

# Campus Data Packet

for 2009 - 10 Plans



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School Number 286

*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	2
PK	5
KN	117
1	106
2	112
3	103
4	74
5	80
ALL	599

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	127	21.2	15	39.5
American Indian	0	0.0	*	*
Asian	54	9.0	*	*
Hispanic	400	66.8	15	39.5
White	18	3.0	7	18.4
Other	**	**	1	2.6

\*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	585	97.7
Limited English proficient students	440	73.5
Special education students	57	9.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	43	5	11.6	0	0.0	0	0.0	38	88.4	0	0.0
	2008	4	0	0.0	0	0.0	0	0.0	4	100.0	0	0.0
	2009	5	1	20.0	0	0.0	0	0.0	4	80.0	0	0.0
KN	2007	98	21	21.4	0	0.0	0	0.0	72	73.5	5	5.1
	2008	103	39	37.9	0	0.0	0	0.0	59	57.3	5	4.9
	2009	117	23	19.7	0	0.0	11	9.4	79	67.5	4	3.4
1	2007	101	28	27.7	0	0.0	1	1.0	71	70.3	1	1.0
	2008	102	22	21.6	0	0.0	0	0.0	76	74.5	4	3.9
	2009	106	24	22.6	0	0.0	11	10.4	67	63.2	4	3.8
2	2007	74	14	18.9	0	0.0	2	2.7	57	77.0	1	1.4
	2008	94	23	24.5	0	0.0	4	4.3	65	69.1	2	2.1
	2009	112	20	17.9	0	0.0	7	6.3	81	72.3	4	3.6
3	2007	75	23	30.7	0	0.0	2	2.7	48	64.0	2	2.7
	2008	71	23	32.4	0	0.0	2	2.8	45	63.4	1	1.4
	2009	103	20	19.4	0	0.0	11	10.7	70	68.0	2	1.9
4	2007	74	21	28.4	0	0.0	0	0.0	43	58.1	10	13.5
	2008	84	24	28.6	0	0.0	3	3.6	56	66.7	1	1.2
	2009	74	16	21.6	0	0.0	7	9.5	49	66.2	2	2.7
5	2007	65	19	29.2	0	0.0	3	4.6	40	61.5	3	4.6
	2008	78	26	33.3	0	0.0	0	0.0	42	53.8	10	12.8
	2009	80	23	28.8	0	0.0	7	8.8	48	60.0	2	2.5
EC-5	2007	537	132	24.6	0	0.0	8	1.5	375	69.8	22	4.1
	2008	538	157	29.2	0	0.0	9	1.7	349	64.9	23	4.3
	2009	599	127	21.2	0	0.0	54	9.0	400	66.8	18	3.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	43	42	97.7	28	65.1	1	2.3	0	0.0	42	97.7	0.0
	2008	4	3	75.0	4	100.0	4	100.0	0	0.0	0	0.0	0.0
	2009	5	5	100.0	3	60.0	5	100.0	0	0.0	3	60.0	0.0
KN	2007	98	93	94.9	47	48.0	7	7.1	8	8.2	53	54.1	3.1
	2008	103	101	98.1	69	67.0	8	7.8	5	4.9	56	54.4	2.9
	2009	117	114	97.4	88	75.2	6	5.1	2	1.7	77	65.8	0.0
1	2007	101	97	96.0	72	71.3	5	5.0	7	6.9	10	9.9	2.0
	2008	102	98	96.1	68	66.7	6	5.9	8	7.8	10	9.8	1.0
	2009	106	105	99.1	80	75.5	2	1.9	4	3.8	19	17.9	3.8
2	2007	74	74	100.0	58	78.4	7	9.5	5	6.8	7	9.5	1.4
	2008	94	92	97.9	65	69.1	8	8.5	12	12.8	4	4.3	2.1
	2009	112	110	98.2	78	69.6	10	8.9	12	10.7	17	15.2	1.8
3	2007	75	70	93.3	54	72.0	12	16.0	9	12.0	6	8.0	2.7
	2008	71	71	100.0	53	74.6	17	23.9	1	1.4	7	9.9	0.0
	2009	103	99	96.1	75	72.8	11	10.7	13	12.6	18	17.5	1.0
4	2007	74	71	95.9	54	73.0	5	6.8	7	9.5	7	9.5	1.4
	2008	84	82	97.6	59	70.2	16	19.0	12	14.3	11	13.1	0.0
	2009	74	72	97.3	60	81.1	11	14.9	6	8.1	9	12.2	0.0
5	2007	65	65	100.0	49	75.4	6	9.2	10	15.4	8	12.3	3.1
	2008	78	77	98.7	54	69.2	10	12.8	12	15.4	9	11.5	0.0
	2009	80	78	97.5	56	70.0	10	12.5	17	21.3	12	15.0	2.5
EC-5	2007	537	518	96.5	363	67.6	50	9.3	46	8.6	137	25.5	2.6
	2008	538	526	97.8	372	69.1	71	13.2	50	9.3	97	18.0	1.5
	2009	599	585	97.7	440	73.5	57	9.5	54	9.0	157	26.2	1.5

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	21.1	4,117.2	20.3	96.0	3,933.6	95.5	46	100.0	100.0	42	7,436	100.0	100.0
	2008	3.9	4,133.2	3.6	92.5	3,942.7	95.4	1	25.6	100.0	3	7,427	76.8	100.0
	2009		4,167.8			3,975.6	95.4			100.0		7,332		100.0
KN	2007	96.8	13,945.0	91.9	94.9	13,385.6	96.0	23	23.8	24.3	84	12,035	86.8	86.3
	2008	101.2	13,568.1	97.0	95.8	13,004.4	95.8	30	29.6	23.5	84	11,618	83.0	85.6
	2009	108.4	13,515.0	102.9	94.9	12,939.1	95.7	30	27.7	22.5	90	11,501	83.0	85.1
1	2007	106.2	14,353.8	102.4	96.4	13,851.4	96.5	23	21.7	23.2	89	12,437	83.8	86.6
	2008	101.7	14,626.9	98.1	96.5	14,102.7	96.4	25	24.6	21.2	86	12,704	84.6	86.9
	2009	103.3	14,250.8	99.3	96.2	13,719.9	96.3	29	28.1	20.7	84	12,300	81.3	86.3
2	2007	74.2	13,403.8	72.0	97.0	12,978.9	96.8	13	17.5	21.7	66	11,729	88.9	87.5
	2008	94.4	13,708.6	91.8	97.2	13,269.8	96.8	11	11.6	19.7	84	12,043	89.0	87.9
	2009	108.8	13,950.1	104.7	96.2	13,499.0	96.8	29	26.7	18.6	86	12,231	79.1	87.7
3	2007	77.0	12,998.4	74.7	97.0	12,633.3	97.2	13	16.9	21.1	70	11,445	90.9	88.0
	2008	69.5	12,806.9	67.4	97.0	12,425.5	97.0	27	38.9	19.1	59	11,408	85.0	89.1
	2009	96.7	13,095.5	93.9	97.2	12,710.6	97.1	23	23.8	18.3	82	11,634	84.8	88.8
4	2007	72.6	12,104.9	70.9	97.7	11,768.3	97.2	15	20.7	19.7	64	10,683	88.1	88.3
	2008	80.6	12,329.8	79.0	98.0	11,960.3	97.0	14	17.4	19.7	74	10,924	91.8	88.6
	2009	73.6	12,156.4	71.5	97.1	11,789.9	97.0	19	25.8	18.1	61	10,731	82.8	88.3
5	2007	64.7	11,757.0	62.9	97.2	11,426.8	97.2	17	26.3	20.9	57	10,362	88.1	88.1
	2008	75.6	11,874.2	73.8	97.6	11,539.6	97.2	17	22.5	18.8	67	10,608	88.7	89.3
	2009	79.0	11,903.5	77.4	98.0	11,552.9	97.1	10	12.7	17.5	71	10,563	89.9	88.7
EC-5	2007	517.3	83,122.6	499.4	96.5	80,387.4	96.7	157	30.4	33.3	472	76,416	91.2	91.9
	2008	530.0	83,438.7	513.5	96.9	80,606.0	96.6	126	23.8	31.9	459	76,970	86.6	92.2
	2009	575.0	83,476.5	554.5	96.4	80,586.5	96.5	146	25.4	30.9	476	76,517	82.8	91.7



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	15	39.5
Hispanic	15	39.5
White	7	18.4
Other	1	2.6

Gender	Number	Percent
Female	33	86.8
Male	5	13.2

<b>TOTAL</b>	<b>38</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	7.2
<b>2008</b>	7.4
<b>2009</b>	8.7

**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		92.3	73.8	78.4	*	71.8	72.3		75.9	77.8	76.8	84.6	56
	2008	*	83.3	77.5	79.6	100.0	76.2	78.0		78.6	80.8	79.6	86.2	54
	2009	*	100.0	83.3	92.6	100.0	88.9	94.1		92.3	94.1	93.3	87.3	30
4	2007	62.5	66.7	59.5	62.7	*	57.1	58.7		63.0	59.3	61.1	69.7	54
	2008		84.6	64.0	67.7	50.0	60.0	60.8		65.7	72.4	68.8	72.1	64
	2009	*	35.7	63.0	52.5	22.2	54.0	52.9		55.9	53.3	54.7	75.8	64
5	2007	*	66.7	66.7	67.4		54.8	58.8		72.7	65.2	68.9	78.3	45
	2008	100.0	65.0	69.4	71.4	*	65.9	67.3		75.0	68.8	71.9	82.9	64
	2009		88.2	75.0	76.7	0.0	71.8	69.6		79.4	75.0	77.4	82.9	62
3-5	2007	66.7	77.4	67.0	69.7	*	61.6	63.8		70.5	67.5	69.0	77.6	155
	2008	100.0	75.6	69.8	72.6	68.4	67.2	68.6		72.6	73.6	73.1	80.3	182
	2009	*	76.1	70.6	69.6	40.9	64.3	65.8		71.6	70.7	71.2	81.5	156

NUMBER TESTED IN GRADES 3-5													
2007	9	31	112	145	5	112	127	0	78	77	155	31,814	
2008	9	45	126	179	19	131	153	0	95	87	182	31,840	
2009	3	46	102	148	22	98	114	0	81	75	156	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	11	11	*	11	13		7	6	13	1,675	56
	2008	*	2	9	11	0	10	11		6	5	11	1,443	54
	2009	*	0	2	2	0	1	1		1	1	2	960	30
4	2007	3	3	15	19	*	18	19		10	11	21	3,189	54
	2008		2	18	20	4	18	20		12	8	20	2,996	64
	2009	*	9	17	29	7	23	24		15	14	29	2,449	64
5	2007	*	3	11	14		14	14		6	8	14	2,258	45
	2008	0	7	11	18	*	15	17		8	10	18	1,827	64
	2009		2	11	14	6	11	14		7	7	14	1,793	62
3-5	2007	3	7	37	44	*	43	46		23	25	48	7,122	155
	2008	0	11	38	49	6	43	48		26	23	49	6,266	182
	2009	*	11	30	45	13	35	39		23	22	45	5,202	156

NUMBER TESTED IN GRADES 3-5													
2007	9	31	112	145	5	112	127	0	78	77	155	31,814	
2008	9	45	126	179	19	131	153	0	95	87	182	31,840	
2009	3	46	102	148	22	98	114	0	81	75	156	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	75.7	80.4	67.0	70.1
	2008	76.5	73.5	79.6	74.3
	2009	84.9	86.7	87.8	84.2
4	2007	76.8	72.9	69.8	65.9
	2008	77.6	75.4	75.9	70.2
	2009	74.5	60.7	65.0	68.9
5	2007	72.3	78.1	74.4	66.0
	2008	72.1	75.4	71.7	71.5
	2009	75.9	75.4	82.3	74.4
3-5	2007	75.1	77.1	70.1	67.4
	2008	75.4	74.8	75.5	71.9
	2009	77.1	71.6	76.2	74.0

**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		38.5	9.5	13.7	*	5.1	4.3		10.3	22.2	16.1	21.3	56
	2008	*	16.7	12.5	13.0	16.7	9.5	12.0		10.7	15.4	13.0	21.5	54
	2009	*	46.7	50.0	48.1	28.6	44.4	41.2		46.2	52.9	50.0	34.1	30
4	2007	25.0	11.1	5.4	9.8	*	4.8	6.5		7.4	11.1	9.3	16.6	54
	2008		7.7	8.0	8.1	0.0	4.4	3.9		5.7	10.3	7.8	14.4	64
	2009	*	7.1	8.7	8.2	0.0	6.0	5.9		2.9	13.3	7.8	18.4	64
5	2007	*	22.2	9.1	11.6		6.5	5.9		18.2	4.3	11.1	13.1	45
	2008	12.5	0.0	8.3	6.3	*	2.3	1.9		9.4	3.1	6.3	16.5	64
	2009		23.5	15.9	16.7	0.0	10.3	8.7		17.6	17.9	17.7	18.5	62
3-5	2007	22.2	25.8	8.0	11.7	*	5.4	5.5		11.5	13.0	12.3	17.1	155
	2008	11.1	6.7	9.5	8.9	5.3	5.3	5.9		8.4	9.2	8.8	17.4	182
	2009	*	26.1	16.7	18.9	9.1	11.2	12.3		16.0	24.0	19.9	22.7	156

NUMBER TESTED IN GRADES 3-5													
2007	9	31	112	145	5	112	127	0	78	77	155	31,814	
2008	9	45	126	179	19	131	153	0	95	87	182	31,840	
2009	3	46	102	148	22	98	114	0	81	75	156	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		83.3	89.5	85.1	*	86.1	82.9		92.0	80.8	86.3	70.3	51
	2008	*	71.4	82.5	81.6	*	80.5	80.9		82.1	81.0	81.6	76.6	49
	2009	*	92.9	67.2	70.7	100.0	67.8	68.1		69.2	73.9	71.8	77.3	85
4	2007	87.5	100.0	81.1	88.2	*	83.3	84.8		92.6	77.8	85.2	75.7	54
	2008		60.0	84.6	77.3	45.5	80.9	76.4		73.7	83.3	77.9	77.9	68
	2009	*	42.9	60.9	57.4	44.4	60.0	58.8		58.8	56.7	57.8	79.4	64
5	2007	*	83.3	79.4	78.6		75.0	72.7		78.3	80.0	79.1	82.9	43
	2008	100.0	78.9	81.1	82.5	*	77.8	81.1		80.6	84.8	82.8	84.0	64
	2009	*	81.3	77.8	77.0	14.3	75.0	71.7		76.5	79.3	77.8	87.0	63
3-5	2007	80.0	88.9	83.5	84.3	*	82.1	80.8		88.0	79.5	83.8	76.2	148
	2008	100.0	70.7	82.9	80.3	66.7	79.7	79.4		78.4	83.3	80.7	79.5	181
	2009	*	72.7	68.4	68.6	54.2	67.1	66.3		68.2	70.5	69.3	81.0	212

NUMBER TESTED IN GRADES 3-5													
2007	10	27	109	140	4	106	120	0	75	73	148	32,298	
2008	9	41	129	178	18	133	155	0	97	84	181	32,696	
2009	5	44	158	204	24	149	166	0	107	105	212	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	4	7	*	5	7		2	5	7	3,303	51
	2008	*	2	7	9	*	8	9		5	4	9	2,542	49
	2009	*	1	22	24	0	19	22		12	12	24	2,781	85
4	2007	1	0	7	6	*	7	7		2	6	8	2,604	54
	2008		6	8	15	6	9	13		10	5	15	2,436	68
	2009	*	8	18	26	5	20	21		14	13	27	2,196	64
5	2007	*	1	7	9		7	9		5	4	9	1,785	43
	2008	0	4	7	11	*	10	10		6	5	11	1,730	64
	2009	*	3	10	14	6	10	13		8	6	14	1,386	63
3-5	2007	2	3	18	22	*	19	23		9	15	24	7,692	148
	2008	0	12	22	35	6	27	32		21	14	35	6,708	181
	2009	*	12	50	64	11	49	56		34	31	65	6,363	212

NUMBER TESTED IN GRADES 3-5													
2007	10	27	109	140	4	106	120	0	75	73	148	32,298	
2008	9	41	129	178	18	133	155	0	97	84	181	32,696	
2009	5	44	158	204	24	149	166	0	107	105	212	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	86.3	88.2	83.3	85.0	89.2	70.3
	2008	83.5	85.0	85.7	76.9	82.7	65.8
	2009	74.0	74.3	84.1	76.5	75.0	65.9
4	2007	85.7	82.8	81.5	75.0	72.2	69.2
	2008	83.8	80.7	75.7	75.5	81.3	75.6
	2009	73.0	65.2	54.7	66.9	65.2	59.2
5	2007	87.9	72.1	80.7	72.8	78.5	72.1
	2008	77.8	73.2	76.1	75.4	77.3	73.0
	2009	77.5	74.8	77.6	76.4	72.6	78.8
3-5	2007	86.5	81.6	81.9	77.8	79.9	70.4
	2008	81.6	79.2	78.6	75.8	80.2	72.0
	2009	74.7	71.7	73.3	73.6	71.3	67.7



**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		16.7	26.3	23.4	*	22.2	19.5		20.0	26.9	23.5	19.2	51
	2008	*	28.6	32.5	30.6	*	26.8	29.8		25.0	38.1	30.6	26.3	49
	2009	*	28.6	19.4	20.7	37.5	18.6	17.4		25.6	19.6	22.4	29.0	85
4	2007	0.0	22.2	21.6	19.6	*	16.7	15.2		25.9	11.1	18.5	22.6	54
	2008		26.7	26.9	25.8	0.0	25.5	23.6		23.7	30.0	26.5	23.8	68
	2009	*	7.1	10.9	9.8	0.0	10.0	9.8		8.8	10.0	9.4	31.6	64
5	2007	*	33.3	17.6	21.4		10.7	9.1		26.1	15.0	20.9	29.3	43
	2008	12.5	21.1	27.0	23.8	*	20.0	20.8		25.8	21.2	23.4	31.9	64
	2009	*	25.0	33.3	31.1	0.0	30.0	26.1		29.4	31.0	30.2	38.4	63
3-5	2007	10.0	22.2	22.0	21.4	*	17.0	15.0		24.0	17.8	20.9	23.6	148
	2008	11.1	24.4	28.7	26.4	5.6	24.1	24.5		24.7	28.6	26.5	27.3	181
	2009	*	20.5	20.9	20.6	12.5	18.8	17.5		21.5	20.0	20.8	32.8	212


NUMBER TESTED IN GRADES 3-5													
2007	10	27	109	140	4	106	120	0	75	73	148	32,298	
2008	9	41	129	178	18	133	155	0	97	84	181	32,696	
2009	5	44	158	204	24	149	166	0	107	105	212	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	75.0	100.0	82.5	85.2	*	82.2	83.7		82.1	86.2	84.2	86.5	57
	2008		84.6	88.4	87.0		84.2	83.7		82.8	92.6	87.5	87.4	56
	2009	*	66.7	83.7	79.2	*	80.4	80.9		82.8	76.9	80.0	87.4	55

NUMBER TESTED IN GRADE 4													
2007	8	9	40	54	1	45	49	0	28	29	57	10,408	
2008	0	13	43	54	0	38	43	0	29	27	56	10,658	
2009	1	9	43	53	3	46	47	0	29	26	55	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	0	7	8	*	8	8		5	4	9	1,408	57
	2008		2	5	7		6	7		5	2	7	1,348	56
	2009	*	3	7	11	*	9	9		5	6	11	1,264	55

NUMBER TESTED IN GRADE 4													
2007	8	9	40	54	1	45	49	0	28	29	57	10,408	
2008	0	13	43	54	0	38	43	0	29	27	56	10,658	
2009	1	9	43	53	3	46	47	0	29	26	55	10,032	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.0	78.1	68.9	87.1	84.2
	2008	2.2	83.0	79.5	79.9	83.5
	2009	2.0	83.2	73.9	81.6	85.2

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

**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	12.5	0.0	5.0	5.6	*	2.2	4.1		7.1	3.4	5.3	18.2	57
	2008		23.1	16.3	18.5		10.5	9.3		6.9	29.6	17.9	21.4	56
	2009	*	11.1	14.0	15.1	*	13.0	12.8		3.4	26.9	14.5	21.0	55

NUMBER TESTED IN GRADE 4													
2007	8	9	40	54	1	45	49	0	28	29	57	10,408	
2008	0	13	43	54	0	38	43	0	29	27	56	10,658	
2009	1	9	43	53	3	46	47	0	29	26	55	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	*	71.4	52.9	54.8		40.0	42.4		54.5	57.1	55.8	62.3	43
	2008	50.0	47.6	45.0	45.6	20.0	37.5	42.9		52.9	40.0	46.4	71.9	69
	2009		83.3	74.4	76.4		70.6	70.0		86.2	67.9	77.2	75.9	57

NUMBER TESTED IN GRADE 5													
2007	1	7	34	42	0	30	33	0	22	21	43	10,296	
2008	8	21	40	68	10	48	56	0	34	35	69	10,686	
2009	0	18	39	55	0	34	40	0	29	28	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	*	2	16	19		18	19		10	9	19	3,881	43
	2008	4	11	22	37	8	30	32		16	21	37	3,005	69
	2009		3	10	13		10	12		4	9	13	2,542	57

NUMBER TESTED IN GRADE 5													
2007	1	7	34	42	0	30	33	0	22	21	43	10,296	
2008	8	21	40	68	10	48	56	0	34	35	69	10,686	
2009	0	18	39	55	0	34	40	0	29	28	57	10,550	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	76.7	77.5	79.3	71.1
	2008	78.3	72.0	68.6	58.5
	2009	87.7	88.7	84.6	70.4



**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)
5	2007	*	28.6	14.7	14.3		6.7	6.1		27.3	4.8	16.3	18.0	43
	2008	0.0	9.5	17.5	13.2	10.0	8.3	10.7		23.5	2.9	13.0	24.8	69
	2009		27.8	35.9	32.7		29.4	27.5		44.8	21.4	33.3	29.1	57

NUMBER TESTED IN GRADE 5													
2007	1	7	34	42	0	30	33	0	22	21	43	10,296	
2008	8	21	40	68	10	48	56	0	34	35	69	10,686	
2009	0	18	39	55	0	34	40	0	29	28	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	0
	2008			*	*		*	*		*		*	85.4	1
	2009			81.0	81.0	*	82.7	79.6		77.8	83.9	81.0	89.4	58
ALL	2007												—	0
	2008			*	*		*	*		*		*	—	1
	2009			81.0	81.0	*	82.7	79.6		77.8	83.9	81.0	—	58

NUMBER TESTED IN GRADES ALL														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	1	1	0	1	1	0	1	0	1	1	—	
2009	0	0	58	58	1	52	54	0	27	31	58	58	—	

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

**NUMBER NOT MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007												219	0
	2008			*	*		*	*		*		*	239	1
	2009			11	11	*	9	11		6	5	11	514	58
ALL	2007												—	0
	2008			*	*		*	*		*		*	—	1
	2009			11	11	*	9	11		6	5	11	—	58

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	1	1	0	1	1	0	1	0	1	—	
2009	0	0	58	58	1	52	54	0	27	31	58	—	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007				
	2008	*	*	*	*
	2009	71.3	84.7	73.9	66.6
ALL	2007				
	2008	*	*	*	*
	2009	71.3	84.7	73.9	66.6

**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												14.8	0
	2008			*	*		*	*		*		*	17.2	1
	2009			19.0	19.0	*	19.2	18.5		14.8	22.6	19.0	30.6	58
ALL	2007												—	0
	2008			*	*		*	*		*		*	—	1
	2009			19.0	19.0	*	19.2	18.5		14.8	22.6	19.0	—	58

NUMBER TESTED IN ALL GRADES														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	1	1	0	1	1	0	1	0	1	1	—	
2009	0	0	58	58	1	52	54	0	27	31	58	—		

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		83.3	*	75.0	75.0	*	*		*	*	75.0	77.7	8
	2009		*	*	*	*	*	*		*		*	87.7	3
4														
	2008	*	*	*	62.5	62.5	*	57.1		50.0	*	62.5	70.7	8
	2009			*	*	*	*	*			*	*	71.8	2
5														
	2008		*	*	*	*	*	*		*	*	*	73.3	5
	2009	*	*	*	*	*	*	*		*	*	*	80.3	4
3-5														
	2008	*	75.0	50.0	61.9	61.9	45.5	60.0		57.1	71.4	61.9	73.7	21
	2009	*	*	100.0	88.9	88.9	88.9	88.9		83.3	*	88.9	79.2	9

NUMBER TESTED IN GRADES 3-5														
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Total	
2008	1	12	8	21	21	11	15	0	14	7	21	1,807		
2009	1	2	6	9	9	9	9	0	6	3	9	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		1	*	2	2	*	*		*	*	2	116	8
	2009		*	*	*	*	*	*		*		*	60	3
4	2008	*	*	*	3	3	*	3		3	*	3	181	8
	2009			*	*	*	*	*			*	*	192	2
5	2008		*	*	*	*	*	*		*	*	*	179	5
	2009	*	*	*	*	*	*	*		*	*	*	137	4
3-5	2008	*	3	4	8	8	6	6		6	2	8	476	21
	2009	*	*	0	1	1	1	1		1	*	1	389	9

NUMBER TESTED IN GRADES 3-5													
2008	1	12	8	21	21	11	15	0	14	7	21	1,807	
2009	1	2	6	9	9	9	9	0	6	3	9	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	42.3	66.7	57.5	54.2
	2009	*	*	*	*
4					
	2008	53.1	54.2	47.9	46.9
	2009	*	*	*	*
5					
	2008	*	*	*	*
	2009	*	*	*	*
3-5					
	2008	49.3	58.7	52.9	50.2
	2009	67.6	63.0	63.3	60.6



**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														
	2008		0.0	*	0.0	0.0	*	*		*	*	0.0	10.8	8
	2009		*	*	*	*	*	*		*		*	16.2	3
4														
	2008	*	*	*	0.0	0.0	*	0.0		0.0	*	0.0	9.7	8
	2009			*	*	*	*	*			*	*	8.9	2
5														
	2008		*	*	*	*	*	*		*	*	*	14.9	5
	2009	*	*	*	*	*	*	*		*	*	*	14.1	4
3-5														
	2008	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	12.0	21
	2009	*	*	16.7	11.1	11.1	11.1	11.1		0.0	*	11.1	12.7	9

NUMBER TESTED IN GRADES 3-5														
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)	
2008	1	12	8	21	21	11	15	0	14	7	21	1,807		
2009	1	2	6	9	9	9	9	0	6	3	9	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		54.5	*	60.0	60.0	33.3	63.6		28.6	87.5	60.0	76.1	15
	2009		*	*	*	*	*	*		*		*	81.2	4
4														
	2008	*	*	*	*	*	*	*		*	*	*	69.1	5
	2009			*	*	*	*	*			*	*	75.8	2
5														
	2008		*	*	*	*	*	*		*	*	*	64.0	5
	2009	*	*	*	*	*	*	*		*		*	80.2	3
3-5														
	2008	*	53.3	77.8	60.0	60.0	50.0	61.1		42.9	81.8	60.0	69.4	25
	2009	*	*	*	88.9	88.9	88.9	88.9		100.0	*	88.9	78.8	9

NUMBER TESTED IN GRADES 3-5														
2008	1	15	9	25	25	12	18	0	14	11	25	1,730		
2009	1	3	5	9	9	9	9	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		5	*	6	6	4	4		5	1	6	129	15
	2009		*	*	*	*	*	*		*		*	85	4
4														
	2008	*	*	*	*	*	*	*		*	*	*	173	5
	2009			*	*	*	*	*			*	*	157	2
5														
	2008		*	*	*	*	*	*		*	*	*	227	5
	2009	*	*	*	*	*	*	*		*		*	127	3
3-5														
	2008	*	7	2	10	10	6	7		8	2	10	529	25
	2009	*	*	*	1	1	1	1		0	*	1	369	9

NUMBER TESTED IN GRADES 3-5													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
2008	1	15	9	25	25	12	18	0	14	11	25	1,730	
2009	1	3	5	9	9	9	9	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	50.0	53.3	60.0	62.7	48.9	34.4
	2009	*	*	*	*	*	*
4	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-5	2008	49.1	52.7	60.3	59.3	48.0	39.7
	2009	72.1	70.7	73.7	69.3	74.1	45.9

## 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		9.1	*	6.7	6.7	0.0	9.1		0.0	12.5	6.7	16.1	15
	2009		*	*	*	*	*	*		*		*	22.3	4
4														
	2008	*	*	*	*	*	*	*		*	*	*	14.3	5
	2009			*	*	*	*	*			*	*	14.0	2
5														
	2008		*	*	*	*	*	*		*	*	*	14.0	5
	2009	*	*	*	*	*	*	*		*		*	17.2	3
3-5														
	2008	*	6.7	11.1	8.0	8.0	8.3	11.1		7.1	9.1	8.0	14.7	25
	2009	*	*	*	11.1	11.1	11.1	11.1		14.3	*	11.1	17.3	9

NUMBER TESTED IN GRADES 3-5														
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)	
2008	1	15	9	25	25	12	18	0	14	11	25	1,730		
2009	1	3	5	9	9	9	9	0	7	2	9	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												39.2	0
	2009	*	*	85.7	60.0	60.0	55.6	60.0		62.5	*	60.0	37.5	10

NUMBER TESTED IN GRADE 5														
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	668
2009	1	1	7	10	10	9	10	0	8	2	10	10	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												406	0
	2009	*	*	1	4	4	4	4		3	*	4	398	10

NUMBER TESTED IN GRADE 5													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested
2008	0	0	0	0	0	0	0	0	0	0	0	0	668
2009	1	1	7	10	10	9	10	0	8	2	10	637	

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE**

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008				
	2009	65.5	77.1	71.4	61.4



**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)
5														
	2008												5.2	0
	2009	*	*	14.3	10.0	10.0	11.1	10.0		12.5	*	10.0	4.9	10

NUMBER TESTED IN GRADE 5														
2007														
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	668
2009	1	1	7	10	10	9	10	0	8	2	10	10	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	*	30.8	28.6	46.9	28
	2008	13.3	29.6	23.8	57.6	42
	2009	*	*	50.0	41.9	8
1	2007	16.0	60.0	32.5	51.4	40
	2008	33.3	39.3	38.2	50.2	34
	2009	17.6	50.0	33.3	54.2	33
2	2007	17.9	83.3	26.7	44.5	45
	2008	26.7	83.3	42.9	50.2	21
	2009	16.7	55.6	27.3	47.9	33
1-2	2007	17.2	66.7	29.4	47.6	85
	2008	28.6	47.1	40.0	50.2	55
	2009	17.1	52.0	30.3	51.0	66

Grade	Year	MATHEMATICS TOTAL (**MATHMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	53.3	50.0	51.7	44.3	87
	2008	37.1	42.9	39.2	44.9	97
	2009	17.9	30.0	20.2	52.8	104
1	2007	50.7	61.9	53.1	48.8	96
	2008	47.6	55.6	50.5	55.5	99
	2009	35.3	50.0	42.4	50.4	33
2	2007	38.8	60.0	42.4	55.6	59
	2008	55.7	84.6	59.8	57.5	92
	2009	45.8	44.4	45.5	53.2	33
K-2	2007	47.9	54.8	50.0	49.1	242
	2008	47.5	54.8	49.7	52.7	288
	2009	25.6	40.0	29.4	52.3	170

Number Tested	2007	66	47	113	24,696	
	2008	36	61	97	21,817	
	2009	45	29	74	21,148	

Number Tested	2007	169	73	242	34,441	
	2008	204	84	288	41,070	
	2009	125	45	170	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	*	25.0	30.0	27.3	*	*	*		33.3	25.0	28.6	46.9	28
	2008	*	25.7	*	22.5	0.0	13.3	13.3		15.0	31.8	23.8	57.6	42
	2009	*	*	*	50.0	*		*		*	*	50.0	41.9	8
1	2007	*	35.0	27.8	27.0	*	16.7	16.0		18.8	41.7	32.5	51.4	40
	2008	*	36.8	40.0	37.5	*	33.3	33.3		16.7	50.0	38.2	50.2	34
	2009	*	43.8	27.3	31.3	*	18.2	17.6		38.9	26.7	33.3	54.2	33
2	2007	*	*	23.7	26.7	*	17.9	17.9		29.2	23.8	26.7	44.5	45
	2008	*	41.7	57.1	36.8	0.0	37.5	26.7		25.0	53.8	42.9	50.2	21
	2009	*	31.3	28.6	25.8	*	0.0	16.7		7.1	42.1	27.3	47.9	33
1-2	2007	*	36.0	25.0	26.8	*	17.5	17.2		25.0	33.3	29.4	47.6	85
	2008	33.3	38.7	47.1	37.3	12.5	35.7	28.6		20.0	51.4	40.0	50.2	55
	2009	14.3	37.5	28.0	28.6	28.6	11.8	17.1		25.0	35.3	30.3	51.0	66

Number Tested	2007	4	41	66	104	6	58	66	0	52	61	113	24,696
	2008	11	66	19	91	15	29	36	0	40	57	97	21,817
	2009	8	37	27	71	8	17	45	0	37	37	74	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	*	1	1	2	*	*	*		1	1	2	1,245	28
	2008	*	4	*	3	0	0	0		2	2	4	1,687	42
	2009	*	*	*	0	*		*		*	*	0	771	8
1	2007	*	3	2	5	*	0	0		1	4	5	1,458	40
	2008	*	2	2	3	*	0	0		1	3	4	1,555	34
	2009	*	1	0	1	*	0	0		0	1	1	1,659	33
2	2007	*	*	1	1	*	0	0		1	0	1	896	45
	2008	*	2	1	3	0	1	1		0	3	3	1,065	21
	2009	*	0	1	1	*	0	0		0	1	1	1,027	33
1-2	2007	*	3	3	6	*	0	0		2	4	6	2,355	85
	2008	0	4	3	6	0	1	1		1	6	7	2,620	55
	2009	0	1	1	2	0	0	0		0	2	2	2,688	66
Number Tested	2007	4	41	66	104	6	58	66	0	52	61	113	24,696	
	2008	11	66	19	91	15	29	36	0	40	57	97	21,817	
	2009	8	37	27	71	8	17	45	0	37	37	74	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	*	18.8	59.4	51.9	*	57.8	53.3		55.0	48.9	51.7	44.3	87
	2008	*	31.4	45.6	37.9	0.0	37.5	37.1		35.3	43.5	39.2	44.9	97
	2009	*	30.4	19.4	20.4	*	17.1	17.9		16.3	23.6	20.2	52.8	104
1	2007	*	34.6	58.8	53.3	*	53.7	50.7		50.0	55.8	53.1	48.8	96
	2008	*	52.4	49.3	51.6	16.7	46.2	47.6		45.7	54.7	50.5	55.5	99
	2009	*	43.8	36.4	40.6	*	36.4	35.3		44.4	40.0	42.4	50.4	33
2	2007	*	16.7	47.7	42.4	*	40.9	38.8		45.2	39.3	42.4	55.6	59
	2008	*	34.8	68.3	60.0	0.0	62.5	55.7		57.9	61.1	59.8	57.5	92
	2009	*	25.0	64.3	45.2	*	50.0	45.8		50.0	42.1	45.5	53.2	33
K-2	2007	*	25.9	56.4	50.0	16.7	51.3	47.9		50.4	49.6	50.0	49.1	242
	2008	41.7	38.0	54.4	49.6	5.0	48.7	47.5		45.2	53.6	49.7	52.7	288
	2009	36.4	32.7	27.8	28.9	33.3	21.5	25.6		28.4	30.3	29.4	52.3	170

Number Tested	2007	4	54	181	232	12	156	169	0	115	127	242	34,441
	2008	12	79	193	280	20	193	204	0	135	153	288	41,070
	2009	11	55	97	166	9	93	125	0	81	89	170	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	20	20	*	13	12		10	11	21	2,583	87
	2008	*	3	11	14	0	9	9		9	6	15	2,788	97
	2009	*	0	3	3	*	3	3		1	2	3	2,455	104
1	2007	*	4	15	19	*	12	12		5	14	19	1,769	96
	2008	*	0	12	11	0	7	7		7	5	12	2,800	99
	2009	*	0	3	3	*	0	1		2	1	3	1,577	33
2	2007	*	1	2	3	*	1	1		1	2	3	2,098	59
	2008	*	5	13	19	0	15	15		6	13	19	2,912	92
	2009	*	0	2	2	*	1	1		1	1	2	1,686	33
K-2	2007	*	6	37	42	0	26	25		16	27	43	6,450	242
	2008	1	8	36	44	0	31	31		22	24	46	8,500	288
	2009	0	0	8	8	0	4	5		4	4	8	5,718	170

Number Tested	2007	4	54	181	232	12	156	169	0	115	127	242	34,441
	2008	12	79	193	280	20	193	204	0	135	153	288	41,070
	2009	11	55	97	166	9	93	125	0	81	89	170	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			93.2	93.2	*	93.2	93.0		89.3	96.8	93.2	84.7	59
	2008			75.9	75.9		75.0	73.9		74.2	78.3	75.9	87.0	54
	2009	*		66.7	65.2	*	67.7	67.2		51.6	77.8	65.7	88.6	67
1	2007			89.4	89.1		90.0	90.2		86.4	92.0	89.4	84.5	47
	2008			81.4	81.0	*	80.0	84.2		78.3	85.0	81.4	88.0	43
	2009			77.8	77.8	*	78.0	76.5		75.0	81.8	77.8	88.6	54
2	2007			50.0	50.0	*	50.0	55.6		*	28.6	50.0	89.9	10
	2008			87.0	87.0	*	87.8	87.8		91.7	83.3	87.0	93.4	54
	2009			90.8	90.8	*	91.5	91.9		88.2	93.5	90.8	94.0	65
K-2	2007			87.9	87.8	*	87.2	88.2		88.7	87.3	87.9	85.6	116
	2008			81.5	81.3	*	81.0	82.0		80.8	82.2	81.5	89.3	151
	2009	*		78.4	77.8	28.6	78.7	78.5		72.2	84.3	78.0	90.4	186

Number Tested	2007	0	0	116	115	2	94	93	0	53	63	116	14,889
	2008	0	0	151	150	2	137	133	0	78	73	151	18,257
	2009	1	0	185	185	7	174	177	0	97	89	186	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			43	43	*	32	31		18	25	43	2,779	59
	2008			26	26		21	20		13	13	26	3,280	54
	2009	*		18	18	*	18	18		5	13	18	3,525	67
1	2007			17	17		14	14		3	14	17	1,782	47
	2008			5	5	*	5	5		1	4	5	2,412	43
	2009			16	16	*	14	13		8	8	16	2,523	54
2	2007			1	1	*	1	1		*	0	1	1,196	10
	2008			16	16	*	16	16		4	12	16	2,596	54
	2009			19	19	*	16	17		7	12	19	2,909	65
K-2	2007			61	61	*	47	46		22	39	61	5,757	116
	2008			47	47	*	42	41		18	29	47	8,288	151
	2009	*		53	53	0	48	48		20	33	53	8,957	186

Number Tested	2007	0	0	116	115	2	94	93	0	53	63	116	14,889
	2008	0	0	151	150	2	137	133	0	78	73	151	18,257
	2009	1	0	185	185	7	174	177	0	97	89	186	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	8	50.0	4	75.0	23	30.4	35	40.0
5	11	0.0	2	100.0	0	-	13	15.4
ALL	19	21.1	6	83.3	23	30.4	48	33.3

**PERFORMANCE IN 2009**

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (81)	Beginning	23	28.4	47	58.0	75	92.6	37	45.7	37	45.7
	Intermediate	27	33.3	32	39.5	5	6.2	38	46.9	38	46.9
	Advanced	31	38.3	2	2.5	1	1.2	5	6.2	5	6.2
	Advanced High	0	0.0	0	0.0	0	0.0	1	1.2	1	1.2
1 (78)	Beginning	9	11.5	23	29.5	40	51.3	41	52.6	41	52.6
	Intermediate	44	56.4	32	41.0	24	30.8	16	20.5	16	20.5
	Advanced	19	24.4	17	21.8	12	15.4	15	19.2	15	19.2
	Advanced High	6	7.7	6	7.7	2	2.6	6	7.7	6	7.7
2 (80)	Beginning	13	16.3	19	23.8	35	43.8	20	25.3	20	25.3
	Intermediate	39	48.8	35	43.8	31	38.8	36	45.6	36	45.6
	Advanced	19	23.8	18	22.5	12	15.0	17	21.5	17	21.5
	Advanced High	9	11.3	8	10.0	2	2.5	6	7.6	6	7.6
3 (71)	Beginning	11	15.5	11	15.5	17	23.9	16	22.5	16	22.5
	Intermediate	28	39.4	32	45.1	26	36.6	27	38.0	27	38.0
	Advanced	23	32.4	21	29.6	25	35.2	18	25.4	18	25.4
	Advanced High	9	12.7	7	9.9	3	4.2	10	14.1	10	14.1
4 (60)	Beginning	16	26.7	16	26.7	12	20.0	8	13.3	8	13.3
	Intermediate	24	40.0	24	40.0	17	28.3	24	40.0	25	41.7
	Advanced	18	30.0	17	28.3	21	35.0	16	26.7	18	30.0
	Advanced High	2	3.3	3	5.0	10	16.7	12	20.0	9	15.0

**PROGRESSION FROM  
2008 TO 2009**

Number Rated Both Years  N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
60  34 (56.7%)	Beginning	26			
	Intermediate	15	0		
	Advanced	12	2	0	
	Advanced High	3	1	1	
65  29 (44.6%)	Beginning	12			
	Intermediate	14	17		
	Advanced	6	3	7	
	Advanced High	1	0	5	
60  25 (41.7%)	Beginning	8			
	Intermediate	6	20		
	Advanced	0	9	7	
	Advanced High	0	2	8	
51  16 (31.4%)	Beginning	2			
	Intermediate	5	19		
	Advanced	0	3	14	
	Advanced High	0	0	8	

**PERFORMANCE IN 2009**

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (57)	Beginning	10	17.5	9	15.8	12	22.2	12	21.1	11	20.4
	Intermediate	6	10.5	10	17.5	7	13.0	9	15.8	7	13.0
	Advanced	25	43.9	28	49.1	24	44.4	6	10.5	7	13.0
	Advanced High	16	28.1	10	17.5	11	20.4	30	52.6	29	53.7
ALL (427)	Beginning	82	19.2	125	29.3	191	45.0	134	31.5	133	31.4
	Intermediate	168	39.3	165	38.6	110	25.9	150	35.2	149	35.2
	Advanced	135	31.6	103	24.1	95	22.4	77	18.1	80	18.9
	Advanced High	42	9.8	34	8.0	28	6.6	65	15.3	61	14.4

**PROGRESSION FROM  
2008 TO 2009**

Number Rated Both Years N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
41  31 (75.6%)	Beginning	1			
	Intermediate	1	4		
	Advanced	0	2	5	
	Advanced High	0	2	26	
277  135 (48.7%)	Beginning	49			
	Intermediate	41	60		
	Advanced	18	19	33	
	Advanced High	4	5	48	

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