



*Dallas Independent School District*

**FINAL EVALUATION OF THE ADVANCED ACADEMIC  
SERVICES PROGRAM**

**SCHOOL YEAR 2006-2007**

**EA07-156-2**

**DEPARTMENT OF EVALUATION  
AND ACCOUNTABILITY**

*Michael Hinojosa, Ed.D., Superintendent of Schools*



Dallas Independent School District

Michael Hinojosa, Ed.D.  
Superintendent of Schools

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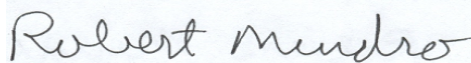
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Approved Report of the  
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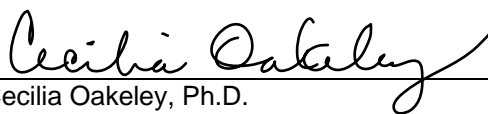
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October 2007



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## FINAL REPORT

**Advanced Academic Services Program, 2006-2007**

Evaluator: Dorothea Weir

Abstract

Services for academically talented students consist of three programs: (1) the Gifted and Talented Program (G/T), grades Kindergarten through six, which serves identified gifted students, (2) the G/T Seminar (grades seven and eight) and a TAG elective class for grade six students in middle schools; and (3) Advanced Academic Courses, grades seven through 12. Students may be nominated for the TAG program automatically by scoring above the 88<sup>th</sup> percentile on a norm-referenced test. Students may also be nominated by recommendation. Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses are offered to students in grades seven through 12. Advanced courses are open to all students who wish to enroll. No minimum test score or recommendation is required. Evaluation of the program found the following:

- The elementary G/T program served a total of 9,533 students in grades Kindergarten through six. Of these, 64.5% were Hispanic, 24.0% African American, 9.1% White, 2.1% Asian American, and 0.3% Native American.
- Almost one-third (32%) of the district's elementary schools exceeded the expected G/T enrollment of 8-12%. Eighty-seven (87) schools had G/T enrollments of 8-12%; 40 had enrollments of 13-20%; six had enrollments of 21-30%; and two had enrollments of 31-40%.
- Middle school (grades six through eight) G/T classes enrolled a total of 1,832 students. Of these, 61.2% were Hispanic, 30.3% African American, 6.2% White, 2.0% Asian American, and 0.3% Native American.
- All DISD high schools now participate in one of the district's incentive programs for AP students.
- Spring 2007 Pre-AP enrollment in grades seven and eight was 5,594 students, or 26.9% of middle school enrollment. Pre-AP and AP enrollment in grades nine through 12 was 13,239, or 36% of all students in those grades.
- Budget allocations for the Advanced Academic Services department totaled \$2,246,271.
- Enrollment in advanced classes in grades 9-12 has increased among all ethnic groups over the past five years.
- On the *TAKS*, Passing rates and Commended Performance rates of TAG students exceeded those of other district students at all grade levels in all subjects.
- The AP passing rate (the percent of students receiving a 3, 4, or 5) decreased slightly, from 31.4% to 29.3%.
- Schools with the AP highest passing rates were the Science and Engineering Magnet (57.8%), Hillcrest High School (54.7%), Talented and Gifted Magnet (54.5%), and Booker T. Washington Arts Magnet (48.3%).

### Program Description

In November 1996, *The Texas State Plan for the Education of Gifted/Talented Students* was adopted by the State Board of Education to create a model for designing quality program services that meet the needs of advanced and gifted learners. In the Dallas Independent School District, these services consist of three programs which serve academically talented students: (1) the Talented and Gifted Program (TAG), grades Kindergarten through six in elementary schools; (2) the TAG Seminar (grades seven and eight) and a TAG elective class for grade six students in middle schools; and (3) Advanced Academic Courses, grades seven through 12. The TAG and Advanced Placement programs differ in that TAG instruction is typically interdisciplinary, while Advanced Placement coursework is content-specific. Each school is encouraged to use the state guidelines of 8-12% of their population to be identified as talented and gifted, while ensuring access and equity to all students in the school. There is no set percentage of students who can enroll for Pre-AP and AP courses, and these courses are not limited to students who are identified as talented and gifted.

The elementary TAG component serves identified gifted students who are nominated, screened, and selected by an Admission, Review and Exit (ARE) committee for an interdisciplinary "pull-in" program. Identified students should be served for a minimum of two hours each week, and schools are strongly encouraged to schedule between two and four hours per week for TAG instruction. In middle schools, the TAG Interdisciplinary Seminar is usually offered as an elective course. Secondary students may take Advanced Placement coursework by enrolling in Pre-Advanced Placement (Pre-AP) courses at the middle school or high school level or Advanced Placement (AP) courses at the high school level. In addition, four magnet schools (Polk Vanguard, Spence Academy, Travis Vanguard and Academy, and the TAG Magnet High School) serve identified gifted students from across the district.

## PURPOSE AND SCOPE OF THE EVALUATION

In November 2002, the Dallas Independent School District Board of Trustees adopted the policy Declaration of Commitments and Covenants upon Release from Court Supervision AE (LOCAL). The Declaration of Commitments and Covenants upon Release from Court Supervision enumerates thirteen commitments which state the desires of the district to maintain certain programs and policies formerly mandated by the desegregation order. On June 23, 2003, the school district was released from the desegregation order and the policy went into effect.

The purpose of this report is to determine the degree to which the district has adhered to the commitments and covenants identified for the Advanced Academic Services program. In addition, the report provides information to program management and local campuses in order to improve decision-making regarding program modifications and student needs. This report examines the context of the program in accordance with state and local guidelines, including the student selection process, ethnic balances, and use of allocated funds. It includes data describing historical patterns in Talented and Gifted student enrollment and student participation in Pre-Advanced Placement and Advanced Placement courses. It also provides information regarding actions undertaken by program management to improve parent awareness and participation. Finally, it analyzes achievement outcomes of program participants on the *TAKS*, *ITBS*, and *Advanced Placement* examinations.

## MAJOR EVALUATION QUESTIONS AND RESULTS

### 2.1 What was the context of the Advanced Academic Services program?

#### Methodology

Demographic and enrollment characteristics of program students were taken from the DISD student database as of December 31, 2006 and April 8, 2007. These data consisted of all students enrolled in either the elementary TAG program or in middle school TAG courses, as well as all students enrolled in Pre-AP or AP courses. Funding data were collected from the district's budget office and other related budget information was reviewed.

#### Results

##### Talented and Gifted Program, Grades K-6

Selection and Placement. The Talented and Gifted (TAG) program is designed to encourage and nurture those students who have been identified as gifted or talented by a local school Admission, Review and Exit (ARE) Committee. The Dallas ISD TAG Program utilizes the definition for gifted students found in the Texas Education Code Subchapter D, Programs for Gifted and Talented Students; §29.121: "In this subchapter, 'gifted and talented students' mean a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment." The following outline the criteria for selection and placement into the program:

- Students may be nominated for admission in two ways. (1) Nomination by test occurs when a student scores above the 88<sup>th</sup> percentile on the Math Total or Reading Total subtest of a norm-referenced test, e.g., *Iowa Tests of Basic Skills (ITBS)* or *Logramos*. (2) Students may also be nominated by recommendation by a teacher, parent, administrator, peer, or community member or by student self-recommendation.
- Multiple criteria, qualitative and quantitative, are required for student screening by the Texas State Plan for the Education of Gifted and Talented Students (1996). Criteria used in the Dallas ISD TAG program include (a) standardized test data (*ITBS* or *Logramos*); (b) *Sages 2: Reasoning*, a nonverbal assessment that measures the ability to identify relationships among figures and pictures; (c) *Torrance Test of Creative Thinking*, a nonverbal assessment that measures creative thinking; (d) Academic Work Sample, which demonstrates the student's ability to respond to an academic prompt with depth and complexity; (e) *Draw Start*, a nonverbal assessment used at the Kindergarten level as a preliminary identification tool; (f) Teacher Checklist, an observational checklist completed by the classroom teacher to identify gifted characteristics; (g) Parent Checklist (optional), an observational checklist completed by the parent, used to identify gifted characteristics; and (h) Student Checklist (optional), completed by the student and used to identify gifted characteristics.

- Placement in the program is made by an ARE Committee of at least three local school educators who have received Gifted and Talented (G/T) training. Parent permission is required for both testing and program participation.
- Assessment is ongoing throughout the school year. The majority of testing takes place during two periods: (a) August-October for new students or new nominees at the school; and (b) December-March 1 for Kindergarten students. By state law, students must begin G/T services no later than March 2.
- Students may be exited from the elementary TAG program for only three reasons: (a) lack of acceptable student performance in the program, (b) student request, or (c) parent request. The decision to remove a student from the program can only be made after a probationary period of three weeks, during which the student attends TAG classes but must show significant improvement in performance. At the end of the probationary period, the student's progress is reassessed, and if significant improvement has not been made, the ARE Committee will exit the student from the program.
- All district elementary schools should provide a minimum of two hours a week, and preferably between two and four hours, of G/T instruction to students in the TAG program. Usually, identified elementary students in grades Kindergarten through six attend TAG classes for academic enrichment.

Program Enrollment and Ethnic Balances. The TAG program is operated in accordance with the Texas Education Code, Chapter 29, Subchapter D, Programs for Gifted and Talented Students and the *Texas State Plan for the Education of Gifted and Talented Students*. TEA guidelines state that an "exemplary" program is one in which "the population of the gifted/talented program reflects the population of the district or has for two of the past three years."

- In 2006-2007, Dallas ISD divided its enrollment of sixth-grade students between elementary and middle schools. This section of the report covers sixth-grade students only if they were enrolled on an elementary campus. Grade six students who attended middle schools are included in a subsequent section of the report.
- The elementary TAG program served a total of 9,533 students in grades Kindergarten through six. Of these, 64.5% were Hispanic, 24.0% African American, 9.1% White, 2.1% Asian American, and 0.3% Native American. District elementary enrollment in grades Kindergarten through six was 67.8% Hispanic, 26.5% African American, 4.6% White, 0.9% Asian American, and 0.2% Native American.
- The DISD elementary TAG program meets standards for "exemplary" performance according to TEA guidelines.

Table 1

Number of Students Enrolled and Number and Percent Served in the Elementary TAG Program by Grade, Spring 2007

Grade	Served Gifted/Talented	District Enrolled	Percent Served
K	519	13,993	3.7
1	836	14,388	5.8
2	1,395	13,441	10.4
3	1,804	13,033	13.8
4	1,996	12,094	16.5
5	2,038	11,761	17.3
6 <sup>a</sup>	945	5,657	16.7
Total K-6	9,533	84,367	11.3

Note. Data reflect students served as of 4/08/07.

<sup>a</sup>Includes only grade six students in elementary schools.

Table 2

Percent of Students by Ethnicity and Total Number Enrolled, Elementary TAG Program and Total District, Spring 2007

Grade	Population	Hispanic	African American	White	Asian American	Native American	Total
K	TAG	60.7	24.1	13.1	1.9	0.2	519
	District	68.7	25.4	4.9	0.8	0.2	13,993
1	TAG	66.5	20.5	10.5	2.2	0.4	836
	District	68.1	26.1	4.6	1.0	0.2	14,338
2	TAG	64.4	23.1	10.0	1.9	0.5	1,395
	District	67.6	26.6	4.8	0.8	0.2	13,441
3	TAG	65.2	23.9	8.6	1.9	0.2	1,804
	District	67.5	26.9	4.4	0.9	0.2	13,033
4	TAG	61.8	26.1	10.1	1.8	0.2	1,996
	District	65.8	28.2	4.9	0.9	0.2	12,094
5	TAG	62.0	26.5	8.7	2.5	0.3	2,038
	District	65.5	28.5	4.7	1.0	0.3	11,761
6 <sup>a</sup>	TAG	74.8	18.3	4.1	2.4	0.3	945
	District	75.3	20.4	2.9	1.1	0.3	5,657
K-6 Total	TAG	64.5	24.0	9.1	2.1	0.3	9,533
	District	67.8	26.5	4.6	0.9	0.2	84,367

- The percent of elementary TAG program students who were current or exited LEP students ranged from 28.5% at Kindergarten to 57.0% at grade six.
- In grades Kindergarten through three, the English proficiency composition of the TAG population was 62.5% non-LEP, 34.8% current LEP, and 2.7% exited LEP, compared to district percentages of 52.5% non-LEP, 46.6% current LEP, and 0.9% exited LEP.
- In grades four through six, the TAG percentages were 52.4% non-LEP, 9.6% current LEP, and 38.0% exited LEP, compared to district percentages of 46.9% non-LEP, 26.4% current LEP, and 26.8% exited LEP.

- At all grade levels, the percent of TAG students who were current LEP students was smaller than the percent of current LEP students in the district. With the exceptions of Kindergarten and first grade, the percent of TAG students who were exited LEP students was larger than the percent of exited LEP students in the district at all grade levels.

Table 3  
Number and Percent of TAG and All District Students by English Proficiency Status,  
Grade, and Grade Group, Spring 2007

Grade	Population	Not LEP		Current LEP		Exited LEP		Total
		N	%	N	%	N	%	
Grades K-3								
K	TAG	371	71.5	148	28.5	0	0.0	519
	District	7,315	52.3	6,672	47.7	6	<0.1	13,993
1	TAG	509	60.9	327	39.1	0	0.0	836
	District	7,596	52.8	6,792	47.2	0	0.0	14,388
2	TAG	878	62.9	512	36.7	5	0.4	1,395
	District	7,082	52.7	6,343	47.2	16	0.1	13,441
3	TAG	1,088	60.3	596	33.0	120	6.7	1,804
	District	6,807	52.2	5,770	44.3	456	3.5	13,033
K-3 Total	TAG	2,846	62.5	1,583	34.8	125	2.7	4,554
	District	28,800	52.5	25,577	46.6	478	0.9	54,855
Grades 4-6								
4	TAG	1,126	56.4	291	14.6	579	29.0	1,996
	District	6,046	50.0	3,806	31.5	2,242	18.5	12,094
5	TAG	1,078	52.9	163	8.0	797	39.1	2,038
	District	5,594	47.6	2,858	24.3	3,309	28.1	11,761
6	TAG	406	43.0	22	2.3	517	54.7	945
	District	2,192	38.7	1,118	19.8	2,347	41.5	5,657
4-6 Total	TAG	2,610	52.4	476	9.6	1,893	38.0	4,979
	District	13,832	46.9	7,882	26.4	7,898	26.8	29,512
K-6 Total	TAG	5,456	57.2	2,059	21.6	2,018	21.2	9,533
	District	42,632	50.5	33,359	39.5	8,376	9.9	84,367

- Almost one-third (32%) of the district's elementary schools exceeded the expected TAG enrollment of 8-12%. Eighty-seven (87) schools had TAG enrollments of 8-12%; 40 had enrollments of 13-20%; six had enrollments of 21-30%; and two had enrollments of 31-40%.
- Two schools had TAG enrollments greater than 40%. These were Dealey Montessori Vanguard (43.2%) and W. B. Travis Vanguard (100.0%). Dealey is the Montessori Vanguard and Academy, and Travis is a freestanding Vanguard and Academy for gifted students.
- Nineteen schools enrolled less than the district's expected TAG enrollment of 8-12%. The smallest percentages of TAG students were at Umphrey Lee (3.0%) and Marsalis (4.7%).

Table 4

Number and Percent of Grades K-6 Students Served  
in the Elementary TAG Program and Total  
Enrollment by School, 2006-2007

School	Served		Total Enrolled
	N	%	
Travis	129	100.0	129
Dealey Vanguard	145	43.2	336
Lanier	194	34.7	559
Stone, H.	98	31.7	309
Degoyler	100	27.7	361
Lakewood	121	24.3	497
Arlington Park	46	24.2	190
Polk	112	23.4	478
King, M. L.	66	20.2	326
Kramer	95	20.1	472
Earhart	65	19.8	328
Sanger	82	19.2	427
Rosemont	105	19.2	547
Walnut Hill	72	18.8	384
Milam	39	18.4	212
Russell	36	16.9	213
Rice	69	16.9	409
Arcadia Park	109	16.8	650
Ray	51	16.7	305
Frazier	25	16.6	151
Jordan	88	16.2	543
Peeler	65	16.1	404
Hogg	55	15.8	349
Lee, R. E.	34	15.7	217
Peabody	81	15.4	525
Macon	79	15.3	518
Martinez	63	15.1	416
Withers	47	15.1	312
Jackson, S.	73	14.7	495
Blair	96	14.6	656
Pershing	46	14.6	315
Turner	67	14.5	463
Carpenter	61	14.4	424
Hernandez	76	14.3	532
Kennedy	87	14.3	610
Donald	73	14.2	513
Tolbert	67	14.2	471
Reilly	73	14.1	519
Jones	129	14.0	919
Hall	77	13.8	556
Sequoyah	47	13.7	343
Dunbar	54	13.7	395
Twain	51	13.5	377

*table continues*

Table 4 (continued)

School	Served		Total Enrolled
	N	%	
Darrell	41	13.4	306
Preston Hollow	53	13.4	397
Wheatley	17	13.3	128
Bonham	41	13.1	313
Hexter	54	12.9	419
Central	68	12.9	529
Budd	70	12.5	560
Hawthorne	62	12.3	505
Burleson	86	12.2	703
Conner	55	12.1	455
Anderson, W.	96	11.9	807
Adams, N.	50	11.8	425
Casa View	109	11.7	930
Chavez	73	11.7	623
Fannin	32	11.6	275
Miller	48	11.6	413
Knight	89	11.6	769
Truett	143	11.6	1238
Roberts	52	11.3	459
Mata	37	11.2	329
Reagan	45	11.1	406
Urban Park	93	11.0	843
Hooe	54	11.0	491
Silberstein	77	11.0	702
Ireland	78	10.9	713
Lipscomb	32	10.8	296
Seagoville	68	10.8	631
Weiss	60	10.8	558
Allen	61	10.6	575
Bayles	59	10.6	559
Seguin	51	10.5	484
Cowart	85	10.4	814
Houston	25	10.4	240
Blanton	79	10.4	760
Soto	72	10.3	698
Dorsey	48	10.3	466
Rowe	66	10.2	644
Alexander	44	10.2	430
Williams	27	10.2	265
Douglass	71	10.2	699
Frank	108	10.1	1065
Pleasant Grove	74	10.1	730
Gooch	47	10.1	464
Tatum	78	10.0	778
Young	43	10.0	429
Maple Lawn	55	10.0	549
Botello	37	10.0	370
Harlee	24	10.0	241

*table continues*

Table 4 (continued)

School	Served		Total Enrolled
	N	%	
McNair	80	9.9	805
Stone, J.	24	9.9	242
Bowie	67	9.9	676
Rogers	58	9.9	586
Webster	53	9.9	537
Bushman	65	9.8	663
Johnston	47	9.8	481
Stemmons	85	9.7	873
Cuellar	75	9.7	772
Caillet	59	9.7	611
Bryan	48	9.6	501
Cabell	52	9.6	543
McShan	46	9.4	487
Junkins	70	9.4	746
Adams, J.	64	9.3	686
Burnet	87	9.3	936
Kiest	82	9.2	887
Titche	79	9.2	858
Stevens	76	9.2	826
San Jacinto	69	9.1	756
Thornton	44	9.1	483
Moseley	75	9.0	836
Kahn	63	9.0	703
DeZavala	24	9.0	268
Brashear	65	9.0	726
Kleberg	73	8.8	825
Oliver	34	8.8	385
Bethune	79	8.8	899
Starks	38	8.8	433
Reinhardt	65	8.7	748
Rhoads	37	8.7	426
Winnetka	69	8.7	796
Field	37	8.7	427
Hotchkiss	61	8.5	719
Highland Mead.	54	8.4	641
Gonzalez	62	8.2	753
Zaragoza	44	8.2	538
Guzick	59	8.1	724
Medrano	58	8.1	716
Foster	64	8.1	792
Salazar	60	8.0	748
Saldivar	61	8.0	762
City Park	17	7.9	214
Moreno	45	7.7	588
Marcus	58	7.5	773
Carver	28	7.3	383
Mills	23	7.1	324
Carr	20	7.1	283

*table continues*

Table 4 (continued)

School	Served		Total Enrolled
	N	%	
Cigarroa	43	7.1	609
Mt. Auburn	44	7.0	627
Cochran	42	7.0	601
Ervin	44	6.9	639
Henderson	32	6.6	487
Thompson	30	6.5	465
Rosemont-Semos	33	6.2	533
Terry	25	6.2	406
Gill	59	5.9	1002
Lagow	37	5.8	642
Pease	20	5.7	352
Lisbon	17	5.6	302
Runyon	43	5.3	814
Lowe	40	5.1	785
Marsalis	23	4.7	492
Lee, U.	13	3.0	429

#### TAG Seminar, Grades 6-8

Identified TAG students in grades six through eight must enroll in a minimum of one of the following courses: TAG Seminar, Pre-AP Language Arts, Pre-AP Mathematics, or Algebra I. The TAG Seminar, taught by a TAG teacher, is offered as an elective for local credit only. Pre-AP courses are discussed in a later section of this report.

- Middle school (grades six through eight) TAG Interdisciplinary Seminars enrolled a total of 1,832 students. Of these, 61.2% were Hispanic, 30.3% African American, 6.2% White, 2.0% Asian American, and 0.3% Native American. District enrollment in grades six through eight was 59.5% Hispanic, 34.0% African American, 5.3% White, 0.9% Asian, and 0.2% Native American.

Table 5

Percent of Students by Ethnicity and Total Number Enrolled, Middle School  
TAG Seminar and Total District, Spring 2007

Grade	Population	Hispanic	African American	White	Asian American	Native American	Total
6	TAG	55.8	33.3	8.3	2.1	0.4	756
	District	51.4	40.2	7.2	1.0	0.2	5,611
7	TAG	65.1	28.6	4.3	1.9	0.2	538
	District	62.3	31.7	5.0	0.8	0.1	10,137
8	TAG	64.9	27.9	5.0	1.9	0.4	538
	District	61.3	32.8	4.6	0.9	0.3	10,643
6-8 Total	TAG	61.2	30.3	6.2	2.0	0.3	1,832
	District	59.5	34.0	5.3	0.9	0.2	26,391

- In grades six through eight, the English proficiency composition of the TAG population was 50.1% non-LEP, 2.6% current LEP, and 47.4% exited LEP, compared to district percentages of 50.9% non-LEP, 17.6% current LEP, and 31.5% exited LEP (Table 6).
- The percent of middle school TAG seminar students who were current or exited LEP students was 45.4% at grade six, 54.1% at grade seven, and 52.3% at grade eight, compared to district percentages of 42.9% at grade six, 51.0% at grade seven, and 50.5% at grade eight.

Table 6

Percent of Students by English Proficiency Status and Total Number Enrolled, Middle School TAG Seminar and Total District, Spring 2007

Grade	Population	Not LEP		Current LEP		Exited LEP		Total
		N	%	N	%	N	%	
6	TAG	413	54.6	18	2.4	325	43.0	756
	District	3,205	57.1	901	16.1	1,505	26.8	5,611
7	TAG	247	45.9	20	3.7	271	50.4	538
	District	4,972	49.0	1,701	16.8	3,464	34.2	10,137
8	TAG	257	47.8	9	1.7	272	50.6	538
	District	5,261	49.4	2,035	19.1	3,347	31.4	10,643
Total TAG		917	50.1	47	2.6	868	47.4	1,832
District		13,438	50.9	4,637	17.6	8,316	31.5	26,391

Advanced Academic Courses, Grades 7-12

Curriculum for Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses is differentiated to include a wider range and greater depth of the subject matter covered in the regular class. The purpose of these courses is to prepare students early in their careers for participation in advanced course work. College-bound students are encouraged to enroll in Pre-AP courses as early as grade seven, to prepare them for additional advanced courses in high school. Pre-AP courses are currently offered to students in grades seven and eight in middle school in the areas of language arts and mathematics, and in science at three middle schools (Rangel, Rusk, and Travis). In grades nine through 12, Pre-AP and AP courses are available in the subject areas of language arts, mathematics, science, social studies, computer science, foreign language, and fine arts. Advanced courses are open to all students who wish to enroll. No minimum test score or recommendation is required. However, students are frequently recommended and encouraged to take these courses by teachers, counselors and administrators.

The College Board provides Advanced Placement college-level course curricula for use in high schools nationwide. With very few exceptions, AP courses enroll college-bound students in grades 11-12. College credit is given to students who pass AP exams. All DISD high schools now participate in one of the district's incentive programs for AP students. The AP Incentive Program provides specialized training for teachers, technical assistance for vertical alignment in advanced courses, and specialized counseling activities. Donors provide stipends for students passing AP exams and teachers who guide them to this excellence.

Tables 7-11 display the enrollment characteristics of students in Pre-AP and AP courses. Data for middle schools (grades seven and eight) are shown in Tables 7 and 8, and data for high schools (grades nine through 12) are shown in Tables 9-11. The data indicated the following:

- A total of 5,594 students in grades seven and eight, or 26.9% of all students in grades seven and eight, were enrolled in middle school Pre-AP classes during spring 2007.
- The percentage of Hispanic students in Pre-AP classes was approximately equal to the percentage of Hispanic students in the district.
- The percentage of African American students in the district exceeded the percentage of African American students in Pre-AP classes by approximately six percentage points.
- The percentage of White students in Pre-AP classes exceeded the percentage of White students in the district by approximately five percentage points.
- The percentage of Asian American students in Pre-AP classes exceeded the percentage of Asian American students in the district by approximately one percentage point.
- The percentage of Native American students in Pre-AP classes was approximately equal to the percentage of Native American students in the district.
- It should be noted that enrollment in Pre-AP classes is open to all students, based on student interest. There are no prequalifying criteria for enrollment in these classes.

Table 7

Percent of Grades 7-8 Students Enrolled in Middle School Pre-AP Courses and Total District by Grade and Ethnicity, Spring 2007

Grade	Population	Hispanic	African American	White	Asian American	Native American	Total
7	Pre-AP	62.5	25.7	9.7	1.8	0.3	2,797
	District	62.3	31.7	5.0	0.8	0.1	10,137
8	Pre-AP	60.6	26.6	9.9	2.5	0.4	2,797
	District	61.3	32.8	4.6	0.9	0.3	10,643
7-8 Total	Pre-AP	61.6	26.2	9.8	2.1	0.4	5,594
	District	61.7	32.3	4.8	0.9	0.2	20,780

- More students in grades seven and eight were enrolled in Pre-AP mathematics classes (4,246) than in Pre-AP language arts classes (3,760).
- Pre-AP science classes were offered at only three middle schools, Rangel, Rusk (grade seven only), and Travis. Hulcy, which offered these classes in 2005-06, did not offer them in 2006-07.
- Hispanic students made up a larger percentage of total enrollment in Pre-AP mathematics than in Pre-AP language arts classes.
- African American and White students made up larger percentages of total enrollment in Pre-AP language arts than in Pre-AP mathematics classes.

Table 8

Percent of Grades 7-8 Students Enrolled in Middle School Pre-AP Courses and Total District by Subject Area and Ethnicity, 2006-2007

Subject area	Ethnicity				Total	
	Hispanic	African American	White	Asian American		Native American
Grade 7						
Language Arts	55.8	28.6	13.2	2.1	0.3	1,753
Mathematics	63.6	23.7	10.4	2.0	0.3	2,303
Science	54.9	15.8	25.0	3.8	0.5	184
District	62.3	31.7	5.0	0.8	0.1	10,137
Grade 8						
Language Arts	56.6	28.3	12.6	2.1	0.4	2,007
Mathematics	63.7	22.9	9.9	3.0	0.4	1,943
Science	48.6	22.7	24.3	3.9	0.6	181
District	61.3	32.8	4.6	0.9	0.3	10,643

- District enrollment in grades nine through 12 was 36,992 in spring 2007. A total of 13,239 students in grades nine through 12, or approximately 36% of the total, were enrolled in at least one high school Pre-AP or AP classes during the semester. This represents a continuing increase over 34% enrolled in advanced classes in spring 2006 and 32% in spring 2005.
- The percentage of Hispanic, Asian American, and Native American students in Pre-AP/AP classes was approximately equal to the percentage of students from these ethnic groups in the district, i.e., the difference was less than one percentage point.
- The percentage of African American students in the district exceeded the percentage of African American students in Pre-AP/AP classes by 4.8 percentage points.
- The percentage of White students in Pre-AP/AP classes exceeded the percentage of White students in the district by 4.4 percentage points.
- Enrollment in Pre-AP and AP courses is available to all interested students. Enrollment of greater numbers of students from all ethnic groups is a program goal, and no interested student should be excluded or discouraged from enrolling in these classes. Larger percentage enrollments of all ethnic groups are to be encouraged.

Table 9

Percent of Grades 9-12 Students by Ethnicity and Total Number Enrolled,  
Pre-AP and AP Courses and Total District, Spring 2007

Grade	Population	Ethnicity					Total
		Hispanic	African American	White	Asian American	Native American	
9	Pre-AP/AP	57.6	29.2	10.8	1.9	0.5	3,492
	District	59.6	33.9	5.3	1.0	0.3	13,391
10	Pre-AP/AP	59.1	28.0	10.4	2.0	0.5	3,684
	District	56.9	35.2	6.4	1.1	0.3	8,954
11	Pre-AP/AP	55.2	32.0	10.6	1.9	0.3	3,251
	District	53.9	37.4	7.0	1.3	0.3	7,526
12	Pre-AP/AP	51.1	35.2	11.2	1.9	0.5	2,812
	District	53.5	37.6	7.5	1.1	0.4	7,121
9-12 Total	Pre-AP/AP	56.1	30.8	10.7	1.9	0.4	13,239
	District	56.6	35.6	6.3	1.1	0.3	36,992

- The largest number of students in Grades 9-12 was enrolled in Pre-AP/AP English classes (8,505), followed by social studies (8,415), science (6,308) and mathematics (6,021).
- The percentage of Hispanic students in the district exceeded the percentage of Hispanic students in Pre-AP/AP classes in all subject areas except foreign language. The largest difference in enrollment was in computer science, followed by English. The percentage of Hispanic students enrolled in mathematics, science, social studies, and fine arts classes was slightly lower than the district percentage.
- The percentage of African American students in the district was comparable to the percentage of African American students in English/language arts and social studies classes. The percentage of African American students enrolled in computer science, science, and mathematics classes was slightly lower than the district percentage. Their percentage in foreign language and fine arts classes was much lower than their district percentage.
- The percentage of White students in Pre-AP/AP classes in all subject areas was greater than their percentage representation in the district. The greatest differences were in fine arts and computer science.
- The percentage of Asian American students in Pre-AP/AP classes exceeded the percentage of Asian American students in all subject areas except foreign language, where the percentages were comparable. The greatest differences in enrollment were in fine arts and computer science classes.
- The percentage of Native American students in Pre-AP/AP classes was approximately equal to the percentage of Native American students in the district in all areas except fine arts (higher than district enrollment).

Table 10

Percent of Grades 9-12 Students Enrolled in High School Pre-AP or AP Courses and Total District by Subject Area and Ethnicity, Spring 2007

Subject area	Ethnicity				Total	
	Hispanic	African American	White	Asian American		Native American
English/Language Arts	41.6	34.0	14.1	2.3	0.5	8,505
Mathematics	53.7	27.7	15.0	3.1	0.5	6,021
Science	50.0	32.2	14.6	2.6	0.5	6,308
Social Studies	49.9	33.4	13.8	2.4	0.5	8,415
Computer Science	39.0	29.5	25.5	5.6	0.5	611
Foreign Language	83.4	7.6	8.1	0.9	0.1	2,307
Fine Arts	50.0	19.3	23.5	6.1	1.1	570
District 9-12	56.6	35.6	6.3	1.1	0.3	36,992

- A total of 13,235 students, or 36.9% of all district students in grades nine through 12 at comprehensive and magnet high schools, were enrolled in Pre-AP and AP classes during the spring semester, 2007.
- Of these students, 67% (8,836) were enrolled in more than one advanced class; 48% (6,388) were enrolled in more than two advanced classes; and 29% (3,850) were enrolled in more than three advanced classes.
- The largest percentage of students enrolled in one or more advanced classes were at Early College and Rangel, with 100% enrolled in advanced classes, followed by Townview, with 96%, and the Washington Arts Magnet, with 80%. Comprehensive high schools with the largest percentages enrolled were Wilson (49%), White (45%), Jefferson (43%), and Hillcrest (38%). Skyline and Lincoln, which are in part magnet high schools and in part comprehensive high schools, had 44% and 34%, respectively, of students enrolled in advanced classes.
- High schools enrolling less than 25% of students in Pre-AP/AP classes were Seagoville (24%), Smith (24%), South Oak Cliff (24%), Conrad (23%), Spruce (23%), Samuell (22%), Kimball (20%), and Pinkston (17%).

Table 11

Number of Students by Number of Pre-AP and AP Classes Taken at  
Comprehensive and Magnet High Schools, Spring 2007

School	Number of Classes								Enrollment		P-AP/AP
	1	2	3	4	5	6	7	8	P-AP/AP	School	Percent
Early College	0	0	81	0	20	0	0	0	101	101	100.0
Rangel YWL	0	0	14	44	27	2	0	0	87	87	100.0
Townview	165	212	455	648	249	255	113	33	2,130	2,225	95.7
Arts	121	117	130	132	39	5	1	0	545	681	80.0
Wilson	161	93	146	150	64	18	3	0	635	1,302	48.8
White	379	133	143	164	91	37	5	0	952	2,120	44.9
Skyline	817	424	336	275	140	40	7	0	2,039	4,659	43.8
Jefferson	267	115	85	59	22	15	1	0	564	1,309	43.1
Hillcrest	127	69	70	92	58	10	2	0	428	1,117	38.3
Lincoln	70	68	112	101	7	0	0	0	358	1,041	34.4
Madison	52	38	42	34	2	0	0	0	168	506	33.2
Adamson	201	78	60	41	13	0	0	0	393	1,238	31.7
N. Dallas	190	117	75	56	9	1	0	0	448	1,487	30.1
Molina	226	112	82	81	25	9	3	0	538	1,876	28.7
Adams, B.	226	120	81	69	23	9	1	0	529	1,868	28.3
Carter	140	103	96	58	15	0	0	0	412	1,565	26.3
Roosevelt	79	46	49	43	8	0	0	0	225	860	26.2
Sunset	248	105	97	86	14	0	0	0	550	2,113	26.0
Seagoville	101	70	44	41	1	0	0	0	257	1,055	24.4
Smith	113	49	55	40	5	2	0	0	264	1,098	24.0
S. Oak Cliff	109	76	48	47	8	1	0	0	289	1,214	23.8
Conrad	68	36	17	16	3	0	0	0	140	617	22.7
Spruce	94	63	84	64	6	1	0	0	312	1,387	22.5
Samuell	225	74	46	41	10	0	0	0	396	1,783	22.2
Kimball	129	71	64	27	1	0	0	0	292	1,435	20.3
Pinkston	91	62	23	7	0	0	0	0	183	1,087	16.8
Total	4,399	2,451	2,535	2,416	860	405	136	33	13,235	35,831	36.9

Allocated Funds

The total budget allocation for the Advanced Academic Services department was \$2,246,271, or slightly less than a 1% decrease from the 2005-06 allocation of \$2,268,363. The TAG and AP programs share funds in a number of areas, particularly training and personnel. Therefore, allocations for both components of the program are combined in this report. Table 12 presents a breakout of allocated funds by budget category. The following highlight funding allocations:

- The largest budget category was other professional services, contributing 29.9% of the budget total. The majority of funds allocated in this category covered a contract with AP Strategies, Inc., who provide services to the department including teacher training, management services, and summer PSAT/SAT preparation courses for students.
- Extra duty pay for teachers constituted 27.7% of budget allocations. This category includes pay for teachers who provide before/after school AP tutoring, for training outside the 21 hours required by the district, and for Saturday AP prep sessions.
- Campus expense allocations for TAG program supplies are \$220 at each campus with a full-time teacher and \$110 at each campus with a half-time teacher. These funds do not come from the Advanced Academic Services department but from state funds for gifted and talented programs.

Table 12

Budget Allocation Data for the Advanced  
Academic Services Department

<u>Category</u>	<u>Allocation</u>
Personnel	
Payroll	\$441,647
Non-Personnel	
Other Professional Services	\$671,825
Extra Duty Pay-Teachers and Professionals	\$622,360
General Supplies and Forms	\$186,554
Testing Materials	\$140,813
Travel and Subsistence-Employee Only	\$40,000
Procurement Card	\$70,000
Technology Equipment	\$22,273
Miscellaneous Operating Expenses	\$15,695
Rentals and Leases	\$13,652
Printing	\$13,019
Overtime-Support Personnel	\$5,433
Regional Education Service Center Services	\$3,000
	<u>Total</u> \$2,246,271

2.2 What was the level of compliance of District schools with state and local program criteria for identification and placement of students in the TAG program?

Methodology

Information concerning the compliance of the district TAG program with criteria set forth in *The Texas State Plan for the Education of Gifted/Talented Students* was obtained from local program guidelines, informal interviews with Advanced Academic Services personnel, and district databases.

Results

Students may be nominated for admission in two ways. Nomination by test occurs automatically when a student scores above the 88<sup>th</sup> percentile on the Math Total or Reading Total subtest of a norm-referenced test, e.g., *Iowa Tests of Basic Skills (ITBS)* or *Logramos*. Students may also be nominated by recommendation by a teacher, parent, administrator, peer, or community member, or by student self-recommendation.

Multiple data, qualitative and quantitative, are required for student screening by the Texas State Plan for the Education of Gifted and Talented Students (1996). Criteria used in the Dallas ISD TAG program include (a) standardized test data (*ITBS* or *Logramos*); (b) *Sages 2: Reasoning*, a nonverbal assessment that measures the ability to identify relationships among figures and pictures; (c) *Torrance Test of Creative Thinking*, a nonverbal assessment that measures creative thinking; (d) Academic Work Sample, which demonstrates the student's ability to respond to an academic prompt with depth and complexity; (e) *Draw Start*, a nonverbal assessment used at the Kindergarten level as a preliminary identification tool; (f) Teacher Checklist, an observational checklist completed by the classroom teacher to identify gifted characteristics; (g) Parent Checklist (optional), an observational checklist completed by the parent, used to identify gifted characteristics; and (h) Student Checklist (optional), completed by the student and used to identify gifted characteristics.

- Selection, or placement in the program, is made by an ARE Committee of at least three local school educators who have received Gifted and Talented (G/T) training. Parent permission is required for both testing and program participation.

- Assessment is ongoing throughout the school year. The majority of testing takes place during two periods: (a) August-October for new students or new nominees at the school; and (b) December-March 1 for Kindergarten students. By state law, students must begin G/T services no later than March 2.
- Students may be exited from the elementary TAG program for only three reasons: (a) lack of acceptable student performance in the program, (b) student request, or (c) parent request. The decision to remove a student from the program can only be made after a probationary period of three weeks, during which the student attends TAG classes but must show significant improvement in performance. At the end of the probationary period, the student's progress is reassessed, and if significant improvement has not been made, the ARE Committee will exit the student from the program.
- All district elementary schools should provide a minimum of two hours a week, and preferably between two and four hours, of G/T instruction to students in the TAG program. Usually, identified students in grades Kindergarten through six attend TAG classes for academic enrichment.
- Identified students in grades seven and eight may enroll in an Interdisciplinary Seminar, taught by a TAG teacher, as an elective for local credit only. TAG classes are also provided for grade six students enrolled in middle school. Students in grades seven and eight may also enroll in Pre-Advanced Placement courses, discussed in a later section of this report.

### *2.3 What actions has the program undertaken to encourage parental participation?*

#### Methodology

Information concerning the compliance of the district TAG program with criteria set forth in *The Texas State Plan for the Education of Gifted/Talented Students* was obtained from local program guidelines, Advanced Academic Services personnel, and district databases.

#### Results

Dallas ISD Board policy states, "The District shall ensure that information about the District's gifted and talented program is available to all parents and community members and that they have an opportunity to develop an understanding of and support for the program." The *Texas State Plan for the Education of Gifted/Talented Students* contains criteria developed by the Texas Education Agency for determining the status of a G/T program as Acceptable, Recognized, or Exemplary. A prior survey indicated that more than 90% of schools met criteria necessary for Acceptable status, more than 60% met criteria necessary for Recognized status, and just under 30% met criteria necessary for Exemplary status.

- Criteria necessary for Acceptable status included (a) informing parents about K-12 learning opportunities for gifted students, and (b) providing written information to parents on student identification for the TAG program.

- Criteria necessary for Recognized status included (a) informing families of student placement in the TAG program and providing opportunities to schedule conferences to discuss assessment data; (b) providing written information or holding a meeting to request parent nominations of students to the TAG program, (c) holding an on-campus orientation for parents of TAG students; (d) sharing products of TAG students, such as displays of student work or performances, with parents and the community.
- Criteria necessary for Exemplary status included (a) holding an awareness session to give families an overview of the assessment procedures for and services provided by the TAG program, (b) both providing written information and holding a meeting requesting parent nominations of students to the TAG program this year, (c) using community volunteers to work specifically with gifted students, and (d) providing orientation for volunteers working with gifted students.
- In 2006-2007, all of the above criteria were included as part of TAG teacher and administrator training provided by the Advanced Academic services department. All elementary campuses were expected and encouraged to provide at least one TAG training session for parents and one session for the community during the 2006-2007 school year.
- Information about the TAG program, including the definition of Talented and Gifted, selection criteria, and TAG curriculum, is available to parents and community on the Advanced Academic Services website. The website also provides parent TAG nomination forms and permission forms for assessment and provision of services in both English and Spanish. Co-curricular and extracurricular activities for TAG and other interested students, such as Academic Decathlon, Destination ImagiNation, Future Problem Solving, Olympiads, UIL Academic contests, and mentorship programs are also listed on the website. Additionally, in 2006-2007, information about the TAG program was also disseminated through advertising in local newspapers.

#### *2.4 What was the historical pattern of student enrollment in Pre-Advanced Placement and Advanced Placement courses?*

##### Methodology

Student enrollment in Pre-Advanced Placement and Advanced Placement courses for school years 2002-2003 through 2006-2007 was extracted from district databases. The data were disaggregated by grade and ethnicity.

##### Results

Tables 13-14 present a historical perspective of enrollment characteristics of middle school (grades seven and eight) Pre-AP students across the last five years. Observation of the data revealed the following information:

- The percent of seventh- and eighth-grade students enrolled in Pre-AP courses decreased from 28.0% of total enrollment at these grades in 2002-2003 to 22.3% in 2003-2004, but increased to 26.9% in 2006-2007. Enrollment in Language Arts Pre-AP courses increased from 16.4% to 18.1% of enrollment, and enrollment in Mathematics Pre-AP courses decreased from 25.7% to 20.4%.

- Science 7 Pre-AP and Science 8 Pre-AP were offered for the first time in 2005-2006 at three middle schools, Rangel, Rusk, and Hulcy. In 2006-2007, they were offered at Rangel, Rusk, and Travis.
- The largest decrease in enrollment was due to changes in the curriculum and structure of the middle school mathematics program. To better prepare students for high school mathematics while ensuring that all mathematics TEKS for grades seven and eight were covered, the following changes took place in 2003-2004: (a) the Mathematics 7 Pre-AP course was redesigned to incorporate Mathematics 8 Pre-AP content; (b) Mathematics 8 was no longer divided into regular and Pre-AP sections; (c) Algebra I and Geometry were the only grade eight Pre-AP mathematics courses offered; and (d) Algebra I was no longer offered in grade seven. Subsequently, Geometry Pre-AP for grade eight has been phased out. While the number of students in Pre-AP classes has temporarily decreased during the transition to a new course structure, the intended outcome is that more students will enter ninth grade prepared for higher-level mathematics necessary for success on the high school TAKS. The percent of students in all Pre-AP mathematics courses increased from 16.4% in 2003-04 to 20.4% in 2006-07, and the percent enrolled in Algebra I, from 5.6% to 9.4%.
- From 2002-03 to 2006-07, Hispanic enrollment in Grades 7-8 Pre-AP courses remained at about the same level, 24.1% in 2002-03 and 26.8% in 2006-07, as did White enrollment, going from 53.6% to 54.6%. African-American enrollment decreased from 28.7% to 21.8%. Asian American enrollment increased from 52.2% to 64.0%, and Native American enrollment, from 29.8% to 42.6%. However, these increases and decreases have fluctuated from year to year.

Table 13

Number of Students Enrolled in Pre-AP Courses and Percent of Total Enrollment by Course and Subject Area, Grades 7-8, 2002-2003 through 2006-2007

Course	Year									
	2002-03		2003-04		2004-05		2005-06		2006-07	
	N	%	N	%	N	%	N	%	N	%
Language Arts										
Lang. Arts 7 Pre-AP	1,777	7.9	1,726	7.7	1,612	7.4	1,798	8.2	1,753	8.4
Lang. Arts 8 Pre-AP	<u>1,939</u>	8.6	<u>1,887</u>	8.4	<u>2,055</u>	9.4	<u>1,869</u>	8.5	<u>2,007</u>	9.7
Total Lang. Arts	3,716	16.4	3,613	16.1	3,667	16.8	3,667	16.7	3,760	18.1
Mathematics										
Mathematics 7 Pre-AP	2,246	9.9	2,175	9.7	2,091	9.6	2,183	10.0	2,303	11.1
Algebra I Pre-AP	1,301	5.8	1,264	5.6	1,937	8.9	1,869	8.5	1,943	9.4
Geometry Pre-AP	179	0.8	224	1.0	0	0.0	10	<0.1	0	0.0
Mathematics 8 Pre-AP	<u>2,095</u>	9.3	<u>0</u>	0.0	<u>0</u>	0.0	<u>0</u>	0.0	<u>0</u>	0.0
Total Mathematics	5,821	25.7	3,663	16.4	4,028	18.5	4,062	18.6	4,246	20.4
Science										
Science 7 Pre-AP	0	0.0	0	0.0	0	0.0	124	0.6	184	0.9
Science 8 Pre-AP	<u>0</u>	0.0	<u>0</u>	0.0	<u>0</u>	0.0	<u>115</u>	0.5	<u>181</u>	0.9
Total Science	0	0.0	0	0.0	0	0.0	239	1.1	365	1.7

Table 14

Number and Percent of Grades 7-8 Students Enrolled in Pre-AP Courses  
by Ethnicity, 2002-2003 through 2006-2007

Enrollment	Ethnicity					Total
	Hispanic	African American	White	Asian American	Native American	
2002-2003						
Number enrolled	12,615	8,200	1,504	205	94	22,616
Number AP/Pre-AP	3,046	2,355	806	107	28	6,342
Percent AP/Pre-AP	24.1	28.7	53.6	52.2	29.8	28.0
2003-2004						
Number enrolled	12,949	7,761	1,371	227	84	22,392
Number AP/Pre-AP	2,592	1,567	680	119	29	4,987
Percent AP/Pre-AP	20.0	20.2	49.6	52.4	34.5	22.3
2004-2005						
Number enrolled	12,939	7,319	1,232	217	73	21,780
Number AP/Pre-AP	2,935	1,619	640	127	32	5,353
Percent AP/Pre-AP	23.7	22.1	51.9	58.5	43.8	24.6
2005-2006						
Number enrolled	13,085	7,395	1,132	217	67	21,896
Number AP/Pre-AP	3,180	1,512	602	128	22	5,444
Percent AP/Pre-AP	24.3	20.4	53.2	59.0	32.8	24.9
2006-2007						
Number enrolled	12,830	6,713	1,004	186	47	20,780
Number AP/Pre-AP	3,444	1,463	548	119	20	5,594
Percent AP/Pre-AP	26.8	21.8	54.6	64.0	42.6	26.9

Table 15 shows enrollment in Pre-AP courses for each DISD comprehensive and academy (magnet) middle school across the last five years. Observation of the data revealed the following information:

- Travis Academy, a middle school Talented and Gifted academy, has enrolled 100% of its students in one or more Pre-AP courses in each of the past five years.
- Irma Rangel YWL Academy has also had 100% Pre-AP enrollment in each of its first two years of operation.
- Two magnet program schools, Dealey Montessori Academy and Dallas Environmental Science Academy (D.E.S.A.), enrolled more than 50% of students in Pre-AP classes in each of the past five years.
- In 2006-2007, two middle schools enrolled between 40% and 50% of their students in Pre-AP classes; four enrolled between 30% and 40%; 13 enrolled between 20% and 30%; and nine enrolled less than 20%.
- Seventeen schools increased the percentage of their students enrolled in Pre-AP classes from 2005-2006 to 2006-2007. The greatest increases occurred at D.E.S.A. (18.5 percentage points), followed by Franklin (11.1 points) and Marsh (9.5 points).
- Two schools decreased the percentage of their students enrolled in Pre-AP classes from 2005-2006 to 2006-2007. They were Storey (-7.4 points) and Longfellow (-4.2 points).
- Ten schools remained within one percentage point of their prior-year Pre-AP enrollment in 2006-2007. These included Rangel and Travis, already at 100%.
- Of four new middle schools opened in 2006-2007, Walker had the largest percentage of students in Pre-AP classes, 33.7%. The other new schools were at the lower end of the range for the district, with Maynard Jackson enrolling 20.7%, Dade 17.1%, and Tasby, 16.9%.
- The greatest increase in middle school Pre-AP enrollment since 2002-2003 was at Stone, from 25.5% to 91.5%, followed by Spence (28.9% to 47.8%), Dealey (63.3% to 79.9%), and Rusk (10.6% to 27.2%). The greatest decrease was at Longfellow, from 100% to 42.3%, followed by Atwell (65.8% to 27.7%) and Holmes (42.3% to 23.0%).

Table 15

Percent of Students in Grades 7 and 8 Enrolled in Pre-AP Courses  
by Middle School Campus, 2002-2003 through 2006-2007

Campus	Percent Pre-AP				
	2002-03	2003-04	2004-05	2005-06	2006-07
Rangel	---	---	100.0	100.0	100.0
Travis	100.0	100.0	100.0	100.0	100.0
Stone	25.5	37.9	42.2	86.9	91.5
Dealey	63.3	67.5	78.8	79.4	79.9
D.E.S.A.	74.8	52.2	79.9	61.4	79.9
Spence	28.9	32.8	49.0	45.1	47.8
Longfellow	100.0	66.5	61.3	46.5	42.3
Long	36.1	34.0	34.1	33.9	38.5
Marsh	32.4	31.7	26.6	28.0	37.5
Walker <sup>a</sup>	---	---	---	---	33.7
Franklin	26.9	18.4	19.5	20.3	31.4
Edison	29.5	20.4	22.5	22.4	29.8
Seagoville	28.9	27.1	32.6	28.2	27.8
Atwell	65.8	25.4	25.8	22.0	27.7
Rusk	10.6	17.1	17.3	22.7	27.2
Greiner	38.2	26.0	26.2	26.1	25.7
Stockard	17.9	20.4	15.4	23.6	25.5
Anderson	28.7	21.0	17.6	20.4	25.2
Quintanilla	20.6	17.1	18.3	20.2	25.0
Hood	11.3	8.3	13.3	21.5	24.7
Gaston	22.5	18.3	22.3	22.5	23.5
Holmes	42.3	28.3	30.0	23.3	23.0
Hill	26.0	25.3	24.8	22.0	22.0
Jackson, M. <sup>a</sup>	---	---	---	---	20.7
Browne	17.7	13.1	16.3	17.8	19.1
Cary	25.8	11.8	14.8	13.7	17.6
Dade <sup>a</sup>	---	---	---	---	17.1
Tasby <sup>a</sup>	---	---	---	---	16.9
Zumwalt	11.8	18.5	13.8	11.4	16.3
Hulcy	25.9	17.3	16.7	15.5	15.8
Comstock	11.9	13.4	18.8	14.3	15.1
Florence	11.6	9.4	15.1	14.4	14.7
Storey	18.7	17.4	16.8	20.6	13.2

<sup>a</sup>Campus opened as a middle school in 2006-2007.

Tables 16-17 present a historical perspective of enrollment characteristics of high school (grades nine through 12) Pre-Advanced Placement and Advanced Placement students across the last five years. Observation of the data revealed the following information:

- The number of students enrolled in Pre-AP and AP classes in grades nine through 12 increased 21.2% between 2002-03 and 2006-07, from 10,923 to 13,239. Over the same time period, district enrollment in grades nine through 12 decreased slightly, from 37,147 to 36,992.
- The percent of students in grades nine through 12 who took at least one advanced class increased from 29.4% in 2002-03 to 35.8% in 2006-07.
- In each year since 2002-03, the smallest percent of students enrolled in advanced classes was at grade nine, and the largest percent at grade 11.
- Enrollment in advanced classes has increased among almost all student ethnic groups over the past five years. The percent of Hispanic students in grades nine through 12 who enrolled in at least one advanced class increased from 26.0% to 35.8%; the percent of African American students, from 27.0% to 30.9%; the percent of White students, from 54.2% to 60.9%; and the percent of Native American students, from 40.6% to 48.3%. The percentage of Asian American students remained about the same, 63.7% in 2002-03 and 63.1% in 2006-07.
- As a percentage of district enrollment in grades nine through 12, enrollment in advanced English, social studies, mathematics, science, foreign language and fine arts classes increased from 2002-03 to 2006-07. The largest increase was in social studies, followed by English and mathematics.
- Total enrollment in advanced computer science classes decreased from 2002-03 to 2004-05, and has subsequently increased, but current enrollment is still below 2002-03 levels.

Table 16

Number and Percent of Grades 9-12 Students Enrolled in Pre-AP and AP  
Courses by Grade, 2002-2003 to 2006-2007

Enrollment	Grade				9-12
	9	10	11	12	Total
2002-2003					
Number enrolled	13,985	9,123	7,025	7,014	37,147
Number AP/Pre-AP	2,835	3,089	2,664	2,335	10,923
Percent AP/Pre-AP	20.3	33.9	37.9	33.3	29.4
2003-2004					
Number enrolled	13,451	9,109	7,324	7,321	37,205
Number AP/Pre-AP	3,120	3,057	2,813	2,624	11,614
Percent AP/Pre-AP	23.2	33.6	38.4	35.8	31.2
2004-2005					
Number enrolled	13,936	8,566	7,029	7,558	37,089
Number AP/Pre-AP	3,170	3,131	2,854	2,580	11,735
Percent AP/Pre-AP	22.7	36.6	40.6	34.1	31.6
2005-2006					
Number enrolled	13,664	9,138	7,107	7,420	37,329
Number AP/Pre-AP	3,611	3,534	2,998	2,665	12,808
Percent AP/Pre-AP	26.4	38.7	42.2	35.9	34.3
2006-2007					
Number enrolled	13,391	8,954	7,526	7,121	36,992
Number AP/Pre-AP	3,492	3,684	3,251	2,812	13,239
Percent AP/Pre-AP	26.1	41.1	43.2	39.5	35.8

Table 17

Number and Percent of Grades 9-12 Students Enrolled in Pre-AP and AP  
Courses by Ethnicity, 2002-2003 to 2006-2007

Enrollment	Ethnicity					Total
	Hispanic	African American	White	Asian American	Native American	
2002-2003						
Number enrolled	19,083	14,258	3,160	518	128	37,147
Number AP/Pre-AP	4,969	3,856	1,715	330	52	10,923
Percent AP/Pre-AP	26.0	27.0	54.2	63.7	40.6	29.4
2003-2004						
Number enrolled	19,728	13,902	2,973	466	136	37,205
Number AP/Pre-AP	5,521	4,031	1,694	308	60	11,614
Percent AP/Pre-AP	28.0	29.0	57.0	66.1	44.1	31.2
2004-2005						
Number enrolled	20,271	13,540	2,704	436	138	37,089
Number AP/Pre-AP	5,782	3,998	1,624	270	61	11,735
Percent AP/Pre-AP	28.5	29.5	60.1	61.9	44.2	31.6
2005-2006						
Number enrolled	20,513	13,814	2,471	407	124	37,329
Number AP/Pre-AP	6,810	4,140	1,534	266	58	12,808
Percent AP/Pre-AP	33.2	30.0	62.1	65.4	46.8	34.3
2006-2007						
Number enrolled	20,944	13,186	2,335	407	120	36,992
Number AP/Pre-AP	7,422	4,080	1,422	257	58	13,239
Percent AP/Pre-AP	35.4	30.9	60.9	63.1	48.3	35.8

Table 18

Student Enrollment in Grades 9-12 Pre-AP and AP Courses as a Percent of Total District  
Enrollment by Course and Subject Area, 2002-2003 to 2006-2007

Course/Subject Area	Year									
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	N	%	N	%	N	%	N	%	N	%
English/Language Arts										
English I P-AP	1,941	5.2	2,339	6.3	2,313	6.2	2,623	7.0	2,469	6.7
English II P-AP	2,020	5.4	2,141	5.8	2,276	6.1	2,315	6.2	2,527	6.8
AP English III	1,255	3.4	1,760	4.7	1,809	4.9	1,822	4.9	1,854	5.0
AP English IV	<u>1,615</u>	4.3	<u>1,440</u>	3.9	<u>1,494</u>	4.0	<u>1,617</u>	4.3	<u>1,698</u>	4.6
Total Eng./Lang. Arts	6,831	18.3	7,680	20.6	7,873	21.2	8,377	22.4	8,548	23.1
Social Studies										
World History P-AP	1,796	4.8	1,786	4.8	1,933	5.2	1,829	4.9	2,062	5.6
World Geography P-AP	2,028	5.4	2,095	5.6	2,024	5.5	2,136	5.7	2,089	5.6
AP U.S. Government <sup>a</sup>	1,083	2.9	1,243	3.3	1,351	3.6	1,638	4.4	1,648	4.5
AP Microeconomics <sup>a</sup>	428	1.1	510	1.4	416	1.1	439	1.2	591	1.6
AP Macroeconomics <sup>a</sup>	588	1.6	709	1.9	796	2.2	945	2.5	942	2.5
AP Psychology <sup>a</sup>	305	0.8	383	1.0	383	1.0	410	1.1	434	1.2
AP Comp. Govt.& Pol. <sup>a</sup>	70	0.2	39	0.1	11	0.0	10	0.0	70	0.2
AP U.S. History	1,410	3.8	1,660	4.5	1,749	4.7	1,899	5.1	1,927	5.2
AP European History	127	0.3	131	0.4	153	0.4	131	0.4	196	0.5
AP World History	308	0.8	411	1.1	491	1.3	550	1.5	534	1.4
AP Human Geography	<u>84</u>	0.2	<u>203</u>	0.5	<u>288</u>	0.8	<u>393</u>	1.1	<u>294</u>	0.8
Total Social Studies	8,227	22.0	9,170	24.6	9,595	25.9	10,380	27.8	10,787	29.2
Mathematics										
Geometry P-AP	1,122	3.0	1,784	4.8	1,770	4.8	2,100	5.6	2,079	5.6
Algebra II P-AP	1,610	4.3	1,425	3.8	1,887	5.1	1,885	5.0	1,965	5.3
Pre-Calculus P-AP	1,064	2.8	1,251	3.4	1,037	2.8	1,301	3.5	1,218	3.3
AP Calculus AB	665	1.8	642	1.7	709	1.9	699	1.9	791	2.1
AP Calculus BC	179	0.5	137	0.4	119	0.3	167	0.4	186	0.5
AP Statistics	<u>179</u>	0.5	<u>205</u>	0.6	<u>176</u>	0.5	<u>243</u>	0.7	<u>290</u>	0.8
Total Mathematics	4,819	12.9	5,444	14.6	5,698	15.4	6,395	17.1	6,529	17.6
Science										
Biology P-AP	1,882	5.0	2,118	5.7	1,898	5.1	2,168	5.8	2,059	5.6
Chemistry P-AP	1,723	4.6	1,767	4.7	1,833	4.9	1,753	4.7	2,002	5.4
Physics P-AP	1,433	3.8	1,533	4.1	1,525	4.1	1,532	4.1	1,611	4.4
AP Biology	387	1.0	339	0.9	295	0.8	400	1.1	390	1.1
AP Chemistry	247	0.7	237	0.6	157	0.4	270	0.7	260	0.7
AP Physics B	205	0.5	187	0.5	59	0.2	222	0.6	233	0.6
AP Physics C	54	0.1	75	0.2	131	0.4	99	0.3	116	0.3
AP Environmental Science	<u>140</u>	0.4	<u>163</u>	0.4	<u>198</u>	0.5	<u>208</u>	0.6	<u>231</u>	0.6
Total Science	5,931	15.9	6,419	17.3	6,096	16.4	6,652	17.8	6,902	18.7

*table continues*

Table 18 (continued)

	Year									
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	N	%	N	%	N	%	N	%	N	%
Foreign Language										
French III P-AP	164	0.4	122	0.3	134	0.4	110	0.3	104	0.3
French IV P-AP	21	0.1	14	<0.1	14	<0.1	0	0.0	0	0.0
German III P-AP	38	0.1	31	0.1	19	0.1	35	0.1	28	0.1
German IV P-AP	16	<0.1	9	<0.1	5	<0.1	12	0.0	0	0.0
Latin III P-AP	29	0.1	43	0.1	17	<0.1	23	0.1	38	0.1
Latin IV P-AP	5	<0.1	9	<0.1	6	<0.1	4	0.0	0	0.0
Spanish Ntv. III P-AP	160	0.4	72	0.2	54	0.1	376	1.0	498	1.3
Spanish Ntv. IV P-AP	112	0.3	67	0.2	14	0.0	0	0.0	0	0.0
Spanish III P-AP	881	2.4	812	2.2	851	2.3	1,001	2.7	636	1.7
Spanish IV P-AP	174	0.5	139	0.4	133	0.4	1	<0.1	0	0.0
AP French IV Language	0	0.0	0	0.0	0	0.0	45	0.1	19	0.1
AP French V Language	16	<0.1	21	0.1	11	0.4	5	<0.1	0	0.0
AP French V Literature	0	0.0	0	0.0	0	0.0	2	<0.1	5	0.0
AP French VI Literature	1	<0.1	2	<0.1	1	<0.1	1	<0.1	4	0.0
AP German IV Language	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
AP German V Language	2	<0.1	3	<0.1	3	<0.1	2	<0.1	0	0.0
AP Latin IV	0	0.0	0	0.0	0	0.0	0	0.0	6	0.0
AP Latin V	0	0.0	0	0.0	1	<0.1	0	0.0	0	0.0
AP Spanish IV Language	0	0.0	0	0.0	0	0.0	213	0.6	865	2.3
AP Spanish V Language	82	0.2	109	0.3	96	0.3	17	<0.1	0	0.0
AP Spanish V Literature	0	0.0	0	0.0	0	0.0	14	<0.1	105	0.3
AP Spanish VI Literature	<u>31</u>	0.1	<u>22</u>	0.1	<u>26</u>	0.1	<u>26</u>	0.1	<u>9</u>	0.0
Total Foreign Language	1,732	4.7	1,475	4.0	1,385	3.7	1,887	5.1	2,318	6.3
Computer Science										
Computer Science P-AP	490	1.3	305	0.8	286	0.8	316	0.8	286	0.8
AP Computer Science I	196	0.5	194	0.5	129	0.3	224	0.6	292	0.8
AP Computer Science II	<u>43</u>	0.1	<u>44</u>	0.1	<u>25</u>	0.1	<u>22</u>	0.1	<u>34</u>	0.1
Total Computer Science	729	1.9	543	1.5	440	1.2	562	1.5	612	1.7
Fine Arts										
AP Music Theory	80	0.2	53	0.1	48	0.1	35	0.1	48	0.1
AP History of Art	132	0.4	148	0.4	137	0.4	188	0.5	110	0.3
AP Studio Art-Drawing	92	0.2	131	0.4	83	0.2	96	0.3	125	0.3
AP 2D Design	32	0.1	43	0.1	81	0.2	138	0.4	207	0.6
AP 3D Design	<u>38</u>	0.1	<u>63</u>	0.2	<u>64</u>	0.2	<u>108</u>	0.3	<u>137</u>	0.4
Total Fine Arts	374	1.0	438	1.2	413	1.1	565	1.5	627	1.7

<sup>a</sup>One-semester course; total includes both fall and spring enrollment.

## 2.5 What were program participants' achievement levels on the TAKS, ITBS, and Advanced Placement Examinations ?

### Methodology

*TAKS Reading, Mathematics, and Writing* passing and Commended Performance rates for the Spring 2007 administrations were extracted from district databases and disaggregated by grade and TAG program participation status. *ITBS* mean Reading Comprehension and Mathematics Total subtest NCE scores were also extracted from district databases and scores of program participants were compared to scores of other district students. *AP* examination results were analyzed by subject area and school.

### Results

#### Texas Assessment of Knowledge and Skills (TAKS)

Table 19 and Figures 1-6 show the percent of TAG and other district students at each tested grade level who passed (Met Standard) or attained Commended Performance on the Spring 2007 English *TAKS Reading, Mathematics and Writing* Tests. The following points summarize the data:

- Passing rates and Commended Performance rates of TAG students exceeded those of other district students at all grade levels in all subjects.
- In reading, passing rates of TAG students ranged from 93.8% at grade four to 99.0% at grade 11. Passing rates of other district students ranged from 60.9% at grade 5 to 84.9% at grade six. Commended Performance rates of TAG students ranged from 23.1% at grade 10 to 71.8% at grade six. Commended Performance rates of other district students ranged from 3.0% at grade 10 to 30.7% at grade six.
- In mathematics, passing rates of TAG students ranged from 88.4% at grade nine to 97.0% at grade five. Passing rates of other district students ranged from 33.4% at grade nine to 71.0% at grade four. Commended Performance rates of TAG students ranged from 29.3% at grade 10 to 65.2% at grade five. Commended Performance rates of other district students ranged from 3.0% at grade 10 to 20.4% at grade five.
- In writing, TAG students' passing rates were 98.2% at grade four and 99.5% at grade seven, compared to passing rates of other district students of 83.8% at grade four and 85.1% at grade seven. Commended Performance rates of TAG students were 42.2% at grade four and 55.2% at grade seven, compared to 12.6% at grade four and 14.7% at grade seven for other district students.

Table 19

Percent of TAG and Other District Students Who Met Standard or Attained Commended Performance and Number Tested on the English *TAKS Reading, Mathematics* and *Writing* Tests by Grade, Spring 2007

Grade	TAG students			Other students		
	Percent Met Standard	Percent Commended Performance	Number tested	Percent Met Standard	Percent Commended Performance	Number tested
Reading						
3	97.5	53.5	1,670	73.2	15.2	8,993
4	93.8	42.8	1,977	64.2	10.6	8,517
5	94.2	34.5	2,018	60.9	7.8	8,099
6	98.9	71.8	1,654	84.9	30.7	8,224
7	97.2	35.4	1,549	71.5	7.8	7,086
8	98.8	61.9	1,636	76.7	18.3	7,559
9	98.9	43.8	1,527	71.6	9.8	9,178
10	98.6	23.1	1,547	72.2	3.0	6,380
11	99.0	38.7	1,364	82.1	7.0	5,117
Mathematics						
3	95.7	50.9	1,699	65.9	13.5	9,388
4	96.9	54.0	1,979	71.0	15.5	8,690
5	97.0	65.2	2,027	69.5	20.4	8,345
6	95.2	61.5	1,652	65.0	19.6	8,339
7	94.9	33.5	1,548	59.8	6.1	7,133
8	93.5	31.2	1,633	49.0	4.3	7,583
9	88.4	35.4	1,547	33.4	3.9	9,120
10	89.5	29.3	1,544	41.7	3.0	6,265
11	95.3	31.0	1,368	66.9	5.0	5,039
Writing						
4	98.2	42.2	1,965	83.8	12.6	8,370
7	99.5	55.2	1,534	85.1	14.7	6,966

Note. Results are for first administration only.

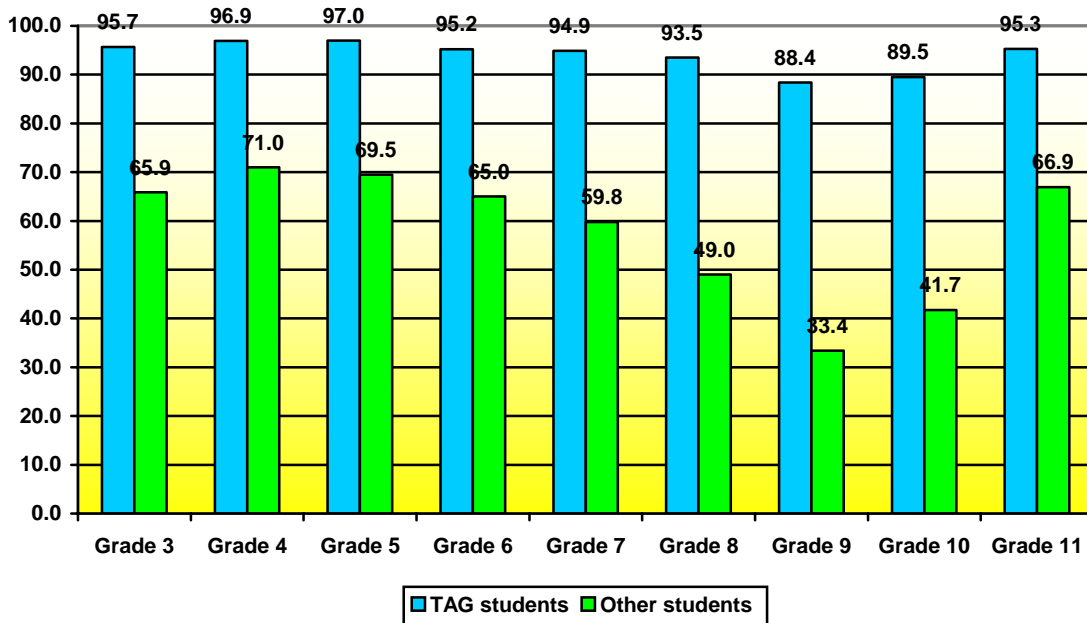


Figure 1. Percent of TAG and other district students who met the passing standard on the first administration of the spring 2007 English *TAKS Mathematics* test.

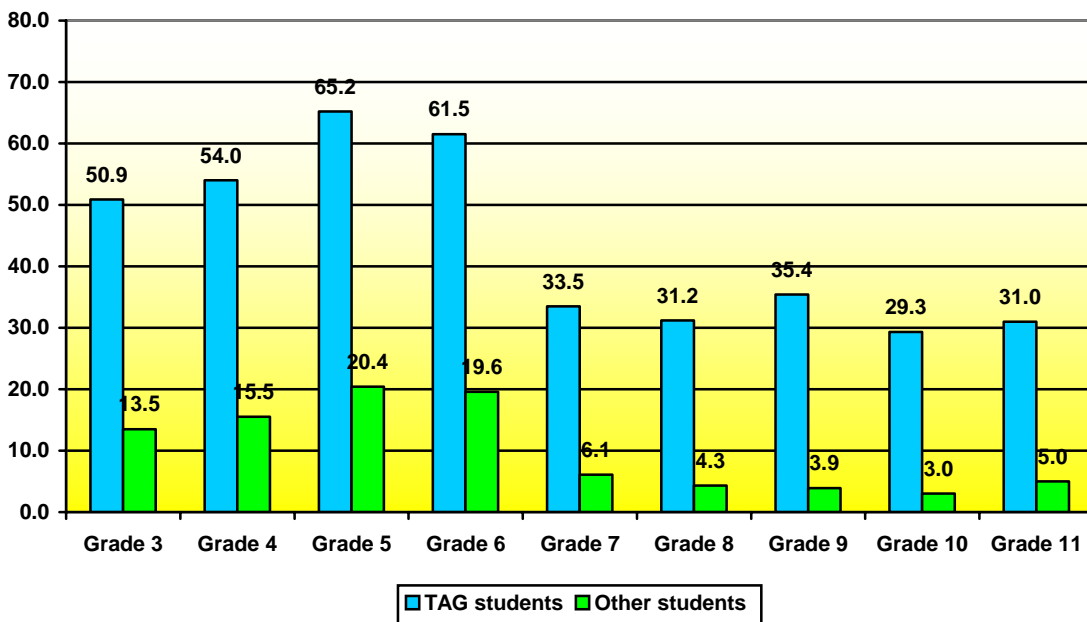


Figure 2. Percent of TAG and other district students who achieved Commended Performance on the first administration of the spring 2007 English *TAKS Mathematics* test.

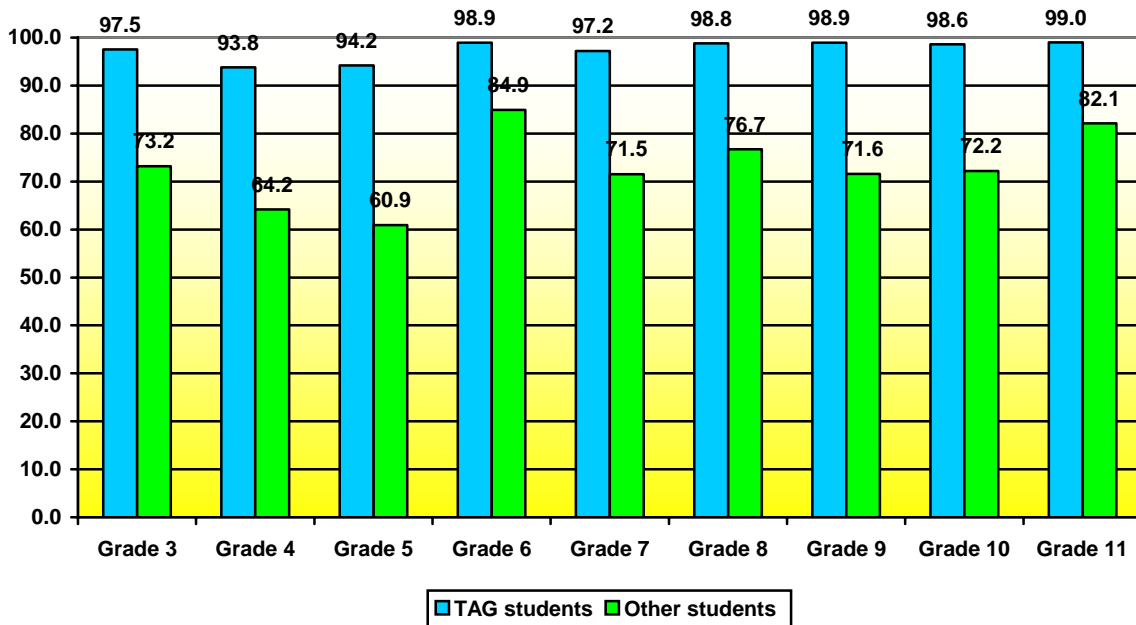


Figure 3. Percent of TAG and other district students who met the passing standard on the first administration of the spring 2007 English *TAKS Reading* test.

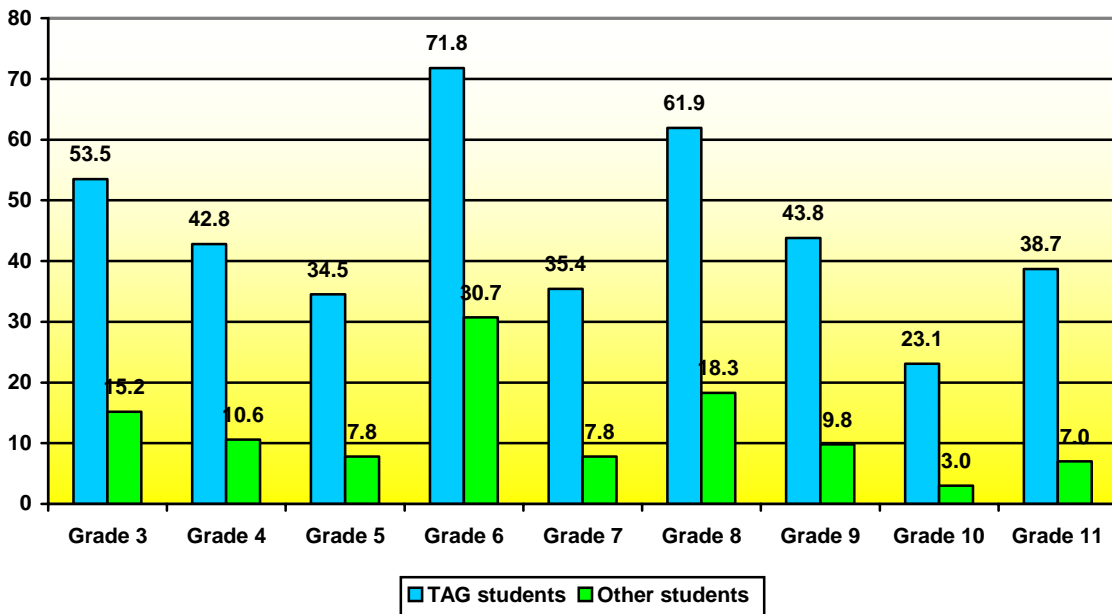


Figure 4. Percent of TAG and other district students who achieved Commended Performance on the first administration of the spring 2007 English *TAKS Reading* test.

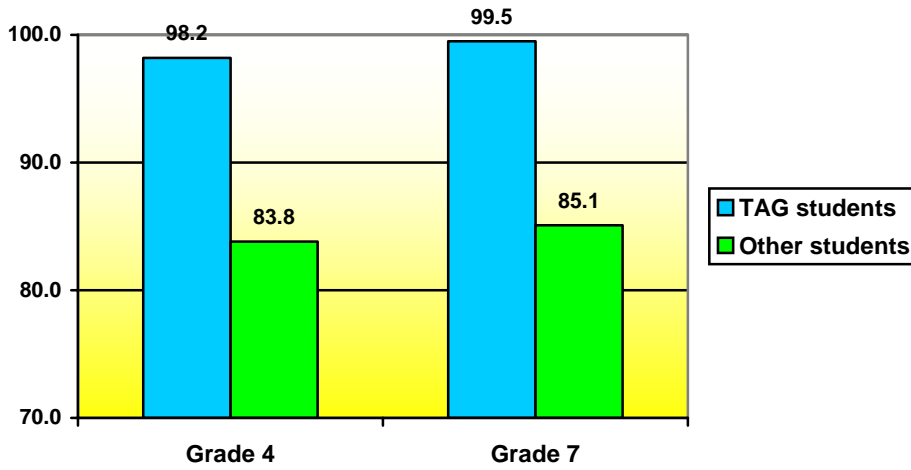


Figure 5. Percent of TAG and other district students who met the passing standard on the spring 2007 English *TAKS Writing* test.

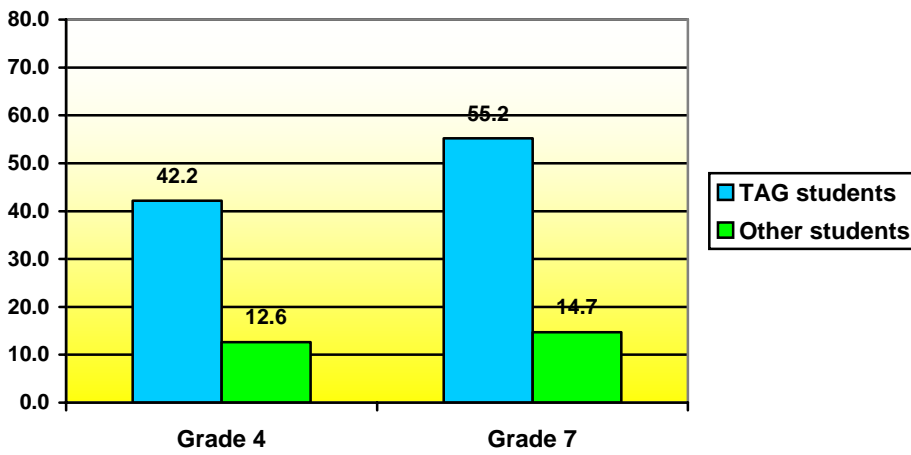


Figure 6. Percent of TAG and other district students who achieved Commended Performance on the spring 2007 English *TAKS Writing* test.

Iowa Tests of Basic Skills (ITBS)

Table 20 shows mean *ITBS* Reading Comprehension and Mathematics Total NCE scores by grade for TAG program and other district students. The following points summarize the data:

- In 2207, the *ITBS* was administered only in grades Kindergarten, one, two, and six. Kindergarten students did not take the Reading Comprehension subtest, so Reading Vocabulary scores were used for comparisons.
- Reading Comprehension/Vocabulary scores of TAG students ranged from 52.6 NCEs at Kindergarten to 69.8 NCEs at grade one. Mathematics Total scores of TAG students ranged from 63.7 NCEs at grade six to 70.5 NCEs at grade two.
- Reading and mathematics scores of TAG students exceeded those of other district students. In reading, the difference ranged from 12.6 NCEs at Kindergarten to 21.5 NCEs at grade two. In mathematics, the difference ranged from 20.4 NCEs at grade six to 23.5 NCEs at grade one.

Table 20

Mean *ITBS* Reading Comprehension and Mathematics Total NCE Scores by Grade, TAG and Other District Students

Grade	TAG Students				Other District Students			
	2005 Mean	2006 Mean	2007		2005 Mean	2006 Mean	2007	
			Mean	N			Mean	N
Reading Comprehension/Vocabulary								
K	72.8	62.8	52.6	367	60.5	47.5	40.0	6,920
1	66.6	72.1	69.8	527	48.2	51.1	48.8	7,194
2	63.6	65.8	66.0	1,165	43.6	46.5	44.5	8,463
6	59.3	58.7	57.4	1,639	37.4	40.4	38.4	8,358
Mathematics Total								
K	82.9	72.7	64.9	514	62.5	53.7	43.3	12,929
1	67.6	72.3	67.8	656	47.5	48.9	44.3	9,587
2	69.6	71.9	70.5	1,210	48.4	49.9	46.3	8,919
6	68.2	69.9	63.7	1,620	43.7	48.1	43.3	8,268

Tables 21 and 22 show *Advanced Placement* examination results by subject and by campus.

The following points summarize the data:

- District students took a total of 10,077 Advanced Placement examinations in 2007, up from 9,801 examinations taken in 2006 and 8,514 in 2005. The passing rate (the percent of students receiving a 3, 4, or 5) decreased slightly, from 31.4% to 29.3% (N=2,951).
- The largest numbers of examinations taken were in English Language and Composition (1,622), English Literature and Composition (1,415), U. S. History (1,320), Spanish Language (973) and Calculus AB (715).
- Passing rates for exams taken by 10 or more students were highest on the Physics C-Electricity and Magnetism (87.2%) Studio Art-3D Design (75.0%), Calculus BC (70.9%), Computer Science AB (70.4%), and Music Theory (60.5%) examinations. Passing rates were lowest on the U.S. History (8.3%), U.S. Government and Politics (13.0%), and Economics: Microeconomics (14.1%) examinations.
- Schools with the highest passing rates were the Science and Engineering Magnet (57.8%), Hillcrest High School (54.7%), Talented and Gifted Magnet (54.5%), and Booker T. Washington Arts Magnet (48.3%).
- Two schools had passing rates between 30% and 40%: they were Bryan Adams (39.2%), and Wilson (38.9%).
- Five schools had passing rates below 5%. They were Smith (4.8%), Lincoln (4.7%), Carter (4.1%), South Oak Cliff (3.1%), and Spruce (1.1%). No AP tests were reported taken by Madison students.

Table 21

## Advanced Placement Examination Results by Subject, 2006

	Score					Total Tested	Pass	
	1	2	3	4	5		N	Percent
English								
English Language and Composition	742	617	206	47	10	1,622	263	16.2
English Literature and Composition	531	585	232	52	15	1,415	299	21.1
Social Studies								
U. S. History	942	268	74	29	7	1,320	110	8.3
U. S. Government & Politics	321	155	52	18	1	547	71	13.0
World History	155	89	64	22	15	345	101	29.3
Human Geography	91	39	56	25	10	221	91	41.2
Economics: Macroeconomics	132	37	25	10	1	205	36	17.6
Psychology	115	29	33	22	5	204	60	29.4
Economics: Microeconomics	94	16	9	8	1	128	18	14.1
European History	50	11	40	13	7	121	60	49.6
Comparative Government & Politics	0	2	3	0	0	5	3	60.0
Mathematics								
Calculus AB	329	137	113	63	73	715	249	34.8
Statistics	86	38	47	26	24	221	97	43.9
Calculus BC	35	16	54	20	50	175	124	70.9
Science								
Biology	81	91	51	38	29	290	118	40.7
Chemistry	77	47	51	17	12	204	80	39.2
Environmental Science	75	30	29	34	8	176	71	40.3
Physics C-Mechanics	63	17	23	20	18	141	61	43.3
Physics B	36	27	37	13	10	123	60	48.8
Physics C-Electricity & Magnetism	1	5	5	19	17	47	41	87.2
Computer Science								
Computer Science A	96	18	30	26	12	182	68	37.4
Computer Science AB	7	1	7	5	7	27	19	70.4
Foreign Language								
Spanish Language	268	205	204	193	103	973	500	51.4
Spanish Literature	70	14	19	3	0	106	22	20.8
French Language	6	5	0	2	2	15	4	26.7
French Literature	0	1	1	0	0	2	1	50.0
Italian Language And Culture	0	0	0	0	1	1	1	100.0
Fine Arts								
Studio Art-2D Design	17	29	13	14	11	84	38	45.2
History of Art	47	16	8	7	5	83	20	24.1
Studio Art-Drawing	11	15	11	6	14	57	31	54.4
Music: Theory	6	9	12	7	4	38	23	60.5
Studio Art-3D Design	2	6	16	4	4	32	24	75.0
Total	4,519	2,607	1,586	819	546	10,077	2,951	29.3

Table 22

## Advanced Placement Examination Results by School, 2007

	Score					Total	Pass	
	1	2	3	4	5	Tested	N	%
Science/Engineering Magnet	223	219	284	171	150	1,047	605	57.8
Hillcrest	81	115	111	58	68	433	237	54.7
Talented and Gifted Magnet	147	174	177	114	94	706	385	54.5
Washington Arts Magnet	133	177	144	93	53	600	290	48.3
Bryan Adams	93	95	77	34	10	309	121	39.2
Wilson	151	88	83	45	24	391	152	38.9
White	532	320	160	76	42	1,130	278	24.6
Skyline	554	355	158	79	21	1,167	258	22.1
Law and Law Enforcement	115	99	46	10	4	274	60	21.9
Health Professions	173	111	47	20	12	363	79	21.8
Seagoville High	39	49	20	0	3	111	23	20.7
Samuell	110	34	17	12	8	181	37	20.4
Sunset	327	87	69	23	7	513	99	19.3
Business Management Center	122	44	20	10	9	205	39	19.0
Educ./Soc. Services Magnet	45	38	14	4	0	101	18	17.8
Molina	203	161	42	22	12	440	76	17.3
Jefferson	235	89	32	15	19	390	66	16.9
Adamson	174	107	35	17	1	334	53	15.9
Kimball	62	50	12	0	0	124	12	9.7
Pinkston	64	16	4	3	0	87	7	8.0
North Dallas	166	28	9	6	1	210	16	7.6
Roosevelt	52	14	1	2	2	71	5	7.0
Smith	112	26	5	1	1	145	7	4.8
Lincoln	248	39	7	3	4	301	14	4.7
Carter	181	32	7	1	1	222	9	4.1
South Oak Cliff	102	25	4	0	0	131	4	3.1
Spruce	75	15	1	0	0	91	1	1.1
Madison	---	---	---	---	---	---	---	---
Total	4,519	2,607	1,586	819	546	10,077	2,951	29.3