

Campus Data Packet

for 2009 - 10 Plans



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School Number 279

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

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

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2009-10 SCHOOL SUMMARY

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

ENROLLMENT

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

ATTENDANCE

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

TEACHERS

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

TAKS

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

TAKS-M (Modified)

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

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

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

TELPAS

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

STUDENT ENROLLMENT

Grade	Enrollment
EC	1
KN	133
1	116
2	127
3	114
4	98
5	76
ALL	665

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	178	26.8	7	17.5
American Indian	3	0.5	*	*
Asian	32	4.8	*	*
Hispanic	329	49.5	6	15.0
White	123	18.5	25	62.5
Other	**	**	2	5.0

*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	476	71.6
Limited English proficient students	159	23.9
Special education students	42	6.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
KN	2007	150	56	37.3	0	0.0	12	8.0	56	37.3	26	17.3
	2008	146	42	28.8	0	0.0	10	6.8	73	50.0	21	14.4
	2009	133	33	24.8	0	0.0	7	5.3	67	50.4	26	19.5
1	2007	153	52	34.0	0	0.0	9	5.9	55	35.9	37	24.2
	2008	153	55	35.9	1	0.7	15	9.8	59	38.6	23	15.0
	2009	116	32	27.6	0	0.0	7	6.0	64	55.2	13	11.2
2	2007	132	45	34.1	0	0.0	7	5.3	56	42.4	24	18.2
	2008	160	52	32.5	1	0.6	7	4.4	67	41.9	33	20.6
	2009	127	36	28.3	1	0.8	10	7.9	57	44.9	23	18.1
3	2007	110	37	33.6	1	0.9	4	3.6	53	48.2	15	13.6
	2008	131	49	37.4	0	0.0	4	3.1	53	40.5	25	19.1
	2009	114	33	28.9	1	0.9	2	1.8	59	51.8	19	16.7
4	2007	106	41	38.7	1	0.9	6	5.7	41	38.7	17	16.0
	2008	100	32	32.0	1	1.0	5	5.0	47	47.0	15	15.0
	2009	98	28	28.6	0	0.0	2	2.0	42	42.9	26	26.5
5	2007	95	30	31.6	0	0.0	9	9.5	39	41.1	17	17.9
	2008	116	44	37.9	0	0.0	5	4.3	50	43.1	17	14.7
	2009	76	16	21.1	1	1.3	4	5.3	39	51.3	16	21.1
EC-5	2007	746	261	35.0	2	0.3	47	6.3	300	40.2	136	18.2
	2008	807	274	34.0	3	0.4	46	5.7	350	43.4	134	16.6
	2009	665	178	26.8	3	0.5	32	4.8	329	49.5	123	18.5

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
KN	2007	150	95	63.3	23	15.3	4	2.7	2	1.3	116	77.3	0.7
	2008	146	98	67.1	29	19.9	9	6.2	4	2.7	120	82.2	2.1
	2009	133	92	69.2	33	24.8	6	4.5	6	4.5	116	87.2	0.8
1	2007	153	101	66.0	26	17.0	7	4.6	4	2.6	64	41.8	2.0
	2008	153	103	67.3	31	20.3	8	5.2	4	2.6	40	26.1	1.3
	2009	116	79	68.1	25	21.6	6	5.2	10	8.6	21	18.1	0.9
2	2007	132	85	64.4	25	18.9	10	7.6	18	13.6	44	33.3	2.3
	2008	160	106	66.3	30	18.8	12	7.5	9	5.6	45	28.1	3.8
	2009	127	90	70.9	27	21.3	5	3.9	13	10.2	22	17.3	0.8
3	2007	110	79	71.8	30	27.3	12	10.9	11	10.0	32	29.1	0.9
	2008	131	88	67.2	23	17.6	11	8.4	20	15.3	36	27.5	3.1
	2009	114	89	78.1	26	22.8	6	5.3	8	7.0	28	24.6	2.6
4	2007	106	75	70.8	16	15.1	4	3.8	16	15.1	35	33.0	1.9
	2008	100	70	70.0	23	23.0	7	7.0	8	8.0	30	30.0	1.0
	2009	98	66	67.3	25	25.5	6	6.1	16	16.3	20	20.4	0.0
5	2007	95	68	71.6	15	15.8	11	11.6	19	20.0	27	28.4	0.0
	2008	116	84	72.4	23	19.8	8	6.9	18	15.5	32	27.6	0.9
	2009	76	59	77.6	23	30.3	12	15.8	11	14.5	28	36.8	0.0
EC-5	2007	746	503	67.4	135	18.1	48	6.4	70	9.4	318	42.6	1.3
	2008	807	549	68.0	159	19.7	56	6.9	63	7.8	304	37.7	2.1
	2009	665	476	71.6	159	23.9	42	6.3	64	9.6	236	35.5	0.9

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
KN	2007	150.7	13,945.0	144.3	95.8	13,385.6	96.0	39	25.9	24.3	129	12,035	85.6	86.3
	2008	151.4	13,568.1	145.1	95.8	13,004.4	95.8	37	24.4	23.5	126	11,618	83.2	85.6
	2009	135.2	13,515.0	128.5	95.1	12,939.1	95.7	39	28.8	22.5	109	11,501	80.6	85.1
1	2007	146.9	14,353.8	141.0	96.0	13,851.4	96.5	42	28.6	23.2	120	12,437	81.7	86.6
	2008	157.9	14,626.9	152.2	96.4	14,102.7	96.4	24	15.2	21.2	137	12,704	86.7	86.9
	2009	115.5	14,250.8	111.1	96.2	13,719.9	96.3	29	25.1	20.7	94	12,300	81.4	86.3
2	2007	131.0	13,403.8	126.4	96.5	12,978.9	96.8	33	25.2	21.7	110	11,729	84.0	87.5
	2008	158.6	13,708.6	153.4	96.7	13,269.8	96.8	37	23.3	19.7	134	12,043	84.5	87.9
	2009	128.6	13,950.1	124.6	96.9	13,499.0	96.8	20	15.5	18.6	113	12,231	87.9	87.7
3	2007	113.3	12,998.4	108.7	95.9	12,633.3	97.2	28	24.7	21.1	90	11,445	79.4	88.0
	2008	131.9	12,806.9	127.2	96.5	12,425.5	97.0	34	25.8	19.1	106	11,408	80.4	89.1
	2009	118.5	13,095.5	114.3	96.5	12,710.6	97.1	21	17.7	18.3	100	11,634	84.4	88.8
4	2007	98.5	12,104.9	94.5	95.9	11,768.3	97.2	36	36.5	19.7	78	10,683	79.2	88.3
	2008	103.1	12,329.8	99.8	96.8	11,960.3	97.0	31	30.1	19.7	86	10,924	83.4	88.6
	2009	97.6	12,156.4	94.3	96.6	11,789.9	97.0	22	22.6	18.1	82	10,731	84.1	88.3
5	2007	95.4	11,757.0	92.5	96.9	11,426.8	97.2	26	27.2	20.9	73	10,362	76.5	88.1
	2008	118.5	11,874.2	114.7	96.8	11,539.6	97.2	21	17.7	18.8	102	10,608	86.1	89.3
	2009	78.1	11,903.5	75.0	96.0	11,552.9	97.1	20	25.6	17.5	63	10,563	80.6	88.7
EC-5	2007	735.9	83,122.6	707.3	96.1	80,387.4	96.7	206	28.0	33.3	600	76,416	81.5	91.9
	2008	821.4	83,438.7	792.5	96.5	80,606.0	96.6	185	22.5	31.9	691	76,970	84.1	92.2
	2009	674.2	83,476.5	648.3	96.2	80,586.5	96.5	152	22.5	30.9	561	76,517	83.2	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	7	17.5
Hispanic	6	15.0
White	25	62.5
Other	2	5.0

Gender	Number	Percent
Female	36	90.0
Male	4	10.0

TOTAL	40
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AVERAGE NUMBER OF ABSENCES

2007	6.6
2008	7.8
2009	5.7

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	93.8	94.1	80.0	86.8	*	79.2	76.3		86.0	90.5	87.9	84.6	99
	2008	100.0	93.6	89.7	93.3	*	93.8	92.7		95.1	92.6	93.9	86.2	115
	2009	100.0	90.9	95.1	94.1	83.3	100.0	97.6		97.9	91.7	94.8	87.3	96
4	2007	93.8	82.5	79.4	81.5	*	58.3	69.6		83.7	85.4	84.5	69.7	97
	2008	83.3	73.3	77.5	69.4	*	58.8	63.6		76.1	78.0	77.0	72.1	87
	2009	100.0	85.2	87.5	89.1	*	82.4	82.9		87.8	93.3	90.7	75.8	86
5	2007	87.5	93.1	80.0	86.4	*	70.0	69.2		79.6	89.7	84.3	78.3	89
	2008	100.0	88.1	87.8	86.3	83.3	85.7	77.1		86.7	93.3	89.5	82.9	105
	2009	92.3	92.9	96.2	95.0	83.3	100.0	95.0		97.1	90.5	94.6	82.9	56
3-5	2007	91.7	89.3	79.8	84.9	100.0	71.7	72.4		83.2	88.4	85.6	77.6	285
	2008	96.2	86.6	85.0	83.8	75.0	78.7	80.5		86.8	88.6	87.6	80.3	307
	2009	98.2	89.2	92.9	92.6	78.6	91.4	91.8		94.4	92.1	93.3	81.5	238

	NUMBER TESTED IN GRADES 3-5											
2007	48	103	114	192	10	46	87	0	155	129	285	31,814
2008	53	119	120	210	12	47	123	0	167	140	307	31,840
2009	57	74	99	163	14	35	97	0	124	114	238	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	1	2	9	9	*	5	9		8	4	12	1,675	99
	2008	0	3	4	5	*	1	4		3	4	7	1,443	115
	2009	0	3	2	4	1	0	1		1	4	5	960	96
4	2007	1	7	7	12	*	5	7		8	7	15	3,189	97
	2008	2	8	9	19	*	7	12		11	9	20	2,996	87
	2009	0	4	4	6	*	3	6		5	3	8	2,449	86
5	2007	2	2	7	8	*	3	8		10	4	14	2,258	89
	2008	0	5	5	10	1	2	8		8	3	11	1,827	105
	2009	1	1	1	2	1	0	1		1	2	3	1,793	56
3-5	2007	4	11	23	29	0	13	24		26	15	41	7,122	285
	2008	2	16	18	34	3	10	24		22	16	38	6,266	307
	2009	1	8	7	12	3	3	8		7	9	16	5,202	238

	NUMBER TESTED IN GRADES 3-5											
2007	48	103	114	192	10	46	87	0	155	129	285	31,814
2008	53	119	120	210	12	47	123	0	167	140	307	31,840
2009	57	74	99	163	14	35	97	0	124	114	238	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	81.8	86.0	74.7	77.8
	2008	83.8	89.1	89.4	80.9
	2009	81.7	82.0	84.2	86.7
4	2007	82.3	82.7	78.5	72.9
	2008	79.7	77.0	77.2	74.8
	2009	87.5	84.6	77.1	83.0
5	2007	76.4	83.3	75.1	73.5
	2008	79.9	86.2	80.7	80.0
	2009	82.6	87.7	88.2	83.0
3-5	2007	80.3	84.0	76.1	74.8
	2008	81.3	84.7	83.0	78.9
	2009	84.0	84.3	82.6	84.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	43.8	29.4	17.8	20.6	*	12.5	10.5		29.8	23.8	27.3	21.3	99
	2008	54.2	29.8	20.5	25.3	*	25.0	25.5		32.8	33.3	33.0	21.5	115
	2009	42.1	27.3	41.5	33.8	33.3	25.0	23.8		37.5	39.6	38.5	34.1	96
4	2007	37.5	7.5	17.6	12.3	*	16.7	8.7		14.3	22.9	18.6	16.6	97
	2008	0.0	13.3	20.0	16.1	*	5.9	6.1		13.0	19.5	16.1	14.4	87
	2009	28.0	25.9	18.8	21.8	*	11.8	11.4		17.1	28.9	23.3	18.4	86
5	2007	18.8	6.9	11.4	11.9	*	10.0	3.8		14.3	12.8	13.5	13.1	89
	2008	29.4	11.9	14.6	11.0	33.3	0.0	8.6		15.0	17.8	16.2	16.5	105
	2009	23.1	50.0	26.9	30.0	33.3	20.0	15.0		22.9	47.6	32.1	18.5	56
3-5	2007	33.3	14.6	15.8	15.1	30.0	13.0	8.0		20.0	20.2	20.0	17.1	285
	2008	34.0	19.3	18.3	17.6	16.7	10.6	15.4		21.0	24.3	22.5	17.4	307
	2009	31.6	31.1	30.3	28.8	28.6	17.1	17.5		26.6	36.8	31.5	22.7	238

	NUMBER TESTED IN GRADES 3-5											
2007	48	103	114	192	10	46	87	0	155	129	285	31,814
2008	53	119	120	210	12	47	123	0	167	140	307	31,840
2009	57	74	99	163	14	35	97	0	124	114	238	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	86.7	70.6	68.0	71.2	*	69.0	59.5		66.7	79.1	71.8	70.3	103
	2008	87.5	70.8	78.3	75.3	*	78.9	64.5		80.6	75.0	77.9	76.6	122
	2009	89.5	60.6	81.0	76.7	42.9	79.2	67.8		83.0	71.7	77.0	77.3	113
4	2007	88.2	77.5	83.3	79.4	*	64.3	66.7		90.0	74.0	82.0	75.7	100
	2008	75.0	86.7	80.5	80.6	*	61.1	61.8		80.4	85.7	83.0	77.9	88
	2009	92.0	81.5	87.5	89.1	*	82.4	80.0		92.7	82.2	87.2	79.4	86
5	2007	100.0	71.4	82.9	82.0	83.3	66.7	72.0		79.6	88.9	83.7	82.9	86
	2008	100.0	81.4	86.0	83.1	66.7	81.3	72.2		86.7	87.5	87.0	84.0	108
	2009	92.3	92.9	89.3	88.4	83.3	84.6	86.4		91.7	90.9	91.4	87.0	58
3-5	2007	91.7	73.5	76.9	77.2	84.6	67.3	64.8		78.0	79.8	78.9	76.2	289
	2008	88.7	78.5	81.5	79.5	53.8	73.6	65.9		82.7	82.0	82.4	79.5	318
	2009	91.2	74.3	84.7	83.2	66.7	81.5	75.0		88.5	78.7	83.7	81.0	257

NUMBER TESTED IN GRADES 3-5													
2007	48	102	121	202	13	52	91	0	159	129	289	32,298	
2008	53	121	130	220	13	53	132	0	168	150	318	32,696	
2009	57	74	118	184	15	54	116	0	130	127	257	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	2	10	16	21	*	9	17		20	9	29	3,303	103
	2008	3	14	10	20	*	4	22		12	15	27	2,542	122
	2009	2	13	11	20	4	5	19		9	17	26	2,781	113
4	2007	2	9	6	14	*	5	8		5	13	18	2,604	100
	2008	3	4	8	12	*	7	13		9	6	15	2,436	88
	2009	2	5	4	6	*	3	7		3	8	11	2,196	86
5	2007	0	8	6	11	1	3	7		10	4	14	1,785	86
	2008	0	8	6	13	2	3	10		8	6	14	1,730	108
	2009	1	1	3	5	1	2	3		3	2	5	1,386	58
3-5	2007	4	27	28	46	2	17	32		35	26	61	7,692	289
	2008	6	26	24	45	6	14	45		29	27	56	6,708	318
	2009	5	19	18	31	5	10	29		15	27	42	6,363	257

NUMBER TESTED IN GRADES 3-5													
2007	48	102	121	202	13	52	91	0	159	129	289	32,298	
2008	53	121	130	220	13	53	132	0	168	150	318	32,696	
2009	57	74	118	184	15	54	116	0	130	127	257	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	73.2	75.7	74.6	71.5	80.1	63.5
	2008	79.4	81.6	84.7	74.9	84.8	68.5
	2009	77.5	82.2	84.4	74.9	81.0	69.6
4	2007	81.9	83.7	79.3	80.2	75.5	74.9
	2008	83.5	84.9	78.2	78.2	78.1	74.1
	2009	89.7	79.9	80.0	76.4	84.9	74.1
5	2007	75.7	73.8	81.9	76.4	76.7	76.3
	2008	81.8	79.0	89.4	79.0	81.7	78.0
	2009	86.8	85.7	85.7	85.5	84.9	84.5
3-5	2007	77.0	77.9	78.4	76.0	77.5	71.2
	2008	81.4	81.6	84.5	77.2	81.9	73.3
	2009	83.7	82.2	83.2	77.8	83.2	74.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	33.3	14.7	6.0	9.6	*	3.4	4.8		13.3	14.0	13.6	19.2	103
	2008	50.0	20.8	19.6	22.2	*	15.8	8.1		30.6	25.0	27.9	26.3	122
	2009	26.3	15.2	22.4	18.6	28.6	16.7	11.9		20.8	25.0	23.0	29.0	113
4	2007	47.1	20.0	25.0	19.1	*	0.0	8.3		32.0	24.0	28.0	22.6	100
	2008	25.0	16.7	34.1	25.8	*	33.3	20.6		30.4	21.4	26.1	23.8	88
	2009	32.0	22.2	34.4	30.9	*	29.4	20.0		34.1	26.7	30.2	31.6	86
5	2007	18.8	7.1	17.1	16.4	16.7	22.2	16.0		20.4	13.9	18.6	29.3	86
	2008	47.1	30.2	30.2	29.9	16.7	0.0	2.8		28.3	39.6	33.3	31.9	108
	2009	30.8	50.0	53.6	44.2	33.3	38.5	40.9		44.4	54.5	48.3	38.4	58
3-5	2007	33.3	14.7	14.9	14.9	23.1	5.8	8.8		21.4	17.8	20.1	23.6	289
	2008	43.4	23.1	27.7	25.9	7.7	17.0	9.8		29.8	28.7	29.2	27.3	318
	2009	29.8	24.3	33.1	28.3	26.7	25.9	19.8		31.5	30.7	31.1	32.8	257

NUMBER TESTED IN GRADES 3-5													
2007	48	102	121	202	13	52	91	0	159	129	289	32,298	
2008	53	121	130	220	13	53	132	0	168	150	318	32,696	
2009	57	74	118	184	15	54	116	0	130	127	257	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	100.0	81.1	100.0	88.7	*	100.0	72.7		84.8	97.8	91.3	86.5	92
	2008	91.7	90.3	85.7	84.1	*	77.8	77.1		83.3	95.2	88.9	87.4	90
	2009	95.7	82.1	79.4	82.1	*	70.6	77.8		83.7	86.4	85.1	87.4	87

	NUMBER TESTED IN GRADE 4											
2007	14	37	34	62	1	10	22	0	46	46	92	10,408
2008	12	31	42	63	2	18	35	0	48	42	90	10,658
2009	23	28	34	56	4	17	36	0	43	44	87	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	0	7	0	7	*	0	6		7	1	8	1,408	92
	2008	1	3	6	10	*	4	8		8	2	10	1,348	90
	2009	1	5	7	10	*	5	8		7	6	13	1,264	87

	NUMBER TESTED IN GRADE 4											
2007	14	37	34	62	1	10	22	0	46	46	92	10,408
2008	12	31	42	63	2	18	35	0	48	42	90	10,658
2009	23	28	34	56	4	17	36	0	43	44	87	10,032

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.2	84.5	85.6	92.1	90.2
	2008	2.2	80.0	85.0	83.8	83.8
	2009	2.1	87.4	80.3	84.6	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	42.9	21.6	26.5	21.0	*	10.0	13.6		19.6	34.8	27.2	18.2	92
	2008	25.0	25.8	23.8	27.0	*	11.1	8.6		18.8	31.0	24.4	21.4	90
	2009	34.8	17.9	17.6	21.4	*	5.9	8.3		16.3	27.3	21.8	21.0	87

	NUMBER TESTED IN GRADE 4											
2007	14	37	34	62	1	10	22	0	46	46	92	10,408
2008	12	31	42	63	2	18	35	0	48	42	90	10,658
2009	23	28	34	56	4	17	36	0	43	44	87	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	93.8	66.7	70.6	70.7	83.3	55.6	52.0		75.0	72.2	74.1	62.3	85
	2008	94.4	61.9	78.0	67.1	66.7	64.3	47.2		73.3	73.9	73.6	71.9	106
	2009	92.9	78.6	92.3	87.8	85.7	90.0	80.0		89.2	90.0	89.5	75.9	57

	NUMBER TESTED IN GRADE 5											
2007	16	27	34	58	6	9	25	0	48	36	85	10,296
2008	18	42	41	73	6	14	36	0	60	46	106	10,686
2009	14	14	26	41	7	10	20	0	37	20	57	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	1	9	10	17	1	4	12		12	10	22	3,881	85
	2008	1	16	9	24	2	5	19		16	12	28	3,005	106
	2009	1	3	2	5	1	1	4		4	2	6	2,542	57

NUMBER TESTED IN GRADE 5													
2007	16	27	34	58	6	9	25	0	48	36	85	10,296	
2008	18	42	41	73	6	14	36	0	60	46	106	10,686	
2009	14	14	26	41	7	10	20	0	37	20	57	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	81.2	84.2	82.2	69.3
	2008	85.3	86.1	82.6	69.0
	2009	91.2	93.0	84.6	76.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007	25.0	0.0	23.5	15.5	16.7	11.1	8.0		20.8	11.1	16.5	18.0	85
	2008	38.9	14.3	26.8	21.9	50.0	7.1	8.3		33.3	13.0	24.5	24.8	106
	2009	57.1	28.6	38.5	31.7	42.9	20.0	30.0		40.5	40.0	40.4	29.1	57

	NUMBER TESTED IN GRADE 5											
2007	16	27	34	58	6	9	25	0	48	36	85	10,296
2008	18	42	41	73	6	14	36	0	60	46	106	10,686
2009	14	14	26	41	7	10	20	0	37	20	57	10,550

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			*	*		*	*		*	*	*	82.9	5
	2008			100.0	100.0		100.0	100.0		*	100.0	100.0	85.4	7
	2009			87.5	87.5		87.5	87.5		83.3	90.0	87.5	89.4	16
4	2007			*	*		*	*		*	*	*	65.9	5
	2008												67.0	0
	2009			*	*	*	*	*		*	*	*	72.7	4
5	2007												75.8	0
	2008			*	*		*	*		*	*	*	70.6	3
	2009			83.3	83.3		83.3	*		*	*	83.3	79.7	6
ALL	2007			70.0	87.5		85.7	83.3		*	83.3	70.0	—	10
	2008			100.0	100.0		100.0	100.0		*	100.0	100.0	—	10
	2009			80.8	80.8	*	80.8	80.0		88.9	76.5	80.8	—	26

NUMBER TESTED IN GRADES ALL													
2007	0	0	10	8	0	7	6	0	4	6	10	—	
2008	0	0	10	9	0	10	10	0	2	8	10	—	
2009	0	0	26	26	1	26	25	0	9	17	26	—	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			*	*		*	*		*	*	*	219	5
	2008			0	0		0	0		*	0	0	239	7
	2009			2	2		2	2		1	1	2	514	16
4	2007			*	*		*	*		*	*	*	122	5
	2008												215	0
	2009			*	*	*	*	*		*	*	*	268	4
5	2007												22	0
	2008			*	*		*	*		*	*	*	65	3
	2009			1	1		1	*		*	*	1	86	6
ALL	2007			3	1		1	1		*	1	3	—	10
	2008			0	0		0	0		*	0	0	—	10
	2009			5	5	*	5	5		1	4	5	—	26

NUMBER TESTED IN GRADES ALL													
2007	0	0	10	8	0	7	6	0	4	6	10	—	
2008	0	0	10	9	0	10	10	0	2	8	10	—	
2009	0	0	26	26	1	26	25	0	9	17	26	—	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007	*	*	*	*
	2008	82.9	89.8	88.1	82.1
	2009	79.2	82.1	80.2	78.9
4	2007	*	*	*	*
	2008				
	2009	*	*	*	*
5	2007				
	2008	*	*	*	*
	2009	83.3	85.4	70.8	69.2
ALL	2007	73.3	77.9	57.6	58.0
	2008	83.4	89.1	80.4	79.8
	2009	76.7	80.4	77.2	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			*	*		*	*		*	*	*	14.8	5
	2008			28.6	33.3		28.6	28.6		*	16.7	28.6	17.2	7
	2009			31.3	31.3		31.3	31.3		33.3	30.0	31.3	30.6	16
4	2007			*	*		*	*		*	*	*	14.2	5
	2008												13.5	0
	2009			*	*	*	*	*		*	*	*	21.1	4
5	2007												17.6	0
	2008			*	*		*	*		*	*	*	19.9	3
	2009			16.7	16.7		16.7	*		*	*	16.7	15.3	6
ALL	2007			10.0	12.5		14.3	16.7		*	16.7	10.0	—	10
	2008			30.0	33.3		30.0	30.0		*	12.5	30.0	—	10
	2009			23.1	23.1	*	23.1	24.0		22.2	23.5	23.1	—	26

NUMBER TESTED IN ALL GRADES													
2007	0	0	10	8	0	7	6	0	4	6	10	—	
2008	0	0	10	9	0	10	10	0	2	8	10	—	
2009	0	0	26	26	1	26	25	0	9	17	26	—	

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			*	*					*	*	*	61.2	3
	2008												63.1	0
	2009			*	*	*	*	*		*	*	*	69.7	4
5	2007												38.3	0
	2008			*	*		*	*		*		*	53.3	1
	2009			*	*		*	*			*	*	50.0	3
ALL	2007			*	*					*	*	*	60.9	3
	2008			*	*		*	*		*		*	68.2	1
	2009			71.4	71.4	*	71.4	66.7		*	*	71.4	64.9	7

NUMBER TESTED IN GRADES ALL													
2007	0	0	3	1	0	0	0	0	0	2	1	3	1,376
2008	0	0	1	1	0	1	1	0	0	1	0	1	1,664
2009	0	0	7	7	1	7	6	0	0	2	5	7	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)
4	2007			*	*					*	*	*	112	3
	2008												157	0
	2009			*	*	*	*	*		*	*	*	149	4
5	2007												37	0
	2008			*	*		*	*		*		*	56	1
	2009			*	*		*	*			*	*	105	3
ALL	2007			*	*					*	*	*	538	3
	2008			*	*		*	*		*		*	529	1
	2009			2	2	*	2	2		*	*	2	280	7

NUMBER TESTED IN GRADES ALL													
2007	0	0	3	1	0	0	0	0	0	2	1	3	1,376
2008	0	0	1	1	0	1	1	0	0	1	0	1	1,664
2009	0	0	7	7	1	7	6	0	0	2	5	7	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
4	2007						
	2008	*	*	*	*	*	*
	2009						
5	2007						
	2008						
	2009	*	*	*	*	*	*
ALL	2007						
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*

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			*	*					*	*	*	24.6	3
	2008												22.8	0
	2009			*	*	*	*	*		*	*	*	26.3	4
5	2007												11.7	0
	2008			*	*		*	*		*		*	14.2	1
	2009			*	*		*	*			*	*	13.3	3
ALL	2007			*	*					*	*	*	—	3
	2008			*	*		*	*		*		*	—	1
	2009			28.6	28.6	*	28.6	33.3		*	*	28.6	—	7

NUMBER TESTED IN ALL GRADES													
2007	0	0	3	1	0	0	0	0	0	2	1	3	—
2008	0	0	1	1	0	1	1	0	0	1	0	1	—
2009	0	0	7	7	1	7	6	0	0	2	5	7	—

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	2
	2009			50.0	50.0		50.0	*		*	*	50.0	35.3	6

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	2	2	0	2	2	0	1	1	2	2	105
2009	0	0	6	6	0	6	5	0	1	5	6	6	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	2
	2009			3	3		3	*		*	*	3	130	6

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	2	2	0	2	2	0	1	1	2	105	
2009	0	0	6	6	0	6	5	0	1	5	6	201	

AVERAGE PERCENTAGE CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007				
	2008	*	*	*	*
	2009	80.8	81.5	72.2	61.1

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	2
	2009			0.0	0.0		0.0	*		*	*	0.0	3.5	6

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	2	2	0	2	2	0	1	1	2	105	
2009	0	0	6	6	0	6	5	0	1	5	6	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	3
	2009		*	*	*	*	*	*			*	*	87.7	2
4														
	2008	*	*	*	*	*	*	*		*	*	*	70.7	5
	2009		*	*	*	*		*		*		*	71.8	2
5														
	2008		*	*	*	*	*	*		*		*	73.3	3
	2009	*	*	*	83.3	85.7	*	*		83.3	*	85.7	80.3	7
3-5														
	2008	*	*	*	90.0	90.9	83.3	85.7		85.7	*	90.9	73.7	11
	2009	*	*	100.0	90.0	90.9	*	85.7		87.5	*	90.9	79.2	11

NUMBER TESTED IN GRADES 3-5													
2008	1	5	5	10	11	6	7	0	7	4	11	1,807	
2009	2	3	6	10	11	5	7	0	8	3	11	1,867	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	116	3
	2009		*	*	*	*	*	*			*	*	60	2
4														
	2008	*	*	*	*	*	*	*		*	*	*	181	5
	2009		*	*	*	*		*		*		*	192	2
5														
	2008		*	*	*	*	*	*		*		*	179	3
	2009	*	*	*	1	1	*	*		1	*	1	137	7
3-5														
	2008	*	*	*	1	1	1	1		1	*	1	476	11
	2009	*	*	0	1	1	*	1		1	*	1	389	11

NUMBER TESTED IN GRADES 3-5													
2008	1	5	5	10	11	6	7	0	7	4	11	1,807	
2009	2	3	6	10	11	5	7	0	8	3	11	1,867	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	*	*	*	*
4					
	2008	*	*	*	*
	2009	*	*	*	*
5					
	2008	*	*	*	*
	2009	75.3	81.0	81.0	70.1
3-5					
	2008	62.4	62.1	63.0	68.1
	2009	61.7	71.2	68.5	65.1

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	2
4														
	2008	*	*	*	*	*	*	*		*	*	*	9.7	5
	2009		*	*	*	*		*		*		*	8.9	2
5														
	2008		*	*	*	*	*	*		*		*	14.9	3
	2009	*	*	*	33.3	28.6	*	*		16.7	*	28.6	14.1	7
3-5														
	2008	*	*	*	0.0	0.0	0.0	0.0		0.0	*	0.0	12.0	11
	2009	*	*	16.7	20.0	18.2	*	0.0		12.5	*	18.2	12.7	11

NUMBER TESTED IN GRADES 3-5													
2008	1	5	5	10	11	6	7	0	7	4	11	1,807	
2009	2	3	6	10	11	5	7	0	8	3	11	1,867	

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	76.1	3
	2009			*	*	*	*	*			*	*	81.2	1
4														
	2008	*	*	*	*	*	*	*		*	*	*	69.1	4
	2009		*	*	*	*		*		*		*	75.8	2
5														
	2008		*	*	*	*	*	*		*		*	64.0	2
	2009	*	*	*	*	100.0	*	*		*	*	100.0	80.2	6
3-5														
	2008	*	*	*	66.7	66.7	*	83.3		66.7	*	66.7	69.4	9
	2009	*	*	100.0	100.0	100.0	*	100.0		100.0	*	100.0	78.8	9

NUMBER TESTED IN GRADES 3-5													
2008	1	4	4	9	9	5	6	0	6	3	9	1,730	
2009	1	2	6	8	9	4	6	0	7	2	9	1,743	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	129	3
	2009			*	*	*	*	*			*	*	85	1
4														
	2008	*	*	*	*	*	*	*		*	*	*	173	4
	2009		*	*	*	*		*		*		*	157	2
5														
	2008		*	*	*	*	*	*		*		*	227	2
	2009	*	*	*	*	0	*	*		*	*	0	127	6
3-5														
	2008	*	*	*	3	3	*	1		2	*	3	529	9
	2009	*	*	0	0	0	*	0		0	*	0	369	9

NUMBER TESTED IN GRADES 3-5														
2008	1	4	4	9	9	5	6	0	6	3	9	1,730		
2009	1	2	6	8	9	4	6	0	7	2	9	1,743		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	63.0	63.9	55.6	44.4	44.4	63.3
3-5							
	2008	60.3	54.8	50.0	52.6	33.3	43.0
	2009	62.0	68.1	54.8	51.9	59.3	57.0

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		*	*	*	*	*	*		*	*	*	16.1	3
	2009			*	*	*	*	*			*	*	22.3	1
4														
	2008	*	*	*	*	*	*	*		*	*	*	14.3	4
	2009		*	*	*	*		*		*		*	14.0	2
5														
	2008		*	*	*	*	*	*		*		*	14.0	2
	2009	*	*	*	*	0.0	*	*		*	*	0.0	17.2	6
3-5														
	2008	*	*	*	0.0	0.0	*	0.0		0.0	*	0.0	14.7	9
	2009	*	*	0.0	0.0	0.0	*	0.0		0.0	*	0.0	17.3	9

NUMBER TESTED IN GRADES 3-5														
2008	1	4	4	9	9	5	6	0	6	3	9	1,730		
2009	1	2	6	8	9	4	6	0	7	2	9	1,743		

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

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007		61.3	61.3	46.9	119
	2008	50.0	67.6	66.7	57.6	114
	2009	17.2	62.5	49.5	41.9	101
1	2007	54.2	66.3	64.1	51.4	128
	2008	0.0	66.0	62.3	50.2	106
	2009	35.7	61.1	57.0	54.2	86
2	2007	36.7	81.7	69.6	44.5	112
	2008	40.5	70.4	59.3	50.2	113
	2009	23.7	67.2	51.0	47.9	102
1-2	2007	44.4	73.1	66.7	47.6	240
	2008	35.4	67.8	60.7	50.2	219
	2009	26.9	64.0	53.7	51.0	188

Number Tested	2007	54	305	359	24,696	
	2008	54	279	333	21,817	
	2009	81	208	289	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	20.0	60.2	55.9	44.3	143
	2008	41.4	56.8	53.6	44.9	140
	2009	38.6	71.6	57.3	52.8	131
1	2007	41.7	77.4	70.8	48.8	130
	2008	44.4	73.8	68.5	55.5	149
	2009	26.7	53.6	48.8	50.4	84
2	2007	41.9	68.3	61.1	55.6	113
	2008	52.9	67.8	61.3	57.5	155
	2009	26.3	73.4	55.9	53.2	102
K-2	2007	37.1	68.0	62.4	49.1	386
	2008	48.4	66.3	61.3	52.7	444
	2009	32.7	66.2	54.6	52.3	317

Number Tested	2007	70	316	386	34,441	
	2008	124	320	444	41,070	
	2009	110	207	317	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	72.0	66.0	40.6	62.1	*				54.8	68.4	61.3	46.9	119
	2008	94.4	61.0	57.4	59.5	33.3	50.0	50.0		65.2	68.8	66.7	57.6	114
	2009	72.0	42.4	36.8	42.9	14.3	*	17.2		35.2	66.0	49.5	41.9	101
1	2007	67.6	54.9	67.7	60.8	66.7	*	54.2		62.5	65.3	64.1	51.4	128
	2008	65.0	65.2	53.6	62.7	14.3	0.0	0.0		60.0	64.7	62.3	50.2	106
	2009	58.3	59.3	52.4	48.1	*	*	35.7		50.0	64.3	57.0	54.2	86
2	2007	77.3	65.9	66.7	66.2	*	66.7	36.7		67.2	72.2	69.6	44.5	112
	2008	59.3	54.5	61.1	63.6	66.7	12.5	40.5		58.0	60.3	59.3	50.2	113
	2009	76.2	38.9	42.9	49.3	*	*	23.7		55.8	47.5	51.0	47.9	102
1-2	2007	71.2	60.0	67.1	63.3	54.5	56.3	44.4		64.9	68.3	66.7	47.6	240
	2008	61.7	60.0	57.8	63.2	43.8	7.1	35.4		59.0	62.3	60.7	50.2	219
	2009	69.7	47.6	48.1	48.8	42.9	42.9	26.9		52.9	54.5	53.7	51.0	188

Number Tested	2007	84	145	102	213	15	16	54	0	176	183	359	24,696
	2008	65	131	111	207	22	20	54	0	171	162	333	21,817
	2009	58	96	115	184	14	11	81	0	141	148	289	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	8	8	4	10	*				10	10	20	1,245	119
	2008	9	10	11	17	0	2	2		20	13	33	1,687	114
	2009	4	2	3	3	0	*	0		5	5	10	771	101
1	2007	13	6	8	11	1	*	1		11	18	29	1,458	128
	2008	12	12	3	19	0	0	0		16	16	32	1,555	106
	2009	2	7	11	13	*	*	1		10	13	23	1,659	86
2	2007	5	5	6	8	*	1	1		11	10	21	896	112
	2008	5	3	3	5	0	1	3		3	9	12	1,065	113
	2009	7	7	4	12	*	*	2		12	9	21	1,027	102
1-2	2007	18	11	14	19	1	1	2		22	28	50	2,355	240
	2008	17	15	6	24	0	1	3		19	25	44	2,620	219
	2009	9	14	15	25	1	1	3		22	22	44	2,688	188

Number Tested	2007	84	145	102	213	15	16	54	0	176	183	359	24,696
	2008	65	131	111	207	22	20	54	0	171	162	333	21,817
	2009	58	96	115	184	14	11	81	0	141	148	289	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	73.1	57.7	45.3	50.6	*	16.7	20.0		52.6	60.0	55.9	44.3	143
	2008	77.8	50.0	45.8	47.9	14.3	39.3	41.4		46.2	62.9	53.6	44.9	140
	2009	83.3	56.3	44.1	47.2	14.3	37.5	38.6		50.0	63.8	57.3	52.8	131
1	2007	73.0	57.7	81.3	65.0	66.7	*	41.7		75.4	67.1	70.8	48.8	130
	2008	66.7	73.6	58.6	66.0	25.0	41.4	44.4		68.4	68.6	68.5	55.5	149
	2009	75.0	32.0	50.0	43.4	*	*	26.7		51.2	46.3	48.8	50.4	84
2	2007	73.9	54.5	53.8	55.9	*	75.0	41.9		60.3	61.8	61.1	55.6	113
	2008	65.6	49.0	66.2	59.2	40.0	63.3	52.9		65.7	58.0	61.3	57.5	155
	2009	61.9	44.4	62.9	50.7	*	*	26.3		58.1	54.2	55.9	53.2	102
K-2	2007	73.3	56.8	57.3	57.0	40.0	41.2	37.1		61.7	63.2	62.4	49.1	386
	2008	68.9	58.2	56.4	57.9	28.0	48.3	48.4		59.8	62.7	61.3	52.7	444
	2009	73.7	45.2	50.3	47.4	14.3	38.5	32.7		52.7	56.2	54.6	52.3	317

Number Tested	2007	86	148	124	235	15	34	70	0	193	193	386	34,441
	2008	74	146	195	299	25	87	124	0	224	220	444	41,070
	2009	57	93	145	209	14	39	110	0	148	169	317	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	12	14	11	20	*	2	2		18	20	38	2,583	143
	2008	7	9	14	20	1	5	6		18	15	33	2,788	140
	2009	11	6	12	15	0	5	8		16	15	31	2,455	131
1	2007	9	10	7	19	1	*	1		10	20	30	1,769	130
	2008	13	19	14	30	0	1	1		30	24	54	2,800	149
	2009	2	3	8	6	*	*	1		7	8	15	1,577	84
2	2007	8	7	6	13	*	3	3		14	12	26	2,098	113
	2008	7	6	13	16	2	4	7		14	15	29	2,912	155
	2009	2	2	6	6	*	*	0		5	6	11	1,686	102
K-2	2007	29	31	24	52	1	5	6		42	52	94	6,450	386
	2008	27	34	41	66	3	10	14		62	54	116	8,500	444
	2009	15	11	26	27	0	6	9		28	29	57	5,718	317

Number Tested	2007	86	148	124	235	15	34	70	0	193	193	386	34,441
	2008	74	146	195	299	25	87	124	0	224	220	444	41,070
	2009	57	93	145	209	14	39	110	0	148	169	317	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			81.8	85.7		77.8	80.0		85.7	75.0	81.8	84.7	22
	2008			78.3	80.0	*	81.0	81.0		75.0	81.8	78.3	87.0	23
	2009			84.6	83.3		83.3	84.0		75.0	88.9	84.6	88.6	26
1	2007			100.0	100.0		100.0	100.0		100.0	100.0	100.0	84.5	15
	2008			88.2	88.2		88.2	85.7		100.0	*	88.2	88.0	17
	2009			93.3	92.3	*	92.9	92.9		83.3	100.0	93.3	88.6	15
2	2007			84.6	81.8	*	81.8	81.8		*	81.8	84.6	89.9	13
	2008			95.2	95.2		95.2	95.2		87.5	100.0	95.2	93.4	21
	2009			80.0	78.9		80.0	78.9		75.0	87.5	80.0	94.0	20
K-2	2007			88.0	89.1	*	86.4	87.5		91.3	85.2	88.0	85.6	50
	2008			86.9	87.9	*	88.1	87.5		87.5	86.2	86.9	89.3	61
	2009			85.2	83.9	*	84.5	84.5		76.9	91.4	85.2	90.4	61

Number Tested	2007	0	0	50	46	2	44	40	0	23	27	50	14,889
	2008	0	0	61	58	1	59	56	0	32	29	61	18,257
	2009	0	0	61	56	1	58	58	0	26	35	61	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			7	7		5	5		3	4	7	2,779	22
	2008			7	6	*	6	6		1	6	7	3,280	23
	2009			15	14		13	14		3	12	15	3,525	26
1	2007			1	1		1	1		1	0	1	1,782	15
	2008			3	3		3	3		1	*	3	2,412	17
	2009			6	6	*	5	6		2	4	6	2,523	15
2	2007			5	4	*	3	3		*	4	5	1,196	13
	2008			7	7		7	7		2	5	7	2,596	21
	2009			5	4		5	5		2	3	5	2,909	20
K-2	2007			13	12	*	9	9		5	8	13	5,757	50
	2008			17	16	*	16	16		4	13	17	8,288	61
	2009			26	24	*	23	25		7	19	26	8,957	61

Number Tested	2007	0	0	50	46	2	44	40	0	23	27	50	14,889
	2008	0	0	61	58	1	59	56	0	32	29	61	18,257
	2009	0	0	61	56	1	58	58	0	26	35	61	19,076

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009
4	2	100.0	1	0.0	10	10.0	13	23.1
5	1	0.0	4	50.0	0	-	5	40.0
ALL	3	66.7	5	40.0	10	10.0	18	27.8

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (34)	Beginning	28	82.4	28	82.4	33	97.1	34	100.0	34	100.0
	Intermediate	5	14.7	5	14.7	1	2.9	0	0.0	0	0.0
	Advanced	0	0.0	1	2.9	0	0.0	0	0.0	0	0.0
	Advanced High	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0
1 (25)	Beginning	2	8.0	3	12.0	20	80.0	12	48.0	12	48.0
	Intermediate	8	32.0	8	32.0	3	12.0	5	20.0	5	20.0
	Advanced	5	20.0	5	20.0	0	0.0	3	12.0	3	12.0
	Advanced High	10	40.0	9	36.0	2	8.0	5	20.0	5	20.0
2 (27)	Beginning	6	22.2	5	18.5	15	55.6	7	25.9	7	25.9
	Intermediate	9	33.3	10	37.0	8	29.6	14	51.9	14	51.9
	Advanced	5	18.5	6	22.2	2	7.4	2	7.4	2	7.4
	Advanced High	7	25.9	6	22.2	2	7.4	4	14.8	4	14.8
3 (26)	Beginning	1	3.8	1	3.8	4	15.4	2	7.7	2	7.7
	Intermediate	10	38.5	10	38.5	11	42.3	3	11.5	3	11.5
	Advanced	10	38.5	10	38.5	4	15.4	8	30.8	11	42.3
	Advanced High	5	19.2	5	19.2	7	26.9	13	50.0	10	38.5
4 (26)	Beginning	5	19.2	12	46.2	10	38.5	0	0.0	0	0.0
	Intermediate	9	34.6	1	3.8	11	42.3	7	26.9	9	34.6
	Advanced	7	26.9	8	30.8	5	19.2	7	26.9	9	34.6
	Advanced High	5	19.2	5	19.2	0	0.0	12	46.2	8	30.8

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	—	—	—	
22 11 (50.0%)	Beginning	11			
	Intermediate	4	0		
	Advanced	3	0	0	
	Advanced High	4	0	0	
26 9 (34.6%)	Beginning	6			
	Intermediate	3	11		
	Advanced	1	1	0	
	Advanced High	0	2	2	
25 14 (56.0%)	Beginning	2			
	Intermediate	1	2		
	Advanced	1	3	7	
	Advanced High	0	0	9	
21 11 (52.4%)	Beginning	0			
	Intermediate	3	5		
	Advanced	1	2	5	
	Advanced High	0	0	5	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (20)	Beginning	1	5.0	1	5.0	2	10.0	2	10.0	2	10.0
	Intermediate	1	5.0	1	5.0	5	25.0	2	10.0	2	10.0
	Advanced	4	20.0	4	20.0	8	40.0	3	15.0	3	15.0
	Advanced High	14	70.0	14	70.0	5	25.0	13	65.0	13	65.0
ALL (158)	Beginning	43	27.2	50	31.6	84	53.2	57	36.1	57	36.1
	Intermediate	42	26.6	35	22.2	39	24.7	31	19.6	33	20.9
	Advanced	31	19.6	34	21.5	19	12.0	23	14.6	28	17.7
	Advanced High	42	26.6	39	24.7	16	10.1	47	29.7	40	25.3

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
15 11 (73.3%)	Beginning	1			
	Intermediate	0	2		
	Advanced	1	1	1	
	Advanced High	0	1	8	
109 56 (51.4%)	Beginning	20			
	Intermediate	11	20		
	Advanced	7	7	13	
	Advanced High	4	3	24	

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