

Campus Data Packet

for 2008 - 09 Plans

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School Number 228

*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	22
KN	43
1	41
2	42
3	47
4	30
5	44
ALL	269

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	37	13.8	6	21.4
American Indian	0	0.0	*	*
Asian	1	0.4	*	*
Hispanic	225	83.6	4	14.3
White	6	2.2	18	64.3
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	233	86.6
Limited English proficient students	144	53.5
Special education students	38	14.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	22	6	27.3	0	0.0	0	0.0	16	72.7	0	0.0
	2007	22	1	4.5	0	0.0	0	0.0	20	90.9	1	4.5
	2008	22	2	9.1	0	0.0	0	0.0	20	90.9	0	0.0
KN	2006	37	10	27.0	0	0.0	0	0.0	27	73.0	0	0.0
	2007	40	5	12.5	0	0.0	0	0.0	34	85.0	1	2.5
	2008	43	5	11.6	0	0.0	1	2.3	33	76.7	4	9.3
1	2006	44	11	25.0	0	0.0	0	0.0	29	65.9	4	9.1
	2007	48	7	14.6	0	0.0	0	0.0	41	85.4	0	0.0
	2008	41	4	9.8	0	0.0	0	0.0	37	90.2	0	0.0
2	2006	40	12	30.0	0	0.0	0	0.0	26	65.0	2	5.0
	2007	50	6	12.0	0	0.0	0	0.0	42	84.0	2	4.0
	2008	42	7	16.7	0	0.0	0	0.0	35	83.3	0	0.0
3	2006	51	24	47.1	0	0.0	0	0.0	25	49.0	2	3.9
	2007	36	8	22.2	0	0.0	0	0.0	27	75.0	1	2.8
	2008	47	6	12.8	0	0.0	0	0.0	40	85.1	1	2.1
4	2006	52	19	36.5	0	0.0	0	0.0	31	59.6	2	3.8
	2007	47	10	21.3	0	0.0	0	0.0	35	74.5	2	4.3
	2008	30	5	16.7	0	0.0	0	0.0	25	83.3	0	0.0
5	2006	36	6	16.7	0	0.0	0	0.0	29	80.6	1	2.8
	2007	44	11	25.0	0	0.0	0	0.0	32	72.7	1	2.3
	2008	44	8	18.2	0	0.0	0	0.0	35	79.5	1	2.3
EC-5	2006	292	88	30.1	0	0.0	0	0.0	191	65.4	13	4.5
	2007	287	48	16.7	0	0.0	0	0.0	231	80.5	8	2.8
	2008	269	37	13.8	0	0.0	1	0.4	225	83.6	6	2.2

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	22	19	86.4	9	40.9	2	9.1	0	0.0	20	90.9	4.5
	2007	22	16	72.7	17	77.3	0	0.0	0	0.0	22	100.0	0.0
	2008	22	21	95.5	19	86.4	0	0.0	0	0.0	21	95.5	0.0
KN	2006	37	30	81.1	10	27.0	6	16.2	2	5.4	29	78.4	0.0
	2007	40	34	85.0	22	55.0	6	15.0	1	2.5	14	35.0	5.0
	2008	43	34	79.1	26	60.5	6	14.0	2	4.7	19	44.2	4.7
1	2006	44	34	77.3	18	40.9	8	18.2	7	15.9	4	9.1	11.4
	2007	48	40	83.3	23	47.9	8	16.7	1	2.1	3	6.3	4.2
	2008	41	38	92.7	25	61.0	5	12.2	6	14.6	5	12.2	7.3
2	2006	40	33	82.5	9	22.5	7	17.5	7	17.5	5	12.5	2.5
	2007	50	44	88.0	28	56.0	8	16.0	4	8.0	3	6.0	6.0
	2008	42	37	88.1	24	57.1	12	28.6	1	2.4	3	7.1	16.7
3	2006	51	42	82.4	7	13.7	9	17.6	11	21.6	5	9.8	0.0
	2007	36	30	83.3	13	36.1	7	19.4	4	11.1	1	2.8	2.8
	2008	47	38	80.9	24	51.1	7	14.9	5	10.6	3	6.4	4.3
4	2006	52	41	78.8	4	7.7	11	21.2	11	21.2	8	15.4	1.9
	2007	47	42	89.4	9	19.1	2	4.3	6	12.8	6	12.8	2.1
	2008	30	27	90.0	12	40.0	5	16.7	5	16.7	3	10.0	0.0
5	2006	36	33	91.7	11	30.6	11	30.6	8	22.2	5	13.9	2.8
	2007	44	33	75.0	10	22.7	5	11.4	11	25.0	2	4.5	0.0
	2008	44	38	86.4	14	31.8	3	6.8	8	18.2	2	4.5	2.3
EC-5	2006	292	240	82.2	69	23.6	64	21.9	46	15.8	79	27.1	5.8
	2007	287	239	83.3	122	42.5	36	12.5	27	9.4	51	17.8	3.1
	2008	269	233	86.6	144	53.5	38	14.1	27	10.0	56	20.8	5.6

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	10.1	95.6	3,815.3	95.7	26	100.0	100.0	18	7,228	100.0	100.0
	2007	10.6	4,117.2	10.1	95.5	3,933.6	95.5	24	100.0	100.0	22	7,436	100.0	100.0
	2008	10.7	4,133.2	10.2	95.6	3,942.7	95.4	23	100.0	100.0	22	7,427	100.0	100.0
KN	2006	36.1	13,725.9	34.4	95.4	13,178.1	96.0	13	36.0	25.7	29	11,822	80.4	86.1
	2007	39.6	13,945.0	37.8	95.6	13,385.6	96.0	13	32.8	24.3	34	12,035	85.9	86.3
	2008	43.1	13,568.1	41.1	95.5	13,004.4	95.8	6	13.9	23.5	38	11,618	88.2	85.6
1	2006	44.6	14,145.9	42.6	95.6	13,632.7	96.4	8	17.9	24.8	40	12,164	89.7	86.0
	2007	47.2	14,353.8	44.9	95.1	13,851.4	96.5	11	23.3	23.2	38	12,437	80.5	86.6
	2008	39.9	14,626.9	38.5	96.6	14,102.7	96.4	4	10.0	21.2	38	12,704	95.2	86.9
2	2006	39.9	13,536.9	38.4	96.2	13,115.8	96.9	7	17.5	22.9	32	11,853	80.2	87.6
	2007	49.3	13,403.8	47.6	96.4	12,978.9	96.8	7	14.2	21.7	46	11,729	93.2	87.5
	2008	42.3	13,708.6	40.9	96.6	13,269.8	96.8	4	9.5	19.7	37	12,043	87.5	87.9
3	2006	50.7	12,948.9	48.9	96.4	12,577.2	97.1	7	13.8	22.8	46	11,376	90.7	87.9
	2007	37.1	12,998.4	36.2	97.5	12,633.3	97.2	5	13.5	21.1	34	11,445	91.6	88.0
	2008	47.3	12,806.9	45.6	96.4	12,425.5	97.0	6	12.7	19.1	43	11,408	90.8	89.1
4	2006	52.6	12,021.0	50.7	96.3	11,684.2	97.2	9	17.1	22.3	45	10,587	85.5	88.1
	2007	47.0	12,104.9	45.5	96.8	11,768.3	97.2	4	8.5	19.7	43	10,683	91.6	88.3
	2008	31.1	12,329.8	30.1	97.1	11,960.3	97.0	1	3.2	19.7	28	10,924	90.1	88.6
5	2006	34.4	12,618.4	33.0	95.9	12,262.2	97.2	9	26.2	22.3	30	11,130	87.2	88.2
	2007	45.1	11,757.0	43.6	96.7	11,426.8	97.2	4	8.9	20.9	43	10,362	95.4	88.1
	2008	42.9	11,874.2	41.9	97.5	11,539.6	97.2	5	11.6	18.8	40	10,608	93.2	89.3
EC-5	2006	278.3	83,530.4	266.9	95.9	80,779.5	96.7	80	28.8	34.4	249	76,525	89.5	91.6
	2007	275.9	83,122.6	265.7	96.3	80,387.4	96.7	68	24.6	33.3	260	76,416	94.2	91.9
	2008	257.3	83,438.7	248.4	96.5	80,606.0	96.6	49	19.0	31.9	246	76,970	95.6	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	6	21.4
Hispanic	4	14.3
White	18	64.3
Other	0	0.0

Gender	Number	Percent
Female	24	85.7
Male	4	14.3

TOTAL	28
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AVERAGE NUMBER OF ABSENCES

2006	4.6
2007	5.3
2008	10.0

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)
3	2006	*	90.9	100.0	97.1	*	*	100.0		96.0	94.7	95.5	87.7	44
	2007	*	100.0	90.0	91.3		80.0	86.7		91.7	93.3	92.6	84.6	27
	2008		*	77.8	75.0	*	80.0	76.5		78.3	81.3	79.5	86.2	39
4	2006	*	66.7	82.1	73.5	*	*	53.3	*	75.0	79.2	77.3	69.5	44
	2007	*	77.8	69.7	74.4		62.5	66.7		65.2	81.0	72.7	69.7	44
	2008		*	68.4	71.4		66.7	54.5		72.7	75.0	73.9	72.1	23
5	2006	*	83.3	81.3	85.0		*	72.7		55.6	100.0	82.6	76.9	23
	2007	*	100.0	87.5	87.5	*	66.7	77.8	*	90.9	90.5	90.7	78.3	43
	2008	*	100.0	87.1	88.2		75.0	83.3		87.5	93.8	90.0	82.9	40
3-5	2006	*	81.4	87.5	85.4	*	75.0	68.8	*	81.5	89.5	85.6	78.2	111
	2007	*	92.0	81.2	83.0	*	70.4	77.1	*	80.7	87.7	84.2	77.6	114
	2008	*	100.0	79.1	79.3	*	75.6	75.4		81.0	84.1	82.4	80.3	102

	NUMBER TESTED IN GRADES 3-5											
2006	4	43	64	89	5	12	32	1	54	57	111	32,875
2007	4	25	85	94	3	27	48	1	57	57	114	31,814
2008	1	15	86	87	1	41	69	0	58	44	102	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	*	2	0	1	*	*	0		1	1	2	1,380	44
	2007	*	0	2	2		2	2		1	1	2	1,675	27
	2008		*	8	8	*	4	8		5	3	8	1,443	39
4	2006	*	5	5	9	*	*	7	*	5	5	10	3,190	44
	2007	*	2	10	10		3	5		8	4	12	3,189	44
	2008		*	6	6		3	5		3	3	6	2,996	23
5	2006	*	1	3	3		*	3		4	0	4	2,584	23
	2007	*	0	4	4	*	3	4	*	2	2	4	2,258	43
	2008	*	0	4	4		3	4		3	1	4	1,827	40
3-5	2006	*	8	8	13	*	3	10	*	10	6	16	7,154	111
	2007	*	2	16	16	*	8	11	*	11	7	18	7,122	114
	2008	*	0	18	18	*	10	17		11	7	18	6,266	102

	NUMBER TESTED IN GRADES 3-5											
2006	4	43	64	89	5	12	32	1	54	57	111	32,875
2007	4	25	85	94	3	27	48	1	57	57	114	31,814
2008	1	15	86	87	1	41	69	0	58	44	102	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	84.4	89.9	85.6	84.4
	2007	84.7	82.0	82.7	77.3
	2008	73.0	75.1	78.2	74.4
4	2006	79.4	71.0	69.5	72.5
	2007	78.9	77.3	73.7	66.6
	2008	80.6	75.5	77.6	73.9
5	2006	81.6	81.5	83.2	77.3
	2007	78.9	81.7	82.0	72.5
	2008	78.7	82.2	78.8	76.2
3-5	2006	81.8	80.7	78.7	78.2
	2007	80.3	80.1	79.0	71.3
	2008	76.9	78.0	78.3	75.0

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	*	27.3	35.0	22.9	*	*	50.0		32.0	26.3	29.5	28.0	44
	2007	*	50.0	30.0	30.4		20.0	20.0		41.7	26.7	33.3	21.3	27
	2008		*	16.7	12.5	*	15.0	14.7		26.1	0.0	15.4	21.5	39
4	2006	*	0.0	7.1	2.9	*	*	0.0	*	0.0	12.5	6.8	10.0	44
	2007	*	22.2	12.1	10.3		0.0	0.0		13.0	14.3	13.6	16.6	44
	2008		*	15.8	23.8		22.2	18.2		18.2	33.3	26.1	14.4	23
5	2006	*	16.7	12.5	15.0		*	0.0		0.0	21.4	13.0	10.8	23
	2007	*	10.0	6.3	3.1	*	0.0	0.0	*	9.1	4.8	7.0	13.1	43
	2008	*	12.5	6.5	5.9		0.0	0.0		4.2	12.5	7.5	16.5	40
3-5	2006	*	16.3	17.2	13.5	*	16.7	9.4	*	14.8	19.3	17.1	16.4	111
	2007	*	24.0	14.1	12.8	*	7.4	6.3	*	17.5	14.0	15.8	17.1	114
	2008	*	26.7	12.8	12.6	*	12.2	10.1		15.5	13.6	14.7	17.4	102

	NUMBER TESTED IN GRADES 3-5											
2006	4	43	64	89	5	12	32	1	54	57	111	32,875
2007	4	25	85	94	3	27	48	1	57	57	114	31,814
2008	1	15	86	87	1	41	69	0	58	44	102	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	*	81.8	80.0	80.0	*	*	83.3		84.0	73.7	79.5	74.9	44
	2007	*	100.0	72.7	79.2	*	50.0	62.5		84.6	75.0	79.3	70.3	29
	2008		*	69.4	62.5	*	75.0	64.7		73.9	50.0	64.1	76.6	39
4	2006	*	50.0	75.0	64.7	*	*	40.0	*	71.4	62.5	66.7	74.0	45
	2007	*	55.6	69.7	64.1		75.0	40.0		60.9	66.7	63.6	75.7	44
	2008		*	60.0	71.4	*	66.7	58.3		63.6	69.2	66.7	77.9	24
5	2006	*	50.0	94.4	86.4	*	100.0	66.7		81.8	85.7	84.0	82.2	25
	2007	*	100.0	77.4	77.4	*	55.6	64.7	*	81.0	85.7	83.3	82.9	42
	2008	*	75.0	84.4	80.6		81.8	70.8		80.0	87.5	82.9	84.0	41
3-5	2006	*	65.9	81.8	75.8	83.3	84.6	57.6	*	78.9	71.9	75.4	77.1	114
	2007	*	84.0	73.3	72.3	*	59.3	56.3	*	73.7	75.9	74.8	76.2	115
	2008	*	66.7	72.7	71.9	*	75.0	65.7		74.6	68.9	72.1	79.5	104

	NUMBER TESTED IN GRADES 3-5											
2006	4	44	66	91	6	13	33	1	57	57	114	33,063
2007	4	25	86	94	5	27	48	1	57	58	115	32,298
2008	1	15	88	89	2	40	70	0	59	45	104	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	*	4	4	7	*	*	1		4	5	9	2,820	44
	2007	*	0	6	5	*	5	6		2	4	6	3,303	29
	2008		*	11	12	*	5	12		6	8	14	2,542	39
4	2006	*	8	7	12	*	*	9	*	6	9	15	2,765	45
	2007	*	4	10	14		2	9		9	7	16	2,604	44
	2008		*	8	6	*	3	5		4	4	8	2,436	24
5	2006	*	3	1	3	*	0	4		2	2	4	1,997	25
	2007	*	0	7	7	*	4	6	*	4	3	7	1,785	42
	2008	*	2	5	7		2	7		5	2	7	1,730	41
3-5	2006	*	15	12	22	1	2	14	*	12	16	28	7,582	114
	2007	*	4	23	26	*	11	21	*	15	14	29	7,692	115
	2008	*	5	24	25	*	10	24		15	14	29	6,708	104

	NUMBER TESTED IN GRADES 3-5											
2006	4	44	66	91	6	13	33	1	57	57	114	33,063
2007	4	25	86	94	5	27	48	1	57	58	115	32,298
2008	1	15	88	89	2	40	70	0	59	45	104	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	80.5	82.6	86.4	73.5	85.2	60.5
	2007	76.9	74.1	74.7	73.6	82.8	61.6
	2008	71.8	75.2	85.0	70.9	78.2	56.4
4	2006	78.6	78.7	75.6	57.4	67.8	66.7
	2007	73.3	80.5	60.6	66.3	62.5	69.9
	2008	75.8	81.5	72.9	68.8	70.8	75.0
5	2006	81.1	75.4	80.6	80.6	75.0	78.5
	2007	82.9	73.1	81.6	73.8	76.8	77.4
	2008	76.1	72.5	84.3	74.6	75.0	76.2
3-5	2006	79.9	79.5	80.8	68.7	76.1	66.9
	2007	77.7	76.2	71.8	70.9	72.8	70.5
	2008	74.4	75.6	82.0	71.9	75.2	68.5

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	*	18.2	20.0	17.1	*	*	0.0		24.0	10.5	18.2	22.3	44
	2007	*	33.3	13.6	16.7	*	10.0	12.5		23.1	12.5	17.2	19.2	29
	2008		*	16.7	12.5	*	25.0	14.7		17.4	12.5	15.4	26.3	39
4	2006	*	6.3	14.3	8.8	*	*	0.0	*	14.3	8.3	11.1	22.1	45
	2007	*	11.1	9.1	7.7		0.0	0.0		13.0	4.8	9.1	22.6	44
	2008		*	25.0	23.8	*	22.2	16.7		36.4	15.4	25.0	23.8	24
5	2006	*	50.0	38.9	45.5	*	33.3	8.3		27.3	57.1	44.0	29.9	25
	2007	*	10.0	35.5	29.0	*	22.2	11.8	*	33.3	23.8	28.6	29.3	42
	2008	*	12.5	15.6	16.7		18.2	8.3		20.0	6.3	14.6	31.9	41
3-5	2006	*	18.2	22.7	20.9	0.0	15.4	3.0	*	21.1	21.1	21.1	24.8	114
	2007	*	16.0	19.8	17.0	*	11.1	8.3	*	22.8	13.8	18.3	23.6	115
	2008	*	13.3	18.2	16.9	*	22.5	12.9		22.0	11.1	17.3	27.3	104

	NUMBER TESTED IN GRADES 3-5											
2006	4	44	66	91	6	13	33	1	57	57	114	33,063
2007	4	25	86	94	5	27	48	1	57	58	115	32,298
2008	1	15	88	89	2	40	70	0	59	45	104	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	*	93.3	88.5	87.5	*	*	78.6	*	85.0	95.5	90.5	84.2	42
	2007	*	100.0	90.6	92.1		85.7	80.0		87.0	100.0	93.0	86.5	43
	2008		*	84.2	85.7		77.8	72.7		72.7	100.0	87.0	87.4	23

	NUMBER TESTED IN GRADE 4											
2006	1	15	26	32	3	1	14	1	20	22	42	10,311
2007	2	9	32	38	0	7	15	0	23	20	43	10,408
2008	0	4	19	21	0	9	11	0	11	12	23	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	*	1	3	4	*	*	3	*	3	1	4	1,631	42
	2007	*	0	3	3		1	3		3	0	3	1,408	43
	2008		*	3	3		2	3		3	0	3	1,348	23

	NUMBER TESTED IN GRADE 4											
2006	1	15	26	32	3	1	14	1	20	22	42	10,311
2007	2	9	32	38	0	7	15	0	23	20	43	10,408
2008	0	4	19	21	0	9	11	0	11	12	23	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	2.0	92.3	82.1	86.6	92.3
	2007	2.1	87.2	80.5	95.1	91.6
	2008	2.1	79.3	80.4	86.4	84.8

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)
4	2006	*	6.7	3.8	6.3	*	*	0.0	*	0.0	9.1	4.8	10.9	42
	2007	*	22.2	6.3	10.5		0.0	0.0		13.0	5.0	9.3	18.2	43
	2008		*	0.0	0.0		0.0	0.0		0.0	8.3	4.3	21.4	23

	NUMBER TESTED IN GRADE 4											
2006	1	15	26	32	3	1	14	1	20	22	42	10,311
2007	2	9	32	38	0	7	15	0	23	20	43	10,408
2008	0	4	19	21	0	9	11	0	11	12	23	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	*	50.0	52.9	52.4		50.0	27.3		50.0	57.1	54.2	62.1	24
	2007	*	40.0	54.8	48.4	*	11.1	23.5	*	61.9	42.9	52.4	62.3	42
	2008	*	25.0	65.6	57.1		66.7	45.8		64.0	50.0	58.5	71.9	41

	NUMBER TESTED IN GRADE 5											
2006	1	6	17	21	0	6	11	0	10	14	24	11,045
2007	1	10	31	31	3	9	17	1	21	21	42	10,296
2008	1	8	32	35	0	12	24	0	25	16	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	*	3	8	10		3	8		5	6	11	4,185	24
	2007	*	6	14	16	*	8	13	*	8	12	20	3,881	42
	2008	*	6	11	15		4	13		9	8	17	3,005	41

	NUMBER TESTED IN GRADE 5											
2006	1	6	17	21	0	6	11	0	10	14	24	11,045
2007	1	10	31	31	3	9	17	1	21	21	42	10,296
2008	1	8	32	35	0	12	24	0	25	16	41	10,686

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	80.4	79.6	71.8	62.5
	2007	79.1	78.6	75.4	58.7
	2008	84.2	81.0	72.4	65.0

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)
5	2006	*	16.7	5.9	4.8		16.7	9.1		10.0	7.1	8.3	14.4	24
	2007	*	20.0	12.9	9.7	*	0.0	0.0	*	19.0	9.5	14.3	18.0	42
	2008	*	0.0	15.6	11.4		8.3	4.2		20.0	0.0	12.2	24.8	41

	NUMBER TESTED IN GRADE 5											
2006	1	6	17	21	0	6	11	0	10	14	24	11,045
2007	1	10	31	31	3	9	17	1	21	21	42	10,296
2008	1	8	32	35	0	12	24	0	25	16	41	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	*	87.0	82.1	69.9	28
	2007	75.0	69.2	71.4	46.9	21
	2008	50.0	92.3	78.9	57.6	19
1	2006	68.2	55.6	62.5	54.1	40
	2007	28.6	44.4	40.0	51.4	25
	2008	40.0	50.0	45.0	50.2	20
2	2006	11.1	64.3	51.4	49.2	37
	2007	21.6	*	26.2	44.5	42
	2008	50.0	*	52.4	50.2	21
1-2	2006	51.6	60.9	57.1	51.4	77
	2007	22.7	47.8	31.3	47.6	67
	2008	46.2	53.3	48.8	50.2	41

Number Tested	2006	36	69	105	27,596	
	2007	52	36	88	24,696	
	2008	32	28	60	21,817	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	91.3	92.9	68.7	28
	2007	60.0	68.8	63.4	44.3	41
	2008	29.6	80.0	47.6	44.9	42
1	2006	60.0	44.4	53.5	60.7	43
	2007	29.6	30.0	29.8	48.8	47
	2008	42.9	60.0	47.4	55.5	38
2	2006	44.4	62.1	57.9	63.1	38
	2007	55.8	*	56.3	55.6	48
	2008	38.2	57.1	41.5	57.5	41
K-2	2006	61.5	67.1	65.1	63.9	109
	2007	49.5	48.8	49.3	49.1	136
	2008	37.1	68.8	45.5	52.7	121

Number Tested	2006	39	70	109	28,201	
	2007	95	41	136	34,441	
	2008	89	32	121	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		87.5	80.0	81.8	*	66.7	*		76.5	90.9	82.1	69.9	28
	2007	*	*	66.7	64.7	*	100.0	75.0		66.7	75.0	71.4	46.9	21
	2008	*	*	88.9	76.9	33.3	*	50.0		90.0	66.7	78.9	57.6	19
1	2006	*	50.0	65.4	64.5	*	58.8	68.2		59.1	66.7	62.5	54.1	40
	2007		*	33.3	47.4	*	*	28.6		47.1	25.0	40.0	51.4	25
	2008		*	43.8	38.9	*	42.9	40.0		30.0	60.0	45.0	50.2	20
2	2006	*	75.0	43.5	50.0	0.0	12.5	11.1		55.0	47.1	51.4	49.2	37
	2007	*	16.7	26.5	29.7	12.5	14.3	21.6		33.3	16.7	26.2	44.5	42
	2008		42.9	57.1	56.3	18.2	*	50.0		50.0	55.6	52.4	50.2	21
1-2	2006	50.0	63.6	55.1	57.4	18.2	44.0	51.6		57.1	57.1	57.1	51.4	77
	2007	*	40.0	29.1	35.7	9.1	19.2	22.7		39.0	19.2	31.3	47.6	67
	2008		45.5	50.0	47.1	13.3	50.0	46.2		40.9	57.9	48.8	50.2	41

Number Tested	2006	6	30	69	83	13	31	36	0	59	46	105	27,596
	2007	3	15	70	73	16	32	52	0	50	38	88	24,696
	2008	4	16	39	47	21	13	32	0	32	28	60	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		2	8	8	*	2	*		6	4	10	1,856	28
	2007	*	*	5	4	*	2	2		2	3	5	1,245	21
	2008	*	*	6	8	0	*	1		7	4	11	1,687	19
1	2006	*	3	6	9	*	6	7		5	6	11	1,786	40
	2007		*	1	2	*	*	0		1	2	3	1,458	25
	2008		*	1	2	*	0	0		1	1	2	1,555	20
2	2006	*	5	2	5	0	1	1		4	3	7	1,340	37
	2007	*	1	0	2	0	0	1		2	0	2	896	42
	2008		1	2	2	1	*	1		0	3	3	1,065	21
1-2	2006	2	8	8	14	0	7	8		9	9	18	3,126	77
	2007	*	3	1	4	0	0	1		3	2	5	2,355	67
	2008		2	3	4	1	0	1		1	4	5	2,620	41
Number Tested	2006	6	30	69	83	13	31	36	0	59	46	105	27,596	
	2007	3	15	70	73	16	32	52	0	50	38	88	24,696	
	2008	4	16	39	47	21	13	32	0	32	28	60	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		87.5	95.0	95.5	*	100.0	*		100.0	81.8	92.9	68.7	28
	2007	*	*	57.1	60.0	66.7	56.5	60.0		42.9	85.0	63.4	44.3	41
	2008	*	*	40.6	39.4	16.7	28.0	29.6		61.1	37.5	47.6	44.9	42
1	2006	*	36.4	60.7	57.6	0.0	66.7	60.0		47.8	60.0	53.5	60.7	43
	2007		42.9	27.5	30.8	0.0	31.8	29.6		28.1	33.3	29.8	48.8	47
	2008		*	47.1	45.7	*	48.0	42.9		45.0	50.0	47.4	55.5	38
2	2006	*	66.7	54.2	58.1	16.7	37.5	44.4		60.0	55.6	57.9	63.1	38
	2007	*	33.3	57.5	57.1	50.0	50.0	55.8		71.4	35.0	56.3	55.6	48
	2008		42.9	41.2	38.9	25.0	30.4	38.2		47.8	33.3	41.5	57.5	41
K-2	2006	50.0	61.3	68.1	67.4	18.8	65.6	61.5		66.7	63.3	65.1	63.9	109
	2007	*	55.6	47.0	49.1	36.4	46.5	49.5		46.9	52.7	49.3	49.1	136
	2008	*	56.3	43.0	41.3	23.8	35.6	37.1		50.8	40.0	45.5	52.7	121

Number Tested	2006	6	31	72	86	16	32	39	0	60	49	109	28,201
	2007	3	18	115	116	22	71	95	0	81	55	136	34,441
	2008	4	16	100	104	21	73	89	0	61	60	121	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	14	16	*	6	*		13	6	19	2,491	28
	2007	*	*	10	10	3	5	6		6	8	14	2,583	41
	2008	*	*	9	7	0	3	3		5	7	12	2,788	42
1	2006	*	2	9	9	0	8	8		5	6	11	2,111	43
	2007		0	3	2	0	2	2		2	1	3	1,769	47
	2008		*	3	3	*	2	2		1	3	4	2,800	38
2	2006	*	3	3	5	0	0	0		4	2	6	2,575	38
	2007	*	0	9	8	0	7	8		6	3	9	2,098	48
	2008		0	5	5	2	0	4		3	2	5	2,912	41
K-2	2006	0	10	26	30	2	14	13		22	14	36	7,177	109
	2007	*	3	22	20	3	14	16		14	12	26	6,450	136
	2008	*	2	17	15	2	5	9		9	12	21	8,500	121
Number Tested	2006	6	31	72	86	16	32	39	0	60	49	109	28,201	
	2007	3	18	115	116	22	71	95	0	81	55	136	34,441	
	2008	4	16	100	104	21	73	89	0	61	60	121	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			80.0	83.3	*	82.4	82.4		75.0	87.5	80.0	84.7	20
	2008			87.5	85.7		87.0	86.4		88.9	86.7	87.5	87.0	24
1	2006												82.5	0
	2007			75.0	73.3		73.3	73.3		66.7	*	75.0	84.5	16
	2008			95.2	95.0	*	94.4	94.4		91.7	100.0	95.2	88.0	21
2	2006												87.2	0
	2007			*	*		*	*		*	*	*	89.9	5
	2008			85.0	85.0		85.0	83.3		72.7	100.0	85.0	93.4	20
K-2	2006												84.6	0
	2007			70.7	71.1	*	70.3	69.4		66.7	78.6	70.7	85.6	41
	2008			89.2	88.5	*	88.5	87.9		84.4	93.9	89.2	89.3	65

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	10,804
	2007	0	0	41	38	1	37	36	0	27	14	41	14,889
	2008	0	0	65	61	1	61	58	0	32	33	65	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			10	9	*	8	8		5	5	10	2,779	20
	2008			6	4		6	6		2	4	6	3,280	24
1	2006												1,391	0
	2007			0	0		0	0		0	*	0	1,782	16
	2008			12	11	*	10	10		6	6	12	2,412	21
2	2006												838	0
	2007			*	*		*	*		*	*	*	1,196	5
	2008			3	3		3	2		1	2	3	2,596	20
K-2	2006												4,293	0
	2007			11	10	*	9	8		6	5	11	5,757	41
	2008			21	18	*	19	18		9	12	21	8,288	65
Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	10,804	
	2007	0	0	41	38	1	37	36	0	27	14	41	14,889	
	2008	0	0	65	61	1	61	58	0	32	33	65	18,257	

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2007		Level 2 in 2007		Level 3 in 2007		Levels 1-3 in 2007	
	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008
2	3	0.0	3	66.7	0	-	6	33.3
3	0	-	0	-	11	18.2	11	18.2
4	1	100.0	1	100.0	4	25.0	6	50.0
5	1	0.0	1	100.0	0	-	2	50.0
ALL	5	20.0	5	80.0	15	20.0	25	32.0