

Campus Data Packet

for 2009 - 10 Plans



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School Number 228

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	22
KN	48
1	48
2	45
3	45
4	47
5	31
ALL	286

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	38	13.3	6	21.4
American Indian	0	0.0	*	*
Asian	2	0.7	*	*
Hispanic	239	83.6	9	32.1
White	7	2.4	13	46.4
Other	**	**	0	0.0

*Included in category "Other."

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

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	265	92.7
Limited English proficient students	164	57.3
Special education students	33	11.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	22	1	4.5	0	0.0	0	0.0	20	90.9	1	4.5
	2008	22	2	9.1	0	0.0	0	0.0	20	90.9	0	0.0
	2009	22	4	18.2	0	0.0	0	0.0	18	81.8	0	0.0
KN	2007	40	5	12.5	0	0.0	0	0.0	34	85.0	1	2.5
	2008	43	5	11.6	0	0.0	1	2.3	33	76.7	4	9.3
	2009	48	6	12.5	0	0.0	0	0.0	41	85.4	1	2.1
1	2007	48	7	14.6	0	0.0	0	0.0	41	85.4	0	0.0
	2008	41	4	9.8	0	0.0	0	0.0	37	90.2	0	0.0
	2009	48	4	8.3	0	0.0	1	2.1	41	85.4	2	4.2
2	2007	50	6	12.0	0	0.0	0	0.0	42	84.0	2	4.0
	2008	42	7	16.7	0	0.0	0	0.0	35	83.3	0	0.0
	2009	45	5	11.1	0	0.0	1	2.2	38	84.4	1	2.2
3	2007	36	8	22.2	0	0.0	0	0.0	27	75.0	1	2.8
	2008	47	6	12.8	0	0.0	0	0.0	40	85.1	1	2.1
	2009	45	9	20.0	0	0.0	0	0.0	36	80.0	0	0.0
4	2007	47	10	21.3	0	0.0	0	0.0	35	74.5	2	4.3
	2008	30	5	16.7	0	0.0	0	0.0	25	83.3	0	0.0
	2009	47	7	14.9	0	0.0	0	0.0	37	78.7	3	6.4
5	2007	44	11	25.0	0	0.0	0	0.0	32	72.7	1	2.3
	2008	44	8	18.2	0	0.0	0	0.0	35	79.5	1	2.3
	2009	31	3	9.7	0	0.0	0	0.0	28	90.3	0	0.0
EC-5	2007	287	48	16.7	0	0.0	0	0.0	231	80.5	8	2.8
	2008	269	37	13.8	0	0.0	1	0.4	225	83.6	6	2.2
	2009	286	38	13.3	0	0.0	2	0.7	239	83.6	7	2.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	22	16	72.7	17	77.3	0	0.0	0	0.0	22	100.0	0.0
	2008	22	21	95.5	19	86.4	0	0.0	0	0.0	21	95.5	0.0
	2009	22	19	86.4	14	63.6	0	0.0	0	0.0	22	100.0	0.0
KN	2007	40	34	85.0	22	55.0	6	15.0	1	2.5	14	35.0	5.0
	2008	43	34	79.1	26	60.5	6	14.0	2	4.7	19	44.2	4.7
	2009	48	48	100.0	34	70.8	3	6.3	1	2.1	20	41.7	2.1
1	2007	48	40	83.3	23	47.9	8	16.7	1	2.1	3	6.3	4.2
	2008	41	38	92.7	25	61.0	5	12.2	6	14.6	5	12.2	7.3
	2009	48	44	91.7	31	64.6	4	8.3	3	6.3	6	12.5	8.3
2	2007	50	44	88.0	28	56.0	8	16.0	4	8.0	3	6.0	6.0
	2008	42	37	88.1	24	57.1	12	28.6	1	2.4	3	7.1	16.7
	2009	45	41	91.1	27	60.0	4	8.9	5	11.1	3	6.7	6.7
3	2007	36	30	83.3	13	36.1	7	19.4	4	11.1	1	2.8	2.8
	2008	47	38	80.9	24	51.1	7	14.9	5	10.6	3	6.4	4.3
	2009	45	42	93.3	25	55.6	10	22.2	2	4.4	4	8.9	6.7
4	2007	47	42	89.4	9	19.1	2	4.3	6	12.8	6	12.8	2.1
	2008	30	27	90.0	12	40.0	5	16.7	5	16.7	3	10.0	0.0
	2009	47	41	87.2	22	46.8	8	17.0	3	6.4	4	8.5	0.0
5	2007	44	33	75.0	10	22.7	5	11.4	11	25.0	2	4.5	0.0
	2008	44	38	86.4	14	31.8	3	6.8	8	18.2	2	4.5	2.3
	2009	31	30	96.8	11	35.5	4	12.9	7	22.6	1	3.2	3.2
EC-5	2007	287	239	83.3	122	42.5	36	12.5	27	9.4	51	17.8	3.1
	2008	269	233	86.6	144	53.5	38	14.1	27	10.0	56	20.8	5.6
	2009	286	265	92.7	164	57.3	33	11.5	21	7.3	60	21.0	4.2

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2007	10.6	4,117.2	10.1	95.5	3,933.6	95.5	24	100.0	100.0	22	7,436	100.0	100.0
	2008	10.7	4,133.2	10.2	95.6	3,942.7	95.4	23	100.0	100.0	22	7,427	100.0	100.0
	2009	10.6	4,167.8	10.1	95.7	3,975.6	95.4	24	100.0	100.0	20	7,332	100.0	100.0
KN	2007	39.6	13,945.0	37.8	95.6	13,385.6	96.0	13	32.8	24.3	34	12,035	85.9	86.3
	2008	43.1	13,568.1	41.1	95.5	13,004.4	95.8	6	13.9	23.5	38	11,618	88.2	85.6
	2009	47.3	13,515.0	45.5	96.1	12,939.1	95.7	5	10.6	22.5	45	11,501	95.1	85.1
1	2007	47.2	14,353.8	44.9	95.1	13,851.4	96.5	11	23.3	23.2	38	12,437	80.5	86.6
	2008	39.9	14,626.9	38.5	96.6	14,102.7	96.4	4	10.0	21.2	38	12,704	95.2	86.9
	2009	48.4	14,250.8	46.3	95.6	13,719.9	96.3	6	12.4	20.7	40	12,300	82.7	86.3
2	2007	49.3	13,403.8	47.6	96.4	12,978.9	96.8	7	14.2	21.7	46	11,729	93.2	87.5
	2008	42.3	13,708.6	40.9	96.6	13,269.8	96.8	4	9.5	19.7	37	12,043	87.5	87.9
	2009	43.9	13,950.1	42.3	96.4	13,499.0	96.8	8	18.2	18.6	39	12,231	88.9	87.7
3	2007	37.1	12,998.4	36.2	97.5	12,633.3	97.2	5	13.5	21.1	34	11,445	91.6	88.0
	2008	47.3	12,806.9	45.6	96.4	12,425.5	97.0	6	12.7	19.1	43	11,408	90.8	89.1
	2009	44.0	13,095.5	42.5	96.8	12,710.6	97.1	12	27.3	18.3	39	11,634	88.7	88.8
4	2007	47.0	12,104.9	45.5	96.8	11,768.3	97.2	4	8.5	19.7	43	10,683	91.6	88.3
	2008	31.1	12,329.8	30.1	97.1	11,960.3	97.0	1	3.2	19.7	28	10,924	90.1	88.6
	2009	46.0	12,156.4	43.9	95.6	11,789.9	97.0	7	15.2	18.1	41	10,731	89.2	88.3
5	2007	45.1	11,757.0	43.6	96.7	11,426.8	97.2	4	8.9	20.9	43	10,362	95.4	88.1
	2008	42.9	11,874.2	41.9	97.5	11,539.6	97.2	5	11.6	18.8	40	10,608	93.2	89.3
	2009	31.3	11,903.5	30.5	97.7	11,552.9	97.1	5	16.0	17.5	31	10,563	99.2	88.7
EC-5	2007	275.9	83,122.6	265.7	96.3	80,387.4	96.7	68	24.6	33.3	260	76,416	94.2	91.9
	2008	257.3	83,438.7	248.4	96.5	80,606.0	96.6	49	19.0	31.9	246	76,970	95.6	92.2
	2009	271.3	83,476.5	261.2	96.3	80,586.5	96.5	67	24.7	30.9	255	76,517	94.0	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	6	21.4
Hispanic	9	32.1
White	13	46.4
Other	0	0.0

Gender	Number	Percent
Female	20	71.4
Male	8	28.6

TOTAL	28
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AVERAGE NUMBER OF ABSENCES

2007	5.9
2008	10.0
2009	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	*	100.0	90.0	91.3		80.0	86.7		91.7	93.3	92.6	84.6	27
	2008		*	77.8	75.0	*	80.0	76.5		78.3	81.3	79.5	86.2	39
	2009		*	84.6	86.7	*	*	66.7		72.7	100.0	83.3	87.3	18
4	2007	*	77.8	69.7	74.4		62.5	66.7		65.2	81.0	72.7	69.7	44
	2008		*	68.4	71.4		66.7	54.5		72.7	75.0	73.9	72.1	23
	2009	*	*	67.6	66.7	*	76.5	64.3		70.4	53.8	65.0	75.8	40
5	2007	*	100.0	87.5	87.5	*	66.7	77.8	*	90.9	90.5	90.7	78.3	43
	2008	*	100.0	87.1	88.2		75.0	83.3		87.5	93.8	90.0	82.9	40
	2009		*	87.5	88.0		75.0	81.3		86.7	90.9	88.5	82.9	26
3-5	2007	*	92.0	81.2	83.0	*	70.4	77.1	*	80.7	87.7	84.2	77.6	114
	2008	*	100.0	79.1	79.3	*	75.6	75.4		81.0	84.1	82.4	80.3	102
	2009	*	72.7	77.5	77.6	*	78.6	69.8		75.5	77.4	76.2	81.5	84

NUMBER TESTED IN GRADES 3-5													
2007	4	25	85	94	3	27	48	1	57	57	114	31,814	
2008	1	15	86	87	1	41	69	0	58	44	102	31,840	
2009	2	11	71	76	5	28	53	0	53	31	84	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	*	0	2	2		2	2		1	1	2	1,675	27
	2008		*	8	8	*	4	8		5	3	8	1,443	39
	2009		*	2	2	*	*	3		3	0	3	960	18
4	2007	*	2	10	10		3	5		8	4	12	3,189	44
	2008		*	6	6		3	5		3	3	6	2,996	23
	2009	*	*	11	12	*	4	10		8	6	14	2,449	40
5	2007	*	0	4	4	*	3	4	*	2	2	4	2,258	43
	2008	*	0	4	4		3	4		3	1	4	1,827	40
	2009		*	3	3		2	3		2	1	3	1,793	26
3-5	2007	*	2	16	16	*	8	11	*	11	7	18	7,122	114
	2008	*	0	18	18	*	10	17		11	7	18	6,266	102
	2009	*	3	16	17	*	6	16		13	7	20	5,202	84

NUMBER TESTED IN GRADES 3-5													
2007	4	25	85	94	3	27	48	1	57	57	114	31,814	
2008	1	15	86	87	1	41	69	0	58	44	102	31,840	
2009	2	11	71	76	5	28	53	0	53	31	84	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	84.7	82.0	82.7	77.3
	2008	73.0	75.1	78.2	74.4
	2009	78.9	78.6	77.8	83.3
4	2007	78.9	77.3	73.7	66.6
	2008	80.6	75.5	77.6	73.9
	2009	73.2	65.6	68.6	68.3
5	2007	78.9	81.7	82.0	72.5
	2008	78.7	82.2	78.8	76.2
	2009	80.5	79.8	79.3	75.7
3-5	2007	80.3	80.1	79.0	71.3
	2008	76.9	78.0	78.3	75.0
	2009	76.7	72.8	73.9	73.8

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	*	50.0	30.0	30.4		20.0	20.0		41.7	26.7	33.3	21.3	27
	2008		*	16.7	12.5	*	15.0	14.7		26.1	0.0	15.4	21.5	39
	2009		*	15.4	13.3	*	*	0.0		0.0	42.9	16.7	34.1	18
4	2007	*	22.2	12.1	10.3		0.0	0.0		13.0	14.3	13.6	16.6	44
	2008		*	15.8	23.8		22.2	18.2		18.2	33.3	26.1	14.4	23
	2009	*	*	2.9	0.0	*	0.0	0.0		3.7	0.0	2.5	18.4	40
5	2007	*	10.0	6.3	3.1	*	0.0	0.0	*	9.1	4.8	7.0	13.1	43
	2008	*	12.5	6.5	5.9		0.0	0.0		4.2	12.5	7.5	16.5	40
	2009		*	12.5	16.0		0.0	0.0		13.3	27.3	19.2	18.5	26
3-5	2007	*	24.0	14.1	12.8	*	7.4	6.3	*	17.5	14.0	15.8	17.1	114
	2008	*	26.7	12.8	12.6	*	12.2	10.1		15.5	13.6	14.7	17.4	102
	2009	*	27.3	8.5	7.9	*	0.0	0.0		5.7	19.4	10.7	22.7	84

NUMBER TESTED IN GRADES 3-5													
2007	4	25	85	94	3	27	48	1	57	57	114	31,814	
2008	1	15	86	87	1	41	69	0	58	44	102	31,840	
2009	2	11	71	76	5	28	53	0	53	31	84	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	*	100.0	72.7	79.2	*	50.0	62.5		84.6	75.0	79.3	70.3	29
	2008		*	69.4	62.5	*	75.0	64.7		73.9	50.0	64.1	76.6	39
	2009		*	80.0	78.1	*	80.0	73.1		84.2	75.0	80.0	77.3	35
4	2007	*	55.6	69.7	64.1		75.0	40.0		60.9	66.7	63.6	75.7	44
	2008		*	60.0	71.4	*	66.7	58.3		63.6	69.2	66.7	77.9	24
	2009	*	*	60.0	54.1	*	66.7	51.7		59.3	50.0	56.1	79.4	41
5	2007	*	100.0	77.4	77.4	*	55.6	64.7	*	81.0	85.7	83.3	82.9	42
	2008	*	75.0	84.4	80.6		81.8	70.8		80.0	87.5	82.9	84.0	41
	2009		*	70.8	72.0		50.0	56.3		73.3	72.7	73.1	87.0	26
3-5	2007	*	84.0	73.3	72.3	*	59.3	56.3	*	73.7	75.9	74.8	76.2	115
	2008	*	66.7	72.7	71.9	*	75.0	65.7		74.6	68.9	72.1	79.5	104
	2009	*	54.5	69.7	67.0	*	69.6	60.6		70.5	65.9	68.6	81.0	102

NUMBER TESTED IN GRADES 3-5													
2007	4	25	86	94	5	27	48	1	57	58	115	32,298	
2008	1	15	88	89	2	40	70	0	59	45	104	32,696	
2009	2	11	89	94	5	46	71	0	61	41	102	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	*	0	6	5	*	5	6		2	4	6	3,303	29
	2008		*	11	12	*	5	12		6	8	14	2,542	39
	2009		*	6	7	*	4	7		3	4	7	2,781	35
4	2007	*	4	10	14		2	9		9	7	16	2,604	44
	2008		*	8	6	*	3	5		4	4	8	2,436	24
	2009	*	*	14	17	*	6	14		11	7	18	2,196	41
5	2007	*	0	7	7	*	4	6	*	4	3	7	1,785	42
	2008	*	2	5	7		2	7		5	2	7	1,730	41
	2009		*	7	7		4	7		4	3	7	1,386	26
3-5	2007	*	4	23	26	*	11	21	*	15	14	29	7,692	115
	2008	*	5	24	25	*	10	24		15	14	29	6,708	104
	2009	*	5	27	31	*	14	28		18	14	32	6,363	102

NUMBER TESTED IN GRADES 3-5													
2007	4	25	86	94	5	27	48	1	57	58	115	32,298	
2008	1	15	88	89	2	40	70	0	59	45	104	32,696	
2009	2	11	89	94	5	46	71	0	61	41	102	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	76.9	74.1	74.7	73.6	82.8	61.6
	2008	71.8	75.2	85.0	70.9	78.2	56.4
	2009	83.4	77.6	88.6	83.8	83.6	67.1
4	2007	73.3	80.5	60.6	66.3	62.5	69.9
	2008	75.8	81.5	72.9	68.8	70.8	75.0
	2009	77.6	70.7	73.6	71.1	71.3	55.2
5	2007	82.9	73.1	81.6	73.8	76.8	77.4
	2008	76.1	72.5	84.3	74.6	75.0	76.2
	2009	71.3	72.5	83.0	70.3	71.2	74.0
3-5	2007	77.7	76.2	71.8	70.9	72.8	70.5
	2008	74.4	75.6	82.0	71.9	75.2	68.5
	2009	78.0	73.6	81.1	75.3	75.5	64.1

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	*	33.3	13.6	16.7	*	10.0	12.5		23.1	12.5	17.2	19.2	29
	2008		*	16.7	12.5	*	25.0	14.7		17.4	12.5	15.4	26.3	39
	2009		*	30.0	28.1	*	15.0	19.2		21.1	37.5	28.6	29.0	35
4	2007	*	11.1	9.1	7.7		0.0	0.0		13.0	4.8	9.1	22.6	44
	2008		*	25.0	23.8	*	22.2	16.7		36.4	15.4	25.0	23.8	24
	2009	*	*	22.9	21.6	*	16.7	17.2		25.9	14.3	22.0	31.6	41
5	2007	*	10.0	35.5	29.0	*	22.2	11.8	*	33.3	23.8	28.6	29.3	42
	2008	*	12.5	15.6	16.7		18.2	8.3		20.0	6.3	14.6	31.9	41
	2009		*	20.8	20.0		0.0	6.3		26.7	18.2	23.1	38.4	26
3-5	2007	*	16.0	19.8	17.0	*	11.1	8.3	*	22.8	13.8	18.3	23.6	115
	2008	*	13.3	18.2	16.9	*	22.5	12.9		22.0	11.1	17.3	27.3	104
	2009	*	18.2	24.7	23.4	*	13.0	15.5		24.6	24.4	24.5	32.8	102

NUMBER TESTED IN GRADES 3-5													
2007	4	25	86	94	5	27	48	1	57	58	115	32,298	
2008	1	15	88	89	2	40	70	0	59	45	104	32,696	
2009	2	11	89	94	5	46	71	0	61	41	102	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	90.6	92.1		85.7	80.0		87.0	100.0	93.0	86.5	43
	2008		*	84.2	85.7		77.8	72.7		72.7	100.0	87.0	87.4	23
	2009	*	*	79.4	77.8	*	83.3	71.4		76.9	78.6	77.5	87.4	40

NUMBER TESTED IN GRADE 4													
2007	2	9	32	38	0	7	15	0	23	20	43	10,408	
2008	0	4	19	21	0	9	11	0	11	12	23	10,658	
2009	2	4	34	36	1	18	28	0	26	14	40	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	3	3		1	3		3	0	3	1,408	43
	2008		*	3	3		2	3		3	0	3	1,348	23
	2009	*	*	7	8	*	3	8		6	3	9	1,264	40

NUMBER TESTED IN GRADE 4													
2007	2	9	32	38	0	7	15	0	23	20	43	10,408	
2008	0	4	19	21	0	9	11	0	11	12	23	10,658	
2009	2	4	34	36	1	18	28	0	26	14	40	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	2.1	87.2	80.5	95.1	91.6
	2008	2.1	79.3	80.4	86.4	84.8
	2009	2.0	80.6	79.7	81.9	86.6

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	*	22.2	6.3	10.5		0.0	0.0		13.0	5.0	9.3	18.2	43
	2008		*	0.0	0.0		0.0	0.0		0.0	8.3	4.3	21.4	23
	2009	*	*	23.5	19.4	*	27.8	17.9		19.2	21.4	20.0	21.0	40

NUMBER TESTED IN GRADE 4													
2007	2	9	32	38	0	7	15	0	23	20	43	10,408	
2008	0	4	19	21	0	9	11	0	11	12	23	10,658	
2009	2	4	34	36	1	18	28	0	26	14	40	10,032	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007	*	40.0	54.8	48.4	*	11.1	23.5	*	61.9	42.9	52.4	62.3	42
	2008	*	25.0	65.6	57.1		66.7	45.8		64.0	50.0	58.5	71.9	41
	2009		*	58.3	60.0		25.0	37.5		80.0	36.4	61.5	75.9	26

NUMBER TESTED IN GRADE 5													
2007	1	10	31	31	3	9	17	1	21	21	42	10,296	
2008	1	8	32	35	0	12	24	0	25	16	41	10,686	
2009	0	2	24	25	0	8	16	0	15	11	26	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	*	6	14	16	*	8	13	*	8	12	20	3,881	42
	2008	*	6	11	15		4	13		9	8	17	3,005	41
	2009		*	10	10		6	10		3	7	10	2,542	26

NUMBER TESTED IN GRADE 5													
2007	1	10	31	31	3	9	17	1	21	21	42	10,296	
2008	1	8	32	35	0	12	24	0	25	16	41	10,686	
2009	0	2	24	25	0	8	16	0	15	11	26	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	79.1	78.6	75.4	58.7
	2008	84.2	81.0	72.4	65.0
	2009	85.2	82.5	76.9	62.4

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)
5	2007	*	20.0	12.9	9.7	*	0.0	0.0	*	19.0	9.5	14.3	18.0	42
	2008	*	0.0	15.6	11.4		8.3	4.2		20.0	0.0	12.2	24.8	41
	2009		*	20.8	20.0		0.0	6.3		26.7	18.2	23.1	29.1	26

NUMBER TESTED IN GRADE 5													
2007	1	10	31	31	3	9	17	1	21	21	42	10,296	
2008	1	8	32	35	0	12	24	0	25	16	41	10,686	
2009	0	2	24	25	0	8	16	0	15	11	26	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			68.8	68.8		68.8	68.8		50.0	87.5	68.8	89.4	16
5	2007												75.8	0
	2008												70.6	0
	2009			*	*		*	*			*	*	79.7	1
ALL	2007												—	0
	2008												—	0
	2009			70.6	70.6		70.6	70.6		50.0	88.9	70.6	—	17

NUMBER TESTED IN GRADES ALL														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	17	17	0	17	17	0	8	9	17	17	—	

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			5	5		5	5		4	1	5	514	16
5	2007												22	0
	2008												65	0
	2009			*	*		*	*			*	*	86	1
ALL	2007												—	0
	2008												—	0
	2009			5	5		5	5		4	1	5	—	17

NUMBER TESTED IN GRADES ALL														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	17	17	0	17	17	0	8	9	17	17	—	

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	72.9	73.2	67.7	70.3
5	2007				
	2008				
	2009	*	*	*	*
ALL	2007				
	2008				
	2009	74.1	74.1	68.1	71.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												14.8	0
	2008												17.2	0
	2009			6.3	6.3		6.3	6.3		0.0	12.5	6.3	30.6	16
5	2007												17.6	0
	2008												19.9	0
	2009			*	*		*	*			*	*	15.3	1
ALL	2007												—	0
	2008												—	0
	2009			5.9	5.9		5.9	5.9		0.0	11.1	5.9	—	17

NUMBER TESTED IN ALL GRADES														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	17	17	0	17	17	0	8	9	17	17	—	

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	*	*	*	*	83.3	*	83.3		*	*	83.3	77.7	6
	2009		*	*	100.0	100.0	*	100.0		*	*	100.0	87.7	7
4	2008		*	*	*	*	*	*		*	*	*	70.7	5
	2009	*	*	*	*	83.3	*	*		*	*	83.3	71.8	6
5	2008		*	*	*	*	*	*		*	*	*	73.3	3
	2009			*	*	*					*	*	80.3	1
3-5	2008	*	*	100.0	90.9	92.9	*	90.9		87.5	100.0	92.9	73.7	14
	2009	*	85.7	100.0	91.7	92.9	*	90.9		100.0	87.5	92.9	79.2	14

NUMBER TESTED IN GRADES 3-5													
2008	1	5	8	11	14	4	11	0	8	6	14	1,807	
2009	1	7	6	12	14	4	11	0	6	8	14	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	*	*	*	*	1	*	1		*	*	1	116	6
	2009		*	*	0	0	*	0		*	*	0	60	7
4	2008		*	*	*	*	*	*		*	*	*	181	5
	2009	*	*	*	*	1	*	*		*	*	1	192	6
5	2008		*	*	*	*	*	*		*	*	*	179	3
	2009			*	*	*					*	*	137	1
3-5	2008	*	*	0	1	1	*	1		1	0	1	476	14
	2009	*	1	0	1	1	*	1		0	1	1	389	14

NUMBER TESTED IN GRADES 3-5													
2008	1	5	8	11	14	4	11	0	8	6	14	1,807	
2009	1	7	6	12	14	4	11	0	6	8	14	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	64.1	75.0	70.0	72.2
	2009	71.4	81.0	60.0	61.9
4					
	2008	*	*	*	*
	2009	75.0	69.4	63.9	64.6
5					
	2008	*	*	*	*
	2009	*	*	*	*
3-5					
	2008	62.4	75.0	63.3	56.7
	2009	73.7	76.2	62.1	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)
3														
	2008	*	*	*	*	16.7	*	16.7		*	*	16.7	10.8	6
	2009		*	*	14.3	14.3	*	14.3		*	*	14.3	16.2	7
4														
	2008		*	*	*	*	*	*		*	*	*	9.7	5
	2009	*	*	*	*	16.7	*	*		*	*	16.7	8.9	6
5														
	2008		*	*	*	*	*	*		*	*	*	14.9	3
	2009			*	*	*					*	*	14.1	1
3-5														
	2008	*	*	0.0	0.0	7.1	*	9.1		12.5	0.0	7.1	12.0	14
	2009	*	14.3	16.7	16.7	14.3	*	18.2		0.0	25.0	14.3	12.7	14

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	1	5	8	11	14	4	11	0	8	6	14	1,807		
2009	1	7	6	12	14	4	11	0	6	8	14	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	*	*	*	*	100.0	*	100.0		*	*	100.0	76.1	6
	2009		*	*	100.0	100.0	*	100.0		*	*	100.0	81.2	7
4	2008		*	*	*	*	*	*		*	*	*	69.1	4
	2009	*	*	*	*	100.0	*	*		*	*	100.0	75.8	6
5	2008		*	*	*	*	*	*		*	*	*	64.0	3
	2009		*	*	*	*				*	*	*	80.2	4
3-5	2008	*	*	100.0	90.9	92.3	*	100.0		87.5	*	92.3	69.4	13
	2009	*	100.0	100.0	100.0	100.0	*	100.0		100.0	100.0	100.0	78.8	17

NUMBER TESTED IN GRADES 3-5													
2008	1	5	7	11	13	4	10	0	8	5	13	1,730	
2009	1	8	8	15	17	4	11	0	8	9	17	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	*	*	*	*	0	*	0		*	*	0	129	6
	2009		*	*	0	0	*	0		*	*	0	85	7
4	2008		*	*	*	*	*	*		*	*	*	173	4
	2009	*	*	*	*	0	*	*		*	*	0	157	6
5	2008		*	*	*	*	*	*		*	*	*	227	3
	2009		*	*	*	*				*	*	*	127	4
3-5	2008	*	*	0	1	1	*	0		1	*	1	529	13
	2009	*	0	0	0	0	*	0		0	0	0	369	17

NUMBER TESTED IN GRADES 3-5													
2008	1	5	7	11	13	4	10	0	8	5	13	1,730	
2009	1	8	8	15	17	4	11	0	8	9	17	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	91.7	93.3	83.3	90.0	77.8	63.9
	2009	80.4	77.1	80.0	94.3	66.7	52.4
4	2008	*	*	*	*	*	*
	2009	83.3	80.6	70.0	76.7	61.1	77.8
5	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-5	2008	71.4	71.3	72.6	66.7	61.5	60.3
	2009	80.1	80.8	73.3	87.5	66.7	69.0

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	*	*	*	*	50.0	*	50.0		*	*	50.0	16.1	6
	2009		*	*	42.9	42.9	*	42.9		*	*	42.9	22.3	7
4														
	2008		*	*	*	*	*	*		*	*	*	14.3	4
	2009	*	*	*	*	50.0	*	*		*	*	50.0	14.0	6
5														
	2008		*	*	*	*	*	*		*	*	*	14.0	3
	2009		*	*	*	*				*	*	*	17.2	4
3-5														
	2008	*	*	28.6	27.3	30.8	*	30.0		37.5	*	30.8	14.7	13
	2009	*	37.5	37.5	40.0	41.2	*	45.5		37.5	44.4	41.2	17.3	17

NUMBER TESTED IN GRADES 3-5														
2008	1	5	7	11	13	4	10	0	8	5	13	1,730		
2009	1	8	8	15	17	4	11	0	8	9	17	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	75.0	69.2	71.4	46.9	21
	2008	50.0	92.3	78.9	57.6	19
	2009	25.0	62.5	43.8	41.9	16
1	2007	28.6	44.4	40.0	51.4	25
	2008	40.0	50.0	45.0	50.2	20
	2009	83.3	84.6	84.2	54.2	19
2	2007	21.6	*	26.2	44.5	42
	2008	50.0	*	52.4	50.2	21
	2009	13.3	66.7	28.6	47.9	21
1-2	2007	22.7	47.8	31.3	47.6	67
	2008	46.2	53.3	48.8	50.2	41
	2009	33.3	78.9	55.0	51.0	40

Grade	Year	MATHEMATICS TOTAL (**MATHMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	60.0	68.8	63.4	44.3	41
	2008	29.6	80.0	47.6	44.9	42
	2009	28.9	70.0	37.5	52.8	48
1	2007	29.6	30.0	29.8	48.8	47
	2008	42.9	60.0	47.4	55.5	38
	2009	16.7	53.8	42.1	50.4	19
2	2007	55.8	*	56.3	55.6	48
	2008	38.2	57.1	41.5	57.5	41
	2009	25.0	85.7	43.5	53.2	23
K-2	2007	49.5	48.8	49.3	49.1	136
	2008	37.1	68.8	45.5	52.7	121
	2009	26.7	66.7	40.0	52.3	90

Number Tested	2007	52	36	88	24,696	
	2008	32	28	60	21,817	
	2009	29	27	56	21,148	

Number Tested	2007	95	41	136	34,441	
	2008	89	32	121	41,070	
	2009	60	30	90	30,563	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	*	66.7	64.7	*	100.0	75.0		66.7	75.0	71.4	46.9	21
	2008	*	*	88.9	76.9	33.3	*	50.0		90.0	66.7	78.9	57.6	19
	2009	*	33.3	44.4	43.8	*	*	25.0		42.9	44.4	43.8	41.9	16
1	2007		*	33.3	47.4	*	*	28.6		47.1	25.0	40.0	51.4	25
	2008		*	43.8	38.9	*	42.9	40.0		30.0	60.0	45.0	50.2	20
	2009	*	*	83.3	81.3	*	*	83.3		87.5	81.8	84.2	54.2	19
2	2007	*	16.7	26.5	29.7	12.5	14.3	21.6		33.3	16.7	26.2	44.5	42
	2008		42.9	57.1	56.3	18.2	*	50.0		50.0	55.6	52.4	50.2	21
	2009		*	26.7	22.2	*	*	13.3		20.0	36.4	28.6	47.9	21
1-2	2007	*	40.0	29.1	35.7	9.1	19.2	22.7		39.0	19.2	31.3	47.6	67
	2008		45.5	50.0	47.1	13.3	50.0	46.2		40.9	57.9	48.8	50.2	41
	2009	*	55.6	51.9	50.0	50.0	42.9	33.3		50.0	59.1	55.0	51.0	40

Number Tested	2007	3	15	70	73	16	32	52	0	50	38	88	24,696
	2008	4	16	39	47	21	13	32	0	32	28	60	21,817
	2009	3	15	36	50	11	11	29	0	25	31	56	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	*	*	5	4	*	2	2		2	3	5	1,245	21
	2008	*	*	6	8	0	*	1		7	4	11	1,687	19
	2009	*	0	0	0	*	*	0		0	0	0	771	16
1	2007		*	1	2	*	*	0		1	2	3	1,458	25
	2008		*	1	2	*	0	0		1	1	2	1,555	20
	2009	*	*	3	5	*	*	3		4	4	8	1,659	19
2	2007	*	1	0	2	0	0	1		2	0	2	896	42
	2008		1	2	2	1	*	1		0	3	3	1,065	21
	2009		*	0	0	*	*	0		0	0	0	1,027	21
1-2	2007	*	3	1	4	0	0	1		3	2	5	2,355	67
	2008		2	3	4	1	0	1		1	4	5	2,620	41
	2009	*	2	3	5	2	1	3		4	4	8	2,688	40
Number Tested	2007	3	15	70	73	16	32	52	0	50	38	88	24,696	
	2008	4	16	39	47	21	13	32	0	32	28	60	21,817	
	2009	3	15	36	50	11	11	29	0	25	31	56	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	*	*	57.1	60.0	66.7	56.5	60.0		42.9	85.0	63.4	44.3	41
	2008	*	*	40.6	39.4	16.7	28.0	29.6		61.1	37.5	47.6	44.9	42
	2009	*	66.7	31.7	37.5	*	26.5	28.9		42.1	34.5	37.5	52.8	48
1	2007		42.9	27.5	30.8	0.0	31.8	29.6		28.1	33.3	29.8	48.8	47
	2008		*	47.1	45.7	*	48.0	42.9		45.0	50.0	47.4	55.5	38
	2009	*	*	33.3	31.3	*	*	16.7		37.5	45.5	42.1	50.4	19
2	2007	*	33.3	57.5	57.1	50.0	50.0	55.8		71.4	35.0	56.3	55.6	48
	2008		42.9	41.2	38.9	25.0	30.4	38.2		47.8	33.3	41.5	57.5	41
	2009	*	*	37.5	40.0	*	*	25.0		54.5	33.3	43.5	53.2	23
K-2	2007	*	55.6	47.0	49.1	36.4	46.5	49.5		46.9	52.7	49.3	49.1	136
	2008	*	56.3	43.0	41.3	23.8	35.6	37.1		50.8	40.0	45.5	52.7	121
	2009	*	53.3	33.3	36.9	27.3	21.4	26.7		44.7	36.5	40.0	52.3	90

Number Tested	2007	3	18	115	116	22	71	95	0	81	55	136	34,441
	2008	4	16	100	104	21	73	89	0	61	60	121	41,070
	2009	4	15	69	84	11	42	60	0	38	52	90	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	*	*	10	10	3	5	6		6	8	14	2,583	41
	2008	*	*	9	7	0	3	3		5	7	12	2,788	42
	2009	*	1	0	2	*	0	0		2	0	2	2,455	48
1	2007		0	3	2	0	2	2		2	1	3	1,769	47
	2008		*	3	3	*	2	2		1	3	4	2,800	38
	2009	*	*	0	0	*	*	0		2	0	2	1,577	19
2	2007	*	0	9	8	0	7	8		6	3	9	2,098	48
	2008		0	5	5	2	0	4		3	2	5	2,912	41
	2009	*	*	0	2	*	*	1		1	2	3	1,686	23
K-2	2007	*	3	22	20	3	14	16		14	12	26	6,450	136
	2008	*	2	17	15	2	5	9		9	12	21	8,500	121
	2009	*	3	0	4	1	0	1		5	2	7	5,718	90

Number Tested	2007	3	18	115	116	22	71	95	0	81	55	136	34,441
	2008	4	16	100	104	21	73	89	0	61	60	121	41,070
	2009	4	15	69	84	11	42	60	0	38	52	90	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			80.0	83.3	*	82.4	82.4		75.0	87.5	80.0	84.7	20
	2008			87.5	85.7		87.0	86.4		88.9	86.7	87.5	87.0	24
	2009			81.3	81.3		80.0	80.0		75.0	85.0	81.3	88.6	32
1	2007			75.0	73.3		73.3	73.3		66.7	*	75.0	84.5	16
	2008			95.2	95.0	*	94.4	94.4		91.7	100.0	95.2	88.0	21
	2009			78.6	77.8		81.5	81.5		85.7	71.4	78.6	88.6	28
2	2007			*	*		*	*		*	*	*	89.9	5
	2008			85.0	85.0		85.0	83.3		72.7	100.0	85.0	93.4	20
	2009			95.8	95.7		95.5	95.5		93.8	100.0	95.8	94.0	24
K-2	2007			70.7	71.1	*	70.3	69.4		66.7	78.6	70.7	85.6	41
	2008			89.2	88.5	*	88.5	87.9		84.4	93.9	89.2	89.3	65
	2009			84.5	84.1		84.8	84.8		85.7	83.3	84.5	90.4	84

Number Tested	2007	0	0	41	38	1	37	36	0	27	14	41	14,889
	2008	0	0	65	61	1	61	58	0	32	33	65	18,257
	2009	0	0	84	82	0	79	79	0	42	42	84	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			10	9	*	8	8		5	5	10	2,779	20
	2008			6	4		6	6		2	4	6	3,280	24
	2009			17	17		16	16		7	10	17	3,525	32
1	2007			0	0		0	0		0	*	0	1,782	16
	2008			12	11	*	10	10		6	6	12	2,412	21
	2009			7	7		7	7		3	4	7	2,523	28
2	2007			*	*		*	*		*	*	*	1,196	5
	2008			3	3		3	2		1	2	3	2,596	20
	2009			9	8		8	9		6	3	9	2,909	24
K-2	2007			11	10	*	9	8		6	5	11	5,757	41
	2008			21	18	*	19	18		9	12	21	8,288	65
	2009			33	32		31	32		16	17	33	8,957	84

Number Tested	2007	0	0	41	38	1	37	36	0	27	14	41	14,889
	2008	0	0	65	61	1	61	58	0	32	33	65	18,257
	2009	0	0	84	82	0	79	79	0	42	42	84	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	-	0	-	8	25.0	8	25.0
5	2	0.0	0	-	0	-	2	0.0
ALL	2	0.0	0	-	8	25.0	10	20.0

PERFORMANCE IN 2009

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (35)	Beginning	33	94.3	31	88.6	33	94.3	33	94.3	33	94.3
	Intermediate	2	5.7	3	8.6	2	5.7	2	5.7	2	5.7
	Advanced	0	0.0	1	2.9	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (29)	Beginning	4	13.8	4	13.8	26	89.7	26	89.7	26	89.7
	Intermediate	18	62.1	19	65.5	2	6.9	2	6.9	2	6.9
	Advanced	5	17.2	4	13.8	1	3.4	0	0.0	0	0.0
	Advanced High	2	6.9	2	6.9	0	0.0	1	3.4	1	3.4
2 (28)	Beginning	9	32.1	9	32.1	11	39.3	6	21.4	6	21.4
	Intermediate	8	28.6	9	32.1	11	39.3	6	21.4	6	21.4
	Advanced	3	10.7	2	7.1	2	7.1	8	28.6	10	35.7
	Advanced High	8	28.6	8	28.6	4	14.3	8	28.6	6	21.4
3 (24)	Beginning	8	33.3	11	45.8	9	37.5	8	33.3	8	33.3
	Intermediate	14	58.3	11	45.8	11	45.8	5	20.8	5	20.8
	Advanced	2	8.3	1	4.2	4	16.7	7	29.2	10	41.7
	Advanced High	0	0.0	1	4.2	0	0.0	4	16.7	1	4.2
4 (21)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	6	28.6	6	28.6	7	33.3	4	19.0	4	19.0
	Advanced	11	52.4	11	52.4	12	57.1	6	28.6	8	38.1
	Advanced High	4	19.0	4	19.0	2	9.5	11	52.4	9	42.9

**PROGRESSION FROM
2008 TO 2009**

Number Rated Both Years N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
26 2 (7.7%)	Beginning	23			
	Intermediate	1	1		
	Advanced	0	0	0	
	Advanced High	0	0	1	
25 18 (72.0%)	Beginning	6			
	Intermediate	3	1		
	Advanced	9	1	0	
	Advanced High	4	1	0	
22 5 (22.7%)	Beginning	7			
	Intermediate	2	3		
	Advanced	0	3	7	
	Advanced High	0	0	0	
20 10 (50.0%)	Beginning	0			
	Intermediate	1	2		
	Advanced	0	0	8	
	Advanced High	0	0	9	

PERFORMANCE IN 2009

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (11)	Beginning	1	9.1	2	18.2	1	9.1	1	9.1	1	9.1
	Intermediate	2	18.2	4	36.4	4	36.4	2	18.2	2	18.2
	Advanced	6	54.5	4	36.4	4	36.4	2	18.2	2	18.2
	Advanced High	2	18.2	1	9.1	2	18.2	6	54.5	6	54.5
ALL (148)	Beginning	55	37.2	57	38.5	80	54.1	74	50.0	74	50.0
	Intermediate	50	33.8	52	35.1	37	25.0	21	14.2	21	14.2
	Advanced	27	18.2	23	15.5	23	15.5	23	15.5	30	20.3
	Advanced High	16	10.8	16	10.8	8	5.4	30	20.3	23	15.5

**PROGRESSION FROM
2008 TO 2009**

Number Rated Both Years N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
10 8 (80.0%)	Beginning	0			
	Intermediate	1	1		
	Advanced	0	1	1	
	Advanced High	0	1	5	
104 43 (41.3%)	Beginning	36			
	Intermediate	8	9		
	Advanced	9	5	16	
	Advanced High	4	2	15	

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