Campus Data Packet

for 2009 - 10 Plans

BIRDIE ALEXANDER

School Number 235

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.

Dallas Independent School District

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2.... Contents..... Table of Contents
3.... Notes..... Notes and Data Descriptions for Individual Reports

STUDENTS AND STAFF

5.... Summary..... Summary of Student and Teacher Statistics
6.... Enrollment (1)..... Enrollment Statistics by Ethnicity
7.... Enrollment (2)..... Enrollment Statistics by Select Student Group
8.... Attendance..... Student Attendance Statistics
9.... Teachers..... Teacher Statistics

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

10.... TAKS Read (1)..... TAKS Reading: Percentage Meeting Standard
11.... TAKS Read (2)..... TAKS Reading: Number Not Meeting Standard
12.... TAKS Read (3)..... TAKS Reading: Performance by Objective
13.... TAKS Read (4)..... TAKS Reading: Percentage Commended
14.... TAKS Math (1)..... TAKS Mathematics: % Meeting Standard
15.... TAKS Math (2)..... TAKS Mathematics: # Not Meeting Standard
16.... TAKS Math (3)..... TAKS Mathematics: % by Objective
17.... TAKS Math (4)..... TAKS Mathematics: % Commended
18.... TAKS Write (1)..... TAKS Writing: Percentage Meeting Standard
19.... TAKS Write (2)..... TAKS Writing: Number Not Meeting Standard
20.... TAKS Write (3)..... TAKS Writing: Performance by Objective
21.... TAKS Write (4)..... TAKS Writing: Percentage Commended
22.... TAKS Science (1)..... TAKS Science: Percentage Meeting Standard
23.... TAKS Science (2)..... TAKS Science: Number Not Meeting Standard
24.... TAKS Science (3)..... TAKS Science: Performance by Objective
25.... TAKS Science (4)..... TAKS Science: Percentage Commended

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (MOD)

26.... TAKS-M Read (1)..... TAKS-M Reading: % Meeting Standard
27.... TAKS-M Read (2)..... TAKS-M Reading: # Not Meeting Standard
28.... TAKS-M Read (3)..... TAKS-M Reading: Performance by Objective
29.... TAKS-M Read (4)..... TAKS-M Reading: Percentage Commended
30.... TAKS-M Math (1)..... TAKS-M Math: % Meeting Standard
31.... TAKS-M Math (2)..... TAKS-M Math: # Not Meeting Standard
32.... TAKS-M Math (3)..... TAKS-M Math: Performance by Objective
33.... TAKS-M Math (4)..... TAKS-M Math: Percentage Commended

ITBS / ITED / LOGRAMOS

34.... Compliance..... SCE Compliance for At-Risk Students
35.... ITBS Read (1)..... ITBS Reading Total: % At or Above the 40th %-tile
36.... ITBS Read (2)..... ITBS Reading Total: # At or Above the 80th %-tile
37.... ITBS Math (1)..... ITBS Math Total: % At or Above the 40th %-tile
38.... ITBS Math (2)..... ITBS Math Total: # At or Above the 80th %-tile

MEASURES OF ENGLISH PROFICIENCY

39.... WMLS..... Woodcock-Muñoz Language Survey
40.... TELPAS..... TX English Language Proficiency Assessment System

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	14
PK	43
KN	60
1	70
2	94
3	68
4	76
5	55
ALL	480

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	357	74.4	30	85.7
American Indian	0	0.0	*	*
Asian	4	0.8	*	*
Hispanic	118	24.6	0	0.0
White	1	0.2	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	423	88.1
Limited English proficient students	61	12.7
Special education students	37	7.7

			African American		American Indian		Asian		Hispanic		White	
Grade	Year	Enrollment	N	%	N	%	N	%	N	%	N	%
PK	**2007**	41	38	92.7	0	0.0	0	0.0	3	7.3	0	0.0
	2008	43	35	81.4	0	0.0	0	0.0	7	16.3	1	2.3
	2009	43	26	60.5	0	0.0	1	2.3	16	37.2	0	0.0
KN	**2007**	68	49	72.1	0	0.0	0	0.0	18	26.5	1	1.5
	2008	78	61	78.2	0	0.0	0	0.0	17	21.8	0	0.0
	2009	60	46	76.7	0	0.0	0	0.0	14	23.3	0	0.0
1	**2007**	75	55	73.3	0	0.0	0	0.0	19	25.3	1	1.3
	2008	83	68	81.9	0	0.0	0	0.0	14	16.9	1	1.2
	2009	70	55	78.6	0	0.0	1	1.4	14	20.0	0	0.0
2	**2007**	73	56	76.7	0	0.0	0	0.0	15	20.5	2	2.7
	2008	80	63	78.8	0	0.0	0	0.0	17	21.3	0	0.0
	2009	94	68	72.3	0	0.0	1	1.1	25	26.6	0	0.0
3	**2007**	74	59	79.7	0	0.0	0	0.0	15	20.3	0	0.0
	2008	84	68	81.0	0	0.0	0	0.0	16	19.0	0	0.0
	2009	68	48	70.6	0	0.0	1	1.5	19	27.9	0	0.0
4	**2007**	70	55	78.6	0	0.0	0	0.0	15	21.4	0	0.0
	2008	70	56	80.0	0	0.0	0	0.0	14	20.0	0	0.0
	2009	76	64	84.2	0	0.0	0	0.0	12	15.8	0	0.0
5	**2007**	70	54	77.1	0	0.0	0	0.0	16	22.9	0	0.0
	2008	84	69	82.1	0	0.0	0	0.0	15	17.9	0	0.0
	2009	55	42	76.4	0	0.0	0	0.0	13	23.6	0	0.0
EC-5	**2007**	477	369	77.4	0	0.0	0	0.0	104	21.8	4	0.8
	2008	529	426	80.5	0	0.0	0	0.0	101	19.1	2	0.4
	2009	480	357	74.4	0	0.0	4	0.8	118	24.6	1	0.2

			Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
Grade	Year	Enrollment	N	%	N	%	N	%	N	%	N	%	
PK	**2007**	41	36	87.8	0	0.0	1	2.4	0	0.0	39	95.1	4.9
	2008	43	43	100.0	4	9.3	0	0.0	0	0.0	42	97.7	2.3
	2009	43	41	95.3	11	25.6	0	0.0	0	0.0	42	97.7	0.0
KN	**2007**	68	60	88.2	3	4.4	6	8.8	1	1.5	40	58.8	0.0
	2008	78	69	88.5	6	7.7	3	3.8	0	0.0	38	48.7	2.6
	2009	60	52	86.7	8	13.3	1	1.7	2	3.3	22	36.7	3.3
1	**2007**	75	61	81.3	10	13.3	7	9.3	6	8.0	16	21.3	2.7
	2008	83	78	94.0	5	6.0	4	4.8	0	0.0	13	15.7	4.8
	2009	70	60	85.7	7	10.0	3	4.3	0	0.0	9	12.9	2.9
2	**2007**	73	54	74.0	5	6.8	5	6.8	5	6.8	13	17.8	2.7
	2008	80	70	87.5	11	13.8	10	12.5	3	3.8	10	12.5	3.8
	2009	94	85	90.4	12	12.8	6	6.4	5	5.3	16	17.0	4.3
3	**2007**	74	65	87.8	9	12.2	6	8.1	11	14.9	9	12.2	5.4
	2008	84	77	91.7	9	10.7	6	7.1	2	2.4	2	2.4	10.7
	2009	68	59	86.8	12	17.6	3	4.4	5	7.4	13	19.1	7.4
4	**2007**	70	53	75.7	13	18.6	3	4.3	8	11.4	6	8.6	0.0
	2008	70	59	84.3	3	4.3	6	8.6	8	11.4	8	11.4	1.4
	2009	76	66	86.8	6	7.9	4	5.3	7	9.2	13	17.1	0.0
5	**2007**	70	54	77.1	8	11.4	5	7.1	13	18.6	9	12.9	1.4
	2008	84	70	83.3	14	16.7	9	10.7	6	7.1	12	14.3	1.2
	2009	55	48	87.3	5	9.1	6	10.9	8	14.5	8	14.5	0.0
EC-5	**2007**	477	389	81.6	48	10.1	38	8.0	44	9.2	134	28.1	3.1
	2008	529	472	89.2	52	9.8	45	8.5	19	3.6	130	24.6	4.5
	2009	480	423	88.1	61	12.7	37	7.7	27	5.6	131	27.3	4.0

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**	20.2	4,117.2	19.2	95.1	3,933.6	95.5	45	100.0	100.0	38	7,436	100.0	100.0
	2008	21.0	4,133.2	20.3	96.8	3,942.7	95.4	48	100.0	100.0	40	7,427	100.0	100.0
	2009	20.9	4,167.8	19.7	94.4	3,975.6	95.4	49	100.0	100.0	35	7,332	100.0	100.0
KN	**2007**	65.3	13,945.0	63.7	97.5	13,385.6	96.0	23	35.2	24.3	54	12,035	82.7	86.3
	2008	72.8	13,568.1	70.3	96.6	13,004.4	95.8	27	37.1	23.5	60	11,618	82.4	85.6
	2009	61.6	13,515.0	58.4	94.7	12,939.1	95.7	14	22.7	22.5	52	11,501	84.4	85.1
1	**2007**	69.5	14,353.8	67.3	96.9	13,851.4	96.5	31	44.6	23.2	60	12,437	86.3	86.6
	2008	76.9	14,626.9	74.1	96.3	14,102.7	96.4	29	37.7	21.2	61	12,704	79.3	86.9
	2009	72.5	14,250.8	69.3	95.6	13,719.9	96.3	19	26.2	20.7	56	12,300	77.3	86.3
2	**2007**	66.8	13,403.8	64.6	96.7	12,978.9	96.8	34	50.9	21.7	54	11,729	80.8	87.5
	2008	78.5	13,708.6	75.8	96.5	13,269.8	96.8	19	24.2	19.7	66	12,043	84.0	87.9
	2009	89.7	13,950.1	86.4	96.2	13,499.0	96.8	27	30.1	18.6	70	12,231	78.0	87.7
3	**2007**	69.8	12,998.4	68.6	98.3	12,633.3	97.2	28	40.1	21.1	61	11,445	87.4	88.0
	2008	88.3	12,806.9	86.8	98.3	12,425.5	97.0	16	18.1	19.1	77	11,408	87.2	89.1
	2009	64.9	13,095.5	63.3	97.5	12,710.6	97.1	18	27.7	18.3	51	11,634	78.6	88.8
4	**2007**	71.5	12,104.9	69.4	97.0	11,768.3	97.2	15	21.0	19.7	65	10,683	90.9	88.3
	2008	70.4	12,329.8	68.1	96.8	11,960.3	97.0	16	22.7	19.7	61	10,924	86.7	88.6
	2009	78.2	12,156.4	75.8	97.0	11,789.9	97.0	17	21.7	18.1	63	10,731	80.6	88.3
5	**2007**	69.3	11,757.0	67.7	97.7	11,426.8	97.2	20	28.9	20.9	60	10,362	86.6	88.1
	2008	82.8	11,874.2	81.7	98.6	11,539.6	97.2	22	26.6	18.8	70	10,608	84.5	89.3
	2009	56.5	11,903.5	55.2	97.6	11,552.9	97.1	9	15.9	17.5	49	10,563	86.7	88.7
EC-5	**2007**	436.5	83,122.6	424.7	97.3	80,387.4	96.7	201	46.0	33.3	395	76,416	90.5	91.9
	2008	497.5	83,438.7	483.7	97.2	80,606.0	96.6	178	35.8	31.9	441	76,970	88.6	92.2
	2009	456.6	83,476.5	439.6	96.3	80,586.5	96.5	157	34.4	30.9	385	76,517	84.3	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	34	97.1
Male	1	2.9

TOTAL	35

AVERAGE NUMBER OF ABSENCES

2007	7.1
2008	10.4
2009	7.6

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**		66.7	66.7	63.3	*	50.0	51.2		66.7	66.7	66.7	84.6	69
	2008		77.9	73.3	75.6	*	57.1	72.7		71.4	82.9	77.1	86.2	83
	2009		86.7	81.3	85.5	*	80.0	77.4		81.5	88.6	85.5	87.3	62
4	**2007**		47.2	33.3	32.0	*	30.8	26.1		27.0	64.5	44.1	69.7	68
	2008		52.7	72.7	50.9	*	*	38.2		60.0	51.6	56.1	72.1	66
	2009		69.4	90.9	71.4	*	*	57.1		81.6	62.9	72.6	75.8	73
5	**2007**		66.0	71.4	67.3	*	57.1	47.1		64.7	69.7	67.2	78.3	67
	2008		65.1	53.3	61.9	*	53.8	51.1		48.9	81.8	62.8	82.9	78
	2009		89.7	90.9	90.7	*	*	87.5		86.2	95.2	90.0	82.9	50
3-5	**2007**		60.1	56.1	54.9	*	42.9	40.5		52.7	67.0	59.3	77.6	204
	2008		66.1	65.9	64.3	44.4	52.2	56.6		59.8	73.3	66.1	80.3	227
	2009		80.1	86.8	81.4	*	78.9	73.5		83.0	80.2	81.6	81.5	185

	NUMBER TESTED IN GRADES 3-5											
2007	0	163	41	162	5	28	121	0	110	94	204	31,814
2008	0	186	41	196	9	23	136	0	122	105	227	31,840
2009	0	146	38	161	5	19	83	0	94	91	185	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**		19	4	22	*	4	20		13	10	23	1,675	69
	2008		15	4	19	*	3	15		12	7	19	1,443	83
	2009		6	3	8	*	2	7		5	4	9	960	62
4	**2007**		28	10	34	*	9	34		27	11	38	3,189	68
	2008		26	3	27	*	*	21		14	15	29	2,996	66
	2009		19	1	18	*	*	12		7	13	20	2,449	73
5	**2007**		18	4	17	*	3	18		12	10	22	2,258	67
	2008		22	7	24	*	6	23		23	6	29	1,827	78
	2009		4	1	4	*	*	3		4	1	5	1,793	50
3-5	**2007**		65	18	73	*	16	72		52	31	83	7,122	204
	2008		63	14	70	5	11	59		49	28	77	6,266	227
	2009		29	5	30	*	4	22		16	18	34	5,202	185

	NUMBER TESTED IN GRADES 3-5											
2007	0	163	41	162	5	28	121	0	110	94	204	31,814
2008	0	186	41	196	9	23	136	0	122	105	227	31,840
2009	0	146	38	161	5	19	83	0	94	91	185	28,126

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

		OBJECTIVE			
Grade	Year	Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	**2007**	66.3	72.5	61.6	63.4
	2008	70.9	74.0	70.9	68.2
	2009	80.0	79.7	83.1	82.9
4	**2007**	63.9	65.8	56.1	56.0
	2008	74.0	68.8	71.0	65.9
	2009	78.9	73.5	67.7	73.3
5	**2007**	70.5	77.2	72.6	68.9
	2008	65.4	75.0	67.0	66.3
	2009	78.8	80.5	84.5	74.6
3-5	**2007**	66.9	71.8	63.4	62.7
	2008	69.9	72.8	69.6	66.9
	2009	79.2	77.5	77.4	76.9

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	**2007**		8.8	25.0	10.0	*	25.0	4.9		12.8	10.0	11.6	21.3	69
	2008		10.3	6.7	9.0	*	0.0	3.6		11.9	7.3	9.6	21.5	83
	2009		46.7	18.8	36.4	*	30.0	19.4		37.0	40.0	38.7	34.1	62
4	**2007**		9.4	0.0	4.0	*	0.0	2.2		5.4	9.7	7.4	16.6	68
	2008		3.6	18.2	7.3	*	*	2.9		5.7	6.5	6.1	14.4	66
	2009		6.5	18.2	9.5	*	*	3.6		10.5	5.7	8.2	18.4	73
5	**2007**		7.5	0.0	7.7	*	0.0	0.0		5.9	6.1	6.0	13.1	67
	2008		9.5	0.0	7.9	*	0.0	0.0		8.9	6.1	7.7	16.5	78
	2009		7.7	27.3	11.6	*	*	0.0		3.4	23.8	12.0	18.5	50
3-5	**2007**		8.6	7.3	7.4	*	7.1	2.5		8.2	8.5	8.3	17.1	204
	2008		8.1	7.3	8.2	0.0	4.3	2.2		9.0	6.7	7.9	17.4	227
	2009		19.2	21.1	19.3	*	21.1	8.4		16.0	23.1	19.5	22.7	185

	NUMBER TESTED IN GRADES 3-5											
2007	0	163	41	162	5	28	121	0	110	94	204	31,814
2008	0	186	41	196	9	23	136	0	122	105	227	31,840
2009	0	146	38	161	5	19	83	0	94	91	185	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**		35.7	57.1	37.7	*	50.0	24.4		39.5	40.6	40.0	70.3	70
	2008		58.7	46.7	54.1	*	14.3	37.7		65.8	47.5	56.4	76.6	78
	2009		81.4	72.2	80.0		58.3	65.6		80.0	78.4	79.0	77.3	62
4	**2007**		52.8	53.3	50.0	*	53.8	37.0		54.1	51.6	52.9	75.7	68
	2008		70.9	90.9	69.1	*	*	55.9		74.3	74.2	74.2	77.9	66
	2009		69.4	72.7	66.7	*	*	28.6		76.3	62.9	69.9	79.4	73
5	**2007**		73.6	85.7	80.4	*	71.4	60.0		70.6	81.8	76.1	82.9	67
	2008		60.9	73.3	61.5	*	76.9	52.2		60.9	66.7	63.3	84.0	79
	2009		95.0	100.0	95.2	*	*	91.7		92.9	100.0	96.0	87.0	50
3-5	**2007**		53.7	65.1	54.9	*	57.1	39.3		54.1	58.3	56.1	76.2	205
	2008		63.2	68.3	60.8	66.7	56.5	47.4		66.4	61.5	64.1	79.5	223
	2009		80.0	79.5	78.8	*	60.0	60.7		82.4	77.7	80.0	81.0	185

	NUMBER TESTED IN GRADES 3-5											
2007	0	162	43	162	5	28	122	0	109	96	205	32,298
2008	0	182	41	194	9	23	133	0	119	104	223	32,696
2009	0	145	39	160	4	20	84	0	91	94	185	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**		36	6	38	*	4	31		23	19	42	3,303	70
	2008		26	8	34	*	6	33		13	21	34	2,542	78
	2009		8	5	11		5	11		5	8	13	2,781	62
4	**2007**		25	7	25	*	6	29		17	15	32	2,604	68
	2008		16	1	17	*	*	15		9	8	17	2,436	66
	2009		19	3	21	*	*	20		9	13	22	2,196	73
5	**2007**		14	2	10	*	2	14		10	6	16	1,785	67
	2008		25	4	25	*	3	22		18	11	29	1,730	79
	2009		2	0	2	*	*	2		2	0	2	1,386	50
3-5	**2007**		75	15	73	*	12	74		50	40	90	7,692	205
	2008		67	13	76	3	10	70		40	40	80	6,708	223
	2009		29	8	34	*	8	33		16	21	37	6,363	185

	NUMBER TESTED IN GRADES 3-5											
2007	0	162	43	162	5	28	122	0	109	96	205	32,298
2008	0	182	41	194	9	23	133	0	119	104	223	32,696
2009	0	145	39	160	4	20	84	0	91	94	185	33,546

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

		OBJECTIVE					
Grade	Year	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**	61.3	67.6	63.8	51.2	68.2	47.5
	2008	70.0	70.3	76.5	67.3	73.4	55.6
	2009	81.1	83.3	87.9	77.2	83.1	74.2
4	**2007**	71.0	70.6	76.2	63.2	62.1	56.4
	2008	78.0	83.1	81.8	75.5	74.6	64.4
	2009	80.2	83.0	77.6	73.7	70.9	69.9
5	**2007**	79.9	72.7	77.6	67.2	70.9	70.7
	2008	72.8	68.2	76.7	59.9	68.7	65.2
	2009	88.4	86.6	91.1	81.7	86.5	80.3
3-5	**2007**	70.6	70.3	72.4	60.4	67.1	58.0
	2008	73.4	73.3	78.1	67.1	72.1	61.6
	2009	82.7	84.1	84.7	77.0	79.2	74.1

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**		3.6	14.3	4.9	*	12.5	4.9		2.6	9.4	5.7	19.2	70
	2008		14.3	6.7	10.8	*	0.0	0.0		18.4	7.5	12.8	26.3	78
	2009		32.6	27.8	29.1		25.0	15.6		24.0	35.1	30.6	29.0	62
4	**2007**		15.1	0.0	4.0	*	0.0	0.0		5.4	19.4	11.8	22.6	68
	2008		16.4	36.4	20.0	*	*	8.8		17.1	22.6	19.7	23.8	66
	2009		22.6	36.4	23.8	*	*	3.6		31.6	17.1	24.7	31.6	73
5	**2007**		15.1	7.1	15.7	*	14.3	5.7		14.7	12.1	13.4	29.3	67
	2008		12.5	13.3	10.8	*	7.7	6.5		17.4	6.1	12.7	31.9	79
	2009		40.0	50.0	38.1	*	*	25.0		32.1	54.5	42.0	38.4	50
3-5	**2007**		11.1	7.0	8.0	*	7.1	3.3		7.3	13.5	10.2	23.6	205
	2008		14.3	17.1	13.4	11.1	8.7	4.5		17.6	11.5	14.8	27.3	223
	2009		30.3	35.9	29.4	*	25.0	14.3		29.7	33.0	31.4	32.8	185

	NUMBER TESTED IN GRADES 3-5											
2007	0	162	43	162	5	28	122	0	109	96	205	32,298
2008	0	182	41	194	9	23	133	0	119	104	223	32,696
2009	0	145	39	160	4	20	84	0	91	94	185	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**		64.2	66.7	58.0	*	69.2	52.2		45.9	87.1	64.7	86.5	68
	2008		79.6	83.3	76.4	*	*	66.7		80.6	80.0	80.3	87.4	66
	2009		87.3	100.0	87.5	*	*	72.4		94.7	83.3	89.2	87.4	74

	NUMBER TESTED IN GRADE 4											
2007	0	53	15	50	1	13	46	0	37	31	68	10,408
2008	0	54	12	55	3	3	33	0	36	30	66	10,658
2009	0	63	11	64	3	5	29	0	38	36	74	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**		19	5	21	*	4	22		20	4	24	1,408	68
	2008		11	2	13	*	*	11		7	6	13	1,348	66
	2009		8	0	8	*	*	8		2	6	8	1,264	74

	NUMBER TESTED IN GRADE 4											
2007	0	53	15	50	1	13	46	0	37	31	68	10,408
2008	0	54	12	55	3	3	33	0	36	30	66	10,658
2009	0	63	11	64	3	5	29	0	38	36	74	10,032

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

		OBJECTIVE				
Grade	Year	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**	2.0	63.6	64.0	77.9	77.2
	2008	2.3	74.2	73.5	77.3	79.2
	2009	2.2	77.7	70.8	78.4	86.5

[1]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**		15.1	6.7	12.0	*	7.7	4.3		10.8	16.1	13.2	18.2	68
	2008		29.6	33.3	25.5	*	*	12.1		22.2	40.0	30.3	21.4	66
	2009		19.0	27.3	20.3	*	*	3.4		26.3	13.9	20.3	21.0	74

	NUMBER TESTED IN GRADE 4											
2007	0	53	15	50	1	13	46	0	37	31	68	10,408
2008	0	54	12	55	3	3	33	0	36	30	66	10,658
2009	0	63	11	64	3	5	29	0	38	36	74	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**		41.2	33.3	41.2	*	42.9	32.4		41.2	37.5	39.4	62.3	66
	2008		36.5	26.7	28.6	*	30.8	21.3		28.3	43.8	34.6	71.9	78
	2009		72.5	90.0	76.7	*	*	54.2		60.7	95.5	76.0	75.9	50

	NUMBER TESTED IN GRADE 5											
2007	0	51	15	51	1	7	34	0	34	32	66	10,296
2008	0	63	15	63	4	13	47	0	46	32	78	10,686
2009	0	40	10	43	2	3	24	0	28	22	50	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**		30	10	30	*	4	23		20	20	40	3,881	66
	2008		40	11	45	*	9	37		33	18	51	3,005	78
	2009		11	1	10	*	*	11		11	1	12	2,542	50

	NUMBER TESTED IN GRADE 5											
2007	0	51	15	51	1	7	34	0	34	32	66	10,296
2008	0	63	15	63	4	13	47	0	46	32	78	10,686
2009	0	40	10	43	2	3	24	0	28	22	50	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

		OBJECTIVE			
Grade	Year	Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	**2007**	71.2	72.9	72.4	61.6
	2008	71.7	68.7	69.2	51.6
	2009	88.6	87.1	85.3	66.0

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**		13.7	0.0	9.8	*	0.0	0.0		14.7	6.3	10.6	18.0	66
	2008		9.5	6.7	7.9	*	7.7	4.3		8.7	9.4	9.0	24.8	78
	2009		15.0	50.0	23.3	*	*	4.2		17.9	27.3	22.0	29.1	50

	NUMBER TESTED IN GRADE 5											
2007	0	51	15	51	1	7	34	0	34	32	66	10,296
2008	0	63	15	63	4	13	47	0	46	32	78	10,686
2009	0	40	10	43	2	3	24	0	28	22	50	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	5
	2009		*		*	*		*		*	*	*	87.7	2
4														
	2008		*	*	*	*		*		*		*	70.7	3
	2009		*	*	*	*	*	*		*	*	*	71.8	4
5														
	2008		100.0		100.0	100.0		*		*	*	100.0	73.3	6
	2009		*	*	*	*	*	*		*	*	*	80.3	4
3-5														
	2008		83.3	*	84.6	78.6	*	*		75.0	*	78.6	73.7	14
	2009		100.0	*	66.7	70.0	*	70.0		*	*	70.0	79.2	10

	NUMBER TESTED IN GRADES 3-5											
2008	0	12	2	13	14	1	5	0	12	2	14	1,807
2009	0	7	3	9	10	2	10	0	5	5	10	1,867

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	116	5
	2009		*		*	*		*		*	*	*	60	2
4														
	2008		*	*	*	*		*		*		*	181	3
	2009		*	*	*	*	*	*		*	*	*	192	4
5														
	2008		0		0	0		*		*	*	0	179	6
	2009		*	*	*	*	*	*		*	*	*	137	4
3-5														
	2008		2	*	2	3	*	*		3	*	3	476	14
	2009		0	*	3	3	*	3		*	*	3	389	10

	NUMBER TESTED IN GRADES 3-5											
2008	0	12	2	13	14	1	5	0	12	2	14	1,807
2009	0	7	3	9	10	2	10	0	5	5	10	1,867

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

		OBJECTIVE			
Grade	Year	Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	*	*	*	*
4					
	2008	*	*	*	*
	2009	*	*	*	*
5					
	2008	77.3	80.6	83.3	65.2
	2009	*	*	*	*
3-5					
	2008	60.7	75.0	61.7	61.6
	2009	58.2	51.7	56.7	58.8

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	5
	2009		*		*	*		*		*	*	*	16.2	2
4														
	2008		*	*	*	*		*		*		*	9.7	3
	2009		*	*	*	*	*	*		*	*	*	8.9	4
5														
	2008		0.0		0.0	0.0		*		*	*	0.0	14.9	6
	2009		*	*	*	*	*	*		*	*	*	14.1	4
3-5														
	2008		8.3	*	7.7	7.1	*	*		8.3	*	7.1	12.0	14
	2009		0.0	*	0.0	0.0	*	0.0		*	*	0.0	12.7	10

	NUMBER TESTED IN GRADES 3-5											
2008	0	12	2	13	14	1	5	0	12	2	14	1,807
2009	0	7	3	9	10	2	10	0	5	5	10	1,867

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*		*	76.1	4
	2009		*		*	*		*		*	*	*	81.2	3
4														
	2008		*	*	*	*		*		*		*	69.1	3
	2009		*	*	*	*	*	*		*	*	*	75.8	4
5														
	2008		*		*	*		*		*	*	*	64.0	5
	2009		*	*	*	*	*	*		*	*	*	80.2	4
3-5														
	2008		50.0	*	54.5	50.0	*	66.7		45.5	*	50.0	69.4	12
	2009		100.0	*	90.0	90.9	*	90.9		100.0	*	90.9	78.8	11

	NUMBER TESTED IN GRADES 3-5											
2008	0	10	2	11	12	1	6	0	11	1	12	1,730
2009	0	8	3	10	11	2	11	0	6	5	11	1,743

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*		*	129	4
	2009		*		*	*		*		*	*	*	85	3
4														
	2008		*	*	*	*		*		*		*	173	3
	2009		*	*	*	*	*	*		*	*	*	157	4
5														
	2008		*		*	*		*		*	*	*	227	5
	2009		*	*	*	*	*	*		*	*	*	127	4
3-5														
	2008		5	*	5	6	*	2		6	*	6	529	12
	2009		0	*	1	1	*	1		0	*	1	369	11

	NUMBER TESTED IN GRADES 3-5											
2008	0	10	2	11	12	1	6	0	11	1	12	1,730
2009	0	8	3	10	11	2	11	0	6	5	11	1,743

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

		OBJECTIVE					
Grade	Year	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	45.9	50.0	61.7	60.6	41.7	38.9
	2009	70.7	65.5	69.7	57.0	51.5	49.1

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		*	*	*	*	*	*		*		*	16.1	4
	2009		*		*	*		*		*	*	*	22.3	3
4														
	2008		*	*	*	*		*		*		*	14.3	3
	2009		*	*	*	*	*	*		*	*	*	14.0	4
5														
	2008		*		*	*		*		*	*	*	14.0	5
	2009		*	*	*	*	*	*		*	*	*	17.2	4
3-5														
	2008		10.0	*	9.1	8.3	*	16.7		9.1	*	8.3	14.7	12
	2009		12.5	*	10.0	18.2	*	18.2		16.7	*	18.2	17.3	11

	NUMBER TESTED IN GRADES 3-5											
2008	0	10	2	11	12	1	6	0	11	1	12	1,730
2009	0	8	3	10	11	2	11	0	6	5	11	1,743

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the IOWA TESTS OF BASIC SKILLS

		READING TOTAL (**LANGUAGE)				
Grade	Year	At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	58.1	56.9	46.9	65
	2008	*	62.9	62.7	57.6	75
	2009	25.0	54.8	46.6	41.9	58
1	2007	33.3	80.4	68.1	51.4	69
	2008	50.0	46.5	46.8	50.2	79
	2009	31.3	76.5	54.5	54.2	66
2	2007	20.0	63.9	42.3	44.5	71
	2008	21.6	81.1	51.4	50.2	74
	2009	17.9	74.2	37.9	47.9	87
1-2	2007	24.5	73.6	55.0	47.6	140
	2008	26.7	58.3	49.0	50.2	153
	2009	22.7	75.4	45.1	51.0	153
Number Tested	2007	56	149	205	24,696	
	2008	50	178	228	21,817	
	2009	104	107	211	21,148	

		MATHEMATICS TOTAL (**MATHMATICS)				
Grade	Year	At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	53.2	53.8	44.3	65
	2008	*	50.0	52.0	44.9	75
	2009	68.8	71.4	70.7	52.8	58
1	2007	20.0	78.4	62.0	48.8	71
	2008	75.0	54.9	57.0	55.5	79
	2009	35.5	73.5	55.4	50.4	65
2	2007	16.1	45.7	31.8	55.6	66
	2008	47.2	86.5	67.1	57.5	73
	2009	16.1	60.0	31.4	53.2	86
K-2	2007	20.4	60.1	49.5	49.1	202
	2008	55.1	59.6	58.6	52.7	227
	2009	30.1	68.9	49.8	52.3	209
Number Tested	2007	54	148	202	34,441	
	2008	49	178	227	41,070	
	2009	103	106	209	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**	*	55.3	58.8	59.6	*	*	*		54.1	60.7	56.9	46.9	65
	2008		60.0	73.3	62.7		50.0	*		51.2	78.1	62.7	57.6	75
	2009		52.2	25.0	47.1	*	0.0	25.0		44.4	50.0	46.6	41.9	58
1	**2007**	*	70.0	61.1	66.1	*	55.6	33.3		66.7	69.2	68.1	51.4	69
	2008	*	45.5	50.0	45.9	*	*	50.0		48.9	44.1	46.8	50.2	79
	2009		52.8	58.3	49.1		42.9	31.3		42.1	71.4	54.5	54.2	66
2	**2007**	*	41.1	42.9	35.8	*	*	20.0		50.0	35.9	42.3	44.5	71
	2008		55.2	37.5	50.0	*	30.0	21.6		54.1	48.6	51.4	50.2	74
	2009		42.2	26.1	36.4	*	18.2	17.9		34.1	41.9	37.9	47.9	87
1-2	**2007**	*	54.7	53.1	51.4	*	35.7	24.5		58.1	52.6	55.0	47.6	140
	2008	*	50.0	42.9	47.8	14.3	40.0	26.7		51.2	46.5	49.0	50.2	153
	2009		47.0	37.1	41.8	*	27.8	22.7		37.8	53.5	45.1	51.0	153

Number Tested	**2007**	3	153	49	166	8	17	56	0	99	106	205	24,696
	2008	1	184	43	205	7	21	50	0	125	103	228	21,817
	2009	0	163	47	185	3	25	104	0	118	93	211	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	8	*	*	*		3	5	8	1,245	65
	2008		10	6	15		2	*		6	10	16	1,687	75
	2009		5	1	5	*	0	0		3	3	6	771	58
1	**2007**	*	14	3	12	*	2	2		9	9	18	1,458	69
	2008	*	14	5	19	*	*	2		13	7	20	1,555	79
	2009		16	3	14		1	3		9	10	19	1,659	66
2	**2007**	*	4	1	2	*	*	1		3	2	5	896	71
	2008		9	0	6	*	0	1		6	3	9	1,065	74
	2009		6	1	6	*	0	0		2	5	7	1,027	87
1-2	**2007**	*	18	4	14	*	2	3		12	11	23	2,355	140
	2008	*	23	5	25	0	2	3		19	10	29	2,620	153
	2009		22	4	20	*	1	3		11	15	26	2,688	153

Number Tested	**2007**	3	153	49	166	8	17	56	0	99	106	205	24,696
	2008	1	184	43	205	7	21	50	0	125	103	228	21,817
	2009	0	163	47	185	3	25	104	0	118	93	211	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**	*	57.4	41.2	56.1	*	*	*		43.2	67.9	53.8	44.3	65
	2008		45.0	80.0	49.3		66.7	*		37.2	71.9	52.0	44.9	75
	2009		76.1	50.0	76.5	*	57.1	68.8		75.0	63.6	70.7	52.8	58
1	**2007**	*	63.5	55.6	55.2	*	44.4	20.0		62.5	61.5	62.0	48.8	71
	2008	*	53.0	75.0	58.1	*	*	75.0		53.3	61.8	57.0	55.5	79
	2009		50.0	75.0	50.0		57.1	35.5		48.6	64.3	55.4	50.4	65
2	**2007**	*	29.4	42.9	27.1	*	*	16.1		37.5	26.5	31.8	55.6	66
	2008		68.4	62.5	65.1	*	50.0	47.2		72.2	62.2	67.1	57.5	73
	2009		30.2	34.8	32.5	*	27.3	16.1		36.4	26.2	31.4	53.2	86
K-2	**2007**	*	50.0	46.9	47.2	22.2	37.5	20.4		47.5	51.5	49.5	49.1	202
	2008	*	55.2	72.1	57.4	33.3	66.7	55.1		53.2	65.0	58.6	52.7	227
	2009		49.7	48.9	50.0	*	44.0	30.1		52.1	46.7	49.8	52.3	209

Number Tested	**2007**	3	150	49	163	9	16	54	0	101	101	202	34,441
	2008	1	183	43	204	6	21	49	0	124	103	227	41,070
	2009	0	161	47	184	4	25	103	0	117	92	209	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	5	14	*	*	*		6	9	15	2,583	65
	2008		8	4	10		1	*		7	5	12	2,788	75
	2009		13	1	12	*	0	1		7	7	14	2,455	58
1	**2007**	*	20	5	18	*	2	2		14	12	26	1,769	71
	2008	*	16	6	21	*	*	3		13	9	22	2,800	79
	2009		14	2	11		1	5		6	10	16	1,577	65
2	**2007**	*	1	1	1	*	*	0		1	1	2	2,098	66
	2008		15	7	17	*	4	4		12	10	22	2,912	73
	2009		4	1	5	*	0	0		2	3	5	1,686	86
K-2	**2007**	*	30	11	33	1	3	3		21	22	43	6,450	202
	2008	*	39	17	48	2	8	8		32	24	56	8,500	227
	2009		31	4	28	*	1	6		15	20	35	5,718	209

Number Tested	**2007**	3	150	49	163	9	16	54	0	101	101	202	34,441
	2008	1	183	43	204	6	21	49	0	124	103	227	41,070
	2009	0	161	47	184	4	25	103	0	117	92	209	30,563

PERCENTAGE DEMONSTRATING IMPROVEMENT

	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
Grade	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	-	1	100.0	3	100.0	4	100.0
5	2	0.0	0	-	0	-	2	0.0
ALL	2	0.0	1	100.0	3	100.0	6	66.7

PERFORMANCE IN 2009

Grade (N Rated)	Domain: / 2009 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
KN (6)	Beginning	1	16.7	1	16.7	1	16.7	1	16.7	1	16.7
	Intermediate	1	16.7	1	16.7	1	16.7	1	16.7	1	16.7
	Advanced	4	66.7	4	66.7	3	50.0	4	66.7	4	66.7
	Advanced High	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0
1 (7)	Beginning	3	42.9	3	42.9	3	42.9	3	42.9	3	42.9
	Intermediate	3	42.9	3	42.9	3	42.9	3	42.9	3	42.9
	Advanced	1	14.3	1	14.3	1	14.3	1	14.3	1	14.3
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	8.3	3	25.0	6	50.0	5	41.7	5	41.7
	Advanced	4	33.3	4	33.3	2	16.7	5	41.7	5	41.7
	Advanced High	7	58.3	5	41.7	4	33.3	2	16.7	2	16.7
3 (12)	Beginning	1	8.3	1	8.3	1	8.3	2	16.7	2	16.7
	Intermediate	2	16.7	1	8.3	8	66.7	1	8.3	1	8.3
	Advanced	7	58.3	6	50.0	1	8.3	8	66.7	8	66.7
	Advanced High	2	16.7	4	33.3	2	16.7	1	8.3	1	8.3
4 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	33.3	2	33.3	2	33.3	1	16.7	1	16.7
	Advanced	2	33.3	3	50.0	3	50.0	3	50.0	3	50.0
	Advanced High	2	33.3	1	16.7	1	16.7	2	33.3	2	33.3

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	–	–	–	
7 / 0 (0.0%)	Beginning	3			
	Intermediate	0	3		
	Advanced	0	0	1	
	Advanced High	0	0	0	
10 / 8 (80.0%)	Beginning	0			
	Intermediate	4	1		
	Advanced	3	0	1	
	Advanced High	0	0	1	
10 / 5 (50.0%)	Beginning	1			
	Intermediate	1	0		
	Advanced	0	3	4	
	Advanced High	0	0	1	
6 / 3 (50.0%)	Beginning	0			
	Intermediate	1	0		
	Advanced	0	0	3	
	Advanced High	0	0	2	

PERFORMANCE IN 2009

Grade (N Rated)	*Domain:* 2009 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
ALL (48)	Beginning	7	*14.6*	7	*14.6*	7	*14.6*	8	*16.7*	8	*16.7*
	Intermediate	11	*22.9*	13	*27.1*	22	*45.8*	11	*22.9*	11	*22.9*
	Advanced	19	*39.6*	18	*37.5*	11	*22.9*	22	*45.8*	23	*47.9*
	Advanced High	11	*22.9*	10	*20.8*	8	*16.7*	7	*14.6*	6	*12.5*

PROGRESSION FROM 2008 TO 2009

Number Rated Both Years N (%) Progressed	2009 Level	2008 Level Beg	2008 Level Int	2008 Level Adv	2008 Level Adv High
37	Beginning	5			
19 (51.4%)	Intermediate	6	4		
	Advanced	4	4	9	
	Advanced High	0	0	5	

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