

# Campus Data Packet

for 2009 - 10 Plans



**STEPHEN C. FOSTER**  
School Number 145

*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.**

2.... Contents..... Table of Contents

**STUDENTS AND STAFF**

5.... Summary..... Summary of Student and Teacher Statistics  
 7.... Enrollment (2)..... Enrollment Statistics by Select Student Group  
 9.... Teachers..... Teacher Statistics

**TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS**

10.... TAKS Read (1)..... TAKS Reading: Percentage Meeting Standard  
 12.... TAKS Read (3)..... TAKS Reading: Performance by Objective  
 14.... TAKS Math (1)..... TAKS Mathematics: % Meeting Standard  
 16.... TAKS Math (3)..... TAKS Mathematics: % by Objective  
 18.... TAKS Write (1)..... TAKS Writing: Percentage Meeting Standard  
 20.... TAKS Write (3)..... TAKS Writing: Performance by Objective  
 22.... TAKS Science (1)..... TAKS Science: Percentage Meeting Standard  
 24.... TAKS Science (3)..... TAKS Science: Performance by Objective  
 26.... SPTAKS Read (1)..... Spanish TAKS Reading: % Meeting Standard  
 28.... SPTAKS Read (3)..... Spanish TAKS Reading: Performance by Objective

**TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (MOD)**

30.... TAKS-M Read (1)..... TAKS-M Reading: % Meeting Standard  
 32.... TAKS-M Read (3)..... TAKS-M Reading: Performance by Objective  
 34.... TAKS-M Math (1)..... TAKS-M Math: % Meeting Standard  
 36.... TAKS-M Math (3)..... TAKS-M Math: Performance by Objective

**ITBS / ITED / LOGRAMOS**

38.... Compliance..... SCE Compliance for At-Risk Students  
 40.... ITBS Read (2)..... ITBS Reading Total: # At or Above the 80th %-tile  
 42.... ITBS Math (2)..... ITBS Math Total: # At or Above the 80th %-tile  
 44.... Logramos Read (2)..... Logramos Reading Total: # At or Above the 80th %-tile

**MEASURES OF ENGLISH PROFICIENCY**

45.... WMLS..... Woodcock-Muñoz Language Survey

3.... Notes..... Notes and Data Descriptions for Individual Reports

6.... Enrollment (1)..... Enrollment Statistics by Ethnicity  
 8.... Attendance..... Student Attendance Statistics

11.... TAKS Read (2)..... TAKS Reading: Number Not Meeting Standard  
 13.... TAKS Read (4)..... TAKS Reading: Percentage Commended  
 15.... TAKS Math (2)..... TAKS Mathematics: # Not Meeting Standard  
 17.... TAKS Math (4)..... TAKS Mathematics: % Commended  
 19.... TAKS Write (2)..... TAKS Writing: Number Not Meeting Standard  
 21.... TAKS Write (4)..... TAKS Writing: Percentage Commended  
 23.... TAKS Science (2)..... TAKS Science: Number Not Meeting Standard  
 25.... TAKS Science (4)..... TAKS Science: Percentage Commended  
 27.... SPTAKS Read (2)..... Spanish TAKS Reading: # Not Meeting Standard  
 29.... SPTAKS Read (4)..... Spanish TAKS Reading: % Commended

31.... TAKS-M Read (2)..... TAKS-M Reading: # Not Meeting Standard  
 33.... TAKS-M Read (4)..... TAKS-M Reading: Percentage Commended  
 35.... TAKS-M Math (2)..... TAKS-M Math: # Not Meeting Standard  
 37.... TAKS-M Math (4)..... TAKS-M Math: Percentage Commended

39.... ITBS Read (1)..... ITBS Reading Total: % At or Above the 40th %-tile  
 41.... ITBS Math (1)..... ITBS Math Total: % At or Above the 40th %-tile  
 43.... Logramos Read (1)..... Logramos Reading Total: % At or Above the 40th %-tile

46.... TELPAS..... TX English Language Proficiency Assessment System

## **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	98
KN	147
1	139
2	137
3	138
4	110
5	121
ALL	890

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	15	1.7	7	14.0
American Indian	2	0.2	*	*
Asian	0	0.0	*	*
Hispanic	870	97.8	25	50.0
White	3	0.3	18	36.0
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	850	95.5
Limited English proficient students	641	72.0
Special education students	45	5.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	98	1	1.0	0	0.0	1	1.0	96	98.0	0	0.0
	2008	92	0	0.0	0	0.0	0	0.0	92	100.0	0	0.0
	2009	98	2	2.0	0	0.0	0	0.0	95	96.9	1	1.0
KN	2007	147	3	2.0	0	0.0	0	0.0	144	98.0	0	0.0
	2008	127	0	0.0	0	0.0	1	0.8	125	98.4	1	0.8
	2009	147	2	1.4	0	0.0	0	0.0	145	98.6	0	0.0
1	2007	161	4	2.5	1	0.6	0	0.0	156	96.9	0	0.0
	2008	165	3	1.8	1	0.6	0	0.0	161	97.6	0	0.0
	2009	139	1	0.7	0	0.0	0	0.0	137	98.6	1	0.7
2	2007	131	4	3.1	1	0.8	0	0.0	126	96.2	0	0.0
	2008	145	5	3.4	2	1.4	0	0.0	138	95.2	0	0.0
	2009	137	2	1.5	1	0.7	0	0.0	134	97.8	0	0.0
3	2007	131	2	1.5	0	0.0	0	0.0	129	98.5	0	0.0
	2008	110	5	4.5	0	0.0	0	0.0	105	95.5	0	0.0
	2009	138	3	2.2	1	0.7	0	0.0	134	97.1	0	0.0
4	2007	106	1	0.9	0	0.0	0	0.0	105	99.1	0	0.0
	2008	116	2	1.7	0	0.0	0	0.0	113	97.4	1	0.9
	2009	110	3	2.7	0	0.0	0	0.0	107	97.3	0	0.0
5	2007	116	1	0.9	0	0.0	1	0.9	114	98.3	0	0.0
	2008	90	0	0.0	0	0.0	0	0.0	90	100.0	0	0.0
	2009	121	2	1.7	0	0.0	0	0.0	118	97.5	1	0.8
EC-5	2007	890	16	1.8	2	0.2	2	0.2	870	97.8	0	0.0
	2008	845	15	1.8	3	0.4	1	0.1	824	97.5	2	0.2
	2009	890	15	1.7	2	0.2	0	0.0	870	97.8	3	0.3

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	98	90	91.8	82	83.7	0	0.0	0	0.0	98	100.0	0.0
	2008	92	85	92.4	75	81.5	2	2.2	0	0.0	92	100.0	0.0
	2009	98	96	98.0	77	78.6	2	2.0	0	0.0	98	100.0	0.0
KN	2007	147	134	91.2	104	70.7	4	2.7	2	1.4	61	41.5	1.4
	2008	127	119	93.7	98	77.2	5	3.9	3	2.4	50	39.4	2.4
	2009	147	142	96.6	103	70.1	7	4.8	0	0.0	59	40.1	5.4
1	2007	161	153	95.0	120	74.5	4	2.5	3	1.9	12	7.5	8.7
	2008	165	155	93.9	118	71.5	6	3.6	6	3.6	17	10.3	13.3
	2009	139	135	97.1	118	84.9	6	4.3	2	1.4	15	10.8	13.7
2	2007	131	123	93.9	106	80.9	4	3.1	10	7.6	10	7.6	5.3
	2008	145	133	91.7	112	77.2	4	2.8	12	8.3	9	6.2	8.3
	2009	137	128	93.4	105	76.6	10	7.3	7	5.1	9	6.6	2.2
3	2007	131	120	91.6	83	63.4	4	3.1	21	16.0	8	6.1	5.3
	2008	110	99	90.0	76	69.1	4	3.6	13	11.8	9	8.2	3.6
	2009	138	131	94.9	105	76.1	7	5.1	12	8.7	12	8.7	2.2
4	2007	106	96	90.6	33	31.1	5	4.7	10	9.4	7	6.6	1.9
	2008	116	110	94.8	53	45.7	6	5.2	24	20.7	6	5.2	3.4
	2009	110	101	91.8	73	66.4	5	4.5	16	14.5	8	7.3	1.8
5	2007	116	108	93.1	51	44.0	12	10.3	18	15.5	5	4.3	0.9
	2008	90	84	93.3	31	34.4	6	6.7	15	16.7	6	6.7	1.1
	2009	121	117	96.7	60	49.6	8	6.6	23	19.0	8	6.6	1.7
EC-5	2007	890	824	92.6	579	65.1	33	3.7	64	7.2	201	22.6	3.7
	2008	845	785	92.9	563	66.6	33	3.9	73	8.6	189	22.4	5.4
	2009	890	850	95.5	641	72.0	45	5.1	60	6.7	209	23.5	4.2

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
PK	2007	47.6	4,117.2	45.4	95.5	3,933.6	95.5	117	100.0	100.0	89	7,436	100.0	100.0
	2008	45.6	4,133.2	43.4	95.2	3,942.7	95.4	114	100.0	100.0	79	7,427	100.0	100.0
	2009	48.9	4,167.8	46.7	95.6	3,975.6	95.4	121	100.0	100.0	87	7,332	100.0	100.0
KN	2007	148.5	13,945.0	143.7	96.7	13,385.6	96.0	21	14.1	24.3	138	12,035	92.9	86.3
	2008	133.3	13,568.1	128.0	96.1	13,004.4	95.8	26	19.5	23.5	116	11,618	87.0	85.6
	2009	142.8	13,515.0	136.5	95.6	12,939.1	95.7	42	29.4	22.5	119	11,501	83.3	85.1
1	2007	160.8	14,353.8	157.1	97.7	13,851.4	96.5	22	13.7	23.2	149	12,437	92.6	86.6
	2008	162.9	14,626.9	157.3	96.5	14,102.7	96.4	35	21.5	21.2	146	12,704	89.6	86.9
	2009	139.8	14,250.8	134.7	96.4	13,719.9	96.3	24	17.2	20.7	125	12,300	89.4	86.3
2	2007	135.9	13,403.8	132.7	97.6	12,978.9	96.8	12	8.8	21.7	125	11,729	92.0	87.5
	2008	140.7	13,708.6	136.0	96.7	13,269.8	96.8	28	19.9	19.7	124	12,043	88.2	87.9
	2009	136.1	13,950.1	132.2	97.1	13,499.0	96.8	22	16.2	18.6	120	12,231	88.2	87.7
3	2007	133.5	12,998.4	130.9	98.0	12,633.3	97.2	20	15.0	21.1	125	11,445	93.6	88.0
	2008	108.7	12,806.9	106.2	97.7	12,425.5	97.0	17	15.6	19.1	103	11,408	94.8	89.1
	2009	138.3	13,095.5	134.2	97.1	12,710.6	97.1	26	18.8	18.3	123	11,634	88.9	88.8
4	2007	104.4	12,104.9	102.2	97.9	11,768.3	97.2	18	17.2	19.7	93	10,683	89.1	88.3
	2008	116.6	12,329.8	114.5	98.3	11,960.3	97.0	18	15.4	19.7	108	10,924	92.7	88.6
	2009	108.1	12,156.4	105.9	98.0	11,789.9	97.0	21	19.4	18.1	100	10,731	92.5	88.3
5	2007	118.6	11,757.0	115.9	97.7	11,426.8	97.2	8	6.7	20.9	113	10,362	95.3	88.1
	2008	92.4	11,874.2	89.9	97.3	11,539.6	97.2	11	11.9	18.8	86	10,608	93.1	89.3
	2009	117.6	11,903.5	115.3	98.0	11,552.9	97.1	17	14.5	17.5	110	10,563	93.5	88.7
EC-5	2007	849.4	83,122.6	827.9	97.5	80,387.4	96.7	218	25.7	33.3	832	76,416	98.0	91.9
	2008	800.1	83,438.7	775.3	96.9	80,606.0	96.6	249	31.1	31.9	762	76,970	95.2	92.2
	2009	831.5	83,476.5	805.6	96.9	80,586.5	96.5	273	32.8	30.9	784	76,517	94.3	91.7



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	7	14.0
Hispanic	25	50.0
White	18	36.0
Other	0	0.0

Gender	Number	Percent
Female	33	66.0
Male	17	34.0

<b>TOTAL</b>	<b>50</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	7.7
<b>2008</b>	7.5
<b>2009</b>	6.9

**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		*	90.1	90.7	*	82.6	87.1		83.0	97.8	90.3	84.6	93
	2008		*	78.0	78.8	*	70.3	73.7		76.6	81.3	78.9	86.2	95
	2009		*	96.7	93.3	*	*	88.9		95.0	86.7	91.4	87.3	35
4	2007		*	68.5	70.0	*	47.4	47.5		53.7	81.6	68.9	69.7	90
	2008	*	*	81.4	80.2	*	59.5	71.9		81.6	81.8	81.7	72.1	104
	2009		*	63.0	62.4	*	53.8	52.9		51.1	72.2	63.0	75.8	100
5	2007		*	78.7	78.4	*	54.8	67.3		77.2	82.1	79.2	78.3	96
	2008			93.8	96.0	*	92.0	88.9		90.0	97.5	93.8	82.9	80
	2009	*	*	86.8	86.5	*	74.0	77.8		92.2	82.5	87.0	82.9	108
3-5	2007		*	79.2	79.9	66.7	66.7	70.2		72.4	87.3	79.6	77.6	279
	2008	*	*	83.9	84.4	83.3	71.0	77.0		82.4	86.0	84.2	80.3	279
	2009	*	57.1	78.5	78.1	22.2	64.2	67.8		76.7	78.6	77.8	81.5	243

NUMBER TESTED IN GRADES 3-5													
2007	0	4	274	254	6	96	151	0	145	134	279	31,814	
2008	1	5	273	256	6	131	178	0	136	143	279	31,840	
2009	1	7	228	219	9	120	149	0	116	126	243	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		*	9	8	*	8	8		8	1	9	1,675	93
	2008		*	20	18	*	19	20		11	9	20	1,443	95
	2009		*	1	2	*	*	2		1	2	3	960	35
4	2007		*	28	24	*	10	21		19	9	28	3,189	90
	2008	*	*	19	19	*	17	16		9	10	19	2,996	104
	2009		*	34	32	*	30	32		22	15	37	2,449	100
5	2007		*	20	19	*	14	16		13	7	20	2,258	96
	2008			5	3	*	2	5		4	1	5	1,827	80
	2009	*	*	14	14	*	13	14		4	10	14	1,793	108
3-5	2007		*	57	51	2	32	45		40	17	57	7,122	279
	2008	*	*	44	40	1	38	41		24	20	44	6,266	279
	2009	*	3	49	48	7	43	48		27	27	54	5,202	243

NUMBER TESTED IN GRADES 3-5													
2007	0	4	274	254	6	96	151	0	145	134	279	31,814	
2008	1	5	273	256	6	131	178	0	136	143	279	31,840	
2009	1	7	228	219	9	120	149	0	116	126	243	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	84.0	85.3	83.0	79.6
	2008	76.4	75.3	81.8	70.7
	2009	83.2	89.0	87.6	90.4
4	2007	78.5	79.0	72.7	70.8
	2008	82.8	82.3	81.0	78.0
	2009	78.5	67.5	69.4	73.2
5	2007	77.0	83.2	77.0	72.6
	2008	82.1	83.8	81.9	80.0
	2009	80.5	80.8	83.8	77.1
3-5	2007	79.8	82.5	77.6	74.3
	2008	80.4	80.4	81.5	76.1
	2009	80.1	76.5	78.4	77.4

**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		*	31.9	33.7	*	10.9	14.5		38.3	26.1	32.3	21.3	93
	2008		*	18.7	17.6	*	6.3	10.5		19.1	22.9	21.1	21.5	95
	2009		*	53.3	50.0	*	*	27.8		55.0	40.0	48.6	34.1	35
4	2007		*	16.9	17.5	*	5.3	2.5		9.8	24.5	17.8	16.6	90
	2008	*	*	24.5	22.9	*	9.5	10.5		26.5	21.8	24.0	14.4	104
	2009		*	13.0	14.1	*	6.2	5.9		8.9	14.8	12.0	18.4	100
5	2007		*	9.6	9.1	*	0.0	2.0		10.5	12.8	11.5	13.1	96
	2008			15.0	16.0	*	0.0	2.2		15.0	15.0	15.0	16.5	80
	2009	*	*	24.5	24.0	*	18.0	14.3		25.5	24.6	25.0	18.5	108
3-5	2007		*	19.3	20.1	0.0	6.3	7.3		19.3	21.6	20.4	17.1	279
	2008	*	*	19.8	19.1	0.0	6.1	8.4		20.6	20.3	20.4	17.4	279
	2009	*	28.6	23.7	23.7	11.1	12.5	12.1		24.1	22.2	23.0	22.7	243

NUMBER TESTED IN GRADES 3-5													
2007	0	4	274	254	6	96	151	0	145	134	279	31,814	
2008	1	5	273	256	6	131	178	0	136	143	279	31,840	
2009	1	7	228	219	9	120	149	0	116	126	243	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		*	78.0	77.9	*	60.9	68.3		78.3	76.6	77.4	70.3	93
	2008		*	73.6	72.9	*	65.6	68.4		78.7	70.8	74.7	76.6	95
	2009		*	80.5	80.0	*	82.7	79.8		88.2	72.1	80.6	77.3	129
4	2007		*	89.9	88.8	*	73.7	82.5		92.7	87.8	90.0	75.7	90
	2008	*	*	83.2	82.1	*	63.4	73.2		83.7	83.3	83.5	77.9	103
	2009		*	78.4	77.8	57.1	74.3	72.6		79.6	76.4	78.1	79.4	105
5	2007		*	89.2	89.7	*	73.3	81.6		93.0	84.2	89.5	82.9	95
	2008			97.5	97.3	*	95.8	95.5		97.4	97.5	97.5	84.0	79
	2009	*	*	86.9	86.7	*	74.5	78.1		85.2	89.1	87.2	87.0	109
3-5	2007		*	85.7	85.4	83.3	67.4	76.3		88.2	82.8	85.6	76.2	278
	2008	*	*	84.1	83.5	*	70.5	76.7		85.9	83.1	84.5	79.5	277
	2009	*	71.4	82.0	81.6	46.7	78.1	77.2		84.8	78.9	81.9	81.0	343

NUMBER TESTED IN GRADES 3-5													
2007	0	4	273	253	6	95	152	0	144	134	278	32,298	
2008	1	5	271	254	5	129	176	0	135	142	277	32,696	
2009	1	7	327	315	15	219	246	0	171	171	343	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		*	20	19	*	18	20		10	11	21	3,303	93
	2008		*	24	23	*	22	24		10	14	24	2,542	95
	2009		*	24	24	*	17	22		8	17	25	2,781	129
4	2007		*	9	9	*	5	7		3	6	9	2,604	90
	2008	*	*	17	17	*	15	15		8	9	17	2,436	103
	2009		*	21	20	3	18	20		10	13	23	2,196	105
5	2007		*	10	9	*	8	9		4	6	10	1,785	95
	2008			2	2	*	1	2		1	1	2	1,730	79
	2009	*	*	14	14	*	13	14		8	6	14	1,386	109
3-5	2007		*	39	37	1	31	36		17	23	40	7,692	278
	2008	*	*	43	42	*	38	41		19	24	43	6,708	277
	2009	*	2	59	58	8	48	56		26	36	62	6,363	343

NUMBER TESTED IN GRADES 3-5													
2007	0	4	273	253	6	95	152	0	144	134	278	32,298	
2008	1	5	271	254	5	129	176	0	135	142	277	32,696	
2009	1	7	327	315	15	219	246	0	171	171	343	33,546	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2007	79.6	81.7	81.0	75.4	82.3	69.0
	2008	75.9	79.6	79.1	75.4	84.2	61.2
	2009	78.3	82.4	87.3	73.6	82.6	67.2
4	2007	88.9	91.7	77.0	77.6	75.0	74.2
	2008	86.6	86.7	78.5	79.9	85.2	76.8
	2009	83.0	80.5	69.7	72.9	79.3	71.4
5	2007	86.9	82.6	89.6	81.7	87.6	81.4
	2008	90.0	85.4	94.2	82.6	89.9	85.0
	2009	84.2	83.5	87.9	79.8	81.4	80.5
3-5	2007	85.1	85.3	82.7	78.3	81.7	74.9
	2008	83.9	83.9	83.2	79.2	86.2	73.8
	2009	81.6	82.2	82.1	75.4	81.2	72.7



**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		*	25.3	25.6	*	2.2	6.3		30.4	19.1	24.7	19.2	93
	2008		*	22.0	17.6	*	7.8	10.5		17.0	25.0	21.1	26.3	95
	2009		*	25.2	22.5	*	22.4	22.0		25.0	23.0	24.0	29.0	129
4	2007		*	19.1	20.0	*	15.8	7.5		17.1	20.4	18.9	22.6	90
	2008	*	*	33.7	31.6	*	22.0	19.6		36.7	29.6	33.0	23.8	103
	2009		*	19.6	22.2	0.0	10.0	11.0		12.2	29.1	21.0	31.6	105
5	2007		*	51.6	51.7	*	20.0	30.6		57.9	44.7	52.6	29.3	95
	2008			48.1	47.3	*	37.5	31.8		56.4	40.0	48.1	31.9	79
	2009	*	*	47.7	45.7	*	31.4	34.4		50.0	43.6	46.8	38.4	109
3-5	2007		*	32.2	32.8	16.7	10.5	14.5		37.5	26.9	32.4	23.6	278
	2008	*	*	33.9	31.5	*	17.8	18.8		35.6	31.0	33.2	27.3	277
	2009	*	28.6	30.9	30.2	13.3	20.5	22.0		29.2	31.6	30.3	32.8	343


NUMBER TESTED IN GRADES 3-5													
2007	0	4	273	253	6	95	152	0	144	134	278	32,298	
2008	1	5	271	254	5	129	176	0	135	142	277	32,696	
2009	1	7	327	315	15	219	246	0	171	171	343	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		*	95.5	94.9	*	94.7	92.3		95.1	95.8	95.5	86.5	89
	2008	*	*	91.1	90.5	*	78.0	83.6		87.8	94.4	91.3	87.4	103
	2009		*	80.2	81.2	*	73.8	73.1		81.4	81.5	81.4	87.4	97

NUMBER TESTED IN GRADE 4													
2007	0	1	88	79	1	19	39	0	41	48	89	10,408	
2008	1	1	101	95	2	41	55	0	49	54	103	10,658	
2009	0	3	91	85	3	65	67	0	43	54	97	10,032	

 Shaded cells indicate percentages below 70 percent, the 2010 AEIS writing minimum for an Academically Acceptable rating.

**NUMBER NOT MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007		*	4	4	*	1	3		2	2	4	1,408	89
	2008	*	*	9	9	*	9	9		6	3	9	1,348	103
	2009		*	18	16	*	17	18		8	10	18	1,264	97

NUMBER TESTED IN GRADE 4													
2007	0	1	88	79	1	19	39	0	41	48	89	10,408	
2008	1	1	101	95	2	41	55	0	49	54	103	10,658	
2009	0	3	91	85	3	65	67	0	43	54	97	10,032	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.2	85.7	82.3	90.4	89.7
	2008	2.3	83.3	84.5	82.9	83.9
	2009	2.1	82.7	84.1	84.4	89.2

<sup>1</sup>Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007		*	15.9	16.5	*	5.3	2.6		7.3	25.0	16.9	18.2	89
	2008	*	*	29.7	28.4	*	14.6	16.4		26.5	33.3	30.1	21.4	103
	2009		*	23.1	25.9	*	12.3	13.4		20.9	25.9	23.7	21.0	97


NUMBER TESTED IN GRADE 4													
2007	0	1	88	79	1	19	39	0	41	48	89	10,408	
2008	1	1	101	95	2	41	55	0	49	54	103	10,658	
2009	0	3	91	85	3	65	67	0	43	54	97	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		*	69.9	69.0	*	35.5	51.0		75.4	63.2	70.5	62.3	95
	2008			81.3	82.7	*	79.2	71.1		77.5	85.0	81.3	71.9	80
	2009	*	*	84.6	84.3	*	68.8	73.8		90.2	80.0	84.9	75.9	106

NUMBER TESTED IN GRADE 5													
2007	0	1	93	87	3	31	49	0	57	38	95	10,296	
2008	0	0	80	75	1	24	45	0	40	40	80	10,686	
2009	1	1	104	102	2	48	61	0	51	55	106	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		*	28	27	*	20	24		14	14	28	3,881	95
	2008			15	13	*	5	13		9	6	15	3,005	80
	2009	*	*	16	16	*	15	16		5	11	16	2,542	106

NUMBER TESTED IN GRADE 5													
2007	0	1	93	87	3	31	49	0	57	38	95	10,296	
2008	0	0	80	75	1	24	45	0	40	40	80	10,686	
2009	1	1	104	102	2	48	61	0	51	55	106	10,550	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	81.6	80.7	84.6	72.4
	2008	88.8	88.7	86.7	74.3
	2009	90.1	93.0	88.2	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)
5	2007		*	29.0	29.9	*	9.7	16.3		40.4	15.8	30.5	18.0	95
	2008			31.3	30.7	*	16.7	17.8		35.0	27.5	31.3	24.8	80
	2009	*	*	41.3	39.2	*	27.1	27.9		52.9	29.1	40.6	29.1	106

NUMBER TESTED IN GRADE 5													
2007	0	1	93	87	3	31	49	0	57	38	95	10,296	
2008	0	0	80	75	1	24	45	0	40	40	80	10,686	
2009	1	1	104	102	2	48	61	0	51	55	106	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			83.8	82.4		83.8	84.4		89.5	82.4	83.8	82.9	37
	2008			41.7	41.7		45.5	50.0		50.0	*	41.7	85.4	12
	2009			88.3	90.0	*	88.2	88.0		85.4	91.5	88.4	89.4	95
4	2007			66.7	66.7		66.7	70.0	*	62.5	*	66.7	65.9	12
	2008			71.4	66.7		*	71.4		*	*	71.4	67.0	7
	2009			*	*		*	*		*		*	72.7	3
5	2007												75.8	0
	2008			*	*		*	*		*	*	*	70.6	4
	2009			*	*		*	*		*	*	*	79.7	2
ALL	2007			79.6	78.3		79.6	81.0	*	81.5	81.0	79.6	—	49
	2008			52.2	50.0		52.6	60.0		57.1	44.4	52.2	—	23
	2009			85.9	87.4	*	85.7	85.6		80.8	91.7	86.0	—	100

NUMBER TESTED IN GRADES ALL													
2007	0	0	49	46	0	49	42	2	27	21	49	—	
2008	0	0	23	22	0	19	20	0	14	9	23	—	
2009	0	0	99	95	2	98	97	0	52	48	100	—	

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		6	5		2	3	6	219	37
	2008			7	7		6	5		4	*	7	239	12
	2009			11	9	*	11	11		7	4	11	514	95
4	2007			4	4		4	3	*	3	*	4	122	12
	2008			2	2		*	2		*	*	2	215	7
	2009			*	*		*	*		*		*	268	3
5	2007												22	0
	2008			*	*		*	*		*	*	*	65	4
	2009			*	*		*	*		*	*	*	86	2
ALL	2007			10	10		10	8	*	5	4	10	—	49
	2008			11	11		9	8		6	5	11	—	23
	2009			14	12	*	14	14		10	4	14	—	100

NUMBER TESTED IN GRADES ALL													
2007	0	0	49	46	0	49	42	2	27	21	49	—	
2008	0	0	23	22	0	19	20	0	14	9	23	—	
2009	0	0	99	95	2	98	97	0	52	48	100	—	

## 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	71.0	82.6	76.1	70.3
	2008	53.3	58.3	52.8	56.3
	2009	75.7	87.2	78.2	77.5
4	2007	72.8	71.9	54.8	55.8
	2008	74.3	82.1	67.3	74.3
	2009	*	*	*	*
5	2007				
	2008	*	*	*	*
	2009	*	*	*	*
ALL	2007	71.4	80.0	70.9	66.7
	2008	63.5	66.8	57.8	60.0
	2009	75.2	86.4	77.4	77.0

**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			18.9	14.7		18.9	15.6		15.8	23.5	18.9	14.8	37
	2008			0.0	0.0		0.0	0.0		0.0	*	0.0	17.2	12
	2009			29.8	30.0	*	30.1	30.4		25.0	36.2	30.5	30.6	95
4	2007			8.3	8.3		8.3	10.0	*	0.0	*	8.3	14.2	12
	2008			28.6	33.3		*	28.6		*	*	28.6	13.5	7
	2009			*	*		*	*		*		*	21.1	3
5	2007												17.6	0
	2008			*	*		*	*		*	*	*	19.9	4
	2009			*	*		*	*		*	*	*	15.3	2
ALL	2007			16.3	13.0		16.3	14.3	*	11.1	23.8	16.3	—	49
	2008			8.7	9.1		10.5	10.0		7.1	11.1	8.7	—	23
	2009			30.3	30.5	*	30.6	30.9		25.0	37.5	31.0	—	100

NUMBER TESTED IN ALL GRADES													
2007	0	0	49	46	0	49	42	2	27	21	49	—	
2008	0	0	23	22	0	19	20	0	14	9	23	—	
2009	0	0	99	95	2	98	97	0	52	48	100	—	

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				*	*	*	*	*	*		*	*	77.7	2
	2008			*	*	*	*	*	*		*	*	77.7	2
	2009			*	*	*	*	*		*	*	*	87.7	3
4			*	*	*	*	*	*		*	*	*	70.7	4
	2008		*	*	*	*	*	*		*	*	*	70.7	4
	2009			*	*	*	*	*		*	*	*	71.8	4
5				*	*	*	*	*		*	*	*	73.3	5
	2008			*	*	*	*	*		*	*	*	73.3	5
	2009		*	*	*	*	*	*		*	*	*	80.3	5
3-5			*	60.0	60.0	63.6	55.6	60.0	*	66.7	*	63.6	73.7	11
	2008		*	60.0	60.0	63.6	55.6	60.0	*	66.7	*	63.6	73.7	11
	2009		*	45.5	54.5	50.0	50.0	50.0		57.1	*	50.0	79.2	12

NUMBER TESTED IN GRADES 3-5														
2008	0	1	10	10	11	9	10	1	6	5	11	1,807		
2009	0	1	11	11	12	8	10	0	7	5	12	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	2
	2009			*	*	*	*	*		*	*	*	60	3
4	2008		*	*	*	*	*	*		*	*	*	181	4
	2009			*	*	*	*	*		*	*	*	192	4
5	2008			*	*	*	*	*		*	*	*	179	5
	2009		*	*	*	*	*	*		*	*	*	137	5
3-5	2008		*	4	4	4	4	4	*	2	*	4	476	11
	2009		*	6	5	6	4	5		3	*	6	389	12

NUMBER TESTED IN GRADES 3-5													
2008	0	1	10	10	11	9	10	1	6	5	11	1,807	
2009	0	1	11	11	12	8	10	0	7	5	12	1,867	

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE**

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	*	*	*	*
4					
	2008	*	*	*	*
	2009	*	*	*	*
5					
	2008	*	*	*	*
	2009	*	*	*	*
3-5					
	2008	54.0	63.6	54.5	63.0
	2009	51.8	58.3	62.5	52.8



**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			*	*	*	*	*	*		*	*	10.8	2
	2009			*	*	*	*	*		*	*	*	16.2	3
4														
	2008		*	*	*	*	*	*		*	*	*	9.7	4
	2009			*	*	*	*	*		*	*	*	8.9	4
5														
	2008			*	*	*	*	*		*	*	*	14.9	5
	2009		*	*	*	*	*	*		*	*	*	14.1	5
3-5														
	2008		*	20.0	20.0	18.2	22.2	20.0	*	16.7	*	18.2	12.0	11
	2009		*	9.1	18.2	16.7	12.5	20.0		28.6	*	16.7	12.7	12

NUMBER TESTED IN GRADES 3-5														
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)	
2008	0	1	10	10	11	9	10	1	6	5	11	1,807		
2009	0	1	11	11	12	8	10	0	7	5	12	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				*	*	*	*	*		*	*	*	76.1	3
	2008			*	*	*	*	*		*	*	*	81.2	3
	2009			*	*	*	*	*		*	*	*		
4			*	*	*	*	*	*		*	*	*	69.1	4
	2008			*	*	*	*	*		*	*	*	75.8	1
	2009			*	*	*	*	*		*	*	*		
5				*	*	*	*	*		*	*	*	64.0	5
	2008		*	*	*	*	*	*		*	*	*	80.2	3
	2009		*	*	*	*	*	*		*	*	*		
3-5			*	72.7	72.7	75.0	70.0	72.7		85.7	*	75.0	69.4	12
	2008		*	66.7	66.7	71.4	*	66.7		*	*	71.4	78.8	7
	2009		*											

NUMBER TESTED IN GRADES 3-5														
2008	0	1	11	11	12	10	11	0	7	5	12	1,730		
2009	0	1	6	6	7	4	6	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				*	*	*	*	*		*	*	*	129	3
	2008			*	*	*	*	*		*	*	*	85	3
	2009			*	*	*	*	*		*	*	*		
4			*	*	*	*	*	*		*	*	*	173	4
	2008			*	*	*	*	*			*	*	157	1
	2009			*	*	*	*	*			*	*		
5				*	*	*	*	*		*	*	*	227	5
	2008		*	*	*	*	*	*		*	*	*	127	3
	2009		*	*	*	*	*	*		*	*	*		
3-5			*	3	3	3	3	3		1	*	3	529	12
	2008		*	2	2	2	*	2		*	*	2	369	7
	2009		*	2	2	2	*	2		*	*	2		

NUMBER TESTED IN GRADES 3-5														
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)	
2008	0	1	11	11	12	10	11	0	7	5	12	1,730		
2009	0	1	6	6	7	4	6	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	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-5	2008	67.4	70.3	68.3	69.2	63.9	57.8
	2009	54.2	68.6	61.0	57.1	61.9	60.5

**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				*	*	*	*	*		*	*	*	16.1	3
	2008			*	*	*	*	*		*	*	*	16.1	3
	2009			*	*	*	*	*		*	*	*	22.3	3
4			*	*	*	*	*	*		*	*	*	14.3	4
	2008		*	*	*	*	*	*		*	*	*	14.3	4
	2009			*	*	*					*	*	14.0	1
5				*	*	*	*	*		*	*	*	14.0	5
	2008			*	*	*	*	*		*	*	*	14.0	5
	2009		*	*	*	*	*	*		*	*	*	17.2	3
3-5			*	18.2	18.2	16.7	20.0	18.2		14.3	*	16.7	14.7	12
	2008		*	18.2	18.2	16.7	20.0	18.2		14.3	*	16.7	14.7	12
	2009		*	16.7	16.7	14.3	*	16.7		*	*	14.3	17.3	7

NUMBER TESTED IN GRADES 3-5														
2008	0	1	11	11	12	10	11	0	7	5	12	1,730		
2009	0	1	6	6	7	4	6	0	4	3	7	1,743		

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

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	0.0	4.0	3.1	46.9	32
	2008		22.2	22.2	57.6	18
	2009	20.0	54.2	44.1	41.9	34
1	2007	15.4	66.7	47.1	51.4	34
	2008	25.0	51.6	46.2	50.2	39
	2009	18.8	28.6	21.7	54.2	23
2	2007	39.6	75.0	48.4	44.5	64
	2008	23.5	50.0	37.1	50.2	35
	2009	30.0	80.0	46.7	47.9	30
1-2	2007	34.4	70.3	48.0	47.6	98
	2008	24.0	51.0	41.9	50.2	74
	2009	25.0	58.8	35.8	51.0	53

Grade	Year	MATHEMATICS TOTAL (**MATHMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	23.9	40.0	28.5	44.3	123
	2008	50.6	35.4	44.9	44.9	127
	2009	34.3	58.8	40.3	52.8	139
1	2007	21.4	52.4	40.0	48.8	35
	2008	55.6	37.8	50.6	55.5	162
	2009	6.3	37.5	12.5	50.4	40
2	2007	64.0	62.5	63.6	55.6	66
	2008	43.0	52.2	44.4	57.5	144
	2009	55.0	80.0	63.3	53.2	30
K-2	2007	36.8	48.6	40.6	49.1	224
	2008	49.5	39.7	46.9	52.7	433
	2009	31.2	59.6	38.3	52.3	209

Number Tested	2007	68	62	130	24,696	
	2008	25	67	92	21,817	
	2009	46	41	87	21,148	

Number Tested	2007	152	72	224	34,441	
	2008	317	116	433	41,070	
	2009	157	52	209	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		*	3.4	4.3	*		0.0		5.0	0.0	3.1	46.9	32
	2008	*		18.8	18.8	*	*			10.0	37.5	22.2	57.6	18
	2009		*	43.8	38.7	*	*	20.0		23.5	64.7	44.1	41.9	34
1	2007		*	43.3	46.7	*	*	15.4		35.0	64.3	47.1	51.4	34
	2008		*	51.4	46.9	*	*	25.0		40.7	58.3	46.2	50.2	39
	2009	*	*	19.0	21.7	*	*	18.8		8.3	36.4	21.7	54.2	23
2	2007		*	47.5	47.5	*	43.9	39.6		35.5	60.6	48.4	44.5	64
	2008		*	37.9	39.3	*	16.7	23.5		42.9	28.6	37.1	50.2	35
	2009	*	*	50.0	50.0	*	*	30.0		41.2	53.8	46.7	47.9	30
1-2	2007		75.0	46.1	47.2	*	42.9	34.4		35.3	61.7	48.0	47.6	98
	2008		14.3	45.3	43.3	*	10.0	24.0		41.7	42.3	41.9	50.2	74
	2009	*	*	36.7	36.2	16.7	0.0	25.0		27.6	45.8	35.8	51.0	53

Number Tested	2007	0	11	118	112	5	42	68	0	71	59	130	24,696
	2008	1	7	80	76	6	11	25	0	58	34	92	21,817
	2009	2	4	81	78	9	9	46	0	46	41	87	21,148

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007		*	0	0	*		0		0	0	0	1,245	32
	2008	*		1	1	*	*			1	1	2	1,687	18
	2009		*	4	5	*	*	1		2	3	5	771	34
1	2007		*	3	3	*	*	0		3	1	4	1,458	34
	2008		*	5	4	*	*	0		2	3	5	1,555	39
	2009	*	*	1	1	*	*	0		0	1	1	1,659	23
2	2007		*	3	3	*	2	2		2	1	3	896	64
	2008		*	1	1	*	0	0		1	1	2	1,065	35
	2009	*	*	2	2	*	*	0		1	1	2	1,027	30
1-2	2007		1	6	6	*	2	2		5	2	7	2,355	98
	2008		1	6	5	*	0	0		3	4	7	2,620	74
	2009	*	*	3	3	0	0	0		1	2	3	2,688	53
Number Tested	2007	0	11	118	112	5	42	68	0	71	59	130	24,696	
	2008	1	7	80	76	6	11	25	0	58	34	92	21,817	
	2009	2	4	81	78	9	9	46	0	46	41	87	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		*	29.2	29.1	*	22.6	23.9		26.7	30.2	28.5	44.3	123
	2008	*		44.8	44.5	*	50.0	50.6		40.3	50.9	44.9	44.9	127
	2009		*	40.1	40.3	16.7	33.0	34.3	*	42.6	38.5	40.3	52.8	139
1	2007		*	38.7	35.5	*	*	21.4		38.1	42.9	40.0	48.8	35
	2008		*	51.3	52.3	33.3	53.8	55.6		47.7	53.9	50.6	55.5	162
	2009	*	*	10.5	12.5	*	4.8	6.3		4.5	22.2	12.5	50.4	40
2	2007		*	65.6	62.3	*	62.8	64.0		59.4	67.6	63.6	55.6	66
	2008		*	46.0	43.2	*	44.1	43.0		46.5	42.5	44.4	57.5	144
	2009	*	*	66.7	62.5	*	*	55.0		70.6	53.8	63.3	53.2	30
K-2	2007		40.0	41.0	40.1	14.3	35.9	36.8		38.1	43.2	40.6	49.1	224
	2008	*	25.0	47.6	47.0	33.3	49.4	49.5		45.0	49.0	46.9	52.7	433
	2009	*	*	38.1	37.4	25.0	28.2	31.2	*	39.0	37.6	38.3	52.3	209

Number Tested	2007	0	10	212	202	7	128	152	0	113	111	224	34,441
	2008	1	8	420	402	15	326	317	0	229	204	433	41,070
	2009	2	4	202	198	12	124	157	1	100	109	209	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		*	11	10	*	4	5		5	6	11	2,583	123
	2008	*		16	16	*	14	11		11	6	17	2,788	127
	2009		*	13	13	0	9	8	*	5	8	13	2,455	139
1	2007		*	4	3	*	*	0		3	1	4	1,769	35
	2008		*	20	20	0	14	15		11	9	20	2,800	162
	2009	*	*	2	2	*	1	1		0	2	2	1,577	40
2	2007		*	9	9	*	7	7		3	7	10	2,098	66
	2008		*	17	16	*	13	14		9	8	17	2,912	144
	2009	*	*	8	6	*	*	4		7	1	8	1,686	30
K-2	2007		1	24	22	1	11	12		11	14	25	6,450	224
	2008	*	0	53	52	1	41	40		31	23	54	8,500	433
	2009	*	*	23	21	1	11	13	*	12	11	23	5,718	209

Number Tested	2007	0	10	212	202	7	128	152	0	113	111	224	34,441
	2008	1	8	420	402	15	326	317	0	229	204	433	41,070
	2009	2	4	202	198	12	124	157	1	100	109	209	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			75.0	75.0	*	75.3	75.0		78.0	72.0	75.0	84.7	100
	2008			72.5	72.8	*	74.2	79.7		69.4	76.6	72.5	87.0	109
	2009			79.0	78.6	*	79.4	78.9	*	72.7	83.6	79.0	88.6	105
1	2007			74.8	75.4	*	74.6	74.6		73.3	76.2	74.8	84.5	123
	2008			90.3	89.9	*	91.2	92.7		93.2	87.7	90.3	88.0	124
	2009			93.0	92.7	*	92.9	92.7	*	94.9	90.9	93.0	88.6	114
2	2007			90.5	90.0	*	90.3	90.2		93.5	87.5	90.5	89.9	63
	2008			94.5	95.2	*	94.3	95.2		94.0	94.9	94.5	93.4	109
	2009			93.3	94.0	*	93.1	94.8		94.5	91.8	93.3	94.0	104
K-2	2007			78.3	78.5	*	78.4	78.2		79.4	77.2	78.3	85.6	286
	2008			86.0	86.2	33.3	87.0	90.1		84.8	87.1	86.0	89.3	342
	2009			88.5	88.5	33.3	88.7	89.1	*	88.6	88.5	88.5	90.4	323

Number Tested	2007	0	0	286	274	4	273	271	0	141	145	286	14,889
	2008	0	0	342	326	9	316	292	0	171	171	342	18,257
	2009	0	0	323	313	12	311	302	2	158	165	323	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			35	35	*	33	32		17	18	35	2,779	100
	2008			20	18	*	17	15		10	10	20	3,280	109
	2009			36	35	*	32	32	*	15	21	36	3,525	105
1	2007			33	32	*	32	32		18	15	33	1,782	123
	2008			51	50	*	46	47		27	24	51	2,412	124
	2009			60	57	*	59	58	*	28	32	60	2,523	114
2	2007			29	26	*	28	27		12	17	29	1,196	63
	2008			50	47	*	48	47		26	24	50	2,596	109
	2009			48	45	*	47	45		27	21	48	2,909	104
K-2	2007			97	93	*	93	91		47	50	97	5,757	286
	2008			121	115	0	111	109		63	58	121	8,288	342
	2009			144	137	0	138	135	*	70	74	144	8,957	323

Number Tested	2007	0	0	286	274	4	273	271	0	141	145	286	14,889
	2008	0	0	342	326	9	316	292	0	171	171	342	18,257
	2009	0	0	323	313	12	311	302	2	158	165	323	19,076

## PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009
4	3	66.7	8	50.0	34	11.8	45	22.2
5	9	55.6	4	25.0	0	-	13	46.2
ALL	12	58.3	12	41.7	34	11.8	58	27.6

**PERFORMANCE IN 2009**

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (104)	Beginning	44	42.3	77	74.0	103	99.0	103	99.0	103	99.0
	Intermediate	46	44.2	18	17.3	0	0.0	0	0.0	0	0.0
	Advanced	13	12.5	9	8.7	1	1.0	1	1.0	1	1.0
	Advanced High	1	1.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (117)	Beginning	75	64.1	91	77.8	112	95.7	107	91.5	107	91.5
	Intermediate	40	34.2	25	21.4	4	3.4	9	7.7	9	7.7
	Advanced	1	0.9	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	1	0.9	1	0.9	1	0.9	1	0.9	1	0.9
2 (106)	Beginning	28	26.4	27	25.5	52	49.1	17	16.0	17	16.0
	Intermediate	44	41.5	56	52.8	36	34.0	35	33.0	38	35.8
	Advanced	28	26.4	20	18.9	12	11.3	36	34.0	38	35.8
	Advanced High	6	5.7	3	2.8	6	5.7	18	17.0	13	12.3
3 (105)	Beginning	38	36.2	48	45.7	53	50.5	10	9.5	10	9.5
	Intermediate	30	28.6	29	27.6	30	28.6	29	27.6	39	37.1
	Advanced	29	27.6	27	25.7	21	20.0	27	25.7	31	29.5
	Advanced High	8	7.6	1	1.0	1	1.0	39	37.1	25	23.8
4 (68)	Beginning	0	0.0	3	4.4	1	1.5	1	1.5	1	1.5
	Intermediate	26	38.2	25	36.8	32	47.1	10	14.7	10	14.7
	Advanced	22	32.4	24	35.3	20	29.4	25	36.8	31	45.6
	Advanced High	20	29.4	16	23.5	15	22.1	32	47.1	26	38.2

**PROGRESSION FROM  
2008 TO 2009**

Number Rated Both Years  N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
103  9 (8.7%)	Beginning	94			
	Intermediate	8	0		
	Advanced	0	0	0	
	Advanced High	1	0	0	
96  77 (80.2%)	Beginning	12			
	Intermediate	28	7		
	Advanced	23	14	0	
	Advanced High	8	4	0	
101  49 (48.5%)	Beginning	10			
	Intermediate	12	26		
	Advanced	1	13	16	
	Advanced High	0	1	22	
64  45 (70.3%)	Beginning	1			
	Intermediate	6	4		
	Advanced	3	11	14	
	Advanced High	0	0	25	

**PERFORMANCE IN 2009**

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (59)	Beginning	2	3.4	5	8.5	5	8.5	5	8.5	5	8.5
	Intermediate	6	10.2	9	15.3	10	16.9	3	5.1	3	5.1
	Advanced	27	45.8	21	35.6	23	39.0	11	18.6	11	18.6
	Advanced High	24	40.7	24	40.7	21	35.6	40	67.8	40	67.8
ALL (559)	Beginning	187	33.5	251	44.9	326	58.3	243	43.5	243	43.5
	Intermediate	192	34.3	162	29.0	112	20.0	86	15.4	99	17.7
	Advanced	120	21.5	101	18.1	77	13.8	100	17.9	112	20.0
	Advanced High	60	10.7	45	8.1	44	7.9	130	23.3	105	18.8

**PROGRESSION FROM  
2008 TO 2009**

Number Rated Both Years  N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
26  19 (73.1%)	Beginning	4			
	Intermediate	1	1		
	Advanced	2	3	2	
	Advanced High	1	0	12	
397  199 (50.1%)	Beginning	128			
	Intermediate	55	38		
	Advanced	29	41	32	
	Advanced High	10	5	59	

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