

Campus Data Packet

for 2009 - 10 Plans



CHARLES RICE

School Number 201

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	73
KN	57
1	78
2	90
3	70
4	66
5	73
ALL	507

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	493	97.2	37	92.5
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	14	2.8	0	0.0
White	0	0.0	3	7.5
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	472	93.1
Limited English proficient students	7	1.4
Special education students	42	8.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	39	37	94.9	0	0.0	0	0.0	2	5.1	0	0.0
	2008	40	38	95.0	0	0.0	0	0.0	2	5.0	0	0.0
	2009	73	72	98.6	0	0.0	0	0.0	1	1.4	0	0.0
KN	2007	78	77	98.7	0	0.0	0	0.0	1	1.3	0	0.0
	2008	67	66	98.5	0	0.0	0	0.0	1	1.5	0	0.0
	2009	57	56	98.2	0	0.0	0	0.0	1	1.8	0	0.0
1	2007	71	68	95.8	0	0.0	0	0.0	3	4.2	0	0.0
	2008	84	83	98.8	0	0.0	0	0.0	1	1.2	0	0.0
	2009	78	75	96.2	0	0.0	0	0.0	3	3.8	0	0.0
2	2007	59	56	94.9	0	0.0	0	0.0	3	5.1	0	0.0
	2008	74	72	97.3	0	0.0	0	0.0	2	2.7	0	0.0
	2009	90	89	98.9	0	0.0	0	0.0	1	1.1	0	0.0
3	2007	70	68	97.1	0	0.0	0	0.0	2	2.9	0	0.0
	2008	50	48	96.0	0	0.0	0	0.0	2	4.0	0	0.0
	2009	70	69	98.6	0	0.0	0	0.0	1	1.4	0	0.0
4	2007	71	70	98.6	0	0.0	0	0.0	1	1.4	0	0.0
	2008	78	76	97.4	0	0.0	0	0.0	2	2.6	0	0.0
	2009	66	62	93.9	0	0.0	0	0.0	4	6.1	0	0.0
5	2007	60	58	96.7	0	0.0	0	0.0	2	3.3	0	0.0
	2008	74	72	97.3	0	0.0	0	0.0	2	2.7	0	0.0
	2009	73	70	95.9	0	0.0	0	0.0	3	4.1	0	0.0
EC-5	2007	448	434	96.9	0	0.0	0	0.0	14	3.1	0	0.0
	2008	467	455	97.4	0	0.0	0	0.0	12	2.6	0	0.0
	2009	507	493	97.2	0	0.0	0	0.0	14	2.8	0	0.0

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	39	39	100.0	2	5.1	0	0.0	0	0.0	38	97.4	2.6
	2008	40	40	100.0	2	5.0	0	0.0	0	0.0	39	97.5	2.5
	2009	73	68	93.2	0	0.0	0	0.0	0	0.0	72	98.6	1.4
KN	2007	78	74	94.9	0	0.0	2	2.6	11	14.1	48	61.5	0.0
	2008	67	63	94.0	0	0.0	0	0.0	9	13.4	25	37.3	0.0
	2009	57	54	94.7	1	1.8	1	1.8	0	0.0	21	36.8	0.0
1	2007	71	70	98.6	1	1.4	2	2.8	4	5.6	5	7.0	2.8
	2008	84	79	94.0	0	0.0	2	2.4	18	21.4	6	7.1	3.6
	2009	78	73	93.6	1	1.3	1	1.3	9	11.5	10	12.8	0.0
2	2007	59	54	91.5	3	5.1	5	8.5	12	20.3	6	10.2	1.7
	2008	74	73	98.6	0	0.0	4	5.4	9	12.2	6	8.1	2.7
	2009	90	83	92.2	1	1.1	7	7.8	20	22.2	12	13.3	0.0
3	2007	70	59	84.3	1	1.4	8	11.4	13	18.6	5	7.1	1.4
	2008	50	45	90.0	2	4.0	5	10.0	10	20.0	1	2.0	0.0
	2009	70	65	92.9	0	0.0	10	14.3	11	15.7	7	10.0	0.0
4	2007	71	61	85.9	0	0.0	7	9.9	16	22.5	2	2.8	0.0
	2008	78	70	89.7	2	2.6	11	14.1	11	14.1	3	3.8	1.3
	2009	66	61	92.4	2	3.0	11	16.7	16	24.2	6	9.1	0.0
5	2007	60	48	80.0	2	3.3	7	11.7	13	21.7	3	5.0	1.7
	2008	74	68	91.9	1	1.4	6	8.1	14	18.9	4	5.4	5.4
	2009	73	68	93.2	2	2.7	12	16.4	9	12.3	4	5.5	0.0
EC-5	2007	448	405	90.4	9	2.0	31	6.9	69	15.4	107	23.9	1.3
	2008	467	438	93.8	7	1.5	28	6.0	71	15.2	84	18.0	2.4
	2009	507	472	93.1	7	1.4	42	8.3	65	12.8	132	26.0	0.2

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
PK	2007	20.4	4,117.2	19.5	95.8	3,933.6	95.5	48	100.0	100.0	37	7,436	100.0	100.0
	2008	20.6	4,133.2	19.6	95.1	3,942.7	95.4	45	100.0	100.0	37	7,427	100.0	100.0
	2009	36.9	4,167.8	36.0	97.4	3,975.6	95.4	88	100.0	100.0	69	7,332	100.0	100.0
KN	2007	81.9	13,945.0	79.5	97.0	13,385.6	96.0	18	22.0	24.3	72	12,035	87.9	86.3
	2008	66.9	13,568.1	64.4	96.2	13,004.4	95.8	17	25.4	23.5	55	11,618	82.2	85.6
	2009	55.4	13,515.0	53.7	97.0	12,939.1	95.7	11	19.8	22.5	49	11,501	88.4	85.1
1	2007	72.1	14,353.8	69.7	96.6	13,851.4	96.5	9	12.5	23.2	66	12,437	91.6	86.6
	2008	86.1	14,626.9	83.7	97.1	14,102.7	96.4	15	17.4	21.2	77	12,704	89.4	86.9
	2009	80.3	14,250.8	77.7	96.8	13,719.9	96.3	16	19.9	20.7	70	12,300	87.2	86.3
2	2007	63.3	13,403.8	61.4	97.0	12,978.9	96.8	17	26.8	21.7	51	11,729	80.5	87.5
	2008	73.0	13,708.6	70.4	96.5	13,269.8	96.8	15	20.5	19.7	62	12,043	84.9	87.9
	2009	91.2	13,950.1	89.9	98.5	13,499.0	96.8	20	21.9	18.6	79	12,231	86.6	87.7
3	2007	71.4	12,998.4	68.7	96.3	12,633.3	97.2	16	22.4	21.1	61	11,445	85.5	88.0
	2008	52.7	12,806.9	51.3	97.4	12,425.5	97.0	7	13.3	19.1	48	11,408	91.1	89.1
	2009	70.7	13,095.5	68.5	96.9	12,710.6	97.1	16	22.6	18.3	59	11,634	83.5	88.8
4	2007	72.3	12,104.9	70.5	97.5	11,768.3	97.2	8	11.1	19.7	65	10,683	89.8	88.3
	2008	77.8	12,329.8	76.2	97.9	11,960.3	97.0	17	21.8	19.7	71	10,924	91.2	88.6
	2009	65.8	12,156.4	64.7	98.4	11,789.9	97.0	17	25.8	18.1	55	10,731	83.6	88.3
5	2007	60.0	11,757.0	57.8	96.2	11,426.8	97.2	10	16.7	20.9	52	10,362	86.6	88.1
	2008	73.9	11,874.2	71.7	97.0	11,539.6	97.2	13	17.6	18.8	68	10,608	92.0	89.3
	2009	73.1	11,903.5	71.4	97.7	11,552.9	97.1	17	23.3	17.5	65	10,563	88.9	88.7
EC-5	2007	441.5	83,122.6	427.1	96.8	80,387.4	96.7	127	28.8	33.3	404	76,416	91.5	91.9
	2008	451.2	83,438.7	437.3	96.9	80,606.0	96.6	129	28.6	31.9	418	76,970	92.7	92.2
	2009	473.4	83,476.5	461.9	97.6	80,586.5	96.5	185	39.1	30.9	446	76,517	94.2	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	37	92.5
Hispanic	0	0.0
White	3	7.5
Other	0	0.0

Gender	Number	Percent
Female	36	90.0
Male	4	10.0

TOTAL	40
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AVERAGE NUMBER OF ABSENCES

2007	5.7
2008	2.4
2009	5.1

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		98.4	*	98.1	*		96.8		97.6	100.0	98.4	84.6	63
	2008		93.8	*	93.8	*	*	90.0		90.0	100.0	94.0	86.2	50
	2009		91.9	*	92.9	66.7		85.7		93.3	90.9	92.1	87.3	63
4	2007		96.8	*	96.4	*		83.3		93.9	100.0	96.9	69.7	64
	2008		90.1		89.1	*		80.0		86.4	96.3	90.1	72.1	71
	2009		96.3	*	96.3	*	*	100.0		96.7	96.4	96.6	75.8	58
5	2007		94.1	*	92.7		*	75.0		93.9	94.7	94.2	78.3	52
	2008		91.5	*	91.2	*	*	87.5		94.9	88.2	91.8	82.9	73
	2009		100.0		100.0	*		100.0		100.0	100.0	100.0	82.9	65
3-5	2007		96.6	*	96.0	*	*	89.8		95.4	98.6	96.6	77.6	179
	2008		91.6	*	91.1	71.4	*	86.4		90.3	93.8	91.8	80.3	194
	2009		96.1	*	96.5	81.8	*	94.4		97.0	95.4	96.2	81.5	186

NUMBER TESTED IN GRADES 3-5													
2007	0	175	3	149	3	1	49	0	108	71	179	31,814	
2008	0	190	4	180	7	3	66	0	113	81	194	31,840	
2009	0	181	5	170	11	2	54	0	99	87	186	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		1	*	1	*		1		1	0	1	1,675	63
	2008		3	*	3	*	*	3		3	0	3	1,443	50
	2009		5	*	4	2		3		2	3	5	960	63
4	2007		2	*	2	*		1		2	0	2	3,189	64
	2008		7		7	*		4		6	1	7	2,996	71
	2009		2	*	2	*	*	0		1	1	2	2,449	58
5	2007		3	*	3		*	3		2	1	3	2,258	52
	2008		6	*	6	*	*	2		2	4	6	1,827	73
	2009		0		0	*		0		0	0	0	1,793	65
3-5	2007		6	*	6	*	*	5		5	1	6	7,122	179
	2008		16	*	16	2	*	9		11	5	16	6,266	194
	2009		7	*	6	2	*	3		3	4	7	5,202	186

NUMBER TESTED IN GRADES 3-5													
2007	0	175	3	149	3	1	49	0	108	71	179	31,814	
2008	0	190	4	180	7	3	66	0	113	81	194	31,840	
2009	0	181	5	170	11	2	54	0	99	87	186	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	87.4	87.3	86.5	83.3
	2008	87.7	86.9	88.7	80.8
	2009	82.0	83.4	83.3	86.9
4	2007	86.1	90.0	82.6	80.0
	2008	88.2	85.7	84.5	82.5
	2009	87.1	80.2	82.3	84.1
5	2007	85.9	90.9	89.7	81.4
	2008	78.7	82.7	80.1	78.4
	2009	85.3	84.0	82.9	79.2
3-5	2007	86.5	89.3	86.0	81.6
	2008	84.5	84.9	83.9	80.5
	2009	84.8	82.6	82.8	83.3

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		32.8	*	28.8	*		22.6		40.5	19.0	33.3	21.3	63
	2008		37.5	*	37.5	*	*	23.3		30.0	50.0	38.0	21.5	50
	2009		37.1	*	33.9	16.7		4.8		30.0	42.4	36.5	34.1	63
4	2007		27.0	*	25.0	*		0.0		27.3	25.8	26.6	16.6	64
	2008		39.4		37.5	*		15.0		31.8	51.9	39.4	14.4	71
	2009		9.3	*	14.8	*	*	12.5		0.0	28.6	13.8	18.4	58
5	2007		39.2	*	43.9		*	16.7		30.3	52.6	38.5	13.1	52
	2008		14.1	*	16.2	*	*	18.8		15.4	14.7	15.1	16.5	73
	2009		24.6		21.7	*		0.0		28.2	19.2	24.6	18.5	65
3-5	2007		32.6	*	31.5	*	*	18.4		33.3	31.0	32.4	17.1	179
	2008		29.5	*	29.4	14.3	*	19.7		25.7	35.8	29.9	17.4	194
	2009		24.3	*	23.5	9.1	*	5.6		20.2	31.0	25.3	22.7	186

	NUMBER TESTED IN GRADES 3-5											
2007	0	175	3	149	3	1	49	0	108	71	179	31,814
2008	0	190	4	180	7	3	66	0	113	81	194	31,840
2009	0	181	5	170	11	2	54	0	99	87	186	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		82.8	*	81.8	*		82.4		74.4	95.7	81.8	70.3	66
	2008		66.0	*	66.0	*	*	50.0		58.6	80.0	67.3	76.6	49
	2009		91.4	*	92.3	*		88.2		96.3	84.4	89.8	77.3	59
4	2007		96.8	*	96.4	*		83.3		93.9	100.0	96.9	75.7	64
	2008		88.9		89.2	*		80.0		86.4	92.9	88.9	77.9	72
	2009		96.2	*	96.2	*	*	93.3		93.3	100.0	96.5	79.4	57
5	2007		90.2	*	90.2		*	66.7		90.9	89.5	90.4	82.9	52
	2008		94.1	*	95.2	*	*	86.7		89.2	100.0	94.3	84.0	70
	2009		92.2		91.5	*		86.7		94.6	88.9	92.2	87.0	64
3-5	2007		89.9	*	89.5	*	*	78.8		85.3	95.9	89.6	76.2	182
	2008		85.0	*	85.1	37.5	*	67.7		80.0	92.6	85.3	79.5	191
	2009		93.1	*	93.3	*	*	89.4		94.7	90.7	92.8	81.0	180

NUMBER TESTED IN GRADES 3-5													
2007	0	178	3	152	5	1	52	0	109	73	182	32,298	
2008	0	187	4	175	8	3	65	0	110	81	191	32,696	
2009	0	175	5	164	5	2	47	0	94	86	180	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		11	*	10	*		6		11	1	12	3,303	66
	2008		16	*	16	*	*	15		12	4	16	2,542	49
	2009		5	*	4	*		2		1	5	6	2,781	59
4	2007		2	*	2	*		1		2	0	2	2,604	64
	2008		8		7	*		4		6	2	8	2,436	72
	2009		2	*	2	*	*	1		2	0	2	2,196	57
5	2007		5	*	4		*	4		3	2	5	1,785	52
	2008		4	*	3	*	*	2		4	0	4	1,730	70
	2009		5		5	*		2		2	3	5	1,386	64
3-5	2007		18	*	16	*	*	11		16	3	19	7,692	182
	2008		28	*	26	5	*	21		22	6	28	6,708	191
	2009		12	*	11	*	*	5		5	8	13	6,363	180

NUMBER TESTED IN GRADES 3-5													
2007	0	178	3	152	5	1	52	0	109	73	182	32,298	
2008	0	187	4	175	8	3	65	0	110	81	191	32,696	
2009	0	175	5	164	5	2	47	0	94	86	180	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	82.3	83.8	81.6	80.3	81.4	72.7
	2008	77.8	80.3	86.1	72.4	82.1	65.8
	2009	83.9	82.2	87.3	85.3	91.1	74.4
4	2007	90.6	92.2	88.3	85.2	86.3	85.4
	2008	86.7	86.3	81.5	82.2	88.2	78.0
	2009	89.8	88.7	87.4	87.4	90.4	85.5
5	2007	87.2	81.3	87.6	79.1	81.7	82.7
	2008	88.1	83.1	91.0	80.0	84.3	85.2
	2009	88.9	83.9	89.7	82.8	87.9	84.0
3-5	2007	86.6	86.1	85.7	81.7	83.2	80.0
	2008	84.9	83.6	86.2	78.9	85.2	77.5
	2009	87.6	84.9	88.2	85.1	89.7	81.3

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		34.4	*	38.2	*		23.5		30.2	43.5	34.8	19.2	66
	2008		31.9	*	34.0	*	*	6.7		31.0	35.0	32.7	26.3	49
	2009		36.2	*	34.6	*		11.8		33.3	37.5	35.6	29.0	59
4	2007		46.0	*	46.4	*		16.7		39.4	54.8	46.9	22.6	64
	2008		31.9		33.8	*		5.0		29.5	35.7	31.9	23.8	72
	2009		50.9	*	54.7	*	*	40.0		36.7	74.1	54.4	31.6	57
5	2007		45.1	*	51.2		*	25.0		42.4	52.6	46.2	29.3	52
	2008		47.1	*	49.2	*	*	33.3		40.5	57.6	48.6	31.9	70
	2009		54.7		50.8	*		20.0		48.6	63.0	54.7	38.4	64
3-5	2007		41.6	*	44.7	*	*	23.1		36.7	50.7	42.3	23.6	182
	2008		37.4	*	39.4	25.0	*	12.3		33.6	44.4	38.2	27.3	191
	2009		47.4	*	47.0	*	*	23.4		40.4	57.0	48.3	32.8	180

NUMBER TESTED IN GRADES 3-5													
2007	0	178	3	152	5	1	52	0	109	73	182	32,298	
2008	0	187	4	175	8	3	65	0	110	81	191	32,696	
2009	0	175	5	164	5	2	47	0	94	86	180	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		95.3	*	94.6			100.0		97.0	93.8	95.4	86.5	65
	2008		94.1		93.4	*		90.0		90.5	100.0	94.1	87.4	68
	2009		94.3	*	94.3	*	*	86.7		90.0	100.0	94.7	87.4	57

	NUMBER TESTED IN GRADE 4											
2007	0	64	1	56	0	0	7	0	33	32	65	10,408
2008	0	68	0	61	1	0	20	0	42	26	68	10,658
2009	0	53	4	53	1	2	15	0	30	27	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		3	*	3			0		1	2	3	1,408	65
	2008		4		4	*		2		4	0	4	1,348	68
	2009		3	*	3	*	*	2		3	0	3	1,264	57

NUMBER TESTED IN GRADE 4													
2007	0	64	1	56	0	0	7	0	33	32	65	10,408	
2008	0	68	0	61	1	0	20	0	42	26	68	10,658	
2009	0	53	4	53	1	2	15	0	30	27	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	2.5	83.5	83.8	93.8	90.4
	2008	2.3	87.1	85.1	89.2	89.5
	2009	2.3	89.5	89.3	92.5	96.7

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		31.3	*	26.8			14.3		27.3	34.4	30.8	18.2	65
	2008		29.4		29.5	*		10.0		23.8	38.5	29.4	21.4	68
	2009		26.4	*	24.5	*	*	13.3		20.0	33.3	26.3	21.0	57

	NUMBER TESTED IN GRADE 4											
2007	0	64	1	56	0	0	7	0	33	32	65	10,408
2008	0	68	0	61	1	0	20	0	42	26	68	10,658
2009	0	53	4	53	1	2	15	0	30	27	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		86.3	*	85.4		*	58.3		84.8	89.5	86.5	62.3	52
	2008		92.8	*	92.4	*	*	81.3		91.9	94.1	93.0	71.9	71
	2009		100.0		100.0	*		100.0		100.0	100.0	100.0	75.9	64

	NUMBER TESTED IN GRADE 5											
2007	0	51	1	41	0	1	12	0	33	19	52	10,296
2008	0	69	2	66	2	1	16	0	37	34	71	10,686
2009	0	64	0	59	2	0	16	0	38	26	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		7	*	6		*	5		5	2	7	3,881	52
	2008		5	*	5	*	*	3		3	2	5	3,005	71
	2009		0		0	*		0		0	0	0	2,542	64

NUMBER TESTED IN GRADE 5													
2007	0	51	1	41	0	1	12	0	33	19	52	10,296	
2008	0	69	2	66	2	1	16	0	37	34	71	10,686	
2009	0	64	0	59	2	0	16	0	38	26	64	10,550	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	85.8	88.2	84.6	75.9
	2008	90.7	94.5	88.4	80.1
	2009	95.6	96.2	94.6	92.7

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)
5	2007		33.3	*	29.3		*	8.3		36.4	26.3	32.7	18.0	52
	2008		52.2	*	53.0	*	*	31.3		45.9	61.8	53.5	24.8	71
	2009		82.8		81.4	*		75.0		78.9	88.5	82.8	29.1	64

	NUMBER TESTED IN GRADE 5											
2007	0	51	1	41	0	1	12	0	33	19	52	10,296
2008	0	69	2	66	2	1	16	0	37	34	71	10,686
2009	0	64	0	59	2	0	16	0	38	26	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														
	2008		*		*	*		*		*	*	*	77.7	3
	2009		87.5		85.7	87.5		*		83.3	*	87.5	87.7	8
4														
	2008		*	*	*	*	*	*		*	*	*	70.7	5
	2009		*		*	*		*		*	*	*	71.8	4
5														
	2008		*		*	*		*		*		*	73.3	2
	2009		*	*	100.0	100.0	*	*		*	*	100.0	80.3	6
3-5														
	2008		77.8	*	80.0	80.0	*	100.0		*	*	80.0	73.7	10
	2009		94.1	*	94.1	94.4	*	100.0		90.9	100.0	94.4	79.2	18

NUMBER TESTED IN GRADES 3-5													
2008	0	9	1	10	10	1	6	0	5	5	10	1,807	
2009	0	17	1	17	18	1	10	0	11	7	18	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		1		1	1		*		1	*	1	60	8
4														
	2008		*	*	*	*	*	*		*	*	*	181	5
	2009		*		*	*		*		*	*	*	192	4
5														
	2008		*		*	*		*		*		*	179	2
	2009		*	*	0	0	*	*		*	*	0	137	6
3-5														
	2008		2	*	2	2	*	0		*	*	2	476	10
	2009		1	*	1	1	*	0		1	0	1	389	18

NUMBER TESTED IN GRADES 3-5													
2008	0	9	1	10	10	1	6	0	5	5	10	1,807	
2009	0	17	1	17	18	1	10	0	11	7	18	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	61.5	77.1	60.0	52.1
4					
	2008	*	*	*	*
	2009	*	*	*	*
5					
	2008	*	*	*	*
	2009	74.2	86.1	72.2	74.2
3-5					
	2008	59.2	58.3	51.0	57.0
	2009	66.0	75.9	57.2	63.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*		*		*	*	*	10.8	3
	2009		0.0		0.0	0.0		*		0.0	*	0.0	16.2	8
4														
	2008		*	*	*	*	*	*		*	*	*	9.7	5
	2009		*		*	*		*		*	*	*	8.9	4
5														
	2008		*		*	*		*		*		*	14.9	2
	2009		*	*	50.0	50.0	*	*		*	*	50.0	14.1	6
3-5														
	2008		11.1	*	10.0	10.0	*	16.7		*	*	10.0	12.0	10
	2009		17.6	*	17.6	16.7	*	20.0		0.0	42.9	16.7	12.7	18

NUMBER TESTED IN GRADES 3-5														
2008	0	9	1	10	10	1	6	0	5	5	10	1,807		
2009	0	17	1	17	18	1	10	0	11	7	18	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		91.7		90.9	91.7		100.0		88.9	*	91.7	81.2	12
4														
	2008		*	*	*	*	*	*		*	*	*	69.1	4
	2009		*		*	*		*		*	*	*	75.8	5
5														
	2008		*		*	*		*		*		*	64.0	2
	2009		83.3	*	85.7	85.7	*	83.3		*	*	85.7	80.2	7
3-5														
	2008		85.7	*	75.0	75.0	*	*		*	*	75.0	69.4	8
	2009		91.3	*	91.3	91.7	*	94.1		87.5	100.0	91.7	78.8	24

NUMBER TESTED IN GRADES 3-5													
2008	0	7	1	8	8	1	5	0	5	3	8	1,730	
2009	0	23	1	23	24	1	17	0	16	8	24	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		1		1	1		0		1	*	1	85	12
4														
	2008		*	*	*	*	*	*		*	*	*	173	4
	2009		*		*	*		*		*	*	*	157	5
5														
	2008		*		*	*		*		*		*	227	2
	2009		1	*	1	1	*	1		*	*	1	127	7
3-5														
	2008		1	*	2	2	*	*		*	*	2	529	8
	2009		2	*	2	2	*	1		2	0	2	369	24

NUMBER TESTED IN GRADES 3-5													
2008	0	7	1	8	8	1	5	0	5	3	8	1,730	
2009	0	23	1	23	24	1	17	0	16	8	24	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	77.1	86.7	78.3	81.7	63.9	56.9
4							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	68.3	61.9	73.8	66.7	61.9	62.9
3-5							
	2008	52.1	53.8	45.8	65.8	37.5	55.4
	2009	75.1	76.7	78.2	71.1	61.1	60.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*		*		*		*	16.1	2
	2009		50.0		54.5	50.0		55.6		44.4	*	50.0	22.3	12
4														
	2008		*	*	*	*	*	*		*	*	*	14.3	4
	2009		*		*	*		*		*	*	*	14.0	5
5														
	2008		*		*	*		*		*		*	14.0	2
	2009		33.3	*	28.6	28.6	*	33.3		*	*	28.6	17.2	7
3-5														
	2008		0.0	*	0.0	0.0	*	*		*	*	0.0	14.7	8
	2009		43.5	*	43.5	41.7	*	52.9		37.5	50.0	41.7	17.3	24

NUMBER TESTED IN GRADES 3-5													
2008	0	7	1	8	8	1	5	0	5	3	8	1,730	
2009	0	23	1	23	24	1	17	0	16	8	24	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		*		*	*		*		*		*	39.2	2
	2009		50.0	*	42.9	42.9	*	*		*	*	42.9	37.5	7

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		*		*	*		*		*		*	406	2
	2009		3	*	4	4	*	*		*	*	4	398	7

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

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	*	*	*	*
	2009	59.7	59.2	63.3	61.2

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)
5														
	2008		*		*	*		*		*		*	5.2	2
	2009		0.0	*	0.0	0.0	*	*		*	*	0.0	4.9	7

NUMBER TESTED IN GRADE 5														
2007														
2008	0	2	0	2	2	0	2	0	2	0	2	0	2	668
2009	0	6	1	7	7	1	5	0	3	4	7	7	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	*	66.7	65.8	46.9	79
	2008		76.2	76.2	57.6	63
	2009	53.8	67.4	64.3	41.9	56
1	2007	16.7	62.5	54.4	51.4	68
	2008	*	63.2	61.5	50.2	78
	2009	60.5	82.5	71.8	54.2	78
2	2007	31.8	69.7	54.5	44.5	55
	2008	37.5	92.1	67.1	50.2	70
	2009	62.2	95.0	77.6	47.9	85
1-2	2007	26.5	65.2	54.5	47.6	123
	2008	35.3	72.8	64.2	50.2	148
	2009	61.4	88.8	74.8	51.0	163

Number Tested	2007	35	167	202	24,696	
	2008	34	177	211	21,817	
	2009	96	123	219	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	73.4	73.8	44.3	80
	2008		58.7	58.7	44.9	63
	2009	69.2	86.0	82.1	52.8	56
1	2007	69.2	89.5	85.7	48.8	70
	2008	*	75.9	75.3	55.5	81
	2009	76.3	85.0	80.8	50.4	78
2	2007	52.2	75.8	66.1	55.6	56
	2008	51.6	80.0	67.6	57.5	71
	2009	87.2	95.1	90.9	53.2	88
K-2	2007	59.5	79.3	75.7	49.1	206
	2008	51.5	70.9	67.9	52.7	215
	2009	80.6	88.7	85.1	52.3	222

Number Tested	2007	37	169	206	34,441	
	2008	33	182	215	41,070	
	2009	98	124	222	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	*	66.2	*	64.0	*		*		56.4	75.0	65.8	46.9	79
	2008		75.8	*	78.0					64.5	87.5	76.2	57.6	63
	2009		63.6	*	62.3	*	*	53.8		58.1	72.0	64.3	41.9	56
1	2007	*	56.9	*	54.4	*		16.7		43.3	63.2	54.4	51.4	68
	2008		61.5		60.3	*		*		50.0	75.0	61.5	50.2	78
	2009		72.4	*	73.6	*		60.5		65.0	78.9	71.8	54.2	78
2	2007		53.7	*	54.9	*	*	31.8		48.3	61.5	54.5	44.5	55
	2008		67.1		69.1	*		37.5		50.0	81.6	67.1	50.2	70
	2009		77.6		75.6	*		62.2		70.5	85.4	77.6	47.9	85
1-2	2007	*	55.5	*	54.6	*	*	26.5		45.8	62.5	54.5	47.6	123
	2008		64.2		64.5	*		35.3		50.0	78.4	64.2	50.2	148
	2009		75.2	*	74.7	*		61.4		67.9	82.3	74.8	51.0	163

Number Tested	2007	2	196	4	194	7	1	35	0	98	104	202	24,696
	2008	0	210	1	200	4	0	34	0	105	106	211	21,817
	2009	0	216	3	203	6	1	96	0	115	104	219	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	*	16	*	15	*		*		6	11	17	1,245	79
	2008		22	*	21					13	10	23	1,687	63
	2009		11	*	9	*	*	1		3	8	11	771	56
1	2007	*	10	*	10	*		1		4	6	10	1,458	68
	2008		21		19	*		*		6	15	21	1,555	78
	2009		28	*	28	*		9		10	19	29	1,659	78
2	2007		7	*	8	*	*	1		1	7	8	896	55
	2008		29		29	*		4		9	20	29	1,065	70
	2009		31		26	*		9		11	20	31	1,027	85
1-2	2007	*	17	*	18	*	*	2		5	13	18	2,355	123
	2008		50		48	*		4		15	35	50	2,620	148
	2009		59	*	54	*		18		21	39	60	2,688	163
Number Tested	2007	2	196	4	194	7	1	35	0	98	104	202	24,696	
	2008	0	210	1	200	4	0	34	0	105	106	211	21,817	
	2009	0	216	3	203	6	1	96	0	115	104	219	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	*	74.4	*	72.4	*		*		72.5	75.0	73.8	44.3	80
	2008		58.1	*	61.0					51.6	65.6	58.7	44.9	63
	2009		81.8	*	81.1	*	*	69.2		74.2	92.0	82.1	52.8	56
1	2007	*	86.6	*	87.0	*		69.2		75.0	94.7	85.7	48.8	70
	2008		75.3		75.0	*		*		69.8	81.6	75.3	55.5	81
	2009		81.6	*	81.9	*		76.3		77.5	84.2	80.8	50.4	78
2	2007		65.5	*	63.5	*	*	52.2		60.0	73.1	66.1	55.6	56
	2008		67.6		68.1	*		51.6		54.5	78.9	67.6	57.5	71
	2009		90.9		90.1	50.0		87.2		87.2	95.1	90.9	53.2	88
K-2	2007	*	76.0	*	75.1	66.7	*	59.5		69.6	81.7	75.7	49.1	206
	2008		67.8	*	68.6	33.3		51.5		59.8	75.9	67.9	52.7	215
	2009		85.4	*	85.0	50.0	*	80.6		80.5	90.4	85.1	52.3	222

Number Tested	2007	2	200	4	197	9	1	37	0	102	104	206	34,441
	2008	0	214	1	204	6	0	33	0	107	108	215	41,070
	2009	0	219	3	206	8	1	98	0	118	104	222	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	*	29	*	28	*		*		16	14	30	2,583	80
	2008		12	*	12					7	6	13	2,788	63
	2009		17	*	15	*	*	1		8	9	17	2,455	56
1	2007	*	35	*	36	*		5		14	22	36	1,769	70
	2008		35		32	*		*		17	18	35	2,800	81
	2009		30	*	29	*		9		12	19	31	1,577	78
2	2007		16	*	13	*	*	4		9	8	17	2,098	56
	2008		23		23	*		2		9	14	23	2,912	71
	2009		51		45	2		20		23	28	51	1,686	88
K-2	2007	*	80	*	77	1	*	9		39	44	83	6,450	206
	2008		70	*	67	1		2		33	38	71	8,500	215
	2009		98	*	89	2	*	30		43	56	99	5,718	222

Number Tested	2007	2	200	4	197	9	1	37	0	102	104	206	34,441
	2008	0	214	1	204	6	0	33	0	107	108	215	41,070
	2009	0	219	3	206	8	1	98	0	118	104	222	30,563

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	0	-	0	-	1	0.0	1	0.0
5	1	0.0	0	-	0	-	1	0.0
ALL	1	0.0	0	-	1	0.0	2	0.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
ALL (7)	Beginning	1	14.3	1	14.3	2	28.6	1	14.3	1	14.3
	Intermediate	2	28.6	2	28.6	3	42.9	4	57.1	4	57.1
	Advanced	2	28.6	3	42.9	1	14.3	1	14.3	1	14.3
	Advanced High	2	28.6	1	14.3	1	14.3	1	14.3	1	14.3

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
5 3 (60.0%)	Beginning	0			
	Intermediate	2	1		
	Advanced	0	0	1	
	Advanced High	0	0	1	

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