

Campus Data Packet

for 2009 - 10 Plans



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School Number 101

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	84
KN	101
1	83
2	107
3	106
4	75
5	88
ALL	644

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	64	9.9	5	12.8
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	576	89.4	18	46.2
White	4	0.6	15	38.5
Other	**	**	1	2.6

*Included in category "Other."

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

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	607	94.3
Limited English proficient students	416	64.6
Special education students	31	4.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	87	12	13.8	0	0.0	0	0.0	75	86.2	0	0.0
	2008	77	4	5.2	0	0.0	1	1.3	72	93.5	0	0.0
	2009	84	5	6.0	0	0.0	0	0.0	79	94.0	0	0.0
KN	2007	101	10	9.9	0	0.0	0	0.0	90	89.1	1	1.0
	2008	83	15	18.1	0	0.0	0	0.0	68	81.9	0	0.0
	2009	101	9	8.9	0	0.0	0	0.0	92	91.1	0	0.0
1	2007	123	19	15.4	0	0.0	0	0.0	102	82.9	2	1.6
	2008	109	14	12.8	0	0.0	0	0.0	94	86.2	1	0.9
	2009	83	9	10.8	0	0.0	0	0.0	74	89.2	0	0.0
2	2007	86	9	10.5	0	0.0	0	0.0	76	88.4	1	1.2
	2008	105	11	10.5	0	0.0	0	0.0	93	88.6	1	1.0
	2009	107	12	11.2	0	0.0	0	0.0	95	88.8	0	0.0
3	2007	101	13	12.9	0	0.0	0	0.0	84	83.2	4	4.0
	2008	83	8	9.6	0	0.0	0	0.0	74	89.2	1	1.2
	2009	106	12	11.3	0	0.0	0	0.0	93	87.7	1	0.9
4	2007	92	9	9.8	0	0.0	0	0.0	82	89.1	1	1.1
	2008	100	10	10.0	0	0.0	0	0.0	85	85.0	5	5.0
	2009	75	8	10.7	0	0.0	0	0.0	66	88.0	1	1.3
5	2007	85	12	14.1	0	0.0	0	0.0	70	82.4	3	3.5
	2008	93	11	11.8	0	0.0	0	0.0	81	87.1	1	1.1
	2009	88	9	10.2	0	0.0	0	0.0	77	87.5	2	2.3
EC-5	2007	675	84	12.4	0	0.0	0	0.0	579	85.8	12	1.8
	2008	650	73	11.2	0	0.0	1	0.2	567	87.2	9	1.4
	2009	644	64	9.9	0	0.0	0	0.0	576	89.4	4	0.6

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	87	85	97.7	67	77.0	1	1.1	0	0.0	87	100.0	0.0
	2008	77	73	94.8	63	81.8	0	0.0	0	0.0	77	100.0	0.0
	2009	84	82	97.6	72	85.7	1	1.2	0	0.0	83	98.8	0.0
KN	2007	101	90	89.1	68	67.3	2	2.0	2	2.0	43	42.6	4.0
	2008	83	79	95.2	55	66.3	0	0.0	2	2.4	28	33.7	0.0
	2009	101	97	96.0	67	66.3	0	0.0	1	1.0	30	29.7	0.0
1	2007	123	116	94.3	81	65.9	3	2.4	4	3.3	16	13.0	4.1
	2008	109	104	95.4	69	63.3	6	5.5	6	5.5	9	8.3	2.8
	2009	83	78	94.0	60	72.3	2	2.4	6	7.2	9	10.8	7.2
2	2007	86	84	97.7	52	60.5	2	2.3	8	9.3	5	5.8	2.3
	2008	105	99	94.3	72	68.6	5	4.8	7	6.7	5	4.8	1.9
	2009	107	100	93.5	63	58.9	5	4.7	9	8.4	5	4.7	8.4
3	2007	101	92	91.1	56	55.4	6	5.9	11	10.9	4	4.0	3.0
	2008	83	79	95.2	52	62.7	5	6.0	10	12.0	3	3.6	3.6
	2009	106	95	89.6	70	66.0	7	6.6	9	8.5	10	9.4	1.9
4	2007	92	87	94.6	36	39.1	10	10.9	16	17.4	2	2.2	0.0
	2008	100	91	91.0	38	38.0	10	10.0	12	12.0	9	9.0	3.0
	2009	75	73	97.3	50	66.7	7	9.3	10	13.3	2	2.7	2.7
5	2007	85	78	91.8	19	22.4	10	11.8	11	12.9	4	4.7	5.9
	2008	93	90	96.8	31	33.3	11	11.8	19	20.4	6	6.5	4.3
	2009	88	82	93.2	34	38.6	9	10.2	13	14.8	4	4.5	4.5
EC-5	2007	675	632	93.6	379	56.1	34	5.0	52	7.7	161	23.9	2.8
	2008	650	615	94.6	380	58.5	37	5.7	56	8.6	137	21.1	2.3
	2009	644	607	94.3	416	64.6	31	4.8	48	7.5	143	22.2	3.6

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	41.8	4,117.2	40.6	97.1	3,933.6	95.5	102	100.0	100.0	81	7,436	100.0	100.0
	2008	38.3	4,133.2	36.7	95.8	3,942.7	95.4	104	100.0	100.0	69	7,427	100.0	100.0
	2009	41.4	4,167.8	39.7	96.0	3,975.6	95.4	99	100.0	100.0	76	7,332	100.0	100.0
KN	2007	101.5	13,945.0	98.0	96.6	13,385.6	96.0	24	23.6	24.3	89	12,035	87.7	86.3
	2008	82.3	13,568.1	79.9	97.1	13,004.4	95.8	15	18.2	23.5	78	11,618	94.8	85.6
	2009	97.7	13,515.0	93.8	96.0	12,939.1	95.7	26	26.6	22.5	81	11,501	82.9	85.1
1	2007	119.3	14,353.8	115.3	96.7	13,851.4	96.5	25	21.0	23.2	107	12,437	89.7	86.6
	2008	107.7	14,626.9	104.6	97.1	14,102.7	96.4	19	17.6	21.2	99	12,704	91.9	86.9
	2009	81.3	14,250.8	79.1	97.3	13,719.9	96.3	17	20.9	20.7	75	12,300	92.3	86.3
2	2007	87.9	13,403.8	85.3	97.1	12,978.9	96.8	11	12.5	21.7	80	11,729	91.1	87.5
	2008	106.1	13,708.6	103.0	97.1	13,269.8	96.8	13	12.3	19.7	100	12,043	94.3	87.9
	2009	104.9	13,950.1	101.7	96.9	13,499.0	96.8	19	18.1	18.6	93	12,231	88.7	87.7
3	2007	102.0	12,998.4	99.3	97.3	12,633.3	97.2	14	13.7	21.1	93	11,445	91.2	88.0
	2008	85.1	12,806.9	82.7	97.2	12,425.5	97.0	15	17.6	19.1	76	11,408	89.3	89.1
	2009	106.0	13,095.5	103.4	97.5	12,710.6	97.1	18	17.0	18.3	99	11,634	93.4	88.8
4	2007	90.0	12,104.9	87.6	97.3	11,768.3	97.2	14	15.6	19.7	83	10,683	92.2	88.3
	2008	97.0	12,329.8	94.1	97.1	11,960.3	97.0	20	20.6	19.7	87	10,924	89.7	88.6
	2009	73.9	12,156.4	72.0	97.5	11,789.9	97.0	9	12.2	18.1	69	10,731	93.3	88.3
5	2007	89.5	11,757.0	86.4	96.5	11,426.8	97.2	7	7.8	20.9	83	10,362	92.8	88.1
	2008	90.1	11,874.2	87.8	97.4	11,539.6	97.2	21	23.3	18.8	82	10,608	91.0	89.3
	2009	88.3	11,903.5	85.9	97.2	11,552.9	97.1	17	19.2	17.5	79	10,563	89.5	88.7
EC-5	2007	632.0	83,122.6	612.5	96.9	80,387.4	96.7	197	31.2	33.3	616	76,416	97.5	91.9
	2008	606.5	83,438.7	588.8	97.1	80,606.0	96.6	207	34.1	31.9	591	76,970	97.4	92.2
	2009	593.5	83,476.5	575.6	97.0	80,586.5	96.5	205	34.5	30.9	572	76,517	96.4	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	5	12.8
Hispanic	18	46.2
White	15	38.5
Other	1	2.6

Gender	Number	Percent
Female	31	79.5
Male	8	20.5

TOTAL	39
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AVERAGE NUMBER OF ABSENCES

2007	6.6
2008	4.1
2009	5.2

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	92.3	85.7	85.7	*	76.2	80.0		93.3	82.9	87.7	84.6	65
	2008	*	100.0	81.6	86.0		85.0	81.6		85.0	85.2	85.1	86.2	47
	2009		80.0	77.4	74.3	*	44.4	69.2		75.0	80.0	78.0	87.3	41
4	2007		71.4	79.0	77.6		64.7	65.4		90.9	66.7	78.3	69.7	69
	2008	*	44.4	75.0	71.4	*	66.7	62.5		61.8	81.6	72.2	72.1	72
	2009	*	100.0	87.2	88.6	*	84.6	83.9		80.0	100.0	89.4	75.8	47
5	2007	*	62.5	75.8	75.0		50.0	61.7		68.3	81.3	74.0	78.3	73
	2008	*	83.3	93.8	91.4	*	78.6	82.8		90.2	93.3	91.5	82.9	71
	2009	*	77.8	75.9	74.1		28.6	50.0		68.8	84.8	76.9	82.9	65
3-5	2007	83.3	78.6	79.8	79.1	*	65.4	69.0		82.7	76.7	79.7	77.6	207
	2008	*	73.9	84.0	83.0	*	77.6	75.8		78.9	86.3	82.6	80.3	190
	2009	*	84.6	79.8	78.8	*	61.2	68.2		74.0	87.5	81.0	81.5	153

NUMBER TESTED IN GRADES 3-5													
2007	6	28	173	191	1	52	113	0	104	103	207	31,814	
2008	5	23	162	176	4	49	99	0	95	95	190	31,840	
2009	3	26	124	137	3	49	85	0	73	80	153	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	7	8	*	5	8		2	6	8	1,675	65
	2008	*	0	7	6		3	7		3	4	7	1,443	47
	2009		2	7	9	*	5	8		4	5	9	960	41
4	2007		2	13	15		6	9		3	12	15	3,189	69
	2008	*	5	15	18	*	5	12		13	7	20	2,996	72
	2009	*	0	5	5	*	4	5		5	0	5	2,449	47
5	2007	*	3	15	17		7	18		13	6	19	2,258	73
	2008	*	1	4	6	*	3	5		4	2	6	1,827	71
	2009	*	2	13	15		10	14		10	5	15	1,793	65
3-5	2007	1	6	35	40	*	18	35		18	24	42	7,122	207
	2008	*	6	26	30	*	11	24		20	13	33	6,266	190
	2009	*	4	25	29	*	19	27		19	10	29	5,202	153

NUMBER TESTED IN GRADES 3-5													
2007	6	28	173	191	1	52	113	0	104	103	207	31,814	
2008	5	23	162	176	4	49	99	0	95	95	190	31,840	
2009	3	26	124	137	3	49	85	0	73	80	153	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	80.5	85.3	78.7	75.0
	2008	76.0	81.2	83.0	74.2
	2009	78.0	77.7	79.7	78.7
4	2007	78.8	77.5	70.0	72.9
	2008	78.1	75.9	78.6	74.3
	2009	82.6	79.8	77.2	78.3
5	2007	72.5	76.9	77.9	70.4
	2008	80.9	85.9	80.8	79.6
	2009	74.2	77.7	78.5	72.5
3-5	2007	77.1	79.7	75.5	72.7
	2008	78.6	80.9	80.5	76.3
	2009	77.8	78.3	78.4	76.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	15.4	32.7	25.0	*	28.6	15.0		30.0	28.6	29.2	21.3	65
	2008	*	12.5	15.8	14.0		20.0	10.5		5.0	25.9	17.0	21.5	47
	2009		40.0	35.5	31.4	*	0.0	26.9		31.3	40.0	36.6	34.1	41
4	2007		28.6	16.1	16.4		11.8	11.5		15.2	19.4	17.4	16.6	69
	2008	*	0.0	11.7	11.1	*	20.0	9.4		14.7	10.5	12.5	14.4	72
	2009	*	14.3	12.8	11.4	*	15.4	12.9		4.0	22.7	12.8	18.4	47
5	2007	*	25.0	9.7	10.3		7.1	2.1		9.8	12.5	11.0	13.1	73
	2008	*	16.7	20.3	18.6	*	0.0	3.4		17.1	23.3	19.7	16.5	71
	2009	*	11.1	16.7	17.2		7.1	7.1		12.5	21.2	16.9	18.5	65
3-5	2007	16.7	21.4	18.5	16.8	*	17.3	8.8		17.3	20.4	18.8	17.1	207
	2008	*	8.7	16.0	14.8	*	14.3	8.1		13.7	18.9	16.3	17.4	190
	2009	*	23.1	20.2	19.0	*	10.2	15.3		13.7	27.5	20.9	22.7	153

NUMBER TESTED IN GRADES 3-5													
2007	6	28	173	191	1	52	113	0	104	103	207	31,814	
2008	5	23	162	176	4	49	99	0	95	95	190	31,840	
2009	3	26	124	137	3	49	85	0	73	80	153	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	*	69.2	69.4	67.9	*	61.9	57.5		70.0	71.4	70.8	70.3	65
	2008	*	62.5	76.3	72.1		85.0	68.4		80.0	66.7	72.3	76.6	47
	2009		72.7	72.4	71.7	*	71.6	70.2		69.4	76.0	72.7	77.3	99
4	2007		85.7	81.0	80.9		50.0	59.3		85.3	77.8	81.4	75.7	70
	2008	*	88.9	86.9	87.5	*	93.3	87.5		88.6	86.8	87.7	77.9	73
	2009	*	85.7	82.5	82.2	*	88.5	81.3		76.0	87.0	81.3	79.4	48
5	2007	*	75.0	75.8	76.5		64.3	61.7		78.0	71.9	75.3	82.9	73
	2008	*	71.4	95.3	93.0	*	85.7	82.1		90.2	96.8	93.1	84.0	72
	2009	*	100.0	91.8	92.5		100.0	87.0		92.6	93.9	93.3	87.0	60
3-5	2007	83.3	75.0	75.9	75.5	*	58.5	59.6		78.1	73.8	76.0	76.2	208
	2008	*	75.0	87.7	86.0	*	87.8	78.6		87.5	84.4	85.9	79.5	192
	2009	*	85.2	80.1	80.0	*	78.2	75.5		77.2	84.0	80.7	81.0	207

	NUMBER TESTED IN GRADES 3-5											
2007	6	28	174	192	1	53	114	0	105	103	208	32,298
2008	5	24	163	178	3	49	98	0	96	96	192	32,696
2009	3	27	176	190	5	101	139	0	101	106	207	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	*	4	15	18	*	8	17		9	10	19	3,303	65
	2008	*	3	9	12		3	12		4	9	13	2,542	47
	2009		3	24	26	*	19	25		15	12	27	2,781	99
4	2007		1	12	13		9	11		5	8	13	2,604	70
	2008	*	1	8	8	*	1	4		4	5	9	2,436	73
	2009	*	1	7	8	*	3	6		6	3	9	2,196	48
5	2007	*	2	15	16		5	18		9	9	18	1,785	73
	2008	*	2	3	5	*	2	5		4	1	5	1,730	72
	2009	*	0	4	4		0	3		2	2	4	1,386	60
3-5	2007	1	7	42	47	*	22	46		23	27	50	7,692	208
	2008	*	6	20	25	*	6	21		12	15	27	6,708	192
	2009	*	4	35	38	*	22	34		23	17	40	6,363	207

NUMBER TESTED IN GRADES 3-5													
2007	6	28	174	192	1	53	114	0	105	103	208	32,298	
2008	5	24	163	178	3	49	98	0	96	96	192	32,696	
2009	3	27	176	190	5	101	139	0	101	106	207	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	77.8	81.0	80.3	76.4	80.8	62.5
	2008	77.4	78.0	86.2	79.1	80.3	59.8
	2009	77.1	80.5	86.9	77.4	78.3	62.5
4	2007	85.7	82.9	81.9	76.7	77.9	76.8
	2008	83.7	84.1	83.3	79.7	82.2	73.8
	2009	84.5	78.9	77.4	76.0	84.4	73.4
5	2007	79.3	73.0	76.9	67.3	71.9	73.5
	2008	85.2	82.7	89.5	86.3	85.4	80.4
	2009	86.8	83.1	89.8	81.0	84.2	82.9
3-5	2007	81.0	78.8	79.6	73.3	76.7	71.2
	2008	82.7	82.1	86.3	82.0	82.9	72.9
	2009	81.6	80.9	85.5	78.1	81.4	71.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	7.7	20.4	17.9	*	28.6	17.5		23.3	17.1	20.0	19.2	65
	2008	*	12.5	26.3	20.9		35.0	21.1		20.0	25.9	23.4	26.3	47
	2009		18.2	25.3	21.7	*	19.4	21.4		26.5	22.0	24.2	29.0	99
4	2007		14.3	36.5	32.4		11.1	11.1		41.2	27.8	34.3	22.6	70
	2008	*	11.1	27.9	26.6	*	20.0	9.4		34.3	18.4	26.0	23.8	73
	2009	*	0.0	22.5	20.0	*	23.1	15.6		24.0	13.0	18.8	31.6	48
5	2007	*	12.5	22.6	20.6		7.1	8.5		22.0	18.8	20.5	29.3	73
	2008	*	28.6	43.8	40.8	*	21.4	21.4		48.8	32.3	41.7	31.9	72
	2009	*	44.4	42.9	41.5		12.5	4.3		51.9	39.4	45.0	38.4	60
3-5	2007	33.3	10.7	27.0	24.0	*	17.0	12.3		28.6	21.4	25.0	23.6	208
	2008	*	16.7	33.7	30.9	*	26.5	17.3		37.5	25.0	31.3	27.3	192
	2009	*	22.2	29.5	26.8	*	19.8	17.3		32.7	25.5	29.0	32.8	207

	NUMBER TESTED IN GRADES 3-5											
2007	6	28	174	192	1	53	114	0	105	103	208	32,298
2008	5	24	163	178	3	49	98	0	96	96	192	32,696
2009	3	27	176	190	5	101	139	0	101	106	207	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		71.4	85.9	84.1		77.8	77.8		83.3	85.7	84.5	86.5	71
	2008	*	100.0	95.2	95.4	*	93.8	90.9		91.7	100.0	95.9	87.4	74
	2009	*	100.0	92.1	95.3	*	96.0	93.3		95.5	91.7	93.5	87.4	46

	NUMBER TESTED IN GRADE 4											
2007	0	7	64	69	0	18	27	0	36	35	71	10,408
2008	3	9	62	65	2	16	33	0	36	38	74	10,658
2009	1	7	38	43	2	25	30	0	22	24	46	10,032

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007		2	9	11		4	6		6	5	11	1,408	71
	2008	*	0	3	3	*	1	3		3	0	3	1,348	74
	2009	*	0	3	2	*	1	2		1	2	3	1,264	46

	NUMBER TESTED IN GRADE 4											
2007	0	7	64	69	0	18	27	0	36	35	71	10,408
2008	3	9	62	65	2	16	33	0	36	38	74	10,658
2009	1	7	38	43	2	25	30	0	22	24	46	10,032

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.2	79.9	79.6	86.3	87.9
	2008	2.4	88.5	79.2	85.3	85.1
	2009	2.3	90.2	83.2	91.3	94.6

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007		14.3	18.8	18.8		16.7	18.5		19.4	17.1	18.3	18.2	71
	2008	*	22.2	22.6	21.5	*	25.0	15.2		16.7	28.9	23.0	21.4	74
	2009	*	42.9	31.6	32.6	*	40.0	36.7		27.3	37.5	32.6	21.0	46

	NUMBER TESTED IN GRADE 4											
2007	0	7	64	69	0	18	27	0	36	35	71	10,408
2008	3	9	62	65	2	16	33	0	36	38	74	10,658
2009	1	7	38	43	2	25	30	0	22	24	46	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	*	37.5	52.5	52.3		21.4	31.1		53.8	48.4	51.4	62.3	70
	2008	*	85.7	87.3	85.7	*	57.1	71.4		90.0	80.6	85.9	71.9	71
	2009	*	77.8	80.8	78.6		35.7	64.3		74.2	87.5	81.0	75.9	63

	NUMBER TESTED IN GRADE 5											
2007	3	8	59	65	0	14	45	0	39	31	70	10,296
2008	1	7	63	70	2	14	28	0	40	31	71	10,686
2009	2	9	52	56	0	14	28	0	31	32	63	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	*	5	28	31		11	31		18	16	34	3,881	70
	2008	*	1	8	10	*	6	8		4	6	10	3,005	71
	2009	*	2	10	12		9	10		8	4	12	2,542	63

	NUMBER TESTED IN GRADE 5											
2007	3	8	59	65	0	14	45	0	39	31	70	10,296
2008	1	7	63	70	2	14	28	0	40	31	71	10,686
2009	2	9	52	56	0	14	28	0	31	32	63	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	70.2	76.5	76.0	61.1
	2008	89.2	89.2	87.9	76.1
	2009	83.6	86.1	83.1	62.6

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)
5	2007	*	25.0	8.5	9.2		0.0	2.2		10.3	9.7	10.0	18.0	70
	2008	*	28.6	38.1	35.7	*	14.3	14.3		37.5	35.5	36.6	24.8	71
	2009	*	11.1	28.8	23.2		0.0	7.1		38.7	15.6	27.0	29.1	63

	NUMBER TESTED IN GRADE 5											
2007	3	8	59	65	0	14	45	0	39	31	70	10,296
2008	1	7	63	70	2	14	28	0	40	31	71	10,686
2009	2	9	52	56	0	14	28	0	31	32	63	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			90.3	90.3		90.3	90.3		100.0	85.7	90.3	82.9	31
	2008			96.6	96.6		96.6	96.6		100.0	95.2	96.6	85.4	29
	2009			91.5	91.2		91.5	91.4		90.9	92.3	91.5	89.4	59
4	2007			53.8	50.0	*	53.8	53.8		42.9	66.7	53.8	65.9	13
	2008			57.1	57.1		57.1	57.1		16.7	87.5	57.1	67.0	14
	2009			71.4	71.4		71.4	71.4		*	64.7	71.4	72.7	21
5	2007												75.8	0
	2008			45.5	45.5		45.5	45.5		33.3	*	45.5	70.6	11
	2009			88.2	88.2		88.2	88.2		85.7	90.0	88.2	79.7	17
ALL	2007			79.5	79.1	*	79.5	79.5		76.5	81.5	79.5	—	44
	2008			75.9	75.9		75.9	75.9		55.0	88.2	75.9	—	54
	2009			86.6	86.3		86.6	86.5		90.9	83.0	86.6	—	97

NUMBER TESTED IN GRADES ALL													
2007	0	0	44	43	2	44	44	0	17	27	44	—	
2008	0	0	54	54	0	54	54	0	20	34	54	—	
2009	0	0	97	95	0	97	96	0	44	53	97	—	

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			3	3		3	3		0	3	3	219	31
	2008			1	1		1	1		0	1	1	239	29
	2009			5	5		5	5		3	2	5	514	59
4	2007			6	6	*	6	6		4	2	6	122	13
	2008			6	6		6	6		5	1	6	215	14
	2009			6	6		6	6		*	6	6	268	21
5	2007												22	0
	2008			6	6		6	6		4	*	6	65	11
	2009			2	2		2	2		1	1	2	86	17
ALL	2007			9	9	*	9	9		4	5	9	—	44
	2008			13	13		13	13		9	4	13	—	54
	2009			13	13		13	13		4	9	13	—	97

NUMBER TESTED IN GRADES ALL													
2007	0	0	44	43	2	44	44	0	17	27	44	—	
2008	0	0	54	54	0	54	54	0	20	34	54	—	
2009	0	0	97	95	0	97	96	0	44	53	97	—	

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	78.9	88.9	80.6	74.6
	2008	84.6	84.7	80.5	75.4
	2009	79.5	87.9	81.1	79.2
4	2007	63.1	63.5	51.6	64.6
	2008	66.7	71.4	66.3	62.9
	2009	73.0	72.0	65.3	63.8
5	2007				
	2008	72.7	67.0	61.4	51.0
	2009	76.9	68.4	78.7	61.1
ALL	2007	74.2	81.4	72.1	71.6
	2008	77.5	77.7	72.9	67.2
	2009	77.7	81.0	77.2	72.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			29.0	29.0		29.0	29.0		40.0	23.8	29.0	14.8	31
	2008			24.1	24.1		24.1	24.1		37.5	19.0	24.1	17.2	29
	2009			33.9	33.3		33.9	34.5		24.2	46.2	33.9	30.6	59
4	2007			15.4	8.3	*	15.4	15.4		14.3	16.7	15.4	14.2	13
	2008			14.3	14.3		14.3	14.3		0.0	25.0	14.3	13.5	14
	2009			9.5	9.5		9.5	9.5		*	11.8	9.5	21.1	21
5	2007												17.6	0
	2008			18.2	18.2		18.2	18.2		16.7	*	18.2	19.9	11
	2009			11.8	11.8		11.8	11.8		0.0	20.0	11.8	15.3	17
ALL	2007			25.0	23.3	*	25.0	25.0		29.4	22.2	25.0	—	44
	2008			20.4	20.4		20.4	20.4		20.0	20.6	20.4	—	54
	2009			24.7	24.2		24.7	25.0		18.2	30.2	24.7	—	97

NUMBER TESTED IN ALL GRADES													
2007	0	0	44	43	2	44	44	0	17	27	44	—	
2008	0	0	54	54	0	54	54	0	20	34	54	—	
2009	0	0	97	95	0	97	96	0	44	53	97	—	

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			66.7	66.7		66.7	66.7		80.0	60.0	66.7	62.1	30
	2008			75.9	75.9		75.9	75.9		87.5	71.4	75.9	71.7	29
	2009												72.9	0
4	2007			53.8	50.0	*	53.8	53.8		57.1	50.0	53.8	61.2	13
	2008			35.7	35.7		35.7	35.7		33.3	37.5	35.7	63.1	14
	2009			38.1	38.1		38.1	38.1		*	35.3	38.1	69.7	21
5	2007												38.3	0
	2008			18.2	18.2		18.2	18.2		16.7	*	18.2	53.3	11
	2009			56.3	56.3		56.3	56.3		28.6	77.8	56.3	50.0	16
ALL	2007			62.8	61.9	*	62.8	62.8		70.6	57.7	62.8	60.9	43
	2008			53.7	53.7		53.7	53.7		50.0	55.9	53.7	68.2	54
	2009			45.9	45.9		45.9	45.9		36.4	50.0	45.9	64.9	37

NUMBER TESTED IN GRADES ALL													
2007	0	0	43	42	2	43	43	0	17	26	43	1,376	
2008	0	0	54	54	0	54	54	0	20	34	54	1,664	
2009	0	0	37	37	0	37	37	0	11	26	37	797	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			10	10		10	10		2	8	10	389	30
	2008			7	7		7	7		1	6	7	316	29
	2009												26	0
4	2007			6	6	*	6	6		3	3	6	112	13
	2008			9	9		9	9		4	5	9	157	14
	2009			13	13		13	13		*	11	13	149	21
5	2007												37	0
	2008			9	9		9	9		5	*	9	56	11
	2009			7	7		7	7		5	2	7	105	16
ALL	2007			16	16	*	16	16		5	11	16	538	43
	2008			25	25		25	25		10	15	25	529	54
	2009			20	20		20	20		7	13	20	280	37

NUMBER TESTED IN GRADES ALL													
2007	0	0	43	42	2	43	43	0	17	26	43	1,376	
2008	0	0	54	54	0	54	54	0	20	34	54	1,664	
2009	0	0	37	37	0	37	37	0	11	26	37	797	

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	63.4	70.2	68.9	65.8	57.2	46.1
	2008	72.7	70.0	78.9	71.1	80.8	67.1
	2009	81.4	77.0	81.6	73.6	83.6	66.4
4	2007	*	*	*	*	*	*
	2008	72.0	71.4	69.2	59.0	61.5	57.7
	2009	62.3	58.2	58.3	58.3	58.9	58.0
5	2007						
	2008						
	2009	37.2	37.7	61.0	51.9	45.5	38.6
ALL	2007	63.2	69.5	69.2	64.6	56.9	45.0
	2008	72.5	70.4	76.0	67.4	75.0	64.2
	2009	67.4	64.1	71.4	65.2	69.4	58.6

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			23.3	23.3		23.3	23.3		40.0	15.0	23.3	15.9	30
	2008			24.1	24.1		24.1	24.1		50.0	14.3	24.1	20.9	29
	2009												15.6	0
4	2007			15.4	16.7	*	15.4	15.4		14.3	16.7	15.4	24.6	13
	2008			7.1	7.1		7.1	7.1		0.0	12.5	7.1	22.8	14
	2009			9.5	9.5		9.5	9.5		*	11.8	9.5	26.3	21
5	2007												11.7	0
	2008			9.1	9.1		9.1	9.1		16.7	*	9.1	14.2	11
	2009			12.5	12.5		12.5	12.5		0.0	22.2	12.5	13.3	16
ALL	2007			20.9	21.4	*	20.9	20.9		29.4	15.4	20.9	—	43
	2008			16.7	16.7		16.7	16.7		25.0	11.8	16.7	—	54
	2009			10.8	10.8		10.8	10.8		0.0	15.4	10.8	—	37

NUMBER TESTED IN ALL GRADES													
2007	0	0	43	42	2	43	43	0	17	26	43	—	
2008	0	0	54	54	0	54	54	0	20	34	54	—	
2009	0	0	37	37	0	37	37	0	11	26	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)
4	2007			78.6	76.9	*	78.6	78.6		57.1	100.0	78.6	79.1	14
	2008			84.6	84.6		84.6	84.6		*	87.5	84.6	81.9	13
	2009			95.2	95.2		95.2	95.2		*	94.1	95.2	87.1	21

	NUMBER TESTED IN GRADE 4											
2007	0	0	14	13	2	14	14	0	7	7	14	364
2008	0	0	13	13	0	13	13	0	5	8	13	667
2009	0	0	21	21	0	21	21	0	4	17	21	981

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007			3	3	*	3	3		3	0	3	76	14
	2008			2	2		2	2		*	1	2	121	13
	2009			1	1		1	1		*	1	1	127	21

NUMBER TESTED IN GRADE 4													
2007	0	0	14	13	2	14	14	0	7	7	14	364	
2008	0	0	13	13	0	13	13	0	5	8	13	667	
2009	0	0	21	21	0	21	21	0	4	17	21	981	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	1.8	78.6	81.3	96.4	77.7
	2008	2.1	75.0	76.0	83.7	82.7
	2009	2.3	82.1	76.2	90.5	82.7

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007			0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	13.2	14
	2008			15.4	15.4		15.4	15.4		*	25.0	15.4	14.2	13
	2009			28.6	28.6		28.6	28.6		*	29.4	28.6	20.4	21

	NUMBER TESTED IN GRADE 4											
2007	0	0	14	13	2	14	14	0	7	7	14	364
2008	0	0	13	13	0	13	13	0	5	8	13	667
2009	0	0	21	21	0	21	21	0	4	17	21	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	2007												21.1	0
	2008			18.2	18.2		18.2	18.2		16.7	*	18.2	18.1	11
	2009			25.0	25.0		25.0	25.0		14.3	33.3	25.0	35.3	16

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	11	11	0	11	11	0	6	5	11	105	
2009	0	0	16	16	0	16	16	0	7	9	16	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	2007												45	0
	2008			9	9		9	9		5	*	9	86	11
	2009			12	12		12	12		6	6	12	130	16

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	11	11	0	11	11	0	6	5	11	105	
2009	0	0	16	16	0	16	16	0	7	9	16	201	

AVERAGE PERCENTAGE CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007				
	2008	55.9	48.5	59.6	45.5
	2009	68.8	66.0	61.8	51.4

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												5.3	0
	2008			0.0	0.0		0.0	0.0		0.0	*	0.0	2.9	11
	2009			0.0	0.0		0.0	0.0		0.0	0.0	0.0	3.5	16

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	11	11	0	11	11	0	6	5	11	11	105
2009	0	0	16	16	0	16	16	0	7	9	16	16	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			*	*	*		*		*		*	77.7	3
	2009	*		*	*	*	*	*		*		*	87.7	3
4														
	2008	*	*	*	83.3	83.3	*	*		*	*	83.3	70.7	6
	2009		*	*	83.3	83.3	*	*		*	*	83.3	71.8	6
5														
	2008		*	*	*	*	*	*		*	*	*	73.3	4
	2009			*	*	*	*	*		*	*	*	80.3	5
3-5														
	2008	*	*	88.9	92.3	92.3	*	88.9		88.9	*	92.3	73.7	13
	2009	*	*	91.7	92.3	92.9	83.3	91.7		90.9	*	92.9	79.2	14

NUMBER TESTED IN GRADES 3-5														
2008	2	2	9	13	13	5	9	0	9	4	13	1,807		
2009	1	1	12	13	14	6	12	0	11	3	14	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	3
	2009	*		*	*	*	*	*		*		*	60	3
4														
	2008	*	*	*	1	1	*	*		*	*	1	181	6
	2009		*	*	1	1	*	*		*	*	1	192	6
5														
	2008		*	*	*	*	*	*		*	*	*	179	4
	2009			*	*	*	*	*		*	*	*	137	5
3-5														
	2008	*	*	1	1	1	*	1		1	*	1	476	13
	2009	*	*	1	1	1	1	1		1	*	1	389	14

NUMBER TESTED IN GRADES 3-5													
2008	2	2	9	13	13	5	9	0	9	4	13	1,807	
2009	1	1	12	13	14	6	12	0	11	3	14	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	72.2	44.4	66.7	70.8
	2009	70.8	61.1	58.3	68.8
5					
	2008	*	*	*	*
	2009	*	*	*	*
3-5					
	2008	71.7	69.2	71.8	80.2
	2009	66.5	69.0	66.4	69.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			*	*	*		*		*		*	10.8	3
	2009	*		*	*	*	*	*		*		*	16.2	3
4														
	2008	*	*	*	33.3	33.3	*	*		*	*	33.3	9.7	6
	2009		*	*	16.7	16.7	*	*		*	*	16.7	8.9	6
5														
	2008		*	*	*	*	*	*		*	*	*	14.9	4
	2009			*	*	*	*	*		*	*	*	14.1	5
3-5														
	2008	*	*	11.1	23.1	23.1	*	22.2		11.1	*	23.1	12.0	13
	2009	*	*	8.3	7.7	7.1	16.7	8.3		9.1	*	7.1	12.7	14

NUMBER TESTED IN GRADES 3-5														
2008	2	2	9	13	13	5	9	0	9	4	13	1,807		
2009	1	1	12	13	14	6	12	0	11	3	14	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	3
	2009	*		*	*	*	*	*		*		*	81.2	3
4														
	2008	*	*	*	50.0	50.0	*	*		*	*	50.0	69.1	6
	2009		*	*	*	*	*	*		*	*	*	75.8	5
5														
	2008		*	*	*	*	*	*		*	*	*	64.0	4
	2009			100.0	100.0	100.0	*	100.0		*	*	100.0	80.2	6
3-5														
	2008	*	*	66.7	61.5	61.5	*	77.8		66.7	*	61.5	69.4	13
	2009	*	*	100.0	100.0	100.0	100.0	100.0		100.0	*	100.0	78.8	14

NUMBER TESTED IN GRADES 3-5													
2008	2	2	9	13	13	5	9	0	9	4	13	1,730	
2009	1	1	12	13	14	7	12	0	11	3	14	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	3
	2009	*		*	*	*	*	*		*		*	85	3
4														
	2008	*	*	*	3	3	*	*		*	*	3	173	6
	2009		*	*	*	*	*	*		*	*	*	157	5
5														
	2008		*	*	*	*	*	*		*	*	*	227	4
	2009			0	0	0	*	0		*	*	0	127	6
3-5														
	2008	*	*	3	5	5	*	2		3	*	5	529	13
	2009	*	*	0	0	0	0	0		0	*	0	369	14

NUMBER TESTED IN GRADES 3-5														
2008	2	2	9	13	13	5	9	0	9	4	13	1,730		
2009	1	1	12	13	14	7	12	0	11	3	14	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	51.9	38.9	66.7	40.0	44.4	52.8
	2009	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	81.5	83.3	88.9	80.6	83.3	80.0
3-5							
	2008	60.5	54.4	75.1	54.4	53.8	51.0
	2009	78.1	84.0	81.0	80.2	73.8	76.0

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	3
	2009	*		*	*	*	*	*		*		*	22.3	3
4														
	2008	*	*	*	16.7	16.7	*	*		*	*	16.7	14.3	6
	2009		*	*	*	*	*	*		*	*	*	14.0	5
5														
	2008		*	*	*	*	*	*		*	*	*	14.0	4
	2009			50.0	50.0	50.0	*	50.0		*	*	50.0	17.2	6
3-5														
	2008	*	*	11.1	15.4	15.4	*	11.1		22.2	*	15.4	14.7	13
	2009	*	*	41.7	46.2	42.9	28.6	41.7		54.5	*	42.9	17.3	14

NUMBER TESTED IN GRADES 3-5														
2008	2	2	9	13	13	5	9	0	9	4	13	1,730		
2009	1	1	12	13	14	7	12	0	11	3	14	1,743		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		*	*	*	*	*	*		*	*	*	39.2	4
	2009			66.7	66.7	66.7	*	66.7		*	*	66.7	37.5	6

NUMBER TESTED IN GRADE 5													
2008	0	1	3	4	4	3	3	0	2	2	4	668	
2009	0	0	6	6	6	2	6	0	4	2	6	637	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		*	*	*	*	*	*		*	*	*	406	4
	2009			2	2	2	*	2		*	*	2	398	6

NUMBER TESTED IN GRADE 5													
2008	0	1	3	4	4	3	3	0	2	2	4	668	
2009	0	0	6	6	6	2	6	0	4	2	6	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	*	*	*	*
	2009	81.8	83.3	85.7	71.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		*	*	*	*	*	*		*	*	*	5.2	4
	2009			33.3	33.3	33.3	*	33.3		*	*	33.3	4.9	6

NUMBER TESTED IN GRADE 5														
2007														
2008	0	1	3	4	4	3	3	0	2	2	4	668		
2009	0	0	6	6	6	2	6	0	4	2	6	637		

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

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	50.0	45.2	46.9	31
	2008	*	75.0	66.7	57.6	27
	2009	29.4	75.0	51.5	41.9	33
1	2007	0.0	44.8	28.9	51.4	45
	2008	0.0	57.1	43.2	50.2	37
	2009	21.4	66.7	42.3	54.2	26
2	2007	8.3	53.3	25.6	44.5	39
	2008	46.4	90.9	59.0	50.2	39
	2009	25.8	82.4	45.8	47.9	48
1-2	2007	5.0	47.7	27.4	47.6	84
	2008	35.1	66.7	51.3	50.2	76
	2009	24.4	75.9	44.6	51.0	74

Number Tested	2007	45	70	115	24,696	
	2008	40	63	103	21,817	
	2009	62	45	107	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	43.9	54.3	47.5	44.3	101
	2008	34.5	53.8	40.7	44.9	81
	2009	75.6	78.3	76.2	52.8	101
1	2007	21.6	36.4	25.6	48.8	121
	2008	61.2	61.5	61.3	55.5	106
	2009	6.7	33.3	16.7	50.4	24
2	2007	37.5	66.7	48.7	55.6	39
	2008	65.9	91.7	68.9	57.5	103
	2009	45.5	94.1	62.0	53.2	50
K-2	2007	32.0	49.4	37.5	49.1	261
	2008	56.3	63.6	58.3	52.7	290
	2009	59.5	75.5	64.0	52.3	175

Number Tested	2007	178	83	261	34,441	
	2008	213	77	290	41,070	
	2009	126	49	175	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	*	50.0	40.0	44.0	*	*	*		43.8	46.7	45.2	46.9	31
	2008		69.2	64.3	72.0		*	*		61.5	71.4	66.7	57.6	27
	2009		55.6	50.0	48.3		*	29.4		57.1	41.7	51.5	41.9	33
1	2007	*	41.2	23.1	26.8	*	0.0	0.0		26.3	30.8	28.9	51.4	45
	2008	*	50.0	36.4	42.4	*	*	0.0		29.4	55.0	43.2	50.2	37
	2009		22.2	52.9	43.5		*	21.4		43.8	40.0	42.3	54.2	26
2	2007	*	37.5	20.0	26.3	*	10.0	8.3		28.6	22.2	25.6	44.5	39
	2008	*	80.0	53.6	58.3	*	33.3	46.4		43.8	69.6	59.0	50.2	39
	2009		54.5	43.2	43.2	*	*	25.8		45.8	45.8	45.8	47.9	48
1-2	2007	*	40.0	21.4	26.6	*	6.3	5.0		27.5	27.3	27.4	47.6	84
	2008	*	62.5	46.0	50.7	*	20.0	35.1		36.4	62.8	51.3	50.2	76
	2009		40.0	46.3	43.3	*	25.0	24.4		45.0	44.1	44.6	51.0	74

Number Tested	2007	4	35	76	104	3	19	45	0	56	59	115	24,696
	2008	2	37	64	94	5	13	40	0	46	57	103	21,817
	2009	0	29	78	96	2	11	62	0	61	46	107	21,148

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	1	2	2	*	*	*		1	2	3	1,245	31
	2008		2	3	5		*	*		1	4	5	1,687	27
	2009		2	2	3		*	0		3	1	4	771	33
1	2007	*	2	1	2	*	0	0		3	0	3	1,458	45
	2008	*	1	2	2	*	*	0		2	2	4	1,555	37
	2009		0	4	4		*	1		2	2	4	1,659	26
2	2007	*	1	1	2	*	0	0		1	1	2	896	39
	2008	*	3	3	4	*	0	2		2	4	6	1,065	39
	2009		0	4	3	*	*	1		0	4	4	1,027	48
1-2	2007	*	3	2	4	*	0	0		4	1	5	2,355	84
	2008	*	4	5	6	*	0	2		4	6	10	2,620	76
	2009		0	8	7	*	0	2		2	6	8	2,688	74

Number Tested	2007	4	35	76	104	3	19	45	0	56	59	115	24,696
	2008	2	37	64	94	5	13	40	0	46	57	103	21,817
	2009	0	29	78	96	2	11	62	0	61	46	107	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	*	70.0	44.4	49.4	*	44.8	43.9		35.2	61.7	47.5	44.3	101
	2008		38.5	41.2	42.9		34.5	34.5		40.4	41.2	40.7	44.9	81
	2009		55.6	78.3	76.0		75.0	75.6		79.2	73.6	76.2	52.8	101
1	2007	*	27.8	24.8	24.3	*	22.5	21.6		22.4	28.6	25.6	48.8	121
	2008	*	50.0	62.6	61.4	*	64.6	61.2		51.9	71.2	61.3	55.5	106
	2009		0.0	26.7	19.0	*	*	6.7		20.0	11.1	16.7	50.4	24
2	2007	*	57.1	45.2	50.0	*	40.0	37.5		50.0	47.1	48.7	55.6	39
	2008	*	81.8	67.0	69.1	*	62.9	65.9		68.5	69.4	68.9	57.5	103
	2009		50.0	65.8	58.7	*	57.1	45.5		60.0	64.0	62.0	53.2	50
K-2	2007	*	45.7	35.6	37.6	16.7	33.1	32.0		32.1	43.3	37.5	49.1	261
	2008	*	55.3	58.4	58.9	37.5	55.3	56.3		54.2	63.0	58.3	52.7	290
	2009		36.7	69.7	63.8	0.0	68.8	59.5		63.6	64.4	64.0	52.3	175

Number Tested	2007	4	35	222	242	6	157	178	0	134	127	261	34,441
	2008	2	38	250	275	8	190	213	0	155	135	290	41,070
	2009	0	30	145	163	6	80	126	0	88	87	175	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	13	15	*	7	5		4	14	18	2,583	101
	2008		3	10	13		8	8		9	4	13	2,788	81
	2009		1	25	26		18	19		9	17	26	2,455	101
1	2007	*	1	5	4	*	3	3		3	3	6	1,769	121
	2008	*	2	11	12	*	6	6		6	8	14	2,800	106
	2009		0	1	1	*	*	1		1	0	1	1,577	24
2	2007	*	0	4	4	*	1	2		0	4	4	2,098	39
	2008	*	4	24	26	*	14	20		13	15	28	2,912	103
	2009		3	9	10	*	0	2		5	7	12	1,686	50
K-2	2007	*	5	22	23	0	11	10		7	21	28	6,450	261
	2008	*	9	45	51	1	28	34		28	27	55	8,500	290
	2009		4	35	37	0	18	22		15	24	39	5,718	175

Number Tested	2007	4	35	222	242	6	157	178	0	134	127	261	34,441
	2008	2	38	250	275	8	190	213	0	155	135	290	41,070
	2009	0	30	145	163	6	80	126	0	88	87	175	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			88.7	89.2	*	89.2	90.3		84.6	93.8	88.7	84.7	71
	2008			90.7	90.4		90.4	90.4		94.1	85.0	90.7	87.0	54
	2009			98.5	98.5		98.5	98.4		96.3	100.0	98.5	88.6	68
1	2007		*	97.2	97.1	*	97.1	97.1		94.7	100.0	97.2	84.5	72
	2008			92.8	92.6	*	91.9	91.5		91.7	93.9	92.8	88.0	69
	2009			93.0	94.5	*	94.5	96.2		90.0	100.0	93.0	88.6	57
2	2007			97.8	97.8		97.7	97.7		94.4	100.0	97.8	89.9	46
	2008		*	96.7	96.6	*	96.8	96.7		97.2	96.2	96.8	93.4	62
	2009			96.3	96.1		96.3	96.2		93.5	100.0	96.3	94.0	54
K-2	2007		*	94.1	94.4	*	94.4	94.8		90.5	97.9	94.2	85.6	189
	2008		*	93.5	93.3	*	93.2	93.0		94.3	92.4	93.5	89.3	185
	2009			96.1	96.5	*	96.6	97.0		92.9	100.0	96.1	90.4	179

Number Tested	2007	0	1	188	180	3	178	173	0	95	94	189	14,889
	2008	0	1	184	179	2	176	172	0	106	79	185	18,257
	2009	0	0	179	173	1	174	167	0	98	81	179	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			31	31	*	29	28		15	16	31	2,779	71
	2008			35	35		33	33		22	13	35	3,280	54
	2009			50	49		47	44		16	34	50	3,525	68
1	2007		*	20	20	*	18	18		12	8	20	1,782	72
	2008			26	25	*	22	22		13	13	26	2,412	69
	2009			34	33	*	34	34		23	11	34	2,523	57
2	2007			25	24		23	23		9	16	25	1,196	46
	2008		*	33	30	*	33	33		17	16	33	2,596	62
	2009			22	21		22	22		7	15	22	2,909	54
K-2	2007		*	76	75	*	70	69		36	40	76	5,757	189
	2008		*	94	90	*	88	88		52	42	94	8,288	185
	2009			106	103	*	103	100		46	60	106	8,957	179

Number Tested	2007	0	1	188	180	3	178	173	0	95	94	189	14,889
	2008	0	1	184	179	2	176	172	0	106	79	185	18,257
	2009	0	0	179	173	1	174	167	0	98	81	179	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	3	0.0	4	50.0	17	11.8	24	16.7
5	7	14.3	4	50.0	0	-	11	27.3
ALL	10	10.0	8	50.0	17	11.8	35	20.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (66)	Beginning	45	68.2	48	72.7	64	97.0	65	98.5	65	98.5
	Intermediate	20	30.3	17	25.8	2	3.0	1	1.5	1	1.5
	Advanced	1	1.5	1	1.5	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
1 (59)	Beginning	9	15.3	17	28.8	44	74.6	39	66.1	39	66.1
	Intermediate	29	49.2	27	45.8	10	16.9	10	16.9	10	16.9
	Advanced	21	35.6	15	25.4	5	8.5	10	16.9	10	16.9
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (64)	Beginning	17	26.6	21	32.8	13	20.3	9	14.1	9	14.1
	Intermediate	27	42.2	22	34.4	27	42.2	28	43.8	28	43.8
	Advanced	16	25.0	16	25.0	17	26.6	17	26.6	19	29.7
	Advanced High	4	6.3	5	7.8	7	10.9	10	15.6	8	12.5
3 (70)	Beginning	8	11.6	16	23.2	28	40.6	9	12.9	8	11.6
	Intermediate	27	39.1	27	39.1	21	30.4	18	25.7	19	27.5
	Advanced	12	17.4	16	23.2	13	18.8	21	30.0	27	39.1
	Advanced High	22	31.9	10	14.5	7	10.1	22	31.4	15	21.7
4 (50)	Beginning	3	6.0	4	8.0	9	18.0	5	10.0	5	10.0
	Intermediate	4	8.0	3	6.0	12	24.0	8	16.0	8	16.0
	Advanced	12	24.0	13	26.0	13	26.0	12	24.0	12	24.0
	Advanced High	31	62.0	30	60.0	16	32.0	25	50.0	25	50.0

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	—	—	—	
55 19 (34.5%)	Beginning	35			
	Intermediate	10	0		
	Advanced	8	1	1	
	Advanced High	0	0	0	
61 43 (70.5%)	Beginning	9			
	Intermediate	20	6		
	Advanced	7	8	3	
	Advanced High	1	2	5	
62 35 (56.5%)	Beginning	4			
	Intermediate	10	8		
	Advanced	4	6	15	
	Advanced High	0	1	14	
45 29 (64.4%)	Beginning	2			
	Intermediate	2	6		
	Advanced	1	3	8	
	Advanced High	0	2	21	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (31)	Beginning	3	9.7	3	9.7	3	9.7	4	12.9	4	12.9
	Intermediate	7	22.6	8	25.8	10	32.3	6	19.4	6	19.4
	Advanced	18	58.1	17	54.8	16	51.6	7	22.6	7	22.6
	Advanced High	3	9.7	3	9.7	2	6.5	14	45.2	14	45.2
ALL (340)	Beginning	85	25.1	109	32.2	161	47.5	131	38.5	130	38.3
	Intermediate	114	33.6	104	30.7	82	24.2	71	20.9	72	21.2
	Advanced	80	23.6	78	23.0	64	18.9	67	19.7	75	22.1
	Advanced High	60	17.7	48	14.2	32	9.4	71	20.9	62	18.3

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
27 21 (77.8%)	Beginning	2			
	Intermediate	2	4		
	Advanced	0	7	0	
	Advanced High	0	1	11	
250 147 (58.8%)	Beginning	52			
	Intermediate	44	24		
	Advanced	20	25	27	
	Advanced High	1	6	51	

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