

Campus Data Packet

for 2009 - 10 Plans



CASA VIEW

School Number 125

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	8
PK	92
KN	125
1	112
2	138
3	99
4	103
5	111
ALL	788

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	69	8.8	10	19.6
American Indian	1	0.1	*	*
Asian	8	1.0	*	*
Hispanic	684	86.8	15	29.4
White	26	3.3	26	51.0
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	740	93.9
Limited English proficient students	441	56.0
Special education students	60	7.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	104	4	3.8	0	0.0	0	0.0	100	96.2	0	0.0
	2008	112	9	8.0	1	0.9	2	1.8	97	86.6	3	2.7
	2009	92	6	6.5	0	0.0	0	0.0	84	91.3	2	2.2
KN	2007	161	12	7.5	0	0.0	1	0.6	141	87.6	7	4.3
	2008	119	9	7.6	0	0.0	0	0.0	103	86.6	7	5.9
	2009	125	13	10.4	0	0.0	2	1.6	107	85.6	3	2.4
1	2007	134	11	8.2	0	0.0	2	1.5	116	86.6	5	3.7
	2008	146	13	8.9	0	0.0	1	0.7	126	86.3	6	4.1
	2009	112	9	8.0	0	0.0	0	0.0	98	87.5	5	4.5
2	2007	133	8	6.0	0	0.0	1	0.8	121	91.0	3	2.3
	2008	101	6	5.9	0	0.0	3	3.0	87	86.1	5	5.0
	2009	138	13	9.4	0	0.0	1	0.7	120	87.0	4	2.9
3	2007	141	11	7.8	0	0.0	2	1.4	118	83.7	10	7.1
	2008	107	7	6.5	1	0.9	1	0.9	97	90.7	1	0.9
	2009	99	10	10.1	1	1.0	2	2.0	80	80.8	6	6.1
4	2007	119	12	10.1	0	0.0	1	0.8	98	82.4	8	6.7
	2008	114	14	12.3	0	0.0	1	0.9	95	83.3	4	3.5
	2009	103	3	2.9	0	0.0	1	1.0	99	96.1	0	0.0
5	2007	136	11	8.1	0	0.0	4	2.9	115	84.6	6	4.4
	2008	112	18	16.1	1	0.9	1	0.9	87	77.7	5	4.5
	2009	111	14	12.6	0	0.0	1	0.9	91	82.0	5	4.5
EC-5	2007	945	71	7.5	0	0.0	11	1.2	819	86.7	44	4.7
	2008	819	78	9.5	3	0.4	10	1.2	697	85.1	31	3.8
	2009	788	69	8.8	1	0.1	8	1.0	684	86.8	26	3.3

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	104	97	93.3	70	67.3	3	2.9	0	0.0	103	99.0	0.0
	2008	112	110	98.2	79	70.5	4	3.6	0	0.0	112	100.0	0.0
	2009	92	92	100.0	68	73.9	1	1.1	0	0.0	92	100.0	0.0
KN	2007	161	137	85.1	102	63.4	4	2.5	8	5.0	50	31.1	3.7
	2008	119	108	90.8	72	60.5	11	9.2	5	4.2	32	26.9	7.6
	2009	125	119	95.2	86	68.8	8	6.4	9	7.2	33	26.4	4.8
1	2007	134	117	87.3	77	57.5	5	3.7	11	8.2	10	7.5	4.5
	2008	146	125	85.6	94	64.4	6	4.1	12	8.2	11	7.5	5.5
	2009	112	107	95.5	66	58.9	4	3.6	11	9.8	4	3.6	8.0
2	2007	133	116	87.2	78	58.6	8	6.0	20	15.0	13	9.8	6.8
	2008	101	92	91.1	68	67.3	5	5.0	16	15.8	7	6.9	6.9
	2009	138	125	90.6	89	64.5	6	4.3	20	14.5	7	5.1	6.5
3	2007	141	122	86.5	52	36.9	14	9.9	17	12.1	11	7.8	6.4
	2008	107	95	88.8	42	39.3	10	9.3	18	16.8	3	2.8	2.8
	2009	99	94	94.9	62	62.6	9	9.1	20	20.2	6	6.1	4.0
4	2007	119	105	88.2	20	16.8	5	4.2	15	12.6	13	10.9	3.4
	2008	114	102	89.5	22	19.3	8	7.0	17	14.9	11	9.6	1.8
	2009	103	93	90.3	44	42.7	14	13.6	16	15.5	8	7.8	1.0
5	2007	136	111	81.6	16	11.8	18	13.2	18	13.2	7	5.1	4.4
	2008	112	97	86.6	22	19.6	11	9.8	13	11.6	12	10.7	8.9
	2009	111	104	93.7	26	23.4	10	9.0	15	13.5	4	3.6	3.6
EC-5	2007	945	815	86.2	415	43.9	74	7.8	89	9.4	210	22.2	5.7
	2008	819	734	89.6	399	48.7	63	7.7	81	9.9	189	23.1	5.7
	2009	788	740	93.9	441	56.0	60	7.6	91	11.5	159	20.2	4.6

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	49.8	4,117.2	47.6	95.6	3,933.6	95.5	121	100.0	100.0	87	7,436	100.0	100.0
	2008	53.7	4,133.2	51.2	95.4	3,942.7	95.4	124	100.0	100.0	96	7,427	100.0	100.0
	2009	44.4	4,167.8	42.7	96.2	3,975.6	95.4	105	100.0	100.0	78	7,332	100.0	100.0
KN	2007	163.6	13,945.0	158.4	96.8	13,385.6	96.0	21	12.8	24.3	151	12,035	92.3	86.3
	2008	119.9	13,568.1	115.5	96.4	13,004.4	95.8	23	19.2	23.5	105	11,618	87.6	85.6
	2009	124.4	13,515.0	120.3	96.7	12,939.1	95.7	16	12.9	22.5	110	11,501	88.4	85.1
1	2007	139.2	14,353.8	134.6	96.7	13,851.4	96.5	24	17.2	23.2	126	12,437	90.5	86.6
	2008	147.7	14,626.9	144.0	97.5	14,102.7	96.4	16	10.8	21.2	134	12,704	90.7	86.9
	2009	114.1	14,250.8	110.5	96.9	13,719.9	96.3	14	12.3	20.7	100	12,300	87.7	86.3
2	2007	137.4	13,403.8	133.7	97.3	12,978.9	96.8	13	9.5	21.7	125	11,729	91.0	87.5
	2008	105.0	13,708.6	102.3	97.5	13,269.8	96.8	15	14.3	19.7	94	12,043	89.6	87.9
	2009	135.5	13,950.1	132.6	97.9	13,499.0	96.8	18	13.3	18.6	123	12,231	90.8	87.7
3	2007	140.4	12,998.4	136.5	97.2	12,633.3	97.2	21	15.0	21.1	129	11,445	91.9	88.0
	2008	107.7	12,806.9	105.4	97.8	12,425.5	97.0	14	13.0	19.1	101	11,408	93.8	89.1
	2009	98.5	13,095.5	96.3	97.8	12,710.6	97.1	12	12.2	18.3	91	11,634	92.4	88.8
4	2007	120.1	12,104.9	117.1	97.6	11,768.3	97.2	18	15.0	19.7	109	10,683	90.8	88.3
	2008	113.4	12,329.8	110.7	97.6	11,960.3	97.0	17	15.0	19.7	104	10,924	91.7	88.6
	2009	102.1	12,156.4	100.3	98.3	11,789.9	97.0	8	7.8	18.1	97	10,731	95.0	88.3
5	2007	134.0	11,757.0	130.3	97.2	11,426.8	97.2	18	13.4	20.9	120	10,362	89.5	88.1
	2008	108.5	11,874.2	105.6	97.3	11,539.6	97.2	19	17.5	18.8	98	10,608	90.3	89.3
	2009	110.6	11,903.5	108.2	97.8	11,552.9	97.1	18	16.3	17.5	100	10,563	90.4	88.7
EC-5	2007	900.8	83,122.6	872.6	96.9	80,387.4	96.7	241	26.8	33.3	858	76,416	95.3	91.9
	2008	763.6	83,438.7	741.9	97.2	80,606.0	96.6	231	30.3	31.9	738	76,970	96.6	92.2
	2009	736.7	83,476.5	717.7	97.4	80,586.5	96.5	194	26.3	30.9	703	76,517	95.4	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	10	19.6
Hispanic	15	29.4
White	26	51.0
Other	0	0.0

Gender	Number	Percent
Female	45	88.2
Male	6	11.8

TOTAL	51
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AVERAGE NUMBER OF ABSENCES

2007	7.2
2008	8.5
2009	6.7

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	90.9	88.7	88.2	*	78.7	85.5		86.8	93.2	89.8	84.6	128
	2008	*	62.5	93.3	88.9	*	82.9	85.5		90.2	90.2	90.2	86.2	102
	2009	100.0	85.7	95.2	94.7	*	95.5	93.1		95.0	94.9	94.9	87.3	79
4	2007	77.8	41.7	85.4	79.4	*	57.1	58.3		73.7	87.0	80.2	69.7	111
	2008	*	66.7	64.0	61.1		25.0	44.4		64.2	66.0	65.1	72.1	106
	2009		*	90.5	88.3	*	77.4	78.6		83.0	97.4	89.7	75.8	87
5	2007	100.0	77.8	93.0	90.7	*	70.0	85.2		92.5	92.5	92.5	78.3	120
	2008	*	100.0	93.7	94.1	*	81.3	90.7		94.0	95.8	94.9	82.9	98
	2009	*	90.9	78.3	79.6	*	47.6	71.4		76.4	86.7	81.0	82.9	100
3-5	2007	91.7	68.8	89.2	86.2	77.8	73.2	79.8		84.9	91.0	87.7	77.6	359
	2008	90.9	78.1	83.3	80.7	100.0	68.7	74.7		82.5	83.6	83.0	80.3	306
	2009	100.0	85.0	87.4	86.9	66.7	79.2	81.0		83.8	92.7	88.0	81.5	266

	NUMBER TESTED IN GRADES 3-5											
2007	24	32	295	304	9	71	173	0	192	166	359	31,814
2008	11	32	258	270	8	67	150	0	154	152	306	31,840
2009	11	20	230	245	6	96	163	0	142	123	266	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	0	1	12	13	*	10	11		9	4	13	1,675	128
	2008	*	3	6	10	*	6	9		5	5	10	1,443	102
	2009	0	1	3	4	*	2	4		2	2	4	960	79
4	2007	2	7	13	20	*	6	15		15	7	22	3,189	111
	2008	*	4	32	37		12	25		19	18	37	2,996	106
	2009		*	8	9	*	7	9		8	1	9	2,449	87
5	2007	0	2	7	9	*	3	9		5	4	9	2,258	120
	2008	*	0	5	5	*	3	4		3	2	5	1,827	98
	2009	*	1	18	19	*	11	18		13	6	19	1,793	100
3-5	2007	2	10	32	42	2	19	35		29	15	44	7,122	359
	2008	1	7	43	52	0	21	38		27	25	52	6,266	306
	2009	0	3	29	32	2	20	31		23	9	32	5,202	266

	NUMBER TESTED IN GRADES 3-5											
2007	24	32	295	304	9	71	173	0	192	166	359	31,814
2008	11	32	258	270	8	67	150	0	154	152	306	31,840
2009	11	20	230	245	6	96	163	0	142	123	266	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	80.9	83.0	76.8	78.5
	2008	82.0	85.2	85.1	79.9
	2009	81.8	83.9	86.3	87.7
4	2007	81.6	80.7	77.0	70.8
	2008	79.1	72.5	71.4	71.5
	2009	89.0	81.9	80.1	85.9
5	2007	80.0	89.1	82.2	76.5
	2008	82.7	86.7	83.8	79.7
	2009	76.0	79.0	77.9	73.2
3-5	2007	80.8	84.3	78.7	75.5
	2008	81.2	81.3	80.0	76.9
	2009	82.0	81.4	81.1	81.6

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	37.5	27.3	17.9	20.0	*	4.3	5.3		22.1	16.9	19.5	21.3	128
	2008	*	0.0	35.6	28.9	*	5.7	16.1		37.3	27.5	32.4	21.5	102
	2009	50.0	28.6	36.5	38.7	*	34.1	32.8		32.5	46.2	39.2	34.1	79
4	2007	11.1	0.0	19.1	14.4	*	7.1	5.6		10.5	22.2	16.2	16.6	111
	2008	*	16.7	10.1	9.5		0.0	0.0		15.1	7.5	11.3	14.4	106
	2009		*	25.0	26.0	*	6.5	11.9		21.3	28.2	24.1	18.4	87
5	2007	0.0	0.0	18.0	16.5	*	0.0	4.9		10.4	24.5	16.7	13.1	120
	2008	*	33.3	19.0	18.8	*	6.3	14.0		18.0	22.9	20.4	16.5	98
	2009	*	18.2	19.3	17.2	*	0.0	3.2		23.6	15.6	20.0	18.5	100
3-5	2007	16.7	9.4	18.3	17.1	11.1	4.2	5.2		14.6	21.1	17.5	17.1	359
	2008	18.2	18.8	21.7	18.9	12.5	4.5	10.7		23.4	19.1	21.2	17.4	306
	2009	45.5	20.0	26.1	26.5	0.0	17.7	16.0		25.4	29.3	27.1	22.7	266

NUMBER TESTED IN GRADES 3-5													
2007	24	32	295	304	9	71	173	0	192	166	359	31,814	
2008	11	32	258	270	8	67	150	0	154	152	306	31,840	
2009	11	20	230	245	6	96	163	0	142	123	266	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	100.0	83.3	80.0	80.0	100.0	66.7	72.8		80.0	83.9	81.8	70.3	132
	2008	*	66.7	92.2	89.5	*	88.6	88.1		95.9	85.7	90.9	76.6	99
	2009	100.0	100.0	83.6	85.9	*	81.8	82.1		87.0	86.0	86.5	77.3	89
4	2007	100.0	81.8	88.8	89.6	*	71.4	77.8		85.7	92.6	89.1	75.7	110
	2008	*	64.3	69.6	69.0	*	50.0	48.9		76.8	61.8	69.4	77.9	111
	2009		*	98.9	98.8	100.0	97.0	97.8		100.0	97.5	98.9	79.4	91
5	2007	100.0	88.9	91.3	90.0	*	72.7	84.1		94.1	89.1	91.9	82.9	123
	2008	*	92.3	96.3	95.3	*	87.5	88.4		92.0	96.0	94.0	84.0	100
	2009	*	100.0	93.1	93.9	*	87.0	90.6		91.5	97.8	94.3	87.0	105
3-5	2007	100.0	84.4	86.5	86.2	91.7	68.5	77.8		86.6	88.3	87.4	76.2	365
	2008	70.0	75.8	85.6	83.8	69.2	78.3	75.8		87.7	80.5	84.2	79.5	310
	2009	100.0	100.0	92.3	92.8	92.9	87.4	89.2		92.9	93.8	93.3	81.0	285

	NUMBER TESTED IN GRADES 3-5											
2007	23	32	303	311	12	73	180	0	194	171	365	32,298
2008	10	33	263	272	13	69	149	0	155	154	310	32,696
2009	11	22	247	264	14	111	176	0	155	129	285	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	0	2	22	23	0	16	22		14	10	24	3,303	132
	2008	*	2	7	9	*	4	7		2	7	9	2,542	99
	2009	0	0	12	12	*	10	12		6	6	12	2,781	89
4	2007	0	2	10	10	*	4	8		8	4	12	2,604	110
	2008	*	5	28	31	*	9	24		13	21	34	2,436	111
	2009		*	1	1	0	1	1		0	1	1	2,196	91
5	2007	0	1	9	10	*	3	10		4	6	10	1,785	123
	2008	*	1	3	4	*	2	5		4	2	6	1,730	100
	2009	*	0	6	6	*	3	6		5	1	6	1,386	105
3-5	2007	0	5	41	43	1	23	40		26	20	46	7,692	365
	2008	3	8	38	44	4	15	36		19	30	49	6,708	310
	2009	0	0	19	19	1	14	19		11	8	19	6,363	285

NUMBER TESTED IN GRADES 3-5													
2007	23	32	303	311	12	73	180	0	194	171	365	32,298	
2008	10	33	263	272	13	69	149	0	155	154	310	32,696	
2009	11	22	247	264	14	111	176	0	155	129	285	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	81.4	80.2	82.7	81.4	87.9	65.4
	2008	91.0	91.2	94.1	86.5	91.2	78.9
	2009	85.4	86.0	92.5	84.3	92.4	74.2
4	2007	85.9	87.9	79.5	83.8	74.3	79.5
	2008	80.4	78.5	75.4	78.4	74.5	68.4
	2009	94.0	94.3	90.1	94.3	89.6	85.7
5	2007	91.3	81.4	90.6	80.5	89.0	81.2
	2008	87.6	84.4	92.6	83.7	85.8	81.1
	2009	89.1	83.9	90.1	79.6	86.0	82.5
3-5	2007	86.1	82.9	84.4	81.8	84.2	75.0
	2008	86.1	84.5	86.9	82.7	83.5	75.8
	2009	89.5	87.9	90.8	85.8	89.1	80.9

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	37.5	8.3	23.6	21.7	16.7	16.7	13.6		21.4	24.2	22.7	19.2	132
	2008	*	50.0	54.4	54.7	*	34.3	40.7		61.2	49.0	54.5	26.3	99
	2009	50.0	28.6	39.7	38.8	*	32.7	31.3		47.8	34.9	41.6	29.0	89
4	2007	33.3	9.1	33.7	31.3	*	14.3	13.9		28.6	33.3	30.9	22.6	110
	2008	*	28.6	17.4	17.0	*	0.0	2.1		23.2	14.5	18.9	23.8	111
	2009		*	64.4	66.7	16.7	48.5	46.7		68.0	60.0	63.7	31.6	91
5	2007	83.3	44.4	51.9	49.0	*	45.5	23.8		58.8	43.6	52.0	29.3	123
	2008	*	15.4	45.7	39.5	*	31.3	37.2		46.0	36.0	41.0	31.9	100
	2009	*	25.0	47.1	45.9	*	34.8	26.6		54.2	37.0	46.7	38.4	105
3-5	2007	47.8	18.8	36.3	33.4	25.0	20.5	17.2		36.6	33.3	35.1	23.6	365
	2008	30.0	27.3	38.8	36.0	30.8	24.6	27.5		42.6	32.5	37.4	27.3	310
	2009	63.6	27.3	51.0	50.0	21.4	37.8	33.5		56.8	43.4	50.5	32.8	285

	NUMBER TESTED IN GRADES 3-5											
2007	23	32	303	311	12	73	180	0	194	171	365	32,298
2008	10	33	263	272	13	69	149	0	155	154	310	32,696
2009	11	22	247	264	14	111	176	0	155	129	285	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	90.0	90.9	93.2	93.8	*	78.6	82.9		93.1	92.3	92.7	86.5	110
	2008	*	91.7	92.0	90.4		81.3	84.4		86.5	96.2	91.4	87.4	105
	2009		*	96.4	96.1	*	93.5	95.1		100.0	94.9	96.5	87.4	86

	NUMBER TESTED IN GRADE 4											
2007	10	11	88	97	2	14	35	0	58	52	110	10,408
2008	4	12	88	94	0	16	45	0	52	53	105	10,658
2009	0	2	83	76	2	31	41	0	46	39	86	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	1	6	6	*	3	6		4	4	8	1,408	110
	2008	*	1	7	9		3	7		7	2	9	1,348	105
	2009		*	3	3	*	2	2		0	2	3	1,264	86

	NUMBER TESTED IN GRADE 4											
2007	10	11	88	97	2	14	35	0	58	52	110	10,408
2008	4	12	88	94	0	16	45	0	52	53	105	10,658
2009	0	2	83	76	2	31	41	0	46	39	86	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	2.3	86.8	85.2	93.4	89.9
	2008	2.2	81.9	78.2	84.9	87.1
	2009	2.3	91.9	86.6	93.2	94.9

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	40.0	0.0	17.0	16.5	*	0.0	2.9		15.5	19.2	17.3	18.2	110
	2008	*	16.7	17.0	16.0		0.0	2.2		17.3	15.1	16.2	21.4	105
	2009		*	26.5	30.3	*	12.9	17.1		17.4	41.0	27.9	21.0	86

	NUMBER TESTED IN GRADE 4											
2007	10	11	88	97	2	14	35	0	58	52	110	10,408
2008	4	12	88	94	0	16	45	0	52	53	105	10,658
2009	0	2	83	76	2	31	41	0	46	39	86	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	100.0	77.8	70.7	71.9	*	60.0	56.7		80.3	66.0	73.9	62.3	119
	2008	*	69.2	88.5	84.7	*	75.0	77.5		85.7	83.7	84.7	71.9	98
	2009	*	75.0	86.9	85.3	*	61.9	79.7		85.7	87.0	86.3	75.9	102

NUMBER TESTED IN GRADE 5													
2007	7	9	99	96	3	10	60	0	66	53	119	10,296	
2008	5	13	78	85	3	16	40	0	49	49	98	10,686	
2009	5	12	84	95	2	21	64	0	56	46	102	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	0	2	29	27	*	4	26		13	18	31	3,881	119
	2008	*	4	9	13	*	4	9		7	8	15	3,005	98
	2009	*	3	11	14	*	8	13		8	6	14	2,542	102

NUMBER TESTED IN GRADE 5													
2007	7	9	99	96	3	10	60	0	66	53	119	10,296	
2008	5	13	78	85	3	16	40	0	49	49	98	10,686	
2009	5	12	84	95	2	21	64	0	56	46	102	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	84.6	81.7	82.9	66.5
	2008	89.1	90.1	81.7	75.2
	2009	89.8	91.7	87.8	77.3

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)
5	2007	42.9	0.0	15.2	16.7	*	0.0	6.7		18.2	13.2	16.0	18.0	119
	2008	*	38.5	24.4	23.5	*	12.5	17.5		24.5	28.6	26.5	24.8	98
	2009	*	33.3	48.8	44.2	*	23.8	25.0		55.4	34.8	46.1	29.1	102

	NUMBER TESTED IN GRADE 5											
2007	7	9	99	96	3	10	60	0	66	53	119	10,296
2008	5	13	78	85	3	16	40	0	49	49	98	10,686
2009	5	12	84	95	2	21	64	0	56	46	102	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			90.9	90.9		90.9	90.0		100.0	*	90.9	89.4	11
4	2007												65.9	0
	2008			*	*		*	*		*		*	67.0	1
	2009												72.7	0
ALL	2007												—	0
	2008			*	*		*	*		*		*	—	1
	2009			90.9	90.9		90.9	90.0		100.0	*	90.9	—	11

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	1	1	0	1	1	0	1	0	1	1	—
2009	0	0	11	11	0	11	10	0	6	5	11	—	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												219	0
	2008												239	0
	2009			1	1		1	1		0	*	1	514	11
4	2007												122	0
	2008			*	*		*	*		*		*	215	1
	2009												268	0
ALL	2007												—	0
	2008			*	*		*	*		*		*	—	1
	2009			1	1		1	1		0	*	1	—	11

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	1	1	0	1	1	0	1	0	1	1	—
2009	0	0	11	11	0	11	10	0	6	5	11	11	—

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007				
	2008				
	2009	75.8	90.9	77.3	68.2
4	2007				
	2008	*	*	*	*
	2009				
ALL	2007				
	2008	*	*	*	*
	2009	75.8	90.9	77.3	68.2

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												14.8	0
	2008												17.2	0
	2009			9.1	9.1		9.1	10.0		16.7	*	9.1	30.6	11
4	2007												14.2	0
	2008			*	*		*	*		*		*	13.5	1
	2009												21.1	0
ALL	2007												—	0
	2008			*	*		*	*		*		*	—	1
	2009			9.1	9.1		9.1	10.0		16.7	*	9.1	—	11

NUMBER TESTED IN ALL GRADES													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	1	1	0	1	1	0	1	0	1	1	—
2009	0	0	11	11	0	11	10	0	6	5	11	11	—

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			*	*	*	*	*		*	*	*	77.7	5
	2009			*	*	*	*	*		*	*	*	87.7	3
4														
	2008		*	83.3	85.7	75.0	*	*		83.3	*	75.0	70.7	8
	2009		*	100.0	100.0	100.0	100.0	100.0		100.0	*	100.0	71.8	11
5														
	2008		*	*	*	83.3	*	83.3		*	*	83.3	73.3	6
	2009		*	100.0	100.0	100.0	*	*		100.0	*	100.0	80.3	8
3-5														
	2008		*	86.7	88.2	84.2	81.8	86.7		86.7	*	84.2	73.7	19
	2009		*	100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0	79.2	22

NUMBER TESTED IN GRADES 3-5													
2008	0	4	15	17	19	11	15	0	15	4	19	1,807	
2009	0	3	19	22	22	13	16	0	13	9	22	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	5
	2009			*	*	*	*	*		*	*	*	60	3
4														
	2008		*	1	1	2	*	*		1	*	2	181	8
	2009		*	0	0	0	0	0		0	*	0	192	11
5														
	2008		*	*	*	1	*	1		*	*	1	179	6
	2009		*	0	0	0	*	*		0	*	0	137	8
3-5														
	2008		*	2	2	3	2	2		2	*	3	476	19
	2009		*	0	0	0	0	0		0	0	0	389	22

NUMBER TESTED IN GRADES 3-5													
2008	0	4	15	17	19	11	15	0	15	4	19	1,807	
2009	0	3	19	22	22	13	16	0	13	9	22	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	55.2	54.2	58.3	64.1
	2009	70.5	77.3	59.1	60.2
5					
	2008	77.3	86.1	80.6	80.3
	2009	85.2	91.7	91.7	79.5
3-5					
	2008	69.1	72.8	73.2	73.4
	2009	77.8	83.3	72.0	71.9

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			*	*	*	*	*		*	*	*	10.8	5
	2009			*	*	*	*	*		*	*	*	16.2	3
4														
	2008		*	0.0	0.0	0.0	*	*		0.0	*	0.0	9.7	8
	2009		*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	8.9	11
5														
	2008		*	*	*	16.7	*	16.7		*	*	16.7	14.9	6
	2009		*	16.7	25.0	25.0	*	*		16.7	*	25.0	14.1	8
3-5														
	2008		*	26.7	23.5	21.1	36.4	26.7		20.0	*	21.1	12.0	19
	2009		*	15.8	18.2	18.2	23.1	25.0		7.7	33.3	18.2	12.7	22

NUMBER TESTED IN GRADES 3-5														
2008	0	4	15	17	19	11	15	0	15	4	19	1,807		
2009	0	3	19	22	22	13	16	0	13	9	22	1,867		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	100.0	100.0	*	100.0		*	*	100.0	76.1	6
	2009			*	*	*	*	*		*	*	*	81.2	3
4														
	2008			*	*	*	*	*		*		*	69.1	3
	2009			85.7	85.7	85.7	83.3	83.3		*	*	85.7	75.8	7
5														
	2008		*	*	100.0	100.0	*	100.0		100.0	*	100.0	64.0	8
	2009			*	*	*	*	*		*		*	80.2	3
3-5														
	2008		*	100.0	100.0	100.0	100.0	100.0		100.0	*	100.0	69.4	17
	2009			92.3	92.3	92.3	88.9	90.0		85.7	100.0	92.3	78.8	13

NUMBER TESTED IN GRADES 3-5													
2008	0	5	12	15	17	9	15	0	13	4	17	1,730	
2009	0	0	13	13	13	9	10	0	7	6	13	1,743	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	0	0	*	0		*	*	0	129	6
	2009			*	*	*	*	*		*	*	*	85	3
4														
	2008			*	*	*	*	*		*		*	173	3
	2009			1	1	1	1	1		*	*	1	157	7
5														
	2008		*	*	0	0	*	0		0	*	0	227	8
	2009			*	*	*	*	*		*		*	127	3
3-5														
	2008		*	0	0	0	0	0		0	*	0	529	17
	2009			1	1	1	1	1		1	0	1	369	13

NUMBER TESTED IN GRADES 3-5														
2008	0	5	12	15	17	9	15	0	13	4	17	1,730		
2009	0	0	13	13	13	9	10	0	7	6	13	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	70.8	90.0	76.7	83.3	61.1	36.1
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	81.0	64.3	77.1	71.4	42.9	59.5
5							
	2008	62.5	72.9	47.9	66.7	66.7	77.5
	2009	*	*	*	*	*	*
3-5							
	2008	70.1	78.8	67.3	72.5	64.7	63.9
	2009	82.7	75.1	79.7	75.6	56.4	68.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	16.7	16.7	*	16.7		*	*	16.7	16.1	6
	2009			*	*	*	*	*		*	*	*	22.3	3
4														
	2008			*	*	*	*	*		*		*	14.3	3
	2009			28.6	28.6	28.6	16.7	16.7		*	*	28.6	14.0	7
5														
	2008		*	*	0.0	0.0	*	0.0		0.0	*	0.0	14.0	8
	2009			*	*	*	*	*		*		*	17.2	3
3-5														
	2008		*	25.0	13.3	17.6	22.2	13.3		23.1	*	17.6	14.7	17
	2009			38.5	38.5	38.5	22.2	30.0		42.9	33.3	38.5	17.3	13

NUMBER TESTED IN GRADES 3-5														
2008	0	5	12	15	17	9	15	0	13	4	17	1,730		
2009	0	0	13	13	13	9	10	0	7	6	13	1,743		

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														
	2008		*	*	75.0	77.8	*	77.8		71.4	*	77.8	39.2	9
	2009		*	100.0	85.7	85.7	*	*		100.0	*	85.7	37.5	7

NUMBER TESTED IN GRADE 5													
2008	0	4	5	8	9	3	9	0	7	2	9	668	
2009	0	1	6	7	7	3	3	0	6	1	7	637	

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														
	2008		*	*	2	2	*	2		2	*	2	406	9
	2009		*	0	1	1	*	*		0	*	1	398	7

NUMBER TESTED IN GRADE 5													
2008	0	4	5	8	9	3	9	0	7	2	9	668	
2009	0	1	6	7	7	3	3	0	6	1	7	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	85.9	81.0	77.8	65.1
	2009	84.4	87.8	89.8	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)
5														
	2008		*	*	12.5	11.1	*	11.1		14.3	*	11.1	5.2	9
	2009		*	0.0	0.0	0.0	*	*		0.0	*	0.0	4.9	7

NUMBER TESTED IN GRADE 5														
2007														
2008	0	4	5	8	9	3	9	0	7	2	9	668		
2009	0	1	6	7	7	3	3	0	6	1	7	637		

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	57.1	49.1	50.7	46.9	71
	2008	40.0	57.5	54.0	57.6	50
	2009	16.7	37.0	28.9	41.9	45
1	2007	34.3	63.4	50.0	51.4	76
	2008	66.7	72.3	71.0	50.2	62
	2009	52.2	62.1	57.7	54.2	52
2	2007	43.5	57.1	47.2	44.5	127
	2008	24.0	76.2	47.8	50.2	46
	2009	20.0	57.6	39.7	47.9	63
1-2	2007	40.9	60.5	48.3	47.6	203
	2008	40.0	73.5	61.1	50.2	108
	2009	34.0	59.7	47.8	51.0	115

Number Tested	2007	141	133	274	24,696	
	2008	50	108	158	21,817	
	2009	71	89	160	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	28.0	60.0	40.0	44.3	160
	2008	48.6	54.2	50.8	44.9	118
	2009	49.5	60.0	52.0	52.8	123
1	2007	31.6	70.7	51.9	48.8	79
	2008	48.9	69.2	56.3	55.5	144
	2009	47.8	65.5	57.7	50.4	52
2	2007	58.9	81.1	65.2	55.6	132
	2008	53.2	86.4	60.4	57.5	101
	2009	25.8	48.5	37.5	53.2	64
K-2	2007	41.2	68.8	51.5	49.1	371
	2008	50.2	66.4	55.6	52.7	363
	2009	44.2	57.6	49.4	52.3	239

Number Tested	2007	233	138	371	34,441	
	2008	241	122	363	41,070	
	2009	147	92	239	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	85.7	36.4	51.0	45.6	*	42.9	57.1	*	44.4	54.5	50.7	46.9	71
	2008	*	55.6	58.3	56.5	*	37.5	40.0		63.0	43.5	54.0	57.6	50
	2009	*	45.5	20.7	25.0	*	0.0	16.7		15.4	47.4	28.9	41.9	45
1	2007	50.0	50.0	49.1	52.4	*	30.0	34.3		52.3	46.9	50.0	51.4	76
	2008	*	50.0	77.3	66.0	*	61.5	66.7		61.3	80.6	71.0	50.2	62
	2009	*	66.7	52.6	56.3		44.4	52.2		63.3	50.0	57.7	54.2	52
2	2007	*	28.6	47.4	45.5	*	47.4	43.5		49.2	45.2	47.2	44.5	127
	2008	*	*	36.4	45.0	*	7.7	24.0		44.8	52.9	47.8	50.2	46
	2009	*	25.0	39.1	36.5	*	25.0	20.0		30.3	50.0	39.7	47.9	63
1-2	2007	55.6	41.2	48.0	48.0	28.6	43.8	40.9		50.5	45.7	48.3	47.6	203
	2008	80.0	52.9	59.7	56.3	33.3	34.6	40.0		53.3	70.8	61.1	50.2	108
	2009	88.9	42.9	45.2	46.0	*	32.0	34.0		46.0	50.0	47.8	51.0	115

Number Tested	2007	16	28	224	230	10	110	141	1	136	138	274	24,696
	2008	15	26	113	133	9	34	50	0	87	71	158	21,817
	2009	12	32	113	140	9	33	71	0	89	71	160	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	0	0	8	5	*	0	0	*	4	4	8	1,245	71
	2008	*	0	4	5	*	0	0		3	2	5	1,687	50
	2009	*	1	3	2	*	0	2		2	2	4	771	45
1	2007	2	1	6	7	*	1	1		6	5	11	1,458	76
	2008	*	3	17	16	*	3	4		9	14	23	1,555	62
	2009	*	0	10	11		1	2		5	6	11	1,659	52
2	2007	*	0	9	9	*	6	6		7	3	10	896	127
	2008	*	*	3	6	*	0	0		4	4	8	1,065	46
	2009	*	0	7	6	*	1	2		5	4	9	1,027	63
1-2	2007	3	1	15	16	0	7	7		13	8	21	2,355	203
	2008	5	4	20	22	1	3	4		13	18	31	2,620	108
	2009	3	0	17	17	*	2	4		10	10	20	2,688	115

Number Tested	2007	16	28	224	230	10	110	141	1	136	138	274	24,696
	2008	15	26	113	133	9	34	50	0	87	71	158	21,817
	2009	12	32	113	140	9	33	71	0	89	71	160	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	85.7	36.4	38.6	37.0	*	26.7	28.0	*	32.9	46.4	40.0	44.3	160
	2008	*	44.4	51.9	52.3	25.0	46.5	48.6		50.0	51.9	50.8	44.9	118
	2009	*	75.0	49.1	50.8	28.6	47.1	49.5		47.6	56.7	52.0	52.8	123
1	2007	50.0	50.0	50.0	50.0	*	33.3	31.6		51.1	53.1	51.9	48.8	79
	2008	*	41.7	57.1	53.3	*	48.4	48.9		56.9	55.6	56.3	55.5	144
	2009	*	33.3	60.5	58.3		44.4	47.8		73.3	36.4	57.7	50.4	52
2	2007	*	57.1	65.3	65.5	*	61.3	58.9		75.8	54.5	65.2	55.6	132
	2008	*	*	58.0	60.9	*	57.4	53.2		54.5	67.4	60.4	57.5	101
	2009	*	15.4	41.3	32.1	*	37.5	25.8		32.4	43.3	37.5	53.2	64
K-2	2007	68.8	46.4	50.8	50.0	38.5	41.0	41.2	*	52.4	50.5	51.5	49.1	371
	2008	66.7	46.2	55.7	55.1	44.4	50.4	50.2		53.9	57.6	55.6	52.7	363
	2009	66.7	41.2	49.5	47.9	33.3	45.5	44.2		49.6	49.1	49.4	52.3	239

Number Tested	2007	16	28	321	314	13	205	233	1	189	182	371	34,441
	2008	15	26	318	321	18	232	241	0	191	172	363	41,070
	2009	12	34	190	219	12	110	147	0	127	112	239	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	2	3	21	21	*	9	10	*	11	15	26	2,583	160
	2008	*	1	17	16	1	8	8		10	8	18	2,788	118
	2009	*	2	12	12	1	8	10		6	8	14	2,455	123
1	2007	1	3	8	11	*	0	1		9	5	14	1,769	79
	2008	*	1	20	17	*	10	10		12	11	23	2,800	144
	2009	*	1	6	7		1	1		5	3	8	1,577	52
2	2007	*	0	34	32	*	21	22		21	15	36	2,098	132
	2008	*	*	11	12	*	8	8		6	8	14	2,912	101
	2009	*	1	7	9	*	3	4		3	6	9	1,686	64
K-2	2007	4	6	63	64	1	30	33	*	41	35	76	6,450	371
	2008	2	3	48	45	3	26	26		28	27	55	8,500	363
	2009	2	4	25	28	2	12	15		14	17	31	5,718	239

Number Tested	2007	16	28	321	314	13	205	233	1	189	182	371	34,441
	2008	15	26	318	321	18	232	241	0	191	172	363	41,070
	2009	12	34	190	219	12	110	147	0	127	112	239	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			76.7	78.7		77.4	78.3		79.2	73.7	76.7	84.7	86
	2008			92.3	94.8	*	91.8	93.1		91.4	93.3	92.3	87.0	65
	2009			92.2	92.2	*	92.2	91.9		94.6	90.0	92.2	88.6	77
1	2007			86.2	85.2		86.0	87.5		78.8	96.0	86.2	84.5	58
	2008			86.7	85.5	*	87.5	88.3		78.6	95.1	86.7	88.0	83
	2009			94.7	94.6	*	94.6	94.6		93.3	96.3	94.7	88.6	57
2	2007			*	*		*	*			*	*	89.9	4
	2008			87.0	86.3	*	87.0	86.8		76.0	96.6	87.0	93.4	54
	2009			93.2	93.0	*	93.1	94.4		88.6	97.4	93.2	94.0	73
K-2	2007			81.1	81.7		81.3	82.3		79.0	83.6	81.1	85.6	148
	2008			88.6	88.6	71.4	88.7	89.4		82.4	95.0	88.6	89.3	202
	2009			93.2	93.1	66.7	93.2	93.5		92.2	94.3	93.2	90.4	207

Number Tested	2007	0	0	148	131	0	144	141	0	81	67	148	14,889
	2008	0	0	202	185	7	195	188	0	102	100	202	18,257
	2009	0	0	207	204	6	205	201	0	102	105	207	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			28	27		28	28		12	16	28	2,779	86
	2008			45	41	*	43	42		23	22	45	3,280	65
	2009			53	53	*	53	52		24	29	53	3,525	77
1	2007			21	19		21	21		11	10	21	1,782	58
	2008			22	21	*	21	21		8	14	22	2,412	83
	2009			18	18	*	18	18		6	12	18	2,523	57
2	2007			*	*		*	*			*	*	1,196	4
	2008			18	16	*	18	18		7	11	18	2,596	54
	2009			36	34	*	35	36		15	21	36	2,909	73
K-2	2007			50	46		50	50		23	27	50	5,757	148
	2008			85	78	2	82	81		38	47	85	8,288	202
	2009			107	105	1	106	106		45	62	107	8,957	207

Number Tested	2007	0	0	148	131	0	144	141	0	81	67	148	14,889
	2008	0	0	202	185	7	195	188	0	102	100	202	18,257
	2009	0	0	207	204	6	205	201	0	102	105	207	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	66.7	5	20.0	11	0.0	19	15.8
5	1	0.0	3	66.7	0	-	4	50.0
ALL	4	50.0	8	37.5	11	0.0	23	21.7

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (85)	Beginning	72	84.7	72	84.7	77	90.6	80	94.1	78	91.8
	Intermediate	4	4.7	6	7.1	2	2.4	1	1.2	3	3.5
	Advanced	3	3.5	2	2.4	1	1.2	1	1.2	1	1.2
	Advanced High	6	7.1	5	5.9	5	5.9	3	3.5	3	3.5
1 (66)	Beginning	23	34.8	27	40.9	49	75.4	34	52.3	34	52.3
	Intermediate	17	25.8	25	37.9	11	16.9	16	24.6	16	24.6
	Advanced	8	12.1	7	10.6	2	3.1	10	15.4	10	15.4
	Advanced High	18	27.3	7	10.6	3	4.6	5	7.7	5	7.7
2 (89)	Beginning	7	7.9	9	10.1	24	27.0	5	5.6	5	5.6
	Intermediate	30	33.7	32	36.0	28	31.5	29	32.6	29	32.6
	Advanced	31	34.8	29	32.6	26	29.2	29	32.6	31	34.8
	Advanced High	21	23.6	19	21.3	11	12.4	26	29.2	24	27.0
3 (62)	Beginning	2	3.2	1	1.6	7	11.3	2	3.2	2	3.2
	Intermediate	11	17.7	9	14.5	17	27.4	9	14.5	9	14.5
	Advanced	27	43.5	27	43.5	21	33.9	16	25.8	17	27.4
	Advanced High	22	35.5	25	40.3	17	27.4	35	56.5	34	54.8
4 (44)	Beginning	1	2.3	1	2.3	1	2.4	3	7.1	3	7.1
	Intermediate	3	6.8	1	2.3	8	19.0	5	11.9	5	11.9
	Advanced	17	38.6	28	63.6	23	54.8	7	16.7	7	16.7
	Advanced High	23	52.3	14	31.8	10	23.8	27	64.3	27	64.3

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	—	—	—	
63 27 (42.9%)	Beginning	32			
	Intermediate	15	1		
	Advanced	6	1	3	
	Advanced High	2	1	2	
86 74 (86.0%)	Beginning	3			
	Intermediate	23	6		
	Advanced	26	2	3	
	Advanced High	10	5	8	
57 37 (64.9%)	Beginning	0			
	Intermediate	1	7		
	Advanced	0	2	13	
	Advanced High	0	1	33	
38 31 (81.6%)	Beginning	2			
	Intermediate	3	2		
	Advanced	0	2	3	
	Advanced High	0	2	24	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (26)	Beginning	1	3.8	1	3.8	1	4.0	2	8.0	2	8.0
	Intermediate	9	34.6	12	46.2	13	52.0	1	4.0	1	4.0
	Advanced	9	34.6	4	15.4	7	28.0	7	28.0	8	32.0
	Advanced High	7	26.9	9	34.6	4	16.0	15	60.0	14	56.0
ALL (372)	Beginning	106	28.5	111	29.8	159	43.2	126	34.2	124	33.7
	Intermediate	74	19.9	85	22.8	79	21.5	61	16.6	63	17.1
	Advanced	95	25.5	97	26.1	80	21.7	70	19.0	74	20.1
	Advanced High	97	26.1	79	21.2	50	13.6	111	30.2	107	29.1

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	2			
	Intermediate	0	1		
	Advanced	0	4	4	
	Advanced High	0	2	10	
<div>272</div> <div>186 (68.4%)</div>	Beginning	43			
	Intermediate	42	17		
	Advanced	32	11	26	
	Advanced High	12	11	78	

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