

Campus Data Packet

for 2008 - 09 Plans



UMPHREY LEE
School Number 175

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

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

STUDENTS AND STAFF

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

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

IOWA TESTS OF BASIC SKILLS (AND RELATED TESTS)

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

MEASURES OF ENGLISH PROFICIENCY

33....	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....	ITBS Read (1).....	ITBS Reading Total: % At or Above the 40th %
29....	ITBS Math (1).....	ITBS Mathematics Total: % At or Above the 40th %
31....	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
EC	12
PK	42
KN	80
1	96
2	85
3	76
4	87
5	89
ALL	567

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	462	81.5	27	77.1
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	104	18.3	3	8.6
White	1	0.2	5	14.3
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	536	94.5
Limited English proficient students	66	11.6
Special education students	56	9.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	43	32	74.4	0	0.0	0	0.0	11	25.6	0	0.0
	2007	43	23	53.5	0	0.0	0	0.0	20	46.5	0	0.0
	2008	42	31	73.8	0	0.0	0	0.0	11	26.2	0	0.0
KN	2006	61	51	83.6	0	0.0	0	0.0	10	16.4	0	0.0
	2007	83	63	75.9	0	0.0	0	0.0	20	24.1	0	0.0
	2008	80	68	85.0	0	0.0	0	0.0	12	15.0	0	0.0
1	2006	65	63	96.9	0	0.0	0	0.0	2	3.1	0	0.0
	2007	78	62	79.5	0	0.0	0	0.0	16	20.5	0	0.0
	2008	96	69	71.9	0	0.0	0	0.0	27	28.1	0	0.0
2	2006	53	45	84.9	0	0.0	0	0.0	8	15.1	0	0.0
	2007	68	57	83.8	0	0.0	0	0.0	11	16.2	0	0.0
	2008	85	72	84.7	0	0.0	0	0.0	13	15.3	0	0.0
3	2006	48	44	91.7	0	0.0	0	0.0	4	8.3	0	0.0
	2007	66	53	80.3	0	0.0	0	0.0	13	19.7	0	0.0
	2008	76	63	82.9	0	0.0	0	0.0	13	17.1	0	0.0
4	2006	65	57	87.7	0	0.0	0	0.0	8	12.3	0	0.0
	2007	59	49	83.1	0	0.0	0	0.0	10	16.9	0	0.0
	2008	87	74	85.1	0	0.0	0	0.0	13	14.9	0	0.0
5	2006	67	56	83.6	0	0.0	0	0.0	10	14.9	1	1.5
	2007	75	64	85.3	0	0.0	0	0.0	11	14.7	0	0.0
	2008	89	76	85.4	0	0.0	0	0.0	12	13.5	1	1.1
EC-5	2006	411	356	86.6	0	0.0	0	0.0	54	13.1	1	0.2
	2007	482	380	78.8	0	0.0	0	0.0	102	21.2	0	0.0
	2008	567	462	81.5	0	0.0	0	0.0	104	18.3	1	0.2

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	43	43	100.0	9	20.9	0	0.0	0	0.0	43	100.0	0.0
	2007	43	42	97.7	16	37.2	1	2.3	0	0.0	42	97.7	2.3
	2008	42	42	100.0	9	21.4	1	2.4	0	0.0	42	100.0	0.0
KN	2006	61	58	95.1	9	14.8	4	6.6	3	4.9	37	60.7	3.3
	2007	83	80	96.4	14	16.9	1	1.2	0	0.0	40	48.2	0.0
	2008	80	75	93.8	9	11.3	2	2.5	0	0.0	43	53.8	0.0
1	2006	65	63	96.9	2	3.1	2	3.1	3	4.6	13	20.0	7.7
	2007	78	72	92.3	12	15.4	6	7.7	3	3.8	11	14.1	2.6
	2008	96	93	96.9	21	21.9	3	3.1	6	6.3	9	9.4	5.2
2	2006	53	49	92.5	8	15.1	5	9.4	4	7.5	14	26.4	7.5
	2007	68	65	95.6	6	8.8	5	7.4	2	2.9	8	11.8	2.9
	2008	85	77	90.6	9	10.6	8	9.4	5	5.9	14	16.5	2.4
3	2006	48	44	91.7	1	2.1	7	14.6	8	16.7	7	14.6	2.1
	2007	66	60	90.9	10	15.2	6	9.1	3	4.5	5	7.6	0.0
	2008	76	74	97.4	7	9.2	7	9.2	4	5.3	9	11.8	3.9
4	2006	65	59	90.8	4	6.2	10	15.4	2	3.1	14	21.5	0.0
	2007	59	55	93.2	5	8.5	9	15.3	4	6.8	7	11.9	0.0
	2008	87	81	93.1	5	5.7	8	9.2	4	4.6	16	18.4	3.4
5	2006	67	64	95.5	4	6.0	3	4.5	5	7.5	16	23.9	1.5
	2007	75	69	92.0	5	6.7	11	14.7	1	1.3	4	5.3	2.7
	2008	89	82	92.1	5	5.6	15	16.9	15	16.9	20	22.5	0.0
EC-5	2006	411	389	94.6	38	9.2	40	9.7	25	6.1	148	36.0	4.4
	2007	482	453	94.0	69	14.3	49	10.2	13	2.7	120	24.9	2.9
	2008	567	536	94.5	66	11.6	56	9.9	34	6.0	158	27.9	3.2

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	21.0	3,987.7	20.1	95.6	3,815.3	95.7	51	100.0	100.0	39	7,228	100.0	100.0
	2007	20.9	4,117.2	19.8	94.7	3,933.6	95.5	52	100.0	100.0	38	7,436	100.0	100.0
	2008	20.9	4,133.2	19.6	93.9	3,942.7	95.4	48	100.0	100.0	40	7,427	100.0	100.0
KN	2006	57.6	13,725.9	54.6	94.9	13,178.1	96.0	26	45.2	25.7	39	11,822	67.7	86.1
	2007	82.6	13,945.0	78.5	95.0	13,385.6	96.0	31	37.5	24.3	62	12,035	75.1	86.3
	2008	77.6	13,568.1	73.3	94.5	13,004.4	95.8	30	38.7	23.5	62	11,618	79.9	85.6
1	2006	64.4	14,145.9	62.2	96.6	13,632.7	96.4	24	37.3	24.8	52	12,164	80.8	86.0
	2007	77.0	14,353.8	73.2	95.1	13,851.4	96.5	33	42.9	23.2	57	12,437	74.0	86.6
	2008	94.2	14,626.9	89.4	94.9	14,102.7	96.4	33	35.0	21.2	72	12,704	76.4	86.9
2	2006	51.3	13,536.9	49.2	96.0	13,115.8	96.9	22	42.9	22.9	39	11,853	76.1	87.6
	2007	72.8	13,403.8	69.8	95.9	12,978.9	96.8	24	32.9	21.7	57	11,729	78.3	87.5
	2008	86.1	13,708.6	81.9	95.1	13,269.8	96.8	24	27.9	19.7	73	12,043	84.8	87.9
3	2006	49.5	12,948.9	47.9	96.7	12,577.2	97.1	20	40.4	22.8	37	11,376	74.7	87.9
	2007	67.1	12,998.4	64.2	95.6	12,633.3	97.2	20	29.8	21.1	55	11,445	82.0	88.0
	2008	73.6	12,806.9	70.7	96.1	12,425.5	97.0	25	34.0	19.1	64	11,408	87.0	89.1
4	2006	63.6	12,021.0	62.0	97.5	11,684.2	97.2	26	40.9	22.3	47	10,587	73.9	88.1
	2007	62.0	12,104.9	60.0	96.8	11,768.3	97.2	20	32.3	19.7	48	10,683	77.4	88.3
	2008	81.0	12,329.8	77.2	95.3	11,960.3	97.0	39	48.2	19.7	57	10,924	70.4	88.6
5	2006	67.5	12,618.4	66.1	98.0	12,262.2	97.2	20	29.6	22.3	55	11,130	81.5	88.2
	2007	74.1	11,757.0	72.1	97.4	11,426.8	97.2	34	45.9	20.9	59	10,362	79.6	88.1
	2008	83.4	11,874.2	80.6	96.7	11,539.6	97.2	30	36.0	18.8	67	10,608	80.3	89.3
EC-5	2006	382.6	83,530.4	369.7	96.6	80,779.5	96.7	194	50.7	34.4	313	76,525	81.8	91.6
	2007	467.1	83,122.6	447.9	95.9	80,387.4	96.7	215	46.0	33.3	386	76,416	82.6	91.9
	2008	528.6	83,438.7	504.0	95.3	80,606.0	96.6	235	44.5	31.9	445	76,970	84.2	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	27	77.1
Hispanic	3	8.6
White	5	14.3
Other	0	0.0

Gender	Number	Percent
Female	27	77.1
Male	8	22.9

TOTAL	35
--------------	-----------

AVERAGE NUMBER OF ABSENCES

2006	5.5
2007	5.0
2008	8.4

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		80.0	*	80.0	*	*	*		76.2	87.0	81.8	87.7	44
	2007		77.1	76.9	75.4	*	70.0	70.3		66.7	89.3	77.0	84.6	61
	2008	*	76.3	75.0	73.5	*	57.1	63.6		75.6	74.1	75.0	86.2	72
4	2006		56.0	66.7	56.0	*	*	43.8		44.8	70.4	57.1	69.5	56
	2007		69.8	75.0	72.3	*	*	45.0		65.2	75.0	70.6	69.7	51
	2008		44.4	91.7	51.9	*	*	45.9		51.4	51.1	51.2	72.1	84
5	2006	*	67.3	60.0	66.7	*	*	59.5		70.4	63.9	66.7	76.9	63
	2007		60.4	66.7	60.7	*	*	40.0		61.3	61.3	61.3	78.3	62
	2008		80.3	70.0	80.3	*	*	63.6		73.7	84.2	78.9	82.9	76
3-5	2006	*	66.9	70.0	66.7	50.0	50.0	51.4		62.3	72.1	67.5	78.2	163
	2007		68.8	73.3	69.4	33.3	56.3	53.3		64.4	74.7	69.5	77.6	174
	2008	*	66.0	79.4	68.1	20.0	64.3	57.9		67.5	67.9	67.7	80.3	232

	NUMBER TESTED IN GRADES 3-5											
2006	1	142	20	150	6	8	74	0	77	86	163	32,875
2007	0	144	30	160	6	16	92	0	87	87	174	31,814
2008	1	197	34	216	10	14	114	0	120	112	232	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		8	*	8	*	*	*		5	3	8	1,380	44
	2007		11	3	14	*	3	11		11	3	14	1,675	61
	2008	*	14	3	18	*	3	16		11	7	18	1,443	72
4	2006		22	2	22	*	*	18		16	8	24	3,190	56
	2007		13	2	13	*	*	11		8	7	15	3,189	51
	2008		40	1	37	*	*	20		18	23	41	2,996	84
5	2006	*	17	4	20	*	*	15		8	13	21	2,584	63
	2007		21	3	22	*	*	21		12	12	24	2,258	62
	2008		13	3	14	*	*	12		10	6	16	1,827	76
3-5	2006	*	47	6	50	3	4	36		29	24	53	7,154	163
	2007		45	8	49	4	7	43		31	22	53	7,122	174
	2008	*	67	7	69	8	5	48		39	36	75	6,266	232

	NUMBER TESTED IN GRADES 3-5											
2006	1	142	20	150	6	8	74	0	77	86	163	32,875
2007	0	144	30	160	6	16	92	0	87	87	174	31,814
2008	1	197	34	216	10	14	114	0	120	112	232	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	74.4	79.5	76.9	71.0
	2007	69.9	74.0	65.6	71.3
	2008	74.0	72.0	75.0	67.0
4	2006	70.4	69.6	66.6	61.3
	2007	76.2	70.6	72.5	66.7
	2008	69.5	64.0	65.3	63.9
5	2006	72.8	71.0	73.4	69.7
	2007	67.4	74.4	69.8	68.4
	2008	76.3	76.6	73.0	74.0
3-5	2006	72.4	72.9	72.0	67.2
	2007	70.9	73.1	69.1	68.9
	2008	73.1	70.6	70.8	68.2

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		20.0	*	20.0	*	*	*		9.5	34.8	22.7	28.0	44
	2007		8.3	7.7	7.0	*	0.0	2.7		6.1	10.7	8.2	21.3	61
	2008	*	10.2	16.7	7.4	*	0.0	2.3		11.1	11.1	11.1	21.5	72
4	2006		4.0	0.0	4.0	*	*	3.1		6.9	0.0	3.6	10.0	56
	2007		18.6	25.0	19.1	*	*	5.0		26.1	14.3	19.6	16.6	51
	2008		1.4	8.3	2.6	*	*	2.7		2.7	2.1	2.4	14.4	84
5	2006	*	5.8	10.0	6.7	*	*	2.7		7.4	5.6	6.3	10.8	63
	2007		7.5	0.0	7.1	*	*	2.9		3.2	9.7	6.5	13.1	62
	2008		12.1	0.0	8.5	*	*	3.0		7.9	13.2	10.5	16.5	76
3-5	2006	*	9.2	15.0	9.3	0.0	12.5	4.1		7.8	11.6	9.8	16.4	163
	2007		11.1	10.0	10.6	16.7	0.0	3.3		10.3	11.5	10.9	17.1	174
	2008	*	7.6	8.8	6.0	10.0	7.1	2.6		7.5	8.0	7.8	17.4	232

	NUMBER TESTED IN GRADES 3-5											
2006	1	142	20	150	6	8	74	0	77	86	163	32,875
2007	0	144	30	160	6	16	92	0	87	87	174	31,814
2008	1	197	34	216	10	14	114	0	120	112	232	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		60.0	*	62.5	*	*	*		50.0	77.3	63.6	74.9	44
	2007		37.8	46.2	37.0	*	30.0	23.5		28.1	53.8	39.7	70.3	58
	2008	*	57.6	61.5	55.1	*	42.9	43.2		57.8	57.1	57.5	76.6	73
4	2006		51.0	100.0	58.0	*	*	42.4		53.3	59.3	56.1	74.0	57
	2007		43.2	62.5	45.8	*	*	14.3		45.8	46.4	46.2	75.7	52
	2008		50.7	66.7	52.6	*	*	38.9		55.6	51.1	53.0	77.9	83
5	2006	*	72.7	50.0	69.8	*	*	56.4		71.4	68.4	69.7	82.2	66
	2007		75.4	87.5	79.7	*	*	61.5		77.1	76.7	76.9	82.9	65
	2008	*	70.1	72.7	69.9	*	*	48.5		65.8	75.6	70.9	84.0	79
3-5	2006	*	61.6	75.0	64.1	33.3	62.5	49.4		58.8	67.8	63.5	77.1	167
	2007		54.1	62.1	55.3	16.7	37.5	37.2		51.6	59.5	55.4	76.2	175
	2008	*	59.4	66.7	59.2	27.3	50.0	43.4		59.7	61.2	60.4	79.5	235

	NUMBER TESTED IN GRADES 3-5											
2006	1	146	20	153	6	8	77	0	80	87	167	33,063
2007	0	146	29	161	6	16	94	0	91	84	175	32,298
2008	2	197	36	218	11	14	113	0	119	116	235	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		16	*	15	*	*	*		11	5	16	2,820	44
	2007		28	7	34	*	7	26		23	12	35	3,303	58
	2008	*	25	5	31	*	4	25		19	12	31	2,542	73
4	2006		25	0	21	*	*	19		14	11	25	2,765	57
	2007		25	3	26	*	*	18		13	15	28	2,604	52
	2008		35	4	36	*	*	22		16	23	39	2,436	83
5	2006	*	15	5	19	*	*	17		8	12	20	1,997	66
	2007		14	1	12	*	*	15		8	7	15	1,785	65
	2008	*	20	3	22	*	*	17		13	10	23	1,730	79
3-5	2006	*	56	5	55	4	3	39		33	28	61	7,582	167
	2007		67	11	72	5	10	59		44	34	78	7,692	175
	2008	*	80	12	89	8	7	64		48	45	93	6,708	235

NUMBER TESTED IN GRADES 3-5													
2006	1	146	20	153	6	8	77	0	80	87	167	33,063	
2007	0	146	29	161	6	16	94	0	91	84	175	32,298	
2008	2	197	36	218	11	14	113	0	119	116	235	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	72.7	75.4	67.8	74.4	53.4
	2007	58.6	69.5	66.7	61.8	63.4	43.8
	2008	69.3	71.2	76.3	64.8	76.7	53.1
4	2006	68.1	71.4	74.0	66.1	65.8	51.3
	2007	67.1	66.5	67.6	58.0	54.8	61.3
	2008	69.7	68.5	58.2	67.1	62.3	60.1
5	2006	73.1	72.9	71.9	68.8	78.4	71.6
	2007	74.4	66.8	79.1	68.6	74.2	70.6
	2008	72.5	65.1	72.3	65.1	71.5	71.0
3-5	2006	72.2	72.4	73.5	67.6	73.1	59.9
	2007	67.0	67.6	71.6	63.2	64.9	58.9
	2008	70.5	68.2	68.6	65.7	69.9	61.6

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)
3	2006		12.5	*	12.5	*	*	*		9.1	22.7	15.9	22.3	44
	2007		6.7	7.7	5.6	*	10.0	2.9		12.5	0.0	6.9	19.2	58
	2008	*	11.9	7.7	7.2	*	0.0	2.3		11.1	10.7	11.0	26.3	73
4	2006		5.9	16.7	8.0	*	*	0.0		3.3	11.1	7.0	22.1	57
	2007		6.8	25.0	10.4	*	*	0.0		16.7	3.6	9.6	22.6	52
	2008		2.8	25.0	6.6	*	*	2.8		8.3	4.3	6.0	23.8	83
5	2006	*	16.4	20.0	17.5	*	*	7.7		25.0	10.5	16.7	29.9	66
	2007		14.0	12.5	13.6	*	*	2.6		5.7	23.3	13.8	29.3	65
	2008	*	13.4	18.2	13.7	*	*	9.1		10.5	17.1	13.9	31.9	79
3-5	2006	*	11.6	25.0	13.1	0.0	12.5	5.2		12.5	13.8	13.2	24.8	167
	2007		9.6	13.8	9.9	16.7	6.3	2.1		11.0	9.5	10.3	23.6	175
	2008	*	9.1	16.7	9.2	9.1	7.1	4.4		10.1	10.3	10.2	27.3	235

	NUMBER TESTED IN GRADES 3-5											
2006	1	146	20	153	6	8	77	0	80	87	167	33,063
2007	0	146	29	161	6	16	94	0	91	84	175	32,298
2008	2	197	36	218	11	14	113	0	119	116	235	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		86.0	83.3	84.0	*	*	75.8		75.9	96.3	85.7	84.2	56
	2007		80.0	66.7	78.0	*	*	56.5		73.1	82.1	77.8	86.5	54
	2008		91.3	100.0	91.7	*	*	88.6		86.1	97.7	92.4	87.4	79

	NUMBER TESTED IN GRADE 4											
2006	0	50	6	50	2	2	33	0	29	27	56	10,311
2007	0	45	9	50	3	4	23	0	26	28	54	10,408
2008	0	69	10	72	2	3	35	0	36	43	79	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		7	1	8	*	*	8		7	1	8	1,631	56
	2007		9	3	11	*	*	10		7	5	12	1,408	54
	2008		6	0	6	*	*	4		5	1	6	1,348	79

	NUMBER TESTED IN GRADE 4											
2006	0	50	6	50	2	2	33	0	29	27	56	10,311
2007	0	45	9	50	3	4	23	0	26	28	54	10,408
2008	0	69	10	72	2	3	35	0	36	43	79	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	2.4	79.0	75.9	84.8	83.5
	2007	2.3	75.5	78.9	78.7	84.3
	2008	2.5	76.9	80.4	80.4	84.2

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)
4	2006		20.0	16.7	18.0	*	*	6.1		13.8	25.9	19.6	10.9	56
	2007		26.7	44.4	28.0	*	*	4.3		26.9	32.1	29.6	18.2	54
	2008		20.3	40.0	22.2	*	*	8.6		16.7	27.9	22.8	21.4	79

	NUMBER TESTED IN GRADE 4											
2006	0	50	6	50	2	2	33	0	29	27	56	10,311
2007	0	45	9	50	3	4	23	0	26	28	54	10,408
2008	0	69	10	72	2	3	35	0	36	43	79	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	*	43.4	50.0	42.6	*	*	31.6		48.1	40.5	43.8	62.1	64
	2007		42.4	25.0	39.3	*	*	25.7		47.1	33.3	40.3	62.3	67
	2008	*	53.3	72.7	57.4	*	*	34.5		51.4	60.5	56.2	71.9	73

	NUMBER TESTED IN GRADE 5											
2006	1	53	10	61	1	4	38	0	27	37	64	11,045
2007	0	59	8	61	5	3	35	0	34	33	67	10,296
2008	1	60	11	68	2	3	29	0	35	38	73	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	*	30	5	35	*	*	26		14	22	36	4,185	64
	2007		34	6	37	*	*	26		18	22	40	3,881	67
	2008	*	28	3	29	*	*	19		17	15	32	3,005	73

	NUMBER TESTED IN GRADE 5											
2006	1	53	10	61	1	4	38	0	27	37	64	11,045
2007	0	59	8	61	5	3	35	0	34	33	67	10,296
2008	1	60	11	68	2	3	29	0	35	38	73	10,686

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	76.4	75.2	67.0	55.9
	2007	67.5	72.0	73.0	58.9
	2008	79.6	84.0	76.3	65.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2006	*	1.9	0.0	1.6	*	*	0.0		3.7	0.0	1.6	14.4	64
	2007		3.4	12.5	4.9	*	*	0.0		5.9	3.0	4.5	18.0	67
	2008	*	18.3	36.4	22.1	*	*	10.3		20.0	23.7	21.9	24.8	73

	NUMBER TESTED IN GRADE 5											
2006	1	53	10	61	1	4	38	0	27	37	64	11,045
2007	0	59	8	61	5	3	35	0	34	33	67	10,296
2008	1	60	11	68	2	3	29	0	35	38	73	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	*	56.9	57.4	69.9	54
	2007	*	49.2	48.4	46.9	64
	2008		62.9	62.9	57.6	70
1	2006	*	35.2	36.2	54.1	58
	2007	21.1	68.9	54.7	51.4	64
	2008	*	42.0	39.7	50.2	73
2	2006	28.6	55.6	48.0	49.2	50
	2007	36.4	68.8	45.0	44.5	60
	2008	21.6	73.7	48.0	50.2	75
1-2	2006	33.3	43.3	41.7	51.4	108
	2007	31.7	68.9	50.0	47.6	124
	2008	19.5	53.3	43.9	50.2	148

Number Tested	2006	21	141	162	27,596	
	2007	64	124	188	24,696	
	2008	41	177	218	21,817	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	51.0	53.7	68.7	54
	2007	50.0	50.7	50.6	44.3	81
	2008	75.0	54.8	56.8	44.9	81
1	2006	*	27.6	28.6	60.7	63
	2007	10.0	47.8	36.4	48.8	66
	2008	15.0	32.9	29.0	55.5	93
2	2006	42.9	40.5	41.2	63.1	51
	2007	50.0	81.3	58.6	55.6	58
	2008	37.2	59.0	47.6	57.5	82
K-2	2006	50.0	39.0	40.5	63.9	168
	2007	39.5	53.5	48.3	49.1	205
	2008	35.2	47.0	43.8	52.7	256

Number Tested	2006	22	146	168	28,201	
	2007	76	129	205	34,441	
	2008	71	185	256	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		57.7	*	56.0	*	*	*		48.3	68.0	57.4	69.9	54
	2007		48.4	*	47.5	*	*	*		29.2	60.0	48.4	46.9	64
	2008		64.2	*	64.1	*				66.7	58.1	62.9	57.6	70
1	2006		36.2		34.5	*		*		36.1	36.4	36.2	54.1	58
	2007		54.2	*	55.2	*	*	21.1		52.9	56.7	54.7	51.4	64
	2008		40.3	33.3	39.1	*	*	*		32.4	46.2	39.7	50.2	73
2	2006		47.7	50.0	47.8	*	50.0	28.6		44.4	52.2	48.0	49.2	50
	2007		44.2	50.0	42.1	*	*	36.4		42.5	50.0	45.0	44.5	60
	2008		47.1	*	46.3	*	*	21.6		47.2	48.7	48.0	50.2	75
1-2	2006		41.2	50.0	40.6	*	50.0	33.3		39.7	44.4	41.7	51.4	108
	2007		49.5	53.8	48.7	*	*	31.7		47.3	54.0	50.0	47.6	124
	2008		43.8	45.5	42.6	57.1	*	19.5		40.0	47.4	43.9	50.2	148

Number Tested	2006	0	154	8	151	8	7	21	0	92	70	162	27,596
	2007	0	173	15	176	7	6	64	0	98	90	188	24,696
	2008	0	204	14	200	9	2	41	0	109	109	218	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	*	5	*	*	*		3	2	5	1,856	54
	2007		17	*	17	*	*	*		4	14	18	1,245	64
	2008		19	*	18	*				13	6	19	1,687	70
1	2006		4		3	*		*		1	3	4	1,786	58
	2007		13	*	12	*	*	0		7	7	14	1,458	64
	2008		4	1	3	*	*	*		1	4	5	1,555	73
2	2006		10	0	8	*	0	0		4	6	10	1,340	50
	2007		5	1	5	*	*	1		4	2	6	896	60
	2008		10	*	9	*	*	1		4	6	10	1,065	75
1-2	2006		14	0	11	*	0	0		5	9	14	3,126	108
	2007		18	2	17	*	*	1		11	9	20	2,355	124
	2008		14	1	12	0	*	1		5	10	15	2,620	148
Number Tested	2006	0	154	8	151	8	7	21	0	92	70	162	27,596	
	2007	0	173	15	176	7	6	64	0	98	90	188	24,696	
	2008	0	204	14	200	9	2	41	0	109	109	218	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		51.9	*	50.0	*	*	*		41.4	68.0	53.7	68.7	54
	2007		47.6	61.1	50.0	*	50.0	50.0		39.4	58.3	50.6	44.3	81
	2008		53.6	75.0	57.3	*	77.8	75.0		56.8	56.8	56.8	44.9	81
1	2006		28.6		28.3	*		*		27.5	30.4	28.6	60.7	63
	2007		37.7	*	35.0	*	*	10.0		37.8	34.5	36.4	48.8	66
	2008		33.8	17.9	27.0	*	18.2	15.0		26.5	31.8	29.0	55.5	93
2	2006		35.6	83.3	40.4	*	83.3	42.9		44.8	36.4	41.2	63.1	51
	2007		52.9	100.0	57.1	*	*	50.0		61.5	52.6	58.6	55.6	58
	2008		42.0	76.9	45.9	28.6	88.9	37.2		50.0	45.2	47.6	57.5	82
K-2	2006		38.1	87.5	38.9	27.3	85.7	50.0		36.7	45.7	40.5	63.9	168
	2007		45.7	63.3	47.4	11.1	57.9	39.5		46.8	50.0	48.3	49.1	205
	2008		43.3	45.3	42.4	38.5	47.5	35.2		43.6	43.9	43.8	52.7	256

Number Tested	2006	0	160	8	157	11	7	22	0	98	70	168	28,201
	2007	0	175	30	194	9	19	76	0	109	96	205	34,441
	2008	0	203	53	238	13	40	71	0	133	123	256	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		9	*	9	*	*	*		5	5	10	2,491	54
	2007		20	9	27	*	5	5		9	20	29	2,583	81
	2008		16	5	19	*	4	3		14	7	21	2,788	81
1	2006		1		1	*		*		0	1	1	2,111	63
	2007		7	*	6	*	*	0		5	3	8	1,769	66
	2008		2	0	1	*	0	0		2	0	2	2,800	93
2	2006		5	1	5	*	1	1		4	2	6	2,575	51
	2007		7	3	9	*	*	2		8	2	10	2,098	58
	2008		7	3	9	0	3	3		6	4	10	2,912	82
K-2	2006		15	2	15	0	2	2		9	8	17	7,177	168
	2007		34	13	42	0	6	7		22	25	47	6,450	205
	2008		25	8	29	0	7	6		22	11	33	8,500	256

Number Tested	2006	0	160	8	157	11	7	22	0	98	70	168	28,201
	2007	0	175	30	194	9	19	76	0	109	96	205	34,441
	2008	0	203	53	238	13	40	71	0	133	123	256	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												85.2	0
	2007			100.0	100.0		100.0	100.0		100.0	100.0	100.0	84.7	15
	2008			88.9	88.9		88.9	87.5		*	*	88.9	87.0	9
1	2006												82.5	0
	2007			88.9	88.9	*	88.9	87.5		*	*	88.9	84.5	9
	2008			63.6	63.6	*	66.7	61.1		75.0	33.3	63.6	88.0	22
2	2006												87.2	0
	2007												89.9	0
	2008			100.0	100.0		100.0	100.0		*	*	100.0	93.4	8
K-2	2006												84.6	0
	2007			95.8	95.8	*	95.5	95.2		92.9	100.0	95.8	85.6	24
	2008			76.9	76.9	*	78.9	76.5		83.3	66.7	76.9	89.3	39

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	10,804
	2007	0	0	24	24	2	22	21	0	14	10	24	14,889
	2008	0	0	39	39	1	38	34	0	24	15	39	18,257

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2006												2,064	0
	2007			11	11		10	10		7	4	11	2,779	15
	2008			7	7		7	6		*	*	7	3,280	9
1	2006												1,391	0
	2007			3	3	*	3	3		*	*	3	1,782	9
	2008			2	2	*	2	1		2	0	2	2,412	22
2	2006												838	0
	2007												1,196	0
	2008			8	8		8	8		*	*	8	2,596	8
K-2	2006												4,293	0
	2007			14	14	*	13	13		8	6	14	5,757	24
	2008			17	17	*	17	15		9	8	17	8,288	39
Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	10,804	
	2007	0	0	24	24	2	22	21	0	14	10	24	14,889	
	2008	0	0	39	39	1	38	34	0	24	15	39	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
3	0	-	1	0.0	3	0.0	4	0.0
4	0	-	0	-	3	66.7	3	66.7
ALL	0	-	1	0.0	6	33.3	7	28.6