

Campus Data Packet

for 2008 - 09 Plans



JAMES STEPHEN HOGG
School Number 157

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

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

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

2007-08 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2007-08. They are counted as new if they were not enrolled in a district campus before the last day of the 2006-07 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2006-07 and 2007-08.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled on the first day of the second six-weeks grading period and on the last day of testing.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

TAKS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2009, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

SCE Compliance and ITBS / ITED / Logramos

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Kindergarten ITBS reading results for all three years are for the Language Total subtest; all other grades' results reflect Reading Total performance. (The Reading Total summary is not available with use of the level 5R form administered to kindergarteners in 2008.) All Logramos reading summaries are for Reading Total. The number tested includes kindergarteners.
- Numbers tested in READING for 2006 and 2007 may not match those reported in campus data packets published in the last two years. Previous totals did not consistently include students in Kindergarten, though documentation included with the reports indicated otherwise.

STUDENT ENROLLMENT

Grade	Enrollment
PK	42
KN	50
1	44
2	48
3	50
4	40
5	47
ALL	321

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	3	0.9	8	32.0
American Indian	0	0.0	*	*
Asian	1	0.3	*	*
Hispanic	312	97.2	12	48.0
White	5	1.6	5	20.0
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	299	93.1
Limited English proficient students	225	70.1
Special education students	19	5.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	55	2	3.6	0	0.0	0	0.0	52	94.5	1	1.8
	2007	46	0	0.0	0	0.0	0	0.0	46	100.0	0	0.0
	2008	42	0	0.0	0	0.0	0	0.0	41	97.6	1	2.4
KN	2006	73	2	2.7	0	0.0	0	0.0	71	97.3	0	0.0
	2007	50	1	2.0	0	0.0	0	0.0	49	98.0	0	0.0
	2008	50	2	4.0	0	0.0	0	0.0	48	96.0	0	0.0
1	2006	96	4	4.2	0	0.0	1	1.0	88	91.7	3	3.1
	2007	63	2	3.2	0	0.0	1	1.6	60	95.2	0	0.0
	2008	44	0	0.0	0	0.0	0	0.0	44	100.0	0	0.0
2	2006	69	3	4.3	1	1.4	0	0.0	64	92.8	1	1.4
	2007	63	2	3.2	0	0.0	1	1.6	60	95.2	0	0.0
	2008	48	1	2.1	0	0.0	0	0.0	45	93.8	2	4.2
3	2006	68	1	1.5	0	0.0	1	1.5	65	95.6	1	1.5
	2007	43	0	0.0	0	0.0	0	0.0	43	100.0	0	0.0
	2008	50	0	0.0	0	0.0	0	0.0	50	100.0	0	0.0
4	2006	56	2	3.6	0	0.0	0	0.0	54	96.4	0	0.0
	2007	53	0	0.0	0	0.0	1	1.9	51	96.2	1	1.9
	2008	40	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0
5	2006	51	0	0.0	0	0.0	1	2.0	50	98.0	0	0.0
	2007	40	0	0.0	0	0.0	0	0.0	39	97.5	1	2.5
	2008	47	0	0.0	0	0.0	1	2.1	44	93.6	2	4.3
EC-5	2006	474	15	3.2	1	0.2	3	0.6	448	94.5	7	1.5
	2007	358	5	1.4	0	0.0	3	0.8	348	97.2	2	0.6
	2008	321	3	0.9	0	0.0	1	0.3	312	97.2	5	1.6

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	55	52	94.5	44	80.0	0	0.0	0	0.0	49	89.1	0.0
	2007	46	43	93.5	33	71.7	1	2.2	0	0.0	45	97.8	0.0
	2008	42	39	92.9	32	76.2	0	0.0	0	0.0	41	97.6	0.0
KN	2006	73	70	95.9	53	72.6	0	0.0	0	0.0	21	28.8	1.4
	2007	50	46	92.0	28	56.0	2	4.0	4	8.0	16	32.0	0.0
	2008	50	48	96.0	39	78.0	2	4.0	6	12.0	10	20.0	0.0
1	2006	96	86	89.6	70	72.9	6	6.3	5	5.2	7	7.3	4.2
	2007	63	57	90.5	39	61.9	0	0.0	6	9.5	9	14.3	4.8
	2008	44	39	88.6	27	61.4	2	4.5	6	13.6	2	4.5	9.1
2	2006	69	62	89.9	52	75.4	3	4.3	6	8.7	4	5.8	20.3
	2007	63	58	92.1	45	71.4	8	12.7	9	14.3	5	7.9	1.6
	2008	48	46	95.8	32	66.7	0	0.0	7	14.6	1	2.1	0.0
3	2006	68	66	97.1	54	79.4	8	11.8	11	16.2	5	7.4	0.0
	2007	43	40	93.0	38	88.4	3	7.0	7	16.3	1	2.3	4.7
	2008	50	48	96.0	37	74.0	6	12.0	10	20.0	1	2.0	0.0
4	2006	56	51	91.1	9	16.1	3	5.4	13	23.2	2	3.6	7.1
	2007	53	50	94.3	31	58.5	10	18.9	9	17.0	3	5.7	1.9
	2008	40	36	90.0	32	80.0	3	7.5	10	25.0	3	7.5	5.0
5	2006	51	48	94.1	14	27.5	5	9.8	9	17.6	3	5.9	15.7
	2007	40	37	92.5	6	15.0	3	7.5	13	32.5	0	0.0	2.5
	2008	47	43	91.5	26	55.3	6	12.8	9	19.1	3	6.4	2.1
EC-5	2006	474	439	92.6	296	62.4	31	6.5	44	9.3	94	19.8	7.2
	2007	358	331	92.5	220	61.5	27	7.5	48	13.4	79	22.1	2.2
	2008	321	299	93.1	225	70.1	19	5.9	48	15.0	61	19.0	2.2

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	27.4	3,987.7	26.2	95.5	3,815.3	95.7	67	100.0	100.0	50	7,228	100.0	100.0
	2007	22.3	4,117.2	21.5	96.4	3,933.6	95.5	58	100.0	100.0	39	7,436	100.0	100.0
	2008	20.2	4,133.2	19.4	96.0	3,942.7	95.4	54	100.0	100.0	35	7,427	100.0	100.0
KN	2006	73.2	13,725.9	70.5	96.3	13,178.1	96.0	18	24.6	25.7	64	11,822	87.4	86.1
	2007	50.9	13,945.0	48.8	95.9	13,385.6	96.0	10	19.7	24.3	46	12,035	90.4	86.3
	2008	51.5	13,568.1	49.9	96.9	13,004.4	95.8	10	19.4	23.5	46	11,618	89.4	85.6
1	2006	95.9	14,145.9	92.9	96.8	13,632.7	96.4	21	21.9	24.8	86	12,164	89.6	86.0
	2007	61.6	14,353.8	59.9	97.1	13,851.4	96.5	11	17.9	23.2	56	12,437	90.9	86.6
	2008	46.2	14,626.9	44.9	97.1	14,102.7	96.4	3	6.5	21.2	43	12,704	93.0	86.9
2	2006	69.6	13,536.9	67.8	97.5	13,115.8	96.9	13	18.7	22.9	61	11,853	87.6	87.6
	2007	64.3	13,403.8	62.9	97.8	12,978.9	96.8	8	12.4	21.7	60	11,729	93.3	87.5
	2008	48.9	13,708.6	47.4	96.9	13,269.8	96.8	6	12.3	19.7	45	12,043	92.0	87.9
3	2006	67.8	12,948.9	66.9	98.6	12,577.2	97.1	14	20.6	22.8	60	11,376	88.5	87.9
	2007	43.4	12,998.4	42.4	97.7	12,633.3	97.2	5	11.5	21.1	41	11,445	94.6	88.0
	2008	49.9	12,806.9	49.0	98.1	12,425.5	97.0	2	4.0	19.1	48	11,408	96.2	89.1
4	2006	58.4	12,021.0	56.8	97.2	11,684.2	97.2	10	17.1	22.3	53	10,587	90.7	88.1
	2007	51.9	12,104.9	50.8	97.8	11,768.3	97.2	6	11.5	19.7	49	10,683	94.3	88.3
	2008	41.5	12,329.8	40.7	98.1	11,960.3	97.0	2	4.8	19.7	39	10,924	94.0	88.6
5	2006	53.2	12,618.4	52.0	97.8	12,262.2	97.2	12	22.6	22.3	48	11,130	90.3	88.2
	2007	40.1	11,757.0	39.2	97.8	11,426.8	97.2	6	15.0	20.9	36	10,362	89.8	88.1
	2008	45.7	11,874.2	44.7	97.7	11,539.6	97.2	7	15.3	18.8	44	10,608	96.2	89.3
EC-5	2006	448.8	83,530.4	436.0	97.2	80,779.5	96.7	157	35.0	34.4	424	76,525	94.5	91.6
	2007	334.5	83,122.6	325.4	97.3	80,387.4	96.7	104	31.1	33.3	327	76,416	97.8	91.9
	2008	303.9	83,438.7	295.9	97.4	80,606.0	96.6	84	27.6	31.9	300	76,970	98.7	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	8	32.0
Hispanic	12	48.0
White	5	20.0
Other	0	0.0

Gender	Number	Percent
Female	18	72.0
Male	7	28.0

TOTAL	25
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AVERAGE NUMBER OF ABSENCES

2006	4.7
2007	5.3
2008	4.9

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	*	*	98.1	98.1	*	97.7	97.8		96.6	100.0	98.2	87.7	55
	2007			87.8	86.8	*	86.1	87.8	*	90.5	85.0	87.8	84.6	41
	2008			94.3	93.9	*	95.8	93.3		95.0	93.3	94.3	86.2	35
4	2006		*	70.6	66.7		*	47.6	*	71.4	68.8	69.8	69.5	53
	2007	*		79.1	78.6	*	70.8	69.0		76.2	83.3	80.0	69.7	45
	2008			60.0	56.8	*	59.4	58.8		54.2	68.8	60.0	72.1	40
5	2006			84.4	83.3		70.0	79.3	*	87.0	81.8	84.4	76.9	45
	2007	*		86.1	85.3	*	*	72.2	*	80.0	90.9	86.5	78.3	37
	2008	*		89.2	88.9	*	85.7	84.6	*	88.9	90.5	89.7	82.9	39
3-5	2006	*	*	84.6	83.2	*	89.7	81.1	*	86.3	82.5	84.3	78.2	153
	2007	*		84.2	83.3	66.7	79.4	78.4	*	82.5	86.4	84.6	77.6	123
	2008	*		80.4	79.2	*	77.9	77.8	*	77.4	84.6	80.7	80.3	114

	NUMBER TESTED IN GRADES 3-5											
2006	1	3	149	143	2	58	95	2	73	80	153	32,875
2007	2	0	120	114	6	63	88	2	57	66	123	31,814
2008	1	0	112	106	5	77	90	1	62	52	114	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	*	*	1	1	*	1	1		1	0	1	1,380	55
	2007			5	5	*	5	5	*	2	3	5	1,675	41
	2008			2	2	*	1	2		1	1	2	1,443	35
4	2006		*	15	16		*	11	*	6	10	16	3,190	53
	2007	*		9	9	*	7	9		5	4	9	3,189	45
	2008			16	16	*	13	14		11	5	16	2,996	40
5	2006			7	7		3	6	*	3	4	7	2,584	45
	2007	*		5	5	*	*	5	*	3	2	5	2,258	37
	2008	*		4	4	*	3	4	*	2	2	4	1,827	39
3-5	2006	*	*	23	24	*	6	18	*	10	14	24	7,154	153
	2007	*		19	19	2	13	19	*	10	9	19	7,122	123
	2008	*		22	22	*	17	20	*	14	8	22	6,266	114

	NUMBER TESTED IN GRADES 3-5											
2006	1	3	149	143	2	58	95	2	73	80	153	32,875
2007	2	0	120	114	6	63	88	2	57	66	123	31,814
2008	1	0	112	106	5	77	90	1	62	52	114	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	82.5	87.0	79.7	85.2
	2007	80.3	85.7	76.4	77.1
	2008	84.8	88.2	85.2	84.6
4	2006	75.7	74.3	71.4	70.9
	2007	77.6	79.2	72.1	71.3
	2008	76.3	71.6	74.3	73.5
5	2006	76.6	80.0	80.6	73.3
	2007	75.7	87.2	79.7	77.1
	2008	79.7	86.2	80.4	79.1
3-5	2006	78.4	80.5	77.1	76.8
	2007	77.9	83.8	75.8	75.0
	2008	80.1	81.7	79.8	78.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006	*	*	30.2	30.2	*	29.5	31.1		20.7	38.5	29.1	28.0	55
	2007			29.3	28.9	*	25.0	29.3	*	28.6	30.0	29.3	21.3	41
	2008			40.0	39.4	*	37.5	33.3		40.0	40.0	40.0	21.5	35
4	2006		*	3.9	2.1		*	0.0	*	0.0	6.3	3.8	10.0	53
	2007	*		7.0	7.1	*	4.2	3.4		4.8	8.3	6.7	16.6	45
	2008			10.0	10.8	*	12.5	11.8		12.5	6.3	10.0	14.4	40
5	2006			4.4	4.8		0.0	0.0	*	4.3	4.5	4.4	10.8	45
	2007	*		13.9	14.7	*	*	5.6	*	20.0	9.1	13.5	13.1	37
	2008	*		10.8	11.1	*	4.8	3.8	*	11.1	9.5	10.3	16.5	39
3-5	2006	*	*	13.4	13.3	*	22.4	14.7	*	9.6	16.3	13.1	16.4	153
	2007	*		16.7	16.7	16.7	15.9	15.9	*	17.5	15.2	16.3	17.1	123
	2008	*		19.6	19.8	*	18.2	16.7	*	21.0	17.3	19.3	17.4	114

	NUMBER TESTED IN GRADES 3-5											
2006	1	3	149	143	2	58	95	2	73	80	153	32,875
2007	2	0	120	114	6	63	88	2	57	66	123	31,814
2008	1	0	112	106	5	77	90	1	62	52	114	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	*	*	90.9	89.1	*	88.9	87.0		83.3	96.3	89.5	74.9	57
	2007			80.5	78.9	*	77.8	80.5	*	76.2	85.0	80.5	70.3	41
	2008			88.9	88.4	*	84.8	86.8		93.1	81.3	88.9	76.6	45
4	2006		*	90.4	87.5		*	76.2	*	100.0	81.8	88.7	74.0	53
	2007	*		75.0	76.7	*	62.5	66.7		72.7	75.0	73.9	75.7	46
	2008			65.0	64.9	*	65.6	61.8		66.7	62.5	65.0	77.9	40
5	2006			84.1	83.3		90.0	75.9	*	81.8	86.4	84.1	82.2	44
	2007	*		94.4	94.1	*	*	88.9	*	100.0	90.9	94.6	82.9	37
	2008	*		97.4	97.4	*	95.5	96.4	*	100.0	95.5	97.6	84.0	41
3-5	2006	*	*	88.7	86.9	*	86.7	81.3	*	87.5	87.8	87.7	77.1	154
	2007	*		82.6	82.6	57.1	71.4	77.5	*	81.0	83.3	82.3	76.2	124
	2008	*		83.7	83.9	71.4	80.5	81.0	*	86.1	81.5	84.1	79.5	126

	NUMBER TESTED IN GRADES 3-5											
2006	1	2	151	145	2	60	96	2	72	82	154	33,063
2007	2	0	121	115	7	63	89	2	58	66	124	32,298
2008	2	0	123	118	7	87	100	1	72	54	126	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	*	*	5	6	*	5	6		5	1	6	2,820	57
	2007			8	8	*	8	8	*	5	3	8	3,303	41
	2008			5	5	*	5	5		2	3	5	2,542	45
4	2006		*	5	6		*	5	*	0	6	6	2,765	53
	2007	*		11	10	*	9	10		6	6	12	2,604	46
	2008			14	13	*	11	13		8	6	14	2,436	40
5	2006			7	7		1	7	*	4	3	7	1,997	44
	2007	*		2	2	*	*	2	*	0	2	2	1,785	37
	2008	*		1	1	*	1	1	*	0	1	1	1,730	41
3-5	2006	*	*	17	19	*	8	18	*	9	10	19	7,582	154
	2007	*		21	20	3	18	20	*	11	11	22	7,692	124
	2008	*		20	19	2	17	19	*	10	10	20	6,708	126

	NUMBER TESTED IN GRADES 3-5											
2006	1	2	151	145	2	60	96	2	72	82	154	33,063
2007	2	0	121	115	7	63	89	2	58	66	124	32,298
2008	2	0	123	118	7	87	100	1	72	54	126	32,696

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2006	86.8	92.7	87.1	86.8	86.0	64.5
	2007	81.2	84.1	81.3	84.1	80.5	65.2
	2008	82.2	91.9	88.9	84.8	86.7	77.8
4	2006	89.9	93.3	80.8	77.0	84.0	69.6
	2007	80.0	79.5	76.4	72.5	71.7	73.9
	2008	78.4	77.9	72.9	71.7	65.0	67.2
5	2006	80.0	71.1	78.9	81.2	84.1	69.0
	2007	92.1	83.8	92.7	88.0	91.2	85.5
	2008	85.4	86.8	94.1	84.7	89.6	83.8
3-5	2006	85.9	86.7	82.6	81.8	84.7	67.5
	2007	84.0	82.3	82.9	81.0	80.4	74.5
	2008	82.0	85.8	85.5	80.6	80.8	76.4

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	*	*	27.3	27.3	*	22.2	23.9		20.0	37.0	28.1	22.3	57
	2007			24.4	23.7	*	22.2	24.4	*	23.8	25.0	24.4	19.2	41
	2008			42.2	44.2	*	42.4	39.5		48.3	31.3	42.2	26.3	45
4	2006		*	26.9	22.9		*	9.5	*	35.0	21.2	26.4	22.1	53
	2007	*		22.7	23.3	*	4.2	10.0		31.8	12.5	21.7	22.6	46
	2008			20.0	21.6	*	18.8	17.6		16.7	25.0	20.0	23.8	40
5	2006			15.9	16.7		0.0	0.0	*	18.2	13.6	15.9	29.9	44
	2007	*		63.9	67.6	*	*	50.0	*	60.0	68.2	64.9	29.3	37
	2008	*		47.4	47.4	*	45.5	35.7	*	42.1	50.0	46.3	31.9	41
3-5	2006	*	*	23.8	22.8	*	16.7	13.5	*	23.6	24.4	24.0	24.8	154
	2007	*		35.5	36.5	42.9	17.5	24.7	*	36.2	34.8	35.5	23.6	124
	2008	*		36.6	38.1	14.3	34.5	31.0	*	36.1	37.0	36.5	27.3	126

	NUMBER TESTED IN GRADES 3-5											
2006	1	2	151	145	2	60	96	2	72	82	154	33,063
2007	2	0	121	115	7	63	89	2	58	66	124	32,298
2008	2	0	123	118	7	87	100	1	72	54	126	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		*	92.3	91.8		*	81.8	*	86.4	96.9	92.6	84.2	54
	2007	*		90.2	90.0	*	87.0	89.3		85.7	95.2	90.5	86.5	42
	2008			95.0	94.6	*	96.9	97.1		91.7	100.0	95.0	87.4	40

	NUMBER TESTED IN GRADE 4											
2006	0	2	52	49	0	4	22	1	22	32	54	10,311
2007	1	0	41	40	3	23	28	0	21	21	42	10,408
2008	0	0	40	37	2	32	34	0	24	16	40	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		*	4	*	3	1	4	1,631	54
	2007	*		4	4	*	3	3		3	1	4	1,408	42
	2008			2	2	*	1	1		2	0	2	1,348	40

NUMBER TESTED IN GRADE 4													
2006	0	2	52	49	0	4	22	1	22	32	54	10,311	
2007	1	0	41	40	3	23	28	0	21	21	42	10,408	
2008	0	0	40	37	2	32	34	0	24	16	40	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	86.1	85.0	83.3	92.6
	2007	2.1	87.5	84.8	90.8	89.0
	2008	2.2	85.0	84.4	80.9	86.6

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		*	7.7	8.2		*	0.0	*	0.0	12.5	7.4	10.9	54
	2007	*		7.3	7.5	*	8.7	7.1		0.0	14.3	7.1	18.2	42
	2008			17.5	16.2	*	18.8	17.6		12.5	25.0	17.5	21.4	40


	NUMBER TESTED IN GRADE 4											
2006	0	2	52	49	0	4	22	1	22	32	54	10,311
2007	1	0	41	40	3	23	28	0	21	21	42	10,408
2008	0	0	40	37	2	32	34	0	24	16	40	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			75.0	73.8		60.0	65.5	*	77.3	72.7	75.0	62.1	44
	2007	*		91.7	91.2	*	*	88.9	*	100.0	86.4	91.9	62.3	37
	2008	*		84.2	84.2	*	81.8	82.1	*	89.5	81.8	85.4	71.9	41

	NUMBER TESTED IN GRADE 5											
2006	0	0	44	42	0	10	29	1	22	22	44	11,045
2007	1	0	36	34	1	3	18	1	15	22	37	10,296
2008	2	0	38	38	2	22	28	1	19	22	41	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	11		4	10	*	5	6	11	4,185	44
	2007	*		3	3	*	*	2	*	0	3	3	3,881	37
	2008	*		6	6	*	4	5	*	2	4	6	3,005	41

	NUMBER TESTED IN GRADE 5											
2006	0	0	44	42	0	10	29	1	22	22	44	11,045
2007	1	0	36	34	1	3	18	1	15	22	37	10,296
2008	2	0	38	38	2	22	28	1	19	22	41	10,686


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	82.9	82.8	80.1	72.7
	2007	89.4	91.9	86.5	73.6
	2008	86.9	91.3	84.3	72.6

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			11.4	11.9		10.0	3.4	*	18.2	4.5	11.4	14.4	44
	2007	*		36.1	38.2	*	*	22.2	*	46.7	27.3	35.1	18.0	37
	2008	*		21.1	21.1	*	13.6	14.3	*	31.6	13.6	22.0	24.8	41

	NUMBER TESTED IN GRADE 5											
2006	0	0	44	42	0	10	29	1	22	22	44	11,045
2007	1	0	36	34	1	3	18	1	15	22	37	10,296
2008	2	0	38	38	2	22	28	1	19	22	41	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			*	*		*	*			*	*	82.2	1
	2007			*	*		*	*			*	*	82.9	1
	2008			80.0	80.0	*	77.8	77.8		77.8	*	80.0	85.4	10
4	2006												64.8	0
	2007			*	*		*	*		*		*	65.9	1
	2008												67.0	0
ALL	2006			*	*		*	*			*	*	—	1
	2007			*	*		*	*		*	*	*	—	3
	2008			81.8	81.8	*	80.0	80.0		80.0	*	81.8	—	11

NUMBER TESTED IN GRADES ALL													
2006	0	0	1	1	0	1	1	0	0	1	1	—	
2007	0	0	3	3	0	3	3	0	2	1	3	—	
2008	0	0	11	11	1	10	10	0	10	1	11	—	

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			*	*		*	*			*	*	141	1
	2007			*	*		*	*			*	*	219	1
	2008			2	2	*	2	2		2	*	2	239	10
4	2006												50	0
	2007			*	*		*	*		*		*	122	1
	2008												215	0
ALL	2006			*	*		*	*			*	*	—	1
	2007			*	*		*	*		*	*	*	—	3
	2008			2	2	*	2	2		2	*	2	—	11

NUMBER TESTED IN GRADES ALL													
2006	0	0	1	1	0	1	1	0	0	1	1	—	
2007	0	0	3	3	0	3	3	0	2	1	3	—	
2008	0	0	11	11	1	10	10	0	10	1	11	—	

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	*	*	*	*
	2007	*	*	*	*
	2008	78.0	85.7	81.7	77.5
4	2006				
	2007	*	*	*	*
	2008				
ALL	2006	*	*	*	*
	2007	*	*	*	*
	2008	78.6	84.7	81.1	76.0

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			*	*		*	*			*	*	13.9	1
	2007			*	*		*	*			*	*	14.8	1
	2008			30.0	30.0	*	22.2	22.2		33.3	*	30.0	17.2	10
4	2006												12.7	0
	2007			*	*		*	*		*		*	14.2	1
	2008												13.5	0
ALL	2006			*	*		*	*			*	*	—	1
	2007			*	*		*	*		*	*	*	—	3
	2008			27.3	27.3	*	20.0	20.0		30.0	*	27.3	—	11

NUMBER TESTED IN ALL GRADES													
2006	0	0	1	1	0	1	1	0	0	0	1	1	—
2007	0	0	3	3	0	3	3	0	2	1	3	—	—
2008	0	0	11	11	1	10	10	0	10	1	11	—	—

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	52.9	62.5	58.5	69.9	41
	2007	*	23.5	20.0	46.9	20
	2008	*	30.0	28.6	57.6	14
1	2006	35.8	39.3	36.8	54.1	95
	2007	*	72.2	60.9	51.4	23
	2008	*	62.5	47.6	50.2	21
2	2006	35.8	50.0	38.1	49.2	63
	2007	37.8	85.7	45.5	44.5	44
	2008	71.4	77.8	75.0	50.2	16
1-2	2006	35.8	42.1	37.3	51.4	158
	2007	35.7	76.0	50.7	47.6	67
	2008	41.7	68.0	59.5	50.2	37

Number Tested	2006	137	62	199	27,596	
	2007	45	42	87	24,696	
	2008	16	35	51	21,817	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	52.9	70.8	63.4	68.7	41
	2007	26.9	26.3	26.7	44.3	45
	2008	33.3	52.9	40.0	44.9	50
1	2006	55.9	37.0	50.5	60.7	95
	2007	16.7	45.5	27.6	48.8	58
	2008	60.0	55.6	58.1	55.5	43
2	2006	66.1	45.5	62.7	63.1	67
	2007	36.4	71.4	40.3	55.6	62
	2008	51.4	90.9	60.4	57.5	48
K-2	2006	59.6	51.6	57.1	63.9	203
	2007	28.2	41.7	32.1	49.1	165
	2008	47.4	63.0	52.5	52.7	141

Number Tested	2006	141	62	203	28,201	
	2007	117	48	165	34,441	
	2008	95	46	141	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		*	61.5	57.9		57.1	52.9		72.7	42.1	58.5	69.9	41
	2007		*	21.1	12.5	*	*	*		18.2	22.2	20.0	46.9	20
	2008		*	30.8	28.6	*	*	*		30.0	*	28.6	57.6	14
1	2006	*	*	35.2	33.7	16.7	36.8	35.8		36.7	37.0	36.8	54.1	95
	2007		*	61.9	55.6		*	*		58.3	63.6	60.9	51.4	23
	2008			47.6	37.5	*	0.0	*		40.0	54.5	47.6	50.2	21
2	2006	*	*	37.9	32.1	*	31.9	35.8	*	35.7	40.0	38.1	49.2	63
	2007		*	48.8	43.6	*	48.1	37.8		55.6	29.4	45.5	44.5	44
	2008	*	*	71.4	71.4		*	71.4		55.6	100.0	75.0	50.2	16
1-2	2006	*	16.7	36.3	33.1	11.1	34.8	35.8	*	36.4	38.3	37.3	51.4	158
	2007		*	53.2	47.4	*	44.8	35.7		56.4	42.9	50.7	47.6	67
	2008	*	*	57.1	53.3	*	0.0	41.7		47.4	72.2	59.5	50.2	37

Number Tested	2006	4	8	185	177	9	136	137	1	99	100	199	27,596
	2007	0	4	81	73	5	31	45	0	50	37	87	24,696
	2008	1	2	48	44	2	11	16	0	29	22	51	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		*	5	4		2	0		2	3	5	1,856	41
	2007		*	0	0	*	*	*		0	0	0	1,245	20
	2008		*	1	1	*	*	*		1	*	1	1,687	14
1	2006	*	*	8	7	0	5	5		5	5	10	1,786	95
	2007		*	6	5		*	*		2	4	6	1,458	23
	2008			2	1	*	0	*		2	0	2	1,555	21
2	2006	*	*	2	2	*	0	0	*	1	3	4	1,340	63
	2007		*	4	3	*	2	2		3	1	4	896	44
	2008	*	*	6	6		*	1		1	5	6	1,065	16
1-2	2006	*	0	10	9	0	5	5	*	6	8	14	3,126	158
	2007		*	10	8	*	2	3		5	5	10	2,355	67
	2008	*	*	8	7	*	0	1		3	5	8	2,620	37

Number Tested	2006	4	8	185	177	9	136	137	1	99	100	199	27,596
	2007	0	4	81	73	5	31	45	0	50	37	87	24,696
	2008	1	2	48	44	2	11	16	0	29	22	51	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		*	64.1	60.5		57.1	52.9		68.2	57.9	63.4	68.7	41
	2007		*	27.3	22.0	*	25.0	26.9		26.1	27.3	26.7	44.3	45
	2008		*	37.5	37.5	*	33.3	33.3		35.5	47.4	40.0	44.9	50
1	2006	*	*	52.3	51.8	0.0	56.5	55.9		45.8	55.3	50.5	60.7	95
	2007		*	27.3	28.8		14.3	16.7		30.8	25.0	27.6	48.8	58
	2008			58.1	55.3	*	55.6	60.0		61.9	54.5	58.1	55.5	43
2	2006	*	*	64.5	58.3	*	64.7	66.1	*	56.3	68.6	62.7	63.1	67
	2007		*	42.4	42.1	0.0	40.0	36.4		47.4	29.2	40.3	55.6	62
	2008	*	*	60.0	58.7		50.0	51.4		66.7	54.2	60.4	57.5	48
K-2	2006	*	12.5	58.7	55.8	0.0	59.6	59.6	*	53.9	60.4	57.1	63.9	203
	2007		*	32.9	32.0	0.0	27.9	28.2		36.8	26.9	32.1	49.1	165
	2008	*	*	51.5	50.0	*	44.9	47.4		52.6	52.3	52.5	52.7	141

Number Tested	2006	4	8	189	181	9	141	141	1	102	101	203	28,201
	2007	0	5	158	150	9	104	117	0	87	78	165	34,441
	2008	2	3	136	132	4	98	95	0	76	65	141	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		*	5	4		2	2		5	0	5	2,491	41
	2007		*	2	1	*	1	1		1	1	2	2,583	45
	2008		*	9	9	*	7	5		4	7	11	2,788	50
1	2006	*	*	9	9	0	5	4		6	5	11	2,111	95
	2007		*	4	4		1	1		1	3	4	1,769	58
	2008			10	6	*	4	4		4	6	10	2,800	43
2	2006	*	*	11	7	*	10	10	*	3	9	12	2,575	67
	2007		*	10	9	0	7	7		8	2	10	2,098	62
	2008	*	*	15	14		6	8		8	7	15	2,912	48
K-2	2006	*	0	25	20	0	17	16	*	14	14	28	7,177	203
	2007		*	16	14	0	9	9		10	6	16	6,450	165
	2008	*	*	34	29	*	17	17		16	20	36	8,500	141

Number Tested	2006	4	8	189	181	9	141	141	1	102	101	203	28,201
	2007	0	5	158	150	9	104	117	0	87	78	165	34,441
	2008	2	3	136	132	4	98	95	0	76	65	141	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			94.3	94.1		97.0	96.0		92.9	95.2	94.3	85.2	35
	2007			92.3	92.3	*	91.3	91.7		92.3	92.3	92.3	84.7	26
	2008			97.1	97.1	*	97.1	96.6		95.0	100.0	97.1	87.0	35
1	2006												82.5	0
	2007			88.9	91.4		88.2	90.6		80.0	95.2	88.9	84.5	36
	2008			90.9	90.9	*	90.5	90.0		90.9	90.9	90.9	88.0	22
2	2006												87.2	0
	2007			76.5	76.5	*	76.5	76.5		81.8	66.7	76.5	89.9	17
	2008			93.5	93.5		93.5	93.1		85.7	100.0	93.5	93.4	31
K-2	2006			94.3	94.1		97.0	96.0		92.9	95.2	94.3	84.6	35
	2007			87.3	88.5	*	86.5	87.7		84.6	90.0	87.3	85.6	79
	2008			94.3	94.3	*	94.3	93.6		91.1	97.7	94.3	89.3	88

Number Tested	2006	0	0	35	34	0	33	25	0	14	21	35	10,804
	2007	0	0	79	78	4	74	73	0	39	40	79	14,889
	2008	0	0	88	87	2	87	78	0	45	43	88	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			21	21		20	15		10	11	21	2,064	35
	2007			16	16	*	13	14		6	10	16	2,779	26
	2008			22	21	*	22	20		11	11	22	3,280	35
1	2006												1,391	0
	2007			12	12		11	10		6	6	12	1,782	36
	2008			10	10	*	9	9		4	6	10	2,412	22
2	2006												838	0
	2007			2	2	*	2	2		2	0	2	1,196	17
	2008			14	14		14	13		6	8	14	2,596	31
K-2	2006			21	21		20	15		10	11	21	4,293	35
	2007			30	30	*	26	26		14	16	30	5,757	79
	2008			46	45	*	45	42		21	25	46	8,288	88
Number Tested	2006	0	0	35	34	0	33	25	0	14	21	35	10,804	
	2007	0	0	79	78	4	74	73	0	39	40	79	14,889	
	2008	0	0	88	87	2	87	78	0	45	43	88	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	1	100.0	0	-	1	0.0	2	50.0
3	5	40.0	1	100.0	14	14.3	20	25.0
4	1	100.0	1	100.0	8	50.0	10	60.0
5	1	0.0	3	66.7	0	-	4	50.0
ALL	8	50.0	5	80.0	23	26.1	36	38.9