

Campus Data Packet

for 2008 - 09 Plans

B. F. DARRELL
School Number 132

*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.

‡ SCHOOLS WITH MAGNET PROGRAMS: Enrollment, attendance, and teacher statistics are not computed separately for magnets, academies, and vanguards. Statistics computed for the home campus include all students at the home campus and the magnet program.

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	38
KN	42
1	41
2	51
3	49
4	49
5	57
ALL	327

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	280	85.6	25	92.6
American Indian	1	0.3	*	*
Asian	1	0.3	*	*
Hispanic	41	12.5	0	0.0
White	4	1.2	2	7.4
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	298	91.1
Limited English proficient students	10	3.1
Special education students	24	7.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	62	60	96.8	0	0.0	0	0.0	2	3.2	0	0.0
	2007	43	37	86.0	0	0.0	0	0.0	6	14.0	0	0.0
	2008	38	37	97.4	0	0.0	0	0.0	1	2.6	0	0.0
KN	2006	56	46	82.1	0	0.0	0	0.0	10	17.9	0	0.0
	2007	40	35	87.5	0	0.0	0	0.0	4	10.0	1	2.5
	2008	42	39	92.9	0	0.0	0	0.0	3	7.1	0	0.0
1	2006	61	52	85.2	0	0.0	0	0.0	9	14.8	0	0.0
	2007	49	40	81.6	0	0.0	0	0.0	9	18.4	0	0.0
	2008	41	37	90.2	0	0.0	0	0.0	3	7.3	1	2.4
2	2006	40	34	85.0	0	0.0	0	0.0	5	12.5	1	2.5
	2007	58	46	79.3	0	0.0	0	0.0	11	19.0	1	1.7
	2008	51	46	90.2	0	0.0	0	0.0	5	9.8	0	0.0
3	2006	52	43	82.7	0	0.0	0	0.0	6	11.5	3	5.8
	2007	45	40	88.9	0	0.0	0	0.0	5	11.1	0	0.0
	2008	49	41	83.7	0	0.0	0	0.0	6	12.2	2	4.1
4	2006	40	32	80.0	0	0.0	0	0.0	7	17.5	1	2.5
	2007	55	43	78.2	0	0.0	0	0.0	11	20.0	1	1.8
	2008	49	39	79.6	1	2.0	1	2.0	8	16.3	0	0.0
5	2006	47	40	85.1	0	0.0	0	0.0	7	14.9	0	0.0
	2007	59	40	67.8	0	0.0	1	1.7	18	30.5	0	0.0
	2008	57	41	71.9	0	0.0	0	0.0	15	26.3	1	1.8
EC-5	2006	359	308	85.8	0	0.0	0	0.0	46	12.8	5	1.4
	2007	349	281	80.5	0	0.0	1	0.3	64	18.3	3	0.9
	2008	327	280	85.6	1	0.3	1	0.3	41	12.5	4	1.2

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	62	62	100.0	1	1.6	0	0.0	0	0.0	62	100.0	0.0
	2007	43	43	100.0	4	9.3	1	2.3	0	0.0	42	97.7	2.3
	2008	38	37	97.4	0	0.0	0	0.0	0	0.0	38	100.0	0.0
KN	2006	56	53	94.6	3	5.4	1	1.8	3	5.4	20	35.7	0.0
	2007	40	39	97.5	2	5.0	1	2.5	1	2.5	13	32.5	0.0
	2008	42	40	95.2	0	0.0	3	7.1	2	4.8	14	33.3	0.0
1	2006	61	55	90.2	3	4.9	7	11.5	5	8.2	17	27.9	4.9
	2007	49	48	98.0	5	10.2	3	6.1	1	2.0	4	8.2	2.0
	2008	41	38	92.7	0	0.0	6	14.6	1	2.4	4	9.8	4.9
2	2006	40	40	100.0	1	2.5	5	12.5	7	17.5	9	22.5	2.5
	2007	58	55	94.8	7	12.1	6	10.3	6	10.3	3	5.2	3.4
	2008	51	48	94.1	1	2.0	4	7.8	2	3.9	6	11.8	2.0
3	2006	52	48	92.3	4	7.7	5	9.6	6	11.5	12	23.1	1.9
	2007	45	44	97.8	2	4.4	7	15.6	6	13.3	5	11.1	2.2
	2008	49	44	89.8	1	2.0	3	6.1	4	8.2	4	8.2	2.0
4	2006	40	36	90.0	2	5.0	8	20.0	6	15.0	11	27.5	0.0
	2007	55	49	89.1	6	10.9	10	18.2	7	12.7	3	5.5	0.0
	2008	49	41	83.7	4	8.2	4	8.2	15	30.6	4	8.2	2.0
5	2006	47	45	95.7	2	4.3	13	27.7	6	12.8	8	17.0	2.1
	2007	59	56	94.9	5	8.5	9	15.3	20	33.9	4	6.8	5.1
	2008	57	50	87.7	4	7.0	4	7.0	21	36.8	3	5.3	1.8
EC-5	2006	359	339	94.4	16	4.5	40	11.1	33	9.2	140	39.0	1.7
	2007	349	334	95.7	31	8.9	37	10.6	41	11.7	74	21.2	2.3
	2008	327	298	91.1	10	3.1	24	7.3	45	13.8	73	22.3	1.8

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	30.5	3,987.7	28.7	94.1	3,815.3	95.7	76	100.0	100.0	56	7,228	100.0	100.0
	2007	21.0	4,117.2	20.4	96.8	3,933.6	95.5	56	100.0	100.0	38	7,436	100.0	100.0
	2008	19.5	4,133.2	18.6	95.2	3,942.7	95.4	55	100.0	100.0	34	7,427	100.0	100.0
KN	2006	55.6	13,725.9	54.0	97.0	13,178.1	96.0	14	25.2	25.7	50	11,822	89.9	86.1
	2007	39.1	13,945.0	37.6	96.3	13,385.6	96.0	14	35.8	24.3	30	12,035	76.8	86.3
	2008	43.0	13,568.1	41.8	97.2	13,004.4	95.8	11	25.6	23.5	38	11,618	88.3	85.6
1	2006	58.1	14,145.9	56.4	97.1	13,632.7	96.4	17	29.3	24.8	52	12,164	89.5	86.0
	2007	48.4	14,353.8	46.9	96.8	13,851.4	96.5	9	18.6	23.2	41	12,437	84.7	86.6
	2008	41.4	14,626.9	39.9	96.5	14,102.7	96.4	8	19.3	21.2	38	12,704	91.9	86.9
2	2006	38.1	13,536.9	36.9	97.0	13,115.8	96.9	14	36.8	22.9	32	11,853	84.1	87.6
	2007	58.9	13,403.8	56.6	96.2	12,978.9	96.8	8	13.6	21.7	52	11,729	88.4	87.5
	2008	47.6	13,708.6	46.5	97.8	13,269.8	96.8	11	23.1	19.7	43	12,043	90.4	87.9
3	2006	49.3	12,948.9	47.2	95.9	12,577.2	97.1	9	18.3	22.8	45	11,376	91.4	87.9
	2007	41.6	12,998.4	40.2	96.7	12,633.3	97.2	15	36.1	21.1	35	11,445	84.1	88.0
	2008	47.2	12,806.9	45.6	96.7	12,425.5	97.0	13	27.6	19.1	40	11,408	84.8	89.1
4	2006	39.2	12,021.0	38.4	97.9	11,684.2	97.2	8	20.4	22.3	34	10,587	86.7	88.1
	2007	51.2	12,104.9	50.2	98.0	11,768.3	97.2	15	29.3	19.7	44	10,683	85.9	88.3
	2008	49.2	12,329.8	47.9	97.3	11,960.3	97.0	13	26.4	19.7	43	10,924	87.4	88.6
5	2006	47.6	12,618.4	45.8	96.1	12,262.2	97.2	10	21.0	22.3	42	11,130	88.2	88.2
	2007	57.6	11,757.0	56.1	97.3	11,426.8	97.2	17	29.5	20.9	50	10,362	86.7	88.1
	2008	57.1	11,874.2	55.9	97.9	11,539.6	97.2	7	12.3	18.8	51	10,608	89.4	89.3
EC-5	2006	319.1	83,530.4	308.0	96.5	80,779.5	96.7	150	47.0	34.4	311	76,525	97.5	91.6
	2007	317.9	83,122.6	308.0	96.9	80,387.4	96.7	134	42.2	33.3	290	76,416	91.2	91.9
	2008	304.9	83,438.7	296.2	97.1	80,606.0	96.6	118	38.7	31.9	287	76,970	94.1	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	25	92.6
Hispanic	0	0.0
White	2	7.4
Other	0	0.0

Gender	Number	Percent
Female	24	88.9
Male	3	11.1

TOTAL	27
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AVERAGE NUMBER OF ABSENCES

2006	8.2
2007	7.7
2008	3.7

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	*	87.5	*	90.2		*	75.0		83.3	93.3	89.6	87.7	48
	2007		85.3	*	86.5	*	*	87.5		80.8	100.0	86.8	84.6	38
	2008	*	92.3	*	85.4	*	*	82.6		85.0	88.0	86.7	86.2	45
4	2006	*	88.0	100.0	92.6		*	75.0		86.7	94.1	90.6	69.5	32
	2007	*	61.3	*	65.6	*	*	50.0		53.3	71.4	63.9	69.7	36
	2008		77.8	100.0	81.6	*	*	75.0		78.6	88.9	82.6	72.1	46
5	2006		87.1	*	90.9		*	63.6		90.9	88.0	88.9	76.9	36
	2007		75.0	*	75.0		*	53.8		66.7	78.6	73.1	78.3	26
	2008	*	94.9	100.0	95.7		*	94.4		96.0	96.6	96.3	82.9	54
3-5	2006	*	87.5	100.0	91.1		*	70.4		86.4	91.7	89.7	78.2	116
	2007	*	74.2	80.0	76.3	*	*	65.9		69.8	80.9	75.0	77.6	100
	2008	*	88.6	92.6	88.1	*	100.0	84.9		86.3	91.7	89.0	80.3	145

	NUMBER TESTED IN GRADES 3-5											
2006	4	96	15	101	0	5	27	0	44	72	116	32,875
2007	1	89	10	93	2	5	41	0	53	47	100	31,814
2008	2	114	27	126	2	9	53	0	73	72	145	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	*	5	*	4		*	2		3	2	5	1,380	48
	2007		5	*	5	*	*	2		5	0	5	1,675	38
	2008	*	3	*	6	*	*	4		3	3	6	1,443	45
4	2006	*	3	0	2		*	2		2	1	3	3,190	32
	2007	*	12	*	11	*	*	6		7	6	13	3,189	36
	2008		8	0	7	*	*	3		6	2	8	2,996	46
5	2006		4	*	3		*	4		1	3	4	2,584	36
	2007		6	*	6		*	6		4	3	7	2,258	26
	2008	*	2	0	2		*	1		1	1	2	1,827	54
3-5	2006	*	12	0	9		*	8		6	6	12	7,154	116
	2007	*	23	2	22	*	*	14		16	9	25	7,122	100
	2008	*	13	2	15	*	0	8		10	6	16	6,266	145

	NUMBER TESTED IN GRADES 3-5											
2006	4	96	15	101	0	5	27	0	44	72	116	32,875
2007	1	89	10	93	2	5	41	0	53	47	100	31,814
2008	2	114	27	126	2	9	53	0	73	72	145	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	80.1	86.9	78.5	78.6
	2007	78.4	78.9	70.6	71.4
	2008	78.4	81.6	80.0	75.6
4	2006	84.2	73.4	81.3	78.4
	2007	76.9	71.5	73.4	65.3
	2008	85.8	78.5	82.0	79.8
5	2006	79.9	84.0	82.6	77.6
	2007	75.7	78.8	73.1	71.6
	2008	87.0	90.3	86.1	84.3
3-5	2006	81.2	82.3	80.5	78.3
	2007	77.2	76.3	72.3	69.2
	2008	84.0	83.9	82.9	80.2

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	*	15.0	*	14.6		*	0.0		11.1	20.0	16.7	28.0	48
	2007		11.8	*	13.5	*	*	6.3		15.4	8.3	13.2	21.3	38
	2008	*	20.5	*	17.1	*	*	8.7		15.0	24.0	20.0	21.5	45
4	2006	*	4.0	16.7	11.1		*	0.0		20.0	0.0	9.4	10.0	32
	2007	*	16.1	*	12.5	*	*	0.0		20.0	9.5	13.9	16.6	36
	2008		13.9	37.5	15.8	*	*	16.7		14.3	27.8	19.6	14.4	46
5	2006		25.8	*	21.2		*	9.1		9.1	28.0	22.2	10.8	36
	2007		8.3	*	8.3		*	7.7		8.3	7.1	7.7	13.1	26
	2008	*	25.6	35.7	25.5		*	11.1		32.0	24.1	27.8	16.5	54
3-5	2006	*	15.6	6.7	15.8		*	3.7		13.6	18.1	16.4	16.4	116
	2007	*	12.4	10.0	11.8	*	*	4.9		15.1	8.5	12.0	17.1	100
	2008	*	20.2	33.3	19.8	*	33.3	11.3		20.5	25.0	22.8	17.4	145

	NUMBER TESTED IN GRADES 3-5											
2006	4	96	15	101	0	5	27	0	44	72	116	32,875
2007	1	89	10	93	2	5	41	0	53	47	100	31,814
2008	2	114	27	126	2	9	53	0	73	72	145	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	*	56.4	*	53.8		*	12.5		52.9	60.0	57.4	74.9	47
	2007		70.6	*	71.1	*	*	62.5		69.2	76.9	71.8	70.3	39
	2008	*	87.5	*	86.0	*	*	78.3		85.0	81.5	83.0	76.6	47
4	2006	*	88.0	83.3	85.2		*	62.5		80.0	94.1	87.5	74.0	32
	2007	*	83.9	*	81.3	*	*	66.7		86.7	81.0	83.3	75.7	36
	2008		78.4	100.0	79.5	*	*	69.2		82.1	84.2	83.0	77.9	47
5	2006		89.7	*	90.6		*	80.0		90.0	91.7	91.2	82.2	34
	2007		76.2	*	76.2		*	63.6		80.0	76.9	78.3	82.9	23
	2008	*	94.7	100.0	95.7		*	88.9		95.8	96.6	96.2	84.0	53
3-5	2006	*	75.3	73.3	74.5		*	53.8		71.4	78.9	76.1	77.1	113
	2007	*	76.7	81.8	75.8	*	*	64.1		76.5	78.7	77.6	76.2	98
	2008	*	87.0	88.9	87.5	*	100.0	79.6		87.5	88.0	87.8	79.5	147

	NUMBER TESTED IN GRADES 3-5											
2006	4	93	15	98	0	5	26	0	42	71	113	33,063
2007	1	86	11	91	2	5	39	0	51	47	98	32,298
2008	3	115	27	128	3	9	54	0	72	75	147	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	*	17	*	18		*	7		8	12	20	2,820	47
	2007		10	*	11	*	*	6		8	3	11	3,303	39
	2008	*	5	*	6	*	*	5		3	5	8	2,542	47
4	2006	*	3	1	4		*	3		3	1	4	2,765	32
	2007	*	5	*	6	*	*	4		2	4	6	2,604	36
	2008		8	0	8	*	*	4		5	3	8	2,436	47
5	2006		3	*	3		*	2		1	2	3	1,997	34
	2007		5	*	5		*	4		2	3	5	1,785	23
	2008	*	2	0	2		*	2		1	1	2	1,730	53
3-5	2006	*	23	4	25		*	12		12	15	27	7,582	113
	2007	*	20	2	22	*	*	14		12	10	22	7,692	98
	2008	*	15	3	16	*	0	11		9	9	18	6,708	147

	NUMBER TESTED IN GRADES 3-5											
2006	4	93	15	98	0	5	26	0	42	71	113	33,063
2007	1	86	11	91	2	5	39	0	51	47	98	32,298
2008	3	115	27	128	3	9	54	0	72	75	147	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	70.6	70.2	75.9	65.6	76.1	57.4
	2007	72.3	80.3	79.1	70.9	80.8	58.3
	2008	81.3	84.4	85.8	77.3	87.2	65.2
4	2006	83.8	89.3	88.5	81.3	83.6	69.5
	2007	83.3	81.7	83.8	73.1	72.2	73.6
	2008	85.9	86.6	81.2	82.3	80.9	77.7
5	2006	84.2	86.1	85.7	83.2	83.1	78.3
	2007	79.8	70.2	85.1	72.0	83.7	71.7
	2008	88.0	86.8	89.5	86.3	94.8	86.8
3-5	2006	78.5	80.4	82.4	75.3	80.3	67.1
	2007	78.1	78.5	82.2	72.0	78.3	67.1
	2008	85.2	86.0	85.7	82.1	87.9	77.0

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	*	12.8	*	12.8		*	0.0		5.9	16.7	12.8	22.3	47
	2007		11.8	*	13.2	*	*	6.3		15.4	7.7	12.8	19.2	39
	2008	*	25.0	*	20.9	*	*	8.7		20.0	25.9	23.4	26.3	47
4	2006	*	20.0	33.3	25.9		*	12.5		33.3	11.8	21.9	22.1	32
	2007	*	19.4	*	21.9	*	*	8.3		20.0	23.8	22.2	22.6	36
	2008		21.6	75.0	35.9	*	*	38.5		28.6	42.1	34.0	23.8	47
5	2006		44.8	*	50.0		*	20.0		50.0	50.0	50.0	29.9	34
	2007		19.0	*	19.0		*	9.1		20.0	15.4	17.4	29.3	23
	2008	*	42.1	92.9	52.2		*	33.3		58.3	51.7	54.7	31.9	53
3-5	2006	*	24.7	40.0	28.6		*	11.5		26.2	26.8	26.5	24.8	113
	2007	*	16.3	18.2	17.6	*	*	7.7		17.6	17.0	17.3	23.6	98
	2008	*	29.6	74.1	36.7	*	88.9	24.1		36.1	40.0	38.1	27.3	147

	NUMBER TESTED IN GRADES 3-5											
2006	4	93	15	98	0	5	26	0	42	71	113	33,063
2007	1	86	11	91	2	5	39	0	51	47	98	32,298
2008	3	115	27	128	3	9	54	0	72	75	147	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	*	96.0	83.3	92.6		*	87.5		86.7	100.0	93.8	84.2	32
	2007	*	96.7	*	96.9	*	*	92.3		93.8	100.0	97.3	86.5	37
	2008		94.3	100.0	97.4	*	*	100.0		92.9	100.0	95.6	87.4	45

	NUMBER TESTED IN GRADE 4											
2006	1	25	6	27	0	1	8	0	15	17	32	10,311
2007	1	30	5	32	1	2	13	0	16	20	37	10,408
2008	0	35	8	38	1	4	12	0	28	17	45	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	1	2		*	1		2	0	2	1,631	32
	2007	*	1	*	1	*	*	1		1	0	1	1,408	37
	2008		2	0	1	*	*	0		2	0	2	1,348	45

NUMBER TESTED IN GRADE 4													
2006	1	25	6	27	0	1	8	0	15	17	32	10,311	
2007	1	30	5	32	1	2	13	0	16	20	37	10,408	
2008	0	35	8	38	1	4	12	0	28	17	45	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	2.2	89.8	85.9	91.4	91.4
	2007	2.2	85.1	88.2	90.9	92.9
	2008	2.4	82.8	89.7	89.2	93.3

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)
4	2006	*	16.0	33.3	22.2		*	12.5		20.0	17.6	18.8	10.9	32
	2007	*	16.7	*	21.9	*	*	7.7		12.5	25.0	18.9	18.2	37
	2008		20.0	62.5	26.3	*	*	16.7		25.0	35.3	28.9	21.4	45

	NUMBER TESTED IN GRADE 4											
2006	1	25	6	27	0	1	8	0	15	17	32	10,311
2007	1	30	5	32	1	2	13	0	16	20	37	10,408
2008	0	35	8	38	1	4	12	0	28	17	45	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		65.5	*	65.6		*	40.0		50.0	70.8	64.7	62.1	34
	2007		60.0	*	70.0	*	*	60.0		70.0	58.3	63.6	62.3	22
	2008	*	89.2	92.9	88.9		*	88.9		95.7	86.2	90.4	71.9	52

	NUMBER TESTED IN GRADE 5											
2006	0	29	5	32	0	1	10	0	10	24	34	11,045
2007	0	20	2	20	1	1	10	0	10	12	22	10,296
2008	1	37	14	45	0	4	18	0	23	29	52	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		10	*	11		*	6		5	7	12	4,185	34
	2007		8	*	6	*	*	4		3	5	8	3,881	22
	2008	*	4	1	5		*	2		1	4	5	3,005	52

NUMBER TESTED IN GRADE 5													
2006	0	29	5	32	0	1	10	0	10	24	34	11,045	
2007	0	20	2	20	1	1	10	0	10	12	22	10,296	
2008	1	37	14	45	0	4	18	0	23	29	52	10,686	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	82.6	86.9	78.4	67.6
	2007	80.4	78.3	82.3	61.6
	2008	92.3	90.0	89.5	72.0

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)
5	2006		13.8	*	18.8		*	0.0		30.0	12.5	17.6	14.4	34
	2007		15.0	*	15.0	*	*	0.0		20.0	8.3	13.6	18.0	22
	2008	*	37.8	50.0	37.8		*	27.8		56.5	27.6	40.4	24.8	52

	NUMBER TESTED IN GRADE 5											
2006	0	29	5	32	0	1	10	0	10	24	34	11,045
2007	0	20	2	20	1	1	10	0	10	12	22	10,296
2008	1	37	14	45	0	4	18	0	23	29	52	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	*	83.0	83.6	69.9	55
	2007	*	75.0	70.6	46.9	34
	2008		80.0	80.0	57.6	40
1	2006	57.1	81.3	78.2	54.1	55
	2007	76.9	76.5	76.6	51.4	47
	2008	*	90.3	87.9	50.2	33
2	2006	*	66.7	61.8	49.2	34
	2007	21.1	75.0	54.9	44.5	51
	2008	47.6	85.7	69.4	50.2	49
1-2	2006	45.5	75.6	71.9	51.4	89
	2007	43.8	75.8	65.3	47.6	98
	2008	47.8	88.1	76.8	50.2	82

Number Tested	2006	13	131	144	27,596	
	2007	34	98	132	24,696	
	2008	23	99	122	21,817	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	79.2	80.0	68.7	55
	2007	*	75.8	74.3	44.3	35
	2008		89.7	89.7	44.9	39
1	2006	85.7	87.2	87.0	60.7	54
	2007	76.9	73.5	74.5	48.8	47
	2008	*	87.1	87.9	55.5	33
2	2006	*	71.0	66.7	63.1	36
	2007	42.1	71.9	60.8	55.6	51
	2008	61.9	78.6	71.4	57.5	49
K-2	2006	71.4	80.2	79.3	63.9	145
	2007	55.9	73.7	69.2	49.1	133
	2008	65.2	85.7	81.8	52.7	121

Number Tested	2006	14	131	145	28,201	
	2007	34	99	133	34,441	
	2008	23	98	121	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		82.6	88.9	86.5	*	*	*		83.3	83.9	83.6	69.9	55
	2007		76.7	*	69.7		*	*		64.7	76.5	70.6	46.9	34
	2008		81.1	*	78.9	*				81.3	79.2	80.0	57.6	40
1	2006		81.3	57.1	78.0	*	*	57.1		61.5	93.1	78.2	54.1	55
	2007		76.3	77.8	77.8	*	*	76.9		70.0	81.5	76.6	51.4	47
	2008	*	93.5	*	87.1	*		*		81.8	90.9	87.9	50.2	33
2	2006	*	69.0	*	61.8	*	*	*		55.0	71.4	61.8	49.2	34
	2007	*	59.5	37.5	56.3		33.3	21.1		36.4	69.0	54.9	44.5	51
	2008		70.5	*	67.4	*	*	47.6		63.6	74.1	69.4	50.2	49
1-2	2006	*	76.6	45.5	71.4	*	*	45.5		58.7	86.0	71.9	51.4	89
	2007	*	67.5	58.8	66.7	*	63.6	43.8		52.4	75.0	65.3	47.6	98
	2008	*	80.0	50.0	75.3	*	*	47.8		69.7	81.6	76.8	50.2	82

Number Tested	2006	1	123	20	136	5	6	13	0	70	74	144	27,596
	2007	1	110	21	126	1	13	34	0	59	73	132	24,696
	2008	1	112	9	115	5	1	23	0	49	73	122	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		15	1	16	*	*	*		6	10	16	1,856	55
	2007		15	*	15		*	*		8	8	16	1,245	34
	2008		20	*	19	*				8	13	21	1,687	40
1	2006		33	4	34	*	*	4		11	26	37	1,786	55
	2007		19	5	23	*	*	7		10	14	24	1,458	47
	2008	*	20	*	18	*		*		8	12	20	1,555	33
2	2006	*	2	*	2	*	*	*		2	0	2	1,340	34
	2007	*	2	1	3		1	2		1	2	3	896	51
	2008		5	*	6	*	*	1		2	4	6	1,065	49
1-2	2006	*	35	4	36	*	*	4		13	26	39	3,126	89
	2007	*	21	6	26	*	5	9		11	16	27	2,355	98
	2008	*	25	1	24	*	*	2		10	16	26	2,620	82

Number Tested	2006	1	123	20	136	5	6	13	0	70	74	144	27,596
	2007	1	110	21	126	1	13	34	0	59	73	132	24,696
	2008	1	112	9	115	5	1	23	0	49	73	122	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		78.3	88.9	82.7	*	*	*		75.0	83.9	80.0	68.7	55
	2007		77.4	*	73.5		*	*		72.2	76.5	74.3	44.3	35
	2008		88.9	*	89.2	*				81.3	95.7	89.7	44.9	39
1	2006		87.2	85.7	87.8	*	*	85.7		76.0	96.6	87.0	60.7	54
	2007		71.1	88.9	77.8	*	*	76.9		70.0	77.8	74.5	48.8	47
	2008	*	87.1	*	87.1	*		*		90.9	86.4	87.9	55.5	33
2	2006	*	71.0	*	66.7	*	*	*		68.2	64.3	66.7	63.1	36
	2007	*	57.1	75.0	62.5		66.7	42.1		40.9	75.9	60.8	55.6	51
	2008		72.7	*	73.9	*	*	61.9		63.6	77.8	71.4	57.5	49
K-2	2006	*	79.8	75.0	80.3	33.3	100.0	71.4		73.2	85.1	79.3	63.9	145
	2007	*	67.6	76.2	70.9	*	76.9	55.9		60.0	76.7	69.2	49.1	133
	2008	*	82.0	77.8	82.5	*	*	65.2		75.5	86.1	81.8	52.7	121

Number Tested	2006	1	124	20	137	6	6	14	0	71	74	145	28,201
	2007	1	111	21	127	1	13	34	0	60	73	133	34,441
	2008	1	111	9	114	5	1	23	0	49	72	121	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		20	0	20	*	*	*		4	16	20	2,491	55
	2007		12	*	13		*	*		8	5	13	2,583	35
	2008		23	*	23	*				10	15	25	2,788	39
1	2006		27	4	27	*	*	4		12	19	31	2,111	54
	2007		19	7	26	*	*	8		11	15	26	1,769	47
	2008	*	22	*	22	*		*		8	16	24	2,800	33
2	2006	*	5	*	5	*	*	*		5	0	5	2,575	36
	2007	*	8	0	8		0	0		3	5	8	2,098	51
	2008		14	*	17	*	*	6		6	11	17	2,912	49
K-2	2006	*	52	4	52	0	2	4		21	35	56	7,177	145
	2007	*	39	8	47	*	5	8		22	25	47	6,450	133
	2008	*	59	6	62	*	*	7		24	42	66	8,500	121

Number Tested	2006	1	124	20	137	6	6	14	0	71	74	145	28,201
	2007	1	111	21	127	1	13	34	0	60	73	133	34,441
	2008	1	111	9	114	5	1	23	0	49	72	121	41,070

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
3	0	-	0	-	1	100.0	1	100.0
4	0	-	0	-	1	0.0	1	0.0
ALL	0	-	0	-	2	50.0	2	50.0