

Campus Data Packet

for 2009 - 10 Plans



ALBERT SIDNEY JOHNSTON

School Number 163

*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
38....	TAKS-M Science (1).....	TAKS-M Science: % Meeting Standard
40....	TAKS-M Science (3).....	TAKS-M Science: Performance by Objective

ITBS / ITED / LOGRAMOS

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

MEASURES OF ENGLISH PROFICIENCY

49....	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....	TAKS-M Science (2).....	TAKS-M Science: # Not Meeting Standard
41....	TAKS-M Science (4).....	TAKS-M Science: Percentage Commended

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

50....	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
EC	13
PK	60
KN	88
1	88
2	84
3	81
4	66
5	83
ALL	563

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	367	65.2	28	75.7
American Indian	2	0.4	*	*
Asian	0	0.0	*	*
Hispanic	191	33.9	5	13.5
White	3	0.5	4	10.8
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	550	97.7
Limited English proficient students	138	24.5
Special education students	43	7.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	52	37	71.2	0	0.0	0	0.0	15	28.8	0	0.0
	2008	62	33	53.2	0	0.0	0	0.0	29	46.8	0	0.0
	2009	60	36	60.0	1	1.7	0	0.0	23	38.3	0	0.0
KN	2007	78	50	64.1	0	0.0	0	0.0	26	33.3	2	2.6
	2008	75	53	70.7	0	0.0	0	0.0	22	29.3	0	0.0
	2009	88	48	54.5	1	1.1	0	0.0	38	43.2	1	1.1
1	2007	74	53	71.6	0	0.0	0	0.0	21	28.4	0	0.0
	2008	88	56	63.6	0	0.0	0	0.0	32	36.4	0	0.0
	2009	88	60	68.2	0	0.0	0	0.0	28	31.8	0	0.0
2	2007	97	64	66.0	0	0.0	0	0.0	32	33.0	1	1.0
	2008	78	58	74.4	0	0.0	0	0.0	20	25.6	0	0.0
	2009	84	57	67.9	0	0.0	0	0.0	27	32.1	0	0.0
3	2007	82	57	69.5	0	0.0	0	0.0	25	30.5	0	0.0
	2008	100	70	70.0	0	0.0	0	0.0	30	30.0	0	0.0
	2009	81	58	71.6	0	0.0	0	0.0	23	28.4	0	0.0
4	2007	70	38	54.3	2	2.9	1	1.4	29	41.4	0	0.0
	2008	77	54	70.1	0	0.0	0	0.0	22	28.6	1	1.3
	2009	66	45	68.2	0	0.0	0	0.0	21	31.8	0	0.0
5	2007	80	60	75.0	0	0.0	0	0.0	20	25.0	0	0.0
	2008	71	47	66.2	2	2.8	1	1.4	21	29.6	0	0.0
	2009	83	55	66.3	0	0.0	0	0.0	26	31.3	2	2.4
EC-5	2007	542	366	67.5	2	0.4	1	0.2	170	31.4	3	0.6
	2008	558	377	67.6	2	0.4	1	0.2	177	31.7	1	0.2
	2009	563	367	65.2	2	0.4	0	0.0	191	33.9	3	0.5

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	52	51	98.1	13	25.0	2	3.8	0	0.0	51	98.1	0.0
	2008	62	61	98.4	21	33.9	0	0.0	0	0.0	62	100.0	0.0
	2009	60	60	100.0	20	33.3	0	0.0	0	0.0	60	100.0	0.0
KN	2007	78	73	93.6	20	25.6	2	2.6	0	0.0	26	33.3	0.0
	2008	75	72	96.0	19	25.3	4	5.3	1	1.3	35	46.7	1.3
	2009	88	86	97.7	29	33.0	2	2.3	0	0.0	29	33.0	0.0
1	2007	74	71	95.9	13	17.6	2	2.7	0	0.0	8	10.8	2.7
	2008	88	85	96.6	22	25.0	4	4.5	0	0.0	9	10.2	6.8
	2009	88	86	97.7	25	28.4	4	4.5	1	1.1	8	9.1	9.1
2	2007	97	94	96.9	21	21.6	8	8.2	9	9.3	9	9.3	7.2
	2008	78	74	94.9	11	14.1	2	2.6	1	1.3	9	11.5	7.7
	2009	84	82	97.6	21	25.0	3	3.6	0	0.0	12	14.3	4.8
3	2007	82	79	96.3	17	20.7	9	11.0	16	19.5	5	6.1	0.0
	2008	100	98	98.0	22	22.0	9	9.0	10	10.0	7	7.0	7.0
	2009	81	80	98.8	14	17.3	3	3.7	0	0.0	3	3.7	11.1
4	2007	70	65	92.9	17	24.3	8	11.4	13	18.6	1	1.4	0.0
	2008	77	73	94.8	12	15.6	8	10.4	15	19.5	5	6.5	1.3
	2009	66	65	98.5	15	22.7	9	13.6	5	7.6	1	1.5	0.0
5	2007	80	75	93.8	7	8.8	13	16.3	9	11.3	2	2.5	6.3
	2008	71	63	88.7	12	16.9	8	11.3	16	22.5	9	12.7	5.6
	2009	83	80	96.4	14	16.9	9	10.8	12	14.5	10	12.0	3.6
EC-5	2007	542	517	95.4	108	19.9	53	9.8	47	8.7	104	19.2	3.9
	2008	558	533	95.5	119	21.3	42	7.5	43	7.7	140	25.1	5.0
	2009	563	550	97.7	138	24.5	43	7.6	18	3.2	130	23.1	5.5

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	24.6	4,117.2	23.2	94.2	3,933.6	95.5	62	100.0	100.0	43	7,436	100.0	100.0
	2008	31.0	4,133.2	29.6	95.6	3,942.7	95.4	73	100.0	100.0	57	7,427	100.0	100.0
	2009	29.8	4,167.8	28.1	94.2	3,975.6	95.4	74	100.0	100.0	48	7,332	100.0	100.0
KN	2007	85.1	13,945.0	81.6	95.9	13,385.6	96.0	27	31.7	24.3	68	12,035	79.9	86.3
	2008	74.6	13,568.1	70.9	95.0	13,004.4	95.8	24	32.2	23.5	61	11,618	81.8	85.6
	2009	87.9	13,515.0	83.6	95.0	12,939.1	95.7	25	28.4	22.5	68	11,501	77.3	85.1
1	2007	73.1	14,353.8	69.3	94.8	13,851.4	96.5	20	27.4	23.2	59	12,437	80.7	86.6
	2008	84.9	14,626.9	81.5	96.0	14,102.7	96.4	29	34.2	21.2	67	12,704	78.9	86.9
	2009	87.7	14,250.8	82.7	94.3	13,719.9	96.3	31	35.3	20.7	66	12,300	75.2	86.3
2	2007	101.6	13,403.8	96.3	94.8	12,978.9	96.8	31	30.5	21.7	82	11,729	80.7	87.5
	2008	75.9	13,708.6	72.8	96.0	13,269.8	96.8	24	31.6	19.7	63	12,043	83.1	87.9
	2009	82.1	13,950.1	78.5	95.6	13,499.0	96.8	26	31.7	18.6	63	12,231	76.7	87.7
3	2007	85.3	12,998.4	81.9	96.0	12,633.3	97.2	24	28.1	21.1	66	11,445	77.4	88.0
	2008	100.8	12,806.9	96.0	95.2	12,425.5	97.0	22	21.8	19.1	86	11,408	85.3	89.1
	2009	84.4	13,095.5	81.0	95.9	12,710.6	97.1	21	24.9	18.3	70	11,634	83.0	88.8
4	2007	75.9	12,104.9	72.5	95.5	11,768.3	97.2	18	23.7	19.7	58	10,683	76.4	88.3
	2008	75.9	12,329.8	73.1	96.3	11,960.3	97.0	21	27.7	19.7	63	10,924	83.0	88.6
	2009	67.4	12,156.4	64.3	95.4	11,789.9	97.0	21	31.2	18.1	53	10,731	78.7	88.3
5	2007	86.1	11,757.0	82.1	95.4	11,426.8	97.2	17	19.7	20.9	71	10,362	82.5	88.1
	2008	68.8	11,874.2	66.5	96.6	11,539.6	97.2	13	18.9	18.8	62	10,608	90.1	89.3
	2009	82.2	11,903.5	79.0	96.1	11,552.9	97.1	23	28.0	17.5	68	10,563	82.8	88.7
EC-5	2007	540.9	83,122.6	515.6	95.3	80,387.4	96.7	204	37.7	33.3	452	76,416	83.6	91.9
	2008	517.4	83,438.7	495.6	95.8	80,606.0	96.6	211	40.8	31.9	463	76,970	89.5	92.2
	2009	531.9	83,476.5	506.4	95.2	80,586.5	96.5	231	43.4	30.9	441	76,517	82.9	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	28	75.7
Hispanic	5	13.5
White	4	10.8
Other	0	0.0

Gender	Number	Percent
Female	32	86.5
Male	5	13.5

TOTAL	37
--------------	-----------

AVERAGE NUMBER OF ABSENCES

2007	7.8
2008	7.6
2009	7.0

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		88.7	83.3	86.5	*	76.5	76.3		83.8	90.0	87.0	84.6	77
	2008		87.5	93.3	89.2	*	90.9	85.7		85.7	92.3	89.4	86.2	94
	2009		91.5	88.9	90.8	*	*	83.3		87.9	94.3	91.2	87.3	68
4	2007		57.1	66.7	60.7	*	53.3	43.3		54.5	68.8	61.5	69.7	65
	2008	*	75.5	81.0	77.6	*	81.8	70.4		73.5	78.4	76.1	72.1	71
	2009		70.3	80.0	76.4	*	78.6	68.4		75.0	72.7	73.7	75.8	57
5	2007		70.9	93.8	74.2	*	*	55.6		85.7	66.7	76.1	78.3	71
	2008		81.4	89.5	84.5	*	80.0	72.7		88.9	81.6	84.6	82.9	65
	2009	*	87.2	96.0	88.6		100.0	84.6		86.5	91.9	89.2	82.9	74
3-5	2007		74.1	79.1	74.6	66.7	68.6	59.6		75.2	75.9	75.6	77.6	213
	2008	*	82.1	88.6	84.4	71.4	86.0	79.2		82.5	85.0	83.9	80.3	230
	2009	*	84.6	88.9	85.8	*	86.7	78.8		84.0	86.7	85.4	81.5	199

NUMBER TESTED IN GRADES 3-5													
2007	0	143	67	201	6	35	104	0	105	108	213	31,814	
2008	1	156	70	218	7	43	130	0	103	127	230	31,840	
2009	2	143	54	190	2	30	113	0	94	105	199	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		6	4	10	*	4	9		6	4	10	1,675	77
	2008		8	2	10	*	2	10		6	4	10	1,443	94
	2009		5	1	6	*	*	6		4	2	6	960	68
4	2007		15	9	24	*	7	17		15	10	25	3,189	65
	2008	*	12	4	15	*	2	8		9	8	17	2,996	71
	2009		11	4	13	*	3	12		6	9	15	2,449	57
5	2007		16	1	17	*	*	16		5	12	17	2,258	71
	2008		8	2	9	*	2	9		3	7	10	1,827	65
	2009	*	6	1	8		0	6		5	3	8	1,793	74
3-5	2007		37	14	51	2	11	42		26	26	52	7,122	213
	2008	*	28	8	34	2	6	27		18	19	37	6,266	230
	2009	*	22	6	27	*	4	24		15	14	29	5,202	199

NUMBER TESTED IN GRADES 3-5													
2007	0	143	67	201	6	35	104	0	105	108	213	31,814	
2008	1	156	70	218	7	43	130	0	103	127	230	31,840	
2009	2	143	54	190	2	30	113	0	94	105	199	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	81.4	84.4	76.6	76.6
	2008	78.6	81.0	78.2	73.7
	2009	76.4	77.7	73.5	79.0
4	2007	74.6	73.3	71.9	67.5
	2008	83.5	75.9	77.7	75.6
	2009	79.2	73.9	70.9	77.4
5	2007	73.9	80.6	78.5	73.1
	2008	79.1	78.8	76.9	77.9
	2009	81.3	82.1	82.6	76.0
3-5	2007	76.8	79.8	75.8	72.7
	2008	80.2	78.8	77.7	75.5
	2009	79.0	78.3	76.2	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		18.9	25.0	21.6	*	17.6	10.5		21.6	20.0	20.8	21.3	77
	2008		12.5	30.0	18.3	*	36.4	17.1		26.2	11.5	18.1	21.5	94
	2009		25.4	11.1	24.6	*	*	11.1		27.3	20.0	23.5	34.1	68
4	2007		14.3	18.5	14.8	*	13.3	6.7		12.1	18.8	15.4	16.6	65
	2008	*	14.3	28.6	17.9	*	27.3	11.1		20.6	16.2	18.3	14.4	71
	2009		16.2	25.0	20.0	*	21.4	10.5		29.2	12.1	19.3	18.4	57
5	2007		18.2	12.5	15.2	*	*	0.0		14.3	19.4	16.9	13.1	71
	2008		20.9	26.3	17.2	*	10.0	9.1		7.4	31.6	21.5	16.5	65
	2009	*	14.9	20.0	14.3		14.3	12.8		16.2	16.2	16.2	18.5	74
3-5	2007		17.5	19.4	17.4	16.7	14.3	5.8		16.2	19.4	17.8	17.1	213
	2008	*	15.4	28.6	17.9	0.0	27.9	13.8		19.4	18.9	19.1	17.4	230
	2009	*	19.6	20.4	19.5	*	16.7	11.5		23.4	16.2	19.6	22.7	199

	NUMBER TESTED IN GRADES 3-5											
2007	0	143	67	201	6	35	104	0	105	108	213	31,814
2008	1	156	70	218	7	43	130	0	103	127	230	31,840
2009	2	143	54	190	2	30	113	0	94	105	199	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		68.0	65.2	65.7	*	56.3	48.6		69.4	64.9	67.1	70.3	73
	2008		59.7	80.0	65.9	*	81.8	64.7		65.9	66.7	66.3	76.6	92
	2009		73.7	90.9	78.7	*	92.3	66.0		84.6	72.5	78.5	77.3	79
4	2007		70.6	69.2	69.5	*	50.0	50.0		75.0	64.5	69.8	75.7	63
	2008	*	77.6	85.7	82.1	*	81.8	70.4		73.5	86.5	80.3	77.9	71
	2009		67.6	80.0	72.7	*	78.6	60.5		83.3	63.6	71.9	79.4	57
5	2007		74.1	82.4	74.2	*	*	57.9		77.1	75.0	76.1	82.9	71
	2008		81.8	78.9	80.7	*	60.0	66.7		85.7	78.9	81.8	84.0	66
	2009	*	95.8	88.0	92.8	*	92.3	87.2		86.5	97.4	92.0	87.0	75
3-5	2007		71.0	71.2	69.7	71.4	55.9	52.5		73.8	68.3	71.0	76.2	207
	2008	*	71.6	81.4	74.9	83.3	76.7	66.4		73.8	76.2	75.1	79.5	229
	2009	*	79.6	86.6	81.9	*	87.5	71.0		85.0	78.4	81.5	81.0	211

	NUMBER TESTED IN GRADES 3-5											
2007	0	138	66	195	7	34	101	0	103	104	207	32,298
2008	1	155	70	215	6	43	128	0	103	126	229	32,696
2009	2	142	67	199	4	40	124	0	100	111	211	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		16	8	24	*	7	18		11	13	24	3,303	73
	2008		25	6	31	*	4	24		14	17	31	2,542	92
	2009		15	2	16	*	1	16		6	11	17	2,781	79
4	2007		10	8	18	*	7	14		8	11	19	2,604	63
	2008	*	11	3	12	*	2	8		9	5	14	2,436	71
	2009		12	4	15	*	3	15		4	12	16	2,196	57
5	2007		14	3	17	*	*	16		8	9	17	1,785	71
	2008		8	4	11	*	4	11		4	8	12	1,730	66
	2009	*	2	3	5	*	1	5		5	1	6	1,386	75
3-5	2007		40	19	59	2	15	48		27	33	60	7,692	207
	2008	*	44	13	54	1	10	43		27	30	57	6,708	229
	2009	*	29	9	36	*	5	36		15	24	39	6,363	211

	NUMBER TESTED IN GRADES 3-5											
2007	0	138	66	195	7	34	101	0	103	104	207	32,298
2008	1	155	70	215	6	43	128	0	103	126	229	32,696
2009	2	142	67	199	4	40	124	0	100	111	211	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	75.2	79.2	78.5	74.7	77.1	58.7
	2008	73.4	75.5	81.7	69.2	81.0	62.8
	2009	79.0	80.6	82.9	80.8	84.2	63.1
4	2007	79.1	81.4	61.1	71.4	63.1	67.9
	2008	82.2	85.5	77.7	75.1	80.3	69.7
	2009	82.8	74.4	74.9	73.7	74.1	66.7
5	2007	81.2	77.9	78.1	71.0	76.8	74.1
	2008	79.5	76.4	80.1	71.4	76.5	73.3
	2009	85.9	81.7	88.4	78.1	81.0	83.3
3-5	2007	78.4	79.4	73.1	72.4	72.7	66.8
	2008	77.9	78.9	80.0	71.7	79.5	68.0
	2009	82.5	79.3	82.7	77.9	80.3	71.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		14.0	17.4	14.3	*	12.5	5.7		13.9	16.2	15.1	19.2	73
	2008		11.3	50.0	24.2	*	50.0	26.5		29.3	19.6	23.9	26.3	92
	2009		24.6	50.0	33.3	*	53.8	23.4		38.5	25.0	31.6	29.0	79
4	2007		11.8	15.4	11.9	*	0.0	0.0		9.4	16.1	12.7	22.6	63
	2008	*	16.3	38.1	22.4	*	36.4	18.5		23.5	21.6	22.5	23.8	71
	2009		21.6	30.0	25.5	*	21.4	10.5		29.2	21.2	24.6	31.6	57
5	2007		31.5	52.9	34.8	*	*	13.2		37.1	36.1	36.6	29.3	71
	2008		20.5	36.8	22.8	*	20.0	9.1		21.4	26.3	24.2	31.9	66
	2009	*	39.6	44.0	42.0	*	38.5	25.6		29.7	50.0	40.0	38.4	75
3-5	2007		20.3	25.8	20.5	14.3	5.9	6.9		20.4	23.1	21.7	23.6	207
	2008	*	15.5	42.9	23.3	16.7	39.5	20.3		25.2	22.2	23.6	27.3	229
	2009	*	28.9	41.8	34.2	*	37.5	20.2		33.0	32.4	32.7	32.8	211

	NUMBER TESTED IN GRADES 3-5											
2007	0	138	66	195	7	34	101	0	103	104	207	32,298
2008	1	155	70	215	6	43	128	0	103	126	229	32,696
2009	2	142	67	199	4	40	124	0	100	111	211	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		82.9	84.6	83.3	*	78.6	72.4		78.8	90.3	84.4	86.5	64
	2008	*	93.6	90.5	92.3	*	90.9	85.2		97.0	88.9	92.8	87.4	69
	2009		87.2	89.5	89.3	*	85.7	81.6		92.3	84.4	87.9	87.4	58

	NUMBER TESTED IN GRADE 4											
2007	0	35	26	60	2	14	29	0	33	31	64	10,408
2008	1	47	21	65	1	11	27	0	33	36	69	10,658
2009	0	39	19	56	1	14	38	0	26	32	58	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	4	10	*	3	8		7	3	10	1,408	64
	2008	*	3	2	5	*	1	4		1	4	5	1,348	69
	2009		5	2	6	*	2	7		2	5	7	1,264	58

NUMBER TESTED IN GRADE 4													
2007	0	35	26	60	2	14	29	0	33	31	64	10,408	
2008	1	47	21	65	1	11	27	0	33	36	69	10,658	
2009	0	39	19	56	1	14	38	0	26	32	58	10,032	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.1	78.5	77.3	87.3	81.8
	2008	2.2	81.2	83.3	85.5	87.0
	2009	2.0	79.3	82.5	85.3	89.7

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		17.1	15.4	16.7	*	7.1	6.9		6.1	25.8	15.6	18.2	64
	2008	*	19.1	38.1	24.6	*	27.3	14.8		21.2	27.8	24.6	21.4	69
	2009		7.7	10.5	8.9	*	7.1	2.6		7.7	9.4	8.6	21.0	58

	NUMBER TESTED IN GRADE 4											
2007	0	35	26	60	2	14	29	0	33	31	64	10,408
2008	1	47	21	65	1	11	27	0	33	36	69	10,658
2009	0	39	19	56	1	14	38	0	26	32	58	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		40.7	62.5	43.1	*	*	16.7		51.4	40.0	45.7	62.3	70
	2008		77.3	84.2	78.0	*	80.0	69.7		85.7	76.3	80.3	71.9	66
	2009	*	87.8	92.0	88.9	*	92.3	80.0		89.5	86.8	88.2	75.9	76

	NUMBER TESTED IN GRADE 5											
2007	0	54	16	65	2	3	36	0	35	35	70	10,296
2008	0	44	19	59	3	10	33	0	28	38	66	10,686
2009	2	49	25	72	2	13	40	0	38	38	76	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		32	6	37	*	*	30		17	21	38	3,881	70
	2008		10	3	13	*	2	10		4	9	13	3,005	66
	2009	*	6	2	8	*	1	8		4	5	9	2,542	76

	NUMBER TESTED IN GRADE 5											
2007	0	54	16	65	2	3	36	0	35	35	70	10,296
2008	0	44	19	59	3	10	33	0	28	38	66	10,686
2009	2	49	25	72	2	13	40	0	38	38	76	10,550


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	73.4	77.6	70.5	60.2
	2008	86.6	88.6	82.2	75.1
	2009	89.1	89.2	89.0	71.1

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		11.1	25.0	15.4	*	*	2.8		17.1	11.4	14.3	18.0	70
	2008		25.0	31.6	23.7	*	20.0	15.2		25.0	28.9	27.3	24.8	66
	2009	*	26.5	40.0	30.6	*	30.8	22.5		36.8	23.7	30.3	29.1	76

	NUMBER TESTED IN GRADE 5											
2007	0	54	16	65	2	3	36	0	35	35	70	10,296
2008	0	44	19	59	3	10	33	0	28	38	66	10,686
2009	2	49	25	72	2	13	40	0	38	38	76	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			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.4	14
ALL	2007												—	0
	2008												—	0
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	—	14

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	14	13	0	12	12	0	8	6	14	—	

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			0	0		0	0		0	0	0	514	14
ALL	2007												—	0
	2008												—	0
	2009			0	0		0	0		0	0	0	—	14

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	14	13	0	12	12	0	8	6	14	—	

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	87.1	93.9	89.3	86.6
ALL	2007				
	2008				
	2009	87.1	93.9	89.3	86.6

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												14.8	0
	2008												17.2	0
	2009			42.9	46.2		33.3	33.3		37.5	50.0	42.9	30.6	14
ALL	2007												—	0
	2008												—	0
	2009			42.9	46.2		33.3	33.3		37.5	50.0	42.9	—	14

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	14	13	0	12	12	0	8	6	14	—	—

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		100.0		100.0	100.0		*		100.0		100.0	77.7	7
	2009		*		*	*		*		*		*	87.7	2
4														
	2008		50.0	*	42.9	42.9	*	*		33.3	*	42.9	70.7	7
	2009		85.7	*	75.0	75.0	*	*		71.4	*	75.0	71.8	8
5														
	2008		*	*	*	*	*	*		*	*	*	73.3	5
	2009		85.7	*	88.9	88.9	*	*		87.5	*	88.9	80.3	9
3-5														
	2008		81.3	*	73.7	73.7	*	69.2		68.8	*	73.7	73.7	19
	2009		87.5	*	84.2	84.2	*	83.3		82.4	*	84.2	79.2	19

NUMBER TESTED IN GRADES 3-5													
2008	0	16	3	19	19	3	13	0	16	3	19	1,807	
2009	0	16	3	19	19	2	12	0	17	2	19	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		0		0	0		*		0		0	116	7
	2009		*		*	*		*		*		*	60	2
4														
	2008		3	*	4	4	*	*		4	*	4	181	7
	2009		1	*	2	2	*	*		2	*	2	192	8
5														
	2008		*	*	*	*	*	*		*	*	*	179	5
	2009		1	*	1	1	*	*		1	*	1	137	9
3-5														
	2008		3	*	5	5	*	4		5	*	5	476	19
	2009		2	*	3	3	*	2		3	*	3	389	19

NUMBER TESTED IN GRADES 3-5													
2008	0	16	3	19	19	3	13	0	16	3	19	1,807	
2009	0	16	3	19	19	2	12	0	17	2	19	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	58.2	69.0	48.6	66.7
	2009	*	*	*	*
4					
	2008	61.9	45.2	50.0	44.6
	2009	52.1	60.4	52.1	51.6
5					
	2008	*	*	*	*
	2009	60.6	74.1	77.8	65.7
3-5					
	2008	61.5	61.4	56.5	61.1
	2009	56.3	67.5	66.1	62.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		0.0		0.0	0.0		*		0.0		0.0	10.8	7
	2009		*		*	*		*		*		*	16.2	2
4														
	2008		16.7	*	14.3	14.3	*	*		0.0	*	14.3	9.7	7
	2009		0.0	*	0.0	0.0	*	*		0.0	*	0.0	8.9	8
5														
	2008		*	*	*	*	*	*		*	*	*	14.9	5
	2009		14.3	*	11.1	11.1	*	*		0.0	*	11.1	14.1	9
3-5														
	2008		18.8	*	15.8	15.8	*	23.1		6.3	*	15.8	12.0	19
	2009		6.3	*	5.3	5.3	*	0.0		0.0	*	5.3	12.7	19

NUMBER TESTED IN GRADES 3-5														
2008	0	16	3	19	19	3	13	0	16	3	19	1,807		
2009	0	16	3	19	19	2	12	0	17	2	19	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		33.3		33.3	33.3		42.9		37.5	*	33.3	76.1	9
	2009		*		*	*		*		*		*	81.2	2
4														
	2008		83.3	*	85.7	85.7	*	*		83.3	*	85.7	69.1	7
	2009		71.4	*	75.0	75.0	*	*		71.4	*	75.0	75.8	8
5														
	2008		*	*	*	*	*	*		*	*	*	64.0	5
	2009		100.0	*	100.0	100.0	*	*		100.0	*	100.0	80.2	7
3-5														
	2008		61.1	*	61.9	61.9	*	60.0		56.3	*	61.9	69.4	21
	2009		80.0	*	82.4	82.4	*	90.0		80.0	*	82.4	78.8	17

NUMBER TESTED IN GRADES 3-5													
2008	0	18	3	21	21	3	15	0	16	5	21	1,730	
2009	0	15	2	17	17	2	10	0	15	2	17	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		6		6	6		4		5	*	6	129	9
	2009		*		*	*		*		*		*	85	2
4														
	2008		1	*	1	1	*	*		1	*	1	173	7
	2009		2	*	2	2	*	*		2	*	2	157	8
5														
	2008		*	*	*	*	*	*		*	*	*	227	5
	2009		0	*	0	0	*	*		0	*	0	127	7
3-5														
	2008		7	*	8	8	*	6		7	*	8	529	21
	2009		3	*	3	3	*	1		3	*	3	369	17

NUMBER TESTED IN GRADES 3-5													
2008	0	18	3	21	21	3	15	0	16	5	21	1,730	
2009	0	15	2	17	17	2	10	0	15	2	17	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	43.1	51.1	51.1	60.0	37.0	29.6
	2009	*	*	*	*	*	*
4							
	2008	74.6	61.9	57.1	62.9	47.6	42.9
	2009	68.1	52.1	47.5	47.5	25.0	54.2
5							
	2008	*	*	*	*	*	*
	2009	77.8	81.0	61.9	85.7	81.0	74.3
3-5							
	2008	57.1	56.0	55.2	60.2	49.2	43.2
	2009	72.1	62.5	56.1	67.1	47.1	62.0

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		0.0		0.0	0.0		0.0		0.0	*	0.0	16.1	9
	2009		*		*	*		*		*		*	22.3	2
4														
	2008		0.0	*	0.0	0.0	*	*		0.0	*	0.0	14.3	7
	2009		0.0	*	0.0	0.0	*	*		0.0	*	0.0	14.0	8
5														
	2008		*	*	*	*	*	*		*	*	*	14.0	5
	2009		50.0	*	42.9	42.9	*	*		33.3	*	42.9	17.2	7
3-5														
	2008		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	14.7	21
	2009		20.0	*	17.6	17.6	*	10.0		13.3	*	17.6	17.3	17

NUMBER TESTED IN GRADES 3-5													
2008	0	18	3	21	21	3	15	0	16	5	21	1,730	
2009	0	15	2	17	17	2	10	0	15	2	17	1,743	

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		*	*	*	*	*	*		*	*	*	39.2	5
	2009		50.0	*	57.1	57.1	*	*		66.7	*	57.1	37.5	7

NUMBER TESTED IN GRADE 5													
2008	0	3	2	5	5	2	4	0	2	3	5	668	
2009	0	6	1	7	7	1	3	0	6	1	7	637	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		*	*	*	*	*	*		*	*	*	406	5
	2009		3	*	3	3	*	*		2	*	3	398	7

NUMBER TESTED IN GRADE 5													
2008	0	3	2	5	5	2	4	0	2	3	5	668	
2009	0	6	1	7	7	1	3	0	6	1	7	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	*	*	*	*
	2009	61.0	65.3	65.3	59.2

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)
5														
	2008		*	*	*	*	*	*		*	*	*	5.2	5
	2009		0.0	*	0.0	0.0	*	*		0.0	*	0.0	4.9	7

NUMBER TESTED IN GRADE 5														
2007														
2008	0	3	2	5	5	2	4	0	2	3	5	668		
2009	0	6	1	7	7	1	3	0	6	1	7	637		

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

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	85.5	84.2	46.9	57
	2008	*	75.5	74.1	57.6	54
	2009	25.8	25.8	25.8	41.9	62
1	2007	27.3	66.7	51.7	51.4	58
	2008	14.3	52.7	48.4	50.2	62
	2009	41.7	60.0	53.1	54.2	64
2	2007	22.8	34.4	27.0	44.5	89
	2008	50.0	70.4	58.5	50.2	65
	2009	23.1	73.1	43.1	47.9	65
1-2	2007	24.1	51.5	36.7	47.6	147
	2008	44.4	58.5	53.5	50.2	127
	2009	30.2	65.2	48.1	51.0	129

Number Tested	2007	81	123	204	24,696	
	2008	46	135	181	21,817	
	2009	94	97	191	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	75.0	60.3	64.1	44.3	78
	2008	52.6	79.2	72.2	44.9	72
	2009	46.4	54.8	49.4	52.8	87
1	2007	18.2	48.6	36.8	48.8	57
	2008	69.2	67.8	68.2	55.5	85
	2009	41.7	70.0	59.4	50.4	64
2	2007	39.3	50.0	43.2	55.6	88
	2008	59.6	76.7	66.2	57.5	77
	2009	46.2	61.5	52.3	53.2	65
K-2	2007	41.8	54.4	48.9	49.1	223
	2008	60.9	73.9	68.8	52.7	234
	2009	45.4	62.9	53.2	52.3	216

Number Tested	2007	98	125	223	34,441	
	2008	92	142	234	41,070	
	2009	119	97	216	30,563	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	84.0	*	82.7	*	*	*		80.0	88.9	84.2	46.9	57
	2008		72.5	*	72.5	*		*		74.1	74.1	74.1	57.6	54
	2009	*	25.5	23.1	25.0	*	*	25.8		26.7	25.0	25.8	41.9	62
1	2007		50.0	66.7	50.9	*	*	27.3		43.8	61.5	51.7	51.4	58
	2008		44.4	75.0	45.8	*	*	14.3		37.0	57.1	48.4	50.2	62
	2009		53.3	*	51.6	*	*	41.7		58.3	46.4	53.1	54.2	64
2	2007	*	25.9	30.0	27.9	*	30.0	22.8		27.9	26.1	27.0	44.5	89
	2008		57.9	62.5	58.1	*	*	50.0		54.5	62.5	58.5	50.2	65
	2009		42.1	50.0	42.9	*	*	23.1		40.6	45.5	43.1	47.9	65
1-2	2007	*	37.3	36.1	36.9	0.0	31.8	24.1		34.7	38.9	36.7	47.6	147
	2008		51.4	68.8	52.1	*	*	44.4		46.7	59.7	53.5	50.2	127
	2009		47.9	50.0	47.2	*	*	30.2		50.0	45.9	48.1	51.0	129

Number Tested	2007	3	160	41	193	8	24	81	0	105	99	204	24,696
	2008	0	162	19	172	7	4	46	0	87	94	181	21,817
	2009	1	164	25	185	6	9	94	0	98	93	191	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	*	14	*	14	*	*	*		9	8	17	1,245	57
	2008		9	*	11	*		*		6	6	12	1,687	54
	2009	*	1	2	3	*	*	2		1	2	3	771	62
1	2007		6	2	7	*	*	1		4	4	8	1,458	58
	2008		5	2	6	*	*	0		3	4	7	1,555	62
	2009		10	*	10	*	*	2		8	3	11	1,659	64
2	2007	*	3	0	3	*	0	0		2	1	3	896	89
	2008		11	1	11	*	*	3		5	7	12	1,065	65
	2009		2	1	3	*	*	1		3	0	3	1,027	65
1-2	2007	*	9	2	10	0	1	1		6	5	11	2,355	147
	2008		16	3	17	*	*	3		8	11	19	2,620	127
	2009		12	2	13	*	*	3		11	3	14	2,688	129

Number Tested	2007	3	160	41	193	8	24	81	0	105	99	204	24,696
	2008	0	162	19	172	7	4	46	0	87	94	181	21,817
	2009	1	164	25	185	6	9	94	0	98	93	191	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	*	64.0	69.2	64.4	*	75.0	75.0		55.0	73.7	64.1	44.3	78
	2008		76.5	61.9	71.0	*	55.6	52.6		72.2	72.2	72.2	44.9	72
	2009	*	48.9	50.0	48.2	*	48.3	46.4		35.9	60.4	49.4	52.8	87
1	2007		33.3	66.7	35.2	*	*	18.2		38.7	34.6	36.8	48.8	57
	2008		64.8	74.2	67.1	*	68.2	69.2		59.5	75.0	68.2	55.5	85
	2009		60.0	*	58.1	*	*	41.7		63.9	53.6	59.4	50.4	64
2	2007	*	40.4	50.0	44.7	12.5	50.0	39.3		40.0	46.5	43.2	55.6	88
	2008		61.4	80.0	65.8	*	81.8	59.6		71.8	60.5	66.2	57.5	77
	2009		49.1	75.0	52.4	*	*	46.2		50.0	54.5	52.3	53.2	65
K-2	2007	*	45.6	59.7	49.1	8.3	61.9	41.8		44.8	53.3	48.9	49.1	223
	2008		67.3	72.2	67.9	50.0	66.7	60.9		67.9	69.7	68.8	52.7	234
	2009	*	53.0	54.0	52.4	50.0	52.9	45.4		49.5	56.9	53.2	52.3	216

Number Tested	2007	3	158	62	212	12	42	98	0	116	107	223	34,441
	2008	0	162	72	224	8	51	92	0	112	122	234	41,070
	2009	1	164	50	210	6	34	119	0	107	109	216	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	*	16	4	18	*	4	4		7	13	20	2,583	78
	2008		22	6	26	*	3	3		14	14	28	2,788	72
	2009	*	5	1	7	*	1	4		3	4	7	2,455	87
1	2007		2	2	4	*	*	1		3	1	4	1,769	57
	2008		7	6	12	*	3	4		9	4	13	2,800	85
	2009		17	*	16	*	*	4		11	7	18	1,577	64
2	2007	*	2	6	8	0	2	4		7	1	8	2,098	88
	2008		18	6	24	*	1	10		13	11	24	2,912	77
	2009		8	1	9	*	*	1		5	4	9	1,686	65
K-2	2007	*	20	12	30	0	7	9		17	15	32	6,450	223
	2008		47	18	62	2	7	17		36	29	65	8,500	234
	2009	*	30	3	32	0	2	9		19	15	34	5,718	216

Number Tested	2007	3	158	62	212	12	42	98	0	116	107	223	34,441
	2008	0	162	72	224	8	51	92	0	112	122	234	41,070
	2009	1	164	50	210	6	34	119	0	107	109	216	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			90.5	90.5	*	88.9	88.9		90.0	90.9	90.5	84.7	21
	2008			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.0	19
	2009			88.0	88.0		88.0	88.0		77.8	93.8	88.0	88.6	25
1	2007			71.4	71.4		70.0	66.7		60.0	*	71.4	84.5	14
	2008			86.4	86.4		94.4	94.4		88.9	84.6	86.4	88.0	22
	2009			95.8	95.8	*	95.8	95.8		93.3	100.0	95.8	88.6	24
2	2007			*	*		*	*			*	*	89.9	2
	2008			100.0	100.0		100.0	100.0		100.0	*	100.0	93.4	11
	2009			88.9	88.9	*	93.8	94.1		85.7	90.9	88.9	94.0	18
K-2	2007			83.8	83.3	*	82.8	80.6		75.0	94.1	83.8	85.6	37
	2008			94.2	94.1	*	97.8	97.8		96.0	92.6	94.2	89.3	52
	2009			91.0	91.0	*	92.3	92.4		87.1	94.4	91.0	90.4	67

Number Tested	2007	0	0	37	36	1	29	31	0	20	17	37	14,889
	2008	0	0	52	51	1	46	46	0	25	27	52	18,257
	2009	0	0	67	67	3	65	66	0	31	36	67	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			4	4	*	3	3		2	2	4	2,779	21
	2008			11	11	*	11	11		6	5	11	3,280	19
	2009			11	11		11	11		3	8	11	3,525	25
1	2007			1	1		1	1		1	*	1	1,782	14
	2008			1	1		1	1		0	1	1	2,412	22
	2009			9	9	*	9	9		7	2	9	2,523	24
2	2007			*	*		*	*			*	*	1,196	2
	2008			6	6		4	4		4	*	6	2,596	11
	2009			5	5	*	5	5		1	4	5	2,909	18
K-2	2007			5	5	*	4	4		3	2	5	5,757	37
	2008			18	18	*	16	16		10	8	18	8,288	52
	2009			25	25	*	25	25		11	14	25	8,957	67

Number Tested	2007	0	0	37	36	1	29	31	0	20	17	37	14,889
	2008	0	0	52	51	1	46	46	0	25	27	52	18,257
	2009	0	0	67	67	3	65	66	0	31	36	67	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	-	6	0.0	6	0.0
5	0	-	1	0.0	0	-	1	0.0
ALL	0	-	1	0.0	6	0.0	7	0.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (30)	Beginning	18	60.0	19	63.3	25	83.3	24	80.0	24	80.0
	Intermediate	8	26.7	7	23.3	2	6.7	4	13.3	4	13.3
	Advanced	4	13.3	4	13.3	3	10.0	2	6.7	2	6.7
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (25)	Beginning	24	96.0	24	96.0	24	96.0	24	96.0	24	96.0
	Intermediate	1	4.0	1	4.0	1	4.0	1	4.0	1	4.0
	Advanced	0	0.0	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 (20)	Beginning	0	0.0	0	0.0	9	45.0	3	15.0	3	15.0
	Intermediate	6	30.0	6	30.0	7	35.0	8	40.0	8	40.0
	Advanced	10	50.0	12	60.0	3	15.0	5	25.0	5	25.0
	Advanced High	4	20.0	2	10.0	1	5.0	4	20.0	4	20.0
3 (14)	Beginning	1	7.1	1	7.1	3	21.4	3	21.4	3	21.4
	Intermediate	3	21.4	2	14.3	8	57.1	2	14.3	2	14.3
	Advanced	5	35.7	6	42.9	3	21.4	4	28.6	4	28.6
	Advanced High	5	35.7	5	35.7	0	0.0	5	35.7	5	35.7
4 (15)	Beginning	0	0.0	0	0.0	2	13.3	1	6.7	1	6.7
	Intermediate	3	20.0	2	13.3	3	20.0	2	13.3	2	13.3
	Advanced	7	46.7	8	53.3	6	40.0	4	26.7	5	33.3
	Advanced High	5	33.3	5	33.3	4	26.7	8	53.3	7	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	—	—	—	
22 1 (4.5%)	Beginning	21			
	Intermediate	1	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
19 17 (89.5%)	Beginning	2			
	Intermediate	8	0		
	Advanced	4	1	0	
	Advanced High	3	0	1	
13 9 (69.2%)	Beginning	2			
	Intermediate	1	1		
	Advanced	0	3	1	
	Advanced High	0	0	5	
15 8 (53.3%)	Beginning	1			
	Intermediate	0	2		
	Advanced	0	1	4	
	Advanced High	0	0	7	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (14)	Beginning	0	0.0	0	0.0	1	7.1	1	7.1	1	7.1
	Intermediate	1	7.1	1	7.1	0	0.0	1	7.1	1	7.1
	Advanced	6	42.9	6	42.9	8	57.1	3	21.4	3	21.4
	Advanced High	7	50.0	7	50.0	5	35.7	9	64.3	9	64.3
ALL (118)	Beginning	43	36.4	44	37.3	64	54.2	56	47.5	56	47.5
	Intermediate	22	18.6	19	16.1	21	17.8	18	15.3	18	15.3
	Advanced	32	27.1	36	30.5	23	19.5	18	15.3	19	16.1
	Advanced High	21	17.8	19	16.1	10	8.5	26	22.0	25	21.2

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>14</div> <div>11 (78.6%)</div>	Beginning	1			
	Intermediate	1	0		
	Advanced	0	1	2	
	Advanced High	0	0	9	
<div>83</div> <div>46 (55.4%)</div>	Beginning	27			
	Intermediate	11	3		
	Advanced	4	6	7	
	Advanced High	3	0	22	

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