

Campus Data Packet

for 2009 - 10 Plans



HERBERT MARCUS

School Number 182

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	104
KN	136
1	156
2	135
3	136
4	115
5	110
ALL	892

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	38	4.3	5	9.4
American Indian	0	0.0	*	*
Asian	7	0.8	*	*
Hispanic	840	94.2	30	56.6
White	7	0.8	17	32.1
Other	**	**	1	1.9

*Included in category "Other."

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

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	880	98.7
Limited English proficient students	735	82.4
Special education students	49	5.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	99	2	2.0	0	0.0	0	0.0	96	97.0	1	1.0
	2008	106	4	3.8	0	0.0	0	0.0	102	96.2	0	0.0
	2009	104	5	4.8	0	0.0	1	1.0	98	94.2	0	0.0
KN	2007	125	1	0.8	0	0.0	0	0.0	122	97.6	2	1.6
	2008	132	5	3.8	0	0.0	0	0.0	126	95.5	1	0.8
	2009	136	7	5.1	0	0.0	0	0.0	129	94.9	0	0.0
1	2007	145	8	5.5	0	0.0	5	3.4	132	91.0	0	0.0
	2008	156	4	2.6	0	0.0	2	1.3	147	94.2	3	1.9
	2009	156	6	3.8	0	0.0	0	0.0	149	95.5	1	0.6
2	2007	133	5	3.8	0	0.0	1	0.8	126	94.7	1	0.8
	2008	138	3	2.2	0	0.0	5	3.6	130	94.2	0	0.0
	2009	135	4	3.0	0	0.0	1	0.7	127	94.1	3	2.2
3	2007	105	5	4.8	0	0.0	2	1.9	97	92.4	1	1.0
	2008	111	4	3.6	0	0.0	0	0.0	106	95.5	1	0.9
	2009	136	4	2.9	0	0.0	4	2.9	128	94.1	0	0.0
4	2007	145	5	3.4	0	0.0	1	0.7	139	95.9	0	0.0
	2008	112	7	6.3	0	0.0	1	0.9	103	92.0	1	0.9
	2009	115	7	6.1	0	0.0	0	0.0	107	93.0	1	0.9
5	2007	120	5	4.2	0	0.0	3	2.5	111	92.5	1	0.8
	2008	136	5	3.7	0	0.0	1	0.7	130	95.6	0	0.0
	2009	110	5	4.5	0	0.0	1	0.9	102	92.7	2	1.8
EC-5	2007	872	31	3.6	0	0.0	12	1.4	823	94.4	6	0.7
	2008	891	32	3.6	0	0.0	9	1.0	844	94.7	6	0.7
	2009	892	38	4.3	0	0.0	7	0.8	840	94.2	7	0.8

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	99	98	99.0	89	89.9	0	0.0	0	0.0	99	100.0	0.0
	2008	106	105	99.1	96	90.6	2	1.9	0	0.0	106	100.0	0.0
	2009	104	103	99.0	94	90.4	1	1.0	0	0.0	104	100.0	0.0
KN	2007	125	124	99.2	100	80.0	6	4.8	5	4.0	34	27.2	0.0
	2008	132	128	97.0	109	82.6	3	2.3	3	2.3	43	32.6	0.8
	2009	136	134	98.5	115	84.6	5	3.7	1	0.7	29	21.3	0.7
1	2007	145	143	98.6	112	77.2	10	6.9	5	3.4	10	6.9	12.4
	2008	156	154	98.7	124	79.5	11	7.1	8	5.1	20	12.8	12.8
	2009	156	156	100.0	131	84.0	5	3.2	3	1.9	16	10.3	10.9
2	2007	133	133	100.0	110	82.7	8	6.0	5	3.8	9	6.8	12.8
	2008	138	137	99.3	110	79.7	5	3.6	14	10.1	10	7.2	12.3
	2009	135	133	98.5	108	80.0	10	7.4	11	8.1	8	5.9	5.2
3	2007	105	105	100.0	87	82.9	5	4.8	10	9.5	8	7.6	7.6
	2008	111	110	99.1	91	82.0	7	6.3	10	9.0	15	13.5	3.6
	2009	136	134	98.5	106	77.9	8	5.9	13	9.6	9	6.6	3.7
4	2007	145	141	97.2	86	59.3	7	4.8	17	11.7	5	3.4	6.9
	2008	112	108	96.4	88	78.6	6	5.4	16	14.3	15	13.4	2.7
	2009	115	112	97.4	95	82.6	11	9.6	14	12.2	10	8.7	4.3
5	2007	120	118	98.3	68	56.7	9	7.5	16	13.3	7	5.8	0.8
	2008	136	134	98.5	84	61.8	9	6.6	14	10.3	8	5.9	2.2
	2009	110	108	98.2	86	78.2	9	8.2	13	11.8	11	10.0	0.9
EC-5	2007	872	862	98.9	652	74.8	45	5.2	58	6.7	172	19.7	6.2
	2008	891	876	98.3	702	78.8	43	4.8	65	7.3	217	24.4	5.4
	2009	892	880	98.7	735	82.4	49	5.5	55	6.2	187	21.0	4.0

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	49.6	4,117.2	47.9	96.6	3,933.6	95.5	125	100.0	100.0	86	7,436	100.0	100.0
	2008	53.1	4,133.2	50.2	94.7	3,942.7	95.4	131	100.0	100.0	92	7,427	100.0	100.0
	2009	50.5	4,167.8	48.4	95.9	3,975.6	95.4	114	100.0	100.0	95	7,332	100.0	100.0
KN	2007	125.0	13,945.0	120.3	96.2	13,385.6	96.0	28	22.4	24.3	111	12,035	88.8	86.3
	2008	132.3	13,568.1	127.4	96.3	13,004.4	95.8	33	24.9	23.5	109	11,618	82.4	85.6
	2009	138.4	13,515.0	133.1	96.2	12,939.1	95.7	19	13.7	22.5	125	11,501	90.3	85.1
1	2007	145.9	14,353.8	141.5	97.0	13,851.4	96.5	26	17.8	23.2	129	12,437	88.4	86.6
	2008	153.0	14,626.9	147.6	96.5	14,102.7	96.4	28	18.3	21.2	138	12,704	90.2	86.9
	2009	152.6	14,250.8	147.5	96.6	13,719.9	96.3	25	16.4	20.7	143	12,300	93.7	86.3
2	2007	133.2	13,403.8	129.7	97.4	12,978.9	96.8	16	12.0	21.7	122	11,729	91.6	87.5
	2008	140.0	13,708.6	136.2	97.3	13,269.8	96.8	17	12.1	19.7	130	12,043	92.9	87.9
	2009	133.1	13,950.1	129.1	97.0	13,499.0	96.8	15	11.3	18.6	122	12,231	91.6	87.7
3	2007	102.3	12,998.4	100.1	97.8	12,633.3	97.2	16	15.6	21.1	94	11,445	91.9	88.0
	2008	109.4	12,806.9	106.7	97.5	12,425.5	97.0	18	16.5	19.1	99	11,408	90.5	89.1
	2009	136.4	13,095.5	133.4	97.8	12,710.6	97.1	13	9.5	18.3	129	11,634	94.6	88.8
4	2007	147.3	12,104.9	143.6	97.5	11,768.3	97.2	17	11.5	19.7	136	10,683	92.3	88.3
	2008	111.8	12,329.8	109.1	97.5	11,960.3	97.0	22	19.7	19.7	98	10,924	87.7	88.6
	2009	116.0	12,156.4	113.0	97.4	11,789.9	97.0	12	10.3	18.1	107	10,731	92.2	88.3
5	2007	124.1	11,757.0	121.2	97.7	11,426.8	97.2	12	9.7	20.9	114	10,362	91.9	88.1
	2008	133.5	11,874.2	129.9	97.3	11,539.6	97.2	17	12.7	18.8	124	10,608	92.9	89.3
	2009	108.1	11,903.5	105.5	97.6	11,552.9	97.1	14	13.0	17.5	101	10,563	93.5	88.7
EC-5	2007	827.3	83,122.6	804.3	97.2	80,387.4	96.7	240	29.0	33.3	792	76,416	95.7	91.9
	2008	833.1	83,438.7	807.0	96.9	80,606.0	96.6	266	31.9	31.9	790	76,970	94.8	92.2
	2009	835.1	83,476.5	810.0	97.0	80,586.5	96.5	212	25.4	30.9	822	76,517	98.4	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	5	9.4
Hispanic	30	56.6
White	17	32.1
Other	1	1.9

Gender	Number	Percent
Female	38	71.7
Male	15	28.3

TOTAL	53
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AVERAGE NUMBER OF ABSENCES

2007	6.0
2008	6.9
2009	6.9

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	*	*	94.5	90.5		92.0	90.5		88.2	93.1	90.5	84.6	63
	2008		*	95.7	95.9		93.9	95.9		95.8	96.0	95.9	86.2	49
	2009		*	93.5	91.2	*	75.0	82.6		90.0	88.2	89.2	87.3	37
4	2007		*	55.3	53.8	*	31.4	54.6		44.4	64.8	54.6	69.7	108
	2008	*	*	69.3	68.8		64.6	68.8		64.3	75.0	69.5	72.1	82
	2009	*	*	70.7	72.6		65.3	66.0		72.4	73.5	73.0	75.8	63
5	2007	*	*	77.9	78.2		63.5	78.6		81.6	75.9	78.6	78.3	103
	2008		*	80.9	81.5	*	72.9	80.8		77.8	83.3	80.8	82.9	120
	2009	*	*	81.0	81.9	*	80.9	81.2		76.7	88.1	82.4	82.9	85
3-5	2007	*	61.5	72.3	71.6	*	62.1	71.9		68.6	75.2	71.9	77.6	274
	2008	*	75.0	80.1	80.2	*	73.8	79.9		76.7	83.2	80.1	80.3	251
	2009	*	88.9	79.8	80.4	*	74.4	76.1		78.3	82.8	80.5	81.5	185

NUMBER TESTED IN GRADES 3-5													
2007	2	13	253	268	2	153	274	0	137	137	274	31,814	
2008	1	12	236	248	2	168	249	0	120	131	251	31,840	
2009	3	9	168	179	4	129	142	0	92	93	185	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	*	*	3	6		4	6		4	2	6	1,675	63
	2008		*	2	2		2	2		1	1	2	1,443	49
	2009		*	2	3	*	3	4		2	2	4	960	37
4	2007		*	46	48	*	35	49		30	19	49	3,189	108
	2008	*	*	23	25		23	25		15	10	25	2,996	82
	2009	*	*	17	17		17	17		8	9	17	2,449	63
5	2007	*	*	21	22		19	22		9	13	22	2,258	103
	2008		*	22	22	*	19	23		12	11	23	1,827	120
	2009	*	*	15	15	*	13	13		10	5	15	1,793	85
3-5	2007	*	5	70	76	*	58	77		43	34	77	7,122	274
	2008	*	3	47	49	*	44	50		28	22	50	6,266	251
	2009	*	1	34	35	*	33	34		20	16	36	5,202	185

NUMBER TESTED IN GRADES 3-5													
2007	2	13	253	268	2	153	274	0	137	137	274	31,814	
2008	1	12	236	248	2	168	249	0	120	131	251	31,840	
2009	3	9	168	179	4	129	142	0	92	93	185	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	83.0	87.3	81.7	74.0
	2008	85.9	88.0	88.8	79.3
	2009	77.8	76.8	82.0	82.4
4	2007	73.1	71.4	67.2	63.5
	2008	75.8	73.8	75.1	70.1
	2009	81.8	73.6	72.1	78.1
5	2007	75.9	83.1	78.8	74.6
	2008	74.2	78.5	79.2	77.7
	2009	76.7	77.6	79.1	73.6
3-5	2007	76.4	79.5	74.9	70.1
	2008	77.0	78.8	79.7	75.5
	2009	78.6	76.1	77.3	76.9

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	*	*	25.5	27.0		20.0	27.0		26.5	27.6	27.0	21.3	63
	2008		*	26.1	26.5		21.2	26.5		12.5	40.0	26.5	21.5	49
	2009		*	22.6	20.6	*	25.0	17.4		30.0	11.8	21.6	34.1	37
4	2007		*	14.6	13.5	*	0.0	13.9		11.1	16.7	13.9	16.6	108
	2008	*	*	13.3	12.5		9.2	11.3		11.9	15.0	13.4	14.4	82
	2009	*	*	15.5	14.5		12.2	10.0		10.3	17.6	14.3	18.4	63
5	2007	*	*	17.9	19.8		3.8	19.4		28.6	11.1	19.4	13.1	103
	2008		*	15.7	16.0	*	5.7	15.8		16.7	15.2	15.8	16.5	120
	2009	*	*	13.9	15.7	*	8.8	8.7		14.0	16.7	15.3	18.5	85
3-5	2007	*	23.1	18.2	19.0	*	7.8	19.0		21.2	16.8	19.0	17.1	274
	2008	*	8.3	16.9	16.9	*	10.1	16.5		14.2	19.8	17.1	17.4	251
	2009	*	11.1	16.1	16.2	*	11.6	10.6		16.3	16.1	16.2	22.7	185

NUMBER TESTED IN GRADES 3-5													
2007	2	13	253	268	2	153	274	0	137	137	274	31,814	
2008	1	12	236	248	2	168	249	0	120	131	251	31,840	
2009	3	9	168	179	4	129	142	0	92	93	185	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	*	*	79.3	78.9		77.6	78.9		83.3	75.0	78.9	70.3	90
	2008	*	*	69.1	71.1	*	67.1	70.1		70.5	70.4	70.4	76.6	98
	2009		*	84.2	82.7	*	84.3	81.7		88.2	78.6	83.2	77.3	107
4	2007		*	74.6	74.0	*	64.3	74.0		72.4	75.4	74.0	75.7	127
	2008	*	*	80.5	78.2		79.2	78.2		84.1	73.3	78.7	77.9	89
	2009	*	*	76.5	77.6	*	75.0	74.0		78.9	75.0	76.7	79.4	86
5	2007	*	*	80.2	81.3	*	67.8	81.7		90.4	73.7	81.7	82.9	109
	2008		*	79.1	79.2	*	72.2	78.5		85.5	72.7	78.5	84.0	121
	2009	*	*	93.3	92.6	*	93.6	92.4		95.7	90.0	92.7	87.0	96
3-5	2007	*	69.2	77.7	77.8	*	70.2	77.9		81.6	74.7	77.9	76.2	326
	2008	*	61.5	76.3	76.3	*	72.6	75.7		80.4	72.1	76.0	79.5	308
	2009	*	55.6	84.9	84.5	100.0	84.5	82.9		88.1	81.2	84.4	81.0	289

NUMBER TESTED IN GRADES 3-5													
2007	2	13	305	320	3	205	326	0	152	174	326	32,298	
2008	2	13	291	304	4	226	305	0	143	165	308	32,696	
2009	3	9	272	283	6	233	245	0	135	154	289	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	*	*	17	19		17	19		7	12	19	3,303	90
	2008	*	*	29	28	*	27	29		13	16	29	2,542	98
	2009		*	16	18	*	13	17		6	12	18	2,781	107
4	2007		*	31	32	*	25	33		16	17	33	2,604	127
	2008	*	*	16	19		15	19		7	12	19	2,436	89
	2009	*	*	19	19	*	18	19		8	12	20	2,196	86
5	2007	*	*	20	20	*	19	20		5	15	20	1,785	109
	2008		*	24	25	*	20	26		8	18	26	1,730	121
	2009	*	*	6	7	*	5	6		2	5	7	1,386	96
3-5	2007	*	4	68	71	*	61	72		28	44	72	7,692	326
	2008	*	5	69	72	*	62	74		28	46	74	6,708	308
	2009	*	4	41	44	0	36	42		16	29	45	6,363	289

NUMBER TESTED IN GRADES 3-5													
2007	2	13	305	320	3	205	326	0	152	174	326	32,298	
2008	2	13	291	304	4	226	305	0	143	165	308	32,696	
2009	3	9	272	283	6	233	245	0	135	154	289	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	82.2	84.6	83.0	78.3	82.5	61.5
	2008	74.6	79.1	82.1	78.6	83.7	59.7
	2009	82.5	81.6	91.7	84.0	88.3	75.1
4	2007	82.8	81.8	78.5	74.4	68.7	70.9
	2008	81.8	81.2	80.3	77.7	75.3	71.3
	2009	84.0	79.9	75.2	76.6	84.3	69.9
5	2007	79.8	74.4	80.1	73.4	78.2	74.3
	2008	79.5	74.6	82.5	74.3	83.1	78.4
	2009	84.8	85.0	87.2	82.9	84.1	81.8
3-5	2007	81.7	80.1	80.3	75.2	75.7	69.4
	2008	78.6	77.9	81.8	76.6	81.0	70.4
	2009	83.7	82.2	85.3	81.4	85.7	75.8

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	*	*	18.3	21.1		15.8	21.1		21.4	20.8	21.1	19.2	90
	2008	*	*	12.8	12.4	*	8.5	12.4		11.4	13.0	12.2	26.3	98
	2009		*	35.6	35.6	*	34.9	33.3		39.2	32.1	35.5	29.0	107
4	2007		*	26.2	25.2	*	12.9	25.2		29.3	21.7	25.2	22.6	127
	2008	*	*	26.8	26.4		18.1	25.3		34.1	20.0	27.0	23.8	89
	2009	*	*	28.4	28.2	*	25.0	23.3		31.6	25.0	27.9	31.6	86
5	2007	*	*	26.7	27.1	*	13.6	26.6		34.6	19.3	26.6	29.3	109
	2008		*	33.9	34.2	*	27.8	33.9		38.2	30.3	33.9	31.9	121
	2009	*	*	41.1	42.6	*	37.2	36.7		52.2	36.0	43.8	38.4	96
3-5	2007	*	23.1	24.3	24.7	*	14.1	24.5		28.9	20.7	24.5	23.6	326
	2008	*	23.1	25.1	25.0	*	17.7	24.6		28.7	21.8	25.0	27.3	308
	2009	*	22.2	35.3	35.7	50.0	32.6	31.4		41.5	31.2	36.0	32.8	289


NUMBER TESTED IN GRADES 3-5													
2007	2	13	305	320	3	205	326	0	152	174	326	32,298	
2008	2	13	291	304	4	226	305	0	143	165	308	32,696	
2009	3	9	272	283	6	233	245	0	135	154	289	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		*	83.3	82.7	*	76.0	82.4		78.2	86.8	82.4	86.5	108
	2008	*	*	90.4	88.6		89.1	88.6		87.5	90.2	88.9	87.4	81
	2009	*	*	91.4	91.9		89.8	90.0		86.2	97.1	92.1	87.4	63

NUMBER TESTED IN GRADE 4													
2007	0	5	102	104	2	50	108	0	55	53	108	10,408	
2008	1	5	73	79	0	64	79	0	40	41	81	10,658	
2009	1	4	58	62	0	49	50	0	29	34	63	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		*	17	18	*	12	19		12	7	19	1,408	108
	2008	*	*	7	9		7	9		5	4	9	1,348	81
	2009	*	*	5	5		5	5		4	1	5	1,264	63

NUMBER TESTED IN GRADE 4													
2007	0	5	102	104	2	50	108	0	55	53	108	10,408	
2008	1	5	73	79	0	64	79	0	40	41	81	10,658	
2009	1	4	58	62	0	49	50	0	29	34	63	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	81.0	73.4	84.3	85.2
	2008	2.1	85.8	79.3	82.3	84.0
	2009	2.0	88.1	76.6	84.9	89.5

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		*	12.7	12.5	*	2.0	12.0		3.6	20.8	12.0	18.2	108
	2008	*	*	13.7	13.9		10.9	12.7		12.5	14.6	13.6	21.4	81
	2009	*	*	5.2	4.8		4.1	2.0		6.9	2.9	4.8	21.0	63

NUMBER TESTED IN GRADE 4													
2007	0	5	102	104	2	50	108	0	55	53	108	10,408	
2008	1	5	73	79	0	64	79	0	40	41	81	10,658	
2009	1	4	58	62	0	49	50	0	29	34	63	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	*	*	50.5	53.3		29.8	52.3		62.7	42.9	52.3	62.3	107
	2008		*	66.7	67.2	*	56.3	66.7		66.7	66.7	66.7	71.9	120
	2009	*	*	76.7	77.8	*	74.7	75.0		79.5	77.1	78.3	75.9	92

NUMBER TESTED IN GRADE 5													
2007	1	4	99	105	0	57	107	0	51	56	107	10,296	
2008	0	5	114	119	3	71	120	0	54	66	120	10,686	
2009	2	3	86	90	2	75	76	0	44	48	92	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	*	*	49	49		40	51		19	32	51	3,881	107
	2008		*	38	39	*	31	40		18	22	40	3,005	120
	2009	*	*	20	20	*	19	19		9	11	20	2,542	92

NUMBER TESTED IN GRADE 5													
2007	1	4	99	105	0	57	107	0	51	56	107	10,296	
2008	0	5	114	119	3	71	120	0	54	66	120	10,686	
2009	2	3	86	90	2	75	76	0	44	48	92	10,550	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	76.9	73.6	72.2	60.7
	2008	84.2	82.0	78.4	67.6
	2009	86.0	88.0	85.3	66.5

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)
5	2007	*	*	14.1	14.3		5.3	14.0		27.5	1.8	14.0	18.0	107
	2008		*	25.4	25.2	*	11.3	25.0		29.6	21.2	25.0	24.8	120
	2009	*	*	24.4	26.7	*	24.0	23.7		29.5	27.1	28.3	29.1	92

NUMBER TESTED IN GRADE 5													
2007	1	4	99	105	0	57	107	0	51	56	107	10,296	
2008	0	5	114	119	3	71	120	0	54	66	120	10,686	
2009	2	3	86	90	2	75	76	0	44	48	92	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			89.5	89.5		89.5	89.5		83.3	92.3	89.5	82.9	38
	2008			94.3	94.3	*	94.3	94.3		86.4	100.0	94.3	85.4	53
	2009			94.6	94.6	*	94.6	94.6		91.9	96.4	94.6	89.4	93
4	2007			67.6	69.7		66.7	66.7		54.5	72.7	67.6	65.9	34
	2008			72.2	72.2		72.2	72.2		50.0	83.3	72.2	67.0	18
	2009			73.7	73.0	*	73.7	73.7		75.0	73.1	73.7	72.7	38
5	2007			87.5	87.5		87.5	87.5		*	*	87.5	75.8	8
	2008			*	*		*	*			*	*	70.6	2
	2009			81.8	81.8		81.8	81.8		*	100.0	81.8	79.7	11
ALL	2007			80.0	81.0		79.7	79.7		69.2	84.9	80.0	—	80
	2008			89.0	89.0	*	89.0	89.0		78.6	95.6	89.0	—	73
	2009			88.0	87.9	*	88.0	88.0		84.9	89.9	88.0	—	142

NUMBER TESTED IN GRADES ALL													
2007	0	0	80	79	0	79	79	0	26	53	80	—	
2008	0	0	73	73	1	73	73	0	28	45	73	—	
2009	0	0	142	140	2	142	142	0	53	89	142	—	

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	4		4	4		2	2	4	219	38
	2008			3	3	*	3	3		3	0	3	239	53
	2009			5	5	*	5	5		3	2	5	514	93
4	2007			11	10		11	11		5	6	11	122	34
	2008			5	5		5	5		3	2	5	215	18
	2009			10	10	*	10	10		3	7	10	268	38
5	2007			1	1		1	1		*	*	1	22	8
	2008			*	*		*	*			*	*	65	2
	2009			2	2		2	2		*	0	2	86	11
ALL	2007			16	15		16	16		8	8	16	—	80
	2008			8	8	*	8	8		6	2	8	—	73
	2009			17	17	*	17	17		8	9	17	—	142

NUMBER TESTED IN GRADES ALL													
2007	0	0	80	79	0	79	79	0	26	53	80	—	
2008	0	0	73	73	1	73	73	0	28	45	73	—	
2009	0	0	142	140	2	142	142	0	53	89	142	—	

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	71.8	83.1	78.1	69.4
	2008	81.0	82.5	78.6	74.3
	2009	79.9	87.4	84.6	81.6
4	2007	73.3	77.6	61.8	67.6
	2008	73.7	69.4	63.5	63.3
	2009	77.9	74.7	76.3	67.6
5	2007	74.0	82.8	76.6	65.4
	2008	*	*	*	*
	2009	67.1	75.0	62.5	66.4
ALL	2007	72.7	80.7	71.0	68.3
	2008	79.6	79.7	75.3	71.9
	2009	78.3	83.0	80.7	76.7

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			13.2	13.2		13.2	13.2		0.0	19.2	13.2	14.8	38
	2008			13.2	13.2	*	13.2	13.2		4.5	19.4	13.2	17.2	53
	2009			29.0	28.3	*	29.0	29.0		27.0	30.4	29.0	30.6	93
4	2007			23.5	24.2		24.2	24.2		36.4	18.2	23.5	14.2	34
	2008			16.7	16.7		16.7	16.7		0.0	25.0	16.7	13.5	18
	2009			23.7	24.3	*	23.7	23.7		16.7	26.9	23.7	21.1	38
5	2007			12.5	12.5		12.5	12.5		*	*	12.5	17.6	8
	2008			*	*		*	*			*	*	19.9	2
	2009			0.0	0.0		0.0	0.0		*	0.0	0.0	15.3	11
ALL	2007			17.5	17.7		17.7	17.7		15.4	18.9	17.5	—	80
	2008			16.4	16.4	*	16.4	16.4		3.6	24.4	16.4	—	73
	2009			25.4	25.0	*	25.4	25.4		22.6	27.0	25.4	—	142

NUMBER TESTED IN ALL GRADES													
2007	0	0	80	79	0	79	79	0	26	53	80	—	
2008	0	0	73	73	1	73	73	0	28	45	73	—	
2009	0	0	142	140	2	142	142	0	53	89	142	—	

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			54.5	54.5		54.5	54.5		*	57.1	54.5	62.1	11
	2008			*	*		*	*		*	*	*	71.7	4
	2009			72.2	72.2		72.2	72.2		*	78.6	72.2	72.9	18
4	2007			*	*		*	*			*	*	61.2	1
	2008			36.4	36.4		36.4	36.4		*	57.1	36.4	63.1	11
	2009			50.0	53.8		50.0	50.0		*	54.5	50.0	69.7	14
5	2007												38.3	0
	2008			*	*		*	*			*	*	53.3	1
	2009												50.0	0
ALL	2007			50.0	50.0		50.0	50.0		*	50.0	50.0	60.9	12
	2008			43.8	43.8		43.8	43.8		16.7	60.0	43.8	68.2	16
	2009			62.5	64.5		62.5	62.5		42.9	68.0	62.5	64.9	32

NUMBER TESTED IN GRADES ALL													
2007	0	0	12	12	0	12	12	0	4	8	12	1,376	
2008	0	0	16	16	0	16	16	0	6	10	16	1,664	
2009	0	0	32	31	0	32	32	0	7	25	32	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			5	5		5	5		*	3	5	389	11
	2008			*	*		*	*		*	*	*	316	4
	2009			5	5		5	5		*	3	5	26	18
4	2007			*	*		*	*			*	*	112	1
	2008			7	7		7	7		*	3	7	157	11
	2009			7	6		7	7		*	5	7	149	14
5	2007												37	0
	2008			*	*		*	*			*	*	56	1
	2009												105	0
ALL	2007			6	6		6	6		*	4	6	538	12
	2008			9	9		9	9		5	4	9	529	16
	2009			12	11		12	12		4	8	12	280	32

NUMBER TESTED IN GRADES ALL													
2007	0	0	12	12	0	12	12	0	4	8	12	1,376	
2008	0	0	16	16	0	16	16	0	6	10	16	1,664	
2009	0	0	32	31	0	32	32	0	7	25	32	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	72.5	65.0	74.6	65.4	70.0	49.7
	2008	65.5	63.6	63.6	59.1	63.6	42.0
	2009	*	*	*	*	*	*
4	2007	58.3	63.1	59.7	55.6	58.3	51.0
	2008	*	*	*	*	*	*
	2009	65.3	55.8	63.6	56.1	43.2	51.1
5	2007						
	2008						
	2009	*	*	*	*	*	*
ALL	2007	69.2	64.6	71.2	63.1	67.3	50.0
	2008	64.5	64.3	63.9	58.3	64.6	41.7
	2009	65.2	59.5	64.9	58.6	56.3	53.9

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			0.0	0.0		0.0	0.0		*	0.0	0.0	15.9	11
	2008			*	*		*	*		*	*	*	20.9	4
	2009			0.0	0.0		0.0	0.0		*	0.0	0.0	15.6	18
4	2007			*	*		*	*			*	*	24.6	1
	2008			0.0	0.0		0.0	0.0		*	0.0	0.0	22.8	11
	2009			0.0	0.0		0.0	0.0		*	0.0	0.0	26.3	14
5	2007												11.7	0
	2008			*	*		*	*			*	*	14.2	1
	2009												13.3	0
ALL	2007			0.0	0.0		0.0	0.0		*	0.0	0.0	—	12
	2008			6.3	6.3		6.3	6.3		16.7	0.0	6.3	—	16
	2009			0.0	0.0		0.0	0.0		0.0	0.0	0.0	—	32


NUMBER TESTED IN ALL GRADES													
2007	0	0	12	12	0	12	12	0	4	8	12	—	
2008	0	0	16	16	0	16	16	0	6	10	16	—	
2009	0	0	32	31	0	32	32	0	7	25	32	—	

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			67.6	69.7		69.7	69.7		63.6	72.7	67.6	79.1	34
	2008			68.4	68.4		68.4	68.4		50.0	81.8	68.4	81.9	19
	2009			92.1	94.6	*	92.1	92.1		91.7	92.3	92.1	87.1	38

NUMBER TESTED IN GRADE 4													
2007	0	0	34	33	0	33	33	0	11	22	34	364	
2008	0	0	19	19	0	19	19	0	8	11	19	667	
2009	0	0	38	37	1	38	38	0	12	26	38	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			11	10		10	10		4	6	11	76	34
	2008			6	6		6	6		4	2	6	121	19
	2009			3	2	*	3	3		1	2	3	127	38

NUMBER TESTED IN GRADE 4													
2007	0	0	34	33	0	33	33	0	11	22	34	364	
2008	0	0	19	19	0	19	19	0	8	11	19	667	
2009	0	0	38	37	1	38	38	0	12	26	38	981	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	1.8	73.5	70.6	86.4	74.3
	2008	1.8	75.0	70.4	86.2	77.0
	2009	2.2	88.8	80.6	91.4	83.6

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007			8.8	9.1		9.1	9.1		9.1	9.1	8.8	13.2	34
	2008			5.3	5.3		5.3	5.3		0.0	9.1	5.3	14.2	19
	2009			28.9	29.7	*	28.9	28.9		33.3	26.9	28.9	20.4	38

NUMBER TESTED IN GRADE 4													
2007	0	0	34	33	0	33	33	0	11	22	34	364	
2008	0	0	19	19	0	19	19	0	8	11	19	667	
2009	0	0	38	37	1	38	38	0	12	26	38	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)
3														
	2008		*	*	83.3	83.3	*	83.3		*	*	83.3	77.7	6
	2009		*	*	83.3	83.3	*	*		*	*	83.3	87.7	6
4														
	2008		*	*	*	50.0		50.0		*	*	50.0	70.7	6
	2009		*	62.5	60.0	63.6	*	60.0		57.1	*	63.6	71.8	11
5														
	2008		*	83.3	83.3	85.7	*	85.7		83.3	*	85.7	73.3	7
	2009		*	66.7	62.5	62.5	*	*		57.1	*	62.5	80.3	8
3-5														
	2008		*	73.3	76.5	73.7	*	73.7		61.5	100.0	73.7	73.7	19
	2009		57.1	72.2	66.7	68.0	71.4	57.9		56.3	88.9	68.0	79.2	25

NUMBER TESTED IN GRADES 3-5													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
2008	0	4	15	17	19	5	19	0	13	6	19	1,807	
2009	0	7	18	24	25	7	19	0	16	9	25	1,867	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	1	1	*	1		*	*	1	116	6
	2009		*	*	1	1	*	*		*	*	1	60	6
4														
	2008		*	*	*	3		3		*	*	3	181	6
	2009		*	3	4	4	*	4		3	*	4	192	11
5														
	2008		*	1	1	1	*	1		1	*	1	179	7
	2009		*	2	3	3	*	*		3	*	3	137	8
3-5														
	2008		*	4	4	5	*	5		5	0	5	476	19
	2009		3	5	8	8	2	8		7	1	8	389	25

NUMBER TESTED IN GRADES 3-5													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
2008	0	4	15	17	19	5	19	0	13	6	19	1,807	
2009	0	7	18	24	25	7	19	0	16	9	25	1,867	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	60.3	63.9	43.3	55.6
	2009	57.7	61.1	63.3	58.3
4					
	2008	56.9	47.2	36.1	45.8
	2009	50.0	51.5	48.5	53.4
5					
	2008	77.9	78.6	81.0	67.5
	2009	59.1	68.8	56.3	50.0
3-5					
	2008	65.7	64.0	54.9	56.9
	2009	54.8	59.3	54.5	53.5

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		*	*	0.0	0.0	*	0.0		*	*	0.0	10.8	6
	2009		*	*	0.0	0.0	*	*		*	*	0.0	16.2	6
4														
	2008		*	*	*	0.0		0.0		*	*	0.0	9.7	6
	2009		*	12.5	10.0	9.1	*	10.0		14.3	*	9.1	8.9	11
5														
	2008		*	16.7	33.3	28.6	*	28.6		16.7	*	28.6	14.9	7
	2009		*	0.0	0.0	0.0	*	*		0.0	*	0.0	14.1	8
3-5														
	2008		*	6.7	11.8	10.5	*	10.5		7.7	16.7	10.5	12.0	19
	2009		0.0	5.6	4.2	4.0	14.3	5.3		6.3	0.0	4.0	12.7	25

NUMBER TESTED IN GRADES 3-5													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
2008	0	4	15	17	19	5	19	0	13	6	19	1,807	
2009	0	7	18	24	25	7	19	0	16	9	25	1,867	

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2008		*	*	66.7	66.7	*	66.7		*	*	66.7	76.1	6
	2009		*	*	100.0	100.0	*	*		*	*	100.0	81.2	6
4	2008		*	*	*	100.0		100.0		*	*	100.0	69.1	6
	2009		*	75.0	70.0	72.7	*	80.0		71.4	*	72.7	75.8	11
5	2008			100.0	*	100.0	*	100.0		100.0		100.0	64.0	6
	2009		*	100.0	100.0	100.0	*	*		100.0	*	100.0	80.2	9
3-5	2008		*	86.7	87.5	88.9	66.7	88.9		84.6	*	88.9	69.4	18
	2009		87.5	88.9	88.0	88.5	87.5	89.5		88.2	88.9	88.5	78.8	26

NUMBER TESTED IN GRADES 3-5													
2008	0	3	15	16	18	6	18	0	13	5	18	1,730	
2009	0	8	18	25	26	8	19	0	17	9	26	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		*	*	2	2	*	2		*	*	2	129	6
	2009		*	*	0	0	*	*		*	*	0	85	6
4														
	2008		*	*	*	0		0		*	*	0	173	6
	2009		*	2	3	3	*	2		2	*	3	157	11
5														
	2008			0	*	0	*	0		0		0	227	6
	2009		*	0	0	0	*	*		0	*	0	127	9
3-5														
	2008		*	2	2	2	2	2		2	*	2	529	18
	2009		1	2	3	3	1	2		2	1	3	369	26

NUMBER TESTED IN GRADES 3-5														
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD		
2008	0	3	15	16	18	6	18	0	13	5	18	1,730		
2009	0	8	18	25	26	8	19	0	17	9	26	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	58.3	63.3	56.7	83.3	44.4	36.1
	2009	75.0	86.7	73.3	80.0	72.2	44.4
4	2008	81.5	75.0	83.3	63.3	61.1	55.6
	2009	64.6	59.1	67.3	63.6	39.4	60.6
5	2008	72.2	55.6	80.6	66.7	77.8	90.0
	2009	71.6	64.8	75.9	75.9	70.4	60.0
3-5	2008	70.7	64.6	73.5	71.1	61.1	60.6
	2009	69.4	67.4	71.7	71.7	57.7	56.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	16.7	16.7	*	16.7		*	*	16.7	16.1	6
	2009		*	*	16.7	16.7	*	*		*	*	16.7	22.3	6
4														
	2008		*	*	*	33.3		33.3		*	*	33.3	14.3	6
	2009		*	12.5	10.0	9.1	*	10.0		14.3	*	9.1	14.0	11
5														
	2008			16.7	*	16.7	*	16.7		16.7		16.7	14.0	6
	2009		*	33.3	22.2	22.2	*	*		25.0	*	22.2	17.2	9
3-5														
	2008		*	26.7	25.0	22.2	16.7	22.2		23.1	*	22.2	14.7	18
	2009		0.0	22.2	16.0	15.4	12.5	15.8		17.6	11.1	15.4	17.3	26

NUMBER TESTED IN GRADES 3-5													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
2008	0	3	15	16	18	6	18	0	13	5	18	1,730	
2009	0	8	18	25	26	8	19	0	17	9	26	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			50.0	*	50.0	*	50.0		50.0		50.0	39.2	6
	2009		*	33.3	37.5	37.5	*	*		28.6	*	37.5	37.5	8

NUMBER TESTED IN GRADE 5													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
2008	0	0	6	5	6	3	6	0	6	0	6	668	
2009	0	2	6	8	8	1	5	0	7	1	8	637	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5														
	2008			3	*	3	*	3		3		3	406	6
	2009		*	4	5	5	*	*		5	*	5	398	8

NUMBER TESTED IN GRADE 5													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested
2008	0	0	6	5	6	3	6	0	6	0	6	668	
2009	0	2	6	8	8	1	5	0	7	1	8	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2008	71.2	66.7	88.1	73.8
	2009	63.6	53.6	64.3	67.9

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				0.0	*	0.0	*	0.0		0.0		0.0	5.2	6
	2008			0.0	*	0.0	*	0.0		0.0		0.0	5.2	6
	2009		*	0.0	0.0	0.0	*	*		0.0	*	0.0	4.9	8

NUMBER TESTED IN GRADE 5														
2007														
2008	0	0	6	5	6	3	6	0	6	0	6	6	668	
2009	0	2	6	8	8	1	5	0	7	1	8	637		

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

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	21.4	22.2	21.9	46.9	32
	2008	0.0	23.5	14.3	57.6	28
	2009	12.5	27.3	18.5	41.9	27
1	2007	5.0	56.3	27.8	51.4	36
	2008	17.6	22.2	20.5	50.2	44
	2009	18.2	50.0	29.4	54.2	34
2	2007	17.9	73.3	37.2	44.5	43
	2008	43.5	62.5	51.3	50.2	39
	2009	24.1	*	29.4	47.9	34
1-2	2007	12.5	64.5	32.9	47.6	79
	2008	32.5	37.2	34.9	50.2	83
	2009	21.6	52.9	29.4	51.0	68

Grade	Year	MATHEMATICS TOTAL (**MATHMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	23.5	14.8	21.6	44.3	125
	2008	39.4	50.0	41.8	44.9	134
	2009	13.4	43.8	17.0	52.8	135
1	2007	14.3	76.5	42.1	48.8	38
	2008	44.0	44.8	44.2	55.5	154
	2009	34.8	66.7	45.7	50.4	35
2	2007	34.5	93.8	55.6	55.6	45
	2008	57.1	65.0	58.3	57.5	139
	2009	26.7	*	31.4	53.2	35
K-2	2007	24.3	53.3	32.7	49.1	208
	2008	47.1	51.9	48.0	52.7	427
	2009	18.6	54.5	24.4	52.3	205

Number Tested	2007	62	49	111	24,696	
	2008	51	60	111	21,817	
	2009	67	28	95	21,148	

Number Tested	2007	148	60	208	34,441	
	2008	348	79	427	41,070	
	2009	172	33	205	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	*	*	17.2	19.4	*	33.3	21.4		11.1	35.7	21.9	46.9	32
	2008	*	*	13.6	16.0	*	0.0	0.0		17.6	9.1	14.3	57.6	28
	2009		33.3	14.3	19.2	*	10.0	12.5		23.1	14.3	18.5	41.9	27
1	2007		0.0	32.0	29.4	*	12.5	5.0		25.0	33.3	27.8	51.4	36
	2008	*	*	8.8	20.9	0.0	0.0	17.6		13.0	28.6	20.5	50.2	44
	2009		0.0	35.7	29.4	*	36.4	18.2		26.3	33.3	29.4	54.2	34
2	2007	*	*	30.6	37.2	*	13.6	17.9		36.8	37.5	37.2	44.5	43
	2008		*	51.6	51.3	*	46.2	43.5		52.6	50.0	51.3	50.2	39
	2009	*	*	17.9	27.3	0.0	20.0	24.1		23.8	38.5	29.4	47.9	34
1-2	2007	*	33.3	31.1	33.8	0.0	13.3	12.5		30.2	36.1	32.9	47.6	79
	2008	*	25.0	29.2	35.4	0.0	25.0	32.5		31.0	39.0	34.9	50.2	83
	2009	*	12.5	26.8	28.4	0.0	28.6	21.6		25.0	35.7	29.4	51.0	68

Number Tested	2007	3	13	90	108	15	39	62	0	61	50	111	24,696
	2008	4	13	87	107	16	34	51	0	59	52	111	21,817
	2009	3	14	77	93	19	31	67	0	53	42	95	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	*	*	0	0	*	0	0		0	0	0	1,245	32
	2008	*	*	1	2	*	0	0		2	0	2	1,687	28
	2009		0	1	1	*	1	1		1	0	1	771	27
1	2007		0	1	1	*	0	0		0	1	1	1,458	36
	2008	*	*	1	3	0	0	0		1	2	3	1,555	44
	2009		0	4	4	*	0	0		1	3	4	1,659	34
2	2007	*	*	2	3	*	0	0		2	1	3	896	43
	2008		*	1	2	*	1	1		2	0	2	1,065	39
	2009	*	*	0	0	0	0	0		0	0	0	1,027	34
1-2	2007	*	1	3	4	0	0	0		2	2	4	2,355	79
	2008	*	0	2	5	0	1	1		3	2	5	2,620	83
	2009	*	0	4	4	0	0	0		1	3	4	2,688	68
Number Tested	2007	3	13	90	108	15	39	62	0	61	50	111	24,696	
	2008	4	13	87	107	16	34	51	0	59	52	111	21,817	
	2009	3	14	77	93	19	31	67	0	53	42	95	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	*	*	20.5	21.1	0.0	22.0	23.5		23.6	18.9	21.6	44.3	125	
	2008	*	*	40.6	41.9	*	39.1	39.4		40.8	42.9	41.8	44.9	134	
	2009			50.0	15.5	16.5	*	13.9	13.4		17.4	16.7	17.0	135	
1	2007			0.0	53.8	41.7	16.7	22.2	14.3		34.6	58.3	42.1	48.8	38
	2008	*	*		42.4	44.1	9.1	43.4	44.0		46.7	40.6	44.2	55.5	154
	2009			50.0	44.8	45.7	*	27.3	34.8		50.0	40.0	45.7	50.4	35
2	2007	*	*		52.6	55.6	0.0	40.9	34.5		65.0	48.0	55.6	55.6	45
	2008		*		58.0	58.0	*	57.3	57.1		59.7	57.1	58.3	57.5	139
	2009	*	*		28.6	32.4	0.0	40.0	26.7		36.4	23.1	31.4	53.2	35
K-2	2007	*		30.8	31.7	32.4	5.6	25.2	24.3		33.1	32.2	32.7	49.1	208
	2008	*		53.8	46.9	48.0	16.7	46.5	47.1		48.4	47.5	48.0	52.7	427
	2009	*		40.0	22.0	24.3	5.0	16.9	18.6		27.0	21.3	24.4	52.3	205

Number Tested	2007	3	13	186	204	18	131	148	0	118	90	208	34,441
	2008	4	13	403	419	18	342	348	0	223	204	427	41,070
	2009	3	15	186	202	20	136	172	0	111	94	205	30,563

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007	*	*	8	8	0	6	7		4	5	9	2,583	125
	2008	*	*	18	18	*	16	14		8	10	18	2,788	134
	2009		1	2	3	*	1	1		1	2	3	2,455	135
1	2007		0	7	8	0	1	1		6	2	8	1,769	38
	2008	*	*	14	17	0	11	12		11	6	17	2,800	154
	2009		1	6	7	*	0	3		4	3	7	1,577	35
2	2007	*	*	7	8	0	2	2		5	3	8	2,098	45
	2008		*	22	24	*	18	21		13	12	25	2,912	139
	2009	*	*	1	3	0	1	1		1	2	3	1,686	35
K-2	2007	*	1	22	24	0	9	10		15	10	25	6,450	208
	2008	*	0	54	59	1	45	47		32	28	60	8,500	427
	2009	*	2	9	13	0	2	5		6	7	13	5,718	205

Number Tested	2007	3	13	186	204	18	131	148	0	118	90	208	34,441
	2008	4	13	403	419	18	342	348	0	223	204	427	41,070
	2009	3	15	186	202	20	136	172	0	111	94	205	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			58.0	58.8		59.5	60.8		56.3	60.6	58.0	84.7	81
	2008			86.7	86.4		86.9	87.0		83.3	90.2	86.7	87.0	105
	2009			85.6	85.4	*	85.4	85.0		81.5	90.0	85.6	88.6	104
1	2007			77.4	77.4	*	77.7	78.2	*	68.2	83.9	77.4	84.5	106
	2008			86.4	86.3	*	86.4	86.1		87.5	84.6	86.4	88.0	103
	2009			86.1	86.1		86.1	86.5		80.3	92.6	86.1	88.6	115
2	2007			93.2	93.2	*	93.2	93.2		92.1	94.0	93.2	89.9	88
	2008			97.5	97.5		97.4	97.4		94.7	100.0	97.5	93.4	81
	2009			92.6	92.5		93.5	94.4		89.3	97.4	92.6	94.0	94
K-2	2007			76.7	77.0	33.3	77.4	78.3	*	70.8	82.1	76.7	85.6	275
	2008			89.6	89.5	*	89.6	89.6		87.8	91.7	89.6	89.3	289
	2009			87.9	87.8	*	88.1	88.4		83.6	93.0	87.9	90.4	313

Number Tested	2007	0	0	275	274	6	270	263	1	130	145	275	14,889
	2008	0	0	289	285	3	280	270	0	156	133	289	18,257
	2009	0	0	313	311	1	311	301	0	171	142	313	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			22	22		22	21		13	9	22	2,779	81
	2008			55	53		52	50		24	31	55	3,280	105
	2009			42	41	*	41	40		18	24	42	3,525	104
1	2007			34	34	*	33	33	*	11	23	34	1,782	106
	2008			34	33	*	34	34		18	16	34	2,412	103
	2009			26	26		26	26		13	13	26	2,523	115
2	2007			34	34	*	34	34		10	24	34	1,196	88
	2008			46	45		44	44		20	26	46	2,596	81
	2009			56	55		56	55		34	22	56	2,909	94
K-2	2007			90	90	0	89	88	*	34	56	90	5,757	275
	2008			135	131	*	130	128		62	73	135	8,288	289
	2009			124	122	*	123	121		65	59	124	8,957	313

Number Tested	2007	0	0	275	274	6	270	263	1	130	145	275	14,889
	2008	0	0	289	285	3	280	270	0	156	133	289	18,257
	2009	0	0	313	311	1	311	301	0	171	142	313	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	10	60.0	8	12.5	41	12.2	59	20.3
5	8	37.5	7	57.1	0	-	15	46.7
ALL	18	50.0	15	33.3	41	12.2	74	25.7

PERFORMANCE IN 2009

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (117)	Beginning	50	42.7	75	64.1	102	87.2	98	83.8	98	83.8
	Intermediate	39	33.3	21	17.9	4	3.4	9	7.7	9	7.7
	Advanced	18	15.4	14	12.0	8	6.8	7	6.0	7	6.0
	Advanced High	10	8.5	7	6.0	3	2.6	3	2.6	3	2.6
1 (126)	Beginning	20	15.9	37	29.4	93	73.8	94	74.6	94	74.6
	Intermediate	60	47.6	54	42.9	23	18.3	17	13.5	17	13.5
	Advanced	36	28.6	31	24.6	7	5.6	13	10.3	13	10.3
	Advanced High	10	7.9	4	3.2	3	2.4	2	1.6	2	1.6
2 (110)	Beginning	32	29.1	55	50.0	57	52.3	23	21.5	22	20.8
	Intermediate	50	45.5	35	31.8	34	31.2	34	31.8	36	34.0
	Advanced	21	19.1	11	10.0	12	11.0	28	26.2	37	34.9
	Advanced High	7	6.4	9	8.2	6	5.5	22	20.6	11	10.4
3 (107)	Beginning	11	10.3	21	19.6	27	25.2	14	13.1	14	13.1
	Intermediate	39	36.4	45	42.1	40	37.4	31	29.0	31	29.0
	Advanced	41	38.3	32	29.9	27	25.2	23	21.5	28	26.2
	Advanced High	16	15.0	9	8.4	13	12.1	39	36.4	34	31.8
4 (96)	Beginning	2	2.1	3	3.1	14	14.6	8	8.3	7	7.3
	Intermediate	11	11.5	20	20.8	30	31.3	24	25.0	25	26.0
	Advanced	36	37.5	48	50.0	36	37.5	26	27.1	27	28.1
	Advanced High	47	49.0	25	26.0	16	16.7	38	39.6	37	38.5

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
112 28 (25.0%)	Beginning	81			
	Intermediate	15	1		
	Advanced	8	3	2	
	Advanced High	0	0	2	
103 62 (60.2%)	Beginning	20			
	Intermediate	27	9		
	Advanced	18	6	12	
	Advanced High	4	3	4	
101 53 (52.5%)	Beginning	11			
	Intermediate	7	23		
	Advanced	1	12	14	
	Advanced High	0	3	30	
90 47 (52.2%)	Beginning	6			
	Intermediate	6	18		
	Advanced	1	7	19	
	Advanced High	0	1	32	

PERFORMANCE IN 2009

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (85)	Beginning	7	8.2	6	7.1	9	10.6	6	7.1	6	7.1
	Intermediate	21	24.7	23	27.1	30	35.3	5	5.9	5	5.9
	Advanced	27	31.8	31	36.5	28	32.9	19	22.4	23	27.1
	Advanced High	30	35.3	25	29.4	18	21.2	55	64.7	51	60.0
ALL (641)	Beginning	122	19.0	197	30.7	302	47.2	243	38.1	241	37.8
	Intermediate	220	34.3	198	30.9	161	25.2	120	18.8	123	19.3
	Advanced	179	27.9	167	26.1	118	18.4	116	18.2	135	21.2
	Advanced High	120	18.7	79	12.3	59	9.2	159	24.9	138	21.7

**PROGRESSION FROM
2008 TO 2009**

Number Rated Both Years N (%) Progressed	2009 Level	2008 Level			
		Beg	Int	Adv	Adv High
79 61 (77.2%)	Beginning	1			
	Intermediate	2	2		
	Advanced	0	8	15	
	Advanced High	0	4	47	
485 251 (51.8%)	Beginning	119			
	Intermediate	57	53		
	Advanced	28	36	62	
	Advanced High	4	11	115	

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