

# Campus Data Packet

for 2009 - 10 Plans



## PLEASANT GROVE

School Number 273

*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	101
1	93
2	97
3	94
4	97
5	111
ALL	658

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	155	23.6	17	38.6
American Indian	0	0.0	*	*
Asian	1	0.2	*	*
Hispanic	492	74.8	20	45.5
White	10	1.5	7	15.9
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	632	96.0
Limited English proficient students	352	53.5
Special education students	41	6.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	66	7	10.6	0	0.0	0	0.0	59	89.4	0	0.0
	2008	63	6	9.5	0	0.0	0	0.0	57	90.5	0	0.0
	2009	65	11	16.9	0	0.0	0	0.0	54	83.1	0	0.0
KN	2007	99	24	24.2	0	0.0	0	0.0	73	73.7	2	2.0
	2008	87	16	18.4	0	0.0	0	0.0	70	80.5	1	1.1
	2009	101	21	20.8	0	0.0	0	0.0	80	79.2	0	0.0
1	2007	96	29	30.2	0	0.0	0	0.0	66	68.8	1	1.0
	2008	102	25	24.5	0	0.0	0	0.0	74	72.5	3	2.9
	2009	93	21	22.6	0	0.0	0	0.0	72	77.4	0	0.0
2	2007	104	36	34.6	0	0.0	0	0.0	63	60.6	5	4.8
	2008	105	28	26.7	0	0.0	0	0.0	76	72.4	1	1.0
	2009	97	25	25.8	0	0.0	0	0.0	69	71.1	3	3.1
3	2007	117	29	24.8	0	0.0	0	0.0	87	74.4	1	0.9
	2008	102	33	32.4	0	0.0	0	0.0	63	61.8	6	5.9
	2009	94	21	22.3	0	0.0	1	1.1	71	75.5	1	1.1
4	2007	120	32	26.7	0	0.0	0	0.0	83	69.2	5	4.2
	2008	107	25	23.4	0	0.0	0	0.0	81	75.7	1	0.9
	2009	97	29	29.9	0	0.0	0	0.0	64	66.0	4	4.1
5	2007	101	31	30.7	0	0.0	0	0.0	68	67.3	2	2.0
	2008	132	38	28.8	0	0.0	0	0.0	88	66.7	6	4.5
	2009	111	27	24.3	0	0.0	0	0.0	82	73.9	2	1.8
EC-5	2007	703	188	26.7	0	0.0	0	0.0	499	71.0	16	2.3
	2008	698	171	24.5	0	0.0	0	0.0	509	72.9	18	2.6
	2009	658	155	23.6	0	0.0	1	0.2	492	74.8	10	1.5

# 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	66	65	98.5	41	62.1	2	3.0	0	0.0	66	100.0	0.0
	2008	63	59	93.7	47	74.6	1	1.6	0	0.0	63	100.0	0.0
	2009	65	60	92.3	42	64.6	0	0.0	0	0.0	65	100.0	1.5
KN	2007	99	90	90.9	49	49.5	3	3.0	4	4.0	46	46.5	0.0
	2008	87	81	93.1	54	62.1	2	2.3	0	0.0	26	29.9	2.3
	2009	101	97	96.0	66	65.3	1	1.0	2	2.0	25	24.8	0.0
1	2007	96	91	94.8	48	50.0	4	4.2	6	6.3	8	8.3	3.1
	2008	102	93	91.2	51	50.0	3	2.9	10	9.8	6	5.9	1.0
	2009	93	90	96.8	54	58.1	3	3.2	2	2.2	1	1.1	5.4
2	2007	104	97	93.3	45	43.3	9	8.7	7	6.7	4	3.8	2.9
	2008	105	99	94.3	55	52.4	6	5.7	10	9.5	7	6.7	4.8
	2009	97	92	94.8	46	47.4	5	5.2	13	13.4	3	3.1	3.1
3	2007	117	111	94.9	65	55.6	5	4.3	15	12.8	7	6.0	2.6
	2008	102	92	90.2	46	45.1	9	8.8	10	9.8	4	3.9	1.0
	2009	94	91	96.8	50	53.2	6	6.4	9	9.6	1	1.1	0.0
4	2007	120	111	92.5	40	33.3	10	8.3	13	10.8	7	5.8	0.8
	2008	107	99	92.5	44	41.1	9	8.4	16	15.0	3	2.8	0.9
	2009	97	94	96.9	49	50.5	11	11.3	12	12.4	9	9.3	0.0
5	2007	101	94	93.1	30	29.7	13	12.9	15	14.9	3	3.0	2.0
	2008	132	126	95.5	37	28.0	12	9.1	12	9.1	3	2.3	3.0
	2009	111	108	97.3	45	40.5	15	13.5	17	15.3	7	6.3	5.4
EC-5	2007	703	659	93.7	318	45.2	46	6.5	60	8.5	141	20.1	1.7
	2008	698	649	93.0	334	47.9	42	6.0	58	8.3	112	16.0	2.0
	2009	658	632	96.0	352	53.5	41	6.2	55	8.4	111	16.9	2.3



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	30.1	95.2	3,933.6	95.5	71	100.0	100.0	58	7,436	100.0	100.0
	2008	31.3	4,133.2	30.1	96.1	3,942.7	95.4	68	100.0	100.0	61	7,427	100.0	100.0
	2009	31.7	4,167.8	30.3	95.6	3,975.6	95.4	73	100.0	100.0	59	7,332	100.0	100.0
KN	2007	99.0	13,945.0	95.9	96.8	13,385.6	96.0	16	16.2	24.3	91	12,035	91.9	86.3
	2008	87.4	13,568.1	85.0	97.2	13,004.4	95.8	20	22.9	23.5	75	11,618	85.8	85.6
	2009	101.5	13,515.0	98.1	96.7	12,939.1	95.7	16	15.8	22.5	90	11,501	88.7	85.1
1	2007	95.2	14,353.8	92.6	97.3	13,851.4	96.5	22	23.1	23.2	86	12,437	90.3	86.6
	2008	102.4	14,626.9	99.3	97.0	14,102.7	96.4	13	12.7	21.2	92	12,704	89.8	86.9
	2009	94.4	14,250.8	91.3	96.7	13,719.9	96.3	11	11.7	20.7	87	12,300	92.2	86.3
2	2007	102.8	13,403.8	99.8	97.0	12,978.9	96.8	21	20.4	21.7	92	11,729	89.5	87.5
	2008	103.3	13,708.6	100.1	96.9	13,269.8	96.8	17	16.5	19.7	92	12,043	89.1	87.9
	2009	96.1	13,950.1	93.2	97.0	13,499.0	96.8	15	15.6	18.6	86	12,231	89.5	87.7
3	2007	114.8	12,998.4	112.4	98.0	12,633.3	97.2	28	24.4	21.1	103	11,445	89.7	88.0
	2008	101.0	12,806.9	98.8	97.8	12,425.5	97.0	11	10.9	19.1	91	11,408	90.1	89.1
	2009	94.1	13,095.5	92.2	97.9	12,710.6	97.1	13	13.8	18.3	86	11,634	91.4	88.8
4	2007	116.9	12,104.9	114.5	98.0	11,768.3	97.2	22	18.8	19.7	107	10,683	91.6	88.3
	2008	107.4	12,329.8	105.0	97.7	11,960.3	97.0	9	8.4	19.7	101	10,924	94.0	88.6
	2009	97.3	12,156.4	94.8	97.5	11,789.9	97.0	15	15.4	18.1	90	10,731	92.5	88.3
5	2007	99.6	11,757.0	97.5	98.0	11,426.8	97.2	15	15.1	20.9	93	10,362	93.4	88.1
	2008	130.1	11,874.2	127.0	97.6	11,539.6	97.2	17	13.1	18.8	120	10,608	92.2	89.3
	2009	108.5	11,903.5	105.5	97.2	11,552.9	97.1	23	21.2	17.5	94	10,563	86.6	88.7
EC-5	2007	660.0	83,122.6	642.9	97.4	80,387.4	96.7	195	29.5	33.3	630	76,416	95.5	91.9
	2008	662.9	83,438.7	645.2	97.3	80,606.0	96.6	155	23.4	31.9	632	76,970	95.3	92.2
	2009	623.5	83,476.5	605.4	97.1	80,586.5	96.5	166	26.6	30.9	592	76,517	94.9	91.7

**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	17	38.6
Hispanic	20	45.5
White	7	15.9
Other	0	0.0

Gender	Number	Percent
Female	34	77.3
Male	10	22.7

<b>TOTAL</b>	<b>44</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	6.5
<b>2008</b>	7.1
<b>2009</b>	7.5

## 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	*	71.4	100.0	86.6		100.0	83.6		85.7	88.4	87.3	84.6	71
	2008	*	68.8	95.1	85.5	*	95.8	78.4	*	80.6	87.8	84.4	86.2	77
	2009	*	88.9	87.0	88.1	*	*	85.7		89.3	87.5	88.6	87.3	44
4	2007	66.7	72.0	82.7	76.7	*	87.5	70.0		78.8	77.4	78.3	69.7	83
	2008	*	50.0	88.1	72.1	*	100.0	56.5		69.2	76.9	73.8	72.1	65
	2009	*	80.0	90.2	86.2	*	85.2	81.1		75.0	96.9	85.3	75.8	68
5	2007	*	66.7	81.7	75.9	*	66.7	67.3		75.0	79.6	77.5	78.3	89
	2008	83.3	71.0	73.6	74.8	*	55.6	58.3	*	73.1	73.7	73.4	82.9	124
	2009	*	59.1	80.4	74.0	*	73.7	63.0		62.2	81.4	72.5	82.9	80
3-5	2007	70.0	70.0	86.9	79.4	*	83.6	74.8		79.2	82.1	80.7	77.6	243
	2008	81.8	64.7	82.4	77.1	66.7	74.2	65.1	*	74.4	78.8	76.7	80.3	266
	2009	50.0	75.4	85.0	81.5	*	82.0	75.4		74.3	87.9	80.7	81.5	192

	NUMBER TESTED IN GRADES 3-5											
2007	10	80	153	223	4	55	127	0	120	123	243	31,814
2008	11	85	170	249	6	66	146	2	129	137	266	31,840
2009	6	65	120	184	5	50	118	0	101	91	192	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	*	8	0	9		0	9		4	5	9	1,675	71
	2008	*	10	2	10	*	1	11	*	7	5	12	1,443	77
	2009	*	2	3	5	*	*	5		3	2	5	960	44
4	2007	2	7	9	17	*	1	6		11	7	18	3,189	83
	2008	*	11	5	17	*	0	10		8	9	17	2,996	65
	2009	*	5	4	9	*	4	7		9	1	10	2,449	68
5	2007	*	9	11	20	*	8	17		10	10	20	2,258	89
	2008	1	9	23	30	*	16	30	*	18	15	33	1,827	124
	2009	*	9	11	20	*	5	17		14	8	22	1,793	80
3-5	2007	3	24	20	46	*	9	32		25	22	47	7,122	243
	2008	2	30	30	57	2	17	51	*	33	29	62	6,266	266
	2009	3	16	18	34	*	9	29		26	11	37	5,202	192

	NUMBER TESTED IN GRADES 3-5											
2007	10	80	153	223	4	55	127	0	120	123	243	31,814
2008	11	85	170	249	6	66	146	2	129	137	266	31,840
2009	6	65	120	184	5	50	118	0	101	91	192	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	80.6	81.7	75.6	79.9
	2008	76.4	77.9	79.9	74.7
	2009	80.0	75.3	79.9	82.7
4	2007	78.9	76.8	72.3	71.0
	2008	79.3	73.1	76.3	72.9
	2009	85.5	79.2	76.7	82.6
5	2007	71.2	82.6	76.5	69.7
	2008	72.8	72.8	74.1	72.2
	2009	73.2	77.3	75.0	72.1
3-5	2007	76.6	80.3	74.8	73.1
	2008	75.4	74.3	76.3	73.1
	2009	79.1	77.5	76.7	78.3

## 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	*	7.1	36.6	25.4		30.4	12.7		28.6	20.9	23.9	21.3	71
	2008	*	9.4	31.7	21.7	*	25.0	11.8	*	13.9	29.3	22.1	21.5	77
	2009	*	27.8	43.5	31.0	*	*	25.7		28.6	43.8	34.1	34.1	44
4	2007	33.3	12.0	21.2	19.2	*	0.0	0.0		15.4	25.8	19.3	16.6	83
	2008	*	4.5	21.4	16.4	*	16.7	4.3		19.2	12.8	15.4	14.4	65
	2009	*	12.0	34.1	24.6	*	22.2	16.2		25.0	25.0	25.0	18.4	68
5	2007	*	7.4	11.7	9.6	*	8.3	5.8		7.5	12.2	10.1	13.1	89
	2008	16.7	12.9	9.2	10.9	*	2.8	2.8	*	9.0	12.3	10.5	16.5	124
	2009	*	0.0	21.4	15.6	*	5.3	2.2		16.2	14.0	15.0	18.5	80
3-5	2007	20.0	8.8	21.6	17.5	*	16.4	7.9		15.8	18.7	17.3	17.1	243
	2008	18.2	9.4	17.6	15.3	0.0	12.1	6.2	*	12.4	17.5	15.0	17.4	266
	2009	0.0	12.3	30.0	22.3	*	16.0	13.6		22.8	23.1	22.9	22.7	192

	NUMBER TESTED IN GRADES 3-5											
2007	10	80	153	223	4	55	127	0	120	123	243	31,814
2008	11	85	170	249	6	66	146	2	129	137	266	31,840
2009	6	65	120	184	5	50	118	0	101	91	192	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	*	58.6	93.0	78.3	*	95.8	75.5		72.4	84.4	79.7	70.3	74
	2008	*	51.6	92.3	75.8	*	100.0	67.3	*	70.6	80.0	75.7	76.6	74
	2009	*	65.0	79.4	75.9	*	79.2	74.1		78.6	73.5	76.7	77.3	90
4	2007	50.0	64.3	82.7	72.4	33.3	62.5	40.0		71.7	78.8	74.4	75.7	86
	2008	*	34.8	87.8	67.2	*	*	45.5		61.5	74.4	69.2	77.9	65
	2009	*	64.0	92.7	81.5	*	88.9	73.0		75.0	90.6	82.4	79.4	68
5	2007	*	66.7	80.0	75.9	28.6	81.5	66.1		73.3	77.6	75.5	82.9	94
	2008	66.7	65.6	82.8	77.5	*	75.0	67.1	*	76.5	78.9	77.6	84.0	125
	2009	*	72.7	78.2	76.3	*	55.6	63.6		74.3	79.5	77.2	87.0	79
3-5	2007	60.0	63.1	84.4	75.4	28.6	84.7	65.9		72.4	80.3	76.4	76.2	254
	2008	81.8	52.3	86.2	74.5	50.0	85.7	63.9	*	71.9	77.9	75.0	79.5	264
	2009	*	67.2	82.3	77.6	33.3	77.4	71.0		76.4	80.9	78.5	81.0	237

	NUMBER TESTED IN GRADES 3-5											
2007	10	84	160	232	14	59	129	0	127	127	254	32,298
2008	11	86	167	247	8	63	144	2	128	136	264	32,696
2009	5	67	164	228	6	93	162	0	127	110	237	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	3	15	*	1	13		8	7	15	3,303	74
	2008	*	15	3	16	*	0	16	*	10	8	18	2,542	74
	2009	*	7	14	21	*	10	21		12	9	21	2,781	90
4	2007	3	10	9	21	4	3	12		15	7	22	2,604	86
	2008	*	15	5	20	*	*	12		10	10	20	2,436	65
	2009	*	9	3	12	*	3	10		9	3	12	2,196	68
5	2007	*	9	13	21	5	5	19		12	11	23	1,785	94
	2008	2	11	15	27	*	9	24	*	16	12	28	1,730	125
	2009	*	6	12	18	*	8	16		9	9	18	1,386	79
3-5	2007	4	31	25	57	10	9	44		35	25	60	7,692	254
	2008	2	41	23	63	4	9	52	*	36	30	66	6,708	264
	2009	*	22	29	51	4	21	47		30	21	51	6,363	237

	NUMBER TESTED IN GRADES 3-5											
2007	10	84	160	232	14	59	129	0	127	127	254	32,298
2008	11	86	167	247	8	63	144	2	128	136	264	32,696
2009	5	67	164	228	6	93	162	0	127	110	237	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	78.1	80.2	88.5	77.7	82.8	66.4
	2008	79.2	81.3	85.4	71.6	81.8	69.4
	2009	77.2	82.6	87.4	79.1	82.8	63.8
4	2007	79.8	79.4	74.2	73.3	68.0	74.4
	2008	76.9	75.8	66.7	74.1	71.5	67.3
	2009	86.5	80.7	74.3	76.5	77.6	73.5
5	2007	76.4	67.9	79.8	67.0	72.1	72.6
	2008	76.0	73.0	86.4	70.4	82.0	73.6
	2009	79.9	73.1	84.4	68.0	75.6	70.4
3-5	2007	78.1	75.4	80.4	72.2	73.8	71.4
	2008	77.1	76.0	81.3	71.7	79.4	70.9
	2009	80.8	78.9	82.7	74.6	78.9	68.8

## 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	*	13.8	30.2	24.6	*	20.8	13.2		24.1	22.2	23.0	19.2	74
	2008	*	25.8	61.5	45.5	*	68.2	38.8	*	50.0	42.5	45.9	26.3	74
	2009	*	25.0	35.3	31.0	*	31.3	28.4		32.1	32.4	32.2	29.0	90
4	2007	33.3	3.6	25.0	17.1	0.0	25.0	10.0		18.9	18.2	18.6	22.6	86
	2008	*	4.3	17.1	13.1	*	*	9.1		11.5	15.4	13.8	23.8	65
	2009	*	8.0	46.3	30.8	*	44.4	35.1		27.8	34.4	30.9	31.6	68
5	2007	*	7.4	26.2	19.5	0.0	29.6	14.3		17.8	24.5	21.3	29.3	94
	2008	33.3	12.5	31.0	25.0	*	19.4	15.1	*	26.5	26.3	26.4	31.9	125
	2009	*	0.0	34.5	25.0	*	16.7	9.1		25.7	22.7	24.1	38.4	79
3-5	2007	30.0	8.3	26.9	20.3	0.0	25.4	13.2		19.7	22.0	20.9	23.6	254
	2008	45.5	15.1	34.7	27.5	12.5	36.5	22.2	*	29.7	27.9	28.8	27.3	264
	2009	*	10.4	37.8	28.9	0.0	32.3	24.7		29.1	29.1	29.1	32.8	237

	NUMBER TESTED IN GRADES 3-5											
2007	10	84	160	232	14	59	129	0	127	127	254	32,298
2008	11	86	167	247	8	63	144	2	128	136	264	32,696
2009	5	67	164	228	6	93	162	0	127	110	237	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	66.7	84.0	86.3	84.7	*	87.5	65.0		78.4	93.5	84.1	86.5	82
	2008	*	77.3	93.0	85.5	*	83.3	73.9		77.8	92.3	86.4	87.4	66
	2009	*	72.0	95.1	86.2	*	92.6	84.2		77.8	96.9	86.8	87.4	68

	NUMBER TESTED IN GRADE 4											
2007	6	25	51	72	2	8	20	0	51	31	82	10,408
2008	1	22	43	62	1	6	23	0	27	39	66	10,658
2009	2	25	41	65	2	27	38	0	36	32	68	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	4	7	11	*	1	7		11	2	13	1,408	82
	2008	*	5	3	9	*	1	6		6	3	9	1,348	66
	2009	*	7	2	9	*	2	6		8	1	9	1,264	68

	NUMBER TESTED IN GRADE 4											
2007	6	25	51	72	2	8	20	0	51	31	82	10,408
2008	1	22	43	62	1	6	23	0	27	39	66	10,658
2009	2	25	41	65	2	27	38	0	36	32	68	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	2.0	82.6	75.9	89.8	86.7
	2008	2.3	83.0	83.5	83.7	83.5
	2009	2.1	81.3	84.9	82.7	92.1

<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	0.0	8.0	11.8	11.1	*	0.0	0.0		7.8	12.9	9.8	18.2	82
	2008	*	9.1	37.2	24.2	*	0.0	8.7		14.8	35.9	27.3	21.4	66
	2009	*	12.0	31.7	24.6	*	40.7	28.9		11.1	37.5	23.5	21.0	68

	NUMBER TESTED IN GRADE 4											
2007	6	25	51	72	2	8	20	0	51	31	82	10,408
2008	1	22	43	62	1	6	23	0	27	39	66	10,658
2009	2	25	41	65	2	27	38	0	36	32	68	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	*	44.0	61.7	54.3	*	41.7	41.2		56.8	56.0	55.7	62.3	88
	2008	83.3	56.3	69.0	66.7	*	41.7	49.3	*	70.6	61.4	66.4	71.9	125
	2009	*	45.5	67.2	63.3	*	52.4	42.6		55.3	68.2	62.2	75.9	82

	NUMBER TESTED IN GRADE 5											
2007	2	25	60	81	1	24	51	0	37	50	88	10,296
2008	6	32	87	120	5	36	73	1	68	57	125	10,686
2009	2	22	58	79	5	21	47	0	38	44	82	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	*	14	23	37	*	14	30		16	22	39	3,881	88
	2008	1	14	27	40	*	21	37	*	20	22	42	3,005	125
	2009	*	12	19	29	*	10	27		17	14	31	2,542	82

	NUMBER TESTED IN GRADE 5											
2007	2	25	60	81	1	24	51	0	37	50	88	10,296
2008	6	32	87	120	5	36	73	1	68	57	125	10,686
2009	2	22	58	79	5	21	47	0	38	44	82	10,550




## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	75.3	73.4	77.9	65.3
	2008	82.0	83.0	78.0	62.0
	2009	81.7	84.3	78.0	61.5

## 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	2007	*	16.0	18.3	16.0	*	12.5	7.8		21.6	16.0	18.2	18.0	88
	2008	33.3	9.4	27.6	22.5	*	13.9	9.6	*	22.1	24.6	23.2	24.8	125
	2009	*	9.1	22.4	19.0	*	19.0	8.5		23.7	13.6	18.3	29.1	82

	NUMBER TESTED IN GRADE 5											
2007	2	25	60	81	1	24	51	0	37	50	88	10,296
2008	6	32	87	120	5	36	73	1	68	57	125	10,686
2009	2	22	58	79	5	21	47	0	38	44	82	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			76.3	75.7	*	75.0	75.0		63.6	93.8	76.3	82.9	38
	2008			81.0	78.9	*	81.0	81.0		66.7	100.0	81.0	85.4	21
	2009			93.3	93.2		93.2	93.3		96.2	89.5	93.3	89.4	45
4	2007			60.0	58.6		58.6	60.0	*	50.0	75.0	60.0	65.9	30
	2008			76.5	74.2	*	75.8	75.8		66.7	87.5	76.5	67.0	34
	2009			72.2	76.5	*	72.2	72.2		62.5	80.0	72.2	72.7	18
5	2007												75.8	0
	2008												70.6	0
	2009			68.4	68.4	*	68.4	68.4		50.0	88.9	68.4	79.7	19
ALL	2007			69.1	68.2	*	67.7	68.2	*	57.5	85.7	69.1	—	68
	2008			78.2	76.0	*	77.8	77.8		66.7	92.0	78.2	—	55
	2009			82.9	83.8	*	82.7	82.9		79.5	86.8	82.9	—	82

NUMBER TESTED IN GRADES ALL													
2007	0	0	68	66	1	65	66	1	40	28	68	—	
2008	0	0	55	50	4	54	54	0	30	25	55	—	
2009	0	0	82	80	5	81	82	0	44	38	82	—	

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

## NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			9	9	*	9	9		8	1	9	219	38
	2008			4	4	*	4	4		4	0	4	239	21
	2009			3	3		3	3		1	2	3	514	45
4	2007			12	12		12	12	*	9	3	12	122	30
	2008			8	8	*	8	8		6	2	8	215	34
	2009			5	4	*	5	5		3	2	5	268	18
5	2007												22	0
	2008												65	0
	2009			6	6	*	6	6		5	1	6	86	19
ALL	2007			21	21	*	21	21	*	17	4	21	—	68
	2008			12	12	*	12	12		10	2	12	—	55
	2009			14	13	*	14	14		9	5	14	—	82

NUMBER TESTED IN GRADES ALL													
2007	0	0	68	66	1	65	66	1	40	28	68	—	
2008	0	0	55	50	4	54	54	0	30	25	55	—	
2009	0	0	82	80	5	81	82	0	44	38	82	—	

## 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	74.0	75.6	71.9	71.4
	2008	79.4	76.9	79.4	65.5
	2009	81.9	90.8	83.7	81.7
4	2007	68.7	69.6	59.0	59.7
	2008	68.0	73.2	62.2	63.5
	2009	73.7	77.1	69.0	66.1
5	2007				
	2008				
	2009	70.4	64.5	75.7	57.5
ALL	2007	71.7	72.9	66.2	66.2
	2008	72.4	74.6	68.7	64.3
	2009	77.5	81.7	78.6	72.7

## 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	2007			13.2	13.5	*	13.9	13.9		13.6	12.5	13.2	14.8	38
	2008			19.0	21.1	*	19.0	19.0		8.3	33.3	19.0	17.2	21
	2009			40.0	40.9		40.9	40.0		30.8	52.6	40.0	30.6	45
4	2007			6.7	6.9		6.9	6.7	*	0.0	16.7	6.7	14.2	30
	2008			8.8	9.7	*	9.1	9.1		11.1	6.3	8.8	13.5	34
	2009			22.2	23.5	*	22.2	22.2		12.5	30.0	22.2	21.1	18
5	2007												17.6	0
	2008												19.9	0
	2009			10.5	10.5	*	10.5	10.5		10.0	11.1	10.5	15.3	19
ALL	2007			10.3	10.6	*	10.8	10.6	*	7.5	14.3	10.3	—	68
	2008			12.7	14.0	*	13.0	13.0		10.0	16.0	12.7	—	55
	2009			29.3	30.0	*	29.6	29.3		22.7	36.8	29.3	—	82

NUMBER TESTED IN ALL GRADES													
2007	0	0	68	66	1	65	66	1	40	28	68	—	
2008	0	0	55	50	4	54	54	0	30	25	55	—	
2009	0	0	82	80	5	81	82	0	44	38	82	—	

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			76.3	75.7	*	75.0	75.0		72.7	81.3	76.3	62.1	38
	2008			72.7	70.0	*	72.7	72.7		66.7	80.0	72.7	71.7	22
	2009												72.9	0
4	2007			63.3	62.1		62.1	63.3	*	61.1	66.7	63.3	61.2	30
	2008			80.0	81.3	*	79.4	79.4		73.7	87.5	80.0	63.1	35
	2009			88.9	88.2	*	88.9	88.9		87.5	90.0	88.9	69.7	18
5	2007												38.3	0
	2008												53.3	0
	2009			76.2	76.2	*	76.2	76.2		72.7	80.0	76.2	50.0	21
ALL	2007			70.6	69.7	*	69.2	69.7	*	67.5	75.0	70.6	60.9	68
	2008			77.2	76.9	*	76.8	76.8		71.0	84.6	77.2	68.2	57
	2009			82.1	81.6	*	82.1	82.1		78.9	85.0	82.1	64.9	39

NUMBER TESTED IN GRADES ALL													
2007	0	0	68	66	1	65	66	1	40	28	68	1,376	
2008	0	0	57	52	4	56	56	0	31	26	57	1,664	
2009	0	0	39	38	4	39	39	0	19	20	39	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			9	9	*	9	9		6	3	9	389	38
	2008			6	6	*	6	6		4	2	6	316	22
	2009												26	0
4	2007			11	11		11	11	*	7	4	11	112	30
	2008			7	6	*	7	7		5	2	7	157	35
	2009			2	2	*	2	2		1	1	2	149	18
5	2007												37	0
	2008												56	0
	2009			5	5	*	5	5		3	2	5	105	21
ALL	2007			20	20	*	20	20	*	13	7	20	538	68
	2008			13	12	*	13	13		9	4	13	529	57
	2009			7	7	*	7	7		4	3	7	280	39

NUMBER TESTED IN GRADES ALL													
2007	0	0	68	66	1	65	66	1	40	28	68	1,376	
2008	0	0	57	52	4	56	56	0	31	26	57	1,664	
2009	0	0	39	38	4	39	39	0	19	20	39	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	76.7	78.8	91.0	80.9	75.5	62.2
	2008	79.5	77.6	80.3	71.9	80.9	66.8
	2009	80.9	74.2	82.6	71.2	75.0	63.1
4	2007	68.7	70.6	84.3	64.8	59.7	49.3
	2008	82.7	77.6	68.3	70.6	66.7	55.8
	2009	80.3	86.9	80.0	77.1	82.1	63.9
ALL	2007	74.5	76.6	89.1	76.5	71.2	58.7
	2008	80.9	77.6	75.0	71.3	74.6	61.9
	2009	80.5	82.0	81.0	74.9	79.4	63.6

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			18.4	18.9	*	16.7	16.7		18.2	18.8	18.4	15.9	38
	2008			18.2	20.0	*	18.2	18.2		16.7	20.0	18.2	20.9	22
	2009												15.6	0
4	2007			26.7	27.6		27.6	26.7	*	22.2	33.3	26.7	24.6	30
	2008			28.6	31.3	*	29.4	29.4		26.3	31.3	28.6	22.8	35
	2009			27.8	29.4	*	27.8	27.8		25.0	30.0	27.8	26.3	18
5	2007												11.7	0
	2008												14.2	0
	2009			28.6	28.6	*	28.6	28.6		27.3	30.0	28.6	13.3	21
ALL	2007			22.1	22.7	*	21.5	21.2	*	20.0	25.0	22.1	—	68
	2008			24.6	26.9	*	25.0	25.0		22.6	26.9	24.6	—	57
	2009			28.2	28.9	*	28.2	28.2		26.3	30.0	28.2	—	39


NUMBER TESTED IN ALL GRADES													
2007	0	0	68	66	1	65	66	1	40	28	68	—	
2008	0	0	57	52	4	56	56	0	31	26	57	—	
2009	0	0	39	38	4	39	39	0	19	20	39	—	

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			73.3	72.4		72.4	73.3	*	61.1	91.7	73.3	79.1	30
	2008			70.6	67.7	*	69.7	69.7		61.1	81.3	70.6	81.9	34
	2009			72.2	70.6	*	72.2	72.2		62.5	80.0	72.2	87.1	18

NUMBER TESTED IN GRADE 4													
2007	0	0	30	29	0	29	30	1	18	12	30	364	
2008	0	0	34	31	1	33	33	0	18	16	34	667	
2009	0	0	18	17	3	18	18	0	8	10	18	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			8	8		8	8	*	7	1	8	76	30
	2008			10	10	*	10	10		7	3	10	121	34
	2009			5	5	*	5	5		3	2	5	127	18

NUMBER TESTED IN GRADE 4													
2007	0	0	30	29	0	29	30	1	18	12	30	364	
2008	0	0	34	31	1	33	33	0	18	16	34	667	
2009	0	0	18	17	3	18	18	0	8	10	18	981	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition <sup>1</sup> : 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	<b>2007</b>	1.8	80.8	71.7	88.8	79.2
	<b>2008</b>	1.7	82.4	79.0	88.6	83.1
	<b>2009</b>	1.8	91.7	81.9	87.5	83.3

<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			3.3	3.4		3.4	3.3	*	0.0	8.3	3.3	13.2	30
	2008			0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	14.2	34
	2009			5.6	5.9	*	5.6	5.6		0.0	10.0	5.6	20.4	18

NUMBER TESTED IN GRADE 4													
2007	0	0	30	29	0	29	30	1	18	12	30	364	
2008	0	0	34	31	1	33	33	0	18	16	34	667	
2009	0	0	18	17	3	18	18	0	8	10	18	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)
5	2007												21.1	0
	2008												18.1	0
	2009			26.3	26.3	*	26.3	26.3		22.2	30.0	26.3	35.3	19

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	0	0	0	0	0	0	0	0	0	0	105
2009	0	0	19	19	1	19	19	0	9	10	19	19	201

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												45	0
	2008												86	0
	2009			14	14	*	14	14		7	7	14	130	19

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	0	0	0	0	0	0	0	0	0	0	105
2009	0	0	19	19	1	19	19	0	9	10	19	201	




## AVERAGE PERCENTAGE CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007				
	2008				
	2009	72.1	69.6	62.6	49.1

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007												5.3	0
	2008												2.9	0
	2009			5.3	5.3	*	5.3	5.3		0.0	10.0	5.3	3.5	19

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	0	0	0	0	0	0	0	0	0	0	105
2009	0	0	19	19	1	19	19	0	9	10	19	19	201

 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	5
4														
	2008		*	*	*	*	*	*		*		*	70.7	4
	2009	*	*	*	62.5	66.7	*	*		66.7	*	66.7	71.8	9
5														
	2008		87.5	*	75.0	77.8	*	83.3		66.7	*	77.8	73.3	9
	2009		*	*	100.0	100.0	*	100.0		*	*	100.0	80.3	7
3-5														
	2008	*	91.7	*	88.2	88.9	*	92.3		85.7	*	88.9	73.7	18
	2009	*	90.0	62.5	73.7	76.2	50.0	80.0		80.0	*	76.2	79.2	21

NUMBER TESTED IN GRADES 3-5													
2008	2	12	4	17	18	4	13	0	14	4	18	1,807	
2009	2	10	8	19	21	6	15	0	15	4	21	1,867	

## NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008	*	*	*	*	*	*	*		*	*	*	116	5
	2009		*	*	*	*	*	*		*	*	*	60	5
4														
	2008		*	*	*	*	*	*		*		*	181	4
	2009	*	*	*	3	3	*	*		2	*	3	192	9
5														
	2008		1	*	2	2	*	1		2	*	2	179	9
	2009		*	*	0	0	*	0		*	*	0	137	7
3-5														
	2008	*	1	*	2	2	*	1		2	*	2	476	18
	2009	*	1	3	5	5	3	3		3	*	5	389	21

NUMBER TESTED IN GRADES 3-5													
2008	2	12	4	17	18	4	13	0	14	4	18	1,807	
2009	2	10	8	19	21	6	15	0	15	4	21	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	63.0	51.9	40.7	40.3
5					
	2008	69.7	79.6	70.4	72.7
	2009	79.2	92.9	92.9	83.1
3-5					
	2008	72.1	73.1	70.6	75.5
	2009	70.6	70.6	60.8	60.0

## 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														
	2008	*	*	*	*	*	*	*		*	*	*	10.8	5
	2009		*	*	*	*	*	*		*	*	*	16.2	5
4														
	2008		*	*	*	*	*	*		*		*	9.7	4
	2009	*	*	*	0.0	0.0	*	*		0.0	*	0.0	8.9	9
5														
	2008		25.0	*	25.0	22.2	*	16.7		16.7	*	22.2	14.9	9
	2009		*	*	50.0	42.9	*	50.0		*	*	42.9	14.1	7
3-5														
	2008	*	25.0	*	23.5	22.2	*	23.1		21.4	*	22.2	12.0	18
	2009	*	30.0	25.0	26.3	23.8	16.7	33.3		26.7	*	23.8	12.7	21

NUMBER TESTED IN GRADES 3-5													
2008	2	12	4	17	18	4	13	0	14	4	18	1,807	
2009	2	10	8	19	21	6	15	0	15	4	21	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	*	*	*	83.3	83.3	*	*		*	*	83.3	76.1	6
	2009		*	*	*	*	*	*		*	*	*	81.2	4
4														
	2008		*	*	*	*	*	*		*		*	69.1	3
	2009	*	*	*	100.0	100.0	*	*		100.0	*	100.0	75.8	8
5														
	2008		*	*	*	33.3	*	*		*	*	33.3	64.0	6
	2009		*	*	100.0	100.0	*	100.0		100.0	*	100.0	80.2	8
3-5														
	2008	*	62.5	*	71.4	66.7	*	83.3		61.5	*	66.7	69.4	15
	2009	*	100.0	100.0	100.0	100.0	100.0	100.0		100.0	*	100.0	78.8	20

NUMBER TESTED IN GRADES 3-5													
2008	2	8	5	14	15	5	12	0	13	2	15	1,730	
2009	2	9	9	19	20	7	16	0	16	3	20	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	*	*	*	1	1	*	*		*	*	1	129	6
	2009		*	*	*	*	*	*		*	*	*	85	4
4														
	2008		*	*	*	*	*	*		*		*	173	3
	2009	*	*	*	0	0	*	*		0	*	0	157	8
5														
	2008		*	*	*	4	*	*		*	*	4	227	6
	2009		*	*	0	0	*	0		0	*	0	127	8
3-5														
	2008	*	3	*	4	5	*	2		5	*	5	529	15
	2009	*	0	0	0	0	0	0		0	*	0	369	20

NUMBER TESTED IN GRADES 3-5													
2008	2	8	5	14	15	5	12	0	13	2	15	1,730	
2009	2	9	9	19	20	7	16	0	16	3	20	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	43.8	63.3	50.0	50.0	44.4	38.9
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	72.2	64.6	57.5	52.5	41.7	60.4
5							
	2008	46.3	52.8	52.8	47.2	66.7	50.0
	2009	62.5	70.8	64.6	75.0	58.3	62.5
3-5							
	2008	50.1	60.9	51.8	52.2	60.0	51.1
	2009	70.1	72.2	64.8	66.0	51.7	66.7

## 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	*	*	*	0.0	0.0	*	*		*	*	0.0	16.1	6
	2009		*	*	*	*	*	*		*	*	*	22.3	4
4														
	2008		*	*	*	*	*	*		*		*	14.3	3
	2009	*	*	*	0.0	0.0	*	*		0.0	*	0.0	14.0	8
5														
	2008		*	*	*	16.7	*	*		*	*	16.7	14.0	6
	2009		*	*	0.0	0.0	*	0.0		0.0	*	0.0	17.2	8
3-5														
	2008	*	25.0	*	14.3	13.3	*	16.7		7.7	*	13.3	14.7	15
	2009	*	11.1	11.1	10.5	10.0	0.0	12.5		12.5	*	10.0	17.3	20

NUMBER TESTED IN GRADES 3-5													
2008	2	8	5	14	15	5	12	0	13	2	15	1,730	
2009	2	9	9	19	20	7	16	0	16	3	20	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														
	2008		*	*	*	33.3	*	*		*	*	33.3	39.2	6
	2009		*	*	*	16.7	*	*		*	*	16.7	37.5	6

NUMBER TESTED IN GRADE 5													
2008	0	5	1	5	6	1	4	0	5	1	6	668	
2009	0	3	2	5	6	1	5	0	4	1	6	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														
	2008		*	*	*	4	*	*		*	*	4	406	6
	2009		*	*	*	5	*	*		*	*	5	398	6

NUMBER TESTED IN GRADE 5													
2008	0	5	1	5	6	1	4	0	5	1	6	668	
2009	0	3	2	5	6	1	5	0	4	1	6	637	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	71.2	71.4	73.8	47.6
	2009	62.1	59.5	69.0	57.1

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		*	*	*	0.0	*	*		*	*	0.0	5.2	6
	2009		*	*	*	0.0	*	*		*	*	0.0	4.9	6

NUMBER TESTED IN GRADE 5														
2007														
2008	0	5	1	5	6	1	4	0	5	1	6	668		
2009	0	3	2	5	6	1	5	0	4	1	6	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	*	31.8	30.4	46.9	46
	2008	*	78.8	76.5	57.6	34
	2009	62.5	77.8	74.3	41.9	35
1	2007	25.0	54.3	45.1	51.4	51
	2008	*	46.9	44.2	50.2	52
	2009	16.7	62.5	47.2	54.2	36
2	2007	12.5	77.8	42.4	44.5	59
	2008	12.9	45.8	27.3	50.2	55
	2009	13.8	63.2	33.3	47.9	48
1-2	2007	16.7	64.5	43.6	47.6	110
	2008	11.8	46.6	35.5	50.2	107
	2009	14.6	62.8	39.3	51.0	84

Number Tested	2007	50	106	156	24,696	
	2008	35	106	141	21,817	
	2009	49	70	119	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	18.0	39.1	28.1	44.3	96
	2008	24.5	77.1	45.5	44.9	88
	2009	33.3	78.6	46.0	52.8	100
1	2007	38.9	62.9	54.7	48.8	53
	2008	75.0	58.0	66.7	55.5	102
	2009	33.3	65.2	54.3	50.4	35
2	2007	11.8	85.2	44.3	55.6	61
	2008	42.0	68.0	48.1	57.5	106
	2009	22.6	63.2	38.0	53.2	50
K-2	2007	19.6	58.3	39.5	49.1	210
	2008	46.2	66.4	53.7	52.7	296
	2009	30.4	70.0	45.4	52.3	185

Number Tested	2007	102	108	210	34,441	
	2008	186	110	296	41,070	
	2009	115	70	185	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	*	34.8	23.8	32.4	*		*		25.0	34.6	30.4	46.9	46
	2008	*	70.6	81.3	73.3	*		*		83.3	68.8	76.5	57.6	34
	2009		81.0	64.3	78.8	*	*	62.5		66.7	80.0	74.3	41.9	35
1	2007	*	37.9	57.1	45.8		*	25.0		41.2	52.9	45.1	51.4	51
	2008	*	45.8	40.0	48.8	*	*	*		33.3	56.0	44.2	50.2	52
	2009		33.3	66.7	44.1	*		16.7		62.5	35.0	47.2	54.2	36
2	2007	*	29.4	57.1	38.2	*	*	12.5		37.9	46.7	42.4	44.5	59
	2008	*	25.0	30.8	25.5	*	*	12.9		21.6	38.9	27.3	50.2	55
	2009	*	28.6	29.2	31.8	*	*	13.8		32.0	34.8	33.3	47.9	48
1-2	2007	*	33.3	57.1	41.7	*	25.0	16.7		39.7	48.9	43.6	47.6	110
	2008	*	34.6	35.3	36.2	12.5	14.3	11.8		26.6	48.8	35.5	50.2	107
	2009	*	31.0	43.6	37.2	28.6	*	14.6		43.9	34.9	39.3	51.0	84

Number Tested	2007	7	86	63	140	7	8	50	0	83	73	156	24,696
	2008	5	69	67	124	10	7	35	0	82	59	141	21,817
	2009	3	63	53	111	8	5	49	0	56	63	119	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	1	1	*		*		0	1	1	1,245	46
	2008	*	5	5	8	*		*		7	4	11	1,687	34
	2009		2	3	5	*	*	1		1	4	5	771	35
1	2007	*	3	5	8		*	1		5	3	8	1,458	51
	2008	*	2	4	5	*	*	*		2	4	6	1,555	52
	2009		2	4	5	*		0		3	3	6	1,659	36
2	2007	*	3	1	4	*	*	0		2	2	4	896	59
	2008	*	2	4	5	*	*	0		3	3	6	1,065	55
	2009	*	0	2	2	*	*	1		1	1	2	1,027	48
1-2	2007	*	6	6	12	*	1	1		7	5	12	2,355	110
	2008	*	4	8	10	0	0	0		5	7	12	2,620	107
	2009	*	2	6	7	1	*	1		4	4	8	2,688	84

Number Tested	2007	7	86	63	140	7	8	50	0	83	73	156	24,696
	2008	5	69	67	124	10	7	35	0	82	59	141	21,817
	2009	3	63	53	111	8	5	49	0	56	63	119	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	*	47.8	21.1	25.3	*	16.7	18.0		23.8	31.5	28.1	44.3	96
	2008	*	64.7	40.0	43.9	*	22.6	24.5	*	45.7	45.2	45.5	44.9	88
	2009		76.2	38.0	45.8	*	30.3	33.3		34.0	58.0	46.0	52.8	100
1	2007	*	46.7	68.2	56.0	*	*	38.9		51.4	61.1	54.7	48.8	53
	2008	*	48.0	71.6	65.2	*	74.5	75.0		64.6	68.5	66.7	55.5	102
	2009		40.0	73.3	51.5	*		33.3		68.8	42.1	54.3	50.4	35
2	2007	*	27.3	69.6	42.1	0.0	*	11.8		40.6	48.3	44.3	55.6	61
	2008	*	32.1	54.5	46.0	0.0	49.1	42.0		47.8	48.6	48.1	57.5	106
	2009	*	34.8	37.5	37.0	*	*	22.6		34.6	41.7	38.0	53.2	50
K-2	2007	37.5	39.5	39.7	38.1	18.2	20.7	19.6		37.6	41.6	39.5	49.1	210
	2008	*	45.7	55.7	51.8	27.3	48.4	46.2	*	52.1	55.6	53.7	52.7	296
	2009	*	50.0	42.4	44.6	50.0	30.4	30.4		40.2	50.5	45.4	52.3	185

Number Tested	2007	8	86	116	194	11	58	102	0	109	101	210	34,441
	2008	5	70	221	274	11	159	186	1	163	133	296	41,070
	2009	3	64	118	175	8	69	115	0	92	93	185	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	*	4	2	2	*	0	0		1	5	6	2,583	96
	2008	*	6	13	18	*	3	4	*	11	9	20	2,788	88
	2009		2	6	8	*	1	1		3	5	8	2,455	100
1	2007	*	5	7	12	*	*	1		8	4	12	1,769	53
	2008	*	6	20	24	*	16	16		14	12	26	2,800	102
	2009		4	6	9	*		2		5	5	10	1,577	35
2	2007	*	4	6	9	0	*	1		8	2	10	2,098	61
	2008	*	2	25	26	0	12	15		17	10	27	2,912	106
	2009	*	3	3	6	*	*	2		4	2	6	1,686	50
K-2	2007	0	13	15	23	0	1	2		17	11	28	6,450	210
	2008	*	14	58	68	0	31	35	*	42	31	73	8,500	296
	2009	*	9	15	23	1	2	5		12	12	24	5,718	185

Number Tested	2007	8	86	116	194	11	58	102	0	109	101	210	34,441
	2008	5	70	221	274	11	159	186	1	163	133	296	41,070
	2009	3	64	118	175	8	69	115	0	92	93	185	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			85.4	85.4		87.0	87.0		76.2	92.6	85.4	84.7	48
	2008			90.7	90.4		90.6	90.4	*	85.7	96.2	90.7	87.0	54
	2009			79.0	78.3		79.0	80.3		71.4	88.9	79.0	88.6	62
1	2007			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	84.5	43
	2008		*	98.0	98.0		98.0	98.0		100.0	96.6	98.0	88.0	50
	2009			89.3	89.1		88.9	88.7		81.5	96.6	89.3	88.6	56
2	2007			84.6	86.1	*	84.6	84.6	*	68.8	95.7	84.6	89.9	39
	2008			94.0	93.8	*	93.9	93.9		93.5	94.7	94.0	93.4	50
	2009		*	96.4	96.6	*	96.3	96.4		100.0	94.1	96.6	94.0	29
K-2	2007			90.0	90.3	*	90.6	90.5	*	84.6	95.4	90.0	85.6	130
	2008		*	94.1	94.0	*	94.0	94.0	*	92.5	95.9	94.2	89.3	154
	2009		*	86.3	86.1	*	86.0	86.6		79.7	93.2	86.4	90.4	147

Number Tested	2007	0	0	130	124	5	127	126	1	65	65	130	14,889
	2008	0	1	153	149	1	151	150	1	80	74	154	18,257
	2009	0	1	146	144	1	143	142	0	74	73	147	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			18	18		18	18		7	11	18	2,779	48
	2008			22	21		22	22	*	10	12	22	3,280	54
	2009			23	23		23	23		9	14	23	3,525	62
1	2007			24	22	*	24	23		15	9	24	1,782	43
	2008		*	29	29		29	29		15	15	30	2,412	50
	2009			17	17		17	16		8	9	17	2,523	56
2	2007			20	18	*	20	20	*	4	16	20	1,196	39
	2008			17	16	*	17	17		11	6	17	2,596	50
	2009		*	13	14	*	12	13		6	8	14	2,909	29
K-2	2007			62	58	*	62	61	*	26	36	62	5,757	130
	2008		*	68	66	*	68	68	*	36	33	69	8,288	154
	2009		*	53	54	*	52	52		23	31	54	8,957	147

Number Tested	2007	0	0	130	124	5	127	126	1	65	65	130	14,889
	2008	0	1	153	149	1	151	150	1	80	74	154	18,257
	2009	0	1	146	144	1	143	142	0	74	73	147	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	3	0.0	3	33.3	17	35.3	23	30.4
5	6	50.0	8	62.5	0	-	14	57.1
ALL	9	33.3	11	54.5	17	35.3	37	40.5

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (65)	Beginning	10	15.4	23	35.4	50	76.9	31	47.7	31	47.7
	Intermediate	29	44.6	20	30.8	15	23.1	13	20.0	13	20.0
	Advanced	20	30.8	16	24.6	0	0.0	14	21.5	15	23.1
	Advanced High	6	9.2	6	9.2	0	0.0	7	10.8	6	9.2
1 (54)	Beginning	5	9.3	24	44.4	34	63.0	17	31.5	17	31.5
	Intermediate	31	57.4	12	22.2	8	14.8	23	42.6	23	42.6
	Advanced	9	16.7	13	24.1	8	14.8	10	18.5	10	18.5
	Advanced High	9	16.7	5	9.3	4	7.4	4	7.4	4	7.4
2 (46)	Beginning	16	34.8	18	39.1	25	54.3	1	2.2	1	2.2
	Intermediate	12	26.1	13	28.3	13	28.3	19	42.2	22	48.9
	Advanced	14	30.4	13	28.3	7	15.2	9	20.0	10	22.2
	Advanced High	4	8.7	2	4.3	1	2.2	16	35.6	12	26.7
3 (50)	Beginning	7	14.0	22	44.0	27	54.0	4	8.0	4	8.0
	Intermediate	24	48.0	18	36.0	16	32.0	15	30.0	17	34.0
	Advanced	18	36.0	9	18.0	7	14.0	15	30.0	14	28.0
	Advanced High	1	2.0	1	2.0	0	0.0	16	32.0	15	30.0
4 (49)	Beginning	2	4.1	3	6.1	3	6.1	3	6.1	3	6.1
	Intermediate	4	8.2	5	10.2	13	26.5	9	18.4	9	18.4
	Advanced	13	26.5	11	22.4	12	24.5	10	20.4	10	20.4
	Advanced High	30	61.2	30	61.2	21	42.9	27	55.1	27	55.1

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>—</div> <div>—</div>	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
<div>54</div> <div>34 (63.0%)</div>	Beginning	17			
	Intermediate	20	3		
	Advanced	7	3	0	
	Advanced High	3	1	0	
<div>44</div> <div>33 (75.0%)</div>	Beginning	1			
	Intermediate	12	10		
	Advanced	3	6	0	
	Advanced High	1	7	4	
<div>50</div> <div>37 (74.0%)</div>	Beginning	4			
	Intermediate	9	8		
	Advanced	1	12	1	
	Advanced High	0	10	5	
<div>45</div> <div>32 (71.1%)</div>	Beginning	1			
	Intermediate	2	6		
	Advanced	1	3	6	
	Advanced High	0	1	25	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (42)	Beginning	1	2.4	3	7.1	6	14.3	2	4.8	2	4.8
	Intermediate	6	14.3	10	23.8	22	52.4	8	19.0	8	19.0
	Advanced	16	38.1	10	23.8	5	11.9	4	9.5	7	16.7
	Advanced High	19	45.2	19	45.2	9	21.4	28	66.7	25	59.5
ALL (306)	Beginning	41	13.4	93	30.4	145	47.4	58	19.0	58	19.0
	Intermediate	106	34.6	78	25.5	87	28.4	87	28.5	92	30.2
	Advanced	90	29.4	72	23.5	39	12.7	62	20.3	66	21.6
	Advanced High	69	22.5	63	20.6	35	11.4	98	32.1	89	29.2

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>37</div> <div>24 (64.9%)</div>	Beginning	0			
	Intermediate	0	6		
	Advanced	0	0	7	
	Advanced High	0	2	22	
<div>230</div> <div>160 (69.6%)</div>	Beginning	23			
	Intermediate	43	33		
	Advanced	12	24	14	
	Advanced High	4	21	56	

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