

Campus Data Packet

for 2009 - 10 Plans



GILBERT CUELLAR

School Number 276

The information in this packet is based on data from the 2008-09 school year.

This packet contains corrected statistics for norm-referenced assessments (ITBS and Logramos), including the SCE Compliance report. PSAT reports now contain the average score for all students in a grade.

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

STUDENTS AND STAFF

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

11....	TAKS Read (1).....	TAKS Reading: Percentage Meeting Standard
13....	TAKS Read (3).....	TAKS Reading: Performance by Objective
15....	TAKS Math (1).....	TAKS Mathematics: % Meeting Standard
17....	TAKS Math (3).....	TAKS Mathematics: % by Objective
19....	TAKS Write (1).....	TAKS Writing: Percentage Meeting Standard
21....	TAKS Write (3).....	TAKS Writing: Performance by Objective
23....	TAKS Science (1).....	TAKS Science: Percentage Meeting Standard
25....	TAKS Science (3).....	TAKS Science: Performance by Objective
27....	SPTAKS Read (1).....	Spanish TAKS Reading: % Meeting Standard
29....	SPTAKS Read (3).....	Spanish TAKS Reading: Performance by Objective

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (MOD)

31....	TAKS-M Read (1).....	TAKS-M Reading: % Meeting Standard
33....	TAKS-M Read (3).....	TAKS-M Reading: Performance by Objective
35....	TAKS-M Math (1).....	TAKS-M Math: % Meeting Standard
37....	TAKS-M Math (3).....	TAKS-M Math: Performance by Objective
39....	TAKS-M Science (1).....	TAKS-M Science: % Meeting Standard
41....	TAKS-M Science (3).....	TAKS-M Science: Performance by Objective

ITBS / ITED / LOGRAMOS

43....	Compliance.....	SCE Compliance for At-Risk Students
45....	ITBS Read (2).....	ITBS Reading Total: # At or Above the 80th %-tile
47....	ITBS Math (2).....	ITBS Math Total: # At or Above the 80th %-tile
49....	Logramos Read (2).....	Logramos Reading Total: # At or Above the 80th %-tile

MEASURES OF ENGLISH PROFICIENCY

50....	WMLS.....	Woodcock-Muñoz Language Survey
--------	-----------	--------------------------------

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

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

12....	TAKS Read (2).....	TAKS Reading: Number Not Meeting Standard
14....	TAKS Read (4).....	TAKS Reading: Percentage Commended
16....	TAKS Math (2).....	TAKS Mathematics: # Not Meeting Standard
18....	TAKS Math (4).....	TAKS Mathematics: % Commended
20....	TAKS Write (2).....	TAKS Writing: Number Not Meeting Standard
22....	TAKS Write (4).....	TAKS Writing: Percentage Commended
24....	TAKS Science (2).....	TAKS Science: Number Not Meeting Standard
26....	TAKS Science (4).....	TAKS Science: Percentage Commended
28....	SPTAKS Read (2).....	Spanish TAKS Reading: # Not Meeting Standard
30....	SPTAKS Read (4).....	Spanish TAKS Reading: % Commended

32....	TAKS-M Read (2).....	TAKS-M Reading: # Not Meeting Standard
34....	TAKS-M Read (4).....	TAKS-M Reading: Percentage Commended
36....	TAKS-M Math (2).....	TAKS-M Math: # Not Meeting Standard
38....	TAKS-M Math (4).....	TAKS-M Math: Percentage Commended
40....	TAKS-M Science (2).....	TAKS-M Science: # Not Meeting Standard
42....	TAKS-M Science (4).....	TAKS-M Science: Percentage Commended

44....	ITBS Read (1).....	ITBS Reading Total: % At or Above the 40th %-tile
46....	ITBS Math (1).....	ITBS Math Total: % At or Above the 40th %-tile
48....	Logramos Read (1).....	Logramos Reading Total: % At or Above the 40th %-tile

51....	TELPAS.....	TX English Language Proficiency Assessment System
--------	-------------	---

2009-10 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2008-09. They are counted as new if they were not enrolled in a district campus before the last day of the 2007-08 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2007-08 and 2008-09.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

TAKS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- TAKS statistics include both TAKS and TAKS-Accommodated results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2010, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

TAKS-M (Modified)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Kindergarten ITBS reading results for all three years are for the Language Total subtest; all other grades' results reflect Reading Total performance. (The Reading Total summary is not available with use of the level 5R form administered to kindergarteners in 2009.) All Logramos reading summaries are for Reading Total. The number tested includes kindergarteners.
- Numbers tested in READING for 2007 may not match those reported in campus data packets published in the prior years. Previous totals did not consistently include students in Kindergarten, though documentation included with the reports indicated otherwise.
- Kindergarten ITBS reading and mathematics results for all three years are for the Language subtest and Mathematics subtest. All other grades' results reflect Reading Total or Mathematics Total performance. (The Reading and Mathematics Total summaries are not available with use of the level 5R form administered to kindergartners.) Logramos reading summaries are for Reading Total. The “number tested” statistics include kindergartners.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2008 to 2009, the TEA did not report the 2008 composite rating.
- If a student is rated as advanced high in 2009, the TEA does not differentiate between the advanced and advanced high levels from 2008.

STUDENT ENROLLMENT

Grade	Enrollment
EC	10
PK	81
KN	124
1	146
2	107
3	120
4	119
5	123
6	97
ALL	927

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	195	21.0	19	32.2
American Indian	1	0.1	*	*
Asian	2	0.2	*	*
Hispanic	697	75.2	20	33.9
White	32	3.5	16	27.1
Other	**	**	4	6.8

*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	883	95.3
Limited English proficient students	434	46.8
Special education students	69	7.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	83	14	16.9	0	0.0	0	0.0	66	79.5	3	3.6
	2008	80	10	12.5	0	0.0	0	0.0	68	85.0	2	2.5
	2009	81	10	12.3	1	1.2	0	0.0	68	84.0	2	2.5
KN	2007	118	23	19.5	0	0.0	0	0.0	91	77.1	4	3.4
	2008	136	30	22.1	0	0.0	0	0.0	100	73.5	6	4.4
	2009	124	21	16.9	0	0.0	0	0.0	100	80.6	3	2.4
1	2007	123	27	22.0	0	0.0	0	0.0	89	72.4	7	5.7
	2008	144	36	25.0	0	0.0	0	0.0	106	73.6	2	1.4
	2009	146	29	19.9	0	0.0	0	0.0	111	76.0	6	4.1
2	2007	127	32	25.2	0	0.0	1	0.8	89	70.1	5	3.9
	2008	138	43	31.2	0	0.0	0	0.0	91	65.9	4	2.9
	2009	107	24	22.4	0	0.0	0	0.0	80	74.8	3	2.8
3	2007	110	28	25.5	0	0.0	0	0.0	73	66.4	9	8.2
	2008	130	35	26.9	0	0.0	1	0.8	90	69.2	4	3.1
	2009	120	27	22.5	0	0.0	0	0.0	89	74.2	4	3.3
4	2007	102	28	27.5	0	0.0	0	0.0	72	70.6	2	2.0
	2008	128	37	28.9	0	0.0	1	0.8	80	62.5	10	7.8
	2009	119	26	21.8	0	0.0	1	0.8	89	74.8	3	2.5
5	2007	104	38	36.5	1	1.0	0	0.0	61	58.7	4	3.8
	2008	105	27	25.7	0	0.0	0	0.0	75	71.4	3	2.9
	2009	123	34	27.6	0	0.0	0	0.0	81	65.9	8	6.5
6	2007	89	23	25.8	0	0.0	0	0.0	62	69.7	4	4.5
	2008	103	36	35.0	1	1.0	0	0.0	63	61.2	3	2.9
	2009	97	22	22.7	0	0.0	1	1.0	71	73.2	3	3.1
EC-6	2007	867	216	24.9	1	0.1	1	0.1	610	70.4	39	4.5
	2008	977	261	26.7	1	0.1	2	0.2	679	69.5	34	3.5
	2009	927	195	21.0	1	0.1	2	0.2	697	75.2	32	3.5

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	83	82	98.8	48	57.8	2	2.4	0	0.0	82	98.8	1.2
	2008	80	78	97.5	55	68.8	2	2.5	0	0.0	80	100.0	0.0
	2009	81	79	97.5	57	70.4	2	2.5	0	0.0	80	98.8	1.2
KN	2007	118	109	92.4	62	52.5	2	1.7	4	3.4	46	39.0	0.8
	2008	136	128	94.1	65	47.8	8	5.9	3	2.2	43	31.6	0.7
	2009	124	118	95.2	69	55.6	1	0.8	3	2.4	49	39.5	4.0
1	2007	123	116	94.3	67	54.5	7	5.7	3	2.4	13	10.6	10.6
	2008	144	132	91.7	69	47.9	9	6.3	10	6.9	15	10.4	4.9
	2009	146	138	94.5	72	49.3	12	8.2	9	6.2	11	7.5	11.6
2	2007	127	115	90.6	65	51.2	5	3.9	9	7.1	10	7.9	1.6
	2008	138	131	94.9	70	50.7	11	8.0	9	6.5	18	13.0	4.3
	2009	107	99	92.5	52	48.6	7	6.5	12	11.2	6	5.6	3.7
3	2007	110	101	91.8	54	49.1	11	10.0	14	12.7	12	10.9	2.7
	2008	130	122	93.8	59	45.4	7	5.4	18	13.8	13	10.0	4.6
	2009	120	117	97.5	69	57.5	8	6.7	12	10.0	9	7.5	1.7
4	2007	102	94	92.2	36	35.3	10	9.8	16	15.7	11	10.8	0.0
	2008	128	121	94.5	47	36.7	16	12.5	12	9.4	18	14.1	0.0
	2009	119	113	95.0	64	53.8	7	5.9	22	18.5	11	9.2	0.0
5	2007	104	103	99.0	19	18.3	9	8.7	16	15.4	9	8.7	8.7
	2008	105	101	96.2	21	20.0	8	7.6	18	17.1	5	4.8	5.7
	2009	123	119	96.7	32	26.0	12	9.8	18	14.6	6	4.9	2.4
6	2007	89	83	93.3	17	19.1	9	10.1	13	14.6	6	6.7	0.0
	2008	103	100	97.1	17	16.5	10	9.7	15	14.6	13	12.6	0.0
	2009	97	91	93.8	19	19.6	10	10.3	21	21.6	6	6.2	0.0
EC-6	2007	867	812	93.7	368	42.4	66	7.6	75	8.7	197	22.7	3.7
	2008	977	923	94.5	403	41.2	84	8.6	85	8.7	210	21.5	3.5
	2009	927	883	95.3	434	46.8	69	7.4	97	10.5	181	19.5	4.2

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2007	39.8	4,117.2	37.4	93.9	3,933.6	95.5	100	100.0	100.0	69	7,436	100.0	100.0
	2008	39.4	4,133.2	36.9	93.8	3,942.7	95.4	100	100.0	100.0	61	7,427	100.0	100.0
	2009	39.8	4,167.8	37.9	95.1	3,975.6	95.4	94	100.0	100.0	70	7,332	100.0	100.0
KN	2007	117.2	13,945.0	111.8	95.4	13,385.6	96.0	24	20.5	24.3	106	12,035	90.5	86.3
	2008	135.2	13,568.1	128.4	95.0	13,004.4	95.8	31	22.9	23.5	118	11,618	87.3	85.6
	2009	122.9	13,515.0	117.1	95.3	12,939.1	95.7	27	22.0	22.5	105	11,501	85.5	85.1
1	2007	118.5	14,353.8	113.9	96.1	13,851.4	96.5	36	30.4	23.2	99	12,437	83.5	86.6
	2008	138.3	14,626.9	133.7	96.7	14,102.7	96.4	25	18.1	21.2	127	12,704	91.9	86.9
	2009	143.7	14,250.8	138.3	96.2	13,719.9	96.3	25	17.4	20.7	129	12,300	89.7	86.3
2	2007	128.0	13,403.8	123.5	96.4	12,978.9	96.8	29	22.7	21.7	108	11,729	84.4	87.5
	2008	136.1	13,708.6	131.3	96.5	13,269.8	96.8	24	17.6	19.7	123	12,043	90.4	87.9
	2009	108.3	13,950.1	105.5	97.4	13,499.0	96.8	20	18.5	18.6	93	12,231	85.9	87.7
3	2007	107.1	12,998.4	103.7	96.8	12,633.3	97.2	27	25.2	21.1	90	11,445	84.0	88.0
	2008	128.3	12,806.9	124.0	96.7	12,425.5	97.0	20	15.6	19.1	119	11,408	92.8	89.1
	2009	117.9	13,095.5	114.4	97.0	12,710.6	97.1	20	17.0	18.3	107	11,634	90.7	88.8
4	2007	102.3	12,104.9	99.5	97.3	11,768.3	97.2	18	17.6	19.7	92	10,683	89.9	88.3
	2008	124.2	12,329.8	120.7	97.1	11,960.3	97.0	21	16.9	19.7	116	10,924	93.4	88.6
	2009	115.0	12,156.4	111.5	97.0	11,789.9	97.0	29	25.2	18.1	94	10,731	81.8	88.3
5	2007	105.0	11,757.0	100.6	95.8	11,426.8	97.2	21	20.0	20.9	87	10,362	82.8	88.1
	2008	102.5	11,874.2	99.4	97.0	11,539.6	97.2	16	15.6	18.8	95	10,608	92.7	89.3
	2009	123.5	11,903.5	119.7	96.9	11,552.9	97.1	18	14.6	17.5	111	10,563	89.8	88.7
6	2007	93.6	11,264.8	89.3	95.3	10,864.3	96.4	26	27.8	21.9	78	9,788	83.3	86.9
	2008	100.0	10,450.4	96.4	96.4	10,060.0	96.3	25	25.0	22.0	87	9,055	87.0	86.6
	2009	93.0	10,588.3	90.3	97.0	10,165.3	96.0	18	19.3	19.9	84	9,131	90.3	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	2007	821.3	94,387.4	788.3	96.0	91,251.6	96.7	288	35.1	31.9	735	86,204	89.5	91.3
	2008	915.6	93,889.2	881.6	96.3	90,666.0	96.6	269	29.4	30.8	854	86,025	93.3	91.6
	2009	873.1	94,064.8	843.0	96.5	90,751.7	96.5	253	29.0	29.6	800	85,648	91.6	91.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	19	32.2
Hispanic	20	33.9
White	16	27.1
Other	4	6.8

Gender	Number	Percent
Female	46	78.0
Male	13	22.0

TOTAL	59
--------------	-----------

AVERAGE NUMBER OF ABSENCES

2007	7.7
2008	8.5
2009	7.1

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	85.7	70.4	72.7	78.0	*	66.7	65.8		66.7	77.5	73.1	84.6	67
	2008	*	78.1	74.3	75.4	*	75.0	60.6		66.7	90.0	76.4	86.2	72
	2009	*	60.9	81.0	69.6	*	*	62.2		62.5	79.2	70.8	87.3	48
4	2007	*	63.6	75.4	75.9		62.1	64.7		75.0	70.7	73.3	69.7	90
	2008	75.0	50.0	71.8	65.2	33.3	73.3	58.6	*	68.4	64.5	66.4	72.1	119
	2009	*	52.0	59.8	56.9	0.0	60.0	53.5	*	55.7	61.1	58.3	75.8	115
5	2007	*	68.8	66.7	66.7	*	42.1	51.7	*	63.3	70.8	67.0	78.3	97
	2008	*	68.2	81.9	77.4	*	44.4	65.2	*	77.4	79.5	78.4	82.9	97
	2009	87.5	57.1	74.4	70.9	*	57.1	50.8	*	73.2	69.5	71.3	82.9	115
6	2007	*	87.0	83.3	85.1	*	80.0	77.8	*	76.7	94.7	85.2	87.2	81
	2008	*	71.0	85.7	80.9	*	68.8	73.8	*	79.2	84.0	81.6	87.8	98
	2009	*	93.8	98.5	96.3	*	100.0	92.1		95.7	97.6	96.6	86.4	88
3-6	2007	83.3	72.1	74.5	75.6	57.1	60.3	64.7	*	70.7	77.8	74.3	79.9	335
	2008	77.8	66.7	78.6	74.2	38.9	66.7	65.0	*	73.0	77.4	75.1	82.0	386
	2009	76.5	63.0	76.4	72.3	27.3	66.4	60.8	*	71.7	74.9	73.2	82.7	366

NUMBER TESTED IN GRADES 3-6													
2007	18	104	212	312	7	73	184	4	167	167	335	41,727	
2008	18	117	248	364	18	87	214	3	200	186	386	41,175	
2009	17	92	254	347	11	107	222	3	187	179	366	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	1	8	9	13	*	5	13		9	9	18	1,675	67
	2008	*	7	9	16	*	2	13		14	3	17	1,443	72
	2009	*	9	4	14	*	*	14		9	5	14	960	48
4	2007	*	8	16	20		11	12		12	12	24	3,189	90
	2008	2	16	22	39	6	12	29	*	18	22	40	2,996	119
	2009	*	12	35	47	6	24	40	*	27	21	48	2,449	115
5	2007	*	10	20	32	*	11	28	*	18	14	32	2,258	97
	2008	*	7	13	21	*	10	16	*	12	9	21	1,827	97
	2009	1	12	20	32	*	12	30	*	15	18	33	1,793	115
6	2007	*	3	9	11	*	2	12	*	10	2	12	1,269	81
	2008	*	9	9	18	*	5	17	*	10	8	18	1,140	98
	2009	*	1	1	3	*	0	3		2	1	3	1,295	88
3-6	2007	3	29	54	76	3	29	65	*	49	37	86	8,391	335
	2008	4	39	53	94	11	29	75	*	54	42	96	7,406	386
	2009	4	34	60	96	8	36	87	*	53	45	98	6,497	366

NUMBER TESTED IN GRADES 3-6													
2007	18	104	212	312	7	73	184	4	167	167	335	41,727	
2008	18	117	248	364	18	87	214	3	200	186	386	41,175	
2009	17	92	254	347	11	107	222	3	187	179	366	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	73.8	78.0	73.9	71.8
	2008	73.2	73.0	77.1	74.5
	2009	70.7	75.6	71.2	76.6
4	2007	78.7	78.3	72.5	69.4
	2008	77.7	72.3	72.1	68.4
	2009	74.5	65.4	67.3	70.4
5	2007	69.3	77.3	70.2	65.4
	2008	74.9	76.4	74.4	73.2
	2009	73.6	73.8	77.7	67.6
6	2007	79.3	84.1	71.8	71.3
	2008	80.1	76.7	75.9	74.3
	2009	85.2	79.7	82.5	84.9
3-6	2007	75.1	79.4	72.0	69.2
	2008	76.8	74.6	74.6	72.2
	2009	76.3	72.8	74.8	73.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	28.6	11.1	18.2	16.9	*	13.3	10.5		14.8	17.5	16.4	21.3	67
	2008	*	12.5	11.4	10.8	*	12.5	9.1		4.8	23.3	12.5	21.5	72
	2009	*	8.7	23.8	15.2	*	*	13.5		8.3	29.2	18.8	34.1	48
4	2007	*	4.5	18.5	15.7		10.3	8.8		14.6	14.6	14.4	16.6	90
	2008	12.5	3.1	9.0	8.0	0.0	8.9	7.1	*	12.3	3.2	7.6	14.4	119
	2009	*	12.0	10.3	10.1	0.0	10.0	8.1	*	11.5	13.0	12.2	18.4	115
5	2007	*	3.1	6.7	5.2	*	0.0	0.0	*	6.1	4.2	5.2	13.1	97
	2008	*	4.5	13.9	11.8	*	0.0	4.3	*	9.4	15.9	12.4	16.5	97
	2009	25.0	7.1	17.9	14.5	*	10.7	4.9	*	16.1	15.3	15.7	18.5	115
6	2007	*	13.0	25.9	23.0	*	20.0	13.0	*	16.3	26.3	21.0	37.4	81
	2008	*	25.8	30.2	27.7	*	12.5	20.0	*	29.2	26.0	27.6	33.8	98
	2009	*	25.0	42.6	39.0	*	0.0	23.7		32.6	47.6	39.8	30.2	88
3-6	2007	11.1	7.7	17.0	14.4	0.0	9.6	7.6	*	12.6	15.0	13.7	21.9	335
	2008	16.7	12.0	16.1	14.6	0.0	8.0	10.7	*	14.0	15.6	14.8	21.1	386
	2009	41.2	12.0	22.4	19.0	0.0	9.3	10.8	*	17.6	24.0	20.8	24.6	366

	NUMBER TESTED IN GRADES 3-6											
2007	18	104	212	312	7	73	184	4	167	167	335	41,727
2008	18	117	248	364	18	87	214	3	200	186	386	41,175
2009	17	92	254	347	11	107	222	3	187	179	366	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	87.5	48.1	65.6	66.1	0.0	50.0	45.9		51.7	68.4	61.2	70.3	67
	2008	*	60.0	71.4	65.1	*	75.0	45.5		61.9	72.4	66.2	76.6	71
	2009	*	56.0	81.4	75.9	83.3	81.8	75.5	*	82.5	70.7	76.5	77.3	115
4	2007	*	82.6	90.9	87.1	*	80.0	80.0		89.8	83.3	87.0	75.7	92
	2008	66.7	66.7	84.6	78.1	18.2	88.9	76.1	*	82.8	75.8	78.5	77.9	121
	2009	*	60.0	83.5	78.3	*	86.4	73.8	*	77.6	79.6	78.6	79.4	112
5	2007	*	72.7	75.0	74.2	*	44.4	61.0	*	68.0	81.3	74.5	82.9	98
	2008	*	78.3	82.4	80.0	*	55.6	68.8	*	81.8	80.0	81.0	84.0	100
	2009	71.4	75.0	85.7	82.6	*	82.1	72.9	*	85.7	78.9	82.3	87.0	113
6	2007	*	52.2	66.7	64.9	*	70.0	50.0	*	55.8	68.4	61.7	70.0	81
	2008	*	53.1	71.4	64.2	16.7	50.0	54.5	*	64.6	66.7	65.7	73.8	99
	2009	*	70.6	89.9	84.5	*	81.3	75.0		85.1	86.0	85.6	73.3	90
3-6	2007	68.4	64.2	76.4	74.0	8.3	63.9	58.4	*	68.4	75.9	72.2	74.7	338
	2008	63.2	63.6	78.8	72.8	14.3	73.6	63.3	*	73.9	73.8	73.7	78.2	391
	2009	80.0	65.3	84.9	80.0	61.5	83.4	74.4	*	82.6	78.3	80.5	79.3	430

	NUMBER TESTED IN GRADES 3-6											
2007	19	106	212	315	12	72	185	4	171	166	338	42,324
2008	19	118	250	367	21	87	218	3	203	187	391	42,082
2009	15	95	317	411	13	169	285	4	218	212	430	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	1	14	11	20	6	7	20		14	12	26	3,303	67
	2008	*	12	10	22	*	2	18		16	8	24	2,542	71
	2009	*	11	16	27	1	12	25	*	10	17	27	2,781	115
4	2007	*	4	6	11	*	6	7		5	7	12	2,604	92
	2008	3	11	12	25	9	5	17	*	10	15	26	2,436	121
	2009	*	10	14	23	*	8	22	*	13	11	24	2,196	112
5	2007	*	9	15	25	*	10	23	*	16	9	25	1,785	98
	2008	*	5	13	19	*	8	15	*	10	9	19	1,730	100
	2009	2	7	11	19	*	5	16	*	8	12	20	1,386	113
6	2007	*	11	18	26	*	3	27	*	19	12	31	3,012	81
	2008	*	15	18	34	5	8	30	*	17	17	34	2,460	99
	2009	*	5	7	13	*	3	10		7	6	13	2,552	90
3-6	2007	6	38	50	82	11	26	77	*	54	40	94	10,704	338
	2008	7	43	53	100	18	23	80	*	53	49	103	9,168	391
	2009	3	33	48	82	5	28	73	*	38	46	84	8,915	430

NUMBER TESTED IN GRADES 3-6													
2007	19	106	212	315	12	72	185	4	171	166	338	42,324	
2008	19	118	250	367	21	87	218	3	203	187	391	42,082	
2009	15	95	317	411	13	169	285	4	218	212	430	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	70.6	76.9	75.4	74.1	74.3	58.0
	2008	77.0	73.9	77.5	75.6	75.4	57.6
	2009	75.9	80.0	85.8	80.6	77.4	66.8
4	2007	86.2	84.9	78.6	77.9	70.1	77.2
	2008	81.9	78.5	74.4	78.9	75.8	72.7
	2009	86.7	76.1	78.0	81.1	75.2	69.4
5	2007	77.0	69.1	81.0	70.4	77.6	74.6
	2008	79.0	76.9	79.0	75.3	75.0	76.8
	2009	80.5	75.3	83.3	75.3	75.0	76.1
6	2007	68.3	62.8	70.5	64.2	71.0	71.5
	2008	69.8	67.1	74.9	68.9	72.1	70.3
	2009	79.3	84.9	85.9	76.0	83.1	81.1
3-6	2007	76.1	73.4	76.7	71.7	73.3	71.3
	2008	77.2	74.4	76.3	74.8	74.6	70.4
	2009	80.6	78.8	83.1	78.4	77.4	72.9

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	12.5	22.2	12.5	16.9	0.0	0.0	10.8		17.2	15.8	16.4	19.2	67
	2008	*	16.7	8.6	12.7	*	12.5	6.1		11.9	17.2	14.1	26.3	71
	2009	*	12.0	24.4	22.3	0.0	27.3	20.6	*	24.6	20.7	22.6	29.0	115
4	2007	*	17.4	25.8	23.5	*	20.0	17.1		32.7	11.9	22.8	22.6	92
	2008	11.1	9.1	23.1	18.4	0.0	17.8	14.1	*	24.1	12.9	18.2	23.8	121
	2009	*	20.0	36.5	31.1	*	44.1	31.0	*	25.9	40.7	33.0	31.6	112
5	2007	*	9.1	33.3	23.7	*	11.1	5.1	*	20.0	29.2	24.5	29.3	98
	2008	*	13.0	36.5	31.6	*	16.7	14.6	*	34.5	26.7	31.0	31.9	100
	2009	14.3	25.0	29.9	26.6	*	14.3	13.6	*	28.6	26.3	27.4	38.4	113
6	2007	*	4.3	25.9	18.9	*	10.0	11.1	*	20.9	15.8	18.5	26.5	81
	2008	*	3.1	25.4	16.8	0.0	6.3	9.1	*	12.5	21.6	17.2	31.0	99
	2009	*	17.6	44.9	39.3	*	18.8	17.5		31.9	46.5	38.9	29.0	90
3-6	2007	5.3	13.2	25.9	21.3	0.0	12.5	10.3	*	23.4	18.7	21.0	24.3	338
	2008	15.8	10.2	25.6	20.4	0.0	14.9	11.5	*	21.7	19.3	20.5	28.1	391
	2009	33.3	18.9	33.4	29.2	0.0	30.2	21.8	*	27.5	32.5	30.0	32.0	430

NUMBER TESTED IN GRADES 3-6													
2007	19	106	212	315	12	72	185	4	171	166	338	42,324	
2008	19	118	250	367	21	87	218	3	203	187	391	42,082	
2009	15	95	317	411	13	169	285	4	218	212	430	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	*	90.9	95.4	95.1		93.1	94.1		95.8	92.7	94.4	86.5	89
	2008	100.0	93.9	93.4	93.7	62.5	91.1	91.4	*	94.7	93.4	94.1	87.4	118
	2009	*	75.0	86.7	83.7	33.3	86.4	81.5	*	77.6	90.4	83.6	87.4	110

	NUMBER TESTED IN GRADE 4											
2007	2	22	65	82	0	29	34	0	48	41	89	10,408
2008	8	33	76	111	8	45	70	1	57	61	118	10,658
2009	2	24	83	104	6	59	81	2	58	52	110	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	3	4		2	2		2	3	5	1,408	89
	2008	0	2	5	7	3	4	6	*	3	4	7	1,348	118
	2009	*	6	11	17	4	8	15	*	13	5	18	1,264	110

	NUMBER TESTED IN GRADE 4											
2007	2	22	65	82	0	29	34	0	48	41	89	10,408
2008	8	33	76	111	8	45	70	1	57	61	118	10,658
2009	2	24	83	104	6	59	81	2	58	52	110	10,032

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.4	86.8	81.6	92.3	89.9
	2008	2.3	81.8	83.2	83.8	86.9
	2009	2.1	81.6	78.9	80.7	83.8

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	*	18.2	36.9	31.7		27.6	26.5		35.4	26.8	31.5	18.2	89
	2008	25.0	6.1	26.3	20.7	12.5	24.4	18.6	*	21.1	19.7	20.3	21.4	118
	2009	*	8.3	21.7	18.3	0.0	16.9	14.8	*	8.6	28.8	18.2	21.0	110

	NUMBER TESTED IN GRADE 4											
2007	2	22	65	82	0	29	34	0	48	41	89	10,408
2008	8	33	76	111	8	45	70	1	57	61	118	10,658
2009	2	24	83	104	6	59	81	2	58	52	110	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	*	46.7	54.5	52.8	*	12.5	35.2	*	55.6	51.1	52.7	62.3	91
	2008	*	66.7	81.7	77.7	*	50.0	67.4	*	86.8	66.7	77.6	71.9	98
	2009	87.5	67.9	79.2	77.1	*	53.6	59.0	*	80.4	72.4	76.3	75.9	114

	NUMBER TESTED IN GRADE 5											
2007	4	30	55	89	1	16	54	1	45	45	91	10,296
2008	3	24	71	94	1	16	46	1	53	45	98	10,686
2009	8	28	77	109	3	28	61	1	56	58	114	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	*	16	25	42	*	14	35	*	20	22	43	3,881	91
	2008	*	8	13	21	*	8	15	*	7	15	22	3,005	98
	2009	1	9	16	25	*	13	25	*	11	16	27	2,542	114

NUMBER TESTED IN GRADE 5													
2007	4	30	55	89	1	16	54	1	45	45	91	10,296	
2008	3	24	71	94	1	16	46	1	53	45	98	10,686	
2009	8	28	77	109	3	28	61	1	56	58	114	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	72.4	71.9	77.3	64.1
	2008	84.0	87.1	78.3	71.3
	2009	85.6	88.4	83.9	66.8

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)
5	2007	*	3.3	14.5	10.1	*	0.0	0.0	*	11.1	8.9	9.9	18.0	91
	2008	*	8.3	25.4	19.1	*	12.5	10.9	*	28.3	13.3	21.4	24.8	98
	2009	37.5	25.0	26.0	25.7	*	10.7	8.2	*	28.6	24.1	26.3	29.1	114

	NUMBER TESTED IN GRADE 5											
2007	4	30	55	89	1	16	54	1	45	45	91	10,296
2008	3	24	71	94	1	16	46	1	53	45	98	10,686
2009	8	28	77	109	3	28	61	1	56	58	114	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			92.1	91.7		91.9	91.9	*	85.0	100.0	92.1	82.9	38
	2008			89.1	88.7	*	88.5	88.5	*	87.1	91.7	89.1	85.4	55
	2009			87.9	89.2	*	87.3	87.5	*	83.9	91.4	87.9	89.4	66
4	2007												65.9	0
	2008			*	*		*	*		*		*	67.0	1
	2009												72.7	0
ALL	2007			92.1	91.7		91.9	91.9	*	85.0	100.0	92.1	—	38
	2008			89.3	88.9	*	88.7	88.7	*	87.5	91.7	89.3	—	56
	2009			87.9	89.2	*	87.3	87.5	*	83.9	91.4	87.9	—	66

NUMBER TESTED IN GRADES ALL													
2007	0	0	38	36	0	37	37	1	20	18	38	—	
2008	0	0	56	54	2	53	53	1	32	24	56	—	
2009	0	0	66	65	4	63	64	1	31	35	66	—	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			3	3		3	3	*	3	0	3	219	38
	2008			6	6	*	6	6	*	4	2	6	239	55
	2009			8	7	*	8	8	*	5	3	8	514	66
4	2007												122	0
	2008			*	*		*	*		*		*	215	1
	2009												268	0
ALL	2007			3	3		3	3	*	3	0	3	—	38
	2008			6	6	*	6	6	*	4	2	6	—	56
	2009			8	7	*	8	8	*	5	3	8	—	66

NUMBER TESTED IN GRADES ALL													
2007	0	0	38	36	0	37	37	1	20	18	38	—	
2008	0	0	56	54	2	53	53	1	32	24	56	—	
2009	0	0	66	65	4	63	64	1	31	35	66	—	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007	83.0	86.8	81.6	73.4
	2008	81.7	84.9	79.4	76.8
	2009	80.5	85.7	80.1	78.6
4	2007				
	2008	*	*	*	*
	2009				
ALL	2007	83.0	86.8	81.6	73.4
	2008	81.8	85.2	79.3	76.7
	2009	80.5	85.7	80.1	78.6

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			31.6	30.6		29.7	29.7	*	30.0	33.3	31.6	14.8	38
	2008			32.7	34.0	*	28.8	28.8	*	32.3	33.3	32.7	17.2	55
	2009			31.8	32.3	*	31.7	31.3	*	25.8	37.1	31.8	30.6	66
4	2007												14.2	0
	2008			*	*		*	*		*		*	13.5	1
	2009												21.1	0
ALL	2007			31.6	30.6		29.7	29.7	*	30.0	33.3	31.6	—	38
	2008			32.1	33.3	*	28.3	28.3	*	31.3	33.3	32.1	—	56
	2009			31.8	32.3	*	31.7	31.3	*	25.8	37.1	31.8	—	66

NUMBER TESTED IN ALL GRADES													
2007	0	0	38	36	0	37	37	1	20	18	38	—	
2008	0	0	56	54	2	53	53	1	32	24	56	—	
2009	0	0	66	65	4	63	64	1	31	35	66	—	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*		*		*		*	77.7	3
	2009		*	*	*	*	*	*		*	*	*	87.7	5
4														
	2008	*	*	*	42.9	42.9	*	33.3		*	*	42.9	70.7	7
	2009	*	*	*	*	*	*	*		*	*	*	71.8	3
5														
	2008		*	*	33.3	33.3	*	33.3		*	*	33.3	73.3	6
	2009	*	*	*	90.0	90.0	*	90.0		*	*	90.0	80.3	10
6														
	2008		*	*	*	*		*		*	*	*	68.6	5
	2009		83.3	*	77.8	77.8	*	75.0		71.4	*	77.8	70.9	9
3-6														
	2008	*	53.3	*	52.4	52.4	*	50.0		42.9	66.7	52.4	72.3	21
	2009	*	86.7	80.0	77.8	77.8	77.8	83.3		68.8	90.9	77.8	77.1	27

NUMBER TESTED IN GRADES 3-6													
2008	2	15	4	21	21	3	18	0	14	6	21	2,463	
2009	2	15	10	27	27	9	24	0	16	11	27	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	3
	2009		*	*	*	*	*	*		*	*	*	60	5
4														
	2008	*	*	*	4	4	*	4		*	*	4	181	7
	2009	*	*	*	*	*	*	*		*	*	*	192	3
5														
	2008		*	*	4	4	*	4		*	*	4	179	6
	2009	*	*	*	1	1	*	1		*	*	1	137	10
6														
	2008		*	*	*	*		*		*	*	*	206	5
	2009		1	*	2	2	*	2		2	*	2	182	9
3-6														
	2008	*	7	*	10	10	*	9		8	2	10	682	21
	2009	*	2	2	6	6	2	4		5	1	6	571	27

NUMBER TESTED IN GRADES 3-6													
2008	2	15	4	21	21	3	18	0	14	6	21	2,463	
2009	2	15	10	27	27	9	24	0	16	11	27	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	48.8	47.6	45.2	51.8
	2009	*	*	*	*
5					
	2008	59.1	63.9	50.0	56.1
	2009	66.4	70.0	80.0	61.8
6					
	2008	*	*	*	*
	2009	68.7	68.5	74.1	62.6
3-6					
	2008	57.1	62.7	57.8	54.8
	2009	62.1	66.7	67.8	58.1

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)
3														
	2008		*		*	*		*		*		*	10.8	3
	2009		*	*	*	*	*	*		*	*	*	16.2	5
4														
	2008	*	*	*	0.0	0.0	*	0.0		*	*	0.0	9.7	7
	2009	*	*	*	*	*	*	*		*	*	*	8.9	3
5														
	2008		*	*	0.0	0.0	*	0.0		*	*	0.0	14.9	6
	2009	*	*	*	10.0	10.0	*	10.0		*	*	10.0	14.1	10
6														
	2008		*	*	*	*		*		*	*	*	7.3	5
	2009		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	7.5	9
3-6														
	2008	*	0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	10.7	21
	2009	*	6.7	0.0	3.7	3.7	0.0	4.2		0.0	9.1	3.7	11.4	27

NUMBER TESTED IN GRADES 3-6														
2008	2	15	4	21	21	3	18	0	14	6	21	2,463		
2009	2	15	10	27	27	9	24	0	16	11	27	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	3
	2009		*	*	*	*	*	*		*	*	*	81.2	4
4														
	2008	*	*	*	*	*	*	*		*	*	*	69.1	5
	2009	*	*	*	66.7	66.7	*	*		*	*	66.7	75.8	6
5														
	2008		*	*	16.7	16.7	*	16.7		*	*	16.7	64.0	6
	2009	*	*	*	90.0	90.9	*	90.9		*	85.7	90.9	80.2	11
6														
	2008		*	*	*	*		*		*	*	*	57.0	4
	2009		*	*	71.4	71.4	*	66.7		66.7	*	71.4	64.0	7
3-6														
	2008	*	61.5	*	55.6	55.6	*	56.3		46.2	*	55.6	66.2	18
	2009	*	100.0	66.7	81.5	82.1	66.7	83.3		81.3	83.3	82.1	75.2	28

NUMBER TESTED IN GRADES 3-6													
2008	1	13	4	18	18	3	16	0	13	5	18	2,335	
2009	3	13	12	27	28	9	24	0	16	12	28	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	3
	2009		*	*	*	*	*	*		*	*	*	85	4
4														
	2008	*	*	*	*	*	*	*		*	*	*	173	5
	2009	*	*	*	2	2	*	*		*	*	2	157	6
5														
	2008		*	*	5	5	*	5		*	*	5	227	6
	2009	*	*	*	1	1	*	1		*	1	1	127	11
6														
	2008		*	*	*	*		*		*	*	*	260	4
	2009		*	*	2	2	*	2		2	*	2	205	7
3-6														
	2008	*	5	*	8	8	*	7		7	*	8	789	18
	2009	*	0	4	5	5	3	4		3	2	5	574	28

NUMBER TESTED IN GRADES 3-6													
2008	1	13	4	18	18	3	16	0	13	5	18	2,335	
2009	3	13	12	27	28	9	24	0	16	12	28	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	*	*	*	*	*	*
	2009	59.3	36.1	70.0	46.7	11.1	30.6
5							
	2008	33.3	41.7	47.2	36.1	27.8	53.3
	2009	50.5	62.1	60.6	59.1	63.6	60.0
6							
	2008	*	*	*	*	*	*
	2009	60.7	44.9	40.5	57.1	68.6	55.1
3-6							
	2008	47.5	43.8	53.1	58.7	40.0	47.7
	2009	58.9	52.7	58.9	60.4	54.0	53.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*		*		*		*	16.1	3
	2009		*	*	*	*	*	*		*	*	*	22.3	4
4														
	2008	*	*	*	*	*	*	*		*	*	*	14.3	5
	2009	*	*	*	0.0	0.0	*	*		*	*	0.0	14.0	6
5														
	2008		*	*	0.0	0.0	*	0.0		*	*	0.0	14.0	6
	2009	*	*	*	0.0	0.0	*	0.0		*	0.0	0.0	17.2	11
6														
	2008		*	*	*	*		*		*	*	*	6.4	4
	2009		*	*	0.0	0.0	*	0.0		0.0	*	0.0	8.4	7
3-6														
	2008	*	0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	12.6	18
	2009	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	15.1	28

NUMBER TESTED IN GRADES 3-6													
2008	1	13	4	18	18	3	16	0	13	5	18	2,335	
2009	3	13	12	27	28	9	24	0	16	12	28	2,313	

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	*	33.3		*	*	33.3	39.2	6
	2009		*	*	0.0	0.0	*	0.0		*	*	0.0	37.5	9

NUMBER TESTED IN GRADE 5													
2008	0	3	3	6	6	3	6	0	5	1	6	668	
2009	0	5	4	9	9	3	9	0	4	5	9	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	*	4		*	*	4	406	6
	2009		*	*	9	9	*	9		*	*	9	398	9

NUMBER TESTED IN GRADE 5													
2008	0	3	3	6	6	3	6	0	5	1	6	668	
2009	0	5	4	9	9	3	9	0	4	5	9	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	63.6	59.5	66.7	47.6
	2009	56.6	65.1	60.3	41.3

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)
5														
	2008		*	*	0.0	0.0	*	0.0		*	*	0.0	5.2	6
	2009		*	*	0.0	0.0	*	0.0		*	*	0.0	4.9	9

NUMBER TESTED IN GRADE 5														
2007														
2008	0	3	3	6	6	3	6	0	5	1	6	668		
2009	0	5	4	9	9	3	9	0	4	5	9	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	*	53.8	55.6	46.9	54
	2008	*	73.5	72.5	57.6	69
	2009	31.3	69.4	57.7	41.9	52
1	2007	7.1	57.1	44.6	51.4	56
	2008	16.7	37.1	35.3	50.2	68
	2009	10.3	76.7	50.0	54.2	72
2	2007	58.8	71.4	64.5	44.5	31
	2008	23.1	58.3	36.5	50.2	63
	2009	29.4	80.0	48.1	47.9	54
1-2	2007	35.5	60.7	51.7	47.6	87
	2008	22.2	43.0	35.9	50.2	131
	2009	20.6	77.8	49.2	51.0	126

Number Tested	2007	33	108	141	24,696	
	2008	46	154	200	21,817	
	2009	79	99	178	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	51.6	60.0	55.6	44.3	117
	2008	62.5	47.2	54.4	44.9	136
	2009	76.8	80.5	78.0	52.8	123
1	2007	50.0	65.1	56.6	48.8	99
	2008	52.1	42.0	47.1	55.5	140
	2009	30.0	65.9	51.4	50.4	74
2	2007	54.3	81.3	67.2	55.6	67
	2008	60.4	50.0	58.0	57.5	131
	2009	22.9	85.0	45.5	53.2	55
K-2	2007	51.6	66.9	58.7	49.1	283
	2008	58.5	45.6	53.1	52.7	407
	2009	54.4	75.2	63.1	52.3	252

Number Tested	2007	153	130	283	34,441	
	2008	236	171	407	41,070	
	2009	147	105	252	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	*	58.3	53.8	53.1	*	*	*		50.0	59.4	55.6	46.9	54
	2008	83.3	74.2	68.8	74.2	66.7	*	*		73.7	71.0	72.5	57.6	69
	2009	*	45.0	65.5	53.2		*	31.3		57.1	58.1	57.7	41.9	52
1	2007	42.9	40.0	50.0	42.0	*	*	7.1		30.8	56.7	44.6	51.4	56
	2008	*	17.6	53.1	33.3	*	*	16.7		29.0	40.5	35.3	50.2	68
	2009	*	48.3	50.0	49.3	37.5	*	10.3		53.8	45.5	50.0	54.2	72
2	2007	*	50.0	78.6	67.9		*	58.8		66.7	62.5	64.5	44.5	31
	2008	*	34.2	38.1	34.5	*	0.0	23.1		18.8	54.8	36.5	50.2	63
	2009	*	29.2	67.9	48.0	*	*	29.4		52.0	44.8	48.1	47.9	54
1-2	2007	50.0	43.9	60.5	51.3	*	55.6	35.5		43.9	58.7	51.7	47.6	87
	2008	50.0	26.4	47.2	33.9	50.0	11.1	22.2		23.8	47.1	35.9	50.2	131
	2009	42.9	39.6	57.6	48.7	33.3	*	20.6		53.1	45.2	49.2	51.0	126

Number Tested	2007	12	65	64	127	3	11	33	0	63	78	141	24,696
	2008	12	103	85	183	14	10	46	0	101	99	200	21,817
	2009	10	73	95	166	12	5	79	0	85	93	178	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	*	6	6	11	*	*	*		5	8	13	1,245	54
	2008	3	7	9	17	0	*	*		11	8	19	1,687	69
	2009	*	2	5	6		*	1		2	6	8	771	52
1	2007	1	4	5	9	*	*	0		3	7	10	1,458	56
	2008	*	2	8	9	*	*	1		8	2	10	1,555	68
	2009	*	8	7	15	1	*	1		7	10	17	1,659	72
2	2007	*	5	2	6		*	2		2	5	7	896	31
	2008	*	0	1	2	*	0	0		1	1	2	1,065	63
	2009	*	0	1	1	*	*	0		1	0	1	1,027	54
1-2	2007	1	9	7	15	*	1	2		5	12	17	2,355	87
	2008	1	2	9	11	0	1	1		9	3	12	2,620	131
	2009	2	8	8	16	1	*	1		8	10	18	2,688	126

Number Tested	2007	12	65	64	127	3	11	33	0	63	78	141	24,696
	2008	12	103	85	183	14	10	46	0	101	99	200	21,817
	2009	10	73	95	166	12	5	79	0	85	93	178	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	*	54.2	55.1	53.7	*	51.6	51.6		62.7	50.0	55.6	44.3	117
	2008	66.7	45.2	56.6	52.8	37.5	61.5	62.5		56.2	52.4	54.4	44.9	136
	2009	*	66.7	80.8	76.9	*	80.9	76.8		73.9	80.5	78.0	52.8	123
1	2007	71.4	50.0	57.6	53.8	*	60.0	50.0	*	57.9	55.7	56.6	48.8	99
	2008	*	32.4	51.9	45.7	33.3	53.6	52.1		56.5	39.7	47.1	55.5	140
	2009	66.7	44.8	53.8	50.7	55.6	*	30.0		48.8	54.5	51.4	50.4	74
2	2007	*	58.1	76.7	64.4	*	90.0	54.3		64.9	70.0	67.2	55.6	67
	2008	*	30.8	70.5	57.9	50.0	79.4	60.4	*	55.0	60.6	58.0	57.5	131
	2009	*	29.2	58.6	43.1	*	*	22.9		52.0	40.0	45.5	53.2	55
K-2	2007	68.8	54.3	59.5	56.2	30.0	58.1	51.6	*	61.9	56.1	58.7	49.1	283
	2008	58.3	35.6	59.1	52.1	40.7	64.9	58.5	*	55.9	50.5	53.1	52.7	407
	2009	63.6	45.9	70.7	61.9	46.7	78.1	54.4		59.8	65.7	63.1	52.3	252

Number Tested	2007	16	81	185	260	10	117	153	1	126	157	283	34,441
	2008	12	104	291	382	27	202	236	1	195	212	407	41,070
	2009	11	74	167	239	15	73	147	0	112	140	252	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	*	7	17	24	*	9	9		14	12	26	2,583	117
	2008	2	8	29	37	3	17	17		26	13	39	2,788	136
	2009	*	5	45	46	*	28	32		16	34	50	2,455	123
1	2007	1	0	12	13	*	9	9	*	4	9	13	1,769	99
	2008	*	3	21	24	1	15	14		14	11	25	2,800	140
	2009	3	3	10	15	3	*	1		8	8	16	1,577	74
2	2007	*	7	8	14	*	4	6		9	9	18	2,098	67
	2008	*	0	27	27	1	23	24	*	12	15	27	2,912	131
	2009	*	0	4	3	*	*	1		3	1	4	1,686	55
K-2	2007	5	14	37	51	0	22	24	*	27	30	57	6,450	283
	2008	3	11	77	88	5	55	55	*	52	39	91	8,500	407
	2009	3	8	59	64	3	29	34		27	43	70	5,718	252

Number Tested	2007	16	81	185	260	10	117	153	1	126	157	283	34,441
	2008	12	104	291	382	27	202	236	1	195	212	407	41,070
	2009	11	74	167	239	15	73	147	0	112	140	252	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			86.9	86.0		86.2	86.2		82.8	90.6	86.9	84.7	61
	2008			94.0	93.8	*	95.3	96.8		91.2	97.0	94.0	87.0	67
	2009		*	94.2	94.2	*	94.0	95.5		83.3	100.0	94.3	88.6	70
1	2007			93.5	93.4	*	93.3	93.3	*	87.5	97.4	93.5	84.5	62
	2008			85.7	87.5	*	86.2	85.9		83.9	87.2	85.7	88.0	70
	2009		*	90.4	88.4	*	88.7	88.7		88.6	89.7	89.2	88.6	74
2	2007			96.6	96.4	*	96.4	96.3	*	94.4	100.0	96.6	89.9	59
	2008			92.3	92.3	83.3	93.4	93.3	*	89.3	94.6	92.3	93.4	65
	2009			98.0	97.9	*	97.9	97.9		100.0	96.2	98.0	94.0	51
K-2	2007			92.3	91.9	83.3	91.9	91.9	*	88.8	95.7	92.3	85.6	182
	2008			90.6	91.2	80.0	91.6	92.0	*	88.2	92.7	90.6	89.3	202
	2009		*	93.8	93.0	42.9	93.0	93.5		90.5	95.5	93.3	90.4	195

Number Tested	2007	0	0	182	173	6	173	172	2	89	93	182	14,889
	2008	0	0	202	194	10	190	187	1	93	109	202	18,257
	2009	0	2	193	186	7	186	185	0	84	111	195	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			34	32		31	31		18	16	34	2,779	61
	2008			44	42	*	43	43		22	22	44	3,280	67
	2009		*	59	58	*	56	56		16	43	59	3,525	70
1	2007			26	26	*	24	24	*	8	18	26	1,782	62
	2008			34	32	*	30	29		13	21	34	2,412	70
	2009		*	26	23	*	26	26		12	14	26	2,523	74
2	2007			41	38	*	37	37	*	25	16	41	1,196	59
	2008			44	44	3	42	41	*	18	26	44	2,596	65
	2009			44	41	*	41	41		22	22	44	2,909	51
K-2	2007			101	96	1	92	92	*	51	50	101	5,757	182
	2008			122	118	4	115	113	*	53	69	122	8,288	202
	2009		*	129	122	2	123	123		50	79	129	8,957	195

Number Tested	2007	0	0	182	173	6	173	172	2	89	93	182	14,889
	2008	0	0	202	194	10	190	187	1	93	109	202	18,257
	2009	0	2	193	186	7	186	185	0	84	111	195	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	6	50.0	11	81.8	17	11.8	34	41.2
5	0	-	2	50.0	0	-	2	50.0
6	1	0.0	3	33.3	0	-	4	25.0
ALL	7	42.9	16	68.8	17	11.8	40	40.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (74)	Beginning	43	58.1	48	64.9	71	95.9	70	94.6	70	94.6
	Intermediate	24	32.4	19	25.7	2	2.7	2	2.7	2	2.7
	Advanced	3	4.1	3	4.1	1	1.4	1	1.4	1	1.4
	Advanced High	4	5.4	4	5.4	0	0.0	1	1.4	1	1.4
1 (70)	Beginning	13	18.6	27	38.6	42	60.0	41	58.6	41	58.6
	Intermediate	32	45.7	30	42.9	19	27.1	11	15.7	11	15.7
	Advanced	24	34.3	12	17.1	7	10.0	17	24.3	17	24.3
	Advanced High	1	1.4	1	1.4	2	2.9	1	1.4	1	1.4
2 (54)	Beginning	10	18.5	12	22.2	15	27.8	6	11.1	6	11.1
	Intermediate	19	35.2	22	40.7	24	44.4	9	16.7	10	18.5
	Advanced	6	11.1	7	13.0	11	20.4	16	29.6	20	37.0
	Advanced High	19	35.2	13	24.1	4	7.4	23	42.6	18	33.3
3 (73)	Beginning	14	19.2	14	19.2	29	39.7	4	5.5	4	5.5
	Intermediate	22	30.1	22	30.1	22	30.1	19	26.0	23	31.5
	Advanced	27	37.0	28	38.4	13	17.8	23	31.5	26	35.6
	Advanced High	10	13.7	9	12.3	9	12.3	27	37.0	20	27.4
4 (66)	Beginning	1	1.5	3	4.5	6	9.1	3	4.5	3	4.5
	Intermediate	8	12.1	13	19.7	18	27.3	11	16.7	11	16.7
	Advanced	36	54.5	34	51.5	20	30.3	16	24.2	17	25.8
	Advanced High	21	31.8	16	24.2	22	33.3	36	54.5	35	53.0

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	—	—	—	
69 29 (42.0%)	Beginning	40			
	Intermediate	11	0		
	Advanced	16	1	0	
	Advanced High	0	1	0	
48 42 (87.5%)	Beginning	5			
	Intermediate	8	1		
	Advanced	16	1	0	
	Advanced High	11	5	1	
67 33 (49.3%)	Beginning	4			
	Intermediate	5	16		
	Advanced	0	10	14	
	Advanced High	0	2	16	
59 42 (71.2%)	Beginning	0			
	Intermediate	1	9		
	Advanced	0	9	8	
	Advanced High	2	2	28	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (32)	Beginning	3	9.4	3	9.4	2	6.3	0	0.0	0	0.0
	Intermediate	9	28.1	5	15.6	6	18.8	3	9.4	3	9.4
	Advanced	9	28.1	15	46.9	16	50.0	8	25.0	8	25.0
	Advanced High	11	34.4	9	28.1	8	25.0	21	65.6	21	65.6
6 (19)	Beginning	0	0.0	0	0.0	1	5.3	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	2	10.5	1	5.3	1	5.3
	Advanced	0	0.0	1	5.3	8	42.1	1	5.3	1	5.3
	Advanced High	19	100.0	18	94.7	8	42.1	17	89.5	17	89.5
ALL (388)	Beginning	84	21.6	107	27.6	166	42.8	124	32.0	124	32.0
	Intermediate	114	29.4	111	28.6	93	24.0	56	14.4	61	15.7
	Advanced	105	27.1	100	25.8	76	19.6	82	21.1	90	23.2
	Advanced High	85	21.9	70	18.0	53	13.7	126	32.5	113	29.1

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
29 25 (86.2%)	Beginning	0			
	Intermediate	2	1		
	Advanced	0	5	3	
	Advanced High	0	1	17	
17 17 (100.0%)	Beginning	0			
	Intermediate	1	0		
	Advanced	0	1	0	
	Advanced High	0	0	15	
290 188 (64.8%)	Beginning	50			
	Intermediate	28	27		
	Advanced	32	27	25	
	Advanced High	13	11	77	

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