

Campus Data Packet

for 2009 - 10 Plans



L. O. DONALD

School Number 136

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.

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	57
KN	78
1	93
2	77
3	94
4	77
5	87
6	58
ALL	621

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	8	1.3	9	24.3
American Indian	7	1.1	*	*
Asian	1	0.2	*	*
Hispanic	598	96.3	18	48.6
White	7	1.1	10	27.0
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	596	96.0
Limited English proficient students	348	56.0
Special education students	37	6.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	74	0	0.0	0	0.0	0	0.0	72	97.3	2	2.7
	2008	78	1	1.3	1	1.3	0	0.0	76	97.4	0	0.0
	2009	57	1	1.8	0	0.0	0	0.0	56	98.2	0	0.0
KN	2007	69	0	0.0	0	0.0	0	0.0	69	100.0	0	0.0
	2008	87	2	2.3	1	1.1	0	0.0	83	95.4	1	1.1
	2009	78	2	2.6	0	0.0	0	0.0	76	97.4	0	0.0
1	2007	88	0	0.0	0	0.0	0	0.0	87	98.9	1	1.1
	2008	74	0	0.0	0	0.0	0	0.0	74	100.0	0	0.0
	2009	93	2	2.2	1	1.1	0	0.0	89	95.7	1	1.1
2	2007	86	1	1.2	0	0.0	0	0.0	84	97.7	1	1.2
	2008	90	1	1.1	1	1.1	0	0.0	87	96.7	1	1.1
	2009	77	1	1.3	0	0.0	1	1.3	75	97.4	0	0.0
3	2007	86	0	0.0	1	1.2	0	0.0	81	94.2	4	4.7
	2008	82	1	1.2	1	1.2	0	0.0	79	96.3	1	1.2
	2009	94	1	1.1	1	1.1	0	0.0	91	96.8	1	1.1
4	2007	61	0	0.0	0	0.0	0	0.0	61	100.0	0	0.0
	2008	90	1	1.1	2	2.2	0	0.0	83	92.2	4	4.4
	2009	77	1	1.3	1	1.3	0	0.0	74	96.1	1	1.3
5	2007	65	0	0.0	0	0.0	0	0.0	65	100.0	0	0.0
	2008	64	0	0.0	0	0.0	0	0.0	64	100.0	0	0.0
	2009	87	0	0.0	2	2.3	0	0.0	81	93.1	4	4.6
6	2007	58	0	0.0	0	0.0	0	0.0	55	94.8	3	5.2
	2008	64	0	0.0	0	0.0	0	0.0	64	100.0	0	0.0
	2009	58	0	0.0	2	3.4	0	0.0	56	96.6	0	0.0
EC-6	2007	587	1	0.2	1	0.2	0	0.0	574	97.8	11	1.9
	2008	629	6	1.0	6	1.0	0	0.0	610	97.0	7	1.1
	2009	621	8	1.3	7	1.1	1	0.2	598	96.3	7	1.1

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	74	72	97.3	47	63.5	1	1.4	0	0.0	74	100.0	0.0
	2008	78	74	94.9	63	80.8	0	0.0	0	0.0	78	100.0	0.0
	2009	57	55	96.5	40	70.2	0	0.0	0	0.0	57	100.0	0.0
KN	2007	69	67	97.1	40	58.0	3	4.3	6	8.7	24	34.8	0.0
	2008	87	82	94.3	53	60.9	0	0.0	1	1.1	30	34.5	0.0
	2009	78	72	92.3	54	69.2	1	1.3	1	1.3	19	24.4	0.0
1	2007	88	85	96.6	45	51.1	5	5.7	9	10.2	7	8.0	6.8
	2008	74	73	98.6	44	59.5	3	4.1	6	8.1	7	9.5	1.4
	2009	93	91	97.8	60	64.5	3	3.2	4	4.3	5	5.4	6.5
2	2007	86	82	95.3	54	62.8	4	4.7	14	16.3	3	3.5	1.2
	2008	90	85	94.4	45	50.0	8	8.9	11	12.2	5	5.6	1.1
	2009	77	74	96.1	42	54.5	6	7.8	5	6.5	5	6.5	1.3
3	2007	86	80	93.0	43	50.0	3	3.5	12	14.0	5	5.8	1.2
	2008	82	78	95.1	58	70.7	5	6.1	10	12.2	3	3.7	1.2
	2009	94	91	96.8	51	54.3	11	11.7	13	13.8	4	4.3	3.2
4	2007	61	59	96.7	19	31.1	7	11.5	10	16.4	5	8.2	3.3
	2008	90	85	94.4	35	38.9	5	5.6	13	14.4	3	3.3	0.0
	2009	77	75	97.4	48	62.3	8	10.4	11	14.3	1	1.3	0.0
5	2007	65	61	93.8	26	40.0	3	4.6	10	15.4	6	9.2	6.2
	2008	64	62	96.9	19	29.7	6	9.4	9	14.1	2	3.1	4.7
	2009	87	83	95.4	38	43.7	3	3.4	11	12.6	4	4.6	0.0
6	2007	58	55	94.8	16	27.6	3	5.2	12	20.7	3	5.2	0.0
	2008	64	59	92.2	25	39.1	5	7.8	8	12.5	2	3.1	1.6
	2009	58	55	94.8	15	25.9	5	8.6	6	10.3	0	0.0	0.0
EC-6	2007	587	561	95.6	290	49.4	29	4.9	73	12.4	127	21.6	2.4
	2008	629	598	95.1	342	54.4	32	5.1	58	9.2	130	20.7	1.1
	2009	621	596	96.0	348	56.0	37	6.0	51	8.2	95	15.3	1.6

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	35.9	4,117.2	34.2	95.3	3,933.6	95.5	85	100.0	100.0	63	7,436	100.0	100.0
	2008	38.6	4,133.2	36.9	95.5	3,942.7	95.4	89	100.0	100.0	71	7,427	100.0	100.0
	2009	29.3	4,167.8	27.7	94.7	3,975.6	95.4	69	100.0	100.0	52	7,332	100.0	100.0
KN	2007	67.9	13,945.0	65.5	96.5	13,385.6	96.0	10	14.7	24.3	63	12,035	92.7	86.3
	2008	84.5	13,568.1	81.3	96.1	13,004.4	95.8	15	17.7	23.5	76	11,618	89.9	85.6
	2009	79.3	13,515.0	76.1	96.0	12,939.1	95.7	6	7.6	22.5	74	11,501	93.3	85.1
1	2007	90.6	14,353.8	87.1	96.2	13,851.4	96.5	16	17.7	23.2	81	12,437	89.4	86.6
	2008	74.6	14,626.9	72.1	96.7	14,102.7	96.4	12	16.1	21.2	66	12,704	88.5	86.9
	2009	92.8	14,250.8	89.2	96.1	13,719.9	96.3	7	7.5	20.7	80	12,300	86.2	86.3
2	2007	88.7	13,403.8	85.9	96.8	12,978.9	96.8	7	7.9	21.7	83	11,729	93.5	87.5
	2008	89.5	13,708.6	86.8	97.0	13,269.8	96.8	12	13.4	19.7	81	12,043	90.5	87.9
	2009	76.3	13,950.1	73.7	96.6	13,499.0	96.8	5	6.6	18.6	73	12,231	95.7	87.7
3	2007	84.9	12,998.4	83.1	97.8	12,633.3	97.2	11	13.0	21.1	77	11,445	90.7	88.0
	2008	80.9	12,806.9	78.3	96.8	12,425.5	97.0	6	7.4	19.1	74	11,408	91.5	89.1
	2009	95.0	13,095.5	92.3	97.1	12,710.6	97.1	4	4.2	18.3	91	11,634	95.8	88.8
4	2007	62.4	12,104.9	60.7	97.2	11,768.3	97.2	9	14.4	19.7	55	10,683	88.2	88.3
	2008	89.6	12,329.8	86.8	96.9	11,960.3	97.0	9	10.0	19.7	82	10,924	91.5	88.6
	2009	77.3	12,156.4	75.1	97.1	11,789.9	97.0	2	2.6	18.1	76	10,731	98.3	88.3
5	2007	65.0	11,757.0	63.3	97.4	11,426.8	97.2	3	4.6	20.9	61	10,362	93.9	88.1
	2008	63.4	11,874.2	61.2	96.5	11,539.6	97.2	8	12.6	18.8	58	10,608	91.5	89.3
	2009	87.9	11,903.5	85.9	97.7	11,552.9	97.1	6	6.8	17.5	83	10,563	94.4	88.7
6	2007	57.4	11,264.8	55.6	97.0	10,864.3	96.4	12	20.9	21.9	52	9,788	90.6	86.9
	2008	63.9	10,450.4	61.7	96.5	10,060.0	96.3	13	20.3	22.0	57	9,055	89.1	86.6
	2009	59.1	10,588.3	56.3	95.3	10,165.3	96.0	1	1.7	19.9	50	9,131	84.6	86.2

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
EC-6	2007	552.9	94,387.4	535.5	96.9	91,251.6	96.7	153	27.7	31.9	535	86,204	96.8	91.3
	2008	585.1	93,889.2	565.1	96.6	90,666.0	96.6	164	28.0	30.8	565	86,025	96.6	91.6
	2009	597.1	94,064.8	576.4	96.5	90,751.7	96.5	100	16.7	29.6	579	85,648	97.0	91.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	9	24.3
Hispanic	18	48.6
White	10	27.0
Other	0	0.0

Gender	Number	Percent
Female	27	73.0
Male	10	27.0

TOTAL	37
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AVERAGE NUMBER OF ABSENCES

2007	6.0
2008	7.9
2009	8.6

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	90.6	90.5	*	90.0	89.3	*	88.6	94.1	91.3	84.6	69
	2008	*	*	85.1	82.2	*	76.9	80.5		87.0	80.8	83.7	86.2	49
	2009	*	*	90.5	90.9	*	71.4	87.0		89.5	92.3	91.1	87.3	45
4	2007			67.3	67.9	*	60.0	66.7		72.0	63.3	68.4	69.7	57
	2008	*	*	63.4	62.0	*	33.3	33.3		57.9	65.8	61.8	72.1	76
	2009	*	*	76.7	71.1	*	66.7	59.3		81.5	61.9	72.9	75.8	48
5	2007			76.7	75.0	*	61.9	65.7		74.1	78.8	76.7	78.3	60
	2008		*	71.9	70.9	*	46.7	54.3		84.0	63.6	72.4	82.9	58
	2009	*		74.6	73.9	*	54.2	59.5		67.6	80.0	73.6	82.9	72
6	2007	*		81.5	81.5	*	66.7	71.9		78.6	86.2	82.5	87.2	57
	2008			85.5	84.2	*	73.9	78.0		72.4	97.0	85.5	87.8	62
	2009			74.1	71.7	*	42.9	62.5		87.5	62.5	73.2	86.4	56
3-6	2007	100.0	*	79.4	79.2	28.6	72.8	75.3	*	79.1	81.0	80.2	79.9	243
	2008	*	*	75.5	73.7	33.3	60.0	63.3		73.0	76.2	74.7	82.0	245
	2009	*	*	78.2	76.3	63.6	57.1	65.2		79.4	74.6	76.9	82.7	221

	NUMBER TESTED IN GRADES 3-6											
2007	6	1	233	226	7	81	162	1	115	126	243	41,727
2008	4	3	237	228	12	85	150	0	115	130	245	41,175
2009	5	4	206	211	11	63	132	0	107	114	221	37,628

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	6	6	*	3	6	*	4	2	6	1,675	69
	2008	*	*	7	8	*	6	8		3	5	8	1,443	49
	2009	*	*	4	4	*	2	3		2	2	4	960	45
4	2007			18	17	*	6	13		7	11	18	3,189	57
	2008	*	*	26	27	*	14	22		16	13	29	2,996	76
	2009	*	*	10	13	*	6	11		5	8	13	2,449	48
5	2007			14	14	*	8	12		7	7	14	2,258	60
	2008		*	16	16	*	8	16		4	12	16	1,827	58
	2009	*		17	18	*	11	17		12	7	19	1,793	72
6	2007	*		10	10	*	5	9		6	4	10	1,269	57
	2008			9	9	*	6	9		8	1	9	1,140	62
	2009			14	15	*	8	15		3	12	15	1,295	56
3-6	2007	0	*	48	47	5	22	40	*	24	24	48	8,391	243
	2008	*	*	58	60	8	34	55		31	31	62	7,406	245
	2009	*	*	45	50	4	27	46		22	29	51	6,497	221

	NUMBER TESTED IN GRADES 3-6											
2007	6	1	233	226	7	81	162	1	115	126	243	41,727
2008	4	3	237	228	12	85	150	0	115	130	245	41,175
2009	5	4	206	211	11	63	132	0	107	114	221	37,628

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007	79.5	85.5	80.0	75.5
	2008	75.0	79.9	83.0	77.6
	2009	77.2	79.7	84.4	86.7
4	2007	76.3	77.2	68.9	65.8
	2008	74.8	70.4	71.4	67.5
	2009	79.0	78.9	71.7	75.6
5	2007	73.6	82.1	78.8	74.2
	2008	71.0	74.4	74.4	70.8
	2009	72.1	73.8	72.2	70.8
6	2007	82.9	86.2	78.9	73.3
	2008	80.8	76.2	73.8	72.0
	2009	75.5	67.6	72.1	78.8
3-6	2007	78.1	82.9	76.8	72.4
	2008	75.4	74.7	75.0	71.4
	2009	75.5	74.5	74.6	77.1

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	*	*	17.2	17.5	*	6.7	16.1	*	20.0	11.8	15.9	21.3	69
	2008	*	*	14.9	13.3	*	11.5	9.8		17.4	11.5	14.3	21.5	49
	2009	*	*	33.3	31.8	*	0.0	17.4		21.1	38.5	31.1	34.1	45
4	2007			14.5	13.2	*	6.7	10.3		20.0	10.0	14.0	16.6	57
	2008	*	*	8.5	8.5	*	4.8	3.0		10.5	7.9	9.2	14.4	76
	2009	*	*	7.0	6.7	*	5.6	3.7		3.7	9.5	6.3	18.4	48
5	2007			10.0	8.9	*	9.5	5.7		7.4	12.1	10.0	13.1	60
	2008		*	7.0	5.5	*	0.0	2.9		8.0	6.1	6.9	16.5	58
	2009	*		7.5	8.7	*	0.0	2.4		8.1	8.6	8.3	18.5	72
6	2007	*		35.2	35.2	*	26.7	25.0		39.3	34.5	36.8	37.4	57
	2008			21.0	21.1	*	21.7	12.2		20.7	21.2	21.0	33.8	62
	2009			29.6	26.4	*	7.1	12.5		41.7	18.8	28.6	30.2	56
3-6	2007	33.3	*	18.9	18.6	0.0	11.1	14.2	*	21.7	16.7	18.9	21.9	243
	2008	*	*	12.7	11.8	0.0	10.6	7.3		13.9	11.5	12.7	21.1	245
	2009	*	*	18.4	17.5	0.0	3.2	8.3		16.8	18.4	17.6	24.6	221

	NUMBER TESTED IN GRADES 3-6											
2007	6	1	233	226	7	81	162	1	115	126	243	41,727
2008	4	3	237	228	12	85	150	0	115	130	245	41,175
2009	5	4	206	211	11	63	132	0	107	114	221	37,628

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	71.2	72.3	*	54.8	63.2	*	68.4	72.7	70.4	70.3	71
	2008	*	*	84.8	79.5	*	79.2	79.5		82.6	80.0	81.3	76.6	48
	2009	*	*	83.1	83.0	55.6	78.0	82.1		81.4	85.7	83.7	77.3	92
4	2007			75.4	76.4	*	64.7	70.7		85.2	66.7	76.3	75.7	59
	2008	*	*	68.2	71.4	*	48.6	48.9	*	65.9	71.7	68.9	77.9	90
	2009	*	*	79.4	77.1	*	74.4	69.2		82.9	73.7	78.1	79.4	73
5	2007			75.4	75.4	*	66.7	59.5		78.6	72.7	75.4	82.9	61
	2008	*		63.9	64.4	*	52.9	50.0		67.9	61.8	64.5	84.0	62
	2009	*		72.5	72.0	*	67.6	60.7		72.7	71.4	72.1	87.0	86
6	2007	*		66.0	67.9	*	53.3	48.4		71.4	64.3	67.9	70.0	56
	2008			69.8	69.0	*	50.0	54.8		60.0	78.8	69.8	73.8	63
	2009			63.0	60.4	*	35.7	47.5		70.8	56.3	62.5	73.3	56
3-6	2007	83.3	*	72.2	73.0	50.0	59.5	61.4	*	75.2	69.4	72.5	74.7	247
	2008	*	*	70.6	70.6	41.2	57.0	57.8	*	68.0	72.5	70.3	78.2	263
	2009	50.0	*	75.6	74.4	50.0	70.1	67.0		77.4	73.3	75.2	79.3	307

NUMBER TESTED IN GRADES 3-6													
2007	6	1	237	230	10	84	166	1	121	124	247	42,324	
2008	5	2	255	245	17	100	166	1	125	138	263	42,082	
2009	6	4	291	293	20	144	215	0	146	161	307	43,106	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	19	18	*	14	21	*	12	9	21	3,303	71
	2008	*	*	7	9	*	5	8		4	5	9	2,542	48
	2009	*	*	15	15	4	11	12		8	7	15	2,781	92
4	2007			14	13	*	6	12		4	10	14	2,604	59
	2008	*	*	27	24	*	18	24	*	15	13	28	2,436	90
	2009	*	*	14	16	*	11	16		6	10	16	2,196	73
5	2007			15	14	*	7	15		6	9	15	1,785	61
	2008	*		22	21	*	8	19		9	13	22	1,730	62
	2009	*		22	23	*	12	22		12	12	24	1,386	86
6	2007	*		18	17	*	7	16		8	10	18	3,012	56
	2008			19	18	*	12	19		12	7	19	2,460	63
	2009			20	21	*	9	21		7	14	21	2,552	56
3-6	2007	1	*	66	62	5	34	64	*	30	38	68	10,704	247
	2008	*	*	75	72	10	43	70	*	40	38	78	9,168	263
	2009	3	*	71	75	10	43	71		33	43	76	8,915	307

NUMBER TESTED IN GRADES 3-6													
2007	6	1	237	230	10	84	166	1	121	124	247	42,324	
2008	5	2	255	245	17	100	166	1	125	138	263	42,082	
2009	6	4	291	293	20	144	215	0	146	161	307	43,106	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2007	78.0	81.2	77.2	71.4	77.8	65.3
	2008	78.5	81.6	80.6	76.7	81.3	64.3
	2009	79.7	80.1	90.6	82.4	77.4	67.7
4	2007	84.1	82.8	76.8	75.4	65.3	69.1
	2008	76.9	74.6	65.4	67.0	66.4	68.6
	2009	84.6	74.0	72.1	79.0	82.2	69.9
5	2007	84.1	69.1	82.4	69.3	80.3	71.3
	2008	67.9	68.0	74.0	69.1	65.7	67.9
	2009	73.6	69.4	82.1	72.9	72.4	74.0
6	2007	71.8	66.7	81.1	68.9	71.4	71.0
	2008	71.9	68.4	77.6	66.0	73.3	73.9
	2009	62.3	64.1	69.1	67.5	71.7	70.2
3-6	2007	79.6	75.3	79.3	71.3	74.0	69.0
	2008	73.9	72.8	73.1	69.1	70.6	68.9
	2009	76.0	72.7	79.9	76.2	76.1	70.4

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	*	*	18.2	16.9	*	9.7	17.5	*	21.1	15.2	18.3	19.2	71
	2008	*	*	21.7	15.9	*	12.5	15.4		17.4	24.0	20.8	26.3	48
	2009	*	*	24.7	22.7	11.1	14.0	16.4		30.2	18.4	23.9	29.0	92
4	2007			24.6	23.6	*	5.9	19.5		33.3	16.7	25.4	22.6	59
	2008	*	*	9.4	9.5	*	0.0	2.1	*	9.1	10.9	10.0	23.8	90
	2009	*	*	22.1	18.6	*	14.0	11.5		22.9	18.4	20.5	31.6	73
5	2007			21.3	19.3	*	23.8	13.5		21.4	21.2	21.3	29.3	61
	2008	*		21.3	22.0	*	11.8	5.3		28.6	14.7	21.0	31.9	62
	2009	*		23.8	24.4	*	10.8	12.5		20.5	28.6	24.4	38.4	86
6	2007	*		18.9	18.9	*	13.3	6.5		25.0	14.3	19.6	26.5	56
	2008			22.2	19.0	*	20.8	14.3		20.0	24.2	22.2	31.0	63
	2009			22.2	22.6	*	0.0	2.5		29.2	15.6	21.4	29.0	56
3-6	2007	33.3	*	20.7	19.6	0.0	13.1	15.1	*	24.8	16.9	21.1	24.3	247
	2008	*	*	17.6	15.9	0.0	10.0	9.0	*	17.6	17.4	17.5	28.1	263
	2009	16.7	*	23.4	22.2	10.0	11.8	11.6		25.3	20.5	22.8	32.0	307

	NUMBER TESTED IN GRADES 3-6											
2007	6	1	237	230	10	84	166	1	121	124	247	42,324
2008	5	2	255	245	17	100	166	1	125	138	263	42,082
2009	6	4	291	293	20	144	215	0	146	161	307	43,106

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007			96.3	96.2		87.5	94.9		95.8	96.7	96.3	86.5	54
	2008	*	*	77.5	78.9	*	61.9	60.6		68.4	86.8	77.6	87.4	76
	2009	*	*	90.2	88.4	*	93.8	80.0		92.6	84.2	89.1	87.4	46

	NUMBER TESTED IN GRADE 4											
2007	0	0	54	52	0	16	39	0	24	30	54	10,408
2008	3	1	71	71	4	21	33	0	38	38	76	10,658
2009	1	3	41	43	3	16	25	0	27	19	46	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			2	2		2	2		1	1	2	1,408	54
	2008	*	*	16	15	*	8	13		12	5	17	1,348	76
	2009	*	*	4	5	*	1	5		2	3	5	1,264	46

	NUMBER TESTED IN GRADE 4											
2007	0	0	54	52	0	16	39	0	24	30	54	10,408
2008	3	1	71	71	4	21	33	0	38	38	76	10,658
2009	1	3	41	43	3	16	25	0	27	19	46	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	83.8	83.8	91.0	88.4
	2008	2.1	75.7	79.3	82.4	83.7
	2009	2.0	76.6	70.1	82.3	88.9

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			22.2	21.2		0.0	12.8		33.3	13.3	22.2	18.2	54
	2008	*	*	21.1	21.1	*	4.8	6.1		5.3	39.5	22.4	21.4	76
	2009	*	*	4.9	7.0	*	6.3	8.0		3.7	10.5	6.5	21.0	46

	NUMBER TESTED IN GRADE 4											
2007	0	0	54	52	0	16	39	0	24	30	54	10,408
2008	3	1	71	71	4	21	33	0	38	38	76	10,658
2009	1	3	41	43	3	16	25	0	27	19	46	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			59.3	58.2	*	45.0	42.4		59.3	59.4	59.3	62.3	59
	2008		*	55.0	53.4	*	37.5	37.8		74.1	38.2	54.1	71.9	61
	2009	*		63.8	63.4	*	51.4	56.4		65.1	64.3	64.7	75.9	85

	NUMBER TESTED IN GRADE 5											
2007	0	0	59	55	1	20	33	0	27	32	59	10,296
2008	0	1	60	58	3	16	37	0	27	34	61	10,686
2009	3	0	80	82	3	37	55	0	43	42	85	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			24	23	*	11	19		11	13	24	3,881	59
	2008		*	27	27	*	10	23		7	21	28	3,005	61
	2009	*		29	30	*	18	24		15	15	30	2,542	85

	NUMBER TESTED IN GRADE 5											
2007	0	0	59	55	1	20	33	0	27	32	59	10,296
2008	0	1	60	58	3	16	37	0	27	34	61	10,686
2009	3	0	80	82	3	37	55	0	43	42	85	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	79.7	79.1	80.6	69.9
	2008	77.2	78.7	75.6	60.5
	2009	84.3	83.3	80.8	57.9

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)
5	2007			20.3	20.0	*	20.0	12.1		33.3	9.4	20.3	18.0	59
	2008		*	18.3	17.2	*	6.3	8.1		22.2	14.7	18.0	24.8	61
	2009	*		17.5	18.3	*	10.8	10.9		27.9	9.5	18.8	29.1	85

	NUMBER TESTED IN GRADE 5											
2007	0	0	59	55	1	20	33	0	27	32	59	10,296
2008	0	1	60	58	3	16	37	0	27	34	61	10,686
2009	3	0	80	82	3	37	55	0	43	42	85	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			78.6	84.6		91.7	91.7	*	66.7	87.5	78.6	82.9	14
	2008			90.0	90.0		89.7	89.7		70.0	100.0	90.0	85.4	30
	2009			82.6	81.4	83.3	81.0	81.4		78.3	87.0	82.6	89.4	46
4	2007												65.9	0
	2008			71.4	69.2	*	71.4	71.4	*	33.3	100.0	71.4	67.0	14
	2009			76.0	76.0		76.0	76.0		50.0	88.2	76.0	72.7	25
5	2007												75.8	0
	2008												70.6	0
	2009			69.2	69.2	*	69.2	69.2		33.3	100.0	69.2	79.7	13
ALL	2007			78.6	84.6		91.7	91.7	*	66.7	87.5	78.6	—	14
	2008			84.1	83.7	*	83.7	83.7	*	56.3	100.0	84.1	—	44
	2009			78.6	77.8	71.4	77.5	77.8		64.9	89.4	78.6	—	84

NUMBER TESTED IN GRADES ALL													
2007	0	0	14	13	0	12	12	1	6	8	14	—	
2008	0	0	44	43	1	43	43	1	16	28	44	—	
2009	0	0	84	81	7	80	81	0	37	47	84	—	

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	2		1	1	*	2	1	3	219	14
	2008			3	3		3	3		3	0	3	239	30
	2009			8	8	1	8	8		5	3	8	514	46
4	2007												122	0
	2008			4	4	*	4	4	*	4	0	4	215	14
	2009			6	6		6	6		4	2	6	268	25
5	2007												22	0
	2008												65	0
	2009			4	4	*	4	4		4	0	4	86	13
ALL	2007			3	2		1	1	*	2	1	3	—	14
	2008			7	7	*	7	7	*	7	0	7	—	44
	2009			18	18	2	18	18		13	5	18	—	84

NUMBER TESTED IN GRADES ALL													
2007	0	0	14	13	0	12	12	1	6	8	14	—	
2008	0	0	44	43	1	43	43	1	16	28	44	—	
2009	0	0	84	81	7	80	81	0	37	47	84	—	

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	73.8	83.7	67.9	72.3
	2008	74.9	78.1	73.9	70.4
	2009	81.0	86.0	76.4	71.2
4	2007				
	2008	73.3	71.4	71.4	68.6
	2009	73.3	72.0	69.1	66.8
5	2007				
	2008				
	2009	73.4	78.8	66.3	68.6
ALL	2007	73.8	83.7	67.9	72.3
	2008	74.4	76.0	73.1	69.8
	2009	77.5	80.7	72.7	69.5

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			14.3	15.4		16.7	16.7	*	16.7	12.5	14.3	14.8	14
	2008			20.0	20.0		20.7	20.7		10.0	25.0	20.0	17.2	30
	2009			32.6	32.6	16.7	28.6	27.9		39.1	26.1	32.6	30.6	46
4	2007												14.2	0
	2008			21.4	23.1	*	21.4	21.4	*	0.0	37.5	21.4	13.5	14
	2009			24.0	24.0		24.0	24.0		12.5	29.4	24.0	21.1	25
5	2007												17.6	0
	2008												19.9	0
	2009			15.4	15.4	*	15.4	15.4		0.0	28.6	15.4	15.3	13
ALL	2007			14.3	15.4		16.7	16.7	*	16.7	12.5	14.3	—	14
	2008			20.5	20.9	*	20.9	20.9	*	6.3	28.6	20.5	—	44
	2009			27.4	27.2	14.3	25.0	24.7		27.0	27.7	27.4	—	84

NUMBER TESTED IN ALL GRADES													
2007	0	0	14	13	0	12	12	1	6	8	14	—	
2008	0	0	44	43	1	43	43	1	16	28	44	—	
2009	0	0	84	81	7	80	81	0	37	47	84	—	

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			78.6	76.9	*	78.6	78.6	*	50.0	100.0	78.6	81.9	14
	2009			92.0	92.0		92.0	92.0		87.5	94.1	92.0	87.1	25

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	14	13	1	14	14	1	6	8	14	14	667
2009	0	0	25	25	0	25	25	0	8	17	25	25	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			3	3	*	3	3	*	3	0	3	121	14
	2009			2	2		2	2		1	1	2	127	25

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	14	13	1	14	14	1	6	8	14	667	
2009	0	0	25	25	0	25	25	0	8	17	25	981	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : 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	1.8	69.6	78.6	90.2	83.0
	2009	2.5	78.0	76.0	86.5	89.0

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												13.2	0
	2008			7.1	7.7	*	7.1	7.1	*	0.0	12.5	7.1	14.2	14
	2009			36.0	36.0		36.0	36.0		37.5	35.3	36.0	20.4	25

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	14	13	1	14	14	1	6	8	14		667
2009	0	0	25	25	0	25	25	0	8	17	25		981

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

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	*	40.7	39.3	46.9	28
	2008	*	52.2	53.6	57.6	28
	2009	9.1	50.0	32.0	41.9	25
1	2007	38.5	60.7	53.7	51.4	41
	2008	*	50.0	40.7	50.2	27
	2009	23.5	64.3	41.9	54.2	31
2	2007	28.2	30.0	28.6	44.5	49
	2008	61.9	79.2	71.1	50.2	45
	2009	0.0	78.6	39.3	47.9	28
1-2	2007	30.8	52.6	40.0	47.6	90
	2008	50.0	65.2	59.7	50.2	72
	2009	12.9	71.4	40.7	51.0	59

Number Tested	2007	53	65	118	24,696	
	2008	31	69	100	21,817	
	2009	42	42	84	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	51.5	50.0	50.7	44.3	69
	2008	48.1	51.5	49.4	44.9	87
	2009	50.8	76.5	56.6	52.8	76
1	2007	55.6	75.8	63.2	48.8	87
	2008	40.8	70.8	50.7	55.5	73
	2009	18.8	57.1	36.7	50.4	30
2	2007	67.5	90.0	72.0	55.6	50
	2008	88.7	85.7	87.8	57.5	90
	2009	50.0	84.6	65.5	53.2	29
K-2	2007	58.3	65.8	61.2	49.1	206
	2008	61.2	68.2	63.6	52.7	250
	2009	45.1	72.7	54.1	52.3	135

Number Tested	2007	127	79	206	34,441	
	2008	165	85	250	41,070	
	2009	91	44	135	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			39.3	42.3	*	*	*		66.7	31.8	39.3	46.9	28
	2008	*	*	58.3	48.0		*	*		41.2	72.7	53.6	57.6	28
	2009		*	34.8	33.3		*	9.1		31.3	33.3	32.0	41.9	25
1	2007	*		55.0	57.9	*	*	38.5		50.0	57.1	53.7	51.4	41
	2008			40.7	38.5	*	*	*		42.9	40.0	40.7	50.2	27
	2009	*	*	38.5	43.3		*	23.5		31.3	53.3	41.9	54.2	31
2	2007	*	*	29.8	26.1	*	35.0	28.2		26.9	30.4	28.6	44.5	49
	2008	*	*	73.8	70.7	*	50.0	61.9		73.7	69.2	71.1	50.2	45
	2009		*	37.0	36.0	*	*	0.0		62.5	30.0	39.3	47.9	28
1-2	2007	*	*	41.4	40.5	*	34.8	30.8		37.0	43.2	40.0	47.6	90
	2008	*	*	60.9	58.2	*	42.9	50.0		65.4	56.5	59.7	50.2	72
	2009	*	*	37.7	40.0	*	0.0	12.9		41.7	40.0	40.7	51.0	59

Number Tested	2007	2	1	115	110	6	24	53	0	52	66	118	24,696
	2008	2	3	93	92	5	8	31	0	43	57	100	21,817
	2009	1	6	76	76	3	9	42	0	40	44	84	21,148

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007			1	1	*	*	*		0	1	1	1,245	28
	2008	*	*	5	4		*	*		2	4	6	1,687	28
	2009		*	2	2		*	0		2	0	2	771	25
1	2007	*		6	6	*	*	0		3	3	6	1,458	41
	2008			4	4	*	*	*		1	3	4	1,555	27
	2009	*	*	2	3		*	1		1	2	3	1,659	31
2	2007	*	*	0	0	*	0	0		0	0	0	896	49
	2008	*	*	4	4	*	0	1		2	2	4	1,065	45
	2009		*	2	2	*	*	0		1	1	2	1,027	28
1-2	2007	*	*	6	6	*	0	0		3	3	6	2,355	90
	2008	*	*	8	8	*	0	1		3	5	8	2,620	72
	2009	*	*	4	5	*	0	1		2	3	5	2,688	59

Number Tested	2007	2	1	115	110	6	24	53	0	52	66	118	24,696
	2008	2	3	93	92	5	8	31	0	43	57	100	21,817
	2009	1	6	76	76	3	9	42	0	40	44	84	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			50.7	53.0	*	46.2	51.5	*	48.1	52.4	50.7	44.3	69
	2008	*	*	49.4	47.6		50.9	48.1		52.1	46.2	49.4	44.9	87
	2009		*	56.8	54.3	*	55.8	50.8		57.4	55.2	56.6	52.8	76
1	2007	*		64.0	63.9	*	53.5	55.6		59.1	67.4	63.2	48.8	87
	2008			50.7	50.0	*	40.9	40.8	*	32.3	64.3	50.7	55.5	73
	2009	*	*	34.6	37.9		*	18.8		43.8	28.6	36.7	50.4	30
2	2007	*	*	72.9	70.2	*	76.2	67.5		80.8	62.5	72.0	55.6	50
	2008	*	*	87.4	88.2	50.0	86.7	88.7		92.5	84.0	87.8	57.5	90
	2009		*	64.3	61.5	*	*	50.0		66.7	65.0	65.5	53.2	29
K-2	2007	*	*	61.6	61.7	30.0	55.3	58.3	*	61.9	60.6	61.2	49.1	206
	2008	*	*	63.4	62.8	40.0	59.2	61.2	*	60.5	66.4	63.6	52.7	250
	2009	*	*	53.9	52.0	*	51.7	45.1		55.6	52.4	54.1	52.3	135

Number Tested	2007	2	1	203	196	10	103	127	1	97	109	206	34,441
	2008	2	3	243	239	10	142	165	1	119	131	250	41,070
	2009	1	5	128	125	4	58	91	0	72	63	135	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			14	14	*	7	6	*	4	10	14	2,583	69
	2008	*	*	8	9		5	5		5	4	9	2,788	87
	2009		*	18	17	*	17	17		9	9	18	2,455	76
1	2007	*		8	8	*	4	5		5	3	8	1,769	87
	2008			12	12	*	3	4	*	4	8	12	2,800	73
	2009	*	*	2	3		*	0		2	1	3	1,577	30
2	2007	*	*	10	8	*	2	5		5	6	11	2,098	50
	2008	*	*	38	38	1	19	27		21	17	38	2,912	90
	2009		*	11	10	*	*	3		4	8	12	1,686	29
K-2	2007	*	*	32	30	0	13	16	*	14	19	33	6,450	206
	2008	*	*	58	59	1	27	36	*	30	29	59	8,500	250
	2009	*	*	31	30	*	17	20		15	18	33	5,718	135

Number Tested	2007	2	1	203	196	10	103	127	1	97	109	206	34,441
	2008	2	3	243	239	10	142	165	1	119	131	250	41,070
	2009	1	5	128	125	4	58	91	0	72	63	135	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			95.0	95.0	*	94.7	93.8	*	92.3	100.0	95.0	84.7	20
	2008			96.6	96.5		96.2	95.9		96.8	96.4	96.6	87.0	59
	2009			96.0	95.9	*	95.8	95.7		93.3	100.0	96.0	88.6	50
1	2007			84.8	84.4	*	85.0	82.9		79.2	90.9	84.8	84.5	46
	2008			89.6	89.6	*	88.4	88.6	*	79.2	100.0	89.6	88.0	48
	2009			81.4	81.0		79.6	81.4		78.1	85.2	81.4	88.6	59
2	2007			91.4	91.2	*	90.9	90.9		85.7	95.2	91.4	89.9	35
	2008			97.8	97.7	*	97.4	97.6		95.2	100.0	97.8	93.4	45
	2009			97.7	97.7	*	97.4	97.7		95.2	100.0	97.7	94.0	44
K-2	2007			89.1	88.9	*	89.1	87.8	*	84.3	94.0	89.1	85.6	101
	2008			94.7	94.6	66.7	94.0	94.0	*	90.8	98.7	94.7	89.3	152
	2009			90.8	90.7	*	90.0	90.6		88.0	94.3	90.8	90.4	153

Number Tested	2007	0	0	101	99	5	92	90	1	51	50	101	14,889
	2008	0	0	152	149	6	134	134	1	76	76	152	18,257
	2009	0	0	153	151	2	140	149	0	83	70	153	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			5	5	*	4	3	*	2	3	5	2,779	20
	2008			29	27		23	23		14	15	29	3,280	59
	2009			27	27	*	26	26		12	15	27	3,525	50
1	2007			18	17	*	16	16		8	10	18	1,782	46
	2008			15	15	*	12	13	*	4	11	15	2,412	48
	2009			13	12		12	13		7	6	13	2,523	59
2	2007			24	23	*	23	23		7	17	24	1,196	35
	2008			30	29	*	25	26		13	17	30	2,596	45
	2009			29	29	*	26	29		10	19	29	2,909	44
K-2	2007			47	45	*	43	42	*	17	30	47	5,757	101
	2008			74	71	0	60	62	*	31	43	74	8,288	152
	2009			69	68	*	64	68		29	40	69	8,957	153

Number Tested	2007	0	0	101	99	5	92	90	1	51	50	101	14,889
	2008	0	0	152	149	6	134	134	1	76	76	152	18,257
	2009	0	0	153	151	2	140	149	0	83	70	153	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	0.0	2	0.0	13	0.0	18	0.0
5	1	0.0	1	100.0	0	-	2	50.0
ALL	4	0.0	3	33.3	13	0.0	20	5.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (54)	Beginning	13	24.1	13	24.1	14	25.9	14	25.9	14	25.9
	Intermediate	23	42.6	23	42.6	23	42.6	22	40.7	22	40.7
	Advanced	15	27.8	15	27.8	14	25.9	15	27.8	15	27.8
	Advanced High	3	5.6	3	5.6	3	5.6	3	5.6	3	5.6
1 (59)	Beginning	16	27.1	35	59.3	51	86.4	39	66.1	39	66.1
	Intermediate	24	40.7	6	10.2	5	8.5	9	15.3	9	15.3
	Advanced	14	23.7	12	20.3	0	0.0	9	15.3	9	15.3
	Advanced High	5	8.5	6	10.2	3	5.1	2	3.4	2	3.4
2 (42)	Beginning	7	16.7	6	14.3	16	38.1	1	2.4	1	2.4
	Intermediate	12	28.6	15	35.7	19	45.2	19	45.2	20	47.6
	Advanced	21	50.0	21	50.0	5	11.9	9	21.4	12	28.6
	Advanced High	2	4.8	0	0.0	2	4.8	13	31.0	9	21.4
3 (50)	Beginning	3	6.0	7	14.0	3	6.0	3	6.0	3	6.0
	Intermediate	18	36.0	16	32.0	21	42.0	13	26.0	13	26.0
	Advanced	23	46.0	19	38.0	17	34.0	15	30.0	16	32.0
	Advanced High	6	12.0	8	16.0	9	18.0	19	38.0	18	36.0
4 (45)	Beginning	0	0.0	1	2.2	7	15.6	2	4.4	2	4.4
	Intermediate	3	6.7	13	28.9	13	28.9	10	22.2	10	22.2
	Advanced	9	20.0	19	42.2	19	42.2	14	31.1	16	35.6
	Advanced High	33	73.3	12	26.7	6	13.3	19	42.2	17	37.8

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	—	—	—	
56 6 (10.7%)	Beginning	37			
	Intermediate	2	6		
	Advanced	1	1	7	
	Advanced High	0	2	0	
41 39 (95.1%)	Beginning	1			
	Intermediate	19	0		
	Advanced	10	1	1	
	Advanced High	8	1	0	
48 26 (54.2%)	Beginning	3			
	Intermediate	2	10		
	Advanced	2	4	9	
	Advanced High	0	0	18	
42 22 (52.4%)	Beginning	2			
	Intermediate	0	9		
	Advanced	0	5	9	
	Advanced High	0	0	17	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (38)	Beginning	1	2.6	0	0.0	1	2.7	1	2.6	0	0.0
	Intermediate	1	2.6	6	16.2	19	51.4	3	7.9	3	8.1
	Advanced	25	65.8	23	62.2	11	29.7	5	13.2	5	13.5
	Advanced High	11	28.9	8	21.6	6	16.2	29	76.3	29	78.4
6 (15)	Beginning	3	20.0	2	13.3	1	6.7	0	0.0	0	0.0
	Intermediate	12	80.0	11	73.3	10	66.7	1	6.7	1	6.7
	Advanced	0	0.0	2	13.3	3	20.0	5	33.3	9	60.0
	Advanced High	0	0.0	0	0.0	1	6.7	9	60.0	5	33.3
ALL (303)	Beginning	43	14.2	64	21.2	93	30.8	60	19.8	59	19.5
	Intermediate	93	30.7	90	29.8	110	36.4	77	25.4	78	25.8
	Advanced	107	35.3	111	36.8	69	22.8	72	23.8	82	27.2
	Advanced High	60	19.8	37	12.3	30	9.9	94	31.0	83	27.5

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
35 31 (88.6%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	3	2	
	Advanced High	1	2	25	
15 5 (33.3%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	9	
	Advanced High	0	0	5	
237 129 (54.4%)	Beginning	43			
	Intermediate	23	28		
	Advanced	13	14	37	
	Advanced High	9	5	65	

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