

Campus Data Packet

for 2009 - 10 Plans



**MARGARET B.
HENDERSON**

School Number 152

*The information in this packet is based on
data from the 2008-09 school year.*

**This packet contains corrected
statistics for norm-referenced
assessments (ITBS and Logramos),
including the SCE Compliance report.
PSAT reports now contain the average
score for all students in a grade.**

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2009-10 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2008-09. They are counted as new if they were not enrolled in a district campus before the last day of the 2007-08 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2007-08 and 2008-09.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

TAKS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- TAKS statistics include both TAKS and TAKS-Accommodated results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2010, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

TAKS-M (Modified)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Kindergarten ITBS reading results for all three years are for the Language Total subtest; all other grades' results reflect Reading Total performance. (The Reading Total summary is not available with use of the level 5R form administered to kindergarteners in 2009.) All Logramos reading summaries are for Reading Total. The number tested includes kindergarteners.
- Numbers tested in READING for 2007 may not match those reported in campus data packets published in the prior years. Previous totals did not consistently include students in Kindergarten, though documentation included with the reports indicated otherwise.
- Kindergarten ITBS reading and mathematics results for all three years are for the Language subtest and Mathematics subtest. All other grades' results reflect Reading Total or Mathematics Total performance. (The Reading and Mathematics Total summaries are not available with use of the level 5R form administered to kindergartners.) Logramos reading summaries are for Reading Total. The “number tested” statistics include kindergartners.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2008 to 2009, the TEA did not report the 2008 composite rating.
- If a student is rated as advanced high in 2009, the TEA does not differentiate between the advanced and advanced high levels from 2008.

STUDENT ENROLLMENT

Grade	Enrollment
PK	58
KN	66
1	78
2	79
3	70
4	75
5	59
6	59
ALL	544

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	20	3.7	10	29.4
American Indian	1	0.2	*	*
Asian	0	0.0	*	*
Hispanic	516	94.9	12	35.3
White	7	1.3	12	35.3
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	512	94.1
Limited English proficient students	328	60.3
Special education students	36	6.6

Enrollment (1)
Enrollment Statistics by Ethnicity

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	71	1	1.4	0	0.0	0	0.0	69	97.2	1	1.4
	2008	58	0	0.0	0	0.0	0	0.0	58	100.0	0	0.0
	2009	58	1	1.7	0	0.0	0	0.0	56	96.6	1	1.7
KN	2007	72	0	0.0	1	1.4	0	0.0	71	98.6	0	0.0
	2008	70	2	2.9	0	0.0	0	0.0	67	95.7	1	1.4
	2009	66	2	3.0	1	1.5	0	0.0	63	95.5	0	0.0
1	2007	80	1	1.3	0	0.0	0	0.0	79	98.8	0	0.0
	2008	80	1	1.3	1	1.3	1	1.3	76	95.0	1	1.3
	2009	78	5	6.4	0	0.0	0	0.0	72	92.3	1	1.3
2	2007	74	4	5.4	0	0.0	0	0.0	69	93.2	1	1.4
	2008	65	2	3.1	0	0.0	0	0.0	63	96.9	0	0.0
	2009	79	2	2.5	0	0.0	0	0.0	76	96.2	1	1.3
3	2007	67	3	4.5	0	0.0	0	0.0	64	95.5	0	0.0
	2008	72	4	5.6	0	0.0	0	0.0	67	93.1	1	1.4
	2009	70	4	5.7	0	0.0	0	0.0	66	94.3	0	0.0
4	2007	51	1	2.0	0	0.0	0	0.0	50	98.0	0	0.0
	2008	62	6	9.7	0	0.0	0	0.0	55	88.7	1	1.6
	2009	75	3	4.0	0	0.0	0	0.0	70	93.3	2	2.7
5	2007	78	2	2.6	0	0.0	0	0.0	76	97.4	0	0.0
	2008	58	1	1.7	0	0.0	0	0.0	57	98.3	0	0.0
	2009	59	2	3.4	0	0.0	0	0.0	55	93.2	2	3.4
6	2007	65	2	3.1	0	0.0	0	0.0	60	92.3	3	4.6
	2008	51	1	2.0	0	0.0	0	0.0	50	98.0	0	0.0
	2009	59	1	1.7	0	0.0	0	0.0	58	98.3	0	0.0
EC-6	2007	558	14	2.5	1	0.2	0	0.0	538	96.4	5	0.9
	2008	516	17	3.3	1	0.2	1	0.2	493	95.5	4	0.8
	2009	544	20	3.7	1	0.2	0	0.0	516	94.9	7	1.3

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	71	68	95.8	59	83.1	1	1.4	0	0.0	71	100.0	0.0
	2008	58	55	94.8	47	81.0	1	1.7	0	0.0	58	100.0	0.0
	2009	58	56	96.6	42	72.4	0	0.0	0	0.0	58	100.0	0.0
KN	2007	72	66	91.7	52	72.2	1	1.4	2	2.8	30	41.7	0.0
	2008	70	67	95.7	49	70.0	1	1.4	0	0.0	20	28.6	1.4
	2009	66	60	90.9	46	69.7	1	1.5	4	6.1	19	28.8	0.0
1	2007	80	72	90.0	47	58.8	4	5.0	1	1.3	9	11.3	1.3
	2008	80	76	95.0	53	66.3	7	8.8	4	5.0	4	5.0	7.5
	2009	78	74	94.9	55	70.5	3	3.8	7	9.0	5	6.4	3.8
2	2007	74	71	95.9	50	67.6	5	6.8	12	16.2	4	5.4	8.1
	2008	65	61	93.8	41	63.1	4	6.2	3	4.6	1	1.5	10.8
	2009	79	75	94.9	54	68.4	5	6.3	6	7.6	4	5.1	2.5
3	2007	67	64	95.5	37	55.2	5	7.5	7	10.4	2	3.0	4.5
	2008	72	69	95.8	46	63.9	5	6.9	10	13.9	4	5.6	9.7
	2009	70	66	94.3	44	62.9	6	8.6	5	7.1	6	8.6	1.4
4	2007	51	45	88.2	16	31.4	8	15.7	3	5.9	1	2.0	0.0
	2008	62	57	91.9	30	48.4	8	12.9	12	19.4	4	6.5	0.0
	2009	75	72	96.0	45	60.0	6	8.0	14	18.7	1	1.3	1.3
5	2007	78	69	88.5	23	29.5	6	7.7	5	6.4	6	7.7	2.6
	2008	58	52	89.7	20	34.5	4	6.9	8	13.8	3	5.2	20.7
	2009	59	57	96.6	22	37.3	9	15.3	11	18.6	2	3.4	1.7
6	2007	65	59	90.8	13	20.0	11	16.9	2	3.1	3	4.6	0.0
	2008	51	48	94.1	11	21.6	5	9.8	1	2.0	5	9.8	0.0
	2009	59	52	88.1	20	33.9	6	10.2	5	8.5	1	1.7	0.0
EC-6	2007	558	514	92.1	297	53.2	41	7.3	32	5.7	126	22.6	2.2
	2008	516	485	94.0	297	57.6	35	6.8	38	7.4	99	19.2	6.4
	2009	544	512	94.1	328	60.3	36	6.6	52	9.6	96	17.6	1.5

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2007	35.6	4,117.2	33.8	95.1	3,933.6	95.5	88	100.0	100.0	64	7,436	100.0	100.0
	2008	28.5	4,133.2	27.0	94.8	3,942.7	95.4	75	100.0	100.0	49	7,427	100.0	100.0
	2009	28.5	4,167.8	26.8	94.2	3,975.6	95.4	72	100.0	100.0	49	7,332	100.0	100.0
KN	2007	73.2	13,945.0	69.7	95.1	13,385.6	96.0	9	12.3	24.3	63	12,035	86.1	86.3
	2008	74.6	13,568.1	71.7	96.1	13,004.4	95.8	14	18.8	23.5	67	11,618	89.9	85.6
	2009	69.0	13,515.0	65.1	94.4	12,939.1	95.7	11	15.9	22.5	54	11,501	78.3	85.1
1	2007	77.8	14,353.8	75.0	96.4	13,851.4	96.5	12	15.4	23.2	74	12,437	95.1	86.6
	2008	83.0	14,626.9	79.9	96.3	14,102.7	96.4	10	12.0	21.2	72	12,704	86.7	86.9
	2009	77.7	14,250.8	75.1	96.6	13,719.9	96.3	11	14.2	20.7	68	12,300	87.5	86.3
2	2007	74.5	13,403.8	72.6	97.4	12,978.9	96.8	8	10.7	21.7	71	11,729	95.3	87.5
	2008	67.8	13,708.6	65.9	97.2	13,269.8	96.8	8	11.8	19.7	63	12,043	92.9	87.9
	2009	76.8	13,950.1	74.3	96.8	13,499.0	96.8	6	7.8	18.6	70	12,231	91.1	87.7
3	2007	67.0	12,998.4	65.1	97.2	12,633.3	97.2	10	14.9	21.1	62	11,445	92.6	88.0
	2008	73.5	12,806.9	71.5	97.2	12,425.5	97.0	5	6.8	19.1	69	11,408	93.8	89.1
	2009	69.5	13,095.5	67.6	97.3	12,710.6	97.1	6	8.6	18.3	66	11,634	95.0	88.8
4	2007	54.1	12,104.9	52.9	97.8	11,768.3	97.2	2	3.7	19.7	50	10,683	92.4	88.3
	2008	59.9	12,329.8	58.8	98.2	11,960.3	97.0	14	23.4	19.7	55	10,924	91.9	88.6
	2009	76.6	12,156.4	74.4	97.2	11,789.9	97.0	5	6.5	18.1	71	10,731	92.7	88.3
5	2007	80.2	11,757.0	78.0	97.3	11,426.8	97.2	12	15.0	20.9	70	10,362	87.3	88.1
	2008	59.6	11,874.2	58.1	97.4	11,539.6	97.2	14	23.5	18.8	49	10,608	82.2	89.3
	2009	59.7	11,903.5	57.6	96.4	11,552.9	97.1	6	10.0	17.5	53	10,563	88.8	88.7
6	2007	63.6	11,264.8	61.9	97.3	10,864.3	96.4	13	20.4	21.9	58	9,788	91.1	86.9
	2008	51.2	10,450.4	49.9	97.5	10,060.0	96.3	8	15.6	22.0	45	9,055	87.9	86.6
	2009	58.3	10,588.3	56.7	97.3	10,165.3	96.0	5	8.6	19.9	53	9,131	91.0	86.2

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
EC-6	2007	526.0	94,387.4	509.1	96.8	91,251.6	96.7	154	29.3	31.9	512	86,204	97.3	91.3
	2008	498.0	93,889.2	482.7	96.9	90,666.0	96.6	148	29.7	30.8	469	86,025	94.2	91.6
	2009	516.0	94,064.8	497.7	96.5	90,751.7	96.5	122	23.6	29.6	484	85,648	93.8	91.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	10	29.4
Hispanic	12	35.3
White	12	35.3
Other	0	0.0

Gender	Number	Percent
Female	26	76.5
Male	8	23.5

TOTAL	34
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AVERAGE NUMBER OF ABSENCES

2007	5.8
2008	8.1
2009	7.2

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		*	80.4	80.4	*	66.7	77.1		74.2	90.5	80.8	84.6	52
	2008	*	*	93.2	91.7		96.0	89.5		90.5	92.9	91.8	86.2	49
	2009		*	89.3	88.0	*	71.4	86.7		90.9	87.5	90.0	87.3	30
4	2007		*	68.3	67.6	*	25.0	52.2		60.0	72.7	66.7	69.7	42
	2008		*	66.0	65.4	*	51.7	58.8		58.8	77.3	66.1	72.1	56
	2009	*	*	63.3	62.9		67.6	61.4		62.1	65.7	64.1	75.8	64
5	2007		*	63.2	60.9	*	30.0	46.9		66.7	60.6	64.1	78.3	78
	2008	*	*	86.3	83.7		66.7	76.5		85.7	84.8	85.2	82.9	54
	2009	*		84.0	83.7	*	73.7	75.0		80.0	93.8	84.3	82.9	51
6	2007	*	*	88.5	90.2	*	71.4	83.8		87.1	92.0	89.3	87.2	56
	2008		*	95.7	95.5	*	80.0	92.3		93.9	100.0	95.7	87.8	47
	2009		*	90.2	89.4		71.4	86.5		94.4	88.2	90.4	86.4	52
3-6	2007	*	83.3	74.1	74.0	50.0	49.2	64.6		72.4	77.2	74.6	79.9	228
	2008	*	90.0	84.5	83.4	*	72.2	78.8		80.7	87.6	84.0	82.0	206
	2009	*	100.0	79.9	78.7	*	70.1	75.0		79.8	80.6	80.2	82.7	197

	NUMBER TESTED IN GRADES 3-6											
2007	2	6	220	208	8	59	144	0	127	101	228	41,727
2008	2	10	194	193	4	79	132	0	109	97	206	41,175
2009	2	6	189	183	3	77	128	0	104	93	197	37,628

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		*	10	10	*	8	8		8	2	10	1,675	52
	2008	*	*	3	4		1	4		2	2	4	1,443	49
	2009		*	3	3	*	2	2		2	1	3	960	30
4	2007		*	13	12	*	6	11		8	6	14	3,189	42
	2008		*	18	18	*	14	14		14	5	19	2,996	56
	2009	*	*	22	23		12	17		11	12	23	2,449	64
5	2007		*	28	27	*	14	26		15	13	28	2,258	78
	2008	*	*	7	8		5	8		3	5	8	1,827	54
	2009	*		8	8	*	5	8		7	1	8	1,793	51
6	2007	*	*	6	5	*	2	6		4	2	6	1,269	56
	2008		*	2	2	*	2	2		2	0	2	1,140	47
	2009		*	5	5		4	5		1	4	5	1,295	52
3-6	2007	*	1	57	54	4	30	51		35	23	58	8,391	228
	2008	*	1	30	32	*	22	28		21	12	33	7,406	206
	2009	*	0	38	39	*	23	32		21	18	39	6,497	197

NUMBER TESTED IN GRADES 3-6													
2007	2	6	220	208	8	59	144	0	127	101	228	41,727	
2008	2	10	194	193	4	79	132	0	109	97	206	41,175	
2009	2	6	189	183	3	77	128	0	104	93	197	37,628	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007	75.1	81.9	73.7	75.2
	2008	78.1	84.5	85.0	74.0
	2009	86.0	89.5	86.1	89.2
4	2007	77.3	72.6	63.9	62.9
	2008	77.5	70.8	73.7	69.1
	2009	81.0	72.5	70.8	74.1
5	2007	68.2	76.8	69.2	64.6
	2008	76.2	79.4	74.3	73.9
	2009	76.8	78.4	82.1	75.6
6	2007	80.2	83.9	81.3	71.4
	2008	84.0	84.8	85.4	79.7
	2009	82.1	72.4	77.6	83.9
3-6	2007	74.4	78.9	72.2	68.4
	2008	78.8	79.5	79.2	73.9
	2009	81.0	76.6	77.9	79.3

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		*	19.6	19.6	*	4.2	8.6		16.1	23.8	19.2	21.3	52
	2008	*	*	13.6	14.6		16.0	13.2		23.8	7.1	14.3	21.5	49
	2009		*	64.3	60.0	*	57.1	60.0		63.6	62.5	63.3	34.1	30
4	2007		*	4.9	5.4	*	12.5	4.3		5.0	4.5	4.8	16.6	42
	2008		*	9.4	9.6	*	3.4	2.9		8.8	9.1	8.9	14.4	56
	2009	*	*	13.3	14.5		13.5	11.4		13.8	14.3	14.1	18.4	64
5	2007		*	15.8	11.6	*	0.0	4.1		17.8	12.1	15.4	13.1	78
	2008	*	*	5.9	6.1		0.0	0.0		0.0	9.1	5.6	16.5	54
	2009	*		10.0	8.2	*	0.0	3.1		2.9	25.0	9.8	18.5	51
6	2007	*	*	32.7	31.4	*	0.0	10.8		19.4	44.0	30.4	37.4	56
	2008		*	32.6	31.8	*	30.0	30.8		33.3	28.6	31.9	33.8	47
	2009		*	27.5	25.5		7.1	18.9		38.9	20.6	26.9	30.2	52
3-6	2007	*	0.0	18.6	17.3	0.0	3.4	6.9		15.7	20.8	18.0	21.9	228
	2008	*	10.0	14.9	15.0	*	10.1	10.6		17.4	11.3	14.6	21.1	206
	2009	*	33.3	23.8	21.9	*	13.0	17.2		25.0	22.6	23.9	24.6	197

	NUMBER TESTED IN GRADES 3-6											
2007	2	6	220	208	8	59	144	0	127	101	228	41,727
2008	2	10	194	193	4	79	132	0	109	97	206	41,175
2009	2	6	189	183	3	77	128	0	104	93	197	37,628

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		*	78.0	78.0	*	66.7	71.4		80.6	75.0	78.4	70.3	51
	2008	*	*	82.5	81.8	*	78.6	78.2		79.3	84.6	82.4	76.6	68
	2009		*	92.1	91.5	*	90.0	89.4		97.2	85.7	92.2	77.3	64
4	2007		*	61.7	59.5	28.6	35.7	41.4		60.0	60.9	60.4	75.7	48
	2008		*	80.0	79.6	*	70.0	72.2		82.9	73.9	79.3	77.9	58
	2009	*	*	60.3	60.0	*	56.8	54.9		60.6	61.5	61.1	79.4	72
5	2007		*	69.7	69.6	*	61.9	59.2		75.6	60.6	69.2	82.9	78
	2008	*	*	76.9	73.5		68.8	62.9		75.0	76.5	75.9	84.0	54
	2009	*		85.2	84.9	*	76.2	77.8		83.8	88.9	85.5	87.0	55
6	2007	*	*	77.8	75.9	*	22.2	68.4		70.6	84.0	76.3	70.0	59
	2008		*	95.7	95.5	*	100.0	92.3		97.0	92.9	95.7	73.8	47
	2009		*	75.5	77.6	*	56.3	66.7		70.0	79.4	75.9	73.3	54
3-6	2007	*	33.3	71.8	71.2	36.8	52.9	60.9		72.6	69.3	71.2	74.7	236
	2008	*	77.8	83.3	82.2	60.0	76.5	75.7		84.6	80.9	82.8	78.2	227
	2009	*	*	77.7	77.5	64.3	71.1	71.7		79.4	76.5	78.0	79.3	245

	NUMBER TESTED IN GRADES 3-6											
2007	3	6	227	215	19	68	151	0	135	101	236	42,324
2008	2	9	216	213	10	98	152	0	117	110	227	42,082
2009	2	5	238	231	14	121	173	0	126	119	245	43,106

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		*	11	11	*	8	10		6	5	11	3,303	51
	2008	*	*	11	12	*	9	12		6	6	12	2,542	68
	2009		*	5	5	*	4	5		1	4	5	2,781	64
4	2007		*	18	17	5	9	17		10	9	19	2,604	48
	2008		*	11	11	*	9	10		6	6	12	2,436	58
	2009	*	*	27	28	*	19	23		13	15	28	2,196	72
5	2007		*	23	21	*	8	20		11	13	24	1,785	78
	2008	*	*	12	13		5	13		5	8	13	1,730	54
	2009	*		8	8	*	5	8		6	2	8	1,386	55
6	2007	*	*	12	13	*	7	12		10	4	14	3,012	59
	2008		*	2	2	*	0	2		1	1	2	2,460	47
	2009		*	13	11	*	7	13		6	7	13	2,552	54
3-6	2007	*	4	64	62	12	32	59		37	31	68	10,704	236
	2008	*	2	36	38	4	23	37		18	21	39	9,168	227
	2009	*	*	53	52	5	35	49		26	28	54	8,915	245

	NUMBER TESTED IN GRADES 3-6											
2007	3	6	227	215	19	68	151	0	135	101	236	42,324
2008	2	9	216	213	10	98	152	0	117	110	227	42,082
2009	2	5	238	231	14	121	173	0	126	119	245	43,106

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2007	80.8	82.0	82.7	76.8	77.9	66.2
	2008	81.9	83.3	89.5	85.5	86.0	69.3
	2009	86.7	88.8	93.0	87.8	91.0	77.9
4	2007	70.8	70.2	58.0	72.2	62.0	62.0
	2008	81.5	79.1	82.5	79.9	74.6	75.0
	2009	75.5	69.0	60.4	66.9	66.7	63.2
5	2007	75.4	69.4	84.4	69.8	69.9	71.5
	2008	74.1	73.5	85.7	73.5	67.6	75.7
	2009	84.5	79.0	89.6	84.7	82.3	84.5
6	2007	72.5	67.4	76.3	67.1	80.2	69.7
	2008	84.3	83.7	87.5	80.4	85.1	83.7
	2009	67.4	69.5	81.5	75.2	74.1	70.6
3-6	2007	74.9	71.8	76.6	71.1	72.6	67.9
	2008	80.4	80.0	86.4	80.2	78.5	75.3
	2009	78.7	76.5	80.1	78.2	78.2	73.5

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		*	22.0	20.0	*	8.3	5.7		12.9	35.0	21.6	19.2	51
	2008	*	*	34.9	30.3	*	35.7	27.3		31.0	33.3	32.4	26.3	68
	2009		*	54.0	52.5	*	50.0	46.8		63.9	42.9	54.7	29.0	64
4	2007		*	4.3	4.8	0.0	0.0	0.0		0.0	8.7	4.2	22.6	48
	2008		*	20.0	20.4	*	10.0	8.3		14.3	26.1	19.0	23.8	58
	2009	*	*	7.4	7.1	*	4.5	3.9		6.1	7.7	6.9	31.6	72
5	2007		*	19.7	14.5	*	9.5	12.2		22.2	15.2	19.2	29.3	78
	2008	*	*	15.4	14.3		12.5	8.6		15.0	14.7	14.8	31.9	54
	2009	*		50.0	49.1	*	33.3	38.9		51.4	50.0	50.9	38.4	55
6	2007	*	*	18.5	22.2	*	11.1	15.8		20.6	20.0	20.3	26.5	59
	2008		*	50.0	47.7	*	40.0	38.5		54.5	35.7	48.9	31.0	47
	2009		*	20.8	22.4	*	12.5	12.8		30.0	14.7	20.4	29.0	54
3-6	2007	*	0.0	16.7	15.8	0.0	7.4	9.3		15.6	18.8	16.9	24.3	236
	2008	*	0.0	29.6	27.7	10.0	24.5	20.4		29.9	26.4	28.2	28.1	227
	2009	*	*	32.4	31.6	14.3	25.6	24.9		39.7	24.4	32.2	32.0	245

	NUMBER TESTED IN GRADES 3-6											
2007	3	6	227	215	19	68	151	0	135	101	236	42,324
2008	2	9	216	213	10	98	152	0	117	110	227	42,082
2009	2	5	238	231	14	121	173	0	126	119	245	43,106

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007		*	85.0	83.8	*	71.4	77.3		76.2	90.0	82.9	86.5	41
	2008		*	76.9	78.8	*	70.0	71.4		71.9	87.0	78.2	87.4	55
	2009	*	*	79.4	76.9	*	82.1	74.5		73.3	81.1	77.6	87.4	67

	NUMBER TESTED IN GRADE 4											
2007	0	1	40	37	1	7	22	0	21	20	41	10,408
2008	0	3	52	52	3	30	35	0	32	23	55	10,658
2009	1	3	63	65	2	39	47	0	30	37	67	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		*	6	6	*	2	5		5	2	7	1,408	41
	2008		*	12	11	*	9	10		9	3	12	1,348	55
	2009	*	*	13	15	*	7	12		8	7	15	1,264	67

NUMBER TESTED IN GRADE 4													
2007	0	1	40	37	1	7	22	0	21	20	41	10,408	
2008	0	3	52	52	3	30	35	0	32	23	55	10,658	
2009	1	3	63	65	2	39	47	0	30	37	67	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	1.9	78.0	76.5	84.5	84.5
	2008	1.9	80.5	80.2	75.0	81.1
	2009	2.0	79.5	74.1	80.4	85.8

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		*	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	18.2	41
	2008		*	1.9	1.9	*	0.0	0.0		0.0	4.3	1.8	21.4	55
	2009	*	*	11.1	12.3	*	7.7	6.4		10.0	13.5	11.9	21.0	67

	NUMBER TESTED IN GRADE 4											
2007	0	1	40	37	1	7	22	0	21	20	41	10,408
2008	0	3	52	52	3	30	35	0	32	23	55	10,658
2009	1	3	63	65	2	39	47	0	30	37	67	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		*	53.4	53.0	*	20.0	35.4		54.5	51.6	53.3	62.3	75
	2008		*	63.6	62.0	*	47.4	54.1		77.3	52.9	62.5	71.9	56
	2009	*		77.8	77.4	*	66.7	69.4		75.7	83.3	78.2	75.9	55

	NUMBER TESTED IN GRADE 5											
2007	0	2	73	66	3	20	48	0	44	31	75	10,296
2008	0	1	55	50	3	19	37	0	22	34	56	10,686
2009	1	0	54	53	5	21	36	0	37	18	55	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		*	34	31	*	16	31		20	15	35	3,881	75
	2008		*	20	19	*	10	17		5	16	21	3,005	56
	2009	*		12	12	*	7	11		9	3	12	2,542	55

	NUMBER TESTED IN GRADE 5											
2007	0	2	73	66	3	20	48	0	44	31	75	10,296
2008	0	1	55	50	3	19	37	0	22	34	56	10,686
2009	1	0	54	53	5	21	36	0	37	18	55	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	76.4	73.5	76.3	58.2
	2008	82.6	79.8	76.4	63.9
	2009	88.4	86.3	86.1	70.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007		*	15.1	10.6	*	0.0	2.1		18.2	9.7	14.7	18.0	75
	2008		*	14.5	14.0	*	0.0	5.4		31.8	2.9	14.3	24.8	56
	2009	*		38.9	37.7	*	19.0	25.0		37.8	44.4	40.0	29.1	55

	NUMBER TESTED IN GRADE 5											
2007	0	2	73	66	3	20	48	0	44	31	75	10,296
2008	0	1	55	50	3	19	37	0	22	34	56	10,686
2009	1	0	54	53	5	21	36	0	37	18	55	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			61.5	66.7		61.5	61.5		*	62.5	61.5	82.9	13
	2008			75.0	73.3	*	73.3	73.3		83.3	70.0	75.0	85.4	16
	2009			94.4	94.4	*	94.1	94.1		93.3	95.2	94.4	89.4	36
4	2007			*	*		*	*			*	*	65.9	2
	2008												67.0	0
	2009			*	*	*	*	*		*	*	*	72.7	5
5	2007												75.8	0
	2008			*	*		*	*			*	*	70.6	1
	2009												79.7	0
ALL	2007			66.7	71.4		66.7	66.7		*	70.0	66.7	—	15
	2008			76.5	75.0	*	75.0	75.0		83.3	72.7	76.5	—	17
	2009			90.2	90.2	*	89.7	89.7		88.2	91.7	90.2	—	41

NUMBER TESTED IN GRADES ALL													
2007	0	0	15	14	0	15	15	0	5	10	15	—	
2008	0	0	17	16	1	16	16	0	6	11	17	—	
2009	0	0	41	41	3	39	39	0	17	24	41	—	

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			5	4		5	5		*	3	5	219	13
	2008			4	4	*	4	4		1	3	4	239	16
	2009			2	2	*	2	2		1	1	2	514	36
4	2007			*	*		*	*			*	*	122	2
	2008												215	0
	2009			*	*	*	*	*		*	*	*	268	5
5	2007												22	0
	2008			*	*		*	*			*	*	65	1
	2009												86	0
ALL	2007			5	4		5	5		*	3	5	—	15
	2008			4	4	*	4	4		1	3	4	—	17
	2009			4	4	*	4	4		2	2	4	—	41

NUMBER TESTED IN GRADES ALL													
2007	0	0	15	14	0	15	15	0	5	10	15	—	
2008	0	0	17	16	1	16	16	0	6	11	17	—	
2009	0	0	41	41	3	39	39	0	17	24	41	—	

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	57.4	61.5	64.1	58.7
	2008	74.6	76.8	68.8	60.9
	2009	83.0	88.5	81.0	80.9
4	2007	*	*	*	*
	2008				
	2009	*	*	*	*
5	2007				
	2008	*	*	*	*
	2009				
ALL	2007	59.1	65.8	66.0	60.8
	2008	74.7	78.2	69.1	62.8
	2009	80.0	87.5	78.1	78.6

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			7.7	8.3		7.7	7.7		*	0.0	7.7	14.8	13
	2008			12.5	13.3	*	13.3	13.3		0.0	20.0	12.5	17.2	16
	2009			41.7	41.7	*	41.2	41.2		53.3	33.3	41.7	30.6	36
4	2007			*	*		*	*			*	*	14.2	2
	2008												13.5	0
	2009			*	*	*	*	*		*	*	*	21.1	5
5	2007												17.6	0
	2008			*	*		*	*			*	*	19.9	1
	2009												15.3	0
ALL	2007			6.7	7.1		6.7	6.7		*	0.0	6.7	—	15
	2008			11.8	12.5	*	12.5	12.5		0.0	18.2	11.8	—	17
	2009			36.6	36.6	*	35.9	35.9		47.1	29.2	36.6	—	41

NUMBER TESTED IN ALL GRADES													
2007	0	0	15	14	0	15	15	0	5	10	15	—	
2008	0	0	17	16	1	16	16	0	6	11	17	—	
2009	0	0	41	41	3	39	39	0	17	24	41	—	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			*	*	*	*	*		*	*	*	77.7	3
	2009		*	*	*	*	*	*		*		*	87.7	2
4														
	2008	*	*	*	*	*	*	*		*	*	*	70.7	5
	2009			*	*	*	*	*		*	*	*	71.8	3
5														
	2008			*	*	*	*	*		*	*	*	73.3	3
	2009	*	*	*	71.4	71.4	*	71.4		*	*	71.4	80.3	7
6														
	2008			*	*	*	*	*		*		*	68.6	3
	2009			*	*	*	*	*		*	*	*	70.9	4
3-6														
	2008	*	*	90.9	91.7	92.9	87.5	100.0		90.0	*	92.9	72.3	14
	2009	*	*	100.0	85.7	87.5	100.0	84.6		90.9	*	87.5	77.1	16

NUMBER TESTED IN GRADES 3-6													
2008	1	2	11	12	14	8	12	0	10	4	14	2,463	
2009	1	3	12	14	16	10	13	0	11	5	16	2,493	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			*	*	*	*	*		*	*	*	116	3
	2009		*	*	*	*	*	*		*		*	60	2
4														
	2008	*	*	*	*	*	*	*		*	*	*	181	5
	2009			*	*	*	*	*		*	*	*	192	3
5														
	2008			*	*	*	*	*		*	*	*	179	3
	2009	*	*	*	2	2	*	2		*	*	2	137	7
6														
	2008			*	*	*	*	*		*		*	206	3
	2009			*	*	*	*	*		*	*	*	182	4
3-6														
	2008	*	*	1	1	1	1	0		1	*	1	682	14
	2009	*	*	0	2	2	0	2		1	*	2	571	16

NUMBER TESTED IN GRADES 3-6													
2008	1	2	11	12	14	8	12	0	10	4	14	2,463	
2009	1	3	12	14	16	10	13	0	11	5	16	2,493	

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	61.0	83.3	69.0	54.5
6					
	2008	*	*	*	*
	2009	*	*	*	*
3-6					
	2008	67.7	75.0	64.8	75.1
	2009	69.4	87.5	76.7	72.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			*	*	*	*	*		*	*	*	10.8	3
	2009		*	*	*	*	*	*		*		*	16.2	2
4														
	2008	*	*	*	*	*	*	*		*	*	*	9.7	5
	2009			*	*	*	*	*		*	*	*	8.9	3
5														
	2008			*	*	*	*	*		*	*	*	14.9	3
	2009	*	*	*	0.0	0.0	*	0.0		*	*	0.0	14.1	7
6														
	2008			*	*	*	*	*		*		*	7.3	3
	2009			*	*	*	*	*		*	*	*	7.5	4
3-6														
	2008	*	*	45.5	33.3	35.7	62.5	41.7		30.0	*	35.7	10.7	14
	2009	*	*	33.3	28.6	25.0	40.0	30.8		27.3	*	25.0	11.4	16

NUMBER TESTED IN GRADES 3-6													
2008	1	2	11	12	14	8	12	0	10	4	14	2,463	
2009	1	3	12	14	16	10	13	0	11	5	16	2,493	

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	0
	2009		*	*	*	*	*	*		*	*	*	81.2	3
4														
	2008	*	*		*	*		*		*	*	*	69.1	3
	2009												75.8	0
5														
	2008			*	*	*	*	*		*	*	*	64.0	3
	2009	*	*	*	*	*	*	*		*	*	*	80.2	4
6														
	2008			*	*	*	*	*		*		*	57.0	3
	2009			*		*	*	*		*	*	*	64.0	2
3-6														
	2008	*	*	83.3	71.4	66.7	*	75.0		71.4	*	66.7	66.2	9
	2009	*	*	*	42.9	55.6	*	57.1		*	*	55.6	75.2	9

NUMBER TESTED IN GRADES 3-6													
2008	1	2	6	7	9	5	8	0	7	2	9	2,335	
2009	1	4	4	7	9	4	7	0	5	4	9	2,313	

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	0
	2009		*	*	*	*	*	*		*	*	*	85	3
4														
	2008	*	*		*	*		*		*	*	*	173	3
	2009												157	0
5														
	2008			*	*	*	*	*		*	*	*	227	3
	2009	*	*	*	*	*	*	*		*	*	*	127	4
6														
	2008			*	*	*	*	*		*		*	260	3
	2009			*		*	*	*		*	*	*	205	2
3-6														
	2008	*	*	1	2	3	*	2		2	*	3	789	9
	2009	*	*	*	4	4	*	3		*	*	4	574	9

NUMBER TESTED IN GRADES 3-6													
2008	1	2	6	7	9	5	8	0	7	2	9	2,335	
2009	1	4	4	7	9	4	7	0	5	4	9	2,313	

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	*	*	*	*	*	*
6							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-6							
	2008	49.4	55.8	47.0	62.4	61.5	51.1
	2009	55.7	51.2	63.0	66.7	60.7	47.0

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														
	2008												16.1	0
	2009		*	*	*	*	*	*		*	*	*	22.3	3
4														
	2008	*	*		*	*		*		*	*	*	14.3	3
	2009												14.0	0
5														
	2008			*	*	*	*	*		*	*	*	14.0	3
	2009	*	*	*	*	*	*	*		*	*	*	17.2	4
6														
	2008			*	*	*	*	*		*		*	6.4	3
	2009			*		*	*	*		*	*	*	8.4	2
3-6														
	2008	*	*	33.3	14.3	22.2	*	25.0		14.3	*	22.2	12.6	9
	2009	*	*	*	14.3	22.2	*	28.6		*	*	22.2	15.1	9

NUMBER TESTED IN GRADES 3-6													
2008	1	2	6	7	9	5	8	0	7	2	9	2,335	
2009	1	4	4	7	9	4	7	0	5	4	9	2,313	

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	23.1	29.4	26.7	46.9	30
	2008	10.0	7.7	8.7	57.6	23
	2009	0.0	26.7	16.0	41.9	25
1	2007	28.6	52.6	42.4	51.4	33
	2008	50.0	35.3	43.2	50.2	37
	2009	7.7	53.8	30.8	54.2	26
2	2007	33.3	88.9	46.2	44.5	39
	2008	42.9	90.0	58.1	50.2	31
	2009	55.2	*	59.4	47.9	32
1-2	2007	31.8	64.3	44.4	47.6	72
	2008	46.3	55.6	50.0	50.2	68
	2009	40.5	62.5	46.6	51.0	58

Number Tested	2007	57	45	102	24,696	
	2008	51	40	91	21,817	
	2009	52	31	83	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	21.2	36.8	25.4	44.3	71
	2008	28.6	33.3	29.6	44.9	71
	2009	27.1	50.0	33.3	52.8	66
1	2007	14.8	42.9	22.7	48.8	75
	2008	29.8	25.0	28.6	55.5	77
	2009	25.4	30.8	26.4	50.4	72
2	2007	67.7	88.9	72.5	55.6	40
	2008	38.9	83.3	47.0	57.5	66
	2009	47.1	33.3	46.1	53.2	76
K-2	2007	29.2	49.0	34.4	49.1	186
	2008	32.3	42.6	34.6	52.7	214
	2009	34.5	40.5	35.5	52.3	214

Number Tested	2007	137	49	186	34,441	
	2008	167	47	214	41,070	
	2009	177	37	214	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			27.6	20.0	*	20.0	23.1		26.7	26.7	26.7	46.9	30
	2008	*	*	10.5	5.0		*	10.0		0.0	16.7	8.7	57.6	23
	2009		*	18.2	10.0	*	*	0.0		13.3	20.0	16.0	41.9	25
1	2007			42.4	39.3	*	*	28.6		47.6	33.3	42.4	51.4	33
	2008	*	*	41.2	40.0	*	42.9	50.0		39.1	50.0	43.2	50.2	37
	2009	*	*	23.8	21.7	*	*	7.7		33.3	28.6	30.8	54.2	26
2	2007	*	*	48.6	45.9		35.3	33.3		31.8	64.7	46.2	44.5	39
	2008		*	60.7	61.5	*	14.3	42.9		58.3	57.1	58.1	50.2	31
	2009	*	*	56.7	62.1	*	55.6	55.2		63.2	53.8	59.4	47.9	32
1-2	2007	*	*	45.6	43.1	*	31.8	31.8		39.5	51.7	44.4	47.6	72
	2008	*	*	50.0	49.2	*	33.3	46.3		48.9	52.4	50.0	50.2	68
	2009	*	*	43.1	44.2	*	46.2	40.5		51.6	40.7	46.6	51.0	58

Number Tested	2007	1	3	97	90	2	32	57	0	58	44	102	24,696
	2008	2	7	81	81	4	23	51	0	58	33	91	21,817
	2009	2	7	73	72	3	18	52	0	46	37	83	21,148

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007			3	2	*	0	1		2	1	3	1,245	30
	2008	*	*	0	0		*	0		0	0	0	1,687	23
	2009		*	3	2	*	*	0		1	2	3	771	25
1	2007			5	3	*	*	1		2	3	5	1,458	33
	2008	*	*	3	3	*	0	2		3	1	4	1,555	37
	2009	*	*	0	0	*	*	0		0	0	0	1,659	26
2	2007	*	*	1	1		0	0		1	0	1	896	39
	2008		*	5	4	*	0	2		2	3	5	1,065	31
	2009	*	*	2	3	*	1	2		1	2	3	1,027	32
1-2	2007	*	*	6	4	*	0	1		3	3	6	2,355	72
	2008	*	*	8	7	*	0	4		5	4	9	2,620	68
	2009	*	*	2	3	*	1	2		1	2	3	2,688	58

Number Tested	2007	1	3	97	90	2	32	57	0	58	44	102	24,696
	2008	2	7	81	81	4	23	51	0	58	33	91	21,817
	2009	2	7	73	72	3	18	52	0	46	37	83	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			25.7	21.5	*	17.6	21.2		29.5	18.5	25.4	44.3	71
	2008	*	*	29.9	31.3	*	30.6	28.6		26.5	32.4	29.6	44.9	71
	2009		*	32.8	28.3	*	21.3	27.1		38.2	28.1	33.3	52.8	66
1	2007		*	23.0	19.4	*	15.6	14.8		27.8	17.9	22.7	48.8	75
	2008	*	*	27.0	28.8	*	24.5	29.8		30.0	25.9	28.6	55.5	77
	2009	*	*	27.9	27.9	*	28.8	25.4		30.3	23.1	26.4	50.4	72
2	2007	*	*	72.2	73.7	*	66.7	67.7		77.3	66.7	72.5	55.6	40
	2008		*	47.6	45.9	*	31.7	38.9		54.1	37.9	47.0	57.5	66
	2009	*	*	44.6	48.6	*	49.1	47.1		47.9	42.9	46.1	53.2	76
K-2	2007	*	*	33.9	32.4	0.0	24.6	29.2		39.2	28.6	34.4	49.1	186
	2008	*	42.9	34.3	34.8	11.1	28.7	32.3		36.4	32.3	34.6	52.7	214
	2009	*	33.3	35.4	35.5	*	33.6	34.5		40.0	30.3	35.5	52.3	214

Number Tested	2007	1	4	180	170	6	114	137	0	102	84	186	34,441
	2008	2	7	204	201	9	143	167	0	121	93	214	41,070
	2009	2	6	206	200	5	152	177	0	115	99	214	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			2	2	*	0	1		2	0	2	2,583	71
	2008	*	*	3	3	*	2	2		0	3	3	2,788	71
	2009		*	4	3	*	2	2		3	1	4	2,455	66
1	2007		*	1	1	*	1	1		0	1	1	1,769	75
	2008	*	*	7	7	*	4	6		5	3	8	2,800	77
	2009	*	*	4	4	*	4	4		1	3	4	1,577	72
2	2007	*	*	8	8	*	3	4		6	2	8	2,098	40
	2008		*	9	9	*	6	7		6	3	9	2,912	66
	2009	*	*	8	9	*	6	8		6	3	9	1,686	76
K-2	2007	*	*	11	11	0	4	6		8	3	11	6,450	186
	2008	*	1	19	19	1	12	15		11	9	20	8,500	214
	2009	*	1	16	16	*	12	14		10	7	17	5,718	214

Number Tested	2007	1	4	180	170	6	114	137	0	102	84	186	34,441
	2008	2	7	204	201	9	143	167	0	121	93	214	41,070
	2009	2	6	206	200	5	152	177	0	115	99	214	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			80.5	80.0		80.5	82.1		86.2	66.7	80.5	84.7	41
	2008			87.5	87.2	*	87.2	87.0		82.6	92.0	87.5	87.0	48
	2009			71.4	70.7		71.4	76.9		68.4	73.9	71.4	88.6	42
1	2007			70.7	73.7	*	71.8	71.1		60.0	76.9	70.7	84.5	41
	2008			82.1	81.6	*	82.1	83.8		81.5	83.3	82.1	88.0	39
	2009			89.6	89.4	*	89.6	89.4		87.0	92.0	89.6	88.6	48
2	2007			93.5	93.3	*	93.5	93.5		90.9	95.0	93.5	89.9	31
	2008			94.3	94.3	*	94.1	93.9		100.0	90.9	94.3	93.4	35
	2009			97.7	97.7	*	97.7	100.0		100.0	93.3	97.7	94.0	44
K-2	2007			80.5	81.5	*	81.1	81.5		80.0	81.0	80.5	85.6	113
	2008			87.7	87.5	*	87.5	87.9		85.7	89.8	87.7	89.3	122
	2009			86.6	86.3	*	86.6	89.0		87.3	85.7	86.6	90.4	134

Number Tested	2007	0	0	113	108	4	111	108	0	55	58	113	14,889
	2008	0	0	122	120	5	120	116	0	63	59	122	18,257
	2009	0	0	134	131	3	134	127	0	71	63	134	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			8	7		8	8		4	4	8	2,779	41
	2008			21	20	*	20	19		6	15	21	3,280	48
	2009			20	20		20	20		9	11	20	3,525	42
1	2007			6	6	*	5	5		3	3	6	1,782	41
	2008			5	5	*	5	5		3	2	5	2,412	39
	2009			17	16	*	17	17		7	10	17	2,523	48
2	2007			13	12	*	13	13		4	9	13	1,196	31
	2008			11	11	*	10	10		7	4	11	2,596	35
	2009			25	24	*	25	25		17	8	25	2,909	44
K-2	2007			27	25	*	26	26		11	16	27	5,757	113
	2008			37	36	*	35	34		16	21	37	8,288	122
	2009			62	60	*	62	62		33	29	62	8,957	134

Number Tested	2007	0	0	113	108	4	111	108	0	55	58	113	14,889
	2008	0	0	122	120	5	120	116	0	63	59	122	18,257
	2009	0	0	134	131	3	134	127	0	71	63	134	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	2	50.0	3	33.3	13	15.4	18	22.2
6	2	0.0	4	50.0	0	-	6	33.3
ALL	4	25.0	7	42.9	13	15.4	24	25.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (47)	Beginning	42	89.4	42	89.4	42	89.4	44	93.6	44	93.6
	Intermediate	1	2.1	1	2.1	1	2.1	1	2.1	1	2.1
	Advanced	2	4.3	2	4.3	2	4.3	0	0.0	0	0.0
	Advanced High	2	4.3	2	4.3	2	4.3	2	4.3	2	4.3
1 (54)	Beginning	10	18.5	11	20.4	42	77.8	37	68.5	37	68.5
	Intermediate	30	55.6	31	57.4	5	9.3	9	16.7	9	16.7
	Advanced	13	24.1	9	16.7	7	13.0	8	14.8	8	14.8
	Advanced High	1	1.9	3	5.6	0	0.0	0	0.0	0	0.0
2 (53)	Beginning	5	9.4	12	22.6	13	24.5	6	11.3	6	11.3
	Intermediate	19	35.8	16	30.2	16	30.2	14	26.4	14	26.4
	Advanced	14	26.4	15	28.3	16	30.2	15	28.3	18	34.0
	Advanced High	15	28.3	10	18.9	8	15.1	18	34.0	15	28.3
3 (46)	Beginning	9	19.6	8	17.4	16	34.8	6	13.0	6	13.0
	Intermediate	23	50.0	19	41.3	20	43.5	14	30.4	15	32.6
	Advanced	10	21.7	16	34.8	7	15.2	8	17.4	14	30.4
	Advanced High	4	8.7	3	6.5	3	6.5	18	39.1	11	23.9
4 (45)	Beginning	2	4.4	5	11.1	6	13.3	1	2.2	1	2.2
	Intermediate	9	20.0	8	17.8	7	15.6	10	22.2	10	22.2
	Advanced	16	35.6	13	28.9	20	44.4	13	28.9	13	28.9
	Advanced High	18	40.0	19	42.2	12	26.7	21	46.7	21	46.7

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
— —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
50 15 (30.0%)	Beginning	33			
	Intermediate	9	0		
	Advanced	6	0	2	
	Advanced High	0	0	0	
50 35 (70.0%)	Beginning	4			
	Intermediate	5	8		
	Advanced	4	11	3	
	Advanced High	4	4	7	
39 25 (64.1%)	Beginning	4			
	Intermediate	6	8		
	Advanced	1	9	2	
	Advanced High	0	1	8	
43 28 (65.1%)	Beginning	1			
	Intermediate	2	7		
	Advanced	0	5	7	
	Advanced High	0	0	21	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (22)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	4	18.2	7	31.8	2	9.1	2	9.1
	Advanced	9	40.9	11	50.0	14	63.6	5	22.7	5	22.7
	Advanced High	13	59.1	7	31.8	1	4.5	15	68.2	15	68.2
6 (19)	Beginning	2	10.5	1	5.3	4	21.1	1	5.3	1	5.3
	Intermediate	0	0.0	1	5.3	3	15.8	1	5.3	1	5.3
	Advanced	8	42.1	10	52.6	9	47.4	7	36.8	7	36.8
	Advanced High	9	47.4	7	36.8	3	15.8	10	52.6	10	52.6
ALL (286)	Beginning	70	24.5	79	27.6	123	43.0	95	33.2	95	33.2
	Intermediate	82	28.7	80	28.0	59	20.6	51	17.8	52	18.2
	Advanced	72	25.2	76	26.6	75	26.2	56	19.6	65	22.7
	Advanced High	62	21.7	51	17.8	29	10.1	84	29.4	74	25.9

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
22 19 (86.4%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	4	1	
	Advanced High	0	0	15	
17 14 (82.4%)	Beginning	0			
	Intermediate	1	0		
	Advanced	0	3	3	
	Advanced High	0	0	10	
221 136 (61.5%)	Beginning	42			
	Intermediate	23	25		
	Advanced	11	32	18	
	Advanced High	4	5	61	

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