

Campus Data Packet

for 2009 - 10 Plans



E. H. CARY

School Number 44

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
6	105
7	138
8	191
ALL	434

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	12	2.8	7	17.5
American Indian	2	0.5	*	*
Asian	0	0.0	*	*
Hispanic	416	95.9	6	15.0
White	4	0.9	24	60.0
Other	**	**	3	7.5

*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	404	93.1
Limited English proficient students	182	41.9
Special education students	38	8.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
6	2007	409	15	3.7	0	0.0	0	0.0	391	95.6	3	0.7
	2008	320	11	3.4	0	0.0	2	0.6	305	95.3	2	0.6
	2009	105	3	2.9	2	1.9	0	0.0	100	95.2	0	0.0
7	2007	335	8	2.4	0	0.0	1	0.3	324	96.7	2	0.6
	2008	367	14	3.8	0	0.0	0	0.0	349	95.1	4	1.1
	2009	138	5	3.6	0	0.0	0	0.0	133	96.4	0	0.0
8	2007	312	17	5.4	0	0.0	0	0.0	291	93.3	4	1.3
	2008	309	7	2.3	0	0.0	1	0.3	299	96.8	2	0.6
	2009	191	4	2.1	0	0.0	0	0.0	183	95.8	4	2.1
6-8	2007	1,056	40	3.8	0	0.0	1	0.1	1,006	95.3	9	0.9
	2008	996	32	3.2	0	0.0	3	0.3	953	95.7	8	0.8
	2009	434	12	2.8	2	0.5	0	0.0	416	95.9	4	0.9

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
6	2007	409	374	91.4	145	35.5	29	7.1	77	18.8	25	6.1	2.4
	2008	320	301	94.1	134	41.9	29	9.1	0	0.0	35	10.9	3.8
	2009	105	102	97.1	46	43.8	5	4.8	0	0.0	11	10.5	1.9
7	2007	335	303	90.4	114	34.0	31	9.3	9	2.7	24	7.2	7.2
	2008	367	339	92.4	138	37.6	24	6.5	59	16.1	35	9.5	1.9
	2009	138	129	93.5	69	50.0	17	12.3	11	8.0	8	5.8	5.1
8	2007	312	273	87.5	104	33.3	30	9.6	19	6.1	20	6.4	4.5
	2008	309	274	88.7	109	35.3	23	7.4	50	16.2	32	10.4	4.2
	2009	191	173	90.6	67	35.1	16	8.4	28	14.7	7	3.7	5.2
6-8	2007	1,056	950	90.0	363	34.4	90	8.5	105	9.9	69	6.5	4.5
	2008	996	914	91.8	381	38.3	76	7.6	109	10.9	102	10.2	3.2
	2009	434	404	93.1	182	41.9	38	8.8	39	9.0	26	6.0	4.4

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
6	2007	418.0	11,264.8	399.7	95.6	10,864.3	96.4	71	17.0	21.9	367	9,788	87.8	86.9
	2008	319.8	10,450.4	303.3	94.8	10,060.0	96.3	84	26.3	22.0	257	9,055	80.4	86.6
	2009	102.1	10,588.3	97.1	95.0	10,165.3	96.0	33	32.3	19.9	85	9,131	83.2	86.2
7	2007	337.1	10,085.4	320.3	95.0	9,572.1	94.9	98	29.1	27.7	277	8,404	82.2	83.3
	2008	375.7	10,790.7	353.1	94.0	10,269.4	95.2	89	23.7	26.3	303	9,024	80.7	83.6
	2009	134.6	10,135.8	127.4	94.6	9,601.8	94.7	40	29.7	26.0	115	8,389	85.4	82.8
8	2007	313.2	10,675.2	296.4	94.6	10,054.2	94.2	90	28.7	31.2	265	8,706	84.6	81.6
	2008	316.2	9,895.9	295.5	93.5	9,350.9	94.5	101	31.9	30.5	253	8,046	80.0	81.3
	2009	194.9	10,551.1	183.8	94.3	9,945.8	94.3	42	21.5	28.2	161	8,477	82.6	80.3
6-8	2007	1,068.2	32,025.4	1,016.4	95.1	30,490.6	95.2	259	24.2	26.8	909	26,898	85.1	84.0
	2008	1,011.7	31,137.0	951.9	94.1	29,680.3	95.3	274	27.1	26.1	813	26,125	80.4	83.9
	2009	431.7	31,275.2	408.3	94.6	29,712.9	95.0	115	26.6	24.7	361	25,997	83.6	83.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	7	17.5
Hispanic	6	15.0
White	24	60.0
Other	3	7.5

Gender	Number	Percent
Female	26	65.0
Male	14	35.0

TOTAL	40
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AVERAGE NUMBER OF ABSENCES

2007	9.4
2008	10.1
2009	10.1

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)
6	2007	*	76.9	79.7	79.9	36.4	53.3	71.0		73.7	85.3	79.1	87.2	340
	2008	*	72.7	85.4	83.3	45.0	74.4	82.1	*	82.8	86.6	84.4	87.8	269
	2009		*	77.8	77.4	*	63.9	73.8	*	66.7	89.4	77.9	86.4	95
7	2007		*	65.2	65.7	29.4	33.3	56.8	*	58.9	71.4	64.8	76.0	284
	2008	*	60.0	71.5	71.3	10.0	36.8	58.2	*	67.1	75.2	71.0	77.3	317
	2009		*	65.5	70.1	16.7	45.7	57.7		67.2	66.7	66.9	77.1	118
8	2007	*	46.2	77.4	74.0	15.4	44.4	68.0		74.6	77.3	75.8	80.5	252
	2008	*	*	85.4	84.0	43.5	59.5	81.5	*	84.2	86.1	85.2	90.1	283
	2009	*	*	86.6	86.8	45.5	58.3	81.9		81.3	91.9	85.9	91.2	170
6-8	2007	*	67.7	74.3	73.7	26.8	44.7	65.5	*	69.2	78.6	73.5	81.5	876
	2008	70.0	67.7	80.4	79.1	33.3	57.1	73.6	66.7	77.6	82.2	79.7	84.9	869
	2009	*	81.8	77.9	79.3	31.8	55.4	72.5	*	73.7	83.1	78.1	85.0	383

NUMBER TESTED IN GRADES 6-8													
2007	4	31	825	753	41	219	571	3	468	406	876	27,843	
2008	10	31	825	790	63	261	569	6	460	409	869	28,091	
2009	3	11	367	352	22	130	255	1	205	178	383	28,010	

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)
6	2007	*	3	65	60	7	42	63		46	24	71	1,269	340
	2008	*	3	37	42	11	23	31	*	27	15	42	1,140	269
	2009		*	20	21	*	13	16	*	16	5	21	1,295	95
7	2007		*	94	82	12	44	80	*	62	38	100	2,085	284
	2008	*	6	85	83	18	55	82	*	54	38	92	2,207	317
	2009		*	39	32	5	25	33		20	19	39	2,065	118
8	2007	*	7	53	56	11	35	54		36	25	61	1,803	252
	2008	*	*	40	40	13	34	37	*	22	20	42	891	283
	2009	*	*	22	20	6	20	21		18	6	24	834	170
6-8	2007	*	10	212	198	30	121	197	*	144	87	232	5,157	876
	2008	3	10	162	165	42	112	150	2	103	73	176	4,238	869
	2009	*	2	81	73	15	58	70	*	54	30	84	4,194	383

NUMBER TESTED IN GRADES 6-8													
2007	4	31	825	753	41	219	571	3	468	406	876	27,843	
2008	10	31	825	790	63	261	569	6	460	409	869	28,091	
2009	3	11	367	352	22	130	255	1	205	178	383	28,010	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
6	2007	78.0	80.1	73.1	69.8
	2008	80.0	78.4	77.8	73.0
	2009	76.7	65.8	73.4	77.3
7	2007	71.7	68.9	72.2	67.6
	2008	79.0	80.6	74.2	67.1
	2009	75.1	78.4	70.8	70.0
8	2007	81.1	79.4	80.6	69.6
	2008	82.1	80.7	79.9	81.2
	2009	86.6	80.0	81.2	81.9
6-8	2007	76.9	76.3	74.9	69.0
	2008	80.3	80.0	77.2	73.5
	2009	80.6	76.0	76.1	77.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6	2007	*	30.8	25.6	24.4	0.0	4.4	13.8		20.6	31.3	25.6	37.4	340
	2008	*	27.3	23.7	24.3	5.0	10.0	12.1	*	24.2	24.1	24.2	33.8	269
	2009		*	11.1	11.8	*	2.8	8.2	*	14.6	8.5	11.6	30.2	95
7	2007		*	5.6	4.6	0.0	0.0	2.2	*	4.6	6.0	5.3	12.7	284
	2008	*	6.7	17.4	17.0	0.0	5.7	6.1	*	16.5	17.0	16.7	19.1	317
	2009		*	6.2	7.5	0.0	2.2	1.3		6.6	7.0	6.8	19.6	118
8	2007	*	15.4	19.6	15.3	0.0	1.6	7.7		18.3	20.9	19.4	26.0	252
	2008	*	*	29.2	28.8	4.3	4.8	16.0	*	30.2	28.5	29.3	37.6	283
	2009	*	*	34.8	37.5	0.0	10.4	20.7		26.0	44.6	34.1	36.6	170
6-8	2007	*	19.4	17.3	15.5	0.0	2.3	8.2	*	14.7	20.2	17.2	25.9	876
	2008	20.0	19.4	23.3	23.0	3.2	6.9	11.4	16.7	23.3	23.0	23.1	29.9	869
	2009	*	27.3	20.2	21.6	4.5	5.4	11.8	*	17.6	23.0	20.1	29.0	383

NUMBER TESTED IN GRADES 6-8													
2007	4	31	825	753	41	219	571	3	468	406	876	27,843	
2008	10	31	825	790	63	261	569	6	460	409	869	28,091	
2009	3	11	367	352	22	130	255	1	205	178	383	28,010	

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)
6	2007	*	50.0	71.3	69.8	30.8	53.3	59.4		68.0	72.7	70.4	70.0	341
	2008	*	45.5	75.6	74.9	26.1	63.0	66.9	*	76.6	70.5	74.1	73.8	270
	2009		*	75.6	75.3	*	66.7	75.4	*	68.8	83.0	75.8	73.3	95
7	2007		*	59.6	60.8	10.0	36.4	49.5	*	54.2	64.4	58.9	65.9	285
	2008	*	40.0	61.5	60.3	15.0	31.8	45.7	*	60.6	60.8	60.7	64.5	318
	2009		*	69.4	71.4	*	59.1	59.2		77.0	61.8	69.8	67.2	116
8	2007	*	23.1	52.1	49.5	12.5	24.2	39.7		52.4	47.7	50.4	56.7	256
	2008	*	83.3	59.2	58.8	13.6	30.0	46.5	*	63.6	54.7	59.2	72.8	282
	2009	*	*	62.8	66.0	27.3	36.2	51.7		62.5	62.7	62.6	72.3	171
6-8	2007	*	43.8	62.0	61.1	16.3	39.6	50.3	*	58.8	63.1	60.9	64.3	882
	2008	50.0	50.0	65.1	64.5	18.5	42.3	52.5	*	67.0	61.4	64.4	70.2	870
	2009	*	75.0	67.9	70.1	35.0	52.8	59.6	*	68.3	67.8	68.1	71.0	382

	NUMBER TESTED IN GRADES 6-8											
2007	5	32	828	756	49	222	579	3	476	404	882	28,025
2008	10	32	825	786	65	260	570	5	466	404	870	28,064
2009	3	12	365	351	20	127	255	1	205	177	382	27,738

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)
6	2007	*	7	92	91	9	42	89		57	44	101	3,012	341
	2008	*	6	62	63	17	34	58	*	37	33	70	2,460	270
	2009		*	22	23	*	12	15	*	15	8	23	2,552	95
7	2007		*	109	93	18	42	94	*	70	47	117	2,976	285
	2008	*	9	115	115	17	60	107	*	65	60	125	3,462	318
	2009		*	34	30	*	18	31		14	21	35	2,966	116
8	2007	*	10	114	110	14	50	105		69	58	127	4,022	256
	2008	*	1	111	101	19	56	106	*	52	63	115	2,429	282
	2009	*	*	61	52	8	30	57		36	28	64	2,530	171
6-8	2007	*	18	315	294	41	134	288	*	196	149	345	10,010	882
	2008	5	16	288	279	53	150	271	*	154	156	310	8,351	870
	2009	*	3	117	105	13	60	103	*	65	57	122	8,048	382

NUMBER TESTED IN GRADES 6-8													
2007	5	32	828	756	49	222	579	3	476	404	882	28,025	
2008	10	32	825	786	65	260	570	5	466	404	870	28,064	
2009	3	12	365	351	20	127	255	1	205	177	382	27,738	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
6	2007	71.6	68.0	77.3	66.7	73.1	69.3
	2008	73.1	69.3	77.9	72.1	72.6	72.3
	2009	67.6	75.3	83.6	73.7	73.0	69.1
7	2007	67.6	57.5	65.3	58.7	64.9	65.7
	2008	67.6	56.9	65.0	48.2	60.8	64.6
	2009	70.3	62.5	61.7	61.7	62.9	71.4
8	2007	53.0	60.4	64.3	47.1	64.4	60.6
	2008	56.9	62.2	65.8	45.5	64.3	65.2
	2009	61.3	65.3	66.8	49.8	66.2	62.9
6-8	2007	64.9	62.4	69.7	58.4	67.9	65.6
	2008	65.8	62.5	69.3	54.8	65.6	67.2
	2009	65.6	67.0	69.4	59.4	66.9	67.0

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)
6	2007	*	21.4	20.6	20.6	0.0	5.6	7.3		15.7	26.1	20.8	26.5	341
	2008	*	9.1	28.3	28.3	4.3	20.7	20.6	*	29.7	25.0	27.8	31.0	270
	2009		*	24.4	24.7	*	19.4	19.7	*	18.8	29.8	24.2	29.0	95
7	2007		*	9.3	9.3	0.0	0.0	0.5	*	9.8	8.3	9.1	10.9	285
	2008	*	6.7	9.0	8.6	0.0	2.3	2.5	*	8.5	9.2	8.8	11.0	318
	2009		*	8.1	8.6	*	6.8	3.9		6.6	9.1	7.8	11.3	116
8	2007	*	0.0	5.9	4.1	0.0	0.0	0.0		5.5	5.4	5.5	9.0	256
	2008	*	0.0	8.5	7.8	0.0	0.0	1.0	*	9.8	6.5	8.2	14.1	282
	2009	*	*	6.7	7.8	0.0	0.0	1.7		9.4	5.3	7.6	15.4	171
6-8	2007	*	9.4	12.7	12.3	0.0	2.3	2.9	*	10.7	14.6	12.6	15.9	882
	2008	10.0	6.3	14.8	14.6	1.5	8.1	7.5	*	16.1	12.6	14.5	18.7	870
	2009	*	16.7	11.5	12.5	0.0	7.9	6.7	*	10.7	13.0	11.8	18.7	382

NUMBER TESTED IN GRADES 6-8													
2007	5	32	828	756	49	222	579	3	476	404	882	28,025	
2008	10	32	825	786	65	260	570	5	466	404	870	28,064	
2009	3	12	365	351	20	127	255	1	205	177	382	27,738	

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		100.0	87.1	88.3	53.8	72.6	84.1	*	84.5	89.5	87.0	87.5	292
	2008	*	66.7	83.1	82.2	35.0	58.1	73.5	*	76.6	88.4	82.3	83.7	322
	2009		*	83.6	86.1	*	70.2	79.7		80.6	87.7	84.0	88.6	119

NUMBER TESTED IN GRADE 7													
2007	0	6	278	248	13	73	189	2	148	143	292	8,582	
2008	3	12	307	292	20	93	196	2	167	155	322	9,744	
2009	0	3	116	108	5	47	79	0	62	57	119	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		0	36	29	6	20	30	*	23	15	38	1,075	292
	2008	*	4	52	52	13	39	52	*	39	18	57	1,584	322
	2009		*	19	15	*	14	16		12	7	19	1,023	119

NUMBER TESTED IN GRADE 7													
2007	0	6	278	248	13	73	189	2	148	143	292	8,582	
2008	3	12	307	292	20	93	196	2	167	155	322	9,744	
2009	0	3	116	108	5	47	79	0	62	57	119	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	2.4	86.0	72.8	76.0	74.7
	2008	2.4	74.4	73.9	82.8	73.4
	2009	2.2	74.9	75.6	79.3	80.0

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		33.3	17.3	17.3	7.7	0.0	6.9	*	15.5	18.9	17.5	21.8	292
	2008	*	16.7	18.6	18.2	10.0	6.5	7.7	*	13.2	24.5	18.6	20.4	322
	2009		*	14.7	13.9	*	2.1	7.6		11.3	21.1	16.0	22.3	119

NUMBER TESTED IN GRADE 7													
2007	0	6	278	248	13	73	189	2	148	143	292	8,582	
2008	3	12	307	292	20	93	196	2	167	155	322	9,744	
2009	0	3	116	108	5	47	79	0	62	57	119	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	*	80.0	81.9	81.0	42.1	62.7	78.7		82.4	78.4	80.7	78.9	259
	2008	*	85.7	83.1	82.0	35.0	61.7	77.2	*	83.6	83.1	83.3	86.6	276
	2009	*	*	83.3	83.3	75.0	70.2	77.8		78.9	87.8	82.8	88.3	169

NUMBER TESTED IN GRADE 8													
2007	4	15	238	221	19	67	174	0	148	111	259	9,206	
2008	2	7	266	244	20	81	193	3	140	136	276	8,642	
2009	3	3	162	150	12	47	117	0	95	74	169	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	*	3	43	42	11	25	37		26	24	50	1,942	259
	2008	*	1	45	44	13	31	44	*	23	23	46	1,157	276
	2009	*	*	27	25	3	14	26		20	9	29	1,078	169

	NUMBER TESTED IN GRADE 8											
2007	4	15	238	221	19	67	174	0	148	111	259	9,206
2008	2	7	266	244	20	81	193	3	140	136	276	8,642
2009	3	3	162	150	12	47	117	0	95	74	169	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	66.7	66.8	68.3	64.4	72.8
	2008	67.9	70.4	72.1	70.4	75.9
	2009	66.5	69.8	70.3	65.8	74.7

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	19.3	17.6	0.0	6.0	10.3		19.6	16.2	18.1	21.1	259
	2008	*	42.9	26.3	25.0	0.0	11.1	14.0	*	28.6	24.3	26.4	27.5	276
	2009	*	*	19.1	18.7	0.0	2.1	8.5		20.0	18.9	19.5	31.7	169

	NUMBER TESTED IN GRADE 8											
2007	4	15	238	221	19	67	174	0	148	111	259	9,206
2008	2	7	266	244	20	81	193	3	140	136	276	8,642
2009	3	3	162	150	12	47	117	0	95	74	169	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	*	33.3	56.3	53.6	5.0	25.0	44.6		57.7	50.9	54.8	52.4	261
	2008	*	71.4	45.9	44.7	9.5	18.8	32.1	*	53.2	39.4	46.4	54.6	276
	2009	*	*	54.0	55.0	25.0	27.7	40.2		59.4	45.9	53.5	59.2	170

NUMBER TESTED IN GRADE 8													
2007	4	15	240	222	20	68	175	0	149	112	261	9,233	
2008	2	7	266	244	21	80	193	3	139	137	276	8,703	
2009	3	3	163	151	12	47	117	0	96	74	170	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	*	10	105	103	19	51	97		63	55	118	4,398	261
	2008	*	2	144	135	19	65	131	*	65	83	148	3,953	276
	2009	*	*	75	68	9	34	70		39	40	79	3,794	170

NUMBER TESTED IN GRADE 8													
2007	4	15	240	222	20	68	175	0	149	112	261	9,233	
2008	2	7	266	244	21	80	193	3	139	137	276	8,703	
2009	3	3	163	151	12	47	117	0	96	74	170	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	61.0	61.9	57.0	54.0	52.8
	2008	66.0	62.6	60.1	54.3	56.6
	2009	71.7	64.6	63.1	71.4	58.4

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)
8	2007	*	0.0	6.3	4.5	0.0	0.0	2.9		6.7	5.4	6.1	6.6	261
	2008	*	14.3	8.6	8.2	0.0	0.0	0.0	*	10.1	7.3	8.7	11.2	276
	2009	*	*	7.4	7.9	0.0	0.0	0.0		11.5	2.7	7.6	13.3	170

	NUMBER TESTED IN GRADE 8											
2007	4	15	240	222	20	68	175	0	149	112	261	9,233
2008	2	7	266	244	21	80	193	3	139	137	276	8,703
2009	3	3	163	151	12	47	117	0	96	74	170	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)
6														
	2008			50.0	55.6	50.0	55.6	55.6		57.1	*	50.0	68.6	10
	2009												70.9	0
7														
	2008	*		*	*	*	*	*		*		*	67.1	5
	2009			40.0	40.0	40.0	33.3	40.0		42.9	*	40.0	72.6	10
8														
	2008			*	*	*	*	*		*		*	64.8	3
	2009	*		33.3	33.3	28.6	*	28.6		28.6		28.6	77.8	7
6-8														
	2008	*		41.2	43.8	38.9	50.0	43.8		40.0	*	38.9	67.0	18
	2009	*		37.5	37.5	35.3	30.8	35.3		35.7	*	35.3	73.8	17

NUMBER TESTED IN GRADES 6-8														
2008	1	0	17	16	18	14	16	0	15	3	18	1,789		
2009	1	0	16	16	17	13	17	0	14	3	17	1,932		

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6														
	2008			5	4	5	4	4		3	*	5	206	10
	2009												182	0
7														
	2008	*		*	*	*	*	*		*		*	201	5
	2009			6	6	6	6	6		4	*	6	181	10
8														
	2008			*	*	*	*	*		*		*	184	3
	2009	*		4	4	5	*	5		5		5	143	7
6-8														
	2008	*		10	9	11	7	9		9	*	11	591	18
	2009	*		10	10	11	9	11		9	*	11	506	17

NUMBER TESTED IN GRADES 6-8													
2008	1	0	17	16	18	14	16	0	15	3	18	1,789	
2009	1	0	16	16	17	13	17	0	14	3	17	1,932	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
6					
	2008	50.0	51.7	43.3	53.6
	2009				
7					
	2008	*	*	*	*
	2009	47.0	45.0	37.5	40.8
8					
	2008	*	*	*	*
	2009	47.1	44.6	44.6	41.7
6-8					
	2008	50.6	46.8	38.0	47.9
	2009	47.1	44.9	40.4	41.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6														
	2008			0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	7.3	10
	2009												7.5	0
7														
	2008	*		*	*	*	*	*		*		*	5.9	5
	2009			0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	8.9	10
8														
	2008			*	*	*	*	*		*		*	6.3	3
	2009	*		0.0	0.0	0.0	*	0.0		0.0		0.0	7.1	7
6-8														
	2008	*		0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	6.5	18
	2009	*		0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	7.9	17

NUMBER TESTED IN GRADES 6-8														
2008	1	0	17	16	18	14	16	0	15	3	18	1,789		
2009	1	0	16	16	17	13	17	0	14	3	17	1,932		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6														
	2008			42.9	42.9	42.9	50.0	50.0		*	*	42.9	57.0	7
	2009												64.0	0
7														
	2008	*		*	*	*	*	*		*	*	*	53.7	5
	2009			50.0	50.0	50.0	54.5	50.0		57.1	*	50.0	62.0	12
8														
	2008			*	*	*	*	*		*	*	*	45.0	4
	2009	*		*	*	50.0	*	50.0		50.0		50.0	67.1	6
6-8														
	2008	*		40.0	35.7	43.8	36.4	42.9		50.0	*	43.8	52.0	16
	2009	*		52.9	52.9	50.0	57.1	50.0		53.8	*	50.0	64.4	18

NUMBER TESTED IN GRADES 6-8													
2008	1	0	15	14	16	11	14	0	12	4	16	1,797	
2009	1	0	17	17	18	14	18	0	13	5	18	1,860	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6														
	2008			4	4	4	3	3		*	*	4	260	7
	2009												205	0
7														
	2008	*		*	*	*	*	*		*	*	*	279	5
	2009			6	6	6	5	6		3	*	6	248	12
8														
	2008			*	*	*	*	*		*	*	*	324	4
	2009	*		*	*	3	*	3		3		3	210	6
6-8														
	2008	*		9	9	9	7	8		6	*	9	863	16
	2009	*		8	8	9	6	9		6	*	9	663	18

NUMBER TESTED IN GRADES 6-8													
2008	1	0	15	14	16	11	14	0	12	4	16	1,797	
2009	1	0	17	17	18	14	18	0	13	5	18	1,860	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
6							
	2008	44.6	40.8	47.6	32.1	74.3	34.7
	2009						
7							
	2008	*	*	*	*	*	*
	2009	49.0	43.8	50.0	35.4	45.8	45.8
8							
	2008	*	*	*	*	*	*
	2009	29.2	43.8	41.7	41.7	44.4	50.0
6-8							
	2008	42.2	42.1	44.8	35.9	58.5	42.5
	2009	42.4	43.8	47.2	37.5	45.4	47.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6														
	2008			0.0	0.0	0.0	0.0	0.0		*	*	0.0	6.4	7
	2009												8.4	0
7														
	2008	*		*	*	*	*	*		*	*	*	2.5	5
	2009			0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	8.0	12
8														
	2008			*	*	*	*	*		*	*	*	3.2	4
	2009	*		*	*	0.0	*	0.0		0.0		0.0	5.8	6
6-8														
	2008	*		0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	4.1	16
	2009	*		0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	7.4	18

NUMBER TESTED IN GRADES 6-8														
2008	1	0	15	14	16	11	14	0	12	4	16	1,797		
2009	1	0	17	17	18	14	18	0	13	5	18	1,860		

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

		READING TOTAL				
Grade	Year	At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2007					0
	2008	20.8	69.6	34.0	37.2	291
	2009	15.3	61.2	26.9	33.6	193

Number Tested	2007	0	0	0	0	
	2008	212	79	291	8,615	
	2009	144	49	193	9,813	

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2007					0
	2008	29.6	71.8	41.3	46.7	281
	2009	26.6	73.5	38.5	48.3	192

Number Tested	2007	0	0	0	0	
	2008	203	78	281	8,493	
	2009	143	49	192	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	*	16.7	33.9	35.7	3.4	6.4	20.8	*	34.2	33.8	34.0	37.2	291
	2009	*	*	26.9	27.2	0.0	7.4	15.3		26.4	27.7	26.9	33.6	193

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	6	283	238	29	109	212	1	149	142	291	8,615	
	2009	3	4	186	169	18	68	144	0	110	83	193	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	*	0	10	8	0	0	0	*	6	4	10	508	291
	2009	*	*	3	3	0	0	1		2	1	3	575	193

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	6	283	238	29	109	212	1	149	142	291	8,615	
	2009	3	4	186	169	18	68	144	0	110	83	193	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	*	33.3	41.4	41.7	3.8	17.8	29.6	*	43.4	39.1	41.3	46.7	281
	2009	*	*	38.4	38.7	0.0	21.2	26.6		36.1	41.7	38.5	48.3	192

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	1	6	273	230	26	101	203	1	143	138	281	8,493	
	2009	3	4	185	168	17	66	143	0	108	84	192	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	*	0	27	23	0	0	3	*	17	10	27	801	281
	2009	*	*	11	12	0	0	4		7	5	12	1,219	192

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	1	6	273	230	26	101	203	1	143	138	281	8,493	
	2009	3	4	185	168	17	66	143	0	108	84	192	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
6	3	66.7	5	20.0	0	-	8	37.5
7	13	38.5	7	42.9	0	-	20	40.0
8	14	42.9	8	87.5	0	-	22	59.1
ALL	30	43.3	20	55.0	0	-	50	48.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
6 (46)	Beginning	4	8.7	4	8.7	4	8.7	4	9.1	4	9.1
	Intermediate	5	10.9	6	13.0	7	15.2	9	20.5	9	20.5
	Advanced	7	15.2	19	41.3	21	45.7	8	18.2	9	20.5
	Advanced High	30	65.2	17	37.0	14	30.4	23	52.3	22	50.0
7 (68)	Beginning	8	11.8	7	10.3	9	13.2	5	7.4	5	7.4
	Intermediate	32	47.1	32	47.1	27	39.7	9	13.2	9	13.2
	Advanced	24	35.3	25	36.8	15	22.1	11	16.2	20	29.4
	Advanced High	4	5.9	4	5.9	17	25.0	43	63.2	34	50.0
8 (67)	Beginning	1	1.5	1	1.5	0	0.0	7	10.8	6	9.2
	Intermediate	9	13.4	13	19.4	13	19.4	6	9.2	7	10.8
	Advanced	13	19.4	10	14.9	11	16.4	19	29.2	20	30.8
	Advanced High	44	65.7	43	64.2	43	64.2	33	50.8	32	49.2
ALL (181)	Beginning	13	7.2	12	6.6	13	7.2	16	9.0	15	8.5
	Intermediate	46	25.4	51	28.2	47	26.0	24	13.6	25	14.1
	Advanced	44	24.3	54	29.8	47	26.0	38	21.5	49	27.7
	Advanced High	78	43.1	64	35.4	74	40.9	99	55.9	88	49.7

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>27</div> <div>20 (74.1%)</div>	Beginning	0			
	Intermediate	3	1		
	Advanced	0	2	6	
	Advanced High	0	1	14	
<div>51</div> <div>34 (66.7%)</div>	Beginning	3			
	Intermediate	3	5		
	Advanced	0	4	9	
	Advanced High	0	1	26	
<div>57</div> <div>39 (68.4%)</div>	Beginning	5			
	Intermediate	3	4		
	Advanced	0	8	9	
	Advanced High	0	2	26	
<div>135</div> <div>93 (68.9%)</div>	Beginning	8			
	Intermediate	9	10		
	Advanced	0	14	24	
	Advanced High	0	4	66	

 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
6	Critical Reading	2006												6	31.8
		2007													
		2008	11	22.0	10.5	1	*	10	22.2	0		0		18	24.6
	Mathematics	2006												6	36.0
		2007													
		2008	11	27.0	10.5	1	*	10	26.4	0		0		18	29.5
	Writing	2006												6	34.7
		2007													
		2008	11	24.8	10.5	1	*	10	24.2	0		0		18	27.6
7	Critical Reading	2006												157	32.3
		2007	44	26.5	12.0	0		44	26.5	0		0		412	29.6
		2008	58	27.9	42.0	3	*	55	27.7	0		0		493	29.4
	Mathematics	2006												157	35.7
		2007	44	29.9	12.0	0		44	29.9	0		0		412	33.5
		2008	58	32.0	42.0	3	*	55	31.9	0		0		493	33.4
	Writing	2006												157	32.3
		2007	44	28.3	12.0	0		44	28.3	0		0		412	30.5
		2008	58	29.5	42.0	3	*	55	29.4	0		0		493	31.3
8	Critical Reading	2006	33	37.3	10.6	0		33	37.3	0		0		2,798	34.2
		2007	31	32.1	10.0	1	*	30	31.9	0		0		2,527	33.5
		2008	66	31.4	34.6	2	*	63	31.4	1	*	0		2,932	33.8
	Mathematics	2006	33	42.2	10.6	0		33	42.2	0		0		2,798	36.8
		2007	31	35.1	10.0	1	*	30	35.1	0		0		2,527	37.2
		2008	66	35.1	34.6	2	*	63	34.8	1	*	0		2,932	37.2
	Writing	2006	33	37.1	10.6	0		33	37.1	0		0		2,798	34.4
		2007	31	32.6	10.0	1	*	30	32.5	0		0		2,527	34.5
		2008	66	34.9	34.6	2	*	63	34.9	1	*	0		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)

45	51.4	70.8	79.7	80.7	48.9	95.6	80.7	96.4
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COMPUTER APPLICATIONS (tested with 2009)

38	60.1	73.4	84.8	86.1	65.8	97.4	69.6	95.2
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LANGUAGE ARTS 7 (tested with 2009)

107	49.8	69.9	77.2	78.0	56.1	87.9	67.6	90.0
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

21	58.3	72.2	80.6	81.6	76.2	100.0	82.5	97.7
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LANGUAGE ARTS 8 (tested with 2009)

148	63.7	75.8	79.7	80.1	71.6	90.5	74.0	87.8
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LANGUAGE ARTS 8 PRE-AP (tested with 2009)

34	47.6	72.9	82.3	83.4	61.8	97.1	74.7	95.6
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MATHEMATICS 7 (tested with 2009)

99	46.2	67.1	77.6	78.8	33.3	93.9	58.7	86.6
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MATHEMATICS 7 PRE-AP (tested with 2009)

28	58.1	72.0	82.4	83.6	67.9	100.0	73.2	95.3
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MATHEMATICS 8 (tested with 2009)

139	42.7	69.8	74.9	75.5	51.8	84.9	60.1	83.5
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MS INTERMEDIATE LA FOR ESL (tested with 2009)

9	36.8	65.5	86.1	88.4	22.2	100.0	51.2	94.2
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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)

47	70.1	80.1	79.6	79.5	83.0	93.6	82.6	97.4
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COMPUTER APPLICATIONS (tested with 2009)

46	64.0	76.0	82.0	82.6	82.6	91.3	76.4	93.8
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LANGUAGE ARTS 7 (tested with 2009)

109	65.0	76.6	78.3	78.4	73.4	90.8	81.7	88.4
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

21	60.2	74.6	77.5	77.8	85.7	100.0	81.4	95.2
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LANGUAGE ARTS 8 (tested with 2009)

149	67.3	78.2	78.0	78.0	75.8	88.6	78.4	87.0
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LANGUAGE ARTS 8 PRE-AP (tested with 2009)

32	51.4	71.4	82.0	83.1	62.5	93.8	73.6	93.5
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MATHEMATICS 7 (tested with 2009)

110	48.6	69.2	78.6	79.6	56.4	97.3	58.4	84.2
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MATHEMATICS 7 PRE-AP (tested with 2009)

26	59.9	75.0	83.2	84.1	80.8	100.0	77.3	96.0
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MATHEMATICS 8 (tested with 2009)

143	43.9	67.7	75.6	76.5	42.7	86.0	52.0	82.6
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MS INTERMEDIATE LA FOR ESL (tested with 2009)

9	46.7	64.4	90.8	93.6	33.3	100.0	52.1	95.4
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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 INTERMEDIATE READING FOR ESL (tested with 2009)

8	43.8	68.2	83.8	85.5	37.5	100.0	56.3	95.6
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READING 7 (tested with 2009)

70	54.0	74.5	79.7	80.3	62.9	91.4	84.2	94.1
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READING 8 (tested with 2009)

100	69.5	79.6	83.9	84.4	82.0	96.0	86.3	94.0
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READING MASTERY 7 (tested with 2009)

58	50.0	70.0	72.6	72.8	55.2	72.4	71.9	88.5
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READING MASTERY 8 (tested with 2009)

86	60.3	73.5	78.6	79.1	67.4	91.9	77.3	89.0
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SCIENCE 7 (tested with 2009)

129	60.5	73.7	81.3	82.1	65.1	97.7	79.8	90.7
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SCIENCE 8 (tested with 2009)

185	51.0	74.6	78.9	79.3	74.6	89.7	72.7	87.9
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TEXAS STUDIES 7 (tested with 2009)

110	40.3	67.4	75.9	76.8	32.7	80.9	56.9	89.4
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TEXAS STUDIES 7 PRE-AP (tested with 2009)

21	49.8	66.5	83.1	85.0	47.6	100.0	76.4	97.5
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UNITED STATES STUDIES 8 (tested with 2009)

132	51.4	67.6	78.2	79.4	41.7	93.2	54.6	86.7
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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 INTERMEDIATE READING FOR ESL (tested with 2009)

8	50.9	67.3	88.5	90.9	25.0	100.0	60.6	94.4
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READING 7 (tested with 2009)

74	67.7	78.5	78.2	78.2	81.1	91.9	80.2	92.9
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READING 8 (tested with 2009)

96	74.8	83.2	84.9	85.1	91.7	99.0	88.0	93.4
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READING MASTERY 7 (tested with 2009)

56	54.9	69.9	74.6	75.0	55.4	80.4	72.0	87.1
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READING MASTERY 8 (tested with 2009)

86	67.9	78.6	79.3	79.4	79.1	94.2	85.1	89.8
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SCIENCE 7 (tested with 2009)

131	57.5	73.4	82.5	83.5	66.4	93.1	78.6	88.6
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SCIENCE 8 (tested with 2009)

180	55.0	74.0	78.5	79.0	65.6	87.2	64.9	87.2
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TEXAS STUDIES 7 (tested with 2009)

112	40.3	63.5	78.7	80.4	18.8	85.7	63.3	87.2
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TEXAS STUDIES 7 PRE-AP (tested with 2009)

22	52.2	68.1	87.5	89.7	54.5	100.0	86.3	96.6
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UNITED STATES STUDIES 8 (tested with 2009)

133	57.8	74.2	74.1	74.0	60.9	67.7	71.9	88.4
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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

UNITED STATES STUDIES 8 PRE-AP (tested with 2009)

54	66.1	77.4	84.8	85.6	75.9	98.1	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

UNITED STATES STUDIES 8 PRE-AP (tested with 2009)

54	72.3	81.6	78.3	77.9	88.9	83.3	93.9	96.2
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