

Campus Data Packet

for 2008 - 09 Plans



BARBARA JORDAN
School Number 133

*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
 26.... SPTAKS Read (1)..... Spanish TAKS Reading: % Meeting Standard
 28.... SPTAKS Read (3)..... Spanish TAKS Reading: Performance by Objective
 30.... SPTAKS Math (1)..... Spanish TAKS Mathematics: % Meeting Standard
 32.... SPTAKS Math (3)..... Spanish TAKS Mathematics: % by Objective
 34.... SPTAKS Write (1)..... Spanish TAKS Writing: % Meeting Standard
 36.... SPTAKS Write (3)..... Spanish TAKS Writing: Performance by Objective

IOWA TESTS OF BASIC SKILLS (AND RELATED TESTS)

38.... Compliance..... SCE Compliance for At-Risk Students
 40.... ITBS Read (2)..... ITBS Reading Total: # At or Above the 80th %
 42.... ITBS Math (2)..... ITBS Mathematics Total: # At or Above the 80th %
 44.... Logramos Read (2)..... Logramos Reading Total: # At or Above the 80th %

MEASURES OF ENGLISH PROFICIENCY

45.... WMLS..... Woodcock-Muñoz Language Survey

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.... SPTAKS Read (2)..... Spanish TAKS Reading: # Not Meeting Standard
 29.... SPTAKS Read (4)..... Spanish TAKS Reading: % Commended
 31.... SPTAKS Math (2)..... Spanish TAKS Mathematics: # Not Meeting Standard
 33.... SPTAKS Math (4)..... Spanish TAKS Mathematics: % Commended
 35.... SPTAKS Write (2)..... Spanish TAKS Writing: # Not Meeting Standard
 37.... SPTAKS Write (4)..... Spanish TAKS Writing: % Commended
 39.... ITBS Read (1)..... ITBS Reading Total: % At or Above the 40th %
 41.... ITBS Math (1)..... ITBS Mathematics Total: % At or Above the 40th %
 43.... Logramos Read (1)..... Logramos Reading 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	66
KN	89
1	97
2	97
3	88
4	94
5	77
ALL	608

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	112	18.4	22	46.8
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	496	81.6	17	36.2
White	0	0.0	7	14.9
Other	**	**	1	2.1

*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	586	96.4
Limited English proficient students	373	61.3
Special education students	31	5.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	46	2	4.3	0	0.0	0	0.0	44	95.7	0	0.0
	2007	65	9	13.8	1	1.5	0	0.0	55	84.6	0	0.0
	2008	66	6	9.1	0	0.0	0	0.0	60	90.9	0	0.0
KN	2006	159	20	12.6	0	0.0	0	0.0	138	86.8	1	0.6
	2007	87	15	17.2	0	0.0	0	0.0	72	82.8	0	0.0
	2008	89	21	23.6	0	0.0	0	0.0	68	76.4	0	0.0
1	2006	141	24	17.0	1	0.7	0	0.0	116	82.3	0	0.0
	2007	96	15	15.6	1	1.0	0	0.0	80	83.3	0	0.0
	2008	97	13	13.4	0	0.0	0	0.0	84	86.6	0	0.0
2	2006	139	24	17.3	0	0.0	0	0.0	115	82.7	0	0.0
	2007	95	15	15.8	0	0.0	0	0.0	80	84.2	0	0.0
	2008	97	20	20.6	0	0.0	0	0.0	77	79.4	0	0.0
3	2006	138	21	15.2	0	0.0	0	0.0	116	84.1	1	0.7
	2007	102	20	19.6	0	0.0	0	0.0	82	80.4	0	0.0
	2008	88	14	15.9	0	0.0	0	0.0	74	84.1	0	0.0
4	2006	133	24	18.0	1	0.8	0	0.0	108	81.2	0	0.0
	2007	77	20	26.0	1	1.3	0	0.0	56	72.7	0	0.0
	2008	94	19	20.2	0	0.0	0	0.0	75	79.8	0	0.0
5	2006	95	19	20.0	0	0.0	0	0.0	76	80.0	0	0.0
	2007	86	14	16.3	0	0.0	0	0.0	72	83.7	0	0.0
	2008	77	19	24.7	0	0.0	0	0.0	58	75.3	0	0.0
EC-5	2006	851	134	15.7	2	0.2	0	0.0	713	83.8	2	0.2
	2007	608	108	17.8	3	0.5	0	0.0	497	81.7	0	0.0
	2008	608	112	18.4	0	0.0	0	0.0	496	81.6	0	0.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	46	46	100.0	41	89.1	1	2.2	0	0.0	46	100.0	0.0
	2007	65	63	96.9	51	78.5	1	1.5	0	0.0	65	100.0	0.0
	2008	66	65	98.5	50	75.8	0	0.0	0	0.0	66	100.0	0.0
KN	2006	159	149	93.7	109	68.6	5	3.1	10	6.3	100	62.9	0.6
	2007	87	85	97.7	59	67.8	0	0.0	2	2.3	41	47.1	0.0
	2008	89	87	97.8	57	64.0	1	1.1	0	0.0	32	36.0	1.1
1	2006	141	136	96.5	95	67.4	3	2.1	22	15.6	19	13.5	1.4
	2007	96	91	94.8	62	64.6	3	3.1	11	11.5	7	7.3	0.0
	2008	97	91	93.8	68	70.1	2	2.1	3	3.1	8	8.2	1.0
2	2006	139	130	93.5	94	67.6	10	7.2	33	23.7	7	5.0	1.4
	2007	95	91	95.8	68	71.6	3	3.2	12	12.6	7	7.4	0.0
	2008	97	95	97.9	63	64.9	5	5.2	11	11.3	6	6.2	3.1
3	2006	138	126	91.3	80	58.0	6	4.3	38	27.5	13	9.4	0.7
	2007	102	94	92.2	67	65.7	11	10.8	19	18.6	5	4.9	3.9
	2008	88	86	97.7	61	69.3	6	6.8	11	12.5	5	5.7	2.3
4	2006	133	126	94.7	36	27.1	8	6.0	21	15.8	11	8.3	0.0
	2007	77	72	93.5	23	29.9	5	6.5	27	35.1	1	1.3	0.0
	2008	94	89	94.7	48	51.1	11	11.7	14	14.9	5	5.3	0.0
5	2006	95	91	95.8	13	13.7	5	5.3	25	26.3	4	4.2	3.2
	2007	86	84	97.7	17	19.8	5	5.8	17	19.8	2	2.3	0.0
	2008	77	73	94.8	26	33.8	6	7.8	23	29.9	4	5.2	2.6
EC-5	2006	851	804	94.5	468	55.0	38	4.5	149	17.5	200	23.5	1.1
	2007	608	580	95.4	347	57.1	28	4.6	88	14.5	128	21.1	0.7
	2008	608	586	96.4	373	61.3	31	5.1	62	10.2	126	20.7	1.5

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	22.3	3,987.7	21.7	97.3	3,815.3	95.7	47	100.0	100.0	46	7,228	100.0	100.0
	2007	31.7	4,117.2	30.1	94.9	3,933.6	95.5	78	100.0	100.0	61	7,436	100.0	100.0
	2008	32.0	4,133.2	30.6	95.8	3,942.7	95.4	70	100.0	100.0	59	7,427	100.0	100.0
KN	2006	156.5	13,725.9	151.1	96.5	13,178.1	96.0	37	23.6	25.7	142	11,822	90.7	86.1
	2007	86.6	13,945.0	84.1	97.1	13,385.6	96.0	13	15.0	24.3	81	12,035	93.5	86.3
	2008	88.0	13,568.1	84.5	96.0	13,004.4	95.8	19	21.6	23.5	77	11,618	87.5	85.6
1	2006	140.7	14,145.9	135.6	96.3	13,632.7	96.4	30	21.3	24.8	124	12,164	88.1	86.0
	2007	97.1	14,353.8	93.9	96.6	13,851.4	96.5	24	24.7	23.2	83	12,437	85.4	86.6
	2008	94.0	14,626.9	91.1	96.9	14,102.7	96.4	21	22.3	21.2	85	12,704	90.4	86.9
2	2006	136.4	13,536.9	132.2	96.9	13,115.8	96.9	28	20.5	22.9	125	11,853	91.6	87.6
	2007	91.6	13,403.8	89.0	97.1	12,978.9	96.8	23	25.1	21.7	82	11,729	89.5	87.5
	2008	98.6	13,708.6	95.9	97.3	13,269.8	96.8	15	15.2	19.7	92	12,043	93.3	87.9
3	2006	137.5	12,948.9	133.6	97.2	12,577.2	97.1	26	18.9	22.8	119	11,376	86.6	87.9
	2007	98.5	12,998.4	95.8	97.3	12,633.3	97.2	15	15.2	21.1	92	11,445	93.4	88.0
	2008	86.3	12,806.9	83.8	97.1	12,425.5	97.0	13	15.1	19.1	77	11,408	89.2	89.1
4	2006	136.2	12,021.0	132.6	97.4	11,684.2	97.2	22	16.2	22.3	122	10,587	89.6	88.1
	2007	77.7	12,104.9	74.8	96.3	11,768.3	97.2	13	16.7	19.7	71	10,683	91.4	88.3
	2008	91.3	12,329.8	88.4	96.7	11,960.3	97.0	14	15.3	19.7	84	10,924	92.0	88.6
5	2006	96.9	12,618.4	94.3	97.3	12,262.2	97.2	18	18.6	22.3	88	11,130	90.8	88.2
	2007	87.5	11,757.0	85.6	97.8	11,426.8	97.2	14	16.0	20.9	80	10,362	91.4	88.1
	2008	76.8	11,874.2	74.4	96.8	11,539.6	97.2	9	11.7	18.8	74	10,608	96.3	89.3
EC-5	2006	826.5	83,530.4	801.1	96.9	80,779.5	96.7	208	25.2	34.4	766	76,525	92.7	91.6
	2007	570.8	83,122.6	553.2	96.9	80,387.4	96.7	180	31.5	33.3	550	76,416	96.4	91.9
	2008	567.1	83,438.7	548.8	96.8	80,606.0	96.6	161	28.4	31.9	548	76,970	96.6	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	22	46.8
Hispanic	17	36.2
White	7	14.9
Other	1	2.1

Gender	Number	Percent
Female	32	68.1
Male	15	31.9

TOTAL	47
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AVERAGE NUMBER OF ABSENCES

2006	7.2
2007	6.2
2008	9.1

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	*	77.3	69.0	69.9	*	56.9	55.7	*	64.5	77.4	71.0	87.7	124
	2007		85.7	73.0	76.5	*	69.6	70.6		74.2	81.5	77.6	84.6	58
	2008		92.3	83.9	86.4	*	89.5	85.7		86.4	86.4	86.4	86.2	44
4	2006	*	63.6	51.5	54.9	*	10.3	31.0		60.0	49.2	55.6	69.5	124
	2007		55.6	68.0	66.7	*	47.1	41.4		56.3	72.2	64.7	69.7	68
	2008		55.6	57.5	56.6	33.3	31.3	37.0		61.3	51.9	56.9	72.1	58
5	2006		55.6	67.1	65.1	*	18.2	51.8		62.5	67.4	64.8	76.9	91
	2007		75.0	65.2	66.3	*	8.3	45.8		69.6	64.1	67.1	78.3	85
	2008		62.5	78.3	74.1	*	56.3	57.1		71.0	77.4	74.2	82.9	62
3-5	2006	*	66.1	62.2	63.1	71.4	40.0	46.7	*	62.4	64.5	63.7	78.2	339
	2007		72.7	67.9	69.0	66.7	48.1	52.3		67.0	71.6	69.2	77.6	211
	2008		68.1	72.6	71.6	45.5	60.8	61.9		71.4	71.3	71.3	80.3	164

NUMBER TESTED IN GRADES 3-5													
2006	2	62	270	312	7	105	184	1	170	166	339	32,875	
2007	0	55	156	197	6	52	111	0	109	102	211	31,814	
2008	0	47	117	155	11	51	97	0	84	80	164	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	31	34	*	28	31	*	22	14	36	1,380	124
	2007		3	10	12	*	7	10		8	5	13	1,675	58
	2008		1	5	6	*	2	5		3	3	6	1,443	44
4	2006	*	8	47	51	*	26	40		24	31	55	3,190	124
	2007		8	16	21	*	9	17		14	10	24	3,189	68
	2008		8	17	23	4	11	17		12	13	25	2,996	58
5	2006		8	24	30	*	9	27		18	14	32	2,584	91
	2007		4	24	28	*	11	26		14	14	28	2,258	85
	2008		6	10	15	*	7	15		9	7	16	1,827	62
3-5	2006	*	21	102	115	2	63	98	*	64	59	123	7,154	339
	2007		15	50	61	2	27	53		36	29	65	7,122	211
	2008		15	32	44	6	20	37		24	23	47	6,266	164

NUMBER TESTED IN GRADES 3-5													
2006	2	62	270	312	7	105	184	1	170	166	339	32,875	
2007	0	55	156	197	6	52	111	0	109	102	211	31,814	
2008	0	47	117	155	11	51	97	0	84	80	164	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	69.7	79.0	73.3	70.2
	2007	75.1	79.8	72.7	73.7
	2008	77.7	83.8	83.7	76.4
4	2006	69.2	65.1	64.9	61.3
	2007	74.6	71.5	71.2	64.4
	2008	73.3	72.8	71.4	66.6
5	2006	69.3	72.8	72.1	65.0
	2007	69.2	75.6	76.2	65.8
	2008	73.1	78.4	76.8	72.5
3-5	2006	69.4	72.3	69.9	65.5
	2007	72.6	75.4	73.6	67.5
	2008	74.4	77.9	76.8	71.4

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	*	13.6	21.0	19.5	*	4.6	4.3	*	16.1	22.6	19.4	28.0	124
	2007		23.8	27.0	25.5	*	13.0	14.7		16.1	37.0	25.9	21.3	58
	2008		15.4	32.3	27.3	*	15.8	20.0		36.4	18.2	27.3	21.5	44
4	2006	*	0.0	4.1	3.5	*	0.0	0.0		3.3	3.3	3.2	10.0	124
	2007		16.7	20.0	20.6	*	5.9	3.4		18.8	19.4	19.1	16.6	68
	2008		5.6	12.5	11.3	0.0	0.0	0.0		12.9	7.4	10.3	14.4	58
5	2006		5.6	6.8	7.0	*	0.0	0.0		4.2	9.3	6.6	10.8	91
	2007		12.5	5.8	7.2	*	0.0	0.0		8.7	5.1	7.1	13.1	85
	2008		12.5	21.7	19.0	*	6.3	5.7		9.7	29.0	19.4	16.5	62
3-5	2006	*	6.5	11.1	10.3	0.0	2.9	1.6	*	8.2	12.0	10.0	16.4	339
	2007		18.2	15.4	16.2	0.0	7.7	5.4		13.8	18.6	16.1	17.1	211
	2008		10.6	21.4	18.7	0.0	7.8	9.3		17.9	18.8	18.3	17.4	164

NUMBER TESTED IN GRADES 3-5													
2006	2	62	270	312	7	105	184	1	170	166	339	32,875	
2007	0	55	156	197	6	52	111	0	109	102	211	31,814	
2008	0	47	117	155	11	51	97	0	84	80	164	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	*	65.0	67.3	67.3	*	54.5	52.1	*	63.5	68.9	66.1	74.9	124
	2007		70.0	75.6	70.4	*	65.4	67.6		71.9	75.9	73.8	70.3	61
	2008		78.6	86.7	84.1	*	89.5	85.7		82.6	86.4	84.4	76.6	45
4	2006	*	77.3	68.0	68.1	*	34.5	43.1		76.7	60.7	69.4	74.0	124
	2007		57.9	86.0	81.5	*	70.6	56.7		69.7	83.8	77.1	75.7	70
	2008		77.8	77.4	75.8	33.3	65.5	65.0		78.9	75.8	77.5	77.9	71
5	2006		77.8	82.4	81.6	*	33.3	73.7		81.6	81.4	81.5	82.2	92
	2007		85.7	83.6	83.5	*	66.7	71.7		88.4	79.5	84.1	82.9	82
	2008		66.7	94.0	87.5	*	89.5	77.5		85.3	88.2	86.8	84.0	68
3-5	2006	*	73.3	71.7	71.6	62.5	46.7	55.9	*	73.3	69.1	71.5	77.1	340
	2007		69.8	82.3	79.3	66.7	67.3	66.4		77.8	80.0	78.9	76.2	213
	2008		74.0	85.7	82.2	46.2	79.1	75.7		82.1	83.1	82.6	79.5	184

NUMBER TESTED IN GRADES 3-5													
2006	2	60	272	313	8	107	186	1	172	165	340	33,063	
2007	0	53	158	198	9	55	113	0	108	105	213	32,298	
2008	0	50	133	174	13	67	115	0	95	89	184	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	*	7	33	37	*	30	34	*	23	19	42	2,820	124
	2007		6	10	16	*	9	12		9	7	16	3,303	61
	2008		3	4	7	*	2	5		4	3	7	2,542	45
4	2006	*	5	31	36	*	19	33		14	24	38	2,765	124
	2007		8	7	12	*	5	13		10	6	16	2,604	70
	2008		4	12	16	4	10	14		8	8	16	2,436	71
5	2006		4	13	16	*	8	15		9	8	17	1,997	92
	2007		2	11	13	*	4	13		5	8	13	1,785	82
	2008		6	3	8	*	2	9		5	4	9	1,730	68
3-5	2006	*	16	77	89	3	57	82	*	46	51	97	7,582	340
	2007		16	28	41	3	18	38		24	21	45	7,692	213
	2008		13	19	31	7	14	28		17	15	32	6,708	184

NUMBER TESTED IN GRADES 3-5													
2006	2	60	272	313	8	107	186	1	172	165	340	33,063	
2007	0	53	158	198	9	55	113	0	108	105	213	32,298	
2008	0	50	133	174	13	67	115	0	95	89	184	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	75.9	75.8	81.3	71.0	77.0	58.6
	2007	79.8	78.7	81.1	78.7	83.6	64.8
	2008	85.6	87.0	94.1	73.0	89.4	74.2
4	2006	76.2	73.6	75.4	67.6	75.2	62.8
	2007	86.5	81.6	77.6	76.7	71.4	72.7
	2008	82.3	77.9	85.0	76.8	73.9	62.3
5	2006	75.7	69.3	77.8	74.5	82.3	71.6
	2007	84.8	78.7	86.1	74.9	83.2	74.1
	2008	85.2	79.6	87.0	78.8	78.7	80.3
3-5	2006	75.9	73.2	78.2	70.7	77.8	63.6
	2007	83.9	79.7	81.9	76.6	79.5	71.0
	2008	84.2	80.8	87.9	76.6	79.5	71.9

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	*	35.0	23.8	25.7	*	12.1	12.7	*	28.6	21.3	25.0	22.3	124
	2007		35.0	24.4	25.9	*	15.4	16.2		31.3	24.1	27.9	19.2	61
	2008		28.6	56.7	47.7	*	57.9	45.7		47.8	45.5	46.7	26.3	45
4	2006	*	13.6	15.5	15.0	*	0.0	1.7		18.3	11.5	14.5	22.1	124
	2007		15.8	40.0	35.4	*	17.6	13.3		33.3	32.4	32.9	22.6	70
	2008		22.2	30.2	28.8	0.0	20.7	17.5		39.5	15.2	28.2	23.8	71
5	2006		16.7	18.9	19.5	*	0.0	10.5		18.4	18.6	18.5	29.9	92
	2007		21.4	35.8	34.2	*	8.3	13.0		39.5	25.6	32.9	29.3	82
	2008		22.2	48.0	42.2	*	21.1	15.0		38.2	44.1	41.2	31.9	68
3-5	2006	*	21.7	19.5	20.1	12.5	7.5	8.6	*	22.1	17.0	19.4	24.8	340
	2007		24.5	34.2	32.3	0.0	14.5	14.2		35.2	27.6	31.5	23.6	213
	2008		24.0	42.9	38.5	15.4	31.3	25.2		41.1	33.7	37.5	27.3	184


NUMBER TESTED IN GRADES 3-5													
2006	2	60	272	313	8	107	186	1	172	165	340	33,063	
2007	0	53	158	198	9	55	113	0	108	105	213	32,298	
2008	0	50	133	174	13	67	115	0	95	89	184	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	*	81.8	69.9	73.4	*	44.8	54.4		74.6	69.0	71.8	84.2	117
	2007		77.8	81.8	81.0	*	50.0	54.2		81.8	80.0	81.0	86.5	63
	2008		86.7	87.5	86.3	*	70.6	73.1		86.7	88.0	87.3	87.4	55

NUMBER TESTED IN GRADE 4													
2006	1	22	93	109	2	29	57	0	59	58	117	10,311	
2007	0	18	44	58	2	12	24	0	33	30	63	10,408	
2008	0	15	40	51	4	17	26	0	30	25	55	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	28	29	*	16	26		15	18	33	1,631	117
	2007		4	8	11	*	6	11		6	6	12	1,408	63
	2008		2	5	7	*	5	7		4	3	7	1,348	55

NUMBER TESTED IN GRADE 4													
2006	1	22	93	109	2	29	57	0	59	58	117	10,311	
2007	0	18	44	58	2	12	24	0	33	30	63	10,408	
2008	0	15	40	51	4	17	26	0	30	25	55	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	1.9	76.5	68.5	76.0	82.2
	2007	2.3	77.0	74.8	86.5	86.9
	2008	2.1	80.9	71.8	81.6	80.9

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)
4	2006	*	13.6	4.3	6.4	*	0.0	0.0		1.7	10.3	6.0	10.9	117
	2007		5.6	36.4	29.3	*	8.3	4.2		21.2	33.3	27.0	18.2	63
	2008		6.7	15.0	13.7	*	5.9	7.7		13.3	12.0	12.7	21.4	55

NUMBER TESTED IN GRADE 4													
2006	1	22	93	109	2	29	57	0	59	58	117	10,311	
2007	0	18	44	58	2	12	24	0	33	30	63	10,408	
2008	0	15	40	51	4	17	26	0	30	25	55	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		42.1	46.5	45.9	*	10.0	25.5		55.1	35.7	46.2	62.1	91
	2007		50.0	56.7	55.7	*	8.3	28.9		61.9	48.7	55.6	62.3	81
	2008		41.2	72.5	65.6	*	50.0	41.5		61.8	67.6	64.7	71.9	68

NUMBER TESTED IN GRADE 5													
2006	0	19	71	85	3	10	55	0	49	42	91	11,045	
2007	0	14	67	79	2	12	45	0	42	39	81	10,296	
2008	0	17	51	64	3	20	41	0	34	34	68	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		11	38	46	*	9	41		22	27	49	4,185	91
	2007		7	29	35	*	11	32		16	20	36	3,881	81
	2008		10	14	22	*	10	24		13	11	24	3,005	68

NUMBER TESTED IN GRADE 5													
2006	0	19	71	85	3	10	55	0	49	42	91	11,045	
2007	0	14	67	79	2	12	45	0	42	39	81	10,296	
2008	0	17	51	64	3	20	41	0	34	34	68	10,686	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	75.6	73.5	65.2	59.6
	2007	75.5	72.3	75.7	65.8
	2008	78.3	81.0	74.7	67.2

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)
5	2006		0.0	5.6	4.7	*	0.0	0.0		8.2	0.0	4.4	14.4	91
	2007		0.0	14.9	12.7	*	0.0	2.2		21.4	2.6	12.3	18.0	81
	2008		17.6	15.7	15.6	*	5.0	7.3		17.6	14.7	16.2	24.8	68

NUMBER TESTED IN GRADE 5													
2006	0	19	71	85	3	10	55	0	49	42	91	11,045	
2007	0	14	67	79	2	12	45	0	42	39	81	10,296	
2008	0	17	51	64	3	20	41	0	34	34	68	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			25.0	33.3		28.6	16.7		*	*	33.3	82.2	9
	2007			88.9	88.6	*	88.9	88.9		81.8	100.0	88.9	82.9	36
	2008			80.5	80.0		80.5	80.5		75.0	85.7	80.5	85.4	41
4	2006			*	*		*	*		*	*	*	64.8	5
	2007			*	*		*	*		*	*	*	65.9	5
	2008			71.0	73.3	*	71.0	71.0		80.0	54.5	71.0	67.0	31
5	2006													0
	2007			*	*		*	*		*	*	*	75.8	2
	2008			80.0	80.0		77.8	77.8		*	83.3	80.0	70.6	10
ALL	2006			25.0	30.0		27.3	22.2		25.0	50.0	35.7	—	14
	2007			83.7	83.3	*	83.7	83.7		80.8	88.2	83.7	—	43
	2008			76.8	77.5	*	76.5	76.5		77.3	76.3	76.8	—	82

NUMBER TESTED IN GRADES ALL													
2006	0	0	12	10	0	11	9	0	8	6	14	—	
2007	0	0	43	42	1	43	43	0	26	17	43	—	
2008	0	0	82	80	1	81	81	0	44	38	82	—	

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			6	4		5	5		*	*	6	141	9
	2007			4	4	*	4	4		4	0	4	219	36
	2008			8	8		8	8		5	3	8	239	41
4	2006			*	*		*	*		*	*	*	50	5
	2007			*	*		*	*		*	*	*	122	5
	2008			9	8	*	9	9		4	5	9	215	31
5	2006													0
	2007			*	*		*	*		*	*	*	22	2
	2008			2	2		2	2		*	1	2	65	10
ALL	2006			9	7		8	7		6	3	9	—	14
	2007			7	7	*	7	7		5	2	7	—	43
	2008			19	18	*	19	19		10	9	19	—	82

NUMBER TESTED IN GRADES ALL													
2006	0	0	12	10	0	11	9	0	8	6	14	—	
2007	0	0	43	42	1	43	43	0	26	17	43	—	
2008	0	0	82	80	1	81	81	0	44	38	82	—	

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	48.9	58.7	50.0	45.8
	2007	76.3	82.5	73.6	73.3
	2008	72.4	80.5	70.7	67.7
4	2006	*	*	*	*
	2007	*	*	*	*
	2008	76.6	76.6	64.5	69.4
5	2006				
	2007	*	*	*	*
	2008	83.8	75.0	66.3	68.5
ALL	2006	52.4	53.8	49.5	53.8
	2007	74.5	79.9	70.6	69.1
	2008	75.3	78.4	67.8	68.4

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			0.0	0.0		0.0	0.0		*	*	0.0	13.9	9
	2007			8.3	8.6	*	8.3	8.3		4.5	14.3	8.3	14.8	36
	2008			12.2	12.5		12.2	12.2		10.0	14.3	12.2	17.2	41
4	2006			*	*		*	*		*	*	*	12.7	5
	2007			*	*		*	*		*	*	*	14.2	5
	2008			19.4	20.0	*	19.4	19.4		15.0	27.3	19.4	13.5	31
5	2006													0
	2007			*	*		*	*		*	*	*	17.6	2
	2008			20.0	20.0		11.1	11.1		*	16.7	20.0	19.9	10
ALL	2006			0.0	0.0		0.0	0.0		0.0	0.0	0.0	—	14
	2007			7.0	7.1	*	7.0	7.0		3.8	11.8	7.0	—	43
	2008			15.9	16.3	*	14.8	14.8		13.6	18.4	15.9	—	82

NUMBER TESTED IN ALL GRADES													
2006	0	0	12	10	0	11	9	0	8	6	14	—	
2007	0	0	43	42	1	43	43	0	26	17	43	—	
2008	0	0	82	80	1	81	81	0	44	38	82	—	

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			12.5	16.7		14.3	16.7		*	*	22.2	65.1	9
	2007			60.5	59.5	*	60.5	60.5		69.6	46.7	60.5	62.1	38
	2008			70.7	70.0		70.7	70.7		65.0	76.2	70.7	71.7	41
4	2006			*	*		*	*		*	*	*	53.2	5
	2007			*	*		*	*		*	*	*	61.2	5
	2008			65.0	68.4	*	65.0	65.0		71.4	50.0	65.0	63.1	20
5	2006												*	0
	2007			*	*		*	*		*	*	*	38.3	2
	2008			50.0	50.0		50.0	50.0		*	*	50.0	53.3	6
ALL	2006			25.0	30.0		27.3	33.3		37.5	16.7	28.6	63.1	14
	2007			60.0	59.1	*	60.0	60.0		70.4	44.4	60.0	60.9	45
	2008			67.2	67.7	*	67.2	67.2		64.9	70.0	67.2	68.2	67

NUMBER TESTED IN GRADES ALL													
2006	0	0	12	10	0	11	9	0	8	6	14	888	
2007	0	0	45	44	2	45	45	0	27	18	45	1,376	
2008	0	0	67	65	3	67	67	0	37	30	67	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			7	5		6	5		*	*	7	261	9
	2007			15	15	*	15	15		7	8	15	389	38
	2008			12	12		12	12		7	5	12	316	41
4	2006			*	*		*	*		*	*	*	65	5
	2007			*	*		*	*		*	*	*	112	5
	2008			7	6	*	7	7		4	3	7	157	20
5	2006												*	0
	2007			*	*		*	*		*	*	*	37	2
	2008			3	3		3	3		*	*	3	56	6
ALL	2006			9	7		8	6		5	5	10	328	14
	2007			18	18	*	18	18		8	10	18	538	45
	2008			22	21	*	22	22		13	9	22	529	67

NUMBER TESTED IN GRADES ALL													
2006	0	0	12	10	0	11	9	0	8	6	14	888	
2007	0	0	45	44	2	45	45	0	27	18	45	1,376	
2008	0	0	67	65	3	67	67	0	37	30	67	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	48.9	55.6	44.4	48.1	41.7	40.3
	2007	72.6	78.5	80.7	77.6	82.2	58.9
	2008	76.3	77.2	84.6	72.0	79.9	64.0
4	2006	*	*	*	*	*	*
	2007	*	*	*	*	*	*
	2008	82.3	78.6	80.8	69.2	73.8	61.9
5	2006						
	2007	*	*	*	*	*	*
	2008	56.1	45.2	71.4	61.9	70.8	50.0
ALL	2006	54.8	52.0	48.8	46.4	46.4	38.4
	2007	71.0	74.2	77.7	75.9	79.4	58.9
	2008	76.3	74.8	82.3	70.2	77.2	62.1

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			0.0	0.0		0.0	0.0		*	*	0.0	16.6	9
	2007			26.3	24.3	*	26.3	26.3		30.4	20.0	26.3	15.9	38
	2008			12.2	12.5		12.2	12.2		10.0	14.3	12.2	20.9	41
4	2006			*	*		*	*		*	*	*	15.1	5
	2007			*	*		*	*		*	*	*	24.6	5
	2008			35.0	36.8	*	35.0	35.0		42.9	16.7	35.0	22.8	20
5	2006												*	0
	2007			*	*		*	*		*	*	*	11.7	2
	2008			16.7	16.7		16.7	16.7		*	*	16.7	14.2	6
ALL	2006			0.0	0.0		0.0	0.0		0.0	0.0	0.0	—	14
	2007			22.2	20.5	*	22.2	22.2		25.9	16.7	22.2	—	45
	2008			19.4	20.0	*	19.4	19.4		21.6	16.7	19.4	—	67


NUMBER TESTED IN ALL GRADES													
2006	0	0	12	10	0	11	9	0	8	6	14	—	
2007	0	0	45	44	2	45	45	0	27	18	45	—	
2008	0	0	67	65	3	67	67	0	37	30	67	—	

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	5
	2007			80.0	80.0		80.0	80.0		*	85.7	80.0	79.1	10
	2008			93.3	93.1	*	93.3	93.3		89.5	100.0	93.3	81.9	30

NUMBER TESTED IN GRADE 4													
2006	0	0	4	4	0	4	3	0	3	2	5	161	
2007	0	0	10	10	0	10	10	0	3	7	10	364	
2008	0	0	30	29	2	30	30	0	19	11	30	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	5
	2007			2	2		2	2		*	1	2	76	10
	2008			2	2	*	2	2		2	0	2	121	30

NUMBER TESTED IN GRADE 4													
2006	0	0	4	4	0	4	3	0	3	2	5	161	
2007	0	0	10	10	0	10	10	0	3	7	10	364	
2008	0	0	30	29	2	30	30	0	19	11	30	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	2.1	72.5	66.3	87.5	70.0
	2008	2.2	82.5	79.2	92.9	90.4

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)
4	2006			*	*		*	*		*	*	*	11.8	5
	2007			10.0	10.0		10.0	10.0		*	14.3	10.0	13.2	10
	2008			20.0	20.7	*	20.0	20.0		10.5	36.4	20.0	14.2	30

NUMBER TESTED IN GRADE 4													
2006	0	0	4	4	0	4	3	0	3	2	5	161	
2007	0	0	10	10	0	10	10	0	3	7	10	364	
2008	0	0	30	29	2	30	30	0	19	11	30	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	55.0	86.7	76.9	69.9	65
	2007	0.0	46.2	25.0	46.9	48
	2008		11.1	11.1	57.6	27
1	2006	41.2	64.3	53.9	54.1	76
	2007	33.3	58.1	54.1	51.4	37
	2008	*	52.0	50.0	50.2	28
2	2006	14.3	62.8	43.7	49.2	71
	2007	21.4	57.9	36.2	44.5	47
	2008	27.8	71.4	51.3	50.2	39
1-2	2006	29.0	63.5	49.0	51.4	147
	2007	23.5	58.0	44.0	47.6	84
	2008	28.6	60.9	50.7	50.2	67

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	68.2	86.7	80.6	68.7	67
	2007	33.9	63.0	43.0	44.3	86
	2008	25.0	9.7	19.5	44.9	87
1	2006	70.6	65.9	68.0	60.7	75
	2007	22.7	43.3	29.2	48.8	96
	2008	49.2	55.2	51.1	55.5	94
2	2006	46.7	75.0	63.5	63.1	74
	2007	44.8	52.6	47.9	55.6	48
	2008	35.5	50.0	38.8	57.5	98
K-2	2006	61.6	76.2	70.4	63.9	216
	2007	31.2	52.6	38.3	49.1	230
	2008	37.1	36.6	36.9	52.7	279

Number Tested	2006	82	130	212	27,596	
	2007	56	76	132	24,696	
	2008	21	73	94	21,817	

Number Tested	2006	86	130	216	28,201	
	2007	154	76	230	34,441	
	2008	197	82	279	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	*	94.7	68.9	77.6	*	50.0	55.0		72.7	81.3	76.9	69.9	65
	2007		46.7	15.6	23.9		0.0	0.0		22.7	26.9	25.0	46.9	48
	2008		10.0	14.3	11.5					6.7	16.7	11.1	57.6	27
1	2006		60.9	50.0	51.4	*	39.4	41.2		57.5	50.0	53.9	54.1	76
	2007		60.0	47.6	56.3	*	*	33.3		40.0	63.6	54.1	51.4	37
	2008		33.3	62.5	52.2		*	*		45.5	52.9	50.0	50.2	28
2	2006		66.7	34.0	40.3	*	10.3	14.3		42.9	44.4	43.7	49.2	71
	2007		40.0	34.4	36.4	*	31.6	21.4		34.6	38.1	36.2	44.5	47
	2008		61.9	38.9	51.4	*	*	27.8		37.5	60.9	51.3	50.2	39
1-2	2006		63.6	42.2	46.3	*	25.8	29.0		50.7	47.2	49.0	51.4	147
	2007		50.0	39.6	44.7	*	31.8	23.5		36.6	51.2	44.0	47.6	84
	2008		51.5	50.0	51.7	*	16.7	28.6		40.7	57.5	50.7	50.2	67

Number Tested	2006	1	63	147	192	7	80	82	0	108	104	212	27,596
	2007	0	45	85	122	2	43	56	0	63	69	132	24,696
	2008	0	53	41	86	2	6	21	0	42	52	94	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	*	6	7	11	*	1	1		7	6	13	1,856	65
	2007		2	0	2		0	0		1	1	2	1,245	48
	2008		0	0	0					0	0	0	1,687	27
1	2006		3	5	6	*	1	1		5	3	8	1,786	76
	2007		0	1	1	*	*	0		1	1	2	1,458	37
	2008		0	6	6		*	*		3	3	6	1,555	28
2	2006		3	5	5	*	0	0		4	4	8	1,340	71
	2007		0	2	2	*	0	0		2	0	2	896	47
	2008		4	1	5	*	*	0		2	3	5	1,065	39
1-2	2006		6	10	11	*	1	1		9	7	16	3,126	147
	2007		0	3	3	*	0	0		3	1	4	2,355	84
	2008		4	7	11	*	1	1		5	6	11	2,620	67
Number Tested	2006	1	63	147	192	7	80	82	0	108	104	212	27,596	
	2007	0	45	85	122	2	43	56	0	63	69	132	24,696	
	2008	0	53	41	86	2	6	21	0	42	52	94	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	*	100.0	72.3	80.0	*	55.0	68.2		76.5	84.8	80.6	68.7	67
	2007		60.0	40.0	41.7		32.2	33.9		47.2	40.0	43.0	44.3	86
	2008		5.0	23.9	20.0	*	25.0	25.0		21.2	17.1	19.5	44.9	87
1	2006		57.1	71.7	66.2	*	69.7	70.6		69.2	66.7	68.0	60.7	75
	2007		40.0	26.3	27.8	*	23.4	22.7		38.1	22.2	29.2	48.8	96
	2008		38.5	53.1	50.0	*	48.5	49.2		51.2	50.9	51.1	55.5	94
2	2006		68.2	61.5	63.1	*	41.9	46.7		70.3	56.8	63.5	63.1	74
	2007		33.3	54.5	51.1	*	65.0	44.8		53.8	40.9	47.9	55.6	48
	2008		42.9	37.7	38.5	*	33.9	35.5		39.5	38.2	38.8	57.5	98
K-2	2006	*	74.2	68.4	69.4	20.0	56.0	61.6		71.8	68.9	70.4	63.9	216
	2007		44.4	36.6	37.9	16.7	32.9	31.2		45.2	32.5	38.3	49.1	230
	2008		27.8	39.1	36.4	0.0	36.4	37.1		36.0	37.8	36.9	52.7	279

Number Tested	2006	1	62	152	196	10	84	86	0	110	106	216	28,201
	2007	0	45	183	219	6	143	154	0	104	126	230	34,441
	2008	0	54	225	269	7	184	197	0	136	143	279	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	18	27	*	2	4		16	15	31	2,491	67
	2007		2	5	7		3	3		4	3	7	2,583	86
	2008		0	4	4	*	4	4		2	2	4	2,788	87
1	2006		2	15	16	*	7	7		11	6	17	2,111	75
	2007		1	2	3	*	2	2		3	0	3	1,769	96
	2008		0	6	6	*	3	3		3	3	6	2,800	94
2	2006		6	11	13	*	2	2		10	7	17	2,575	74
	2007		0	7	7	*	5	5		6	1	7	2,098	48
	2008		4	5	9	*	3	3		4	5	9	2,912	98
K-2	2006	*	20	44	56	0	11	13		37	28	65	7,177	216
	2007		3	14	17	0	10	10		13	4	17	6,450	230
	2008		4	15	19	0	10	10		9	10	19	8,500	279

Number Tested	2006	1	62	152	196	10	84	86	0	110	106	216	28,201
	2007	0	45	183	219	6	143	154	0	104	126	230	34,441
	2008	0	54	225	269	7	184	197	0	136	143	279	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			80.9	81.4	*	81.6	81.2		80.0	81.6	80.9	85.2	89
	2007			85.2	85.2		85.2	84.9		81.8	87.5	85.2	84.7	54
	2008			96.7	96.6	*	96.4	96.4		97.3	95.7	96.7	87.0	60
1	2006			64.9	64.3	*	66.1	65.5		44.0	81.3	64.9	82.5	57
	2007			72.1	74.6	*	72.1	73.3		71.4	72.7	72.1	84.5	61
	2008			79.1	78.8	*	78.8	79.7		70.0	86.5	79.1	88.0	67
2	2006			73.8	73.8	*	73.8	75.9		63.9	88.0	73.8	87.2	61
	2007			78.7	77.8	*	78.7	80.0		68.2	88.0	78.7	89.9	47
	2008			93.1	93.1	*	93.1	93.1		92.6	93.5	93.1	93.4	58
K-2	2006			74.4	74.4	42.9	75.0	75.3		65.3	83.0	74.4	84.6	207
	2007			78.4	79.1	*	78.4	79.1		73.6	82.2	78.4	85.6	162
	2008			89.2	89.1	*	88.9	89.3		87.2	91.2	89.2	89.3	185

Number Tested	2006	0	0	207	203	7	204	198	0	101	106	207	10,804
	2007	0	0	162	158	5	162	158	0	72	90	162	14,889
	2008	0	0	185	183	5	180	178	0	94	91	185	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			27	27	*	27	27		14	13	27	2,064	89
	2007			19	19		19	18		10	9	19	2,779	54
	2008			40	39	*	37	37		22	18	40	3,280	60
1	2006			6	6	*	6	6		1	5	6	1,391	57
	2007			9	9	*	9	9		4	5	9	1,782	61
	2008			25	24	*	25	25		10	15	25	2,412	67
2	2006			11	11	*	11	11		6	5	11	838	61
	2007			10	9	*	10	9		4	6	10	1,196	47
	2008			19	19	*	19	19		12	7	19	2,596	58
K-2	2006			44	44	1	44	44		21	23	44	4,293	207
	2007			38	37	*	38	36		18	20	38	5,757	162
	2008			84	82	*	81	81		44	40	84	8,288	185

Number Tested	2006	0	0	207	203	7	204	198	0	101	106	207	10,804
	2007	0	0	162	158	5	162	158	0	72	90	162	14,889
	2008	0	0	185	183	5	180	178	0	94	91	185	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	0.0	0	-	1	0.0	4	0.0
3	7	14.3	11	9.1	21	4.8	39	7.7
4	7	28.6	11	18.2	12	0.0	30	13.3
5	1	0.0	4	25.0	0	-	5	20.0
ALL	18	16.7	26	15.4	34	2.9	78	10.3