

2007-08

Special
Reports on
Ppupil
Achievement

JOHN QUINCY ADAMS

School Number 101

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



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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. TAKS-M (Modified) pages have been added to this document.

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.

TAKS-M (Modified)

- 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	77
KN	83
1	109
2	105
3	83
4	100
5	93
ALL	650

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	73	11.2	5	11.6
American Indian	0	0.0	*	*
Asian	1	0.2	*	*
Hispanic	567	87.2	20	46.5
White	9	1.4	17	39.5
Other	**	**	1	2.3

*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	615	94.6
Limited English proficient students	380	58.5
Special education students	37	5.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	86	8	9.3	0	0.0	0	0.0	78	90.7	0	0.0
	2007	87	12	13.8	0	0.0	0	0.0	75	86.2	0	0.0
	2008	77	4	5.2	0	0.0	1	1.3	72	93.5	0	0.0
KN	2006	132	14	10.6	0	0.0	1	0.8	115	87.1	2	1.5
	2007	101	10	9.9	0	0.0	0	0.0	90	89.1	1	1.0
	2008	83	15	18.1	0	0.0	0	0.0	68	81.9	0	0.0
1	2006	129	7	5.4	1	0.8	1	0.8	119	92.2	1	0.8
	2007	123	19	15.4	0	0.0	0	0.0	102	82.9	2	1.6
	2008	109	14	12.8	0	0.0	0	0.0	94	86.2	1	0.9
2	2006	137	13	9.5	0	0.0	0	0.0	118	86.1	6	4.4
	2007	86	9	10.5	0	0.0	0	0.0	76	88.4	1	1.2
	2008	105	11	10.5	0	0.0	0	0.0	93	88.6	1	1.0
3	2006	124	4	3.2	0	0.0	0	0.0	116	93.5	4	3.2
	2007	101	13	12.9	0	0.0	0	0.0	84	83.2	4	4.0
	2008	83	8	9.6	0	0.0	0	0.0	74	89.2	1	1.2
4	2006	110	11	10.0	0	0.0	0	0.0	96	87.3	3	2.7
	2007	92	9	9.8	0	0.0	0	0.0	82	89.1	1	1.1
	2008	100	10	10.0	0	0.0	0	0.0	85	85.0	5	5.0
5	2006	120	14	11.7	0	0.0	0	0.0	104	86.7	2	1.7
	2007	85	12	14.1	0	0.0	0	0.0	70	82.4	3	3.5
	2008	93	11	11.8	0	0.0	0	0.0	81	87.1	1	1.1
EC-5	2006	838	71	8.5	1	0.1	2	0.2	746	89.0	18	2.1
	2007	675	84	12.4	0	0.0	0	0.0	579	85.8	12	1.8
	2008	650	73	11.2	0	0.0	1	0.2	567	87.2	9	1.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	86	86	100.0	66	76.7	0	0.0	0	0.0	85	98.8	1.2
	2007	87	85	97.7	67	77.0	1	1.1	0	0.0	87	100.0	0.0
	2008	77	73	94.8	63	81.8	0	0.0	0	0.0	77	100.0	0.0
KN	2006	132	127	96.2	94	71.2	0	0.0	0	0.0	56	42.4	0.0
	2007	101	90	89.1	68	67.3	2	2.0	2	2.0	43	42.6	4.0
	2008	83	79	95.2	55	66.3	0	0.0	2	2.4	28	33.7	0.0
1	2006	129	125	96.9	85	65.9	0	0.0	4	3.1	15	11.6	3.1
	2007	123	116	94.3	81	65.9	3	2.4	4	3.3	16	13.0	4.1
	2008	109	104	95.4	69	63.3	6	5.5	6	5.5	9	8.3	2.8
2	2006	137	127	92.7	83	60.6	8	5.8	10	7.3	7	5.1	0.7
	2007	86	84	97.7	52	60.5	2	2.3	8	9.3	5	5.8	2.3
	2008	105	99	94.3	72	68.6	5	4.8	7	6.7	5	4.8	1.9
3	2006	124	117	94.4	83	66.9	7	5.6	14	11.3	7	5.6	8.9
	2007	101	92	91.1	56	55.4	6	5.9	11	10.9	4	4.0	3.0
	2008	83	79	95.2	52	62.7	5	6.0	10	12.0	3	3.6	3.6
4	2006	110	102	92.7	28	25.5	12	10.9	13	11.8	8	7.3	1.8
	2007	92	87	94.6	36	39.1	10	10.9	16	17.4	2	2.2	0.0
	2008	100	91	91.0	38	38.0	10	10.0	12	12.0	9	9.0	3.0
5	2006	120	109	90.8	22	18.3	15	12.5	15	12.5	9	7.5	6.7
	2007	85	78	91.8	19	22.4	10	11.8	11	12.9	4	4.7	5.9
	2008	93	90	96.8	31	33.3	11	11.8	19	20.4	6	6.5	4.3
EC-5	2006	838	793	94.6	461	55.0	42	5.0	56	6.7	187	22.3	3.2
	2007	675	632	93.6	379	56.1	34	5.0	52	7.7	161	23.9	2.8
	2008	650	615	94.6	380	58.5	37	5.7	56	8.6	137	21.1	2.3

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	41.1	3,987.7	39.8	97.0	3,815.3	95.7	99	100.0	100.0	79	7,228	100.0	100.0
	2007	41.8	4,117.2	40.6	97.1	3,933.6	95.5	102	100.0	100.0	81	7,436	100.0	100.0
	2008	38.3	4,133.2	36.7	95.8	3,942.7	95.4	104	100.0	100.0	69	7,427	100.0	100.0
KN	2006	132.4	13,725.9	127.6	96.4	13,178.1	96.0	16	12.1	25.7	121	11,822	91.4	86.1
	2007	101.5	13,945.0	98.0	96.6	13,385.6	96.0	24	23.6	24.3	89	12,035	87.7	86.3
	2008	82.3	13,568.1	79.9	97.1	13,004.4	95.8	15	18.2	23.5	78	11,618	94.8	85.6
1	2006	126.0	14,145.9	121.9	96.8	13,632.7	96.4	22	17.5	24.8	114	12,164	90.5	86.0
	2007	119.3	14,353.8	115.3	96.7	13,851.4	96.5	25	21.0	23.2	107	12,437	89.7	86.6
	2008	107.7	14,626.9	104.6	97.1	14,102.7	96.4	19	17.6	21.2	99	12,704	91.9	86.9
2	2006	137.0	13,536.9	133.0	97.1	13,115.8	96.9	28	20.4	22.9	121	11,853	88.3	87.6
	2007	87.9	13,403.8	85.3	97.1	12,978.9	96.8	11	12.5	21.7	80	11,729	91.1	87.5
	2008	106.1	13,708.6	103.0	97.1	13,269.8	96.8	13	12.3	19.7	100	12,043	94.3	87.9
3	2006	122.7	12,948.9	119.1	97.1	12,577.2	97.1	21	17.1	22.8	112	11,376	91.3	87.9
	2007	102.0	12,998.4	99.3	97.3	12,633.3	97.2	14	13.7	21.1	93	11,445	91.2	88.0
	2008	85.1	12,806.9	82.7	97.2	12,425.5	97.0	15	17.6	19.1	76	11,408	89.3	89.1
4	2006	112.4	12,021.0	109.4	97.3	11,684.2	97.2	12	10.7	22.3	103	10,587	91.6	88.1
	2007	90.0	12,104.9	87.6	97.3	11,768.3	97.2	14	15.6	19.7	83	10,683	92.2	88.3
	2008	97.0	12,329.8	94.1	97.1	11,960.3	97.0	20	20.6	19.7	87	10,924	89.7	88.6
5	2006	119.1	12,618.4	115.8	97.2	12,262.2	97.2	15	12.6	22.3	112	11,130	94.0	88.2
	2007	89.5	11,757.0	86.4	96.5	11,426.8	97.2	7	7.8	20.9	83	10,362	92.8	88.1
	2008	90.1	11,874.2	87.8	97.4	11,539.6	97.2	21	23.3	18.8	82	10,608	91.0	89.3
EC-5	2006	790.7	83,530.4	766.6	97.0	80,779.5	96.7	213	26.9	34.4	762	76,525	96.4	91.6
	2007	632.0	83,122.6	612.5	96.9	80,387.4	96.7	197	31.2	33.3	616	76,416	97.5	91.9
	2008	606.5	83,438.7	588.8	97.1	80,606.0	96.6	207	34.1	31.9	591	76,970	97.4	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	5	11.6
Hispanic	20	46.5
White	17	39.5
Other	1	2.3

Gender	Number	Percent
Female	34	79.1
Male	9	20.9

TOTAL	43
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AVERAGE NUMBER OF ABSENCES

2006	5.9
2007	5.0
2008	4.1

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	*	*	80.0	77.6		69.8	69.6		75.0	82.9	79.0	87.7	81
	2007	*	92.3	85.7	85.7	*	76.2	80.0		93.3	82.9	87.7	84.6	65
	2008	*	100.0	81.6	86.0		85.0	81.6		85.0	85.2	85.1	86.2	47
4	2006	*	87.5	58.1	57.8		26.9	45.6		57.7	62.2	59.8	69.5	97
	2007		71.4	79.0	77.6		64.7	65.4		90.9	66.7	78.3	69.7	69
	2008	*	44.4	75.0	71.4	*	66.7	62.5		61.8	81.6	72.2	72.1	72
5	2006	*	41.7	52.1	50.5	42.9	5.9	31.0		53.4	47.1	50.5	76.9	109
	2007	*	62.5	75.8	75.0		50.0	61.7		68.3	81.3	74.0	78.3	73
	2008	*	83.3	93.8	91.4	*	78.6	82.8		90.2	93.3	91.5	82.9	71
3-5	2006	50.0	58.3	62.3	60.7	42.9	44.2	46.0		60.7	62.8	61.7	78.2	287
	2007	83.3	78.6	79.8	79.1	*	65.4	69.0		82.7	76.7	79.7	77.6	207
	2008	*	73.9	84.0	83.0	*	77.6	75.8		78.9	86.3	82.6	80.3	190

NUMBER TESTED IN GRADES 3-5													
2006	6	24	257	267	7	86	174	0	150	137	287	32,875	
2007	6	28	173	191	1	52	113	0	104	103	207	31,814	
2008	5	23	162	176	4	49	99	0	95	95	190	31,840	

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	*	*	15	17		13	14		10	7	17	1,380	81
	2007	*	1	7	8	*	5	8		2	6	8	1,675	65
	2008	*	0	7	6		3	7		3	4	7	1,443	47
4	2006	*	1	36	38		19	31		22	17	39	3,190	97
	2007		2	13	15		6	9		3	12	15	3,189	69
	2008	*	5	15	18	*	5	12		13	7	20	2,996	72
5	2006	*	7	46	50	4	16	49		27	27	54	2,584	109
	2007	*	3	15	17		7	18		13	6	19	2,258	73
	2008	*	1	4	6	*	3	5		4	2	6	1,827	71
3-5	2006	3	10	97	105	4	48	94		59	51	110	7,154	287
	2007	1	6	35	40	*	18	35		18	24	42	7,122	207
	2008	*	6	26	30	*	11	24		20	13	33	6,266	190

NUMBER TESTED IN GRADES 3-5													
2006	6	24	257	267	7	86	174	0	150	137	287	32,875	
2007	6	28	173	191	1	52	113	0	104	103	207	31,814	
2008	5	23	162	176	4	49	99	0	95	95	190	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	72.8	80.4	74.1	74.4
	2007	80.5	85.3	78.7	75.0
	2008	76.0	81.2	83.0	74.2
4	2006	72.3	68.4	65.2	64.4
	2007	78.8	77.5	70.0	72.9
	2008	78.1	75.9	78.6	74.3
5	2006	64.8	67.5	64.6	62.0
	2007	72.5	76.9	77.9	70.4
	2008	80.9	85.9	80.8	79.6
3-5	2006	69.6	71.5	67.5	66.3
	2007	77.1	79.7	75.5	72.7
	2008	78.6	80.9	80.5	76.3

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	*	*	22.7	21.1		9.3	10.9		22.5	24.4	23.5	28.0	81
	2007	*	15.4	32.7	25.0	*	28.6	15.0		30.0	28.6	29.2	21.3	65
	2008	*	12.5	15.8	14.0		20.0	10.5		5.0	25.9	17.0	21.5	47
4	2006	*	0.0	5.8	4.4		0.0	1.8		5.8	4.4	5.2	10.0	97
	2007		28.6	16.1	16.4		11.8	11.5		15.2	19.4	17.4	16.6	69
	2008	*	0.0	11.7	11.1	*	20.0	9.4		14.7	10.5	12.5	14.4	72
5	2006	*	0.0	4.2	2.0	0.0	0.0	0.0		0.0	7.8	3.7	10.8	109
	2007	*	25.0	9.7	10.3		7.1	2.1		9.8	12.5	11.0	13.1	73
	2008	*	16.7	20.3	18.6	*	0.0	3.4		17.1	23.3	19.7	16.5	71
3-5	2006	16.7	4.2	10.1	8.2	0.0	4.7	3.4		8.0	11.7	9.8	16.4	287
	2007	16.7	21.4	18.5	16.8	*	17.3	8.8		17.3	20.4	18.8	17.1	207
	2008	*	8.7	16.0	14.8	*	14.3	8.1		13.7	18.9	16.3	17.4	190

NUMBER TESTED IN GRADES 3-5													
2006	6	24	257	267	7	86	174	0	150	137	287	32,875	
2007	6	28	173	191	1	52	113	0	104	103	207	31,814	
2008	5	23	162	176	4	49	99	0	95	95	190	31,840	

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	*	*	61.8	60.5		45.5	43.8		61.5	62.8	62.2	74.9	82
	2007	*	69.2	69.4	67.9	*	61.9	57.5		70.0	71.4	70.8	70.3	65
	2008	*	62.5	76.3	72.1		85.0	68.4		80.0	66.7	72.3	76.6	47
4	2006	*	37.5	51.1	47.8		29.6	30.5		49.1	47.8	48.5	74.0	99
	2007		85.7	81.0	80.9		50.0	59.3		85.3	77.8	81.4	75.7	70
	2008	*	88.9	86.9	87.5	*	93.3	87.5		88.6	86.8	87.7	77.9	73
5	2006	*	63.6	55.8	56.6	33.3	12.5	40.6		60.7	52.9	57.0	82.2	107
	2007	*	75.0	75.8	76.5		64.3	61.7		78.0	71.9	75.3	82.9	73
	2008	*	71.4	95.3	93.0	*	85.7	82.1		90.2	96.8	93.1	84.0	72
3-5	2006	50.0	52.2	56.0	54.7	33.3	34.5	38.1		56.8	54.3	55.6	77.1	288
	2007	83.3	75.0	75.9	75.5	*	58.5	59.6		78.1	73.8	76.0	76.2	208
	2008	*	75.0	87.7	86.0	*	87.8	78.6		87.5	84.4	85.9	79.5	192

NUMBER TESTED IN GRADES 3-5													
2006	6	23	259	267	6	87	176	0	148	140	288	33,063	
2007	6	28	174	192	1	53	114	0	105	103	208	32,298	
2008	5	24	163	178	3	49	98	0	96	96	192	32,696	

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	*	*	29	30		24	27		15	16	31	2,820	82
	2007	*	4	15	18	*	8	17		9	10	19	3,303	65
	2008	*	3	9	12		3	12		4	9	13	2,542	47
4	2006	*	5	43	48		19	41		27	24	51	2,765	99
	2007		1	12	13		9	11		5	8	13	2,604	70
	2008	*	1	8	8	*	1	4		4	5	9	2,436	73
5	2006	*	4	42	43	4	14	41		22	24	46	1,997	107
	2007	*	2	15	16		5	18		9	9	18	1,785	73
	2008	*	2	3	5	*	2	5		4	1	5	1,730	72
3-5	2006	3	11	114	121	4	57	109		64	64	128	7,582	288
	2007	1	7	42	47	*	22	46		23	27	50	7,692	208
	2008	*	6	20	25	*	6	21		12	15	27	6,708	192

NUMBER TESTED IN GRADES 3-5													
2006	6	23	259	267	6	87	176	0	148	140	288	33,063	
2007	6	28	174	192	1	53	114	0	105	103	208	32,298	
2008	5	24	163	178	3	49	98	0	96	96	192	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	72.9	74.2	77.2	73.4	80.5	57.9
	2007	77.8	81.0	80.3	76.4	80.8	62.5
	2008	77.4	78.0	86.2	79.1	80.3	59.8
4	2006	73.5	70.9	74.2	55.1	64.1	53.8
	2007	85.7	82.9	81.9	76.7	77.9	76.8
	2008	83.7	84.1	83.3	79.7	82.2	73.8
5	2006	69.8	56.7	75.0	65.4	72.4	59.7
	2007	79.3	73.0	76.9	67.3	71.9	73.5
	2008	85.2	82.7	89.5	86.3	85.4	80.4
3-5	2006	72.0	66.6	75.4	64.1	71.9	57.2
	2007	81.0	78.8	79.6	73.3	76.7	71.2
	2008	82.7	82.1	86.3	82.0	82.9	72.9

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	*	*	25.0	26.3		15.9	16.7		25.6	25.6	25.6	22.3	82
	2007	*	7.7	20.4	17.9	*	28.6	17.5		23.3	17.1	20.0	19.2	65
	2008	*	12.5	26.3	20.9		35.0	21.1		20.0	25.9	23.4	26.3	47
4	2006	*	12.5	10.2	9.8		0.0	0.0		9.4	10.9	10.1	22.1	99
	2007		14.3	36.5	32.4		11.1	11.1		41.2	27.8	34.3	22.6	70
	2008	*	11.1	27.9	26.6	*	20.0	9.4		34.3	18.4	26.0	23.8	73
5	2006	*	0.0	14.7	12.1	0.0	0.0	0.0		19.6	5.9	13.1	29.9	107
	2007	*	12.5	22.6	20.6		7.1	8.5		22.0	18.8	20.5	29.3	73
	2008	*	28.6	43.8	40.8	*	21.4	21.4		48.8	32.3	41.7	31.9	72
3-5	2006	33.3	4.3	16.2	15.4	0.0	8.0	4.5		17.6	13.6	15.6	24.8	288
	2007	33.3	10.7	27.0	24.0	*	17.0	12.3		28.6	21.4	25.0	23.6	208
	2008	*	16.7	33.7	30.9	*	26.5	17.3		37.5	25.0	31.3	27.3	192


NUMBER TESTED IN GRADES 3-5													
2006	6	23	259	267	6	87	176	0	148	140	288	33,063	
2007	6	28	174	192	1	53	114	0	105	103	208	32,298	
2008	5	24	163	178	3	49	98	0	96	96	192	32,696	

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	*	85.7	83.5	81.4		60.0	74.1		82.7	83.3	83.0	84.2	94
	2007		71.4	85.9	84.1		77.8	77.8		83.3	85.7	84.5	86.5	71
	2008	*	100.0	95.2	95.4	*	93.8	90.9		91.7	100.0	95.9	87.4	74

NUMBER TESTED IN GRADE 4													
2006	2	7	85	86	0	25	54	0	52	42	94	10,311	
2007	0	7	64	69	0	18	27	0	36	35	71	10,408	
2008	3	9	62	65	2	16	33	0	36	38	74	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	14	16		10	14		9	7	16	1,631	94
	2007		2	9	11		4	6		6	5	11	1,408	71
	2008	*	0	3	3	*	1	3		3	0	3	1,348	74

NUMBER TESTED IN GRADE 4													
2006	2	7	85	86	0	25	54	0	52	42	94	10,311	
2007	0	7	64	69	0	18	27	0	36	35	71	10,408	
2008	3	9	62	65	2	16	33	0	36	38	74	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	2.1	84.3	79.4	81.8	86.0
	2007	2.2	79.9	79.6	86.3	87.9
	2008	2.4	88.5	79.2	85.3	85.1

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	*	0.0	12.9	11.6		8.0	5.6		11.5	11.9	11.7	10.9	94
	2007		14.3	18.8	18.8		16.7	18.5		19.4	17.1	18.3	18.2	71
	2008	*	22.2	22.6	21.5	*	25.0	15.2		16.7	28.9	23.0	21.4	74

NUMBER TESTED IN GRADE 4													
2006	2	7	85	86	0	25	54	0	52	42	94	10,311	
2007	0	7	64	69	0	18	27	0	36	35	71	10,408	
2008	3	9	62	65	2	16	33	0	36	38	74	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	*	36.4	45.7	43.8	16.7	0.0	19.7		52.7	34.0	43.8	62.1	105
	2007	*	37.5	52.5	52.3		21.4	31.1		53.8	48.4	51.4	62.3	70
	2008	*	85.7	87.3	85.7	*	57.1	71.4		90.0	80.6	85.9	71.9	71

NUMBER TESTED IN GRADE 5													
2006	1	11	92	96	6	16	66	0	55	50	105	11,045	
2007	3	8	59	65	0	14	45	0	39	31	70	10,296	
2008	1	7	63	70	2	14	28	0	40	31	71	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	*	7	50	54	5	16	53		26	33	59	4,185	105
	2007	*	5	28	31		11	31		18	16	34	3,881	70
	2008	*	1	8	10	*	6	8		4	6	10	3,005	71

NUMBER TESTED IN GRADE 5													
2006	1	11	92	96	6	16	66	0	55	50	105	11,045	
2007	3	8	59	65	0	14	45	0	39	31	70	10,296	
2008	1	7	63	70	2	14	28	0	40	31	71	10,686	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	72.7	77.0	61.5	54.9
	2007	70.2	76.5	76.0	61.1
	2008	89.2	89.2	87.9	76.1

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	*	0.0	5.4	3.1	0.0	0.0	3.0		7.3	2.0	4.8	14.4	105
	2007	*	25.0	8.5	9.2		0.0	2.2		10.3	9.7	10.0	18.0	70
	2008	*	28.6	38.1	35.7	*	14.3	14.3		37.5	35.5	36.6	24.8	71

NUMBER TESTED IN GRADE 5													
2006	1	11	92	96	6	16	66	0	55	50	105	11,045	
2007	3	8	59	65	0	14	45	0	39	31	70	10,296	
2008	1	7	63	70	2	14	28	0	40	31	71	10,686	

 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			74.4	74.4	*	74.4	73.7		69.6	81.3	74.4	82.2	39
	2007			90.3	90.3		90.3	90.3		100.0	85.7	90.3	82.9	31
	2008			96.6	96.6		96.6	96.6		100.0	95.2	96.6	85.4	29
4	2006			*	*		*	*		*	*	*	64.8	2
	2007			53.8	50.0	*	53.8	53.8		42.9	66.7	53.8	65.9	13
	2008			57.1	57.1		57.1	57.1		16.7	87.5	57.1	67.0	14
5	2006													0
	2007												75.8	0
	2008			45.5	45.5		45.5	45.5		33.3	*	45.5	70.6	11
ALL	2006			73.2	73.2	*	75.0	74.4		66.7	82.4	73.2	—	41
	2007			79.5	79.1	*	79.5	79.5		76.5	81.5	79.5	—	44
	2008			75.9	75.9		75.9	75.9		55.0	88.2	75.9	—	54

NUMBER TESTED IN GRADES ALL													
2006	0	0	41	41	3	40	39	0	24	17	41	—	
2007	0	0	44	43	2	44	44	0	17	27	44	—	
2008	0	0	54	54	0	54	54	0	20	34	54	—	

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			10	10	*	10	10		7	3	10	141	39
	2007			3	3		3	3		0	3	3	219	31
	2008			1	1		1	1		0	1	1	239	29
4	2006			*	*		*	*		*	*	*	50	2
	2007			6	6	*	6	6		4	2	6	122	13
	2008			6	6		6	6		5	1	6	215	14
5	2006													0
	2007												22	0
	2008			6	6		6	6		4	*	6	65	11
ALL	2006			11	11	*	10	10		8	3	11	—	41
	2007			9	9	*	9	9		4	5	9	—	44
	2008			13	13		13	13		9	4	13	—	54

NUMBER TESTED IN GRADES ALL													
2006	0	0	41	41	3	40	39	0	24	17	41	—	
2007	0	0	44	43	2	44	44	0	17	27	44	—	
2008	0	0	54	54	0	54	54	0	20	34	54	—	

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	72.5	68.5	64.5	65.4
	2007	78.9	88.9	80.6	74.6
	2008	84.6	84.7	80.5	75.4
4	2006	*	*	*	*
	2007	63.1	63.5	51.6	64.6
	2008	66.7	71.4	66.3	62.9
5	2006				
	2007				
	2008	72.7	67.0	61.4	51.0
ALL	2006	71.7	66.7	63.8	64.6
	2007	74.2	81.4	72.1	71.6
	2008	77.5	77.7	72.9	67.2

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			10.3	10.3	*	10.3	10.5		8.7	12.5	10.3	13.9	39
	2007			29.0	29.0		29.0	29.0		40.0	23.8	29.0	14.8	31
	2008			24.1	24.1		24.1	24.1		37.5	19.0	24.1	17.2	29
4	2006			*	*		*	*		*	*	*	12.7	2
	2007			15.4	8.3	*	15.4	15.4		14.3	16.7	15.4	14.2	13
	2008			14.3	14.3		14.3	14.3		0.0	25.0	14.3	13.5	14
5	2006													0
	2007												17.6	0
	2008			18.2	18.2		18.2	18.2		16.7	*	18.2	19.9	11
ALL	2006			9.8	9.8	*	10.0	10.3		8.3	11.8	9.8	—	41
	2007			25.0	23.3	*	25.0	25.0		29.4	22.2	25.0	—	44
	2008			20.4	20.4		20.4	20.4		20.0	20.6	20.4	—	54

NUMBER TESTED IN ALL GRADES													
2006	0	0	41	41	3	40	39	0	24	17	41	—	
2007	0	0	44	43	2	44	44	0	17	27	44	—	
2008	0	0	54	54	0	54	54	0	20	34	54	—	

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			44.7	44.7	*	44.7	44.7		45.5	43.8	44.7	65.1	38
	2007			66.7	66.7		66.7	66.7		80.0	60.0	66.7	62.1	30
	2008			75.9	75.9		75.9	75.9		87.5	71.4	75.9	71.7	29
4	2006			*	*		*	*		*	*	*	53.2	2
	2007			53.8	50.0	*	53.8	53.8		57.1	50.0	53.8	61.2	13
	2008			35.7	35.7		35.7	35.7		33.3	37.5	35.7	63.1	14
5	2006												*	0
	2007												38.3	0
	2008			18.2	18.2		18.2	18.2		16.7	*	18.2	53.3	11
ALL	2006			42.5	42.5	*	43.6	43.6		43.5	41.2	42.5	63.1	40
	2007			62.8	61.9	*	62.8	62.8		70.6	57.7	62.8	60.9	43
	2008			53.7	53.7		53.7	53.7		50.0	55.9	53.7	68.2	54

NUMBER TESTED IN GRADES ALL													
2006	0	0	40	40	3	39	39	0	23	17	40	888	
2007	0	0	43	42	2	43	43	0	17	26	43	1,376	
2008	0	0	54	54	0	54	54	0	20	34	54	1,664	

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			21	21	*	21	21		12	9	21	261	38
	2007			10	10		10	10		2	8	10	389	30
	2008			7	7		7	7		1	6	7	316	29
4	2006			*	*		*	*		*	*	*	65	2
	2007			6	6	*	6	6		3	3	6	112	13
	2008			9	9		9	9		4	5	9	157	14
5	2006												*	0
	2007												37	0
	2008			9	9		9	9		5	*	9	56	11
ALL	2006			23	23	*	22	22		13	10	23	328	40
	2007			16	16	*	16	16		5	11	16	538	43
	2008			25	25		25	25		10	15	25	529	54

NUMBER TESTED IN GRADES ALL													
2006	0	0	40	40	3	39	39	0	23	17	40	888	
2007	0	0	43	42	2	43	43	0	17	26	43	1,376	
2008	0	0	54	54	0	54	54	0	20	34	54	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	63.4	70.2	68.9	65.8	57.2	46.1
	2007	72.7	70.0	78.9	71.1	80.8	67.1
	2008	81.4	77.0	81.6	73.6	83.6	66.4
4	2006	*	*	*	*	*	*
	2007	72.0	71.4	69.2	59.0	61.5	57.7
	2008	62.3	58.2	58.3	58.3	58.9	58.0
5	2006						
	2007						
	2008	37.2	37.7	61.0	51.9	45.5	38.6
ALL	2006	63.2	69.5	69.2	64.6	56.9	45.0
	2007	72.5	70.4	76.0	67.4	75.0	64.2
	2008	67.4	64.1	71.4	65.2	69.4	58.6

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			7.9	7.9	*	7.9	7.9		13.6	0.0	7.9	16.6	38
	2007			23.3	23.3		23.3	23.3		40.0	15.0	23.3	15.9	30
	2008			24.1	24.1		24.1	24.1		50.0	14.3	24.1	20.9	29
4	2006			*	*		*	*		*	*	*	15.1	2
	2007			15.4	16.7	*	15.4	15.4		14.3	16.7	15.4	24.6	13
	2008			7.1	7.1		7.1	7.1		0.0	12.5	7.1	22.8	14
5	2006												*	0
	2007												11.7	0
	2008			9.1	9.1		9.1	9.1		16.7	*	9.1	14.2	11
ALL	2006			7.5	7.5	*	7.7	7.7		13.0	0.0	7.5	—	40
	2007			20.9	21.4	*	20.9	20.9		29.4	15.4	20.9	—	43
	2008			16.7	16.7		16.7	16.7		25.0	11.8	16.7	—	54


NUMBER TESTED IN ALL GRADES													
2006	0	0	40	40	3	39	39	0	23	17	40	—	
2007	0	0	43	42	2	43	43	0	17	26	43	—	
2008	0	0	54	54	0	54	54	0	20	34	54	—	

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			*	*		*	*		*	*	*	79.5	2
	2007			78.6	76.9	*	78.6	78.6		57.1	100.0	78.6	79.1	14
	2008			84.6	84.6		84.6	84.6		*	87.5	84.6	81.9	13

NUMBER TESTED IN GRADE 4													
2006	0	0	2	2	0	1	1	0	1	1	2	161	
2007	0	0	14	13	2	14	14	0	7	7	14	364	
2008	0	0	13	13	0	13	13	0	5	8	13	667	

 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	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006			*	*		*	*		*	*	*	33	2
	2007			3	3	*	3	3		3	0	3	76	14
	2008			2	2		2	2		*	1	2	121	13

NUMBER TESTED IN GRADE 4													
2006	0	0	2	2	0	1	1	0	1	1	2	161	
2007	0	0	14	13	2	14	14	0	7	7	14	364	
2008	0	0	13	13	0	13	13	0	5	8	13	667	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2006	*	*	*	*	*
	2007	1.8	78.6	81.3	96.4	77.7
	2008	2.1	75.0	76.0	83.7	82.7

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)
4	2006			*	*		*	*		*	*	*	11.8	2
	2007			0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	13.2	14
	2008			15.4	15.4		15.4	15.4		*	25.0	15.4	14.2	13

NUMBER TESTED IN GRADE 4													
2006	0	0	2	2	0	1	1	0	1	1	2	161	
2007	0	0	14	13	2	14	14	0	7	7	14	364	
2008	0	0	13	13	0	13	13	0	5	8	13	667	

 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													0
	2007												21.1	0
	2008			18.2	18.2		18.2	18.2		16.7	*	18.2	18.1	11

NUMBER TESTED IN GRADE 5														
2006	0	0	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	57	
2008	0	0	11	11	0	11	11	0	6	5	11	105		

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
	2007												45	0
	2008			9	9		9	9		5	*	9	86	11

NUMBER TESTED IN GRADE 5														
2006	0	0	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	57	
2008	0	0	11	11	0	11	11	0	6	5	11	105		


AVERAGE PERCENTAGE CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006				
	2007				
	2008	55.9	48.5	59.6	45.5

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													0
	2007												5.3	0
	2008			0.0	0.0		0.0	0.0		0.0	*	0.0	2.9	11

NUMBER TESTED IN GRADE 5														
2006	0	0	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	57	
2008	0	0	11	11	0	11	11	0	6	5	11	105		

 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														
	2008			*	*	*		*		*		*	77.7	3
4														
	2008	*	*	*	83.3	83.3	*	*		*	*	83.3	70.7	6
5														
	2008		*	*	*	*	*	*		*	*	*	73.3	4
3-5														
	2008	*	*	88.9	92.3	92.3	*	88.9		88.9	*	92.3	73.7	13

NUMBER TESTED IN GRADES 3-5														
2008	2	2	9	13	13	5	9	0	9	4	13	1,807		

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														
	2008			*	*	*		*		*		*	116	3
4														
	2008	*	*	*	1	1	*	*		*	*	1	181	6
5														
	2008		*	*	*	*	*	*		*	*	*	179	4
3-5														
	2008	*	*	1	1	1	*	1		1	*	1	476	13

NUMBER TESTED IN GRADES 3-5														
2008	2	2	9	13	13	5	9	0	9	4	13	1,807		

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					
	2008	*	*	*	*
4					
	2008	72.2	44.4	66.7	70.8
5					
	2008	*	*	*	*
3-5					
	2008	71.7	69.2	71.8	80.2

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														
	2008			*	*	*		*		*		*	76.1	3
4														
	2008	*	*	*	50.0	50.0	*	*		*	*	50.0	69.1	6
5														
	2008		*	*	*	*	*	*		*	*	*	64.0	4
3-5														
	2008	*	*	66.7	61.5	61.5	*	77.8		66.7	*	61.5	69.4	13

NUMBER TESTED IN GRADES 3-5														
2008	2	2	9	13	13	5	9	0	9	4	13	1,730		

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														
	2008			*	*	*		*		*		*	129	3
4														
	2008	*	*	*	3	3	*	*		*	*	3	173	6
5														
	2008		*	*	*	*	*	*		*	*	*	227	4
3-5														
	2008	*	*	3	5	5	*	2		3	*	5	529	13

NUMBER TESTED IN GRADES 3-5														
2008	2	2	9	13	13	5	9	0	9	4	13	1,730		

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							
	2008	*	*	*	*	*	*
4							
	2008	51.9	38.9	66.7	40.0	44.4	52.8
5							
	2008	*	*	*	*	*	*
3-5							
	2008	60.5	54.4	75.1	54.4	53.8	51.0

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	25.0	70.6	61.9	69.9	42
	2007	*	50.0	45.2	46.9	31
	2008	*	75.0	66.7	57.6	27
1	2006	35.7	54.1	49.0	54.1	51
	2007	0.0	44.8	28.9	51.4	45
	2008	0.0	57.1	43.2	50.2	37
2	2006	11.1	56.5	49.1	49.2	55
	2007	8.3	53.3	25.6	44.5	39
	2008	46.4	90.9	59.0	50.2	39
1-2	2006	26.1	55.4	49.1	51.4	106
	2007	5.0	47.7	27.4	47.6	84
	2008	35.1	66.7	51.3	50.2	76

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	37.5	61.8	57.1	68.7	42
	2007	43.9	54.3	47.5	44.3	101
	2008	34.5	53.8	40.7	44.9	81
1	2006	57.1	56.8	56.9	60.7	51
	2007	21.6	36.4	25.6	48.8	121
	2008	61.2	61.5	61.3	55.5	106
2	2006	65.2	57.7	60.0	63.1	75
	2007	37.5	66.7	48.7	55.6	39
	2008	65.9	91.7	68.9	57.5	103
K-2	2006	57.8	58.5	58.3	63.9	168
	2007	32.0	49.4	37.5	49.1	261
	2008	56.3	63.6	58.3	52.7	290

Number Tested	2006	31	117	148	27,596	
	2007	45	70	115	24,696	
	2008	40	63	103	21,817	

Number Tested	2006	45	123	168	28,201	
	2007	178	83	261	34,441	
	2008	213	77	290	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	*	69.2	57.7	62.5		37.5	25.0		62.5	61.1	61.9	69.9	42
	2007	*	50.0	40.0	44.0	*	*	*		43.8	46.7	45.2	46.9	31
	2008		69.2	64.3	72.0		*	*		61.5	71.4	66.7	57.6	27
1	2006	*	57.1	50.0	49.0		33.3	35.7		55.6	41.7	49.0	54.1	51
	2007	*	41.2	23.1	26.8	*	0.0	0.0		26.3	30.8	28.9	51.4	45
	2008	*	50.0	36.4	42.4	*	*	0.0		29.4	55.0	43.2	50.2	37
2	2006	50.0	53.8	47.2	45.8	*	14.3	11.1		44.4	53.6	49.1	49.2	55
	2007	*	37.5	20.0	26.3	*	10.0	8.3		28.6	22.2	25.6	44.5	39
	2008	*	80.0	53.6	58.3	*	33.3	46.4		43.8	69.6	59.0	50.2	39
1-2	2006	42.9	55.0	48.7	47.4	*	26.3	26.1		50.0	48.1	49.1	51.4	106
	2007	*	40.0	21.4	26.6	*	6.3	5.0		27.5	27.3	27.4	47.6	84
	2008	*	62.5	46.0	50.7	*	20.0	35.1		36.4	62.8	51.3	50.2	76

Number Tested	2006	9	33	104	137	1	27	31	0	78	70	148	27,596
	2007	4	35	76	104	3	19	45	0	56	59	115	24,696
	2008	2	37	64	94	5	13	40	0	46	57	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	*	0	1	1		0	0		0	1	1	1,856	42
	2007	*	1	2	2	*	*	*		1	2	3	1,245	31
	2008		2	3	5		*	*		1	4	5	1,687	27
1	2006	*	1	5	6		1	2		2	4	6	1,786	51
	2007	*	2	1	2	*	0	0		3	0	3	1,458	45
	2008	*	1	2	2	*	*	0		2	2	4	1,555	37
2	2006	2	2	1	2	*	0	0		1	4	5	1,340	55
	2007	*	1	1	2	*	0	0		1	1	2	896	39
	2008	*	3	3	4	*	0	2		2	4	6	1,065	39
1-2	2006	2	3	6	8	*	1	2		3	8	11	3,126	106
	2007	*	3	2	4	*	0	0		4	1	5	2,355	84
	2008	*	4	5	6	*	0	2		4	6	10	2,620	76

Number Tested	2006	9	33	104	137	1	27	31	0	78	70	148	27,596
	2007	4	35	76	104	3	19	45	0	56	59	115	24,696
	2008	2	37	64	94	5	13	40	0	46	57	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	*	53.8	53.8	57.5		37.5	37.5		54.2	61.1	57.1	68.7	42
	2007	*	70.0	44.4	49.4	*	44.8	43.9		35.2	61.7	47.5	44.3	101
	2008		38.5	41.2	42.9		34.5	34.5		40.4	41.2	40.7	44.9	81
1	2006	*	14.3	61.9	57.1		50.0	57.1		55.6	58.3	56.9	60.7	51
	2007	*	27.8	24.8	24.3	*	22.5	21.6		22.4	28.6	25.6	48.8	121
	2008	*	50.0	62.6	61.4	*	64.6	61.2		51.9	71.2	61.3	55.5	106
2	2006	50.0	46.7	64.8	57.6	0.0	65.0	65.2		51.4	67.5	60.0	63.1	75
	2007	*	57.1	45.2	50.0	*	40.0	37.5		50.0	47.1	48.7	55.6	39
	2008	*	81.8	67.0	69.1	*	62.9	65.9		68.5	69.4	68.9	57.5	103
K-2	2006	66.7	42.9	61.5	57.4	0.0	55.0	57.8		53.5	63.4	58.3	63.9	168
	2007	*	45.7	35.6	37.6	16.7	33.1	32.0		32.1	43.3	37.5	49.1	261
	2008	*	55.3	58.4	58.9	37.5	55.3	56.3		54.2	63.0	58.3	52.7	290

Number Tested	2006	9	35	122	155	6	40	45	0	86	82	168	28,201
	2007	4	35	222	242	6	157	178	0	134	127	261	34,441
	2008	2	38	250	275	8	190	213	0	155	135	290	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	*	3	4	7		1	1		4	3	7	2,491	42
	2007	*	4	13	15	*	7	5		4	14	18	2,583	101
	2008		3	10	13		8	8		9	4	13	2,788	81
1	2006	*	1	9	10		1	2		4	6	10	2,111	51
	2007	*	1	5	4	*	3	3		3	3	6	1,769	121
	2008	*	2	11	12	*	6	6		6	8	14	2,800	106
2	2006	2	2	11	12	0	6	7		6	9	15	2,575	75
	2007	*	0	4	4	*	1	2		0	4	4	2,098	39
	2008	*	4	24	26	*	14	20		13	15	28	2,912	103
K-2	2006	2	6	24	29	0	8	10		14	18	32	7,177	168
	2007	*	5	22	23	0	11	10		7	21	28	6,450	261
	2008	*	9	45	51	1	28	34		28	27	55	8,500	290

Number Tested	2006	9	35	122	155	6	40	45	0	86	82	168	28,201
	2007	4	35	222	242	6	157	178	0	134	127	261	34,441
	2008	2	38	250	275	8	190	213	0	155	135	290	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		*	95.5	95.3		95.3	94.1		94.0	97.4	95.5	85.2	89
	2007			88.7	89.2	*	89.2	90.3		84.6	93.8	88.7	84.7	71
	2008			90.7	90.4		90.4	90.4		94.1	85.0	90.7	87.0	54
1	2006			96.1	96.0		95.9	95.7		97.0	95.5	96.1	82.5	77
	2007		*	97.2	97.1	*	97.1	97.1		94.7	100.0	97.2	84.5	72
	2008			92.8	92.6	*	91.9	91.5		91.7	93.9	92.8	88.0	69
2	2006			93.7	93.5		93.5	95.0		92.6	94.4	93.7	87.2	63
	2007			97.8	97.8		97.7	97.7		94.4	100.0	97.8	89.9	46
	2008		*	96.7	96.6	*	96.8	96.7		97.2	96.2	96.8	93.4	62
K-2	2006		*	95.2	95.1		95.0	94.9		94.5	95.8	95.2	84.6	229
	2007		*	94.1	94.4	*	94.4	94.8		90.5	97.9	94.2	85.6	189
	2008		*	93.5	93.3	*	93.2	93.0		94.3	92.4	93.5	89.3	185

Number Tested	2006	0	1	228	223	0	220	198	0	110	119	229	10,804
	2007	0	1	188	180	3	178	173	0	95	94	189	14,889
	2008	0	1	184	179	2	176	172	0	106	79	185	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		*	47	45		44	37		29	18	47	2,064	89
	2007			31	31	*	29	28		15	16	31	2,779	71
	2008			35	35		33	33		22	13	35	3,280	54
1	2006			45	44		43	41		19	26	45	1,391	77
	2007		*	20	20	*	18	18		12	8	20	1,782	72
	2008			26	25	*	22	22		13	13	26	2,412	69
2	2006			37	37		36	36		16	21	37	838	63
	2007			25	24		23	23		9	16	25	1,196	46
	2008		*	33	30	*	33	33		17	16	33	2,596	62
K-2	2006		*	129	126		123	114		64	65	129	4,293	229
	2007		*	76	75	*	70	69		36	40	76	5,757	189
	2008		*	94	90	*	88	88		52	42	94	8,288	185

Number Tested	2006	0	1	228	223	0	220	198	0	110	119	229	10,804
	2007	0	1	188	180	3	178	173	0	95	94	189	14,889
	2008	0	1	184	179	2	176	172	0	106	79	185	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	-	1	100.0	2	100.0
3	3	33.3	4	25.0	26	19.2	33	21.2
4	8	12.5	7	28.6	12	66.7	27	40.7
5	1	0.0	9	66.7	0	-	10	60.0
ALL	13	23.1	20	45.0	39	35.9	72	36.1

PERFORMANCE IN 2008

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2008 Level	N	%	N	%	N	%	N	%	N	%
KN (58)	Beginning	23	39.7	34	58.6	56	96.6	56	96.6	56	96.6
	Intermediate	31	53.4	20	34.5	0	0.0	0	0.0	0	0.0
	Advanced	3	5.2	3	5.2	1	1.7	1	1.7	1	1.7
	Advanced High	1	1.7	1	1.7	1	1.7	1	1.7	1	1.7
1 (68)	Beginning	16	23.5	28	41.2	49	72.1	46	67.6	46	67.6
	Intermediate	28	41.2	25	36.8	13	19.1	13	19.1	13	19.1
	Advanced	18	26.5	10	14.7	3	4.4	5	7.4	5	7.4
	Advanced High	6	8.8	5	7.4	3	4.4	4	5.9	4	5.9
2 (71)	Beginning	12	16.9	18	25.4	19	26.8	22	31.0	22	31.0
	Intermediate	35	49.3	28	39.4	27	38.0	17	23.9	17	23.9
	Advanced	18	25.4	15	21.1	19	26.8	22	31.0	24	33.8
	Advanced High	6	8.5	10	14.1	6	8.5	10	14.1	8	11.3
3 (52)	Beginning	3	5.8	4	7.7	10	19.2	6	11.8	6	11.8
	Intermediate	8	15.4	21	40.4	35	67.3	8	15.7	8	15.7
	Advanced	33	63.5	18	34.6	4	7.7	17	33.3	17	33.3
	Advanced High	8	15.4	9	17.3	3	5.8	20	39.2	20	39.2
4 (33)	Beginning	3	9.1	4	12.1	19	57.6	5	15.2	5	15.2
	Intermediate	3	9.1	11	33.3	12	36.4	7	21.2	7	21.2
	Advanced	12	36.4	17	51.5	2	6.1	11	33.3	12	36.4
	Advanced High	15	45.5	1	3.0	0	0.0	10	30.3	9	27.3

**PROGRESSION FROM
2007 TO 2008**

Number Rated Both Years N (%) Progressed	2008 Level	2007 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
66 20 (30.3%)	Beginning	44			
	Intermediate	13	0		
	Advanced	3	0	2	
	Advanced High	3	1	0	
67 45 (67.2%)	Beginning	19			
	Intermediate	13	3		
	Advanced	22	2	0	
	Advanced High	6	0	2	
49 36 (73.5%)	Beginning	4			
	Intermediate	2	5		
	Advanced	5	9	3	
	Advanced High	1	4	15	
33 15 (45.5%)	Beginning	2			
	Intermediate	2	4		
	Advanced	0	4	8	
	Advanced High	0	1	8	

PERFORMANCE IN 2008

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2008 Level	N	%	N	%	N	%	N	%	N	%
5 (29)	Beginning	5	17.2	5	17.2	12	41.4	1	3.4	1	3.4
	Intermediate	11	37.9	10	34.5	5	17.2	5	17.2	7	24.1
	Advanced	0	0.0	2	6.9	10	34.5	8	27.6	9	31.0
	Advanced High	13	44.8	12	41.4	2	6.9	15	51.7	12	41.4
ALL (311)	Beginning	62	19.9	93	29.9	165	53.1	136	43.9	136	43.9
	Intermediate	116	37.3	115	37.0	92	29.6	50	16.1	52	16.8
	Advanced	84	27.0	65	20.9	39	12.5	64	20.6	68	21.9
	Advanced High	49	15.8	38	12.2	15	4.8	60	19.4	54	17.4

PROGRESSION FROM
2007 TO 2008

Number Rated Both Years N (%) Progressed	2008 Level	2007 Level			
		Beg	Int	Adv	Adv High
31 15 (48.4%)	Beginning	1			
	Intermediate	1	6		
	Advanced	1	1	7	
	Advanced High	0	1	10	
246 131 (53.3%)	Beginning	70			
	Intermediate	31	18		
	Advanced	31	16	20	
	Advanced High	10	7	35	

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