

# Campus Data Packet

for 2009 - 10 Plans



**FELIX G. BOTELLO**  
School Number 289

*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	44
KN	79
1	74
2	72
3	81
4	74
5	64
ALL	488

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	20	4.1	10	29.4
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	463	94.9	18	52.9
White	5	1.0	6	17.6
Other	**	**	0	0.0

\*Included in category "Other."

\*\*All students are classified in one of the five racial/ethnic groups.

**STUDENT GROUP ENROLLMENT**

Student Group	Number	Percent
Economically disadvantaged students	469	96.1
Limited English proficient students	351	71.9
Special education students	23	4.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	44	4	9.1	0	0.0	0	0.0	40	90.9	0	0.0
	2008	44	1	2.3	0	0.0	0	0.0	43	97.7	0	0.0
	2009	44	1	2.3	0	0.0	0	0.0	43	97.7	0	0.0
KN	2007	72	5	6.9	1	1.4	1	1.4	63	87.5	2	2.8
	2008	81	3	3.7	0	0.0	0	0.0	77	95.1	1	1.2
	2009	79	2	2.5	0	0.0	0	0.0	77	97.5	0	0.0
1	2007	67	3	4.5	0	0.0	0	0.0	64	95.5	0	0.0
	2008	75	4	5.3	0	0.0	0	0.0	69	92.0	2	2.7
	2009	74	4	5.4	0	0.0	0	0.0	69	93.2	1	1.4
2	2007	66	4	6.1	1	1.5	0	0.0	60	90.9	1	1.5
	2008	71	2	2.8	0	0.0	0	0.0	69	97.2	0	0.0
	2009	72	0	0.0	0	0.0	0	0.0	70	97.2	2	2.8
3	2007	65	6	9.2	0	0.0	0	0.0	59	90.8	0	0.0
	2008	66	2	3.0	0	0.0	0	0.0	64	97.0	0	0.0
	2009	81	2	2.5	0	0.0	0	0.0	79	97.5	0	0.0
4	2007	52	2	3.8	1	1.9	0	0.0	49	94.2	0	0.0
	2008	71	5	7.0	0	0.0	0	0.0	65	91.5	1	1.4
	2009	74	5	6.8	0	0.0	0	0.0	67	90.5	2	2.7
5	2007	47	4	8.5	0	0.0	0	0.0	42	89.4	1	2.1
	2008	69	4	5.8	0	0.0	0	0.0	65	94.2	0	0.0
	2009	64	6	9.4	0	0.0	0	0.0	58	90.6	0	0.0
EC-5	2007	413	28	6.8	3	0.7	1	0.2	377	91.3	4	1.0
	2008	477	21	4.4	0	0.0	0	0.0	452	94.8	4	0.8
	2009	488	20	4.1	0	0.0	0	0.0	463	94.9	5	1.0

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	35	79.5	1	2.3	0	0.0	42	95.5	0.0
	2008	44	42	95.5	42	95.5	1	2.3	0	0.0	43	97.7	0.0
	2009	44	43	97.7	40	90.9	0	0.0	0	0.0	44	100.0	0.0
KN	2007	72	69	95.8	49	68.1	1	1.4	2	2.8	24	33.3	1.4
	2008	81	79	97.5	57	70.4	5	6.2	0	0.0	30	37.0	0.0
	2009	79	75	94.9	68	86.1	1	1.3	0	0.0	25	31.6	2.5
1	2007	67	63	94.0	46	68.7	7	10.4	2	3.0	7	10.4	13.4
	2008	75	73	97.3	55	73.3	6	8.0	5	6.7	2	2.7	6.7
	2009	74	72	97.3	56	75.7	5	6.8	3	4.1	6	8.1	5.4
2	2007	66	66	100.0	49	74.2	6	9.1	12	18.2	5	7.6	4.5
	2008	71	66	93.0	52	73.2	6	8.5	1	1.4	8	11.3	2.8
	2009	72	71	98.6	58	80.6	2	2.8	7	9.7	7	9.7	1.4
3	2007	65	62	95.4	50	76.9	6	9.2	9	13.8	7	10.8	6.2
	2008	66	65	98.5	53	80.3	4	6.1	10	15.2	8	12.1	3.0
	2009	81	76	93.8	57	70.4	5	6.2	6	7.4	6	7.4	7.4
4	2007	52	51	98.1	34	65.4	3	5.8	4	7.7	3	5.8	1.9
	2008	71	67	94.4	33	46.5	2	2.8	6	8.5	10	14.1	0.0
	2009	74	72	97.3	49	66.2	6	8.1	12	16.2	8	10.8	2.7
5	2007	47	43	91.5	14	29.8	7	14.9	8	17.0	5	10.6	0.0
	2008	69	68	98.6	27	39.1	3	4.3	8	11.6	6	8.7	0.0
	2009	64	60	93.8	23	35.9	4	6.3	9	14.1	4	6.3	3.1
EC-5	2007	413	397	96.1	277	67.1	31	7.5	37	9.0	93	22.5	4.4
	2008	477	460	96.4	319	66.9	27	5.7	30	6.3	107	22.4	1.9
	2009	488	469	96.1	351	71.9	23	4.7	37	7.6	100	20.5	3.5

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	21.2	4,117.2	20.2	95.2	3,933.6	95.5	58	100.0	100.0	37	7,436	100.0	100.0
	2008	21.4	4,133.2	20.7	97.2	3,942.7	95.4	46	100.0	100.0	43	7,427	100.0	100.0
	2009	21.3	4,167.8	20.7	96.8	3,975.6	95.4	49	100.0	100.0	42	7,332	100.0	100.0
KN	2007	64.0	13,945.0	61.9	96.6	13,385.6	96.0	23	35.9	24.3	53	12,035	82.8	86.3
	2008	77.7	13,568.1	75.0	96.5	13,004.4	95.8	22	28.3	23.5	68	11,618	87.6	85.6
	2009	82.6	13,515.0	79.9	96.7	12,939.1	95.7	15	18.2	22.5	69	11,501	83.6	85.1
1	2007	63.8	14,353.8	61.3	96.1	13,851.4	96.5	18	28.2	23.2	55	12,437	86.2	86.6
	2008	72.7	14,626.9	70.6	97.1	14,102.7	96.4	13	17.9	21.2	64	12,704	88.1	86.9
	2009	76.8	14,250.8	74.6	97.2	13,719.9	96.3	12	15.6	20.7	68	12,300	88.5	86.3
2	2007	62.4	13,403.8	60.1	96.4	12,978.9	96.8	20	32.1	21.7	53	11,729	85.0	87.5
	2008	72.5	13,708.6	70.4	97.1	13,269.8	96.8	6	8.3	19.7	66	12,043	91.0	87.9
	2009	73.2	13,950.1	71.5	97.7	13,499.0	96.8	9	12.3	18.6	67	12,231	91.5	87.7
3	2007	61.6	12,998.4	59.9	97.2	12,633.3	97.2	12	19.5	21.1	58	11,445	94.1	88.0
	2008	68.0	12,806.9	66.6	97.9	12,425.5	97.0	8	11.8	19.1	62	11,408	91.1	89.1
	2009	81.5	13,095.5	79.5	97.6	12,710.6	97.1	10	12.3	18.3	75	11,634	92.0	88.8
4	2007	51.3	12,104.9	49.7	96.9	11,768.3	97.2	10	19.5	19.7	48	10,683	93.6	88.3
	2008	67.7	12,329.8	65.9	97.3	11,960.3	97.0	18	26.6	19.7	61	10,924	90.1	88.6
	2009	73.2	12,156.4	71.9	98.1	11,789.9	97.0	15	20.5	18.1	67	10,731	91.5	88.3
5	2007	46.2	11,757.0	44.7	96.7	11,426.8	97.2	14	30.3	20.9	41	10,362	88.7	88.1
	2008	68.1	11,874.2	66.4	97.5	11,539.6	97.2	9	13.2	18.8	65	10,608	95.4	89.3
	2009	64.6	11,903.5	62.8	97.2	11,552.9	97.1	13	20.1	17.5	57	10,563	88.2	88.7
EC-5	2007	370.5	83,122.6	357.8	96.6	80,387.4	96.7	155	41.8	33.3	345	76,416	93.1	91.9
	2008	448.1	83,438.7	435.6	97.2	80,606.0	96.6	122	27.2	31.9	429	76,970	95.7	92.2
	2009	473.3	83,476.5	460.9	97.4	80,586.5	96.5	123	26.0	30.9	445	76,517	94.0	91.7



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	10	29.4
Hispanic	18	52.9
White	6	17.6
Other	0	0.0

Gender	Number	Percent
Female	28	82.4
Male	6	17.6

<b>TOTAL</b>	<b>34</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	5.5
<b>2008</b>	3.8
<b>2009</b>	5.1

**PERCENTAGE MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		83.3	87.8	86.3		88.6	86.0		88.9	85.7	87.3	84.6	55
	2008		*	86.4	86.7	*	83.3	85.7		81.8	89.7	86.9	86.2	61
	2009		*	97.4	97.1		94.7	96.7	*	94.7	100.0	97.5	87.3	40
4	2007		*	73.8	73.3	*	70.4	69.7		63.2	80.8	73.3	69.7	45
	2008	*	*	66.7	64.5	*	41.4	50.0	*	71.0	61.8	66.2	72.1	65
	2009	*	*	88.9	89.6	*	86.4	89.1		89.3	88.1	88.6	75.8	70
5	2007	*	*	88.6	85.7		71.4	80.8		84.2	89.5	86.8	78.3	38
	2008		*	93.3	93.5	*	81.8	89.5		96.6	91.2	93.8	82.9	65
	2009		100.0	94.6	94.8	*	85.0	91.4	*	96.8	93.5	95.2	82.9	62
3-5	2007	*	80.0	83.3	81.7	*	80.8	79.8		80.0	84.9	82.6	77.6	138
	2008	*	88.9	82.1	81.5	*	70.7	76.1	*	82.9	81.3	82.2	80.3	191
	2009	*	91.7	93.0	93.1	*	88.0	91.7	*	93.6	92.6	93.0	81.5	172

NUMBER TESTED IN GRADES 3-5													
2007	1	10	126	131	2	78	109	0	65	73	138	31,814	
2008	1	9	179	184	5	99	134	1	82	107	191	31,840	
2009	2	12	158	160	2	83	120	2	78	94	172	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	6	7		5	7		3	4	7	1,675	55
	2008		*	8	8	*	8	8		4	4	8	1,443	61
	2009		*	1	1		1	1	*	1	0	1	960	40
4	2007		*	11	12	*	8	10		7	5	12	3,189	45
	2008	*	*	20	22	*	17	20	*	9	13	22	2,996	65
	2009	*	*	7	7	*	6	6		3	5	8	2,449	70
5	2007	*	*	4	5		2	5		3	2	5	2,258	38
	2008		*	4	4	*	4	4		1	3	4	1,827	65
	2009		0	3	3	*	3	3	*	1	2	3	1,793	62
3-5	2007	*	2	21	24	*	15	22		13	11	24	7,122	138
	2008	*	1	32	34	*	29	32	*	14	20	34	6,266	191
	2009	*	1	11	11	*	10	10	*	5	7	12	5,202	172

NUMBER TESTED IN GRADES 3-5													
2007	1	10	126	131	2	78	109	0	65	73	138	31,814	
2008	1	9	179	184	5	99	134	1	82	107	191	31,840	
2009	2	12	158	160	2	83	120	2	78	94	172	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	79.5	88.8	73.0	75.0
	2008	76.6	82.9	83.1	75.2
	2009	79.2	83.6	90.8	90.3
4	2007	77.5	76.9	76.8	71.1
	2008	76.9	74.0	73.2	70.5
	2009	88.4	78.8	80.6	87.6
5	2007	76.9	86.5	81.3	73.3
	2008	83.3	87.5	83.3	82.6
	2009	81.1	83.1	87.7	79.8
3-5	2007	78.1	84.3	76.5	73.3
	2008	79.0	81.5	79.8	76.1
	2009	83.6	81.4	85.5	85.4

**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		0.0	14.3	9.8		13.6	12.0		18.5	7.1	12.7	21.3	55
	2008		*	20.3	20.0	*	14.6	16.1		13.6	23.1	19.7	21.5	61
	2009		*	41.0	42.9		31.6	33.3	*	42.1	42.9	42.5	34.1	40
4	2007		*	14.3	13.3	*	11.1	9.1		5.3	19.2	13.3	16.6	45
	2008	*	*	6.7	4.8	*	0.0	2.5	*	6.5	5.9	6.2	14.4	65
	2009	*	*	27.0	29.9	*	18.2	23.6		17.9	35.7	28.6	18.4	70
5	2007	*	*	17.1	20.0		14.3	11.5		15.8	21.1	18.4	13.1	38
	2008		*	31.7	30.6	*	13.6	15.8		24.1	35.3	30.8	16.5	65
	2009		66.7	19.6	20.7	*	5.0	11.4	*	32.3	16.1	24.2	18.5	62
3-5	2007	*	10.0	15.1	13.7	*	12.8	11.0		13.8	15.1	14.5	17.1	138
	2008	*	0.0	19.6	18.5	*	10.1	11.9	*	14.6	21.5	18.8	17.4	191
	2009	*	58.3	27.8	29.4	*	18.1	22.5	*	29.5	30.9	30.2	22.7	172

NUMBER TESTED IN GRADES 3-5													
2007	1	10	126	131	2	78	109	0	65	73	138	31,814	
2008	1	9	179	184	5	99	134	1	82	107	191	31,840	
2009	2	12	158	160	2	83	120	2	78	94	172	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		100.0	89.6	92.2		90.7	91.8		89.3	92.6	90.9	70.3	55
	2008		*	91.7	91.8	*	91.8	91.2		90.9	92.5	91.9	76.6	62
	2009		*	88.2	87.5	*	85.2	87.7	*	94.7	82.1	88.3	77.3	77
4	2007		*	85.7	82.2	*	77.8	78.8		84.2	80.8	82.2	75.7	45
	2008	*	*	86.7	85.5	*	75.9	80.0	*	90.3	82.4	86.2	77.9	65
	2009	*	*	93.7	94.0	*	95.5	92.7		96.4	90.5	92.9	79.4	70
5	2007	*	*	75.0	76.3	*	83.3	65.5		71.4	78.3	75.0	82.9	44
	2008		*	90.0	90.3	*	72.7	84.2		90.0	91.2	90.8	84.0	65
	2009		*	90.7	89.1	*	85.0	85.3	*	93.5	85.7	89.8	87.0	59
3-5	2007	*	75.0	83.8	84.3	*	85.4	81.1		82.4	84.2	83.3	76.2	144
	2008	*	100.0	89.4	89.2	*	83.0	85.9	*	90.4	88.9	89.6	79.5	192
	2009	*	90.9	90.7	90.2	*	89.0	89.0	*	94.8	86.2	90.3	81.0	206

NUMBER TESTED IN GRADES 3-5													
2007	1	12	130	134	5	82	111	0	68	76	144	32,298	
2008	1	9	180	185	5	100	135	1	83	108	192	32,696	
2009	2	11	193	194	3	118	154	2	97	109	206	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		0	5	4		4	4		3	2	5	3,303	55
	2008		*	5	5	*	4	5		2	3	5	2,542	62
	2009		*	9	9	*	8	8	*	2	7	9	2,781	77
4	2007		*	6	8	*	6	7		3	5	8	2,604	45
	2008	*	*	8	9	*	7	8	*	3	6	9	2,436	65
	2009	*	*	4	4	*	2	4		1	4	5	2,196	70
5	2007	*	*	10	9	*	2	10		6	5	11	1,785	44
	2008		*	6	6	*	6	6		3	3	6	1,730	65
	2009		*	5	6	*	3	5	*	2	4	6	1,386	59
3-5	2007	*	3	21	21	*	12	21		12	12	24	7,692	144
	2008	*	0	19	20	*	17	19	*	8	12	20	6,708	192
	2009	*	1	18	19	*	13	17	*	5	15	20	6,363	206

NUMBER TESTED IN GRADES 3-5													
2007	1	12	130	134	5	82	111	0	68	76	144	32,298	
2008	1	9	180	185	5	100	135	1	83	108	192	32,696	
2009	2	11	193	194	3	118	154	2	97	109	206	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	87.5	88.8	90.9	83.3	95.9	73.4
	2008	89.0	92.2	94.6	87.4	89.5	78.8
	2009	85.6	86.4	93.1	84.6	92.2	71.3
4	2007	83.0	88.6	75.9	75.6	69.4	73.6
	2008	87.0	86.4	83.8	75.9	81.5	69.2
	2009	91.7	90.8	79.8	86.4	83.9	80.7
5	2007	82.4	76.6	80.5	71.4	75.0	75.3
	2008	82.2	78.5	86.6	80.4	84.6	77.7
	2009	84.9	88.1	86.2	81.4	78.0	85.6
3-5	2007	84.5	85.0	83.1	77.3	81.3	74.0
	2008	86.0	85.6	88.3	81.1	85.2	75.2
	2009	87.5	88.4	86.6	84.3	85.3	78.6



**PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		14.3	45.8	41.2		44.2	40.8		46.4	37.0	41.8	19.2	55
	2008		*	55.0	55.7	*	55.1	54.4		59.1	52.5	54.8	26.3	62
	2009		*	43.4	44.4	*	33.3	38.5	*	44.7	43.6	44.2	29.0	77
4	2007		*	16.7	17.8	*	7.4	9.1		15.8	19.2	17.8	22.6	45
	2008	*	*	20.0	21.0	*	10.3	12.5	*	22.6	20.6	21.5	23.8	65
	2009	*	*	52.4	50.7	*	43.2	45.5		53.6	47.6	50.0	31.6	70
5	2007	*	*	22.5	23.7	*	25.0	17.2		23.8	21.7	22.7	29.3	44
	2008		*	31.7	30.6	*	4.5	10.5		23.3	38.2	30.8	31.9	65
	2009		*	46.3	43.6	*	40.0	38.2	*	29.0	60.7	44.1	38.4	59
3-5	2007	*	16.7	29.2	28.4	*	29.3	25.2		30.9	26.3	28.5	23.6	144
	2008	*	33.3	35.6	35.7	*	31.0	29.6	*	32.5	38.0	35.4	27.3	192
	2009	*	27.3	47.2	46.4	*	38.1	40.9	*	42.3	49.5	46.1	32.8	206


NUMBER TESTED IN GRADES 3-5													
2007	1	12	130	134	5	82	111	0	68	76	144	32,298	
2008	1	9	180	185	5	100	135	1	83	108	192	32,696	
2009	2	11	193	194	3	118	154	2	97	109	206	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		*	97.6	97.7	*	96.2	96.9		94.7	100.0	97.7	86.5	44
	2008		*	90.0	90.2	*	82.8	87.5	*	90.0	91.2	90.6	87.4	64
	2009	*	*	98.3	98.4		97.6	98.1		96.2	100.0	98.5	87.4	67

NUMBER TESTED IN GRADE 4													
2007	0	2	41	44	1	26	32	0	19	25	44	10,408	
2008	0	4	60	61	1	29	40	1	30	34	64	10,658	
2009	2	5	60	64	0	41	52	0	26	41	67	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		*	1	1	*	1	1		1	0	1	1,408	44
	2008		*	6	6	*	5	5	*	3	3	6	1,348	64
	2009	*	*	1	1		1	1		1	0	1	1,264	67

NUMBER TESTED IN GRADE 4													
2007	0	2	41	44	1	26	32	0	19	25	44	10,408	
2008	0	4	60	61	1	29	40	1	30	34	64	10,658	
2009	2	5	60	64	0	41	52	0	26	41	67	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	2.2	87.5	85.2	90.9	88.6
	2008	2.2	84.0	79.3	81.6	83.4
	2009	2.2	89.6	90.3	92.4	93.8

<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		*	17.1	15.9	*	11.5	9.4		10.5	20.0	15.9	18.2	44
	2008		*	16.7	14.8	*	6.9	10.0	*	13.3	20.6	17.2	21.4	64
	2009	*	*	20.0	21.9		7.3	13.5		11.5	26.8	20.9	21.0	67

NUMBER TESTED IN GRADE 4													
2007	0	2	41	44	1	26	32	0	19	25	44	10,408	
2008	0	4	60	61	1	29	40	1	30	34	64	10,658	
2009	2	5	60	64	0	41	52	0	26	41	67	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	*	*	83.8	86.1		71.4	77.8		89.5	81.0	85.0	62.3	40
	2008		*	75.0	75.8	*	40.9	60.5		75.9	73.5	73.8	71.9	65
	2009		*	84.9	85.2		70.0	75.8	*	90.0	82.1	86.2	75.9	58

NUMBER TESTED IN GRADE 5													
2007	1	2	37	36	0	7	27	0	19	21	40	10,296	
2008	0	3	60	62	3	22	38	0	29	34	65	10,686	
2009	0	5	53	54	0	20	33	1	30	28	58	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	*	*	6	5		2	6		2	4	6	3,881	40
	2008		*	15	15	*	13	15		7	9	17	3,005	65
	2009		*	8	8		6	8	*	3	5	8	2,542	58

NUMBER TESTED IN GRADE 5													
2007	1	2	37	36	0	7	27	0	19	21	40	10,296	
2008	0	3	60	62	3	22	38	0	29	34	65	10,686	
2009	0	5	53	54	0	20	33	1	30	28	58	10,550	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	85.4	86.4	87.8	80.0
	2008	84.3	85.6	79.1	70.6
	2009	87.8	89.5	85.2	68.4



**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	*	*	32.4	33.3		14.3	14.8		21.1	38.1	30.0	18.0	40
	2008		*	18.3	17.7	*	4.5	7.9		17.2	17.6	18.5	24.8	65
	2009		*	37.7	33.3		15.0	27.3	*	46.7	25.0	36.2	29.1	58

NUMBER TESTED IN GRADE 5													
2007	1	2	37	36	0	7	27	0	19	21	40	10,296	
2008	0	3	60	62	3	22	38	0	29	34	65	10,686	
2009	0	5	53	54	0	20	33	1	30	28	58	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	0
	2009			88.9	88.9	*	88.6	88.6		84.2	94.1	88.9	89.4	36
4	2007												65.9	0
	2008												67.0	0
	2009			*	*	*	*				*	*	72.7	1
ALL	2007												—	0
	2008												—	0
	2009			89.2	89.2	*	88.9	88.6		84.2	94.4	89.2	—	37

NUMBER TESTED IN GRADES ALL														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	37	37	2	36	35	0	19	18	37	—	—	—

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	0
	2009			4	4	*	4	4		3	1	4	514	36
4	2007												122	0
	2008												215	0
	2009			*	*	*	*				*	*	268	1
ALL	2007												—	0
	2008												—	0
	2009			4	4	*	4	4		3	1	4	—	37

NUMBER TESTED IN GRADES ALL														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	37	37	2	36	35	0	19	18	37	37	—	

## 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	78.9	85.3	84.3	80.6
4	2007				
	2008				
	2009	*	*	*	*
ALL	2007				
	2008				
	2009	78.6	85.0	83.5	80.5

**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	0
	2008												17.2	0
	2009			33.3	33.3	*	31.4	31.4		15.8	52.9	33.3	30.6	36
4	2007												14.2	0
	2008												13.5	0
	2009			*	*	*	*				*	*	21.1	1
ALL	2007												—	0
	2008												—	0
	2009			32.4	32.4	*	30.6	31.4		15.8	50.0	32.4	—	37

NUMBER TESTED IN ALL GRADES														
2007	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	37	37	2	36	35	0	19	18	37	—	—	

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				*	*	*	*	*		*		*	77.7	1
	2008			*	*	*	*	*		*		*	77.7	1
	2009			*	*	*	*	*		*	*	*	87.7	2
4				*	*	*		*		*		*	70.7	1
	2008			*	*	*		*		*		*	70.7	1
	2009			*	*	*	*	*		*		*	71.8	2
5													73.3	0
	2008												73.3	0
	2009		*	*	*	*		*		*	*	*	80.3	2
3-5				*	*	*	*	*		*		*	73.7	2
	2008			*	*	*	*	*		*		*	73.7	2
	2009		*	*	66.7	66.7	*	66.7		*	*	66.7	79.2	6

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

**NUMBER NOT MEETING STANDARD**

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2008			*	*	*	*	*		*		*	116	1
	2009			*	*	*	*	*		*	*	*	60	2
4	2008			*	*	*		*		*		*	181	1
	2009			*	*	*	*	*		*		*	192	2
5	2008												179	0
	2009		*	*	*	*		*		*	*	*	137	2
3-5	2008			*	*	*	*	*		*		*	476	2
	2009		*	*	2	2	*	2		*	*	2	389	6

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

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE**

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	*	*	*	*
4					
	2008	*	*	*	*
	2009	*	*	*	*
5					
	2008				
	2009	*	*	*	*
3-5					
	2008	*	*	*	*
	2009	63.3	69.4	60.0	68.1



**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				*	*	*	*	*		*		*	10.8	1
	2008			*	*	*	*	*		*		*	10.8	1
	2009			*	*	*	*	*		*	*	*	16.2	2
4				*	*	*		*		*		*	9.7	1
	2008			*	*	*		*		*		*	9.7	1
	2009			*	*	*	*	*		*		*	8.9	2
5													14.9	0
	2008												14.9	0
	2009		*	*	*	*		*		*	*	*	14.1	2
3-5				*	*	*	*	*		*		*	12.0	2
	2008			*	*	*	*	*		*		*	12.0	2
	2009		*	*	33.3	33.3	*	33.3		*	*	33.3	12.7	6

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	0	0	2	2	2	1	2	0	2	0	2	1,807		
2009	0	1	5	6	6	4	6	0	4	2	6	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	1
	2009			*	*	*	*	*		*	*	*	81.2	2
4	2008			*	*	*		*		*		*	69.1	1
	2009			*	*	*	*	*		*		*	75.8	2
5	2008												64.0	0
	2009		*	*	*	*		*		*	*	*	80.2	2
3-5	2008			*	*	*	*	*		*		*	69.4	2
	2009		*	*	83.3	83.3	*	83.3		*	*	83.3	78.8	6

NUMBER TESTED IN GRADES 3-5														
2008	0	0	2	2	2	1	2	0	2	0	2	2	1,730	
2009	0	1	5	6	6	4	6	0	4	2	6	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	1
	2009			*	*	*	*	*		*	*	*	85	2
4														
	2008			*	*	*		*		*		*	173	1
	2009			*	*	*	*	*		*		*	157	2
5														
	2008												227	0
	2009		*	*	*	*		*		*	*	*	127	2
3-5														
	2008			*	*	*	*	*		*		*	529	2
	2009		*	*	1	1	*	1		*	*	1	369	6

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	0	0	2	2	2	1	2	0	2	0	2	1,730		
2009	0	1	5	6	6	4	6	0	4	2	6	1,743		

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE**

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
4	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5	2008						
	2009	*	*	*	*	*	*
3-5	2008	*	*	*	*	*	*
	2009	75.9	68.3	63.3	80.0	55.6	70.0

**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	1
	2009			*	*	*	*	*		*	*	*	22.3	2
4														
	2008			*	*	*		*		*		*	14.3	1
	2009			*	*	*	*	*		*		*	14.0	2
5														
	2008												14.0	0
	2009		*	*	*	*		*		*	*	*	17.2	2
3-5														
	2008			*	*	*	*	*		*		*	14.7	2
	2009		*	*	33.3	33.3	*	33.3		*	*	33.3	17.3	6

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	0	0	2	2	2	1	2	0	2	0	2	1,730		
2009	0	1	5	6	6	4	6	0	4	2	6	1,743		

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

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	23.5	22.2	46.9	18
	2008	*	77.8	76.2	57.6	21
	2009	*	*	30.0	41.9	10
1	2007	33.3	46.7	41.7	51.4	24
	2008				50.2	0
	2009	50.0	91.7	75.0	54.2	20
2	2007	14.8	41.7	19.7	44.5	66
	2008	26.1	77.8	40.6	50.2	32
	2009	28.6	71.4	50.0	47.9	14
1-2	2007	17.5	44.4	25.6	47.6	90
	2008	26.1	77.8	40.6	50.2	32
	2009	40.0	84.2	64.7	51.0	34

Grade	Year	MATHEMATICS TOTAL (**MATHMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	46.7	34.8	42.6	44.3	68
	2008	45.8	60.0	49.4	44.9	79
	2009	65.2	62.5	64.9	52.8	77
1	2007	25.0	29.4	26.2	48.8	61
	2008	62.7	61.1	62.3	55.5	69
	2009	61.0	85.7	65.8	50.4	73
2	2007	37.0	50.0	39.4	55.6	66
	2008	52.6	88.9	57.6	57.5	66
	2009	58.7	62.5	59.2	53.2	71
K-2	2007	36.4	36.5	36.4	49.1	195
	2008	53.3	66.0	56.1	52.7	214
	2009	61.8	73.3	63.3	52.3	221

Number Tested	2007	64	44	108	24,696	
	2008	26	27	53	21,817	
	2009	20	24	44	21,148	

Number Tested	2007	143	52	195	34,441	
	2008	167	47	214	41,070	
	2009	191	30	221	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	*	*	27.3	17.6	*	*	*		0.0	33.3	22.2	46.9	18	
	2008	*	*	72.2	75.0	*	*	*		69.2	87.5	76.2	57.6	21	
	2009		*	12.5	25.0		*	*		14.3	*	30.0	41.9	10	
1	2007		*	39.1	40.9			25.0	33.3		27.3	53.8	41.7	51.4	24
	2008												50.2	0	
	2009	*	*	66.7	72.2	*	*	50.0		63.6	88.9	75.0	54.2	20	
2	2007	*	*	20.0	20.3	*	17.8	14.8		16.7	21.4	19.7	44.5	66	
	2008		*	38.7	40.7		21.4	26.1		43.8	37.5	40.6	50.2	32	
	2009	*		50.0	50.0		*	28.6		*	55.6	50.0	47.9	14	
1-2	2007	*	*	25.3	25.6	*	18.9	17.5		20.0	29.1	25.6	47.6	90	
	2008		*	38.7	40.7		21.4	26.1		43.8	37.5	40.6	50.2	32	
	2009	*	*	59.3	62.5	*	*	40.0		56.3	72.2	64.7	51.0	34	

Number Tested	2007	3	9	94	103	4	54	64	0	41	67	108	24,696
	2008	1	3	49	47	2	15	26	0	29	24	53	21,817
	2009	3	6	35	40	2	6	20	0	23	21	44	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	0	*	*	*		0	0	0	1,245	18
	2008	*	*	6	6	*	*	*		4	2	6	1,687	21
	2009		*	1	1		*	*		1	*	2	771	10
1	2007		*	0	0		0	0		0	0	0	1,458	24
	2008												1,555	0
	2009	*	*	5	6	*	*	1		4	4	8	1,659	20
2	2007	*	*	3	4	*	0	0		1	3	4	896	66
	2008		*	1	1		0	0		1	0	1	1,065	32
	2009	*		1	1		*	1		*	0	1	1,027	14
1-2	2007	*	*	3	4	*	0	0		1	3	4	2,355	90
	2008		*	1	1		0	0		1	0	1	2,620	32
	2009	*	*	6	7	*	*	2		5	4	9	2,688	34
Number Tested	2007	3	9	94	103	4	54	64	0	41	67	108	24,696	
	2008	1	3	49	47	2	15	26	0	29	24	53	21,817	
	2009	3	6	35	40	2	6	20	0	23	21	44	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	*	*	41.0	43.1	*	43.8	46.7		41.2	44.1	42.6	44.3	68
	2008	*	*	47.4	49.4	*	43.1	45.8		51.1	47.1	49.4	44.9	79
	2009		*	64.0	64.0	*	63.6	65.2		66.7	62.9	64.9	52.8	77
1	2007		*	25.0	25.9	*	22.7	25.0		30.3	21.4	26.2	48.8	61
	2008	*	*	60.0	62.7	*	60.8	62.7		61.8	62.9	62.3	55.5	69
	2009	*	*	63.2	64.8	*	62.5	61.0		68.4	62.9	65.8	50.4	73
2	2007	*	*	40.0	40.6	*	37.8	37.0		54.2	31.0	39.4	55.6	66
	2008		*	56.9	57.4	*	52.1	52.6		57.1	58.1	57.6	57.5	66
	2009	*		58.0	58.6	*	64.9	58.7		53.1	64.1	59.2	53.2	71
K-2	2007	*	33.3	35.4	36.9	12.5	35.0	36.4		40.7	32.7	36.4	49.1	195
	2008	*	*	54.4	56.1	60.0	51.6	53.3		56.1	56.0	56.1	52.7	214
	2009	*	100.0	61.8	62.5	66.7	63.7	61.8		63.4	63.3	63.3	52.3	221

Number Tested	2007	3	9	181	187	8	137	143	0	91	104	195	34,441
	2008	3	5	206	205	10	157	167	0	114	100	214	41,070
	2009	3	6	212	216	6	179	191	0	112	109	221	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	*	*	4	5	*	3	3		2	3	5	2,583	68
	2008	*	*	15	15	*	10	11		9	6	15	2,788	79
	2009		*	21	21	*	18	20		14	8	22	2,455	77
1	2007		*	2	2	*	1	1		1	1	2	1,769	61
	2008	*	*	5	5	*	3	3		2	3	5	2,800	69
	2009	*	*	13	12	*	9	9		8	6	14	1,577	73
2	2007	*	*	6	7	*	5	5		3	4	7	2,098	66
	2008		*	4	4	*	2	2		4	1	5	2,912	66
	2009	*		12	11	*	10	10		5	7	12	1,686	71
K-2	2007	*	0	12	14	0	9	9		6	8	14	6,450	195
	2008	*	*	24	24	0	15	16		15	10	25	8,500	214
	2009	*	1	46	44	2	37	39		27	21	48	5,718	221

Number Tested	2007	3	9	181	187	8	137	143	0	91	104	195	34,441
	2008	3	5	206	205	10	157	167	0	114	100	214	41,070
	2009	3	6	212	216	6	179	191	0	112	109	221	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			94.1	94.0		97.9	97.8		92.9	95.8	94.2	84.7	52
	2008			89.7	89.5	*	91.2	91.1		90.6	88.5	89.7	87.0	58
	2009			93.8	93.8	*	93.5	95.1		88.6	100.0	93.8	88.6	64
1	2007			97.1	97.1	*	97.1	97.1		95.2	100.0	97.1	84.5	35
	2008			94.4	94.3	*	94.1	93.8		95.2	93.3	94.4	88.0	36
	2009			94.3	94.3	*	94.3	94.1		96.3	92.3	94.3	88.6	53
2	2007			*	*		*			*	*	*	89.9	2
	2008			94.1	94.1	*	94.1	94.1		94.7	93.3	94.1	93.4	34
	2009			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	94.0	57
K-2	2007			95.5	95.3	*	97.6	97.5		94.0	97.4	95.5	85.6	89
	2008			92.2	92.1	83.3	92.8	92.6		93.1	91.1	92.2	89.3	128
	2009			96.0	96.0	*	95.9	96.4		94.4	97.6	96.0	90.4	174

Number Tested	2007	0	0	88	86	3	84	79	0	50	39	89	14,889
	2008	0	0	128	126	6	125	122	0	72	56	128	18,257
	2009	0	0	174	173	4	170	168	0	89	85	174	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			33	31		32	32		15	18	33	2,779	52
	2008			28	28	*	28	28		16	12	28	3,280	58
	2009			42	42	*	41	41		19	23	42	3,525	64
1	2007			10	9	*	10	10		7	3	10	1,782	35
	2008			14	14	*	14	12		7	7	14	2,412	36
	2009			28	28	*	28	26		16	12	28	2,523	53
2	2007			*	*		*			*	*	*	1,196	2
	2008			10	10	*	10	10		4	6	10	2,596	34
	2009			19	19	*	19	19		5	14	19	2,909	57
K-2	2007			43	40	*	42	42		22	21	43	5,757	89
	2008			52	52	2	52	50		27	25	52	8,288	128
	2009			89	89	*	88	86		40	49	89	8,957	174

Number Tested	2007	0	0	88	86	3	84	79	0	50	39	89	14,889
	2008	0	0	128	126	6	125	122	0	72	56	128	18,257
	2009	0	0	174	173	4	170	168	0	89	85	174	19,076

## PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009
4	2	0.0	0	-	17	11.8	19	10.5
5	0	-	3	33.3	0	-	3	33.3
ALL	2	0.0	3	33.3	17	11.8	22	13.6

**PERFORMANCE IN 2009**

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (70)	Beginning	55	78.6	55	78.6	63	90.0	65	92.9	65	92.9
	Intermediate	2	2.9	3	4.3	5	7.1	3	4.3	3	4.3
	Advanced	6	8.6	9	12.9	1	1.4	1	1.4	1	1.4
	Advanced High	7	10.0	3	4.3	1	1.4	1	1.4	1	1.4
1 (56)	Beginning	52	92.9	51	91.1	56	100.0	49	87.5	49	87.5
	Intermediate	4	7.1	5	8.9	0	0.0	7	12.5	7	12.5
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (58)	Beginning	2	3.4	5	8.6	11	19.0	7	12.1	7	12.1
	Intermediate	17	29.3	28	48.3	25	43.1	17	29.3	17	29.3
	Advanced	23	39.7	12	20.7	17	29.3	19	32.8	20	34.5
	Advanced High	16	27.6	13	22.4	5	8.6	15	25.9	14	24.1
3 (56)	Beginning	9	16.1	6	10.7	11	19.6	16	28.6	16	28.6
	Intermediate	18	32.1	26	46.4	31	55.4	11	19.6	11	19.6
	Advanced	28	50.0	23	41.1	12	21.4	9	16.1	11	19.6
	Advanced High	1	1.8	1	1.8	2	3.6	20	35.7	18	32.1
4 (48)	Beginning	1	2.1	2	4.2	1	2.1	3	6.3	1	2.1
	Intermediate	1	2.1	0	0.0	1	2.1	7	14.6	9	18.8
	Advanced	10	20.8	19	39.6	21	43.8	9	18.8	9	18.8
	Advanced High	36	75.0	27	56.3	25	52.1	29	60.4	29	60.4

**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	-	-	-	
49  7 (14.3%)	Beginning	42			
	Intermediate	7	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
51  46 (90.2%)	Beginning	4			
	Intermediate	14	1		
	Advanced	17	2	0	
	Advanced High	10	3	0	
54  26 (48.1%)	Beginning	16			
	Intermediate	5	6		
	Advanced	0	4	6	
	Advanced High	0	1	16	
45  32 (71.1%)	Beginning	0			
	Intermediate	1	8		
	Advanced	1	3	5	
	Advanced High	0	3	24	

**PERFORMANCE IN 2009**

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (23)	Beginning	1	4.3	2	8.7	2	8.7	1	4.3	1	4.3
	Intermediate	4	17.4	7	30.4	11	47.8	5	21.7	5	21.7
	Advanced	13	56.5	13	56.5	10	43.5	4	17.4	4	17.4
	Advanced High	5	21.7	1	4.3	0	0.0	13	56.5	13	56.5
ALL (311)	Beginning	120	38.6	121	38.9	144	46.3	141	45.3	139	44.7
	Intermediate	46	14.8	69	22.2	73	23.5	50	16.1	52	16.7
	Advanced	80	25.7	76	24.4	61	19.6	42	13.5	45	14.5
	Advanced High	65	20.9	45	14.5	33	10.6	78	25.1	75	24.1

**PROGRESSION FROM  
2008 TO 2009**

Number Rated Both Years  N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
23  15 (65.2%)	Beginning	1			
	Intermediate	2	3		
	Advanced	0	0	4	
	Advanced High	0	0	13	
222  126 (56.8%)	Beginning	63			
	Intermediate	29	18		
	Advanced	18	9	15	
	Advanced High	10	7	53	

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