

Campus Data Packet

for 2008 - 09 Plans



MARTIN LUTHER KING, JR.

School Number 128

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

2.... Contents..... Table of Contents

STUDENTS AND STAFF

5.... Summary..... Summary of Student and Teacher Statistics
 7.... Enrollment (2)..... Enrollment Statistics by Select Student Group
 9.... Teachers..... Teacher Statistics

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

10.... TAKS Read (1)..... TAKS Reading: Percentage Meeting Standard
 12.... TAKS Read (3)..... TAKS Reading: Performance by Objective
 14.... TAKS Math (1)..... TAKS Mathematics: % Meeting Standard
 16.... TAKS Math (3)..... TAKS Mathematics: % by Objective
 18.... TAKS Write (1)..... TAKS Writing: Percentage Meeting Standard
 20.... TAKS Write (3)..... TAKS Writing: Performance by Objective
 22.... TAKS Science (1)..... TAKS Science: Percentage Meeting Standard
 24.... TAKS Science (3)..... TAKS Science: Performance by Objective

IOWA TESTS OF BASIC SKILLS (AND RELATED TESTS)

26.... Compliance..... SCE Compliance for At-Risk Students
 28.... ITBS Read (2)..... ITBS Reading Total: # At or Above the 80th %
 30.... ITBS Math (2)..... ITBS Mathematics Total: # At or Above the 80th %

3.... Notes..... Notes and Data Descriptions for Individual Reports

6.... Enrollment (1)..... Enrollment Statistics by Ethnicity
 8.... Attendance..... Student Attendance Statistics

11.... TAKS Read (2)..... TAKS Reading: Number Not Meeting Standard
 13.... TAKS Read (4)..... TAKS Reading: Percentage Commended
 15.... TAKS Math (2)..... TAKS Mathematics: # Not Meeting Standard
 17.... TAKS Math (4)..... TAKS Mathematics: % Commended
 19.... TAKS Write (2)..... TAKS Writing: Number Not Meeting Standard
 21.... TAKS Write (4)..... TAKS Writing: Percentage Commended
 23.... TAKS Science (2)..... TAKS Science: Number Not Meeting Standard
 25.... TAKS Science (4)..... TAKS Science: Percentage Commended

27.... ITBS Read (1)..... ITBS Reading Total: % At or Above the 40th %
 29.... ITBS Math (1)..... ITBS Mathematics Total: % At or Above the 40th %

°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	34
KN	50
1	56
2	52
3	53
4	54
5	51
ALL	350

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	339	96.9	24	75.0
American Indian	0	0.0	*	*
Asian	1	0.3	*	*
Hispanic	9	2.6	1	3.1
White	1	0.3	7	21.9
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	327	93.4
Limited English proficient students	4	1.1
Special education students	48	13.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	20	18	90.0	0	0.0	0	0.0	2	10.0	0	0.0
	2007	37	37	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	2008	34	33	97.1	0	0.0	1	2.9	0	0.0	0	0.0
KN	2006	30	29	96.7	0	0.0	0	0.0	1	3.3	0	0.0
	2007	51	47	92.2	0	0.0	0	0.0	4	7.8	0	0.0
	2008	50	48	96.0	0	0.0	0	0.0	2	4.0	0	0.0
1	2006	41	39	95.1	0	0.0	0	0.0	2	4.9	0	0.0
	2007	56	55	98.2	0	0.0	0	0.0	1	1.8	0	0.0
	2008	56	51	91.1	0	0.0	0	0.0	4	7.1	1	1.8
2	2006	34	32	94.1	0	0.0	0	0.0	2	5.9	0	0.0
	2007	52	50	96.2	0	0.0	0	0.0	2	3.8	0	0.0
	2008	52	50	96.2	0	0.0	0	0.0	2	3.8	0	0.0
3	2006	39	38	97.4	0	0.0	0	0.0	1	2.6	0	0.0
	2007	63	60	95.2	0	0.0	0	0.0	3	4.8	0	0.0
	2008	53	52	98.1	0	0.0	0	0.0	1	1.9	0	0.0
4	2006	45	42	93.3	0	0.0	0	0.0	2	4.4	1	2.2
	2007	52	51	98.1	0	0.0	0	0.0	1	1.9	0	0.0
	2008	54	54	100.0	0	0.0	0	0.0	0	0.0	0	0.0
5	2006	30	25	83.3	0	0.0	0	0.0	5	16.7	0	0.0
	2007	52	50	96.2	0	0.0	0	0.0	2	3.8	0	0.0
	2008	51	51	100.0	0	0.0	0	0.0	0	0.0	0	0.0
EC-5	2006	239	223	93.3	0	0.0	0	0.0	15	6.3	1	0.4
	2007	363	350	96.4	0	0.0	0	0.0	13	3.6	0	0.0
	2008	350	339	96.9	0	0.0	1	0.3	9	2.6	1	0.3

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	20	20	100.0	0	0.0	0	0.0	0	0.0	20	100.0	0.0
	2007	37	36	97.3	0	0.0	0	0.0	0	0.0	37	100.0	0.0
	2008	34	33	97.1	0	0.0	0	0.0	0	0.0	34	100.0	0.0
KN	2006	30	29	96.7	1	3.3	2	6.7	2	6.7	9	30.0	0.0
	2007	51	49	96.1	1	2.0	3	5.9	2	3.9	19	37.3	2.0
	2008	50	46	92.0	1	2.0	0	0.0	3	6.0	18	36.0	0.0
1	2006	41	38	92.7	0	0.0	8	19.5	8	19.5	4	9.8	0.0
	2007	56	53	94.6	1	1.8	10	17.9	7	12.5	0	0.0	10.7
	2008	56	51	91.1	1	1.8	9	16.1	2	3.6	4	7.1	5.4
2	2006	34	32	94.1	0	0.0	5	14.7	11	32.4	3	8.8	8.8
	2007	52	48	92.3	0	0.0	9	17.3	9	17.3	3	5.8	0.0
	2008	52	47	90.4	2	3.8	12	23.1	7	13.5	2	3.8	1.9
3	2006	39	38	97.4	1	2.6	12	30.8	15	38.5	3	7.7	2.6
	2007	63	60	95.2	0	0.0	14	22.2	16	25.4	4	6.3	6.3
	2008	53	49	92.5	0	0.0	9	17.0	8	15.1	6	11.3	1.9
4	2006	45	43	95.6	2	4.4	13	28.9	8	17.8	6	13.3	0.0
	2007	52	49	94.2	1	1.9	7	13.5	20	38.5	1	1.9	3.8
	2008	54	53	98.1	0	0.0	11	20.4	9	16.7	4	7.4	0.0
5	2006	30	27	90.0	4	13.3	5	16.7	8	26.7	4	13.3	0.0
	2007	52	49	94.2	2	3.8	13	25.0	12	23.1	1	1.9	1.9
	2008	51	48	94.1	0	0.0	7	13.7	17	33.3	1	2.0	2.0
EC-5	2006	239	227	95.0	8	3.3	45	18.8	52	21.8	49	20.5	1.7
	2007	363	344	94.8	5	1.4	56	15.4	66	18.2	65	17.9	3.9
	2008	350	327	93.4	4	1.1	48	13.7	46	13.1	69	19.7	1.7

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	9.9	3,987.7	9.4	94.7	3,815.3	95.7	23	100.0	100.0	20	7,228	100.0	100.0
	2007	18.5	4,117.2	17.7	95.6	3,933.6	95.5	45	100.0	100.0	36	7,436	100.0	100.0
	2008	24.5	4,133.2	23.7	96.5	3,942.7	95.4	80	100.0	100.0	34	7,427	100.0	100.0
KN	2006	30.9	13,725.9	29.8	96.4	13,178.1	96.0	17	55.1	25.7	26	11,822	84.2	86.1
	2007	49.4	13,945.0	47.3	95.8	13,385.6	96.0	21	42.5	24.3	42	12,035	85.0	86.3
	2008	46.9	13,568.1	44.3	94.5	13,004.4	95.8	16	34.1	23.5	38	11,618	81.0	85.6
1	2006	41.2	14,145.9	39.6	96.1	13,632.7	96.4	24	58.3	24.8	34	12,164	82.6	86.0
	2007	59.7	14,353.8	57.1	95.6	13,851.4	96.5	12	20.1	23.2	52	12,437	87.1	86.6
	2008	58.7	14,626.9	56.4	96.2	14,102.7	96.4	21	35.8	21.2	48	12,704	81.8	86.9
2	2006	34.4	13,536.9	33.3	96.8	13,115.8	96.9	16	46.5	22.9	27	11,853	78.5	87.6
	2007	49.9	13,403.8	48.4	97.0	12,978.9	96.8	12	24.1	21.7	44	11,729	88.2	87.5
	2008	54.0	13,708.6	51.5	95.4	13,269.8	96.8	21	38.9	19.7	45	12,043	83.4	87.9
3	2006	37.7	12,948.9	36.2	96.0	12,577.2	97.1	18	47.7	22.8	29	11,376	76.9	87.9
	2007	56.7	12,998.4	54.6	96.3	12,633.3	97.2	21	37.0	21.1	49	11,445	86.4	88.0
	2008	35.5	12,806.9	34.2	96.3	12,425.5	97.0	16	45.1	19.1	46	11,408	100.0	89.1
4	2006	43.3	12,021.0	42.3	97.6	11,684.2	97.2	33	76.2	22.3	33	10,587	76.2	88.1
	2007	52.0	12,104.9	51.0	97.9	11,768.3	97.2	7	13.5	19.7	48	10,683	92.3	88.3
	2008	26.0	12,329.8	24.7	95.1	11,960.3	97.0	7	26.9	19.7	48	10,924	100.0	88.6
5	2006	30.3	12,618.4	29.8	98.4	12,262.2	97.2	19	62.7	22.3	25	11,130	82.5	88.2
	2007	51.3	11,757.0	50.7	98.9	11,426.8	97.2	7	13.7	20.9	48	10,362	93.7	88.1
	2008	96.7	11,874.2	94.9	98.1	11,539.6	97.2	22	22.7	18.8	46	10,608	47.5	89.3
EC-5	2006	227.7	83,530.4	220.4	96.8	80,779.5	96.7	150	65.9	34.4	194	76,525	85.2	91.6
	2007	337.5	83,122.6	326.8	96.8	80,387.4	96.7	125	37.0	33.3	319	76,416	94.5	91.9
	2008	342.3	83,438.7	329.8	96.3	80,606.0	96.6	183	53.5	31.9	305	76,970	89.1	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	24	75.0
Hispanic	1	3.1
White	7	21.9
Other	0	0.0

Gender	Number	Percent
Female	25	78.1
Male	7	21.9

TOTAL	32
--------------	-----------

AVERAGE NUMBER OF ABSENCES

2006	4.6
2007	4.8
2008	6.6

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)
3	2006		84.6	*	84.6	*	*	*		83.3	86.7	85.2	87.7	27
	2007		89.1	*	88.6	*		77.3		85.7	92.3	89.4	84.6	47
	2008		88.6	*	88.1			75.0		90.5	87.5	88.9	86.2	45
4	2006		72.7	*	72.7	*	*	57.1		69.6	75.0	71.4	69.5	35
	2007		70.5	*	68.3		*	36.4		68.2	73.9	71.1	69.7	45
	2008		82.2		81.8	*		70.6		82.6	81.8	82.2	72.1	45
5	2006		89.5	*	95.0		*	92.3		91.7	91.7	91.7	76.9	24
	2007	*	84.2	*	84.2	*	*	64.3		87.5	84.2	86.0	78.3	43
	2008		81.8		81.0			61.1		76.2	87.0	81.8	82.9	44
3-5	2006		80.8	87.5	82.3	*	85.7	72.7		78.7	84.6	81.4	78.2	86
	2007	*	81.3	*	80.5	100.0	*	63.8		80.6	83.8	82.2	77.6	135
	2008		84.2	*	83.6	*		69.1		83.1	85.5	84.3	80.3	134

NUMBER TESTED IN GRADES 3-5													
2006	0	78	8	79	3	7	22	0	47	39	86	32,875	
2007	1	128	5	123	8	3	47	0	67	68	135	31,814	
2008	0	133	1	128	1	0	55	0	65	69	134	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		4	*	4	*	*	*		2	2	4	1,380	27
	2007		5	*	5	*		5		3	2	5	1,675	47
	2008		5	*	5			5		2	3	5	1,443	45
4	2006		9	*	9	*	*	3		7	3	10	3,190	35
	2007		13	*	13		*	7		7	6	13	3,189	45
	2008		8		8	*		5		4	4	8	2,996	45
5	2006		2	*	1		*	1		1	1	2	2,584	24
	2007	*	6	*	6	*	*	5		3	3	6	2,258	43
	2008		8		8			7		5	3	8	1,827	44
3-5	2006		15	1	14	*	1	6		10	6	16	7,154	86
	2007	*	24	*	24	0	*	17		13	11	24	7,122	135
	2008		21	*	21	*		17		11	10	21	6,266	134

NUMBER TESTED IN GRADES 3-5													
2006	0	78	8	79	3	7	22	0	47	39	86	32,875	
2007	1	128	5	123	8	3	47	0	67	68	135	31,814	
2008	0	133	1	128	1	0	55	0	65	69	134	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	77.3	86.8	80.9	75.9
	2007	82.6	87.2	78.0	76.1
	2008	81.5	82.5	81.9	70.8
4	2006	77.5	69.3	77.1	68.6
	2007	75.6	74.7	76.5	64.7
	2008	82.5	75.0	78.7	77.6
5	2006	80.1	79.2	80.2	76.0
	2007	78.9	83.4	79.9	74.1
	2008	78.3	81.3	80.4	71.9
3-5	2006	78.2	77.5	79.2	72.9
	2007	79.1	81.9	78.1	71.6
	2008	80.8	79.6	80.3	73.4

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)
3	2006		26.9	*	26.9	*	*	*		25.0	33.3	29.6	28.0	27
	2007		28.3	*	27.3	*		9.1		19.0	34.6	27.7	21.3	47
	2008		20.5	*	19.0			5.0		23.8	16.7	20.0	21.5	45
4	2006		15.2	*	15.2	*	*	0.0		13.0	16.7	14.3	10.0	35
	2007		9.1	*	4.9		*	0.0		9.1	8.7	8.9	16.6	45
	2008		8.9		9.1	*		0.0		8.7	9.1	8.9	14.4	45
5	2006		5.3	*	10.0		*	15.4		8.3	8.3	8.3	10.8	24
	2007	*	15.8	*	18.4	*	*	7.1		20.8	10.5	16.3	13.1	43
	2008		15.9		14.3			0.0		9.5	21.7	15.9	16.5	44
3-5	2006		16.7	25.0	17.7	*	28.6	9.1		14.9	20.5	17.4	16.4	86
	2007	*	18.0	*	17.1	25.0	*	6.4		16.4	19.1	17.8	17.1	135
	2008		15.0	*	14.1	*		1.8		13.8	15.9	14.9	17.4	134

NUMBER TESTED IN GRADES 3-5													
2006	0	78	8	79	3	7	22	0	47	39	86	32,875	
2007	1	128	5	123	8	3	47	0	67	68	135	31,814	
2008	0	133	1	128	1	0	55	0	65	69	134	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		92.3	*	92.3		*			91.7	93.3	92.6	74.9	27
	2007		89.8	*	89.4	*		82.6		86.4	92.9	90.0	70.3	50
	2008		97.6		97.4			94.4		95.0	100.0	97.6	76.6	42
4	2006		82.4	*	82.4	*	*	75.0		79.2	91.7	83.3	74.0	36
	2007		70.5	*	70.7		*	27.3		68.2	73.9	71.1	75.7	45
	2008		88.9		88.6	*		82.4		91.3	86.4	88.9	77.9	45
5	2006		80.0	*	85.7		*	85.7		76.9	91.7	84.0	82.2	25
	2007		95.1	*	95.0	*	*	92.9		100.0	90.0	95.3	82.9	43
	2008		88.6		88.1			72.2		81.0	95.7	88.6	84.0	44
3-5	2006		85.0	100.0	86.4	*	100.0	81.8		81.6	92.3	86.4	77.1	88
	2007		85.1	*	85.2	100.0	*	72.9		85.1	85.9	85.5	76.2	138
	2008		91.6		91.2	*		83.0		89.1	94.0	91.6	79.5	131

NUMBER TESTED IN GRADES 3-5													
2006	0	80	8	81	2	7	22	0	49	39	88	33,063	
2007	0	134	4	128	7	3	48	0	67	71	138	32,298	
2008	0	131	0	125	1	0	53	0	64	67	131	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		2	*	2		*			1	1	2	2,820	27
	2007		5	*	5	*		4		3	2	5	3,303	50
	2008		1		1			1		1	0	1	2,542	42
4	2006		6	*	6	*	*	2		5	1	6	2,765	36
	2007		13	*	12		*	8		7	6	13	2,604	45
	2008		5		5	*		3		2	3	5	2,436	45
5	2006		4	*	3		*	2		3	1	4	1,997	25
	2007		2	*	2	*	*	1		0	2	2	1,785	43
	2008		5		5			5		4	1	5	1,730	44
3-5	2006		12	0	11	*	0	4		9	3	12	7,582	88
	2007		20	*	19	0	*	13		10	10	20	7,692	138
	2008		11		11	*		9		7	4	11	6,708	131

NUMBER TESTED IN GRADES 3-5													
2006	0	80	8	81	2	7	22	0	49	39	88	33,063	
2007	0	134	4	128	7	3	48	0	67	71	138	32,298	
2008	0	131	0	125	1	0	53	0	64	67	131	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	84.8	82.1	87.0	74.7	85.2	63.4
	2007	84.8	85.0	89.7	83.7	90.0	65.8
	2008	86.7	88.9	93.7	85.3	88.7	77.1
4	2006	80.6	88.1	83.3	69.9	77.1	67.7
	2007	74.5	81.0	67.4	65.2	68.9	65.3
	2008	83.0	83.8	73.7	70.7	79.4	76.1
5	2006	81.8	72.6	72.0	78.9	86.0	68.0
	2007	88.4	77.4	87.7	80.1	77.3	82.0
	2008	81.6	77.6	83.4	77.9	77.3	78.4
3-5	2006	82.2	81.8	81.3	73.9	82.1	66.5
	2007	82.6	81.3	81.8	76.5	79.2	70.7
	2008	83.7	83.4	83.4	77.8	81.7	77.2

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)
3	2006		7.7	*	11.5		*			16.7	6.7	11.1	22.3	27
	2007		30.6	*	25.5	*		8.7		13.6	42.9	30.0	19.2	50
	2008		38.1		33.3			22.2		55.0	22.7	38.1	26.3	42
4	2006		23.5	*	23.5	*	*	37.5		25.0	16.7	22.2	22.1	36
	2007		9.1	*	7.3		*	9.1		22.7	0.0	11.1	22.6	45
	2008		11.1		11.4	*		0.0		4.3	18.2	11.1	23.8	45
5	2006		25.0	*	14.3		*	7.1		23.1	25.0	24.0	29.9	25
	2007		24.4	*	25.0	*	*	7.1		30.4	15.0	23.3	29.3	43
	2008		20.5		19.0			11.1		23.8	17.4	20.5	31.9	44
3-5	2006		18.8	25.0	17.3	*	28.6	18.2		22.4	15.4	19.3	24.8	88
	2007		21.6	*	19.5	28.6	*	8.3		22.4	21.1	21.7	23.6	138
	2008		22.9		20.8	*		11.3		26.6	19.4	22.9	27.3	131


NUMBER TESTED IN GRADES 3-5													
2006	0	80	8	81	2	7	22	0	49	39	88	33,063	
2007	0	134	4	128	7	3	48	0	67	71	138	32,298	
2008	0	131	0	125	1	0	53	0	64	67	131	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		87.9	*	87.9	*	*	71.4		82.6	100.0	88.6	84.2	35
	2007		88.1	*	87.2		*	50.0		81.0	95.5	88.4	86.5	43
	2008		93.8		93.6	*		89.5		100.0	88.0	93.8	87.4	48

NUMBER TESTED IN GRADE 4													
2006	0	33	2	33	2	2	7	0	23	12	35	10,311	
2007	0	42	1	39	0	1	10	0	21	22	43	10,408	
2008	0	48	0	47	1	0	19	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		4	*	4	*	*	2		4	0	4	1,631	35
	2007		5	*	5		*	5		4	1	5	1,408	43
	2008		3		3	*		2		0	3	3	1,348	48

NUMBER TESTED IN GRADE 4													
2006	0	33	2	33	2	2	7	0	23	12	35	10,311	
2007	0	42	1	39	0	1	10	0	21	22	43	10,408	
2008	0	48	0	47	1	0	19	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	2.1	80.0	77.1	85.0	90.4
	2007	2.3	78.5	80.5	85.5	88.1
	2008	2.4	82.3	87.0	88.5	86.5

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)
4	2006		15.2	*	15.2	*	*	14.3		13.0	16.7	14.3	10.9	35
	2007		21.4	*	20.5		*	0.0		19.0	22.7	20.9	18.2	43
	2008		39.6		38.3	*		10.5		26.1	52.0	39.6	21.4	48

NUMBER TESTED IN GRADE 4													
2006	0	33	2	33	2	2	7	0	23	12	35	10,311	
2007	0	42	1	39	0	1	10	0	21	22	43	10,408	
2008	0	48	0	47	1	0	19	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		84.2	*	85.0		*	84.6		83.3	83.3	83.3	62.1	24
	2007		66.7	*	68.4	*	*	46.2		77.3	60.0	69.0	62.3	42
	2008		77.8		76.7			55.6		76.2	79.2	77.8	71.9	45

NUMBER TESTED IN GRADE 5													
2006	0	19	5	20	0	4	13	0	12	12	24	11,045	
2007	0	39	2	38	3	2	13	0	22	20	42	10,296	
2008	0	45	0	43	0	0	18	0	21	24	45	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		3	*	3		*	2		2	2	4	4,185	24
	2007		13	*	12	*	*	7		5	8	13	3,881	42
	2008		10		10			8		5	5	10	3,005	45

NUMBER TESTED IN GRADE 5													
2006	0	19	5	20	0	4	13	0	12	12	24	11,045	
2007	0	39	2	38	3	2	13	0	22	20	42	10,296	
2008	0	45	0	43	0	0	18	0	21	24	45	10,686	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	82.4	85.2	76.9	78.7
	2007	78.9	87.3	82.0	70.9
	2008	81.5	83.2	79.5	75.8

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)
5	2006		15.8	*	10.0		*	7.7		25.0	0.0	12.5	14.4	24
	2007		15.4	*	13.2	*	*	0.0		13.6	15.0	14.3	18.0	42
	2008		28.9		25.6			5.6		33.3	25.0	28.9	24.8	45

NUMBER TESTED IN GRADE 5													
2006	0	19	5	20	0	4	13	0	12	12	24	11,045	
2007	0	39	2	38	3	2	13	0	22	20	42	10,296	
2008	0	45	0	43	0	0	18	0	21	24	45	10,686	

 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	*	86.2	86.7	69.9	30
	2007	*	39.1	37.5	46.9	48
	2008	*	95.9	96.0	57.6	50
1	2006		71.4	71.4	54.1	28
	2007	18.8	78.8	59.2	51.4	49
	2008	33.3	42.2	41.2	50.2	51
2	2006	50.0	56.5	54.8	49.2	31
	2007	23.1	72.7	58.7	44.5	46
	2008	58.3	88.0	73.5	50.2	49
1-2	2006	50.0	64.7	62.7	51.4	59
	2007	20.7	75.8	58.9	47.6	95
	2008	53.3	58.6	57.0	50.2	100

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	78.6	79.3	68.7	29
	2007	*	48.9	46.8	44.3	47
	2008	*	87.8	88.0	44.9	50
1	2006		73.7	73.7	60.7	38
	2007	26.3	82.9	63.0	48.8	54
	2008	50.0	55.6	54.9	55.5	51
2	2006	87.5	73.9	77.4	63.1	31
	2007	42.9	75.0	65.2	55.6	46
	2008	75.0	84.6	80.0	57.5	50
K-2	2006	88.9	75.3	76.5	63.9	98
	2007	31.4	67.0	58.5	49.1	147
	2008	71.0	75.0	74.2	52.7	151

Number Tested	2006	9	80	89	27,596	
	2007	31	112	143	24,696	
	2008	31	119	150	21,817	

Number Tested	2006	9	89	98	28,201	
	2007	35	112	147	34,441	
	2008	31	120	151	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		86.2	*	86.2	*	*	*		85.7	87.5	86.7	69.9	30
	2007		37.0	*	37.0	*		*		38.1	37.0	37.5	46.9	48
	2008		95.8	*	95.7		*	*		96.0	96.0	96.0	57.6	50
1	2006		70.4	*	73.9					50.0	87.5	71.4	54.1	28
	2007		60.4	*	57.4	*	*	18.8		50.0	65.5	59.2	51.4	49
	2008		42.6	*	44.7	*	*	33.3		30.4	50.0	41.2	50.2	51
2	2006		53.3	*	55.2	*		50.0		41.2	71.4	54.8	49.2	31
	2007		57.8	*	54.8	*		23.1		60.0	57.7	58.7	44.5	46
	2008		74.5	*	73.9	42.9	*	58.3		71.4	75.0	73.5	50.2	49
1-2	2006		61.4	*	63.5	*		50.0		44.8	80.0	62.7	51.4	59
	2007		59.1	*	56.2	33.3	*	20.7		55.0	61.8	58.9	47.6	95
	2008		58.5	33.3	59.1	33.3	*	53.3		50.0	62.5	57.0	50.2	100

Number Tested	2006	0	86	3	81	4	1	9	0	43	46	89	27,596
	2007	0	139	4	135	11	1	31	0	61	82	143	24,696
	2008	0	142	8	140	9	4	31	0	69	81	150	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		7	*	7	*	*	*		4	4	8	1,856	30
	2007		3	*	3	*		*		2	1	3	1,245	48
	2008		39	*	39		*	*		20	21	41	1,687	50
1	2006		13	*	12					4	10	14	1,786	28
	2007		16	*	14	*	*	1		4	12	16	1,458	49
	2008		6	*	6	*	*	0		2	4	6	1,555	51
2	2006		3	*	2	*		1		1	2	3	1,340	31
	2007		13	*	12	*		0		6	8	14	896	46
	2008		19	*	19	2	*	5		7	13	20	1,065	49
1-2	2006		16	*	14	*		1		5	12	17	3,126	59
	2007		29	*	26	2	*	1		10	20	30	2,355	95
	2008		25	1	25	2	*	5		9	17	26	2,620	100
Number Tested	2006	0	86	3	81	4	1	9	0	43	46	89	27,596	
	2007	0	139	4	135	11	1	31	0	61	82	143	24,696	
	2008	0	142	8	140	9	4	31	0	69	81	150	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		78.6	*	78.6	*	*	*		76.9	81.3	79.3	68.7	29
	2007		46.7	*	46.7	*		*		45.0	48.1	46.8	44.3	47
	2008		87.5	*	89.4		*	*		84.0	92.0	88.0	44.9	50
1	2006		73.0	*	73.5	*				63.2	84.2	73.7	60.7	38
	2007		62.3	*	62.7	33.3	*	26.3		58.3	66.7	63.0	48.8	54
	2008		55.3	*	57.4	*	*	50.0		45.8	63.0	54.9	55.5	51
2	2006		76.7	*	75.9	*		87.5		70.6	85.7	77.4	63.1	31
	2007		64.4	*	61.9	*		42.9		73.7	59.3	65.2	55.6	46
	2008		81.3	*	80.9	37.5	*	75.0		77.3	82.1	80.0	57.5	50
K-2	2006		75.8	*	75.8	57.1	*	88.9		69.4	83.7	76.5	63.9	98
	2007		58.0	*	57.2	28.6	*	31.4		58.7	58.3	58.5	49.1	147
	2008		74.8	62.5	75.9	25.0	*	71.0		69.0	78.8	74.2	52.7	151

Number Tested	2006	0	95	3	91	7	1	9	0	49	49	98	28,201
	2007	0	143	4	138	14	1	35	0	63	84	147	34,441
	2008	0	143	8	141	12	4	31	0	71	80	151	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		12	*	12	*	*	*		6	7	13	2,491	29
	2007		4	*	3	*		*		2	2	4	2,583	47
	2008		30	*	29		*	*		16	14	30	2,788	50
1	2006		12	*	11	*				5	8	13	2,111	38
	2007		16	*	15	2	*	2		7	10	17	1,769	54
	2008		6	*	7	*	*	0		3	4	7	2,800	51
2	2006		9	*	8	*		1		3	6	9	2,575	31
	2007		10	*	10	*		0		4	7	11	2,098	46
	2008		27	*	27	2	*	8		10	18	28	2,912	50
K-2	2006		33	*	31	1	*	2		14	21	35	7,177	98
	2007		30	*	28	2	*	2		13	19	32	6,450	147
	2008		63	2	63	2	*	8		29	36	65	8,500	151

Number Tested	2006	0	95	3	91	7	1	9	0	49	49	98	28,201
	2007	0	143	4	138	14	1	35	0	63	84	147	34,441
	2008	0	143	8	141	12	4	31	0	71	80	151	41,070