

Campus Data Packet

for 2009 - 10 Plans



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School Number 142

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	57
KN	107
1	107
2	115
3	100
4	104
5	91
ALL	681

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	577	84.7	34	82.9
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	103	15.1	5	12.2
White	1	0.1	2	4.9
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	669	98.2
Limited English proficient students	75	11.0
Special education students	20	2.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	60	52	86.7	0	0.0	0	0.0	8	13.3	0	0.0
	2008	62	49	79.0	0	0.0	0	0.0	13	21.0	0	0.0
	2009	57	47	82.5	0	0.0	0	0.0	10	17.5	0	0.0
KN	2007	108	89	82.4	0	0.0	0	0.0	19	17.6	0	0.0
	2008	106	94	88.7	0	0.0	0	0.0	12	11.3	0	0.0
	2009	107	82	76.6	0	0.0	0	0.0	25	23.4	0	0.0
1	2007	120	106	88.3	0	0.0	0	0.0	13	10.8	1	0.8
	2008	127	106	83.5	0	0.0	0	0.0	21	16.5	0	0.0
	2009	107	92	86.0	0	0.0	0	0.0	14	13.1	1	0.9
2	2007	120	103	85.8	0	0.0	0	0.0	17	14.2	0	0.0
	2008	104	90	86.5	0	0.0	0	0.0	14	13.5	0	0.0
	2009	115	100	87.0	0	0.0	0	0.0	15	13.0	0	0.0
3	2007	100	91	91.0	0	0.0	0	0.0	9	9.0	0	0.0
	2008	111	96	86.5	0	0.0	0	0.0	15	13.5	0	0.0
	2009	100	85	85.0	0	0.0	0	0.0	15	15.0	0	0.0
4	2007	103	92	89.3	1	1.0	0	0.0	10	9.7	0	0.0
	2008	99	87	87.9	0	0.0	0	0.0	12	12.1	0	0.0
	2009	104	90	86.5	0	0.0	0	0.0	14	13.5	0	0.0
5	2007	88	77	87.5	0	0.0	0	0.0	10	11.4	1	1.1
	2008	99	86	86.9	1	1.0	0	0.0	12	12.1	0	0.0
	2009	91	81	89.0	0	0.0	0	0.0	10	11.0	0	0.0
EC-5	2007	699	610	87.3	1	0.1	0	0.0	86	12.3	2	0.3
	2008	708	608	85.9	1	0.1	0	0.0	99	14.0	0	0.0
	2009	681	577	84.7	0	0.0	0	0.0	103	15.1	1	0.1

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	60	60	100.0	8	13.3	1	1.7	0	0.0	60	100.0	0.0
	2008	62	61	98.4	12	19.4	0	0.0	0	0.0	62	100.0	0.0
	2009	57	57	100.0	4	7.0	0	0.0	0	0.0	57	100.0	0.0
KN	2007	108	105	97.2	13	12.0	2	1.9	1	0.9	51	47.2	3.7
	2008	106	104	98.1	11	10.4	2	1.9	1	0.9	48	45.3	2.8
	2009	107	104	97.2	19	17.8	0	0.0	6	5.6	41	38.3	2.8
1	2007	120	115	95.8	10	8.3	3	2.5	5	4.2	17	14.2	7.5
	2008	127	124	97.6	13	10.2	5	3.9	2	1.6	16	12.6	9.4
	2009	107	105	98.1	11	10.3	3	2.8	8	7.5	14	13.1	12.1
2	2007	120	118	98.3	14	11.7	6	5.0	3	2.5	11	9.2	5.0
	2008	104	100	96.2	11	10.6	3	2.9	4	3.8	9	8.7	7.7
	2009	115	114	99.1	11	9.6	4	3.5	13	11.3	12	10.4	7.0
3	2007	100	93	93.0	6	6.0	7	7.0	9	9.0	9	9.0	3.0
	2008	111	109	98.2	12	10.8	5	4.5	5	4.5	11	9.9	8.1
	2009	100	97	97.0	12	12.0	1	1.0	9	9.0	7	7.0	8.0
4	2007	103	97	94.2	10	9.7	13	12.6	15	14.6	7	6.8	2.9
	2008	99	94	94.9	6	6.1	9	9.1	13	13.1	11	11.1	3.0
	2009	104	104	100.0	12	11.5	6	5.8	5	4.8	6	5.8	2.9
5	2007	88	84	95.5	6	6.8	9	10.2	11	12.5	11	12.5	2.3
	2008	99	96	97.0	10	10.1	16	16.2	11	11.1	8	8.1	1.0
	2009	91	88	96.7	6	6.6	6	6.6	13	14.3	13	14.3	2.2
EC-5	2007	699	672	96.1	67	9.6	41	5.9	44	6.3	166	23.7	3.9
	2008	708	688	97.2	75	10.6	40	5.6	36	5.1	165	23.3	5.1
	2009	681	669	98.2	75	11.0	20	2.9	54	7.9	150	22.0	5.4

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	30.1	4,117.2	29.6	98.3	3,933.6	95.5	75	100.0	100.0	57	7,436	100.0	100.0
	2008	30.8	4,133.2	29.9	97.1	3,942.7	95.4	74	100.0	100.0	59	7,427	100.0	100.0
	2009	28.9	4,167.8	28.3	97.9	3,975.6	95.4	71	100.0	100.0	51	7,332	100.0	100.0
KN	2007	104.2	13,945.0	101.5	97.4	13,385.6	96.0	51	49.0	24.3	83	12,035	79.7	86.3
	2008	104.6	13,568.1	101.3	96.8	13,004.4	95.8	44	42.1	23.5	83	11,618	79.4	85.6
	2009	110.3	13,515.0	105.8	95.9	12,939.1	95.7	34	30.8	22.5	88	11,501	79.8	85.1
1	2007	115.7	14,353.8	111.3	96.2	13,851.4	96.5	44	38.0	23.2	89	12,437	76.9	86.6
	2008	119.0	14,626.9	116.8	98.1	14,102.7	96.4	55	46.2	21.2	94	12,704	79.0	86.9
	2009	108.7	14,250.8	104.8	96.5	13,719.9	96.3	44	40.5	20.7	85	12,300	78.2	86.3
2	2007	112.9	13,403.8	111.3	98.6	12,978.9	96.8	45	39.9	21.7	91	11,729	80.6	87.5
	2008	106.0	13,708.6	104.9	99.0	13,269.8	96.8	44	41.5	19.7	77	12,043	72.6	87.9
	2009	116.4	13,950.1	113.2	97.2	13,499.0	96.8	34	29.2	18.6	97	12,231	83.3	87.7
3	2007	99.7	12,998.4	98.5	98.8	12,633.3	97.2	36	36.1	21.1	78	11,445	78.2	88.0
	2008	115.6	12,806.9	112.5	97.4	12,425.5	97.0	50	43.3	19.1	89	11,408	77.0	89.1
	2009	102.0	13,095.5	99.5	97.6	12,710.6	97.1	33	32.4	18.3	82	11,634	80.4	88.8
4	2007	102.0	12,104.9	99.9	97.9	11,768.3	97.2	39	38.2	19.7	83	10,683	81.4	88.3
	2008	99.6	12,329.8	97.9	98.3	11,960.3	97.0	47	47.2	19.7	71	10,924	71.3	88.6
	2009	102.0	12,156.4	98.3	96.4	11,789.9	97.0	39	38.3	18.1	76	10,731	74.5	88.3
5	2007	88.5	11,757.0	86.1	97.2	11,426.8	97.2	35	39.5	20.9	68	10,362	76.8	88.1
	2008	97.9	11,874.2	96.1	98.2	11,539.6	97.2	27	27.6	18.8	84	10,608	85.8	89.3
	2009	94.8	11,903.5	92.9	97.9	11,552.9	97.1	34	35.9	17.5	79	10,563	83.3	88.7
EC-5	2007	653.1	83,122.6	638.1	97.7	80,387.4	96.7	326	49.9	33.3	549	76,416	84.1	91.9
	2008	673.5	83,438.7	659.4	97.9	80,606.0	96.6	341	50.6	31.9	557	76,970	82.7	92.2
	2009	663.0	83,476.5	642.8	96.9	80,586.5	96.5	289	43.6	30.9	558	76,517	84.2	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	34	82.9
Hispanic	5	12.2
White	2	4.9
Other	0	0.0

Gender	Number	Percent
Female	35	85.4
Male	6	14.6

TOTAL	41
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AVERAGE NUMBER OF ABSENCES

2007	6.0
2008	8.5
2009	7.2

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		71.9	75.0	72.5	*	*	69.1		69.4	75.0	72.2	84.6	97
	2008		72.9	57.1	71.3	*	45.5	65.3		62.3	78.9	70.9	86.2	110
	2009		71.9	83.3	71.7	*	*	68.8		66.7	78.0	72.6	87.3	95
4	2007		63.4	77.8	62.8	*	77.8	39.3		55.8	73.5	65.2	69.7	92
	2008		61.0	72.7	62.1	*	*	52.6		59.2	65.9	62.4	72.1	93
	2009		67.8	35.7	63.1	*	33.3	40.0		58.2	69.4	63.5	75.8	104
5	2007	*	72.4	85.7	74.4	*	*	62.5		76.2	71.4	73.8	78.3	84
	2008		75.0	60.0	72.8	30.0	50.0	59.6		66.0	82.2	73.7	82.9	95
	2009		82.9	62.5	81.5		*	75.0		78.4	83.0	81.0	82.9	84
3-5	2007	*	69.2	79.2	69.8	28.6	78.9	61.1		67.2	73.4	70.3	77.6	273
	2008		69.8	62.9	69.0	35.7	50.0	60.6		62.5	76.0	69.1	80.3	298
	2009		73.7	53.6	71.4	*	50.0	61.7		66.4	76.7	71.7	81.5	283

NUMBER TESTED IN GRADES 3-5													
2007	1	247	24	255	7	19	144	0	134	139	273	31,814	
2008	0	262	35	287	14	24	165	0	152	146	298	31,840	
2009	0	255	28	276	4	18	149	0	137	146	283	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		25	2	25	*	*	21		15	12	27	1,675	97
	2008		26	6	31	*	6	26		20	12	32	1,443	110
	2009		25	1	26	*	*	20		15	11	26	960	95
4	2007		30	2	32	*	2	17		19	13	32	3,189	92
	2008		32	3	33	*	*	18		20	15	35	2,996	93
	2009		29	9	38	*	8	27		23	15	38	2,449	104
5	2007	*	21	1	20	*	*	18		10	12	22	2,258	84
	2008		21	4	25	7	4	21		17	8	25	1,827	95
	2009		13	3	15		*	10		8	8	16	1,793	84
3-5	2007	*	76	5	77	5	4	56		44	37	81	7,122	273
	2008		79	13	89	9	12	65		57	35	92	6,266	298
	2009		67	13	79	*	9	57		46	34	80	5,202	283

NUMBER TESTED IN GRADES 3-5													
2007	1	247	24	255	7	19	144	0	134	139	273	31,814	
2008	0	262	35	287	14	24	165	0	152	146	298	31,840	
2009	0	255	28	276	4	18	149	0	137	146	283	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	67.4	73.9	64.3	67.9
	2008	70.4	71.6	72.1	67.0
	2009	70.2	70.4	69.1	74.7
4	2007	74.0	72.7	68.2	64.5
	2008	72.8	65.2	69.6	64.7
	2009	77.4	65.3	68.7	71.4
5	2007	70.4	79.0	70.5	67.7
	2008	72.2	73.9	73.9	70.0
	2009	73.1	75.6	77.7	71.7
3-5	2007	70.6	75.1	67.5	66.7
	2008	71.7	70.3	71.9	67.3
	2009	73.7	70.0	71.5	72.6

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		2.2	25.0	3.3	*	*	1.5		2.0	6.3	4.1	21.3	97
	2008		13.5	0.0	12.0	*	0.0	4.0		3.8	19.3	11.8	21.5	110
	2009		21.3	66.7	22.8	*	*	21.9		17.8	30.0	24.2	34.1	95
4	2007		17.1	0.0	14.0	*	0.0	3.6		11.6	18.4	15.2	16.6	92
	2008		3.7	0.0	3.4	*	*	0.0		2.0	4.5	3.2	14.4	93
	2009		7.8	7.1	7.8	*	8.3	2.2		3.6	12.2	7.7	18.4	104
5	2007	*	10.5	0.0	10.3	*	*	2.1		11.9	7.1	9.5	13.1	84
	2008		11.9	0.0	10.9	0.0	0.0	0.0		6.0	15.6	10.5	16.5	95
	2009		11.8	12.5	11.1		*	0.0		8.1	14.9	11.9	18.5	84
3-5	2007	*	9.7	8.3	9.0	0.0	5.3	2.1		8.2	10.8	9.5	17.1	273
	2008		9.9	0.0	9.1	7.1	0.0	1.8		3.9	13.7	8.7	17.4	298
	2009		13.7	21.4	13.8	*	16.7	10.1		9.5	19.2	14.5	22.7	283

	NUMBER TESTED IN GRADES 3-5											
2007	1	247	24	255	7	19	144	0	134	139	273	31,814
2008	0	262	35	287	14	24	165	0	152	146	298	31,840
2009	0	255	28	276	4	18	149	0	137	146	283	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		40.0	62.5	40.2	*	*	33.3		41.3	42.6	41.9	70.3	93
	2008		50.0	57.1	50.9	*	54.5	41.9		44.4	57.4	50.9	76.6	108
	2009		55.6	71.4	56.4	*	70.0	54.3		50.0	64.8	57.7	77.3	104
4	2007		67.9	100.0	70.5	*	88.9	62.1		68.9	73.5	71.3	75.7	94
	2008		53.7	90.9	57.5	*	*	42.1		55.1	61.4	58.1	77.9	93
	2009		52.2	64.3	53.4	*	66.7	33.3		60.0	46.9	53.8	79.4	104
5	2007	*	77.1	100.0	79.2	*	*	68.9		82.1	76.9	79.5	82.9	78
	2008		76.3	90.0	78.4	100.0	87.5	70.0		80.4	75.6	78.0	84.0	91
	2009		83.3	77.8	82.1	*	*	76.2		81.6	83.7	82.8	87.0	87
3-5	2007	*	60.7	87.5	62.3	71.4	78.9	50.7		63.1	63.7	63.4	76.2	265
	2008		59.4	77.1	61.6	64.3	75.0	50.6		59.1	64.3	61.6	79.5	292
	2009		62.8	70.3	62.8	42.9	73.1	54.1		62.2	65.1	63.7	81.0	295

	NUMBER TESTED IN GRADES 3-5											
2007	1	239	24	247	7	19	140	0	130	135	265	32,298
2008	0	256	35	281	14	24	162	0	149	143	292	32,696
2009	0	258	37	288	7	26	157	0	143	152	295	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		51	3	52	*	*	44		27	27	54	3,303	93
	2008		47	6	52	*	5	43		30	23	53	2,542	108
	2009		40	4	44	*	3	32		25	19	44	2,781	104
4	2007		27	0	26	*	1	11		14	13	27	2,604	94
	2008		38	1	37	*	*	22		22	17	39	2,436	93
	2009		43	5	48	*	4	30		22	26	48	2,196	104
5	2007	*	16	0	15	*	*	14		7	9	16	1,785	78
	2008		19	1	19	0	1	15		9	11	20	1,730	91
	2009		13	2	15	*	*	10		7	8	15	1,386	87
3-5	2007	*	94	3	93	2	4	69		48	49	97	7,692	265
	2008		104	8	108	5	6	80		61	51	112	6,708	292
	2009		96	11	107	4	7	72		54	53	107	6,363	295

NUMBER TESTED IN GRADES 3-5													
2007	1	239	24	247	7	19	140	0	130	135	265	32,298	
2008	0	256	35	281	14	24	162	0	149	143	292	32,696	
2009	0	258	37	288	7	26	157	0	143	152	295	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	63.3	63.3	69.0	62.0	61.6	47.0
	2008	64.6	68.8	74.7	62.0	69.7	52.2
	2009	65.3	68.8	76.8	63.8	74.3	60.2
4	2007	80.0	81.5	76.1	71.8	68.4	69.0
	2008	71.0	69.1	63.1	57.9	71.5	61.3
	2009	73.9	63.6	69.4	60.3	60.6	57.3
5	2007	78.4	70.3	87.7	63.7	75.6	71.8
	2008	75.8	69.9	75.7	72.2	63.7	73.2
	2009	80.8	78.0	82.9	68.3	81.3	71.8
3-5	2007	73.7	71.8	77.0	66.0	68.1	62.1
	2008	70.1	69.2	71.3	63.9	68.4	61.6
	2009	72.9	69.7	76.0	63.9	71.5	62.6

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		4.7	12.5	5.7	*	*	0.0		4.3	6.4	5.4	19.2	93
	2008		4.3	14.3	5.7	*	18.2	4.1		1.9	9.3	5.6	26.3	108
	2009		13.3	14.3	12.9	*	10.0	8.6		8.0	18.5	13.5	29.0	104
4	2007		22.6	22.2	20.5	*	11.1	10.3		22.2	22.4	22.3	22.6	94
	2008		6.1	0.0	4.6	*	*	0.0		4.1	6.8	5.4	23.8	93
	2009		7.8	0.0	6.8	*	0.0	0.0		3.6	10.2	6.7	31.6	104
5	2007	*	20.0	14.3	22.2	*	*	8.9		33.3	7.7	20.5	29.3	78
	2008		11.3	20.0	12.5	33.3	25.0	8.0		15.2	8.9	12.1	31.9	91
	2009		19.2	33.3	20.2	*	*	11.9		18.4	22.4	20.7	38.4	87
3-5	2007	*	15.5	16.7	15.8	28.6	10.5	5.0		19.2	12.6	15.8	23.6	265
	2008		7.0	11.4	7.5	21.4	16.7	4.3		6.7	8.4	7.5	27.3	292
	2009		13.2	13.5	12.8	0.0	7.7	7.0		9.1	17.1	13.2	32.8	295


NUMBER TESTED IN GRADES 3-5													
2007	1	239	24	247	7	19	140	0	130	135	265	32,298	
2008	0	256	35	281	14	24	162	0	149	143	292	32,696	
2009	0	258	37	288	7	26	157	0	143	152	295	33,546	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007		86.3	88.9	85.7	*	88.9	70.4		79.1	93.6	86.7	86.5	90
	2008		82.9	100.0	84.9	*	*	71.8		79.2	90.9	84.8	87.4	92
	2009		84.9	71.4	82.8	*	75.0	70.5		78.8	87.5	83.0	87.4	100

	NUMBER TESTED IN GRADE 4											
2007	0	80	9	84	1	9	27	0	43	47	90	10,408
2008	0	82	10	86	2	5	39	0	48	44	92	10,658
2009	0	86	14	99	2	12	44	0	52	48	100	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		11	1	12	*	1	8		9	3	12	1,408	90
	2008		14	0	13	*	*	11		10	4	14	1,348	92
	2009		13	4	17	*	3	13		11	6	17	1,264	100

	NUMBER TESTED IN GRADE 4											
2007	0	80	9	84	1	9	27	0	43	47	90	10,408
2008	0	82	10	86	2	5	39	0	48	44	92	10,658
2009	0	86	14	99	2	12	44	0	52	48	100	10,032

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.1	80.8	75.1	87.5	86.4
	2008	2.1	71.7	76.5	78.9	81.1
	2009	2.0	80.8	74.8	73.8	85.4

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		10.0	11.1	9.5	*	11.1	7.4		9.3	10.6	10.0	18.2	90
	2008		9.8	20.0	10.5	*	*	2.6		4.2	18.2	10.9	21.4	92
	2009		12.8	0.0	11.1	*	0.0	2.3		11.5	10.4	11.0	21.0	100

	NUMBER TESTED IN GRADE 4											
2007	0	80	9	84	1	9	27	0	43	47	90	10,408
2008	0	82	10	86	2	5	39	0	48	44	92	10,658
2009	0	86	14	99	2	12	44	0	52	48	100	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	*	42.0	71.4	46.5		*	31.1		59.5	32.5	45.5	62.3	77
	2008		54.3	58.3	54.9	90.9	63.6	56.3	*	56.3	54.3	55.3	71.9	94
	2009		58.7	44.4	56.8	*	*	50.0		59.5	55.3	57.1	75.9	84

	NUMBER TESTED IN GRADE 5											
2007	1	69	7	71	0	5	45	0	37	40	77	10,296
2008	0	81	12	91	11	11	48	1	48	46	94	10,686
2009	0	75	9	81	1	5	40	0	37	47	84	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	*	40	2	38		*	31		15	27	42	3,881	77
	2008		37	5	41	1	4	21	*	21	21	42	3,005	94
	2009		31	5	35	*	*	20		15	21	36	2,542	84

NUMBER TESTED IN GRADE 5													
2007	1	69	7	71	0	5	45	0	37	40	77	10,296	
2008	0	81	12	91	11	11	48	1	48	46	94	10,686	
2009	0	75	9	81	1	5	40	0	37	47	84	10,550	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	74.1	74.9	73.6	57.4
	2008	79.2	79.8	73.2	51.5
	2009	78.5	82.3	73.8	56.3

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	*	10.1	0.0	11.3		*	0.0		21.6	0.0	10.4	18.0	77
	2008		6.2	0.0	5.5	0.0	0.0	4.2	*	6.3	4.3	5.3	24.8	94
	2009		5.3	11.1	6.2	*	*	2.5		8.1	4.3	6.0	29.1	84

	NUMBER TESTED IN GRADE 5											
2007	1	69	7	71	0	5	45	0	37	40	77	10,296
2008	0	81	12	91	11	11	48	1	48	46	94	10,686
2009	0	75	9	81	1	5	40	0	37	47	84	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			62.5	62.5	*	62.5	62.5		*	*	62.5	89.4	8
ALL	2007												—	0
	2008												—	0
	2009			62.5	62.5	*	62.5	62.5		*	*	62.5	—	8

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	8	8	1	8	8	0	3	5	8	8	—

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												219	0
	2008												239	0
	2009			3	3	*	3	3		*	*	3	514	8
ALL	2007												—	0
	2008												—	0
	2009			3	3	*	3	3		*	*	3	—	8

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	8	8	1	8	8	0	3	5	8	—	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007				
	2008				
	2009	71.7	73.2	79.2	56.3
ALL	2007				
	2008				
	2009	71.7	73.2	79.2	56.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												14.8	0
	2008												17.2	0
	2009			12.5	12.5	*	12.5	12.5		*	*	12.5	30.6	8
ALL	2007												—	0
	2008												—	0
	2009			12.5	12.5	*	12.5	12.5		*	*	12.5	—	8

NUMBER TESTED IN ALL GRADES													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	8	8	1	8	8	0	3	5	8	8	—

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	3
	2009												87.7	0
4														
	2008		28.6		28.6	28.6		*		*	*	28.6	70.7	7
	2009		*		*	*		*		*	*	*	71.8	3
5														
	2008		*		*	*		*		*	*	*	73.3	5
	2009		100.0		100.0	100.0		*		*	*	100.0	80.3	6
3-5														
	2008		53.3		53.3	53.3		62.5		50.0	66.7	53.3	73.7	15
	2009		100.0		100.0	100.0		*		*	*	100.0	79.2	9

NUMBER TESTED IN GRADES 3-5														
2008	0	15	0	15	15	0	8	0	8	6	15	1,807		
2009	0	9	0	9	9	0	5	0	5	4	9	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	3
	2009												60	0
4														
	2008		5		5	5		*		*	*	5	181	7
	2009		*		*	*		*		*	*	*	192	3
5														
	2008		*		*	*		*		*	*	*	179	5
	2009		0		0	0		*		*	*	0	137	6
3-5														
	2008		7		7	7		3		4	2	7	476	15
	2009		0		0	0		*		*	*	0	389	9

NUMBER TESTED IN GRADES 3-5													
2008	0	15	0	15	15	0	8	0	8	6	15	1,807	
2009	0	9	0	9	9	0	5	0	5	4	9	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	39.3	47.6	26.2	46.4
	2009	*	*	*	*
5					
	2008	*	*	*	*
	2009	72.7	88.9	86.1	78.8
3-5					
	2008	55.3	65.6	47.8	58.3
	2009	72.6	87.0	83.3	77.5

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														
	2008		*		*	*		*		*	*	*	10.8	3
	2009												16.2	0
4														
	2008		0.0		0.0	0.0		*		*	*	0.0	9.7	7
	2009		*		*	*		*		*	*	*	8.9	3
5														
	2008		*		*	*		*		*	*	*	14.9	5
	2009		33.3		33.3	33.3		*		*	*	33.3	14.1	6
3-5														
	2008		6.7		6.7	6.7		12.5		0.0	16.7	6.7	12.0	15
	2009		22.2		22.2	22.2		*		*	*	22.2	12.7	9

NUMBER TESTED IN GRADES 3-5														
2008	0	15	0	15	15	0	8	0	8	6	15	1,807		
2009	0	9	0	9	9	0	5	0	5	4	9	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	3
	2009												81.2	0
4														
	2008		100.0		100.0	100.0		*		*	*	100.0	69.1	7
	2009		*		*	*		*		*	*	*	75.8	3
5														
	2008		*		*	*		*		*	*	*	64.0	4
	2009		*		*	*		*		*	*	*	80.2	4
3-5														
	2008		92.9		92.9	92.9		100.0		83.3	100.0	92.9	69.4	14
	2009		100.0		100.0	100.0		*		*	*	100.0	78.8	7

NUMBER TESTED IN GRADES 3-5													
2008	0	14	0	14	14	0	7	0	6	7	14	1,730	
2009	0	7	0	7	7	0	4	0	4	3	7	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	3
	2009												85	0
4														
	2008		0		0	0		*		*	*	0	173	7
	2009		*		*	*		*		*	*	*	157	3
5														
	2008		*		*	*		*		*	*	*	227	4
	2009		*		*	*		*		*	*	*	127	4
3-5														
	2008		1		1	1		0		1	0	1	529	14
	2009		0		0	0		*		*	*	0	369	7

NUMBER TESTED IN GRADES 3-5														
2008	0	14	0	14	14	0	7	0	6	7	14	1,730		
2009	0	7	0	7	7	0	4	0	4	3	7	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	74.6	81.0	45.7	57.1	57.1	78.6
	2009	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-5							
	2008	73.4	80.0	56.9	62.9	59.5	74.0
	2009	76.2	83.3	74.8	79.5	71.4	74.8

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														
	2008		*		*	*		*		*	*	*	16.1	3
	2009												22.3	0
4														
	2008		14.3		14.3	14.3		*		*	*	14.3	14.3	7
	2009		*		*	*		*		*	*	*	14.0	3
5														
	2008		*		*	*		*		*	*	*	14.0	4
	2009		*		*	*		*		*	*	*	17.2	4
3-5														
	2008		14.3		14.3	14.3		14.3		0.0	28.6	14.3	14.7	14
	2009		42.9		42.9	42.9		*		*	*	42.9	17.3	7

NUMBER TESTED IN GRADES 3-5													
2008	0	14	0	14	14	0	7	0	6	7	14	1,730	
2009	0	7	0	7	7	0	4	0	4	3	7	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		33.3		33.3	33.3		*		*	*	33.3	39.2	6
	2009		66.7		66.7	66.7		*		*	*	66.7	37.5	6

NUMBER TESTED IN GRADE 5													
2008	0	6	0	6	6	0	2	0	3	3	6	668	
2009	0	6	0	6	6	0	4	0	4	2	6	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		4		4	4		*		*	*	4	406	6
	2009		2		2	2		*		*	*	2	398	6

NUMBER TESTED IN GRADE 5													
2008	0	6	0	6	6	0	2	0	3	3	6	668	
2009	0	6	0	6	6	0	4	0	4	2	6	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	66.7	61.9	64.3	54.8
	2009	78.8	83.3	78.6	66.7

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)
5														
	2008		0.0		0.0	0.0		*		*	*	0.0	5.2	6
	2009		0.0		0.0	0.0		*		*	*	0.0	4.9	6

NUMBER TESTED IN GRADE 5														
2007														
2008	0	6	0	6	6	0	2	0	3	3	6	668		
2009	0	6	0	6	6	0	4	0	4	2	6	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	0.0	15.5	14.4	46.9	90
	2008	*	31.1	30.1	57.6	93
	2009	46.3	56.8	51.8	41.9	85
1	2007	25.0	47.0	38.7	51.4	106
	2008	33.3	37.8	37.3	50.2	110
	2009	26.7	59.6	43.5	54.2	92
2	2007	13.0	65.7	29.5	44.5	112
	2008	41.8	52.8	46.2	50.2	91
	2009	39.7	80.6	51.9	47.9	104
1-2	2007	17.1	53.5	33.9	47.6	218
	2008	40.3	41.8	41.3	50.2	201
	2009	34.7	67.9	48.0	51.0	196

Number Tested	2007	123	185	308	24,696	
	2008	70	224	294	21,817	
	2009	159	122	281	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	11.1	23.3	22.2	44.3	99
	2008	40.0	24.7	26.2	44.9	103
	2009	42.1	66.0	52.9	52.8	104
1	2007	20.9	41.2	33.3	48.8	111
	2008	36.4	33.7	34.2	55.5	120
	2009	30.4	39.1	34.8	50.4	92
2	2007	36.4	61.1	44.2	55.6	113
	2008	53.0	61.1	55.9	57.5	102
	2009	67.1	79.3	70.6	53.2	102
K-2	2007	29.5	36.6	33.7	49.1	323
	2008	48.0	34.4	38.5	52.7	325
	2009	49.4	59.0	53.4	52.3	298

Number Tested	2007	129	194	323	34,441	
	2008	98	227	325	41,070	
	2009	176	122	298	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		16.3	0.0	11.8	*	*	0.0		13.2	15.4	14.4	46.9	90
	2008		29.7	*	30.8	*	*	*		31.4	28.6	30.1	57.6	93
	2009		52.6	42.9	53.1		*	46.3		55.8	47.6	51.8	41.9	85
1	2007		40.4	14.3	37.6	*	*	25.0		27.0	55.8	38.7	51.4	106
	2008		37.6	33.3	35.5	*	*	33.3		18.6	49.3	37.3	50.2	110
	2009	*	44.3	*	44.3	*	*	26.7		43.6	43.2	43.5	54.2	92
2	2007		33.7	5.9	28.8	*	7.1	13.0		19.1	36.9	29.5	44.5	112
	2008		47.2	*	46.0	*		41.8		33.3	58.7	46.2	50.2	91
	2009		51.0	66.7	52.4	*	*	39.7		42.5	57.8	51.9	47.9	104
1-2	2007		37.1	8.3	33.0	16.7	5.6	17.1		23.6	44.4	33.9	47.6	218
	2008		42.1	27.3	40.2	33.3	*	40.3		26.1	53.1	41.3	50.2	201
	2009	*	47.8	44.4	48.7	*	*	34.7		43.2	52.5	48.0	51.0	196

Number Tested	2007	0	274	34	297	8	23	123	0	148	160	308	24,696
	2008	0	281	13	285	8	3	70	0	139	155	294	21,817
	2009	1	264	16	272	5	4	159	0	138	143	281	21,148

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007		3	0	3	*	*	0		1	2	3	1,245	90
	2008		5	*	5	*	*	*		3	2	5	1,687	93
	2009		7	2	9		*	3		5	4	9	771	85
1	2007		9	0	7	*	*	3		4	5	9	1,458	106
	2008		3	0	2	*	*	0		2	1	3	1,555	110
	2009	*	8	*	8	*	*	1		6	3	9	1,659	92
2	2007		3	0	3	*	0	0		0	3	3	896	112
	2008		9	*	8	*		5		2	7	9	1,065	91
	2009		25	2	27	*	*	15		7	20	27	1,027	104
1-2	2007		12	0	10	0	0	3		4	8	12	2,355	218
	2008		12	0	10	1	*	5		4	8	12	2,620	201
	2009	*	33	2	35	*	*	16		13	23	36	2,688	196

Number Tested	2007	0	274	34	297	8	23	123	0	148	160	308	24,696
	2008	0	281	13	285	8	3	70	0	139	155	294	21,817
	2009	1	264	16	272	5	4	159	0	138	143	281	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		24.4	11.8	21.1	*	7.7	11.1		22.0	22.4	22.2	44.3	99
	2008		23.1	50.0	25.7	*	54.5	40.0		21.4	31.9	26.2	44.9	103
	2009		62.8	23.1	53.0		10.5	42.1		46.6	60.9	52.9	52.8	104
1	2007		32.7	38.5	33.0	*	30.0	20.9		30.9	37.2	33.3	48.8	111
	2008		32.0	45.0	33.3	*	46.2	36.4		27.1	38.9	34.2	55.5	120
	2009	*	34.1	*	34.1	*	*	30.4		35.2	34.2	34.8	50.4	92
2	2007		47.9	23.5	43.8	*	21.4	36.4		39.6	47.7	44.2	55.6	113
	2008		59.1	35.7	55.6	*	27.3	53.0		54.0	57.7	55.9	57.5	102
	2009		69.8	83.3	71.3	*	*	67.1		70.0	71.0	70.6	53.2	102
K-2	2007		35.5	23.4	33.2	37.5	18.9	29.5		31.2	36.1	33.7	49.1	323
	2008		37.6	43.5	37.9	33.3	42.9	48.0		33.8	42.7	38.5	52.7	325
	2009	*	55.7	34.3	53.6	*	22.7	49.4		48.7	58.2	53.4	52.3	298

Number Tested	2007	0	276	47	313	8	37	129	0	157	166	323	34,441
	2008	0	279	46	317	9	35	98	0	154	171	325	41,070
	2009	1	262	35	289	5	22	176	0	152	146	298	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		5	0	5	*	0	0		2	3	5	2,583	99
	2008		1	3	4	*	3	2		2	2	4	2,788	103
	2009		22	2	22		0	6		12	12	24	2,455	104
1	2007		11	1	11	*	0	2		6	6	12	1,769	111
	2008		11	0	10	*	0	1		3	8	11	2,800	120
	2009	*	7	*	7	*	*	1		5	3	8	1,577	92
2	2007		22	2	24	*	2	12		11	13	24	2,098	113
	2008		20	1	20	*	0	8		11	10	21	2,912	102
	2009		44	4	48	*	*	31		16	32	48	1,686	102
K-2	2007		38	3	40	0	2	14		19	22	41	6,450	323
	2008		32	4	34	0	3	11		16	20	36	8,500	325
	2009	*	73	6	77	*	2	38		33	47	80	5,718	298

Number Tested	2007	0	276	47	313	8	37	129	0	157	166	323	34,441
	2008	0	279	46	317	9	35	98	0	154	171	325	41,070
	2009	1	262	35	289	5	22	176	0	152	146	298	30,563

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2007												84.7	0
	2008			90.0	90.0		90.0	85.7		*	*	90.0	87.0	10
	2009			84.2	84.2		83.3	81.3		86.7	*	84.2	88.6	19
1	2007			*	*		*	*		*	*	*	84.5	5
	2008			42.9	42.9	*	42.9	42.9		*	*	42.9	88.0	7
	2009			100.0	100.0		100.0	100.0		*	100.0	100.0	88.6	11
2	2007												89.9	0
	2008			58.3	58.3	*	63.6	63.6		*	42.9	58.3	93.4	12
	2009			66.7	66.7	*	66.7	66.7		*	*	66.7	94.0	9
K-2	2007			*	*		*	*		*	*	*	85.6	5
	2008			65.5	65.5	*	67.9	64.0		71.4	60.0	65.5	89.3	29
	2009			84.6	84.6	*	83.3	83.3		84.0	85.7	84.6	90.4	39

Number Tested	2007	0	0	5	5	0	5	4	0	3	2	5	14,889
	2008	0	0	29	29	2	28	25	0	14	15	29	18,257
	2009	0	0	39	39	1	36	36	0	25	14	39	19,076

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2007												2,779	0
	2008			7	7		7	5		*	*	7	3,280	10
	2009			6	6		5	5		5	*	6	3,525	19
1	2007			*	*		*	*		*	*	*	1,782	5
	2008			0	0	*	0	0		*	*	0	2,412	7
	2009			4	4		4	4		*	2	4	2,523	11
2	2007												1,196	0
	2008			0	0	*	0	0		*	0	0	2,596	12
	2009			2	2	*	2	2		*	*	2	2,909	9
K-2	2007			*	*		*	*		*	*	*	5,757	5
	2008			7	7	*	7	5		5	2	7	8,288	29
	2009			12	12	*	11	11		7	5	12	8,957	39
Number Tested	2007	0	0	5	5	0	5	4	0	3	2	5	14,889	
	2008	0	0	29	29	2	28	25	0	14	15	29	18,257	
	2009	0	0	39	39	1	36	36	0	25	14	39	19,076	

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009
4	0	-	1	100.0	8	0.0	9	11.1
ALL	0	-	1	100.0	8	0.0	9	11.1

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (22)	Beginning	15	68.2	16	72.7	21	95.5	21	95.5	21	95.5
	Intermediate	1	4.5	0	0.0	0	0.0	1	4.5	1	4.5
	Advanced	5	22.7	5	22.7	0	0.0	0	0.0	0	0.0
	Advanced High	1	4.5	1	4.5	1	4.5	0	0.0	0	0.0
2 (11)	Beginning	0	0.0	1	9.1	5	45.5	5	45.5	5	45.5
	Intermediate	2	18.2	2	18.2	2	18.2	3	27.3	3	27.3
	Advanced	3	27.3	6	54.5	3	27.3	3	27.3	3	27.3
	Advanced High	6	54.5	2	18.2	1	9.1	0	0.0	0	0.0
3 (11)	Beginning	3	27.3	3	27.3	5	45.5	0	0.0	0	0.0
	Intermediate	7	63.6	6	54.5	4	36.4	5	45.5	5	45.5
	Advanced	1	9.1	2	18.2	1	9.1	3	27.3	4	36.4
	Advanced High	0	0.0	0	0.0	1	9.1	3	27.3	2	18.2
4 (12)	Beginning	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0
	Intermediate	1	8.3	1	8.3	7	58.3	4	33.3	4	33.3
	Advanced	11	91.7	11	91.7	4	33.3	7	58.3	7	58.3
	Advanced High	0	0.0	0	0.0	0	0.0	1	8.3	1	8.3
5 (6)	Beginning	1	16.7	1	16.7	0	0.0	0	0.0	0	0.0
	Intermediate	3	50.0	3	50.0	2	33.3	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	2	33.3	3	50.0	3	50.0
	Advanced High	2	33.3	2	33.3	2	33.3	3	50.0	3	50.0

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>9</div> <div>1 (11.1%)</div>	Beginning	5			
	Intermediate	0	3		
	Advanced	0	1	0	
	Advanced High	0	0	0	
<div>10</div> <div>8 (80.0%)</div>	Beginning	0			
	Intermediate	3	2		
	Advanced	1	3	0	
	Advanced High	0	1	0	
<div>11</div> <div>6 (54.5%)</div>	Beginning	0			
	Intermediate	1	2		
	Advanced	1	3	3	
	Advanced High	0	0	1	
<div>5</div> <div>4 (80.0%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	2	1	
	Advanced High	0	0	2	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
ALL (62)	Beginning	19	30.6	21	33.9	32	51.6	26	41.9	26	41.9
	Intermediate	14	22.6	12	19.4	15	24.2	13	21.0	13	21.0
	Advanced	20	32.3	24	38.7	10	16.1	16	25.8	17	27.4
	Advanced High	9	14.5	5	8.1	5	8.1	7	11.3	6	9.7

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
35 19 (54.3%)	Beginning	5			
	Intermediate	4	7		
	Advanced	2	9	4	
	Advanced High	0	1	3	

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