

# Campus Data Packet

for 2009 - 10 Plans



**BARBARA JORDAN**

School Number 133

*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	65
KN	94
1	98
2	93
3	100
4	82
5	89
ALL	621

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	104	16.7	18	46.2
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	517	83.3	18	46.2
White	0	0.0	2	5.1
Other	**	**	1	2.6

\*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	599	96.5
Limited English proficient students	423	68.1
Special education students	38	6.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	65	9	13.8	1	1.5	0	0.0	55	84.6	0	0.0
	2008	66	6	9.1	0	0.0	0	0.0	60	90.9	0	0.0
	2009	65	4	6.2	0	0.0	0	0.0	61	93.8	0	0.0
KN	2007	87	15	17.2	0	0.0	0	0.0	72	82.8	0	0.0
	2008	89	21	23.6	0	0.0	0	0.0	68	76.4	0	0.0
	2009	94	16	17.0	0	0.0	0	0.0	78	83.0	0	0.0
1	2007	96	15	15.6	1	1.0	0	0.0	80	83.3	0	0.0
	2008	97	13	13.4	0	0.0	0	0.0	84	86.6	0	0.0
	2009	98	21	21.4	0	0.0	0	0.0	77	78.6	0	0.0
2	2007	95	15	15.8	0	0.0	0	0.0	80	84.2	0	0.0
	2008	97	20	20.6	0	0.0	0	0.0	77	79.4	0	0.0
	2009	93	16	17.2	0	0.0	0	0.0	77	82.8	0	0.0
3	2007	102	20	19.6	0	0.0	0	0.0	82	80.4	0	0.0
	2008	88	14	15.9	0	0.0	0	0.0	74	84.1	0	0.0
	2009	100	23	23.0	0	0.0	0	0.0	77	77.0	0	0.0
4	2007	77	20	26.0	1	1.3	0	0.0	56	72.7	0	0.0
	2008	94	19	20.2	0	0.0	0	0.0	75	79.8	0	0.0
	2009	82	7	8.5	0	0.0	0	0.0	75	91.5	0	0.0
5	2007	86	14	16.3	0	0.0	0	0.0	72	83.7	0	0.0
	2008	77	19	24.7	0	0.0	0	0.0	58	75.3	0	0.0
	2009	89	17	19.1	0	0.0	0	0.0	72	80.9	0	0.0
EC-5	2007	608	108	17.8	3	0.5	0	0.0	497	81.7	0	0.0
	2008	608	112	18.4	0	0.0	0	0.0	496	81.6	0	0.0
	2009	621	104	16.7	0	0.0	0	0.0	517	83.3	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	65	63	96.9	51	78.5	1	1.5	0	0.0	65	100.0	0.0
	2008	66	65	98.5	50	75.8	0	0.0	0	0.0	66	100.0	0.0
	2009	65	64	98.5	57	87.7	0	0.0	0	0.0	65	100.0	0.0
KN	2007	87	85	97.7	59	67.8	0	0.0	2	2.3	41	47.1	0.0
	2008	89	87	97.8	57	64.0	1	1.1	0	0.0	32	36.0	1.1
	2009	94	90	95.7	63	67.0	2	2.1	0	0.0	32	34.0	0.0
1	2007	96	91	94.8	62	64.6	3	3.1	11	11.5	7	7.3	0.0
	2008	97	91	93.8	68	70.1	2	2.1	3	3.1	8	8.2	1.0
	2009	98	93	94.9	68	69.4	1	1.0	0	0.0	10	10.2	6.1
2	2007	95	91	95.8	68	71.6	3	3.2	12	12.6	7	7.4	0.0
	2008	97	95	97.9	63	64.9	5	5.2	11	11.3	6	6.2	3.1
	2009	93	89	95.7	63	67.7	5	5.4	5	5.4	9	9.7	3.2
3	2007	102	94	92.2	67	65.7	11	10.8	19	18.6	5	4.9	3.9
	2008	88	86	97.7	61	69.3	6	6.8	11	12.5	5	5.7	2.3
	2009	100	98	98.0	65	65.0	14	14.0	13	13.0	4	4.0	1.0
4	2007	77	72	93.5	23	29.9	5	6.5	27	35.1	1	1.3	0.0
	2008	94	89	94.7	48	51.1	11	11.7	14	14.9	5	5.3	0.0
	2009	82	80	97.6	59	72.0	7	8.5	9	11.0	5	6.1	0.0
5	2007	86	84	97.7	17	19.8	5	5.8	17	19.8	2	2.3	0.0
	2008	77	73	94.8	26	33.8	6	7.8	23	29.9	4	5.2	2.6
	2009	89	85	95.5	48	53.9	9	10.1	14	15.7	5	5.6	1.1
EC-5	2007	608	580	95.4	347	57.1	28	4.6	88	14.5	128	21.1	0.7
	2008	608	586	96.4	373	61.3	31	5.1	62	10.2	126	20.7	1.5
	2009	621	599	96.5	423	68.1	38	6.1	41	6.6	130	20.9	1.8

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2007	31.7	4,117.2	30.1	94.9	3,933.6	95.5	78	100.0	100.0	61	7,436	100.0	100.0
	2008	32.0	4,133.2	30.6	95.8	3,942.7	95.4	70	100.0	100.0	59	7,427	100.0	100.0
	2009	31.9	4,167.8	30.4	95.3	3,975.6	95.4	75	100.0	100.0	59	7,332	100.0	100.0
KN	2007	86.6	13,945.0	84.1	97.1	13,385.6	96.0	13	15.0	24.3	81	12,035	93.5	86.3
	2008	88.0	13,568.1	84.5	96.0	13,004.4	95.8	19	21.6	23.5	77	11,618	87.5	85.6
	2009	93.9	13,515.0	89.5	95.4	12,939.1	95.7	16	17.0	22.5	80	11,501	85.2	85.1
1	2007	97.1	14,353.8	93.9	96.6	13,851.4	96.5	24	24.7	23.2	83	12,437	85.4	86.6
	2008	94.0	14,626.9	91.1	96.9	14,102.7	96.4	21	22.3	21.2	85	12,704	90.4	86.9
	2009	97.2	14,250.8	94.1	96.9	13,719.9	96.3	12	12.3	20.7	88	12,300	90.6	86.3
2	2007	91.6	13,403.8	89.0	97.1	12,978.9	96.8	23	25.1	21.7	82	11,729	89.5	87.5
	2008	98.6	13,708.6	95.9	97.3	13,269.8	96.8	15	15.2	19.7	92	12,043	93.3	87.9
	2009	89.4	13,950.1	87.0	97.3	13,499.0	96.8	14	15.7	18.6	83	12,231	92.8	87.7
3	2007	98.5	12,998.4	95.8	97.3	12,633.3	97.2	15	15.2	21.1	92	11,445	93.4	88.0
	2008	86.3	12,806.9	83.8	97.1	12,425.5	97.0	13	15.1	19.1	77	11,408	89.2	89.1
	2009	98.9	13,095.5	96.6	97.7	12,710.6	97.1	15	15.2	18.3	89	11,634	90.0	88.8
4	2007	77.7	12,104.9	74.8	96.3	11,768.3	97.2	13	16.7	19.7	71	10,683	91.4	88.3
	2008	91.3	12,329.8	88.4	96.7	11,960.3	97.0	14	15.3	19.7	84	10,924	92.0	88.6
	2009	80.8	12,156.4	78.8	97.6	11,789.9	97.0	9	11.1	18.1	76	10,731	94.1	88.3
5	2007	87.5	11,757.0	85.6	97.8	11,426.8	97.2	14	16.0	20.9	80	10,362	91.4	88.1
	2008	76.8	11,874.2	74.4	96.8	11,539.6	97.2	9	11.7	18.8	74	10,608	96.3	89.3
	2009	90.0	11,903.5	87.3	97.0	11,552.9	97.1	17	18.9	17.5	80	10,563	88.9	88.7
EC-5	2007	570.8	83,122.6	553.2	96.9	80,387.4	96.7	180	31.5	33.3	550	76,416	96.4	91.9
	2008	567.1	83,438.7	548.8	96.8	80,606.0	96.6	161	28.4	31.9	548	76,970	96.6	92.2
	2009	582.0	83,476.5	563.7	96.9	80,586.5	96.5	158	27.1	30.9	555	76,517	95.4	91.7



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	18	46.2
Hispanic	18	46.2
White	2	5.1
Other	1	2.6

Gender	Number	Percent
Female	26	66.7
Male	13	33.3

<b>TOTAL</b>	<b>39</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	6.8
<b>2008</b>	9.1
<b>2009</b>	8.0

## PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		85.7	73.0	76.5	*	69.6	70.6		74.2	81.5	77.6	84.6	58
	2008		92.3	83.9	86.4	*	89.5	85.7		86.4	86.4	86.4	86.2	44
	2009		80.0	88.9	84.4	*	66.7	77.3		71.4	94.7	84.8	87.3	33
4	2007		55.6	68.0	66.7	*	47.1	41.4		56.3	72.2	64.7	69.7	68
	2008		55.6	57.5	56.6	33.3	31.3	37.0		61.3	51.9	56.9	72.1	58
	2009		85.7	83.3	85.4	*	81.0	76.0		90.9	76.2	83.7	75.8	43
5	2007		75.0	65.2	66.3	*	8.3	45.8		69.6	64.1	67.1	78.3	85
	2008		62.5	78.3	74.1	*	56.3	57.1		71.0	77.4	74.2	82.9	62
	2009		82.4	72.1	75.0	*	70.6	63.6		76.5	73.1	75.0	82.9	60
3-5	2007		72.7	67.9	69.0	66.7	48.1	52.3		67.0	71.6	69.2	77.6	211
	2008		68.1	72.6	71.6	45.5	60.8	61.9		71.4	71.3	71.3	80.3	164
	2009		82.1	79.4	80.6	37.5	75.0	71.3		80.0	80.3	80.1	81.5	136

	NUMBER TESTED IN GRADES 3-5											
2007	0	55	156	197	6	52	111	0	109	102	211	31,814
2008	0	47	117	155	11	51	97	0	84	80	164	31,840
2009	0	39	97	129	8	44	80	0	70	66	136	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	10	12	*	7	10		8	5	13	1,675	58
	2008		1	5	6	*	2	5		3	3	6	1,443	44
	2009		3	2	5	*	2	5		4	1	5	960	33
4	2007		8	16	21	*	9	17		14	10	24	3,189	68
	2008		8	17	23	4	11	17		12	13	25	2,996	58
	2009		1	6	6	*	4	6		2	5	7	2,449	43
5	2007		4	24	28	*	11	26		14	14	28	2,258	85
	2008		6	10	15	*	7	15		9	7	16	1,827	62
	2009		3	12	14	*	5	12		8	7	15	1,793	60
3-5	2007		15	50	61	2	27	53		36	29	65	7,122	211
	2008		15	32	44	6	20	37		24	23	47	6,266	164
	2009		7	20	25	5	11	23		14	13	27	5,202	136

NUMBER TESTED IN GRADES 3-5													
2007	0	55	156	197	6	52	111	0	109	102	211	31,814	
2008	0	47	117	155	11	51	97	0	84	80	164	31,840	
2009	0	39	97	129	8	44	80	0	70	66	136	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	75.1	79.8	72.7	73.7
	2008	77.7	83.8	83.7	76.4
	2009	74.5	76.6	83.8	84.5
4	2007	74.6	71.5	71.2	64.4
	2008	73.3	72.8	71.4	66.6
	2009	82.0	75.9	74.4	81.4
5	2007	69.2	75.6	76.2	65.8
	2008	73.1	78.4	76.8	72.5
	2009	74.1	77.3	77.5	72.8
3-5	2007	72.6	75.4	73.6	67.5
	2008	74.4	77.9	76.8	71.4
	2009	76.7	76.7	78.1	78.4

## 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		23.8	27.0	25.5	*	13.0	14.7		16.1	37.0	25.9	21.3	58
	2008		15.4	32.3	27.3	*	15.8	20.0		36.4	18.2	27.3	21.5	44
	2009		26.7	16.7	21.9	*	16.7	13.6		21.4	21.1	21.2	34.1	33
4	2007		16.7	20.0	20.6	*	5.9	3.4		18.8	19.4	19.1	16.6	68
	2008		5.6	12.5	11.3	0.0	0.0	0.0		12.9	7.4	10.3	14.4	58
	2009		14.3	13.9	14.6	*	4.8	4.0		13.6	14.3	14.0	18.4	43
5	2007		12.5	5.8	7.2	*	0.0	0.0		8.7	5.1	7.1	13.1	85
	2008		12.5	21.7	19.0	*	6.3	5.7		9.7	29.0	19.4	16.5	62
	2009		11.8	11.6	12.5	*	11.8	6.1		11.8	11.5	11.7	18.5	60
3-5	2007		18.2	15.4	16.2	0.0	7.7	5.4		13.8	18.6	16.1	17.1	211
	2008		10.6	21.4	18.7	0.0	7.8	9.3		17.9	18.8	18.3	17.4	164
	2009		17.9	13.4	15.5	0.0	9.1	7.5		14.3	15.2	14.7	22.7	136

	NUMBER TESTED IN GRADES 3-5											
2007	0	55	156	197	6	52	111	0	109	102	211	31,814
2008	0	47	117	155	11	51	97	0	84	80	164	31,840
2009	0	39	97	129	8	44	80	0	70	66	136	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		70.0	75.6	70.4	*	65.4	67.6		71.9	75.9	73.8	70.3	61
	2008		78.6	86.7	84.1	*	89.5	85.7		82.6	86.4	84.4	76.6	45
	2009		87.5	74.3	77.0	*	68.9	73.1		76.2	77.1	76.7	77.3	90
4	2007		57.9	86.0	81.5	*	70.6	56.7		69.7	83.8	77.1	75.7	70
	2008		77.8	77.4	75.8	33.3	65.5	65.0		78.9	75.8	77.5	77.9	71
	2009		85.7	91.9	92.9	*	95.5	88.5		81.8	100.0	90.9	79.4	44
5	2007		85.7	83.6	83.5	*	66.7	71.7		88.4	79.5	84.1	82.9	82
	2008		66.7	94.0	87.5	*	89.5	77.5		85.3	88.2	86.8	84.0	68
	2009		75.0	86.1	84.5	62.5	85.1	79.0		86.5	80.6	84.1	87.0	88
3-5	2007		69.8	82.3	79.3	66.7	67.3	66.4		77.8	80.0	78.9	76.2	213
	2008		74.0	85.7	82.2	46.2	79.1	75.7		82.1	83.1	82.6	79.5	184
	2009		82.1	82.5	83.1	56.3	79.2	77.7		81.9	83.0	82.4	81.0	222

	NUMBER TESTED IN GRADES 3-5											
2007	0	53	158	198	9	55	113	0	108	105	213	32,298
2008	0	50	133	174	13	67	115	0	95	89	184	32,696
2009	0	39	183	213	16	130	166	0	116	106	222	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		6	10	16	*	9	12		9	7	16	3,303	61
	2008		3	4	7	*	2	5		4	3	7	2,542	45
	2009		2	19	20	*	19	21		10	11	21	2,781	90
4	2007		8	7	12	*	5	13		10	6	16	2,604	70
	2008		4	12	16	4	10	14		8	8	16	2,436	71
	2009		1	3	3	*	1	3		4	0	4	2,196	44
5	2007		2	11	13	*	4	13		5	8	13	1,785	82
	2008		6	3	8	*	2	9		5	4	9	1,730	68
	2009		4	10	13	3	7	13		7	7	14	1,386	88
3-5	2007		16	28	41	3	18	38		24	21	45	7,692	213
	2008		13	19	31	7	14	28		17	15	32	6,708	184
	2009		7	32	36	7	27	37		21	18	39	6,363	222

	NUMBER TESTED IN GRADES 3-5											
2007	0	53	158	198	9	55	113	0	108	105	213	32,298
2008	0	50	133	174	13	67	115	0	95	89	184	32,696
2009	0	39	183	213	16	130	166	0	116	106	222	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	79.8	78.7	81.1	78.7	83.6	64.8
	2008	85.6	87.0	94.1	73.0	89.4	74.2
	2009	75.6	82.2	89.1	83.0	82.2	62.6
4	2007	86.5	81.6	77.6	76.7	71.4	72.7
	2008	82.3	77.9	85.0	76.8	73.9	62.3
	2009	90.5	88.6	81.1	87.5	82.4	77.0
5	2007	84.8	78.7	86.1	74.9	83.2	74.1
	2008	85.2	79.6	87.0	78.8	78.7	80.3
	2009	80.7	75.5	89.0	73.9	81.8	74.0
3-5	2007	83.9	79.7	81.9	76.6	79.5	71.0
	2008	84.2	80.8	87.9	76.6	79.5	71.9
	2009	80.5	80.8	87.4	80.3	82.1	70.0



## 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	2007		35.0	24.4	25.9	*	15.4	16.2		31.3	24.1	27.9	19.2	61
	2008		28.6	56.7	47.7	*	57.9	45.7		47.8	45.5	46.7	26.3	45
	2009		43.8	29.7	33.3	*	21.3	26.9		31.0	33.3	32.2	29.0	90
4	2007		15.8	40.0	35.4	*	17.6	13.3		33.3	32.4	32.9	22.6	70
	2008		22.2	30.2	28.8	0.0	20.7	17.5		39.5	15.2	28.2	23.8	71
	2009		28.6	43.2	42.9	*	45.5	38.5		45.5	36.4	40.9	31.6	44
5	2007		21.4	35.8	34.2	*	8.3	13.0		39.5	25.6	32.9	29.3	82
	2008		22.2	48.0	42.2	*	21.1	15.0		38.2	44.1	41.2	31.9	68
	2009		31.3	30.6	31.0	0.0	23.4	19.4		36.5	22.2	30.7	38.4	88
3-5	2007		24.5	34.2	32.3	0.0	14.5	14.2		35.2	27.6	31.5	23.6	213
	2008		24.0	42.9	38.5	15.4	31.3	25.2		41.1	33.7	37.5	27.3	184
	2009		35.9	32.8	34.3	6.3	26.2	25.9		36.2	30.2	33.3	32.8	222

	NUMBER TESTED IN GRADES 3-5											
2007	0	53	158	198	9	55	113	0	108	105	213	32,298
2008	0	50	133	174	13	67	115	0	95	89	184	32,696
2009	0	39	183	213	16	130	166	0	116	106	222	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		77.8	81.8	81.0	*	50.0	54.2		81.8	80.0	81.0	86.5	63
	2008		86.7	87.5	86.3	*	70.6	73.1		86.7	88.0	87.3	87.4	55
	2009		85.7	82.9	85.0	*	89.5	87.0		81.0	85.7	83.3	87.4	42

	NUMBER TESTED IN GRADE 4											
2007	0	18	44	58	2	12	24	0	33	30	63	10,408
2008	0	15	40	51	4	17	26	0	30	25	55	10,658
2009	0	7	35	40	3	19	23	0	21	21	42	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		4	8	11	*	6	11		6	6	12	1,408	63
	2008		2	5	7	*	5	7		4	3	7	1,348	55
	2009		1	6	6	*	2	3		4	3	7	1,264	42

NUMBER TESTED IN GRADE 4													
2007	0	18	44	58	2	12	24	0	33	30	63	10,408	
2008	0	15	40	51	4	17	26	0	30	25	55	10,658	
2009	0	7	35	40	3	19	23	0	21	21	42	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	2.3	77.0	74.8	86.5	86.9
	2008	2.1	80.9	71.8	81.6	80.9
	2009	2.1	84.5	82.4	83.6	90.5

<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		5.6	36.4	29.3	*	8.3	4.2		21.2	33.3	27.0	18.2	63
	2008		6.7	15.0	13.7	*	5.9	7.7		13.3	12.0	12.7	21.4	55
	2009		14.3	20.0	17.5	*	21.1	17.4		4.8	33.3	19.0	21.0	42

	NUMBER TESTED IN GRADE 4											
2007	0	18	44	58	2	12	24	0	33	30	63	10,408
2008	0	15	40	51	4	17	26	0	30	25	55	10,658
2009	0	7	35	40	3	19	23	0	21	21	42	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		50.0	56.7	55.7	*	8.3	28.9		61.9	48.7	55.6	62.3	81
	2008		41.2	72.5	65.6	*	50.0	41.5		61.8	67.6	64.7	71.9	68
	2009		56.3	67.1	64.6	37.5	66.7	59.0		82.0	41.7	65.1	75.9	86

	NUMBER TESTED IN GRADE 5											
2007	0	14	67	79	2	12	45	0	42	39	81	10,296
2008	0	17	51	64	3	20	41	0	34	34	68	10,686
2009	0	16	70	82	8	45	61	0	50	36	86	10,550

 Shaded cells indicate percentages below 55 percent, the 2010 AEIS science minimum for an Academically Acceptable rating.

**NUMBER NOT MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007		7	29	35	*	11	32		16	20	36	3,881	81
	2008		10	14	22	*	10	24		13	11	24	3,005	68
	2009		7	23	29	5	15	25		9	21	30	2,542	86

	NUMBER TESTED IN GRADE 5											
2007	0	14	67	79	2	12	45	0	42	39	81	10,296
2008	0	17	51	64	3	20	41	0	34	34	68	10,686
2009	0	16	70	82	8	45	61	0	50	36	86	10,550

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	75.5	72.3	75.7	65.8
	2008	78.3	81.0	74.7	67.2
	2009	80.6	82.8	78.7	68.3



## 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		0.0	14.9	12.7	*	0.0	2.2		21.4	2.6	12.3	18.0	81
	2008		17.6	15.7	15.6	*	5.0	7.3		17.6	14.7	16.2	24.8	68
	2009		31.3	22.9	24.4	0.0	17.8	14.8		30.0	16.7	24.4	29.1	86

	NUMBER TESTED IN GRADE 5											
2007	0	14	67	79	2	12	45	0	42	39	81	10,296
2008	0	17	51	64	3	20	41	0	34	34	68	10,686
2009	0	16	70	82	8	45	61	0	50	36	86	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			88.9	88.6	*	88.9	88.9		81.8	100.0	88.9	82.9	36
	2008			80.5	80.0		80.5	80.5		75.0	85.7	80.5	85.4	41
	2009			80.4	79.6	*	79.6	80.0		70.4	89.7	80.4	89.4	56
4	2007			*	*		*	*		*	*	*	65.9	5
	2008			71.0	73.3	*	71.0	71.0		80.0	54.5	71.0	67.0	31
	2009			73.5	73.5		73.5	72.7		68.8	77.8	73.5	72.7	34
5	2007			*	*		*	*		*	*	*	75.8	2
	2008			80.0	80.0		77.8	77.8		*	83.3	80.0	70.6	10
	2009			89.3	89.3	*	89.3	89.3		88.9	90.0	89.3	79.7	28
ALL	2007			83.7	83.3	*	83.7	83.7		80.8	88.2	83.7	—	43
	2008			76.8	77.5	*	76.5	76.5		77.3	76.3	76.8	—	82
	2009			80.5	80.2	*	80.2	80.2		75.4	86.0	80.5	—	118

NUMBER TESTED IN GRADES ALL													
2007	0	0	43	42	1	43	43	0	26	17	43	—	
2008	0	0	82	80	1	81	81	0	44	38	82	—	
2009	0	0	118	116	2	116	116	0	61	57	118	—	

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

## NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			4	4	*	4	4		4	0	4	219	36
	2008			8	8		8	8		5	3	8	239	41
	2009			11	11	*	11	11		8	3	11	514	56
4	2007			*	*		*	*		*	*	*	122	5
	2008			9	8	*	9	9		4	5	9	215	31
	2009			9	9		9	9		5	4	9	268	34
5	2007			*	*		*	*		*	*	*	22	2
	2008			2	2		2	2		*	1	2	65	10
	2009			3	3	*	3	3		2	1	3	86	28
ALL	2007			7	7	*	7	7		5	2	7	—	43
	2008			19	18	*	19	19		10	9	19	—	82
	2009			23	23	*	23	23		15	8	23	—	118

NUMBER TESTED IN GRADES ALL													
2007	0	0	43	42	1	43	43	0	26	17	43	—	
2008	0	0	82	80	1	81	81	0	44	38	82	—	
2009	0	0	118	116	2	116	116	0	61	57	118	—	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007	76.3	82.5	73.6	73.3
	2008	72.4	80.5	70.7	67.7
	2009	75.4	79.3	74.1	70.1
4	2007	*	*	*	*
	2008	76.6	76.6	64.5	69.4
	2009	73.9	71.3	74.8	71.5
5	2007	*	*	*	*
	2008	83.8	75.0	66.3	68.5
	2009	77.5	75.4	76.3	67.0
ALL	2007	74.5	79.9	70.6	69.1
	2008	75.3	78.4	67.8	68.4
	2009	75.4	76.1	74.8	69.8

## 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			8.3	8.6	*	8.3	8.3		4.5	14.3	8.3	14.8	36
	2008			12.2	12.5		12.2	12.2		10.0	14.3	12.2	17.2	41
	2009			25.0	25.9	*	24.1	23.6		29.6	20.7	25.0	30.6	56
4	2007			*	*		*	*		*	*	*	14.2	5
	2008			19.4	20.0	*	19.4	19.4		15.0	27.3	19.4	13.5	31
	2009			17.6	17.6		17.6	18.2		18.8	16.7	17.6	21.1	34
5	2007			*	*		*	*		*	*	*	17.6	2
	2008			20.0	20.0		11.1	11.1		*	16.7	20.0	19.9	10
	2009			21.4	21.4	*	21.4	21.4		27.8	10.0	21.4	15.3	28
ALL	2007			7.0	7.1	*	7.0	7.0		3.8	11.8	7.0	—	43
	2008			15.9	16.3	*	14.8	14.8		13.6	18.4	15.9	—	82
	2009			22.0	22.4	*	21.6	21.6		26.2	17.5	22.0	—	118

NUMBER TESTED IN ALL GRADES													
2007	0	0	43	42	1	43	43	0	26	17	43	—	
2008	0	0	82	80	1	81	81	0	44	38	82	—	
2009	0	0	118	116	2	116	116	0	61	57	118	—	

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			60.5	59.5	*	60.5	60.5		69.6	46.7	60.5	62.1	38
	2008			70.7	70.0		70.7	70.7		65.0	76.2	70.7	71.7	41
	2009												72.9	0
4	2007			*	*		*	*		*	*	*	61.2	5
	2008			65.0	68.4	*	65.0	65.0		71.4	50.0	65.0	63.1	20
	2009			74.3	74.3		74.3	73.5		76.5	72.2	74.3	69.7	35
5	2007			*	*		*	*		*	*	*	38.3	2
	2008			50.0	50.0		50.0	50.0		*	*	50.0	53.3	6
	2009												50.0	0
ALL	2007			60.0	59.1	*	60.0	60.0		70.4	44.4	60.0	60.9	45
	2008			67.2	67.7	*	67.2	67.2		64.9	70.0	67.2	68.2	67
	2009			74.3	74.3		74.3	73.5		76.5	72.2	74.3	64.9	35

NUMBER TESTED IN GRADES ALL													
2007	0	0	45	44	2	45	45	0	27	18	45	1,376	
2008	0	0	67	65	3	67	67	0	37	30	67	1,664	
2009	0	0	35	35	0	35	34	0	17	18	35	797	

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) mathematics target of 67% are shaded.

## NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			15	15	*	15	15		7	8	15	389	38
	2008			12	12		12	12		7	5	12	316	41
	2009												26	0
4	2007			*	*		*	*		*	*	*	112	5
	2008			7	6	*	7	7		4	3	7	157	20
	2009			9	9		9	9		4	5	9	149	35
5	2007			*	*		*	*		*	*	*	37	2
	2008			3	3		3	3		*	*	3	56	6
	2009												105	0
ALL	2007			18	18	*	18	18		8	10	18	538	45
	2008			22	21	*	22	22		13	9	22	529	67
	2009			9	9		9	9		4	5	9	280	35

NUMBER TESTED IN GRADES ALL													
2007	0	0	45	44	2	45	45	0	27	18	45	1,376	
2008	0	0	67	65	3	67	67	0	37	30	67	1,664	
2009	0	0	35	35	0	35	34	0	17	18	35	797	

## 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	48.9	55.6	44.4	48.1	41.7	40.3
	2008	72.6	78.5	80.7	77.6	82.2	58.9
	2009	76.3	77.2	84.6	72.0	79.9	64.0
4	2007	*	*	*	*	*	*
	2008	*	*	*	*	*	*
	2009	82.3	78.6	80.8	69.2	73.8	61.9
5	2007						
	2008	*	*	*	*	*	*
	2009	56.1	45.2	71.4	61.9	70.8	50.0
ALL	2007	54.8	52.0	48.8	46.4	46.4	38.4
	2008	71.0	74.2	77.7	75.9	79.4	58.9
	2009	76.3	74.8	82.3	70.2	77.2	62.1



## 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	2007			26.3	24.3	*	26.3	26.3		30.4	20.0	26.3	15.9	38
	2008			12.2	12.5		12.2	12.2		10.0	14.3	12.2	20.9	41
	2009												15.6	0
4	2007			*	*		*	*		*	*	*	24.6	5
	2008			35.0	36.8	*	35.0	35.0		42.9	16.7	35.0	22.8	20
	2009			40.0	40.0		40.0	41.2		35.3	44.4	40.0	26.3	35
5	2007			*	*		*	*		*	*	*	11.7	2
	2008			16.7	16.7		16.7	16.7		*	*	16.7	14.2	6
	2009												13.3	0
ALL	2007			22.2	20.5	*	22.2	22.2		25.9	16.7	22.2	—	45
	2008			19.4	20.0	*	19.4	19.4		21.6	16.7	19.4	—	67
	2009			40.0	40.0		40.0	41.2		35.3	44.4	40.0	—	35


NUMBER TESTED IN ALL GRADES													
2007	0	0	45	44	2	45	45	0	27	18	45	—	
2008	0	0	67	65	3	67	67	0	37	30	67	—	
2009	0	0	35	35	0	35	34	0	17	18	35	—	

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			80.0	80.0		80.0	80.0		*	85.7	80.0	79.1	10
	2008			93.3	93.1	*	93.3	93.3		89.5	100.0	93.3	81.9	30
	2009			68.6	68.6		68.6	67.6		58.8	77.8	68.6	87.1	35

NUMBER TESTED IN GRADE 4													
2007	0	0	10	10	0	10	10	0	3	7	10	364	
2008	0	0	30	29	2	30	30	0	19	11	30	667	
2009	0	0	35	35	0	35	34	0	17	18	35	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			2	2		2	2		*	1	2	76	10
	2008			2	2	*	2	2		2	0	2	121	30
	2009			11	11		11	11		7	4	11	127	35

NUMBER TESTED IN GRADE 4													
2007	0	0	10	10	0	10	10	0	3	7	10	364	
2008	0	0	30	29	2	30	30	0	19	11	30	667	
2009	0	0	35	35	0	35	34	0	17	18	35	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	<b>2007</b>	2.1	72.5	66.3	87.5	70.0
	<b>2008</b>	2.2	82.5	79.2	92.9	90.4
	<b>2009</b>	2.0	80.0	78.9	90.4	77.5

<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			10.0	10.0		10.0	10.0		*	14.3	10.0	13.2	10
	2008			20.0	20.7	*	20.0	20.0		10.5	36.4	20.0	14.2	30
	2009			22.9	22.9		22.9	20.6		17.6	27.8	22.9	20.4	35

NUMBER TESTED IN GRADE 4													
2007	0	0	10	10	0	10	10	0	3	7	10	364	
2008	0	0	30	29	2	30	30	0	19	11	30	667	
2009	0	0	35	35	0	35	34	0	17	18	35	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	1
	2009		*	*	*	*	*	*		*	*	*	87.7	5
4														
	2008			*	*	*	*	*		*	*	*	70.7	3
	2009			*	*	*	*	*		*	*	*	71.8	4
5														
	2008		*	*	*	*	*	*		*	*	*	73.3	4
	2009		*	*	*	*	*	*		*	*	*	80.3	5
3-5														
	2008		*	66.7	75.0	75.0	66.7	75.0		*	*	75.0	73.7	8
	2009		*	83.3	85.7	85.7	83.3	84.6		90.0	*	85.7	79.2	14

NUMBER TESTED IN GRADES 3-5													
2008	0	2	6	8	8	6	8	0	5	3	8	1,807	
2009	0	2	12	14	14	12	13	0	10	4	14	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	1
	2009		*	*	*	*	*	*		*	*	*	60	5
4														
	2008			*	*	*	*	*		*	*	*	181	3
	2009			*	*	*	*	*		*	*	*	192	4
5														
	2008		*	*	*	*	*	*		*	*	*	179	4
	2009		*	*	*	*	*	*		*	*	*	137	5
3-5														
	2008		*	2	2	2	2	2		*	*	2	476	8
	2009		*	2	2	2	2	2		1	*	2	389	14

NUMBER TESTED IN GRADES 3-5													
2008	0	2	6	8	8	6	8	0	5	3	8	1,807	
2009	0	2	12	14	14	12	13	0	10	4	14	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	47.9	62.5	55.4	52.0
	2009	48.9	77.4	59.3	64.4



## 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														
	2008			*	*	*	*	*			*	*	10.8	1
	2009		*	*	*	*	*	*		*	*	*	16.2	5
4														
	2008			*	*	*	*	*		*	*	*	9.7	3
	2009			*	*	*	*	*		*	*	*	8.9	4
5														
	2008		*	*	*	*	*	*		*	*	*	14.9	4
	2009		*	*	*	*	*	*		*	*	*	14.1	5
3-5														
	2008		*	0.0	0.0	0.0	0.0	0.0		*	*	0.0	12.0	8
	2009		*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	12.7	14

NUMBER TESTED IN GRADES 3-5														
2008	0	2	6	8	8	6	8	0	5	3	8	1,807		
2009	0	2	12	14	14	12	13	0	10	4	14	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	4
4														
	2008			*	*	*	*	*		*		*	69.1	1
	2009			*	*	*	*	*		*	*	*	75.8	2
5														
	2008			*	*	*	*	*		*	*	*	64.0	2
	2009		*	*	*	*	*	*		*		*	80.2	2
3-5														
	2008			*	*	*	*	*		*	*	*	69.4	4
	2009		*	33.3	50.0	50.0	33.3	50.0		66.7	*	50.0	78.8	8

NUMBER TESTED IN GRADES 3-5													
2008	0	0	4	4	4	4	4	4	0	2	2	4	1,730
2009	0	2	6	8	8	6	8	8	0	6	2	8	1,743

## NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			*	*	*	*	*			*	*	129	1
	2009		*	*	*	*	*	*		*	*	*	85	4
4														
	2008			*	*	*	*	*		*		*	173	1
	2009			*	*	*	*	*		*	*	*	157	2
5														
	2008			*	*	*	*	*		*	*	*	227	2
	2009		*	*	*	*	*	*		*		*	127	2
3-5														
	2008			*	*	*	*	*		*	*	*	529	4
	2009		*	4	4	4	4	4		2	*	4	369	8

NUMBER TESTED IN GRADES 3-5														
2008	0	0	4	4	4	4	4	4	0	2	2	4	1,730	
2009	0	2	6	8	8	6	8	8	0	6	2	8	1,743	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-5							
	2008	*	*	*	*	*	*
	2009	49.8	47.9	49.6	54.6	37.5	37.9

## 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	1
	2009		*	*	*	*	*	*		*	*	*	22.3	4
4														
	2008			*	*	*	*	*		*		*	14.3	1
	2009			*	*	*	*	*		*	*	*	14.0	2
5														
	2008			*	*	*	*	*		*	*	*	14.0	2
	2009		*	*	*	*	*	*		*		*	17.2	2
3-5														
	2008			*	*	*	*	*		*	*	*	14.7	4
	2009		*	0.0	12.5	12.5	0.0	12.5		16.7	*	12.5	17.3	8

NUMBER TESTED IN GRADES 3-5														
2008	0	0	4	4	4	4	4	4	0	2	2	4	1,730	
2009	0	2	6	8	8	6	8	0	6	2	8	1,743		

## PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the IOWA TESTS OF BASIC SKILLS

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	0.0	46.2	25.0	46.9	48
	2008		11.1	11.1	57.6	27
	2009	11.1	36.0	29.4	41.9	34
1	2007	33.3	58.1	54.1	51.4	37
	2008	*	52.0	50.0	50.2	28
	2009	60.0	63.2	62.1	54.2	29
2	2007	21.4	57.9	36.2	44.5	47
	2008	27.8	71.4	51.3	50.2	39
	2009	36.8	73.3	52.9	47.9	34
1-2	2007	23.5	58.0	44.0	47.6	84
	2008	28.6	60.9	50.7	50.2	67
	2009	44.8	67.6	57.1	51.0	63

Number Tested	2007	56	76	132	24,696	
	2008	21	73	94	21,817	
	2009	38	59	97	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	33.9	63.0	43.0	44.3	86
	2008	25.0	9.7	19.5	44.9	87
	2009	51.5	57.1	53.2	52.8	94
1	2007	22.7	43.3	29.2	48.8	96
	2008	49.2	55.2	51.1	55.5	94
	2009	10.0	47.4	34.5	50.4	29
2	2007	44.8	52.6	47.9	55.6	48
	2008	35.5	50.0	38.8	57.5	98
	2009	47.4	80.0	61.8	53.2	34
K-2	2007	31.2	52.6	38.3	49.1	230
	2008	37.1	36.6	36.9	52.7	279
	2009	46.3	59.7	51.6	52.3	157

Number Tested	2007	154	76	230	34,441	
	2008	197	82	279	41,070	
	2009	95	62	157	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		46.7	15.6	23.9		0.0	0.0		22.7	26.9	25.0	46.9	48
	2008		10.0	14.3	11.5					6.7	16.7	11.1	57.6	27
	2009		29.4	29.4	26.7	*	*	11.1		23.8	38.5	29.4	41.9	34
1	2007		60.0	47.6	56.3	*	*	33.3		40.0	63.6	54.1	51.4	37
	2008		33.3	62.5	52.2		*	*		45.5	52.9	50.0	50.2	28
	2009		66.7	50.0	60.7	*	*	60.0		52.2	100.0	62.1	54.2	29
2	2007		40.0	34.4	36.4	*	31.6	21.4		34.6	38.1	36.2	44.5	47
	2008		61.9	38.9	51.4	*	*	27.8		37.5	60.9	51.3	50.2	39
	2009		31.3	72.2	56.7	*	*	36.8		26.7	73.7	52.9	47.9	34
1-2	2007		50.0	39.6	44.7	*	31.8	23.5		36.6	51.2	44.0	47.6	84
	2008		51.5	50.0	51.7	*	16.7	28.6		40.7	57.5	50.7	50.2	67
	2009		51.4	65.4	58.6	*	*	44.8		42.1	80.0	57.1	51.0	63

Number Tested	2007	0	45	85	122	2	43	56	0	63	69	132	24,696
	2008	0	53	41	86	2	6	21	0	42	52	94	21,817
	2009	0	54	43	88	4	8	38	0	59	38	97	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		2	0	2		0	0		1	1	2	1,245	48
	2008		0	0	0					0	0	0	1,687	27
	2009		0	0	0	*	*	0		0	0	0	771	34
1	2007		0	1	1	*	*	0		1	1	2	1,458	37
	2008		0	6	6		*	*		3	3	6	1,555	28
	2009		2	0	2	*	*	0		1	1	2	1,659	29
2	2007		0	2	2	*	0	0		2	0	2	896	47
	2008		4	1	5	*	*	0		2	3	5	1,065	39
	2009		1	3	3	*	*	1		2	2	4	1,027	34
1-2	2007		0	3	3	*	0	0		3	1	4	2,355	84
	2008		4	7	11	*	1	1		5	6	11	2,620	67
	2009		3	3	5	*	*	1		3	3	6	2,688	63

Number Tested	2007	0	45	85	122	2	43	56	0	63	69	132	24,696
	2008	0	53	41	86	2	6	21	0	42	52	94	21,817
	2009	0	54	43	88	4	8	38	0	59	38	97	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		60.0	40.0	41.7		32.2	33.9		47.2	40.0	43.0	44.3	86
	2008		5.0	23.9	20.0	*	25.0	25.0		21.2	17.1	19.5	44.9	87
	2009		29.4	58.4	51.1	*	56.5	51.5		46.9	60.0	53.2	52.8	94
1	2007		40.0	26.3	27.8	*	23.4	22.7		38.1	22.2	29.2	48.8	96
	2008		38.5	53.1	50.0	*	48.5	49.2		51.2	50.9	51.1	55.5	94
	2009		33.3	37.5	32.1	*	*	10.0		30.4	50.0	34.5	50.4	29
2	2007		33.3	54.5	51.1	*	65.0	44.8		53.8	40.9	47.9	55.6	48
	2008		42.9	37.7	38.5	*	33.9	35.5		39.5	38.2	38.8	57.5	98
	2009		43.8	77.8	60.0	*	*	47.4		60.0	63.2	61.8	53.2	34
K-2	2007		44.4	36.6	37.9	16.7	32.9	31.2		45.2	32.5	38.3	49.1	230
	2008		27.8	39.1	36.4	0.0	36.4	37.1		36.0	37.8	36.9	52.7	279
	2009		35.2	60.2	49.3	*	55.2	46.3		44.8	60.0	51.6	52.3	157

Number Tested	2007	0	45	183	219	6	143	154	0	104	126	230	34,441
	2008	0	54	225	269	7	184	197	0	136	143	279	41,070
	2009	0	54	103	148	5	67	95	0	87	70	157	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	5	7		3	3		4	3	7	2,583	86
	2008		0	4	4	*	4	4		2	2	4	2,788	87
	2009		1	8	9	*	6	5		4	5	9	2,455	94
1	2007		1	2	3	*	2	2		3	0	3	1,769	96
	2008		0	6	6	*	3	3		3	3	6	2,800	94
	2009		2	0	2	*	*	0		1	1	2	1,577	29
2	2007		0	7	7	*	5	5		6	1	7	2,098	48
	2008		4	5	9	*	3	3		4	5	9	2,912	98
	2009		0	6	6	*	*	0		3	3	6	1,686	34
K-2	2007		3	14	17	0	10	10		13	4	17	6,450	230
	2008		4	15	19	0	10	10		9	10	19	8,500	279
	2009		3	14	17	*	6	5		8	9	17	5,718	157

Number Tested	2007	0	45	183	219	6	143	154	0	104	126	230	34,441
	2008	0	54	225	269	7	184	197	0	136	143	279	41,070
	2009	0	54	103	148	5	67	95	0	87	70	157	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			85.2	85.2		85.2	84.9		81.8	87.5	85.2	84.7	54
	2008			96.7	96.6	*	96.4	96.4		97.3	95.7	96.7	87.0	60
	2009			88.3	88.3	*	89.8	89.5		82.1	93.8	88.3	88.6	60
1	2007			72.1	74.6	*	72.1	73.3		71.4	72.7	72.1	84.5	61
	2008			79.1	78.8	*	78.8	79.7		70.0	86.5	79.1	88.0	67
	2009			94.2	95.4		94.0	94.0		95.2	92.6	94.2	88.6	69
2	2007			78.7	77.8	*	78.7	80.0		68.2	88.0	78.7	89.9	47
	2008			93.1	93.1	*	93.1	93.1		92.6	93.5	93.1	93.4	58
	2009			88.1	88.1	*	88.1	87.9		82.1	93.5	88.1	94.0	59
K-2	2007			78.4	79.1	*	78.4	79.1		73.6	82.2	78.4	85.6	162
	2008			89.2	89.1	*	88.9	89.3		87.2	91.2	89.2	89.3	185
	2009			90.4	90.8	*	90.8	90.7		87.8	93.3	90.4	90.4	188

Number Tested	2007	0	0	162	158	5	162	158	0	72	90	162	14,889
	2008	0	0	185	183	5	180	178	0	94	91	185	18,257
	2009	0	0	188	184	4	185	182	0	98	90	188	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			19	19		19	18		10	9	19	2,779	54
	2008			40	39	*	37	37		22	18	40	3,280	60
	2009			28	28	*	28	28		10	18	28	3,525	60
1	2007			9	9	*	9	9		4	5	9	1,782	61
	2008			25	24	*	25	25		10	15	25	2,412	67
	2009			20	20		20	20		12	8	20	2,523	69
2	2007			10	9	*	10	9		4	6	10	1,196	47
	2008			19	19	*	19	19		12	7	19	2,596	58
	2009			25	25	*	25	25		11	14	25	2,909	59
K-2	2007			38	37	*	38	36		18	20	38	5,757	162
	2008			84	82	*	81	81		44	40	84	8,288	185
	2009			73	73	*	73	73		33	40	73	8,957	188

Number Tested	2007	0	0	162	158	5	162	158	0	72	90	162	14,889
	2008	0	0	185	183	5	180	178	0	94	91	185	18,257
	2009	0	0	188	184	4	185	182	0	98	90	188	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	9	33.3	14	35.7	14	14.3	37	27.0
5	4	50.0	10	70.0	0	-	14	64.3
ALL	13	38.5	24	50.0	14	14.3	51	37.3

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (62)	Beginning	62	100.0	62	100.0	62	100.0	62	100.0	62	100.0
	Intermediate	0	0.0	0	0.0	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 (70)	Beginning	49	70.0	56	80.0	63	90.0	54	77.1	54	77.1
	Intermediate	19	27.1	13	18.6	5	7.1	13	18.6	13	18.6
	Advanced	2	2.9	1	1.4	2	2.9	3	4.3	3	4.3
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (64)	Beginning	19	29.7	26	40.6	41	64.1	16	25.0	16	25.0
	Intermediate	19	29.7	22	34.4	21	32.8	24	37.5	27	42.2
	Advanced	24	37.5	14	21.9	2	3.1	16	25.0	14	21.9
	Advanced High	2	3.1	2	3.1	0	0.0	8	12.5	7	10.9
3 (64)	Beginning	2	3.1	7	10.9	19	29.7	10	15.6	10	15.6
	Intermediate	32	50.0	36	56.3	27	42.2	26	40.6	26	40.6
	Advanced	18	28.1	11	17.2	16	25.0	15	23.4	17	26.6
	Advanced High	12	18.8	10	15.6	2	3.1	13	20.3	11	17.2
4 (58)	Beginning	9	15.5	10	17.2	18	31.0	9	15.5	9	15.5
	Intermediate	10	17.2	20	34.5	19	32.8	12	20.7	13	22.4
	Advanced	29	50.0	20	34.5	14	24.1	11	19.0	10	17.2
	Advanced High	10	17.2	8	13.8	7	12.1	26	44.8	26	44.8

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>62</div> <div>12 (19.4%)</div>	Beginning	50			
	Intermediate	9	0		
	Advanced	3	0	0	
	Advanced High	0	0	0	
<div>59</div> <div>42 (71.2%)</div>	Beginning	14			
	Intermediate	22	2		
	Advanced	12	1	1	
	Advanced High	3	2	2	
<div>61</div> <div>21 (34.4%)</div>	Beginning	10			
	Intermediate	7	17		
	Advanced	1	3	13	
	Advanced High	0	0	10	
<div>57</div> <div>39 (68.4%)</div>	Beginning	8			
	Intermediate	6	7		
	Advanced	1	6	3	
	Advanced High	0	0	26	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (46)	Beginning	1	2.2	1	2.2	5	10.9	1	2.2	1	2.2
	Intermediate	6	13.0	8	17.4	9	19.6	8	17.4	8	17.4
	Advanced	15	32.6	21	45.7	16	34.8	7	15.2	7	15.2
	Advanced High	24	52.2	16	34.8	16	34.8	30	65.2	30	65.2
ALL (364)	Beginning	142	39.0	162	44.5	208	57.1	152	41.8	152	41.8
	Intermediate	86	23.6	99	27.2	81	22.3	83	22.8	87	23.9
	Advanced	88	24.2	67	18.4	50	13.7	52	14.3	51	14.0
	Advanced High	48	13.2	36	9.9	25	6.9	77	21.2	74	20.3

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>45</div> <div>37 (82.2%)</div>	Beginning	1			
	Intermediate	4	4		
	Advanced	2	2	3	
	Advanced High	0	6	23	
<div>284</div> <div>151 (53.2%)</div>	Beginning	83			
	Intermediate	48	30		
	Advanced	19	12	20	
	Advanced High	3	8	61	

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