

Campus Data Packet

for 2009 - 10 Plans



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School Number 193

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	24
PK	55
KN	69
1	76
2	79
3	59
4	60
5	64
ALL	486

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	60	12.3	8	22.2
American Indian	2	0.4	*	*
Asian	6	1.2	*	*
Hispanic	390	80.2	16	44.4
White	28	5.8	11	30.6
Other	**	**	1	2.8

*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	422	86.8
Limited English proficient students	286	58.8
Special education students	56	11.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	68	3	4.4	0	0.0	3	4.4	61	89.7	1	1.5
	2008	55	7	12.7	0	0.0	0	0.0	46	83.6	2	3.6
	2009	55	5	9.1	0	0.0	1	1.8	48	87.3	1	1.8
KN	2007	64	10	15.6	0	0.0	2	3.1	45	70.3	7	10.9
	2008	61	10	16.4	0	0.0	1	1.6	48	78.7	2	3.3
	2009	69	4	5.8	0	0.0	0	0.0	60	87.0	5	7.2
1	2007	59	8	13.6	0	0.0	1	1.7	43	72.9	7	11.9
	2008	52	9	17.3	0	0.0	0	0.0	40	76.9	3	5.8
	2009	76	12	15.8	0	0.0	2	2.6	56	73.7	6	7.9
2	2007	45	5	11.1	1	2.2	0	0.0	35	77.8	4	8.9
	2008	53	9	17.0	0	0.0	2	3.8	41	77.4	1	1.9
	2009	79	11	13.9	1	1.3	0	0.0	61	77.2	6	7.6
3	2007	49	9	18.4	0	0.0	2	4.1	36	73.5	2	4.1
	2008	52	10	19.2	0	0.0	1	1.9	38	73.1	3	5.8
	2009	59	6	10.2	1	1.7	2	3.4	48	81.4	2	3.4
4	2007	49	9	18.4	0	0.0	1	2.0	33	67.3	6	12.2
	2008	46	8	17.4	0	0.0	0	0.0	37	80.4	1	2.2
	2009	60	11	18.3	0	0.0	1	1.7	45	75.0	3	5.0
5	2007	49	10	20.4	0	0.0	1	2.0	31	63.3	7	14.3
	2008	57	14	24.6	0	0.0	1	1.8	36	63.2	6	10.5
	2009	64	9	14.1	0	0.0	0	0.0	53	82.8	2	3.1
EC-5	2007	394	57	14.5	1	0.3	10	2.5	292	74.1	34	8.6
	2008	389	70	18.0	0	0.0	5	1.3	294	75.6	20	5.1
	2009	486	60	12.3	2	0.4	6	1.2	390	80.2	28	5.8

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	68	65	95.6	51	75.0	3	4.4	0	0.0	66	97.1	0.0
	2008	55	50	90.9	40	72.7	1	1.8	0	0.0	55	100.0	0.0
	2009	55	49	89.1	38	69.1	3	5.5	0	0.0	55	100.0	0.0
KN	2007	64	51	79.7	31	48.4	11	17.2	3	4.7	24	37.5	6.3
	2008	61	54	88.5	38	62.3	5	8.2	3	4.9	22	36.1	3.3
	2009	69	58	84.1	52	75.4	2	2.9	5	7.2	28	40.6	2.9
1	2007	59	50	84.7	36	61.0	2	3.4	9	15.3	6	10.2	6.8
	2008	52	45	86.5	31	59.6	2	3.8	7	13.5	7	13.5	5.8
	2009	76	67	88.2	46	60.5	4	5.3	5	6.6	12	15.8	2.6
2	2007	45	38	84.4	27	60.0	5	11.1	7	15.6	6	13.3	6.7
	2008	53	47	88.7	32	60.4	2	3.8	7	13.2	7	13.2	5.7
	2009	79	69	87.3	49	62.0	6	7.6	10	12.7	7	8.9	7.6
3	2007	49	40	81.6	27	55.1	4	8.2	8	16.3	5	10.2	4.1
	2008	52	44	84.6	29	55.8	4	7.7	5	9.6	6	11.5	5.8
	2009	59	54	91.5	33	55.9	4	6.8	8	13.6	7	11.9	6.8
4	2007	49	35	71.4	24	49.0	6	12.2	9	18.4	9	18.4	6.1
	2008	46	43	93.5	21	45.7	7	15.2	8	17.4	5	10.9	2.2
	2009	60	51	85.0	35	58.3	8	13.3	8	13.3	6	10.0	0.0
5	2007	49	40	81.6	15	30.6	8	16.3	10	20.4	7	14.3	4.1
	2008	57	45	78.9	26	45.6	13	22.8	15	26.3	9	15.8	3.5
	2009	64	59	92.2	33	51.6	5	7.8	11	17.2	10	15.6	6.3
EC-5	2007	394	330	83.8	211	53.6	50	12.7	46	11.7	129	32.7	5.8
	2008	389	338	86.9	217	55.8	47	12.1	45	11.6	117	30.1	5.4
	2009	486	422	86.8	286	58.8	56	11.5	47	9.7	140	28.8	5.6

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	32.4	4,117.2	30.5	94.2	3,933.6	95.5	78	100.0	100.0	57	7,436	100.0	100.0
	2008	26.4	4,133.2	24.9	94.6	3,942.7	95.4	71	100.0	100.0	47	7,427	100.0	100.0
	2009	26.5	4,167.8	24.7	93.2	3,975.6	95.4	65	100.0	100.0	46	7,332	100.0	100.0
KN	2007	63.6	13,945.0	60.6	95.4	13,385.6	96.0	19	29.9	24.3	53	12,035	83.4	86.3
	2008	60.1	13,568.1	57.1	94.9	13,004.4	95.8	12	20.0	23.5	52	11,618	86.5	85.6
	2009	67.0	13,515.0	63.5	94.8	12,939.1	95.7	20	29.9	22.5	55	11,501	82.1	85.1
1	2007	61.4	14,353.8	58.8	95.8	13,851.4	96.5	9	14.7	23.2	54	12,437	88.0	86.6
	2008	51.5	14,626.9	49.2	95.5	14,102.7	96.4	10	19.4	21.2	45	12,704	87.4	86.9
	2009	78.3	14,250.8	74.5	95.2	13,719.9	96.3	13	16.6	20.7	67	12,300	85.6	86.3
2	2007	44.7	13,403.8	43.4	96.9	12,978.9	96.8	6	13.4	21.7	41	11,729	91.7	87.5
	2008	53.7	13,708.6	51.4	95.6	13,269.8	96.8	18	33.5	19.7	42	12,043	78.2	87.9
	2009	79.5	13,950.1	76.1	95.8	13,499.0	96.8	14	17.6	18.6	69	12,231	86.8	87.7
3	2007	47.7	12,998.4	46.2	96.9	12,633.3	97.2	9	18.9	21.1	44	11,445	92.3	88.0
	2008	49.5	12,806.9	48.2	97.4	12,425.5	97.0	12	24.3	19.1	45	11,408	91.0	89.1
	2009	61.8	13,095.5	58.9	95.3	12,710.6	97.1	10	16.2	18.3	51	11,634	82.6	88.8
4	2007	49.2	12,104.9	47.6	96.8	11,768.3	97.2	12	24.4	19.7	43	10,683	87.5	88.3
	2008	46.3	12,329.8	44.6	96.3	11,960.3	97.0	8	17.3	19.7	40	10,924	86.3	88.6
	2009	59.3	12,156.4	57.7	97.4	11,789.9	97.0	15	25.3	18.1	50	10,731	84.3	88.3
5	2007	49.1	11,757.0	47.1	95.9	11,426.8	97.2	11	22.4	20.9	45	10,362	91.6	88.1
	2008	57.3	11,874.2	55.8	97.5	11,539.6	97.2	10	17.5	18.8	53	10,608	92.6	89.3
	2009	64.0	11,903.5	62.0	96.9	11,552.9	97.1	14	21.9	17.5	56	10,563	87.4	88.7
EC-5	2007	356.3	83,122.6	341.9	96.0	80,387.4	96.7	151	42.4	33.3	342	76,416	96.0	91.9
	2008	355.9	83,438.7	341.1	95.8	80,606.0	96.6	148	41.6	31.9	329	76,970	92.4	92.2
	2009	456.4	83,476.5	436.0	95.5	80,586.5	96.5	170	37.2	30.9	404	76,517	88.5	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	8	22.2
Hispanic	16	44.4
White	11	30.6
Other	1	2.8

Gender	Number	Percent
Female	30	83.3
Male	6	16.7

TOTAL	36
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AVERAGE NUMBER OF ABSENCES

2007	6.0
2008	7.1
2009	7.1

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	*	55.6	93.8	88.6	*	87.0	84.8		86.4	87.0	86.7	84.6	45
	2008	*	100.0	83.3	84.6	*	85.7	81.8		81.0	92.3	87.2	86.2	47
	2009	*	83.3	92.9	95.2	*	*	70.0		76.9	100.0	88.0	87.3	25
4	2007	100.0	100.0	84.0	85.2	*	73.3	75.0		100.0	83.3	89.7	69.7	39
	2008	*	*	88.6	83.3		83.3	77.3		100.0	60.0	84.6	72.1	39
	2009	*	88.9	84.2	88.1	*	88.9	87.1		85.0	87.1	86.3	75.8	51
5	2007	100.0	100.0	84.0	87.5	*	50.0	69.2		90.0	90.0	90.0	78.3	40
	2008	100.0	91.7	85.2	88.6	100.0	75.0	77.3		80.0	96.2	89.1	82.9	46
	2009	*	100.0	77.8	76.6	*	62.5	70.0		82.1	76.9	79.6	82.9	54
3-5	2007	100.0	84.6	87.8	87.2	*	76.1	79.0		91.2	86.6	88.7	77.6	124
	2008	100.0	86.4	85.7	85.5	72.7	82.3	79.2		87.7	86.6	87.1	80.3	132
	2009	85.7	90.9	82.5	84.5	*	75.5	77.5		82.0	85.5	83.8	81.5	130

	NUMBER TESTED IN GRADES 3-5											
2007	14	26	82	94	5	46	62	0	57	67	124	31,814
2008	11	22	98	110	11	62	77	0	65	67	132	31,840
2009	7	22	97	110	5	53	71	0	61	69	130	28,126

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	4	2	4	*	3	5		3	3	6	1,675	45
	2008	*	0	6	6	*	4	6		4	2	6	1,443	47
	2009	*	1	1	1	*	*	3		3	0	3	960	25
4	2007	0	0	4	4	*	4	4		0	4	4	3,189	39
	2008	*	*	4	6		3	5		0	6	6	2,996	39
	2009	*	1	6	5	*	3	4		3	4	7	2,449	51
5	2007	0	0	4	4	*	4	4		2	2	4	2,258	40
	2008	0	1	4	4	0	4	5		4	1	5	1,827	46
	2009	*	0	10	11	*	9	9		5	6	11	1,793	54
3-5	2007	0	4	10	12	*	11	13		5	9	14	7,122	124
	2008	0	3	14	16	3	11	16		8	9	17	6,266	132
	2009	1	2	17	17	*	13	16		11	10	21	5,202	130

	NUMBER TESTED IN GRADES 3-5											
2007	14	26	82	94	5	46	62	0	57	67	124	31,814
2008	11	22	98	110	11	62	77	0	65	67	132	31,840
2009	7	22	97	110	5	53	71	0	61	69	130	28,126

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007	80.0	82.5	77.0	75.6
	2008	79.6	77.8	83.0	78.7
	2009	78.4	76.0	81.3	83.0
4	2007	86.0	85.6	82.8	78.7
	2008	83.4	85.6	79.9	80.5
	2009	86.9	82.4	76.2	84.5
5	2007	80.8	87.5	80.6	75.6
	2008	80.1	83.2	79.1	78.3
	2009	75.6	78.9	77.5	74.2
3-5	2007	82.1	85.1	80.0	76.6
	2008	80.9	82.0	80.7	79.1
	2009	80.6	79.7	77.7	79.9

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	*	11.1	28.1	17.1	*	8.7	9.1		27.3	30.4	28.9	21.3	45
	2008	*	28.6	16.7	15.4	*	7.1	6.1		19.0	26.9	23.4	21.5	47
	2009	*	16.7	14.3	14.3	*	*	0.0		7.7	33.3	20.0	34.1	25
4	2007	50.0	62.5	24.0	33.3	*	20.0	18.8		46.7	29.2	35.9	16.6	39
	2008	*	*	14.3	13.9		5.6	4.5		25.0	0.0	15.4	14.4	39
	2009	*	11.1	18.4	16.7	*	18.5	16.1		25.0	16.1	19.6	18.4	51
5	2007	66.7	22.2	16.0	15.6	*	0.0	7.7		20.0	30.0	25.0	13.1	40
	2008	42.9	25.0	7.4	14.3	0.0	6.3	4.5		15.0	19.2	17.4	16.5	46
	2009	*	0.0	11.1	10.6	*	0.0	0.0		10.7	7.7	9.3	18.5	54
3-5	2007	57.1	30.8	23.2	21.3	*	10.9	11.3		29.8	29.9	29.8	17.1	124
	2008	45.5	27.3	13.3	14.5	0.0	6.5	5.2		20.0	17.9	18.9	17.4	132
	2009	42.9	9.1	14.4	13.6	*	9.4	7.0		14.8	15.9	15.4	22.7	130

	NUMBER TESTED IN GRADES 3-5											
2007	14	26	82	94	5	46	62	0	57	67	124	31,814
2008	11	22	98	110	11	62	77	0	65	67	132	31,840
2009	7	22	97	110	5	53	71	0	61	69	130	28,126

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	28.6	84.4	75.8	*	78.3	66.7		90.0	60.9	74.4	70.3	43
	2008	*	80.0	85.7	85.0	*	85.2	84.8		86.4	85.2	85.7	76.6	49
	2009	*	*	68.1	71.2	*	62.5	64.1		75.0	72.7	73.7	77.3	57
4	2007	100.0	88.9	92.3	93.1	*	94.1	88.9		100.0	88.0	92.7	75.7	41
	2008	*	*	91.4	88.9		83.3	86.4		95.8	80.0	89.7	77.9	39
	2009	*	88.9	89.7	90.7	*	92.9	93.8		90.5	90.3	90.4	79.4	52
5	2007	100.0	75.0	96.0	90.3	*	87.5	92.3		85.0	100.0	92.3	82.9	39
	2008	100.0	76.9	81.5	77.8	85.7	82.4	69.6		85.7	80.8	83.0	84.0	47
	2009	*	71.4	82.2	80.9	*	75.0	76.7		92.9	69.2	81.5	87.0	54
3-5	2007	92.9	66.7	90.4	86.0	100.0	85.4	78.1		91.1	82.1	86.2	76.2	123
	2008	100.0	76.9	86.6	83.9	66.7	83.9	80.8		89.6	82.4	85.9	79.5	135
	2009	100.0	85.7	79.4	80.3	*	76.2	77.2		86.3	77.8	81.6	81.0	163

	NUMBER TESTED IN GRADES 3-5											
2007	14	24	83	93	7	48	64	0	56	67	123	32,298
2008	11	26	97	112	9	62	78	0	67	68	135	32,696
2009	7	21	131	142	5	84	101	0	73	90	163	33,546

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	5	5	8	*	5	11		2	9	11	3,303	43
	2008	*	2	5	6	*	4	5		3	4	7	2,542	49
	2009	*	*	15	15	*	12	14		6	9	15	2,781	57
4	2007	0	1	2	2	*	1	2		0	3	3	2,604	41
	2008	*	*	3	4		3	3		1	3	4	2,436	39
	2009	*	1	4	4	*	2	2		2	3	5	2,196	52
5	2007	0	2	1	3	*	1	1		3	0	3	1,785	39
	2008	0	3	5	8	1	3	7		3	5	8	1,730	47
	2009	*	2	8	9	*	6	7		2	8	10	1,386	54
3-5	2007	1	8	8	13	0	7	14		5	12	17	7,692	123
	2008	0	6	13	18	3	10	15		7	12	19	6,708	135
	2009	0	3	27	28	*	20	23		10	20	30	6,363	163

	NUMBER TESTED IN GRADES 3-5											
2007	14	24	83	93	7	48	64	0	56	67	123	32,298
2008	11	26	97	112	9	62	78	0	67	68	135	32,696
2009	7	21	131	142	5	84	101	0	73	90	163	33,546

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2007	78.6	82.2	78.3	76.4	79.1	63.4
	2008	82.4	87.4	88.4	84.0	91.3	73.2
	2009	77.7	78.4	87.4	77.5	82.5	66.7
4	2007	89.1	92.3	81.3	85.4	77.4	79.3
	2008	86.7	89.0	81.6	77.4	84.0	72.8
	2009	88.3	84.9	84.6	80.4	82.7	75.0
5	2007	89.3	81.3	85.7	82.8	85.9	82.4
	2008	81.6	79.3	84.2	77.2	78.7	73.9
	2009	84.5	79.1	81.2	76.2	77.3	77.5
3-5	2007	85.5	85.3	81.6	81.4	80.7	74.7
	2008	83.4	85.1	85.0	79.7	84.8	73.3
	2009	83.3	80.7	84.5	78.0	80.8	72.9

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	*	14.3	18.8	15.2	*	13.0	9.1		25.0	17.4	20.9	19.2	43
	2008	*	20.0	42.9	37.5	*	37.0	36.4		45.5	40.7	42.9	26.3	49
	2009	*	*	27.7	26.9	*	21.9	20.5		29.2	27.3	28.1	29.0	57
4	2007	50.0	44.4	26.9	27.6	*	23.5	22.2		56.3	20.0	34.1	22.6	41
	2008	*	*	34.3	36.1		27.8	27.3		50.0	13.3	35.9	23.8	39
	2009	*	22.2	38.5	37.2	*	32.1	31.3		33.3	41.9	38.5	31.6	52
5	2007	83.3	25.0	36.0	38.7	*	37.5	30.8		40.0	42.1	41.0	29.3	39
	2008	42.9	23.1	22.2	16.7	14.3	17.6	13.0		33.3	19.2	25.5	31.9	47
	2009	*	28.6	35.6	31.9	*	20.8	20.0		53.6	15.4	35.2	38.4	54
3-5	2007	64.3	29.2	26.5	26.9	0.0	20.8	17.2		39.3	25.4	31.7	23.6	123
	2008	63.6	23.1	34.0	30.4	11.1	29.0	26.9		43.3	26.5	34.8	27.3	135
	2009	71.4	23.8	33.6	31.7	*	25.0	23.8		39.7	28.9	33.7	32.8	163

	NUMBER TESTED IN GRADES 3-5											
2007	14	24	83	93	7	48	64	0	56	67	123	32,298
2008	11	26	97	112	9	62	78	0	67	68	135	32,696
2009	7	21	131	142	5	84	101	0	73	90	163	33,546

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	100.0	100.0	96.0	96.3	*	93.3	94.1		93.8	100.0	97.4	86.5	39
	2008	*	*	97.1	97.2		94.4	100.0		100.0	93.3	97.4	87.4	39
	2009	*	88.9	97.5	95.5	*	100.0	100.0		95.5	96.8	96.2	87.4	53

	NUMBER TESTED IN GRADE 4											
2007	6	8	25	27	3	15	17	0	16	23	39	10,408
2008	1	3	35	36	0	18	22	0	24	15	39	10,658
2009	3	9	40	44	2	28	32	0	22	31	53	10,032



Shaded cells indicate percentages below 70 percent, the 2010 AEIS writing minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	0	0	1	1	*	1	1		1	0	1	1,408	39
	2008	*	*	1	1		1	0		0	1	1	1,348	39
	2009	*	1	1	2	*	0	0		1	1	2	1,264	53

	NUMBER TESTED IN GRADE 4											
2007	6	8	25	27	3	15	17	0	16	23	39	10,408
2008	1	3	35	36	0	18	22	0	24	15	39	10,658
2009	3	9	40	44	2	28	32	0	22	31	53	10,032

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.4	88.5	90.1	93.9	95.2
	2008	2.4	85.3	90.7	91.7	92.6
	2009	2.2	89.2	86.6	92.7	94.8

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	50.0	25.0	32.0	29.6	*	26.7	23.5		25.0	39.1	33.3	18.2	39
	2008	*	*	28.6	27.8		22.2	22.7		41.7	13.3	30.8	21.4	39
	2009	*	22.2	15.0	13.6	*	17.9	15.6		27.3	16.1	20.8	21.0	53

	NUMBER TESTED IN GRADE 4											
2007	6	8	25	27	3	15	17	0	16	23	39	10,408
2008	1	3	35	36	0	18	22	0	24	15	39	10,658
2009	3	9	40	44	2	28	32	0	22	31	53	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	100.0	50.0	60.0	54.8	*	25.0	38.5		65.0	63.2	64.1	62.3	39
	2008	100.0	85.7	66.7	69.7	*	56.3	57.1		83.3	73.1	77.3	71.9	44
	2009	*	85.7	69.6	70.8	*	54.2	56.7		82.8	61.5	72.7	75.9	55

	NUMBER TESTED IN GRADE 5											
2007	6	8	25	31	1	8	13	0	20	19	39	10,296
2008	6	14	24	33	3	16	21	0	18	26	44	10,686
2009	2	7	46	48	1	24	30	0	29	26	55	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	0	4	10	14	*	6	8		7	7	14	3,881	39
	2008	0	2	8	10	*	7	9		3	7	10	3,005	44
	2009	*	1	14	14	*	11	13		5	10	15	2,542	55

	NUMBER TESTED IN GRADE 5											
2007	6	8	25	31	1	8	13	0	20	19	39	10,296
2008	6	14	24	33	3	16	21	0	18	26	44	10,686
2009	2	7	46	48	1	24	30	0	29	26	55	10,550


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	79.3	83.8	78.3	63.5
	2008	86.4	88.9	83.8	77.0
	2009	84.9	86.7	83.8	70.1

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	2007	50.0	12.5	8.0	6.5	*	0.0	0.0		15.0	15.8	15.4	18.0	39
	2008	66.7	50.0	29.2	39.4	*	25.0	23.8		44.4	38.5	40.9	24.8	44
	2009	*	28.6	32.6	29.2	*	20.8	23.3		48.3	15.4	32.7	29.1	55

	NUMBER TESTED IN GRADE 5											
2007	6	8	25	31	1	8	13	0	20	19	39	10,296
2008	6	14	24	33	3	16	21	0	18	26	44	10,686
2009	2	7	46	48	1	24	30	0	29	26	55	10,550

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												82.9	0
	2008												85.4	0
	2009			80.0	78.8		78.1	78.1		76.9	81.8	80.0	89.4	35
ALL	2007												—	0
	2008												—	0
	2009			80.0	78.8		78.1	78.1		76.9	81.8	80.0	—	35

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	35	33	0	32	32	0	13	22	35	—	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												219	0
	2008												239	0
	2009			7	7		7	7		3	4	7	514	35
ALL	2007												—	0
	2008												—	0
	2009			7	7		7	7		3	4	7	—	35

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	35	33	0	32	32	0	13	22	35	—	

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	72.2	86.5	77.6	70.7
ALL	2007				
	2008				
	2009	72.2	86.5	77.6	70.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												14.8	0
	2008												17.2	0
	2009			25.7	27.3		21.9	21.9		15.4	31.8	25.7	30.6	35
ALL	2007												—	0
	2008												—	0
	2009			25.7	27.3		21.9	21.9		15.4	31.8	25.7	—	35

NUMBER TESTED IN ALL GRADES													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	35	33	0	32	32	0	13	22	35	—	—

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*		*	77.7	2
	2009			*	*	*	*	*		*		*	87.7	1
4														
	2008		*	*	100.0	100.0	*	*		*	*	100.0	70.7	6
	2009		*	*	28.6	28.6	*	16.7		33.3	*	28.6	71.8	7
5														
	2008		*	*	66.7	66.7	*	*		*	*	66.7	73.3	6
	2009		*	*	100.0	100.0	*	*		*	*	100.0	80.3	6
3-5														
	2008		*	66.7	78.6	78.6	85.7	87.5		77.8	*	78.6	73.7	14
	2009		*	60.0	64.3	64.3	66.7	58.3		60.0	*	64.3	79.2	14

NUMBER TESTED IN GRADES 3-5													
2008	0	5	9	14	14	7	8	0	9	5	14	1,807	
2009	0	4	10	14	14	9	12	0	10	4	14	1,867	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*		*	116	2
	2009			*	*	*	*	*		*		*	60	1
4														
	2008		*	*	0	0	*	*		*	*	0	181	6
	2009		*	*	5	5	*	5		4	*	5	192	7
5														
	2008		*	*	2	2	*	*		*	*	2	179	6
	2009		*	*	0	0	*	*		*	*	0	137	6
3-5														
	2008		*	3	3	3	1	1		2	*	3	476	14
	2009		*	4	5	5	3	5		4	*	5	389	14

NUMBER TESTED IN GRADES 3-5													
2008	0	5	9	14	14	7	8	0	9	5	14	1,807	
2009	0	4	10	14	14	9	12	0	10	4	14	1,867	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	*	*	*	*
4					
	2008	66.7	75.0	77.8	70.8
	2009	40.5	45.2	45.2	41.1
5					
	2008	59.1	75.0	77.8	60.6
	2009	74.2	80.6	69.4	60.6
3-5					
	2008	60.5	72.6	71.0	62.3
	2009	54.8	60.7	56.7	50.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*		*	10.8	2
	2009			*	*	*	*	*		*		*	16.2	1
4														
	2008		*	*	16.7	16.7	*	*		*	*	16.7	9.7	6
	2009		*	*	0.0	0.0	*	0.0		0.0	*	0.0	8.9	7
5														
	2008		*	*	16.7	16.7	*	*		*	*	16.7	14.9	6
	2009		*	*	0.0	0.0	*	*		*	*	0.0	14.1	6
3-5														
	2008		*	11.1	14.3	14.3	14.3	12.5		11.1	*	14.3	12.0	14
	2009		*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	12.7	14

NUMBER TESTED IN GRADES 3-5														
2008	0	5	9	14	14	7	8	0	9	5	14	1,807		
2009	0	4	10	14	14	9	12	0	10	4	14	1,867		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*		*	76.1	4
	2009			*	*	*	*	*		*		*	81.2	1
4														
	2008		*	*	100.0	100.0	*	*		*	*	100.0	69.1	6
	2009		*	*	66.7	66.7	*	*		*	*	66.7	75.8	6
5														
	2008		*	*	66.7	66.7	*	*		*	*	66.7	64.0	6
	2009		*	*	100.0	100.0	*	*		*	*	100.0	80.2	6
3-5														
	2008		*	81.8	75.0	75.0	85.7	90.0		72.7	*	75.0	69.4	16
	2009		*	88.9	84.6	84.6	87.5	81.8		77.8	*	84.6	78.8	13

NUMBER TESTED IN GRADES 3-5													
2008	0	5	11	16	16	7	10	0	11	5	16	1,730	
2009	0	4	9	13	13	8	11	0	9	4	13	1,743	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*		*	129	4
	2009			*	*	*	*	*		*		*	85	1
4														
	2008		*	*	0	0	*	*		*	*	0	173	6
	2009		*	*	2	2	*	*		*	*	2	157	6
5														
	2008		*	*	2	2	*	*		*	*	2	227	6
	2009		*	*	0	0	*	*		*	*	0	127	6
3-5														
	2008		*	2	4	4	1	1		3	*	4	529	16
	2009		*	1	2	2	1	2		2	*	2	369	13

NUMBER TESTED IN GRADES 3-5													
2008	0	5	11	16	16	7	10	0	11	5	16	1,730	
2009	0	4	9	13	13	8	11	0	9	4	13	1,743	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
4							
	2008	64.8	77.8	86.7	53.3	55.6	52.8
	2009	61.1	58.3	50.0	36.7	33.3	25.0
5							
	2008	61.1	61.1	66.7	69.4	66.7	66.7
	2009	79.6	72.2	58.3	75.0	50.0	63.3
3-5							
	2008	58.9	69.6	71.3	63.5	50.0	52.1
	2009	71.7	64.9	56.2	54.6	43.6	45.9

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*		*	16.1	4
	2009			*	*	*	*	*		*		*	22.3	1
4														
	2008		*	*	0.0	0.0	*	*		*	*	0.0	14.3	6
	2009		*	*	0.0	0.0	*	*		*	*	0.0	14.0	6
5														
	2008		*	*	16.7	16.7	*	*		*	*	16.7	14.0	6
	2009		*	*	0.0	0.0	*	*		*	*	0.0	17.2	6
3-5														
	2008		*	9.1	6.3	6.3	0.0	10.0		9.1	*	6.3	14.7	16
	2009		*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	17.3	13

NUMBER TESTED IN GRADES 3-5													
2008	0	5	11	16	16	7	10	0	11	5	16	1,730	
2009	0	4	9	13	13	8	11	0	9	4	13	1,743	

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		*	55.6	60.0	60.0	*	66.7		85.7	*	60.0	39.2	10
	2009		*	*	*	83.3	*	*		*	*	83.3	37.5	6

NUMBER TESTED IN GRADE 5													
2008	0	1	9	10	10	4	6	0	7	3	10	668	
2009	0	1	5	5	6	4	5	0	4	2	6	637	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		*	4	4	4	*	2		1	*	4	406	10
	2009		*	*	*	1	*	*		*	*	1	398	6

NUMBER TESTED IN GRADE 5													
2008	0	1	9	10	10	4	6	0	7	3	10	668	
2009	0	1	5	5	6	4	5	0	4	2	6	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	81.8	80.0	74.3	60.0
	2009	81.8	73.8	83.3	71.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		*	44.4	40.0	40.0	*	50.0		57.1	*	40.0	5.2	10
	2009		*	*	*	0.0	*	*		*	*	0.0	4.9	6

NUMBER TESTED IN GRADE 5														
2007														
2008	0	1	9	10	10	4	6	0	7	3	10	668		
2009	0	1	5	5	6	4	5	0	4	2	6	637		

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the IOWA TESTS OF BASIC SKILLS

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	50.0	47.6	46.9	21
	2008	*	52.4	50.0	57.6	22
	2009	16.7	50.0	40.0	41.9	20
1	2007	*	84.2	79.2	51.4	24
	2008	*	76.5	70.0	50.2	20
	2009	61.5	83.3	74.2	54.2	31
2	2007	38.1	85.7	50.0	44.5	28
	2008	55.6	75.0	66.7	50.2	21
	2009	30.0	73.9	60.6	47.9	33
1-2	2007	42.3	84.6	63.5	47.6	52
	2008	50.0	75.9	68.3	50.2	41
	2009	47.8	78.0	67.2	51.0	64

Number Tested	2007	27	46	73	24,696	
	2008	13	50	63	21,817	
	2009	29	55	84	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	32.3	54.5	41.5	44.3	53
	2008	48.6	52.4	50.0	44.9	58
	2009	35.2	37.5	35.7	52.8	70
1	2007	25.0	78.9	42.4	48.8	59
	2008	53.1	72.2	60.0	55.5	50
	2009	35.7	72.2	56.3	50.4	32
2	2007	84.6	70.0	80.6	55.6	36
	2008	59.5	76.5	64.8	57.5	54
	2009	45.5	87.5	74.3	53.2	35
K-2	2007	43.3	66.7	51.4	49.1	148
	2008	53.8	66.1	58.0	52.7	162
	2009	36.7	69.0	50.4	52.3	137

Number Tested	2007	97	51	148	34,441	
	2008	106	56	162	41,070	
	2009	79	58	137	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	*	33.3	44.4	35.3		*	*		55.6	41.7	47.6	46.9	21
	2008	*	50.0	45.5	41.2	*	*	*		53.3	42.9	50.0	57.6	22
	2009	50.0	*	36.4	25.0	*	*	16.7		41.7	37.5	40.0	41.9	20
1	2007	100.0	50.0	87.5	68.8	*	*	*		76.9	81.8	79.2	51.4	24
	2008	*	57.1	70.0	68.8	*	*	*		57.1	76.9	70.0	50.2	20
	2009	83.3	54.5	83.3	73.9	*	*	61.5		75.0	72.7	74.2	54.2	31
2	2007	*	*	38.1	40.9	*	30.8	38.1		46.2	53.3	50.0	44.5	28
	2008	*	66.7	77.8	81.3	*	*	55.6		54.5	80.0	66.7	50.2	21
	2009	*	30.0	76.5	53.8	*	*	30.0		47.4	78.6	60.6	47.9	33
1-2	2007	100.0	58.3	51.7	52.6	*	28.6	42.3		61.5	65.4	63.5	47.6	52
	2008	*	62.5	73.7	75.0	*	*	50.0		55.6	78.3	68.3	50.2	41
	2009	81.8	42.9	79.3	63.3	*	62.5	47.8		61.5	76.0	67.2	51.0	64

Number Tested	2007	13	21	38	55	3	15	27	0	35	38	73	24,696
	2008	6	24	30	49	5	5	13	0	33	30	63	21,817
	2009	17	24	40	61	8	10	29	0	51	33	84	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	*	1	1	1		*	*		2	1	3	1,245	21
	2008	*	2	2	2	*	*	*		3	2	5	1,687	22
	2009	1	*	1	1	*	*	0		2	0	2	771	20
1	2007	6	2	2	5	*	*	*		5	5	10	1,458	24
	2008	*	2	3	5	*	*	*		2	5	7	1,555	20
	2009	1	4	2	4	*	*	1		5	2	7	1,659	31
2	2007	*	*	2	2	*	0	1		1	5	6	896	28
	2008	*	1	2	3	*	*	1		0	4	4	1,065	21
	2009	*	2	4	5	*	*	2		5	4	9	1,027	33
1-2	2007	9	3	4	7	*	0	2		6	10	16	2,355	52
	2008	*	3	5	8	*	*	2		2	9	11	2,620	41
	2009	4	6	6	9	*	1	3		10	6	16	2,688	64

Number Tested	2007	13	21	38	55	3	15	27	0	35	38	73	24,696
	2008	6	24	30	49	5	5	13	0	33	30	63	21,817
	2009	17	24	40	61	8	10	29	0	51	33	84	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	*	44.4	37.5	38.6	*	32.3	32.3		50.0	34.5	41.5	44.3	53
	2008	*	37.5	48.9	45.1	*	47.4	48.6		52.9	45.8	50.0	44.9	58
	2009	50.0	*	34.4	33.9	*	32.7	35.2		34.2	37.5	35.7	52.8	70
1	2007	100.0	62.5	30.2	38.0	*	22.2	25.0		46.2	39.4	42.4	48.8	59
	2008	*	42.9	60.0	58.1	*	48.4	53.1		54.5	64.3	60.0	55.5	50
	2009	50.0	45.5	61.5	54.2	*	*	35.7		60.0	50.0	56.3	50.4	32
2	2007	*	*	81.5	79.3	*	78.9	84.6		68.4	94.1	80.6	55.6	36
	2008	*	66.7	66.7	66.7	*	62.5	59.5		60.9	67.7	64.8	57.5	54
	2009	83.3	50.0	88.9	66.7	*	*	45.5		65.0	86.7	74.3	53.2	35
K-2	2007	92.9	59.1	45.5	48.0	0.0	38.4	43.3		53.6	49.4	51.4	49.1	148
	2008	100.0	50.0	58.1	56.3	42.9	52.5	53.8		55.7	60.2	58.0	52.7	162
	2009	61.1	45.8	48.9	46.7	20.0	34.4	36.7		48.7	52.5	50.4	52.3	137

Number Tested	2007	14	22	110	123	6	86	97	0	69	79	148	34,441
	2008	6	24	129	142	7	101	106	0	79	83	162	41,070
	2009	18	24	92	107	10	61	79	0	78	59	137	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	*	1	3	4	*	2	2		2	4	6	2,583	53
	2008	*	0	8	8	*	6	6		6	5	11	2,788	58
	2009	3	*	3	3	*	2	2		6	0	6	2,455	70
1	2007	6	1	5	7	*	2	2		7	5	12	1,769	59
	2008	*	1	4	5	*	2	3		3	4	7	2,800	50
	2009	0	3	2	4	*	*	1		5	1	6	1,577	32
2	2007	*	*	14	12	*	8	12		9	9	18	2,098	36
	2008	*	2	11	13	*	9	10		4	10	14	2,912	54
	2009	2	1	7	6	*	*	2		6	4	10	1,686	35
K-2	2007	11	3	22	23	0	12	16		18	18	36	6,450	148
	2008	5	3	23	26	1	17	19		13	19	32	8,500	162
	2009	5	4	12	13	1	3	5		17	5	22	5,718	137

Number Tested	2007	14	22	110	123	6	86	97	0	69	79	148	34,441
	2008	6	24	129	142	7	101	106	0	79	83	162	41,070
	2009	18	24	92	107	10	61	79	0	78	59	137	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			93.5	92.6	*	96.7	96.7		86.7	100.0	93.8	84.7	32
	2008			94.4	94.1	*	94.3	94.3		90.0	100.0	94.4	87.0	36
	2009			83.7	81.4		83.7	83.0		76.0	91.7	83.7	88.6	49
1	2007			85.7	88.2		85.7	85.7		84.6	86.4	85.7	84.5	35
	2008			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.0	30
	2009			90.5	90.2	*	90.0	90.2		84.6	100.0	90.5	88.6	42
2	2007			89.5	89.5	*	89.5	88.9		83.3	100.0	89.5	89.9	19
	2008			96.9	96.8		100.0	100.0		91.7	100.0	96.9	93.4	32
	2009			95.6	97.6	*	95.6	95.5		96.6	93.8	95.6	94.0	45
K-2	2007			89.4	90.0	*	90.5	90.4		85.0	93.5	89.5	85.6	86
	2008			96.9	96.7	*	97.9	97.8		93.6	100.0	96.9	89.3	98
	2009			89.7	89.7	*	89.6	89.4		86.3	94.6	89.7	90.4	136

Number Tested	2007	0	0	85	80	3	84	83	0	40	46	86	14,889
	2008	0	0	98	92	2	95	91	0	47	51	98	18,257
	2009	0	0	136	126	3	134	132	0	80	56	136	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			23	19	*	22	22		11	12	23	2,779	32
	2008			22	20	*	22	21		13	9	22	3,280	36
	2009			27	24		27	26		11	16	27	3,525	49
1	2007			6	6		6	6		0	6	6	1,782	35
	2008			9	8	*	9	9		4	5	9	2,412	30
	2009			22	22	*	21	21		14	8	22	2,523	42
2	2007			9	9	*	9	9		7	2	9	1,196	19
	2008			23	23		22	19		7	16	23	2,596	32
	2009			11	11	*	11	11		6	5	11	2,909	45
K-2	2007			38	34	*	37	37		18	20	38	5,757	86
	2008			54	51	*	53	49		24	30	54	8,288	98
	2009			60	57	*	59	58		31	29	60	8,957	136

Number Tested	2007	0	0	85	80	3	84	83	0	40	46	86	14,889
	2008	0	0	98	92	2	95	91	0	47	51	98	18,257
	2009	0	0	136	126	3	134	132	0	80	56	136	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	5	100.0	1	100.0	7	42.9	13	69.2
5	3	33.3	2	0.0	0	-	5	20.0
ALL	8	75.0	3	33.3	7	42.9	18	55.6

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (47)	Beginning	39	83.0	35	74.5	47	100.0	39	83.0	39	83.0
	Intermediate	8	17.0	12	25.5	0	0.0	8	17.0	8	17.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (46)	Beginning	11	23.9	11	23.9	26	56.5	21	45.7	21	45.7
	Intermediate	29	63.0	29	63.0	18	39.1	24	52.2	24	52.2
	Advanced	6	13.0	6	13.0	2	4.3	1	2.2	1	2.2
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (48)	Beginning	3	6.4	11	23.4	17	36.2	3	6.4	3	6.5
	Intermediate	21	44.7	25	53.2	26	55.3	19	40.4	18	39.1
	Advanced	23	48.9	11	23.4	4	8.5	18	38.3	18	39.1
	Advanced High	0	0.0	0	0.0	0	0.0	7	14.9	7	15.2
3 (33)	Beginning	0	0.0	0	0.0	0	0.0	5	15.2	5	15.2
	Intermediate	2	6.1	5	15.2	16	48.5	12	36.4	12	36.4
	Advanced	28	84.8	22	66.7	14	42.4	10	30.3	10	30.3
	Advanced High	3	9.1	6	18.2	3	9.1	6	18.2	6	18.2
4 (33)	Beginning	7	21.2	7	21.2	7	21.2	3	9.1	3	9.1
	Intermediate	3	9.1	4	12.1	16	48.5	4	12.1	5	15.2
	Advanced	18	54.5	16	48.5	5	15.2	8	24.2	8	24.2
	Advanced High	5	15.2	6	18.2	5	15.2	18	54.5	17	51.5

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>—</div> <div>—</div>	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
<div>43</div> <div>21 (48.8%)</div>	Beginning	19			
	Intermediate	20	3		
	Advanced	0	1	0	
	Advanced High	0	0	0	
<div>45</div> <div>34 (75.6%)</div>	Beginning	3			
	Intermediate	12	6		
	Advanced	5	10	2	
	Advanced High	1	4	2	
<div>32</div> <div>12 (37.5%)</div>	Beginning	4			
	Intermediate	1	11		
	Advanced	0	5	5	
	Advanced High	0	0	6	
<div>29</div> <div>21 (72.4%)</div>	Beginning	2			
	Intermediate	2	2		
	Advanced	0	3	4	
	Advanced High	0	0	16	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (33)	Beginning	0	0.0	2	6.3	4	12.1	3	9.1	3	9.4
	Intermediate	3	9.1	5	15.6	4	12.1	7	21.2	7	21.9
	Advanced	8	24.2	12	37.5	21	63.6	10	30.3	9	28.1
	Advanced High	22	66.7	13	40.6	4	12.1	13	39.4	13	40.6
ALL (240)	Beginning	60	25.1	66	27.7	101	42.3	74	31.0	74	31.2
	Intermediate	66	27.6	80	33.6	80	33.5	74	31.0	74	31.2
	Advanced	83	34.7	67	28.2	46	19.2	47	19.7	46	19.4
	Advanced High	30	12.6	25	10.5	12	5.0	44	18.4	43	18.1

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>26</div> <div>13 (50.0%)</div>	Beginning	1			
	Intermediate	0	3		
	Advanced	0	0	9	
	Advanced High	0	1	12	
<div>177</div> <div>103 (58.2%)</div>	Beginning	29			
	Intermediate	37	25		
	Advanced	5	19	20	
	Advanced High	1	5	36	

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