

Campus Data Packet

for 2009 - 10 Plans



LORENZO DEZAVALA
School Number 260

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.

2.... Contents..... Table of Contents

STUDENTS AND STAFF

5.... Summary..... Summary of Student and Teacher Statistics
 7.... Enrollment (2)..... Enrollment Statistics by Select Student Group
 9.... Teachers..... Teacher Statistics

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

10.... TAKS Read (1)..... TAKS Reading: Percentage Meeting Standard
 12.... TAKS Read (3)..... TAKS Reading: Performance by Objective
 14.... TAKS Math (1)..... TAKS Mathematics: % Meeting Standard
 16.... TAKS Math (3)..... TAKS Mathematics: % by Objective
 18.... TAKS Write (1)..... TAKS Writing: Percentage Meeting Standard
 20.... TAKS Write (3)..... TAKS Writing: Performance by Objective
 22.... TAKS Science (1)..... TAKS Science: Percentage Meeting Standard
 24.... TAKS Science (3)..... TAKS Science: Performance by Objective
 26.... SPTAKS Read (1)..... Spanish TAKS Reading: % Meeting Standard
 28.... SPTAKS Read (3)..... Spanish TAKS Reading: Performance by Objective

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (MOD)

30.... TAKS-M Read (1)..... TAKS-M Reading: % Meeting Standard
 32.... TAKS-M Read (3)..... TAKS-M Reading: Performance by Objective
 34.... TAKS-M Math (1)..... TAKS-M Math: % Meeting Standard
 36.... TAKS-M Math (3)..... TAKS-M Math: Performance by Objective
 38.... TAKS-M Science (1)..... TAKS-M Science: % Meeting Standard
 40.... TAKS-M Science (3)..... TAKS-M Science: Performance by Objective

ITBS / ITED / LOGRAMOS

42.... Compliance..... SCE Compliance for At-Risk Students
 44.... ITBS Read (2)..... ITBS Reading Total: # At or Above the 80th %-tile
 46.... ITBS Math (2)..... ITBS Math Total: # At or Above the 80th %-tile
 48.... Logramos Read (2)..... Logramos Reading Total: # At or Above the 80th %-tile

MEASURES OF ENGLISH PROFICIENCY

49.... WMLS..... Woodcock-Muñoz Language Survey

3.... Notes..... Notes and Data Descriptions for Individual Reports

6.... Enrollment (1)..... Enrollment Statistics by Ethnicity
 8.... Attendance..... Student Attendance Statistics

11.... TAKS Read (2)..... TAKS Reading: Number Not Meeting Standard
 13.... TAKS Read (4)..... TAKS Reading: Percentage Commended
 15.... TAKS Math (2)..... TAKS Mathematics: # Not Meeting Standard
 17.... TAKS Math (4)..... TAKS Mathematics: % Commended
 19.... TAKS Write (2)..... TAKS Writing: Number Not Meeting Standard
 21.... TAKS Write (4)..... TAKS Writing: Percentage Commended
 23.... TAKS Science (2)..... TAKS Science: Number Not Meeting Standard
 25.... TAKS Science (4)..... TAKS Science: Percentage Commended
 27.... SPTAKS Read (2)..... Spanish TAKS Reading: # Not Meeting Standard
 29.... SPTAKS Read (4)..... Spanish TAKS Reading: % Commended

31.... TAKS-M Read (2)..... TAKS-M Reading: # Not Meeting Standard
 33.... TAKS-M Read (4)..... TAKS-M Reading: Percentage Commended
 35.... TAKS-M Math (2)..... TAKS-M Math: # Not Meeting Standard
 37.... TAKS-M Math (4)..... TAKS-M Math: Percentage Commended
 39.... TAKS-M Science (2)..... TAKS-M Science: # Not Meeting Standard
 41.... TAKS-M Science (4)..... TAKS-M Science: Percentage Commended

43.... ITBS Read (1)..... ITBS Reading Total: % At or Above the 40th %-tile
 45.... ITBS Math (1)..... ITBS Math Total: % At or Above the 40th %-tile
 47.... Logramos Read (1)..... Logramos Reading Total: % At or Above the 40th %-tile

50.... 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
PK	66
KN	78
1	86
2	71
3	56
4	51
5	57
ALL	465

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	11	2.4	7	22.6
American Indian	1	0.2	*	*
Asian	0	0.0	*	*
Hispanic	451	97.0	12	38.7
White	2	0.4	10	32.3
Other	**	**	2	6.5

*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	458	98.5
Limited English proficient students	256	55.1
Special education students	30	6.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	66	1	1.5	0	0.0	0	0.0	65	98.5	0	0.0
	2008	66	3	4.5	0	0.0	0	0.0	63	95.5	0	0.0
	2009	66	1	1.5	0	0.0	0	0.0	64	97.0	1	1.5
KN	2007	65	3	4.6	0	0.0	0	0.0	61	93.8	1	1.5
	2008	76	3	3.9	0	0.0	0	0.0	73	96.1	0	0.0
	2009	78	2	2.6	0	0.0	0	0.0	76	97.4	0	0.0
1	2007	78	1	1.3	0	0.0	0	0.0	77	98.7	0	0.0
	2008	71	1	1.4	0	0.0	0	0.0	69	97.2	1	1.4
	2009	86	3	3.5	0	0.0	0	0.0	83	96.5	0	0.0
2	2007	66	0	0.0	0	0.0	0	0.0	65	98.5	1	1.5
	2008	59	1	1.7	0	0.0	0	0.0	58	98.3	0	0.0
	2009	71	2	2.8	0	0.0	0	0.0	68	95.8	1	1.4
3	2007	59	2	3.4	1	1.7	0	0.0	56	94.9	0	0.0
	2008	54	0	0.0	0	0.0	0	0.0	54	100.0	0	0.0
	2009	56	0	0.0	0	0.0	0	0.0	56	100.0	0	0.0
4	2007											
	2008	60	2	3.3	1	1.7	0	0.0	57	95.0	0	0.0
	2009	51	2	3.9	0	0.0	0	0.0	49	96.1	0	0.0
5	2007											
	2008	25	1	4.0	0	0.0	0	0.0	24	96.0	0	0.0
	2009	57	1	1.8	1	1.8	0	0.0	55	96.5	0	0.0
EC-5	2007	342	8	2.3	1	0.3	0	0.0	331	96.8	2	0.6
	2008	411	11	2.7	1	0.2	0	0.0	398	96.8	1	0.2
	2009	465	11	2.4	1	0.2	0	0.0	451	97.0	2	0.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	66	66	100.0	44	66.7	1	1.5	0	0.0	65	98.5	0.0
	2008	66	64	97.0	49	74.2	0	0.0	0	0.0	65	98.5	0.0
	2009	66	66	100.0	44	66.7	1	1.5	0	0.0	66	100.0	0.0
KN	2007	65	62	95.4	33	50.8	1	1.5	5	7.7	19	29.2	0.0
	2008	76	76	100.0	49	64.5	1	1.3	2	2.6	18	23.7	0.0
	2009	78	78	100.0	53	67.9	0	0.0	5	6.4	22	28.2	2.6
1	2007	78	77	98.7	43	55.1	4	5.1	6	7.7	3	3.8	14.1
	2008	71	70	98.6	40	56.3	5	7.0	5	7.0	3	4.2	19.7
	2009	86	86	100.0	53	61.6	3	3.5	3	3.5	6	7.0	9.3
2	2007	66	66	100.0	39	59.1	5	7.6	6	9.1	5	7.6	3.0
	2008	59	59	100.0	32	54.2	5	8.5	9	15.3	2	3.4	0.0
	2009	71	71	100.0	40	56.3	6	8.5	13	18.3	5	7.0	5.6
3	2007	59	56	94.9	19	32.2	6	10.2	7	11.9	4	6.8	1.7
	2008	54	52	96.3	27	50.0	4	7.4	9	16.7	2	3.7	0.0
	2009	56	55	98.2	31	55.4	6	10.7	12	21.4	2	3.6	3.6
4	2007												
	2008	60	55	91.7	18	30.0	7	11.7	11	18.3	3	5.0	1.7
	2009	51	49	96.1	20	39.2	6	11.8	10	19.6	1	2.0	2.0
5	2007												
	2008	25	23	92.0	13	52.0	4	16.0	2	8.0	0	0.0	4.0
	2009	57	53	93.0	15	26.3	8	14.0	8	14.0	3	5.3	1.8
EC-5	2007	342	328	95.9	178	52.0	19	5.6	24	7.0	98	28.7	6.1
	2008	411	399	97.1	228	55.5	26	6.3	38	9.2	93	22.6	3.9
	2009	465	458	98.5	256	55.1	30	6.5	51	11.0	105	22.6	3.9

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	31.6	4,117.2	29.8	94.2	3,933.6	95.5	72	100.0	100.0	57	7,436	100.0	100.0
	2008	31.9	4,133.2	30.5	95.6	3,942.7	95.4	71	100.0	100.0	60	7,427	100.0	100.0
	2009	31.8	4,167.8	29.9	94.0	3,975.6	95.4	71	100.0	100.0	56	7,332	100.0	100.0
KN	2007	64.4	13,945.0	62.0	96.3	13,385.6	96.0	12	18.6	24.3	60	12,035	93.2	86.3
	2008	75.0	13,568.1	72.3	96.3	13,004.4	95.8	9	12.0	23.5	71	11,618	94.6	85.6
	2009	75.6	13,515.0	72.8	96.2	12,939.1	95.7	8	10.6	22.5	66	11,501	87.3	85.1
1	2007	79.3	14,353.8	76.5	96.4	13,851.4	96.5	6	7.6	23.2	76	12,437	95.8	86.6
	2008	72.2	14,626.9	70.1	97.1	14,102.7	96.4	5	6.9	21.2	68	12,704	94.2	86.9
	2009	85.1	14,250.8	82.6	97.0	13,719.9	96.3	12	14.1	20.7	78	12,300	91.7	86.3
2	2007	67.5	13,403.8	65.8	97.4	12,978.9	96.8	8	11.9	21.7	63	11,729	93.3	87.5
	2008	58.5	13,708.6	57.1	97.6	13,269.8	96.8	6	10.3	19.7	52	12,043	88.9	87.9
	2009	69.0	13,950.1	67.0	97.1	13,499.0	96.8	10	14.5	18.6	63	12,231	91.3	87.7
3	2007	58.1	12,998.4	56.6	97.4	12,633.3	97.2	8	13.8	21.1	54	11,445	92.9	88.0
	2008	54.9	12,806.9	53.3	97.2	12,425.5	97.0	1	1.8	19.1	52	11,408	94.8	89.1
	2009	56.0	13,095.5	54.4	97.1	12,710.6	97.1	3	5.4	18.3	52	11,634	92.8	88.8
4	2007		12,104.9			11,768.3	97.2			19.7		10,683		88.3
	2008	58.3	12,329.8	56.7	97.2	11,960.3	97.0	7	12.0	19.7	52	10,924	89.2	88.6
	2009	50.3	12,156.4	49.2	97.9	11,789.9	97.0	3	6.0	18.1	48	10,731	95.5	88.3
5	2007		11,757.0			11,426.8	97.2			20.9		10,362		88.1
	2008	25.6	11,874.2	24.9	97.3	11,539.6	97.2	1	3.9	18.8	25	10,608	97.8	89.3
	2009	56.5	11,903.5	55.1	97.5	11,552.9	97.1	9	15.9	17.5	50	10,563	88.4	88.7
EC-5	2007	308.3	83,122.6	298.1	96.7	80,387.4	96.7	108	35.0	33.3	317	76,416	100.0	91.9
	2008	376.4	83,438.7	364.8	96.9	80,606.0	96.6	100	26.6	31.9	380	76,970	100.0	92.2
	2009	424.4	83,476.5	410.9	96.8	80,586.5	96.5	116	27.3	30.9	413	76,517	97.3	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	7	22.6
Hispanic	12	38.7
White	10	32.3
Other	2	6.5

Gender	Number	Percent
Female	23	74.2
Male	8	25.8

TOTAL	31
--------------	-----------

AVERAGE NUMBER OF ABSENCES

2007	7.6
2008	3.4
2009	6.9

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		*	94.1	94.2	*	91.7	91.9		97.0	90.5	94.4	84.6	54
	2008			94.0	93.8	*	87.0	90.3		96.2	91.7	94.0	86.2	50
	2009			97.5	97.4	*	100.0	96.3		95.5	100.0	97.5	87.3	40
4	2007												69.7	0
	2008		*	78.8	75.5	*	70.6	67.9		78.1	73.9	76.4	72.1	55
	2009		*	82.2	79.5	*	77.8	70.4		80.8	80.0	80.4	75.8	46
5	2007												78.3	0
	2008		*	90.0	89.5		83.3	86.7		100.0	77.8	90.5	82.9	21
	2009			85.1	84.1		75.0	80.0		92.3	77.3	85.4	82.9	48
3-5	2007		*	94.1	94.2	*	91.7	91.9		97.0	90.5	94.4	77.6	54
	2008		*	86.9	85.3	*	80.8	81.1		88.6	82.1	85.7	80.3	126
	2009		*	87.9	86.6	*	85.1	82.1		89.2	85.0	87.3	81.5	134

NUMBER TESTED IN GRADES 3-5													
2007	0	2	51	52	3	24	37	0	33	21	54	31,814	
2008	0	2	122	116	4	52	74	0	70	56	126	31,840	
2009	0	1	132	127	3	47	84	0	74	60	134	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		*	3	3	*	2	3		1	2	3	1,675	54
	2008			3	3	*	3	3		1	2	3	1,443	50
	2009			1	1	*	0	1		1	0	1	960	40
4	2007												3,189	0
	2008		*	11	12	*	5	9		7	6	13	2,996	55
	2009		*	8	9	*	4	8		5	4	9	2,449	46
5	2007												2,258	0
	2008		*	2	2		2	2		0	2	2	1,827	21
	2009			7	7		3	6		2	5	7	1,793	48
3-5	2007		*	3	3	*	2	3		1	2	3	7,122	54
	2008		*	16	17	*	10	14		8	10	18	6,266	126
	2009		*	16	17	*	7	15		8	9	17	5,202	134

NUMBER TESTED IN GRADES 3-5													
2007	0	2	51	52	3	24	37	0	33	21	54	31,814	
2008	0	2	122	116	4	52	74	0	70	56	126	31,840	
2009	0	1	132	127	3	47	84	0	74	60	134	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	83.6	86.5	81.8	81.5
	2008	83.1	81.4	85.0	78.8
	2009	81.5	84.6	90.4	87.5
4	2007				
	2008	79.3	75.9	78.4	72.2
	2009	82.8	79.3	76.4	80.2
5	2007				
	2008	74.0	80.4	79.8	75.8
	2009	78.5	80.5	79.7	73.6
3-5	2007	83.6	86.5	81.8	81.5
	2008	79.9	78.8	81.3	75.4
	2009	80.9	81.3	81.8	80.0

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	2007		*	21.6	19.2	*	12.5	8.1		21.2	19.0	20.4	21.3	54
	2008			20.0	20.8	*	17.4	12.9		26.9	12.5	20.0	21.5	50
	2009			45.0	43.6	*	41.2	33.3		40.9	50.0	45.0	34.1	40
4	2007												16.6	0
	2008		*	15.4	16.3	*	11.8	7.1		12.5	17.4	14.5	14.4	55
	2009		*	13.3	9.1	*	11.1	7.4		11.5	15.0	13.0	18.4	46
5	2007												13.1	0
	2008		*	5.0	5.3		0.0	0.0		8.3	0.0	4.8	16.5	21
	2009			14.9	13.6		8.3	6.7		15.4	13.6	14.6	18.5	48
3-5	2007		*	21.6	19.2	*	12.5	8.1		21.2	19.0	20.4	17.1	54
	2008		*	15.6	16.4	*	11.5	8.1		17.1	12.5	15.1	17.4	126
	2009		*	23.5	21.3	*	21.3	15.5		21.6	25.0	23.1	22.7	134

NUMBER TESTED IN GRADES 3-5													
2007	0	2	51	52	3	24	37	0	33	21	54	31,814	
2008	0	2	122	116	4	52	74	0	70	56	126	31,840	
2009	0	1	132	127	3	47	84	0	74	60	134	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		*	76.9	75.5	*	75.0	69.2		77.1	75.0	76.4	70.3	55
	2008			88.0	87.5	*	87.0	87.1		96.2	79.2	88.0	76.6	50
	2009			86.3	86.0	*	85.7	81.6		88.9	83.3	86.3	77.3	51
4	2007												75.7	0
	2008		*	69.8	64.0	*	61.1	55.2		78.1	50.0	66.1	77.9	56
	2009		*	88.9	88.6	*	88.9	85.2		88.5	90.0	89.1	79.4	46
5	2007												82.9	0
	2008		*	75.0	78.9		75.0	66.7		75.0	77.8	76.2	84.0	21
	2009			81.6	80.4		76.9	68.8		85.2	73.9	80.0	87.0	50
3-5	2007		*	76.9	75.5	*	75.0	69.2		77.1	75.0	76.4	76.2	55
	2008		*	78.0	76.1	*	75.5	70.7		84.3	66.7	76.4	79.5	127
	2009		*	85.5	85.0	*	84.7	78.4		87.5	82.1	85.0	81.0	147

NUMBER TESTED IN GRADES 3-5													
2007	0	2	52	53	4	24	39	0	35	20	55	32,298	
2008	0	2	123	117	4	53	75	0	70	57	127	32,696	
2009	0	1	145	140	3	59	97	0	80	67	147	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		*	12	13	*	6	12		8	5	13	3,303	55
	2008			6	6	*	3	4		1	5	6	2,542	50
	2009			7	7	*	4	7		3	4	7	2,781	51
4	2007												2,604	0
	2008		*	16	18	*	7	13		7	12	19	2,436	56
	2009		*	5	5	*	2	4		3	2	5	2,196	46
5	2007												1,785	0
	2008		*	5	4		3	5		3	2	5	1,730	21
	2009			9	9		3	10		4	6	10	1,386	50
3-5	2007		*	12	13	*	6	12		8	5	13	7,692	55
	2008		*	27	28	*	13	22		11	19	30	6,708	127
	2009		*	21	21	*	9	21		10	12	22	6,363	147

NUMBER TESTED IN GRADES 3-5													
2007	0	2	52	53	4	24	39	0	35	20	55	32,298	
2008	0	2	123	117	4	53	75	0	70	57	127	32,696	
2009	0	1	145	140	3	59	97	0	80	67	147	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	80.2	81.2	81.8	79.7	84.5	66.8
	2008	84.2	83.3	88.3	82.0	93.0	73.0
	2009	80.6	85.9	89.9	83.3	84.8	74.8
4	2007						
	2008	75.2	69.4	66.7	67.0	68.8	73.7
	2009	90.3	79.8	79.0	77.5	84.2	75.5
5	2007						
	2008	80.5	72.1	85.0	78.2	86.9	83.3
	2009	81.5	80.3	81.7	76.9	71.0	76.0
3-5	2007	80.2	81.2	81.8	79.7	84.5	66.8
	2008	79.6	75.3	78.2	74.7	81.3	75.0
	2009	83.9	82.1	83.7	79.3	79.9	75.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		*	19.2	17.0	*	20.8	12.8		17.1	20.0	18.2	19.2	55
	2008			34.0	33.3	*	21.7	25.8		46.2	20.8	34.0	26.3	50
	2009			37.3	36.0	*	25.0	23.7		29.6	45.8	37.3	29.0	51
4	2007												22.6	0
	2008		*	11.3	10.0	*	22.2	13.8		12.5	8.3	10.7	23.8	56
	2009		*	26.7	22.7	*	11.1	11.1		34.6	15.0	26.1	31.6	46
5	2007												29.3	0
	2008		*	30.0	36.8		33.3	26.7		33.3	33.3	33.3	31.9	21
	2009			26.5	26.1		46.2	25.0		29.6	21.7	26.0	38.4	50
3-5	2007		*	19.2	17.0	*	20.8	12.8		17.1	20.0	18.2	23.6	55
	2008		*	23.6	23.9	*	24.5	21.3		28.6	17.5	23.6	27.3	127
	2009		*	30.3	28.6	*	25.4	20.6		31.3	28.4	29.9	32.8	147


NUMBER TESTED IN GRADES 3-5													
2007	0	2	52	53	4	24	39	0	35	20	55	32,298	
2008	0	2	123	117	4	53	75	0	70	57	127	32,696	
2009	0	1	145	140	3	59	97	0	80	67	147	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												86.5	0
	2008		*	90.2	87.5	*	82.4	82.1		87.1	90.9	88.7	87.4	53
	2009		*	89.1	88.9	*	83.3	82.1		92.3	85.7	89.4	87.4	47

NUMBER TESTED IN GRADE 4														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	10,408
2008	0	1	51	48	3	17	28	0	31	22	53			10,658
2009	0	1	46	45	3	18	28	0	26	21	47			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												1,408	0
	2008		*	5	6	*	3	5		4	2	6	1,348	53
	2009		*	5	5	*	3	5		2	3	5	1,264	47

NUMBER TESTED IN GRADE 4														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	10,408
2008	0	1	51	48	3	17	28	0	31	22	53	53	10,658	
2009	0	1	46	45	3	18	28	0	26	21	47	47	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					
	2008	2.1	86.3	84.4	84.2	84.9
	2009	1.9	85.1	80.9	83.2	91.5

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												18.2	0
	2008		*	11.8	12.5	*	11.8	7.1		3.2	22.7	11.3	21.4	53
	2009		*	6.5	4.4	*	5.6	3.6		7.7	4.8	6.4	21.0	47

NUMBER TESTED IN GRADE 4														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	10,408
2008	0	1	51	48	3	17	28	0	31	22	53	53	53	10,658
2009	0	1	46	45	3	18	28	0	26	21	47	47	47	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												62.3	
	2008		*	65.0	68.4		58.3	60.0		75.0	55.6	66.7	71.9	21
	2009			70.8	66.7		66.7	51.6		76.9	60.9	69.4	75.9	49

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,296
2008	0	1	20	19	0	12	15	0	12	9	21	10,686	
2009	0	0	48	45	0	12	31	0	26	23	49	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												3,881	
	2008		*	7	6		5	6		3	4	7	3,005	21
	2009			14	15		4	15		6	9	15	2,542	49

NUMBER TESTED IN GRADE 5													
2007	0	0	0		0	0	0	0	0	0	0	0	10,296
2008	0	1	20	19	0	12	15	0	12	9	21	10,686	
2009	0	0	48	45	0	12	31	0	26	23	49	10,550	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007				
	2008	82.4	85.7	81.5	60.8
	2009	88.1	89.1	79.4	61.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007												18.0	
	2008		*	15.0	15.8		8.3	6.7		25.0	0.0	14.3	24.8	21
	2009			27.1	24.4		33.3	16.1		30.8	21.7	26.5	29.1	49

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	10,296
2008	0	1	20	19	0	12	15	0	12	9	21	10,686	
2009	0	0	48	45	0	12	31	0	26	23	49	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			75.0	75.0		75.0	75.0		66.7	83.3	75.0	89.4	12
4	2007												65.9	0
	2008			*	*		*	*			*	*	67.0	1
	2009												72.7	0
ALL	2007												—	0
	2008			*	*		*	*			*	*	—	1
	2009			75.0	75.0		75.0	75.0		66.7	83.3	75.0	—	12

NUMBER TESTED IN GRADES ALL														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	1	1	0	1	1	0	0	1	1	1	—	
2009	0	0	12	12	0	12	12	0	6	6	12	—		

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			3	3		3	3		2	1	3	514	12
4	2007												122	0
	2008			*	*		*	*			*	*	215	1
	2009												268	0
ALL	2007												—	0
	2008			*	*		*	*			*	*	—	1
	2009			3	3		3	3		2	1	3	—	12

NUMBER TESTED IN GRADES ALL														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	1	1	0	1	1	0	0	1	1	1	—	
2009	0	0	12	12	0	12	12	0	6	6	12	—		

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	73.3	84.5	77.8	70.8
4	2007				
	2008	*	*	*	*
	2009				
ALL	2007				
	2008	*	*	*	*
	2009	73.3	84.5	77.8	70.8

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												14.8	0
	2008												17.2	0
	2009			16.7	16.7		16.7	16.7		33.3	0.0	16.7	30.6	12
4	2007												14.2	0
	2008			*	*		*	*			*	*	13.5	1
	2009												21.1	0
ALL	2007												—	0
	2008			*	*		*	*			*	*	—	1
	2009			16.7	16.7		16.7	16.7		33.3	0.0	16.7	—	12

NUMBER TESTED IN ALL GRADES													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	1	1	0	1	1	0	0	1	1	—	
2009	0	0	12	12	0	12	12	0	6	6	12	—	

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				*	*	*	*	*		*		*	77.7	2
	2008			*	*	*	*	*		*	*	*	77.7	2
	2009			*	*	*	*	*		*	*	*	87.7	5
4			*	*	*	*		*		*	*	*	70.7	4
	2008		*	*	*	*		*		*	*	*	70.7	4
	2009		*	*	*	*	*	*		*	*	*	71.8	5
5				*	*	*	*	*		*	*	*	73.3	4
	2008			*	*	*	*	*		*	*	*	73.3	4
	2009		*	100.0	100.0	100.0	*	100.0		*	*	100.0	80.3	8
3-5			*	77.8	80.0	80.0	*	87.5		75.0	*	80.0	73.7	10
	2008		*	77.8	80.0	80.0	*	87.5		75.0	*	80.0	73.7	10
	2009		*	93.8	94.4	94.4	87.5	94.1		90.9	100.0	94.4	79.2	18

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

NUMBER TESTED IN GRADES 3-5													
2008	0	1	9	10	10	3	8	0	8	2	10	1,807	
2009	0	2	16	18	18	8	17	0	11	7	18	1,867	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	*	*	*	*
4					
	2008	*	*	*	*
	2009	*	*	*	*
5					
	2008	*	*	*	*
	2009	76.1	81.3	75.0	65.9
3-5					
	2008	62.5	70.0	50.0	68.2
	2009	66.4	75.9	66.9	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)
3														
	2008			*	*	*	*	*		*		*	10.8	2
	2009			*	*	*	*	*		*	*	*	16.2	5
4														
	2008		*	*	*	*		*		*	*	*	9.7	4
	2009		*	*	*	*	*	*		*	*	*	8.9	5
5														
	2008			*	*	*	*	*		*	*	*	14.9	4
	2009		*	0.0	12.5	12.5	*	14.3		*	*	12.5	14.1	8
3-5														
	2008		*	0.0	10.0	10.0	*	12.5		0.0	*	10.0	12.0	10
	2009		*	0.0	5.6	5.6	0.0	5.9		0.0	14.3	5.6	12.7	18

NUMBER TESTED IN GRADES 3-5														
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)	
2008	0	1	9	10	10	3	8	0	8	2	10	1,807		
2009	0	2	16	18	18	8	17	0	11	7	18	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				*	*	*	*	*		*		*	76.1	2
	2008			*	*	*	*	*		*	*	*	81.2	5
	2009			*	*	*	*	*		*	*	*		
4			*	*	*	*		*		*	*	*	69.1	4
	2008		*	*	*	*	*	*		*	*	*	75.8	5
	2009		*	*	*	*	*	*		*	*	*		
5				*	*	*	*	*		*	*	*	64.0	3
	2008		*	57.1	62.5	62.5	*	71.4		*	*	62.5	80.2	8
	2009		*	75.0	77.8	77.8	*	85.7		71.4	*	77.8	69.4	9
3-5			*	68.8	72.2	72.2	62.5	76.5		63.6	85.7	72.2	78.8	18
	2008		*	75.0	77.8	77.8	*	85.7		71.4	*	77.8	69.4	9
	2009		*	68.8	72.2	72.2	62.5	76.5		63.6	85.7	72.2	78.8	18

NUMBER TESTED IN GRADES 3-5														
2008	0	1	8	9	9	3	7	0	7	2	9	1,730		
2009	0	2	16	18	18	8	17	0	11	7	18	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				*	*	*	*	*		*		*	129	2
	2008			*	*	*	*	*		*	*	*	85	5
	2009			*	*	*	*	*		*	*	*		
4			*	*	*	*		*		*	*	*	173	4
	2008		*	*	*	*	*	*		*	*	*	157	5
	2009		*	*	*	*	*	*		*	*	*		
5				*	*	*	*	*		*	*	*	227	3
	2008		*	3	3	3	*	2		*	*	3	127	8
	2009		*	3	3	3	*	2		*	*	3		
3-5			*	2	2	2	*	1		2	*	2	529	9
	2008		*	5	5	5	3	4		4	1	5	369	18
	2009		*	5	5	5	3	4		4	1	5		

NUMBER TESTED IN GRADES 3-5														
2008	0	1	8	9	9	3	7	0	7	2	9	1,730		
2009	0	2	16	18	18	8	17	0	11	7	18	1,743		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
4	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5	2008	*	*	*	*	*	*
	2009	61.1	50.0	64.6	54.2	62.5	60.0
3-5	2008	75.3	56.3	60.4	61.5	44.4	62.6
	2009	60.9	53.9	69.8	60.7	48.1	49.8

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				*	*	*	*	*		*		*	16.1	2
	2008			*	*	*	*	*		*	*	*	16.1	2
	2009			*	*	*	*	*		*	*	*	22.3	5
4			*	*	*	*		*		*	*	*	14.3	4
	2008		*	*	*	*		*		*	*	*	14.3	4
	2009		*	*	*	*	*	*		*	*	*	14.0	5
5				*	*	*	*	*		*	*	*	14.0	3
	2008			*	*	*	*	*		*	*	*	14.0	3
	2009		*	14.3	25.0	25.0	*	28.6		*	*	25.0	17.2	8
3-5			*	12.5	22.2	22.2	*	28.6		14.3	*	22.2	14.7	9
	2008		*	12.5	22.2	22.2	*	28.6		14.3	*	22.2	14.7	9
	2009		*	6.3	11.1	11.1	0.0	11.8		9.1	14.3	11.1	17.3	18

NUMBER TESTED IN GRADES 3-5														
2008	0	1	8	9	9	3	7	0	7	2	9	1,730		
2009	0	2	16	18	18	8	17	0	11	7	18	1,743		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5				*	*	*	*	*		*	*	*	39.2	4
	2008			*	*	*	*	*		*	*	*	39.2	4
	2009		*	42.9	50.0	50.0	*	57.1		*	*	50.0	37.5	8

NUMBER TESTED IN GRADE 5													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested
2008	0	0	4	4	4	1	3	0	3	1	4	668	
2009	0	1	7	8	8	3	7	0	5	3	8	637	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5				*	*	*	*	*		*	*	*	406	4
	2008			*	*	*	*	*		*	*	*	406	4
	2009		*	4	4	4	*	3		*	*	4	398	8

NUMBER TESTED IN GRADE 5

NUMBER TESTED IN GRADE 5														
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)	
2008	0	0	4	4	4	1	3	0	3	1	4	668		
2009	0	1	7	8	8	3	7	0	5	3	8	637		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2008	*	*	*	*
	2009	80.7	83.9	76.8	62.5

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)
5														
	2008			*	*	*	*	*		*	*	*	5.2	4
	2009		*	0.0	12.5	12.5	*	14.3		*	*	12.5	4.9	8

NUMBER TESTED IN GRADE 5														
2007														
2008	0	0	4	4	4	1	3	0	3	1	4	668		
2009	0	1	7	8	8	3	7	0	5	3	8	637		

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

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	33.3	11.5	15.6	46.9	32
	2008	*	52.0	50.0	57.6	28
	2009	18.2	25.0	22.2	41.9	27
1	2007	31.8	84.6	51.4	51.4	35
	2008	54.5	68.2	63.6	50.2	33
	2009	37.5	68.2	55.3	54.2	38
2	2007	53.1	84.2	64.7	44.5	51
	2008	30.4	77.8	51.2	50.2	41
	2009	5.0	78.6	35.3	47.9	34
1-2	2007	44.4	84.4	59.3	47.6	86
	2008	38.2	72.5	56.8	50.2	74
	2009	19.4	72.2	45.8	51.0	72

Grade	Year	MATHEMATICS TOTAL (**MATHMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	14.3	20.7	17.2	44.3	64
	2008	27.1	32.1	28.9	44.9	76
	2009	21.7	52.9	28.6	52.8	77
1	2007	39.3	84.6	53.7	48.8	41
	2008	76.6	66.7	73.2	55.5	71
	2009	74.6	69.6	73.2	50.4	82
2	2007	65.2	95.0	74.2	55.6	66
	2008	68.3	88.9	74.6	57.5	59
	2009	29.1	66.7	37.1	53.2	70
K-2	2007	42.2	58.1	48.0	49.1	171
	2008	56.6	58.6	57.3	52.7	206
	2009	42.0	63.6	47.2	52.3	229

Number Tested	2007	60	58	118	24,696	
	2008	37	65	102	21,817	
	2009	47	52	99	21,148	

Number Tested	2007	109	62	171	34,441	
	2008	136	70	206	41,070	
	2009	174	55	229	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	*	*	17.9	13.3		*	33.3		5.0	33.3	15.6	46.9	32
	2008		*	53.8	50.0		*	*		38.5	60.0	50.0	57.6	28
	2009		*	24.0	22.2		*	18.2		30.8	14.3	22.2	41.9	27
1	2007		*	50.0	51.4	*	*	31.8		41.7	72.7	51.4	51.4	35
	2008	*	*	61.3	62.5	*	*	54.5		52.4	83.3	63.6	50.2	33
	2009		*	55.6	55.3	*	50.0	37.5		52.6	57.9	55.3	54.2	38
2	2007	*		64.0	64.7	*	56.0	53.1		64.0	65.4	64.7	44.5	51
	2008		*	52.5	51.2	*	28.6	30.4		40.9	63.2	51.2	50.2	41
	2009	*	*	35.5	35.3	*	*	5.0		26.1	54.5	35.3	47.9	34
1-2	2007	*	*	58.3	59.3	*	53.8	44.4		53.1	67.6	59.3	47.6	86
	2008	*	*	56.3	56.2	14.3	41.2	38.2		46.5	71.0	56.8	50.2	74
	2009	*	*	46.3	45.8	*	40.0	19.4		38.1	56.7	45.8	51.0	72

Number Tested	2007	2	4	112	116	3	28	60	0	69	49	118	24,696
	2008	1	4	97	101	7	19	37	0	56	46	102	21,817
	2009	1	6	92	99	5	13	47	0	55	44	99	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	*	*	0	0		*	0		0	0	0	1,245	32
	2008		*	8	8		*	*		4	4	8	1,687	28
	2009		*	1	1		*	0		1	0	1	771	27
1	2007		*	7	8	*	*	3		4	4	8	1,458	35
	2008	*	*	9	10	*	*	2		6	4	10	1,555	33
	2009		*	5	5	*	0	0		2	3	5	1,659	38
2	2007	*		6	6	*	2	2		5	1	6	896	51
	2008		*	5	5	*	0	1		2	3	5	1,065	41
	2009	*	*	0	1	*	*	0		1	0	1	1,027	34
1-2	2007	*	*	13	14	*	2	5		9	5	14	2,355	86
	2008	*	*	14	15	1	1	3		8	7	15	2,620	74
	2009	*	*	5	6	*	0	0		3	3	6	2,688	72

Number Tested	2007	2	4	112	116	3	28	60	0	69	49	118	24,696
	2008	1	4	97	101	7	19	37	0	56	46	102	21,817
	2009	1	6	92	99	5	13	47	0	55	44	99	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	*	*	16.7	18.0	*	12.5	14.3		7.1	36.4	17.2	44.3	64
	2008		*	30.1	28.9	*	24.5	27.1		20.9	39.4	28.9	44.9	76
	2009		*	29.3	28.6		25.0	21.7		16.7	39.0	28.6	52.8	77
1	2007		*	52.5	53.7	*	28.6	39.3		44.4	71.4	53.7	48.8	41
	2008	*	*	73.9	72.9	*	80.0	76.6		64.3	86.2	73.2	55.5	71
	2009		*	73.4	73.2	*	81.6	74.6		78.3	66.7	73.2	50.4	82
2	2007	*		73.8	74.2	*	65.8	65.2		78.8	69.7	74.2	55.6	66
	2008		*	75.9	74.6	*	68.8	68.3		80.0	69.0	74.6	57.5	59
	2009	*	*	38.8	37.1	*	35.0	29.1		36.4	38.5	37.1	53.2	70
K-2	2007	*	*	47.9	48.8	12.5	40.3	42.2		40.2	59.4	48.0	49.1	171
	2008	*	*	58.5	57.1	36.4	54.5	56.6		52.2	63.7	57.3	52.7	206
	2009	*	28.6	48.0	47.2	50.0	47.5	42.0		46.0	48.5	47.2	52.3	229

Number Tested	2007	2	4	165	168	8	77	109	0	102	69	171	34,441
	2008	1	5	200	205	11	121	136	0	115	91	206	41,070
	2009	1	7	221	229	8	141	174	0	126	103	229	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	*	*	1	1	*	1	1		1	0	1	2,583	64
	2008		*	5	5	*	2	2		1	4	5	2,788	76
	2009		*	7	7		3	3		3	4	7	2,455	77
1	2007		*	9	9	*	0	2		5	4	9	1,769	41
	2008	*	*	19	19	*	11	12		10	9	19	2,800	71
	2009		*	21	22	*	14	16		13	9	22	1,577	82
2	2007	*		23	24	*	8	11		13	11	24	2,098	66
	2008		*	22	22	*	10	13		12	10	22	2,912	59
	2009	*	*	5	5	*	4	4		3	2	5	1,686	70
K-2	2007	*	*	33	34	0	9	14		19	15	34	6,450	171
	2008	*	*	46	46	0	23	27		23	23	46	8,500	206
	2009	*	1	33	34	2	21	23		19	15	34	5,718	229

Number Tested	2007	2	4	165	168	8	77	109	0	102	69	171	34,441
	2008	1	5	200	205	11	121	136	0	115	91	206	41,070
	2009	1	7	221	229	8	141	174	0	126	103	229	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			59.4	61.3	*	63.3	62.1		50.0	80.0	59.4	84.7	32
	2008		*	76.6	75.0	*	76.6	77.8		80.0	66.7	75.0	87.0	48
	2009			84.0	84.0		83.7	83.7		73.9	92.6	84.0	88.6	50
1	2007			79.1	81.0	*	78.6	78.6		73.9	85.0	79.1	84.5	43
	2008			92.1	92.1	*	91.9	91.7		90.5	94.1	92.1	88.0	38
	2009		*	95.3	95.5	*	95.3	95.3		92.6	100.0	95.5	88.6	44
2	2007			92.9	92.9	*	92.3	92.3		100.0	85.7	92.9	89.9	14
	2008			100.0	100.0		100.0	100.0		100.0	100.0	100.0	93.4	17
	2009			88.9	88.9	*	88.9	91.4		85.7	93.3	88.9	94.0	36
K-2	2007			74.2	75.9	66.7	75.3	75.0		67.3	83.8	74.2	85.6	89
	2008		*	86.3	85.4	*	86.1	86.7		86.4	84.1	85.4	89.3	103
	2009		*	89.1	89.2	*	89.1	89.8		84.5	94.9	89.2	90.4	130

Number Tested	2007	0	0	89	87	6	85	84	0	52	37	89	14,889
	2008	0	1	102	103	3	101	98	0	59	44	103	18,257
	2009	0	1	129	130	3	128	127	0	71	59	130	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			3	3	*	3	3		2	1	3	2,779	32
	2008		*	16	16	*	16	16		8	8	16	3,280	48
	2009			18	18		18	18		5	13	18	3,525	50
1	2007			7	7	*	7	7		4	3	7	1,782	43
	2008			19	19	*	18	18		9	10	19	2,412	38
	2009		*	21	22	*	22	22		11	11	22	2,523	44
2	2007			8	8	*	7	7		3	5	8	1,196	14
	2008			5	5		5	5		2	3	5	2,596	17
	2009			11	11	*	11	11		6	5	11	2,909	36
K-2	2007			18	18	0	17	17		9	9	18	5,757	89
	2008		*	40	40	*	39	39		19	21	40	8,288	103
	2009		*	50	51	*	51	51		22	29	51	8,957	130

Number Tested	2007	0	0	89	87	6	85	84	0	52	37	89	14,889
	2008	0	1	102	103	3	101	98	0	59	44	103	18,257
	2009	0	1	129	130	3	128	127	0	71	59	130	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	0	-	7	28.6	8	25.0
5	0	-	1	0.0	0	-	1	0.0
ALL	1	0.0	1	0.0	7	28.6	9	22.2

PERFORMANCE IN 2009

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (54)	Beginning	8	14.8	19	35.2	38	70.4	25	46.3	25	46.3
	Intermediate	22	40.7	17	31.5	14	25.9	19	35.2	19	35.2
	Advanced	13	24.1	15	27.8	2	3.7	9	16.7	9	16.7
	Advanced High	11	20.4	3	5.6	0	0.0	1	1.9	1	1.9
1 (53)	Beginning	5	9.4	15	28.3	32	60.4	25	47.2	25	47.2
	Intermediate	19	35.8	12	22.6	11	20.8	14	26.4	14	26.4
	Advanced	14	26.4	12	22.6	5	9.4	6	11.3	6	11.3
	Advanced High	15	28.3	14	26.4	5	9.4	8	15.1	8	15.1
2 (39)	Beginning	9	23.1	9	23.1	24	61.5	6	15.4	6	15.4
	Intermediate	23	59.0	23	59.0	10	25.6	14	35.9	15	38.5
	Advanced	6	15.4	6	15.4	3	7.7	14	35.9	15	38.5
	Advanced High	1	2.6	1	2.6	2	5.1	5	12.8	3	7.7
3 (28)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	4	14.3	4	14.3	4	14.3
	Advanced	13	46.4	12	42.9	9	32.1	10	35.7	10	35.7
	Advanced High	15	53.6	16	57.1	15	53.6	14	50.0	14	50.0
4 (18)	Beginning	1	5.6	1	5.6	1	5.6	1	5.6	1	5.6
	Intermediate	5	27.8	5	27.8	5	27.8	0	0.0	0	0.0
	Advanced	7	38.9	7	38.9	10	55.6	9	50.0	9	50.0
	Advanced High	5	27.8	5	27.8	2	11.1	8	44.4	8	44.4

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	-	-	-	
51 22 (43.1%)	Beginning	24			
	Intermediate	10	4		
	Advanced	2	2	1	
	Advanced High	2	4	2	
37 30 (81.1%)	Beginning	5			
	Intermediate	14	0		
	Advanced	10	3	2	
	Advanced High	2	0	1	
28 18 (64.3%)	Beginning	0			
	Intermediate	1	3		
	Advanced	1	2	7	
	Advanced High	0	2	12	
18 10 (55.6%)	Beginning	1			
	Intermediate	0	0		
	Advanced	0	2	7	
	Advanced High	0	0	8	

PERFORMANCE IN 2009

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	8.3	1	8.3	1	8.3
	Advanced	4	33.3	3	25.0	3	25.0	0	0.0	0	0.0
	Advanced High	8	66.7	9	75.0	8	66.7	11	91.7	11	91.7
ALL (204)	Beginning	23	11.3	44	21.6	95	46.6	57	27.9	57	27.9
	Intermediate	69	33.8	57	27.9	45	22.1	52	25.5	53	26.0
	Advanced	57	27.9	55	27.0	32	15.7	48	23.5	49	24.0
	Advanced High	55	27.0	48	23.5	32	15.7	47	23.0	45	22.1

**PROGRESSION FROM
2008 TO 2009**

Number Rated Both Years N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
11 11 (100.0%)	Beginning	0			
	Intermediate	1	0		
	Advanced	0	0	0	
	Advanced High	0	0	10	
145 91 (62.8%)	Beginning	30			
	Intermediate	26	7		
	Advanced	13	9	17	
	Advanced High	4	6	33	

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