

Campus Data Packet

for 2009 - 10 Plans

GREINER & GREINER ACADEMY

*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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WEST LEARNING COMMUNITY STATISTICS

- Statistics computed for the WEST Learning Community are based on the 2009 assignment of schools to Learning Communities. Statistics do not include information from students enrolled at charter schools. These schools are included in a separate report for charter schools. TAKS-M (Modified) pages have been added to this document.

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.

STUDENT ENROLLMENT

Grade	Enrollment
6	416
7	581
8	488
ALL	1,485

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	128	8.6	35	31.8
American Indian	7	0.5	*	*
Asian	6	0.4	*	*
Hispanic	1,301	87.6	16	14.5
White	43	2.9	53	48.2
Other	**	**	6	5.5

*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	1,239	83.4
Limited English proficient students	285	19.2
Special education students	108	7.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
7	2007	758	63	8.3	0	0.0	2	0.3	684	90.2	9	1.2
	2008	498	33	6.6	1	0.2	3	0.6	438	88.0	23	4.6
	2009	581	57	9.8	2	0.3	1	0.2	509	87.6	12	2.1
8	2007	711	69	9.7	6	0.8	1	0.1	623	87.6	12	1.7
	2008	551	54	9.8	0	0.0	1	0.2	489	88.7	7	1.3
	2009	488	31	6.4	1	0.2	3	0.6	434	88.9	19	3.9
7-8	2007	1,469	132	9.0	6	0.4	3	0.2	1,307	89.0	21	1.4
	2008	1,049	87	8.3	1	0.1	4	0.4	927	88.4	30	2.9
	2009	1,069	88	8.2	3	0.3	4	0.4	943	88.2	31	2.9

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
7	2007	758	645	85.1	141	18.6	40	5.3	32	4.2	36	4.7	2.5
	2008	498	413	82.9	64	12.9	43	8.6	90	18.1	17	3.4	2.0
	2009	581	485	83.5	110	18.9	42	7.2	120	20.7	25	4.3	1.0
8	2007	711	548	77.1	119	16.7	38	5.3	28	3.9	40	5.6	0.6
	2008	551	470	85.3	70	12.7	18	3.3	123	22.3	15	2.7	0.0
	2009	488	396	81.1	74	15.2	39	8.0	91	18.6	10	2.0	1.0
7-8	2007	1,469	1,193	81.2	260	17.7	78	5.3	60	4.1	76	5.2	1.6
	2008	1,049	883	84.2	134	12.8	61	5.8	213	20.3	32	3.1	1.0
	2009	1,069	881	82.4	184	17.2	81	7.6	211	19.7	35	3.3	1.0

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	766.5	10,085.4	738.6	96.4	9,572.1	94.9	85	11.1	27.7	702	8,404	91.6	83.3
	2008	501.7	10,790.7	482.0	96.1	10,269.4	95.2	42	8.4	26.3	461	9,024	91.9	83.6
	2009	581.7	10,135.8	560.1	96.3	9,601.8	94.7	62	10.7	26.0	537	8,389	92.3	82.8
8	2007	716.1	10,675.2	688.5	96.1	10,054.2	94.2	79	11.0	31.2	663	8,706	92.6	81.6
	2008	553.8	9,895.9	535.9	96.8	9,350.9	94.5	49	8.8	30.5	518	8,046	93.5	81.3
	2009	496.6	10,551.1	473.8	95.4	9,945.8	94.3	50	10.1	28.2	436	8,477	87.8	80.3
7-8	2007	1,482.6	20,760.6	1,427.1	96.3	19,626.3	94.5	164	11.1	29.5	1,365	17,110	92.1	82.4
	2008	1,055.5	20,686.6	1,018.0	96.4	19,620.3	94.8	91	8.6	28.3	979	17,070	92.8	82.5
	2009	1,078.2	20,686.9	1,033.9	95.9	19,547.6	94.5	112	10.4	27.1	973	16,866	90.2	81.5

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	35	31.8
Hispanic	16	14.5
White	53	48.2
Other	6	5.5

Gender	Number	Percent
Female	77	70.0
Male	33	30.0

TOTAL	110
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AVERAGE NUMBER OF ABSENCES

2007	7.4
2008	4.1
2009	6.3

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
7	2007	100.0	95.5	86.1	86.7	35.5	59.6	77.7	*	83.8	90.2	87.1	76.0	729
	2008	95.0	97.0	88.9	89.8	60.0	67.4	78.9		86.0	93.1	89.7	77.3	475
	2009	100.0	91.1	88.6	89.2	28.6	78.0	79.9		84.8	93.1	89.1	77.1	552
8	2007	100.0	98.6	89.6	89.6	40.6	68.4	85.3	*	89.4	91.8	90.8	80.5	694
	2008	100.0	100.0	97.1	96.9	85.7	85.5	94.8	*	97.6	97.3	97.4	90.1	543
	2009	100.0	100.0	96.4	96.9	80.8	86.0	94.0		95.3	98.3	96.8	91.2	474
7-8	2007	100.0	97.0	87.8	88.1	38.1	63.7	81.6	*	86.4	91.0	88.9	78.3	1,423
	2008	96.3	98.9	93.3	93.7	68.2	77.8	87.5	*	92.1	95.4	93.8	83.5	1,018
	2009	100.0	94.3	92.2	92.7	53.7	81.1	86.7		89.7	95.4	92.7	84.3	1,026

NUMBER TESTED IN GRADES 7-8													
2007	21	135	1,259	1,139	63	204	745	5	642	780	1,423	17,930	
2008	27	87	895	852	44	108	457	2	479	538	1,018	18,756	
2009	31	87	901	840	54	148	488	0	496	527	1,026	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	0	3	91	81	20	44	81	*	55	38	94	2,085	729
	2008	1	1	46	40	12	15	44		32	17	49	2,207	475
	2009	0	5	55	49	20	20	51		40	20	60	2,065	552
8	2007	0	1	63	55	19	30	56	*	32	32	64	1,803	694
	2008	0	0	14	14	2	9	13	*	6	8	14	891	543
	2009	0	0	15	12	5	8	14		11	4	15	834	474
7-8	2007	0	4	154	136	39	74	137	*	87	70	158	3,888	1,423
	2008	1	1	60	54	14	24	57	*	38	25	63	3,098	1,018
	2009	0	5	70	61	25	28	65		51	24	75	2,899	1,026

NUMBER TESTED IN GRADES 7-8													
2007	21	135	1,259	1,139	63	204	745	5	642	780	1,423	17,930	
2008	27	87	895	852	44	108	457	2	479	538	1,018	18,756	
2009	31	87	901	840	54	148	488	0	496	527	1,026	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	79.4	79.4	81.3	76.8
	2008	88.5	88.6	84.6	76.5
	2009	86.8	88.0	83.9	83.3
8	2007	85.8	85.1	88.4	78.5
	2008	91.3	88.7	87.8	89.4
	2009	90.9	89.9	90.0	90.2
7-8	2007	82.5	82.2	84.8	77.6
	2008	90.0	88.7	86.3	83.3
	2009	88.7	88.9	86.7	86.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
7	2007	33.3	21.2	15.5	14.6	6.5	2.8	6.6	*	14.7	17.7	16.3	12.7	729
	2008	40.0	36.4	25.1	24.7	10.0	6.5	12.4		24.9	27.3	26.3	19.1	475
	2009	58.3	50.0	32.8	34.1	0.0	17.6	14.2		30.7	39.2	35.1	19.6	552
8	2007	50.0	58.0	30.7	29.9	9.4	7.4	16.3	*	29.4	36.8	33.6	26.0	694
	2008	71.4	55.6	56.3	54.2	14.3	24.2	37.1	*	51.6	60.4	56.4	37.6	543
	2009	63.2	54.8	52.4	50.6	15.4	22.8	29.5		46.1	59.8	53.0	36.6	474
7-8	2007	42.9	40.0	22.8	21.7	7.9	4.9	11.5	*	21.7	27.3	24.7	19.6	1,423
	2008	48.1	48.3	41.8	40.6	11.4	16.7	25.8	*	38.8	45.4	42.3	28.0	1,018
	2009	61.3	51.7	42.0	41.7	7.4	19.6	21.5		37.9	48.6	43.4	28.3	1,026

	NUMBER TESTED IN GRADES 7-8											
2007	21	135	1,259	1,139	63	204	745	5	642	780	1,423	17,930
2008	27	87	895	852	44	108	457	2	479	538	1,018	18,756
2009	31	87	901	840	54	148	488	0	496	527	1,026	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	100.0	89.4	83.4	83.9	35.3	62.2	73.9	*	83.7	84.9	84.2	65.9	734
	2008	90.5	90.9	87.0	87.6	73.3	67.4	75.2		86.0	88.6	87.4	64.5	476
	2009	100.0	90.9	86.7	87.4	40.7	80.2	76.8		85.6	89.2	87.5	67.2	551
8	2007	100.0	84.1	82.2	81.3	44.1	60.8	71.1	*	82.5	82.9	82.7	56.7	694
	2008	100.0	94.3	94.4	94.1	80.0	90.2	89.6	*	94.1	94.5	94.3	72.8	546
	2009	94.4	93.5	90.9	90.6	72.0	77.6	82.7		90.9	91.5	91.3	72.3	470
7-8	2007	100.0	86.7	82.8	82.7	39.7	61.5	72.5	*	83.1	83.9	83.5	61.1	1,428
	2008	92.9	93.0	91.0	91.1	75.6	80.4	83.1	*	90.2	91.8	91.1	68.5	1,022
	2009	96.7	91.9	88.6	88.9	55.8	79.2	79.6		88.1	90.3	89.2	69.8	1,021

NUMBER TESTED IN GRADES 7-8													
2007	21	135	1,264	1,144	68	208	752	5	646	781	1,428	17,999	
2008	28	86	898	855	45	107	461	2	482	539	1,022	18,678	
2009	30	86	898	836	52	149	485	0	494	524	1,021	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	0	7	109	99	22	42	97	*	56	59	116	2,976	734
	2008	2	3	54	49	8	15	52		32	28	60	3,462	476
	2009	0	5	64	57	16	18	59		38	31	69	2,966	551
8	2007	0	11	108	99	19	38	110	*	53	67	120	4,022	694
	2008	0	3	27	27	3	6	26	*	15	16	31	2,429	546
	2009	1	2	38	36	7	13	40		21	20	41	2,530	470
7-8	2007	0	18	217	198	41	80	207	*	109	126	236	6,998	1,428
	2008	2	6	81	76	11	21	78	*	47	44	91	5,891	1,022
	2009	1	7	102	93	23	31	99		59	51	110	5,496	1,021

NUMBER TESTED IN GRADES 7-8													
2007	21	135	1,264	1,144	68	208	752	5	646	781	1,428	17,999	
2008	28	86	898	855	45	107	461	2	482	539	1,022	18,678	
2009	30	86	898	836	52	149	485	0	494	524	1,021	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	77.5	70.2	77.7	76.1	75.4	76.1
	2008	81.1	75.1	83.8	69.0	69.3	78.1
	2009	80.9	75.5	81.6	79.9	70.6	81.6
8	2007	71.8	78.3	75.4	65.0	79.0	74.4
	2008	76.3	83.8	86.3	69.9	82.9	79.6
	2009	77.8	82.1	82.2	73.1	81.1	76.2
7-8	2007	74.8	74.2	76.6	70.7	77.2	75.3
	2008	78.5	79.8	85.1	69.5	76.6	78.9
	2009	79.5	78.5	81.9	76.8	75.4	79.1

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)
7	2007	44.4	18.2	19.3	19.2	5.9	4.5	8.4	*	18.1	21.0	19.6	10.9	734
	2008	19.0	24.2	24.3	23.4	20.0	8.7	6.2		27.1	21.5	24.4	11.0	476
	2009	66.7	20.0	28.9	29.1	0.0	14.3	12.2		28.5	29.2	28.9	11.3	551
8	2007	25.0	15.9	20.5	19.1	2.9	6.2	7.6	*	22.1	18.4	20.0	9.0	694
	2008	42.9	20.8	31.5	29.5	0.0	8.2	13.5	*	28.1	32.8	30.6	14.1	546
	2009	27.8	25.8	30.9	29.1	16.0	13.8	12.6		30.3	30.9	30.4	15.4	470
7-8	2007	33.3	17.0	19.9	19.1	4.4	5.3	8.0	*	20.0	19.7	19.8	10.0	1,428
	2008	25.0	22.1	28.2	26.7	13.3	8.4	10.2	*	27.6	27.6	27.7	12.5	1,022
	2009	43.3	22.1	29.8	29.1	7.7	14.1	12.4		29.4	30.0	29.6	13.4	1,021

NUMBER TESTED IN GRADES 7-8													
2007	21	135	1,264	1,144	68	208	752	5	646	781	1,428	17,999	
2008	28	86	898	855	45	107	461	2	482	539	1,022	18,678	
2009	30	86	898	836	52	149	485	0	494	524	1,021	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	87.5	98.5	91.8	92.0	51.6	75.2	86.1	*	87.8	96.3	92.4	87.5	719
	2008	100.0	97.0	92.0	92.4	66.7	78.3	85.7		89.5	95.9	92.8	83.7	474
	2009	100.0	90.9	94.8	94.5	56.0	83.3	89.2		91.9	96.9	94.5	88.6	549

NUMBER TESTED IN GRADE 7													
2007	8	65	645	603	31	109	360	2	335	383	719	8,582	
2008	19	33	415	393	30	46	210	0	228	245	474	9,744	
2009	12	55	479	454	25	90	251	0	260	289	549	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	1	1	53	48	15	27	50	*	41	14	55	1,075	719
	2008	0	1	33	30	10	10	30		24	10	34	1,584	474
	2009	0	5	25	25	11	15	27		21	9	30	1,023	549

NUMBER TESTED IN GRADE 7													
2007	8	65	645	603	31	109	360	2	335	383	719	8,582	
2008	19	33	415	393	30	46	210	0	228	245	474	9,744	
2009	12	55	479	454	25	90	251	0	260	289	549	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	2.6	90.6	79.6	84.6	82.4
	2008	2.5	81.1	80.5	89.4	84.8
	2009	2.6	85.0	85.3	86.4	86.9

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	25.0	38.5	31.6	31.3	6.5	4.6	16.1	*	23.6	39.9	32.3	21.8	719
	2008	57.9	42.4	27.5	28.5	6.7	6.5	15.2		22.4	35.9	29.5	20.4	474
	2009	58.3	54.5	37.2	37.0	4.0	17.8	19.1		30.8	47.1	39.3	22.3	549

NUMBER TESTED IN GRADE 7													
2007	8	65	645	603	31	109	360	2	335	383	719	8,582	
2008	19	33	415	393	30	46	210	0	228	245	474	9,744	
2009	12	55	479	454	25	90	251	0	260	289	549	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	100.0	94.3	91.4	90.8	52.8	78.4	87.2	*	92.1	91.8	92.0	78.9	696
	2008	100.0	98.1	98.3	98.0	87.5	96.8	96.4	*	98.4	98.3	98.3	86.6	543
	2009	100.0	100.0	97.3	97.4	88.0	89.5	95.2		96.1	99.2	97.6	88.3	468

NUMBER TESTED IN GRADE 8													
2007	12	70	607	531	36	97	384	3	304	392	696	9,206	
2008	7	52	483	461	16	62	249	2	250	293	543	8,642	
2009	18	31	415	380	25	57	229	0	230	236	468	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	0	4	52	49	17	21	49	*	24	32	56	1,942	696
	2008	0	1	8	9	2	2	9	*	4	5	9	1,157	543
	2009	0	0	11	10	3	6	11		9	2	11	1,078	468

NUMBER TESTED IN GRADE 8													
2007	12	70	607	531	36	97	384	3	304	392	696	9,206	
2008	7	52	483	461	16	62	249	2	250	293	543	8,642	
2009	18	31	415	380	25	57	229	0	230	236	468	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	72.5	75.0	80.0	73.7	79.4
	2008	83.9	86.6	85.5	86.5	86.6
	2009	87.0	87.2	82.9	84.3	86.6

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	66.7	42.9	26.7	25.8	2.8	5.2	11.7	*	32.6	25.8	28.7	21.1	696
	2008	85.7	67.3	56.1	56.2	12.5	24.2	39.8	*	58.4	57.0	57.6	27.5	543
	2009	77.8	83.9	57.6	57.9	28.0	35.1	36.7		60.4	59.3	60.0	31.7	468

NUMBER TESTED IN GRADE 8													
2007	12	70	607	531	36	97	384	3	304	392	696	9,206	
2008	7	52	483	461	16	62	249	2	250	293	543	8,642	
2009	18	31	415	380	25	57	229	0	230	236	468	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	91.7	84.3	70.9	69.9	27.8	44.9	56.2	*	74.9	70.6	72.5	52.4	698
	2008	85.7	90.7	84.0	84.2	46.7	66.1	73.7	*	84.0	85.4	84.7	54.6	544
	2009	100.0	80.6	81.1	80.9	61.5	50.8	67.4		85.8	78.0	81.9	59.2	470

NUMBER TESTED IN GRADE 8													
2007	12	70	609	535	36	98	386	3	307	391	698	9,233	
2008	7	54	482	462	15	62	247	2	250	294	544	8,703	
2009	18	31	417	382	26	59	230	0	232	236	470	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	1	11	177	161	26	54	169	*	77	115	192	4,398	698
	2008	1	5	77	73	8	21	65	*	40	43	83	3,953	544
	2009	0	6	79	73	10	29	75		33	52	85	3,794	470

NUMBER TESTED IN GRADE 8													
2007	12	70	609	535	36	98	386	3	307	391	698	9,233	
2008	7	54	482	462	15	62	247	2	250	294	544	8,703	
2009	18	31	417	382	26	59	230	0	232	236	470	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	69.9	69.1	66.9	61.3	58.8
	2008	81.7	79.5	73.6	70.7	71.8
	2009	80.8	78.0	75.9	81.2	68.8

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	2007	16.7	11.4	9.9	8.6	2.8	0.0	2.1	*	12.7	8.2	10.2	6.6	698
	2008	57.1	18.5	23.0	22.1	6.7	9.7	11.3	*	24.8	21.8	23.2	11.2	544
	2009	66.7	35.5	23.5	23.3	11.5	11.9	8.7		28.0	24.2	26.0	13.3	470

NUMBER TESTED IN GRADE 8													
2007	12	70	609	535	36	98	386	3	307	391	698	9,233	
2008	7	54	482	462	15	62	247	2	250	294	544	8,703	
2009	18	31	417	382	26	59	230	0	232	236	470	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	*		66.7	55.6	61.5	71.4	63.6		70.0	*	61.5	67.1	13
	2009		*	40.0	41.7	37.5	28.6	40.0	*	*	36.4	37.5	72.6	16
8														
	2008		*	*	66.7	66.7	*	66.7		*	*	66.7	64.8	6
	2009	*		53.3	37.5	50.0	63.6	50.0		45.5	*	50.0	77.8	16
7-8														
	2008	*	*	64.7	60.0	63.2	66.7	64.7		71.4	*	63.2	66.0	19
	2009	*	*	46.7	40.0	43.8	50.0	45.2	*	43.8	43.8	43.8	75.2	32

NUMBER TESTED IN GRADES 7-8													
2008	1	1	17	15	19	9	17	0	14	5	19	1,133	
2009	1	1	30	20	32	18	31	1	16	16	32	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	*		4	4	5	2	4		3	*	5	201	13
	2009		*	9	7	10	5	9	*	*	7	10	181	16
8														
	2008		*	*	2	2	*	2		*	*	2	184	6
	2009	*		7	5	8	4	8		6	*	8	143	16
7-8														
	2008	*	*	6	6	7	3	6		4	*	7	385	19
	2009	*	*	16	12	18	9	17	*	9	9	18	324	32

NUMBER TESTED IN GRADES 7-8													
2008	1	1	17	15	19	9	17	0	14	5	19	1,133	
2009	1	1	30	20	32	18	31	1	16	16	32	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	59.2	58.7	52.9	50.0
	2009	50.6	51.6	53.1	40.6
8					
	2008	51.7	54.2	54.2	33.3
	2009	56.9	53.9	57.8	49.5
7-8					
	2008	56.8	57.2	53.3	44.7
	2009	53.8	52.7	55.5	45.1

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)
7														
	2008	*		0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	5.9	13
	2009		*	0.0	0.0	0.0	0.0	0.0	*	*	0.0	0.0	8.9	16
8														
	2008		*	*	0.0	0.0	*	0.0		*	*	0.0	6.3	6
	2009	*		6.7	0.0	6.3	9.1	6.3		9.1	*	6.3	7.1	16
7-8														
	2008	*	*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	6.1	19
	2009	*	*	3.3	0.0	3.1	5.6	3.2	*	6.3	0.0	3.1	8.0	32

NUMBER TESTED IN GRADES 7-8														
2008	1	1	17	15	19	9	17	0	14	5	19	1,133		
2009	1	1	30	20	32	18	31	1	16	16	32	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	*		69.2	60.0	64.3	71.4	75.0		63.6	*	64.3	53.7	14
	2009		*	43.8	46.2	41.2	42.9	43.8	*	50.0	36.4	41.2	62.0	17
8														
	2008		*	*	*	*	*	*		*	*	*	45.0	3
	2009	*		60.0	37.5	56.3	60.0	56.3		54.5	*	56.3	67.1	16
7-8														
	2008	*	*	73.3	61.5	64.7	75.0	73.3		66.7	*	64.7	49.4	17
	2009	*	*	51.6	42.9	48.5	52.9	50.0	*	52.9	43.8	48.5	64.5	33

NUMBER TESTED IN GRADES 7-8														
2008	1	1	15	13	17	8	15	0	12	5	17	1,192		
2009	1	1	31	21	33	17	32	1	17	16	33	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	*		4	4	5	2	3		4	*	5	279	14
	2009		*	9	7	10	4	9	*	3	7	10	248	17
8														
	2008		*	*	*	*	*	*		*	*	*	324	3
	2009	*		6	5	7	4	7		5	*	7	210	16
7-8														
	2008	*	*	4	5	6	2	4		4	*	6	603	17
	2009	*	*	15	12	17	8	16	*	8	9	17	458	33

NUMBER TESTED IN GRADES 7-8														
2008	1	1	15	13	17	8	15	0	12	5	17	1,192		
2009	1	1	31	21	33	17	32	1	17	16	33	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	50.9	42.9	42.9	57.1	44.0	47.6
	2009	39.7	38.2	38.2	47.1	39.2	48.0
8							
	2008	*	*	*	*	*	*
	2009	42.2	50.8	51.0	39.1	40.6	43.8
7-8							
	2008	49.3	43.4	46.1	55.9	46.1	43.6
	2009	40.9	44.3	44.4	43.2	39.9	46.0

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	*		0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	2.5	14
	2009		*	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	0.0	8.0	17
8														
	2008		*	*	*	*	*	*		*	*	*	3.2	3
	2009	*		0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	5.8	16
7-8														
	2008	*	*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	2.9	17
	2009	*	*	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	0.0	6.9	33

NUMBER TESTED IN GRADES 7-8														
2008	1	1	15	13	17	8	15	0	12	5	17	1,192		
2009	1	1	31	21	33	17	32	1	17	16	33	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		*	*	*	*	*	*		*	*	*	30.0	4
	2009	*		23.1	0.0	21.4	33.3	21.4		20.0	*	21.4	40.1	14

NUMBER TESTED IN GRADE 8													
2008	0	1	3	4	4	1	4	0	2	2	4	636	
2009	1	0	13	6	14	9	14	0	10	4	14	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		*	*	*	*	*	*		*	*	*	445	4
	2009	*		10	6	11	6	11		8	*	11	378	14

NUMBER TESTED IN GRADE 8													
2008	0	1	3	4	4	1	4	0	2	2	4	636	
2009	1	0	13	6	14	9	14	0	10	4	14	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	*	*	*	*	*
	2009	47.4	50.0	48.6	48.6	49.2

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														
	2008		*	*	*	*	*	*		*	*	*	0.9	4
	2009	*		0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	2.1	14

NUMBER TESTED IN GRADE 8														
2007														
2008	0	1	3	4	4	1	4	0	2	2	4	636		
2009	1	0	13	6	14	9	14	0	10	4	14	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	12

NUMBER TESTED IN GRADE 8														
2009	1	0	11	5	12	8	12	0	9	3	12	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	*		11	*	12	8	12		9	*	12	618	12

NUMBER TESTED IN GRADE 8														
2009	1	0	11	5	12	8	12	0	9	3	12	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	47.5	48.3	46.4	47.5	50.0

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														
	2009	*		0.0	*	0.0	0.0	0.0		0.0	*	0.0	0.0	12

NUMBER TESTED IN GRADE 8														
2009	1	0	11	5	12	8	12	0	9	3	12	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	36.0	79.3	58.8	37.2	551
	2009	22.0	75.9	49.0	33.6	473

Number Tested	2007	0	0	0	0	
	2008	261	290	551	8,615	
	2009	236	237	473	9,813	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2007					0
	2008	48.1	86.2	68.2	46.7	550
	2009	38.8	86.1	62.2	48.3	479

Number Tested	2007	0	0	0	0	
	2008	260	290	550	8,493	
	2009	242	237	479	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	71.4	78.6	56.3	57.8	25.0	25.8	36.0	*	55.6	61.5	58.8	37.2	551
	2009	77.3	68.6	46.1	46.3	8.6	8.5	22.0		48.5	49.6	49.0	33.6	473

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	7	56	487	462	16	66	261	2	250	301	551	8,615	
	2009	22	35	412	380	35	59	236	0	229	244	473	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	9	46	43	1	1	5	*	22	37	59	508	551
	2009	7	3	23	18	1	1	6		17	16	33	575	473

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	7	56	487	462	16	66	261	2	250	301	551	8,615	
	2009	22	35	412	380	35	59	236	0	229	244	473	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	85.7	67.3	68.0	67.1	21.1	33.8	48.1	*	70.7	66.1	68.2	46.7	550
	2009	85.0	68.6	60.7	60.1	22.9	43.3	38.8		59.1	65.2	62.2	48.3	479

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	7	55	487	459	19	68	260	2	249	301	550	8,493	
	2009	20	35	420	388	35	67	242	0	235	244	479	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	2	10	60	58	1	0	10	*	40	33	73	801	550
	2009	3	3	62	53	1	4	11		40	28	68	1,219	479

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	7	55	487	459	19	68	260	2	249	301	550	8,493	
	2009	20	35	420	388	35	67	242	0	235	244	479	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	7	57.1	9	66.7	0	-	16	62.5
7	12	58.3	10	70.0	0	-	22	63.6
8	4	75.0	13	38.5	0	-	17	47.1
ALL	23	60.9	32	56.3	0	-	55	58.2

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
6 (92)	Beginning	5	5.9	2	2.4	7	8.3	3	3.3	3	3.6
	Intermediate	23	27.1	35	41.2	33	39.3	5	5.4	6	7.1
	Advanced	20	23.5	18	21.2	21	25.0	29	31.5	30	35.7
	Advanced High	37	43.5	30	35.3	23	27.4	55	59.8	45	53.6
7 (104)	Beginning	4	4.0	5	5.1	12	12.1	4	3.8	4	4.0
	Intermediate	18	18.2	18	18.2	24	24.2	11	10.6	9	9.1
	Advanced	45	45.5	44	44.4	38	38.4	20	19.2	28	28.3
	Advanced High	32	32.3	32	32.3	25	25.3	69	66.3	58	58.6
8 (68)	Beginning	1	1.5	1	1.5	3	4.5	3	4.4	3	4.5
	Intermediate	12	17.6	12	17.6	17	25.4	6	8.8	5	7.5
	Advanced	25	36.8	29	42.6	29	43.3	16	23.5	18	26.9
	Advanced High	30	44.1	26	38.2	18	26.9	43	63.2	41	61.2
ALL (264)	Beginning	10	4.0	8	3.2	22	8.8	10	3.8	10	4.0
	Intermediate	53	21.0	65	25.8	74	29.6	22	8.3	20	8.0
	Advanced	90	35.7	91	36.1	88	35.2	65	24.6	76	30.4
	Advanced High	99	39.3	88	34.9	66	26.4	167	63.3	144	57.6

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>78</div> <div>48 (61.5%)</div>	Beginning	2			
	Intermediate	2	4		
	Advanced	1	3	24	
	Advanced High	0	0	42	
<div>86</div> <div>59 (68.6%)</div>	Beginning	3			
	Intermediate	2	5		
	Advanced	0	7	19	
	Advanced High	0	0	50	
<div>61</div> <div>41 (67.2%)</div>	Beginning	3			
	Intermediate	1	4		
	Advanced	0	4	13	
	Advanced High	0	1	35	
<div>225</div> <div>148 (65.8%)</div>	Beginning	8			
	Intermediate	5	13		
	Advanced	1	14	56	
	Advanced High	0	1	127	

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

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)

178	72.0	83.2	81.4	81.2	92.1	93.3	80.7	96.4
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COMPUTER APPLICATIONS (tested with 2009)

233	70.8	80.5	83.3	83.6	83.3	91.4	69.6	95.2
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HEALTH EDUCATION (tested with 2009)

33	72.9	81.9	98.2	100.0	87.9	100.0	78.7	98.0
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LANGUAGE ARTS 7 (tested with 2009)

376	67.2	80.3	80.7	80.7	88.3	87.0	67.6	90.0
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

100	71.3	80.9	86.9	87.5	93.0	98.0	82.5	97.7
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LANGUAGE ARTS 8 (tested with 2009)

354	75.0	83.3	78.8	78.3	90.1	82.5	74.0	87.8
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LANGUAGE ARTS 8 PRE-AP (tested with 2009)

74	55.3	76.9	84.0	84.8	79.7	97.3	74.7	95.6
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MATHEMATICS 7 (tested with 2009)

259	63.2	77.5	78.8	78.9	76.4	88.8	58.7	86.6
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MATHEMATICS 7 PRE-AP (tested with 2009)

248	66.7	77.8	84.4	85.1	79.8	96.8	73.2	95.3
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MATHEMATICS 8 (tested with 2009)

286	52.0	74.7	76.1	76.3	73.8	79.4	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)

151	84.1	89.4	85.2	84.7	100.0	100.0	82.6	97.4
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COMPUTER APPLICATIONS (tested with 2009)

203	72.9	81.9	84.4	84.7	89.7	93.6	76.4	93.8
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HEALTH EDUCATION (tested with 2009)

2	*	*	*	*	*	*	80.6	93.1
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LANGUAGE ARTS 7 (tested with 2009)

423	76.9	84.6	80.2	79.7	88.9	86.5	81.7	88.4
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

122	68.0	79.6	86.5	87.2	89.3	99.2	81.4	95.2
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LANGUAGE ARTS 8 (tested with 2009)

395	74.8	83.2	79.6	79.2	87.1	82.8	78.4	87.0
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LANGUAGE ARTS 8 PRE-AP (tested with 2009)

75	55.2	73.7	83.9	85.0	72.0	90.7	73.6	93.5
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MATHEMATICS 7 (tested with 2009)

291	58.2	74.9	77.3	77.6	75.9	82.5	58.4	84.2
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MATHEMATICS 7 PRE-AP (tested with 2009)

261	67.8	79.8	83.7	84.1	87.4	98.1	77.3	96.0
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MATHEMATICS 8 (tested with 2009)

314	53.6	73.3	77.0	77.4	69.1	82.2	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)

5	*	*	*	*	*	*	58.5	95.1
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MS ADVANCED LA FOR ESL (tested with 2009)

5	*	*	*	*	*	*	56.2	91.4
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MS BEGINNING LA FOR ESL (tested with 2009)

8	74.6	84.1	83.1	83.0	75.0	87.5	65.3	96.6
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MS INTERMEDIATE LA FOR ESL (tested with 2009)

7	68.7	82.9	88.4	89.0	85.7	100.0	51.2	94.2
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MS INTERMEDIATE READING FOR ESL (tested with 2009)

7	69.3	82.6	89.0	89.7	85.7	100.0	56.3	95.6
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READING 7 (tested with 2009)

256	68.6	82.6	83.2	83.3	92.6	96.1	84.2	94.1
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READING 8 (tested with 2009)

194	76.7	84.5	83.7	83.6	98.5	94.8	86.3	94.0
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READING MASTERY 7 (tested with 2009)

177	64.8	78.9	78.5	78.4	80.2	89.8	71.9	88.5
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READING MASTERY 8 (tested with 2009)

208	71.8	81.2	80.9	80.8	86.5	87.5	77.3	89.0
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SCIENCE 7 (tested with 2009)

520	74.3	82.9	80.3	80.0	91.3	91.0	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)

4	*	*	*	*	*	*	69.5	90.0
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MS ADVANCED LA FOR ESL (tested with 2009)

4	*	*	*	*	*	*	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)

10	79.6	86.4	84.5	84.3	100.0	90.0	52.1	95.4
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MS INTERMEDIATE READING FOR ESL (tested with 2009)

10	76.7	84.4	87.2	87.5	90.0	100.0	60.6	94.4
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READING 7 (tested with 2009)

285	77.1	84.7	82.7	82.5	94.0	91.9	80.2	92.9
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READING 8 (tested with 2009)

191	78.5	85.7	82.8	82.4	96.9	92.1	88.0	93.4
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READING MASTERY 7 (tested with 2009)

176	67.2	78.2	79.0	79.0	75.6	88.6	72.0	87.1
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READING MASTERY 8 (tested with 2009)

219	76.5	84.4	80.9	80.5	90.4	93.2	85.1	89.8
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SCIENCE 7 (tested with 2009)

560	74.3	83.9	80.5	80.1	89.1	90.5	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)

459	58.2	78.4	82.6	83.0	84.7	90.8	72.7	87.9
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SPANISH I 7 (tested with 2009)

10	81.0	87.3	86.6	86.5	100.0	100.0	69.8	94.2
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TEXAS STUDIES 7 (tested with 2009)

543	55.7	75.9	79.0	79.4	71.8	87.5	56.9	89.4
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UNITED STATES STUDIES 8 (tested with 2009)

473	71.1	80.7	80.2	80.2	80.3	83.3	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

SCIENCE 8 (tested with 2009)

475	66.1	80.4	84.5	85.0	83.8	95.8	64.9	87.2
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SPANISH I 7 (tested with 2009)

10	79.0	87.9	81.8	81.1	100.0	100.0	76.5	92.2
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TEXAS STUDIES 7 (tested with 2009)

563	62.4	77.0	77.5	77.6	75.8	78.9	63.3	87.2
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UNITED STATES STUDIES 8 (tested with 2009)

481	72.6	83.3	84.5	84.6	85.7	94.0	71.9	88.4
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