

Campus Data Packet

for 2009 - 10 Plans



CELESTINO MAURICIO SOTO

School Number 287

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

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

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2009-10 SCHOOL SUMMARY

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

ENROLLMENT

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

ATTENDANCE

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

TEACHERS

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

TAKS

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

TAKS-M (Modified)

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

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

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

TELPAS

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

STUDENT ENROLLMENT

Grade	Enrollment
PK	42
KN	128
1	103
2	114
3	94
4	90
5	88
6	83
ALL	742

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	17	2.3	9	20.5
American Indian	2	0.3	*	*
Asian	0	0.0	*	*
Hispanic	720	97.0	22	50.0
White	3	0.4	12	27.3
Other	**	**	1	2.3

*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	684	92.2
Limited English proficient students	420	56.6
Special education students	43	5.8

Enrollment (1)

Enrollment Statistics by Ethnicity

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	44	2	4.5	0	0.0	0	0.0	41	93.2	1	2.3
	2008	45	0	0.0	0	0.0	0	0.0	45	100.0	0	0.0
	2009	42	0	0.0	0	0.0	0	0.0	42	100.0	0	0.0
KN	2007	93	1	1.1	0	0.0	0	0.0	90	96.8	2	2.2
	2008	103	4	3.9	0	0.0	0	0.0	98	95.1	1	1.0
	2009	128	3	2.3	1	0.8	0	0.0	124	96.9	0	0.0
1	2007	119	5	4.2	0	0.0	0	0.0	113	95.0	1	0.8
	2008	104	4	3.8	0	0.0	0	0.0	100	96.2	0	0.0
	2009	103	3	2.9	0	0.0	0	0.0	99	96.1	1	1.0
2	2007	95	2	2.1	0	0.0	0	0.0	91	95.8	2	2.1
	2008	116	5	4.3	0	0.0	0	0.0	110	94.8	1	0.9
	2009	114	3	2.6	0	0.0	0	0.0	111	97.4	0	0.0
3	2007	102	1	1.0	1	1.0	0	0.0	98	96.1	2	2.0
	2008	86	2	2.3	0	0.0	0	0.0	83	96.5	1	1.2
	2009	94	1	1.1	0	0.0	0	0.0	92	97.9	1	1.1
4	2007	96	3	3.1	0	0.0	1	1.0	92	95.8	0	0.0
	2008	102	4	3.9	1	1.0	0	0.0	96	94.1	1	1.0
	2009	90	1	1.1	0	0.0	0	0.0	88	97.8	1	1.1
5	2007	95	2	2.1	0	0.0	1	1.1	92	96.8	0	0.0
	2008	100	5	5.0	0	0.0	0	0.0	95	95.0	0	0.0
	2009	88	3	3.4	1	1.1	0	0.0	84	95.5	0	0.0
6	2007	98	0	0.0	0	0.0	0	0.0	94	95.9	4	4.1
	2008	90	1	1.1	0	0.0	0	0.0	89	98.9	0	0.0
	2009	83	3	3.6	0	0.0	0	0.0	80	96.4	0	0.0
EC-6	2007	742	16	2.2	1	0.1	2	0.3	711	95.8	12	1.6
	2008	746	25	3.4	1	0.1	0	0.0	716	96.0	4	0.5
	2009	742	17	2.3	2	0.3	0	0.0	720	97.0	3	0.4

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	44	43	97.7	28	63.6	0	0.0	0	0.0	44	100.0	0.0
	2008	45	45	100.0	35	77.8	0	0.0	0	0.0	45	100.0	0.0
	2009	42	41	97.6	39	92.9	2	4.8	0	0.0	42	100.0	0.0
KN	2007	93	85	91.4	48	51.6	3	3.2	9	9.7	49	52.7	1.1
	2008	103	93	90.3	63	61.2	3	2.9	4	3.9	52	50.5	0.0
	2009	128	120	93.8	86	67.2	5	3.9	4	3.1	63	49.2	0.0
1	2007	119	112	94.1	64	53.8	10	8.4	7	5.9	12	10.1	5.9
	2008	104	88	84.6	53	51.0	5	4.8	14	13.5	11	10.6	3.8
	2009	103	94	91.3	59	57.3	8	7.8	6	5.8	13	12.6	1.0
2	2007	95	91	95.8	53	55.8	6	6.3	6	6.3	7	7.4	1.1
	2008	116	106	91.4	66	56.9	7	6.0	12	10.3	10	8.6	3.4
	2009	114	102	89.5	65	57.0	7	6.1	15	13.2	12	10.5	5.3
3	2007	102	97	95.1	59	57.8	5	4.9	9	8.8	11	10.8	5.9
	2008	86	79	91.9	44	51.2	4	4.7	11	12.8	6	7.0	1.2
	2009	94	87	92.6	54	57.4	4	4.3	13	13.8	0	0.0	4.3
4	2007	96	89	92.7	60	62.5	11	11.5	16	16.7	7	7.3	1.0
	2008	102	95	93.1	47	46.1	6	5.9	14	13.7	9	8.8	2.0
	2009	90	84	93.3	47	52.2	7	7.8	15	16.7	4	4.4	0.0
5	2007	95	87	91.6	38	40.0	7	7.4	10	10.5	7	7.4	5.3
	2008	100	91	91.0	43	43.0	9	9.0	14	14.0	6	6.0	4.0
	2009	88	82	93.2	36	40.9	6	6.8	13	14.8	7	8.0	2.3
6	2007	98	93	94.9	25	25.5	9	9.2	15	15.3	7	7.1	0.0
	2008	90	84	93.3	30	33.3	4	4.4	13	14.4	5	5.6	1.1
	2009	83	74	89.2	34	41.0	4	4.8	11	13.3	1	1.2	0.0
EC-6	2007	742	697	93.9	375	50.5	51	6.9	72	9.7	144	19.4	2.8
	2008	746	681	91.3	381	51.1	38	5.1	82	11.0	144	19.3	2.1
	2009	742	684	92.2	420	56.6	43	5.8	77	10.4	142	19.1	1.8

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	20.2	95.7	3,933.6	95.5	52	100.0	100.0	39	7,436	100.0	100.0
	2008	22.2	4,133.2	21.5	96.7	3,942.7	95.4	47	100.0	100.0	45	7,427	100.0	100.0
	2009	20.7	4,167.8	19.8	95.9	3,975.6	95.4	47	100.0	100.0	40	7,332	100.0	100.0
KN	2007	93.9	13,945.0	91.0	96.9	13,385.6	96.0	15	16.0	24.3	84	12,035	89.5	86.3
	2008	99.1	13,568.1	95.8	96.7	13,004.4	95.8	24	24.2	23.5	89	11,618	89.8	85.6
	2009	127.8	13,515.0	122.3	95.7	12,939.1	95.7	18	14.1	22.5	117	11,501	91.5	85.1
1	2007	117.5	14,353.8	113.7	96.7	13,851.4	96.5	26	22.1	23.2	102	12,437	86.8	86.6
	2008	106.4	14,626.9	103.4	97.1	14,102.7	96.4	6	5.6	21.2	99	12,704	93.0	86.9
	2009	103.4	14,250.8	100.1	96.8	13,719.9	96.3	22	21.3	20.7	92	12,300	89.0	86.3
2	2007	92.7	13,403.8	89.9	97.0	12,978.9	96.8	15	16.2	21.7	87	11,729	93.8	87.5
	2008	116.5	13,708.6	113.6	97.5	13,269.8	96.8	12	10.3	19.7	107	12,043	91.9	87.9
	2009	114.0	13,950.1	111.0	97.4	13,499.0	96.8	16	14.0	18.6	107	12,231	93.9	87.7
3	2007	101.3	12,998.4	99.0	97.8	12,633.3	97.2	16	15.8	21.1	91	11,445	89.8	88.0
	2008	85.8	12,806.9	83.9	97.8	12,425.5	97.0	13	15.2	19.1	81	11,408	94.4	89.1
	2009	96.8	13,095.5	94.3	97.4	12,710.6	97.1	6	6.2	18.3	91	11,634	94.0	88.8
4	2007	99.9	12,104.9	97.7	97.7	11,768.3	97.2	12	12.0	19.7	88	10,683	88.1	88.3
	2008	101.6	12,329.8	99.3	97.7	11,960.3	97.0	18	17.7	19.7	94	10,924	92.5	88.6
	2009	88.2	12,156.4	86.1	97.6	11,789.9	97.0	10	11.3	18.1	82	10,731	92.9	88.3
5	2007	95.7	11,757.0	93.8	98.0	11,426.8	97.2	18	18.8	20.9	87	10,362	90.9	88.1
	2008	98.7	11,874.2	96.3	97.6	11,539.6	97.2	7	7.1	18.8	94	10,608	95.3	89.3
	2009	90.4	11,903.5	88.0	97.3	11,552.9	97.1	12	13.3	17.5	84	10,563	92.9	88.7
6	2007	96.6	11,264.8	93.5	96.8	10,864.3	96.4	23	23.8	21.9	85	9,788	88.0	86.9
	2008	91.2	10,450.4	89.0	97.7	10,060.0	96.3	10	11.0	22.0	86	9,055	94.3	86.6
	2009	85.6	10,588.3	83.2	97.1	10,165.3	96.0	5	5.8	19.9	81	9,131	94.6	86.2

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
EC-6	2007	718.7	94,387.4	698.8	97.2	91,251.6	96.7	178	24.8	31.9	663	86,204	92.2	91.3
	2008	721.4	93,889.2	702.7	97.4	90,666.0	96.6	137	19.0	30.8	695	86,025	96.3	91.6
	2009	727.0	94,064.8	704.8	96.9	90,751.7	96.5	136	18.7	29.6	694	85,648	95.5	91.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	9	20.5
Hispanic	22	50.0
White	12	27.3
Other	1	2.3

Gender	Number	Percent
Female	34	77.3
Male	10	22.7

TOTAL	44
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AVERAGE NUMBER OF ABSENCES

2007	6.3
2008	6.8
2009	7.0

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	*	*	75.9	76.7	*	65.3	70.3		77.6	76.2	76.9	84.6	91
	2008	*	*	84.3	83.5	*	75.0	79.3		78.0	91.1	84.9	86.2	86
	2009	*	*	93.8	93.3	*	90.9	90.6		92.6	95.8	94.1	87.3	51
4	2007	*	*	56.3	56.6	0.0	49.0	48.3	*	48.8	69.0	58.8	69.7	85
	2008	*	*	65.2	67.0	*	47.4	48.1		67.4	68.8	67.4	72.1	95
	2009	*	*	67.8	65.1	16.7	54.3	54.0		57.1	76.6	67.4	75.8	89
5	2007	*	*	65.1	64.9	*	51.7	50.0		70.0	60.9	65.1	78.3	86
	2008		*	69.4	66.7	37.5	48.6	54.5		60.4	78.6	68.9	82.9	90
	2009		*	86.6	86.1	*	81.8	79.6		89.8	83.8	87.2	82.9	86
6	2007	*		80.2	79.1	*	63.2	66.7	*	76.9	84.2	80.0	87.2	90
	2008		*	91.9	91.4	*	81.5	87.7		92.7	91.3	92.0	87.8	87
	2009		*	88.2	87.1	*	73.3	81.6		89.2	88.1	88.6	86.4	79
3-6	2007	75.0	*	69.6	69.8	16.7	56.8	59.1	*	69.0	72.0	70.5	79.9	352
	2008	*	83.3	77.6	76.9	44.4	62.5	68.0		73.9	82.3	77.9	82.0	358
	2009	*	88.9	82.6	81.2	50.0	70.0	75.0		81.3	84.7	83.0	82.7	305

NUMBER TESTED IN GRADES 3-6													
2007	8	5	336	325	12	148	232	2	184	168	352	41,727	
2008	2	12	343	329	18	144	222	0	176	181	358	41,175	
2009	2	9	293	277	14	120	180	0	155	150	305	37,628	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	21	20	*	17	19		11	10	21	1,675	91
	2008	*	*	13	13	*	11	12		9	4	13	1,443	86
	2009	*	*	3	3	*	1	3		2	1	3	960	51
4	2007	*	*	35	33	6	26	31	*	22	13	35	3,189	85
	2008	*	*	31	29	*	20	27		15	15	31	2,996	95
	2009	*	*	28	29	5	21	23		18	11	29	2,449	89
5	2007	*	*	29	27	*	14	27		12	18	30	2,258	86
	2008		*	26	27	5	18	25		19	9	28	1,827	90
	2009		*	11	11	*	6	10		5	6	11	1,793	86
6	2007	*		17	18	*	7	18	*	12	6	18	1,269	90
	2008		*	7	7	*	5	7		3	4	7	1,140	87
	2009		*	9	9	*	8	9		4	5	9	1,295	79
3-6	2007	2	*	102	98	10	64	95	*	57	47	104	8,391	352
	2008	*	2	77	76	10	54	71		46	32	79	7,406	358
	2009	*	1	51	52	7	36	45		29	23	52	6,497	305

	NUMBER TESTED IN GRADES 3-6											
2007	8	5	336	325	12	148	232	2	184	168	352	41,727
2008	2	12	343	329	18	144	222	0	176	181	358	41,175
2009	2	9	293	277	14	120	180	0	155	150	305	37,628

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007	70.9	78.5	72.0	68.4
	2008	77.1	77.1	81.2	72.2
	2009	80.0	78.7	83.7	89.0
4	2007	71.4	71.3	65.7	63.2
	2008	75.6	69.5	72.5	71.4
	2009	79.8	71.8	68.5	74.8
5	2007	69.8	78.9	69.8	68.2
	2008	71.2	75.8	71.9	70.6
	2009	76.4	79.5	79.8	72.8
6	2007	77.4	82.9	75.1	69.5
	2008	81.9	80.6	81.8	78.1
	2009	83.0	73.7	78.8	84.3
3-6	2007	72.4	78.0	70.7	67.4
	2008	76.4	75.6	76.7	73.0
	2009	79.7	75.6	76.9	79.1

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	*	*	8.0	7.0	*	8.2	6.3		12.2	2.4	7.7	21.3	91
	2008	*	*	16.9	12.7	*	2.3	1.7		17.1	17.8	17.4	21.5	86
	2009	*	*	29.2	33.3	*	27.3	12.5		33.3	29.2	31.4	34.1	51
4	2007	*	*	11.3	13.2	0.0	9.8	8.3	*	11.6	16.7	14.1	16.6	85
	2008	*	*	9.0	10.2	*	2.6	1.9		10.9	8.3	9.5	14.4	95
	2009	*	*	13.8	13.3	0.0	2.2	2.0		9.5	17.0	13.5	18.4	89
5	2007	*	*	3.6	5.2	*	0.0	0.0		5.0	4.3	4.7	13.1	86
	2008		*	9.4	9.9	0.0	0.0	1.8		12.5	9.5	11.1	16.5	90
	2009		*	1.2	3.8	*	0.0	2.0		4.1	2.7	3.5	18.5	86
6	2007	*		22.1	22.1	*	10.5	13.0	*	21.2	23.7	22.2	37.4	90
	2008		*	31.4	28.4	*	14.8	15.8		29.3	34.8	32.2	33.8	87
	2009		*	30.3	27.1	*	16.7	12.2		29.7	31.0	30.4	30.2	79
3-6	2007	12.5	*	11.3	12.0	0.0	7.4	6.9	*	13.0	11.3	12.2	21.9	352
	2008	*	33.3	16.6	15.2	5.6	4.2	5.4		17.0	17.7	17.3	21.1	358
	2009	*	55.6	17.1	17.3	0.0	7.5	6.7		16.8	19.3	18.0	24.6	305

	NUMBER TESTED IN GRADES 3-6											
2007	8	5	336	325	12	148	232	2	184	168	352	41,727
2008	2	12	343	329	18	144	222	0	176	181	358	41,175
2009	2	9	293	277	14	120	180	0	155	150	305	37,628

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	70.9	72.9	*	70.8	65.1		75.5	68.3	72.2	70.3	90
	2008	*	*	86.7	86.1	*	84.1	82.8		85.4	88.9	87.2	76.6	86
	2009	*	*	89.7	90.1	*	93.9	87.1		93.0	87.0	89.9	77.3	89
4	2007	*	*	57.1	56.3	0.0	52.8	49.2	*	52.2	65.1	58.4	75.7	89
	2008	*	*	80.0	84.3	*	74.4	71.7		80.9	83.3	81.3	77.9	96
	2009	*	*	85.1	83.1	16.7	78.3	76.0		81.0	87.2	84.3	79.4	89
5	2007		*	69.9	69.7	*	58.6	57.4		72.5	68.9	70.6	82.9	85
	2008		*	81.6	81.5	42.9	74.3	73.2		75.5	88.4	81.5	84.0	92
	2009		*	85.4	85.0	*	84.8	78.0		85.4	86.8	86.0	87.0	86
6	2007	*		67.0	63.6	*	50.0	48.2	*	64.2	64.1	64.1	70.0	92
	2008		*	75.9	74.4	*	46.4	65.5		80.5	72.3	76.1	73.8	88
	2009		*	82.9	80.0	*	73.3	75.5		81.1	83.3	82.3	73.3	79
3-6	2007	28.6	*	66.3	65.7	22.2	59.3	55.1	*	66.0	66.7	66.3	74.7	356
	2008	*	91.7	81.0	81.6	45.0	71.9	73.3		80.3	83.1	81.5	78.2	362
	2009	*	75.0	85.8	84.7	40.0	83.5	79.9		85.3	86.1	85.7	79.3	343

NUMBER TESTED IN GRADES 3-6													
2007	7	5	341	329	18	150	236	2	188	168	356	42,324	
2008	2	12	347	331	20	146	225	0	178	183	362	42,082	
2009	2	8	332	314	15	158	219	0	170	173	343	43,106	

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) mathematics target of 67% are shaded.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	25	23	*	14	22		12	13	25	3,303	90
	2008	*	*	11	11	*	7	10		6	5	11	2,542	86
	2009	*	*	9	8	*	3	9		3	6	9	2,781	89
4	2007	*	*	36	35	10	25	32	*	22	15	37	2,604	89
	2008	*	*	18	14	*	10	15		9	8	18	2,436	96
	2009	*	*	13	14	5	10	12		8	6	14	2,196	89
5	2007		*	25	23	*	12	23		11	14	25	1,785	85
	2008		*	16	15	4	9	15		12	5	17	1,730	92
	2009		*	12	12	*	5	11		7	5	12	1,386	86
6	2007	*		29	32	*	10	29	*	19	14	33	3,012	92
	2008		*	21	21	*	15	20		8	13	21	2,460	88
	2009		*	13	14	*	8	12		7	7	14	2,552	79
3-6	2007	5	*	115	113	14	61	106	*	64	56	120	10,704	356
	2008	*	1	66	61	11	41	60		35	31	67	9,168	362
	2009	*	2	47	48	9	26	44		25	24	49	8,915	343

NUMBER TESTED IN GRADES 3-6													
2007	7	5	341	329	18	150	236	2	188	168	356	42,324	
2008	2	12	347	331	20	146	225	0	178	183	362	42,082	
2009	2	8	332	314	15	158	219	0	170	173	343	43,106	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2007	75.7	76.9	78.1	76.1	81.7	59.6
	2008	85.2	87.6	91.5	84.7	88.7	69.5
	2009	84.0	84.5	92.3	85.4	89.0	66.7
4	2007	76.2	70.5	64.4	68.2	59.3	64.2
	2008	81.8	79.6	79.0	80.7	74.7	70.2
	2009	88.4	86.5	80.0	85.4	80.3	73.2
5	2007	75.8	67.9	84.0	68.9	72.6	68.4
	2008	79.4	77.8	89.4	73.3	74.5	76.0
	2009	87.0	79.6	91.7	79.2	82.3	81.5
6	2007	72.7	54.7	85.6	60.4	72.3	70.2
	2008	73.6	69.8	77.8	66.6	79.2	71.3
	2009	75.4	83.1	85.9	72.2	81.0	75.1
3-6	2007	75.1	67.4	78.0	68.4	71.5	65.6
	2008	80.0	78.7	84.3	76.3	79.1	71.8
	2009	83.9	83.5	87.5	80.8	83.2	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	*	*	11.6	11.8	*	12.5	11.1		16.3	7.3	12.2	19.2	90
	2008	*	*	37.3	36.7	*	31.8	27.6		39.0	37.8	38.4	26.3	86
	2009	*	*	29.9	28.4	*	36.7	27.1		27.9	30.4	29.2	29.0	89
4	2007	*	*	11.9	12.5	0.0	7.5	7.9	*	17.4	11.6	14.6	22.6	89
	2008	*	*	23.3	25.8	*	15.4	13.2		31.9	20.8	26.0	23.8	96
	2009	*	*	43.7	39.8	0.0	32.6	30.0		38.1	48.9	43.8	31.6	89
5	2007		*	19.3	21.1	*	10.3	7.4		20.0	20.0	20.0	29.3	85
	2008		*	31.0	28.4	0.0	5.7	12.5		32.7	30.2	31.5	31.9	92
	2009		*	47.6	47.5	*	33.3	28.0		47.9	47.4	47.7	38.4	86
6	2007	*		14.8	14.8	*	10.0	1.8	*	13.2	15.4	14.1	26.5	92
	2008		*	23.0	22.0	*	7.1	12.1		22.0	25.5	23.9	31.0	88
	2009		*	40.8	35.7	*	20.0	22.4		43.2	35.7	39.2	29.0	79
3-6	2007	0.0	*	14.4	14.9	0.0	10.0	7.2	*	16.5	13.7	15.2	24.3	356
	2008	*	66.7	28.5	28.1	0.0	16.4	16.4		31.5	28.4	29.8	28.1	362
	2009	*	25.0	40.4	37.9	20.0	31.6	26.9		39.4	40.5	39.9	32.0	343

	NUMBER TESTED IN GRADES 3-6											
2007	7	5	341	329	18	150	236	2	188	168	356	42,324
2008	2	12	347	331	20	146	225	0	178	183	362	42,082
2009	2	8	332	314	15	158	219	0	170	173	343	43,106

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	*	*	76.3	75.3	*	73.1	70.0	*	71.1	85.4	77.9	86.5	86
	2008	*	*	83.9	84.9	*	81.1	78.4		75.6	93.6	84.9	87.4	93
	2009	*	*	85.1	84.3	33.3	78.3	78.0		78.6	91.5	85.4	87.4	89

	NUMBER TESTED IN GRADE 4											
2007	2	3	80	77	5	52	60	1	45	41	86	10,408
2008	1	4	87	86	3	37	51	0	45	47	93	10,658
2009	1	1	87	83	6	46	50	0	42	47	89	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	*	*	19	19	*	14	18	*	13	6	19	1,408	86
	2008	*	*	14	13	*	7	11		11	3	14	1,348	93
	2009	*	*	13	13	4	10	11		9	4	13	1,264	89

	NUMBER TESTED IN GRADE 4											
2007	2	3	80	77	5	52	60	1	45	41	86	10,408
2008	1	4	87	86	3	37	51	0	45	47	93	10,658
2009	1	1	87	83	6	46	50	0	42	47	89	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	72.7	70.5	83.4	79.2
	2008	2.0	78.2	75.7	78.8	82.7
	2009	2.1	81.7	73.6	83.8	86.8

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	*	*	13.8	14.3	*	13.5	11.7	*	8.9	22.0	15.1	18.2	86
	2008	*	*	10.3	14.0	*	5.4	3.9		8.9	17.0	12.9	21.4	93
	2009	*	*	17.2	16.9	0.0	0.0	0.0		7.1	27.7	18.0	21.0	89

	NUMBER TESTED IN GRADE 4											
2007	2	3	80	77	5	52	60	1	45	41	86	10,408
2008	1	4	87	86	3	37	51	0	45	47	93	10,658
2009	1	1	87	83	6	46	50	0	42	47	89	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		*	59.1	56.1	14.3	39.4	43.3		63.6	55.3	59.3	62.3	91
	2008		*	74.4	72.0	57.1	61.8	61.8		68.1	79.1	73.6	71.9	91
	2009		*	86.4	87.3	*	81.8	79.6		93.8	78.4	87.1	75.9	85

	NUMBER TESTED IN GRADE 5											
2007	0	2	88	82	7	33	60	0	44	47	91	10,296
2008	0	5	86	82	7	34	55	0	47	43	91	10,686
2009	0	3	81	79	5	33	49	0	48	37	85	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		*	36	36	6	20	34		16	21	37	3,881	91
	2008		*	22	23	3	13	21		15	9	24	3,005	91
	2009		*	11	10	*	6	10		3	8	11	2,542	85

	NUMBER TESTED IN GRADE 5											
2007	0	2	88	82	7	33	60	0	44	47	91	10,296
2008	0	5	86	82	7	34	55	0	47	43	91	10,686
2009	0	3	81	79	5	33	49	0	48	37	85	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	73.5	70.1	75.9	65.3
	2008	81.4	86.3	80.0	73.9
	2009	87.4	89.0	88.2	71.1

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		*	9.1	11.0	0.0	0.0	1.7		13.6	6.4	9.9	18.0	91
	2008		*	27.9	23.2	28.6	17.6	18.2		38.3	14.0	27.5	24.8	91
	2009		*	27.2	27.8	*	15.2	14.3		41.7	10.8	28.2	29.1	85

	NUMBER TESTED IN GRADE 5											
2007	0	2	88	82	7	33	60	0	44	47	91	10,296
2008	0	5	86	82	7	34	55	0	47	43	91	10,686
2009	0	3	81	79	5	33	49	0	48	37	85	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	4
	2008												85.4	0
	2009			86.0	85.7	*	86.0	86.0		85.0	87.0	86.0	89.4	43
4	2007			*	*		*	*		*		*	65.9	1
	2008			*	*		*	*		*	*	*	67.0	4
	2009												72.7	0
5	2007			*	*		*	*		*	*	*	75.8	2
	2008			*	*		*	*		*		*	70.6	1
	2009												79.7	0
6	2007												*	0
	2008			*	*		*	*			*	*	18.4	1
	2009												57.1	0
ALL	2007			42.9	42.9		42.9	50.0		*	*	42.9	—	7
	2008			83.3	83.3		83.3	83.3		*	*	83.3	—	6
	2009			86.0	85.7	*	86.0	86.0		85.0	87.0	86.0	—	43

NUMBER TESTED IN GRADES ALL													
2007	0	0	7	7	0	7	6	0	3	4	7	—	
2008	0	0	6	6	0	6	6	0	2	4	6	—	
2009	0	0	43	42	2	43	43	0	20	23	43	—	

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	4
	2008												239	0
	2009			6	6	*	6	6		3	3	6	514	43
4	2007			*	*		*	*		*		*	122	1
	2008			*	*		*	*		*	*	*	215	4
	2009												268	0
5	2007			*	*		*	*		*	*	*	22	2
	2008			*	*		*	*		*		*	65	1
	2009												86	0
6	2007												*	0
	2008			*	*		*	*			*	*	40	1
	2009												3	0
ALL	2007			4	4		4	3		*	*	4	—	7
	2008			1	1		1	1		*	*	1	—	6
	2009			6	6	*	6	6		3	3	6	—	43

NUMBER TESTED IN GRADES ALL													
2007	0	0	7	7	0	7	6	0	3	4	7	—	
2008	0	0	6	6	0	6	6	0	2	4	6	—	
2009	0	0	43	42	2	43	43	0	20	23	43	—	

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	78.4	85.7	76.0	71.5
4	2007	*	*	*	*
	2008	*	*	*	*
	2009				
5	2007	*	*	*	*
	2008	*	*	*	*
	2009				
6	2007				
	2008	*	*	*	*
	2009				
ALL	2007	50.8	50.3	45.7	42.5
	2008	61.8	68.8	61.0	56.8
	2009	78.4	85.7	76.0	71.5

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			*	*		*	*		*	*	*	14.8	4
	2008												17.2	0
	2009			23.3	21.4	*	23.3	23.3		25.0	21.7	23.3	30.6	43
4	2007			*	*		*	*		*		*	14.2	1
	2008			*	*		*	*		*	*	*	13.5	4
	2009												21.1	0
5	2007			*	*		*	*		*	*	*	17.6	2
	2008			*	*		*	*		*		*	19.9	1
	2009												15.3	0
6	2007												*	0
	2008			*	*		*	*			*	*	4.1	1
	2009												14.3	0
ALL	2007			0.0	0.0		0.0	0.0		*	*	0.0	—	7
	2008			0.0	0.0		0.0	0.0		*	*	0.0	—	6
	2009			23.3	21.4	*	23.3	23.3		25.0	21.7	23.3	—	43

NUMBER TESTED IN ALL GRADES													
2007	0	0	7	7	0	7	6	0	3	4	7	—	
2008	0	0	6	6	0	6	6	0	2	4	6	—	
2009	0	0	43	42	2	43	43	0	20	23	43	—	

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	0
	2009			*	*	*	*	*		*		*	87.7	1
4														
	2008			*	*	*	*	*		*	*	*	70.7	4
	2009			*	*	*	*	*			*	*	71.8	1
5														
	2008												73.3	0
	2009			*	*	*	*	*		*		*	80.3	2
6														
	2008												68.6	0
	2009			*	*	*	*	*		*	*	*	70.9	2
3-6														
	2008			*	*	*	*	*		*	*	*	72.3	4
	2009			66.7	66.7	66.7	66.7	*		*	*	66.7	77.1	6

NUMBER TESTED IN GRADES 3-6													
2008	0	0	4	4	4	4	4	4	0	3	1	4	2,463
2009	0	0	6	6	6	6	6	5	0	4	2	6	2,493

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008												116	0
	2009			*	*	*	*	*		*		*	60	1
4														
	2008			*	*	*	*	*		*	*	*	181	4
	2009			*	*	*	*	*			*	*	192	1
5														
	2008												179	0
	2009			*	*	*	*	*		*		*	137	2
6														
	2008												206	0
	2009			*	*	*	*	*		*	*	*	182	2
3-6														
	2008			*	*	*	*	*		*	*	*	682	4
	2009			2	2	2	2	*		*	*	2	571	6

NUMBER TESTED IN GRADES 3-6													
2008	0	0	4	4	4	4	4	4	0	3	1	4	2,463
2009	0	0	6	6	6	6	6	5	0	4	2	6	2,493

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008				
	2009	*	*	*	*
4					
	2008	*	*	*	*
	2009	*	*	*	*
5					
	2008				
	2009	*	*	*	*
6					
	2008				
	2009	*	*	*	*
3-6					
	2008	*	*	*	*
	2009	54.2	66.7	57.8	56.8

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														
	2008												10.8	0
	2009			*	*	*	*	*		*		*	16.2	1
4														
	2008			*	*	*	*	*		*	*	*	9.7	4
	2009			*	*	*	*	*			*	*	8.9	1
5														
	2008												14.9	0
	2009			*	*	*	*	*		*		*	14.1	2
6														
	2008												7.3	0
	2009			*	*	*	*	*		*	*	*	7.5	2
3-6														
	2008			*	*	*	*	*		*	*	*	10.7	4
	2009			16.7	16.7	16.7	16.7	*		*	*	16.7	11.4	6

NUMBER TESTED IN GRADES 3-6													
2008	0	0	4	4	4	4	4	4	0	3	1	4	2,463
2009	0	0	6	6	6	6	6	5	0	4	2	6	2,493

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008												76.1	0
	2009			*	*	*	*	*		*	*	*	81.2	2
4														
	2008			*	*	*	*	*		*	*	*	69.1	3
	2009			*	*	*	*	*			*	*	75.8	1
5														
	2008			*	*	*	*	*		*	*	*	64.0	2
	2009			*	*	*	*	*		*		*	80.2	2
6														
	2008												57.0	0
	2009			*	*	*	*	*		*	*	*	64.0	2
3-6														
	2008			*	*	*	*	*		*	*	*	66.2	5
	2009			71.4	71.4	71.4	71.4	66.7		*	*	71.4	75.2	7

NUMBER TESTED IN GRADES 3-6													
2008	0	0	5	5	5	5	5	5	0	3	2	5	2,335
2009	0	0	7	7	7	7	7	6	0	4	3	7	2,313

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008												129	0
	2009			*	*	*	*	*		*	*	*	85	2
4														
	2008			*	*	*	*	*		*	*	*	173	3
	2009			*	*	*	*	*			*	*	157	1
5														
	2008			*	*	*	*	*		*	*	*	227	2
	2009			*	*	*	*	*		*		*	127	2
6														
	2008												260	0
	2009			*	*	*	*	*		*	*	*	205	2
3-6														
	2008			*	*	*	*	*		*	*	*	789	5
	2009			2	2	2	2	2		*	*	2	574	7

	NUMBER TESTED IN GRADES 3-6											
2008	0	0	5	5	5	5	5	0	3	2	5	2,335
2009	0	0	7	7	7	7	6	0	4	3	7	2,313

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3							
	2008						
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
6							
	2008						
	2009	*	*	*	*	*	*
3-6							
	2008	*	*	*	*	*	*
	2009	59.3	68.4	75.7	63.3	48.6	51.0

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	0
	2009			*	*	*	*	*		*	*	*	22.3	2
4														
	2008			*	*	*	*	*		*	*	*	14.3	3
	2009			*	*	*	*	*			*	*	14.0	1
5														
	2008			*	*	*	*	*		*	*	*	14.0	2
	2009			*	*	*	*	*		*		*	17.2	2
6														
	2008												6.4	0
	2009			*	*	*	*	*		*	*	*	8.4	2
3-6														
	2008			*	*	*	*	*		*	*	*	12.6	5
	2009			28.6	28.6	28.6	28.6	16.7		*	*	28.6	15.1	7

NUMBER TESTED IN GRADES 3-6													
2008	0	0	5	5	5	5	5	5	0	3	2	5	2,335
2009	0	0	7	7	7	7	7	6	0	4	3	7	2,313

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	*	54.3	55.3	46.9	38
	2008	*	76.9	78.0	57.6	41
	2009	47.4	43.8	45.1	41.9	51
1	2007	42.9	72.7	63.8	51.4	47
	2008	*	57.1	56.0	50.2	50
	2009	15.8	57.1	37.5	54.2	40
2	2007	18.3	76.9	36.0	44.5	86
	2008	16.7	76.0	46.9	50.2	49
	2009	37.5	90.5	62.2	47.9	45
1-2	2007	23.0	74.6	45.9	47.6	133
	2008	16.0	63.5	51.5	50.2	99
	2009	27.9	73.8	50.6	51.0	85

Number Tested	2007	77	94	171	24,696	
	2008	27	113	140	21,817	
	2009	62	74	136	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	42.9	53.3	47.9	44.3	94
	2008	42.4	55.2	51.0	44.9	100
	2009	60.2	55.0	58.5	52.8	123
1	2007	46.2	65.6	60.0	48.8	45
	2008	66.7	57.4	61.8	55.5	102
	2009	16.7	66.7	40.0	50.4	45
2	2007	47.2	93.8	58.0	55.6	69
	2008	27.8	64.3	37.4	57.5	107
	2009	28.0	90.5	56.5	53.2	46
K-2	2007	45.2	64.5	53.8	49.1	208
	2008	42.5	57.7	49.8	52.7	309
	2009	46.2	67.1	54.2	52.3	214

Number Tested	2007	115	93	208	34,441	
	2008	160	149	309	41,070	
	2009	132	82	214	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	*	*	54.3	50.0	*	*	*		47.4	63.2	55.3	46.9	38
	2008	*	*	77.8	75.8	*	*	*		70.4	92.9	78.0	57.6	41
	2009		*	42.6	46.7	*	46.7	47.4		43.3	47.6	45.1	41.9	51
1	2007	*	*	61.4	63.4	*	*	42.9		64.3	63.2	63.8	51.4	47
	2008		*	57.4	51.3	*	*	*		46.4	68.2	56.0	50.2	50
	2009	*	*	40.5	37.1	*	*	15.8		41.7	31.3	37.5	54.2	40
2	2007	*	*	35.4	33.3	*	19.1	18.3		35.9	36.2	36.0	44.5	86
	2008	*	*	47.8	45.2	*	0.0	16.7		51.9	40.9	46.9	50.2	49
	2009		*	60.5	57.1		*	37.5		52.0	75.0	62.2	47.9	45
1-2	2007	*	*	44.4	43.4	33.3	22.0	23.0		47.8	43.9	45.9	47.6	133
	2008	*	*	52.7	48.1	*	0.0	16.0		49.1	54.5	51.5	50.2	99
	2009	*	*	51.3	47.1	*	*	27.9		46.9	55.6	50.6	51.0	85

Number Tested	2007	5	5	161	152	7	51	77	0	86	85	171	24,696
	2008	2	9	129	114	4	12	27	0	82	58	140	21,817
	2009	1	7	127	115	3	19	62	0	79	57	136	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	*	*	4	2	*	*	*		0	4	4	1,245	38
	2008	*	*	18	15	*	*	*		14	7	21	1,687	41
	2009		*	6	7	*	0	1		4	3	7	771	51
1	2007	*	*	6	5	*	*	0		4	2	6	1,458	47
	2008		*	11	7	*	*	*		5	6	11	1,555	50
	2009	*	*	3	2	*	*	0		3	0	3	1,659	40
2	2007	*	*	4	3	*	0	0		2	2	4	896	86
	2008	*	*	5	3	*	0	1		2	3	5	1,065	49
	2009		*	7	4		*	0		3	4	7	1,027	45
1-2	2007	*	*	10	8	0	0	0		6	4	10	2,355	133
	2008	*	*	16	10	*	0	1		7	9	16	2,620	99
	2009	*	*	10	6	*	*	0		6	4	10	2,688	85

Number Tested	2007	5	5	161	152	7	51	77	0	86	85	171	24,696
	2008	2	9	129	114	4	12	27	0	82	58	140	21,817
	2009	1	7	127	115	3	19	62	0	79	57	136	21,148

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	*	47.3	43.5	*	39.6	42.9		54.3	41.7	47.9	44.3	94
	2008	*	*	50.5	46.7	*	40.3	42.4		50.9	51.1	51.0	44.9	100
	2009		*	58.0	58.3	*	57.6	60.2		57.8	59.3	58.5	52.8	123
1	2007		*	59.1	59.0	*	*	46.2		65.4	52.6	60.0	48.8	45
	2008		*	63.6	62.1	*	65.4	66.7		59.6	64.4	61.8	55.5	102
	2009	*	*	43.9	43.2	*	*	16.7		52.0	25.0	40.0	50.4	45
2	2007	*	*	56.1	56.7	*	45.7	47.2		65.6	51.4	58.0	55.6	69
	2008	*	*	36.5	36.1	*	29.7	27.8		35.8	38.9	37.4	57.5	107
	2009		*	56.8	50.0	*	*	28.0		60.0	52.4	56.5	53.2	46
K-2	2007	*	*	52.7	51.3	50.0	43.3	45.2		60.6	47.1	53.8	49.1	208
	2008	*	44.4	50.0	47.8	28.6	43.8	42.5		49.1	50.7	49.8	52.7	309
	2009	*	37.5	54.9	53.7	*	54.3	46.2		57.0	51.0	54.2	52.3	214

Number Tested	2007	3	4	201	191	8	97	115	0	104	104	208	34,441
	2008	2	9	298	274	7	178	160	0	165	144	309	41,070
	2009	1	8	204	188	4	92	132	0	114	100	214	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	*	*	17	13	*	8	11		7	10	17	2,583	94
	2008	*	*	32	28	*	15	10		15	17	32	2,788	100
	2009		*	20	22	*	12	12		12	10	22	2,455	123
1	2007		*	7	6	*	*	0		5	2	7	1,769	45
	2008		*	23	22	*	12	12		16	7	23	2,800	102
	2009	*	*	6	6	*	*	0		5	1	6	1,577	45
2	2007	*	*	13	13	*	5	6		8	7	15	2,098	69
	2008	*	*	7	7	*	5	5		4	3	7	2,912	107
	2009		*	6	6	*	*	0		3	3	6	1,686	46
K-2	2007	*	*	37	32	0	13	17		20	19	39	6,450	208
	2008	*	0	62	57	2	32	27		35	27	62	8,500	309
	2009	*	2	32	34	*	12	12		20	14	34	5,718	214

Number Tested	2007	3	4	201	191	8	97	115	0	104	104	208	34,441
	2008	2	9	298	274	7	178	160	0	165	144	309	41,070
	2009	1	8	204	188	4	92	132	0	114	100	214	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	90.7	*	89.1	91.3		85.2	96.4	90.9	84.7	55
	2008			96.0	95.8	*	95.9	100.0		91.3	100.0	96.0	87.0	50
	2009			91.7	91.4		91.4	90.6		91.2	92.1	91.7	88.6	72
1	2007			80.6	80.0	*	80.6	80.3		79.4	81.8	80.6	84.5	67
	2008			96.1	95.7	*	96.1	95.8		92.9	100.0	96.1	88.0	51
	2009			83.0	82.7	*	83.0	82.0		78.6	88.0	83.0	88.6	53
2	2007			*	*		*	*		*	*	*	89.9	3
	2008			94.8	94.5		94.8	94.5		96.3	93.5	94.8	93.4	58
	2009			90.5	90.3	*	90.3	90.0		86.2	94.1	90.5	94.0	63
K-2	2007			85.6	85.2	*	84.7	85.5		82.3	88.9	85.6	85.6	125
	2008			95.6	95.3	*	95.6	96.1		93.6	97.5	95.6	89.3	159
	2009			88.8	88.6	28.6	88.6	87.9		85.7	91.8	88.8	90.4	188

Number Tested	2007	0	0	125	122	3	111	110	0	62	63	125	14,889
	2008	0	0	159	150	3	158	129	0	78	81	159	18,257
	2009	0	0	188	184	7	185	174	0	91	97	188	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			27	26	*	19	20		14	13	27	2,779	55
	2008			21	20	*	20	12		10	11	21	3,280	50
	2009			33	32		32	28		14	19	33	3,525	72
1	2007			16	15	*	13	13		7	9	16	1,782	67
	2008			29	28	*	29	27		15	14	29	2,412	51
	2009			10	10	*	10	9		3	7	10	2,523	53
2	2007			*	*		*	*		*	*	*	1,196	3
	2008			21	20		21	18		8	13	21	2,596	58
	2009			31	31	*	30	28		15	16	31	2,909	63
K-2	2007			44	42	*	33	34		21	23	44	5,757	125
	2008			71	68	*	70	57		33	38	71	8,288	159
	2009			74	73	0	72	65		32	42	74	8,957	188

Number Tested	2007	0	0	125	122	3	111	110	0	62	63	125	14,889
	2008	0	0	159	150	3	158	129	0	78	81	159	18,257
	2009	0	0	188	184	7	185	174	0	91	97	188	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	0	-	3	33.3	23	4.3	26	7.7
5	1	0.0	3	66.7	0	-	4	50.0
6	1	100.0	3	33.3	0	-	4	50.0
ALL	2	50.0	9	44.4	23	4.3	34	17.6

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (84)	Beginning	11	13.1	16	19.0	43	51.2	19	22.6	19	22.6
	Intermediate	43	51.2	36	42.9	31	36.9	38	45.2	38	45.2
	Advanced	23	27.4	26	31.0	6	7.1	21	25.0	21	25.0
	Advanced High	7	8.3	6	7.1	4	4.8	6	7.1	6	7.1
1 (57)	Beginning	24	42.1	32	56.1	41	71.9	41	71.9	41	71.9
	Intermediate	17	29.8	13	22.8	10	17.5	10	17.5	10	17.5
	Advanced	10	17.5	7	12.3	3	5.3	2	3.5	2	3.5
	Advanced High	6	10.5	5	8.8	3	5.3	4	7.0	4	7.0
2 (62)	Beginning	6	9.7	10	16.1	31	50.0	11	17.7	11	17.7
	Intermediate	11	17.7	20	32.3	19	30.6	21	33.9	21	33.9
	Advanced	20	32.3	18	29.0	10	16.1	20	32.3	21	33.9
	Advanced High	25	40.3	14	22.6	2	3.2	10	16.1	9	14.5
3 (54)	Beginning	2	3.7	3	5.6	4	7.4	3	5.6	3	5.6
	Intermediate	9	16.7	15	27.8	24	44.4	9	16.7	9	16.7
	Advanced	36	66.7	34	63.0	23	42.6	18	33.3	18	33.3
	Advanced High	7	13.0	2	3.7	3	5.6	24	44.4	24	44.4
4 (47)	Beginning	0	0.0	1	2.1	2	4.3	0	0.0	0	0.0
	Intermediate	18	38.3	16	34.0	25	53.2	12	25.5	12	25.5
	Advanced	19	40.4	19	40.4	17	36.2	17	36.2	17	36.2
	Advanced High	10	21.3	11	23.4	3	6.4	18	38.3	18	38.3

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	—	—	—	
52 13 (25.0%)	Beginning	37			
	Intermediate	8	1		
	Advanced	0	1	1	
	Advanced High	4	0	0	
57 48 (84.2%)	Beginning	9			
	Intermediate	19	0		
	Advanced	17	3	0	
	Advanced High	5	2	2	
53 36 (67.9%)	Beginning	3			
	Intermediate	2	7		
	Advanced	2	9	7	
	Advanced High	0	2	21	
47 26 (55.3%)	Beginning	0			
	Intermediate	5	7		
	Advanced	0	3	14	
	Advanced High	0	0	18	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (37)	Beginning	7	18.9	8	21.6	9	24.3	4	10.8	4	10.8
	Intermediate	16	43.2	20	54.1	19	51.4	3	8.1	4	10.8
	Advanced	11	29.7	8	21.6	8	21.6	5	13.5	15	40.5
	Advanced High	3	8.1	1	2.7	1	2.7	25	67.6	14	37.8
6 (34)	Beginning	3	8.8	3	8.8	7	20.6	0	0.0	0	0.0
	Intermediate	19	55.9	19	55.9	13	38.2	2	5.9	3	8.8
	Advanced	9	26.5	9	26.5	11	32.4	13	38.2	15	44.1
	Advanced High	3	8.8	3	8.8	3	8.8	19	55.9	16	47.1
ALL (375)	Beginning	53	14.1	73	19.5	137	36.5	78	20.8	78	20.8
	Intermediate	133	35.5	139	37.1	141	37.6	95	25.3	97	25.9
	Advanced	128	34.1	121	32.3	78	20.8	96	25.6	109	29.1
	Advanced High	61	16.3	42	11.2	19	5.1	106	28.3	91	24.3

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
32 15 (46.9%)	Beginning	2			
	Intermediate	0	4		
	Advanced	0	2	11	
	Advanced High	0	0	13	
32 19 (59.4%)	Beginning	0			
	Intermediate	1	2		
	Advanced	0	2	11	
	Advanced High	0	0	16	
273 157 (57.5%)	Beginning	51			
	Intermediate	35	21		
	Advanced	19	20	44	
	Advanced High	9	4	70	

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