

Campus Data Packet

for 2009 - 10 Plans



ONESIMO HERNANDEZ

School Number 269

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
EC	6
PK	75
KN	70
1	64
2	71
3	60
4	67
5	63
ALL	476

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	125	26.3	5	15.2
American Indian	0	0.0	*	*
Asian	19	4.0	*	*
Hispanic	323	67.9	15	45.5
White	9	1.9	13	39.4
Other	**	**	0	0.0

*Included in category "Other."

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

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	417	87.6
Limited English proficient students	250	52.5
Special education students	34	7.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	42	7	16.7	1	2.4	1	2.4	33	78.6	0	0.0
	2008	42	2	4.8	0	0.0	2	4.8	38	90.5	0	0.0
	2009	75	8	10.7	0	0.0	2	2.7	64	85.3	1	1.3
KN	2007	77	16	20.8	0	0.0	3	3.9	55	71.4	3	3.9
	2008	77	27	35.1	0	0.0	2	2.6	46	59.7	2	2.6
	2009	70	20	28.6	0	0.0	2	2.9	47	67.1	1	1.4
1	2007	84	20	23.8	0	0.0	3	3.6	58	69.0	3	3.6
	2008	72	14	19.4	0	0.0	5	6.9	51	70.8	2	2.8
	2009	64	26	40.6	0	0.0	1	1.6	36	56.3	1	1.6
2	2007	82	16	19.5	1	1.2	4	4.9	61	74.4	0	0.0
	2008	63	12	19.0	0	0.0	2	3.2	48	76.2	1	1.6
	2009	71	17	23.9	0	0.0	6	8.5	46	64.8	2	2.8
3	2007	88	23	26.1	0	0.0	4	4.5	57	64.8	4	4.5
	2008	69	14	20.3	1	1.4	4	5.8	49	71.0	1	1.4
	2009	60	17	28.3	0	0.0	1	1.7	41	68.3	1	1.7
4	2007	65	14	21.5	0	0.0	6	9.2	42	64.6	3	4.6
	2008	66	14	21.2	0	0.0	4	6.1	47	71.2	1	1.5
	2009	67	18	26.9	0	0.0	3	4.5	45	67.2	1	1.5
5	2007	64	17	26.6	1	1.6	5	7.8	40	62.5	1	1.6
	2008	60	13	21.7	0	0.0	5	8.3	41	68.3	1	1.7
	2009	63	15	23.8	0	0.0	4	6.3	42	66.7	2	3.2
EC-5	2007	502	113	22.5	3	0.6	26	5.2	346	68.9	14	2.8
	2008	453	99	21.9	1	0.2	24	5.3	321	70.9	8	1.8
	2009	476	125	26.3	0	0.0	19	4.0	323	67.9	9	1.9

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	42	39	92.9	26	61.9	0	0.0	0	0.0	42	100.0	0.0
	2008	42	39	92.9	34	81.0	1	2.4	0	0.0	41	97.6	0.0
	2009	75	48	64.0	46	61.3	0	0.0	0	0.0	75	100.0	0.0
KN	2007	77	75	97.4	40	51.9	2	2.6	0	0.0	34	44.2	0.0
	2008	77	74	96.1	40	51.9	5	6.5	1	1.3	37	48.1	6.5
	2009	70	62	88.6	42	60.0	4	5.7	0	0.0	31	44.3	1.4
1	2007	84	78	92.9	38	45.2	3	3.6	4	4.8	13	15.5	7.1
	2008	72	70	97.2	42	58.3	3	4.2	2	2.8	8	11.1	12.5
	2009	64	62	96.9	34	53.1	7	10.9	6	9.4	8	12.5	7.8
2	2007	82	74	90.2	41	50.0	6	7.3	15	18.3	4	4.9	11.0
	2008	63	60	95.2	30	47.6	2	3.2	5	7.9	7	11.1	4.8
	2009	71	66	93.0	37	52.1	6	8.5	5	7.0	6	8.5	2.8
3	2007	88	83	94.3	40	45.5	6	6.8	17	19.3	9	10.2	1.1
	2008	69	65	94.2	37	53.6	4	5.8	18	26.1	5	7.2	1.4
	2009	60	56	93.3	26	43.3	4	6.7	4	6.7	4	6.7	0.0
4	2007	65	62	95.4	30	46.2	5	7.7	12	18.5	7	10.8	6.2
	2008	66	59	89.4	35	53.0	3	4.5	16	24.2	5	7.6	4.5
	2009	67	61	91.0	35	52.2	6	9.0	14	20.9	4	6.0	3.0
5	2007	64	60	93.8	13	20.3	7	10.9	14	21.9	9	14.1	6.3
	2008	60	58	96.7	32	53.3	4	6.7	9	15.0	7	11.7	8.3
	2009	63	56	88.9	30	47.6	1	1.6	18	28.6	8	12.7	3.2
EC-5	2007	502	471	93.8	228	45.4	29	5.8	62	12.4	118	23.5	4.8
	2008	453	429	94.7	250	55.2	26	5.7	51	11.3	112	24.7	6.2
	2009	476	417	87.6	250	52.5	34	7.1	47	9.9	138	29.0	3.4

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	21.0	4,117.2	19.8	94.7	3,933.6	95.5	58	100.0	100.0	34	7,436	100.0	100.0
	2008	20.9	4,133.2	20.1	95.8	3,942.7	95.4	58	100.0	100.0	35	7,427	100.0	100.0
	2009	37.4	4,167.8	35.2	94.2	3,975.6	95.4	105	100.0	100.0	62	7,332	100.0	100.0
KN	2007	80.0	13,945.0	75.8	94.8	13,385.6	96.0	19	23.8	24.3	69	12,035	86.3	86.3
	2008	72.9	13,568.1	69.4	95.1	13,004.4	95.8	27	37.0	23.5	59	11,618	80.9	85.6
	2009	74.3	13,515.0	71.1	95.7	12,939.1	95.7	25	33.7	22.5	63	11,501	84.8	85.1
1	2007	86.1	14,353.8	81.9	95.2	13,851.4	96.5	28	32.5	23.2	67	12,437	77.8	86.6
	2008	72.3	14,626.9	70.1	97.1	14,102.7	96.4	11	15.2	21.2	67	12,704	92.7	86.9
	2009	66.3	14,250.8	62.7	94.5	13,719.9	96.3	26	39.2	20.7	51	12,300	76.9	86.3
2	2007	84.7	13,403.8	80.9	95.5	12,978.9	96.8	19	22.4	21.7	71	11,729	83.9	87.5
	2008	63.6	13,708.6	61.0	95.9	13,269.8	96.8	17	26.7	19.7	49	12,043	77.0	87.9
	2009	71.6	13,950.1	69.7	97.3	13,499.0	96.8	17	23.7	18.6	64	12,231	89.4	87.7
3	2007	81.2	12,998.4	77.9	95.9	12,633.3	97.2	28	34.5	21.1	67	11,445	82.5	88.0
	2008	73.1	12,806.9	70.2	96.0	12,425.5	97.0	5	6.8	19.1	61	11,408	83.4	89.1
	2009	62.1	13,095.5	60.0	96.6	12,710.6	97.1	19	30.6	18.3	54	11,634	87.0	88.8
4	2007	65.2	12,104.9	63.1	96.8	11,768.3	97.2	16	24.5	19.7	53	10,683	81.3	88.3
	2008	66.9	12,329.8	64.5	96.5	11,960.3	97.0	8	12.0	19.7	57	10,924	85.2	88.6
	2009	69.3	12,156.4	66.7	96.3	11,789.9	97.0	17	24.5	18.1	57	10,731	82.3	88.3
5	2007	62.5	11,757.0	60.4	96.5	11,426.8	97.2	17	27.2	20.9	49	10,362	78.3	88.1
	2008	63.6	11,874.2	61.3	96.4	11,539.6	97.2	9	14.1	18.8	56	10,608	88.0	89.3
	2009	63.2	11,903.5	60.9	96.5	11,552.9	97.1	14	22.2	17.5	53	10,563	83.9	88.7
EC-5	2007	480.6	83,122.6	459.8	95.7	80,387.4	96.7	185	38.5	33.3	410	76,416	85.3	91.9
	2008	436.9	83,438.7	419.7	96.1	80,606.0	96.6	137	31.4	31.9	385	76,970	88.1	92.2
	2009	449.5	83,476.5	431.4	96.0	80,586.5	96.5	227	50.5	30.9	408	76,517	90.8	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	5	15.2
Hispanic	15	45.5
White	13	39.4
Other	0	0.0

Gender	Number	Percent
Female	29	87.9
Male	4	12.1

TOTAL	33
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AVERAGE NUMBER OF ABSENCES

2007	8.7
2008	3.3
2009	6.5

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	*	88.9	82.5	83.9	*	79.2	79.5		83.3	86.1	84.8	84.6	66
	2008	*	91.7	100.0	95.9		100.0	96.9		95.8	96.4	96.2	86.2	52
	2009	*	64.7	88.2	76.5		*	62.5		72.2	83.3	77.8	87.3	36
4	2007	*	60.0	73.1	71.4	*	62.5	61.9		68.4	75.0	72.1	69.7	43
	2008		91.7	87.5	85.4		90.0	83.9		81.8	92.3	87.5	72.1	48
	2009	*	68.8	73.3	71.7	*	63.2	66.7		69.6	77.8	74.0	75.8	50
5	2007	*	66.7	87.1	84.0	*	71.4	76.0		78.9	88.2	84.9	78.3	53
	2008		84.6	85.0	85.5		78.6	83.7		89.3	82.8	86.0	82.9	57
	2009	*	80.0	82.1	80.8		74.1	74.3		82.1	83.3	83.1	82.9	59
3-5	2007	87.5	75.0	81.4	80.5	*	72.3	74.1		77.9	84.0	81.5	77.6	162
	2008	*	89.2	90.6	89.0		88.4	87.7		89.2	90.4	89.8	80.3	157
	2009	*	70.8	80.2	76.5	*	70.2	69.2		75.4	81.3	78.6	81.5	145

NUMBER TESTED IN GRADES 3-5													
2007	8	40	97	154	4	47	85	0	68	94	162	31,814	
2008	1	37	106	145	0	69	106	0	74	83	157	31,840	
2009	3	48	86	132	1	47	78	0	69	75	145	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	*	2	7	10	*	5	8		5	5	10	1,675	66
	2008	*	1	0	2		0	1		1	1	2	1,443	52
	2009	*	6	2	8		*	6		5	3	8	960	36
4	2007	*	4	7	12	*	6	8		6	6	12	3,189	43
	2008		1	4	6		2	5		4	2	6	2,996	48
	2009	*	5	8	13	*	7	9		7	6	13	2,449	50
5	2007	*	4	4	8	*	2	6		4	4	8	2,258	53
	2008		2	6	8		6	7		3	5	8	1,827	57
	2009	*	3	7	10		7	9		5	5	10	1,793	59
3-5	2007	1	10	18	30	*	13	22		15	15	30	7,122	162
	2008	*	4	10	16		8	13		8	8	16	6,266	157
	2009	*	14	17	31	*	14	24		17	14	31	5,202	145

NUMBER TESTED IN GRADES 3-5													
2007	8	40	97	154	4	47	85	0	68	94	162	31,814	
2008	1	37	106	145	0	69	106	0	74	83	157	31,840	
2009	3	48	86	132	1	47	78	0	69	75	145	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	76.8	81.4	73.7	73.1
	2008	78.6	85.7	87.5	81.0
	2009	71.3	80.2	79.2	79.5
4	2007	81.1	72.7	72.8	72.8
	2008	83.5	79.4	80.1	76.7
	2009	83.1	74.5	74.0	76.8
5	2007	73.9	83.0	81.6	74.6
	2008	75.0	76.5	79.2	73.7
	2009	75.7	78.6	86.2	74.1
3-5	2007	77.0	79.6	76.1	73.5
	2008	78.8	80.5	82.2	77.0
	2009	77.2	77.6	80.3	76.4

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	*	11.1	12.5	12.9	*	4.2	5.1		13.3	13.9	13.6	21.3	66
	2008	*	16.7	17.6	22.4		9.5	12.5		25.0	21.4	23.1	21.5	52
	2009	*	17.6	35.3	23.5		*	6.3		16.7	38.9	27.8	34.1	36
4	2007	*	10.0	11.5	16.7	*	0.0	4.8		15.8	16.7	16.3	16.6	43
	2008		8.3	25.0	22.0		15.0	16.1		13.6	26.9	20.8	14.4	48
	2009	*	18.8	23.3	19.6	*	21.1	22.2		30.4	22.2	26.0	18.4	50
5	2007	*	0.0	12.9	8.0	*	14.3	4.0		5.3	8.8	7.5	13.1	53
	2008		7.7	7.5	10.9		3.6	4.7		17.9	3.4	10.5	16.5	57
	2009	*	20.0	10.3	11.5		3.7	2.9		21.4	10.0	16.9	18.5	59
3-5	2007	37.5	7.5	12.4	12.3	*	4.3	4.7		11.8	12.8	12.3	17.1	162
	2008	*	10.8	16.0	17.9		8.7	10.4		18.9	16.9	17.8	17.4	157
	2009	*	18.8	19.8	17.4	*	12.8	10.3		23.2	21.3	22.8	22.7	145

NUMBER TESTED IN GRADES 3-5													
2007	8	40	97	154	4	47	85	0	68	94	162	31,814	
2008	1	37	106	145	0	69	106	0	74	83	157	31,840	
2009	3	48	86	132	1	47	78	0	69	75	145	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	*	72.2	67.5	67.2	*	66.7	56.4		69.0	69.4	69.2	70.3	65
	2008	*	66.7	90.9	83.3	*	90.5	83.9		91.3	78.6	84.3	76.6	51
	2009	*	62.5	82.1	75.9	*	75.0	70.3		78.1	76.0	77.2	77.3	57
4	2007	*	41.7	74.1	68.9	*	62.5	54.2		66.7	68.0	67.4	75.7	46
	2008		76.9	90.7	88.7		84.4	85.7		87.1	89.7	88.3	77.9	60
	2009	*	88.2	97.2	94.2	*	96.0	93.9		96.4	93.1	94.7	79.4	57
5	2007	*	52.9	71.9	70.9	*	50.0	50.0		68.2	72.2	70.7	82.9	58
	2008		69.2	87.5	83.9	*	80.0	79.5		86.2	82.8	84.5	84.0	58
	2009	*	75.0	87.5	85.2		81.5	80.6		89.3	80.6	83.6	87.0	61
3-5	2007	66.7	57.4	70.7	68.9	20.0	62.5	53.8		68.1	70.1	69.2	76.2	169
	2008	*	71.1	89.7	85.4	*	84.3	82.9		88.0	83.7	85.8	79.5	169
	2009	*	75.5	88.7	85.0	*	84.2	81.1		87.5	83.5	85.1	81.0	175

NUMBER TESTED IN GRADES 3-5													
2007	6	47	99	161	10	48	93	0	72	97	169	32,298	
2008	1	38	116	157	2	83	117	0	83	86	169	32,696	
2009	3	49	115	160	4	76	106	0	88	85	175	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	*	5	13	20	*	8	17		9	11	20	3,303	65
	2008	*	4	3	8	*	2	5		2	6	8	2,542	51
	2009	*	6	7	13	*	6	11		7	6	13	2,781	57
4	2007	*	7	7	14	*	6	11		7	8	15	2,604	46
	2008		3	4	6		5	6		4	3	7	2,436	60
	2009	*	2	1	3	*	1	2		1	2	3	2,196	57
5	2007	*	8	9	16	*	4	15		7	10	17	1,785	58
	2008		4	5	9	*	6	9		4	5	9	1,730	58
	2009	*	4	5	8		5	7		3	6	10	1,386	61
3-5	2007	2	20	29	50	8	18	43		23	29	52	7,692	169
	2008	*	11	12	23	*	13	20		10	14	24	6,708	169
	2009	*	12	13	24	*	12	20		11	14	26	6,363	175

NUMBER TESTED IN GRADES 3-5													
2007	6	47	99	161	10	48	93	0	72	97	169	32,298	
2008	1	38	116	157	2	83	117	0	83	86	169	32,696	
2009	3	49	115	160	4	76	106	0	88	85	175	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	72.8	79.0	81.0	75.4	77.3	58.8
	2008	85.7	86.9	88.9	79.4	88.2	69.9
	2009	78.8	81.6	88.3	76.0	77.2	70.8
4	2007	77.9	73.6	73.9	66.3	65.8	66.8
	2008	84.8	86.0	88.3	82.2	79.6	79.0
	2009	91.5	89.5	86.3	90.4	92.1	86.0
5	2007	76.2	69.0	78.8	70.0	72.4	70.3
	2008	79.0	74.4	83.0	75.9	81.9	76.9
	2009	84.1	76.8	86.9	76.8	82.0	79.9
3-5	2007	75.3	74.1	78.3	71.0	72.5	64.9
	2008	83.1	82.3	86.7	79.2	83.0	75.5
	2009	84.8	82.5	87.1	81.0	83.7	78.9

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	*	11.1	17.5	13.1	*	8.3	5.1		6.9	19.4	13.8	19.2	65
	2008	*	0.0	45.5	37.5	*	42.9	29.0		52.2	25.0	37.3	26.3	51
	2009	*	25.0	38.5	31.5	*	33.3	27.0		37.5	32.0	35.1	29.0	57
4	2007	*	0.0	11.1	13.3	*	6.3	4.2		9.5	16.0	13.0	22.6	46
	2008		30.8	39.5	35.8		34.4	31.0		38.7	37.9	38.3	23.8	60
	2009	*	35.3	61.1	55.8	*	48.0	42.4		53.6	58.6	56.1	31.6	57
5	2007	*	0.0	25.0	16.4	*	12.5	3.3		18.2	19.4	19.0	29.3	58
	2008		15.4	25.0	28.6	*	20.0	18.2		41.4	13.8	27.6	31.9	58
	2009	*	18.8	42.5	40.7		29.6	25.0		35.7	41.9	39.3	38.4	61
3-5	2007	16.7	4.3	18.2	14.3	0.0	8.3	4.3		11.1	18.6	15.4	23.6	169
	2008	*	15.8	36.2	33.8	*	31.3	25.6		43.4	25.6	34.3	27.3	169
	2009	*	26.5	47.0	42.5	*	36.8	31.1		42.0	44.7	43.4	32.8	175


NUMBER TESTED IN GRADES 3-5													
2007	6	47	99	161	10	48	93	0	72	97	169	32,298	
2008	1	38	116	157	2	83	117	0	83	86	169	32,696	
2009	3	49	115	160	4	76	106	0	88	85	175	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	*	80.0	92.6	88.4		87.5	78.3		85.0	91.7	88.6	86.5	44
	2008		91.7	93.9	92.9		95.2	90.6		90.9	96.3	93.9	87.4	49
	2009	*	86.7	80.0	82.2	*	80.0	81.5		68.2	96.3	83.7	87.4	49

NUMBER TESTED IN GRADE 4													
2007	2	10	27	43	0	16	23	0	20	24	44	10,408	
2008	0	12	33	42	0	21	32	0	22	27	49	10,658	
2009	1	15	30	45	1	20	27	0	22	27	49	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	*	2	2	5		2	5		3	2	5	1,408	44
	2008		1	2	3		1	3		2	1	3	1,348	49
	2009	*	2	6	8	*	4	5		7	1	8	1,264	49

NUMBER TESTED IN GRADE 4													
2007	2	10	27	43	0	16	23	0	20	24	44	10,408	
2008	0	12	33	42	0	21	32	0	22	27	49	10,658	
2009	1	15	30	45	1	20	27	0	22	27	49	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	81.3	76.1	89.2	85.2
	2008	2.3	86.2	88.0	82.9	87.8
	2009	2.1	85.7	77.8	80.1	84.4

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	*	10.0	22.2	20.9		12.5	13.0		30.0	12.5	20.5	18.2	44
	2008		25.0	24.2	23.8		19.0	21.9		22.7	29.6	26.5	21.4	49
	2009	*	13.3	10.0	11.1	*	5.0	7.4		13.6	18.5	16.3	21.0	49


NUMBER TESTED IN GRADE 4													
2007	2	10	27	43	0	16	23	0	20	24	44	10,408	
2008	0	12	33	42	0	21	32	0	22	27	49	10,658	
2009	1	15	30	45	1	20	27	0	22	27	49	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	*	25.0	51.6	48.9	*	28.6	20.0		60.0	43.3	50.0	62.3	50
	2008		66.7	60.5	63.5		50.0	55.0		76.9	53.6	64.8	71.9	54
	2009	*	66.7	75.0	69.8		60.7	58.3		82.1	64.5	73.3	75.9	60

NUMBER TESTED IN GRADE 5													
2007	1	12	31	47	2	7	25	0	20	30	50	10,296	
2008	0	12	38	52	0	26	40	0	26	28	54	10,686	
2009	1	15	40	53	0	28	36	0	28	31	60	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	*	9	15	24	*	5	20		8	17	25	3,881	50
	2008		4	15	19		13	18		6	13	19	3,005	54
	2009	*	5	10	16		11	15		5	11	16	2,542	60

NUMBER TESTED IN GRADE 5													
2007	1	12	31	47	2	7	25	0	20	30	50	10,296	
2008	0	12	38	52	0	26	40	0	26	28	54	10,686	
2009	1	15	40	53	0	28	36	0	28	31	60	10,550	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	74.3	75.3	75.3	58.4
	2008	82.8	80.2	75.5	64.8
	2009	84.1	88.0	83.1	58.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007	*	0.0	12.9	8.5	*	14.3	8.0		15.0	3.3	8.0	18.0	50
	2008		8.3	10.5	13.5		3.8	7.5		23.1	7.1	14.8	24.8	54
	2009	*	20.0	22.5	18.9		7.1	8.3		25.0	22.6	23.3	29.1	60

NUMBER TESTED IN GRADE 5													
2007	1	12	31	47	2	7	25	0	20	30	50	10,296	
2008	0	12	38	52	0	26	40	0	26	28	54	10,686	
2009	1	15	40	53	0	28	36	0	28	31	60	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			80.0	80.0		80.0	80.0		75.0	*	80.0	82.9	15
	2008			85.7	85.7		85.7	85.7		75.0	100.0	85.7	85.4	14
	2009			95.8	95.7	*	95.8	95.8		92.3	100.0	95.8	89.4	24
4	2007			100.0	100.0		100.0	100.0		100.0	*	100.0	65.9	12
	2008			63.6	63.6		63.6	63.6		62.5	*	63.6	67.0	11
	2009			58.3	63.6		58.3	58.3		57.1	*	58.3	72.7	12
ALL	2007			88.9	88.5		88.9	88.9		85.0	100.0	88.9	—	27
	2008			76.0	76.0		76.0	76.0		68.8	88.9	76.0	—	25
	2009			83.3	85.3	*	83.3	83.3		80.0	87.5	83.3	—	36

NUMBER TESTED IN GRADES ALL													
2007	0	0	27	26	0	27	27	0	20	7	27	—	
2008	0	0	25	25	0	25	25	0	16	9	25	—	
2009	0	0	36	34	1	36	36	0	20	16	36	—	

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		3	3		3	*	3	219	15
	2008			2	2		2	2		2	0	2	239	14
	2009			1	1	*	1	1		1	0	1	514	24
4	2007			0	0		0	0		0	*	0	122	12
	2008			4	4		4	4		3	*	4	215	11
	2009			5	4		5	5		3	*	5	268	12
ALL	2007			3	3		3	3		3	0	3	—	27
	2008			6	6		6	6		5	1	6	—	25
	2009			6	5	*	6	6		4	2	6	—	36

NUMBER TESTED IN GRADES ALL													
2007	0	0	27	26	0	27	27	0	20	7	27	—	
2008	0	0	25	25	0	25	25	0	16	9	25	—	
2009	0	0	36	34	1	36	36	0	20	16	36	—	

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	68.9	77.1	71.1	65.0
	2008	70.5	82.7	70.2	68.8
	2009	81.7	89.3	86.1	82.8
4	2007	74.4	79.2	70.2	73.3
	2008	64.8	76.1	51.9	62.7
	2009	69.4	68.8	63.1	55.8
ALL	2007	71.4	78.0	70.7	68.7
	2008	68.0	79.8	62.2	66.1
	2009	77.6	82.4	78.4	73.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			0.0	0.0		0.0	0.0		0.0	*	0.0	14.8	15
	2008			7.1	7.1		7.1	7.1		12.5	0.0	7.1	17.2	14
	2009			33.3	30.4	*	33.3	33.3		23.1	45.5	33.3	30.6	24
4	2007			16.7	18.2		16.7	16.7		25.0	*	16.7	14.2	12
	2008			0.0	0.0		0.0	0.0		0.0	*	0.0	13.5	11
	2009			8.3	9.1		8.3	8.3		14.3	*	8.3	21.1	12
ALL	2007			7.4	7.7		7.4	7.4		10.0	0.0	7.4	—	27
	2008			4.0	4.0		4.0	4.0		6.3	0.0	4.0	—	25
	2009			25.0	23.5	*	25.0	25.0		20.0	31.3	25.0	—	36

NUMBER TESTED IN ALL GRADES													
2007	0	0	27	26	0	27	27	0	20	7	27	—	
2008	0	0	25	25	0	25	25	0	16	9	25	—	
2009	0	0	36	34	1	36	36	0	20	16	36	—	

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			60.0	60.0		60.0	60.0		58.3	*	60.0	62.1	15
	2008			33.3	33.3		33.3	33.3		33.3	33.3	33.3	71.7	12
	2009												72.9	0
4	2007			58.3	63.6		58.3	58.3		62.5	*	58.3	61.2	12
	2008												63.1	0
	2009			66.7	66.7		66.7	66.7		*	*	66.7	69.7	6
ALL	2007			59.3	61.5		59.3	59.3		60.0	57.1	59.3	60.9	27
	2008			33.3	33.3		33.3	33.3		33.3	33.3	33.3	68.2	12
	2009			66.7	66.7		66.7	66.7		*	*	66.7	64.9	6

NUMBER TESTED IN GRADES ALL													
2007	0	0	27	26	0	27	27	0	20	7	27	1,376	
2008	0	0	12	12	0	12	12	0	6	6	12	1,664	
2009	0	0	6	6	0	6	6	0	2	4	6	797	

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			6	6		6	6		5	*	6	389	15
	2008			8	8		8	8		4	4	8	316	12
	2009												26	0
4	2007			5	4		5	5		3	*	5	112	12
	2008												157	0
	2009			2	2		2	2		*	*	2	149	6
ALL	2007			11	10		11	11		8	3	11	538	27
	2008			8	8		8	8		4	4	8	529	12
	2009			2	2		2	2		*	*	2	280	6

NUMBER TESTED IN GRADES ALL													
2007	0	0	27	26	0	27	27	0	20	7	27	1,376	
2008	0	0	12	12	0	12	12	0	6	6	12	1,664	
2009	0	0	6	6	0	6	6	0	2	4	6	797	

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	69.4	67.6	64.7	66.7	64.7	50.0
	2008	58.7	70.0	67.8	64.4	76.7	50.8
	2009	66.7	59.7	61.1	59.7	56.3	45.8
4	2007	*	*	*	*	*	*
	2008	78.0	76.2	69.4	65.3	56.3	58.3
	2009						
ALL	2007	69.6	68.7	63.9	66.7	66.7	52.8
	2008	67.3	72.8	68.5	64.8	67.6	54.2
	2009	66.7	59.7	61.1	59.7	56.3	45.8

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			0.0	0.0		0.0	0.0		0.0	*	0.0	15.9	15
	2008			8.3	8.3		8.3	8.3		16.7	0.0	8.3	20.9	12
	2009												15.6	0
4	2007			8.3	9.1		8.3	8.3		12.5	*	8.3	24.6	12
	2008												22.8	0
	2009			16.7	16.7		16.7	16.7		*	*	16.7	26.3	6
ALL	2007			3.7	3.8		3.7	3.7		5.0	0.0	3.7	—	27
	2008			8.3	8.3		8.3	8.3		16.7	0.0	8.3	—	12
	2009			16.7	16.7		16.7	16.7		*	*	16.7	—	6


NUMBER TESTED IN ALL GRADES													
2007	0	0	27	26	0	27	27	0	20	7	27	—	
2008	0	0	12	12	0	12	12	0	6	6	12	—	
2009	0	0	6	6	0	6	6	0	2	4	6	—	

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	100.0		90.9	90.9		87.5	*	90.9	79.1	11
	2008			100.0	100.0		100.0	100.0		100.0	*	100.0	81.9	10
	2009			75.0	72.7		75.0	72.7		71.4	*	75.0	87.1	12

NUMBER TESTED IN GRADE 4													
2007	0	0	11	10	0	11	11	0	8	3	11	364	
2008	0	0	10	10	0	10	10	0	8	2	10	667	
2009	0	0	12	11	0	12	11	0	7	5	12	981	

 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	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007			1	0		1	1		1	*	1	76	11
	2008			0	0		0	0		0	*	0	121	10
	2009			3	3		3	3		2	*	3	127	12

NUMBER TESTED IN GRADE 4													
2007	0	0	11	10	0	11	11	0	8	3	11	364	
2008	0	0	10	10	0	10	10	0	8	2	10	667	
2009	0	0	12	11	0	12	11	0	7	5	12	981	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	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	77.3	67.0	87.5	75.0
	2008	2.0	80.0	81.3	95.0	81.3
	2009	2.0	75.0	74.0	80.2	71.9

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			9.1	10.0		9.1	9.1		12.5	*	9.1	13.2	11
	2008			0.0	0.0		0.0	0.0		0.0	*	0.0	14.2	10
	2009			0.0	0.0		0.0	0.0		0.0	*	0.0	20.4	12

NUMBER TESTED IN GRADE 4													
2007	0	0	11	10	0	11	11	0	8	3	11	364	
2008	0	0	10	10	0	10	10	0	8	2	10	667	
2009	0	0	12	11	0	12	11	0	7	5	12	981	

 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	3
	2009		*	*	*	*	*	*		*	*	*	87.7	3
4														
	2008	*	*		*	*	*	*		*	*	*	70.7	2
	2009		*	*	*	*	*	*		*	*	*	71.8	5
5														
	2008	*	*	*	*	*	*	*		*	*	*	73.3	5
	2009	*			*	*	*	*			*	*	80.3	1
3-5														
	2008	*	*	*	66.7	70.0	66.7	62.5		75.0	*	70.0	73.7	10
	2009	*	*	*	71.4	77.8	*	*		66.7	*	77.8	79.2	9

NUMBER TESTED IN GRADES 3-5														
2008	2	4	3	9	10	6	8	0	8	2	10	1,807		
2009	1	5	3	7	9	4	4	0	6	3	9	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	3
	2009		*	*	*	*	*	*		*	*	*	60	3
4	2008	*	*		*	*	*	*		*	*	*	181	2
	2009		*	*	*	*	*	*		*	*	*	192	5
5	2008	*	*	*	*	*	*	*		*	*	*	179	5
	2009	*			*	*	*	*			*	*	137	1
3-5	2008	*	*	*	3	3	2	3		2	*	3	476	10
	2009	*	*	*	2	2	*	*		2	*	2	389	9

NUMBER TESTED IN GRADES 3-5														
2008	2	4	3	9	10	6	8	0	8	2	10	1,807		
2009	1	5	3	7	9	4	4	0	6	3	9	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	*	*	*	*
3-5					
	2008	55.2	61.7	54.0	51.2
	2009	57.0	64.8	58.1	65.5

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														
	2008		*	*	*	*	*	*		*		*	10.8	3
	2009		*	*	*	*	*	*		*	*	*	16.2	3
4														
	2008	*	*		*	*	*	*		*	*	*	9.7	2
	2009		*	*	*	*	*	*		*	*	*	8.9	5
5														
	2008	*	*	*	*	*	*	*		*	*	*	14.9	5
	2009	*			*	*	*	*			*	*	14.1	1
3-5														
	2008	*	*	*	0.0	0.0	0.0	0.0		0.0	*	0.0	12.0	10
	2009	*	*	*	0.0	11.1	*	*		0.0	*	11.1	12.7	9

NUMBER TESTED IN GRADES 3-5														
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD		
2008	2	4	3	9	10	6	8	0	8	2	10	1,807		
2009	1	5	3	7	9	4	4	0	6	3	9	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	3
	2009	*	*	*	*	*	*	*		*	*	*	81.2	4
4														
	2008	*	*	*	*	*	*	*		*	*	*	69.1	3
	2009		*	*	*	*	*	*		*		*	75.8	3
5														
	2008	*	*	*	*	*	*	*		*	*	*	64.0	4
	2009	*			*	*	*	*			*	*	80.2	1
3-5														
	2008	*	*	*	44.4	40.0	*	16.7		50.0	*	40.0	69.4	10
	2009	*	*	*	50.0	62.5	*	*		50.0	*	62.5	78.8	8

NUMBER TESTED IN GRADES 3-5														
2008	2	5	3	9	10	4	6	0	8	2	10	1,730		
2009	2	4	2	6	8	3	3	0	6	2	8	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	3
	2009	*	*	*	*	*	*	*		*	*	*	85	4
4														
	2008	*	*	*	*	*	*	*		*	*	*	173	3
	2009		*	*	*	*	*	*		*		*	157	3
5														
	2008	*	*	*	*	*	*	*		*	*	*	227	4
	2009	*			*	*	*	*			*	*	127	1
3-5														
	2008	*	*	*	5	6	*	5		4	*	6	529	10
	2009	*	*	*	3	3	*	*		3	*	3	369	8

NUMBER TESTED IN GRADES 3-5														
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD		
2008	2	5	3	9	10	4	6	0	8	2	10	1,730		
2009	2	4	2	6	8	3	3	0	6	2	8	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	*	*	*	*	*	*
3-5	2008	44.7	41.3	51.3	34.3	36.7	26.3
	2009	63.4	66.3	65.8	55.8	37.5	41.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*		*	16.1	3
	2009	*	*	*	*	*	*	*		*	*	*	22.3	4
4														
	2008	*	*	*	*	*	*	*		*	*	*	14.3	3
	2009		*	*	*	*	*	*		*		*	14.0	3
5														
	2008	*	*	*	*	*	*	*		*	*	*	14.0	4
	2009	*			*	*	*	*			*	*	17.2	1
3-5														
	2008	*	*	*	0.0	0.0	*	0.0		0.0	*	0.0	14.7	10
	2009	*	*	*	0.0	12.5	*	*		0.0	*	12.5	17.3	8

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	2	5	3	9	10	4	6	0	8	2	10	1,730		
2009	2	4	2	6	8	3	3	0	6	2	8	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	28.6	84.6	72.7	46.9	33
	2008	28.6	42.9	40.0	57.6	35
	2009	0.0	13.6	10.7	41.9	28
1	2007	18.8	51.6	40.4	51.4	47
	2008	45.5	58.3	54.3	50.2	35
	2009	33.3	57.9	45.9	54.2	37
2	2007	36.4	75.0	54.8	44.5	42
	2008	55.6	69.2	61.3	50.2	31
	2009	25.0	63.6	35.9	47.9	39
1-2	2007	28.9	60.8	47.2	47.6	89
	2008	51.7	62.2	57.6	50.2	66
	2009	28.3	60.0	40.8	51.0	76

Grade	Year	MATHEMATICS TOTAL (**MATHMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	53.7	83.3	66.2	44.3	71
	2008	48.7	40.6	45.1	44.9	71
	2009	15.6	50.0	27.5	52.8	69
1	2007	53.3	60.0	57.8	48.8	45
	2008	54.3	56.0	54.9	55.5	71
	2009	57.4	10.5	43.9	50.4	66
2	2007	57.1	95.0	75.6	55.6	41
	2008	38.3	66.7	45.2	57.5	62
	2009	51.7	75.0	55.6	53.2	72
K-2	2007	54.5	77.5	66.2	49.1	157
	2008	47.0	51.4	48.5	52.7	204
	2009	42.8	41.8	42.5	52.3	207

Number Tested	2007	45	77	122	24,696	
	2008	36	65	101	21,817	
	2009	52	52	104	21,148	

Number Tested	2007	77	80	157	34,441	
	2008	132	72	204	41,070	
	2009	152	55	207	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	*	92.3	46.7	75.0	*	*	28.6		73.3	72.2	72.7	46.9	33
	2008	*	50.0	36.4	39.4		33.3	28.6		33.3	47.1	40.0	57.6	35
	2009	*	5.3	0.0	4.0	*	*	0.0		13.3	7.7	10.7	41.9	28
1	2007	*	35.0	52.4	38.1	*	*	18.8		30.4	50.0	40.4	51.4	47
	2008	*	53.8	46.7	54.5	*	42.9	45.5		50.0	57.9	54.3	50.2	35
	2009	*	46.2	50.0	44.4	*	50.0	33.3		40.0	52.9	45.9	54.2	37
2	2007		50.0	56.0	50.0	*	33.3	36.4		70.0	40.9	54.8	44.5	42
	2008	*	63.6	64.7	57.1		*	55.6		56.3	66.7	61.3	50.2	31
	2009	*	37.5	20.0	38.2	*	50.0	25.0		47.6	22.2	35.9	47.9	39
1-2	2007	*	40.6	54.3	43.4	*	22.2	28.9		48.8	45.7	47.2	47.6	89
	2008	*	58.3	56.3	55.7	*	50.0	51.7		53.1	61.8	57.6	50.2	66
	2009	*	42.9	30.4	41.4	0.0	50.0	28.3		43.9	37.1	40.8	51.0	76

Number Tested	2007	5	45	61	108	6	14	45	0	58	64	122	24,696
	2008	5	44	43	94	1	14	36	0	50	51	101	21,817
	2009	5	61	29	95	8	15	52	0	56	48	104	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	*	4	3	9	*	*	1		2	7	9	1,245	33
	2008	*	3	3	6		1	1		4	2	6	1,687	35
	2009	*	0	0	0	*	*	0		1	0	1	771	28
1	2007	*	0	1	1	*	*	0		0	1	1	1,458	47
	2008	*	2	2	4	*	1	2		2	3	5	1,555	35
	2009	*	1	1	2	*	1	1		3	0	3	1,659	37
2	2007		2	2	3	*	0	1		6	0	6	896	42
	2008	*	2	3	4		*	1		1	4	5	1,065	31
	2009	*	0	0	0	*	0	0		0	0	0	1,027	39
1-2	2007	*	2	3	4	*	0	1		6	1	7	2,355	89
	2008	*	4	5	8	*	1	3		3	7	10	2,620	66
	2009	*	1	1	2	0	1	1		3	0	3	2,688	76
Number Tested	2007	5	45	61	108	6	14	45	0	58	64	122	24,696	
	2008	5	44	43	94	1	14	36	0	50	51	101	21,817	
	2009	5	61	29	95	8	15	52	0	56	48	104	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	*	85.7	57.7	66.7	*	53.8	53.7		55.9	75.7	66.2	44.3	71
	2008	*	40.9	48.9	44.1	*	51.3	48.7		46.3	43.3	45.1	44.9	71
	2009	*	47.4	17.0	21.3	*	14.0	15.6		23.1	33.3	27.5	52.8	69
1	2007	*	64.7	54.5	60.0	*	*	53.3		50.0	65.2	57.8	48.8	45
	2008	*	50.0	54.0	55.1	*	50.0	54.3		51.4	58.8	54.9	55.5	71
	2009	*	11.5	67.6	42.2	28.6	71.4	57.4		52.6	32.1	43.9	50.4	66
2	2007		50.0	84.0	70.6	*	100.0	57.1		84.2	68.2	75.6	55.6	41
	2008	*	54.5	41.7	42.4	*	33.3	38.3		46.7	43.8	45.2	57.5	62
	2009	*	58.8	57.4	58.2	*	52.6	51.7		57.5	53.1	55.6	53.2	72
K-2	2007	*	67.4	63.6	65.7	28.6	59.2	54.5		61.3	70.7	66.2	49.1	157
	2008	*	46.8	48.3	47.4	14.3	45.9	47.0		48.1	49.0	48.5	52.7	204
	2009	*	35.5	45.8	41.1	25.0	44.0	42.8		44.4	40.0	42.5	52.3	207

Number Tested	2007	5	43	99	143	7	49	77	0	75	82	157	34,441
	2008	5	47	143	196	7	111	132	0	108	96	204	41,070
	2009	5	62	131	192	16	116	152	0	117	90	207	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	*	6	12	19	*	8	8		8	11	19	2,583	71
	2008	*	4	8	11	*	6	6		8	4	12	2,788	71
	2009	*	3	2	3	*	2	2		3	4	7	2,455	69
1	2007	*	5	6	12	*	*	3		5	8	13	1,769	45
	2008	*	2	12	14	*	9	11		8	7	15	2,800	71
	2009	*	0	14	13	1	14	14		10	4	14	1,577	66
2	2007		1	6	7	*	1	1		7	3	10	2,098	41
	2008	*	3	9	11	*	4	8		8	4	12	2,912	62
	2009	*	4	4	8	*	4	4		6	2	8	1,686	72
K-2	2007	*	12	24	38	1	10	12		20	22	42	6,450	157
	2008	*	9	29	36	0	19	25		24	15	39	8,500	204
	2009	*	7	20	24	1	20	20		19	10	29	5,718	207

Number Tested	2007	5	43	99	143	7	49	77	0	75	82	157	34,441
	2008	5	47	143	196	7	111	132	0	108	96	204	41,070
	2009	5	62	131	192	16	116	152	0	117	90	207	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			100.0	100.0		100.0	100.0		*	100.0	100.0	84.7	18
	2008			96.6	96.4	*	100.0	100.0		94.4	100.0	96.6	87.0	29
	2009			82.9	80.6	*	82.5	84.6		75.0	94.1	82.9	88.6	41
1	2007			91.4	91.4		91.2	91.4		86.7	95.0	91.4	84.5	35
	2008			94.3	94.3	*	94.3	94.3		95.0	93.3	94.3	88.0	35
	2009			96.6	96.4	*	96.6	96.6		100.0	90.9	96.6	88.6	29
2	2007			91.4	91.4		91.2	91.4		81.3	100.0	91.4	89.9	35
	2008			96.8	96.8	*	96.6	96.6		92.9	100.0	96.8	93.4	31
	2009			96.9	96.9	*	96.9	96.9		100.0	92.9	96.9	94.0	32
K-2	2007			93.2	93.1		92.9	93.0		86.1	98.1	93.2	85.6	88
	2008			95.8	95.7	*	96.7	96.7		94.2	97.7	95.8	89.3	95
	2009			91.2	90.6	87.5	91.1	92.0		90.0	92.9	91.2	90.4	102

Number Tested	2007	0	0	88	87	0	84	86	0	36	52	88	14,889
	2008	0	0	95	94	5	92	91	0	52	43	95	18,257
	2009	0	0	102	96	8	101	100	0	60	42	102	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			16	16		15	15		*	12	16	2,779	18
	2008			18	17	*	18	18		10	8	18	3,280	29
	2009			18	14	*	17	17		7	11	18	3,525	41
1	2007			14	14		14	14		6	8	14	1,782	35
	2008			12	12	*	12	12		5	7	12	2,412	35
	2009			14	13	*	14	14		8	6	14	2,523	29
2	2007			13	13		12	13		7	6	13	1,196	35
	2008			21	21	*	19	19		8	13	21	2,596	31
	2009			15	15	*	15	15		7	8	15	2,909	32
K-2	2007			43	43		41	42		17	26	43	5,757	88
	2008			51	50	*	49	49		23	28	51	8,288	95
	2009			47	42	0	46	46		22	25	47	8,957	102

Number Tested	2007	0	0	88	87	0	84	86	0	36	52	88	14,889
	2008	0	0	95	94	5	92	91	0	52	43	95	18,257
	2009	0	0	102	96	8	101	100	0	60	42	102	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	7	85.7	15	73.3	23	73.9
5	3	66.7	2	50.0	0	-	5	60.0
ALL	4	50.0	9	77.8	15	73.3	28	71.4

PERFORMANCE IN 2009

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (42)	Beginning	10	23.8	35	83.3	40	95.2	40	95.2	40	95.2
	Intermediate	29	69.0	5	11.9	0	0.0	0	0.0	0	0.0
	Advanced	1	2.4	1	2.4	1	2.4	0	0.0	0	0.0
	Advanced High	2	4.8	1	2.4	1	2.4	2	4.8	2	4.8
1 (33)	Beginning	3	9.1	4	12.1	18	54.5	17	51.5	17	51.5
	Intermediate	13	39.4	17	51.5	9	27.3	9	27.3	9	27.3
	Advanced	12	36.4	9	27.3	4	12.1	7	21.2	7	21.2
	Advanced High	5	15.2	3	9.1	2	6.1	0	0.0	0	0.0
2 (37)	Beginning	6	16.2	9	24.3	11	29.7	11	29.7	11	29.7
	Intermediate	14	37.8	13	35.1	19	51.4	11	29.7	11	29.7
	Advanced	13	35.1	12	32.4	5	13.5	10	27.0	10	27.0
	Advanced High	4	10.8	3	8.1	2	5.4	5	13.5	5	13.5
3 (27)	Beginning	1	3.7	2	7.4	9	33.3	3	11.1	3	11.1
	Intermediate	5	18.5	9	33.3	5	18.5	9	33.3	9	33.3
	Advanced	15	55.6	8	29.6	6	22.2	8	29.6	8	29.6
	Advanced High	6	22.2	8	29.6	7	25.9	7	25.9	7	25.9
4 (33)	Beginning	1	3.0	1	3.0	2	6.1	2	6.1	2	6.1
	Intermediate	11	33.3	13	39.4	16	48.5	4	12.1	4	12.1
	Advanced	11	33.3	13	39.4	10	30.3	17	51.5	17	51.5
	Advanced High	10	30.3	6	18.2	5	15.2	10	30.3	10	30.3

**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	-	-	-	
32 13 (40.6%)	Beginning	16			
	Intermediate	8	1		
	Advanced	5	0	2	
	Advanced High	0	0	0	
34 25 (73.5%)	Beginning	9			
	Intermediate	11	0		
	Advanced	7	3	0	
	Advanced High	4	0	0	
25 16 (64.0%)	Beginning	1			
	Intermediate	5	4		
	Advanced	1	3	4	
	Advanced High	0	0	7	
31 14 (45.2%)	Beginning	2			
	Intermediate	1	3		
	Advanced	0	5	12	
	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 (31)	Beginning	2	6.5	2	6.5	5	16.1	1	3.2	1	3.2
	Intermediate	5	16.1	3	9.7	7	22.6	3	9.7	4	12.9
	Advanced	10	32.3	16	51.6	9	29.0	7	22.6	6	19.4
	Advanced High	14	45.2	10	32.3	10	32.3	20	64.5	20	64.5
ALL (203)	Beginning	23	11.3	53	26.1	85	41.9	74	36.5	74	36.5
	Intermediate	77	37.9	60	29.6	56	27.6	36	17.7	37	18.2
	Advanced	62	30.5	59	29.1	35	17.2	49	24.1	48	23.6
	Advanced High	41	20.2	31	15.3	27	13.3	44	21.7	44	21.7

**PROGRESSION FROM
2008 TO 2009**

Number Rated Both Years N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
30 24 (80.0%)	Beginning	1			
	Intermediate	2	1		
	Advanced	1	1	4	
	Advanced High	0	0	20	
152 92 (60.5%)	Beginning	29			
	Intermediate	27	9		
	Advanced	14	12	22	
	Advanced High	4	0	35	

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