

Campus Data Packet

for 2009 - 10 Plans



W. H. GASTON
School Number 48

*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	347
7	302
8	314
ALL	963

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	161	16.7	29	40.3
American Indian	3	0.3	*	*
Asian	11	1.1	*	*
Hispanic	729	75.7	5	6.9
White	59	6.1	36	50.0
Other	**	**	2	2.8

*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	819	85.0
Limited English proficient students	224	23.3
Special education students	95	9.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
6	2007											
	2008	321	44	13.7	0	0.0	9	2.8	247	76.9	21	6.5
	2009	347	53	15.3	2	0.6	3	0.9	268	77.2	21	6.1
7	2007	437	147	33.6	1	0.2	8	1.8	250	57.2	31	7.1
	2008	293	57	19.5	1	0.3	1	0.3	215	73.4	19	6.5
	2009	302	48	15.9	0	0.0	7	2.3	229	75.8	18	6.0
8	2007	463	135	29.2	2	0.4	12	2.6	292	63.1	22	4.8
	2008	301	48	15.9	1	0.3	2	0.7	221	73.4	29	9.6
	2009	314	60	19.1	1	0.3	1	0.3	232	73.9	20	6.4
6-8	2007	900	282	31.3	3	0.3	20	2.2	542	60.2	53	5.9
	2008	915	149	16.3	2	0.2	12	1.3	683	74.6	69	7.5
	2009	963	161	16.7	3	0.3	11	1.1	729	75.7	59	6.1

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
6	2007												
	2008	321	277	86.3	74	23.1	33	10.3	0	0.0	29	9.0	0.6
	2009	347	309	89.0	103	29.7	36	10.4	35	10.1	27	7.8	0.3
7	2007	437	376	86.0	71	16.2	70	16.0	3	0.7	44	10.1	1.6
	2008	293	231	78.8	47	16.0	31	10.6	36	12.3	24	8.2	1.0
	2009	302	256	84.8	67	22.2	29	9.6	34	11.3	19	6.3	1.7
8	2007	463	388	83.8	77	16.6	63	13.6	6	1.3	42	9.1	0.6
	2008	301	247	82.1	47	15.6	41	13.6	38	12.6	27	9.0	2.3
	2009	314	254	80.9	54	17.2	30	9.6	35	11.1	33	10.5	3.2
6-8	2007	900	764	84.9	148	16.4	133	14.8	9	1.0	86	9.6	1.1
	2008	915	755	82.5	168	18.4	105	11.5	74	8.1	80	8.7	1.3
	2009	963	819	85.0	224	23.3	95	9.9	104	10.8	79	8.2	1.7

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		11,264.8			10,864.3	96.4			21.9		9,788		86.9
	2008	320.7	10,450.4	312.0	97.3	10,060.0	96.3	48	15.0	22.0	288	9,055	89.8	86.6
	2009	345.4	10,588.3	332.6	96.3	10,165.3	96.0	60	17.4	19.9	299	9,131	86.6	86.2
7	2007	446.6	10,085.4	431.7	96.7	9,572.1	94.9	112	25.1	27.7	377	8,404	84.4	83.3
	2008	288.3	10,790.7	279.6	97.0	10,269.4	95.2	59	20.5	26.3	255	9,024	88.5	83.6
	2009	303.8	10,135.8	291.0	95.8	9,601.8	94.7	66	21.7	26.0	259	8,389	85.3	82.8
8	2007	467.2	10,675.2	448.1	95.9	10,054.2	94.2	126	27.0	31.2	402	8,706	86.0	81.6
	2008	301.4	9,895.9	290.6	96.4	9,350.9	94.5	64	21.2	30.5	262	8,046	86.9	81.3
	2009	311.3	10,551.1	296.5	95.3	9,945.8	94.3	75	24.1	28.2	256	8,477	82.2	80.3
6-8	2007	913.8	32,025.4	879.8	96.3	30,490.6	95.2	238	26.0	26.8	779	26,898	85.2	84.0
	2008	910.4	31,137.0	882.2	96.9	29,680.3	95.3	171	18.8	26.1	805	26,125	88.4	83.9
	2009	960.5	31,275.2	920.1	95.8	29,712.9	95.0	201	20.9	24.7	814	25,997	84.7	83.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	29	40.3
Hispanic	5	6.9
White	36	50.0
Other	2	2.8

Gender	Number	Percent
Female	45	62.5
Male	27	37.5

TOTAL	72
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AVERAGE NUMBER OF ABSENCES

2007	7.4
2008	6.8
2009	5.7

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												87.2	0
	2008	100.0	94.7	90.1	89.7	81.8	84.9	86.3		88.7	94.1	91.2	87.8	285
	2009	100.0	90.2	87.4	88.1	78.9	73.3	82.4	*	87.1	90.2	88.7	86.4	318
7	2007	79.2	64.7	78.0	74.1	60.0	48.8	65.4	*	76.0	72.8	74.3	76.0	370
	2008	92.9	72.3	82.9	81.0	*	44.4	71.1		76.9	85.9	81.7	77.3	263
	2009	93.3	77.5	75.4	76.8	66.7	61.5	63.2	*	75.2	79.8	77.3	77.1	273
8	2007	100.0	78.0	81.6	80.5	90.9	53.2	73.9	*	81.4	80.6	80.8	80.5	412
	2008	90.0	89.7	95.3	93.8	100.0	88.0	91.9	*	94.7	93.5	94.1	90.1	255
	2009	100.0	92.0	94.5	94.3	81.8	73.8	91.6	*	92.1	96.7	94.5	91.2	289
6-8	2007	88.4	71.4	80.0	77.5	76.2	51.1	69.9	*	78.8	77.0	77.7	81.5	782
	2008	94.0	84.7	89.4	88.2	76.2	72.8	83.6	*	87.1	91.0	89.0	84.9	803
	2009	98.0	87.2	86.0	86.6	76.9	70.0	79.8	*	84.7	89.5	87.0	85.0	880

NUMBER TESTED IN GRADES 6-8													
2007	43	234	484	648	21	88	492	2	373	408	782	27,843	
2008	50	124	615	661	21	114	456	1	402	401	803	28,091	
2009	49	141	677	740	39	180	499	5	443	437	880	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												1,269	0
	2008	0	2	22	25	2	8	21		17	8	25	1,140	285
	2009	0	5	31	34	4	23	29	*	20	16	36	1,295	318
7	2007	5	41	49	80	4	21	79	*	43	52	95	2,085	370
	2008	1	13	34	40	*	20	41		28	20	48	2,207	263
	2009	1	9	52	52	3	20	57	*	37	25	62	2,065	273
8	2007	0	26	48	66	1	22	69	*	36	42	79	1,803	412
	2008	2	4	9	13	0	3	13	*	7	8	15	891	255
	2009	0	4	12	13	2	11	15	*	11	5	16	834	289
6-8	2007	5	67	97	146	5	43	148	*	79	94	174	5,157	782
	2008	3	19	65	78	5	31	75	*	52	36	88	4,238	803
	2009	1	18	95	99	9	54	101	*	68	46	114	4,194	880

NUMBER TESTED IN GRADES 6-8													
2007	43	234	484	648	21	88	492	2	373	408	782	27,843	
2008	50	124	615	661	21	114	456	1	402	401	803	28,091	
2009	49	141	677	740	39	180	499	5	443	437	880	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				
	2008	84.2	82.0	81.9	78.2
	2009	82.9	73.4	78.1	82.7
7	2007	75.5	73.5	76.0	71.6
	2008	84.3	85.9	80.0	71.7
	2009	82.2	84.1	77.8	77.3
8	2007	79.7	81.8	82.6	73.5
	2008	88.7	86.5	84.7	87.1
	2009	89.6	86.4	85.5	88.2
6-8	2007	77.7	77.9	79.5	72.6
	2008	85.6	84.7	82.2	78.9
	2009	84.9	81.0	80.4	82.8

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)
6	2007												37.4	0
	2008	56.3	39.5	29.6	31.7	9.1	15.1	16.3		30.7	36.3	33.3	33.8	285
	2009	52.9	23.5	30.1	29.7	10.5	19.8	16.4	*	26.5	34.4	30.5	30.2	318
7	2007	16.7	6.0	11.2	9.4	0.0	0.0	5.3	*	8.9	11.5	10.3	12.7	370
	2008	57.1	10.6	17.1	17.6	*	2.8	5.6		16.5	20.4	18.6	19.1	263
	2009	33.3	20.0	20.9	23.2	0.0	9.6	8.4	*	18.1	26.6	22.0	19.6	273
8	2007	47.4	14.4	26.8	24.5	18.2	2.1	12.1	*	22.2	25.8	24.0	26.0	412
	2008	55.0	30.8	50.3	45.7	33.3	28.0	32.3	*	45.8	48.4	47.1	37.6	255
	2009	47.1	22.0	43.6	37.0	18.2	11.9	25.7	*	41.0	39.3	40.1	36.6	289
6-8	2007	30.2	10.3	19.6	17.3	9.5	1.1	8.9	*	15.8	19.1	17.5	25.9	782
	2008	56.0	25.8	32.0	31.6	14.3	14.0	18.6	*	31.3	34.4	32.9	29.9	803
	2009	44.9	22.0	31.6	30.0	10.3	15.0	17.2	*	28.2	33.9	31.0	29.0	880

NUMBER TESTED IN GRADES 6-8													
2007	43	234	484	648	21	88	492	2	373	408	782	27,843	
2008	50	124	615	661	21	114	456	1	402	401	803	28,091	
2009	49	141	677	740	39	180	499	5	443	437	880	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												70.0	0
	2008	86.7	59.0	70.5	71.3	42.9	58.2	55.8		69.3	72.1	70.6	73.8	289
	2009	70.6	54.0	69.9	67.4	57.1	59.1	56.5	*	67.9	67.7	67.8	73.3	320
7	2007	70.8	49.2	68.7	63.8	18.8	45.2	51.7	*	64.0	62.8	63.4	65.9	377
	2008	78.6	72.9	80.3	81.2	37.5	59.5	67.6		79.0	79.2	79.1	64.5	268
	2009	80.0	60.0	70.6	72.7	54.5	60.0	56.3	*	70.4	70.2	70.3	67.2	276
8	2007	68.4	42.0	56.5	52.5	28.6	37.5	39.8	*	53.8	52.1	52.8	56.7	415
	2008	76.2	61.9	74.0	72.1	16.7	57.1	63.1	*	73.5	71.8	72.6	72.8	263
	2009	88.2	59.6	83.2	79.3	46.2	71.4	73.2	*	78.6	80.1	79.4	72.3	291
6-8	2007	69.8	45.6	62.2	57.9	23.3	41.1	45.3	*	58.7	57.1	57.8	64.3	792
	2008	80.0	65.1	74.8	74.7	32.4	58.3	62.0	*	73.6	74.5	74.0	70.2	820
	2009	79.6	57.7	74.4	72.7	53.3	62.2	62.4	*	72.1	72.7	72.4	71.0	887

NUMBER TESTED IN GRADES 6-8													
2007	43	237	489	656	30	90	503	2	383	408	792	28,025	
2008	50	129	626	675	34	120	469	1	409	411	820	28,064	
2009	49	142	683	747	45	185	505	5	448	439	887	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												3,012	0
	2008	2	16	67	71	8	23	69		47	38	85	2,460	289
	2009	5	23	75	94	9	36	73	*	50	53	103	2,552	320
7	2007	7	60	71	114	13	23	113	*	67	71	138	2,976	377
	2008	3	13	40	40	5	15	47		26	30	56	3,462	268
	2009	3	16	63	62	5	22	69	*	45	37	82	2,966	276
8	2007	6	69	114	162	10	30	162	*	91	104	196	4,022	415
	2008	5	16	51	60	10	12	62	*	35	37	72	2,429	263
	2009	2	21	37	48	7	12	48	*	30	30	60	2,530	291
6-8	2007	13	129	185	276	23	53	275	*	158	175	334	10,010	792
	2008	10	45	158	171	23	50	178	*	108	105	213	8,351	820
	2009	10	60	175	204	21	70	190	*	125	120	245	8,048	887

NUMBER TESTED IN GRADES 6-8													
2007	43	237	489	656	30	90	503	2	383	408	792	28,025	
2008	50	129	626	675	34	120	469	1	409	411	820	28,064	
2009	49	142	683	747	45	185	505	5	448	439	887	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						
	2008	73.9	68.0	77.7	66.4	75.7	71.7
	2009	66.8	64.9	74.6	68.4	74.7	72.3
7	2007	69.3	58.5	66.8	60.3	66.2	67.1
	2008	72.6	68.8	75.6	58.7	65.1	70.4
	2009	72.3	64.4	71.7	60.7	61.0	71.6
8	2007	56.3	64.0	65.5	47.2	69.5	59.2
	2008	66.9	71.1	71.4	49.2	69.6	67.7
	2009	71.4	72.3	75.3	59.9	73.6	70.1
6-8	2007	62.5	61.4	66.1	53.4	67.9	63.0
	2008	71.2	69.2	75.0	58.4	70.3	70.0
	2009	70.0	67.2	73.9	63.2	70.1	71.4

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)
6	2007												26.5	0
	2008	46.7	15.4	22.9	24.3	0.0	16.4	12.8		22.2	26.5	24.2	31.0	289
	2009	29.4	14.0	19.7	18.4	9.5	9.1	9.5	*	16.0	22.6	19.4	29.0	320
7	2007	8.3	3.4	11.5	9.5	0.0	0.0	2.6	*	10.2	8.4	9.3	10.9	377
	2008	7.1	8.3	9.9	9.4	0.0	2.7	5.5		7.3	11.8	9.7	11.0	268
	2009	33.3	5.0	10.7	11.5	9.1	3.6	3.8	*	9.9	12.1	10.9	11.3	276
8	2007	5.3	1.7	6.1	6.2	7.1	4.2	2.2	*	7.6	3.7	5.5	9.0	415
	2008	19.0	9.5	10.7	11.2	8.3	3.6	3.6	*	11.4	11.5	11.4	14.1	263
	2009	11.8	1.9	18.6	15.5	0.0	2.4	4.5	*	12.1	17.9	15.1	15.4	291
6-8	2007	7.0	2.5	8.6	7.8	3.3	2.2	2.4	*	8.9	5.9	7.3	15.9	792
	2008	24.0	10.9	14.9	15.4	2.9	9.2	7.2	*	14.2	16.5	15.4	18.7	820
	2009	24.5	7.0	16.5	15.4	6.7	5.9	5.9	*	12.7	18.0	15.3	18.7	887

NUMBER TESTED IN GRADES 6-8													
2007	43	237	489	656	30	90	503	2	383	408	792	28,025	
2008	50	129	626	675	34	120	469	1	409	411	820	28,064	
2009	49	142	683	747	45	185	505	5	448	439	887	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	88.0	78.3	91.7	87.2	50.0	76.9	84.1	*	83.6	90.9	87.3	87.5	363
	2008	100.0	81.3	86.6	86.3	*	58.3	80.6		81.5	90.9	86.5	83.7	267
	2009	100.0	97.5	92.7	94.5	83.3	78.0	91.4	*	91.7	96.7	94.0	88.6	267

	NUMBER TESTED IN GRADE 7											
2007	25	115	217	305	8	39	227	1	177	186	363	8,582
2008	14	48	202	212	5	36	144	0	124	143	267	9,744
2009	15	40	205	218	6	50	151	1	145	122	267	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	3	25	18	39	4	9	36	*	29	17	46	1,075	363
	2008	0	9	27	29	*	15	28		23	13	36	1,584	267
	2009	0	1	15	12	1	11	13	*	12	4	16	1,023	267

NUMBER TESTED IN GRADE 7													
2007	25	115	217	305	8	39	227	1	177	186	363	8,582	
2008	14	48	202	212	5	36	144	0	124	143	267	9,744	
2009	15	40	205	218	6	50	151	1	145	122	267	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	88.4	73.5	78.5	78.8
	2008	2.3	77.2	74.9	84.9	79.7
	2009	2.3	80.1	79.2	83.3	83.2

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	24.0	8.7	21.7	17.0	0.0	0.0	7.9	*	19.8	15.6	17.6	21.8	363
	2008	21.4	6.3	15.3	12.7	*	5.6	8.3		11.3	17.5	14.6	20.4	267
	2009	33.3	10.0	17.6	18.8	16.7	6.0	9.3	*	15.9	23.0	19.1	22.3	267

NUMBER TESTED IN GRADE 7													
2007	25	115	217	305	8	39	227	1	177	186	363	8,582	
2008	14	48	202	212	5	36	144	0	124	143	267	9,744	
2009	15	40	205	218	6	50	151	1	145	122	267	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	73.7	64.7	76.7	72.9	81.8	40.4	62.7	*	76.6	69.6	72.7	78.9	407
	2008	94.7	79.1	89.7	87.9	81.8	78.6	83.9	*	92.3	84.7	88.5	86.6	261
	2009	100.0	92.0	94.5	94.3	83.3	83.3	90.9	*	92.3	96.6	94.4	88.3	287

NUMBER TESTED IN GRADE 8													
2007	19	116	258	336	11	47	260	1	192	214	407	9,206	
2008	19	43	195	214	11	28	168	2	130	131	261	8,642	
2009	17	50	218	229	12	42	176	2	142	145	287	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	5	41	60	91	2	28	97	*	45	65	111	1,942	407
	2008	1	9	20	26	2	6	27	*	10	20	30	1,157	261
	2009	0	4	12	13	2	7	16	*	11	5	16	1,078	287

NUMBER TESTED IN GRADE 8													
2007	19	116	258	336	11	47	260	1	192	214	407	9,206	
2008	19	43	195	214	11	28	168	2	130	131	261	8,642	
2009	17	50	218	229	12	42	176	2	142	145	287	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	63.0	65.9	69.6	65.0	71.3
	2008	74.9	72.9	77.7	70.9	79.1
	2009	74.6	80.1	77.6	71.2	84.0

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)
8	2007	31.6	10.3	22.1	20.2	9.1	10.6	9.6	*	21.9	17.8	19.7	21.1	407
	2008	31.6	32.6	30.8	31.3	9.1	17.9	17.9	*	43.8	18.3	31.0	27.5	261
	2009	41.2	20.0	34.9	29.7	16.7	4.8	19.3	*	36.6	28.3	32.4	31.7	287

NUMBER TESTED IN GRADE 8													
2007	19	116	258	336	11	47	260	1	192	214	407	9,206	
2008	19	43	195	214	11	28	168	2	130	131	261	8,642	
2009	17	50	218	229	12	42	176	2	142	145	287	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	66.7	31.0	52.1	49.3	27.3	19.1	30.9	*	48.7	46.0	47.4	52.4	409
	2008	73.7	45.2	54.1	55.4	27.3	14.3	37.1	*	60.8	47.3	54.1	54.6	259
	2009	94.1	50.0	68.3	65.1	25.0	38.1	54.0	*	70.4	63.4	66.9	59.2	287

NUMBER TESTED IN GRADE 8													
2007	18	116	261	337	11	47	262	1	193	215	409	9,233	
2008	19	42	194	213	11	28	167	2	130	129	259	8,703	
2009	17	50	218	229	12	42	176	2	142	145	287	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	6	80	125	171	8	38	181	*	99	116	215	4,398	409
	2008	5	23	89	95	8	24	105	*	51	68	119	3,953	259
	2009	1	25	69	80	9	26	81	*	42	53	95	3,794	287

NUMBER TESTED IN GRADE 8													
2007	18	116	261	337	11	47	262	1	193	215	409	9,233	
2008	19	42	194	213	11	28	167	2	130	129	259	8,703	
2009	17	50	218	229	12	42	176	2	142	145	287	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	60.2	60.0	54.1	48.7	50.3
	2008	71.1	68.4	60.9	58.1	58.3
	2009	75.8	71.1	68.7	77.1	64.0

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)
8	2007	16.7	2.6	4.2	4.2	9.1	0.0	1.5	*	6.2	2.3	4.2	6.6	409
	2008	15.8	0.0	7.2	6.6	0.0	0.0	1.2	*	10.0	3.1	6.6	11.2	259
	2009	23.5	4.0	16.5	13.1	0.0	0.0	5.7	*	16.9	12.4	14.6	13.3	287

NUMBER TESTED IN GRADE 8													
2007	18	116	261	337	11	47	262	1	193	215	409	9,233	
2008	19	42	194	213	11	28	167	2	130	129	259	8,703	
2009	17	50	218	229	12	42	176	2	142	145	287	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	*	85.7	100.0	88.2	88.2	*	100.0		100.0	71.4	88.2	68.6	17
	2009	*	*	63.6	60.0	62.5	50.0	57.1		50.0	75.0	62.5	70.9	16
7														
	2008	*	50.0	88.9	60.0	65.2	83.3	58.8		62.5	71.4	65.2	67.1	23
	2009	*	83.3	100.0	92.9	92.9	100.0	100.0		100.0	*	92.9	72.6	14
8														
	2008	*	70.0	66.7	73.9	67.9	62.5	68.8		68.8	66.7	67.9	64.8	28
	2009	*	72.7	100.0	83.3	84.2	*	87.5		81.3	*	84.2	77.8	19
6-8														
	2008	60.0	65.5	82.1	73.3	72.1	78.9	73.3		73.8	69.2	72.1	67.0	68
	2009	66.7	77.8	84.0	78.7	79.6	80.0	81.0		78.8	81.3	79.6	73.8	49

NUMBER TESTED IN GRADES 6-8													
2008	10	29	28	60	68	19	45	0	42	26	68	1,789	
2009	6	18	25	47	49	20	42	0	33	16	49	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	*	1	0	2	2	*	0		0	2	2	206	17
	2009	*	*	4	6	6	4	6		4	2	6	182	16
7														
	2008	*	6	1	8	8	1	7		6	2	8	201	23
	2009	*	1	0	1	1	0	0		0	*	1	181	14
8														
	2008	*	3	4	6	9	3	5		5	4	9	184	28
	2009	*	3	0	3	3	*	2		3	*	3	143	19
6-8														
	2008	4	10	5	16	19	4	12		11	8	19	591	68
	2009	2	4	4	10	10	4	8		7	3	10	506	49

NUMBER TESTED IN GRADES 6-8													
2008	10	29	28	60	68	19	45	0	42	26	68	1,789	
2009	6	18	25	47	49	20	42	0	33	16	49	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	77.0	78.4	61.8	70.1
	2009	63.1	58.3	61.5	56.8
7					
	2008	63.5	60.3	58.2	50.0
	2009	80.0	79.5	75.9	67.9
8					
	2008	72.5	67.0	72.3	56.8
	2009	70.0	61.8	66.4	57.0
6-8					
	2008	70.6	67.6	64.9	57.8
	2009	70.6	65.7	67.5	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)
6														
	2008	*	0.0	0.0	11.8	11.8	*	8.3		0.0	28.6	11.8	7.3	17
	2009	*	*	9.1	6.7	6.3	12.5	7.1		12.5	0.0	6.3	7.5	16
7														
	2008	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	5.9	23
	2009	*	16.7	14.3	14.3	14.3	14.3	8.3		11.1	*	14.3	8.9	14
8														
	2008	*	0.0	16.7	13.0	10.7	25.0	18.8		6.3	16.7	10.7	6.3	28
	2009	*	0.0	14.3	5.6	5.3	*	6.3		6.3	*	5.3	7.1	19
6-8														
	2008	30.0	0.0	7.1	8.3	7.4	10.5	8.9		2.4	15.4	7.4	6.5	68
	2009	0.0	5.6	12.0	8.5	8.2	10.0	7.1		9.1	6.3	8.2	7.9	49

NUMBER TESTED IN GRADES 6-8													
2008	10	29	28	60	68	19	45	0	42	26	68	1,789	
2009	6	18	25	47	49	20	42	0	33	16	49	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	*	57.1	*	78.6	78.6	*	81.8		100.0	62.5	78.6	57.0	14
	2009	*	*	50.0	53.8	57.1	66.7	54.5		42.9	71.4	57.1	64.0	14
7														
	2008	*	69.2	66.7	68.4	61.9	*	62.5		66.7	50.0	61.9	53.7	21
	2009	*	57.1	*	58.3	58.3	*	60.0		71.4	*	58.3	62.0	12
8														
	2008	*	16.7	20.0	12.5	19.0	16.7	16.7		23.1	12.5	19.0	45.0	21
	2009		81.8	*	85.7	87.5	*	91.7		85.7	*	87.5	67.1	16
6-8														
	2008	45.5	53.8	47.4	53.1	50.0	53.8	53.8		55.9	40.9	50.0	52.0	56
	2009	*	75.0	70.6	66.7	69.0	78.6	69.7		71.4	64.3	69.0	64.4	42

NUMBER TESTED IN GRADES 6-8													
2008	11	26	19	49	56	13	39	0	34	22	56	1,797	
2009	5	20	17	39	42	14	33	0	28	14	42	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	*	3	*	3	3	*	2		0	3	3	260	14
	2009	*	*	4	6	6	2	5		4	2	6	205	14
7														
	2008	*	4	2	6	8	*	6		5	3	8	279	21
	2009	*	3	*	5	5	*	4		2	*	5	248	12
8														
	2008	*	5	8	14	17	5	10		10	7	17	324	21
	2009		2	*	2	2	*	1		2	*	2	210	16
6-8														
	2008	6	12	10	23	28	6	18		15	13	28	863	56
	2009	*	5	5	13	13	3	10		8	5	13	663	42

NUMBER TESTED IN GRADES 6-8													
2008	11	26	19	49	56	13	39	0	34	22	56	1,797	
2009	5	20	17	39	42	14	33	0	28	14	42	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	62.5	56.1	67.9	60.7	78.6	53.1
	2009	53.6	32.7	57.1	42.9	74.3	38.8
7							
	2008	44.6	40.5	46.8	40.5	38.1	47.6
	2009	56.3	47.9	48.6	22.9	47.2	61.1
8							
	2008	34.5	44.0	43.7	36.9	38.9	36.9
	2009	48.4	65.6	45.8	50.0	62.5	56.3
6-8							
	2008	45.3	45.7	50.9	44.2	48.5	45.0
	2009	52.4	49.6	50.4	39.9	62.1	51.8

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)
6														
	2008	*	14.3	*	28.6	28.6	*	36.4		33.3	25.0	28.6	6.4	14
	2009	*	*	12.5	7.7	7.1	16.7	9.1		0.0	14.3	7.1	8.4	14
7														
	2008	*	0.0	0.0	0.0	0.0	*	0.0		0.0	0.0	0.0	2.5	21
	2009	*	14.3	*	8.3	8.3	*	0.0		0.0	*	8.3	8.0	12
8														
	2008	*	0.0	10.0	6.3	4.8	0.0	8.3		7.7	0.0	4.8	3.2	21
	2009		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	5.8	16
6-8														
	2008	9.1	3.8	15.8	10.2	8.9	7.7	12.8		8.8	9.1	8.9	4.1	56
	2009	*	5.0	5.9	5.1	4.8	7.1	3.0		0.0	14.3	4.8	7.4	42

NUMBER TESTED IN GRADES 6-8													
2008	11	26	19	49	56	13	39	0	34	22	56	1,797	
2009	5	20	17	39	42	14	33	0	28	14	42	1,860	

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	*	16.7	20.0	25.0	23.8	*	33.3		28.6	14.3	23.8	30.0	21
	2009		55.6	66.7	57.1	60.0	*	66.7		50.0	*	60.0	40.1	15

NUMBER TESTED IN GRADE 8													
2008	5	6	10	16	21	5	12	0	14	7	21	636	
2009	0	9	6	14	15	5	12	0	12	3	15	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	*	5	8	12	16	*	8		10	6	16	445	21
	2009		4	2	6	6	*	4		6	*	6	378	15

NUMBER TESTED IN GRADE 8													
2008	5	6	10	16	21	5	12	0	14	7	21	636	
2009	0	9	6	14	15	5	12	0	12	3	15	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	51.9	52.9	39.0	38.1	47.6
	2009	58.8	65.3	60.0	53.3	56.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8														
	2008	*	0.0	0.0	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	2.1	15

NUMBER TESTED IN GRADE 8														
2007														
2008	5	6	10	16	21	5	12	0	14	7	21	636		
2009	0	9	6	14	15	5	12	0	12	3	15	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	15

NUMBER TESTED IN GRADE 8														
2009	0	9	6	14	15	5	12	0	12	3	15	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	6	14	15	*	12		12	*	15	618	15

NUMBER TESTED IN GRADE 8														
2009	0	9	6	14	15	5	12	0	12	3	15	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	46.7	57.3	68.6	48.7	72.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8														
	2009		0.0	0.0	0.0	0.0	*	0.0		0.0	*	0.0	0.0	15

NUMBER TESTED IN GRADE 8														
2009	0	9	6	14	15	5	12	0	12	3	15	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	28.1	62.4	40.5	37.2	279
	2009	21.6	68.2	38.2	33.6	301

Number Tested	2007	0	0	0	0	
	2008	178	101	279	8,615	
	2009	194	107	301	9,813	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2007					0
	2008	35.3	67.3	46.9	46.7	271
	2009	53.4	86.7	65.3	48.3	294

Number Tested	2007	0	0	0	0	
	2008	173	98	271	8,493	
	2009	189	105	294	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	44.0	32.7	42.3	40.6	2.9	9.7	28.1	*	42.9	37.9	40.5	37.2	279
	2009	75.0	25.9	38.7	35.3	3.7	4.3	21.6	*	37.7	38.7	38.2	33.6	301

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	25	49	201	217	35	31	178	1	147	132	279	8,615	
	2009	16	58	225	232	27	46	194	2	151	150	301	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	3	2	12	13	0	0	3	*	8	9	17	508	279
	2009	5	1	10	8	0	0	5	*	9	7	16	575	301

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	25	49	201	217	35	31	178	1	147	132	279	8,615	
	2009	16	58	225	232	27	46	194	2	151	150	301	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	50.0	38.8	48.5	46.4	9.7	17.9	35.3	*	45.1	48.8	46.9	46.7	271
	2009	66.7	53.6	68.3	65.9	26.9	44.4	53.4	*	60.0	70.5	65.3	48.3	294

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	22	49	196	211	31	28	173	1	144	127	271	8,493	
	2009	15	56	221	226	26	45	189	2	145	149	294	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	3	0	13	11	0	1	3	*	10	6	16	801	271
	2009	3	2	32	29	0	0	8	*	16	21	37	1,219	294

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	22	49	196	211	31	28	173	1	144	127	271	8,493	
	2009	15	56	221	226	26	45	189	2	145	149	294	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	11	72.7	0	-	14	71.4
7	8	75.0	7	71.4	0	-	15	73.3
8	5	80.0	8	100.0	0	-	13	92.3
ALL	16	75.0	26	80.8	0	-	42	78.6

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
6 (103)	Beginning	7	6.8	6	5.8	12	11.7	3	3.0	3	3.0
	Intermediate	34	33.0	30	29.1	46	44.7	9	8.9	9	8.9
	Advanced	54	52.4	59	57.3	41	39.8	27	26.7	36	35.6
	Advanced High	8	7.8	8	7.8	4	3.9	62	61.4	53	52.5
7 (66)	Beginning	1	1.6	2	3.1	3	4.7	2	3.3	2	3.4
	Intermediate	19	29.7	19	29.7	28	43.8	10	16.7	10	17.2
	Advanced	29	45.3	31	48.4	24	37.5	16	26.7	20	34.5
	Advanced High	15	23.4	12	18.8	9	14.1	32	53.3	26	44.8
8 (55)	Beginning	2	3.7	2	3.7	2	3.7	3	5.5	3	5.6
	Intermediate	9	16.7	15	27.8	16	29.6	5	9.1	5	9.3
	Advanced	26	48.1	23	42.6	25	46.3	16	29.1	17	31.5
	Advanced High	17	31.5	14	25.9	11	20.4	31	56.4	29	53.7
ALL (224)	Beginning	10	4.5	10	4.5	17	7.7	8	3.7	8	3.8
	Intermediate	62	28.1	64	29.0	90	40.7	24	11.1	24	11.3
	Advanced	109	49.3	113	51.1	90	40.7	59	27.3	73	34.3
	Advanced High	40	18.1	34	15.4	24	10.9	125	57.9	108	50.7

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>94</div> <div>58 (61.7%)</div>	Beginning	2			
	Intermediate	2	6		
	Advanced	0	4	28	
	Advanced High	0	1	51	
<div>53</div> <div>33 (62.3%)</div>	Beginning	0			
	Intermediate	2	7		
	Advanced	1	5	13	
	Advanced High	3	0	22	
<div>45</div> <div>29 (64.4%)</div>	Beginning	2			
	Intermediate	0	5		
	Advanced	0	3	9	
	Advanced High	0	1	25	
<div>192</div> <div>120 (62.5%)</div>	Beginning	4			
	Intermediate	4	18		
	Advanced	1	12	50	
	Advanced High	3	2	98	

 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	21	29.3	7.2	1	*	18	30.1	2	*	0		412	29.6
		2008	16	30.6	5.3	6	28.3	9	31.7	1	*	0		493	29.4
	Mathematics	2006												157	35.7
		2007	21	34.2	7.2	1	*	18	34.1	2	*	0		412	33.5
		2008	16	33.1	5.3	6	32.8	9	32.9	1	*	0		493	33.4
	Writing	2006												157	32.3
		2007	21	30.5	7.2	1	*	18	31.6	2	*	0		412	30.5
		2008	16	30.1	5.3	6	27.3	9	31.6	1	*	0		493	31.3
8	Critical Reading	2006	55	36.5	11.9	8	35.5	39	36.5	4	*	4	*	2,798	34.2
		2007	44	36.0	14.6	7	35.4	32	35.5	5	*	0		2,527	33.5
		2008	48	36.0	15.3	2	*	42	35.5	3	*	1	*	2,932	33.8
	Mathematics	2006	55	39.6	11.9	8	35.8	39	39.9	4	*	4	*	2,798	36.8
		2007	44	40.1	14.6	7	36.7	32	40.8	5	*	0		2,527	37.2
		2008	48	39.9	15.3	2	*	42	39.7	3	*	1	*	2,932	37.2
	Writing	2006	55	34.3	11.9	8	33.5	39	33.9	4	*	4	*	2,798	34.4
		2007	44	37.3	14.6	7	32.9	32	37.7	5	*	0		2,527	34.5
		2008	48	38.0	15.3	2	*	42	37.9	3	*	1	*	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)

53	68.0	80.8	82.4	82.6	90.6	100.0	80.7	96.4
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COMPUTER APPLICATIONS (tested with 2009)

128	60.1	73.4	90.7	92.6	68.8	99.2	69.6	95.2
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HEALTH EDUCATION (tested with 2009)

38	74.5	83.0	86.0	86.3	92.1	97.4	78.7	98.0
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LANGUAGE ARTS 7 (tested with 2009)

178	56.7	74.0	81.8	82.6	69.7	89.9	67.6	90.0
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

74	69.7	79.8	89.6	90.6	90.5	98.6	82.5	97.7
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LANGUAGE ARTS 8 (tested with 2009)

214	69.2	79.4	75.9	75.5	85.5	78.5	74.0	87.8
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LANGUAGE ARTS 8 PRE-AP (tested with 2009)

58	57.3	77.9	83.5	84.2	84.5	96.6	74.7	95.6
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MATHEMATICS 7 (tested with 2009)

200	56.3	73.3	74.8	75.0	63.0	79.5	58.7	86.6
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MATHEMATICS 7 PRE-AP (tested with 2009)

66	65.2	76.8	84.3	85.1	72.7	97.0	73.2	95.3
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MATHEMATICS 8 (tested with 2009)

227	50.8	74.1	76.8	77.1	70.0	87.7	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)

54	74.1	82.8	84.9	85.1	92.6	100.0	82.6	97.4
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COMPUTER APPLICATIONS (tested with 2009)

143	60.8	73.9	87.4	88.9	72.7	99.3	76.4	93.8
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HEALTH EDUCATION (tested with 2009)

32	71.2	81.6	85.9	86.4	90.6	96.9	80.6	93.1
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LANGUAGE ARTS 7 (tested with 2009)

191	71.8	81.2	79.9	79.7	90.1	82.7	81.7	88.4
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

72	69.0	80.2	85.7	86.3	90.3	95.8	81.4	95.2
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LANGUAGE ARTS 8 (tested with 2009)

222	75.6	83.8	77.4	76.7	95.0	86.9	78.4	87.0
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LANGUAGE ARTS 8 PRE-AP (tested with 2009)

57	59.4	76.1	83.3	84.1	86.0	94.7	73.6	93.5
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MATHEMATICS 7 (tested with 2009)

208	52.7	71.6	73.9	74.1	67.3	77.4	58.4	84.2
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MATHEMATICS 7 PRE-AP (tested with 2009)

68	63.1	77.0	84.6	85.4	75.0	97.1	77.3	96.0
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MATHEMATICS 8 (tested with 2009)

235	52.7	72.7	76.0	76.3	67.7	77.4	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)

9	66.7	77.8	81.6	82.0	66.7	100.0	58.5	95.1
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MS ADVANCED LA FOR ESL (tested with 2009)

9	60.6	73.8	79.9	80.6	55.6	88.9	56.2	91.4
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MS BEGINNING LA FOR ESL (tested with 2009)

4	*	*	*	*	*	*	65.3	96.6
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MS INTERMEDIATE LA FOR ESL (tested with 2009)

9	63.5	80.1	82.3	82.6	77.8	100.0	51.2	94.2
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MS INTERMEDIATE READING FOR ESL (tested with 2009)

9	70.6	83.3	81.1	80.9	100.0	100.0	56.3	95.6
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READING 7 (tested with 2009)

134	65.7	81.0	81.9	82.0	89.6	93.3	84.2	94.1
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READING 8 (tested with 2009)

117	76.7	84.4	79.7	79.1	97.4	92.3	86.3	94.0
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READING MASTERY 7 (tested with 2009)

84	57.9	74.8	76.4	76.6	77.4	89.3	71.9	88.5
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READING MASTERY 8 (tested with 2009)

123	68.9	79.3	73.0	72.3	91.1	69.9	77.3	89.0
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SCIENCE 7 (tested with 2009)

265	70.3	80.2	80.5	80.6	84.5	88.3	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)

8	65.7	77.1	81.0	81.4	62.5	100.0	69.5	90.0
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MS ADVANCED LA FOR ESL (tested with 2009)

8	64.6	78.7	82.4	82.8	75.0	100.0	65.8	91.4
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MS BEGINNING LA FOR ESL (tested with 2009)

5	*	*	*	*	*	*	51.4	95.4
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MS INTERMEDIATE LA FOR ESL (tested with 2009)

8	74.2	82.8	85.0	85.3	87.5	100.0	52.1	95.4
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MS INTERMEDIATE READING FOR ESL (tested with 2009)

8	77.7	85.1	85.0	85.0	100.0	100.0	60.6	94.4
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READING 7 (tested with 2009)

145	72.3	81.5	82.3	82.3	86.2	95.9	80.2	92.9
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READING 8 (tested with 2009)

124	78.1	85.4	82.9	82.6	97.6	97.6	88.0	93.4
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READING MASTERY 7 (tested with 2009)

87	62.4	74.9	78.0	78.4	72.4	92.0	72.0	87.1
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READING MASTERY 8 (tested with 2009)

130	77.5	85.0	78.8	78.1	94.6	87.7	85.1	89.8
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SCIENCE 7 (tested with 2009)

275	66.1	78.8	77.9	77.8	83.3	86.2	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)

282	54.0	76.2	81.1	81.6	82.3	93.3	72.7	87.9
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TEXAS STUDIES 7 (tested with 2009)

198	49.5	72.5	78.8	79.6	59.6	85.9	56.9	89.4
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TEXAS STUDIES 7 PRE-AP (tested with 2009)

67	71.7	81.1	86.9	87.5	88.1	97.0	76.4	97.5
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UNITED STATES STUDIES 8 (tested with 2009)

228	58.8	72.5	81.9	82.9	60.5	94.3	54.6	86.7
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UNITED STATES STUDIES 8 PRE-AP (tested with 2009)

56	76.8	84.6	88.2	88.6	94.6	100.0	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)

286	58.8	76.2	80.4	80.9	73.8	90.2	64.9	87.2
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TEXAS STUDIES 7 (tested with 2009)

208	53.6	71.6	80.2	81.2	57.7	88.9	63.3	87.2
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TEXAS STUDIES 7 PRE-AP (tested with 2009)

65	74.8	83.2	90.1	90.8	93.8	98.5	86.3	96.6
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UNITED STATES STUDIES 8 (tested with 2009)

231	63.5	77.6	81.2	81.6	74.5	87.9	71.9	88.4
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UNITED STATES STUDIES 8 PRE-AP (tested with 2009)

57	79.9	86.6	87.9	88.1	89.5	96.5	93.9	96.2
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