

2007-08

Special
Reports on
Pupil
Achievement

POLK & POLK
VANGUARD

*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.

NORTHWEST LEARNING COMMUNITY STATISTICS

- Statistics computed for the NORTHWEST Learning Community are based on the 2008 assignment of schools to Learning Communities. Statistics do not include information from students enrolled at charter schools. These schools are included in a separate report for charter schools. 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	2
PK	66
KN	78
1	69
2	59
3	62
4	98
5	106
ALL	540

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	187	34.6	16	38.1
American Indian	0	0.0	*	*
Asian	9	1.7	*	*
Hispanic	331	61.3	12	28.6
White	13	2.4	13	31.0
Other	**	**	1	2.4

*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	482	89.3
Limited English proficient students	177	32.8
Special education students	28	5.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	41	12	29.3	0	0.0	0	0.0	29	70.7	0	0.0
	2007	64	27	42.2	0	0.0	1	1.6	35	54.7	1	1.6
	2008	66	29	43.9	0	0.0	0	0.0	37	56.1	0	0.0
KN	2006	71	21	29.6	0	0.0	1	1.4	48	67.6	1	1.4
	2007	66	20	30.3	0	0.0	0	0.0	46	69.7	0	0.0
	2008	78	26	33.3	0	0.0	1	1.3	50	64.1	1	1.3
1	2006	59	21	35.6	0	0.0	0	0.0	38	64.4	0	0.0
	2007	65	18	27.7	0	0.0	1	1.5	46	70.8	0	0.0
	2008	69	23	33.3	0	0.0	1	1.4	45	65.2	0	0.0
2	2006	59	21	35.6	0	0.0	1	1.7	37	62.7	0	0.0
	2007	70	31	44.3	0	0.0	0	0.0	38	54.3	1	1.4
	2008	59	14	23.7	0	0.0	1	1.7	43	72.9	1	1.7
3	2006	63	29	46.0	0	0.0	0	0.0	34	54.0	0	0.0
	2007	67	25	37.3	0	0.0	1	1.5	40	59.7	1	1.5
	2008	62	28	45.2	0	0.0	2	3.2	32	51.6	0	0.0
4	2006	101	48	47.5	0	0.0	2	2.0	48	47.5	3	3.0
	2007	85	32	37.6	0	0.0	1	1.2	49	57.6	3	3.5
	2008	98	27	27.6	0	0.0	2	2.0	65	66.3	4	4.1
5	2006	123	45	36.6	0	0.0	1	0.8	68	55.3	9	7.3
	2007	125	56	44.8	0	0.0	4	3.2	59	47.2	6	4.8
	2008	106	40	37.7	0	0.0	2	1.9	57	53.8	7	6.6
EC-5	2006	527	198	37.6	0	0.0	5	0.9	311	59.0	13	2.5
	2007	549	209	38.1	0	0.0	8	1.5	320	58.3	12	2.2
	2008	540	187	34.6	0	0.0	9	1.7	331	61.3	13	2.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	41	39	95.1	18	43.9	0	0.0	0	0.0	40	97.6	2.4
	2007	64	59	92.2	23	35.9	0	0.0	0	0.0	64	100.0	0.0
	2008	66	63	95.5	26	39.4	3	4.5	0	0.0	65	98.5	1.5
KN	2006	71	67	94.4	28	39.4	1	1.4	6	8.5	29	40.8	4.2
	2007	66	62	93.9	30	45.5	2	3.0	5	7.6	20	30.3	7.6
	2008	78	70	89.7	35	44.9	3	3.8	4	5.1	15	19.2	3.8
1	2006	59	56	94.9	24	40.7	7	11.9	11	18.6	4	6.8	5.1
	2007	65	61	93.8	31	47.7	2	3.1	8	12.3	8	12.3	3.1
	2008	69	65	94.2	35	50.7	2	2.9	8	11.6	5	7.2	7.2
2	2006	59	53	89.8	26	44.1	4	6.8	12	20.3	2	3.4	0.0
	2007	70	65	92.9	23	32.9	9	12.9	11	15.7	6	8.6	2.9
	2008	59	57	96.6	29	49.2	1	1.7	9	15.3	4	6.8	0.0
3	2006	63	57	90.5	28	44.4	2	3.2	20	31.7	10	15.9	1.6
	2007	67	57	85.1	28	41.8	6	9.0	17	25.4	4	6.0	3.0
	2008	62	55	88.7	19	30.6	8	12.9	14	22.6	4	6.5	0.0
4	2006	101	84	83.2	15	14.9	5	5.0	48	47.5	12	11.9	1.0
	2007	85	70	82.4	18	21.2	4	4.7	22	25.9	5	5.9	3.5
	2008	98	83	84.7	18	18.4	4	4.1	17	17.3	10	10.2	0.0
5	2006	123	99	80.5	5	4.1	5	4.1	62	50.4	8	6.5	2.4
	2007	125	86	68.8	14	11.2	8	6.4	49	39.2	5	4.0	0.8
	2008	106	87	82.1	15	14.2	5	4.7	23	21.7	6	5.7	3.8
EC-5	2006	527	464	88.0	144	27.3	34	6.5	159	30.2	111	21.1	3.0
	2007	549	467	85.1	167	30.4	38	6.9	112	20.4	114	20.8	3.6
	2008	540	482	89.3	177	32.8	28	5.2	75	13.9	111	20.6	2.4

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	20.6	3,987.7	19.6	94.8	3,815.3	95.7	45	100.0	100.0	36	7,228	100.0	100.0
	2007	26.1	4,117.2	24.4	93.6	3,933.6	95.5	67	100.0	100.0	40	7,436	100.0	100.0
	2008	30.8	4,133.2	29.4	95.3	3,942.7	95.4	80	100.0	100.0	56	7,427	100.0	100.0
KN	2006	66.7	13,725.9	63.4	95.0	13,178.1	96.0	16	24.0	25.7	57	11,822	85.4	86.1
	2007	67.0	13,945.0	64.8	96.7	13,385.6	96.0	9	13.4	24.3	63	12,035	94.1	86.3
	2008	80.0	13,568.1	77.0	96.3	13,004.4	95.8	6	7.5	23.5	75	11,618	93.8	85.6
1	2006	61.3	14,145.9	59.2	96.6	13,632.7	96.4	14	22.8	24.8	56	12,164	91.3	86.0
	2007	65.6	14,353.8	63.2	96.5	13,851.4	96.5	12	18.3	23.2	61	12,437	93.1	86.6
	2008	65.1	14,626.9	62.9	96.5	14,102.7	96.4	18	27.6	21.2	59	12,704	90.6	86.9
2	2006	58.4	13,536.9	56.8	97.3	13,115.8	96.9	8	13.7	22.9	54	11,853	92.5	87.6
	2007	67.6	13,403.8	65.6	96.9	12,978.9	96.8	15	22.2	21.7	63	11,729	93.2	87.5
	2008	59.9	13,708.6	58.2	97.1	13,269.8	96.8	9	15.0	19.7	55	12,043	91.8	87.9
3	2006	60.8	12,948.9	58.9	97.0	12,577.2	97.1	12	19.7	22.8	55	11,376	90.5	87.9
	2007	66.9	12,998.4	65.3	97.6	12,633.3	97.2	9	13.4	21.1	62	11,445	92.6	88.0
	2008	64.3	12,806.9	62.2	96.8	12,425.5	97.0	9	14.0	19.1	52	11,408	80.8	89.1
4	2006	99.1	12,021.0	96.8	97.8	11,684.2	97.2	9	9.1	22.3	94	10,587	94.9	88.1
	2007	85.8	12,104.9	83.5	97.3	11,768.3	97.2	11	12.8	19.7	80	10,683	93.2	88.3
	2008	98.7	12,329.8	95.6	96.9	11,960.3	97.0	7	7.1	19.7	92	10,924	93.2	88.6
5	2006	123.6	12,618.4	120.5	97.5	12,262.2	97.2	7	5.7	22.3	118	11,130	95.4	88.2
	2007	125.1	11,757.0	122.3	97.8	11,426.8	97.2	9	7.2	20.9	121	10,362	96.7	88.1
	2008	106.7	11,874.2	103.5	96.9	11,539.6	97.2	7	6.6	18.8	102	10,608	95.6	89.3
EC-5	2006	499.6	83,530.4	483.4	96.8	80,779.5	96.7	116	23.2	34.4	475	76,525	95.1	91.6
	2007	510.3	83,122.6	494.6	96.9	80,387.4	96.7	134	26.3	33.3	493	76,416	96.6	91.9
	2008	508.0	83,438.7	491.1	96.7	80,606.0	96.6	137	27.0	31.9	492	76,970	96.9	92.2

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	16	38.1
Hispanic	12	28.6
White	13	31.0
Other	1	2.4

Gender	Number	Percent
Female	38	90.5
Male	4	9.5

TOTAL	42
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AVERAGE NUMBER OF ABSENCES

2006	5.6
2007	5.2
2008	3.2

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		76.9	90.9	82.7		88.9	86.7		85.7	84.6	85.2	87.7	61
	2007		88.0	81.1	82.7	*	76.0	76.3		81.3	87.1	84.1	84.6	63
	2008		88.9	93.8	90.7	50.0	89.5	87.2		88.0	94.6	91.9	86.2	62
4	2006	*	86.7	77.8	80.3	*	68.0	61.3		87.8	79.2	83.5	69.5	97
	2007	*	74.1	81.6	76.6		70.6	69.6		82.0	75.9	79.7	69.7	79
	2008	*	81.5	81.4	80.3	*	41.7	55.6		77.4	87.5	81.7	72.1	93
5	2006	100.0	61.9	79.4	71.1	*	*	51.7		76.7	73.3	75.0	76.9	120
	2007	100.0	85.2	80.7	80.5	*	46.2	56.8		84.7	83.9	84.3	78.3	121
	2008	100.0	84.2	92.5	87.5	*	69.2	73.0		89.4	91.2	90.0	82.9	100
3-5	2006	100.0	75.2	81.5	76.9	50.0	75.4	62.8		82.6	77.6	80.2	78.2	278
	2007	100.0	83.0	81.1	79.8	83.3	67.3	67.3		83.0	82.8	82.9	77.6	263
	2008	90.9	84.8	88.2	85.7	70.0	70.5	73.8		84.7	91.0	87.5	80.3	255

NUMBER TESTED IN GRADES 3-5													
2006	12	113	146	225	6	57	121	0	144	134	278	32,875	
2007	8	106	143	198	6	55	98	0	141	122	263	31,814	
2008	11	92	144	210	10	44	103	0	144	111	255	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		6	3	9		3	4		5	4	9	1,380	61
	2007		3	7	9	*	6	9		6	4	10	1,675	63
	2008		3	2	5	3	2	5		3	2	5	1,443	62
4	2006	*	6	10	15	*	8	12		6	10	16	3,190	97
	2007	*	7	9	15		5	7		9	7	16	3,189	79
	2008	*	5	11	15	*	7	12		12	5	17	2,996	93
5	2006	0	16	14	28	*	*	29		14	16	30	2,584	120
	2007	0	8	11	16	*	7	16		9	10	19	2,258	121
	2008	0	6	4	10	*	4	10		7	3	10	1,827	100
3-5	2006	0	28	27	52	3	14	45		25	30	55	7,154	278
	2007	0	18	27	40	1	18	32		24	21	45	7,122	263
	2008	1	14	17	30	3	13	27		22	10	32	6,266	255

NUMBER TESTED IN GRADES 3-5													
2006	12	113	146	225	6	57	121	0	144	134	278	32,875	
2007	8	106	143	198	6	55	98	0	141	122	263	31,814	
2008	11	92	144	210	10	44	103	0	144	111	255	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	80.5	87.6	77.9	79.1
	2007	78.9	85.5	72.0	80.0
	2008	83.5	85.0	85.5	78.6
4	2006	81.8	78.6	77.8	74.2
	2007	81.9	80.7	77.4	75.4
	2008	83.1	80.8	81.3	79.9
5	2006	76.3	76.7	77.1	72.9
	2007	79.5	86.2	81.9	77.1
	2008	83.3	86.8	83.5	79.6
3-5	2006	79.1	79.7	77.5	74.7
	2007	80.1	84.4	78.2	77.3
	2008	83.3	84.2	83.2	79.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		15.4	45.5	26.9		37.0	33.3		34.3	26.9	31.1	28.0	61
	2007		32.0	21.6	19.2	*	16.0	13.2		21.9	29.0	25.4	21.3	63
	2008		18.5	31.3	25.9	16.7	36.8	20.5		28.0	24.3	25.8	21.5	62
4	2006	*	22.2	24.4	21.1	*	4.0	6.5		26.5	22.9	24.7	10.0	97
	2007	*	14.8	28.6	23.4		11.8	8.7		26.0	24.1	25.3	16.6	79
	2008	*	18.5	11.9	13.2	*	0.0	0.0		18.9	15.0	17.2	14.4	93
5	2006	66.7	16.7	16.2	14.4	*	*	1.7		20.0	21.7	20.8	10.8	120
	2007	83.3	18.5	28.1	25.6	*	0.0	2.7		32.2	25.8	28.9	13.1	121
	2008	57.1	23.7	32.1	28.8	*	15.4	8.1		30.3	29.4	30.0	16.5	100
3-5	2006	75.0	18.6	25.3	19.6	0.0	19.3	10.7		25.7	23.1	24.5	16.4	278
	2007	87.5	20.8	26.6	23.2	16.7	10.9	8.2		27.7	26.2	27.0	17.1	263
	2008	54.5	20.7	23.6	22.4	10.0	20.5	10.7		25.7	22.5	24.3	17.4	255

NUMBER TESTED IN GRADES 3-5													
2006	12	113	146	225	6	57	121	0	144	134	278	32,875	
2007	8	106	143	198	6	55	98	0	141	122	263	31,814	
2008	11	92	144	210	10	44	103	0	144	111	255	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		72.0	85.3	76.9		84.6	79.3		80.0	80.0	80.0	74.9	60
	2007		64.0	73.0	66.0	*	68.0	65.8		65.6	74.2	69.8	70.3	63
	2008		69.2	93.5	80.8	100.0	94.4	78.9		84.0	80.0	81.7	76.6	60
4	2006	*	90.7	75.6	81.1	*	64.0	63.3		95.7	70.8	83.2	74.0	95
	2007	*	66.7	91.8	79.7		82.4	65.2		90.0	72.4	83.5	75.7	79
	2008	*	66.7	84.5	77.3	*	83.3	51.9		82.7	75.0	79.3	77.9	92
5	2006	100.0	52.4	85.1	71.9	*	*	55.0		80.0	70.0	75.0	82.2	120
	2007	100.0	90.6	89.5	88.9	*	61.5	70.3		95.0	86.7	90.8	82.9	120
	2008	100.0	76.3	96.4	87.8	*	85.7	73.7		90.9	86.1	89.2	84.0	102
3-5	2006	100.0	71.8	82.2	76.1	*	71.4	63.0		85.2	72.2	78.9	77.1	275
	2007	100.0	78.1	86.0	79.8	83.3	70.9	67.3		86.6	80.0	83.6	76.2	262
	2008	90.9	71.4	91.0	82.3	90.0	88.6	69.9		86.7	80.2	83.9	79.5	254

NUMBER TESTED IN GRADES 3-5													
2006	12	110	146	222	5	56	119	0	142	133	275	33,063	
2007	8	105	143	198	6	55	98	0	142	120	262	32,298	
2008	11	91	144	209	10	44	103	0	143	111	254	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		7	5	12		4	6		7	5	12	2,820	60
	2007		9	10	18	*	8	13		11	8	19	3,303	63
	2008		8	2	10	0	1	8		4	7	11	2,542	60
4	2006	*	4	11	14	*	9	11		2	14	16	2,765	95
	2007	*	9	4	13		3	8		5	8	13	2,604	79
	2008	*	9	9	17	*	2	13		9	10	19	2,436	92
5	2006	0	20	10	27	*	*	27		12	18	30	1,997	120
	2007	0	5	6	9	*	5	11		3	8	11	1,785	120
	2008	0	9	2	10	*	2	10		6	5	11	1,730	102
3-5	2006	0	31	26	53	*	16	44		21	37	58	7,582	275
	2007	0	23	20	40	1	16	32		19	24	43	7,692	262
	2008	1	26	13	37	1	5	31		19	22	41	6,708	254

NUMBER TESTED IN GRADES 3-5													
2006	12	110	146	222	5	56	119	0	142	133	275	33,063	
2007	8	105	143	198	6	55	98	0	142	120	262	32,298	
2008	11	91	144	209	10	44	103	0	143	111	254	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	80.8	83.1	83.9	82.5	82.9	63.5
	2007	75.9	75.4	75.7	74.1	79.0	60.7
	2008	82.0	85.8	86.7	81.9	82.9	62.5
4	2006	87.7	88.0	75.3	74.4	82.9	76.3
	2007	85.4	85.9	80.4	79.5	77.5	81.2
	2008	82.5	80.1	74.1	78.1	79.3	75.7
5	2006	79.8	72.9	81.7	76.9	81.5	76.0
	2007	86.0	81.3	87.6	81.2	85.6	81.9
	2008	82.2	80.7	86.4	78.9	84.3	82.8
3-5	2006	82.7	80.3	79.9	77.3	82.3	73.4
	2007	83.4	81.3	82.6	79.0	81.6	76.6
	2008	82.3	81.7	82.0	79.3	82.2	75.4

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)
3	2006		20.0	32.4	23.1		34.6	31.0		22.9	32.0	26.7	22.3	60
	2007		12.0	21.6	18.9	*	28.0	18.4		25.0	12.9	19.0	19.2	63
	2008		15.4	29.0	21.2	16.7	27.8	13.2		20.0	22.9	21.7	26.3	60
4	2006	*	27.9	35.6	32.4	*	28.0	23.3		42.6	27.1	34.7	22.1	95
	2007	*	18.5	40.8	29.7		29.4	21.7		42.0	20.7	34.2	22.6	79
	2008	*	18.5	27.6	29.3	*	0.0	0.0		26.9	30.0	28.3	23.8	92
5	2006	88.9	31.0	43.3	36.5	*	*	8.3		46.7	38.3	42.5	29.9	120
	2007	100.0	39.6	45.6	45.7	*	15.4	13.5		46.7	45.0	45.8	29.3	120
	2008	85.7	26.3	40.0	35.4	*	21.4	15.8		39.4	33.3	37.3	31.9	102
3-5	2006	91.7	27.3	38.4	32.0	*	30.4	17.6		39.4	33.1	36.4	24.8	275
	2007	100.0	27.6	37.8	33.3	33.3	25.5	17.3		40.1	30.8	35.9	23.6	262
	2008	81.8	20.9	32.6	29.7	30.0	18.2	10.7		31.5	28.8	30.3	27.3	254


NUMBER TESTED IN GRADES 3-5													
2006	12	110	146	222	5	56	119	0	142	133	275	33,063	
2007	8	105	143	198	6	55	98	0	142	120	262	32,298	
2008	11	91	144	209	10	44	103	0	143	111	254	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	*	97.7	81.8	89.2	*	70.8	72.4		95.8	84.8	90.4	84.2	94
	2007	*	82.1	93.9	89.2		88.2	87.0		86.3	93.1	88.8	86.5	80
	2008	*	92.6	91.4	90.7	*	91.7	81.5		92.3	90.0	91.3	87.4	92

NUMBER TESTED IN GRADE 4													
2006	3	44	44	74	3	24	29	0	48	46	94	10,311	
2007	2	28	49	65	0	17	23	0	51	29	80	10,408	
2008	4	27	58	75	2	12	27	0	52	40	92	10,658	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2006	*	1	8	8	*	7	8		2	7	9	1,631	94
	2007	*	5	3	7		2	3		7	2	9	1,408	80
	2008	*	2	5	7	*	1	5		4	4	8	1,348	92

NUMBER TESTED IN GRADE 4													
2006	3	44	44	74	3	24	29	0	48	46	94	10,311	
2007	2	28	49	65	0	17	23	0	51	29	80	10,408	
2008	4	27	58	75	2	12	27	0	52	40	92	10,658	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2006	2.1	91.5	79.5	88.8	92.7
	2007	2.3	80.0	79.7	89.7	89.1
	2008	2.4	85.1	85.6	87.2	86.3

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)
4	2006	*	18.2	11.4	12.2	*	8.3	6.9		16.7	17.4	17.0	10.9	94
	2007	*	25.0	30.6	26.2		17.6	13.0		33.3	24.1	30.0	18.2	80
	2008	*	37.0	27.6	29.3	*	0.0	3.7		28.8	40.0	33.7	21.4	92

NUMBER TESTED IN GRADE 4													
2006	3	44	44	74	3	24	29	0	48	46	94	10,311	
2007	2	28	49	65	0	17	23	0	51	29	80	10,408	
2008	4	27	58	75	2	12	27	0	52	40	92	10,658	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2006	100.0	38.1	55.2	47.9	*	16.7	18.3		55.2	50.8	52.5	62.1	120
	2007	100.0	77.4	70.2	70.4	*	23.1	32.4		80.0	71.7	75.8	62.3	120
	2008	100.0	54.1	69.8	60.8	*	46.2	35.1		68.2	60.0	65.3	71.9	101

NUMBER TESTED IN GRADE 5													
2006	9	42	67	96	2	6	60	0	58	61	120	11,045	
2007	6	53	57	81	3	13	37	0	60	60	120	10,296	
2008	7	37	53	79	2	13	37	0	66	35	101	10,686	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2006	0	26	30	50	*	5	49		26	30	57	4,185	120
	2007	0	12	17	24	*	10	25		12	17	29	3,881	120
	2008	0	17	16	31	*	7	24		21	14	35	3,005	101

NUMBER TESTED IN GRADE 5													
2006	9	42	67	96	2	6	60	0	58	61	120	11,045	
2007	6	53	57	81	3	13	37	0	60	60	120	10,296	
2008	7	37	53	79	2	13	37	0	66	35	101	10,686	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2006	82.7	79.2	73.5	58.4
	2007	84.3	85.6	84.1	67.9
	2008	85.3	86.6	80.0	62.9

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)
5	2006	55.6	11.9	22.4	17.7	*	16.7	3.3		24.1	19.7	21.7	14.4	120
	2007	100.0	17.0	26.3	27.2	*	0.0	0.0		31.7	20.0	25.8	18.0	120
	2008	57.1	21.6	15.1	20.3	*	7.7	8.1		27.3	8.6	20.8	24.8	101

NUMBER TESTED IN GRADE 5													
2006	9	42	67	96	2	6	60	0	58	61	120	11,045	
2007	6	53	57	81	3	13	37	0	60	60	120	10,296	
2008	7	37	53	79	2	13	37	0	66	35	101	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														
	2008		*		*	*		*		*		*	77.7	2
4														
	2008			*	*	*	*	*		*		*	70.7	2
5														
	2008		*		*	*		*		*	*	*	73.3	3
3-5														
	2008		*	*	57.1	57.1	*	*		50.0	*	57.1	73.7	7

NUMBER TESTED IN GRADES 3-5														
2008	0	5	2	7	7	2	5	0	6	1	7	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	2
4														
	2008			*	*	*	*	*		*		*	181	2
5														
	2008		*		*	*		*		*	*	*	179	3
3-5														
	2008		*	*	3	3	*	*		3	*	3	476	7

NUMBER TESTED IN GRADES 3-5														
2008	0	5	2	7	7	2	5	0	6	1	7	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	*	*	*	*
5					
	2008	*	*	*	*
3-5					
	2008	60.0	52.4	67.6	63.2

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*		*		*		*	76.1	2
4														
	2008			*	*	*	*	*		*		*	69.1	2
5														
	2008		*		*	*		*		*	*	*	64.0	3
3-5														
	2008		*	*	42.9	42.9	*	*		50.0	*	42.9	69.4	7

NUMBER TESTED IN GRADES 3-5														
2008	0	5	2	7	7	2	5	0	6	1	7	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	2
4														
	2008			*	*	*	*	*		*		*	173	2
5														
	2008		*		*	*		*		*	*	*	227	3
3-5														
	2008		*	*	4	4	*	*		3	*	4	529	7

NUMBER TESTED IN GRADES 3-5														
2008	0	5	2	7	7	2	5	0	6	1	7	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	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
3-5							
	2008	43.8	49.0	63.3	51.9	52.4	42.9

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	*	94.6	90.0	69.9	40
	2007	*	44.4	41.9	46.9	31
	2008	53.8	41.9	45.5	57.6	44
1	2006	83.3	67.6	70.0	54.1	40
	2007	60.0	68.0	65.7	51.4	35
	2008	42.9	56.0	53.1	50.2	32
2	2006	52.4	70.6	63.6	49.2	55
	2007	40.0	86.7	61.5	44.5	65
	2008	42.1	71.4	54.5	50.2	33
1-2	2006	59.3	69.1	66.3	51.4	95
	2007	44.4	78.2	63.0	47.6	100
	2008	42.3	61.5	53.8	50.2	65

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	*	75.7	75.0	68.7	40
	2007	62.5	28.1	45.3	44.3	64
	2008	47.7	25.8	38.7	44.9	75
1	2006	85.7	76.5	78.0	60.7	41
	2007	60.0	48.0	51.4	48.8	35
	2008	35.1	42.9	38.5	55.5	65
2	2006	69.6	85.3	78.9	63.1	57
	2007	66.7	86.7	75.8	55.6	66
	2008	53.5	66.7	56.9	57.5	58
K-2	2006	72.7	79.0	77.5	63.9	138
	2007	64.1	54.0	58.8	49.1	165
	2008	46.0	40.5	43.9	52.7	198

Number Tested	2006	30	105	135	27,596	
	2007	49	82	131	24,696	
	2008	39	70	109	21,817	

Number Tested	2006	33	105	138	28,201	
	2007	78	87	165	34,441	
	2008	124	74	198	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	*	94.7	84.2	88.9	*	*	*		95.5	83.3	90.0	69.9	40
	2007		57.9	16.7	44.4	*	*	*		43.8	40.0	41.9	46.9	31
	2008	*	44.0	41.2	48.6	*	*	53.8		44.0	47.4	45.5	57.6	44
1	2006		70.0	70.0	67.6	*	*	83.3		73.7	66.7	70.0	54.1	40
	2007		72.2	56.3	63.6	*	*	60.0		52.6	81.3	65.7	51.4	35
	2008		52.6	58.3	51.7	*	*	42.9		64.7	40.0	53.1	50.2	32
2	2006		85.7	48.5	61.2		45.5	52.4		47.8	75.0	63.6	49.2	55
	2007	*	60.0	61.8	60.0	14.3	55.0	40.0		65.5	58.3	61.5	44.5	65
	2008	*	64.3	41.2	53.1	*	*	42.1		42.1	71.4	54.5	50.2	33
1-2	2006		78.0	56.6	64.0	*	51.9	59.3		59.5	71.7	66.3	51.4	95
	2007	*	64.6	60.0	61.3	22.2	52.0	44.4		60.4	65.4	63.0	47.6	100
	2008	*	57.6	48.3	52.5	*	44.4	42.3		52.8	55.2	53.8	50.2	65

Number Tested	2006	1	60	72	122	7	29	30	0	64	71	135	27,596
	2007	1	67	62	120	11	26	49	0	64	67	131	24,696
	2008	2	58	46	98	4	12	39	0	61	48	109	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	5	8	*	*	*		4	5	9	1,856	40
	2007		0	0	0	*	*	*		0	0	0	1,245	31
	2008	*	3	2	5	*	*	1		2	4	6	1,687	44
1	2006		7	6	13	*	*	0		9	4	13	1,786	40
	2007		6	5	11	*	*	1		4	7	11	1,458	35
	2008		1	3	4	*	*	1		2	2	4	1,555	32
2	2006		7	4	8		1	1		2	9	11	1,340	55
	2007	*	7	4	10	0	2	2		4	7	11	896	65
	2008	*	2	1	4	*	*	0		1	3	4	1,065	33
1-2	2006		14	10	21	*	1	1		11	13	24	3,126	95
	2007	*	13	9	21	0	2	3		8	14	22	2,355	100
	2008	*	3	4	8	*	0	1		3	5	8	2,620	65
Number Tested	2006	1	60	72	122	7	29	30	0	64	71	135	27,596	
	2007	1	67	62	120	11	26	49	0	64	67	131	24,696	
	2008	2	58	46	98	4	12	39	0	61	48	109	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	*	68.4	78.9	75.0	*	*	*		72.7	77.8	75.0	68.7	40
	2007		27.8	52.2	48.3	*	63.3	62.5		51.4	37.9	45.3	44.3	64
	2008	*	24.0	43.8	40.3	*	52.9	47.7		37.2	40.6	38.7	44.9	75
1	2006		75.0	81.0	76.3	66.7	83.3	85.7		78.9	77.3	78.0	60.7	41
	2007		50.0	50.0	51.5	*	*	60.0		47.4	56.3	51.4	48.8	35
	2008		30.0	43.2	36.1	*	38.2	35.1		38.2	38.7	38.5	55.5	65
2	2006		81.0	77.1	76.5	*	66.7	69.6		80.0	78.1	78.9	63.1	57
	2007	*	64.5	85.3	73.8	37.5	85.0	66.7		72.4	78.4	75.8	55.6	66
	2008	*	57.1	54.8	57.9	*	53.6	53.5		59.4	53.8	56.9	57.5	58
K-2	2006	*	75.0	78.7	76.0	50.0	68.8	72.7		77.3	77.8	77.5	63.9	138
	2007	*	50.7	63.5	59.1	25.0	70.9	64.1		57.8	59.8	58.8	49.1	165
	2008	*	33.9	47.0	44.3	*	47.9	46.0		44.0	43.8	43.9	52.7	198

Number Tested	2006	1	60	75	125	10	32	33	0	66	72	138	28,201
	2007	1	67	96	154	12	55	78	0	83	82	165	34,441
	2008	2	59	134	185	4	96	124	0	109	89	198	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	6	7	*	*	*		4	5	9	2,491	40
	2007		2	4	6	*	3	3		5	1	6	2,583	64
	2008	*	2	2	4	*	2	3		4	2	6	2,788	75
1	2006		5	12	16	1	3	3		9	8	17	2,111	41
	2007		4	5	8	*	*	1		5	4	9	1,769	35
	2008		1	4	5	*	2	2		3	2	5	2,800	65
2	2006		6	12	16	*	7	7		7	12	19	2,575	57
	2007	*	4	10	13	0	6	7		7	8	15	2,098	66
	2008	*	1	8	9	*	5	6		6	3	9	2,912	58
K-2	2006	*	13	30	39	2	10	10		20	25	45	7,177	138
	2007	*	10	19	27	0	10	11		17	13	30	6,450	165
	2008	*	4	14	18	*	9	11		13	7	20	8,500	198

Number Tested	2006	1	60	75	125	10	32	33	0	66	72	138	28,201
	2007	1	67	96	154	12	55	78	0	83	82	165	34,441
	2008	2	59	134	185	4	96	124	0	109	89	198	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			87.5	87.1	*	88.9	95.0		85.0	91.7	87.5	85.2	32
	2007			90.9	90.9		89.3	89.3		88.9	93.3	90.9	84.7	33
	2008			93.3	96.6		93.3	93.3		94.1	92.3	93.3	87.0	30
1	2006			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	82.5	17
	2007			93.3	92.9		96.2	96.2		86.7	100.0	93.3	84.5	30
	2008			78.1	77.4		75.9	75.9		75.0	81.3	78.1	88.0	32
2	2006												87.2	0
	2007			*	*	*	*	*		*	*	*	89.9	4
	2008			88.9	88.5		88.0	88.0		85.7	92.3	88.9	93.4	27
K-2	2006			91.8	91.7	*	93.2	97.3		88.5	95.7	91.8	84.6	49
	2007			91.0	90.8	*	91.2	91.2		88.6	93.8	91.0	85.6	67
	2008			86.5	87.2		85.7	85.7		85.1	88.1	86.5	89.3	89

Number Tested	2006	0	0	49	48	3	44	37	0	26	23	49	10,804
	2007	0	0	67	65	1	57	57	0	35	32	67	14,889
	2008	0	0	89	86	0	84	84	0	47	42	89	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			14	13	*	12	9		9	5	14	2,064	32
	2007			8	8		5	5		5	3	8	2,779	33
	2008			16	16		16	16		8	8	16	3,280	30
1	2006			12	12	*	12	12		5	7	12	1,391	17
	2007			17	15		15	15		10	7	17	1,782	30
	2008			9	9		9	9		4	5	9	2,412	32
2	2006												838	0
	2007			*	*	*	*	*		*	*	*	1,196	4
	2008			15	15		13	13		7	8	15	2,596	27
K-2	2006			26	25	*	24	21		14	12	26	4,293	49
	2007			27	25	*	21	21		16	11	27	5,757	67
	2008			40	40		38	38		19	21	40	8,288	89
Number Tested	2006	0	0	49	48	3	44	37	0	26	23	49	10,804	
	2007	0	0	67	65	1	57	57	0	35	32	67	14,889	
	2008	0	0	89	86	0	84	84	0	47	42	89	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	0	-	1	100.0	0	-	1	100.0
3	0	-	0	-	4	75.0	4	75.0
4	5	20.0	1	100.0	7	28.6	13	30.8
5	1	100.0	2	100.0	0	-	3	100.0
ALL	6	33.3	4	100.0	11	45.5	21	52.4

PERFORMANCE IN 2008

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2008 Level	N	%	N	%	N	%	N	%	N	%
KN (35)	Beginning	33	94.3	33	94.3	35	100.0	35	100.0	35	100.0
	Intermediate	2	5.7	2	5.7	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 (35)	Beginning	1	2.9	5	14.3	30	85.7	30	85.7	30	85.7
	Intermediate	7	20.0	10	28.6	0	0.0	0	0.0	0	0.0
	Advanced	19	54.3	12	34.3	1	2.9	1	2.9	1	2.9
	Advanced High	8	22.9	8	22.9	4	11.4	4	11.4	4	11.4
2 (29)	Beginning	2	7.1	9	32.1	9	32.1	2	6.9	2	7.1
	Intermediate	11	39.3	12	42.9	12	42.9	4	13.8	5	17.9
	Advanced	11	39.3	3	10.7	2	7.1	14	48.3	14	50.0
	Advanced High	4	14.3	4	14.3	5	17.9	9	31.0	7	25.0
3 (19)	Beginning	5	26.3	4	21.1	0	0.0	1	5.3	1	5.3
	Intermediate	4	21.1	5	26.3	8	42.1	1	5.3	1	5.3
	Advanced	2	10.5	4	21.1	7	36.8	4	21.1	4	21.1
	Advanced High	8	42.1	6	31.6	4	21.1	13	68.4	13	68.4
4 (18)	Beginning	3	17.6	3	17.6	5	29.4	5	27.8	5	29.4
	Intermediate	4	23.5	5	29.4	5	29.4	2	11.1	2	11.8
	Advanced	5	29.4	5	29.4	5	29.4	3	16.7	2	11.8
	Advanced High	5	29.4	4	23.5	2	11.8	8	44.4	8	47.1

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	-	-	-	
30 1 (3.3%)	Beginning	29			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	1	
29 19 (65.5%)	Beginning	2			
	Intermediate	2	3		
	Advanced	4	6	4	
	Advanced High	0	1	6	
18 17 (94.4%)	Beginning	1			
	Intermediate	1	0		
	Advanced	2	0	0	
	Advanced High	11	2	0	
14 8 (57.1%)	Beginning	2			
	Intermediate	1	1		
	Advanced	0	0	2	
	Advanced High	0	2	5	

PERFORMANCE IN 2008

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2008 Level	N	%	N	%	N	%	N	%	N	%
5 (14)	Beginning	0	0.0	1	7.1	1	7.1	1	7.1	1	7.1
	Intermediate	1	7.1	0	0.0	5	35.7	0	0.0	0	0.0
	Advanced	4	28.6	4	28.6	7	50.0	6	42.9	6	42.9
	Advanced High	9	64.3	9	64.3	1	7.1	7	50.0	7	50.0
ALL (150)	Beginning	44	29.7	55	37.2	80	54.1	74	49.3	74	50.0
	Intermediate	29	19.6	34	23.0	30	20.3	7	4.7	8	5.4
	Advanced	41	27.7	28	18.9	22	14.9	28	18.7	27	18.2
	Advanced High	34	23.0	31	20.9	16	10.8	41	27.3	39	26.4

**PROGRESSION FROM
2007 TO 2008**

Number Rated Both Years N (%) Progressed	2008 Level	2007 Level			
		Beg	Int	Adv	Adv High
14 7 (50.0%)	Beginning	1			
	Intermediate	0	0		
	Advanced	0	0	6	
	Advanced High	0	0	7	
107 52 (48.6%)	Beginning	37			
	Intermediate	4	4		
	Advanced	6	6	12	
	Advanced High	11	5	19	

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