

# Campus Data Packet

for 2009 - 10 Plans



**C. F. CARR**

School Number 122

*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	44
KN	74
1	80
2	71
3	68
4	54
5	69
ALL	460

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	228	49.6	14	50.0
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	232	50.4	8	28.6
White	0	0.0	5	17.9
Other	**	**	1	3.6

\*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	441	95.9
Limited English proficient students	172	37.4
Special education students	27	5.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	42	19	45.2	0	0.0	0	0.0	23	54.8	0	0.0
	2008	42	20	47.6	0	0.0	0	0.0	22	52.4	0	0.0
	2009	44	20	45.5	0	0.0	0	0.0	24	54.5	0	0.0
KN	2007	69	39	56.5	0	0.0	0	0.0	29	42.0	1	1.4
	2008	78	42	53.8	0	0.0	0	0.0	36	46.2	0	0.0
	2009	74	39	52.7	0	0.0	0	0.0	35	47.3	0	0.0
1	2007	80	38	47.5	0	0.0	0	0.0	42	52.5	0	0.0
	2008	66	30	45.5	0	0.0	0	0.0	35	53.0	1	1.5
	2009	80	42	52.5	0	0.0	0	0.0	38	47.5	0	0.0
2	2007	63	30	47.6	0	0.0	0	0.0	32	50.8	1	1.6
	2008	68	36	52.9	0	0.0	0	0.0	32	47.1	0	0.0
	2009	71	33	46.5	0	0.0	0	0.0	38	53.5	0	0.0
3	2007	71	30	42.3	0	0.0	0	0.0	40	56.3	1	1.4
	2008	66	35	53.0	0	0.0	0	0.0	30	45.5	1	1.5
	2009	68	32	47.1	0	0.0	0	0.0	36	52.9	0	0.0
4	2007											
	2008	67	33	49.3	1	1.5	0	0.0	32	47.8	1	1.5
	2009	54	29	53.7	0	0.0	0	0.0	25	46.3	0	0.0
5	2007											
	2008	59	23	39.0	1	1.7	0	0.0	35	59.3	0	0.0
	2009	69	33	47.8	0	0.0	0	0.0	36	52.2	0	0.0
EC-5	2007	325	156	48.0	0	0.0	0	0.0	166	51.1	3	0.9
	2008	446	219	49.1	2	0.4	0	0.0	222	49.8	3	0.7
	2009	460	228	49.6	0	0.0	0	0.0	232	50.4	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	42	41	97.6	17	40.5	0	0.0	0	0.0	42	100.0	0.0
	2008	42	42	100.0	17	40.5	1	2.4	0	0.0	42	100.0	0.0
	2009	44	41	93.2	21	47.7	1	2.3	0	0.0	44	100.0	0.0
KN	2007	69	66	95.7	24	34.8	4	5.8	1	1.4	30	43.5	0.0
	2008	78	76	97.4	28	35.9	2	2.6	0	0.0	31	39.7	1.3
	2009	74	74	100.0	25	33.8	5	6.8	2	2.7	28	37.8	1.4
1	2007	80	77	96.3	27	33.8	4	5.0	2	2.5	9	11.3	5.0
	2008	66	66	100.0	28	42.4	4	6.1	2	3.0	1	1.5	4.5
	2009	80	77	96.3	29	36.3	2	2.5	2	2.5	5	6.3	2.5
2	2007	63	63	100.0	28	44.4	0	0.0	6	9.5	6	9.5	4.8
	2008	68	63	92.6	23	33.8	3	4.4	5	7.4	3	4.4	8.8
	2009	71	65	91.5	28	39.4	5	7.0	4	5.6	5	7.0	8.5
3	2007	71	66	93.0	27	38.0	0	0.0	11	15.5	3	4.2	1.4
	2008	66	62	93.9	23	34.8	3	4.5	4	6.1	8	12.1	7.6
	2009	68	67	98.5	27	39.7	5	7.4	5	7.4	2	2.9	5.9
4	2007												
	2008	67	64	95.5	20	29.9	5	7.5	11	16.4	5	7.5	0.0
	2009	54	50	92.6	19	35.2	5	9.3	5	9.3	2	3.7	0.0
5	2007												
	2008	59	57	96.6	32	54.2	3	5.1	12	20.3	4	6.8	1.7
	2009	69	67	97.1	23	33.3	4	5.8	10	14.5	4	5.8	2.9
EC-5	2007	325	313	96.3	123	37.8	8	2.5	20	6.2	90	27.7	2.5
	2008	446	430	96.4	171	38.3	21	4.7	34	7.6	94	21.1	3.6
	2009	460	441	95.9	172	37.4	27	5.9	28	6.1	90	19.6	3.3

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	20.7	4,117.2	20.0	96.6	3,933.6	95.5	46	100.0	100.0	40	7,436	100.0	100.0
	2008	20.8	4,133.2	19.8	95.1	3,942.7	95.4	45	100.0	100.0	40	7,427	100.0	100.0
	2009	21.2	4,167.8	20.2	95.3	3,975.6	95.4	46	100.0	100.0	38	7,332	100.0	100.0
KN	2007	64.5	13,945.0	61.6	95.5	13,385.6	96.0	23	35.7	24.3	56	12,035	86.9	86.3
	2008	76.4	13,568.1	73.0	95.5	13,004.4	95.8	15	19.6	23.5	69	11,618	90.3	85.6
	2009	72.0	13,515.0	68.7	95.4	12,939.1	95.7	20	27.8	22.5	63	11,501	87.5	85.1
1	2007	82.9	14,353.8	79.7	96.2	13,851.4	96.5	26	31.4	23.2	72	12,437	86.8	86.6
	2008	63.1	14,626.9	60.6	96.0	14,102.7	96.4	12	19.0	21.2	59	12,704	93.6	86.9
	2009	79.4	14,250.8	76.1	95.8	13,719.9	96.3	13	16.4	20.7	71	12,300	89.4	86.3
2	2007	64.6	13,403.8	62.2	96.3	12,978.9	96.8	15	23.2	21.7	55	11,729	85.2	87.5
	2008	70.1	13,708.6	67.8	96.7	13,269.8	96.8	6	8.6	19.7	64	12,043	91.3	87.9
	2009	69.0	13,950.1	66.6	96.6	13,499.0	96.8	10	14.5	18.6	64	12,231	92.8	87.7
3	2007	70.1	12,998.4	68.5	97.8	12,633.3	97.2	11	15.7	21.1	64	11,445	91.3	88.0
	2008	64.1	12,806.9	61.8	96.4	12,425.5	97.0	8	12.5	19.1	57	11,408	88.9	89.1
	2009	65.4	13,095.5	63.6	97.2	12,710.6	97.1	7	10.7	18.3	63	11,634	96.3	88.8
4	2007		12,104.9			11,768.3	97.2			19.7		10,683		88.3
	2008	66.0	12,329.8	64.3	97.5	11,960.3	97.0	9	13.6	19.7	62	10,924	93.9	88.6
	2009	54.5	12,156.4	52.9	97.1	11,789.9	97.0	6	11.0	18.1	50	10,731	91.8	88.3
5	2007		11,757.0			11,426.8	97.2			20.9		10,362		88.1
	2008	60.2	11,874.2	58.4	97.0	11,539.6	97.2	6	10.0	18.8	56	10,608	93.0	89.3
	2009	65.2	11,903.5	63.2	97.0	11,552.9	97.1	11	16.9	17.5	60	10,563	92.0	88.7
EC-5	2007	303.1	83,122.6	292.4	96.5	80,387.4	96.7	121	39.9	33.3	287	76,416	94.7	91.9
	2008	420.8	83,438.7	405.8	96.4	80,606.0	96.6	101	24.0	31.9	407	76,970	96.7	92.2
	2009	426.7	83,476.5	411.3	96.4	80,586.5	96.5	113	26.5	30.9	409	76,517	95.8	91.7



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	14	50.0
Hispanic	8	28.6
White	5	17.9
Other	1	3.6

Gender	Number	Percent
Female	25	89.3
Male	3	10.7

<b>TOTAL</b>	<b>28</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	7.7
<b>2008</b>	2.0
<b>2009</b>	7.2

## PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	90.0	95.5	93.9		100.0	89.5		92.6	92.3	92.5	84.6	53
	2008	*	82.4	75.0	80.0	*	*	75.0		83.3	78.9	81.4	86.2	43
	2009		76.7	90.9	80.0	*	*	78.1		80.0	81.3	80.5	87.3	41
4	2007												69.7	0
	2008	*	53.1	80.0	56.5	*	*	28.6		41.7	76.0	59.2	72.1	49
	2009		55.6	71.4	56.7	*	*	50.0		57.1	61.5	58.8	75.8	34
5	2007												78.3	0
	2008		73.9	71.9	71.7	*	70.0	65.9		66.7	79.3	73.2	82.9	56
	2009		72.4	69.4	71.4	*	58.3	57.9		64.5	76.5	70.8	82.9	65
3-5	2007	*	90.0	95.5	93.9		100.0	89.5		92.6	92.3	92.5	77.6	53
	2008	*	69.7	74.5	69.1	0.0	67.6	60.8		64.0	78.1	70.9	80.3	148
	2009		68.6	74.1	70.7	*	60.7	63.6		67.5	74.6	70.7	81.5	140

NUMBER TESTED IN GRADES 3-5													
2007	1	30	22	49	0	10	38	0	27	26	53	31,814	
2008	2	89	55	139	6	37	97	0	75	73	148	31,840	
2009	0	86	54	133	4	28	88	0	77	63	140	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	*	3	1	3		0	4		2	2	4	1,675	53
	2008	*	6	2	8	*	*	8		4	4	8	1,443	43
	2009		7	1	8	*	*	7		5	3	8	960	41
4	2007												3,189	0
	2008	*	15	3	20	*	*	15		14	6	20	2,996	49
	2009		12	2	13	*	*	9		9	5	14	2,449	34
5	2007												2,258	0
	2008		6	9	15	*	9	15		9	6	15	1,827	56
	2009		8	11	18	*	10	16		11	8	19	1,793	65
3-5	2007	*	3	1	3		0	4		2	2	4	7,122	53
	2008	*	27	14	43	6	12	38		27	16	43	6,266	148
	2009		27	14	39	*	11	32		25	16	41	5,202	140

NUMBER TESTED IN GRADES 3-5													
2007	1	30	22	49	0	10	38	0	27	26	53	31,814	
2008	2	89	55	139	6	37	97	0	75	73	148	31,840	
2009	0	86	54	133	4	28	88	0	77	63	140	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	86.0	87.6	81.1	79.7
	2008	77.1	75.7	74.8	70.3
	2009	73.2	75.3	78.9	79.0
4	2007				
	2008	74.0	69.1	70.6	72.9
	2009	76.9	64.7	62.6	66.5
5	2007				
	2008	69.9	72.5	73.4	69.9
	2009	69.7	72.7	74.4	65.0
3-5	2007	86.0	87.6	81.1	79.7
	2008	73.3	72.3	72.9	71.0
	2009	72.5	71.5	72.9	69.4

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	16.7	40.9	28.6		50.0	21.1		29.6	23.1	26.4	21.3	53
	2008	*	14.7	12.5	17.5	*	*	12.5		8.3	26.3	16.3	21.5	43
	2009		13.3	54.5	25.0	*	*	18.8		20.0	31.3	24.4	34.1	41
4	2007												16.6	0
	2008	*	6.3	20.0	10.9	*	*	0.0		0.0	20.0	10.2	14.4	49
	2009		0.0	0.0	0.0	*	*	0.0		0.0	0.0	0.0	18.4	34
5	2007												13.1	0
	2008		4.3	6.3	5.7	*	6.7	4.5		0.0	10.3	5.4	16.5	56
	2009		10.3	5.6	7.9	*	0.0	0.0		6.5	8.8	7.7	18.5	65
3-5	2007	*	16.7	40.9	28.6		50.0	21.1		29.6	23.1	26.4	17.1	53
	2008	*	9.0	10.9	10.8	0.0	5.4	6.2		2.7	17.8	10.1	17.4	148
	2009		8.1	14.8	11.3	*	3.6	6.8		9.1	12.7	10.7	22.7	140

	NUMBER TESTED IN GRADES 3-5											
2007	1	30	22	49	0	10	38	0	27	26	53	31,814
2008	2	89	55	139	6	37	97	0	75	73	148	31,840
2009	0	86	54	133	4	28	88	0	77	63	140	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	*	66.7	95.5	79.6		100.0	76.3		81.5	76.9	79.2	70.3	53
	2008	*	47.2	75.0	57.1	*	*	50.0		40.0	70.0	53.3	76.6	45
	2009		62.1	78.8	72.1	*	70.8	67.9		71.4	70.4	71.0	77.3	62
4	2007												75.7	0
	2008	*	40.6	66.7	45.7	*	*	28.6		41.7	56.0	49.0	77.9	49
	2009		29.6	59.1	44.4	*	58.8	30.3		44.8	40.0	42.9	79.4	49
5	2007												82.9	0
	2008		73.9	71.9	71.7	*	70.0	65.9		66.7	79.3	73.2	84.0	56
	2009		65.5	77.8	73.0	*	75.0	60.5		65.6	78.8	72.3	87.0	65
3-5	2007	*	66.7	95.5	79.6		100.0	76.3		81.5	76.9	79.2	76.2	53
	2008	*	51.6	70.9	58.9	0.0	70.3	52.5		50.0	68.9	59.3	79.5	150
	2009		52.9	73.6	65.1	*	69.2	55.6		61.5	66.3	63.6	81.0	176

	NUMBER TESTED IN GRADES 3-5											
2007	1	30	22	49	0	10	38	0	27	26	53	32,298
2008	2	91	55	141	7	37	99	0	76	74	150	32,696
2009	0	85	91	169	5	65	124	0	96	80	176	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	*	10	1	10		0	9		5	6	11	3,303	53
	2008	*	19	2	18	*	*	17		15	6	21	2,542	45
	2009		11	7	17	*	7	17		10	8	18	2,781	62
4	2007												2,604	0
	2008	*	19	5	25	*	*	15		14	11	25	2,436	49
	2009		19	9	25	*	7	23		16	12	28	2,196	49
5	2007												1,785	0
	2008		6	9	15	*	9	15		9	6	15	1,730	56
	2009		10	8	17	*	6	15		11	7	18	1,386	65
3-5	2007	*	10	1	10		0	9		5	6	11	7,692	53
	2008	*	44	16	58	7	11	47		38	23	61	6,708	150
	2009		40	24	59	*	20	55		37	27	64	6,363	176

NUMBER TESTED IN GRADES 3-5													
2007	1	30	22	49	0	10	38	0	27	26	53	32,298	
2008	2	91	55	141	7	37	99	0	76	74	150	32,696	
2009	0	85	91	169	5	65	124	0	96	80	176	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	81.5	84.3	85.8	78.9	84.4	64.2
	2008	73.6	70.4	75.6	68.9	73.9	53.6
	2009	72.6	77.2	84.9	75.5	81.9	65.1
4	2007						
	2008	68.3	64.1	52.7	60.9	59.2	62.2
	2009	66.4	56.0	61.6	62.9	59.7	51.3
5	2007						
	2008	74.4	71.2	78.1	65.8	73.2	71.0
	2009	75.8	72.3	79.1	64.2	76.2	65.2
3-5	2007	81.5	84.3	85.8	78.9	84.4	64.2
	2008	72.1	68.6	69.0	65.1	68.8	62.9
	2009	72.1	69.5	76.3	67.8	73.6	61.3



## 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	*	16.7	31.8	24.5		20.0	10.5		25.9	19.2	22.6	19.2	53
	2008	*	13.9	12.5	14.3	*	*	11.8		8.0	20.0	13.3	26.3	45
	2009		10.3	33.3	23.0	*	29.2	18.9		22.9	22.2	22.6	29.0	62
4	2007												22.6	0
	2008	*	6.3	13.3	8.7	*	*	0.0		4.2	12.0	8.2	23.8	49
	2009		3.7	4.5	4.4	*	0.0	0.0		3.4	5.0	4.1	31.6	49
5	2007												29.3	0
	2008		8.7	15.6	13.2	*	16.7	11.4		14.8	10.3	12.5	31.9	56
	2009		6.9	13.9	11.1	*	8.3	2.6		6.3	15.2	10.8	38.4	65
3-5	2007	*	16.7	31.8	24.5		20.0	10.5		25.9	19.2	22.6	23.6	53
	2008	*	9.9	14.5	12.1	0.0	13.5	9.1		9.2	13.5	11.3	27.3	150
	2009		7.1	18.7	13.6	*	13.8	8.9		11.5	15.0	13.1	32.8	176

	NUMBER TESTED IN GRADES 3-5											
2007	1	30	22	49	0	10	38	0	27	26	53	32,298
2008	2	91	55	141	7	37	99	0	76	74	150	32,696
2009	0	85	91	169	5	65	124	0	96	80	176	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												86.5	0
	2008	*	80.6	93.3	80.0	*	*	70.0		69.6	92.0	81.3	87.4	48
	2009		84.6	71.4	79.3	*	*	77.8		85.0	76.9	81.8	87.4	33

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,408
2008	1	31	15	45	3	4	20	0	23	25	48		10,658
2009	0	26	7	29	1	2	18	0	20	13	33		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												1,408	0
	2008	*	6	1	9	*	*	6		7	2	9	1,348	48
	2009		4	2	6	*	*	4		3	3	6	1,264	33

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,408
2008	1	31	15	45	3	4	20	0	23	25	48		10,658
2009	0	26	7	29	1	2	18	0	20	13	33		10,032

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007					
	2008	2.0	78.6	80.5	72.1	78.1
	2009	1.8	78.8	79.9	73.1	77.7

<sup>1</sup>Average 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												18.2	0
	2008	*	9.7	33.3	17.8	*	*	5.0		13.0	20.0	16.7	21.4	48
	2009		3.8	0.0	3.4	*	*	0.0		0.0	7.7	3.0	21.0	33

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,408
2008	1	31	15	45	3	4	20	0	23	25	48		10,658
2009	0	26	7	29	1	2	18	0	20	13	33		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												62.3	
	2008		77.3	62.5	67.3	*	60.0	62.8		69.2	69.0	69.1	71.9	55
	2009		73.3	69.4	71.9	*	66.7	59.0		71.9	70.6	71.2	75.9	66

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,296
2008	0	22	32	52	2	30	43	0	26	29	55	55	10,686
2009	0	30	36	64	2	24	39	0	32	34	66	66	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												3,881	
	2008		5	12	17	*	12	16		8	9	17	3,005	55
	2009		8	11	18	*	8	16		9	10	19	2,542	66

NUMBER TESTED IN GRADE 5													
2007	0	0	0		0	0	0	0	0	0	0	0	10,296
2008	0	22	32	52	2	30	43	0	26	29	55		10,686
2009	0	30	36	64	2	24	39	0	32	34	66		10,550

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007				
	2008	81.4	88.7	83.6	68.7
	2009	80.7	89.2	83.0	62.8



## 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)
5	2007												18.0	
	2008		22.7	25.0	25.0	*	23.3	18.6		23.1	24.1	23.6	24.8	55
	2009		20.0	33.3	28.1	*	25.0	20.5		31.3	23.5	27.3	29.1	66

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,296
2008	0	22	32	52	2	30	43	0	26	29	55		10,686
2009	0	30	36	64	2	24	39	0	32	34	66		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			100.0	100.0		100.0	100.0	*	100.0	100.0	100.0	82.9	18
	2008			80.0	77.8		80.0	80.0	*	72.7	88.9	80.0	85.4	20
	2009			95.7	95.7		95.7	95.7		91.7	100.0	95.7	89.4	23
4	2007												65.9	0
	2008			81.3	81.3		81.3	81.3	*	75.0	87.5	81.3	67.0	16
	2009			60.0	60.0	*	60.0	60.0		87.5	28.6	60.0	72.7	15
ALL	2007			100.0	100.0		100.0	100.0	*	100.0	100.0	100.0	—	18
	2008			80.6	79.4		80.6	80.6	*	73.7	88.2	80.6	—	36
	2009			81.6	81.6	*	81.6	81.6		90.0	72.2	81.6	—	38

NUMBER TESTED IN GRADES ALL													
2007	0	0	18	17	0	18	17	1	10	8	18	—	
2008	0	0	36	34	0	36	36	2	19	17	36	—	
2009	0	0	38	38	1	38	38	0	20	18	38	—	

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) reading target of 73% are shaded.

## NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			0	0		0	0	*	0	0	0	219	18
	2008			4	4		4	4	*	3	1	4	239	20
	2009			1	1		1	1		1	0	1	514	23
4	2007												122	0
	2008			3	3		3	3	*	2	1	3	215	16
	2009			6	6	*	6	6		1	5	6	268	15
ALL	2007			0	0		0	0	*	0	0	0	—	18
	2008			7	7		7	7	*	5	2	7	—	36
	2009			7	7	*	7	7		2	5	7	—	38

NUMBER TESTED IN GRADES ALL													
2007	0	0	18	17	0	18	17	1	10	8	18	—	
2008	0	0	36	34	0	36	36	2	19	17	36	—	
2009	0	0	38	38	1	38	38	0	20	18	38	—	

## 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	85.2	86.5	81.5	74.3
	2008	70.3	82.1	71.7	70.0
	2009	79.7	90.1	89.1	82.6
4	2007				
	2008	73.3	71.1	66.1	72.5
	2009	72.0	67.5	62.9	64.7
ALL	2007	85.2	86.5	81.5	74.3
	2008	71.7	77.2	69.2	71.1
	2009	76.7	81.2	78.8	75.5

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			33.3	29.4		33.3	29.4	*	20.0	50.0	33.3	14.8	18
	2008			10.0	11.1		10.0	10.0	*	9.1	11.1	10.0	17.2	20
	2009			26.1	26.1		26.1	26.1		25.0	27.3	26.1	30.6	23
4	2007												14.2	0
	2008			6.3	6.3		6.3	6.3	*	12.5	0.0	6.3	13.5	16
	2009			20.0	20.0	*	20.0	20.0		25.0	14.3	20.0	21.1	15
ALL	2007			33.3	29.4		33.3	29.4	*	20.0	50.0	33.3	—	18
	2008			8.3	8.8		8.3	8.3	*	10.5	5.9	8.3	—	36
	2009			23.7	23.7	*	23.7	23.7		25.0	22.2	23.7	—	38


NUMBER TESTED IN ALL GRADES													
2007	0	0	18	17	0	18	17	1	10	8	18	—	
2008	0	0	36	34	0	36	36	2	19	17	36	—	
2009	0	0	38	38	1	38	38	0	20	18	38	—	

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												79.1	0
	2008			93.8	93.8		93.8	93.8	*	100.0	87.5	93.8	81.9	16
	2009			94.1	93.8	*	94.1	94.1		100.0	87.5	94.1	87.1	17

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	16	16	0	16	16	1	8	8	16	16	667
2009	0	0	17	16	1	17	17	0	9	8	17	17	981

 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	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007												76	0
	2008			1	1		1	1	*	0	1	1	121	16
	2009			1	1	*	1	1		0	1	1	127	17

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	16	16	0	16	16	1	8	8	16	667	
2009	0	0	17	16	1	17	17	0	9	8	17	981	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition <sup>1</sup> : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007					
	2008	2.1	89.1	88.3	88.3	93.0
	2009	2.1	89.7	86.8	89.7	89.7

<sup>1</sup>Average 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												13.2	0
	2008			18.8	18.8		18.8	18.8	*	25.0	12.5	18.8	14.2	16
	2009			5.9	6.3	*	5.9	5.9		11.1	0.0	5.9	20.4	17

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	16	16	0	16	16	1	8	8	16	16	667
2009	0	0	17	16	1	17	17	0	9	8	17	17	981

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	2
4														
	2008		*		*	*		*		*		*	70.7	2
	2009		*	*	*	*		*			*	*	71.8	3
5														
	2008			*	*	*		*		*		*	73.3	1
	2009		*	*	*	*		*		*	*	*	80.3	5
3-5														
	2008		*	*	*	*		*		*	*	*	73.7	5
	2009		75.0	*	80.0	80.0		75.0		66.7	*	80.0	79.2	10

NUMBER TESTED IN GRADES 3-5													
2008	0	3	2	5	5	0	5	0	3	2	5	1,807	
2009	0	8	2	10	10	0	8	0	6	4	10	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		*	*	*	*		*			*	*	116	2
	2009		*		*	*		*		*		*	60	2
4														
	2008		*		*	*		*		*		*	181	2
	2009		*	*	*	*		*			*	*	192	3
5														
	2008			*	*	*		*		*		*	179	1
	2009		*	*	*	*		*		*	*	*	137	5
3-5														
	2008		*	*	*	*		*		*	*	*	476	5
	2009		2	*	2	2		2		2	*	2	389	10

NUMBER TESTED IN GRADES 3-5													
2008	0	3	2	5	5	0	5	0	3	2	5	1,807	
2009	0	8	2	10	10	0	8	0	6	4	10	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	*	*	*	*
	2009	*	*	*	*
4					
	2008	*	*	*	*
	2009	*	*	*	*
5					
	2008	*	*	*	*
	2009	*	*	*	*
3-5					
	2008	*	*	*	*
	2009	65.0	75.0	64.0	66.1

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*		*			*	*	10.8	2
	2009		*		*	*		*		*		*	16.2	2
4														
	2008		*		*	*		*		*		*	9.7	2
	2009		*	*	*	*		*			*	*	8.9	3
5														
	2008			*	*	*		*		*		*	14.9	1
	2009		*	*	*	*		*		*	*	*	14.1	5
3-5														
	2008		*	*	*	*		*		*	*	*	12.0	5
	2009		12.5	*	10.0	10.0		0.0		16.7	*	10.0	12.7	10

NUMBER TESTED IN GRADES 3-5														
2008	0	3	2	5	5	0	5	0	3	2	5	1,807		
2009	0	8	2	10	10	0	8	0	6	4	10	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			*	*	*		*			*	*	76.1	1
	2009		*	*	*	*	*	*		*	*	*	81.2	3
4														
	2008		*		*	*		*		*		*	69.1	2
	2009		*	*	*	*	*	*			*	*	75.8	4
5														
	2008			*	*	*		*		*		*	64.0	1
	2009		*	*	*	*		*		*	*	*	80.2	5
3-5														
	2008		*	*	*	*		*		*	*	*	69.4	4
	2009		50.0	*	50.0	50.0	*	60.0		*	71.4	50.0	78.8	12

NUMBER TESTED IN GRADES 3-5													
2008	0	2	2	4	4	0	4	0	3	1	4	1,730	
2009	0	8	4	12	12	2	10	0	5	7	12	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			*	*	*		*			*	*	129	1
	2009		*	*	*	*	*	*		*	*	*	85	3
4														
	2008		*		*	*		*		*		*	173	2
	2009		*	*	*	*	*	*			*	*	157	4
5														
	2008			*	*	*		*		*		*	227	1
	2009		*	*	*	*		*		*	*	*	127	5
3-5														
	2008		*	*	*	*		*		*	*	*	529	4
	2009		4	*	6	6	*	4		*	2	6	369	12

NUMBER TESTED IN GRADES 3-5													
2008	0	2	2	4	4	0	4	0	3	1	4	1,730	
2009	0	8	4	12	12	2	10	0	5	7	12	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	*	*	*	*	*	*
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-5							
	2008	*	*	*	*	*	*
	2009	51.9	54.4	63.1	46.9	38.9	40.0



## 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			*	*	*		*			*	*	16.1	1
	2009		*	*	*	*	*	*		*	*	*	22.3	3
4														
	2008		*		*	*		*		*		*	14.3	2
	2009		*	*	*	*	*	*			*	*	14.0	4
5														
	2008			*	*	*		*		*		*	14.0	1
	2009		*	*	*	*		*		*	*	*	17.2	5
3-5														
	2008		*	*	*	*		*		*	*	*	14.7	4
	2009		0.0	*	0.0	0.0	*	0.0		*	0.0	0.0	17.3	12

NUMBER TESTED IN GRADES 3-5														
2008	0	2	2	4	4	0	4	0	3	1	4	1,730		
2009	0	8	4	12	12	2	10	0	5	7	12	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		35.7	35.7	46.9	42
	2008	*	36.7	34.6	57.6	52
	2009	12.5	36.4	32.7	41.9	52
1	2007	20.0	44.1	35.2	51.4	54
	2008	*	42.1	41.0	50.2	39
	2009	19.0	51.6	38.5	54.2	52
2	2007	9.1	50.0	25.0	44.5	36
	2008	23.3	50.0	32.6	50.2	46
	2009	3.4	42.9	16.3	47.9	43
1-2	2007	14.3	45.8	31.1	47.6	90
	2008	22.6	44.4	36.5	50.2	85
	2009	10.0	48.9	28.4	51.0	95

Number Tested	2007	42	90	132	24,696	
	2008	34	103	137	21,817	
	2009	58	89	147	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	16.7	39.5	31.3	44.3	67
	2008	16.0	42.3	33.8	44.9	77
	2009	32.3	53.3	44.7	52.8	76
1	2007	18.2	40.0	31.6	48.8	57
	2008	19.2	53.8	40.0	55.5	65
	2009	4.8	38.7	25.0	50.4	52
2	2007	26.1	76.9	44.4	55.6	36
	2008	33.3	37.5	34.3	57.5	67
	2009	0.0	35.7	11.9	53.2	42
K-2	2007	20.3	45.1	34.4	49.1	160
	2008	25.5	45.8	35.9	52.7	209
	2009	13.8	45.6	30.6	52.3	170

Number Tested	2007	69	91	160	34,441	
	2008	102	107	209	41,070	
	2009	80	90	170	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	*	29.7	*	33.3	*				27.3	45.0	35.7	46.9	42
	2008		36.6	27.3	34.0		*	*		20.8	46.4	34.6	57.6	52
	2009		34.1	27.3	32.7	*	*	12.5		25.9	40.0	32.7	41.9	52
1	2007		33.3	40.0	37.3	*	*	20.0		40.6	27.3	35.2	51.4	54
	2008	*	38.7	57.1	41.0	*		*		35.3	45.5	41.0	50.2	39
	2009		37.5	41.7	40.8		*	19.0		33.3	44.0	38.5	54.2	52
2	2007	*	25.9	25.0	25.0		*	9.1		9.5	46.7	25.0	44.5	36
	2008		27.8	50.0	27.9	*	*	23.3		35.7	27.8	32.6	50.2	46
	2009		14.7	22.2	13.2	*		3.4		9.5	22.7	16.3	47.9	43
1-2	2007	*	30.3	34.8	32.2	*	*	14.3		28.3	35.1	31.1	47.6	90
	2008	*	32.8	52.9	34.1	*	*	22.6		35.6	37.5	36.5	50.2	85
	2009		27.0	33.3	28.7	*	*	10.0		22.9	34.0	28.4	51.0	95

Number Tested	2007	2	103	27	126	5	5	42	0	75	57	132	24,696
	2008	1	108	28	132	3	4	34	0	69	68	137	21,817
	2009	0	115	32	139	5	4	58	0	75	72	147	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	*				1	2	3	1,245	42
	2008		4	0	4		*	*		1	3	4	1,687	52
	2009		3	0	3	*	*	0		1	2	3	771	52
1	2007		2	1	3	*	*	0		1	2	3	1,458	54
	2008	*	2	0	2	*		*		0	2	2	1,555	39
	2009		5	1	6		*	0		4	2	6	1,659	52
2	2007	*	0	0	0		*	0		0	0	0	896	36
	2008		1	1	2	*	*	0		1	1	2	1,065	46
	2009		0	0	0	*		0		0	0	0	1,027	43
1-2	2007	*	2	1	3	*	*	0		1	2	3	2,355	90
	2008	*	3	1	4	*	*	0		1	3	4	2,620	85
	2009		5	1	6	*	*	0		4	2	6	2,688	95

Number Tested	2007	2	103	27	126	5	5	42	0	75	57	132	24,696
	2008	1	108	28	132	3	4	34	0	69	68	137	21,817
	2009	0	115	32	139	5	4	58	0	75	72	147	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	*	45.9	13.8	32.8	*	16.7	16.7		35.1	26.7	31.3	44.3	67
	2008		46.3	19.4	32.0	*	14.3	16.0	*	30.6	36.6	33.8	44.9	77
	2009		53.7	34.3	44.7	*	32.0	32.3		42.5	47.2	44.7	52.8	76
1	2007		26.2	46.7	33.3	*	*	18.2		29.4	34.8	31.6	48.8	57
	2008	*	51.6	30.3	40.0	*	19.2	19.2		42.9	36.7	40.0	55.5	65
	2009		25.0	25.0	26.5		*	4.8		25.9	24.0	25.0	50.4	52
2	2007	*	40.7	62.5	44.4		*	26.1		33.3	60.0	44.4	55.6	36
	2008		11.1	61.3	32.3	*	56.5	33.3		36.6	30.8	34.3	57.5	67
	2009		8.8	25.0	10.8	*		0.0		9.5	14.3	11.9	53.2	42
K-2	2007	*	36.8	30.8	35.7	14.3	20.7	20.3		32.6	36.8	34.4	49.1	160
	2008	*	36.1	36.0	34.7	22.2	28.6	25.5	*	36.6	35.1	35.9	52.7	209
	2009		30.4	30.9	31.5	16.7	28.6	13.8		29.5	31.7	30.6	52.3	170

Number Tested	2007	2	106	52	154	7	29	69	0	92	68	160	34,441
	2008	1	108	100	202	9	77	102	1	112	97	209	41,070
	2009	0	115	55	162	6	28	80	0	88	82	170	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	2	5	*	2	2		2	3	5	2,583	67
	2008		10	2	10	*	0	0	*	4	8	12	2,788	77
	2009		7	2	9	*	0	0		4	5	9	2,455	76
1	2007		1	3	4	*	*	1		1	3	4	1,769	57
	2008	*	3	2	5	*	1	1		2	3	5	2,800	65
	2009		3	2	5		*	0		3	2	5	1,577	52
2	2007	*	1	0	1		*	0		1	0	1	2,098	36
	2008		1	4	3	*	3	3		1	4	5	2,912	67
	2009		2	0	2	*		0		1	1	2	1,686	42
K-2	2007	*	5	5	10	0	2	3		4	6	10	6,450	160
	2008	*	14	8	18	0	4	4	*	7	15	22	8,500	209
	2009		12	4	16	1	0	0		8	8	16	5,718	170

Number Tested	2007	2	106	52	154	7	29	69	0	92	68	160	34,441
	2008	1	108	100	202	9	77	102	1	112	97	209	41,070
	2009	0	115	55	162	6	28	80	0	88	82	170	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			66.7	66.7	*	69.6	69.6		50.0	90.0	66.7	84.7	24
	2008			77.8	77.8	*	77.8	76.5		62.5	90.0	77.8	87.0	18
	2009			69.6	69.6	*	69.6	72.7		61.5	80.0	69.6	88.6	23
1	2007			74.1	76.9	*	76.9	76.9		66.7	83.3	74.1	84.5	27
	2008			72.0	72.0	*	72.0	72.0		64.7	87.5	72.0	88.0	25
	2009			73.1	73.1	*	73.1	73.1		76.9	69.2	73.1	88.6	26
2	2007			95.7	95.7		95.7	95.5	*	92.3	100.0	95.7	89.9	23
	2008			95.5	100.0	*	95.5	95.5		100.0	88.9	95.5	93.4	22
	2009			81.5	80.8	*	81.5	80.0		70.6	100.0	81.5	94.0	27
K-2	2007			78.4	79.5	*	80.6	80.3	*	69.0	90.6	78.4	85.6	74
	2008			81.5	82.5	*	81.5	81.3		76.3	88.9	81.5	89.3	65
	2009			75.0	74.7	14.3	75.0	75.3		69.8	81.8	75.0	90.4	76

Number Tested	2007	0	0	74	73	3	72	71	1	42	32	74	14,889
	2008	0	0	65	63	5	65	64	0	38	27	65	18,257
	2009	0	0	76	75	7	76	73	0	43	33	76	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			4	4	*	4	4		1	3	4	2,779	24
	2008			5	5	*	5	5		0	5	5	3,280	18
	2009			6	6	*	6	6		4	2	6	3,525	23
1	2007			3	3	*	3	3		0	3	3	1,782	27
	2008			3	3	*	3	3		3	0	3	2,412	25
	2009			6	6	*	6	6		1	5	6	2,523	26
2	2007			7	7		7	7	*	2	5	7	1,196	23
	2008			9	9	*	9	9		5	4	9	2,596	22
	2009			9	8	*	9	9		7	2	9	2,909	27
K-2	2007			14	14	*	14	14	*	3	11	14	5,757	74
	2008			17	17	*	17	17		8	9	17	8,288	65
	2009			21	20	1	21	21		12	9	21	8,957	76

Number Tested	2007	0	0	74	73	3	72	71	1	42	32	74	14,889
	2008	0	0	65	63	5	65	64	0	38	27	65	18,257
	2009	0	0	76	75	7	76	73	0	43	33	76	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	0	-	4	50.0	6	16.7	10	30.0
5	0	-	8	37.5	0	-	8	37.5
ALL	0	-	12	41.7	6	16.7	18	33.3

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (25)	Beginning	8	32.0	22	88.0	24	96.0	24	96.0	24	96.0
	Intermediate	5	20.0	2	8.0	1	4.0	1	4.0	1	4.0
	Advanced	12	48.0	1	4.0	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 (28)	Beginning	11	39.3	16	57.1	27	96.4	26	92.9	26	92.9
	Intermediate	8	28.6	7	25.0	1	3.6	2	7.1	2	7.1
	Advanced	8	28.6	3	10.7	0	0.0	0	0.0	0	0.0
	Advanced High	1	3.6	2	7.1	0	0.0	0	0.0	0	0.0
2 (28)	Beginning	9	32.1	12	42.9	17	60.7	7	25.0	7	25.0
	Intermediate	7	25.0	9	32.1	7	25.0	9	32.1	9	32.1
	Advanced	11	39.3	6	21.4	4	14.3	6	21.4	8	28.6
	Advanced High	1	3.6	1	3.6	0	0.0	6	21.4	4	14.3
3 (27)	Beginning	0	0.0	3	11.1	3	11.1	3	11.1	3	11.1
	Intermediate	5	18.5	11	40.7	12	44.4	8	29.6	8	29.6
	Advanced	10	37.0	12	44.4	11	40.7	14	51.9	14	51.9
	Advanced High	12	44.4	1	3.7	1	3.7	2	7.4	2	7.4
4 (18)	Beginning	0	0.0	1	5.6	1	5.6	0	0.0	0	0.0
	Intermediate	2	11.1	1	5.6	7	38.9	4	22.2	4	22.2
	Advanced	2	11.1	4	22.2	2	11.1	7	38.9	7	38.9
	Advanced High	14	77.8	12	66.7	8	44.4	7	38.9	7	38.9

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>27</div> <div>1 (3.7%)</div>	Beginning	25			
	Intermediate	1	1		
	Advanced	0	0	0	
	Advanced High	0	0	0	
<div>26</div> <div>19 (73.1%)</div>	Beginning	5			
	Intermediate	7	2		
	Advanced	7	1	0	
	Advanced High	0	1	3	
<div>26</div> <div>12 (46.2%)</div>	Beginning	3			
	Intermediate	3	4		
	Advanced	2	5	7	
	Advanced High	0	0	2	
<div>18</div> <div>9 (50.0%)</div>	Beginning	0			
	Intermediate	1	3		
	Advanced	0	1	6	
	Advanced High	0	0	7	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (23)	Beginning	1	4.3	1	4.3	1	4.3	0	0.0	0	0.0
	Intermediate	3	13.0	3	13.0	13	56.5	4	17.4	4	17.4
	Advanced	13	56.5	14	60.9	7	30.4	6	26.1	7	30.4
	Advanced High	6	26.1	5	21.7	2	8.7	13	56.5	12	52.2
ALL (149)	Beginning	29	19.5	55	36.9	73	49.0	60	40.3	60	40.3
	Intermediate	30	20.1	33	22.1	41	27.5	28	18.8	28	18.8
	Advanced	56	37.6	40	26.8	24	16.1	33	22.1	36	24.2
	Advanced High	34	22.8	21	14.1	11	7.4	28	18.8	25	16.8

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>23</div> <div>16 (69.6%)</div>	Beginning	0			
	Intermediate	1	3		
	Advanced	0	3	4	
	Advanced High	0	1	11	
<div>121</div> <div>57 (47.1%)</div>	Beginning	34			
	Intermediate	13	13		
	Advanced	9	10	17	
	Advanced High	0	2	23	

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