

Campus Data Packet

for 2008 - 09 Plans



C. F. CARR

School Number 122

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

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°The TEA will release passing standards for the 2008 TAKS-Modified test in late summer. When they are available, an addendum to the Campus Data Packet with reports for TAKS-M will be available on MyData Portal.

°Student results for the 2008 TELPAS will be sent by the TEA in September. An addendum with these results will be posted on MyData Portal by October.

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 2009, 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.
- Kindergarten ITBS reading results for all three years are for the Language Total subtest; all other grades' results reflect Reading Total performance. (The Reading Total summary is not available with use of the level 5R form administered to kindergarteners in 2008.) All Logramos reading summaries are for Reading Total. The number tested includes kindergarteners.
- Numbers tested in READING for 2006 and 2007 may not match those reported in campus data packets published in the last two years. Previous totals did not consistently include students in Kindergarten, though documentation included with the reports indicated otherwise.

STUDENT ENROLLMENT

Grade	Enrollment
PK	42
KN	78
1	66
2	68
3	66
4	67
5	59
ALL	446

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	219	49.1	13	44.8
American Indian	2	0.4	*	*
Asian	0	0.0	*	*
Hispanic	222	49.8	9	31.0
White	3	0.7	7	24.1
Other	**	**	0	0.0

*Included in category "Other."

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

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	430	96.4
Limited English proficient students	171	38.3
Special education students	21	4.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	39	19	48.7	0	0.0	0	0.0	20	51.3	0	0.0
	2007	42	19	45.2	0	0.0	0	0.0	23	54.8	0	0.0
	2008	42	20	47.6	0	0.0	0	0.0	22	52.4	0	0.0
KN	2006	79	33	41.8	0	0.0	0	0.0	46	58.2	0	0.0
	2007	69	39	56.5	0	0.0	0	0.0	29	42.0	1	1.4
	2008	78	42	53.8	0	0.0	0	0.0	36	46.2	0	0.0
1	2006	69	33	47.8	0	0.0	0	0.0	36	52.2	0	0.0
	2007	80	38	47.5	0	0.0	0	0.0	42	52.5	0	0.0
	2008	66	30	45.5	0	0.0	0	0.0	35	53.0	1	1.5
2	2006	71	30	42.3	0	0.0	0	0.0	41	57.7	0	0.0
	2007	63	30	47.6	0	0.0	0	0.0	32	50.8	1	1.6
	2008	68	36	52.9	0	0.0	0	0.0	32	47.1	0	0.0
3	2006	66	28	42.4	0	0.0	0	0.0	38	57.6	0	0.0
	2007	71	30	42.3	0	0.0	0	0.0	40	56.3	1	1.4
	2008	66	35	53.0	0	0.0	0	0.0	30	45.5	1	1.5
4	2006											
	2007											
	2008	67	33	49.3	1	1.5	0	0.0	32	47.8	1	1.5
5	2006											
	2007											
	2008	59	23	39.0	1	1.7	0	0.0	35	59.3	0	0.0
EC-5	2006	325	144	44.3	0	0.0	0	0.0	181	55.7	0	0.0
	2007	325	156	48.0	0	0.0	0	0.0	166	51.1	3	0.9
	2008	446	219	49.1	2	0.4	0	0.0	222	49.8	3	0.7

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	39	36	92.3	17	43.6	0	0.0	0	0.0	38	97.4	0.0
	2007	42	41	97.6	17	40.5	0	0.0	0	0.0	42	100.0	0.0
	2008	42	42	100.0	17	40.5	1	2.4	0	0.0	42	100.0	0.0
KN	2006	79	73	92.4	30	38.0	5	6.3	3	3.8	33	41.8	0.0
	2007	69	66	95.7	24	34.8	4	5.8	1	1.4	30	43.5	0.0
	2008	78	76	97.4	28	35.9	2	2.6	0	0.0	31	39.7	1.3
1	2006	69	67	97.1	29	42.0	2	2.9	8	11.6	4	5.8	2.9
	2007	80	77	96.3	27	33.8	4	5.0	2	2.5	9	11.3	5.0
	2008	66	66	100.0	28	42.4	4	6.1	2	3.0	1	1.5	4.5
2	2006	71	67	94.4	30	42.3	0	0.0	10	14.1	5	7.0	1.4
	2007	63	63	100.0	28	44.4	0	0.0	6	9.5	6	9.5	4.8
	2008	68	63	92.6	23	33.8	3	4.4	5	7.4	3	4.4	8.8
3	2006	66	60	90.9	34	51.5	1	1.5	12	18.2	5	7.6	1.5
	2007	71	66	93.0	27	38.0	0	0.0	11	15.5	3	4.2	1.4
	2008	66	62	93.9	23	34.8	3	4.5	4	6.1	8	12.1	7.6
4	2006												
	2007												
	2008	67	64	95.5	20	29.9	5	7.5	11	16.4	5	7.5	0.0
5	2006												
	2007												
	2008	59	57	96.6	32	54.2	3	5.1	12	20.3	4	6.8	1.7
EC-5	2006	325	303	93.2	140	43.1	9	2.8	33	10.2	85	26.2	1.5
	2007	325	313	96.3	123	37.8	8	2.5	20	6.2	90	27.7	2.5
	2008	446	430	96.4	171	38.3	21	4.7	34	7.6	94	21.1	3.6

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2006	19.3	3,987.7	18.4	95.6	3,815.3	95.7	45	100.0	100.0	34	7,228	100.0	100.0
	2007	20.7	4,117.2	20.0	96.6	3,933.6	95.5	46	100.0	100.0	40	7,436	100.0	100.0
	2008	20.8	4,133.2	19.8	95.1	3,942.7	95.4	45	100.0	100.0	40	7,427	100.0	100.0
KN	2006	75.9	13,725.9	72.9	96.1	13,178.1	96.0	21	27.7	25.7	64	11,822	84.4	86.1
	2007	64.5	13,945.0	61.6	95.5	13,385.6	96.0	23	35.7	24.3	56	12,035	86.9	86.3
	2008	76.4	13,568.1	73.0	95.5	13,004.4	95.8	15	19.6	23.5	69	11,618	90.3	85.6
1	2006	65.9	14,145.9	63.4	96.1	13,632.7	96.4	17	25.8	24.8	55	12,164	83.4	86.0
	2007	82.9	14,353.8	79.7	96.2	13,851.4	96.5	26	31.4	23.2	72	12,437	86.8	86.6
	2008	63.1	14,626.9	60.6	96.0	14,102.7	96.4	12	19.0	21.2	59	12,704	93.6	86.9
2	2006	68.6	13,536.9	66.8	97.4	13,115.8	96.9	14	20.4	22.9	63	11,853	91.8	87.6
	2007	64.6	13,403.8	62.2	96.3	12,978.9	96.8	15	23.2	21.7	55	11,729	85.2	87.5
	2008	70.1	13,708.6	67.8	96.7	13,269.8	96.8	6	8.6	19.7	64	12,043	91.3	87.9
3	2006	62.1	12,948.9	60.3	97.1	12,577.2	97.1	11	17.7	22.8	58	11,376	93.4	87.9
	2007	70.1	12,998.4	68.5	97.8	12,633.3	97.2	11	15.7	21.1	64	11,445	91.3	88.0
	2008	64.1	12,806.9	61.8	96.4	12,425.5	97.0	8	12.5	19.1	57	11,408	88.9	89.1
4	2006		12,021.0			11,684.2	97.2			22.3		10,587		88.1
	2007		12,104.9			11,768.3	97.2			19.7		10,683		88.3
	2008	66.0	12,329.8	64.3	97.5	11,960.3	97.0	9	13.6	19.7	62	10,924	93.9	88.6
5	2006		12,618.4			12,262.2	97.2			22.3		11,130		88.2
	2007		11,757.0			11,426.8	97.2			20.9		10,362		88.1
	2008	60.2	11,874.2	58.4	97.0	11,539.6	97.2	6	10.0	18.8	56	10,608	93.0	89.3
EC-5	2006	292.4	83,530.4	282.5	96.6	80,779.5	96.7	109	37.3	34.4	274	76,525	93.7	91.6
	2007	303.1	83,122.6	292.4	96.5	80,387.4	96.7	121	39.9	33.3	287	76,416	94.7	91.9
	2008	420.8	83,438.7	405.8	96.4	80,606.0	96.6	101	24.0	31.9	407	76,970	96.7	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	13	44.8
Hispanic	9	31.0
White	7	24.1
Other	0	0.0

Gender	Number	Percent
Female	24	82.8
Male	5	17.2

TOTAL	29
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AVERAGE NUMBER OF ABSENCES

2006	6.3
2007	6.1
2008	2.0

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)
3	2006		92.3	100.0	97.8	*	100.0	100.0		95.7	96.6	96.2	87.7	52
	2007	*	90.0	95.5	93.9		100.0	89.5		92.6	92.3	92.5	84.6	53
	2008	*	82.4	75.0	80.0	*	*	75.0		83.3	78.9	81.4	86.2	43
4	2006												69.5	0
	2007												69.7	0
	2008	*	53.1	80.0	56.5	*	*	28.6		41.7	76.0	59.2	72.1	49
5	2006												76.9	0
	2007												78.3	0
	2008		73.9	71.9	71.7	*	70.0	65.9		66.7	79.3	73.2	82.9	56
3-5	2006		92.3	100.0	97.8	*	100.0	100.0		95.7	96.6	96.2	78.2	52
	2007	*	90.0	95.5	93.9		100.0	89.5		92.6	92.3	92.5	77.6	53
	2008	*	69.7	74.5	69.1	0.0	67.6	60.8		64.0	78.1	70.9	80.3	148

	NUMBER TESTED IN GRADES 3-5											
2006	0	26	25	46	1	21	23	0	23	29	52	32,875
2007	1	30	22	49	0	10	38	0	27	26	53	31,814
2008	2	89	55	139	6	37	97	0	75	73	148	31,840

Shaded cells indicate percentages below 70 percent, the 2009 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)
3	2006		2	0	1	*	0	0		1	1	2	1,380	52
	2007	*	3	1	3		0	4		2	2	4	1,675	53
	2008	*	6	2	8	*	*	8		4	4	8	1,443	43
4	2006												3,190	0
	2007												3,189	0
	2008	*	15	3	20	*	*	15		14	6	20	2,996	49
5	2006												2,584	0
	2007												2,258	0
	2008		6	9	15	*	9	15		9	6	15	1,827	56
3-5	2006		2	0	1	*	0	0		1	1	2	7,154	52
	2007	*	3	1	3		0	4		2	2	4	7,122	53
	2008	*	27	14	43	6	12	38		27	16	43	6,266	148

	NUMBER TESTED IN GRADES 3-5											
2006	0	26	25	46	1	21	23	0	23	29	52	32,875
2007	1	30	22	49	0	10	38	0	27	26	53	31,814
2008	2	89	55	139	6	37	97	0	75	73	148	31,840

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
3	2006	85.1	90.7	87.5	84.9
	2007	86.0	87.6	81.1	79.7
	2008	77.1	75.7	74.8	70.3
4	2006				
	2007				
	2008	74.0	69.1	70.6	72.9
5	2006				
	2007				
	2008	69.9	72.5	73.4	69.9
3-5	2006	85.1	90.7	87.5	84.9
	2007	86.0	87.6	81.1	79.7
	2008	73.3	72.3	72.9	71.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		34.6	40.0	37.0	*	28.6	26.1		34.8	37.9	36.5	28.0	52
	2007	*	16.7	40.9	28.6		50.0	21.1		29.6	23.1	26.4	21.3	53
	2008	*	14.7	12.5	17.5	*	*	12.5		8.3	26.3	16.3	21.5	43
4	2006												10.0	0
	2007												16.6	0
	2008	*	6.3	20.0	10.9	*	*	0.0		0.0	20.0	10.2	14.4	49
5	2006												10.8	0
	2007												13.1	0
	2008		4.3	6.3	5.7	*	6.7	4.5		0.0	10.3	5.4	16.5	56
3-5	2006		34.6	40.0	37.0	*	28.6	26.1		34.8	37.9	36.5	16.4	52
	2007	*	16.7	40.9	28.6		50.0	21.1		29.6	23.1	26.4	17.1	53
	2008	*	9.0	10.9	10.8	0.0	5.4	6.2		2.7	17.8	10.1	17.4	148

	NUMBER TESTED IN GRADES 3-5											
2006	0	26	25	46	1	21	23	0	23	29	52	32,875
2007	1	30	22	49	0	10	38	0	27	26	53	31,814
2008	2	89	55	139	6	37	97	0	75	73	148	31,840

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

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)
3	2006		88.9	100.0	95.7	*	100.0	96.2		91.7	96.4	94.2	74.9	52
	2007	*	66.7	95.5	79.6		100.0	76.3		81.5	76.9	79.2	70.3	53
	2008	*	47.2	75.0	57.1	*	*	50.0		40.0	70.0	53.3	76.6	45
4	2006												74.0	0
	2007												75.7	0
	2008	*	40.6	66.7	45.7	*	*	28.6		41.7	56.0	49.0	77.9	49
5	2006												82.2	0
	2007												82.9	0
	2008		73.9	71.9	71.7	*	70.0	65.9		66.7	79.3	73.2	84.0	56
3-5	2006		88.9	100.0	95.7	*	100.0	96.2		91.7	96.4	94.2	77.1	52
	2007	*	66.7	95.5	79.6		100.0	76.3		81.5	76.9	79.2	76.2	53
	2008	*	51.6	70.9	58.9	0.0	70.3	52.5		50.0	68.9	59.3	79.5	150

	NUMBER TESTED IN GRADES 3-5											
2006	0	27	25	47	1	21	26	0	24	28	52	33,063
2007	1	30	22	49	0	10	38	0	27	26	53	32,298
2008	2	91	55	141	7	37	99	0	76	74	150	32,696

Cells containing passing percentages below the 2008-09 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)
3	2006		3	0	2	*	0	1		2	1	3	2,820	52
	2007	*	10	1	10		0	9		5	6	11	3,303	53
	2008	*	19	2	18	*	*	17		15	6	21	2,542	45
4	2006												2,765	0
	2007												2,604	0
	2008	*	19	5	25	*	*	15		14	11	25	2,436	49
5	2006												1,997	0
	2007												1,785	0
	2008		6	9	15	*	9	15		9	6	15	1,730	56
3-5	2006		3	0	2	*	0	1		2	1	3	7,582	52
	2007	*	10	1	10		0	9		5	6	11	7,692	53
	2008	*	44	16	58	7	11	47		38	23	61	6,708	150

	NUMBER TESTED IN GRADES 3-5											
2006	0	27	25	47	1	21	26	0	24	28	52	33,063
2007	1	30	22	49	0	10	38	0	27	26	53	32,298
2008	2	91	55	141	7	37	99	0	76	74	150	32,696

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
3	2006	86.9	84.6	85.6	86.5	85.6	70.0
	2007	81.5	84.3	85.8	78.9	84.4	64.2
	2008	73.6	70.4	75.6	68.9	73.9	53.6
4	2006						
	2007						
	2008	68.3	64.1	52.7	60.9	59.2	62.2
5	2006						
	2007						
	2008	74.4	71.2	78.1	65.8	73.2	71.0
3-5	2006	86.9	84.6	85.6	86.5	85.6	70.0
	2007	81.5	84.3	85.8	78.9	84.4	64.2
	2008	72.1	68.6	69.0	65.1	68.8	62.9

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		18.5	28.0	21.3	*	28.6	26.9		29.2	17.9	23.1	22.3	52
	2007	*	16.7	31.8	24.5		20.0	10.5		25.9	19.2	22.6	19.2	53
	2008	*	13.9	12.5	14.3	*	*	11.8		8.0	20.0	13.3	26.3	45
4	2006												22.1	0
	2007												22.6	0
	2008	*	6.3	13.3	8.7	*	*	0.0		4.2	12.0	8.2	23.8	49
5	2006												29.9	0
	2007												29.3	0
	2008		8.7	15.6	13.2	*	16.7	11.4		14.8	10.3	12.5	31.9	56
3-5	2006		18.5	28.0	21.3	*	28.6	26.9		29.2	17.9	23.1	24.8	52
	2007	*	16.7	31.8	24.5		20.0	10.5		25.9	19.2	22.6	23.6	53
	2008	*	9.9	14.5	12.1	0.0	13.5	9.1		9.2	13.5	11.3	27.3	150

	NUMBER TESTED IN GRADES 3-5											
2006	0	27	25	47	1	21	26	0	24	28	52	33,063
2007	1	30	22	49	0	10	38	0	27	26	53	32,298
2008	2	91	55	141	7	37	99	0	76	74	150	32,696

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

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)
4	2006												84.2	0
	2007												86.5	0
	2008	*	80.6	93.3	80.0	*	*	70.0		69.6	92.0	81.3	87.4	48

NUMBER TESTED IN GRADE 4													
2006	0	0	0	0	0	0	0	0	0	0	0	0	10,311
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,408
2008	1	31	15	45	3	4	20	0	23	25	48		10,658

Shaded cells indicate percentages below 70 percent, the 2009 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)
4	2006												1,631	0
	2007												1,408	0
	2008	*	6	1	9	*	*	6		7	2	9	1,348	48

NUMBER TESTED IN GRADE 4													
2006	0	0	0	0	0	0	0	0	0	0	0	0	10,311
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,408
2008	1	31	15	45	3	4	20	0	23	25	48		10,658


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
4	2006					
	2007					
	2008	2.0	78.6	80.5	72.1	78.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006												10.9	0
	2007												18.2	0
	2008	*	9.7	33.3	17.8	*	*	5.0		13.0	20.0	16.7	21.4	48

NUMBER TESTED IN GRADE 4													
2006	0	0	0	0	0	0	0	0	0	0	0	0	10,311
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,408
2008	1	31	15	45	3	4	20	0	23	25	48		10,658

 Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

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)
5	2006												62.1	
	2007												62.3	0
	2008		77.3	62.5	67.3	*	60.0	62.8		69.2	69.0	69.1	71.9	55

NUMBER TESTED IN GRADE 5													
2006	0	0	0	0	0	0	0	0	0	0	0	0	11,045
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,296
2008	0	22	32	52	2	30	43	0	26	29	55		10,686

 Shaded cells indicate percentages below 50 percent, the 2009 AEIS science 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)
5	2006												4,185	
	2007												3,881	0
	2008		5	12	17	*	12	16		8	9	17	3,005	55

NUMBER TESTED IN GRADE 5													
2006	0	0	0		0	0	0	0	0	0	0	0	11,045
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,296
2008	0	22	32	52	2	30	43	0	26	29	55		10,686

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006				
	2007				
	2008	81.4	88.7	83.6	68.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2006												14.4	
	2007												18.0	0
	2008		22.7	25.0	25.0	*	23.3	18.6		23.1	24.1	23.6	24.8	55

NUMBER TESTED IN GRADE 5													
2006	0	0	0	0	0	0	0	0	0	0	0	0	11,045
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,296
2008	0	22	32	52	2	30	43	0	26	29	55		10,686

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

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)
3	2006			76.9	72.7		76.9	76.9		77.8	*	76.9	82.2	13
	2007			100.0	100.0		100.0	100.0	*	100.0	100.0	100.0	82.9	18
	2008			80.0	77.8		80.0	80.0	*	72.7	88.9	80.0	85.4	20
4	2006												64.8	0
	2007												65.9	0
	2008			81.3	81.3		81.3	81.3	*	75.0	87.5	81.3	67.0	16
ALL	2006			76.9	72.7		76.9	76.9		77.8	*	76.9	—	13
	2007			100.0	100.0		100.0	100.0	*	100.0	100.0	100.0	—	18
	2008			80.6	79.4		80.6	80.6	*	73.7	88.2	80.6	—	36

NUMBER TESTED IN GRADES ALL													
2006	0	0	13	11	0	13	13	0	9	4	13	—	
2007	0	0	18	17	0	18	17	1	10	8	18	—	
2008	0	0	36	34	0	36	36	2	19	17	36	—	

Shaded cells indicate percentages below 70 percent, the 2009 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)
3	2006			3	3		3	3		2	*	3	141	13
	2007			0	0		0	0	*	0	0	0	219	18
	2008			4	4		4	4	*	3	1	4	239	20
4	2006												50	0
	2007												122	0
	2008			3	3		3	3	*	2	1	3	215	16
ALL	2006			3	3		3	3		2	*	3	—	13
	2007			0	0		0	0	*	0	0	0	—	18
	2008			7	7		7	7	*	5	2	7	—	36

NUMBER TESTED IN GRADES ALL													
2006	0	0	13	11	0	13	13	0	9	4	13	—	
2007	0	0	18	17	0	18	17	1	10	8	18	—	
2008	0	0	36	34	0	36	36	2	19	17	36	—	

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
3	2006	70.3	71.4	70.5	67.3
	2007	85.2	86.5	81.5	74.3
	2008	70.3	82.1	71.7	70.0
4	2006				
	2007				
	2008	73.3	71.1	66.1	72.5
ALL	2006	70.3	71.4	70.5	67.3
	2007	85.2	86.5	81.5	74.3
	2008	71.7	77.2	69.2	71.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006			7.7	0.0		7.7	7.7		11.1	*	7.7	13.9	13
	2007			33.3	29.4		33.3	29.4	*	20.0	50.0	33.3	14.8	18
	2008			10.0	11.1		10.0	10.0	*	9.1	11.1	10.0	17.2	20
4	2006												12.7	0
	2007												14.2	0
	2008			6.3	6.3		6.3	6.3	*	12.5	0.0	6.3	13.5	16
ALL	2006			7.7	0.0		7.7	7.7		11.1	*	7.7	—	13
	2007			33.3	29.4		33.3	29.4	*	20.0	50.0	33.3	—	18
	2008			8.3	8.8		8.3	8.3	*	10.5	5.9	8.3	—	36

NUMBER TESTED IN ALL GRADES													
2006	0	0	13	11	0	13	13	0	9	4	13	—	
2007	0	0	18	17	0	18	17	1	10	8	18	—	
2008	0	0	36	34	0	36	36	2	19	17	36	—	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

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)
3	2006			100.0	100.0		100.0	100.0		100.0	*	100.0	65.1	13
	2007			72.2	70.6		72.2	70.6	*	70.0	75.0	72.2	62.1	18
	2008			95.0	94.4		95.0	95.0	*	100.0	88.9	95.0	71.7	20
4	2006												53.2	0
	2007												61.2	0
	2008			68.8	68.8		68.8	68.8	*	62.5	75.0	68.8	63.1	16
ALL	2006			100.0	100.0		100.0	100.0		100.0	*	100.0	63.1	13
	2007			72.2	70.6		72.2	70.6	*	70.0	75.0	72.2	60.9	18
	2008			83.3	82.4		83.3	83.3	*	84.2	82.4	83.3	68.2	36

NUMBER TESTED IN GRADES ALL													
2006	0	0	13	11	0	13	13	0	9	4	13	888	
2007	0	0	18	17	0	18	17	1	10	8	18	1,376	
2008	0	0	36	34	0	36	36	2	19	17	36	1,664	

Cells containing passing percentages below the 2008-09 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)
3	2006			0	0		0	0		0	*	0	261	13
	2007			5	5		5	5	*	3	2	5	389	18
	2008			1	1		1	1	*	0	1	1	316	20
4	2006												65	0
	2007												112	0
	2008			5	5		5	5	*	3	2	5	157	16
ALL	2006			0	0		0	0		0	*	0	328	13
	2007			5	5		5	5	*	3	2	5	538	18
	2008			6	6		6	6	*	3	3	6	529	36

NUMBER TESTED IN GRADES ALL													
2006	0	0	13	11	0	13	13	0	9	4	13	888	
2007	0	0	18	17	0	18	17	1	10	8	18	1,376	
2008	0	0	36	34	0	36	36	2	19	17	36	1,664	

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
3	2006	85.4	80.8	93.6	88.5	94.2	61.5
	2007	84.4	76.9	79.6	79.6	83.3	63.9
	2008	85.5	73.3	80.0	88.3	85.0	76.9
4	2006						
	2007						
	2008	80.7	75.9	71.9	67.7	62.5	58.6
ALL	2006	85.4	80.8	93.6	88.5	94.2	61.5
	2007	84.4	76.9	79.6	79.6	83.3	63.9
	2008	83.4	74.5	76.4	79.2	75.0	68.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006			23.1	18.2		23.1	23.1		33.3	*	23.1	16.6	13
	2007			33.3	29.4		33.3	29.4	*	30.0	37.5	33.3	15.9	18
	2008			25.0	27.8		25.0	25.0	*	27.3	22.2	25.0	20.9	20
4	2006												15.1	0
	2007												24.6	0
	2008			12.5	12.5		12.5	12.5	*	12.5	12.5	12.5	22.8	16
ALL	2006			23.1	18.2		23.1	23.1		33.3	*	23.1	—	13
	2007			33.3	29.4		33.3	29.4	*	30.0	37.5	33.3	—	18
	2008			19.4	20.6		19.4	19.4	*	21.1	17.6	19.4	—	36


NUMBER TESTED IN ALL GRADES													
2006	0	0	13	11	0	13	13	0	9	4	13	—	
2007	0	0	18	17	0	18	17	1	10	8	18	—	
2008	0	0	36	34	0	36	36	2	19	17	36	—	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

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)
4	2006												79.5	0
	2007												79.1	0
	2008			93.8	93.8		93.8	93.8	*	100.0	87.5	93.8	81.9	16

NUMBER TESTED IN GRADE 4													
2006	0	0	0	0	0	0	0	0	0	0	0	0	161
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	16	16	0	16	16	1	8	8	16	16	667

 Shaded cells indicate percentages below 70 percent, the 2009 AEIS writing minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006												33	0
	2007												76	0
	2008			1	1		1	1	*	0	1	1	121	16

NUMBER TESTED IN GRADE 4													
2006	0	0	0	0	0	0	0	0	0	0	0	0	161
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	16	16	0	16	16	1	8	8	16	16	667

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2006					
	2007					
	2008	2.1	89.1	88.3	88.3	93.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006												11.8	0
	2007												13.2	0
	2008			18.8	18.8		18.8	18.8	*	25.0	12.5	18.8	14.2	16

NUMBER TESTED IN GRADE 4													
2006	0	0	0	0	0	0	0	0	0	0	0	0	161
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	16	16	0	16	16	1	8	8	16	16	667

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

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

Grade	Year	READING TOTAL (**LANGUAGE TOTAL)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2006	*	50.0	51.0	69.9	49
	2007		35.7	35.7	46.9	42
	2008	*	36.7	34.6	57.6	52
1	2006	*	41.7	45.0	54.1	40
	2007	20.0	44.1	35.2	51.4	54
	2008	*	42.1	41.0	50.2	39
2	2006	*	50.0	53.5	49.2	43
	2007	9.1	50.0	25.0	44.5	36
	2008	23.3	50.0	32.6	50.2	46
1-2	2006	77.8	45.9	49.4	51.4	83
	2007	14.3	45.8	31.1	47.6	90
	2008	22.6	44.4	36.5	50.2	85

Number Tested	2006	12	120	132	27,596	
	2007	42	90	132	24,696	
	2008	34	103	137	21,817	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	60.9	59.2	68.7	49
	2007	16.7	39.5	31.3	44.3	67
	2008	16.0	42.3	33.8	44.9	77
1	2006	*	54.3	56.4	60.7	39
	2007	18.2	40.0	31.6	48.8	57
	2008	19.2	53.8	40.0	55.5	65
2	2006	*	43.6	45.5	63.1	44
	2007	26.1	76.9	44.4	55.6	36
	2008	33.3	37.5	34.3	57.5	67
K-2	2006	58.3	53.3	53.8	63.9	132
	2007	20.3	45.1	34.4	49.1	160
	2008	25.5	45.8	35.9	52.7	209

Number Tested	2006	12	120	132	28,201	
	2007	69	91	160	34,441	
	2008	102	107	209	41,070	

Numbers tested in READING for 2006 and 2007 may not match those reported in campus data packets published in the last two years. Previous totals did not consistently include students in Kindergarten, though documentation included with the reports indicated otherwise.

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)
K**	2006		51.5	50.0	50.0	*	*	*		50.0	52.4	51.0	69.9	49
	2007	*	29.7	*	33.3	*				27.3	45.0	35.7	46.9	42
	2008		36.6	27.3	34.0		*	*		20.8	46.4	34.6	57.6	52
1	2006		35.5	77.8	47.4	*	*	*		30.8	71.4	45.0	54.1	40
	2007		33.3	40.0	37.3	*	*	20.0		40.6	27.3	35.2	51.4	54
	2008	*	38.7	57.1	41.0	*		*		35.3	45.5	41.0	50.2	39
2	2006		44.8	71.4	55.0		*	*		61.9	45.5	53.5	49.2	43
	2007	*	25.9	25.0	25.0		*	9.1		9.5	46.7	25.0	44.5	36
	2008		27.8	50.0	27.9	*	*	23.3		35.7	27.8	32.6	50.2	46
1-2	2006		40.0	73.9	51.3	*	*	77.8		44.7	55.6	49.4	51.4	83
	2007	*	30.3	34.8	32.2	*	*	14.3		28.3	35.1	31.1	47.6	90
	2008	*	32.8	52.9	34.1	*	*	22.6		35.6	37.5	36.5	50.2	85

Number Tested	2006	0	93	39	124	6	6	12	0	75	57	132	27,596
	2007	2	103	27	126	5	5	42	0	75	57	132	24,696
	2008	1	108	28	132	3	4	34	0	69	68	137	21,817

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)
K**	2006		2	1	2	*	*	*		1	2	3	1,856	49
	2007	*	3	*	3	*				1	2	3	1,245	42
	2008		4	0	4		*	*		1	3	4	1,687	52
1	2006		2	0	2	*	*	*		0	2	2	1,786	40
	2007		2	1	3	*	*	0		1	2	3	1,458	54
	2008	*	2	0	2	*		*		0	2	2	1,555	39
2	2006		2	1	2		*	*		2	1	3	1,340	43
	2007	*	0	0	0		*	0		0	0	0	896	36
	2008		1	1	2	*	*	0		1	1	2	1,065	46
1-2	2006		4	1	4	*	*	0		2	3	5	3,126	83
	2007	*	2	1	3	*	*	0		1	2	3	2,355	90
	2008	*	3	1	4	*	*	0		1	3	4	2,620	85
Number Tested	2006	0	93	39	124	6	6	12	0	75	57	132	27,596	
	2007	2	103	27	126	5	5	42	0	75	57	132	24,696	
	2008	1	108	28	132	3	4	34	0	69	68	137	21,817	

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)
K	2006		63.6	50.0	60.9	*	*	*		60.7	57.1	59.2	68.7	49
	2007	*	45.9	13.8	32.8	*	16.7	16.7		35.1	26.7	31.3	44.3	67
	2008		46.3	19.4	32.0	*	14.3	16.0	*	30.6	36.6	33.8	44.9	77
1	2006		50.0	77.8	59.5	*	*	*		48.0	71.4	56.4	60.7	39
	2007		26.2	46.7	33.3	*	*	18.2		29.4	34.8	31.6	48.8	57
	2008	*	51.6	30.3	40.0	*	19.2	19.2		42.9	36.7	40.0	55.5	65
2	2006		36.7	64.3	43.9		*	*		36.4	54.5	45.5	63.1	44
	2007	*	40.7	62.5	44.4		*	26.1		33.3	60.0	44.4	55.6	36
	2008		11.1	61.3	32.3	*	56.5	33.3		36.6	30.8	34.3	57.5	67
K-2	2006		50.5	61.5	54.8	33.3	66.7	58.3		49.3	59.6	53.8	63.9	132
	2007	*	36.8	30.8	35.7	14.3	20.7	20.3		32.6	36.8	34.4	49.1	160
	2008	*	36.1	36.0	34.7	22.2	28.6	25.5	*	36.6	35.1	35.9	52.7	209

Number Tested	2006	0	93	39	124	6	6	12	0	75	57	132	28,201
	2007	2	106	52	154	7	29	69	0	92	68	160	34,441
	2008	1	108	100	202	9	77	102	1	112	97	209	41,070

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)
K	2006		6	2	8	*	*	*		2	6	8	2,491	49
	2007	*	3	2	5	*	2	2		2	3	5	2,583	67
	2008		10	2	10	*	0	0	*	4	8	12	2,788	77
1	2006		2	3	5	*	*	*		2	3	5	2,111	39
	2007		1	3	4	*	*	1		1	3	4	1,769	57
	2008	*	3	2	5	*	1	1		2	3	5	2,800	65
2	2006		0	1	1		*	*		1	0	1	2,575	44
	2007	*	1	0	1		*	0		1	0	1	2,098	36
	2008		1	4	3	*	3	3		1	4	5	2,912	67
K-2	2006		8	6	14	1	1	1		5	9	14	7,177	132
	2007	*	5	5	10	0	2	3		4	6	10	6,450	160
	2008	*	14	8	18	0	4	4	*	7	15	22	8,500	209
Number Tested	2006	0	93	39	124	6	6	12	0	75	57	132	28,201	
	2007	2	106	52	154	7	29	69	0	92	68	160	34,441	
	2008	1	108	100	202	9	77	102	1	112	97	209	41,070	

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)
K	2006			73.3	69.2	*	78.6	84.6		66.7	77.8	73.3	85.2	15
	2007			66.7	66.7	*	69.6	69.6		50.0	90.0	66.7	84.7	24
	2008			77.8	77.8	*	77.8	76.5		62.5	90.0	77.8	87.0	18
1	2006			83.3	83.3		83.3	83.3		83.3	83.3	83.3	82.5	24
	2007			74.1	76.9	*	76.9	76.9		66.7	83.3	74.1	84.5	27
	2008			72.0	72.0	*	72.0	72.0		64.7	87.5	72.0	88.0	25
2	2006			85.0	84.2		85.0	85.0	*	83.3	87.5	85.0	87.2	20
	2007			95.7	95.7		95.7	95.5	*	92.3	100.0	95.7	89.9	23
	2008			95.5	100.0	*	95.5	95.5		100.0	88.9	95.5	93.4	22
K-2	2006			81.4	80.4	*	82.8	84.2	*	80.0	82.8	81.4	84.6	59
	2007			78.4	79.5	*	80.6	80.3	*	69.0	90.6	78.4	85.6	74
	2008			81.5	82.5	*	81.5	81.3		76.3	88.9	81.5	89.3	65

Number Tested	2006	0	0	59	56	1	58	57	1	30	29	59	10,804
	2007	0	0	74	73	3	72	71	1	42	32	74	14,889
	2008	0	0	65	63	5	65	64	0	38	27	65	18,257

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)
K	2006			2	2	*	2	2		0	2	2	2,064	15
	2007			4	4	*	4	4		1	3	4	2,779	24
	2008			5	5	*	5	5		0	5	5	3,280	18
1	2006			5	5		5	5		3	2	5	1,391	24
	2007			3	3	*	3	3		0	3	3	1,782	27
	2008			3	3	*	3	3		3	0	3	2,412	25
2	2006			8	7		8	8	*	4	4	8	838	20
	2007			7	7		7	7	*	2	5	7	1,196	23
	2008			9	9	*	9	9		5	4	9	2,596	22
K-2	2006			15	14	*	15	15	*	7	8	15	4,293	59
	2007			14	14	*	14	14	*	3	11	14	5,757	74
	2008			17	17	*	17	17		8	9	17	8,288	65

Number Tested	2006	0	0	59	56	1	58	57	1	30	29	59	10,804
	2007	0	0	74	73	3	72	71	1	42	32	74	14,889
	2008	0	0	65	63	5	65	64	0	38	27	65	18,257

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
2	3	33.3	2	100.0	0	-	5	60.0
3	1	100.0	5	40.0	7	0.0	13	23.1
4	3	100.0	5	20.0	6	16.7	14	35.7
5	3	33.3	1	100.0	0	-	4	50.0
ALL	10	60.0	13	46.2	13	7.7	36	36.1