

# Campus Data Packet

for 2008 - 09 Plans



**BIRDIE ALEXANDER**  
School Number 235

*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

**IOWA TESTS OF BASIC SKILLS (AND RELATED TESTS)**

26.... Compliance..... SCE Compliance for At-Risk Students  
 28.... ITBS Read (2)..... ITBS Reading Total: # At or Above the 80th %  
 30.... ITBS Math (2)..... ITBS Mathematics Total: # At or Above the 80th %

**MEASURES OF ENGLISH PROFICIENCY**

31.... 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.... ITBS Read (1)..... ITBS Reading Total: % At or Above the 40th %  
 29.... ITBS Math (1)..... ITBS Mathematics 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
EC	7
PK	43
KN	78
1	83
2	80
3	84
4	70
5	84
ALL	529

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	426	80.5	29	82.9
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	101	19.1	0	0.0
White	2	0.4	6	17.1
Other	**	**	0	0.0

\*Included in category "Other."

\*\*All students are classified in one of the five racial/ethnic groups.

**STUDENT GROUP ENROLLMENT**

Student Group	Number	Percent
Economically disadvantaged students	472	89.2
Limited English proficient students	52	9.8
Special education students	45	8.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	22	18	81.8	0	0.0	0	0.0	4	18.2	0	0.0
	2007	41	38	92.7	0	0.0	0	0.0	3	7.3	0	0.0
	2008	43	35	81.4	0	0.0	0	0.0	7	16.3	1	2.3
KN	2006	72	58	80.6	0	0.0	0	0.0	13	18.1	1	1.4
	2007	68	49	72.1	0	0.0	0	0.0	18	26.5	1	1.5
	2008	78	61	78.2	0	0.0	0	0.0	17	21.8	0	0.0
1	2006	90	75	83.3	0	0.0	0	0.0	15	16.7	0	0.0
	2007	75	55	73.3	0	0.0	0	0.0	19	25.3	1	1.3
	2008	83	68	81.9	0	0.0	0	0.0	14	16.9	1	1.2
2	2006	95	80	84.2	0	0.0	0	0.0	15	15.8	0	0.0
	2007	73	56	76.7	0	0.0	0	0.0	15	20.5	2	2.7
	2008	80	63	78.8	0	0.0	0	0.0	17	21.3	0	0.0
3	2006	105	84	80.0	0	0.0	0	0.0	21	20.0	0	0.0
	2007	74	59	79.7	0	0.0	0	0.0	15	20.3	0	0.0
	2008	84	68	81.0	0	0.0	0	0.0	16	19.0	0	0.0
4	2006	91	76	83.5	0	0.0	0	0.0	14	15.4	1	1.1
	2007	70	55	78.6	0	0.0	0	0.0	15	21.4	0	0.0
	2008	70	56	80.0	0	0.0	0	0.0	14	20.0	0	0.0
5	2006	96	82	85.4	0	0.0	0	0.0	13	13.5	1	1.0
	2007	70	54	77.1	0	0.0	0	0.0	16	22.9	0	0.0
	2008	84	69	82.1	0	0.0	0	0.0	15	17.9	0	0.0
EC-5	2006	580	478	82.4	0	0.0	0	0.0	99	17.1	3	0.5
	2007	477	369	77.4	0	0.0	0	0.0	104	21.8	4	0.8
	2008	529	426	80.5	0	0.0	0	0.0	101	19.1	2	0.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	22	22	100.0	0	0.0	0	0.0	0	0.0	21	95.5	4.5
	2007	41	36	87.8	0	0.0	1	2.4	0	0.0	39	95.1	4.9
	2008	43	43	100.0	4	9.3	0	0.0	0	0.0	42	97.7	2.3
KN	2006	72	59	81.9	6	8.3	3	4.2	4	5.6	57	79.2	0.0
	2007	68	60	88.2	3	4.4	6	8.8	1	1.5	40	58.8	0.0
	2008	78	69	88.5	6	7.7	3	3.8	0	0.0	38	48.7	2.6
1	2006	90	79	87.8	7	7.8	0	0.0	7	7.8	35	38.9	2.2
	2007	75	61	81.3	10	13.3	7	9.3	6	8.0	16	21.3	2.7
	2008	83	78	94.0	5	6.0	4	4.8	0	0.0	13	15.7	4.8
2	2006	95	84	88.4	5	5.3	7	7.4	9	9.5	30	31.6	2.1
	2007	73	54	74.0	5	6.8	5	6.8	5	6.8	13	17.8	2.7
	2008	80	70	87.5	11	13.8	10	12.5	3	3.8	10	12.5	3.8
3	2006	105	85	81.0	15	14.3	9	8.6	7	6.7	31	29.5	5.7
	2007	74	65	87.8	9	12.2	6	8.1	11	14.9	9	12.2	5.4
	2008	84	77	91.7	9	10.7	6	7.1	2	2.4	2	2.4	10.7
4	2006	91	77	84.6	7	7.7	6	6.6	11	12.1	29	31.9	1.1
	2007	70	53	75.7	13	18.6	3	4.3	8	11.4	6	8.6	0.0
	2008	70	59	84.3	3	4.3	6	8.6	8	11.4	8	11.4	1.4
5	2006	96	79	82.3	7	7.3	12	12.5	11	11.5	25	26.0	4.2
	2007	70	54	77.1	8	11.4	5	7.1	13	18.6	9	12.9	1.4
	2008	84	70	83.3	14	16.7	9	10.7	6	7.1	12	14.3	1.2
EC-5	2006	580	493	85.0	47	8.1	46	7.9	49	8.4	229	39.5	4.1
	2007	477	389	81.6	48	10.1	38	8.0	44	9.2	134	28.1	3.1
	2008	529	472	89.2	52	9.8	45	8.5	19	3.6	130	24.6	4.5

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2006	10.7	3,987.7	10.4	97.4	3,815.3	95.7	25	100.0	100.0	22	7,228	100.0	100.0
	2007	20.2	4,117.2	19.2	95.1	3,933.6	95.5	45	100.0	100.0	38	7,436	100.0	100.0
	2008	21.0	4,133.2	20.3	96.8	3,942.7	95.4	48	100.0	100.0	40	7,427	100.0	100.0
KN	2006	70.6	13,725.9	68.2	96.6	13,178.1	96.0	34	48.2	25.7	56	11,822	79.3	86.1
	2007	65.3	13,945.0	63.7	97.5	13,385.6	96.0	23	35.2	24.3	54	12,035	82.7	86.3
	2008	72.8	13,568.1	70.3	96.6	13,004.4	95.8	27	37.1	23.5	60	11,618	82.4	85.6
1	2006	85.6	14,145.9	82.4	96.3	13,632.7	96.4	29	33.9	24.8	68	12,164	79.4	86.0
	2007	69.5	14,353.8	67.3	96.9	13,851.4	96.5	31	44.6	23.2	60	12,437	86.3	86.6
	2008	76.9	14,626.9	74.1	96.3	14,102.7	96.4	29	37.7	21.2	61	12,704	79.3	86.9
2	2006	92.5	13,536.9	90.0	97.4	13,115.8	96.9	39	42.2	22.9	75	11,853	81.1	87.6
	2007	66.8	13,403.8	64.6	96.7	12,978.9	96.8	34	50.9	21.7	54	11,729	80.8	87.5
	2008	78.5	13,708.6	75.8	96.5	13,269.8	96.8	19	24.2	19.7	66	12,043	84.0	87.9
3	2006	104.2	12,948.9	101.1	97.0	12,577.2	97.1	34	32.6	22.8	84	11,376	80.6	87.9
	2007	69.8	12,998.4	68.6	98.3	12,633.3	97.2	28	40.1	21.1	61	11,445	87.4	88.0
	2008	88.3	12,806.9	86.8	98.3	12,425.5	97.0	16	18.1	19.1	77	11,408	87.2	89.1
4	2006	86.8	12,021.0	84.3	97.2	11,684.2	97.2	31	35.7	22.3	72	10,587	83.0	88.1
	2007	71.5	12,104.9	69.4	97.0	11,768.3	97.2	15	21.0	19.7	65	10,683	90.9	88.3
	2008	70.4	12,329.8	68.1	96.8	11,960.3	97.0	16	22.7	19.7	61	10,924	86.7	88.6
5	2006	92.0	12,618.4	89.5	97.3	12,262.2	97.2	34	37.0	22.3	77	11,130	83.7	88.2
	2007	69.3	11,757.0	67.7	97.7	11,426.8	97.2	20	28.9	20.9	60	10,362	86.6	88.1
	2008	82.8	11,874.2	81.7	98.6	11,539.6	97.2	22	26.6	18.8	70	10,608	84.5	89.3
EC-5	2006	551.3	83,530.4	534.9	97.0	80,779.5	96.7	226	41.0	34.4	463	76,525	84.0	91.6
	2007	436.5	83,122.6	424.7	97.3	80,387.4	96.7	201	46.0	33.3	395	76,416	90.5	91.9
	2008	497.5	83,438.7	483.7	97.2	80,606.0	96.6	178	35.8	31.9	441	76,970	88.6	92.2



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	29	82.9
Hispanic	0	0.0
White	6	17.1
Other	0	0.0

Gender	Number	Percent
Female	34	97.1
Male	1	2.9

<b>TOTAL</b>	<b>35</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2006</b>	6.2
<b>2007</b>	6.4
<b>2008</b>	10.4

**PERCENTAGE MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		66.3	80.0	64.1	*	76.9	60.0		63.0	75.5	68.9	87.7	103
	2007		66.7	66.7	63.3	*	50.0	51.2		66.7	66.7	66.7	84.6	69
	2008		77.9	73.3	75.6	*	57.1	72.7		71.4	82.9	77.1	86.2	83
4	2006		45.6	33.3	42.4		28.6	13.3		40.0	45.7	43.2	69.5	81
	2007		47.2	33.3	32.0	*	30.8	26.1		27.0	64.5	44.1	69.7	68
	2008		52.7	72.7	50.9	*	*	38.2		60.0	51.6	56.1	72.1	66
5	2006	*	71.2	63.6	75.8	*	*	59.6		55.3	83.0	70.6	76.9	85
	2007		66.0	71.4	67.3	*	57.1	47.1		64.7	69.7	67.2	78.3	67
	2008		65.1	53.3	61.9	*	53.8	51.1		48.9	81.8	62.8	82.9	78
3-5	2006	*	61.6	62.8	60.7	*	62.5	45.4		54.3	68.3	61.7	78.2	269
	2007		60.1	56.1	54.9	*	42.9	40.5		52.7	67.0	59.3	77.6	204
	2008		66.1	65.9	64.3	44.4	52.2	56.6		59.8	73.3	66.1	80.3	227

NUMBER TESTED IN GRADES 3-5													
2006	1	224	43	206	4	24	97	0	127	142	269	32,875	
2007	0	163	41	162	5	28	121	0	110	94	204	31,814	
2008	0	186	41	196	9	23	136	0	122	105	227	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		28	4	28	*	3	8		20	12	32	1,380	103
	2007		19	4	22	*	4	20		13	10	23	1,675	69
	2008		15	4	19	*	3	15		12	7	19	1,443	83
4	2006		37	8	38		5	26		21	25	46	3,190	81
	2007		28	10	34	*	9	34		27	11	38	3,189	68
	2008		26	3	27	*	*	21		14	15	29	2,996	66
5	2006	*	21	4	15	*	*	19		17	8	25	2,584	85
	2007		18	4	17	*	3	18		12	10	22	2,258	67
	2008		22	7	24	*	6	23		23	6	29	1,827	78
3-5	2006	*	86	16	81	*	9	53		58	45	103	7,154	269
	2007		65	18	73	*	16	72		52	31	83	7,122	204
	2008		63	14	70	5	11	59		49	28	77	6,266	227

NUMBER TESTED IN GRADES 3-5													
2006	1	224	43	206	4	24	97	0	127	142	269	32,875	
2007	0	163	41	162	5	28	121	0	110	94	204	31,814	
2008	0	186	41	196	9	23	136	0	122	105	227	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	70.7	79.3	71.5	69.9
	2007	66.3	72.5	61.6	63.4
	2008	70.9	74.0	70.9	68.2
4	2006	66.4	60.5	60.7	56.3
	2007	63.9	65.8	56.1	56.0
	2008	74.0	68.8	71.0	65.9
5	2006	70.5	70.1	68.4	66.7
	2007	70.5	77.2	72.6	68.9
	2008	65.4	75.0	67.0	66.3
3-5	2006	69.3	70.8	67.3	64.8
	2007	66.9	71.8	63.4	62.7
	2008	69.9	72.8	69.6	66.9

**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)
3	2006		26.5	20.0	15.4	*	15.4	10.0		20.4	30.6	25.2	28.0	103
	2007		8.8	25.0	10.0	*	25.0	4.9		12.8	10.0	11.6	21.3	69
	2008		10.3	6.7	9.0	*	0.0	3.6		11.9	7.3	9.6	21.5	83
4	2006		2.9	0.0	3.0		0.0	0.0		2.9	2.2	2.5	10.0	81
	2007		9.4	0.0	4.0	*	0.0	2.2		5.4	9.7	7.4	16.6	68
	2008		3.6	18.2	7.3	*	*	2.9		5.7	6.5	6.1	14.4	66
5	2006	*	1.4	0.0	1.6	*	*	0.0		0.0	2.1	1.2	10.8	85
	2007		7.5	0.0	7.7	*	0.0	0.0		5.9	6.1	6.0	13.1	67
	2008		9.5	0.0	7.9	*	0.0	0.0		8.9	6.1	7.7	16.5	78
3-5	2006	*	11.2	9.3	7.3	*	8.3	2.1		9.4	12.0	10.8	16.4	269
	2007		8.6	7.3	7.4	*	7.1	2.5		8.2	8.5	8.3	17.1	204
	2008		8.1	7.3	8.2	0.0	4.3	2.2		9.0	6.7	7.9	17.4	227

NUMBER TESTED IN GRADES 3-5													
2006	1	224	43	206	4	24	97	0	127	142	269	32,875	
2007	0	163	41	162	5	28	121	0	110	94	204	31,814	
2008	0	186	41	196	9	23	136	0	122	105	227	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		31.3	45.0	27.6	*	42.9	19.0		29.6	39.1	34.0	74.9	100
	2007		35.7	57.1	37.7	*	50.0	24.4		39.5	40.6	40.0	70.3	70
	2008		58.7	46.7	54.1	*	14.3	37.7		65.8	47.5	56.4	76.6	78
4	2006		52.9	75.0	59.1		71.4	26.7		58.3	55.6	56.8	74.0	81
	2007		52.8	53.3	50.0	*	53.8	37.0		54.1	51.6	52.9	75.7	68
	2008		70.9	90.9	69.1	*	*	55.9		74.3	74.2	74.2	77.9	66
5	2006	*	56.6	46.2	52.2	*	*	46.9		55.8	55.3	55.6	82.2	90
	2007		73.6	85.7	80.4	*	71.4	60.0		70.6	81.8	76.1	82.9	67
	2008		60.9	73.3	61.5	*	76.9	52.2		60.9	66.7	63.3	84.0	79
3-5	2006	*	46.4	53.3	45.5	22.2	50.0	35.0		45.9	50.0	48.0	77.1	271
	2007		53.7	65.1	54.9	*	57.1	39.3		54.1	58.3	56.1	76.2	205
	2008		63.2	68.3	60.8	66.7	56.5	47.4		66.4	61.5	64.1	79.5	223

NUMBER TESTED IN GRADES 3-5													
2006	1	224	45	209	9	26	100	0	133	138	271	33,063	
2007	0	162	43	162	5	28	122	0	109	96	205	32,298	
2008	0	182	41	194	9	23	133	0	119	104	223	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		55	11	55	*	8	17		38	28	66	2,820	100
	2007		36	6	38	*	4	31		23	19	42	3,303	70
	2008		26	8	34	*	6	33		13	21	34	2,542	78
4	2006		32	3	27		2	22		15	20	35	2,765	81
	2007		25	7	25	*	6	29		17	15	32	2,604	68
	2008		16	1	17	*	*	15		9	8	17	2,436	66
5	2006	*	33	7	32	*	*	26		19	21	40	1,997	90
	2007		14	2	10	*	2	14		10	6	16	1,785	67
	2008		25	4	25	*	3	22		18	11	29	1,730	79
3-5	2006	*	120	21	114	7	13	65		72	69	141	7,582	271
	2007		75	15	73	*	12	74		50	40	90	7,692	205
	2008		67	13	76	3	10	70		40	40	80	6,708	223

NUMBER TESTED IN GRADES 3-5													
2006	1	224	45	209	9	26	100	0	133	138	271	33,063	
2007	0	162	43	162	5	28	122	0	109	96	205	32,298	
2008	0	182	41	194	9	23	133	0	119	104	223	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	58.1	59.7	68.0	53.7	70.0	46.3
	2007	61.3	67.6	63.8	51.2	68.2	47.5
	2008	70.0	70.3	76.5	67.3	73.4	55.6
4	2006	71.4	74.3	68.7	60.7	62.7	56.0
	2007	71.0	70.6	76.2	63.2	62.1	56.4
	2008	78.0	83.1	81.8	75.5	74.6	64.4
5	2006	66.3	60.0	65.7	64.8	73.1	58.9
	2007	79.9	72.7	77.6	67.2	70.9	70.7
	2008	72.8	68.2	76.7	59.9	68.7	65.2
3-5	2006	64.8	64.1	67.5	59.5	68.8	53.4
	2007	70.6	70.3	72.4	60.4	67.1	58.0
	2008	73.4	73.3	78.1	67.1	72.1	61.6



**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		5.0	5.0	5.3	*	7.1	4.8		3.7	6.5	5.0	22.3	100
	2007		3.6	14.3	4.9	*	12.5	4.9		2.6	9.4	5.7	19.2	70
	2008		14.3	6.7	10.8	*	0.0	0.0		18.4	7.5	12.8	26.3	78
4	2006		8.8	16.7	10.6		0.0	0.0		11.1	8.9	9.9	22.1	81
	2007		15.1	0.0	4.0	*	0.0	0.0		5.4	19.4	11.8	22.6	68
	2008		16.4	36.4	20.0	*	*	8.8		17.1	22.6	19.7	23.8	66
5	2006	*	5.3	15.4	7.5	*	*	8.2		9.3	4.3	6.7	29.9	90
	2007		15.1	7.1	15.7	*	14.3	5.7		14.7	12.1	13.4	29.3	67
	2008		12.5	13.3	10.8	*	7.7	6.5		17.4	6.1	12.7	31.9	79
3-5	2006	*	6.3	11.1	7.7	0.0	7.7	5.0		7.5	6.5	7.0	24.8	271
	2007		11.1	7.0	8.0	*	7.1	3.3		7.3	13.5	10.2	23.6	205
	2008		14.3	17.1	13.4	11.1	8.7	4.5		17.6	11.5	14.8	27.3	223


NUMBER TESTED IN GRADES 3-5													
2006	1	224	45	209	9	26	100	0	133	138	271	33,063	
2007	0	162	43	162	5	28	122	0	109	96	205	32,298	
2008	0	182	41	194	9	23	133	0	119	104	223	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		71.0	75.0	71.6		85.7	40.0		68.6	73.9	71.6	84.2	81
	2007		64.2	66.7	58.0	*	69.2	52.2		45.9	87.1	64.7	86.5	68
	2008		79.6	83.3	76.4	*	*	66.7		80.6	80.0	80.3	87.4	66

NUMBER TESTED IN GRADE 4													
2006	0	69	12	67	0	7	30	0	35	46	81	10,311	
2007	0	53	15	50	1	13	46	0	37	31	68	10,408	
2008	0	54	12	55	3	3	33	0	36	30	66	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		20	3	19		1	18		11	12	23	1,631	81
	2007		19	5	21	*	4	22		20	4	24	1,408	68
	2008		11	2	13	*	*	11		7	6	13	1,348	66

NUMBER TESTED IN GRADE 4													
2006	0	69	12	67	0	7	30	0	35	46	81	10,311	
2007	0	53	15	50	1	13	46	0	37	31	68	10,408	
2008	0	54	12	55	3	3	33	0	36	30	66	10,658	


## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2006	2.1	79.3	69.1	79.3	81.3
	2007	2.0	63.6	64.0	77.9	77.2
	2008	2.3	74.2	73.5	77.3	79.2

**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		7.2	16.7	7.5		14.3	0.0		8.6	8.7	8.6	10.9	81
	2007		15.1	6.7	12.0	*	7.7	4.3		10.8	16.1	13.2	18.2	68
	2008		29.6	33.3	25.5	*	*	12.1		22.2	40.0	30.3	21.4	66

NUMBER TESTED IN GRADE 4													
2006	0	69	12	67	0	7	30	0	35	46	81	10,311	
2007	0	53	15	50	1	13	46	0	37	31	68	10,408	
2008	0	54	12	55	3	3	33	0	36	30	66	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	*	31.1	0.0	25.0	*	*	16.7		31.7	21.3	26.1	62.1	88
	2007		41.2	33.3	41.2	*	42.9	32.4		41.2	37.5	39.4	62.3	66
	2008		36.5	26.7	28.6	*	30.8	21.3		28.3	43.8	34.6	71.9	78

NUMBER TESTED IN GRADE 5													
2006	1	74	13	64	3	5	48	0	41	47	88	11,045	
2007	0	51	15	51	1	7	34	0	34	32	66	10,296	
2008	0	63	15	63	4	13	47	0	46	32	78	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	*	51	13	48	*	*	40		28	37	65	4,185	88
	2007		30	10	30	*	4	23		20	20	40	3,881	66
	2008		40	11	45	*	9	37		33	18	51	3,005	78

NUMBER TESTED IN GRADE 5													
2006	1	74	13	64	3	5	48	0	41	47	88	11,045	
2007	0	51	15	51	1	7	34	0	34	32	66	10,296	
2008	0	63	15	63	4	13	47	0	46	32	78	10,686	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	70.2	67.6	62.5	51.3
	2007	71.2	72.9	72.4	61.6
	2008	71.7	68.7	69.2	51.6



**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	*	4.1	0.0	4.7	*	*	0.0		4.9	2.1	3.4	14.4	88
	2007		13.7	0.0	9.8	*	0.0	0.0		14.7	6.3	10.6	18.0	66
	2008		9.5	6.7	7.9	*	7.7	4.3		8.7	9.4	9.0	24.8	78

NUMBER TESTED IN GRADE 5													
2006	1	74	13	64	3	5	48	0	41	47	88	11,045	
2007	0	51	15	51	1	7	34	0	34	32	66	10,296	
2008	0	63	15	63	4	13	47	0	46	32	78	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	*	68.2	66.7	69.9	69
	2007	*	58.1	56.9	46.9	65
	2008	*	62.9	62.7	57.6	75
1	2006	0.0	47.0	43.8	54.1	89
	2007	33.3	80.4	68.1	51.4	69
	2008	50.0	46.5	46.8	50.2	79
2	2006	*	41.7	41.6	49.2	89
	2007	20.0	63.9	42.3	44.5	71
	2008	21.6	81.1	51.4	50.2	74
1-2	2006	18.2	44.3	42.7	51.4	178
	2007	24.5	73.6	55.0	47.6	140
	2008	26.7	58.3	49.0	50.2	153

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	69.2	69.1	68.7	68
	2007	*	53.2	53.8	44.3	65
	2008	*	50.0	52.0	44.9	75
1	2006	0.0	49.4	46.0	60.7	87
	2007	20.0	78.4	62.0	48.8	71
	2008	75.0	54.9	57.0	55.5	79
2	2006	*	50.0	49.4	63.1	87
	2007	16.1	45.7	31.8	55.6	66
	2008	47.2	86.5	67.1	57.5	73
K-2	2006	28.6	55.3	53.7	63.9	242
	2007	20.4	60.1	49.5	49.1	202
	2008	55.1	59.6	58.6	52.7	227

Number Tested	2006	14	233	247	27,596	
	2007	56	149	205	24,696	
	2008	50	178	228	21,817	

Number Tested	2006	14	228	242	28,201	
	2007	54	148	202	34,441	
	2008	49	178	227	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	*	68.4	54.5	64.9	*	*	*		64.7	68.6	66.7	69.9	69
	2007	*	55.3	58.8	59.6	*	*	*		54.1	60.7	56.9	46.9	65
	2008		60.0	73.3	62.7			50.0	*		51.2	78.1	62.7	57.6
1	2006		42.9	50.0	39.5		*	0.0		42.5	44.9	43.8	54.1	89
	2007	*	70.0	61.1	66.1	*	55.6	33.3		66.7	69.2	68.1	51.4	69
	2008	*	45.5	50.0	45.9	*	*	50.0		48.9	44.1	46.8	50.2	79
2	2006		40.5	46.7	37.2	*	*	*		32.6	51.2	41.6	49.2	89
	2007	*	41.1	42.9	35.8	*	*	20.0		50.0	35.9	42.3	44.5	71
	2008		55.2	37.5	50.0	*		30.0	21.6		54.1	48.6	51.4	50.2
1-2	2006		41.7	48.1	38.3	*	20.0	18.2		37.2	47.8	42.7	51.4	178
	2007	*	54.7	53.1	51.4	*	35.7	24.5		58.1	52.6	55.0	47.6	140
	2008	*	50.0	42.9	47.8	14.3	40.0	26.7		51.2	46.5	49.0	50.2	153

Number Tested	2006	1	208	38	211	6	15	14	0	120	127	247	27,596
	2007	3	153	49	166	8	17	56	0	99	106	205	24,696
	2008	1	184	43	205	7	21	50	0	125	103	228	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	*	11	2	8	*	*	*		7	6	13	1,856	69
	2007	*	6	2	8	*	*	*		3	5	8	1,245	65
	2008		10	6	15		2	*		6	10	16	1,687	75
1	2006		15	3	15		*	0		7	11	18	1,786	89
	2007	*	14	3	12	*	2	2		9	9	18	1,458	69
	2008	*	14	5	19	*	*	2		13	7	20	1,555	79
2	2006		8	3	10	*	*	*		5	6	11	1,340	89
	2007	*	4	1	2	*	*	1		3	2	5	896	71
	2008		9	0	6	*	0	1		6	3	9	1,065	74
1-2	2006		23	6	25	*	1	0		12	17	29	3,126	178
	2007	*	18	4	14	*	2	3		12	11	23	2,355	140
	2008	*	23	5	25	0	2	3		19	10	29	2,620	153

Number Tested	2006	1	208	38	211	6	15	14	0	120	127	247	27,596
	2007	3	153	49	166	8	17	56	0	99	106	205	24,696
	2008	1	184	43	205	7	21	50	0	125	103	228	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	*	68.4	70.0	66.1	*	*	*		63.6	74.3	69.1	68.7	68
	2007	*	57.4	41.2	56.1	*	*	*		43.2	67.9	53.8	44.3	65
	2008		45.0	80.0	49.3			66.7	*		37.2	71.9	52.0	44.9
1	2006		45.3	50.0	39.2		*	0.0		43.6	47.9	46.0	60.7	87
	2007	*	63.5	55.6	55.2	*	44.4	20.0		62.5	61.5	62.0	48.8	71
	2008	*	53.0	75.0	58.1	*	*	75.0		53.3	61.8	57.0	55.5	79
2	2006		45.2	71.4	46.1	*	*	*		43.2	55.8	49.4	63.1	87
	2007	*	29.4	42.9	27.1	*	*	16.1		37.5	26.5	31.8	55.6	66
	2008		68.4	62.5	65.1	*		50.0	47.2	72.2	62.2	67.1	57.5	73
K-2	2006	*	51.7	63.9	49.0	33.3	35.7	28.6		49.1	57.9	53.7	63.9	242
	2007	*	50.0	46.9	47.2	22.2	37.5	20.4		47.5	51.5	49.5	49.1	202
	2008	*	55.2	72.1	57.4	33.3	66.7	55.1		53.2	65.0	58.6	52.7	227

Number Tested	2006	1	205	36	206	6	14	14	0	116	126	242	28,201
	2007	3	150	49	163	9	16	54	0	101	101	202	34,441
	2008	1	183	43	204	6	21	49	0	124	103	227	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	*	15	3	11	*	*	*		7	11	18	2,491	68
	2007	*	9	5	14	*	*	*		6	9	15	2,583	65
	2008		8	4	10		1	*		7	5	12	2,788	75
1	2006		16	2	14		*	0		9	9	18	2,111	87
	2007	*	20	5	18	*	2	2		14	12	26	1,769	71
	2008	*	16	6	21	*	*	3		13	9	22	2,800	79
2	2006		13	5	15	*	*	*		8	10	18	2,575	87
	2007	*	1	1	1	*	*	0		1	1	2	2,098	66
	2008		15	7	17	*	4	4		12	10	22	2,912	73
K-2	2006	*	44	10	40	1	3	2		24	30	54	7,177	242
	2007	*	30	11	33	1	3	3		21	22	43	6,450	202
	2008	*	39	17	48	2	8	8		32	24	56	8,500	227

Number Tested	2006	1	205	36	206	6	14	14	0	116	126	242	28,201
	2007	3	150	49	163	9	16	54	0	101	101	202	34,441
	2008	1	183	43	204	6	21	49	0	124	103	227	41,070

## PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2007		Level 2 in 2007		Level 3 in 2007		Levels 1-3 in 2007	
	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008
3	0	-	2	50.0	3	0.0	5	20.0
4	0	-	1	100.0	0	-	1	100.0
5	0	-	2	50.0	0	-	2	50.0
ALL	0	-	5	60.0	3	0.0	8	37.5