

Campus Data Packet

for 2008 - 09 Plans



CHARLES RICE
School Number 201

*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	40
KN	67
1	84
2	74
3	50
4	78
5	74
ALL	467

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	455	97.4	39	92.9
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	12	2.6	0	0.0
White	0	0.0	3	7.1
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	438	93.8
Limited English proficient students	7	1.5
Special education students	28	6.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	21	21	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	39	37	94.9	0	0.0	0	0.0	2	5.1	0	0.0
	2008	40	38	95.0	0	0.0	0	0.0	2	5.0	0	0.0
KN	2006	73	67	91.8	0	0.0	1	1.4	5	6.8	0	0.0
	2007	78	77	98.7	0	0.0	0	0.0	1	1.3	0	0.0
	2008	67	66	98.5	0	0.0	0	0.0	1	1.5	0	0.0
1	2006	75	74	98.7	0	0.0	0	0.0	1	1.3	0	0.0
	2007	71	68	95.8	0	0.0	0	0.0	3	4.2	0	0.0
	2008	84	83	98.8	0	0.0	0	0.0	1	1.2	0	0.0
2	2006	84	81	96.4	0	0.0	0	0.0	3	3.6	0	0.0
	2007	59	56	94.9	0	0.0	0	0.0	3	5.1	0	0.0
	2008	74	72	97.3	0	0.0	0	0.0	2	2.7	0	0.0
3	2006	85	82	96.5	0	0.0	0	0.0	3	3.5	0	0.0
	2007	70	68	97.1	0	0.0	0	0.0	2	2.9	0	0.0
	2008	50	48	96.0	0	0.0	0	0.0	2	4.0	0	0.0
4	2006	62	62	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	71	70	98.6	0	0.0	0	0.0	1	1.4	0	0.0
	2008	78	76	97.4	0	0.0	0	0.0	2	2.6	0	0.0
5	2006	88	85	96.6	0	0.0	0	0.0	3	3.4	0	0.0
	2007	60	58	96.7	0	0.0	0	0.0	2	3.3	0	0.0
	2008	74	72	97.3	0	0.0	0	0.0	2	2.7	0	0.0
EC-5	2006	488	472	96.7	0	0.0	1	0.2	15	3.1	0	0.0
	2007	448	434	96.9	0	0.0	0	0.0	14	3.1	0	0.0
	2008	467	455	97.4	0	0.0	0	0.0	12	2.6	0	0.0

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	21	21	100.0	0	0.0	0	0.0	0	0.0	21	100.0	0.0
	2007	39	39	100.0	2	5.1	0	0.0	0	0.0	38	97.4	2.6
	2008	40	40	100.0	2	5.0	0	0.0	0	0.0	39	97.5	2.5
KN	2006	73	69	94.5	0	0.0	2	2.7	4	5.5	38	52.1	5.5
	2007	78	74	94.9	0	0.0	2	2.6	11	14.1	48	61.5	0.0
	2008	67	63	94.0	0	0.0	0	0.0	9	13.4	25	37.3	0.0
1	2006	75	69	92.0	0	0.0	4	5.3	12	16.0	11	14.7	9.3
	2007	71	70	98.6	1	1.4	2	2.8	4	5.6	5	7.0	2.8
	2008	84	79	94.0	0	0.0	2	2.4	18	21.4	6	7.1	3.6
2	2006	84	74	88.1	2	2.4	5	6.0	12	14.3	8	9.5	2.4
	2007	59	54	91.5	3	5.1	5	8.5	12	20.3	6	10.2	1.7
	2008	74	73	98.6	0	0.0	4	5.4	9	12.2	6	8.1	2.7
3	2006	85	77	90.6	0	0.0	3	3.5	13	15.3	11	12.9	1.2
	2007	70	59	84.3	1	1.4	8	11.4	13	18.6	5	7.1	1.4
	2008	50	45	90.0	2	4.0	5	10.0	10	20.0	1	2.0	0.0
4	2006	62	55	88.7	0	0.0	4	6.5	16	25.8	3	4.8	0.0
	2007	71	61	85.9	0	0.0	7	9.9	16	22.5	2	2.8	0.0
	2008	78	70	89.7	2	2.6	11	14.1	11	14.1	3	3.8	1.3
5	2006	88	75	85.2	2	2.3	13	14.8	20	22.7	3	3.4	2.3
	2007	60	48	80.0	2	3.3	7	11.7	13	21.7	3	5.0	1.7
	2008	74	68	91.9	1	1.4	6	8.1	14	18.9	4	5.4	5.4
EC-5	2006	488	440	90.2	4	0.8	31	6.4	77	15.8	95	19.5	3.3
	2007	448	405	90.4	9	2.0	31	6.9	69	15.4	107	23.9	1.3
	2008	467	438	93.8	7	1.5	28	6.0	71	15.2	84	18.0	2.4

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	10.6	3,987.7	10.3	97.7	3,815.3	95.7	22	100.0	100.0	21	7,228	100.0	100.0
	2007	20.4	4,117.2	19.5	95.8	3,933.6	95.5	48	100.0	100.0	37	7,436	100.0	100.0
	2008	20.6	4,133.2	19.6	95.1	3,942.7	95.4	45	100.0	100.0	37	7,427	100.0	100.0
KN	2006	70.6	13,725.9	68.0	96.3	13,178.1	96.0	18	25.5	25.7	63	11,822	89.2	86.1
	2007	81.9	13,945.0	79.5	97.0	13,385.6	96.0	18	22.0	24.3	72	12,035	87.9	86.3
	2008	66.9	13,568.1	64.4	96.2	13,004.4	95.8	17	25.4	23.5	55	11,618	82.2	85.6
1	2006	73.5	14,145.9	70.4	95.9	13,632.7	96.4	27	36.8	24.8	61	12,164	83.0	86.0
	2007	72.1	14,353.8	69.7	96.6	13,851.4	96.5	9	12.5	23.2	66	12,437	91.6	86.6
	2008	86.1	14,626.9	83.7	97.1	14,102.7	96.4	15	17.4	21.2	77	12,704	89.4	86.9
2	2006	82.3	13,536.9	79.5	96.6	13,115.8	96.9	19	23.1	22.9	74	11,853	89.9	87.6
	2007	63.3	13,403.8	61.4	97.0	12,978.9	96.8	17	26.8	21.7	51	11,729	80.5	87.5
	2008	73.0	13,708.6	70.4	96.5	13,269.8	96.8	15	20.5	19.7	62	12,043	84.9	87.9
3	2006	85.9	12,948.9	83.0	96.6	12,577.2	97.1	14	16.3	22.8	75	11,376	87.3	87.9
	2007	71.4	12,998.4	68.7	96.3	12,633.3	97.2	16	22.4	21.1	61	11,445	85.5	88.0
	2008	52.7	12,806.9	51.3	97.4	12,425.5	97.0	7	13.3	19.1	48	11,408	91.1	89.1
4	2006	63.0	12,021.0	61.0	96.9	11,684.2	97.2	11	17.5	22.3	57	10,587	90.5	88.1
	2007	72.3	12,104.9	70.5	97.5	11,768.3	97.2	8	11.1	19.7	65	10,683	89.8	88.3
	2008	77.8	12,329.8	76.2	97.9	11,960.3	97.0	17	21.8	19.7	71	10,924	91.2	88.6
5	2006	88.9	12,618.4	87.2	98.0	12,262.2	97.2	17	19.1	22.3	82	11,130	92.2	88.2
	2007	60.0	11,757.0	57.8	96.2	11,426.8	97.2	10	16.7	20.9	52	10,362	86.6	88.1
	2008	73.9	11,874.2	71.7	97.0	11,539.6	97.2	13	17.6	18.8	68	10,608	92.0	89.3
EC-5	2006	474.7	83,530.4	459.4	96.8	80,779.5	96.7	128	27.0	34.4	433	76,525	91.2	91.6
	2007	441.5	83,122.6	427.1	96.8	80,387.4	96.7	127	28.8	33.3	404	76,416	91.5	91.9
	2008	451.2	83,438.7	437.3	96.9	80,606.0	96.6	129	28.6	31.9	418	76,970	92.7	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	39	92.9
Hispanic	0	0.0
White	3	7.1
Other	0	0.0

Gender	Number	Percent
Female	38	90.5
Male	4	9.5

TOTAL	42
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AVERAGE NUMBER OF ABSENCES

2006	5.2
2007	5.9
2008	2.4

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		95.1	*	94.6	*		*		92.1	97.8	95.2	87.7	84
	2007		98.4	*	98.1	*		96.8		97.6	100.0	98.4	84.6	63
	2008		93.8	*	93.8	*	*	90.0		90.0	100.0	94.0	86.2	50
4	2006		93.2		92.3	*		90.0		89.5	100.0	93.2	69.5	59
	2007		96.8	*	96.4	*		83.3		93.9	100.0	96.9	69.7	64
	2008		90.1		89.1	*		80.0		86.4	96.3	90.1	72.1	71
5	2006		85.2		83.3	*		73.7		77.1	91.3	85.2	76.9	81
	2007		94.1	*	92.7		*	75.0		93.9	94.7	94.2	78.3	52
	2008		91.5	*	91.2	*	*	87.5		94.9	88.2	91.8	82.9	73
3-5	2006		91.0	*	90.1	*		78.8		86.5	95.6	91.1	78.2	224
	2007		96.6	*	96.0	*	*	89.8		95.4	98.6	96.6	77.6	179
	2008		91.6	*	91.1	71.4	*	86.4		90.3	93.8	91.8	80.3	194

NUMBER TESTED IN GRADES 3-5													
2006	0	221	3	192	4	0	52	0	111	113	224	32,875	
2007	0	175	3	149	3	1	49	0	108	71	179	31,814	
2008	0	190	4	180	7	3	66	0	113	81	194	31,840	

Shaded cells indicate percentages below 70 percent, the 2009 AEIS reading/ELA minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		4	*	4	*		*		3	1	4	1,380	84
	2007		1	*	1	*		1		1	0	1	1,675	63
	2008		3	*	3	*	*	3		3	0	3	1,443	50
4	2006		4		4	*		1		4	0	4	3,190	59
	2007		2	*	2	*		1		2	0	2	3,189	64
	2008		7		7	*		4		6	1	7	2,996	71
5	2006		12		11	*		10		8	4	12	2,584	81
	2007		3	*	3		*	3		2	1	3	2,258	52
	2008		6	*	6	*	*	2		2	4	6	1,827	73
3-5	2006		20	*	19	*		11		15	5	20	7,154	224
	2007		6	*	6	*	*	5		5	1	6	7,122	179
	2008		16	*	16	2	*	9		11	5	16	6,266	194

NUMBER TESTED IN GRADES 3-5													
2006	0	221	3	192	4	0	52	0	111	113	224	32,875	
2007	0	175	3	149	3	1	49	0	108	71	179	31,814	
2008	0	190	4	180	7	3	66	0	113	81	194	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	86.0	88.8	85.7	83.3
	2007	87.4	87.3	86.5	83.3
	2008	87.7	86.9	88.7	80.8
4	2006	87.7	83.1	76.5	83.6
	2007	86.1	90.0	82.6	80.0
	2008	88.2	85.7	84.5	82.5
5	2006	79.0	80.1	80.9	77.5
	2007	85.9	90.9	89.7	81.4
	2008	78.7	82.7	80.1	78.4
3-5	2006	83.9	84.1	81.5	81.3
	2007	86.5	89.3	86.0	81.6
	2008	84.5	84.9	83.9	80.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		39.5	*	37.8	*		*		34.2	41.3	38.1	28.0	84
	2007		32.8	*	28.8	*		22.6		40.5	19.0	33.3	21.3	63
	2008		37.5	*	37.5	*	*	23.3		30.0	50.0	38.0	21.5	50
4	2006		22.0		21.2	*		0.0		21.1	23.8	22.0	10.0	59
	2007		27.0	*	25.0	*		0.0		27.3	25.8	26.6	16.6	64
	2008		39.4		37.5	*		15.0		31.8	51.9	39.4	14.4	71
5	2006		19.8		16.7	*		10.5		20.0	19.6	19.8	10.8	81
	2007		39.2	*	43.9		*	16.7		30.3	52.6	38.5	13.1	52
	2008		14.1	*	16.2	*	*	18.8		15.4	14.7	15.1	16.5	73
3-5	2006		27.6	*	26.0	*		9.6		25.2	29.2	27.2	16.4	224
	2007		32.6	*	31.5	*	*	18.4		33.3	31.0	32.4	17.1	179
	2008		29.5	*	29.4	14.3	*	19.7		25.7	35.8	29.9	17.4	194

	NUMBER TESTED IN GRADES 3-5											
2006	0	221	3	192	4	0	52	0	111	113	224	32,875
2007	0	175	3	149	3	1	49	0	108	71	179	31,814
2008	0	190	4	180	7	3	66	0	113	81	194	31,840

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		92.4	*	90.4	*		*		88.9	93.5	91.5	74.9	82
	2007		82.8	*	81.8	*		82.4		74.4	95.7	81.8	70.3	66
	2008		66.0	*	66.0	*	*	50.0		58.6	80.0	67.3	76.6	49
4	2006		93.2		92.3	*		80.0		92.1	95.2	93.2	74.0	59
	2007		96.8	*	96.4	*		83.3		93.9	100.0	96.9	75.7	64
	2008		88.9		89.2	*		80.0		86.4	92.9	88.9	77.9	72
5	2006		87.7		88.1	*		83.8		83.3	91.1	87.7	82.2	81
	2007		90.2	*	90.2		*	66.7		90.9	89.5	90.4	82.9	52
	2008		94.1	*	95.2	*	*	86.7		89.2	100.0	94.3	84.0	70
3-5	2006		90.9	*	90.1	*		84.3		88.2	92.9	90.5	77.1	222
	2007		89.9	*	89.5	*	*	78.8		85.3	95.9	89.6	76.2	182
	2008		85.0	*	85.1	37.5	*	67.7		80.0	92.6	85.3	79.5	191

	NUMBER TESTED IN GRADES 3-5											
2006	0	219	3	192	4	0	51	0	110	112	222	33,063
2007	0	178	3	152	5	1	52	0	109	73	182	32,298
2008	0	187	4	175	8	3	65	0	110	81	191	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		6	*	7	*		*		4	3	7	2,820	82
	2007		11	*	10	*		6		11	1	12	3,303	66
	2008		16	*	16	*	*	15		12	4	16	2,542	49
4	2006		4		4	*		2		3	1	4	2,765	59
	2007		2	*	2	*		1		2	0	2	2,604	64
	2008		8		7	*		4		6	2	8	2,436	72
5	2006		10		8	*		6		6	4	10	1,997	81
	2007		5	*	4		*	4		3	2	5	1,785	52
	2008		4	*	3	*	*	2		4	0	4	1,730	70
3-5	2006		20	*	19	*		8		13	8	21	7,582	222
	2007		18	*	16	*	*	11		16	3	19	7,692	182
	2008		28	*	26	5	*	21		22	6	28	6,708	191

	NUMBER TESTED IN GRADES 3-5											
2006	0	219	3	192	4	0	51	0	110	112	222	33,063
2007	0	178	3	152	5	1	52	0	109	73	182	32,298
2008	0	187	4	175	8	3	65	0	110	81	191	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	88.9	88.8	90.9	88.4	91.5	69.4
	2007	82.3	83.8	81.6	80.3	81.4	72.7
	2008	77.8	80.3	86.1	72.4	82.1	65.8
4	2006	88.1	88.1	92.1	85.9	88.6	70.6
	2007	90.6	92.2	88.3	85.2	86.3	85.4
	2008	86.7	86.3	81.5	82.2	88.2	78.0
5	2006	89.8	83.2	85.2	81.3	87.0	76.4
	2007	87.2	81.3	87.6	79.1	81.7	82.7
	2008	88.1	83.1	91.0	80.0	84.3	85.2
3-5	2006	89.0	86.6	89.1	85.1	89.1	72.2
	2007	86.6	86.1	85.7	81.7	83.2	80.0
	2008	84.9	83.6	86.2	78.9	85.2	77.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		41.8	*	42.5	*		*		47.2	37.0	41.5	22.3	82
	2007		34.4	*	38.2	*		23.5		30.2	43.5	34.8	19.2	66
	2008		31.9	*	34.0	*	*	6.7		31.0	35.0	32.7	26.3	49
4	2006		33.9		34.6	*		0.0		34.2	33.3	33.9	22.1	59
	2007		46.0	*	46.4	*		16.7		39.4	54.8	46.9	22.6	64
	2008		31.9		33.8	*		5.0		29.5	35.7	31.9	23.8	72
5	2006		43.2		46.3	*		18.9		44.4	42.2	43.2	29.9	81
	2007		45.1	*	51.2		*	25.0		42.4	52.6	46.2	29.3	52
	2008		47.1	*	49.2	*	*	33.3		40.5	57.6	48.6	31.9	70
3-5	2006		40.2	*	41.7	*		15.7		41.8	38.4	40.1	24.8	222
	2007		41.6	*	44.7	*	*	23.1		36.7	50.7	42.3	23.6	182
	2008		37.4	*	39.4	25.0	*	12.3		33.6	44.4	38.2	27.3	191

	NUMBER TESTED IN GRADES 3-5											
2006	0	219	3	192	4	0	51	0	110	112	222	33,063
2007	0	178	3	152	5	1	52	0	109	73	182	32,298
2008	0	187	4	175	8	3	65	0	110	81	191	32,696

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		96.7		96.2	*		81.8		94.9	100.0	96.7	84.2	60
	2007		95.3	*	94.6			100.0		97.0	93.8	95.4	86.5	65
	2008		94.1		93.4	*		90.0		90.5	100.0	94.1	87.4	68

	NUMBER TESTED IN GRADE 4											
2006	0	60	0	53	1	0	11	0	39	21	60	10,311
2007	0	64	1	56	0	0	7	0	33	32	65	10,408
2008	0	68	0	61	1	0	20	0	42	26	68	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		2		2	*		2		2	0	2	1,631	60
	2007		3	*	3			0		1	2	3	1,408	65
	2008		4		4	*		2		4	0	4	1,348	68

NUMBER TESTED IN GRADE 4													
2006	0	60	0	53	1	0	11	0	39	21	60	10,311	
2007	0	64	1	56	0	0	7	0	33	32	65	10,408	
2008	0	68	0	61	1	0	20	0	42	26	68	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	2.3	90.4	85.6	92.7	92.9
	2007	2.5	83.5	83.8	93.8	90.4
	2008	2.3	87.1	85.1	89.2	89.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		21.7		20.8	*		27.3		17.9	28.6	21.7	10.9	60
	2007		31.3	*	26.8			14.3		27.3	34.4	30.8	18.2	65
	2008		29.4		29.5	*		10.0		23.8	38.5	29.4	21.4	68

	NUMBER TESTED IN GRADE 4											
2006	0	60	0	53	1	0	11	0	39	21	60	10,311
2007	0	64	1	56	0	0	7	0	33	32	65	10,408
2008	0	68	0	61	1	0	20	0	42	26	68	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		77.2		76.9	*		58.3		75.8	78.3	77.2	62.1	79
	2007		86.3	*	85.4		*	58.3		84.8	89.5	86.5	62.3	52
	2008		92.8	*	92.4	*	*	81.3		91.9	94.1	93.0	71.9	71

	NUMBER TESTED IN GRADE 5											
2006	0	79	0	65	1	0	36	0	33	46	79	11,045
2007	0	51	1	41	0	1	12	0	33	19	52	10,296
2008	0	69	2	66	2	1	16	0	37	34	71	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		18		15	*		15		8	10	18	4,185	79
	2007		7	*	6		*	5		5	2	7	3,881	52
	2008		5	*	5	*	*	3		3	2	5	3,005	71

NUMBER TESTED IN GRADE 5													
2006	0	79	0	65	1	0	36	0	33	46	79	11,045	
2007	0	51	1	41	0	1	12	0	33	19	52	10,296	
2008	0	69	2	66	2	1	16	0	37	34	71	10,686	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	86.5	85.7	77.9	78.2
	2007	85.8	88.2	84.6	75.9
	2008	90.7	94.5	88.4	80.1

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)
5	2006		22.8		23.1	*		13.9		18.2	26.1	22.8	14.4	79
	2007		33.3	*	29.3		*	8.3		36.4	26.3	32.7	18.0	52
	2008		52.2	*	53.0	*	*	31.3		45.9	61.8	53.5	24.8	71

	NUMBER TESTED IN GRADE 5											
2006	0	79	0	65	1	0	36	0	33	46	79	11,045
2007	0	51	1	41	0	1	12	0	33	19	52	10,296
2008	0	69	2	66	2	1	16	0	37	34	71	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	*	80.6	81.7	69.9	71
	2007	*	66.7	65.8	46.9	79
	2008		76.2	76.2	57.6	63
1	2006	16.7	75.8	70.6	54.1	68
	2007	16.7	62.5	54.4	51.4	68
	2008	*	63.2	61.5	50.2	78
2	2006	25.0	53.1	48.7	49.2	76
	2007	31.8	69.7	54.5	44.5	55
	2008	37.5	92.1	67.1	50.2	70
1-2	2006	22.2	64.3	59.0	51.4	144
	2007	26.5	65.2	54.5	47.6	123
	2008	35.3	72.8	64.2	50.2	148

Number Tested	2006	22	193	215	27,596	
	2007	35	167	202	24,696	
	2008	34	177	211	21,817	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	83.6	84.5	68.7	71
	2007	*	73.4	73.8	44.3	80
	2008		58.7	58.7	44.9	63
1	2006	100.0	90.5	91.3	60.7	69
	2007	69.2	89.5	85.7	48.8	70
	2008	*	75.9	75.3	55.5	81
2	2006	23.1	69.8	61.8	63.1	76
	2007	52.2	75.8	66.1	55.6	56
	2008	51.6	80.0	67.6	57.5	71
K-2	2006	56.5	81.3	78.7	63.9	216
	2007	59.5	79.3	75.7	49.1	206
	2008	51.5	70.9	67.9	52.7	215

Number Tested	2006	23	193	216	28,201	
	2007	37	169	206	34,441	
	2008	33	182	215	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		81.8	*	85.1	*		*		81.8	81.6	81.7	69.9	71
	2007	*	66.2	*	64.0	*		*		56.4	75.0	65.8	46.9	79
	2008		75.8	*	78.0					64.5	87.5	76.2	57.6	63
1	2006		71.6	*	69.4	*		16.7		70.3	71.0	70.6	54.1	68
	2007	*	56.9	*	54.4	*		16.7		43.3	63.2	54.4	51.4	68
	2008		61.5		60.3	*		*		50.0	75.0	61.5	50.2	78
2	2006		48.6	*	47.0	*	*	25.0		41.3	60.0	48.7	49.2	76
	2007		53.7	*	54.9	*	*	31.8		48.3	61.5	54.5	44.5	55
	2008		67.1		69.1	*		37.5		50.0	81.6	67.1	50.2	70
1-2	2006		59.6	*	57.8	16.7	*	22.2		54.2	65.6	59.0	51.4	144
	2007	*	55.5	*	54.6	*	*	26.5		45.8	62.5	54.5	47.6	123
	2008		64.2		64.5	*		35.3		50.0	78.4	64.2	50.2	148

Number Tested	2006	0	207	7	195	8	1	22	0	116	99	215	27,596
	2007	2	196	4	194	7	1	35	0	98	104	202	24,696
	2008	0	210	1	200	4	0	34	0	105	106	211	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		17	*	18	*		*		9	9	18	1,856	71
	2007	*	16	*	15	*		*		6	11	17	1,245	79
	2008		22	*	21					13	10	23	1,687	63
1	2006		17	*	13	*		0		8	9	17	1,786	68
	2007	*	10	*	10	*		1		4	6	10	1,458	68
	2008		21		19	*		*		6	15	21	1,555	78
2	2006		9	*	5	*	*	0		6	3	9	1,340	76
	2007		7	*	8	*	*	1		1	7	8	896	55
	2008		29		29	*		4		9	20	29	1,065	70
1-2	2006		26	*	18	1	*	0		14	12	26	3,126	144
	2007	*	17	*	18	*	*	2		5	13	18	2,355	123
	2008		50		48	*		4		15	35	50	2,620	148
Number Tested	2006	0	207	7	195	8	1	22	0	116	99	215	27,596	
	2007	2	196	4	194	7	1	35	0	98	104	202	24,696	
	2008	0	210	1	200	4	0	34	0	105	106	211	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		84.8	*	86.6	*		*		75.8	92.1	84.5	68.7	71
	2007	*	74.4	*	72.4	*		*		72.5	75.0	73.8	44.3	80
	2008		58.1	*	61.0					51.6	65.6	58.7	44.9	63
1	2006		92.6	*	90.5	*		100.0		91.9	90.6	91.3	60.7	69
	2007	*	86.6	*	87.0	*		69.2		75.0	94.7	85.7	48.8	70
	2008		75.3		75.0	*		*		69.8	81.6	75.3	55.5	81
2	2006		63.0	*	60.6	*	*	23.1		54.3	73.3	61.8	63.1	76
	2007		65.5	*	63.5	*	*	52.2		60.0	73.1	66.1	55.6	56
	2008		67.6		68.1	*		51.6		54.5	78.9	67.6	57.5	71
K-2	2006		79.7	50.0	79.1	40.0	*	56.5		72.4	86.0	78.7	63.9	216
	2007	*	76.0	*	75.1	66.7	*	59.5		69.6	81.7	75.7	49.1	206
	2008		67.8	*	68.6	33.3		51.5		59.8	75.9	67.9	52.7	215
Number Tested	2006	0	207	8	196	10	2	23	0	116	100	216	28,201	
	2007	2	200	4	197	9	1	37	0	102	104	206	34,441	
	2008	0	214	1	204	6	0	33	0	107	108	215	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		24	*	26	*		*		7	19	26	2,491	71
	2007	*	29	*	28	*		*		16	14	30	2,583	80
	2008		12	*	12					7	6	13	2,788	63
1	2006		41	*	37	*		2		19	22	41	2,111	69
	2007	*	35	*	36	*		5		14	22	36	1,769	70
	2008		35		32	*		*		17	18	35	2,800	81
2	2006		15	*	13	*	*	1		7	9	16	2,575	76
	2007		16	*	13	*	*	4		9	8	17	2,098	56
	2008		23		23	*		2		9	14	23	2,912	71
K-2	2006		80	2	76	1	*	4		33	50	83	7,177	216
	2007	*	80	*	77	1	*	9		39	44	83	6,450	206
	2008		70	*	67	1		2		33	38	71	8,500	215
Number Tested	2006	0	207	8	196	10	2	23	0	116	100	216	28,201	
	2007	2	200	4	197	9	1	37	0	102	104	206	34,441	
	2008	0	214	1	204	6	0	33	0	107	108	215	41,070	

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2007		Level 2 in 2007		Level 3 in 2007		Levels 1-3 in 2007	
	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008
3	0	-	0	-	1	0.0	1	0.0
4	1	0.0	1	0.0	0	-	2	0.0
ALL	1	0.0	1	0.0	1	0.0	3	0.0