

2007-08

Special  
Reports on  
Ppupil  
Achievement

**S. S. CONNER**  
School Number 129

*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	7
PK	43
KN	106
1	104
2	87
3	91
4	86
5	81
ALL	605

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	300	49.6	17	44.7
American Indian	0	0.0	*	*
Asian	2	0.3	*	*
Hispanic	294	48.6	7	18.4
White	9	1.5	13	34.2
Other	**	**	1	2.6

\*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	554	91.6
Limited English proficient students	175	28.9
Special education students	45	7.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	41	18	43.9	0	0.0	0	0.0	23	56.1	0	0.0
	2007	42	14	33.3	1	2.4	1	2.4	26	61.9	0	0.0
	2008	43	15	34.9	0	0.0	0	0.0	27	62.8	1	2.3
KN	2006	69	44	63.8	0	0.0	0	0.0	25	36.2	0	0.0
	2007	68	46	67.6	0	0.0	0	0.0	22	32.4	0	0.0
	2008	106	55	51.9	0	0.0	0	0.0	49	46.2	2	1.9
1	2006	86	56	65.1	0	0.0	1	1.2	29	33.7	0	0.0
	2007	69	38	55.1	0	0.0	1	1.4	28	40.6	2	2.9
	2008	104	59	56.7	0	0.0	0	0.0	45	43.3	0	0.0
2	2006	84	56	66.7	0	0.0	1	1.2	27	32.1	0	0.0
	2007	71	42	59.2	0	0.0	0	0.0	29	40.8	0	0.0
	2008	87	47	54.0	0	0.0	1	1.1	38	43.7	1	1.1
3	2006	77	46	59.7	0	0.0	0	0.0	29	37.7	2	2.6
	2007	72	42	58.3	0	0.0	1	1.4	28	38.9	1	1.4
	2008	91	42	46.2	0	0.0	0	0.0	49	53.8	0	0.0
4	2006	75	42	56.0	3	4.0	0	0.0	29	38.7	1	1.3
	2007	56	31	55.4	0	0.0	0	0.0	24	42.9	1	1.8
	2008	86	44	51.2	0	0.0	1	1.2	40	46.5	1	1.2
5	2006	82	60	73.2	1	1.2	0	0.0	21	25.6	0	0.0
	2007	61	27	44.3	3	4.9	0	0.0	29	47.5	2	3.3
	2008	81	37	45.7	0	0.0	0	0.0	42	51.9	2	2.5
EC-5	2006	524	325	62.0	4	0.8	3	0.6	188	35.9	4	0.8
	2007	446	241	54.0	4	0.9	3	0.7	190	42.6	8	1.8
	2008	605	300	49.6	0	0.0	2	0.3	294	48.6	9	1.5

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	41	40	97.6	14	34.1	0	0.0	0	0.0	41	100.0	0.0
	2007	42	34	81.0	21	50.0	1	2.4	0	0.0	42	100.0	0.0
	2008	43	42	97.7	22	51.2	0	0.0	0	0.0	43	100.0	0.0
KN	2006	69	67	97.1	10	14.5	3	4.3	4	5.8	40	58.0	1.4
	2007	68	61	89.7	14	20.6	2	2.9	1	1.5	30	44.1	1.5
	2008	106	92	86.8	33	31.1	4	3.8	0	0.0	46	43.4	1.9
1	2006	86	82	95.3	16	18.6	10	11.6	5	5.8	5	5.8	5.8
	2007	69	63	91.3	13	18.8	7	10.1	4	5.8	7	10.1	4.3
	2008	104	99	95.2	29	27.9	2	1.9	2	1.9	17	16.3	8.7
2	2006	84	80	95.2	18	21.4	8	9.5	10	11.9	8	9.5	2.4
	2007	71	67	94.4	17	23.9	10	14.1	5	7.0	5	7.0	1.4
	2008	87	79	90.8	21	24.1	8	9.2	5	5.7	11	12.6	4.6
3	2006	77	71	92.2	23	29.9	6	7.8	13	16.9	12	15.6	9.1
	2007	72	67	93.1	18	25.0	9	12.5	9	12.5	6	8.3	1.4
	2008	91	86	94.5	29	31.9	9	9.9	4	4.4	13	14.3	1.1
4	2006	75	68	90.7	11	14.7	11	14.7	16	21.3	6	8.0	0.0
	2007	56	51	91.1	7	12.5	3	5.4	8	14.3	3	5.4	0.0
	2008	86	81	94.2	18	20.9	12	14.0	9	10.5	14	16.3	0.0
5	2006	82	75	91.5	6	7.3	8	9.8	13	15.9	8	9.8	1.2
	2007	61	53	86.9	9	14.8	7	11.5	17	27.9	3	4.9	1.6
	2008	81	73	90.1	23	28.4	3	3.7	8	9.9	15	18.5	3.7
EC-5	2006	524	490	93.5	98	18.7	56	10.7	61	11.6	123	23.5	4.6
	2007	446	402	90.1	99	22.2	46	10.3	44	9.9	98	22.0	2.7
	2008	605	554	91.6	175	28.9	45	7.4	28	4.6	166	27.4	3.1

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	20.7	3,987.7	19.5	94.4	3,815.3	95.7	50	100.0	100.0	39	7,228	100.0	100.0
	2007	19.3	4,117.2	18.5	95.7	3,933.6	95.5	60	100.0	100.0	30	7,436	100.0	100.0
	2008	21.2	4,133.2	20.1	95.0	3,942.7	95.4	54	100.0	100.0	37	7,427	100.0	100.0
KN	2006	72.9	13,725.9	68.7	94.2	13,178.1	96.0	38	52.1	25.7	52	11,822	71.3	86.1
	2007	69.4	13,945.0	65.4	94.2	13,385.6	96.0	26	37.4	24.3	53	12,035	76.3	86.3
	2008	100.0	13,568.1	94.6	94.6	13,004.4	95.8	53	53.0	23.5	73	11,618	73.0	85.6
1	2006	87.0	14,145.9	82.8	95.2	13,632.7	96.4	40	46.0	24.8	58	12,164	66.7	86.0
	2007	70.1	14,353.8	66.8	95.4	13,851.4	96.5	30	42.8	23.2	53	12,437	75.6	86.6
	2008	97.7	14,626.9	93.0	95.2	14,102.7	96.4	50	51.2	21.2	73	12,704	74.7	86.9
2	2006	87.9	13,536.9	84.1	95.6	13,115.8	96.9	32	36.4	22.9	70	11,853	79.6	87.6
	2007	74.4	13,403.8	71.1	95.6	12,978.9	96.8	21	28.2	21.7	59	11,729	79.3	87.5
	2008	87.4	13,708.6	83.8	95.9	13,269.8	96.8	36	41.2	19.7	69	12,043	78.9	87.9
3	2006	76.5	12,948.9	74.4	97.3	12,577.2	97.1	24	31.4	22.8	64	11,376	83.6	87.9
	2007	70.0	12,998.4	68.0	97.2	12,633.3	97.2	20	28.6	21.1	57	11,445	81.5	88.0
	2008	88.3	12,806.9	84.7	95.9	12,425.5	97.0	31	35.1	19.1	72	11,408	81.5	89.1
4	2006	77.0	12,021.0	74.0	96.0	11,684.2	97.2	26	33.8	22.3	63	10,587	81.8	88.1
	2007	58.9	12,104.9	57.5	97.7	11,768.3	97.2	14	23.8	19.7	48	10,683	81.5	88.3
	2008	82.6	12,329.8	79.2	95.9	11,960.3	97.0	40	48.4	19.7	63	10,924	76.2	88.6
5	2006	84.8	12,618.4	81.6	96.2	12,262.2	97.2	35	41.3	22.3	65	11,130	76.6	88.2
	2007	62.0	11,757.0	59.9	96.6	11,426.8	97.2	17	27.4	20.9	52	10,362	83.9	88.1
	2008	80.6	11,874.2	78.4	97.2	11,539.6	97.2	33	41.0	18.8	67	10,608	83.2	89.3
EC-5	2006	517.2	83,530.4	494.6	95.6	80,779.5	96.7	246	47.6	34.4	418	76,525	80.8	91.6
	2007	430.4	83,122.6	413.2	96.0	80,387.4	96.7	190	44.1	33.3	357	76,416	82.9	91.9
	2008	562.0	83,438.7	537.8	95.7	80,606.0	96.6	306	54.4	31.9	456	76,970	81.1	92.2

**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	17	44.7
Hispanic	7	18.4
White	13	34.2
Other	1	2.6

Gender	Number	Percent
Female	31	81.6
Male	7	18.4

<b>TOTAL</b>	<b>38</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2006</b>	7.1
<b>2007</b>	7.0
<b>2008</b>	9.6

**PERCENTAGE MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		78.6	91.7	84.1	*	94.4	74.2		82.4	84.4	83.3	87.7	66
	2007	*	76.3	80.0	73.6	*	90.9	69.4		80.6	72.4	76.7	84.6	60
	2008		88.1	84.8	87.0	*	88.2	85.2		81.8	93.5	86.7	86.2	75
4	2006	*	45.7	76.9	59.3	*	37.5	40.0		53.7	66.7	57.6	69.5	66
	2007		51.7	75.0	57.1		*	40.9		70.8	53.8	62.0	69.7	50
	2008	*	50.0	61.1	54.5	*	56.0	43.9		47.2	59.0	53.9	72.1	76
5	2006		79.2	75.0	77.9	*	*	44.4		81.1	75.7	77.3	76.9	75
	2007		62.5	92.0	76.1	*	*	47.8		66.7	84.0	75.0	78.3	52
	2008	*	86.1	85.7	86.4	*	68.8	79.5		87.5	85.4	86.3	82.9	73
3-5	2006	*	70.0	81.4	74.2	*	66.7	54.2		71.4	76.3	72.9	78.2	207
	2007	*	64.8	83.1	69.5	*	71.4	55.6		73.2	70.0	71.6	77.6	162
	2008	*	75.0	76.9	76.1	75.0	69.0	71.2		72.3	78.4	75.4	80.3	224

NUMBER TESTED IN GRADES 3-5													
2006	1	130	70	190	5	30	83	0	112	93	207	32,875	
2007	1	91	65	141	4	21	81	0	82	80	162	31,814	
2008	3	116	104	201	8	58	139	0	112	111	224	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		9	2	10	*	1	8		6	5	11	1,380	66
	2007	*	9	4	14	*	1	11		6	8	14	1,675	60
	2008		5	5	9	*	2	8		8	2	10	1,443	75
4	2006	*	19	6	24	*	5	15		19	8	28	3,190	66
	2007		14	5	18		*	13		7	12	19	3,189	50
	2008	*	19	14	30	*	11	23		19	16	35	2,996	76
5	2006		11	5	15	*	*	15		7	9	17	2,584	75
	2007		9	2	11	*	*	12		9	4	13	2,258	52
	2008	*	5	5	9	*	5	9		4	6	10	1,827	73
3-5	2006	*	39	13	49	*	10	38		32	22	56	7,154	207
	2007	*	32	11	43	*	6	36		22	24	46	7,122	162
	2008	*	29	24	48	2	18	40		31	24	55	6,266	224

NUMBER TESTED IN GRADES 3-5													
2006	1	130	70	190	5	30	83	0	112	93	207	32,875	
2007	1	91	65	141	4	21	81	0	82	80	162	31,814	
2008	3	116	104	201	8	58	139	0	112	111	224	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	76.1	82.3	74.2	78.0
	2007	75.0	82.1	71.7	71.5
	2008	78.2	79.4	79.6	76.2
4	2006	73.0	67.2	64.1	62.3
	2007	73.3	72.5	65.7	66.0
	2008	70.5	65.6	65.2	60.7
5	2006	76.4	75.3	75.5	72.7
	2007	72.8	81.7	75.2	71.6
	2008	77.4	76.2	80.3	75.8
3-5	2006	75.2	75.0	71.5	71.1
	2007	73.8	79.0	71.0	69.8
	2008	75.4	73.7	74.9	70.8

**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		11.9	25.0	15.9	*	11.1	6.5		14.7	18.8	16.7	28.0	66
	2007	*	23.7	5.0	11.3	*	0.0	5.6		16.1	17.2	16.7	21.3	60
	2008		19.0	18.2	20.3	*	11.8	13.0		15.9	22.6	18.7	21.5	75
4	2006	*	5.7	15.4	10.2	*	0.0	4.0		4.9	16.7	9.1	10.0	66
	2007		6.9	25.0	9.5		*	4.5		12.5	15.4	14.0	16.6	50
	2008	*	5.3	2.8	4.5	*	4.0	2.4		5.6	2.6	3.9	14.4	76
5	2006		3.8	15.0	5.9	*	*	0.0		5.4	8.1	6.7	10.8	75
	2007		8.3	24.0	10.9	*	*	4.3		18.5	12.0	15.4	13.1	52
	2008	*	13.9	11.4	13.6	*	6.3	6.8		15.6	9.8	12.3	16.5	73
3-5	2006	*	6.9	18.6	10.5	*	6.7	3.6		8.0	14.0	10.6	16.4	207
	2007	*	14.3	18.5	10.6	*	4.8	4.9		15.9	15.0	15.4	17.1	162
	2008	*	12.9	10.6	12.9	25.0	6.9	7.9		12.5	10.8	11.6	17.4	224

NUMBER TESTED IN GRADES 3-5													
2006	1	130	70	190	5	30	83	0	112	93	207	32,875	
2007	1	91	65	141	4	21	81	0	82	80	162	31,814	
2008	3	116	104	201	8	58	139	0	112	111	224	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		58.1	73.9	63.5	*	66.7	53.3		61.8	65.6	63.6	74.9	66
	2007	*	64.9	84.2	72.5	*	90.0	60.0		83.3	60.0	70.5	70.3	61
	2008		74.4	80.0	77.1	*	83.3	73.6		74.4	80.6	77.0	76.6	74
4	2006	*	66.7	85.2	73.8	*	50.0	55.6		69.0	80.0	72.1	74.0	68
	2007		62.1	71.4	62.8		*	39.1		75.0	59.3	66.0	75.7	53
	2008	*	50.0	63.9	60.9	*	60.0	42.5		60.0	55.3	56.8	77.9	74
5	2006		81.8	85.0	81.4	*	*	65.5		80.5	83.8	82.1	82.2	78
	2007	*	76.0	88.9	79.6	*	57.1	65.4		75.0	84.0	78.9	82.9	57
	2008	*	76.5	76.5	76.2	*	66.7	63.4		87.1	69.2	77.1	84.0	70
3-5	2006	*	70.1	81.4	73.2	57.1	61.3	58.1		70.9	76.6	73.1	77.1	212
	2007	*	67.0	82.1	72.0	100.0	72.7	56.0		77.9	67.1	71.9	76.2	171
	2008	*	67.0	73.3	71.6	*	69.0	61.2		73.4	67.6	70.2	79.5	218

NUMBER TESTED IN GRADES 3-5													
2006	1	134	70	194	7	31	86	0	117	94	212	33,063	
2007	2	91	67	143	6	22	84	0	86	82	171	32,298	
2008	3	109	105	197	5	58	134	0	109	108	218	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		18	6	23	*	6	14		13	11	24	2,820	66
	2007	*	13	3	14	*	1	14		5	12	18	3,303	61
	2008		10	7	16	*	3	14		11	6	17	2,542	74
4	2006	*	12	4	16	*	4	12		13	5	19	2,765	68
	2007		11	6	16		*	14		6	11	18	2,604	53
	2008	*	18	13	25	*	10	23		14	17	32	2,436	74
5	2006		10	3	13	*	*	10		8	6	14	1,997	78
	2007	*	6	3	10	*	3	9		8	4	12	1,785	57
	2008	*	8	8	15	*	5	15		4	12	16	1,730	70
3-5	2006	*	40	13	52	3	12	36		34	22	57	7,582	212
	2007	*	30	12	40	0	6	37		19	27	48	7,692	171
	2008	*	36	28	56	*	18	52		29	35	65	6,708	218

NUMBER TESTED IN GRADES 3-5													
2006	1	134	70	194	7	31	86	0	117	94	212	33,063	
2007	2	91	67	143	6	22	84	0	86	82	171	32,298	
2008	3	109	105	197	5	58	134	0	109	108	218	32,696	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2006	77.9	69.4	75.8	68.4	75.8	53.0
	2007	73.3	76.2	82.0	76.2	76.6	62.5
	2008	81.9	79.7	85.1	74.3	82.4	60.3
4	2006	80.2	78.6	79.4	61.3	73.9	60.7
	2007	76.7	79.8	71.1	69.2	65.6	69.3
	2008	73.2	69.5	69.4	68.0	65.5	62.8
5	2006	79.4	75.3	82.4	73.6	83.0	73.4
	2007	78.5	76.7	87.7	72.9	76.8	73.7
	2008	78.3	77.1	87.6	76.1	75.7	74.1
3-5	2006	79.2	74.5	79.4	68.0	77.8	63.0
	2007	76.1	77.5	80.5	72.9	73.2	68.3
	2008	77.8	75.4	80.6	72.8	74.5	65.6

**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		2.3	21.7	9.5	*	11.1	6.7		5.9	12.5	9.1	22.3	66
	2007	*	18.9	21.1	17.6	*	0.0	8.6		23.3	13.3	18.0	19.2	61
	2008		25.6	22.9	22.9	*	11.1	20.8		30.2	16.1	24.3	26.3	74
4	2006	*	11.1	22.2	14.8	*	12.5	3.7		14.3	20.0	16.2	22.1	68
	2007		13.8	28.6	20.9		*	4.3		37.5	3.7	18.9	22.6	53
	2008	*	11.1	5.6	9.4	*	8.0	5.0		8.6	10.5	9.5	23.8	74
5	2006		29.1	25.0	28.6	*	*	6.9		31.7	24.3	28.2	29.9	78
	2007	*	12.0	44.4	24.5	*	14.3	11.5		25.0	32.0	28.1	29.3	57
	2008	*	23.5	32.4	23.8	*	13.3	4.9		35.5	23.1	28.6	31.9	70
3-5	2006	*	15.7	22.9	18.0	0.0	9.7	5.8		17.9	19.1	18.4	24.8	212
	2007	*	15.4	32.8	21.0	0.0	9.1	8.3		27.9	15.9	21.6	23.6	171
	2008	*	20.2	20.0	18.8	*	10.3	11.2		24.8	16.7	20.6	27.3	218


NUMBER TESTED IN GRADES 3-5													
2006	1	134	70	194	7	31	86	0	117	94	212	33,063	
2007	2	91	67	143	6	22	84	0	86	82	171	32,298	
2008	3	109	105	197	5	58	134	0	109	108	218	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	*	82.4	84.6	81.0	*	62.5	70.8		77.5	91.7	82.8	84.2	64
	2007		93.1	78.3	86.7		57.1	75.0		76.0	96.3	86.5	86.5	52
	2008	*	80.6	73.3	79.7	*	73.7	63.9		80.6	75.0	76.5	87.4	68

NUMBER TESTED IN GRADE 4													
2006	1	34	26	58	2	8	24	0	40	24	64	10,311	
2007	0	29	23	45	0	7	24	0	25	27	52	10,408	
2008	1	36	30	59	3	19	36	0	31	36	68	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	*	6	4	11	*	3	7		9	2	11	1,631	64
	2007		2	5	6		3	6		6	1	7	1,408	52
	2008	*	7	8	12	*	5	13		6	9	16	1,348	68

NUMBER TESTED IN GRADE 4													
2006	1	34	26	58	2	8	24	0	40	24	64	10,311	
2007	0	29	23	45	0	7	24	0	25	27	52	10,408	
2008	1	36	30	59	3	19	36	0	31	36	68	10,658	


## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2006	2.0	83.2	77.1	82.6	86.5
	2007	2.2	78.8	86.1	86.5	85.8
	2008	2.0	69.5	74.8	72.6	78.7

**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	*	2.9	3.8	5.2	*	0.0	0.0		2.5	8.3	4.7	10.9	64
	2007		24.1	30.4	26.7		0.0	8.3		24.0	29.6	26.9	18.2	52
	2008	*	5.6	16.7	10.2	*	15.8	8.3		9.7	11.1	10.3	21.4	68


NUMBER TESTED IN GRADE 4													
2006	1	34	26	58	2	8	24	0	40	24	64	10,311	
2007	0	29	23	45	0	7	24	0	25	27	52	10,408	
2008	1	36	30	59	3	19	36	0	31	36	68	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		58.5	78.9	65.7	*	*	32.1		73.0	56.8	65.3	62.1	75
	2007	*	52.0	76.9	63.3	*	16.7	28.0		60.0	66.7	63.2	62.3	57
	2008	*	60.0	60.0	58.5	*	31.3	41.9		78.1	47.5	61.1	71.9	72

NUMBER TESTED IN GRADE 5													
2006	0	53	19	67	3	4	28	0	37	37	75	11,045	
2007	1	25	26	49	4	6	25	0	30	27	57	10,296	
2008	2	35	35	65	1	16	43	0	32	40	72	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		22	4	23	*	*	19		10	16	26	4,185	75
	2007	*	12	6	18	*	5	18		12	9	21	3,881	57
	2008	*	14	14	27	*	11	25		7	21	28	3,005	72

NUMBER TESTED IN GRADE 5													
2006	0	53	19	67	3	4	28	0	37	37	75	11,045	
2007	1	25	26	49	4	6	25	0	30	27	57	10,296	
2008	2	35	35	65	1	16	43	0	32	40	72	10,686	


## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	81.9	86.7	74.2	64.1
	2007	79.2	84.2	79.1	60.4
	2008	79.3	82.7	80.9	66.7

**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2006		1.9	10.5	6.0	*	*	0.0		8.1	2.7	5.3	14.4	75
	2007	*	8.0	19.2	14.3	*	0.0	0.0		16.7	14.8	15.8	18.0	57
	2008	*	14.3	25.7	18.5	*	0.0	7.0		31.3	15.0	22.2	24.8	72

NUMBER TESTED IN GRADE 5													
2006	0	53	19	67	3	4	28	0	37	37	75	11,045	
2007	1	25	26	49	4	6	25	0	30	27	57	10,296	
2008	2	35	35	65	1	16	43	0	32	40	72	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			*	*		*	*		*	*	*	82.2	4
	2007			71.4	71.4		66.7	66.7		*	*	71.4	82.9	7
	2008			100.0	100.0		100.0	100.0			100.0	100.0	85.4	9
4	2006												64.8	0
	2007			*	*		*	*		*		*	65.9	2
	2008												67.0	0
5	2006													0
	2007			*	*		*	*		*	*	*	75.8	2
	2008												70.6	0
ALL	2006			*	*		*	*		*	*	*	—	4
	2007			70.0	70.0		66.7	66.7		50.0	*	63.6	—	11
	2008			100.0	100.0		100.0	100.0			100.0	100.0	—	9

NUMBER TESTED IN GRADES ALL													
2006	0	0	4	4	0	4	4	0	3	1	4	—	
2007	0	0	10	10	0	9	9	0	6	5	11	—	
2008	0	0	9	8	0	9	9	0	0	9	9	—	

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			*	*		*	*		*	*	*	141	4
	2007			2	2		2	2		*	*	2	219	7
	2008			0	0		0	0			0	0	239	9
4	2006												50	0
	2007			*	*		*	*		*		*	122	2
	2008												215	0
5	2006													0
	2007			*	*		*	*		*	*	*	22	2
	2008												65	0
ALL	2006			*	*		*	*		*	*	*	—	4
	2007			3	3		3	3		3	*	4	—	11
	2008			0	0		0	0			0	0	—	9

NUMBER TESTED IN GRADES ALL													
2006	0	0	4	4	0	4	4	0	3	1	4	—	
2007	0	0	10	10	0	9	9	0	6	5	11	—	
2008	0	0	9	8	0	9	9	0	0	9	9	—	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2006	*	*	*	*
	2007	58.1	73.5	59.5	67.9
	2008	77.8	81.0	74.1	65.3
4	2006				
	2007	*	*	*	*
	2008				
5	2006				
	2007	*	*	*	*
	2008				
ALL	2006	*	*	*	*
	2007	60.9	72.9	58.5	67.1
	2008	77.8	81.0	74.1	65.3

**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006			*	*		*	*		*	*	*	13.9	4
	2007			0.0	0.0		0.0	0.0		*	*	0.0	14.8	7
	2008			11.1	12.5		11.1	11.1			11.1	11.1	17.2	9
4	2006												12.7	0
	2007			*	*		*	*		*		*	14.2	2
	2008												13.5	0
5	2006													0
	2007			*	*		*	*		*	*	*	17.6	2
	2008												19.9	0
ALL	2006			*	*		*	*		*	*	*	—	4
	2007			0.0	0.0		0.0	0.0		0.0	*	0.0	—	11
	2008			11.1	12.5		11.1	11.1			11.1	11.1	—	9

NUMBER TESTED IN ALL GRADES													
2006	0	0	4	4	0	4	4	0	3	1	4	—	
2007	0	0	10	10	0	9	9	0	6	5	11	—	
2008	0	0	9	8	0	9	9	0	0	9	9	—	

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			*	*		*	*		*	*	*	65.1	3
	2007			14.3	14.3		16.7	16.7		*	*	14.3	62.1	7
	2008			33.3	37.5		33.3	33.3			33.3	33.3	71.7	9
5	2006												*	0
	2007			*	*		*	*			*	*	38.3	1
	2008												53.3	0
ALL	2006			*	*		*	*		*	*	*	63.1	3
	2007			25.0	25.0		28.6	28.6		*	*	25.0	60.9	8
	2008			33.3	37.5		33.3	33.3			33.3	33.3	68.2	9

NUMBER TESTED IN GRADES ALL													
2006	0	0	3	3	0	3	3	0	2	1	3	888	
2007	0	0	8	8	0	7	7	0	4	4	8	1,376	
2008	0	0	9	8	0	9	9	0	0	9	9	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			*	*		*	*		*	*	*	261	3
	2007			6	6		5	5		*	*	6	389	7
	2008			6	5		6	6			6	6	316	9
5	2006												*	0
	2007			*	*		*	*			*	*	37	1
	2008												56	0
ALL	2006			*	*		*	*		*	*	*	328	3
	2007			6	6		5	5		*	*	6	538	8
	2008			6	5		6	6			6	6	529	9

NUMBER TESTED IN GRADES ALL													
2006	0	0	3	3	0	3	3	0	2	1	3	888	
2007	0	0	8	8	0	7	7	0	4	4	8	1,376	
2008	0	0	9	8	0	9	9	0	0	9	9	1,664	

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE**

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2006	*	*	*	*	*	*
	2007	62.9	64.3	69.0	59.5	57.1	50.0
	2008	65.6	70.4	70.4	66.7	72.2	48.6
5	2006						
	2007	*	*	*	*	*	*
	2008						
ALL	2006	*	*	*	*	*	*
	2007	65.2	65.2	71.1	61.0	56.3	50.0
	2008	65.6	70.4	70.4	66.7	72.2	48.6

**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			*	*		*	*		*	*	*	16.6	3
	2007			0.0	0.0		0.0	0.0		*	*	0.0	15.9	7
	2008			11.1	12.5		11.1	11.1			11.1	11.1	20.9	9
5	2006												*	0
	2007			*	*		*	*			*	*	11.7	1
	2008												14.2	0
ALL	2006			*	*		*	*		*	*	*	—	3
	2007			0.0	0.0		0.0	0.0		*	*	0.0	—	8
	2008			11.1	12.5		11.1	11.1			11.1	11.1	—	9


NUMBER TESTED IN ALL GRADES													
2006	0	0	3	3	0	3	3	0	2	1	3	—	
2007	0	0	8	8	0	7	7	0	4	4	8	—	
2008	0	0	9	8	0	9	9	0	0	9	9	—	

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	0
	2007												79.1	0
	2008			83.3	*		83.3	*		*	*	83.3	81.9	6

NUMBER TESTED IN GRADE 4														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	161
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	6	5	0	6	5	0	3	3	6	6	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	0
	2007												76	0
	2008			1	*		1	*		*	*	1	121	6

NUMBER TESTED IN GRADE 4														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	161
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	6	5	0	6	5	0	3	3	6	6	667	


## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition <sup>1</sup> : 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					
	2008	2.3	58.3	70.8	81.3	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)
4	2006												11.8	0
	2007												13.2	0
	2008			0.0	*		0.0	*		*	*	0.0	14.2	6

NUMBER TESTED IN GRADE 4														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	161
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	6	5	0	6	5	0	3	3	6	6	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)
3														
	2008		*	*	*	66.7	*	*		66.7		66.7	77.7	6
4														
	2008		*	*	57.1	62.5	*	*		*	*	62.5	70.7	8
5														
	2008		*		*	*		*		*	*	*	73.3	2
3-5														
	2008		75.0	66.7	71.4	68.8	*	66.7		66.7	*	68.8	73.7	16

NUMBER TESTED IN GRADES 3-5														
2008	0	8	6	14	16	2	9	0	12	3	16	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		*	*	*	2	*	*		2		2	116	6
4														
	2008		*	*	3	3	*	*		*	*	3	181	8
5														
	2008		*		*	*		*		*	*	*	179	2
3-5														
	2008		2	2	4	5	*	3		4	*	5	476	16

NUMBER TESTED IN GRADES 3-5														
2008	0	8	6	14	16	2	9	0	12	3	16	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	47.4	66.7	43.3	52.8
4					
	2008	57.3	56.3	58.3	46.9
5					
	2008	*	*	*	*
3-5					
	2008	55.5	62.5	57.9	51.8

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		*	*	50.0	42.9	*	*		42.9		42.9	76.1	7
4														
	2008		42.9	*	44.4	40.0	*	*		66.7	*	40.0	69.1	10
5														
	2008		*		*	*		*		*	*	*	64.0	2
3-5														
	2008		60.0	42.9	52.9	47.4	*	50.0		57.1	*	47.4	69.4	19

NUMBER TESTED IN GRADES 3-5														
2008	0	10	7	17	19	2	10	0	14	4	19	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		*	*	3	4	*	*		4		4	129	7
4														
	2008		4	*	5	6	*	*		2	*	6	173	10
5														
	2008		*		*	*		*		*	*	*	227	2
3-5														
	2008		4	4	8	10	*	5		6	*	10	529	19

NUMBER TESTED IN GRADES 3-5														
2008	0	10	7	17	19	2	10	0	14	4	19	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	42.9	51.4	54.3	65.7	28.6	35.7
4							
	2008	51.1	58.3	40.0	52.0	50.0	45.0
5							
	2008	*	*	*	*	*	*
3-5							
	2008	49.1	56.7	48.9	58.6	43.9	43.2

**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	53.6	69.9	56
	2007	*	37.5	41.5	46.9	53
	2008	*	33.8	33.3	57.6	75
1	2006	50.0	51.9	51.7	54.1	60
	2007	21.1	58.6	43.8	51.4	48
	2008	14.3	34.5	32.3	50.2	65
2	2006	20.0	42.1	38.8	49.2	67
	2007	12.5	34.8	21.8	44.5	55
	2008	33.3	52.2	40.7	50.2	59
1-2	2006	31.3	46.8	44.9	51.4	127
	2007	15.7	48.1	32.0	47.6	103
	2008	30.2	39.5	36.3	50.2	124

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	49.1	48.2	68.7	56
	2007	16.7	43.1	36.2	44.3	69
	2008	6.3	30.7	23.4	44.9	107
1	2006	66.7	46.0	47.8	60.7	69
	2007	23.8	38.7	32.7	48.8	52
	2008	25.8	26.9	26.5	55.5	98
2	2006	80.0	55.4	59.1	63.1	66
	2007	22.9	44.0	31.7	55.6	60
	2008	39.7	59.3	45.9	57.5	85
K-2	2006	70.6	50.0	51.8	63.9	191
	2007	21.6	42.1	33.7	49.1	181
	2008	27.3	33.7	31.0	52.7	290

Number Tested	2006	17	166	183	27,596	
	2007	56	100	156	24,696	
	2008	47	152	199	21,817	

Number Tested	2006	17	174	191	28,201	
	2007	74	107	181	34,441	
	2008	121	169	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		47.8	88.9	52.8	*		*		43.8	66.7	53.6	69.9	56
	2007		41.7	*	40.0	*		*		45.8	37.9	41.5	46.9	53
	2008	*	30.9	33.3	30.2	*	*	*		27.5	40.0	33.3	57.6	75
1	2006		48.9	61.5	51.8	*	*	50.0		50.0	53.8	51.7	54.1	60
	2007	*	43.2	55.6	44.4	*		21.1		39.3	50.0	43.8	51.4	48
	2008		27.7	44.4	32.8		*	14.3		46.4	21.6	32.3	50.2	65
2	2006		43.6	9.1	36.5	*	*	20.0		43.8	34.3	38.8	49.2	67
	2007		15.0	40.0	24.0	33.3	*	12.5		25.8	16.7	21.8	44.5	55
	2008	*	44.2	28.6	43.1	0.0	*	33.3		37.1	45.8	40.7	50.2	59
1-2	2006		46.1	37.5	43.7	22.2	33.3	31.3		47.0	42.6	44.9	51.4	127
	2007	*	28.6	45.8	33.7	25.0	*	15.7		32.2	31.8	32.0	47.6	103
	2008	*	35.6	37.5	37.5	0.0	*	30.2		41.3	31.1	36.3	50.2	124

Number Tested	2006	0	148	33	172	13	6	17	0	98	85	183	27,596
	2007	2	125	29	145	10	4	56	0	83	73	156	24,696
	2008	3	145	50	175	11	6	47	0	103	96	199	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		1	1	2	*		*		1	1	2	1,856	56
	2007		2	*	1	*		*		1	1	2	1,245	53
	2008	*	3	1	3	*	*	*		4	1	5	1,687	75
1	2006		6	1	7	*	*	1		3	4	7	1,786	60
	2007	*	5	3	8	*		1		2	6	8	1,458	48
	2008		3	2	5		*	0		2	3	5	1,555	65
2	2006		3	0	1	*	*	0		3	0	3	1,340	67
	2007		0	1	1	0	*	0		0	1	1	896	55
	2008	*	5	2	7	0	*	3		4	3	7	1,065	59
1-2	2006		9	1	8	0	0	1		6	4	10	3,126	127
	2007	*	5	4	9	0	*	1		2	7	9	2,355	103
	2008	*	8	4	12	0	*	3		6	6	12	2,620	124

Number Tested	2006	0	148	33	172	13	6	17	0	98	85	183	27,596
	2007	2	125	29	145	10	4	56	0	83	73	156	24,696
	2008	3	145	50	175	11	6	47	0	103	96	199	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		41.3	88.9	49.1	*		*		40.6	58.3	48.2	68.7	56
	2007		41.7	23.8	35.9	*	15.4	16.7		34.4	37.8	36.2	44.3	69
	2008	*	28.6	14.3	22.2	*	3.1	6.3		21.1	26.0	23.4	44.9	107
1	2006		43.6	64.3	47.7	28.6	*	66.7		42.5	55.2	47.8	60.7	69
	2007	*	28.2	54.5	34.7	*	*	23.8		34.5	30.4	32.7	48.8	52
	2008		29.6	22.7	27.2	*	21.4	25.8		41.9	14.5	26.5	55.5	98
2	2006		53.7	81.8	56.5	33.3	*	80.0		65.6	52.9	59.1	63.1	66
	2007		22.7	56.3	29.1	44.4	*	22.9		36.4	25.9	31.7	55.6	60
	2008	*	48.9	41.7	45.3	0.0	30.0	39.7		49.0	41.7	45.9	57.5	85
K-2	2006		46.5	76.5	51.1	29.4	83.3	70.6		49.0	55.2	51.8	63.9	191
	2007	*	31.3	41.7	33.3	31.3	27.8	21.6		35.1	32.2	33.7	49.1	181
	2008	*	35.0	24.8	30.7	0.0	16.3	27.3		36.2	25.5	31.0	52.7	290

Number Tested	2006	0	155	34	180	17	6	17	0	104	87	191	28,201
	2007	2	131	48	168	16	18	74	0	94	87	181	34,441
	2008	3	157	129	257	13	80	121	0	149	141	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		6	3	9	*		*		6	3	9	2,491	56
	2007		7	1	8	*	0	0		5	3	8	2,583	69
	2008	*	6	1	7	*	0	0		6	1	7	2,788	107
1	2006		2	4	6	0	*	1		3	3	6	2,111	69
	2007	*	4	2	6	*	*	1		4	2	6	1,769	52
	2008		3	1	4	*	1	1		3	1	4	2,800	98
2	2006		8	2	9	1	*	2		6	5	11	2,575	66
	2007		2	1	2	1	*	2		1	2	3	2,098	60
	2008	*	6	3	8	0	1	3		6	4	10	2,912	85
K-2	2006		16	9	24	1	2	3		15	11	26	7,177	191
	2007	*	13	4	16	1	0	3		10	7	17	6,450	181
	2008	*	15	5	19	0	2	4		15	6	21	8,500	290

Number Tested	2006	0	155	34	180	17	6	17	0	104	87	191	28,201
	2007	2	131	48	168	16	18	74	0	94	87	181	34,441
	2008	3	157	129	257	13	80	121	0	149	141	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)
1	2006			84.6	84.6	*	83.3	81.8		*	77.8	84.6	82.5	13
	2007			82.4	86.7		81.8	81.8		75.0	88.9	82.4	84.5	17
	2008			88.0	87.0		88.0	86.4		75.0	100.0	88.0	88.0	25
2	2006			92.9	92.9	*	92.9	92.3		88.9	*	92.9	87.2	14
	2007			92.3	92.3	*	92.3	92.3		*	100.0	92.3	89.9	13
	2008			80.0	77.8		83.3	88.2		75.0	83.3	80.0	93.4	20
1-2	2006			88.4	88.4	*	86.1	84.8		91.7	84.2	88.4	84.6	43
	2007			87.0	90.5	*	86.5	86.5		76.2	96.0	87.0	85.6	46
	2008			84.4	82.9		86.0	87.2		75.0	92.0	84.4	89.3	45

Number Tested	2006	0	0	43	43	2	36	33	0	24	19	43	10,804
	2007	0	0	46	42	1	37	37	0	21	25	46	14,889
	2008	0	0	45	41	0	43	39	0	20	25	45	18,257

**NUMBER AT OR ABOVE THE 80th PERCENTILE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
1	2006			1	1	*	1	1		*	1	1	1,391	13
	2007			11	10		8	8		4	7	11	1,782	17
	2008			10	10		10	10		3	7	10	2,412	25
2	2006			5	5	*	5	4		3	*	5	838	14
	2007			4	4	*	4	4		*	3	4	1,196	13
	2008			6	5		5	5		2	4	6	2,596	20
1-2	2006			11	11	*	10	9		6	5	11	4,293	43
	2007			21	20	*	18	18		6	15	21	5,757	46
	2008			16	15		15	15		5	11	16	8,288	45

Number Tested	2006	0	0	43	43	2	36	33	0	24	19	43	10,804
	2007	0	0	46	42	1	37	37	0	21	25	46	14,889
	2008	0	0	45	41	0	43	39	0	20	25	45	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	1	100.0	0	-	2	100.0
3	5	40.0	2	50.0	9	11.1	16	25.0
4	1	100.0	3	33.3	7	14.3	11	27.3
5	6	50.0	0	-	0	-	6	50.0
ALL	13	53.8	6	50.0	16	12.5	35	34.3

**PERFORMANCE IN 2008**

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2008 Level	N	%	N	%	N	%	N	%	N	%
KN (31)	Beginning	31	100.0	30	96.8	31	100.0	31	100.0	31	100.0
	Intermediate	0	0.0	1	3.2	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (29)	Beginning	14	48.3	18	62.1	22	75.9	21	72.4	21	72.4
	Intermediate	8	27.6	4	13.8	5	17.2	5	17.2	5	17.2
	Advanced	6	20.7	6	20.7	1	3.4	2	6.9	2	6.9
	Advanced High	1	3.4	1	3.4	1	3.4	1	3.4	1	3.4
2 (20)	Beginning	5	26.3	5	26.3	5	26.3	6	30.0	5	26.3
	Intermediate	3	15.8	4	21.1	7	36.8	4	20.0	4	21.1
	Advanced	11	57.9	10	52.6	7	36.8	8	40.0	8	42.1
	Advanced High	0	0.0	0	0.0	0	0.0	2	10.0	2	10.5
3 (29)	Beginning	5	17.2	7	24.1	5	17.9	4	14.3	4	14.8
	Intermediate	13	44.8	12	41.4	15	53.6	6	21.4	6	22.2
	Advanced	7	24.1	9	31.0	7	25.0	11	39.3	11	40.7
	Advanced High	4	13.8	1	3.4	1	3.6	7	25.0	6	22.2
4 (18)	Beginning	1	5.6	1	5.6	2	11.1	1	5.6	1	5.6
	Intermediate	7	38.9	5	27.8	9	50.0	7	38.9	7	38.9
	Advanced	6	33.3	8	44.4	4	22.2	8	44.4	8	44.4
	Advanced High	4	22.2	4	22.2	3	16.7	2	11.1	2	11.1

**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	-	-	-	
26 8 (30.8%)	Beginning	18			
	Intermediate	4	0		
	Advanced	2	0	0	
	Advanced High	1	0	0	
18 11 (61.1%)	Beginning	4			
	Intermediate	2	2		
	Advanced	3	4	0	
	Advanced High	2	0	0	
25 16 (64.0%)	Beginning	2			
	Intermediate	1	3		
	Advanced	4	4	2	
	Advanced High	0	3	3	
15 6 (40.0%)	Beginning	0			
	Intermediate	2	3		
	Advanced	1	1	6	
	Advanced High	0	0	2	

**PERFORMANCE IN 2008**

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2008 Level	N	%	N	%	N	%	N	%	N	%
5 (23)	Beginning	4	17.4	7	30.4	8	34.8	4	17.4	4	17.4
	Intermediate	5	21.7	1	4.3	4	17.4	3	13.0	3	13.0
	Advanced	14	60.9	15	65.2	11	47.8	5	21.7	5	21.7
	Advanced High	0	0.0	0	0.0	0	0.0	11	47.8	11	47.8
ALL (150)	Beginning	60	40.3	68	45.6	73	49.3	67	45.0	66	44.9
	Intermediate	36	24.2	27	18.1	40	27.0	25	16.8	25	17.0
	Advanced	44	29.5	48	32.2	30	20.3	34	22.8	34	23.1
	Advanced High	9	6.0	6	4.0	5	3.4	23	15.4	22	15.0

**PROGRESSION FROM  
2007 TO 2008**

Number Rated Both Years  N (%) Progressed	2008 Level	2007 Level			
		Beg	Int	Adv	Adv High
15  11 (73.3%)	Beginning	1			
	Intermediate	1	1		
	Advanced	0	3	2	
	Advanced High	0	1	6	
99  52 (52.5%)	Beginning	25			
	Intermediate	10	9		
	Advanced	10	12	10	
	Advanced High	3	4	11	

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