

Campus Data Packet

for 2009 - 10 Plans



RUFUS C. BURLESON

School Number 117

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	64
KN	126
1	116
2	124
3	105
4	96
5	102
6	84
ALL	817

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	204	25.0	34	58.6
American Indian	1	0.1	*	*
Asian	0	0.0	*	*
Hispanic	605	74.1	17	29.3
White	7	0.9	6	10.3
Other	**	**	1	1.7

*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	793	97.1
Limited English proficient students	392	48.0
Special education students	58	7.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	66	10	15.2	0	0.0	0	0.0	56	84.8	0	0.0
	2008	65	14	21.5	0	0.0	0	0.0	51	78.5	0	0.0
	2009	64	6	9.4	0	0.0	0	0.0	58	90.6	0	0.0
KN	2007	127	34	26.8	0	0.0	0	0.0	93	73.2	0	0.0
	2008	105	21	20.0	0	0.0	0	0.0	84	80.0	0	0.0
	2009	126	35	27.8	0	0.0	0	0.0	91	72.2	0	0.0
1	2007	119	30	25.2	0	0.0	0	0.0	89	74.8	0	0.0
	2008	123	34	27.6	0	0.0	0	0.0	89	72.4	0	0.0
	2009	116	24	20.7	0	0.0	0	0.0	92	79.3	0	0.0
2	2007	103	36	35.0	0	0.0	0	0.0	67	65.0	0	0.0
	2008	108	25	23.1	0	0.0	0	0.0	82	75.9	1	0.9
	2009	124	39	31.5	0	0.0	0	0.0	84	67.7	1	0.8
3	2007	93	23	24.7	0	0.0	0	0.0	70	75.3	0	0.0
	2008	95	30	31.6	1	1.1	0	0.0	64	67.4	0	0.0
	2009	105	28	26.7	0	0.0	0	0.0	77	73.3	0	0.0
4	2007	94	22	23.4	0	0.0	0	0.0	72	76.6	0	0.0
	2008	99	26	26.3	0	0.0	0	0.0	73	73.7	0	0.0
	2009	96	24	25.0	1	1.0	0	0.0	68	70.8	3	3.1
5	2007	86	33	38.4	0	0.0	0	0.0	51	59.3	2	2.3
	2008	82	19	23.2	2	2.4	0	0.0	61	74.4	0	0.0
	2009	102	23	22.5	0	0.0	0	0.0	76	74.5	3	2.9
6	2007	80	23	28.8	0	0.0	0	0.0	55	68.8	2	2.5
	2008	79	25	31.6	1	1.3	0	0.0	51	64.6	2	2.5
	2009	84	25	29.8	0	0.0	0	0.0	59	70.2	0	0.0
EC-6	2007	768	211	27.5	0	0.0	0	0.0	553	72.0	4	0.5
	2008	756	194	25.7	4	0.5	0	0.0	555	73.4	3	0.4
	2009	817	204	25.0	1	0.1	0	0.0	605	74.1	7	0.9

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	66	66	100.0	41	62.1	1	1.5	0	0.0	66	100.0	0.0
	2008	65	65	100.0	40	61.5	0	0.0	0	0.0	65	100.0	0.0
	2009	64	63	98.4	41	64.1	1	1.6	0	0.0	64	100.0	0.0
KN	2007	127	124	97.6	66	52.0	8	6.3	1	0.8	46	36.2	1.6
	2008	105	103	98.1	57	54.3	2	1.9	6	5.7	33	31.4	1.0
	2009	126	123	97.6	66	52.4	3	2.4	8	6.3	44	34.9	1.6
1	2007	119	116	97.5	68	57.1	4	3.4	8	6.7	7	5.9	5.9
	2008	123	121	98.4	59	48.0	11	8.9	9	7.3	9	7.3	3.3
	2009	116	115	99.1	60	51.7	5	4.3	16	13.8	6	5.2	3.4
2	2007	103	102	99.0	37	35.9	11	10.7	13	12.6	7	6.8	5.8
	2008	108	105	97.2	61	56.5	5	4.6	10	9.3	6	5.6	7.4
	2009	124	121	97.6	61	49.2	12	9.7	14	11.3	10	8.1	2.4
3	2007	93	91	97.8	51	54.8	7	7.5	12	12.9	4	4.3	2.2
	2008	95	95	100.0	40	42.1	15	15.8	13	13.7	6	6.3	7.4
	2009	105	103	98.1	55	52.4	5	4.8	13	12.4	4	3.8	4.8
4	2007	94	87	92.6	33	35.1	12	12.8	15	16.0	7	7.4	3.2
	2008	99	94	94.9	47	47.5	11	11.1	18	18.2	8	8.1	4.0
	2009	96	92	95.8	47	49.0	15	15.6	16	16.7	5	5.2	2.1
5	2007	86	83	96.5	9	10.5	9	10.5	18	20.9	12	14.0	1.2
	2008	82	80	97.6	27	32.9	12	14.6	11	13.4	6	7.3	0.0
	2009	102	97	95.1	38	37.3	8	7.8	23	22.5	6	5.9	3.9
6	2007	80	75	93.8	13	16.3	5	6.3	19	23.8	5	6.3	0.0
	2008	79	72	91.1	7	8.9	5	6.3	24	30.4	8	10.1	1.3
	2009	84	79	94.0	24	28.6	9	10.7	17	20.2	8	9.5	1.2
EC-6	2007	768	744	96.9	318	41.4	57	7.4	86	11.2	154	20.1	2.7
	2008	756	735	97.2	338	44.7	61	8.1	91	12.0	141	18.7	3.3
	2009	817	793	97.1	392	48.0	58	7.1	107	13.1	147	18.0	2.6

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	31.8	4,117.2	30.8	96.9	3,933.6	95.5	80	100.0	100.0	56	7,436	100.0	100.0
	2008	31.9	4,133.2	30.7	96.0	3,942.7	95.4	72	100.0	100.0	62	7,427	100.0	100.0
	2009	31.4	4,167.8	30.1	95.9	3,975.6	95.4	77	100.0	100.0	56	7,332	100.0	100.0
KN	2007	126.1	13,945.0	123.0	97.5	13,385.6	96.0	36	28.5	24.3	109	12,035	86.4	86.3
	2008	106.5	13,568.1	102.2	95.9	13,004.4	95.8	24	22.5	23.5	92	11,618	86.4	85.6
	2009	126.6	13,515.0	122.0	96.3	12,939.1	95.7	24	19.0	22.5	110	11,501	86.9	85.1
1	2007	116.6	14,353.8	112.8	96.8	13,851.4	96.5	27	23.2	23.2	100	12,437	85.8	86.6
	2008	121.2	14,626.9	116.3	96.0	14,102.7	96.4	20	16.5	21.2	103	12,704	85.0	86.9
	2009	118.5	14,250.8	114.7	96.8	13,719.9	96.3	22	18.6	20.7	103	12,300	86.9	86.3
2	2007	98.2	13,403.8	95.0	96.7	12,978.9	96.8	30	30.5	21.7	83	11,729	84.5	87.5
	2008	109.2	13,708.6	104.3	95.5	13,269.8	96.8	22	20.1	19.7	89	12,043	81.5	87.9
	2009	126.4	13,950.1	121.2	95.9	13,499.0	96.8	21	16.6	18.6	107	12,231	84.7	87.7
3	2007	93.3	12,998.4	90.8	97.3	12,633.3	97.2	25	26.8	21.1	79	11,445	84.7	88.0
	2008	96.7	12,806.9	94.0	97.3	12,425.5	97.0	23	23.8	19.1	81	11,408	83.8	89.1
	2009	108.2	13,095.5	105.2	97.3	12,710.6	97.1	21	19.4	18.3	96	11,634	88.7	88.8
4	2007	92.2	12,104.9	90.2	97.8	11,768.3	97.2	22	23.9	19.7	80	10,683	86.7	88.3
	2008	102.8	12,329.8	100.3	97.5	11,960.3	97.0	23	22.4	19.7	86	10,924	83.7	88.6
	2009	98.7	12,156.4	96.2	97.5	11,789.9	97.0	19	19.3	18.1	86	10,731	87.1	88.3
5	2007	80.9	11,757.0	79.2	97.9	11,426.8	97.2	28	34.6	20.9	65	10,362	80.3	88.1
	2008	82.7	11,874.2	79.1	95.6	11,539.6	97.2	39	47.2	18.8	65	10,608	78.6	89.3
	2009	103.2	11,903.5	100.1	97.0	11,552.9	97.1	26	25.2	17.5	86	10,563	83.3	88.7
6	2007	77.2	11,264.8	74.8	96.9	10,864.3	96.4	25	32.4	21.9	67	9,788	86.8	86.9
	2008	78.0	10,450.4	75.2	96.5	10,060.0	96.3	26	33.3	22.0	62	9,055	79.5	86.6
	2009	84.2	10,588.3	80.9	96.1	10,165.3	96.0	21	24.9	19.9	73	9,131	86.7	86.2

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
EC-6	2007	716.5	94,387.4	696.6	97.2	91,251.6	96.7	273	38.1	31.9	639	86,204	89.2	91.3
	2008	728.9	93,889.2	701.9	96.3	90,666.0	96.6	251	34.4	30.8	640	86,025	87.8	91.6
	2009	797.2	94,064.8	770.4	96.6	90,751.7	96.5	231	29.0	29.6	717	85,648	89.9	91.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	34	58.6
Hispanic	17	29.3
White	6	10.3
Other	1	1.7

Gender	Number	Percent
Female	46	79.3
Male	12	20.7

TOTAL	58
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AVERAGE NUMBER OF ABSENCES

2007	6.5
2008	7.9
2009	6.0

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		86.4	79.2	82.2	*	66.7	72.3		74.3	87.5	81.3	84.6	75
	2008		76.7	84.5	80.7	30.8	82.9	75.4		80.9	81.0	80.9	86.2	89
	2009		88.9	86.4	87.8	*	*	82.1		81.0	92.9	87.8	87.3	49
4	2007		38.1	42.4	40.3	16.7	33.3	30.0	*	32.5	50.0	41.3	69.7	80
	2008		38.5	61.8	53.3	18.2	60.0	43.5		50.0	60.0	54.3	72.1	81
	2009	*	80.0	76.2	76.8	44.4	69.0	66.7	*	74.4	79.1	76.7	75.8	86
5	2007	*	70.4	86.4	79.7	*	*	55.2		82.4	79.5	80.8	78.3	73
	2008		50.0	59.0	55.7	25.0	37.5	45.9	*	40.0	77.8	56.8	82.9	81
	2009	*	76.2	75.0	75.3	*	54.8	61.5		71.4	81.0	75.8	82.9	91
6	2007	*	80.0	93.5	88.7	*	*	87.2		82.4	97.0	89.6	87.2	67
	2008	*	80.8	87.8	85.7	*	*	75.0		75.7	95.1	85.9	87.8	78
	2009		87.0	88.9	88.9	*	76.2	82.0	*	87.9	88.6	88.3	86.4	77
3-6	2007	*	68.9	73.3	72.1	36.4	55.4	61.9	*	66.4	77.6	72.2	79.9	295
	2008	*	62.7	72.6	68.9	26.8	61.7	58.7	*	61.1	79.2	69.6	82.0	329
	2009	*	83.5	80.2	81.3	41.2	64.9	71.7	*	77.4	84.7	81.2	82.7	303

NUMBER TESTED IN GRADES 3-6													
2007	3	90	202	276	11	65	155	1	143	152	295	41,727	
2008	2	102	223	312	41	94	196	1	175	154	329	41,175	
2009	5	91	207	288	17	97	187	2	146	157	303	37,628	

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		3	11	13	*	11	13		9	5	14	1,675	75
	2008		7	9	17	9	6	14		9	8	17	1,443	89
	2009		3	3	6	*	*	5		4	2	6	960	49
4	2007		13	34	43	5	16	28	*	27	20	47	3,189	80
	2008		16	21	35	9	12	26		23	14	37	2,996	81
	2009	*	4	15	19	5	13	19	*	11	9	20	2,449	86
5	2007	*	8	6	14	*	*	13		6	8	14	2,258	73
	2008		10	25	35	9	15	33	*	27	8	35	1,827	81
	2009	*	5	17	21	*	14	20		14	8	22	1,793	91
6	2007	*	4	3	7	*	*	5		6	1	7	1,269	67
	2008	*	5	6	10	*	*	8		9	2	11	1,140	78
	2009		3	6	8	*	5	9	*	4	5	9	1,295	77
3-6	2007	*	28	54	77	7	29	59	*	48	34	82	8,391	295
	2008	*	38	61	97	30	36	81	*	68	32	100	7,406	329
	2009	*	15	41	54	10	34	53	*	33	24	57	6,497	303

NUMBER TESTED IN GRADES 3-6													
2007	3	90	202	276	11	65	155	1	143	152	295	41,727	
2008	2	102	223	312	41	94	196	1	175	154	329	41,175	
2009	5	91	207	288	17	97	187	2	146	157	303	37,628	

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	76.8	79.2	75.8	73.5
	2008	75.5	75.8	76.8	69.9
	2009	78.2	78.7	82.7	85.2
4	2007	65.7	65.0	62.1	58.1
	2008	72.8	68.5	70.0	66.5
	2009	84.0	75.9	73.6	80.1
5	2007	75.3	83.0	74.5	73.8
	2008	65.4	65.4	70.1	64.6
	2009	73.4	74.9	78.6	71.8
6	2007	82.2	85.6	79.1	77.4
	2008	81.8	78.0	77.1	76.2
	2009	78.9	72.2	74.8	80.6
3-6	2007	74.6	77.8	72.5	70.3
	2008	73.8	72.0	73.5	69.3
	2009	78.6	75.1	76.9	78.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		31.8	15.1	19.2	*	9.1	14.9		25.7	15.0	20.0	21.3	75
	2008		13.3	17.2	15.9	0.0	11.4	7.0		12.8	19.0	15.7	21.5	89
	2009		29.6	45.5	36.7	*	*	21.4		38.1	35.7	36.7	34.1	49
4	2007		9.5	5.1	6.9	0.0	0.0	0.0	*	5.0	7.5	6.3	16.6	80
	2008		3.8	20.0	14.7	9.1	20.0	13.0		17.4	11.4	14.8	14.4	81
	2009	*	15.0	25.4	23.2	22.2	11.9	12.3	*	18.6	27.9	23.3	18.4	86
5	2007	*	14.8	9.1	11.6	*	*	6.9		14.7	7.7	11.0	13.1	73
	2008		5.0	8.2	7.6	8.3	0.0	3.3	*	2.2	13.9	7.4	16.5	81
	2009	*	14.3	11.8	9.4	*	3.2	1.9		12.2	11.9	12.1	18.5	91
6	2007	*	35.0	37.0	35.5	*	*	17.9		47.1	27.3	37.3	37.4	67
	2008	*	26.9	24.5	24.3	*	*	6.3		21.6	26.8	24.4	33.8	78
	2009		34.8	20.4	23.6	*	14.3	10.0	*	27.3	22.7	24.7	30.2	77
3-6	2007	*	22.2	15.8	17.8	0.0	4.6	10.3	*	22.4	13.8	18.0	21.9	295
	2008	*	12.7	17.0	15.4	4.9	10.6	7.1	*	13.1	18.2	15.5	21.1	329
	2009	*	24.2	21.7	21.5	11.8	9.3	10.2	*	21.2	23.6	22.4	24.6	303

	NUMBER TESTED IN GRADES 3-6											
2007	3	90	202	276	11	65	155	1	143	152	295	41,727
2008	2	102	223	312	41	94	196	1	175	154	329	41,175
2009	5	91	207	288	17	97	187	2	146	157	303	37,628

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		76.2	64.8	68.5	*	60.0	62.5		65.8	70.3	68.0	70.3	75
	2008		54.8	67.2	62.5	30.8	71.4	53.6		60.9	63.6	62.2	76.6	90
	2009		76.9	84.2	82.0	*	80.0	78.5		83.7	81.1	82.4	77.3	102
4	2007		38.1	57.4	52.7	14.3	48.0	35.7	*	36.6	68.3	52.4	75.7	82
	2008		46.2	64.7	60.2	27.3	60.5	52.5		52.0	68.2	59.6	77.9	94
	2009	*	80.0	87.5	86.7	40.0	83.7	79.3	*	84.1	86.0	85.1	79.4	87
5	2007	*	72.4	77.8	76.4	*	*	58.1		77.1	75.6	76.3	82.9	76
	2008		59.1	82.0	76.5	30.8	79.2	72.6	*	61.7	94.4	75.9	84.0	83
	2009	*	81.0	87.9	86.6	*	75.9	76.0		83.0	90.5	86.5	87.0	89
6	2007	*	70.0	83.3	79.7	*	*	78.0		76.5	82.9	79.7	70.0	69
	2008	*	69.2	81.6	77.1	*	*	65.6		73.0	80.5	76.9	73.8	78
	2009		52.2	77.8	70.8	*	57.1	60.0	*	60.6	77.3	70.1	73.3	77
3-6	2007	*	64.8	69.7	68.9	46.2	55.1	58.6	*	62.8	74.0	68.5	74.7	302
	2008	*	57.1	73.3	68.5	26.2	69.2	60.8	*	61.1	75.8	68.1	78.2	345
	2009	*	72.2	84.6	81.9	38.9	77.0	74.3	*	79.2	83.5	81.4	79.3	355

NUMBER TESTED IN GRADES 3-6													
2007	2	91	208	283	13	69	162	1	148	154	302	42,324	
2008	2	105	236	327	42	107	209	1	180	165	345	42,082	
2009	5	90	260	337	18	148	237	2	173	182	355	43,106	

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		5	19	23	*	14	18		13	11	24	3,303	75
	2008		14	19	33	9	10	26		18	16	34	2,542	90
	2009		6	12	18	*	11	17		8	10	18	2,781	102
4	2007		13	26	35	6	13	27	*	26	13	39	2,604	82
	2008		14	24	35	8	17	28		24	14	38	2,436	94
	2009	*	4	8	11	6	7	12	*	7	6	13	2,196	87
5	2007	*	8	10	17	*	*	13		8	10	18	1,785	76
	2008		9	11	19	9	5	17	*	18	2	20	1,730	83
	2009	*	4	8	11	*	7	12		8	4	12	1,386	89
6	2007	*	6	8	13	*	*	9		8	6	14	3,012	69
	2008	*	8	9	16	*	*	11		10	8	18	2,460	78
	2009		11	12	21	*	9	20	*	13	10	23	2,552	77
3-6	2007	*	32	63	88	7	31	67	*	55	40	95	10,704	302
	2008	*	45	63	103	31	33	82	*	70	40	110	9,168	345
	2009	*	25	40	61	11	34	61	*	36	30	66	8,915	355

NUMBER TESTED IN GRADES 3-6													
2007	2	91	208	283	13	69	162	1	148	154	302	42,324	
2008	2	105	236	327	42	107	209	1	180	165	345	42,082	
2009	5	90	260	337	18	148	237	2	173	182	355	43,106	

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	75.3	76.0	79.1	76.7	74.0	63.2
	2008	72.9	74.4	76.3	69.4	76.1	56.0
	2009	79.7	85.6	90.5	83.0	90.0	68.9
4	2007	70.0	63.6	70.7	66.9	51.5	55.0
	2008	70.0	68.4	70.4	63.7	67.0	63.0
	2009	88.1	84.9	84.5	86.6	84.2	79.0
5	2007	81.6	73.9	84.8	71.8	81.6	74.7
	2008	74.3	70.4	82.1	67.5	71.1	70.8
	2009	84.7	77.4	83.6	72.6	76.4	82.0
6	2007	78.1	66.2	83.0	73.3	74.2	71.0
	2008	77.1	76.4	80.2	71.8	75.9	74.8
	2009	70.1	71.4	72.9	67.8	74.9	71.3
3-6	2007	76.1	69.9	79.2	72.0	69.8	65.6
	2008	73.4	72.3	77.0	67.9	72.4	65.7
	2009	80.9	80.3	83.5	78.0	81.9	75.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		14.3	20.4	17.8	*	11.4	12.5		23.7	13.5	18.7	19.2	75
	2008		9.7	13.8	12.5	7.7	14.3	8.9		13.0	11.4	12.2	26.3	90
	2009		23.1	34.2	31.0	*	34.5	26.6		28.6	34.0	31.4	29.0	102
4	2007		14.3	9.8	10.8	0.0	0.0	2.4	*	9.8	12.2	11.0	22.6	82
	2008		7.7	19.1	14.8	9.1	11.6	8.5		18.0	13.6	16.0	23.8	94
	2009	*	30.0	59.4	54.2	30.0	53.5	39.7	*	50.0	55.8	52.9	31.6	87
5	2007	*	24.1	40.0	33.3	*	*	6.5		37.1	29.3	32.9	29.3	76
	2008		9.1	19.7	16.0	0.0	8.3	8.1	*	4.3	33.3	16.9	31.9	83
	2009	*	14.3	34.8	28.0	*	24.1	16.0		21.3	38.1	29.2	38.4	89
6	2007	*	25.0	29.2	28.1	*	*	14.6		29.4	28.6	29.0	26.5	69
	2008	*	23.1	44.9	37.1	*	*	12.5		35.1	39.0	37.2	31.0	78
	2009		21.7	18.5	19.4	*	4.8	4.0	*	12.1	25.0	19.5	29.0	77
3-6	2007	*	19.8	23.6	22.3	7.7	7.2	9.3	*	24.3	20.8	22.5	24.3	302
	2008	*	12.4	23.3	19.3	4.8	11.2	9.1	*	16.7	23.6	20.0	28.1	345
	2009	*	22.2	37.3	33.5	22.2	33.8	22.8	*	28.9	37.9	33.5	32.0	355

NUMBER TESTED IN GRADES 3-6													
2007	2	91	208	283	13	69	162	1	148	154	302	42,324	
2008	2	105	236	327	42	107	209	1	180	165	345	42,082	
2009	5	90	260	337	18	148	237	2	173	182	355	43,106	

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		50.0	83.1	78.9	33.3	83.3	70.7	*	53.8	95.0	74.7	86.5	79
	2008	*	71.4	81.5	76.6	27.3	73.3	68.1		68.1	91.7	78.3	87.4	83
	2009	*	95.2	85.7	86.9	50.0	85.7	81.4	*	81.8	90.9	86.4	87.4	88

	NUMBER TESTED IN GRADE 4											
2007	0	20	59	71	6	24	41	1	39	40	79	10,408
2008	1	28	54	77	11	30	47	0	47	36	83	10,658
2009	3	21	63	84	10	42	59	1	44	44	88	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		10	10	15	4	4	12	*	18	2	20	1,408	79
	2008	*	8	10	18	8	8	15		15	3	18	1,348	83
	2009	*	1	9	11	5	6	11	*	8	4	12	1,264	88

	NUMBER TESTED IN GRADE 4											
2007	0	20	59	71	6	24	41	1	39	40	79	10,408
2008	1	28	54	77	11	30	47	0	47	36	83	10,658
2009	3	21	63	84	10	42	59	1	44	44	88	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	2.2	71.2	73.9	83.7	82.3
	2008	2.0	77.4	76.4	77.3	77.1
	2009	2.1	81.8	84.1	83.1	90.8

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		20.0	16.9	18.3	0.0	4.2	4.9	*	10.3	25.0	17.7	18.2	79
	2008	*	3.6	20.4	13.0	0.0	10.0	8.5		6.4	25.0	14.5	21.4	83
	2009	*	33.3	19.0	22.6	20.0	11.9	10.2	*	20.5	22.7	21.6	21.0	88

	NUMBER TESTED IN GRADE 4											
2007	0	20	59	71	6	24	41	1	39	40	79	10,408
2008	1	28	54	77	11	30	47	0	47	36	83	10,658
2009	3	21	63	84	10	42	59	1	44	44	88	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	*	51.9	72.7	66.7	*	*	31.0		79.4	53.8	65.8	62.3	73
	2008		27.3	55.7	48.1	15.4	41.7	36.5	*	31.9	69.4	48.2	71.9	83
	2009	*	90.9	86.4	88.1	*	72.4	78.4		85.1	90.5	87.6	75.9	89

	NUMBER TESTED IN GRADE 5											
2007	2	27	44	69	1	4	29	0	34	39	73	10,296
2008	0	22	61	81	13	24	63	1	47	36	83	10,686
2009	1	22	66	84	4	29	51	0	47	42	89	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	*	13	12	23	*	*	20		7	18	25	3,881	73
	2008		16	27	42	11	14	40	*	32	11	43	3,005	83
	2009	*	2	9	10	*	8	11		7	4	11	2,542	89

NUMBER TESTED IN GRADE 5													
2007	2	27	44	69	1	4	29	0	34	39	73	10,296	
2008	0	22	61	81	13	24	63	1	47	36	83	10,686	
2009	1	22	66	84	4	29	51	0	47	42	89	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	80.2	79.0	80.5	70.0
	2008	72.0	76.0	72.6	63.9
	2009	88.5	90.4	86.6	71.5

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	*	18.5	25.0	24.6	*	*	3.4		32.4	15.4	23.3	18.0	73
	2008		4.5	26.2	19.8	7.7	16.7	9.5	*	8.5	36.1	20.5	24.8	83
	2009	*	18.2	36.4	31.0	*	27.6	17.6		29.8	33.3	31.5	29.1	89

	NUMBER TESTED IN GRADE 5											
2007	2	27	44	69	1	4	29	0	34	39	73	10,296
2008	0	22	61	81	13	24	63	1	47	36	83	10,686
2009	1	22	66	84	4	29	51	0	47	42	89	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			73.3	73.3	*	73.3	73.3		*	90.0	73.3	82.9	15
	2008			*	*		*	*			*	*	85.4	1
	2009			80.8	80.4	*	80.4	80.4		76.9	84.6	80.8	89.4	52
4	2007												65.9	0
	2008			53.8	53.8		53.8	53.8		*	66.7	53.8	67.0	13
	2009			*	*		*				*	*	72.7	1
5	2007												75.8	0
	2008												70.6	0
	2009			*	*		*	*		*	*	*	79.7	2
ALL	2007			73.3	73.3	*	73.3	73.3		*	90.0	73.3	—	15
	2008			57.1	57.1		57.1	57.1		*	70.0	57.1	—	14
	2009			80.0	79.6	*	79.6	81.1		77.8	82.1	80.0	—	55

NUMBER TESTED IN GRADES ALL													
2007	0	0	15	15	1	15	15	0	5	10	15	—	
2008	0	0	14	14	0	14	14	0	4	10	14	—	
2009	0	0	55	54	1	54	53	0	27	28	55	—	

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			4	4	*	4	4		*	1	4	219	15
	2008			*	*		*	*			*	*	239	1
	2009			10	10	*	10	10		6	4	10	514	52
4	2007												122	0
	2008			6	6		6	6		*	3	6	215	13
	2009			*	*		*				*	*	268	1
5	2007												22	0
	2008												65	0
	2009			*	*		*	*		*	*	*	86	2
ALL	2007			4	4	*	4	4		*	1	4	—	15
	2008			6	6		6	6		*	3	6	—	14
	2009			11	11	*	11	10		6	5	11	—	55

NUMBER TESTED IN GRADES ALL													
2007	0	0	15	15	1	15	15	0	5	10	15	—	
2008	0	0	14	14	0	14	14	0	4	10	14	—	
2009	0	0	55	54	1	54	53	0	27	28	55	—	

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	68.0	80.0	66.7	65.0
	2008	*	*	*	*
	2009	75.5	83.0	72.8	74.3
4	2007				
	2008	70.3	64.4	59.3	56.9
	2009	*	*	*	*
5	2007				
	2008				
	2009	*	*	*	*
ALL	2007	68.0	80.0	66.7	65.0
	2008	71.0	65.9	59.9	59.1
	2009	75.2	82.5	73.5	73.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			13.3	13.3	*	13.3	13.3		*	10.0	13.3	14.8	15
	2008			*	*		*	*			*	*	17.2	1
	2009			26.9	27.5	*	25.5	25.5		23.1	30.8	26.9	30.6	52
4	2007												14.2	0
	2008			0.0	0.0		0.0	0.0		*	0.0	0.0	13.5	13
	2009			*	*		*				*	*	21.1	1
5	2007												17.6	0
	2008												19.9	0
	2009			*	*		*	*		*	*	*	15.3	2
ALL	2007			13.3	13.3	*	13.3	13.3		*	10.0	13.3	—	15
	2008			0.0	0.0		0.0	0.0		*	0.0	0.0	—	14
	2009			25.5	25.9	*	24.1	24.5		22.2	28.6	25.5	—	55

NUMBER TESTED IN ALL GRADES													
2007	0	0	15	15	1	15	15	0	5	10	15	—	
2008	0	0	14	14	0	14	14	0	4	10	14	—	
2009	0	0	55	54	1	54	53	0	27	28	55	—	

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		*	*	*	*	*	*		*	*	*	77.7	2
	2009		*	*	*	*		*		*	*	*	87.7	3
4														
	2008												70.7	0
	2009		*	*	37.5	37.5	*	37.5		*	*	37.5	71.8	8
5														
	2008		*	*	*	*		*		*		*	73.3	3
	2009	*	*	*	83.3	83.3	*	83.3		83.3		83.3	80.3	6
6														
	2008												68.6	0
	2009		*	*	83.3	83.3	*	83.3		*	*	83.3	70.9	6
3-6														
	2008		*	*	*	*	*	*		*	*	*	72.3	5
	2009	*	72.7	70.0	69.6	69.6	50.0	68.2		64.7	83.3	69.6	77.1	23

NUMBER TESTED IN GRADES 3-6													
2008	0	2	3	5	5	1	4	0	4	1	5	2,463	
2009	1	11	10	23	23	6	22	0	17	6	23	2,493	

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
	2009		*	*	*	*		*		*	*	*	60	3
4														
	2008												181	0
	2009		*	*	5	5	*	5		*	*	5	192	8
5														
	2008		*	*	*	*		*		*		*	179	3
	2009	*	*	*	1	1	*	1		1		1	137	6
6														
	2008												206	0
	2009		*	*	1	1	*	1		*	*	1	182	6
3-6														
	2008		*	*	*	*	*	*		*	*	*	682	5
	2009	*	3	3	7	7	3	7		6	1	7	571	23

NUMBER TESTED IN GRADES 3-6													
2008	0	2	3	5	5	1	4	0	4	1	5	2,463	
2009	1	11	10	23	23	6	22	0	17	6	23	2,493	

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	*	*	*	*
	2009	*	*	*	*
4					
	2008				
	2009	46.9	33.3	47.9	39.1
5					
	2008	*	*	*	*
	2009	81.8	83.3	88.9	68.2
6					
	2008				
	2009	71.2	77.8	44.4	68.2
3-6					
	2008	*	*	*	*
	2009	63.6	63.0	61.0	55.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	10.8	2
	2009		*	*	*	*		*		*	*	*	16.2	3
4														
	2008												9.7	0
	2009		*	*	0.0	0.0	*	0.0		*	*	0.0	8.9	8
5														
	2008		*	*	*	*		*		*		*	14.9	3
	2009	*	*	*	33.3	33.3	*	33.3		33.3		33.3	14.1	6
6														
	2008												7.3	0
	2009		*	*	16.7	16.7	*	16.7		*	*	16.7	7.5	6
3-6														
	2008		*	*	*	*	*	*		*	*	*	10.7	5
	2009	*	9.1	10.0	13.0	13.0	0.0	13.6		17.6	0.0	13.0	11.4	23

NUMBER TESTED IN GRADES 3-6													
2008	0	2	3	5	5	1	4	0	4	1	5	2,463	
2009	1	11	10	23	23	6	22	0	17	6	23	2,493	

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	1
	2009		*	*	*	*		*		*	*	*	81.2	3
4														
	2008												69.1	0
	2009		*	*	42.9	42.9	*	42.9		*	*	42.9	75.8	7
5														
	2008			*	*	*		*		*		*	64.0	1
	2009	*	*	*	71.4	71.4	*	66.7		71.4		71.4	80.2	7
6														
	2008												57.0	0
	2009		*	*	83.3	83.3	*	83.3		*	*	83.3	64.0	6
3-6														
	2008			*	*	*	*	*		*	*	*	66.2	2
	2009	*	50.0	66.7	60.9	60.9	*	61.9		64.7	50.0	60.9	75.2	23

NUMBER TESTED IN GRADES 3-6													
2008	0	0	2	2	2	1	2	0	1	1	2	2,335	
2009	1	12	9	23	23	5	21	0	17	6	23	2,313	

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	1
	2009		*	*	*	*		*		*	*	*	85	3
4														
	2008												173	0
	2009		*	*	4	4	*	4		*	*	4	157	7
5														
	2008			*	*	*		*		*		*	227	1
	2009	*	*	*	2	2	*	2		2		2	127	7
6														
	2008												260	0
	2009		*	*	1	1	*	1		*	*	1	205	6
3-6														
	2008			*	*	*	*	*		*	*	*	789	2
	2009	*	6	3	9	9	*	8		6	3	9	574	23

NUMBER TESTED IN GRADES 3-6													
2008	0	0	2	2	2	1	2	0	1	1	2	2,335	
2009	1	12	9	23	23	5	21	0	17	6	23	2,313	

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	*	*	*	*	*	*
	2009	*	*	*	*	*	*
4							
	2008						
	2009	50.8	47.6	51.4	45.7	28.6	45.2
5							
	2008	*	*	*	*	*	*
	2009	52.4	66.7	54.8	59.5	57.1	62.9
6							
	2008						
	2009	79.2	61.9	61.1	87.5	73.3	50.0
3-6							
	2008	*	*	*	*	*	*
	2009	58.6	59.6	57.0	62.7	49.6	50.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			*	*	*	*	*			*	*	16.1	1
	2009		*	*	*	*		*		*	*	*	22.3	3
4														
	2008												14.3	0
	2009		*	*	14.3	14.3	*	14.3		*	*	14.3	14.0	7
5														
	2008			*	*	*		*		*		*	14.0	1
	2009	*	*	*	0.0	0.0	*	0.0		0.0		0.0	17.2	7
6														
	2008												6.4	0
	2009		*	*	33.3	33.3	*	33.3		*	*	33.3	8.4	6
3-6														
	2008			*	*	*	*	*		*	*	*	12.6	2
	2009	*	8.3	11.1	13.0	13.0	*	14.3		11.8	16.7	13.0	15.1	23

NUMBER TESTED IN GRADES 3-6													
2008	0	0	2	2	2	1	2	0	1	1	2	2,335	
2009	1	12	9	23	23	5	21	0	17	6	23	2,313	

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	*	45.1	45.3	46.9	53
	2008	*	69.0	70.5	57.6	44
	2009	6.7	11.1	8.8	41.9	57
1	2007	12.5	36.0	24.5	51.4	49
	2008	*	37.0	37.9	50.2	58
	2009	4.3	44.0	25.0	54.2	48
2	2007	30.2	75.8	45.8	44.5	96
	2008	44.4	57.1	48.0	50.2	50
	2009	14.3	52.6	26.2	47.9	61
1-2	2007	25.3	58.6	38.6	47.6	145
	2008	45.0	41.2	42.6	50.2	108
	2009	10.8	47.7	25.7	51.0	109

Number Tested	2007	89	109	198	24,696	
	2008	42	110	152	21,817	
	2009	95	71	166	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	15.4	33.3	24.0	44.3	125
	2008	20.9	50.8	38.7	44.9	106
	2009	16.1	28.1	19.2	52.8	125
1	2007	23.5	31.0	25.4	48.8	114
	2008	42.1	40.4	41.2	55.5	114
	2009	11.5	52.0	31.4	50.4	51
2	2007	46.8	78.1	57.4	55.6	94
	2008	40.7	66.7	44.3	57.5	106
	2009	10.0	55.0	21.3	53.2	80
K-2	2007	27.8	44.6	33.9	49.1	333
	2008	36.6	48.1	41.4	52.7	326
	2009	13.4	42.9	22.3	52.3	256

Number Tested	2007	212	121	333	34,441	
	2008	191	135	326	41,070	
	2009	179	77	256	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		40.0	52.2	46.0	*	*	*		35.7	56.0	45.3	46.9	53
	2008		71.4	69.6	68.3	*	*	*		68.4	72.0	70.5	57.6	44
	2009		6.3	12.0	9.1	*	*	6.7	*	7.4	10.0	8.8	41.9	57
1	2007		9.1	37.0	23.4	*	16.7	12.5		17.4	30.8	24.5	51.4	49
	2008		34.4	42.3	35.7	0.0	*	*		29.0	48.1	37.9	50.2	58
	2009		31.8	19.2	23.9	*		4.3		26.1	24.0	25.0	54.2	48
2	2007		58.3	38.3	45.3	22.2	16.1	30.2		41.8	51.2	45.8	44.5	96
	2008	*	52.2	46.2	48.0	*	*	44.4		42.3	54.2	48.0	50.2	50
	2009	*	21.1	36.4	24.1	0.0	*	14.3		25.0	27.6	26.2	47.9	61
1-2	2007		39.7	37.9	38.0	20.0	16.2	25.3		34.6	43.3	38.6	47.6	145
	2008	*	41.8	44.2	41.5	0.0	57.1	45.0		35.1	51.0	42.6	50.2	108
	2009	*	25.0	27.1	24.0	8.3	*	10.8		25.5	25.9	25.7	51.0	109

Number Tested	2007	0	88	110	192	15	38	89	0	106	92	198	24,696
	2008	1	76	75	147	11	8	42	0	76	76	152	21,817
	2009	1	92	73	159	15	6	95	1	82	84	166	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		1	4	5	*	*	*		2	3	5	1,245	53
	2008		10	5	14	*	*	*		5	10	15	1,687	44
	2009		0	0	0	*	*	0	*	0	0	0	771	57
1	2007		0	2	1	*	0	1		0	2	2	1,458	49
	2008		2	2	4	0	*	*		0	4	4	1,555	58
	2009		3	2	5	*		0		2	3	5	1,659	48
2	2007		7	6	12	0	1	2		4	9	13	896	96
	2008	*	3	8	11	*	*	6		5	6	11	1,065	50
	2009	*	1	2	3	0	*	0		0	3	3	1,027	61
1-2	2007		7	8	13	0	1	3		4	11	15	2,355	145
	2008	*	5	10	15	0	2	6		5	10	15	2,620	108
	2009	*	4	4	8	0	*	0		2	6	8	2,688	109
Number Tested	2007	0	88	110	192	15	38	89	0	106	92	198	24,696	
	2008	1	76	75	147	11	8	42	0	76	76	152	21,817	
	2009	1	92	73	159	15	6	95	1	82	84	166	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		21.2	25.0	24.6	0.0	16.7	15.4		21.5	26.7	24.0	44.3	125
	2008		71.4	30.6	39.2	*	22.8	20.9		45.8	32.8	38.7	44.9	106
	2009		11.8	22.0	19.8	*	20.0	16.1	*	15.3	22.7	19.2	52.8	125
1	2007	*	11.5	29.9	25.0	*	29.4	23.5		22.8	28.1	25.4	48.8	114
	2008		29.0	45.8	40.5	12.5	43.6	42.1		33.3	50.0	41.2	55.5	114
	2009		34.8	28.6	30.6	*		11.5		34.8	28.6	31.4	50.4	51
2	2007		69.7	50.8	57.0	62.5	31.3	46.8		60.4	53.7	57.4	55.6	94
	2008	*	54.5	42.2	43.7	*	37.7	40.7		39.6	49.1	44.3	57.5	106
	2009	*	13.2	29.3	20.8	11.1	14.3	10.0		14.3	28.9	21.3	53.2	80
K-2	2007	*	35.9	33.3	33.9	25.0	24.7	27.8		33.7	34.2	33.9	49.1	333
	2008	*	48.6	39.4	41.1	14.3	34.7	36.6		39.1	43.6	41.4	52.7	326
	2009	*	17.9	25.0	22.3	20.0	18.6	13.4	*	18.5	25.8	22.3	52.3	256

Number Tested	2007	1	92	240	327	20	166	212	0	175	158	333	34,441
	2008	1	74	251	316	14	173	191	0	161	165	326	41,070
	2009	1	95	160	247	15	86	179	1	124	132	256	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		3	6	9	0	4	4		4	5	9	2,583	125
	2008		8	9	16	*	3	3		6	11	17	2,788	106
	2009		0	2	2	*	1	1	*	2	0	2	2,455	125
1	2007	*	0	2	2	*	2	2		1	1	2	1,769	114
	2008		3	14	16	1	8	8		6	11	17	2,800	114
	2009		3	2	5	*		1		2	3	5	1,577	51
2	2007		9	9	18	1	2	5		8	10	18	2,098	94
	2008	*	4	13	17	*	7	9		8	9	17	2,912	106
	2009	*	1	3	4	0	0	0		0	4	4	1,686	80
K-2	2007	*	12	17	29	1	8	11		13	16	29	6,450	333
	2008	*	15	36	49	2	18	20		20	31	51	8,500	326
	2009	*	4	7	11	0	1	2	*	4	7	11	5,718	256

Number Tested	2007	1	92	240	327	20	166	212	0	175	158	333	34,441
	2008	1	74	251	316	14	173	191	0	161	165	326	41,070
	2009	1	95	160	247	15	86	179	1	124	132	256	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		*	78.3	78.7	*	77.2	76.4		70.0	87.1	78.7	84.7	61
	2008			90.2	90.0		90.9	92.7		93.1	87.5	90.2	87.0	61
	2009			80.3	80.0		80.6	80.6		76.7	83.3	80.3	88.6	66
1	2007			88.9	88.7	*	88.9	88.5		83.3	93.9	88.9	84.5	63
	2008			82.0	81.7	*	80.7	80.4		67.7	96.7	82.0	88.0	61
	2009			82.8	82.8	*	81.4	84.1		76.7	88.2	82.8	88.6	64
2	2007			*	*	*	*	*		*	*	*	89.9	4
	2008			89.5	88.9	*	89.3	89.1		85.7	93.1	89.5	93.4	57
	2009			85.2	85.2	*	84.6	84.6		74.1	96.3	85.2	94.0	54
K-2	2007		*	83.5	83.5	*	83.1	82.4		77.0	89.6	83.6	85.6	128
	2008			87.2	86.8	*	86.9	86.8		81.8	92.3	87.2	89.3	179
	2009			82.6	82.5	*	82.1	83.1		75.9	88.7	82.6	90.4	184

Number Tested	2007	0	1	127	127	3	124	119	0	61	67	128	14,889
	2008	0	0	179	174	3	168	152	0	88	91	179	18,257
	2009	0	0	184	183	3	173	177	0	87	97	184	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		*	13	14	*	12	12		4	10	14	2,779	61
	2008			23	23		22	16		11	12	23	3,280	61
	2009			17	17		16	16		7	10	17	3,525	66
1	2007			15	14	*	15	15		5	10	15	1,782	63
	2008			12	11	*	11	10		4	8	12	2,412	61
	2009			18	18	*	16	18		8	10	18	2,523	64
2	2007			*	*	*	*	*		*	*	*	1,196	4
	2008			19	18	*	19	18		7	12	19	2,596	57
	2009			13	13	*	12	12		6	7	13	2,909	54
K-2	2007		*	29	29	*	28	28		9	21	30	5,757	128
	2008			54	52	*	52	44		22	32	54	8,288	179
	2009			48	48	*	44	46		21	27	48	8,957	184

Number Tested	2007	0	1	127	127	3	124	119	0	61	67	128	14,889
	2008	0	0	179	174	3	168	152	0	88	91	179	18,257
	2009	0	0	184	183	3	173	177	0	87	97	184	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	3	33.3	3	33.3	23	4.3	29	10.3
5	4	75.0	5	100.0	0	-	9	88.9
6	1	0.0	4	50.0	0	-	5	40.0
ALL	8	50.0	12	66.7	23	4.3	43	30.2

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (67)	Beginning	10	14.9	17	25.4	37	55.2	38	56.7	38	56.7
	Intermediate	29	43.3	32	47.8	20	29.9	19	28.4	19	28.4
	Advanced	17	25.4	11	16.4	7	10.4	7	10.4	7	10.4
	Advanced High	11	16.4	7	10.4	3	4.5	3	4.5	3	4.5
1 (60)	Beginning	1	1.7	6	10.0	8	13.6	7	11.9	7	11.9
	Intermediate	15	25.0	17	28.3	25	42.4	12	20.3	12	20.3
	Advanced	30	50.0	22	36.7	20	33.9	24	40.7	24	40.7
	Advanced High	14	23.3	15	25.0	6	10.2	16	27.1	16	27.1
2 (61)	Beginning	2	3.3	7	11.7	25	41.7	7	11.5	7	11.7
	Intermediate	7	11.7	14	23.3	26	43.3	24	39.3	23	38.3
	Advanced	18	30.0	26	43.3	7	11.7	18	29.5	18	30.0
	Advanced High	33	55.0	13	21.7	2	3.3	12	19.7	12	20.0
3 (55)	Beginning	12	21.8	19	34.5	16	29.1	10	18.2	10	18.2
	Intermediate	22	40.0	23	41.8	27	49.1	24	43.6	24	43.6
	Advanced	16	29.1	9	16.4	10	18.2	13	23.6	14	25.5
	Advanced High	5	9.1	4	7.3	2	3.6	8	14.5	7	12.7
4 (47)	Beginning	2	4.3	2	4.3	4	8.5	4	8.5	4	8.5
	Intermediate	4	8.5	5	10.6	22	46.8	6	12.8	6	12.8
	Advanced	13	27.7	21	44.7	13	27.7	16	34.0	17	36.2
	Advanced High	28	59.6	19	40.4	8	17.0	21	44.7	20	42.6

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	—	—	—	
55 45 (81.8%)	Beginning	7			
	Intermediate	9	3		
	Advanced	16	8	0	
	Advanced High	7	3	2	
57 25 (43.9%)	Beginning	7			
	Intermediate	9	14		
	Advanced	1	5	11	
	Advanced High	1	0	9	
53 24 (45.3%)	Beginning	10			
	Intermediate	10	13		
	Advanced	0	8	6	
	Advanced High	0	0	6	
41 25 (61.0%)	Beginning	3			
	Intermediate	1	5		
	Advanced	1	6	8	
	Advanced High	0	1	16	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (37)	Beginning	7	18.9	9	24.3	11	30.6	4	10.8	3	8.3
	Intermediate	6	16.2	8	21.6	14	38.9	5	13.5	5	13.9
	Advanced	16	43.2	12	32.4	8	22.2	4	10.8	10	27.8
	Advanced High	8	21.6	8	21.6	3	8.3	24	64.9	18	50.0
6 (24)	Beginning	0	0.0	0	0.0	1	4.2	1	4.2	1	4.2
	Intermediate	2	8.3	4	16.7	8	33.3	3	12.5	3	12.5
	Advanced	11	45.8	8	33.3	13	54.2	8	33.3	8	33.3
	Advanced High	11	45.8	12	50.0	2	8.3	12	50.0	12	50.0
ALL (351)	Beginning	34	9.7	60	17.1	102	29.3	71	20.3	70	20.1
	Intermediate	85	24.3	103	29.4	142	40.8	93	26.6	92	26.4
	Advanced	121	34.6	109	31.1	78	22.4	90	25.7	98	28.2
	Advanced High	110	31.4	78	22.3	26	7.5	96	27.4	88	25.3

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
32 23 (71.9%)	Beginning	1			
	Intermediate	2	3		
	Advanced	0	5	5	
	Advanced High	0	3	13	
22 15 (68.2%)	Beginning	1			
	Intermediate	0	3		
	Advanced	0	4	3	
	Advanced High	0	0	11	
261 157 (60.2%)	Beginning	30			
	Intermediate	31	41		
	Advanced	18	36	33	
	Advanced High	8	7	57	

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