

2007-08

Special  
Reports on  
Ppupil  
Achievement

**GEORGE BANNERMAN  
DEALEY**

School Number 134

*The information in this packet is based  
on data from the 2007-08 school year.*



Data Analysis, Reporting, and Research Services  
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*This edition of the 2007-08 Special Reports on Student Achievement is the standard issue and corresponds to Data Packets published in previous years. All 2008 summaries are for students enrolled at a campus during the 2007-08 school year.*

## **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 2008, 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.

**TELPAS**

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2007 to 2008, the TEA did not report the 2007 composite rating.
- If a student is rated as advanced high in 2008, the TEA does not differentiate between the advanced and advanced high levels from 2007.

**STUDENT ENROLLMENT**

Grade	Enrollment
PK	27
KN	27
1	53
2	58
3	50
4	55
5	53
6	55
ALL	378

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	76	20.1	6	23.1
American Indian	2	0.5	*	*
Asian	38	10.1	*	*
Hispanic	150	39.7	1	3.8
White	112	29.6	17	65.4
Other	**	**	2	7.7

NOTE: Teacher statistics are for all of George B. Dealey Montessori (middle and elementary).

\*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	128	33.9
Limited English proficient students	23	6.1
Special education students	16	4.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	26	7	26.9	0	0.0	2	7.7	5	19.2	12	46.2
	2007	27	5	18.5	0	0.0	4	14.8	4	14.8	14	51.9
	2008	27	5	18.5	0	0.0	6	22.2	7	25.9	9	33.3
KN	2006	27	7	25.9	0	0.0	2	7.4	9	33.3	9	33.3
	2007	27	8	29.6	0	0.0	2	7.4	6	22.2	11	40.7
	2008	27	4	14.8	0	0.0	4	14.8	5	18.5	14	51.9
1	2006	49	11	22.4	0	0.0	4	8.2	20	40.8	14	28.6
	2007	48	7	14.6	0	0.0	3	6.3	24	50.0	14	29.2
	2008	53	10	18.9	0	0.0	6	11.3	17	32.1	20	37.7
2	2006	54	14	25.9	1	1.9	4	7.4	18	33.3	17	31.5
	2007	50	10	20.0	1	2.0	4	8.0	21	42.0	14	28.0
	2008	58	8	13.8	0	0.0	4	6.9	29	50.0	17	29.3
3	2006	56	19	33.9	0	0.0	4	7.1	17	30.4	16	28.6
	2007	55	13	23.6	1	1.8	4	7.3	19	34.5	18	32.7
	2008	50	8	16.0	1	2.0	5	10.0	23	46.0	13	26.0
4	2006	44	14	31.8	1	2.3	3	6.8	18	40.9	8	18.2
	2007	52	16	30.8	0	0.0	4	7.7	15	28.8	17	32.7
	2008	55	13	23.6	0	0.0	5	9.1	23	41.8	14	25.5
5	2006	53	11	20.8	0	0.0	3	5.7	28	52.8	11	20.8
	2007	54	14	25.9	1	1.9	3	5.6	26	48.1	10	18.5
	2008	53	14	26.4	1	1.9	5	9.4	19	35.8	14	26.4
6	2006	56	15	26.8	0	0.0	4	7.1	23	41.1	14	25.0
	2007	50	9	18.0	0	0.0	3	6.0	27	54.0	11	22.0
	2008	55	14	25.5	0	0.0	3	5.5	27	49.1	11	20.0
EC-6	2006	365	98	26.8	2	0.5	26	7.1	138	37.8	101	27.7
	2007	363	82	22.6	3	0.8	27	7.4	142	39.1	109	30.0
	2008	378	76	20.1	2	0.5	38	10.1	150	39.7	112	29.6

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	26	6	23.1	2	7.7	0	0.0	0	0.0	26	100.0	0.0
	2007	27	7	25.9	0	0.0	1	3.7	0	0.0	27	100.0	0.0
	2008	27	5	18.5	2	7.4	0	0.0	0	0.0	27	100.0	0.0
KN	2006	27	6	22.2	1	3.7	1	3.7	4	14.8	2	7.4	0.0
	2007	27	6	22.2	2	7.4	1	3.7	2	7.4	2	7.4	0.0
	2008	27	6	22.2	1	3.7	0	0.0	3	11.1	1	3.7	0.0
1	2006	49	21	42.9	4	8.2	1	2.0	16	32.7	2	4.1	2.0
	2007	48	20	41.7	6	12.5	2	4.2	12	25.0	3	6.3	0.0
	2008	53	12	22.6	4	7.5	4	7.5	10	18.9	5	9.4	0.0
2	2006	54	15	27.8	6	11.1	4	7.4	27	50.0	2	3.7	0.0
	2007	50	22	44.0	4	8.0	4	8.0	20	40.0	0	0.0	0.0
	2008	58	19	32.8	6	10.3	3	5.2	18	31.0	0	0.0	0.0
3	2006	56	18	32.1	2	3.6	5	8.9	35	62.5	1	1.8	0.0
	2007	55	15	27.3	2	3.6	6	10.9	32	58.2	0	0.0	0.0
	2008	50	20	40.0	7	14.0	2	4.0	23	46.0	0	0.0	0.0
4	2006	44	18	40.9	0	0.0	2	4.5	26	59.1	1	2.3	0.0
	2007	52	16	30.8	0	0.0	4	7.7	29	55.8	1	1.9	0.0
	2008	55	23	41.8	3	5.5	4	7.3	24	43.6	1	1.8	0.0
5	2006	53	23	43.4	0	0.0	4	7.5	28	52.8	0	0.0	0.0
	2007	54	24	44.4	0	0.0	2	3.7	24	44.4	2	3.7	0.0
	2008	53	16	30.2	0	0.0	2	3.8	21	39.6	0	0.0	0.0
6	2006	56	15	26.8	0	0.0	1	1.8	17	30.4	1	1.8	0.0
	2007	50	22	44.0	0	0.0	2	4.0	26	52.0	0	0.0	0.0
	2008	55	27	49.1	0	0.0	1	1.8	23	41.8	0	0.0	0.0
EC-6	2006	365	122	33.4	15	4.1	18	4.9	153	41.9	35	9.6	0.3
	2007	363	132	36.4	14	3.9	22	6.1	145	39.9	35	9.6	0.0
	2008	378	128	33.9	23	6.1	16	4.2	122	32.3	34	9.0	0.0

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	12.8	3,987.7	12.4	97.1	3,815.3	95.7	26	100.0	100.0	26	7,228	100.0	100.0
	2007	13.1	4,117.2	12.7	97.1	3,933.6	95.5	29	100.0	100.0	27	7,436	100.0	100.0
	2008	13.1	4,133.2	12.7	97.0	3,942.7	95.4	27	100.0	100.0	27	7,427	100.0	100.0
KN	2006	26.9	13,725.9	26.0	96.5	13,178.1	96.0	1	3.7	25.7	27	11,822	100.0	86.1
	2007	27.0	13,945.0	26.4	97.6	13,385.6	96.0	0	0.0	24.3	27	12,035	100.0	86.3
	2008	27.0	13,568.1	26.0	96.3	13,004.4	95.8	0	0.0	23.5	27	11,618	100.0	85.6
1	2006	50.1	14,145.9	49.2	98.1	13,632.7	96.4	0	0.0	24.8	49	12,164	97.7	86.0
	2007	48.3	14,353.8	47.4	98.1	13,851.4	96.5	0	0.0	23.2	48	12,437	99.4	86.6
	2008	53.0	14,626.9	51.7	97.6	14,102.7	96.4	1	1.9	21.2	52	12,704	98.2	86.9
2	2006	54.2	13,536.9	52.8	97.5	13,115.8	96.9	3	5.5	22.9	54	11,853	99.7	87.6
	2007	51.3	13,403.8	50.5	98.4	12,978.9	96.8	0	0.0	21.7	50	11,729	97.5	87.5
	2008	58.0	13,708.6	56.6	97.5	13,269.8	96.8	2	3.4	19.7	58	12,043	99.9	87.9
3	2006	55.8	12,948.9	54.6	97.8	12,577.2	97.1	2	3.6	22.8	56	11,376	100.0	87.9
	2007	55.0	12,998.4	53.6	97.5	12,633.3	97.2	0	0.0	21.1	55	11,445	100.0	88.0
	2008	50.0	12,806.9	49.0	98.0	12,425.5	97.0	0	0.0	19.1	50	11,408	99.9	89.1
4	2006	45.3	12,021.0	44.6	98.5	11,684.2	97.2	5	11.0	22.3	44	10,587	97.0	88.1
	2007	53.2	12,104.9	52.1	98.0	11,768.3	97.2	2	3.8	19.7	52	10,683	97.8	88.3
	2008	55.3	12,329.8	54.3	98.2	11,960.3	97.0	0	0.0	19.7	54	10,924	97.6	88.6
5	2006	53.6	12,618.4	52.9	98.8	12,262.2	97.2	4	7.5	22.3	53	11,130	98.9	88.2
	2007	54.0	11,757.0	53.2	98.5	11,426.8	97.2	0	0.0	20.9	54	10,362	100.0	88.1
	2008	53.8	11,874.2	53.0	98.6	11,539.6	97.2	1	1.9	18.8	53	10,608	98.6	89.3
6	2006	56.2	10,821.1	55.0	97.9	10,478.8	96.8	3	5.3	23.6	56	9,467	99.6	87.5
	2007	49.9	11,264.8	49.2	98.6	10,864.3	96.4	1	2.0	21.9	50	9,788	100.0	86.9
	2008	55.3	10,450.4	54.3	98.2	10,060.0	96.3	0	0.0	22.0	55	9,055	99.5	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	355.0	94,351.5	347.7	97.9	91,258.3	96.7	44	12.4	33.1	365	85,992	100.0	91.1
	2007	351.7	94,387.4	345.1	98.1	91,251.6	96.7	32	9.1	31.9	363	86,204	100.0	91.3
	2008	365.5	93,889.2	357.6	97.8	90,666.0	96.6	31	8.5	30.8	376	86,025	100.0	91.6

**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	6	23.1
Hispanic	1	3.8
White	17	65.4
Other	2	7.7

Gender	Number	Percent
Female	21	80.8
Male	5	19.2

<b>TOTAL</b>	<b>26</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2006</b>	6.3
<b>2007</b>	6.5
<b>2008</b>	3.7

NOTE: Statistics are for all of George B. Dealey Montessori (middle and elementary).

**PERCENTAGE MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006	100.0	100.0	100.0	100.0	100.0	*	*		100.0	100.0	100.0	87.7	56
	2007	100.0	100.0	100.0	100.0	100.0	*	100.0		100.0	100.0	100.0	84.6	55
	2008	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	86.2	50
4	2006	100.0	78.6	100.0	83.3	*		*		95.2	91.3	93.2	69.5	44
	2007	100.0	81.3	86.7	81.3	*		*		91.7	89.3	90.4	69.7	52
	2008	92.9	69.2	95.7	82.6	*	*	*		83.3	90.3	87.3	72.1	55
5	2006	100.0	100.0	92.9	95.7	*		75.0		90.5	100.0	96.3	76.9	54
	2007	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	78.3	54
	2008	100.0	100.0	94.7	100.0	*		87.5		96.2	100.0	98.1	82.9	53
6	2006	100.0	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	89.4	56
	2007	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	87.2	50
	2008	100.0	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	87.8	55
3-6	2006	100.0	94.9	97.7	94.6	91.7	*	93.5		96.6	98.4	97.6	80.7	210
	2007	100.0	94.2	97.7	96.1	85.7	*	83.3		97.7	97.6	97.6	79.9	211
	2008	98.1	91.8	97.8	95.3	80.0	100.0	93.8		95.0	97.3	96.2	82.0	213

NUMBER TESTED IN GRADES 3-6													
2006	50	59	86	74	12	2	31	0	87	123	210	42,100	
2007	56	52	87	77	14	2	18	0	88	123	211	41,727	
2008	52	49	92	86	10	10	32	0	100	113	213	41,175	

Shaded cells indicate percentages below 70 percent, the 2008 AEIS reading/ELA minimum for an Academically Acceptable rating.

**NUMBER NOT MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006	0	0	0	0	0	*	*		0	0	0	1,380	56
	2007	0	0	0	0	0	*	0		0	0	0	1,675	55
	2008	0	0	0	0	*	0	0		0	0	0	1,443	50
4	2006	0	3	0	3	*		*		1	2	3	3,190	44
	2007	0	3	2	3	*		*		2	3	5	3,189	52
	2008	1	4	1	4	*	*	*		4	3	7	2,996	55
5	2006	0	0	2	1	*		2		2	0	2	2,584	54
	2007	0	0	0	0	*		*		0	0	0	2,258	54
	2008	0	0	1	0	*		1		1	0	1	1,827	53
6	2006	0	0	0	0	*		0		0	0	0	982	56
	2007	0	0	0	0	*		*		0	0	0	1,269	50
	2008	0	0	0	0	*		0		0	0	0	1,140	55
3-6	2006	0	3	2	4	1	*	2		3	2	5	8,136	210
	2007	0	3	2	3	2	*	3		2	3	5	8,391	211
	2008	1	4	2	4	2	0	2		5	3	8	7,406	213

NUMBER TESTED IN GRADES 3-6													
2006	50	59	86	74	12	2	31	0	87	123	210	42,100	
2007	56	52	87	77	14	2	18	0	88	123	211	41,727	
2008	52	49	92	86	10	10	32	0	100	113	213	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	94.2	96.7	94.0	93.5
	2007	94.3	95.3	93.3	90.2
	2008	93.5	95.1	93.3	88.3
4	2006	86.4	83.2	80.2	78.4
	2007	88.8	87.0	86.0	80.4
	2008	89.5	89.5	87.5	83.8
5	2006	85.2	86.8	86.1	84.3
	2007	88.3	93.8	89.6	84.9
	2008	92.7	95.8	84.2	86.8
6	2006	90.9	88.8	90.2	86.4
	2007	94.5	93.5	89.0	88.8
	2008	94.4	93.9	93.9	91.5
3-6	2006	89.4	89.2	88.1	86.1
	2007	91.5	92.4	89.5	86.1
	2008	92.5	93.5	89.7	87.6

**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	93.8	63.2	58.8	50.0	33.3	*	*		65.4	76.7	71.4	28.0	56
	2007	72.2	46.2	63.2	66.7	33.3	*	16.7		61.9	64.7	63.6	21.3	55
	2008	76.9	62.5	52.2	50.0	*	28.6	30.8		56.0	68.0	62.0	21.5	50
4	2006	25.0	7.1	16.7	5.6	*		*		9.5	21.7	15.9	10.0	44
	2007	52.9	31.3	26.7	25.0	*		*		20.8	53.6	38.5	16.6	52
	2008	64.3	15.4	43.5	30.4	*	*	*		41.7	35.5	38.2	14.4	55
5	2006	16.7	36.4	32.1	39.1	*		0.0		28.6	30.3	29.6	10.8	54
	2007	60.0	21.4	46.2	29.2	*		*		41.7	46.7	44.4	13.1	54
	2008	71.4	35.7	42.1	37.5	*		12.5		46.2	63.0	54.7	16.5	53
6	2006	78.6	46.7	47.8	53.3	*		27.8		57.9	54.1	55.4	28.7	56
	2007	90.9	55.6	77.8	68.2	*		*		68.4	80.6	76.0	37.4	50
	2008	90.9	64.3	96.3	85.2	*		33.3		88.0	86.7	87.3	33.8	55
3-6	2006	60.0	40.7	38.4	36.5	25.0	*	16.1		41.4	47.2	44.8	19.1	210
	2007	67.9	36.5	56.3	46.8	35.7	*	16.7		46.6	61.8	55.5	21.9	211
	2008	75.0	42.9	60.9	53.5	30.0	20.0	21.9		58.0	62.8	60.6	21.1	213

NUMBER TESTED IN GRADES 3-6													
2006	50	59	86	74	12	2	31	0	87	123	210	42,100	
2007	56	52	87	77	14	2	18	0	88	123	211	41,727	
2008	52	49	92	86	10	10	32	0	100	113	213	41,175	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2008.

**PERCENTAGE MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006	100.0	84.2	94.1	83.3	66.7	*	*		96.2	90.0	92.9	74.9	56
	2007	100.0	84.6	100.0	100.0	83.3	*	66.7		100.0	94.1	96.4	70.3	55
	2008	100.0	100.0	95.7	95.0	*	100.0	92.3		100.0	96.0	98.0	76.6	50
4	2006	100.0	85.7	100.0	88.9	*		*		100.0	91.3	95.5	74.0	44
	2007	100.0	81.3	86.7	87.5	*		*		95.8	85.7	90.4	75.7	52
	2008	92.9	84.6	95.7	95.7	*	*	*		95.8	90.3	92.7	77.9	55
5	2006	100.0	100.0	96.4	95.7	*		87.5		95.2	100.0	98.1	82.2	53
	2007	100.0	92.9	100.0	95.8	*		*		100.0	93.3	96.3	82.9	54
	2008	100.0	92.9	94.7	87.5	*		75.0		96.2	96.3	96.2	84.0	53
6	2006	92.9	93.3	87.0	86.7	*		77.8		89.5	91.9	91.1	77.2	56
	2007	100.0	88.9	88.9	90.9	*		*		84.2	96.8	92.0	70.0	50
	2008	100.0	78.6	96.3	85.2	*		50.0		96.0	90.0	92.7	73.8	55
3-6	2006	98.0	89.8	94.2	89.2	75.0	*	83.9		95.4	93.4	94.3	77.1	209
	2007	100.0	86.5	94.3	93.5	71.4	*	66.7		95.5	92.7	93.8	74.7	211
	2008	98.1	87.8	95.7	90.7	60.0	100.0	78.1		97.0	92.9	94.8	78.2	213

NUMBER TESTED IN GRADES 3-6													
2006	49	59	86	74	12	2	31	0	87	122	209	42,448	
2007	56	52	87	77	14	2	18	0	88	123	211	42,324	
2008	52	49	92	86	10	10	32	0	100	113	213	42,082	

Cells containing passing percentages below the 2007-08 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	0	3	1	3	2	*	*		1	3	4	2,820	56
	2007	0	2	0	0	1	*	2		0	2	2	3,303	55
	2008	0	0	1	1	*	0	1		0	1	1	2,542	50
4	2006	0	2	0	2	*		*		0	2	2	2,765	44
	2007	0	3	2	2	*		*		1	4	5	2,604	52
	2008	1	2	1	1	*	*	*		1	3	4	2,436	55
5	2006	0	0	1	1	*		1		1	0	1	1,997	53
	2007	0	1	0	1	*		*		0	2	2	1,785	54
	2008	0	1	1	2	*		2		1	1	2	1,730	53
6	2006	1	1	3	2	*		4		2	3	5	2,140	56
	2007	0	1	3	2	*		*		3	1	4	3,012	50
	2008	0	3	1	4	*		3		1	3	4	2,460	55
3-6	2006	1	6	5	8	3	*	5		4	8	12	9,722	209
	2007	0	7	5	5	4	*	6		4	9	13	10,704	211
	2008	1	6	4	8	4	0	7		3	8	11	9,168	213

NUMBER TESTED IN GRADES 3-6													
2006	49	59	86	74	12	2	31	0	87	122	209	42,448	
2007	56	52	87	77	14	2	18	0	88	123	211	42,324	
2008	52	49	92	86	10	10	32	0	100	113	213	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	89.5	86.3	88.4	85.1	88.8	80.4
	2007	89.8	91.2	91.2	87.9	91.4	82.5
	2008	93.0	92.7	88.7	90.7	96.5	82.8
4	2006	89.0	89.6	85.2	81.8	86.4	85.5
	2007	84.3	87.6	79.2	82.4	81.7	87.0
	2008	88.6	85.5	75.8	85.5	90.0	88.6
5	2006	89.4	85.2	88.9	89.5	85.4	88.4
	2007	90.1	86.0	91.0	88.4	86.1	90.7
	2008	89.5	88.4	91.9	90.8	87.7	91.3
6	2006	80.9	82.9	87.5	76.1	81.0	87.9
	2007	81.6	78.9	89.1	84.4	80.7	90.2
	2008	88.7	87.7	90.1	86.2	89.1	90.3
3-6	2006	87.1	85.8	87.6	83.1	85.3	85.5
	2007	86.6	86.1	87.7	85.8	85.1	87.6
	2008	89.9	88.5	86.5	88.2	90.7	88.3

**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	56.3	26.3	52.9	27.8	16.7	*	*		46.2	46.7	46.4	22.3	56
	2007	66.7	15.4	31.6	33.3	0.0	*	16.7		42.9	41.2	41.8	19.2	55
	2008	69.2	50.0	39.1	45.0	*	71.4	46.2		60.0	44.0	52.0	26.3	50
4	2006	50.0	21.4	44.4	33.3	*		*		47.6	30.4	38.6	22.1	44
	2007	47.1	18.8	33.3	25.0	*		*		41.7	32.1	36.5	22.6	52
	2008	50.0	23.1	43.5	30.4	*	*	*		50.0	29.0	38.2	23.8	55
5	2006	72.7	27.3	46.4	52.2	*		0.0		47.6	53.1	50.9	29.9	53
	2007	60.0	42.9	65.4	58.3	*		*		54.2	63.3	59.3	29.3	54
	2008	71.4	57.1	68.4	68.8	*		25.0		69.2	66.7	67.9	31.9	53
6	2006	71.4	26.7	34.8	40.0	*		5.6		63.2	35.1	44.6	28.6	56
	2007	54.5	33.3	44.4	54.5	*		*		42.1	51.6	48.0	26.5	50
	2008	81.8	50.0	70.4	59.3	*		0.0		68.0	70.0	69.1	31.0	55
3-6	2006	63.3	25.4	44.2	39.2	25.0	*	6.5		50.6	41.8	45.5	25.7	209
	2007	57.1	26.9	46.0	45.5	14.3	*	5.6		45.5	47.2	46.4	24.3	211
	2008	67.3	44.9	55.4	50.0	20.0	50.0	25.0		62.0	52.2	56.8	28.1	213


NUMBER TESTED IN GRADES 3-6													
2006	49	59	86	74	12	2	31	0	87	122	209	42,448	
2007	56	52	87	77	14	2	18	0	88	123	211	42,324	
2008	52	49	92	86	10	10	32	0	100	113	213	42,082	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2008.

**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	87.5	92.9	100.0	94.4	*		*		95.2	95.7	95.5	84.2	44
	2007	94.4	86.7	93.3	87.5	*		*		91.7	92.9	92.3	86.5	52
	2008	100.0	92.3	95.7	95.7	*	*	*		95.8	96.7	96.3	87.4	54

NUMBER TESTED IN GRADE 4													
2006	8	14	18	18	2	0	3	0	21	23	44	10,311	
2007	18	15	15	16	4	0	3	0	24	28	52	10,408	
2008	13	13	23	23	4	3	5	0	24	30	54	10,658	

 Shaded cells indicate percentages below 70 percent, the 2008 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	1	0	1	*		*		1	1	2	1,631	44
	2007	1	2	1	2	*		*		2	2	4	1,408	52
	2008	0	1	1	1	*	*	*		1	1	2	1,348	54

NUMBER TESTED IN GRADE 4													
2006	8	14	18	18	2	0	3	0	21	23	44	10,311	
2007	18	15	15	16	4	0	3	0	24	28	52	10,408	
2008	13	13	23	23	4	3	5	0	24	30	54	10,658	


## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2006	2.2	96.0	88.4	94.6	92.9
	2007	2.3	93.3	84.4	93.5	92.1
	2008	2.4	92.1	89.6	92.8	89.4

**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)
4	2006	25.0	21.4	11.1	11.1	*		*		0.0	30.4	15.9	10.9	44
	2007	44.4	13.3	26.7	12.5	*		*		20.8	42.9	32.7	18.2	52
	2008	53.8	23.1	34.8	26.1	*	*	*		33.3	36.7	35.2	21.4	54

NUMBER TESTED IN GRADE 4													
2006	8	14	18	18	2	0	3	0	21	23	44	10,311	
2007	18	15	15	16	4	0	3	0	24	28	52	10,408	
2008	13	13	23	23	4	3	5	0	24	30	54	10,658	

 Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2008.

**PERCENTAGE MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2006	100.0	81.8	89.3	91.3	*		75.0		90.5	90.6	90.6	62.1	53
	2007	90.0	78.6	96.2	83.3	*		*		91.7	86.7	88.9	62.3	54
	2008	100.0	100.0	94.7	93.8	*		87.5		96.2	100.0	98.1	71.9	53

NUMBER TESTED IN GRADE 5													
2006	11	11	28	23	3	0	8	0	21	32	53	11,045	
2007	10	14	26	24	2	0	4	0	24	30	54	10,296	
2008	14	14	19	16	3	0	8	0	26	27	53	10,686	

 Shaded cells indicate percentages below 50 percent, the 2008 AEIS science minimum for an Academically Acceptable rating.

**NUMBER NOT MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2006	0	2	3	2	*		2		2	3	5	4,185	53
	2007	1	3	1	4	*		*		2	4	6	3,881	54
	2008	0	0	1	1	*		1		1	0	1	3,005	53

NUMBER TESTED IN GRADE 5													
2006	11	11	28	23	3	0	8	0	21	32	53	11,045	
2007	10	14	26	24	2	0	4	0	24	30	54	10,296	
2008	14	14	19	16	3	0	8	0	26	27	53	10,686	

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE**

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	92.9	89.1	84.7	78.0
	2007	91.0	90.1	87.2	75.5
	2008	95.2	93.7	91.6	79.5

**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)
5	2006	27.3	54.5	32.1	34.8	*		25.0		33.3	34.4	34.0	14.4	53
	2007	70.0	21.4	46.2	37.5	*		*		58.3	33.3	44.4	18.0	54
	2008	85.7	21.4	47.4	37.5	*		12.5		46.2	63.0	54.7	24.8	53

NUMBER TESTED IN GRADE 5													
2006	11	11	28	23	3	0	8	0	21	32	53	11,045	
2007	10	14	26	24	2	0	4	0	24	30	54	10,296	
2008	14	14	19	16	3	0	8	0	26	27	53	10,686	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2008.

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	*	96.2	96.3	69.9	27
	2007	*	92.0	88.9	46.9	27
	2008	*	100.0	100.0	57.6	27
1	2006	*	84.8	81.6	54.1	38
	2007	100.0	90.0	91.7	51.4	48
	2008	*	91.8	90.6	50.2	53
2	2006	83.3	93.6	92.5	49.2	53
	2007	61.5	91.9	84.0	44.5	50
	2008	75.0	97.8	93.1	50.2	58
1-2	2006	72.7	90.0	87.9	51.4	91
	2007	76.2	90.9	87.8	47.6	98
	2008	75.0	94.7	91.9	50.2	111

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	96.2	96.3	68.7	27
	2007	*	88.0	88.9	44.3	27
	2008	*	92.3	92.6	44.9	27
1	2006	*	88.6	87.8	60.7	49
	2007	75.0	87.5	85.4	48.8	48
	2008	*	93.9	92.5	55.5	53
2	2006	83.3	95.8	94.4	63.1	54
	2007	76.9	97.3	92.0	55.6	50
	2008	50.0	97.8	87.9	57.5	58
K-2	2006	83.3	93.2	92.3	63.9	130
	2007	78.3	91.2	88.8	49.1	125
	2008	58.8	95.0	90.6	52.7	138

Number Tested	2006	12	106	118	27,596	
	2007	23	102	125	24,696	
	2008	17	121	138	21,817	

Number Tested	2006	12	118	130	28,201	
	2007	23	102	125	34,441	
	2008	17	121	138	41,070	

Numbers tested in READING for 2006 and 2007 may not match those reported in campus data packets published in the last two years. Previous totals did not consistently include students in Kindergarten, though documentation included with the reports indicated otherwise.

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2006	100.0	100.0	88.9	83.3	*	*	*		*	95.7	96.3	69.9	27
	2007	90.9	87.5	83.3	83.3	*	*	*		100.0	82.4	88.9	46.9	27
	2008	100.0	*	*	100.0		*	*		100.0	100.0	100.0	57.6	27
1	2006	100.0	85.7	64.7	73.7		*	*		83.3	80.0	81.6	54.1	38
	2007	100.0	85.7	87.5	90.0	*	100.0	100.0		94.1	90.3	91.7	51.4	48
	2008	95.0	100.0	76.5	83.3	*	*	*		100.0	86.5	90.6	50.2	53
2	2006	100.0	76.9	94.4	86.7	*	83.3	83.3		95.2	90.6	92.5	49.2	53
	2007	92.9	60.0	85.7	77.3	*	*	61.5		90.5	79.3	84.0	44.5	50
	2008	100.0	87.5	89.7	78.9	*	83.3	75.0		88.9	95.0	93.1	50.2	58
1-2	2006	100.0	80.0	80.0	79.4	*	80.0	72.7		89.7	86.5	87.9	51.4	91
	2007	96.4	70.6	86.7	83.3	100.0	90.0	76.2		92.1	85.0	87.8	47.6	98
	2008	97.3	94.4	84.8	80.6	85.7	80.0	75.0		94.1	90.9	91.9	50.2	111

Number Tested	2006	36	27	44	40	5	11	12	0	43	75	118	27,596
	2007	39	25	51	48	7	12	23	0	48	77	125	24,696
	2008	51	22	51	37	7	11	17	0	45	93	138	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	8	4	6	3	*	*	*		*	16	19	1,856	27
	2007	9	4	3	4	*	*	*		7	10	17	1,245	27
	2008	13	*	*	5		*	*		11	13	24	1,687	27
1	2006	8	4	5	9		*	*		14	6	20	1,786	38
	2007	11	4	8	9	*	3	3		9	17	26	1,458	48
	2008	16	7	3	4	*	*	*		14	17	31	1,555	53
2	2006	11	6	2	2	*	1	1		6	15	21	1,340	53
	2007	12	2	5	5	*	*	0		11	12	23	896	50
	2008	11	3	14	9	*	2	2		8	24	32	1,065	58
1-2	2006	19	10	7	11	*	1	1		20	21	41	3,126	91
	2007	23	6	13	14	3	3	3		20	29	49	2,355	98
	2008	27	10	17	13	4	2	2		22	41	63	2,620	111
Number Tested	2006	36	27	44	40	5	11	12	0	43	75	118	27,596	
	2007	39	25	51	48	7	12	23	0	48	77	125	24,696	
	2008	51	22	51	37	7	11	17	0	45	93	138	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	100.0	85.7	100.0	83.3	*	*	*		*	95.7	96.3	68.7	27
	2007	90.9	75.0	100.0	100.0	*	*	*		100.0	82.4	88.9	44.3	27
	2008	92.9	*	*	83.3		*	*		100.0	87.5	92.6	44.9	27
1	2006	100.0	81.8	80.0	85.7	*	*	*		95.8	80.0	87.8	60.7	49
	2007	92.9	85.7	79.2	90.0	*	66.7	75.0		94.1	80.6	85.4	48.8	48
	2008	95.0	90.0	88.2	91.7	*	*	*		100.0	89.2	92.5	55.5	53
2	2006	100.0	85.7	94.4	93.3	*	83.3	83.3		95.5	93.8	94.4	63.1	54
	2007	100.0	80.0	90.5	86.4	*	*	76.9		95.2	89.7	92.0	55.6	50
	2008	88.2	87.5	86.2	89.5	*	66.7	50.0		94.4	85.0	87.9	57.5	58
K-2	2006	100.0	84.4	89.4	88.1	100.0	90.9	83.3		96.0	90.0	92.3	63.9	130
	2007	94.9	80.0	86.3	89.6	100.0	83.3	78.3		95.8	84.4	88.8	49.1	125
	2008	92.2	90.9	86.3	89.2	100.0	72.7	58.8		97.8	87.1	90.6	52.7	138

Number Tested	2006	40	32	47	42	6	11	12	0	50	80	130	28,201
	2007	39	25	51	48	7	12	23	0	48	77	125	34,441
	2008	51	22	51	37	7	11	17	0	45	93	138	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	8	6	6	5	*	*	*		*	18	22	2,491	27
	2007	9	5	3	4	*	*	*		8	10	18	2,583	27
	2008	13	*	*	4		*	*		10	13	23	2,788	27
1	2006	12	4	8	8	*	*	*		17	11	28	2,111	49
	2007	8	2	7	6	*	1	2		9	11	20	1,769	48
	2008	15	4	5	3	*	*	*		10	17	27	2,800	53
2	2006	16	7	9	6	*	0	0		16	19	35	2,575	54
	2007	10	6	10	11	*	*	3		13	18	31	2,098	50
	2008	13	3	15	10	*	2	2		12	23	35	2,912	58
K-2	2006	36	17	23	19	5	3	3		37	48	85	7,177	130
	2007	27	13	20	21	7	4	6		30	39	69	6,450	125
	2008	41	10	23	17	5	3	3		32	53	85	8,500	138
Number Tested	2006	40	32	47	42	6	11	12	0	50	80	130	28,201	
	2007	39	25	51	48	7	12	23	0	48	77	125	34,441	
	2008	51	22	51	37	7	11	17	0	45	93	138	41,070	

PERFORMANCE IN 2008

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2008 Level	N	%	N	%	N	%	N	%	N	%
2 (6)	Beginning	0	0.0	0	0.0	0	0.0	1	16.7	1	16.7
	Intermediate	1	16.7	1	16.7	2	33.3	0	0.0	0	0.0
	Advanced	3	50.0	3	50.0	3	50.0	2	33.3	2	33.3
	Advanced High	2	33.3	2	33.3	1	16.7	3	50.0	3	50.0
3 (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	14.3	2	28.6	1	14.3	0	0.0	0	0.0
	Advanced	2	28.6	2	28.6	3	42.9	1	14.3	1	14.3
	Advanced High	4	57.1	3	42.9	3	42.9	6	85.7	6	85.7
ALL (21)	Beginning	0	0.0	0	0.0	0	0.0	1	4.8	1	4.8
	Intermediate	5	23.8	7	33.3	8	38.1	3	14.3	3	14.3
	Advanced	7	33.3	7	33.3	9	42.9	5	23.8	6	28.6
	Advanced High	9	42.9	7	33.3	4	19.0	12	57.1	11	52.4

PROGRESSION FROM  
2007 TO 2008

Number Rated Both Years N (%) Progressed	2008 Level	2007 Level			
		Beg	Int	Adv	Adv High
6 4 (66.7%)	Beginning	1			
	Intermediate	0	0		
	Advanced	1	0	1	
	Advanced High	0	1	2	
7 6 (85.7%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	6	
20 13 (65.0%)	Beginning	1			
	Intermediate	1	2		
	Advanced	1	0	4	
	Advanced High	1	1	9	

 Indicates students who progressed at least one level from 2007 to 2008.