

Campus Data Packet

for 2008 - 09 Plans



ARTURO SALAZAR
School Number 239

*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
EC	6
PK	44
KN	118
1	125
2	137
3	114
4	107
5	103
6	102
ALL	856

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	15	1.8	12	24.0
American Indian	2	0.2	*	*
Asian	1	0.1	*	*
Hispanic	832	97.2	23	46.0
White	6	0.7	14	28.0
Other	**	**	1	2.0

*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	784	91.6
Limited English proficient students	392	45.8
Special education students	47	5.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006											
	2007	44	0	0.0	0	0.0	0	0.0	44	100.0	0	0.0
	2008	44	0	0.0	0	0.0	0	0.0	44	100.0	0	0.0
KN	2006											
	2007	103	1	1.0	2	1.9	1	1.0	99	96.1	0	0.0
	2008	118	0	0.0	0	0.0	0	0.0	118	100.0	0	0.0
1	2006											
	2007	126	1	0.8	0	0.0	0	0.0	125	99.2	0	0.0
	2008	125	5	4.0	1	0.8	1	0.8	117	93.6	1	0.8
2	2006											
	2007	107	3	2.8	0	0.0	0	0.0	104	97.2	0	0.0
	2008	137	3	2.2	0	0.0	0	0.0	133	97.1	1	0.7
3	2006											
	2007	116	1	0.9	1	0.9	0	0.0	114	98.3	0	0.0
	2008	114	2	1.8	0	0.0	0	0.0	111	97.4	1	0.9
4	2006											
	2007	99	1	1.0	0	0.0	0	0.0	98	99.0	0	0.0
	2008	107	5	4.7	1	0.9	0	0.0	100	93.5	1	0.9
5	2006											
	2007	110	0	0.0	0	0.0	0	0.0	107	97.3	3	2.7
	2008	103	0	0.0	0	0.0	0	0.0	103	100.0	0	0.0
6	2006											
	2007	87	0	0.0	0	0.0	0	0.0	85	97.7	2	2.3
	2008	102	0	0.0	0	0.0	0	0.0	100	98.0	2	2.0
EC-6	2006											
	2007	796	7	0.9	3	0.4	1	0.1	780	98.0	5	0.6
	2008	856	15	1.8	2	0.2	1	0.1	832	97.2	6	0.7

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006												
	2007	44	42	95.5	33	75.0	0	0.0	0	0.0	44	100.0	0.0
	2008	44	43	97.7	37	84.1	0	0.0	0	0.0	43	97.7	0.0
KN	2006												
	2007	103	94	91.3	59	57.3	3	2.9	2	1.9	43	41.7	1.0
	2008	118	110	93.2	74	62.7	2	1.7	0	0.0	55	46.6	0.8
1	2006												
	2007	126	112	88.9	63	50.0	5	4.0	3	2.4	11	8.7	9.5
	2008	125	115	92.0	61	48.8	3	2.4	4	3.2	12	9.6	3.2
2	2006												
	2007	107	97	90.7	58	54.2	6	5.6	12	11.2	9	8.4	13.1
	2008	137	118	86.1	68	49.6	4	2.9	5	3.6	5	3.6	0.7
3	2006												
	2007	116	108	93.1	70	60.3	3	2.6	11	9.5	13	11.2	6.9
	2008	114	105	92.1	70	61.4	4	3.5	10	8.8	7	6.1	3.5
4	2006												
	2007	99	91	91.9	22	22.2	10	10.1	8	8.1	7	7.1	1.0
	2008	107	101	94.4	27	25.2	4	3.7	14	13.1	6	5.6	1.9
5	2006												
	2007	110	96	87.3	30	27.3	15	13.6	14	12.7	9	8.2	15.5
	2008	103	95	92.2	28	27.2	8	7.8	14	13.6	5	4.9	3.9
6	2006												
	2007	87	78	89.7	18	20.7	5	5.7	10	11.5	7	8.0	0.0
	2008	102	91	89.2	27	26.5	16	15.7	8	7.8	4	3.9	1.0
EC-6	2006												
	2007	796	722	90.7	353	44.3	51	6.4	60	7.5	145	18.2	6.9
	2008	856	784	91.6	392	45.8	47	5.5	55	6.4	139	16.2	2.5

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		3,987.7			3,815.3	95.7			100.0		7,228		100.0
	2007	21.1	4,117.2	20.4	96.3	3,933.6	95.5	46	100.0	100.0	42	7,436	100.0	100.0
	2008	21.2	4,133.2	20.2	95.2	3,942.7	95.4	46	100.0	100.0	41	7,427	100.0	100.0
KN	2006		13,725.9			13,178.1	96.0			25.7		11,822		86.1
	2007	96.9	13,945.0	93.5	96.4	13,385.6	96.0	23	23.7	24.3	88	12,035	90.8	86.3
	2008	118.0	13,568.1	113.6	96.2	13,004.4	95.8	16	13.6	23.5	108	11,618	91.5	85.6
1	2006		14,145.9			13,632.7	96.4			24.8		12,164		86.0
	2007	124.9	14,353.8	120.5	96.5	13,851.4	96.5	17	13.6	23.2	113	12,437	90.4	86.6
	2008	123.7	14,626.9	119.3	96.4	14,102.7	96.4	19	15.4	21.2	108	12,704	87.3	86.9
2	2006		13,536.9			13,115.8	96.9			22.9		11,853		87.6
	2007	105.2	13,403.8	102.1	97.1	12,978.9	96.8	15	14.3	21.7	96	11,729	91.2	87.5
	2008	136.3	13,708.6	131.8	96.7	13,269.8	96.8	11	8.1	19.7	127	12,043	93.2	87.9
3	2006		12,948.9			12,577.2	97.1			22.8		11,376		87.9
	2007	113.2	12,998.4	110.2	97.4	12,633.3	97.2	15	13.3	21.1	105	11,445	92.8	88.0
	2008	113.2	12,806.9	110.0	97.2	12,425.5	97.0	8	7.1	19.1	105	11,408	92.8	89.1
4	2006		12,021.0			11,684.2	97.2			22.3		10,587		88.1
	2007	100.2	12,104.9	97.0	96.9	11,768.3	97.2	6	6.0	19.7	93	10,683	92.9	88.3
	2008	107.3	12,329.8	104.1	97.0	11,960.3	97.0	7	6.5	19.7	99	10,924	92.2	88.6
5	2006		12,618.4			12,262.2	97.2			22.3		11,130		88.2
	2007	108.7	11,757.0	105.1	96.7	11,426.8	97.2	12	11.0	20.9	100	10,362	92.0	88.1
	2008	103.5	11,874.2	100.5	97.1	11,539.6	97.2	2	1.9	18.8	98	10,608	94.7	89.3
6	2006		10,821.1			10,478.8	96.8			23.6		9,467		87.5
	2007	85.4	11,264.8	82.7	96.9	10,864.3	96.4	17	19.9	21.9	77	9,788	90.2	86.9
	2008	99.5	10,450.4	95.3	95.8	10,060.0	96.3	19	19.1	22.0	86	9,055	86.5	86.6

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
EC-6	2006		94,351.5			91,258.3	96.7			33.1		85,992		91.1
	2007	758.7	94,387.4	734.3	96.8	91,251.6	96.7	154	20.3	31.9	716	86,204	94.4	91.3
	2008	828.5	93,889.2	800.1	96.6	90,666.0	96.6	130	15.7	30.8	775	86,025	93.5	91.6

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	12	24.0
Hispanic	23	46.0
White	14	28.0
Other	1	2.0

Gender	Number	Percent
Female	38	76.0
Male	12	24.0

TOTAL	50
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AVERAGE NUMBER OF ABSENCES

2006	
2007	8.4
2008	8.5

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												87.7	0
	2007		*	79.6	78.4	*	71.9	77.1		70.4	89.3	80.0	84.6	110
	2008	*	*	91.1	90.4	*	85.7	88.9		89.1	93.6	91.4	86.2	93
4	2006												69.5	0
	2007		*	83.0	81.3	*	35.7	70.0		86.0	80.4	83.1	69.7	89
	2008	*	*	78.0	76.0	*	63.0	69.0		72.2	83.0	77.6	72.1	107
5	2006												76.9	0
	2007	*		74.7	73.5	33.3	52.6	60.0	*	74.0	77.3	75.5	78.3	94
	2008			82.2	80.2	33.3	55.6	65.4		79.2	84.9	82.2	82.9	101
6	2006												89.4	0
	2007	*		88.5	87.3		54.5	83.3		89.1	88.2	88.8	87.2	80
	2008	*		86.0	85.5	64.3	61.9	82.8	*	83.3	90.0	86.3	87.8	95
3-6	2006												80.7	0
	2007	*	*	81.1	79.8	46.2	62.0	72.6	*	79.3	83.9	81.5	79.9	373
	2008	*	85.7	84.1	82.6	57.1	70.2	77.6	*	80.7	87.6	84.1	82.0	396

NUMBER TESTED IN GRADES 3-6													
2006	0	0	0	0	0	0	0	0	0	0	0	0	42,100
2007	3	2	365	336	13	108	230	1	193	180	373	41,727	
2008	4	7	384	357	28	124	246	1	202	193	396	41,175	

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												1,380	0
	2007		*	22	22	*	18	19		16	6	22	1,675	110
	2008	*	*	8	8	*	7	8		5	3	8	1,443	93
4	2006												3,190	0
	2007		*	15	15	*	9	15		6	9	15	3,189	89
	2008	*	*	22	24	*	10	18		15	9	24	2,996	107
5	2006												2,584	0
	2007	*		23	22	4	9	22	*	13	10	23	2,258	94
	2008			18	18	4	12	18		10	8	18	1,827	101
6	2006												982	0
	2007	*		9	9		5	7		5	4	9	1,269	80
	2008	*		13	12	5	8	11	*	9	4	13	1,140	95
3-6	2006												8,136	0
	2007	*	*	69	68	7	41	63	*	40	29	69	8,391	373
	2008	*	1	61	62	12	37	55	*	39	24	63	7,406	396

NUMBER TESTED IN GRADES 3-6													
2006	0	0	0	0	0	0	0	0	0	0	0	0	42,100
2007	3	2	365	336	13	108	230	1	193	180	373	41,727	
2008	4	7	384	357	28	124	246	1	202	193	396	41,175	

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	75.3	78.8	69.5	69.1
	2008	81.9	81.4	81.7	77.8
4	2006				
	2007	81.9	78.4	80.3	73.8
	2008	81.1	75.2	78.0	71.8
5	2006				
	2007	70.8	79.1	71.8	70.9
	2008	75.3	77.5	77.1	75.2
6	2006				
	2007	80.0	86.1	77.3	73.2
	2008	81.2	75.9	76.7	75.1
3-6	2006				
	2007	76.7	80.4	74.3	71.5
	2008	79.8	77.4	78.3	74.9

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												28.0	0
	2007		*	10.2	8.8	*	4.7	3.6		3.7	16.1	10.0	21.3	110
	2008	*	*	22.2	22.9	*	18.4	18.1		17.4	27.7	22.6	21.5	93
4	2006												10.0	0
	2007		*	19.3	17.5	*	0.0	12.0		14.0	23.9	19.1	16.6	89
	2008	*	*	11.0	11.0	*	7.4	3.4		9.3	11.3	10.3	14.4	107
5	2006												10.8	0
	2007	*		6.6	4.8	0.0	0.0	0.0	*	4.0	9.1	6.4	13.1	94
	2008			11.9	11.0	0.0	3.7	5.8		8.3	15.1	11.9	16.5	101
6	2006												28.7	0
	2007	*		33.3	29.6		18.2	16.7		32.6	32.4	32.5	37.4	80
	2008	*		19.4	16.9	7.1	14.3	10.9	*	22.2	15.0	18.9	33.8	95
3-6	2006												19.1	0
	2007	*	*	16.4	14.3	15.4	4.6	7.0	*	13.0	19.4	16.1	21.9	373
	2008	*	0.0	15.9	15.1	3.6	12.1	10.2	*	14.4	17.1	15.7	21.1	396

NUMBER TESTED IN GRADES 3-6													
2006	0	0	0	0	0	0	0	0	0	0	0	0	42,100
2007	3	2	365	336	13	108	230	1	193	180	373	41,727	
2008	4	7	384	357	28	124	246	1	202	193	396	41,175	

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												74.9	0
	2007		*	60.2	57.8	*	53.1	55.4		55.6	64.3	60.0	70.3	110
	2008	*	*	83.3	83.1	*	83.7	81.9		87.0	80.9	83.9	76.6	93
4	2006												74.0	0
	2007		*	89.7	90.0	*	85.7	83.7		88.1	91.3	89.8	75.7	88
	2008	*	*	87.0	87.0	*	77.8	79.3		83.3	92.5	87.9	77.9	107
5	2006												82.2	0
	2007	*		87.9	87.7	*	63.2	80.0	*	92.3	83.3	88.3	82.9	94
	2008			81.2	80.0	42.9	55.6	63.5		77.1	84.9	81.2	84.0	101
6	2006												77.2	0
	2007	*		65.0	63.0	*	33.3	54.5		64.6	61.8	63.4	70.0	82
	2008	*		75.5	79.5	46.7	50.0	69.6	*	77.2	73.8	76.0	73.8	100
3-6	2006												77.1	0
	2007	*	*	75.1	73.8	53.8	56.9	67.1	*	74.5	75.3	74.9	74.7	374
	2008	*	100.0	81.7	82.5	46.7	69.8	74.1	*	81.0	83.6	82.3	78.2	401

NUMBER TESTED IN GRADES 3-6														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	42,448
2007	4	2	366	336	13	109	231	1	196	178	374	42,324		
2008	4	7	389	361	30	129	251	1	205	195	401	42,082		

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												2,820	0
	2007		*	43	43	*	30	37		24	20	44	3,303	110
	2008	*	*	15	14	*	8	13		6	9	15	2,542	93
4	2006												2,765	0
	2007		*	9	8	*	2	8		5	4	9	2,604	88
	2008	*	*	13	13	*	6	12		9	4	13	2,436	107
5	2006												1,997	0
	2007	*		11	10	*	7	11	*	4	7	11	1,785	94
	2008			19	18	4	12	19		11	8	19	1,730	101
6	2006												2,140	0
	2007	*		28	27	*	8	20		17	13	30	3,012	82
	2008	*		24	18	8	13	21	*	13	11	24	2,460	100
3-6	2006												9,722	0
	2007	*	*	91	88	6	47	76	*	50	44	94	10,704	374
	2008	*	0	71	63	16	39	65	*	39	32	71	9,168	401

NUMBER TESTED IN GRADES 3-6													
2006	0	0	0	0	0	0	0	0	0	0	0	0	42,448
2007	4	2	366	336	13	109	231	1	196	178	374	42,324	
2008	4	7	389	361	30	129	251	1	205	195	401	42,082	

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						
	2007	71.5	79.1	74.7	70.0	69.1	58.0
	2008	79.8	84.8	87.8	76.7	87.1	68.5
4	2006						
	2007	87.7	88.1	87.3	83.9	74.7	79.8
	2008	84.8	85.3	89.1	75.9	76.2	74.1
5	2006						
	2007	85.0	74.8	85.7	77.8	77.1	76.5
	2008	76.0	76.0	87.3	75.5	76.7	74.9
6	2006						
	2007	70.1	64.0	78.2	65.1	74.4	72.5
	2008	76.3	75.1	77.0	69.6	72.2	72.6
3-6	2006						
	2007	78.4	76.8	81.2	74.2	73.6	70.9
	2008	79.3	80.3	85.3	74.4	77.8	72.6

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												22.3	0
	2007		*	9.3	7.8	*	6.3	4.8		9.3	8.9	9.1	19.2	110
	2008	*	*	27.8	27.7	*	32.7	26.4		32.6	23.4	28.0	26.3	93
4	2006												22.1	0
	2007		*	35.6	35.0	*	21.4	20.4		35.7	34.8	35.2	22.6	88
	2008	*	*	28.0	25.0	*	11.1	10.3		25.9	28.3	27.1	23.8	107
5	2006												29.9	0
	2007	*		26.4	27.2	*	15.8	18.2	*	32.7	19.0	26.6	29.3	94
	2008			34.7	30.0	0.0	14.8	17.3		33.3	35.8	34.7	31.9	101
6	2006												28.6	0
	2007	*		30.0	28.8	*	8.3	15.9		31.3	26.5	29.3	26.5	82
	2008	*		25.5	27.3	20.0	11.5	15.9	*	33.3	19.0	27.0	31.0	100
3-6	2006												25.7	0
	2007	*	*	24.3	23.5	30.8	10.1	13.4	*	26.5	21.3	24.1	24.3	374
	2008	*	14.3	29.0	27.4	13.3	20.2	17.9	*	31.2	27.2	29.2	28.1	401


NUMBER TESTED IN GRADES 3-6													
2006	0	0	0	0	0	0	0	0	0	0	0	0	42,448
2007	4	2	366	336	13	109	231	1	196	178	374	42,324	
2008	4	7	389	361	30	129	251	1	205	195	401	42,082	

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												84.2	0
	2007		*	93.0	92.4	*	78.6	91.7		95.2	91.1	93.1	86.5	87
	2008	*	*	94.0	94.0	*	88.9	94.8		90.7	98.1	94.4	87.4	107

NUMBER TESTED IN GRADE 4														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	10,311
2007	0	1	86	79	4	14	48	0	42	45	87	87	87	10,408
2008	1	5	100	100	4	27	58	0	54	53	107	107	107	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												1,631	0
	2007		*	6	6	*	3	4		2	4	6	1,408	87
	2008	*	*	6	6	*	3	3		5	1	6	1,348	107

NUMBER TESTED IN GRADE 4													
2006	0	0	0	0	0	0	0	0	0	0	0	0	10,311
2007	0	1	86	79	4	14	48	0	42	45	87	10,408	
2008	1	5	100	100	4	27	58	0	54	53	107	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					
	2007	2.2	83.3	84.6	89.2	89.5
	2008	2.1	86.0	85.0	84.3	85.2

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												10.9	0
	2007		*	15.1	15.2	*	0.0	8.3		11.9	17.8	14.9	18.2	87
	2008	*	*	17.0	17.0	*	11.1	10.3		5.6	30.2	17.8	21.4	107

NUMBER TESTED IN GRADE 4														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	10,311
2007	0	1	86	79	4	14	48	0	42	45	87	87	87	10,408
2008	1	5	100	100	4	27	58	0	54	53	107	107	107	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												62.1	
	2007	*		60.2	57.5	50.0	31.6	41.5	*	68.6	51.2	60.9	62.3	92
	2008			73.3	72.0	16.7	55.6	55.8		70.8	75.5	73.3	71.9	101

NUMBER TESTED IN GRADE 5														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	11,045
2007	2	0	88	80	6	19	53	1	51	41	92	92	10,296	
2008	0	0	101	93	6	27	52	0	48	53	101	101	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												4,185	
	2007	*		35	34	3	13	31	*	16	20	36	3,881	92
	2008			27	26	5	12	23		14	13	27	3,005	101

NUMBER TESTED IN GRADE 5													
2006	0	0	0		0	0	0	0	0	0	0	0	11,045
2007	2	0	88	80	6	19	53	1	51	41	92	10,296	
2008	0	0	101	93	6	27	52	0	48	53	101	10,686	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006				
	2007	77.8	77.9	75.1	62.3
	2008	83.9	84.5	83.6	68.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2006												14.4	
	2007	*		8.0	8.8	0.0	0.0	1.9	*	7.8	9.8	8.7	18.0	92
	2008			23.8	22.6	0.0	7.4	9.6		27.1	20.8	23.8	24.8	101

NUMBER TESTED IN GRADE 5														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	11,045
2007	2	0	88	80	6	19	53	1	51	41	92	92	10,296	
2008	0	0	101	93	6	27	52	0	48	53	101	101	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			*	*		*	*			*	*	82.9	1
	2008			81.0	81.0		81.0	80.0		66.7	100.0	81.0	85.4	21
4	2006												64.8	0
	2007			*	*		*	*		*	*	*	65.9	2
	2008												67.0	0
6	2006												*	0
	2007												*	0
	2008			*	*		*	*		*	*	*	18.4	4
ALL	2006												—	0
	2007			66.7	66.7		*	*		*	*	66.7	—	6
	2008			84.0	84.0		84.0	83.3		71.4	100.0	84.0	—	25

NUMBER TESTED IN GRADES ALL														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	6	6	0	5	5	0	2	4	6	6	—	
2008	0	0	25	25	0	25	24	0	14	11	25	25	—	

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			*	*		*	*			*	*	219	1
	2008			4	4		4	4		4	0	4	239	21
4	2006												50	0
	2007			*	*		*	*		*	*	*	122	2
	2008												215	0
6	2006												*	0
	2007												*	0
	2008			*	*		*	*		*	*	*	40	4
ALL	2006												—	0
	2007			2	2		*	*		*	*	2	—	6
	2008			4	4		4	4		4	0	4	—	25

NUMBER TESTED IN GRADES ALL														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	6	6	0	5	5	0	2	4	6	6	—	
2008	0	0	25	25	0	25	24	0	14	11	25	25	—	

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	*	*	*	*
	2008	77.8	87.8	73.8	66.1
4	2006				
	2007	*	*	*	*
	2008				
6	2006				
	2007				
	2008	*	*	*	*
ALL	2006				
	2007	69.9	66.4	66.9	64.5
	2008	77.6	85.2	73.0	68.4

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												13.9	0
	2007			*	*		*	*			*	*	14.8	1
	2008			19.0	19.0		19.0	20.0		8.3	33.3	19.0	17.2	21
4	2006												12.7	0
	2007			*	*		*	*		*	*	*	14.2	2
	2008												13.5	0
6	2006												*	0
	2007												*	0
	2008			*	*		*	*		*	*	*	4.1	4
ALL	2006												—	0
	2007			16.7	16.7		*	*		*	*	16.7	—	6
	2008			20.0	20.0		20.0	20.8		7.1	36.4	20.0	—	25

NUMBER TESTED IN ALL GRADES														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	6	6	0	5	5	0	2	4	6	6	—	
2008	0	0	25	25	0	25	24	0	14	11	25	25	—	

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												65.1	0
	2007			*	*		*	*			*	*	62.1	1
	2008			76.2	76.2		76.2	75.0		66.7	88.9	76.2	71.7	21
4	2006												53.2	0
	2007			*	*		*	*		*	*	*	61.2	2
	2008												63.1	0
5	2006												*	0
	2007			*	*		*	*		*	*	*	38.3	3
	2008												53.3	0
ALL	2006												63.0	0
	2007			50.0	50.0		*	*		*	*	50.0	60.7	6
	2008			76.2	76.2		76.2	75.0		66.7	88.9	76.2	66.4	21

NUMBER TESTED IN GRADES ALL														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	891
2007	0	0	6	6	0	5	5	0	2	4	6	6	6	1,381
2008	0	0	21	21	0	21	20	0	12	9	21	21	21	1,711

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												261	0
	2007			*	*		*	*			*	*	389	1
	2008			5	5		5	5		4	1	5	316	21
4	2006												65	0
	2007			*	*		*	*		*	*	*	112	2
	2008												157	0
5	2006												*	0
	2007			*	*		*	*		*	*	*	37	3
	2008												56	0
ALL	2006												330	0
	2007			3	3		*	*		*	*	3	543	6
	2008			5	5		5	5		4	1	5	575	21

NUMBER TESTED IN GRADES ALL														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	891
2007	0	0	6	6	0	5	5	0	2	4	6	6	1,381	
2008	0	0	21	21	0	21	20	0	12	9	21	21	1,711	

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						
	2007	*	*	*	*	*	*
	2008	85.2	75.4	69.8	79.4	72.6	65.5
4	2006						
	2007	*	*	*	*	*	*
	2008						
5	2006						
	2007	*	*	*	*	*	*
	2008						
ALL	2006						
	2007	55.6	61.1	58.3	55.6	66.7	52.1
	2008	85.2	75.4	69.8	79.4	72.6	65.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006												16.6	0
	2007			*	*		*	*			*	*	15.9	1
	2008			14.3	14.3		14.3	15.0		8.3	22.2	14.3	20.9	21
4	2006												15.1	0
	2007			*	*		*	*		*	*	*	24.6	2
	2008												22.8	0
5	2006												*	0
	2007			*	*		*	*		*	*	*	11.7	3
	2008												14.2	0
ALL	2006												—	0
	2007			16.7	16.7		*	*		*	*	16.7	—	6
	2008			14.3	14.3		14.3	15.0		8.3	22.2	14.3	—	21

NUMBER TESTED IN ALL GRADES														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	6	6	0	5	5	0	2	4	6	6	—	
2008	0	0	21	21	0	21	20	0	12	9	21	21	—	

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				69.9	0
	2007	30.8	44.7	41.2	46.9	51
	2008	*	62.2	58.3	57.6	48
1	2006				54.1	0
	2007	41.7	55.8	50.7	51.4	67
	2008	25.0	66.7	59.1	50.2	66
2	2006				49.2	0
	2007	30.0	68.0	41.2	44.5	85
	2008	51.0	84.6	62.7	50.2	75
1-2	2006				51.4	0
	2007	33.3	60.3	45.4	47.6	152
	2008	45.9	72.5	61.0	50.2	141

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006				68.7	0
	2007	55.0	69.0	60.8	44.3	102
	2008	47.1	58.0	51.7	44.9	120
1	2006				60.7	0
	2007	30.8	53.3	45.1	48.8	71
	2008	64.6	73.7	68.9	55.5	122
2	2006				63.1	0
	2007	53.3	80.0	61.2	55.6	85
	2008	60.0	93.5	67.6	57.5	136
K-2	2006				63.9	0
	2007	50.0	65.2	56.6	49.1	258
	2008	57.5	72.5	63.0	52.7	378

Number Tested	2006	0	0	0	27,596	
	2007	97	106	203	24,696	
	2008	64	125	189	21,817	

Number Tested	2006	0	0	0	28,201	
	2007	146	112	258	34,441	
	2008	240	138	378	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												69.9	0
	2007		*	36.2	34.9	*	12.5	30.8		35.7	47.8	41.2	46.9	51
	2008			58.3	52.5	*	*	*	*	44.0	73.9	58.3	57.6	48
1	2006												54.1	0
	2007		*	50.0	54.5	*	40.0	41.7	*	60.0	43.2	50.7	51.4	67
	2008	*	*	58.6	55.4	*	28.6	25.0		54.5	63.6	59.1	50.2	66
2	2006												49.2	0
	2007		*	39.0	40.0	0.0	28.9	30.0		38.1	44.2	41.2	44.5	85
	2008	*	*	63.4	57.4	*	41.7	51.0	*	62.5	62.8	62.7	50.2	75
1-2	2006												51.4	0
	2007		*	43.9	46.2	11.1	31.3	33.3	*	47.2	43.8	45.4	47.6	152
	2008	*	50.0	61.2	56.4	16.7	36.8	45.9	*	58.5	63.2	61.0	50.2	141

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	27,596
	2007	0	5	195	173	11	56	97	1	100	103	203	24,696
	2008	2	8	177	157	8	24	64	2	90	99	189	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												1,856	0
	2007		*	2	2	*	1	1		1	4	5	1,245	51
	2008			4	3	*	*	*	*	3	1	4	1,687	48
1	2006												1,786	0
	2007		*	12	10	*	0	2	*	5	7	12	1,458	67
	2008	*	*	12	9	*	0	0		7	7	14	1,555	66
2	2006												1,340	0
	2007		*	5	4	0	1	1		2	3	5	896	85
	2008	*	*	7	5	*	1	3	*	3	5	8	1,065	75
1-2	2006												3,126	0
	2007		*	17	14	0	1	3	*	7	10	17	2,355	152
	2008	*	2	19	14	0	1	3	*	10	12	22	2,620	141

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	27,596
	2007	0	5	195	173	11	56	97	1	100	103	203	24,696
	2008	2	8	177	157	8	24	64	2	90	99	189	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												68.7	0
	2007		*	59.2	57.0	*	54.2	55.0	*	63.3	58.5	60.8	44.3	102
	2008			51.7	50.5	*	46.7	47.1	*	40.4	61.9	51.7	44.9	120
1	2006												60.7	0
	2007		*	44.3	47.5	*	20.0	30.8	*	56.3	35.9	45.1	48.8	71
	2008	*	*	68.4	67.9	*	65.6	64.6	*	65.5	71.9	68.9	55.5	122
2	2006												63.1	0
	2007		*	62.2	61.3	*	51.4	53.3		61.9	60.5	61.2	55.6	85
	2008	*	*	67.4	69.0	*	55.9	60.0	*	71.2	64.9	67.6	57.5	136
K-2	2006												63.9	0
	2007		*	56.0	55.9	41.7	50.0	50.0	*	61.0	52.6	56.6	49.1	258
	2008	*	62.5	62.6	62.5	33.3	55.4	57.5	*	59.2	66.2	63.0	52.7	378

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	28,201
	2007	0	5	250	227	12	106	146	2	123	135	258	34,441
	2008	2	8	366	339	9	204	240	3	174	204	378	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												2,491	0
	2007		*	28	26	*	17	19	*	17	14	31	2,583	102
	2008			30	28	*	18	17	*	10	20	30	2,788	120
1	2006												2,111	0
	2007		*	9	8	*	0	2	*	5	4	9	1,769	71
	2008	*	*	27	27	*	14	15	*	18	13	31	2,800	122
2	2006												2,575	0
	2007		*	15	13	*	6	9		8	8	16	2,098	85
	2008	*	*	28	25	*	7	15	*	13	15	28	2,912	136
K-2	2006												7,177	0
	2007		*	52	47	0	23	30	*	30	26	56	6,450	258
	2008	*	2	85	80	1	39	47	*	41	48	89	8,500	378

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	28,201
	2007	0	5	250	227	12	106	146	2	123	135	258	34,441
	2008	2	8	366	339	9	204	240	3	174	204	378	41,070

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2006												85.2	0
	2007			96.1	96.0	*	96.1	95.7	*	95.2	96.7	96.1	84.7	51
	2008			91.7	91.5		92.9	94.0		90.6	92.5	91.7	87.0	72
1	2006												82.5	0
	2007			87.5	87.0	*	87.0	87.8		89.7	85.2	87.5	84.5	56
	2008			96.4	96.4		96.3	96.2	*	100.0	93.5	96.4	88.0	56
2	2006												87.2	0
	2007			90.5	90.5		90.0	88.9		80.0	100.0	90.5	89.9	21
	2008			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.4	62
K-2	2006												84.6	0
	2007			91.4	91.2	*	91.2	91.2	*	90.0	92.6	91.4	85.6	128
	2008			95.8	95.6	*	96.1	96.6	*	96.4	95.3	95.8	89.3	190

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	0	10,804
	2007	0	0	128	125	2	125	114	1	60	68	128	14,889	
	2008	0	0	190	183	1	181	177	1	84	106	190	18,257	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2006												2,064	0
	2007			26	25	*	26	23	*	10	16	26	2,779	51
	2008			38	38		37	36		13	25	38	3,280	72
1	2006												1,391	0
	2007			10	9	*	9	6		4	6	10	1,782	56
	2008			32	32		30	30	*	14	18	32	2,412	56
2	2006												838	0
	2007			6	6		5	4		3	3	6	1,196	21
	2008			33	32	*	30	30		14	19	33	2,596	62
K-2	2006												4,293	0
	2007			42	40	*	40	33	*	17	25	42	5,757	128
	2008			103	102	*	97	96	*	41	62	103	8,288	190

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	10,804
	2007	0	0	128	125	2	125	114	1	60	68	128	14,889
	2008	0	0	190	183	1	181	177	1	84	106	190	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	0	-	0	-	1	100.0
3	2	0.0	4	0.0	25	4.0	31	3.2
4	0	-	2	100.0	17	23.5	19	31.6
5	1	100.0	5	40.0	0	-	6	50.0
6	1	0.0	1	100.0	0	-	2	50.0
ALL	5	40.0	12	41.7	42	11.9	59	20.3