

# Campus Data Packet

for 2008 - 09 Plans



**RONALD MCNAIR**  
School Number 264

*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	66
KN	125
1	118
2	139
3	98
4	105
5	90
ALL	741

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	634	85.6	42	89.4
American Indian	0	0.0	*	*
Asian	4	0.5	*	*
Hispanic	102	13.8	0	0.0
White	1	0.1	5	10.6
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	686	92.6
Limited English proficient students	64	8.6
Special education students	52	7.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	43	36	83.7	0	0.0	0	0.0	7	16.3	0	0.0
	2007	43	37	86.0	0	0.0	0	0.0	6	14.0	0	0.0
	2008	66	45	68.2	0	0.0	2	3.0	19	28.8	0	0.0
KN	2006	103	98	95.1	0	0.0	0	0.0	5	4.9	0	0.0
	2007	134	118	88.1	0	0.0	0	0.0	16	11.9	0	0.0
	2008	125	106	84.8	0	0.0	1	0.8	18	14.4	0	0.0
1	2006	104	93	89.4	0	0.0	0	0.0	10	9.6	1	1.0
	2007	165	151	91.5	0	0.0	0	0.0	14	8.5	0	0.0
	2008	118	99	83.9	0	0.0	0	0.0	19	16.1	0	0.0
2	2006	106	98	92.5	0	0.0	0	0.0	8	7.5	0	0.0
	2007	145	133	91.7	0	0.0	0	0.0	12	8.3	0	0.0
	2008	139	126	90.6	0	0.0	1	0.7	12	8.6	0	0.0
3	2006	90	83	92.2	0	0.0	0	0.0	7	7.8	0	0.0
	2007	133	121	91.0	0	0.0	0	0.0	12	9.0	0	0.0
	2008	98	86	87.8	0	0.0	0	0.0	11	11.2	1	1.0
4	2006	75	73	97.3	0	0.0	0	0.0	2	2.7	0	0.0
	2007	120	109	90.8	0	0.0	0	0.0	11	9.2	0	0.0
	2008	105	90	85.7	0	0.0	0	0.0	15	14.3	0	0.0
5	2006	83	78	94.0	0	0.0	0	0.0	5	6.0	0	0.0
	2007	108	96	88.9	0	0.0	0	0.0	10	9.3	2	1.9
	2008	90	82	91.1	0	0.0	0	0.0	8	8.9	0	0.0
EC-5	2006	604	559	92.5	0	0.0	0	0.0	44	7.3	1	0.2
	2007	848	765	90.2	0	0.0	0	0.0	81	9.6	2	0.2
	2008	741	634	85.6	0	0.0	4	0.5	102	13.8	1	0.1

# 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	43	42	97.7	5	11.6	2	4.7	0	0.0	43	100.0	0.0
	2007	43	43	100.0	2	4.7	0	0.0	0	0.0	43	100.0	0.0
	2008	66	65	98.5	14	21.2	0	0.0	0	0.0	65	98.5	1.5
KN	2006	103	95	92.2	3	2.9	3	2.9	5	4.9	66	64.1	0.0
	2007	134	128	95.5	13	9.7	3	2.2	1	0.7	77	57.5	0.0
	2008	125	116	92.8	14	11.2	0	0.0	3	2.4	83	66.4	0.8
1	2006	104	97	93.3	7	6.7	10	9.6	15	14.4	29	27.9	1.0
	2007	165	156	94.5	8	4.8	15	9.1	7	4.2	44	26.7	3.0
	2008	118	113	95.8	15	12.7	8	6.8	3	2.5	28	23.7	3.4
2	2006	106	94	88.7	3	2.8	9	8.5	17	16.0	14	13.2	9.4
	2007	145	133	91.7	6	4.1	6	4.1	18	12.4	24	16.6	9.7
	2008	139	129	92.8	6	4.3	11	7.9	7	5.0	27	19.4	3.6
3	2006	90	76	84.4	4	4.4	7	7.8	19	21.1	23	25.6	0.0
	2007	133	118	88.7	3	2.3	9	6.8	19	14.3	23	17.3	6.8
	2008	98	87	88.8	5	5.1	11	11.2	9	9.2	16	16.3	1.0
4	2006	75	65	86.7	2	2.7	9	12.0	13	17.3	12	16.0	6.7
	2007	120	110	91.7	6	5.0	9	7.5	21	17.5	24	20.0	1.7
	2008	105	94	89.5	7	6.7	12	11.4	17	16.2	14	13.3	1.0
5	2006	83	71	85.5	1	1.2	8	9.6	26	31.3	15	18.1	4.8
	2007	108	99	91.7	4	3.7	13	12.0	14	13.0	14	13.0	0.0
	2008	90	82	91.1	3	3.3	10	11.1	16	17.8	16	17.8	2.2
EC-5	2006	604	540	89.4	25	4.1	48	7.9	95	15.7	202	33.4	3.3
	2007	848	787	92.8	42	5.0	55	6.5	80	9.4	249	29.4	3.5
	2008	741	686	92.6	64	8.6	52	7.0	55	7.4	249	33.6	2.0

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2006	21.1	3,987.7	20.4	96.6	3,815.3	95.7	59	100.0	100.0	33	7,228	100.0	100.0
	2007	20.9	4,117.2	20.6	98.7	3,933.6	95.5	51	100.0	100.0	38	7,436	100.0	100.0
	2008	27.3	4,133.2	25.5	93.2	3,942.7	95.4	78	100.0	100.0	38	7,427	100.0	100.0
KN	2006	103.8	13,725.9	99.3	95.7	13,178.1	96.0	47	45.3	25.7	76	11,822	73.2	86.1
	2007	131.7	13,945.0	128.3	97.4	13,385.6	96.0	58	44.0	24.3	106	12,035	80.5	86.3
	2008	123.0	13,568.1	114.8	93.4	13,004.4	95.8	58	47.2	23.5	92	11,618	74.8	85.6
1	2006	102.5	14,145.9	98.9	96.5	13,632.7	96.4	46	44.9	24.8	81	12,164	79.0	86.0
	2007	163.4	14,353.8	159.7	97.7	13,851.4	96.5	53	32.4	23.2	134	12,437	82.0	86.6
	2008	111.5	14,626.9	105.3	94.4	14,102.7	96.4	49	43.9	21.2	87	12,704	78.0	86.9
2	2006	103.7	13,536.9	99.4	95.9	13,115.8	96.9	40	38.6	22.9	79	11,853	76.2	87.6
	2007	148.6	13,403.8	146.2	98.4	12,978.9	96.8	63	42.4	21.7	123	11,729	82.8	87.5
	2008	137.0	13,708.6	131.0	95.6	13,269.8	96.8	38	27.7	19.7	112	12,043	81.7	87.9
3	2006	84.2	12,948.9	82.1	97.5	12,577.2	97.1	43	51.0	22.8	62	11,376	73.6	87.9
	2007	136.4	12,998.4	134.6	98.7	12,633.3	97.2	43	31.5	21.1	110	11,445	80.6	88.0
	2008	96.7	12,806.9	92.3	95.5	12,425.5	97.0	31	32.1	19.1	74	11,408	76.6	89.1
4	2006	75.6	12,021.0	73.7	97.5	11,684.2	97.2	40	52.9	22.3	59	10,587	78.0	88.1
	2007	118.0	12,104.9	116.2	98.5	11,768.3	97.2	64	54.3	19.7	94	10,683	79.7	88.3
	2008	105.5	12,329.8	101.6	96.3	11,960.3	97.0	40	37.9	19.7	85	10,924	80.5	88.6
5	2006	80.2	12,618.4	78.2	97.5	12,262.2	97.2	34	42.4	22.3	65	11,130	81.0	88.2
	2007	106.6	11,757.0	105.4	98.8	11,426.8	97.2	46	43.1	20.9	87	10,362	81.6	88.1
	2008	90.9	11,874.2	87.6	96.5	11,539.6	97.2	26	28.6	18.8	71	10,608	78.1	89.3
EC-5	2006	571.1	83,530.4	552.1	96.7	80,779.5	96.7	310	54.3	34.4	455	76,525	79.7	91.6
	2007	825.6	83,122.6	811.1	98.2	80,387.4	96.7	378	45.8	33.3	692	76,416	83.8	91.9
	2008	692.6	83,438.7	658.8	95.1	80,606.0	96.6	321	46.3	31.9	559	76,970	80.7	92.2



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	42	89.4
Hispanic	0	0.0
White	5	10.6
Other	0	0.0

Gender	Number	Percent
Female	39	83.0
Male	8	17.0

<b>TOTAL</b>	<b>47</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2006</b>	7.6
<b>2007</b>	7.4
<b>2008</b>	3.5

## 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		88.6	*	88.9		*	83.3		81.8	97.5	89.3	87.7	84
	2007	*	76.3	72.7	75.2	*	*	63.9		68.1	85.2	76.2	84.6	130
	2008	*	87.3	92.3	86.4	*	*	81.7		83.7	92.0	88.2	86.2	93
4	2006		67.7	*	68.4		*	41.7		64.9	70.0	66.2	69.5	68
	2007		68.6	100.0	70.2	*	*	59.5		59.7	84.6	71.1	69.7	114
	2008		82.3	83.3	82.9	*	*	63.9		79.2	86.4	82.6	72.1	92
5	2006		74.6	*	72.9	*	*	53.3		61.5	88.6	75.3	76.9	77
	2007	*	85.2	100.0	85.6	*	*	75.6		81.8	93.2	86.9	78.3	99
	2008		92.1	100.0	91.7	*	*	82.9		90.2	95.3	92.9	82.9	84
3-5	2006		77.7	75.0	77.7	*	*	51.7		70.0	86.7	77.7	78.2	229
	2007	*	76.3	90.3	76.5	37.5	91.7	66.0		69.4	87.3	77.6	77.6	343
	2008	*	87.2	90.9	86.8	*	83.3	77.1		84.1	91.2	87.7	80.3	269

	NUMBER TESTED IN GRADES 3-5											
2006	0	211	12	188	1	5	60	0	120	105	229	32,875
2007	2	308	31	307	8	12	159	0	186	157	343	31,814
2008	1	234	33	235	4	12	131	0	132	137	269	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		9	*	8		*	1		8	1	9	1,380	84
	2007	*	28	3	28	*	*	26		22	9	31	1,675	130
	2008	*	10	1	11	*	*	11		7	4	11	1,443	93
4	2006		21	*	18		*	14		13	9	23	3,190	68
	2007		32	0	31	*	*	17		25	8	33	3,189	114
	2008		14	2	14	*	*	13		10	6	16	2,996	92
5	2006		17	*	16	*	*	14		15	4	19	2,584	77
	2007	*	13	0	13	*	*	11		10	3	13	2,258	99
	2008		6	0	6	*	*	6		4	2	6	1,827	84
3-5	2006		47	3	42	*	*	29		36	14	51	7,154	229
	2007	*	73	3	72	5	1	54		57	20	77	7,122	343
	2008	*	30	3	31	*	2	30		21	12	33	6,266	269

NUMBER TESTED IN GRADES 3-5													
2006	0	211	12	188	1	5	60	0	120	105	229	32,875	
2007	2	308	31	307	8	12	159	0	186	157	343	31,814	
2008	1	234	33	235	4	12	131	0	132	137	269	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	77.2	81.8	78.2	77.7
	2007	75.6	79.7	68.5	69.0
	2008	83.4	80.3	85.5	77.3
4	2006	74.1	69.9	70.8	66.0
	2007	76.0	74.6	70.3	67.0
	2008	85.1	79.8	82.5	78.2
5	2006	71.8	78.4	77.4	72.1
	2007	78.7	82.3	83.3	77.4
	2008	84.0	83.3	83.0	79.7
3-5	2006	74.5	77.1	75.7	72.4
	2007	76.6	78.7	73.4	70.8
	2008	84.2	81.1	83.7	78.3

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		16.5	*	11.1		*	16.7		11.4	25.0	17.9	28.0	84
	2007	*	15.3	36.4	15.9	*	*	5.6		14.5	19.7	16.9	21.3	130
	2008	*	34.2	15.4	29.6	*	*	23.3		18.6	42.0	31.2	21.5	93
4	2006		9.2	*	8.8		*	0.0		5.4	13.3	8.8	10.0	68
	2007		5.9	30.0	6.7	*	*	0.0		4.8	11.5	7.9	16.6	114
	2008		27.8	0.0	22.0	*	*	2.8		20.8	27.3	23.9	14.4	92
5	2006		7.5	*	8.5	*	*	0.0		5.1	11.4	7.8	10.8	77
	2007	*	19.3	0.0	16.7	*	*	6.7		12.7	22.7	17.2	13.1	99
	2008		17.1	62.5	20.8	*	*	8.6		9.8	32.6	21.4	16.5	84
3-5	2006		11.4	25.0	9.6	*	*	1.7		7.5	17.1	11.8	16.4	229
	2007	*	13.3	22.6	13.0	0.0	0.0	4.4		10.8	17.8	14.0	17.1	343
	2008	*	26.5	21.2	24.3	*	16.7	13.7		16.7	34.3	25.7	17.4	269

NUMBER TESTED IN GRADES 3-5													
2006	0	211	12	188	1	5	60	0	120	105	229	32,875	
2007	2	308	31	307	8	12	159	0	186	157	343	31,814	
2008	1	234	33	235	4	12	131	0	132	137	269	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		57.0	*	56.3		*	*		48.8	70.0	59.0	74.9	83
	2007		68.1	72.7	66.4	*	*	55.1		69.2	67.7	68.5	70.3	127
	2008	*	74.4	100.0	74.4	*	*	66.7		76.2	79.2	77.8	76.6	90
4	2006		71.9	*	78.6		*	50.0		72.2	73.3	71.6	74.0	67
	2007		76.5	100.0	78.1	*	100.0	59.5		81.0	76.9	79.1	75.7	115
	2008		82.3	75.0	79.3	*	*	63.9		77.1	86.4	81.5	77.9	92
5	2006		80.9	*	81.7	*	*	66.7		76.9	86.1	81.8	82.2	77
	2007	*	79.8	100.0	82.6	*	*	65.9		78.6	86.4	82.4	82.9	102
	2008		89.2	100.0	90.0	*	*	76.5		90.5	90.0	90.2	84.0	82
3-5	2006		69.2	90.9	71.1	*	*	57.6		65.3	76.4	70.5	77.1	227
	2007	*	74.3	90.6	75.2	33.3	92.3	59.4		76.1	75.9	76.2	76.2	344
	2008	*	81.8	90.3	80.9	*	81.8	68.5		81.1	84.8	83.0	79.5	264

	NUMBER TESTED IN GRADES 3-5											
2006	0	211	11	187	2	4	59	0	118	106	227	33,063
2007	2	307	32	307	12	13	155	0	184	158	344	32,298
2008	1	231	31	230	4	11	130	0	132	132	264	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		34	*	31		*	*		22	12	34	2,820	83
	2007		37	3	37	*	*	31		20	20	40	3,303	127
	2008	*	20	0	20	*	*	20		10	10	20	2,542	90
4	2006		18	*	12		*	12		10	8	19	2,765	67
	2007		24	0	23	*	0	17		12	12	24	2,604	115
	2008		14	3	17	*	*	13		11	6	17	2,436	92
5	2006		13	*	11	*	*	10		9	5	14	1,997	77
	2007	*	18	0	16	*	*	15		12	6	18	1,785	102
	2008		8	0	7	*	*	8		4	4	8	1,730	82
3-5	2006		65	1	54	*	*	25		41	25	67	7,582	227
	2007	*	79	3	76	8	1	63		44	38	82	7,692	344
	2008	*	42	3	44	*	2	41		25	20	45	6,708	264

NUMBER TESTED IN GRADES 3-5													
2006	0	211	11	187	2	4	59	0	118	106	227	33,063	
2007	2	307	32	307	12	13	155	0	184	158	344	32,298	
2008	1	231	31	230	4	11	130	0	132	132	264	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	77.8	68.5	73.5	73.7	79.2	52.6
	2007	71.0	78.6	80.4	75.7	77.4	52.6
	2008	80.4	81.1	82.4	75.2	88.6	61.3
4	2006	78.3	82.7	78.9	68.9	75.4	63.2
	2007	81.3	81.9	77.5	79.3	66.7	67.7
	2008	86.4	85.6	79.5	79.9	75.3	71.7
5	2006	77.9	79.4	79.2	71.1	83.8	77.1
	2007	77.9	71.4	84.9	69.0	79.9	77.2
	2008	82.5	80.1	87.6	78.6	85.4	78.4
3-5	2006	78.0	76.4	77.0	71.4	79.6	64.0
	2007	76.5	77.6	80.8	74.9	74.6	64.9
	2008	83.1	82.4	83.0	77.9	83.0	70.2



## 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)
3	2006		10.1	*	12.7		*	*		7.0	20.0	13.3	22.3	83
	2007		14.7	18.2	15.5	*	*	4.3		15.4	14.5	15.0	19.2	127
	2008	*	15.4	27.3	16.7	*	*	6.7		7.1	25.0	16.7	26.3	90
4	2006		12.5	*	12.5		*	0.0		11.1	13.3	11.9	22.1	67
	2007		15.7	54.5	20.0	*	50.0	11.9		14.3	25.0	19.1	22.6	115
	2008		31.6	25.0	29.3	*	*	8.3		29.2	31.8	30.4	23.8	92
5	2006		23.5	*	25.0	*	*	10.0		30.8	22.2	26.0	29.9	77
	2007	*	21.3	50.0	23.9	*	*	13.6		23.2	27.3	24.5	29.3	102
	2008		29.7	37.5	30.0	*	*	11.8		16.7	45.0	30.5	31.9	82
3-5	2006		15.2	45.5	16.6	*	*	6.8		16.1	18.9	17.2	24.8	227
	2007	*	16.9	40.6	19.5	0.0	38.5	9.0		17.4	21.5	19.2	23.6	344
	2008	*	25.5	29.0	25.2	*	9.1	8.5		18.2	33.3	25.8	27.3	264

	NUMBER TESTED IN GRADES 3-5											
2006	0	211	11	187	2	4	59	0	118	106	227	33,063
2007	2	307	32	307	12	13	155	0	184	158	344	32,298
2008	1	231	31	230	4	11	130	0	132	132	264	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		80.0	*	77.2		*	72.0		77.8	80.6	77.9	84.2	68
	2007		82.4	100.0	83.5	*	*	76.2		81.0	86.5	83.5	86.5	115
	2008		87.2	91.7	86.6	*	*	72.2		85.4	90.7	87.9	87.4	91

	NUMBER TESTED IN GRADE 4											
2006	0	65	2	57	0	2	25	0	36	31	68	10,311
2007	0	102	10	103	1	5	42	0	63	52	115	10,408
2008	0	78	12	82	1	4	36	0	48	43	91	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		13	*	13		*	7		8	6	15	1,631	68
	2007		18	0	17	*	*	10		12	7	19	1,408	115
	2008		10	1	11	*	*	10		7	4	11	1,348	91

	NUMBER TESTED IN GRADE 4											
2006	0	65	2	57	0	2	25	0	36	31	68	10,311
2007	0	102	10	103	1	5	42	0	63	52	115	10,408
2008	0	78	12	82	1	4	36	0	48	43	91	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	1.9	78.3	76.1	79.8	88.8
	2007	2.1	78.9	73.7	87.4	87.3
	2008	2.4	79.9	83.9	85.9	85.6

## 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)
4	2006		6.2	*	7.0		*	0.0		2.8	9.7	5.9	10.9	68
	2007		8.8	50.0	12.6	*	*	4.8		4.8	21.2	12.2	18.2	115
	2008		38.5	33.3	34.1	*	*	19.4		25.0	51.2	37.4	21.4	91

	NUMBER TESTED IN GRADE 4											
2006	0	65	2	57	0	2	25	0	36	31	68	10,311
2007	0	102	10	103	1	5	42	0	63	52	115	10,408
2008	0	78	12	82	1	4	36	0	48	43	91	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		64.6	*	66.7	*	*	46.7		60.5	68.6	64.0	62.1	75
	2007	*	72.7	90.0	75.6	*	*	54.5		69.6	81.8	75.0	62.3	100
	2008		90.3	100.0	89.7	*	*	78.1		90.5	92.1	91.3	71.9	80

	NUMBER TESTED IN GRADE 5											
2006	0	65	5	57	2	1	30	0	38	35	75	11,045
2007	2	88	10	90	2	4	44	0	56	44	100	10,296
2008	0	72	8	68	1	3	32	0	42	38	80	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		23	*	19	*	*	16		15	11	27	4,185	75
	2007	*	24	1	22	*	*	20		17	8	25	3,881	100
	2008		7	0	7	*	*	7		4	3	7	3,005	80

	NUMBER TESTED IN GRADE 5											
2006	0	65	5	57	2	1	30	0	38	35	75	11,045
2007	2	88	10	90	2	4	44	0	56	44	100	10,296
2008	0	72	8	68	1	3	32	0	42	38	80	10,686

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	78.9	78.1	74.8	64.1
	2007	80.9	84.7	83.8	67.8
	2008	89.2	93.8	86.2	74.7



## 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		1.5	*	3.5	*	*	0.0		2.6	2.9	2.7	14.4	75
	2007	*	15.9	40.0	18.9	*	*	6.8		17.9	20.5	19.0	18.0	100
	2008		30.6	37.5	29.4	*	*	15.6		33.3	28.9	31.3	24.8	80

	NUMBER TESTED IN GRADE 5											
2006	0	65	5	57	2	1	30	0	38	35	75	11,045
2007	2	88	10	90	2	4	44	0	56	44	100	10,296
2008	0	72	8	68	1	3	32	0	42	38	80	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		65.0	65.0	69.9	100
	2007		55.8	55.8	46.9	113
	2008	23.1	60.2	56.3	57.6	126
1	2006	*	59.6	59.8	54.1	92
	2007	26.1	56.7	46.9	51.4	143
	2008	14.3	32.7	30.4	50.2	112
2	2006	12.5	47.9	44.3	49.2	79
	2007	25.0	55.7	42.1	44.5	126
	2008	38.7	75.4	57.5	50.2	127
1-2	2006	27.3	54.4	52.6	51.4	171
	2007	25.5	56.3	44.6	47.6	269
	2008	34.2	49.7	44.8	50.2	239

Number Tested	2006	11	260	271	27,596	
	2007	102	280	382	24,696	
	2008	89	276	365	21,817	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	52.0	51.5	68.7	103
	2007		47.8	47.8	44.3	113
	2008	7.7	43.9	40.2	44.9	127
1	2006	*	55.6	54.8	60.7	93
	2007	19.1	48.5	38.9	48.8	144
	2008	26.7	47.0	44.3	55.5	115
2	2006	0.0	40.5	35.2	63.1	91
	2007	27.1	48.6	39.1	55.6	133
	2008	32.3	58.5	45.4	57.5	130
K-2	2006	11.1	49.8	47.4	63.9	287
	2007	23.6	48.2	41.5	49.1	390
	2008	28.0	48.4	43.3	52.7	372

Number Tested	2006	18	269	287	28,201	
	2007	106	284	390	34,441	
	2008	93	279	372	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		66.0	*	64.1	*				65.3	64.7	65.0	69.9	100
	2007		56.0	*	55.6	*				52.6	58.9	55.8	46.9	113
	2008		62.3	26.3	55.6		20.0	23.1		58.6	54.4	56.3	57.6	126
1	2006	*	58.8	83.3	58.6	*	*	*		53.3	66.0	59.8	54.1	92
	2007	*	47.1	33.3	46.6	*		26.1		41.2	52.0	46.9	51.4	143
	2008		32.6	20.0	29.9	*	18.8	14.3		24.1	36.2	30.4	50.2	112
2	2006		44.0	*	40.6	*		12.5		39.0	50.0	44.3	49.2	79
	2007		41.2	57.1	41.2	*	*	25.0		41.7	42.4	42.1	44.5	126
	2008		57.0	58.3	58.1	*	16.7	38.7		57.1	57.8	57.5	50.2	127
1-2	2006	*	51.9	70.0	50.6	14.3	*	27.3		46.5	58.8	52.6	51.4	171
	2007	*	44.3	46.2	44.1	50.0	*	25.5		41.4	47.5	44.6	47.6	269
	2008		46.1	34.4	44.6	0.0	18.2	34.2		41.9	47.5	44.8	50.2	239

Number Tested	2006	1	257	13	248	10	2	11	0	135	136	271	27,596
	2007	1	364	17	355	8	1	102	0	185	197	382	24,696
	2008	0	312	51	341	6	37	89	0	175	190	365	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		10	*	10	*				4	6	10	1,856	100
	2007		13	*	13	*				5	8	13	1,245	113
	2008		28	1	25		1	1		14	15	29	1,687	126
1	2006	*	15	0	14	*	*	*		6	9	15	1,786	92
	2007	*	19	0	17	*		1		8	11	19	1,458	143
	2008		13	1	13	*	1	1		6	8	14	1,555	112
2	2006		5	*	3	*		0		3	2	5	1,340	79
	2007		5	1	4	*	*	0		2	4	6	896	126
	2008		18	0	15	*	0	0		4	15	19	1,065	127
1-2	2006	*	20	0	17	1	*	0		9	11	20	3,126	171
	2007	*	24	1	21	0	*	1		10	15	25	2,355	269
	2008		31	1	28	0	1	1		10	23	33	2,620	239

  

Number Tested	2006	1	257	13	248	10	2	11	0	135	136	271	27,596
	2007	1	364	17	355	8	1	102	0	185	197	382	24,696
	2008	0	312	51	341	6	37	89	0	175	190	365	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		52.0	*	49.5	*	*	*		50.0	52.8	51.5	68.7	103
	2007		47.7	*	47.2	*				40.4	55.4	47.8	44.3	113
	2008		43.9	15.8	39.8		6.7	7.7		34.5	44.9	40.2	44.9	127
1	2006	*	54.7	66.7	54.5	16.7	*	*		50.0	59.6	54.8	60.7	93
	2007	*	39.0	42.9	39.6	16.7	*	19.1		38.6	39.2	38.9	48.8	144
	2008		45.3	40.0	43.6	*	31.3	26.7		43.6	45.0	44.3	55.5	115
2	2006		34.9	*	33.8	*		0.0		26.5	45.2	35.2	63.1	91
	2007		38.1	57.1	36.4	*	*	27.1		40.0	38.2	39.1	55.6	133
	2008		44.4	50.0	46.7	*	16.7	32.3		43.1	47.7	45.4	57.5	130
K-2	2006	*	47.4	50.0	46.4	7.7	*	11.1		42.1	52.8	47.4	63.9	287
	2007	*	41.2	50.0	40.8	7.7	*	23.6		39.6	43.4	41.5	49.1	390
	2008		44.5	33.3	43.4	0.0	18.9	28.0		40.4	45.9	43.3	52.7	372

  

Number Tested	2006	1	270	16	263	13	5	18	0	145	142	287	28,201
	2007	1	371	18	363	13	2	106	0	192	198	390	34,441
	2008	0	319	51	348	8	37	93	0	178	194	372	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		13	*	12	*	*	*		6	7	13	2,491	103
	2007		22	*	20	*				9	13	22	2,583	113
	2008		14	0	14		0	0		6	8	14	2,788	127
1	2006	*	6	1	7	0	*	*		2	5	7	2,111	93
	2007	*	14	0	13	0	*	0		3	11	14	1,769	144
	2008		14	2	14	*	2	1		8	8	16	2,800	115
2	2006		6	*	6	*		0		3	4	7	2,575	91
	2007		10	1	11	*	*	2		5	6	11	2,098	133
	2008		14	1	13	*	1	1		5	10	15	2,912	130
K-2	2006	*	25	2	25	0	*	1		11	16	27	7,177	287
	2007	*	46	1	44	0	*	2		17	30	47	6,450	390
	2008		42	3	41	0	3	2		19	26	45	8,500	372
Number Tested	2006	1	270	16	263	13	5	18	0	145	142	287	28,201	
	2007	1	371	18	363	13	2	106	0	192	198	390	34,441	
	2008	0	319	51	348	8	37	93	0	178	194	372	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
2	0	-	0	-	1	0.0	1	0.0
3	0	-	0	-	2	0.0	2	0.0
4	0	-	0	-	3	0.0	3	0.0
ALL	0	-	0	-	6	0.0	6	0.0