

Campus Data Packet

for 2009 - 10 Plans



ANNIE WEBB BLANTON

School Number 110

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
EC	8
PK	83
KN	117
1	127
2	136
3	137
4	104
5	104
ALL	816

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	159	19.5	14	29.2
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	640	78.4	19	39.6
White	17	2.1	15	31.3
Other	**	**	0	0.0

*Included in category "Other."

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

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	777	95.2
Limited English proficient students	442	54.2
Special education students	49	6.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	77	6	7.8	0	0.0	0	0.0	71	92.2	0	0.0
	2008	85	14	16.5	0	0.0	0	0.0	70	82.4	1	1.2
	2009	83	10	12.0	0	0.0	0	0.0	71	85.5	2	2.4
KN	2007	128	31	24.2	0	0.0	0	0.0	94	73.4	3	2.3
	2008	109	20	18.3	0	0.0	0	0.0	87	79.8	2	1.8
	2009	117	16	13.7	0	0.0	0	0.0	100	85.5	1	0.9
1	2007	136	31	22.8	0	0.0	0	0.0	103	75.7	2	1.5
	2008	120	24	20.0	0	0.0	1	0.8	92	76.7	3	2.5
	2009	127	27	21.3	0	0.0	0	0.0	98	77.2	2	1.6
2	2007	101	26	25.7	0	0.0	0	0.0	72	71.3	3	3.0
	2008	133	33	24.8	0	0.0	1	0.8	96	72.2	3	2.3
	2009	136	26	19.1	0	0.0	0	0.0	106	77.9	4	2.9
3	2007	97	21	21.6	0	0.0	0	0.0	75	77.3	1	1.0
	2008	106	30	28.3	0	0.0	0	0.0	75	70.8	1	0.9
	2009	137	33	24.1	0	0.0	0	0.0	102	74.5	2	1.5
4	2007	102	30	29.4	1	1.0	0	0.0	69	67.6	2	2.0
	2008	96	19	19.8	0	0.0	0	0.0	74	77.1	3	3.1
	2009	104	22	21.2	0	0.0	0	0.0	81	77.9	1	1.0
5	2007	90	21	23.3	0	0.0	0	0.0	66	73.3	3	3.3
	2008	93	27	29.0	0	0.0	1	1.1	65	69.9	0	0.0
	2009	104	24	23.1	0	0.0	0	0.0	77	74.0	3	2.9
EC-5	2007	737	167	22.7	1	0.1	0	0.0	555	75.3	14	1.9
	2008	753	170	22.6	0	0.0	3	0.4	565	75.0	15	2.0
	2009	816	159	19.5	0	0.0	0	0.0	640	78.4	17	2.1

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	77	70	90.9	54	70.1	2	2.6	0	0.0	77	100.0	0.0
	2008	85	82	96.5	52	61.2	2	2.4	0	0.0	85	100.0	0.0
	2009	83	82	98.8	54	65.1	1	1.2	0	0.0	83	100.0	0.0
KN	2007	128	116	90.6	65	50.8	1	0.8	4	3.1	51	39.8	3.9
	2008	109	101	92.7	70	64.2	2	1.8	6	5.5	39	35.8	1.8
	2009	117	114	97.4	70	59.8	2	1.7	4	3.4	39	33.3	3.4
1	2007	136	131	96.3	71	52.2	3	2.2	6	4.4	8	5.9	1.5
	2008	120	109	90.8	64	53.3	4	3.3	8	6.7	12	10.0	8.3
	2009	127	121	95.3	72	56.7	5	3.9	9	7.1	3	2.4	7.9
2	2007	101	94	93.1	59	58.4	3	3.0	5	5.0	6	5.9	10.9
	2008	133	123	92.5	73	54.9	7	5.3	11	8.3	15	11.3	3.8
	2009	136	127	93.4	76	55.9	5	3.7	10	7.4	8	5.9	7.4
3	2007	97	97	100.0	58	59.8	5	5.2	13	13.4	4	4.1	2.1
	2008	106	95	89.6	59	55.7	9	8.5	6	5.7	8	7.5	1.9
	2009	137	128	93.4	76	55.5	6	4.4	14	10.2	13	9.5	2.2
4	2007	102	98	96.1	36	35.3	16	15.7	12	11.8	6	5.9	2.0
	2008	96	92	95.8	43	44.8	9	9.4	16	16.7	7	7.3	1.0
	2009	104	97	93.3	56	53.8	10	9.6	11	10.6	2	1.9	0.0
5	2007	90	86	95.6	40	44.4	14	15.6	22	24.4	7	7.8	5.6
	2008	93	87	93.5	37	39.8	14	15.1	13	14.0	6	6.5	0.0
	2009	104	100	96.2	38	36.5	12	11.5	16	15.4	6	5.8	3.8
EC-5	2007	737	698	94.7	383	52.0	50	6.8	62	8.4	161	21.8	4.3
	2008	753	700	93.0	398	52.9	58	7.7	60	8.0	178	23.6	3.3
	2009	816	777	95.2	442	54.2	49	6.0	64	7.8	157	19.2	4.4

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	37.9	4,117.2	35.9	94.6	3,933.6	95.5	97	100.0	100.0	67	7,436	100.0	100.0
	2008	40.6	4,133.2	38.6	95.0	3,942.7	95.4	99	100.0	100.0	72	7,427	100.0	100.0
	2009	40.0	4,167.8	37.7	94.2	3,975.6	95.4	95	100.0	100.0	64	7,332	100.0	100.0
KN	2007	128.2	13,945.0	122.2	95.3	13,385.6	96.0	26	20.3	24.3	113	12,035	88.2	86.3
	2008	107.2	13,568.1	102.1	95.2	13,004.4	95.8	32	29.9	23.5	84	11,618	78.4	85.6
	2009	111.1	13,515.0	106.2	95.6	12,939.1	95.7	34	30.6	22.5	91	11,501	81.9	85.1
1	2007	133.7	14,353.8	128.3	96.0	13,851.4	96.5	33	24.7	23.2	119	12,437	89.0	86.6
	2008	117.7	14,626.9	113.7	96.6	14,102.7	96.4	33	28.0	21.2	97	12,704	82.4	86.9
	2009	126.6	14,250.8	121.4	95.9	13,719.9	96.3	35	27.6	20.7	108	12,300	85.3	86.3
2	2007	102.8	13,403.8	99.9	97.2	12,978.9	96.8	20	19.5	21.7	92	11,729	89.5	87.5
	2008	132.5	13,708.6	128.1	96.7	13,269.8	96.8	28	21.1	19.7	114	12,043	86.1	87.9
	2009	135.0	13,950.1	130.3	96.5	13,499.0	96.8	35	25.9	18.6	114	12,231	84.4	87.7
3	2007	98.7	12,998.4	95.6	96.8	12,633.3	97.2	19	19.2	21.1	86	11,445	87.1	88.0
	2008	103.0	12,806.9	99.9	97.0	12,425.5	97.0	30	29.1	19.1	87	11,408	84.5	89.1
	2009	130.0	13,095.5	125.3	96.4	12,710.6	97.1	31	23.8	18.3	113	11,634	86.9	88.8
4	2007	100.7	12,104.9	97.1	96.5	11,768.3	97.2	21	20.9	19.7	90	10,683	89.4	88.3
	2008	95.5	12,329.8	91.8	96.1	11,960.3	97.0	20	20.9	19.7	84	10,924	88.0	88.6
	2009	105.9	12,156.4	102.1	96.5	11,789.9	97.0	26	24.6	18.1	91	10,731	86.0	88.3
5	2007	95.8	11,757.0	92.4	96.4	11,426.8	97.2	19	19.8	20.9	84	10,362	87.7	88.1
	2008	93.1	11,874.2	90.2	97.0	11,539.6	97.2	12	12.9	18.8	84	10,608	90.3	89.3
	2009	102.2	11,903.5	98.4	96.2	11,552.9	97.1	26	25.4	17.5	85	10,563	83.1	88.7
EC-5	2007	704.6	83,122.6	677.7	96.2	80,387.4	96.7	235	33.4	33.3	657	76,416	93.2	91.9
	2008	698.7	83,438.7	672.9	96.3	80,606.0	96.6	259	37.1	31.9	629	76,970	90.0	92.2
	2009	757.7	83,476.5	727.4	96.0	80,586.5	96.5	284	37.5	30.9	669	76,517	88.3	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	14	29.2
Hispanic	19	39.6
White	15	31.3
Other	0	0.0

Gender	Number	Percent
Female	37	77.1
Male	11	22.9

TOTAL	48
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AVERAGE NUMBER OF ABSENCES

2007	5.3
2008	6.7
2009	7.5

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	*	95.2	85.0	88.7		78.3	80.6		90.6	86.7	88.7	84.6	62
	2008	*	65.5	85.7	74.1		85.0	68.2	*	76.3	77.8	76.9	86.2	65
	2009	*	65.5	76.5	70.0	*	80.0	59.5		63.6	76.5	70.1	87.3	67
4	2007	*	52.6	60.0	55.2		27.8	26.7		58.7	51.9	56.2	69.7	73
	2008	*	68.8	73.8	74.6		36.4	52.2		75.8	71.4	73.8	72.1	61
	2009	*	61.1	64.3	61.4		65.0	50.0		59.5	70.8	63.9	75.8	61
5	2007	*	71.4	68.5	71.2	*	64.3	58.7		60.0	80.0	70.0	78.3	70
	2008		81.0	79.6	80.6	*	61.9	68.2		76.9	81.8	79.2	82.9	72
	2009	*	80.0	69.5	70.1	*	47.6	51.1		68.9	75.7	72.0	82.9	82
3-5	2007	*	74.1	70.1	71.3	*	59.4	57.1		68.1	73.9	70.7	77.6	205
	2008	*	71.2	79.4	76.6	*	65.4	64.9	*	76.4	77.3	76.8	80.3	198
	2009	*	68.7	69.6	67.5	*	60.8	53.7		64.3	74.7	69.0	81.5	210

	NUMBER TESTED IN GRADES 3-5											
2007	4	54	144	195	1	69	112	0	113	92	205	31,814
2008	3	66	126	184	1	52	111	1	110	88	198	31,840
2009	5	67	135	194	2	51	123	0	115	95	210	28,126

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	1	6	7		5	7		3	4	7	1,675	62
	2008	*	10	5	15		3	14	*	9	6	15	1,443	65
	2009	*	10	8	18	*	2	17		12	8	20	960	67
4	2007	*	9	20	30		13	22		19	13	32	3,189	73
	2008	*	5	11	15		7	11		8	8	16	2,996	61
	2009	*	7	15	22		7	17		15	7	22	2,449	61
5	2007	*	4	17	19	*	10	19		14	7	21	2,258	70
	2008		4	10	13	*	8	14		9	6	15	1,827	72
	2009	*	4	18	23	*	11	23		14	9	23	1,793	82
3-5	2007	*	14	43	56	*	28	48		36	24	60	7,122	205
	2008	*	19	26	43	*	18	39	*	26	20	46	6,266	198
	2009	*	21	41	63	*	20	57		41	24	65	5,202	210

	NUMBER TESTED IN GRADES 3-5											
2007	4	54	144	195	1	69	112	0	113	92	205	31,814
2008	3	66	126	184	1	52	111	1	110	88	198	31,840
2009	5	67	135	194	2	51	123	0	115	95	210	28,126

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007	79.8	79.7	78.2	75.8
	2008	75.3	74.1	76.4	70.4
	2009	67.7	74.6	73.4	70.3
4	2007	73.3	72.9	65.4	63.6
	2008	79.6	74.2	76.3	74.1
	2009	77.0	70.9	68.1	73.9
5	2007	72.5	81.1	71.8	67.6
	2008	77.6	76.9	75.0	75.3
	2009	72.0	77.9	73.9	69.0
3-5	2007	75.0	77.8	71.4	68.6
	2008	77.4	75.1	75.9	73.3
	2009	72.1	74.8	72.1	70.9

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	*	9.5	17.5	14.5		13.0	11.1		9.4	20.0	14.5	21.3	62
	2008	*	10.3	8.6	10.3		0.0	0.0	*	13.2	3.7	9.2	21.5	65
	2009	*	10.3	20.6	16.7	*	30.0	7.1		15.2	14.7	14.9	34.1	67
4	2007	*	10.5	14.0	13.4		0.0	0.0		13.0	11.1	12.3	16.6	73
	2008	*	6.3	19.0	15.3		0.0	0.0		12.1	17.9	14.8	14.4	61
	2009	*	5.6	11.9	10.5		5.0	2.9		13.5	4.2	9.8	18.4	61
5	2007	*	7.1	5.6	4.5	*	0.0	2.2		8.6	2.9	5.7	13.1	70
	2008		19.0	18.4	16.4	*	0.0	2.3		15.4	21.2	18.1	16.5	72
	2009	*	5.0	8.5	6.5	*	4.8	2.1		6.7	8.1	7.3	18.5	82
3-5	2007	*	9.3	11.8	10.8	*	4.3	4.5		10.6	10.9	10.7	17.1	205
	2008	*	12.1	15.9	14.1	*	0.0	0.9	*	13.6	14.8	14.1	17.4	198
	2009	*	7.5	12.6	10.8	*	9.8	4.1		11.3	9.5	10.5	22.7	210

NUMBER TESTED IN GRADES 3-5													
2007	4	54	144	195	1	69	112	0	113	92	205	31,814	
2008	3	66	126	184	1	52	111	1	110	88	198	31,840	
2009	5	67	135	194	2	51	123	0	115	95	210	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	*	85.7	68.9	76.9		62.1	62.5		81.8	67.6	74.6	70.3	67
	2008	*	59.3	84.0	71.4		82.9	70.7	*	72.9	77.4	74.7	76.6	79
	2009	*	55.2	65.6	64.1	*	67.2	57.1		67.8	58.8	63.0	77.3	127
4	2007	*	55.0	82.0	71.0	*	57.9	53.1		68.8	73.1	70.3	75.7	74
	2008	*	68.8	77.6	72.7	*	58.8	55.2		80.0	66.7	73.5	77.9	68
	2009	*	72.2	80.0	76.4		81.1	70.1		71.7	83.3	77.7	79.4	94
5	2007	*	81.3	79.6	80.9	*	82.8	75.0		77.8	83.8	80.8	82.9	73
	2008		71.4	92.3	87.0	*	83.3	78.3		81.4	90.3	85.1	84.0	74
	2009	*	66.7	79.7	74.5	50.0	71.4	63.5		69.8	82.6	75.8	87.0	99
3-5	2007	*	73.7	77.2	76.2	*	68.8	65.0		75.2	75.3	75.2	76.2	214
	2008	*	65.6	84.8	77.1	*	77.6	69.9	*	77.8	77.9	77.8	79.5	221
	2009	50.0	63.2	74.4	71.0	42.9	72.9	62.7		69.6	72.8	71.3	81.0	320

	NUMBER TESTED IN GRADES 3-5											
2007	5	57	149	202	3	77	120	0	117	97	214	32,298
2008	3	64	151	205	3	76	133	1	126	95	221	32,696
2009	6	68	242	300	7	155	228	0	158	162	320	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	*	3	14	15		11	15		6	11	17	3,303	67
	2008	*	11	8	20		6	17	*	13	7	20	2,542	79
	2009	*	13	32	42	*	22	42		19	28	47	2,781	127
4	2007	*	9	9	20	*	8	15		15	7	22	2,604	74
	2008	*	5	11	18	*	7	13		7	11	18	2,436	68
	2009	*	5	15	21		10	20		13	8	21	2,196	94
5	2007	*	3	11	13	*	5	12		8	6	14	1,785	73
	2008		6	4	9	*	4	10		8	3	11	1,730	74
	2009	*	7	15	24	3	10	23		16	8	24	1,386	99
3-5	2007	*	15	34	48	*	24	42		29	24	53	7,692	214
	2008	*	22	23	47	*	17	40	*	28	21	49	6,708	221
	2009	3	25	62	87	4	42	85		48	44	92	6,363	320

	NUMBER TESTED IN GRADES 3-5											
2007	5	57	149	202	3	77	120	0	117	97	214	32,298
2008	3	64	151	205	3	76	133	1	126	95	221	32,696
2009	6	68	242	300	7	155	228	0	158	162	320	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	81.8	78.1	81.3	85.6	82.5	65.1
	2008	78.4	84.8	82.7	74.1	82.0	66.3
	2009	69.7	70.9	78.0	68.8	71.1	60.6
4	2007	79.4	76.4	76.8	66.9	69.3	70.8
	2008	78.5	79.8	81.1	71.8	73.5	69.9
	2009	84.5	78.6	78.9	80.3	77.4	72.1
5	2007	82.8	70.6	80.6	69.5	70.5	72.9
	2008	83.8	81.9	86.9	77.6	84.5	77.5
	2009	80.1	75.6	83.7	72.7	75.3	70.7
3-5	2007	81.3	75.0	79.5	73.6	73.8	69.7
	2008	80.2	82.3	83.6	74.6	80.2	71.2
	2009	77.3	74.6	80.0	73.4	74.2	67.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	23.8	24.4	24.6		13.8	10.0		27.3	20.6	23.9	19.2	67
	2008	*	18.5	28.0	21.4		20.0	19.0	*	22.9	25.8	24.1	26.3	79
	2009	*	6.9	23.7	20.5	*	23.9	17.3		20.3	17.6	18.9	29.0	127
4	2007	*	15.0	26.0	21.7	*	0.0	3.1		20.8	23.1	21.6	22.6	74
	2008	*	6.3	28.6	21.2	*	17.6	13.8		25.7	18.2	22.1	23.8	68
	2009	*	22.2	24.0	22.5		22.6	19.4		17.4	29.2	23.4	31.6	94
5	2007	*	12.5	22.2	20.6	*	24.1	14.6		22.2	16.2	19.2	29.3	73
	2008		47.6	46.2	46.4	*	20.8	26.1		46.5	45.2	45.9	31.9	74
	2009	*	14.3	31.1	27.7	33.3	20.0	11.1		22.6	30.4	26.3	38.4	99
3-5	2007	*	17.5	24.2	22.3	*	14.3	10.0		23.1	19.6	21.5	23.6	214
	2008	*	25.0	34.4	29.8	*	19.7	20.3	*	31.7	29.5	30.8	27.3	221
	2009	0.0	13.2	26.0	23.3	28.6	22.6	16.2		20.3	24.7	22.5	32.8	320

	NUMBER TESTED IN GRADES 3-5											
2007	5	57	149	202	3	77	120	0	117	97	214	32,298
2008	3	64	151	205	3	76	133	1	126	95	221	32,696
2009	6	68	242	300	7	155	228	0	158	162	320	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	*	77.8	74.4	74.6		30.8	45.8		68.3	82.6	73.4	86.5	64
	2008	*	100.0	85.4	87.7		60.0	81.0		90.3	85.7	88.1	87.4	59
	2009	*	83.3	85.4	82.1		78.9	69.7		75.0	95.8	83.3	87.4	60

	NUMBER TESTED IN GRADE 4											
2007	2	18	43	59	0	13	24	0	41	23	64	10,408
2008	2	16	41	57	0	10	21	0	31	28	59	10,658
2009	1	18	41	56	0	19	33	0	36	24	60	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	11	15		9	13		13	4	17	1,408	64
	2008	*	0	6	7		4	4		3	4	7	1,348	59
	2009	*	3	6	10		4	10		9	1	10	1,264	60

NUMBER TESTED IN GRADE 4													
2007	2	18	43	59	0	13	24	0	41	23	64	10,408	
2008	2	16	41	57	0	10	21	0	31	28	59	10,658	
2009	1	18	41	56	0	19	33	0	36	24	60	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	73.0	71.7	85.5	80.7
	2008	2.2	82.6	82.2	85.0	87.5
	2009	2.1	82.5	75.6	77.1	83.8

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	*	22.2	23.3	22.0		0.0	0.0		24.4	17.4	21.9	18.2	64
	2008	*	31.3	29.3	29.8		0.0	14.3		19.4	39.3	28.8	21.4	59
	2009	*	11.1	19.5	16.1		26.3	15.2		16.7	16.7	16.7	21.0	60

	NUMBER TESTED IN GRADE 4											
2007	2	18	43	59	0	13	24	0	41	23	64	10,408
2008	2	16	41	57	0	10	21	0	31	28	59	10,658
2009	1	18	41	56	0	19	33	0	36	24	60	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	*	25.0	37.7	35.8	*	33.3	26.1		27.0	44.4	35.6	62.3	73
	2008		64.3	69.8	66.7	*	38.1	51.3		80.0	53.6	67.2	71.9	58
	2009	*	55.0	66.2	63.0	*	44.4	46.2		60.9	61.9	61.4	75.9	88

	NUMBER TESTED IN GRADE 5											
2007	2	16	53	67	1	27	46	0	37	36	73	10,296
2008	0	14	43	57	1	21	39	0	30	28	58	10,686
2009	1	20	65	81	2	27	52	0	46	42	88	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	*	12	33	43	*	18	34		27	20	47	3,881	73
	2008		5	13	19	*	13	19		6	13	19	3,005	58
	2009	*	9	22	30	*	15	28		18	16	34	2,542	88

	NUMBER TESTED IN GRADE 5											
2007	2	16	53	67	1	27	46	0	37	36	73	10,296
2008	0	14	43	57	1	21	39	0	30	28	58	10,686
2009	1	20	65	81	2	27	52	0	46	42	88	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	65.2	71.5	70.0	59.7
	2008	82.4	83.7	78.9	68.8
	2009	84.3	80.2	75.6	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)
5	2007	*	6.3	0.0	3.0	*	0.0	2.2		2.7	2.8	2.7	18.0	73
	2008		21.4	20.9	21.1	*	0.0	2.6		23.3	17.9	20.7	24.8	58
	2009	*	0.0	12.3	9.9	*	3.7	5.8		13.0	4.8	9.1	29.1	88

	NUMBER TESTED IN GRADE 5											
2007	2	16	53	67	1	27	46	0	37	36	73	10,296
2008	0	14	43	57	1	21	39	0	30	28	58	10,686
2009	1	20	65	81	2	27	52	0	46	42	88	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	100.0		100.0	100.0	100.0	82.9	31
	2008			100.0	100.0		100.0	100.0		100.0	100.0	100.0	85.4	33
	2009			87.1	88.3		86.7	86.7		77.8	89.2	84.4	89.4	64
4	2007			44.4	44.4		44.4	44.4		*	57.1	44.4	65.9	9
	2008			61.5	60.0		60.0	60.0		37.5	72.2	61.5	67.0	26
	2009			72.7	71.9		72.7	72.7		77.8	70.8	72.7	72.7	33
5	2007												75.8	0
	2008			83.3	83.3		83.3	83.3		*	*	83.3	70.6	6
	2009			69.2	75.0		66.7	66.7		*	87.5	69.2	79.7	13
ALL	2007			87.5	86.5		87.5	86.8		83.3	89.3	87.5	—	40
	2008			83.1	82.3		82.8	82.8		73.9	88.1	83.1	—	65
	2009			80.6	81.7		80.0	80.0		73.2	82.6	79.1	—	110

NUMBER TESTED IN GRADES ALL													
2007	0	0	40	37	0	40	38	0	12	28	40	—	
2008	0	0	65	62	0	64	64	0	23	42	65	—	
2009	0	0	108	104	0	105	105	0	41	69	110	—	

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	0		0	0	0	219	31
	2008			0	0		0	0		0	0	0	239	33
	2009			8	7		8	8		6	4	10	514	64
4	2007			5	5		5	5		*	3	5	122	9
	2008			10	10		10	10		5	5	10	215	26
	2009			9	9		9	9		2	7	9	268	33
5	2007												22	0
	2008			1	1		1	1		*	*	1	65	6
	2009			4	3		4	4		*	1	4	86	13
ALL	2007			5	5		5	5		2	3	5	—	40
	2008			11	11		11	11		6	5	11	—	65
	2009			21	19		21	21		11	12	23	—	110

NUMBER TESTED IN GRADES ALL													
2007	0	0	40	37	0	40	38	0	12	28	40	—	
2008	0	0	65	62	0	64	64	0	23	42	65	—	
2009	0	0	108	104	0	105	105	0	41	69	110	—	

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	80.9	88.9	79.6	74.6
	2008	86.7	87.0	83.3	77.3
	2009	75.4	83.3	79.9	73.2
4	2007	58.5	65.3	49.2	56.7
	2008	66.4	69.2	60.4	60.8
	2009	76.0	77.3	71.4	69.1
5	2007				
	2008	79.5	77.1	68.8	60.3
	2009	74.6	61.5	77.9	64.5
ALL	2007	75.8	83.6	72.7	70.6
	2008	77.9	79.0	72.8	69.1
	2009	75.5	78.9	77.1	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			25.8	28.6		25.8	27.6		30.0	23.8	25.8	14.8	31
	2008			12.1	12.9		12.1	12.1		8.3	14.3	12.1	17.2	33
	2009			30.6	31.7		30.0	30.0		25.9	32.4	29.7	30.6	64
4	2007			11.1	11.1		11.1	11.1		*	14.3	11.1	14.2	9
	2008			7.7	8.0		4.0	4.0		12.5	5.6	7.7	13.5	26
	2009			18.2	18.8		18.2	18.2		11.1	20.8	18.2	21.1	33
5	2007												17.6	0
	2008			0.0	0.0		0.0	0.0		*	*	0.0	19.9	6
	2009			7.7	8.3		8.3	8.3		*	12.5	7.7	15.3	13
ALL	2007			22.5	24.3		22.5	23.7		25.0	21.4	22.5	—	40
	2008			9.2	9.7		7.8	7.8		8.7	9.5	9.2	—	65
	2009			24.1	25.0		23.8	23.8		19.5	26.1	23.6	—	110

NUMBER TESTED IN ALL GRADES													
2007	0	0	40	37	0	40	38	0	12	28	40	—	
2008	0	0	65	62	0	64	64	0	23	42	65	—	
2009	0	0	108	104	0	105	105	0	41	69	110	—	

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			84.6	84.6		84.6	84.6		*	100.0	84.6	79.1	13
	2008			76.9	76.0		76.0	76.0		44.4	94.1	76.9	81.9	26
	2009			82.4	81.8		82.4	82.4		80.0	83.3	82.4	87.1	34

NUMBER TESTED IN GRADE 4													
2007	0	0	13	13	0	13	13	0	4	9	13	364	
2008	0	0	26	25	0	25	25	0	9	17	26	667	
2009	0	0	34	33	0	34	34	0	10	24	34	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			2	2		2	2		*	0	2	76	13
	2008			6	6		6	6		5	1	6	121	26
	2009			6	6		6	6		2	4	6	127	34

NUMBER TESTED IN GRADE 4													
2007	0	0	13	13	0	13	13	0	4	9	13	364	
2008	0	0	26	25	0	25	25	0	9	17	26	667	
2009	0	0	34	33	0	34	34	0	10	24	34	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	1.9	75.0	64.4	84.6	76.9
	2008	1.8	73.1	75.0	89.4	71.2
	2009	2.1	77.2	71.3	82.4	74.6

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			7.7	7.7		7.7	7.7		*	11.1	7.7	13.2	13
	2008			11.5	12.0		12.0	12.0		11.1	11.8	11.5	14.2	26
	2009			20.6	21.2		20.6	20.6		10.0	25.0	20.6	20.4	34

NUMBER TESTED IN GRADE 4													
2007	0	0	13	13	0	13	13	0	4	9	13	364	
2008	0	0	26	25	0	25	25	0	9	17	26	667	
2009	0	0	34	33	0	34	34	0	10	24	34	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		0.0	0.0	0.0		0.0	0.0		0.0	0.0	0.0	18.1	19
	2009			33.3	33.3		33.3	33.3		*	*	28.6	35.3	7

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	6	12	15	0	6	11	0	12	7	19	105	
2009	0	0	6	6	0	6	6	0	2	4	7	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		6	12	15		6	11		12	7	19	86	19
	2009			4	4		4	4		*	*	5	130	7

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	6	12	15	0	6	11	0	12	7	19		105
2009	0	0	6	6	0	6	6	0	2	4	7		201

AVERAGE PERCENTAGE CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007				
	2008	44.1	35.1	49.7	33.3
	2009	74.7	58.7	60.3	50.8

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)
5	2007												5.3	0
	2008		0.0	0.0	0.0		0.0	0.0		0.0	0.0	0.0	2.9	19
	2009			0.0	0.0		0.0	0.0		*	*	0.0	3.5	7

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	6	12	15	0	6	11	0	12	7	19	105	
2009	0	0	6	6	0	6	6	0	2	4	7	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		*	100.0	75.0	80.0	*	100.0		75.0	*	80.0	77.7	10
	2009		*	*	*	*	*	*		*	*	*	87.7	4
4														
	2008	*	*	*	55.6	55.6	*	55.6		62.5	*	55.6	70.7	9
	2009		*	50.0	62.5	50.0	*	55.6		57.1	*	50.0	71.8	10
5														
	2008		83.3	83.3	83.3	83.3	83.3	87.5		83.3	83.3	83.3	73.3	12
	2009	*	*	66.7	63.6	63.6	*	66.7		70.0	*	63.6	80.3	11
3-5														
	2008	*	66.7	88.2	72.4	74.2	87.5	79.2		72.7	77.8	74.2	73.7	31
	2009	*	70.0	64.3	69.6	64.0	60.0	68.2		66.7	57.1	64.0	79.2	25

NUMBER TESTED IN GRADES 3-5													
2008	2	12	17	29	31	16	24	0	22	9	31	1,807	
2009	1	10	14	23	25	10	22	0	18	7	25	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		*	0	2	2	*	0		2	*	2	116	10
	2009		*	*	*	*	*	*		*	*	*	60	4
4														
	2008	*	*	*	4	4	*	4		3	*	4	181	9
	2009		*	3	3	5	*	4		3	*	5	192	10
5														
	2008		1	1	2	2	1	1		1	1	2	179	12
	2009	*	*	2	4	4	*	3		3	*	4	137	11
3-5														
	2008	*	4	2	8	8	2	5		6	2	8	476	31
	2009	*	3	5	7	9	4	7		6	3	9	389	25

NUMBER TESTED IN GRADES 3-5													
2008	2	12	17	29	31	16	24	0	22	9	31	1,807	
2009	1	10	14	23	25	10	22	0	18	7	25	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	53.8	63.3	52.0	56.7
	2009	*	*	*	*
4					
	2008	52.8	50.0	46.3	58.3
	2009	50.0	43.3	46.7	43.8
5					
	2008	64.4	73.6	76.4	65.2
	2009	53.7	65.2	63.6	61.2
3-5					
	2008	57.6	63.4	59.8	60.4
	2009	52.6	58.0	53.1	53.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	0.0	0.0	0.0	*	0.0		0.0	*	0.0	10.8	10
	2009		*	*	*	*	*	*		*	*	*	16.2	4
4														
	2008	*	*	*	0.0	0.0	*	0.0		0.0	*	0.0	9.7	9
	2009		*	0.0	0.0	0.0	*	0.0		0.0	*	0.0	8.9	10
5														
	2008		16.7	0.0	8.3	8.3	0.0	0.0		16.7	0.0	8.3	14.9	12
	2009	*	*	33.3	18.2	18.2	*	22.2		20.0	*	18.2	14.1	11
3-5														
	2008	*	8.3	0.0	3.4	3.2	0.0	0.0		4.5	0.0	3.2	12.0	31
	2009	*	0.0	14.3	8.7	8.0	10.0	9.1		11.1	0.0	8.0	12.7	25

NUMBER TESTED IN GRADES 3-5													
2008	2	12	17	29	31	16	24	0	22	9	31	1,807	
2009	1	10	14	23	25	10	22	0	18	7	25	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		*	83.3	71.4	77.8	*	75.0		71.4	*	77.8	76.1	9
	2009		*	*	*	*	*	*		*	*	*	81.2	5
4														
	2008	*	*	*	62.5	62.5	*	62.5		71.4	*	62.5	69.1	8
	2009		*	50.0	37.5	40.0	*	44.4		42.9	*	40.0	75.8	10
5														
	2008		100.0	83.3	91.7	91.7	83.3	87.5		83.3	100.0	91.7	64.0	12
	2009		*	*	50.0	50.0	*	*		50.0		50.0	80.2	6
3-5														
	2008	*	90.0	81.3	77.8	79.3	86.7	75.0		75.0	88.9	79.3	69.4	29
	2009		40.0	54.5	47.4	47.6	62.5	47.4		46.7	50.0	47.6	78.8	21

NUMBER TESTED IN GRADES 3-5													
2008	2	10	16	27	29	15	24	0	20	9	29	1,730	
2009	0	10	11	19	21	8	19	0	15	6	21	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		*	1	2	2	*	2		2	*	2	129	9
	2009		*	*	*	*	*	*		*	*	*	85	5
4														
	2008	*	*	*	3	3	*	3		2	*	3	173	8
	2009		*	3	5	6	*	5		4	*	6	157	10
5														
	2008		0	1	1	1	1	1		1	0	1	227	12
	2009		*	*	3	3	*	*		3		3	127	6
3-5														
	2008	*	1	3	6	6	2	6		5	1	6	529	29
	2009		6	5	10	11	3	10		8	3	11	369	21

NUMBER TESTED IN GRADES 3-5													
2008	2	10	16	27	29	15	24	0	20	9	29	1,730	
2009	0	10	11	19	21	8	19	0	15	6	21	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	69.4	75.6	64.4	77.8	59.3	46.3
	2009	*	*	*	*	*	*
4							
	2008	55.6	47.9	47.5	42.5	33.3	60.4
	2009	45.6	48.3	42.0	36.0	43.3	45.0
5							
	2008	59.3	63.9	66.7	62.5	63.9	63.3
	2009	46.3	50.0	38.9	61.1	55.6	36.7
3-5							
	2008	61.4	63.1	60.7	61.7	54.0	57.2
	2009	48.0	49.7	44.4	46.0	49.2	37.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	33.3	28.6	22.2	*	25.0		0.0	*	22.2	16.1	9
	2009		*	*	*	*	*	*		*	*	*	22.3	5
4														
	2008	*	*	*	12.5	12.5	*	12.5		14.3	*	12.5	14.3	8
	2009		*	0.0	0.0	0.0	*	0.0		0.0	*	0.0	14.0	10
5														
	2008		33.3	0.0	16.7	16.7	0.0	12.5		16.7	16.7	16.7	14.0	12
	2009		*	*	0.0	0.0	*	*		0.0		0.0	17.2	6
3-5														
	2008	*	20.0	18.8	18.5	17.2	20.0	16.7		10.0	33.3	17.2	14.7	29
	2009		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	17.3	21

NUMBER TESTED IN GRADES 3-5													
2008	2	10	16	27	29	15	24	0	20	9	29	1,730	
2009	0	10	11	19	21	8	19	0	15	6	21	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		0.0	16.7	8.3	8.3	16.7	12.5		0.0	16.7	8.3	39.2	12
	2009	*	*	*	40.0	40.0	*	37.5		44.4	*	40.0	37.5	10

NUMBER TESTED IN GRADE 5													
2008	0	6	6	12	12	6	8	0	6	6	12	668	
2009	1	4	5	10	10	4	8	0	9	1	10	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		6	5	11	11	5	7		6	5	11	406	12
	2009	*	*	*	6	6	*	5		5	*	6	398	10

NUMBER TESTED IN GRADE 5													
2008	0	6	6	12	12	6	8	0	6	6	12	668	
2009	1	4	5	10	10	4	8	0	9	1	10	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	58.3	60.7	61.9	40.5
	2009	59.1	62.9	70.0	50.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	5.2	12
	2009	*	*	*	0.0	0.0	*	0.0		0.0	*	0.0	4.9	10

NUMBER TESTED IN GRADE 5														
2007														
2008	0	6	6	12	12	6	8	0	6	6	12	668		
2009	1	4	5	10	10	4	8	0	9	1	10	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	*	43.3	42.2	46.9	64
	2008	*	57.6	55.3	57.6	38
	2009	38.5	63.6	50.0	41.9	48
1	2007	33.3	53.1	46.1	51.4	76
	2008	50.0	60.0	58.8	50.2	51
	2009	21.1	53.1	41.2	54.2	51
2	2007	25.0	70.4	47.3	44.5	55
	2008	23.7	62.1	40.3	50.2	67
	2009	24.4	54.5	34.9	47.9	63
1-2	2007	29.1	59.2	46.6	47.6	131
	2008	27.3	60.8	48.3	50.2	118
	2009	23.3	53.7	37.7	51.0	114

Number Tested	2007	59	136	195	24,696	
	2008	49	107	156	21,817	
	2009	86	76	162	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	43.3	62.3	52.3	44.3	128
	2008	47.7	57.5	51.4	44.9	105
	2009	42.7	75.0	50.4	52.8	117
1	2007	54.8	70.9	61.2	48.8	139
	2008	57.8	74.5	65.2	55.5	115
	2009	52.2	37.5	48.4	50.4	124
2	2007	44.8	70.4	57.1	55.6	56
	2008	57.7	73.5	61.8	57.5	131
	2009	30.0	50.0	33.8	53.2	136
K-2	2007	48.9	67.1	57.0	49.1	323
	2008	54.9	68.8	59.8	52.7	351
	2009	40.9	53.5	43.8	52.3	377

Number Tested	2007	180	143	323	34,441	
	2008	226	125	351	41,070	
	2009	291	86	377	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	*	34.4	51.7	38.5	*		*		35.5	48.5	42.2	46.9	64
	2008	*	50.0	55.6	57.1	*	*	*		66.7	41.2	55.3	57.6	38
	2009	*	44.4	55.2	50.0	*	*	38.5		40.0	57.1	50.0	41.9	48
1	2007	*	43.8	47.6	47.2	*	50.0	33.3		41.0	51.4	46.1	51.4	76
	2008	*	47.8	70.8	54.8	*	*	50.0		60.0	57.7	58.8	50.2	51
	2009	*	40.7	40.9	43.8		*	21.1		45.5	33.3	41.2	54.2	51
2	2007	*	55.6	40.0	44.7	*	16.7	25.0		35.3	66.7	47.3	44.5	55
	2008	*	36.7	36.4	40.0	*	30.8	23.7		43.8	37.1	40.3	50.2	67
	2009	*	25.9	42.4	36.4	*	16.7	24.4		39.3	31.4	34.9	47.9	63
1-2	2007	*	49.2	44.8	46.2	*	33.3	29.1		38.4	56.9	46.6	47.6	131
	2008	83.3	41.5	50.9	46.1	16.7	33.3	27.3		50.9	45.9	48.3	50.2	118
	2009	*	33.3	41.8	39.8	*	12.5	23.3		42.6	32.1	37.7	51.0	114

Number Tested	2007	8	91	96	171	4	24	59	0	104	91	195	24,696
	2008	8	71	75	137	8	20	49	0	78	78	156	21,817
	2009	6	72	84	149	5	13	86	0	81	81	162	21,148

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	2	2	2	*		*		1	4	5	1,245	64
	2008	*	5	3	8	*	*	*		8	1	9	1,687	38
	2009	*	2	3	4	*	*	1		3	2	5	771	48
1	2007	*	2	1	3	*	0	0		2	1	3	1,458	76
	2008	*	2	9	8	*	*	1		5	7	12	1,555	51
	2009	*	2	1	4		*	0		3	1	4	1,659	51
2	2007	*	2	2	4	*	0	0		3	1	4	896	55
	2008	*	4	2	6	*	0	0		4	4	8	1,065	67
	2009	*	1	1	2	*	0	2		0	3	3	1,027	63
1-2	2007	*	4	3	7	*	0	0		5	2	7	2,355	131
	2008	3	6	11	14	0	0	1		9	11	20	2,620	118
	2009	*	3	2	6	*	0	2		3	4	7	2,688	114

Number Tested	2007	8	91	96	171	4	24	59	0	104	91	195	24,696
	2008	8	71	75	137	8	20	49	0	78	78	156	21,817
	2009	6	72	84	149	5	13	86	0	81	81	162	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	*	56.3	50.5	51.7	*	42.2	43.3		46.2	58.7	52.3	44.3	128
	2008	*	55.6	50.6	52.6	*	47.8	47.7		49.2	54.3	51.4	44.9	105
	2009	*	55.6	50.0	50.9	*	40.6	42.7		51.8	49.2	50.4	52.8	117
1	2007	*	57.6	62.5	60.9	*	59.7	54.8		67.2	55.6	61.2	48.8	139
	2008	*	77.3	60.7	65.4	*	54.8	57.8		66.1	64.3	65.2	55.5	115
	2009	*	30.8	52.1	48.3	*	58.3	52.2		52.0	42.9	48.4	50.4	124
2	2007	*	63.0	50.0	52.1	*	33.3	44.8		57.1	57.1	57.1	55.6	56
	2008	*	56.3	62.1	59.5	42.9	62.2	57.7		72.6	52.2	61.8	57.5	131
	2009	*	14.8	39.0	33.9	*	36.0	30.0		39.7	27.9	33.8	53.2	136
K-2	2007	62.5	58.7	56.1	55.9	14.3	50.0	48.9		56.9	57.1	57.0	49.1	323
	2008	87.5	62.5	58.0	59.3	46.2	55.1	54.9		62.8	56.7	59.8	52.7	351
	2009	42.9	31.0	46.8	44.0	27.3	44.9	40.9		47.7	39.3	43.8	52.3	377

Number Tested	2007	8	92	223	297	7	148	180	0	167	156	323	34,441
	2008	8	72	269	322	13	205	226	0	180	171	351	41,070
	2009	7	71	299	359	11	216	291	0	199	178	377	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	*	8	20	26	*	11	13		15	14	29	2,583	128
	2008	*	6	19	24	*	14	13		15	11	26	2,788	105
	2009	*	1	17	17	*	7	9		10	8	18	2,455	117
1	2007	*	5	24	29	*	10	11		14	15	29	1,769	139
	2008	*	7	25	30	*	14	15		19	15	34	2,800	115
	2009	*	3	24	28	*	22	24		15	13	28	1,577	124
2	2007	*	5	6	11	*	0	2		8	4	12	2,098	56
	2008	*	4	23	27	0	17	17		13	15	28	2,912	131
	2009	*	0	6	4	*	4	5		4	2	6	1,686	136
K-2	2007	2	18	50	66	1	21	26		37	33	70	6,450	323
	2008	3	17	67	81	0	45	45		47	41	88	8,500	351
	2009	1	4	47	49	2	33	38		29	23	52	5,718	377

Number Tested	2007	8	92	223	297	7	148	180	0	167	156	323	34,441
	2008	8	72	269	322	13	205	226	0	180	171	351	41,070
	2009	7	71	299	359	11	216	291	0	199	178	377	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			76.2	76.2		76.2	75.8		73.5	79.3	76.2	84.7	63
	2008			94.1	93.7	*	93.8	96.7		94.7	93.3	94.1	87.0	68
	2009			87.0	86.8	*	87.5	87.3		83.3	90.9	87.0	88.6	69
1	2007			91.7	91.4	*	91.4	92.6		92.6	90.9	91.7	84.5	60
	2008			80.3	81.3	*	82.0	83.1		77.1	83.9	80.3	88.0	66
	2009			91.5	91.2	*	92.6	92.8		89.7	93.8	91.5	88.6	71
2	2007			91.3	91.3	*	91.3	91.3	*	82.4	96.6	91.3	89.9	46
	2008			98.4	98.3	*	98.4	98.3		96.7	100.0	98.4	93.4	63
	2009			93.1	93.1	*	92.8	92.8		90.2	96.8	93.1	94.0	72
K-2	2007			85.8	85.6	*	85.6	85.8	*	82.1	89.0	85.8	85.6	169
	2008			90.9	90.9	*	91.4	92.7		89.3	92.6	90.9	89.3	197
	2009			90.6	90.4	*	91.0	91.0		87.9	93.8	90.6	90.4	212

Number Tested	2007	0	0	169	167	2	167	162	1	78	91	169	14,889
	2008	0	0	197	187	3	187	178	0	103	94	197	18,257
	2009	0	0	212	208	3	201	201	0	116	96	212	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			28	28		28	28		15	13	28	2,779	63
	2008			48	44	*	46	44		25	23	48	3,280	68
	2009			37	37	*	34	35		18	19	37	3,525	69
1	2007			21	20	*	20	19		7	14	21	1,782	60
	2008			38	37	*	36	35		19	19	38	2,412	66
	2009			39	37	*	37	38		22	17	39	2,523	71
2	2007			17	17	*	17	17	*	6	11	17	1,196	46
	2008			28	27	*	26	26		11	17	28	2,596	63
	2009			20	20	*	19	20		12	8	20	2,909	72
K-2	2007			66	65	*	65	64	*	28	38	66	5,757	169
	2008			114	108	*	108	105		55	59	114	8,288	197
	2009			96	94	*	90	93		52	44	96	8,957	212

Number Tested	2007	0	0	169	167	2	167	162	1	78	91	169	14,889
	2008	0	0	197	187	3	187	178	0	103	94	197	18,257
	2009	0	0	212	208	3	201	201	0	116	96	212	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	1	0.0	6	33.3	16	0.0	23	8.7
5	2	0.0	0	-	0	-	2	0.0
ALL	3	0.0	6	33.3	16	0.0	25	8.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (69)	Beginning	45	65.2	55	79.7	67	97.1	67	97.1	67	97.1
	Intermediate	22	31.9	12	17.4	0	0.0	0	0.0	0	0.0
	Advanced	1	1.4	1	1.4	1	1.4	2	2.9	2	2.9
	Advanced High	1	1.4	1	1.4	1	1.4	0	0.0	0	0.0
1 (71)	Beginning	21	30.4	33	48.5	37	61.7	41	60.3	30	55.6
	Intermediate	26	37.7	22	32.4	12	20.0	15	22.1	14	25.9
	Advanced	12	17.4	8	11.8	8	13.3	9	13.2	7	13.0
	Advanced High	10	14.5	5	7.4	3	5.0	3	4.4	3	5.6
2 (73)	Beginning	53	73.6	42	58.3	49	68.1	14	19.2	14	19.4
	Intermediate	14	19.4	24	33.3	18	25.0	31	42.5	35	48.6
	Advanced	3	4.2	4	5.6	4	5.6	15	20.5	19	26.4
	Advanced High	2	2.8	2	2.8	1	1.4	13	17.8	4	5.6
3 (71)	Beginning	8	11.8	15	22.1	19	27.9	13	18.3	13	19.1
	Intermediate	25	36.8	29	42.6	32	47.1	18	25.4	18	26.5
	Advanced	28	41.2	19	27.9	16	23.5	14	19.7	16	23.5
	Advanced High	7	10.3	5	7.4	1	1.5	26	36.6	21	30.9
4 (54)	Beginning	2	3.8	5	9.4	9	17.0	2	3.7	2	3.8
	Intermediate	24	45.3	30	56.6	29	54.7	9	16.7	9	17.0
	Advanced	9	17.0	11	20.8	4	7.5	18	33.3	21	39.6
	Advanced High	18	34.0	7	13.2	11	20.8	25	46.3	21	39.6

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	—	—	—	
48 19 (39.6%)	Beginning	27			
	Intermediate	9	2		
	Advanced	6	1	0	
	Advanced High	3	0	0	
68 48 (70.6%)	Beginning	11			
	Intermediate	27	7		
	Advanced	11	6	2	
	Advanced High	1	2	1	
59 30 (50.8%)	Beginning	9			
	Intermediate	2	14		
	Advanced	0	9	6	
	Advanced High	0	4	15	
51 27 (52.9%)	Beginning	2			
	Intermediate	3	6		
	Advanced	0	4	16	
	Advanced High	0	1	19	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (31)	Beginning	10	32.3	9	29.0	12	38.7	2	6.5	2	6.5
	Intermediate	4	12.9	5	16.1	6	19.4	4	12.9	7	22.6
	Advanced	11	35.5	10	32.3	9	29.0	6	19.4	6	19.4
	Advanced High	6	19.4	7	22.6	4	12.9	19	61.3	16	51.6
ALL (369)	Beginning	139	38.4	159	44.0	193	54.7	139	38.0	128	36.9
	Intermediate	115	31.8	122	33.8	97	27.5	77	21.0	83	23.9
	Advanced	64	17.7	53	14.7	42	11.9	64	17.5	71	20.5
	Advanced High	44	12.2	27	7.5	21	5.9	86	23.5	65	18.7

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
28 19 (67.9%)	Beginning	2			
	Intermediate	1	6		
	Advanced	0	4	1	
	Advanced High	0	2	12	
255 143 (56.1%)	Beginning	52			
	Intermediate	42	35		
	Advanced	17	24	25	
	Advanced High	4	9	47	

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