

Campus Data Packet

for 2008 - 09 Plans

TWAIN & TWAIN VANGUARD

*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	11
PK	22
KN	45
1	59
2	32
3	63
4	71
5	62
ALL	365

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	249	68.2	23	71.9
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	115	31.5	5	15.6
White	1	0.3	4	12.5
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	336	92.1
Limited English proficient students	68	18.6
Special education students	25	6.8

Enrollment (1)
Enrollment Statistics by Ethnicity

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	21	18	85.7	0	0.0	0	0.0	3	14.3	0	0.0
	2007	22	16	72.7	0	0.0	0	0.0	6	27.3	0	0.0
	2008	22	13	59.1	0	0.0	0	0.0	9	40.9	0	0.0
KN	2006	53	48	90.6	0	0.0	1	1.9	4	7.5	0	0.0
	2007	62	46	74.2	0	0.0	1	1.6	15	24.2	0	0.0
	2008	45	31	68.9	0	0.0	0	0.0	14	31.1	0	0.0
1	2006	61	52	85.2	0	0.0	0	0.0	8	13.1	1	1.6
	2007	47	36	76.6	0	0.0	0	0.0	11	23.4	0	0.0
	2008	59	34	57.6	0	0.0	0	0.0	25	42.4	0	0.0
2	2006	67	56	83.6	0	0.0	0	0.0	10	14.9	1	1.5
	2007	60	44	73.3	0	0.0	0	0.0	16	26.7	0	0.0
	2008	32	19	59.4	0	0.0	0	0.0	13	40.6	0	0.0
3	2006	75	67	89.3	0	0.0	0	0.0	6	8.0	2	2.7
	2007	57	45	78.9	0	0.0	1	1.8	11	19.3	0	0.0
	2008	63	49	77.8	0	0.0	0	0.0	14	22.2	0	0.0
4	2006	86	77	89.5	0	0.0	0	0.0	9	10.5	0	0.0
	2007	70	58	82.9	0	0.0	1	1.4	11	15.7	0	0.0
	2008	71	49	69.0	0	0.0	0	0.0	22	31.0	0	0.0
5	2006	102	90	88.2	0	0.0	0	0.0	12	11.8	0	0.0
	2007	81	68	84.0	0	0.0	0	0.0	13	16.0	0	0.0
	2008	62	49	79.0	0	0.0	0	0.0	12	19.4	1	1.6
EC-5	2006	476	414	87.0	0	0.0	1	0.2	57	12.0	4	0.8
	2007	411	317	77.1	0	0.0	3	0.7	91	22.1	0	0.0
	2008	365	249	68.2	0	0.0	0	0.0	115	31.5	1	0.3

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	21	20	95.2	1	4.8	0	0.0	0	0.0	21	100.0	0.0
	2007	22	22	100.0	6	27.3	0	0.0	0	0.0	21	95.5	4.5
	2008	22	22	100.0	9	40.9	1	4.5	0	0.0	22	100.0	0.0
KN	2006	53	43	81.1	3	5.7	0	0.0	3	5.7	36	67.9	0.0
	2007	62	56	90.3	9	14.5	3	4.8	0	0.0	35	56.5	1.6
	2008	45	43	95.6	9	20.0	2	4.4	1	2.2	19	42.2	2.2
1	2006	61	53	86.9	6	9.8	1	1.6	5	8.2	8	13.1	3.3
	2007	47	38	80.9	10	21.3	0	0.0	4	8.5	3	6.4	2.1
	2008	59	54	91.5	16	27.1	0	0.0	2	3.4	7	11.9	1.7
2	2006	67	57	85.1	9	13.4	2	3.0	13	19.4	9	13.4	1.5
	2007	60	50	83.3	12	20.0	4	6.7	4	6.7	6	10.0	8.3
	2008	32	31	96.9	9	28.1	1	3.1	3	9.4	4	12.5	0.0
3	2006	75	67	89.3	2	2.7	3	4.0	11	14.7	14	18.7	0.0
	2007	57	49	86.0	9	15.8	3	5.3	12	21.1	7	12.3	1.8
	2008	63	56	88.9	11	17.5	5	7.9	5	7.9	8	12.7	1.6
4	2006	86	63	73.3	2	2.3	4	4.7	18	20.9	11	12.8	0.0
	2007	70	65	92.9	6	8.6	6	8.6	14	20.0	10	14.3	2.9
	2008	71	61	85.9	10	14.1	3	4.2	17	23.9	5	7.0	0.0
5	2006	102	84	82.4	1	1.0	7	6.9	23	22.5	17	16.7	0.0
	2007	81	65	80.2	3	3.7	5	6.2	17	21.0	7	8.6	0.0
	2008	62	58	93.5	4	6.5	2	3.2	11	17.7	4	6.5	1.6
EC-5	2006	476	397	83.4	24	5.0	27	5.7	73	15.3	121	25.4	1.9
	2007	411	357	86.9	55	13.4	33	8.0	51	12.4	93	22.6	4.9
	2008	365	336	92.1	68	18.6	25	6.8	39	10.7	73	20.0	3.0

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	11.0	3,987.7	10.6	96.1	3,815.3	95.7	29	100.0	100.0	19	7,228	100.0	100.0
	2007	10.5	4,117.2	9.7	92.1	3,933.6	95.5	26	100.0	100.0	17	7,436	100.0	100.0
	2008	10.7	4,133.2	10.3	96.4	3,942.7	95.4	22	100.0	100.0	22	7,427	100.0	100.0
KN	2006	55.2	13,725.9	52.9	95.8	13,178.1	96.0	19	34.4	25.7	48	11,822	86.9	86.1
	2007	58.1	13,945.0	55.7	96.0	13,385.6	96.0	18	31.0	24.3	51	12,035	87.8	86.3
	2008	42.6	13,568.1	41.2	96.6	13,004.4	95.8	10	23.5	23.5	38	11,618	89.2	85.6
1	2006	61.6	14,145.9	59.0	95.7	13,632.7	96.4	27	43.8	24.8	48	12,164	77.9	86.0
	2007	47.4	14,353.8	45.9	96.7	13,851.4	96.5	17	35.9	23.2	39	12,437	82.2	86.6
	2008	56.9	14,626.9	55.1	96.9	14,102.7	96.4	17	29.9	21.2	46	12,704	80.9	86.9
2	2006	66.0	13,536.9	63.7	96.6	13,115.8	96.9	21	31.8	22.9	53	11,853	80.3	87.6
	2007	59.3	13,403.8	58.4	98.6	12,978.9	96.8	23	38.8	21.7	52	11,729	87.7	87.5
	2008	33.2	13,708.6	32.1	96.9	13,269.8	96.8	6	18.1	19.7	27	12,043	81.4	87.9
3	2006	69.5	12,948.9	67.6	97.4	12,577.2	97.1	33	47.5	22.8	57	11,376	82.1	87.9
	2007	58.1	12,998.4	56.8	97.7	12,633.3	97.2	14	24.1	21.1	50	11,445	86.1	88.0
	2008	57.4	12,806.9	56.1	97.7	12,425.5	97.0	17	29.6	19.1	51	11,408	88.9	89.1
4	2006	86.2	12,021.0	84.0	97.5	11,684.2	97.2	19	22.0	22.3	75	10,587	87.0	88.1
	2007	71.1	12,104.9	69.6	98.0	11,768.3	97.2	19	26.7	19.7	62	10,683	87.2	88.3
	2008	69.7	12,329.8	68.8	98.7	11,960.3	97.0	14	20.1	19.7	62	10,924	89.0	88.6
5	2006	100.3	12,618.4	98.1	97.8	12,262.2	97.2	23	22.9	22.3	89	11,130	88.7	88.2
	2007	82.2	11,757.0	81.1	98.6	11,426.8	97.2	16	19.5	20.9	75	10,362	91.2	88.1
	2008	62.3	11,874.2	60.6	97.3	11,539.6	97.2	15	24.1	18.8	55	10,608	88.3	89.3
EC-5	2006	458.6	83,530.4	444.3	96.9	80,779.5	96.7	176	38.4	34.4	396	76,525	86.3	91.6
	2007	397.5	83,122.6	387.5	97.5	80,387.4	96.7	137	34.5	33.3	355	76,416	89.3	91.9
	2008	342.5	83,438.7	333.2	97.3	80,606.0	96.6	105	30.7	31.9	307	76,970	89.6	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	23	71.9
Hispanic	5	15.6
White	4	12.5
Other	0	0.0

Gender	Number	Percent
Female	24	75.0
Male	8	25.0

TOTAL	32
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AVERAGE NUMBER OF ABSENCES

2006	8.6
2007	8.2
2008	11.6

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	*	85.2	83.3	83.3		*	*		88.9	79.5	83.3	87.7	72
	2007		86.0	66.7	80.9	*	50.0	65.5		80.0	84.6	82.1	84.6	56
	2008		92.9	*	92.5	*	*	91.3		88.0	95.5	91.7	86.2	48
4	2006		69.3	77.8	65.6	*	*	40.0		69.2	71.1	70.2	69.5	84
	2007		73.1	33.3	68.4	*	*	21.1		64.7	66.7	65.6	69.7	64
	2008		87.0	81.0	86.2	*	66.7	63.6		76.7	92.3	85.5	72.1	69
5	2006		71.8	81.8	67.9	*	*	38.9		66.7	76.4	71.7	76.9	99
	2007		84.1	75.0	81.0		*	52.4		84.8	81.0	82.7	78.3	75
	2008	*	81.3	80.0	81.8	*	*	60.7		81.5	81.3	81.4	82.9	59
3-5	2006	*	74.7	80.8	71.9	*	*	38.7		73.1	75.7	74.5	78.2	255
	2007		81.0	60.6	76.5	*	30.8	49.3		76.3	77.6	76.9	77.6	195
	2008	*	86.8	80.6	86.3	*	64.3	71.2		81.7	89.2	85.8	80.3	176

NUMBER TESTED IN GRADES 3-5													
2006	2	221	26	199	3	5	75	0	108	144	255	32,875	
2007	0	158	33	162	4	13	69	0	97	98	195	31,814	
2008	1	136	36	153	5	14	73	0	82	93	176	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	1	10		*	*		3	9	12	1,380	72
	2007		6	4	9	*	4	10		6	4	10	1,675	56
	2008		3	*	3	*	*	2		3	1	4	1,443	48
4	2006		23	2	21	*	*	21		12	13	25	3,190	84
	2007		14	6	18	*	*	15		12	10	22	3,189	64
	2008		6	4	8	*	3	8		7	3	10	2,996	69
5	2006		24	2	25	*	*	22		14	13	28	2,584	99
	2007		10	3	11		*	10		5	8	13	2,258	75
	2008	*	9	2	10	*	*	11		5	6	11	1,827	59
3-5	2006	*	56	5	56	*	*	46		29	35	65	7,154	255
	2007		30	13	38	*	9	35		23	22	45	7,122	195
	2008	*	18	7	21	*	5	21		15	10	25	6,266	176

NUMBER TESTED IN GRADES 3-5													
2006	2	221	26	199	3	5	75	0	108	144	255	32,875	
2007	0	158	33	162	4	13	69	0	97	98	195	31,814	
2008	1	136	36	153	5	14	73	0	82	93	176	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	75.7	81.9	78.7	79.3
	2007	78.8	81.1	78.9	73.9
	2008	78.5	81.3	79.9	74.5
4	2006	74.4	70.2	72.6	67.4
	2007	73.2	76.0	70.1	68.1
	2008	85.1	80.1	78.5	79.7
5	2006	73.0	74.5	73.9	68.4
	2007	76.7	82.5	78.0	73.2
	2008	78.9	81.1	77.1	75.6
3-5	2006	74.2	75.2	74.8	71.1
	2007	76.2	80.0	75.7	71.7
	2008	81.2	80.8	78.4	76.9

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	*	19.7	50.0	21.7		*	*		18.5	22.7	22.2	28.0	72
	2007		34.9	16.7	34.0	*	0.0	6.9		23.3	38.5	30.4	21.3	56
	2008		9.5	*	7.5	*	*	0.0		16.0	4.5	10.4	21.5	48
4	2006		10.7	11.1	4.9	*	*	0.0		15.4	6.7	10.7	10.0	84
	2007		17.3	11.1	17.5	*	*	5.3		11.8	20.0	15.6	16.6	64
	2008		23.9	19.0	24.1	*	0.0	0.0		6.7	33.3	21.7	14.4	69
5	2006		5.9	0.0	3.8	*	*	0.0		4.8	5.5	5.1	10.8	99
	2007		14.3	33.3	19.0		*	4.8		24.2	11.9	17.3	13.1	75
	2008	*	20.8	30.0	23.6	*	*	0.0		25.9	18.8	22.0	16.5	59
3-5	2006	*	11.3	15.4	9.5	*	*	0.0		12.0	11.1	11.8	16.4	255
	2007		20.9	21.2	22.8	*	0.0	5.8		19.6	21.4	20.5	17.1	195
	2008	*	18.4	22.2	19.6	*	0.0	0.0		15.9	21.5	18.8	17.4	176

	NUMBER TESTED IN GRADES 3-5											
2006	2	221	26	199	3	5	75	0	108	144	255	32,875
2007	0	158	33	162	4	13	69	0	97	98	195	31,814
2008	1	136	36	153	5	14	73	0	82	93	176	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	*	61.9	50.0	59.7		*	*		65.4	58.7	61.1	74.9	72
	2007		67.4	75.0	70.2	*	75.0	42.9		67.7	73.1	70.2	70.3	57
	2008		77.8	*	76.7	*	*	69.2		81.5	73.9	76.5	76.6	51
4	2006		68.4	77.8	69.4	*	*	38.9		74.4	65.2	69.4	74.0	85
	2007		69.2	77.8	71.9	*	*	36.8		70.6	63.3	67.2	75.7	64
	2008		82.6	81.0	86.2	*	66.7	59.1		73.3	89.7	82.6	77.9	69
5	2006		74.1	91.7	74.4	*	*	61.1		81.0	71.4	75.0	82.2	100
	2007		76.6	69.2	73.3		*	36.4		69.7	79.5	75.3	82.9	77
	2008	*	73.5	63.6	71.9	*	*	35.7		82.8	57.6	69.4	84.0	62
3-5	2006	*	68.8	77.8	68.3	*	16.7	49.3		74.8	65.5	69.3	77.1	257
	2007		71.7	73.5	72.0	*	69.2	39.1		69.4	73.0	71.2	76.2	198
	2008	*	77.9	75.7	78.5	*	60.0	53.9		79.1	74.7	76.4	79.5	182

NUMBER TESTED IN GRADES 3-5													
2006	2	224	27	202	4	6	75	0	107	148	257	33,063	
2007	0	159	34	164	4	13	69	0	98	100	198	32,298	
2008	1	140	37	158	5	15	76	0	86	95	182	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	*	24	3	25		*	*		9	19	28	2,820	72
	2007		14	3	14	*	2	16		10	7	17	3,303	57
	2008		10	*	10	*	*	8		5	6	12	2,542	51
4	2006		24	2	19	*	*	22		10	16	26	2,765	85
	2007		16	2	16	*	*	12		10	11	21	2,604	64
	2008		8	4	8	*	3	9		8	4	12	2,436	69
5	2006		22	1	20	*	*	14		8	16	25	1,997	100
	2007		15	4	16		*	14		10	9	19	1,785	77
	2008	*	13	4	16	*	*	18		5	14	19	1,730	62
3-5	2006	*	70	6	64	*	5	38		27	51	79	7,582	257
	2007		45	9	46	*	4	42		30	27	57	7,692	198
	2008	*	31	9	34	*	6	35		18	24	43	6,708	182

NUMBER TESTED IN GRADES 3-5													
2006	2	224	27	202	4	6	75	0	107	148	257	33,063	
2007	0	159	34	164	4	13	69	0	98	100	198	32,298	
2008	1	140	37	158	5	15	76	0	86	95	182	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	70.7	69.7	73.8	67.6	75.3	55.7
	2007	75.8	74.9	80.1	69.9	80.7	63.4
	2008	75.1	81.7	80.4	75.2	80.4	62.0
4	2006	79.4	80.0	75.3	71.6	71.5	64.9
	2007	78.0	75.7	64.6	65.6	62.5	68.6
	2008	84.6	81.4	70.8	80.4	85.1	72.5
5	2006	76.4	74.1	78.1	73.4	76.3	69.0
	2007	81.9	70.7	76.4	70.5	73.7	76.6
	2008	74.6	65.2	69.1	72.6	70.2	72.2
3-5	2006	75.8	74.8	76.0	71.2	74.4	63.9
	2007	78.9	73.5	73.7	68.7	72.1	70.2
	2008	78.5	76.0	72.9	76.3	78.7	69.4

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	*	12.7	33.3	14.5		*	*		15.4	13.0	13.9	22.3	72
	2007		20.9	8.3	19.1	*	0.0	10.7		16.1	19.2	17.5	19.2	57
	2008		17.8	*	16.3	*	*	7.7		25.9	8.7	17.6	26.3	51
4	2006		15.8	22.2	12.9	*	*	0.0		20.5	13.0	16.5	22.1	85
	2007		9.6	22.2	12.3	*	*	0.0		11.8	10.0	10.9	22.6	64
	2008		17.4	23.8	20.7	*	22.2	9.1		16.7	20.5	18.8	23.8	69
5	2006		25.9	25.0	21.8	*	*	8.3		31.0	21.4	25.0	29.9	100
	2007		25.0	23.1	26.7		*	0.0		30.3	20.5	24.7	29.3	77
	2008	*	14.3	45.5	19.3	*	*	3.6		24.1	15.2	19.4	31.9	62
3-5	2006	*	18.8	25.9	16.8	*	0.0	4.0		23.4	16.2	19.1	24.8	257
	2007		18.9	17.6	19.5	*	0.0	4.3		19.4	17.0	18.2	23.6	198
	2008	*	16.4	29.7	19.0	*	20.0	6.6		22.1	15.8	18.7	27.3	182

NUMBER TESTED IN GRADES 3-5													
2006	2	224	27	202	4	6	75	0	107	148	257	33,063	
2007	0	159	34	164	4	13	69	0	98	100	198	32,298	
2008	1	140	37	158	5	15	76	0	86	95	182	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		83.8	75.0	81.4		*	61.8		84.2	81.8	82.9	84.2	82
	2007		80.8	88.9	80.7	*	*	52.6		81.3	83.3	82.3	86.5	62
	2008		93.6	78.3	88.5	*	54.5	68.0		82.8	92.7	88.6	87.4	70

	NUMBER TESTED IN GRADE 4											
2006	0	74	8	59	0	2	34	0	38	44	82	10,311
2007	0	52	9	57	1	3	19	0	32	30	62	10,408
2008	0	47	23	61	3	11	25	0	29	41	70	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		12	2	11		*	13		6	8	14	1,631	82
	2007		10	1	11	*	*	9		6	5	11	1,408	62
	2008		3	5	7	*	5	8		5	3	8	1,348	70

NUMBER TESTED IN GRADE 4													
2006	0	74	8	59	0	2	34	0	38	44	82	10,311	
2007	0	52	9	57	1	3	19	0	32	30	62	10,408	
2008	0	47	23	61	3	11	25	0	29	41	70	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	2.0	78.7	74.4	86.1	86.6
	2007	2.4	78.6	71.8	84.5	83.7
	2008	2.3	86.8	81.8	82.9	84.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006		8.1	12.5	8.5		*	2.9		10.5	6.8	8.5	10.9	82
	2007		28.8	22.2	26.3	*	*	5.3		25.0	30.0	27.4	18.2	62
	2008		36.2	26.1	32.8	*	0.0	0.0		17.2	43.9	32.9	21.4	70

	NUMBER TESTED IN GRADE 4											
2006	0	74	8	59	0	2	34	0	38	44	82	10,311
2007	0	52	9	57	1	3	19	0	32	30	62	10,408
2008	0	47	23	61	3	11	25	0	29	41	70	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		52.2	83.3	54.2	14.3	*	24.3		64.3	49.2	54.8	62.1	104
	2007		45.6	61.5	46.9	*	*	16.7		55.6	42.2	48.1	62.3	81
	2008	*	56.3	58.3	59.6	*	*	30.0		72.4	45.5	58.1	71.9	62

	NUMBER TESTED IN GRADE 5											
2006	0	90	12	83	7	1	37	0	42	61	104	11,045
2007	0	68	13	64	4	2	24	0	36	45	81	10,296
2008	1	48	12	57	2	4	30	0	29	33	62	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		43	2	38	6	*	28		15	31	47	4,185	104
	2007		37	5	34	*	*	20		16	26	42	3,881	81
	2008	*	21	5	23	*	*	21		8	18	26	3,005	62

	NUMBER TESTED IN GRADE 5											
2006	0	90	12	83	7	1	37	0	42	61	104	11,045
2007	0	68	13	64	4	2	24	0	36	45	81	10,296
2008	1	48	12	57	2	4	30	0	29	33	62	10,686


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	76.3	78.7	69.2	58.9
	2007	74.1	75.6	70.8	55.0
	2008	79.2	75.8	74.7	55.6

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		11.1	8.3	10.8	0.0	*	0.0		16.7	6.6	10.6	14.4	104
	2007		11.8	15.4	12.5	*	*	0.0		19.4	6.7	12.3	18.0	81
	2008	*	10.4	8.3	10.5	*	*	0.0		13.8	6.1	9.7	24.8	62

	NUMBER TESTED IN GRADE 5											
2006	0	90	12	83	7	1	37	0	42	61	104	11,045
2007	0	68	13	64	4	2	24	0	36	45	81	10,296
2008	1	48	12	57	2	4	30	0	29	33	62	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	0
	2008			100.0	100.0		100.0	100.0		*	100.0	100.0	85.4	8
ALL	2006												—	0
	2007												—	0
	2008			100.0	100.0		100.0	100.0		*	100.0	100.0	—	8

NUMBER TESTED IN GRADES ALL													
2006	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	8	8	0	8	8	0	2	6	8	—	—

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	0
	2008			0	0		0	0		*	0	0	239	8
ALL	2006												—	0
	2007												—	0
	2008			0	0		0	0		*	0	0	—	8

NUMBER TESTED IN GRADES ALL													
2006	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	8	8	0	8	8	0	2	6	8	—	

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	79.2	94.6	75.0	68.8
ALL	2006				
	2007				
	2008	79.2	94.6	75.0	68.8

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	0
	2008			12.5	12.5		12.5	12.5		*	0.0	12.5	17.2	8
ALL	2006												—	0
	2007												—	0
	2008			12.5	12.5		12.5	12.5		*	0.0	12.5	—	8

NUMBER TESTED IN ALL GRADES													
2006	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	8	8	0	8	8	0	2	6	8	8	—

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	0
	2008			50.0	50.0		50.0	50.0		*	50.0	44.4	71.7	9
ALL	2006												63.1	0
	2007												60.9	0
	2008			50.0	50.0		50.0	50.0		*	50.0	44.4	68.2	9

NUMBER TESTED IN GRADES ALL													
2006	0	0	0	0	0	0	0	0	0	0	0	0	888
2007	0	0	0	0	0	0	0	0	0	0	0	0	1,376
2008	0	0	8	8	0	8	8	0	3	6	9		1,664

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	0
	2008			4	4		4	4		*	3	5	316	9
ALL	2006												328	0
	2007												538	0
	2008			4	4		4	4		*	3	5	529	9

NUMBER TESTED IN GRADES ALL													
2006	0	0	0	0	0	0	0	0	0	0	0	0	888
2007	0	0	0	0	0	0	0	0	0	0	0	0	1,376
2008	0	0	8	8	0	8	8	0	3	6	9		1,664

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	74.4	68.5	70.4	61.1	75.0	65.3
ALL	2006						
	2007						
	2008	74.4	68.5	70.4	61.1	75.0	65.3

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												16.6	0
	2007												15.9	0
	2008			25.0	25.0		25.0	25.0		*	33.3	22.2	20.9	9
ALL	2006												—	0
	2007												—	0
	2008			25.0	25.0		25.0	25.0		*	33.3	22.2	—	9

NUMBER TESTED IN ALL GRADES													
2006	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	8	8	0	8	8	0	3	6	9	—	

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	*	64.6	64.7	69.9	51
	2007		60.4	60.4	46.9	48
	2008	*	51.4	51.4	57.6	37
1	2006	33.3	47.1	45.6	54.1	57
	2007	58.3	85.0	75.0	51.4	32
	2008	*	53.5	52.3	50.2	44
2	2006	25.0	57.4	53.2	49.2	62
	2007	45.7	62.5	51.0	44.5	51
	2008	50.0	75.0	63.6	50.2	22
1-2	2006	28.6	52.4	49.6	51.4	119
	2007	48.9	75.0	60.2	47.6	83
	2008	45.5	58.2	56.1	50.2	66

Number Tested	2006	17	153	170	27,596	
	2007	47	84	131	24,696	
	2008	13	90	103	21,817	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	60.4	58.8	68.7	51
	2007		51.0	51.0	44.3	49
	2008	20.0	50.0	43.5	44.9	46
1	2006	14.3	27.5	25.9	60.7	58
	2007	28.6	71.4	54.3	48.8	35
	2008	35.3	60.5	53.3	55.5	60
2	2006	55.6	48.1	49.2	63.1	63
	2007	68.6	94.1	76.9	55.6	52
	2008	61.1	69.2	64.5	57.5	31
K-2	2006	36.8	45.1	44.2	63.9	172
	2007	57.1	64.4	61.8	49.1	136
	2008	42.2	57.6	52.6	52.7	137

Number Tested	2006	19	153	172	28,201	
	2007	49	87	136	34,441	
	2008	45	92	137	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		65.2	*	66.7		*	*		71.4	56.5	64.7	69.9	51
	2007		61.4	*	59.5	*				52.4	66.7	60.4	46.9	48
	2008		45.2	83.3	48.6	*	*	*		33.3	68.4	51.4	57.6	37
1	2006	*	47.9	25.0	44.9		33.3	33.3		45.7	45.5	45.6	54.1	57
	2007		74.2	*	75.0			58.3		75.0	75.0	75.0	51.4	32
	2008		54.3	44.4	53.8			*		31.6	68.0	52.3	50.2	44
2	2006	*	57.7	22.2	50.0	*	25.0	25.0		48.6	59.3	53.2	49.2	62
	2007		51.2	50.0	45.2	*	33.3	45.7		53.6	47.8	51.0	44.5	51
	2008		61.1	*	61.9	*		50.0		54.5	72.7	63.6	50.2	22
1-2	2006	*	53.0	23.5	47.5	*	28.6	28.6		47.1	53.1	49.6	51.4	119
	2007		61.1	54.5	56.1	*	33.3	48.9		61.4	59.0	60.2	47.6	83
	2008		56.6	53.8	56.7	*		45.5		40.0	69.4	56.1	50.2	66

Number Tested	2006	2	146	21	143	1	17	17	0	98	72	170	27,596
	2007	0	116	14	108	6	6	47	0	65	66	131	24,696
	2008	0	84	19	95	3	1	13	0	48	55	103	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		4	*	3		*	*		3	1	4	1,856	51
	2007		10	*	11	*				2	9	11	1,245	48
	2008		3	1	4	*	*	*		2	2	4	1,687	37
1	2006	*	7	1	7		1	1		5	3	8	1,786	57
	2007		9	*	8			3		4	5	9	1,458	32
	2008		13	0	11			*		2	11	13	1,555	44
2	2006	*	8	0	9	*	0	0		2	7	9	1,340	62
	2007		8	2	7	*	0	5		4	6	10	896	51
	2008		4	*	6	*		2		2	5	7	1,065	22
1-2	2006	*	15	1	16	*	1	1		7	10	17	3,126	119
	2007		17	2	15	*	0	8		8	11	19	2,355	83
	2008		17	3	17	*		2		4	16	20	2,620	66

Number Tested	2006	2	146	21	143	1	17	17	0	98	72	170	27,596
	2007	0	116	14	108	6	6	47	0	65	66	131	24,696
	2008	0	84	19	95	3	1	13	0	48	55	103	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		60.9	*	58.5		*	*		59.3	58.3	58.8	68.7	51
	2007		48.9	*	48.8	*				31.8	66.7	51.0	44.3	49
	2008		51.6	26.7	40.9	*	11.1	20.0		36.4	50.0	43.5	44.9	46
1	2006	*	24.5	25.0	26.0	*	16.7	14.3		24.3	28.6	25.9	60.7	58
	2007		52.9	*	50.0			28.6		52.9	55.6	54.3	48.8	35
	2008		62.9	40.0	50.9		37.5	35.3		33.3	73.3	53.3	55.5	60
2	2006	*	49.1	44.4	49.1	*	50.0	55.6		54.3	42.9	49.2	63.1	63
	2007		71.4	100.0	72.1	*	100.0	68.6		74.1	80.0	76.9	55.6	52
	2008		50.0	84.6	63.3	*	88.9	61.1		60.0	68.8	64.5	57.5	31
K-2	2006	*	44.6	38.1	43.8	*	35.3	36.8		44.4	43.8	44.2	63.9	172
	2007		57.9	92.9	58.0	*	100.0	57.1		54.5	68.6	61.8	49.1	136
	2008		56.0	47.2	50.4	*	44.1	42.2		40.3	64.3	52.6	52.7	137

Number Tested	2006	2	148	21	144	3	17	19	0	99	73	172	28,201
	2007	0	121	14	112	5	6	49	0	66	70	136	34,441
	2008	0	84	53	129	3	34	45	0	67	70	137	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		5	*	3		*	*		2	3	5	2,491	51
	2007		10	*	9	*				3	9	12	2,583	49
	2008		9	0	8	*	0	0		2	7	9	2,788	46
1	2006	*	4	0	5	*	0	0		2	3	5	2,111	58
	2007		6	*	6			0		4	3	7	1,769	35
	2008		12	2	12		2	2		4	10	14	2,800	60
2	2006	*	8	2	9	*	2	2		4	6	10	2,575	63
	2007		16	5	15	*	3	12		12	9	21	2,098	52
	2008		3	9	11	*	6	7		6	6	12	2,912	31
K-2	2006	*	17	2	17	*	2	2		8	12	20	7,177	172
	2007		32	8	30	*	3	12		19	21	40	6,450	136
	2008		24	11	31	*	8	9		12	23	35	8,500	137

Number Tested	2006	2	148	21	144	3	17	19	0	99	73	172	28,201
	2007	0	121	14	112	5	6	49	0	66	70	136	34,441
	2008	0	84	53	129	3	34	45	0	67	70	137	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)
1	2006												82.5	0
	2007			100.0	100.0		100.0	100.0		100.0	*	100.0	84.5	9
	2008			66.7	66.7		66.7	66.7		50.0	*	66.7	88.0	15
2	2006												87.2	0
	2007			100.0	*		100.0	*		*	*	100.0	89.9	6
	2008			88.9	88.9		88.9	88.9		*	*	88.9	93.4	9
K-2	2006												84.6	0
	2007			100.0	100.0		100.0	100.0		100.0	100.0	100.0	85.6	24
	2008			75.0	75.0		75.0	75.0		60.0	100.0	75.0	89.3	24

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	10,804
	2007	0	0	24	23	0	22	22	0	14	10	24	14,889
	2008	0	0	24	24	0	24	24	0	15	9	24	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)
1	2006												1,391	0
	2007			5	5		5	5		2	*	5	1,782	9
	2008			4	4		4	4		3	*	4	2,412	15
2	2006												838	0
	2007			6	*		6	*		*	*	6	1,196	6
	2008			7	7		7	7		*	*	7	2,596	9
K-2	2006												4,293	0
	2007			17	16		16	16		9	8	17	5,757	24
	2008			11	11		11	11		7	4	11	8,288	24

Number Tested	2006	0	0	0	0	0	0	0	0	0	0	0	10,804
	2007	0	0	24	23	0	22	22	0	14	10	24	14,889
	2008	0	0	24	24	0	24	24	0	15	9	24	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
3	2	0.0	1	0.0	4	0.0	7	0.0
4	1	0.0	2	50.0	4	0.0	7	14.3
5	1	0.0	0	-	0	-	1	0.0
ALL	4	0.0	3	33.3	8	0.0	15	6.7