

Campus Data Packet

for 2009 - 10 Plans



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School Number 121

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
EC	16
PK	25
KN	50
1	49
2	50
3	51
4	63
5	53
6	44
ALL	401

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	244	60.8	18	62.1
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	156	38.9	5	17.2
White	1	0.2	6	20.7
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	356	88.8
Limited English proficient students	97	24.2
Special education students	39	9.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	30	17	56.7	0	0.0	0	0.0	13	43.3	0	0.0
	2008	26	14	53.8	0	0.0	0	0.0	12	46.2	0	0.0
	2009	25	14	56.0	0	0.0	0	0.0	11	44.0	0	0.0
KN	2007	53	35	66.0	0	0.0	0	0.0	18	34.0	0	0.0
	2008	59	32	54.2	0	0.0	0	0.0	27	45.8	0	0.0
	2009	50	33	66.0	0	0.0	0	0.0	17	34.0	0	0.0
1	2007	64	44	68.8	1	1.6	0	0.0	19	29.7	0	0.0
	2008	53	30	56.6	0	0.0	0	0.0	23	43.4	0	0.0
	2009	49	25	51.0	0	0.0	0	0.0	24	49.0	0	0.0
2	2007	60	46	76.7	0	0.0	0	0.0	14	23.3	0	0.0
	2008	67	44	65.7	0	0.0	0	0.0	23	34.3	0	0.0
	2009	50	29	58.0	0	0.0	0	0.0	21	42.0	0	0.0
3	2007	71	53	74.6	0	0.0	0	0.0	17	23.9	1	1.4
	2008	57	37	64.9	0	0.0	0	0.0	20	35.1	0	0.0
	2009	51	33	64.7	0	0.0	0	0.0	18	35.3	0	0.0
4	2007	62	47	75.8	0	0.0	0	0.0	14	22.6	1	1.6
	2008	53	41	77.4	0	0.0	0	0.0	12	22.6	0	0.0
	2009	63	40	63.5	0	0.0	0	0.0	23	36.5	0	0.0
5	2007	57	45	78.9	0	0.0	0	0.0	12	21.1	0	0.0
	2008	52	34	65.4	0	0.0	0	0.0	17	32.7	1	1.9
	2009	53	35	66.0	0	0.0	0	0.0	17	32.1	1	1.9
6	2007	59	42	71.2	0	0.0	0	0.0	17	28.8	0	0.0
	2008	62	46	74.2	0	0.0	0	0.0	16	25.8	0	0.0
	2009	44	29	65.9	0	0.0	0	0.0	15	34.1	0	0.0
EC-6	2007	468	335	71.6	1	0.2	0	0.0	130	27.8	2	0.4
	2008	441	285	64.6	0	0.0	0	0.0	155	35.1	1	0.2
	2009	401	244	60.8	0	0.0	0	0.0	156	38.9	1	0.2

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	30	29	96.7	10	33.3	0	0.0	0	0.0	30	100.0	0.0
	2008	26	26	100.0	8	30.8	1	3.8	0	0.0	26	100.0	0.0
	2009	25	24	96.0	7	28.0	0	0.0	0	0.0	25	100.0	0.0
KN	2007	53	49	92.5	11	20.8	2	3.8	1	1.9	29	54.7	0.0
	2008	59	52	88.1	18	30.5	2	3.4	2	3.4	35	59.3	3.4
	2009	50	46	92.0	14	28.0	1	2.0	2	4.0	29	58.0	0.0
1	2007	64	58	90.6	12	18.8	4	6.3	7	10.9	12	18.8	3.1
	2008	53	48	90.6	17	32.1	4	7.5	3	5.7	7	13.2	0.0
	2009	49	41	83.7	18	36.7	3	6.1	1	2.0	6	12.2	10.2
2	2007	60	55	91.7	13	21.7	8	13.3	5	8.3	8	13.3	0.0
	2008	67	60	89.6	16	23.9	1	1.5	5	7.5	7	10.4	4.5
	2009	50	43	86.0	17	34.0	2	4.0	3	6.0	6	12.0	4.0
3	2007	71	63	88.7	13	18.3	6	8.5	14	19.7	9	12.7	2.8
	2008	57	54	94.7	8	14.0	2	3.5	8	14.0	9	15.8	1.8
	2009	51	46	90.2	11	21.6	4	7.8	5	9.8	4	7.8	2.0
4	2007	62	55	88.7	9	14.5	8	12.9	10	16.1	4	6.5	0.0
	2008	53	49	92.5	6	11.3	5	9.4	12	22.6	8	15.1	0.0
	2009	63	57	90.5	13	20.6	4	6.3	12	19.0	4	6.3	1.6
5	2007	57	48	84.2	8	14.0	8	14.0	12	21.1	8	14.0	5.3
	2008	52	49	94.2	5	9.6	6	11.5	5	9.6	5	9.6	1.9
	2009	53	48	90.6	11	20.8	5	9.4	6	11.3	5	9.4	9.4
6	2007	59	47	79.7	2	3.4	12	20.3	12	20.3	3	5.1	0.0
	2008	62	50	80.6	6	9.7	7	11.3	15	24.2	6	9.7	1.6
	2009	44	40	90.9	6	13.6	4	9.1	8	18.2	1	2.3	0.0
EC-6	2007	468	414	88.5	78	16.7	60	12.8	61	13.0	104	22.2	3.8
	2008	441	397	90.0	84	19.0	40	9.1	50	11.3	108	24.5	3.4
	2009	401	356	88.8	97	24.2	39	9.7	37	9.2	91	22.7	4.7

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	16.0	4,117.2	14.9	92.6	3,933.6	95.5	41	100.0	100.0	25	7,436	100.0	100.0
	2008	11.9	4,133.2	11.4	95.1	3,942.7	95.4	33	100.0	100.0	20	7,427	100.0	100.0
	2009	12.7	4,167.8	11.8	93.0	3,975.6	95.4	33	100.0	100.0	17	7,332	100.0	100.0
KN	2007	56.5	13,945.0	52.5	92.9	13,385.6	96.0	17	30.1	24.3	40	12,035	70.8	86.3
	2008	56.8	13,568.1	54.3	95.7	13,004.4	95.8	17	30.0	23.5	47	11,618	82.8	85.6
	2009	50.2	13,515.0	47.5	94.7	12,939.1	95.7	23	45.8	22.5	38	11,501	75.7	85.1
1	2007	63.7	14,353.8	61.4	96.3	13,851.4	96.5	18	28.2	23.2	51	12,437	80.0	86.6
	2008	50.2	14,626.9	47.6	94.8	14,102.7	96.4	17	33.9	21.2	39	12,704	77.8	86.9
	2009	50.9	14,250.8	48.6	95.4	13,719.9	96.3	25	49.1	20.7	37	12,300	72.7	86.3
2	2007	59.7	13,403.8	57.6	96.6	12,978.9	96.8	19	31.8	21.7	49	11,729	82.1	87.5
	2008	63.2	13,708.6	60.7	96.0	13,269.8	96.8	20	31.6	19.7	51	12,043	80.7	87.9
	2009	48.7	13,950.1	47.0	96.5	13,499.0	96.8	16	32.8	18.6	42	12,231	86.2	87.7
3	2007	67.7	12,998.4	65.5	96.8	12,633.3	97.2	25	36.9	21.1	56	11,445	82.7	88.0
	2008	53.4	12,806.9	50.9	95.4	12,425.5	97.0	17	31.8	19.1	43	11,408	80.5	89.1
	2009	52.4	13,095.5	49.9	95.2	12,710.6	97.1	18	34.3	18.3	43	11,634	82.0	88.8
4	2007	60.8	12,104.9	59.9	98.5	11,768.3	97.2	11	18.1	19.7	53	10,683	87.2	88.3
	2008	52.2	12,329.8	50.8	97.3	11,960.3	97.0	12	23.0	19.7	42	10,924	80.5	88.6
	2009	60.8	12,156.4	58.6	96.5	11,789.9	97.0	14	23.0	18.1	52	10,731	85.6	88.3
5	2007	59.0	11,757.0	57.1	96.8	11,426.8	97.2	20	33.9	20.9	46	10,362	78.0	88.1
	2008	52.3	11,874.2	49.8	95.2	11,539.6	97.2	14	26.8	18.8	41	10,608	78.4	89.3
	2009	51.2	11,903.5	49.4	96.4	11,552.9	97.1	16	31.3	17.5	41	10,563	80.1	88.7
6	2007	58.5	11,264.8	56.9	97.3	10,864.3	96.4	11	18.8	21.9	51	9,788	87.2	86.9
	2008	63.5	10,450.4	61.4	96.7	10,060.0	96.3	16	25.2	22.0	52	9,055	81.9	86.6
	2009	45.7	10,588.3	44.5	97.4	10,165.3	96.0	13	28.5	19.9	42	9,131	92.0	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	454.4	94,387.4	438.0	96.4	91,251.6	96.7	167	36.8	31.9	382	86,204	84.1	91.3
	2008	415.4	93,889.2	398.3	95.9	90,666.0	96.6	152	36.6	30.8	345	86,025	83.1	91.6
	2009	385.1	94,064.8	368.6	95.7	90,751.7	96.5	170	44.1	29.6	317	85,648	82.3	91.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	18	62.1
Hispanic	5	17.2
White	6	20.7
Other	0	0.0

Gender	Number	Percent
Female	22	75.9
Male	7	24.1

TOTAL	29
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AVERAGE NUMBER OF ABSENCES

2007	6.9
2008	7.5
2009	6.6

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	*	82.2	66.7	75.4	*	61.5	71.4		77.1	79.3	78.1	84.6	64
	2008		85.3	75.0	80.4	*	62.5	74.1		80.0	84.2	81.5	86.2	54
	2009		76.7	85.7	81.8		*	68.0		68.4	88.9	78.4	87.3	37
4	2007		65.9	42.9	59.6	*	44.4	30.4		50.0	72.0	60.0	69.7	55
	2008		75.0	75.0	79.5	*	*	55.0		63.0	90.5	75.5	72.1	49
	2009		68.4	63.2	62.7	*	40.0	47.6		70.0	63.0	66.7	75.8	57
5	2007		76.2	41.7	66.7	*	22.2	41.7		60.7	76.9	68.5	78.3	54
	2008		68.6	66.7	65.2	*	*	48.3		64.3	72.7	68.0	82.9	50
	2009	*	63.6	66.7	71.4		42.9	46.2		55.2	82.4	65.2	82.9	46
6	2007		76.5	70.6	76.2	*	*	65.7		65.4	84.0	74.5	87.2	51
	2008		95.6	92.9	95.5	*	*	92.9		96.7	93.3	95.0	87.8	60
	2009		88.9	91.7	88.6		*	80.0		90.0	89.5	89.7	86.4	39
3-6	2007	*	75.3	57.4	69.6	71.4	45.5	55.6		63.9	78.1	70.5	79.9	224
	2008		81.8	77.2	80.0	61.5	57.9	68.3		76.7	85.9	80.8	82.0	213
	2009	*	73.4	74.0	74.5	*	52.2	59.8		69.4	79.0	73.7	82.7	179

	NUMBER TESTED IN GRADES 3-6											
2007	1	162	61	191	7	33	117	0	119	105	224	41,727
2008	0	154	57	185	13	19	104	0	120	92	213	41,175
2009	1	128	50	161	1	23	92	0	98	81	179	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	*	8	6	14	*	5	10		8	6	14	1,675	64
	2008		5	5	10	*	3	7		7	3	10	1,443	54
	2009		7	1	6		*	8		6	2	8	960	37
4	2007		14	8	19	*	5	16		15	7	22	3,189	55
	2008		10	2	9	*	*	9		10	2	12	2,996	49
	2009		12	7	19	*	6	11		9	10	19	2,449	57
5	2007		10	7	15	*	7	14		11	6	17	2,258	54
	2008		11	5	16	*	*	15		10	6	16	1,827	50
	2009	*	12	4	12		4	14		13	3	16	1,793	46
6	2007		8	5	10	*	*	12		9	4	13	1,269	51
	2008		2	1	2	*	*	2		1	2	3	1,140	60
	2009		3	1	4		*	4		2	2	4	1,295	39
3-6	2007	*	40	26	58	2	18	52		43	23	66	8,391	224
	2008		28	13	37	5	8	33		28	13	41	7,406	213
	2009	*	34	13	41	*	11	37		30	17	47	6,497	179

NUMBER TESTED IN GRADES 3-6													
2007	1	162	61	191	7	33	117	0	119	105	224	41,727	
2008	0	154	57	185	13	19	104	0	120	92	213	41,175	
2009	1	128	50	161	1	23	92	0	98	81	179	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	77.3	83.3	73.4	71.1
	2008	74.1	76.5	78.4	71.8
	2009	71.9	72.6	73.0	77.7
4	2007	71.2	71.1	66.5	63.1
	2008	79.3	70.4	77.8	72.9
	2009	76.5	75.4	69.2	72.5
5	2007	71.2	76.4	69.7	67.9
	2008	71.7	71.5	73.8	69.4
	2009	67.1	76.1	72.8	69.1
6	2007	77.2	82.8	69.1	64.6
	2008	87.2	88.5	82.9	82.9
	2009	88.0	81.7	78.8	84.4
3-6	2007	74.3	78.5	69.8	66.9
	2008	78.4	77.3	78.5	74.6
	2009	75.6	76.4	73.0	75.3

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	*	22.2	0.0	17.5	*	0.0	8.6		11.4	20.7	15.6	21.3	64
	2008		23.5	10.0	15.7	*	0.0	11.1		14.3	26.3	18.5	21.5	54
	2009		16.7	57.1	27.3		*	16.0		21.1	27.8	24.3	34.1	37
4	2007		19.5	7.1	17.0	*	0.0	0.0		13.3	20.0	16.4	16.6	55
	2008		20.0	25.0	22.7	*	*	5.0		18.5	23.8	20.4	14.4	49
	2009		7.9	15.8	7.8	*	10.0	9.5		10.0	11.1	10.5	18.4	57
5	2007		16.7	0.0	11.1	*	0.0	0.0		10.7	15.4	13.0	13.1	54
	2008		11.4	6.7	8.7	*	*	0.0		10.7	9.1	10.0	16.5	50
	2009	*	21.2	16.7	21.4		0.0	7.7		10.3	35.3	19.6	18.5	46
6	2007		29.4	17.6	31.0	*	*	8.6		19.2	32.0	25.5	37.4	51
	2008		40.0	42.9	34.1	*	*	17.9		33.3	50.0	41.7	33.8	60
	2009		48.1	58.3	51.4		*	25.0		50.0	52.6	51.3	30.2	39
3-6	2007	*	21.6	6.6	18.8	14.3	0.0	5.1		13.4	21.9	17.4	21.9	224
	2008		24.7	19.3	20.0	7.7	0.0	8.7		19.2	29.3	23.5	21.1	213
	2009	*	21.9	32.0	24.8	*	17.4	14.1		20.4	29.6	24.6	24.6	179

	NUMBER TESTED IN GRADES 3-6											
2007	1	162	61	191	7	33	117	0	119	105	224	41,727
2008	0	154	57	185	13	19	104	0	120	92	213	41,175
2009	1	128	50	161	1	23	92	0	98	81	179	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	*	56.3	68.8	58.9	*	69.2	45.5		62.2	53.6	58.5	70.3	65
	2008		73.5	75.0	72.5	*	62.5	63.0		68.6	85.0	74.5	76.6	55
	2009		50.0	64.3	57.1	*	60.0	47.1		47.8	60.9	54.3	77.3	46
4	2007	*	57.5	50.0	55.3	*	44.4	25.0		54.8	54.2	54.5	75.7	55
	2008		69.2	55.6	70.5	*	*	47.6		51.9	85.7	67.3	77.9	49
	2009		57.9	70.0	59.6	*	54.5	40.9		66.7	57.1	62.1	79.4	58
5	2007		67.4	60.0	62.2	*	42.9	37.5		66.7	65.4	66.0	82.9	53
	2008	*	79.4	75.0	76.1	16.7	*	66.7		82.8	68.2	76.5	84.0	51
	2009	*	72.7	75.0	81.0		57.1	61.5		65.5	88.2	73.9	87.0	46
6	2007		58.3	58.8	56.8	*	*	41.7		51.9	65.4	58.5	70.0	53
	2008		81.4	92.9	83.3	*	*	70.4		75.0	90.0	82.8	73.8	58
	2009		63.0	83.3	71.4		*	50.0		75.0	63.2	69.2	73.3	39
3-6	2007	*	59.9	59.6	58.3	20.0	54.8	38.5		59.0	59.6	59.3	74.7	226
	2008	*	76.0	76.3	75.4	23.1	63.2	62.9		69.7	82.8	75.6	78.2	213
	2009	*	60.8	72.4	66.7	*	58.1	50.0		63.7	65.5	64.6	79.3	189

NUMBER TESTED IN GRADES 3-6													
2007	2	167	57	192	10	31	117	0	122	104	226	42,324	
2008	1	150	59	183	13	19	105	0	119	93	213	42,082	
2009	1	130	58	171	2	31	102	0	102	87	189	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	*	21	5	23	*	4	18		14	13	27	3,303	65
	2008		9	5	14	*	3	10		11	3	14	2,542	55
	2009		16	5	18	*	4	18		12	9	21	2,781	46
4	2007	*	17	7	21	*	5	18		14	11	25	2,604	55
	2008		12	4	13	*	*	11		13	3	16	2,436	49
	2009		16	6	21	*	5	13		10	12	22	2,196	58
5	2007		14	4	17	*	4	15		9	9	18	1,785	53
	2008	*	7	4	11	5	*	10		5	7	12	1,730	51
	2009	*	9	3	8		3	10		10	2	12	1,386	46
6	2007		15	7	19	*	*	21		13	9	22	3,012	53
	2008		8	1	7	*	*	8		7	3	10	2,460	58
	2009		10	2	10		*	10		5	7	12	2,552	39
3-6	2007	*	67	23	80	8	14	72		50	42	92	10,704	226
	2008	*	36	14	45	10	7	39		36	16	52	9,168	213
	2009	*	51	16	57	*	13	51		37	30	67	8,915	189

	NUMBER TESTED IN GRADES 3-6											
2007	2	167	57	192	10	31	117	0	122	104	226	42,324
2008	1	150	59	183	13	19	105	0	119	93	213	42,082
2009	1	130	58	171	2	31	102	0	102	87	189	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	70.3	69.5	65.1	68.2	70.4	56.7
	2008	78.5	78.5	82.4	70.6	83.6	61.8
	2009	66.5	71.0	73.2	62.7	74.5	57.3
4	2007	72.2	70.1	69.1	65.5	65.5	63.4
	2008	79.6	80.8	75.9	71.8	72.4	70.4
	2009	76.3	72.4	69.5	75.9	75.4	62.7
5	2007	76.2	69.3	76.0	63.9	73.1	66.7
	2008	79.3	69.2	80.4	69.5	82.8	69.6
	2009	75.3	69.9	81.7	68.0	63.0	71.5
6	2007	68.9	63.1	73.6	65.3	71.4	66.7
	2008	83.4	81.4	79.1	70.3	79.6	77.8
	2009	76.9	74.9	75.5	68.7	76.1	73.8
3-6	2007	71.8	68.1	70.6	65.8	70.1	63.0
	2008	80.3	77.6	79.5	70.5	79.8	70.0
	2009	73.8	72.0	74.6	69.3	72.3	65.8

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	*	10.4	18.8	12.5	*	15.4	9.1		10.8	14.3	12.3	19.2	65
	2008		20.6	30.0	23.5	*	12.5	11.1		28.6	15.0	23.6	26.3	55
	2009		15.6	14.3	14.3	*	10.0	8.8		4.3	26.1	15.2	29.0	46
4	2007	*	17.5	7.1	14.9	*	0.0	0.0		16.1	12.5	14.5	22.6	55
	2008		25.6	22.2	27.3	*	*	9.5		22.2	28.6	24.5	23.8	49
	2009		18.4	30.0	21.2	*	9.1	4.5		23.3	21.4	22.4	31.6	58
5	2007		18.6	0.0	13.3	*	0.0	0.0		11.1	19.2	15.1	29.3	53
	2008	*	26.5	31.3	30.4	0.0	*	13.3		31.0	22.7	27.5	31.9	51
	2009	*	18.2	41.7	28.6		0.0	11.5		17.2	41.2	26.1	38.4	46
6	2007		25.0	11.8	25.0	*	*	5.6		18.5	23.1	20.8	26.5	53
	2008		41.9	50.0	38.1	*	*	14.8		39.3	46.7	43.1	31.0	58
	2009		25.9	33.3	31.4		*	5.0		15.0	42.1	28.2	29.0	39
3-6	2007	*	17.4	10.5	16.1	0.0	6.5	4.3		13.9	17.3	15.5	24.3	226
	2008	*	29.3	33.9	29.5	0.0	21.1	12.4		30.3	30.1	30.0	28.1	213
	2009	*	19.2	29.3	23.4	*	9.7	7.8		15.7	31.0	22.8	32.0	189


	NUMBER TESTED IN GRADES 3-6											
2007	2	167	57	192	10	31	117	0	122	104	226	42,324
2008	1	150	59	183	13	19	105	0	119	93	213	42,082
2009	1	130	58	171	2	31	102	0	102	87	189	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		78.0	46.2	68.1	*	50.0	43.5		63.3	79.2	70.4	86.5	54
	2008		84.2	62.5	83.3	*	*	68.4		72.0	90.5	80.4	87.4	46
	2009		76.3	73.7	74.5	*	60.0	75.0		67.7	84.6	75.4	87.4	57

	NUMBER TESTED IN GRADE 4											
2007	0	41	13	47	2	8	23	0	30	24	54	10,408
2008	0	38	8	42	1	3	19	0	25	21	46	10,658
2009	0	38	19	51	1	10	20	0	31	26	57	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		9	7	15	*	4	13		11	5	16	1,408	54
	2008		6	3	7	*	*	6		7	2	9	1,348	46
	2009		9	5	13	*	4	5		10	4	14	1,264	57

NUMBER TESTED IN GRADE 4													
2007	0	41	13	47	2	8	23	0	30	24	54	10,408	
2008	0	38	8	42	1	3	19	0	25	21	46	10,658	
2009	0	38	19	51	1	10	20	0	31	26	57	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	2.1	76.4	69.9	83.1	77.3
	2008	2.2	82.1	89.7	83.7	84.8
	2009	2.1	80.3	71.9	79.4	86.8

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		14.6	0.0	10.6	*	0.0	0.0		10.0	12.5	11.1	18.2	54
	2008		31.6	25.0	33.3	*	*	10.5		40.0	19.0	30.4	21.4	46
	2009		18.4	26.3	15.7	*	10.0	5.0		16.1	26.9	21.1	21.0	57

	NUMBER TESTED IN GRADE 4											
2007	0	41	13	47	2	8	23	0	30	24	54	10,408
2008	0	38	8	42	1	3	19	0	25	21	46	10,658
2009	0	38	19	51	1	10	20	0	31	26	57	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		48.8	18.2	40.9	*	12.5	13.0		37.0	48.1	42.6	62.3	54
	2008	*	68.8	42.9	55.8	*	*	39.3		57.7	61.9	59.6	71.9	47
	2009	*	66.7	45.5	65.9		14.3	42.3		55.2	75.0	62.2	75.9	45

	NUMBER TESTED IN GRADE 5											
2007	0	43	11	44	2	8	23	0	27	27	54	10,296
2008	1	32	14	43	5	4	28	0	26	21	47	10,686
2009	1	33	11	41	0	7	26	0	29	16	45	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		22	9	26	*	7	20		17	14	31	3,881	54
	2008	*	10	8	19	*	*	17		11	8	19	3,005	47
	2009	*	11	6	14		6	15		13	4	17	2,542	45

	NUMBER TESTED IN GRADE 5											
2007	0	43	11	44	2	8	23	0	27	27	54	10,296
2008	1	32	14	43	5	4	28	0	26	21	47	10,686
2009	1	33	11	41	0	7	26	0	29	16	45	10,550


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	71.8	73.9	71.6	56.6
	2008	78.4	79.0	79.9	61.9
	2009	79.1	77.0	83.0	64.2

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)
5	2007		16.3	0.0	13.6	*	0.0	0.0		14.8	11.1	13.0	18.0	54
	2008	*	18.8	7.1	11.6	*	*	0.0		19.2	9.5	14.9	24.8	47
	2009	*	21.2	18.2	24.4		0.0	3.8		20.7	25.0	22.2	29.1	45

	NUMBER TESTED IN GRADE 5											
2007	0	43	11	44	2	8	23	0	27	27	54	10,296
2008	1	32	14	43	5	4	28	0	26	21	47	10,686
2009	1	33	11	41	0	7	26	0	29	16	45	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			66.7	66.7		71.4	66.7		*	*	66.7	89.4	9
4	2007												65.9	0
	2008												67.0	0
	2009			*	*		*	*			*	*	72.7	1
ALL	2007												—	0
	2008												—	0
	2009			60.0	60.0		62.5	60.0		*	50.0	60.0	—	10

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	10	10	0	8	10	0	4	6	10	—	—

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			3	3		2	3		*	*	3	514	9
4	2007												122	0
	2008												215	0
	2009			*	*		*	*			*	*	268	1
ALL	2007												—	0
	2008												—	0
	2009			4	4		3	4		*	3	4	—	10

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	10	10	0	8	10	0	4	6	10	—	

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	71.9	73.0	70.4	62.5
4	2007				
	2008				
	2009	*	*	*	*
ALL	2007				
	2008				
	2009	70.0	69.5	66.2	59.3

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												14.8	0
	2008												17.2	0
	2009			22.2	22.2		28.6	22.2		*	*	22.2	30.6	9
4	2007												14.2	0
	2008												13.5	0
	2009			*	*		*	*			*	*	21.1	1
ALL	2007												—	0
	2008												—	0
	2009			20.0	20.0		25.0	20.0		*	0.0	20.0	—	10

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	10	10	0	8	10	0	4	6	10	—	—

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	4
4														
	2008		*	*	*	*		*		*		*	70.7	3
	2009		*	*	*	*	*	*		*	*	*	71.8	3
5														
	2008	*	*	*	*	*		*		*	*	*	73.3	3
	2009		*	*	*	*	*	*		*		*	80.3	5
6														
	2008		*	*	*	*	*	*		*		*	68.6	3
	2009		*	*	*	*	*	*		*	*	*	70.9	5
3-6														
	2008	*	66.7	*	77.8	81.8	*	83.3		77.8	*	81.8	72.3	11
	2009		100.0	87.5	93.8	94.1	*	92.9		90.9	100.0	94.1	77.1	17

NUMBER TESTED IN GRADES 3-6													
2008	1	6	4	9	11	1	6	0	9	2	11	2,463	
2009	0	9	8	16	17	5	14	0	11	6	17	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	4
4														
	2008		*	*	*	*		*		*		*	181	3
	2009		*	*	*	*	*	*		*	*	*	192	3
5														
	2008	*	*	*	*	*		*		*	*	*	179	3
	2009		*	*	*	*	*	*		*		*	137	5
6														
	2008		*	*	*	*	*	*		*		*	206	3
	2009		*	*	*	*	*	*		*	*	*	182	5
3-6														
	2008	*	2	*	2	2	*	1		2	*	2	682	11
	2009		0	1	1	1	*	1		1	0	1	571	17

NUMBER TESTED IN GRADES 3-6													
2008	1	6	4	9	11	1	6	0	9	2	11	2,463	
2009	0	9	8	16	17	5	14	0	11	6	17	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	*	*	*	*
5					
	2008	*	*	*	*
	2009	*	*	*	*
6					
	2008	*	*	*	*
	2009	*	*	*	*
3-6					
	2008	62.2	62.1	53.6	57.3
	2009	60.4	69.6	67.1	62.3

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		*		*	*				*	*	*	10.8	2
	2009		*	*	*	*	*	*		*	*	*	16.2	4
4														
	2008		*	*	*	*		*		*		*	9.7	3
	2009		*	*	*	*	*	*		*	*	*	8.9	3
5														
	2008	*	*	*	*	*		*		*	*	*	14.9	3
	2009		*	*	*	*	*	*		*		*	14.1	5
6														
	2008		*	*	*	*	*	*		*		*	7.3	3
	2009		*	*	*	*	*	*		*	*	*	7.5	5
3-6														
	2008	*	0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	10.7	11
	2009		0.0	0.0	0.0	0.0	*	0.0		0.0	0.0	0.0	11.4	17

NUMBER TESTED IN GRADES 3-6													
2008	1	6	4	9	11	1	6	0	9	2	11	2,463	
2009	0	9	8	16	17	5	14	0	11	6	17	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	2
	2009		*	*	*	*	*	*		*	*	*	81.2	3
4														
	2008		*	*	*	*		*		*		*	69.1	4
	2009		*	*	*	*	*	*		*	*	*	75.8	3
5														
	2008		*		*	*		*		*		*	64.0	1
	2009		*	*	*	*	*	*		*		*	80.2	5
6														
	2008		*	*	*	*	*	*		*		*	57.0	5
	2009		*	*	*	*	*	*		*	*	*	64.0	5
3-6														
	2008		55.6	*	45.5	50.0	*	33.3		45.5	*	50.0	66.2	12
	2009		50.0	50.0	46.7	50.0	*	46.2		54.5	*	50.0	75.2	16

NUMBER TESTED IN GRADES 3-6													
2008	0	9	3	11	12	1	6	0	11	1	12	2,335	
2009	0	8	8	15	16	5	13	0	11	5	16	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	2
	2009		*	*	*	*	*	*		*	*	*	85	3
4														
	2008		*	*	*	*		*		*		*	173	4
	2009		*	*	*	*	*	*		*	*	*	157	3
5														
	2008		*		*	*		*		*		*	227	1
	2009		*	*	*	*	*	*		*		*	127	5
6														
	2008		*	*	*	*	*	*		*		*	260	5
	2009		*	*	*	*	*	*		*	*	*	205	5
3-6														
	2008		4	*	6	6	*	4		6	*	6	789	12
	2009		4	4	8	8	*	7		5	*	8	574	16

NUMBER TESTED IN GRADES 3-6													
2008	0	9	3	11	12	1	6	0	11	1	12	2,335	
2009	0	8	8	15	16	5	13	0	11	5	16	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	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
6							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-6							
	2008	54.9	52.3	54.2	45.7	46.1	44.0
	2009	47.0	38.7	46.3	49.2	46.7	42.9

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		*		*	*				*	*	*	16.1	2
	2009		*	*	*	*	*	*		*	*	*	22.3	3
4														
	2008		*	*	*	*		*		*		*	14.3	4
	2009		*	*	*	*	*	*		*	*	*	14.0	3
5														
	2008		*		*	*		*		*		*	14.0	1
	2009		*	*	*	*	*	*		*		*	17.2	5
6														
	2008		*	*	*	*	*	*		*		*	6.4	5
	2009		*	*	*	*	*	*		*	*	*	8.4	5
3-6														
	2008		0.0	*	9.1	8.3	*	0.0		9.1	*	8.3	12.6	12
	2009		0.0	0.0	0.0	0.0	*	0.0		0.0	*	0.0	15.1	16

NUMBER TESTED IN GRADES 3-6													
2008	0	9	3	11	12	1	6	0	11	1	12	2,335	
2009	0	8	8	15	16	5	13	0	11	5	16	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	33.3	51.4	48.8	46.9	43
	2008	*	70.0	70.7	57.6	41
	2009	38.5	60.9	52.8	41.9	36
1	2007	30.0	41.2	37.0	51.4	54
	2008	*	59.4	54.3	50.2	35
	2009	14.3	72.7	34.4	54.2	32
2	2007	24.2	69.6	42.9	44.5	56
	2008	23.8	64.3	33.9	50.2	56
	2009	31.6	50.0	39.4	47.9	33
1-2	2007	26.4	52.6	40.0	47.6	110
	2008	22.2	60.9	41.8	50.2	91
	2009	22.5	60.0	36.9	51.0	65

Number Tested	2007	59	94	153	24,696	
	2008	46	86	132	21,817	
	2009	53	48	101	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	50.0	62.2	60.5	44.3	43
	2008	6.3	60.5	45.8	44.9	59
	2009	70.4	60.9	66.0	52.8	50
1	2007	25.0	37.1	32.2	48.8	59
	2008	25.0	40.0	35.3	55.5	51
	2009	27.8	45.5	31.9	50.4	47
2	2007	29.4	56.5	40.4	55.6	57
	2008	47.1	81.3	55.2	57.5	67
	2009	30.3	66.7	41.7	53.2	48
K-2	2007	29.7	51.6	42.8	49.1	159
	2008	34.9	56.4	46.3	52.7	177
	2009	40.6	59.2	46.9	52.3	145

Number Tested	2007	64	95	159	34,441	
	2008	83	94	177	41,070	
	2009	96	49	145	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		50.0	46.2	48.7	*	28.6	33.3		38.1	59.1	48.8	46.9	43
	2008		68.8	77.8	64.7	*	*	*		64.0	81.3	70.7	57.6	41
	2009		48.5	*	53.1	*		38.5		57.9	47.1	52.8	41.9	36
1	2007		38.5	35.7	33.3	*	33.3	30.0		31.0	44.0	37.0	51.4	54
	2008		55.6	50.0	51.6	*	*	*		44.4	64.7	54.3	50.2	35
	2009		37.5	25.0	24.0	*	*	14.3		33.3	36.4	34.4	54.2	32
2	2007		45.5	33.3	39.2	0.0	41.7	24.2		50.0	33.3	42.9	44.5	56
	2008		40.5	14.3	32.7	*	0.0	23.8		19.2	46.7	33.9	50.2	56
	2009		34.6	57.1	41.4		*	31.6		26.7	50.0	39.4	47.9	33
1-2	2007		42.2	34.6	36.4	0.0	38.9	26.4		41.0	38.8	40.0	47.6	110
	2008		46.4	27.3	40.0	*	0.0	22.2		29.5	53.2	41.8	50.2	91
	2009		36.0	40.0	33.3	*	*	22.5		30.6	44.8	36.9	51.0	65

Number Tested	2007	0	113	39	138	13	25	59	0	82	71	153	24,696
	2008	0	101	31	114	8	11	46	0	69	63	132	21,817
	2009	0	83	18	86	2	4	53	0	55	46	101	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		7	0	7	*	0	0		2	5	7	1,245	43
	2008		14	7	15	*	*	*		12	9	21	1,687	41
	2009		5	*	6	*		1		2	4	6	771	36
1	2007		5	1	3	*	0	1		1	5	6	1,458	54
	2008		3	1	3	*	*	*		1	3	4	1,555	35
	2009		5	2	4	*	*	2		3	4	7	1,659	32
2	2007		2	1	3	0	1	2		1	2	3	896	56
	2008		6	1	5	*	0	1		2	5	7	1,065	56
	2009		1	1	2		*	1		1	1	2	1,027	33
1-2	2007		7	2	6	0	1	3		2	7	9	2,355	110
	2008		9	2	8	*	0	1		3	8	11	2,620	91
	2009		6	3	6	*	*	3		4	5	9	2,688	65
Number Tested	2007	0	113	39	138	13	25	59	0	82	71	153	24,696	
	2008	0	101	31	114	8	11	46	0	69	63	132	21,817	
	2009	0	83	18	86	2	4	53	0	55	46	101	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		66.7	46.2	59.0	*	42.9	50.0		52.4	68.2	60.5	44.3	43
	2008		68.8	18.5	40.4	*	5.6	6.3		42.4	50.0	45.8	44.9	59
	2009		48.5	100.0	67.4	*	100.0	70.4		71.4	59.1	66.0	52.8	50
1	2007		30.0	38.9	32.1	*	36.4	25.0		26.7	37.9	32.2	48.8	59
	2008		35.7	34.8	32.6	*	23.5	25.0		35.7	34.8	35.3	55.5	51
	2009		33.3	30.4	32.5	*	23.5	27.8		32.1	31.6	31.9	50.4	47
2	2007		40.0	41.7	38.5	0.0	41.7	29.4		50.0	26.1	40.4	55.6	57
	2008		51.2	62.5	58.3	*	58.8	47.1		48.5	61.8	55.2	57.5	67
	2009		46.2	36.4	40.5		23.5	30.3		45.0	39.3	41.7	53.2	48
K-2	2007		43.5	41.9	41.7	7.1	40.0	29.7		42.4	43.2	42.8	49.1	159
	2008		52.4	37.8	44.9	0.0	28.8	34.9		42.6	50.6	46.3	52.7	177
	2009		43.4	51.6	47.7	*	45.8	40.6		50.0	43.5	46.9	52.3	145

Number Tested	2007	0	115	43	144	14	30	64	0	85	74	159	34,441
	2008	0	103	74	158	10	52	83	0	94	83	177	41,070
	2009	0	83	62	128	2	48	96	0	76	69	145	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		15	2	15	*	0	0		6	11	17	2,583	43
	2008		15	4	14	*	1	1		11	8	19	2,788	59
	2009		7	9	15	*	7	9		10	6	16	2,455	50
1	2007		3	1	3	*	1	1		2	2	4	1,769	59
	2008		3	2	5	*	0	0		3	2	5	2,800	51
	2009		3	0	2	*	0	1		2	1	3	1,577	47
2	2007		2	2	3	0	2	2		2	2	4	2,098	57
	2008		8	4	10	*	1	4		4	8	12	2,912	67
	2009		1	3	3		1	1		4	0	4	1,686	48
K-2	2007		20	5	21	0	3	3		10	15	25	6,450	159
	2008		26	10	29	0	2	5		18	18	36	8,500	177
	2009		11	12	20	*	8	11		16	7	23	5,718	145

Number Tested	2007	0	115	43	144	14	30	64	0	85	74	159	34,441
	2008	0	103	74	158	10	52	83	0	94	83	177	41,070
	2009	0	83	62	128	2	48	96	0	76	69	145	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			*	*		*	*			*	*	84.7	5
	2008			38.9	38.9		35.3	40.0		25.0	50.0	38.9	87.0	18
	2009			100.0	100.0		100.0	100.0		100.0	*	100.0	88.6	14
1	2007			*	*		*	*		*	*	*	84.5	5
	2008			60.0	57.1	*	60.0	61.5		44.4	83.3	60.0	88.0	15
	2009			86.7	86.7		86.7	86.7		100.0	75.0	86.7	88.6	15
2	2007			*	*		*	*			*	*	89.9	1
	2008			80.0	80.0		77.8	75.0		83.3	*	80.0	93.4	10
	2009			93.3	92.3		93.3	92.9		*	100.0	93.3	94.0	15
K-2	2007			36.4	36.4		36.4	40.0		*	44.4	36.4	85.6	11
	2008			55.8	54.8	*	53.7	55.6		47.8	65.0	55.8	89.3	43
	2009			93.2	92.9		93.2	93.0		95.2	91.3	93.2	90.4	44

Number Tested	2007	0	0	11	11	0	11	10	0	2	9	11	14,889
	2008	0	0	43	42	2	41	36	0	23	20	43	18,257
	2009	0	0	44	42	0	44	43	0	21	23	44	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			*	*		*	*			*	*	2,779	5
	2008			0	0		0	0		0	0	0	3,280	18
	2009			12	12		12	12		7	*	12	3,525	14
1	2007			*	*		*	*		*	*	*	1,782	5
	2008			2	2	*	2	2		0	2	2	2,412	15
	2009			1	1		1	1		0	1	1	2,523	15
2	2007			*	*		*	*			*	*	1,196	1
	2008			3	3		2	1		3	*	3	2,596	10
	2009			7	6		7	6		*	5	7	2,909	15
K-2	2007			0	0		0	0		*	0	0	5,757	11
	2008			5	5	*	4	3		3	2	5	8,288	43
	2009			20	19		20	19		9	11	20	8,957	44

Number Tested	2007	0	0	11	11	0	11	10	0	2	9	11	14,889
	2008	0	0	43	42	2	41	36	0	23	20	43	18,257
	2009	0	0	44	42	0	44	43	0	21	23	44	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	1	100.0	5	20.0	7	42.9
5	1	0.0	2	0.0	0	-	3	0.0
6	3	33.3	0	-	0	-	3	33.3
ALL	5	40.0	3	33.3	5	20.0	13	30.8

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (14)	Beginning	7	50.0	7	50.0	14	100.0	14	100.0	14	100.0
	Intermediate	7	50.0	7	50.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (18)	Beginning	1	5.6	4	22.2	13	72.2	17	94.4	17	94.4
	Intermediate	6	33.3	7	38.9	4	22.2	0	0.0	0	0.0
	Advanced	7	38.9	6	33.3	1	5.6	1	5.6	1	5.6
	Advanced High	4	22.2	1	5.6	0	0.0	0	0.0	0	0.0
2 (17)	Beginning	1	5.9	1	5.9	9	52.9	7	43.8	7	43.8
	Intermediate	2	11.8	9	52.9	8	47.1	7	43.8	7	43.8
	Advanced	0	0.0	6	35.3	0	0.0	1	6.3	1	6.3
	Advanced High	14	82.4	1	5.9	0	0.0	1	6.3	1	6.3
3 (12)	Beginning	0	0.0	3	25.0	4	33.3	3	25.0	3	25.0
	Intermediate	1	8.3	2	16.7	1	8.3	5	41.7	5	41.7
	Advanced	8	66.7	7	58.3	7	58.3	1	8.3	1	8.3
	Advanced High	3	25.0	0	0.0	0	0.0	3	25.0	3	25.0
4 (13)	Beginning	0	0.0	1	7.7	1	8.3	0	0.0	0	0.0
	Intermediate	3	23.1	5	38.5	6	50.0	3	25.0	3	25.0
	Advanced	6	46.2	3	23.1	2	16.7	7	58.3	7	58.3
	Advanced High	4	30.8	4	30.8	3	25.0	2	16.7	2	16.7

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>17</div> <div>1 (5.9%)</div>	Beginning	16			
	Intermediate	0	0		
	Advanced	0	1	0	
	Advanced High	0	0	0	
<div>15</div> <div>7 (46.7%)</div>	Beginning	6			
	Intermediate	5	2		
	Advanced	0	1	0	
	Advanced High	0	1	0	
<div>10</div> <div>4 (40.0%)</div>	Beginning	3			
	Intermediate	2	3		
	Advanced	0	0	0	
	Advanced High	0	0	2	
<div>12</div> <div>7 (58.3%)</div>	Beginning	0			
	Intermediate	2	1		
	Advanced	0	3	4	
	Advanced High	0	0	2	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (11)	Beginning	2	18.2	2	18.2	2	18.2	1	9.1	1	9.1
	Intermediate	9	81.8	9	81.8	9	81.8	5	45.5	5	45.5
	Advanced	0	0.0	0	0.0	0	0.0	4	36.4	5	45.5
	Advanced High	0	0.0	0	0.0	0	0.0	1	9.1	0	0.0
6 (6)	Beginning	0	0.0	1	16.7	3	50.0	1	16.7	1	16.7
	Intermediate	4	66.7	2	33.3	1	16.7	1	16.7	1	16.7
	Advanced	0	0.0	0	0.0	1	16.7	3	50.0	3	50.0
	Advanced High	2	33.3	3	50.0	1	16.7	1	16.7	1	16.7
ALL (91)	Beginning	11	12.1	19	20.9	46	51.1	43	48.3	43	48.3
	Intermediate	32	35.2	41	45.1	29	32.2	21	23.6	21	23.6
	Advanced	21	23.1	22	24.2	11	12.2	17	19.1	18	20.2
	Advanced High	27	29.7	9	9.9	4	4.4	8	9.0	7	7.9

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>8</div> <div>3 (37.5%)</div>	Beginning	1			
	Intermediate	1	3		
	Advanced	0	2	1	
	Advanced High	0	0	0	
<div>6</div> <div>3 (50.0%)</div>	Beginning	1			
	Intermediate	1	0		
	Advanced	1	0	2	
	Advanced High	0	0	1	
<div>68</div> <div>25 (36.8%)</div>	Beginning	27			
	Intermediate	11	9		
	Advanced	1	7	7	
	Advanced High	0	1	5	

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