

Campus Data Packet

for 2008 - 09 Plans



NATHAN ADAMS

School Number 233

*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	45
KN	86
1	84
2	69
3	53
4	71
5	66
ALL	474

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	80	16.9	9	25.7
American Indian	1	0.2	*	*
Asian	10	2.1	*	*
Hispanic	337	71.1	6	17.1
White	46	9.7	18	51.4
Other	**	**	2	5.7

*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	349	73.6
Limited English proficient students	226	47.7
Special education students	28	5.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	22	8	36.4	0	0.0	3	13.6	10	45.5	1	4.5
	2007	39	5	12.8	0	0.0	2	5.1	28	71.8	4	10.3
	2008	45	11	24.4	0	0.0	1	2.2	29	64.4	4	8.9
KN	2006	94	26	27.7	0	0.0	8	8.5	37	39.4	23	24.5
	2007	84	15	17.9	0	0.0	2	2.4	53	63.1	14	16.7
	2008	86	11	12.8	0	0.0	1	1.2	69	80.2	5	5.8
1	2006	93	30	32.3	0	0.0	7	7.5	36	38.7	20	21.5
	2007	74	12	16.2	0	0.0	1	1.4	51	68.9	10	13.5
	2008	84	10	11.9	0	0.0	1	1.2	65	77.4	8	9.5
2	2006	76	20	26.3	0	0.0	4	5.3	31	40.8	21	27.6
	2007	74	11	14.9	1	1.4	4	5.4	47	63.5	11	14.9
	2008	69	11	15.9	0	0.0	1	1.4	51	73.9	6	8.7
3	2006	73	27	37.0	0	0.0	4	5.5	23	31.5	19	26.0
	2007	61	8	13.1	2	3.3	1	1.6	38	62.3	12	19.7
	2008	53	10	18.9	0	0.0	3	5.7	37	69.8	3	5.7
4	2006	78	22	28.2	0	0.0	10	12.8	32	41.0	14	17.9
	2007	77	14	18.2	0	0.0	2	2.6	49	63.6	12	15.6
	2008	71	16	22.5	1	1.4	1	1.4	42	59.2	11	15.5
5	2006	61	17	27.9	0	0.0	6	9.8	19	31.1	19	31.1
	2007	53	8	15.1	0	0.0	3	5.7	37	69.8	5	9.4
	2008	66	11	16.7	0	0.0	2	3.0	44	66.7	9	13.6
EC-5	2006	500	152	30.4	0	0.0	43	8.6	188	37.6	117	23.4
	2007	462	73	15.8	3	0.6	15	3.2	303	65.6	68	14.7
	2008	474	80	16.9	1	0.2	10	2.1	337	71.1	46	9.7

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	21	95.5	7	31.8	1	4.5	0	0.0	22	100.0	0.0
	2007	39	38	97.4	24	61.5	3	7.7	0	0.0	39	100.0	0.0
	2008	45	43	95.6	23	51.1	0	0.0	0	0.0	45	100.0	0.0
KN	2006	94	56	59.6	20	21.3	7	7.4	1	1.1	69	73.4	2.1
	2007	84	60	71.4	45	53.6	4	4.8	3	3.6	55	65.5	7.1
	2008	86	66	76.7	53	61.6	3	3.5	4	4.7	42	48.8	4.7
1	2006	93	50	53.8	11	11.8	3	3.2	20	21.5	19	20.4	6.5
	2007	74	54	73.0	43	58.1	3	4.1	4	5.4	7	9.5	9.5
	2008	84	62	73.8	49	58.3	5	6.0	8	9.5	7	8.3	10.7
2	2006	76	45	59.2	18	23.7	6	7.9	19	25.0	13	17.1	3.9
	2007	74	48	64.9	39	52.7	4	5.4	10	13.5	14	18.9	1.4
	2008	69	51	73.9	45	65.2	4	5.8	4	5.8	11	15.9	7.2
3	2006	73	38	52.1	4	5.5	5	6.8	14	19.2	12	16.4	1.4
	2007	61	36	59.0	20	32.8	2	3.3	15	24.6	8	13.1	0.0
	2008	53	35	66.0	29	54.7	2	3.8	13	24.5	4	7.5	7.5
4	2006	78	51	65.4	14	17.9	9	11.5	19	24.4	19	24.4	2.6
	2007	77	48	62.3	22	28.6	5	6.5	10	13.0	9	11.7	0.0
	2008	71	46	64.8	12	16.9	9	12.7	14	19.7	9	12.7	4.2
5	2006	61	32	52.5	6	9.8	9	14.8	25	41.0	9	14.8	0.0
	2007	53	41	77.4	18	34.0	9	17.0	8	15.1	10	18.9	1.9
	2008	66	46	69.7	15	22.7	5	7.6	11	16.7	3	4.5	0.0
EC-5	2006	500	293	58.6	80	16.0	43	8.6	98	19.6	163	32.6	3.4
	2007	462	325	70.3	211	45.7	30	6.5	50	10.8	142	30.7	3.2
	2008	474	349	73.6	226	47.7	28	5.9	54	11.4	121	25.5	5.3

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	94.6	3,815.3	95.7	28	100.0	100.0	16	7,228	100.0	100.0
	2007	20.0	4,117.2	18.9	94.5	3,933.6	95.5	50	100.0	100.0	38	7,436	100.0	100.0
	2008	21.5	4,133.2	20.5	95.1	3,942.7	95.4	50	100.0	100.0	39	7,427	100.0	100.0
KN	2006	93.6	13,725.9	89.3	95.3	13,178.1	96.0	23	24.6	25.7	76	11,822	81.2	86.1
	2007	85.4	13,945.0	82.0	96.1	13,385.6	96.0	10	11.7	24.3	79	12,035	92.5	86.3
	2008	86.3	13,568.1	83.5	96.8	13,004.4	95.8	12	13.9	23.5	78	11,618	90.4	85.6
1	2006	95.3	14,145.9	91.3	95.8	13,632.7	96.4	21	22.0	24.8	84	12,164	88.1	86.0
	2007	75.7	14,353.8	73.0	96.4	13,851.4	96.5	10	13.2	23.2	69	12,437	91.2	86.6
	2008	84.8	14,626.9	82.1	96.9	14,102.7	96.4	12	14.2	21.2	76	12,704	89.7	86.9
2	2006	77.7	13,536.9	74.8	96.2	13,115.8	96.9	19	24.4	22.9	67	11,853	86.2	87.6
	2007	70.6	13,403.8	67.8	96.1	12,978.9	96.8	14	19.8	21.7	63	11,729	89.2	87.5
	2008	68.3	13,708.6	66.7	97.6	13,269.8	96.8	14	20.5	19.7	59	12,043	86.4	87.9
3	2006	74.9	12,948.9	72.3	96.5	12,577.2	97.1	18	24.0	22.8	66	11,376	88.1	87.9
	2007	61.3	12,998.4	60.1	98.0	12,633.3	97.2	11	17.9	21.1	55	11,445	89.7	88.0
	2008	54.6	12,806.9	53.0	97.1	12,425.5	97.0	5	9.2	19.1	51	11,408	93.4	89.1
4	2006	78.4	12,021.0	76.0	96.9	11,684.2	97.2	23	29.3	22.3	68	10,587	86.7	88.1
	2007	75.0	12,104.9	73.1	97.5	11,768.3	97.2	12	16.0	19.7	69	10,683	92.0	88.3
	2008	69.9	12,329.8	67.3	96.4	11,960.3	97.0	10	14.3	19.7	63	10,924	90.2	88.6
5	2006	65.6	12,618.4	62.9	95.9	12,262.2	97.2	17	25.9	22.3	57	11,130	86.9	88.2
	2007	55.0	11,757.0	53.5	97.3	11,426.8	97.2	5	9.1	20.9	50	10,362	90.9	88.1
	2008	67.2	11,874.2	65.5	97.5	11,539.6	97.2	7	10.4	18.8	61	10,608	90.7	89.3
EC-5	2006	499.2	83,530.4	479.5	96.0	80,779.5	96.7	149	29.8	34.4	437	76,525	87.5	91.6
	2007	443.0	83,122.6	428.4	96.7	80,387.4	96.7	112	25.3	33.3	423	76,416	95.5	91.9
	2008	452.5	83,438.7	438.7	96.9	80,606.0	96.6	110	24.3	31.9	427	76,970	94.4	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	9	25.7
Hispanic	6	17.1
White	18	51.4
Other	2	5.7

Gender	Number	Percent
Female	32	91.4
Male	3	8.6

TOTAL	35
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AVERAGE NUMBER OF ABSENCES

2006	7.4
2007	6.5
2008	7.5

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	100.0	92.6	95.5	94.7	*	*	88.9		94.3	97.2	95.8	87.7	71
	2007	91.7	77.8	77.8	75.7	*	55.6	65.2		81.1	82.6	81.7	84.6	60
	2008	*	100.0	97.1	96.8	*	96.0	96.3		95.8	100.0	97.9	86.2	48
4	2006	84.6	71.4	85.7	78.7	*	81.8	76.2		79.5	81.3	80.3	69.5	71
	2007	90.9	53.8	80.4	73.3	*	63.2	65.7		78.1	77.5	77.8	69.7	72
	2008	100.0	85.7	81.4	84.4	66.7	53.8	61.9		80.5	92.9	85.5	72.1	69
5	2006	100.0	81.3	85.7	84.6	*	*	71.4		85.7	96.2	90.7	76.9	54
	2007	100.0	85.7	76.9	79.3	*	50.0	65.0		80.0	88.2	83.3	78.3	42
	2008	100.0	100.0	95.0	95.3	*	90.9	96.2		92.6	100.0	96.7	82.9	61
3-5	2006	95.9	82.8	89.1	85.6	80.0	84.2	79.2		86.3	91.5	88.8	78.2	196
	2007	93.1	69.0	78.7	75.7	100.0	57.8	65.4		79.8	81.3	80.5	77.6	174
	2008	100.0	94.1	90.6	91.6	75.0	83.7	86.5		88.0	97.7	92.7	80.3	178

	NUMBER TESTED IN GRADES 3-5											
2006	49	64	64	111	10	19	53	0	102	94	196	32,875
2007	29	29	108	111	9	45	78	0	94	80	174	31,814
2008	21	34	117	119	8	49	74	0	92	86	178	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	0	2	1	2	*	*	2		2	1	3	1,380	71
	2007	1	2	8	9	*	8	8		7	4	11	1,675	60
	2008	*	0	1	1	*	1	1		1	0	1	1,443	48
4	2006	2	6	4	10	*	2	5		8	6	14	3,190	71
	2007	1	6	9	12	*	7	12		7	9	16	3,189	72
	2008	0	2	8	7	2	6	8		8	2	10	2,996	69
5	2006	0	3	2	4	*	*	4		4	1	5	2,584	54
	2007	0	1	6	6	*	4	7		5	2	7	2,258	42
	2008	0	0	2	2	*	1	1		2	0	2	1,827	61
3-5	2006	2	11	7	16	2	3	11		14	8	22	7,154	196
	2007	2	9	23	27	0	19	27		19	15	34	7,122	174
	2008	0	2	11	10	2	8	10		11	2	13	6,266	178

NUMBER TESTED IN GRADES 3-5													
2006	49	64	64	111	10	19	53	0	102	94	196	32,875	
2007	29	29	108	111	9	45	78	0	94	80	174	31,814	
2008	21	34	117	119	8	49	74	0	92	86	178	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	81.9	87.7	86.4	86.3
	2007	78.8	84.0	73.9	76.9
	2008	88.9	89.9	90.3	83.9
4	2006	79.9	79.0	71.4	76.5
	2007	83.9	81.6	77.0	71.8
	2008	81.7	82.4	82.0	78.4
5	2006	81.8	82.9	82.4	79.5
	2007	78.6	82.7	75.6	74.2
	2008	82.5	85.7	80.1	79.8
3-5	2006	81.1	83.2	79.9	80.9
	2007	80.8	82.7	75.6	74.1
	2008	83.9	85.5	83.6	80.4

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)
3	2006	55.6	11.1	22.7	28.9	*	*	11.1		22.9	33.3	28.2	28.0	71
	2007	41.7	11.1	19.4	13.5	*	5.6	4.3		27.0	17.4	23.3	21.3	60
	2008	*	44.4	50.0	41.9	*	40.0	37.0		50.0	41.7	45.8	21.5	48
4	2006	7.7	4.8	28.6	14.9	*	27.3	19.0		15.4	18.8	16.9	10.0	71
	2007	36.4	7.7	21.7	15.6	*	10.5	11.4		21.9	22.5	22.2	16.6	72
	2008	70.0	28.6	9.3	11.1	50.0	0.0	0.0		24.4	21.4	23.2	14.4	69
5	2006	33.3	25.0	0.0	7.7	*	*	0.0		14.3	30.8	22.2	10.8	54
	2007	50.0	0.0	15.4	13.8	*	0.0	5.0		16.0	29.4	21.4	13.1	42
	2008	50.0	0.0	17.5	18.6	*	18.2	7.7		33.3	11.8	21.3	16.5	61
3-5	2006	34.7	12.5	20.3	18.0	20.0	15.8	11.3		17.6	27.7	22.4	16.4	196
	2007	41.4	6.9	19.4	14.4	0.0	6.7	7.7		22.3	22.5	22.4	17.1	174
	2008	52.4	23.5	23.9	21.8	37.5	24.5	16.2		33.7	23.3	28.7	17.4	178

	NUMBER TESTED IN GRADES 3-5											
2006	49	64	64	111	10	19	53	0	102	94	196	32,875
2007	29	29	108	111	9	45	78	0	94	80	174	31,814
2008	21	34	117	119	8	49	74	0	92	86	178	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	94.4	88.9	95.5	86.8	*	*	81.8		91.9	94.1	93.0	74.9	71
	2007	92.3	75.0	71.4	68.6	*	50.0	56.5		74.3	83.3	78.0	70.3	59
	2008	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	76.6	49
4	2006	92.3	81.0	90.0	85.4	83.3	83.3	82.6		92.7	84.4	89.0	74.0	73
	2007	90.9	100.0	87.0	88.9	*	78.9	82.9		93.8	87.5	90.3	75.7	72
	2008	100.0	76.9	88.4	84.1	*	76.9	71.4		85.0	92.9	88.2	77.9	68
5	2006	100.0	93.3	86.7	91.7	*	*	81.8		92.0	96.3	94.2	82.2	52
	2007	*	100.0	92.6	93.5	*	75.0	90.5		96.0	93.8	95.1	82.9	41
	2008	100.0	100.0	92.7	93.3	*	91.7	88.9	*	92.9	97.1	95.2	84.0	62
3-5	2006	95.7	87.3	91.0	87.3	90.0	78.9	82.1		92.2	91.4	91.8	77.1	196
	2007	93.1	92.6	83.3	83.8	87.5	66.7	77.2		87.0	87.5	87.2	76.2	172
	2008	100.0	91.2	93.3	91.7	87.5	92.2	88.2	*	91.4	96.5	93.9	79.5	179

	NUMBER TESTED IN GRADES 3-5											
2006	47	63	67	110	10	19	56	0	103	93	196	33,063
2007	29	27	108	111	8	45	79	0	92	80	172	32,298
2008	20	34	119	121	8	51	76	1	93	86	179	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	1	3	1	5	*	*	4		3	2	5	2,820	71
	2007	1	2	10	11	*	9	10		9	4	13	3,303	59
	2008	*	0	0	0	*	0	0		0	0	0	2,542	49
4	2006	1	4	3	7	1	2	4		3	5	8	2,765	73
	2007	1	0	6	5	*	4	6		2	5	7	2,604	72
	2008	0	3	5	7	*	3	6		6	2	8	2,436	68
5	2006	0	1	2	2	*	*	2		2	1	3	1,997	52
	2007	*	0	2	2	*	2	2		1	1	2	1,785	41
	2008	0	0	3	3	*	1	3	*	2	1	3	1,730	62
3-5	2006	2	8	6	14	1	4	10		8	8	16	7,582	196
	2007	2	2	18	18	1	15	18		12	10	22	7,692	172
	2008	0	3	8	10	1	4	9	*	8	3	11	6,708	179

	NUMBER TESTED IN GRADES 3-5											
2006	47	63	67	110	10	19	56	0	103	93	196	33,063
2007	29	27	108	111	8	45	79	0	92	80	172	32,298
2008	20	34	119	121	8	51	76	1	93	86	179	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	87.6	86.9	90.1	88.0	91.9	74.5
	2007	82.4	84.7	88.1	78.0	85.6	65.7
	2008	92.7	93.5	92.5	89.1	93.9	82.1
4	2006	87.0	87.7	82.0	79.9	83.6	74.8
	2007	87.2	91.1	83.8	81.5	77.1	78.3
	2008	86.9	86.1	77.7	78.9	80.5	77.9
5	2006	93.0	84.6	86.0	88.7	83.2	84.9
	2007	90.2	81.2	89.5	83.3	85.4	82.9
	2008	88.3	83.6	92.9	82.3	88.3	80.6
3-5	2006	88.8	86.6	86.0	85.2	86.5	77.4
	2007	86.3	86.5	86.7	80.7	82.0	75.1
	2008	88.9	87.3	87.0	82.9	86.9	80.0

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	61.1	14.8	54.5	36.8	*	*	13.6		45.9	41.2	43.7	22.3	71
	2007	46.2	12.5	20.0	17.1	*	5.6	4.3		28.6	25.0	27.1	19.2	59
	2008	*	60.0	60.0	56.3	*	53.8	50.0		64.0	62.5	63.3	26.3	49
4	2006	53.8	4.8	36.7	33.3	16.7	33.3	21.7		39.0	28.1	34.2	22.1	73
	2007	63.6	15.4	37.0	35.6	*	26.3	20.0		50.0	30.0	38.9	22.6	72
	2008	30.0	0.0	16.3	13.6	*	0.0	0.0		20.0	10.7	16.2	23.8	68
5	2006	75.0	46.7	40.0	45.8	*	*	27.3		40.0	70.4	55.8	29.9	52
	2007	*	33.3	48.1	45.2	*	25.0	33.3		52.0	56.3	53.7	29.3	41
	2008	62.5	27.3	48.8	48.9	*	41.7	29.6	*	53.6	44.1	48.4	31.9	62
3-5	2006	63.8	19.0	43.3	37.3	30.0	36.8	19.6		41.7	45.2	43.4	24.8	196
	2007	58.6	18.5	34.3	32.4	25.0	17.8	19.0		42.4	33.8	38.4	23.6	172
	2008	50.0	26.5	40.3	38.0	0.0	37.3	28.9	*	41.9	38.4	40.2	27.3	179

	NUMBER TESTED IN GRADES 3-5											
2006	47	63	67	110	10	19	56	0	103	93	196	33,063
2007	29	27	108	111	8	45	79	0	92	80	172	32,298
2008	20	34	119	121	8	51	76	1	93	86	179	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	92.9	85.0	92.9	87.5	*	91.7	90.5		92.1	90.9	91.5	84.2	71
	2007	90.9	90.9	82.6	81.8	*	68.4	77.1		90.3	82.1	85.7	86.5	70
	2008	100.0	85.7	92.7	93.0	*	84.6	90.5		87.2	100.0	92.5	87.4	67

	NUMBER TESTED IN GRADE 4											
2006	14	20	28	48	3	12	21	0	38	33	71	10,311
2007	11	11	46	44	1	19	35	0	31	39	70	10,408
2008	10	14	41	43	5	13	21	0	39	28	67	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	2	6	*	1	2		3	3	6	1,631	71
	2007	1	1	8	8	*	6	8		3	7	10	1,408	70
	2008	0	2	3	3	*	2	2		5	0	5	1,348	67

	NUMBER TESTED IN GRADE 4											
2006	14	20	28	48	3	12	21	0	38	33	71	10,311
2007	11	11	46	44	1	19	35	0	31	39	70	10,408
2008	10	14	41	43	5	13	21	0	39	28	67	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	92.6	84.2	88.6	90.3
	2007	2.2	85.0	83.6	90.7	91.1
	2008	2.4	84.7	88.2	87.7	91.2

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	21.4	5.0	21.4	16.7	*	8.3	9.5		13.2	18.2	15.5	10.9	71
	2007	54.5	9.1	23.9	22.7	*	0.0	8.6		32.3	25.6	28.6	18.2	70
	2008	60.0	42.9	26.8	30.2	*	7.7	19.0		28.2	46.4	35.8	21.4	67

	NUMBER TESTED IN GRADE 4											
2006	14	20	28	48	3	12	21	0	38	33	71	10,311
2007	11	11	46	44	1	19	35	0	31	39	70	10,408
2008	10	14	41	43	5	13	21	0	39	28	67	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	100.0	60.0	61.5	65.4		*	46.2		76.0	81.5	78.8	62.1	52
	2007	*	50.0	63.0	62.1	*	62.5	55.0		65.2	70.6	67.5	62.3	40
	2008	100.0	72.7	72.5	71.4	*	54.5	53.8		70.4	82.4	77.0	71.9	61

	NUMBER TESTED IN GRADE 5											
2006	18	15	13	26	0	4	13	0	25	27	52	11,045
2007	4	6	27	29	3	8	20	0	23	17	40	10,296
2008	8	11	40	42	1	11	26	0	27	34	61	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	0	6	5	9		*	7		6	5	11	4,185	52
	2007	*	3	10	11	*	3	9		8	5	13	3,881	40
	2008	0	3	11	12	*	5	12		8	6	14	3,005	61

	NUMBER TESTED IN GRADE 5											
2006	18	15	13	26	0	4	13	0	25	27	52	11,045
2007	4	6	27	29	3	8	20	0	23	17	40	10,296
2008	8	11	40	42	1	11	26	0	27	34	61	10,686


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	87.7	88.0	79.7	72.9
	2007	79.6	83.3	79.7	73.3
	2008	87.1	88.3	83.2	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)
5	2006	50.0	20.0	7.7	23.1		*	7.7		32.0	25.9	28.8	14.4	52
	2007	*	0.0	14.8	10.3	*	0.0	0.0		17.4	17.6	17.5	18.0	40
	2008	37.5	18.2	20.0	19.0	*	0.0	3.8		29.6	17.6	23.0	24.8	61

	NUMBER TESTED IN GRADE 5											
2006	18	15	13	26	0	4	13	0	25	27	52	11,045
2007	4	6	27	29	3	8	20	0	23	17	40	10,296
2008	8	11	40	42	1	11	26	0	27	34	61	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	*	79.7	79.5	69.9	73
	2007	*	62.9	56.4	46.9	39
	2008	50.0	71.0	67.6	57.6	37
1	2006	64.3	85.1	81.8	54.1	88
	2007	69.2	71.4	70.6	51.4	34
	2008	66.7	72.4	71.1	50.2	38
2	2006	81.0	92.2	88.9	49.2	72
	2007	53.7	87.1	68.1	44.5	72
	2008	52.9	77.8	65.7	50.2	35
1-2	2006	74.3	88.0	85.0	51.4	160
	2007	57.4	80.8	68.9	47.6	106
	2008	57.7	74.5	68.5	50.2	73

Number Tested	2006	39	194	233	27,596	
	2007	58	87	145	24,696	
	2008	32	78	110	21,817	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	71.0	71.2	68.7	73
	2007	31.1	56.8	42.7	44.3	82
	2008	18.0	62.9	36.5	44.9	85
1	2006	71.4	83.8	81.8	60.7	88
	2007	31.4	72.7	43.8	48.8	73
	2008	50.0	81.3	61.6	55.5	86
2	2006	81.8	88.7	86.7	63.1	75
	2007	70.7	80.6	75.0	55.6	72
	2008	83.0	85.7	83.8	57.5	68
K-2	2006	77.5	80.6	80.1	63.9	236
	2007	43.1	68.9	53.3	49.1	227
	2008	49.7	75.0	59.0	52.7	239

Number Tested	2006	40	196	236	28,201	
	2007	137	90	227	34,441	
	2008	151	88	239	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	100.0	68.0	81.8	76.2	*	*	*		75.0	83.8	79.5	69.9	73
	2007	83.3	50.0	27.3	45.0	*	*	*		55.6	57.1	56.4	46.9	39
	2008	*	63.6	65.0	64.0	*	50.0	50.0		68.8	66.7	67.6	57.6	37
1	2006	84.2	79.3	81.8	74.5	*	77.8	64.3		74.5	91.9	81.8	54.1	88
	2007	80.0	75.0	54.5	65.0	*	*	69.2		65.2	81.8	70.6	51.4	34
	2008	88.9	80.0	55.6	69.2	*	*	66.7		62.5	77.3	71.1	50.2	38
2	2006	95.0	78.9	89.7	85.4	*	88.2	81.0		90.5	86.7	88.9	49.2	72
	2007	90.9	90.9	56.5	52.2	*	51.4	53.7		67.5	68.8	68.1	44.5	72
	2008	83.3	90.0	44.4	65.0	*	33.3	52.9		71.4	57.1	65.7	50.2	35
1-2	2006	89.7	79.2	85.5	79.5	85.7	84.6	74.3		81.7	89.6	85.0	51.4	160
	2007	85.7	82.6	56.1	56.1	14.3	56.1	57.4		66.7	72.1	68.9	47.6	106
	2008	86.7	85.0	50.0	67.4	62.5	33.3	57.7		67.6	69.4	68.5	50.2	73

Number Tested	2006	57	73	84	130	12	29	39	0	129	104	233	27,596
	2007	33	37	68	86	10	42	58	0	81	64	145	24,696
	2008	20	31	56	71	9	21	32	0	53	57	110	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	12	8	7	12	*	*	*		14	15	29	1,856	73
	2007	7	2	0	2	*	*	*		4	7	11	1,245	39
	2008	*	3	7	7	*	2	2		5	7	12	1,687	37
1	2006	12	16	11	17	*	2	3		26	19	45	1,786	88
	2007	4	2	3	4	*	*	3		7	3	10	1,458	34
	2008	6	5	2	7	*	*	1		5	9	14	1,555	38
2	2006	16	13	12	18	*	4	6		25	17	42	1,340	72
	2007	7	6	4	4	*	3	3		9	10	19	896	72
	2008	2	2	2	1	*	1	1		4	3	7	1,065	35
1-2	2006	28	29	23	35	3	6	9		51	36	87	3,126	160
	2007	11	8	7	8	0	4	6		16	13	29	2,355	106
	2008	8	7	4	8	1	1	2		9	12	21	2,620	73

Number Tested	2006	57	73	84	130	12	29	39	0	129	104	233	27,596
	2007	33	37	68	86	10	42	58	0	81	64	145	24,696
	2008	20	31	56	71	9	21	32	0	53	57	110	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	88.9	52.0	77.3	59.5	*	*	*		80.6	62.2	71.2	68.7	73
	2007	75.0	57.1	29.6	33.9	*	27.3	31.1		44.4	41.3	42.7	44.3	82
	2008	*	72.7	27.9	32.3	*	17.3	18.0		38.6	34.1	36.5	44.9	85
1	2006	94.7	79.3	72.7	72.3	*	77.8	71.4		74.5	91.9	81.8	60.7	88
	2007	70.0	75.0	30.0	38.9	*	23.3	31.4		47.7	37.9	43.8	48.8	73
	2008	100.0	70.0	54.5	60.9	*	49.0	50.0		60.5	62.5	61.6	55.5	86
2	2006	90.5	78.9	87.1	81.8	66.7	88.9	81.8		86.7	86.7	86.7	63.1	75
	2007	81.8	81.8	71.7	63.0	*	67.6	70.7		72.5	78.1	75.0	55.6	72
	2008	100.0	70.0	84.3	80.0	*	86.7	83.0		86.8	80.0	83.8	57.5	68
K-2	2006	91.4	69.9	79.1	71.4	42.9	83.3	77.5		80.3	79.8	80.1	63.9	236
	2007	75.8	70.3	42.7	44.0	18.2	37.9	43.1		55.0	51.4	53.3	49.1	227
	2008	90.0	71.0	53.0	55.9	41.7	49.3	49.7		60.8	57.1	59.0	52.7	239

Number Tested	2006	58	73	86	133	14	30	40	0	132	104	236	28,201
	2007	33	37	150	159	11	124	137	0	120	107	227	34,441
	2008	20	31	185	179	12	146	151	0	120	119	239	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	10	7	11	16	*	*	*		14	17	31	2,491	73
	2007	9	1	4	5	*	3	3		8	8	16	2,583	82
	2008	*	1	7	5	*	1	1		5	6	11	2,788	85
1	2006	11	10	12	16	*	4	7		19	19	38	2,111	88
	2007	5	3	3	4	*	1	2		7	4	11	1,769	73
	2008	4	2	9	11	*	6	7		7	9	16	2,800	86
2	2006	13	7	18	20	4	10	11		27	12	39	2,575	75
	2007	8	5	20	16	*	15	16		18	18	36	2,098	72
	2008	3	5	24	23	*	22	22		18	14	32	2,912	68
K-2	2006	34	24	41	52	5	15	20		60	48	108	7,177	236
	2007	22	9	27	25	1	19	21		33	30	63	6,450	227
	2008	9	8	40	39	1	29	30		30	29	59	8,500	239
Number Tested	2006	58	73	86	133	14	30	40	0	132	104	236	28,201	
	2007	33	37	150	159	11	124	137	0	120	107	227	34,441	
	2008	20	31	185	179	12	146	151	0	120	119	239	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			45.5	44.4		45.5	40.0		33.3	*	45.5	85.2	11
	2007			93.0	92.3	*	93.0	95.1		88.9	96.0	93.0	84.7	43
	2008			83.3	87.5	*	82.6	81.8		78.6	90.0	83.3	87.0	48
1	2006												82.5	0
	2007			69.2	70.6		69.2	68.4		71.4	66.7	69.2	84.5	39
	2008			87.5	86.8	*	89.1	88.9		81.8	92.3	87.5	88.0	48
2	2006												87.2	0
	2007												89.9	0
	2008			97.0	96.7		97.0	96.7		94.1	100.0	97.0	93.4	33
K-2	2006			45.5	44.4		45.5	40.0		33.3	*	45.5	84.6	11
	2007			81.7	82.2	*	81.7	82.3		79.5	83.7	81.7	85.6	82
	2008			88.4	89.8	*	88.8	88.2		83.6	93.5	88.4	89.3	129

Number Tested	2006	0	0	11	9	0	11	10	0	6	5	11	10,804
	2007	0	0	82	73	1	82	79	0	39	43	82	14,889
	2008	0	0	129	108	3	125	119	0	67	62	129	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			1	1		1	1		1	*	1	2,064	11
	2007			22	19	*	22	22		9	13	22	2,779	43
	2008			26	22	*	25	25		13	13	26	3,280	48
1	2006												1,391	0
	2007			6	6		6	6		4	2	6	1,782	39
	2008			14	11	*	14	14		6	8	14	2,412	48
2	2006												838	0
	2007												1,196	0
	2008			11	10		11	10		6	5	11	2,596	33
K-2	2006			1	1		1	1		1	*	1	4,293	11
	2007			28	25	*	28	28		13	15	28	5,757	82
	2008			51	43	*	50	49		25	26	51	8,288	129
Number Tested	2006	0	0	11	9	0	11	10	0	6	5	11	10,804	
	2007	0	0	82	73	1	82	79	0	39	43	82	14,889	
	2008	0	0	129	108	3	125	119	0	67	62	129	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	0	-	1	100.0	4	50.0	5	60.0
3	1	100.0	0	-	7	28.6	8	37.5
4	0	-	1	100.0	8	12.5	9	22.2
ALL	1	100.0	2	100.0	19	26.3	22	36.4