

Campus Data Packet

for 2009 - 10 Plans



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School Number 200

*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.

2....	Contents.....	Table of Contents
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STUDENTS AND STAFF

5....	Summary.....	Summary of Student and Teacher Statistics
7....	Enrollment (2).....	Enrollment Statistics by Select Student Group
9....	Teachers.....	Teacher Statistics

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

10....	TAKS Read (1).....	TAKS Reading: Percentage Meeting Standard
12....	TAKS Read (3).....	TAKS Reading: Performance by Objective
14....	TAKS Math (1).....	TAKS Mathematics: % Meeting Standard
16....	TAKS Math (3).....	TAKS Mathematics: % by Objective
18....	TAKS Write (1).....	TAKS Writing: Percentage Meeting Standard
20....	TAKS Write (3).....	TAKS Writing: Performance by Objective
22....	TAKS Science (1).....	TAKS Science: Percentage Meeting Standard
24....	TAKS Science (3).....	TAKS Science: Performance by Objective
26....	SPTAKS Read (1).....	Spanish TAKS Reading: % Meeting Standard
28....	SPTAKS Read (3).....	Spanish TAKS Reading: Performance by Objective

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (MOD)

30....	TAKS-M Read (1).....	TAKS-M Reading: % Meeting Standard
32....	TAKS-M Read (3).....	TAKS-M Reading: Performance by Objective
34....	TAKS-M Math (1).....	TAKS-M Math: % Meeting Standard
36....	TAKS-M Math (3).....	TAKS-M Math: Performance by Objective

ITBS / ITED / LOGRAMOS

38....	Compliance.....	SCE Compliance for At-Risk Students
40....	ITBS Read (2).....	ITBS Reading Total: # At or Above the 80th %-tile
42....	ITBS Math (2).....	ITBS Math Total: # At or Above the 80th %-tile
44....	Logramos Read (2).....	Logramos Reading Total: # At or Above the 80th %-tile

MEASURES OF ENGLISH PROFICIENCY

45....	WMLS.....	Woodcock-Muñoz Language Survey
--------	-----------	--------------------------------

3....	Notes.....	Notes and Data Descriptions for Individual Reports
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6....	Enrollment (1).....	Enrollment Statistics by Ethnicity
8....	Attendance.....	Student Attendance Statistics

11....	TAKS Read (2).....	TAKS Reading: Number Not Meeting Standard
13....	TAKS Read (4).....	TAKS Reading: Percentage Commended
15....	TAKS Math (2).....	TAKS Mathematics: # Not Meeting Standard
17....	TAKS Math (4).....	TAKS Mathematics: % Commended
19....	TAKS Write (2).....	TAKS Writing: Number Not Meeting Standard
21....	TAKS Write (4).....	TAKS Writing: Percentage Commended
23....	TAKS Science (2).....	TAKS Science: Number Not Meeting Standard
25....	TAKS Science (4).....	TAKS Science: Percentage Commended
27....	SPTAKS Read (2).....	Spanish TAKS Reading: # Not Meeting Standard
29....	SPTAKS Read (4).....	Spanish TAKS Reading: % Commended

31....	TAKS-M Read (2).....	TAKS-M Reading: # Not Meeting Standard
33....	TAKS-M Read (4).....	TAKS-M Reading: Percentage Commended
35....	TAKS-M Math (2).....	TAKS-M Math: # Not Meeting Standard
37....	TAKS-M Math (4).....	TAKS-M Math: Percentage Commended

39....	ITBS Read (1).....	ITBS Reading Total: % At or Above the 40th %-tile
41....	ITBS Math (1).....	ITBS Math Total: % At or Above the 40th %-tile
43....	Logramos Read (1).....	Logramos Reading Total: % At or Above the 40th %-tile

46....	TELPAS.....	TX English Language Proficiency Assessment System
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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	67
KN	61
1	62
2	50
3	66
4	66
5	68
ALL	440

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	359	81.6	23	63.9
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	79	18.0	6	16.7
White	2	0.5	7	19.4
Other	**	**	0	0.0

*Included in category "Other."

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

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	406	92.3
Limited English proficient students	55	12.5
Special education students	31	7.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	43	37	86.0	0	0.0	0	0.0	6	14.0	0	0.0
	2008	41	33	80.5	0	0.0	0	0.0	8	19.5	0	0.0
	2009	67	57	85.1	0	0.0	0	0.0	9	13.4	1	1.5
KN	2007	57	53	93.0	0	0.0	0	0.0	4	7.0	0	0.0
	2008	60	48	80.0	0	0.0	0	0.0	12	20.0	0	0.0
	2009	61	51	83.6	0	0.0	0	0.0	10	16.4	0	0.0
1	2007	82	69	84.1	0	0.0	0	0.0	13	15.9	0	0.0
	2008	62	50	80.6	0	0.0	0	0.0	12	19.4	0	0.0
	2009	62	50	80.6	0	0.0	0	0.0	12	19.4	0	0.0
2	2007	70	53	75.7	0	0.0	0	0.0	17	24.3	0	0.0
	2008	77	60	77.9	0	0.0	0	0.0	17	22.1	0	0.0
	2009	50	42	84.0	0	0.0	0	0.0	7	14.0	1	2.0
3	2007	69	63	91.3	0	0.0	0	0.0	6	8.7	0	0.0
	2008	68	49	72.1	0	0.0	0	0.0	19	27.9	0	0.0
	2009	66	52	78.8	0	0.0	0	0.0	14	21.2	0	0.0
4	2007	67	60	89.6	0	0.0	0	0.0	7	10.4	0	0.0
	2008	65	59	90.8	0	0.0	0	0.0	6	9.2	0	0.0
	2009	66	46	69.7	0	0.0	0	0.0	20	30.3	0	0.0
5	2007	81	75	92.6	0	0.0	0	0.0	6	7.4	0	0.0
	2008	69	59	85.5	0	0.0	0	0.0	10	14.5	0	0.0
	2009	68	61	89.7	0	0.0	0	0.0	7	10.3	0	0.0
EC-5	2007	469	410	87.4	0	0.0	0	0.0	59	12.6	0	0.0
	2008	442	358	81.0	0	0.0	0	0.0	84	19.0	0	0.0
	2009	440	359	81.6	0	0.0	0	0.0	79	18.0	2	0.5

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	43	42	97.7	5	11.6	0	0.0	0	0.0	43	100.0	0.0
	2008	41	41	100.0	7	17.1	0	0.0	0	0.0	41	100.0	0.0
	2009	67	39	58.2	8	11.9	0	0.0	0	0.0	66	98.5	1.5
KN	2007	57	56	98.2	3	5.3	2	3.5	0	0.0	28	49.1	1.8
	2008	60	58	96.7	11	18.3	1	1.7	0	0.0	24	40.0	0.0
	2009	61	61	100.0	9	14.8	1	1.6	0	0.0	23	37.7	0.0
1	2007	82	78	95.1	11	13.4	1	1.2	0	0.0	5	6.1	3.7
	2008	62	62	100.0	9	14.5	2	3.2	1	1.6	6	9.7	9.7
	2009	62	61	98.4	11	17.7	3	4.8	1	1.6	6	9.7	4.8
2	2007	70	67	95.7	10	14.3	1	1.4	8	11.4	5	7.1	1.4
	2008	77	73	94.8	12	15.6	2	2.6	2	2.6	2	2.6	3.9
	2009	50	49	98.0	5	10.0	4	8.0	4	8.0	5	10.0	6.0
3	2007	69	66	95.7	5	7.2	6	8.7	5	7.2	4	5.8	5.8
	2008	68	67	98.5	13	19.1	3	4.4	6	8.8	5	7.4	7.4
	2009	66	65	98.5	11	16.7	4	6.1	3	4.5	3	4.5	6.1
4	2007	67	62	92.5	1	1.5	9	13.4	10	14.9	6	9.0	0.0
	2008	65	63	96.9	4	6.2	9	13.8	7	10.8	3	4.6	3.1
	2009	66	64	97.0	8	12.1	8	12.1	4	6.1	7	10.6	1.5
5	2007	81	77	95.1	2	2.5	12	14.8	14	17.3	3	3.7	4.9
	2008	69	65	94.2	1	1.4	8	11.6	13	18.8	4	5.8	8.7
	2009	68	67	98.5	3	4.4	11	16.2	12	17.6	6	8.8	4.4
EC-5	2007	469	448	95.5	37	7.9	31	6.6	37	7.9	94	20.0	2.8
	2008	442	429	97.1	57	12.9	25	5.7	29	6.6	85	19.2	5.0
	2009	440	406	92.3	55	12.5	31	7.0	24	5.5	116	26.4	3.4

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	21.1	4,117.2	19.7	93.5	3,933.6	95.5	49	100.0	100.0	37	7,436	100.0	100.0
	2008	20.7	4,133.2	19.4	93.6	3,942.7	95.4	50	100.0	100.0	33	7,427	100.0	100.0
	2009	33.2	4,167.8	31.9	96.0	3,975.6	95.4	82	100.0	100.0	59	7,332	100.0	100.0
KN	2007	61.6	13,945.0	57.8	93.9	13,385.6	96.0	22	35.7	24.3	47	12,035	76.3	86.3
	2008	60.3	13,568.1	56.7	94.0	13,004.4	95.8	24	39.8	23.5	48	11,618	79.6	85.6
	2009	63.5	13,515.0	59.8	94.2	12,939.1	95.7	14	22.0	22.5	50	11,501	78.7	85.1
1	2007	80.4	14,353.8	76.5	95.2	13,851.4	96.5	18	22.4	23.2	68	12,437	84.6	86.6
	2008	63.1	14,626.9	59.5	94.3	14,102.7	96.4	13	20.6	21.2	50	12,704	79.2	86.9
	2009	60.8	14,250.8	57.9	95.1	13,719.9	96.3	14	23.0	20.7	48	12,300	78.9	86.3
2	2007	70.6	13,403.8	66.7	94.4	12,978.9	96.8	26	36.8	21.7	52	11,729	73.6	87.5
	2008	79.1	13,708.6	75.5	95.5	13,269.8	96.8	17	21.5	19.7	69	12,043	87.2	87.9
	2009	49.0	13,950.1	47.0	96.0	13,499.0	96.8	16	32.7	18.6	37	12,231	75.6	87.7
3	2007	74.4	12,998.4	71.3	95.8	12,633.3	97.2	24	32.3	21.1	60	11,445	80.7	88.0
	2008	67.5	12,806.9	65.2	96.6	12,425.5	97.0	10	14.8	19.1	61	11,408	90.4	89.1
	2009	65.7	13,095.5	63.5	96.6	12,710.6	97.1	9	13.7	18.3	57	11,634	86.7	88.8
4	2007	66.4	12,104.9	63.9	96.2	11,768.3	97.2	22	33.1	19.7	54	10,683	81.4	88.3
	2008	65.9	12,329.8	62.8	95.3	11,960.3	97.0	16	24.3	19.7	54	10,924	82.0	88.6
	2009	66.6	12,156.4	64.4	96.8	11,789.9	97.0	15	22.5	18.1	58	10,731	87.1	88.3
5	2007	79.9	11,757.0	76.6	96.0	11,426.8	97.2	25	31.3	20.9	70	10,362	87.6	88.1
	2008	69.9	11,874.2	66.1	94.6	11,539.6	97.2	14	20.0	18.8	59	10,608	84.4	89.3
	2009	69.9	11,903.5	66.5	95.1	11,552.9	97.1	17	24.3	17.5	53	10,563	75.9	88.7
EC-5	2007	454.3	83,122.6	432.5	95.2	80,387.4	96.7	186	40.9	33.3	388	76,416	85.4	91.9
	2008	426.5	83,438.7	405.2	95.0	80,606.0	96.6	144	33.8	31.9	374	76,970	87.7	92.2
	2009	408.7	83,476.5	390.9	95.7	80,586.5	96.5	167	40.9	30.9	362	76,517	88.6	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	23	63.9
Hispanic	6	16.7
White	7	19.4
Other	0	0.0

Gender	Number	Percent
Female	30	83.3
Male	6	16.7

TOTAL	36
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AVERAGE NUMBER OF ABSENCES

2007	13.4
2008	8.5
2009	7.4

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		83.1	*	78.3	*	*	70.6		82.8	77.1	79.7	84.6	64
	2008		87.0	68.4	81.0		76.9	80.4		83.3	80.0	81.5	86.2	65
	2009		74.0	*	75.5	*		64.7		69.0	83.3	75.5	87.3	53
4	2007		70.4	83.3	67.9	*		52.6		79.2	66.7	71.7	69.7	60
	2008		58.8	50.0	56.4	*	*	44.0		46.2	67.7	58.6	72.1	58
	2009		59.5	68.8	60.7	*	85.7	43.3		65.4	59.4	62.1	75.8	58
5	2007		68.2	*	68.2	*	*	47.1		72.5	64.5	69.0	78.3	71
	2008		84.2	100.0	86.7	*		76.9		89.7	83.8	86.4	82.9	66
	2009		68.5	75.0	70.5	*	*	54.1		64.3	73.5	69.4	82.9	62
3-5	2007		73.7	68.8	71.5	*	*	57.5		77.4	69.6	73.3	77.6	195
	2008		76.6	73.5	75.3	57.1	64.7	70.9		74.1	77.7	76.2	80.3	189
	2009		67.8	74.1	68.8	*	72.7	54.5		66.3	71.1	68.8	81.5	173

	NUMBER TESTED IN GRADES 3-5											
2007	0	179	16	179	3	5	87	0	93	102	195	31,814
2008	0	154	34	178	7	17	110	0	85	103	189	31,840
2009	0	146	27	170	5	11	101	0	83	90	173	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		10	*	13	*	*	10		5	8	13	1,675	64
	2008		6	6	12		3	9		5	7	12	1,443	65
	2009		13	*	13	*		12		9	4	13	960	53
4	2007		16	1	17	*		9		5	12	17	3,189	60
	2008		21	3	24	*	*	14		14	10	24	2,996	58
	2009		17	5	22	*	1	17		9	13	22	2,449	58
5	2007		21	*	21	*	*	18		11	11	22	2,258	71
	2008		9	0	8	*		9		3	6	9	1,827	66
	2009		17	2	18	*	*	17		10	9	19	1,793	62
3-5	2007		47	5	51	*	*	37		21	31	52	7,122	195
	2008		36	9	44	3	6	32		22	23	45	6,266	189
	2009		47	7	53	*	3	46		28	26	54	5,202	173

	NUMBER TESTED IN GRADES 3-5											
2007	0	179	16	179	3	5	87	0	93	102	195	31,814
2008	0	154	34	178	7	17	110	0	85	103	189	31,840
2009	0	146	27	170	5	11	101	0	83	90	173	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	76.1	82.4	72.9	75.8
	2008	73.7	74.1	76.2	70.2
	2009	68.8	71.7	71.1	75.2
4	2007	76.7	76.5	67.6	60.8
	2008	73.6	71.1	70.4	72.9
	2009	78.3	71.3	68.2	68.8
5	2007	67.7	76.9	72.2	70.9
	2008	80.7	77.7	76.9	77.0
	2009	73.2	76.6	78.6	72.5
3-5	2007	73.2	78.6	71.0	69.4
	2008	76.1	74.4	74.7	73.4
	2009	73.6	73.3	72.8	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		13.6	*	13.3	*	*	5.9		6.9	17.1	12.5	21.3	64
	2008		10.9	0.0	6.3		0.0	2.2		6.7	8.6	7.7	21.5	65
	2009		20.0	*	20.8	*		8.8		13.8	29.2	20.8	34.1	53
4	2007		5.6	0.0	3.8	*		0.0		8.3	2.8	5.0	16.6	60
	2008		11.8	0.0	10.9	*	*	0.0		11.5	9.7	12.1	14.4	58
	2009		4.8	6.3	3.6	*	0.0	0.0		7.7	3.1	5.2	18.4	58
5	2007		4.5	*	4.5	*	*	0.0		0.0	9.7	4.2	13.1	71
	2008		15.8	0.0	13.3	*		2.6		10.3	16.2	13.6	16.5	66
	2009		24.1	0.0	21.3	*	*	2.7		17.9	23.5	21.0	18.5	62
3-5	2007		7.8	0.0	7.3	*	*	2.3		4.3	9.8	7.2	17.1	195
	2008		13.0	0.0	10.1	28.6	0.0	1.8		9.4	11.7	11.1	17.4	189
	2009		17.1	7.4	15.3	*	0.0	4.0		13.3	17.8	15.6	22.7	173

NUMBER TESTED IN GRADES 3-5													
2007	0	179	16	179	3	5	87	0	93	102	195	31,814	
2008	0	154	34	178	7	17	110	0	85	103	189	31,840	
2009	0	146	27	170	5	11	101	0	83	90	173	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		54.2	*	52.5	*	*	32.4		55.2	51.4	53.1	70.3	64
	2008		59.6	57.9	57.8	*	69.2	52.1		60.0	58.3	59.1	76.6	66
	2009		68.0	85.7	71.4	*	81.8	68.2		54.5	90.3	71.9	77.3	64
4	2007		75.9	50.0	71.7	*		47.4		75.0	72.2	73.3	75.7	60
	2008		79.2	50.0	75.4	83.3	*	48.1		67.9	83.9	76.7	77.9	60
	2009		82.9	56.3	74.5		57.1	55.2		80.0	71.9	75.4	79.4	57
5	2007		72.7	*	71.6	*	*	48.6		72.5	74.2	73.2	82.9	71
	2008		83.6	77.8	81.4	*		71.1		82.1	83.3	82.8	84.0	64
	2009		82.1	100.0	85.7	83.3	*	79.5		90.0	79.4	84.4	87.0	64
3-5	2007		67.6	56.3	65.2	*	*	42.0		67.7	65.7	66.7	76.2	195
	2008		74.8	61.8	71.1	60.0	58.8	57.5		69.8	74.8	72.6	79.5	190
	2009		77.6	76.3	77.3	62.5	77.3	68.8		73.9	80.4	77.3	81.0	185

NUMBER TESTED IN GRADES 3-5													
2007	0	179	16	181	4	5	88	0	93	102	195	32,298	
2008	0	155	34	180	10	17	113	0	86	103	190	32,696	
2009	0	147	38	181	8	22	112	0	88	97	185	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		27	*	29	*	*	23		13	17	30	3,303	64
	2008		19	8	27	*	4	23		12	15	27	2,542	66
	2009		16	2	18	*	2	14		15	3	18	2,781	64
4	2007		13	3	15	*		10		6	10	16	2,604	60
	2008		11	3	14	1	*	14		9	5	14	2,436	60
	2009		7	7	14		3	13		5	9	14	2,196	57
5	2007		18	*	19	*	*	18		11	8	19	1,785	71
	2008		9	2	11	*		11		5	6	11	1,730	64
	2009		10	0	9	1	*	8		3	7	10	1,386	64
3-5	2007		58	7	63	*	*	51		30	35	65	7,692	195
	2008		39	13	52	4	7	48		26	26	52	6,708	190
	2009		33	9	41	3	5	35		23	19	42	6,363	185

NUMBER TESTED IN GRADES 3-5													
2007	0	179	16	181	4	5	88	0	93	102	195	32,298	
2008	0	155	34	180	10	17	113	0	86	103	190	32,696	
2009	0	147	38	181	8	22	112	0	88	97	185	33,546	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2007	64.7	75.0	69.0	65.1	68.4	52.7
	2008	74.7	77.0	77.0	68.4	72.0	53.2
	2009	73.8	78.9	82.6	67.7	78.1	59.0
4	2007	78.6	80.2	78.9	66.4	64.2	66.0
	2008	77.1	83.6	75.0	76.1	75.4	68.3
	2009	83.4	78.9	70.8	77.2	86.8	69.1
5	2007	76.7	64.6	77.5	69.2	73.2	70.4
	2008	74.7	73.7	84.6	74.3	79.7	76.4
	2009	76.0	74.6	82.8	75.4	77.3	76.8
3-5	2007	73.4	72.8	75.1	67.0	68.8	63.3
	2008	75.5	78.0	78.9	72.8	75.7	65.8
	2009	77.5	77.4	79.0	73.3	80.5	68.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		1.7	*	1.6	*	*	0.0		0.0	2.9	1.6	19.2	64
	2008		17.0	10.5	12.5	*	7.7	6.3		13.3	16.7	15.2	26.3	66
	2009		16.0	42.9	20.6	*	45.5	15.9		15.2	29.0	21.9	29.0	64
4	2007		13.0	0.0	11.3	*		5.3		12.5	11.1	11.7	22.6	60
	2008		17.0	0.0	15.8	16.7	*	0.0		14.3	16.1	16.7	23.8	60
	2009		24.4	12.5	18.2		14.3	13.8		20.0	21.9	21.1	31.6	57
5	2007		12.1	*	13.4	*	*	5.7		15.0	16.1	15.5	29.3	71
	2008		21.8	22.2	20.3	*		10.5		14.3	27.8	21.9	31.9	64
	2009		14.3	12.5	14.3	0.0	*	5.1		6.7	20.6	14.1	38.4	64
3-5	2007		8.9	18.8	8.8	*	*	3.4		9.7	9.8	9.7	23.6	195
	2008		18.7	11.8	16.1	10.0	5.9	6.2		14.0	20.4	17.9	27.3	190
	2009		17.7	23.7	17.7	0.0	27.3	11.6		13.6	23.7	18.9	32.8	185


NUMBER TESTED IN GRADES 3-5													
2007	0	179	16	181	4	5	88	0	93	102	195	32,298	
2008	0	155	34	180	10	17	113	0	86	103	190	32,696	
2009	0	147	38	181	8	22	112	0	88	97	185	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		90.6	100.0	92.3	*		84.2		91.3	91.7	91.5	86.5	59
	2008		82.7	83.3	82.1	*	*	73.1		74.1	90.3	82.8	87.4	58
	2009		97.6	81.3	92.7	*	71.4	89.7		92.0	93.8	93.0	87.4	57

	NUMBER TESTED IN GRADE 4											
2007	0	53	6	52	1	0	19	0	23	36	59	10,408
2008	0	52	6	56	3	4	26	0	27	31	58	10,658
2009	0	41	16	55	1	7	29	0	25	32	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		5	0	4	*		3		2	3	5	1,408	59
	2008		9	1	10	*	*	7		7	3	10	1,348	58
	2009		1	3	4	*	2	3		2	2	4	1,264	57

	NUMBER TESTED IN GRADE 4											
2007	0	53	6	52	1	0	19	0	23	36	59	10,408
2008	0	52	6	56	3	4	26	0	27	31	58	10,658
2009	0	41	16	55	1	7	29	0	25	32	57	10,032

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.2	81.4	80.1	91.7	89.6
	2008	2.1	78.0	81.5	83.2	83.2
	2009	2.2	81.1	72.8	80.9	87.5

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		17.0	16.7	17.3	*		15.8		4.3	25.0	16.9	18.2	59
	2008		26.9	16.7	25.0	*	*	11.5		22.2	29.0	25.9	21.4	58
	2009		26.8	6.3	20.0	*	14.3	6.9		12.0	28.1	21.1	21.0	57

	NUMBER TESTED IN GRADE 4											
2007	0	53	6	52	1	0	19	0	23	36	59	10,408
2008	0	52	6	56	3	4	26	0	27	31	58	10,658
2009	0	41	16	55	1	7	29	0	25	32	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		40.0	*	40.9	*	*	18.2		46.2	35.5	41.4	62.3	70
	2008		61.8	88.9	64.4	*		52.6		65.5	65.7	65.6	71.9	64
	2009		76.8	85.7	79.0	71.4	*	65.9		79.3	77.1	78.1	75.9	64

	NUMBER TESTED IN GRADE 5											
2007	0	65	5	66	1	1	33	0	39	31	70	10,296
2008	0	55	9	59	2	0	38	0	29	35	64	10,686
2009	0	56	7	62	7	3	41	0	29	35	64	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		39	*	39	*	*	27		21	20	41	3,881	70
	2008		21	1	21	*		18		10	12	22	3,005	64
	2009		13	1	13	2	*	14		6	8	14	2,542	64

NUMBER TESTED IN GRADE 5													
2007	0	65	5	66	1	1	33	0	39	31	70	10,296	
2008	0	55	9	59	2	0	38	0	29	35	64	10,686	
2009	0	56	7	62	7	3	41	0	29	35	64	10,550	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	70.9	66.8	72.9	53.0
	2008	80.3	83.5	81.4	64.9
	2009	85.0	87.5	84.4	65.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007		3.1	*	3.0	*	*	0.0		5.1	3.2	4.3	18.0	70
	2008		18.2	0.0	15.3	*		2.6		20.7	11.4	15.6	24.8	64
	2009		21.4	14.3	21.0	0.0	*	12.2		31.0	11.4	20.3	29.1	64

	NUMBER TESTED IN GRADE 5											
2007	0	65	5	66	1	1	33	0	39	31	70	10,296
2008	0	55	9	59	2	0	38	0	29	35	64	10,686
2009	0	56	7	62	7	3	41	0	29	35	64	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			83.3	81.8	*	83.3	83.3		*	100.0	83.3	89.4	12
ALL	2007												—	0
	2008												—	0
	2009			83.3	81.8	*	83.3	83.3		*	100.0	83.3	—	12

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	12	11	1	12	12	0	5	7	12	—	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												219	0
	2008												239	0
	2009			2	2	*	2	2		*	0	2	514	12
ALL	2007												—	0
	2008												—	0
	2009			2	2	*	2	2		*	0	2	—	12

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	12	11	1	12	12	0	5	7	12	—	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007				
	2008				
	2009	73.3	84.5	77.8	74.0
ALL	2007				
	2008				
	2009	73.3	84.5	77.8	74.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												14.8	0
	2008												17.2	0
	2009			41.7	45.5	*	41.7	41.7		*	57.1	41.7	30.6	12
ALL	2007												—	0
	2008												—	0
	2009			41.7	45.5	*	41.7	41.7		*	57.1	41.7	—	12

NUMBER TESTED IN ALL GRADES													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	12	11	1	12	12	0	5	7	12	—	—

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*		*		*	*	*	77.7	3
	2009		*		*	*		*		*		*	87.7	1
4														
	2008		66.7		66.7	66.7		*		*	*	66.7	70.7	6
	2009		*	*	57.1	57.1		*		*	*	57.1	71.8	7
5														
	2008		*	*	*	*	*	*		*	*	*	73.3	5
	2009		75.0		75.0	75.0		*		*	*	75.0	80.3	8
3-5														
	2008		61.5	*	57.1	57.1	*	70.0		70.0	*	57.1	73.7	14
	2009		76.9	*	68.8	68.8		100.0		66.7	71.4	68.8	79.2	16

NUMBER TESTED IN GRADES 3-5													
2008	0	13	1	14	14	1	10	0	10	4	14	1,807	
2009	0	13	3	16	16	0	7	0	9	7	16	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	3
	2009		*		*	*		*		*		*	60	1
4														
	2008		2		2	2		*		*	*	2	181	6
	2009		*	*	3	3		*		*	*	3	192	7
5														
	2008		*	*	*	*	*	*		*	*	*	179	5
	2009		2		2	2		*		*	*	2	137	8
3-5														
	2008		5	*	6	6	*	3		3	*	6	476	14
	2009		3	*	5	5		0		3	2	5	389	16

NUMBER TESTED IN GRADES 3-5													
2008	0	13	1	14	14	1	10	0	10	4	14	1,807	
2009	0	13	3	16	16	0	7	0	9	7	16	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	51.4	52.8	44.4	56.3
	2009	46.4	38.1	40.5	33.9
5					
	2008	*	*	*	*
	2009	63.6	72.9	68.8	69.3
3-5					
	2008	48.9	57.1	50.7	58.6
	2009	56.9	59.4	55.8	53.7

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														
	2008		*		*	*		*		*	*	*	10.8	3
	2009		*		*	*		*		*		*	16.2	1
4														
	2008		0.0		0.0	0.0		*		*	*	0.0	9.7	6
	2009		*	*	0.0	0.0		*		*	*	0.0	8.9	7
5														
	2008		*	*	*	*	*	*		*	*	*	14.9	5
	2009		25.0		25.0	25.0		*		*	*	25.0	14.1	8
3-5														
	2008		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	12.0	14
	2009		15.4	*	12.5	12.5		28.6		11.1	14.3	12.5	12.7	16

NUMBER TESTED IN GRADES 3-5														
2008	0	13	1	14	14	1	10	0	10	4	14	1,807		
2009	0	13	3	16	16	0	7	0	9	7	16	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	2
	2009		*		*	*		*		*		*	81.2	2
4														
	2008		*		*	*		*		*	*	*	69.1	4
	2009		*	*	50.0	50.0		*		*	*	50.0	75.8	8
5														
	2008		*	*	50.0	50.0	*	*		*	*	50.0	64.0	6
	2009		66.7		66.7	66.7		*	*	*	*	66.7	80.2	6
3-5														
	2008		63.6	*	58.3	58.3	*	57.1		71.4	*	58.3	69.4	12
	2009		69.2	*	62.5	62.5		87.5	*	77.8	42.9	62.5	78.8	16

NUMBER TESTED IN GRADES 3-5													
2008	0	11	1	12	12	1	7	0	7	5	12	1,730	
2009	0	13	3	16	16	0	8	1	9	7	16	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	2
	2009		*		*	*		*		*		*	85	2
4														
	2008		*		*	*		*		*	*	*	173	4
	2009		*	*	4	4		*		*	*	4	157	8
5														
	2008		*	*	3	3	*	*		*	*	3	227	6
	2009		2		2	2		*	*	*	*	2	127	6
3-5														
	2008		4	*	5	5	*	3		2	*	5	529	12
	2009		4	*	6	6		1	*	2	4	6	369	16

NUMBER TESTED IN GRADES 3-5													
2008	0	11	1	12	12	1	7	0	7	5	12	1,730	
2009	0	13	3	16	16	0	8	1	9	7	16	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	*	*	*	*	*	*
	2009	50.0	35.4	42.5	40.0	50.0	41.7
5							
	2008	50.0	58.3	66.7	52.8	66.7	60.0
	2009	57.4	52.8	63.9	69.4	66.7	56.7
3-5							
	2008	51.5	51.1	61.7	46.4	50.0	55.0
	2009	58.2	50.0	57.7	58.5	56.3	54.6

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														
	2008		*		*	*					*	*	16.1	2
	2009		*		*	*		*		*		*	22.3	2
4														
	2008		*		*	*		*		*	*	*	14.3	4
	2009		*	*	0.0	0.0		*		*	*	0.0	14.0	8
5														
	2008		*	*	16.7	16.7	*	*		*	*	16.7	14.0	6
	2009		16.7		16.7	16.7		*	*	*	*	16.7	17.2	6
3-5														
	2008		9.1	*	8.3	8.3	*	0.0		0.0	*	8.3	14.7	12
	2009		23.1	*	18.8	18.8		37.5	*	33.3	0.0	18.8	17.3	16

NUMBER TESTED IN GRADES 3-5														
2008	0	11	1	12	12	1	7	0	7	5	12	1,730		
2009	0	13	3	16	16	0	8	1	9	7	16	1,743		

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

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	19.6	19.3	46.9	57
	2008		77.1	77.1	57.6	48
	2009	14.3	25.0	22.0	41.9	50
1	2007	65.4	71.4	69.1	51.4	68
	2008	0.0	61.4	51.9	50.2	52
	2009	15.8	68.8	49.0	54.2	51
2	2007	30.3	63.3	46.0	44.5	63
	2008	20.6	71.0	44.6	50.2	65
	2009	22.7	66.7	44.2	47.9	43
1-2	2007	45.8	68.1	58.0	47.6	131
	2008	16.7	65.3	47.9	50.2	117
	2009	19.5	67.9	46.8	51.0	94

Number Tested	2007	60	128	188	24,696	
	2008	42	123	165	21,817	
	2009	55	89	144	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	30.4	29.8	44.3	57
	2008	22.2	62.7	56.7	44.9	60
	2009	27.3	40.5	35.6	52.8	59
1	2007	44.7	75.0	60.3	48.8	78
	2008	21.4	62.5	53.2	55.5	62
	2009	36.7	65.6	51.6	50.4	62
2	2007	29.0	63.3	45.9	55.6	61
	2008	24.4	56.3	37.7	57.5	77
	2009	33.3	68.2	49.0	53.2	49
K-2	2007	37.1	52.4	46.9	49.1	196
	2008	23.5	61.1	48.2	52.7	199
	2009	32.9	56.0	45.3	52.3	170

Number Tested	2007	70	126	196	34,441	
	2008	68	131	199	41,070	
	2009	79	91	170	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		19.6	*	18.2	*		*		13.5	30.0	19.3	46.9	57
	2008		76.6	*	78.3	*				78.6	76.5	77.1	57.6	48
	2009		22.4	*	22.0	*		14.3		15.4	29.2	22.0	41.9	50
1	2007		72.3	*	71.0	*		65.4		62.1	74.4	69.1	51.4	68
	2008		53.1	*	51.9	*	*	0.0		53.3	50.0	51.9	50.2	52
	2009		51.0	*	48.0	*	*	15.8		40.0	52.8	49.0	54.2	51
2	2007		49.0	33.3	43.3		*	30.3		37.1	57.1	46.0	44.5	63
	2008		45.8	33.3	42.6	*	*	20.6		37.9	50.0	44.6	50.2	65
	2009	*	43.9	*	44.2	*		22.7		36.0	55.6	44.2	47.9	43
1-2	2007		62.1	26.7	57.4	*	*	45.8		48.4	67.2	58.0	47.6	131
	2008		49.1	33.3	46.9	*	*	16.7		45.8	50.0	47.9	50.2	117
	2009	*	47.8	*	46.2	0.0	*	19.5		37.5	53.7	46.8	51.0	94

Number Tested	2007	0	172	16	177	4	4	60	0	101	87	188	24,696
	2008	0	155	10	159	3	2	42	0	73	92	165	21,817
	2009	1	139	4	143	7	1	55	0	66	78	144	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	*	0	*		*		1	0	1	1,245	57
	2008		17	*	17	*				5	12	17	1,687	48
	2009		0	*	0	*		0		0	0	0	771	50
1	2007		20	*	17	*		4		6	14	20	1,458	68
	2008		10	*	10	*	*	0		3	7	10	1,555	52
	2009		10	*	10	*	*	0		0	10	10	1,659	51
2	2007		2	0	1		*	0		2	0	2	896	63
	2008		11	0	9	*	*	1		2	9	11	1,065	65
	2009	*	3	*	3	*		1		1	2	3	1,027	43
1-2	2007		22	0	18	*	*	4		8	14	22	2,355	131
	2008		21	0	19	*	*	1		5	16	21	2,620	117
	2009	*	13	*	13	0	*	1		1	12	13	2,688	94
Number Tested	2007	0	172	16	177	4	4	60	0	101	87	188	24,696	
	2008	0	155	10	159	3	2	42	0	73	92	165	21,817	
	2009	1	139	4	143	7	1	55	0	66	78	144	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		30.4	*	30.9	*		*		24.3	40.0	29.8	44.3	57
	2008		68.1	15.4	55.2	*	16.7	22.2		52.6	58.5	56.7	44.9	60
	2009		32.0	55.6	35.6	*	62.5	27.3		35.5	35.7	35.6	52.8	59
1	2007		62.5	50.0	61.1	*	54.5	44.7		60.6	60.0	60.3	48.8	78
	2008		60.0	25.0	53.2	*	11.1	21.4		54.5	51.7	53.2	55.5	62
	2009		50.0	58.3	50.8	*	63.6	36.7		42.1	55.8	51.6	50.4	62
2	2007		43.4	62.5	44.8	*		29.0		39.4	53.6	45.9	55.6	61
	2008		34.4	50.0	37.0	*	45.5	24.4		33.3	41.5	37.7	57.5	77
	2009	*	48.8	57.1	49.0	*	*	33.3		51.9	45.5	49.0	53.2	49
K-2	2007		46.2	52.2	47.0	*	54.5	37.1		40.8	53.8	46.9	49.1	196
	2008		52.5	31.7	47.7	*	25.0	23.5		45.5	50.5	48.2	52.7	199
	2009	*	43.3	57.1	45.0	0.0	62.5	32.9		42.9	47.3	45.3	52.3	170

Number Tested	2007	0	173	23	185	5	11	70	0	103	93	196	34,441
	2008	0	158	41	193	5	32	68	0	88	111	199	41,070
	2009	1	141	28	169	7	24	79	0	77	93	170	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		5	*	5	*		*		2	3	5	2,583	57
	2008		17	1	16	*	1	1		5	13	18	2,788	60
	2009		5	0	5	*	0	0		2	3	5	2,455	59
1	2007		20	0	17	*	0	5		7	13	20	1,769	78
	2008		16	0	16	*	0	1		8	8	16	2,800	62
	2009		6	2	8	*	2	3		1	7	8	1,577	62
2	2007		8	1	8	*		1		4	5	9	2,098	61
	2008		8	3	10	*	1	2		3	8	11	2,912	77
	2009	*	4	1	5	*	*	2		3	2	5	1,686	49
K-2	2007		33	1	30	*	0	6		13	21	34	6,450	196
	2008		41	4	42	*	2	4		16	29	45	8,500	199
	2009	*	15	3	18	0	3	5		6	12	18	5,718	170
Number Tested	2007	0	173	23	185	5	11	70	0	103	93	196	34,441	
	2008	0	158	41	193	5	32	68	0	88	111	199	41,070	
	2009	1	141	28	169	7	24	79	0	77	93	170	30,563	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2007												84.7	0
	2008			61.5	61.5		61.5	66.7		*	50.0	61.5	87.0	13
	2009			100.0	100.0		100.0	100.0		*	*	100.0	88.6	8
1	2007			54.5	54.5		54.5	54.5		*	66.7	54.5	84.5	11
	2008			55.6	55.6	*	50.0	57.1		*	66.7	55.6	88.0	9
	2009			80.0	80.0		80.0	80.0		*	83.3	80.0	88.6	10
2	2007												89.9	0
	2008			63.6	63.6		63.6	63.6		42.9	*	63.6	93.4	11
	2009			*	*		*	*		*	*	*	94.0	5
K-2	2007			54.5	54.5		54.5	54.5		*	66.7	54.5	85.6	11
	2008			60.6	60.6	*	59.4	63.0		53.3	66.7	60.6	89.3	33
	2009			87.0	87.0		87.0	87.0		90.0	84.6	87.0	90.4	23

Number Tested	2007	0	0	11	11	0	11	11	0	5	6	11	14,889
	2008	0	0	33	33	1	32	27	0	15	18	33	18,257
	2009	0	0	23	23	0	23	23	0	10	13	23	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												2,779	0
	2008			2	2		2	2		*	1	2	3,280	13
	2009			4	4		4	4		*	*	4	3,525	8
1	2007			0	0		0	0		*	0	0	1,782	11
	2008			0	0	*	0	0		*	0	0	2,412	9
	2009			3	3		3	3		*	1	3	2,523	10
2	2007												1,196	0
	2008			4	4		4	4		2	*	4	2,596	11
	2009			*	*		*	*		*	*	*	2,909	5
K-2	2007			0	0		0	0		*	0	0	5,757	11
	2008			6	6	*	6	6		3	3	6	8,288	33
	2009			8	8		8	8		5	3	8	8,957	23

Number Tested	2007	0	0	11	11	0	11	11	0	5	6	11	14,889
	2008	0	0	33	33	1	32	27	0	15	18	33	18,257
	2009	0	0	23	23	0	23	23	0	10	13	23	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	1	0.0	2	50.0	4	25.0	7	28.6
ALL	1	0.0	2	50.0	4	25.0	7	28.6

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (9)	Beginning	2	22.2	4	44.4	8	88.9	9	100.0	9	100.0
	Intermediate	7	77.8	5	55.6	1	11.1	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (11)	Beginning	3	27.3	5	45.5	6	54.5	6	54.5	6	54.5
	Intermediate	6	54.5	4	36.4	3	27.3	3	27.3	3	27.3
	Advanced	0	0.0	1	9.1	1	9.1	1	9.1	1	9.1
	Advanced High	2	18.2	1	9.1	1	9.1	1	9.1	1	9.1
2 (6)	Beginning	0	0.0	0	0.0	5	83.3	0	0.0	0	0.0
	Intermediate	4	66.7	4	66.7	1	16.7	0	0.0	0	0.0
	Advanced	2	33.3	2	33.3	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
3 (12)	Beginning	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0
	Intermediate	3	25.0	0	0.0	6	50.0	0	0.0	0	0.0
	Advanced	3	25.0	6	50.0	2	16.7	0	0.0	0	0.0
	Advanced High	6	50.0	6	50.0	3	25.0	1	100.0	1	100.0
4 (9)	Beginning	1	11.1	1	11.1	1	11.1	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	2	22.2	0	0.0	0	0.0
	Advanced	5	55.6	5	55.6	4	44.4	0	0.0	0	0.0
	Advanced High	3	33.3	3	33.3	2	22.2	0	0.0	0	0.0

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>11</div> <div>5 (45.5%)</div>	Beginning	6			
	Intermediate	3	0		
	Advanced	1	0	0	
	Advanced High	1	0	0	
<div>0</div> <div>0 (0.0%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
<div>1</div> <div>1 (100.0%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	1	
<div>0</div> <div>0 (0.0%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
ALL (51)	Beginning	6	11.8	10	19.6	21	41.2	15	71.4	15	71.4
	Intermediate	22	43.1	15	29.4	16	31.4	3	14.3	3	14.3
	Advanced	12	23.5	16	31.4	8	15.7	1	4.8	1	4.8
	Advanced High	11	21.6	10	19.6	6	11.8	2	9.5	2	9.5

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
12 6 (50.0%)	Beginning	6			
	Intermediate	3	0		
	Advanced	1	0	0	
	Advanced High	1	0	1	

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