

Campus Data Packet

for 2009 - 10 Plans



JACK LOWE SR.

School Number 176

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
KN	139
1	143
2	142
3	102
4	102
5	104
ALL	732

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	80	10.9	10	20.8
American Indian	0	0.0	*	*
Asian	24	3.3	*	*
Hispanic	603	82.4	23	47.9
White	25	3.4	14	29.2
Other	**	**	1	2.1

*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	690	94.3
Limited English proficient students	588	80.3
Special education students	37	5.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
KN	2007	170	24	14.1	0	0.0	1	0.6	141	82.9	4	2.4
	2008	147	24	16.3	0	0.0	3	2.0	115	78.2	5	3.4
	2009	139	16	11.5	0	0.0	6	4.3	115	82.7	2	1.4
1	2007	150	27	18.0	0	0.0	0	0.0	118	78.7	5	3.3
	2008	137	12	8.8	0	0.0	2	1.5	120	87.6	3	2.2
	2009	143	15	10.5	0	0.0	6	4.2	114	79.7	8	5.6
2	2007	135	21	15.6	0	0.0	1	0.7	112	83.0	1	0.7
	2008	114	17	14.9	0	0.0	1	0.9	90	78.9	6	5.3
	2009	142	14	9.9	0	0.0	5	3.5	120	84.5	3	2.1
3	2007	138	17	12.3	0	0.0	1	0.7	117	84.8	3	2.2
	2008	109	15	13.8	0	0.0	2	1.8	89	81.7	3	2.8
	2009	102	13	12.7	0	0.0	2	2.0	82	80.4	5	4.9
4	2007	97	21	21.6	0	0.0	0	0.0	71	73.2	5	5.2
	2008	104	14	13.5	0	0.0	0	0.0	87	83.7	3	2.9
	2009	102	13	12.7	0	0.0	2	2.0	84	82.4	3	2.9
5	2007	95	17	17.9	0	0.0	0	0.0	76	80.0	2	2.1
	2008	76	13	17.1	0	0.0	0	0.0	58	76.3	5	6.6
	2009	104	9	8.7	0	0.0	3	2.9	88	84.6	4	3.8
EC-5	2007	829	135	16.3	0	0.0	3	0.4	671	80.9	20	2.4
	2008	687	95	13.8	0	0.0	8	1.2	559	81.4	25	3.6
	2009	732	80	10.9	0	0.0	24	3.3	603	82.4	25	3.4

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	%	
KN	2007	170	154	90.6	122	71.8	5	2.9	4	2.4	120	70.6	4.1
	2008	147	126	85.7	116	78.9	3	2.0	0	0.0	97	66.0	1.4
	2009	139	129	92.8	114	82.0	1	0.7	3	2.2	113	81.3	2.2
1	2007	150	139	92.7	112	74.7	4	2.7	2	1.3	21	14.0	11.3
	2008	137	124	90.5	115	83.9	3	2.2	6	4.4	19	13.9	5.1
	2009	143	132	92.3	112	78.3	4	2.8	6	4.2	11	7.7	7.7
2	2007	135	129	95.6	107	79.3	6	4.4	7	5.2	17	12.6	8.1
	2008	114	102	89.5	89	78.1	5	4.4	5	4.4	8	7.0	5.3
	2009	142	134	94.4	120	84.5	6	4.2	8	5.6	19	13.4	4.2
3	2007	138	128	92.8	103	74.6	15	10.9	5	3.6	17	12.3	8.0
	2008	109	100	91.7	93	85.3	9	8.3	7	6.4	6	5.5	4.6
	2009	102	97	95.1	82	80.4	6	5.9	5	4.9	9	8.8	0.0
4	2007	97	84	86.6	59	60.8	16	16.5	10	10.3	13	13.4	2.1
	2008	104	98	94.2	70	67.3	9	8.7	6	5.8	8	7.7	0.0
	2009	102	97	95.1	84	82.4	7	6.9	8	7.8	7	6.9	0.0
5	2007	95	90	94.7	59	62.1	13	13.7	12	12.6	12	12.6	8.4
	2008	76	72	94.7	40	52.6	11	14.5	8	10.5	7	9.2	2.6
	2009	104	101	97.1	76	73.1	13	12.5	10	9.6	11	10.6	1.0
EC-5	2007	829	765	92.3	590	71.2	59	7.1	40	4.8	242	29.2	6.9
	2008	687	622	90.5	523	76.1	40	5.8	32	4.7	145	21.1	3.2
	2009	732	690	94.3	588	80.3	37	5.1	40	5.5	170	23.2	2.9

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2007	21.1	4,117.2	20.5	97.1	3,933.6	95.5	53	100.0	100.0	36	7,436	100.0	100.0
	2008		4,133.2			3,942.7	95.4			100.0		7,427		100.0
	2009		4,167.8			3,975.6	95.4			100.0		7,332		100.0
KN	2007	176.6	13,945.0	170.0	96.3	13,385.6	96.0	48	27.2	24.3	152	12,035	86.1	86.3
	2008	147.1	13,568.1	142.2	96.6	13,004.4	95.8	26	17.7	23.5	136	11,618	92.4	85.6
	2009	139.9	13,515.0	134.9	96.4	12,939.1	95.7	28	20.0	22.5	120	11,501	85.8	85.1
1	2007	154.7	14,353.8	150.0	97.0	13,851.4	96.5	58	37.5	23.2	131	12,437	84.7	86.6
	2008	138.5	14,626.9	135.5	97.8	14,102.7	96.4	21	15.2	21.2	121	12,704	87.3	86.9
	2009	141.1	14,250.8	137.4	97.3	13,719.9	96.3	35	24.8	20.7	116	12,300	82.2	86.3
2	2007	136.3	13,403.8	133.3	97.8	12,978.9	96.8	34	24.9	21.7	118	11,729	86.6	87.5
	2008	113.5	13,708.6	109.8	96.8	13,269.8	96.8	18	15.9	19.7	102	12,043	89.9	87.9
	2009	138.9	13,950.1	136.4	98.2	13,499.0	96.8	24	17.3	18.6	127	12,231	91.4	87.7
3	2007	139.5	12,998.4	136.5	97.9	12,633.3	97.2	29	20.8	21.1	120	11,445	86.0	88.0
	2008	109.3	12,806.9	107.2	98.1	12,425.5	97.0	19	17.4	19.1	98	11,408	89.7	89.1
	2009	100.8	13,095.5	98.5	97.7	12,710.6	97.1	25	24.8	18.3	87	11,634	86.3	88.8
4	2007	98.0	12,104.9	95.5	97.5	11,768.3	97.2	23	23.5	19.7	84	10,683	85.7	88.3
	2008	104.1	12,329.8	101.3	97.3	11,960.3	97.0	14	13.4	19.7	94	10,924	90.3	88.6
	2009	104.2	12,156.4	102.2	98.1	11,789.9	97.0	15	14.4	18.1	93	10,731	89.3	88.3
5	2007	96.6	11,757.0	94.2	97.5	11,426.8	97.2	35	36.2	20.9	76	10,362	78.7	88.1
	2008	74.9	11,874.2	72.7	97.0	11,539.6	97.2	18	24.0	18.8	65	10,608	86.8	89.3
	2009	102.5	11,903.5	101.1	98.6	11,552.9	97.1	17	16.6	17.5	91	10,563	88.8	88.7
EC-5	2007	823.3	83,122.6	800.6	97.2	80,387.4	96.7	282	34.3	33.3	717	76,416	87.1	91.9
	2008	687.5	83,438.7	668.7	97.3	80,606.0	96.6	116	16.9	31.9	616	76,970	89.6	92.2
	2009	727.5	83,476.5	710.5	97.7	80,586.5	96.5	144	19.8	30.9	634	76,517	87.1	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	10	20.8
Hispanic	23	47.9
White	14	29.2
Other	1	2.1

Gender	Number	Percent
Female	30	62.5
Male	18	37.5

TOTAL	48
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AVERAGE NUMBER OF ABSENCES

2007	4.8
2008	8.0
2009	5.4

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	*	75.0	79.0	77.7	*	75.7	75.6		66.7	90.0	78.2	84.6	101
	2008	*	75.0	72.5	72.5	*	71.0	71.8		72.3	73.0	72.6	86.2	84
	2009	*	70.0	72.7	85.7	*	75.0	73.3		61.5	92.3	76.9	87.3	26
4	2007	*	57.9	72.7	66.2	28.6	71.1	66.1		72.2	69.0	69.6	69.7	79
	2008	*	58.3	64.4	60.0	16.7	53.7	54.7		51.3	74.3	62.2	72.1	74
	2009	*	66.7	55.6	57.5	*	55.6	55.9		61.7	53.1	58.2	75.8	79
5	2007	*	78.6	76.7	77.5	*	75.0	71.4		73.0	81.6	77.3	78.3	75
	2008	*	80.0	71.7	73.1	33.3	58.3	66.7		80.0	69.2	73.9	82.9	69
	2009	*	85.7	65.2	68.5	44.4	55.1	58.9		58.3	75.6	67.5	82.9	77
3-5	2007	87.5	69.4	76.5	74.2	37.5	74.2	71.6		70.2	80.8	75.3	77.6	255
	2008	60.0	70.6	69.6	68.7	25.0	63.0	65.4		67.2	72.1	69.6	80.3	227
	2009	83.3	72.4	61.4	65.9	33.3	56.7	59.0		60.4	69.8	64.8	81.5	182

NUMBER TESTED IN GRADES 3-5													
2007	8	49	196	233	16	155	197	0	124	130	255	31,814	
2008	10	34	181	217	20	146	182	0	116	111	227	31,840	
2009	12	29	140	167	15	120	139	0	96	86	182	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	*	4	17	21	*	17	20		17	5	22	1,675	101
	2008	*	3	19	22	*	20	22		13	10	23	1,443	84
	2009	*	3	3	3	*	2	4		5	1	6	960	26
4	2007	*	8	15	23	5	13	20		10	13	24	3,189	79
	2008	*	5	21	28	5	19	24		19	9	28	2,996	74
	2009	*	4	28	31	*	28	30		18	15	33	2,449	79
5	2007	*	3	14	16	*	10	16		10	7	17	2,258	75
	2008	*	2	15	18	6	15	17		6	12	18	1,827	69
	2009	*	1	23	23	5	22	23		15	10	25	1,793	77
3-5	2007	1	15	46	60	10	40	56		37	25	63	7,122	255
	2008	4	10	55	68	15	54	63		38	31	69	6,266	227
	2009	2	8	54	57	10	52	57		38	26	64	5,202	182

	NUMBER TESTED IN GRADES 3-5											
2007	8	49	196	233	16	155	197	0	124	130	255	31,814
2008	10	34	181	217	20	146	182	0	116	111	227	31,840
2009	12	29	140	167	15	120	139	0	96	86	182	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	72.5	79.5	71.3	70.7
	2008	67.9	68.9	74.6	67.0
	2009	70.8	70.3	74.4	75.0
4	2007	78.1	74.4	72.0	64.7
	2008	70.8	67.9	70.1	69.2
	2009	73.6	63.4	64.6	71.0
5	2007	71.8	80.5	73.7	73.1
	2008	75.9	75.5	75.5	72.2
	2009	69.5	72.9	69.6	66.9
3-5	2007	74.0	78.2	72.2	69.5
	2008	71.3	70.6	73.4	69.3
	2009	71.5	68.4	68.1	69.9

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	*	12.5	12.3	12.8	*	10.0	9.8		9.8	16.0	12.9	21.3	101
	2008	*	16.7	7.2	10.0	*	7.2	6.4		10.6	8.1	9.5	21.5	84
	2009	*	0.0	45.5	28.6	*	12.5	6.7		30.8	15.4	23.1	34.1	26
4	2007	*	5.3	10.9	11.8	14.3	11.1	8.5		11.1	9.5	10.1	16.6	79
	2008	*	0.0	11.9	8.6	0.0	2.4	3.8		7.7	11.4	9.5	14.4	74
	2009	*	16.7	9.5	9.6	*	7.9	8.8		14.9	3.1	10.1	18.4	79
5	2007	*	7.1	6.7	7.0	*	7.5	7.1		5.4	10.5	8.0	13.1	75
	2008	*	30.0	17.0	19.4	11.1	8.3	15.7		13.3	25.6	20.3	16.5	69
	2009	*	42.9	6.1	11.0	11.1	4.1	5.4		8.3	12.2	10.4	18.5	77
3-5	2007	25.0	8.2	10.2	10.7	6.3	9.7	8.6		8.9	12.3	10.6	17.1	255
	2008	20.0	14.7	11.6	12.4	5.0	6.2	8.2		10.3	15.3	12.8	17.4	227
	2009	16.7	17.2	10.7	12.6	6.7	6.7	7.2		14.6	9.3	12.1	22.7	182

NUMBER TESTED IN GRADES 3-5													
2007	8	49	196	233	16	155	197	0	124	130	255	31,814	
2008	10	34	181	217	20	146	182	0	116	111	227	31,840	
2009	12	29	140	167	15	120	139	0	96	86	182	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	*	37.5	58.3	55.2	25.0	58.9	53.3		56.6	54.9	55.8	70.3	104
	2008	*	66.7	72.5	71.3	*	72.5	70.5		77.1	62.2	70.6	76.6	85
	2009	*	66.7	57.9	63.5	*	58.1	57.8		61.2	61.4	61.3	77.3	93
4	2007	*	50.0	70.7	66.2	16.7	74.5	66.1		64.1	65.9	64.3	75.7	84
	2008	*	41.7	46.3	47.8	11.1	34.4	34.2	*	45.8	46.9	46.4	77.9	97
	2009	*	83.3	74.2	75.7	*	73.8	75.7		78.7	73.5	76.5	79.4	81
5	2007	*	85.7	88.7	87.8	85.7	90.5	86.2		84.2	92.3	88.3	82.9	77
	2008	*	72.7	80.0	78.6	50.0	69.4	72.2		81.3	77.5	79.2	84.0	72
	2009	*	83.3	62.1	65.3	37.5	54.0	54.4		68.6	61.0	64.5	87.0	76
3-5	2007	66.7	56.0	71.1	68.5	37.0	71.6	66.2		66.9	69.4	67.9	76.2	265
	2008	70.0	60.0	64.1	64.6	29.2	57.4	57.7	*	66.4	61.1	63.8	79.5	254
	2009	90.9	76.7	64.4	68.0	37.5	62.4	62.9		69.5	64.7	67.2	81.0	250

NUMBER TESTED IN GRADES 3-5													
2007	9	50	204	241	27	162	210	0	130	134	265	32,298	
2008	10	35	206	240	24	169	208	1	128	126	254	32,696	
2009	11	30	208	231	16	189	210	0	131	119	250	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	*	10	35	43	6	30	42		23	23	46	3,303	104
	2008	*	4	19	23	*	19	23		11	14	25	2,542	85
	2009	*	4	32	31	*	31	35		19	17	36	2,781	93
4	2007	*	10	17	24	10	12	21		14	15	30	2,604	84
	2008	*	7	44	47	8	42	50	*	26	26	52	2,436	97
	2009	*	2	17	18	*	17	17		10	9	19	2,196	81
5	2007	*	2	7	9	1	4	8		6	3	9	1,785	77
	2008	*	3	11	15	5	11	15		6	9	15	1,730	72
	2009	*	1	25	25	5	23	26		11	16	27	1,386	76
3-5	2007	3	22	59	76	17	46	71		43	41	85	7,692	265
	2008	3	14	74	85	17	72	88	*	43	49	92	6,708	254
	2009	1	7	74	74	10	71	78		40	42	82	6,363	250

NUMBER TESTED IN GRADES 3-5													
2007	9	50	204	241	27	162	210	0	130	134	265	32,298	
2008	10	35	206	240	24	169	208	1	128	126	254	32,696	
2009	11	30	208	231	16	189	210	0	131	119	250	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	70.7	74.2	74.4	73.1	75.0	52.9
	2008	72.9	76.5	77.8	73.7	77.9	57.5
	2009	71.3	71.7	80.6	66.1	71.2	57.7
4	2007	74.6	77.9	74.4	66.9	63.1	65.2
	2008	68.0	67.0	62.5	59.8	58.0	54.6
	2009	78.8	75.8	75.1	78.4	71.6	68.1
5	2007	86.0	70.9	85.3	72.9	76.3	73.7
	2008	73.7	69.8	81.9	74.4	79.2	72.0
	2009	68.3	69.5	76.5	65.6	59.9	67.1
3-5	2007	76.3	74.4	77.6	71.1	71.6	62.8
	2008	71.3	71.0	73.2	68.6	70.7	60.5
	2009	72.8	72.4	77.6	69.9	67.9	63.9

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	*	6.3	10.7	9.4	0.0	8.2	8.9		11.3	9.8	10.6	19.2	104
	2008	*	8.3	15.9	15.0	*	14.5	14.1		18.8	10.8	15.3	26.3	85
	2009	*	16.7	17.1	20.0	*	16.2	14.5		22.4	15.9	19.4	29.0	93
4	2007	*	0.0	10.3	8.5	8.3	10.6	8.1		7.7	9.1	8.3	22.6	84
	2008	*	0.0	4.9	4.4	0.0	4.7	3.9	*	6.3	2.0	4.1	23.8	97
	2009	*	33.3	18.2	24.3	*	20.0	22.9		31.9	8.8	22.2	31.6	81
5	2007	*	14.3	16.1	16.2	0.0	14.3	13.8		18.4	15.4	16.9	29.3	77
	2008	*	18.2	21.8	21.4	10.0	8.3	14.8		18.8	22.5	20.8	31.9	72
	2009	*	0.0	7.6	6.9	0.0	8.0	7.0		8.6	4.9	6.6	38.4	76
3-5	2007	22.2	6.0	12.3	11.2	3.7	10.5	10.0		12.3	11.2	11.7	23.6	265
	2008	10.0	8.6	13.1	12.9	8.3	9.5	10.6	*	14.1	11.1	12.6	27.3	254
	2009	36.4	20.0	14.4	17.3	12.5	15.3	15.2		22.1	10.1	16.4	32.8	250

	NUMBER TESTED IN GRADES 3-5											
2007	9	50	204	241	27	162	210	0	130	134	265	32,298
2008	10	35	206	240	24	169	208	1	128	126	254	32,696
2009	11	30	208	231	16	189	210	0	131	119	250	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	*	75.0	91.1	85.7	55.6	91.3	83.6		83.8	90.7	87.5	86.5	80
	2008	*	60.0	77.9	73.7	50.0	70.0	68.3		67.4	84.2	75.3	87.4	81
	2009	*	75.0	79.0	80.3	*	80.3	80.3		78.3	80.6	79.2	87.4	77

	NUMBER TESTED IN GRADE 4											
2007	4	20	56	70	9	46	61	0	37	43	80	10,408
2008	3	10	68	76	6	50	60	0	43	38	81	10,658
2009	2	12	62	71	3	61	66	0	46	31	77	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	10	4	4	10		6	4	10	1,408	80
	2008	*	4	15	20	3	15	19		14	6	20	1,348	81
	2009	*	3	13	14	*	12	13		10	6	16	1,264	77

	NUMBER TESTED IN GRADE 4											
2007	4	20	56	70	9	46	61	0	37	43	80	10,408
2008	3	10	68	76	6	50	60	0	43	38	81	10,658
2009	2	12	62	71	3	61	66	0	46	31	77	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	80.6	81.7	87.8	88.3
	2008	2.0	70.4	74.1	74.2	78.4
	2009	2.0	75.3	72.7	81.2	86.9

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	*	0.0	14.3	12.9	0.0	19.6	14.8		2.7	23.3	13.8	18.2	80
	2008	*	30.0	11.8	14.5	0.0	4.0	6.7		7.0	23.7	14.8	21.4	81
	2009	*	16.7	8.1	8.5	*	6.6	7.6		8.7	9.7	9.1	21.0	77

	NUMBER TESTED IN GRADE 4											
2007	4	20	56	70	9	46	61	0	37	43	80	10,408
2008	3	10	68	76	6	50	60	0	43	38	81	10,658
2009	2	12	62	71	3	61	66	0	46	31	77	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	*	75.0	58.3	60.0	*	50.0	53.7		66.7	56.8	61.6	62.3	73
	2008	*	72.7	53.7	55.2	20.0	34.3	45.1		63.6	50.0	56.3	71.9	71
	2009	*	*	50.0	53.1	*	39.5	42.0		57.6	48.6	52.9	75.9	68

	NUMBER TESTED IN GRADE 5											
2007	1	12	60	70	4	40	54	0	36	37	73	10,296
2008	5	11	54	67	10	35	51	0	33	38	71	10,686
2009	3	5	60	64	1	43	50	0	33	35	68	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	*	3	25	28	*	20	25		12	16	28	3,881	73
	2008	*	3	25	30	8	23	28		12	19	31	3,005	71
	2009	*	*	30	30	*	26	29		14	18	32	2,542	68

	NUMBER TESTED IN GRADE 5											
2007	1	12	60	70	4	40	54	0	36	37	73	10,296
2008	5	11	54	67	10	35	51	0	33	38	71	10,686
2009	3	5	60	64	1	43	50	0	33	35	68	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	79.1	81.4	81.3	65.0
	2008	80.2	80.0	78.4	62.1
	2009	79.4	80.2	70.3	54.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007	*	16.7	15.0	15.7	*	15.0	14.8		22.2	10.8	16.4	18.0	73
	2008	*	27.3	18.5	17.9	0.0	5.7	7.8		21.2	15.8	18.3	24.8	71
	2009	*	*	6.7	10.9	*	2.3	2.0		15.2	5.7	10.3	29.1	68

	NUMBER TESTED IN GRADE 5											
2007	1	12	60	70	4	40	54	0	36	37	73	10,296
2008	5	11	54	67	10	35	51	0	33	38	71	10,686
2009	3	5	60	64	1	43	50	0	33	35	68	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			72.7	75.0	*	72.7	71.4		87.5	64.3	72.7	82.9	22
	2008			64.7	73.3		64.7	64.7		*	75.0	64.7	85.4	17
	2009			87.0	87.9	*	87.0	87.0		86.1	87.9	87.0	89.4	69
4	2007			42.9	*		42.9	42.9		*	*	42.9	65.9	7
	2008			36.4	26.3	*	36.4	36.4	*	25.0	42.9	36.4	67.0	22
	2009			37.5	35.7	*	37.5	37.5		*	54.5	37.5	72.7	16
5	2007			*	*		*	*		*	*	*	75.8	5
	2008												70.6	0
	2009			44.4	47.1	*	44.4	44.4		33.3	50.0	44.4	79.7	18
ALL	2007			61.8	66.7	*	61.8	60.6		71.4	55.0	61.8	—	34
	2008			48.7	47.1	*	48.7	48.7	*	30.8	57.7	48.7	—	39
	2009			71.8	73.2	*	71.8	71.8		70.2	73.2	71.8	—	103

NUMBER TESTED IN GRADES ALL													
2007	0	0	34	30	2	34	33	0	14	20	34	—	
2008	0	0	39	34	1	39	39	1	13	26	39	—	
2009	0	0	103	97	5	103	103	0	47	56	103	—	

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	5	*	6	6		1	5	6	219	22
	2008			6	4		6	6		*	3	6	239	17
	2009			9	8	*	9	9		5	4	9	514	69
4	2007			4	*		4	4		*	*	4	122	7
	2008			14	14	*	14	14	*	6	8	14	215	22
	2009			10	9	*	10	10		*	5	10	268	16
5	2007			*	*		*	*		*	*	*	22	5
	2008												65	0
	2009			10	9	*	10	10		4	6	10	86	18
ALL	2007			13	10	*	13	13		4	9	13	—	34
	2008			20	18	*	20	20	*	9	11	20	—	39
	2009			29	26	*	29	29		14	15	29	—	103

NUMBER TESTED IN GRADES ALL													
2007	0	0	34	30	2	34	33	0	14	20	34	—	
2008	0	0	39	34	1	39	39	1	13	26	39	—	
2009	0	0	103	97	5	103	103	0	47	56	103	—	

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	68.2	77.9	61.4	63.1
	2008	69.4	64.7	63.7	62.5
	2009	73.5	84.3	78.0	71.7
4	2007	66.7	62.5	49.0	54.3
	2008	59.7	55.7	51.3	50.9
	2009	56.3	52.3	57.1	49.4
5	2007	*	*	*	*
	2008				
	2009	58.1	64.6	59.0	49.6
ALL	2007	66.9	70.6	57.9	58.8
	2008	63.9	59.6	56.7	56.0
	2009	68.2	75.9	71.5	64.4

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			13.6	15.0	*	13.6	14.3		25.0	7.1	13.6	14.8	22
	2008			0.0	0.0		0.0	0.0		*	0.0	0.0	17.2	17
	2009			18.8	19.7	*	18.8	18.8		13.9	24.2	18.8	30.6	69
4	2007			14.3	*		14.3	14.3		*	*	14.3	14.2	7
	2008			9.1	10.5	*	9.1	9.1	*	12.5	7.1	9.1	13.5	22
	2009			0.0	0.0	*	0.0	0.0		*	0.0	0.0	21.1	16
5	2007			*	*		*	*		*	*	*	17.6	5
	2008												19.9	0
	2009			5.6	5.9	*	5.6	5.6		0.0	8.3	5.6	15.3	18
ALL	2007			14.7	16.7	*	14.7	15.2		21.4	10.0	14.7	—	34
	2008			5.1	5.9	*	5.1	5.1	*	7.7	3.8	5.1	—	39
	2009			13.6	14.4	*	13.6	13.6		10.6	16.1	13.6	—	103

NUMBER TESTED IN ALL GRADES													
2007	0	0	34	30	2	34	33	0	14	20	34	—	
2008	0	0	39	34	1	39	39	1	13	26	39	—	
2009	0	0	103	97	5	103	103	0	47	56	103	—	

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			50.0	50.0	*	50.0	47.6		37.5	57.1	50.0	62.1	22
	2008			43.8	50.0	*	43.8	43.8		*	58.3	43.8	71.7	16
	2009												72.9	0
4	2007			42.9	*		42.9	42.9		*	*	42.9	61.2	7
	2008			*	*		*	*		*		*	63.1	1
	2009			25.0	27.3	*	25.0	25.0		*	28.6	25.0	69.7	12
5	2007			*	*		*	*		*	*	*	38.3	3
	2008												53.3	0
	2009			11.8	12.5	*	11.8	11.8		16.7	9.1	11.8	50.0	17
ALL	2007			46.9	46.4	*	46.9	45.2		38.5	52.6	46.9	60.9	32
	2008			47.1	53.3	*	47.1	47.1		*	58.3	47.1	68.2	17
	2009			17.2	18.5	*	17.2	17.2		18.2	16.7	17.2	64.9	29

NUMBER TESTED IN GRADES ALL													
2007	0	0	32	28	2	32	31	0	13	19	32	1,376	
2008	0	0	17	15	1	17	17	0	5	12	17	1,664	
2009	0	0	29	27	2	29	29	0	11	18	29	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			11	10	*	11	11		5	6	11	389	22
	2008			9	7	*	9	9		*	5	9	316	16
	2009												26	0
4	2007			4	*		4	4		*	*	4	112	7
	2008			*	*		*	*		*		*	157	1
	2009			9	8	*	9	9		*	5	9	149	12
5	2007			*	*		*	*		*	*	*	37	3
	2008												56	0
	2009			15	14	*	15	15		5	10	15	105	17
ALL	2007			17	15	*	17	17		8	9	17	538	32
	2008			9	7	*	9	9		*	5	9	529	17
	2009			24	22	*	24	24		9	15	24	280	29

NUMBER TESTED IN GRADES ALL													
2007	0	0	32	28	2	32	31	0	13	19	32	1,376	
2008	0	0	17	15	1	17	17	0	5	12	17	1,664	
2009	0	0	29	27	2	29	29	0	11	18	29	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						
	2008	61.4	61.4	62.9	65.2	68.2	54.0
	2009	67.5	66.7	80.2	60.4	70.3	33.6
4	2007						
	2008	59.7	61.2	42.9	59.5	46.4	55.4
	2009	*	*	*	*	*	*
5	2007						
	2008	*	*	*	*	*	*
	2009						
ALL	2007						
	2008	63.2	59.6	56.2	63.6	63.3	53.9
	2009	68.3	68.6	80.4	60.8	70.6	36.8

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			4.5	5.0	*	4.5	4.8		12.5	0.0	4.5	15.9	22
	2008			0.0	0.0	*	0.0	0.0		*	0.0	0.0	20.9	16
	2009												15.6	0
4	2007			0.0	*		0.0	0.0		*	*	0.0	24.6	7
	2008			*	*		*	*		*		*	22.8	1
	2009			0.0	0.0	*	0.0	0.0		*	0.0	0.0	26.3	12
5	2007			*	*		*	*		*	*	*	11.7	3
	2008												14.2	0
	2009			0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	13.3	17
ALL	2007			3.1	3.6	*	3.1	3.2		7.7	0.0	3.1	—	32
	2008			0.0	0.0	*	0.0	0.0		*	0.0	0.0	—	17
	2009			0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	—	29

NUMBER TESTED IN ALL GRADES													
2007	0	0	32	28	2	32	31	0	13	19	32	—	
2008	0	0	17	15	1	17	17	0	5	12	17	—	
2009	0	0	29	27	2	29	29	0	11	18	29	—	

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			100.0	*		100.0	100.0		*	*	100.0	79.1	7
	2008			40.0	30.8	*	40.0	40.0	*	*	50.0	40.0	81.9	15
	2009			68.8	64.3	*	68.8	68.8		33.3	90.0	68.8	87.1	16

NUMBER TESTED IN GRADE 4													
2007	0	0	7	5	0	7	7	0	3	4	7	364	
2008	0	0	15	13	1	15	15	1	5	10	15	667	
2009	0	0	16	14	1	16	16	0	6	10	16	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			0	*		0	0		*	*	0	76	7
	2008			9	9	*	9	9	*	*	5	9	121	15
	2009			5	5	*	5	5		4	1	5	127	16

NUMBER TESTED IN GRADE 4													
2007	0	0	7	5	0	7	7	0	3	4	7	364	
2008	0	0	15	13	1	15	15	1	5	10	15	667	
2009	0	0	16	14	1	16	16	0	6	10	16	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	2.3	75.0	71.4	89.3	76.8
	2008	1.6	68.3	55.8	73.3	55.8
	2009	1.8	84.4	69.5	76.6	70.3

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007			14.3	*		14.3	14.3		*	*	14.3	13.2	7
	2008			13.3	7.7	*	13.3	13.3	*	*	20.0	13.3	14.2	15
	2009			6.3	0.0	*	6.3	6.3		0.0	10.0	6.3	20.4	16

NUMBER TESTED IN GRADE 4													
2007	0	0	7	5	0	7	7	0	3	4	7	364	
2008	0	0	15	13	1	15	15	1	5	10	15	667	
2009	0	0	16	14	1	16	16	0	6	10	16	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	3
	2008												18.1	0
	2009			11.8	12.5		11.8	11.8		16.7	9.1	11.8	35.3	17

NUMBER TESTED IN GRADE 5													
2007	0	0	3	3	0	3	3	0	2	1	3	57	
2008	0	0	0	0	0	0	0	0	0	0	0	105	
2009	0	0	17	16	0	17	17	0	6	11	17	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	3
	2008												86	0
	2009			15	14		15	15		5	10	15	130	17

NUMBER TESTED IN GRADE 5													
2007	0	0	3	3	0	3	3	0	2	1	3	57	
2008	0	0	0	0	0	0	0	0	0	0	0	105	
2009	0	0	17	16	0	17	17	0	6	11	17	201	

AVERAGE PERCENTAGE CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	*	*	*	*
	2008				
	2009	57.0	53.6	42.5	37.9

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	3
	2008												2.9	0
	2009			0.0	0.0		0.0	0.0		0.0	0.0	0.0	3.5	17

NUMBER TESTED IN GRADE 5													
2007	0	0	3	3	0	3	3	0	2	1	3	57	
2008	0	0	0	0	0	0	0	0	0	0	0	105	
2009	0	0	17	16	0	17	17	0	6	11	17	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	4
	2009		*		*	*		*		*		*	87.7	1
4														
	2008			*	*	*	*	*		*		*	70.7	3
	2009		*	*	*	*	*	*		*	*	*	71.8	2
5														
	2008			*	*	*	*	*		*		*	73.3	2
	2009		*	*	*	*	*	*		*		*	80.3	3
3-5														
	2008		*	37.5	44.4	44.4	37.5	44.4		42.9	*	44.4	73.7	9
	2009		*	*	50.0	50.0	*	50.0		*	*	50.0	79.2	6

NUMBER TESTED IN GRADES 3-5													
2008	0	1	8	9	9	8	9	0	7	2	9	1,807	
2009	0	3	3	6	6	3	6	0	5	1	6	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	4
	2009		*		*	*		*		*		*	60	1
4														
	2008			*	*	*	*	*		*		*	181	3
	2009		*	*	*	*	*	*		*	*	*	192	2
5														
	2008			*	*	*	*	*		*		*	179	2
	2009		*	*	*	*	*	*		*		*	137	3
3-5														
	2008		*	5	5	5	5	5		4	*	5	476	9
	2009		*	*	3	3	*	3		*	*	3	389	6

NUMBER TESTED IN GRADES 3-5													
2008	0	1	8	9	9	8	9	0	7	2	9	1,807	
2009	0	3	3	6	6	3	6	0	5	1	6	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	*	*	*	*
5					
	2008	*	*	*	*
	2009	*	*	*	*
3-5					
	2008	43.6	48.1	48.9	55.9
	2009	44.8	47.2	42.2	54.9

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		*	*	*	*	*	*		*	*	*	10.8	4
	2009		*		*	*		*		*		*	16.2	1
4														
	2008			*	*	*	*	*		*		*	9.7	3
	2009		*	*	*	*	*	*		*	*	*	8.9	2
5														
	2008			*	*	*	*	*		*		*	14.9	2
	2009		*	*	*	*	*	*		*		*	14.1	3
3-5														
	2008		*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	12.0	9
	2009		*	*	0.0	0.0	*	0.0		*	*	0.0	12.7	6

NUMBER TESTED IN GRADES 3-5														
2008	0	1	8	9	9	8	9	0	7	2	9	1,807		
2009	0	3	3	6	6	3	6	0	5	1	6	1,867		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	76.1	3
	2009		*		*	*		*		*		*	81.2	1
4														
	2008			*	*	*	*	*		*		*	69.1	1
	2009	*	*	*	*	*	*	*		*	*	*	75.8	3
5														
	2008			*	*	*	*	*		*		*	64.0	2
	2009		*	*	*	*	*	*		*		*	80.2	3
3-5														
	2008		*	*	33.3	33.3	*	33.3		*	*	33.3	69.4	6
	2009	*	*	*	42.9	42.9	*	42.9		*	*	42.9	78.8	7

NUMBER TESTED IN GRADES 3-5													
2008	0	1	5	6	6	5	6	0	5	1	6	1,730	
2009	1	3	3	7	7	4	7	0	5	2	7	1,743	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	129	3
	2009		*		*	*		*		*		*	85	1
4														
	2008			*	*	*	*	*		*		*	173	1
	2009	*	*	*	*	*	*	*		*	*	*	157	3
5														
	2008			*	*	*	*	*		*		*	227	2
	2009		*	*	*	*	*	*		*		*	127	3
3-5														
	2008		*	*	4	4	*	4		*	*	4	529	6
	2009	*	*	*	4	4	*	4		*	*	4	369	7

NUMBER TESTED IN GRADES 3-5													
2008	0	1	5	6	6	5	6	0	5	1	6	1,730	
2009	1	3	3	7	7	4	7	0	5	2	7	1,743	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-5							
	2008	43.8	46.7	47.2	48.3	33.3	38.3
	2009	47.4	40.5	50.0	47.6	57.1	50.5

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		*	*	*	*	*	*		*	*	*	16.1	3
	2009		*		*	*		*		*		*	22.3	1
4														
	2008			*	*	*	*	*		*		*	14.3	1
	2009	*	*	*	*	*	*	*		*	*	*	14.0	3
5														
	2008			*	*	*	*	*		*		*	14.0	2
	2009		*	*	*	*	*	*		*		*	17.2	3
3-5														
	2008		*	*	0.0	0.0	*	0.0		*	*	0.0	14.7	6
	2009	*	*	*	0.0	0.0	*	0.0		*	*	0.0	17.3	7

NUMBER TESTED IN GRADES 3-5														
2008	0	1	5	6	6	5	6	0	5	1	6	1,730		
2009	1	3	3	7	7	4	7	0	5	2	7	1,743		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008			*	*	*	*	*		*		*	39.2	2
	2009	*	*	33.3	33.3	33.3	33.3	20.0		16.7	50.0	33.3	37.5	12

NUMBER TESTED IN GRADE 5													
2008	0	0	2	2	2	2	2	2	0	2	0	2	668
2009	1	2	9	12	12	9	10	0	6	6	12	637	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008			*	*	*	*	*		*		*	406	2
	2009	*	*	6	8	8	6	8		5	3	8	398	12

NUMBER TESTED IN GRADE 5													
2008	0	0	2	2	2	2	2	2	0	2	0	2	668
2009	1	2	9	12	12	9	10	0	6	6	12	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	*	*	*	*
	2009	71.2	81.0	75.0	53.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008			*	*	*	*	*		*		*	5.2	2
	2009	*	*	0.0	8.3	8.3	0.0	0.0		0.0	16.7	8.3	4.9	12

NUMBER TESTED IN GRADE 5														
2007														
2008	0	0	2	2	2	2	2	2	0	2	0	2	668	
2009	1	2	9	12	12	9	10	0	6	6	12	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	57.1	74.2	71.1	46.9	38
	2008	22.2	71.4	59.5	57.6	37
	2009	0.0	57.9	33.3	41.9	33
1	2007	18.8	77.8	50.0	51.4	34
	2008	11.1	29.4	23.1	50.2	26
	2009	22.7	81.3	47.4	54.2	38
2	2007	35.7	78.6	50.0	44.5	42
	2008	23.8	66.7	39.4	50.2	33
	2009	21.1	41.7	29.0	47.9	31
1-2	2007	29.5	78.1	50.0	47.6	76
	2008	20.0	44.8	32.2	50.2	59
	2009	22.0	64.3	39.1	51.0	69

Number Tested	2007	51	63	114	24,696	
	2008	39	57	96	21,817	
	2009	55	47	102	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	23.4	51.2	31.1	44.3	148
	2008	35.2	59.0	41.7	44.9	144
	2009	25.5	69.6	33.1	52.8	133
1	2007	11.8	64.7	38.2	48.8	34
	2008	46.3	50.0	47.0	55.5	132
	2009	22.7	68.8	42.1	50.4	38
2	2007	45.5	57.1	48.9	55.6	47
	2008	54.1	84.6	57.7	57.5	111
	2009	43.5	58.3	48.6	53.2	35
K-2	2007	26.8	55.6	35.8	49.1	229
	2008	45.0	60.5	48.1	52.7	387
	2009	27.7	66.7	37.4	52.3	206

Number Tested	2007	157	72	229	34,441	
	2008	311	76	387	41,070	
	2009	155	51	206	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	*	66.7	80.0	69.7	*		57.1		80.0	65.2	71.1	46.9	38
	2008	*	59.1	66.7	60.7	*	11.1	22.2		68.4	50.0	59.5	57.6	37
	2009	*	40.0	27.3	32.1		0.0	0.0		20.0	44.4	33.3	41.9	33
1	2007	*	38.1	66.7	51.9	*	*	18.8		50.0	50.0	50.0	51.4	34
	2008	*	20.0	30.8	16.7	*	12.5	11.1		20.0	27.3	23.1	50.2	26
	2009	50.0	66.7	30.8	41.2		30.0	22.7		38.9	55.0	47.4	54.2	38
2	2007		68.8	38.5	48.8	*	25.0	35.7		40.7	66.7	50.0	44.5	42
	2008	50.0	26.7	50.0	46.4	*	22.2	23.8		40.0	38.9	39.4	50.2	33
	2009	*	20.0	31.3	25.9	*	16.7	21.1		31.3	26.7	29.0	47.9	31
1-2	2007	*	51.4	47.4	50.0	*	27.8	29.5		44.4	58.1	50.0	47.6	76
	2008	37.5	24.0	40.0	32.7	*	17.6	20.0		30.0	34.5	32.2	50.2	59
	2009	60.0	48.0	31.0	34.4	*	22.7	22.0		35.3	42.9	39.1	51.0	69

Number Tested	2007	3	58	53	101	7	18	51	0	60	54	114	24,696
	2008	12	47	34	80	4	26	39	0	49	47	96	21,817
	2009	12	40	40	89	2	31	55	0	49	53	102	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	1	2	*		1		0	3	3	1,245	38
	2008	*	8	3	8	*	0	1		5	8	13	1,687	37
	2009	*	5	1	7		0	0		3	5	8	771	33
1	2007	*	0	1	1	*	*	0		0	1	1	1,458	34
	2008	*	1	2	2	*	0	0		2	1	3	1,555	26
	2009	2	3	0	3		0	1		2	3	5	1,659	38
2	2007		3	2	5	*	0	0		2	3	5	896	42
	2008	0	0	0	0	*	0	0		0	0	0	1,065	33
	2009	*	0	0	0	*	0	0		0	0	0	1,027	31
1-2	2007	*	3	3	6	*	0	0		2	4	6	2,355	76
	2008	0	1	2	2	*	0	0		2	1	3	2,620	59
	2009	2	3	0	3	*	0	1		2	3	5	2,688	69
Number Tested	2007	3	58	53	101	7	18	51	0	60	54	114	24,696	
	2008	12	47	34	80	4	26	39	0	49	47	96	21,817	
	2009	12	40	40	89	2	31	55	0	49	53	102	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	*	61.9	25.6	27.8	*	18.4	23.4		27.5	35.3	31.1	44.3	148
	2008	*	59.1	38.3	39.8	*	33.9	35.2		39.7	43.4	41.7	44.9	144
	2009	*	73.3	24.3	32.5	*	25.0	25.5		32.4	33.8	33.1	52.8	133
1	2007	*	23.8	58.3	37.0	*	*	11.8		36.8	40.0	38.2	48.8	34
	2008	*	20.0	49.6	45.8	*	46.4	46.3	*	53.2	38.2	47.0	55.5	132
	2009	50.0	60.0	25.0	38.2		27.3	22.7		35.3	47.6	42.1	50.4	38
2	2007		37.5	54.8	50.0	*	47.6	45.5		60.0	29.4	48.9	55.6	47
	2008	83.3	46.7	57.8	59.0	*	57.5	54.1	*	55.9	59.6	57.7	57.5	111
	2009	*	45.5	52.9	48.4	*	31.3	43.5		45.0	53.3	48.6	53.2	35
K-2	2007	*	41.4	33.3	34.0	22.2	23.0	26.8		36.4	35.0	35.8	49.1	229
	2008	61.5	46.8	47.8	47.5	27.3	44.9	45.0	*	49.5	46.4	48.1	52.7	387
	2009	53.8	61.0	27.9	36.2	*	25.9	27.7		35.2	39.6	37.4	52.3	206
Number Tested	2007	3	58	168	206	9	126	157	0	129	100	229	34,441	
	2008	13	47	324	341	11	312	311	2	204	183	387	41,070	
	2009	13	41	140	188	3	135	155	0	105	101	206	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	12	12	*	6	8		9	6	15	2,583	148
	2008	*	11	17	23	*	13	14		13	18	31	2,788	144
	2009	*	2	5	7	*	5	5		3	7	10	2,455	133
1	2007	*	0	2	2	*	*	0		1	1	2	1,769	34
	2008	*	0	12	12	*	10	10	*	11	2	13	2,800	132
	2009	2	2	1	3		0	1		1	4	5	1,577	38
2	2007		3	5	8	*	2	5		6	2	8	2,098	47
	2008	3	1	15	17	*	16	16	*	9	10	19	2,912	111
	2009	*	0	3	3	*	1	1		3	1	4	1,686	35
K-2	2007	*	6	19	22	0	8	13		16	9	25	6,450	229
	2008	6	12	44	52	2	39	40	*	33	30	63	8,500	387
	2009	4	4	9	13	*	6	7		7	12	19	5,718	206
Number Tested	2007	3	58	168	206	9	126	157	0	129	100	229	34,441	
	2008	13	47	324	341	11	312	311	2	204	183	387	41,070	
	2009	13	41	140	188	3	135	155	0	105	101	206	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			82.7	83.0	*	82.5	83.0		84.6	80.0	82.7	84.7	110
	2008	*		91.4	91.5	*	91.4	91.6		87.5	94.8	91.5	87.0	106
	2009			88.0	88.4	*	87.9	88.5		83.0	93.6	88.0	88.6	100
1	2007			80.9	82.1	*	80.6	80.3		81.6	80.0	80.9	84.5	68
	2008			85.7	84.9	*	86.1	86.7		82.0	90.9	85.7	88.0	105
	2009			89.8	89.1	*	89.6	91.4		85.4	94.0	89.8	88.6	98
2	2007			78.9	78.1	*	78.7	80.9		76.3	81.6	78.9	89.9	76
	2008			84.6	86.1	*	84.6	84.4	*	86.4	82.4	84.6	93.4	78
	2009			91.3	91.1	*	91.2	90.9		90.2	93.0	91.3	94.0	104
K-2	2007			81.1	81.3	*	80.8	81.6		81.6	80.5	81.1	85.6	254
	2008	*		87.5	87.6	66.7	87.7	87.8	*	85.0	90.4	87.5	89.3	289
	2009			89.7	89.6	44.4	89.6	90.3		86.4	93.6	89.7	90.4	302

Number Tested	2007	0	0	254	240	4	245	234	0	141	113	254	14,889
	2008	1	0	288	259	6	284	270	1	153	136	289	18,257
	2009	0	0	302	288	9	297	288	0	162	140	302	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			53	46	*	47	46		27	26	53	2,779	110
	2008	*		62	57	*	62	58		23	40	63	3,280	106
	2009			51	48	*	51	50		21	30	51	3,525	100
1	2007			15	15	*	15	15		7	8	15	1,782	68
	2008			40	36	*	37	36		25	15	40	2,412	105
	2009			36	33	*	35	35		15	21	36	2,523	98
2	2007			14	12	*	14	12		8	6	14	1,196	76
	2008			20	20	*	20	20	*	10	10	20	2,596	78
	2009			34	33	*	33	32		19	15	34	2,909	104
K-2	2007			82	73	*	76	73		42	40	82	5,757	254
	2008	*		122	113	0	119	114	*	58	65	123	8,288	289
	2009			121	114	0	119	117		55	66	121	8,957	302
Number Tested	2007	0	0	254	240	4	245	234	0	141	113	254	14,889	
	2008	1	0	288	259	6	284	270	1	153	136	289	18,257	
	2009	0	0	302	288	9	297	288	0	162	140	302	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	8	37.5	15	6.7	24	8.3	47	12.8
5	16	31.3	12	25.0	0	-	28	28.6
ALL	24	33.3	27	14.8	24	8.3	75	18.7

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (116)	Beginning	106	91.4	104	89.7	110	94.8	109	94.0	109	94.0
	Intermediate	5	4.3	12	10.3	6	5.2	2	1.7	2	1.7
	Advanced	5	4.3	0	0.0	0	0.0	5	4.3	5	4.3
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (110)	Beginning	74	67.3	83	75.5	96	87.3	97	88.2	97	88.2
	Intermediate	20	18.2	16	14.5	11	10.0	3	2.7	3	2.7
	Advanced	10	9.1	8	7.3	1	0.9	6	5.5	6	5.5
	Advanced High	6	5.5	3	2.7	2	1.8	4	3.6	4	3.6
2 (123)	Beginning	25	20.5	37	30.3	53	43.4	36	29.5	37	30.3
	Intermediate	40	32.8	51	41.8	42	34.4	52	42.6	51	41.8
	Advanced	40	32.8	26	21.3	20	16.4	26	21.3	26	21.3
	Advanced High	17	13.9	8	6.6	7	5.7	8	6.6	8	6.6
3 (81)	Beginning	17	21.0	18	22.2	46	57.5	17	21.8	18	22.8
	Intermediate	27	33.3	26	32.1	17	21.3	32	41.0	33	41.8
	Advanced	27	33.3	26	32.1	14	17.5	19	24.4	18	22.8
	Advanced High	10	12.3	11	13.6	3	3.8	10	12.8	10	12.7
4 (86)	Beginning	6	7.0	8	9.3	14	16.5	12	14.3	12	14.3
	Intermediate	15	17.4	11	12.8	22	25.9	19	22.6	19	22.6
	Advanced	19	22.1	35	40.7	17	20.0	28	33.3	28	33.3
	Advanced High	46	53.5	32	37.2	32	37.6	25	29.8	25	29.8

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	—	—	—	
99 10 (10.1%)	Beginning	89			
	Intermediate	2	0		
	Advanced	5	0	0	
	Advanced High	0	0	3	
108 73 (67.6%)	Beginning	29			
	Intermediate	42	5		
	Advanced	17	7	1	
	Advanced High	3	2	2	
74 30 (40.5%)	Beginning	14			
	Intermediate	11	22		
	Advanced	2	7	8	
	Advanced High	0	0	10	
80 43 (53.8%)	Beginning	10			
	Intermediate	5	13		
	Advanced	2	11	14	
	Advanced High	0	1	24	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (74)	Beginning	8	10.8	8	10.8	8	10.8	10	13.7	11	14.9
	Intermediate	19	25.7	27	36.5	25	33.8	16	21.9	16	21.6
	Advanced	24	32.4	24	32.4	24	32.4	13	17.8	14	18.9
	Advanced High	23	31.1	15	20.3	17	23.0	34	46.6	33	44.6
ALL (590)	Beginning	236	40.1	258	43.8	327	55.7	281	48.2	284	48.5
	Intermediate	126	21.4	143	24.3	123	21.0	124	21.3	124	21.2
	Advanced	125	21.2	119	20.2	76	12.9	97	16.6	97	16.6
	Advanced High	102	17.3	69	11.7	61	10.4	81	13.9	80	13.7

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
66 45 (68.2%)	Beginning	7			
	Intermediate	5	9		
	Advanced	0	8	5	
	Advanced High	1	0	31	
429 201 (46.9%)	Beginning	151			
	Intermediate	65	49		
	Advanced	26	33	28	
	Advanced High	4	3	70	

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