

Campus Data Packet

for 2009 - 10 Plans



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School Number 114

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.

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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.

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.
- 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
PK	40
KN	76
1	75
2	75
3	85
4	104
5	76
ALL	531

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	409	77.0	24	66.7
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	122	23.0	5	13.9
White	0	0.0	7	19.4
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	507	95.5
Limited English proficient students	69	13.0
Special education students	33	6.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	41	30	73.2	0	0.0	0	0.0	11	26.8	0	0.0
	2008	38	27	71.1	0	0.0	0	0.0	11	28.9	0	0.0
	2009	40	31	77.5	0	0.0	0	0.0	9	22.5	0	0.0
KN	2007	77	58	75.3	0	0.0	0	0.0	18	23.4	1	1.3
	2008	73	60	82.2	0	0.0	0	0.0	13	17.8	0	0.0
	2009	76	59	77.6	0	0.0	0	0.0	17	22.4	0	0.0
1	2007	89	71	79.8	0	0.0	0	0.0	17	19.1	1	1.1
	2008	83	64	77.1	0	0.0	0	0.0	19	22.9	0	0.0
	2009	75	60	80.0	0	0.0	0	0.0	15	20.0	0	0.0
2	2007	89	63	70.8	0	0.0	0	0.0	26	29.2	0	0.0
	2008	90	75	83.3	0	0.0	0	0.0	15	16.7	0	0.0
	2009	75	54	72.0	0	0.0	0	0.0	21	28.0	0	0.0
3	2007	77	60	77.9	0	0.0	0	0.0	17	22.1	0	0.0
	2008	93	68	73.1	0	0.0	0	0.0	25	26.9	0	0.0
	2009	85	69	81.2	0	0.0	0	0.0	16	18.8	0	0.0
4	2007	87	67	77.0	0	0.0	0	0.0	20	23.0	0	0.0
	2008	81	66	81.5	0	0.0	0	0.0	15	18.5	0	0.0
	2009	104	76	73.1	0	0.0	0	0.0	28	26.9	0	0.0
5	2007	82	64	78.0	0	0.0	0	0.0	18	22.0	0	0.0
	2008	92	71	77.2	0	0.0	1	1.1	20	21.7	0	0.0
	2009	76	60	78.9	0	0.0	0	0.0	16	21.1	0	0.0
EC-5	2007	542	413	76.2	0	0.0	0	0.0	127	23.4	2	0.4
	2008	550	431	78.4	0	0.0	1	0.2	118	21.5	0	0.0
	2009	531	409	77.0	0	0.0	0	0.0	122	23.0	0	0.0

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	41	40	97.6	7	17.1	1	2.4	0	0.0	40	97.6	0.0
	2008	38	37	97.4	8	21.1	0	0.0	0	0.0	38	100.0	0.0
	2009	40	38	95.0	9	22.5	0	0.0	0	0.0	40	100.0	0.0
KN	2007	77	75	97.4	13	16.9	3	3.9	3	3.9	36	46.8	0.0
	2008	73	68	93.2	8	11.0	1	1.4	1	1.4	33	45.2	0.0
	2009	76	70	92.1	16	21.1	0	0.0	2	2.6	33	43.4	1.3
1	2007	89	86	96.6	11	12.4	1	1.1	4	4.5	8	9.0	3.4
	2008	83	79	95.2	12	14.5	4	4.8	5	6.0	12	14.5	3.6
	2009	75	73	97.3	10	13.3	2	2.7	4	5.3	5	6.7	5.3
2	2007	89	84	94.4	15	16.9	5	5.6	8	9.0	10	11.2	3.4
	2008	90	87	96.7	10	11.1	3	3.3	7	7.8	8	8.9	3.3
	2009	75	73	97.3	12	16.0	5	6.7	6	8.0	6	8.0	0.0
3	2007	77	73	94.8	15	19.5	2	2.6	9	11.7	4	5.2	0.0
	2008	93	90	96.8	13	14.0	7	7.5	11	11.8	7	7.5	4.3
	2009	85	82	96.5	11	12.9	0	0.0	8	9.4	6	7.1	0.0
4	2007	87	82	94.3	8	9.2	14	16.1	16	18.4	7	8.0	1.1
	2008	81	78	96.3	3	3.7	8	9.9	9	11.1	8	9.9	0.0
	2009	104	98	94.2	10	9.6	20	19.2	14	13.5	4	3.8	1.9
5	2007	82	78	95.1	9	11.0	14	17.1	8	9.8	7	8.5	1.2
	2008	92	91	98.9	9	9.8	18	19.6	20	21.7	6	6.5	1.1
	2009	76	73	96.1	1	1.3	6	7.9	10	13.2	3	3.9	1.3
EC-5	2007	542	518	95.6	78	14.4	40	7.4	48	8.9	112	20.7	1.5
	2008	550	530	96.4	63	11.5	41	7.5	53	9.6	112	20.4	2.0
	2009	531	507	95.5	69	13.0	33	6.2	44	8.3	97	18.3	1.5

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	19.8	4,117.2	19.6	99.0	3,933.6	95.5	43	100.0	100.0	40	7,436	100.0	100.0
	2008	19.5	4,133.2	19.0	97.5	3,942.7	95.4	46	100.0	100.0	35	7,427	100.0	100.0
	2009	19.9	4,167.8	19.2	96.5	3,975.6	95.4	47	100.0	100.0	36	7,332	100.0	100.0
KN	2007	79.0	13,945.0	75.7	95.8	13,385.6	96.0	20	25.3	24.3	65	12,035	82.2	86.3
	2008	70.8	13,568.1	67.7	95.6	13,004.4	95.8	18	25.4	23.5	60	11,618	84.7	85.6
	2009	74.6	13,515.0	71.0	95.1	12,939.1	95.7	18	24.1	22.5	61	11,501	81.7	85.1
1	2007	87.6	14,353.8	84.5	96.4	13,851.4	96.5	21	24.0	23.2	72	12,437	82.2	86.6
	2008	83.1	14,626.9	80.5	96.9	14,102.7	96.4	15	18.1	21.2	72	12,704	86.7	86.9
	2009	77.1	14,250.8	74.8	97.0	13,719.9	96.3	12	15.6	20.7	65	12,300	84.3	86.3
2	2007	87.8	13,403.8	85.1	96.9	12,978.9	96.8	24	27.3	21.7	77	11,729	87.7	87.5
	2008	88.7	13,708.6	85.2	96.0	13,269.8	96.8	17	19.2	19.7	73	12,043	82.3	87.9
	2009	79.6	13,950.1	76.4	96.1	13,499.0	96.8	16	20.1	18.6	67	12,231	84.2	87.7
3	2007	75.6	12,998.4	74.1	98.1	12,633.3	97.2	20	26.5	21.1	68	11,445	90.0	88.0
	2008	95.3	12,806.9	93.6	98.2	12,425.5	97.0	13	13.6	19.1	87	11,408	91.2	89.1
	2009	87.6	13,095.5	86.1	98.3	12,710.6	97.1	14	16.0	18.3	79	11,634	90.2	88.8
4	2007	91.2	12,104.9	88.5	97.1	11,768.3	97.2	14	15.4	19.7	80	10,683	87.8	88.3
	2008	83.4	12,329.8	80.7	96.8	11,960.3	97.0	12	14.4	19.7	71	10,924	85.1	88.6
	2009	106.1	12,156.4	101.2	95.4	11,789.9	97.0	14	13.2	18.1	91	10,731	85.8	88.3
5	2007	82.5	11,757.0	81.1	98.3	11,426.8	97.2	14	17.0	20.9	74	10,362	89.7	88.1
	2008	92.0	11,874.2	90.5	98.4	11,539.6	97.2	13	14.1	18.8	83	10,608	90.2	89.3
	2009	75.7	11,903.5	74.2	98.0	11,552.9	97.1	9	11.9	17.5	68	10,563	89.9	88.7
EC-5	2007	523.5	83,122.6	508.7	97.2	80,387.4	96.7	156	29.8	33.3	476	76,416	90.9	91.9
	2008	532.9	83,438.7	517.2	97.1	80,606.0	96.6	134	25.1	31.9	481	76,970	90.3	92.2
	2009	520.5	83,476.5	502.9	96.6	80,586.5	96.5	130	25.0	30.9	467	76,517	89.7	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	24	66.7
Hispanic	5	13.9
White	7	19.4
Other	0	0.0

Gender	Number	Percent
Female	31	86.1
Male	5	13.9

TOTAL	36
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AVERAGE NUMBER OF ABSENCES

2007	7.7
2008	4.1
2009	5.8

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		89.8	93.8	91.3	*	93.3	89.7	*	80.6	97.7	90.7	84.6	75
	2008		85.7	83.3	84.5	*	75.0	73.5		85.1	85.0	85.1	86.2	87
	2009		91.2	*	91.4			82.9		91.9	91.7	91.8	87.3	73
4	2007		82.1	83.3	82.6	*	83.3	72.4	*	77.4	86.0	82.4	69.7	74
	2008		82.0	86.7	82.2	*	*	61.9	*	77.1	87.8	82.9	72.1	76
	2009		80.0	73.9	77.9	*	44.4	53.3		78.6	78.0	78.3	75.8	83
5	2007		78.2	93.3	83.6	*	83.3	71.4	*	74.3	88.6	81.4	78.3	70
	2008		100.0	100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0	82.9	75
	2009		100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	82.9	70
3-5	2007		83.5	89.8	85.9	66.7	87.9	79.2	*	77.3	91.0	84.9	77.6	219
	2008		89.0	89.1	88.7	71.4	81.0	79.2	*	87.1	91.0	89.1	80.3	238
	2009		90.2	86.0	89.3	*	50.0	77.3		88.8	89.9	89.4	81.5	226

NUMBER TESTED IN GRADES 3-5													
2007	0	170	49	205	6	33	96	4	97	122	219	31,814	
2008	0	182	55	230	7	21	101	2	116	122	238	31,840	
2009	0	183	43	214	2	10	88	0	107	119	226	28,126	

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		6	1	6	*	1	4	*	6	1	7	1,675	75
	2008		9	4	13	*	3	13		7	6	13	1,443	87
	2009		6	*	6			6		3	3	6	960	73
4	2007		10	3	12	*	2	8	*	7	6	13	3,189	74
	2008		11	2	13	*	*	8	*	8	5	13	2,996	76
	2009		12	6	17	*	5	14		9	9	18	2,449	83
5	2007		12	1	11	*	1	8	*	9	4	13	2,258	70
	2008		0	0	0	*	0	0	*	0	0	0	1,827	75
	2009		0	0	0	*	*	0		0	0	0	1,793	70
3-5	2007		28	5	29	2	4	20	*	22	11	33	7,122	219
	2008		20	6	26	2	4	21	*	15	11	26	6,266	238
	2009		18	6	23	*	5	20		12	12	24	5,202	226

NUMBER TESTED IN GRADES 3-5													
2007	0	170	49	205	6	33	96	4	97	122	219	31,814	
2008	0	182	55	230	7	21	101	2	116	122	238	31,840	
2009	0	183	43	214	2	10	88	0	107	119	226	28,126	

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	83.3	87.2	77.6	79.0
	2008	80.3	85.4	81.6	74.4
	2009	82.8	83.6	83.3	86.5
4	2007	83.0	84.5	78.6	72.8
	2008	81.0	75.0	73.5	74.5
	2009	81.8	77.6	73.3	76.5
5	2007	79.0	80.0	74.5	75.2
	2008	87.4	89.7	85.2	88.0
	2009	90.7	92.7	91.1	86.6
3-5	2007	81.8	84.0	76.9	75.7
	2008	82.7	83.4	80.1	78.7
	2009	84.9	84.2	82.1	82.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		32.2	31.3	31.9	*	33.3	25.6	*	29.0	34.1	32.0	21.3	75
	2008		28.6	29.2	28.6	*	8.3	16.3		25.5	32.5	28.7	21.5	87
	2009		39.7	*	41.4			17.1		29.7	55.6	42.5	34.1	73
4	2007		35.7	16.7	27.5	*	0.0	6.9	*	22.6	37.2	31.1	16.6	74
	2008		6.6	6.7	6.8	*	*	4.8	*	5.7	7.3	6.6	14.4	76
	2009		18.3	13.0	16.9	*	0.0	3.3		14.3	19.5	16.9	18.4	83
5	2007		20.0	13.3	17.9	*	0.0	3.6	*	14.3	22.9	18.6	13.1	70
	2008		37.9	31.3	37.0	*	0.0	12.9	*	26.5	46.3	37.3	16.5	75
	2009		43.6	53.3	46.3	*	*	17.4		32.1	54.8	45.7	18.5	70
3-5	2007		29.4	20.4	25.9	16.7	15.2	13.5	*	21.6	32.0	27.4	17.1	219
	2008		24.2	23.6	24.3	14.3	4.8	12.9	*	19.8	28.7	24.4	17.4	238
	2009		33.9	34.9	34.1	*	0.0	12.5		24.3	42.9	34.1	22.7	226

	NUMBER TESTED IN GRADES 3-5											
2007	0	170	49	205	6	33	96	4	97	122	219	31,814
2008	0	182	55	230	7	21	101	2	116	122	238	31,840
2009	0	183	43	214	2	10	88	0	107	119	226	28,126

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		75.0	64.7	73.2	*	66.7	59.0	*	65.6	77.8	72.7	70.3	77
	2008		77.8	95.8	83.3	*	100.0	73.5		87.2	77.5	82.8	76.6	87
	2009		78.3	*	78.6			64.7		70.3	89.2	79.7	77.3	74
4	2007		75.4	77.8	75.7	*	66.7	62.1	*	71.9	79.1	76.0	75.7	75
	2008		68.9	73.3	68.5	*	*	52.4	*	60.0	78.0	69.7	77.9	76
	2009		75.4	78.3	75.6	*	44.4	43.3		76.7	75.6	76.2	79.4	84
5	2007		90.7	87.5	91.0	*	83.3	85.7	*	85.7	94.3	90.0	82.9	70
	2008		98.3	100.0	100.0	*	100.0	100.0	*	97.1	100.0	98.7	84.0	76
	2009		100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.0	70
3-5	2007		80.1	76.5	79.8	83.3	69.7	67.7	*	74.7	82.9	79.3	76.2	222
	2008		81.3	91.1	83.9	66.7	95.2	77.0	*	82.1	85.2	83.7	79.5	239
	2009		83.8	88.1	84.2	*	50.0	66.7		80.6	88.3	84.6	81.0	228

NUMBER TESTED IN GRADES 3-5													
2007	0	171	51	208	6	33	96	4	99	123	222	32,298	
2008	0	182	56	230	9	21	100	2	117	122	239	32,696	
2009	0	185	42	215	3	10	87	0	108	120	228	33,546	

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		15	6	19	*	5	16	*	11	10	21	3,303	77
	2008		14	1	14	*	0	13		6	9	15	2,542	87
	2009		15	*	15			12		11	4	15	2,781	74
4	2007		14	4	17	*	4	11	*	9	9	18	2,604	75
	2008		19	4	23	*	*	10	*	14	9	23	2,436	76
	2009		15	5	19	*	5	17		10	10	20	2,196	84
5	2007		5	2	6	*	1	4	*	5	2	7	1,785	70
	2008		1	0	0	*	0	0	*	1	0	1	1,730	76
	2009		0	0	0	*	*	0		0	0	0	1,386	70
3-5	2007		34	12	42	1	10	31	*	25	21	46	7,692	222
	2008		34	5	37	3	1	23	*	21	18	39	6,708	239
	2009		30	5	34	*	5	29		21	14	35	6,363	228

NUMBER TESTED IN GRADES 3-5													
2007	0	171	51	208	6	33	96	4	99	123	222	32,298	
2008	0	182	56	230	9	21	100	2	117	122	239	32,696	
2009	0	185	42	215	3	10	87	0	108	120	228	33,546	

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	73.5	78.1	83.1	77.9	77.6	68.5
	2008	80.3	84.1	88.5	83.9	90.2	72.7
	2009	76.1	84.7	84.2	79.1	88.2	70.8
4	2007	82.1	81.3	80.7	81.1	70.7	72.8
	2008	75.2	70.3	70.4	70.4	67.1	61.7
	2009	80.4	71.3	77.2	78.6	80.1	72.5
5	2007	83.5	78.4	87.6	81.4	81.4	77.9
	2008	84.8	89.7	90.6	88.9	78.9	85.5
	2009	90.0	86.1	95.1	92.0	96.1	88.8
3-5	2007	79.5	79.3	83.7	80.1	76.5	72.9
	2008	80.1	81.5	83.4	81.2	79.3	73.3
	2009	81.9	80.2	85.0	82.9	87.6	76.9

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		21.7	35.3	23.9	*	40.0	20.5	*	15.6	31.1	24.7	19.2	77
	2008		30.2	45.8	35.7	*	41.7	24.5		38.3	30.0	34.5	26.3	87
	2009		21.7	*	24.3			0.0		24.3	21.6	23.0	29.0	74
4	2007		28.1	16.7	21.4	*	0.0	6.9	*	21.9	27.9	25.3	22.6	75
	2008		6.6	6.7	6.8	*	*	0.0	*	5.7	7.3	6.6	23.8	76
	2009		36.1	39.1	37.2	*	11.1	6.7		37.2	36.6	36.9	31.6	84
5	2007		33.3	62.5	40.3	*	66.7	25.0	*	25.7	54.3	40.0	29.3	70
	2008		44.8	41.2	45.2	*	0.0	20.0	*	31.4	56.1	44.7	31.9	76
	2009		60.0	66.7	59.7	*	*	43.5		57.1	64.3	61.4	38.4	70
3-5	2007		27.5	37.3	28.4	0.0	30.3	17.7	*	21.2	36.6	29.7	23.6	222
	2008		26.9	33.9	29.6	22.2	23.8	18.0	*	26.5	31.1	28.9	27.3	239
	2009		37.8	50.0	40.0	*	10.0	13.8		38.0	41.7	39.9	32.8	228

	NUMBER TESTED IN GRADES 3-5											
2007	0	171	51	208	6	33	96	4	99	123	222	32,298
2008	0	182	56	230	9	21	100	2	117	122	239	32,696
2009	0	185	42	215	3	10	87	0	108	120	228	33,546

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)
4	2007		87.9	83.3	87.3	*	75.0	72.4	*	81.8	90.7	86.8	86.5	76
	2008	*	93.3	86.7	90.4	*	*	85.0	*	85.7	95.1	90.8	87.4	76
	2009		95.1	95.7	94.9	*	88.9	93.3		92.9	97.6	95.2	87.4	84

	NUMBER TESTED IN GRADE 4											
2007	0	58	18	71	1	12	29	2	33	43	76	10,408
2008	1	60	15	73	3	3	20	1	35	41	76	10,658
2009	0	61	23	78	1	9	30	0	42	42	84	10,032

Shaded cells indicate percentages below 70 percent, the 2010 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	2007		7	3	9	*	3	8	*	6	4	10	1,408	76
	2008	*	4	2	7	*	*	3	*	5	2	7	1,348	76
	2009		3	1	4	*	1	2		3	1	4	1,264	84

	NUMBER TESTED IN GRADE 4											
2007	0	58	18	71	1	12	29	2	33	43	76	10,408
2008	1	60	15	73	3	3	20	1	35	41	76	10,658
2009	0	61	23	78	1	9	30	0	42	42	84	10,032

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	2007	2.4	80.3	82.7	89.0	88.3
	2008	2.3	82.9	78.6	87.5	88.5
	2009	2.4	88.1	88.1	91.5	93.0

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 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)
4	2007		29.3	22.2	23.9	*	8.3	10.3	*	21.2	32.6	27.6	18.2	76
	2008	*	31.7	6.7	23.3	*	*	10.0	*	17.1	34.1	26.3	21.4	76
	2009		41.0	43.5	39.7	*	22.2	13.3		38.1	45.2	41.7	21.0	84

	NUMBER TESTED IN GRADE 4											
2007	0	58	18	71	1	12	29	2	33	43	76	10,408
2008	1	60	15	73	3	3	20	1	35	41	76	10,658
2009	0	61	23	78	1	9	30	0	42	42	84	10,032

 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)
5	2007		87.0	75.0	86.6	*	66.7	72.4	*	80.0	88.6	84.3	62.3	70
	2008		93.1	93.8	93.2	*	83.3	83.9	*	91.2	95.1	93.3	71.9	75
	2009		100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	75.9	71

	NUMBER TESTED IN GRADE 5											
2007	0	54	16	67	4	6	29	2	35	35	70	10,296
2008	0	58	16	74	2	6	31	1	34	41	75	10,686
2009	0	56	15	68	1	1	23	0	28	43	71	10,550

 Shaded cells indicate percentages below 55 percent, the 2010 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	2007		7	4	9	*	2	8	*	7	4	11	3,881	70
	2008		4	1	5	*	1	5	*	3	2	5	3,005	75
	2009		0	0	0	*	*	0		0	0	0	2,542	71

	NUMBER TESTED IN GRADE 5											
2007	0	54	16	67	4	6	29	2	35	35	70	10,296
2008	0	58	16	74	2	6	31	1	34	41	75	10,686
2009	0	56	15	68	1	1	23	0	28	43	71	10,550


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	87.0	86.3	86.2	79.8
	2008	90.9	91.6	88.4	81.0
	2009	95.0	96.1	94.7	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)
5	2007		46.3	31.3	43.3	*	16.7	27.6	*	34.3	51.4	42.9	18.0	70
	2008		50.0	62.5	54.1	*	33.3	35.5	*	52.9	53.7	53.3	24.8	75
	2009		60.7	60.0	58.8	*	*	47.8		50.0	67.4	60.6	29.1	71

	NUMBER TESTED IN GRADE 5											
2007	0	54	16	67	4	6	29	2	35	35	70	10,296
2008	0	58	16	74	2	6	31	1	34	41	75	10,686
2009	0	56	15	68	1	1	23	0	28	43	71	10,550

 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												82.9	0
	2008												85.4	0
	2009			100.0	100.0		100.0	100.0		100.0	*	100.0	89.4	11
ALL	2007												—	0
	2008												—	0
	2009			100.0	100.0		100.0	100.0		100.0	*	100.0	—	11

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	11	11	0	11	11	0	6	5	11	—	

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												219	0
	2008												239	0
	2009			0	0		0	0		0	*	0	514	11
ALL	2007												—	0
	2008												—	0
	2009			0	0		0	0		0	*	0	—	11

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	11	11	0	11	11	0	6	5	11	—	

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				
	2008				
	2009	85.5	89.6	86.4	89.8
ALL	2007				
	2008				
	2009	85.5	89.6	86.4	89.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												14.8	0
	2008												17.2	0
	2009			45.5	45.5		45.5	45.5		50.0	*	45.5	30.6	11
ALL	2007												—	0
	2008												—	0
	2009			45.5	45.5		45.5	45.5		50.0	*	45.5	—	11

NUMBER TESTED IN ALL GRADES													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	11	11	0	11	11	0	6	5	11	—	—

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												62.1	0
	2008												71.7	0
	2009			100.0	100.0		100.0	100.0		100.0	*	100.0	72.9	11
ALL	2007												60.9	0
	2008												68.2	0
	2009			100.0	100.0		100.0	100.0		100.0	*	100.0	64.9	11

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	1,376
2008	0	0	0	0	0	0	0	0	0	0	0	0	1,664
2009	0	0	11	11	0	11	11	0	6	5	11		797

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												389	0
	2008												316	0
	2009			0	0		0	0		0	*	0	26	11
ALL	2007												538	0
	2008												529	0
	2009			0	0		0	0		0	*	0	280	11

	NUMBER TESTED IN GRADES ALL											
2007	0	0	0	0	0	0	0	0	0	0	0	1,376
2008	0	0	0	0	0	0	0	0	0	0	0	1,664
2009	0	0	11	11	0	11	11	0	6	5	11	797

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												15.9	0
	2008												20.9	0
	2009			54.5	54.5		54.5	54.5		66.7	*	54.5	15.6	11
ALL	2007												—	0
	2008												—	0
	2009			54.5	54.5		54.5	54.5		66.7	*	54.5	—	11

NUMBER TESTED IN ALL GRADES													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	11	11	0	11	11	0	6	5	11	—	—

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														
	2008		28.6		28.6	28.6		16.7		33.3	*	28.6	77.7	7
	2009												87.7	0
4														
	2008		*		*	*					*	*	70.7	1
	2009		85.7	*	87.5	87.5		*		*	*	87.5	71.8	8
5														
	2008		100.0		100.0	100.0		100.0		100.0	*	100.0	73.3	9
	2009		*		*	*		*		*		*	80.3	1
3-5														
	2008		70.6		70.6	70.6		58.3		69.2	*	70.6	73.7	17
	2009		87.5	*	88.9	88.9		*		100.0	*	88.9	79.2	9

NUMBER TESTED IN GRADES 3-5													
2008	0	17	0	17	17	0	12	0	13	4	17	1,807	
2009	0	8	1	9	9	0	5	0	6	3	9	1,867	

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		5		5	5		5		4	*	5	116	7
	2009												60	0
4														
	2008		*		*	*					*	*	181	1
	2009		1	*	1	1		*		*	*	1	192	8
5														
	2008		0		0	0		0		0	*	0	179	9
	2009		*		*	*		*		*		*	137	1
3-5														
	2008		5		5	5		5		4	*	5	476	17
	2009		1	*	1	1		*		0	*	1	389	9

NUMBER TESTED IN GRADES 3-5													
2008	0	17	0	17	17	0	12	0	13	4	17	1,807	
2009	0	8	1	9	9	0	5	0	6	3	9	1,867	

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	40.7	45.2	45.7	26.2
	2009				
4					
	2008	*	*	*	*
	2009	63.5	41.7	58.3	54.7
5					
	2008	65.7	77.8	68.5	64.6
	2009	*	*	*	*
3-5					
	2008	56.4	63.7	60.0	48.0
	2009	63.6	42.6	61.1	53.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		14.3		14.3	14.3		16.7		16.7	*	14.3	10.8	7
	2009												16.2	0
4														
	2008		*		*	*					*	*	9.7	1
	2009		0.0	*	0.0	0.0		*		*	*	0.0	8.9	8
5														
	2008		0.0		0.0	0.0		0.0		0.0	*	0.0	14.9	9
	2009		*		*	*		*		*		*	14.1	1
3-5														
	2008		5.9		5.9	5.9		8.3		7.7	*	5.9	12.0	17
	2009		0.0	*	0.0	0.0		*		0.0	*	0.0	12.7	9

NUMBER TESTED IN GRADES 3-5													
2008	0	17	0	17	17	0	12	0	13	4	17	1,807	
2009	0	8	1	9	9	0	5	0	6	3	9	1,867	

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		100.0		100.0	100.0		*		*	*	100.0	76.1	6
	2009												81.2	0
4														
	2008		*		*	*					*	*	69.1	1
	2009		100.0	*	100.0	100.0		*		*	*	100.0	75.8	7
5														
	2008		37.5		37.5	37.5		33.3		33.3	*	37.5	64.0	8
	2009		*		*	*		*		*		*	80.2	1
3-5														
	2008		66.7		66.7	66.7		63.6		63.6	*	66.7	69.4	15
	2009		100.0	*	100.0	100.0		*		*	*	100.0	78.8	8

NUMBER TESTED IN GRADES 3-5													
2008	0	15	0	15	15	0	11	0	11	4	15	1,730	
2009	0	7	1	8	8	0	5	0	5	3	8	1,743	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		0		0	0		*		*	*	0	129	6
	2009												85	0
4														
	2008		*		*	*					*	*	173	1
	2009		0	*	0	0		*		*	*	0	157	7
5														
	2008		5		5	5		4		4	*	5	227	8
	2009		*		*	*		*		*		*	127	1
3-5														
	2008		5		5	5		4		4	*	5	529	15
	2009		0	*	0	0		*		*	*	0	369	8

NUMBER TESTED IN GRADES 3-5														
2008	0	15	0	15	15	0	11	0	11	4	15	1,730		
2009	0	7	1	8	8	0	5	0	5	3	8	1,743		

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	89.6	90.0	93.3	83.3	55.6	50.0
	2009						
4							
	2008	*	*	*	*	*	*
	2009	76.2	73.8	71.4	54.3	71.4	54.8
5							
	2008	44.4	29.2	52.1	43.8	50.0	40.0
	2009	*	*	*	*	*	*
3-5							
	2008	64.0	58.2	71.8	60.7	51.1	44.7
	2009	75.0	77.1	75.0	60.0	70.8	57.9

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														
	2008		33.3		33.3	33.3		*		*	*	33.3	16.1	6
	2009												22.3	0
4														
	2008		*		*	*					*	*	14.3	1
	2009		33.3	*	28.6	28.6		*		*	*	28.6	14.0	7
5														
	2008		0.0		0.0	0.0		0.0		0.0	*	0.0	14.0	8
	2009		*		*	*		*		*		*	17.2	1
3-5														
	2008		13.3		13.3	13.3		18.2		18.2	*	13.3	14.7	15
	2009		42.9	*	37.5	37.5		*		*	*	37.5	17.3	8

NUMBER TESTED IN GRADES 3-5													
2008	0	15	0	15	15	0	11	0	11	4	15	1,730	
2009	0	7	1	8	8	0	5	0	5	3	8	1,743	

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	*	34.4	33.8	46.9	65
	2008		43.3	43.3	57.6	67
	2009	69.2	79.2	77.0	41.9	61
1	2007	55.2	85.1	73.7	51.4	76
	2008	*	68.3	66.2	50.2	68
	2009	*	91.9	92.5	54.2	67
2	2007	20.7	74.5	53.9	44.5	76
	2008	38.5	78.8	65.4	50.2	78
	2009	74.1	87.9	81.7	47.9	60
1-2	2007	37.9	79.8	63.8	47.6	152
	2008	38.7	73.0	65.8	50.2	146
	2009	78.1	90.5	87.4	51.0	127

Number Tested	2007	59	158	217	24,696	
	2008	31	182	213	21,817	
	2009	45	143	188	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	62.5	45.7	47.4	44.3	78
	2008	37.5	33.8	34.2	44.9	76
	2009	74.1	87.5	82.7	52.8	75
1	2007	40.7	89.1	71.2	48.8	73
	2008	33.3	58.2	53.7	55.5	82
	2009	*	95.2	95.5	50.4	67
2	2007	44.8	61.7	55.3	55.6	76
	2008	28.6	71.7	54.5	57.5	88
	2009	57.1	81.8	70.5	53.2	61
K-2	2007	45.3	62.6	57.7	49.1	227
	2008	31.0	53.2	48.0	52.7	246
	2009	68.3	89.5	83.3	52.3	203

Number Tested	2007	64	163	227	34,441	
	2008	58	188	246	41,070	
	2009	60	143	203	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	*	35.6	*	34.9	*	*	*		29.3	41.7	33.8	46.9	65
	2008		41.3	*	41.9	*				34.4	51.4	43.3	57.6	67
	2009		77.6	*	74.5		*	69.2		84.6	71.4	77.0	41.9	61
1	2007	*	71.4	*	74.0	*		55.2		61.1	85.0	73.7	51.4	76
	2008		65.1	*	64.1	*	*	*		67.4	64.0	66.2	50.2	68
	2009		91.8	100.0	92.3	*	*	*		90.3	94.4	92.5	54.2	67
2	2007		50.0	75.0	53.5	*	*	20.7		51.2	57.1	53.9	44.5	76
	2008		64.4	*	65.8	*	*	38.5		60.0	71.1	65.4	50.2	78
	2009		83.3	66.7	81.0	*	*	74.1		82.1	81.0	81.7	47.9	60
1-2	2007	*	61.2	82.4	63.9	0.0	*	37.9		55.8	72.0	63.8	47.6	152
	2008		64.7	80.0	65.0	42.9	*	38.7		63.9	68.3	65.8	50.2	146
	2009		87.8	83.3	87.0	*	*	78.1		85.7	89.5	87.4	51.0	127

Number Tested	2007	2	193	22	207	9	5	59	0	118	99	217	24,696
	2008	0	199	14	202	8	2	31	0	115	98	213	21,817
	2009	0	173	15	178	4	4	45	0	96	92	188	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	*	3	*	3	*	*	*		2	1	3	1,245	65
	2008		6	*	5	*				3	3	6	1,687	67
	2009		26	*	22		*	3		12	14	26	771	61
1	2007	*	17	*	20	*		3		4	17	21	1,458	76
	2008		23	*	24	*	*	*		17	9	26	1,555	68
	2009		46	4	48	*	*	*		22	28	50	1,659	67
2	2007		12	2	13	*	*	1		5	9	14	896	76
	2008		27	*	29	*	*	5		15	15	30	1,065	78
	2009		27	1	28	*	*	9		18	10	28	1,027	60
1-2	2007	*	29	6	33	0	*	4		9	26	35	2,355	152
	2008		50	6	53	1	*	6		32	24	56	2,620	146
	2009		73	5	76	*	*	13		40	38	78	2,688	127

Number Tested	2007	2	193	22	207	9	5	59	0	118	99	217	24,696
	2008	0	199	14	202	8	2	31	0	115	98	213	21,817
	2009	0	173	15	178	4	4	45	0	96	92	188	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	*	42.4	61.1	48.7	*	61.5	62.5		44.9	51.7	47.4	44.3	78
	2008		30.2	53.8	33.8	*	37.5	37.5	*	24.3	43.6	34.2	44.9	76
	2009		86.2	70.6	81.2		75.0	74.1		75.8	88.1	82.7	52.8	75
1	2007	*	68.7	*	70.0	*		40.7		66.7	75.7	71.2	48.8	73
	2008		52.4	57.9	53.8	*	41.7	33.3		60.4	41.4	53.7	55.5	82
	2009		95.1	100.0	95.4	*	*	*		96.8	94.4	95.5	50.4	67
2	2007		53.1	66.7	53.5	*	*	44.8		53.7	57.1	55.3	55.6	76
	2008		50.7	73.3	53.5	*	60.0	28.6		55.3	53.7	54.5	57.5	88
	2009		70.9	66.7	71.2	*	*	57.1		70.0	71.4	70.5	53.2	61
K-2	2007	*	55.3	68.6	57.1	0.0	66.7	45.3		54.0	62.4	57.7	49.1	227
	2008		44.7	61.7	47.7	44.4	46.7	31.0	*	48.9	46.8	48.0	52.7	246
	2009		84.5	75.9	82.9	*	77.8	68.3		79.8	86.9	83.3	52.3	203

Number Tested	2007	2	190	35	217	9	15	64	0	126	101	227	34,441
	2008	0	199	47	235	9	30	58	1	137	109	246	41,070
	2009	0	174	29	193	5	18	60	0	104	99	203	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	*	10	4	14	*	1	1		8	6	14	2,583	78
	2008		4	5	8	*	1	1	*	3	6	9	2,788	76
	2009		36	8	39		8	12		19	25	44	2,455	75
1	2007	*	9	*	10	*		2		3	8	11	1,769	73
	2008		15	3	17	*	1	0		13	5	18	2,800	82
	2009		39	6	43	*	*	*		21	24	45	1,577	67
2	2007		6	2	8	*	*	1		3	5	8	2,098	76
	2008		14	6	20	*	2	2		10	10	20	2,912	88
	2009		21	2	23	*	*	7		16	7	23	1,686	61
K-2	2007	*	25	7	32	0	2	4		14	19	33	6,450	227
	2008		33	14	45	2	4	3	*	26	21	47	8,500	246
	2009		96	16	105	*	10	24		56	56	112	5,718	203

Number Tested	2007	2	190	35	217	9	15	64	0	126	101	227	34,441
	2008	0	199	47	235	9	30	58	1	137	109	246	41,070
	2009	0	174	29	193	5	18	60	0	104	99	203	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			100.0	100.0		100.0	100.0		100.0	*	100.0	84.7	13
	2008			88.9	88.9		87.5	87.5	*	*	*	88.9	87.0	9
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	88.6	14
1	2007			9.1	9.1		10.0	10.0		12.5	*	9.1	84.5	11
	2008			100.0	100.0	*	*	*		100.0	*	100.0	88.0	7
	2009			100.0	100.0	*	100.0	100.0		*	*	100.0	88.6	9
2	2007												89.9	0
	2008			50.0	50.0		55.6	55.6		57.1	*	50.0	93.4	10
	2009			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	94.0	15
K-2	2007			58.3	58.3		55.0	47.1		56.3	62.5	58.3	85.6	24
	2008			76.9	76.9	*	76.2	75.0	*	77.8	75.0	76.9	89.3	26
	2009			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	90.4	38

Number Tested	2007	0	0	24	24	0	20	17	0	16	8	24	14,889
	2008	0	0	26	26	1	21	20	1	18	8	26	18,257
	2009	0	0	38	38	2	34	36	0	21	17	38	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			10	10		7	5		8	*	10	2,779	13
	2008			5	5		4	4	*	*	*	5	3,280	9
	2009			7	7		7	7		3	4	7	3,525	14
1	2007			0	0		0	0		0	*	0	1,782	11
	2008			2	2	*	*	*		1	*	2	2,412	7
	2009			6	6	*	6	6		*	*	6	2,523	9
2	2007												1,196	0
	2008			1	1		1	1		1	*	1	2,596	10
	2009			6	6	*	3	4		4	2	6	2,909	15
K-2	2007			10	10		7	5		8	2	10	5,757	24
	2008			8	8	*	5	5	*	5	3	8	8,288	26
	2009			19	19	*	16	17		10	9	19	8,957	38
Number Tested	2007	0	0	24	24	0	20	17	0	16	8	24	14,889	
	2008	0	0	26	26	1	21	20	1	18	8	26	18,257	
	2009	0	0	38	38	2	34	36	0	21	17	38	19,076	

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009
4	1	100.0	2	50.0	4	25.0	7	42.9
ALL	1	100.0	2	50.0	4	25.0	7	42.9

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (16)	Beginning	11	68.8	12	75.0	15	93.8	15	93.8	15	93.8
	Intermediate	4	25.0	3	18.8	1	6.3	0	0.0	0	0.0
	Advanced	1	6.3	1	6.3	0	0.0	1	6.3	1	6.3
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (10)	Beginning	8	80.0	9	90.0	10	100.0	9	90.0	9	90.0
	Intermediate	2	20.0	1	10.0	0	0.0	1	10.0	1	10.0
	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
2 (12)	Beginning	3	25.0	6	50.0	7	58.3	2	16.7	2	16.7
	Intermediate	5	41.7	4	33.3	4	33.3	5	41.7	5	41.7
	Advanced	4	33.3	2	16.7	1	8.3	4	33.3	4	33.3
	Advanced High	0	0.0	0	0.0	0	0.0	1	8.3	1	8.3
3 (11)	Beginning	0	0.0	0	0.0	1	9.1	3	27.3	3	27.3
	Intermediate	1	9.1	1	9.1	5	45.5	1	9.1	1	9.1
	Advanced	3	27.3	5	45.5	4	36.4	4	36.4	4	36.4
	Advanced High	7	63.6	5	45.5	1	9.1	3	27.3	3	27.3
4 (10)	Beginning	0	0.0	0	0.0	2	20.0	0	0.0	0	0.0
	Intermediate	1	10.0	2	20.0	2	20.0	4	40.0	4	40.0
	Advanced	1	10.0	2	20.0	2	20.0	2	20.0	2	20.0
	Advanced High	8	80.0	6	60.0	4	40.0	4	40.0	4	40.0

PROGRESSION FROM
2008 TO 2009


Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>—</div> <div>—</div>	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
<div>10</div> <div>1 (10.0%)</div>	Beginning	9			
	Intermediate	1	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
<div>11</div> <div>9 (81.8%)</div>	Beginning	2			
	Intermediate	5	0		
	Advanced	3	0	0	
	Advanced High	0	0	1	
<div>9</div> <div>5 (55.6%)</div>	Beginning	3			
	Intermediate	1	0		
	Advanced	0	1	1	
	Advanced High	0	0	3	
<div>9</div> <div>8 (88.9%)</div>	Beginning	0			
	Intermediate	2	1		
	Advanced	1	1	0	
	Advanced High	0	0	4	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
ALL (60)	Beginning	22	36.7	27	45.0	36	60.0	29	48.3	29	48.3
	Intermediate	14	23.3	12	20.0	12	20.0	12	20.0	12	20.0
	Advanced	9	15.0	10	16.7	7	11.7	11	18.3	11	18.3
	Advanced High	15	25.0	11	18.3	5	8.3	8	13.3	8	13.3

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
40 23 (57.5%)	Beginning	14			
	Intermediate	9	2		
	Advanced	4	2	1	
	Advanced High	0	0	8	

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