

Campus Data Packet

for 2009 - 10 Plans



N. W. HARLLEE

School Number 150

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
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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
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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
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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	40
KN	41
1	39
2	56
3	51
4	34
5	34
ALL	295

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	204	69.2	20	83.3
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	89	30.2	4	16.7
White	2	0.7	0	0.0
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	275	93.2
Limited English proficient students	68	23.1
Special education students	11	3.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	27	22	81.5	0	0.0	0	0.0	5	18.5	0	0.0
	2008	36	19	52.8	0	0.0	0	0.0	17	47.2	0	0.0
	2009	40	26	65.0	0	0.0	0	0.0	14	35.0	0	0.0
KN	2007	41	28	68.3	0	0.0	0	0.0	13	31.7	0	0.0
	2008	39	30	76.9	0	0.0	0	0.0	8	20.5	1	2.6
	2009	41	28	68.3	0	0.0	0	0.0	13	31.7	0	0.0
1	2007	43	29	67.4	0	0.0	0	0.0	13	30.2	1	2.3
	2008	49	38	77.6	0	0.0	0	0.0	11	22.4	0	0.0
	2009	39	26	66.7	0	0.0	0	0.0	13	33.3	0	0.0
2	2007	43	30	69.8	0	0.0	0	0.0	13	30.2	0	0.0
	2008	49	35	71.4	0	0.0	0	0.0	13	26.5	1	2.0
	2009	56	43	76.8	0	0.0	0	0.0	13	23.2	0	0.0
3	2007	40	31	77.5	0	0.0	0	0.0	7	17.5	2	5.0
	2008	45	31	68.9	0	0.0	0	0.0	14	31.1	0	0.0
	2009	51	34	66.7	0	0.0	0	0.0	16	31.4	1	2.0
4	2007	43	34	79.1	0	0.0	0	0.0	9	20.9	0	0.0
	2008	39	28	71.8	0	0.0	0	0.0	9	23.1	2	5.1
	2009	34	23	67.6	0	0.0	0	0.0	11	32.4	0	0.0
5	2007	31	22	71.0	0	0.0	0	0.0	7	22.6	2	6.5
	2008	43	32	74.4	0	0.0	0	0.0	11	25.6	0	0.0
	2009	34	24	70.6	0	0.0	0	0.0	9	26.5	1	2.9
EC-5	2007	268	196	73.1	0	0.0	0	0.0	67	25.0	5	1.9
	2008	300	213	71.0	0	0.0	0	0.0	83	27.7	4	1.3
	2009	295	204	69.2	0	0.0	0	0.0	89	30.2	2	0.7

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	27	25	92.6	5	18.5	1	3.7	0	0.0	27	100.0	0.0
	2008	36	36	100.0	15	41.7	0	0.0	0	0.0	36	100.0	0.0
	2009	40	39	97.5	13	32.5	1	2.5	0	0.0	40	100.0	0.0
KN	2007	41	40	97.6	12	29.3	1	2.4	0	0.0	14	34.1	4.9
	2008	39	35	89.7	8	20.5	1	2.6	2	5.1	14	35.9	7.7
	2009	41	39	95.1	10	24.4	0	0.0	2	4.9	16	39.0	0.0
1	2007	43	37	86.0	8	18.6	2	4.7	3	7.0	4	9.3	4.7
	2008	49	47	95.9	10	20.4	1	2.0	1	2.0	9	18.4	8.2
	2009	39	35	89.7	12	30.8	0	0.0	3	7.7	5	12.8	0.0
2	2007	43	41	95.3	11	25.6	5	11.6	3	7.0	6	14.0	4.7
	2008	49	44	89.8	7	14.3	2	4.1	4	8.2	10	20.4	2.0
	2009	56	53	94.6	12	21.4	2	3.6	2	3.6	3	5.4	3.6
3	2007	40	39	97.5	1	2.5	4	10.0	3	7.5	2	5.0	0.0
	2008	45	40	88.9	11	24.4	1	2.2	3	6.7	7	15.6	4.4
	2009	51	46	90.2	10	19.6	1	2.0	6	11.8	6	11.8	5.9
4	2007	43	39	90.7	2	4.7	4	9.3	5	11.6	4	9.3	4.7
	2008	39	38	97.4	4	10.3	5	12.8	6	15.4	11	28.2	0.0
	2009	34	31	91.2	7	20.6	3	8.8	3	8.8	1	2.9	0.0
5	2007	31	30	96.8	1	3.2	2	6.5	10	32.3	3	9.7	0.0
	2008	43	39	90.7	4	9.3	1	2.3	5	11.6	7	16.3	2.3
	2009	34	32	94.1	4	11.8	4	11.8	7	20.6	4	11.8	0.0
EC-5	2007	268	251	93.7	40	14.9	19	7.1	24	9.0	60	22.4	3.0
	2008	300	279	93.0	59	19.7	11	3.7	21	7.0	94	31.3	3.7
	2009	295	275	93.2	68	23.1	11	3.7	23	7.8	75	25.4	1.7

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	13.9	4,117.2	13.0	93.2	3,933.6	95.5	37	100.0	100.0	23	7,436	100.0	100.0
	2008	15.9	4,133.2	15.3	95.9	3,942.7	95.4	44	100.0	100.0	24	7,427	100.0	100.0
	2009	18.8	4,167.8	17.7	94.0	3,975.6	95.4	52	100.0	100.0	28	7,332	100.0	100.0
KN	2007	43.9	13,945.0	42.0	95.7	13,385.6	96.0	8	18.2	24.3	34	12,035	77.5	86.3
	2008	38.4	13,568.1	36.3	94.7	13,004.4	95.8	17	44.3	23.5	28	11,618	72.9	85.6
	2009	40.1	13,515.0	38.0	94.9	12,939.1	95.7	11	27.4	22.5	35	11,501	87.3	85.1
1	2007	45.9	14,353.8	44.1	96.1	13,851.4	96.5	8	17.4	23.2	39	12,437	84.9	86.6
	2008	44.6	14,626.9	43.4	97.4	14,102.7	96.4	16	35.9	21.2	37	12,704	83.0	86.9
	2009	36.7	14,250.8	34.8	95.0	13,719.9	96.3	16	43.6	20.7	28	12,300	76.3	86.3
2	2007	43.3	13,403.8	41.4	95.7	12,978.9	96.8	9	20.8	21.7	35	11,729	80.8	87.5
	2008	46.8	13,708.6	45.3	96.7	13,269.8	96.8	14	29.9	19.7	40	12,043	85.4	87.9
	2009	57.4	13,950.1	55.4	96.5	13,499.0	96.8	5	8.7	18.6	51	12,231	88.9	87.7
3	2007	38.1	12,998.4	36.5	95.8	12,633.3	97.2	8	21.0	21.1	32	11,445	84.1	88.0
	2008	42.4	12,806.9	40.9	96.6	12,425.5	97.0	13	30.7	19.1	36	11,408	85.0	89.1
	2009	53.6	13,095.5	51.9	96.9	12,710.6	97.1	13	24.3	18.3	41	11,634	76.5	88.8
4	2007	43.9	12,104.9	42.9	97.8	11,768.3	97.2	8	18.2	19.7	38	10,683	86.6	88.3
	2008	36.2	12,329.8	35.1	96.8	11,960.3	97.0	12	33.1	19.7	29	10,924	80.0	88.6
	2009	36.2	12,156.4	34.6	95.5	11,789.9	97.0	9	24.8	18.1	30	10,731	82.8	88.3
5	2007	30.5	11,757.0	29.8	97.8	11,426.8	97.2	9	29.5	20.9	23	10,362	75.4	88.1
	2008	40.4	11,874.2	39.6	97.9	11,539.6	97.2	8	19.8	18.8	37	10,608	91.6	89.3
	2009	33.5	11,903.5	32.6	97.2	11,552.9	97.1	6	17.9	17.5	27	10,563	80.5	88.7
EC-5	2007	259.5	83,122.6	249.7	96.2	80,387.4	96.7	87	33.5	33.3	224	76,416	86.3	91.9
	2008	264.7	83,438.7	255.8	96.7	80,606.0	96.6	124	46.9	31.9	231	76,970	87.3	92.2
	2009	276.3	83,476.5	265.1	95.9	80,586.5	96.5	112	40.5	30.9	240	76,517	86.9	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	20	83.3
Hispanic	4	16.7
White	0	0.0
Other	0	0.0

Gender	Number	Percent
Female	20	83.3
Male	4	16.7

TOTAL	24
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AVERAGE NUMBER OF ABSENCES

2007	7.3
2008	2.7
2009	8.1

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	*	89.7	100.0	91.7	*	*	88.2		88.0	100.0	91.9	84.6	37
	2008		80.0	85.7	82.1		81.8	77.4		90.0	75.0	81.8	86.2	44
	2009	*	93.8	100.0	94.3		*	95.5		94.7	95.2	95.0	87.3	40
4	2007		71.0	87.5	74.3		*	78.9		71.4	77.8	74.4	69.7	39
	2008	*	84.0	85.7	84.4	*	*	75.0		78.9	92.9	84.8	72.1	33
	2009		68.2	100.0	75.9		100.0	62.5		66.7	88.2	78.1	75.8	32
5	2007	*	75.0	100.0	82.1		*	66.7		78.6	86.7	82.8	78.3	29
	2008		83.3	81.8	81.6		*	71.4		83.3	82.4	82.9	82.9	41
	2009		90.9	85.7	89.3		*	75.0		78.6	100.0	89.7	82.9	29
3-5	2007	*	78.8	95.5	82.8	*	*	79.2		80.0	86.7	82.9	77.6	105
	2008	*	82.4	84.4	82.6	*	70.6	75.0		84.1	81.8	83.1	80.3	118
	2009	*	85.5	95.8	87.0		88.9	80.4		81.3	94.3	88.1	81.5	101

NUMBER TESTED IN GRADES 3-5													
2007	3	80	22	99	1	3	48	0	60	45	105	31,814	
2008	1	85	32	109	1	17	60	0	63	55	118	31,840	
2009	1	76	24	92	0	9	46	0	48	53	101	28,126	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	3	0	3	*	*	2		3	0	3	1,675	37
	2008		6	2	7		2	7		2	6	8	1,443	44
	2009	*	2	0	2		*	1		1	1	2	960	40
4	2007		9	1	9		*	4		6	4	10	3,189	39
	2008	*	4	1	5	*	*	2		4	1	5	2,996	33
	2009		7	0	7		0	6		5	2	7	2,449	32
5	2007	*	5	0	5		*	4		3	2	5	2,258	29
	2008		5	2	7		*	6		4	3	7	1,827	41
	2009		2	1	3		*	2		3	0	3	1,793	29
3-5	2007	*	17	1	17	*	*	10		12	6	18	7,122	105
	2008	*	15	5	19	*	5	15		10	10	20	6,266	118
	2009	*	11	1	12		1	9		9	3	12	5,202	101

	NUMBER TESTED IN GRADES 3-5											
2007	3	80	22	99	1	3	48	0	60	45	105	31,814
2008	1	85	32	109	1	17	60	0	63	55	118	31,840
2009	1	76	24	92	0	9	46	0	48	53	101	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	78.9	85.3	78.8	74.7
	2008	76.2	79.5	80.7	72.4
	2009	82.7	85.4	82.5	84.7
4	2007	79.7	75.3	77.3	75.1
	2008	88.1	84.1	84.4	86.1
	2009	82.7	77.7	77.7	80.9
5	2007	80.6	83.6	81.9	76.4
	2008	80.3	80.5	79.9	73.0
	2009	82.2	81.0	84.9	73.7
3-5	2007	79.7	81.1	79.1	75.3
	2008	81.0	81.1	81.4	76.4
	2009	82.6	81.7	81.7	80.4

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	*	10.3	85.7	22.2	*	*	11.8		24.0	25.0	24.3	21.3	37
	2008		6.7	42.9	15.4		36.4	12.9		20.0	16.7	18.2	21.5	44
	2009	*	34.4	42.9	34.3		*	13.6		26.3	47.6	37.5	34.1	40
4	2007		12.9	12.5	8.6		*	5.3		14.3	11.1	12.8	16.6	39
	2008	*	28.0	85.7	40.6	*	*	25.0		42.1	42.9	42.4	14.4	33
	2009		9.1	60.0	24.1		50.0	18.8		20.0	29.4	25.0	18.4	32
5	2007	*	15.0	28.6	17.9		*	0.0		21.4	13.3	17.2	13.1	29
	2008		13.3	9.1	13.2		*	0.0		8.3	17.6	12.2	16.5	41
	2009		22.7	57.1	28.6		*	12.5		35.7	26.7	31.0	18.5	29
3-5	2007	*	12.5	40.9	16.2	*	*	6.3		20.0	15.6	18.1	17.1	105
	2008	*	15.3	40.6	22.0	*	29.4	10.0		22.2	23.6	22.9	17.4	118
	2009	*	23.7	54.2	29.3		44.4	15.2		27.1	35.8	31.7	22.7	101

	NUMBER TESTED IN GRADES 3-5											
2007	3	80	22	99	1	3	48	0	60	45	105	31,814
2008	1	85	32	109	1	17	60	0	63	55	118	31,840
2009	1	76	24	92	0	9	46	0	48	53	101	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	*	75.9	100.0	80.6	*	*	88.2		80.0	83.3	81.1	70.3	37
	2008		60.0	78.6	64.1		72.7	61.3		75.0	58.3	65.9	76.6	44
	2009	*	79.4	86.7	80.0		87.5	73.3		86.4	78.6	82.0	77.3	50
4	2007		80.6	100.0	83.3	*	*	90.0		81.8	88.9	85.0	75.7	40
	2008	*	80.0	85.7	81.3	*	*	37.5		68.4	100.0	81.8	77.9	33
	2009		78.3	100.0	83.3		100.0	68.8		81.3	88.2	84.8	79.4	33
5	2007	*	85.0	75.0	82.8		*	61.5		73.3	93.3	83.3	82.9	30
	2008		86.7	100.0	89.5		*	85.7		87.5	94.1	90.2	84.0	41
	2009		86.4	85.7	85.7		*	62.5		78.6	93.3	86.2	87.0	29
3-5	2007	*	80.0	91.7	82.2	*	*	82.0		79.0	88.9	83.2	76.2	107
	2008	*	75.3	87.5	78.0	*	76.5	66.7		77.8	80.0	78.8	79.5	118
	2009	*	81.0	90.6	82.5		87.5	70.4		82.7	85.0	83.9	81.0	112

	NUMBER TESTED IN GRADES 3-5											
2007	3	80	24	101	2	5	50	0	62	45	107	32,298
2008	1	85	32	109	1	17	60	0	63	55	118	32,696
2009	1	79	32	103	0	16	54	0	52	60	112	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	*	7	0	7	*	*	2		5	2	7	3,303	37
	2008		12	3	14		3	12		5	10	15	2,542	44
	2009	*	7	2	9		1	8		3	6	9	2,781	50
4	2007		6	0	6	*	*	2		4	2	6	2,604	40
	2008	*	5	1	6	*	*	5		6	0	6	2,436	33
	2009		5	0	5		0	5		3	2	5	2,196	33
5	2007	*	3	2	5		*	5		4	1	5	1,785	30
	2008		4	0	4		*	3		3	1	4	1,730	41
	2009		3	1	4		*	3		3	1	4	1,386	29
3-5	2007	*	16	2	18	*	*	9		13	5	18	7,692	107
	2008	*	21	4	24	*	4	20		14	11	25	6,708	118
	2009	*	15	3	18		2	16		9	9	18	6,363	112

NUMBER TESTED IN GRADES 3-5													
2007	3	80	24	101	2	5	50	0	62	45	107	32,298	
2008	1	85	32	109	1	17	60	0	63	55	118	32,696	
2009	1	79	32	103	0	16	54	0	52	60	112	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	78.1	79.3	86.9	72.5	85.8	63.9
	2008	73.9	78.4	80.3	69.3	79.0	56.8
	2009	78.0	85.7	93.0	79.0	87.5	72.5
4	2007	83.6	82.9	82.9	70.0	73.8	71.3
	2008	84.3	87.9	78.8	79.8	83.3	77.7
	2009	86.2	86.6	73.2	76.8	74.2	73.5
5	2007	80.6	84.3	80.5	76.7	89.2	84.2
	2008	78.9	81.5	81.5	79.8	85.4	80.8
	2009	76.2	83.7	85.2	73.4	85.3	79.3
3-5	2007	80.9	82.0	83.6	72.7	82.2	72.3
	2008	78.5	82.1	80.3	75.9	82.4	71.0
	2009	80.0	85.4	85.2	76.9	83.0	74.6

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	*	20.7	71.4	27.8	*	*	11.8		20.0	50.0	29.7	19.2	37
	2008		3.3	42.9	12.8		45.5	19.4		15.0	16.7	15.9	26.3	44
	2009	*	35.3	20.0	33.3		0.0	13.3		40.9	25.0	32.0	29.0	50
4	2007		19.4	11.1	16.7	*	*	5.0		18.2	16.7	17.5	22.6	40
	2008	*	12.0	71.4	21.9	*	*	12.5		15.8	35.7	24.2	23.8	33
	2009		13.0	50.0	23.3		50.0	18.8		25.0	23.5	24.2	31.6	33
5	2007	*	30.0	37.5	34.5		*	7.7		26.7	40.0	33.3	29.3	30
	2008		20.0	45.5	26.3		*	19.0		33.3	17.6	26.8	31.9	41
	2009		27.3	57.1	35.7		*	0.0		28.6	40.0	34.5	38.4	29
3-5	2007	*	22.5	37.5	25.7	*	*	8.0		21.0	33.3	26.2	23.6	107
	2008	*	11.8	50.0	20.2	*	47.1	18.3		22.2	21.8	22.0	27.3	118
	2009	*	26.6	37.5	31.1		18.8	13.0		32.7	28.3	30.4	32.8	112

	NUMBER TESTED IN GRADES 3-5											
2007	3	80	24	101	2	5	50	0	62	45	107	32,298
2008	1	85	32	109	1	17	60	0	63	55	118	32,696
2009	1	79	32	103	0	16	54	0	52	60	112	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		96.8	100.0	97.1		*	94.7		95.2	100.0	97.4	86.5	39
	2008	*	100.0	85.7	96.8	*	*	85.7		94.4	100.0	96.9	87.4	32
	2009		95.7	100.0	96.7		100.0	93.8		93.8	100.0	97.0	87.4	33

	NUMBER TESTED IN GRADE 4											
2007	0	31	8	35	0	1	19	0	21	18	39	10,408
2008	1	24	7	31	1	2	7	0	18	14	32	10,658
2009	0	23	10	30	0	6	16	0	16	17	33	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		1	0	1		*	1		1	0	1	1,408	39
	2008	*	0	1	1	*	*	1		1	0	1	1,348	32
	2009		1	0	1		0	1		1	0	1	1,264	33

NUMBER TESTED IN GRADE 4													
2007	0	31	8	35	0	1	19	0	21	18	39	10,408	
2008	1	24	7	31	1	2	7	0	18	14	32	10,658	
2009	0	23	10	30	0	6	16	0	16	17	33	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	2.4	92.3	89.1	94.2	90.1
	2008	2.3	85.9	90.6	88.7	91.0
	2009	2.2	91.7	89.0	85.2	92.0

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007		25.8	12.5	25.7		*	15.8		19.0	27.8	23.1	18.2	39
	2008	*	25.0	28.6	25.8	*	*	0.0		22.2	35.7	28.1	21.4	32
	2009		17.4	30.0	23.3		16.7	12.5		12.5	29.4	21.2	21.0	33

	NUMBER TESTED IN GRADE 4											
2007	0	31	8	35	0	1	19	0	21	18	39	10,408
2008	1	24	7	31	1	2	7	0	18	14	32	10,658
2009	0	23	10	30	0	6	16	0	16	17	33	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	*	60.0	85.7	67.9		*	41.7		71.4	66.7	69.0	62.3	29
	2008		74.2	90.9	76.9		*	66.7		79.2	77.8	78.6	71.9	42
	2009		45.5	71.4	50.0		*	0.0		50.0	53.3	51.7	75.9	29

	NUMBER TESTED IN GRADE 5											
2007	2	20	7	28	0	1	12	0	14	15	29	10,296
2008	0	31	11	39	0	4	21	0	24	18	42	10,686
2009	0	22	7	28	0	2	8	0	14	15	29	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	*	8	1	9		*	7		4	5	9	3,881	29
	2008		8	1	9		*	7		5	4	9	3,005	42
	2009		12	2	14		*	8		7	7	14	2,542	29

NUMBER TESTED IN GRADE 5													
2007	2	20	7	28	0	1	12	0	14	15	29	10,296	
2008	0	31	11	39	0	4	21	0	24	18	42	10,686	
2009	0	22	7	28	0	2	8	0	14	15	29	10,550	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	84.9	88.1	79.3	70.5
	2008	83.5	87.6	80.2	63.8
	2009	79.6	87.7	74.7	47.1

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)
5	2007	*	20.0	57.1	32.1		*	16.7		21.4	40.0	31.0	18.0	29
	2008		19.4	0.0	10.3		*	4.8		16.7	11.1	14.3	24.8	42
	2009		4.5	0.0	3.6		*	0.0		7.1	0.0	3.4	29.1	29

	NUMBER TESTED IN GRADE 5											
2007	2	20	7	28	0	1	12	0	14	15	29	10,296
2008	0	31	11	39	0	4	21	0	24	18	42	10,686
2009	0	22	7	28	0	2	8	0	14	15	29	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			77.8	77.8	*	87.5	75.0		*	71.4	77.8	89.4	9
ALL	2007												—	0
	2008												—	0
	2009			77.8	77.8	*	87.5	75.0		*	71.4	77.8	—	9

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	9	9	1	8	8	0	2	7	9	9	—

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			2	2	*	1	2		*	2	2	514	9
ALL	2007												—	0
	2008												—	0
	2009			2	2	*	1	2		*	2	2	—	9

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	9	9	1	8	8	0	2	7	9	—	

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	80.7	81.0	70.4	76.4
ALL	2007				
	2008				
	2009	80.7	81.0	70.4	76.4

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												14.8	0
	2008												17.2	0
	2009			33.3	33.3	*	37.5	25.0		*	28.6	33.3	30.6	9
ALL	2007												—	0
	2008												—	0
	2009			33.3	33.3	*	37.5	25.0		*	28.6	33.3	—	9

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	9	9	1	8	8	0	2	7	9	9	—

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*				*		*	77.7	1
	2009		*		*	*		*			*	*	87.7	1
4														
	2008	*	*	*	*	*	*	*		*		*	70.7	4
	2009		*	*	*	*	*	*		*	*	*	71.8	3
5														
	2008		*			*				*		*	73.3	1
	2009	*	*	*	*	*	*	*		*		*	80.3	4
3-5														
	2008	*	*	*	*	66.7	*	*		66.7		66.7	73.7	6
	2009	*	*	*	87.5	87.5	*	*		*	*	87.5	79.2	8

NUMBER TESTED IN GRADES 3-5													
2008	1	4	1	5	6	1	2	0	6	0	6	1,807	
2009	1	5	2	8	8	2	4	0	5	3	8	1,867	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*				*		*	116	1
	2009		*		*	*		*			*	*	60	1
4														
	2008	*	*	*	*	*	*	*		*		*	181	4
	2009		*	*	*	*	*	*		*	*	*	192	3
5														
	2008		*			*				*		*	179	1
	2009	*	*	*	*	*	*	*		*		*	137	4
3-5														
	2008	*	*	*	*	2	*	*		2		2	476	6
	2009	*	*	*	1	1	*	*		*	*	1	389	8

NUMBER TESTED IN GRADES 3-5													
2008	1	4	1	5	6	1	2	0	6	0	6	1,807	
2009	1	5	2	8	8	2	4	0	5	3	8	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	57.1	47.2	57.2	53.3
	2009	64.6	56.3	65.8	54.7

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														
	2008		*		*	*				*		*	10.8	1
	2009		*		*	*		*			*	*	16.2	1
4														
	2008	*	*	*	*	*	*	*		*		*	9.7	4
	2009		*	*	*	*	*	*		*	*	*	8.9	3
5														
	2008		*			*				*		*	14.9	1
	2009	*	*	*	*	*	*	*		*		*	14.1	4
3-5														
	2008	*	*	*	*	0.0	*	*		0.0		0.0	12.0	6
	2009	*	*	*	0.0	0.0	*	*		*	*	0.0	12.7	8

NUMBER TESTED IN GRADES 3-5														
2008	1	4	1	5	6	1	2	0	6	0	6	1,807		
2009	1	5	2	8	8	2	4	0	5	3	8	1,867		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*				*		*	76.1	1
	2009		*	*	*	*	*	*			*	*	81.2	2
4														
	2008	*	*	*	*	*	*	*		*		*	69.1	4
	2009		*	*	*	*	*	*		*	*	*	75.8	3
5														
	2008		*			*				*		*	64.0	1
	2009	*	*	*	*	*	*	*		*		*	80.2	4
3-5														
	2008	*	*	*	*	83.3	*	*		83.3		83.3	69.4	6
	2009	*	*	*	100.0	100.0	*	*		*	*	100.0	78.8	9

NUMBER TESTED IN GRADES 3-5													
2008	1	4	1	5	6	1	2	0	6	0	6	1,730	
2009	1	5	3	9	9	3	5	0	5	4	9	1,743	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*				*		*	129	1
	2009		*	*	*	*	*	*			*	*	85	2
4														
	2008	*	*	*	*	*	*	*		*		*	173	4
	2009		*	*	*	*	*	*		*	*	*	157	3
5														
	2008		*			*				*		*	227	1
	2009	*	*	*	*	*	*	*		*		*	127	4
3-5														
	2008	*	*	*	*	1	*	*		1		1	529	6
	2009	*	*	*	0	0	*	*		*	*	0	369	9

NUMBER TESTED IN GRADES 3-5													
2008	1	4	1	5	6	1	2	0	6	0	6	1,730	
2009	1	5	3	9	9	3	5	0	5	4	9	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	63.9	62.8	57.2	64.4	27.8	55.6
	2009	64.0	74.1	66.3	66.3	59.3	46.7

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														
	2008		*		*	*				*		*	16.1	1
	2009		*	*	*	*	*	*			*	*	22.3	2
4														
	2008	*	*	*	*	*	*	*		*		*	14.3	4
	2009		*	*	*	*	*	*		*	*	*	14.0	3
5														
	2008		*			*				*		*	14.0	1
	2009	*	*	*	*	*	*	*		*		*	17.2	4
3-5														
	2008	*	*	*	*	0.0	*	*		0.0		0.0	14.7	6
	2009	*	*	*	11.1	11.1	*	*		*	*	11.1	17.3	9

NUMBER TESTED IN GRADES 3-5													
2008	1	4	1	5	6	1	2	0	6	0	6	1,730	
2009	1	5	3	9	9	3	5	0	5	4	9	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		22.2	22.2	46.9	27
	2008	*	63.0	63.3	57.6	30
	2009	0.0	33.3	25.0	41.9	28
1	2007	12.5	50.0	40.0	51.4	30
	2008	*	55.3	53.7	50.2	41
	2009	22.2	73.3	54.2	54.2	24
2	2007	15.4	44.4	32.3	44.5	31
	2008	44.4	38.5	40.9	50.2	22
	2009	9.5	75.0	41.5	47.9	41
1-2	2007	14.3	47.5	36.1	47.6	61
	2008	41.7	51.0	49.2	50.2	63
	2009	13.3	74.3	46.2	51.0	65

Number Tested	2007	21	67	88	24,696	
	2008	15	78	93	21,817	
	2009	37	56	93	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	30.0	40.0	37.5	44.3	40
	2008	20.0	44.8	38.5	44.9	39
	2009	43.8	52.4	48.6	52.8	37
1	2007	11.1	72.7	54.8	48.8	31
	2008	46.2	65.8	60.8	55.5	51
	2009	11.1	60.0	41.7	50.4	24
2	2007	28.6	64.7	48.4	55.6	31
	2008	32.0	70.4	51.9	57.5	52
	2009	8.7	75.0	39.5	53.2	43
K-2	2007	24.2	56.5	46.1	49.1	102
	2008	33.3	60.6	51.4	52.7	142
	2009	20.8	62.5	43.3	52.3	104

Number Tested	2007	33	69	102	34,441	
	2008	48	94	142	41,070	
	2009	48	56	104	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		22.2		19.2					22.2	22.2	22.2	46.9	27
	2008	*	64.3	*	67.9		*	*		64.7	61.5	63.3	57.6	30
	2009		29.2	*	25.9		*	0.0		33.3	18.8	25.0	41.9	28
1	2007		37.9	*	29.2			12.5		28.6	50.0	40.0	51.4	30
	2008		53.8	*	53.8	*		*		45.5	56.7	53.7	50.2	41
	2009		59.1	*	52.2		*	22.2		53.3	55.6	54.2	54.2	24
2	2007		31.0	*	31.0	*		15.4		35.3	28.6	32.3	44.5	31
	2008		44.4	*	36.8			44.4		22.2	53.8	40.9	50.2	22
	2009		41.0	*	38.5	*	*	9.5		31.3	48.0	41.5	47.9	41
1-2	2007		34.5	*	30.2	*		14.3		32.3	40.0	36.1	47.6	61
	2008		50.9	33.3	48.3	*		41.7		35.0	55.8	49.2	50.2	63
	2009		47.5	*	43.5	*	*	13.3		41.9	50.0	46.2	51.0	65

Number Tested	2007	0	85	3	79	3	0	21	0	40	48	88	24,696
	2008	1	85	7	86	1	1	15	0	37	56	93	21,817
	2009	0	85	8	89	2	3	37	0	43	50	93	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	1,245	27
	2008	*	5	*	5		*	*		5	0	5	1,687	30
	2009		1	*	1		*	0		1	0	1	771	28
1	2007		4	*	2			0		1	4	5	1,458	30
	2008		11	*	10	*		*		3	8	11	1,555	41
	2009		5	*	4		*	1		2	3	5	1,659	24
2	2007		0	*	0	*		0		0	0	0	896	31
	2008		0	*	0			0		0	0	0	1,065	22
	2009		3	*	2	*	*	0		0	3	3	1,027	41
1-2	2007		4	*	2	*		0		1	4	5	2,355	61
	2008		11	0	10	*		0		3	8	11	2,620	63
	2009		8	*	6	*	*	1		2	6	8	2,688	65

Number Tested	2007	0	85	3	79	3	0	21	0	40	48	88	24,696
	2008	1	85	7	86	1	1	15	0	37	56	93	21,817
	2009	0	85	8	89	2	3	37	0	43	50	93	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		42.9	25.0	35.9	*	27.3	30.0		26.7	44.0	37.5	44.3	40
	2008	*	44.8	11.1	41.2	*	0.0	20.0		42.1	35.0	38.5	44.9	39
	2009		45.8	53.8	48.6		60.0	43.8		43.8	52.4	48.6	52.8	37
1	2007		55.2	*	52.0	*	*	11.1		50.0	58.8	54.8	48.8	31
	2008		64.1	50.0	62.5	*	50.0	46.2		62.5	60.0	60.8	55.5	51
	2009		45.5	*	43.5		*	11.1		40.0	44.4	41.7	50.4	24
2	2007		44.8	*	48.3	*		28.6		61.1	30.8	48.4	55.6	31
	2008	*	55.3	38.5	51.1	*	28.6	32.0		36.0	66.7	51.9	57.5	52
	2009		39.0	*	36.6	*	*	8.7		38.9	40.0	39.5	53.2	43
K-2	2007		47.7	37.5	44.1	33.3	25.0	24.2		46.8	45.5	46.1	49.1	102
	2008	*	55.7	35.3	52.7	*	28.0	33.3		45.0	56.1	51.4	52.7	142
	2009		42.5	47.1	42.4	*	50.0	20.8		40.8	45.5	43.3	52.3	104

Number Tested	2007	0	86	16	93	6	12	33	0	47	55	102	34,441
	2008	2	106	34	129	4	25	48	0	60	82	142	41,070
	2009	0	87	17	99	2	12	48	0	49	55	104	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		4	0	3	*	0	0		1	3	4	2,583	40
	2008	*	3	1	3	*	0	1		1	3	4	2,788	39
	2009		3	0	3		0	0		2	1	3	2,455	37
1	2007		3	*	1	*	*	0		1	3	4	1,769	31
	2008		4	1	5	*	0	0		3	2	5	2,800	51
	2009		6	*	6		*	0		5	1	6	1,577	24
2	2007		1	*	1	*		0		1	1	2	2,098	31
	2008	*	2	1	2	*	0	1		0	3	3	2,912	52
	2009		3	*	3	*	*	0		1	2	3	1,686	43
K-2	2007		8	2	5	1	0	0		3	7	10	6,450	102
	2008	*	9	3	10	*	0	2		4	8	12	8,500	142
	2009		12	0	12	*	0	0		8	4	12	5,718	104
Number Tested	2007	0	86	16	93	6	12	33	0	47	55	102	34,441	
	2008	2	106	34	129	4	25	48	0	60	82	142	41,070	
	2009	0	87	17	99	2	12	48	0	49	55	104	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			54.5	54.5	*	50.0	55.6		*	66.7	54.5	84.7	11
	2008			28.6	16.7	*	28.6	28.6		*	16.7	28.6	87.0	7
	2009			100.0	100.0		100.0	100.0		*	*	100.0	88.6	9
1	2007			66.7	66.7	*	50.0	50.0		83.3	50.0	66.7	84.5	12
	2008			60.0	55.6		60.0	60.0		*	*	60.0	88.0	10
	2009			100.0	100.0		100.0	100.0		*	100.0	100.0	88.6	11
2	2007												89.9	0
	2008			57.1	57.1	*	57.1	57.1		*	*	57.1	93.4	7
	2009			72.7	70.0		72.7	72.7		66.7	*	72.7	94.0	11
K-2	2007			60.9	60.9	*	50.0	52.9		63.6	58.3	60.9	85.6	23
	2008			50.0	45.5	*	50.0	50.0		50.0	50.0	50.0	89.3	24
	2009			90.3	88.9		90.3	90.3		84.6	94.4	90.3	90.4	31

Number Tested	2007	0	0	23	23	3	18	17	0	11	12	23	14,889
	2008	0	0	24	22	3	24	24	0	8	16	24	18,257
	2009	0	0	31	27	0	31	31	0	13	18	31	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			0	0	*	0	0		*	0	0	2,779	11
	2008			0	0	*	0	0		*	0	0	3,280	7
	2009			6	6		6	6		*	*	6	3,525	9
1	2007			2	2	*	2	2		0	2	2	1,782	12
	2008			2	1		2	2		*	*	2	2,412	10
	2009			2	1		2	2		*	1	2	2,523	11
2	2007												1,196	0
	2008			1	1	*	1	1		*	*	1	2,596	7
	2009			2	1		2	2		0	*	2	2,909	11
K-2	2007			2	2	*	2	2		0	2	2	5,757	23
	2008			3	2	*	3	3		0	3	3	8,288	24
	2009			10	8		10	10		3	7	10	8,957	31

Number Tested	2007	0	0	23	23	3	18	17	0	11	12	23	14,889
	2008	0	0	24	22	3	24	24	0	8	16	24	18,257
	2009	0	0	31	27	0	31	31	0	13	18	31	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	-	0	-	3	66.7	3	66.7
5	1	0.0	1	0.0	0	-	2	0.0
ALL	1	0.0	1	0.0	3	66.7	5	40.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (10)	Beginning	6	60.0	6	60.0	10	100.0	10	100.0	10	100.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	4	40.0	4	40.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (11)	Beginning	10	90.9	10	90.9	10	90.9	10	90.9	10	90.9
	Intermediate	0	0.0	1	9.1	1	9.1	1	9.1	1	9.1
	Advanced	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (11)	Beginning	1	9.1	2	18.2	4	36.4	1	9.1	1	9.1
	Intermediate	2	18.2	7	63.6	2	18.2	5	45.5	5	45.5
	Advanced	7	63.6	1	9.1	5	45.5	5	45.5	5	45.5
	Advanced High	1	9.1	1	9.1	0	0.0	0	0.0	0	0.0
3 (10)	Beginning	2	20.0	3	30.0	1	11.1	2	20.0	1	11.1
	Intermediate	2	20.0	2	20.0	3	33.3	2	20.0	2	22.2
	Advanced	6	60.0	4	40.0	5	55.6	4	40.0	4	44.4
	Advanced High	0	0.0	1	10.0	0	0.0	2	20.0	2	22.2
4 (7)	Beginning	2	28.6	2	28.6	1	14.3	0	0.0	0	0.0
	Intermediate	2	28.6	2	28.6	3	42.9	1	14.3	1	14.3
	Advanced	3	42.9	3	42.9	3	42.9	1	14.3	3	42.9
	Advanced High	0	0.0	0	0.0	0	0.0	5	71.4	3	42.9

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>10</div> <div>1 (10.0%)</div>	Beginning	9			
	Intermediate	1	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
<div>11</div> <div>3 (27.3%)</div>	Beginning	1			
	Intermediate	1	4		
	Advanced	0	2	3	
	Advanced High	0	0	0	
<div>9</div> <div>4 (44.4%)</div>	Beginning	1			
	Intermediate	0	2		
	Advanced	0	2	2	
	Advanced High	0	0	2	
<div>7</div> <div>3 (42.9%)</div>	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	3	
	Advanced High	0	0	3	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
ALL (53)	Beginning	22	41.5	23	43.4	27	51.9	23	43.4	22	42.3
	Intermediate	7	13.2	13	24.5	11	21.2	12	22.6	12	23.1
	Advanced	22	41.5	14	26.4	14	26.9	10	18.9	12	23.1
	Advanced High	2	3.8	3	5.7	0	0.0	8	15.1	6	11.5

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
41 14 (34.1%)	Beginning	11			
	Intermediate	4	8		
	Advanced	0	4	8	
	Advanced High	0	0	6	

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