

2007-08

Special
Reports on
Pupil
Achievement

ANNIE WEBB BLANTON

School Number 110

*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
EC	11
PK	85
KN	109
1	120
2	133
3	106
4	96
5	93
ALL	753

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	170	22.6	14	27.5
American Indian	0	0.0	*	*
Asian	3	0.4	*	*
Hispanic	565	75.0	23	45.1
White	15	2.0	14	27.5
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	700	93.0
Limited English proficient students	398	52.9
Special education students	58	7.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	75	8	10.7	0	0.0	0	0.0	67	89.3	0	0.0
	2007	77	6	7.8	0	0.0	0	0.0	71	92.2	0	0.0
	2008	85	14	16.5	0	0.0	0	0.0	70	82.4	1	1.2
KN	2006	119	28	23.5	0	0.0	0	0.0	88	73.9	3	2.5
	2007	128	31	24.2	0	0.0	0	0.0	94	73.4	3	2.3
	2008	109	20	18.3	0	0.0	0	0.0	87	79.8	2	1.8
1	2006	92	23	25.0	0	0.0	0	0.0	69	75.0	0	0.0
	2007	136	31	22.8	0	0.0	0	0.0	103	75.7	2	1.5
	2008	120	24	20.0	0	0.0	1	0.8	92	76.7	3	2.5
2	2006	111	26	23.4	0	0.0	1	0.9	81	73.0	3	2.7
	2007	101	26	25.7	0	0.0	0	0.0	72	71.3	3	3.0
	2008	133	33	24.8	0	0.0	1	0.8	96	72.2	3	2.3
3	2006	91	30	33.0	0	0.0	0	0.0	61	67.0	0	0.0
	2007	97	21	21.6	0	0.0	0	0.0	75	77.3	1	1.0
	2008	106	30	28.3	0	0.0	0	0.0	75	70.8	1	0.9
4	2006	80	25	31.3	0	0.0	0	0.0	53	66.3	2	2.5
	2007	102	30	29.4	1	1.0	0	0.0	69	67.6	2	2.0
	2008	96	19	19.8	0	0.0	0	0.0	74	77.1	3	3.1
5	2006	90	26	28.9	1	1.1	1	1.1	59	65.6	3	3.3
	2007	90	21	23.3	0	0.0	0	0.0	66	73.3	3	3.3
	2008	93	27	29.0	0	0.0	1	1.1	65	69.9	0	0.0
EC-5	2006	668	169	25.3	1	0.1	2	0.3	484	72.5	12	1.8
	2007	737	167	22.7	1	0.1	0	0.0	555	75.3	14	1.9
	2008	753	170	22.6	0	0.0	3	0.4	565	75.0	15	2.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	75	73	97.3	49	65.3	0	0.0	0	0.0	75	100.0	0.0
	2007	77	70	90.9	54	70.1	2	2.6	0	0.0	77	100.0	0.0
	2008	85	82	96.5	52	61.2	2	2.4	0	0.0	85	100.0	0.0
KN	2006	119	107	89.9	63	52.9	1	0.8	2	1.7	65	54.6	1.7
	2007	128	116	90.6	65	50.8	1	0.8	4	3.1	51	39.8	3.9
	2008	109	101	92.7	70	64.2	2	1.8	6	5.5	39	35.8	1.8
1	2006	92	85	92.4	52	56.5	3	3.3	5	5.4	13	14.1	7.6
	2007	136	131	96.3	71	52.2	3	2.2	6	4.4	8	5.9	1.5
	2008	120	109	90.8	64	53.3	4	3.3	8	6.7	12	10.0	8.3
2	2006	111	108	97.3	61	55.0	7	6.3	11	9.9	14	12.6	5.4
	2007	101	94	93.1	59	58.4	3	3.0	5	5.0	6	5.9	10.9
	2008	133	123	92.5	73	54.9	7	5.3	11	8.3	15	11.3	3.8
3	2006	91	86	94.5	48	52.7	10	11.0	9	9.9	7	7.7	5.5
	2007	97	97	100.0	58	59.8	5	5.2	13	13.4	4	4.1	2.1
	2008	106	95	89.6	59	55.7	9	8.5	6	5.7	8	7.5	1.9
4	2006	80	78	97.5	37	46.3	11	13.8	22	27.5	6	7.5	2.5
	2007	102	98	96.1	36	35.3	16	15.7	12	11.8	6	5.9	2.0
	2008	96	92	95.8	43	44.8	9	9.4	16	16.7	7	7.3	1.0
5	2006	90	82	91.1	23	25.6	9	10.0	13	14.4	8	8.9	16.7
	2007	90	86	95.6	40	44.4	14	15.6	22	24.4	7	7.8	5.6
	2008	93	87	93.5	37	39.8	14	15.1	13	14.0	6	6.5	0.0
EC-5	2006	668	628	94.0	333	49.9	51	7.6	62	9.3	192	28.7	6.4
	2007	737	698	94.7	383	52.0	50	6.8	62	8.4	161	21.8	4.3
	2008	753	700	93.0	398	52.9	58	7.7	60	8.0	178	23.6	3.3

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	38.8	3,987.7	36.7	94.6	3,815.3	95.7	103	100.0	100.0	68	7,228	100.0	100.0
	2007	37.9	4,117.2	35.9	94.6	3,933.6	95.5	97	100.0	100.0	67	7,436	100.0	100.0
	2008	40.6	4,133.2	38.6	95.0	3,942.7	95.4	99	100.0	100.0	72	7,427	100.0	100.0
KN	2006	120.8	13,725.9	116.2	96.2	13,178.1	96.0	25	20.7	25.7	106	11,822	87.7	86.1
	2007	128.2	13,945.0	122.2	95.3	13,385.6	96.0	26	20.3	24.3	113	12,035	88.2	86.3
	2008	107.2	13,568.1	102.1	95.2	13,004.4	95.8	32	29.9	23.5	84	11,618	78.4	85.6
1	2006	92.5	14,145.9	89.8	97.0	13,632.7	96.4	24	25.9	24.8	78	12,164	84.3	86.0
	2007	133.7	14,353.8	128.3	96.0	13,851.4	96.5	33	24.7	23.2	119	12,437	89.0	86.6
	2008	117.7	14,626.9	113.7	96.6	14,102.7	96.4	33	28.0	21.2	97	12,704	82.4	86.9
2	2006	107.9	13,536.9	103.7	96.2	13,115.8	96.9	26	24.1	22.9	92	11,853	85.3	87.6
	2007	102.8	13,403.8	99.9	97.2	12,978.9	96.8	20	19.5	21.7	92	11,729	89.5	87.5
	2008	132.5	13,708.6	128.1	96.7	13,269.8	96.8	28	21.1	19.7	114	12,043	86.1	87.9
3	2006	93.0	12,948.9	90.4	97.1	12,577.2	97.1	21	22.6	22.8	78	11,376	83.8	87.9
	2007	98.7	12,998.4	95.6	96.8	12,633.3	97.2	19	19.2	21.1	86	11,445	87.1	88.0
	2008	103.0	12,806.9	99.9	97.0	12,425.5	97.0	30	29.1	19.1	87	11,408	84.5	89.1
4	2006	78.7	12,021.0	76.0	96.7	11,684.2	97.2	29	36.9	22.3	68	10,587	86.5	88.1
	2007	100.7	12,104.9	97.1	96.5	11,768.3	97.2	21	20.9	19.7	90	10,683	89.4	88.3
	2008	95.5	12,329.8	91.8	96.1	11,960.3	97.0	20	20.9	19.7	84	10,924	88.0	88.6
5	2006	89.5	12,618.4	85.7	95.8	12,262.2	97.2	24	26.8	22.3	76	11,130	84.9	88.2
	2007	95.8	11,757.0	92.4	96.4	11,426.8	97.2	19	19.8	20.9	84	10,362	87.7	88.1
	2008	93.1	11,874.2	90.2	97.0	11,539.6	97.2	12	12.9	18.8	84	10,608	90.3	89.3
EC-5	2006	628.6	83,530.4	605.5	96.3	80,779.5	96.7	259	41.2	34.4	571	76,525	90.8	91.6
	2007	704.6	83,122.6	677.7	96.2	80,387.4	96.7	235	33.4	33.3	657	76,416	93.2	91.9
	2008	698.7	83,438.7	672.9	96.3	80,606.0	96.6	259	37.1	31.9	629	76,970	90.0	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	14	27.5
Hispanic	23	45.1
White	14	27.5
Other	0	0.0

Gender	Number	Percent
Female	38	74.5
Male	13	25.5

TOTAL	51
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AVERAGE NUMBER OF ABSENCES

2006	5.5
2007	5.7
2008	6.7

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		82.8	89.1	85.5	*	88.2	80.5		85.1	89.7	86.8	87.7	76
	2007	*	95.2	85.0	88.7		78.3	80.6		90.6	86.7	88.7	84.6	62
	2008	*	65.5	85.7	74.1		85.0	68.2	*	76.3	77.8	76.9	86.2	65
4	2006	*	68.4	73.3	71.4	*	76.7	62.5	*	66.7	73.5	69.1	69.5	68
	2007	*	52.6	60.0	55.2		27.8	26.7		58.7	51.9	56.2	69.7	73
	2008	*	68.8	73.8	74.6		36.4	52.2		75.8	71.4	73.8	72.1	61
5	2006	*	75.0	75.9	77.3	*	50.0	66.0		76.6	75.0	75.9	76.9	83
	2007	*	71.4	68.5	71.2	*	64.3	58.7		60.0	80.0	70.0	78.3	70
	2008		81.0	79.6	80.6	*	61.9	68.2		76.9	81.8	79.2	82.9	72
3-5	2006	*	76.4	79.3	78.3	50.0	75.6	69.5	*	77.2	78.8	77.5	78.2	227
	2007	*	74.1	70.1	71.3	*	59.4	57.1		68.1	73.9	70.7	77.6	205
	2008	*	71.2	79.4	76.6	*	65.4	64.9	*	76.4	77.3	76.8	80.3	198

NUMBER TESTED IN GRADES 3-5													
2006	4	72	145	207	8	82	131	1	127	99	227	32,875	
2007	4	54	144	195	1	69	112	0	113	92	205	31,814	
2008	3	66	126	184	1	52	111	1	110	88	198	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		5	5	10	*	4	8		7	3	10	1,380	76
	2007	*	1	6	7		5	7		3	4	7	1,675	62
	2008	*	10	5	15		3	14	*	9	6	15	1,443	65
4	2006	*	6	12	18	*	7	15	*	11	9	21	3,190	68
	2007	*	9	20	30		13	22		19	13	32	3,189	73
	2008	*	5	11	15		7	11		8	8	16	2,996	61
5	2006	*	6	13	17	*	9	17		11	9	20	2,584	83
	2007	*	4	17	19	*	10	19		14	7	21	2,258	70
	2008		4	10	13	*	8	14		9	6	15	1,827	72
3-5	2006	*	17	30	45	4	20	40	*	29	21	51	7,154	227
	2007	*	14	43	56	*	28	48		36	24	60	7,122	205
	2008	*	19	26	43	*	18	39	*	26	20	46	6,266	198

NUMBER TESTED IN GRADES 3-5													
2006	4	72	145	207	8	82	131	1	127	99	227	32,875	
2007	4	54	144	195	1	69	112	0	113	92	205	31,814	
2008	3	66	126	184	1	52	111	1	110	88	198	31,840	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2006	77.2	80.5	78.9	76.0
	2007	79.8	79.7	78.2	75.8
	2008	75.3	74.1	76.4	70.4
4	2006	72.9	70.0	66.0	64.4
	2007	73.3	72.9	65.4	63.6
	2008	79.6	74.2	76.3	74.1
5	2006	75.3	74.8	76.1	71.0
	2007	72.5	81.1	71.8	67.6
	2008	77.6	76.9	75.0	75.3
3-5	2006	75.2	75.3	74.0	70.7
	2007	75.0	77.8	71.4	68.6
	2008	77.4	75.1	75.9	73.3

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		17.2	19.6	17.4	*	17.6	14.6		17.0	24.1	19.7	28.0	76
	2007	*	9.5	17.5	14.5		13.0	11.1		9.4	20.0	14.5	21.3	62
	2008	*	10.3	8.6	10.3		0.0	0.0	*	13.2	3.7	9.2	21.5	65
4	2006	*	5.3	2.2	3.2	*	3.3	2.5	*	0.0	5.9	2.9	10.0	68
	2007	*	10.5	14.0	13.4		0.0	0.0		13.0	11.1	12.3	16.6	73
	2008	*	6.3	19.0	15.3		0.0	0.0		12.1	17.9	14.8	14.4	61
5	2006	*	0.0	13.0	9.3	*	0.0	2.0		10.6	8.3	9.6	10.8	83
	2007	*	7.1	5.6	4.5	*	0.0	2.2		8.6	2.9	5.7	13.1	70
	2008		19.0	18.4	16.4	*	0.0	2.3		15.4	21.2	18.1	16.5	72
3-5	2006	*	8.3	11.7	10.1	12.5	8.5	6.1	*	10.2	12.1	11.0	16.4	227
	2007	*	9.3	11.8	10.8	*	4.3	4.5		10.6	10.9	10.7	17.1	205
	2008	*	12.1	15.9	14.1	*	0.0	0.9	*	13.6	14.8	14.1	17.4	198

NUMBER TESTED IN GRADES 3-5													
2006	4	72	145	207	8	82	131	1	127	99	227	32,875	
2007	4	54	144	195	1	69	112	0	113	92	205	31,814	
2008	3	66	126	184	1	52	111	1	110	88	198	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		60.0	83.7	72.6	*	81.3	75.7		73.8	77.8	75.4	74.9	69
	2007	*	85.7	68.9	76.9		62.1	62.5		81.8	67.6	74.6	70.3	67
	2008	*	59.3	84.0	71.4		82.9	70.7	*	72.9	77.4	74.7	76.6	79
4	2006	*	63.2	75.6	71.4	*	80.0	65.0	*	69.7	72.7	71.2	74.0	66
	2007	*	55.0	82.0	71.0	*	57.9	53.1		68.8	73.1	70.3	75.7	74
	2008	*	68.8	77.6	72.7	*	58.8	55.2		80.0	66.7	73.5	77.9	68
5	2006	*	75.0	78.2	83.6	*	66.7	70.0		80.9	73.0	77.4	82.2	84
	2007	*	81.3	79.6	80.9	*	82.8	75.0		77.8	83.8	80.8	82.9	73
	2008		71.4	92.3	87.0	*	83.3	78.3		81.4	90.3	85.1	84.0	74
3-5	2006	*	66.2	79.0	76.3	66.7	77.5	70.1	*	75.4	74.2	74.9	77.1	219
	2007	*	73.7	77.2	76.2	*	68.8	65.0		75.2	75.3	75.2	76.2	214
	2008	*	65.6	84.8	77.1	*	77.6	69.9	*	77.8	77.9	77.8	79.5	221

NUMBER TESTED IN GRADES 3-5													
2006	3	68	143	198	9	80	127	1	122	97	219	33,063	
2007	5	57	149	202	3	77	120	0	117	97	214	32,298	
2008	3	64	151	205	3	76	133	1	126	95	221	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		10	7	17	*	6	9		11	6	17	2,820	69
	2007	*	3	14	15		11	15		6	11	17	3,303	67
	2008	*	11	8	20		6	17	*	13	7	20	2,542	79
4	2006	*	7	11	18	*	6	14	*	10	9	19	2,765	66
	2007	*	9	9	20	*	8	15		15	7	22	2,604	74
	2008	*	5	11	18	*	7	13		7	11	18	2,436	68
5	2006	*	6	12	12	*	6	15		9	10	19	1,997	84
	2007	*	3	11	13	*	5	12		8	6	14	1,785	73
	2008		6	4	9	*	4	10		8	3	11	1,730	74
3-5	2006	*	23	30	47	3	18	38	*	30	25	55	7,582	219
	2007	*	15	34	48	*	24	42		29	24	53	7,692	214
	2008	*	22	23	47	*	17	40	*	28	21	49	6,708	221

NUMBER TESTED IN GRADES 3-5													
2006	3	68	143	198	9	80	127	1	122	97	219	33,063	
2007	5	57	149	202	3	77	120	0	117	97	214	32,298	
2008	3	64	151	205	3	76	133	1	126	95	221	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	78.0	80.7	85.7	76.3	82.2	63.2
	2007	81.8	78.1	81.3	85.6	82.5	65.1
	2008	78.4	84.8	82.7	74.1	82.0	66.3
4	2006	80.3	80.1	77.0	61.9	72.0	62.9
	2007	79.4	76.4	76.8	66.9	69.3	70.8
	2008	78.5	79.8	81.1	71.8	73.5	69.9
5	2006	79.9	77.2	80.4	78.7	80.7	75.4
	2007	82.8	70.6	80.6	69.5	70.5	72.9
	2008	83.8	81.9	86.9	77.6	84.5	77.5
3-5	2006	79.4	79.2	81.1	72.9	78.5	67.8
	2007	81.3	75.0	79.5	73.6	73.8	69.7
	2008	80.2	82.3	83.6	74.6	80.2	71.2

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		8.0	32.6	24.2	*	28.1	24.3		23.8	22.2	23.2	22.3	69
	2007	*	23.8	24.4	24.6		13.8	10.0		27.3	20.6	23.9	19.2	67
	2008	*	18.5	28.0	21.4		20.0	19.0	*	22.9	25.8	24.1	26.3	79
4	2006	*	10.5	15.6	14.3	*	13.3	10.0	*	6.1	21.2	13.6	22.1	66
	2007	*	15.0	26.0	21.7	*	0.0	3.1		20.8	23.1	21.6	22.6	74
	2008	*	6.3	28.6	21.2	*	17.6	13.8		25.7	18.2	22.1	23.8	68
5	2006	*	20.8	47.3	42.5	*	27.8	26.0		44.7	35.1	40.5	29.9	84
	2007	*	12.5	22.2	20.6	*	24.1	14.6		22.2	16.2	19.2	29.3	73
	2008		47.6	46.2	46.4	*	20.8	26.1		46.5	45.2	45.9	31.9	74
3-5	2006	*	13.2	32.9	27.8	11.1	22.5	20.5	*	27.0	26.8	26.9	24.8	219
	2007	*	17.5	24.2	22.3	*	14.3	10.0		23.1	19.6	21.5	23.6	214
	2008	*	25.0	34.4	29.8	*	19.7	20.3	*	31.7	29.5	30.8	27.3	221


NUMBER TESTED IN GRADES 3-5													
2006	3	68	143	198	9	80	127	1	122	97	219	33,063	
2007	5	57	149	202	3	77	120	0	117	97	214	32,298	
2008	3	64	151	205	3	76	133	1	126	95	221	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	*	84.2	75.0	79.0		76.7	70.0	*	68.8	87.5	78.1	84.2	64
	2007	*	77.8	74.4	74.6		30.8	45.8		68.3	82.6	73.4	86.5	64
	2008	*	100.0	85.4	87.7		60.0	81.0		90.3	85.7	88.1	87.4	59

NUMBER TESTED IN GRADE 4													
2006	1	19	44	62	0	30	40	1	32	32	64	10,311	
2007	2	18	43	59	0	13	24	0	41	23	64	10,408	
2008	2	16	41	57	0	10	21	0	31	28	59	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	*	3	11	13		7	12	*	10	4	14	1,631	64
	2007	*	4	11	15		9	13		13	4	17	1,408	64
	2008	*	0	6	7		4	4		3	4	7	1,348	59

NUMBER TESTED IN GRADE 4													
2006	1	19	44	62	0	30	40	1	32	32	64	10,311	
2007	2	18	43	59	0	13	24	0	41	23	64	10,408	
2008	2	16	41	57	0	10	21	0	31	28	59	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	82.0	72.7	79.9	87.5
	2007	2.1	73.0	71.7	85.5	80.7
	2008	2.2	82.6	82.2	85.0	87.5

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	*	10.5	9.1	9.7		0.0	0.0	*	9.4	9.4	9.4	10.9	64
	2007	*	22.2	23.3	22.0		0.0	0.0		24.4	17.4	21.9	18.2	64
	2008	*	31.3	29.3	29.8		0.0	14.3		19.4	39.3	28.8	21.4	59

NUMBER TESTED IN GRADE 4													
2006	1	19	44	62	0	30	40	1	32	32	64	10,311	
2007	2	18	43	59	0	13	24	0	41	23	64	10,408	
2008	2	16	41	57	0	10	21	0	31	28	59	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	*	43.5	56.6	56.9	*	23.5	36.7		62.2	44.4	54.3	62.1	81
	2007	*	25.0	37.7	35.8	*	33.3	26.1		27.0	44.4	35.6	62.3	73
	2008		64.3	69.8	66.7	*	38.1	51.3		80.0	53.6	67.2	71.9	58

NUMBER TESTED IN GRADE 5													
2006	2	23	53	72	1	17	49	0	45	36	81	11,045	
2007	2	16	53	67	1	27	46	0	37	36	73	10,296	
2008	0	14	43	57	1	21	39	0	30	28	58	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	*	13	23	31	*	13	31		17	20	37	4,185	81
	2007	*	12	33	43	*	18	34		27	20	47	3,881	73
	2008		5	13	19	*	13	19		6	13	19	3,005	58

NUMBER TESTED IN GRADE 5													
2006	2	23	53	72	1	17	49	0	45	36	81	11,045	
2007	2	16	53	67	1	27	46	0	37	36	73	10,296	
2008	0	14	43	57	1	21	39	0	30	28	58	10,686	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	78.5	79.8	69.8	57.1
	2007	65.2	71.5	70.0	59.7
	2008	82.4	83.7	78.9	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)
5	2006	*	8.7	17.0	16.7	*	5.9	6.1		24.4	5.6	16.0	14.4	81
	2007	*	6.3	0.0	3.0	*	0.0	2.2		2.7	2.8	2.7	18.0	73
	2008		21.4	20.9	21.1	*	0.0	2.6		23.3	17.9	20.7	24.8	58

NUMBER TESTED IN GRADE 5													
2006	2	23	53	72	1	17	49	0	45	36	81	11,045	
2007	2	16	53	67	1	27	46	0	37	36	73	10,296	
2008	0	14	43	57	1	21	39	0	30	28	58	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			100.0	100.0		100.0	100.0		*	100.0	100.0	82.2	9
	2007			100.0	100.0		100.0	100.0		100.0	100.0	100.0	82.9	31
	2008			100.0	100.0		100.0	100.0		100.0	100.0	100.0	85.4	33
4	2006												64.8	0
	2007			44.4	44.4		44.4	44.4		*	57.1	44.4	65.9	9
	2008			61.5	60.0		60.0	60.0		37.5	72.2	61.5	67.0	26
5	2006													0
	2007												75.8	0
	2008			83.3	83.3		83.3	83.3		*	*	83.3	70.6	6
ALL	2006			100.0	100.0		100.0	100.0		*	100.0	100.0	—	9
	2007			87.5	86.5		87.5	86.8		83.3	89.3	87.5	—	40
	2008			83.1	82.3		82.8	82.8		73.9	88.1	83.1	—	65

NUMBER TESTED IN GRADES ALL													
2006	0	0	9	9	0	9	9	0	2	7	9	—	
2007	0	0	40	37	0	40	38	0	12	28	40	—	
2008	0	0	65	62	0	64	64	0	23	42	65	—	

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	141	9
	2007			0	0		0	0		0	0	0	219	31
	2008			0	0		0	0		0	0	0	239	33
4	2006												50	0
	2007			5	5		5	5		*	3	5	122	9
	2008			10	10		10	10		5	5	10	215	26
5	2006													0
	2007												22	0
	2008			1	1		1	1		*	*	1	65	6
ALL	2006			0	0		0	0		*	0	0	—	9
	2007			5	5		5	5		2	3	5	—	40
	2008			11	11		11	11		6	5	11	—	65

NUMBER TESTED IN GRADES ALL													
2006	0	0	9	9	0	9	9	0	2	7	9	—	
2007	0	0	40	37	0	40	38	0	12	28	40	—	
2008	0	0	65	62	0	64	64	0	23	42	65	—	

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	85.9	79.4	77.8	80.6
	2007	80.9	88.9	79.6	74.6
	2008	86.7	87.0	83.3	77.3
4	2006				
	2007	58.5	65.3	49.2	56.7
	2008	66.4	69.2	60.4	60.8
5	2006				
	2007				
	2008	79.5	77.1	68.8	60.3
ALL	2006	85.9	79.4	77.8	80.6
	2007	75.8	83.6	72.7	70.6
	2008	77.9	79.0	72.8	69.1

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)
3	2006			11.1	11.1		11.1	11.1		*	14.3	11.1	13.9	9
	2007			25.8	28.6		25.8	27.6		30.0	23.8	25.8	14.8	31
	2008			12.1	12.9		12.1	12.1		8.3	14.3	12.1	17.2	33
4	2006												12.7	0
	2007			11.1	11.1		11.1	11.1		*	14.3	11.1	14.2	9
	2008			7.7	8.0		4.0	4.0		12.5	5.6	7.7	13.5	26
5	2006													0
	2007												17.6	0
	2008			0.0	0.0		0.0	0.0		*	*	0.0	19.9	6
ALL	2006			11.1	11.1		11.1	11.1		*	14.3	11.1	—	9
	2007			22.5	24.3		22.5	23.7		25.0	21.4	22.5	—	40
	2008			9.2	9.7		7.8	7.8		8.7	9.5	9.2	—	65

NUMBER TESTED IN ALL GRADES													
2006	0	0	9	9	0	9	9	0	2	7	9	—	
2007	0	0	40	37	0	40	38	0	12	28	40	—	
2008	0	0	65	62	0	64	64	0	23	42	65	—	

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			87.5	87.5		87.5	87.5		*	85.7	87.5	65.1	8
	2007			78.3	81.8		78.3	78.3		100.0	66.7	78.3	62.1	23
	2008			77.8	77.8		77.8	77.8		*	73.3	77.8	71.7	18
4	2006												53.2	0
	2007			55.6	55.6		55.6	55.6		*	57.1	55.6	61.2	9
	2008			65.0	63.2		65.0	65.0		57.1	69.2	65.0	63.1	20
5	2006												*	0
	2007												38.3	0
	2008			*	*		*	*			*	*	53.3	4
ALL	2006			87.5	87.5		87.5	87.5		*	85.7	87.5	63.1	8
	2007			71.9	74.2		71.9	71.9		90.0	63.6	71.9	60.9	32
	2008			66.7	65.9		66.7	66.7		70.0	65.6	66.7	68.2	42

NUMBER TESTED IN GRADES ALL													
2006	0	0	8	8	0	8	8	0	1	7	8	888	
2007	0	0	32	31	0	32	32	0	10	22	32	1,376	
2008	0	0	42	41	0	42	42	0	10	32	42	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			1	1		1	1		*	1	1	261	8
	2007			5	4		5	5		0	5	5	389	23
	2008			4	4		4	4		*	4	4	316	18
4	2006												65	0
	2007			4	4		4	4		*	3	4	112	9
	2008			7	7		7	7		3	4	7	157	20
5	2006												*	0
	2007												37	0
	2008			*	*		*	*			*	*	56	4
ALL	2006			1	1		1	1		*	1	1	328	8
	2007			9	8		9	9		1	8	9	538	32
	2008			14	14		14	14		3	11	14	529	42

NUMBER TESTED IN GRADES ALL													
2006	0	0	8	8	0	8	8	0	1	7	8	888	
2007	0	0	32	31	0	32	32	0	10	22	32	1,376	
2008	0	0	42	41	0	42	42	0	10	32	42	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	86.3	91.7	91.7	83.3	90.6	68.8
	2007	78.3	78.3	76.8	78.3	92.4	58.2
	2008	85.6	80.6	75.0	72.2	81.9	67.4
4	2006						
	2007	70.7	68.3	57.4	64.8	66.7	62.5
	2008	73.2	75.7	80.8	76.7	62.5	58.8
5	2006						
	2007						
	2008	*	*	*	*	*	*
ALL	2006	86.3	91.7	91.7	83.3	90.6	68.8
	2007	76.1	75.4	71.4	74.5	85.2	59.4
	2008	76.9	75.0	77.4	72.2	71.4	62.2

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			37.5	37.5		37.5	37.5		*	42.9	37.5	16.6	8
	2007			13.0	13.6		13.0	13.0		12.5	13.3	13.0	15.9	23
	2008			16.7	16.7		16.7	16.7		*	13.3	16.7	20.9	18
4	2006												15.1	0
	2007			22.2	22.2		22.2	22.2		*	28.6	22.2	24.6	9
	2008			15.0	15.8		15.0	15.0		14.3	15.4	15.0	22.8	20
5	2006												*	0
	2007												11.7	0
	2008			*	*		*	*			*	*	14.2	4
ALL	2006			37.5	37.5		37.5	37.5		*	42.9	37.5	—	8
	2007			15.6	16.1		15.6	15.6		10.0	18.2	15.6	—	32
	2008			14.3	14.6		14.3	14.3		20.0	12.5	14.3	—	42


NUMBER TESTED IN ALL GRADES													
2006	0	0	8	8	0	8	8	0	1	7	8	—	
2007	0	0	32	31	0	32	32	0	10	22	32	—	
2008	0	0	42	41	0	42	42	0	10	32	42	—	

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	1
	2007			84.6	84.6		84.6	84.6		*	100.0	84.6	79.1	13
	2008			76.9	76.0		76.0	76.0		44.4	94.1	76.9	81.9	26

NUMBER TESTED IN GRADE 4													
2006	0	0	1	1	0	1	1	0	0	1	1	161	
2007	0	0	13	13	0	13	13	0	4	9	13	364	
2008	0	0	26	25	0	25	25	0	9	17	26	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	1
	2007			2	2		2	2		*	0	2	76	13
	2008			6	6		6	6		5	1	6	121	26

NUMBER TESTED IN GRADE 4													
2006	0	0	1	1	0	1	1	0	0	1	1	161	
2007	0	0	13	13	0	13	13	0	4	9	13	364	
2008	0	0	26	25	0	25	25	0	9	17	26	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	1.9	75.0	64.4	84.6	76.9
	2008	1.8	73.1	75.0	89.4	71.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006			*	*		*	*			*	*	11.8	1
	2007			7.7	7.7		7.7	7.7		*	11.1	7.7	13.2	13
	2008			11.5	12.0		12.0	12.0		11.1	11.8	11.5	14.2	26

NUMBER TESTED IN GRADE 4													
2006	0	0	1	1	0	1	1	0	0	1	1	1	161
2007	0	0	13	13	0	13	13	0	4	9	13	13	364
2008	0	0	26	25	0	25	25	0	9	17	26	26	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		0.0	0.0	0.0		0.0	0.0		0.0	0.0	0.0	18.1	19

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	6	12	15	0	6	11	0	12	7	19	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		6	12	15		6	11		12	7	19	86	19

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	6	12	15	0	6	11	0	12	7	19	105		


AVERAGE PERCENTAGE CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006				
	2007				
	2008	44.1	35.1	49.7	33.3

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)
5	2006													0
	2007												5.3	0
	2008		0.0	0.0	0.0		0.0	0.0		0.0	0.0	0.0	2.9	19

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	6	12	15	0	6	11	0	12	7	19	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		*	100.0	75.0	80.0	*	100.0		75.0	*	80.0	77.7	10
4														
	2008	*	*	*	55.6	55.6	*	55.6		62.5	*	55.6	70.7	9
5														
	2008		83.3	83.3	83.3	83.3	83.3	87.5		83.3	83.3	83.3	73.3	12
3-5														
	2008	*	66.7	88.2	72.4	74.2	87.5	79.2		72.7	77.8	74.2	73.7	31

NUMBER TESTED IN GRADES 3-5														
2008	2	12	17	29	31	16	24	0	22	9	31	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		*	0	2	2	*	0		2	*	2	116	10
4														
	2008	*	*	*	4	4	*	4		3	*	4	181	9
5														
	2008		1	1	2	2	1	1		1	1	2	179	12
3-5														
	2008	*	4	2	8	8	2	5		6	2	8	476	31

NUMBER TESTED IN GRADES 3-5														
2008	2	12	17	29	31	16	24	0	22	9	31	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	53.8	63.3	52.0	56.7
4					
	2008	52.8	50.0	46.3	58.3
5					
	2008	64.4	73.6	76.4	65.2
3-5					
	2008	57.6	63.4	59.8	60.4

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		*	83.3	71.4	77.8	*	75.0		71.4	*	77.8	76.1	9
4														
	2008	*	*	*	62.5	62.5	*	62.5		71.4	*	62.5	69.1	8
5														
	2008		100.0	83.3	91.7	91.7	83.3	87.5		83.3	100.0	91.7	64.0	12
3-5														
	2008	*	90.0	81.3	77.8	79.3	86.7	75.0		75.0	88.9	79.3	69.4	29

NUMBER TESTED IN GRADES 3-5														
2008	2	10	16	27	29	15	24	0	20	9	29	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		*	1	2	2	*	2		2	*	2	129	9
4														
	2008	*	*	*	3	3	*	3		2	*	3	173	8
5														
	2008		0	1	1	1	1	1		1	0	1	227	12
3-5														
	2008	*	1	3	6	6	2	6		5	1	6	529	29

NUMBER TESTED IN GRADES 3-5														
2008	2	10	16	27	29	15	24	0	20	9	29	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	69.4	75.6	64.4	77.8	59.3	46.3
4							
	2008	55.6	47.9	47.5	42.5	33.3	60.4
5							
	2008	59.3	63.9	66.7	62.5	63.9	63.3
3-5							
	2008	61.4	63.1	60.7	61.7	54.0	57.2

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)
5														
	2008		0.0	16.7	8.3	8.3	16.7	12.5		0.0	16.7	8.3	39.2	12

NUMBER TESTED IN GRADE 5														
2008	0	6	6	12	12	6	8	0	6	6	12	668		

 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														
	2008		6	5	11	11	5	7		6	5	11	406	12

NUMBER TESTED IN GRADE 5														
2008	0	6	6	12	12	6	8	0	6	6	12	668		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	58.3	60.7	61.9	40.5

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	54.5	58.5	57.8	69.9	64
	2007	*	43.3	42.2	46.9	64
	2008	*	57.6	55.3	57.6	38
1	2006	57.1	71.4	67.3	54.1	49
	2007	33.3	53.1	46.1	51.4	76
	2008	50.0	60.0	58.8	50.2	51
2	2006	*	*	0.0	49.2	6
	2007	25.0	70.4	47.3	44.5	55
	2008	23.7	62.1	40.3	50.2	67
1-2	2006	42.1	69.4	60.0	51.4	55
	2007	29.1	59.2	46.6	47.6	131
	2008	27.3	60.8	48.3	50.2	118

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	63.6	71.7	70.3	68.7	64
	2007	43.3	62.3	52.3	44.3	128
	2008	47.7	57.5	51.4	44.9	105
1	2006	53.3	77.1	70.0	60.7	50
	2007	54.8	70.9	61.2	48.8	139
	2008	57.8	74.5	65.2	55.5	115
2	2006	38.7	60.0	51.3	63.1	76
	2007	44.8	70.4	57.1	55.6	56
	2008	57.7	73.5	61.8	57.5	131
K-2	2006	47.4	69.2	62.6	63.9	190
	2007	48.9	67.1	57.0	49.1	323
	2008	54.9	68.8	59.8	52.7	351

Number Tested	2006	30	89	119	27,596	
	2007	59	136	195	24,696	
	2008	49	107	156	21,817	

Number Tested	2006	57	133	190	28,201	
	2007	180	143	323	34,441	
	2008	226	125	351	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	*	50.0	60.6	55.4	*	70.0	54.5		58.8	56.7	57.8	69.9	64
	2007	*	34.4	51.7	38.5	*		*		35.5	48.5	42.2	46.9	64
	2008	*	50.0	55.6	57.1	*	*	*		66.7	41.2	55.3	57.6	38
1	2006		60.9	73.1	68.2	*	70.0	57.1	*	63.0	72.7	67.3	54.1	49
	2007	*	43.8	47.6	47.2	*	50.0	33.3		41.0	51.4	46.1	51.4	76
	2008	*	47.8	70.8	54.8	*	*	50.0		60.0	57.7	58.8	50.2	51
2	2006	*	*	*	0.0	*	*	*		0.0		0.0	49.2	6
	2007	*	55.6	40.0	44.7	*	16.7	25.0		35.3	66.7	47.3	44.5	55
	2008	*	36.7	36.4	40.0	*	30.8	23.7		43.8	37.1	40.3	50.2	67
1-2	2006	*	56.0	65.5	60.0	0.0	53.8	42.1	*	51.5	72.7	60.0	51.4	55
	2007	*	49.2	44.8	46.2	*	33.3	29.1		38.4	56.9	46.6	47.6	131
	2008	83.3	41.5	50.9	46.1	16.7	33.3	27.3		50.9	45.9	48.3	50.2	118

Number Tested	2006	4	53	62	106	7	23	30	1	67	52	119	27,596
	2007	8	91	96	171	4	24	59	0	104	91	195	24,696
	2008	8	71	75	137	8	20	49	0	78	78	156	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	*	3	4	8	*	2	2		3	7	10	1,856	64
	2007	*	2	2	2	*		*		1	4	5	1,245	64
	2008	*	5	3	8	*	*	*		8	1	9	1,687	38
1	2006		2	5	6	*	1	1	*	6	1	7	1,786	49
	2007	*	2	1	3	*	0	0		2	1	3	1,458	76
	2008	*	2	9	8	*	*	1		5	7	12	1,555	51
2	2006	*	*	*	0	*	*	*		0		0	1,340	6
	2007	*	2	2	4	*	0	0		3	1	4	896	55
	2008	*	4	2	6	*	0	0		4	4	8	1,065	67
1-2	2006	*	2	5	6	0	1	1	*	6	1	7	3,126	55
	2007	*	4	3	7	*	0	0		5	2	7	2,355	131
	2008	3	6	11	14	0	0	1		9	11	20	2,620	118
Number Tested	2006	4	53	62	106	7	23	30	1	67	52	119	27,596	
	2007	8	91	96	171	4	24	59	0	104	91	195	24,696	
	2008	8	71	75	137	8	20	49	0	78	78	156	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	*	57.1	78.8	69.6	*	70.0	63.6		73.5	66.7	70.3	68.7	64
	2007	*	56.3	50.5	51.7	*	42.2	43.3		46.2	58.7	52.3	44.3	128
	2008	*	55.6	50.6	52.6	*	47.8	47.7		49.2	54.3	51.4	44.9	105
1	2006		60.9	77.8	73.3	*	70.0	53.3	*	64.3	77.3	70.0	60.7	50
	2007	*	57.6	62.5	60.9	*	59.7	54.8		67.2	55.6	61.2	48.8	139
	2008	*	77.3	60.7	65.4	*	54.8	57.8		66.1	64.3	65.2	55.5	115
2	2006	*	57.7	45.7	49.3	28.6	33.3	38.7	*	48.6	53.8	51.3	63.1	76
	2007	*	63.0	50.0	52.1	*	33.3	44.8		57.1	57.1	57.1	55.6	56
	2008	*	56.3	62.1	59.5	42.9	62.2	57.7		72.6	52.2	61.8	57.5	131
K-2	2006	83.3	58.4	64.2	62.1	20.0	48.9	47.4	*	61.6	63.7	62.6	63.9	190
	2007	62.5	58.7	56.1	55.9	14.3	50.0	48.9		56.9	57.1	57.0	49.1	323
	2008	87.5	62.5	58.0	59.3	46.2	55.1	54.9		62.8	56.7	59.8	52.7	351

Number Tested	2006	6	77	106	174	10	47	57	2	99	91	190	28,201
	2007	8	92	223	297	7	148	180	0	167	156	323	34,441
	2008	8	72	269	322	13	205	226	0	180	171	351	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	*	6	5	11	*	1	1		6	7	13	2,491	64
	2007	*	8	20	26	*	11	13		15	14	29	2,583	128
	2008	*	6	19	24	*	14	13		15	11	26	2,788	105
1	2006		5	8	13	*	2	2	*	9	4	13	2,111	50
	2007	*	5	24	29	*	10	11		14	15	29	1,769	139
	2008	*	7	25	30	*	14	15		19	15	34	2,800	115
2	2006	*	2	6	8	1	2	2	*	4	4	8	2,575	76
	2007	*	5	6	11	*	0	2		8	4	12	2,098	56
	2008	*	4	23	27	0	17	17		13	15	28	2,912	131
K-2	2006	2	13	19	32	1	5	5	*	19	15	34	7,177	190
	2007	2	18	50	66	1	21	26		37	33	70	6,450	323
	2008	3	17	67	81	0	45	45		47	41	88	8,500	351
Number Tested	2006	6	77	106	174	10	47	57	2	99	91	190	28,201	
	2007	8	92	223	297	7	148	180	0	167	156	323	34,441	
	2008	8	72	269	322	13	205	226	0	180	171	351	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			78.2	78.0		77.4	76.9		73.1	82.8	78.2	85.2	55
	2007			76.2	76.2		76.2	75.8		73.5	79.3	76.2	84.7	63
	2008			94.1	93.7	*	93.8	96.7		94.7	93.3	94.1	87.0	68
1	2006			76.7	75.6	*	76.2	76.2		70.0	82.6	76.7	82.5	43
	2007			91.7	91.4	*	91.4	92.6		92.6	90.9	91.7	84.5	60
	2008			80.3	81.3	*	82.0	83.1		77.1	83.9	80.3	88.0	66
2	2006			71.4	70.6		69.7	69.7		61.5	77.3	71.4	87.2	35
	2007			91.3	91.3	*	91.3	91.3	*	82.4	96.6	91.3	89.9	46
	2008			98.4	98.3	*	98.4	98.3		96.7	100.0	98.4	93.4	63
K-2	2006			75.9	75.2	*	75.0	74.8		69.5	81.1	75.9	84.6	133
	2007			85.8	85.6	*	85.6	85.8	*	82.1	89.0	85.8	85.6	169
	2008			90.9	90.9	*	91.4	92.7		89.3	92.6	90.9	89.3	197

Number Tested	2006	0	0	133	125	1	128	127	0	59	74	133	10,804
	2007	0	0	169	167	2	167	162	1	78	91	169	14,889
	2008	0	0	197	187	3	187	178	0	103	94	197	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			21	19		21	21		10	11	21	2,064	55
	2007			28	28		28	28		15	13	28	2,779	63
	2008			48	44	*	46	44		25	23	48	3,280	68
1	2006			10	10	*	10	10		2	8	10	1,391	43
	2007			21	20	*	20	19		7	14	21	1,782	60
	2008			38	37	*	36	35		19	19	38	2,412	66
2	2006			16	15		14	14		2	14	16	838	35
	2007			17	17	*	17	17	*	6	11	17	1,196	46
	2008			28	27	*	26	26		11	17	28	2,596	63
K-2	2006			47	44	*	45	45		14	33	47	4,293	133
	2007			66	65	*	65	64	*	28	38	66	5,757	169
	2008			114	108	*	108	105		55	59	114	8,288	197
Number Tested	2006	0	0	133	125	1	128	127	0	59	74	133	10,804	
	2007	0	0	169	167	2	167	162	1	78	91	169	14,889	
	2008	0	0	197	187	3	187	178	0	103	94	197	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	4	25.0	1	100.0	3	66.7	8	50.0
3	1	0.0	6	50.0	20	35.0	27	37.0
4	1	0.0	5	80.0	11	27.3	17	41.2
5	4	0.0	4	100.0	0	-	8	50.0
ALL	10	10.0	16	75.0	34	35.3	60	41.7

PERFORMANCE IN 2008

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2008 Level	N	%	N	%	N	%	N	%	N	%
KN (72)	Beginning	49	68.1	56	77.8	69	95.8	64	88.9	64	88.9
	Intermediate	18	25.0	12	16.7	3	4.2	7	9.7	7	9.7
	Advanced	4	5.6	3	4.2	0	0.0	1	1.4	1	1.4
	Advanced High	1	1.4	1	1.4	0	0.0	0	0.0	0	0.0
1 (65)	Beginning	29	44.6	44	67.7	60	92.3	55	84.6	55	84.6
	Intermediate	22	33.8	19	29.2	4	6.2	8	12.3	8	12.3
	Advanced	12	18.5	2	3.1	1	1.5	1	1.5	1	1.5
	Advanced High	2	3.1	0	0.0	0	0.0	1	1.5	1	1.5
2 (69)	Beginning	30	43.5	35	50.7	34	49.3	11	15.9	11	15.9
	Intermediate	24	34.8	24	34.8	25	36.2	33	47.8	36	52.2
	Advanced	10	14.5	5	7.2	10	14.5	15	21.7	17	24.6
	Advanced High	5	7.2	5	7.2	0	0.0	10	14.5	5	7.2
3 (58)	Beginning	2	3.4	1	1.7	20	34.5	5	8.6	5	8.6
	Intermediate	24	41.4	26	44.8	21	36.2	11	19.0	11	19.0
	Advanced	29	50.0	28	48.3	15	25.9	19	32.8	25	43.1
	Advanced High	3	5.2	3	5.2	2	3.4	23	39.7	17	29.3
4 (43)	Beginning	9	20.9	8	18.6	10	23.3	2	5.0	2	5.0
	Intermediate	17	39.5	21	48.8	20	46.5	13	32.5	14	35.0
	Advanced	9	20.9	8	18.6	7	16.3	12	30.0	13	32.5
	Advanced High	8	18.6	6	14.0	6	14.0	13	32.5	11	27.5

**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	-	-	-	
62 10 (16.1%)	Beginning	52			
	Intermediate	8	0		
	Advanced	1	0	0	
	Advanced High	0	1	0	
64 42 (65.6%)	Beginning	9			
	Intermediate	24	9		
	Advanced	4	9	4	
	Advanced High	0	2	2	
54 48 (88.9%)	Beginning	5			
	Intermediate	8	1		
	Advanced	11	13	0	
	Advanced High	1	12	3	
40 21 (52.5%)	Beginning	2			
	Intermediate	3	9		
	Advanced	4	2	7	
	Advanced High	0	0	11	

PERFORMANCE IN 2008

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2008 Level	N	%	N	%	N	%	N	%	N	%
5 (37)	Beginning	3	8.1	5	13.5	8	21.6	4	10.8	4	10.8
	Intermediate	15	40.5	14	37.8	19	51.4	6	16.2	6	16.2
	Advanced	17	45.9	17	45.9	10	27.0	10	27.0	16	43.2
	Advanced High	2	5.4	1	2.7	0	0.0	17	45.9	11	29.7
ALL (344)	Beginning	122	35.5	149	43.3	201	58.4	141	41.3	141	41.3
	Intermediate	120	34.9	116	33.7	92	26.7	78	22.9	82	24.0
	Advanced	81	23.5	63	18.3	43	12.5	58	17.0	73	21.4
	Advanced High	21	6.1	16	4.7	8	2.3	64	18.8	45	13.2

**PROGRESSION FROM
2007 TO 2008**

Number Rated Both Years N (%) Progressed	2008 Level	2007 Level			
		Beg	Int	Adv	Adv High
35 11 (31.4%)	Beginning	3			
	Intermediate	1	5		
	Advanced	0	0	16	
	Advanced High	0	2	8	
256 132 (51.6%)	Beginning	72			
	Intermediate	44	24		
	Advanced	20	24	27	
	Advanced High	1	17	24	

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