

Campus Data Packet

for 2009 - 10 Plans



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School Number 143

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
EC	8
PK	52
KN	57
1	48
2	65
3	36
ALL	266

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	14	5.3	1	4.8
American Indian	2	0.8	*	*
Asian	19	7.1	*	*
Hispanic	225	84.6	14	66.7
White	6	2.3	5	23.8
Other	**	**	1	4.8

*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	261	98.1
Limited English proficient students	183	68.8
Special education students	10	3.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	74	4	5.4	0	0.0	0	0.0	70	94.6	0	0.0
	2008	79	7	8.9	0	0.0	3	3.8	67	84.8	2	2.5
	2009	52	3	5.8	1	1.9	1	1.9	46	88.5	1	1.9
KN	2007	81	5	6.2	0	0.0	5	6.2	70	86.4	1	1.2
	2008	55	6	10.9	1	1.8	4	7.3	44	80.0	0	0.0
	2009	57	4	7.0	0	0.0	3	5.3	49	86.0	1	1.8
1	2007	75	6	8.0	0	0.0	4	5.3	63	84.0	2	2.7
	2008	77	4	5.2	2	2.6	7	9.1	63	81.8	1	1.3
	2009	48	3	6.3	1	2.1	5	10.4	39	81.3	0	0.0
2	2007	65	1	1.5	0	0.0	4	6.2	60	92.3	0	0.0
	2008	55	3	5.5	0	0.0	6	10.9	45	81.8	1	1.8
	2009	65	2	3.1	0	0.0	8	12.3	54	83.1	1	1.5
3	2007	55	4	7.3	0	0.0	6	10.9	45	81.8	0	0.0
	2008	48	4	8.3	0	0.0	6	12.5	36	75.0	2	4.2
	2009	36	2	5.6	0	0.0	2	5.6	31	86.1	1	2.8
EC-3	2007	356	21	5.9	0	0.0	19	5.3	313	87.9	3	0.8
	2008	318	24	7.5	3	0.9	26	8.2	258	81.1	7	2.2
	2009	266	14	5.3	2	0.8	19	7.1	225	84.6	6	2.3

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	74	73	98.6	52	70.3	1	1.4	0	0.0	74	100.0	0.0
	2008	79	79	100.0	62	78.5	0	0.0	0	0.0	79	100.0	0.0
	2009	52	51	98.1	38	73.1	1	1.9	0	0.0	52	100.0	0.0
KN	2007	81	80	98.8	57	70.4	3	3.7	5	6.2	30	37.0	1.2
	2008	55	54	98.2	37	67.3	0	0.0	0	0.0	14	25.5	0.0
	2009	57	55	96.5	45	78.9	0	0.0	3	5.3	14	24.6	0.0
1	2007	75	74	98.7	48	64.0	1	1.3	6	8.0	12	16.0	10.7
	2008	77	76	98.7	53	68.8	1	1.3	4	5.2	5	6.5	13.0
	2009	48	48	100.0	27	56.3	1	2.1	4	8.3	4	8.3	12.5
2	2007	65	64	98.5	53	81.5	4	6.2	9	13.8	4	6.2	9.2
	2008	55	54	98.2	41	74.5	2	3.6	7	12.7	4	7.3	7.3
	2009	65	65	100.0	46	70.8	0	0.0	7	10.8	4	6.2	12.3
3	2007	55	54	98.2	37	67.3	4	7.3	12	21.8	2	3.6	3.6
	2008	48	48	100.0	37	77.1	4	8.3	9	18.8	3	6.3	2.1
	2009	36	36	100.0	27	75.0	0	0.0	10	27.8	0	0.0	8.3
EC-3	2007	356	350	98.3	247	69.4	19	5.3	32	9.0	126	35.4	5.6
	2008	318	314	98.7	230	72.3	11	3.5	20	6.3	108	34.0	5.3
	2009	266	261	98.1	183	68.8	10	3.8	24	9.0	77	28.9	8.6

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	37.6	4,117.2	35.9	95.6	3,933.6	95.5	91	100.0	100.0	68	7,436	100.0	100.0
	2008	39.5	4,133.2	37.5	95.1	3,942.7	95.4	116	100.0	100.0	66	7,427	100.0	100.0
	2009	27.2	4,167.8	25.7	94.8	3,975.6	95.4	82	100.0	100.0	40	7,332	100.0	100.0
KN	2007	81.6	13,945.0	79.1	97.0	13,385.6	96.0	15	18.4	24.3	70	12,035	85.8	86.3
	2008	58.8	13,568.1	56.4	95.9	13,004.4	95.8	20	34.0	23.5	47	11,618	79.9	85.6
	2009	56.9	13,515.0	54.4	95.6	12,939.1	95.7	18	31.6	22.5	46	11,501	80.9	85.1
1	2007	74.5	14,353.8	72.7	97.6	13,851.4	96.5	20	26.9	23.2	65	12,437	87.3	86.6
	2008	80.5	14,626.9	79.0	98.1	14,102.7	96.4	19	23.6	21.2	74	12,704	91.9	86.9
	2009	51.1	14,250.8	49.5	97.0	13,719.9	96.3	13	25.4	20.7	45	12,300	88.1	86.3
2	2007	65.6	13,403.8	63.9	97.5	12,978.9	96.8	17	25.9	21.7	60	11,729	91.5	87.5
	2008	55.9	13,708.6	54.6	97.7	13,269.8	96.8	15	26.8	19.7	47	12,043	84.1	87.9
	2009	68.8	13,950.1	67.3	97.9	13,499.0	96.8	12	17.4	18.6	60	12,231	87.2	87.7
3	2007	59.0	12,998.4	57.9	98.2	12,633.3	97.2	10	17.0	21.1	50	11,445	84.8	88.0
	2008	47.4	12,806.9	46.3	97.7	12,425.5	97.0	9	19.0	19.1	39	11,408	82.3	89.1
	2009	36.8	13,095.5	36.2	98.5	12,710.6	97.1	6	16.3	18.3	33	11,634	89.8	88.8
EC-3	2007	324.8	59,260.8	315.8	97.2	57,192.3	96.5	158	48.6	38.5	317	55,371	97.6	93.4
	2008	285.2	59,234.7	276.6	97.0	57,106.0	96.4	181	63.5	37.0	274	55,438	96.1	93.6
	2009	247.8	59,416.7	239.7	96.7	57,243.7	96.3	142	57.3	36.1	226	55,223	91.2	92.9

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	1	4.8
Hispanic	14	66.7
White	5	23.8
Other	1	4.8

Gender	Number	Percent
Female	17	81.0
Male	4	19.0

TOTAL	21
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AVERAGE NUMBER OF ABSENCES

2007	6.6
2008	6.8
2009	7.7

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		*	95.2	83.9	*	92.3	80.0		88.2	78.6	83.9	84.6	31
	2008	*	*	87.5	88.9	*	87.5	90.0		83.3	91.7	88.9	86.2	18
	2009	*	*	100.0	100.0		*	100.0		*	100.0	100.0	87.3	13

	NUMBER TESTED IN GRADE 3											
2007	0	4	21	31	2	13	20	0	17	14	31	10,896
2008	1	4	8	18	1	8	10	0	6	12	18	10,439
2009	1	4	6	13	0	4	6	0	5	8	13	7,558

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		*	1	5	*	1	4		2	3	5	1,675	31
	2008	*	*	1	2	*	1	1		1	1	2	1,443	18
	2009	*	*	0	0		*	0		*	0	0	960	13

NUMBER TESTED IN GRADE 3													
2007	0	4	21	31	2	13	20	0	17	14	31	10,896	
2008	1	4	8	18	1	8	10	0	6	12	18	10,439	
2009	1	4	6	13	0	4	6	0	5	8	13	7,558	

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	81.7	86.2	77.4	76.2
	2008	83.0	88.9	83.3	82.6
	2009	83.6	81.3	89.7	87.5

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		*	42.9	38.7	*	38.5	25.0		47.1	28.6	38.7	21.3	31
	2008	*	*	50.0	38.9	*	62.5	50.0		33.3	41.7	38.9	21.5	18
	2009	*	*	33.3	30.8		*	0.0		*	12.5	30.8	34.1	13

	NUMBER TESTED IN GRADE 3											
2007	0	4	21	31	2	13	20	0	17	14	31	10,896
2008	1	4	8	18	1	8	10	0	6	12	18	10,439
2009	1	4	6	13	0	4	6	0	5	8	13	7,558

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		*	76.2	67.7	*	71.4	57.1		76.5	57.1	67.7	70.3	31
	2008	*	*	87.5	84.2	*	77.8	81.8		100.0	76.9	84.2	76.6	19
	2009		*	96.9	97.2		96.3	96.3		100.0	95.2	97.2	77.3	36

	NUMBER TESTED IN GRADE 3											
2007	0	4	21	31	3	14	21	0	17	14	31	11,125
2008	1	4	8	19	1	9	11	0	6	13	19	10,870
2009	0	2	32	36	0	27	27	0	15	21	36	12,228

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		*	5	10	*	4	9		4	6	10	3,303	31
	2008	*	*	1	3	*	2	2		0	3	3	2,542	19
	2009		*	1	1		1	1		0	1	1	2,781	36

	NUMBER TESTED IN GRADE 3											
2007	0	4	21	31	3	14	21	0	17	14	31	11,125
2008	1	4	8	19	1	9	11	0	6	13	19	10,870
2009	0	2	32	36	0	27	27	0	15	21	36	12,228

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	78.4	84.4	78.5	76.3	82.3	64.1
	2008	85.8	85.1	89.5	82.5	90.8	70.4
	2009	91.4	88.0	91.7	89.8	91.7	78.1

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		*	28.6	29.0	*	21.4	14.3		47.1	7.1	29.0	19.2	31
	2008	*	*	50.0	36.8	*	55.6	54.5		50.0	30.8	36.8	26.3	19
	2009		*	43.8	44.4		40.7	40.7		33.3	52.4	44.4	29.0	36

	NUMBER TESTED IN GRADE 3											
2007	0	4	21	31	3	14	21	0	17	14	31	11,125
2008	1	4	8	19	1	9	11	0	6	13	19	10,870
2009	0	2	32	36	0	27	27	0	15	21	36	12,228

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			91.7	91.3		91.7	91.7		90.9	92.3	91.7	82.9	24
	2008			92.6	92.3	*	92.6	92.3		92.3	92.9	92.6	85.4	27
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.4	24

	NUMBER TESTED IN GRADE 3											
2007	0	0	24	23	0	24	24	0	11	13	24	1,279
2008	0	0	27	26	1	27	26	0	13	14	27	1,640
2009	0	0	24	24	0	23	23	0	9	15	24	4,836

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			2	2		2	2		1	1	2	219	24
	2008			2	2	*	2	2		1	1	2	239	27
	2009			0	0		0	0		0	0	0	514	24

	NUMBER TESTED IN GRADE 3											
2007	0	0	24	23	0	24	24	0	11	13	24	1,279
2008	0	0	27	26	1	27	26	0	13	14	27	1,640
2009	0	0	24	24	0	23	23	0	9	15	24	4,836

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	74.4	82.7	77.1	70.8
	2008	84.2	88.4	74.7	78.2
	2009	86.7	89.9	86.1	83.3

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			8.3	8.7		8.3	8.3		18.2	0.0	8.3	14.8	24
	2008			37.0	34.6	*	37.0	38.5		38.5	35.7	37.0	17.2	27
	2009			45.8	45.8		47.8	47.8		22.2	60.0	45.8	30.6	24

	NUMBER TESTED IN GRADE 3											
2007	0	0	24	23	0	24	24	0	11	13	24	1,279
2008	0	0	27	26	1	27	26	0	13	14	27	1,640
2009	0	0	24	24	0	23	23	0	9	15	24	4,836

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	*	19.0	17.4	46.9	23
	2008	*	20.0	17.6	57.6	17
	2009	37.5	42.9	40.0	41.9	15
1	2007	54.5	53.3	53.8	51.4	26
	2008	27.3	61.1	48.3	50.2	29
	2009	33.3	50.0	43.5	54.2	23
2	2007	36.4	100.0	50.0	44.5	28
	2008	27.3	80.0	52.4	50.2	21
	2009	33.3	70.0	50.0	47.9	22
1-2	2007	42.4	66.7	51.9	47.6	54
	2008	27.3	67.9	50.0	50.2	50
	2009	33.3	58.3	46.7	51.0	45

Number Tested	2007	35	42	77	24,696	
	2008	24	43	67	21,817	
	2009	29	31	60	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	0.0	38.5	12.7	44.3	79
	2008	45.7	25.0	38.2	44.9	55
	2009	45.7	66.7	49.1	52.8	55
1	2007	90.9	80.0	84.6	48.8	26
	2008	54.2	71.4	58.8	55.5	80
	2009	55.6	53.3	54.2	50.4	24
2	2007	40.9	100.0	53.6	55.6	28
	2008	50.0	75.0	55.4	57.5	56
	2009	50.0	70.0	58.3	53.2	24
K-2	2007	22.1	59.6	35.3	49.1	133
	2008	50.7	54.7	51.8	52.7	191
	2009	47.8	61.8	52.4	52.3	103

Number Tested	2007	86	47	133	34,441	
	2008	138	53	191	41,070	
	2009	69	34	103	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	*	*	15.4	17.4	*	*	*		18.2	16.7	17.4	46.9	23
	2008		*	14.3	20.0		*	*		16.7	18.2	17.6	57.6	17
	2009		*	12.5	42.9		*	37.5		*	40.0	40.0	41.9	15
1	2007	*	50.0	64.3	53.8		*	54.5		35.7	75.0	53.8	51.4	26
	2008	*	*	42.9	50.0		0.0	27.3		45.5	50.0	48.3	50.2	29
	2009		*	40.0	43.5		*	33.3		35.7	55.6	43.5	54.2	23
2	2007		*	45.8	48.1	*	41.2	36.4		46.2	53.3	50.0	44.5	28
	2008	*	*	58.3	47.4	*	28.6	27.3		40.0	63.6	52.4	50.2	21
	2009		*	42.9	50.0		*	33.3		62.5	42.9	50.0	47.9	22
1-2	2007	*	57.1	52.6	50.9	*	45.5	42.4		40.7	63.0	51.9	47.6	54
	2008	*	85.7	50.0	48.9	*	15.4	27.3		42.9	55.2	50.0	50.2	50
	2009		*	41.4	46.7		30.0	33.3		45.5	47.8	46.7	51.0	45

Number Tested	2007	3	12	51	76	6	25	35	0	38	39	77	24,696
	2008	2	12	33	62	2	15	24	0	27	40	67	21,817
	2009	0	8	37	59	0	15	29	0	27	33	60	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	23
	2008		*	0	0		*	*		0	0	0	1,687	17
	2009		*	0	1		*	1		*	1	1	771	15
1	2007	*	1	2	4		*	0		0	4	4	1,458	26
	2008	*	*	0	1		0	1		0	1	1	1,555	29
	2009		*	1	3		*	1		1	2	3	1,659	23
2	2007		*	1	2	*	0	0		1	1	2	896	28
	2008	*	*	0	0	*	0	0		0	0	0	1,065	21
	2009		*	0	0		*	0		0	0	0	1,027	22
1-2	2007	*	1	3	6	*	0	0		1	5	6	2,355	54
	2008	*	1	0	1	*	0	1		0	1	1	2,620	50
	2009		*	1	3		0	1		1	2	3	2,688	45

Number Tested	2007	3	12	51	76	6	25	35	0	38	39	77	24,696
	2008	2	12	33	62	2	15	24	0	27	40	67	21,817
	2009	0	8	37	59	0	15	29	0	27	33	60	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	*	*	7.2	12.8	*	0.0	0.0		18.4	7.3	12.7	44.3	79
	2008		*	47.7	40.4		43.2	45.7		44.0	33.3	38.2	44.9	55
	2009		*	42.6	49.1		41.9	45.7		60.9	40.6	49.1	52.8	55
1	2007	*	83.3	92.9	84.6		*	90.9		85.7	83.3	84.6	48.8	26
	2008	*	*	56.9	58.2	*	50.9	54.2		60.6	57.4	58.8	55.5	80
	2009		*	46.7	54.2		*	55.6		57.1	50.0	54.2	50.4	24
2	2007		*	45.8	51.9	*	41.2	40.9		53.8	53.3	53.6	55.6	28
	2008	*	*	54.3	53.7	*	51.2	50.0		46.2	63.3	55.4	57.5	56
	2009		*	42.9	58.3		57.1	50.0		70.0	50.0	58.3	53.2	24
K-2	2007	*	75.0	27.1	35.1	0.0	14.1	22.1		40.0	30.9	35.3	49.1	133
	2008	*	50.0	53.5	51.9	*	48.9	50.7		51.2	52.3	51.8	52.7	191
	2009		70.0	43.4	52.5		43.6	47.8		61.7	44.6	52.4	52.3	103

Number Tested	2007	3	12	107	131	7	78	86	0	65	68	133	34,441
	2008	2	12	155	185	3	131	138	0	84	107	191	41,070
	2009	0	10	76	101	0	55	69	0	47	56	103	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	*	*	0	1	*	0	0		0	1	1	2,583	79
	2008		*	5	5		3	3		2	3	5	2,788	55
	2009		*	2	3		3	3		1	2	3	2,455	55
1	2007	*	3	7	11		*	3		5	6	11	1,769	26
	2008	*	*	11	17	*	7	10		7	11	18	2,800	80
	2009		*	1	1		*	0		1	0	1	1,577	24
2	2007		*	5	8	*	4	5		4	4	8	2,098	28
	2008	*	*	6	7	*	5	5		4	4	8	2,912	56
	2009		*	0	3		0	1		2	1	3	1,686	24
K-2	2007	*	3	12	20	0	7	8		9	11	20	6,450	133
	2008	*	4	22	29	*	15	18		13	18	31	8,500	191
	2009		0	3	7		3	4		4	3	7	5,718	103

Number Tested	2007	3	12	107	131	7	78	86	0	65	68	133	34,441
	2008	2	12	155	185	3	131	138	0	84	107	191	41,070
	2009	0	10	76	101	0	55	69	0	47	56	103	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			72.2	71.7	*	74.5	73.5		64.0	79.3	72.2	84.7	54
	2008			83.3	82.9		84.8	83.9		76.5	89.5	83.3	87.0	36
	2009		*	94.7	97.4		94.6	94.6		94.4	95.2	94.9	88.6	39
1	2007			87.5	87.5	*	90.7	90.0		86.4	88.5	87.5	84.5	48
	2008			89.6	89.6		90.9	91.1		80.0	96.4	89.6	88.0	48
	2009			91.7	91.7	*	90.9	90.9		100.0	83.3	91.7	88.6	24
2	2007			97.2	97.2		97.2	97.1		100.0	95.2	97.2	89.9	36
	2008			100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.4	34
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.0	40
K-2	2007			84.1	83.9	*	86.2	85.5		80.6	86.8	84.1	85.6	138
	2008			90.7	90.6		91.8	91.7		84.6	95.5	90.7	89.3	118
	2009		*	96.1	97.1	*	95.9	95.9		97.8	94.8	96.1	90.4	103

Number Tested	2007	0	0	138	137	2	130	124	0	62	76	138	14,889
	2008	0	0	118	117	0	110	108	0	52	66	118	18,257
	2009	0	1	102	102	1	98	98	0	45	58	103	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			23	22	*	22	20		11	12	23	2,779	54
	2008			16	16		15	14		5	11	16	3,280	36
	2009		*	21	22		20	20		10	12	22	3,525	39
1	2007			26	26	*	23	20		10	16	26	1,782	48
	2008			22	22		20	20		8	14	22	2,412	48
	2009			8	8	*	8	8		4	4	8	2,523	24
2	2007			29	29		29	28		11	18	29	1,196	36
	2008			21	21		20	19		8	13	21	2,596	34
	2009			26	26		26	26		11	15	26	2,909	40
K-2	2007			78	77	*	74	68		32	46	78	5,757	138
	2008			59	59		55	53		21	38	59	8,288	118
	2009		*	55	56	*	54	54		25	31	56	8,957	103

Number Tested	2007	0	0	138	137	2	130	124	0	62	76	138	14,889
	2008	0	0	118	117	0	110	108	0	52	66	118	18,257
	2009	0	1	102	102	1	98	98	0	45	58	103	19,076

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (45)	Beginning	40	88.9	40	88.9	40	88.9	40	88.9	40	88.9
	Intermediate	2	4.4	0	0.0	5	11.1	4	8.9	4	8.9
	Advanced	3	6.7	5	11.1	0	0.0	1	2.2	1	2.2
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (30)	Beginning	19	63.3	17	56.7	19	63.3	26	86.7	26	86.7
	Intermediate	11	36.7	9	30.0	11	36.7	4	13.3	4	13.3
	Advanced	0	0.0	4	13.3	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
2 (47)	Beginning	9	19.1	16	34.0	16	34.0	6	12.8	6	12.8
	Intermediate	21	44.7	17	36.2	23	48.9	18	38.3	18	38.3
	Advanced	14	29.8	11	23.4	7	14.9	17	36.2	18	38.3
	Advanced High	3	6.4	3	6.4	1	2.1	6	12.8	5	10.6
3 (28)	Beginning	6	21.4	8	28.6	9	32.1	1	3.6	1	3.6
	Intermediate	8	28.6	14	50.0	13	46.4	6	21.4	8	28.6
	Advanced	14	50.0	6	21.4	6	21.4	10	35.7	13	46.4
	Advanced High	0	0.0	0	0.0	0	0.0	11	39.3	6	21.4
ALL (150)	Beginning	74	49.3	81	54.0	84	56.0	73	48.7	73	48.7
	Intermediate	42	28.0	40	26.7	52	34.7	32	21.3	34	22.7
	Advanced	31	20.7	26	17.3	13	8.7	28	18.7	32	21.3
	Advanced High	3	2.0	3	2.0	1	0.7	17	11.3	11	7.3

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>—</div> <div>—</div>	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
<div>27</div> <div>1 (3.7%)</div>	Beginning	23			
	Intermediate	1	3		
	Advanced	0	0	0	
	Advanced High	0	0	0	
<div>44</div> <div>35 (79.5%)</div>	Beginning	5			
	Intermediate	15	2		
	Advanced	12	4	2	
	Advanced High	2	1	1	
<div>27</div> <div>13 (48.1%)</div>	Beginning	1			
	Intermediate	3	5		
	Advanced	0	4	8	
	Advanced High	0	0	6	
<div>98</div> <div>49 (50.0%)</div>	Beginning	29			
	Intermediate	19	10		
	Advanced	12	8	10	
	Advanced High	2	1	7	

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