

# Campus Data Packet

for 2009 - 10 Plans



**ROGER Q. MILLS**

School Number 186

*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	6
PK	52
KN	48
1	72
2	50
3	63
4	58
5	39
ALL	388

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	171	44.1	13	44.8
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	213	54.9	12	41.4
White	4	1.0	4	13.8
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	379	97.7
Limited English proficient students	159	41.0
Special education students	33	8.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	51	24	47.1	0	0.0	0	0.0	25	49.0	2	3.9
	2008	52	25	48.1	1	1.9	0	0.0	26	50.0	0	0.0
	2009	52	16	30.8	0	0.0	0	0.0	36	69.2	0	0.0
KN	2007	46	21	45.7	0	0.0	0	0.0	25	54.3	0	0.0
	2008	55	21	38.2	0	0.0	0	0.0	34	61.8	0	0.0
	2009	48	23	47.9	0	0.0	0	0.0	25	52.1	0	0.0
1	2007	55	24	43.6	0	0.0	0	0.0	31	56.4	0	0.0
	2008	65	31	47.7	0	0.0	0	0.0	34	52.3	0	0.0
	2009	72	32	44.4	0	0.0	0	0.0	40	55.6	0	0.0
2	2007	62	31	50.0	0	0.0	0	0.0	31	50.0	0	0.0
	2008	60	30	50.0	0	0.0	0	0.0	30	50.0	0	0.0
	2009	50	25	50.0	0	0.0	0	0.0	25	50.0	0	0.0
3	2007	56	25	44.6	0	0.0	0	0.0	31	55.4	0	0.0
	2008	63	21	33.3	0	0.0	0	0.0	42	66.7	0	0.0
	2009	63	31	49.2	0	0.0	0	0.0	30	47.6	2	3.2
4	2007	50	25	50.0	0	0.0	0	0.0	25	50.0	0	0.0
	2008	49	22	44.9	0	0.0	0	0.0	27	55.1	0	0.0
	2009	58	23	39.7	0	0.0	0	0.0	34	58.6	1	1.7
5	2007	55	30	54.5	0	0.0	0	0.0	25	45.5	0	0.0
	2008	60	33	55.0	0	0.0	0	0.0	27	45.0	0	0.0
	2009	39	17	43.6	0	0.0	0	0.0	21	53.8	1	2.6
EC-5	2007	382	186	48.7	0	0.0	0	0.0	194	50.8	2	0.5
	2008	408	186	45.6	1	0.2	0	0.0	221	54.2	0	0.0
	2009	388	171	44.1	0	0.0	0	0.0	213	54.9	4	1.0

# 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	51	51	100.0	19	37.3	0	0.0	0	0.0	51	100.0	0.0
	2008	52	52	100.0	22	42.3	3	5.8	0	0.0	52	100.0	0.0
	2009	52	52	100.0	31	59.6	0	0.0	0	0.0	52	100.0	0.0
KN	2007	46	46	100.0	22	47.8	1	2.2	0	0.0	14	30.4	0.0
	2008	55	55	100.0	25	45.5	0	0.0	2	3.6	14	25.5	3.6
	2009	48	47	97.9	23	47.9	2	4.2	0	0.0	12	25.0	0.0
1	2007	55	55	100.0	26	47.3	3	5.5	2	3.6	4	7.3	12.7
	2008	65	64	98.5	28	43.1	3	4.6	0	0.0	12	18.5	7.7
	2009	72	71	98.6	30	41.7	4	5.6	3	4.2	4	5.6	15.3
2	2007	62	59	95.2	25	40.3	6	9.7	2	3.2	6	9.7	4.8
	2008	60	57	95.0	25	41.7	6	10.0	2	3.3	6	10.0	3.3
	2009	50	49	98.0	21	42.0	3	6.0	0	0.0	1	2.0	10.0
3	2007	56	51	91.1	27	48.2	0	0.0	5	8.9	5	8.9	5.4
	2008	63	60	95.2	36	57.1	5	7.9	3	4.8	7	11.1	12.7
	2009	63	59	93.7	24	38.1	7	11.1	3	4.8	8	12.7	6.3
4	2007	50	47	94.0	11	22.0	6	12.0	4	8.0	4	8.0	2.0
	2008	49	47	95.9	12	24.5	6	12.2	4	8.2	5	10.2	0.0
	2009	58	56	96.6	23	39.7	6	10.3	4	6.9	4	6.9	8.6
5	2007	55	53	96.4	7	12.7	11	20.0	10	18.2	8	14.5	1.8
	2008	60	56	93.3	13	21.7	6	10.0	6	10.0	9	15.0	1.7
	2009	39	39	100.0	7	17.9	6	15.4	5	12.8	2	5.1	2.6
EC-5	2007	382	369	96.6	137	35.9	34	8.9	23	6.0	95	24.9	5.0
	2008	408	395	96.8	161	39.5	33	8.1	17	4.2	106	26.0	5.4
	2009	388	379	97.7	159	41.0	33	8.5	15	3.9	86	22.2	7.7

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	25.2	4,117.2	23.3	92.3	3,933.6	95.5	66	100.0	100.0	40	7,436	100.0	100.0
	2008	24.7	4,133.2	23.1	93.4	3,942.7	95.4	64	100.0	100.0	42	7,427	100.0	100.0
	2009	26.1	4,167.8	25.0	95.7	3,975.6	95.4	63	100.0	100.0	47	7,332	100.0	100.0
KN	2007	47.7	13,945.0	45.3	94.9	13,385.6	96.0	25	52.4	24.3	38	12,035	79.7	86.3
	2008	51.6	13,568.1	49.7	96.2	13,004.4	95.8	14	27.1	23.5	44	11,618	85.2	85.6
	2009	51.3	13,515.0	48.9	95.3	12,939.1	95.7	15	29.2	22.5	38	11,501	74.1	85.1
1	2007	57.6	14,353.8	54.5	94.7	13,851.4	96.5	17	29.5	23.2	45	12,437	78.2	86.6
	2008	60.6	14,626.9	57.6	95.0	14,102.7	96.4	25	41.3	21.2	47	12,704	77.6	86.9
	2009	70.5	14,250.8	67.7	96.0	13,719.9	96.3	21	29.8	20.7	54	12,300	76.6	86.3
2	2007	67.6	13,403.8	64.2	95.0	12,978.9	96.8	23	34.0	21.7	54	11,729	79.9	87.5
	2008	54.6	13,708.6	52.4	96.1	13,269.8	96.8	19	34.8	19.7	46	12,043	84.3	87.9
	2009	53.5	13,950.1	51.1	95.5	13,499.0	96.8	11	20.6	18.6	45	12,231	84.1	87.7
3	2007	58.5	12,998.4	56.1	95.9	12,633.3	97.2	16	27.3	21.1	51	11,445	87.2	88.0
	2008	63.2	12,806.9	60.6	95.8	12,425.5	97.0	15	23.7	19.1	55	11,408	87.0	89.1
	2009	61.6	13,095.5	59.0	95.9	12,710.6	97.1	17	27.6	18.3	52	11,634	84.5	88.8
4	2007	52.8	12,104.9	50.8	96.2	11,768.3	97.2	11	20.8	19.7	46	10,683	87.1	88.3
	2008	46.0	12,329.8	44.0	95.8	11,960.3	97.0	22	47.9	19.7	37	10,924	80.5	88.6
	2009	58.0	12,156.4	55.6	95.8	11,789.9	97.0	11	19.0	18.1	48	10,731	82.7	88.3
5	2007	54.9	11,757.0	52.6	95.8	11,426.8	97.2	17	31.0	20.9	48	10,362	87.5	88.1
	2008	55.0	11,874.2	52.9	96.3	11,539.6	97.2	26	47.3	18.8	43	10,608	78.2	89.3
	2009	39.4	11,903.5	38.1	96.8	11,552.9	97.1	9	22.9	17.5	34	10,563	86.3	88.7
EC-5	2007	368.3	83,122.6	350.5	95.2	80,387.4	96.7	186	50.5	33.3	322	76,416	87.4	91.9
	2008	359.9	83,438.7	344.5	95.7	80,606.0	96.6	186	51.7	31.9	318	76,970	88.4	92.2
	2009	365.3	83,476.5	350.1	95.8	80,586.5	96.5	149	40.8	30.9	322	76,517	88.2	91.7



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	13	44.8
Hispanic	12	41.4
White	4	13.8
Other	0	0.0

Gender	Number	Percent
Female	21	72.4
Male	8	27.6

<b>TOTAL</b>	<b>29</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	6.0
<b>2008</b>	6.6
<b>2009</b>	7.3

## 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		69.2	63.3	64.0		57.7	53.8		62.5	70.8	66.1	84.6	56
	2008		90.0	64.1	70.9		62.5	71.4		66.7	78.1	72.9	86.2	59
	2009	*	66.7	66.7	64.9	*	71.4	56.7		66.7	69.6	68.3	87.3	41
4	2007		57.1	47.6	52.5		14.3	26.3		38.1	63.6	51.2	69.7	43
	2008		31.6	60.9	47.5		44.4	26.1		41.7	55.6	47.6	72.1	42
	2009	*	85.0	65.5	72.9	*	50.0	64.7		61.9	82.8	74.0	75.8	50
5	2007		82.6	84.2	82.9		*	66.7		81.8	85.0	83.3	78.3	42
	2008		70.0	73.9	70.0		50.0	57.1		69.2	74.1	71.7	82.9	53
	2009	*	85.7	94.4	90.9		*	88.9		89.5	92.9	90.9	82.9	33
3-5	2007		70.0	64.3	66.4		50.0	50.0		61.3	72.7	66.7	77.6	141
	2008		65.2	65.9	64.1		57.1	55.9		59.7	71.4	65.6	80.3	154
	2009	*	77.0	74.6	75.4	*	58.6	67.1		72.4	80.3	76.6	81.5	124

	NUMBER TESTED IN GRADES 3-5											
2007	0	70	70	131	0	36	76	0	75	66	141	31,814
2008	0	69	85	145	0	49	93	0	77	77	154	31,840
2009	4	61	59	118	2	29	82	0	58	66	124	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	11	18		11	18		12	7	19	1,675	56
	2008		2	14	16		12	12		9	7	16	1,443	59
	2009	*	9	4	13	*	2	13		6	7	13	960	41
4	2007		9	11	19		6	14		13	8	21	3,189	43
	2008		13	9	21		5	17		14	8	22	2,996	42
	2009	*	3	10	13	*	9	12		8	5	13	2,449	50
5	2007		4	3	7		*	6		4	3	7	2,258	42
	2008		9	6	15		4	12		8	7	15	1,827	53
	2009	*	2	1	3		*	2		2	1	3	1,793	33
3-5	2007		21	25	44		18	38		29	18	47	7,122	141
	2008		24	29	52		21	41		31	22	53	6,266	154
	2009	*	14	15	29	*	12	27		16	13	29	5,202	124

NUMBER TESTED IN GRADES 3-5													
2007	0	70	70	131	0	36	76	0	75	66	141	31,814	
2008	0	69	85	145	0	49	93	0	77	77	154	31,840	
2009	4	61	59	118	2	29	82	0	58	66	124	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	67.6	73.5	66.4	64.5
	2008	69.4	70.0	72.9	62.3
	2009	66.7	69.3	60.2	69.5
4	2007	66.4	68.6	61.5	54.0
	2008	67.9	54.5	56.5	59.0
	2009	78.5	71.8	68.9	76.4
5	2007	79.5	85.7	78.0	74.7
	2008	70.7	74.3	68.6	71.7
	2009	76.9	82.2	78.4	73.0
3-5	2007	70.8	75.6	68.3	64.3
	2008	69.4	67.2	66.9	64.6
	2009	74.2	73.7	68.5	73.2

## 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		7.7	10.0	8.0		7.7	5.1		12.5	4.2	8.9	21.3	56
	2008		5.0	10.3	9.1		6.3	4.8		7.4	9.4	8.5	21.5	59
	2009	*	7.4	8.3	8.1	*	14.3	3.3		11.1	4.3	7.3	34.1	41
4	2007		0.0	0.0	0.0		0.0	0.0		0.0	0.0	0.0	16.6	43
	2008		0.0	8.7	5.0		0.0	0.0		4.2	5.6	4.8	14.4	42
	2009	*	0.0	10.3	6.3	*	0.0	2.9		9.5	3.4	6.0	18.4	50
5	2007		17.4	21.1	19.5		*	16.7		18.2	20.0	19.0	13.1	42
	2008		13.3	4.3	10.0		0.0	3.6		7.7	11.1	9.4	16.5	53
	2009	*	14.3	11.1	12.1		*	5.6		0.0	28.6	12.1	18.5	33
3-5	2007		8.6	10.0	9.2		5.6	6.6		10.7	7.6	9.2	17.1	141
	2008		7.2	8.2	8.3		4.1	3.2		6.5	9.1	7.8	17.4	154
	2009	*	6.6	10.2	8.5	*	3.4	3.7		6.9	9.1	8.1	22.7	124

NUMBER TESTED IN GRADES 3-5													
2007	0	70	70	131	0	36	76	0	75	66	141	31,814	
2008	0	69	85	145	0	49	93	0	77	77	154	31,840	
2009	4	61	59	118	2	29	82	0	58	66	124	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		36.0	53.3	44.0		50.0	41.0		42.4	50.0	45.5	70.3	55
	2008		33.3	43.6	41.8		40.6	41.9		29.6	48.5	40.0	76.6	60
	2009	*	34.5	59.3	48.1	*	61.9	40.0		44.4	45.2	44.8	77.3	58
4	2007		28.6	47.8	38.1	*	22.2	14.3		31.8	43.5	37.8	75.7	45
	2008		52.6	60.9	57.5		33.3	34.8		54.2	61.1	57.1	77.9	42
	2009	*	54.5	81.3	69.8	83.3	76.2	64.9		66.7	74.2	70.9	79.4	55
5	2007		76.0	86.4	82.2	*	*	60.0		76.9	85.7	80.9	82.9	47
	2008		63.3	78.3	69.4		75.0	53.6		61.5	77.8	69.8	84.0	53
	2009	*	78.6	94.4	84.8	*	*	76.5		84.2	85.7	84.8	87.0	33
3-5	2007		47.9	61.3	54.7	*	43.6	38.8		50.6	59.1	54.4	76.2	147
	2008		51.4	57.6	55.6		44.9	43.6		48.1	61.5	54.8	79.5	155
	2009	*	50.8	76.6	65.0	87.5	69.6	55.6		62.9	64.5	63.7	81.0	146

NUMBER TESTED IN GRADES 3-5													
2007	0	71	75	137	4	39	80	0	81	66	147	32,298	
2008	0	70	85	144	0	49	94	0	77	78	155	32,696	
2009	4	65	77	140	8	46	99	0	70	76	146	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	14	28		13	23		19	11	30	3,303	55
	2008		14	22	32		19	25		19	17	36	2,542	60
	2009	*	19	11	28	*	8	27		15	17	32	2,781	58
4	2007		15	12	26	*	7	18		15	13	28	2,604	45
	2008		9	9	17		6	15		11	7	18	2,436	42
	2009	*	10	6	16	1	5	13		8	8	16	2,196	55
5	2007		6	3	8	*	*	8		6	3	9	1,785	47
	2008		11	5	15		2	13		10	6	16	1,730	53
	2009	*	3	1	5	*	*	4		3	2	5	1,386	33
3-5	2007		37	29	62	*	22	49		40	27	67	7,692	147
	2008		34	36	64		27	53		40	30	70	6,708	155
	2009	*	32	18	49	1	14	44		26	27	53	6,363	146

NUMBER TESTED IN GRADES 3-5													
2007	0	71	75	137	4	39	80	0	81	66	147	32,298	
2008	0	70	85	144	0	49	94	0	77	78	155	32,696	
2009	4	65	77	140	8	46	99	0	70	76	146	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	64.9	63.9	64.5	66.4	68.6	50.2
	2008	56.0	63.6	69.4	61.4	63.3	45.8
	2009	61.2	70.1	76.1	53.2	61.6	49.8
4	2007	64.6	63.5	59.3	54.4	53.3	59.2
	2008	74.9	74.5	57.5	64.3	66.7	63.4
	2009	78.2	72.2	73.3	77.9	84.5	61.4
5	2007	80.3	73.6	83.0	75.1	75.0	75.3
	2008	72.7	72.5	79.2	69.0	70.3	67.2
	2009	80.2	79.7	88.3	77.5	72.0	78.0
3-5	2007	69.7	66.9	68.8	65.5	66.0	61.0
	2008	66.8	69.6	69.6	64.8	66.6	57.9
	2009	71.9	73.1	77.8	68.0	72.6	60.5



## 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		8.0	6.7	6.0		0.0	0.0		9.1	4.5	7.3	19.2	55
	2008		0.0	5.1	3.6		3.1	2.3		0.0	6.1	3.3	26.3	60
	2009	*	6.9	11.1	9.3	*	9.5	6.7		7.4	9.7	8.6	29.0	58
4	2007		4.8	4.3	4.8	*	0.0	0.0		4.5	4.3	4.4	22.6	45
	2008		10.5	17.4	12.5		0.0	4.3		16.7	11.1	14.3	23.8	42
	2009	*	9.1	25.0	18.9	16.7	19.0	13.5		25.0	16.1	20.0	31.6	55
5	2007		32.0	27.3	31.1	*	*	10.0		23.1	38.1	29.8	29.3	47
	2008		13.3	26.1	16.3		0.0	0.0		19.2	18.5	18.9	31.9	53
	2009	*	21.4	44.4	33.3	*	*	17.6		26.3	42.9	33.3	38.4	33
3-5	2007		15.5	12.0	13.9	*	2.6	2.5		12.3	15.2	13.6	23.6	147
	2008		8.6	14.1	10.4		2.0	2.1		11.7	11.5	11.6	27.3	155
	2009	*	10.8	24.7	18.6	25.0	15.2	11.1		18.6	18.4	18.5	32.8	146

NUMBER TESTED IN GRADES 3-5													
2007	0	71	75	137	4	39	80	0	81	66	147	32,298	
2008	0	70	85	144	0	49	94	0	77	78	155	32,696	
2009	4	65	77	140	8	46	99	0	70	76	146	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		68.2	71.4	68.3		28.6	42.1		57.1	78.3	68.2	86.5	44
	2008		72.2	82.6	79.5		66.7	69.6		75.0	82.4	78.0	87.4	41
	2009	*	80.0	82.1	80.9		72.2	79.4		71.4	89.3	81.6	87.4	49

	NUMBER TESTED IN GRADE 4											
2007	0	22	21	41	0	7	19	0	21	23	44	10,408
2008	0	18	23	39	0	9	23	0	24	17	41	10,658
2009	1	20	28	47	0	18	34	0	21	28	49	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	6	13		5	11		9	5	14	1,408	44
	2008		5	4	8		3	7		6	3	9	1,348	41
	2009	*	4	5	9		5	7		6	3	9	1,264	49

NUMBER TESTED IN GRADE 4													
2007	0	22	21	41	0	7	19	0	21	23	44	10,408	
2008	0	18	23	39	0	9	23	0	24	17	41	10,658	
2009	1	20	28	47	0	18	34	0	21	28	49	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	66.5	64.2	76.4	73.9
	2008	2.0	75.6	77.7	83.5	82.3
	2009	1.9	81.6	74.5	79.1	84.9

<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		13.6	9.5	12.2		14.3	10.5		0.0	21.7	11.4	18.2	44
	2008		11.1	17.4	12.8		0.0	4.3		8.3	23.5	14.6	21.4	41
	2009	*	10.0	3.6	6.4		0.0	5.9		0.0	10.7	6.1	21.0	49

	NUMBER TESTED IN GRADE 4											
2007	0	22	21	41	0	7	19	0	21	23	44	10,408
2008	0	18	23	39	0	9	23	0	24	17	41	10,658
2009	1	20	28	47	0	18	34	0	21	28	49	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		44.0	60.9	52.2	*	*	33.3		51.9	52.4	52.1	62.3	48
	2008		26.7	47.8	34.0		12.5	21.4		46.2	25.9	35.8	71.9	53
	2009	*	81.3	84.2	83.3	*	*	75.0		85.7	80.0	83.3	75.9	36

	NUMBER TESTED IN GRADE 5											
2007	0	25	23	46	3	5	21	0	27	21	48	10,296
2008	0	30	23	50	0	8	28	0	26	27	53	10,686
2009	1	16	19	36	4	5	20	0	21	15	36	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		14	9	22	*	*	14		13	10	23	3,881	48
	2008		22	12	33		7	22		14	20	34	3,005	53
	2009	*	3	3	6	*	*	5		3	3	6	2,542	36

NUMBER TESTED IN GRADE 5													
2007	0	25	23	46	3	5	21	0	27	21	48	10,296	
2008	0	30	23	50	0	8	28	0	26	27	53	10,686	
2009	1	16	19	36	4	5	20	0	21	15	36	10,550	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	74.5	76.2	74.8	56.5
	2008	71.3	71.1	71.1	52.4
	2009	85.0	86.7	79.9	72.8



## 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		4.0	17.4	10.9	*	*	4.8		11.1	9.5	10.4	18.0	48
	2008		6.7	4.3	6.0		0.0	0.0		11.5	0.0	5.7	24.8	53
	2009	*	12.5	15.8	16.7	*	*	10.0		19.0	13.3	16.7	29.1	36

	NUMBER TESTED IN GRADE 5											
2007	0	25	23	46	3	5	21	0	27	21	48	10,296
2008	0	30	23	50	0	8	28	0	26	27	53	10,686
2009	1	16	19	36	4	5	20	0	21	15	36	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			86.7	86.7		85.7	86.7		75.0	100.0	86.7	89.4	15
4	2007												65.9	0
	2008												67.0	0
	2009			*	*		*	*			*	*	72.7	1
ALL	2007												—	0
	2008												—	0
	2009			87.5	87.5		86.7	87.5		75.0	100.0	87.5	—	16

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	16	16	0	15	16	0	8	8	16	—	

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

## NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												219	0
	2008												239	0
	2009			2	2		2	2		2	0	2	514	15
4	2007												122	0
	2008												215	0
	2009			*	*		*	*			*	*	268	1
ALL	2007												—	0
	2008												—	0
	2009			2	2		2	2		2	0	2	—	16

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	16	16	0	15	16	0	8	8	16	—	

## 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	76.0	83.8	76.7	73.3
4	2007				
	2008				
	2009	*	*	*	*
ALL	2007				
	2008				
	2009	75.8	84.0	78.1	74.4

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												14.8	0
	2008												17.2	0
	2009			26.7	26.7		28.6	26.7		12.5	42.9	26.7	30.6	15
4	2007												14.2	0
	2008												13.5	0
	2009			*	*		*	*			*	*	21.1	1
ALL	2007												—	0
	2008												—	0
	2009			25.0	25.0		26.7	25.0		12.5	37.5	25.0	—	16

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	16	16	0	15	16	0	8	8	16	—	

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	5
	2009		*	*	83.3	83.3	*	83.3		*	*	83.3	87.7	6
4														
	2008		*	*	66.7	66.7	*	*		*	*	66.7	70.7	6
	2009		*	*	*	*	*	*		*	*	*	71.8	5
5														
	2008		*	*	66.7	57.1	*	*		50.0	*	57.1	73.3	7
	2009		*	*	66.7	66.7	*	*		*	*	66.7	80.3	6
3-5														
	2008		50.0	50.0	52.9	50.0	50.0	33.3		53.3	*	50.0	73.7	18
	2009		77.8	87.5	82.4	82.4	87.5	78.6		81.8	83.3	82.4	79.2	17

NUMBER TESTED IN GRADES 3-5													
2008	0	12	6	17	18	6	12	0	15	3	18	1,807	
2009	0	9	8	17	17	8	14	0	11	6	17	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	5
	2009		*	*	1	1	*	1		*	*	1	60	6
4														
	2008		*	*	2	2	*	*		*	*	2	181	6
	2009		*	*	*	*	*	*		*	*	*	192	5
5														
	2008		*	*	2	3	*	*		3	*	3	179	7
	2009		*	*	2	2	*	*		*	*	2	137	6
3-5														
	2008		6	3	8	9	3	8		7	*	9	476	18
	2009		2	1	3	3	1	3		2	1	3	389	17

NUMBER TESTED IN GRADES 3-5													
2008	0	12	6	17	18	6	12	0	15	3	18	1,807	
2009	0	9	8	17	17	8	14	0	11	6	17	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	56.4	55.6	60.0	63.9
4					
	2008	50.0	41.7	47.2	60.4
	2009	*	*	*	*
5					
	2008	53.2	61.9	66.7	57.1
	2009	69.7	63.9	69.4	69.7
3-5					
	2008	46.3	50.9	52.8	53.5
	2009	71.5	62.7	66.3	72.1



## 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		*	*	*	*	*	*		*	*	*	10.8	5
	2009		*	*	0.0	0.0	*	0.0		*	*	0.0	16.2	6
4														
	2008		*	*	0.0	0.0	*	*		*	*	0.0	9.7	6
	2009		*	*	*	*	*	*		*	*	*	8.9	5
5														
	2008		*	*	0.0	0.0	*	*		0.0	*	0.0	14.9	7
	2009		*	*	16.7	16.7	*	*		*	*	16.7	14.1	6
3-5														
	2008		0.0	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	12.0	18
	2009		11.1	37.5	23.5	23.5	37.5	21.4		9.1	50.0	23.5	12.7	17

NUMBER TESTED IN GRADES 3-5													
2008	0	12	6	17	18	6	12	0	15	3	18	1,807	
2009	0	9	8	17	17	8	14	0	11	6	17	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	5
	2009		*	*	66.7	66.7	*	66.7		*	*	66.7	81.2	6
4														
	2008		*	*	33.3	33.3	*	*		*	*	33.3	69.1	6
	2009												75.8	0
5														
	2008		*	*	*	66.7	*	*		*	*	66.7	64.0	6
	2009		*	*	*	*	*	*		*	*	*	80.2	5
3-5														
	2008		54.5	50.0	56.3	52.9	50.0	58.3		50.0	*	52.9	69.4	17
	2009		50.0	*	63.6	63.6	*	63.6		71.4	*	63.6	78.8	11

NUMBER TESTED IN GRADES 3-5													
2008	0	11	6	16	17	6	12	0	14	3	17	1,730	
2009	0	6	5	11	11	5	11	0	7	4	11	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	5
	2009		*	*	2	2	*	2		*	*	2	85	6
4														
	2008		*	*	4	4	*	*		*	*	4	173	6
	2009												157	0
5														
	2008		*	*	*	2	*	*		*	*	2	227	6
	2009		*	*	*	*	*	*		*	*	*	127	5
3-5														
	2008		5	3	7	8	3	5		7	*	8	529	17
	2009		3	*	4	4	*	4		2	*	4	369	11

NUMBER TESTED IN GRADES 3-5													
2008	0	11	6	16	17	6	12	0	14	3	17	1,730	
2009	0	6	5	11	11	5	11	0	7	4	11	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	64.6	50.0	63.3	60.0	55.6	16.7
4							
	2008	35.2	44.4	36.7	46.7	22.2	47.2
	2009						
5							
	2008	59.3	41.7	63.9	50.0	61.1	60.0
	2009	*	*	*	*	*	*
3-5							
	2008	49.5	50.4	50.8	49.4	37.3	47.6
	2009	63.5	56.1	66.4	52.4	66.7	38.2

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	16.1	5
	2009		*	*	0.0	0.0	*	0.0		*	*	0.0	22.3	6
4														
	2008		*	*	0.0	0.0	*	*		*	*	0.0	14.3	6
	2009												14.0	0
5														
	2008		*	*	*	16.7	*	*		*	*	16.7	14.0	6
	2009		*	*	*	*	*	*		*	*	*	17.2	5
3-5														
	2008		0.0	16.7	6.3	5.9	16.7	8.3		0.0	*	5.9	14.7	17
	2009		16.7	*	18.2	18.2	*	18.2		14.3	*	18.2	17.3	11

NUMBER TESTED IN GRADES 3-5													
2008	0	11	6	16	17	6	12	0	14	3	17	1,730	
2009	0	6	5	11	11	5	11	0	7	4	11	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		86.4	86.4	46.9	22
	2008	*	92.9	89.7	57.6	29
	2009	7.7	27.3	16.7	41.9	24
1	2007	26.7	45.5	34.6	51.4	26
	2008	*	33.3	32.4	50.2	34
	2009	29.4	58.3	46.3	54.2	41
2	2007	29.3	84.2	46.7	44.5	60
	2008	28.6	46.2	35.3	50.2	34
	2009	19.0	66.7	33.3	47.9	30
1-2	2007	28.6	70.0	43.0	47.6	86
	2008	27.3	37.0	33.8	50.2	68
	2009	23.7	60.6	40.8	51.0	71

Number Tested	2007	56	52	108	24,696	
	2008	23	74	97	21,817	
	2009	51	44	95	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	50.0	82.6	67.4	44.3	43
	2008	77.3	75.0	75.9	44.9	54
	2009	63.9	64.3	64.0	52.8	50
1	2007	39.0	38.5	38.9	48.8	54
	2008	55.6	30.6	41.3	55.5	63
	2009	17.6	16.7	17.1	50.4	41
2	2007	45.2	83.3	56.7	55.6	60
	2008	52.4	64.3	55.4	57.5	56
	2009	28.6	44.4	33.3	53.2	30
K-2	2007	43.7	72.2	53.5	49.1	157
	2008	59.3	53.7	56.6	52.7	173
	2009	43.2	36.2	40.5	52.3	121

Number Tested	2007	103	54	157	34,441	
	2008	91	82	173	41,070	
	2009	74	47	121	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		84.2	*	86.4					71.4	93.3	86.4	46.9	22
	2008		95.0	77.8	89.7		*	*		92.9	86.7	89.7	57.6	29
	2009		18.2	*	17.4	*		7.7		20.0	11.1	16.7	41.9	24
1	2007		31.6	42.9	34.6		*	26.7		26.3	57.1	34.6	51.4	26
	2008		33.3	28.6	33.3	*	*	*		15.4	42.9	32.4	50.2	34
	2009		43.8	55.6	46.2	*	*	29.4		25.0	66.7	46.3	54.2	41
2	2007		56.7	36.7	47.4	*	33.3	29.3		43.3	50.0	46.7	44.5	60
	2008		29.6	57.1	34.4	*	*	28.6		45.0	21.4	35.3	50.2	34
	2009		36.0	*	34.5	*	*	19.0		36.4	31.6	33.3	47.9	30
1-2	2007		46.9	37.8	43.4	*	33.3	28.6		36.7	51.4	43.0	47.6	86
	2008		31.5	42.9	33.8	*	*	27.3		33.3	34.3	33.8	50.2	68
	2009		40.4	42.9	41.2	*	*	23.7		29.0	50.0	40.8	51.0	71

Number Tested	2007	0	68	40	105	5	27	56	0	56	52	108	24,696
	2008	0	74	23	94	4	5	23	0	47	50	97	21,817
	2009	0	79	16	91	6	3	51	0	46	49	95	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		8	*	9					2	7	9	1,245	22
	2008		7	3	10		*	*		5	5	10	1,687	29
	2009		1	*	1	*		0		1	0	1	771	24
1	2007		0	1	1		*	0		0	1	1	1,458	26
	2008		2	0	2	*	*	*		0	2	2	1,555	34
	2009		2	1	3	*	*	1		2	1	3	1,659	41
2	2007		1	1	2	*	0	0		1	1	2	896	60
	2008		0	1	1	*	*	0		0	1	1	1,065	34
	2009		0	*	0	*	*	0		0	0	0	1,027	30
1-2	2007		1	2	3	*	0	0		1	2	3	2,355	86
	2008		2	1	3	*	*	0		0	3	3	2,620	68
	2009		2	1	3	*	*	1		2	1	3	2,688	71

Number Tested	2007	0	68	40	105	5	27	56	0	56	52	108	24,696
	2008	0	74	23	94	4	5	23	0	47	50	97	21,817
	2009	0	79	16	91	6	3	51	0	46	49	95	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		89.5	50.0	67.4	*	47.6	50.0		55.6	76.0	67.4	44.3	43
	2008		68.4	80.0	75.9		76.0	77.3		73.9	77.4	75.9	44.9	54
	2009		54.2	73.1	65.3	*	78.3	63.9		71.4	54.5	64.0	52.8	50
1	2007		27.3	46.9	38.9	*	44.4	39.0		28.6	57.9	38.9	48.8	54
	2008		26.7	54.5	42.6	*	59.3	55.6		16.0	57.9	41.3	55.5	63
	2009		15.6	22.2	17.9	*	*	17.6		15.0	19.0	17.1	50.4	41
2	2007		44.8	67.7	57.9	16.7	64.0	45.2		53.3	60.0	56.7	55.6	60
	2008		56.0	54.8	56.6	*	52.0	52.4		56.3	54.2	55.4	57.5	56
	2009		32.0	*	34.5	*	*	28.6		36.4	31.6	33.3	53.2	30
K-2	2007		51.4	55.2	53.9	10.0	52.1	43.7		43.4	64.9	53.5	49.1	157
	2008		47.3	63.6	57.7	37.5	62.3	59.3		48.8	63.4	56.6	52.7	173
	2009		32.1	57.5	41.9	71.4	69.2	43.2		45.8	35.5	40.5	52.3	121

Number Tested	2007	0	70	87	154	10	73	103	0	83	74	157	34,441
	2008	0	74	99	168	8	77	91	0	80	93	173	41,070
	2009	0	81	40	117	7	26	74	0	59	62	121	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		6	3	9	*	2	2		1	8	9	2,583	43
	2008		8	17	25		13	11		7	18	25	2,788	54
	2009		2	8	10	*	8	8		5	5	10	2,455	50
1	2007		0	3	3	*	2	2		1	2	3	1,769	54
	2008		1	6	7	*	5	5		1	6	7	2,800	63
	2009		1	0	1	*	*	1		1	0	1	1,577	41
2	2007		7	5	11	0	4	5		7	5	12	2,098	60
	2008		6	6	12	*	3	6		7	5	12	2,912	56
	2009		1	*	1	*	*	1		1	0	1	1,686	30
K-2	2007		13	11	23	0	8	9		9	15	24	6,450	157
	2008		15	29	44	1	21	22		15	29	44	8,500	173
	2009		4	8	12	4	8	10		7	5	12	5,718	121

Number Tested	2007	0	70	87	154	10	73	103	0	83	74	157	34,441
	2008	0	74	99	168	8	77	91	0	80	93	173	41,070
	2009	0	81	40	117	7	26	74	0	59	62	121	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			95.2	95.2	*	95.2	95.0		90.9	100.0	95.2	84.7	21
	2008			100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.0	26
	2009			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.6	24
1	2007			79.2	79.2	*	79.2	78.3		76.9	81.8	79.2	84.5	24
	2008			85.2	84.6	*	85.2	84.6		72.7	93.8	85.2	88.0	27
	2009			86.7	86.7	*	85.2	89.3		83.3	88.9	86.7	88.6	30
2	2007												89.9	0
	2008			87.5	91.3	*	86.4	87.0		76.9	100.0	87.5	93.4	24
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.0	20
K-2	2007			86.7	86.7	*	86.7	86.0		83.3	90.5	86.7	85.6	45
	2008			90.9	92.0	*	90.4	90.0		81.8	97.7	90.9	89.3	77
	2009			94.6	94.6	*	94.3	95.7		93.5	95.3	94.6	90.4	74

Number Tested	2007	0	0	45	45	2	45	43	0	24	21	45	14,889
	2008	0	0	77	75	3	73	70	0	33	44	77	18,257
	2009	0	0	74	74	3	70	70	0	31	43	74	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			14	14	*	14	14		6	8	14	2,779	21
	2008			23	23		23	20		7	16	23	3,280	26
	2009			21	21	*	20	20		12	9	21	3,525	24
1	2007			6	6	*	6	5		1	5	6	1,782	24
	2008			11	11	*	11	10		4	7	11	2,412	27
	2009			11	11	*	11	11		3	8	11	2,523	30
2	2007												1,196	0
	2008			8	8	*	7	7		2	6	8	2,596	24
	2009			18	18		18	18		6	12	18	2,909	20
K-2	2007			20	20	*	20	19		7	13	20	5,757	45
	2008			42	42	*	41	37		13	29	42	8,288	77
	2009			50	50	*	49	49		21	29	50	8,957	74

Number Tested	2007	0	0	45	45	2	45	43	0	24	21	45	14,889
	2008	0	0	77	75	3	73	70	0	33	44	77	18,257
	2009	0	0	74	74	3	70	70	0	31	43	74	19,076

## PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009
4	2	100.0	1	0.0	9	44.4	12	50.0
5	1	0.0	2	0.0	0	-	3	0.0
ALL	3	66.7	3	0.0	9	44.4	15	40.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (25)	Beginning	19	76.0	22	88.0	25	100.0	25	100.0	25	100.0
	Intermediate	6	24.0	3	12.0	0	0.0	0	0.0	0	0.0
	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
1 (33)	Beginning	2	6.1	13	39.4	30	90.9	20	60.6	20	60.6
	Intermediate	13	39.4	10	30.3	1	3.0	11	33.3	11	33.3
	Advanced	16	48.5	9	27.3	0	0.0	0	0.0	0	0.0
	Advanced High	2	6.1	1	3.0	2	6.1	2	6.1	2	6.1
2 (21)	Beginning	3	14.3	2	9.5	10	47.6	3	14.3	3	14.3
	Intermediate	6	28.6	6	28.6	7	33.3	7	33.3	7	33.3
	Advanced	6	28.6	9	42.9	4	19.0	5	23.8	5	23.8
	Advanced High	6	28.6	4	19.0	0	0.0	6	28.6	6	28.6
3 (24)	Beginning	2	8.3	4	16.7	4	16.7	3	12.5	3	12.5
	Intermediate	10	41.7	6	25.0	12	50.0	7	29.2	7	29.2
	Advanced	8	33.3	8	33.3	5	20.8	10	41.7	10	41.7
	Advanced High	4	16.7	6	25.0	3	12.5	4	16.7	4	16.7
4 (23)	Beginning	1	4.3	1	4.3	1	4.3	1	4.3	1	4.3
	Intermediate	1	4.3	5	21.7	10	43.5	6	26.1	6	26.1
	Advanced	12	52.2	8	34.8	10	43.5	8	34.8	8	34.8
	Advanced High	9	39.1	9	39.1	2	8.7	8	34.8	8	34.8

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>30</div> <div>12 (40.0%)</div>	Beginning	17			
	Intermediate	10	1		
	Advanced	0	0	0	
	Advanced High	1	0	1	
<div>21</div> <div>15 (71.4%)</div>	Beginning	3			
	Intermediate	4	3		
	Advanced	3	2	0	
	Advanced High	1	1	4	
<div>24</div> <div>8 (33.3%)</div>	Beginning	3			
	Intermediate	1	6		
	Advanced	1	2	7	
	Advanced High	0	0	4	
<div>19</div> <div>12 (63.2%)</div>	Beginning	0			
	Intermediate	0	5		
	Advanced	0	4	2	
	Advanced High	0	1	7	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (7)	Beginning	1	14.3	1	14.3	1	14.3	2	28.6	2	28.6
	Intermediate	1	14.3	1	14.3	3	42.9	1	14.3	1	14.3
	Advanced	2	28.6	2	28.6	3	42.9	0	0.0	0	0.0
	Advanced High	3	42.9	3	42.9	0	0.0	4	57.1	4	57.1
ALL (133)	Beginning	28	21.1	43	32.3	71	53.4	54	40.6	54	40.6
	Intermediate	37	27.8	31	23.3	33	24.8	32	24.1	32	24.1
	Advanced	44	33.1	36	27.1	22	16.5	23	17.3	23	17.3
	Advanced High	24	18.0	23	17.3	7	5.3	24	18.0	24	18.0

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>7</div> <div>4 (57.1%)</div>	Beginning	2			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	4	
<div>101</div> <div>51 (50.5%)</div>	Beginning	25			
	Intermediate	15	16		
	Advanced	4	8	9	
	Advanced High	2	2	20	

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