

# Campus Data Packet

for 2009 - 10 Plans



## MARTIN LUTHER KING, JR.

School Number 128

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

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

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## **2009-10 SCHOOL SUMMARY**

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

## **ENROLLMENT**

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

## **ATTENDANCE**

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

## **TEACHERS**

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

## **TAKS**

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

**TAKS-M (Modified)**

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

**SCE COMPLIANCE and ITBS / ITED / LOGRAMOS**

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

**TELPAS**

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

**STUDENT ENROLLMENT**

Grade	Enrollment
PK	31
KN	50
1	44
2	55
3	43
4	48
5	51
ALL	322

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	309	96.0	24	80.0
American Indian	0	0.0	*	*
Asian	1	0.3	*	*
Hispanic	11	3.4	0	0.0
White	1	0.3	6	20.0
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	304	94.4
Limited English proficient students	9	2.8
Special education students	36	11.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	37	37	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	2008	34	33	97.1	0	0.0	1	2.9	0	0.0	0	0.0
	2009	31	30	96.8	0	0.0	0	0.0	1	3.2	0	0.0
KN	2007	51	47	92.2	0	0.0	0	0.0	4	7.8	0	0.0
	2008	50	48	96.0	0	0.0	0	0.0	2	4.0	0	0.0
	2009	50	47	94.0	0	0.0	1	2.0	2	4.0	0	0.0
1	2007	56	55	98.2	0	0.0	0	0.0	1	1.8	0	0.0
	2008	56	51	91.1	0	0.0	0	0.0	4	7.1	1	1.8
	2009	44	42	95.5	0	0.0	0	0.0	2	4.5	0	0.0
2	2007	52	50	96.2	0	0.0	0	0.0	2	3.8	0	0.0
	2008	52	50	96.2	0	0.0	0	0.0	2	3.8	0	0.0
	2009	55	50	90.9	0	0.0	0	0.0	4	7.3	1	1.8
3	2007	63	60	95.2	0	0.0	0	0.0	3	4.8	0	0.0
	2008	53	52	98.1	0	0.0	0	0.0	1	1.9	0	0.0
	2009	43	41	95.3	0	0.0	0	0.0	2	4.7	0	0.0
4	2007	52	51	98.1	0	0.0	0	0.0	1	1.9	0	0.0
	2008	54	54	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	2009	48	48	100.0	0	0.0	0	0.0	0	0.0	0	0.0
5	2007	52	50	96.2	0	0.0	0	0.0	2	3.8	0	0.0
	2008	51	51	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	2009	51	51	100.0	0	0.0	0	0.0	0	0.0	0	0.0
EC-5	2007	363	350	96.4	0	0.0	0	0.0	13	3.6	0	0.0
	2008	350	339	96.9	0	0.0	1	0.3	9	2.6	1	0.3
	2009	322	309	96.0	0	0.0	1	0.3	11	3.4	1	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	37	36	97.3	0	0.0	0	0.0	0	0.0	37	100.0	0.0
	2008	34	33	97.1	0	0.0	0	0.0	0	0.0	34	100.0	0.0
	2009	31	31	100.0	0	0.0	0	0.0	0	0.0	29	93.5	6.5
KN	2007	51	49	96.1	1	2.0	3	5.9	2	3.9	19	37.3	2.0
	2008	50	46	92.0	1	2.0	0	0.0	3	6.0	18	36.0	0.0
	2009	50	46	92.0	3	6.0	1	2.0	0	0.0	15	30.0	2.0
1	2007	56	53	94.6	1	1.8	10	17.9	7	12.5	0	0.0	10.7
	2008	56	51	91.1	1	1.8	9	16.1	2	3.6	4	7.1	5.4
	2009	44	44	100.0	2	4.5	2	4.5	2	4.5	3	6.8	4.5
2	2007	52	48	92.3	0	0.0	9	17.3	9	17.3	3	5.8	0.0
	2008	52	47	90.4	2	3.8	12	23.1	7	13.5	2	3.8	1.9
	2009	55	52	94.5	2	3.6	5	9.1	1	1.8	2	3.6	3.6
3	2007	63	60	95.2	0	0.0	14	22.2	16	25.4	4	6.3	6.3
	2008	53	49	92.5	0	0.0	9	17.0	8	15.1	6	11.3	1.9
	2009	43	41	95.3	2	4.7	6	14.0	6	14.0	2	4.7	2.3
4	2007	52	49	94.2	1	1.9	7	13.5	20	38.5	1	1.9	3.8
	2008	54	53	98.1	0	0.0	11	20.4	9	16.7	4	7.4	0.0
	2009	48	43	89.6	0	0.0	8	16.7	6	12.5	2	4.2	0.0
5	2007	52	49	94.2	2	3.8	13	25.0	12	23.1	1	1.9	1.9
	2008	51	48	94.1	0	0.0	7	13.7	17	33.3	1	2.0	2.0
	2009	51	47	92.2	0	0.0	14	27.5	10	19.6	3	5.9	0.0
EC-5	2007	363	344	94.8	5	1.4	56	15.4	66	18.2	65	17.9	3.9
	2008	350	327	93.4	4	1.1	48	13.7	46	13.1	69	19.7	1.7
	2009	322	304	94.4	9	2.8	36	11.2	25	7.8	56	17.4	2.5

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2007	18.5	4,117.2	17.7	95.6	3,933.6	95.5	45	100.0	100.0	36	7,436	100.0	100.0
	2008	24.5	4,133.2	23.7	96.5	3,942.7	95.4	80	100.0	100.0	34	7,427	100.0	100.0
	2009	16.3	4,167.8	15.3	93.7	3,975.6	95.4	41	100.0	100.0	26	7,332	100.0	100.0
KN	2007	49.4	13,945.0	47.3	95.8	13,385.6	96.0	21	42.5	24.3	42	12,035	85.0	86.3
	2008	46.9	13,568.1	44.3	94.5	13,004.4	95.8	16	34.1	23.5	38	11,618	81.0	85.6
	2009	47.1	13,515.0	45.7	97.0	12,939.1	95.7	12	25.5	22.5	44	11,501	93.5	85.1
1	2007	59.7	14,353.8	57.1	95.6	13,851.4	96.5	12	20.1	23.2	52	12,437	87.1	86.6
	2008	58.7	14,626.9	56.4	96.2	14,102.7	96.4	21	35.8	21.2	48	12,704	81.8	86.9
	2009	47.3	14,250.8	45.1	95.3	13,719.9	96.3	13	27.5	20.7	37	12,300	78.2	86.3
2	2007	49.9	13,403.8	48.4	97.0	12,978.9	96.8	12	24.1	21.7	44	11,729	88.2	87.5
	2008	54.0	13,708.6	51.5	95.4	13,269.8	96.8	21	38.9	19.7	45	12,043	83.4	87.9
	2009	53.2	13,950.1	51.6	96.9	13,499.0	96.8	10	18.8	18.6	48	12,231	90.2	87.7
3	2007	56.7	12,998.4	54.6	96.3	12,633.3	97.2	21	37.0	21.1	49	11,445	86.4	88.0
	2008	35.5	12,806.9	34.2	96.3	12,425.5	97.0	16	45.1	19.1	46	11,408	100.0	89.1
	2009	42.9	13,095.5	41.3	96.2	12,710.6	97.1	13	30.3	18.3	37	11,634	86.3	88.8
4	2007	52.0	12,104.9	51.0	97.9	11,768.3	97.2	7	13.5	19.7	48	10,683	92.3	88.3
	2008	26.0	12,329.8	24.7	95.1	11,960.3	97.0	7	26.9	19.7	48	10,924	100.0	88.6
	2009	47.3	12,156.4	46.7	98.7	11,789.9	97.0	14	29.6	18.1	41	10,731	86.7	88.3
5	2007	51.3	11,757.0	50.7	98.9	11,426.8	97.2	7	13.7	20.9	48	10,362	93.7	88.1
	2008	96.7	11,874.2	94.9	98.1	11,539.6	97.2	22	22.7	18.8	46	10,608	47.5	89.3
	2009	51.8	11,903.5	50.7	97.9	11,552.9	97.1	10	19.3	17.5	44	10,563	84.9	88.7
EC-5	2007	337.5	83,122.6	326.8	96.8	80,387.4	96.7	125	37.0	33.3	319	76,416	94.5	91.9
	2008	342.3	83,438.7	329.8	96.3	80,606.0	96.6	183	53.5	31.9	305	76,970	89.1	92.2
	2009	305.9	83,476.5	296.2	96.9	80,586.5	96.5	113	36.9	30.9	277	76,517	90.6	91.7



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	24	80.0
Hispanic	0	0.0
White	6	20.0
Other	0	0.0

Gender	Number	Percent
Female	25	83.3
Male	5	16.7

<b>TOTAL</b>	<b>30</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	6.3
<b>2008</b>	6.6
<b>2009</b>	5.5

## 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		89.1	*	88.6	*		77.3		85.7	92.3	89.4	84.6	47
	2008		88.6	*	88.1			75.0		90.5	87.5	88.9	86.2	45
	2009		91.7	*	89.2	*	*	83.3		83.3	95.0	89.5	87.3	38
4	2007		70.5	*	68.3		*	36.4		68.2	73.9	71.1	69.7	45
	2008		82.2		81.8	*		70.6		82.6	81.8	82.2	72.1	45
	2009		97.4		97.1	*		100.0		94.4	100.0	97.4	75.8	38
5	2007	*	84.2	*	84.2	*	*	64.3		87.5	84.2	86.0	78.3	43
	2008		81.8		81.0			61.1		76.2	87.0	81.8	82.9	44
	2009		90.2		89.7	*		90.2		90.0	90.5	90.2	82.9	41
3-5	2007	*	81.3	*	80.5	100.0	*	63.8		80.6	83.8	82.2	77.6	135
	2008		84.2	*	83.6	*		69.1		83.1	85.5	84.3	80.3	134
	2009		93.0	*	91.8	*	*	91.2		89.3	95.1	92.3	81.5	117

	NUMBER TESTED IN GRADES 3-5											
2007	1	128	5	123	8	3	47	0	67	68	135	31,814
2008	0	133	1	128	1	0	55	0	65	69	134	31,840
2009	0	115	2	110	4	2	68	0	56	61	117	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		5	*	5	*		5		3	2	5	1,675	47
	2008		5	*	5			5		2	3	5	1,443	45
	2009		3	*	4	*	*	2		3	1	4	960	38
4	2007		13	*	13		*	7		7	6	13	3,189	45
	2008		8		8	*		5		4	4	8	2,996	45
	2009		1		1	*		0		1	0	1	2,449	38
5	2007	*	6	*	6	*	*	5		3	3	6	2,258	43
	2008		8		8			7		5	3	8	1,827	44
	2009		4		4	*		4		2	2	4	1,793	41
3-5	2007	*	24	*	24	0	*	17		13	11	24	7,122	135
	2008		21	*	21	*		17		11	10	21	6,266	134
	2009		8	*	9	*	*	6		6	3	9	5,202	117

	NUMBER TESTED IN GRADES 3-5											
2007	1	128	5	123	8	3	47	0	67	68	135	31,814
2008	0	133	1	128	1	0	55	0	65	69	134	31,840
2009	0	115	2	110	4	2	68	0	56	61	117	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	82.6	87.2	78.0	76.1
	2008	81.5	82.5	81.9	70.8
	2009	78.2	79.3	85.1	81.9
4	2007	75.6	74.7	76.5	64.7
	2008	82.5	75.0	78.7	77.6
	2009	92.1	86.8	87.6	91.1
5	2007	78.9	83.4	79.9	74.1
	2008	78.3	81.3	80.4	71.9
	2009	75.2	79.3	80.2	76.0
3-5	2007	79.1	81.9	78.1	71.6
	2008	80.8	79.6	80.3	73.4
	2009	81.7	81.7	84.2	82.8

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		28.3	*	27.3	*		9.1		19.0	34.6	27.7	21.3	47
	2008		20.5	*	19.0			5.0		23.8	16.7	20.0	21.5	45
	2009		30.6	*	29.7	*	*	8.3		16.7	45.0	31.6	34.1	38
4	2007		9.1	*	4.9		*	0.0		9.1	8.7	8.9	16.6	45
	2008		8.9		9.1	*		0.0		8.7	9.1	8.9	14.4	45
	2009		47.4		47.1	*		33.3		33.3	60.0	47.4	18.4	38
5	2007	*	15.8	*	18.4	*	*	7.1		20.8	10.5	16.3	13.1	43
	2008		15.9		14.3			0.0		9.5	21.7	15.9	16.5	44
	2009		4.9		2.6	*		4.9		10.0	0.0	4.9	18.5	41
3-5	2007	*	18.0	*	17.1	25.0	*	6.4		16.4	19.1	17.8	17.1	135
	2008		15.0	*	14.1	*		1.8		13.8	15.9	14.9	17.4	134
	2009		27.0	*	25.5	*	*	11.8		19.6	34.4	27.4	22.7	117

NUMBER TESTED IN GRADES 3-5													
2007	1	128	5	123	8	3	47	0	67	68	135	31,814	
2008	0	133	1	128	1	0	55	0	65	69	134	31,840	
2009	0	115	2	110	4	2	68	0	56	61	117	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		89.8	*	89.4	*		82.6		86.4	92.9	90.0	70.3	50
	2008		97.6		97.4			94.4		95.0	100.0	97.6	76.6	42
	2009		91.7	*	89.2	*	*	63.6		94.4	85.0	89.5	77.3	38
4	2007		70.5	*	70.7		*	27.3		68.2	73.9	71.1	75.7	45
	2008		88.9		88.6	*		82.4		91.3	86.4	88.9	77.9	45
	2009		94.7		94.1	*		86.7		94.4	95.0	94.7	79.4	38
5	2007		95.1	*	95.0	*	*	92.9		100.0	90.0	95.3	82.9	43
	2008		88.6		88.1			72.2		81.0	95.7	88.6	84.0	44
	2009		92.5		92.1	*		92.5		94.7	90.5	92.5	87.0	40
3-5	2007		85.1	*	85.2	100.0	*	72.9		85.1	85.9	85.5	76.2	138
	2008		91.6		91.2	*		83.0		89.1	94.0	91.6	79.5	131
	2009		93.0	*	91.7	*	*	86.4		94.5	90.2	92.2	81.0	116

NUMBER TESTED IN GRADES 3-5													
2007	0	134	4	128	7	3	48	0	67	71	138	32,298	
2008	0	131	0	125	1	0	53	0	64	67	131	32,696	
2009	0	114	2	109	4	2	66	0	55	61	116	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		5	*	5	*		4		3	2	5	3,303	50
	2008		1		1			1		1	0	1	2,542	42
	2009		3	*	4	*	*	4		1	3	4	2,781	38
4	2007		13	*	12		*	8		7	6	13	2,604	45
	2008		5		5	*		3		2	3	5	2,436	45
	2009		2		2	*		2		1	1	2	2,196	38
5	2007		2	*	2	*	*	1		0	2	2	1,785	43
	2008		5		5			5		4	1	5	1,730	44
	2009		3		3	*		3		1	2	3	1,386	40
3-5	2007		20	*	19	0	*	13		10	10	20	7,692	138
	2008		11		11	*		9		7	4	11	6,708	131
	2009		8	*	9	*	*	9		3	6	9	6,363	116

NUMBER TESTED IN GRADES 3-5													
2007	0	134	4	128	7	3	48	0	67	71	138	32,298	
2008	0	131	0	125	1	0	53	0	64	67	131	32,696	
2009	0	114	2	109	4	2	66	0	55	61	116	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	84.8	85.0	89.7	83.7	90.0	65.8
	2008	86.7	88.9	93.7	85.3	88.7	77.1
	2009	84.5	86.4	89.5	81.1	92.1	75.0
4	2007	74.5	81.0	67.4	65.2	68.9	65.3
	2008	83.0	83.8	73.7	70.7	79.4	76.1
	2009	91.6	90.6	86.8	86.0	93.4	84.2
5	2007	88.4	77.4	87.7	80.1	77.3	82.0
	2008	81.6	77.6	83.4	77.9	77.3	78.4
	2009	81.6	75.4	80.7	75.4	75.6	81.3
3-5	2007	82.6	81.3	81.8	76.5	79.2	70.7
	2008	83.7	83.4	83.4	77.8	81.7	77.2
	2009	85.8	84.0	85.6	80.7	86.9	80.2



## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		30.6	*	25.5	*		8.7		13.6	42.9	30.0	19.2	50
	2008		38.1		33.3			22.2		55.0	22.7	38.1	26.3	42
	2009		44.4	*	43.2	*	*	18.2		33.3	55.0	44.7	29.0	38
4	2007		9.1	*	7.3		*	9.1		22.7	0.0	11.1	22.6	45
	2008		11.1		11.4	*		0.0		4.3	18.2	11.1	23.8	45
	2009		50.0		47.1	*		26.7		61.1	40.0	50.0	31.6	38
5	2007		24.4	*	25.0	*	*	7.1		30.4	15.0	23.3	29.3	43
	2008		20.5		19.0			11.1		23.8	17.4	20.5	31.9	44
	2009		15.0		15.8	*		15.0		15.8	14.3	15.0	38.4	40
3-5	2007		21.6	*	19.5	28.6	*	8.3		22.4	21.1	21.7	23.6	138
	2008		22.9		20.8	*		11.3		26.6	19.4	22.9	27.3	131
	2009		36.0	*	34.9	*	*	18.2		36.4	36.1	36.2	32.8	116

NUMBER TESTED IN GRADES 3-5													
2007	0	134	4	128	7	3	48	0	67	71	138	32,298	
2008	0	131	0	125	1	0	53	0	64	67	131	32,696	
2009	0	114	2	109	4	2	66	0	55	61	116	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		88.1	*	87.2		*	50.0		81.0	95.5	88.4	86.5	43
	2008		93.8		93.6	*		89.5		100.0	88.0	93.8	87.4	48
	2009		97.4		97.1	*		100.0		100.0	95.2	97.4	87.4	39

	NUMBER TESTED IN GRADE 4											
2007	0	42	1	39	0	1	10	0	21	22	43	10,408
2008	0	48	0	47	1	0	19	0	23	25	48	10,658
2009	0	39	0	35	2	0	15	0	18	21	39	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		5	*	5		*	5		4	1	5	1,408	43
	2008		3		3	*		2		0	3	3	1,348	48
	2009		1		1	*		0		0	1	1	1,264	39

NUMBER TESTED IN GRADE 4													
2007	0	42	1	39	0	1	10	0	21	22	43	10,408	
2008	0	48	0	47	1	0	19	0	23	25	48	10,658	
2009	0	39	0	35	2	0	15	0	18	21	39	10,032	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	2.3	78.5	80.5	85.5	88.1
	2008	2.4	82.3	87.0	88.5	86.5
	2009	2.1	88.5	89.1	90.7	94.9

<sup>1</sup>Average 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		21.4	*	20.5		*	0.0		19.0	22.7	20.9	18.2	43
	2008		39.6		38.3	*		10.5		26.1	52.0	39.6	21.4	48
	2009		10.3		8.6	*		0.0		16.7	4.8	10.3	21.0	39

	NUMBER TESTED IN GRADE 4											
2007	0	42	1	39	0	1	10	0	21	22	43	10,408
2008	0	48	0	47	1	0	19	0	23	25	48	10,658
2009	0	39	0	35	2	0	15	0	18	21	39	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		66.7	*	68.4	*	*	46.2		77.3	60.0	69.0	62.3	42
	2008		77.8		76.7			55.6		76.2	79.2	77.8	71.9	45
	2009		75.0		73.7	*		75.0		68.4	81.0	75.0	75.9	40

	NUMBER TESTED IN GRADE 5											
2007	0	39	2	38	3	2	13	0	22	20	42	10,296
2008	0	45	0	43	0	0	18	0	21	24	45	10,686
2009	0	40	0	38	2	0	40	0	19	21	40	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		13	*	12	*	*	7		5	8	13	3,881	42
	2008		10		10			8		5	5	10	3,005	45
	2009		10		10	*		10		6	4	10	2,542	40

	NUMBER TESTED IN GRADE 5											
2007	0	39	2	38	3	2	13	0	22	20	42	10,296
2008	0	45	0	43	0	0	18	0	21	24	45	10,686
2009	0	40	0	38	2	0	40	0	19	21	40	10,550

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	78.9	87.3	82.0	70.9
	2008	81.5	83.2	79.5	75.8
	2009	87.9	87.2	84.4	60.3



## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007		15.4	*	13.2	*	*	0.0		13.6	15.0	14.3	18.0	42
	2008		28.9		25.6			5.6		33.3	25.0	28.9	24.8	45
	2009		20.0		18.4	*		20.0		21.1	19.0	20.0	29.1	40

	NUMBER TESTED IN GRADE 5											
2007	0	39	2	38	3	2	13	0	22	20	42	10,296
2008	0	45	0	43	0	0	18	0	21	24	45	10,686
2009	0	40	0	38	2	0	40	0	19	21	40	10,550

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

## PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		66.7	*	50.0	57.1		66.7		*	*	57.1	77.7	7
	2009		83.3		*	83.3		*		*	*	83.3	87.7	6
4														
	2008		90.0		100.0	90.0		*		87.5	*	90.0	70.7	10
	2009		100.0		100.0	100.0		100.0		100.0	*	100.0	71.8	9
5														
	2008		85.7		85.7	85.7		*		*	*	85.7	73.3	7
	2009		53.8		54.5	53.8		50.0		50.0	*	53.8	80.3	13
3-5														
	2008		82.6	*	81.8	79.2		80.0		82.4	71.4	79.2	73.7	24
	2009		75.0		76.0	75.0		70.8		70.0	87.5	75.0	79.2	28

NUMBER TESTED IN GRADES 3-5													
2008	0	23	1	22	24	0	15	0	17	7	24	1,807	
2009	0	28	0	25	28	0	24	0	20	8	28	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		2	*	3	3		2		*	*	3	116	7
	2009		1		*	1		*		*	*	1	60	6
4														
	2008		1		0	1		*		1	*	1	181	10
	2009		0		0	0		0		0	*	0	192	9
5														
	2008		1		1	1		*		*	*	1	179	7
	2009		6		5	6		6		5	*	6	137	13
3-5														
	2008		4	*	4	5		3		3	2	5	476	24
	2009		7		6	7		7		6	1	7	389	28

NUMBER TESTED IN GRADES 3-5													
2008	0	23	1	22	24	0	15	0	17	7	24	1,807	
2009	0	28	0	25	28	0	24	0	20	8	28	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	54.9	59.5	54.3	47.6
	2009	65.4	83.3	60.0	77.8
4					
	2008	65.8	61.7	60.0	70.0
	2009	59.3	57.4	53.7	65.3
5					
	2008	74.0	90.5	88.1	76.6
	2009	58.7	65.4	59.0	55.9
3-5					
	2008	65.0	69.4	66.5	65.4
	2009	60.3	66.7	57.5	63.6

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		0.0	*	0.0	0.0		0.0		*	*	0.0	10.8	7
	2009		33.3		*	33.3		*		*	*	33.3	16.2	6
4														
	2008		30.0		33.3	30.0		*		37.5	*	30.0	9.7	10
	2009		0.0		0.0	0.0		0.0		0.0	*	0.0	8.9	9
5														
	2008		28.6		28.6	28.6		*		*	*	28.6	14.9	7
	2009		23.1		27.3	23.1		16.7		20.0	*	23.1	14.1	13
3-5														
	2008		21.7	*	22.7	20.8		20.0		17.6	28.6	20.8	12.0	24
	2009		17.9		20.0	17.9		16.7		15.0	25.0	17.9	12.7	28

NUMBER TESTED IN GRADES 3-5														
2008	0	23	1	22	24	0	15	0	17	7	24	1,807		
2009	0	28	0	25	28	0	24	0	20	8	28	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	*	37.5	44.4		44.4		42.9	*	44.4	76.1	9
	2009		83.3		*	83.3		*		*	*	83.3	81.2	6
4														
	2008		80.0		88.9	80.0		*		75.0	*	80.0	69.1	10
	2009		77.8		77.8	77.8		75.0		83.3	*	77.8	75.8	9
5														
	2008		57.1		57.1	57.1		*		*	*	57.1	64.0	7
	2009		66.7		63.6	66.7		63.6		66.7	*	66.7	80.2	12
3-5														
	2008		64.0	*	62.5	61.5		61.1		57.9	71.4	61.5	69.4	26
	2009		74.1		72.0	74.1		69.6		78.9	62.5	74.1	78.8	27

NUMBER TESTED IN GRADES 3-5													
2008	0	25	1	24	26	0	18	0	19	7	26	1,730	
2009	0	27	0	25	27	0	23	0	19	8	27	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		4	*	5	5		5		4	*	5	129	9
	2009		1		*	1		*		*	*	1	85	6
4														
	2008		2		1	2		*		2	*	2	173	10
	2009		2		2	2		2		1	*	2	157	9
5														
	2008		3		3	3		*		*	*	3	227	7
	2009		4		4	4		4		3	*	4	127	12
3-5														
	2008		9	*	9	10		7		8	2	10	529	26
	2009		7		7	7		7		4	3	7	369	27

NUMBER TESTED IN GRADES 3-5														
2008	0	25	1	24	26	0	18	0	19	7	26	1,730		
2009	0	27	0	25	27	0	23	0	19	8	27	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	56.9	55.6	53.3	46.7	51.9	40.7
	2009	66.7	56.7	73.3	76.7	61.1	50.0
4							
	2008	60.0	53.3	64.0	56.0	53.3	60.0
	2009	64.2	55.6	53.3	46.7	33.3	44.4
5							
	2008	55.6	61.9	40.5	61.9	57.1	48.6
	2009	54.6	52.8	47.2	48.6	55.6	51.7
3-5							
	2008	57.7	56.4	54.0	54.4	53.8	50.3
	2009	60.5	54.6	55.1	54.2	49.4	48.9



## 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														
	2008		12.5	*	12.5	11.1		11.1		14.3	*	11.1	16.1	9
	2009		33.3		*	33.3		*		*	*	33.3	22.3	6
4														
	2008		20.0		22.2	20.0		*		25.0	*	20.0	14.3	10
	2009		11.1		11.1	11.1		12.5		16.7	*	11.1	14.0	9
5														
	2008		0.0		0.0	0.0		*		*	*	0.0	14.0	7
	2009		0.0		0.0	0.0		0.0		0.0	*	0.0	17.2	12
3-5														
	2008		12.0	*	12.5	11.5		5.6		15.8	0.0	11.5	14.7	26
	2009		11.1		12.0	11.1		13.0		10.5	12.5	11.1	17.3	27

NUMBER TESTED IN GRADES 3-5														
2008	0	25	1	24	26	0	18	0	19	7	26	1,730		
2009	0	27	0	25	27	0	23	0	19	8	27	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		14.3		14.3	14.3		*		*	*	14.3	39.2	7
	2009		27.3		22.2	27.3		22.2		12.5	*	27.3	37.5	11

NUMBER TESTED IN GRADE 5													
2008	0	7	0	7	7	0	4	0	4	3	7	668	
2009	0	11	0	9	11	0	9	0	8	3	11	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		6	6		*		*	*	6	406	7
	2009		8		7	8		7		7	*	8	398	11

NUMBER TESTED IN GRADE 5													
2008	0	7	0	7	7	0	4	0	4	3	7	668	
2009	0	11	0	9	11	0	9	0	8	3	11	637	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	50.6	59.2	44.9	42.9
	2009	58.7	50.6	55.8	36.4

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008		0.0		0.0	0.0		*		*	*	0.0	5.2	7
	2009		0.0		0.0	0.0		0.0		0.0	*	0.0	4.9	11

NUMBER TESTED IN GRADE 5														
2007														
2008	0	7	0	7	7	0	4	0	4	3	7	668		
2009	0	11	0	9	11	0	9	0	8	3	11	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	*	39.1	37.5	46.9	48
	2008	*	95.9	96.0	57.6	50
	2009	0.0	60.0	51.1	41.9	47
1	2007	18.8	78.8	59.2	51.4	49
	2008	33.3	42.2	41.2	50.2	51
	2009	25.0	69.2	52.4	54.2	42
2	2007	23.1	72.7	58.7	44.5	46
	2008	58.3	88.0	73.5	50.2	49
	2009	32.4	71.4	43.1	47.9	51
1-2	2007	20.7	75.8	58.9	47.6	95
	2008	53.3	58.6	57.0	50.2	100
	2009	30.2	70.0	47.3	51.0	93

Number Tested	2007	31	112	143	24,696	
	2008	31	119	150	21,817	
	2009	60	80	140	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	48.9	46.8	44.3	47
	2008	*	87.8	88.0	44.9	50
	2009	28.6	90.0	80.9	52.8	47
1	2007	26.3	82.9	63.0	48.8	54
	2008	50.0	55.6	54.9	55.5	51
	2009	17.6	55.6	40.9	50.4	44
2	2007	42.9	75.0	65.2	55.6	46
	2008	75.0	84.6	80.0	57.5	50
	2009	53.8	73.3	59.3	53.2	54
K-2	2007	31.4	67.0	58.5	49.1	147
	2008	71.0	75.0	74.2	52.7	151
	2009	41.3	75.6	60.7	52.3	145

Number Tested	2007	35	112	147	34,441	
	2008	31	120	151	41,070	
	2009	63	82	145	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		37.0	*	37.0	*		*		38.1	37.0	37.5	46.9	48
	2008		95.8	*	95.7		*	*		96.0	96.0	96.0	57.6	50
	2009		53.3	*	51.2	*	*	0.0		48.1	55.0	51.1	41.9	47
1	2007		60.4	*	57.4	*	*	18.8		50.0	65.5	59.2	51.4	49
	2008		42.6	*	44.7	*	*	33.3		30.4	50.0	41.2	50.2	51
	2009		55.0	*	52.4		*	25.0		45.5	60.0	52.4	54.2	42
2	2007		57.8	*	54.8	*		23.1		60.0	57.7	58.7	44.5	46
	2008		74.5	*	73.9	42.9	*	58.3		71.4	75.0	73.5	50.2	49
	2009	*	43.5	*	45.8	*	*	32.4		33.3	51.9	43.1	47.9	51
1-2	2007		59.1	*	56.2	33.3	*	20.7		55.0	61.8	58.9	47.6	95
	2008		58.5	33.3	59.1	33.3	*	53.3		50.0	62.5	57.0	50.2	100
	2009	*	48.8	33.3	48.9	*	*	30.2		39.1	55.3	47.3	51.0	93

Number Tested	2007	0	139	4	135	11	1	31	0	61	82	143	24,696
	2008	0	142	8	140	9	4	31	0	69	81	150	21,817
	2009	1	131	8	133	2	6	60	0	73	67	140	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		3	*	3	*		*		2	1	3	1,245	48
	2008		39	*	39		*	*		20	21	41	1,687	50
	2009		9	*	9	*	*	0		4	5	9	771	47
1	2007		16	*	14	*	*	1		4	12	16	1,458	49
	2008		6	*	6	*	*	0		2	4	6	1,555	51
	2009		8	*	8		*	2		4	4	8	1,659	42
2	2007		13	*	12	*		0		6	8	14	896	46
	2008		19	*	19	2	*	5		7	13	20	1,065	49
	2009	*	2	*	2	*	*	0		0	2	2	1,027	51
1-2	2007		29	*	26	2	*	1		10	20	30	2,355	95
	2008		25	1	25	2	*	5		9	17	26	2,620	100
	2009	*	10	0	10	*	*	2		4	6	10	2,688	93

Number Tested	2007	0	139	4	135	11	1	31	0	61	82	143	24,696
	2008	0	142	8	140	9	4	31	0	69	81	150	21,817
	2009	1	131	8	133	2	6	60	0	73	67	140	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		46.7	*	46.7	*		*		45.0	48.1	46.8	44.3	47
	2008		87.5	*	89.4		*	*		84.0	92.0	88.0	44.9	50
	2009		84.4	*	81.4	*	*	28.6		77.8	85.0	80.9	52.8	47
1	2007		62.3	*	62.7	33.3	*	26.3		58.3	66.7	63.0	48.8	54
	2008		55.3	*	57.4	*	*	50.0		45.8	63.0	54.9	55.5	51
	2009		42.9	*	40.9	*	*	17.6		37.5	45.0	40.9	50.4	44
2	2007		64.4	*	61.9	*		42.9		73.7	59.3	65.2	55.6	46
	2008		81.3	*	80.9	37.5	*	75.0		77.3	82.1	80.0	57.5	50
	2009		58.0	*	60.8	*	*	53.8		48.0	69.0	59.3	53.2	54
K-2	2007		58.0	*	57.2	28.6	*	31.4		58.7	58.3	58.5	49.1	147
	2008		74.8	62.5	75.9	25.0	*	71.0		69.0	78.8	74.2	52.7	151
	2009		62.0	37.5	60.9	14.3	16.7	41.3		55.3	66.7	60.7	52.3	145

Number Tested	2007	0	143	4	138	14	1	35	0	63	84	147	34,441
	2008	0	143	8	141	12	4	31	0	71	80	151	41,070
	2009	0	137	8	138	7	6	63	0	76	69	145	30,563

## NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007		4	*	3	*		*		2	2	4	2,583	47
	2008		30	*	29		*	*		16	14	30	2,788	50
	2009		16	*	15	*	*	0		10	6	16	2,455	47
1	2007		16	*	15	2	*	2		7	10	17	1,769	54
	2008		6	*	7	*	*	0		3	4	7	2,800	51
	2009		4	*	4	*	*	1		3	1	4	1,577	44
2	2007		10	*	10	*		0		4	7	11	2,098	46
	2008		27	*	27	2	*	8		10	18	28	2,912	50
	2009		15	*	15	*	*	7		6	9	15	1,686	54
K-2	2007		30	*	28	2	*	2		13	19	32	6,450	147
	2008		63	2	63	2	*	8		29	36	65	8,500	151
	2009		35	0	34	0	0	8		19	16	35	5,718	145


Number Tested	2007	0	143	4	138	14	1	35	0	63	84	147	34,441
	2008	0	143	8	141	12	4	31	0	71	80	151	41,070
	2009	0	137	8	138	7	6	63	0	76	69	145	30,563

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
ALL (9)	Beginning	3	33.3	3	33.3	5	55.6	4	44.4	4	44.4
	Intermediate	3	33.3	3	33.3	2	22.2	4	44.4	4	44.4
	Advanced	2	22.2	2	22.2	1	11.1	0	0.0	0	0.0
	Advanced High	1	11.1	1	11.1	1	11.1	1	11.1	1	11.1

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
5  3 (60.0%)	Beginning	0			
	Intermediate	2	2		
	Advanced	0	0	0	
	Advanced High	0	0	1	

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