

2007-08

Special
Reports on
Ppupil
Achievement

PEARL C. ANDERSON

School Number 65

*The information in this packet is based
on data from the 2007-08 school year.*



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This edition of the 2007-08 Special Reports on Student Achievement is the standard issue and corresponds to Data Packets published in previous years. All 2008 summaries are for students enrolled at a campus during the 2007-08 school year. TAKS-M (Modified) pages have been added to this document.

2007-08 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 2007-08. They are counted as new if they were not enrolled in a district campus before the last day of the 2006-07 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 2006-07 and 2007-08.

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 on the first day of the second six-weeks grading period and on the last day of testing.
- 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.
- 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 2008, 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.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2008, 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.

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 2007 to 2008, the TEA did not report the 2007 composite rating.
- If a student is rated as advanced high in 2008, the TEA does not differentiate between the advanced and advanced high levels from 2007.

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 seven through 12. They account for a portion of students' final semester grades: 25 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	165
7	207
8	165
ALL	537

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	408	76.0	65	87.8
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	127	23.6	2	2.7
White	2	0.4	6	8.1
Other	**	**	1	1.4

*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	481	89.6
Limited English proficient students	40	7.4
Special education students	89	16.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
6	2006											
	2007	192	171	89.1	0	0.0	0	0.0	21	10.9	0	0.0
	2008	165	116	70.3	0	0.0	0	0.0	49	29.7	0	0.0
7	2006	348	292	83.9	0	0.0	0	0.0	54	15.5	2	0.6
	2007	138	120	87.0	0	0.0	0	0.0	18	13.0	0	0.0
	2008	207	159	76.8	0	0.0	0	0.0	48	23.2	0	0.0
8	2006	323	278	86.1	0	0.0	0	0.0	45	13.9	0	0.0
	2007	199	171	85.9	0	0.0	0	0.0	27	13.6	1	0.5
	2008	165	133	80.6	0	0.0	0	0.0	30	18.2	2	1.2
6-8	2006	671	570	84.9	0	0.0	0	0.0	99	14.8	2	0.3
	2007	529	462	87.3	0	0.0	0	0.0	66	12.5	1	0.2
	2008	537	408	76.0	0	0.0	0	0.0	127	23.6	2	0.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
6	2006												
	2007	192	181	94.3	6	3.1	36	18.8	23	12.0	7	3.6	0.0
	2008	165	150	90.9	14	8.5	26	15.8	14	8.5	9	5.5	1.8
7	2006	348	321	92.2	18	5.2	60	17.2	58	16.7	37	10.6	6.0
	2007	138	129	93.5	4	2.9	29	21.0	3	2.2	10	7.2	4.3
	2008	207	193	93.2	18	8.7	33	15.9	29	14.0	14	6.8	1.0
8	2006	323	292	90.4	16	5.0	50	15.5	30	9.3	51	15.8	0.6
	2007	199	174	87.4	9	4.5	33	16.6	3	1.5	13	6.5	4.0
	2008	165	138	83.6	8	4.8	30	18.2	17	10.3	16	9.7	3.0
6-8	2006	671	613	91.4	34	5.1	110	16.4	88	13.1	88	13.1	3.4
	2007	529	484	91.5	19	3.6	98	18.5	29	5.5	30	5.7	2.6
	2008	537	481	89.6	40	7.4	89	16.6	60	11.2	39	7.3	1.9

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	2006		10,821.1			10,478.8	96.8			23.6		9,467		87.5
	2007	197.9	11,264.8	190.3	96.1	10,864.3	96.4	40	20.2	21.9	169	9,788	85.4	86.9
	2008	171.8	10,450.4	164.6	95.8	10,060.0	96.3	26	15.1	22.0	144	9,055	83.8	86.6
7	2006	366.4	11,130.6	339.0	92.5	10,585.9	95.1	160	43.7	31.8	267	9,218	72.9	82.8
	2007	143.8	10,085.4	136.8	95.1	9,572.1	94.9	45	31.3	27.7	119	8,404	82.7	83.3
	2008	220.5	10,790.7	209.4	95.0	10,269.4	95.2	45	20.4	26.3	183	9,024	83.0	83.6
8	2006	323.8	10,838.1	303.6	93.8	10,206.0	94.2	175	54.1	34.8	252	8,683	77.8	80.1
	2007	211.4	10,675.2	198.8	94.0	10,054.2	94.2	71	33.6	31.2	162	8,706	76.6	81.6
	2008	164.1	9,895.9	155.8	94.9	9,350.9	94.5	58	35.3	30.5	134	8,046	81.6	81.3
6-8	2006	690.2	32,789.8	642.6	93.1	31,270.8	95.4	335	48.5	30.1	519	27,368	75.2	83.5
	2007	553.2	32,025.4	525.9	95.1	30,490.6	95.2	156	28.2	26.8	450	26,898	81.3	84.0
	2008	556.4	31,137.0	529.8	95.2	29,680.3	95.3	129	23.2	26.1	461	26,125	82.9	83.9

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	65	87.8
Hispanic	2	2.7
White	6	8.1
Other	1	1.4

Gender	Number	Percent
Female	54	73.0
Male	20	27.0

TOTAL	74
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AVERAGE NUMBER OF ABSENCES

2006	6.4
2007	4.9
2008	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	2006												89.4	0
	2007		80.1	80.0	80.0	*	*	68.0		79.2	80.0	79.7	87.2	158
	2008		85.0	89.4	85.2	55.6	58.3	80.0		77.3	95.8	86.4	87.8	147
7	2006	*	49.4	65.0	51.3	44.4	16.7	34.2		44.7	57.3	51.2	65.5	291
	2007		74.7	75.0	79.2	*	*	64.8		66.7	82.5	74.8	76.0	111
	2008	*	72.1	67.5	71.1	14.3	46.7	60.0		63.1	76.4	70.5	77.3	190
8	2006		67.6	68.6	67.5	45.5	11.1	60.7		64.1	70.0	67.3	71.2	281
	2007	*	74.3	66.7	72.5	*	28.6	67.8		71.3	75.0	73.1	80.5	175
	2008	*	85.4	80.6	84.7	52.2	37.5	80.5		81.3	89.2	84.8	90.1	164
6-8	2006	*	58.5	66.7	59.2	45.0	13.3	48.2		54.0	63.7	59.1	75.2	572
	2007	*	76.6	72.7	76.9	66.7	40.0	67.2		72.8	78.7	75.9	81.5	444
	2008	*	80.1	79.7	79.6	41.3	48.6	72.6		73.6	85.8	79.8	84.9	501

NUMBER TESTED IN GRADES 6-8													
2006	2	489	75	515	20	15	336	0	272	300	572	28,147	
2007	1	384	55	399	6	10	247	0	213	230	444	27,843	
2008	3	377	118	445	46	35	318	0	239	261	501	28,091	

Shaded cells indicate percentages below 70 percent, the 2008 AEIS reading/ELA 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)
6	2006												982	0
	2007		28	3	29	*	*	24		15	17	32	1,269	158
	2008		15	5	20	4	5	16		17	3	20	1,140	147
7	2006	*	124	14	128	5	5	104		78	64	142	3,295	291
	2007		24	4	21	*	*	19		18	10	28	2,085	111
	2008	*	41	13	50	12	8	48		31	25	56	2,207	190
8	2006		79	11	82	6	8	70		47	45	92	2,694	281
	2007	*	38	8	42	*	5	38		25	22	47	1,803	175
	2008	*	19	6	21	11	5	23		15	9	25	891	164
6-8	2006	*	203	25	210	11	13	174		125	109	234	6,971	572
	2007	*	90	15	92	2	6	81		58	49	107	5,157	444
	2008	*	75	24	91	27	18	87		63	37	101	4,238	501

NUMBER TESTED IN GRADES 6-8													
2006	2	489	75	515	20	15	336	0	272	300	572	28,147	
2007	1	384	55	399	6	10	247	0	213	230	444	27,843	
2008	3	377	118	445	46	35	318	0	239	261	501	28,091	

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	2006				
	2007	80.7	80.9	71.8	70.4
	2008	81.3	77.7	78.6	75.3
7	2006	69.1	77.1	72.5	61.9
	2007	73.1	72.3	75.4	69.2
	2008	80.8	80.6	74.8	64.8
8	2006	77.0	76.7	75.3	68.8
	2007	76.2	77.4	81.2	68.6
	2008	80.7	79.3	77.4	78.8
6-8	2006	73.0	76.9	73.9	65.3
	2007	77.0	77.4	76.4	69.4
	2008	80.9	79.3	76.8	72.5

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	2006												28.7	0
	2007		30.5	40.0	30.3	*	*	17.3		37.5	25.9	31.0	37.4	158
	2008		23.0	31.9	24.4	11.1	8.3	10.0		24.0	27.8	25.9	33.8	147
7	2006	*	3.3	7.5	3.0	0.0	0.0	0.6		3.5	4.0	3.8	11.0	291
	2007		6.3	6.3	6.9	*	*	0.0		11.1	1.8	6.3	12.7	111
	2008	*	12.2	12.5	12.1	0.0	6.7	2.5		6.0	17.0	12.1	19.1	190
8	2006		13.1	11.4	13.5	0.0	0.0	6.7		16.0	10.0	12.8	21.8	281
	2007	*	21.6	8.3	17.6	*	0.0	14.4		17.2	21.6	19.4	26.0	175
	2008	*	23.8	12.9	22.6	4.3	0.0	9.3		23.8	21.7	22.6	37.6	164
6-8	2006	*	8.2	9.3	8.2	0.0	0.0	3.9		9.6	7.0	8.2	20.4	572
	2007	*	21.1	16.4	19.5	16.7	10.0	12.1		22.5	18.3	20.3	25.9	444
	2008	*	19.1	20.3	19.1	4.3	5.7	6.9		17.6	21.5	19.6	29.9	501

NUMBER TESTED IN GRADES 6-8													
2006	2	489	75	515	20	15	336	0	272	300	572	28,147	
2007	1	384	55	399	6	10	247	0	213	230	444	27,843	
2008	3	377	118	445	46	35	318	0	239	261	501	28,091	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2008.

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	2006												77.2	0
	2007		57.0	62.5	57.1	*	*	39.0		58.9	55.8	56.9	70.0	160
	2008		68.6	83.0	72.8	27.3	66.7	57.5		68.4	78.1	73.2	73.8	149
7	2006	*	39.2	57.1	42.4	42.9	14.3	22.0		38.7	44.5	41.8	57.4	297
	2007		69.4	50.0	67.6	*	*	60.0		70.4	63.8	66.4	65.9	113
	2008	*	52.0	65.0	54.6	0.0	53.3	38.0		51.2	57.1	54.5	64.5	191
8	2006		39.0	48.6	39.8	16.7	0.0	28.9		40.0	40.3	40.1	50.2	284
	2007	*	48.3	60.9	48.1	*	33.3	38.5		43.7	55.7	49.7	56.7	175
	2008	*	55.8	54.8	56.5	17.4	37.5	45.8		50.6	61.0	55.8	72.8	163
6-8	2006	*	39.1	53.2	41.1	26.3	6.3	25.6		39.4	42.4	41.0	61.5	581
	2007	*	56.8	58.5	56.3	30.0	30.0	43.4		55.6	57.8	56.5	64.3	448
	2008	*	57.8	69.5	60.7	14.0	54.3	45.8		56.4	64.2	60.4	70.2	503

NUMBER TESTED IN GRADES 6-8													
2006	1	496	77	523	19	16	344	0	277	304	581	28,493	
2007	1	389	53	403	10	10	249	0	214	232	448	28,025	
2008	3	379	118	448	50	35	319	0	243	260	503	28,064	

Cells containing passing percentages below the 2007-08 Adequate Yearly Progress (AYP) mathematics target of 58% 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	2006												2,140	0
	2007		61	6	63	*	*	47		30	38	69	3,012	160
	2008		32	8	37	8	4	34		24	16	40	2,460	149
7	2006	*	152	18	155	4	6	128		87	86	173	4,115	297
	2007		30	7	33	*	*	22		16	21	38	2,976	113
	2008	*	71	14	79	16	7	75		42	45	87	3,462	191
8	2006		150	18	153	10	9	128		81	89	170	4,704	284
	2007	*	77	9	80	*	4	72		49	39	88	4,022	175
	2008	*	57	14	60	19	5	64		40	32	72	2,429	163
6-8	2006	*	302	36	308	14	15	256		168	175	343	10,959	581
	2007	*	168	22	176	7	7	141		95	98	195	10,010	448
	2008	*	160	36	176	43	16	173		106	93	199	8,351	503

NUMBER TESTED IN GRADES 6-8													
2006	1	496	77	523	19	16	344	0	277	304	581	28,493	
2007	1	389	53	403	10	10	249	0	214	232	448	28,025	
2008	3	379	118	448	50	35	319	0	243	260	503	28,064	

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	2006						
	2007	65.8	60.1	66.3	53.6	68.6	65.9
	2008	75.0	73.3	71.3	61.7	75.5	72.0
7	2006	56.8	50.8	59.7	47.8	50.0	61.5
	2007	69.0	59.3	68.9	57.2	68.9	67.2
	2008	65.1	56.9	59.4	42.4	55.9	61.1
8	2006	57.1	54.9	58.4	41.1	60.7	54.8
	2007	57.4	62.7	59.7	52.1	65.7	58.5
	2008	59.0	60.7	67.0	44.4	63.5	61.1
6-8	2006	56.9	52.8	59.1	44.5	55.2	58.2
	2007	63.3	60.9	64.4	53.9	67.6	63.3
	2008	66.1	63.0	65.4	48.8	64.2	64.4

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)
6	2006												28.6	0
	2007		13.4	25.0	13.6	*	*	0.0		21.9	8.1	14.4	26.5	160
	2008		19.6	34.0	24.3	0.0	25.0	16.3		22.4	26.0	24.2	31.0	149
7	2006	*	3.2	4.8	2.6	14.3	0.0	1.8		3.5	3.2	3.4	6.6	297
	2007		9.2	14.3	10.8	*	*	7.3		13.0	6.9	9.7	10.9	113
	2008	*	2.7	10.0	3.4	0.0	6.7	0.8		4.7	3.8	4.2	11.0	191
8	2006		2.4	8.6	3.1	0.0	0.0	0.6		3.7	2.7	3.2	7.3	284
	2007	*	6.0	17.4	6.5	*	0.0	3.4		9.2	5.7	7.4	9.0	175
	2008	*	9.3	12.9	10.9	0.0	25.0	4.2		9.9	9.8	9.8	14.1	163
6-8	2006	*	2.8	6.5	2.9	5.3	0.0	1.2		3.6	3.0	3.3	14.1	581
	2007	*	9.5	18.9	10.2	20.0	10.0	3.2		14.5	6.9	10.5	15.9	448
	2008	*	9.5	20.3	12.1	0.0	17.1	6.0		11.9	11.9	11.9	18.7	503


NUMBER TESTED IN GRADES 6-8													
2006	1	496	77	523	19	16	344	0	277	304	581	28,493	
2007	1	389	53	403	10	10	249	0	214	232	448	28,025	
2008	3	379	118	448	50	35	319	0	243	260	503	28,064	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2008.

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	2006	*	77.7	85.4	78.7	66.7	50.0	68.4		66.2	89.4	78.2	79.4	293
	2007		90.4	62.5	88.1	*	*	77.8		75.5	96.5	86.4	87.5	110
	2008	*	78.9	71.4	77.7	37.5	56.3	68.1		69.4	84.0	77.5	83.7	191

NUMBER TESTED IN GRADE 7													
2006	1	247	41	263	9	6	155	0	142	151	293	9,483	
2007	0	94	16	101	1	1	54	0	53	57	110	8,582	
2008	1	147	42	175	16	16	119	0	85	106	191	9,744	

 Shaded cells indicate percentages below 70 percent, the 2008 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	2006	*	55	6	56	3	3	49		48	16	64	1,957	293
	2007		9	6	12	*	*	12		13	2	15	1,075	110
	2008	*	31	12	39	10	7	38		26	17	43	1,584	191

NUMBER TESTED IN GRADE 7													
2006	1	247	41	263	9	6	155	0	142	151	293	9,483	
2007	0	94	16	101	1	1	54	0	53	57	110	8,582	
2008	1	147	42	175	16	16	119	0	85	106	191	9,744	


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	2006	2.2	77.3	69.8	78.1	78.9
	2007	2.3	86.8	76.5	79.6	77.7
	2008	2.1	72.9	73.6	79.9	76.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
7	2006	*	13.4	22.0	14.8	0.0	0.0	6.5		9.2	19.2	14.3	23.4	293
	2007		16.0	0.0	14.9	*	*	7.4		7.5	19.3	13.6	21.8	110
	2008	*	10.2	9.5	9.7	0.0	6.3	3.4		9.4	10.4	9.9	20.4	191


NUMBER TESTED IN GRADE 7													
2006	1	247	41	263	9	6	155	0	142	151	293	9,483	
2007	0	94	16	101	1	1	54	0	53	57	110	8,582	
2008	1	147	42	175	16	16	119	0	85	106	191	9,744	

 Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2008.

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	2006		61.1	80.6	62.5	41.2	60.0	57.9		62.2	64.2	63.3	72.3	286
	2007	*	77.6	82.6	79.5	50.0	50.0	72.4		75.9	80.2	78.0	78.9	173
	2008	*	82.9	96.6	83.7	45.5	85.7	81.0		85.9	85.4	85.1	86.6	161

NUMBER TESTED IN GRADE 8													
2006	0	247	36	256	17	10	183	0	135	151	286	9,391	
2007	1	147	23	151	6	6	116	0	87	86	173	9,206	
2008	2	129	29	135	22	7	116	0	78	82	161	8,642	

 Shaded cells indicate percentages below 70 percent, the 2008 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	2006		96	7	96	10	4	77		51	54	105	2,599	286
	2007	*	33	4	31	3	3	32		21	17	38	1,942	173
	2008	*	22	1	22	12	1	22		11	12	24	1,157	161

NUMBER TESTED IN GRADE 8													
2006	0	247	36	256	17	10	183	0	135	151	286	9,391	
2007	1	147	23	151	6	6	116	0	87	86	173	9,206	
2008	2	129	29	135	22	7	116	0	78	82	161	8,642	

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	2006	55.4	56.9	67.1	54.7	64.6
	2007	65.8	60.7	72.8	62.6	70.8
	2008	70.8	64.9	73.4	70.1	73.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2006		8.5	8.3	9.0	0.0	0.0	3.8		10.4	6.6	8.4	15.8	286
	2007	*	17.0	34.8	17.9	0.0	0.0	8.6		21.8	16.3	19.1	21.1	173
	2008	*	24.0	24.1	25.2	4.5	14.3	14.7		28.2	20.7	24.2	27.5	161

NUMBER TESTED IN GRADE 8													
2006	0	247	36	256	17	10	183	0	135	151	286	9,391	
2007	1	147	23	151	6	6	116	0	87	86	173	9,206	
2008	2	129	29	135	22	7	116	0	78	82	161	8,642	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2008.

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	2006		52.8	70.6	54.9	26.7	22.2	47.8		59.1	51.3	55.0	58.4	282
	2007	*	36.4	41.7	36.5	*	14.3	23.3		34.8	39.3	37.1	52.4	178
	2008	*	44.2	41.9	44.9	4.3	12.5	31.4		48.8	40.2	44.2	54.6	163

NUMBER TESTED IN GRADE 8													
2006	0	246	34	253	15	9	180	0	132	150	282	9,384	
2007	1	151	24	156	5	7	120	0	89	89	178	9,233	
2008	2	129	31	136	23	8	118	0	80	82	163	8,703	

Shaded cells indicate percentages below 50 percent, the 2008 AEIS science minimum for an Academically Acceptable rating.

Grade 8 science passing standard has risen to Panel Recommendation for 2008. In 2007, it was 1 SEM below PR; in 2006, 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	2006		116	10	114	11	7	94		54	73	127	3,908	282
	2007	*	96	14	99	*	6	92		58	54	112	4,398	178
	2008	*	72	18	75	22	7	81		41	49	91	3,953	163

NUMBER TESTED IN GRADE 8													
2006	0	246	34	253	15	9	180	0	132	150	282	9,384	
2007	1	151	24	156	5	7	120	0	89	89	178	9,233	
2008	2	129	31	136	23	8	118	0	80	82	163	8,703	

Grade 8 science passing standard has risen to Panel Recommendation for 2008. In 2007, it was 1 SEM below PR; in 2006, 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	2006	61.6	58.3	58.3	52.2	46.9
	2007	59.9	57.5	49.2	45.9	44.9
	2008	64.7	62.8	57.9	48.3	51.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8	2006		4.1	5.9	4.3	0.0	0.0	1.7		6.1	2.7	4.3	5.0	282
	2007	*	1.3	12.5	3.2	*	0.0	2.5		3.4	2.2	2.8	6.6	178
	2008	*	7.0	3.2	7.4	0.0	0.0	1.7		8.8	3.7	6.1	11.2	163

NUMBER TESTED IN GRADE 8													
2006	0	246	34	253	15	9	180	0	132	150	282	9,384	
2007	1	151	24	156	5	7	120	0	89	89	178	9,233	
2008	2	129	31	136	23	8	118	0	80	82	163	8,703	

 Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2008.

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		71.4	*	75.0	66.7	*	*		66.7	66.7	66.7	68.6	15
7														
	2008		57.1	*	55.6	55.6	*	50.0		61.5	*	55.6	67.1	18
8														
	2008		85.7		100.0	85.7		100.0		*	*	85.7	64.8	7
6-8														
	2008		68.6	*	69.4	65.0	*	60.9		70.8	56.3	65.0	67.0	40

NUMBER TESTED IN GRADES 6-8														
2008	0	35	5	36	40	3	23	0	24	16	40	1,789		

Shaded cells indicate percentages below 70 percent, the 2008 AEIS reading/ELA 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)
6														
	2008		4	*	3	5	*	*		2	3	5	206	15
7														
	2008		6	*	8	8	*	6		5	*	8	201	18
8														
	2008		1		0	1		0		*	*	1	184	7
6-8														
	2008		11	*	11	14	*	9		7	7	14	591	40

NUMBER TESTED IN GRADES 6-8														
2008	0	35	5	36	40	3	23	0	24	16	40	1,789		

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	66.7	63.3	56.7	58.2
7					
	2008	58.9	62.5	58.3	44.9
8					
	2008	64.3	78.6	64.3	56.0
6-8					
	2008	62.8	65.6	58.8	51.8

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		83.3	*	90.9	76.9	*	*		*	87.5	76.9	57.0	13
7														
	2008		58.3	*	62.5	62.5	*	45.5		72.7	*	62.5	53.7	16
8														
	2008		42.9		33.3	42.9		42.9		*	*	42.9	45.0	7
6-8														
	2008		64.5	*	66.7	63.9	*	47.8		61.9	66.7	63.9	52.0	36

NUMBER TESTED IN GRADES 6-8														
2008	0	31	5	33	36	3	23	0	21	15	36	1,797		

Cells containing passing percentages below the 2007-08 Adequate Yearly Progress (AYP) mathematics target of 58% 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														
	2008		2	*	1	3	*	*		*	1	3	260	13
7														
	2008		5	*	6	6	*	6		3	*	6	279	16
8														
	2008		4		4	4		4		*	*	4	324	7
6-8														
	2008		11	*	11	13	*	12		8	5	13	863	36

NUMBER TESTED IN GRADES 6-8														
2008	0	31	5	33	36	3	23	0	21	15	36	1,797		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
6							
	2008	57.7	47.3	42.3	44.2	67.7	52.7
7							
	2008	46.9	52.3	53.1	48.4	40.6	53.1
8							
	2008	41.1	53.6	54.8	46.4	45.2	41.1
6-8							
	2008	49.7	50.7	49.5	46.5	51.3	50.6

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8														
	2008		16.7		16.7	16.7		*		*	*	16.7	30.0	6

NUMBER TESTED IN GRADE 8														
2008	0	6	0	6	6	0	5	0	5	1	6	636		

Shaded cells indicate percentages below 50 percent, the 2008 AEIS science minimum for an Academically Acceptable rating.

Grade 8 science passing standard has risen to Panel Recommendation for 2008. In 2007, it was 1 SEM below PR; in 2006, it was 2 SEM below PR.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
8														
	2008		5		5	5		*		*	*	5	445	6

NUMBER TESTED IN GRADE 8														
2008	0	6	0	6	6	0	5	0	5	1	6	636		

Grade 8 science passing standard has risen to Panel Recommendation for 2008. In 2007, it was 1 SEM below PR; in 2006, it was 2 SEM below PR.

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Nature of Science	Living Systems and the Environment	Structures and Properties of Matter	Motion, Forces, and Energy	Earth and Space Systems
8						
	2008	45.5	45.0	53.3	43.3	46.3

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

		READING TOTAL				
Grade	Year	At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2006	15.1	43.3	25.0	39.2	296
	2007					0
	2008	12.0	68.3	26.6	37.2	158

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
8	2006	31.4	65.7	43.4	51.4	290
	2007					0
	2008	25.6	69.0	36.8	46.7	163

Number Tested	2006	192	104	296	9,714	
	2007	0	0	0	0	
	2008	117	41	158	8,615	

Number Tested	2006	188	102	290	9,661	
	2007	0	0	0	0	
	2008	121	42	163	8,493	

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	2006		25.9	19.5	25.4	0.0	0.0	15.1		24.5	25.5	25.0	39.2	296
	2007													0
	2008	*	27.0	23.3	26.8	4.2	0.0	12.0		29.6	23.4	26.6	37.2	158

Number Tested	2006	0	255	41	268	46	12	192	0	151	145	296	9,714
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	126	30	127	24	9	117	0	81	77	158	8,615

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	2006		3	1	4	0	0	0		3	1	4	726	296
	2007													0
	2008	*	2	1	3	0	0	0		2	1	3	508	158

Number Tested	2006	0	255	41	268	46	12	192	0	151	145	296	9,714
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	126	30	127	24	9	117	0	81	77	158	8,615

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	2006		42.2	51.2	43.7	9.8	25.0	31.4		38.1	49.0	43.4	51.4	290
	2007													0
	2008	*	37.2	37.5	39.4	7.4	20.0	25.6		40.5	32.9	36.8	46.7	163

Number Tested	2006	0	249	41	261	41	12	188	0	147	143	290	9,661
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	129	32	132	27	10	121	0	84	79	163	8,493

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	2006		19	5	23	0	0	8		11	13	24	1,181	290
	2007													0
	2008	*	7	1	7	0	0	1		5	3	8	801	163

Number Tested	2006	0	249	41	261	41	12	188	0	147	143	290	9,661
	2007	0	0	0	0	0	0	0	0	0	0	0	0
	2008	2	129	32	132	27	10	121	0	84	79	163	8,493

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2007		Level 2 in 2007		Level 3 in 2007		Levels 1-3 in 2007	
	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008
6	0	-	2	50.0	0	-	2	50.0
7	2	0.0	3	33.3	0	-	5	20.0
8	0	-	1	0.0	0	-	1	0.0
ALL	2	0.0	6	33.3	0	-	8	25.0

PERFORMANCE IN 2008

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2008 Level	N	%	N	%	N	%	N	%	N	%
6 (13)	Beginning	0	0.0	0	0.0	2	15.4	1	7.7	1	7.7
	Intermediate	5	38.5	2	15.4	3	23.1	2	15.4	2	15.4
	Advanced	5	38.5	6	46.2	7	53.8	4	30.8	5	38.5
	Advanced High	3	23.1	5	38.5	1	7.7	6	46.2	5	38.5
7 (18)	Beginning	0	0.0	0	0.0	2	11.1	1	5.6	1	5.6
	Intermediate	2	11.1	1	5.6	3	16.7	2	11.1	2	11.1
	Advanced	8	44.4	9	50.0	7	38.9	7	38.9	7	38.9
	Advanced High	8	44.4	8	44.4	6	33.3	8	44.4	8	44.4
8 (9)	Beginning	1	11.1	1	11.1	2	22.2	1	11.1	1	11.1
	Intermediate	0	0.0	0	0.0	1	11.1	3	33.3	3	33.3
	Advanced	3	33.3	3	33.3	3	33.3	2	22.2	2	22.2
	Advanced High	5	55.6	5	55.6	3	33.3	3	33.3	3	33.3
ALL (40)	Beginning	1	2.5	1	2.5	6	15.0	3	7.5	3	7.5
	Intermediate	7	17.5	3	7.5	7	17.5	7	17.5	7	17.5
	Advanced	16	40.0	18	45.0	17	42.5	13	32.5	14	35.0
	Advanced High	16	40.0	18	45.0	10	25.0	17	42.5	16	40.0

**PROGRESSION FROM
2007 TO 2008**

Number Rated Both Years N (%) Progressed	2008 Level	2007 Level			
		Beg	Int	Adv	Adv High
12 5 (41.7%)	Beginning	1			
	Intermediate	1	1		
	Advanced	0	0	5	
	Advanced High	0	0	4	
17 9 (52.9%)	Beginning	1			
	Intermediate	0	2		
	Advanced	0	1	5	
	Advanced High	0	0	8	
8 3 (37.5%)	Beginning	1			
	Intermediate	0	2		
	Advanced	0	0	2	
	Advanced High	0	0	3	
37 17 (45.9%)	Beginning	3			
	Intermediate	1	5		
	Advanced	0	1	12	
	Advanced High	0	0	15	

■ Indicates students who progressed at least one level from 2007 to 2008.

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 2008)

25	64.5	76.4	73.2	72.9	72.0	72.0	82.5	93.9
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COMPUTER APPLICATIONS (tested with 2008)

85	65.9	79.6	84.6	85.2	80.0	94.1	67.5	93.4
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LANGUAGE ARTS 7 (tested with 2008)

188	49.9	72.7	77.5	78.1	60.1	81.9	69.0	85.5
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LANGUAGE ARTS 7 PRE-AP (tested with 2008)

22	67.9	78.6	80.3	80.5	86.4	100.0	80.2	95.2
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LANGUAGE ARTS 8 (tested with 2008)

141	56.7	71.1	78.0	78.8	58.2	91.5	74.1	85.3
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LANGUAGE ARTS 8 PRE-AP (tested with 2008)

17	47.0	69.4	84.0	85.6	47.1	100.0	79.5	94.0
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MATHEMATICS 7 (tested with 2008)

180	44.4	69.6	73.5	73.9	46.7	66.1	55.5	80.4
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MATHEMATICS 7 PRE-AP (tested with 2008)

30	62.4	77.5	83.3	84.0	76.7	86.7	73.3	95.3
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MATHEMATICS 8 (tested with 2008)

132	39.9	68.4	73.5	74.1	45.5	71.2	54.0	78.3
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MS INTERMEDIATE LANGUAGE ARTS FOR ESL (tested with 2008)

1	*	*	*	*	*	*	50.8	85.2
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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 2008)

25	60.1	73.4	76.6	76.9	76.0	76.0	69.1	92.6
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COMPUTER APPLICATIONS (tested with 2008)

103	56.1	70.7	80.1	81.1	59.2	87.4	63.9	92.4
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LANGUAGE ARTS 7 (tested with 2008)

167	65.5	77.0	77.9	78.0	74.3	85.0	84.5	85.3
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LANGUAGE ARTS 7 PRE-AP (tested with 2008)

22	74.9	83.3	82.6	82.6	95.5	100.0	90.7	94.2
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LANGUAGE ARTS 8 (tested with 2008)

130	58.9	72.6	79.5	80.3	63.8	92.3	79.0	85.8
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LANGUAGE ARTS 8 PRE-AP (tested with 2008)

18	57.0	71.4	85.1	86.6	66.7	100.0	78.6	93.8
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MATHEMATICS 7 (tested with 2008)

170	48.7	70.4	74.4	74.8	50.0	72.4	56.9	80.9
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MATHEMATICS 7 PRE-AP (tested with 2008)

27	54.7	75.7	82.1	82.9	81.5	100.0	78.3	94.7
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MATHEMATICS 8 (tested with 2008)

125	48.2	67.0	73.9	74.7	43.2	69.6	50.1	77.7
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MS INTERMEDIATE LANGUAGE ARTS FOR ESL (tested with 2008)

1	*	*	*	*	*	*	48.4	89.3
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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 INTERMEDIATE READING FOR ESL (tested with 2008)

1	*	*	*	*	*	*	63.5	90.1
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READING 7 (tested with 2008)

69	54.0	72.4	81.1	82.0	65.2	94.2	80.3	91.8
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READING 8 (tested with 2008)

60	69.1	79.4	82.9	83.2	88.3	93.3	91.5	93.7
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READING MASTERY 7 (tested with 2008)

116	56.8	74.1	78.6	79.0	69.0	94.0	67.7	84.6
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READING MASTERY 8 (tested with 2008)

88	65.1	76.7	79.6	79.9	75.0	89.8	86.1	86.5
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SCIENCE 7 (tested with 2008)

218	70.0	80.0	79.1	79.0	78.0	89.0	88.2	87.4
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SCIENCE 8 (tested with 2008)

147	54.5	72.7	74.0	74.2	61.9	68.7	68.1	84.4
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TEXAS STUDIES 7 (tested with 2008)

214	48.0	71.7	79.6	80.4	59.3	90.2	59.2	86.5
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UNITED STATES STUDIES 8 (tested with 2008)

159	56.7	71.1	78.8	79.7	53.5	84.9	55.1	84.0
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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 INTERMEDIATE READING FOR ESL (tested with 2008)

1	*	*	*	*	*	*	57.7	82.8
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READING 7 (tested with 2008)

61	70.9	80.6	83.3	83.6	77.0	98.4	81.9	90.2
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READING 8 (tested with 2008)

56	70.8	80.5	85.1	85.6	85.7	98.2	91.0	92.7
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READING MASTERY 7 (tested with 2008)

109	69.5	79.7	80.0	80.1	83.5	96.3	71.0	81.7
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READING MASTERY 8 (tested with 2008)

77	74.7	83.1	84.5	84.7	83.1	98.7	89.0	89.2
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SCIENCE 7 (tested with 2008)

190	65.8	77.2	79.2	79.4	73.7	88.4	80.1	81.5
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SCIENCE 8 (tested with 2008)

151	56.6	73.9	73.9	73.9	67.5	66.2	67.6	83.9
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TEXAS STUDIES 7 (tested with 2008)

195	52.9	71.8	79.7	80.6	57.9	92.8	64.0	81.2
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UNITED STATES STUDIES 8 (tested with 2008)

148	64.8	76.5	82.3	82.9	65.5	88.5	74.8	86.9
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