

Campus Data Packet

for 2009 - 10 Plans



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School Number 183

*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	39
KN	85
1	107
2	104
3	92
4	90
5	78
ALL	595

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	481	80.8	30	85.7
American Indian	0	0.0	*	*
Asian	5	0.8	*	*
Hispanic	107	18.0	5	14.3
White	2	0.3	0	0.0
Other	**	**	0	0.0

*Included in category "Other."

**All students are classified in one of the five racial/ethnic groups.

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	563	94.6
Limited English proficient students	82	13.8
Special education students	30	5.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	41	34	82.9	0	0.0	1	2.4	6	14.6	0	0.0
	2008	39	34	87.2	0	0.0	0	0.0	5	12.8	0	0.0
	2009	39	31	79.5	0	0.0	0	0.0	8	20.5	0	0.0
KN	2007	77	61	79.2	0	0.0	1	1.3	14	18.2	1	1.3
	2008	104	81	77.9	0	0.0	2	1.9	21	20.2	0	0.0
	2009	85	70	82.4	0	0.0	0	0.0	15	17.6	0	0.0
1	2007	90	71	78.9	0	0.0	0	0.0	18	20.0	1	1.1
	2008	96	80	83.3	0	0.0	1	1.0	14	14.6	1	1.0
	2009	107	81	75.7	0	0.0	2	1.9	23	21.5	1	0.9
2	2007	85	61	71.8	0	0.0	2	2.4	20	23.5	2	2.4
	2008	95	75	78.9	0	0.0	0	0.0	20	21.1	0	0.0
	2009	104	87	83.7	0	0.0	1	1.0	15	14.4	1	1.0
3	2007	80	69	86.3	0	0.0	0	0.0	10	12.5	1	1.3
	2008	83	68	81.9	0	0.0	2	2.4	13	15.7	0	0.0
	2009	92	71	77.2	0	0.0	0	0.0	21	22.8	0	0.0
4	2007	86	67	77.9	0	0.0	1	1.2	17	19.8	1	1.2
	2008	78	68	87.2	0	0.0	0	0.0	10	12.8	0	0.0
	2009	90	75	83.3	0	0.0	2	2.2	13	14.4	0	0.0
5	2007	74	66	89.2	0	0.0	0	0.0	7	9.5	1	1.4
	2008	85	69	81.2	0	0.0	1	1.2	15	17.6	0	0.0
	2009	78	66	84.6	0	0.0	0	0.0	12	15.4	0	0.0
EC-5	2007	533	429	80.5	0	0.0	5	0.9	92	17.3	7	1.3
	2008	580	475	81.9	0	0.0	6	1.0	98	16.9	1	0.2
	2009	595	481	80.8	0	0.0	5	0.8	107	18.0	2	0.3

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	41	41	100.0	6	14.6	1	2.4	0	0.0	41	100.0	0.0
	2008	39	38	97.4	6	15.4	0	0.0	0	0.0	38	97.4	2.6
	2009	39	39	100.0	5	12.8	0	0.0	0	0.0	39	100.0	0.0
KN	2007	77	72	93.5	13	16.9	1	1.3	6	7.8	35	45.5	1.3
	2008	104	97	93.3	21	20.2	4	3.8	4	3.8	43	41.3	2.9
	2009	85	79	92.9	13	15.3	1	1.2	4	4.7	44	51.8	0.0
1	2007	90	82	91.1	12	13.3	5	5.6	1	1.1	10	11.1	11.1
	2008	96	89	92.7	14	14.6	2	2.1	6	6.3	12	12.5	5.2
	2009	107	102	95.3	22	20.6	3	2.8	8	7.5	10	9.3	2.8
2	2007	85	78	91.8	13	15.3	10	11.8	3	3.5	17	20.0	4.7
	2008	95	88	92.6	15	15.8	7	7.4	5	5.3	6	6.3	8.4
	2009	104	101	97.1	14	13.5	1	1.0	9	8.7	10	9.6	6.7
3	2007	80	71	88.8	3	3.8	2	2.5	6	7.5	12	15.0	6.3
	2008	83	75	90.4	7	8.4	11	13.3	4	4.8	8	9.6	0.0
	2009	92	84	91.3	16	17.4	5	5.4	5	5.4	10	10.9	3.3
4	2007	86	78	90.7	4	4.7	5	5.8	4	4.7	14	16.3	0.0
	2008	78	72	92.3	2	2.6	6	7.7	8	10.3	7	9.0	2.6
	2009	90	88	97.8	7	7.8	12	13.3	8	8.9	12	13.3	6.7
5	2007	74	64	86.5	1	1.4	8	10.8	3	4.1	16	21.6	2.7
	2008	85	78	91.8	2	2.4	7	8.2	5	5.9	4	4.7	7.1
	2009	78	70	89.7	5	6.4	8	10.3	11	14.1	3	3.8	3.8
EC-5	2007	533	486	91.2	52	9.8	32	6.0	23	4.3	145	27.2	4.1
	2008	580	537	92.6	67	11.6	37	6.4	32	5.5	118	20.3	4.3
	2009	595	563	94.6	82	13.8	30	5.0	45	7.6	128	21.5	3.7

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2007	20.6	4,117.2	19.9	96.6	3,933.6	95.5	44	100.0	100.0	41	7,436	100.0	100.0
	2008	19.7	4,133.2	19.0	96.4	3,942.7	95.4	48	100.0	100.0	38	7,427	100.0	100.0
	2009	19.9	4,167.8	19.2	96.7	3,975.6	95.4	45	100.0	100.0	39	7,332	100.0	100.0
KN	2007	73.9	13,945.0	71.3	96.5	13,385.6	96.0	20	27.1	24.3	66	12,035	89.3	86.3
	2008	103.5	13,568.1	99.3	95.9	13,004.4	95.8	20	19.3	23.5	89	11,618	86.0	85.6
	2009	85.1	13,515.0	82.0	96.3	12,939.1	95.7	16	18.8	22.5	73	11,501	85.8	85.1
1	2007	88.7	14,353.8	85.7	96.6	13,851.4	96.5	28	31.6	23.2	78	12,437	87.9	86.6
	2008	95.6	14,626.9	92.3	96.5	14,102.7	96.4	17	17.8	21.2	83	12,704	86.9	86.9
	2009	105.4	14,250.8	101.0	95.8	13,719.9	96.3	20	19.0	20.7	88	12,300	83.5	86.3
2	2007	79.5	13,403.8	77.4	97.3	12,978.9	96.8	39	49.0	21.7	64	11,729	80.5	87.5
	2008	96.3	13,708.6	93.6	97.2	13,269.8	96.8	17	17.6	19.7	87	12,043	90.3	87.9
	2009	105.8	13,950.1	102.5	96.9	13,499.0	96.8	17	16.1	18.6	93	12,231	87.9	87.7
3	2007	77.0	12,998.4	75.1	97.5	12,633.3	97.2	22	28.6	21.1	69	11,445	89.6	88.0
	2008	86.5	12,806.9	83.9	97.1	12,425.5	97.0	24	27.8	19.1	74	11,408	85.6	89.1
	2009	90.0	13,095.5	87.4	97.1	12,710.6	97.1	22	24.5	18.3	73	11,634	81.1	88.8
4	2007	82.6	12,104.9	80.7	97.7	11,768.3	97.2	26	31.5	19.7	73	10,683	88.4	88.3
	2008	78.5	12,329.8	76.1	96.9	11,960.3	97.0	7	8.9	19.7	73	10,924	93.0	88.6
	2009	88.2	12,156.4	84.9	96.2	11,789.9	97.0	29	32.9	18.1	71	10,731	80.5	88.3
5	2007	69.4	11,757.0	67.5	97.3	11,426.8	97.2	20	28.8	20.9	61	10,362	87.9	88.1
	2008	83.0	11,874.2	80.2	96.6	11,539.6	97.2	14	16.9	18.8	78	10,608	94.0	89.3
	2009	79.0	11,903.5	76.9	97.3	11,552.9	97.1	15	19.0	17.5	67	10,563	84.8	88.7
EC-5	2007	491.8	83,122.6	477.6	97.1	80,387.4	96.7	199	40.5	33.3	452	76,416	91.9	91.9
	2008	563.1	83,438.7	544.4	96.7	80,606.0	96.6	147	26.1	31.9	522	76,970	92.7	92.2
	2009	573.3	83,476.5	553.9	96.6	80,586.5	96.5	164	28.6	30.9	504	76,517	87.9	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	30	85.7
Hispanic	5	14.3
White	0	0.0
Other	0	0.0

Gender	Number	Percent
Female	31	88.6
Male	4	11.4

TOTAL	35
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AVERAGE NUMBER OF ABSENCES

2007	5.3
2008	7.6
2009	6.3

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		88.2	80.0	87.9	*	*	76.0		86.1	88.1	87.2	84.6	78
	2008		93.3	93.3	92.5	*	85.7	92.1		92.5	94.6	93.5	86.2	77
	2009		94.2	87.5	92.8	*	*	92.0		93.1	93.8	93.5	87.3	77
4	2007		64.1	40.0	58.3	*	*	37.9		58.5	61.5	60.0	69.7	80
	2008		77.8	80.0	79.1	*	*	40.0		66.7	87.5	78.1	72.1	73
	2009		75.4	83.3	74.0		*	52.0		63.9	83.7	74.7	75.8	79
5	2007	*	82.8	71.4	83.6	*	*	74.3		72.7	90.9	81.8	78.3	66
	2008		81.3	92.3	84.7	*	*	73.3		81.8	85.3	83.3	82.9	78
	2009		85.5	90.9	85.9	*	*	68.2		87.5	85.4	86.3	82.9	73
3-5	2007	*	78.4	59.4	75.6	*	42.9	62.9		71.8	79.8	75.9	77.6	224
	2008		84.0	89.5	85.4	*	72.7	75.5		81.2	89.2	85.1	80.3	228
	2009		85.2	87.1	83.8	*	91.7	70.8		80.4	87.9	84.7	81.5	229

	NUMBER TESTED IN GRADES 3-5											
2007	1	190	32	193	5	7	89	0	110	114	224	31,814
2008	0	187	38	206	5	11	98	0	117	111	228	31,840
2009	0	196	31	210	4	12	72	0	97	132	229	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		8	2	8	*	*	6		5	5	10	1,675	78
	2008		4	1	5	*	1	3		3	2	5	1,443	77
	2009		4	1	5	*	*	2		2	3	5	960	77
4	2007		23	9	30	*	*	18		17	15	32	3,189	80
	2008		14	2	14	*	*	9		11	5	16	2,996	73
	2009		16	2	20		*	12		13	7	20	2,449	79
5	2007	*	10	2	9	*	*	9		9	3	12	2,258	66
	2008		12	1	11	*	*	12		8	5	13	1,827	78
	2009		9	1	9	*	*	7		4	6	10	1,793	73
3-5	2007	*	41	13	47	*	4	33		31	23	54	7,122	224
	2008		30	4	30	*	3	24		22	12	34	6,266	228
	2009		29	4	34	*	1	21		19	16	35	5,202	229

	NUMBER TESTED IN GRADES 3-5											
2007	1	190	32	193	5	7	89	0	110	114	224	31,814
2008	0	187	38	206	5	11	98	0	117	111	228	31,840
2009	0	196	31	210	4	12	72	0	97	132	229	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	81.5	85.7	74.6	77.4
	2008	81.9	82.9	82.7	78.4
	2009	84.1	84.8	87.0	88.0
4	2007	75.1	70.5	67.5	65.4
	2008	80.6	75.0	77.9	77.5
	2009	79.3	75.9	70.0	74.4
5	2007	75.9	83.1	78.6	70.9
	2008	77.3	76.6	80.0	75.6
	2009	81.1	80.1	83.2	77.6
3-5	2007	77.5	79.5	73.2	71.2
	2008	79.9	78.2	80.2	77.2
	2009	81.5	80.3	79.9	80.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		23.5	30.0	24.2	*	*	12.0		22.2	26.2	24.4	21.3	78
	2008		21.7	0.0	14.9	*	0.0	5.3		22.5	10.8	16.9	21.5	77
	2009		56.5	0.0	49.3	*	*	24.0		51.7	50.0	50.6	34.1	77
4	2007		9.4	13.3	9.7	*	*	0.0		7.3	12.8	10.0	16.6	80
	2008		17.5	20.0	16.4	*	*	0.0		15.2	20.0	17.8	14.4	73
	2009		12.3	8.3	10.4		*	0.0		5.6	16.3	11.4	18.4	79
5	2007	*	6.9	0.0	5.5	*	*	2.9		3.0	9.1	6.1	13.1	66
	2008		9.4	23.1	11.1	*	*	4.4		11.4	11.8	11.5	16.5	78
	2009		22.6	27.3	20.3	*	*	4.5		15.6	29.3	23.3	18.5	73
3-5	2007	*	13.7	15.6	13.5	*	14.3	4.5		10.9	16.7	13.8	17.1	224
	2008		16.0	13.2	14.1	*	0.0	4.1		16.2	14.4	15.4	17.4	228
	2009		31.1	12.9	26.2	*	0.0	9.7		22.7	32.6	28.4	22.7	229

	NUMBER TESTED IN GRADES 3-5											
2007	1	190	32	193	5	7	89	0	110	114	224	31,814
2008	0	187	38	206	5	11	98	0	117	111	228	31,840
2009	0	196	31	210	4	12	72	0	97	132	229	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	*	79.1	70.0	78.8	*	*	56.0		75.0	81.0	78.2	70.3	78
	2008		72.4	92.3	74.6	*	100.0	80.0		81.1	69.4	75.3	76.6	73
	2009		80.0	95.0	85.4	*	93.3	78.4		82.9	83.6	83.3	77.3	90
4	2007		63.5	40.0	57.7		*	41.4		58.5	60.5	59.5	75.7	79
	2008		79.4	70.0	77.6	*	*	33.3		72.7	82.5	78.1	77.9	73
	2009		62.1	58.3	61.0		*	32.0		48.6	72.1	61.3	79.4	80
5	2007	*	81.7	85.7	82.5	*	*	72.2		79.4	85.3	82.4	82.9	68
	2008		67.7	84.6	72.6		*	58.7		71.1	70.6	70.9	84.0	79
	2009		88.5	100.0	90.5	*	*	71.4		90.6	90.0	90.3	87.0	72
3-5	2007	*	74.7	59.4	72.2	*	42.9	57.8		70.3	75.4	72.9	76.2	225
	2008		73.1	83.3	74.9	*	63.6	62.5		74.8	74.5	74.7	79.5	225
	2009		76.6	86.0	78.4	*	79.2	62.7		73.1	81.9	78.1	81.0	242

	NUMBER TESTED IN GRADES 3-5											
2007	2	190	32	194	5	7	90	0	111	114	225	32,298
2008	0	186	36	203	3	11	96	0	115	110	225	32,696
2009	0	197	43	222	4	24	83	0	104	138	242	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	*	14	3	14	*	*	11		9	8	17	3,303	78
	2008		16	1	16	*	0	7		7	11	18	2,542	73
	2009		14	1	12	*	1	8		6	9	15	2,781	90
4	2007		23	9	30		*	17		17	15	32	2,604	79
	2008		13	3	15	*	*	10		9	7	16	2,436	73
	2009		25	5	30		*	17		19	12	31	2,196	80
5	2007	*	11	1	10	*	*	10		7	5	12	1,785	68
	2008		21	2	20		*	19		13	10	23	1,730	79
	2009		7	0	6	*	*	6		3	4	7	1,386	72
3-5	2007	*	48	13	54	*	4	38		33	28	61	7,692	225
	2008		50	6	51	*	4	36		29	28	57	6,708	225
	2009		46	6	48	*	5	31		28	25	53	6,363	242

	NUMBER TESTED IN GRADES 3-5											
2007	2	190	32	194	5	7	90	0	111	114	225	32,298
2008	0	186	36	203	3	11	96	0	115	110	225	32,696
2009	0	197	43	222	4	24	83	0	104	138	242	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	80.8	86.3	85.7	79.7	86.9	69.1
	2008	77.5	81.7	79.9	80.4	81.5	55.1
	2009	77.6	83.7	89.6	78.7	83.9	67.4
4	2007	72.6	71.2	70.9	63.1	59.5	62.5
	2008	81.2	81.2	71.9	79.2	80.8	73.3
	2009	80.3	65.5	62.9	70.0	77.2	62.3
5	2007	80.7	75.2	80.0	70.0	77.9	74.8
	2008	76.8	72.9	83.9	69.6	71.2	71.8
	2009	89.5	79.6	87.5	82.7	85.1	83.0
3-5	2007	77.9	77.7	78.8	70.9	74.6	68.5
	2008	78.4	78.5	78.7	76.2	77.7	66.9
	2009	82.0	76.5	80.2	77.0	82.0	70.4

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	*	29.9	30.0	28.8	*	*	4.0		27.8	33.3	30.8	19.2	78
	2008		10.3	7.7	7.9	*	0.0	8.6		18.9	0.0	9.6	26.3	73
	2009		18.6	20.0	18.3	*	6.7	2.7		25.7	14.5	18.9	29.0	90
4	2007		7.9	0.0	7.0		*	0.0		4.9	7.9	6.3	22.6	79
	2008		20.6	20.0	17.9	*	*	0.0		18.2	22.5	20.5	23.8	73
	2009		12.1	8.3	11.7		*	4.0		10.8	11.6	11.3	31.6	80
5	2007	*	21.7	28.6	21.1	*	*	2.8		20.6	23.5	22.1	29.3	68
	2008		16.9	15.4	17.8		*	6.5		20.0	14.7	17.7	31.9	79
	2009		50.8	18.2	44.4	*	*	14.3		40.6	50.0	45.8	38.4	72
3-5	2007	*	20.0	15.6	18.6	*	0.0	2.2		17.1	21.9	19.6	23.6	225
	2008		16.1	13.9	14.8	*	0.0	6.3		19.1	12.7	16.0	27.3	225
	2009		26.4	16.3	23.4	*	4.2	6.0		25.0	23.9	24.4	32.8	242

	NUMBER TESTED IN GRADES 3-5											
2007	2	190	32	194	5	7	90	0	111	114	225	32,298
2008	0	186	36	203	3	11	96	0	115	110	225	32,696
2009	0	197	43	222	4	24	83	0	104	138	242	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		88.9	66.7	83.1	*	*	75.9		85.4	84.2	84.8	86.5	79
	2008		93.8	90.0	92.8	*	*	76.5		87.9	97.6	93.3	87.4	75
	2009		84.4	84.6	82.9		66.7	72.0		78.4	88.1	83.5	87.4	79

	NUMBER TESTED IN GRADE 4											
2007	0	63	15	71	1	3	29	0	41	38	79	10,408
2008	0	65	10	69	2	3	17	0	33	42	75	10,658
2009	0	64	13	76	0	6	25	0	37	42	79	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		7	5	12	*	*	7		6	6	12	1,408	79
	2008		4	1	5	*	*	4		4	1	5	1,348	75
	2009		10	2	13		2	7		8	5	13	1,264	79

NUMBER TESTED IN GRADE 4													
2007	0	63	15	71	1	3	29	0	41	38	79	10,408	
2008	0	65	10	69	2	3	17	0	33	42	75	10,658	
2009	0	64	13	76	0	6	25	0	37	42	79	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	2.2	75.3	80.5	88.0	84.3
	2008	2.4	81.3	83.3	83.8	85.5
	2009	2.1	79.7	73.6	78.0	84.8

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		19.0	13.3	16.9	*	*	6.9		7.3	28.9	17.7	18.2	79
	2008		30.8	10.0	27.5	*	*	0.0		9.1	42.9	28.0	21.4	75
	2009		10.9	7.7	11.8		0.0	4.0		5.4	16.7	11.4	21.0	79

	NUMBER TESTED IN GRADE 4											
2007	0	63	15	71	1	3	29	0	41	38	79	10,408
2008	0	65	10	69	2	3	17	0	33	42	75	10,658
2009	0	64	13	76	0	6	25	0	37	42	79	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	*	61.7	57.1	59.6	*	*	47.2		64.7	58.8	61.8	62.3	68
	2008		64.1	75.0	67.6	*	*	50.0		67.4	64.7	66.2	71.9	77
	2009		80.3	81.8	77.8	*	*	63.6		84.4	77.5	80.6	75.9	72

	NUMBER TESTED IN GRADE 5											
2007	1	60	7	57	3	1	36	0	34	34	68	10,296
2008	0	64	12	71	1	2	44	0	43	34	77	10,686
2009	0	61	11	63	2	4	22	0	32	40	72	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	*	23	3	23	*	*	19		12	14	26	3,881	68
	2008		23	3	23	*	*	22		14	12	26	3,005	77
	2009		12	2	14	*	*	8		5	9	14	2,542	72

NUMBER TESTED IN GRADE 5													
2007	1	60	7	57	3	1	36	0	34	34	68	10,296	
2008	0	64	12	71	1	2	44	0	43	34	77	10,686	
2009	0	61	11	63	2	4	22	0	32	40	72	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	80.5	77.8	82.8	65.2
	2008	82.2	84.3	78.1	72.6
	2009	89.5	89.8	85.2	67.6

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	*	15.0	14.3	17.5	*	*	8.3		20.6	11.8	16.2	18.0	68
	2008		28.1	8.3	25.4	*	*	4.5		25.6	26.5	26.0	24.8	77
	2009		32.8	27.3	30.2	*	*	13.6		31.3	32.5	31.9	29.1	72

	NUMBER TESTED IN GRADE 5											
2007	1	60	7	57	3	1	36	0	34	34	68	10,296
2008	0	64	12	71	1	2	44	0	43	34	77	10,686
2009	0	61	11	63	2	4	22	0	32	40	72	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	89.4	12
ALL	2007												—	0
	2008												—	0
	2009			100.0	100.0		100.0	100.0		*	100.0	100.0	—	12

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	12	12	0	12	12	0	4	8	12	—	

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	514	12
ALL	2007												—	0
	2008												—	0
	2009			0	0		0	0		*	0	0	—	12

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	12	12	0	12	12	0	4	8	12	—	

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	86.7	94.0	81.9	81.3
ALL	2007				
	2008				
	2009	86.7	94.0	81.9	81.3

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												14.8	0
	2008												17.2	0
	2009			58.3	58.3		58.3	58.3		*	75.0	58.3	30.6	12
ALL	2007												—	0
	2008												—	0
	2009			58.3	58.3		58.3	58.3		*	75.0	58.3	—	12

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	12	12	0	12	12	0	4	8	12	—	—

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		50.0		50.0	50.0		*		42.9	*	50.0	77.7	8
	2009		*	*	*	*	*	*		*		*	87.7	3
4														
	2008		*		*	*		*		*	*	*	70.7	4
	2009		70.0	*	66.7	66.7	*	*		72.7	*	66.7	71.8	12
5														
	2008		*	*	100.0	100.0		*		*	*	100.0	73.3	6
	2009		66.7		66.7	66.7		*		*	*	66.7	80.3	6
3-5														
	2008		70.6	*	72.2	72.2		100.0		58.3	100.0	72.2	73.7	18
	2009		66.7	*	61.9	61.9	*	58.3		58.8	*	61.9	79.2	21

NUMBER TESTED IN GRADES 3-5													
2008	0	17	1	18	18	0	9	0	12	6	18	1,807	
2009	0	18	3	21	21	2	12	0	17	4	21	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		4		4	4		*		4	*	4	116	8
	2009		*	*	*	*	*	*		*		*	60	3
4														
	2008		*		*	*		*		*	*	*	181	4
	2009		3	*	4	4	*	*		3	*	4	192	12
5														
	2008		*	*	0	0		*		*	*	0	179	6
	2009		2		2	2		*		*	*	2	137	6
3-5														
	2008		5	*	5	5		0		5	0	5	476	18
	2009		6	*	8	8	*	5		7	*	8	389	21

NUMBER TESTED IN GRADES 3-5													
2008	0	17	1	18	18	0	9	0	12	6	18	1,807	
2009	0	18	3	21	21	2	12	0	17	4	21	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	41.3	58.3	47.5	43.8
	2009	*	*	*	*
4					
	2008	*	*	*	*
	2009	47.9	55.6	47.2	57.3
5					
	2008	60.6	80.6	72.2	62.1
	2009	54.5	63.9	77.8	66.7
3-5					
	2008	52.0	65.7	53.5	53.3
	2009	50.7	57.9	55.9	58.1

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)
3														
	2008		0.0		0.0	0.0		*		0.0	*	0.0	10.8	8
	2009		*	*	*	*	*	*		*		*	16.2	3
4														
	2008		*		*	*		*		*	*	*	9.7	4
	2009		10.0	*	8.3	8.3	*	*		9.1	*	8.3	8.9	12
5														
	2008		*	*	0.0	0.0		*		*	*	0.0	14.9	6
	2009		16.7		16.7	16.7		*		*	*	16.7	14.1	6
3-5														
	2008		5.9	*	5.6	5.6		11.1		0.0	16.7	5.6	12.0	18
	2009		16.7	*	14.3	14.3	*	25.0		17.6	*	14.3	12.7	21

NUMBER TESTED IN GRADES 3-5														
2008	0	17	1	18	18	0	9	0	12	6	18	1,807		
2009	0	18	3	21	21	2	12	0	17	4	21	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		60.0	*	63.6	63.6	*	*		60.0	*	63.6	76.1	11
	2009		*	*	*	*	*	*		*		*	81.2	3
4														
	2008		*		*	*		*		*	*	*	69.1	4
	2009		60.0	*	58.3	58.3	*	*		54.5	*	58.3	75.8	12
5														
	2008		66.7	*	57.1	57.1		*		*	*	57.1	64.0	7
	2009		50.0		50.0	50.0		*		*	*	50.0	80.2	6
3-5														
	2008		55.0	*	54.5	54.5	*	61.5		53.3	57.1	54.5	69.4	22
	2009		55.6	*	52.4	52.4	*	66.7		47.1	*	52.4	78.8	21

NUMBER TESTED IN GRADES 3-5													
2008	0	20	2	22	22	1	13	0	15	7	22	1,730	
2009	0	18	3	21	21	2	12	0	17	4	21	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		4	*	4	4	*	*		4	*	4	129	11
	2009		*	*	*	*	*	*		*		*	85	3
4														
	2008		*		*	*		*		*	*	*	173	4
	2009		4	*	5	5	*	*		5	*	5	157	12
5														
	2008		2	*	3	3		*		*	*	3	227	7
	2009		3		3	3		*		*	*	3	127	6
3-5														
	2008		9	*	10	10	*	5		7	3	10	529	22
	2009		8	*	10	10	*	4		9	*	10	369	21

NUMBER TESTED IN GRADES 3-5													
2008	0	20	2	22	22	1	13	0	15	7	22	1,730	
2009	0	18	3	21	21	2	12	0	17	4	21	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	50.0	58.2	63.6	58.2	45.5	53.0
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	62.0	54.2	60.0	35.0	36.1	47.2
5							
	2008	42.9	52.4	47.6	38.1	57.1	48.6
	2009	44.4	41.7	41.7	38.9	66.7	66.7
3-5							
	2008	44.2	57.9	53.3	51.2	43.9	53.3
	2009	55.3	50.5	54.8	39.7	46.0	52.4

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														
	2008		10.0	*	18.2	18.2	*	*		20.0	*	18.2	16.1	11
	2009		*	*	*	*	*	*		*		*	22.3	3
4														
	2008		*		*	*		*		*	*	*	14.3	4
	2009		0.0	*	8.3	8.3	*	*		9.1	*	8.3	14.0	12
5														
	2008		0.0	*	0.0	0.0		*		*	*	0.0	14.0	7
	2009		16.7		16.7	16.7		*		*	*	16.7	17.2	6
3-5														
	2008		5.0	*	9.1	9.1	*	15.4		13.3	0.0	9.1	14.7	22
	2009		11.1	*	14.3	14.3	*	25.0		17.6	*	14.3	17.3	21

NUMBER TESTED IN GRADES 3-5													
2008	0	20	2	22	22	1	13	0	15	7	22	1,730	
2009	0	18	3	21	21	2	12	0	17	4	21	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		16.7		16.7	16.7		*		*	*	16.7	37.5	6

NUMBER TESTED IN GRADE 5													
2008	0	4	1	5	5	0	4	0	3	2	5	668	
2009	0	6	0	6	6	0	4	0	3	3	6	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		5		5	5		*		*	*	5	398	6

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

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	*	*	*	*
	2009	57.6	54.8	61.9	52.4

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)
5														
	2008		*	*	*	*		*		*	*	*	5.2	5
	2009		0.0		0.0	0.0		*		*	*	0.0	4.9	6

NUMBER TESTED IN GRADE 5														
2007														
2008	0	4	1	5	5	0	4	0	3	2	5	668		
2009	0	6	0	6	6	0	4	0	3	3	6	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	*	33.9	33.3	46.9	63
	2008	*	75.3	74.4	57.6	82
	2009	17.6	57.4	47.9	41.9	71
1	2007	29.2	71.7	58.4	51.4	77
	2008	*	56.8	56.4	50.2	78
	2009	37.5	86.7	63.5	54.2	85
2	2007	45.2	62.9	54.5	44.5	66
	2008	29.4	88.6	62.8	50.2	78
	2009	18.2	55.3	33.3	47.9	93
1-2	2007	38.2	68.2	56.6	47.6	143
	2008	31.6	68.6	59.6	50.2	156
	2009	26.3	72.3	47.8	51.0	178

Number Tested	2007	56	150	206	24,696	
	2008	39	199	238	21,817	
	2009	112	137	249	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	63.6	30.3	35.1	44.3	77
	2008	33.3	57.8	52.9	44.9	104
	2009	20.7	68.5	51.8	52.8	83
1	2007	11.4	58.2	40.0	48.8	90
	2008	61.1	48.6	51.1	55.5	92
	2009	16.7	58.7	38.6	50.4	88
2	2007	44.4	69.4	56.9	55.6	72
	2008	51.0	82.2	66.0	57.5	94
	2009	47.3	84.2	62.4	53.2	93
K-2	2007	32.9	49.0	43.5	49.1	239
	2008	48.9	59.9	56.6	52.7	290
	2009	31.0	69.6	51.1	52.3	264

Number Tested	2007	82	157	239	34,441	
	2008	88	202	290	41,070	
	2009	126	138	264	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	*	30.0	*	31.0			*		30.3	36.7	33.3	46.9	63
	2008		74.7	*	76.0	*		*		64.7	81.3	74.4	57.6	82
	2009		47.1	*	46.2	*	*	17.6		39.4	55.3	47.9	41.9	71
1	2007		56.3	83.3	55.1	*		29.2		40.5	80.0	58.4	51.4	77
	2008	*	55.3	*	56.3	*		*		50.0	63.2	56.4	50.2	78
	2009		64.2	*	61.3	*	*	37.5		67.5	60.0	63.5	54.2	85
2	2007	*	55.6	62.5	52.5	*	*	45.2		50.0	59.4	54.5	44.5	66
	2008		63.9	50.0	59.2	*	*	29.4		47.4	77.5	62.8	50.2	78
	2009	*	33.3	*	31.1	*	*	18.2		25.0	42.2	33.3	47.9	93
1-2	2007	*	56.0	71.4	53.8	16.7	*	38.2		44.7	70.1	56.6	47.6	143
	2008	*	59.5	57.1	57.7	*	*	31.6		48.7	70.5	59.6	50.2	156
	2009	*	48.2	28.6	45.3	*	*	26.3		44.3	51.1	47.8	51.0	178

Number Tested	2007	3	185	16	188	6	3	56	0	109	97	206	24,696
	2008	1	227	8	217	8	2	39	0	112	126	238	21,817
	2009	1	236	10	235	3	3	112	0	121	128	249	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	*	5	*	4			*		2	4	6	1,245	63
	2008		27	*	26	*		*		6	22	28	1,687	82
	2009		6	*	5	*	*	0		2	4	6	771	71
1	2007		18	4	21	*		1		7	15	22	1,458	77
	2008	*	17	*	15	*		*		7	11	18	1,555	78
	2009		20	*	17	*	*	2		9	11	20	1,659	85
2	2007	*	5	2	6	*	*	3		3	4	7	896	66
	2008		12	0	10	*	*	0		4	8	12	1,065	78
	2009	*	5	*	4	*	*	0		0	5	5	1,027	93
1-2	2007	*	23	6	27	1	*	4		10	19	29	2,355	143
	2008	*	29	0	25	*	*	0		11	19	30	2,620	156
	2009	*	25	0	21	*	*	2		9	16	25	2,688	178

Number Tested	2007	3	185	16	188	6	3	56	0	109	97	206	24,696
	2008	1	227	8	217	8	2	39	0	112	126	238	21,817
	2009	1	236	10	235	3	3	112	0	121	128	249	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	*	26.7	71.4	34.7	*	61.5	63.6		25.0	45.9	35.1	44.3	77
	2008		58.2	39.1	53.6	*	36.4	33.3		34.0	70.4	52.9	44.9	104
	2009		54.4	40.0	50.6	*	30.8	20.7		46.2	56.8	51.8	52.8	83
1	2007		41.7	33.3	40.2	*	16.7	11.4		31.9	48.8	40.0	48.8	90
	2008	*	45.5	78.6	49.4	*	76.9	61.1		45.7	56.5	51.1	55.5	92
	2009	*	39.8	*	36.1	*	*	16.7		31.7	44.7	38.6	50.4	88
2	2007	*	51.7	100.0	56.7	22.2	*	44.4		52.5	62.5	56.9	55.6	72
	2008		64.9	70.0	64.4	16.7	60.0	51.0		63.8	68.1	66.0	57.5	94
	2009	*	59.8	*	61.1	*	*	47.3		58.3	66.7	62.4	53.2	93
K-2	2007	*	40.1	60.0	43.4	21.4	46.4	32.9		36.2	51.8	43.5	49.1	239
	2008	*	56.1	59.6	55.8	23.1	54.0	48.9		47.6	65.3	56.6	52.7	290
	2009	*	51.3	54.5	49.6	*	33.3	31.0		46.1	55.9	51.1	52.3	264

Number Tested	2007	4	192	40	221	14	28	82	0	127	112	239	34,441
	2008	1	230	57	269	13	50	88	0	143	147	290	41,070
	2009	2	238	22	250	5	15	126	0	128	136	264	30,563

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	4	6	9	*	5	5		3	7	10	2,583	77
	2008		19	5	24	*	4	4		5	19	24	2,788	104
	2009		11	1	12	*	0	0		2	10	12	2,455	83
1	2007		6	2	7	*	0	0		2	6	8	1,769	90
	2008	*	7	4	10	*	3	3		6	6	12	2,800	92
	2009	*	5	*	3	*	*	1		3	2	5	1,577	88
2	2007	*	7	1	9	0	*	1		4	5	9	2,098	72
	2008		18	2	18	0	0	2		12	8	20	2,912	94
	2009	*	13	*	14	*	*	4		4	11	15	1,686	93
K-2	2007	*	17	9	25	0	6	6		9	18	27	6,450	239
	2008	*	44	11	52	1	7	9		23	33	56	8,500	290
	2009	*	29	3	29	*	1	5		9	23	32	5,718	264

Number Tested	2007	4	192	40	221	14	28	82	0	127	112	239	34,441
	2008	1	230	57	269	13	50	88	0	143	147	290	41,070
	2009	2	238	22	250	5	15	126	0	128	136	264	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			83.3	83.3	*	83.3	80.0		*	71.4	83.3	84.7	12
	2008												87.0	0
	2009			72.7	72.7		72.7	72.7		83.3	*	72.7	88.6	11
1	2007			83.3	83.3	*	83.3	81.8		*	87.5	83.3	84.5	12
	2008			100.0	100.0		100.0	100.0		*	100.0	100.0	88.0	13
	2009			66.7	66.7		65.0	65.0		66.7	66.7	66.7	88.6	21
2	2007												89.9	0
	2008			83.3	83.3		81.8	81.8		*	85.7	83.3	93.4	12
	2009			91.7	91.7		91.7	91.7		100.0	*	91.7	94.0	12
1-2	2007			83.3	83.3	*	83.3	81.0		88.9	80.0	83.3	85.6	24
	2008			92.0	92.0		91.7	91.7		90.0	93.3	92.0	89.3	25
	2009			75.0	75.0		74.4	74.4		80.0	68.4	75.0	90.4	44

Number Tested	2007	0	0	24	24	2	24	21	0	9	15	24	14,889
	2008	0	0	25	25	0	24	24	0	10	15	25	18,257
	2009	0	0	44	44	0	43	43	0	25	19	44	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			1	1	*	1	1		*	0	1	2,779	12
	2008												3,280	0
	2009			2	2		2	2		1	*	2	3,525	11
1	2007			4	4	*	4	4		*	3	4	1,782	12
	2008			9	9		9	9		*	5	9	2,412	13
	2009			1	1		0	0		0	1	1	2,523	21
2	2007												1,196	0
	2008			6	6		6	6		*	4	6	2,596	12
	2009			4	4		4	4		3	*	4	2,909	12
1-2	2007			5	5	*	5	5		2	3	5	5,757	24
	2008			15	15		15	15		6	9	15	8,288	25
	2009			7	7		6	6		4	3	7	8,957	44

Number Tested	2007	0	0	24	24	2	24	21	0	9	15	24	14,889
	2008	0	0	25	25	0	24	24	0	10	15	25	18,257
	2009	0	0	44	44	0	43	43	0	25	19	44	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	-	2	0.0	2	0.0
5	1	100.0	0	-	0	-	1	100.0
ALL	1	100.0	0	-	2	0.0	3	33.3

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (13)	Beginning	4	30.8	4	30.8	5	38.5	6	46.2	6	46.2
	Intermediate	4	30.8	2	15.4	4	30.8	4	30.8	4	30.8
	Advanced	1	7.7	6	46.2	3	23.1	2	15.4	2	15.4
	Advanced High	4	30.8	1	7.7	1	7.7	1	7.7	1	7.7
1 (22)	Beginning	1	4.5	7	31.8	19	86.4	17	77.3	17	77.3
	Intermediate	6	27.3	7	31.8	3	13.6	5	22.7	5	22.7
	Advanced	5	22.7	2	9.1	0	0.0	0	0.0	0	0.0
	Advanced High	10	45.5	6	27.3	0	0.0	0	0.0	0	0.0
2 (14)	Beginning	2	14.3	5	35.7	8	57.1	5	35.7	5	35.7
	Intermediate	3	21.4	5	35.7	3	21.4	1	7.1	1	7.1
	Advanced	6	42.9	1	7.1	2	14.3	4	28.6	4	28.6
	Advanced High	3	21.4	3	21.4	1	7.1	4	28.6	4	28.6
3 (15)	Beginning	1	6.7	1	6.7	3	20.0	1	6.7	1	6.7
	Intermediate	11	73.3	11	73.3	10	66.7	5	33.3	5	33.3
	Advanced	1	6.7	1	6.7	0	0.0	3	20.0	8	53.3
	Advanced High	2	13.3	2	13.3	2	13.3	6	40.0	1	6.7
4 (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	3	42.9	1	14.3	1	14.3	1	14.3
	Advanced	1	14.3	2	28.6	4	57.1	1	14.3	1	14.3
	Advanced High	6	85.7	2	28.6	2	28.6	5	71.4	5	71.4

PROGRESSION FROM
2008 TO 2009


Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>—</div> <div>—</div>	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
<div>18</div> <div>0 (0.0%)</div>	Beginning	15			
	Intermediate	0	3		
	Advanced	0	0	0	
	Advanced High	0	0	0	
<div>13</div> <div>9 (69.2%)</div>	Beginning	4			
	Intermediate	1	0		
	Advanced	3	1	0	
	Advanced High	3	1	0	
<div>13</div> <div>5 (38.5%)</div>	Beginning	1			
	Intermediate	2	1		
	Advanced	0	2	6	
	Advanced High	0	1	0	
<div>6</div> <div>4 (66.7%)</div>	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	1	
	Advanced High	0	0	4	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
ALL (76)	Beginning	8	10.5	17	22.4	35	46.1	29	38.2	29	38.2
	Intermediate	24	31.6	30	39.5	25	32.9	17	22.4	17	22.4
	Advanced	19	25.0	15	19.7	10	13.2	11	14.5	16	21.1
	Advanced High	25	32.9	14	18.4	6	7.9	19	25.0	14	18.4

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
55 22 (40.0%)	Beginning	20			
	Intermediate	4	5		
	Advanced	3	3	8	
	Advanced High	3	2	7	

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