

Campus Data Packet

for 2008 - 09 Plans

CLINTON P. RUSSELL
School Number 205

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



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

MEASURES OF ENGLISH PROFICIENCY

26....	WMLS.....	Woodcock-Muñoz Language Survey
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3....	Notes.....	Notes and Data Descriptions for Individual Reports
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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

°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.

STUDENT ENROLLMENT

Grade	Enrollment
4	112
5	100
ALL	212

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	25	11.8	6	46.2
American Indian	0	0.0	*	*
Asian	1	0.5	*	*
Hispanic	184	86.8	1	7.7
White	2	0.9	5	38.5
Other	**	**	1	7.7

*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	208	98.1
Limited English proficient students	57	26.9
Special education students	14	6.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
4	2006	113	21	18.6	0	0.0	0	0.0	92	81.4	0	0.0
	2007	100	18	18.0	0	0.0	0	0.0	82	82.0	0	0.0
	2008	112	11	9.8	0	0.0	1	0.9	98	87.5	2	1.8
5	2006	131	38	29.0	0	0.0	0	0.0	93	71.0	0	0.0
	2007	113	24	21.2	0	0.0	0	0.0	89	78.8	0	0.0
	2008	100	14	14.0	0	0.0	0	0.0	86	86.0	0	0.0
4-6	2006	366	89	24.3	0	0.0	0	0.0	277	75.7	0	0.0
	2007	213	42	19.7	0	0.0	0	0.0	171	80.3	0	0.0
	2008	212	25	11.8	0	0.0	1	0.5	184	86.8	2	0.9

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
4	2006	113	111	98.2	15	13.3	12	10.6	0	0.0	4	3.5	0.0
	2007	100	98	98.0	21	21.0	4	4.0	14	14.0	3	3.0	0.0
	2008	112	110	98.2	31	27.7	6	5.4	17	15.2	11	9.8	0.0
5	2006	131	124	94.7	16	12.2	6	4.6	31	23.7	6	4.6	3.8
	2007	113	109	96.5	16	14.2	6	5.3	22	19.5	7	6.2	1.8
	2008	100	98	98.0	26	26.0	8	8.0	15	15.0	12	12.0	1.0
4-6	2006	366	355	97.0	50	13.7	26	7.1	60	16.4	16	4.4	1.4
	2007	213	207	97.2	37	17.4	10	4.7	36	16.9	10	4.7	0.9
	2008	212	208	98.1	57	26.9	14	6.6	32	15.1	23	10.8	0.5

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
4	2006	111.5	12,021.0	109.5	98.2	11,684.2	97.2	17	15.2	22.3	100	10,587	89.7	88.1
	2007	98.3	12,104.9	96.6	98.3	11,768.3	97.2	16	16.3	19.7	91	10,683	92.6	88.3
	2008	112.0	12,329.8	110.2	98.4	11,960.3	97.0	21	18.8	19.7	98	10,924	87.5	88.6
5	2006	130.8	12,618.4	128.7	98.4	12,262.2	97.2	21	16.1	22.3	121	11,130	92.5	88.2
	2007	110.8	11,757.0	109.3	98.7	11,426.8	97.2	19	17.2	20.9	103	10,362	93.0	88.1
	2008	100.8	11,874.2	99.6	98.8	11,539.6	97.2	21	20.8	18.8	91	10,608	90.2	89.3
6	2006	124.9	10,821.1	122.2	97.8	10,478.8	96.8	14	11.2	23.6	114	9,467	91.2	87.5
	2007		11,264.8			10,864.3	96.4			21.9		9,788		86.9
	2008		10,450.4			10,060.0	96.3			22.0		9,055		86.6
4-6	2006	367.3	35,460.5	360.4	98.1	34,425.2	97.1	52	14.2	22.7	335	31,184	91.2	87.9
	2007	209.1	35,126.6	205.9	98.5	34,059.4	97.0	35	16.7	20.8	194	30,833	92.8	87.8
	2008	212.8	34,654.4	209.8	98.6	33,560.0	96.8	42	19.7	20.1	189	30,587	88.8	88.3

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	6	46.2
Hispanic	1	7.7
White	5	38.5
Other	1	7.7

Gender	Number	Percent
Female	8	61.5
Male	5	38.5

TOTAL	13
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AVERAGE NUMBER OF ABSENCES

2006	7.5
2007	6.6
2008	5.0

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		70.6	90.5	86.9	*	50.0	74.3	*	84.9	89.6	87.1	69.5	101
	2007		82.4	76.7	77.5	*	46.2	57.6		78.0	77.6	77.8	69.7	90
	2008	*	88.9	80.2	81.6	*	60.0	66.7		71.7	89.5	81.6	72.1	103
5	2006		68.6	92.9	85.7	*	85.7	75.9	*	83.8	88.2	85.7	76.9	119
	2007		100.0	100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0	78.3	104
	2008		100.0	87.8	90.1	*	81.8	81.8		91.5	88.0	89.7	82.9	97
6	2006		100.0	98.7	99.0	*	*	98.0	*	97.9	100.0	99.0	89.4	105
	2007												87.2	0
	2008												87.8	0
4-6	2006		80.0	93.9	90.4	*	68.4	83.6	*	88.2	92.9	90.5	78.1	325
	2007		92.3	89.0	89.4	*	70.8	80.6	*	90.6	88.8	89.7	78.2	194
	2008	*	95.8	83.8	85.6	66.7	70.2	74.4		81.7	88.8	85.5	80.6	200

	NUMBER TESTED IN GRADES 4-6											
2006	0	80	245	314	5	19	140	3	169	156	325	30,873
2007	0	39	155	189	2	24	72	1	96	98	194	30,831
2008	2	24	173	194	6	47	86	0	93	107	200	30,736

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)
4	2006		5	8	13	*	4	9	*	8	5	13	3,190	101
	2007		3	17	20	*	7	14		9	11	20	3,189	90
	2008	*	1	18	19	*	10	14		13	6	19	2,996	103
5	2006		11	6	16	*	1	13	*	11	6	17	2,584	119
	2007		0	0	0	*	0	0	*	0	0	0	2,258	104
	2008		0	10	9	*	4	8		4	6	10	1,827	97
6	2006		0	1	1	*	*	1	*	1	0	1	982	105
	2007												1,269	0
	2008												1,140	0
4-6	2006		16	15	30	*	6	23	*	20	11	31	6,756	325
	2007		3	17	20	*	7	14	*	9	11	20	6,716	194
	2008	*	1	28	28	2	14	22		17	12	29	5,963	200

	NUMBER TESTED IN GRADES 4-6											
2006	0	80	245	314	5	19	140	3	169	156	325	30,873
2007	0	39	155	189	2	24	72	1	96	98	194	30,831
2008	2	24	173	194	6	47	86	0	93	107	200	30,736

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
4	2006	78.1	78.6	79.1	73.0
	2007	81.5	80.6	75.6	76.0
	2008	83.0	78.0	83.1	79.3
5	2006	79.2	79.3	79.6	73.4
	2007	82.5	87.3	84.3	85.4
	2008	79.4	82.7	81.3	81.2
6	2006	92.0	88.6	86.8	79.0
	2007				
	2008				
4-6	2006	83.0	82.1	81.8	75.1
	2007	82.1	84.1	80.2	81.0
	2008	81.3	80.3	82.2	80.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		0.0	6.0	5.1	*	0.0	2.9	*	1.9	8.3	5.0	10.0	101
	2007		47.1	21.9	25.8	*	0.0	9.1		19.5	32.7	26.7	16.6	90
	2008	*	11.1	6.6	7.8	*	0.0	2.4		8.7	7.0	7.8	14.4	103
5	2006		17.1	14.3	13.4	*	0.0	3.7	*	13.2	17.6	15.1	10.8	119
	2007		27.3	22.0	22.0	*	9.1	10.3	*	20.0	26.5	23.1	13.1	104
	2008		40.0	15.9	19.8	*	0.0	11.4		12.8	26.0	19.6	16.5	97
6	2006		42.9	50.6	48.5	*	*	29.4	*	43.8	52.6	48.6	28.7	105
	2007												37.4	0
	2008												33.8	0
4-6	2006		22.5	22.9	22.3	*	5.3	12.9	*	18.3	27.6	22.8	15.8	325
	2007		35.9	21.9	23.8	*	4.2	9.7	*	19.8	29.6	24.7	22.2	194
	2008	*	29.2	11.0	13.4	0.0	0.0	7.0		10.8	15.9	13.5	21.0	200

NUMBER TESTED IN GRADES 4-6													
2006	0	80	245	314	5	19	140	3	169	156	325	30,873	
2007	0	39	155	189	2	24	72	1	96	98	194	30,831	
2008	2	24	173	194	6	47	86	0	93	107	200	30,736	

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		77.8	95.2	92.0	*	87.5	83.3	*	92.5	91.8	92.2	74.0	102
	2007		88.2	86.3	86.5	*	69.2	75.8		90.5	83.3	86.7	75.7	90
	2008	*	100.0	87.9	89.4	*	80.0	79.1		85.1	93.0	89.4	77.9	104
5	2006		83.3	89.3	86.7	*	57.1	77.8	*	89.9	84.3	87.5	82.2	120
	2007		72.7	94.0	89.1	*	81.8	76.2	*	86.0	93.8	89.5	82.9	105
	2008		85.7	91.0	91.0	*	72.7	81.8		87.0	89.8	88.4	84.0	95
6	2006		88.9	97.4	95.1		*	90.0	*	97.9	93.0	95.2	77.2	104
	2007												70.0	0
	2008												73.8	0
4-6	2006		84.0	93.9	91.1	*	78.9	83.6	*	92.9	89.8	91.4	77.9	326
	2007		79.5	90.4	87.9	*	75.0	76.0	*	87.9	88.5	88.2	76.3	195
	2008	*	91.7	89.3	90.2	83.3	76.6	80.5		86.0	91.5	88.9	78.8	199

NUMBER TESTED IN GRADES 4-6													
2006	0	81	245	315	4	19	140	3	169	157	326	31,229	
2007	0	39	156	190	2	24	75	1	99	96	195	31,199	
2008	2	24	169	193	6	47	87	0	93	106	199	31,212	

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)
4	2006		4	4	8	*	1	6	*	4	4	8	2,765	102
	2007		2	10	12	*	4	8		4	8	12	2,604	90
	2008	*	0	11	11	*	5	9		7	4	11	2,436	104
5	2006		6	9	15	*	3	12	*	7	8	15	1,997	120
	2007		6	5	11	*	2	10	*	8	3	11	1,785	105
	2008		2	7	8	*	6	8		6	5	11	1,730	95
6	2006		3	2	5		*	5	*	1	4	5	2,140	104
	2007												3,012	0
	2008												2,460	0
4-6	2006		13	15	28	*	4	23	*	12	16	28	6,902	326
	2007		8	15	23	*	6	18	*	12	11	23	7,401	195
	2008	*	2	18	19	1	11	17		13	9	22	6,626	199

	NUMBER TESTED IN GRADES 4-6											
2006	0	81	245	315	4	19	140	3	169	157	326	31,229
2007	0	39	156	190	2	24	75	1	99	96	195	31,199
2008	2	24	169	193	6	47	87	0	93	106	199	31,212

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
4	2006	88.2	84.9	82.4	84.3	87.3	74.4
	2007	88.9	85.6	83.0	75.0	75.8	73.1
	2008	88.4	86.0	92.1	83.2	80.8	75.6
5	2006	82.8	79.6	83.8	81.5	84.4	79.3
	2007	78.7	77.3	87.9	79.9	83.8	80.1
	2008	81.3	78.5	86.9	77.9	85.3	81.4
6	2006	86.9	84.2	89.3	75.4	88.6	87.7
	2007						
	2008						
4-6	2006	85.8	82.7	85.1	80.4	86.6	80.4
	2007	83.4	81.1	85.6	77.6	80.1	76.9
	2008	85.0	82.4	89.7	80.7	82.9	78.4

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		16.7	36.9	33.0	*	12.5	19.4	*	35.8	30.6	33.3	22.1	102
	2007		47.1	27.4	30.3	*	0.0	12.1		28.6	33.3	31.1	22.6	90
	2008	*	60.0	39.6	40.4	*	32.0	27.9		44.7	36.8	40.4	23.8	104
5	2006		22.2	41.7	35.4	*	0.0	9.3	*	37.7	33.3	35.8	29.9	120
	2007		13.6	28.9	24.8	*	9.1	19.0	*	26.3	25.0	25.7	29.3	105
	2008		35.7	37.2	38.2	*	22.7	27.3		32.6	38.8	35.8	31.9	95
6	2006		14.8	70.1	55.9		*	36.0	*	59.6	52.6	55.8	28.6	104
	2007												26.5	0
	2008												31.0	0
4-6	2006		18.5	49.0	41.3	*	10.5	21.4	*	43.2	39.5	41.4	26.9	326
	2007		28.2	28.2	27.4	*	4.2	16.0	*	27.3	29.2	28.2	26.1	195
	2008	*	45.8	38.5	39.4	16.7	27.7	27.6		38.7	37.7	38.2	28.8	199

	NUMBER TESTED IN GRADES 4-6											
2006	0	81	245	315	4	19	140	3	169	157	326	31,229
2007	0	39	156	190	2	24	75	1	99	96	195	31,199
2008	2	24	169	193	6	47	87	0	93	106	199	31,212

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		76.5	91.6	89.8	*	87.5	76.5	*	84.9	93.6	89.0	84.2	100
	2007		82.4	91.2	89.3		66.7	75.0		87.2	91.3	89.4	86.5	85
	2008	*	90.0	91.3	91.4	*	73.1	81.4		85.1	96.6	91.5	87.4	106

	NUMBER TESTED IN GRADE 4											
2006	0	17	83	98	2	8	34	1	53	47	100	10,311
2007	0	17	68	84	0	12	32	0	39	46	85	10,408
2008	2	10	92	105	2	26	43	0	47	58	106	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	7	10	*	1	8	*	8	3	11	1,631	100
	2007		3	6	9		4	8		5	4	9	1,408	85
	2008	*	1	8	9	*	7	8		7	2	9	1,348	106

	NUMBER TESTED IN GRADE 4											
2006	0	17	83	98	2	8	34	1	53	47	100	10,311
2007	0	17	68	84	0	12	32	0	39	46	85	10,408
2008	2	10	92	105	2	26	43	0	47	58	106	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	88.5	79.8	77.8	89.1
	2007	2.4	82.1	81.8	86.2	85.9
	2008	2.2	87.0	91.9	88.3	90.0

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)
4	2006		11.8	15.7	15.3	*	0.0	2.9	*	13.2	17.0	15.0	10.9	100
	2007		35.3	26.5	27.4		0.0	9.4		23.1	32.6	28.2	18.2	85
	2008	*	20.0	20.7	20.0	*	0.0	7.0		23.4	17.2	19.8	21.4	106

	NUMBER TESTED IN GRADE 4											
2006	0	17	83	98	2	8	34	1	53	47	100	10,311
2007	0	17	68	84	0	12	32	0	39	46	85	10,408
2008	2	10	92	105	2	26	43	0	47	58	106	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		55.9	81.9	72.7	*	28.6	53.8	*	76.1	72.0	74.4	62.1	117
	2007		77.3	81.7	81.0	*	45.5	64.1	*	80.4	81.3	80.8	62.3	104
	2008		80.0	74.7	75.3	*	52.4	62.8		75.6	74.0	74.7	71.9	95

NUMBER TESTED IN GRADE 5													
2006	0	34	83	110	1	7	52	1	67	50	117	11,045	
2007	0	22	82	100	1	11	39	1	56	48	104	10,296	
2008	0	15	79	89	4	21	43	0	45	50	95	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		15	15	30	*	5	24	*	16	14	30	4,185	117
	2007		5	15	19	*	6	14	*	11	9	20	3,881	104
	2008		3	20	22	*	10	16		11	13	24	3,005	95

NUMBER TESTED IN GRADE 5													
2006	0	34	83	110	1	7	52	1	67	50	117	11,045	
2007	0	22	82	100	1	11	39	1	56	48	104	10,296	
2008	0	15	79	89	4	21	43	0	45	50	95	10,686	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	83.4	82.1	79.7	72.5
	2007	84.1	86.6	86.6	77.9
	2008	85.0	87.1	84.7	73.2

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		17.6	28.9	26.4	*	0.0	7.7	*	29.9	20.0	25.6	14.4	117
	2007		31.8	34.1	33.0	*	36.4	28.2	*	41.1	25.0	33.7	18.0	104
	2008		53.3	26.6	30.3	*	4.8	16.3		33.3	28.0	30.5	24.8	95

	NUMBER TESTED IN GRADE 5											
2006	0	34	83	110	1	7	52	1	67	50	117	11,045
2007	0	22	82	100	1	11	39	1	56	48	104	10,296
2008	0	15	79	89	4	21	43	0	45	50	95	10,686

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

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
4	2	50.0	2	0.0	17	23.5	21	23.8
5	0	-	3	0.0	0	-	3	0.0
ALL	2	50.0	5	0.0	17	23.5	24	20.8