

2007-08

Special
Reports on
Pupil
Achievement

CHARLES A. GILL

School Number 147

*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	5
PK	82
KN	105
1	121
2	118
3	93
4	101
5	92
ALL	717

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	170	23.7	11	23.4
American Indian	4	0.6	*	*
Asian	44	6.1	*	*
Hispanic	485	67.6	14	29.8
White	14	2.0	20	42.6
Other	**	**	2	4.3

*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	639	89.1
Limited English proficient students	361	50.3
Special education students	45	6.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	82	25	30.5	0	0.0	2	2.4	52	63.4	3	3.7
	2007	70	22	31.4	0	0.0	3	4.3	44	62.9	1	1.4
	2008	82	18	22.0	0	0.0	2	2.4	61	74.4	1	1.2
KN	2006	160	56	35.0	0	0.0	12	7.5	86	53.8	6	3.8
	2007	186	65	34.9	0	0.0	7	3.8	109	58.6	5	2.7
	2008	105	21	20.0	0	0.0	4	3.8	79	75.2	1	1.0
1	2006	144	50	34.7	0	0.0	7	4.9	83	57.6	4	2.8
	2007	168	51	30.4	1	0.6	14	8.3	97	57.7	5	3.0
	2008	121	29	24.0	0	0.0	8	6.6	78	64.5	6	5.0
2	2006	151	65	43.0	1	0.7	8	5.3	73	48.3	4	2.6
	2007	136	46	33.8	0	0.0	4	2.9	84	61.8	2	1.5
	2008	118	20	16.9	1	0.8	12	10.2	83	70.3	2	1.7
3	2006	121	45	37.2	1	0.8	5	4.1	68	56.2	2	1.7
	2007	145	55	37.9	1	0.7	8	5.5	78	53.8	3	2.1
	2008	93	26	28.0	0	0.0	3	3.2	64	68.8	0	0.0
4	2006	121	43	35.5	0	0.0	8	6.6	65	53.7	5	4.1
	2007	114	40	35.1	2	1.8	4	3.5	66	57.9	2	1.8
	2008	101	29	28.7	1	1.0	9	8.9	61	60.4	1	1.0
5	2006	146	56	38.4	0	0.0	14	9.6	71	48.6	5	3.4
	2007	127	49	38.6	0	0.0	8	6.3	66	52.0	4	3.1
	2008	92	27	29.3	2	2.2	6	6.5	55	59.8	2	2.2
EC-5	2006	940	346	36.8	2	0.2	57	6.1	505	53.7	30	3.2
	2007	956	331	34.6	4	0.4	49	5.1	549	57.4	23	2.4
	2008	717	170	23.7	4	0.6	44	6.1	485	67.6	14	2.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	82	74	90.2	44	53.7	1	1.2	0	0.0	82	100.0	0.0
	2007	70	69	98.6	39	55.7	2	2.9	0	0.0	70	100.0	0.0
	2008	82	80	97.6	44	53.7	2	2.4	0	0.0	82	100.0	0.0
KN	2006	160	136	85.0	72	45.0	1	0.6	4	2.5	87	54.4	0.6
	2007	186	153	82.3	79	42.5	4	2.2	0	0.0	104	55.9	0.5
	2008	105	95	90.5	60	57.1	3	2.9	1	1.0	48	45.7	0.0
1	2006	144	126	87.5	71	49.3	5	3.5	9	6.3	23	16.0	2.8
	2007	168	152	90.5	76	45.2	5	3.0	3	1.8	25	14.9	6.0
	2008	121	105	86.8	61	50.4	5	4.1	9	7.4	17	14.0	4.1
2	2006	151	124	82.1	56	37.1	10	6.6	12	7.9	22	14.6	6.0
	2007	136	123	90.4	66	48.5	7	5.1	8	5.9	22	16.2	5.1
	2008	118	104	88.1	65	55.1	4	3.4	6	5.1	12	10.2	5.1
3	2006	121	103	85.1	60	49.6	9	7.4	16	13.2	12	9.9	3.3
	2007	145	122	84.1	52	35.9	14	9.7	10	6.9	20	13.8	3.4
	2008	93	85	91.4	55	59.1	6	6.5	9	9.7	18	19.4	4.3
4	2006	121	102	84.3	38	31.4	16	13.2	14	11.6	21	17.4	0.0
	2007	114	97	85.1	45	39.5	12	10.5	13	11.4	15	13.2	2.6
	2008	101	90	89.1	38	37.6	7	6.9	9	8.9	12	11.9	0.0
5	2006	146	120	82.2	19	13.0	11	7.5	17	11.6	21	14.4	4.1
	2007	127	104	81.9	36	28.3	11	8.7	9	7.1	25	19.7	7.1
	2008	92	76	82.6	38	41.3	13	14.1	17	18.5	15	16.3	3.3
EC-5	2006	940	798	84.9	361	38.4	68	7.2	72	7.7	276	29.4	3.3
	2007	956	829	86.7	393	41.1	65	6.8	43	4.5	285	29.8	4.4
	2008	717	639	89.1	361	50.3	45	6.3	51	7.1	207	28.9	2.8

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	40.7	3,987.7	39.3	96.6	3,815.3	95.7	110	100.0	100.0	75	7,228	100.0	100.0
	2007	34.4	4,117.2	33.2	96.8	3,933.6	95.5	93	100.0	100.0	58	7,436	100.0	100.0
	2008	41.1	4,133.2	39.5	96.0	3,942.7	95.4	94	100.0	100.0	78	7,427	100.0	100.0
KN	2006	166.9	13,725.9	160.5	96.1	13,178.1	96.0	48	28.8	25.7	137	11,822	82.1	86.1
	2007	187.7	13,945.0	181.1	96.5	13,385.6	96.0	42	22.4	24.3	155	12,035	82.6	86.3
	2008	101.6	13,568.1	97.2	95.7	13,004.4	95.8	31	30.5	23.5	87	11,618	85.6	85.6
1	2006	152.8	14,145.9	148.0	96.9	13,632.7	96.4	38	24.9	24.8	127	12,164	83.1	86.0
	2007	171.1	14,353.8	164.9	96.4	13,851.4	96.5	39	22.8	23.2	143	12,437	83.6	86.6
	2008	123.2	14,626.9	118.6	96.3	14,102.7	96.4	28	22.7	21.2	106	12,704	86.1	86.9
2	2006	157.0	13,536.9	152.4	97.1	13,115.8	96.9	44	28.0	22.9	134	11,853	85.4	87.6
	2007	138.7	13,403.8	134.9	97.2	12,978.9	96.8	40	28.8	21.7	115	11,729	82.9	87.5
	2008	123.4	13,708.6	119.8	97.1	13,269.8	96.8	22	17.8	19.7	110	12,043	89.1	87.9
3	2006	123.7	12,948.9	119.8	96.8	12,577.2	97.1	35	28.3	22.8	107	11,376	86.5	87.9
	2007	147.8	12,998.4	143.5	97.1	12,633.3	97.2	33	22.3	21.1	120	11,445	81.2	88.0
	2008	93.0	12,806.9	90.5	97.3	12,425.5	97.0	25	26.9	19.1	78	11,408	83.9	89.1
4	2006	121.3	12,021.0	118.0	97.3	11,684.2	97.2	34	28.0	22.3	105	10,587	86.6	88.1
	2007	114.3	12,104.9	111.4	97.4	11,768.3	97.2	30	26.2	19.7	96	10,683	84.0	88.3
	2008	101.1	12,329.8	98.5	97.5	11,960.3	97.0	17	16.8	19.7	90	10,924	89.0	88.6
5	2006	146.7	12,618.4	143.6	97.9	12,262.2	97.2	39	26.6	22.3	125	11,130	85.2	88.2
	2007	127.2	11,757.0	124.8	98.1	11,426.8	97.2	30	23.6	20.9	108	10,362	84.9	88.1
	2008	91.8	11,874.2	90.4	98.5	11,539.6	97.2	14	15.3	18.8	83	10,608	90.4	89.3
EC-5	2006	921.8	83,530.4	893.7	96.9	80,779.5	96.7	358	38.8	34.4	819	76,525	88.8	91.6
	2007	932.9	83,122.6	904.8	97.0	80,387.4	96.7	311	33.3	33.3	801	76,416	85.9	91.9
	2008	680.0	83,438.7	659.3	97.0	80,606.0	96.6	236	34.7	31.9	635	76,970	93.4	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	11	23.4
Hispanic	14	29.8
White	20	42.6
Other	2	4.3

Gender	Number	Percent
Female	36	76.6
Male	11	23.4

TOTAL	47
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AVERAGE NUMBER OF ABSENCES

2006	7.0
2007	7.1
2008	8.4

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	2006	*	81.6	90.8	87.5	*	88.9	87.7		87.0	89.2	88.3	87.7	111
	2007	*	70.0	80.3	77.1	*	74.4	72.4		75.0	80.3	78.0	84.6	127
	2008		82.6	77.8	78.7	*	66.7	72.7		75.0	83.3	78.8	86.2	52
4	2006	*	77.1	82.1	81.9	*	61.5	61.9		75.0	87.2	80.6	69.5	103
	2007	*	50.0	62.1	56.6	*	47.5	44.6		56.0	58.3	57.1	69.7	98
	2008		39.3	84.8	67.6		78.3	58.5		65.8	71.1	68.7	72.1	83
5	2006	*	66.7	80.3	73.4	*	75.0	63.0		73.8	75.0	74.4	76.9	133
	2007	*	76.7	89.5	82.6	*	84.6	77.4		80.4	85.7	83.0	78.3	112
	2008	*	77.3	88.4	81.4	*	75.0	71.4		77.4	87.8	83.3	82.9	72
3-5	2006	100.0	74.2	84.5	80.6	87.5	79.3	70.9		77.9	83.2	80.7	78.2	347
	2007	50.0	67.2	77.3	72.9	50.0	67.0	65.8		71.0	76.0	73.6	77.6	337
	2008	*	64.4	84.5	75.1	*	74.2	67.2		72.2	80.0	76.3	80.3	207

NUMBER TESTED IN GRADES 3-5													
2006	10	124	187	288	8	92	172	0	163	184	347	32,875	
2007	8	125	181	280	6	109	196	0	162	175	337	31,814	
2008	1	73	116	177	4	62	116	0	97	110	207	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	*	7	6	12	*	6	7		6	7	13	1,380	111
	2007	*	15	13	24	*	11	24		14	14	28	1,675	127
	2008		4	6	10	*	5	9		7	4	11	1,443	52
4	2006	*	8	10	15	*	10	16		14	6	20	3,190	103
	2007	*	16	22	36	*	21	31		22	20	42	3,189	98
	2008		17	7	23		5	17		13	13	26	2,996	83
5	2006	*	17	13	29	*	3	27		16	18	34	2,584	133
	2007	*	10	6	16	*	4	12		11	8	19	2,258	112
	2008	*	5	5	11	*	6	12		7	5	12	1,827	72
3-5	2006	0	32	29	56	1	19	50		36	31	67	7,154	347
	2007	4	41	41	76	3	36	67		47	42	89	7,122	337
	2008	*	26	18	44	*	16	38		27	22	49	6,266	207

NUMBER TESTED IN GRADES 3-5													
2006	10	124	187	288	8	92	172	0	163	184	347	32,875	
2007	8	125	181	280	6	109	196	0	162	175	337	31,814	
2008	1	73	116	177	4	62	116	0	97	110	207	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	80.0	87.0	79.6	80.0
	2007	73.4	78.2	68.2	70.0
	2008	75.9	77.7	79.5	68.8
4	2006	80.6	76.5	75.5	69.3
	2007	73.1	73.5	69.5	64.6
	2008	79.0	74.7	71.4	71.6
5	2006	73.5	76.6	76.1	70.6
	2007	76.0	81.1	77.8	74.9
	2008	81.9	85.1	80.9	79.4
3-5	2006	77.7	79.9	77.0	73.2
	2007	74.2	77.8	71.8	70.0
	2008	79.2	79.1	76.7	73.6

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	*	23.7	32.3	28.1	*	22.2	22.8		26.1	32.3	29.7	28.0	111
	2007	*	2.0	10.6	8.6	*	4.7	3.4		7.1	8.5	7.9	21.3	127
	2008		8.7	18.5	12.8	*	13.3	6.1		17.9	12.5	15.4	21.5	52
4	2006	*	5.7	14.3	10.8	*	11.5	7.1		7.1	12.8	9.7	10.0	103
	2007	*	12.5	13.8	9.6	*	2.5	3.6		16.0	10.4	13.3	16.6	98
	2008		0.0	10.9	7.0		0.0	0.0		5.3	6.7	6.0	14.4	83
5	2006	*	7.8	6.1	2.8	*	0.0	0.0		6.6	5.6	6.0	10.8	133
	2007	*	11.6	10.5	12.0	*	0.0	3.8		10.7	16.1	13.4	13.1	112
	2008	*	31.8	27.9	27.1	*	8.3	4.8		35.5	24.4	29.2	16.5	72
3-5	2006	0.0	12.1	17.6	13.5	0.0	16.3	9.3		12.3	16.8	14.7	16.4	347
	2007	25.0	8.0	11.6	10.0	0.0	2.8	3.6		11.1	11.4	11.3	17.1	337
	2008	*	12.3	19.0	15.3	*	6.5	3.4		18.6	14.5	16.4	17.4	207

NUMBER TESTED IN GRADES 3-5													
2006	10	124	187	288	8	92	172	0	163	184	347	32,875	
2007	8	125	181	280	6	109	196	0	162	175	337	31,814	
2008	1	73	116	177	4	62	116	0	97	110	207	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	*	71.1	68.8	68.1	*	61.8	64.4		65.2	73.4	70.0	74.9	110
	2007	*	45.1	67.6	60.7	*	56.8	50.5		60.3	61.1	60.8	70.3	130
	2008		54.5	83.3	74.6	*	86.2	68.1		73.5	71.9	72.7	76.6	66
4	2006	*	75.0	85.7	81.0	*	80.8	67.4		85.7	79.2	82.7	74.0	104
	2007	*	64.7	71.2	66.3	*	63.4	57.6		73.1	61.2	67.3	75.7	101
	2008		50.0	89.1	74.6		78.3	61.0		81.6	71.1	75.9	77.9	83
5	2006	*	62.5	85.1	77.4	*	69.2	70.8		80.7	76.7	78.5	82.2	130
	2007	*	77.3	91.1	83.7	*	84.6	79.2		86.0	85.5	85.7	82.9	112
	2008	*	84.2	88.6	85.0	*	81.8	82.9		83.9	87.5	85.9	84.0	71
3-5	2006	100.0	68.9	79.7	75.4	83.3	68.1	67.8		78.0	76.2	77.0	77.1	344
	2007	87.5	61.2	76.0	69.8	50.0	65.8	60.1		73.1	68.8	70.8	76.2	343
	2008	*	60.9	87.1	77.9	*	82.4	70.5		79.6	76.9	78.2	79.5	220

NUMBER TESTED IN GRADES 3-5													
2006	10	122	187	284	6	94	174	0	159	185	344	33,063	
2007	8	129	183	285	10	111	203	0	167	176	343	32,298	
2008	2	69	132	190	4	74	129	0	103	117	220	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	*	11	20	30	*	21	21		16	17	33	2,820	110
	2007	*	28	22	42	*	19	45		23	28	51	3,303	130
	2008		10	7	15	*	4	15		9	9	18	2,542	66
4	2006	*	9	8	16	*	5	14		8	10	18	2,765	104
	2007	*	12	17	29	*	15	25		14	19	33	2,604	101
	2008		14	5	18		5	16		7	13	20	2,436	83
5	2006	*	18	10	24	*	4	21		11	17	28	1,997	130
	2007	*	10	5	15	*	4	11		8	8	16	1,785	112
	2008	*	3	5	9	*	4	7		5	5	10	1,730	71
3-5	2006	0	38	38	70	1	30	56		35	44	79	7,582	344
	2007	1	50	44	86	5	38	81		45	55	100	7,692	343
	2008	*	27	17	42	*	13	38		21	27	48	6,708	220

NUMBER TESTED IN GRADES 3-5													
2006	10	122	187	284	6	94	174	0	159	185	344	33,063	
2007	8	129	183	285	10	111	203	0	167	176	343	32,298	
2008	2	69	132	190	4	74	129	0	103	117	220	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	77.3	76.7	83.9	75.6	83.4	58.4
	2007	69.9	75.4	72.8	73.8	76.0	57.7
	2008	79.7	79.5	82.6	76.3	83.3	65.5
4	2006	83.3	83.9	80.8	67.8	78.4	73.2
	2007	79.2	78.6	74.6	72.4	68.6	66.8
	2008	80.6	83.6	79.1	66.3	74.1	72.9
5	2006	79.2	76.6	81.1	77.3	81.7	70.7
	2007	85.6	79.7	86.1	79.8	81.5	80.6
	2008	83.1	76.1	87.9	78.7	76.1	78.7
3-5	2006	79.8	78.8	81.9	73.9	81.3	67.5
	2007	77.8	77.8	77.7	75.4	75.6	67.9
	2008	81.1	80.0	83.0	73.3	77.5	72.6

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	*	18.4	23.4	23.4	*	12.7	13.6		23.9	21.9	22.7	22.3	110
	2007	*	3.9	16.2	12.1	*	13.6	8.8		15.5	9.7	12.3	19.2	130
	2008		13.6	26.2	20.3	*	27.6	17.0		20.6	25.0	22.7	26.3	66
4	2006	*	16.7	37.5	28.6	*	19.2	14.0		23.2	31.3	26.9	22.1	104
	2007	*	11.8	18.6	15.1	*	9.8	6.8		19.2	14.3	16.8	22.6	101
	2008		3.6	21.7	15.5		17.4	12.2		15.8	13.3	14.5	23.8	83
5	2006	*	22.9	32.8	30.2	*	30.8	12.5		28.1	30.1	29.2	29.9	130
	2007	*	18.2	51.8	38.0	*	50.0	30.2		38.6	34.5	36.6	29.3	112
	2008	*	26.3	36.4	30.0	*	22.7	14.6		29.0	32.5	31.0	31.9	71
3-5	2006	10.0	19.7	31.0	27.5	16.7	17.0	13.2		25.2	27.6	26.5	24.8	344
	2007	25.0	10.9	27.9	21.4	0.0	20.7	13.8		24.6	18.8	21.6	23.6	343
	2008	*	13.0	28.0	21.6	*	23.0	14.7		21.4	23.1	22.3	27.3	220


NUMBER TESTED IN GRADES 3-5													
2006	10	122	187	284	6	94	174	0	159	185	344	33,063	
2007	8	129	183	285	10	111	203	0	167	176	343	32,298	
2008	2	69	132	190	4	74	129	0	103	117	220	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	*	85.3	87.5	85.4	*	80.8	82.5		87.3	86.7	87.0	84.2	100
	2007	*	58.1	81.0	68.3	*	70.0	64.8		68.0	76.6	72.2	86.5	97
	2008		75.0	93.5	85.7		95.7	82.9		86.1	87.0	86.6	87.4	82

NUMBER TESTED IN GRADE 4													
2006	2	34	56	82	3	26	40	0	55	45	100	10,311	
2007	2	31	58	82	1	40	54	0	50	47	97	10,408	
2008	0	28	46	70	0	23	41	0	36	46	82	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	*	5	7	12	*	5	7		7	6	13	1,631	100
	2007	*	13	11	26	*	12	19		16	11	27	1,408	97
	2008		7	3	10		1	7		5	6	11	1,348	82

NUMBER TESTED IN GRADE 4													
2006	2	34	56	82	3	26	40	0	55	45	100	10,311	
2007	2	31	58	82	1	40	54	0	50	47	97	10,408	
2008	0	28	46	70	0	23	41	0	36	46	82	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	88.3	76.6	85.0	91.3
	2007	1.9	79.4	74.4	87.0	85.7
	2008	2.0	82.3	82.2	82.0	85.2

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	*	2.9	3.6	3.7	*	0.0	0.0		1.8	4.4	3.0	10.9	100
	2007	*	0.0	5.2	2.4	*	5.0	3.7		0.0	6.4	3.1	18.2	97
	2008		10.7	8.7	8.6		4.3	4.9		11.1	10.9	11.0	21.4	82


NUMBER TESTED IN GRADE 4													
2006	2	34	56	82	3	26	40	0	55	45	100	10,311	
2007	2	31	58	82	1	40	54	0	50	47	97	10,408	
2008	0	28	46	70	0	23	41	0	36	46	82	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	*	44.7	54.5	49.5	*	38.5	42.3		53.4	52.1	52.7	62.1	131
	2007	*	50.0	50.9	51.7	*	23.1	29.4		56.4	48.1	52.3	62.3	109
	2008	*	72.2	86.0	82.1	*	75.0	70.7		86.2	80.0	82.6	71.9	69

NUMBER TESTED IN GRADE 5													
2006	4	47	66	105	1	13	71	0	58	71	131	11,045	
2007	4	42	55	89	2	26	51	0	55	54	109	10,296	
2008	2	18	43	56	1	24	41	0	29	40	69	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	*	26	30	53	*	8	41		27	34	62	4,185	131
	2007	*	21	27	43	*	20	36		24	28	52	3,881	109
	2008	*	5	6	10	*	6	12		4	8	12	3,005	69

NUMBER TESTED IN GRADE 5													
2006	4	47	66	105	1	13	71	0	58	71	131	11,045	
2007	4	42	55	89	2	26	51	0	55	54	109	10,296	
2008	2	18	43	56	1	24	41	0	29	40	69	10,686	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	76.6	77.4	69.7	58.2
	2007	78.3	80.0	77.8	61.1
	2008	88.4	91.0	86.2	70.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2006	*	8.5	15.2	9.5	*	23.1	5.6		13.8	11.3	12.2	14.4	131
	2007	*	9.5	20.0	16.9	*	3.8	5.9		21.8	11.1	16.5	18.0	109
	2008	*	27.8	41.9	39.3	*	16.7	17.1		44.8	30.0	36.2	24.8	69

NUMBER TESTED IN GRADE 5													
2006	4	47	66	105	1	13	71	0	58	71	131	11,045	
2007	4	42	55	89	2	26	51	0	55	54	109	10,296	
2008	2	18	43	56	1	24	41	0	29	40	69	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	0
	2007			*	*		*	*		*	*	*	82.9	3
	2008			92.9	96.0		92.9	92.9		90.9	94.1	92.9	85.4	28
4	2006												64.8	0
	2007												65.9	0
	2008			*	*	*	*	*		*	*	*	67.0	3
ALL	2006												—	0
	2007			*	*		*	*		*	*	*	—	3
	2008			90.3	92.9	*	90.3	90.3		91.7	89.5	90.3	—	31

NUMBER TESTED IN GRADES ALL														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	3	3	0	3	3	0	1	2	3	3	—	
2008	0	0	31	28	1	31	31	0	12	19	31	31	—	

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	0
	2007			*	*		*	*		*	*	*	219	3
	2008			2	1		2	2		1	1	2	239	28
4	2006												50	0
	2007												122	0
	2008			*	*	*	*	*		*	*	*	215	3
ALL	2006												—	0
	2007			*	*		*	*		*	*	*	—	3
	2008			3	2	*	3	3		1	2	3	—	31

NUMBER TESTED IN GRADES ALL														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	3	3	0	3	3	0	1	2	3	3	—	
2008	0	0	31	28	1	31	31	0	12	19	31	31	—	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2006				
	2007	*	*	*	*
	2008	82.6	85.7	81.5	75.4
4	2006				
	2007				
	2008	*	*	*	*
ALL	2006				
	2007	*	*	*	*
	2008	82.6	85.9	80.1	75.9

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												13.9	0
	2007			*	*		*	*		*	*	*	14.8	3
	2008			28.6	28.0		28.6	28.6		9.1	41.2	28.6	17.2	28
4	2006												12.7	0
	2007												14.2	0
	2008			*	*	*	*	*		*	*	*	13.5	3
ALL	2006												—	0
	2007			*	*		*	*		*	*	*	—	3
	2008			29.0	28.6	*	29.0	29.0		8.3	42.1	29.0	—	31

NUMBER TESTED IN ALL GRADES														
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2007	0	0	3	3	0	3	3	0	1	2	3	3	—	
2008	0	0	31	28	1	31	31	0	12	19	31	31	—	

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	0
	2007			*	*		*	*			*	*	62.1	2
	2008			50.0	54.5		50.0	54.5		66.7	33.3	50.0	71.7	12
4	2006												53.2	0
	2007												61.2	0
	2008			*	*	*	*	*		*	*	*	63.1	3
5	2006			*	*			*		*		*	*	1
	2007												38.3	0
	2008												53.3	0
ALL	2006			*	*			*		*		*	63.1	1
	2007			*	*		*	*			*	*	60.9	2
	2008			46.7	50.0	*	46.7	50.0		57.1	37.5	46.7	68.2	15

NUMBER TESTED IN GRADES ALL													
2006	0	0	1	1	0	0	1	0	1	0	1	1	888
2007	0	0	2	2	0	2	2	0	0	2	2	2	1,376
2008	0	0	15	14	1	15	14	0	7	8	15	15	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	0
	2007			*	*		*	*			*	*	389	2
	2008			6	5		6	5		2	4	6	316	12
4	2006												65	0
	2007												112	0
	2008			*	*	*	*	*		*	*	*	157	3
5	2006			*	*			*		*		*	*	1
	2007												37	0
	2008												56	0
ALL	2006			*	*			*		*		*	328	1
	2007			*	*		*	*			*	*	538	2
	2008			8	7	*	8	7		3	5	8	529	15

NUMBER TESTED IN GRADES ALL													
2006	0	0	1	1	0	0	1	0	1	0	1	1	888
2007	0	0	2	2	0	2	2	0	0	2	2	2	1,376
2008	0	0	15	14	1	15	14	0	7	8	15	15	1,664

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2006						
	2007	*	*	*	*	*	*
	2008	67.5	62.5	83.3	63.9	81.3	52.1
4	2006						
	2007						
	2008	*	*	*	*	*	*
5	2006	*	*	*	*	*	*
	2007						
	2008						
ALL	2006	*	*	*	*	*	*
	2007	*	*	*	*	*	*
	2008	67.3	64.3	75.6	64.4	78.3	55.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006												16.6	0
	2007			*	*		*	*			*	*	15.9	2
	2008			8.3	9.1		8.3	9.1		0.0	16.7	8.3	20.9	12
4	2006												15.1	0
	2007												24.6	0
	2008			*	*	*	*	*		*	*	*	22.8	3
5	2006			*	*			*		*		*	*	1
	2007												11.7	0
	2008												14.2	0
ALL	2006			*	*			*		*		*	—	1
	2007			*	*			*			*	*	—	2
	2008			6.7	7.1	*	6.7	7.1		0.0	12.5	6.7	—	15

NUMBER TESTED IN ALL GRADES													
2006	0	0	1	1	0	0	1	0	1	0	1	—	
2007	0	0	2	2	0	2	2	0	0	2	2	—	
2008	0	0	15	14	1	15	14	0	7	8	15	—	

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	4
4														
	2008	*	*	*	83.3	83.3	*	*		*	*	83.3	70.7	6
5														
	2008	*	100.0	*	90.0	91.7	*	88.9		87.5	*	91.7	73.3	12
3-5														
	2008	*	90.0	80.0	84.2	86.4	88.9	93.3		86.7	85.7	86.4	73.7	22

NUMBER TESTED IN GRADES 3-5														
2008	2	10	10	19	22	9	15	0	15	7	22	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	4
4														
	2008	*	*	*	1	1	*	*		*	*	1	181	6
5														
	2008	*	0	*	1	1	*	1		1	*	1	179	12
3-5														
	2008	*	1	2	3	3	1	1		2	1	3	476	22

NUMBER TESTED IN GRADES 3-5														
2008	2	10	10	19	22	9	15	0	15	7	22	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	59.7	63.9	58.3	60.4
5					
	2008	82.6	91.7	87.5	85.6
3-5					
	2008	70.4	80.3	72.7	73.0

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	4
4														
	2008	*	*	*	66.7	66.7	*	*		*	*	66.7	69.1	6
5														
	2008		100.0	*	100.0	100.0	*	100.0		100.0	*	100.0	64.0	12
3-5														
	2008	*	81.8	90.0	85.0	86.4	88.9	93.3		80.0	100.0	86.4	69.4	22

NUMBER TESTED IN GRADES 3-5														
2008	1	11	10	20	22	9	15	0	15	7	22	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	4
4														
	2008	*	*	*	2	2	*	*		*	*	2	173	6
5														
	2008		0	*	0	0	*	0		0	*	0	227	12
3-5														
	2008	*	2	1	3	3	1	1		3	0	3	529	22

NUMBER TESTED IN GRADES 3-5														
2008	1	11	10	20	22	9	15	0	15	7	22	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	63.0	50.0	73.3	53.3	50.0	52.8
5							
	2008	77.8	73.6	83.3	73.6	80.6	80.0
3-5							
	2008	68.7	65.6	79.1	65.6	66.7	66.4

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)
5														
	2008		75.0	*	72.7	75.0	*	77.8		75.0	*	75.0	39.2	12

NUMBER TESTED IN GRADE 5														
2008	0	8	4	11	12	4	9	0	8	4	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		2	*	3	3	*	2		2	*	3	406	12

NUMBER TESTED IN GRADE 5														
2008	0	8	4	11	12	4	9	0	8	4	12	668		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	77.3	83.3	90.5	76.2

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	66.7	83.7	82.6	69.9	92
	2007	*	50.0	50.0	46.9	100
	2008	*	73.8	73.9	57.6	46
1	2006	*	54.1	53.9	54.1	76
	2007	63.0	77.5	73.5	51.4	98
	2008	55.6	52.6	53.0	50.2	66
2	2006	31.3	42.7	39.3	49.2	107
	2007	26.7	59.0	41.7	44.5	84
	2008	37.5	60.7	48.3	50.2	60
1-2	2006	32.4	48.3	45.4	51.4	183
	2007	40.3	70.9	58.8	47.6	182
	2008	41.5	55.3	50.8	50.2	126

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	66.7	80.7	79.8	68.7	94
	2007	28.9	56.7	45.0	44.3	180
	2008	27.5	49.0	38.0	44.9	100
1	2006	*	42.7	44.2	60.7	77
	2007	26.4	61.8	42.9	48.8	163
	2008	50.9	74.6	63.8	55.5	116
2	2006	35.3	40.8	39.1	63.1	110
	2007	40.4	65.8	51.8	55.6	85
	2008	38.8	67.9	46.0	57.5	113
K-2	2006	42.9	56.1	54.1	63.9	281
	2007	30.5	60.1	45.6	49.1	428
	2008	39.2	64.3	49.8	52.7	329

Number Tested	2006	40	235	275	27,596	
	2007	76	206	282	24,696	
	2008	45	127	172	21,817	

Number Tested	2006	42	239	281	28,201	
	2007	210	218	428	34,441	
	2008	189	140	329	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	83.3	80.4	89.5	84.4	*	*	66.7		86.7	78.7	82.6	69.9	92
	2007	*	45.0	55.2	48.1	*	*	*		38.8	60.8	50.0	46.9	100
	2008	*	73.7	78.3	73.2	*	*	*		75.0	72.2	73.9	57.6	46
1	2006	*	49.0	52.9	51.6	*	*	*		45.2	64.7	53.9	54.1	76
	2007	*	72.5	75.9	74.7	*	57.1	63.0		68.8	78.0	73.5	51.4	98
	2008	57.1	52.0	48.1	53.6	*	50.0	55.6		53.3	52.8	53.0	50.2	66
2	2006	*	34.5	36.6	36.1	0.0	34.6	31.3		31.3	45.8	39.3	49.2	107
	2007	*	31.8	51.4	41.9	*	42.1	26.7		32.6	52.6	41.7	44.5	84
	2008	*	47.4	46.4	40.0	*	30.0	37.5		42.9	53.1	48.3	50.2	60
1-2	2006	71.4	41.5	41.4	42.9	11.1	37.0	32.4		37.8	52.7	45.4	51.4	183
	2007	71.4	53.7	62.5	59.6	28.6	46.2	40.3		51.1	67.0	58.8	47.6	182
	2008	55.6	50.0	47.3	47.2	*	37.5	41.5		48.3	52.9	50.8	50.2	126
Number Tested	2006	13	162	77	224	10	32	40	0	135	140	275	27,596	
	2007	12	155	93	240	11	30	76	0	143	139	282	24,696	
	2008	10	63	78	147	5	20	45	0	86	86	172	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	28	12	37	*	*	2		24	22	46	1,856	92
	2007	*	12	10	20	*	*	*		8	17	25	1,245	100
	2008	*	9	10	17	*	*	*		10	9	19	1,687	46
1	2006	*	7	3	11	*	*	*		5	8	13	1,786	76
	2007	*	11	8	19	*	3	9		10	13	23	1,458	98
	2008	1	7	3	8	*	0	1		4	8	12	1,555	66
2	2006	*	0	1	1	0	0	0		1	1	2	1,340	107
	2007	*	3	6	7	*	3	3		5	4	9	896	84
	2008	*	0	2	4	*	0	1		3	1	4	1,065	60
1-2	2006	3	7	4	12	0	0	0		6	9	15	3,126	183
	2007	2	14	14	26	0	6	12		15	17	32	2,355	182
	2008	2	7	5	12	*	0	2		7	9	16	2,620	126
Number Tested	2006	13	162	77	224	10	32	40	0	135	140	275	27,596	
	2007	12	155	93	240	11	30	76	0	143	139	282	24,696	
	2008	10	63	78	147	5	20	45	0	86	86	172	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	83.3	77.2	80.0	81.0	*	*	66.7		84.8	75.0	79.8	68.7	94
	2007	*	45.0	40.4	42.2	*	29.5	28.9	*	44.2	45.7	45.0	44.3	180
	2008	*	52.6	32.5	38.5	*	25.0	27.5		34.9	43.2	38.0	44.9	100
1	2006	*	34.6	52.9	41.5	*	*	*		37.2	52.9	44.2	60.7	77
	2007	*	56.9	27.7	41.4	*	15.5	26.4		43.4	42.5	42.9	48.8	163
	2008	57.1	73.1	60.5	64.0	*	49.1	50.9		58.2	68.9	63.8	55.5	116
2	2006	*	28.1	50.0	34.9	0.0	40.7	35.3		40.0	38.3	39.1	63.1	110
	2007	*	43.2	58.3	52.0	*	52.6	40.4		51.1	52.6	51.8	55.6	85
	2008	*	44.4	43.2	44.0	*	41.3	38.8		45.1	46.8	46.0	57.5	113
K-2	2006	69.2	47.0	58.2	52.6	7.7	45.5	42.9		54.0	54.2	54.1	63.9	281
	2007	91.7	48.4	38.1	43.9	35.7	26.2	30.5	*	45.4	45.8	45.6	49.1	428
	2008	60.0	58.7	45.3	49.1	10.0	38.5	39.2		45.6	54.4	49.8	52.7	329

Number Tested	2006	13	166	79	230	13	33	42	0	139	142	281	28,201
	2007	12	155	239	367	14	168	210	1	216	212	428	34,441
	2008	10	63	234	291	10	174	189	0	169	160	329	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	2	31	11	42	*	*	2		24	26	50	2,491	94
	2007	*	17	20	33	*	7	6	*	18	27	45	2,583	180
	2008	*	2	8	9	*	2	2		7	3	10	2,788	100
1	2006	*	4	4	8	*	*	*		4	5	9	2,111	77
	2007	*	8	13	29	*	5	11		20	13	33	1,769	163
	2008	3	7	11	21	*	3	3		8	16	24	2,800	116
2	2006	*	3	5	6	0	4	4		7	4	11	2,575	110
	2007	*	5	8	13	*	4	5		7	7	14	2,098	85
	2008	*	1	10	14	*	8	10		5	12	17	2,912	113
K-2	2006	3	38	20	56	1	6	7		35	35	70	7,177	281
	2007	7	30	41	75	4	16	22	*	45	47	92	6,450	428
	2008	4	10	29	44	0	13	15		20	31	51	8,500	329
Number Tested	2006	13	166	79	230	13	33	42	0	139	142	281	28,201	
	2007	12	155	239	367	14	168	210	1	216	212	428	34,441	
	2008	10	63	234	291	10	174	189	0	169	160	329	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			73.0	71.7		73.0	75.0		68.6	78.6	73.0	85.2	63
	2007			88.8	91.2		87.8	88.9	*	89.2	88.4	88.8	84.7	80
	2008			87.0	86.0	*	88.5	87.2		85.7	89.5	87.0	87.0	54
1	2006			81.4	81.5	*	81.4	83.9		78.3	83.3	81.4	82.5	59
	2007			75.8	76.4		75.4	77.2		70.6	82.1	75.8	84.5	62
	2008		*	85.4	86.0		83.3	86.0		87.5	80.0	83.7	88.0	49
2	2006			95.7	95.0	*	95.7	95.2		91.7	100.0	95.7	87.2	23
	2007			93.8	93.3	*	93.5	93.0	*	95.5	92.3	93.8	89.9	48
	2008			94.2	93.9	*	94.1	94.1		100.0	90.0	94.2	93.4	52
K-2	2006			80.0	79.5	*	80.0	81.8		75.7	84.0	80.0	84.6	145
	2007			85.8	86.9	*	85.1	86.0	*	83.9	87.6	85.8	85.6	190
	2008		*	89.0	88.7	*	88.7	89.4		90.1	86.5	88.4	89.3	155

Number Tested	2006	0	0	145	127	2	145	137	0	70	75	145	10,804
	2007	0	0	190	168	3	181	172	2	93	97	190	14,889
	2008	0	1	154	142	3	151	141	0	81	74	155	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			13	11		13	13		9	4	13	2,064	63
	2007			41	35		36	36	*	19	22	41	2,779	80
	2008			35	32	*	34	30		19	16	35	3,280	54
1	2006			24	22	*	24	23		9	15	24	1,391	59
	2007			11	10		11	11		5	6	11	1,782	62
	2008		*	15	13		14	13		7	8	15	2,412	49
2	2006			15	12	*	15	14		8	7	15	838	23
	2007			18	17	*	17	15	*	5	13	18	1,196	48
	2008			26	24	*	26	26		10	16	26	2,596	52
K-2	2006			52	45	*	52	50		26	26	52	4,293	145
	2007			70	62	*	64	62	*	29	41	70	5,757	190
	2008		*	76	69	*	74	69		36	40	76	8,288	155

Number Tested	2006	0	0	145	127	2	145	137	0	70	75	145	10,804
	2007	0	0	190	168	3	181	172	2	93	97	190	14,889
	2008	0	1	154	142	3	151	141	0	81	74	155	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	3	33.3	1	100.0	5	40.0	9	44.4
3	13	53.8	6	66.7	17	5.9	36	33.3
4	6	33.3	6	66.7	7	0.0	19	31.6
5	4	25.0	5	60.0	0	-	9	44.4
ALL	26	42.3	18	66.7	29	10.3	73	35.6

PERFORMANCE IN 2008

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2008 Level	N	%	N	%	N	%	N	%	N	%
KN (59)	Beginning	40	67.8	46	78.0	57	96.6	55	93.2	55	93.2
	Intermediate	13	22.0	9	15.3	0	0.0	2	3.4	2	3.4
	Advanced	5	8.5	3	5.1	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 (61)	Beginning	20	32.8	32	52.5	47	77.0	42	68.9	42	68.9
	Intermediate	32	52.5	23	37.7	10	16.4	15	24.6	15	24.6
	Advanced	8	13.1	5	8.2	3	4.9	3	4.9	3	4.9
	Advanced High	1	1.6	1	1.6	1	1.6	1	1.6	1	1.6
2 (67)	Beginning	16	23.9	18	26.9	28	41.8	20	30.3	20	30.3
	Intermediate	25	37.3	29	43.3	24	35.8	32	48.5	33	50.0
	Advanced	22	32.8	14	20.9	11	16.4	8	12.1	7	10.6
	Advanced High	4	6.0	6	9.0	4	6.0	6	9.1	6	9.1
3 (56)	Beginning	18	32.7	18	32.7	25	45.5	11	19.6	11	20.0
	Intermediate	13	23.6	11	20.0	16	29.1	18	32.1	18	32.7
	Advanced	21	38.2	22	40.0	13	23.6	10	17.9	10	18.2
	Advanced High	3	5.5	4	7.3	1	1.8	17	30.4	16	29.1
4 (39)	Beginning	6	15.4	11	28.2	13	33.3	7	17.9	7	17.9
	Intermediate	16	41.0	12	30.8	11	28.2	11	28.2	11	28.2
	Advanced	17	43.6	16	41.0	15	38.5	7	17.9	10	25.6
	Advanced High	0	0.0	0	0.0	0	0.0	14	35.9	11	28.2

**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	-	-	-	
54 17 (31.5%)	Beginning	34			
	Intermediate	12	3		
	Advanced	0	3	0	
	Advanced High	1	0	0	
64 34 (53.1%)	Beginning	18			
	Intermediate	23	9		
	Advanced	4	1	2	
	Advanced High	1	0	4	
48 29 (60.4%)	Beginning	6			
	Intermediate	6	11		
	Advanced	3	4	2	
	Advanced High	1	7	8	
35 17 (48.6%)	Beginning	5			
	Intermediate	2	7		
	Advanced	1	3	6	
	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 (38)	Beginning	5	13.2	5	13.2	6	15.8	4	10.5	4	10.5
	Intermediate	4	10.5	5	13.2	8	21.1	5	13.2	5	13.2
	Advanced	5	13.2	4	10.5	21	55.3	9	23.7	10	26.3
	Advanced High	24	63.2	24	63.2	3	7.9	20	52.6	19	50.0
ALL (320)	Beginning	105	32.9	130	40.8	176	55.2	139	43.6	139	43.7
	Intermediate	103	32.3	89	27.9	69	21.6	83	26.0	84	26.4
	Advanced	78	24.5	64	20.1	64	20.1	38	11.9	41	12.9
	Advanced High	33	10.3	36	11.3	10	3.1	59	18.5	54	17.0

**PROGRESSION FROM
2007 TO 2008**

Number Rated Both Years N (%) Progressed	2008 Level	2007 Level			
		Beg	Int	Adv	Adv High
31 21 (67.7%)	Beginning	0			
	Intermediate	1	3		
	Advanced	1	1	7	
	Advanced High	0	1	17	
233 118 (50.6%)	Beginning	64			
	Intermediate	44	33		
	Advanced	9	12	17	
	Advanced High	3	8	40	

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