

Campus Data Packet

for 2009 - 10 Plans



EDWARD TITCHE

School Number 216

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	173
KN	131
1	122
2	132
3	152
4	111
5	102
ALL	923

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	387	41.9	33	55.9
American Indian	1	0.1	*	*
Asian	4	0.4	*	*
Hispanic	517	56.0	19	32.2
White	14	1.5	7	11.9
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	879	95.2
Limited English proficient students	411	44.5
Special education students	56	6.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	137	64	46.7	0	0.0	0	0.0	72	52.6	1	0.7
	2008	197	81	41.1	0	0.0	0	0.0	116	58.9	0	0.0
	2009	173	66	38.2	0	0.0	2	1.2	103	59.5	2	1.2
KN	2007	125	61	48.8	0	0.0	0	0.0	64	51.2	0	0.0
	2008	102	56	54.9	1	1.0	0	0.0	45	44.1	0	0.0
	2009	131	61	46.6	0	0.0	2	1.5	66	50.4	2	1.5
1	2007	130	68	52.3	0	0.0	0	0.0	60	46.2	2	1.5
	2008	102	45	44.1	0	0.0	0	0.0	57	55.9	0	0.0
	2009	122	56	45.9	1	0.8	0	0.0	64	52.5	1	0.8
2	2007	121	69	57.0	0	0.0	0	0.0	50	41.3	2	1.7
	2008	118	54	45.8	0	0.0	0	0.0	62	52.5	2	1.7
	2009	132	47	35.6	0	0.0	0	0.0	82	62.1	3	2.3
3	2007	111	65	58.6	0	0.0	0	0.0	46	41.4	0	0.0
	2008	82	35	42.7	0	0.0	0	0.0	47	57.3	0	0.0
	2009	152	70	46.1	0	0.0	0	0.0	78	51.3	4	2.6
4	2007	96	55	57.3	0	0.0	0	0.0	41	42.7	0	0.0
	2008	87	42	48.3	0	0.0	0	0.0	45	51.7	0	0.0
	2009	111	46	41.4	0	0.0	0	0.0	64	57.7	1	0.9
5	2007	126	61	48.4	0	0.0	0	0.0	65	51.6	0	0.0
	2008	90	49	54.4	0	0.0	0	0.0	41	45.6	0	0.0
	2009	102	41	40.2	0	0.0	0	0.0	60	58.8	1	1.0
EC-5	2007	846	443	52.4	0	0.0	0	0.0	398	47.0	5	0.6
	2008	778	362	46.5	1	0.1	0	0.0	413	53.1	2	0.3
	2009	923	387	41.9	1	0.1	4	0.4	517	56.0	14	1.5

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	137	120	87.6	58	42.3	3	2.2	0	0.0	136	99.3	0.7
	2008	197	191	97.0	103	52.3	3	1.5	0	0.0	196	99.5	0.5
	2009	173	170	98.3	83	48.0	0	0.0	0	0.0	173	100.0	1.2
KN	2007	125	117	93.6	51	40.8	5	4.0	8	6.4	43	34.4	1.6
	2008	102	94	92.2	31	30.4	6	5.9	12	11.8	45	44.1	0.0
	2009	131	125	95.4	58	44.3	3	2.3	0	0.0	58	44.3	0.0
1	2007	130	117	90.0	47	36.2	9	6.9	8	6.2	11	8.5	3.8
	2008	102	97	95.1	42	41.2	12	11.8	12	11.8	8	7.8	5.9
	2009	122	116	95.1	49	40.2	7	5.7	19	15.6	15	12.3	3.3
2	2007	121	112	92.6	44	36.4	11	9.1	12	9.9	15	12.4	2.5
	2008	118	106	89.8	48	40.7	7	5.9	13	11.0	11	9.3	5.1
	2009	132	125	94.7	67	50.8	16	12.1	17	12.9	13	9.8	2.3
3	2007	111	104	93.7	32	28.8	12	10.8	14	12.6	7	6.3	2.7
	2008	82	74	90.2	41	50.0	9	11.0	18	22.0	7	8.5	4.9
	2009	152	144	94.7	56	36.8	9	5.9	23	15.1	11	7.2	2.6
4	2007	96	92	95.8	30	31.3	16	16.7	7	7.3	1	1.0	0.0
	2008	87	83	95.4	33	37.9	9	10.3	19	21.8	9	10.3	0.0
	2009	111	103	92.8	53	47.7	9	8.1	21	18.9	13	11.7	0.9
5	2007	126	120	95.2	31	24.6	14	11.1	16	12.7	6	4.8	14.3
	2008	90	80	88.9	27	30.0	16	17.8	8	8.9	8	8.9	1.1
	2009	102	96	94.1	45	44.1	12	11.8	15	14.7	7	6.9	2.0
EC-5	2007	846	782	92.4	293	34.6	70	8.3	65	7.7	219	25.9	3.8
	2008	778	725	93.2	325	41.8	62	8.0	82	10.5	284	36.5	2.3
	2009	923	879	95.2	411	44.5	56	6.1	95	10.3	290	31.4	1.7

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	65.9	4,117.2	61.5	93.4	3,933.6	95.5	208	100.0	100.0	106	7,436	100.0	100.0
	2008	94.0	4,133.2	88.7	94.4	3,942.7	95.4	253	100.0	100.0	168	7,427	100.0	100.0
	2009	84.2	4,167.8	79.4	94.2	3,975.6	95.4	221	100.0	100.0	144	7,332	100.0	100.0
KN	2007	124.5	13,945.0	118.8	95.4	13,385.6	96.0	45	36.1	24.3	103	12,035	82.7	86.3
	2008	102.8	13,568.1	96.0	93.4	13,004.4	95.8	35	34.1	23.5	77	11,618	74.9	85.6
	2009	128.5	13,515.0	122.2	95.1	12,939.1	95.7	37	28.8	22.5	103	11,501	80.2	85.1
1	2007	125.9	14,353.8	121.1	96.2	13,851.4	96.5	42	33.3	23.2	104	12,437	82.6	86.6
	2008	106.5	14,626.9	101.4	95.2	14,102.7	96.4	32	30.0	21.2	82	12,704	77.0	86.9
	2009	124.0	14,250.8	118.5	95.6	13,719.9	96.3	27	21.8	20.7	100	12,300	80.7	86.3
2	2007	118.3	13,403.8	113.2	95.7	12,978.9	96.8	37	31.3	21.7	94	11,729	79.4	87.5
	2008	115.9	13,708.6	110.8	95.6	13,269.8	96.8	41	35.4	19.7	95	12,043	82.0	87.9
	2009	129.0	13,950.1	123.7	95.9	13,499.0	96.8	30	23.3	18.6	108	12,231	83.7	87.7
3	2007	109.9	12,998.4	105.6	96.1	12,633.3	97.2	30	27.3	21.1	95	11,445	86.4	88.0
	2008	85.4	12,806.9	82.8	96.9	12,425.5	97.0	25	29.3	19.1	67	11,408	78.4	89.1
	2009	148.9	13,095.5	143.5	96.4	12,710.6	97.1	37	24.9	18.3	127	11,634	85.3	88.8
4	2007	100.1	12,104.9	94.9	94.8	11,768.3	97.2	30	30.0	19.7	80	10,683	80.0	88.3
	2008	89.3	12,329.8	84.9	95.1	11,960.3	97.0	24	26.9	19.7	75	10,924	84.0	88.6
	2009	111.6	12,156.4	107.1	95.9	11,789.9	97.0	29	26.0	18.1	93	10,731	83.3	88.3
5	2007	124.8	11,757.0	119.3	95.6	11,426.8	97.2	31	24.8	20.9	103	10,362	82.5	88.1
	2008	89.1	11,874.2	85.6	96.2	11,539.6	97.2	22	24.7	18.8	76	10,608	85.3	89.3
	2009	97.2	11,903.5	93.0	95.6	11,552.9	97.1	29	29.8	17.5	83	10,563	85.4	88.7
EC-5	2007	769.4	83,122.6	734.5	95.5	80,387.4	96.7	423	55.0	33.3	685	76,416	89.0	91.9
	2008	682.9	83,438.7	650.1	95.2	80,606.0	96.6	432	63.3	31.9	640	76,970	93.7	92.2
	2009	823.4	83,476.5	787.3	95.6	80,586.5	96.5	410	49.8	30.9	758	76,517	92.1	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	33	55.9
Hispanic	19	32.2
White	7	11.9
Other	0	0.0

Gender	Number	Percent
Female	50	84.7
Male	9	15.3

TOTAL	59
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AVERAGE NUMBER OF ABSENCES

2007	4.9
2008	7.7
2009	6.6

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		70.7	81.4	75.5	*	76.7	69.9		74.1	77.1	75.5	84.6	102
	2008		78.4	75.0	76.7	*	71.8	74.2		79.5	73.8	76.5	86.2	81
	2009	*	50.7	84.0	59.3	*	*	54.5		58.2	64.1	60.6	87.3	94
4	2007		41.7	48.6	43.8	*	37.5	32.7	*	46.2	43.2	44.6	69.7	83
	2008		51.4	64.3	56.0	*	61.3	53.6		66.7	52.2	58.2	72.1	79
	2009		50.0	60.3	55.2	*	56.9	52.0		46.3	66.7	56.2	75.8	105
5	2007	*	80.0	73.1	77.2	*	52.6	68.6		76.9	76.8	76.9	78.3	108
	2008		82.5	62.2	72.9	*	47.8	64.2	*	70.3	75.0	72.7	82.9	77
	2009	*	56.8	60.8	56.0	*	52.6	49.2		56.9	60.5	58.4	82.9	89
3-5	2007	*	65.2	69.2	66.9	50.0	57.5	59.9	*	67.6	66.9	67.2	77.6	293
	2008		71.1	67.5	68.3	71.4	62.4	64.6	*	72.5	66.4	69.2	80.3	237
	2009	*	52.1	64.7	56.8	18.2	56.5	52.0		53.8	64.1	58.3	81.5	288

NUMBER TESTED IN GRADES 3-5													
2007	1	161	130	275	6	73	192	1	145	148	293	31,814	
2008	0	114	123	218	7	93	175	1	109	128	237	31,840	
2009	3	146	139	266	11	92	204	0	160	128	288	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		17	8	23	*	7	22		14	11	25	1,675	102
	2008		8	11	17	*	11	17		8	11	19	1,443	81
	2009	*	33	4	35	*	*	30		23	14	37	960	94
4	2007		28	18	45	*	15	33	*	21	25	46	3,189	83
	2008		18	15	33	*	12	26		11	22	33	2,996	79
	2009		21	25	43	*	22	36		29	17	46	2,449	105
5	2007	*	11	14	23	*	9	22		12	13	25	2,258	108
	2008		7	14	19	*	12	19	*	11	10	21	1,827	77
	2009	*	16	20	37	*	18	32		22	15	37	1,793	89
3-5	2007	*	56	40	91	3	31	77	*	47	49	96	7,122	293
	2008		33	40	69	2	35	62	*	30	43	73	6,266	237
	2009	*	70	49	115	9	40	98		74	46	120	5,202	288

NUMBER TESTED IN GRADES 3-5													
2007	1	161	130	275	6	73	192	1	145	148	293	31,814	
2008	0	114	123	218	7	93	175	1	109	128	237	31,840	
2009	3	146	139	266	11	92	204	0	160	128	288	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	73.7	79.4	68.8	69.0
	2008	70.6	75.8	78.8	68.8
	2009	64.3	66.7	65.1	68.9
4	2007	67.3	67.6	64.7	59.4
	2008	71.7	63.4	71.8	65.9
	2009	71.9	64.9	66.0	67.2
5	2007	73.1	78.7	74.4	70.5
	2008	73.3	76.8	74.5	73.6
	2009	63.7	70.5	68.1	62.9
3-5	2007	71.7	75.8	69.7	66.8
	2008	71.9	72.0	75.1	69.4
	2009	66.9	67.2	66.3	66.4

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		8.6	16.3	10.6	*	13.3	6.8		5.6	18.8	11.8	21.3	102
	2008		8.1	6.8	6.8	*	5.1	6.1		10.3	4.8	7.4	21.5	81
	2009	*	7.5	36.0	14.0	*	*	10.6		14.5	15.4	14.9	34.1	94
4	2007		2.1	11.4	6.3	*	0.0	0.0	*	7.7	4.5	6.0	16.6	83
	2008		8.1	4.8	6.7	*	3.2	3.6		6.1	6.5	6.3	14.4	79
	2009		2.4	9.5	7.3	*	9.8	6.7		3.7	9.8	6.7	18.4	105
5	2007	*	5.5	19.2	12.9	*	10.5	7.1		9.6	16.1	13.0	13.1	108
	2008		5.0	24.3	15.7	*	4.3	1.9	*	13.5	15.0	14.3	16.5	77
	2009	*	8.1	2.0	4.8	*	2.6	1.6		3.9	5.3	4.5	18.5	89
3-5	2007	*	5.6	16.2	10.2	0.0	8.2	5.2	*	7.6	13.5	10.6	17.1	293
	2008		7.0	11.4	9.6	0.0	4.3	4.0	*	10.1	8.6	9.3	17.4	237
	2009	*	6.2	11.5	8.6	0.0	6.5	6.4		7.5	10.2	8.7	22.7	288

NUMBER TESTED IN GRADES 3-5													
2007	1	161	130	275	6	73	192	1	145	148	293	31,814	
2008	0	114	123	218	7	93	175	1	109	128	237	31,840	
2009	3	146	139	266	11	92	204	0	160	128	288	28,126	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		28.1	65.1	45.7	*	73.3	40.3		43.4	44.7	44.0	70.3	100
	2008		60.0	80.0	72.2	*	84.6	72.7		76.3	66.7	71.3	76.6	80
	2009	*	38.5	75.7	58.6	*	75.9	54.9		57.3	61.0	58.9	77.3	141
4	2007		30.6	75.0	50.0	*	72.0	43.1	*	55.0	44.4	49.4	75.7	85
	2008		57.9	65.9	61.5	*	63.6	55.2		73.5	54.2	62.2	77.9	82
	2009		48.8	76.2	66.0	33.3	78.4	59.2		61.8	68.6	65.1	79.4	106
5	2007		75.4	79.6	76.9	*	71.4	66.7		75.0	80.0	77.5	82.9	111
	2008		66.7	81.1	72.7	*	77.3	65.3	*	72.2	75.7	74.0	84.0	73
	2009	*	50.0	70.7	60.7	*	63.6	54.0		65.4	58.1	62.1	87.0	95
3-5	2007		45.4	73.7	58.6	12.5	72.4	50.8	*	58.4	57.8	58.1	76.2	296
	2008		61.5	75.4	68.5	71.4	75.5	64.7	*	74.1	64.6	68.9	79.5	235
	2009	*	44.4	74.4	61.4	25.0	73.2	56.0		60.8	62.7	61.7	81.0	342

NUMBER TESTED IN GRADES 3-5													
2007	0	163	133	278	8	76	195	1	149	147	296	32,298	
2008	0	109	126	216	7	94	173	1	108	127	235	32,696	
2009	3	144	195	319	12	149	252	0	189	153	342	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		41	15	50	*	8	43		30	26	56	3,303	100
	2008		14	9	20	*	6	18		9	14	23	2,542	80
	2009	*	40	18	55	*	13	51		35	23	58	2,781	141
4	2007		34	9	41	*	7	29	*	18	25	43	2,604	85
	2008		16	15	30	*	12	26		9	22	31	2,436	82
	2009		22	15	33	4	11	31		21	16	37	2,196	106
5	2007		14	11	24	*	6	24		14	11	25	1,785	111
	2008		12	7	18	*	5	17	*	10	9	19	1,730	73
	2009	*	18	17	35	*	16	29		18	18	36	1,386	95
3-5	2007		89	35	115	7	21	96	*	62	62	124	7,692	296
	2008		42	31	68	2	23	61	*	28	45	73	6,708	235
	2009	*	80	50	123	9	40	111		74	57	131	6,363	342

NUMBER TESTED IN GRADES 3-5													
2007	0	163	133	278	8	76	195	1	149	147	296	32,298	
2008	0	109	126	216	7	94	173	1	108	127	235	32,696	
2009	3	144	195	319	12	149	252	0	189	153	342	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	61.8	67.8	70.0	63.2	65.5	49.1
	2008	73.9	75.6	80.0	68.1	79.1	63.8
	2009	63.8	72.6	78.3	67.4	70.6	56.8
4	2007	74.2	71.9	70.4	59.0	59.4	61.6
	2008	75.3	76.8	65.2	65.7	61.0	64.2
	2009	73.8	71.2	64.9	72.0	70.0	67.3
5	2007	76.5	70.4	81.1	66.2	78.2	72.1
	2008	77.1	69.7	81.0	66.5	71.9	75.7
	2009	72.6	67.7	71.7	64.5	67.1	67.6
3-5	2007	70.9	70.0	74.3	63.1	68.5	61.3
	2008	75.4	74.2	75.2	66.8	70.5	67.6
	2009	69.3	70.8	72.3	68.0	69.4	63.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		8.8	11.6	10.9	*	6.7	4.2		5.7	14.9	10.0	19.2	100
	2008		8.6	17.8	13.9	*	17.9	15.2		15.8	11.9	13.8	26.3	80
	2009	*	3.1	27.0	15.0	*	29.6	16.8		17.1	13.6	15.6	29.0	141
4	2007		10.2	25.0	17.1	*	8.0	7.8	*	22.5	11.1	16.5	22.6	85
	2008		15.8	6.8	11.5	*	6.1	5.2		11.8	10.4	11.0	23.8	82
	2009		4.7	25.4	18.6	0.0	23.5	15.8		9.1	25.5	17.0	31.6	106
5	2007		10.5	25.9	18.3	*	14.3	4.2		16.1	20.0	18.0	29.3	111
	2008		2.8	37.8	22.7	*	22.7	12.2	*	19.4	21.6	20.5	31.9	73
	2009	*	13.9	20.7	16.9	*	18.2	12.7		15.4	20.9	17.9	38.4	95
3-5	2007		9.8	21.1	15.5	0.0	9.2	5.1	*	14.1	15.6	14.9	23.6	296
	2008		9.2	19.8	15.7	0.0	14.9	11.0	*	15.7	14.2	14.9	27.3	235
	2009	*	6.3	24.6	16.6	0.0	24.2	15.5		14.3	19.6	16.7	32.8	342

NUMBER TESTED IN GRADES 3-5													
2007	0	163	133	278	8	76	195	1	149	147	296	32,298	
2008	0	109	126	216	7	94	173	1	108	127	235	32,696	
2009	3	144	195	319	12	149	252	0	189	153	342	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		78.7	91.7	85.0	*	87.5	77.6	*	71.1	95.6	84.3	86.5	83
	2008		72.2	81.0	75.7	*	74.2	67.9		75.0	78.3	76.9	87.4	78
	2009		59.5	69.4	64.2	*	67.3	57.3		51.9	80.0	65.4	87.4	104

	NUMBER TESTED IN GRADE 4											
2007	0	47	36	80	3	24	49	1	38	45	83	10,408
2008	0	36	42	74	1	31	56	0	32	46	78	10,658
2009	0	42	62	95	5	49	75	0	54	50	104	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	3	12	*	3	11	*	11	2	13	1,408	83
	2008		10	8	18	*	8	18		8	10	18	1,348	78
	2009		17	19	34	*	16	32		26	10	36	1,264	104

	NUMBER TESTED IN GRADE 4											
2007	0	47	36	80	3	24	49	1	38	45	83	10,408
2008	0	36	42	74	1	31	56	0	32	46	78	10,658
2009	0	42	62	95	5	49	75	0	54	50	104	10,032

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.2	80.7	72.4	85.5	85.4
	2008	2.0	79.2	74.4	77.2	82.2
	2009	1.8	75.5	67.9	74.9	76.7

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		12.8	16.7	13.8	*	12.5	8.2	*	21.1	8.9	14.5	18.2	83
	2008		13.9	9.5	10.8	*	6.5	10.7		15.6	8.7	11.5	21.4	78
	2009		4.8	9.7	7.4	*	8.2	6.7		3.7	12.0	7.7	21.0	104

	NUMBER TESTED IN GRADE 4											
2007	0	47	36	80	3	24	49	1	38	45	83	10,408
2008	0	36	42	74	1	31	56	0	32	46	78	10,658
2009	0	42	62	95	5	49	75	0	54	50	104	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		21.8	41.2	30.6	*	16.7	16.4	*	31.4	30.9	31.1	62.3	106
	2008		45.9	70.3	58.2	*	54.5	46.0	*	60.0	56.4	58.1	71.9	74
	2009	*	58.3	43.1	46.1	*	36.4	35.4		51.9	44.2	48.4	75.9	95

NUMBER TESTED IN GRADE 5													
2007	0	55	51	98	1	18	67	2	51	55	106	10,296	
2008	0	37	37	67	2	22	50	1	35	39	74	10,686	
2009	1	36	58	89	3	44	65	0	52	43	95	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		43	30	68	*	15	56	*	35	38	73	3,881	106
	2008		20	11	28	*	10	27	*	14	17	31	3,005	74
	2009	*	15	33	48	*	28	42		25	24	49	2,542	95

NUMBER TESTED IN GRADE 5													
2007	0	55	51	98	1	18	67	2	51	55	106	10,296	
2008	0	37	37	67	2	22	50	1	35	39	74	10,686	
2009	1	36	58	89	3	44	65	0	52	43	95	10,550	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	70.0	70.9	67.2	51.4
	2008	78.9	79.0	73.7	64.6
	2009	77.2	79.1	71.1	51.1

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		0.0	7.8	4.1	*	5.6	1.5	*	2.0	5.5	3.8	18.0	106
	2008		5.4	27.0	17.9	*	9.1	4.0	*	17.1	15.4	16.2	24.8	74
	2009	*	0.0	5.2	3.4	*	2.3	0.0		5.8	0.0	3.2	29.1	95

	NUMBER TESTED IN GRADE 5											
2007	0	55	51	98	1	18	67	2	51	55	106	10,296
2008	0	37	37	67	2	22	50	1	35	39	74	10,686
2009	1	36	58	89	3	44	65	0	52	43	95	10,550

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												82.9	0
	2008												85.4	0
	2009			75.9	75.9	*	75.5	76.9		67.7	87.0	75.9	89.4	54
4	2007												65.9	0
	2008			*	*		*	*			*	*	67.0	2
	2009												72.7	0
5	2007			*	*		*	*		*		*	75.8	2
	2008												70.6	0
	2009			*	*		*	*			*	*	79.7	5
ALL	2007			*	*		*	*		*		*	—	2
	2008			*	*		*	*			*	*	—	2
	2009			74.6	74.6	*	74.1	76.8		67.7	82.1	74.6	—	59

NUMBER TESTED IN GRADES ALL													
2007	0	0	2	2	0	2	2	0	2	0	2	—	
2008	0	0	2	2	0	2	2	0	0	2	2	—	
2009	0	0	59	59	2	58	56	0	31	28	59	—	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												219	0
	2008												239	0
	2009			13	13	*	13	12		10	3	13	514	54
4	2007												122	0
	2008			*	*		*	*			*	*	215	2
	2009												268	0
5	2007			*	*		*	*		*		*	22	2
	2008												65	0
	2009			*	*		*	*			*	*	86	5
ALL	2007			*	*		*	*		*		*	—	2
	2008			*	*		*	*			*	*	—	2
	2009			15	15	*	15	13		10	5	15	—	59

NUMBER TESTED IN GRADES ALL													
2007	0	0	2	2	0	2	2	0	2	0	2	—	
2008	0	0	2	2	0	2	2	0	0	2	2	—	
2009	0	0	59	59	2	58	56	0	31	28	59	—	

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	74.2	82.0	78.7	73.8
4	2007				
	2008	*	*	*	*
	2009				
5	2007	*	*	*	*
	2008				
	2009	*	*	*	*
ALL	2007	*	*	*	*
	2008	*	*	*	*
	2009	74.0	79.5	78.2	71.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												14.8	0
	2008												17.2	0
	2009			37.0	37.0	*	37.7	38.5		32.3	43.5	37.0	30.6	54
4	2007												14.2	0
	2008			*	*		*	*			*	*	13.5	2
	2009												21.1	0
5	2007			*	*		*	*		*		*	17.6	2
	2008												19.9	0
	2009			*	*		*	*			*	*	15.3	5
ALL	2007			*	*		*	*		*		*	—	2
	2008			*	*		*	*			*	*	—	2
	2009			33.9	33.9	*	34.5	35.7		32.3	35.7	33.9	—	59

NUMBER TESTED IN ALL GRADES													
2007	0	0	2	2	0	2	2	0	2	0	2	—	
2008	0	0	2	2	0	2	2	0	0	2	2	—	
2009	0	0	59	59	2	58	56	0	31	28	59	—	

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		*	*	66.7	71.4	*	*		*	*	71.4	77.7	7
	2009	*	*		*	*		*		*	*	*	87.7	4
4														
	2008		85.7	*	75.0	75.0		*		*	*	75.0	70.7	8
	2009		*	*	83.3	83.3	*	*		83.3		83.3	71.8	6
5														
	2008		70.0	*	72.7	76.9	*	87.5		75.0	*	76.9	73.3	13
	2009		87.5	*	80.0	80.0	*	85.7		71.4	*	80.0	80.3	10
3-5														
	2008		72.7	83.3	72.0	75.0	*	76.5		77.8	70.0	75.0	73.7	28
	2009	*	81.3	*	80.0	80.0	*	84.6		75.0	*	80.0	79.2	20

NUMBER TESTED IN GRADES 3-5													
2008	0	22	6	25	28	5	17	0	18	10	28	1,807	
2009	1	16	3	20	20	2	13	0	16	4	20	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		*	*	2	2	*	*		*	*	2	116	7
	2009	*	*		*	*		*		*	*	*	60	4
4														
	2008		1	*	2	2		*		*	*	2	181	8
	2009		*	*	1	1	*	*		1		1	192	6
5														
	2008		3	*	3	3	*	1		2	*	3	179	13
	2009		1	*	2	2	*	1		2	*	2	137	10
3-5														
	2008		6	1	7	7	*	4		4	3	7	476	28
	2009	*	3	*	4	4	*	2		4	*	4	389	20

NUMBER TESTED IN GRADES 3-5													
2008	0	22	6	25	28	5	17	0	18	10	28	1,807	
2009	1	16	3	20	20	2	13	0	16	4	20	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	48.4	64.3	57.1	66.7
	2009	*	*	*	*
4					
	2008	65.6	54.2	60.4	62.5
	2009	54.2	47.2	38.9	58.3
5					
	2008	72.0	79.5	74.4	75.5
	2009	64.5	76.7	81.7	60.0
3-5					
	2008	64.3	68.5	66.1	69.6
	2009	58.9	69.2	64.5	61.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	16.7	14.3	*	*		*	*	14.3	10.8	7
	2009	*	*		*	*		*		*	*	*	16.2	4
4														
	2008		28.6	*	25.0	25.0		*		*	*	25.0	9.7	8
	2009		*	*	0.0	0.0	*	*		0.0		0.0	8.9	6
5														
	2008		40.0	*	45.5	38.5	*	50.0		25.0	*	38.5	14.9	13
	2009		25.0	*	20.0	20.0	*	14.3		28.6	*	20.0	14.1	10
3-5														
	2008		31.8	16.7	32.0	28.6	*	29.4		27.8	30.0	28.6	12.0	28
	2009	*	12.5	*	10.0	10.0	*	7.7		12.5	*	10.0	12.7	20

NUMBER TESTED IN GRADES 3-5														
2008	0	22	6	25	28	5	17	0	18	10	28	1,807		
2009	1	16	3	20	20	2	13	0	16	4	20	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		*	*	*	50.0	*	*		*	*	50.0	76.1	6
	2009	*	*	*	100.0	100.0	*	*		*	*	100.0	81.2	6
4														
	2008		66.7	*	71.4	71.4		*		*	*	71.4	69.1	7
	2009		*	*	*	*	*	*		*		*	75.8	5
5														
	2008		76.9	*	71.4	68.8	*	72.7		66.7	71.4	68.8	64.0	16
	2009	*	71.4	*	66.7	66.7	*	66.7		57.1	*	66.7	80.2	9
3-5														
	2008		65.2	66.7	65.4	65.5	*	73.7		58.8	75.0	65.5	69.4	29
	2009	*	78.6	*	80.0	80.0	*	84.6		76.5	*	80.0	78.8	20

NUMBER TESTED IN GRADES 3-5													
2008	0	23	6	26	29	5	19	0	17	12	29	1,730	
2009	2	14	4	20	20	4	13	0	17	3	20	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		*	*	*	3	*	*		*	*	3	129	6
	2009	*	*	*	0	0	*	*		*	*	0	85	6
4														
	2008		2	*	2	2		*		*	*	2	173	7
	2009		*	*	*	*	*	*		*		*	157	5
5														
	2008		3	*	4	5	*	3		3	2	5	227	16
	2009	*	2	*	3	3	*	2		3	*	3	127	9
3-5														
	2008		8	2	9	10	*	5		7	3	10	529	29
	2009	*	3	*	4	4	*	2		4	*	4	369	20

NUMBER TESTED IN GRADES 3-5													
2008	0	23	6	26	29	5	19	0	17	12	29	1,730	
2009	2	14	4	20	20	4	13	0	17	3	20	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	50.0	53.3	40.0	50.0	44.4	33.3
	2009	66.7	63.3	73.3	66.7	38.9	58.3
4							
	2008	54.0	54.8	51.4	37.1	52.4	61.9
	2009	*	*	*	*	*	*
5							
	2008	51.4	58.3	56.3	52.1	77.1	57.5
	2009	51.9	61.1	63.0	50.0	51.9	62.2
3-5							
	2008	51.7	56.4	51.7	48.0	64.4	53.6
	2009	55.6	61.5	67.3	53.5	41.7	58.0

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		*	*	*	0.0	*	*		*	*	0.0	16.1	6
	2009	*	*	*	0.0	0.0	*	*		*	*	0.0	22.3	6
4														
	2008		16.7	*	14.3	14.3		*		*	*	14.3	14.3	7
	2009		*	*	*	*	*	*		*		*	14.0	5
5														
	2008		7.7	*	7.1	6.3	*	9.1		11.1	0.0	6.3	14.0	16
	2009	*	14.3	*	11.1	11.1	*	16.7		14.3	*	11.1	17.2	9
3-5														
	2008		8.7	0.0	7.7	6.9	*	5.3		11.8	0.0	6.9	14.7	29
	2009	*	7.1	*	5.0	5.0	*	7.7		5.9	*	5.0	17.3	20

NUMBER TESTED IN GRADES 3-5														
2008	0	23	6	26	29	5	19	0	17	12	29	1,730		
2009	2	14	4	20	20	4	13	0	17	3	20	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		36.4	*	41.7	35.7	*	33.3		33.3	*	35.7	39.2	14
	2009	*	14.3	*	11.1	11.1	*	14.3		14.3	*	11.1	37.5	9

NUMBER TESTED IN GRADE 5													
2008	0	11	3	12	14	3	9	0	9	5	14	668	
2009	1	7	1	9	9	1	7	0	7	2	9	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		7	*	7	9	*	6		6	*	9	406	14
	2009	*	6	*	8	8	*	6		6	*	8	398	9

NUMBER TESTED IN GRADE 5													
2008	0	11	3	12	14	3	9	0	9	5	14	668	
2009	1	7	1	9	9	1	7	0	7	2	9	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	68.8	66.3	68.4	53.1
	2009	62.6	81.0	65.1	50.8

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)
5														
	2008		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	5.2	14
	2009	*	0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	4.9	9

NUMBER TESTED IN GRADE 5														
2007														
2008	0	11	3	12	14	3	9	0	9	5	14	668		
2009	1	7	1	9	9	1	7	0	7	2	9	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	*	37.1	35.9	46.9	64
	2008		62.1	62.1	57.6	66
	2009	14.3	40.7	35.3	41.9	68
1	2007	0.0	27.1	23.2	51.4	69
	2008	40.0	61.2	57.6	50.2	59
	2009	18.2	53.7	46.2	54.2	52
2	2007	7.9	45.5	25.4	44.5	71
	2008	9.7	47.8	25.9	50.2	54
	2009	14.6	60.0	29.5	47.9	61
1-2	2007	6.3	33.7	24.3	47.6	140
	2008	17.1	56.9	42.5	50.2	113
	2009	15.4	55.7	37.2	51.0	113

Number Tested	2007	50	154	204	24,696	
	2008	41	138	179	21,817	
	2009	66	115	181	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	51.9	60.3	56.7	44.3	120
	2008	32.1	56.8	50.0	44.9	102
	2009	63.4	57.9	60.9	52.8	128
1	2007	19.0	39.1	29.1	48.8	127
	2008	63.5	53.8	58.7	55.5	104
	2009	22.2	58.0	48.5	50.4	68
2	2007	34.2	62.9	43.0	55.6	114
	2008	33.7	46.7	37.1	57.5	116
	2009	19.0	50.0	29.0	53.2	62
K-2	2007	34.0	52.7	42.7	49.1	361
	2008	42.8	53.8	48.1	52.7	322
	2009	43.5	56.7	50.0	52.3	258

Number Tested	2007	194	167	361	34,441	
	2008	166	156	322	41,070	
	2009	131	127	258	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		32.7	55.6	36.7	*		*		30.6	42.9	35.9	46.9	64
	2008		59.3	72.7	62.9	*				57.6	66.7	62.1	57.6	66
	2009	*	33.9	*	37.1	*		14.3		29.7	41.9	35.3	41.9	68
1	2007	*	19.6	27.3	17.2	*		0.0		22.9	23.5	23.2	51.4	69
	2008		52.3	73.3	55.4	*	*	40.0		56.7	58.6	57.6	50.2	59
	2009		40.0	63.6	42.9	*	*	18.2		42.3	50.0	46.2	54.2	52
2	2007	*	26.2	25.0	25.0	0.0	*	7.9		20.0	30.6	25.4	44.5	71
	2008	*	26.8	16.7	21.7	*	*	9.7		23.5	30.0	25.9	50.2	54
	2009	*	23.8	37.5	28.6	0.0	*	14.6		34.5	25.0	29.5	47.9	61
1-2	2007	*	23.1	26.3	21.3	0.0	*	6.3		21.4	27.1	24.3	47.6	140
	2008	*	40.0	48.1	40.2	10.0	*	17.1		39.1	46.9	42.5	50.2	113
	2009	*	31.7	48.1	35.2	10.0	28.6	15.4		38.2	36.2	37.2	51.0	113

Number Tested	2007	4	172	28	182	12	3	50	0	106	98	204	24,696
	2008	1	139	38	164	14	2	41	0	97	82	179	21,817
	2009	5	141	32	167	13	7	66	0	92	89	181	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		6	2	7	*		*		3	5	8	1,245	64
	2008		15	3	18	*				8	11	19	1,687	66
	2009	*	4	*	5	*		0		1	5	6	771	68
1	2007	*	3	1	3	*		0		2	2	4	1,458	69
	2008		11	3	13	*	*	2		7	7	14	1,555	59
	2009		4	2	4	*	*	0		1	5	6	1,659	52
2	2007	*	2	0	2	0	*	0		1	1	2	896	71
	2008	*	1	0	1	*	*	0		1	0	1	1,065	54
	2009	*	0	0	1	0	*	1		1	0	1	1,027	61
1-2	2007	*	5	1	5	0	*	0		3	3	6	2,355	140
	2008	*	12	3	14	0	*	2		8	7	15	2,620	113
	2009	*	4	2	5	0	0	1		2	5	7	2,688	113

Number Tested	2007	4	172	28	182	12	3	50	0	106	98	204	24,696
	2008	1	139	38	164	14	2	41	0	97	82	179	21,817
	2009	5	141	32	167	13	7	66	0	92	89	181	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		54.4	58.7	57.5	*	52.9	51.9		49.2	63.9	56.7	44.3	120
	2008		53.6	44.4	51.1	33.3	38.7	32.1		45.3	55.1	50.0	44.9	102
	2009	*	50.8	70.8	61.5	*	72.4	63.4		60.8	61.1	60.9	52.8	128
1	2007	*	26.9	31.0	27.2	11.1	26.1	19.0		27.9	30.5	29.1	48.8	127
	2008		47.8	67.2	59.6	25.0	65.1	63.5		55.8	61.5	58.7	55.5	104
	2009	*	42.0	68.8	46.2	*	*	22.2		45.7	51.5	48.5	50.4	68
2	2007	*	39.7	49.0	41.9	22.2	47.7	34.2		41.4	44.6	43.0	55.6	114
	2008	*	26.9	45.2	37.5	14.3	37.5	33.7		33.8	41.7	37.1	57.5	116
	2009	*	23.3	43.8	26.3	14.3	*	19.0		40.0	18.8	29.0	53.2	62
K-2	2007	*	39.6	46.5	42.2	22.7	42.6	34.0		38.9	46.6	42.7	49.1	361
	2008	*	42.9	52.7	49.2	24.0	47.5	42.8		43.9	53.0	48.1	52.7	322
	2009	33.3	40.1	66.0	49.2	28.6	64.6	43.5		52.5	47.1	50.0	52.3	258

Number Tested	2007	4	187	170	332	22	141	194	0	185	176	361	34,441
	2008	2	154	165	297	25	122	166	0	173	149	322	41,070
	2009	6	152	97	244	14	65	131	0	139	119	258	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		9	19	26	*	14	14		11	17	28	2,583	120
	2008		12	8	20	1	5	4		8	13	21	2,788	102
	2009	*	8	15	24	*	13	14		17	8	25	2,455	128
1	2007	*	0	5	5	0	4	4		3	2	5	1,769	127
	2008		9	11	19	1	5	6		10	10	20	2,800	104
	2009	*	13	2	15	*	*	2		9	7	16	1,577	68
2	2007	*	8	11	17	0	9	10		10	9	19	2,098	114
	2008	*	2	9	10	0	6	7		7	4	11	2,912	116
	2009	*	1	3	3	0	*	0		3	1	4	1,686	62
K-2	2007	*	17	35	48	0	27	28		24	28	52	6,450	361
	2008	*	23	28	49	2	16	17		25	27	52	8,500	322
	2009	1	22	20	42	1	13	16		29	16	45	5,718	258
Number Tested	2007	4	187	170	332	22	141	194	0	185	176	361	34,441	
	2008	2	154	165	297	25	122	166	0	173	149	322	41,070	
	2009	6	152	97	244	14	65	131	0	139	119	258	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			89.1	90.4		88.5	88.2		82.6	93.8	89.1	84.7	55
	2008		*	88.2	87.1	*	90.3	92.9		85.0	93.3	88.6	87.0	35
	2009			93.2	93.2		93.0	94.6		91.7	95.7	93.2	88.6	59
1	2007			70.2	69.6	*	69.6	69.6		62.5	78.3	70.2	84.5	47
	2008			85.4	84.6	*	85.4	85.4		78.9	90.9	85.4	88.0	41
	2009			78.7	79.5	*	78.7	78.3		75.0	82.6	78.7	88.6	47
2	2007			92.7	92.3	*	92.7	95.0		85.7	100.0	92.7	89.9	41
	2008			78.3	77.3	*	79.5	79.5		73.1	85.0	78.3	93.4	46
	2009			80.3	79.7	12.5	79.0	79.4		76.5	84.4	80.3	94.0	66
K-2	2007			83.9	83.9	*	83.5	83.9		76.5	90.7	83.9	85.6	143
	2008		*	83.5	82.5	50.0	84.5	85.0		78.5	89.5	83.6	89.3	122
	2009			84.3	84.4	20.0	83.7	84.2		81.9	87.2	84.3	90.4	172

Number Tested	2007	0	0	143	137	5	139	137	0	68	75	143	14,889
	2008	0	1	121	114	8	116	113	0	65	57	122	18,257
	2009	0	0	172	167	10	166	165	0	94	78	172	19,076

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2007			38	36		36	36		14	24	38	2,779	55
	2008		*	20	19	*	20	19		11	10	21	3,280	35
	2009			36	36		35	35		23	13	36	3,525	59
1	2007			12	12	*	11	11		6	6	12	1,782	47
	2008			11	10	*	11	11		3	8	11	2,412	41
	2009			12	11	*	12	11		3	9	12	2,523	47
2	2007			10	9	*	10	10		4	6	10	1,196	41
	2008			19	19	*	19	19		9	10	19	2,596	46
	2009			25	23	0	23	24		8	17	25	2,909	66
K-2	2007			60	57	*	57	57		24	36	60	5,757	143
	2008		*	50	48	0	50	49		23	28	51	8,288	122
	2009			73	70	0	70	70		34	39	73	8,957	172

Number Tested	2007	0	0	143	137	5	139	137	0	68	75	143	14,889
	2008	0	1	121	114	8	116	113	0	65	57	122	18,257
	2009	0	0	172	167	10	166	165	0	94	78	172	19,076

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009
4	0	-	5	40.0	15	13.3	20	20.0
5	4	50.0	3	66.7	0	-	7	57.1
ALL	4	50.0	8	50.0	15	13.3	27	29.6

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (59)	Beginning	42	71.2	43	72.9	53	89.8	56	94.9	56	94.9
	Intermediate	1	1.7	0	0.0	1	1.7	0	0.0	0	0.0
	Advanced	16	27.1	16	27.1	5	8.5	3	5.1	3	5.1
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (46)	Beginning	3	6.5	17	37.0	45	97.8	38	82.6	38	82.6
	Intermediate	42	91.3	28	60.9	1	2.2	8	17.4	8	17.4
	Advanced	1	2.2	1	2.2	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (67)	Beginning	22	32.8	37	55.2	30	47.6	14	20.9	11	17.5
	Intermediate	37	55.2	25	37.3	20	31.7	22	32.8	22	34.9
	Advanced	6	9.0	3	4.5	12	19.0	20	29.9	22	34.9
	Advanced High	2	3.0	2	3.0	1	1.6	11	16.4	8	12.7
3 (54)	Beginning	3	5.6	4	7.4	16	30.2	8	14.8	7	13.2
	Intermediate	7	13.0	16	29.6	19	35.8	6	11.1	6	11.3
	Advanced	27	50.0	24	44.4	16	30.2	15	27.8	17	32.1
	Advanced High	17	31.5	10	18.5	2	3.8	25	46.3	23	43.4
4 (48)	Beginning	0	0.0	0	0.0	3	6.3	2	4.3	2	4.3
	Intermediate	2	4.2	2	4.2	16	33.3	10	21.3	10	21.3
	Advanced	13	27.1	13	27.1	16	33.3	14	29.8	14	29.8
	Advanced High	33	68.8	33	68.8	13	27.1	21	44.7	21	44.7

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>—</div> <div>—</div>	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
<div>43</div> <div>4 (9.3%)</div>	Beginning	35			
	Intermediate	4	4		
	Advanced	0	0	0	
	Advanced High	0	0	0	
<div>58</div> <div>43 (74.1%)</div>	Beginning	9			
	Intermediate	16	4		
	Advanced	14	5	2	
	Advanced High	1	4	3	
<div>47</div> <div>32 (68.1%)</div>	Beginning	7			
	Intermediate	2	2		
	Advanced	2	8	6	
	Advanced High	0	3	17	
<div>46</div> <div>27 (58.7%)</div>	Beginning	2			
	Intermediate	2	8		
	Advanced	0	4	9	
	Advanced High	0	0	21	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (42)	Beginning	0	0.0	0	0.0	2	4.8	2	4.8	2	4.8
	Intermediate	7	16.7	8	19.0	8	19.0	5	11.9	5	11.9
	Advanced	16	38.1	15	35.7	13	31.0	7	16.7	7	16.7
	Advanced High	19	45.2	19	45.2	19	45.2	28	66.7	28	66.7
ALL (316)	Beginning	70	22.2	101	32.0	149	47.9	120	38.1	116	37.4
	Intermediate	96	30.4	79	25.0	65	20.9	51	16.2	51	16.5
	Advanced	79	25.0	72	22.8	62	19.9	59	18.7	63	20.3
	Advanced High	71	22.5	64	20.3	35	11.3	85	27.0	80	25.8

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>38</div> <div>30 (78.9%)</div>	Beginning	2			
	Intermediate	1	2		
	Advanced	1	2	4	
	Advanced High	0	3	23	
<div>232</div> <div>136 (58.6%)</div>	Beginning	55			
	Intermediate	25	20		
	Advanced	17	19	21	
	Advanced High	1	10	64	

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