

Campus Data Packet

for 2009 - 10 Plans



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School Number 111

The information in this packet is based on data from the 2008-09 school year.

This packet contains corrected statistics for norm-referenced assessments (ITBS and Logramos), including the SCE Compliance report. PSAT reports now contain the average score for all students in a grade.

2....	Contents.....	Table of Contents
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STUDENTS AND STAFF

5....	Summary.....	Summary of Student and Teacher Statistics
7....	Enrollment (2).....	Enrollment Statistics by Select Student Group
9....	Teachers.....	Teacher Statistics

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

10....	TAKS Read (1).....	TAKS Reading: Percentage Meeting Standard
12....	TAKS Read (3).....	TAKS Reading: Performance by Objective
14....	TAKS Math (1).....	TAKS Mathematics: % Meeting Standard
16....	TAKS Math (3).....	TAKS Mathematics: % by Objective
18....	SPTAKS Read (1).....	Spanish TAKS Reading: % Meeting Standard
20....	SPTAKS Read (3).....	Spanish TAKS Reading: Performance by Objective

ITBS / ITED / LOGRAMOS

22....	Compliance.....	SCE Compliance for At-Risk Students
24....	ITBS Read (2).....	ITBS Reading Total: # At or Above the 80th %-tile
26....	ITBS Math (2).....	ITBS Math Total: # At or Above the 80th %-tile
28....	Logramos Read (2).....	Logramos Reading Total: # At or Above the 80th %-tile

MEASURES OF ENGLISH PROFICIENCY

29....	TELPAS.....	TX English Language Proficiency Assessment System
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3....	Notes.....	Notes and Data Descriptions for Individual Reports
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6....	Enrollment (1).....	Enrollment Statistics by Ethnicity
8....	Attendance.....	Student Attendance Statistics

11....	TAKS Read (2).....	TAKS Reading: Number Not Meeting Standard
13....	TAKS Read (4).....	TAKS Reading: Percentage Commended
15....	TAKS Math (2).....	TAKS Mathematics: # Not Meeting Standard
17....	TAKS Math (4).....	TAKS Mathematics: % Commended
19....	SPTAKS Read (2).....	Spanish TAKS Reading: # Not Meeting Standard
21....	SPTAKS Read (4).....	Spanish TAKS Reading: % Commended

23....	ITBS Read (1).....	ITBS Reading Total: % At or Above the 40th %-tile
25....	ITBS Math (1).....	ITBS Math Total: % At or Above the 40th %-tile
27....	Logramos Read (1).....	Logramos Reading Total: % At or Above the 40th %-tile

2009-10 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 2008-09. They are counted as new if they were not enrolled in a district campus before the last day of the 2007-08 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 2007-08 and 2008-09.

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 for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- 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.
- TAKS statistics include both TAKS and TAKS-Accommodated results.
- 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 2010, 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 2009.) All Logramos reading summaries are for Reading Total. The number tested includes kindergarteners.
- Numbers tested in READING for 2007 may not match those reported in campus data packets published in the prior years. Previous totals did not consistently include students in Kindergarten, though documentation included with the reports indicated otherwise.
- Kindergarten ITBS reading and mathematics results for all three years are for the Language subtest and Mathematics subtest. All other grades' results reflect Reading Total or Mathematics Total performance. (The Reading and Mathematics Total summaries are not available with use of the level 5R form administered to kindergartners.) Logramos reading summaries are for Reading Total. The "number tested" statistics include kindergartners.

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 2008 to 2009, the TEA did not report the 2008 composite rating.
- If a student is rated as advanced high in 2009, the TEA does not differentiate between the advanced and advanced high levels from 2008.

STUDENT ENROLLMENT

Grade	Enrollment
EC	1
PK	40
KN	59
1	60
2	54
3	52
ALL	266

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	5	1.9	3	13.6
American Indian	4	1.5	*	*
Asian	3	1.1	*	*
Hispanic	244	91.7	13	59.1
White	10	3.8	6	27.3
Other	**	**	0	0.0

*Included in category "Other."

**All students are classified in one of the five racial/ethnic groups.

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	239	89.8
Limited English proficient students	153	57.5
Special education students	12	4.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	57	1	1.8	0	0.0	0	0.0	54	94.7	2	3.5
	2008	40	0	0.0	0	0.0	0	0.0	38	95.0	2	5.0
	2009	40	2	5.0	0	0.0	1	2.5	36	90.0	1	2.5
KN	2007	76	0	0.0	0	0.0	0	0.0	76	100.0	0	0.0
	2008	63	1	1.6	0	0.0	0	0.0	60	95.2	2	3.2
	2009	59	1	1.7	0	0.0	0	0.0	54	91.5	4	6.8
1	2007	92	1	1.1	3	3.3	2	2.2	83	90.2	3	3.3
	2008	69	0	0.0	0	0.0	0	0.0	68	98.6	1	1.4
	2009	60	1	1.7	0	0.0	0	0.0	57	95.0	2	3.3
2	2007	72	0	0.0	1	1.4	1	1.4	69	95.8	1	1.4
	2008	58	0	0.0	2	3.4	2	3.4	52	89.7	2	3.4
	2009	54	0	0.0	1	1.9	0	0.0	51	94.4	2	3.7
3	2007	73	1	1.4	1	1.4	1	1.4	68	93.2	2	2.7
	2008	54	1	1.9	1	1.9	1	1.9	49	90.7	2	3.7
	2009	52	1	1.9	3	5.8	1	1.9	46	88.5	1	1.9
EC-3	2007	377	4	1.1	5	1.3	4	1.1	355	94.2	9	2.4
	2008	288	3	1.0	3	1.0	3	1.0	270	93.8	9	3.1
	2009	266	5	1.9	4	1.5	3	1.1	244	91.7	10	3.8

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	57	50	87.7	32	56.1	0	0.0	0	0.0	57	100.0	0.0
	2008	40	38	95.0	24	60.0	2	5.0	0	0.0	40	100.0	0.0
	2009	40	38	95.0	22	55.0	0	0.0	0	0.0	40	100.0	0.0
KN	2007	76	71	93.4	49	64.5	2	2.6	3	3.9	19	25.0	1.3
	2008	63	59	93.7	36	57.1	7	11.1	1	1.6	19	30.2	4.8
	2009	59	50	84.7	38	64.4	3	5.1	4	6.8	15	25.4	3.4
1	2007	92	85	92.4	56	60.9	3	3.3	13	14.1	7	7.6	7.6
	2008	69	64	92.8	46	66.7	5	7.2	6	8.7	4	5.8	7.2
	2009	60	54	90.0	30	50.0	4	6.7	7	11.7	0	0.0	8.3
2	2007	72	68	94.4	55	76.4	3	4.2	8	11.1	6	8.3	9.7
	2008	58	50	86.2	34	58.6	2	3.4	12	20.7	0	0.0	13.8
	2009	54	51	94.4	34	63.0	3	5.6	8	14.8	1	1.9	3.7
3	2007	73	69	94.5	46	63.0	3	4.1	17	23.3	2	2.7	0.0
	2008	54	50	92.6	36	66.7	1	1.9	10	18.5	4	7.4	1.9
	2009	52	45	86.5	29	55.8	1	1.9	16	30.8	1	1.9	0.0
EC-3	2007	377	350	92.8	239	63.4	18	4.8	41	10.9	94	24.9	5.0
	2008	288	265	92.0	177	61.5	21	7.3	29	10.1	70	24.3	6.3
	2009	266	239	89.8	153	57.5	12	4.5	35	13.2	58	21.8	3.4

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	2007	28.0	4,117.2	26.9	95.9	3,933.6	95.5	68	100.0	100.0	52	7,436	100.0	100.0
	2008	20.2	4,133.2	19.5	96.2	3,942.7	95.4	51	100.0	100.0	37	7,427	100.0	100.0
	2009	19.4	4,167.8	18.8	96.5	3,975.6	95.4	48	100.0	100.0	37	7,332	100.0	100.0
KN	2007	78.5	13,945.0	76.1	97.0	13,385.6	96.0	16	20.4	24.3	68	12,035	86.7	86.3
	2008	63.5	13,568.1	61.5	97.0	13,004.4	95.8	7	11.0	23.5	60	11,618	94.6	85.6
	2009	58.2	13,515.0	56.8	97.6	12,939.1	95.7	9	15.5	22.5	55	11,501	94.5	85.1
1	2007	89.7	14,353.8	87.4	97.4	13,851.4	96.5	22	24.5	23.2	81	12,437	90.3	86.6
	2008	67.9	14,626.9	65.9	97.1	14,102.7	96.4	14	20.6	21.2	61	12,704	89.9	86.9
	2009	60.3	14,250.8	58.6	97.2	13,719.9	96.3	5	8.3	20.7	57	12,300	94.5	86.3
2	2007	72.4	13,403.8	70.7	97.6	12,978.9	96.8	6	8.3	21.7	68	11,729	93.9	87.5
	2008	61.3	13,708.6	59.8	97.7	13,269.8	96.8	3	4.9	19.7	56	12,043	91.4	87.9
	2009	53.8	13,950.1	52.5	97.6	13,499.0	96.8	10	18.6	18.6	49	12,231	91.1	87.7
3	2007	72.4	12,998.4	70.5	97.3	12,633.3	97.2	3	4.1	21.1	71	11,445	98.1	88.0
	2008	53.5	12,806.9	52.4	97.9	12,425.5	97.0	7	13.1	19.1	50	11,408	93.4	89.1
	2009	52.5	13,095.5	51.6	98.3	12,710.6	97.1	2	3.8	18.3	52	11,634	99.0	88.8
EC-3	2007	347.2	59,260.8	337.3	97.1	57,192.3	96.5	118	34.0	38.5	346	55,371	99.6	93.4
	2008	268.6	59,234.7	261.3	97.3	57,106.0	96.4	85	31.6	37.0	264	55,438	98.3	93.6
	2009	244.7	59,416.7	238.6	97.5	57,243.7	96.3	75	30.7	36.1	250	55,223	100.0	92.9

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	3	13.6
Hispanic	13	59.1
White	6	27.3
Other	0	0.0

Gender	Number	Percent
Female	19	86.4
Male	3	13.6

TOTAL	22
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AVERAGE NUMBER OF ABSENCES

2007	3.8
2008	2.7
2009	2.1

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	97.9	97.9	*	96.4	97.3		100.0	96.0	98.1	84.6	52
	2008	*	*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	86.2	44
	2009	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.3	32

	NUMBER TESTED IN GRADE 3											
2007	2	1	48	48	1	28	37	0	27	25	52	10,896
2008	2	1	39	40	0	26	32	0	18	26	44	10,439
2009	1	1	26	25	1	11	16	0	12	20	32	7,558

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) reading target of 73% 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	2007	*	*	1	1	*	1	1		0	1	1	1,675	52
	2008	*	*	0	0		0	0		0	0	0	1,443	44
	2009	*	*	0	0	*	0	0		0	0	0	960	32

	NUMBER TESTED IN GRADE 3											
2007	2	1	48	48	1	28	37	0	27	25	52	10,896
2008	2	1	39	40	0	26	32	0	18	26	44	10,439
2009	1	1	26	25	1	11	16	0	12	20	32	7,558

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	2007	90.9	92.0	84.0	85.6
	2008	89.7	91.9	93.2	83.8
	2009	91.0	93.3	94.3	94.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	35.4	35.4	*	28.6	32.4		44.4	32.0	38.5	21.3	52
	2008	*	*	43.6	42.5		46.2	43.8		33.3	50.0	43.2	21.5	44
	2009	*	*	65.4	64.0	*	54.5	50.0		50.0	80.0	68.8	34.1	32

	NUMBER TESTED IN GRADE 3											
2007	2	1	48	48	1	28	37	0	27	25	52	10,896
2008	2	1	39	40	0	26	32	0	18	26	44	10,439
2009	1	1	26	25	1	11	16	0	12	20	32	7,558

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

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	2007	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	70.3	52
	2008	*	*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	76.6	44
	2009	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	77.3	52

	NUMBER TESTED IN GRADE 3											
2007	2	1	48	48	1	27	35	0	27	25	52	11,125
2008	2	1	39	40	0	26	32	0	18	26	44	10,870
2009	1	1	46	45	1	29	34	0	20	32	52	12,228

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) mathematics target of 67% 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	2007	*	*	0	0	*	0	0		0	0	0	3,303	52
	2008	*	*	0	0		0	0		0	0	0	2,542	44
	2009	*	*	0	0	*	0	0		0	0	0	2,781	52

	NUMBER TESTED IN GRADE 3											
2007	2	1	48	48	1	27	35	0	27	25	52	11,125
2008	2	1	39	40	0	26	32	0	18	26	44	10,870
2009	1	1	46	45	1	29	34	0	20	32	52	12,228

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	2007	91.9	92.3	94.6	85.6	97.6	82.7
	2008	95.0	95.5	95.8	93.6	94.9	80.7
	2009	92.7	92.6	96.8	92.0	95.7	83.9

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	2007	*	*	56.3	54.2	*	51.9	48.6		55.6	52.0	53.8	19.2	52
	2008	*	*	56.4	57.5		61.5	53.1		44.4	69.2	59.1	26.3	44
	2009	*	*	63.0	62.2	*	51.7	52.9		60.0	68.8	65.4	29.0	52

	NUMBER TESTED IN GRADE 3											
2007	2	1	48	48	1	27	35	0	27	25	52	11,125
2008	2	1	39	40	0	26	32	0	18	26	44	10,870
2009	1	1	46	45	1	29	34	0	20	32	52	12,228

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

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	2007			100.0	100.0		100.0	100.0		100.0	100.0	100.0	82.9	18
	2008			100.0	100.0		100.0	100.0		100.0	*	100.0	85.4	10
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.4	20

NUMBER TESTED IN GRADE 3													
2007	0	0	18	17	0	17	17	0	9	9	18	1,279	
2008	0	0	10	10	0	10	10	0	7	3	10	1,640	
2009	0	0	20	20	0	18	18	0	8	12	20	4,836	

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) reading target of 73% 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	2007			0	0		0	0		0	0	0	219	18
	2008			0	0		0	0		0	*	0	239	10
	2009			0	0		0	0		0	0	0	514	20

	NUMBER TESTED IN GRADE 3											
2007	0	0	18	17	0	17	17	0	9	9	18	1,279
2008	0	0	10	10	0	10	10	0	7	3	10	1,640
2009	0	0	20	20	0	18	18	0	8	12	20	4,836

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	2007	88.5	92.1	88.0	81.3
	2008	91.3	87.1	88.3	80.0
	2009	89.3	92.9	91.7	89.4

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	2007			38.9	41.2		41.2	41.2		22.2	55.6	38.9	14.8	18
	2008			30.0	30.0		30.0	30.0		28.6	*	30.0	17.2	10
	2009			65.0	65.0		61.1	61.1		50.0	75.0	65.0	30.6	20

	NUMBER TESTED IN GRADE 3											
2007	0	0	18	17	0	17	17	0	9	9	18	1,279
2008	0	0	10	10	0	10	10	0	7	3	10	1,640
2009	0	0	20	20	0	18	18	0	8	12	20	4,836

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the IOWA TESTS OF BASIC SKILLS

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	29.4	28.6	46.9	21
	2008	*	59.1	60.9	57.6	23
	2009	14.3	75.0	56.5	41.9	23
1	2007	62.5	75.0	70.0	51.4	40
	2008	*	50.0	50.0	50.2	22
	2009	88.9	73.3	79.2	54.2	24
2	2007	50.0	100.0	57.9	44.5	38
	2008	52.4	92.9	68.6	50.2	35
	2009	41.7	87.5	60.0	47.9	20
1-2	2007	54.2	80.0	64.1	47.6	78
	2008	52.0	68.8	61.4	50.2	57
	2009	61.9	78.3	70.5	51.0	44

Number Tested	2007	52	47	99	24,696	
	2008	26	54	80	21,817	
	2009	28	39	67	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	52.9	40.7	48.7	44.3	78
	2008	73.3	59.3	66.7	44.9	57
	2009	71.8	82.4	75.0	52.8	56
1	2007	63.8	70.4	66.2	48.8	74
	2008	74.5	65.0	71.6	55.5	67
	2009	50.0	88.2	74.1	50.4	27
2	2007	38.2	100.0	47.5	55.6	40
	2008	65.1	93.8	72.9	57.5	59
	2009	58.3	100.0	75.0	53.2	20
K-2	2007	53.0	60.0	55.2	49.1	192
	2008	70.8	69.8	70.5	52.7	183
	2009	65.6	88.1	74.8	52.3	103

Number Tested	2007	132	60	192	34,441	
	2008	120	63	183	41,070	
	2009	61	42	103	30,563	

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**	2007			28.6	22.2		*	*		14.3	35.7	28.6	46.9	21
	2008	*	*	61.9	57.1	*	*	*		81.8	41.7	60.9	57.6	23
	2009	*	*	50.0	43.8		*	14.3		44.4	64.3	56.5	41.9	23
1	2007	*	*	68.8	69.4	*	55.6	62.5		60.0	80.0	70.0	51.4	40
	2008	*		47.6	38.9	*	*	*		57.1	46.7	50.0	50.2	22
	2009	*		78.3	85.0	*	*	88.9		80.0	78.6	79.2	54.2	24
2	2007	*		58.3	57.1	*	52.4	50.0		61.1	55.0	57.9	44.5	38
	2008	*		65.5	65.5	*	61.5	52.4		53.8	77.3	68.6	50.2	35
	2009	*		58.8	55.6	*	*	41.7		57.1	61.5	60.0	47.9	20
1-2	2007	*	*	63.2	63.4	*	53.3	54.2		60.5	67.5	64.1	47.6	78
	2008	*		58.0	55.3	*	60.0	52.0		55.0	64.9	61.4	50.2	57
	2009	*		70.0	71.1	*	*	61.9		70.6	70.4	70.5	51.0	44

Number Tested	2007	4	1	89	89	4	32	52	0	45	54	99	24,696
	2008	4	1	71	68	4	16	26	0	31	49	80	21,817
	2009	5	1	60	54	5	8	28	0	26	41	67	21,148

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**	2007			2	1		*	*		1	1	2	1,245	21
	2008	*	*	5	4	*	*	*		2	4	6	1,687	23
	2009	*	*	1	1		*	1		0	3	3	771	23
1	2007	*	*	6	8	*	1	1		3	8	11	1,458	40
	2008	*		3	3	*	*	*		0	4	4	1,555	22
	2009	*		12	11	*	*	3		6	7	13	1,659	24
2	2007	*		5	5	*	2	3		2	3	5	896	38
	2008	*		9	9	*	2	2		4	8	12	1,065	35
	2009	*		5	5	*	*	1		2	4	6	1,027	20
1-2	2007	*	*	11	13	*	3	4		5	11	16	2,355	78
	2008	*		12	12	*	2	2		4	12	16	2,620	57
	2009	*		17	16	*	*	4		8	11	19	2,688	44

Number Tested	2007	4	1	89	89	4	32	52	0	45	54	99	24,696
	2008	4	1	71	68	4	16	26	0	31	49	80	21,817
	2009	5	1	60	54	5	8	28	0	26	41	67	21,148

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**	2007			48.7	46.6	*	51.0	52.9		43.2	53.7	48.7	44.3	78
	2008	*	*	67.3	66.0	*	71.9	73.3		65.4	67.7	66.7	44.9	57
	2009	*	*	72.5	72.3		71.4	71.8		74.1	75.9	75.0	52.8	56
1	2007	*	*	64.6	65.7	*	69.2	63.8		69.0	62.5	66.2	48.8	74
	2008	*		71.2	72.6	*	75.6	74.5		74.2	69.4	71.6	55.5	67
	2009	*	*	76.0	73.9	*	*	50.0		61.5	85.7	74.1	50.4	27
2	2007	*		48.6	45.9	*	39.1	38.2		50.0	45.5	47.5	55.6	40
	2008	*		69.8	70.6	*	62.9	65.1		69.2	75.8	72.9	57.5	59
	2009	*		76.5	72.2	*	*	58.3		71.4	76.9	75.0	53.2	20
K-2	2007	*	*	54.4	53.7	0.0	54.9	53.0		55.7	54.7	55.2	49.1	192
	2008	*	*	69.5	69.9	28.6	70.5	70.8		69.9	71.0	70.5	52.7	183
	2009	100.0	*	74.2	72.7	*	66.7	65.6		70.2	78.6	74.8	52.3	103

Number Tested	2007	4	1	180	177	7	113	132	0	97	95	192	34,441
	2008	4	1	174	166	7	112	120	0	83	100	183	41,070
	2009	7	2	93	88	5	39	61	0	47	56	103	30,563

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**	2007			23	19	*	14	15		10	13	23	2,583	78
	2008	*	*	16	15	*	9	8		8	9	17	2,788	57
	2009	*	*	14	14		13	14		10	7	17	2,455	56
1	2007	*	*	21	21	*	13	14		15	9	24	1,769	74
	2008	*		23	22	*	17	17		12	11	23	2,800	67
	2009	*	*	11	10	*	*	3		6	6	12	1,577	27
2	2007	*		6	6	*	3	4		2	5	7	2,098	40
	2008	*		18	19	*	9	11		8	15	23	2,912	59
	2009	*		5	5	*	*	2		2	5	7	1,686	20
K-2	2007	*	*	50	46	0	30	33		27	27	54	6,450	192
	2008	*	*	57	56	1	35	36		28	35	63	8,500	183
	2009	6	*	30	29	*	13	19		18	18	36	5,718	103

Number Tested	2007	4	1	180	177	7	113	132	0	97	95	192	34,441
	2008	4	1	174	166	7	112	120	0	83	100	183	41,070
	2009	7	2	93	88	5	39	61	0	47	56	103	30,563

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	2007			94.7	94.5	*	95.9	95.7		96.7	92.6	94.7	84.7	57
	2008			100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.0	38
	2009	*		96.8	96.8		96.8	96.9		94.4	100.0	97.0	88.6	33
1	2007			98.0	100.0	*	97.8	97.9		96.7	100.0	98.0	84.5	50
	2008			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.0	45
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	88.6	30
2	2007			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.9	31
	2008			95.8	95.5		95.5	95.5		100.0	90.9	95.8	93.4	24
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.0	34
K-2	2007			97.1	97.7	*	97.6	97.6		97.5	96.6	97.1	85.6	138
	2008			99.1	99.0	*	99.0	98.9		100.0	98.1	99.1	89.3	107
	2009	*		98.9	98.9		98.9	98.9		97.9	100.0	99.0	90.4	97

Number Tested	2007	0	0	138	132	4	126	125	0	79	59	138	14,889
	2008	0	0	107	102	3	96	94	0	53	54	107	18,257
	2009	2	0	95	91	0	91	91	0	47	50	97	19,076

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	2007			36	35	*	31	30		17	19	36	2,779	57
	2008			32	31		27	25		12	20	32	3,280	38
	2009	*		20	20		20	21		9	13	22	3,525	33
1	2007			26	24	*	25	25		11	15	26	1,782	50
	2008			27	27	*	26	26		15	12	27	2,412	45
	2009			22	20		20	20		10	12	22	2,523	30
2	2007			19	19		19	19		11	8	19	1,196	31
	2008			9	9		7	7		5	4	9	2,596	24
	2009			28	26		26	25		15	13	28	2,909	34
K-2	2007			81	78	*	75	74		39	42	81	5,757	138
	2008			68	67	*	60	58		32	36	68	8,288	107
	2009	*		70	66		66	66		34	38	72	8,957	97

Number Tested	2007	0	0	138	132	4	126	125	0	79	59	138	14,889
	2008	0	0	107	102	3	96	94	0	53	54	107	18,257
	2009	2	0	95	91	0	91	91	0	47	50	97	19,076

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (36)	Beginning	22	61.1	21	58.3	34	94.4	30	83.3	30	83.3
	Intermediate	8	22.2	11	30.6	2	5.6	5	13.9	5	13.9
	Advanced	6	16.7	4	11.1	0	0.0	1	2.8	1	2.8
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (30)	Beginning	4	13.3	9	30.0	6	20.0	5	16.7	5	16.7
	Intermediate	16	53.3	13	43.3	19	63.3	14	46.7	14	46.7
	Advanced	7	23.3	5	16.7	2	6.7	8	26.7	8	26.7
	Advanced High	3	10.0	3	10.0	3	10.0	3	10.0	3	10.0
2 (34)	Beginning	5	14.7	15	44.1	19	55.9	1	2.9	1	2.9
	Intermediate	16	47.1	14	41.2	11	32.4	13	38.2	13	38.2
	Advanced	9	26.5	3	8.8	4	11.8	10	29.4	13	38.2
	Advanced High	4	11.8	2	5.9	0	0.0	10	29.4	7	20.6
3 (29)	Beginning	5	17.2	11	37.9	5	17.2	0	0.0	0	0.0
	Intermediate	11	37.9	7	24.1	14	48.3	2	6.9	4	13.8
	Advanced	6	20.7	3	10.3	7	24.1	9	31.0	11	37.9
	Advanced High	7	24.1	8	27.6	3	10.3	18	62.1	14	48.3
ALL (129)	Beginning	36	27.9	56	43.4	64	49.6	36	27.9	36	27.9
	Intermediate	51	39.5	45	34.9	46	35.7	34	26.4	36	27.9
	Advanced	28	21.7	15	11.6	13	10.1	28	21.7	33	25.6
	Advanced High	14	10.9	13	10.1	6	4.7	31	24.0	24	18.6

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
— —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
29 24 (82.8%)	Beginning	5			
	Intermediate	13	0		
	Advanced	7	1	0	
	Advanced High	2	1	0	
33 31 (93.9%)	Beginning	1			
	Intermediate	12	0		
	Advanced	12	0	1	
	Advanced High	5	2	0	
29 19 (65.5%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	5	6	
	Advanced High	0	0	14	
92 74 (80.4%)	Beginning	7			
	Intermediate	25	4		
	Advanced	19	6	7	
	Advanced High	7	3	14	

■ Indicates students who progressed at least one level from 2008 to 2009.