

# Campus Data Packet

for 2009 - 10 Plans



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School Number 215

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

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

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## **2009-10 SCHOOL SUMMARY**

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

## **ENROLLMENT**

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

## **ATTENDANCE**

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

## **TEACHERS**

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

## **TAKS**

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

**TAKS-M (Modified)**

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

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

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

**TELPAS**

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

**STUDENT ENROLLMENT**

Grade	Enrollment
EC	11
PK	44
KN	74
1	83
2	93
3	85
4	74
5	67
ALL	531

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	512	96.4	30	85.7
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	16	3.0	0	0.0
White	3	0.6	5	14.3
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	491	92.5
Limited English proficient students	10	1.9
Special education students	28	5.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	44	43	97.7	0	0.0	0	0.0	1	2.3	0	0.0
	2008	43	40	93.0	0	0.0	0	0.0	3	7.0	0	0.0
	2009	44	44	100.0	0	0.0	0	0.0	0	0.0	0	0.0
KN	2007	73	71	97.3	0	0.0	0	0.0	2	2.7	0	0.0
	2008	79	75	94.9	0	0.0	0	0.0	2	2.5	2	2.5
	2009	74	70	94.6	0	0.0	0	0.0	4	5.4	0	0.0
1	2007	81	80	98.8	0	0.0	0	0.0	1	1.2	0	0.0
	2008	97	92	94.8	0	0.0	0	0.0	3	3.1	2	2.1
	2009	83	81	97.6	0	0.0	0	0.0	1	1.2	1	1.2
2	2007	75	72	96.0	0	0.0	0	0.0	1	1.3	2	2.7
	2008	87	86	98.9	0	0.0	0	0.0	1	1.1	0	0.0
	2009	93	88	94.6	0	0.0	0	0.0	4	4.3	1	1.1
3	2007	78	78	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	2008	76	75	98.7	0	0.0	0	0.0	1	1.3	0	0.0
	2009	85	84	98.8	0	0.0	0	0.0	1	1.2	0	0.0
4	2007	100	96	96.0	0	0.0	0	0.0	3	3.0	1	1.0
	2008	79	77	97.5	0	0.0	0	0.0	1	1.3	1	1.3
	2009	74	73	98.6	0	0.0	0	0.0	1	1.4	0	0.0
5	2007	76	74	97.4	0	0.0	0	0.0	1	1.3	1	1.3
	2008	92	89	96.7	0	0.0	0	0.0	2	2.2	1	1.1
	2009	67	64	95.5	0	0.0	0	0.0	2	3.0	1	1.5
EC-5	2007	539	526	97.6	0	0.0	0	0.0	9	1.7	4	0.7
	2008	562	542	96.4	0	0.0	0	0.0	14	2.5	6	1.1
	2009	531	512	96.4	0	0.0	0	0.0	16	3.0	3	0.6

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	44	44	100.0	0	0.0	1	2.3	0	0.0	44	100.0	0.0
	2008	43	42	97.7	3	7.0	0	0.0	0	0.0	43	100.0	0.0
	2009	44	44	100.0	0	0.0	0	0.0	0	0.0	44	100.0	0.0
KN	2007	73	65	89.0	2	2.7	3	4.1	4	5.5	29	39.7	0.0
	2008	79	73	92.4	0	0.0	3	3.8	2	2.5	32	40.5	1.3
	2009	74	67	90.5	4	5.4	1	1.4	0	0.0	32	43.2	0.0
1	2007	81	66	81.5	1	1.2	2	2.5	5	6.2	8	9.9	4.9
	2008	97	89	91.8	2	2.1	3	3.1	8	8.2	11	11.3	9.3
	2009	83	78	94.0	0	0.0	5	6.0	3	3.6	6	7.2	6.0
2	2007	75	67	89.3	1	1.3	3	4.0	10	13.3	14	18.7	5.3
	2008	87	75	86.2	1	1.1	2	2.3	13	14.9	11	12.6	1.1
	2009	93	88	94.6	3	3.2	3	3.2	12	12.9	5	5.4	1.1
3	2007	78	64	82.1	0	0.0	5	6.4	6	7.7	11	14.1	2.6
	2008	76	64	84.2	1	1.3	1	1.3	10	13.2	5	6.6	6.6
	2009	85	74	87.1	1	1.2	4	4.7	13	15.3	4	4.7	2.4
4	2007	100	83	83.0	2	2.0	8	8.0	12	12.0	9	9.0	1.0
	2008	79	70	88.6	0	0.0	5	6.3	8	10.1	4	5.1	2.5
	2009	74	68	91.9	1	1.4	3	4.1	8	10.8	10	13.5	2.7
5	2007	76	61	80.3	1	1.3	9	11.8	7	9.2	5	6.6	0.0
	2008	92	83	90.2	2	2.2	8	8.7	14	15.2	8	8.7	2.2
	2009	67	63	94.0	1	1.5	1	1.5	6	9.0	5	7.5	0.0
EC-5	2007	539	461	85.5	7	1.3	43	8.0	44	8.2	124	23.0	3.5
	2008	562	504	89.7	9	1.6	31	5.5	55	9.8	118	21.0	4.6
	2009	531	491	92.5	10	1.9	28	5.3	42	7.9	111	20.9	3.0

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	21.2	4,117.2	20.1	94.7	3,933.6	95.5	48	100.0	100.0	40	7,436	100.0	100.0
	2008	21.0	4,133.2	20.0	95.3	3,942.7	95.4	46	100.0	100.0	40	7,427	100.0	100.0
	2009	21.3	4,167.8	20.6	96.6	3,975.6	95.4	46	100.0	100.0	41	7,332	100.0	100.0
KN	2007	71.1	13,945.0	68.4	96.2	13,385.6	96.0	13	18.3	24.3	61	12,035	85.8	86.3
	2008	76.1	13,568.1	72.6	95.4	13,004.4	95.8	20	26.3	23.5	65	11,618	85.4	85.6
	2009	72.7	13,515.0	69.0	94.9	12,939.1	95.7	10	13.8	22.5	61	11,501	83.9	85.1
1	2007	77.7	14,353.8	75.5	97.1	13,851.4	96.5	16	20.6	23.2	70	12,437	90.1	86.6
	2008	94.8	14,626.9	91.6	96.5	14,102.7	96.4	18	19.0	21.2	83	12,704	87.5	86.9
	2009	79.7	14,250.8	76.8	96.3	13,719.9	96.3	19	23.8	20.7	68	12,300	85.3	86.3
2	2007	74.7	13,403.8	72.3	96.8	12,978.9	96.8	16	21.4	21.7	67	11,729	89.7	87.5
	2008	81.7	13,708.6	79.5	97.2	13,269.8	96.8	17	20.8	19.7	73	12,043	89.3	87.9
	2009	93.7	13,950.1	90.4	96.5	13,499.0	96.8	10	10.7	18.6	86	12,231	91.8	87.7
3	2007	79.1	12,998.4	76.8	97.1	12,633.3	97.2	10	12.6	21.1	70	11,445	88.5	88.0
	2008	77.4	12,806.9	74.6	96.4	12,425.5	97.0	11	14.2	19.1	66	11,408	85.3	89.1
	2009	87.1	13,095.5	84.6	97.2	12,710.6	97.1	8	9.2	18.3	81	11,634	93.0	88.8
4	2007	92.3	12,104.9	89.6	97.1	11,768.3	97.2	21	22.7	19.7	81	10,683	87.7	88.3
	2008	76.5	12,329.8	73.2	95.7	11,960.3	97.0	10	13.1	19.7	67	10,924	87.6	88.6
	2009	71.6	12,156.4	68.4	95.5	11,789.9	97.0	10	14.0	18.1	61	10,731	85.2	88.3
5	2007	75.6	11,757.0	73.9	97.8	11,426.8	97.2	17	22.5	20.9	68	10,362	90.0	88.1
	2008	92.4	11,874.2	90.3	97.7	11,539.6	97.2	17	18.4	18.8	82	10,608	88.7	89.3
	2009	65.2	11,903.5	64.1	98.4	11,552.9	97.1	10	15.3	17.5	61	10,563	93.6	88.7
EC-5	2007	502.7	83,122.6	486.8	96.8	80,387.4	96.7	147	29.2	33.3	467	76,416	92.9	91.9
	2008	528.1	83,438.7	509.1	96.4	80,606.0	96.6	142	26.9	31.9	480	76,970	90.9	92.2
	2009	500.5	83,476.5	482.2	96.3	80,586.5	96.5	118	23.6	30.9	463	76,517	92.5	91.7



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	30	85.7
Hispanic	0	0.0
White	5	14.3
Other	0	0.0

Gender	Number	Percent
Female	31	88.6
Male	4	11.4

<b>TOTAL</b>	<b>35</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	7.2
<b>2008</b>	11.1
<b>2009</b>	8.6

**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		78.4		78.7	*		66.7		73.3	86.2	78.4	84.6	74
	2008		84.7	*	79.7	*	*	62.5	*	81.1	84.6	82.9	86.2	76
	2009		82.9	*	80.6	*	*	62.5		85.7	80.5	83.1	87.3	83
4	2007	*	59.8	*	56.6	*	*	21.1	*	66.7	52.2	59.6	69.7	94
	2008	*	58.6	*	55.6	*		36.4		48.8	68.8	57.5	72.1	73
	2009		72.1	*	71.2		*	50.0		68.6	76.5	72.5	75.8	69
5	2007	*	92.5	*	91.1	*	*	80.8		91.2	94.3	92.8	78.3	69
	2008	*	75.0	*	71.6	*	*	62.8	*	76.2	73.8	75.0	82.9	84
	2009	*	96.6	*	96.7		*	93.3		93.3	100.0	96.8	82.9	62
3-5	2007	*	75.4	*	73.6	66.7	*	60.0	*	75.6	74.5	75.1	77.6	237
	2008	*	73.0	*	69.2	*	*	54.6	*	68.3	76.1	72.1	80.3	233
	2009	*	83.3	*	82.3	*	*	68.5		82.2	85.0	83.6	81.5	214

NUMBER TESTED IN GRADES 3-5													
2007	2	228	4	193	6	3	75	2	127	110	237	31,814	
2008	2	222	4	201	4	3	108	4	120	113	233	31,840	
2009	1	209	4	198	3	3	92	0	107	107	214	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		16		13	*		10		12	4	16	1,675	74
	2008		11	*	13	*	*	12	*	7	6	13	1,443	76
	2009		14	*	14	*	*	12		6	8	14	960	83
4	2007	*	35	*	33	*	*	15	*	16	22	38	3,189	94
	2008	*	29	*	28	*		21		21	10	31	2,996	73
	2009		19	*	19		*	15		11	8	19	2,449	69
5	2007	*	5	*	5	*	*	5		3	2	5	2,258	69
	2008	*	20	*	21	*	*	16	*	10	11	21	1,827	84
	2009	*	2	*	2		*	2		2	0	2	1,793	62
3-5	2007	*	56	*	51	2	*	30	*	31	28	59	7,122	237
	2008	*	60	*	62	*	*	49	*	38	27	65	6,266	233
	2009	*	35	*	35	*	*	29		19	16	35	5,202	214

NUMBER TESTED IN GRADES 3-5													
2007	2	228	4	193	6	3	75	2	127	110	237	31,814	
2008	2	222	4	201	4	3	108	4	120	113	233	31,840	
2009	1	209	4	198	3	3	92	0	107	107	214	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	74.7	80.9	68.9	72.5
	2008	76.1	80.3	80.5	74.5
	2009	74.5	81.1	81.9	80.3
4	2007	73.0	73.4	67.6	66.4
	2008	74.8	68.5	70.5	65.2
	2009	80.1	73.2	68.7	71.9
5	2007	81.5	85.1	80.6	74.5
	2008	75.3	77.8	76.2	70.0
	2009	83.3	78.8	84.1	75.8
3-5	2007	76.0	79.2	71.8	70.6
	2008	75.4	75.7	75.8	70.0
	2009	78.8	77.9	78.3	76.3

**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		16.2		9.8	*		0.0		15.6	17.2	16.2	21.3	74
	2008		25.0	*	20.3	*	*	6.3	*	18.9	30.8	25.0	21.5	76
	2009		29.3	*	25.0	*	*	9.4		23.8	36.6	30.1	34.1	83
4	2007	*	9.2	*	7.9	*	*	0.0	*	12.5	6.5	9.6	16.6	94
	2008	*	2.9	*	1.6	*		0.0		0.0	6.3	2.7	14.4	73
	2009		10.3	*	10.6		*	6.7		17.1	5.9	11.6	18.4	69
5	2007	*	17.9	*	14.3	*	*	0.0		17.6	17.1	17.4	13.1	69
	2008	*	12.5	*	12.2	*	*	2.3	*	14.3	9.5	11.9	16.5	84
	2009	*	15.3	*	15.0		*	6.7		16.7	12.5	14.5	18.5	62
3-5	2007	*	14.0	*	10.4	0.0	*	0.0	*	15.0	12.7	13.9	17.1	237
	2008	*	13.5	*	11.4	*	*	2.8	*	10.8	15.9	13.3	17.4	233
	2009	*	19.1	*	17.2	*	*	7.6		19.6	19.6	19.6	22.7	214

NUMBER TESTED IN GRADES 3-5													
2007	2	228	4	193	6	3	75	2	127	110	237	31,814	
2008	2	222	4	201	4	3	108	4	120	113	233	31,840	
2009	1	209	4	198	3	3	92	0	107	107	214	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		54.1		50.0	*		28.6		48.9	62.1	54.1	70.3	74
	2008		61.1	*	53.1	*	*	28.1	*	64.9	53.8	59.2	76.6	76
	2009		56.8	*	56.3	*	*	32.3		53.7	61.0	57.3	77.3	82
4	2007	*	60.2	*	57.1	*	*	20.0	*	67.3	52.2	60.0	75.7	95
	2008	*	65.2	*	66.1	*		42.4		70.0	59.4	65.3	77.9	72
	2009		73.5	*	72.7		*	60.0		74.3	73.5	73.9	79.4	69
5	2007	*	91.0	*	92.9	*	*	76.9		88.9	93.9	91.3	82.9	69
	2008	*	59.5	*	54.5	*	*	35.6	*	68.9	50.0	59.8	84.0	87
	2009	*	88.1	*	87.5		*	80.0		90.3	85.7	87.9	87.0	66
3-5	2007	*	67.2	*	65.1	25.0	*	43.2	*	66.9	67.6	67.2	76.2	238
	2008	*	61.8	*	57.6	*	*	35.5	*	68.0	54.0	61.3	79.5	235
	2009	*	71.2	*	71.6	*	*	57.1		71.0	72.7	71.9	81.0	217

NUMBER TESTED IN GRADES 3-5													
2007	2	229	4	195	8	3	74	2	130	108	238	32,298	
2008	2	225	4	203	5	3	110	4	122	113	235	32,696	
2009	1	208	4	201	2	3	91	0	107	110	217	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		34		31	*		20		23	11	34	3,303	74
	2008		28	*	30	*	*	23	*	13	18	31	2,542	76
	2009		35	*	31	*	*	21		19	16	35	2,781	82
4	2007	*	35	*	33	*	*	16	*	16	22	38	2,604	95
	2008	*	24	*	21	*		19		12	13	25	2,436	72
	2009		18	*	18		*	12		9	9	18	2,196	69
5	2007	*	6	*	4	*	*	6		4	2	6	1,785	69
	2008	*	34	*	35	*	*	29	*	14	21	35	1,730	87
	2009	*	7	*	8		*	6		3	5	8	1,386	66
3-5	2007	*	75	*	68	6	*	42	*	43	35	78	7,692	238
	2008	*	86	*	86	*	*	71	*	39	52	91	6,708	235
	2009	*	60	*	57	*	*	39		31	30	61	6,363	217

NUMBER TESTED IN GRADES 3-5													
2007	2	229	4	195	8	3	74	2	130	108	238	32,298	
2008	2	225	4	203	5	3	110	4	122	113	235	32,696	
2009	1	208	4	201	2	3	91	0	107	110	217	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	65.3	66.9	71.8	71.6	72.6	56.1
	2008	70.3	74.3	76.1	67.8	78.9	62.5
	2009	65.7	68.1	74.0	62.8	70.4	59.5
4	2007	74.4	76.7	69.8	66.7	62.1	62.1
	2008	77.0	77.6	65.7	70.6	70.1	66.7
	2009	83.8	76.4	74.2	72.7	79.0	68.1
5	2007	83.0	77.8	83.0	77.6	76.1	79.7
	2008	68.3	67.8	67.2	67.3	56.9	69.0
	2009	87.3	82.9	88.5	74.0	81.4	76.5
3-5	2007	74.0	74.0	74.3	71.4	69.4	65.3
	2008	71.6	72.9	69.6	68.5	68.1	66.2
	2009	78.0	75.2	78.5	69.4	76.5	67.4



**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	2007		10.8		9.7	*		3.6		4.4	20.7	10.8	19.2	74
	2008		16.7	*	15.6	*	*	3.1	*	16.2	17.9	17.1	26.3	76
	2009		13.6	*	12.7	*	*	3.2		9.8	17.1	13.4	29.0	82
4	2007	*	9.1	*	7.8	*	*	0.0	*	6.1	10.9	8.4	22.6	95
	2008	*	10.1	*	8.1	*		0.0		10.0	9.4	9.7	23.8	72
	2009		27.9	*	28.8		*	13.3		34.3	23.5	29.0	31.6	69
5	2007	*	25.4	*	21.4	*	*	3.8		25.0	24.2	24.6	29.3	69
	2008	*	6.0	*	5.2	*	*	2.2	*	6.7	4.8	5.7	31.9	87
	2009	*	28.8	*	31.3		*	20.0		25.8	37.1	31.8	38.4	66
3-5	2007	*	14.4	*	12.3	0.0	*	2.7	*	10.8	17.6	13.9	23.6	238
	2008	*	10.7	*	9.4	*	*	1.8	*	10.7	10.6	10.6	27.3	235
	2009	*	22.6	*	23.9	*	*	12.1		22.4	25.5	24.0	32.8	217


NUMBER TESTED IN GRADES 3-5													
2007	2	229	4	195	8	3	74	2	130	108	238	32,298	
2008	2	225	4	203	5	3	110	4	122	113	235	32,696	
2009	1	208	4	201	2	3	91	0	107	110	217	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	*	88.4	*	86.7	*	*	90.0	*	91.5	86.0	88.9	86.5	90
	2008	*	91.7	*	90.8	*		85.3		88.1	96.9	91.9	87.4	74
	2009		82.6	*	84.8		*	74.2		75.0	91.2	82.9	87.4	70

NUMBER TESTED IN GRADE 4													
2007	1	86	3	75	3	2	20	2	47	43	90	10,408	
2008	1	72	1	65	1	0	34	0	42	32	74	10,658	
2009	0	69	1	66	0	1	31	0	36	34	70	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	*	10	*	10	*	*	2	*	4	6	10	1,408	90
	2008	*	6	*	6	*		5		5	1	6	1,348	74
	2009		12	*	10		*	8		9	3	12	1,264	70

NUMBER TESTED IN GRADE 4													
2007	1	86	3	75	3	2	20	2	47	43	90	10,408	
2008	1	72	1	65	1	0	34	0	42	32	74	10,658	
2009	0	69	1	66	0	1	31	0	36	34	70	10,032	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.3	79.7	81.8	91.0	89.9
	2008	2.4	80.7	81.4	85.8	86.7
	2009	2.3	83.6	78.6	82.7	91.1

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

**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	*	22.1	*	21.3	*	*	5.0	*	25.5	23.3	24.4	18.2	90
	2008	*	38.9	*	36.9	*		11.8		33.3	46.9	39.2	21.4	74
	2009		34.8	*	34.8		*	12.9		36.1	35.3	35.7	21.0	70

NUMBER TESTED IN GRADE 4													
2007	1	86	3	75	3	2	20	2	47	43	90	10,408	
2008	1	72	1	65	1	0	34	0	42	32	74	10,658	
2009	0	69	1	66	0	1	31	0	36	34	70	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	*	68.7	*	66.1	*	*	40.0		69.4	69.7	69.6	62.3	69
	2008	*	46.4	*	41.6	*	*	28.9	*	48.9	45.2	47.1	71.9	87
	2009	*	52.5	*	53.1		*	30.0		51.6	57.1	54.5	75.9	66

NUMBER TESTED IN GRADE 5													
2007	1	67	1	56	1	1	25	0	36	33	69	10,296	
2008	1	84	2	77	3	2	45	2	45	42	87	10,686	
2009	1	59	2	64	0	1	30	0	31	35	66	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	*	21	*	19	*	*	15		11	10	21	3,881	69
	2008	*	45	*	45	*	*	32	*	23	23	46	3,005	87
	2009	*	28	*	30		*	21		15	15	30	2,542	66

NUMBER TESTED IN GRADE 5													
2007	1	67	1	56	1	1	25	0	36	33	69	10,296	
2008	1	84	2	77	3	2	45	2	45	42	87	10,686	
2009	1	59	2	64	0	1	30	0	31	35	66	10,550	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	80.0	81.8	81.5	72.1
	2008	73.8	71.4	68.6	64.0
	2009	81.0	84.2	77.3	52.0



**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)
5	2007	*	23.9	*	19.6	*	*	0.0		27.8	18.2	23.2	18.0	69
	2008	*	7.1	*	6.5	*	*	2.2	*	6.7	9.5	8.0	24.8	87
	2009	*	3.4	*	3.1		*	0.0		6.5	0.0	3.0	29.1	66

NUMBER TESTED IN GRADE 5													
2007	1	67	1	56	1	1	25	0	36	33	69	10,296	
2008	1	84	2	77	3	2	45	2	45	42	87	10,686	
2009	1	59	2	64	0	1	30	0	31	35	66	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	0
	2009		*		*	*		*		*	*	*	87.7	2
4														
	2008		*		*	*		*		*	*	*	70.7	4
	2009		*		*	*		*		*	*	*	71.8	3
5														
	2008		100.0		*	100.0		*		*	*	100.0	73.3	6
	2009		*		*	*		*			*	*	80.3	1
3-5														
	2008		100.0		100.0	100.0		*		100.0	*	100.0	73.7	10
	2009		66.7		66.7	66.7		*		*	*	66.7	79.2	6

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

NUMBER TESTED IN GRADES 3-5													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
2008	0	10	0	9	10	0	5	0	6	4	10	1,807	
2009	0	6	0	6	6	0	4	0	3	3	6	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	83.3	69.4	88.9	78.8
	2009	*	*	*	*
3-5					
	2008	80.8	78.3	80.0	82.3
	2009	63.1	58.3	56.7	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														
	2008												10.8	0
	2009		*		*	*		*		*	*	*	16.2	2
4														
	2008		*		*	*		*		*	*	*	9.7	4
	2009		*		*	*		*		*	*	*	8.9	3
5														
	2008		16.7		*	16.7		*		*	*	16.7	14.9	6
	2009		*		*	*		*			*	*	14.1	1
3-5														
	2008		20.0		22.2	20.0		*		16.7	*	20.0	12.0	10
	2009		16.7		16.7	16.7		*		*	*	16.7	12.7	6

NUMBER TESTED IN GRADES 3-5														
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)	
2008	0	10	0	9	10	0	5	0	6	4	10	1,807		
2009	0	6	0	6	6	0	4	0	3	3	6	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	0
	2009		*		*	*		*		*	*	*	81.2	3
4														
	2008		*		*	*		*		*	*	*	69.1	4
	2009		*		*	*		*		*	*	*	75.8	3
5														
	2008		*		*	*		*		*	*	*	64.0	5
	2009		*		*	*		*		*	*	*	80.2	1
3-5														
	2008		88.9		87.5	88.9		*		*	*	88.9	69.4	9
	2009		85.7		85.7	85.7		*		*	*	85.7	78.8	7

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

NUMBER TESTED IN GRADES 3-5														
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)	
2008	0	9	0	8	9	0	5	0	5	4	9	1,730		
2009	0	7	0	7	7	0	5	0	4	3	7	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	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-5	2008	67.9	81.5	60.4	66.7	44.4	63.7
	2009	71.2	59.5	64.3	61.0	47.6	61.4



**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	0
	2009		*		*	*		*		*	*	*	22.3	3
4														
	2008		*		*	*		*		*	*	*	14.3	4
	2009		*		*	*		*		*	*	*	14.0	3
5														
	2008		*		*	*		*		*	*	*	14.0	5
	2009		*		*	*		*		*	*	*	17.2	1
3-5														
	2008		22.2		12.5	22.2		*		*	*	22.2	14.7	9
	2009		0.0		0.0	0.0		*		*	*	0.0	17.3	7

NUMBER TESTED IN GRADES 3-5													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested
2008	0	9	0	8	9	0	5	0	5	4	9	1,730	
2009	0	7	0	7	7	0	5	0	4	3	7	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	*	82.4	81.4	46.9	70
	2008	*	60.3	59.7	57.6	77
	2009	65.0	94.3	86.3	41.9	73
1	2007	31.3	90.8	79.0	51.4	81
	2008	40.0	65.9	63.3	50.2	98
	2009	48.4	56.8	53.3	54.2	75
2	2007	30.4	85.7	68.1	44.5	72
	2008	50.0	76.6	69.8	50.2	86
	2009	40.0	82.9	59.3	47.9	91
1-2	2007	30.8	88.6	73.9	47.6	153
	2008	46.9	70.4	66.3	50.2	184
	2009	43.2	69.4	56.6	51.0	166

Grade	Year	MATHEMATICS TOTAL (**MATHMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	82.6	83.1	44.3	71
	2008	*	67.1	66.2	44.9	77
	2009	80.0	98.1	93.2	52.8	73
1	2007	43.8	87.7	79.0	48.8	81
	2008	40.0	70.5	67.3	55.5	98
	2009	63.6	79.6	73.2	50.4	82
2	2007	69.6	92.0	84.9	55.6	73
	2008	69.6	88.9	83.7	57.5	86
	2009	68.0	97.6	81.3	53.2	91
K-2	2007	61.0	87.0	82.2	49.1	225
	2008	59.5	74.6	72.4	52.7	261
	2009	68.9	91.6	82.1	52.3	246

Number Tested	2007	41	182	223	24,696	
	2008	36	225	261	21,817	
	2009	101	138	239	21,148	

Number Tested	2007	41	184	225	34,441	
	2008	37	224	261	41,070	
	2009	103	143	246	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		82.4	*	85.5	*	*	*		71.9	89.5	81.4	46.9	70
	2008	*	58.9	*	57.7	*		*		45.9	72.5	59.7	57.6	77
	2009		85.5	*	85.1	*	*	65.0		87.1	85.7	86.3	41.9	73
1	2007		78.8	*	77.3	*	*	31.3		77.3	81.1	79.0	51.4	81
	2008	*	62.4	*	61.8	*	*	40.0		54.5	70.4	63.3	50.2	98
	2009	*	52.1	*	51.4	*		48.4		51.4	55.3	53.3	54.2	75
2	2007	*	67.1	*	65.6	*	*	30.4		57.6	76.9	68.1	44.5	72
	2008		69.4	*	70.3	*	*	50.0		63.0	77.5	69.8	50.2	86
	2009	*	59.8	*	59.3	*	*	40.0		59.5	59.2	59.3	47.9	91
1-2	2007	*	73.3	*	71.5	*	*	30.8		68.8	78.9	73.9	47.6	153
	2008	*	65.7	*	65.6	*	*	46.9		58.9	73.4	66.3	50.2	184
	2009	*	56.3	*	55.8	50.0	*	43.2		55.7	57.5	56.6	51.0	166

Number Tested	2007	1	218	4	192	7	4	41	0	109	114	223	24,696
	2008	4	251	6	234	7	3	36	0	127	134	261	21,817
	2009	2	229	8	223	7	7	101	0	110	129	239	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		34	*	32	*	*	*		14	20	34	1,245	70
	2008	*	18	*	18	*		*		9	11	20	1,687	77
	2009		38	*	37	*	*	8		17	23	40	771	73
1	2007		45	*	36	*	*	3		23	23	46	1,458	81
	2008	*	30	*	25	*	*	1		11	20	31	1,555	98
	2009	*	21	*	19	*		5		9	13	22	1,659	75
2	2007	*	16	*	14	*	*	1		8	9	17	896	72
	2008		28	*	28	*	*	3		13	16	29	1,065	86
	2009	*	8	*	7	*	*	0		1	7	8	1,027	91
1-2	2007	*	61	*	50	*	*	4		31	32	63	2,355	153
	2008	*	58	*	53	*	*	4		24	36	60	2,620	184
	2009	*	29	*	26	1	*	5		10	20	30	2,688	166

Number Tested	2007	1	218	4	192	7	4	41	0	109	114	223	24,696
	2008	4	251	6	234	7	3	36	0	127	134	261	21,817
	2009	2	229	8	223	7	7	101	0	110	129	239	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		82.6	*	88.9	*	*	*		78.1	87.2	83.1	44.3	71
	2008	*	65.8	*	66.2	*		*		51.4	80.0	66.2	44.9	77
	2009		92.8	*	94.0	*	*	80.0		96.8	90.5	93.2	52.8	73
1	2007		78.8	*	77.3	*	*	43.8		79.5	78.4	79.0	48.8	81
	2008	*	66.7	*	66.3	*	*	40.0		59.1	74.1	67.3	55.5	98
	2009	*	72.5	*	71.4	*		63.6		71.4	75.0	73.2	50.4	82
2	2007	*	84.5	*	83.1	*	*	69.6		84.8	85.0	84.9	55.6	73
	2008		83.5	*	85.1	*	*	69.6		80.4	87.5	83.7	57.5	86
	2009	*	81.6	*	81.4	*	*	68.0		88.1	75.5	81.3	53.2	91
K-2	2007	*	81.8	*	83.0	28.6	*	61.0		80.7	83.6	82.2	49.1	225
	2008	*	72.1	83.3	72.2	25.0	*	59.5		64.6	79.9	72.4	52.7	261
	2009	*	81.8	87.5	81.7	66.7	85.7	68.9		84.3	80.2	82.1	52.3	246

Number Tested	2007	1	220	4	194	7	4	41	0	109	116	225	34,441
	2008	4	251	6	234	8	3	37	0	127	134	261	41,070
	2009	2	236	8	230	9	7	103	0	115	131	246	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		41	*	39	*	*	*		15	27	42	2,583	71
	2008	*	26	*	23	*		*		8	18	26	2,788	77
	2009		45	*	45	*	*	11		20	29	49	2,455	73
1	2007		50	*	40	*	*	4		29	22	51	1,769	81
	2008	*	36	*	33	*	*	3		15	24	39	2,800	98
	2009	*	31	*	28	*		12		15	17	32	1,577	82
2	2007	*	35	*	29	*	*	5		17	19	36	2,098	73
	2008		46	*	40	*	*	7		25	22	47	2,912	86
	2009	*	42	*	42	*	*	16		18	26	44	1,686	91
K-2	2007	*	126	*	108	0	*	10		61	68	129	6,450	225
	2008	*	108	3	96	1	*	11		48	64	112	8,500	261
	2009	*	118	5	115	4	5	39		53	72	125	5,718	246


Number Tested	2007	1	220	4	194	7	4	41	0	109	116	225	34,441
	2008	4	251	6	234	8	3	37	0	127	134	261	41,070
	2009	2	236	8	230	9	7	103	0	115	131	246	30,563

PERFORMANCE IN 2009

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
ALL (10)	Beginning	0	0.0	0	0.0	1	10.0	0	0.0	0	0.0
	Intermediate	1	10.0	1	10.0	0	0.0	1	10.0	1	10.0
	Advanced	8	80.0	8	80.0	8	80.0	6	60.0	6	60.0
	Advanced High	1	10.0	1	10.0	1	10.0	3	30.0	3	30.0

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years  N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
6  6 (100.0%)	Beginning	0			
	Intermediate	1	0		
	Advanced	0	2	0	
	Advanced High	0	0	3	

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