

Campus Data Packet

for 2009 - 10 Plans



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School Number 104

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

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

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2009-10 SCHOOL SUMMARY

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

ENROLLMENT

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

ATTENDANCE

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

TEACHERS

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

TAKS

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

TAKS-M (Modified)

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

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

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

TELPAS

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

STUDENT ENROLLMENT

Grade	Enrollment
PK	44
KN	113
1	112
2	118
3	110
4	108
5	119
6	76
ALL	800

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	98	12.3	5	9.8
American Indian	1	0.1	*	*
Asian	0	0.0	*	*
Hispanic	684	85.5	22	43.1
White	17	2.1	22	43.1
Other	**	**	2	3.9

*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	774	96.8
Limited English proficient students	491	61.4
Special education students	52	6.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	44	2	4.5	0	0.0	0	0.0	42	95.5	0	0.0
	2008	44	2	4.5	0	0.0	0	0.0	42	95.5	0	0.0
	2009	44	4	9.1	0	0.0	0	0.0	40	90.9	0	0.0
KN	2007	124	17	13.7	0	0.0	0	0.0	105	84.7	2	1.6
	2008	107	13	12.1	1	0.9	0	0.0	92	86.0	1	0.9
	2009	113	14	12.4	0	0.0	0	0.0	94	83.2	5	4.4
1	2007	130	22	16.9	0	0.0	0	0.0	104	80.0	4	3.1
	2008	129	16	12.4	0	0.0	0	0.0	111	86.0	2	1.6
	2009	112	13	11.6	0	0.0	0	0.0	98	87.5	1	0.9
2	2007	115	13	11.3	0	0.0	0	0.0	98	85.2	4	3.5
	2008	120	18	15.0	1	0.8	0	0.0	98	81.7	3	2.5
	2009	118	14	11.9	0	0.0	0	0.0	102	86.4	2	1.7
3	2007	132	16	12.1	1	0.8	0	0.0	110	83.3	5	3.8
	2008	106	12	11.3	0	0.0	0	0.0	90	84.9	4	3.8
	2009	110	14	12.7	0	0.0	0	0.0	93	84.5	3	2.7
4	2007	100	16	16.0	1	1.0	0	0.0	80	80.0	3	3.0
	2008	114	13	11.4	0	0.0	0	0.0	97	85.1	4	3.5
	2009	108	11	10.2	0	0.0	0	0.0	94	87.0	3	2.8
5	2007	100	10	10.0	1	1.0	0	0.0	89	89.0	0	0.0
	2008	99	16	16.2	1	1.0	0	0.0	81	81.8	1	1.0
	2009	119	18	15.1	0	0.0	0	0.0	98	82.4	3	2.5
6	2007	106	18	17.0	0	0.0	0	0.0	86	81.1	2	1.9
	2008	77	5	6.5	0	0.0	0	0.0	72	93.5	0	0.0
	2009	76	10	13.2	1	1.3	0	0.0	65	85.5	0	0.0
EC-6	2007	851	114	13.4	3	0.4	0	0.0	714	83.9	20	2.4
	2008	796	95	11.9	3	0.4	0	0.0	683	85.8	15	1.9
	2009	800	98	12.3	1	0.1	0	0.0	684	85.5	17	2.1

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	44	41	93.2	28	63.6	2	4.5	0	0.0	44	100.0	0.0
	2008	44	44	100.0	35	79.5	0	0.0	0	0.0	44	100.0	0.0
	2009	44	44	100.0	37	84.1	3	6.8	0	0.0	43	97.7	0.0
KN	2007	124	115	92.7	74	59.7	1	0.8	4	3.2	60	48.4	0.0
	2008	107	105	98.1	70	65.4	5	4.7	4	3.7	38	35.5	1.9
	2009	113	107	94.7	73	64.6	5	4.4	2	1.8	49	43.4	0.9
1	2007	130	122	93.8	63	48.5	9	6.9	6	4.6	15	11.5	7.7
	2008	129	122	94.6	80	62.0	10	7.8	5	3.9	12	9.3	10.1
	2009	112	110	98.2	81	72.3	7	6.3	12	10.7	5	4.5	3.6
2	2007	115	109	94.8	83	72.2	6	5.2	13	11.3	5	4.3	4.3
	2008	120	108	90.0	66	55.0	9	7.5	7	5.8	12	10.0	3.3
	2009	118	113	95.8	73	61.9	8	6.8	12	10.2	7	5.9	1.7
3	2007	132	126	95.5	78	59.1	12	9.1	12	9.1	9	6.8	2.3
	2008	106	102	96.2	75	70.8	4	3.8	9	8.5	7	6.6	1.9
	2009	110	107	97.3	65	59.1	7	6.4	11	10.0	7	6.4	1.8
4	2007	100	95	95.0	41	41.0	3	3.0	26	26.0	9	9.0	4.0
	2008	114	111	97.4	77	67.5	9	7.9	16	14.0	7	6.1	0.0
	2009	108	106	98.1	73	67.6	9	8.3	12	11.1	5	4.6	0.9
5	2007	100	96	96.0	18	18.0	7	7.0	17	17.0	6	6.0	3.0
	2008	99	93	93.9	46	46.5	5	5.1	25	25.3	7	7.1	5.1
	2009	119	114	95.8	59	49.6	9	7.6	19	16.0	2	1.7	1.7
6	2007	106	99	93.4	20	18.9	14	13.2	18	17.0	5	4.7	0.0
	2008	77	75	97.4	18	23.4	5	6.5	14	18.2	2	2.6	0.0
	2009	76	73	96.1	30	39.5	4	5.3	16	21.1	6	7.9	0.0
EC-6	2007	851	803	94.4	405	47.6	54	6.3	96	11.3	153	18.0	2.9
	2008	796	760	95.5	467	58.7	47	5.9	80	10.1	129	16.2	3.3
	2009	800	774	96.8	491	61.4	52	6.5	84	10.5	124	15.5	1.5

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2007	21.4	4,117.2	20.7	96.7	3,933.6	95.5	46	100.0	100.0	43	7,436	100.0	100.0
	2008	21.4	4,133.2	20.6	96.6	3,942.7	95.4	45	100.0	100.0	43	7,427	100.0	100.0
	2009	21.4	4,167.8	20.7	96.7	3,975.6	95.4	44	100.0	100.0	44	7,332	100.0	100.0
KN	2007	121.0	13,945.0	115.9	95.8	13,385.6	96.0	25	20.7	24.3	106	12,035	87.6	86.3
	2008	106.6	13,568.1	102.4	96.1	13,004.4	95.8	20	18.8	23.5	94	11,618	88.2	85.6
	2009	112.2	13,515.0	107.9	96.1	12,939.1	95.7	22	19.6	22.5	96	11,501	85.6	85.1
1	2007	128.0	14,353.8	123.8	96.7	13,851.4	96.5	28	21.9	23.2	114	12,437	89.0	86.6
	2008	134.9	14,626.9	129.1	95.7	14,102.7	96.4	23	17.1	21.2	120	12,704	89.0	86.9
	2009	111.5	14,250.8	107.9	96.8	13,719.9	96.3	20	17.9	20.7	97	12,300	87.0	86.3
2	2007	112.6	13,403.8	109.1	96.9	12,978.9	96.8	20	17.8	21.7	101	11,729	89.7	87.5
	2008	119.1	13,708.6	115.5	97.0	13,269.8	96.8	21	17.6	19.7	106	12,043	89.0	87.9
	2009	117.2	13,950.1	114.0	97.3	13,499.0	96.8	16	13.7	18.6	109	12,231	93.0	87.7
3	2007	128.2	12,998.4	124.6	97.1	12,633.3	97.2	26	20.3	21.1	111	11,445	86.6	88.0
	2008	105.7	12,806.9	103.1	97.5	12,425.5	97.0	8	7.6	19.1	99	11,408	93.6	89.1
	2009	109.3	13,095.5	106.5	97.5	12,710.6	97.1	16	14.6	18.3	97	11,634	88.8	88.8
4	2007	97.7	12,104.9	94.7	96.9	11,768.3	97.2	21	21.5	19.7	86	10,683	88.0	88.3
	2008	114.8	12,329.8	111.2	96.8	11,960.3	97.0	17	14.8	19.7	100	10,924	87.1	88.6
	2009	104.7	12,156.4	102.1	97.6	11,789.9	97.0	18	17.2	18.1	95	10,731	90.7	88.3
5	2007	97.2	11,757.0	94.7	97.4	11,426.8	97.2	18	18.5	20.9	85	10,362	87.5	88.1
	2008	97.9	11,874.2	95.3	97.3	11,539.6	97.2	10	10.2	18.8	92	10,608	94.0	89.3
	2009	117.8	11,903.5	114.4	97.1	11,552.9	97.1	23	19.5	17.5	103	10,563	87.4	88.7
6	2007	103.8	11,264.8	100.1	96.4	10,864.3	96.4	27	26.0	21.9	87	9,788	83.8	86.9
	2008	79.6	10,450.4	77.4	97.2	10,060.0	96.3	7	8.8	22.0	73	9,055	91.7	86.6
	2009	79.9	10,588.3	77.6	97.2	10,165.3	96.0	7	8.8	19.9	70	9,131	87.6	86.2

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
EC-6	2007	810.0	94,387.4	783.6	96.7	91,251.6	96.7	211	26.1	31.9	733	86,204	90.5	91.3
	2008	780.0	93,889.2	754.8	96.8	90,666.0	96.6	152	19.5	30.8	727	86,025	93.2	91.6
	2009	773.9	94,064.8	751.2	97.1	90,751.7	96.5	166	21.4	29.6	711	85,648	91.9	91.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	5	9.8
Hispanic	22	43.1
White	22	43.1
Other	2	3.9

Gender	Number	Percent
Female	40	78.4
Male	11	21.6

TOTAL	51
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AVERAGE NUMBER OF ABSENCES

2007	6.6
2008	7.0
2009	5.8

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	*	80.0	90.5	89.7		86.2	88.1		89.8	89.1	89.5	84.6	114
	2008	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	86.2	98
	2009	*	90.0	100.0	97.4	*	*	95.7		95.2	100.0	97.6	87.3	41
4	2007	*	75.0	75.0	73.3		54.3	55.3		80.0	69.6	74.7	69.7	91
	2008	*	76.9	68.9	69.2	*	65.7	65.0		67.8	72.9	70.1	72.1	107
	2009	*	27.3	77.6	71.1	0.0	78.1	71.3		76.4	65.9	71.7	75.8	99
5	2007	*	55.6	73.4	69.9	*	30.0	52.0		60.9	83.7	71.9	78.3	89
	2008	*	81.3	90.4	88.1	*	82.5	83.3		91.1	87.0	89.0	82.9	91
	2009	*	93.8	81.1	81.9	*	74.5	75.3		83.3	81.8	82.6	82.9	109
6	2007		82.4	80.3	79.1	33.3	33.3	69.6		80.0	81.3	80.6	87.2	93
	2008		*	95.4	94.1	*	90.9	91.1		90.3	97.4	94.3	87.8	70
	2009		70.0	88.3	85.3	*	73.1	78.7		88.9	82.9	85.9	86.4	71
3-6	2007	100.0	75.4	80.4	78.7	28.6	67.2	69.6		78.5	81.3	79.8	79.9	387
	2008	100.0	84.1	87.8	86.8	50.0	83.1	84.3		85.9	89.0	87.4	82.0	366
	2009	77.8	72.3	83.7	81.2	20.0	76.2	76.7		83.7	79.9	81.9	82.7	320

	NUMBER TESTED IN GRADES 3-6											
2007	7	57	322	362	7	122	237	0	195	192	387	41,727
2008	8	44	311	348	6	189	267	0	184	182	366	41,175
2009	9	47	263	309	10	143	223	0	166	154	320	37,628

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	3	9	11		9	10		6	6	12	1,675	114
	2008	*	0	0	0	*	0	0		0	0	0	1,443	98
	2009	*	1	0	1	*	*	1		1	0	1	960	41
4	2007	*	4	18	23		16	21		9	14	23	3,189	91
	2008	*	3	28	32	*	24	28		19	13	32	2,996	107
	2009	*	8	19	28	6	14	23		13	15	28	2,449	99
5	2007	*	4	21	25	*	7	24		18	7	25	2,258	89
	2008	*	3	7	10	*	7	10		4	6	10	1,827	91
	2009	*	1	17	19	*	13	18		9	10	19	1,793	109
6	2007		3	15	18	4	8	17		9	9	18	1,269	93
	2008		*	3	4	*	1	4		3	1	4	1,140	70
	2009		3	7	10	*	7	10		4	6	10	1,295	71
3-6	2007	0	14	63	77	5	40	72		42	36	78	8,391	387
	2008	0	7	38	46	3	32	42		26	20	46	7,406	366
	2009	2	13	43	58	8	34	52		27	31	58	6,497	320

	NUMBER TESTED IN GRADES 3-6											
2007	7	57	322	362	7	122	237	0	195	192	387	41,727
2008	8	44	311	348	6	189	267	0	184	182	366	41,175
2009	9	47	263	309	10	143	223	0	166	154	320	37,628

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007	82.4	84.8	79.2	80.2
	2008	85.9	89.2	92.0	82.0
	2009	89.9	91.3	89.0	94.8
4	2007	77.4	76.0	73.2	67.4
	2008	77.6	72.4	74.4	71.4
	2009	81.8	72.6	74.0	78.6
5	2007	70.8	78.7	73.9	70.4
	2008	77.9	79.9	77.7	75.5
	2009	75.2	78.6	81.0	73.4
6	2007	77.9	81.0	72.6	70.5
	2008	84.6	82.9	81.6	80.7
	2009	80.7	73.2	75.2	80.3
3-6	2007	77.5	80.4	75.0	72.6
	2008	81.2	80.8	81.3	77.0
	2009	80.3	77.2	78.6	79.3

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	*	33.3	26.3	26.2		27.7	23.8		23.7	30.9	27.2	21.3	114
	2008	*	40.0	25.3	26.1	*	17.6	19.5		24.5	28.6	26.5	21.5	98
	2009	*	70.0	67.9	66.7	*	*	47.8		71.4	65.0	68.3	34.1	41
4	2007	*	6.3	16.7	12.8		2.9	2.1		8.9	19.6	14.3	16.6	91
	2008	*	15.4	7.8	8.7	*	5.7	5.0		8.5	10.4	9.3	14.4	107
	2009	*	9.1	23.5	21.6	0.0	25.0	20.0		20.0	25.0	22.2	18.4	99
5	2007	*	11.1	6.3	6.0	*	0.0	2.0		8.7	4.7	6.7	13.1	89
	2008	*	12.5	12.3	10.7	*	2.5	6.7		6.7	19.6	13.2	16.5	91
	2009	*	12.5	8.9	10.5	*	7.8	5.5		7.4	12.7	10.1	18.5	109
6	2007		23.5	27.6	25.6	33.3	0.0	14.3		22.2	31.3	26.9	37.4	93
	2008		*	24.6	25.0	*	0.0	6.7		19.4	28.2	24.3	33.8	70
	2009		30.0	21.7	22.1	*	7.7	12.8		25.0	20.0	22.5	30.2	71
3-6	2007	14.3	19.3	19.6	18.2	28.6	15.6	12.7		16.4	22.4	19.4	21.9	387
	2008	25.0	20.5	17.0	17.0	16.7	9.0	10.1		14.1	21.4	17.8	21.1	366
	2009	44.4	27.7	22.8	23.6	10.0	15.4	16.6		23.5	24.7	24.1	24.6	320

	NUMBER TESTED IN GRADES 3-6											
2007	7	57	322	362	7	122	237	0	195	192	387	41,727
2008	8	44	311	348	6	189	267	0	184	182	366	41,175
2009	9	47	263	309	10	143	223	0	166	154	320	37,628

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	53.3	76.0	72.6	*	73.2	71.4		69.4	77.6	73.3	70.3	120
	2008	*	88.9	97.7	96.8	*	97.1	96.4		98.0	96.1	97.0	76.6	100
	2009	*	100.0	88.9	91.1	*	84.4	88.4		91.8	89.1	90.4	77.3	104
4	2007	*	62.5	76.4	73.3		68.6	63.8		82.2	65.2	73.6	75.7	91
	2008	*	53.8	75.6	72.1	*	75.7	68.8		74.6	68.8	72.0	77.9	107
	2009	*	66.7	82.4	81.1	*	87.5	80.8		81.1	81.8	81.4	79.4	97
5	2007		77.8	83.8	83.1	*	72.7	72.0		84.8	81.8	83.5	82.9	91
	2008	*	87.5	89.2	89.4	*	82.5	85.2		88.9	89.4	89.1	84.0	92
	2009	*	82.4	92.2	90.5	*	94.1	85.1		87.3	92.6	89.9	87.0	109
6	2007		62.5	68.4	65.9	*	16.7	50.9		68.9	66.0	67.4	70.0	92
	2008		*	92.3	89.7	*	63.6	84.4		90.3	89.7	90.0	73.8	70
	2009		70.0	83.3	82.4	*	76.9	74.5		83.3	80.0	81.7	73.3	71
3-6	2007	66.7	62.5	76.2	73.6	62.5	66.7	65.4		75.8	72.8	74.4	74.7	394
	2008	75.0	74.4	88.3	86.3	57.1	84.2	83.7		87.0	85.9	86.4	78.2	369
	2009	87.5	80.9	87.1	86.7	37.5	86.8	83.2		86.0	86.7	86.4	79.3	381

	NUMBER TESTED IN GRADES 3-6											
2007	6	56	328	367	8	129	243	0	198	195	394	42,324
2008	8	43	315	351	7	190	270	0	184	185	369	42,082
2009	8	47	325	369	8	205	285	0	193	188	381	43,106

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	7	24	31	*	19	26		19	13	32	3,303	120
	2008	*	1	2	3	*	2	3		1	2	3	2,542	100
	2009	*	0	10	9	*	10	10		4	6	10	2,781	104
4	2007	*	6	17	23		11	17		8	16	24	2,604	91
	2008	*	6	22	29	*	17	25		15	15	30	2,436	107
	2009	*	3	15	18	*	8	15		10	8	18	2,196	97
5	2007		2	13	14	*	3	14		7	8	15	1,785	91
	2008	*	2	8	9	*	7	9		5	5	10	1,730	92
	2009	*	3	7	10	*	3	11		7	4	11	1,386	109
6	2007		6	24	29	*	10	27		14	16	30	3,012	92
	2008		*	5	7	*	4	7		3	4	7	2,460	70
	2009		3	10	12	*	6	12		6	7	13	2,552	71
3-6	2007	2	21	78	97	3	43	84		48	53	101	10,704	394
	2008	2	11	37	48	3	30	44		24	26	50	9,168	369
	2009	1	9	42	49	5	27	48		27	25	52	8,915	381

	NUMBER TESTED IN GRADES 3-6											
2007	6	56	328	367	8	129	243	0	198	195	394	42,324
2008	8	43	315	351	7	190	270	0	184	185	369	42,082
2009	8	47	325	369	8	205	285	0	193	188	381	43,106

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2007	80.6	80.1	84.4	77.5	78.3	66.1
	2008	90.6	91.0	91.7	87.5	92.3	80.8
	2009	86.6	86.9	92.6	85.1	88.5	79.0
4	2007	82.2	81.3	78.6	73.8	70.6	69.5
	2008	79.9	77.7	78.3	77.4	68.2	70.8
	2009	84.7	82.3	77.5	83.3	77.3	73.1
5	2007	74.7	74.9	81.0	69.1	73.6	73.1
	2008	84.0	78.1	89.3	77.0	85.6	78.8
	2009	87.3	78.2	89.3	75.1	83.5	77.6
6	2007	72.5	61.5	82.8	65.4	70.3	68.5
	2008	79.6	80.6	84.1	75.4	83.8	79.2
	2009	70.4	75.9	76.3	73.0	78.2	74.6
3-6	2007	77.7	74.8	81.9	71.9	73.6	69.1
	2008	83.7	82.0	85.8	79.7	82.0	77.1
	2009	83.3	81.2	84.8	79.5	82.3	76.3

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	*	20.0	31.0	27.4	*	33.8	29.7		29.0	27.6	28.3	19.2	120
	2008	*	22.2	50.0	45.7	*	52.2	46.4		44.9	51.0	48.0	26.3	100
	2009	*	54.5	45.6	46.5	*	40.6	38.4		40.8	52.7	47.1	29.0	104
4	2007	*	18.8	25.0	22.1		11.4	8.5		26.7	19.6	23.1	22.6	91
	2008	*	23.1	25.6	23.1	*	21.4	20.0		25.4	22.9	24.3	23.8	107
	2009	*	11.1	29.4	27.4	*	31.3	25.6		26.4	29.5	27.8	31.6	97
5	2007		0.0	13.8	12.0	*	0.0	2.0		13.0	11.4	12.1	29.3	91
	2008	*	18.8	33.8	30.6	*	20.0	16.4		31.1	31.9	31.5	31.9	92
	2009	*	23.5	36.7	34.3	*	37.3	27.0		30.9	37.0	33.9	38.4	109
6	2007		12.5	25.0	22.4	*	8.3	3.6		24.4	21.3	22.8	26.5	92
	2008		*	43.1	39.7	*	36.4	35.6		48.4	35.9	41.4	31.0	70
	2009		20.0	25.0	25.0	*	11.5	12.8		22.2	25.7	23.9	29.0	71
3-6	2007	0.0	14.3	24.1	21.5	25.0	22.5	14.0		23.7	20.5	22.1	24.3	394
	2008	25.0	20.9	37.8	34.2	14.3	33.2	30.0		35.9	35.7	35.8	28.1	369
	2009	37.5	27.7	35.1	34.1	0.0	33.2	27.7		30.6	37.8	34.1	32.0	381

	NUMBER TESTED IN GRADES 3-6											
2007	6	56	328	367	8	129	243	0	198	195	394	42,324
2008	8	43	315	351	7	190	270	0	184	185	369	42,082
2009	8	47	325	369	8	205	285	0	193	188	381	43,106

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	*	76.5	86.3	84.1		78.4	79.6		78.7	91.3	84.9	86.5	93
	2008	*	58.3	74.2	71.6	*	69.1	64.9		63.2	81.3	71.4	87.4	105
	2009	*	81.8	84.9	83.7	28.6	89.2	83.8		78.2	91.1	84.0	87.4	100

	NUMBER TESTED IN GRADE 4											
2007	2	17	73	88	0	37	49	0	47	46	93	10,408
2008	3	12	89	102	2	68	77	0	57	48	105	10,658
2009	3	11	86	98	7	65	80	0	55	45	100	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	*	4	10	14		8	10		10	4	14	1,408	93
	2008	*	5	23	29	*	21	27		21	9	30	1,348	105
	2009	*	2	13	16	5	7	13		12	4	16	1,264	100

NUMBER TESTED IN GRADE 4													
2007	2	17	73	88	0	37	49	0	47	46	93	10,408	
2008	3	12	89	102	2	68	77	0	57	48	105	10,658	
2009	3	11	86	98	7	65	80	0	55	45	100	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	2.1	79.3	68.5	88.8	84.4
	2008	2.0	75.5	71.5	77.7	75.4
	2009	2.0	84.3	67.3	84.1	86.1

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	*	17.6	13.7	14.8		2.7	2.0		10.6	17.4	14.0	18.2	93
	2008	*	16.7	13.5	14.7	*	11.8	10.4		10.5	18.8	14.3	21.4	105
	2009	*	0.0	4.7	5.1	0.0	4.6	5.0		5.5	4.4	5.0	21.0	100

	NUMBER TESTED IN GRADE 4											
2007	2	17	73	88	0	37	49	0	47	46	93	10,408
2008	3	12	89	102	2	68	77	0	57	48	105	10,658
2009	3	11	86	98	7	65	80	0	55	45	100	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		44.4	46.3	47.0	*	27.3	26.5		53.3	38.6	46.1	62.3	89
	2008	*	62.5	71.6	68.2	*	60.0	59.0		77.8	61.7	69.6	71.9	92
	2009	*	62.5	76.7	75.0	*	68.6	64.4		77.8	72.2	75.0	75.9	108

	NUMBER TESTED IN GRADE 5											
2007	0	9	80	83	1	11	49	0	45	44	89	10,296
2008	1	16	74	85	2	40	61	0	45	47	92	10,686
2009	2	16	90	104	1	51	73	0	54	54	108	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	43	44	*	8	36		21	27	48	3,881	89
	2008	*	6	21	27	*	16	25		10	18	28	3,005	92
	2009	*	6	21	26	*	16	26		12	15	27	2,542	108

NUMBER TESTED IN GRADE 5													
2007	0	9	80	83	1	11	49	0	45	44	89	10,296	
2008	1	16	74	85	2	40	61	0	45	47	92	10,686	
2009	2	16	90	104	1	51	73	0	54	54	108	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	74.4	71.7	73.7	60.3
	2008	80.9	84.5	79.0	71.4
	2009	85.6	85.7	86.7	66.7

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)
5	2007		11.1	6.3	6.0	*	0.0	4.1		8.9	4.5	6.7	18.0	89
	2008	*	6.3	23.0	20.0	*	10.0	9.8		22.2	17.0	19.6	24.8	92
	2009	*	18.8	24.4	22.1	*	23.5	16.4		24.1	22.2	23.1	29.1	108

	NUMBER TESTED IN GRADE 5											
2007	0	9	80	83	1	11	49	0	45	44	89	10,296
2008	1	16	74	85	2	40	61	0	45	47	92	10,686
2009	2	16	90	104	1	51	73	0	54	54	108	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			100.0	100.0		*	*		*	*	100.0	82.9	6
	2008			*	*		83.3	83.3		*	*	83.3	85.4	6
	2009			93.8	93.7		93.8	93.8		89.3	97.2	93.8	89.4	64
4	2007												65.9	0
	2008												67.0	0
	2009			66.7	66.7	*	66.7	*		*	*	66.7	72.7	6
5	2007												75.8	0
	2008												70.6	0
	2009			*	*		*	*			*	*	79.7	1
ALL	2007			100.0	100.0		*	*		*	*	100.0	—	6
	2008			*	*		83.3	83.3		*	*	83.3	—	6
	2009			91.5	91.4	*	91.5	92.9		90.0	92.7	91.5	—	71

NUMBER TESTED IN GRADES ALL													
2007	0	0	6	6	0	5	5	0	2	4	6	—	
2008	0	0	5	5	0	6	6	0	2	4	6	—	
2009	0	0	71	70	2	71	70	0	30	41	71	—	

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			0	0		*	*		*	*	0	219	6
	2008			*	*		1	1		*	*	1	239	6
	2009			4	4		4	4		3	1	4	514	64
4	2007												122	0
	2008												215	0
	2009			2	2	*	2	*		*	*	2	268	6
5	2007												22	0
	2008												65	0
	2009			*	*		*	*			*	*	86	1
ALL	2007			0	0		*	*		*	*	0	—	6
	2008			*	*		1	1		*	*	1	—	6
	2009			6	6	*	6	5		3	3	6	—	71

NUMBER TESTED IN GRADES ALL													
2007	0	0	6	6	0	5	5	0	2	4	6	—	
2008	0	0	5	5	0	6	6	0	2	4	6	—	
2009	0	0	71	70	2	71	70	0	30	41	71	—	

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	81.1	83.3	72.2	72.9
	2008	76.7	88.1	63.9	68.8
	2009	82.7	91.1	84.1	82.8
4	2007				
	2008				
	2009	71.1	79.2	57.1	61.7
5	2007				
	2008				
	2009	*	*	*	*
ALL	2007	81.1	83.3	72.2	72.9
	2008	76.7	88.1	63.9	68.8
	2009	81.5	90.0	81.9	80.8

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	2007			0.0	0.0		*	*		*	*	0.0	14.8	6
	2008			*	*		0.0	0.0		*	*	0.0	17.2	6
	2009			45.3	46.0		45.3	45.3		28.6	58.3	45.3	30.6	64
4	2007												14.2	0
	2008												13.5	0
	2009			16.7	16.7	*	16.7	*		*	*	16.7	21.1	6
5	2007												17.6	0
	2008												19.9	0
	2009			*	*		*	*			*	*	15.3	1
ALL	2007			0.0	0.0		*	*		*	*	0.0	—	6
	2008			*	*		0.0	0.0		*	*	0.0	—	6
	2009			42.3	42.9	*	42.3	42.9		30.0	51.2	42.3	—	71

NUMBER TESTED IN ALL GRADES													
2007	0	0	6	6	0	5	5	0	2	4	6	—	
2008	0	0	5	5	0	6	6	0	2	4	6	—	
2009	0	0	71	70	2	71	70	0	30	41	71	—	

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												62.1	0
	2008			*	*		83.3	83.3		*	*	83.3	71.7	6
	2009			*	*		*	*			*	*	72.9	1
4	2007												61.2	0
	2008												63.1	0
	2009			*	*	*	*	*		*	*	*	69.7	5
5	2007												38.3	0
	2008												53.3	0
	2009			*	*		*	*			*	*	50.0	1
ALL	2007												60.7	0
	2008			*	*		83.3	83.3		*	*	83.3	66.4	6
	2009			71.4	71.4	*	71.4	71.4		*	*	71.4	64.4	7

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	1,381
2008	0	0	5	5	0	6	6	0	2	4	6	6	1,711
2009	0	0	7	7	1	7	7	0	2	5	7	7	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	2007												389	0
	2008			*	*		1	1		*	*	1	316	6
	2009			*	*		*	*			*	*	26	1
4	2007												112	0
	2008												157	0
	2009			*	*	*	*	*		*	*	*	149	5
5	2007												37	0
	2008												56	0
	2009			*	*		*	*			*	*	105	1
ALL	2007												543	0
	2008			*	*		1	1		*	*	1	575	6
	2009			2	2	*	2	2		*	*	2	286	7

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	1,381
2008	0	0	5	5	0	6	6	0	2	4	6	6	1,711
2009	0	0	7	7	1	7	7	0	2	5	7	7	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	2007						
	2008						
	2009	90.0	77.8	91.7	75.0	83.3	68.8
ALL	2007						
	2008						
	2009	90.0	77.8	91.7	75.0	83.3	68.8

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	2007												15.9	0
	2008			*	*		16.7	16.7		*	*	16.7	20.9	6
	2009			*	*		*	*			*	*	15.6	1
4	2007												24.6	0
	2008												22.8	0
	2009			*	*	*	*	*		*	*	*	26.3	5
5	2007												11.7	0
	2008												14.2	0
	2009			*	*		*	*			*	*	13.3	1
ALL	2007												—	0
	2008			*	*		16.7	16.7		*	*	16.7	—	6
	2009			42.9	42.9	*	42.9	42.9		*	*	42.9	—	7

NUMBER TESTED IN ALL GRADES													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	5	5	0	6	6	0	2	4	6	—	
2009	0	0	7	7	1	7	7	0	2	5	7	—	

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	1
	2009		*	*	100.0	100.0	*	*		*	*	100.0	87.7	6
4														
	2008	*		50.0	42.9	42.9	*	50.0		*	*	42.9	70.7	7
	2009			*	*	*	*	*		*		*	71.8	1
5														
	2008			*	*	*	*	*		*		*	73.3	2
	2009	*	*	*	62.5	62.5	*	62.5		50.0	*	62.5	80.3	8
6														
	2008			*	*	*	*	*		*	*	*	68.6	4
	2009			*	*	*	*	*		*		*	70.9	2
3-6														
	2008	*		69.2	64.3	64.3	70.0	66.7		55.6	*	64.3	72.3	14
	2009	*	*	72.7	76.5	76.5	77.8	75.0		71.4	*	76.5	77.1	17

NUMBER TESTED IN GRADES 3-6													
2008	1	0	13	14	14	10	12	0	9	5	14	2,463	
2009	1	5	11	17	17	9	16	0	14	3	17	2,493	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008			*	*	*	*	*			*	*	116	1
	2009		*	*	0	0	*	*		*	*	0	60	6
4														
	2008	*		3	4	4	*	3		*	*	4	181	7
	2009			*	*	*	*	*		*		*	192	1
5														
	2008			*	*	*	*	*		*		*	179	2
	2009	*	*	*	3	3	*	3		3	*	3	137	8
6														
	2008			*	*	*	*	*		*	*	*	206	4
	2009			*	*	*	*	*		*		*	182	2
3-6														
	2008	*		4	5	5	3	4		4	*	5	682	14
	2009	*	*	3	4	4	2	4		4	*	4	571	17

NUMBER TESTED IN GRADES 3-6													
2008	1	0	13	14	14	10	12	0	9	5	14	2,463	
2009	1	5	11	17	17	9	16	0	14	3	17	2,493	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	66.7	77.8	60.0	52.8
4					
	2008	46.4	42.9	57.1	44.6
	2009	*	*	*	*
5					
	2008	*	*	*	*
	2009	50.0	68.8	64.6	64.8
6					
	2008	*	*	*	*
	2009	*	*	*	*
3-6					
	2008	49.4	58.3	63.1	57.5
	2009	54.9	68.6	61.4	59.7

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	1
	2009		*	*	16.7	16.7	*	*		*	*	16.7	16.2	6
4														
	2008	*		0.0	0.0	0.0	*	0.0		*	*	0.0	9.7	7
	2009			*	*	*	*	*		*		*	8.9	1
5														
	2008			*	*	*	*	*		*		*	14.9	2
	2009	*	*	*	25.0	25.0	*	25.0		33.3	*	25.0	14.1	8
6														
	2008			*	*	*	*	*		*	*	*	7.3	4
	2009			*	*	*	*	*		*		*	7.5	2
3-6														
	2008	*		0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	10.7	14
	2009	*	*	0.0	17.6	17.6	0.0	12.5		21.4	*	17.6	11.4	17

NUMBER TESTED IN GRADES 3-6														
2008	1	0	13	14	14	10	12	0	9	5	14	2,463		
2009	1	5	11	17	17	9	16	0	14	3	17	2,493		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*		*		*		*	76.1	1
	2009		*	*	100.0	100.0	*	*		*	*	100.0	81.2	6
4														
	2008	*		50.0	42.9	42.9	*	50.0		*	*	42.9	69.1	7
	2009		*	*	*	*	*	*		*	*	*	75.8	4
5														
	2008			*	*	*	*	*		*		*	64.0	2
	2009	*	*	*	75.0	75.0	*	75.0		66.7	*	75.0	80.2	8
6														
	2008			*	*	*	*	*		*	*	*	57.0	4
	2009			*	*	*	*	*		*		*	64.0	2
3-6														
	2008	*	*	58.3	57.1	57.1	55.6	58.3		60.0	*	57.1	66.2	14
	2009	*	100.0	91.7	90.0	90.0	90.0	88.9		87.5	*	90.0	75.2	20

NUMBER TESTED IN GRADES 3-6													
2008	1	1	12	14	14	9	12	0	10	4	14	2,335	
2009	1	7	12	20	20	10	18	0	16	4	20	2,313	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*		*		*		*	129	1
	2009		*	*	0	0	*	*		*	*	0	85	6
4														
	2008	*		3	4	4	*	3		*	*	4	173	7
	2009		*	*	*	*	*	*		*	*	*	157	4
5														
	2008			*	*	*	*	*		*		*	227	2
	2009	*	*	*	2	2	*	2		2	*	2	127	8
6														
	2008			*	*	*	*	*		*	*	*	260	4
	2009			*	*	*	*	*		*		*	205	2
3-6														
	2008	*	*	5	6	6	4	5		4	*	6	789	14
	2009	*	0	1	2	2	1	2		2	*	2	574	20

NUMBER TESTED IN GRADES 3-6													
2008	1	1	12	14	14	9	12	0	10	4	14	2,335	
2009	1	7	12	20	20	10	18	0	16	4	20	2,313	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3							
	2008	*	*	*	*	*	*
	2009	85.4	100.0	93.3	90.0	88.9	80.6
4							
	2008	50.8	47.6	51.4	48.6	47.6	40.5
	2009	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	51.4	50.0	54.2	43.8	62.5	65.0
6							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-6							
	2008	60.1	45.9	50.5	53.5	55.7	46.8
	2009	62.9	68.0	73.3	57.5	65.7	66.8

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		*		*	*		*		*		*	16.1	1
	2009		*	*	83.3	83.3	*	*		*	*	83.3	22.3	6
4														
	2008	*		16.7	14.3	14.3	*	16.7		*	*	14.3	14.3	7
	2009		*	*	*	*	*	*		*	*	*	14.0	4
5														
	2008			*	*	*	*	*		*		*	14.0	2
	2009	*	*	*	0.0	0.0	*	0.0		0.0	*	0.0	17.2	8
6														
	2008			*	*	*	*	*		*	*	*	6.4	4
	2009			*	*	*	*	*		*		*	8.4	2
3-6														
	2008	*	*	8.3	14.3	14.3	0.0	16.7		20.0	*	14.3	12.6	14
	2009	*	42.9	16.7	25.0	25.0	10.0	22.2		25.0	*	25.0	15.1	20

NUMBER TESTED IN GRADES 3-6													
2008	1	1	12	14	14	9	12	0	10	4	14	2,335	
2009	1	7	12	20	20	10	18	0	16	4	20	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			*	*	*	*	*		*		*	39.2	2
	2009	*	*	*	37.5	37.5	*	37.5		50.0	*	37.5	37.5	8

NUMBER TESTED IN GRADE 5													
2008	0	0	2	2	2	1	2	0	2	0	2	668	
2009	1	2	5	8	8	5	8	0	6	2	8	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	2
	2009	*	*	*	5	5	*	5		3	*	5	398	8

NUMBER TESTED IN GRADE 5													
2008	0	0	2	2	2	1	2	0	2	0	2	668	
2009	1	2	5	8	8	5	8	0	6	2	8	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	*	*	*	*
	2009	55.7	71.4	60.7	44.6

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														
	2008			*	*	*	*	*		*		*	5.2	2
	2009	*	*	*	0.0	0.0	*	0.0		0.0	*	0.0	4.9	8

NUMBER TESTED IN GRADE 5														
2007														
2008	0	0	2	2	2	1	2	0	2	0	2	668		
2009	1	2	5	8	8	5	8	0	6	2	8	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	*	31.6	32.5	46.9	40
	2008	*	51.5	48.6	57.6	37
	2009	58.3	60.0	59.4	41.9	32
1	2007	44.4	61.0	55.9	51.4	59
	2008	20.0	33.3	30.0	50.2	40
	2009	15.4	54.2	40.5	54.2	37
2	2007	38.6	60.0	41.7	44.5	103
	2008	27.8	64.9	52.7	50.2	55
	2009	23.1	81.8	40.5	47.9	37
1-2	2007	39.6	60.7	46.9	47.6	162
	2008	25.0	50.7	43.2	50.2	95
	2009	20.5	62.9	40.5	51.0	74

Number Tested	2007	108	94	202	24,696	
	2008	32	100	132	21,817	
	2009	51	55	106	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	67.6	51.0	61.0	44.3	123
	2008	75.0	47.2	65.4	44.9	104
	2009	67.1	76.9	69.4	52.8	108
1	2007	55.7	73.8	62.0	48.8	121
	2008	67.8	76.3	70.4	55.5	125
	2009	38.5	58.3	51.4	50.4	37
2	2007	71.3	81.3	72.8	55.6	103
	2008	54.3	70.3	59.3	57.5	118
	2009	38.5	72.7	48.6	53.2	37
K-2	2007	65.0	64.5	64.8	49.1	347
	2008	65.3	64.9	65.1	52.7	347
	2009	57.9	68.9	61.5	52.3	182

Number Tested	2007	240	107	347	34,441	
	2008	236	111	347	41,070	
	2009	121	61	182	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	*	43.8	21.7	33.3		*	*		37.5	25.0	32.5	46.9	40
	2008	*	41.7	52.2	47.2	*	*	*		60.0	40.9	48.6	57.6	37
	2009	*	41.7	68.8	58.6		*	58.3		68.4	46.2	59.4	41.9	32
1	2007	*	50.0	61.1	51.9	*	*	44.4		46.7	65.5	55.9	51.4	59
	2008	*	21.4	33.3	26.3	*	*	20.0		26.1	35.3	30.0	50.2	40
	2009	*	50.0	37.5	41.7	*	12.5	15.4		29.4	50.0	40.5	54.2	37
2	2007	*	25.0	44.8	41.2	*	44.6	38.6		42.3	41.2	41.7	44.5	103
	2008	*	52.9	52.9	53.2	33.3	*	27.8		50.0	55.6	52.7	50.2	55
	2009	*	27.3	48.0	40.0	*	*	23.1		37.5	46.2	40.5	47.9	37
1-2	2007	28.6	40.6	49.6	45.0	28.6	46.1	39.6		43.9	50.0	46.9	47.6	162
	2008	*	38.7	44.8	41.2	25.0	*	25.0		39.2	47.7	43.2	50.2	95
	2009	*	39.1	42.9	40.8	0.0	20.0	20.5		34.1	48.5	40.5	51.0	74

Number Tested	2007	8	48	146	184	7	77	108	0	106	96	202	24,696
	2008	6	43	81	121	9	8	32	0	66	66	132	21,817
	2009	6	35	65	100	6	11	51	0	60	46	106	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	3		*	*		3	0	3	1,245	40
	2008	*	0	4	4	*	*	*		1	3	4	1,687	37
	2009	*	1	5	7		*	3		6	2	8	771	32
1	2007	*	6	8	12	*	*	4		4	11	15	1,458	59
	2008	*	0	1	2	*	*	0		1	1	2	1,555	40
	2009	*	0	2	2	*	0	0		0	2	2	1,659	37
2	2007	*	1	6	7	*	6	6		5	3	8	896	103
	2008	*	3	3	6	0	*	0		1	6	7	1,065	55
	2009	*	0	2	2	*	*	0		2	0	2	1,027	37
1-2	2007	2	7	14	19	0	7	10		9	14	23	2,355	162
	2008	*	3	4	8	0	*	0		2	7	9	2,620	95
	2009	*	0	4	4	0	0	0		2	2	4	2,688	74

Number Tested	2007	8	48	146	184	7	77	108	0	106	96	202	24,696
	2008	6	43	81	121	9	8	32	0	66	66	132	21,817
	2009	6	35	65	100	6	11	51	0	60	46	106	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	*	40.0	63.6	62.3	*	68.9	67.6		61.5	60.3	61.0	44.3	123
	2008	*	8.3	72.2	64.7	*	75.0	75.0		62.5	67.2	65.4	44.9	104
	2009	*	66.7	68.5	69.6		68.1	67.1		71.9	65.9	69.4	52.8	108
1	2007	*	52.4	63.3	60.2	*	60.7	55.7		54.5	68.2	62.0	48.8	121
	2008	*	64.3	70.6	69.7	*	66.3	67.8		68.2	72.9	70.4	55.5	125
	2009	*	33.3	58.3	52.8	*	50.0	38.5		52.9	50.0	51.4	50.4	37
2	2007	*	50.0	75.3	73.2	*	74.7	71.3		75.5	70.0	72.8	55.6	103
	2008	*	37.5	63.3	60.4	28.6	63.1	54.3		57.4	60.9	59.3	57.5	118
	2009	*	36.4	52.0	48.6	*	*	38.5		45.8	53.8	48.6	53.2	37
K-2	2007	85.7	47.8	67.0	64.8	36.4	68.6	65.0		63.6	66.1	64.8	49.1	347
	2008	66.7	38.1	68.7	65.1	21.4	68.1	65.3		63.1	66.8	65.1	52.7	347
	2009	100.0	45.7	63.8	61.8	33.3	65.9	57.9		62.9	59.7	61.5	52.3	182

Number Tested	2007	7	46	294	324	11	210	240	0	173	174	347	34,441
	2008	6	42	297	327	14	213	236	0	160	187	347	41,070
	2009	6	35	141	173	6	82	121	0	105	77	182	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	*	3	39	40	*	29	30		22	21	43	2,583	123
	2008	*	1	43	44	*	35	35		15	29	44	2,788	104
	2009	*	3	34	37		25	29		24	16	40	2,455	108
1	2007	*	5	27	30	*	13	16		11	22	33	1,769	121
	2008	*	3	41	41	*	30	31		25	20	45	2,800	125
	2009	*	1	4	5	*	1	1		1	4	5	1,577	37
2	2007	*	0	27	27	*	25	25		18	10	28	2,098	103
	2008	*	5	24	30	1	14	16		13	18	31	2,912	118
	2009	*	1	3	4	*	*	1		4	0	4	1,686	37
K-2	2007	3	8	93	97	0	67	71		51	53	104	6,450	347
	2008	2	9	108	115	1	79	82		53	67	120	8,500	347
	2009	3	5	41	46	0	26	31		29	20	49	5,718	182
Number Tested	2007	7	46	294	324	11	210	240	0	173	174	347	34,441	
	2008	6	42	297	327	14	213	236	0	160	187	347	41,070	
	2009	6	35	141	173	6	82	121	0	105	77	182	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			97.6	97.6	*	98.6	98.6		95.2	100.0	97.6	84.7	84
	2008			95.5	95.5	*	95.3	95.3		96.0	95.2	95.5	87.0	67
	2009			98.7	98.6		98.6	98.6		97.8	100.0	98.7	88.6	76
1	2007			90.3	90.0	*	90.0	90.0		88.0	91.9	90.3	84.5	62
	2008			91.6	92.4	*	90.9	90.8		85.4	97.6	91.6	88.0	83
	2009			95.9	95.8	*	95.8	95.7		93.8	97.6	95.9	88.6	74
2	2007			100.0	100.0		100.0	100.0		*	100.0	100.0	89.9	8
	2008			98.5	98.4	*	98.4	98.4		100.0	97.4	98.5	93.4	65
	2009			98.7	98.6	*	98.6	98.6		96.9	100.0	98.7	94.0	75
K-2	2007			94.8	94.7	*	95.0	95.0		92.8	96.5	94.8	85.6	154
	2008			94.9	95.1	*	94.6	94.6		92.5	96.7	94.9	89.3	215
	2009			97.8	97.7	*	97.6	97.6		96.3	99.1	97.8	90.4	225

Number Tested	2007	0	0	154	150	2	141	140	0	69	85	154	14,889
	2008	0	0	215	206	3	205	204	0	93	122	215	18,257
	2009	0	0	225	218	2	212	209	0	109	116	225	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			67	65	*	59	58		30	37	67	2,779	84
	2008			57	56	*	54	54		22	35	57	3,280	67
	2009			61	59		58	57		34	27	61	3,525	76
1	2007			24	23	*	24	24		6	18	24	1,782	62
	2008			36	34	*	31	31		17	19	36	2,412	83
	2009			37	35	*	35	34		15	22	37	2,523	74
2	2007			5	5		5	5		*	4	5	1,196	8
	2008			32	31	*	31	31		11	21	32	2,596	65
	2009			63	61	*	58	58		23	40	63	2,909	75
K-2	2007			96	93	*	88	87		37	59	96	5,757	154
	2008			125	121	*	116	116		50	75	125	8,288	215
	2009			161	155	*	151	149		72	89	161	8,957	225

Number Tested	2007	0	0	154	150	2	141	140	0	69	85	154	14,889
	2008	0	0	215	206	3	205	204	0	93	122	215	18,257
	2009	0	0	225	218	2	212	209	0	109	116	225	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	33.3	2	0.0	12	16.7	17	17.6
5	2	50.0	10	30.0	0	-	12	33.3
6	2	0.0	5	100.0	0	-	7	71.4
ALL	7	28.6	17	47.1	12	16.7	36	33.3

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (77)	Beginning	77	100.0	77	100.0	77	100.0	77	100.0	77	100.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (82)	Beginning	10	12.2	12	14.6	22	26.8	17	20.7	17	20.7
	Intermediate	29	35.4	33	40.2	33	40.2	30	36.6	30	36.6
	Advanced	36	43.9	34	41.5	26	31.7	28	34.1	28	34.1
	Advanced High	7	8.5	3	3.7	1	1.2	7	8.5	7	8.5
2 (72)	Beginning	12	16.7	19	26.4	35	48.6	9	12.7	9	12.7
	Intermediate	33	45.8	25	34.7	20	27.8	22	31.0	24	33.8
	Advanced	20	27.8	22	30.6	11	15.3	21	29.6	23	32.4
	Advanced High	7	9.7	6	8.3	6	8.3	19	26.8	15	21.1
3 (67)	Beginning	2	3.0	3	4.5	5	7.5	5	7.5	5	7.5
	Intermediate	17	25.4	17	25.4	18	26.9	14	20.9	14	20.9
	Advanced	35	52.2	33	49.3	28	41.8	21	31.3	21	31.3
	Advanced High	13	19.4	14	20.9	16	23.9	27	40.3	27	40.3
4 (73)	Beginning	2	2.7	3	4.1	7	9.6	4	5.5	4	5.5
	Intermediate	1	1.4	3	4.1	16	21.9	7	9.6	7	9.6
	Advanced	4	5.5	19	26.0	27	37.0	18	24.7	18	24.7
	Advanced High	66	90.4	48	65.8	23	31.5	44	60.3	44	60.3

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	—	—	—	
74 60 (81.1%)	Beginning	13			
	Intermediate	27	1		
	Advanced	27	0	0	
	Advanced High	6	0	0	
54 43 (79.6%)	Beginning	8			
	Intermediate	16	3		
	Advanced	8	8	0	
	Advanced High	2	7	2	
65 37 (56.9%)	Beginning	5			
	Intermediate	2	11		
	Advanced	3	6	12	
	Advanced High	0	4	22	
68 47 (69.1%)	Beginning	0			
	Intermediate	1	5		
	Advanced	0	2	16	
	Advanced High	0	0	44	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (58)	Beginning	0	0.0	1	1.7	3	5.2	1	1.7	1	1.7
	Intermediate	1	1.7	2	3.4	9	15.5	7	12.1	7	12.1
	Advanced	5	8.6	3	5.2	9	15.5	7	12.1	7	12.1
	Advanced High	52	89.7	52	89.7	37	63.8	43	74.1	43	74.1
6 (30)	Beginning	1	3.3	1	3.3	1	3.3	1	3.3	1	3.3
	Intermediate	1	3.3	1	3.3	5	16.7	1	3.3	1	3.3
	Advanced	5	16.7	8	26.7	14	46.7	8	26.7	8	26.7
	Advanced High	23	76.7	20	66.7	10	33.3	20	66.7	20	66.7
ALL (459)	Beginning	104	22.7	116	25.3	150	32.7	114	24.9	114	24.9
	Intermediate	82	17.9	81	17.6	101	22.0	81	17.7	83	18.1
	Advanced	105	22.9	119	25.9	115	25.1	103	22.5	105	22.9
	Advanced High	168	36.6	143	31.2	93	20.3	160	34.9	156	34.1

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
56 50 (89.3%)	Beginning	0			
	Intermediate	5	2		
	Advanced	0	3	4	
	Advanced High	1	1	40	
26 20 (76.9%)	Beginning	0			
	Intermediate	1	0		
	Advanced	2	0	6	
	Advanced High	0	0	17	
343 257 (74.9%)	Beginning	26			
	Intermediate	52	22		
	Advanced	40	19	38	
	Advanced High	9	12	125	

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