

Campus Data Packet

for 2009 - 10 Plans



SOUTHWEST LC SUMMARY

(Using 2008-09 Area Assignments)

*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.

2....	Contents.....	Table of Contents
-------	---------------	-------------------

STUDENTS AND STAFF

6....	Summary.....	Summary of Student and Teacher Statistics
8....	Enrollment (2).....	Enrollment Statistics by Select Student Group
11....	Teachers.....	Teacher Statistics

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

12....	TAKS Read (1).....	TAKS Reading: Percentage Meeting Standard
14....	TAKS Read (3).....	TAKS Reading: Performance by Objective
16....	TAKS Math (1).....	TAKS Mathematics: % Meeting Standard
18....	TAKS Math (3).....	TAKS Mathematics: % by Objective
20....	TAKS Write (1).....	TAKS Writing: Percentage Meeting Standard
22....	TAKS Write (3).....	TAKS Writing: Performance by Objective
24....	TAKS Science (1).....	TAKS Science: Percentage Meeting Standard
26....	TAKS Science (3).....	TAKS Science: Performance by Objective
28....	SPTAKS Read (1).....	Spanish TAKS Reading: % Meeting Standard
30....	SPTAKS Read (3).....	Spanish TAKS Reading: Performance by Objective
32....	SPTAKS Math (1).....	Spanish TAKS Mathematics: % Meeting Standard
34....	SPTAKS Math (3).....	Spanish TAKS Mathematics: % by Objective
36....	SPTAKS Write (1).....	Spanish TAKS Writing: % Meeting Standard
38....	SPTAKS Write (3).....	Spanish TAKS Writing: Performance by Objective
40....	SPTAKS Science (1).....	Spanish TAKS Science: % Meeting Standard
42....	SPTAKS Science (3).....	Spanish TAKS Science: Performance by Objective

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (MOD)

44....	TAKS-M Read (1).....	TAKS-M Reading: % Meeting Standard
46....	TAKS-M Read (3).....	TAKS-M Reading: Performance by Objective
48....	TAKS-M Math (1).....	TAKS-M Math: % Meeting Standard
50....	TAKS-M Math (3).....	TAKS-M Math: Performance by Objective
52....	TAKS-M Science (1).....	TAKS-M Science: % Meeting Standard
54....	TAKS-M Science (3).....	TAKS-M Science: Performance by Objective

4....	Notes.....	Notes and Data Descriptions for Individual Reports
-------	------------	--

7....	Enrollment (1).....	Enrollment Statistics by Ethnicity
9....	Attendance.....	Student Attendance Statistics

13....	TAKS Read (2).....	TAKS Reading: Number Not Meeting Standard
15....	TAKS Read (4).....	TAKS Reading: Percentage Commended
17....	TAKS Math (2).....	TAKS Mathematics: # Not Meeting Standard
19....	TAKS Math (4).....	TAKS Mathematics: % Commended
21....	TAKS Write (2).....	TAKS Writing: Number Not Meeting Standard
23....	TAKS Write (4).....	TAKS Writing: Percentage Commended
25....	TAKS Science (2).....	TAKS Science: Number Not Meeting Standard
27....	TAKS Science (4).....	TAKS Science: Percentage Commended
29....	SPTAKS Read (2).....	Spanish TAKS Reading: # Not Meeting Standard
31....	SPTAKS Read (4).....	Spanish TAKS Reading: % Commended
33....	SPTAKS Math (2).....	Spanish TAKS Mathematics: # Not Meeting Standard
35....	SPTAKS Math (4).....	Spanish TAKS Mathematics: % Commended
37....	SPTAKS Write (2).....	Spanish TAKS Writing: # Not Meeting Standard
39....	SPTAKS Write (4).....	Spanish TAKS Writing: % Commended
41....	SPTAKS Science (2).....	Spanish TAKS Science: # Not Meeting Standard
43....	SPTAKS Science (4).....	Spanish TAKS Science: % Commended

45....	TAKS-M Read (2).....	TAKS-M Reading: # Not Meeting Standard
47....	TAKS-M Read (4).....	TAKS-M Reading: Percentage Commended
49....	TAKS-M Math (2).....	TAKS-M Math: # Not Meeting Standard
51....	TAKS-M Math (4).....	TAKS-M Math: Percentage Commended
53....	TAKS-M Science (2).....	TAKS-M Science: # Not Meeting Standard
55....	TAKS-M Science (4).....	TAKS-M Science: Percentage Commended

ITBS / ITED / LOGRAMOS

- 56.... Compliance..... SCE Compliance for At-Risk Students
58.... ITBS Read (2)..... ITBS Reading Total: # At or Above the 80th %-tile
60.... ITBS Math (2)..... ITBS Math Total: # At or Above the 80th %-tile
62.... Logramos Read (2)..... Logramos Reading Total: # At or Above the 80th %-tile

MEASURES OF ENGLISH PROFICIENCY

- 63.... WMLS..... Woodcock-Muñoz Language Survey

- 57.... ITBS Read (1)..... ITBS Reading Total: % At or Above the 40th %-tile
59.... ITBS Math (1)..... ITBS Math Total: % At or Above the 40th %-tile
61.... Logramos Read (1)..... Logramos Reading Total: % At or Above the 40th %-tile

64.... TELPAS..... TX English Language Proficiency Assessment System

SOUTHWEST LEARNING COMMUNITY STATISTICS

- Statistics computed for the SOUTHWEST Learning Community are based on the 2009 assignment of schools to Learning Communities. Statistics do not include information from students enrolled at charter schools. These schools are included in a separate report for charter schools. TAKS-M (Modified) pages have been added to this document.

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	125
PK	2,114
KN	3,228
1	3,618
2	3,511
3	3,397
4	3,183
5	3,000
6	1,274
ALL	23,450

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	6,434	27.4	647	42.7
American Indian	32	0.1	*	*
Asian	63	0.3	*	*
Hispanic	16,771	71.5	518	34.2
White	150	0.6	322	21.3
Other	**	**	28	1.8

*Included in "Other."

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
Economically disadvantaged students	21,997	93.8
Limited English proficient students	10,431	44.5
Special education students	1,386	5.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	746	552	74.0	0	0.0	0	0.0	191	25.6	3	0.4
	2008	2,130	464	21.8	5	0.2	6	0.3	1,648	77.4	7	0.3
	2009	2,114	460	21.8	3	0.1	3	0.1	1,632	77.2	16	0.8
KN	2007	1,234	936	75.9	0	0.0	1	0.1	290	23.5	7	0.6
	2008	3,397	967	28.5	6	0.2	8	0.2	2,392	70.4	24	0.7
	2009	3,228	875	27.1	7	0.2	10	0.3	2,319	71.8	17	0.5
1	2007	1,298	984	75.8	0	0.0	1	0.1	308	23.7	5	0.4
	2008	3,638	1,051	28.9	6	0.2	9	0.2	2,542	69.9	30	0.8
	2009	3,618	1,038	28.7	4	0.1	9	0.2	2,542	70.3	25	0.7
2	2007	1,314	988	75.2	0	0.0	0	0.0	318	24.2	8	0.6
	2008	3,502	1,053	30.1	3	0.1	6	0.2	2,420	69.1	20	0.6
	2009	3,511	1,040	29.6	2	0.1	10	0.3	2,437	69.4	22	0.6
3	2007	1,208	940	77.8	1	0.1	1	0.1	258	21.4	8	0.7
	2008	3,297	984	29.8	5	0.2	9	0.3	2,281	69.2	18	0.5
	2009	3,397	977	28.8	2	0.1	7	0.2	2,393	70.4	18	0.5
4	2007	1,114	836	75.0	3	0.3	1	0.1	272	24.4	2	0.2
	2008	3,210	978	30.5	9	0.3	11	0.3	2,186	68.1	26	0.8
	2009	3,183	988	31.0	4	0.1	9	0.3	2,162	67.9	20	0.6
5	2007	1,131	863	76.3	1	0.1	1	0.1	255	22.5	11	1.0
	2008	3,167	1,010	31.9	6	0.2	6	0.2	2,128	67.2	17	0.5
	2009	3,000	846	28.2	7	0.2	10	0.3	2,114	70.5	23	0.8
6	2007	1,232	944	76.6	0	0.0	4	0.3	269	21.8	15	1.2
	2008	1,336	179	13.4	4	0.3	6	0.4	1,134	84.9	13	1.0
	2009	1,274	165	13.0	3	0.2	4	0.3	1,096	86.0	6	0.5
EC-6	2007	9,325	7,077	75.9	5	0.1	9	0.1	2,172	23.3	62	0.7
	2008	23,796	6,724	28.3	44	0.2	61	0.3	16,812	70.7	155	0.7
	2009	23,450	6,434	27.4	32	0.1	63	0.3	16,771	71.5	150	0.6

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	746	724	97.1	136	18.2	13	1.7	0	0.0	739	99.1	0.5
	2008	2,130	2,023	95.0	1,310	61.5	33	1.5	0	0.0	2,084	97.8	1.4
	2009	2,114	2,033	96.2	1,254	59.3	28	1.3	0	0.0	2,088	98.8	0.8
KN	2007	1,234	1,182	95.8	217	17.6	30	2.4	38	3.1	563	45.6	1.4
	2008	3,397	3,177	93.5	1,691	49.8	91	2.7	79	2.3	1,388	40.9	0.9
	2009	3,228	3,026	93.7	1,660	51.4	74	2.3	71	2.2	1,251	38.8	0.7
1	2007	1,298	1,237	95.3	211	16.3	57	4.4	49	3.8	121	9.3	5.5
	2008	3,638	3,418	94.0	1,731	47.6	150	4.1	208	5.7	414	11.4	6.0
	2009	3,618	3,420	94.5	1,802	49.8	149	4.1	196	5.4	324	9.0	6.2
2	2007	1,314	1,247	94.9	228	17.4	94	7.2	124	9.4	121	9.2	4.6
	2008	3,502	3,262	93.1	1,587	45.3	197	5.6	262	7.5	316	9.0	4.5
	2009	3,511	3,329	94.8	1,664	47.4	172	4.9	300	8.5	311	8.9	4.5
3	2007	1,208	1,145	94.8	174	14.4	134	11.1	159	13.2	94	7.8	3.6
	2008	3,297	3,040	92.2	1,488	45.1	247	7.5	341	10.3	277	8.4	3.9
	2009	3,397	3,168	93.3	1,561	46.0	216	6.4	346	10.2	266	7.8	3.4
4	2007	1,114	1,048	94.1	141	12.7	153	13.7	194	17.4	79	7.1	1.6
	2008	3,210	2,978	92.8	965	30.1	260	8.1	479	14.9	285	8.9	1.3
	2009	3,183	2,959	93.0	1,305	41.0	267	8.4	412	12.9	241	7.6	1.8
5	2007	1,131	1,070	94.6	106	9.4	189	16.7	192	17.0	89	7.9	3.5
	2008	3,167	2,924	92.3	800	25.3	289	9.1	493	15.6	253	8.0	3.1
	2009	3,000	2,783	92.8	832	27.7	245	8.2	481	16.0	197	6.6	2.3
6	2007	1,232	1,135	92.1	89	7.2	197	16.0	167	13.6	80	6.5	0.7
	2008	1,336	1,216	91.0	356	26.6	122	9.1	169	12.6	97	7.3	0.7
	2009	1,274	1,176	92.3	353	27.7	112	8.8	197	15.5	59	4.6	0.2
EC-6	2007	9,325	8,835	94.7	1,302	14.0	915	9.8	923	9.9	1,901	20.4	3.2
	2008	23,796	22,119	93.0	9,929	41.7	1,481	6.2	2,031	8.5	5,174	21.7	3.3
	2009	23,450	21,997	93.8	10,431	44.5	1,386	5.9	2,003	8.5	4,807	20.5	3.1

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Area	Dallas ISD	Area (N)	Area (%)	Dallas ISD (N)	Dallas ISD (%)	Area (N)	Area (%)	Dallas ISD (%)	Area	Dallas ISD	Area	Dallas ISD
PK	2007	364.3	4,117.2	345.8	94.9	3,933.6	95.5	901	100.0	100.0	638	7,436	100.0	100.0
	2008	1,033.7	4,133.2	986.8	95.5	3,942.7	95.4	2,512	100.0	100.0	1,875	7,427	100.0	100.0
	2009	1,034.3	4,167.8	987.5	95.5	3,975.6	95.4	2,445	100.0	100.0	1,871	7,332	100.0	100.0
KN	2007	1,244.0	13,945.0	1,189.8	95.6	13,385.6	96.0	453	36.4	24.3	1,016	12,035	81.7	86.3
	2008	3,349.2	13,568.1	3,215.5	96.0	13,004.4	95.8	733	21.9	23.5	2,902	11,618	86.6	85.6
	2009	3,232.2	13,515.0	3,092.2	95.7	12,939.1	95.7	713	22.1	22.5	2,753	11,501	85.2	85.1
1	2007	1,300.5	14,353.8	1,247.9	96.0	13,851.4	96.5	386	29.7	23.2	1,066	12,437	82.0	86.6
	2008	3,585.7	14,626.9	3,461.6	96.5	14,102.7	96.4	792	22.1	21.2	3,113	12,704	86.8	86.9
	2009	3,598.9	14,250.8	3,463.9	96.2	13,719.9	96.3	702	19.5	20.7	3,135	12,300	87.1	86.3
2	2007	1,302.0	13,403.8	1,250.5	96.0	12,978.9	96.8	388	29.8	21.7	1,070	11,729	82.2	87.5
	2008	3,473.4	13,708.6	3,368.1	97.0	13,269.8	96.8	635	18.3	19.7	3,112	12,043	89.6	87.9
	2009	3,495.9	13,950.1	3,387.3	96.9	13,499.0	96.8	623	17.8	18.6	3,104	12,231	88.8	87.7
3	2007	1,203.1	12,998.4	1,159.8	96.4	12,633.3	97.2	368	30.6	21.1	999	11,445	83.0	88.0
	2008	3,286.9	12,806.9	3,192.3	97.1	12,425.5	97.0	579	17.6	19.1	2,946	11,408	89.6	89.1
	2009	3,391.4	13,095.5	3,290.9	97.0	12,710.6	97.1	581	17.1	18.3	3,029	11,634	89.3	88.8
4	2007	1,123.2	12,104.9	1,086.6	96.7	11,768.3	97.2	303	27.0	19.7	932	10,683	83.0	88.3
	2008	3,174.2	12,329.8	3,084.1	97.2	11,960.3	97.0	650	20.5	19.7	2,819	10,924	88.8	88.6
	2009	3,179.9	12,156.4	3,087.5	97.1	11,789.9	97.0	535	16.8	18.1	2,835	10,731	89.2	88.3
5	2007	1,131.8	11,757.0	1,093.9	96.7	11,426.8	97.2	343	30.3	20.9	944	10,362	83.4	88.1
	2008	3,150.0	11,874.2	3,067.8	97.4	11,539.6	97.2	580	18.4	18.8	2,836	10,608	90.0	89.3
	2009	2,995.9	11,903.5	2,915.0	97.3	11,552.9	97.1	481	16.1	17.5	2,678	10,563	89.4	88.7
6	2007	1,230.3	11,264.8	1,177.3	95.7	10,864.3	96.4	358	29.1	21.9	1,014	9,788	82.4	86.9
	2008	1,333.1	10,450.4	1,292.8	97.0	10,060.0	96.3	294	22.1	22.0	1,181	9,055	88.6	86.6
	2009	1,276.3	10,588.3	1,236.9	96.9	10,165.3	96.0	174	13.6	19.9	1,172	9,131	91.8	86.2

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Area	Dallas ISD	Area (N)	Area (%)	Dallas ISD (N)	Dallas ISD (%)	Area (N)	Area (%)	Dallas ISD (%)	Area	Dallas ISD	Area	Dallas ISD
EC-6	2007	8,941.0	94,387.4	8,590.6	96.1	91,251.6	96.7	3,533	39.5	31.9	7,704	86,204	86.2	91.3
	2008	22,501.5	93,889.2	21,777.8	96.8	90,666.0	96.6	6,837	30.4	30.8	20,868	86,025	92.7	91.6
	2009	22,310.3	94,064.8	21,558.1	96.6	90,751.7	96.5	6,334	28.4	29.6	20,635	85,648	92.5	91.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	647	42.7
Hispanic	518	34.2
White	322	21.3
Other	28	1.8

Gender	Number	Percent
Female	1,193	78.7
Male	322	21.3

TOTAL	1,515
--------------	--------------

AVERAGE NUMBER OF ABSENCES

2007	7.3
2008	7.2
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														
	2008	77.8	82.8	85.1	83.9	61.0	80.9	80.7	77.8	81.8	86.8	84.4	86.2	2,800
	2009	100.0	85.1	88.9	86.7	75.0	85.6	81.5	*	85.6	88.8	87.2	87.3	2,050
4														
	2008	75.0	68.2	71.4	69.9	42.9	56.1	54.7	28.6	66.6	74.3	70.5	72.1	2,834
	2009	76.5	71.8	76.7	74.3	48.8	70.2	64.0	*	70.9	78.9	75.0	75.8	2,747
5														
	2008	84.6	78.9	81.0	79.6	42.4	62.4	66.5	88.9	77.6	82.8	80.2	82.9	2,881
	2009	83.3	85.8	83.3	83.8	60.0	70.0	73.5	*	81.0	87.0	84.0	82.9	2,691
6														
	2008	91.7	95.0	90.4	90.9	72.0	76.1	86.4	*	89.4	92.8	91.1	87.8	1,218
	2009	*	89.0	90.1	89.9	75.0	76.0	82.9	*	91.2	88.7	89.9	86.4	1,151
3-6														
	2008	81.0	77.8	80.9	79.4	52.4	69.5	71.1	71.4	77.0	82.7	79.9	82.0	9,733
	2009	86.3	81.1	83.5	82.2	61.2	73.2	73.8	75.0	80.2	85.1	82.7	82.7	8,639

NUMBER TESTED IN GRADES 3-6													
2008	63	2,909	6,686	8,864	340	2,683	5,566	28	4,804	4,914	9,733	41,175	
2009	51	2,746	5,769	7,888	255	2,199	4,705	12	4,224	4,396	8,639	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														
	2008	4	159	273	410	39	204	383	2	251	187	438	1,443	2,800
	2009	0	136	123	245	14	48	223	*	144	117	263	960	2,050
4														
	2008	5	284	541	782	56	307	624	5	473	363	837	2,996	2,834
	2009	4	255	420	650	44	291	535	*	388	296	688	2,449	2,747
5														
	2008	2	196	366	537	53	239	504	1	315	254	569	1,827	2,881
	2009	3	111	312	400	34	183	364	*	257	173	431	1,793	2,691
6														
	2008	1	8	99	100	14	67	95	*	64	44	108	1,140	1,218
	2009	*	16	98	107	7	67	109	*	47	69	116	1,295	1,151
3-6														
	2008	12	647	1,279	1,829	162	817	1,606	8	1,103	848	1,952	7,406	9,733
	2009	7	518	953	1,402	99	589	1,231	3	836	655	1,498	6,497	8,639

NUMBER TESTED IN GRADES 3-6													
2008	63	2,909	6,686	8,864	340	2,683	5,566	28	4,804	4,914	9,733	41,175	
2009	51	2,746	5,769	7,888	255	2,199	4,705	12	4,224	4,396	8,639	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					
	2008	77.4	78.8	80.3	74.0
	2009	78.3	79.9	81.7	83.0
4					
	2008	78.7	73.4	74.9	72.8
	2009	81.8	75.4	72.4	77.5
5					
	2008	76.0	78.7	76.8	75.0
	2009	77.7	79.7	81.1	74.3
6					
	2008	84.8	82.2	80.8	78.8
	2009	83.2	75.6	79.4	82.9
3-6					
	2008	78.3	77.6	77.8	74.5
	2009	79.9	77.8	78.3	78.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008	27.8	18.6	19.5	18.0	6.0	12.4	12.3	11.1	16.8	21.5	19.2	21.5	2,800
	2009	50.0	33.6	34.5	32.6	26.8	28.7	20.0	*	31.0	37.1	34.1	34.1	2,050
4														
	2008	15.0	14.0	11.9	12.2	1.0	6.6	4.7	0.0	11.6	13.8	12.6	14.4	2,834
	2009	29.4	13.1	18.2	15.8	8.1	12.4	10.3	*	14.9	18.1	16.6	18.4	2,747
5														
	2008	7.7	12.9	14.3	13.2	3.3	3.6	3.9	0.0	12.0	15.5	13.8	16.5	2,881
	2009	16.7	21.6	16.0	17.0	2.4	5.4	6.8	*	15.2	20.3	17.7	18.5	2,691
6														
	2008	66.7	35.4	34.1	33.9	6.0	13.9	17.9	*	31.4	38.0	34.6	33.8	1,218
	2009	*	31.0	30.9	29.9	7.1	11.1	14.0	*	34.0	28.2	30.8	30.2	1,151
3-6														
	2008	27.0	16.3	18.1	16.8	3.8	9.0	8.8	10.7	15.7	19.6	17.6	21.1	9,733
	2009	31.4	23.3	22.8	22.0	10.2	12.8	12.3	8.3	21.2	24.7	23.0	24.6	8,639

NUMBER TESTED IN GRADES 3-6													
2008	63	2,909	6,686	8,864	340	2,683	5,566	28	4,804	4,914	9,733	41,175	
2009	51	2,746	5,769	7,888	255	2,199	4,705	12	4,224	4,396	8,639	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														
	2008	77.8	66.9	79.7	75.0	53.8	77.3	71.2	77.8	75.4	75.4	75.4	76.6	2,823
	2009	86.7	67.5	79.7	76.2	58.9	78.7	71.9	50.0	76.5	76.0	76.2	77.3	3,198
4														
	2008	81.0	70.4	79.3	76.5	52.2	69.5	63.2	37.5	74.9	78.4	76.6	77.9	2,912
	2009	66.7	67.8	80.4	75.7	50.5	77.0	66.7	*	75.4	77.1	76.3	79.4	2,835
5														
	2008	77.8	73.6	85.4	81.5	48.6	72.7	69.5	77.8	80.7	82.3	81.5	84.0	2,916
	2009	80.0	87.1	88.6	87.9	69.2	81.9	80.4	*	86.8	89.6	88.2	87.0	2,782
6														
	2008	83.3	77.4	81.2	80.8	50.0	66.4	71.2	*	80.5	81.2	80.8	73.8	1,236
	2009	*	73.8	81.8	80.8	41.0	63.2	68.7	*	81.5	80.1	80.7	73.3	1,165
3-6														
	2008	79.7	70.7	81.4	78.0	51.3	73.0	68.7	69.0	77.4	79.0	78.2	78.2	9,887
	2009	77.2	73.5	82.6	79.8	57.5	77.6	72.3	80.0	79.7	80.4	80.1	79.3	9,980

NUMBER TESTED IN GRADES 3-6													
2008	69	2,899	6,836	9,003	386	2,827	5,711	29	4,899	4,973	9,887	42,082	
2009	57	2,748	7,103	9,210	341	3,487	6,009	15	4,891	5,074	9,980	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														
	2008	4	303	379	643	49	251	577	2	341	352	695	2,542	2,823
	2009	2	296	459	708	39	309	654	3	367	392	762	2,781	3,198
4														
	2008	4	264	409	629	54	236	537	5	367	312	680	2,436	2,912
	2009	6	293	369	636	51	242	522	*	338	334	673	2,196	2,835
5														
	2008	4	245	284	492	54	178	466	2	276	263	539	1,730	2,916
	2009	4	100	223	310	32	126	286	*	186	143	329	1,386	2,782
6														
	2008	2	37	197	213	31	98	207	*	121	116	237	2,460	1,236
	2009	*	39	183	205	23	105	204	*	101	123	225	2,552	1,165
3-6														
	2008	14	849	1,269	1,977	188	763	1,787	9	1,105	1,043	2,151	9,168	9,887
	2009	13	728	1,234	1,859	145	782	1,666	3	992	992	1,989	8,915	9,980

NUMBER TESTED IN GRADES 3-6													
2008	69	2,899	6,836	9,003	386	2,827	5,711	29	4,899	4,973	9,887	42,082	
2009	57	2,748	7,103	9,210	341	3,487	6,009	15	4,891	5,074	9,980	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							
	2008	77.6	81.5	83.9	77.0	83.3	64.6
	2009	77.0	80.0	86.3	77.9	81.8	66.7
4							
	2008	81.1	80.9	77.1	75.4	75.1	70.3
	2009	84.0	78.6	75.2	77.3	76.9	70.6
5							
	2008	79.6	75.6	83.2	75.0	77.5	75.6
	2009	84.2	81.1	87.9	78.9	81.0	80.3
6							
	2008	77.6	77.3	81.4	72.9	78.9	77.0
	2009	75.3	79.3	81.0	73.8	79.9	77.1
3-6							
	2008	79.2	79.0	81.4	75.4	78.6	71.1
	2009	80.8	79.8	83.0	77.5	79.9	72.8

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	27.8	15.5	31.2	25.7	15.1	29.5	21.5	11.1	26.8	25.5	26.1	26.3	2,823
	2009	46.7	19.6	31.9	28.1	14.7	28.9	22.5	16.7	30.2	26.9	28.5	29.0	3,198
4														
	2008	23.8	18.1	23.7	21.9	5.3	15.2	11.6	0.0	22.0	22.0	21.9	23.8	2,912
	2009	33.3	20.1	31.1	27.1	11.7	25.1	19.4	*	29.1	26.2	27.6	31.6	2,835
5														
	2008	22.2	19.6	32.1	27.3	9.5	15.8	13.6	22.2	28.5	27.6	28.0	31.9	2,916
	2009	30.0	35.6	40.4	38.0	16.3	26.6	23.1	*	36.6	41.3	38.9	38.4	2,782
6														
	2008	25.0	28.0	38.5	36.8	17.7	22.6	22.1	*	36.3	38.1	37.2	31.0	1,236
	2009	*	28.9	37.2	36.3	12.8	24.9	20.6	*	39.4	33.7	36.3	29.0	1,165
3-6														
	2008	24.6	18.3	30.4	26.4	11.1	21.7	16.9	17.2	27.0	26.6	26.8	28.1	9,887
	2009	36.8	24.8	34.8	31.5	14.1	27.0	21.6	26.7	32.8	31.4	32.1	32.0	9,980

NUMBER TESTED IN GRADES 3-6													
2008	69	2,899	6,836	9,003	386	2,827	5,711	29	4,899	4,973	9,887	42,082	
2009	57	2,748	7,103	9,210	341	3,487	6,009	15	4,891	5,074	9,980	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														
	2008	85.0	87.2	87.0	86.5	61.4	80.9	79.4	57.1	82.9	91.2	87.0	87.4	2,814
	2009	77.8	87.7	87.1	86.8	56.6	83.6	81.3	*	83.9	90.4	87.1	87.4	2,731

	NUMBER TESTED IN GRADE 4											
2008	20	888	1,885	2,587	101	697	1,375	7	1,409	1,400	2,814	10,658
2009	18	893	1,801	2,519	76	973	1,477	4	1,327	1,400	2,731	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														
	2008	3	114	245	348	39	133	283	3	241	123	365	1,348	2,814
	2009	4	110	232	332	33	160	276	*	214	134	351	1,264	2,731

NUMBER TESTED IN GRADE 4													
2008	20	888	1,885	2,587	101	697	1,375	7	1,409	1,400	2,814	10,658	
2009	18	893	1,801	2,519	76	973	1,477	4	1,327	1,400	2,731	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	2008	2.2	80.7	80.4	82.7	84.0
	2009	2.2	84.1	80.0	84.5	90.2

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														
	2008	35.0	27.7	18.6	20.4	6.9	10.5	10.0	0.0	15.7	27.8	21.7	21.4	2,814
	2009	16.7	24.7	18.4	19.6	6.6	11.8	11.1	*	16.1	24.7	20.5	21.0	2,731

NUMBER TESTED IN GRADE 4													
2008	20	888	1,885	2,587	101	697	1,375	7	1,409	1,400	2,814	10,658	
2009	18	893	1,801	2,519	76	973	1,477	4	1,327	1,400	2,731	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														
	2008	53.3	60.9	72.4	67.8	41.0	52.8	52.2	77.8	69.9	67.4	68.6	71.9	2,883
	2009	84.2	70.9	78.2	75.5	57.4	63.1	64.5	*	77.9	74.5	76.2	75.9	2,730

NUMBER TESTED IN GRADE 5													
2008	15	915	1,934	2,634	100	654	1,513	9	1,406	1,471	2,883	10,686	
2009	19	762	1,921	2,511	108	686	1,431	3	1,376	1,349	2,730	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														
	2008	7	358	533	848	59	309	723	2	423	480	904	3,005	2,883
	2009	3	222	418	615	46	253	508	*	304	344	650	2,542	2,730

NUMBER TESTED IN GRADE 5

2008	15	915	1,934	2,634	100	654	1,513	9	1,406	1,471	2,883	10,686
2009	19	762	1,921	2,511	108	686	1,431	3	1,376	1,349	2,730	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	82.0	83.5	79.5	68.0
	2009	86.1	87.1	83.2	67.5

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)
5														
	2008	20.0	17.5	23.2	20.5	11.0	10.4	9.5	22.2	24.5	18.3	21.4	24.8	2,883
	2009	42.1	21.3	29.5	26.7	12.0	15.6	15.2	*	31.5	22.8	27.2	29.1	2,730

	NUMBER TESTED IN GRADE 5											
2008	15	915	1,934	2,634	100	654	1,513	9	1,406	1,471	2,883	10,686
2009	19	762	1,921	2,511	108	686	1,431	3	1,376	1,349	2,730	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														
	2008			86.5	86.4	*	86.3	86.9		81.0	91.6	86.5	85.4	325
	2009	*	*	88.0	88.1	62.1	87.9	87.7	*	85.3	90.7	88.0	89.4	1,188
4														
	2008		*	64.9	65.1	14.3	64.1	64.3	*	59.7	69.4	64.4	67.0	149
	2009			72.4	72.0	*	72.8	72.2		66.7	77.6	72.4	72.7	203
5														
	2008			67.6	67.6	*	72.7	66.7		57.9	77.8	67.6	70.6	37
	2009			80.7	81.3	*	80.6	80.6		72.9	90.0	80.7	79.7	109
6														
	2008			100.0	100.0		100.0	100.0		*	100.0	100.0	18.4	9
	2009			57.1	57.1		57.1	50.0		*	*	57.1	57.1	7
ALL														
	2008		*	79.2	79.2	21.4	79.3	79.2	*	73.2	84.8	79.0	—	520
	2009	*	*	85.2	85.3	58.3	85.1	84.9	*	81.7	88.7	85.3	—	1,507

NUMBER TESTED IN GRADES ALL													
2008	0	1	519	509	14	507	501	2	257	263	520	—	
2009	1	1	1,505	1,483	36	1,471	1,466	3	745	762	1,507	—	

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														
	2008			44	43	*	44	41		30	14	44	239	325
	2009	*	*	142	139	11	140	142	*	86	56	142	514	1,188
4														
	2008		*	52	51	6	52	51	*	31	22	53	215	149
	2009			56	56	*	55	55		32	24	56	268	203
5														
	2008			12	12	*	9	12		8	4	12	65	37
	2009			21	20	*	21	21		16	5	21	86	109
6														
	2008			0	0		0	0		*	0	0	40	9
	2009			3	3		3	3		*	*	3	3	7
ALL														
	2008		*	108	106	11	105	104	*	69	40	109	—	520
	2009	*	*	222	218	15	219	221	*	136	86	222	—	1,507

NUMBER TESTED IN GRADES ALL													
2008	0	1	519	509	14	507	501	2	257	263	520	—	
2009	1	1	1,505	1,483	36	1,471	1,466	3	745	762	1,507	—	

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	76.1	82.4	72.7	69.5
	2009	78.3	86.5	80.0	75.0
4					
	2008	70.5	70.2	61.6	62.9
	2009	72.8	72.5	70.8	68.8
5					
	2008	74.4	70.6	64.5	58.0
	2009	75.2	73.5	72.1	67.0
6					
	2008	74.4	77.8	73.6	78.6
	2009	51.6	53.6	60.7	51.6
ALL					
	2008	74.3	78.0	69.0	66.9
	2009	77.3	83.5	78.1	73.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			16.0	15.5	*	15.6	16.0		13.3	18.6	16.0	17.2	325
	2009	*	*	30.1	29.9	10.3	29.4	29.2	*	26.4	33.6	30.1	30.6	1,188
4														
	2008		*	13.5	13.7	0.0	13.1	12.6	*	11.7	15.3	13.4	13.5	149
	2009			17.7	17.0	*	17.8	18.2		17.7	17.8	17.7	21.1	203
5														
	2008			10.8	10.8	*	9.1	8.3		5.3	16.7	10.8	19.9	37
	2009			15.6	15.9	*	15.7	15.7		13.6	18.0	15.6	15.3	109
6														
	2008			22.2	22.2		22.2	22.2		*	33.3	22.2	4.1	9
	2009			14.3	14.3		14.3	16.7		*	*	14.3	14.3	7
ALL														
	2008		*	15.0	14.7	0.0	14.6	14.6	*	12.1	17.9	15.0	—	520
	2009	*	*	27.3	27.1	8.3	26.7	26.7	*	24.3	30.2	27.3	—	1,507

NUMBER TESTED IN ALL GRADES													
2008	0	1	519	509	14	507	501	2	257	263	520	—	
2009	1	1	1,505	1,483	36	1,471	1,466	3	745	762	1,507	—	

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			73.4	73.2	*	73.4	74.3		70.1	75.9	73.1	71.7	279
	2009			81.0	80.0	*	81.0	80.0		69.2	100.0	81.0	72.9	21
4														
	2008		*	52.9	53.6	37.5	53.0	53.1	*	52.3	52.4	52.3	63.1	86
	2009			74.8	74.2	*	75.4	75.6		80.0	69.2	74.8	69.7	135
5														
	2008		*	60.0	52.9		60.0	56.3		60.0	42.9	52.9	53.3	17
	2009			32.0	33.3		29.2	29.2		28.6	36.4	32.0	50.0	25
6														
	2008			*	*		*	*		*	*	*	2.1	3
	2009			16.7	16.7		16.7	*		*	*	16.7	14.3	6
ALL														
	2008		*	68.0	67.6	41.7	68.0	68.5	*	65.1	69.4	67.3	66.4	385
	2009			67.9	67.6	*	68.1	68.3		70.0	65.5	67.9	64.4	187

NUMBER TESTED IN GRADES ALL													
2008	0	3	381	376	12	375	368	1	189	196	385	1,711	
2009	0	0	187	182	4	185	180	0	100	87	187	804	

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														
	2008			74	73	*	73	69		40	35	75	316	279
	2009			4	4	*	4	4		4	0	4	26	21
4														
	2008		*	40	39	5	39	38	*	21	20	41	157	86
	2009			34	34	*	33	32		14	20	34	149	135
5														
	2008		*	6	8		6	7		4	4	8	56	17
	2009			17	16		17	17		10	7	17	105	25
6														
	2008			*	*		*	*		*	*	*	46	3
	2009			5	5		5	*		*	*	5	6	6
ALL														
	2008		*	122	122	7	120	116	*	66	60	126	575	385
	2009			60	59	*	59	57		30	30	60	286	187

NUMBER TESTED IN GRADES ALL													
2008	0	3	381	376	12	375	368	1	189	196	385	1,711	
2009	0	0	187	182	4	185	180	0	100	87	187	804	

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	67.8	71.0	73.3	68.8	74.6	54.1
	2009	79.1	76.9	77.7	74.6	78.3	63.6
4							
	2008	64.7	65.5	57.7	63.0	53.0	56.7
	2009	71.7	70.4	70.3	64.7	64.2	55.4
5							
	2008	36.4	34.7	49.0	50.0	51.8	44.6
	2009	55.1	55.5	66.4	60.5	67.6	50.7
6							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
ALL							
	2008	65.6	68.2	69.6	66.9	70.0	53.9
	2009	76.2	74.4	75.5	71.6	74.7	61.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			19.1	18.8	*	19.3	19.0		17.2	20.7	19.0	20.9	279
	2009			23.8	20.0	*	23.8	20.0		23.1	25.0	23.8	15.6	21
4														
	2008		*	18.8	19.0	12.5	19.3	18.5	*	18.2	19.0	18.6	22.8	86
	2009			31.1	30.3	*	31.3	32.1		34.3	27.7	31.1	26.3	135
5														
	2008		*	26.7	23.5		26.7	25.0		30.0	14.3	23.5	14.2	17
	2009			4.0	4.2		4.2	4.2		0.0	9.1	4.0	13.3	25
6														
	2008			*	*		*	*		*	*	*	0.0	3
	2009			16.7	16.7		16.7	*		*	*	16.7	14.3	6
ALL														
	2008		*	19.2	18.9	8.3	19.5	19.0	*	18.0	19.9	19.0	—	385
	2009			26.2	25.3	*	26.5	26.7		28.0	24.1	26.2	—	187

NUMBER TESTED IN ALL GRADES													
2008	0	3	381	376	12	375	368	1	189	196	385	—	
2009	0	0	187	182	4	185	180	0	100	87	187	—	

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														
	2008			82.3	82.6	44.4	82.8	83.2	*	77.9	87.1	82.3	81.9	147
	2009			87.4	87.2	*	87.8	87.7		83.0	91.3	87.4	87.1	198

NUMBER TESTED IN GRADE 4													
2008	0	0	147	144	9	145	143	2	77	70	147	667	
2009	0	0	198	195	3	196	195	0	94	104	198	981	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4														
	2008			26	25	5	25	24	*	17	9	26	121	147
	2009			25	25	*	24	24		16	9	25	127	198

NUMBER TESTED IN GRADE 4													
2008	0	0	147	144	9	145	143	2	77	70	147	667	
2009	0	0	198	195	3	196	195	0	94	104	198	981	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4						
	2008	2.0	79.4	75.9	87.9	79.5
	2009	2.2	82.3	77.2	87.2	78.9

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														
	2008			13.6	13.9	0.0	13.8	14.0	*	7.8	20.0	13.6	14.2	147
	2009			20.7	21.0	*	20.9	20.5		14.9	26.0	20.7	20.4	198

NUMBER TESTED IN GRADE 4													
2008	0	0	147	144	9	145	143	2	77	70	147	667	
2009	0	0	198	195	3	196	195	0	94	104	198	981	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		*	21.1	20.0	*	21.1	20.0		23.1	12.5	19.0	18.1	21
	2009			34.6	36.0		32.0	32.0		25.0	50.0	34.6	35.3	26

NUMBER TESTED IN GRADE 5													
2008	0	2	19	20	1	19	20	0	13	8	21	105	
2009	0	0	26	25	0	25	25	0	16	10	26	201	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		*	15	16	*	15	16		10	7	17	86	21
	2009			17	16		17	17		12	5	17	130	26

NUMBER TESTED IN GRADE 5													
2008	0	2	19	20	1	19	20	0	13	8	21	105	
2009	0	0	26	25	0	25	25	0	16	10	26	201	


AVERAGE PERCENTAGE CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	53.8	46.6	60.8	47.1
	2009	70.7	71.4	66.2	59.4

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		*	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	2.9	21
	2009			3.8	4.0		4.0	4.0		0.0	10.0	3.8	3.5	26

NUMBER TESTED IN GRADE 5													
2008	0	2	19	20	1	19	20	0	13	8	21	105	
2009	0	0	26	25	0	25	25	0	16	10	26	201	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		60.0	80.0	70.3	71.3	76.6	77.3		71.8	70.3	71.3	77.7	115
	2009	*	81.3	89.8	86.3	85.7	86.0	85.7		82.3	93.9	85.7	87.7	112
4														
	2008	*	81.3	68.5	75.7	74.1	69.1	73.4		70.5	81.3	74.1	70.7	143
	2009	*	66.7	70.9	69.1	69.6	67.7	67.5		68.3	71.9	69.6	71.8	158
5														
	2008	*	74.7	82.8	77.8	78.0	78.9	81.4		76.2	84.0	78.0	73.3	173
	2009	*	81.0	82.0	81.0	79.7	81.2	79.5		79.4	80.4	79.7	80.3	153
6														
	2008	*	93.3	74.5	77.8	77.9	73.5	78.0	*	79.5	75.0	77.9	68.6	68
	2009	*	75.0	80.4	75.8	78.7	76.5	80.6		73.3	86.7	78.7	70.9	75
3-6														
	2008	55.6	74.5	76.8	75.4	75.4	74.6	77.5	*	74.0	78.6	75.4	72.3	499
	2009	63.6	75.4	80.0	77.6	77.7	77.4	77.7		75.8	81.3	77.7	77.1	498

NUMBER TESTED IN GRADES 3-6													
2008	9	212	276	472	499	193	374	1	339	159	499	2,463	
2009	11	191	290	464	498	208	399	0	327	171	498	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		20	13	33	33	11	20		22	11	33	116	115
	2009	*	9	6	14	16	6	13		14	2	16	60	112
4														
	2008	*	12	23	33	37	17	29		28	9	37	181	143
	2009	*	23	25	46	48	20	37		32	16	48	192	158
5														
	2008	*	21	15	36	38	12	22		29	8	38	179	173
	2009	*	11	16	28	31	13	27		21	10	31	137	153
6														
	2008	*	1	13	14	15	9	13	*	9	6	15	206	68
	2009	*	4	11	16	16	8	12		12	4	16	182	75
3-6														
	2008	4	54	64	116	123	49	84	*	88	34	123	682	499
	2009	4	47	58	104	111	47	89		79	32	111	571	498

NUMBER TESTED IN GRADES 3-6													
2008	9	212	276	472	499	193	374	1	339	159	499	2,463	
2009	11	191	290	464	498	208	399	0	327	171	498	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	53.0	72.0	56.2	56.5
	2009	59.0	73.8	67.5	67.6
4					
	2008	60.0	58.4	54.1	61.1
	2009	59.7	55.8	56.0	57.8
5					
	2008	66.2	73.4	72.5	65.3
	2009	65.4	72.0	75.8	65.0
6					
	2008	69.9	71.1	60.5	64.0
	2009	67.6	74.2	62.9	64.6
3-6					
	2008	61.9	68.5	61.8	61.9
	2009	62.5	67.6	65.7	63.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		4.0	10.8	8.1	7.8	10.6	9.1		7.7	8.1	7.8	10.8	115
	2009	*	22.9	15.3	15.7	18.8	14.0	17.6		20.3	15.2	18.8	16.2	112
4														
	2008	*	12.5	11.0	11.8	11.9	14.5	12.8		9.5	16.7	11.9	9.7	143
	2009	*	11.6	18.6	15.4	15.8	17.7	19.3		13.9	19.3	15.8	8.9	158
5														
	2008	*	13.3	17.2	14.8	15.0	14.0	14.4		14.8	16.0	15.0	14.9	173
	2009	*	10.3	19.1	15.6	15.7	17.4	15.2		12.7	21.6	15.7	14.1	153
6														
	2008	*	13.3	9.8	12.7	11.8	8.8	13.6	*	15.9	4.2	11.8	7.3	68
	2009	*	6.3	16.1	12.1	13.3	5.9	14.5		11.1	16.7	13.3	7.5	75
3-6														
	2008	11.1	10.8	12.7	12.1	12.0	12.4	12.6	*	11.8	12.6	12.0	10.7	499
	2009	18.2	13.6	17.6	15.1	16.1	14.9	16.8		14.7	18.7	16.1	11.4	498

NUMBER TESTED IN GRADES 3-6													
2008	9	212	276	472	499	193	374	1	339	159	499	2,463	
2009	11	191	290	464	498	208	399	0	327	171	498	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		73.1	76.8	75.0	75.4	75.5	78.9		71.8	81.4	75.4	76.1	122
	2009	*	64.4	83.6	74.5	75.0	82.9	77.6		75.0	75.0	75.0	81.2	104
4														
	2008	*	67.2	67.2	68.3	66.1	65.1	65.6		62.7	72.7	66.1	69.1	127
	2009		70.3	77.9	75.0	74.1	78.8	80.0		69.9	82.0	74.1	75.8	143
5														
	2008	*	59.3	70.7	63.9	64.2	66.1	69.3		64.2	65.5	64.2	64.0	165
	2009	*	74.1	75.3	74.4	74.6	75.9	74.1		73.6	76.7	74.6	80.2	130
6														
	2008	*	83.3	69.8	73.1	73.2	71.4	69.6	*	69.7	78.3	73.2	57.0	56
	2009	*	64.3	70.8	67.2	68.8	68.8	69.8		63.9	75.0	68.8	64.0	64
3-6														
	2008	42.9	66.5	71.4	69.1	68.7	69.3	71.0	*	66.3	73.2	68.7	66.2	470
	2009	*	69.5	77.1	73.6	73.7	77.1	76.0		71.5	77.8	73.7	75.2	441

NUMBER TESTED IN GRADES 3-6													
2008	7	209	252	443	470	176	348	1	300	168	470	2,335	
2009	5	177	253	413	441	179	354	0	288	153	441	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		14	16	29	30	12	20		22	8	30	129	122
	2009	*	16	9	24	26	7	19		18	8	26	85	104
4														
	2008	*	21	19	38	43	15	32		31	12	43	173	127
	2009		19	17	34	37	11	20		28	9	37	157	143
5														
	2008	*	33	24	56	59	19	35		38	20	59	227	165
	2009	*	14	18	32	33	13	30		23	10	33	127	130
6														
	2008	*	2	13	14	15	8	14	*	10	5	15	260	56
	2009	*	5	14	19	20	10	16		13	7	20	205	64
3-6														
	2008	4	70	72	137	147	54	101	*	101	45	147	789	470
	2009	*	54	58	109	116	41	85		82	34	116	574	441

NUMBER TESTED IN GRADES 3-6													
2008	7	209	252	443	470	176	348	1	300	168	470	2,335	
2009	5	177	253	413	441	179	354	0	288	153	441	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	60.7	63.6	64.4	70.3	53.3	46.9
	2009	66.9	68.7	72.3	71.2	55.8	43.8
4							
	2008	56.0	55.1	54.8	52.9	40.2	52.1
	2009	63.8	55.4	56.9	52.4	45.0	55.7
5							
	2008	54.4	55.9	58.3	56.0	58.4	58.7
	2009	57.9	59.0	59.5	60.9	64.6	61.5
6							
	2008	53.3	48.0	56.5	63.4	72.5	50.8
	2009	59.0	47.1	60.7	55.5	76.3	52.5
3-6							
	2008	56.3	56.7	58.7	59.8	53.8	52.9
	2009	62.1	58.4	61.9	59.8	57.9	54.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		7.7	21.7	16.4	15.6	22.4	18.9		15.4	16.3	15.6	16.1	122
	2009	*	17.8	27.3	23.4	23.1	19.5	25.9		26.4	15.6	23.1	22.3	104
4														
	2008	*	17.2	19.0	17.5	17.3	18.6	19.4		14.5	22.7	17.3	14.3	127
	2009		6.3	22.1	15.4	14.7	23.1	18.0		16.1	12.0	14.7	14.0	143
5														
	2008	*	7.4	29.3	17.4	18.2	26.8	22.8		16.0	22.4	18.2	14.0	165
	2009	*	11.1	27.4	20.0	20.0	29.6	20.7		17.2	25.6	20.0	17.2	130
6														
	2008	*	8.3	9.3	9.6	8.9	14.3	8.7	*	6.1	13.0	8.9	6.4	56
	2009	*	0.0	18.8	13.8	14.1	12.5	17.0		8.3	21.4	14.1	8.4	64
3-6														
	2008	0.0	10.5	21.4	16.3	16.2	21.6	19.0	*	14.3	19.6	16.2	12.6	470
	2009	*	10.2	24.1	18.4	18.1	22.3	20.6		18.1	18.3	18.1	15.1	441

NUMBER TESTED IN GRADES 3-6													
2008	7	209	252	443	470	176	348	1	300	168	470	2,335	
2009	5	177	253	413	441	179	354	0	288	153	441	2,313	

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	*	33.3	40.0	37.4	36.1	26.8	37.2		41.7	26.8	36.1	39.2	166
	2009	*	28.6	39.7	34.4	33.9	38.2	36.7		34.5	32.6	33.9	37.5	127

NUMBER TESTED IN GRADE 5													
2008	1	78	85	155	166	56	113	0	108	56	166	668	
2009	4	49	73	122	127	55	109	0	84	43	127	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	*	52	51	97	106	41	71		63	41	106	406	166
	2009	*	35	44	80	84	34	69		55	29	84	398	127

NUMBER TESTED IN GRADE 5

	NUMBER TESTED IN GRADE 5											
2008	1	78	85	155	166	56	113	0	108	56	166	668
2009	4	49	73	122	127	55	109	0	84	43	127	637

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	65.4	63.3	65.4	56.5
	2009	63.8	64.3	67.9	55.0

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)
5														
	2008	*	1.3	8.2	5.2	4.8	5.4	6.2		6.5	1.8	4.8	5.2	166
	2009	*	0.0	6.8	4.1	3.9	7.3	2.8		3.6	4.7	3.9	4.9	127

NUMBER TESTED IN GRADE 5													
2008	1	78	85	155	166	56	113	0	108	56	166	668	
2009	4	49	73	122	127	55	109	0	84	43	127	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	20.5	41.2	40.4	46.9	1,001
	2008	47.4	59.6	58.4	57.6	1,729
	2009	25.0	48.8	40.4	41.9	1,603
1	2007	36.2	62.8	53.4	51.4	1,071
	2008	36.5	51.5	49.2	50.2	1,923
	2009	27.8	65.4	49.2	54.2	1,849
2	2007	25.3	65.1	43.8	44.5	1,165
	2008	31.0	70.5	48.0	50.2	2,041
	2009	28.0	74.0	46.4	47.9	1,921
1-2	2007	29.4	63.8	48.4	47.6	2,236
	2008	32.1	58.2	48.6	50.2	3,964
	2009	27.9	69.0	47.8	51.0	3,770

Number Tested	2007	1,041	2,196	3,237	24,696	
	2008	1,629	4,064	5,693	21,817	
	2009	2,517	2,856	5,373	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	42.2	46.3	45.7	44.3	1,178
	2008	37.3	49.3	43.5	44.9	3,365
	2009	49.7	66.6	55.7	52.8	3,180
1	2007	40.1	66.7	56.9	48.8	1,106
	2008	50.4	54.3	52.3	55.5	3,541
	2009	35.8	53.3	44.5	50.4	2,113
2	2007	43.8	66.1	54.1	55.6	1,196
	2008	50.5	72.8	56.7	57.5	3,434
	2009	41.4	75.1	53.4	53.2	2,163
K-2	2007	42.3	57.5	52.1	49.1	3,480
	2008	46.8	56.3	50.9	52.7	10,340
	2009	43.8	64.1	51.9	52.3	7,456

Number Tested	2007	1,233	2,247	3,480	34,441	
	2008	5,879	4,461	10,340	41,070	
	2009	4,497	2,959	7,456	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	57.1	39.8	45.8	39.3	42.9	21.7	20.5		35.8	44.9	40.4	46.9	1,001
	2008	54.5	61.8	54.3	57.3	36.0	41.5	47.4	*	55.3	61.7	58.4	57.6	1,729
	2009	58.8	44.0	35.6	38.5	19.1	25.6	25.0		38.3	42.6	40.4	41.9	1,603
1	2007	*	54.2	48.1	53.0	30.3	43.6	36.2	*	46.7	60.3	53.4	51.4	1,071
	2008	45.8	47.1	51.9	47.5	14.5	37.6	36.5		45.0	53.4	49.2	50.2	1,923
	2009	41.7	48.1	50.4	47.4	27.0	38.4	27.8	*	43.6	55.4	49.2	54.2	1,849
2	2007	37.5	44.9	39.8	43.1	19.1	33.9	25.3		36.9	50.6	43.8	44.5	1,165
	2008	66.7	51.2	44.5	46.5	26.4	23.4	31.0	*	44.1	52.0	48.0	50.2	2,041
	2009	64.7	43.1	49.7	45.2	26.4	36.8	28.0		44.0	48.8	46.4	47.9	1,921
1-2	2007	33.3	49.6	42.7	47.8	23.8	36.4	29.4	*	41.6	55.2	48.4	47.6	2,236
	2008	54.8	49.1	47.9	47.0	21.7	29.2	32.1	*	44.5	52.7	48.6	50.2	3,964
	2009	51.2	45.6	50.0	46.3	26.7	37.5	27.9	*	43.8	51.9	47.8	51.0	3,770

Number Tested	2007	19	2,754	462	3,060	101	243	1,041	1	1,615	1,622	3,237	24,696
	2008	64	2,925	2,670	5,114	225	555	1,629	3	2,866	2,827	5,693	21,817
	2009	58	2,851	2,426	4,899	197	482	2,517	1	2,742	2,631	5,373	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	2	114	9	113	1	0	1		53	72	125	1,245	1,001
	2008	6	240	149	343	7	20	28	*	203	193	396	1,687	1,729
	2009	2	116	48	143	2	5	25		78	88	166	771	1,603
1	2007	*	193	26	199	4	7	37	*	87	133	220	1,458	1,071
	2008	6	183	165	298	4	18	28		164	193	357	1,555	1,923
	2009	4	173	142	278	5	16	49	*	155	167	322	1,659	1,849
2	2007	0	90	23	100	1	11	19		40	73	113	896	1,165
	2008	3	142	89	198	4	6	37	*	90	146	236	1,065	2,041
	2009	3	81	107	163	6	20	51		84	109	193	1,027	1,921
1-2	2007	0	283	49	299	5	18	56	*	127	206	333	2,355	2,236
	2008	9	325	254	496	8	24	65	*	254	339	593	2,620	3,964
	2009	7	254	249	441	11	36	100	*	239	276	515	2,688	3,770

Number Tested	2007	19	2,754	462	3,060	101	243	1,041	1	1,615	1,622	3,237	24,696
	2008	64	2,925	2,670	5,114	225	555	1,629	3	2,866	2,827	5,693	21,817
	2009	58	2,851	2,426	4,899	197	482	2,517	1	2,742	2,631	5,373	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	57.1	46.4	42.6	45.1	20.8	40.8	42.2		42.7	48.6	45.7	44.3	1,178
	2008	52.2	50.5	40.6	42.8	29.1	36.1	37.3	*	39.6	47.3	43.5	44.9	3,365
	2009	64.7	57.7	54.7	55.1	32.4	52.0	49.7		53.9	57.6	55.7	52.8	3,180
1	2007	*	56.3	60.0	57.2	28.9	55.4	40.1		52.3	61.7	56.9	48.8	1,106
	2008	57.1	48.1	54.0	51.6	28.8	50.6	50.4	*	50.6	54.1	52.3	55.5	3,541
	2009	33.3	41.0	47.8	43.7	31.6	45.9	35.8	*	44.4	44.6	44.5	50.4	2,113
2	2007	57.1	52.6	59.8	53.9	21.2	55.5	43.8		51.8	56.4	54.1	55.6	1,196
	2008	57.1	54.8	57.5	56.3	27.2	54.5	50.5	42.9	56.8	56.6	56.7	57.5	3,434
	2009	61.1	48.5	57.4	52.6	25.9	52.3	41.4	*	54.8	52.0	53.4	53.2	2,163
K-2	2007	55.6	51.8	53.3	51.9	23.7	49.2	42.3		48.9	55.4	52.1	49.1	3,480
	2008	55.6	51.1	50.8	50.3	28.1	46.9	46.8	57.1	49.1	52.7	50.9	52.7	10,340
	2009	50.8	48.6	53.7	51.2	29.4	51.0	43.8	*	51.4	52.4	51.9	52.3	7,456

Number Tested	2007	18	2,803	657	3,297	135	431	1,233	0	1,744	1,736	3,480	34,441
	2008	72	2,981	7,251	9,643	359	4,942	5,879	14	5,199	5,141	10,340	41,070
	2009	59	2,868	4,492	6,936	255	2,503	4,497	2	3,754	3,702	7,456	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	2	182	36	205	3	20	21		102	118	220	2,583	1,178
	2008	2	224	399	577	11	241	240	*	280	347	627	2,788	3,365
	2009	8	183	456	601	10	314	356		288	364	652	2,455	3,180
1	2007	*	227	31	244	4	14	55		112	148	260	1,769	1,106
	2008	7	160	431	546	10	236	249	*	315	288	603	2,800	3,541
	2009	6	128	136	242	6	48	89	*	145	127	272	1,577	2,113
2	2007	0	194	51	226	4	26	80		112	133	245	2,098	1,196
	2008	3	194	476	619	13	274	358	1	358	316	674	2,912	3,434
	2009	4	134	222	324	11	67	136	*	185	179	364	1,686	2,163
K-2	2007	3	603	118	675	11	60	156		326	399	725	6,450	3,480
	2008	12	578	1,306	1,742	34	751	847	2	953	951	1,904	8,500	10,340
	2009	18	445	814	1,167	27	429	581	*	618	670	1,288	5,718	7,456

Number Tested	2007	18	2,803	657	3,297	135	431	1,233	0	1,744	1,736	3,480	34,441
	2008	72	2,981	7,251	9,643	359	4,942	5,879	14	5,199	5,141	10,340	41,070
	2009	59	2,868	4,492	6,936	255	2,503	4,497	2	3,754	3,702	7,456	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		*	90.3	90.3	*	89.7	88.9		87.0	93.7	90.4	84.7	156
	2008			85.9	85.8	74.1	85.8	86.4	*	84.6	87.3	86.0	87.0	1,573
	2009			89.3	89.5	90.0	89.4	89.7		86.5	91.9	89.3	88.6	1,487
1	2007			62.9	62.8	*	60.7	60.0		62.7	63.2	62.9	84.5	124
	2008	*		88.3	88.1	56.8	88.2	88.6	*	86.2	90.5	88.3	88.0	1,570
	2009			87.0	86.9	44.4	86.7	86.9	*	83.8	90.1	87.0	88.6	1,646
2	2007			81.3	78.6	*	80.0	78.6		66.7	100.0	81.3	89.9	16
	2008	*	*	92.9	93.0	65.0	92.7	93.0	*	91.6	94.2	92.9	93.4	1,349
	2009	*		93.2	93.2	55.6	93.2	93.5	*	91.3	95.2	93.2	94.0	1,500
K-2	2007		*	78.3	78.2	27.3	77.3	75.9		75.2	81.8	78.4	85.6	296
	2008	*	*	88.9	88.8	64.4	88.7	89.2	90.0	87.3	90.5	88.9	89.3	4,492
	2009	*		89.7	89.8	58.7	89.7	89.9	*	87.2	92.3	89.7	90.4	4,633

Number Tested	2007	0	1	295	289	11	273	245	0	153	143	296	14,889
	2008	3	3	4,484	4,385	104	4,330	4,168	10	2,240	2,252	4,492	18,257
	2009	2	0	4,630	4,531	92	4,486	4,451	5	2,288	2,345	4,633	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	*	38	30		22	21	43	2,779	156
	2008			728	704	11	692	668	*	326	402	728	3,280	1,573
	2009			848	831	6	823	805		363	486	849	3,525	1,487
1	2007			17	17	*	16	14		7	10	17	1,782	124
	2008	*		609	597	2	577	562	*	273	337	610	2,412	1,570
	2009			578	568	5	558	558	*	247	331	578	2,523	1,646
2	2007			3	3	*	3	3		1	2	3	1,196	16
	2008	*	*	622	608	4	595	586	*	296	327	623	2,596	1,349
	2009	*		691	678	4	663	667	*	293	400	693	2,909	1,500
K-2	2007		*	63	63	0	57	47		30	33	63	5,757	296
	2008	*	*	1,959	1,909	17	1,864	1,816	2	895	1,066	1,961	8,288	4,492
	2009	*		2,117	2,077	15	2,044	2,030	*	903	1,217	2,120	8,957	4,633

Number Tested	2007	0	1	295	289	11	273	245	0	153	143	296	14,889
	2008	3	3	4,484	4,385	104	4,330	4,168	10	2,240	2,252	4,492	18,257
	2009	2	0	4,630	4,531	92	4,486	4,451	5	2,288	2,345	4,633	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	75	32.0	113	48.7	464	25.4	652	30.2
5	61	34.4	89	53.9	0	-	150	46.0
6	39	23.1	33	51.5	0	-	72	36.1
ALL	175	30.9	235	51.1	464	25.4	874	33.4

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (1,645)	Beginning	1,039	63.2	1,170	71.2	1,445	87.8	1,375	83.6	1,373	83.5
	Intermediate	420	25.5	304	18.5	132	8.0	186	11.3	188	11.4
	Advanced	144	8.8	141	8.6	51	3.1	64	3.9	64	3.9
	Advanced High	42	2.6	29	1.8	17	1.0	19	1.2	19	1.2
1 (1,785)	Beginning	660	37.0	904	50.6	1,405	78.7	1,221	68.5	1,221	68.5
	Intermediate	689	38.6	552	30.9	249	13.9	357	20.0	359	20.1
	Advanced	328	18.4	236	13.2	100	5.6	150	8.4	149	8.4
	Advanced High	108	6.1	93	5.2	31	1.7	54	3.0	53	3.0
2 (1,648)	Beginning	269	16.4	414	25.2	706	42.9	240	14.6	239	14.6
	Intermediate	531	32.3	594	36.1	543	33.0	614	37.4	633	38.6
	Advanced	566	34.4	438	26.6	282	17.2	458	27.9	498	30.4
	Advanced High	279	17.0	199	12.1	113	6.9	331	20.1	270	16.5
3 (1,543)	Beginning	162	10.5	206	13.4	367	23.9	172	11.2	170	11.1
	Intermediate	555	36.0	643	41.8	642	41.7	422	27.5	434	28.3
	Advanced	604	39.2	520	33.8	407	26.5	403	26.2	477	31.1
	Advanced High	219	14.2	171	11.1	122	7.9	539	35.1	452	29.5
4 (1,290)	Beginning	67	5.2	85	6.6	142	11.0	70	5.4	66	5.1
	Intermediate	173	13.4	285	22.1	397	30.9	238	18.5	245	19.1
	Advanced	505	39.2	477	37.1	444	34.5	333	25.9	353	27.5
	Advanced High	542	42.1	440	34.2	303	23.6	646	50.2	621	48.3

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	—	—	—	
1,649 447 (27.1%)	Beginning	1,123			
	Intermediate	279	55		
	Advanced	87	31	24	
	Advanced High	25	12	13	
1,535 1,167 (76.0%)	Beginning	209			
	Intermediate	470	118		
	Advanced	311	126	41	
	Advanced High	103	83	74	
1,441 798 (55.4%)	Beginning	148			
	Intermediate	140	272		
	Advanced	20	208	223	
	Advanced High	3	45	382	
1,206 788 (65.3%)	Beginning	45			
	Intermediate	68	160		
	Advanced	16	109	213	
	Advanced High	3	36	556	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (828)	Beginning	65	7.9	76	9.2	95	11.5	54	6.5	49	6.0
	Intermediate	165	19.9	217	26.2	287	34.8	103	12.5	109	13.2
	Advanced	302	36.5	310	37.5	295	35.8	152	18.4	210	25.5
	Advanced High	296	35.7	224	27.1	148	17.9	517	62.6	455	55.3
6 (344)	Beginning	22	6.4	35	10.2	50	14.5	13	3.8	13	3.8
	Intermediate	83	24.1	84	24.4	133	38.7	34	9.9	37	10.8
	Advanced	127	36.9	122	35.5	107	31.1	98	28.5	107	31.1
	Advanced High	112	32.6	103	29.9	54	15.7	199	57.8	187	54.4
ALL (9,083)	Beginning	2,284	25.2	2,890	31.9	4,210	46.4	3,145	34.7	3,131	34.6
	Intermediate	2,616	28.8	2,679	29.5	2,383	26.3	1,954	21.6	2,005	22.2
	Advanced	2,576	28.4	2,244	24.7	1,686	18.6	1,658	18.3	1,858	20.5
	Advanced High	1,598	17.6	1,259	13.9	788	8.7	2,305	25.4	2,057	22.7

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>745</div> <div>546 (73.3%)</div>	Beginning	33			
	Intermediate	36	58		
	Advanced	8	73	108	
	Advanced High	1	43	385	
<div>309</div> <div>207 (67.0%)</div>	Beginning	10			
	Intermediate	15	18		
	Advanced	4	21	74	
	Advanced High	0	4	163	
<div>6,891</div> <div>3,954 (57.4%)</div>	Beginning	1,573			
	Intermediate	1,009	681		
	Advanced	446	568	683	
	Advanced High	135	223	1,573	

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