

# Campus Data Packet

for 2009 - 10 Plans



**EDWIN J. KIEST**

School Number 166

*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
EC	8
PK	101
KN	101
1	101
2	113
3	105
4	94
5	86
ALL	709

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	80	11.3	9	23.1
American Indian	0	0.0	*	*
Asian	3	0.4	*	*
Hispanic	601	84.8	16	41.0
White	25	3.5	13	33.3
Other	**	**	1	2.6

\*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	624	88.0
Limited English proficient students	381	53.7
Special education students	36	5.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	82	0	0.0	0	0.0	0	0.0	81	98.8	1	1.2
	2008	103	17	16.5	0	0.0	1	1.0	84	81.6	1	1.0
	2009	101	20	19.8	0	0.0	0	0.0	79	78.2	2	2.0
KN	2007	124	9	7.3	2	1.6	0	0.0	104	83.9	9	7.3
	2008	101	4	4.0	0	0.0	0	0.0	96	95.0	1	1.0
	2009	101	13	12.9	0	0.0	1	1.0	81	80.2	6	5.9
1	2007	142	10	7.0	1	0.7	2	1.4	119	83.8	10	7.0
	2008	105	8	7.6	0	0.0	0	0.0	90	85.7	7	6.7
	2009	101	6	5.9	0	0.0	0	0.0	93	92.1	2	2.0
2	2007	132	12	9.1	0	0.0	1	0.8	113	85.6	6	4.5
	2008	104	10	9.6	0	0.0	0	0.0	90	86.5	4	3.8
	2009	113	9	8.0	0	0.0	0	0.0	98	86.7	6	5.3
3	2007	145	18	12.4	0	0.0	0	0.0	117	80.7	10	6.9
	2008	105	10	9.5	0	0.0	2	1.9	90	85.7	3	2.9
	2009	105	9	8.6	0	0.0	1	1.0	92	87.6	3	2.9
4	2007	105	15	14.3	0	0.0	0	0.0	82	78.1	8	7.6
	2008	84	9	10.7	0	0.0	0	0.0	71	84.5	4	4.8
	2009	94	11	11.7	0	0.0	1	1.1	80	85.1	2	2.1
5	2007	134	14	10.4	0	0.0	1	0.7	110	82.1	9	6.7
	2008	80	7	8.8	0	0.0	1	1.3	68	85.0	4	5.0
	2009	86	9	10.5	0	0.0	0	0.0	75	87.2	2	2.3
EC-5	2007	873	84	9.6	3	0.3	4	0.5	729	83.5	53	6.1
	2008	689	68	9.9	0	0.0	4	0.6	592	85.9	25	3.6
	2009	709	80	11.3	0	0.0	3	0.4	601	84.8	25	3.5

# 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	82	79	96.3	65	79.3	1	1.2	0	0.0	82	100.0	0.0
	2008	103	82	79.6	57	55.3	1	1.0	0	0.0	103	100.0	0.0
	2009	101	75	74.3	49	48.5	3	3.0	0	0.0	92	91.1	6.9
KN	2007	124	107	86.3	72	58.1	4	3.2	2	1.6	44	35.5	0.0
	2008	101	87	86.1	57	56.4	1	1.0	7	6.9	39	38.6	1.0
	2009	101	97	96.0	54	53.5	3	3.0	3	3.0	44	43.6	3.0
1	2007	142	124	87.3	77	54.2	2	1.4	7	4.9	14	9.9	3.5
	2008	105	92	87.6	65	61.9	3	2.9	5	4.8	10	9.5	6.7
	2009	101	90	89.1	55	54.5	4	4.0	11	10.9	5	5.0	5.0
2	2007	132	111	84.1	76	57.6	7	5.3	9	6.8	6	4.5	0.8
	2008	104	90	86.5	63	60.6	1	1.0	8	7.7	9	8.7	3.8
	2009	113	103	91.2	68	60.2	3	2.7	7	6.2	11	9.7	1.8
3	2007	145	126	86.9	63	43.4	2	1.4	14	9.7	8	5.5	2.8
	2008	105	90	85.7	67	63.8	4	3.8	16	15.2	9	8.6	5.7
	2009	105	95	90.5	67	63.8	7	6.7	9	8.6	4	3.8	10.5
4	2007	105	89	84.8	20	19.0	6	5.7	18	17.1	5	4.8	1.0
	2008	84	72	85.7	30	35.7	2	2.4	13	15.5	4	4.8	4.8
	2009	94	80	85.1	54	57.4	4	4.3	16	17.0	6	6.4	1.1
5	2007	134	112	83.6	28	20.9	10	7.5	16	11.9	10	7.5	10.4
	2008	80	71	88.8	26	32.5	10	12.5	12	15.0	5	6.3	1.3
	2009	86	77	89.5	34	39.5	4	4.7	13	15.1	7	8.1	1.2
EC-5	2007	873	756	86.6	401	45.9	41	4.7	66	7.6	173	19.8	3.4
	2008	689	590	85.6	365	53.0	29	4.2	61	8.9	181	26.3	4.1
	2009	709	624	88.0	381	53.7	36	5.1	59	8.3	173	24.4	4.9

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	39.3	4,117.2	37.8	96.2	3,933.6	95.5	90	100.0	100.0	76	7,436	100.0	100.0
	2008	49.5	4,133.2	47.8	96.6	3,942.7	95.4	111	100.0	100.0	95	7,427	100.0	100.0
	2009	48.2	4,167.8	46.6	96.8	3,975.6	95.4	117	100.0	100.0	87	7,332	100.0	100.0
KN	2007	124.7	13,945.0	120.1	96.3	13,385.6	96.0	13	10.4	24.3	111	12,035	89.0	86.3
	2008	100.8	13,568.1	97.5	96.7	13,004.4	95.8	12	11.9	23.5	95	11,618	94.3	85.6
	2009	99.4	13,515.0	95.4	96.0	12,939.1	95.7	26	26.2	22.5	85	11,501	85.5	85.1
1	2007	142.7	14,353.8	138.4	97.0	13,851.4	96.5	17	11.9	23.2	131	12,437	91.8	86.6
	2008	103.6	14,626.9	101.0	97.5	14,102.7	96.4	14	13.5	21.2	98	12,704	94.6	86.9
	2009	101.2	14,250.8	98.1	97.0	13,719.9	96.3	14	13.8	20.7	94	12,300	92.9	86.3
2	2007	129.0	13,403.8	125.8	97.5	12,978.9	96.8	14	10.8	21.7	121	11,729	93.8	87.5
	2008	101.9	13,708.6	99.8	97.9	13,269.8	96.8	9	8.8	19.7	95	12,043	93.2	87.9
	2009	109.1	13,950.1	106.1	97.2	13,499.0	96.8	15	13.7	18.6	99	12,231	90.7	87.7
3	2007	144.1	12,998.4	140.8	97.8	12,633.3	97.2	11	7.6	21.1	138	11,445	95.8	88.0
	2008	104.5	12,806.9	101.9	97.5	12,425.5	97.0	13	12.4	19.1	96	11,408	91.8	89.1
	2009	105.7	13,095.5	103.3	97.7	12,710.6	97.1	9	8.5	18.3	102	11,634	96.5	88.8
4	2007	107.5	12,104.9	104.6	97.3	11,768.3	97.2	13	12.1	19.7	101	10,683	94.0	88.3
	2008	85.2	12,329.8	83.1	97.6	11,960.3	97.0	15	17.6	19.7	76	10,924	89.2	88.6
	2009	96.3	12,156.4	94.0	97.5	11,789.9	97.0	9	9.3	18.1	90	10,731	93.4	88.3
5	2007	133.8	11,757.0	130.3	97.4	11,426.8	97.2	11	8.2	20.9	124	10,362	92.7	88.1
	2008	79.7	11,874.2	78.3	98.3	11,539.6	97.2	6	7.5	18.8	77	10,608	96.7	89.3
	2009	86.3	11,903.5	84.3	97.7	11,552.9	97.1	7	8.1	17.5	81	10,563	93.9	88.7
EC-5	2007	828.8	83,122.6	805.2	97.1	80,387.4	96.7	172	20.8	33.3	808	76,416	97.5	91.9
	2008	632.8	83,438.7	616.2	97.4	80,606.0	96.6	186	29.4	31.9	637	76,970	100.0	92.2
	2009	654.3	83,476.5	635.1	97.1	80,586.5	96.5	203	31.0	30.9	643	76,517	98.3	91.7



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	9	23.1
Hispanic	16	41.0
White	13	33.3
Other	1	2.6

Gender	Number	Percent
Female	32	82.1
Male	7	17.9

<b>TOTAL</b>	<b>39</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	5.6
<b>2008</b>	7.2
<b>2009</b>	9.0

## 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	80.0	88.9	94.6	91.2	*	91.4	91.7		87.9	98.1	92.5	84.6	120
	2008	*	100.0	89.8	92.2	*	85.7	86.8		91.7	92.9	92.2	86.2	64
	2009	*	87.5	84.0	83.9	*	71.4	81.5		89.5	83.3	86.5	87.3	37
4	2007	83.3	57.1	64.6	59.0	*	35.3	45.5		61.2	68.6	65.0	69.7	100
	2008	*	66.7	76.7	72.6		44.4	55.3		67.6	83.3	75.3	72.1	73
	2009	*	81.8	84.5	81.7	*	82.4	74.4		82.1	81.8	81.9	75.8	72
5	2007	88.9	66.7	83.8	81.1	*	60.9	72.9		77.4	87.7	82.7	78.3	127
	2008	*	85.7	83.6	84.1	*	68.2	75.6		81.3	87.2	84.5	82.9	71
	2009	*	100.0	82.2	83.8		75.0	74.5		83.8	84.8	84.3	82.9	83
3-5	2007	84.0	72.7	81.9	78.4	40.0	74.5	74.7		76.8	85.3	81.0	77.6	347
	2008	88.9	84.6	82.9	82.4	*	69.1	72.7		80.0	87.4	83.7	80.3	208
	2009	66.7	89.3	83.3	83.0	*	78.1	76.1		84.2	83.5	83.9	81.5	192

	NUMBER TESTED IN GRADES 3-5											
2007	25	44	276	291	10	98	198	0	177	170	347	31,814
2008	9	26	170	176	3	68	121	0	105	103	208	31,840
2009	6	28	156	165	3	73	117	0	95	97	192	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	2	2	5	9	*	5	7		8	1	9	1,675	120
	2008	*	0	5	4	*	4	5		3	2	5	1,443	64
	2009	*	1	4	5	*	2	5		2	3	5	960	37
4	2007	1	6	28	34	*	11	24		19	16	35	3,189	100
	2008	*	3	14	17		10	17		12	6	18	2,996	73
	2009	*	2	9	11	*	6	11		7	6	13	2,449	72
5	2007	1	4	17	20	*	9	19		14	8	22	2,258	127
	2008	*	1	10	10	*	7	11		6	5	11	1,827	71
	2009	*	0	13	12		8	12		6	7	13	1,793	83
3-5	2007	4	12	50	63	6	25	50		41	25	66	7,122	347
	2008	1	4	29	31	*	21	33		21	13	34	6,266	208
	2009	2	3	26	28	*	16	28		15	16	31	5,202	192

	NUMBER TESTED IN GRADES 3-5											
2007	25	44	276	291	10	98	198	0	177	170	347	31,814
2008	9	26	170	176	3	68	121	0	105	103	208	31,840
2009	6	28	156	165	3	73	117	0	95	97	192	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	82.4	86.3	80.4	78.9
	2008	81.5	87.1	85.2	80.5
	2009	72.1	74.5	75.7	79.7
4	2007	75.6	76.1	72.6	65.8
	2008	78.7	74.8	73.6	69.5
	2009	82.7	78.1	74.4	77.9
5	2007	77.3	82.5	80.1	74.3
	2008	77.2	80.5	78.5	77.2
	2009	76.6	77.7	79.8	71.5
3-5	2007	78.6	82.0	78.0	73.4
	2008	79.1	80.5	78.8	75.5
	2009	78.0	77.3	77.0	75.5

## 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	40.0	11.1	23.9	25.5	*	20.7	16.7		18.2	29.6	23.3	21.3	120
	2008	*	10.0	26.5	25.5	*	10.7	13.2		19.4	28.6	23.4	21.5	64
	2009	*	12.5	20.0	22.6	*	0.0	7.4		15.8	27.8	21.6	34.1	37
4	2007	50.0	7.1	17.7	13.3	*	5.9	4.5		16.3	19.6	18.0	16.6	100
	2008	*	0.0	10.0	9.7		0.0	2.6		10.8	5.6	8.2	14.4	73
	2009	*	18.2	15.5	15.0	*	8.8	4.7		12.8	18.2	15.3	18.4	72
5	2007	22.2	25.0	7.6	8.5	*	0.0	2.9		11.3	9.2	10.2	13.1	127
	2008	*	14.3	8.2	7.9	*	0.0	2.2		9.4	7.7	8.5	16.5	71
	2009	*	0.0	16.4	16.2		6.3	6.4		10.8	17.4	14.5	18.5	83
3-5	2007	36.0	13.6	15.9	15.8	0.0	13.3	9.1		15.3	18.8	17.0	17.1	347
	2008	0.0	7.7	14.1	13.6	*	4.4	5.8		13.3	12.6	13.0	17.4	208
	2009	16.7	10.7	16.7	17.0	*	6.8	6.0		12.6	19.6	16.1	22.7	192

NUMBER TESTED IN GRADES 3-5													
2007	25	44	276	291	10	98	198	0	177	170	347	31,814	
2008	9	26	170	176	3	68	121	0	105	103	208	31,840	
2009	6	28	156	165	3	73	117	0	95	97	192	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	70.0	50.0	67.4	63.1	*	62.7	60.0		62.1	66.7	64.5	70.3	121
	2008	*	100.0	66.7	69.0	*	61.5	63.4		68.6	70.6	69.6	76.6	102
	2009	*	57.1	73.8	72.9	*	72.1	70.6		69.1	80.0	73.7	77.3	95
4	2007	100.0	53.8	65.4	63.1	*	38.9	33.3		70.0	62.7	66.3	75.7	101
	2008	*	88.9	75.0	79.0		61.1	57.9		70.3	83.3	76.7	77.9	73
	2009	*	90.9	66.2	66.7	*	56.6	56.5		72.3	65.9	69.2	79.4	91
5	2007	100.0	81.8	89.8	90.3	*	82.6	85.9		88.9	90.8	89.8	82.9	128
	2008	*	85.7	88.9	89.4	*	70.8	83.0		91.2	87.2	89.0	84.0	73
	2009	*	88.9	93.1	93.2		87.1	89.1		100.0	87.0	92.7	87.0	82
3-5	2007	87.5	59.5	75.4	72.8	77.8	63.0	63.2		73.7	74.7	74.3	76.2	350
	2008	66.7	92.3	75.7	78.1	50.0	63.6	67.9		75.4	79.4	77.4	79.5	248
	2009	83.3	81.5	77.3	77.1	*	69.7	70.5		78.3	77.7	78.0	81.0	268

NUMBER TESTED IN GRADES 3-5													
2007	24	42	281	290	9	100	201	0	179	170	350	32,298	
2008	9	26	210	215	6	107	156	0	122	126	248	32,696	
2009	6	27	233	236	4	145	193	0	138	130	268	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	3	9	30	38	*	22	34		25	18	43	3,303	121
	2008	*	0	29	27	*	25	26		16	15	31	2,542	102
	2009	*	3	22	23	*	17	25		17	8	25	2,781	95
4	2007	0	6	28	31	*	11	30		15	19	34	2,604	101
	2008	*	1	15	13		7	16		11	6	17	2,436	73
	2009	*	1	26	26	*	23	27		13	15	28	2,196	91
5	2007	0	2	11	10	*	4	10		7	6	13	1,785	128
	2008	*	1	7	7	*	7	8		3	5	8	1,730	73
	2009	*	1	5	5		4	5		0	6	6	1,386	82
3-5	2007	3	17	69	79	2	37	74		47	43	90	7,692	350
	2008	3	2	51	47	3	39	50		30	26	56	6,708	248
	2009	1	5	53	54	*	44	57		30	29	59	6,363	268

NUMBER TESTED IN GRADES 3-5													
2007	24	42	281	290	9	100	201	0	179	170	350	32,298	
2008	9	26	210	215	6	107	156	0	122	126	248	32,696	
2009	6	27	233	236	4	145	193	0	138	130	268	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	75.5	77.5	78.8	73.6	73.1	60.4
	2008	75.6	78.3	82.0	72.7	78.4	63.5
	2009	75.7	76.1	86.1	71.6	75.5	65.9
4	2007	79.3	77.7	71.1	68.0	61.9	70.5
	2008	80.4	77.5	79.7	80.1	79.5	75.7
	2009	83.6	71.1	72.7	76.9	65.7	69.1
5	2007	87.0	81.1	87.6	80.5	86.1	79.6
	2008	82.9	80.4	90.6	74.4	81.2	77.7
	2009	88.4	83.1	89.2	80.0	89.0	82.8
3-5	2007	80.8	78.9	79.8	74.5	74.6	70.4
	2008	79.2	78.7	83.9	75.4	79.5	71.3
	2009	82.3	76.6	82.5	76.0	76.3	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	2007	30.0	0.0	15.2	14.6	*	13.6	9.4		13.6	14.8	14.0	19.2	121
	2008	*	20.0	18.4	19.5	*	9.2	11.3		17.6	21.6	19.6	26.3	102
	2009	*	14.3	22.6	22.4	*	19.7	17.6		12.7	37.5	23.2	29.0	95
4	2007	33.3	7.7	19.8	11.9	*	11.1	4.4		18.0	19.6	18.8	22.6	101
	2008	*	22.2	31.7	32.3		11.1	10.5		32.4	27.8	30.1	23.8	73
	2009	*	36.4	28.6	28.2	*	18.9	19.4		36.2	22.7	29.7	31.6	91
5	2007	62.5	45.5	41.7	44.7	*	26.1	23.9		42.9	44.6	43.8	29.3	128
	2008	*	14.3	38.1	28.8	*	16.7	12.8		35.3	33.3	34.2	31.9	73
	2009	*	22.2	45.8	42.5		25.8	21.7		50.0	37.0	42.7	38.4	82
3-5	2007	41.7	14.3	26.7	24.5	11.1	16.0	13.4		25.1	27.6	26.3	23.6	350
	2008	11.1	19.2	28.1	26.0	33.3	11.2	11.5		27.0	27.0	27.0	27.3	248
	2009	16.7	25.9	31.8	30.5	*	20.7	19.2		30.4	32.3	31.3	32.8	268

NUMBER TESTED IN GRADES 3-5													
2007	24	42	281	290	9	100	201	0	179	170	350	32,298	
2008	9	26	210	215	6	107	156	0	122	126	248	32,696	
2009	6	27	233	236	4	145	193	0	138	130	268	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	100.0	92.3	81.3	83.3	*	66.7	71.1		80.0	87.8	84.0	86.5	94
	2008	*	77.8	78.3	79.0		64.7	64.1		64.9	91.7	78.1	87.4	73
	2009	*	100.0	91.4	91.7	*	88.2	90.7		92.3	93.9	93.1	87.4	72

	NUMBER TESTED IN GRADE 4											
2007	6	13	75	78	2	12	38	0	45	49	94	10,408
2008	4	9	60	62	0	17	39	0	37	36	73	10,658
2009	2	11	58	60	2	34	43	0	39	33	72	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	0	1	14	13	*	4	11		9	6	15	1,408	94
	2008	*	2	13	13		6	14		13	3	16	1,348	73
	2009	*	0	5	5	*	4	4		3	2	5	1,264	72

	NUMBER TESTED IN GRADE 4											
2007	6	13	75	78	2	12	38	0	45	49	94	10,408
2008	4	9	60	62	0	17	39	0	37	36	73	10,658
2009	2	11	58	60	2	34	43	0	39	33	72	10,032

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.1	85.6	74.7	89.5	87.5
	2008	2.1	81.5	74.3	79.6	75.9
	2009	2.2	85.4	78.0	88.4	87.7

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

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	50.0	15.4	13.3	12.8	*	8.3	2.6		13.3	18.4	16.0	18.2	94
	2008	*	0.0	13.3	11.3		0.0	2.6		10.8	13.9	12.3	21.4	73
	2009	*	18.2	15.5	13.3	*	11.8	11.6		12.8	18.2	15.3	21.0	72

	NUMBER TESTED IN GRADE 4											
2007	6	13	75	78	2	12	38	0	45	49	94	10,408
2008	4	9	60	62	0	17	39	0	37	36	73	10,658
2009	2	11	58	60	2	34	43	0	39	33	72	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	77.8	66.7	75.5	72.8	*	58.3	63.8		73.8	76.6	75.2	62.3	125
	2008	*	66.7	80.0	77.0	*	42.1	65.1		90.3	68.4	78.3	71.9	69
	2009	*	87.5	83.3	84.7		71.0	73.9		91.7	77.8	84.0	75.9	81

NUMBER TESTED IN GRADE 5													
2007	9	9	106	103	5	24	69	0	61	64	125	10,296	
2008	2	6	60	61	1	19	43	0	31	38	69	10,686	
2009	1	8	72	72	0	31	46	0	36	45	81	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	2	3	26	28	*	10	25		16	15	31	3,881	125
	2008	*	2	12	14	*	11	15		3	12	15	3,005	69
	2009	*	1	12	11		9	12		3	10	13	2,542	81

NUMBER TESTED IN GRADE 5													
2007	9	9	106	103	5	24	69	0	61	64	125	10,296	
2008	2	6	60	61	1	19	43	0	31	38	69	10,686	
2009	1	8	72	72	0	31	46	0	36	45	81	10,550	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	84.2	83.2	84.7	68.3
	2008	85.2	86.3	81.5	69.9
	2009	87.5	86.1	87.0	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)
5	2007	44.4	11.1	18.9	18.4	*	4.2	11.6		23.0	17.2	20.0	18.0	125
	2008	*	0.0	23.3	23.0	*	5.3	9.3		22.6	21.1	21.7	24.8	69
	2009	*	37.5	34.7	34.7		9.7	17.4		52.8	22.2	35.8	29.1	81

	NUMBER TESTED IN GRADE 5											
2007	9	9	106	103	5	24	69	0	61	64	125	10,296
2008	2	6	60	61	1	19	43	0	31	38	69	10,686
2009	1	8	72	72	0	31	46	0	36	45	81	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			72.0	70.8	*	72.0	72.0		60.0	80.0	72.0	82.9	25
	2008			75.7	71.9	*	75.7	76.5		57.1	87.0	75.7	85.4	37
	2009			84.5	84.9	*	83.3	84.2		77.1	95.7	84.5	89.4	58
4	2007			*	*		*	*			*	*	65.9	1
	2008			20.0	22.2		20.0	20.0		*	16.7	20.0	67.0	10
	2009			47.4	50.0		47.4	47.4		37.5	54.5	47.4	72.7	19
ALL	2007			69.2	68.0	*	69.2	69.2		60.0	75.0	69.2	—	26
	2008			63.8	61.0	*	63.8	63.6		50.0	72.4	63.8	—	47
	2009			75.3	76.1	*	74.0	75.0		69.8	82.4	75.3	—	77

NUMBER TESTED IN GRADES ALL													
2007	0	0	26	25	1	26	26	0	10	16	26	—	
2008	0	0	47	41	1	47	44	0	18	29	47	—	
2009	0	0	77	71	1	73	76	0	43	34	77	—	

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			7	7	*	7	7		4	3	7	219	25
	2008			9	9	*	9	8		6	3	9	239	37
	2009			9	8	*	9	9		8	1	9	514	58
4	2007			*	*		*	*			*	*	122	1
	2008			8	7		8	8		*	5	8	215	10
	2009			10	9		10	10		5	5	10	268	19
ALL	2007			8	8	*	8	8		4	4	8	—	26
	2008			17	16	*	17	16		9	8	17	—	47
	2009			19	17	*	19	19		13	6	19	—	77

NUMBER TESTED IN GRADES ALL													
2007	0	0	26	25	1	26	26	0	10	16	26	—	
2008	0	0	47	41	1	47	44	0	18	29	47	—	
2009	0	0	77	71	1	73	76	0	43	34	77	—	

## 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	65.1	73.7	64.7	57.0
	2008	73.7	74.9	77.9	68.6
	2009	77.5	84.0	77.6	69.6
4	2007	*	*	*	*
	2008	53.3	58.8	50.0	54.0
	2009	65.6	66.4	58.6	55.8
ALL	2007	63.1	73.3	64.4	54.8
	2008	69.4	71.5	72.0	65.5
	2009	74.5	79.7	72.9	66.2

## 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	2007			0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	14.8	25
	2008			18.9	21.9	*	18.9	20.6		0.0	30.4	18.9	17.2	37
	2009			25.9	26.4	*	24.1	24.6		11.4	47.8	25.9	30.6	58
4	2007			*	*		*	*			*	*	14.2	1
	2008			0.0	0.0		0.0	0.0		*	0.0	0.0	13.5	10
	2009			5.3	5.6		5.3	5.3		0.0	9.1	5.3	21.1	19
ALL	2007			0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	—	26
	2008			14.9	17.1	*	14.9	15.9		0.0	24.1	14.9	—	47
	2009			20.8	21.1	*	19.2	19.7		9.3	35.3	20.8	—	77

NUMBER TESTED IN ALL GRADES													
2007	0	0	26	25	1	26	26	0	10	16	26	—	
2008	0	0	47	41	1	47	44	0	18	29	47	—	
2009	0	0	77	71	1	73	76	0	43	34	77	—	

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			66.7	66.7		66.7	66.7		*	*	66.7	79.1	6
	2008			55.6	62.5		55.6	55.6		*	*	55.6	81.9	9
	2009			78.9	77.8		78.9	78.9		62.5	90.9	78.9	87.1	19

NUMBER TESTED IN GRADE 4													
2007	0	0	6	6	0	6	6	0	3	3	6	364	
2008	0	0	9	8	0	9	9	0	4	5	9	667	
2009	0	0	19	18	0	19	19	0	8	11	19	981	

 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	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007			2	2		2	2		*	*	2	76	6
	2008			4	3		4	4		*	*	4	121	9
	2009			4	4		4	4		3	1	4	127	19

NUMBER TESTED IN GRADE 4													
2007	0	0	6	6	0	6	6	0	3	3	6	364	
2008	0	0	9	8	0	9	9	0	4	5	9	667	
2009	0	0	19	18	0	19	19	0	8	11	19	981	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition <sup>1</sup> : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	<b>2007</b>	1.3	75.0	77.1	77.1	70.8
	<b>2008</b>	1.6	83.3	63.9	81.9	72.2
	<b>2009</b>	1.8	80.3	78.9	86.8	73.7

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



## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007			0.0	0.0		0.0	0.0		*	*	0.0	13.2	6
	2008			0.0	0.0		0.0	0.0		*	*	0.0	14.2	9
	2009			0.0	0.0		0.0	0.0		0.0	0.0	0.0	20.4	19

NUMBER TESTED IN GRADE 4													
2007	0	0	6	6	0	6	6	0	3	3	6	364	
2008	0	0	9	8	0	9	9	0	4	5	9	667	
2009	0	0	19	18	0	19	19	0	8	11	19	981	

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	2
	2009		*	*	100.0	100.0	*	*		*	*	100.0	87.7	6
4														
	2008			*	*	*	*	*			*	*	70.7	2
	2009			*	*	*		*		*		*	71.8	2
5														
	2008	*		83.3	85.7	75.0	83.3	75.0		*	*	75.0	73.3	8
	2009	*		*	*	*	*	*		*	*	*	80.3	4
3-5														
	2008	*		80.0	81.8	75.0	77.8	75.0		*	71.4	75.0	73.7	12
	2009	*	*	100.0	100.0	100.0	*	100.0		100.0	*	100.0	79.2	12

NUMBER TESTED IN GRADES 3-5													
2008	2	0	10	11	12	9	12	0	5	7	12	1,807	
2009	1	1	10	11	12	5	10	0	7	5	12	1,867	

## NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			*	*	*	*	*		*		*	116	2
	2009		*	*	0	0	*	*		*	*	0	60	6
4														
	2008			*	*	*	*	*			*	*	181	2
	2009			*	*	*		*		*		*	192	2
5														
	2008	*		1	1	2	1	2		*	*	2	179	8
	2009	*		*	*	*	*	*		*	*	*	137	4
3-5														
	2008	*		2	2	3	2	3		*	2	3	476	12
	2009	*	*	0	0	0	*	0		0	*	0	389	12

NUMBER TESTED IN GRADES 3-5													
2008	2	0	10	11	12	9	12	0	5	7	12	1,807	
2009	1	1	10	11	12	5	10	0	7	5	12	1,867	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	57.7	80.6	63.3	75.0
4					
	2008	*	*	*	*
	2009	*	*	*	*
5					
	2008	67.0	77.1	77.1	67.0
	2009	*	*	*	*
3-5					
	2008	65.1	69.4	72.8	65.9
	2009	62.9	80.6	66.4	77.0

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			*	*	*	*	*		*		*	10.8	2
	2009		*	*	16.7	16.7	*	*		*	*	16.7	16.2	6
4														
	2008			*	*	*	*	*			*	*	9.7	2
	2009			*	*	*		*		*		*	8.9	2
5														
	2008	*		0.0	14.3	12.5	0.0	12.5		*	*	12.5	14.9	8
	2009	*		*	*	*	*	*		*	*	*	14.1	4
3-5														
	2008	*		10.0	18.2	16.7	11.1	16.7		*	14.3	16.7	12.0	12
	2009	*	*	20.0	27.3	25.0	*	30.0		28.6	*	25.0	12.7	12

NUMBER TESTED IN GRADES 3-5														
2008	2	0	10	11	12	9	12	0	5	7	12	1,807		
2009	1	1	10	11	12	5	10	0	7	5	12	1,867		

## PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			*	*	*	*	*		*		*	76.1	2
	2009		*	*	100.0	100.0	*	*		*	*	100.0	81.2	6
4														
	2008			*	*	*	*	*			*	*	69.1	2
	2009			*	*	*		*		*		*	75.8	2
5														
	2008	*		*	*	83.3	*	83.3		*	*	83.3	64.0	6
	2009	*		*	*	*	*	*		*	*	*	80.2	4
3-5														
	2008	*		75.0	77.8	80.0	71.4	80.0		*	71.4	80.0	69.4	10
	2009	*	*	100.0	100.0	100.0	*	100.0		100.0	*	100.0	78.8	12

NUMBER TESTED IN GRADES 3-5													
2008	2	0	8	9	10	7	10	0	3	7	10	1,730	
2009	1	1	10	11	12	5	10	0	7	5	12	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	2
	2009		*	*	0	0	*	*		*	*	0	85	6
4														
	2008			*	*	*	*	*			*	*	173	2
	2009			*	*	*		*		*		*	157	2
5														
	2008	*		*	*	1	*	1		*	*	1	227	6
	2009	*		*	*	*	*	*		*	*	*	127	4
3-5														
	2008	*		2	2	2	2	2		*	2	2	529	10
	2009	*	*	0	0	0	*	0		0	*	0	369	12

NUMBER TESTED IN GRADES 3-5													
2008	2	0	8	9	10	7	10	0	3	7	10	1,730	
2009	1	1	10	11	12	5	10	0	7	5	12	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	56.3	76.7	83.3	80.0	44.4	52.8
4							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5							
	2008	63.0	61.1	66.7	61.1	72.2	53.3
	2009	*	*	*	*	*	*
3-5							
	2008	67.5	61.0	66.0	58.7	56.7	48.7
	2009	67.0	73.1	82.8	73.3	61.1	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			*	*	*	*	*		*		*	16.1	2
	2009		*	*	0.0	0.0	*	*		*	*	0.0	22.3	6
4														
	2008			*	*	*	*	*			*	*	14.3	2
	2009			*	*	*		*		*		*	14.0	2
5														
	2008	*		*	*	16.7	*	16.7		*	*	16.7	14.0	6
	2009	*		*	*	*	*	*		*	*	*	17.2	4
3-5														
	2008	*		0.0	11.1	10.0	0.0	10.0		*	14.3	10.0	14.7	10
	2009	*	*	10.0	9.1	8.3	*	10.0		0.0	*	8.3	17.3	12

NUMBER TESTED IN GRADES 3-5														
2008	2	0	8	9	10	7	10	0	3	7	10	1,730		
2009	1	1	10	11	12	5	10	0	7	5	12	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	*	65.2	63.3	46.9	49
	2008	46.2	81.3	71.1	57.6	45
	2009	14.3	52.2	31.4	41.9	51
1	2007	28.6	45.5	38.9	51.4	54
	2008	20.0	63.3	48.9	50.2	45
	2009	33.3	64.0	50.0	54.2	46
2	2007	46.2	88.6	70.5	44.5	61
	2008	19.4	71.4	35.6	50.2	45
	2009	19.4	52.6	32.0	47.9	50
1-2	2007	38.3	67.6	55.7	47.6	115
	2008	19.6	65.9	42.2	50.2	90
	2009	25.0	59.1	40.6	51.0	96

Number Tested	2007	50	114	164	24,696	
	2008	59	76	135	21,817	
	2009	80	67	147	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	32.4	60.0	43.5	44.3	124
	2008	37.5	61.1	46.0	44.9	100
	2009	48.7	73.9	54.5	52.8	99
1	2007	37.6	65.1	46.3	48.8	136
	2008	43.8	62.9	50.0	55.5	108
	2009	54.1	55.6	54.7	50.4	64
2	2007	55.8	83.3	68.4	55.6	79
	2008	39.1	64.7	43.3	57.5	104
	2009	54.8	65.0	58.8	53.2	51
K-2	2007	39.5	68.2	50.4	49.1	339
	2008	40.2	62.5	46.5	52.7	312
	2009	51.4	64.3	55.6	52.3	214

Number Tested	2007	210	129	339	34,441	
	2008	224	88	312	41,070	
	2009	144	70	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	77.8	50.0	60.0	55.6	*		*		54.5	70.4	63.3	46.9	49
	2008	*	*	68.3	75.0		*	46.2		67.7	78.6	71.1	57.6	45
	2009	33.3	23.1	35.5	29.8	*	0.0	14.3		20.0	47.6	31.4	41.9	51
1	2007	40.0	30.0	37.5	37.8	*		28.6		25.0	50.0	38.9	51.4	54
	2008	62.5	44.4	44.4	44.4	*	*	20.0		38.5	63.2	48.9	50.2	45
	2009	*	14.3	57.9	45.0	*	*	33.3		53.3	43.8	50.0	54.2	46
2	2007	*	81.8	65.9	69.6	*	50.0	46.2		72.0	69.4	70.5	44.5	61
	2008	*	20.0	38.7	37.1	*	0.0	19.4		25.0	44.0	35.6	50.2	45
	2009	*	33.3	27.8	27.3	*	12.5	19.4		30.0	35.0	32.0	47.9	50
1-2	2007	53.3	57.1	53.9	53.8	*	50.0	38.3		49.0	60.6	55.7	47.6	115
	2008	58.3	31.6	41.4	40.8	*	10.0	19.6		32.6	52.3	42.2	50.2	90
	2009	50.0	25.0	43.2	35.7	*	20.0	25.0		41.7	38.9	40.6	51.0	96

  

Number Tested	2007	24	29	106	127	8	8	50	0	71	93	164	24,696
	2008	13	22	99	107	4	13	59	0	77	58	135	21,817
	2009	12	29	105	131	6	17	80	0	90	57	147	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	0	6	4	*		*		4	5	9	1,245	49
	2008	*	*	14	11		*	1		9	6	15	1,687	45
	2009	1	2	3	6	*	0	0		3	3	6	771	51
1	2007	0	1	4	4	*		1		1	4	5	1,458	54
	2008	3	1	6	6	*	*	1		3	7	10	1,555	45
	2009	*	0	7	7	*	*	2		5	2	7	1,659	46
2	2007	*	0	6	5	*	0	1		3	3	6	896	61
	2008	*	0	4	3	*	0	1		1	3	4	1,065	45
	2009	*	0	2	1	*	0	0		1	1	2	1,027	50
1-2	2007	0	1	10	9	*	0	2		4	7	11	2,355	115
	2008	3	1	10	9	*	0	2		4	10	14	2,620	90
	2009	0	0	9	8	*	0	2		6	3	9	2,688	96

  

Number Tested	2007	24	29	106	127	8	8	50	0	71	93	164	24,696
	2008	13	22	99	107	4	13	59	0	77	58	135	21,817
	2009	12	29	105	131	6	17	80	0	90	57	147	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	66.7	62.5	40.4	41.5	*	30.1	32.4		37.7	49.2	43.5	44.3	124
	2008	*	*	48.4	45.3	*	37.5	37.5		50.0	40.5	46.0	44.9	100
	2009	66.7	46.2	54.4	53.7	*	53.7	48.7		50.9	58.7	54.5	52.8	99
1	2007	50.0	40.0	45.6	48.3	*	38.4	37.6		44.2	49.2	46.3	48.8	136
	2008	62.5	44.4	48.9	45.7	*	35.4	43.8		45.6	54.9	50.0	55.5	108
	2009	*	28.6	58.9	57.1	*	66.7	54.1		63.2	42.3	54.7	50.4	64
2	2007	50.0	90.9	65.6	68.9	*	52.0	55.8		75.8	63.0	68.4	55.6	79
	2008	*	30.0	45.6	43.3	*	46.0	39.1		43.9	42.6	43.3	57.5	104
	2009	66.7	44.4	61.1	55.6	*	62.5	54.8		58.1	60.0	58.8	53.2	51
K-2	2007	56.0	65.5	48.0	50.2	27.3	36.8	39.5		48.0	53.0	50.4	49.1	339
	2008	46.2	30.4	47.6	44.8	*	39.7	40.2		46.5	46.4	46.5	52.7	312
	2009	61.5	41.4	57.3	55.1	25.0	57.5	51.4		56.6	54.3	55.6	52.3	214

  

Number Tested	2007	25	29	279	287	11	171	210	0	171	168	339	34,441
	2008	13	23	275	270	5	184	224	0	172	140	312	41,070
	2009	13	29	171	196	8	80	144	0	122	92	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	3	12	16	*	6	7		7	11	18	2,583	124
	2008	*	*	19	16	*	9	9		13	6	19	2,788	100
	2009	1	1	13	14	*	10	10		8	7	15	2,455	99
1	2007	2	1	9	11	*	5	8		7	6	13	1,769	136
	2008	2	1	5	7	*	1	1		5	4	9	2,800	108
	2009	*	0	13	11	*	4	5		9	4	13	1,577	64
2	2007	1	6	9	13	*	2	4		10	6	16	2,098	79
	2008	*	1	5	4	*	2	2		3	3	6	2,912	104
	2009	0	0	3	3	*	1	2		1	2	3	1,686	51
K-2	2007	5	10	30	40	3	13	19		24	23	47	6,450	339
	2008	2	2	29	27	*	12	12		21	13	34	8,500	312
	2009	1	1	29	28	0	15	17		18	13	31	5,718	214

  

Number Tested	2007	25	29	279	287	11	171	210	0	171	168	339	34,441
	2008	13	23	275	270	5	184	224	0	172	140	312	41,070
	2009	13	29	171	196	8	80	144	0	122	92	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			91.9	91.4	*	91.7	91.5		86.8	97.2	91.9	84.7	74
	2008		*	94.4	94.0	*	94.3	94.1		88.9	100.0	94.5	87.0	55
	2009			89.6	89.6	*	89.4	89.6		82.6	96.0	89.6	88.6	48
1	2007			79.3	78.7	*	78.1	78.1		69.8	96.6	79.3	84.5	82
	2008			85.7	86.2		85.2	86.2		80.6	90.6	85.7	88.0	63
	2009			88.9	88.0	*	88.5	88.5		92.6	85.2	88.9	88.6	54
2	2007			89.7	90.3	*	89.6	89.1		85.3	94.1	89.7	89.9	68
	2008			89.7	88.9		89.3	89.1		86.5	95.2	89.7	93.4	58
	2009			91.8	91.2	*	91.7	91.5		91.7	91.9	91.8	94.0	61
K-2	2007			86.6	86.5	*	86.3	86.1		79.2	96.0	86.6	85.6	224
	2008		*	89.7	89.5	*	89.4	89.6		85.3	95.1	89.8	89.3	176
	2009			90.2	89.7	*	89.9	89.9		89.2	91.0	90.2	90.4	163

Number Tested	2007	0	0	224	207	4	212	208	0	125	99	224	14,889
	2008	0	1	175	162	1	170	164	0	95	81	176	18,257
	2009	0	0	163	155	3	159	159	0	74	89	163	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			47	44	*	45	45		21	26	47	2,779	74
	2008		*	22	20	*	22	22		11	12	23	3,280	55
	2009			21	21	*	20	21		10	11	21	3,525	48
1	2007			17	15	*	15	16		12	5	17	1,782	82
	2008			21	20		20	20		5	16	21	2,412	63
	2009			13	11	*	12	12		8	5	13	2,523	54
2	2007			22	19	*	22	20		8	14	22	1,196	68
	2008			22	21		22	22		12	10	22	2,596	58
	2009			26	24	*	25	25		7	19	26	2,909	61
K-2	2007			86	78	*	82	81		41	45	86	5,757	224
	2008		*	65	61	*	64	64		28	38	66	8,288	176
	2009			60	56	*	57	58		25	35	60	8,957	163

  

Number Tested	2007	0	0	224	207	4	212	208	0	125	99	224	14,889
	2008	0	1	175	162	1	170	164	0	95	81	176	18,257
	2009	0	0	163	155	3	159	159	0	74	89	163	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	-	4	50.0	23	13.0	27	18.5
5	1	0.0	4	50.0	0	-	5	40.0
ALL	1	0.0	8	50.0	23	13.0	32	21.9

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (54)	Beginning	19	35.2	20	37.0	50	92.6	32	59.3	32	59.3
	Intermediate	16	29.6	19	35.2	3	5.6	9	16.7	9	16.7
	Advanced	14	25.9	10	18.5	1	1.9	11	20.4	11	20.4
	Advanced High	5	9.3	5	9.3	0	0.0	2	3.7	2	3.7
1 (55)	Beginning	5	9.1	8	14.5	29	52.7	24	43.6	24	43.6
	Intermediate	21	38.2	24	43.6	20	36.4	18	32.7	18	32.7
	Advanced	11	20.0	16	29.1	3	5.5	7	12.7	8	14.5
	Advanced High	18	32.7	7	12.7	3	5.5	6	10.9	5	9.1
2 (67)	Beginning	1	1.5	12	17.9	25	37.3	12	17.9	12	17.9
	Intermediate	29	43.3	23	34.3	22	32.8	21	31.3	21	31.3
	Advanced	29	43.3	19	28.4	16	23.9	23	34.3	26	38.8
	Advanced High	8	11.9	13	19.4	4	6.0	11	16.4	8	11.9
3 (67)	Beginning	5	7.5	6	9.0	17	25.4	6	9.0	6	9.0
	Intermediate	20	29.9	18	26.9	28	41.8	21	31.3	21	31.3
	Advanced	23	34.3	28	41.8	14	20.9	20	29.9	23	34.3
	Advanced High	19	28.4	15	22.4	8	11.9	20	29.9	17	25.4
4 (54)	Beginning	0	0.0	0	0.0	0	0.0	1	1.9	0	0.0
	Intermediate	5	9.3	8	14.8	17	31.5	11	20.4	12	22.2
	Advanced	13	24.1	20	37.0	18	33.3	17	31.5	17	31.5
	Advanced High	36	66.7	26	48.1	19	35.2	25	46.3	25	46.3

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  29 (58.0%)	Beginning	21			
	Intermediate	16	0		
	Advanced	7	1	0	
	Advanced High	5	0	0	
66  37 (56.1%)	Beginning	11			
	Intermediate	15	6		
	Advanced	7	7	12	
	Advanced High	0	3	5	
67  45 (67.2%)	Beginning	6			
	Intermediate	10	11		
	Advanced	5	13	5	
	Advanced High	0	4	13	
49  24 (49.0%)	Beginning	0			
	Intermediate	0	10		
	Advanced	0	2	15	
	Advanced High	0	0	22	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (35)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	4	11.4	1	2.9	7	20.0	4	11.8	4	11.8
	Advanced	8	22.9	11	31.4	19	54.3	7	20.6	7	20.6
	Advanced High	23	65.7	23	65.7	9	25.7	23	67.6	23	67.6
ALL (332)	Beginning	30	9.0	46	13.9	121	36.4	75	22.7	74	22.4
	Intermediate	95	28.6	93	28.0	97	29.2	84	25.4	85	25.7
	Advanced	98	29.5	104	31.3	71	21.4	85	25.7	92	27.8
	Advanced High	109	32.8	89	26.8	43	13.0	87	26.3	80	24.2

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>30</div> <div>24 (80.0%)</div>	Beginning	0			
	Intermediate	1	3		
	Advanced	0	3	3	
	Advanced High	0	3	17	
<div>263</div> <div>159 (60.5%)</div>	Beginning	39			
	Intermediate	42	30		
	Advanced	19	26	35	
	Advanced High	5	10	57	

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