

Campus Data Packet

for 2009 - 10 Plans



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School Number 72

*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	234
7	175
8	205
ALL	614

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	442	72.0	35	83.3
American Indian	1	0.2	*	*
Asian	1	0.2	*	*
Hispanic	160	26.1	1	2.4
White	10	1.6	4	9.5
Other	**	**	2	4.8

*Included in category "Other."

**All students are classified in one of the five racial/ethnic groups.

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	576	93.8
Limited English proficient students	72	11.7
Special education students	102	16.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
6	2007	180	127	70.6	0	0.0	2	1.1	47	26.1	4	2.2
	2008	189	135	71.4	1	0.5	0	0.0	50	26.5	3	1.6
	2009	234	171	73.1	0	0.0	0	0.0	59	25.2	4	1.7
7	2007	185	141	76.2	0	0.0	0	0.0	39	21.1	5	2.7
	2008	185	130	70.3	0	0.0	2	1.1	50	27.0	3	1.6
	2009	175	124	70.9	1	0.6	0	0.0	49	28.0	1	0.6
8	2007	226	170	75.2	0	0.0	0	0.0	50	22.1	6	2.7
	2008	157	120	76.4	0	0.0	0	0.0	33	21.0	4	2.5
	2009	205	147	71.7	0	0.0	1	0.5	52	25.4	5	2.4
6-8	2007	591	438	74.1	0	0.0	2	0.3	136	23.0	15	2.5
	2008	531	385	72.5	1	0.2	2	0.4	133	25.0	10	1.9
	2009	614	442	72.0	1	0.2	1	0.2	160	26.1	10	1.6

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
6	2007	180	168	93.3	22	12.2	32	17.8	0	0.0	14	7.8	1.1
	2008	189	179	94.7	23	12.2	24	12.7	6	3.2	24	12.7	4.8
	2009	234	222	94.9	24	10.3	40	17.1	11	4.7	22	9.4	0.9
7	2007	185	172	93.0	12	6.5	27	14.6	5	2.7	23	12.4	2.7
	2008	185	173	93.5	25	13.5	37	20.0	12	6.5	23	12.4	3.2
	2009	175	168	96.0	20	11.4	25	14.3	13	7.4	15	8.6	4.6
8	2007	226	192	85.0	24	10.6	36	15.9	12	5.3	15	6.6	5.3
	2008	157	135	86.0	13	8.3	21	13.4	16	10.2	16	10.2	3.2
	2009	205	186	90.7	28	13.7	37	18.0	13	6.3	18	8.8	2.9
6-8	2007	591	532	90.0	58	9.8	95	16.1	17	2.9	52	8.8	3.2
	2008	531	487	91.7	61	11.5	82	15.4	34	6.4	63	11.9	3.8
	2009	614	576	93.8	72	11.7	102	16.6	37	6.0	55	9.0	2.6

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	175.8	11,264.8	165.5	94.1	10,864.3	96.4	70	39.8	21.9	134	9,788	76.2	86.9
	2008	183.2	10,450.4	173.2	94.6	10,060.0	96.3	65	35.5	22.0	141	9,055	77.0	86.6
	2009	222.4	10,588.3	209.2	94.1	10,165.3	96.0	57	25.6	19.9	181	9,131	81.4	86.2
7	2007	171.3	10,085.4	158.4	92.5	9,572.1	94.9	72	42.0	27.7	131	8,404	76.5	83.3
	2008	187.7	10,790.7	175.7	93.6	10,269.4	95.2	65	34.6	26.3	147	9,024	78.3	83.6
	2009	169.1	10,135.8	153.0	90.5	9,601.8	94.7	46	27.2	26.0	122	8,389	72.2	82.8
8	2007	227.2	10,675.2	208.7	91.9	10,054.2	94.2	88	38.7	31.2	170	8,706	74.8	81.6
	2008	157.7	9,895.9	146.6	92.9	9,350.9	94.5	47	29.8	30.5	120	8,046	76.1	81.3
	2009	201.6	10,551.1	186.3	92.4	9,945.8	94.3	71	35.2	28.2	153	8,477	75.9	80.3
6-8	2007	574.4	32,025.4	532.6	92.7	30,490.6	95.2	230	40.0	26.8	435	26,898	75.7	84.0
	2008	528.7	31,137.0	495.6	93.7	29,680.3	95.3	177	33.5	26.1	408	26,125	77.2	83.9
	2009	593.1	31,275.2	548.5	92.5	29,712.9	95.0	174	29.3	24.7	456	25,997	76.9	83.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	35	83.3
Hispanic	1	2.4
White	4	9.5
Other	2	4.8

Gender	Number	Percent
Female	29	69.0
Male	13	31.0

TOTAL	42
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AVERAGE NUMBER OF ABSENCES

2007	8.9
2008	4.7
2009	8.2

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	*	83.7	81.1	83.2	*	64.3	77.0		74.0	89.9	81.5	87.2	146
	2008	*	84.3	88.1	85.5	*	84.2	78.2	*	81.7	90.5	85.6	87.8	167
	2009	*	76.7	85.4	77.3	33.3	68.8	63.5		73.6	82.7	78.7	86.4	197
7	2007	*	66.9	67.7	68.3	*	62.5	63.4		61.8	73.4	67.7	76.0	155
	2008	*	81.9	86.5	85.0	*	85.7	74.2		83.3	83.6	83.4	77.3	145
	2009	*	68.6	73.3	69.7	*	70.6	63.8		69.0	72.1	70.4	77.1	152
8	2007	*	79.7	81.0	81.4	*	66.7	74.2		80.0	81.0	80.4	80.5	184
	2008	*	84.5	72.4	84.6	*	66.7	81.1		73.4	89.7	82.4	90.1	142
	2009	*	86.3	92.9	88.2	54.5	89.5	83.6		88.9	87.9	88.4	91.2	172
6-8	2007	83.3	76.7	77.3	77.6	83.3	65.0	71.3		72.9	81.1	76.7	81.5	485
	2008	100.0	83.6	83.3	85.1	80.0	81.0	78.0	*	79.9	88.0	83.9	84.9	454
	2009	88.9	77.6	83.7	78.4	38.1	76.9	71.0		77.0	81.8	79.5	85.0	521

NUMBER TESTED IN GRADES 6-8													
2007	12	360	110	429	6	40	307	0	258	227	485	27,843	
2008	7	336	108	415	10	42	296	1	229	225	454	28,091	
2009	9	375	135	482	21	52	331	0	252	269	521	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	*	17	7	22	*	5	17		20	7	27	1,269	146
	2008	*	19	5	23	*	3	22	*	17	7	24	1,140	167
	2009	*	34	7	42	4	5	38		23	19	42	1,295	197
7	2007	*	39	10	45	*	3	37		29	21	50	2,085	155
	2008	*	19	5	20	*	2	23		12	12	24	2,207	145
	2009	*	33	12	44	*	5	38		26	19	45	2,065	152
8	2007	*	28	8	29	*	6	34		21	15	36	1,803	184
	2008	*	17	8	19	*	3	20		17	8	25	891	142
	2009	*	17	3	18	5	2	20		9	11	20	834	172
6-8	2007	2	84	25	96	1	14	88		70	43	113	5,157	485
	2008	0	55	18	62	2	8	65	*	46	27	73	4,238	454
	2009	1	84	22	104	13	12	96		58	49	107	4,194	521

NUMBER TESTED IN GRADES 6-8													
2007	12	360	110	429	6	40	307	0	258	227	485	27,843	
2008	7	336	108	415	10	42	296	1	229	225	454	28,091	
2009	9	375	135	482	21	52	331	0	252	269	521	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	80.7	83.1	70.7	71.7
	2008	81.9	75.5	77.7	75.8
	2009	76.3	73.2	75.6	77.3
7	2007	73.3	71.4	69.6	68.1
	2008	85.6	86.9	78.3	70.2
	2009	78.1	81.5	75.6	73.8
8	2007	79.5	78.9	82.4	73.1
	2008	80.2	77.3	77.3	78.3
	2009	83.8	83.1	80.5	82.5
6-8	2007	77.9	77.8	74.8	71.1
	2008	82.6	79.7	77.8	74.8
	2009	79.3	78.9	77.2	78.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
6	2007	*	23.1	29.7	28.2	*	14.3	10.8		23.4	27.5	25.3	37.4	146
	2008	*	21.5	26.2	25.2	*	21.1	14.9	*	23.7	25.7	24.6	33.8	167
	2009	*	21.9	18.8	21.1	0.0	6.3	6.7		18.4	23.6	21.3	30.2	197
7	2007	*	8.5	3.2	9.2	*	0.0	5.0		6.6	10.1	8.4	12.7	155
	2008	*	14.3	16.2	13.5	*	7.1	4.5		11.1	17.8	14.5	19.1	145
	2009	*	11.4	20.0	14.5	*	23.5	7.6		13.1	16.2	14.5	19.6	152
8	2007	*	19.6	14.3	18.6	*	0.0	9.1		15.2	24.1	19.0	26.0	184
	2008	*	18.2	20.7	19.5	*	11.1	11.3		20.3	17.9	19.0	37.6	142
	2009	*	21.0	35.7	25.7	0.0	10.5	14.8		23.5	26.4	25.0	36.6	172
6-8	2007	41.7	16.9	16.4	18.4	16.7	5.0	8.1		15.1	20.3	17.5	25.9	485
	2008	57.1	18.2	21.3	19.8	20.0	14.3	10.5	*	18.8	20.4	19.6	29.9	454
	2009	44.4	18.7	24.4	20.5	0.0	13.5	10.0		18.3	22.7	20.5	29.0	521

	NUMBER TESTED IN GRADES 6-8											
2007	12	360	110	429	6	40	307	0	258	227	485	27,843
2008	7	336	108	415	10	42	296	1	229	225	454	28,091
2009	9	375	135	482	21	52	331	0	252	269	521	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	*	48.1	70.3	55.0	*	64.3	40.5		53.2	52.2	52.7	70.0	146
	2008	*	48.3	64.3	53.8	*	47.4	41.6	*	47.8	59.5	53.0	73.8	166
	2009	*	52.3	81.6	58.1	8.3	76.5	47.3		53.3	64.0	59.1	73.3	203
7	2007	*	50.8	62.5	52.4	*	55.6	43.1		56.6	48.8	52.6	65.9	156
	2008	*	51.4	76.3	57.5	*	71.4	41.6		59.7	58.1	58.9	64.5	146
	2009	*	40.8	66.7	49.0	*	58.8	37.5		50.6	46.3	48.7	67.2	150
8	2007	*	56.2	54.8	57.4	*	27.8	44.3		56.7	55.7	56.3	56.7	183
	2008	*	83.2	85.7	85.0	*	60.0	81.7		75.8	90.8	84.1	72.8	138
	2009	*	84.9	95.1	87.2	*	94.4	83.6		90.0	84.9	87.3	72.3	166
6-8	2007	41.7	52.1	62.2	55.0	33.3	46.3	43.0		55.6	52.2	54.0	64.3	485
	2008	85.7	60.5	74.1	64.1	50.0	58.1	55.8	*	59.3	69.6	64.4	70.2	450
	2009	66.7	59.5	80.7	64.3	15.8	76.9	57.0		63.9	66.3	65.1	71.0	519

	NUMBER TESTED IN GRADES 6-8											
2007	12	359	111	429	9	41	307	0	257	228	485	28,025
2008	7	332	108	412	6	43	294	1	226	224	450	28,064
2009	9	373	135	482	19	52	330	0	255	264	519	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	*	54	11	59	*	5	44		36	33	69	3,012	146
	2008	*	62	15	73	*	10	59	*	48	30	78	2,460	166
	2009	*	72	9	80	11	4	58		43	40	83	2,552	203
7	2007	*	58	12	68	*	4	58		33	41	74	2,976	156
	2008	*	51	9	57	*	4	52		29	31	60	3,462	146
	2009	*	61	15	73	*	7	65		41	36	77	2,966	150
8	2007	*	60	19	66	*	13	73		45	35	80	4,022	183
	2008	*	18	4	18	*	4	19		15	7	22	2,429	138
	2009	*	18	2	19	*	1	19		8	13	21	2,530	166
6-8	2007	7	172	42	193	6	22	175		114	109	223	10,010	485
	2008	1	131	28	148	3	18	130	*	92	68	160	8,351	450
	2009	3	151	26	172	16	12	142		92	89	181	8,048	519

	NUMBER TESTED IN GRADES 6-8											
2007	12	359	111	429	9	41	307	0	257	228	485	28,025
2008	7	332	108	412	6	43	294	1	226	224	450	28,064
2009	9	373	135	482	19	52	330	0	255	264	519	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	62.3	58.8	66.5	55.5	68.2	65.8
	2008	59.6	57.2	64.7	57.2	65.7	64.6
	2009	61.7	60.6	66.8	64.4	69.9	67.5
7	2007	63.7	52.9	63.5	48.3	62.1	64.3
	2008	64.5	58.5	64.5	41.1	62.3	64.6
	2009	59.1	53.1	61.5	48.7	54.6	65.6
8	2007	58.4	63.9	63.0	52.9	66.6	60.5
	2008	69.8	73.3	80.8	65.9	70.0	69.2
	2009	75.0	73.7	81.1	68.9	76.7	73.3
6-8	2007	61.2	58.8	64.2	52.2	65.6	63.3
	2008	64.3	62.5	69.6	54.7	65.9	66.0
	2009	65.2	62.6	69.8	61.3	67.6	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)
6	2007	*	10.6	21.6	15.3	*	14.3	8.1		11.7	15.9	13.7	26.5	146
	2008	*	4.2	9.5	6.3	*	10.5	2.0	*	5.4	6.8	6.0	31.0	166
	2009	*	9.3	22.4	12.0	0.0	5.9	4.5		9.8	14.4	12.3	29.0	203
7	2007	*	4.2	6.3	5.6	*	11.1	2.0		6.6	3.8	5.1	10.9	156
	2008	*	6.7	5.3	6.7	*	0.0	0.0		6.9	6.8	6.8	11.0	146
	2009	*	1.9	2.2	2.1	*	0.0	0.0		1.2	3.0	2.0	11.3	150
8	2007	*	4.4	0.0	3.2	*	0.0	1.5		2.9	3.8	3.3	9.0	183
	2008	*	9.3	25.0	15.0	*	0.0	8.7		11.3	14.5	13.0	14.1	138
	2009	*	17.6	43.9	23.6	*	44.4	18.1		25.0	23.3	24.1	15.4	166
6-8	2007	8.3	6.1	9.0	7.7	0.0	7.3	3.3		6.6	7.5	7.0	15.9	485
	2008	28.6	6.6	12.0	9.0	0.0	4.7	3.7	*	7.5	9.4	8.4	18.7	450
	2009	0.0	9.9	22.2	12.7	0.0	17.3	7.9		11.8	14.4	13.1	18.7	519

	NUMBER TESTED IN GRADES 6-8											
2007	12	359	111	429	9	41	307	0	257	228	485	28,025
2008	7	332	108	412	6	43	294	1	226	224	450	28,064
2009	9	373	135	482	19	52	330	0	255	264	519	27,738

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
7	2007	*	88.0	93.8	88.7	*	75.0	89.7		89.5	89.7	89.6	87.5	154
	2008	*	94.2	97.4	94.7	*	92.9	92.0		95.9	94.4	95.2	83.7	145
	2009	*	88.6	93.3	90.3	*	88.2	86.8		84.5	97.1	90.1	88.6	152

	NUMBER TESTED IN GRADE 7											
2007	4	117	32	142	1	8	97	0	76	78	154	8,582
2008	1	104	38	133	3	14	87	0	73	72	145	9,744
2009	1	105	45	145	3	17	106	0	84	68	152	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	2	16	*	2	10		8	8	16	1,075	154
	2008	*	6	1	7	*	1	7		3	4	7	1,584	145
	2009	*	12	3	14	*	2	14		13	2	15	1,023	152

	NUMBER TESTED IN GRADE 7											
2007	4	117	32	142	1	8	97	0	76	78	154	8,582
2008	1	104	38	133	3	14	87	0	73	72	145	9,744
2009	1	105	45	145	3	17	106	0	84	68	152	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	2.2	84.6	78.7	76.8	79.5
	2008	2.4	79.4	83.4	82.2	83.7
	2009	2.2	82.8	80.9	77.7	85.9

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	*	10.3	12.5	11.3	*	0.0	8.2		10.5	12.8	11.7	21.8	154
	2008	*	23.1	26.3	23.3	*	7.1	12.6		17.8	30.6	24.1	20.4	145
	2009	*	14.3	22.2	17.2	*	11.8	7.5		16.7	19.1	17.8	22.3	152

	NUMBER TESTED IN GRADE 7											
2007	4	117	32	142	1	8	97	0	76	78	154	8,582
2008	1	104	38	133	3	14	87	0	73	72	145	9,744
2009	1	105	45	145	3	17	106	0	84	68	152	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	*	78.1	78.0	79.2	*	70.6	71.8		76.9	80.8	78.6	78.9	182
	2008	*	75.5	75.0	76.9	*	60.0	72.8		72.6	78.7	75.9	86.6	137
	2009	*	93.8	95.1	95.1	*	94.4	92.0		93.4	95.2	94.3	88.3	159

NUMBER TESTED IN GRADE 8													
2007	4	137	41	154	1	17	131	0	104	78	182	9,206	
2008	3	106	28	121	3	10	103	0	62	75	137	8,642	
2009	4	113	41	142	2	18	112	0	76	83	159	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	*	30	9	32	*	5	37		24	15	39	1,942	182
	2008	*	26	7	28	*	4	28		17	16	33	1,157	137
	2009	*	7	2	7	*	1	9		5	4	9	1,078	159

NUMBER TESTED IN GRADE 8													
2007	4	137	41	154	1	17	131	0	104	78	182	9,206	
2008	3	106	28	121	3	10	103	0	62	75	137	8,642	
2009	4	113	41	142	2	18	112	0	76	83	159	9,233	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Issues and Events in U.S. History	Geographic Influences on History	Economic and Social Influences on History	Political Influences on History	Critical-Thinking Skills
8	2007	63.6	61.4	67.7	66.4	70.7
	2008	61.3	62.8	70.7	63.8	70.0
	2009	84.6	84.2	86.4	82.6	86.0

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	*	14.6	14.6	13.0	*	5.9	9.2		17.3	11.5	14.8	21.1	182
	2008	*	12.3	21.4	15.7	*	0.0	7.8		16.1	14.7	15.3	27.5	137
	2009	*	51.3	85.4	62.0	*	83.3	53.6		61.8	59.0	60.4	31.7	159

NUMBER TESTED IN GRADE 8													
2007	4	137	41	154	1	17	131	0	104	78	182	9,206	
2008	3	106	28	121	3	10	103	0	62	75	137	8,642	
2009	4	113	41	142	2	18	112	0	76	83	159	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	*	34.1	40.5	38.6	*	16.7	23.1		44.1	27.8	37.0	52.4	181
	2008	*	32.7	50.0	35.2	*	20.0	26.9		49.2	26.7	37.0	54.6	138
	2009	*	72.8	87.8	76.2	*	88.9	69.9		73.1	79.3	76.3	59.2	160

NUMBER TESTED IN GRADE 8													
2007	4	135	42	153	1	18	130	0	102	79	181	9,233	
2008	3	107	28	122	4	10	104	0	63	75	138	8,703	
2009	4	114	41	143	2	18	113	0	78	82	160	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	*	89	25	94	*	15	100		57	57	114	4,398	181
	2008	*	72	14	79	*	8	76		32	55	87	3,953	138
	2009	*	31	5	34	*	2	34		21	17	38	3,794	160

NUMBER TESTED IN GRADE 8													
2007	4	135	42	153	1	18	130	0	102	79	181	9,233	
2008	3	107	28	122	4	10	104	0	63	75	138	8,703	
2009	4	114	41	143	2	18	113	0	78	82	160	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	58.2	55.2	52.7	46.7	44.2
	2008	63.3	59.4	56.8	49.9	50.7
	2009	76.6	74.4	65.7	81.3	70.5

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	*	1.5	0.0	2.0	*	0.0	0.8		2.0	1.3	1.7	6.6	181
	2008	*	4.7	7.1	5.7	*	0.0	0.0		6.3	5.3	5.8	11.2	138
	2009	*	14.9	36.6	21.7	*	22.2	15.0		14.1	25.6	20.0	13.3	160

	NUMBER TESTED IN GRADE 8											
2007	4	135	42	153	1	18	130	0	102	79	181	9,233
2008	3	107	28	122	4	10	104	0	63	75	138	8,703
2009	4	114	41	143	2	18	113	0	78	82	160	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		78.6	66.7	75.0	75.0	*	64.3	*	71.4	83.3	75.0	68.6	20
	2009	*	64.0	55.6	62.9	62.9	42.9	69.2	*	70.8	45.5	62.9	70.9	35
7														
	2008	*	86.7	*	88.6	88.6	*	85.2		83.3	94.1	88.6	67.1	35
	2009		90.0	*	81.0	81.8	*	81.3	*	81.0	*	81.8	72.6	22
8														
	2008	*	84.6	*	81.8	88.2	*	86.7		81.8	100.0	88.2	64.8	17
	2009		73.9	*	76.9	74.1	*	73.1		58.8	100.0	74.1	77.8	27
6-8														
	2008	*	84.2	84.6	83.3	84.7	66.7	80.4	*	79.1	93.1	84.7	67.0	72
	2009	*	75.0	53.3	72.0	71.4	50.0	73.5	*	71.0	72.7	71.4	73.8	84

NUMBER TESTED IN GRADES 6-8													
2008	2	57	13	66	72	6	56	1	43	29	72	1,789	
2009	1	68	15	82	84	10	68	3	62	22	84	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		3	2	5	5	*	5	*	4	1	5	206	20
	2009	*	9	4	13	13	4	8	*	7	6	13	182	35
7														
	2008	*	4	*	4	4	*	4		3	1	4	201	35
	2009		2	*	4	4	*	3	*	4	*	4	181	22
8														
	2008	*	2	*	2	2	*	2		2	0	2	184	17
	2009		6	*	6	7	*	7		7	0	7	143	27
6-8														
	2008	*	9	2	11	11	2	11	*	9	2	11	591	72
	2009	*	17	7	23	24	5	18	*	18	6	24	506	84

NUMBER TESTED IN GRADES 6-8													
2008	2	57	13	66	72	6	56	1	43	29	72	1,789	
2009	1	68	15	82	84	10	68	3	62	22	84	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	69.1	62.5	60.8	59.1
	2009	67.3	67.1	55.2	60.0
7					
	2008	72.9	75.4	73.6	63.1
	2009	70.5	68.8	69.9	58.0
8					
	2008	82.4	81.6	80.1	67.2
	2009	66.3	68.1	63.4	54.0
6-8					
	2008	74.1	73.3	71.6	62.9
	2009	67.8	67.9	61.7	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)
6														
	2008		7.1	0.0	5.0	5.0	*	7.1	*	7.1	0.0	5.0	7.3	20
	2009	*	16.0	0.0	14.3	14.3	0.0	15.4	*	12.5	18.2	14.3	7.5	35
7														
	2008	*	20.0	*	17.1	17.1	*	18.5		11.1	23.5	17.1	5.9	35
	2009		10.0	*	9.5	9.1	*	12.5	*	9.5	*	9.1	8.9	22
8														
	2008	*	15.4	*	0.0	11.8	*	13.3		9.1	16.7	11.8	6.3	17
	2009		4.3	*	3.8	3.7	*	0.0		0.0	10.0	3.7	7.1	27
6-8														
	2008	*	15.8	0.0	10.6	12.5	0.0	14.3	*	9.3	17.2	12.5	6.5	72
	2009	*	10.3	0.0	9.8	9.5	0.0	8.8	*	8.1	13.6	9.5	7.9	84

NUMBER TESTED IN GRADES 6-8														
2008	2	57	13	66	72	6	56	1	43	29	72	1,789		
2009	1	68	15	82	84	10	68	3	62	22	84	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		70.6	66.7	69.6	69.6	*	80.0	*	64.7	83.3	69.6	57.0	23
	2009	*	55.0	75.0	58.6	58.6	83.3	71.4	*	73.7	30.0	58.6	64.0	29
7														
	2008	*	58.1	*	61.1	61.1	*	64.3		50.0	72.2	61.1	53.7	36
	2009		57.1	*	59.1	56.5	*	56.3	*	52.4	*	56.5	62.0	23
8														
	2008	*	66.7	*	50.0	63.2	*	64.7		66.7	57.1	63.2	45.0	19
	2009		70.0	*	78.1	74.3	*	72.7		63.2	87.5	74.3	67.1	35
6-8														
	2008	*	63.5	61.5	61.6	64.1	100.0	68.3	*	59.6	71.0	64.1	52.0	78
	2009	*	62.0	80.0	66.3	64.4	80.0	68.6	*	62.7	67.9	64.4	64.4	87

NUMBER TESTED IN GRADES 6-8													
2008	2	63	13	73	78	6	60	1	47	31	78	1,797	
2009	1	71	15	83	87	10	70	3	59	28	87	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		5	2	7	7	*	3	*	6	1	7	260	23
	2009	*	9	2	12	12	1	6	*	5	7	12	205	29
7														
	2008	*	13	*	14	14	*	10		9	5	14	279	36
	2009		9	*	9	10	*	7	*	10	*	10	248	23
8														
	2008	*	5	*	7	7	*	6		4	3	7	324	19
	2009		9	*	7	9	*	9		7	2	9	210	35
6-8														
	2008	*	23	5	28	28	0	19	*	19	9	28	863	78
	2009	*	27	3	28	31	2	22	*	22	9	31	663	87

NUMBER TESTED IN GRADES 6-8													
2008	2	63	13	73	78	6	60	1	47	31	78	1,797	
2009	1	71	15	83	87	10	70	3	59	28	87	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	56.5	42.9	55.8	55.4	66.1	49.7
	2009	51.7	45.8	47.1	51.7	70.3	48.8
7							
	2008	42.4	42.4	55.6	46.5	44.0	59.3
	2009	44.0	44.6	46.4	40.2	47.8	48.6
8							
	2008	49.3	61.2	48.2	55.3	50.0	54.6
	2009	45.4	61.1	45.2	52.1	63.3	47.9
6-8							
	2008	48.2	47.1	53.8	51.3	52.0	55.3
	2009	47.1	51.6	46.2	48.9	61.6	48.3

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)
6														
	2008		5.9	0.0	4.3	4.3	*	6.7	*	5.9	0.0	4.3	6.4	23
	2009	*	5.0	0.0	3.4	3.4	0.0	4.8	*	5.3	0.0	3.4	8.4	29
7														
	2008	*	3.2	*	2.8	2.8	*	3.6		0.0	5.6	2.8	2.5	36
	2009		4.8	*	4.5	4.3	*	0.0	*	4.8	*	4.3	8.0	23
8														
	2008	*	13.3	*	7.1	10.5	*	11.8		8.3	14.3	10.5	3.2	19
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	5.8	35
6-8														
	2008	*	6.3	0.0	4.1	5.1	0.0	6.7	*	4.3	6.5	5.1	4.1	78
	2009	*	2.8	0.0	2.4	2.3	0.0	1.4	*	3.4	0.0	2.3	7.4	87

NUMBER TESTED IN GRADES 6-8														
2008	2	63	13	73	78	6	60	1	47	31	78	1,797		
2009	1	71	15	83	87	10	70	3	59	28	87	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	*	73.3	*	64.3	73.7	*	68.8		66.7	85.7	73.7	30.0	19
	2009		53.3	*	51.5	51.4	*	48.5		36.8	68.8	51.4	40.1	35

NUMBER TESTED IN GRADE 8													
2008	1	15	3	14	19	1	16	0	12	7	19	636	
2009	0	30	5	33	35	3	33	0	19	16	35	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	*	4	*	5	5	*	5		4	1	5	445	19
	2009		14	*	16	17	*	17		12	5	17	378	35

NUMBER TESTED IN GRADE 8													
2008	1	15	3	14	19	1	16	0	12	7	19	636	
2009	0	30	5	33	35	3	33	0	19	16	35	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	68.9	66.3	50.5	52.6	55.6
	2009	65.5	60.3	49.7	40.6	55.9

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)
8														
	2008	*	0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	0.9	19
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	2.1	35

NUMBER TESTED IN GRADE 8														
2007														
2008	1	15	3	14	19	1	16	0	12	7	19	636		
2009	0	30	5	33	35	3	33	0	19	16	35	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	35

NUMBER TESTED IN GRADE 8														
2009	0	30	5	33	35	3	33	0	19	16	35	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		30	*	33	35	*	33		19	16	35	618	35

NUMBER TESTED IN GRADE 8														
2009	0	30	5	33	35	3	33	0	19	16	35	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	57.7	62.3	66.5	65.4	68.1

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)
8														
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	0.0	35

NUMBER TESTED IN GRADE 8														
2009	0	30	5	33	35	3	33	0	19	16	35	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	11.2	44.4	17.5	37.2	143
	2009	11.0	54.2	22.3	33.6	184

Number Tested	2007	0	0	0	0	
	2008	116	27	143	8,615	
	2009	136	48	184	9,813	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2007					0
	2008	24.4	63.0	31.5	46.7	146
	2009	19.4	54.2	28.6	48.3	182

Number Tested	2007	0	0	0	0	
	2008	119	27	146	8,493	
	2009	134	48	182	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	*	15.7	18.8	19.3	0.0	7.7	11.2		17.6	17.3	17.5	37.2	143
	2009	*	21.6	25.0	23.5	5.6	15.8	11.0		21.6	22.9	22.3	33.6	184

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	3	108	32	119	19	13	116	0	68	75	143	8,615	
	2009	4	139	40	166	36	19	136	0	88	96	184	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	*	5	0	4	0	0	1		2	3	5	508	143
	2009	*	4	2	6	0	0	1		4	2	6	575	184

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	3	108	32	119	19	13	116	0	68	75	143	8,615	
	2009	4	139	40	166	36	19	136	0	88	96	184	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	*	27.0	43.8	35.0	10.5	23.1	24.4		33.3	29.9	31.5	46.7	146
	2009	*	25.0	39.0	27.0	0.0	20.0	19.4		27.6	29.5	28.6	48.3	182

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	3	111	32	120	19	13	119	0	69	77	146	8,493	
	2009	4	136	41	163	36	20	134	0	87	95	182	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	3	8	0	0	2		4	5	9	801	146
	2009	*	3	3	6	0	1	1		4	2	6	1,219	182

Number Tested	2007	0	0	0	0	0	0	0	0	0	0	0	0	0
	2008	3	111	32	120	19	13	119	0	69	77	146	8,493	
	2009	4	136	41	163	36	20	134	0	87	95	182	9,737	

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009
6	3	0.0	3	66.7	0	-	6	33.3
7	2	0.0	4	75.0	0	-	6	50.0
8	4	25.0	6	50.0	0	-	10	40.0
ALL	9	11.1	13	61.5	0	-	22	40.9

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
6 (45)	Beginning	4	8.9	6	13.3	5	11.1	0	0.0	0	0.0
	Intermediate	7	15.6	7	15.6	10	22.2	7	29.2	7	29.2
	Advanced	28	62.2	21	46.7	20	44.4	5	20.8	5	20.8
	Advanced High	6	13.3	11	24.4	10	22.2	12	50.0	12	50.0
7 (20)	Beginning	0	0.0	0	0.0	0	0.0	3	15.0	2	10.0
	Intermediate	1	5.0	2	10.0	4	20.0	0	0.0	1	5.0
	Advanced	5	25.0	9	45.0	9	45.0	6	30.0	6	30.0
	Advanced High	14	70.0	9	45.0	7	35.0	11	55.0	11	55.0
8 (7)	Beginning	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0
	Intermediate	2	28.6	1	14.3	0	0.0	0	0.0	0	0.0
	Advanced	4	57.1	4	57.1	5	71.4	4	57.1	4	57.1
	Advanced High	1	14.3	1	14.3	2	28.6	3	42.9	3	42.9
ALL (72)	Beginning	4	5.6	7	9.7	5	6.9	3	5.9	2	3.9
	Intermediate	10	13.9	10	13.9	14	19.4	7	13.7	8	15.7
	Advanced	37	51.4	34	47.2	34	47.2	15	29.4	15	29.4
	Advanced High	21	29.2	21	29.2	19	26.4	26	51.0	26	51.0

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>23</div> <div>16 (69.6%)</div>	Beginning	0			
	Intermediate	4	3		
	Advanced	0	1	4	
	Advanced High	0	0	11	
<div>17</div> <div>9 (52.9%)</div>	Beginning	2			
	Intermediate	0	1		
	Advanced	0	0	5	
	Advanced High	0	0	9	
<div>7</div> <div>4 (57.1%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	3	
	Advanced High	0	0	3	
<div>47</div> <div>29 (61.7%)</div>	Beginning	2			
	Intermediate	4	4		
	Advanced	0	2	12	
	Advanced High	0	0	23	

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

Grade	Subtest	Year	All			African American		Hispanic		White		Other		District	
			N Tested	Mean	%Tested	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
7	Critical Reading	2006												157	32.3
		2007	3	36.7	1.6	2	*	1	*	0		0		412	29.6
		2008	13	27.7	7.4	5	*	8	29.0	0		0		493	29.4
	Mathematics	2006												157	35.7
		2007	3	38.7	1.6	2	*	1	*	0		0		412	33.5
		2008	13	32.1	7.4	5	*	8	30.0	0		0		493	33.4
	Writing	2006												157	32.3
		2007	3	38.0	1.6	2	*	1	*	0		0		412	30.5
		2008	13	33.9	7.4	5	*	8	34.9	0		0		493	31.3
8	Critical Reading	2006	187	29.1	82.7	141	29.3	42	28.8	4	*	0		2,798	34.2
		2007	55	33.5	35.0	41	33.1	12	34.3	2	*	0		2,527	33.5
		2008	52	33.9	25.4	34	33.8	15	34.8	2	*	1	*	2,932	33.8
	Mathematics	2006	187	32.3	82.7	141	32.1	42	33.2	4	*	0		2,798	36.8
		2007	55	35.1	35.0	41	34.0	12	38.1	2	*	0		2,527	37.2
		2008	52	35.0	25.4	34	34.8	15	35.1	2	*	1	*	2,932	37.2
	Writing	2006	187	30.0	82.7	141	30.1	42	29.5	4	*	0		2,798	34.4
		2007	55	33.9	35.0	41	34.2	12	32.8	2	*	0		2,527	34.5
		2008	52	35.1	25.4	34	34.5	15	37.5	2	*	1	*	2,932	35.1

SEMESTER 1

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

ALGEBRA I PRE-AP (tested with 2009)

32	64.8	78.9	82.9	83.4	75.0	96.9	80.7	96.4
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COMPUTER APPLICATIONS (tested with 2009)

71	70.5	80.3	78.7	78.5	83.1	88.7	69.6	95.2
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LANGUAGE ARTS 7 (tested with 2009)

138	56.4	73.9	79.7	80.3	68.1	89.1	67.6	90.0
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

9	61.1	74.1	85.1	86.3	66.7	100.0	82.5	97.7
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LANGUAGE ARTS 8 (tested with 2009)

157	61.4	74.3	79.7	80.3	69.4	97.5	74.0	87.8
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LANGUAGE ARTS 8 PRE-AP (tested with 2009)

24	54.6	76.5	84.3	85.1	75.0	100.0	74.7	95.6
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MATHEMATICS 7 (tested with 2009)

131	47.1	67.6	78.9	80.1	45.0	96.2	58.7	86.6
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MATHEMATICS 7 PRE-AP (tested with 2009)

17	62.3	74.9	88.9	90.4	70.6	100.0	73.2	95.3
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MATHEMATICS 8 (tested with 2009)

130	51.2	74.3	76.7	77.0	66.2	86.9	60.1	83.5
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MS ADVANCED LA FOR ESL

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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)

32	71.6	81.0	84.4	84.8	84.4	100.0	82.6	97.4
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COMPUTER APPLICATIONS (tested with 2009)

78	77.1	84.8	75.7	74.8	91.0	83.3	76.4	93.8
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LANGUAGE ARTS 7 (tested with 2009)

132	69.9	79.9	81.7	81.9	85.6	90.9	81.7	88.4
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LANGUAGE ARTS 7 PRE-AP (tested with 2009)

11	60.0	74.5	84.0	85.1	72.7	100.0	81.4	95.2
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LANGUAGE ARTS 8 (tested with 2009)

157	66.7	77.8	79.8	80.0	80.3	95.5	78.4	87.0
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LANGUAGE ARTS 8 PRE-AP (tested with 2009)

22	59.9	76.4	85.3	86.3	86.4	100.0	73.6	93.5
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MATHEMATICS 7 (tested with 2009)

127	49.4	69.6	78.4	79.4	48.8	92.9	58.4	84.2
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MATHEMATICS 7 PRE-AP (tested with 2009)

18	49.6	68.5	89.2	91.5	44.4	100.0	77.3	96.0
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MATHEMATICS 8 (tested with 2009)

144	44.7	68.1	75.4	76.2	48.6	82.6	52.0	82.6
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MS ADVANCED LA FOR ESL (tested with 2009)

3	*	*	*	*	*	*	65.8	91.4
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SEMESTER 1

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

MS BEGINNING LA FOR ESL

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MS INTERMEDIATE LA FOR ESL (tested with 2009)

4	*	*	*	*	*	*	51.2	94.2
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READING 7 (tested with 2009)

49	63.7	79.8	83.6	84.0	81.6	98.0	84.2	94.1
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READING 8 (tested with 2009)

87	67.8	78.6	79.9	80.0	81.6	92.0	86.3	94.0
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READING MASTERY 7 (tested with 2009)

101	52.7	71.6	77.9	78.5	57.4	88.1	71.9	88.5
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READING MASTERY 8 (tested with 2009)

84	59.5	73.0	72.5	72.4	72.6	66.7	77.3	89.0
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SCIENCE 7 (tested with 2009)

149	73.6	82.4	80.1	79.8	89.9	92.6	79.8	90.7
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SCIENCE 8 (tested with 2009)

151	50.6	74.4	81.9	82.8	76.2	97.4	72.7	87.9
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SPANISH I 7 (tested with 2009)

25	58.8	72.5	78.7	79.3	48.0	80.0	69.8	94.2
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TEXAS STUDIES 7 (tested with 2009)

130	40.1	67.3	76.7	77.7	34.6	91.5	56.9	89.4
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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 BEGINNING LA FOR ESL (tested with 2009)

1	*	*	*	*	*	*	51.4	95.4
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MS INTERMEDIATE LA FOR ESL (tested with 2009)

4	*	*	*	*	*	*	52.1	95.4
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READING 7 (tested with 2009)

50	74.2	82.8	83.7	83.8	90.0	98.0	80.2	92.9
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READING 8 (tested with 2009)

85	74.7	83.1	80.5	80.2	92.9	96.5	88.0	93.4
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READING MASTERY 7 (tested with 2009)

105	62.3	74.8	77.8	78.1	72.4	83.8	72.0	87.1
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READING MASTERY 8 (tested with 2009)

106	70.5	80.4	72.8	71.9	80.2	71.7	85.1	89.8
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SCIENCE 7 (tested with 2009)

142	74.4	84.0	79.4	78.9	93.0	84.5	78.6	88.6
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SCIENCE 8 (tested with 2009)

155	61.3	77.7	81.6	82.1	80.6	96.1	64.9	87.2
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SPANISH I 7 (tested with 2009)

21	74.4	85.3	80.8	80.3	90.5	81.0	76.5	92.2
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TEXAS STUDIES 7 (tested with 2009)

133	52.7	71.1	74.1	74.5	52.6	77.4	63.3	87.2
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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

TEXAS STUDIES 7 PRE-AP (tested with 2009)

23	52.3	68.2	78.6	79.7	39.1	95.7	76.4	97.5
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UNITED STATES STUDIES 8 (tested with 2009)

134	60.4	73.6	78.6	79.2	63.4	84.3	54.6	86.7
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UNITED STATES STUDIES 8 PRE-AP (tested with 2009)

24	79.9	86.6	81.8	81.2	100.0	91.7	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

TEXAS STUDIES 7 PRE-AP (tested with 2009)

26	59.8	73.2	77.1	77.5	53.8	96.2	86.3	96.6
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UNITED STATES STUDIES 8 (tested with 2009)

145	69.3	81.2	76.0	75.5	85.5	80.7	71.9	88.4
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UNITED STATES STUDIES 8 PRE-AP (tested with 2009)

23	90.2	93.5	84.3	83.3	100.0	100.0	93.9	96.2
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