

Campus Data Packet

for 2008 - 09 Plans



EDNA ROWE
School Number 232

*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
 26.... SPTAKS Read (1)..... Spanish TAKS Reading: % Meeting Standard
 28.... SPTAKS Read (3)..... Spanish TAKS Reading: Performance by Objective
 30.... SPTAKS Write (1)..... Spanish TAKS Writing: % Meeting Standard
 32.... SPTAKS Write (3)..... Spanish TAKS Writing: Performance by Objective

IOWA TESTS OF BASIC SKILLS (AND RELATED TESTS)

34.... Compliance..... SCE Compliance for At-Risk Students
 36.... ITBS Read (2)..... ITBS Reading Total: # At or Above the 80th %
 38.... ITBS Math (2)..... ITBS Mathematics Total: # At or Above the 80th %
 40.... Logramos Read (2)..... Logramos Reading Total: # At or Above the 80th %

MEASURES OF ENGLISH PROFICIENCY

41.... 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.... SPTAKS Read (2)..... Spanish TAKS Reading: # Not Meeting Standard
 29.... SPTAKS Read (4)..... Spanish TAKS Reading: % Commended
 31.... SPTAKS Write (2)..... Spanish TAKS Writing: # Not Meeting Standard
 33.... SPTAKS Write (4)..... Spanish TAKS Writing: % Commended
 35.... ITBS Read (1)..... ITBS Reading Total: % At or Above the 40th %
 37.... ITBS Math (1)..... ITBS Mathematics Total: % At or Above the 40th %
 39.... 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
PK	66
KN	101
1	103
2	97
3	105
4	93
5	82
ALL	647

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	186	28.7	17	39.5
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	448	69.2	16	37.2
White	13	2.0	9	20.9
Other	**	**	1	2.3

*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	591	91.3
Limited English proficient students	293	45.3
Special education students	41	6.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	44	19	43.2	0	0.0	0	0.0	25	56.8	0	0.0
	2007	66	16	24.2	0	0.0	0	0.0	50	75.8	0	0.0
	2008	66	16	24.2	0	0.0	0	0.0	50	75.8	0	0.0
KN	2006	150	83	55.3	0	0.0	0	0.0	65	43.3	2	1.3
	2007	91	41	45.1	0	0.0	1	1.1	48	52.7	1	1.1
	2008	101	28	27.7	0	0.0	0	0.0	73	72.3	0	0.0
1	2006	141	67	47.5	0	0.0	0	0.0	70	49.6	4	2.8
	2007	84	34	40.5	1	1.2	0	0.0	46	54.8	3	3.6
	2008	103	30	29.1	0	0.0	0	0.0	70	68.0	3	2.9
2	2006	148	67	45.3	1	0.7	2	1.4	74	50.0	4	2.7
	2007	93	34	36.6	2	2.2	0	0.0	56	60.2	1	1.1
	2008	97	28	28.9	0	0.0	0	0.0	67	69.1	2	2.1
3	2006	152	86	56.6	1	0.7	1	0.7	61	40.1	3	2.0
	2007	87	32	36.8	1	1.1	1	1.1	50	57.5	3	3.4
	2008	105	29	27.6	0	0.0	0	0.0	73	69.5	3	2.9
4	2006	115	52	45.2	0	0.0	1	0.9	60	52.2	2	1.7
	2007	78	42	53.8	0	0.0	0	0.0	36	46.2	0	0.0
	2008	93	25	26.9	0	0.0	0	0.0	64	68.8	4	4.3
5	2006	143	84	58.7	0	0.0	2	1.4	55	38.5	2	1.4
	2007	77	30	39.0	1	1.3	1	1.3	41	53.2	4	5.2
	2008	82	30	36.6	0	0.0	0	0.0	51	62.2	1	1.2
EC-5	2006	894	458	51.2	2	0.2	6	0.7	410	45.9	18	2.0
	2007	576	229	39.8	5	0.9	3	0.5	327	56.8	12	2.1
	2008	647	186	28.7	0	0.0	0	0.0	448	69.2	13	2.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	44	42	95.5	17	38.6	2	4.5	0	0.0	44	100.0	0.0
	2007	66	58	87.9	41	62.1	0	0.0	0	0.0	66	100.0	0.0
	2008	66	65	98.5	41	62.1	1	1.5	0	0.0	66	100.0	0.0
KN	2006	150	133	88.7	44	29.3	3	2.0	2	1.3	89	59.3	0.7
	2007	91	83	91.2	36	39.6	7	7.7	4	4.4	40	44.0	2.2
	2008	101	92	91.1	59	58.4	3	3.0	2	2.0	29	28.7	3.0
1	2006	141	122	86.5	50	35.5	12	8.5	14	9.9	16	11.3	7.8
	2007	84	74	88.1	25	29.8	8	9.5	6	7.1	14	16.7	1.2
	2008	103	95	92.2	51	49.5	7	6.8	5	4.9	10	9.7	4.9
2	2006	148	131	88.5	52	35.1	16	10.8	10	6.8	25	16.9	8.1
	2007	93	80	86.0	41	44.1	11	11.8	11	11.8	13	14.0	2.2
	2008	97	89	91.8	46	47.4	10	10.3	9	9.3	9	9.3	4.1
3	2006	152	127	83.6	34	22.4	10	6.6	16	10.5	20	13.2	8.6
	2007	87	74	85.1	33	37.9	6	6.9	9	10.3	13	14.9	1.1
	2008	105	97	92.4	49	46.7	13	12.4	10	9.5	15	14.3	2.9
4	2006	115	107	93.0	7	6.1	10	8.7	15	13.0	11	9.6	0.0
	2007	78	60	76.9	11	14.1	6	7.7	8	10.3	13	16.7	1.3
	2008	93	85	91.4	30	32.3	3	3.2	9	9.7	14	15.1	4.3
5	2006	143	124	86.7	18	12.6	15	10.5	11	7.7	18	12.6	7.7
	2007	77	69	89.6	2	2.6	5	6.5	14	18.2	8	10.4	2.6
	2008	82	68	82.9	17	20.7	4	4.9	12	14.6	8	9.8	1.2
EC-5	2006	894	786	87.9	222	24.8	69	7.7	68	7.6	223	24.9	5.5
	2007	576	498	86.5	189	32.8	43	7.5	52	9.0	167	29.0	1.6
	2008	647	591	91.3	293	45.3	41	6.3	47	7.3	151	23.3	3.1

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	21.3	3,987.7	20.4	95.9	3,815.3	95.7	48	100.0	100.0	41	7,228	100.0	100.0
	2007	31.7	4,117.2	29.9	94.3	3,933.6	95.5	75	100.0	100.0	58	7,436	100.0	100.0
	2008	31.9	4,133.2	30.3	95.0	3,942.7	95.4	69	100.0	100.0	60	7,427	100.0	100.0
KN	2006	142.0	13,725.9	134.9	95.0	13,178.1	96.0	76	53.5	25.7	111	11,822	78.2	86.1
	2007	88.9	13,945.0	84.9	95.6	13,385.6	96.0	26	29.3	24.3	78	12,035	87.8	86.3
	2008	99.8	13,568.1	96.1	96.3	13,004.4	95.8	27	27.1	23.5	88	11,618	88.2	85.6
1	2006	150.4	14,145.9	142.2	94.5	13,632.7	96.4	68	45.2	24.8	114	12,164	75.8	86.0
	2007	79.5	14,353.8	76.8	96.6	13,851.4	96.5	31	39.0	23.2	66	12,437	83.0	86.6
	2008	100.6	14,626.9	95.7	95.2	14,102.7	96.4	35	34.8	21.2	83	12,704	82.5	86.9
2	2006	144.3	13,536.9	139.2	96.4	13,115.8	96.9	67	46.4	22.9	122	11,853	84.5	87.6
	2007	86.6	13,403.8	83.2	96.0	12,978.9	96.8	32	36.9	21.7	71	11,729	81.9	87.5
	2008	95.4	13,708.6	91.8	96.3	13,269.8	96.8	27	28.3	19.7	80	12,043	83.9	87.9
3	2006	151.5	12,948.9	145.9	96.3	12,577.2	97.1	58	38.3	22.8	125	11,376	82.5	87.9
	2007	83.7	12,998.4	80.6	96.4	12,633.3	97.2	32	38.2	21.1	70	11,445	83.6	88.0
	2008	101.9	12,806.9	97.6	95.7	12,425.5	97.0	36	35.3	19.1	82	11,408	80.5	89.1
4	2006	119.7	12,021.0	115.6	96.6	11,684.2	97.2	50	41.8	22.3	96	10,587	80.2	88.1
	2007	76.9	12,104.9	75.1	97.6	11,768.3	97.2	19	24.7	19.7	66	10,683	85.9	88.3
	2008	89.5	12,329.8	86.4	96.6	11,960.3	97.0	29	32.4	19.7	77	10,924	86.0	88.6
5	2006	146.3	12,618.4	141.1	96.4	12,262.2	97.2	58	39.6	22.3	121	11,130	82.7	88.2
	2007	75.5	11,757.0	73.4	97.2	11,426.8	97.2	15	19.9	20.9	69	10,362	91.4	88.1
	2008	78.7	11,874.2	77.0	97.8	11,539.6	97.2	15	19.1	18.8	72	10,608	91.5	89.3
EC-5	2006	876.7	83,530.4	840.4	95.9	80,779.5	96.7	425	48.5	34.4	731	76,525	83.4	91.6
	2007	522.7	83,122.6	503.9	96.4	80,387.4	96.7	230	44.0	33.3	478	76,416	91.4	91.9
	2008	597.8	83,438.7	575.0	96.2	80,606.0	96.6	238	39.8	31.9	542	76,970	90.7	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	17	39.5
Hispanic	16	37.2
White	9	20.9
Other	1	2.3

Gender	Number	Percent
Female	35	81.4
Male	8	18.6

TOTAL	43
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AVERAGE NUMBER OF ABSENCES

2006	6.7
2007	6.2
2008	4.9

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006	*	87.1	96.3	91.5	*	92.9	94.6		90.6	91.0	90.8	87.7	142
	2007	*	74.2	87.2	81.4	*	76.2	83.3		73.9	96.3	82.2	84.6	73
	2008	*	72.0	82.7	80.3	25.0	82.1	78.9		71.4	93.5	80.0	86.2	80
4	2006	*	64.6	71.7	67.4	*	*	52.9		69.2	69.8	69.5	69.5	105
	2007		73.2	75.0	69.2	*	*	52.6		81.3	67.6	73.9	69.7	69
	2008	*	41.7	68.0	59.4	*	46.7	50.0		65.2	56.3	61.5	72.1	78
5	2006	*	76.8	70.2	72.3	*	54.5	60.0		65.1	83.1	74.6	76.9	134
	2007	*	80.6	87.2	83.1	*	*	75.8		81.1	89.2	85.1	78.3	74
	2008	*	82.8	83.0	79.4	*	50.0	66.7		83.3	82.9	83.1	82.9	77
3-5	2006	87.5	78.1	79.9	77.8	63.6	78.0	69.5		75.4	82.7	79.3	78.2	381
	2007	*	75.7	84.0	78.4	50.0	70.4	74.5		78.3	83.2	80.6	77.6	216
	2008	100.0	66.7	77.9	72.9	14.3	65.5	66.7		72.5	77.9	74.9	80.3	235

NUMBER TESTED IN GRADES 3-5													
2006	8	215	154	325	11	41	167	0	179	202	381	32,875	
2007	4	103	106	176	8	27	94	0	115	101	216	31,814	
2008	8	78	149	203	14	55	132	0	131	104	235	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	*	11	2	10	*	2	3		6	7	13	1,380	142
	2007	*	8	5	11	*	5	7		12	1	13	1,675	73
	2008	*	7	9	14	6	5	12		14	2	16	1,443	80
4	2006	*	17	15	31	*	*	24		16	16	32	3,190	105
	2007		11	7	16	*	*	9		6	12	18	3,189	69
	2008	*	14	16	28	*	8	21		16	14	30	2,996	78
5	2006	*	19	14	31	*	5	24		22	12	34	2,584	134
	2007	*	6	5	11	*	*	8		7	4	11	2,258	74
	2008	*	5	8	13	*	6	11		6	7	13	1,827	77
3-5	2006	1	47	31	72	4	9	51		44	35	79	7,154	381
	2007	*	25	17	38	4	8	24		25	17	42	7,122	216
	2008	0	26	33	55	12	19	44		36	23	59	6,266	235

NUMBER TESTED IN GRADES 3-5													
2006	8	215	154	325	11	41	167	0	179	202	381	32,875	
2007	4	103	106	176	8	27	94	0	115	101	216	31,814	
2008	8	78	149	203	14	55	132	0	131	104	235	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	84.0	89.5	84.6	84.2
	2007	78.8	81.8	70.8	76.7
	2008	79.8	80.2	79.0	73.0
4	2006	76.3	69.0	71.4	68.2
	2007	82.3	79.9	73.5	68.1
	2008	76.2	70.8	71.1	71.3
5	2006	75.1	75.5	77.1	75.8
	2007	79.4	85.1	82.8	75.7
	2008	77.6	82.6	78.4	78.6
3-5	2006	78.8	78.9	78.4	76.8
	2007	80.1	82.3	75.8	73.6
	2008	77.9	77.9	76.2	74.3

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	*	41.2	38.9	38.1	*	32.1	35.7		40.6	41.0	40.8	28.0	142
	2007	*	16.1	23.1	16.9	*	9.5	7.1		19.6	22.2	20.5	21.3	73
	2008	*	24.0	25.0	28.2	12.5	14.3	19.3		22.4	35.5	27.5	21.5	80
4	2006	*	6.3	7.5	6.3	*	*	2.0		7.7	5.7	6.7	10.0	105
	2007		24.4	10.7	11.5	*	*	0.0		18.8	18.9	18.8	16.6	69
	2008	*	8.3	18.0	13.0	*	0.0	4.8		17.4	12.5	15.4	14.4	78
5	2006	*	14.6	8.5	12.5	*	0.0	5.0		19.0	8.5	13.4	10.8	134
	2007	*	16.1	28.2	24.6	*	*	6.1		24.3	21.6	23.0	13.1	74
	2008	*	6.9	14.9	9.5	*	0.0	6.1		13.9	9.8	11.7	16.5	77
3-5	2006	25.0	23.3	18.8	20.0	0.0	22.0	14.4		23.5	20.3	21.8	16.4	381
	2007	*	19.4	21.7	18.2	12.5	7.4	5.3		20.9	20.8	20.8	17.1	216
	2008	50.0	12.8	19.5	17.2	7.1	7.3	11.4		18.3	18.3	18.3	17.4	235

NUMBER TESTED IN GRADES 3-5													
2006	8	215	154	325	11	41	167	0	179	202	381	32,875	
2007	4	103	106	176	8	27	94	0	115	101	216	31,814	
2008	8	78	149	203	14	55	132	0	131	104	235	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	*	64.6	78.4	68.7	*	76.9	77.4		70.5	71.1	70.8	74.9	137
	2007	*	35.5	77.8	55.9	*	66.7	47.6		61.4	53.6	58.3	70.3	72
	2008	*	65.5	85.5	80.0	25.0	84.4	80.0		81.4	76.2	79.2	76.6	101
4	2006	*	63.3	67.9	65.3	*	*	45.1		67.3	66.0	66.7	74.0	105
	2007		75.6	83.3	77.8	*	50.0	45.0		75.8	81.6	78.9	75.7	71
	2008	*	75.0	87.1	82.7	*	74.1	79.6	*	83.3	86.1	84.4	77.9	90
5	2006	*	80.2	83.0	82.7	62.5	50.0	73.3		78.3	84.7	81.8	82.2	132
	2007	*	76.7	92.3	86.4	*	*	69.7		78.4	94.7	86.7	82.9	75
	2008	*	93.3	86.5	87.0	*	58.8	76.3		90.0	88.4	89.2	84.0	83
3-5	2006	100.0	70.3	76.2	72.5	42.9	67.5	65.9		72.3	74.6	73.5	77.1	374
	2007	85.7	63.7	84.8	73.7	22.2	62.1	54.7		71.1	78.8	74.8	76.2	218
	2008	87.5	78.3	86.3	82.9	26.7	76.4	79.0	*	84.3	83.5	83.9	79.5	274

NUMBER TESTED IN GRADES 3-5													
2006	7	212	151	320	14	40	164	0	173	201	374	33,063	
2007	7	102	105	179	9	29	95	0	114	104	218	32,298	
2008	8	83	183	240	15	89	167	1	153	121	274	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	*	29	11	36	*	6	12		18	22	40	2,820	137
	2007	*	20	8	26	*	7	22		17	13	30	3,303	72
	2008	*	10	10	18	6	7	15		11	10	21	2,542	101
4	2006	*	18	17	33	*	*	28		17	18	35	2,765	105
	2007		10	5	12	*	3	11		8	7	15	2,604	71
	2008	*	6	8	14	*	7	11	*	9	5	14	2,436	90
5	2006	*	16	8	19	3	6	16		13	11	24	1,997	132
	2007	*	7	3	9	*	*	10		8	2	10	1,785	75
	2008	*	2	7	9	*	7	9		4	5	9	1,730	83
3-5	2006	0	63	36	88	8	13	56		48	51	99	7,582	374
	2007	1	37	16	47	7	11	43		33	22	55	7,692	218
	2008	1	18	25	41	11	21	35	*	24	20	44	6,708	274

NUMBER TESTED IN GRADES 3-5													
2006	7	212	151	320	14	40	164	0	173	201	374	33,063	
2007	7	102	105	179	9	29	95	0	114	104	218	32,298	
2008	8	83	183	240	15	89	167	1	153	121	274	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	81.2	75.8	81.6	73.0	83.6	56.2
	2007	73.2	74.5	72.7	71.5	75.7	56.4
	2008	78.5	82.2	86.5	79.0	85.1	68.4
4	2006	77.8	81.1	77.6	69.0	76.9	68.0
	2007	86.4	84.1	81.9	85.9	66.2	72.2
	2008	81.3	86.2	81.5	83.0	71.1	70.7
5	2006	82.3	74.6	81.4	76.4	82.6	72.0
	2007	83.2	79.6	92.0	73.3	85.7	75.5
	2008	80.5	81.2	87.6	83.1	83.4	81.0
3-5	2006	80.7	76.8	80.4	73.1	81.4	65.1
	2007	80.9	79.4	82.3	76.8	76.0	68.1
	2008	80.0	83.2	85.2	81.6	80.0	73.0

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	*	11.0	23.5	16.5	*	7.7	17.0		18.0	17.1	17.5	22.3	137
	2007	*	3.2	16.7	10.2	*	0.0	0.0		9.1	10.7	9.7	19.2	72
	2008	*	24.1	33.3	32.2	0.0	28.9	29.3		33.9	28.6	31.7	26.3	101
4	2006	*	34.7	26.4	29.5	*	*	11.8		30.8	32.1	31.4	22.1	105
	2007		36.6	30.0	27.8	*	0.0	0.0		33.3	34.2	33.8	22.6	71
	2008	*	8.3	30.6	24.7	*	29.6	20.4	*	24.1	27.8	25.6	23.8	90
5	2006	*	21.0	36.2	24.5	0.0	8.3	6.7		26.7	27.8	27.3	29.9	132
	2007	*	30.0	53.8	40.9	*	*	18.2		29.7	52.6	41.3	29.3	75
	2008	*	53.3	38.5	37.7	*	11.8	18.4		47.5	39.5	43.4	31.9	83
3-5	2006	57.1	20.3	28.5	23.1	0.0	7.5	11.6		24.9	24.9	24.9	24.8	374
	2007	0.0	24.5	34.3	26.8	0.0	0.0	6.3		22.8	34.6	28.4	23.6	218
	2008	50.0	30.1	33.9	31.3	0.0	25.8	24.0	*	34.0	32.2	33.2	27.3	274


NUMBER TESTED IN GRADES 3-5													
2006	7	212	151	320	14	40	164	0	173	201	374	33,063	
2007	7	102	105	179	9	29	95	0	114	104	218	32,298	
2008	8	83	183	240	15	89	167	1	153	121	274	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	*	87.5	83.0	84.4	*	*	82.0		80.4	90.7	85.7	84.2	105
	2007		90.0	89.3	90.2	*	*	78.9		87.1	91.9	89.7	86.5	68
	2008	*	95.8	89.8	91.2	*	78.6	87.8		93.5	90.3	92.2	87.4	77

NUMBER TESTED IN GRADE 4													
2006	3	48	53	96	1	2	50	0	51	54	105	10,311	
2007	0	40	28	51	3	4	19	0	31	37	68	10,408	
2008	4	24	49	68	3	14	41	0	46	31	77	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	*	6	9	15	*	*	9		10	5	15	1,631	105
	2007		4	3	5	*	*	4		4	3	7	1,408	68
	2008	*	1	5	6	*	3	5		3	3	6	1,348	77

NUMBER TESTED IN GRADE 4													
2006	3	48	53	96	1	2	50	0	51	54	105	10,311	
2007	0	40	28	51	3	4	19	0	31	37	68	10,408	
2008	4	24	49	68	3	14	41	0	46	31	77	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	2.2	86.7	80.8	88.5	90.4
	2007	2.3	84.9	81.8	90.3	89.2
	2008	2.2	82.8	84.7	81.0	87.5

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	*	16.7	15.1	15.6	*	*	2.0		7.8	22.2	15.2	10.9	105
	2007		27.5	17.9	17.6	*	*	10.5		19.4	27.0	23.5	18.2	68
	2008	*	8.3	28.6	19.1	*	7.1	9.8		23.9	22.6	23.4	21.4	77

NUMBER TESTED IN GRADE 4													
2006	3	48	53	96	1	2	50	0	51	54	105	10,311	
2007	0	40	28	51	3	4	19	0	31	37	68	10,408	
2008	4	24	49	68	3	14	41	0	46	31	77	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	*	56.4	59.6	54.1	33.3	18.2	38.3		62.1	56.3	58.9	62.1	129
	2007	*	61.3	71.8	67.2	*	*	39.4		71.1	66.7	68.9	62.3	74
	2008	*	79.3	75.5	75.4	*	42.9	60.0		82.1	72.5	77.2	71.9	79

NUMBER TESTED IN GRADE 5													
2006	2	78	47	109	6	11	60	0	58	71	129	11,045	
2007	2	31	39	64	2	2	33	0	38	36	74	10,296	
2008	1	29	49	65	5	14	35	0	39	40	79	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	*	34	19	50	4	9	37		22	31	53	4,185	129
	2007	*	12	11	21	*	*	20		11	12	23	3,881	74
	2008	*	6	12	16	*	8	14		7	11	18	3,005	79

NUMBER TESTED IN GRADE 5													
2006	2	78	47	109	6	11	60	0	58	71	129	11,045	
2007	2	31	39	64	2	2	33	0	38	36	74	10,296	
2008	1	29	49	65	5	14	35	0	39	40	79	10,686	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	80.0	80.2	74.0	62.5
	2007	78.6	86.9	82.1	65.6
	2008	88.1	85.5	82.4	71.9

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	*	10.3	12.8	11.9	16.7	0.0	1.7		13.8	11.3	12.4	14.4	129
	2007	*	19.4	17.9	17.2	*	*	3.0		18.4	16.7	17.6	18.0	74
	2008	*	27.6	22.4	16.9	*	14.3	11.4		33.3	15.0	24.1	24.8	79

NUMBER TESTED IN GRADE 5													
2006	2	78	47	109	6	11	60	0	58	71	129	11,045	
2007	2	31	39	64	2	2	33	0	38	36	74	10,296	
2008	1	29	49	65	5	14	35	0	39	40	79	10,686	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006												82.2	0
	2007			62.5	62.5		62.5	62.5		*	*	62.5	82.9	8
	2008			94.7	94.4		94.7	94.7		88.9	100.0	94.7	85.4	19
4	2006												64.8	0
	2007			*	*		*				*	*	65.9	1
	2008			75.0	75.0		75.0	75.0	*	75.0	*	75.0	67.0	12
ALL	2006												—	0
	2007			55.6	55.6		55.6	62.5		*	*	55.6	—	9
	2008			87.1	86.7		87.1	87.1	*	82.4	92.9	87.1	—	31

NUMBER TESTED IN GRADES ALL														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	9	9	0	9	8	0	4	5	9	9	—	
2008	0	0	31	30	0	31	31	1	17	14	31	31	—	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006												141	0
	2007			3	3		3	3		*	*	3	219	8
	2008			1	1		1	1		1	0	1	239	19
4	2006												50	0
	2007			*	*		*				*	*	122	1
	2008			3	3		3	3	*	2	*	3	215	12
ALL	2006												—	0
	2007			4	4		4	3		*	*	4	—	9
	2008			4	4		4	4	*	3	1	4	—	31

NUMBER TESTED IN GRADES ALL														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	9	9	0	9	8	0	4	5	9	9	—	
2008	0	0	31	30	0	31	31	1	17	14	31	31	—	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2006				
	2007	57.5	67.9	50.0	46.9
	2008	77.2	88.7	70.2	67.1
4	2006				
	2007	*	*	*	*
	2008	74.4	78.1	56.0	65.0
ALL	2006				
	2007	58.5	60.3	47.6	46.1
	2008	76.1	84.6	64.7	66.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006												13.9	0
	2007			0.0	0.0		0.0	0.0		*	*	0.0	14.8	8
	2008			5.3	5.6		5.3	5.3		0.0	10.0	5.3	17.2	19
4	2006												12.7	0
	2007			*	*		*				*	*	14.2	1
	2008			25.0	25.0		25.0	25.0	*	25.0	*	25.0	13.5	12
ALL	2006												—	0
	2007			0.0	0.0		0.0	0.0		*	*	0.0	—	9
	2008			12.9	13.3		12.9	12.9	*	11.8	14.3	12.9	—	31


NUMBER TESTED IN ALL GRADES														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	9	9	0	9	8	0	4	5	9	9	—	
2008	0	0	31	30	0	31	31	1	17	14	31	31	—	

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												79.5	0
	2007			*	*		*				*	*	79.1	1
	2008			91.7	91.7		91.7	91.7	*	100.0	*	91.7	81.9	12

NUMBER TESTED IN GRADE 4														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	161
2007	0	0	1	1	0	1	0	0	0	0	1	1	364	
2008	0	0	12	12	0	12	12	1	8	4	12	12	667	

 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	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006												33	0
	2007			*	*		*				*	*	76	1
	2008			1	1		1	1	*	0	*	1	121	12

NUMBER TESTED IN GRADE 4														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	161
2007	0	0	1	1	0	1	0	0	0	0	1	1	364	
2008	0	0	12	12	0	12	12	1	8	4	12	667		


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2006					
	2007	*	*	*	*	*
	2008	2.3	83.3	76.0	96.9	88.5

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												11.8	0
	2007			*	*		*				*	*	13.2	1
	2008			33.3	33.3		33.3	33.3	*	37.5	*	33.3	14.2	12

NUMBER TESTED IN GRADE 4														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	161
2007	0	0	1	1	0	1	0	0	0	0	1	1	364	
2008	0	0	12	12	0	12	12	1	8	4	12	667		

 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	44.4	54.1	52.6	69.9	116
	2007	*	31.5	30.4	46.9	56
	2008	14.3	38.5	34.8	57.6	46
1	2006	39.4	35.8	36.8	54.1	114
	2007	33.3	75.8	57.9	51.4	57
	2008	41.7	37.8	38.6	50.2	57
2	2006	33.3	61.0	53.0	49.2	115
	2007	43.5	56.3	46.8	44.5	62
	2008	21.4	66.7	44.8	50.2	58
1-2	2006	36.4	48.5	45.0	51.4	229
	2007	40.0	69.4	52.1	47.6	119
	2008	27.5	49.3	41.7	50.2	115

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	47.4	44.6	45.0	68.7	120
	2007	14.3	35.7	27.5	44.3	91
	2008	11.3	26.8	17.5	44.9	103
1	2006	45.5	24.1	30.2	60.7	116
	2007	48.9	60.0	53.8	48.8	80
	2008	47.3	40.4	44.1	55.5	102
2	2006	50.0	61.0	57.6	63.1	118
	2007	43.5	70.6	50.8	55.6	63
	2008	61.5	64.5	62.5	57.5	96
K-2	2006	47.7	43.2	44.4	63.9	354
	2007	37.3	49.1	42.7	49.1	234
	2008	40.1	42.0	40.9	52.7	301

Number Tested	2006	84	261	345	27,596	
	2007	72	103	175	24,696	
	2008	47	114	161	21,817	

Number Tested	2006	88	266	354	28,201	
	2007	126	108	234	34,441	
	2008	182	119	301	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	*	52.0	51.4	49.5	*	38.9	44.4		46.0	60.4	52.6	69.9	116
	2007	*	26.8	38.5	30.6	0.0	*	*		26.7	34.6	30.4	46.9	56
	2008	*	29.6	47.1	39.5	*	*	14.3		32.0	38.1	34.8	57.6	46
1	2006	*	30.2	44.7	38.9	0.0	48.0	39.4		28.6	47.1	36.8	54.1	114
	2007	*	59.4	61.9	56.3	*	*	33.3		51.6	65.4	57.9	51.4	57
	2008	*	41.9	36.4	36.5	16.7	*	41.7		44.1	30.4	38.6	50.2	57
2	2006	*	53.2	50.0	50.5	28.6	36.0	33.3		46.3	62.5	53.0	49.2	115
	2007	*	43.8	50.0	44.9	*	57.1	43.5		38.5	60.9	46.8	44.5	62
	2008	*	46.4	38.5	44.0	14.3	28.6	21.4		41.9	48.1	44.8	50.2	58
1-2	2006	75.0	41.6	47.3	44.8	14.3	42.0	36.4		37.7	54.5	45.0	51.4	229
	2007	*	51.6	55.1	50.5	28.6	52.9	40.0		44.3	63.3	52.1	47.6	119
	2008	50.0	44.1	37.5	40.2	15.4	25.0	27.5		43.1	40.0	41.7	50.2	115

Number Tested	2006	12	200	130	293	15	68	84	0	193	152	345	27,596
	2007	5	105	62	146	13	18	72	0	100	75	175	24,696
	2008	9	86	65	140	15	16	47	0	90	71	161	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	*	6	5	8	*	1	1		4	7	11	1,856	116
	2007	*	1	1	1	0	*	*		0	2	2	1,245	56
	2008	*	1	1	2	*	*	0		1	1	2	1,687	46
1	2006	*	2	2	3	0	1	2		1	3	4	1,786	114
	2007	*	6	1	5	*	*	2		3	4	7	1,458	57
	2008	*	2	2	5	0	*	1		3	2	5	1,555	57
2	2006	*	4	2	4	0	0	0		3	3	6	1,340	115
	2007	*	2	1	2	*	1	1		1	2	3	896	62
	2008	*	4	0	2	0	0	0		2	3	5	1,065	58
1-2	2006	0	6	4	7	0	1	2		4	6	10	3,126	229
	2007	*	8	2	7	0	1	3		4	6	10	2,355	119
	2008	2	6	2	7	0	0	1		5	5	10	2,620	115

Number Tested	2006	12	200	130	293	15	68	84	0	193	152	345	27,596
	2007	5	105	62	146	13	18	72	0	100	75	175	24,696
	2008	9	86	65	140	15	16	47	0	90	71	161	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	*	44.2	48.7	42.2	*	38.9	47.4		47.7	41.8	45.0	68.7	120
	2007	*	34.1	22.9	27.7	0.0	13.9	14.3	*	20.4	37.8	27.5	44.3	91
	2008	*	18.5	17.6	18.1	*	11.5	11.3	*	18.5	16.3	17.5	44.9	103
1	2006	*	16.9	46.8	28.9	25.0	52.0	45.5		27.7	33.3	30.2	60.7	116
	2007	*	51.5	55.8	51.4	*	60.0	48.9		50.0	57.9	53.8	48.8	80
	2008	*	38.7	47.8	44.7	16.7	46.0	47.3	*	48.3	38.1	44.1	55.5	102
2	2006	*	56.3	57.4	57.4	9.1	50.0	50.0		59.4	55.1	57.6	63.1	118
	2007	*	40.6	64.3	46.0	*	78.6	43.5		45.0	60.9	50.8	55.6	63
	2008	*	53.6	65.6	60.9	12.5	66.7	61.5		66.7	57.8	62.5	57.5	96
K-2	2006	58.3	39.3	51.1	43.0	15.0	47.8	47.7		45.2	43.2	44.4	63.9	354
	2007	*	41.5	44.5	40.4	6.3	41.3	37.3	*	36.8	51.0	42.7	49.1	234
	2008	44.4	37.2	42.4	40.7	11.8	38.5	40.1	*	44.2	36.8	40.9	52.7	301

Number Tested	2006	12	206	133	300	20	69	88	0	199	155	354	28,201
	2007	5	106	119	203	16	75	126	1	136	98	234	34,441
	2008	9	86	205	275	17	156	182	2	165	136	301	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	4	9	*	3	4		8	5	13	2,491	120
	2007	*	1	2	3	0	1	1	*	1	2	3	2,583	91
	2008	*	0	4	4	*	1	1	*	2	2	4	2,788	103
1	2006	*	0	11	8	0	8	9		8	3	11	2,111	116
	2007	*	2	2	2	*	1	2		3	2	5	1,769	80
	2008	*	0	6	5	0	4	4	*	2	4	6	2,800	102
2	2006	*	6	7	12	0	2	4		8	8	16	2,575	118
	2007	*	3	4	6	*	4	4		3	5	8	2,098	63
	2008	*	2	20	22	0	18	18		14	9	23	2,912	96
K-2	2006	2	15	22	29	0	13	17		24	16	40	7,177	354
	2007	*	6	8	11	1	6	7	*	7	9	16	6,450	234
	2008	1	2	30	31	0	23	23	*	18	15	33	8,500	301

Number Tested	2006	12	206	133	300	20	69	88	0	199	155	354	28,201
	2007	5	106	119	203	16	75	126	1	136	98	234	34,441
	2008	9	86	205	275	17	156	182	2	165	136	301	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			80.8	80.0	*	80.0	81.8		85.7	75.0	80.8	85.2	26
	2007			65.7	64.7	*	65.7	63.6	*	62.5	72.7	65.7	84.7	35
	2008			76.8	76.4	*	76.8	79.6	*	72.4	81.5	76.8	87.0	56
1	2006			87.5	87.0	*	87.5	87.0		91.7	83.3	87.5	82.5	24
	2007			100.0	100.0		100.0	100.0		100.0	100.0	100.0	84.5	22
	2008			84.1	82.9		84.1	83.3		80.8	88.9	84.1	88.0	44
2	2006			89.5	89.5	*	89.5	89.5		80.0	100.0	89.5	87.2	19
	2007			91.3	91.3	*	91.3	89.5		84.6	100.0	91.3	89.9	23
	2008			94.7	94.6	*	94.7	94.6		95.0	94.4	94.7	93.4	38
K-2	2006			85.5	85.1	*	85.3	85.9		86.1	84.8	85.5	84.6	69
	2007			82.5	82.1	*	82.5	80.6	*	76.6	90.9	82.5	85.6	80
	2008			84.1	83.5	*	84.1	85.0	*	81.3	87.3	84.1	89.3	138

Number Tested	2006	0	0	69	67	3	68	64	0	36	33	69	10,804
	2007	0	0	80	78	3	80	72	1	47	33	80	14,889
	2008	0	0	138	133	2	138	133	1	75	63	138	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			9	8	*	8	8		5	4	9	2,064	26
	2007			12	11	*	12	12	*	6	6	12	2,779	35
	2008			11	11	*	11	11	*	4	7	11	3,280	56
1	2006			11	10	*	11	10		8	3	11	1,391	24
	2007			11	11		11	11		4	7	11	1,782	22
	2008			14	14		14	13		7	7	14	2,412	44
2	2006			14	14	*	14	14		5	9	14	838	19
	2007			11	11	*	11	9		6	5	11	1,196	23
	2008			26	25	*	26	26		15	11	26	2,596	38
K-2	2006			34	32	*	33	32		18	16	34	4,293	69
	2007			34	33	*	34	32	*	16	18	34	5,757	80
	2008			51	50	*	51	50	*	26	25	51	8,288	138

Number Tested	2006	0	0	69	67	3	68	64	0	36	33	69	10,804
	2007	0	0	80	78	3	80	72	1	47	33	80	14,889
	2008	0	0	138	133	2	138	133	1	75	63	138	18,257

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2007		Level 2 in 2007		Level 3 in 2007		Levels 1-3 in 2007	
	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008
2	1	100.0	1	0.0	0	-	2	50.0
3	6	66.7	8	75.0	17	29.4	31	48.4
4	2	0.0	5	60.0	15	33.3	22	36.4
5	1	100.0	3	33.3	0	-	4	50.0
ALL	10	60.0	17	58.8	32	31.3	59	44.1