

Campus Data Packet

for 2009 - 10 Plans



ROSEMONT

School Number 204

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.

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
3	144
4	129
5	123
ALL	396

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	17	4.3	6	20.7
American Indian	3	0.8	*	*
Asian	2	0.5	*	*
Hispanic	348	87.9	7	24.1
White	26	6.6	15	51.7
Other	**	**	1	3.4

*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	325	82.1
Limited English proficient students	144	36.4
Special education students	35	8.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
3	2007	151	10	6.6	0	0.0	3	2.0	126	83.4	12	7.9
	2008	142	7	4.9	0	0.0	0	0.0	124	87.3	11	7.7
	2009	144	3	2.1	2	1.4	0	0.0	127	88.2	12	8.3
4	2007	122	7	5.7	1	0.8	1	0.8	106	86.9	7	5.7
	2008	112	5	4.5	1	0.9	1	0.9	98	87.5	7	6.3
	2009	129	7	5.4	0	0.0	0	0.0	115	89.1	7	5.4
5	2007	149	9	6.0	0	0.0	0	0.0	122	81.9	18	12.1
	2008	117	7	6.0	1	0.9	1	0.9	102	87.2	6	5.1
	2009	123	7	5.7	1	0.8	2	1.6	106	86.2	7	5.7
ALL	2007	547	38	6.9	2	0.4	4	0.7	457	83.5	46	8.4
	2008	371	19	5.1	2	0.5	2	0.5	324	87.3	24	6.5
	2009	396	17	4.3	3	0.8	2	0.5	348	87.9	26	6.6

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
3	2007	151	118	78.1	61	40.4	12	7.9	23	15.2	6	4.0	4.0
	2008	142	122	85.9	63	44.4	15	10.6	21	14.8	10	7.0	8.5
	2009	144	120	83.3	57	39.6	12	8.3	14	9.7	6	4.2	9.0
4	2007	122	95	77.9	40	32.8	11	9.0	24	19.7	12	9.8	0.8
	2008	112	85	75.9	44	39.3	6	5.4	22	19.6	8	7.1	0.0
	2009	129	108	83.7	50	38.8	15	11.6	20	15.5	7	5.4	0.8
5	2007	149	111	74.5	47	31.5	14	9.4	33	22.1	12	8.1	6.7
	2008	117	90	76.9	34	29.1	12	10.3	26	22.2	5	4.3	4.3
	2009	123	97	78.9	37	30.1	8	6.5	20	16.3	12	9.8	4.1
ALL	2007	547	420	76.8	184	33.6	59	10.8	105	19.2	39	7.1	3.1
	2008	371	297	80.1	141	38.0	33	8.9	69	18.6	23	6.2	4.6
	2009	396	325	82.1	144	36.4	35	8.8	54	13.6	25	6.3	4.8

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
3	2007	152.1	12,998.4	146.8	96.6	12,633.3	97.2	14	9.2	21.1	141	11,445	92.7	88.0
	2008	140.1	12,806.9	135.6	96.8	12,425.5	97.0	20	14.3	19.1	129	11,408	92.0	89.1
	2009	144.5	13,095.5	141.5	97.9	12,710.6	97.1	10	6.9	18.3	136	11,634	94.1	88.8
4	2007	123.8	12,104.9	119.9	96.8	11,768.3	97.2	20	16.2	19.7	111	10,683	89.6	88.3
	2008	110.3	12,329.8	107.5	97.4	11,960.3	97.0	9	8.2	19.7	106	10,924	96.1	88.6
	2009	126.9	12,156.4	123.3	97.2	11,789.9	97.0	16	12.6	18.1	117	10,731	92.2	88.3
5	2007	150.8	11,757.0	144.5	95.8	11,426.8	97.2	21	13.9	20.9	136	10,362	90.2	88.1
	2008	117.3	11,874.2	113.9	97.1	11,539.6	97.2	10	8.5	18.8	111	10,608	94.6	89.3
	2009	122.0	11,903.5	117.2	96.0	11,552.9	97.1	15	12.3	17.5	111	10,563	91.0	88.7
ALL	2007	555.5	—	536.2	96.5	—	—	81	14.6	—	501	—	90.2	—
	2008	367.7	—	357.0	97.1	—	—	39	10.6	—	346	—	94.1	—
	2009	393.4	—	382.0	97.1	—	—	41	10.4	—	364	—	92.5	—

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	6	20.7
Hispanic	7	24.1
White	15	51.7
Other	1	3.4

Gender	Number	Percent
Female	25	86.2
Male	4	13.8

TOTAL	29
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AVERAGE NUMBER OF ABSENCES

2007	7.1
2008	4.8
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	84.6	100.0	80.2	78.4	*	77.6	75.0		82.1	82.1	82.1	84.6	145
	2008	100.0	85.7	82.6	82.1	87.5	76.5	78.9		87.3	81.2	84.1	86.2	132
	2009	100.0	*	89.6	91.7	77.8	86.8	88.4		87.5	93.9	91.0	87.3	122
4	2007	85.7	85.7	75.8	71.9	*	55.6	58.3		77.8	76.9	77.4	69.7	115
	2008	85.7	*	80.6	79.5	*	76.9	73.3		79.6	82.8	81.3	72.1	107
	2009	100.0	85.7	76.9	75.2	50.0	64.4	63.9		77.2	80.0	78.7	75.8	122
5	2007	94.4	100.0	84.5	84.2	71.4	75.6	75.3		83.8	88.4	86.1	78.3	137
	2008	83.3	100.0	88.7	87.8	*	81.3	80.0		88.3	90.2	89.2	82.9	111
	2009	100.0	75.0	81.2	81.5	*	69.7	73.6		84.6	80.3	82.2	82.9	118
3-5	2007	89.5	95.7	80.3	78.4	70.6	71.1	71.5		81.3	82.9	82.1	77.6	397
	2008	91.3	88.9	83.9	83.1	75.0	77.9	77.6		85.5	84.3	84.9	80.3	350
	2009	100.0	82.4	82.5	82.7	65.2	73.3	77.0		83.0	84.8	84.0	81.5	362

	NUMBER TESTED IN GRADES 3-5											
2007	38	23	330	301	17	135	221	0	198	199	397	31,814
2008	23	18	305	272	16	122	205	0	172	178	350	31,840
2009	26	17	315	289	23	116	200	0	165	197	362	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	2	0	24	24	*	13	25		12	14	26	1,675	145
	2008	0	1	20	20	1	12	20		8	13	21	1,443	132
	2009	0	*	11	8	2	5	10		7	4	11	960	122
4	2007	1	1	24	25	*	16	20		14	12	26	3,189	115
	2008	1	*	18	16	*	9	16		10	10	20	2,996	107
	2009	0	1	25	25	5	16	22		13	13	26	2,449	122
5	2007	1	0	17	16	2	10	18		11	8	19	2,258	137
	2008	1	0	11	10	*	6	10		7	5	12	1,827	111
	2009	0	2	19	17	*	10	14		8	13	21	1,793	118
3-5	2007	4	1	65	65	5	39	63		37	34	71	7,122	397
	2008	2	2	49	46	4	27	46		25	28	53	6,266	350
	2009	0	3	55	50	8	31	46		28	30	58	5,202	362

NUMBER TESTED IN GRADES 3-5													
2007	38	23	330	301	17	135	221	0	198	199	397	31,814	
2008	23	18	305	272	16	122	205	0	172	178	350	31,840	
2009	26	17	315	289	23	116	200	0	165	197	362	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	76.8	82.2	74.9	72.9
	2008	78.6	81.8	83.1	78.1
	2009	78.3	81.4	82.7	85.3
4	2007	82.3	80.1	77.4	75.2
	2008	81.4	79.0	82.4	78.0
	2009	84.6	79.5	74.6	80.7
5	2007	78.7	85.5	80.7	75.3
	2008	81.8	85.6	83.4	81.2
	2009	76.3	80.4	82.6	74.6
3-5	2007	79.1	82.7	77.7	74.4
	2008	80.5	82.1	83.0	79.1
	2009	79.8	80.4	79.9	80.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	46.2	0.0	17.4	12.6	*	13.8	10.0		19.4	19.2	19.3	21.3	145
	2008	70.0	28.6	20.0	17.9	37.5	9.8	10.5		30.2	18.8	24.2	21.5	132
	2009	83.3	*	21.7	21.9	11.1	15.8	14.0		30.4	27.3	28.7	34.1	122
4	2007	14.3	57.1	28.3	23.6	*	13.9	14.6		33.3	26.9	30.4	16.6	115
	2008	42.9	*	17.2	15.4	*	10.3	10.0		16.3	20.7	18.7	14.4	107
	2009	42.9	14.3	20.4	15.8	0.0	15.6	11.5		21.1	21.5	21.3	18.4	122
5	2007	61.1	37.5	10.9	15.8	42.9	7.3	8.2		16.2	21.7	19.0	13.1	137
	2008	50.0	50.0	27.8	23.2	*	12.5	10.0		28.3	31.4	29.7	16.5	111
	2009	57.1	12.5	13.9	14.1	*	3.0	1.9		15.4	18.2	16.9	18.5	118
3-5	2007	47.4	30.4	18.5	16.9	23.5	11.9	10.4		22.7	22.1	22.4	17.1	397
	2008	56.5	27.8	21.6	18.8	25.0	10.7	10.2		25.6	23.0	24.3	17.4	350
	2009	65.4	11.8	18.7	17.3	4.3	12.1	10.0		22.4	22.3	22.4	22.7	362

	NUMBER TESTED IN GRADES 3-5											
2007	38	23	330	301	17	135	221	0	198	199	397	31,814
2008	23	18	305	272	16	122	205	0	172	178	350	31,840
2009	26	17	315	289	23	116	200	0	165	197	362	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	83.3	100.0	71.0	70.4	44.4	66.1	66.3		78.3	70.5	74.3	70.3	148
	2008	90.0	83.3	79.3	78.8	80.0	83.3	76.0		86.2	74.6	80.3	76.6	132
	2009	100.0	*	78.6	77.3	44.4	75.4	74.3		79.4	79.7	79.6	77.3	142
4	2007	57.1	85.7	80.2	74.7	42.9	62.2	62.0		81.5	76.9	79.5	75.7	117
	2008	100.0	*	74.5	73.4	*	75.0	65.6		77.6	76.3	76.9	77.9	108
	2009	100.0	100.0	78.6	77.1	58.3	72.9	71.9		86.7	75.4	80.8	79.4	125
5	2007	100.0	100.0	81.1	83.3	60.0	78.6	73.3		83.8	85.7	84.8	82.9	138
	2008	100.0	83.3	89.6	87.8	100.0	78.1	78.4		90.0	90.0	90.0	84.0	110
	2009	100.0	75.0	82.2	79.3	66.7	67.6	71.7		86.3	80.6	83.1	87.0	118
3-5	2007	86.5	96.0	77.1	76.0	50.0	68.8	67.7		81.2	77.5	79.4	76.2	403
	2008	95.7	82.4	81.0	79.9	81.0	79.4	73.6		85.1	79.5	82.3	79.5	350
	2009	100.0	76.5	79.6	77.8	55.6	72.7	73.0		83.8	78.6	81.0	81.0	385

NUMBER TESTED IN GRADES 3-5													
2007	37	25	336	308	26	138	226	0	202	200	403	32,298	
2008	23	17	306	274	21	126	208	0	174	176	350	32,696	
2009	25	17	339	316	27	139	222	0	179	206	385	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	2	0	36	34	5	20	34		15	23	38	3,303	148
	2008	1	1	24	24	2	9	23		9	17	26	2,542	132
	2009	0	*	27	27	5	14	27		14	15	29	2,781	142
4	2007	3	1	20	23	4	14	19		12	12	24	2,604	117
	2008	0	*	24	21	*	10	21		11	14	25	2,436	108
	2009	0	0	24	24	5	13	18		8	16	24	2,196	125
5	2007	0	0	21	17	4	9	20		11	10	21	1,785	138
	2008	0	1	10	10	0	7	11		6	5	11	1,730	110
	2009	0	2	18	19	2	11	15		7	13	20	1,386	118
3-5	2007	5	1	77	74	13	43	73		38	45	83	7,692	403
	2008	1	3	58	55	4	26	55		26	36	62	6,708	350
	2009	0	4	69	70	12	38	60		29	44	73	6,363	385

NUMBER TESTED IN GRADES 3-5													
2007	37	25	336	308	26	138	226	0	202	200	403	32,298	
2008	23	17	306	274	21	126	208	0	174	176	350	32,696	
2009	25	17	339	316	27	139	222	0	179	206	385	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	78.0	77.4	82.2	74.9	81.4	64.9
	2008	80.9	80.8	83.6	81.2	84.1	64.4
	2009	77.1	80.3	89.0	81.0	82.6	65.8
4	2007	79.3	84.6	81.9	78.2	76.5	75.5
	2008	78.7	76.5	74.5	77.3	72.5	73.6
	2009	83.2	78.2	76.7	72.0	80.2	77.1
5	2007	78.0	75.7	86.3	77.3	83.7	80.7
	2008	84.3	81.2	89.5	84.3	85.0	83.8
	2009	81.7	79.1	84.7	77.7	80.7	80.4
3-5	2007	78.4	78.9	83.5	76.7	80.8	73.4
	2008	81.3	79.6	82.6	81.0	80.8	73.3
	2009	80.5	79.2	83.7	77.1	81.2	73.9

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	50.0	0.0	14.5	12.2	0.0	11.9	7.9		17.4	17.9	17.6	19.2	148
	2008	50.0	33.3	25.0	23.9	30.0	20.4	16.7		35.4	19.4	27.3	26.3	132
	2009	81.8	*	19.8	20.2	0.0	15.8	12.4		25.0	25.7	25.4	29.0	142
4	2007	28.6	42.9	27.7	23.1	0.0	16.2	14.0		35.4	21.2	29.1	22.6	117
	2008	28.6	*	16.0	15.2	*	20.0	14.8		16.3	18.6	17.6	23.8	108
	2009	57.1	16.7	17.0	17.1	0.0	18.8	12.5		25.0	13.8	19.2	31.6	125
5	2007	55.6	33.3	25.2	25.5	10.0	16.7	13.3		26.5	32.9	29.7	29.3	138
	2008	50.0	50.0	44.8	40.2	0.0	37.5	27.5		48.3	42.0	45.5	31.9	110
	2009	71.4	12.5	38.6	39.1	16.7	29.4	20.8		43.1	35.8	39.0	38.4	118
3-5	2007	48.6	24.0	22.0	19.8	3.8	14.5	11.1		26.2	24.0	25.1	23.6	403
	2008	43.5	29.4	28.4	26.3	14.3	24.6	18.8		34.5	25.6	30.0	27.3	350
	2009	72.0	17.6	24.5	24.7	3.7	20.1	14.4		30.2	25.2	27.5	32.8	385

NUMBER TESTED IN GRADES 3-5													
2007	37	25	336	308	26	138	226	0	202	200	403	32,298	
2008	23	17	306	274	21	126	208	0	174	176	350	32,696	
2009	25	17	339	316	27	139	222	0	179	206	385	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	90.6	90.7	*	88.6	85.1		90.0	94.1	91.9	86.5	111
	2008	100.0	*	92.2	90.9	*	92.1	88.1		89.4	96.5	93.3	87.4	104
	2009	85.7	100.0	86.9	86.0	72.7	79.5	80.6		82.8	92.1	87.6	87.4	121

	NUMBER TESTED IN GRADE 4											
2007	7	6	96	86	4	35	47	0	60	51	111	10,408
2008	7	5	90	77	3	38	59	0	47	57	104	10,658
2009	7	7	107	100	11	44	62	0	58	63	121	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	9	8	*	4	7		6	3	9	1,408	111
	2008	0	*	7	7	*	3	7		5	2	7	1,348	104
	2009	1	0	14	14	3	9	12		10	5	15	1,264	121

	NUMBER TESTED IN GRADE 4											
2007	7	6	96	86	4	35	47	0	60	51	111	10,408
2008	7	5	90	77	3	38	59	0	47	57	104	10,658
2009	7	7	107	100	11	44	62	0	58	63	121	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	2.3	87.6	84.9	93.5	89.3
	2008	2.3	85.8	83.3	85.6	84.3
	2009	2.1	90.1	80.9	85.7	89.0

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	28.6	33.3	28.1	23.3	*	8.6	8.5		30.0	27.5	28.8	18.2	111
	2008	57.1	*	22.2	18.2	*	18.4	15.3		21.3	29.8	26.0	21.4	104
	2009	42.9	71.4	15.9	16.0	0.0	11.4	8.1		15.5	25.4	20.7	21.0	121

	NUMBER TESTED IN GRADE 4											
2007	7	6	96	86	4	35	47	0	60	51	111	10,408
2008	7	5	90	77	3	38	59	0	47	57	104	10,658
2009	7	7	107	100	11	44	62	0	58	63	121	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	94.1	88.9	77.1	76.2	66.7	71.4	66.2		77.9	80.9	79.4	62.3	136
	2008	*	83.3	79.1	75.0	*	63.3	63.0		82.5	76.6	79.8	71.9	104
	2009	100.0	66.7	65.7	67.8	*	58.1	53.8		76.0	62.5	68.4	75.9	114

	NUMBER TESTED IN GRADE 5											
2007	17	9	109	101	9	42	74	0	68	68	136	10,296
2008	5	6	91	76	4	30	46	0	57	47	104	10,686
2009	7	6	99	90	4	31	52	0	50	64	114	10,550

Shaded cells indicate percentages below 55 percent, the 2010 AEIS science minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007	1	1	25	24	3	12	25		15	13	28	3,881	136
	2008	*	1	19	19	*	11	17		10	11	21	3,005	104
	2009	0	2	34	29	*	13	24		12	24	36	2,542	114

NUMBER TESTED IN GRADE 5

	2007	2008	2009
White	17	5	7
African Amer	9	6	6
Hispanic	109	91	99
Econ Disadv	101	76	90
Special Educ	9	4	4
LEP	42	30	31
At Risk	74	46	52
Migrant	0	0	0
Male	68	57	50
Female	68	47	64
All	136	104	114
Dallas ISD	10,296	10,686	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	84.4	84.9	85.7	70.8
	2008	88.5	88.9	82.8	70.5
	2009	87.2	87.4	77.3	65.1

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	47.1	22.2	22.0	25.7	11.1	19.0	13.5		30.9	19.1	25.0	18.0	136
	2008	*	16.7	28.6	23.7	*	13.3	13.0		35.1	23.4	29.8	24.8	104
	2009	57.1	16.7	20.2	22.2	*	16.1	13.5		28.0	20.3	23.7	29.1	114

	NUMBER TESTED IN GRADE 5											
2007	17	9	109	101	9	42	74	0	68	68	136	10,296
2008	5	6	91	76	4	30	46	0	57	47	104	10,686
2009	7	6	99	90	4	31	52	0	50	64	114	10,550

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												82.9	0
	2008			*	*		*	*		*	*	*	85.4	2
	2009			94.4	94.4		94.4	94.4		100.0	88.9	94.4	89.4	18
4	2007												65.9	0
	2008			*	*		*	*		*	*	*	67.0	2
	2009			*	*		*	*		*		*	72.7	1
5	2007												75.8	0
	2008			*	*		*	*			*	*	70.6	1
	2009												79.7	0
ALL	2007												—	0
	2008			*	*		*	*		*	*	*	—	5
	2009			94.7	94.7		94.7	94.7		100.0	88.9	94.7	—	19

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	5	5	0	5	4	0	2	3	5	—	
2009	0	0	19	19	0	19	19	0	10	9	19	—	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												219	0
	2008			*	*		*	*		*	*	*	239	2
	2009			1	1		1	1		0	1	1	514	18
4	2007												122	0
	2008			*	*		*	*		*	*	*	215	2
	2009			*	*		*	*		*		*	268	1
5	2007												22	0
	2008			*	*		*	*			*	*	65	1
	2009												86	0
ALL	2007												—	0
	2008			*	*		*	*		*	*	*	—	5
	2009			1	1		1	1		0	1	1	—	19

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	5	5	0	5	4	0	2	3	5	—	
2009	0	0	19	19	0	19	19	0	10	9	19	—	

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	75.6	81.7	71.3	70.8
4	2007				
	2008	*	*	*	*
	2009	*	*	*	*
5	2007				
	2008	*	*	*	*
	2009				
ALL	2007				
	2008	*	*	*	*
	2009	75.1	82.0	72.1	71.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												14.8	0
	2008			*	*		*	*		*	*	*	17.2	2
	2009			11.1	11.1		11.1	11.1		22.2	0.0	11.1	30.6	18
4	2007												14.2	0
	2008			*	*		*	*		*	*	*	13.5	2
	2009			*	*		*	*		*		*	21.1	1
5	2007												17.6	0
	2008			*	*		*	*			*	*	19.9	1
	2009												15.3	0
ALL	2007												—	0
	2008			*	*		*	*		*	*	*	—	5
	2009			10.5	10.5		10.5	10.5		20.0	0.0	10.5	—	19

NUMBER TESTED IN ALL GRADES													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	5	5	0	5	4	0	2	3	5	—	
2009	0	0	19	19	0	19	19	0	10	9	19	—	

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	5
	2009			*	*	*	*	*		*		*	87.7	3
4														
	2008			*	*	*	*	*		*	*	*	70.7	2
	2009			*	*	*	*	*		*	*	*	71.8	5
5														
	2008		*	85.7	85.7	87.5	*	85.7		87.5		87.5	73.3	8
	2009			*	*	*	*	*		*	*	*	80.3	3
3-5														
	2008		*	85.7	85.7	86.7	85.7	84.6		85.7	*	86.7	73.7	15
	2009			72.7	72.7	72.7	*	80.0		75.0	*	72.7	79.2	11

NUMBER TESTED IN GRADES 3-5													
2008	0	1	14	14	15	7	13	0	14	1	15	1,807	
2009	0	0	11	11	11	5	10	0	8	3	11	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	5
	2009			*	*	*	*	*		*		*	60	3
4														
	2008			*	*	*	*	*		*	*	*	181	2
	2009			*	*	*	*	*		*	*	*	192	5
5														
	2008		*	1	1	1	*	1		1		1	179	8
	2009			*	*	*	*	*		*	*	*	137	3
3-5														
	2008		*	2	2	2	1	2		2	*	2	476	15
	2009			3	3	3	*	2		2	*	3	389	11

NUMBER TESTED IN GRADES 3-5													
2008	0	1	14	14	15	7	13	0	14	1	15	1,807	
2009	0	0	11	11	11	5	10	0	8	3	11	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	*	*	*	*
	2009	*	*	*	*
5					
	2008	73.9	91.7	77.1	69.3
	2009	*	*	*	*
3-5					
	2008	73.0	78.9	69.1	65.9
	2009	61.6	48.5	58.5	52.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			*	*	*	*	*		*		*	10.8	5
	2009			*	*	*	*	*		*		*	16.2	3
4														
	2008			*	*	*	*	*		*	*	*	9.7	2
	2009			*	*	*	*	*		*	*	*	8.9	5
5														
	2008		*	14.3	28.6	25.0	*	14.3		25.0		25.0	14.9	8
	2009			*	*	*	*	*		*	*	*	14.1	3
3-5														
	2008		*	14.3	21.4	20.0	14.3	15.4		21.4	*	20.0	12.0	15
	2009			0.0	0.0	0.0	*	0.0		0.0	*	0.0	12.7	11

NUMBER TESTED IN GRADES 3-5														
2008	0	1	14	14	15	7	13	0	14	1	15	1,807		
2009	0	0	11	11	11	5	10	0	8	3	11	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	2
4														
	2008			*	*	*		*		*		*	69.1	1
	2009		*	*	*	*	*	*		*	*	*	75.8	3
5														
	2008		*	*	*	83.3	*	*		83.3		83.3	64.0	6
	2009			*	*	*		*		*		*	80.2	3
3-5														
	2008	*	*	75.0	75.0	72.7	*	70.0		70.0	*	72.7	69.4	11
	2009	*	*	66.7	66.7	75.0	*	71.4		*	*	75.0	78.8	8

NUMBER TESTED IN GRADES 3-5													
2008	1	2	8	8	11	4	10	0	10	1	11	1,730	
2009	1	1	6	6	8	1	7	0	5	3	8	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	2
4														
	2008			*	*	*		*		*		*	173	1
	2009		*	*	*	*	*	*		*	*	*	157	3
5														
	2008		*	*	*	1	*	*		1		1	227	6
	2009			*	*	*		*		*		*	127	3
3-5														
	2008	*	*	2	2	3	*	3		3	*	3	529	11
	2009	*	*	2	2	2	*	2		*	*	2	369	8

NUMBER TESTED IN GRADES 3-5														
2008	1	2	8	8	11	4	10	0	10	1	11	1,730		
2009	1	1	6	6	8	1	7	0	5	3	8	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	*	*	*	*	*	*
5							
	2008	59.3	58.3	58.3	77.8	66.7	70.0
	2009	*	*	*	*	*	*
3-5							
	2008	60.4	58.8	57.3	77.0	66.7	51.8
	2009	46.4	45.4	71.7	58.8	41.7	75.4

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)
3														
	2008	*	*	*	*	*	*	*		*	*	*	16.1	4
	2009	*		*	*	*		*		*	*	*	22.3	2
4														
	2008			*	*	*		*		*		*	14.3	1
	2009		*	*	*	*	*	*		*	*	*	14.0	3
5														
	2008		*	*	*	0.0	*	*		0.0		0.0	14.0	6
	2009			*	*	*		*		*		*	17.2	3
3-5														
	2008	*	*	0.0	0.0	0.0	*	0.0		0.0	*	0.0	14.7	11
	2009	*	*	0.0	0.0	12.5	*	14.3		*	*	12.5	17.3	8

NUMBER TESTED IN GRADES 3-5													
2008	1	2	8	8	11	4	10	0	10	1	11	1,730	
2009	1	1	6	6	8	1	7	0	5	3	8	1,743	

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	100.0	4	25.0	15	13.3	20	20.0
5	2	0.0	2	100.0	0	-	4	50.0
ALL	3	33.3	6	50.0	15	13.3	24	25.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
3 (57)	Beginning	6	10.5	2	3.5	4	7.0	2	3.5	2	3.5
	Intermediate	23	40.4	25	43.9	22	38.6	17	29.8	17	29.8
	Advanced	16	28.1	19	33.3	17	29.8	17	29.8	19	33.3
	Advanced High	12	21.1	11	19.3	14	24.6	21	36.8	19	33.3
4 (48)	Beginning	0	0.0	0	0.0	2	4.2	1	2.1	1	2.1
	Intermediate	14	29.2	16	33.3	17	35.4	6	12.5	6	12.5
	Advanced	17	35.4	15	31.3	21	43.8	13	27.1	14	29.2
	Advanced High	17	35.4	17	35.4	8	16.7	28	58.3	27	56.3
5 (37)	Beginning	2	5.4	2	5.4	2	5.4	2	5.4	2	5.4
	Intermediate	8	21.6	6	16.2	10	27.0	4	10.8	4	10.8
	Advanced	18	48.6	19	51.4	18	48.6	4	10.8	5	13.5
	Advanced High	9	24.3	10	27.0	7	18.9	27	73.0	26	70.3
ALL (142)	Beginning	8	5.6	4	2.8	8	5.6	5	3.5	5	3.5
	Intermediate	45	31.7	47	33.1	49	34.5	27	19.0	27	19.0
	Advanced	51	35.9	53	37.3	56	39.4	34	23.9	38	26.8
	Advanced High	38	26.8	38	26.8	29	20.4	76	53.5	72	50.7

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>57</div> <div>40 (70.2%)</div>	Beginning	2			
	Intermediate	8	9		
	Advanced	1	12	6	
	Advanced High	1	3	15	
<div>46</div> <div>34 (73.9%)</div>	Beginning	1			
	Intermediate	2	3		
	Advanced	2	3	8	
	Advanced High	0	1	26	
<div>33</div> <div>28 (84.8%)</div>	Beginning	0			
	Intermediate	0	3		
	Advanced	1	1	2	
	Advanced High	0	2	24	
<div>136</div> <div>102 (75.0%)</div>	Beginning	3			
	Intermediate	10	15		
	Advanced	4	16	16	
	Advanced High	1	6	65	

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