

# Campus Data Packet

for 2009 - 10 Plans



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School Number 272

*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	65
KN	88
1	95
2	85
3	79
4	73
5	103
6	83
ALL	671

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	32	4.8	12	28.6
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	633	94.3	20	47.6
White	6	0.9	8	19.0
Other	**	**	2	4.8

\*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	593	88.4
Limited English proficient students	348	51.9
Special education students	47	7.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	65	2	3.1	0	0.0	0	0.0	63	96.9	0	0.0
	2008	62	0	0.0	0	0.0	0	0.0	62	100.0	0	0.0
	2009	65	0	0.0	0	0.0	0	0.0	65	100.0	0	0.0
KN	2007	73	2	2.7	0	0.0	0	0.0	70	95.9	1	1.4
	2008	91	2	2.2	0	0.0	0	0.0	89	97.8	0	0.0
	2009	88	3	3.4	0	0.0	0	0.0	82	93.2	3	3.4
1	2007	95	2	2.1	0	0.0	0	0.0	93	97.9	0	0.0
	2008	88	4	4.5	0	0.0	0	0.0	83	94.3	1	1.1
	2009	95	4	4.2	0	0.0	0	0.0	91	95.8	0	0.0
2	2007	61	2	3.3	0	0.0	0	0.0	59	96.7	0	0.0
	2008	85	3	3.5	0	0.0	0	0.0	82	96.5	0	0.0
	2009	85	5	5.9	0	0.0	0	0.0	79	92.9	1	1.2
3	2007	98	3	3.1	0	0.0	0	0.0	95	96.9	0	0.0
	2008	67	4	6.0	0	0.0	0	0.0	63	94.0	0	0.0
	2009	79	2	2.5	0	0.0	0	0.0	77	97.5	0	0.0
4	2007	75	2	2.7	0	0.0	0	0.0	72	96.0	1	1.3
	2008	101	4	4.0	0	0.0	0	0.0	97	96.0	0	0.0
	2009	73	7	9.6	0	0.0	0	0.0	66	90.4	0	0.0
5	2007	83	2	2.4	0	0.0	0	0.0	80	96.4	1	1.2
	2008	87	9	10.3	0	0.0	0	0.0	77	88.5	1	1.1
	2009	103	6	5.8	0	0.0	0	0.0	97	94.2	0	0.0
6	2007	103	4	3.9	0	0.0	0	0.0	98	95.1	1	1.0
	2008	77	1	1.3	0	0.0	0	0.0	74	96.1	2	2.6
	2009	83	5	6.0	0	0.0	0	0.0	76	91.6	2	2.4
EC-6	2007	653	19	2.9	0	0.0	0	0.0	630	96.5	4	0.6
	2008	658	27	4.1	0	0.0	0	0.0	627	95.3	4	0.6
	2009	671	32	4.8	0	0.0	0	0.0	633	94.3	6	0.9

# Enrollment (2)

# Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	65	56	86.2	46	70.8	1	1.5	0	0.0	65	100.0	0.0
	2008	62	56	90.3	57	91.9	0	0.0	0	0.0	61	98.4	0.0
	2009	65	57	87.7	57	87.7	0	0.0	0	0.0	65	100.0	0.0
KN	2007	73	69	94.5	42	57.5	4	5.5	0	0.0	37	50.7	1.4
	2008	91	85	93.4	66	72.5	0	0.0	2	2.2	31	34.1	0.0
	2009	88	80	90.9	69	78.4	2	2.3	2	2.3	23	26.1	0.0
1	2007	95	84	88.4	47	49.5	9	9.5	4	4.2	5	5.3	8.4
	2008	88	81	92.0	53	60.2	7	8.0	3	3.4	11	12.5	10.2
	2009	95	89	93.7	64	67.4	4	4.2	4	4.2	10	10.5	0.0
2	2007	61	52	85.2	32	52.5	8	13.1	4	6.6	3	4.9	9.8
	2008	85	77	90.6	48	56.5	9	10.6	4	4.7	7	8.2	4.7
	2009	85	79	92.9	50	58.8	9	10.6	5	5.9	7	8.2	0.0
3	2007	98	82	83.7	46	46.9	7	7.1	12	12.2	6	6.1	8.2
	2008	67	60	89.6	27	40.3	11	16.4	5	7.5	8	11.9	4.5
	2009	79	69	87.3	45	57.0	5	6.3	7	8.9	4	5.1	0.0
4	2007	75	68	90.7	20	26.7	7	9.3	7	9.3	10	13.3	0.0
	2008	101	90	89.1	18	17.8	16	15.8	10	9.9	8	7.9	2.0
	2009	73	63	86.3	30	41.1	10	13.7	7	9.6	11	15.1	1.4
5	2007	83	75	90.4	14	16.9	4	4.8	6	7.2	2	2.4	1.2
	2008	87	82	94.3	17	19.5	15	17.2	6	6.9	8	9.2	5.7
	2009	103	86	83.5	17	16.5	12	11.7	12	11.7	9	8.7	0.0
6	2007	103	89	86.4	22	21.4	5	4.9	12	11.7	7	6.8	1.0
	2008	77	68	88.3	9	11.7	4	5.2	5	6.5	2	2.6	0.0
	2009	83	70	84.3	16	19.3	5	6.0	6	7.2	6	7.2	0.0
EC-6	2007	653	575	88.1	269	41.2	45	6.9	45	6.9	135	20.7	3.8
	2008	658	599	91.0	295	44.8	62	9.4	35	5.3	136	20.7	3.5
	2009	671	593	88.4	348	51.9	47	7.0	43	6.4	135	20.1	0.1

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	31.5	4,117.2	30.0	95.3	3,933.6	95.5	82	100.0	100.0	60	7,436	100.0	100.0
	2008	30.8	4,133.2	29.8	96.6	3,942.7	95.4	74	100.0	100.0	61	7,427	100.0	100.0
	2009	31.7	4,167.8	30.1	94.9	3,975.6	95.4	69	100.0	100.0	62	7,332	100.0	100.0
KN	2007	74.0	13,945.0	70.8	95.6	13,385.6	96.0	13	17.6	24.3	64	12,035	86.5	86.3
	2008	89.3	13,568.1	85.1	95.3	13,004.4	95.8	12	13.4	23.5	77	11,618	86.3	85.6
	2009	89.7	13,515.0	86.2	96.1	12,939.1	95.7	12	13.4	22.5	80	11,501	89.2	85.1
1	2007	94.5	14,353.8	90.7	95.9	13,851.4	96.5	15	15.9	23.2	83	12,437	87.8	86.6
	2008	86.6	14,626.9	83.6	96.5	14,102.7	96.4	9	10.4	21.2	79	12,704	91.2	86.9
	2009	92.7	14,250.8	88.9	95.9	13,719.9	96.3	14	15.1	20.7	86	12,300	92.8	86.3
2	2007	61.9	13,403.8	59.4	96.0	12,978.9	96.8	8	12.9	21.7	54	11,729	87.3	87.5
	2008	84.4	13,708.6	81.5	96.7	13,269.8	96.8	8	9.5	19.7	79	12,043	93.6	87.9
	2009	85.8	13,950.1	83.3	97.1	13,499.0	96.8	14	16.3	18.6	79	12,231	92.1	87.7
3	2007	97.4	12,998.4	94.8	97.3	12,633.3	97.2	12	12.3	21.1	92	11,445	94.4	88.0
	2008	67.5	12,806.9	64.8	96.0	12,425.5	97.0	11	16.3	19.1	61	11,408	90.3	89.1
	2009	80.5	13,095.5	77.1	95.8	12,710.6	97.1	12	14.9	18.3	71	11,634	88.2	88.8
4	2007	75.3	12,104.9	72.8	96.7	11,768.3	97.2	9	12.0	19.7	67	10,683	89.0	88.3
	2008	100.6	12,329.8	96.9	96.3	11,960.3	97.0	13	12.9	19.7	92	10,924	91.4	88.6
	2009	69.5	12,156.4	67.2	96.7	11,789.9	97.0	11	15.8	18.1	62	10,731	89.2	88.3
5	2007	85.8	11,757.0	82.9	96.6	11,426.8	97.2	10	11.6	20.9	76	10,362	88.5	88.1
	2008	85.1	11,874.2	82.5	97.0	11,539.6	97.2	11	12.9	18.8	78	10,608	91.7	89.3
	2009	99.3	11,903.5	97.4	98.1	11,552.9	97.1	21	21.2	17.5	91	10,563	91.7	88.7
6	2007	102.4	11,264.8	98.4	96.1	10,864.3	96.4	17	16.6	21.9	87	9,788	84.9	86.9
	2008	77.6	10,450.4	74.6	96.1	10,060.0	96.3	8	10.3	22.0	67	9,055	86.3	86.6
	2009	81.4	10,588.3	78.9	96.8	10,165.3	96.0	5	6.1	19.9	78	9,131	95.8	86.2

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
EC-6	<b>2007</b>	622.9	94,387.4	599.7	96.3	91,251.6	96.7	167	26.8	31.9	583	86,204	93.6	91.3
	<b>2008</b>	621.9	93,889.2	598.7	96.3	90,666.0	96.6	146	23.5	30.8	594	86,025	95.5	91.6
	<b>2009</b>	630.6	94,064.8	609.1	96.6	90,751.7	96.5	158	25.1	29.6	609	85,648	96.6	91.1

**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	12	28.6
Hispanic	20	47.6
White	8	19.0
Other	2	4.8

Gender	Number	Percent
Female	30	71.4
Male	12	28.6

<b>TOTAL</b>	<b>42</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	6.6
<b>2008</b>	7.7
<b>2009</b>	7.6

## PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		*	91.1	86.8	*	88.1	87.1		89.1	89.4	89.2	84.6	93
	2008		*	91.7	89.3	83.3	88.0	85.7		95.8	86.8	90.3	86.2	62
	2009		*	89.7	90.9	*	85.7	76.5		80.0	100.0	90.0	87.3	40
4	2007	*	*	67.7	69.4	*	47.1	47.1		64.3	76.9	69.1	69.7	68
	2008		*	82.0	80.0	83.3	90.9	73.5		79.2	86.0	82.4	72.1	91
	2009		*	64.9	56.6	*	34.8	40.6		59.3	62.9	61.3	75.8	62
5	2007	*	*	67.5	67.6	*	30.0	45.2		61.5	73.2	67.5	78.3	80
	2008	*	*	76.4	75.7	*	53.8	59.5		75.5	80.0	77.3	82.9	75
	2009		*	82.4	82.4	42.9	66.7	66.7		79.6	84.4	82.1	82.9	95
6	2007	*	*	88.9	86.6	*	46.7	83.1		88.0	88.9	88.4	87.2	95
	2008	*	*	90.3	90.9	*	42.9	83.3		88.6	92.5	90.7	87.8	75
	2009	*	*	87.5	89.7	*	71.4	81.6		85.7	93.3	88.6	86.4	79
3-6	2007	*	63.6	80.1	78.4	63.6	65.5	70.4		76.8	83.0	79.8	79.9	336
	2008	*	85.7	84.6	83.5	72.2	75.0	76.1		82.7	87.0	84.8	82.0	303
	2009	*	66.7	81.1	79.8	64.3	57.1	67.1		77.9	83.1	80.4	82.7	276

	NUMBER TESTED IN GRADES 3-6											
2007	3	11	322	291	11	84	203	0	177	159	336	41,727
2008	3	7	293	272	18	56	155	0	156	146	303	41,175
2009	2	15	259	228	14	56	140	0	145	130	276	37,628

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		*	8	10	*	5	8		5	5	10	1,675	93
	2008		*	5	6	1	3	6		1	5	6	1,443	62
	2009		*	4	3	*	1	4		4	0	4	960	40
4	2007	*	*	21	19	*	9	18		15	6	21	3,189	68
	2008		*	16	16	1	1	9		10	6	16	2,996	91
	2009		*	20	23	*	15	19		11	13	24	2,449	62
5	2007	*	*	25	23	*	7	23		15	11	26	2,258	80
	2008	*	*	17	17	*	6	15		12	5	17	1,827	75
	2009		*	16	13	4	4	14		10	7	17	1,793	95
6	2007	*	*	10	11	*	8	11		6	5	11	1,269	95
	2008	*	*	7	6	*	4	7		4	3	7	1,140	75
	2009	*	*	9	7	*	4	9		7	2	9	1,295	79
3-6	2007	*	4	64	63	4	29	60		41	27	68	8,391	336
	2008	*	1	45	45	5	14	37		27	19	46	7,406	303
	2009	*	5	49	46	5	24	46		32	22	54	6,497	276

	NUMBER TESTED IN GRADES 3-6											
2007	3	11	322	291	11	84	203	0	177	159	336	41,727
2008	3	7	293	272	18	56	155	0	156	146	303	41,175
2009	2	15	259	228	14	56	140	0	145	130	276	37,628

## 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	79.7	85.1	77.4	74.1
	2008	77.8	79.3	83.6	73.2
	2009	79.0	80.0	81.3	83.8
4	2007	80.4	77.4	72.7	67.5
	2008	82.5	80.8	76.3	77.9
	2009	74.6	68.5	64.7	70.0
5	2007	68.4	75.0	67.5	65.1
	2008	74.8	73.7	74.8	73.0
	2009	74.7	78.7	81.4	71.4
6	2007	83.7	82.4	77.0	74.2
	2008	84.5	83.2	82.5	80.9
	2009	84.1	76.9	80.9	81.5
3-6	2007	78.3	80.4	74.0	70.6
	2008	80.1	79.3	79.0	76.5
	2009	78.0	76.1	77.5	75.8

## 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		*	24.4	21.1	*	7.1	8.1		28.3	19.1	23.7	21.3	93
	2008		*	16.7	12.5	0.0	8.0	11.9		4.2	23.7	16.1	21.5	62
	2009		*	28.2	21.2	*	28.6	11.8		30.0	25.0	27.5	34.1	40
4	2007	*	*	16.9	16.1	*	5.9	5.9		16.7	15.4	16.2	16.6	68
	2008		*	11.2	8.8	0.0	0.0	0.0		14.6	9.3	12.1	14.4	91
	2009		*	12.3	7.5	*	0.0	3.1		3.7	17.1	11.3	18.4	62
5	2007	*	*	5.2	5.6	*	0.0	0.0		5.1	4.9	5.0	13.1	80
	2008	*	*	9.7	7.1	*	0.0	0.0		8.2	12.0	9.3	16.5	75
	2009		*	9.9	8.1	0.0	0.0	2.4		14.3	4.4	9.5	18.5	95
6	2007	*	*	36.7	34.1	*	6.7	20.0		36.0	37.8	36.8	37.4	95
	2008	*	*	37.5	39.4	*	0.0	16.7		28.6	50.0	40.0	33.8	75
	2009	*	*	34.7	33.8	*	14.3	12.2		34.7	33.3	34.2	30.2	79
3-6	2007	*	9.1	21.7	19.9	9.1	6.0	9.9		22.6	20.1	21.4	21.9	336
	2008	*	28.6	18.4	16.5	0.0	3.6	7.7		14.1	24.7	19.1	21.1	303
	2009	*	6.7	20.1	17.5	14.3	7.1	7.1		21.4	17.7	19.6	24.6	276

	NUMBER TESTED IN GRADES 3-6											
2007	3	11	322	291	11	84	203	0	177	159	336	41,727
2008	3	7	293	272	18	56	155	0	156	146	303	41,175
2009	2	15	259	228	14	56	140	0	145	130	276	37,628

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		*	85.6	84.0	*	81.4	78.7		84.8	84.8	84.8	70.3	92
	2008		*	77.6	77.8	100.0	75.0	69.2		81.8	75.7	78.0	76.6	59
	2009		*	91.9	90.9	*	95.2	90.4		88.9	94.9	92.0	77.3	75
4	2007	*	*	69.7	66.7	*	52.9	44.1		69.8	65.4	68.1	75.7	69
	2008		*	78.5	76.2	80.0	78.6	63.2		76.5	79.5	77.9	77.9	95
	2009		*	57.6	52.7	50.0	34.8	33.3		55.6	54.1	54.7	79.4	64
5	2007	*	*	69.6	68.5	*	27.3	51.1		72.5	66.7	69.5	82.9	82
	2008	*	*	81.9	81.4	*	50.0	65.8		77.6	92.0	82.7	84.0	75
	2009		*	86.0	88.0	71.4	76.9	73.8		85.7	84.8	85.4	87.0	96
6	2007	*	*	77.2	77.1	*	35.3	65.7		73.1	80.0	76.3	70.0	97
	2008	*	*	80.8	82.1	*	42.9	72.1		80.6	82.5	81.6	73.8	76
	2009	*	*	83.6	85.3	*	71.4	76.0		84.0	83.3	83.8	73.3	80
3-6	2007	*	50.0	76.1	74.5	60.0	60.2	62.8		75.1	75.5	75.3	74.7	340
	2008	*	83.3	79.7	79.3	82.6	66.1	67.7		78.5	81.5	80.0	78.2	305
	2009	*	64.3	81.3	80.7	60.0	73.9	71.8		80.9	79.6	80.3	79.3	315

	NUMBER TESTED IN GRADES 3-6											
2007	3	10	327	294	15	88	207	0	181	159	340	42,324
2008	3	6	296	275	23	59	158	0	158	146	305	42,082
2009	2	14	299	264	20	92	177	0	162	152	315	43,106

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		*	13	12	*	8	13		7	7	14	3,303	92
	2008		*	13	12	0	6	12		4	9	13	2,542	59
	2009		*	6	6	*	2	5		4	2	6	2,781	75
4	2007	*	*	20	21	*	8	19		13	9	22	2,604	69
	2008		*	20	20	2	3	14		12	9	21	2,436	95
	2009		*	25	26	3	15	22		12	17	29	2,196	64
5	2007	*	*	24	23	*	8	22		11	14	25	1,785	82
	2008	*	*	13	13	*	7	13		11	2	13	1,730	75
	2009		*	13	9	2	3	11		7	7	14	1,386	96
6	2007	*	*	21	19	*	11	23		14	9	23	3,012	97
	2008	*	*	14	12	*	4	12		7	7	14	2,460	76
	2009	*	*	12	10	*	4	12		8	5	13	2,552	80
3-6	2007	*	5	78	75	6	35	77		45	39	84	10,704	340
	2008	*	1	60	57	4	20	51		34	27	61	9,168	305
	2009	*	5	56	51	8	24	50		31	31	62	8,915	315

NUMBER TESTED IN GRADES 3-6													
2007	3	10	327	294	15	88	207	0	181	159	340	42,324	
2008	3	6	296	275	23	59	158	0	158	146	305	42,082	
2009	2	14	299	264	20	92	177	0	162	152	315	43,106	

## 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	82.4	86.1	89.3	85.3	87.2	61.5
	2008	78.6	81.4	87.3	83.3	84.7	60.2
	2009	84.4	82.2	89.1	84.2	89.7	71.0
4	2007	76.2	74.3	66.4	66.2	63.8	69.2
	2008	80.1	83.0	71.9	75.8	82.6	74.5
	2009	72.9	64.5	64.6	69.0	56.6	62.1
5	2007	74.1	65.9	80.0	62.9	70.7	65.9
	2008	75.2	76.2	80.2	73.3	75.3	75.7
	2009	80.4	84.1	85.4	81.3	77.3	81.8
6	2007	77.3	72.2	81.3	68.0	79.7	73.5
	2008	77.1	82.7	82.5	72.9	77.6	80.6
	2009	72.5	81.8	80.9	68.3	77.1	76.9
3-6	2007	77.7	74.8	80.1	71.1	76.3	67.6
	2008	77.9	80.9	79.6	75.9	80.0	73.5
	2009	77.8	79.1	80.9	76.2	76.0	74.0

## 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		*	23.3	24.0	*	11.6	13.1		19.6	28.3	23.9	19.2	92
	2008		*	24.1	20.4	16.7	12.5	15.4		27.3	21.6	23.7	26.3	59
	2009		*	28.4	24.2	*	26.2	23.1		27.8	28.2	28.0	29.0	75
4	2007	*	*	13.6	12.7	*	0.0	0.0		14.0	11.5	13.0	22.6	69
	2008		*	20.4	17.9	0.0	28.6	13.2		21.6	18.2	20.0	23.8	95
	2009		*	5.1	5.5	0.0	0.0	0.0		7.4	5.4	6.3	31.6	64
5	2007	*	*	17.7	17.8	*	9.1	6.7		20.0	14.3	17.1	29.3	82
	2008	*	*	20.8	18.6	*	7.1	7.9		18.4	24.0	21.3	31.9	75
	2009		*	39.8	38.7	14.3	38.5	19.0		40.8	37.0	39.6	38.4	96
6	2007	*	*	30.4	27.7	*	5.9	16.4		28.8	33.3	30.9	26.5	97
	2008	*	*	37.0	40.3	*	0.0	14.0		33.3	40.0	36.8	31.0	76
	2009	*	*	32.9	32.4	*	35.7	20.0		32.0	30.0	31.3	29.0	80
3-6	2007	*	20.0	22.0	21.1	6.7	8.0	10.6		21.0	23.3	22.1	24.3	340
	2008	*	16.7	25.3	24.0	8.7	13.6	12.7		24.1	26.0	25.2	28.1	305
	2009	*	21.4	28.4	26.5	5.0	22.8	16.9		29.6	25.7	27.9	32.0	315

	NUMBER TESTED IN GRADES 3-6											
2007	3	10	327	294	15	88	207	0	181	159	340	42,324
2008	3	6	296	275	23	59	158	0	158	146	305	42,082
2009	2	14	299	264	20	92	177	0	162	152	315	43,106

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	*	*	93.9	90.5	*	88.2	85.3		88.4	96.2	91.3	86.5	69
	2008		*	96.6	96.3	83.3	90.9	94.1		95.8	97.7	96.7	87.4	91
	2009		*	84.5	81.1	*	73.9	72.7		80.8	86.1	83.9	87.4	62

	NUMBER TESTED IN GRADE 4											
2007	1	2	66	63	3	17	34	0	43	26	69	10,408
2008	0	2	89	80	6	11	34	0	48	43	91	10,658
2009	0	4	58	53	3	23	33	0	26	36	62	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	*	*	4	6	*	2	5		5	1	6	1,408	69
	2008		*	3	3	1	1	2		2	1	3	1,348	91
	2009		*	9	10	*	6	9		5	5	10	1,264	62

NUMBER TESTED IN GRADE 4													
2007	1	2	66	63	3	17	34	0	43	26	69	10,408	
2008	0	2	89	80	6	11	34	0	48	43	91	10,658	
2009	0	4	58	53	3	23	33	0	26	36	62	10,032	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	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	82.2	78.1	88.2	88.8
	2008	2.3	84.6	86.1	88.6	89.7
	2009	2.0	78.6	74.4	84.9	86.5

<sup>1</sup>Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	*	*	19.7	19.0	*	5.9	5.9		18.6	19.2	18.8	18.2	69
	2008		*	25.8	23.8	0.0	0.0	5.9		20.8	30.2	25.3	21.4	91
	2009		*	12.1	11.3	*	0.0	0.0		11.5	11.1	11.3	21.0	62

	NUMBER TESTED IN GRADE 4											
2007	1	2	66	63	3	17	34	0	43	26	69	10,408
2008	0	2	89	80	6	11	34	0	48	43	91	10,658
2009	0	4	58	53	3	23	33	0	26	36	62	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		*	56.0	55.9	*	20.0	33.3		55.3	56.4	55.8	62.3	77
	2008	*	*	50.0	45.7	*	7.1	28.9		51.0	44.0	49.3	71.9	75
	2009		*	80.0	79.7	71.4	71.4	65.9		83.0	76.1	79.8	75.9	94

	NUMBER TESTED IN GRADE 5											
2007	0	2	75	68	2	10	42	0	38	39	77	10,296
2008	1	2	72	70	5	14	38	0	49	25	75	10,686
2009	0	4	90	74	7	14	41	0	47	46	94	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		*	33	30	*	8	28		17	17	34	3,881	77
	2008	*	*	36	38	*	13	27		24	14	38	3,005	75
	2009		*	18	15	2	4	14		8	11	19	2,542	94

	NUMBER TESTED IN GRADE 5											
2007	0	2	75	68	2	10	42	0	38	39	77	10,296
2008	1	2	72	70	5	14	38	0	49	25	75	10,686
2009	0	4	90	74	7	14	41	0	47	46	94	10,550


## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	72.6	79.1	77.5	63.9
	2008	80.5	76.3	73.3	55.6
	2009	87.3	87.6	81.8	67.6

## 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)
5	2007		*	9.3	10.3	*	0.0	0.0		13.2	5.1	9.1	18.0	77
	2008	*	*	5.6	4.3	*	0.0	0.0		6.1	4.0	5.3	24.8	75
	2009		*	30.0	27.0	0.0	14.3	7.3		34.0	21.7	28.7	29.1	94

	NUMBER TESTED IN GRADE 5											
2007	0	2	75	68	2	10	42	0	38	39	77	10,296
2008	1	2	72	70	5	14	38	0	49	25	75	10,686
2009	0	4	90	74	7	14	41	0	47	46	94	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			85.7	84.8	*	85.7	85.7		81.3	89.5	85.7	89.4	35
ALL	2007												—	0
	2008												—	0
	2009			85.7	84.8	*	85.7	85.7		81.3	89.5	85.7	—	35

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	35	33	3	35	35	0	16	19	35	—	

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) reading target of 73% are shaded.

## NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												219	0
	2008												239	0
	2009			5	5	*	5	5		3	2	5	514	35
ALL	2007												—	0
	2008												—	0
	2009			5	5	*	5	5		3	2	5	—	35

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	35	33	3	35	35	0	16	19	35	—	

## 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	75.0	86.5	76.2	73.9
ALL	2007				
	2008				
	2009	75.0	86.5	76.2	73.9

## 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			17.1	15.2	*	17.1	17.1		6.3	26.3	17.1	30.6	35
ALL	2007												—	0
	2008												—	0
	2009			17.1	15.2	*	17.1	17.1		6.3	26.3	17.1	—	35

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	35	33	3	35	35	0	16	19	35	—	

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

## PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	77.7	5
	2009		*	*	*	*	*	*		*	*	*	87.7	4
4														
	2008		*	71.4	55.6	60.0	*	57.1		50.0	*	60.0	70.7	10
	2009			*	*	83.3	*	*		*	*	83.3	71.8	6
5														
	2008		83.3	*	75.0	77.8	*	*		77.8		77.8	73.3	9
	2009		*	*	100.0	85.7	*	85.7		*	*	85.7	80.3	7
6														
	2008			*	*	*	*	*		*	*	*	68.6	3
	2009			*	*	*	*	*		*		*	70.9	3
3-6														
	2008		63.6	68.8	62.5	66.7	60.0	63.2		66.7	66.7	66.7	72.3	27
	2009		*	85.7	84.6	80.0	88.9	86.7		71.4	100.0	80.0	77.1	20

NUMBER TESTED IN GRADES 3-6													
2008	0	11	16	24	27	10	19	0	18	9	27	2,463	
2009	0	5	14	13	20	9	15	0	14	6	20	2,493	

## NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	116	5
	2009		*	*	*	*	*	*		*	*	*	60	4
4														
	2008		*	2	4	4	*	3		3	*	4	181	10
	2009			*	*	1	*	*		*	*	1	192	6
5														
	2008		1	*	2	2	*	*		2		2	179	9
	2009		*	*	0	1	*	1		*	*	1	137	7
6														
	2008			*	*	*	*	*		*	*	*	206	3
	2009			*	*	*	*	*		*		*	182	3
3-6														
	2008		4	5	9	9	4	7		6	3	9	682	27
	2009		*	2	2	4	1	2		4	0	4	571	20

NUMBER TESTED IN GRADES 3-6													
2008	0	11	16	24	27	10	19	0	18	9	27	2,463	
2009	0	5	14	13	20	9	15	0	14	6	20	2,493	

## 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	60.8	66.7	55.0	55.0
	2009	61.1	75.0	66.7	75.0
5					
	2008	58.6	72.2	70.4	61.6
	2009	63.6	66.7	69.0	64.9
6					
	2008	*	*	*	*
	2009	*	*	*	*
3-6					
	2008	59.5	71.0	61.0	53.9
	2009	60.9	70.0	65.7	69.8

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	10.8	5
	2009		*	*	*	*	*	*		*	*	*	16.2	4
4														
	2008		*	14.3	11.1	10.0	*	14.3		0.0	*	10.0	9.7	10
	2009			*	*	16.7	*	*		*	*	16.7	8.9	6
5														
	2008		16.7	*	12.5	11.1	*	*		11.1		11.1	14.9	9
	2009		*	*	16.7	14.3	*	14.3		*	*	14.3	14.1	7
6														
	2008			*	*	*	*	*		*	*	*	7.3	3
	2009			*	*	*	*	*		*		*	7.5	3
3-6														
	2008		9.1	6.3	8.3	7.4	10.0	5.3		5.6	11.1	7.4	10.7	27
	2009		*	7.1	7.7	10.0	11.1	6.7		14.3	0.0	10.0	11.4	20

NUMBER TESTED IN GRADES 3-6														
2008	0	11	16	24	27	10	19	0	18	9	27	2,463		
2009	0	5	14	13	20	9	15	0	14	6	20	2,493		

## 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	5
	2009		*	*	*	*	*	*		*	*	*	81.2	4
4														
	2008		*	*	*	66.7	*	*		*	*	66.7	69.1	6
	2009			*	*	*	*	*		*	*	*	75.8	4
5														
	2008		*	*	42.9	50.0	*	*		50.0		50.0	64.0	8
	2009		*	*	*	*	*	*		*	*	*	80.2	5
6														
	2008			*	*	*	*	*			*	*	57.0	2
	2009			*	*	*	*	*		*		*	64.0	2
3-6														
	2008		63.6	50.0	55.6	57.1	33.3	38.5		53.8	62.5	57.1	66.2	21
	2009		*	80.0	77.8	66.7	75.0	72.7		75.0	*	66.7	75.2	15

NUMBER TESTED IN GRADES 3-6													
2008	0	11	10	18	21	6	13	0	13	8	21	2,335	
2009	0	3	10	9	15	8	11	0	12	3	15	2,313	

## 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	5
	2009		*	*	*	*	*	*		*	*	*	85	4
4														
	2008		*	*	*	2	*	*		*	*	2	173	6
	2009			*	*	*	*	*		*	*	*	157	4
5														
	2008		*	*	4	4	*	*		4		4	227	8
	2009		*	*	*	*	*	*		*	*	*	127	5
6														
	2008			*	*	*	*	*			*	*	260	2
	2009			*	*	*	*	*		*		*	205	2
3-6														
	2008		4	5	8	9	4	8		6	3	9	789	21
	2009		*	2	2	5	2	3		3	*	5	574	15

NUMBER TESTED IN GRADES 3-6													
2008	0	11	10	18	21	6	13	0	13	8	21	2,335	
2009	0	3	10	9	15	8	11	0	12	3	15	2,313	

## 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	51.9	47.2	63.3	40.0	44.4	36.1
	2009	*	*	*	*	*	*
5							
	2008	45.8	47.9	62.5	50.0	45.8	55.0
	2009	*	*	*	*	*	*
6							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-6							
	2008	48.9	51.2	59.0	46.4	51.7	43.2
	2009	62.6	59.6	70.0	53.4	61.8	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														
	2008		*	*	*	*	*	*		*	*	*	16.1	5
	2009		*	*	*	*	*	*		*	*	*	22.3	4
4														
	2008		*	*	*	0.0	*	*		*	*	0.0	14.3	6
	2009			*	*	*	*	*		*	*	*	14.0	4
5														
	2008		*	*	0.0	0.0	*	*		0.0		0.0	14.0	8
	2009		*	*	*	*	*	*		*	*	*	17.2	5
6														
	2008			*	*	*	*	*			*	*	6.4	2
	2009			*	*	*	*	*		*		*	8.4	2
3-6														
	2008		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	12.6	21
	2009		*	20.0	22.2	13.3	25.0	18.2		16.7	*	13.3	15.1	15

NUMBER TESTED IN GRADES 3-6													
2008	0	11	10	18	21	6	13	0	13	8	21	2,335	
2009	0	3	10	9	15	8	11	0	12	3	15	2,313	

## 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	70.0	50.0	57.1	46.9	28
	2008	*	29.2	25.9	57.6	27
	2009	0.0	26.1	20.0	41.9	30
1	2007	50.0	64.7	59.3	51.4	54
	2008	20.0	55.6	45.9	50.2	37
	2009	*	63.6	59.5	54.2	37
2	2007	25.5	84.6	38.3	44.5	60
	2008	36.0	78.9	54.5	50.2	44
	2009	30.0	58.8	43.2	47.9	37
1-2	2007	32.8	70.2	48.2	47.6	114
	2008	31.4	65.2	50.6	50.2	81
	2009	29.2	62.0	51.4	51.0	74

Number Tested	2007	77	65	142	24,696	
	2008	38	70	108	21,817	
	2009	31	73	104	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	54.0	65.0	57.1	44.3	70
	2008	35.5	30.8	34.1	44.9	88
	2009	59.4	48.0	56.2	52.8	89
1	2007	31.8	64.7	51.8	48.8	56
	2008	46.3	48.5	47.1	55.5	87
	2009	0.0	36.4	30.8	50.4	39
2	2007	48.9	69.2	53.3	55.6	60
	2008	54.0	75.0	59.0	57.5	83
	2009	43.5	77.8	58.5	53.2	41
K-2	2007	47.9	65.7	54.3	49.1	186
	2008	45.3	49.4	46.5	52.7	258
	2009	51.6	50.0	50.9	52.3	169

Number Tested	2007	119	67	186	34,441	
	2008	179	79	258	41,070	
	2009	93	76	169	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	*	*	57.7	56.0	*	*	70.0		64.3	50.0	57.1	46.9	28
	2008		*	28.0	28.0		*	*		40.0	8.3	25.9	57.6	27
	2009	*	*	18.2	12.0	*	11.1	0.0		13.3	26.7	20.0	41.9	30
1	2007		*	59.6	59.1	*	66.7	50.0		53.8	64.3	59.3	51.4	54
	2008	*	*	43.8	41.9	*	16.7	20.0		42.1	50.0	45.9	50.2	37
	2009		*	60.6	60.0	*	28.6	*		61.9	56.3	59.5	54.2	37
2	2007		*	39.7	31.4	28.6	22.6	25.5		45.8	33.3	38.3	44.5	60
	2008		*	54.8	56.4	*	37.5	36.0		50.0	59.1	54.5	50.2	44
	2009	*	*	38.7	40.6	*	28.6	30.0		30.0	58.8	43.2	47.9	37
1-2	2007		*	49.1	44.2	36.4	29.7	32.8		50.0	46.9	48.2	47.6	114
	2008	*	50.0	50.0	50.0	33.3	28.6	31.4		46.3	55.0	50.6	50.2	81
	2009	*	55.6	50.0	50.7	28.6	28.6	29.2		46.3	57.6	51.4	51.0	74

Number Tested	2007	1	5	136	120	13	39	77	0	64	78	142	24,696
	2008	1	8	99	95	9	17	38	0	56	52	108	21,817
	2009	4	14	86	92	9	23	31	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	*	*	2	1	*	*	1		1	1	2	1,245	28
	2008		*	1	1		*	*		1	0	1	1,687	27
	2009	*	*	0	0	*	0	0		0	0	0	771	30
1	2007		*	10	9	*	0	1		2	9	11	1,458	54
	2008	*	*	7	6	*	0	1		4	4	8	1,555	37
	2009		*	3	3	*	0	*		3	1	4	1,659	37
2	2007		*	3	2	0	1	1		1	2	3	896	60
	2008		*	4	4	*	0	0		1	3	4	1,065	44
	2009	*	*	3	3	*	0	2		3	1	4	1,027	37
1-2	2007		*	13	11	0	1	2		3	11	14	2,355	114
	2008	*	0	11	10	0	0	1		5	7	12	2,620	81
	2009	*	1	6	6	1	0	2		6	2	8	2,688	74

Number Tested	2007	1	5	136	120	13	39	77	0	64	78	142	24,696
	2008	1	8	99	95	9	17	38	0	56	52	108	21,817
	2009	4	14	86	92	9	23	31	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	*	*	55.9	54.5	*	47.6	54.0		51.6	61.5	57.1	44.3	70
	2008		*	34.9	35.4		34.9	35.5		30.4	38.1	34.1	44.9	88
	2009	*	*	58.0	55.6	*	60.3	59.4		60.9	51.2	56.2	52.8	89
1	2007		*	53.7	52.2	33.3	42.9	31.8		53.6	50.0	51.8	48.8	56
	2008	*	*	46.3	48.8	0.0	50.0	46.3		52.3	41.9	47.1	55.5	87
	2009		*	28.6	28.9	*	14.3	0.0		29.2	33.3	30.8	50.4	39
2	2007		*	53.4	52.9	42.9	41.9	48.9		54.2	52.8	53.3	55.6	60
	2008		*	60.5	57.3	25.0	59.6	54.0	*	61.9	56.1	59.0	57.5	83
	2009	*	66.7	58.8	52.8	12.5	57.1	43.5		54.5	63.2	58.5	53.2	41
K-2	2007	*	*	54.4	53.4	47.1	45.0	47.9		53.0	55.3	54.3	49.1	186
	2008	*	25.0	47.0	46.8	13.3	46.9	45.3	*	47.7	45.2	46.5	52.7	258
	2009	*	46.7	51.3	48.4	14.3	56.1	51.6		51.1	50.6	50.9	52.3	169

Number Tested	2007	1	5	180	163	17	80	119	0	83	103	186	34,441
	2008	1	8	249	237	15	162	179	1	132	126	258	41,070
	2009	4	15	150	155	14	82	93	0	92	77	169	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	*	*	21	19	*	9	14		6	15	21	2,583	70
	2008		*	7	7		5	5		2	5	7	2,788	88
	2009	*	*	20	18	*	20	19		7	14	21	2,455	89
1	2007		*	8	6	0	1	1		4	4	8	1,769	56
	2008	*	*	8	7	0	4	5		6	2	8	2,800	87
	2009		*	2	2	*	0	0		2	0	2	1,577	39
2	2007		*	6	4	0	4	4		2	4	6	2,098	60
	2008		*	15	13	0	6	7	*	6	9	15	2,912	83
	2009	*	1	7	7	1	0	2		4	4	8	1,686	41
K-2	2007	*	*	35	29	1	14	19		12	23	35	6,450	186
	2008	*	0	30	27	0	15	17	*	14	16	30	8,500	258
	2009	*	1	29	27	1	20	21		13	18	31	5,718	169

Number Tested	2007	1	5	180	163	17	80	119	0	83	103	186	34,441
	2008	1	8	249	237	15	162	179	1	132	126	258	41,070
	2009	4	15	150	155	14	82	93	0	92	77	169	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			90.5	90.2	*	90.0	90.0		94.1	88.0	90.5	84.7	42
	2008			76.3	76.8		75.9	77.2		69.0	83.3	76.3	87.0	59
	2009			82.5	83.3		82.5	81.8		76.7	88.9	82.5	88.6	57
1	2007			92.3	92.1	*	92.3	92.1	*	90.9	94.1	92.3	84.5	39
	2008			91.7	91.5	*	91.3	93.0		87.0	96.0	91.7	88.0	48
	2009			73.6	75.5		73.6	73.1		64.3	84.0	73.6	88.6	53
2	2007			*	*		*			*		*	89.9	1
	2008			97.5	100.0	*	97.5	97.4	*	95.0	100.0	97.5	93.4	40
	2009			95.6	95.5	*	95.3	95.6		100.0	90.9	95.6	94.0	45
K-2	2007			91.5	91.3	*	91.3	91.0	*	92.5	90.5	91.5	85.6	82
	2008			87.1	87.9	*	86.8	87.7	*	81.9	92.0	87.1	89.3	147
	2009			83.2	84.4	*	83.0	82.9		79.0	87.8	83.2	90.4	155

Number Tested	2007	0	0	82	80	4	80	78	1	40	42	82	14,889
	2008	0	0	147	140	5	144	138	1	72	75	147	18,257
	2009	0	0	155	147	1	153	152	0	81	74	155	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			26	26	*	25	25		11	15	26	2,779	42
	2008			26	24		25	25		13	13	26	3,280	59
	2009			28	26		28	26		15	13	28	3,525	57
1	2007			15	15	*	15	15	*	9	6	15	1,782	39
	2008			16	16	*	15	13		6	10	16	2,412	48
	2009			10	10		10	10		2	8	10	2,523	53
2	2007			*	*		*			*		*	1,196	1
	2008			23	22	*	23	22	*	11	12	23	2,596	40
	2009			17	16	*	16	17		6	11	17	2,909	45
K-2	2007			41	41	*	40	40	*	20	21	41	5,757	82
	2008			65	62	*	63	60	*	30	35	65	8,288	147
	2009			55	52	*	54	53		23	32	55	8,957	155

Number Tested	2007	0	0	82	80	4	80	78	1	40	42	82	14,889
	2008	0	0	147	140	5	144	138	1	72	75	147	18,257
	2009	0	0	155	147	1	153	152	0	81	74	155	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	2	50.0	4	25.0	6	0.0	12	16.7
5	1	0.0	2	50.0	0	-	3	33.3
6	0	-	3	0.0	0	-	3	0.0
ALL	3	33.3	9	22.2	6	0.0	18	16.7

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (68)	Beginning	63	92.6	63	92.6	66	97.1	68	100.0	67	98.5
	Intermediate	2	2.9	3	4.4	1	1.5	0	0.0	1	1.5
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	3	4.4	2	2.9	1	1.5	0	0.0	0	0.0
1 (62)	Beginning	28	45.2	39	62.9	55	88.7	49	79.0	49	79.0
	Intermediate	14	22.6	16	25.8	4	6.5	8	12.9	8	12.9
	Advanced	18	29.0	5	8.1	2	3.2	3	4.8	3	4.8
	Advanced High	2	3.2	2	3.2	1	1.6	2	3.2	2	3.2
2 (49)	Beginning	8	16.3	11	22.4	17	34.7	15	30.6	15	30.6
	Intermediate	18	36.7	26	53.1	21	42.9	13	26.5	13	26.5
	Advanced	17	34.7	11	22.4	10	20.4	14	28.6	14	28.6
	Advanced High	6	12.2	1	2.0	1	2.0	7	14.3	7	14.3
3 (45)	Beginning	3	6.7	4	8.9	14	31.1	7	15.6	7	15.6
	Intermediate	10	22.2	24	53.3	22	48.9	14	31.1	14	31.1
	Advanced	17	37.8	13	28.9	8	17.8	13	28.9	14	31.1
	Advanced High	15	33.3	4	8.9	1	2.2	11	24.4	10	22.2
4 (30)	Beginning	0	0.0	1	3.3	2	6.7	2	6.7	2	6.7
	Intermediate	2	6.7	6	20.0	11	36.7	11	36.7	11	36.7
	Advanced	11	36.7	12	40.0	12	40.0	9	30.0	9	30.0
	Advanced High	17	56.7	11	36.7	5	16.7	8	26.7	8	26.7

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	—	—	—	
57  10 (17.5%)	Beginning	47			
	Intermediate	8	0		
	Advanced	0	1	0	
	Advanced High	1	0	0	
44  30 (68.2%)	Beginning	12			
	Intermediate	11	1		
	Advanced	11	1	1	
	Advanced High	5	1	1	
43  20 (46.5%)	Beginning	6			
	Intermediate	2	11		
	Advanced	1	7	6	
	Advanced High	0	0	10	
27  11 (40.7%)	Beginning	2			
	Intermediate	4	6		
	Advanced	0	1	8	
	Advanced High	0	0	6	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (17)	Beginning	3	17.6	2	11.8	2	11.8	2	11.8	2	11.8
	Intermediate	3	17.6	5	29.4	4	23.5	2	11.8	3	17.6
	Advanced	5	29.4	6	35.3	6	35.3	4	23.5	3	17.6
	Advanced High	6	35.3	4	23.5	5	29.4	9	52.9	9	52.9
6 (16)	Beginning	0	0.0	1	6.3	1	6.3	0	0.0	0	0.0
	Intermediate	4	25.0	13	81.3	14	87.5	3	18.8	3	18.8
	Advanced	11	68.8	2	12.5	1	6.3	4	25.0	5	31.3
	Advanced High	1	6.3	0	0.0	0	0.0	9	56.3	8	50.0
ALL (287)	Beginning	105	36.6	121	42.2	157	54.7	143	49.8	142	49.5
	Intermediate	53	18.5	93	32.4	77	26.8	51	17.8	53	18.5
	Advanced	79	27.5	49	17.1	39	13.6	47	16.4	48	16.7
	Advanced High	50	17.4	24	8.4	14	4.9	46	16.0	44	15.3

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>15</div> <div>11 (73.3%)</div>	Beginning	2			
	Intermediate	1	1		
	Advanced	0	1	1	
	Advanced High	0	0	9	
<div>13</div> <div>7 (53.8%)</div>	Beginning	0			
	Intermediate	0	2		
	Advanced	0	1	4	
	Advanced High	0	1	5	
<div>199</div> <div>89 (44.7%)</div>	Beginning	69			
	Intermediate	26	21		
	Advanced	12	12	20	
	Advanced High	6	2	31	

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