

Campus Data Packet

for 2009 - 10 Plans



HARRELL BUDD

School Number 115

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

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

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

STUDENTS AND STAFF

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

11....	TAKS Read (1).....	TAKS Reading: Percentage Meeting Standard
13....	TAKS Read (3).....	TAKS Reading: Performance by Objective
15....	TAKS Math (1).....	TAKS Mathematics: % Meeting Standard
17....	TAKS Math (3).....	TAKS Mathematics: % by Objective
19....	TAKS Write (1).....	TAKS Writing: Percentage Meeting Standard
21....	TAKS Write (3).....	TAKS Writing: Performance by Objective
23....	TAKS Science (1).....	TAKS Science: Percentage Meeting Standard
25....	TAKS Science (3).....	TAKS Science: Performance by Objective
27....	SPTAKS Read (1).....	Spanish TAKS Reading: % Meeting Standard
29....	SPTAKS Read (3).....	Spanish TAKS Reading: Performance by Objective
31....	SPTAKS Math (1).....	Spanish TAKS Mathematics: % Meeting Standard
33....	SPTAKS Math (3).....	Spanish TAKS Mathematics: % by Objective
35....	SPTAKS Write (1).....	Spanish TAKS Writing: % Meeting Standard
37....	SPTAKS Write (3).....	Spanish TAKS Writing: Performance by Objective
39....	SPTAKS Science (1).....	Spanish TAKS Science: % Meeting Standard
41....	SPTAKS Science (3).....	Spanish TAKS Science: Performance by Objective

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (MOD)

43....	TAKS-M Read (1).....	TAKS-M Reading: % Meeting Standard
45....	TAKS-M Read (3).....	TAKS-M Reading: Performance by Objective
47....	TAKS-M Math (1).....	TAKS-M Math: % Meeting Standard
49....	TAKS-M Math (3).....	TAKS-M Math: Performance by Objective

ITBS / ITED / LOGRAMOS

51....	Compliance.....	SCE Compliance for At-Risk Students
53....	ITBS Read (2).....	ITBS Reading Total: # At or Above the 80th %-tile
55....	ITBS Math (2).....	ITBS Math Total: # At or Above the 80th %-tile
57....	Logramos Read (2).....	Logramos Reading Total: # At or Above the 80th %-tile

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

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

12....	TAKS Read (2).....	TAKS Reading: Number Not Meeting Standard
14....	TAKS Read (4).....	TAKS Reading: Percentage Commended
16....	TAKS Math (2).....	TAKS Mathematics: # Not Meeting Standard
18....	TAKS Math (4).....	TAKS Mathematics: % Commended
20....	TAKS Write (2).....	TAKS Writing: Number Not Meeting Standard
22....	TAKS Write (4).....	TAKS Writing: Percentage Commended
24....	TAKS Science (2).....	TAKS Science: Number Not Meeting Standard
26....	TAKS Science (4).....	TAKS Science: Percentage Commended
28....	SPTAKS Read (2).....	Spanish TAKS Reading: # Not Meeting Standard
30....	SPTAKS Read (4).....	Spanish TAKS Reading: % Commended
32....	SPTAKS Math (2).....	Spanish TAKS Mathematics: # Not Meeting Standard
34....	SPTAKS Math (4).....	Spanish TAKS Mathematics: % Commended
36....	SPTAKS Write (2).....	Spanish TAKS Writing: # Not Meeting Standard
38....	SPTAKS Write (4).....	Spanish TAKS Writing: % Commended
40....	SPTAKS Science (2).....	Spanish TAKS Science: # Not Meeting Standard
42....	SPTAKS Science (4).....	Spanish TAKS Science: % Commended

44....	TAKS-M Read (2).....	TAKS-M Reading: # Not Meeting Standard
46....	TAKS-M Read (4).....	TAKS-M Reading: Percentage Commended
48....	TAKS-M Math (2).....	TAKS-M Math: # Not Meeting Standard
50....	TAKS-M Math (4).....	TAKS-M Math: Percentage Commended

52....	ITBS Read (1).....	ITBS Reading Total: % At or Above the 40th %-tile
54....	ITBS Math (1).....	ITBS Math Total: % At or Above the 40th %-tile
56....	Logramos Read (1).....	Logramos Reading Total: % At or Above the 40th %-tile

MEASURES OF ENGLISH PROFICIENCY

58.... WMLS..... Woodcock-Muñoz Language Survey	59.... TELPAS..... TX English Language Proficiency Assessment System
-------------------------------------------------	----------------------------------------------------------------------

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	42
KN	105
1	86
2	91
3	113
4	93
5	97
ALL	627

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	217	34.6	17	44.7
American Indian	6	1.0	*	*
Asian	0	0.0	*	*
Hispanic	402	64.1	16	42.1
White	2	0.3	4	10.5
Other	**	**	1	2.6

*Included in category "Other."

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

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	609	97.1
Limited English proficient students	310	49.4
Special education students	29	4.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	40	10	25.0	0	0.0	0	0.0	30	75.0	0	0.0
	2008	42	10	23.8	0	0.0	0	0.0	32	76.2	0	0.0
	2009	42	3	7.1	2	4.8	0	0.0	37	88.1	0	0.0
KN	2007	96	39	40.6	0	0.0	0	0.0	57	59.4	0	0.0
	2008	90	36	40.0	0	0.0	0	0.0	54	60.0	0	0.0
	2009	105	37	35.2	1	1.0	0	0.0	66	62.9	1	1.0
1	2007	101	34	33.7	0	0.0	0	0.0	67	66.3	0	0.0
	2008	93	34	36.6	0	0.0	0	0.0	59	63.4	0	0.0
	2009	86	34	39.5	0	0.0	0	0.0	52	60.5	0	0.0
2	2007	101	44	43.6	2	2.0	0	0.0	54	53.5	1	1.0
	2008	117	37	31.6	0	0.0	0	0.0	80	68.4	0	0.0
	2009	91	31	34.1	0	0.0	0	0.0	60	65.9	0	0.0
3	2007	97	34	35.1	0	0.0	0	0.0	63	64.9	0	0.0
	2008	99	41	41.4	2	2.0	0	0.0	56	56.6	0	0.0
	2009	113	35	31.0	0	0.0	0	0.0	77	68.1	1	0.9
4	2007	81	34	42.0	0	0.0	0	0.0	47	58.0	0	0.0
	2008	104	43	41.3	0	0.0	0	0.0	61	58.7	0	0.0
	2009	93	40	43.0	2	2.2	0	0.0	51	54.8	0	0.0
5	2007	84	30	35.7	0	0.0	0	0.0	53	63.1	1	1.2
	2008	86	32	37.2	0	0.0	0	0.0	54	62.8	0	0.0
	2009	97	37	38.1	1	1.0	0	0.0	59	60.8	0	0.0
EC-5	2007	600	225	37.5	2	0.3	0	0.0	371	61.8	2	0.3
	2008	631	233	36.9	2	0.3	0	0.0	396	62.8	0	0.0
	2009	627	217	34.6	6	1.0	0	0.0	402	64.1	2	0.3

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	40	40	100.0	24	60.0	0	0.0	0	0.0	40	100.0	0.0
	2008	42	40	95.2	27	64.3	0	0.0	0	0.0	42	100.0	0.0
	2009	42	42	100.0	34	81.0	0	0.0	0	0.0	42	100.0	0.0
KN	2007	96	94	97.9	46	47.9	5	5.2	4	4.2	42	43.8	1.0
	2008	90	88	97.8	40	44.4	1	1.1	0	0.0	46	51.1	1.1
	2009	105	104	99.0	57	54.3	3	2.9	5	4.8	41	39.0	1.9
1	2007	101	98	97.0	56	55.4	2	2.0	8	7.9	8	7.9	4.0
	2008	93	92	98.9	41	44.1	3	3.2	7	7.5	7	7.5	0.0
	2009	86	84	97.7	41	47.7	2	2.3	7	8.1	9	10.5	2.3
2	2007	101	95	94.1	45	44.6	5	5.0	15	14.9	8	7.9	4.0
	2008	117	113	96.6	67	57.3	4	3.4	19	16.2	13	11.1	2.6
	2009	91	88	96.7	44	48.4	3	3.3	11	12.1	11	12.1	4.4
3	2007	97	89	91.8	48	49.5	6	6.2	12	12.4	7	7.2	3.1
	2008	99	96	97.0	46	46.5	10	10.1	17	17.2	5	5.1	4.0
	2009	113	113	100.0	62	54.9	4	3.5	27	23.9	3	2.7	0.0
4	2007	81	81	100.0	40	49.4	7	8.6	12	14.8	3	3.7	3.7
	2008	104	97	93.3	33	31.7	9	8.7	15	14.4	7	6.7	0.0
	2009	93	86	92.5	42	45.2	10	10.8	17	18.3	5	5.4	1.1
5	2007	84	82	97.6	32	38.1	3	3.6	19	22.6	3	3.6	3.6
	2008	86	82	95.3	26	30.2	9	10.5	13	15.1	9	10.5	2.3
	2009	97	92	94.8	30	30.9	7	7.2	18	18.6	5	5.2	2.1
EC-5	2007	600	579	96.5	291	48.5	28	4.7	70	11.7	111	18.5	3.0
	2008	631	608	96.4	280	44.4	36	5.7	71	11.3	129	20.4	1.6
	2009	627	609	97.1	310	49.4	29	4.6	85	13.6	116	18.5	1.8

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	20.1	4,117.2	19.3	96.1	3,933.6	95.5	48	100.0	100.0	39	7,436	100.0	100.0
	2008	21.0	4,133.2	20.1	95.7	3,942.7	95.4	48	100.0	100.0	40	7,427	100.0	100.0
	2009	21.0	4,167.8	20.0	95.3	3,975.6	95.4	49	100.0	100.0	37	7,332	100.0	100.0
KN	2007	91.7	13,945.0	87.9	95.8	13,385.6	96.0	32	34.9	24.3	76	12,035	82.8	86.3
	2008	88.0	13,568.1	84.3	95.7	13,004.4	95.8	29	32.9	23.5	72	11,618	81.8	85.6
	2009	103.3	13,515.0	97.5	94.4	12,939.1	95.7	26	25.2	22.5	84	11,501	81.4	85.1
1	2007	104.2	14,353.8	100.6	96.6	13,851.4	96.5	26	25.0	23.2	89	12,437	85.4	86.6
	2008	97.2	14,626.9	93.0	95.7	14,102.7	96.4	21	21.6	21.2	79	12,704	81.3	86.9
	2009	86.7	14,250.8	82.7	95.3	13,719.9	96.3	26	30.0	20.7	66	12,300	76.1	86.3
2	2007	98.8	13,403.8	96.2	97.3	12,978.9	96.8	21	21.2	21.7	88	11,729	89.0	87.5
	2008	116.1	13,708.6	112.8	97.2	13,269.8	96.8	29	25.0	19.7	105	12,043	90.5	87.9
	2009	92.5	13,950.1	88.4	95.6	13,499.0	96.8	17	18.4	18.6	78	12,231	84.3	87.7
3	2007	99.8	12,998.4	96.8	97.0	12,633.3	97.2	18	18.0	21.1	86	11,445	86.2	88.0
	2008	104.3	12,806.9	100.5	96.4	12,425.5	97.0	13	12.5	19.1	90	11,408	86.3	89.1
	2009	115.8	13,095.5	112.1	96.8	12,710.6	97.1	14	12.1	18.3	104	11,634	89.8	88.8
4	2007	81.7	12,104.9	79.9	97.8	11,768.3	97.2	14	17.1	19.7	69	10,683	84.5	88.3
	2008	105.1	12,329.8	102.4	97.4	11,960.3	97.0	32	30.4	19.7	94	10,924	89.4	88.6
	2009	94.0	12,156.4	91.0	96.8	11,789.9	97.0	8	8.5	18.1	87	10,731	92.6	88.3
5	2007	85.9	11,757.0	83.6	97.3	11,426.8	97.2	15	17.5	20.9	78	10,362	90.8	88.1
	2008	86.1	11,874.2	83.4	96.9	11,539.6	97.2	18	20.9	18.8	75	10,608	87.1	89.3
	2009	96.0	11,903.5	93.2	97.1	11,552.9	97.1	20	20.8	17.5	84	10,563	87.5	88.7
EC-5	2007	582.2	83,122.6	564.2	96.9	80,387.4	96.7	174	29.9	33.3	525	76,416	90.2	91.9
	2008	617.7	83,438.7	596.4	96.6	80,606.0	96.6	190	30.8	31.9	555	76,970	89.8	92.2
	2009	609.2	83,476.5	584.9	96.0	80,586.5	96.5	160	26.3	30.9	540	76,517	88.6	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	17	44.7
Hispanic	16	42.1
White	4	10.5
Other	1	2.6

Gender	Number	Percent
Female	33	86.8
Male	5	13.2

TOTAL	38
--------------	-----------

AVERAGE NUMBER OF ABSENCES

2007	7.3
2008	9.0
2009	8.0

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		83.3	69.8	74.1	*	60.5	70.4	*	72.0	79.5	75.3	84.6	89
	2008		71.4	91.2	80.3	33.3	95.7	78.0		73.3	90.9	80.8	86.2	78
	2009		85.3	88.9	86.5	*	*	82.4		83.3	89.7	86.8	87.3	53
4	2007		52.9	70.5	62.8	*	67.6	54.4		67.4	56.3	62.8	69.7	78
	2008		70.7	60.4	66.7	*	47.4	47.4		60.0	70.5	65.6	72.1	90
	2009		37.8	78.6	54.0	*	80.0	46.3		44.4	67.7	54.4	75.8	68
5	2007	*	86.2	69.8	76.5	*	59.4	71.6		65.8	84.4	75.9	78.3	83
	2008		68.8	66.0	67.5	50.0	28.6	45.7		72.7	60.5	67.1	82.9	82
	2009		79.4	62.0	70.4	*	31.8	51.0		51.1	89.7	68.6	82.9	86
3-5	2007	*	73.7	70.0	71.3	60.0	62.6	66.2	*	68.7	75.0	71.6	77.6	250
	2008		70.4	70.5	71.3	47.1	58.7	59.4		68.7	73.0	70.8	80.3	250
	2009		66.7	71.9	69.4	33.3	57.8	58.1		56.1	82.8	68.6	81.5	207

NUMBER TESTED IN GRADES 3-5													
2007	1	99	150	240	10	107	195	1	134	116	250	31,814	
2008	0	115	132	237	17	63	143	0	134	115	250	31,840	
2009	0	105	96	196	9	45	124	0	107	99	207	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		6	16	21	*	15	21	*	14	8	22	1,675	89
	2008		12	3	15	4	1	13		12	3	15	1,443	78
	2009		5	2	7	*	*	6		4	3	7	960	53
4	2007		16	13	29	*	12	26		15	14	29	3,189	78
	2008		12	19	27	*	10	20		18	13	31	2,996	90
	2009		23	6	29	*	4	22		20	10	31	2,449	68
5	2007	*	4	16	19	*	13	19		13	7	20	2,258	83
	2008		10	17	26	4	15	25		12	15	27	1,827	82
	2009		7	19	24	*	15	24		23	4	27	1,793	86
3-5	2007	*	26	45	69	4	40	66	*	42	29	71	7,122	250
	2008		34	39	68	9	26	58		42	31	73	6,266	250
	2009		35	27	60	6	19	52		47	17	65	5,202	207

	NUMBER TESTED IN GRADES 3-5											
2007	1	99	150	240	10	107	195	1	134	116	250	31,814
2008	0	115	132	237	17	63	143	0	134	115	250	31,840
2009	0	105	96	196	9	45	124	0	107	99	207	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	73.5	78.7	75.7	70.6
	2008	75.2	76.2	76.3	72.4
	2009	79.4	78.4	78.6	80.2
4	2007	71.0	69.7	66.8	63.1
	2008	77.6	71.3	70.3	71.2
	2009	71.4	64.0	60.9	66.5
5	2007	71.3	78.2	75.3	69.4
	2008	72.5	73.2	71.8	68.9
	2009	71.1	76.0	74.3	67.5
3-5	2007	72.0	75.7	72.8	67.9
	2008	75.2	73.4	72.7	70.9
	2009	73.3	72.7	71.0	70.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		27.8	13.2	17.3	*	2.6	12.7	*	14.0	25.6	19.1	21.3	89
	2008		14.3	17.6	15.8	16.7	21.7	11.9		6.7	27.3	15.4	21.5	78
	2009		32.4	33.3	32.7	*	*	17.6		33.3	34.5	34.0	34.1	53
4	2007		2.9	13.6	9.0	*	5.4	5.3		10.9	6.3	9.0	16.6	78
	2008		17.1	8.3	12.3	*	0.0	5.3		8.9	15.9	12.2	14.4	90
	2009		5.4	17.9	11.1	*	15.0	7.3		5.6	16.1	10.3	18.4	68
5	2007	*	6.9	9.4	8.6	*	0.0	3.0		5.3	11.1	8.4	13.1	83
	2008		6.3	8.0	6.3	0.0	0.0	0.0		6.8	7.9	7.3	16.5	82
	2009		20.6	12.0	16.0	*	4.5	10.2		8.5	23.1	15.1	18.5	86
3-5	2007	*	13.1	12.0	11.7	0.0	2.8	7.2	*	10.4	14.7	12.4	17.1	250
	2008		13.0	10.6	11.4	5.9	7.9	6.3		7.5	16.5	11.6	17.4	250
	2009		19.0	17.7	18.9	0.0	13.3	11.3		13.1	24.2	18.4	22.7	207

NUMBER TESTED IN GRADES 3-5													
2007	1	99	150	240	10	107	195	1	134	116	250	31,814	
2008	0	115	132	237	17	63	143	0	134	115	250	31,840	
2009	0	105	96	196	9	45	124	0	107	99	207	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		72.7	82.7	81.8	*	73.7	78.6	*	70.8	86.8	78.2	70.3	87
	2008		59.5	90.6	73.9	*	100.0	69.8		72.5	74.2	73.2	76.6	71
	2009		61.8	77.8	72.6	*	86.0	69.3		68.1	76.7	72.9	77.3	107
4	2007		58.8	75.6	68.4	*	73.7	64.9		76.6	56.3	68.4	75.7	79
	2008		63.4	66.7	69.1	*	42.1	39.5		55.6	75.0	65.6	77.9	90
	2009		45.9	85.7	63.5	*	90.0	56.1		66.7	61.3	64.7	79.4	68
5	2007	*	70.0	69.8	69.5	*	62.5	65.7		71.1	69.6	70.2	82.9	84
	2008		54.8	83.0	71.1	*	63.2	53.5		76.2	66.7	71.8	84.0	78
	2009		84.8	83.7	84.8	*	61.9	74.5		78.3	92.1	84.5	87.0	84
3-5	2007	*	67.0	76.0	73.1	50.0	70.4	70.1	*	72.9	71.6	72.4	76.2	250
	2008		59.6	78.7	71.2	54.5	70.0	56.0		67.7	72.1	69.9	79.5	239
	2009		63.5	81.2	74.2	40.0	81.6	67.6		71.3	77.5	74.5	81.0	259

NUMBER TESTED IN GRADES 3-5													
2007	1	97	150	238	12	108	194	1	133	116	250	32,298	
2008	0	109	127	226	11	60	134	0	127	111	239	32,696	
2009	0	104	149	248	10	98	176	0	129	129	259	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		9	9	14	*	10	15	*	14	5	19	3,303	87
	2008		15	3	18	*	0	16		11	8	19	2,542	71
	2009		13	16	29	*	8	27		15	14	29	2,781	107
4	2007		14	11	25	*	10	20		11	14	25	2,604	79
	2008		15	16	25	*	11	23		20	11	31	2,436	90
	2009		20	4	23	*	2	18		12	12	24	2,196	68
5	2007	*	9	16	25	*	12	23		11	14	25	1,785	84
	2008		14	8	22	*	7	20		10	12	22	1,730	78
	2009		5	8	12	*	8	12		10	3	13	1,386	84
3-5	2007	*	32	36	64	6	32	58	*	36	33	69	7,692	250
	2008		44	27	65	5	18	59		41	31	72	6,708	239
	2009		38	28	64	6	18	57		37	29	66	6,363	259

NUMBER TESTED IN GRADES 3-5													
2007	1	97	150	238	12	108	194	1	133	116	250	32,298	
2008	0	109	127	226	11	60	134	0	127	111	239	32,696	
2009	0	104	149	248	10	98	176	0	129	129	259	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	79.9	83.1	82.0	80.1	82.2	61.8
	2008	76.8	79.8	81.2	73.0	82.4	61.6
	2009	75.1	77.6	85.7	77.7	78.3	61.6
4	2007	81.6	78.7	72.8	70.0	65.2	67.7
	2008	77.3	76.5	70.6	71.7	70.6	69.0
	2009	78.1	72.3	70.6	69.6	72.8	57.4
5	2007	72.4	70.2	74.3	66.2	78.3	70.1
	2008	72.0	71.8	81.7	72.7	73.7	70.7
	2009	81.0	79.6	85.0	78.9	82.7	75.7
3-5	2007	77.9	77.4	76.5	72.2	75.5	66.5
	2008	75.4	76.0	77.4	72.4	75.1	67.4
	2009	77.8	76.8	81.5	76.0	78.3	65.1

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		21.2	25.0	23.4	*	18.4	20.0	*	18.8	28.9	23.0	19.2	87
	2008		10.8	31.3	20.3	*	31.8	15.1		22.5	19.4	21.1	26.3	71
	2009		11.8	23.6	19.8	*	26.3	18.2		25.5	16.7	20.6	29.0	107
4	2007		8.8	17.8	13.9	*	21.1	12.3		19.1	6.3	13.9	22.6	79
	2008		17.1	29.2	24.7	*	5.3	13.2		24.4	22.7	23.3	23.8	90
	2009		2.7	25.0	11.1	*	25.0	12.2		13.9	9.7	11.8	31.6	68
5	2007	*	13.3	20.8	18.3	*	18.8	10.4		13.2	21.7	17.9	29.3	84
	2008		16.1	25.5	21.1	*	5.3	9.3		33.3	8.3	21.8	31.9	78
	2009		27.3	32.7	30.4	*	9.5	10.6		28.3	31.6	29.8	38.4	84
3-5	2007	*	14.4	21.3	18.5	0.0	19.4	14.4	*	17.3	19.8	18.4	23.6	250
	2008		14.7	28.3	22.1	9.1	15.0	12.7		26.8	17.1	22.2	27.3	239
	2009		13.5	26.8	21.0	0.0	22.4	14.8		23.3	19.4	21.2	32.8	259

NUMBER TESTED IN GRADES 3-5													
2007	1	97	150	238	12	108	194	1	133	116	250	32,298	
2008	0	109	127	226	11	60	134	0	127	111	239	32,696	
2009	0	104	149	248	10	98	176	0	129	129	259	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		78.8	88.6	84.4	*	86.8	79.3		88.6	78.8	84.4	86.5	77
	2008		83.3	91.8	86.7	*	90.0	84.6		84.8	91.1	87.9	87.4	91
	2009		73.0	96.6	84.1	*	95.2	81.0		77.8	90.6	83.8	87.4	68

	NUMBER TESTED IN GRADE 4											
2007	0	33	44	77	4	38	58	0	44	33	77	10,408
2008	0	42	49	83	5	20	39	0	46	45	91	10,658
2009	0	37	29	63	5	21	42	0	36	32	68	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		7	5	12	*	5	12		5	7	12	1,408	77
	2008		7	4	11	*	2	6		7	4	11	1,348	91
	2009		10	1	10	*	1	8		8	3	11	1,264	68

NUMBER TESTED IN GRADE 4													
2007	0	33	44	77	4	38	58	0	44	33	77	10,408	
2008	0	42	49	83	5	20	39	0	46	45	91	10,658	
2009	0	37	29	63	5	21	42	0	36	32	68	10,032	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.2	74.4	75.2	84.4	79.2
	2008	2.4	79.4	77.3	81.3	80.5
	2009	2.0	77.6	75.4	75.9	86.8

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		12.1	11.4	11.7	*	10.5	6.9		11.4	12.1	11.7	18.2	77
	2008		26.2	26.5	26.5	*	20.0	17.9		13.0	40.0	26.4	21.4	91
	2009		5.4	17.2	11.1	*	14.3	7.1		2.8	18.8	10.3	21.0	68

	NUMBER TESTED IN GRADE 4											
2007	0	33	44	77	4	38	58	0	44	33	77	10,408
2008	0	42	49	83	5	20	39	0	46	45	91	10,658
2009	0	37	29	63	5	21	42	0	36	32	68	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	*	60.0	54.7	57.3	*	42.4	52.9		50.0	63.0	57.1	62.3	84
	2008		51.6	57.4	55.3	*	15.8	25.6		61.9	47.2	55.1	71.9	78
	2009		78.8	58.0	65.4	*	31.8	54.2		63.8	65.8	64.7	75.9	85

	NUMBER TESTED IN GRADE 5											
2007	1	30	53	82	5	33	68	0	38	46	84	10,296
2008	0	31	47	76	5	19	43	0	42	36	78	10,686
2009	0	33	50	81	5	22	48	0	47	38	85	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	24	35	*	19	32		19	17	36	3,881	84
	2008		15	20	34	*	16	32		16	19	35	3,005	78
	2009		7	21	28	*	15	22		17	13	30	2,542	85

NUMBER TESTED IN GRADE 5													
2007	1	30	53	82	5	33	68	0	38	46	84	10,296	
2008	0	31	47	76	5	19	43	0	42	36	78	10,686	
2009	0	33	50	81	5	22	48	0	47	38	85	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	75.4	77.6	73.9	65.3
	2008	76.8	77.8	72.2	62.3
	2009	83.9	80.8	80.0	62.0

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	2007	*	10.0	15.1	13.4	*	12.1	10.3		15.8	10.9	13.1	18.0	84
	2008		9.7	6.4	7.9	*	0.0	4.7		14.3	0.0	7.7	24.8	78
	2009		15.2	22.0	18.5	*	0.0	8.3		21.3	15.8	18.8	29.1	85

	NUMBER TESTED IN GRADE 5											
2007	1	30	53	82	5	33	68	0	38	46	84	10,296
2008	0	31	47	76	5	19	43	0	42	36	78	10,686
2009	0	33	50	81	5	22	48	0	47	38	85	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			37.5	28.6	*	37.5	37.5		*	*	37.5	82.9	8
	2008			90.5	90.0		90.5	90.5		85.7	100.0	90.5	85.4	21
	2009			87.3	87.3	*	87.3	87.3		83.3	90.3	87.3	89.4	55
4	2007												65.9	0
	2008			40.0	44.4	*	40.0	33.3		*	*	40.0	67.0	10
	2009			66.7	64.7		66.7	66.7		45.5	100.0	66.7	72.7	18
5	2007												75.8	0
	2008												70.6	0
	2009			57.1	66.7		57.1	57.1		*	*	57.1	79.7	7
ALL	2007			37.5	28.6	*	37.5	37.5		*	*	37.5	—	8
	2008			74.2	75.9	*	74.2	73.3		73.7	75.0	74.2	—	31
	2009			80.0	80.8	*	80.0	80.0		69.2	90.2	80.0	—	80

NUMBER TESTED IN GRADES ALL													
2007	0	0	8	7	1	8	8	0	4	4	8	—	
2008	0	0	31	29	1	31	30	0	19	12	31	—	
2009	0	0	80	78	1	80	80	0	39	41	80	—	

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			5	5	*	5	5		*	*	5	219	8
	2008			2	2		2	2		2	0	2	239	21
	2009			7	7	*	7	7		4	3	7	514	55
4	2007												122	0
	2008			6	5	*	6	6		*	*	6	215	10
	2009			6	6		6	6		6	0	6	268	18
5	2007												22	0
	2008												65	0
	2009			3	2		3	3		*	*	3	86	7
ALL	2007			5	5	*	5	5		*	*	5	—	8
	2008			8	7	*	8	8		5	3	8	—	31
	2009			16	15	*	16	16		12	4	16	—	80

NUMBER TESTED IN GRADES ALL													
2007	0	0	8	7	1	8	8	0	4	4	8	—	
2008	0	0	31	29	1	31	30	0	19	12	31	—	
2009	0	0	80	78	1	80	80	0	39	41	80	—	

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	54.2	58.9	47.9	43.8
	2008	80.3	81.6	73.8	70.2
	2009	78.7	87.5	83.0	78.0
4	2007				
	2008	61.3	53.8	42.9	53.0
	2009	74.4	70.1	63.5	66.7
5	2007				
	2008				
	2009	79.1	58.9	80.4	61.5
ALL	2007	54.2	58.9	47.9	43.8
	2008	74.2	72.6	63.8	64.7
	2009	77.8	81.1	78.4	74.0

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			0.0	0.0	*	0.0	0.0		*	*	0.0	14.8	8
	2008			19.0	15.0		19.0	19.0		14.3	28.6	19.0	17.2	21
	2009			49.1	49.1	*	49.1	49.1		45.8	51.6	49.1	30.6	55
4	2007												14.2	0
	2008			10.0	11.1	*	10.0	0.0		*	*	10.0	13.5	10
	2009			5.6	0.0		5.6	5.6		9.1	0.0	5.6	21.1	18
5	2007												17.6	0
	2008												19.9	0
	2009			28.6	33.3		28.6	28.6		*	*	28.6	15.3	7
ALL	2007			0.0	0.0	*	0.0	0.0		*	*	0.0	—	8
	2008			16.1	13.8	*	16.1	13.3		10.5	25.0	16.1	—	31
	2009			37.5	37.2	*	37.5	37.5		33.3	41.5	37.5	—	80

NUMBER TESTED IN ALL GRADES													
2007	0	0	8	7	1	8	8	0	4	4	8	—	
2008	0	0	31	29	1	31	30	0	19	12	31	—	
2009	0	0	80	78	1	80	80	0	39	41	80	—	

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			57.1	50.0	*	57.1	57.1		*	*	57.1	62.1	7
	2008			95.5	95.2	*	95.5	95.5		93.3	100.0	95.5	71.7	22
	2009												72.9	0
4	2007												61.2	0
	2008			30.0	33.3	*	30.0	22.2		*	*	30.0	63.1	10
	2009			83.3	82.4		83.3	83.3		81.8	85.7	83.3	69.7	18
5	2007												38.3	0
	2008												53.3	0
	2009			28.6	33.3		28.6	28.6		*	*	28.6	50.0	7
ALL	2007			57.1	50.0	*	57.1	57.1		*	*	57.1	60.9	7
	2008			75.0	76.7	*	75.0	74.2		80.0	66.7	75.0	68.2	32
	2009			68.0	69.6		68.0	68.0		66.7	70.0	68.0	64.9	25

NUMBER TESTED IN GRADES ALL													
2007	0	0	7	6	1	7	7	0	4	3	7	1,376	
2008	0	0	32	30	2	32	31	0	20	12	32	1,664	
2009	0	0	25	23	0	25	25	0	15	10	25	797	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			3	3	*	3	3		*	*	3	389	7
	2008			1	1	*	1	1		1	0	1	316	22
	2009												26	0
4	2007												112	0
	2008			7	6	*	7	7		*	*	7	157	10
	2009			3	3		3	3		2	1	3	149	18
5	2007												37	0
	2008												56	0
	2009			5	4		5	5		*	*	5	105	7
ALL	2007			3	3	*	3	3		*	*	3	538	7
	2008			8	7	*	8	8		4	4	8	529	32
	2009			8	7		8	8		5	3	8	280	25

NUMBER TESTED IN GRADES ALL													
2007	0	0	7	6	1	7	7	0	4	3	7	1,376	
2008	0	0	32	30	2	32	31	0	20	12	32	1,664	
2009	0	0	25	23	0	25	25	0	15	10	25	797	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2007	71.7	66.7	72.2	58.3	79.2	47.9
	2008	74.3	66.7	69.0	71.4	67.9	46.4
	2009	87.7	86.4	90.2	84.8	87.5	69.3
4	2007						
	2008						
	2009	55.5	54.3	66.7	56.7	50.0	45.0
ALL	2007	71.7	66.7	72.2	58.3	79.2	47.9
	2008	74.3	66.7	69.0	71.4	67.9	46.4
	2009	77.6	76.3	82.8	76.0	75.8	61.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			14.3	16.7	*	14.3	14.3		*	*	14.3	15.9	7
	2008			31.8	28.6	*	31.8	31.8		26.7	42.9	31.8	20.9	22
	2009												15.6	0
4	2007												24.6	0
	2008			10.0	11.1	*	10.0	0.0		*	*	10.0	22.8	10
	2009			27.8	23.5		27.8	27.8		27.3	28.6	27.8	26.3	18
5	2007												11.7	0
	2008												14.2	0
	2009			14.3	16.7		14.3	14.3		*	*	14.3	13.3	7
ALL	2007			14.3	16.7	*	14.3	14.3		*	*	14.3	—	7
	2008			25.0	23.3	*	25.0	22.6		20.0	33.3	25.0	—	32
	2009			24.0	21.7		24.0	24.0		20.0	30.0	24.0	—	25


NUMBER TESTED IN ALL GRADES													
2007	0	0	7	6	1	7	7	0	4	3	7	—	
2008	0	0	32	30	2	32	31	0	20	12	32	—	
2009	0	0	25	23	0	25	25	0	15	10	25	—	

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												79.1	0
	2008			75.0	85.7	*	75.0	75.0		*	*	75.0	81.9	8
	2009			94.4	94.1		94.4	94.4		90.9	100.0	94.4	87.1	18

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	8	7	1	8	8	0	5	3	8	8	667
2009	0	0	18	17	0	18	18	0	11	7	18	18	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												76	0
	2008			2	1	*	2	2		*	*	2	121	8
	2009			1	1		1	1		1	0	1	127	18

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	8	7	1	8	8	0	5	3	8	667	
2009	0	0	18	17	0	18	18	0	11	7	18	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					
	2008	2.0	75.0	62.5	78.1	59.4
	2009	2.2	86.1	78.5	86.8	77.8

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												13.2	0
	2008			12.5	14.3	*	12.5	12.5		*	*	12.5	14.2	8
	2009			16.7	17.6		16.7	16.7		0.0	42.9	16.7	20.4	18

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	8	7	1	8	8	0	5	3	8	8	667
2009	0	0	18	17	0	18	18	0	11	7	18	18	981

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007												21.1	0
	2008												18.1	0
	2009			33.3	*		33.3	33.3		*	*	33.3	35.3	6

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	0	0	0	0	0	0	0	0	0	0	105
2009	0	0	6	5	0	6	6	0	3	3	6	6	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												86	0
	2009			4	*		4	4		*	*	4	130	6

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	0	0	0	0	0	0	0	0	0	0	105
2009	0	0	6	5	0	6	6	0	3	3	6	6	201


AVERAGE PERCENTAGE CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007				
	2008				
	2009	65.4	61.1	66.7	51.9

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)
5	2007												5.3	0
	2008												2.9	0
	2009			0.0	*		0.0	0.0		*	*	0.0	3.5	6

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	0	0	0	0	0	0	0	0	0	0	105
2009	0	0	6	5	0	6	6	0	3	3	6	6	201

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	77.7	2
	2009		*	*	*	*	*	*		*		*	87.7	4
4														
	2008		*	*	*	*	*	*		*	*	*	70.7	4
	2009		*	*	50.0	50.0	*	50.0		*	*	50.0	71.8	6
5														
	2008		*	*	*	*	*	*		*	*	*	73.3	2
	2009		*	*	*	*	*	*		*	*	*	80.3	4
3-5														
	2008		*	*	75.0	75.0	*	83.3		*	*	75.0	73.7	8
	2009		*	55.6	50.0	50.0	50.0	46.2		45.5	*	50.0	79.2	14

NUMBER TESTED IN GRADES 3-5													
2008	0	4	4	8	8	4	6	0	3	5	8	1,807	
2009	0	5	9	14	14	8	13	0	11	3	14	1,867	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	116	2
	2009		*	*	*	*	*	*		*		*	60	4
4														
	2008		*	*	*	*	*	*		*	*	*	181	4
	2009		*	*	3	3	*	3		*	*	3	192	6
5														
	2008		*	*	*	*	*	*		*	*	*	179	2
	2009		*	*	*	*	*	*		*	*	*	137	4
3-5														
	2008		*	*	2	2	*	1		*	*	2	476	8
	2009		*	4	7	7	4	7		6	*	7	389	14

NUMBER TESTED IN GRADES 3-5													
2008	0	4	4	8	8	4	6	0	3	5	8	1,807	
2009	0	5	9	14	14	8	13	0	11	3	14	1,867	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	*	*	*	*
4					
	2008	*	*	*	*
	2009	47.2	38.9	41.7	39.6
5					
	2008	*	*	*	*
	2009	*	*	*	*
3-5					
	2008	58.1	66.7	58.8	61.8
	2009	51.7	54.8	53.8	49.5

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		*	*	*	*	*	*		*	*	*	10.8	2
	2009		*	*	*	*	*	*		*		*	16.2	4
4														
	2008		*	*	*	*	*	*		*	*	*	9.7	4
	2009		*	*	0.0	0.0	*	0.0		*	*	0.0	8.9	6
5														
	2008		*	*	*	*	*	*		*	*	*	14.9	2
	2009		*	*	*	*	*	*		*	*	*	14.1	4
3-5														
	2008		*	*	12.5	12.5	*	0.0		*	*	12.5	12.0	8
	2009		*	11.1	7.1	7.1	0.0	7.7		0.0	*	7.1	12.7	14

NUMBER TESTED IN GRADES 3-5														
2008	0	4	4	8	8	4	6	0	3	5	8	1,807		
2009	0	5	9	14	14	8	13	0	11	3	14	1,867		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	50.0	50.0	*	*		*	*	50.0	76.1	6
	2009		*	*	*	*	*	*		*		*	81.2	4
4														
	2008		*	*	*	*	*	*		*	*	*	69.1	4
	2009		*	*	83.3	83.3	*	83.3		*	*	83.3	75.8	6
5														
	2008		*	*	*	*	*	*		*	*	*	64.0	4
	2009		*	*	*	*		*		*	*	*	80.2	2
3-5														
	2008		57.1	28.6	42.9	42.9	28.6	45.5		50.0	37.5	42.9	69.4	14
	2009		*	87.5	83.3	83.3	85.7	83.3		80.0	*	83.3	78.8	12

NUMBER TESTED IN GRADES 3-5													
2008	0	7	7	14	14	7	11	0	6	8	14	1,730	
2009	0	4	8	12	12	7	12	0	10	2	12	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		*	*	3	3	*	*		*	*	3	129	6
	2009		*	*	*	*	*	*		*		*	85	4
4														
	2008		*	*	*	*	*	*		*	*	*	173	4
	2009		*	*	1	1	*	1		*	*	1	157	6
5														
	2008		*	*	*	*	*	*		*	*	*	227	4
	2009		*	*	*	*		*		*	*	*	127	2
3-5														
	2008		3	5	8	8	5	6		3	5	8	529	14
	2009		*	1	2	2	1	2		2	*	2	369	12

NUMBER TESTED IN GRADES 3-5													
2008	0	7	7	14	14	7	11	0	6	8	14	1,730	
2009	0	4	8	12	12	7	12	0	10	2	12	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	43.8	60.0	63.3	63.3	61.1	36.1
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	51.9	58.3	73.3	50.0	38.9	58.3
5							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-5							
	2008	43.4	38.8	55.0	58.3	40.5	49.5
	2009	56.8	60.6	67.8	55.6	38.9	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)
3														
	2008		*	*	16.7	16.7	*	*		*	*	16.7	16.1	6
	2009		*	*	*	*	*	*		*		*	22.3	4
4														
	2008		*	*	*	*	*	*		*	*	*	14.3	4
	2009		*	*	16.7	16.7	*	16.7		*	*	16.7	14.0	6
5														
	2008		*	*	*	*	*	*		*	*	*	14.0	4
	2009		*	*	*	*		*		*	*	*	17.2	2
3-5														
	2008		14.3	14.3	14.3	14.3	14.3	18.2		0.0	25.0	14.3	14.7	14
	2009		*	25.0	16.7	16.7	14.3	16.7		0.0	*	16.7	17.3	12

NUMBER TESTED IN GRADES 3-5													
2008	0	7	7	14	14	7	11	0	6	8	14	1,730	
2009	0	4	8	12	12	7	12	0	10	2	12	1,743	

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

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	47.9	49.1	46.9	53
	2008	*	50.0	47.8	57.6	46
	2009	15.6	22.2	18.6	41.9	59
1	2007	21.1	54.8	42.0	51.4	50
	2008	*	54.9	53.6	50.2	56
	2009	20.0	62.5	52.4	54.2	42
2	2007	24.5	65.4	38.7	44.5	75
	2008	23.3	52.4	35.3	50.2	51
	2009	28.0	76.9	52.9	47.9	51
1-2	2007	23.5	59.6	40.0	47.6	125
	2008	25.7	54.2	44.9	50.2	107
	2009	25.7	69.0	52.7	51.0	93

Number Tested	2007	73	105	178	24,696	
	2008	37	116	153	21,817	
	2009	67	85	152	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	31.1	48.0	40.0	44.3	95
	2008	21.1	52.0	38.6	44.9	88
	2009	36.4	53.6	41.0	52.8	105
1	2007	26.4	52.9	36.8	48.8	87
	2008	50.0	57.7	54.3	55.5	94
	2009	16.7	48.6	40.4	50.4	47
2	2007	50.7	60.7	53.6	55.6	97
	2008	52.7	58.3	53.9	57.5	115
	2009	30.8	84.6	57.7	53.2	52
K-2	2007	37.7	52.7	43.7	49.1	279
	2008	45.0	55.6	49.5	52.7	297
	2009	33.0	60.7	45.1	52.3	204

Number Tested	2007	167	112	279	34,441	
	2008	171	126	297	41,070	
	2009	115	89	204	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		45.9	56.3	48.1	*	*	*		40.7	57.7	49.1	46.9	53
	2008		48.6	45.5	45.5	*	*	*		40.9	54.2	47.8	57.6	46
	2009	*	22.2	14.3	17.2	*	16.7	15.6		10.0	27.6	18.6	41.9	59
1	2007		43.8	38.9	41.7	*	28.6	21.1		31.8	50.0	42.0	51.4	50
	2008		57.1	47.6	54.5	*	*	*		46.4	60.7	53.6	50.2	56
	2009		53.6	50.0	52.5		*	20.0		54.5	50.0	52.4	54.2	42
2	2007	*	39.0	38.7	35.7	*	30.4	24.5		22.7	61.3	38.7	44.5	75
	2008		36.1	33.3	36.0	*	*	23.3		22.2	50.0	35.3	50.2	51
	2009		54.8	50.0	52.0	*	*	28.0		45.8	59.3	52.9	47.9	51
1-2	2007	*	41.1	38.8	38.1	*	30.0	23.5		25.8	55.9	40.0	47.6	125
	2008		46.5	41.7	45.7	16.7	42.9	25.7		34.5	55.8	44.9	50.2	107
	2009		54.2	50.0	52.2	*	25.0	25.7		50.0	55.3	52.7	51.0	93

Number Tested	2007	1	110	65	170	9	34	73	0	93	85	178	24,696
	2008	0	106	47	149	7	9	37	0	77	76	153	21,817
	2009	1	95	55	148	4	20	67	0	76	76	152	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	1	2	*	*	*		0	2	2	1,245	53
	2008		5	1	6	*	*	*		2	4	6	1,687	46
	2009	*	0	1	1	*	1	1		0	1	1	771	59
1	2007		2	4	6	*	1	1		3	3	6	1,458	50
	2008		8	3	11	*	*	*		5	6	11	1,555	56
	2009		4	3	7		*	0		5	2	7	1,659	42
2	2007	*	2	2	3	*	2	2		3	1	4	896	75
	2008		3	1	4	*	*	1		3	1	4	1,065	51
	2009		2	2	4	*	*	1		2	2	4	1,027	51
1-2	2007	*	4	6	9	*	3	3		6	4	10	2,355	125
	2008		11	4	15	0	0	1		8	7	15	2,620	107
	2009		6	5	11	*	0	1		7	4	11	2,688	93

Number Tested	2007	1	110	65	170	9	34	73	0	93	85	178	24,696
	2008	0	106	47	149	7	9	37	0	77	76	153	21,817
	2009	1	95	55	148	4	20	67	0	76	76	152	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		50.0	33.3	38.7	*	30.4	31.1		37.0	43.9	40.0	44.3	95
	2008		54.3	28.3	37.2	*	20.5	21.1		29.5	47.7	38.6	44.9	88
	2009	*	50.0	35.8	40.8	*	32.8	36.4		30.6	50.0	41.0	52.8	105
1	2007		45.7	30.8	38.1	*	31.7	26.4		35.7	37.8	36.8	48.8	87
	2008		57.1	52.5	53.8	*	51.2	50.0		50.0	59.5	54.3	55.5	94
	2009		34.4	53.3	40.0	*	*	16.7		45.8	34.8	40.4	50.4	47
2	2007	*	48.8	56.6	51.6	*	56.8	50.7		52.5	55.3	53.6	55.6	97
	2008		55.6	53.2	54.1	*	53.0	52.7		42.6	63.9	53.9	57.5	115
	2009		64.5	47.6	56.9	*	*	30.8		52.0	63.0	57.7	53.2	52
K-2	2007	*	48.2	40.1	42.9	9.1	39.7	37.7		42.6	45.2	43.7	49.1	279
	2008		55.7	46.1	49.0	25.0	43.8	45.0		41.3	57.8	49.5	52.7	297
	2009	*	49.5	40.8	44.7	33.3	32.8	33.0		39.8	50.0	45.1	52.3	204

Number Tested	2007	1	114	162	268	11	131	167	0	155	124	279	34,441
	2008	0	106	191	290	8	146	171	0	150	147	297	41,070
	2009	1	99	103	199	6	67	115	0	98	106	204	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	5	8	*	4	4		3	5	8	2,583	95
	2008		8	3	11	*	2	2		6	5	11	2,788	88
	2009	*	2	6	8	*	5	5		2	6	8	2,455	105
1	2007		2	3	5	*	1	1		4	1	5	1,769	87
	2008		5	8	13	*	6	6		8	5	13	2,800	94
	2009		4	0	3	*	*	0		2	2	4	1,577	47
2	2007	*	4	11	13	*	10	11		9	6	15	2,098	97
	2008		5	12	17	*	10	13		10	7	17	2,912	115
	2009		3	3	5	*	*	0		2	4	6	1,686	52
K-2	2007	*	9	19	26	0	15	16		16	12	28	6,450	279
	2008		18	23	41	1	18	21		24	17	41	8,500	297
	2009	*	9	9	16	0	5	5		6	12	18	5,718	204

Number Tested	2007	1	114	162	268	11	131	167	0	155	124	279	34,441
	2008	0	106	191	290	8	146	171	0	150	147	297	41,070
	2009	1	99	103	199	6	67	115	0	98	106	204	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	*	76.7	75.0		78.6	73.3	76.7	84.7	43
	2008			88.1	88.1		89.2	91.7		81.8	95.0	88.1	87.0	42
	2009			84.8	86.7		84.8	84.4		78.9	88.9	84.8	88.6	46
1	2007			86.0	87.8		86.0	85.4		81.8	89.3	86.0	84.5	50
	2008			94.7	94.7		94.7	94.6		95.8	92.9	94.7	88.0	38
	2009			77.8	77.8		77.8	76.5		66.7	93.3	77.8	88.6	36
2	2007			81.8	81.0	*	81.0	81.0		87.5	66.7	81.8	89.9	22
	2008			87.1	88.1	*	86.9	89.8		84.6	88.9	87.1	93.4	62
	2009			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	94.0	40
K-2	2007		*	81.6	82.1	*	81.6	80.7		81.8	81.6	81.7	85.6	115
	2008			89.4	89.9	*	89.7	91.7		87.5	91.4	89.4	89.3	142
	2009			87.7	88.2	*	87.7	87.4		82.8	93.1	87.7	90.4	122

Number Tested	2007	0	1	114	112	2	114	109	0	66	49	115	14,889
	2008	0	0	142	139	1	136	132	0	72	70	142	18,257
	2009	0	0	122	119	1	122	119	0	64	58	122	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		*	14	14	*	15	14		10	5	15	2,779	43
	2008			16	16		14	14		5	11	16	3,280	42
	2009			32	32		32	32		12	20	32	3,525	46
1	2007			21	21		21	20		8	13	21	1,782	50
	2008			15	15		15	15		10	5	15	2,412	38
	2009			9	9		9	9		4	5	9	2,523	36
2	2007			7	6	*	7	7		4	3	7	1,196	22
	2008			28	27	*	28	28		10	18	28	2,596	62
	2009			23	21	*	23	23		11	12	23	2,909	40
K-2	2007		*	42	41	*	43	41		22	21	43	5,757	115
	2008			59	58	*	57	57		25	34	59	8,288	142
	2009			64	62	*	64	64		27	37	64	8,957	122

Number Tested	2007	0	1	114	112	2	114	109	0	66	49	115	14,889
	2008	0	0	142	139	1	136	132	0	72	70	142	18,257
	2009	0	0	122	119	1	122	119	0	64	58	122	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	66.7	5	0.0	16	6.3	24	12.5
5	3	66.7	6	16.7	0	-	9	33.3
ALL	6	66.7	11	9.1	16	6.3	33	18.2

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (55)	Beginning	51	92.7	50	90.9	55	100.0	53	96.4	53	96.4
	Intermediate	4	7.3	5	9.1	0	0.0	2	3.6	2	3.6
	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 (40)	Beginning	27	67.5	27	67.5	25	62.5	26	65.0	26	65.0
	Intermediate	8	20.0	7	17.5	13	32.5	11	27.5	11	27.5
	Advanced	3	7.5	4	10.0	2	5.0	2	5.0	2	5.0
	Advanced High	2	5.0	2	5.0	0	0.0	1	2.5	1	2.5
2 (43)	Beginning	4	10.0	4	10.0	11	27.5	3	7.1	3	7.7
	Intermediate	16	40.0	17	42.5	18	45.0	19	45.2	16	41.0
	Advanced	15	37.5	13	32.5	5	12.5	9	21.4	9	23.1
	Advanced High	5	12.5	6	15.0	6	15.0	11	26.2	11	28.2
3 (60)	Beginning	4	6.9	3	5.2	13	22.4	7	11.7	6	10.3
	Intermediate	43	74.1	46	79.3	27	46.6	16	26.7	16	27.6
	Advanced	10	17.2	8	13.8	13	22.4	16	26.7	22	37.9
	Advanced High	1	1.7	1	1.7	5	8.6	21	35.0	14	24.1
4 (42)	Beginning	11	28.2	11	28.2	10	25.6	4	9.5	2	5.1
	Intermediate	7	17.9	7	17.9	7	17.9	8	19.0	8	20.5
	Advanced	3	7.7	3	7.7	15	38.5	11	26.2	13	33.3
	Advanced High	18	46.2	18	46.2	7	17.9	19	45.2	16	41.0

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
— —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
40 11 (27.5%)	Beginning	26			
	Intermediate	8	3		
	Advanced	0	2	0	
	Advanced High	1	0	0	
38 28 (73.7%)	Beginning	3			
	Intermediate	9	6		
	Advanced	4	4	1	
	Advanced High	2	4	5	
54 27 (50.0%)	Beginning	6			
	Intermediate	5	10		
	Advanced	1	7	11	
	Advanced High	0	3	11	
39 20 (51.3%)	Beginning	2			
	Intermediate	2	6		
	Advanced	0	2	11	
	Advanced High	0	0	16	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (29)	Beginning	2	6.9	6	20.7	3	10.3	2	6.9	1	3.4
	Intermediate	14	48.3	10	34.5	14	48.3	7	24.1	8	27.6
	Advanced	7	24.1	5	17.2	12	41.4	9	31.0	13	44.8
	Advanced High	6	20.7	8	27.6	0	0.0	11	37.9	7	24.1
ALL (269)	Beginning	99	37.9	101	38.7	117	44.8	95	35.4	91	35.0
	Intermediate	92	35.2	92	35.2	79	30.3	63	23.5	61	23.5
	Advanced	38	14.6	33	12.6	47	18.0	47	17.5	59	22.7
	Advanced High	32	12.3	35	13.4	18	6.9	63	23.5	49	18.8

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>28</div> <div>17 (60.7%)</div>	Beginning	1			
	Intermediate	4	3		
	Advanced	1	5	7	
	Advanced High	0	1	6	
<div>199</div> <div>103 (51.8%)</div>	Beginning	38			
	Intermediate	28	28		
	Advanced	6	20	30	
	Advanced High	3	8	38	

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