

Campus Data Packet

for 2009 - 10 Plans



NANCY MOSELEY

School Number 187

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	9
PK	86
KN	149
1	164
2	152
3	130
4	131
5	115
6	127
ALL	1,063

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	129	12.1	13	19.7
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	835	78.6	21	31.8
White	99	9.3	31	47.0
Other	**	**	1	1.5

*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	980	92.2
Limited English proficient students	591	55.6
Special education students	95	8.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	84	7	8.3	0	0.0	0	0.0	72	85.7	5	6.0
	2008	86	3	3.5	0	0.0	0	0.0	78	90.7	5	5.8
	2009	86	4	4.7	0	0.0	0	0.0	77	89.5	5	5.8
KN	2007	130	10	7.7	0	0.0	0	0.0	105	80.8	15	11.5
	2008	152	20	13.2	0	0.0	0	0.0	120	78.9	12	7.9
	2009	149	15	10.1	0	0.0	0	0.0	124	83.2	10	6.7
1	2007	127	14	11.0	0	0.0	0	0.0	99	78.0	14	11.0
	2008	150	17	11.3	0	0.0	0	0.0	120	80.0	13	8.7
	2009	164	22	13.4	0	0.0	0	0.0	129	78.7	13	7.9
2	2007	127	17	13.4	0	0.0	0	0.0	91	71.7	19	15.0
	2008	128	11	8.6	0	0.0	0	0.0	104	81.3	13	10.2
	2009	152	18	11.8	0	0.0	0	0.0	123	80.9	11	7.2
3	2007	142	16	11.3	0	0.0	0	0.0	114	80.3	12	8.5
	2008	140	17	12.1	0	0.0	0	0.0	104	74.3	19	13.6
	2009	130	15	11.5	0	0.0	0	0.0	98	75.4	17	13.1
4	2007	115	19	16.5	0	0.0	0	0.0	87	75.7	9	7.8
	2008	124	16	12.9	0	0.0	0	0.0	95	76.6	13	10.5
	2009	131	19	14.5	0	0.0	0	0.0	95	72.5	17	13.0
5	2007	111	16	14.4	1	0.9	0	0.0	87	78.4	7	6.3
	2008	129	21	16.3	0	0.0	0	0.0	98	76.0	10	7.8
	2009	115	14	12.2	0	0.0	0	0.0	89	77.4	12	10.4
6	2007	84	10	11.9	1	1.2	0	0.0	67	79.8	6	7.1
	2008	91	20	22.0	1	1.1	0	0.0	66	72.5	4	4.4
	2009	127	22	17.3	0	0.0	0	0.0	96	75.6	9	7.1
EC-6	2007	930	111	11.9	2	0.2	0	0.0	728	78.3	89	9.6
	2008	1,010	125	12.4	1	0.1	0	0.0	792	78.4	92	9.1
	2009	1,063	129	12.1	0	0.0	0	0.0	835	78.6	99	9.3

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	84	78	92.9	56	66.7	4	4.8	0	0.0	83	98.8	0.0
	2008	86	80	93.0	62	72.1	1	1.2	0	0.0	85	98.8	0.0
	2009	86	81	94.2	63	73.3	2	2.3	0	0.0	85	98.8	0.0
KN	2007	130	121	93.1	79	60.8	2	1.5	6	4.6	40	30.8	2.3
	2008	152	132	86.8	92	60.5	6	3.9	3	2.0	58	38.2	0.0
	2009	149	140	94.0	95	63.8	7	4.7	5	3.4	48	32.2	1.3
1	2007	127	114	89.8	76	59.8	5	3.9	5	3.9	12	9.4	3.9
	2008	150	139	92.7	89	59.3	2	1.3	10	6.7	17	11.3	6.0
	2009	164	152	92.7	100	61.0	6	3.7	16	9.8	15	9.1	5.5
2	2007	127	119	93.7	74	58.3	9	7.1	9	7.1	9	7.1	3.1
	2008	128	110	85.9	82	64.1	10	7.8	7	5.5	14	10.9	6.3
	2009	152	142	93.4	94	61.8	3	2.0	15	9.9	16	10.5	6.6
3	2007	142	131	92.3	74	52.1	12	8.5	17	12.0	9	6.3	9.2
	2008	140	118	84.3	83	59.3	14	10.0	15	10.7	14	10.0	10.0
	2009	130	120	92.3	76	58.5	14	10.8	17	13.1	13	10.0	3.1
4	2007	115	106	92.2	40	34.8	20	17.4	13	11.3	6	5.2	7.8
	2008	124	113	91.1	41	33.1	14	11.3	22	17.7	11	8.9	2.4
	2009	131	119	90.8	72	55.0	16	12.2	22	16.8	10	7.6	4.6
5	2007	111	102	91.9	47	42.3	10	9.0	13	11.7	11	9.9	1.8
	2008	129	120	93.0	49	38.0	20	15.5	18	14.0	11	8.5	11.6
	2009	115	100	87.0	41	35.7	17	14.8	18	15.7	13	11.3	0.9
6	2007	84	74	88.1	18	21.4	15	17.9	12	14.3	5	6.0	0.0
	2008	91	83	91.2	25	27.5	14	15.4	19	20.9	10	11.0	2.2
	2009	127	119	93.7	50	39.4	21	16.5	20	15.7	15	11.8	0.8
EC-6	2007	930	854	91.8	464	49.9	87	9.4	75	8.1	178	19.1	4.5
	2008	1,010	900	89.1	524	51.9	90	8.9	94	9.3	226	22.4	5.4
	2009	1,063	980	92.2	591	55.6	95	8.9	113	10.6	220	20.7	3.8

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	41.1	4,117.2	39.7	96.5	3,933.6	95.5	121	100.0	100.0	75	7,436	100.0	100.0
	2008	42.1	4,133.2	40.8	96.9	3,942.7	95.4	110	100.0	100.0	74	7,427	100.0	100.0
	2009	41.5	4,167.8	40.0	96.4	3,975.6	95.4	108	100.0	100.0	73	7,332	100.0	100.0
KN	2007	134.4	13,945.0	128.4	95.5	13,385.6	96.0	32	23.8	24.3	110	12,035	81.8	86.3
	2008	152.3	13,568.1	145.4	95.4	13,004.4	95.8	39	25.6	23.5	131	11,618	86.0	85.6
	2009	149.8	13,515.0	143.6	95.9	12,939.1	95.7	27	18.0	22.5	128	11,501	85.5	85.1
1	2007	125.4	14,353.8	120.8	96.3	13,851.4	96.5	33	26.3	23.2	110	12,437	87.7	86.6
	2008	150.2	14,626.9	144.5	96.2	14,102.7	96.4	24	16.0	21.2	136	12,704	90.5	86.9
	2009	160.7	14,250.8	154.8	96.3	13,719.9	96.3	49	30.5	20.7	137	12,300	85.3	86.3
2	2007	125.7	13,403.8	121.8	96.9	12,978.9	96.8	32	25.5	21.7	109	11,729	86.7	87.5
	2008	130.4	13,708.6	126.1	96.7	13,269.8	96.8	24	18.4	19.7	116	12,043	88.9	87.9
	2009	151.2	13,950.1	147.0	97.2	13,499.0	96.8	29	19.2	18.6	134	12,231	88.6	87.7
3	2007	143.7	12,998.4	139.8	97.3	12,633.3	97.2	24	16.7	21.1	125	11,445	87.0	88.0
	2008	138.8	12,806.9	134.3	96.7	12,425.5	97.0	23	16.6	19.1	129	11,408	92.9	89.1
	2009	125.6	13,095.5	122.1	97.3	12,710.6	97.1	21	16.7	18.3	113	11,634	90.0	88.8
4	2007	115.5	12,104.9	111.7	96.7	11,768.3	97.2	19	16.4	19.7	103	10,683	89.2	88.3
	2008	127.6	12,329.8	122.5	96.0	11,960.3	97.0	26	20.4	19.7	111	10,924	87.0	88.6
	2009	127.7	12,156.4	123.3	96.5	11,789.9	97.0	21	16.4	18.1	115	10,731	90.0	88.3
5	2007	109.1	11,757.0	106.3	97.4	11,426.8	97.2	24	22.0	20.9	96	10,362	88.0	88.1
	2008	130.6	11,874.2	125.8	96.3	11,539.6	97.2	27	20.7	18.8	113	10,608	86.5	89.3
	2009	112.6	11,903.5	108.5	96.4	11,552.9	97.1	29	25.8	17.5	94	10,563	83.5	88.7
6	2007	89.0	11,264.8	86.2	96.9	10,864.3	96.4	11	12.4	21.9	76	9,788	85.4	86.9
	2008	92.0	10,450.4	88.4	96.1	10,060.0	96.3	17	18.5	22.0	82	9,055	89.1	86.6
	2009	125.6	10,588.3	120.5	95.9	10,165.3	96.0	27	21.5	19.9	106	9,131	84.4	86.2

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
EC-6	2007	893.3	94,387.4	863.2	96.6	91,251.6	96.7	302	33.8	31.9	808	86,204	90.4	91.3
	2008	972.0	93,889.2	935.2	96.2	90,666.0	96.6	297	30.6	30.8	896	86,025	92.2	91.6
	2009	1,002.6	94,064.8	966.7	96.4	90,751.7	96.5	315	31.4	29.6	903	85,648	90.1	91.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	13	19.7
Hispanic	21	31.8
White	31	47.0
Other	1	1.5

Gender	Number	Percent
Female	50	75.8
Male	16	24.2

TOTAL	66
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AVERAGE NUMBER OF ABSENCES

2007	8.1
2008	7.2
2009	8.7

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	72.7	78.6	84.3	84.4	*	79.5	82.4		85.2	79.6	82.4	84.6	108
	2008	68.8	94.4	88.1	89.7	*	87.2	83.1		81.6	90.9	86.0	86.2	93
	2009	78.6	84.6	87.5	84.1	*	66.7	78.9		81.5	87.5	84.3	87.3	51
4	2007	85.7	57.9	51.4	52.2	*	28.6	34.5		59.2	51.0	55.1	69.7	98
	2008	75.0	61.5	71.1	69.2	*	66.7	55.0		72.0	68.6	70.3	72.1	101
	2009	46.7	50.0	68.4	61.5	33.3	61.8	48.1		58.7	63.6	61.1	75.8	90
5	2007	100.0	86.7	68.4	71.9	*	38.9	59.6	*	77.5	70.7	73.5	78.3	98
	2008	100.0	76.2	68.6	74.5	12.5	51.3	60.3		65.5	78.3	72.2	82.9	115
	2009	90.9	72.7	73.3	74.7	*	55.2	62.0		80.4	69.6	75.3	82.9	97
6	2007	*	83.3	89.5	88.1	*	66.7	84.1		86.5	90.3	88.2	87.2	68
	2008	*	93.8	85.7	88.0	44.4	72.7	85.7		80.0	93.2	86.9	87.8	84
	2009	75.0	90.0	83.5	83.0	85.7	71.4	75.4		84.3	83.9	84.1	86.4	113
3-6	2007	82.1	74.1	72.9	73.1	50.0	54.2	65.7	*	76.7	71.4	73.9	79.9	372
	2008	77.5	82.4	77.1	79.4	40.0	69.4	72.2		74.2	81.9	78.1	82.0	393
	2009	70.8	74.2	77.2	75.6	66.7	64.0	64.6		76.0	75.6	75.8	82.7	351

NUMBER TESTED IN GRADES 3-6													
2007	28	54	288	334	10	120	230	1	180	192	372	41,727	
2008	40	68	284	350	25	121	241	0	194	199	393	41,175	
2009	48	62	241	311	18	111	192	0	175	176	351	37,628	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	3	3	13	15	*	9	13		8	11	19	1,675	108
	2008	5	1	7	8	*	5	11		9	4	13	1,443	93
	2009	3	2	3	7	*	2	4		5	3	8	960	51
4	2007	1	8	35	43	*	20	36		20	24	44	3,189	98
	2008	3	5	22	28	*	7	18		14	16	30	2,996	101
	2009	8	9	18	30	4	13	28		19	16	35	2,449	90
5	2007	0	2	24	25	*	22	23	*	9	17	26	2,258	98
	2008	0	5	27	27	7	19	29		19	13	32	1,827	115
	2009	1	3	20	21	*	13	19		10	14	24	1,793	97
6	2007	*	1	6	7	*	4	7		5	3	8	1,269	68
	2008	*	1	9	9	5	6	9		8	3	11	1,140	84
	2009	2	2	14	18	1	12	17		8	10	18	1,295	113
3-6	2007	5	14	78	90	5	55	79	*	42	55	97	8,391	372
	2008	9	12	65	72	15	37	67		50	36	86	7,406	393
	2009	14	16	55	76	6	40	68		42	43	85	6,497	351

NUMBER TESTED IN GRADES 3-6													
2007	28	54	288	334	10	120	230	1	180	192	372	41,727	
2008	40	68	284	350	25	121	241	0	194	199	393	41,175	
2009	48	62	241	311	18	111	192	0	175	176	351	37,628	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007	74.1	80.4	67.3	72.3
	2008	76.9	77.1	80.6	74.9
	2009	76.3	74.8	81.7	83.1
4	2007	74.8	71.8	66.6	61.9
	2008	79.1	76.7	76.8	68.7
	2009	76.7	71.4	69.2	70.6
5	2007	69.4	79.1	73.5	67.5
	2008	70.5	73.7	72.5	71.9
	2009	74.3	78.9	80.7	72.2
6	2007	82.2	86.4	78.1	76.9
	2008	83.3	78.4	79.0	75.9
	2009	76.9	69.7	76.8	79.2
3-6	2007	74.5	78.9	70.7	69.2
	2008	77.0	76.3	76.9	72.6
	2009	76.0	73.4	76.6	75.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	27.3	7.1	14.5	13.5	*	4.5	5.4		13.0	16.7	14.8	21.3	108
	2008	25.0	16.7	11.9	12.8	*	5.1	9.2		18.4	11.4	15.1	21.5	93
	2009	21.4	15.4	29.2	25.0	*	16.7	21.1		22.2	25.0	23.5	34.1	51
4	2007	0.0	5.3	9.7	6.7	*	3.6	1.8		10.2	6.1	8.2	16.6	98
	2008	16.7	23.1	7.9	11.0	*	9.5	5.0		10.0	11.8	10.9	14.4	101
	2009	20.0	11.1	12.3	15.4	0.0	8.8	9.3		13.0	13.6	13.3	18.4	90
5	2007	0.0	0.0	5.3	3.4	*	0.0	0.0	*	0.0	6.9	4.1	13.1	98
	2008	12.5	19.0	3.5	5.7	0.0	0.0	0.0		3.6	10.0	7.0	16.5	115
	2009	18.2	9.1	8.0	7.2	*	0.0	2.0		7.8	10.9	9.3	18.5	97
6	2007	*	16.7	40.4	42.4	*	8.3	18.2		35.1	45.2	39.7	37.4	68
	2008	*	25.0	30.2	32.0	11.1	18.2	20.6		27.5	29.5	28.6	33.8	84
	2009	37.5	35.0	14.1	18.9	0.0	4.8	5.8		15.7	22.6	19.5	30.2	113
3-6	2007	17.9	5.6	16.0	14.1	10.0	3.3	5.7	*	13.9	15.6	14.8	21.9	372
	2008	20.0	20.6	12.3	14.3	8.0	6.6	8.7		13.9	15.1	14.5	21.1	393
	2009	22.9	19.4	13.3	15.8	0.0	5.4	7.3		13.7	17.6	15.7	24.6	351

NUMBER TESTED IN GRADES 3-6													
2007	28	54	288	334	10	120	230	1	180	192	372	41,727	
2008	40	68	284	350	25	121	241	0	194	199	393	41,175	
2009	48	62	241	311	18	111	192	0	175	176	351	37,628	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	90.0	56.3	67.4	69.0	*	58.7	61.0		70.7	64.8	67.9	70.3	112
	2008	62.5	52.9	77.0	70.9	57.1	82.5	68.2		70.0	70.5	70.2	76.6	94
	2009	76.9	61.5	79.6	77.3	*	79.2	77.6		84.8	67.9	77.3	77.3	119
4	2007	85.7	63.2	74.0	70.3	*	55.2	57.1		82.0	63.3	72.7	75.7	99
	2008	75.0	69.2	79.8	77.9	83.3	70.6	59.6		84.7	70.9	78.1	77.9	114
	2009	66.7	50.0	70.3	66.0	14.3	72.5	59.2		66.7	66.0	66.4	79.4	107
5	2007	100.0	93.3	77.9	80.0	*	63.9	70.7	*	84.6	80.0	81.8	82.9	99
	2008	87.5	68.2	71.6	71.8	30.0	57.5	65.8		66.1	78.0	72.0	84.0	118
	2009	100.0	69.2	87.3	84.1	83.3	73.3	76.5		85.7	87.2	86.4	87.0	103
6	2007	*	66.7	79.3	80.0	*	50.0	71.1		76.3	80.6	78.3	70.0	69
	2008	*	81.3	81.0	80.0	77.8	77.3	74.6		72.5	88.6	81.0	73.8	84
	2009	62.5	78.9	72.4	73.8	62.5	62.8	67.1		66.7	77.8	72.8	73.3	114
3-6	2007	88.9	69.6	74.1	74.2	47.1	58.5	64.4	*	77.8	71.6	74.7	74.7	379
	2008	72.5	67.6	77.1	75.0	59.4	71.3	67.3		73.6	76.7	75.1	78.2	410
	2009	76.6	65.1	77.5	75.2	52.0	73.0	70.0		76.7	74.5	75.6	79.3	443

NUMBER TESTED IN GRADES 3-6													
2007	27	56	294	341	17	123	236	1	185	194	379	42,324	
2008	40	68	301	368	32	136	254	0	208	202	410	42,082	
2009	47	63	333	399	25	196	277	0	227	216	443	43,106	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	1	7	28	31	*	19	30		17	19	36	3,303	112
	2008	6	8	14	23	3	7	21		15	13	28	2,542	94
	2009	3	5	19	25	*	15	19		10	17	27	2,781	119
4	2007	1	7	19	27	*	13	24		9	18	27	2,604	99
	2008	3	4	18	23	1	10	21		9	16	25	2,436	114
	2009	5	9	22	32	6	14	29		18	18	36	2,196	107
5	2007	0	1	17	18	*	13	17	*	6	12	18	1,785	99
	2008	1	7	25	31	7	17	25		20	13	33	1,730	118
	2009	0	4	10	14	1	8	12		8	6	14	1,386	103
6	2007	*	2	12	12	*	6	13		9	6	15	3,012	69
	2008	*	3	12	15	2	5	16		11	5	16	2,460	84
	2009	3	4	24	28	3	16	23		17	14	31	2,552	114
3-6	2007	3	17	76	88	9	51	84	*	41	55	96	10,704	379
	2008	11	22	69	92	13	39	83		55	47	102	9,168	410
	2009	11	22	75	99	12	53	83		53	55	108	8,915	443

NUMBER TESTED IN GRADES 3-6													
2007	27	56	294	341	17	123	236	1	185	194	379	42,324	
2008	40	68	301	368	32	136	254	0	208	202	410	42,082	
2009	47	63	333	399	25	196	277	0	227	216	443	43,106	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2007	72.4	77.5	76.6	71.3	76.3	57.1
	2008	77.7	77.3	82.6	75.0	78.2	62.9
	2009	76.7	83.6	90.5	81.2	83.8	67.4
4	2007	78.2	74.9	69.9	72.1	70.2	70.1
	2008	83.9	81.6	82.2	74.9	75.2	70.3
	2009	79.4	74.8	71.8	72.9	81.5	68.8
5	2007	76.3	74.5	83.8	71.1	81.8	75.5
	2008	77.6	72.0	77.8	71.2	75.4	73.9
	2009	80.5	76.7	85.4	77.4	82.5	78.3
6	2007	75.7	72.8	83.4	75.7	84.1	76.0
	2008	77.6	73.8	77.6	65.7	81.0	74.7
	2009	71.3	72.7	79.3	66.1	79.8	74.7
3-6	2007	75.5	75.2	78.0	72.2	77.6	68.8
	2008	79.4	76.3	80.1	72.0	77.1	70.6
	2009	76.9	77.1	81.9	74.4	81.9	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	2007	10.0	6.3	15.1	13.0	*	8.7	7.8		10.3	16.7	13.4	19.2	112
	2008	25.0	17.6	24.6	22.8	14.3	22.5	21.2		26.0	20.5	23.4	26.3	94
	2009	23.1	23.1	34.4	30.9	*	33.3	27.1		36.4	26.4	31.9	29.0	119
4	2007	14.3	10.5	12.3	13.2	*	3.4	1.8		14.0	10.2	12.1	22.6	99
	2008	25.0	23.1	31.5	27.9	0.0	17.6	15.4		32.2	27.3	29.8	23.8	114
	2009	20.0	16.7	28.4	27.7	0.0	21.6	15.5		25.9	24.5	25.2	31.6	107
5	2007	33.3	26.7	18.2	17.8	*	2.8	5.2	*	12.8	25.0	20.2	29.3	99
	2008	25.0	22.7	20.5	20.0	0.0	7.5	6.8		22.0	20.3	21.2	31.9	118
	2009	36.4	38.5	31.6	33.0	0.0	16.7	19.6		32.1	34.0	33.0	38.4	103
6	2007	*	16.7	46.6	45.0	*	33.3	28.9		39.5	48.4	43.5	26.5	69
	2008	*	18.8	27.0	26.7	0.0	18.2	19.0		22.5	27.3	25.0	31.0	84
	2009	37.5	31.6	29.9	29.9	12.5	16.3	15.7		15.7	42.9	30.7	29.0	114
3-6	2007	18.5	14.3	21.4	19.9	0.0	8.1	9.7	*	17.8	22.7	20.3	24.3	379
	2008	25.0	20.6	25.9	24.2	3.1	16.2	15.4		26.0	23.8	24.9	28.1	410
	2009	27.7	27.0	31.2	30.3	4.0	24.0	19.9		28.2	32.4	30.2	32.0	443

NUMBER TESTED IN GRADES 3-6													
2007	27	56	294	341	17	123	236	1	185	194	379	42,324	
2008	40	68	301	368	32	136	254	0	208	202	410	42,082	
2009	47	63	333	399	25	196	277	0	227	216	443	43,106	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	85.7	84.2	71.2	72.2	*	60.7	67.9		74.0	75.5	74.7	86.5	99
	2008	91.7	84.6	85.5	85.7	*	70.0	75.6		86.0	86.3	86.1	87.4	101
	2009	60.0	77.8	78.6	75.3	*	75.8	64.2		68.9	81.8	75.3	87.4	89

	NUMBER TESTED IN GRADE 4											
2007	7	19	73	90	4	28	56	0	50	49	99	10,408
2008	12	13	76	91	3	20	41	0	50	51	101	10,658
2009	15	18	56	77	5	33	53	0	45	44	89	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	1	3	21	25	*	11	18		13	12	25	1,408	99
	2008	1	2	11	13	*	6	10		7	7	14	1,348	101
	2009	6	4	12	19	*	8	19		14	8	22	1,264	89

	NUMBER TESTED IN GRADE 4											
2007	7	19	73	90	4	28	56	0	50	49	99	10,408
2008	12	13	76	91	3	20	41	0	50	51	101	10,658
2009	15	18	56	77	5	33	53	0	45	44	89	10,032

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	1.9	77.8	75.9	86.4	82.7
	2008	2.1	84.2	82.5	80.6	83.3
	2009	1.9	83.4	70.5	79.2	83.8

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	14.3	5.3	6.8	5.6	*	0.0	0.0		8.0	6.1	7.1	18.2	99
	2008	8.3	23.1	17.1	16.5	*	10.0	4.9		8.0	25.5	16.8	21.4	101
	2009	6.7	16.7	14.3	14.3	*	12.1	7.5		8.9	18.2	13.5	21.0	89

	NUMBER TESTED IN GRADE 4											
2007	7	19	73	90	4	28	56	0	50	49	99	10,408
2008	12	13	76	91	3	20	41	0	50	51	101	10,658
2009	15	18	56	77	5	33	53	0	45	44	89	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	83.3	46.7	28.4	30.7	*	5.7	16.1	*	35.9	33.3	34.4	62.3	96
	2008	77.8	70.0	59.1	62.4	23.1	45.0	50.0		69.0	55.9	62.4	71.9	117
	2009	91.7	75.0	61.0	62.4	*	33.3	45.1		72.7	58.7	66.3	75.9	101

	NUMBER TESTED IN GRADE 5											
2007	6	15	74	88	3	35	56	1	39	57	96	10,296
2008	9	20	88	109	13	40	74	0	58	59	117	10,686
2009	12	12	77	85	5	30	51	0	55	46	101	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	1	8	53	61	*	33	47	*	25	38	63	3,881	96
	2008	2	6	36	41	10	22	37		18	26	44	3,005	117
	2009	1	3	30	32	*	20	28		15	19	34	2,542	101

	NUMBER TESTED IN GRADE 5											
2007	6	15	74	88	3	35	56	1	39	57	96	10,296
2008	9	20	88	109	13	40	74	0	58	59	117	10,686
2009	12	12	77	85	5	30	51	0	55	46	101	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	70.7	69.2	67.9	59.3
	2008	81.1	80.8	75.5	66.3
	2009	83.5	84.5	80.2	59.5

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)
5	2007	16.7	0.0	6.8	3.4	*	0.0	1.8	*	5.1	7.0	6.3	18.0	96
	2008	11.1	20.0	14.8	13.8	0.0	0.0	5.4		13.8	16.9	15.4	24.8	117
	2009	41.7	33.3	14.3	18.8	*	0.0	11.8		29.1	8.7	19.8	29.1	101

	NUMBER TESTED IN GRADE 5											
2007	6	15	74	88	3	35	56	1	39	57	96	10,296
2008	9	20	88	109	13	40	74	0	58	59	117	10,686
2009	12	12	77	85	5	30	51	0	55	46	101	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			57.9	57.9		57.9	57.9		45.5	75.0	57.9	82.9	19
	2008			75.7	75.0		75.0	76.5		75.0	76.2	75.7	85.4	37
	2009			90.9	92.3	*	90.8	90.8		84.2	100.0	90.9	89.4	66
4	2007												65.9	0
	2008			58.3	58.3	*	58.3	63.6		50.0	*	58.3	67.0	12
	2009			75.9	75.0	*	75.9	75.9		63.6	83.3	75.9	72.7	29
ALL	2007			57.9	57.9		57.9	57.9		45.5	75.0	57.9	—	19
	2008			71.4	70.8	*	70.8	73.3		66.7	76.0	71.4	—	49
	2009			86.3	87.1	*	86.2	86.2		79.6	93.5	86.3	—	95

NUMBER TESTED IN GRADES ALL													
2007	0	0	19	19	0	19	19	0	11	8	19	—	
2008	0	0	49	48	2	48	45	0	24	25	49	—	
2009	0	0	95	93	4	94	94	0	49	46	95	—	

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	8		8	8		6	2	8	219	19
	2008			9	9		9	8		4	5	9	239	37
	2009			6	5	*	6	6		6	0	6	514	66
4	2007												122	0
	2008			5	5	*	5	4		4	*	5	215	12
	2009			7	7	*	7	7		4	3	7	268	29
ALL	2007			8	8		8	8		6	2	8	—	19
	2008			14	14	*	14	12		8	6	14	—	49
	2009			13	12	*	13	13		10	3	13	—	95

NUMBER TESTED IN GRADES ALL													
2007	0	0	19	19	0	19	19	0	11	8	19	—	
2008	0	0	49	48	2	48	45	0	24	25	49	—	
2009	0	0	95	93	4	94	94	0	49	46	95	—	

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	61.8	65.4	64.0	57.2
	2008	73.9	76.1	74.3	66.6
	2009	81.1	91.6	81.1	84.1
4	2007				
	2008	67.2	70.8	59.5	67.5
	2009	74.9	79.3	75.4	71.0
ALL	2007	61.8	65.4	64.0	57.2
	2008	72.2	74.8	70.7	66.8
	2009	79.2	87.8	79.3	80.1

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	2007			5.3	5.3		5.3	5.3		0.0	12.5	5.3	14.8	19
	2008			13.5	13.9		13.9	11.8		6.3	19.0	13.5	17.2	37
	2009			40.9	41.5	*	40.0	40.0		36.8	46.4	40.9	30.6	66
4	2007												14.2	0
	2008			0.0	0.0	*	0.0	0.0		0.0	*	0.0	13.5	12
	2009			27.6	28.6	*	27.6	27.6		9.1	38.9	27.6	21.1	29
ALL	2007			5.3	5.3		5.3	5.3		0.0	12.5	5.3	—	19
	2008			10.2	10.4	*	10.4	8.9		4.2	16.0	10.2	—	49
	2009			36.8	37.6	*	36.2	36.2		30.6	43.5	36.8	—	95

NUMBER TESTED IN ALL GRADES													
2007	0	0	19	19	0	19	19	0	11	8	19	—	
2008	0	0	49	48	2	48	45	0	24	25	49	—	
2009	0	0	95	93	4	94	94	0	49	46	95	—	

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			50.0	50.0		50.0	50.0		50.0	50.0	50.0	62.1	18
	2008			79.4	78.8		79.4	78.1		87.5	72.2	79.4	71.7	34
	2009												72.9	0
4	2007												61.2	0
	2008												63.1	0
	2009			90.0	90.0		90.0	90.0		*	83.3	90.0	69.7	10
ALL	2007			50.0	50.0		50.0	50.0		50.0	50.0	50.0	60.7	18
	2008			79.4	78.8		79.4	78.1		87.5	72.2	79.4	66.4	34
	2009			90.0	90.0		90.0	90.0		*	83.3	90.0	64.4	10

NUMBER TESTED IN GRADES ALL													
2007	0	0	18	18	0	18	18	0	10	8	18	1,381	
2008	0	0	34	33	0	34	32	0	16	18	34	1,711	
2009	0	0	10	10	0	10	10	0	4	6	10	804	

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			9	9		9	9		5	4	9	389	18
	2008			7	7		7	7		2	5	7	316	34
	2009												26	0
4	2007												112	0
	2008												157	0
	2009			1	1		1	1		*	1	1	149	10
ALL	2007			9	9		9	9		5	4	9	543	18
	2008			7	7		7	7		2	5	7	575	34
	2009			1	1		1	1		*	1	1	286	10

	NUMBER TESTED IN GRADES ALL											
2007	0	0	18	18	0	18	18	0	10	8	18	1,381
2008	0	0	34	33	0	34	32	0	16	18	34	1,711
2009	0	0	10	10	0	10	10	0	4	6	10	804

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						
	2008	67.8	62.0	72.2	65.7	62.5	54.2
	2009	81.5	79.9	82.4	78.4	80.1	63.6
ALL	2007						
	2008	67.8	62.0	72.2	65.7	62.5	54.2
	2009	81.5	79.9	82.4	78.4	80.1	63.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			16.7	16.7		16.7	16.7		10.0	25.0	16.7	15.9	18
	2008			26.5	24.2		26.5	25.0		31.3	22.2	26.5	20.9	34
	2009												15.6	0
4	2007												24.6	0
	2008												22.8	0
	2009			30.0	30.0		30.0	30.0		*	33.3	30.0	26.3	10
ALL	2007			16.7	16.7		16.7	16.7		10.0	25.0	16.7	—	18
	2008			26.5	24.2		26.5	25.0		31.3	22.2	26.5	—	34
	2009			30.0	30.0		30.0	30.0		*	33.3	30.0	—	10

NUMBER TESTED IN ALL GRADES													
2007	0	0	18	18	0	18	18	0	10	8	18	—	
2008	0	0	34	33	0	34	32	0	16	18	34	—	
2009	0	0	10	10	0	10	10	0	4	6	10	—	

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												79.1	0
	2008			100.0	100.0	*	100.0	100.0		100.0	*	100.0	81.9	11
	2009			96.6	96.4	*	96.6	96.6		90.9	100.0	96.6	87.1	29

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	11	11	2	11	11	0	7	4	11	667	
2009	0	0	29	28	2	29	29	0	11	18	29	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												76	0
	2008			0	0	*	0	0		0	*	0	121	11
	2009			1	1	*	1	1		1	0	1	127	29

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	11	11	2	11	11	0	7	4	11		667
2009	0	0	29	28	2	29	29	0	11	18	29		981

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : 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	2007					
	2008	2.2	88.6	83.0	92.0	90.9
	2009	2.5	91.4	82.8	92.2	79.3

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												13.2	0
	2008			18.2	18.2	*	18.2	18.2		0.0	*	18.2	14.2	11
	2009			37.9	39.3	*	37.9	37.9		27.3	44.4	37.9	20.4	29

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	11	11	2	11	11	0	7	4	11		667
2009	0	0	29	28	2	29	29	0	11	18	29		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	*		66.7	55.6	55.6	*	50.0		71.4	*	55.6	77.7	9
	2009	*	*	83.3	87.5	90.0	*	88.9		100.0	*	90.0	87.7	10
4														
	2008	*	*	57.1	70.0	70.0	57.1	70.0		75.0	*	70.0	70.7	10
	2009	*		71.4	70.0	70.0	71.4	70.0		75.0	*	70.0	71.8	10
5														
	2008	*		62.5	66.7	66.7	66.7	66.7		71.4	*	66.7	73.3	9
	2009	*	*	63.6	76.9	71.4	66.7	75.0		83.3	*	71.4	80.3	14
6														
	2008		*	*	*	*	*	*		*	*	*	68.6	4
	2009			90.0	90.0	90.0	85.7	90.0		85.7	*	90.0	70.9	10
3-6														
	2008	*	*	59.1	62.5	62.5	57.9	62.1		72.0	28.6	62.5	72.3	32
	2009	83.3	*	76.5	80.5	79.5	74.1	80.5		85.7	55.6	79.5	77.1	44

NUMBER TESTED IN GRADES 3-6													
2008	5	5	22	32	32	19	29	0	25	7	32	2,463	
2009	6	4	34	41	44	27	41	0	35	9	44	2,493	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008	*		2	4	4	*	4		2	*	4	116	9
	2009	*	*	1	1	1	*	1		0	*	1	60	10
4														
	2008	*	*	3	3	3	3	3		2	*	3	181	10
	2009	*		2	3	3	2	3		2	*	3	192	10
5														
	2008	*		3	3	3	2	3		2	*	3	179	9
	2009	*	*	4	3	4	3	3		2	*	4	137	14
6														
	2008		*	*	*	*	*	*		*	*	*	206	4
	2009			1	1	1	1	1		1	*	1	182	10
3-6														
	2008	*	*	9	12	12	8	11		7	5	12	682	32
	2009	1	*	8	8	9	7	8		5	4	9	571	44

NUMBER TESTED IN GRADES 3-6													
2008	5	5	22	32	32	19	29	0	25	7	32	2,463	
2009	6	4	34	41	44	27	41	0	35	9	44	2,493	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	49.6	66.7	60.0	59.3
	2009	59.2	78.3	62.0	70.0
4					
	2008	64.2	56.7	68.3	60.0
	2009	51.7	46.7	55.0	45.0
5					
	2008	61.6	63.0	68.5	57.6
	2009	63.6	72.6	69.0	60.4
6					
	2008	*	*	*	*
	2009	79.1	81.7	61.7	68.2
3-6					
	2008	61.0	60.9	64.8	58.1
	2009	63.4	70.1	62.6	60.8

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)
3														
	2008	*		16.7	11.1	11.1	*	12.5		14.3	*	11.1	10.8	9
	2009	*	*	16.7	12.5	10.0	*	11.1		12.5	*	10.0	16.2	10
4														
	2008	*	*	0.0	20.0	20.0	0.0	20.0		12.5	*	20.0	9.7	10
	2009	*		0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	8.9	10
5														
	2008	*		12.5	11.1	11.1	16.7	11.1		14.3	*	11.1	14.9	9
	2009	*	*	9.1	7.7	7.1	11.1	8.3		8.3	*	7.1	14.1	14
6														
	2008		*	*	*	*	*	*		*	*	*	7.3	4
	2009			0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	7.5	10
3-6														
	2008	*	*	9.1	12.5	12.5	10.5	13.8		12.0	14.3	12.5	10.7	32
	2009	0.0	*	5.9	4.9	4.5	3.7	4.9		5.7	0.0	4.5	11.4	44

NUMBER TESTED IN GRADES 3-6													
2008	5	5	22	32	32	19	29	0	25	7	32	2,463	
2009	6	4	34	41	44	27	41	0	35	9	44	2,493	

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008	*		66.7	66.7	71.4	*	66.7		*	*	71.4	76.1	7
	2009	*	*	*	85.7	88.9	*	87.5		100.0	*	88.9	81.2	9
4														
	2008	*	*	33.3	55.6	55.6	33.3	55.6		57.1	*	55.6	69.1	9
	2009	*		62.5	63.6	63.6	62.5	63.6		57.1	*	63.6	75.8	11
5														
	2008	*		57.1	62.5	62.5	*	62.5		66.7	*	62.5	64.0	8
	2009	*	*	44.4	54.5	54.5	50.0	55.6		66.7	*	54.5	80.2	11
6														
	2008		*	*	*	*	*	*		*	*	*	57.0	4
	2009		*	50.0	55.6	55.6	66.7	55.6		42.9	*	55.6	64.0	9
3-6														
	2008	*	*	50.0	59.3	60.7	52.9	60.0		71.4	28.6	60.7	66.2	28
	2009	83.3	*	56.7	63.2	65.0	61.5	64.9		66.7	60.0	65.0	75.2	40

NUMBER TESTED IN GRADES 3-6													
2008	3	5	20	27	28	17	25	0	21	7	28	2,335	
2009	6	4	30	38	40	26	37	0	30	10	40	2,313	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008	*		2	2	2	*	2		*	*	2	129	7
	2009	*	*	*	1	1	*	1		0	*	1	85	9
4														
	2008	*	*	4	4	4	4	4		3	*	4	173	9
	2009	*		3	4	4	3	4		3	*	4	157	11
5														
	2008	*		3	3	3	*	3		2	*	3	227	8
	2009	*	*	5	5	5	4	4		3	*	5	127	11
6														
	2008		*	*	*	*	*	*		*	*	*	260	4
	2009		*	4	4	4	2	4		4	*	4	205	9
3-6														
	2008	*	*	10	11	11	8	10		6	5	11	789	28
	2009	1	*	13	14	14	10	13		10	4	14	574	40

NUMBER TESTED IN GRADES 3-6													
2008	3	5	20	27	28	17	25	0	21	7	28	2,335	
2009	6	4	30	38	40	26	37	0	30	10	40	2,313	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3							
	2008	44.6	60.0	71.4	57.1	57.1	40.5
	2009	69.4	73.3	77.8	64.4	48.1	40.7
4							
	2008	66.7	55.6	53.3	62.2	55.6	59.3
	2009	49.5	48.5	43.6	52.7	33.3	54.5
5							
	2008	52.8	52.1	45.8	52.1	50.0	47.5
	2009	56.6	54.5	53.0	54.5	48.5	52.7
6							
	2008	*	*	*	*	*	*
	2009	61.1	46.0	63.0	47.2	71.1	46.0
3-6							
	2008	53.9	53.4	53.5	54.5	55.7	49.4
	2009	58.5	55.2	58.3	54.6	49.3	49.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008	*		16.7	16.7	14.3	*	0.0		*	*	14.3	16.1	7
	2009	*	*	*	28.6	22.2	*	25.0		14.3	*	22.2	22.3	9
4														
	2008	*	*	16.7	33.3	33.3	16.7	33.3		28.6	*	33.3	14.3	9
	2009	*		12.5	9.1	9.1	12.5	9.1		14.3	*	9.1	14.0	11
5														
	2008	*		0.0	0.0	0.0	*	0.0		0.0	*	0.0	14.0	8
	2009	*	*	22.2	18.2	18.2	25.0	22.2		22.2	*	18.2	17.2	11
6														
	2008		*	*	*	*	*	*		*	*	*	6.4	4
	2009		*	12.5	11.1	11.1	16.7	11.1		0.0	*	11.1	8.4	9
3-6														
	2008	*	*	10.0	14.8	14.3	5.9	12.0		14.3	14.3	14.3	12.6	28
	2009	0.0	*	20.0	15.8	15.0	19.2	16.2		13.3	20.0	15.0	15.1	40

NUMBER TESTED IN GRADES 3-6													
2008	3	5	20	27	28	17	25	0	21	7	28	2,335	
2009	6	4	30	38	40	26	37	0	30	10	40	2,313	

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	*	*	44.4	63.6	58.3	37.5	54.5		63.6	*	58.3	37.5	12

	NUMBER TESTED IN GRADE 5											
2008	0	0	5	5	5	4	5	0	3	2	5	668
2009	1	2	9	11	12	8	11	0	11	1	12	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	4	5	5	5		4	*	5	398	12

NUMBER TESTED IN GRADE 5													
2008	0	0	5	5	5	4	5	0	3	2	5	668	
2009	1	2	9	11	12	8	11	0	11	1	12	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	*	*	*	*
	2009	68.9	76.2	69.0	57.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008			*	*	*	*	*		*	*	*	5.2	5
	2009	*	*	11.1	9.1	8.3	12.5	9.1		9.1	*	8.3	4.9	12

NUMBER TESTED IN GRADE 5														
2007														
2008	0	0	5	5	5	4	5	0	3	2	5	668		
2009	1	2	9	11	12	8	11	0	11	1	12	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	33.3	56.6	54.2	46.9	59
	2008	*	76.3	74.6	57.6	63
	2009	25.9	69.2	47.2	41.9	53
1	2007	25.0	41.9	34.5	51.4	55
	2008	10.0	28.9	25.0	50.2	48
	2009	26.9	64.1	49.2	54.2	65
2	2007	26.0	50.0	31.2	44.5	93
	2008	53.3	70.0	60.0	50.2	50
	2009	23.3	63.2	35.5	47.9	62
1-2	2007	25.8	45.1	32.4	47.6	148
	2008	42.5	43.1	42.9	50.2	98
	2009	24.6	63.8	42.5	51.0	127

Number Tested	2007	103	104	207	24,696	
	2008	44	117	161	21,817	
	2009	96	84	180	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	35.1	56.4	43.9	44.3	132
	2008	33.0	49.2	39.9	44.9	153
	2009	39.3	62.1	43.8	52.8	146
1	2007	16.0	58.1	39.3	48.8	56
	2008	26.7	45.8	34.2	55.5	149
	2009	34.6	57.5	48.5	50.4	66
2	2007	51.4	80.0	57.4	55.6	94
	2008	62.9	63.6	63.0	57.5	127
	2009	39.5	63.2	46.8	53.2	62
K-2	2007	39.2	61.3	47.5	49.1	282
	2008	42.0	50.0	44.8	52.7	429
	2009	38.7	60.2	45.6	52.3	274

Number Tested	2007	176	106	282	34,441	
	2008	283	146	429	41,070	
	2009	186	88	274	30,563	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007	80.0	30.0	50.0	55.8	*	33.3	33.3		44.4	62.5	54.2	46.9	59
	2008	83.3	55.0	83.9	73.1	*	*	*		78.8	70.0	74.6	57.6	63
	2009	60.0	38.5	46.7	48.0	*	*	25.9		45.2	50.0	47.2	41.9	53
1	2007	35.7	28.6	37.0	31.1	*	28.6	25.0		33.3	36.0	34.5	51.4	55
	2008	50.0	22.2	17.2	25.6	*	12.5	10.0		22.7	26.9	25.0	50.2	48
	2009	58.3	50.0	45.5	45.5	*	*	26.9		41.7	58.6	49.2	54.2	65
2	2007	38.9	29.4	29.3	30.6	33.3	21.4	26.0		29.1	34.2	31.2	44.5	93
	2008	66.7	63.6	55.6	61.1	16.7	42.9	53.3		50.0	75.0	60.0	50.2	50
	2009	54.5	20.0	34.3	33.9	*	42.9	23.3		37.0	34.3	35.5	47.9	62
1-2	2007	37.5	29.0	31.8	30.8	37.5	22.4	25.8		30.6	34.9	32.4	47.6	148
	2008	59.1	45.0	35.7	41.8	12.5	26.7	42.5		38.5	47.8	42.9	50.2	98
	2009	56.5	37.1	39.7	39.6	*	50.0	24.6		39.7	45.3	42.5	51.0	127

Number Tested	2007	47	41	119	182	10	55	103	0	112	95	207	24,696
	2008	34	40	87	131	11	19	44	0	85	76	161	21,817
	2009	33	48	98	161	6	14	96	0	94	86	180	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	7	1	5	10	*	0	0		3	10	13	1,245	59
	2008	5	6	12	17	*	*	*		15	8	23	1,687	63
	2009	4	1	2	7	*	*	1		4	3	7	771	53
1	2007	2	1	0	1	*	0	0		2	1	3	1,458	55
	2008	2	0	1	3	*	0	0		3	0	3	1,555	48
	2009	3	4	6	8	*	*	1		8	5	13	1,659	65
2	2007	4	1	5	10	0	2	6		5	5	10	896	93
	2008	2	1	2	3	1	0	1		4	1	5	1,065	50
	2009	2	0	2	4	*	0	1		2	3	5	1,027	62
1-2	2007	6	2	5	11	0	2	6		7	6	13	2,355	148
	2008	4	1	3	6	1	0	1		7	1	8	2,620	98
	2009	5	4	8	12	*	1	2		10	8	18	2,688	127

Number Tested	2007	47	41	119	182	10	55	103	0	112	95	207	24,696
	2008	34	40	87	131	11	19	44	0	85	76	161	21,817
	2009	33	48	98	161	6	14	96	0	94	86	180	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	73.3	40.0	40.2	43.4	*	34.6	35.1		44.8	43.1	43.9	44.3	132
	2008	58.3	45.0	37.2	38.6	33.3	31.5	33.0		42.0	37.5	39.9	44.9	153
	2009	70.0	28.6	43.4	43.1	*	39.4	39.3		35.7	54.8	43.8	52.8	146
1	2007	42.9	35.7	39.3	37.0	*	25.0	16.0		46.7	30.8	39.3	48.8	56
	2008	57.1	35.3	31.4	35.0	*	27.0	26.7		36.6	32.1	34.2	55.5	149
	2009	61.5	40.0	48.5	46.4	*	*	34.6		40.5	58.6	48.5	50.4	66
2	2007	55.6	41.2	62.7	57.0	37.5	54.5	51.4		55.4	60.5	57.4	55.6	94
	2008	58.3	45.5	65.4	64.2	22.2	68.7	62.9		72.9	50.9	63.0	57.5	127
	2009	54.5	33.3	51.4	48.2	*	57.1	39.5		44.4	48.6	46.8	53.2	62
K-2	2007	57.4	39.0	46.9	46.9	33.3	40.8	39.2		49.0	45.7	47.5	49.1	282
	2008	57.9	41.7	43.7	44.7	23.5	41.7	42.0		50.0	39.1	44.8	52.7	429
	2009	61.8	34.7	45.8	45.0	22.2	40.6	38.7		38.5	54.0	45.6	52.3	274

Number Tested	2007	47	41	194	254	12	130	176	0	153	129	282	34,441
	2008	38	48	343	378	17	264	283	0	222	207	429	41,070
	2009	34	49	190	249	9	106	186	0	148	126	274	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	2	11	14	*	7	7		9	8	17	2,583	132
	2008	5	7	16	21	1	9	9		18	10	28	2,788	153
	2009	0	0	19	18	*	13	15		8	11	19	2,455	146
1	2007	3	2	1	3	*	0	0		3	3	6	1,769	56
	2008	3	0	7	10	*	4	4		6	4	10	2,800	149
	2009	2	2	2	5	*	*	0		4	2	6	1,577	66
2	2007	8	5	17	26	2	9	18		16	14	30	2,098	94
	2008	4	3	17	19	1	15	16		18	6	24	2,912	127
	2009	3	0	5	8	*	0	0		3	5	8	1,686	62
K-2	2007	15	9	29	43	2	16	25		28	25	53	6,450	282
	2008	12	10	40	50	2	28	29		42	20	62	8,500	429
	2009	5	2	26	31	0	13	15		15	18	33	5,718	274

Number Tested	2007	47	41	194	254	12	130	176	0	153	129	282	34,441
	2008	38	48	343	378	17	264	283	0	222	207	429	41,070
	2009	34	49	190	249	9	106	186	0	148	126	274	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			81.7	82.4		81.4	81.2		79.5	84.4	81.7	84.7	71
	2008			76.4	78.5	*	77.0	79.5		80.9	71.4	76.4	87.0	89
	2009			82.4	81.2	*	82.4	83.1		76.5	90.0	82.4	88.6	91
1	2007			60.3	60.6	*	59.1	59.4		54.5	65.7	60.3	84.5	68
	2008			77.8	78.5		77.8	78.8		82.1	73.8	77.8	88.0	81
	2009			77.9	78.7	*	77.9	79.6		80.0	75.0	77.9	88.6	95
2	2007			70.0	69.0		70.0	67.9		81.8	63.2	70.0	89.9	30
	2008			92.2	91.8	*	92.1	92.0		87.5	97.3	92.2	93.4	77
	2009			94.3	94.0	*	94.3	94.2		95.3	93.3	94.3	94.0	88
K-2	2007			71.0	71.2	*	70.5	70.2		69.9	72.1	71.0	85.6	169
	2008			81.8	82.7	83.3	82.0	83.2		83.3	80.2	81.8	89.3	247
	2009			84.7	84.4	42.9	84.7	85.4		83.2	86.4	84.7	90.4	274

Number Tested	2007	0	0	169	163	2	166	161	0	83	86	169	14,889
	2008	0	0	247	231	6	244	238	0	126	121	247	18,257
	2009	0	0	274	262	7	274	268	0	149	125	274	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			18	18		18	17		10	8	18	2,779	71
	2008			27	25	*	27	27		11	16	27	3,280	89
	2009			34	32	*	34	33		16	18	34	3,525	91
1	2007			10	10	*	10	10		6	4	10	1,782	68
	2008			14	14		14	14		8	6	14	2,412	81
	2009			33	33	*	33	33		17	16	33	2,523	95
2	2007			9	8		9	8		3	6	9	1,196	30
	2008			39	37	*	38	38		21	18	39	2,596	77
	2009			32	31	*	32	31		17	15	32	2,909	88
K-2	2007			37	36	*	37	35		19	18	37	5,757	169
	2008			80	76	1	79	79		40	40	80	8,288	247
	2009			99	96	0	99	97		50	49	99	8,957	274

Number Tested	2007	0	0	169	163	2	166	161	0	83	86	169	14,889
	2008	0	0	247	231	6	244	238	0	126	121	247	18,257
	2009	0	0	274	262	7	274	268	0	149	125	274	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	9	33.3	12	25.0	23	39.1	44	34.1
5	3	33.3	10	70.0	0	-	13	61.5
6	4	50.0	7	28.6	0	-	11	36.4
ALL	16	37.5	29	41.4	23	39.1	68	39.7

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (96)	Beginning	68	70.8	87	90.6	86	89.6	92	95.8	92	95.8
	Intermediate	25	26.0	8	8.3	10	10.4	3	3.1	3	3.1
	Advanced	3	3.1	1	1.0	0	0.0	0	0.0	1	1.0
	Advanced High	0	0.0	0	0.0	0	0.0	1	1.0	0	0.0
1 (98)	Beginning	46	46.9	58	59.2	88	89.8	71	72.4	71	72.4
	Intermediate	22	22.4	14	14.3	5	5.1	17	17.3	17	17.3
	Advanced	22	22.4	23	23.5	5	5.1	9	9.2	9	9.2
	Advanced High	8	8.2	3	3.1	0	0.0	1	1.0	1	1.0
2 (94)	Beginning	30	31.9	37	39.4	52	55.3	18	19.4	18	19.4
	Intermediate	33	35.1	36	38.3	35	37.2	50	53.8	51	54.8
	Advanced	27	28.7	16	17.0	5	5.3	10	10.8	12	12.9
	Advanced High	4	4.3	5	5.3	2	2.1	15	16.1	12	12.9
3 (76)	Beginning	8	10.5	13	17.1	21	27.6	12	15.8	12	15.8
	Intermediate	27	35.5	29	38.2	37	48.7	24	31.6	24	31.6
	Advanced	30	39.5	25	32.9	16	21.1	24	31.6	27	35.5
	Advanced High	11	14.5	9	11.8	2	2.6	16	21.1	13	17.1
4 (71)	Beginning	4	5.6	10	14.1	9	12.7	8	11.3	8	11.3
	Intermediate	16	22.5	13	18.3	20	28.2	17	23.9	17	23.9
	Advanced	17	23.9	14	19.7	32	45.1	20	28.2	21	29.6
	Advanced High	34	47.9	34	47.9	10	14.1	26	36.6	25	35.2

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	—	—	—	
92 23 (25.0%)	Beginning	67			
	Intermediate	13	2		
	Advanced	6	3	0	
	Advanced High	1	0	0	
86 61 (70.9%)	Beginning	17			
	Intermediate	42	6		
	Advanced	7	1	2	
	Advanced High	6	2	3	
72 41 (56.9%)	Beginning	12			
	Intermediate	10	13		
	Advanced	2	17	6	
	Advanced High	1	1	10	
69 43 (62.3%)	Beginning	8			
	Intermediate	9	8		
	Advanced	1	9	10	
	Advanced High	0	2	22	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (41)	Beginning	0	0.0	0	0.0	3	7.3	5	12.2	5	12.2
	Intermediate	21	51.2	22	53.7	21	51.2	9	22.0	9	22.0
	Advanced	17	41.5	16	39.0	16	39.0	11	26.8	16	39.0
	Advanced High	3	7.3	3	7.3	1	2.4	16	39.0	11	26.8
6 (49)	Beginning	6	12.2	6	12.2	12	24.5	2	4.1	2	4.1
	Intermediate	15	30.6	17	34.7	20	40.8	12	24.5	12	24.5
	Advanced	21	42.9	19	38.8	10	20.4	10	20.4	16	32.7
	Advanced High	7	14.3	7	14.3	7	14.3	25	51.0	19	38.8
ALL (525)	Beginning	162	30.9	211	40.2	271	51.6	208	39.7	208	39.7
	Intermediate	159	30.3	139	26.5	148	28.2	132	25.2	133	25.4
	Advanced	137	26.1	114	21.7	84	16.0	84	16.0	102	19.5
	Advanced High	67	12.8	61	11.6	22	4.2	100	19.1	81	15.5

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
37 20 (54.1%)	Beginning	5			
	Intermediate	5	4		
	Advanced	1	5	8	
	Advanced High	1	1	7	
41 22 (53.7%)	Beginning	2			
	Intermediate	1	10		
	Advanced	0	5	7	
	Advanced High	0	2	14	
398 210 (52.8%)	Beginning	112			
	Intermediate	80	43		
	Advanced	17	40	33	
	Advanced High	9	8	56	

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