

Campus Data Packet

for 2009 - 10 Plans



WHITNEY M. YOUNG
School Number 250

*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	43
KN	86
1	89
2	106
3	119
4	108
5	98
ALL	649

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	307	47.3	22	55.0
American Indian	1	0.2	*	*
Asian	0	0.0	*	*
Hispanic	328	50.5	12	30.0
White	13	2.0	4	10.0
Other	**	**	2	5.0

*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	621	95.7
Limited English proficient students	242	37.3
Special education students	36	5.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	37	19	51.4	0	0.0	0	0.0	18	48.6	0	0.0
	2008	43	14	32.6	0	0.0	0	0.0	28	65.1	1	2.3
	2009	43	21	48.8	0	0.0	0	0.0	22	51.2	0	0.0
KN	2007	65	34	52.3	0	0.0	0	0.0	31	47.7	0	0.0
	2008	79	37	46.8	0	0.0	1	1.3	40	50.6	1	1.3
	2009	86	37	43.0	0	0.0	0	0.0	46	53.5	3	3.5
1	2007	70	42	60.0	0	0.0	0	0.0	28	40.0	0	0.0
	2008	106	43	40.6	0	0.0	1	0.9	56	52.8	6	5.7
	2009	89	43	48.3	0	0.0	0	0.0	44	49.4	2	2.2
2	2007	86	57	66.3	0	0.0	0	0.0	29	33.7	0	0.0
	2008	110	54	49.1	0	0.0	0	0.0	56	50.9	0	0.0
	2009	106	44	41.5	0	0.0	0	0.0	58	54.7	4	3.8
3	2007	81	50	61.7	0	0.0	0	0.0	30	37.0	1	1.2
	2008	105	55	52.4	0	0.0	0	0.0	50	47.6	0	0.0
	2009	119	51	42.9	0	0.0	0	0.0	68	57.1	0	0.0
4	2007	72	48	66.7	0	0.0	0	0.0	24	33.3	0	0.0
	2008	108	58	53.7	0	0.0	0	0.0	47	43.5	3	2.8
	2009	108	61	56.5	1	0.9	0	0.0	46	42.6	0	0.0
5	2007	55	36	65.5	0	0.0	0	0.0	19	34.5	0	0.0
	2008	98	53	54.1	0	0.0	0	0.0	45	45.9	0	0.0
	2009	98	50	51.0	0	0.0	0	0.0	44	44.9	4	4.1
EC-5	2007	475	290	61.1	0	0.0	0	0.0	183	38.5	2	0.4
	2008	656	318	48.5	0	0.0	2	0.3	324	49.4	12	1.8
	2009	649	307	47.3	1	0.2	0	0.0	328	50.5	13	2.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	37	37	100.0	12	32.4	0	0.0	0	0.0	37	100.0	0.0
	2008	43	42	97.7	20	46.5	0	0.0	0	0.0	43	100.0	0.0
	2009	43	43	100.0	21	48.8	0	0.0	0	0.0	43	100.0	0.0
KN	2007	65	60	92.3	25	38.5	2	3.1	0	0.0	28	43.1	0.0
	2008	79	78	98.7	32	40.5	2	2.5	0	0.0	33	41.8	1.3
	2009	86	83	96.5	36	41.9	3	3.5	0	0.0	44	51.2	2.3
1	2007	70	65	92.9	19	27.1	2	2.9	4	5.7	5	7.1	5.7
	2008	106	102	96.2	49	46.2	5	4.7	7	6.6	15	14.2	3.8
	2009	89	88	98.9	35	39.3	3	3.4	6	6.7	10	11.2	2.2
2	2007	86	79	91.9	23	26.7	2	2.3	9	10.5	9	10.5	8.1
	2008	110	106	96.4	40	36.4	6	5.5	2	1.8	17	15.5	7.3
	2009	106	100	94.3	50	47.2	4	3.8	11	10.4	10	9.4	0.0
3	2007	81	76	93.8	12	14.8	7	8.6	12	14.8	4	4.9	6.2
	2008	105	100	95.2	39	37.1	5	4.8	16	15.2	14	13.3	2.9
	2009	119	111	93.3	48	40.3	10	8.4	7	5.9	14	11.8	2.5
4	2007	72	67	93.1	8	11.1	19	26.4	11	15.3	4	5.6	0.0
	2008	108	104	96.3	20	18.5	10	9.3	16	14.8	9	8.3	3.7
	2009	108	103	95.4	38	35.2	10	9.3	16	14.8	12	11.1	0.9
5	2007	55	51	92.7	5	9.1	3	5.5	7	12.7	4	7.3	3.6
	2008	98	92	93.9	21	21.4	20	20.4	12	12.2	11	11.2	1.0
	2009	98	93	94.9	14	14.3	6	6.1	14	14.3	8	8.2	0.0
EC-5	2007	475	444	93.5	104	21.9	44	9.3	43	9.1	93	19.6	5.3
	2008	656	631	96.2	221	33.7	55	8.4	53	8.1	147	22.4	3.5
	2009	649	621	95.7	242	37.3	36	5.5	54	8.3	141	21.7	1.2

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	18.6	4,117.2	17.7	95.4	3,933.6	95.5	47	100.0	100.0	32	7,436	100.0	100.0
	2008	20.6	4,133.2	19.6	95.0	3,942.7	95.4	51	100.0	100.0	35	7,427	100.0	100.0
	2009	21.2	4,167.8	20.5	96.5	3,975.6	95.4	46	100.0	100.0	43	7,332	100.0	100.0
KN	2007	61.9	13,945.0	58.7	94.8	13,385.6	96.0	26	42.0	24.3	49	12,035	79.1	86.3
	2008	76.3	13,568.1	72.3	94.7	13,004.4	95.8	27	35.4	23.5	62	11,618	81.2	85.6
	2009	84.3	13,515.0	80.2	95.2	12,939.1	95.7	28	33.2	22.5	66	11,501	78.3	85.1
1	2007	68.5	14,353.8	66.1	96.4	13,851.4	96.5	21	30.6	23.2	59	12,437	86.1	86.6
	2008	102.9	14,626.9	98.8	96.0	14,102.7	96.4	27	26.2	21.2	88	12,704	85.5	86.9
	2009	86.4	14,250.8	82.6	95.6	13,719.9	96.3	21	24.3	20.7	73	12,300	84.5	86.3
2	2007	80.2	13,403.8	76.4	95.3	12,978.9	96.8	22	27.4	21.7	68	11,729	84.8	87.5
	2008	114.3	13,708.6	108.4	94.8	13,269.8	96.8	32	28.0	19.7	93	12,043	81.3	87.9
	2009	106.4	13,950.1	101.6	95.5	13,499.0	96.8	24	22.6	18.6	88	12,231	82.7	87.7
3	2007	77.5	12,998.4	74.0	95.6	12,633.3	97.2	26	33.6	21.1	65	11,445	83.9	88.0
	2008	105.5	12,806.9	100.9	95.7	12,425.5	97.0	32	30.3	19.1	87	11,408	82.5	89.1
	2009	116.4	13,095.5	111.4	95.7	12,710.6	97.1	27	23.2	18.3	99	11,634	85.1	88.8
4	2007	67.1	12,104.9	64.5	96.0	11,768.3	97.2	16	23.8	19.7	57	10,683	84.9	88.3
	2008	110.3	12,329.8	105.5	95.7	11,960.3	97.0	28	25.4	19.7	93	10,924	84.3	88.6
	2009	109.7	12,156.4	105.5	96.1	11,789.9	97.0	12	10.9	18.1	92	10,731	83.8	88.3
5	2007	55.2	11,757.0	52.9	95.8	11,426.8	97.2	15	27.2	20.9	47	10,362	85.2	88.1
	2008	97.4	11,874.2	93.8	96.3	11,539.6	97.2	23	23.6	18.8	84	10,608	86.3	89.3
	2009	96.5	11,903.5	92.5	95.8	11,552.9	97.1	19	19.7	17.5	84	10,563	87.0	88.7
EC-5	2007	436.5	83,122.6	417.1	95.6	80,387.4	96.7	175	40.1	33.3	384	76,416	88.0	91.9
	2008	632.2	83,438.7	603.5	95.4	80,606.0	96.6	225	35.6	31.9	543	76,970	85.9	92.2
	2009	620.9	83,476.5	594.2	95.7	80,586.5	96.5	177	28.5	30.9	545	76,517	87.8	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	22	55.0
Hispanic	12	30.0
White	4	10.0
Other	2	5.0

Gender	Number	Percent
Female	36	90.0
Male	4	10.0

TOTAL	40
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AVERAGE NUMBER OF ABSENCES

2007	10.1
2008	7.3
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	*	80.0	85.7	82.6	*	80.0	70.7		75.7	89.2	82.4	84.6	74
	2008		78.4	83.7	80.9		85.7	76.5		72.1	88.5	81.1	86.2	95
	2009		93.6	84.4	94.0	*	78.6	91.5		86.4	94.3	89.9	87.3	79
4	2007		67.6	82.4	69.6	*	*	47.4		85.7	57.7	72.2	69.7	54
	2008	*	70.2	67.5	68.9	*	41.7	48.6		68.6	71.4	70.3	72.1	101
	2009		78.6	79.5	77.5		75.0	69.4		69.6	88.0	79.2	75.8	96
5	2007		74.3	61.1	72.3	*	*	55.0	*	70.0	69.6	69.8	78.3	53
	2008		81.4	77.8	80.3	*	61.5	61.8		83.3	78.6	79.7	82.9	79
	2009	*	63.3	69.0	69.0	*	16.7	40.0		69.0	66.0	67.4	82.9	95
3-5	2007	*	74.4	77.8	75.9	50.0	56.3	61.3	*	76.8	74.4	75.7	77.6	181
	2008	*	76.2	76.5	76.4	*	71.7	65.5		73.8	79.7	76.7	80.3	275
	2009	*	78.3	77.0	79.2	*	63.8	68.4		75.0	81.2	78.1	81.5	270

NUMBER TESTED IN GRADES 3-5													
2007	1	117	63	162	6	16	80	1	95	86	181	31,814	
2008	3	151	119	250	5	60	139	0	130	143	275	31,840	
2009	4	152	113	240	3	58	136	0	132	138	270	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	*	9	4	12	*	2	12		9	4	13	1,675	74
	2008		11	7	17		5	16		12	6	18	1,443	95
	2009		3	5	4	*	3	4		6	2	8	960	79
4	2007		12	3	14	*	*	10		4	11	15	3,189	54
	2008	*	17	13	28	*	7	19		16	14	30	2,996	101
	2009		12	8	20		8	15		14	6	20	2,449	96
5	2007		9	7	13	*	*	9	*	9	7	16	2,258	53
	2008		8	8	14	*	5	13		6	9	16	1,827	79
	2009	*	18	13	26	*	10	24		13	18	31	1,793	95
3-5	2007	*	30	14	39	3	7	31	*	22	22	44	7,122	181
	2008	*	36	28	59	*	17	48		34	29	64	6,266	275
	2009	*	33	26	50	*	21	43		33	26	59	5,202	270

NUMBER TESTED IN GRADES 3-5													
2007	1	117	63	162	6	16	80	1	95	86	181	31,814	
2008	3	151	119	250	5	60	139	0	130	143	275	31,840	
2009	4	152	113	240	3	58	136	0	132	138	270	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	77.2	81.3	72.5	75.7
	2008	74.2	78.3	76.3	69.9
	2009	77.8	80.5	80.0	81.6
4	2007	79.6	77.1	74.3	70.6
	2008	78.9	73.0	76.9	71.6
	2009	82.5	76.8	71.1	79.0
5	2007	73.6	78.1	70.0	67.9
	2008	75.2	75.6	78.3	75.5
	2009	73.4	73.0	75.8	70.5
3-5	2007	76.9	79.1	72.3	71.9
	2008	76.2	75.6	77.1	72.1
	2009	77.9	76.6	75.4	76.8

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	*	15.6	14.3	14.5	*	0.0	2.4		13.5	18.9	16.2	21.3	74
	2008		15.7	14.0	15.7		11.4	13.2		7.0	21.2	14.7	21.5	95
	2009		27.7	21.9	28.4	*	14.3	17.0		22.7	28.6	25.3	34.1	79
4	2007		16.2	17.6	17.4	*	*	0.0		17.9	15.4	16.7	16.6	54
	2008	*	15.8	10.0	15.6	*	8.3	5.4		9.8	18.4	13.9	14.4	101
	2009		16.1	17.9	18.0		12.5	8.2		23.9	10.0	16.7	18.4	96
5	2007		2.9	5.6	4.3	*	*	5.0	*	3.3	4.3	3.8	13.1	53
	2008		14.0	13.9	14.1	*	0.0	2.9		11.1	16.7	13.9	16.5	79
	2009	*	16.3	7.1	14.3	*	0.0	2.5		11.9	13.2	12.6	18.5	95
3-5	2007	*	12.0	12.7	12.3	0.0	0.0	2.5	*	11.6	14.0	12.7	17.1	181
	2008	*	15.2	12.6	15.2	*	8.3	8.6		9.2	18.9	14.2	17.4	275
	2009	*	19.7	15.0	19.6	*	10.3	9.6		19.7	15.9	17.8	22.7	270

NUMBER TESTED IN GRADES 3-5													
2007	1	117	63	162	6	16	80	1	95	86	181	31,814	
2008	3	151	119	250	5	60	139	0	130	143	275	31,840	
2009	4	152	113	240	3	58	136	0	132	138	270	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	*	66.7	82.1	72.5	*	80.0	65.0		70.3	75.7	73.0	70.3	74
	2008		72.7	81.8	78.3	*	85.3	81.5		80.9	73.1	76.8	76.6	99
	2009		86.7	79.0	86.8	*	75.0	83.8	*	81.4	83.3	82.2	77.3	107
4	2007		64.9	88.9	70.2	*	*	45.0		86.2	57.7	72.7	75.7	55
	2008	*	69.6	73.8	74.4	*	58.3	59.5		72.5	72.0	71.6	77.9	102
	2009		66.7	71.8	67.4	*	71.9	57.1		68.1	70.0	69.1	79.4	97
5	2007		85.3	88.2	86.7	*	*	81.0	*	86.2	86.4	86.3	82.9	51
	2008		77.8	86.1	80.3	*	76.9	63.9		89.5	76.2	81.5	84.0	81
	2009	*	72.3	82.9	79.5	*	45.5	52.6		82.5	75.0	78.3	87.0	92
3-5	2007	*	71.6	85.7	75.8	50.0	70.6	64.2	*	80.0	72.9	76.7	76.2	180
	2008	*	73.1	80.3	77.5	44.4	78.0	71.0		80.1	73.6	76.2	79.5	282
	2009	*	74.5	78.2	77.9	*	70.1	68.3	*	77.4	76.0	76.7	81.0	296

NUMBER TESTED IN GRADES 3-5													
2007	1	116	63	161	8	17	81	1	95	85	180	32,298	
2008	3	156	122	244	9	59	138	0	136	144	282	32,696	
2009	4	149	142	263	4	87	161	1	146	150	296	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	*	15	5	19	*	2	14		11	9	20	3,303	74
	2008		15	8	18	*	5	12		9	14	23	2,542	99
	2009		6	13	12	*	11	12	*	11	8	19	2,781	107
4	2007		13	2	14	*	*	11		4	11	15	2,604	55
	2008	*	17	11	23	*	5	15		14	14	29	2,436	102
	2009		19	11	29	*	9	21		15	15	30	2,196	97
5	2007		5	2	6	*	*	4	*	4	3	7	1,785	51
	2008		10	5	14	*	3	13		4	10	15	1,730	81
	2009	*	13	7	17	*	6	18		7	13	20	1,386	92
3-5	2007	*	33	9	39	4	5	29	*	19	23	42	7,692	180
	2008	*	42	24	55	5	13	40		27	38	67	6,708	282
	2009	*	38	31	58	*	26	51	*	33	36	69	6,363	296

NUMBER TESTED IN GRADES 3-5													
2007	1	116	63	161	8	17	81	1	95	85	180	32,298	
2008	3	156	122	244	9	59	138	0	136	144	282	32,696	
2009	4	149	142	263	4	87	161	1	146	150	296	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	80.4	79.7	79.5	77.7	83.4	66.9
	2008	79.1	78.3	79.5	77.4	81.6	62.5
	2009	82.5	81.8	87.5	84.7	83.2	71.3
4	2007	82.5	84.9	73.3	78.2	73.6	69.3
	2008	76.6	79.7	77.5	71.4	75.5	68.4
	2009	79.5	79.8	71.5	68.9	71.4	67.9
5	2007	80.4	74.5	80.7	72.3	83.3	77.9
	2008	76.1	75.3	82.4	77.1	76.9	75.9
	2009	78.1	78.1	86.3	72.7	78.8	75.7
3-5	2007	81.0	79.8	77.9	76.3	80.4	70.8
	2008	77.3	77.9	79.6	75.2	78.0	68.5
	2009	80.1	80.0	81.9	75.8	78.0	71.5

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	*	8.9	35.7	20.3	*	20.0	15.0		18.9	21.6	20.3	19.2	74
	2008		20.0	20.5	19.3	*	20.6	16.9		19.1	21.2	20.2	26.3	99
	2009		35.6	30.6	34.1	*	25.0	25.7	*	28.8	37.5	32.7	29.0	107
4	2007		21.6	61.1	36.2	*	*	10.0		44.8	23.1	34.5	22.6	55
	2008	*	12.5	33.3	23.3	*	25.0	8.1		25.5	18.0	21.6	23.8	102
	2009		19.3	17.9	18.0	*	15.6	12.2		21.3	16.0	18.6	31.6	97
5	2007		5.9	35.3	15.6	*	*	14.3	*	13.8	18.2	15.7	29.3	51
	2008		20.0	27.8	25.4	*	23.1	8.3		31.6	16.7	23.5	31.9	81
	2009	*	23.4	46.3	37.3	*	18.2	7.9		37.5	32.7	34.8	38.4	92
3-5	2007	*	12.1	42.9	23.6	0.0	17.6	13.6	*	25.3	21.2	23.3	23.6	180
	2008	*	17.3	27.0	22.5	0.0	22.0	12.3		25.0	18.8	21.6	27.3	282
	2009	*	25.5	31.7	29.7	*	20.7	17.4	*	28.8	28.7	28.7	32.8	296


NUMBER TESTED IN GRADES 3-5													
2007	1	116	63	161	8	17	81	1	95	85	180	32,298	
2008	3	156	122	244	9	59	138	0	136	144	282	32,696	
2009	4	149	142	263	4	87	161	1	146	150	296	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		90.9	94.1	90.9	*	*	83.3		96.0	88.0	92.0	86.5	50
	2008	*	85.5	92.3	87.8	*	75.0	75.7		87.2	90.0	88.7	87.4	97
	2009		91.2	84.6	88.8	*	84.4	83.7		78.3	98.0	88.7	87.4	97

	NUMBER TESTED IN GRADE 4											
2007	0	33	17	44	1	2	18	0	25	25	50	10,408
2008	3	55	39	90	2	12	37	0	47	50	97	10,658
2009	0	57	39	89	2	32	49	0	46	51	97	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		3	1	4	*	*	3		1	3	4	1,408	50
	2008	*	8	3	11	*	3	9		6	5	11	1,348	97
	2009		5	6	10	*	5	8		10	1	11	1,264	97

	NUMBER TESTED IN GRADE 4											
2007	0	33	17	44	1	2	18	0	25	25	50	10,408
2008	3	55	39	90	2	12	37	0	47	50	97	10,658
2009	0	57	39	89	2	32	49	0	46	51	97	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	88.5	84.5	91.3	93.3
	2008	2.2	85.6	85.4	88.8	89.7
	2009	2.1	87.4	80.7	86.3	93.8

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		12.1	29.4	15.9	*	*	11.1		16.0	20.0	18.0	18.2	50
	2008	*	29.1	38.5	34.4	*	8.3	13.5		27.7	38.0	33.0	21.4	97
	2009		15.8	17.9	15.7	*	15.6	12.2		15.2	17.6	16.5	21.0	97

	NUMBER TESTED IN GRADE 4											
2007	0	33	17	44	1	2	18	0	25	25	50	10,408
2008	3	55	39	90	2	12	37	0	47	50	97	10,658
2009	0	57	39	89	2	32	49	0	46	51	97	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		62.9	52.9	59.6	*	*	42.1	*	63.3	54.5	59.6	62.3	52
	2008		70.5	73.0	69.9	*	53.8	52.8		76.9	68.3	70.7	71.9	82
	2009	*	57.4	72.5	69.1	*	27.3	45.9		70.0	62.7	65.9	75.9	91

	NUMBER TESTED IN GRADE 5											
2007	0	35	17	47	2	3	19	1	30	22	52	10,296
2008	0	44	37	73	4	13	36	0	39	41	82	10,686
2009	4	47	40	81	2	11	37	0	40	51	91	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		13	8	19	*	*	11	*	11	10	21	3,881	52
	2008		13	10	22	*	6	17		9	13	24	3,005	82
	2009	*	20	11	25	*	8	20		12	19	31	2,542	91

	NUMBER TESTED IN GRADE 5											
2007	0	35	17	47	2	3	19	1	30	22	52	10,296
2008	0	44	37	73	4	13	36	0	39	41	82	10,686
2009	4	47	40	81	2	11	37	0	40	51	91	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	77.5	78.2	74.4	62.2
	2008	81.9	81.2	79.0	73.6
	2009	82.2	84.0	78.1	64.2

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)
5	2007		2.9	11.8	6.4	*	*	5.3	*	6.7	4.5	5.8	18.0	52
	2008		31.8	24.3	27.4	*	15.4	5.6		38.5	19.5	28.0	24.8	82
	2009	*	21.3	20.0	22.2	*	0.0	0.0		22.5	19.6	20.9	29.1	91

	NUMBER TESTED IN GRADE 5											
2007	0	35	17	47	2	3	19	1	30	22	52	10,296
2008	0	44	37	73	4	13	36	0	39	41	82	10,686
2009	4	47	40	81	2	11	37	0	40	51	91	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			75.8	72.4	*	75.0	73.3	*	78.9	71.4	75.8	89.4	33
ALL	2007												—	0
	2008												—	0
	2009			75.8	72.4	*	75.0	73.3	*	78.9	71.4	75.8	—	33

NUMBER TESTED IN GRADES ALL													
2007	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	—
2009	0	0	33	29	1	32	30	1	19	14	33	—	—

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			8	8	*	8	8	*	4	4	8	514	33
ALL	2007												—	0
	2008												—	0
	2009			8	8	*	8	8	*	4	4	8	—	33

NUMBER TESTED IN GRADES ALL													
2007	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	—
2009	0	0	33	29	1	32	30	1	19	14	33	—	

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	67.1	73.6	61.6	62.9
ALL	2007				
	2008				
	2009	67.1	73.6	61.6	62.9

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												14.8	0
	2008												17.2	0
	2009			9.1	6.9	*	9.4	10.0	*	10.5	7.1	9.1	30.6	33
ALL	2007												—	0
	2008												—	0
	2009			9.1	6.9	*	9.4	10.0	*	10.5	7.1	9.1	—	33

NUMBER TESTED IN ALL GRADES													
2007	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	—
2009	0	0	33	29	1	32	30	1	19	14	33	—	—

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		100.0	*	*	100.0		*		100.0	*	100.0	87.7	8
4														
	2008		*	*	85.7	85.7	*	85.7		*	*	85.7	70.7	7
	2009		83.3	*	83.3	90.0	*	*		100.0	*	90.0	71.8	10
5														
	2008		60.0	50.0	55.6	55.6	42.9	62.5	*	70.0	37.5	55.6	73.3	18
	2009		*	*	*	*	*	*		*	*	*	80.3	4
3-5														
	2008		66.7	60.0	63.3	63.3	53.8	67.9	*	76.5	46.2	63.3	73.7	30
	2009		92.9	87.5	85.7	90.9	*	80.0		100.0	66.7	90.9	79.2	22

NUMBER TESTED IN GRADES 3-5													
2008	0	15	15	30	30	13	28	2	17	13	30	1,807	
2009	0	14	8	14	22	5	10	0	16	6	22	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		0	*	*	0		*		0	*	0	60	8
4														
	2008		*	*	1	1	*	1		*	*	1	181	7
	2009		1	*	1	1	*	*		0	*	1	192	10
5														
	2008		4	4	8	8	4	6	*	3	5	8	179	18
	2009		*	*	*	*	*	*		*	*	*	137	4
3-5														
	2008		5	6	11	11	6	9	*	4	7	11	476	30
	2009		1	1	2	2	*	2		0	2	2	389	22

NUMBER TESTED IN GRADES 3-5													
2008	0	15	15	30	30	13	28	2	17	13	30	1,807	
2009	0	14	8	14	22	5	10	0	16	6	22	1,867	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	75.0	89.6	70.0	62.5
4					
	2008	69.0	64.3	64.3	73.2
	2009	74.2	65.0	51.7	66.3
5					
	2008	57.1	71.3	71.3	62.6
	2009	*	*	*	*
3-5					
	2008	57.5	67.2	66.4	62.4
	2009	70.5	73.5	62.6	63.6

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														
	2008		*	*	*	*	*	*		*	*	*	10.8	5
	2009		16.7	*	*	25.0		*		14.3	*	25.0	16.2	8
4														
	2008		*	*	0.0	0.0	*	0.0		*	*	0.0	9.7	7
	2009		16.7	*	0.0	10.0	*	*		16.7	*	10.0	8.9	10
5														
	2008		0.0	25.0	11.1	11.1	14.3	12.5	*	20.0	0.0	11.1	14.9	18
	2009		*	*	*	*	*	*		*	*	*	14.1	4
3-5														
	2008		0.0	13.3	6.7	6.7	7.7	7.1	*	11.8	0.0	6.7	12.0	30
	2009		14.3	12.5	7.1	13.6	*	10.0		12.5	16.7	13.6	12.7	22

NUMBER TESTED IN GRADES 3-5														
2008	0	15	15	30	30	13	28	2	17	13	30	1,807		
2009	0	14	8	14	22	5	10	0	16	6	22	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	76.1	6
	2009		85.7	*	*	88.9		*		87.5	*	88.9	81.2	9
4														
	2008		*	*	85.7	85.7	*	85.7		*	*	85.7	69.1	7
	2009		*	*	66.7	77.8	*	*		*	*	77.8	75.8	9
5														
	2008		62.5	62.5	62.5	62.5	57.1	64.3	*	75.0	50.0	62.5	64.0	16
	2009		*	*	*	*	*	*		*	*	*	80.2	5
3-5														
	2008		78.6	73.3	75.0	75.9	69.2	76.9	*	87.5	61.5	75.9	69.4	29
	2009		80.0	87.5	73.3	82.6	*	81.8		88.2	66.7	82.6	78.8	23

NUMBER TESTED IN GRADES 3-5													
2008	0	14	15	28	29	13	26	2	16	13	29	1,730	
2009	0	15	8	15	23	5	11	0	17	6	23	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	129	6
	2009		1	*	*	1		*		1	*	1	85	9
4														
	2008		*	*	1	1	*	1		*	*	1	173	7
	2009		*	*	2	2	*	*		*	*	2	157	9
5														
	2008		3	3	6	6	3	5	*	2	4	6	227	16
	2009		*	*	*	*	*	*		*	*	*	127	5
3-5														
	2008		3	4	7	7	4	6	*	2	5	7	529	29
	2009		3	1	4	4	*	2		2	2	4	369	23

NUMBER TESTED IN GRADES 3-5													
2008	0	14	15	28	29	13	26	2	16	13	29	1,730	
2009	0	15	8	15	23	5	11	0	17	6	23	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	60.4	70.0	56.7	60.0	38.9	25.0
	2009	72.2	80.0	77.8	75.6	74.1	64.8
4							
	2008	66.7	52.4	62.9	62.9	52.4	42.9
	2009	69.1	59.3	66.7	60.0	44.4	61.1
5							
	2008	49.3	46.9	64.6	47.9	56.3	55.0
	2009	*	*	*	*	*	*
3-5							
	2008	55.8	53.0	62.5	54.0	51.7	45.9
	2009	69.3	69.0	70.3	68.3	58.0	61.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	0.0	*	*		*	*	0.0	16.1	6
	2009		14.3	*	*	22.2		*		25.0	*	22.2	22.3	9
4														
	2008		*	*	28.6	28.6	*	28.6		*	*	28.6	14.3	7
	2009		*	*	16.7	22.2	*	*		*	*	22.2	14.0	9
5														
	2008		12.5	0.0	6.3	6.3	0.0	7.1	*	0.0	12.5	6.3	14.0	16
	2009		*	*	*	*	*	*		*	*	*	17.2	5
3-5														
	2008		7.1	13.3	10.7	10.3	15.4	11.5	*	12.5	7.7	10.3	14.7	29
	2009		20.0	25.0	20.0	21.7	*	18.2		23.5	16.7	21.7	17.3	23

NUMBER TESTED IN GRADES 3-5													
2008	0	14	15	28	29	13	26	2	16	13	29	1,730	
2009	0	15	8	15	23	5	11	0	17	6	23	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	*	31.6	30.8	46.9	39
	2008		30.8	30.8	57.6	39
	2009	*	26.2	25.0	41.9	44
1	2007	34.3	53.3	43.1	51.4	65
	2008	*	31.5	30.4	50.2	56
	2009	*	42.9	41.2	54.2	51
2	2007	31.8	66.7	41.9	44.5	62
	2008	16.7	55.9	34.2	50.2	76
	2009	56.4	86.7	64.8	47.9	54
1-2	2007	32.9	58.3	42.5	47.6	127
	2008	15.9	40.9	32.6	50.2	132
	2009	53.7	53.1	53.3	51.0	105

Number Tested	2007	80	86	166	24,696	
	2008	44	127	171	21,817	
	2009	43	106	149	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	20.8	35.9	30.2	44.3	63
	2008	22.6	25.5	24.4	44.9	78
	2009	74.3	45.1	57.0	52.8	86
1	2007	15.8	56.7	40.8	48.8	49
	2008	44.9	36.7	40.8	55.5	98
	2009	*	25.5	24.5	50.4	53
2	2007	36.4	46.4	39.8	55.6	83
	2008	43.0	61.1	48.7	57.5	115
	2009	55.3	75.0	61.1	53.2	54
K-2	2007	28.6	45.4	36.9	49.1	195
	2008	39.6	39.4	39.5	52.7	291
	2009	62.7	40.7	49.2	52.3	193

Number Tested	2007	98	97	195	34,441	
	2008	159	132	291	41,070	
	2009	75	118	193	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		33.3	16.7	30.6	*	*	*		20.0	37.5	30.8	46.9	39
	2008	*	29.4	*	30.8	*				33.3	27.8	30.8	57.6	39
	2009	*	21.9	20.0	23.3	*	*	*		17.4	33.3	25.0	41.9	44
1	2007		42.5	44.0	42.6	*	41.2	34.3	*	48.5	37.5	43.1	51.4	65
	2008	*	32.6	11.1	28.3	*	*	*		30.0	30.6	30.4	50.2	56
	2009	*	36.6	55.6	41.2			*		38.5	44.0	41.2	54.2	51
2	2007		52.9	28.6	42.1		22.7	31.8		26.5	60.7	41.9	44.5	62
	2008		36.2	27.8	33.3	*	*	16.7		36.4	31.3	34.2	50.2	76
	2009	*	65.0	54.5	62.0	*	*	56.4		50.0	75.0	64.8	47.9	54
1-2	2007		47.3	35.8	42.4	*	30.8	32.9	*	37.3	48.3	42.5	47.6	127
	2008	*	34.7	22.2	31.2	14.3	*	15.9		34.4	30.9	32.6	50.2	132
	2009	*	50.6	55.0	51.5	*	*	53.7		43.8	61.4	53.3	51.0	105

Number Tested	2007	0	107	59	154	2	40	80	1	82	84	166	24,696
	2008	4	135	30	164	8	5	44	0	85	86	171	21,817
	2009	6	113	30	144	4	5	43	0	71	78	149	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	1	6	*	*	*		0	6	6	1,245	39
	2008	*	1	*	2	*				1	1	2	1,687	39
	2009	*	1	0	1	*	*	*		1	0	1	771	44
1	2007		2	2	4	*	0	1	*	2	2	4	1,458	65
	2008	*	1	1	4	*	*	*		1	3	4	1,555	56
	2009	*	5	3	8			*		3	5	8	1,659	51
2	2007		5	2	5		0	3		1	6	7	896	62
	2008		6	1	6	*	*	0		4	3	7	1,065	76
	2009	*	13	4	17	*	*	11		6	13	19	1,027	54
1-2	2007		7	4	9	*	0	4	*	3	8	11	2,355	127
	2008	*	7	2	10	0	*	0		5	6	11	2,620	132
	2009	*	18	7	25	*	*	11		9	18	27	2,688	105

Number Tested	2007	0	107	59	154	2	40	80	1	82	84	166	24,696
	2008	4	135	30	164	8	5	44	0	85	86	171	21,817
	2009	6	113	30	144	4	5	43	0	71	78	149	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		39.4	20.0	29.3	*	20.0	20.8		34.5	26.5	30.2	44.3	63
	2008	*	22.9	24.4	24.7	*	21.9	22.6		22.0	27.0	24.4	44.9	78
	2009	*	44.4	66.0	55.4	*	73.0	74.3		44.4	70.7	57.0	52.8	86
1	2007		39.0	50.0	44.4	*	*	15.8		50.0	30.4	40.8	48.8	49
	2008	*	35.0	43.6	40.0	*	44.9	44.9	*	48.8	35.1	40.8	55.5	98
	2009	*	20.9	33.3	24.5			*		25.9	23.1	24.5	50.4	53
2	2007		40.0	39.3	40.8	*	36.4	36.4		42.9	36.6	39.8	55.6	83
	2008		47.5	50.0	46.8	*	52.5	43.0	*	47.8	50.0	48.7	57.5	115
	2009	*	64.1	45.5	61.2	*	*	55.3		57.1	63.6	61.1	53.2	54
K-2	2007		39.5	31.8	38.0	*	26.5	28.6		42.3	31.6	36.9	49.1	195
	2008	*	37.3	40.8	38.4	25.0	41.3	39.6	*	41.1	37.9	39.5	52.7	291
	2009	75.0	42.4	58.2	48.1	0.0	68.3	62.7		41.9	56.0	49.2	52.3	193

Number Tested	2007	0	129	66	179	5	49	98	0	97	98	195	34,441
	2008	3	134	152	281	12	121	159	2	151	140	291	41,070
	2009	8	118	67	185	7	41	75	0	93	100	193	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		5	1	6	*	1	1		3	3	6	2,583	63
	2008	*	2	3	5	*	1	1		3	2	5	2,788	78
	2009	*	5	11	16	*	11	10		6	10	16	2,455	86
1	2007		1	2	3	*	*	0		2	1	3	1,769	49
	2008	*	4	1	5	*	1	1	*	3	2	5	2,800	98
	2009	*	2	3	5			*		2	3	5	1,577	53
2	2007		6	1	6	*	0	2		2	5	7	2,098	83
	2008		10	10	18	*	7	10	*	12	8	20	2,912	115
	2009	*	8	3	12	*	*	7		3	10	13	1,686	54
K-2	2007		12	4	15	*	1	3		7	9	16	6,450	195
	2008	*	16	14	28	0	9	12	*	18	12	30	8,500	291
	2009	2	15	17	33	0	12	17		11	23	34	5,718	193

Number Tested	2007	0	129	66	179	5	49	98	0	97	98	195	34,441
	2008	3	134	152	281	12	121	159	2	151	140	291	41,070
	2009	8	118	67	185	7	41	75	0	93	100	193	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			79.2	77.3		79.2	78.3		78.6	80.0	79.2	84.7	24
	2008			81.6	81.1	*	84.4	83.9		68.4	94.7	81.6	87.0	38
	2009			82.4	81.8		82.4	83.9		76.5	88.2	82.4	88.6	34
1	2007												84.5	0
	2008			94.6	94.4		94.6	94.6	*	94.4	94.7	94.6	88.0	37
	2009			63.6	63.6	*	63.6	62.5		52.9	75.0	63.6	88.6	33
2	2007			*	*		*			*		*	89.9	1
	2008			60.0	60.6	*	60.0	58.8		56.5	66.7	60.0	93.4	35
	2009			80.9	80.4		80.9	80.4	*	86.4	76.0	80.9	94.0	47
K-2	2007			80.0	78.3		80.0	78.3		80.0	80.0	80.0	85.6	25
	2008			79.1	79.2	*	79.8	79.4	*	71.7	88.0	79.1	89.3	110
	2009			76.3	75.9	*	76.3	76.1	*	73.2	79.3	76.3	90.4	114

Number Tested	2007	0	0	25	23	0	25	23	0	15	10	25	14,889
	2008	0	0	110	106	4	104	102	1	60	50	110	18,257
	2009	0	0	114	112	3	114	109	1	56	58	114	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			1	1		1	1		1	0	1	2,779	24
	2008			14	14	*	13	13		5	9	14	3,280	38
	2009			17	16		17	16		8	9	17	3,525	34
1	2007												1,782	0
	2008			0	0		0	0	*	0	0	0	2,412	37
	2009			9	9	*	9	9		4	5	9	2,523	33
2	2007			*	*		*			*		*	1,196	1
	2008			3	3	*	3	3		2	1	3	2,596	35
	2009			13	13		13	13	*	5	8	13	2,909	47
K-2	2007			1	1		1	1		1	0	1	5,757	25
	2008			17	17	*	16	16	*	7	10	17	8,288	110
	2009			39	38	*	39	38	*	17	22	39	8,957	114

Number Tested	2007	0	0	25	23	0	25	23	0	15	10	25	14,889
	2008	0	0	110	106	4	104	102	1	60	50	110	18,257
	2009	0	0	114	112	3	114	109	1	56	58	114	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	1	0.0	5	60.0	13	0.0	19	15.8
5	2	0.0	4	50.0	0	-	6	33.3
ALL	3	0.0	9	55.6	13	0.0	25	20.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (34)	Beginning	27	79.4	28	82.4	32	94.1	33	97.1	33	97.1
	Intermediate	4	11.8	5	14.7	2	5.9	1	2.9	1	2.9
	Advanced	3	8.8	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 (34)	Beginning	8	23.5	11	32.4	29	85.3	27	79.4	27	79.4
	Intermediate	16	47.1	15	44.1	5	14.7	7	20.6	7	20.6
	Advanced	5	14.7	7	20.6	0	0.0	0	0.0	0	0.0
	Advanced High	5	14.7	1	2.9	0	0.0	0	0.0	0	0.0
2 (50)	Beginning	25	50.0	24	49.0	28	57.1	14	28.0	13	27.1
	Intermediate	20	40.0	22	44.9	20	40.8	19	38.0	19	39.6
	Advanced	5	10.0	3	6.1	1	2.0	11	22.0	14	29.2
	Advanced High	0	0.0	0	0.0	0	0.0	6	12.0	2	4.2
3 (47)	Beginning	23	48.9	15	31.9	29	61.7	10	21.3	10	21.3
	Intermediate	14	29.8	19	40.4	15	31.9	15	31.9	16	34.0
	Advanced	5	10.6	11	23.4	3	6.4	11	23.4	16	34.0
	Advanced High	5	10.6	2	4.3	0	0.0	11	23.4	5	10.6
4 (38)	Beginning	1	2.6	1	2.6	5	13.2	3	7.9	3	7.9
	Intermediate	7	18.4	8	21.1	10	26.3	10	26.3	10	26.3
	Advanced	23	60.5	22	57.9	15	39.5	9	23.7	10	26.3
	Advanced High	7	18.4	7	18.4	8	21.1	16	42.1	15	39.5

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
— —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
29 6 (20.7%)	Beginning	23			
	Intermediate	6	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
46 32 (69.6%)	Beginning	12			
	Intermediate	16	2		
	Advanced	12	2	0	
	Advanced High	2	0	0	
42 18 (42.9%)	Beginning	9			
	Intermediate	8	7		
	Advanced	1	4	8	
	Advanced High	0	0	5	
36 20 (55.6%)	Beginning	2			
	Intermediate	2	8		
	Advanced	0	4	6	
	Advanced High	0	0	14	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (14)	Beginning	0	0.0	1	7.1	1	7.1	2	14.3	2	14.3
	Intermediate	1	7.1	9	64.3	9	64.3	1	7.1	1	7.1
	Advanced	13	92.9	4	28.6	4	28.6	3	21.4	3	21.4
	Advanced High	0	0.0	0	0.0	0	0.0	8	57.1	8	57.1
ALL (217)	Beginning	84	38.7	80	37.0	124	57.4	89	41.0	88	40.9
	Intermediate	62	28.6	78	36.1	61	28.2	53	24.4	54	25.1
	Advanced	54	24.9	48	22.2	23	10.6	34	15.7	43	20.0
	Advanced High	17	7.8	10	4.6	8	3.7	41	18.9	30	14.0

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>14</div> <div>11 (78.6%)</div>	Beginning	2			
	Intermediate	0	1		
	Advanced	0	3	0	
	Advanced High	0	2	6	
<div>167</div> <div>87 (52.1%)</div>	Beginning	48			
	Intermediate	32	18		
	Advanced	13	13	14	
	Advanced High	2	2	25	

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