1	195	242	437	9,744	
2009	0	117	246	307	9	82	213	0	197	168	365	8,988	

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	2007	2.3	82.8	72.5	76.1	76.4
	2008	2.2	72.2	76.0	81.1	78.5
	2009	2.1	75.8	74.3	78.2	79.7

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)
7	2007	*	14.5	17.8	15.7	*	1.6	7.0		10.5	23.7	16.8	21.8	364
	2008	*	17.8	18.2	18.6	0.0	5.3	9.0	*	10.8	25.2	18.8	20.4	437
	2009		11.1	11.4	10.7	0.0	2.4	6.1		10.7	11.9	11.2	22.3	365

NUMBER TESTED IN GRADE 7													
2007	3	117	241	312	3	61	229	0	191	173	364	8,582	
2008	1	135	292	360	21	76	289	1	195	242	437	9,744	
2009	0	117	246	307	9	82	213	0	197	168	365	8,988	

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)
8	2007	83.3	85.5	83.5	84.0	62.5	63.3	80.2	*	80.6	88.0	84.4	78.9	409
	2008	*	84.8	88.7	88.0	65.0	74.6	83.8		87.2	87.8	87.5	86.6	377
	2009	*	82.8	84.1	81.7	63.6	73.6	77.3	*	82.6	84.6	83.8	88.3	408

	NUMBER TESTED IN GRADE 8											
2007	6	166	231	338	8	60	303	1	201	208	409	9,206
2008	1	125	247	309	20	59	228	0	196	181	377	8,642
2009	1	122	277	328	11	72	273	1	167	241	408	9,233



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)
8	2007	1	24	38	54	3	22	60	*	39	25	64	1,942	409
	2008	*	19	28	37	7	15	37		25	22	47	1,157	377
	2009	*	21	44	60	4	19	62	*	29	37	66	1,078	408

	NUMBER TESTED IN GRADE 8											
2007	6	166	231	338	8	60	303	1	201	208	409	9,206
2008	1	125	247	309	20	59	228	0	196	181	377	8,642
2009	1	122	277	328	11	72	273	1	167	241	408	9,233

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	2007	71.9	68.1	74.5	65.2	73.1
	2008	71.0	72.6	75.0	72.3	78.8
	2009	69.0	72.2	70.5	68.9	75.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2007	16.7	16.9	19.5	17.5	0.0	6.7	11.6	*	20.9	16.3	18.6	21.1	409
	2008	*	21.6	33.2	27.5	0.0	8.5	19.3		33.7	23.8	28.9	27.5	377
	2009	*	19.7	19.9	21.3	9.1	9.7	9.9	*	20.4	20.7	20.6	31.7	408

NUMBER TESTED IN GRADE 8													
2007	6	166	231	338	8	60	303	1	201	208	409	9,206	
2008	1	125	247	309	20	59	228	0	196	181	377	8,642	
2009	1	122	277	328	11	72	273	1	167	241	408	9,233	

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)
8	2007	50.0	41.7	49.1	47.6	37.5	29.5	37.2	*	47.3	45.7	46.5	52.4	411
	2008	*	45.2	58.3	52.6	14.3	27.1	41.7		51.8	54.9	53.3	54.6	379
	2009	*	42.4	49.6	48.6	30.8	31.5	36.6	*	48.0	48.6	48.3	59.2	414

NUMBER TESTED IN GRADE 8													
2007	6	168	232	338	8	61	304	1	203	208	411	9,233	
2008	1	126	247	310	21	59	228	0	195	184	379	8,703	
2009	1	125	280	333	13	73	279	1	171	243	414	9,292	

Shaded cells indicate percentages below 55 percent, the 2010 AEIS science minimum for an Academically Acceptable rating.

Grade 8 science passing standard has risen to Panel Recommendation for 2009. In 2008, it was 1 SEM below PR; in 2007, 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	2007	3	98	118	177	5	43	191	*	107	113	220	4,398	411
	2008	*	69	103	147	18	43	133		94	83	177	3,953	379
	2009	*	72	141	171	9	50	177	*	89	125	214	3,794	414

NUMBER TESTED IN GRADE 8													
2007	6	168	232	338	8	61	304	1	203	208	411	9,233	
2008	1	126	247	310	21	59	228	0	195	184	379	8,703	
2009	1	125	280	333	13	73	279	1	171	243	414	9,292	

Grade 8 science passing standard has risen to Panel Recommendation for 2009. In 2008, it was 1 SEM below PR; in 2007, 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	2007	58.0	58.7	57.1	53.2	49.4
	2008	67.8	65.3	62.9	55.3	57.7
	2009	67.1	66.6	60.7	68.6	55.7

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)
8	2007	0.0	0.6	4.3	3.0	0.0	1.6	1.3	*	3.0	2.4	2.7	6.6	411
	2008	*	3.2	10.5	7.4	0.0	1.7	2.2		10.3	5.4	7.9	11.2	379
	2009	*	4.0	4.6	5.4	0.0	1.4	0.7	*	5.3	4.9	5.1	13.3	414

NUMBER TESTED IN GRADE 8													
2007	6	168	232	338	8	61	304	1	203	208	411	9,233	
2008	1	126	247	310	21	59	228	0	195	184	379	8,703	
2009	1	125	280	333	13	73	279	1	171	243	414	9,292	

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)
7														
	2008		54.5	63.2	56.5	61.3	64.3	64.0		58.3	71.4	61.3	67.1	31
	2009		100.0	66.7	76.5	80.0	87.5	76.5		83.3	*	80.0	72.6	20
8														
	2008		47.1	*	52.6	54.5	*	52.9		47.1	*	54.5	64.8	22
	2009		60.0	69.2	66.7	66.7	66.7	70.6		70.0	50.0	66.7	77.8	36
7-8														
	2008		50.0	65.2	54.8	58.5	64.7	59.5		53.7	75.0	58.5	66.0	53
	2009		76.5	68.4	70.0	71.4	72.4	72.5		75.0	50.0	71.4	75.2	56

NUMBER TESTED IN GRADES 7-8													
2008	0	28	23	42	53	17	42	0	41	12	53	1,133	
2009	0	17	38	50	56	29	51	0	48	8	56	1,306	

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														
	2008		5	7	10	12	5	9		10	2	12	201	31
	2009		0	4	4	4	1	4		3	*	4	181	20
8														
	2008		9	*	9	10	*	8		9	*	10	184	22
	2009		4	8	11	12	7	10		9	3	12	143	36
7-8														
	2008		14	8	19	22	6	17		19	3	22	385	53
	2009		4	12	15	16	8	14		12	4	16	324	56

NUMBER TESTED IN GRADES 7-8													
2008	0	28	23	42	53	17	42	0	41	12	53	1,133	
2009	0	17	38	50	56	29	51	0	48	8	56	1,306	

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					
	2008	59.7	60.1	63.3	55.4
	2009	64.5	69.4	66.9	65.8
8					
	2008	58.6	58.0	59.7	53.4
	2009	65.3	59.7	65.6	52.1
7-8					
	2008	59.2	59.2	61.8	54.6
	2009	65.0	63.2	66.1	57.0

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)
7														
	2008		9.1	5.3	8.7	6.5	0.0	8.0		4.2	14.3	6.5	5.9	31
	2009		14.3	8.3	17.6	15.0	12.5	17.6		16.7	*	15.0	8.9	20
8														
	2008		5.9	*	10.5	13.6	*	11.8		17.6	*	13.6	6.3	22
	2009		0.0	3.8	3.0	2.8	0.0	2.9		3.3	0.0	2.8	7.1	36
7-8														
	2008		7.1	13.0	9.5	9.4	5.9	9.5		9.8	8.3	9.4	6.1	53
	2009		5.9	5.3	8.0	7.1	3.4	7.8		8.3	0.0	7.1	8.0	56

NUMBER TESTED IN GRADES 7-8													
2008	0	28	23	42	53	17	42	0	41	12	53	1,133	
2009	0	17	38	50	56	29	51	0	48	8	56	1,306	

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														
	2008		45.5	29.4	31.8	37.9	30.8	39.1		36.4	42.9	37.9	53.7	29
	2009		*	25.0	20.0	25.0	*	20.0		18.2	*	25.0	62.0	12
8														
	2008		28.6	*	37.5	38.9	*	26.7		30.8	*	38.9	45.0	18
	2009		50.0	65.4	60.6	61.1	61.9	61.8		65.5	42.9	61.1	67.1	36
7-8														
	2008		36.0	35.0	34.2	38.3	33.3	34.2		34.3	50.0	38.3	49.4	47
	2009		42.9	55.9	51.2	52.1	52.0	52.3		52.5	50.0	52.1	64.5	48

NUMBER TESTED IN GRADES 7-8													
2008	0	25	20	38	47	15	38	0	35	12	47	1,192	
2009	0	14	34	43	48	25	44	0	40	8	48	1,290	

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														
	2008		6	12	15	18	9	14		14	4	18	279	29
	2009		*	6	8	9	*	8		9	*	9	248	12
8														
	2008		10	*	10	11	*	11		9	*	11	324	18
	2009		5	9	13	14	8	13		10	4	14	210	36
7-8														
	2008		16	13	25	29	10	25		23	6	29	603	47
	2009		8	15	21	23	12	21		19	4	23	458	48

NUMBER TESTED IN GRADES 7-8													
2008	0	25	20	38	47	15	38	0	35	12	47	1,192	
2009	0	14	34	43	48	25	44	0	40	8	48	1,290	

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							
	2008	36.6	44.4	40.8	41.4	38.5	46.0
	2009	41.7	32.3	34.7	39.6	30.6	40.3
8							
	2008	38.9	50.0	42.6	38.9	42.6	38.2
	2009	42.0	49.3	44.4	45.8	49.1	44.4
7-8							
	2008	37.5	46.5	41.5	40.4	40.1	43.0
	2009	41.9	45.1	42.0	44.3	44.4	43.4

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)
7														
	2008		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	2.5	29
	2009		*	0.0	0.0	0.0	*	0.0		0.0	*	0.0	8.0	12
8														
	2008		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	3.2	18
	2009		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	5.8	36
7-8														
	2008		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	2.9	47
	2009		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	6.9	48

NUMBER TESTED IN GRADES 7-8													
2008	0	25	20	38	47	15	38	0	35	12	47	1,192	
2009	0	14	34	43	48	25	44	0	40	8	48	1,290	

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														
	2008		27.8	*	26.3	23.8	*	27.8		31.3	*	23.8	30.0	21
	2009		0.0	42.3	28.1	31.4	38.1	31.3		35.7	14.3	31.4	40.1	35

NUMBER TESTED IN GRADE 8													
2008	0	18	3	19	21	2	18	0	16	5	21	636	
2009	0	9	26	32	35	21	32	0	28	7	35	631	

Grade 8 science passing standard has risen to Panel Recommendation for 2009. In 2008, it was 1 SEM below PR; in 2007, 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														
	2008		13	*	14	16	*	13		11	*	16	445	21
	2009		9	15	23	24	13	22		18	6	24	378	35

NUMBER TESTED IN GRADE 8													
2008	0	18	3	19	21	2	18	0	16	5	21	636	
2009	0	9	26	32	35	21	32	0	28	7	35	631	

Grade 8 science passing standard has risen to Panel Recommendation for 2009. In 2008, it was 1 SEM below PR; in 2007, 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						
	2008	51.5	49.5	42.9	38.1	45.0
	2009	58.2	53.4	47.4	45.1	50.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8														
	2008		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	0.9	21
	2009		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	2.1	35

NUMBER TESTED IN GRADE 8														
2007														
2008	0	18	3	19	21	2	18	0	16	5	21	636		
2009	0	9	26	32	35	21	32	0	28	7	35	631		

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														
	2009		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	34

NUMBER TESTED IN GRADE 8														
2009	0	9	25	31	34	20	31	0	27	7	34	618		

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														
	2009		9	25	31	34	20	31		27	7	34	618	34

NUMBER TESTED IN GRADE 8														
2009	0	9	25	31	34	20	31	0	27	7	34	618		

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						
	2009	43.5	47.1	55.0	46.2	61.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8														
	2009		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	34

NUMBER TESTED IN GRADE 8														
2009	0	9	25	31	34	20	31	0	27	7	34	618		

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

Grade	Year	READING TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2007					0
	2008	17.1	60.7	28.8	37.2	399
	2009	13.5	58.7	25.2	33.6	420

Number Tested	2007	0	0	0	0	
	2008	292	107	399	8,615	
	2009	311	109	420	9,813	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2007					0
	2008	24.3	72.0	37.2	46.7	395
	2009	28.6	65.8	38.3	48.3	426

Number Tested	2007	0	0	0	0	
	2008	288	107	395	8,493	
	2009	315	111	426	9,737	

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	2007													0
	2008	*	21.2	33.0	27.5	0.0	10.7	17.1		26.9	31.0	28.8	37.2	399
	2009	*	27.0	22.8	24.3	2.4	6.3	13.5	*	19.1	30.5	25.2	33.6	420

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	132	264	320	37	84	292	0	212	187	399	8,615	
	2009	1	126	285	346	41	96	311	1	194	226	420	9,813	

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	2007													0
	2008	*	1	7	6	0	0	0		6	2	8	508	399
	2009	*	4	6	8	0	0	0	*	5	5	10	575	420

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	132	264	320	37	84	292	0	212	187	399	8,615	
	2009	1	126	285	346	41	96	311	1	194	226	420	9,813	

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	2007													0
	2008	*	28.0	42.5	38.1	0.0	16.9	24.3		34.1	40.9	37.2	46.7	395
	2009	*	32.6	38.9	36.8	7.5	19.4	28.6	*	33.5	42.4	38.3	48.3	426

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	132	259	318	38	83	288	0	214	181	395	8,493	
	2009	1	129	288	353	40	103	315	1	197	229	426	9,737	

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	2007													0
	2008	*	7	16	19	0	1	1		15	8	23	801	395
	2009	*	8	21	25	0	2	10	*	11	19	30	1,219	426

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	132	259	318	38	83	288	0	214	181	395	8,493	
	2009	1	129	288	353	40	103	315	1	197	229	426	9,737	

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
7	14	64.3	13	76.9	0	-	27	70.4
8	26	30.8	16	62.5	0	-	42	42.9
ALL	40	42.5	29	69.0	0	-	69	53.6

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
7 (108)	Beginning	1	0.9	0	0.0	3	2.8	2	1.9	2	1.9
	Intermediate	13	12.0	16	14.8	17	15.7	17	16.5	17	16.5
	Advanced	34	31.5	33	30.6	33	30.6	29	28.2	29	28.2
	Advanced High	60	55.6	59	54.6	55	50.9	55	53.4	55	53.4
8 (110)	Beginning	6	5.5	7	6.4	10	9.1	11	10.1	11	10.1
	Intermediate	20	18.2	16	14.5	24	21.8	22	20.2	22	20.2
	Advanced	36	32.7	36	32.7	34	30.9	28	25.7	28	25.7
	Advanced High	48	43.6	51	46.4	42	38.2	48	44.0	48	44.0
ALL (218)	Beginning	7	3.2	7	3.2	13	6.0	13	6.1	13	6.1
	Intermediate	33	15.1	32	14.7	41	18.8	39	18.4	39	18.4
	Advanced	70	32.1	69	31.7	67	30.7	57	26.9	57	26.9
	Advanced High	108	49.5	110	50.5	97	44.5	103	48.6	103	48.6

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>87</div> <div>57 (65.5%)</div>	Beginning	1			
	Intermediate	4	12		
	Advanced	0	7	17	
	Advanced High	0	3	43	
<div>89</div> <div>49 (55.1%)</div>	Beginning	5			
	Intermediate	4	14		
	Advanced	2	1	21	
	Advanced High	0	1	41	
<div>176</div> <div>106 (60.2%)</div>	Beginning	6			
	Intermediate	8	26		
	Advanced	2	8	38	
	Advanced High	0	4	84	

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

Grade	Subtest	Year	All			African American		Hispanic		White		Other		District	
			N Tested	Mean	%Tested	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
7	Critical Reading	2006												157	32.3
		2007	30	28.5	6.4	5	*	25	28.3	0		0		412	29.6
		2008	21	26.9	5.3	15	26.9	5	*	0		1	*	493	29.4
	Mathematics	2006												157	35.7
		2007	30	32.2	6.4	5	*	25	32.2	0		0		412	33.5
		2008	21	33.2	5.3	15	32.7	5	*	0		1	*	493	33.4
	Writing	2006												157	32.3
		2007	30	31.2	6.4	5	*	25	30.8	0		0		412	30.5
		2008	21	31.6	5.3	15	31.3	5	*	0		1	*	493	31.3
8	Critical Reading	2006	147	32.9	31.4	70	32.9	74	33.0	1	*	2	*	2,798	34.2
		2007	99	34.1	23.6	20	33.5	79	34.2	0		0		2,527	33.5
		2008	108	32.1	22.8	25	31.7	78	32.2	0		5	*	2,932	33.8
	Mathematics	2006	147	35.2	31.4	70	34.3	74	36.1	1	*	2	*	2,798	36.8
		2007	99	37.7	23.6	20	38.3	79	37.6	0		0		2,527	37.2
		2008	108	35.6	22.8	25	36.0	78	35.6	0		5	*	2,932	37.2
	Writing	2006	147	30.7	31.4	70	29.6	74	31.6	1	*	2	*	2,798	34.4
		2007	99	35.9	23.6	20	35.8	79	36.0	0		0		2,527	34.5
		2008	108	33.9	22.8	25	35.0	78	34.0	0		5	*	2,932	35.1

SEMESTER 1

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

ALGEBRA I PRE-AP (tested with 2009)

67	55.4	73.2	78.1	78.6	70.1	100.0	80.7	96.4
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COMPUTER APPLICATIONS (tested with 2009)

184	61.2	74.2	78.4	78.8	65.2	81.0	69.6	95.2
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HEALTH EDUCATION (tested with 2009)

132	61.3	74.2	84.9	86.1	71.2	100.0	78.7	98.0
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LANGUAGE ARTS 7 (tested with 2009)

270	54.6	72.8	80.7	81.6	65.6	97.8	67.6	90.0
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

83	61.8	74.6	82.4	83.3	73.5	98.8	82.5	97.7
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LANGUAGE ARTS 8 (tested with 2009)

292	62.9	75.3	81.2	81.8	72.6	94.9	74.0	87.8
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LANGUAGE ARTS 8 PRE-AP (tested with 2009)

100	47.1	72.6	85.6	87.1	58.0	100.0	74.7	95.6
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MATHEMATICS 7 (tested with 2009)

277	54.7	72.3	77.8	78.4	62.5	91.7	58.7	86.6
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MATHEMATICS 7 PRE-AP (tested with 2009)

90	62.5	75.0	85.8	87.0	72.2	97.8	73.2	95.3
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MATHEMATICS 8 (tested with 2009)

344	43.2	70.1	76.4	77.1	52.0	81.1	60.1	83.5
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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 PRE-AP (tested with 2009)

68	51.4	67.6	80.6	82.1	39.7	100.0	82.6	97.4
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COMPUTER APPLICATIONS (tested with 2009)

198	65.3	76.9	78.2	78.4	76.3	78.8	76.4	93.8
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HEALTH EDUCATION (tested with 2009)

119	63.2	76.5	85.8	86.8	79.0	99.2	80.6	93.1
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LANGUAGE ARTS 7 (tested with 2009)

255	69.7	79.8	77.0	76.7	83.1	89.0	81.7	88.4
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

67	59.1	73.9	79.6	80.2	73.1	89.6	81.4	95.2
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LANGUAGE ARTS 8 (tested with 2009)

289	67.5	78.3	84.6	85.3	79.9	97.2	78.4	87.0
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LANGUAGE ARTS 8 PRE-AP (tested with 2009)

100	51.9	71.7	87.4	89.2	58.0	99.0	73.6	93.5
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MATHEMATICS 7 (tested with 2009)

269	52.4	71.4	74.6	75.0	61.0	72.9	58.4	84.2
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MATHEMATICS 7 PRE-AP (tested with 2009)

88	57.4	73.4	84.5	85.7	72.7	94.3	77.3	96.0
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MATHEMATICS 8 (tested with 2009)

344	42.0	66.5	76.3	77.4	39.5	84.0	52.0	82.6
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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

MS ADV READING-WRITING FOR ESL (tested with 2009)

21	48.4	65.6	85.1	87.2	23.8	100.0	58.5	95.1
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MS ADVANCED LA FOR ESL (tested with 2009)

21	46.4	64.3	81.2	83.0	33.3	100.0	56.2	91.4
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MS BEGINNING LA FOR ESL (tested with 2009)

11	54.4	71.5	86.5	88.1	54.5	100.0	65.3	96.6
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MS INTERMEDIATE LA FOR ESL (tested with 2009)

13	47.4	71.3	79.6	80.5	46.2	92.3	51.2	94.2
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MS INTERMEDIATE READING FOR ESL (tested with 2009)

13	45.6	69.2	80.6	81.9	38.5	92.3	56.3	95.6
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READING 7 (tested with 2009)

135	68.5	82.5	89.6	90.4	95.6	99.3	84.2	94.1
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READING 8 (tested with 2009)

169	74.3	82.8	83.6	83.7	94.7	96.4	86.3	94.0
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READING MASTERY 7 (tested with 2009)

208	63.7	78.2	83.0	83.5	81.3	98.1	71.9	88.5
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READING MASTERY 8 (tested with 2009)

217	73.5	82.3	78.6	78.2	90.8	87.1	77.3	89.0
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SCIENCE 7 (tested with 2009)

362	65.8	77.2	79.0	79.2	78.5	88.7	79.8	90.7
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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

MS ADV READING-WRITING FOR ESL (tested with 2009)

19	60.5	73.6	83.9	85.0	68.4	100.0	69.5	90.0
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MS ADVANCED LA FOR ESL (tested with 2009)

18	65.9	79.5	84.7	85.2	88.9	100.0	65.8	91.4
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MS BEGINNING LA FOR ESL (tested with 2009)

16	58.9	75.4	86.2	87.4	87.5	100.0	51.4	95.4
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MS INTERMEDIATE LA FOR ESL (tested with 2009)

12	56.3	70.9	82.8	84.1	50.0	91.7	52.1	95.4
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MS INTERMEDIATE READING FOR ESL (tested with 2009)

12	59.5	73.0	83.8	84.9	50.0	91.7	60.6	94.4
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READING 7 (tested with 2009)

133	71.6	81.1	87.3	88.0	84.2	97.7	80.2	92.9
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READING 8 (tested with 2009)

173	78.0	85.3	88.0	88.3	98.8	97.1	88.0	93.4
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READING MASTERY 7 (tested with 2009)

207	69.4	79.6	81.7	81.9	80.7	95.7	72.0	87.1
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READING MASTERY 8 (tested with 2009)

220	75.2	83.4	82.1	82.0	89.1	93.6	85.1	89.8
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SCIENCE 7 (tested with 2009)

353	61.7	76.1	80.6	81.0	75.4	91.5	78.6	88.6
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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

SCIENCE 8 (tested with 2009)

406	46.8	72.5	78.5	79.2	66.7	88.7	72.7	87.9
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SPANISH I 7 (tested with 2009)

93	77.6	85.1	86.8	87.0	87.1	100.0	69.8	94.2
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SPANISH I 8 (tested with 2009)

57	77.1	87.5	87.9	88.0	98.2	100.0	77.8	94.1
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TEXAS STUDIES 7 (tested with 2009)

328	50.2	72.8	82.1	83.1	60.7	97.9	56.9	89.4
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TEXAS STUDIES 7 PRE-AP (tested with 2009)

27	61.2	74.1	87.4	88.9	63.0	100.0	76.4	97.5
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UNITED STATES STUDIES 8 (tested with 2009)

327	52.2	68.1	77.3	78.3	45.0	82.3	54.6	86.7
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UNITED STATES STUDIES 8 PRE-AP (tested with 2009)

85	70.1	80.0	84.8	85.3	85.9	97.6	89.9	97.7
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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

SCIENCE 8 (tested with 2009)

414	50.3	71.3	79.0	79.8	54.6	85.7	64.9	87.2
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SPANISH I 7 (tested with 2009)

89	73.7	84.9	84.6	84.6	85.4	96.6	76.5	92.2
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SPANISH I 8 (tested with 2009)

57	78.8	87.8	84.8	84.4	89.5	98.2	77.1	91.8
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TEXAS STUDIES 7 (tested with 2009)

326	60.7	76.0	82.7	83.4	75.2	96.0	63.3	87.2
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TEXAS STUDIES 7 PRE-AP (tested with 2009)

27	64.4	76.2	85.5	86.5	66.7	96.3	86.3	96.6
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UNITED STATES STUDIES 8 (tested with 2009)

324	54.7	72.3	77.1	77.7	56.8	79.6	71.9	88.4
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UNITED STATES STUDIES 8 PRE-AP (tested with 2009)

83	75.6	83.7	83.7	83.6	85.5	95.2	93.9	96.2
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