

Campus Data Packet

for 2009 - 10 Plans



BILLY EARL DADE

School Number 62

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	155
7	165
8	151
ALL	471

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	374	79.4	40	81.6
American Indian	0	0.0	*	*
Asian	1	0.2	*	*
Hispanic	93	19.7	1	2.0
White	3	0.6	6	12.2
Other	**	**	2	4.1

*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	422	89.6
Limited English proficient students	29	6.2
Special education students	55	11.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
6	2007	172	137	79.7	0	0.0	1	0.6	34	19.8	0	0.0
	2008	169	130	76.9	0	0.0	0	0.0	39	23.1	0	0.0
	2009	155	125	80.6	0	0.0	1	0.6	27	17.4	2	1.3
7	2007	142	106	74.6	0	0.0	0	0.0	36	25.4	0	0.0
	2008	171	143	83.6	0	0.0	0	0.0	28	16.4	0	0.0
	2009	165	126	76.4	0	0.0	0	0.0	39	23.6	0	0.0
8	2007	121	85	70.2	0	0.0	0	0.0	36	29.8	0	0.0
	2008	128	99	77.3	0	0.0	0	0.0	28	21.9	1	0.8
	2009	151	123	81.5	0	0.0	0	0.0	27	17.9	1	0.7
6-8	2007	435	328	75.4	0	0.0	1	0.2	106	24.4	0	0.0
	2008	468	372	79.5	0	0.0	0	0.0	95	20.3	1	0.2
	2009	471	374	79.4	0	0.0	1	0.2	93	19.7	3	0.6

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
6	2007	172	162	94.2	9	5.2	24	14.0	29	16.9	12	7.0	0.0
	2008	169	155	91.7	20	11.8	26	15.4	17	10.1	22	13.0	1.2
	2009	155	142	91.6	8	5.2	15	9.7	0	0.0	15	9.7	0.6
7	2007	142	132	93.0	12	8.5	35	24.6	13	9.2	14	9.9	9.9
	2008	171	155	90.6	9	5.3	23	13.5	18	10.5	18	10.5	4.7
	2009	165	145	87.9	15	9.1	19	11.5	34	20.6	11	6.7	3.6
8	2007	121	102	84.3	12	9.9	22	18.2	5	4.1	15	12.4	3.3
	2008	128	119	93.0	11	8.6	28	21.9	20	15.6	11	8.6	3.1
	2009	151	135	89.4	6	4.0	21	13.9	25	16.6	6	4.0	3.3
6-8	2007	435	396	91.0	33	7.6	81	18.6	47	10.8	41	9.4	4.1
	2008	468	429	91.7	40	8.5	77	16.5	55	11.8	51	10.9	3.0
	2009	471	422	89.6	29	6.2	55	11.7	59	12.5	32	6.8	2.5

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	167.6	11,264.8	164.9	98.4	10,864.3	96.4	66	39.4	21.9	137	9,788	81.8	86.9
	2008	161.9	10,450.4	158.4	97.9	10,060.0	96.3	54	33.4	22.0	134	9,055	82.8	86.6
	2009	147.2	10,588.3	139.6	94.8	10,165.3	96.0	53	36.0	19.9	118	9,131	80.2	86.2
7	2007	145.6	10,085.4	142.4	97.8	9,572.1	94.9	77	52.9	27.7	107	8,404	73.5	83.3
	2008	164.8	10,790.7	156.8	95.2	10,269.4	95.2	69	41.9	26.3	128	9,024	77.7	83.6
	2009	161.5	10,135.8	152.1	94.2	9,601.8	94.7	48	29.7	26.0	129	8,389	79.9	82.8
8	2007	118.9	10,675.2	116.6	98.0	10,054.2	94.2	55	46.3	31.2	91	8,706	76.5	81.6
	2008	138.9	9,895.9	132.6	95.5	9,350.9	94.5	46	33.1	30.5	108	8,046	77.7	81.3
	2009	158.2	10,551.1	147.0	92.9	9,945.8	94.3	65	41.1	28.2	121	8,477	76.5	80.3
6-8	2007	432.1	32,025.4	423.9	98.1	30,490.6	95.2	198	45.8	26.8	335	26,898	77.5	84.0
	2008	465.6	31,137.0	447.9	96.2	29,680.3	95.3	169	36.3	26.1	370	26,125	79.5	83.9
	2009	466.9	31,275.2	438.6	93.9	29,712.9	95.0	166	35.6	24.7	368	25,997	78.8	83.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	40	81.6
Hispanic	1	2.0
White	6	12.2
Other	2	4.1

Gender	Number	Percent
Female	37	75.5
Male	12	24.5

TOTAL	49
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AVERAGE NUMBER OF ABSENCES

2007	7.5
2008	9.0
2009	6.5

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		78.7	63.3	76.6	*	16.7	55.2		74.7	77.0	75.8	87.2	153
	2008		83.3	86.2	83.6	25.0	72.7	76.7		77.3	90.3	84.1	87.8	138
	2009	*	68.6	88.9	70.8	33.3	62.5	61.6		70.4	73.7	72.1	86.4	147
7	2007		66.7	65.5	67.0	*	16.7	47.5		64.2	68.3	66.4	76.0	116
	2008		71.1	56.7	68.3	0.0	33.3	58.5		67.9	67.6	67.1	77.3	161
	2009		78.4	69.4	76.3	66.7	45.5	71.8		68.6	81.9	75.8	77.1	153
8	2007		76.7	84.6	78.8	*	*	76.1		76.9	80.9	78.8	80.5	99
	2008	*	86.3	89.7	87.8	25.0	*	85.5		86.7	86.4	86.5	90.1	111
	2009	*	88.4	77.4	87.9	83.3	57.1	82.7		85.9	86.3	86.1	91.2	144
6-8	2007		74.5	70.6	74.1	66.7	20.0	60.0		72.3	75.0	73.6	81.5	368
	2008	*	79.1	77.3	78.6	15.6	63.6	72.0		75.4	81.1	78.0	84.9	410
	2009	*	78.3	77.7	78.3	61.1	53.8	73.0		75.0	80.6	77.9	85.0	444

NUMBER TESTED IN GRADES 6-8													
2007	0	282	85	332	12	15	195	0	184	184	368	27,843	
2008	1	316	88	365	32	22	236	0	195	212	410	28,091	
2009	2	346	94	397	18	26	256	0	212	232	444	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		26	11	33	*	5	30		20	17	37	1,269	153
	2008		18	4	20	9	3	17		15	7	22	1,140	138
	2009	*	37	3	38	4	3	28		21	20	41	1,295	147
7	2007		29	10	35	*	5	32		19	20	39	2,085	116
	2008		37	13	46	12	4	39		27	24	53	2,207	161
	2009		25	11	32	2	6	24		22	15	37	2,065	153
8	2007		17	4	18	*	*	16		12	9	21	1,803	99
	2008	*	11	3	12	6	*	10		6	9	15	891	111
	2009	*	13	7	16	1	3	17		10	10	20	834	144
6-8	2007		72	25	86	4	12	78		51	46	97	5,157	368
	2008	*	66	20	78	27	8	66		48	40	90	4,238	410
	2009	*	75	21	86	7	12	69		53	45	98	4,194	444

	NUMBER TESTED IN GRADES 6-8											
2007	0	282	85	332	12	15	195	0	184	184	368	27,843
2008	1	316	88	365	32	22	236	0	195	212	410	28,091
2009	2	346	94	397	18	26	256	0	212	232	444	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	77.9	78.9	69.3	66.6
	2008	80.4	78.5	76.8	72.6
	2009	74.4	68.6	71.2	75.0
7	2007	72.3	67.8	73.7	68.0
	2008	78.2	79.9	72.4	64.0
	2009	81.1	82.8	75.3	74.3
8	2007	78.7	82.1	83.1	72.8
	2008	80.3	78.3	76.1	80.1
	2009	83.2	81.3	78.3	80.5
6-8	2007	76.4	76.3	74.4	68.7
	2008	79.5	79.0	74.9	71.3
	2009	79.6	77.6	74.9	76.5

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)
6	2007		23.0	13.3	22.7	*	0.0	3.0		20.3	23.0	21.6	37.4	153
	2008		19.4	34.5	20.5	16.7	18.2	8.2		25.8	20.8	23.2	33.8	138
	2009	*	14.4	29.6	14.6	0.0	0.0	9.6		15.5	18.4	17.0	30.2	147
7	2007		4.6	0.0	2.8	*	0.0	1.6		3.8	3.2	3.4	12.7	116
	2008		10.9	10.0	10.3	0.0	0.0	3.2		10.7	10.8	10.6	19.1	161
	2009		10.3	16.7	10.4	0.0	0.0	8.2		11.4	12.0	11.8	19.6	153
8	2007		20.5	19.2	21.2	*	*	13.4		21.2	19.1	20.2	26.0	99
	2008	*	23.8	24.1	24.5	12.5	*	11.6		28.9	21.2	24.3	37.6	111
	2009	*	24.1	6.5	21.2	0.0	0.0	10.2		22.5	19.2	20.8	36.6	144
6-8	2007		16.7	10.6	16.0	16.7	6.7	6.2		15.8	15.2	15.5	25.9	368
	2008	*	17.1	22.7	17.5	9.4	9.1	7.2		20.0	17.5	18.5	29.9	410
	2009	*	16.2	17.0	15.4	0.0	0.0	9.4		16.5	16.4	16.4	29.0	444

	NUMBER TESTED IN GRADES 6-8											
2007	0	282	85	332	12	15	195	0	184	184	368	27,843
2008	1	316	88	365	32	22	236	0	195	212	410	28,091
2009	2	346	94	397	18	26	256	0	212	232	444	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		54.5	40.0	51.4	*	0.0	27.9		48.1	56.2	51.9	70.0	154
	2008		60.2	72.4	62.3	45.5	63.6	54.2		63.1	63.0	63.0	73.8	138
	2009	*	60.0	69.2	59.8	*	57.1	50.7		59.4	64.9	62.2	73.3	143
7	2007		48.8	56.3	52.8	33.3	14.3	25.8		57.4	45.3	50.8	65.9	118
	2008		53.1	43.3	52.4	8.3	16.7	38.3		50.0	51.4	50.3	64.5	161
	2009		60.0	61.1	61.9	66.7	45.5	43.8		56.2	63.1	59.9	67.2	157
8	2007		47.2	53.8	51.2	*	*	41.8		47.1	51.1	49.0	56.7	98
	2008	*	63.4	62.1	62.4	0.0	*	49.3		77.1	53.8	63.7	72.8	113
	2009	*	60.2	65.5	63.0	50.0	71.4	51.0		58.6	64.6	61.7	72.3	149
6-8	2007		50.9	50.0	51.8	30.8	18.8	32.0		50.5	51.1	50.8	64.3	370
	2008	*	58.2	59.1	58.4	19.4	40.9	46.4		60.9	56.1	58.3	70.2	412
	2009	*	60.1	64.8	61.6	61.9	56.0	48.4		58.0	64.1	61.2	71.0	449

	NUMBER TESTED IN GRADES 6-8											
2007	0	281	88	334	13	16	197	0	186	184	370	28,025
2008	1	318	88	368	31	22	239	0	197	212	412	28,064
2009	3	353	91	401	21	25	258	0	212	237	449	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		56	18	69	*	6	49		42	32	74	3,012	154
	2008		43	8	46	6	4	33		24	27	51	2,460	138
	2009	*	46	8	51	*	3	34		28	26	54	2,552	143
7	2007		44	14	51	4	6	46		23	35	58	2,976	118
	2008		60	17	69	11	5	58		42	36	80	3,462	161
	2009		48	14	53	3	6	50		32	31	63	2,966	157
8	2007		38	12	41	*	*	39		27	23	50	4,022	98
	2008	*	30	11	38	8	*	37		11	30	41	2,429	113
	2009	*	47	10	50	4	2	49		29	28	57	2,530	149
6-8	2007		138	44	161	9	13	134		92	90	182	10,010	370
	2008	*	133	36	153	25	13	128		77	93	172	8,351	412
	2009	*	141	32	154	8	11	133		89	85	174	8,048	449

	NUMBER TESTED IN GRADES 6-8											
2007	0	281	88	334	13	16	197	0	186	184	370	28,025
2008	1	318	88	368	31	22	239	0	197	212	412	28,064
2009	3	353	91	401	21	25	258	0	212	237	449	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	63.7	57.4	67.2	56.9	70.2	62.1
	2008	70.4	69.2	68.4	59.9	72.1	70.7
	2009	64.8	66.7	65.0	62.7	71.7	66.4
7	2007	59.7	52.4	56.5	49.2	59.7	60.2
	2008	58.4	53.4	58.7	42.0	51.2	59.4
	2009	68.3	57.8	60.7	52.5	60.2	66.9
8	2007	55.5	63.3	60.6	50.0	64.7	58.1
	2008	60.5	63.4	66.1	43.5	64.7	63.5
	2009	60.9	63.4	61.1	43.9	62.9	61.3
6-8	2007	60.2	57.3	62.0	52.6	65.4	60.4
	2008	63.0	61.4	64.0	48.4	61.9	64.3
	2009	64.7	62.5	62.2	52.9	64.8	64.9

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)
6	2007		8.9	10.0	9.9	*	0.0	0.0		6.2	13.7	9.7	26.5	154
	2008		13.9	27.6	14.8	9.1	9.1	8.3		18.5	15.1	16.7	31.0	138
	2009	*	9.6	15.4	10.2	*	0.0	2.9		14.5	6.8	10.5	29.0	143
7	2007		1.2	6.3	2.8	0.0	0.0	0.0		3.7	1.6	2.5	10.9	118
	2008		7.0	6.7	6.2	0.0	0.0	1.1		7.1	6.8	6.8	11.0	161
	2009		4.2	13.9	6.5	0.0	0.0	5.6		9.6	3.6	6.4	11.3	157
8	2007		2.8	7.7	3.6	*	*	0.0		3.9	4.3	4.1	9.0	98
	2008	*	4.9	13.8	6.9	0.0	*	1.4		6.3	7.7	7.1	14.1	113
	2009	*	9.3	6.9	7.4	0.0	0.0	1.0		11.4	6.3	8.7	15.4	149
6-8	2007		5.0	8.0	6.0	0.0	0.0	0.0		4.8	7.1	5.9	15.9	370
	2008	*	8.8	15.9	9.2	3.2	4.5	3.3		10.7	9.9	10.2	18.7	412
	2009	*	7.6	12.1	8.0	4.8	0.0	3.1		11.8	5.5	8.5	18.7	449

NUMBER TESTED IN GRADES 6-8													
2007	0	281	88	334	13	16	197	0	186	184	370	28,025	
2008	1	318	88	368	31	22	239	0	197	212	412	28,064	
2009	3	353	91	401	21	25	258	0	212	237	449	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		83.5	86.7	84.1	*	66.7	72.1		77.8	90.2	84.3	87.5	115
	2008		81.9	76.7	80.7	27.3	83.3	73.1		77.1	84.0	80.5	83.7	159
	2009		84.3	82.9	82.6	*	54.5	74.1		76.5	90.4	84.1	88.6	151

	NUMBER TESTED IN GRADE 7											
2007	0	85	30	107	3	6	61	0	54	61	115	8,582
2008	0	127	30	145	11	6	93	0	83	75	159	9,744
2009	0	115	35	132	4	11	85	0	68	83	151	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		14	4	17	*	2	17		12	6	18	1,075	115
	2008		23	7	28	8	1	25		19	12	31	1,584	159
	2009		18	6	23	*	5	22		16	8	24	1,023	151

NUMBER TESTED IN GRADE 7													
2007	0	85	30	107	3	6	61	0	54	61	115	8,582	
2008	0	127	30	145	11	6	93	0	83	75	159	9,744	
2009	0	115	35	132	4	11	85	0	68	83	151	8,988	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
7	2007	2.4	85.9	74.2	76.8	82.3
	2008	2.3	72.5	74.8	78.2	76.7
	2009	2.2	79.5	79.8	79.5	84.1

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		22.4	20.0	21.5	*	0.0	14.8		14.8	27.9	21.7	21.8	115
	2008		18.9	13.3	17.2	0.0	0.0	9.7		14.5	21.3	17.6	20.4	159
	2009		14.8	22.9	17.4	*	18.2	9.4		22.1	12.0	16.6	22.3	151

NUMBER TESTED IN GRADE 7													
2007	0	85	30	107	3	6	61	0	54	61	115	8,582	
2008	0	127	30	145	11	6	93	0	83	75	159	9,744	
2009	0	115	35	132	4	11	85	0	68	83	151	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		73.6	72.0	74.7	*	*	66.7		74.0	72.3	73.2	78.9	97
	2008	*	70.0	71.4	70.4	12.5	*	60.3		74.5	67.2	70.3	86.6	111
	2009	*	78.4	77.8	77.5	33.3	85.7	73.4		84.4	73.3	78.4	88.3	139

NUMBER TESTED IN GRADE 8													
2007	0	72	25	83	1	2	66	0	50	47	97	9,206	
2008	1	80	28	98	8	5	68	0	47	64	111	8,642	
2009	1	111	27	129	9	7	94	0	64	75	139	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		19	7	21	*	*	22		13	13	26	1,942	97
	2008	*	24	8	29	7	*	27		12	21	33	1,157	111
	2009	*	24	6	29	6	1	25		10	20	30	1,078	139

NUMBER TESTED IN GRADE 8													
2007	0	72	25	83	1	2	66	0	50	47	97	9,206	
2008	1	80	28	98	8	5	68	0	47	64	111	8,642	
2009	1	111	27	129	9	7	94	0	64	75	139	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	57.9	60.1	72.3	59.4	67.7
	2008	62.9	59.6	65.0	60.0	69.7
	2009	61.3	70.6	68.7	61.4	73.7

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		9.7	16.0	13.3	*	*	6.1		12.0	10.6	11.3	21.1	97
	2008	*	12.5	17.9	13.3	12.5	*	4.4		14.9	14.1	14.4	27.5	111
	2009	*	14.4	7.4	14.0	0.0	0.0	7.4		18.8	9.3	13.7	31.7	139

	NUMBER TESTED IN GRADE 8											
2007	0	72	25	83	1	2	66	0	50	47	97	9,206
2008	1	80	28	98	8	5	68	0	47	64	111	8,642
2009	1	111	27	129	9	7	94	0	64	75	139	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		36.6	42.3	42.2	*	*	29.9		46.0	29.8	38.1	52.4	97
	2008	*	37.5	37.9	37.4	12.5	*	17.4		48.9	30.8	38.4	54.6	112
	2009	*	51.8	46.4	51.9	0.0	57.1	40.6		65.2	38.7	51.1	59.2	141

	NUMBER TESTED IN GRADE 8											
2007	0	71	26	83	2	3	67	0	50	47	97	9,233
2008	1	80	29	99	8	5	69	0	47	65	112	8,703
2009	1	112	28	131	9	7	96	0	66	75	141	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		45	15	48	*	*	47		27	33	60	4,398	97
	2008	*	50	18	62	7	*	57		24	45	69	3,953	112
	2009	*	54	15	63	9	3	57		23	46	69	3,794	141

NUMBER TESTED IN GRADE 8													
2007	0	71	26	83	2	3	67	0	50	47	97	9,233	
2008	1	80	29	99	8	5	69	0	47	65	112	8,703	
2009	1	112	28	131	9	7	96	0	66	75	141	9,292	

Grade 8 science passing standard has risen to Panel Recommendation for 2009. In 2008, it was 1 SEM below PR; in 2007, it was 2 SEM below PR.


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Nature of Science	Living Systems and the Environment	Structures and Properties of Matter	Motion, Forces, and Energy	Earth and Space Systems
8	2007	58.6	58.3	53.3	45.2	46.0
	2008	62.1	60.8	58.8	42.1	51.0
	2009	68.0	70.7	66.9	67.0	57.5

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)
8	2007		2.8	0.0	2.4	*	*	1.5		0.0	4.3	2.1	6.6	97
	2008	*	3.8	6.9	5.1	0.0	*	2.9		10.6	1.5	5.4	11.2	112
	2009	*	7.1	7.1	8.4	0.0	14.3	3.1		12.1	4.0	7.8	13.3	141

	NUMBER TESTED IN GRADE 8											
2007	0	71	26	83	2	3	67	0	50	47	97	9,233
2008	1	80	29	99	8	5	69	0	47	65	112	8,703
2009	1	112	28	131	9	7	96	0	66	75	141	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	66.7	76.9	78.6	*	80.0		75.0	*	78.6	68.6	14
	2009		100.0		100.0	100.0		*		100.0	*	100.0	70.9	9
7														
	2008		72.7	*	72.7	75.0	*	85.7		70.0	*	75.0	67.1	12
	2009		100.0	*	100.0	100.0	*	100.0		100.0	100.0	100.0	72.6	15
8														
	2008		71.4	*	64.7	68.4	*	64.7		66.7	70.0	68.4	64.8	19
	2009		93.8	*	92.3	94.1		100.0		100.0	87.5	94.1	77.8	17
6-8														
	2008		75.0	66.7	70.7	73.3	66.7	73.5		70.4	76.5	73.3	67.0	45
	2009		97.2	*	97.1	97.6	*	100.0		100.0	94.1	97.6	73.8	41

NUMBER TESTED IN GRADES 6-8													
2008	0	32	12	41	45	9	34	0	27	17	45	1,789	
2009	0	36	5	35	41	4	32	0	24	17	41	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	2	3	3	*	2		2	*	3	206	14
	2009		0		0	0		*		0	*	0	182	9
7														
	2008		3	*	3	3	*	1		3	*	3	201	12
	2009		0	*	0	0	*	0		0	0	0	181	15
8														
	2008		4	*	6	6	*	6		3	3	6	184	19
	2009		1	*	1	1		0		0	1	1	143	17
6-8														
	2008		8	4	12	12	3	9		8	4	12	591	45
	2009		1	*	1	1	*	0		0	1	1	506	41

NUMBER TESTED IN GRADES 6-8													
2008	0	32	12	41	45	9	34	0	27	17	45	1,789	
2009	0	36	5	35	41	4	32	0	24	17	41	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	64.3	69.0	58.3	63.6
	2009	91.9	83.3	74.1	79.8
7					
	2008	61.7	61.5	75.0	59.7
	2009	84.0	80.0	81.7	72.2
8					
	2008	62.1	75.7	69.1	50.9
	2009	74.7	75.0	75.0	61.8
6-8					
	2008	62.7	69.8	67.3	57.2
	2009	81.9	78.7	77.2	69.5

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)
6														
	2008		0.0	0.0	0.0	0.0	*	0.0		0.0	*	0.0	7.3	14
	2009		33.3		33.3	33.3		*		16.7	*	33.3	7.5	9
7														
	2008		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	5.9	12
	2009		36.4	*	30.8	26.7	*	23.1		33.3	16.7	26.7	8.9	15
8														
	2008		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	6.3	19
	2009		0.0	*	0.0	0.0		0.0		0.0	0.0	0.0	7.1	17
6-8														
	2008		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	6.5	45
	2009		19.4	*	20.0	17.1	*	12.5		16.7	17.6	17.1	7.9	41

NUMBER TESTED IN GRADES 6-8													
2008	0	32	12	41	45	9	34	0	27	17	45	1,789	
2009	0	36	5	35	41	4	32	0	24	17	41	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	50.0	53.8	50.0	*	60.0		50.0	*	50.0	57.0	14
	2009		100.0	*	100.0	100.0	*	100.0		100.0	*	100.0	64.0	11
7														
	2008		63.6	*	63.6	66.7	*	57.1		60.0	*	66.7	53.7	12
	2009		87.5	*	90.0	91.7	*	90.0		85.7	*	91.7	62.0	12
8														
	2008		33.3	*	27.8	35.0	*	31.3		41.7	25.0	35.0	45.0	20
	2009		100.0	*	100.0	100.0		100.0		100.0	100.0	100.0	67.1	15
6-8														
	2008		48.5	50.0	45.2	47.8	55.6	45.5		50.0	46.7	47.8	52.0	46
	2009		96.9	100.0	97.0	97.4	*	96.7		95.5	100.0	97.4	64.4	38

NUMBER TESTED IN GRADES 6-8													
2008	0	33	12	42	46	9	33	0	30	15	46	1,797	
2009	0	32	6	33	38	5	30	0	22	16	38	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	6	7	*	4		4	*	7	260	14
	2009		0	*	0	0	*	0		0	*	0	205	11
7														
	2008		4	*	4	4	*	3		4	*	4	279	12
	2009		1	*	1	1	*	1		1	*	1	248	12
8														
	2008		10	*	13	13	*	11		7	6	13	324	20
	2009		0	*	0	0		0		0	0	0	210	15
6-8														
	2008		17	6	23	24	4	18		15	8	24	863	46
	2009		1	0	1	1	*	1		1	0	1	663	38

NUMBER TESTED IN GRADES 6-8													
2008	0	33	12	42	46	9	33	0	30	15	46	1,797	
2009	0	32	6	33	38	5	30	0	22	16	38	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	57.1	50.0	45.2	62.5	67.1	39.8
	2009	65.9	76.6	57.6	68.2	87.3	67.5
7							
	2008	44.8	39.6	58.3	45.8	47.2	51.4
	2009	66.7	56.3	54.2	60.4	65.3	70.8
8							
	2008	41.3	54.4	41.7	41.3	40.8	44.4
	2009	70.0	59.2	52.2	65.0	62.2	74.2
6-8							
	2008	47.0	49.2	47.1	48.9	50.5	44.8
	2009	67.8	63.3	54.4	64.5	70.4	71.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6														
	2008		14.3	0.0	7.7	7.1	*	10.0		12.5	*	7.1	6.4	14
	2009		40.0	*	36.4	36.4	*	33.3		14.3	*	36.4	8.4	11
7														
	2008		9.1	*	9.1	8.3	*	14.3		10.0	*	8.3	2.5	12
	2009		25.0	*	10.0	16.7	*	20.0		28.6	*	16.7	8.0	12
8														
	2008		6.7	*	5.6	10.0	*	6.3		8.3	12.5	10.0	3.2	20
	2009		28.6	*	25.0	26.7		21.4		37.5	14.3	26.7	5.8	15
6-8														
	2008		9.1	8.3	7.1	8.7	0.0	9.1		10.0	6.7	8.7	4.1	46
	2009		31.3	0.0	24.2	26.3	*	23.3		27.3	25.0	26.3	7.4	38

NUMBER TESTED IN GRADES 6-8														
2008	0	33	12	42	46	9	33	0	30	15	46	1,797		
2009	0	32	6	33	38	5	30	0	22	16	38	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		0.0	*	10.0	9.5	*	11.1		9.1	10.0	9.5	30.0	21
	2009		53.8	*	45.5	57.1		66.7		71.4	50.0	57.1	40.1	14

NUMBER TESTED IN GRADE 8													
2008	0	16	5	20	21	3	18	0	11	10	21	636	
2009	0	13	1	11	14	0	12	0	7	6	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		16	*	18	19	*	16		10	9	19	445	21
	2009		6	*	6	6		4		2	3	6	378	14

NUMBER TESTED IN GRADE 8													
2008	0	16	5	20	21	3	18	0	11	10	21	636	
2009	0	13	1	11	14	0	12	0	7	6	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	47.2	47.1	48.6	29.5	44.4
	2009	67.5	67.1	42.9	52.9	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														
	2008		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	14

NUMBER TESTED IN GRADE 8														
2007														
2008	0	16	5	20	21	3	18	0	11	10	21	636		
2009	0	13	1	11	14	0	12	0	7	6	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	13

NUMBER TESTED IN GRADE 8														
2009	0	12	1	11	13	0	11	0	6	6	13	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		12	*	11	13		11		6	6	13	618	13

NUMBER TESTED IN GRADE 8														
2009	0	12	1	11	13	0	11	0	6	6	13	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	45.4	49.2	62.6	60.8	69.2

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	13

NUMBER TESTED IN GRADE 8														
2009	0	12	1	11	13	0	11	0	6	6	13	618		

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

		READING TOTAL				
Grade	Year	At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2007					0
	2008	10.8	61.5	24.8	37.2	141
	2009	10.8	44.4	20.5	33.6	156

Number Tested	2007	0	0	0	0	
	2008	102	39	141	8,615	
	2009	111	45	156	9,813	

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2007					0
	2008	19.8	69.2	33.6	46.7	140
	2009	22.9	69.8	36.2	48.3	152

Number Tested	2007	0	0	0	0	
	2008	101	39	140	8,493	
	2009	109	43	152	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		25.2	23.5	23.6	2.9	7.7	10.8		23.9	25.7	24.8	37.2	141
	2009	*	23.2	6.7	21.3	0.0	0.0	10.8		21.6	19.5	20.5	33.6	156

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	0	107	34	123	34	13	102	0	71	70	141	8,615	
	2009	1	125	30	136	24	8	111	0	74	82	156	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		2	1	3	0	0	0		1	2	3	508	141
	2009	*	1	0	2	0	0	1		2	0	2	575	156

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	0	107	34	123	34	13	102	0	71	70	141	8,615	
	2009	1	125	30	136	24	8	111	0	74	82	156	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	*	29.0	46.9	32.5	0.0	16.7	19.8		34.2	32.8	33.6	46.7	140
	2009	*	36.4	33.3	37.9	8.7	25.0	22.9		31.0	40.7	36.2	48.3	152

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	1	107	32	123	34	12	101	0	73	67	140	8,493	
	2009	1	121	30	132	23	8	109	0	71	81	152	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	*	5	1	5	0	0	2		5	2	7	801	140
	2009	*	8	3	11	0	0	2		5	7	12	1,219	152

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	1	107	32	123	34	12	101	0	73	67	140	8,493	
	2009	1	121	30	132	23	8	109	0	71	81	152	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	2	100.0	1	0.0	0	-	3	66.7
7	1	0.0	2	50.0	0	-	3	33.3
8	1	100.0	3	33.3	0	-	4	50.0
ALL	4	75.0	6	33.3	0	-	10	50.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
6 (8)	Beginning	1	12.5	2	25.0	2	25.0	0	0.0	0	0.0
	Intermediate	6	75.0	6	75.0	6	75.0	0	0.0	1	12.5
	Advanced	1	12.5	0	0.0	0	0.0	6	75.0	7	87.5
	Advanced High	0	0.0	0	0.0	0	0.0	2	25.0	0	0.0
7 (15)	Beginning	2	13.3	3	20.0	5	33.3	0	0.0	0	0.0
	Intermediate	10	66.7	10	66.7	7	46.7	3	20.0	4	26.7
	Advanced	3	20.0	2	13.3	3	20.0	6	40.0	7	46.7
	Advanced High	0	0.0	0	0.0	0	0.0	6	40.0	4	26.7
8 (6)	Beginning	1	16.7	1	16.7	1	16.7	0	0.0	0	0.0
	Intermediate	2	33.3	4	66.7	4	66.7	0	0.0	1	16.7
	Advanced	3	50.0	1	16.7	1	16.7	3	50.0	4	66.7
	Advanced High	0	0.0	0	0.0	0	0.0	3	50.0	1	16.7
ALL (29)	Beginning	4	13.8	6	20.7	8	27.6	0	0.0	0	0.0
	Intermediate	18	62.1	20	69.0	17	58.6	3	10.3	6	20.7
	Advanced	7	24.1	3	10.3	4	13.8	15	51.7	18	62.1
	Advanced High	0	0.0	0	0.0	0	0.0	11	37.9	5	17.2

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>6</div> <div>0 (0.0%)</div>	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	5	
	Advanced High	0	0	0	
<div>14</div> <div>4 (28.6%)</div>	Beginning	0			
	Intermediate	0	4		
	Advanced	0	1	6	
	Advanced High	0	0	3	
<div>6</div> <div>1 (16.7%)</div>	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	4	
	Advanced High	0	0	1	
<div>26</div> <div>5 (19.2%)</div>	Beginning	0			
	Intermediate	0	6		
	Advanced	0	1	15	
	Advanced High	0	0	4	

 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	14	33.4	11.6	10	32.7	4	*	0		0		2,798	34.2
		2007	83	29.7	64.8	62	29.0	21	31.8	0		0		2,527	33.5
		2008	84	30.3	55.6	67	30.6	16	28.3	1	*	0		2,932	33.8
	Mathematics	2006	14	36.1	11.6	10	37.4	4	*	0		0		2,798	36.8
		2007	83	33.5	64.8	62	33.2	21	34.5	0		0		2,527	37.2
		2008	84	34.4	55.6	67	34.7	16	32.6	1	*	0		2,932	37.2
	Writing	2006	14	35.1	11.6	10	34.6	4	*	0		0		2,798	34.4
		2007	83	29.6	64.8	62	29.5	21	29.6	0		0		2,527	34.5
		2008	84	30.6	55.6	67	30.1	16	32.1	1	*	0		2,932	35.1

SEMESTER 1

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

ALGEBRA I PRE-AP (tested with 2009)

26	65.3	79.2	78.5	78.4	84.6	100.0	80.7	96.4
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COMPUTER APPLICATIONS (tested with 2009)

62	61.2	74.1	80.4	81.1	71.0	96.8	69.6	95.2
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HEALTH EDUCATION (tested with 2009)

35	62.3	74.8	83.7	84.7	77.1	100.0	78.7	98.0
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LANGUAGE ARTS 7 (tested with 2009)

123	59.6	75.8	76.9	77.0	76.4	82.1	67.6	90.0
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

10	67.1	78.1	76.9	76.8	70.0	70.0	82.5	97.7
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LANGUAGE ARTS 8 (tested with 2009)

113	65.8	77.2	79.3	79.5	78.8	93.8	74.0	87.8
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MATHEMATICS 7 (tested with 2009)

115	55.1	72.5	79.7	80.6	59.1	87.8	58.7	86.6
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MATHEMATICS 7 PRE-AP (tested with 2009)

17	70.2	80.1	79.1	79.0	82.4	82.4	73.2	95.3
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MATHEMATICS 8 (tested with 2009)

98	44.5	70.8	76.7	77.4	54.1	87.8	60.1	83.5
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READING 7 (tested with 2009)

123	62.9	79.4	74.6	74.1	83.7	78.9	84.2	94.1
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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)

25	61.1	74.1	83.4	84.4	60.0	100.0	82.6	97.4
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COMPUTER APPLICATIONS (tested with 2009)

65	64.2	76.1	81.4	82.0	76.9	96.9	76.4	93.8
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HEALTH EDUCATION (tested with 2009)

19	66.1	78.4	82.1	82.5	84.2	89.5	80.6	93.1
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LANGUAGE ARTS 7 (tested with 2009)

133	70.0	80.0	76.6	76.2	83.5	83.5	81.7	88.4
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

12	65.0	77.7	79.2	79.3	83.3	91.7	81.4	95.2
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LANGUAGE ARTS 8 (tested with 2009)

108	68.6	79.1	78.6	78.6	83.3	86.1	78.4	87.0
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MATHEMATICS 7 (tested with 2009)

125	52.8	71.7	79.1	79.9	61.6	88.0	58.4	84.2
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MATHEMATICS 7 PRE-AP (tested with 2009)

18	61.1	75.7	76.5	76.6	83.3	72.2	77.3	96.0
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MATHEMATICS 8 (tested with 2009)

102	41.9	66.5	76.7	77.8	33.3	88.2	52.0	82.6
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READING 7 (tested with 2009)

131	64.1	76.0	74.4	74.2	77.9	74.0	80.2	92.9
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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

READING 8 (tested with 2009)

121	62.0	74.7	78.2	78.6	71.9	89.3	86.3	94.0
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SCIENCE 7 (tested with 2009)

133	65.3	76.9	80.0	80.3	82.0	91.7	79.8	90.7
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SCIENCE 8 (tested with 2009)

119	42.9	70.5	77.7	78.5	57.1	88.2	72.7	87.9
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TEXAS STUDIES 7 (tested with 2009)

133	52.8	74.3	80.2	80.8	70.7	88.7	56.9	89.4
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UNITED STATES STUDIES 8 (tested with 2009)

120	43.5	62.3	80.7	82.7	21.7	93.3	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

READING 8 (tested with 2009)

125	66.0	77.3	75.9	75.8	74.4	80.8	88.0	93.4
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SCIENCE 7 (tested with 2009)

126	59.9	74.9	79.5	80.0	73.8	89.7	78.6	88.6
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SCIENCE 8 (tested with 2009)

126	48.7	70.4	79.0	79.9	49.2	88.9	64.9	87.2
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TEXAS STUDIES 7 (tested with 2009)

126	56.8	73.5	81.1	82.0	65.9	90.5	63.3	87.2
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UNITED STATES STUDIES 8 (tested with 2009)

123	52.6	71.0	80.0	81.0	52.0	92.7	71.9	88.4
-----	------	------	------	------	------	------	------	------