

Campus Data Packet

for 2009 - 10 Plans



CESAR CHAVEZ

School Number 281

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	5
PK	69
KN	93
1	97
2	92
3	110
4	93
5	96
ALL	655

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	96	14.7	9	18.4
American Indian	1	0.2	*	*
Asian	19	2.9	*	*
Hispanic	532	81.2	16	32.7
White	7	1.1	18	36.7
Other	**	**	6	12.2

*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	618	94.4
Limited English proficient students	358	54.7
Special education students	63	9.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	42	3	7.1	0	0.0	0	0.0	39	92.9	0	0.0
	2008	44	3	6.8	0	0.0	2	4.5	38	86.4	1	2.3
	2009	69	11	15.9	0	0.0	1	1.4	55	79.7	2	2.9
KN	2007	91	14	15.4	0	0.0	4	4.4	73	80.2	0	0.0
	2008	85	13	15.3	1	1.2	1	1.2	70	82.4	0	0.0
	2009	93	14	15.1	0	0.0	4	4.3	74	79.6	1	1.1
1	2007	121	24	19.8	1	0.8	4	3.3	91	75.2	1	0.8
	2008	110	21	19.1	0	0.0	3	2.7	86	78.2	0	0.0
	2009	97	15	15.5	1	1.0	3	3.1	77	79.4	1	1.0
2	2007	109	12	11.0	0	0.0	6	5.5	91	83.5	0	0.0
	2008	109	25	22.9	1	0.9	3	2.8	80	73.4	0	0.0
	2009	92	16	17.4	0	0.0	1	1.1	75	81.5	0	0.0
3	2007	103	22	21.4	0	0.0	3	2.9	77	74.8	1	1.0
	2008	124	19	15.3	0	0.0	8	6.5	96	77.4	1	0.8
	2009	110	12	10.9	0	0.0	2	1.8	93	84.5	3	2.7
4	2007	111	11	9.9	1	0.9	9	8.1	90	81.1	0	0.0
	2008	105	18	17.1	0	0.0	2	1.9	84	80.0	1	1.0
	2009	93	12	12.9	0	0.0	6	6.5	75	80.6	0	0.0
5	2007	88	9	10.2	0	0.0	3	3.4	76	86.4	0	0.0
	2008	101	15	14.9	1	1.0	5	5.0	80	79.2	0	0.0
	2009	96	15	15.6	0	0.0	2	2.1	79	82.3	0	0.0
EC-5	2007	665	95	14.3	2	0.3	29	4.4	537	80.8	2	0.3
	2008	681	116	17.0	3	0.4	24	3.5	535	78.6	3	0.4
	2009	655	96	14.7	1	0.2	19	2.9	532	81.2	7	1.1

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	42	42	100.0	30	71.4	0	0.0	0	0.0	42	100.0	0.0
	2008	44	44	100.0	30	68.2	0	0.0	0	0.0	44	100.0	0.0
	2009	69	46	66.7	26	37.7	2	2.9	0	0.0	69	100.0	0.0
KN	2007	91	88	96.7	54	59.3	2	2.2	2	2.2	55	60.4	2.2
	2008	85	84	98.8	57	67.1	2	2.4	8	9.4	37	43.5	1.2
	2009	93	93	100.0	55	59.1	1	1.1	5	5.4	40	43.0	1.1
1	2007	121	115	95.0	70	57.9	6	5.0	9	7.4	10	8.3	9.1
	2008	110	109	99.1	59	53.6	3	2.7	8	7.3	14	12.7	10.9
	2009	97	96	99.0	62	63.9	11	11.3	6	6.2	6	6.2	17.5
2	2007	109	106	97.2	72	66.1	6	5.5	10	9.2	15	13.8	6.4
	2008	109	103	94.5	59	54.1	4	3.7	8	7.3	13	11.9	2.8
	2009	92	90	97.8	54	58.7	8	8.7	14	15.2	3	3.3	4.3
3	2007	103	95	92.2	62	60.2	6	5.8	11	10.7	12	11.7	5.8
	2008	124	121	97.6	64	51.6	10	8.1	16	12.9	8	6.5	6.5
	2009	110	107	97.3	74	67.3	13	11.8	12	10.9	6	5.5	8.2
4	2007	111	109	98.2	73	65.8	7	6.3	17	15.3	9	8.1	2.7
	2008	105	98	93.3	48	45.7	11	10.5	14	13.3	7	6.7	2.9
	2009	93	90	96.8	52	55.9	10	10.8	15	16.1	9	9.7	0.0
5	2007	88	83	94.3	46	52.3	8	9.1	24	27.3	11	12.5	2.3
	2008	101	100	99.0	48	47.5	8	7.9	18	17.8	6	5.9	1.0
	2009	96	92	95.8	35	36.5	13	13.5	23	24.0	7	7.3	7.3
EC-5	2007	665	638	95.9	407	61.2	35	5.3	73	11.0	154	23.2	4.7
	2008	681	662	97.2	365	53.6	41	6.0	72	10.6	130	19.1	4.4
	2009	655	618	94.4	358	54.7	63	9.6	75	11.5	142	21.7	6.3

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2007	20.8	4,117.2	19.8	95.3	3,933.6	95.5	52	100.0	100.0	39	7,436	100.0	100.0
	2008	21.3	4,133.2	20.5	96.2	3,942.7	95.4	45	100.0	100.0	41	7,427	100.0	100.0
	2009	34.2	4,167.8	31.9	93.2	3,975.6	95.4	82	100.0	100.0	55	7,332	100.0	100.0
KN	2007	90.3	13,945.0	86.8	96.1	13,385.6	96.0	23	25.5	24.3	75	12,035	83.0	86.3
	2008	86.9	13,568.1	83.1	95.7	13,004.4	95.8	21	24.2	23.5	76	11,618	87.4	85.6
	2009	92.8	13,515.0	89.1	96.0	12,939.1	95.7	26	28.0	22.5	76	11,501	81.9	85.1
1	2007	120.3	14,353.8	115.5	96.0	13,851.4	96.5	24	20.0	23.2	102	12,437	84.8	86.6
	2008	106.8	14,626.9	102.4	95.8	14,102.7	96.4	26	24.3	21.2	91	12,704	85.2	86.9
	2009	97.5	14,250.8	93.6	95.9	13,719.9	96.3	22	22.6	20.7	83	12,300	85.1	86.3
2	2007	110.0	13,403.8	107.5	97.6	12,978.9	96.8	26	23.6	21.7	95	11,729	86.3	87.5
	2008	108.1	13,708.6	104.2	96.3	13,269.8	96.8	26	24.0	19.7	93	12,043	86.0	87.9
	2009	92.9	13,950.1	90.1	97.0	13,499.0	96.8	28	30.2	18.6	77	12,231	82.9	87.7
3	2007	104.5	12,998.4	101.4	97.0	12,633.3	97.2	19	18.2	21.1	93	11,445	89.0	88.0
	2008	120.4	12,806.9	116.7	96.9	12,425.5	97.0	20	16.6	19.1	109	11,408	90.5	89.1
	2009	111.2	13,095.5	107.6	96.7	12,710.6	97.1	23	20.7	18.3	94	11,634	84.5	88.8
4	2007	114.9	12,104.9	111.6	97.1	11,768.3	97.2	19	16.5	19.7	99	10,683	86.1	88.3
	2008	104.9	12,329.8	101.1	96.3	11,960.3	97.0	26	24.8	19.7	91	10,924	86.7	88.6
	2009	98.8	12,156.4	96.0	97.2	11,789.9	97.0	17	17.2	18.1	84	10,731	85.0	88.3
5	2007	89.4	11,757.0	86.9	97.2	11,426.8	97.2	24	26.9	20.9	74	10,362	82.8	88.1
	2008	103.4	11,874.2	100.1	96.7	11,539.6	97.2	7	6.8	18.8	94	10,608	90.9	89.3
	2009	97.1	11,903.5	94.7	97.6	11,552.9	97.1	16	16.5	17.5	90	10,563	92.7	88.7
EC-5	2007	650.2	83,122.6	629.4	96.8	80,387.4	96.7	187	28.8	33.3	577	76,416	88.7	91.9
	2008	654.7	83,438.7	630.7	96.3	80,606.0	96.6	174	26.6	31.9	597	76,970	91.2	92.2
	2009	628.8	83,476.5	607.0	96.5	80,586.5	96.5	217	34.5	30.9	562	76,517	89.4	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	9	18.4
Hispanic	16	32.7
White	18	36.7
Other	6	12.2

Gender	Number	Percent
Female	38	77.6
Male	11	22.4

TOTAL	49
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AVERAGE NUMBER OF ABSENCES

2007	7.0
2008	7.8
2009	6.0

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	*	81.0	74.4	73.7	*	76.2	73.9		68.8	80.0	74.6	84.6	63
	2008	*	68.8	91.5	85.0	*	81.5	81.0		84.4	86.8	85.5	86.2	83
	2009	*	61.5	75.0	69.6	*	73.3	71.1		75.0	64.7	71.4	87.3	49
4	2007		55.6	58.3	59.1		49.1	52.3		57.1	59.5	58.2	69.7	91
	2008	*	58.8	77.4	73.0	50.0	62.1	67.9		76.3	72.1	74.1	72.1	81
	2009		50.0	80.4	72.3	*	63.3	64.1		77.1	69.7	73.5	75.8	68
5	2007		66.7	66.7	64.9	*	63.2	59.6		70.7	64.1	67.5	78.3	80
	2008		84.6	89.0	88.9	*	79.5	84.6		87.2	90.9	89.0	82.9	91
	2009		100.0	94.2	93.6	*	91.7	90.6		97.2	91.5	94.0	82.9	83
3-5	2007	*	71.8	65.0	64.8	33.3	58.8	60.7		64.8	66.7	65.8	77.6	234
	2008	*	69.6	86.1	82.8	63.6	74.7	78.3		83.1	83.2	83.1	80.3	255
	2009	*	71.1	85.5	80.4	72.7	75.4	76.6		83.5	79.4	81.5	81.5	200

NUMBER TESTED IN GRADES 3-5													
2007	1	39	180	219	6	114	168	0	122	111	234	31,814	
2008	2	46	194	244	11	95	184	0	130	125	255	31,840	
2009	2	38	152	189	11	69	137	0	103	97	200	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	*	4	10	15	*	5	12		10	6	16	1,675	63
	2008	*	5	5	12	*	5	12		7	5	12	1,443	83
	2009	*	5	8	14	*	4	13		8	6	14	960	49
4	2007		4	30	36		28	31		21	17	38	3,189	91
	2008	*	7	14	20	3	11	18		9	12	21	2,996	81
	2009		6	10	18	*	11	14		8	10	18	2,449	68
5	2007		3	23	26	*	14	23		12	14	26	2,258	80
	2008		2	8	10	*	8	10		6	4	10	1,827	91
	2009		0	4	5	*	2	5		1	4	5	1,793	83
3-5	2007	*	11	63	77	4	47	66		43	37	80	7,122	234
	2008	*	14	27	42	4	24	40		22	21	43	6,266	255
	2009	*	11	22	37	3	17	32		17	20	37	5,202	200

NUMBER TESTED IN GRADES 3-5													
2007	1	39	180	219	6	114	168	0	122	111	234	31,814	
2008	2	46	194	244	11	95	184	0	130	125	255	31,840	
2009	2	38	152	189	11	69	137	0	103	97	200	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	69.2	71.9	68.5	67.1
	2008	76.9	76.8	80.7	71.4
	2009	69.4	72.3	70.4	71.7
4	2007	73.7	71.3	68.4	65.6
	2008	79.8	76.1	74.1	74.3
	2009	80.5	72.1	69.1	78.1
5	2007	71.2	76.6	73.6	67.5
	2008	79.5	80.1	80.9	76.6
	2009	77.9	80.1	84.6	77.8
3-5	2007	71.6	73.3	70.2	66.6
	2008	78.7	77.7	78.7	74.2
	2009	76.7	75.5	75.9	76.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	9.5	7.7	7.0	*	9.5	4.3		6.3	10.0	7.9	21.3	63
	2008	*	6.3	16.9	16.3	*	3.7	6.3		11.1	21.1	15.7	21.5	83
	2009	*	7.7	18.8	13.0	*	13.3	13.3		9.4	23.5	14.3	34.1	49
4	2007		0.0	8.3	6.8		7.3	6.2		6.1	7.1	6.6	16.6	91
	2008	*	17.6	16.1	14.9	16.7	3.4	8.9		18.4	14.0	16.0	14.4	81
	2009		8.3	15.7	13.8	*	10.0	12.8		17.1	12.1	14.7	18.4	68
5	2007		33.3	7.2	10.8	*	7.9	8.8		14.6	5.1	10.0	13.1	80
	2008		0.0	12.3	8.9	*	5.1	6.2		14.9	4.5	9.9	16.5	91
	2009		0.0	17.4	12.8	*	8.3	11.3		13.9	14.9	14.5	18.5	83
3-5	2007	*	12.8	7.8	8.2	0.0	7.9	6.5		9.0	7.2	8.1	17.1	234
	2008	*	8.7	14.9	13.1	9.1	4.2	7.1		14.6	12.8	13.7	17.4	255
	2009	*	5.3	17.1	13.2	9.1	10.1	12.4		13.6	15.5	14.5	22.7	200

	NUMBER TESTED IN GRADES 3-5											
2007	1	39	180	219	6	114	168	0	122	111	234	31,814
2008	2	46	194	244	11	95	184	0	130	125	255	31,840
2009	2	38	152	189	11	69	137	0	103	97	200	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	*	52.4	55.3	51.8	*	33.3	48.9		58.1	43.3	51.6	70.3	62
	2008		58.8	77.0	76.8	*	72.4	69.7		82.2	67.5	75.3	76.6	85
	2009	*	70.0	75.9	73.5	66.7	77.1	74.0		75.0	73.0	74.3	77.3	101
4	2007		44.4	80.3	77.1		75.0	74.6		76.6	76.3	76.5	75.7	85
	2008	*	58.8	85.3	78.4	60.0	76.2	71.8		80.5	77.8	78.9	77.9	95
	2009		70.0	88.9	86.0	66.7	84.0	81.0		87.5	85.4	86.4	79.4	88
5	2007		88.9	82.6	83.8	*	81.6	80.4		87.8	79.5	83.8	82.9	80
	2008		85.7	88.5	88.7	*	80.0	84.7		90.6	86.7	88.8	84.0	98
	2009		91.7	95.9	92.8	83.3	86.7	89.5		100.0	88.2	93.2	87.0	88
3-5	2007	*	59.0	75.7	72.8	*	69.2	69.4		75.6	68.2	72.2	76.2	227
	2008	*	66.7	84.1	81.6	78.9	76.7	75.6		84.9	77.7	81.3	79.5	278
	2009	*	78.1	86.3	83.5	72.2	81.3	80.1		85.1	83.1	84.1	81.0	277

	NUMBER TESTED IN GRADES 3-5											
2007	1	39	173	213	5	107	160	0	119	107	227	32,298
2008	1	48	214	267	19	116	209	0	139	139	278	32,696
2009	2	32	233	267	18	150	211	0	141	136	277	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	*	10	17	27	*	14	23		13	17	30	3,303	62
	2008		7	14	19	*	8	20		8	13	21	2,542	85
	2009	*	3	21	26	2	16	25		16	10	26	2,781	101
4	2007		5	13	19		12	15		11	9	20	2,604	85
	2008	*	7	11	19	4	10	20		8	12	20	2,436	95
	2009		3	8	12	2	8	11		5	7	12	2,196	88
5	2007		1	12	12	*	7	11		5	8	13	1,785	80
	2008		2	9	11	*	9	11		5	6	11	1,730	98
	2009		1	3	6	1	4	6		0	6	6	1,386	88
3-5	2007	*	16	42	58	*	33	49		29	34	63	7,692	227
	2008	*	16	34	49	4	27	51		21	31	52	6,708	278
	2009	*	7	32	44	5	28	42		21	23	44	6,363	277

NUMBER TESTED IN GRADES 3-5													
2007	1	39	173	213	5	107	160	0	119	107	227	32,298	
2008	1	48	214	267	19	116	209	0	139	139	278	32,696	
2009	2	32	233	267	18	150	211	0	141	136	277	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	68.7	72.8	66.7	67.5	73.8	53.4
	2008	78.2	77.3	86.9	77.6	85.0	63.7
	2009	77.0	81.8	88.9	80.2	80.0	63.6
4	2007	81.7	81.8	75.5	65.1	68.2	70.4
	2008	85.3	82.7	78.9	80.0	75.8	67.2
	2009	86.0	84.4	78.6	82.2	81.3	79.4
5	2007	82.5	78.4	86.8	74.3	80.9	76.4
	2008	81.0	76.4	90.2	77.0	81.4	76.8
	2009	84.6	83.9	91.7	82.0	79.8	80.8
3-5	2007	78.4	78.2	77.1	69.0	74.2	67.9
	2008	81.6	78.8	85.3	78.2	80.6	69.5
	2009	82.3	83.3	86.5	81.4	80.3	74.1

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	2007	*	9.5	2.6	3.6	*	4.8	6.7		6.5	3.3	4.8	19.2	62
	2008		5.9	21.3	19.5	*	10.3	7.6		15.6	22.5	18.8	26.3	85
	2009	*	0.0	29.9	25.5	16.7	30.0	24.0		25.0	27.0	25.7	29.0	101
4	2007		0.0	18.2	14.5		10.4	10.2		19.1	7.9	14.1	22.6	85
	2008	*	11.8	28.0	23.9	0.0	23.8	15.5		22.0	27.8	25.3	23.8	95
	2009		20.0	50.0	47.7	16.7	50.0	46.6		52.5	43.8	47.7	31.6	88
5	2007		11.1	29.0	25.7	*	23.7	17.9		31.7	23.1	27.5	29.3	80
	2008		14.3	39.7	33.0	*	20.0	22.2		35.8	31.1	33.7	31.9	98
	2009		33.3	43.2	39.8	0.0	20.0	28.1		43.2	39.2	40.9	38.4	88
3-5	2007	*	7.7	19.1	15.5	*	14.0	11.9		20.2	12.1	16.3	23.6	227
	2008	*	10.4	30.4	25.8	5.3	19.0	15.3		25.2	27.3	26.3	27.3	278
	2009	*	18.8	40.3	37.1	11.1	34.7	31.3		37.6	37.5	37.5	32.8	277

	NUMBER TESTED IN GRADES 3-5											
2007	1	39	173	213	5	107	160	0	119	107	227	32,298
2008	1	48	214	267	19	116	209	0	139	139	278	32,696
2009	2	32	233	267	18	150	211	0	141	136	277	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		33.3	83.6	79.8	*	85.5	80.3		74.5	87.5	80.2	86.5	91
	2008	*	85.0	90.2	88.5	66.7	85.2	89.3		87.2	91.1	89.3	87.4	84
	2009		84.6	86.3	84.8	*	77.8	76.9		83.3	87.9	85.5	87.4	69

	NUMBER TESTED IN GRADE 4											
2007	0	9	73	89	1	55	66	0	51	40	91	10,408
2008	2	20	61	78	6	27	56	0	39	45	84	10,658
2009	0	13	51	66	5	27	39	0	36	33	69	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		6	12	18	*	8	13		13	5	18	1,408	91
	2008	*	3	6	9	2	4	6		5	4	9	1,348	84
	2009		2	7	10	*	6	9		6	4	10	1,264	69

	NUMBER TESTED IN GRADE 4											
2007	0	9	73	89	1	55	66	0	51	40	91	10,408
2008	2	20	61	78	6	27	56	0	39	45	84	10,658
2009	0	13	51	66	5	27	39	0	36	33	69	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	2.0	75.3	68.8	86.7	83.9
	2008	2.2	79.8	76.2	81.1	83.9
	2009	2.1	83.0	77.5	86.1	88.0

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		0.0	11.0	12.4	*	9.1	9.1		9.8	15.0	12.1	18.2	91
	2008	*	20.0	23.0	20.5	0.0	0.0	12.5		20.5	22.2	21.4	21.4	84
	2009		7.7	17.6	16.7	*	7.4	7.7		11.1	21.2	15.9	21.0	69

	NUMBER TESTED IN GRADE 4											
2007	0	9	73	89	1	55	66	0	51	40	91	10,408
2008	2	20	61	78	6	27	56	0	39	45	84	10,658
2009	0	13	51	66	5	27	39	0	36	33	69	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		66.7	61.8	61.6	*	55.6	54.5		68.3	57.9	63.3	62.3	79
	2008		71.4	78.4	77.2	*	65.9	71.2		77.1	77.8	77.4	71.9	93
	2009		63.6	81.4	77.9	*	65.4	70.0		91.7	69.6	79.3	75.9	82

	NUMBER TESTED IN GRADE 5											
2007	0	9	68	73	2	36	55	0	41	38	79	10,296
2008	0	14	74	92	2	41	66	0	48	45	93	10,686
2009	0	11	70	77	5	26	50	0	36	46	82	10,550

Shaded cells indicate percentages below 55 percent, the 2010 AEIS science minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007		3	26	28	*	16	25		13	16	29	3,881	79
	2008		4	16	21	*	14	19		11	10	21	3,005	93
	2009		4	13	17	*	9	15		3	14	17	2,542	82

NUMBER TESTED IN GRADE 5													
2007	0	9	68	73	2	36	55	0	41	38	79	10,296	
2008	0	14	74	92	2	41	66	0	48	45	93	10,686	
2009	0	11	70	77	5	26	50	0	36	46	82	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	77.6	76.7	84.8	66.4
	2008	84.7	85.1	82.8	68.7
	2009	85.6	87.4	86.4	68.2

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		11.1	14.7	13.7	*	11.1	7.3		12.2	15.8	13.9	18.0	79
	2008		0.0	24.3	19.6	*	4.9	7.6		27.1	13.3	20.4	24.8	93
	2009		27.3	31.4	27.3	*	15.4	20.0		38.9	23.9	30.5	29.1	82

	NUMBER TESTED IN GRADE 5											
2007	0	9	68	73	2	36	55	0	41	38	79	10,296
2008	0	14	74	92	2	41	66	0	48	45	93	10,686
2009	0	11	70	77	5	26	50	0	36	46	82	10,550

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			85.7	84.8		85.7	85.7		85.7	85.7	85.7	82.9	35
	2008			76.7	76.7	*	76.7	76.7		66.7	83.3	76.7	85.4	30
	2009			90.7	90.7	*	90.7	90.7		87.5	95.5	90.7	89.4	54
4	2007			66.7	66.7		66.7	66.7		*	*	66.7	65.9	9
	2008			72.7	72.7		72.7	72.7		*	66.7	72.7	67.0	11
	2009			75.0	75.0	*	75.0	75.0		*	91.7	75.0	72.7	16
5	2007												75.8	0
	2008			*	*		*	*		*	*	*	70.6	4
	2009			66.7	66.7		66.7	66.7		*	*	66.7	79.7	6
ALL	2007			81.8	81.0		81.8	81.8		78.9	84.0	81.8	—	44
	2008			77.8	77.8	*	77.8	77.8		73.3	80.0	77.8	—	45
	2009			85.5	85.5	*	85.5	85.5		79.5	91.9	85.5	—	76

NUMBER TESTED IN GRADES ALL													
2007	0	0	44	42	0	44	44	0	19	25	44	—	
2008	0	0	45	45	2	45	45	0	15	30	45	—	
2009	0	0	76	76	4	76	76	0	39	37	76	—	

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			5	5		5	5		2	3	5	219	35
	2008			7	7	*	7	7		4	3	7	239	30
	2009			5	5	*	5	5		4	1	5	514	54
4	2007			3	3		3	3		*	*	3	122	9
	2008			3	3		3	3		*	3	3	215	11
	2009			4	4	*	4	4		*	1	4	268	16
5	2007												22	0
	2008			*	*		*	*		*	*	*	65	4
	2009			2	2		2	2		*	*	2	86	6
ALL	2007			8	8		8	8		4	4	8	—	44
	2008			10	10	*	10	10		4	6	10	—	45
	2009			11	11	*	11	11		8	3	11	—	76

NUMBER TESTED IN GRADES ALL													
2007	0	0	44	42	0	44	44	0	19	25	44	—	
2008	0	0	45	45	2	45	45	0	15	30	45	—	
2009	0	0	76	76	4	76	76	0	39	37	76	—	

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	69.1	83.3	65.7	65.4
	2008	75.3	79.5	75.0	67.9
	2009	77.5	85.2	79.3	73.8
4	2007	60.0	63.9	66.7	64.4
	2008	70.3	72.7	63.6	69.1
	2009	74.6	75.0	77.7	67.5
5	2007				
	2008	*	*	*	*
	2009	71.8	79.2	70.8	62.8
ALL	2007	67.3	79.3	65.9	65.2
	2008	74.2	78.0	73.1	68.8
	2009	76.5	82.6	78.3	71.6

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			5.7	6.1		5.7	5.7		0.0	9.5	5.7	14.8	35
	2008			23.3	23.3	*	23.3	23.3		8.3	33.3	23.3	17.2	30
	2009			18.5	18.5	*	18.5	18.5		15.6	22.7	18.5	30.6	54
4	2007			0.0	0.0		0.0	0.0		*	*	0.0	14.2	9
	2008			27.3	27.3		27.3	27.3		*	22.2	27.3	13.5	11
	2009			25.0	25.0	*	25.0	25.0		*	25.0	25.0	21.1	16
5	2007												17.6	0
	2008			*	*		*	*		*	*	*	19.9	4
	2009			16.7	16.7		16.7	16.7		*	*	16.7	15.3	6
ALL	2007			4.5	4.8		4.5	4.5		0.0	8.0	4.5	—	44
	2008			22.2	22.2	*	22.2	22.2		13.3	26.7	22.2	—	45
	2009			19.7	19.7	*	19.7	19.7		15.4	24.3	19.7	—	76


NUMBER TESTED IN ALL GRADES													
2007	0	0	44	42	0	44	44	0	19	25	44	—	
2008	0	0	45	45	2	45	45	0	15	30	45	—	
2009	0	0	76	76	4	76	76	0	39	37	76	—	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007			66.7	66.7		66.7	66.7		*	*	66.7	79.1	9
	2008			76.9	76.9	*	76.9	76.9		*	80.0	76.9	81.9	13
	2009			92.9	92.9	*	92.9	92.9		*	100.0	92.9	87.1	14

	NUMBER TESTED IN GRADE 4											
2007	0	0	9	9	0	9	9	0	5	4	9	364
2008	0	0	13	13	1	13	13	0	3	10	13	667
2009	0	0	14	14	1	14	14	0	4	10	14	981

 Shaded cells indicate percentages below 70 percent, the 2010 AEIS writing minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007			3	3		3	3		*	*	3	76	9
	2008			3	3	*	3	3		*	2	3	121	13
	2009			1	1	*	1	1		*	0	1	127	14

	NUMBER TESTED IN GRADE 4											
2007	0	0	9	9	0	9	9	0	5	4	9	364
2008	0	0	13	13	1	13	13	0	3	10	13	667
2009	0	0	14	14	1	14	14	0	4	10	14	981

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	1.7	88.9	79.2	88.9	80.6
	2008	1.8	82.7	71.2	82.7	76.0
	2009	2.4	85.7	82.1	90.2	83.0

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			0.0	0.0		0.0	0.0		*	*	0.0	13.2	9
	2008			0.0	0.0	*	0.0	0.0		*	0.0	0.0	14.2	13
	2009			35.7	35.7	*	35.7	35.7		*	50.0	35.7	20.4	14

	NUMBER TESTED IN GRADE 4											
2007	0	0	9	9	0	9	9	0	5	4	9	364
2008	0	0	13	13	1	13	13	0	3	10	13	667
2009	0	0	14	14	1	14	14	0	4	10	14	981

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	66.7	66.7	*	66.7		*	*	66.7	77.7	6
	2009	*	*	100.0	100.0	100.0	*	100.0		*	*	100.0	87.7	8
4														
	2008		*	*	85.7	85.7	*	85.7		*	*	85.7	70.7	7
	2009		*	100.0	87.5	87.5	*	83.3		*	*	87.5	71.8	8
5														
	2008			*	*	*	*	*		*		*	73.3	5
	2009		*	*	100.0	100.0	*	100.0		*	*	100.0	80.3	8
3-5														
	2008		*	81.8	83.3	83.3	75.0	83.3		81.8	85.7	83.3	73.7	18
	2009	*	*	100.0	95.7	95.8	100.0	95.0		100.0	92.3	95.8	79.2	24

NUMBER TESTED IN GRADES 3-5													
2008	0	5	11	18	18	8	18	0	11	7	18	1,807	
2009	1	5	16	23	24	12	20	0	10	13	24	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		*	*	2	2	*	2		*	*	2	116	6
	2009	*	*	0	0	0	*	0		*	*	0	60	8
4														
	2008		*	*	1	1	*	1		*	*	1	181	7
	2009		*	0	1	1	*	1		*	*	1	192	8
5														
	2008			*	*	*	*	*		*		*	179	5
	2009		*	*	0	0	*	0		*	*	0	137	8
3-5														
	2008		*	2	3	3	2	3		2	1	3	476	18
	2009	*	*	0	1	1	0	1		0	1	1	389	24

NUMBER TESTED IN GRADES 3-5													
2008	0	5	11	18	18	8	18	0	11	7	18	1,807	
2009	1	5	16	23	24	12	20	0	10	13	24	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	53.8	61.1	56.7	52.8
	2009	63.5	87.5	77.5	72.9
4					
	2008	77.4	54.8	57.1	73.2
	2009	58.3	50.0	58.3	64.1
5					
	2008	*	*	*	*
	2009	72.7	83.3	72.9	72.7
3-5					
	2008	67.2	63.9	66.1	62.7
	2009	64.8	73.6	69.6	69.9

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														
	2008		*	*	0.0	0.0	*	0.0		*	*	0.0	10.8	6
	2009	*	*	16.7	28.6	25.0	*	28.6		*	*	25.0	16.2	8
4														
	2008		*	*	14.3	14.3	*	14.3		*	*	14.3	9.7	7
	2009		*	16.7	12.5	12.5	*	16.7		*	*	12.5	8.9	8
5														
	2008			*	*	*	*	*		*		*	14.9	5
	2009		*	*	12.5	12.5	*	14.3		*	*	12.5	14.1	8
3-5														
	2008		*	9.1	5.6	5.6	0.0	5.6		0.0	14.3	5.6	12.0	18
	2009	*	*	12.5	17.4	16.7	8.3	20.0		10.0	23.1	16.7	12.7	24

NUMBER TESTED IN GRADES 3-5														
2008	0	5	11	18	18	8	18	0	11	7	18	1,807		
2009	1	5	16	23	24	12	20	0	10	13	24	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	4
	2009	*	*	100.0	85.7	87.5	*	85.7		*	*	87.5	81.2	8
4														
	2008		*	*	*	*	*	*		*	*	*	69.1	3
	2009		*	*	*	66.7	*	*		*	*	66.7	75.8	6
5														
	2008			*	*	*	*	*		*	*	*	64.0	2
	2009		*	*	100.0	100.0	*	100.0		*	*	100.0	80.2	7
3-5														
	2008		*	*	77.8	77.8	*	77.8		*	*	77.8	69.4	9
	2009	*	71.4	92.3	84.2	85.7	87.5	83.3		77.8	90.9	85.7	78.8	21

NUMBER TESTED IN GRADES 3-5													
2008	0	4	5	9	9	4	9	0	4	5	9	1,730	
2009	1	7	13	19	21	8	18	0	9	11	21	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	4
	2009	*	*	0	1	1	*	1		*	*	1	85	8
4														
	2008		*	*	*	*	*	*		*	*	*	173	3
	2009		*	*	*	2	*	*		*	*	2	157	6
5														
	2008			*	*	*	*	*		*	*	*	227	2
	2009		*	*	0	0	*	0		*	*	0	127	7
3-5														
	2008		*	*	2	2	*	2		*	*	2	529	9
	2009	*	2	1	3	3	1	3		2	1	3	369	21

NUMBER TESTED IN GRADES 3-5													
2008	0	4	5	9	9	4	9	0	4	5	9	1,730	
2009	1	7	13	19	21	8	18	0	9	11	21	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	73.4	75.0	75.0	80.0	58.3	41.7
4							
	2008	*	*	*	*	*	*
	2009	61.1	52.8	56.7	50.0	38.9	44.4
5							
	2008	*	*	*	*	*	*
	2009	66.7	71.4	76.2	54.8	71.4	65.7
3-5							
	2008	61.1	63.3	72.6	61.9	55.6	47.0
	2009	67.7	67.5	70.2	63.0	57.1	50.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	16.1	4
	2009	*	*	16.7	14.3	12.5	*	14.3		*	*	12.5	22.3	8
4														
	2008		*	*	*	*	*	*		*	*	*	14.3	3
	2009		*	*	*	0.0	*	*		*	*	0.0	14.0	6
5														
	2008			*	*	*	*	*		*	*	*	14.0	2
	2009		*	*	14.3	14.3	*	16.7		*	*	14.3	17.2	7
3-5														
	2008		*	*	0.0	0.0	*	0.0		*	*	0.0	14.7	9
	2009	*	14.3	7.7	10.5	9.5	0.0	11.1		0.0	18.2	9.5	17.3	21

NUMBER TESTED IN GRADES 3-5													
2008	0	4	5	9	9	4	9	0	4	5	9	1,730	
2009	1	7	13	19	21	8	18	0	9	11	21	1,743	

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008			*	66.7	66.7	*	66.7		*	*	66.7	39.2	6
	2009		*	*	55.6	55.6	*	62.5		*	*	55.6	37.5	9

NUMBER TESTED IN GRADE 5													
2008	0	0	5	6	6	5	6	0	5	1	6	668	
2009	0	3	5	9	9	5	8	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			*	2	2	*	2		*	*	2	406	6
	2009		*	*	4	4	*	3		*	*	4	398	9

NUMBER TESTED IN GRADE 5													
2008	0	0	5	6	6	5	6	0	5	1	6	668	
2009	0	3	5	9	9	5	8	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	81.8	73.8	73.8	73.8
	2009	70.7	84.1	73.0	69.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008			*	16.7	16.7	*	16.7		*	*	16.7	5.2	6
	2009		*	*	0.0	0.0	*	0.0		*	*	0.0	4.9	9

NUMBER TESTED IN GRADE 5														
2007														
2008	0	0	5	6	6	5	6	0	5	1	6	668		
2009	0	3	5	9	9	5	8	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	50.0	8.3	16.7	46.9	30
	2008	44.4	28.0	32.4	57.6	34
	2009	5.9	16.0	11.9	41.9	42
1	2007	41.2	73.1	55.0	51.4	60
	2008	26.7	30.3	29.2	50.2	48
	2009	25.8	61.5	36.4	54.2	44
2	2007	46.3	41.7	44.6	44.5	65
	2008	10.3	28.0	18.5	50.2	54
	2009	32.3	57.1	36.8	47.9	38
1-2	2007	44.0	58.0	49.6	47.6	125
	2008	15.9	29.3	23.5	50.2	102
	2009	29.0	60.0	36.6	51.0	82

Number Tested	2007	81	74	155	24,696	
	2008	53	83	136	21,817	
	2009	79	45	124	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	38.2	31.3	35.6	44.3	87
	2008	22.2	30.8	25.0	44.9	80
	2009	30.8	48.3	36.2	52.8	94
1	2007	21.6	44.0	30.6	48.8	62
	2008	29.0	40.5	33.3	55.5	99
	2009	28.6	58.3	36.2	50.4	47
2	2007	58.5	50.0	55.4	55.6	65
	2008	28.9	33.3	30.1	57.5	103
	2009	65.7	50.0	62.2	53.2	45
K-2	2007	39.8	40.7	40.2	49.1	214
	2008	27.1	35.6	29.8	52.7	282
	2009	39.3	51.0	42.5	52.3	186

Number Tested	2007	133	81	214	34,441	
	2008	192	90	282	41,070	
	2009	135	51	186	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		9.1	23.5	17.2	*	*	50.0		18.8	14.3	16.7	46.9	30
	2008		28.6	33.3	33.3	*	*	44.4		54.5	21.7	32.4	57.6	34
	2009	*	5.9	19.0	12.5	*	*	5.9		15.8	8.7	11.9	41.9	42
1	2007		52.4	52.8	56.4	*	25.0	41.2		54.1	56.5	55.0	51.4	60
	2008		30.0	29.6	30.4	*	*	26.7		21.7	36.0	29.2	50.2	48
	2009	*	25.0	40.7	36.4	*	36.4	25.8		40.9	31.8	36.4	54.2	44
2	2007	*	21.4	53.3	45.3	*	64.0	46.3		46.7	42.9	44.6	44.5	65
	2008		21.7	17.9	16.0	*	0.0	10.3		17.1	21.1	18.5	50.2	54
	2009		50.0	28.6	37.1	*	0.0	32.3		46.7	30.4	36.8	47.9	38
1-2	2007	*	40.0	53.1	50.4	0.0	48.8	44.0		50.7	48.3	49.6	47.6	125
	2008		25.6	23.6	22.9	*	7.7	15.9		19.0	29.5	23.5	50.2	102
	2009	*	39.3	35.4	36.7	0.0	23.5	29.0		43.2	31.1	36.6	51.0	82

Number Tested	2007	1	46	98	148	8	44	81	0	83	72	155	24,696
	2008	0	57	73	129	4	18	53	0	69	67	136	21,817
	2009	2	45	69	119	9	22	79	0	56	68	124	21,148

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007		0	1	1	*	*	1		0	1	1	1,245	30
	2008		1	5	6	*	*	3		4	2	6	1,687	34
	2009	*	0	1	1	*	*	0		0	1	1	771	42
1	2007		3	2	4	*	0	2		3	2	5	1,458	60
	2008		0	2	2	*	*	0		0	2	2	1,555	48
	2009	*	0	6	6	*	1	1		4	2	6	1,659	44
2	2007	*	1	7	9	*	5	6		4	5	9	896	65
	2008		1	1	1	*	0	0		1	1	2	1,065	54
	2009		2	1	3	*	0	2		1	2	3	1,027	38
1-2	2007	*	4	9	13	0	5	8		7	7	14	2,355	125
	2008		1	3	3	*	0	0		1	3	4	2,620	102
	2009	*	2	7	9	0	1	3		5	4	9	2,688	82

Number Tested	2007	1	46	98	148	8	44	81	0	83	72	155	24,696
	2008	0	57	73	129	4	18	53	0	69	67	136	21,817
	2009	2	45	69	119	9	22	79	0	56	68	124	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		25.0	37.0	35.7	*	36.0	38.2		36.2	35.0	35.6	44.3	87
	2008		38.5	21.5	24.7	*	21.2	22.2		24.2	25.5	25.0	44.9	80
	2009	*	23.5	39.7	37.0	*	33.3	30.8		35.4	37.0	36.2	52.8	94
1	2007	*	38.1	27.0	29.8	*	17.6	21.6		20.5	47.8	30.6	48.8	62
	2008		21.1	36.7	33.0	*	32.1	29.0		29.1	38.6	33.3	55.5	99
	2009	*	38.5	32.1	37.0	0.0	38.5	28.6		37.5	34.8	36.2	50.4	47
2	2007	*	28.6	62.2	56.3	*	80.0	58.5		63.3	48.6	55.4	55.6	65
	2008		25.0	32.5	29.9	*	27.1	28.9		32.3	26.8	30.1	57.5	103
	2009		52.9	66.7	61.9	*	50.0	65.7		66.7	59.3	62.2	53.2	45
K-2	2007	*	31.9	41.9	40.5	0.0	44.6	39.8		37.9	42.9	40.2	49.1	214
	2008		26.9	30.8	29.5	25.0	26.8	27.1		29.3	30.3	29.8	52.7	282
	2009	*	38.3	43.8	42.8	6.7	35.6	39.3		42.2	42.7	42.5	52.3	186

Number Tested	2007	2	47	155	205	11	92	133	0	116	98	214	34,441
	2008	0	52	224	271	8	164	192	0	150	132	282	41,070
	2009	3	47	128	180	15	73	135	0	90	96	186	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		1	3	5	*	2	3		2	3	5	2,583	87
	2008		0	3	3	*	1	2		2	1	3	2,788	80
	2009	*	0	7	7	*	5	5		6	1	7	2,455	94
1	2007	*	2	2	3	*	0	1		2	2	4	1,769	62
	2008		1	2	3	*	2	2		1	2	3	2,800	99
	2009	*	0	5	5	0	1	2		4	1	5	1,577	47
2	2007	*	0	12	13	*	10	11		7	6	13	2,098	65
	2008		0	6	4	*	3	3		4	2	6	2,912	103
	2009		4	3	7	*	0	4		3	5	8	1,686	45
K-2	2007	*	3	17	21	0	12	15		11	11	22	6,450	214
	2008		1	11	10	0	6	7		7	5	12	8,500	282
	2009	*	4	15	19	0	6	11		13	7	20	5,718	186

Number Tested	2007	2	47	155	205	11	92	133	0	116	98	214	34,441
	2008	0	52	224	271	8	164	192	0	150	132	282	41,070
	2009	3	47	128	180	15	73	135	0	90	96	186	30,563

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2007			90.9	90.6	*	89.4	91.8		87.5	95.7	90.9	84.7	55
	2008			87.8	87.2	*	87.5	87.0		78.3	96.2	87.8	87.0	49
	2009			84.3	84.3	*	83.7	83.3		79.3	90.9	84.3	88.6	51
1	2007			88.5	88.2	*	91.8	91.7		83.3	95.5	88.5	84.5	52
	2008			87.5	87.5	*	86.0	87.8		88.6	85.7	87.5	88.0	56
	2009			80.4	80.4	50.0	80.4	80.4		74.1	87.5	80.4	88.6	51
2	2007			84.2	83.8	*	84.2	84.2		72.7	100.0	84.2	89.9	38
	2008			82.4	81.6	*	82.0	83.3		75.0	91.3	82.4	93.4	51
	2009			92.5	92.5	*	91.5	91.8		88.9	96.2	92.5	94.0	53
K-2	2007			88.3	87.9	*	88.8	89.6		82.1	96.7	88.3	85.6	145
	2008			85.9	85.5	57.1	85.1	86.0		81.4	91.4	85.9	89.3	156
	2009			85.8	85.8	45.5	85.0	85.1		80.7	91.7	85.8	90.4	155

Number Tested	2007	0	0	145	141	5	134	135	0	84	61	145	14,889
	2008	0	0	156	152	7	148	143	0	86	70	156	18,257
	2009	0	0	155	155	11	147	148	0	83	72	155	19,076

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2007			24	23	*	21	21		12	12	24	2,779	55
	2008			16	16	*	16	15		5	11	16	3,280	49
	2009			22	22	*	20	19		12	10	22	3,525	51
1	2007			19	18	*	19	18		11	8	19	1,782	52
	2008			15	15	*	14	14		9	6	15	2,412	56
	2009			9	9	0	9	9		3	6	9	2,523	51
2	2007			13	13	*	13	13		4	9	13	1,196	38
	2008			13	13	*	13	13		5	8	13	2,596	51
	2009			15	15	*	14	14		7	8	15	2,909	53
K-2	2007			56	54	*	53	52		27	29	56	5,757	145
	2008			44	44	0	43	42		19	25	44	8,288	156
	2009			46	46	0	43	42		22	24	46	8,957	155

Number Tested	2007	0	0	145	141	5	134	135	0	84	61	145	14,889
	2008	0	0	156	152	7	148	143	0	86	70	156	18,257
	2009	0	0	155	155	11	147	148	0	83	72	155	19,076

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009
4	7	57.1	4	25.0	12	8.3	23	26.1
5	3	33.3	6	50.0	0	-	9	44.4
ALL	10	50.0	10	40.0	12	8.3	32	31.3

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (56)	Beginning	39	69.6	43	76.8	54	96.4	54	96.4	54	96.4
	Intermediate	11	19.6	7	12.5	0	0.0	1	1.8	1	1.8
	Advanced	5	8.9	5	8.9	2	3.6	1	1.8	1	1.8
	Advanced High	1	1.8	1	1.8	0	0.0	0	0.0	0	0.0
1 (61)	Beginning	31	50.8	38	62.3	43	70.5	36	59.0	36	59.0
	Intermediate	13	21.3	18	29.5	14	23.0	16	26.2	16	26.2
	Advanced	17	27.9	5	8.2	4	6.6	9	14.8	9	14.8
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (55)	Beginning	8	14.5	8	14.5	18	32.7	10	18.2	10	18.2
	Intermediate	16	29.1	20	36.4	25	45.5	15	27.3	15	27.3
	Advanced	30	54.5	24	43.6	12	21.8	16	29.1	16	29.1
	Advanced High	1	1.8	3	5.5	0	0.0	14	25.5	14	25.5
3 (74)	Beginning	2	2.8	3	4.2	7	9.7	7	9.7	7	10.0
	Intermediate	3	4.2	7	9.7	19	26.4	12	16.7	13	18.6
	Advanced	29	40.3	30	41.7	28	38.9	30	41.7	27	38.6
	Advanced High	38	52.8	32	44.4	18	25.0	23	31.9	23	32.9
4 (53)	Beginning	0	0.0	2	3.8	4	7.5	3	5.7	3	5.7
	Intermediate	9	17.0	10	18.9	14	26.4	11	20.8	11	20.8
	Advanced	12	22.6	18	34.0	15	28.3	10	18.9	12	22.6
	Advanced High	32	60.4	23	43.4	20	37.7	29	54.7	27	50.9

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	—	—	—	
56 21 (37.5%)	Beginning	33			
	Intermediate	15	1		
	Advanced	6	0	1	
	Advanced High	0	0	0	
53 41 (77.4%)	Beginning	9			
	Intermediate	13	1		
	Advanced	9	5	2	
	Advanced High	2	9	3	
65 43 (66.2%)	Beginning	7			
	Intermediate	4	8		
	Advanced	3	15	7	
	Advanced High	0	5	16	
49 35 (71.4%)	Beginning	1			
	Intermediate	5	5		
	Advanced	0	3	8	
	Advanced High	1	0	26	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (35)	Beginning	0	0.0	0	0.0	1	2.9	2	5.7	2	5.7
	Intermediate	0	0.0	7	20.0	11	31.4	3	8.6	3	8.6
	Advanced	13	37.1	14	40.0	18	51.4	4	11.4	4	11.4
	Advanced High	22	62.9	14	40.0	5	14.3	26	74.3	26	74.3
ALL (334)	Beginning	80	24.1	94	28.3	127	38.3	112	33.7	112	33.9
	Intermediate	52	15.7	69	20.8	83	25.0	58	17.5	59	17.9
	Advanced	106	31.9	96	28.9	79	23.8	70	21.1	69	20.9
	Advanced High	94	28.3	73	22.0	43	13.0	92	27.7	90	27.3

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>34</div> <div>30 (88.2%)</div>	Beginning	2			
	Intermediate	1	2		
	Advanced	2	2	0	
	Advanced High	0	3	22	
<div>257</div> <div>170 (66.1%)</div>	Beginning	52			
	Intermediate	38	17		
	Advanced	20	25	18	
	Advanced High	3	17	67	

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