

Campus Data Packet

for 2009 - 10 Plans



L. V. STOCKARD

School Number 59

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

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

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2009-10 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2008-09. They are counted as new if they were not enrolled in a district campus before the last day of the 2007-08 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2007-08 and 2008-09.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

TAKS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- TAKS statistics include both TAKS and TAKS-Accommodated results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2010, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

TAKS-M (Modified)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.

TELPAS

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

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Statistics based on student-reported school location, ethnicity, and graduation year.
- For SAT/ACT “Percent Tested” is computed with “Number Tested” as numerator and, as denominator, the Grade 12 “Enrollment” reported on Enrollment (1) and Enrollment (2) reports. For PSAT the denominator for “Percent Tested” is from the appropriate grade/year on the Enrollment reports.
- PSAT scores range from 20 to 80. PSAT is administered once in the fall of each year. The district tests all grade 10 students. Other students sit for the PSAT voluntarily.

ACP

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

STUDENT ENROLLMENT

Grade	Enrollment
7	433
8	431
ALL	864

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	25	2.9	23	38.3
American Indian	2	0.2	*	*
Asian	0	0.0	*	*
Hispanic	824	95.4	15	25.0
White	13	1.5	19	31.7
Other	**	**	3	5.0

*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	774	89.6
Limited English proficient students	239	27.7
Special education students	62	7.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
7	2007	389	17	4.4	0	0.0	1	0.3	359	92.3	12	3.1
	2008	440	16	3.6	1	0.2	0	0.0	416	94.5	7	1.6
	2009	433	14	3.2	2	0.5	0	0.0	413	95.4	4	0.9
8	2007	375	28	7.5	2	0.5	0	0.0	341	90.9	4	1.1
	2008	380	13	3.4	0	0.0	1	0.3	359	94.5	7	1.8
	2009	431	11	2.6	0	0.0	0	0.0	411	95.4	9	2.1
7-8	2007	764	45	5.9	2	0.3	1	0.1	700	91.6	16	2.1
	2008	820	29	3.5	1	0.1	1	0.1	775	94.5	14	1.7
	2009	864	25	2.9	2	0.2	0	0.0	824	95.4	13	1.5

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
7	2007	389	352	90.5	65	16.7	35	9.0	7	1.8	27	6.9	2.8
	2008	440	393	89.3	117	26.6	36	8.2	46	10.5	28	6.4	3.6
	2009	433	397	91.7	118	27.3	38	8.8	46	10.6	20	4.6	0.0
8	2007	375	314	83.7	98	26.1	36	9.6	9	2.4	22	5.9	1.9
	2008	380	338	88.9	67	17.6	25	6.6	45	11.8	16	4.2	1.8
	2009	431	377	87.5	121	28.1	24	5.6	36	8.4	26	6.0	4.9
7-8	2007	764	666	87.2	163	21.3	71	9.3	16	2.1	49	6.4	2.4
	2008	820	731	89.1	184	22.4	61	7.4	91	11.1	44	5.4	2.8
	2009	864	774	89.6	239	27.7	62	7.2	82	9.5	46	5.3	2.4

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
7	2007	389.3	10,085.4	371.8	95.5	9,572.1	94.9	77	19.8	27.7	342	8,404	87.8	83.3
	2008	435.4	10,790.7	417.8	96.0	10,269.4	95.2	62	14.2	26.3	398	9,024	91.4	83.6
	2009	434.2	10,135.8	417.5	96.2	9,601.8	94.7	63	14.5	26.0	394	8,389	90.7	82.8
8	2007	380.1	10,675.2	359.8	94.7	10,054.2	94.2	73	19.2	31.2	334	8,706	87.9	81.6
	2008	381.3	9,895.9	361.4	94.8	9,350.9	94.5	57	14.9	30.5	328	8,046	86.0	81.3
	2009	436.9	10,551.1	413.8	94.7	9,945.8	94.3	77	17.6	28.2	378	8,477	86.5	80.3
7-8	2007	769.4	20,760.6	731.6	95.1	19,626.3	94.5	150	19.5	29.5	676	17,110	87.9	82.4
	2008	816.6	20,686.6	779.1	95.4	19,620.3	94.8	119	14.6	28.3	726	17,070	88.9	82.5
	2009	871.2	20,686.9	831.3	95.4	19,547.6	94.5	140	16.1	27.1	772	16,866	88.6	81.5

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	23	38.3
Hispanic	15	25.0
White	19	31.7
Other	3	5.0

Gender	Number	Percent
Female	39	65.0
Male	21	35.0

TOTAL	60
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AVERAGE NUMBER OF ABSENCES

2007	9.3
2008	8.0
2009	6.6

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	60.0	64.7	74.0	73.8	27.3	43.9	62.9	*	69.9	76.4	73.3	76.0	359
	2008	100.0	73.3	77.5	76.8	19.2	57.3	69.3	*	75.0	81.3	77.8	77.3	418
	2009	*	60.0	80.1	81.0	42.9	61.2	70.7		83.1	75.9	79.7	77.1	408
8	2007	*	72.0	76.9	76.3	31.6	51.9	70.0	*	75.5	77.7	76.7	80.5	347
	2008	100.0	92.9	91.2	92.8	57.1	73.1	88.3	*	89.3	93.5	91.5	90.1	363
	2009	87.5	100.0	88.1	87.6	30.0	70.6	84.3		86.0	91.4	88.4	91.2	415
7-8	2007	64.3	69.0	75.4	75.0	30.0	49.2	66.6	*	72.5	77.0	74.9	78.3	706
	2008	100.0	82.8	83.8	84.2	32.5	62.8	78.2	*	81.1	87.5	84.1	83.5	781
	2009	91.7	81.8	84.1	84.3	36.6	65.9	77.9		84.6	83.5	84.1	84.3	823

	NUMBER TESTED IN GRADES 7-8											
2007	14	42	647	596	30	118	476	2	335	370	706	17,930
2008	15	29	735	689	40	148	524	2	413	368	781	18,756
2009	12	22	786	732	41	205	552	0	441	382	823	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	4	6	86	81	8	23	85	*	53	43	96	2,085	359
	2008	0	4	89	86	21	41	85	*	59	34	93	2,207	418
	2009	*	4	78	70	12	40	76		36	47	83	2,065	408
8	2007	*	7	73	68	13	37	74	*	39	42	81	1,803	347
	2008	0	1	30	23	6	14	29	*	19	12	31	891	363
	2009	1	0	47	45	14	30	46		32	16	48	834	415
7-8	2007	5	13	159	149	21	60	159	*	92	85	177	3,888	706
	2008	0	5	119	109	27	55	114	*	78	46	124	3,098	781
	2009	1	4	125	115	26	70	122		68	63	131	2,899	823

	NUMBER TESTED IN GRADES 7-8											
2007	14	42	647	596	30	118	476	2	335	370	706	17,930
2008	15	29	735	689	40	148	524	2	413	368	781	18,756
2009	12	22	786	732	41	205	552	0	441	382	823	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	73.7	74.4	73.4	71.1
	2008	81.9	82.8	76.6	69.4
	2009	80.2	83.4	78.1	76.6
8	2007	79.5	81.6	82.1	72.0
	2008	86.1	83.5	82.1	84.0
	2009	85.9	82.7	82.0	84.5
7-8	2007	76.6	77.9	77.7	71.5
	2008	83.8	83.2	79.2	76.2
	2009	83.1	83.0	80.0	80.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
7	2007	0.0	5.9	8.2	8.1	0.0	2.4	3.5	*	6.8	8.8	7.8	12.7	359
	2008	25.0	0.0	13.9	13.0	0.0	5.2	6.5	*	11.0	17.0	13.6	19.1	418
	2009	*	0.0	19.1	19.3	4.8	10.7	10.4		19.2	18.5	18.9	19.6	408
8	2007	*	24.0	20.6	20.9	5.3	6.5	10.5	*	15.1	26.1	21.0	26.0	347
	2008	28.6	28.6	37.9	37.6	0.0	13.5	23.1	*	32.2	42.5	37.5	37.6	363
	2009	50.0	16.7	32.0	31.9	0.0	9.8	17.1		29.4	34.8	31.8	36.6	415
7-8	2007	7.1	16.7	14.2	14.3	3.3	5.1	7.1	*	10.7	17.6	14.3	19.6	706
	2008	26.7	13.8	25.0	24.4	0.0	8.1	14.3	*	20.1	29.9	24.7	28.0	781
	2009	41.7	9.1	25.6	25.5	2.4	10.2	13.9		24.5	26.4	25.4	28.3	823

	NUMBER TESTED IN GRADES 7-8											
2007	14	42	647	596	30	118	476	2	335	370	706	17,930
2008	15	29	735	689	40	148	524	2	413	368	781	18,756
2009	12	22	786	732	41	205	552	0	441	382	823	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	50.0	41.2	63.9	63.5	20.0	47.6	51.1	*	61.1	63.7	62.5	65.9	363
	2008	85.7	33.3	68.3	67.1	13.8	49.0	55.7	*	67.8	66.9	67.4	64.5	420
	2009	*	36.4	76.6	75.7	47.6	66.0	66.3		80.0	71.3	75.9	67.2	410
8	2007	*	41.7	49.2	48.1	5.9	30.8	35.0	*	46.6	50.0	48.4	56.7	347
	2008	71.4	64.3	76.7	78.2	46.7	54.5	66.8	*	74.2	77.7	76.0	72.8	366
	2009	75.0	61.5	80.6	79.1	83.3	70.6	73.4		81.7	77.9	80.0	72.3	420
7-8	2007	42.9	41.5	56.7	56.1	12.5	36.7	42.8	*	54.3	56.8	55.6	61.1	710
	2008	78.6	48.3	72.2	72.3	25.0	51.0	60.9	*	70.5	72.3	71.4	68.5	786
	2009	83.3	50.0	78.6	77.4	66.7	68.3	70.1		80.9	74.5	78.0	69.8	830

NUMBER TESTED IN GRADES 7-8													
2007	14	41	652	599	32	120	479	2	341	368	710	17,999	
2008	14	29	741	692	44	153	530	2	421	365	786	18,678	
2009	12	24	790	740	45	205	558	0	445	385	830	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	5	10	121	114	12	22	114	*	70	66	136	2,976	363
	2008	1	10	126	122	25	50	124	*	77	60	137	3,462	420
	2009	*	7	92	90	11	35	88		43	56	99	2,966	410
8	2007	*	14	161	149	16	54	160	*	86	93	179	4,022	347
	2008	2	5	80	70	8	25	83	*	47	41	88	2,429	366
	2009	2	5	77	77	4	30	79		42	42	84	2,530	420
7-8	2007	8	24	282	263	28	76	274	*	156	159	315	6,998	710
	2008	3	15	206	192	33	75	207	*	124	101	225	5,891	786
	2009	2	12	169	167	15	65	167		85	98	183	5,496	830

	NUMBER TESTED IN GRADES 7-8											
2007	14	41	652	599	32	120	479	2	341	368	710	17,999
2008	14	29	741	692	44	153	530	2	421	365	786	18,678
2009	12	24	790	740	45	205	558	0	445	385	830	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	67.1	58.2	65.6	52.1	66.9	66.8
	2008	69.1	61.9	69.4	51.2	62.4	66.5
	2009	76.0	68.6	77.7	66.8	62.3	72.5
8	2007	52.7	62.5	63.1	42.7	65.1	60.1
	2008	66.9	71.7	74.4	48.6	70.5	69.9
	2009	69.1	74.1	73.3	57.0	69.3	70.8
7-8	2007	60.0	60.3	64.4	47.5	66.0	63.5
	2008	68.1	66.5	71.7	50.0	66.2	68.1
	2009	72.5	71.4	75.5	61.9	65.8	71.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
7	2007	0.0	0.0	6.6	6.1	6.7	2.4	0.9	*	6.1	6.6	6.3	10.9	363
	2008	28.6	6.7	10.8	11.1	0.0	3.1	3.2	*	11.7	9.9	11.0	11.0	420
	2009	*	0.0	15.3	14.8	9.5	7.8	8.4		18.1	11.8	15.1	11.3	410
8	2007	*	0.0	3.5	3.1	0.0	1.3	1.2	*	3.1	3.2	3.2	9.0	347
	2008	28.6	7.1	12.8	13.4	0.0	7.3	4.0	*	13.2	13.0	13.1	14.1	366
	2009	12.5	7.7	13.6	14.1	0.0	3.9	5.4		13.9	12.6	13.3	15.4	420
7-8	2007	0.0	0.0	5.1	4.7	3.1	1.7	1.0	*	4.7	4.9	4.8	10.0	710
	2008	28.6	6.9	11.7	12.1	0.0	4.6	3.6	*	12.4	11.5	12.0	12.5	786
	2009	25.0	4.2	14.4	14.5	4.4	5.9	6.8		16.0	12.2	14.2	13.4	830

NUMBER TESTED IN GRADES 7-8													
2007	14	41	652	599	32	120	479	2	341	368	710	17,999	
2008	14	29	741	692	44	153	530	2	421	365	786	18,678	
2009	12	24	790	740	45	205	558	0	445	385	830	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	77.8	94.1	86.2	87.9	38.5	58.5	82.2	*	80.3	92.8	86.4	87.5	354
	2008	85.7	73.3	78.7	77.8	33.3	58.5	71.5	*	72.3	86.5	78.5	83.7	413
	2009	*	72.7	88.5	88.5	66.7	75.5	81.9		87.4	89.1	88.2	88.6	406

NUMBER TESTED IN GRADE 7													
2007	9	17	327	307	13	41	225	1	173	180	354	8,582	
2008	7	15	389	365	24	94	274	1	235	178	413	9,744	
2009	3	11	390	366	18	102	259	0	214	192	406	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	2	1	45	37	8	17	40	*	34	13	48	1,075	354
	2008	1	4	83	81	16	39	78	*	65	24	89	1,584	413
	2009	*	3	45	42	6	25	47		27	21	48	1,023	406

NUMBER TESTED IN GRADE 7													
2007	9	17	327	307	13	41	225	1	173	180	354	8,582	
2008	7	15	389	365	24	94	274	1	235	178	413	9,744	
2009	3	11	390	366	18	102	259	0	214	192	406	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	87.0	71.2	79.4	75.0
	2008	2.3	72.5	71.6	80.2	74.1
	2009	2.3	76.8	77.1	80.0	78.9

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	0.0	0.0	15.6	14.3	0.0	0.0	7.6	*	10.4	18.9	14.7	21.8	354
	2008	0.0	6.7	17.7	16.2	0.0	5.3	8.4	*	11.1	24.7	16.9	20.4	413
	2009	*	9.1	15.4	15.8	5.6	2.9	6.2		8.9	22.4	15.3	22.3	406

NUMBER TESTED IN GRADE 7													
2007	9	17	327	307	13	41	225	1	173	180	354	8,582	
2008	7	15	389	365	24	94	274	1	235	178	413	9,744	
2009	3	11	390	366	18	102	259	0	214	192	406	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	*	74.1	79.9	78.3	51.9	60.8	73.6	*	77.4	81.6	79.7	78.9	344
	2008	85.7	84.6	88.1	89.2	80.0	76.5	82.8	*	87.0	89.0	88.0	86.6	358
	2009	100.0	91.7	86.8	86.1	60.0	73.1	82.1		85.5	89.4	87.3	88.3	401

NUMBER TESTED IN GRADE 8													
2007	3	27	313	286	27	79	246	1	159	185	344	9,206	
2008	7	13	337	315	15	51	244	1	177	181	358	8,642	
2009	8	12	379	353	20	93	279	0	221	180	401	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	*	7	63	62	13	31	65	*	36	34	70	1,942	344
	2008	1	2	40	34	3	12	42	*	23	20	43	1,157	358
	2009	0	1	50	49	8	25	50		32	19	51	1,078	401

NUMBER TESTED IN GRADE 8													
2007	3	27	313	286	27	79	246	1	159	185	344	9,206	
2008	7	13	337	315	15	51	244	1	177	181	358	8,642	
2009	8	12	379	353	20	93	279	0	221	180	401	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	65.3	64.9	71.0	67.2	74.8
	2008	70.9	72.1	76.1	68.5	76.6
	2009	73.1	76.8	74.7	69.0	81.7

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	*	22.2	18.8	18.5	7.4	5.1	10.2	*	22.6	16.2	19.2	21.1	344
	2008	42.9	38.5	24.9	26.0	33.3	13.7	12.7	*	29.9	22.1	26.0	27.5	358
	2009	25.0	25.0	28.5	29.2	10.0	12.9	14.0		30.8	25.0	28.2	31.7	401

NUMBER TESTED IN GRADE 8													
2007	3	27	313	286	27	79	246	1	159	185	344	9,206	
2008	7	13	337	315	15	51	244	1	177	181	358	8,642	
2009	8	12	379	353	20	93	279	0	221	180	401	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	*	22.2	50.5	47.9	11.5	26.9	37.4	*	51.6	46.3	48.7	52.4	345
	2008	57.1	50.0	50.3	51.3	13.3	23.1	35.1	*	52.0	49.2	50.6	54.6	360
	2009	75.0	50.0	54.7	54.7	30.0	38.7	41.5		55.8	54.4	55.2	59.2	406

NUMBER TESTED IN GRADE 8													
2007	3	27	313	284	26	78	246	1	157	188	345	9,233	
2008	7	14	338	318	15	52	245	1	179	181	360	8,703	
2009	8	12	384	358	20	93	282	0	224	182	406	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	*	21	155	148	23	57	154	*	76	101	177	4,398	345
	2008	3	7	168	155	13	40	159	*	86	92	178	3,953	360
	2009	2	6	174	162	14	57	165		99	83	182	3,794	406

NUMBER TESTED IN GRADE 8													
2007	3	27	313	284	26	78	246	1	157	188	345	9,233	
2008	7	14	338	318	15	52	245	1	179	181	360	8,703	
2009	8	12	384	358	20	93	282	0	224	182	406	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	61.3	57.5	55.7	54.7	50.0
	2008	68.7	65.3	61.3	54.0	56.4
	2009	71.3	65.7	61.5	71.2	59.0

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	*	0.0	4.5	3.5	0.0	0.0	1.2	*	5.7	2.7	4.1	6.6	345
	2008	0.0	0.0	6.5	6.6	0.0	1.9	1.2	*	7.8	5.0	6.4	11.2	360
	2009	0.0	8.3	7.8	8.7	0.0	2.2	1.8		8.5	6.6	7.6	13.3	406

NUMBER TESTED IN GRADE 8													
2007	3	27	313	284	26	78	246	1	157	188	345	9,233	
2008	7	14	338	318	15	52	245	1	179	181	360	8,703	
2009	8	12	384	358	20	93	282	0	224	182	406	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		*	75.0	77.8	80.0	75.0	80.0		85.7	*	80.0	67.1	10
	2009		*	91.7	84.6	86.7	*	84.6		100.0	66.7	86.7	72.6	15
8														
	2008			71.4	66.7	71.4	*	83.3		83.3	*	71.4	64.8	7
	2009			92.3	90.0	92.9	88.9	92.9		90.0	*	92.9	77.8	14
7-8														
	2008		*	73.3	73.3	76.5	76.9	81.3		84.6	*	76.5	66.0	17
	2009		*	92.0	87.0	89.7	92.9	88.9		94.7	80.0	89.7	75.2	29

NUMBER TESTED IN GRADES 7-8													
2008	0	1	15	15	17	13	16	0	13	3	17	1,133	
2009	0	3	25	23	29	14	27	0	19	10	29	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		*	2	2	2	2	2		1	*	2	201	10
	2009		*	1	2	2	*	2		0	2	2	181	15
8														
	2008			2	2	2	*	1		1	*	2	184	7
	2009			1	1	1	1	1		1	*	1	143	14
7-8														
	2008		*	4	4	4	3	3		2	*	4	385	17
	2009		*	2	3	3	1	3		1	2	3	324	29

NUMBER TESTED IN GRADES 7-8													
2008	0	1	15	15	17	13	16	0	13	3	17	1,133	
2009	0	3	25	23	29	14	27	0	19	10	29	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	57.0	68.8	65.0	51.7
	2009	82.0	75.8	80.0	75.6
8					
	2008	68.6	64.3	62.5	56.0
	2009	80.7	72.3	77.7	61.3
7-8					
	2008	61.8	66.9	64.0	53.4
	2009	81.4	74.1	78.9	68.7

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)
7														
	2008		*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	5.9	10
	2009		*	41.7	30.8	33.3	*	30.8		33.3	33.3	33.3	8.9	15
8														
	2008			0.0	0.0	0.0	*	0.0		0.0	*	0.0	6.3	7
	2009			0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	7.1	14
7-8														
	2008		*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	6.1	17
	2009		*	20.0	17.4	17.2	14.3	14.8		15.8	20.0	17.2	8.0	29

NUMBER TESTED IN GRADES 7-8													
2008	0	1	15	15	17	13	16	0	13	3	17	1,133	
2009	0	3	25	23	29	14	27	0	19	10	29	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		*	*	42.9	42.9	33.3	42.9		*	*	42.9	53.7	7
	2009		*	81.8	72.7	78.6	*	75.0		85.7	71.4	78.6	62.0	14
8														
	2008		*	*	*	*	*	*		*	*	*	45.0	5
	2009			80.0	71.4	80.0	100.0	80.0		71.4	*	80.0	67.1	10
7-8														
	2008		*	33.3	41.7	41.7	37.5	45.5		42.9	*	41.7	49.4	12
	2009		*	81.0	72.2	79.2	100.0	77.3		78.6	80.0	79.2	64.5	24

NUMBER TESTED IN GRADES 7-8													
2008	0	2	9	12	12	8	11	0	7	4	12	1,192	
2009	0	3	21	18	24	12	22	0	14	10	24	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	4	4		*	*	4	279	7
	2009		*	2	3	3	*	3		1	2	3	248	14
8														
	2008		*	*	*	*	*	*		*	*	*	324	5
	2009			2	2	2	0	2		2	*	2	210	10
7-8														
	2008		*	6	7	7	5	6		4	*	7	603	12
	2009		*	4	5	5	0	5		3	2	5	458	24

NUMBER TESTED IN GRADES 7-8													
2008	0	2	9	12	12	8	11	0	7	4	12	1,192	
2009	0	3	21	18	24	12	22	0	14	10	24	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	37.5	42.9	38.1	53.6	45.2	38.1
	2009	45.5	58.9	63.1	64.3	45.2	70.2
8							
	2008	*	*	*	*	*	*
	2009	60.0	70.0	60.0	57.5	60.0	55.0
7-8							
	2008	35.4	40.6	41.7	50.0	43.1	36.8
	2009	51.6	63.5	61.8	61.5	51.4	63.9

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	2.5	7
	2009		*	18.2	9.1	14.3	*	16.7		14.3	14.3	14.3	8.0	14
8														
	2008		*	*	*	*	*	*		*	*	*	3.2	5
	2009			30.0	14.3	30.0	28.6	30.0		42.9	*	30.0	5.8	10
7-8														
	2008		*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	2.9	12
	2009		*	23.8	11.1	20.8	33.3	22.7		28.6	10.0	20.8	6.9	24

NUMBER TESTED IN GRADES 7-8													
2008	0	2	9	12	12	8	11	0	7	4	12	1,192	
2009	0	3	21	18	24	12	22	0	14	10	24	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		*	16.7	14.3	14.3	*	16.7		*	*	14.3	30.0	7
	2009			76.9	70.0	78.6	66.7	78.6		90.0	*	78.6	40.1	14

NUMBER TESTED IN GRADE 8													
2008	0	1	6	7	7	3	6	0	5	2	7	636	
2009	0	0	13	10	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		*	5	6	6	*	5		*	*	6	445	7
	2009			3	3	3	3	3		1	*	3	378	14

NUMBER TESTED IN GRADE 8													
2008	0	1	6	7	7	3	6	0	5	2	7	636	
2009	0	0	13	10	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	45.5	52.9	48.6	45.7	57.1
	2009	74.7	72.1	74.3	65.7	64.3

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	0.9	7
	2009			7.7	0.0	7.1	11.1	7.1		10.0	*	7.1	2.1	14

NUMBER TESTED IN GRADE 8														
2007														
2008	0	1	6	7	7	3	6	0	5	2	7	636		
2009	0	0	13	10	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	0.0	14

NUMBER TESTED IN GRADE 8														
2009	0	0	13	10	14	9	14	0	10	4	14	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			13	10	14	9	14		10	*	14	618	14

NUMBER TESTED IN GRADE 8														
2009	0	0	13	10	14	9	14	0	10	4	14	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	62.9	61.4	73.5	68.6	75.0

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	0.0	14

NUMBER TESTED IN GRADE 8														
2009	0	0	13	10	14	9	14	0	10	4	14	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	22.3	68.4	36.7	37.2	365
	2009	15.4	61.9	28.6	33.6	398

Number Tested	2007	0	0	0	0	
	2008	251	114	365	8,615	
	2009	285	113	398	9,813	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2007					0
	2008	35.2	77.9	48.5	46.7	363
	2009	32.5	84.1	47.2	48.3	396

Number Tested	2007	0	0	0	0	
	2008	250	113	363	8,493	
	2009	283	113	396	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	25.0	30.0	37.1	38.5	0.0	11.1	22.3	*	33.5	39.7	36.7	37.2	365
	2009	*	27.3	28.7	29.1	0.0	8.5	15.4	*	28.1	29.3	28.6	33.6	398

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	8	10	345	314	17	63	251	1	176	189	365	8,615	
	2009	4	11	383	347	23	106	285	1	224	174	398	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	1	12	12	0	0	1	*	3	10	13	508	365
	2009	*	0	7	6	0	0	0	*	4	3	7	575	398

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	8	10	345	314	17	63	251	1	176	189	365	8,615	
	2009	4	11	383	347	23	106	285	1	224	174	398	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	25.0	40.0	49.3	50.5	0.0	24.6	35.2	*	46.0	50.8	48.5	46.7	363
	2009	*	45.5	47.2	48.1	4.5	21.9	32.5	*	47.1	47.4	47.2	48.3	396

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	8	10	343	313	17	61	250	1	174	189	363	8,493	
	2009	4	11	381	345	22	105	283	1	223	173	396	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	1	0	21	20	0	1	3	*	16	7	23	801	363
	2009	*	1	30	29	0	1	3	*	16	16	32	1,219	396

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	8	10	343	313	17	61	250	1	174	189	363	8,493	
	2009	4	11	381	345	22	105	283	1	223	173	396	9,737	

PERCENTAGE DEMONSTRATING IMPROVEMENT


Grade	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009
7	12	58.3	11	100.0	0	-	23	78.3
8	14	64.3	13	92.3	0	-	27	77.8
ALL	26	61.5	24	95.8	0	-	50	78.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
7 (121)	Beginning	21	17.4	19	15.7	26	21.5	5	4.3	5	4.3
	Intermediate	36	29.8	29	24.0	53	43.8	15	12.9	16	13.8
	Advanced	38	31.4	45	37.2	33	27.3	26	22.4	40	34.5
	Advanced High	26	21.5	28	23.1	9	7.4	70	60.3	55	47.4
8 (121)	Beginning	5	4.1	6	5.0	12	9.9	4	3.4	4	3.4
	Intermediate	31	25.6	31	25.6	42	34.7	16	13.4	16	13.4
	Advanced	49	40.5	49	40.5	42	34.7	42	35.3	49	41.2
	Advanced High	36	29.8	35	28.9	25	20.7	57	47.9	50	42.0
ALL (242)	Beginning	26	10.7	25	10.3	38	15.7	9	3.8	9	3.8
	Intermediate	67	27.7	60	24.8	95	39.3	31	13.2	32	13.6
	Advanced	87	36.0	94	38.8	75	31.0	68	28.9	89	37.9
	Advanced High	62	25.6	63	26.0	34	14.0	127	54.0	105	44.7

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>106</div> <div>60 (56.6%)</div>	Beginning	3			
	Intermediate	3	10		
	Advanced	1	3	33	
	Advanced High	0	2	51	
<div>97</div> <div>51 (52.6%)</div>	Beginning	2			
	Intermediate	2	10		
	Advanced	2	3	34	
	Advanced High	0	1	43	
<div>203</div> <div>111 (54.7%)</div>	Beginning	5			
	Intermediate	5	20		
	Advanced	3	6	67	
	Advanced High	0	3	94	

 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
8	Critical Reading	2006	327	29.5	87.2	22	28.8	300	29.6	3	*	2	*	2,798	34.2
		2007	343	29.4	90.3	8	31.9	328	29.3	6	28.8	1	*	2,527	33.5
		2008	404	29.1	93.7	11	30.4	387	29.0	6	31.8	0		2,932	33.8
	Mathematics	2006	327	32.8	87.2	22	30.4	300	33.0	3	*	2	*	2,798	36.8
		2007	343	33.6	90.3	8	34.5	328	33.5	6	35.0	1	*	2,527	37.2
		2008	404	33.2	93.7	11	32.6	387	33.2	6	35.7	0		2,932	37.2
	Writing	2006	327	30.3	87.2	22	28.5	300	30.4	3	*	2	*	2,798	34.4
		2007	343	30.1	90.3	8	31.5	328	30.1	6	31.5	1	*	2,527	34.5
		2008	404	31.6	93.7	11	31.1	387	31.6	6	32.0	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)

110	72.2	83.3	85.0	85.1	91.8	100.0	80.7	96.4
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COMPUTER APPLICATIONS (tested with 2009)

218	59.0	72.7	85.5	86.9	64.7	99.5	69.6	95.2
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HEALTH EDUCATION (tested with 2009)

87	65.2	76.8	88.0	89.2	72.4	100.0	78.7	98.0
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LANGUAGE ARTS 7 (tested with 2009)

305	58.2	74.9	81.3	81.9	71.5	94.8	67.6	90.0
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

96	61.2	74.1	83.4	84.4	72.9	95.8	82.5	97.7
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LANGUAGE ARTS 8 (tested with 2009)

323	65.2	76.8	85.1	85.9	75.2	93.8	74.0	87.8
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LANGUAGE ARTS 8 PRE-AP (tested with 2009)

66	49.0	73.6	84.2	85.4	71.2	97.0	74.7	95.6
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MATHEMATICS 7 (tested with 2009)

295	58.7	74.7	78.8	79.3	69.5	85.4	58.7	86.6
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MATHEMATICS 7 PRE-AP (tested with 2009)

113	68.9	79.2	81.3	81.5	82.3	92.9	73.2	95.3
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MATHEMATICS 8 (tested with 2009)

304	50.3	73.8	77.1	77.4	66.8	86.2	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)

112	79.6	86.4	85.5	85.4	98.2	100.0	82.6	97.4
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COMPUTER APPLICATIONS (tested with 2009)

182	66.0	77.3	83.3	84.0	78.6	96.2	76.4	93.8
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HEALTH EDUCATION (tested with 2009)

85	69.2	80.3	87.2	88.0	84.7	100.0	80.6	93.1
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LANGUAGE ARTS 7 (tested with 2009)

298	72.2	81.5	82.6	82.7	86.6	96.6	81.7	88.4
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

99	60.2	74.6	84.2	85.2	76.8	98.0	81.4	95.2
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LANGUAGE ARTS 8 (tested with 2009)

318	71.9	81.2	81.8	81.9	85.8	95.3	78.4	87.0
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LANGUAGE ARTS 8 PRE-AP (tested with 2009)

68	52.5	72.1	85.8	87.3	66.2	100.0	73.6	93.5
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MATHEMATICS 7 (tested with 2009)

291	56.6	73.8	78.4	78.9	65.6	87.6	58.4	84.2
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MATHEMATICS 7 PRE-AP (tested with 2009)

115	73.7	83.6	82.8	82.7	98.3	96.5	77.3	96.0
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MATHEMATICS 8 (tested with 2009)

298	52.2	72.4	79.3	80.0	67.8	88.3	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)

6	77.2	84.8	89.5	90.0	83.3	100.0	58.5	95.1
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MS ADVANCED LA FOR ESL (tested with 2009)

6	75.4	83.6	89.8	90.5	83.3	100.0	56.2	91.4
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MS BEGINNING LA FOR ESL (tested with 2009)

6	63.4	77.1	83.7	84.4	83.3	100.0	65.3	96.6
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MS INTERMEDIATE LA FOR ESL (tested with 2009)

16	50.9	73.2	80.6	81.5	56.3	87.5	51.2	94.2
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MS INTERMEDIATE READING FOR ESL (tested with 2009)

16	57.3	75.9	81.6	82.2	62.5	87.5	56.3	95.6
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READING 7 (tested with 2009)

154	64.7	80.4	80.8	80.9	87.0	88.3	84.2	94.1
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READING 8 (tested with 2009)

243	72.1	81.4	82.7	82.8	90.1	97.1	86.3	94.0
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READING MASTERY 7 (tested with 2009)

241	62.3	77.4	77.4	77.4	77.6	80.9	71.9	88.5
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READING MASTERY 8 (tested with 2009)

153	65.6	77.1	79.0	79.3	80.4	96.1	77.3	89.0
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SCIENCE 7 (tested with 2009)

412	66.9	77.9	83.9	84.5	81.1	94.7	79.8	90.7
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SEMESTER 2

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

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

6	76.1	84.0	90.0	90.7	83.3	100.0	69.5	90.0
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MS ADVANCED LA FOR ESL (tested with 2009)

6	70.2	82.1	90.0	90.9	83.3	100.0	65.8	91.4
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MS BEGINNING LA FOR ESL (tested with 2009)

7	62.6	77.6	87.9	89.0	100.0	100.0	51.4	95.4
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MS INTERMEDIATE LA FOR ESL (tested with 2009)

13	63.1	75.4	82.5	83.3	61.5	100.0	52.1	95.4
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MS INTERMEDIATE READING FOR ESL (tested with 2009)

13	67.9	78.6	83.1	83.6	76.9	100.0	60.6	94.4
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READING 7 (tested with 2009)

164	75.1	83.4	83.8	83.8	92.7	95.7	80.2	92.9
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READING 8 (tested with 2009)

241	76.2	84.1	84.6	84.7	95.0	99.6	88.0	93.4
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READING MASTERY 7 (tested with 2009)

234	69.4	79.6	80.1	80.2	79.5	87.6	72.0	87.1
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READING MASTERY 8 (tested with 2009)

142	74.0	82.7	79.7	79.4	87.3	90.8	85.1	89.8
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SCIENCE 7 (tested with 2009)

404	64.6	77.9	82.8	83.4	79.2	93.8	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)

410	47.2	72.7	78.9	79.6	62.0	88.8	72.7	87.9
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TEXAS STUDIES 7 (tested with 2009)

314	48.0	71.6	81.8	83.0	56.7	95.9	56.9	89.4
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TEXAS STUDIES 7 PRE-AP (tested with 2009)

94	63.3	75.6	84.5	85.4	80.9	96.8	76.4	97.5
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UNITED STATES STUDIES 8 (tested with 2009)

347	56.5	71.0	75.7	76.2	56.8	77.8	54.6	86.7
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UNITED STATES STUDIES 8 PRE-AP (tested with 2009)

64	76.8	84.5	86.4	86.6	90.6	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)

398	52.7	72.7	80.7	81.5	61.1	90.2	64.9	87.2
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TEXAS STUDIES 7 (tested with 2009)

299	55.5	72.7	81.4	82.4	64.2	92.0	63.3	87.2
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TEXAS STUDIES 7 PRE-AP (tested with 2009)

103	66.5	77.7	87.3	88.4	79.6	100.0	86.3	96.6
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UNITED STATES STUDIES 8 (tested with 2009)

336	64.6	78.3	78.5	78.5	78.3	87.2	71.9	88.4
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UNITED STATES STUDIES 8 PRE-AP (tested with 2009)

64	85.3	90.2	82.0	81.1	98.4	89.1	93.9	96.2
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