

# Campus Data Packet

for 2009 - 10 Plans



## GEORGE PEABODY

School Number 190

*The information in this packet is based on data from the 2008-09 school year.*

This packet contains corrected statistics for norm-referenced assessments (ITBS and Logramos), including the SCE Compliance report. PSAT reports now contain the average score for all students in a grade.

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## **2009-10 SCHOOL SUMMARY**

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

## **ENROLLMENT**

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2008-09. They are counted as new if they were not enrolled in a district campus before the last day of the 2007-08 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2007-08 and 2008-09.

## **ATTENDANCE**

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

## **TEACHERS**

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

## **TAKS**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- TAKS statistics include both TAKS and TAKS-Accommodated results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2010, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

**TAKS-M (Modified)**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

**SCE COMPLIANCE and ITBS / ITED / LOGRAMOS**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Kindergarten ITBS reading results for all three years are for the Language Total subtest; all other grades' results reflect Reading Total performance. (The Reading Total summary is not available with use of the level 5R form administered to kindergarteners in 2009.) All Logramos reading summaries are for Reading Total. The number tested includes kindergarteners.
- Numbers tested in READING for 2007 may not match those reported in campus data packets published in the prior years. Previous totals did not consistently include students in Kindergarten, though documentation included with the reports indicated otherwise.
- Kindergarten ITBS reading and mathematics results for all three years are for the Language subtest and Mathematics subtest. All other grades' results reflect Reading Total or Mathematics Total performance. (The Reading and Mathematics Total summaries are not available with use of the level 5R form administered to kindergartners.) Logramos reading summaries are for Reading Total. The “number tested” statistics include kindergartners.

**TELPAS**

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2008 to 2009, the TEA did not report the 2008 composite rating.
- If a student is rated as advanced high in 2009, the TEA does not differentiate between the advanced and advanced high levels from 2008.

**STUDENT ENROLLMENT**

Grade	Enrollment
PK	42
KN	78
1	80
2	80
3	77
4	70
5	68
6	74
ALL	569

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	10	1.8	4	11.1
American Indian	4	0.7	*	*
Asian	0	0.0	*	*
Hispanic	550	96.7	11	30.6
White	5	0.9	19	52.8
Other	**	**	2	5.6

\*Included in category "Other."

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

**STUDENT GROUP ENROLLMENT**

Student Group	Number	Percent
Economically disadvantaged students	544	95.6
Limited English proficient students	215	37.8
Special education students	58	10.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	42	0	0.0	0	0.0	0	0.0	42	100.0	0	0.0
	2008	39	0	0.0	0	0.0	0	0.0	39	100.0	0	0.0
	2009	42	1	2.4	0	0.0	0	0.0	41	97.6	0	0.0
KN	2007	72	1	1.4	0	0.0	0	0.0	71	98.6	0	0.0
	2008	63	0	0.0	1	1.6	0	0.0	62	98.4	0	0.0
	2009	78	1	1.3	1	1.3	0	0.0	75	96.2	1	1.3
1	2007	82	0	0.0	0	0.0	0	0.0	80	97.6	2	2.4
	2008	77	0	0.0	0	0.0	0	0.0	77	100.0	0	0.0
	2009	80	1	1.3	1	1.3	0	0.0	78	97.5	0	0.0
2	2007	84	3	3.6	0	0.0	0	0.0	77	91.7	4	4.8
	2008	78	0	0.0	0	0.0	0	0.0	76	97.4	2	2.6
	2009	80	1	1.3	0	0.0	0	0.0	79	98.8	0	0.0
3	2007	72	0	0.0	1	1.4	0	0.0	70	97.2	1	1.4
	2008	71	3	4.2	0	0.0	0	0.0	67	94.4	1	1.4
	2009	77	0	0.0	0	0.0	0	0.0	74	96.1	3	3.9
4	2007	81	2	2.5	0	0.0	0	0.0	79	97.5	0	0.0
	2008	65	0	0.0	1	1.5	0	0.0	63	96.9	1	1.5
	2009	70	3	4.3	0	0.0	0	0.0	67	95.7	0	0.0
5	2007	68	1	1.5	1	1.5	0	0.0	65	95.6	1	1.5
	2008	79	3	3.8	0	0.0	0	0.0	76	96.2	0	0.0
	2009	68	0	0.0	1	1.5	0	0.0	66	97.1	1	1.5
6	2007	66	1	1.5	0	0.0	0	0.0	65	98.5	0	0.0
	2008	68	1	1.5	1	1.5	0	0.0	66	97.1	0	0.0
	2009	74	3	4.1	1	1.4	0	0.0	70	94.6	0	0.0
EC-6	2007	567	8	1.4	2	0.4	0	0.0	549	96.8	8	1.4
	2008	540	7	1.3	3	0.6	0	0.0	526	97.4	4	0.7
	2009	569	10	1.8	4	0.7	0	0.0	550	96.7	5	0.9

# 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	42	40	95.2	26	61.9	2	4.8	0	0.0	42	100.0	0.0
	2008	39	38	97.4	18	46.2	2	5.1	0	0.0	39	100.0	0.0
	2009	42	41	97.6	22	52.4	0	0.0	0	0.0	42	100.0	0.0
KN	2007	72	71	98.6	43	59.7	2	2.8	4	5.6	34	47.2	0.0
	2008	63	61	96.8	41	65.1	5	7.9	6	9.5	19	30.2	0.0
	2009	78	74	94.9	32	41.0	4	5.1	2	2.6	36	46.2	0.0
1	2007	82	79	96.3	35	42.7	5	6.1	9	11.0	6	7.3	8.5
	2008	77	73	94.8	42	54.5	3	3.9	12	15.6	5	6.5	11.7
	2009	80	78	97.5	49	61.3	6	7.5	7	8.8	5	6.3	12.5
2	2007	84	71	84.5	40	47.6	11	13.1	15	17.9	4	4.8	10.7
	2008	78	75	96.2	34	43.6	7	9.0	8	10.3	4	5.1	14.1
	2009	80	78	97.5	45	56.3	6	7.5	12	15.0	7	8.8	3.8
3	2007	72	69	95.8	25	34.7	8	11.1	15	20.8	1	1.4	5.6
	2008	71	64	90.1	28	39.4	12	16.9	14	19.7	1	1.4	5.6
	2009	77	74	96.1	29	37.7	7	9.1	9	11.7	5	6.5	0.0
4	2007	81	76	93.8	9	11.1	8	9.9	12	14.8	5	6.2	7.4
	2008	65	61	93.8	6	9.2	8	12.3	16	24.6	2	3.1	1.5
	2009	70	64	91.4	23	32.9	11	15.7	15	21.4	3	4.3	1.4
5	2007	68	60	88.2	11	16.2	7	10.3	8	11.8	5	7.4	2.9
	2008	79	73	92.4	13	16.5	15	19.0	9	11.4	2	2.5	0.0
	2009	68	65	95.6	8	11.8	11	16.2	13	19.1	1	1.5	0.0
6	2007	66	61	92.4	5	7.6	7	10.6	18	27.3	2	3.0	1.5
	2008	68	62	91.2	8	11.8	8	11.8	7	10.3	5	7.4	4.4
	2009	74	70	94.6	7	9.5	13	17.6	11	14.9	2	2.7	0.0
EC-6	2007	567	527	92.9	194	34.2	50	8.8	81	14.3	99	17.5	5.1
	2008	540	507	93.9	190	35.2	60	11.1	72	13.3	77	14.3	5.2
	2009	569	544	95.6	215	37.8	58	10.2	69	12.1	101	17.8	2.5

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2007	20.5	4,117.2	19.6	95.9	3,933.6	95.5	49	100.0	100.0	40	7,436	100.0	100.0
	2008	19.5	4,133.2	18.6	95.4	3,942.7	95.4	44	100.0	100.0	35	7,427	100.0	100.0
	2009	20.6	4,167.8	19.6	94.7	3,975.6	95.4	46	100.0	100.0	37	7,332	100.0	100.0
KN	2007	69.3	13,945.0	66.8	96.3	13,385.6	96.0	14	20.2	24.3	63	12,035	90.9	86.3
	2008	65.5	13,568.1	63.0	96.3	13,004.4	95.8	8	12.2	23.5	58	11,618	88.6	85.6
	2009	76.8	13,515.0	73.4	95.6	12,939.1	95.7	13	16.9	22.5	67	11,501	87.2	85.1
1	2007	80.5	14,353.8	77.6	96.5	13,851.4	96.5	13	16.2	23.2	76	12,437	94.4	86.6
	2008	79.9	14,626.9	76.9	96.2	14,102.7	96.4	11	13.8	21.2	68	12,704	85.1	86.9
	2009	77.7	14,250.8	74.9	96.3	13,719.9	96.3	9	11.6	20.7	73	12,300	93.9	86.3
2	2007	82.9	13,403.8	80.5	97.2	12,978.9	96.8	8	9.7	21.7	78	11,729	94.1	87.5
	2008	78.4	13,708.6	76.2	97.3	13,269.8	96.8	13	16.6	19.7	73	12,043	93.2	87.9
	2009	79.2	13,950.1	76.3	96.4	13,499.0	96.8	9	11.4	18.6	72	12,231	91.0	87.7
3	2007	70.2	12,998.4	67.9	96.8	12,633.3	97.2	14	20.0	21.1	62	11,445	88.4	88.0
	2008	73.1	12,806.9	71.1	97.3	12,425.5	97.0	5	6.8	19.1	67	11,408	91.7	89.1
	2009	76.4	13,095.5	74.2	97.1	12,710.6	97.1	6	7.9	18.3	75	11,634	98.2	88.8
4	2007	80.4	12,104.9	78.2	97.2	11,768.3	97.2	14	17.4	19.7	73	10,683	90.8	88.3
	2008	65.2	12,329.8	63.0	96.6	11,960.3	97.0	5	7.7	19.7	60	10,924	92.0	88.6
	2009	69.8	12,156.4	68.1	97.5	11,789.9	97.0	7	10.0	18.1	67	10,731	95.9	88.3
5	2007	67.6	11,757.0	65.7	97.2	11,426.8	97.2	16	23.7	20.9	62	10,362	91.7	88.1
	2008	79.9	11,874.2	77.6	97.1	11,539.6	97.2	10	12.5	18.8	74	10,608	92.6	89.3
	2009	66.9	11,903.5	65.1	97.2	11,552.9	97.1	5	7.5	17.5	63	10,563	94.1	88.7
6	2007	69.5	11,264.8	67.6	97.2	10,864.3	96.4	7	10.1	21.9	62	9,788	89.2	86.9
	2008	70.2	10,450.4	68.4	97.5	10,060.0	96.3	9	12.8	22.0	64	9,055	91.2	86.6
	2009	76.3	10,588.3	74.5	97.5	10,165.3	96.0	7	9.2	19.9	72	9,131	94.3	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	540.8	94,387.4	523.9	96.9	91,251.6	96.7	135	25.0	31.9	516	86,204	95.4	91.3
	2008	531.6	93,889.2	514.9	96.9	90,666.0	96.6	105	19.8	30.8	499	86,025	93.9	91.6
	2009	543.9	94,064.8	526.0	96.7	90,751.7	96.5	102	18.8	29.6	526	85,648	96.7	91.1

**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	4	11.1
Hispanic	11	30.6
White	19	52.8
Other	2	5.6

Gender	Number	Percent
Female	28	77.8
Male	8	22.2

<b>TOTAL</b>	<b>36</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	5.5
<b>2008</b>	1.8
<b>2009</b>	5.4

## 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	*		85.9	84.4	*	87.5	79.1		76.5	93.9	85.1	84.6	67
	2008	*	*	93.3	96.4	*	90.9	92.9		91.9	96.2	93.7	86.2	63
	2009	*		91.1	91.1	*	*	85.2		95.2	88.5	91.5	87.3	47
4	2007			86.3	86.6		*	68.4		88.6	84.2	86.3	69.7	73
	2008	*		83.3	82.7	*	*	57.1		82.1	85.7	83.9	72.1	56
	2009		*	88.7	88.0	*	71.4	77.3		80.0	100.0	89.3	75.8	56
5	2007	*	*	94.5	94.3	*	*	86.4		89.3	100.0	94.9	78.3	59
	2008		*	96.8	96.6		100.0	90.0		96.7	97.1	96.9	82.9	64
	2009	*		94.6	94.5	*	*	85.0		93.3	96.4	94.8	82.9	58
6	2007		*	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.2	61
	2008			100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.8	59
	2009		*	96.6	96.5	*	*	88.9		93.5	100.0	96.7	86.4	61
3-6	2007	*	*	91.3	90.8	75.0	80.0	83.0		88.5	93.8	91.2	79.9	260
	2008	*	*	93.6	94.0	85.7	93.8	88.9		92.9	94.8	93.8	82.0	242
	2009	*	*	93.0	92.8	75.0	76.0	83.9		90.2	96.4	93.2	82.7	222

	NUMBER TESTED IN GRADES 3-6											
2007	4	2	252	240	8	35	106	0	131	129	260	41,727
2008	2	3	235	218	7	32	99	0	126	116	242	41,175
2009	2	4	213	207	8	25	87	0	112	110	222	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	*		9	10	*	3	9		8	2	10	1,675	67
	2008	*	*	4	2	*	2	3		3	1	4	1,443	63
	2009	*		4	4	*	*	4		1	3	4	960	47
4	2007			10	9		*	6		4	6	10	3,189	73
	2008	*		9	9	*	*	6		5	4	9	2,996	56
	2009		*	6	6	*	4	5		6	0	6	2,449	56
5	2007	*	*	3	3	*	*	3		3	0	3	2,258	59
	2008		*	2	2		0	2		1	1	2	1,827	64
	2009	*		3	3	*	*	3		2	1	3	1,793	58
6	2007		*	0	0	*	*	0		0	0	0	1,269	61
	2008			0	0	*	*	0		0	0	0	1,140	59
	2009		*	2	2	*	*	2		2	0	2	1,295	61
3-6	2007	*	*	22	22	2	7	18		15	8	23	8,391	260
	2008	*	*	15	13	1	2	11		9	6	15	7,406	242
	2009	*	*	15	15	2	6	14		11	4	15	6,497	222

	NUMBER TESTED IN GRADES 3-6											
2007	4	2	252	240	8	35	106	0	131	129	260	41,727
2008	2	3	235	218	7	32	99	0	126	116	242	41,175
2009	2	4	213	207	8	25	87	0	112	110	222	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	80.5	83.8	80.6	77.4
	2008	84.7	85.7	88.4	80.8
	2009	78.4	81.8	84.8	86.4
4	2007	83.7	78.9	76.3	75.2
	2008	86.5	81.7	81.1	79.6
	2009	88.3	81.0	72.7	85.7
5	2007	78.4	86.7	82.6	80.3
	2008	85.0	87.1	82.0	83.3
	2009	84.0	81.0	88.4	80.0
6	2007	89.3	91.4	83.6	84.2
	2008	92.6	89.0	89.6	89.0
	2009	90.2	80.5	89.3	89.2
3-6	2007	83.0	84.9	80.6	79.1
	2008	87.1	86.0	85.3	83.2
	2009	85.6	81.0	83.9	85.3

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*		17.2	12.5	*	8.3	11.6		11.8	21.2	16.4	21.3	67
	2008	*	*	21.7	21.8	*	9.1	14.3		24.3	19.2	22.2	21.5	63
	2009	*		31.1	33.3	*	*	25.9		28.6	34.6	31.9	34.1	47
4	2007			16.4	14.9		*	5.3		20.0	13.2	16.4	16.6	73
	2008	*		24.1	21.2	*	*	7.1		25.0	21.4	23.2	14.4	56
	2009		*	20.8	20.0	*	7.1	4.5		23.3	15.4	19.6	18.4	56
5	2007	*	*	14.5	7.5	*	*	4.5		10.7	16.1	13.6	13.1	59
	2008		*	28.6	27.6		0.0	5.0		40.0	17.6	28.1	16.5	64
	2009	*		30.4	27.3	*	*	10.0		30.0	28.6	29.3	18.5	58
6	2007		*	55.0	53.6	*	*	27.3		52.9	55.6	54.1	37.4	61
	2008			62.1	62.3	*	*	56.5		48.4	75.0	61.0	33.8	59
	2009		*	47.5	49.1	*	*	22.2		58.1	40.0	49.2	30.2	61
3-6	2007	*	*	25.4	21.7	0.0	5.7	12.3		24.4	24.8	24.6	21.9	260
	2008	*	*	34.0	33.0	0.0	9.4	21.2		34.1	32.8	33.5	21.1	242
	2009	*	*	32.9	32.9	0.0	12.0	16.1		35.7	30.0	32.9	24.6	222

	NUMBER TESTED IN GRADES 3-6											
2007	4	2	252	240	8	35	106	0	131	129	260	41,727
2008	2	3	235	218	7	32	99	0	126	116	242	41,175
2009	2	4	213	207	8	25	87	0	112	110	222	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	*		96.9	96.8	*	95.8	95.2		100.0	93.9	97.0	70.3	66
	2008	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	76.6	59
	2009	*		95.7	95.7	*	96.3	94.1		100.0	92.9	95.8	77.3	72
4	2007			93.2	94.2	*	*	90.0		88.2	97.5	93.2	75.7	74
	2008	*		90.7	90.4	*	*	78.6		89.3	92.9	91.1	77.9	56
	2009		*	94.6	94.3	*	93.3	91.3		90.6	100.0	94.9	79.4	59
5	2007	*	*	91.2	92.7	*	50.0	80.0	*	87.1	96.7	91.8	82.9	61
	2008		*	95.2	94.8		100.0	85.0		93.3	97.1	95.3	84.0	64
	2009	*		100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.0	58
6	2007		*	89.8	89.1	*	*	71.4		90.9	88.9	90.0	70.0	60
	2008			96.6	96.4	*	*	92.0		96.9	96.4	96.7	73.8	60
	2009		*	93.3	93.1	*	*	78.9		93.8	93.3	93.5	73.3	62
3-6	2007	*	*	92.9	93.4	63.6	84.6	86.1	*	91.6	94.6	93.1	74.7	261
	2008	*	*	95.7	95.4	83.3	96.8	91.8		95.2	96.5	95.8	78.2	239
	2009	*	*	95.9	95.8	81.8	93.9	92.0		96.0	96.1	96.0	79.3	251

NUMBER TESTED IN GRADES 3-6													
2007	2	2	254	242	11	39	108	1	131	130	261	42,324	
2008	2	3	232	217	6	31	98	0	125	114	239	42,082	
2009	3	4	242	236	11	49	113	0	124	127	251	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	*		2	2	*	1	2		0	2	2	3,303	66
	2008	*	*	0	0	*	0	0		0	0	0	2,542	59
	2009	*		3	3	*	1	3		0	3	3	2,781	72
4	2007			5	4	*	*	2		4	1	5	2,604	74
	2008	*		5	5	*	*	3		3	2	5	2,436	56
	2009		*	3	3	*	1	2		3	0	3	2,196	59
5	2007	*	*	5	4	*	4	5	*	4	1	5	1,785	61
	2008		*	3	3		0	3		2	1	3	1,730	64
	2009	*		0	0	*	*	0		0	0	0	1,386	58
6	2007		*	6	6	*	*	6		3	3	6	3,012	60
	2008			2	2	*	*	2		1	1	2	2,460	60
	2009		*	4	4	*	*	4		2	2	4	2,552	62
3-6	2007	*	*	18	16	4	6	15	*	11	7	18	10,704	261
	2008	*	*	10	10	1	1	8		6	4	10	9,168	239
	2009	*	*	10	10	2	3	9		5	5	10	8,915	251

NUMBER TESTED IN GRADES 3-6													
2007	2	2	254	242	11	39	108	1	131	130	261	42,324	
2008	2	3	232	217	6	31	98	0	125	114	239	42,082	
2009	3	4	242	236	11	49	113	0	124	127	251	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	86.2	89.1	89.6	87.6	88.3	77.8
	2008	94.9	95.8	96.6	94.6	97.5	80.1
	2009	87.8	89.6	93.1	93.1	93.1	80.4
4	2007	86.2	83.8	85.8	80.2	76.4	81.3
	2008	88.8	86.2	89.0	88.4	84.4	78.3
	2009	94.0	88.9	84.7	89.5	86.9	85.2
5	2007	87.0	80.3	88.8	82.7	80.3	82.6
	2008	86.4	83.9	90.8	83.3	76.2	86.1
	2009	88.9	87.4	87.9	87.2	90.5	89.7
6	2007	82.7	76.7	86.9	79.7	80.3	84.8
	2008	91.3	91.3	91.4	85.7	86.7	87.6
	2009	85.8	89.4	85.0	79.0	90.1	86.9
3-6	2007	85.6	82.7	87.7	82.5	81.2	81.5
	2008	90.3	89.2	92.0	87.9	86.0	83.2
	2009	89.0	88.9	87.9	87.4	90.3	85.3

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*		37.5	36.5	*	25.0	19.0		45.5	30.3	37.9	19.2	66
	2008	*	*	67.9	69.2	*	75.0	64.1		65.7	70.8	67.8	26.3	59
	2009	*		50.0	52.9	*	59.3	45.1		56.7	47.6	51.4	29.0	72
4	2007			23.0	21.7	*	*	0.0		38.2	10.0	23.0	22.6	74
	2008	*		42.6	42.3	*	*	28.6		46.4	39.3	42.9	23.8	56
	2009		*	57.1	54.7	*	46.7	39.1		59.4	51.9	55.9	31.6	59
5	2007	*	*	40.4	40.0	*	0.0	16.0	*	32.3	50.0	41.0	29.3	61
	2008		*	46.0	46.6		14.3	10.0		60.0	35.3	46.9	31.9	64
	2009	*		51.8	50.9	*	*	25.0		60.0	46.4	53.4	38.4	58
6	2007		*	42.4	40.0	*	*	23.8		39.4	44.4	41.7	26.5	60
	2008			67.8	67.3	*	*	60.0		65.6	67.9	66.7	31.0	60
	2009		*	60.0	60.3	*	*	21.1		68.8	50.0	59.7	29.0	62
3-6	2007	*	*	35.0	33.9	9.1	15.4	15.7	*	38.9	31.5	35.2	24.3	261
	2008	*	*	56.0	56.2	66.7	54.8	46.9		60.0	51.8	56.1	28.1	239
	2009	*	*	54.5	54.7	27.3	49.0	36.3		61.3	48.8	55.0	32.0	251

NUMBER TESTED IN GRADES 3-6													
2007	2	2	254	242	11	39	108	1	131	130	261	42,324	
2008	2	3	232	217	6	31	98	0	125	114	239	42,082	
2009	3	4	242	236	11	49	113	0	124	127	251	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			98.6	98.5		*	94.7		97.1	100.0	98.6	86.5	72
	2008	*		100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.4	55
	2009		*	94.5	96.1	*	86.7	90.5		93.5	96.2	94.7	87.4	57

	NUMBER TESTED IN GRADE 4											
2007	0	0	72	66	0	5	19	0	34	38	72	10,408
2008	1	0	53	51	1	2	14	0	27	28	55	10,658
2009	0	2	55	51	1	15	21	0	31	26	57	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	1		*	1		1	0	1	1,408	72
	2008	*		0	0	*	*	0		0	0	0	1,348	55
	2009		*	3	2	*	2	2		2	1	3	1,264	57

	NUMBER TESTED IN GRADE 4											
2007	0	0	72	66	0	5	19	0	34	38	72	10,408
2008	1	0	53	51	1	2	14	0	27	28	55	10,658
2009	0	2	55	51	1	15	21	0	31	26	57	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	2.3	89.2	86.6	94.8	90.5
	2008	2.5	85.5	90.0	92.0	88.2
	2009	2.5	95.6	90.4	93.6	94.7

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

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007			26.4	27.3		*	10.5		32.4	21.1	26.4	18.2	72
	2008	*		37.7	35.3	*	*	35.7		44.4	32.1	38.2	21.4	55
	2009		*	50.9	51.0	*	13.3	28.6		51.6	53.8	52.6	21.0	57

	NUMBER TESTED IN GRADE 4											
2007	0	0	72	66	0	5	19	0	34	38	72	10,408
2008	1	0	53	51	1	2	14	0	27	28	55	10,658
2009	0	2	55	51	1	15	21	0	31	26	57	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	*	*	92.7	92.5		*	86.4		89.7	96.6	93.1	62.3	58
	2008		*	93.4	92.9		100.0	89.5		96.7	90.6	93.5	71.9	62
	2009	*		92.7	92.7	*	*	85.0		100.0	85.2	93.0	75.9	57

	NUMBER TESTED IN GRADE 5											
2007	1	1	55	53	0	5	22	0	29	29	58	10,296
2008	0	1	61	56	0	7	19	0	30	32	62	10,686
2009	1	0	55	55	1	5	20	0	30	27	57	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	*	*	4	4		*	3		3	1	4	3,881	58
	2008		*	4	4		0	2		1	3	4	3,005	62
	2009	*		4	4	*	*	3		0	4	4	2,542	57

	NUMBER TESTED IN GRADE 5											
2007	1	1	55	53	0	5	22	0	29	29	58	10,296
2008	0	1	61	56	0	7	19	0	30	32	62	10,686
2009	1	0	55	55	1	5	20	0	30	27	57	10,550




## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	88.7	90.4	88.3	87.2
	2008	91.3	93.2	90.0	79.7
	2009	93.8	96.1	93.0	80.3

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007	*	*	49.1	45.3		*	18.2		44.8	51.7	48.3	18.0	58
	2008		*	42.6	46.4		42.9	21.1		50.0	37.5	43.5	24.8	62
	2009	*		61.8	60.0	*	*	50.0		73.3	44.4	59.6	29.1	57

	NUMBER TESTED IN GRADE 5											
2007	1	1	55	53	0	5	22	0	29	29	58	10,296
2008	0	1	61	56	0	7	19	0	30	32	62	10,686
2009	1	0	55	55	1	5	20	0	30	27	57	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	2
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.4	25
4	2007												65.9	0
	2008												67.0	0
	2009			*	*		*	*			*	*	72.7	1
6	2007												*	0
	2008												18.4	0
	2009			*	*		*				*	*	57.1	1
ALL	2007												—	0
	2008			*	*		*	*		*	*	*	—	2
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	—	27

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	2	2	0	1	2	0	1	1	2	—	
2009	0	0	27	27	0	26	25	0	7	20	27	—	

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	2
	2009			0	0		0	0		0	0	0	514	25
4	2007												122	0
	2008												215	0
	2009			*	*		*	*			*	*	268	1
6	2007												*	0
	2008												40	0
	2009			*	*		*				*	*	3	1
ALL	2007												—	0
	2008			*	*		*	*		*	*	*	—	2
	2009			0	0		0	0		0	0	0	—	27

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	2	2	0	1	2	0	1	1	2	—	
2009	0	0	27	27	0	26	25	0	7	20	27	—	

## 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	88.3	94.3	88.7	93.5
4	2007				
	2008				
	2009	*	*	*	*
6	2007				
	2008				
	2009	*	*	*	*
ALL	2007				
	2008	*	*	*	*
	2009	87.4	93.3	88.6	92.8

## 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	2007												14.8	0
	2008			*	*		*	*		*	*	*	17.2	2
	2009			60.0	60.0		58.3	58.3		57.1	61.1	60.0	30.6	25
4	2007												14.2	0
	2008												13.5	0
	2009			*	*		*	*			*	*	21.1	1
6	2007												*	0
	2008												4.1	0
	2009			*	*		*				*	*	14.3	1
ALL	2007												—	0
	2008			*	*		*	*		*	*	*	—	2
	2009			59.3	59.3		57.7	60.0		57.1	60.0	59.3	—	27

NUMBER TESTED IN ALL GRADES													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	2	2	0	1	2	0	1	1	2	—	
2009	0	0	27	27	0	26	25	0	7	20	27	—	

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		*	85.7	87.5	87.5	*	85.7		*	*	87.5	77.7	8
	2009	*		*	*	*	*	*		*	*	*	87.7	5
4														
	2008			*	*	*	*	*		*	*	*	70.7	5
	2009			87.5	87.5	87.5	*	83.3		*	*	87.5	71.8	8
5														
	2008		*	88.9	90.0	90.0	*	88.9		*	*	90.0	73.3	10
	2009			*	*	*	*	*		*	*	*	80.3	5
6														
	2008			*	*	*	*	*		*	*	*	68.6	4
	2009		*	85.7	75.0	75.0	*	75.0		*	*	75.0	70.9	8
3-6														
	2008		*	84.0	85.2	85.2	83.3	87.5		92.3	78.6	85.2	72.3	27
	2009	*	*	91.7	88.0	88.5	86.7	87.5		93.8	80.0	88.5	77.1	26

NUMBER TESTED IN GRADES 3-6													
2008	0	2	25	27	27	12	24	0	13	14	27	2,463	
2009	1	1	24	25	26	15	24	0	16	10	26	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		*	1	1	1	*	1		*	*	1	116	8
	2009	*		*	*	*	*	*		*	*	*	60	5
4														
	2008			*	*	*	*	*		*	*	*	181	5
	2009			1	1	1	*	1		*	*	1	192	8
5														
	2008		*	1	1	1	*	1		*	*	1	179	10
	2009			*	*	*	*	*		*	*	*	137	5
6														
	2008			*	*	*	*	*		*	*	*	206	4
	2009		*	1	2	2	*	2		*	*	2	182	8
3-6														
	2008		*	4	4	4	2	3		1	3	4	682	27
	2009	*	*	2	3	3	2	3		1	2	3	571	26

NUMBER TESTED IN GRADES 3-6													
2008	0	2	25	27	27	12	24	0	13	14	27	2,463	
2009	1	1	24	25	26	15	24	0	16	10	26	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	69.2	83.3	72.5	68.8
	2009	*	*	*	*
4					
	2008	*	*	*	*
	2009	67.7	64.6	58.3	65.6
5					
	2008	80.0	78.3	81.7	76.4
	2009	*	*	*	*
6					
	2008	*	*	*	*
	2009	72.7	85.4	77.1	65.9
3-6					
	2008	74.2	74.7	71.5	69.3
	2009	72.8	77.6	73.7	68.3

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	14.3	25.0	25.0	*	28.6		*	*	25.0	10.8	8
	2009	*		*	*	*	*	*		*	*	*	16.2	5
4														
	2008			*	*	*	*	*		*	*	*	9.7	5
	2009			12.5	12.5	12.5	*	16.7		*	*	12.5	8.9	8
5														
	2008		*	44.4	40.0	40.0	*	44.4		*	*	40.0	14.9	10
	2009			*	*	*	*	*		*	*	*	14.1	5
6														
	2008			*	*	*	*	*		*	*	*	7.3	4
	2009		*	14.3	12.5	12.5	*	12.5		*	*	12.5	7.5	8
3-6														
	2008		*	28.0	29.6	29.6	8.3	33.3		15.4	42.9	29.6	10.7	27
	2009	*	*	20.8	20.0	23.1	20.0	25.0		25.0	20.0	23.1	11.4	26

NUMBER TESTED IN GRADES 3-6													
2008	0	2	25	27	27	12	24	0	13	14	27	2,463	
2009	1	1	24	25	26	15	24	0	16	10	26	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		*	88.9	90.0	90.0	83.3	88.9		*	*	90.0	76.1	10
	2009	*		*	*	*	*	*		*	*	*	81.2	4
4														
	2008			*	*	*	*	*		*	*	*	69.1	5
	2009			75.0	75.0	75.0	*	66.7		*	*	75.0	75.8	8
5														
	2008		*	88.9	90.0	90.0	*	88.9		*	*	90.0	64.0	10
	2009			*	*	*	*	*		*	*	*	80.2	5
6														
	2008			*	*	*	*	*			*	*	57.0	3
	2009		*	83.3	85.7	85.7	*	85.7		*	*	85.7	64.0	7
3-6														
	2008		*	88.5	88.9	89.3	83.3	87.5		92.3	86.7	89.3	66.2	28
	2009	*	*	77.3	78.3	79.2	71.4	77.3		78.6	80.0	79.2	75.2	24

NUMBER TESTED IN GRADES 3-6													
2008	0	2	26	27	28	12	24	0	13	15	28	2,335	
2009	1	1	22	23	24	14	22	0	14	10	24	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		*	1	1	1	1	1		*	*	1	129	10
	2009	*		*	*	*	*	*		*	*	*	85	4
4														
	2008			*	*	*	*	*		*	*	*	173	5
	2009			2	2	2	*	2		*	*	2	157	8
5														
	2008		*	1	1	1	*	1		*	*	1	227	10
	2009			*	*	*	*	*		*	*	*	127	5
6														
	2008			*	*	*	*	*			*	*	260	3
	2009		*	1	1	1	*	1		*	*	1	205	7
3-6														
	2008		*	3	3	3	2	3		1	2	3	789	28
	2009	*	*	5	5	5	4	5		3	2	5	574	24

NUMBER TESTED IN GRADES 3-6													
2008	0	2	26	27	28	12	24	0	13	15	28	2,335	
2009	1	1	22	23	24	14	22	0	14	10	24	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	85.0	68.0	82.0	86.0	80.0	70.0
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	70.8	56.3	47.5	60.0	50.0	47.9
5							
	2008	61.1	61.7	61.7	70.0	63.3	70.0
	2009	*	*	*	*	*	*
6							
	2008	*	*	*	*	*	*
	2009	64.3	59.2	61.9	67.9	71.4	44.9
3-6							
	2008	68.6	60.5	73.3	73.2	72.4	65.7
	2009	72.2	64.2	61.4	69.7	72.2	55.3

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	55.6	60.0	60.0	50.0	66.7		*	*	60.0	16.1	10
	2009	*		*	*	*	*	*		*	*	*	22.3	4
4														
	2008			*	*	*	*	*		*	*	*	14.3	5
	2009			25.0	25.0	25.0	*	16.7		*	*	25.0	14.0	8
5														
	2008		*	33.3	30.0	30.0	*	33.3		*	*	30.0	14.0	10
	2009			*	*	*	*	*		*	*	*	17.2	5
6														
	2008			*	*	*	*	*			*	*	6.4	3
	2009		*	16.7	14.3	14.3	*	14.3		*	*	14.3	8.4	7
3-6														
	2008		*	38.5	40.7	39.3	33.3	45.8		30.8	46.7	39.3	12.6	28
	2009	*	*	31.8	30.4	33.3	28.6	31.8		35.7	30.0	33.3	15.1	24

NUMBER TESTED IN GRADES 3-6													
2008	0	2	26	27	28	12	24	0	13	15	28	2,335	
2009	1	1	22	23	24	14	22	0	14	10	24	2,313	

## 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	20.0	60.0	48.6	46.9	35
	2008	100.0	90.9	92.9	57.6	28
	2009	*	52.5	48.8	41.9	43
1	2007	28.6	69.4	58.0	51.4	50
	2008	55.6	50.0	51.3	50.2	39
	2009	40.0	72.2	57.6	54.2	33
2	2007	20.0	57.7	32.1	44.5	81
	2008	40.0	73.7	53.1	50.2	49
	2009	17.4	76.5	42.5	47.9	40
1-2	2007	21.7	64.5	42.0	47.6	131
	2008	43.6	59.2	52.3	50.2	88
	2009	26.3	74.3	49.3	51.0	73

Number Tested	2007	79	87	166	24,696	
	2008	45	71	116	21,817	
	2009	41	75	116	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	71.1	84.0	75.7	44.3	70
	2008	92.5	78.3	87.3	44.9	63
	2009	78.8	66.7	72.0	52.8	75
1	2007					0
	2008					0
	2009					0
2	2007	63.6	84.6	70.4	55.6	81
	2008	65.5	75.0	67.9	57.5	78
	2009	34.8	76.5	52.5	53.2	40
K-2	2007	61.9	70.8	65.8	49.1	202
	2008	79.9	70.7	76.7	52.7	219
	2009	60.7	69.5	65.2	52.3	115

Number Tested	2007	113	89	202	34,441	
	2008	144	75	219	41,070	
	2009	56	59	115	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		*	50.0	48.5		*	20.0		37.5	57.9	48.6	46.9	35
	2008			92.6	92.6		85.7	100.0		86.7	100.0	92.9	57.6	28
	2009	*	*	52.5	47.5	*	*	*		45.5	52.4	48.8	41.9	43
1	2007	*		57.1	62.2	*	*	28.6		56.5	59.3	58.0	51.4	50
	2008			51.3	54.3		*	55.6		33.3	66.7	51.3	50.2	39
	2009		*	58.1	57.6		44.4	40.0		50.0	63.2	57.6	54.2	33
2	2007	*	*	31.1	30.4	20.0	13.2	20.0		40.4	20.6	32.1	44.5	81
	2008	*		51.1	50.0	50.0	0.0	40.0		60.9	46.2	53.1	50.2	49
	2009		*	43.6	42.1	*	0.0	17.4		37.5	45.8	42.5	47.9	40
1-2	2007	*	*	41.5	43.0	35.7	12.2	21.7		45.7	37.7	42.0	47.6	131
	2008	*		51.2	51.9	50.0	18.2	43.6		48.8	55.3	52.3	50.2	88
	2009		*	50.0	49.3	*	23.5	26.3		43.3	53.5	49.3	51.0	73

Number Tested	2007	5	4	157	147	14	46	79	0	86	80	166	24,696
	2008	2	0	113	108	6	18	45	0	56	60	116	21,817
	2009	1	3	110	111	5	18	41	0	52	64	116	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	7		*	1		1	7	8	1,245	35
	2008			12	12		3	3		5	7	12	1,687	28
	2009	*	*	2	2	*	*	*		0	2	2	771	43
1	2007	*		6	7	*	*	1		3	4	7	1,458	50
	2008			8	7		*	2		1	7	8	1,555	39
	2009		*	11	11		2	3		4	7	11	1,659	33
2	2007	*	*	3	1	0	0	0		3	0	3	896	81
	2008	*		3	3	1	0	1		4	0	4	1,065	49
	2009		*	3	2	*	0	0		0	3	3	1,027	40
1-2	2007	*	*	9	8	2	0	1		6	4	10	2,355	131
	2008	*		11	10	1	1	3		5	7	12	2,620	88
	2009		*	14	13	*	2	3		4	10	14	2,688	73

Number Tested	2007	5	4	157	147	14	46	79	0	86	80	166	24,696
	2008	2	0	113	108	6	18	45	0	56	60	116	21,817
	2009	1	3	110	111	5	18	41	0	52	64	116	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		*	75.4	75.4	*	68.3	71.1		67.7	82.1	75.7	44.3	70
	2008			87.1	86.9	*	88.1	92.5		83.3	92.6	87.3	44.9	63
	2009	*	*	72.2	71.8	*	84.4	78.8		58.8	82.9	72.0	52.8	75
2	2007	*	*	71.6	69.6	60.0	65.8	63.6		72.3	67.6	70.4	55.6	81
	2008	*		68.4	68.0	57.1	76.5	65.5		68.6	67.4	67.9	57.5	78
	2009		*	51.3	52.6	*	25.0	34.8		62.5	45.8	52.5	53.2	40
K-2	2007	50.0	*	66.1	66.8	68.8	65.4	61.9		64.4	67.3	65.8	49.1	202
	2008	*		76.9	77.0	73.3	84.2	79.9		74.1	79.3	76.7	52.7	219
	2009	*	*	64.9	65.1	33.3	72.5	60.7		60.0	69.2	65.2	52.3	115

Number Tested	2007	6	4	192	184	16	81	113	0	101	101	202	34,441
	2008	2	0	216	209	15	120	144	0	108	111	219	41,070
	2009	1	2	111	109	6	40	56	0	50	65	115	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		*	30	30	*	20	22		9	21	30	2,583	70
	2008			48	46	*	32	32		25	23	48	2,788	63
	2009	*	*	24	24	*	17	17		8	17	25	2,455	75
2	2007	*	*	16	15	1	6	8		11	6	17	2,098	81
	2008	*		14	14	1	6	8		7	7	14	2,912	78
	2009		*	6	6	*	0	1		3	3	6	1,686	40
K-2	2007	0	*	48	47	3	26	30		21	28	49	6,450	202
	2008	*		88	84	6	54	58		40	48	88	8,500	219
	2009	*	*	30	30	0	17	18		11	20	31	5,718	115

Number Tested	2007	6	4	192	184	16	81	113	0	101	101	202	34,441
	2008	2	0	216	209	15	120	144	0	108	111	219	41,070
	2009	1	2	111	109	6	40	56	0	50	65	115	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			94.4	94.4	*	94.4	94.3		93.8	95.0	94.4	84.7	36
	2008			94.3	94.1	*	94.3	94.1		90.5	100.0	94.3	87.0	35
	2009			90.0	89.7		90.0	93.1		80.0	95.0	90.0	88.6	30
1	2007			93.5	93.5	*	93.5	93.5		84.6	100.0	93.5	84.5	31
	2008			97.4	97.3	*	97.4	100.0		100.0	95.0	97.4	88.0	38
	2009			97.5	97.4	*	97.4	97.4		95.8	100.0	97.5	88.6	40
2	2007			*	*		*	*			*	*	89.9	1
	2008			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.4	29
	2009			94.4	94.4	*	94.4	97.1		100.0	87.5	94.4	94.0	36
K-2	2007			94.1	94.1	*	94.1	94.0		89.7	97.4	94.1	85.6	68
	2008			97.1	97.0	87.5	97.0	98.0		96.1	98.0	97.1	89.3	102
	2009			94.3	94.2	85.7	94.3	96.1		94.4	94.2	94.3	90.4	106

Number Tested	2007	0	0	68	68	3	68	67	0	29	39	68	14,889
	2008	0	0	102	100	8	101	98	0	51	51	102	18,257
	2009	0	0	106	103	7	105	103	0	54	52	106	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			31	31	*	31	31		14	17	31	2,779	36
	2008			31	30	*	31	31		18	13	31	3,280	35
	2009			27	26		27	27		8	19	27	3,525	30
1	2007			12	12	*	12	12		5	7	12	1,782	31
	2008			24	24	*	24	24		9	15	24	2,412	38
	2009			27	26	*	27	27		16	11	27	2,523	40
2	2007			*	*		*	*			*	*	1,196	1
	2008			16	16	*	15	15		7	9	16	2,596	29
	2009			19	19	*	19	19		7	12	19	2,909	36
K-2	2007			44	44	*	44	44		19	25	44	5,757	68
	2008			71	70	6	70	70		34	37	71	8,288	102
	2009			73	71	4	73	73		31	42	73	8,957	106
Number Tested	2007	0	0	68	68	3	68	67	0	29	39	68	14,889	
	2008	0	0	102	100	8	101	98	0	51	51	102	18,257	
	2009	0	0	106	103	7	105	103	0	54	52	106	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
<b>4</b>	1	0.0	1	0.0	9	11.1	11	9.1
<b>6</b>	3	0.0	0	-	0	-	3	0.0
<b>ALL</b>	4	0.0	1	0.0	9	11.1	14	7.1

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (32)	Beginning	21	65.6	21	65.6	31	96.9	31	96.9	31	96.9
	Intermediate	7	21.9	7	21.9	0	0.0	0	0.0	0	0.0
	Advanced	4	12.5	4	12.5	1	3.1	1	3.1	1	3.1
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (49)	Beginning	32	65.3	34	69.4	38	77.6	34	69.4	34	69.4
	Intermediate	8	16.3	7	14.3	4	8.2	6	12.2	6	12.2
	Advanced	4	8.2	3	6.1	2	4.1	4	8.2	4	8.2
	Advanced High	5	10.2	5	10.2	5	10.2	5	10.2	5	10.2
2 (45)	Beginning	8	17.8	9	20.0	15	33.3	0	0.0	0	0.0
	Intermediate	20	44.4	18	40.0	17	37.8	10	22.2	12	26.7
	Advanced	10	22.2	11	24.4	8	17.8	22	48.9	24	53.3
	Advanced High	7	15.6	7	15.6	5	11.1	13	28.9	9	20.0
3 (30)	Beginning	4	13.3	5	16.7	9	30.0	2	6.7	2	6.7
	Intermediate	12	40.0	12	40.0	10	33.3	3	10.0	4	13.3
	Advanced	8	26.7	7	23.3	8	26.7	11	36.7	14	46.7
	Advanced High	6	20.0	6	20.0	3	10.0	14	46.7	10	33.3
4 (23)	Beginning	2	8.7	2	8.7	4	17.4	1	4.3	1	4.3
	Intermediate	1	4.3	2	8.7	3	13.0	5	21.7	5	21.7
	Advanced	6	26.1	6	26.1	7	30.4	6	26.1	6	26.1
	Advanced High	14	60.9	13	56.5	9	39.1	11	47.8	11	47.8

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
— <hr/> —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
48 <hr/> 12 (25.0%)	Beginning	33			
	Intermediate	4	2		
	Advanced	2	1	1	
	Advanced High	0	3	2	
45 <hr/> 42 (93.3%)	Beginning	0			
	Intermediate	10	2		
	Advanced	13	10	1	
	Advanced High	5	3	1	
28 <hr/> 13 (46.4%)	Beginning	2			
	Intermediate	0	3		
	Advanced	0	4	10	
	Advanced High	0	0	9	
21 <hr/> 13 (61.9%)	Beginning	0			
	Intermediate	2	2		
	Advanced	0	0	6	
	Advanced High	0	2	9	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	25.0	2	25.0	2	25.0	0	0.0	0	0.0
	Advanced	5	62.5	5	62.5	5	62.5	2	25.0	2	25.0
	Advanced High	1	12.5	1	12.5	1	12.5	6	75.0	6	75.0
ALL (192)	Beginning	68	35.4	72	37.5	99	51.6	69	35.9	69	35.9
	Intermediate	52	27.1	49	25.5	38	19.8	25	13.0	28	14.6
	Advanced	37	19.3	37	19.3	32	16.7	47	24.5	52	27.1
	Advanced High	35	18.2	34	17.7	23	12.0	51	26.6	43	22.4

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>8</div> <div>8 (100.0%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	2	0	
	Advanced High	0	1	5	
<div>153</div> <div>90 (58.8%)</div>	Beginning	36			
	Intermediate	16	9		
	Advanced	15	17	18	
	Advanced High	5	10	27	

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