

Campus Data Packet

for 2009 - 10 Plans



STEVENS PARK

School Number 211

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

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

2....	Contents.....	Table of Contents
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STUDENTS AND STAFF

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (MOD)

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

ITBS / ITED / LOGRAMOS

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

MEASURES OF ENGLISH PROFICIENCY

54....	WMLS.....	Woodcock-Muñoz Language Survey
--------	-----------	--------------------------------

3....	Notes.....	Notes and Data Descriptions for Individual Reports
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6....	Enrollment (1).....	Enrollment Statistics by Ethnicity
8....	Attendance.....	Student Attendance Statistics

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

40....	TAKS-M Read (2).....	TAKS-M Reading: # Not Meeting Standard
42....	TAKS-M Read (4).....	TAKS-M Reading: Percentage Commended
44....	TAKS-M Math (2).....	TAKS-M Math: # Not Meeting Standard
46....	TAKS-M Math (4).....	TAKS-M Math: Percentage Commended
48....	ITBS Read (1).....	ITBS Reading Total: % At or Above the 40th %-tile
50....	ITBS Math (1).....	ITBS Math Total: % At or Above the 40th %-tile
52....	Logramos Read (1).....	Logramos Reading Total: % At or Above the 40th %-tile

55....	TELPAS.....	TX English Language Proficiency Assessment System
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2009-10 SCHOOL SUMMARY

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

ENROLLMENT

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

ATTENDANCE

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

TEACHERS

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

TAKS

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

TAKS-M (Modified)

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

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

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

TELPAS

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

STUDENT ENROLLMENT

Grade	Enrollment
EC	4
PK	69
KN	106
1	144
2	116
3	107
4	99
5	96
6	96
ALL	837

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	37	4.4	13	25.0
American Indian	6	0.7	*	*
Asian	3	0.4	*	*
Hispanic	779	93.1	22	42.3
White	12	1.4	16	30.8
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	805	96.2
Limited English proficient students	474	56.6
Special education students	41	4.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	84	2	2.4	0	0.0	0	0.0	81	96.4	1	1.2
	2008	69	3	4.3	0	0.0	0	0.0	66	95.7	0	0.0
	2009	69	3	4.3	0	0.0	0	0.0	66	95.7	0	0.0
KN	2007	136	8	5.9	1	0.7	0	0.0	126	92.6	1	0.7
	2008	132	11	8.3	0	0.0	0	0.0	119	90.2	2	1.5
	2009	106	4	3.8	0	0.0	0	0.0	101	95.3	1	0.9
1	2007	132	2	1.5	3	2.3	1	0.8	125	94.7	1	0.8
	2008	149	8	5.4	2	1.3	0	0.0	138	92.6	1	0.7
	2009	144	11	7.6	0	0.0	0	0.0	129	89.6	4	2.8
2	2007	131	4	3.1	2	1.5	0	0.0	123	93.9	2	1.5
	2008	117	3	2.6	1	0.9	1	0.9	111	94.9	1	0.9
	2009	116	4	3.4	2	1.7	1	0.9	108	93.1	1	0.9
3	2007	112	5	4.5	0	0.0	1	0.9	103	92.0	3	2.7
	2008	117	5	4.3	1	0.9	0	0.0	110	94.0	1	0.9
	2009	107	3	2.8	1	0.9	1	0.9	100	93.5	2	1.9
4	2007	120	9	7.5	1	0.8	0	0.0	109	90.8	1	0.8
	2008	112	3	2.7	0	0.0	1	0.9	106	94.6	2	1.8
	2009	99	2	2.0	1	1.0	1	1.0	95	96.0	0	0.0
5	2007	104	6	5.8	0	0.0	0	0.0	98	94.2	0	0.0
	2008	100	9	9.0	0	0.0	0	0.0	90	90.0	1	1.0
	2009	96	3	3.1	0	0.0	0	0.0	90	93.8	3	3.1
6	2007	94	2	2.1	1	1.1	0	0.0	89	94.7	2	2.1
	2008	94	5	5.3	1	1.1	0	0.0	87	92.6	1	1.1
	2009	96	7	7.3	2	2.1	0	0.0	86	89.6	1	1.0
EC-6	2007	922	38	4.1	8	0.9	2	0.2	863	93.6	11	1.2
	2008	895	47	5.3	5	0.6	2	0.2	831	92.8	10	1.1
	2009	837	37	4.4	6	0.7	3	0.4	779	93.1	12	1.4

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	%	
PK	2007	84	78	92.9	56	66.7	0	0.0	0	0.0	82	97.6	1.2
	2008	69	68	98.6	51	73.9	1	1.4	0	0.0	69	100.0	0.0
	2009	69	67	97.1	48	69.6	1	1.4	0	0.0	69	100.0	0.0
KN	2007	136	128	94.1	72	52.9	1	0.7	8	5.9	55	40.4	0.0
	2008	132	124	93.9	78	59.1	2	1.5	8	6.1	46	34.8	1.5
	2009	106	102	96.2	70	66.0	1	0.9	4	3.8	34	32.1	0.9
1	2007	132	125	94.7	77	58.3	3	2.3	14	10.6	13	9.8	9.8
	2008	149	143	96.0	79	53.0	4	2.7	12	8.1	12	8.1	10.1
	2009	144	136	94.4	76	52.8	7	4.9	14	9.7	14	9.7	8.3
2	2007	131	121	92.4	75	57.3	9	6.9	9	6.9	12	9.2	8.4
	2008	117	111	94.9	68	58.1	4	3.4	14	12.0	8	6.8	6.8
	2009	116	113	97.4	76	65.5	6	5.2	14	12.1	3	2.6	3.4
3	2007	112	101	90.2	63	56.3	9	8.0	11	9.8	8	7.1	8.9
	2008	117	111	94.9	70	59.8	8	6.8	11	9.4	10	8.5	6.0
	2009	107	103	96.3	64	59.8	4	3.7	12	11.2	2	1.9	0.9
4	2007	120	117	97.5	43	35.8	8	6.7	8	6.7	4	3.3	0.0
	2008	112	104	92.9	55	49.1	10	8.9	13	11.6	5	4.5	8.9
	2009	99	96	97.0	59	59.6	6	6.1	12	12.1	7	7.1	1.0
5	2007	104	99	95.2	22	21.2	4	3.8	16	15.4	7	6.7	1.0
	2008	100	98	98.0	36	36.0	7	7.0	9	9.0	10	10.0	4.0
	2009	96	92	95.8	42	43.8	6	6.3	13	13.5	6	6.3	1.0
6	2007	94	86	91.5	22	23.4	11	11.7	10	10.6	8	8.5	2.1
	2008	94	90	95.7	24	25.5	3	3.2	17	18.1	4	4.3	0.0
	2009	96	92	95.8	39	40.6	6	6.3	8	8.3	3	3.1	0.0
EC-6	2007	922	863	93.6	430	46.6	54	5.9	76	8.2	191	20.7	4.9
	2008	895	851	95.1	461	51.5	44	4.9	84	9.4	166	18.5	5.5
	2009	837	805	96.2	474	56.6	41	4.9	77	9.2	140	16.7	2.6

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	40.1	4,117.2	38.2	95.2	3,933.6	95.5	103	100.0	100.0	67	7,436	100.0	100.0
	2008	32.1	4,133.2	30.1	93.7	3,942.7	95.4	88	100.0	100.0	51	7,427	100.0	100.0
	2009	33.3	4,167.8	31.5	94.6	3,975.6	95.4	94	100.0	100.0	55	7,332	100.0	100.0
KN	2007	137.0	13,945.0	129.9	94.8	13,385.6	96.0	39	28.5	24.3	112	12,035	81.7	86.3
	2008	131.6	13,568.1	125.2	95.1	13,004.4	95.8	26	19.8	23.5	108	11,618	82.0	85.6
	2009	106.0	13,515.0	100.2	94.5	12,939.1	95.7	18	17.0	22.5	88	11,501	83.0	85.1
1	2007	135.9	14,353.8	130.4	95.9	13,851.4	96.5	40	29.4	23.2	112	12,437	82.4	86.6
	2008	149.0	14,626.9	142.7	95.8	14,102.7	96.4	22	14.8	21.2	127	12,704	85.3	86.9
	2009	144.7	14,250.8	137.4	95.0	13,719.9	96.3	28	19.4	20.7	117	12,300	80.9	86.3
2	2007	129.6	13,403.8	124.5	96.0	12,978.9	96.8	33	25.5	21.7	112	11,729	86.4	87.5
	2008	116.2	13,708.6	112.1	96.5	13,269.8	96.8	27	23.2	19.7	97	12,043	83.5	87.9
	2009	121.2	13,950.1	116.1	95.8	13,499.0	96.8	17	14.0	18.6	102	12,231	84.2	87.7
3	2007	112.1	12,998.4	107.6	96.0	12,633.3	97.2	35	31.2	21.1	93	11,445	83.0	88.0
	2008	116.6	12,806.9	112.3	96.3	12,425.5	97.0	22	18.9	19.1	97	11,408	83.2	89.1
	2009	109.3	13,095.5	105.6	96.6	12,710.6	97.1	18	16.5	18.3	95	11,634	86.9	88.8
4	2007	119.6	12,104.9	115.6	96.6	11,768.3	97.2	21	17.6	19.7	104	10,683	86.9	88.3
	2008	115.4	12,329.8	110.5	95.7	11,960.3	97.0	15	13.0	19.7	98	10,924	84.9	88.6
	2009	100.3	12,156.4	96.1	95.8	11,789.9	97.0	12	12.0	18.1	91	10,731	90.7	88.3
5	2007	103.5	11,757.0	100.0	96.6	11,426.8	97.2	27	26.1	20.9	88	10,362	85.0	88.1
	2008	103.3	11,874.2	98.6	95.5	11,539.6	97.2	19	18.4	18.8	85	10,608	82.3	89.3
	2009	101.0	11,903.5	96.3	95.3	11,552.9	97.1	12	11.9	17.5	87	10,563	86.1	88.7
6	2007	94.9	11,264.8	91.1	96.0	10,864.3	96.4	24	25.3	21.9	80	9,788	84.3	86.9
	2008	93.9	10,450.4	89.5	95.3	10,060.0	96.3	22	23.4	22.0	76	9,055	80.9	86.6
	2009	97.5	10,588.3	90.0	92.3	10,165.3	96.0	23	23.6	19.9	73	9,131	74.8	86.2

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
EC-6	2007	882.4	94,387.4	845.7	95.8	91,251.6	96.7	323	36.6	31.9	773	86,204	87.6	91.3
	2008	863.0	93,889.2	825.8	95.7	90,666.0	96.6	244	28.3	30.8	743	86,025	86.1	91.6
	2009	817.7	94,064.8	776.9	95.0	90,751.7	96.5	227	27.8	29.6	709	85,648	86.7	91.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	13	25.0
Hispanic	22	42.3
White	16	30.8
Other	1	1.9

Gender	Number	Percent
Female	33	63.5
Male	19	36.5

TOTAL	52
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AVERAGE NUMBER OF ABSENCES

2007	5.8
2008	6.6
2009	7.1

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	*	*	88.4	89.6	*	90.3	85.7		80.0	97.6	89.6	84.6	77
	2008		*	83.9	83.9	*	88.9	83.0	*	87.1	83.3	85.2	86.2	61
	2009	*	*	84.2	81.4	*	85.7	79.3		82.1	83.3	82.6	87.3	46
4	2007	*	75.0	52.8	54.6	*	34.6	45.1	*	49.1	59.6	54.0	69.7	100
	2008	*	*	63.2	65.2	*	38.1	54.8		65.8	65.7	65.8	72.1	73
	2009		*	71.7	73.2	*	76.5	64.5	*	72.4	71.4	71.9	75.8	57
5	2007		*	73.1	73.1	*	21.4	58.9	*	67.4	80.8	74.5	78.3	98
	2008	*	80.0	81.5	83.0	*	69.2	76.3	*	77.8	85.1	81.5	82.9	92
	2009	*	*	89.2	90.9	*	76.5	82.2		89.7	87.1	88.6	82.9	70
6	2007	*	*	89.6	89.2	*	66.7	84.0		82.9	97.6	90.2	87.2	82
	2008	*	*	91.4	91.6		77.8	88.7	*	87.2	97.5	92.0	87.8	87
	2009	*	71.4	70.4	67.8	*	57.6	59.4	*	65.9	72.3	69.2	86.4	91
3-6	2007	100.0	89.5	74.7	74.6	90.9	58.1	65.9	*	68.0	83.0	75.6	79.9	357
	2008	*	90.5	80.4	81.6	57.1	67.5	76.6	*	79.5	83.6	81.5	82.0	313
	2009	71.4	71.4	78.1	77.4	75.0	68.9	69.5	*	77.1	77.4	77.3	82.7	264

NUMBER TESTED IN GRADES 3-6													
2007	6	19	328	331	11	86	226	3	175	182	357	41,727	
2008	4	21	286	293	7	83	201	4	161	152	313	41,175	
2009	7	14	237	252	8	74	174	2	140	124	264	37,628	

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	*	*	8	7	*	3	7		7	1	8	1,675	77
	2008		*	9	9	*	2	8	*	4	5	9	1,443	61
	2009	*	*	6	8	*	1	6		5	3	8	960	46
4	2007	*	2	42	44	*	17	39	*	27	19	46	3,189	100
	2008	*	*	25	23	*	13	19		13	12	25	2,996	73
	2009		*	15	15	*	4	11	*	8	8	16	2,449	57
5	2007		*	25	25	*	11	23	*	15	10	25	2,258	98
	2008	*	2	15	15	*	8	14	*	10	7	17	1,827	92
	2009	*	*	7	6	*	4	8		4	4	8	1,793	70
6	2007	*	*	8	8	*	5	8		7	1	8	1,269	82
	2008	*	*	7	7		4	6	*	6	1	7	1,140	87
	2009	*	2	24	28	*	14	28	*	15	13	28	1,295	91
3-6	2007	0	2	83	84	1	36	77	*	56	31	87	8,391	357
	2008	*	2	56	54	3	27	47	*	33	25	58	7,406	313
	2009	2	4	52	57	2	23	53	*	32	28	60	6,497	264

	NUMBER TESTED IN GRADES 3-6											
2007	6	19	328	331	11	86	226	3	175	182	357	41,727
2008	4	21	286	293	7	83	201	4	161	152	313	41,175
2009	7	14	237	252	8	74	174	2	140	124	264	37,628

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	81.7	87.4	78.6	77.3
	2008	80.2	77.8	84.7	75.4
	2009	71.4	68.6	81.5	80.2
4	2007	70.3	71.3	64.0	62.0
	2008	77.4	72.3	76.1	71.1
	2009	77.8	70.8	66.4	73.7
5	2007	75.2	81.1	74.6	74.1
	2008	75.5	74.9	75.7	74.5
	2009	78.0	80.5	81.6	75.2
6	2007	82.1	82.8	78.2	76.0
	2008	84.0	82.8	81.0	79.0
	2009	72.9	64.4	69.6	74.7
3-6	2007	76.8	80.1	73.3	71.8
	2008	79.2	77.0	79.0	75.1
	2009	75.0	70.8	74.2	75.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	21.7	20.9	*	19.4	12.2		14.3	26.2	20.8	21.3	77
	2008		*	25.0	21.4	*	11.1	19.1	*	16.1	33.3	24.6	21.5	61
	2009	*	*	15.8	11.6	*	0.0	3.4		17.9	11.1	15.2	34.1	46
4	2007	*	25.0	11.2	12.4	*	3.8	7.0	*	11.3	12.8	12.0	16.6	100
	2008	*	*	4.4	4.5	*	4.8	2.4		7.9	2.9	5.5	14.4	73
	2009		*	11.3	14.3	*	11.8	9.7	*	13.8	14.3	14.0	18.4	57
5	2007		*	11.8	15.1	*	0.0	3.6	*	10.9	19.2	15.3	13.1	98
	2008	*	10.0	11.1	11.4	*	0.0	3.4	*	8.9	12.8	10.9	16.5	92
	2009	*	*	23.1	22.7	*	0.0	6.7		20.5	25.8	22.9	18.5	70
6	2007	*	*	35.1	37.8	*	33.3	28.0		24.4	48.8	36.6	37.4	82
	2008	*	*	22.2	24.1		0.0	11.3	*	17.0	35.0	25.3	33.8	87
	2009	*	42.9	17.3	16.1	*	3.0	10.1	*	27.3	12.8	19.8	30.2	91
3-6	2007	50.0	31.6	19.2	20.5	0.0	14.0	11.9	*	14.9	25.8	20.4	21.9	357
	2008	*	19.0	15.4	15.4	0.0	3.6	9.0	*	12.4	20.4	16.3	21.1	313
	2009	28.6	28.6	17.3	16.7	0.0	4.1	8.0	*	20.7	16.1	18.6	24.6	264

	NUMBER TESTED IN GRADES 3-6											
2007	6	19	328	331	11	86	226	3	175	182	357	41,727
2008	4	21	286	293	7	83	201	4	161	152	313	41,175
2009	7	14	237	252	8	74	174	2	140	124	264	37,628

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	*	*	62.3	62.7	*	63.6	54.9		63.9	63.4	63.6	70.3	77
	2008		*	70.4	67.3		64.7	65.2	*	77.4	58.6	68.3	76.6	60
	2009	*	*	65.3	66.7	*	65.0	64.7	*	72.2	60.4	66.7	77.3	102
4	2007	*	71.4	70.8	70.8	*	50.0	60.0	*	73.1	66.0	69.7	75.7	99
	2008	*	*	69.1	72.7	*	66.7	61.9		78.9	57.1	68.5	77.9	73
	2009		*	77.4	76.8	*	64.7	61.3	*	86.2	67.9	77.2	79.4	57
5	2007		100.0	79.3	80.6	*	71.4	69.0	*	80.4	80.8	80.6	82.9	98
	2008	*	60.0	66.3	66.7	*	50.0	58.7	*	64.4	67.3	66.0	84.0	94
	2009	*	*	83.3	85.1	*	72.2	74.5		84.6	81.3	83.1	87.0	71
6	2007	*	*	78.2	78.7	*	53.3	74.5		75.6	83.3	79.5	70.0	83
	2008	*	*	78.6	79.1	*	75.0	71.4	*	70.0	92.5	80.0	73.8	90
	2009	*	50.0	52.5	50.6	*	36.4	38.2	*	42.9	59.6	51.7	73.3	89
3-6	2007	100.0	78.9	73.2	73.7	46.7	59.1	64.3	*	73.7	73.6	73.7	74.7	357
	2008	*	59.1	71.3	71.7	50.0	62.5	64.3	*	72.0	69.9	71.0	78.2	317
	2009	100.0	53.8	68.0	68.1	42.9	58.6	58.4	*	70.1	65.8	68.0	79.3	319

NUMBER TESTED IN GRADES 3-6													
2007	6	19	328	331	15	88	230	3	175	182	357	42,324	
2008	4	22	289	297	8	88	207	4	164	153	317	42,082	
2009	6	13	294	307	7	128	231	3	164	155	319	43,106	

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	*	*	26	25	*	12	23		13	15	28	3,303	77
	2008		*	16	18		6	16	*	7	12	19	2,542	60
	2009	*	*	33	33	*	21	30	*	15	19	34	2,781	102
4	2007	*	2	26	28	*	13	28	*	14	16	30	2,604	99
	2008	*	*	21	18	*	7	16		8	15	23	2,436	73
	2009		*	12	13	*	6	12	*	4	9	13	2,196	57
5	2007		0	19	18	*	4	18	*	9	10	19	1,785	98
	2008	*	4	28	30	*	15	26	*	16	16	32	1,730	94
	2009	*	*	11	10	*	5	12		6	6	12	1,386	71
6	2007	*	*	17	16	*	7	13		10	7	17	3,012	83
	2008	*	*	18	18	*	5	16	*	15	3	18	2,460	90
	2009	*	3	38	42	*	21	42	*	24	19	43	2,552	89
3-6	2007	0	4	88	87	8	36	82	*	46	48	94	10,704	357
	2008	*	9	83	84	4	33	74	*	46	46	92	9,168	317
	2009	0	6	94	98	4	53	96	*	49	53	102	8,915	319

	NUMBER TESTED IN GRADES 3-6											
2007	6	19	328	331	15	88	230	3	175	182	357	42,324
2008	4	22	289	297	8	88	207	4	164	153	317	42,082
2009	6	13	294	307	7	128	231	3	164	155	319	43,106

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2007	71.4	73.6	76.2	72.1	69.2	60.2
	2008	74.7	78.6	82.8	71.1	78.8	60.0
	2009	69.7	78.3	81.2	76.0	76.0	62.4
4	2007	80.4	81.8	73.4	74.7	68.4	67.4
	2008	77.8	75.9	63.7	67.8	71.9	72.1
	2009	84.4	77.7	73.7	75.4	78.1	72.8
5	2007	78.8	74.6	79.9	75.1	76.5	76.0
	2008	71.6	67.5	73.7	66.0	68.4	74.3
	2009	77.5	77.7	79.3	74.6	74.3	77.5
6	2007	76.5	77.6	80.7	69.6	80.3	75.0
	2008	76.9	75.3	84.6	76.0	75.7	77.0
	2009	57.3	61.5	68.7	67.4	70.8	65.2
3-6	2007	77.1	77.1	77.5	73.1	73.6	70.0
	2008	75.1	73.8	76.2	70.2	73.2	71.9
	2009	70.6	73.4	75.9	73.2	74.5	68.4

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	*	*	13.0	13.4	*	12.1	11.8		11.1	17.1	14.3	19.2	77
	2008		*	20.4	18.2		23.5	13.0	*	19.4	17.2	18.3	26.3	60
	2009	*	*	16.8	18.2	*	16.7	16.5	*	24.1	14.6	19.6	29.0	102
4	2007	*	14.3	15.7	16.7	*	7.7	5.7	*	15.4	17.0	16.2	22.6	99
	2008	*	*	11.8	12.1	*	0.0	4.8		10.5	11.4	11.0	23.8	73
	2009		*	24.5	23.2	*	41.2	22.6	*	34.5	10.7	22.8	31.6	57
5	2007		50.0	20.7	20.4	*	0.0	5.2	*	23.9	21.2	22.4	29.3	98
	2008	*	0.0	14.5	13.3	*	10.0	4.8	*	17.8	8.2	12.8	31.9	94
	2009	*	*	13.6	13.4	*	0.0	4.3		20.5	3.1	12.7	38.4	71
6	2007	*	*	26.9	29.3	*	13.3	19.6		22.0	31.0	26.5	26.5	83
	2008	*	*	40.5	39.5	*	20.0	25.0	*	30.0	55.0	41.1	31.0	90
	2009	*	33.3	17.5	17.6	*	3.0	8.8	*	19.0	19.1	19.1	29.0	89
3-6	2007	66.7	21.1	19.2	19.9	13.3	9.1	10.0	*	18.3	21.4	19.9	24.3	357
	2008	*	13.6	22.5	21.5	0.0	12.5	12.1	*	20.1	22.9	21.5	28.1	317
	2009	33.3	23.1	17.7	17.9	0.0	14.1	12.6	*	23.8	12.9	18.5	32.0	319

	NUMBER TESTED IN GRADES 3-6											
2007	6	19	328	331	15	88	230	3	175	182	357	42,324
2008	4	22	289	297	8	88	207	4	164	153	317	42,082
2009	6	13	294	307	7	128	231	3	164	155	319	43,106

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	*	85.7	84.1	84.2	*	73.1	81.2	*	78.8	91.1	84.5	86.5	97
	2008	*	*	83.3	84.1	*	70.0	75.0		80.6	88.2	84.3	87.4	70
	2009		*	84.3	84.9		87.5	75.9	*	81.5	88.9	85.2	87.4	54

	NUMBER TESTED IN GRADE 4											
2007	1	7	88	95	2	26	69	1	52	45	97	10,408
2008	2	2	66	63	3	20	40	0	36	34	70	10,658
2009	0	2	51	53	0	16	29	1	27	27	54	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	*	1	14	15	*	7	13	*	11	4	15	1,408	97
	2008	*	*	11	10	*	6	10		7	4	11	1,348	70
	2009		*	8	8		2	7	*	5	3	8	1,264	54

	NUMBER TESTED IN GRADE 4											
2007	1	7	88	95	2	26	69	1	52	45	97	10,408
2008	2	2	66	63	3	20	40	0	36	34	70	10,658
2009	0	2	51	53	0	16	29	1	27	27	54	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	2.3	75.3	72.7	87.2	85.1
	2008	2.1	73.6	70.4	78.2	77.0
	2009	2.1	88.0	72.7	84.3	84.3

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	20.5	20.0	*	0.0	8.7	*	15.4	24.4	19.6	18.2	97
	2008	*	*	7.6	9.5	*	0.0	2.5		13.9	2.9	8.6	21.4	70
	2009		*	13.7	13.2		12.5	10.3	*	14.8	11.1	13.0	21.0	54

	NUMBER TESTED IN GRADE 4											
2007	1	7	88	95	2	26	69	1	52	45	97	10,408
2008	2	2	66	63	3	20	40	0	36	34	70	10,658
2009	0	2	51	53	0	16	29	1	27	27	54	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		100.0	50.5	52.2	*	7.1	35.1	*	53.3	53.8	53.6	62.3	97
	2008	*	70.0	45.8	50.0	*	33.3	38.1	*	53.3	44.9	48.9	71.9	94
	2009	*	*	47.0	48.8	*	35.1	38.5		57.8	39.5	48.9	75.9	88

	NUMBER TESTED IN GRADE 5											
2007	0	6	91	92	4	14	57	2	45	52	97	10,296
2008	1	10	83	90	3	30	63	1	45	49	94	10,686
2009	3	2	83	84	2	37	65	0	45	43	88	10,550

 Shaded cells indicate percentages below 55 percent, the 2010 AEIS science minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007		0	45	44	*	13	37	*	21	24	45	3,881	97
	2008	*	3	45	45	*	20	39	*	21	27	48	3,005	94
	2009	*	*	44	43	*	24	40		19	26	45	2,542	88

	NUMBER TESTED IN GRADE 5											
2007	0	6	91	92	4	14	57	2	45	52	97	10,296
2008	1	10	83	90	3	30	63	1	45	49	94	10,686
2009	3	2	83	84	2	37	65	0	45	43	88	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	77.4	77.2	76.7	58.5
	2008	75.9	76.6	70.6	58.3
	2009	82.2	82.6	72.5	51.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007		50.0	11.0	13.0	*	0.0	1.8	*	17.8	9.6	13.4	18.0	97
	2008	*	10.0	13.3	12.2	*	3.3	3.2	*	13.3	12.2	12.8	24.8	94
	2009	*	*	13.3	14.3	*	5.4	3.1		22.2	4.7	13.6	29.1	88

	NUMBER TESTED IN GRADE 5											
2007	0	6	91	92	4	14	57	2	45	52	97	10,296
2008	1	10	83	90	3	30	63	1	45	49	94	10,686
2009	3	2	83	84	2	37	65	0	45	43	88	10,550

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			100.0	100.0		100.0	100.0		100.0	100.0	100.0	82.9	26
	2008			77.1	77.1	*	77.1	77.1		64.0	91.3	77.1	85.4	48
	2009			84.2	84.2	*	83.6	83.6	*	75.0	93.1	84.2	89.4	57
4	2007			28.6	23.1		28.6	28.6		16.7	37.5	28.6	65.9	14
	2008			62.5	62.5		64.5	62.5		43.8	81.3	62.5	67.0	32
	2009			82.4	82.4		82.4	81.8		82.4	82.4	82.4	72.7	34
5	2007			*	*		*	*		*		*	75.8	1
	2008			85.7	85.7		85.7	85.7		*	*	85.7	70.6	7
	2009			85.7	85.7		85.7	85.7		100.0	78.6	85.7	79.7	21
ALL	2007			75.6	74.4		75.0	75.0		76.2	75.0	75.6	—	41
	2008			72.4	72.4	*	73.3	72.4		60.0	85.7	72.4	—	87
	2009			83.9	83.9	*	83.6	83.5	*	80.8	86.7	83.9	—	112

NUMBER TESTED IN GRADES ALL													
2007	0	0	41	39	0	40	40	0	21	20	41	—	
2008	0	0	87	87	1	86	87	0	45	42	87	—	
2009	0	0	112	112	1	110	109	1	52	60	112	—	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			0	0		0	0		0	0	0	219	26
	2008			11	11	*	11	11		9	2	11	239	48
	2009			9	9	*	9	9	*	7	2	9	514	57
4	2007			10	10		10	10		5	5	10	122	14
	2008			12	12		11	12		9	3	12	215	32
	2009			6	6		6	6		3	3	6	268	34
5	2007			*	*		*	*		*		*	22	1
	2008			1	1		1	1		*	*	1	65	7
	2009			3	3		3	3		0	3	3	86	21
ALL	2007			10	10		10	10		5	5	10	—	41
	2008			24	24	*	23	24		18	6	24	—	87
	2009			18	18	*	18	18	*	10	8	18	—	112

NUMBER TESTED IN GRADES ALL													
2007	0	0	41	39	0	40	40	0	21	20	41	—	
2008	0	0	87	87	1	86	87	0	45	42	87	—	
2009	0	0	112	112	1	110	109	1	52	60	112	—	

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	83.6	89.0	83.3	78.8
	2008	76.7	78.9	76.7	69.3
	2009	74.7	87.5	74.9	75.9
4	2007	57.1	57.1	51.0	43.6
	2008	71.5	77.7	64.7	66.9
	2009	75.9	77.2	74.8	73.5
5	2007	*	*	*	*
	2008	84.6	76.8	76.8	65.9
	2009	78.4	81.5	80.4	75.1
ALL	2007	74.6	77.8	71.8	66.8
	2008	75.4	78.3	72.3	68.1
	2009	75.8	83.2	75.9	75.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			30.8	28.0		32.0	32.0		21.4	41.7	30.8	14.8	26
	2008			18.8	18.8	*	18.8	18.8		12.0	26.1	18.8	17.2	48
	2009			21.1	21.1	*	21.8	21.8	*	14.3	27.6	21.1	30.6	57
4	2007			0.0	0.0		0.0	0.0		0.0	0.0	0.0	14.2	14
	2008			18.8	18.8		19.4	18.8		6.3	31.3	18.8	13.5	32
	2009			20.6	20.6		20.6	21.2		17.6	23.5	20.6	21.1	34
5	2007			*	*		*	*		*		*	17.6	1
	2008			0.0	0.0		0.0	0.0		*	*	0.0	19.9	7
	2009			33.3	33.3		33.3	33.3		28.6	35.7	33.3	15.3	21
ALL	2007			19.5	17.9		20.0	20.0		14.3	25.0	19.5	—	41
	2008			17.2	17.2	*	17.4	17.2		8.9	26.2	17.2	—	87
	2009			23.2	23.2	*	23.6	23.9	*	17.3	28.3	23.2	—	112

NUMBER TESTED IN ALL GRADES													
2007	0	0	41	39	0	40	40	0	21	20	41	—	
2008	0	0	87	87	1	86	87	0	45	42	87	—	
2009	0	0	112	112	1	110	109	1	52	60	112	—	

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			64.0	62.5		64.0	64.0		78.6	45.5	64.0	62.1	25
	2008			70.8	70.8	*	70.8	70.8		72.0	69.6	70.8	71.7	48
	2009												72.9	0
4	2007			35.7	38.5		35.7	35.7		50.0	25.0	35.7	61.2	14
	2008			51.7	51.7		50.0	51.7		50.0	53.3	51.7	63.1	29
	2009			58.8	58.8		58.8	57.6		58.8	58.8	58.8	69.7	34
5	2007			*	*		*	*		*		*	38.3	2
	2008			*	*		*	*		*	*	*	53.3	4
	2009			31.6	31.6		31.6	31.6		57.1	16.7	31.6	50.0	19
ALL	2007			51.2	51.3		51.2	51.2		63.6	36.8	51.2	60.7	41
	2008			61.7	61.7	*	61.3	61.7		63.4	60.0	61.7	66.4	81
	2009			49.1	49.1		49.1	48.1		58.3	41.4	49.1	64.4	53

NUMBER TESTED IN GRADES ALL													
2007	0	0	41	39	0	41	41	0	22	19	41	1,381	
2008	0	0	81	81	1	80	81	0	41	40	81	1,711	
2009	0	0	53	53	0	53	52	0	24	29	53	804	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			9	9		9	9		3	6	9	389	25
	2008			14	14	*	14	14		7	7	14	316	48
	2009												26	0
4	2007			9	8		9	9		3	6	9	112	14
	2008			14	14		14	14		7	7	14	157	29
	2009			14	14		14	14		7	7	14	149	34
5	2007			*	*		*	*		*		*	37	2
	2008			*	*		*	*		*	*	*	56	4
	2009			13	13		13	13		3	10	13	105	19
ALL	2007			20	19		20	20		8	12	20	543	41
	2008			31	31	*	31	31		15	16	31	575	81
	2009			27	27		27	27		10	17	27	286	53

NUMBER TESTED IN GRADES ALL													
2007	0	0	41	39	0	41	41	0	22	19	41	1,381	
2008	0	0	81	81	1	80	81	0	41	40	81	1,711	
2009	0	0	53	53	0	53	52	0	24	29	53	804	

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	60.0	56.7	63.3	57.8	51.7	32.5
	2008	81.6	80.0	76.7	72.0	79.0	69.0
	2009	81.9	74.0	68.1	75.7	72.4	62.2
4	2007	*	*	*	*	*	*
	2008	62.3	67.3	52.4	57.1	46.4	45.5
	2009	62.4	70.9	64.4	65.5	67.2	55.6
5	2007						
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
ALL	2007	64.5	58.9	61.7	56.7	51.3	35.6
	2008	73.3	73.2	67.1	66.2	65.9	59.5
	2009	72.2	70.8	65.5	70.3	68.5	58.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			24.0	20.8		24.0	24.0		21.4	27.3	24.0	15.9	25
	2008			6.3	6.3	*	6.3	6.3		8.0	4.3	6.3	20.9	48
	2009												15.6	0
4	2007			14.3	15.4		14.3	14.3		16.7	12.5	14.3	24.6	14
	2008			3.4	3.4		3.6	3.4		0.0	6.7	3.4	22.8	29
	2009			20.6	20.6		20.6	18.2		23.5	17.6	20.6	26.3	34
5	2007			*	*		*	*		*		*	11.7	2
	2008			*	*		*	*		*	*	*	14.2	4
	2009			5.3	5.3		5.3	5.3		14.3	0.0	5.3	13.3	19
ALL	2007			19.5	17.9		19.5	19.5		18.2	21.1	19.5	—	41
	2008			4.9	4.9	*	5.0	4.9		4.9	5.0	4.9	—	81
	2009			15.1	15.1		15.1	13.5		20.8	10.3	15.1	—	53

NUMBER TESTED IN ALL GRADES													
2007	0	0	41	39	0	41	41	0	22	19	41	—	
2008	0	0	81	81	1	80	81	0	41	40	81	—	
2009	0	0	53	53	0	53	52	0	24	29	53	—	

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			64.3	61.5		64.3	64.3		66.7	62.5	64.3	79.1	14
	2008			58.6	58.6		60.7	58.6		50.0	66.7	58.6	81.9	29
	2009			91.4	91.4		91.4	91.2		82.4	100.0	91.4	87.1	35

NUMBER TESTED IN GRADE 4													
2007	0	0	14	13	0	14	14	0	6	8	14	364	
2008	0	0	29	29	0	28	29	0	14	15	29	667	
2009	0	0	35	35	0	35	34	0	17	18	35	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			5	5		5	5		2	3	5	76	14
	2008			12	12		11	12		7	5	12	121	29
	2009			3	3		3	3		3	0	3	127	35

NUMBER TESTED IN GRADE 4													
2007	0	0	14	13	0	14	14	0	6	8	14	364	
2008	0	0	29	29	0	28	29	0	14	15	29	667	
2009	0	0	35	35	0	35	34	0	17	18	35	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	1.7	78.6	76.8	78.6	67.0
	2008	1.7	79.3	72.0	91.8	72.4
	2009	2.1	85.0	77.9	90.0	81.8

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

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007			0.0	0.0		0.0	0.0		0.0	0.0	0.0	13.2	14
	2008			0.0	0.0		0.0	0.0		0.0	0.0	0.0	14.2	29
	2009			5.7	5.7		5.7	5.9		5.9	5.6	5.7	20.4	35

NUMBER TESTED IN GRADE 4													
2007	0	0	14	13	0	14	14	0	6	8	14	364	
2008	0	0	29	29	0	28	29	0	14	15	29	667	
2009	0	0	35	35	0	35	34	0	17	18	35	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			*	*	*	*	*		*		*	77.7	3
	2009			*	*	*	*	*		*	*	*	87.7	3
4														
	2008			*	*	57.1	*	*		*	*	57.1	70.7	7
	2009			*	*	*	*	*		*	*	*	71.8	4
5														
	2008			*	*	*	*	*		*	*	*	73.3	4
	2009			*	*	*	*	*		*	*	*	80.3	5
6														
	2008		*	*	*	*	*	*		*	*	*	68.6	3
	2009			*	*	*	*	*		*	*	*	70.9	3
3-6														
	2008		*	64.3	66.7	64.7	50.0	50.0		72.7	*	64.7	72.3	17
	2009			73.3	71.4	73.3	60.0	69.2		77.8	66.7	73.3	77.1	15

NUMBER TESTED IN GRADES 3-6													
2008	0	1	14	15	17	10	12	0	11	5	17	2,463	
2009	0	0	15	14	15	10	13	0	9	6	15	2,493	

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	3
	2009			*	*	*	*	*		*	*	*	60	3
4														
	2008			*	*	3	*	*		*	*	3	181	7
	2009			*	*	*	*	*		*	*	*	192	4
5														
	2008			*	*	*	*	*		*	*	*	179	4
	2009			*	*	*	*	*		*	*	*	137	5
6														
	2008		*	*	*	*	*	*		*	*	*	206	3
	2009			*	*	*	*	*		*	*	*	182	3
3-6														
	2008		*	5	5	6	5	6		3	*	6	682	17
	2009			4	4	4	4	4		2	2	4	571	15

NUMBER TESTED IN GRADES 3-6													
2008	0	1	14	15	17	10	12	0	11	5	17	2,463	
2009	0	0	15	14	15	10	13	0	9	6	15	2,493	

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	56.0	50.0	35.7	39.3
	2009	*	*	*	*
5					
	2008	*	*	*	*
	2009	*	*	*	*
6					
	2008	*	*	*	*
	2009	*	*	*	*
3-6					
	2008	58.0	62.7	44.3	50.2
	2009	56.9	65.6	66.0	57.4

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														
	2008			*	*	*	*	*		*		*	10.8	3
	2009			*	*	*	*	*		*	*	*	16.2	3
4														
	2008			*	*	0.0	*	*		*	*	0.0	9.7	7
	2009			*	*	*	*	*		*	*	*	8.9	4
5														
	2008			*	*	*	*	*		*	*	*	14.9	4
	2009			*	*	*	*	*		*	*	*	14.1	5
6														
	2008		*	*	*	*	*	*		*	*	*	7.3	3
	2009			*	*	*	*	*		*	*	*	7.5	3
3-6														
	2008		*	7.1	6.7	5.9	0.0	0.0		9.1	*	5.9	10.7	17
	2009			6.7	0.0	6.7	0.0	7.7		11.1	0.0	6.7	11.4	15

NUMBER TESTED IN GRADES 3-6														
2008	0	1	14	15	17	10	12	0	11	5	17	2,463		
2009	0	0	15	14	15	10	13	0	9	6	15	2,493		

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	4
	2009			*		*		*		*		*	81.2	1
4														
	2008			*	*	42.9	*	*		*	*	42.9	69.1	7
	2009			*	*	*	*	*		*	*	*	75.8	4
5														
	2008			*	*	*	*	*		*	*	*	64.0	4
	2009			*	*	*	*	*		*	*	*	80.2	5
6														
	2008		*		*	*					*	*	57.0	1
	2009		*	*	*	*	*	*		*	*	*	64.0	5
3-6														
	2008		*	53.8	50.0	43.8	44.4	45.5		66.7	16.7	43.8	66.2	16
	2009		*	50.0	50.0	53.3	33.3	50.0		60.0	*	53.3	75.2	15

NUMBER TESTED IN GRADES 3-6													
2008	0	1	13	14	16	9	11	0	9	6	16	2,335	
2009	0	1	14	14	15	9	12	0	10	5	15	2,313	

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	4
	2009			*		*		*		*		*	85	1
4														
	2008			*	*	4	*	*		*	*	4	173	7
	2009			*	*	*	*	*		*	*	*	157	4
5														
	2008			*	*	*	*	*		*	*	*	227	4
	2009			*	*	*	*	*		*	*	*	127	5
6														
	2008		*		*	*					*	*	260	1
	2009		*	*	*	*	*	*		*	*	*	205	5
3-6														
	2008		*	6	7	9	5	6		3	5	9	789	16
	2009		*	7	7	7	6	6		4	*	7	574	15

NUMBER TESTED IN GRADES 3-6													
2008	0	1	13	14	16	9	11	0	9	6	16	2,335	
2009	0	1	14	14	15	9	12	0	10	5	15	2,313	

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	57.1	35.7	48.6	28.6	38.1	38.1
	2009	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
6							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-6							
	2008	50.3	40.3	52.9	40.6	44.2	45.0
	2009	50.9	52.6	47.6	50.8	56.9	51.7

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			*	*	*	*	*		*	*	*	16.1	4
	2009			*		*		*		*		*	22.3	1
4														
	2008			*	*	0.0	*	*		*	*	0.0	14.3	7
	2009			*	*	*	*	*		*	*	*	14.0	4
5														
	2008			*	*	*	*	*		*	*	*	14.0	4
	2009			*	*	*	*	*		*	*	*	17.2	5
6														
	2008		*		*	*					*	*	6.4	1
	2009		*	*	*	*	*	*		*	*	*	8.4	5
3-6														
	2008		*	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	12.6	16
	2009		*	7.1	7.1	6.7	0.0	8.3		10.0	*	6.7	15.1	15

NUMBER TESTED IN GRADES 3-6													
2008	0	1	13	14	16	9	11	0	9	6	16	2,335	
2009	0	1	14	14	15	9	12	0	10	5	15	2,313	

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	*	63.8	63.9	46.9	61
	2008	*	83.0	82.0	57.6	50
	2009	50.0	69.6	62.9	41.9	35
1	2007	29.4	50.0	43.9	51.4	57
	2008	50.0	45.6	46.3	50.2	67
	2009	36.0	82.5	64.6	54.2	65
2	2007	18.4	71.0	42.0	44.5	69
	2008	27.3	63.6	41.8	50.2	55
	2009	11.1	52.6	28.3	47.9	46
1-2	2007	21.8	59.2	42.9	47.6	126
	2008	32.6	50.6	44.3	50.2	122
	2009	23.1	72.9	49.5	51.0	111

Number Tested	2007	58	129	187	24,696	
	2008	46	126	172	21,817	
	2009	64	82	146	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	36.6	68.9	51.5	44.3	132
	2008	38.7	73.6	53.1	44.9	128
	2009	69.6	72.0	70.2	52.8	104
1	2007	57.0	61.4	58.5	48.8	130
	2008	59.3	56.1	58.0	55.5	138
	2009	27.0	62.5	45.5	50.4	77
2	2007	23.1	41.9	31.4	55.6	70
	2008	41.8	75.0	48.7	57.5	115
	2009	28.6	57.9	40.4	53.2	47
K-2	2007	42.9	60.3	50.0	49.1	332
	2008	46.6	66.4	53.5	52.7	381
	2009	50.7	64.3	55.7	52.3	228

Number Tested	2007	196	136	332	34,441	
	2008	247	134	381	41,070	
	2009	144	84	228	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	*	87.5	58.8	63.2	*	*	*		70.0	58.1	63.9	46.9	61
	2008	*	100.0	76.9	79.5		*	*		77.3	85.7	82.0	57.6	50
	2009	*	*	63.3	59.4	*	*	50.0		66.7	57.1	62.9	41.9	35
1	2007	*	*	38.0	43.1	*	16.7	29.4		47.1	39.1	43.9	51.4	57
	2008	*	42.9	45.6	45.2	*	16.7	50.0		52.9	39.4	46.3	50.2	67
	2009	*	54.5	70.0	63.2	*	*	36.0		63.3	65.7	64.6	54.2	65
2	2007	*	*	39.7	36.7	*	22.7	18.4	*	29.4	54.3	42.0	44.5	69
	2008		*	38.0	38.8	*	12.5	27.3		43.8	39.1	41.8	50.2	55
	2009	*	*	25.6	25.6	*	0.0	11.1	*	38.5	15.0	28.3	47.9	46
1-2	2007	*	*	38.9	39.6	0.0	21.4	21.8	*	38.2	48.3	42.9	47.6	126
	2008	*	60.0	42.1	42.3	*	14.3	32.6		48.5	39.3	44.3	50.2	122
	2009	*	57.1	50.6	47.0	*	8.3	23.1	*	51.8	47.3	49.5	51.0	111

Number Tested	2007	3	13	164	168	7	29	58	1	98	89	187	24,696
	2008	2	20	146	155	3	16	46	0	88	84	172	21,817
	2009	6	18	119	132	6	14	64	1	77	69	146	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	*	4	8	12	*	*	*		8	6	14	1,245	61
	2008	*	4	15	15		*	*		5	14	19	1,687	50
	2009	*	*	5	6	*	*	1		4	2	6	771	35
1	2007	*	*	6	7	*	0	0		6	2	8	1,458	57
	2008	*	1	11	12	*	0	0		7	6	13	1,555	67
	2009	*	4	17	15	*	*	4		7	14	21	1,659	65
2	2007	*	*	3	2	*	0	0	*	2	2	4	896	69
	2008		*	4	4	*	0	0		3	1	4	1,065	55
	2009	*	*	1	2	*	0	0	*	3	0	3	1,027	46
1-2	2007	*	*	9	9	0	0	0	*	8	4	12	2,355	126
	2008	*	1	15	16	*	0	0		10	7	17	2,620	122
	2009	*	6	18	17	*	0	4	*	10	14	24	2,688	111

Number Tested	2007	3	13	164	168	7	29	58	1	98	89	187	24,696
	2008	2	20	146	155	3	16	46	0	88	84	172	21,817
	2009	6	18	119	132	6	14	64	1	77	69	146	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	*	75.0	49.2	50.4	*	36.1	36.6		55.6	48.7	51.5	44.3	132
	2008	*	80.0	50.4	51.7		37.2	38.7		50.0	55.7	53.1	44.9	128
	2009	*	*	68.7	70.0	*	68.6	69.6	*	66.7	74.5	70.2	52.8	104
1	2007	*	*	56.9	59.3	*	56.6	57.0		63.8	50.0	58.5	48.8	130
	2008	*	66.7	57.4	57.6	*	61.5	59.3		56.1	59.7	58.0	55.5	138
	2009	*	54.5	43.5	43.5	*	13.3	27.0		45.5	45.5	45.5	50.4	77
2	2007	*	*	31.3	30.6	*	33.3	23.1	*	26.5	36.1	31.4	55.6	70
	2008		*	47.3	47.7	*	38.8	41.8		50.8	46.2	48.7	57.5	115
	2009	*	*	35.9	40.9	*	44.4	28.6	*	48.1	30.0	40.4	53.2	47
K-2	2007	*	61.5	48.5	50.0	16.7	45.0	42.9	*	53.6	46.3	50.0	49.1	332
	2008	*	73.7	52.0	52.6	*	46.2	46.6		52.4	54.6	53.5	52.7	381
	2009	50.0	68.4	54.5	55.4	28.6	57.4	50.7	*	56.4	55.0	55.7	52.3	228

Number Tested	2007	3	13	309	310	6	169	196	1	168	164	332	34,441
	2008	2	19	356	361	4	223	247	0	187	194	381	41,070
	2009	6	19	200	213	7	94	144	3	117	111	228	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	*	5	24	27	*	6	8		15	15	30	2,583	132
	2008	*	5	21	24		7	8		10	17	27	2,788	128
	2009	*	*	13	14	*	10	10	*	8	7	15	2,455	104
1	2007	*	*	19	21	*	13	14		18	4	22	1,769	130
	2008	*	1	23	23	*	16	16		10	16	26	2,800	138
	2009	*	0	11	9	*	0	3		2	9	11	1,577	77
2	2007	*	*	7	6	*	3	3	*	4	3	7	2,098	70
	2008		*	15	17	*	6	10		14	4	18	2,912	115
	2009	*	*	2	3	*	1	1	*	2	1	3	1,686	47
K-2	2007	*	6	50	54	0	22	25	*	37	22	59	6,450	332
	2008	*	7	59	64	*	29	34		34	37	71	8,500	381
	2009	0	2	26	26	0	11	14	*	12	17	29	5,718	228

Number Tested	2007	3	13	309	310	6	169	196	1	168	164	332	34,441
	2008	2	19	356	361	4	223	247	0	187	194	381	41,070
	2009	6	19	200	213	7	94	144	3	117	111	228	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			97.2	97.1		97.1	97.0		96.0	97.8	97.2	84.7	71
	2008			97.5	97.4		97.4	98.6		97.2	97.7	97.5	87.0	79
	2009			94.2	94.1		94.1	94.0	*	91.7	97.0	94.2	88.6	69
1	2007			91.3	92.6		91.3	91.0		93.0	88.5	91.3	84.5	69
	2008			90.7	90.5		90.4	91.5		81.8	97.6	90.7	88.0	75
	2009			94.5	94.5		94.4	94.3		88.6	100.0	94.5	88.6	73
2	2007			98.2	98.2	*	98.2	98.1		96.4	100.0	98.2	89.9	56
	2008			98.3	98.3	*	98.3	100.0		100.0	96.6	98.3	93.4	60
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.0	67
K-2	2007			95.4	95.8	*	95.4	95.2		94.8	96.0	95.4	85.6	196
	2008			95.3	95.3	*	95.2	96.5		93.0	97.4	95.3	89.3	214
	2009			96.2	96.2		96.1	96.1	*	92.6	99.1	96.2	90.4	209

Number Tested	2007	0	0	196	191	1	194	188	0	96	100	196	14,889
	2008	0	0	214	211	1	208	201	0	100	114	214	18,257
	2009	0	0	209	208	0	207	204	2	95	114	209	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			50	49		50	48		15	35	50	2,779	71
	2008			59	57		58	57		24	35	59	3,280	79
	2009			50	50		49	49	*	24	26	50	3,525	69
1	2007			23	23		23	22		13	10	23	1,782	69
	2008			44	43		43	42		17	27	44	2,412	75
	2009			29	29		29	29		12	17	29	2,523	73
2	2007			19	18	*	19	19		8	11	19	1,196	56
	2008			33	33	*	33	33		19	14	33	2,596	60
	2009			45	45		45	45		14	31	45	2,909	67
K-2	2007			92	90	*	92	89		36	56	92	5,757	196
	2008			136	133	*	134	132		60	76	136	8,288	214
	2009			124	124		123	123	*	50	74	124	8,957	209

Number Tested	2007	0	0	196	191	1	194	188	0	96	100	196	14,889
	2008	0	0	214	211	1	208	201	0	100	114	214	18,257
	2009	0	0	209	208	0	207	204	2	95	114	209	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	4	25.0	15	53.3	17	11.8	36	30.6
5	4	0.0	3	0.0	0	-	7	0.0
6	4	50.0	3	33.3	0	-	7	42.9
ALL	12	25.0	21	42.9	17	11.8	50	28.0

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (71)	Beginning	32	45.1	40	56.3	68	95.8	68	95.8	68	95.8
	Intermediate	26	36.6	25	35.2	3	4.2	2	2.8	2	2.8
	Advanced	12	16.9	5	7.0	0	0.0	1	1.4	1	1.4
	Advanced High	1	1.4	1	1.4	0	0.0	0	0.0	0	0.0
1 (79)	Beginning	34	43.0	41	51.9	42	53.2	53	67.1	53	67.1
	Intermediate	26	32.9	22	27.8	26	32.9	15	19.0	15	19.0
	Advanced	19	24.1	16	20.3	10	12.7	11	13.9	11	13.9
	Advanced High	0	0.0	0	0.0	1	1.3	0	0.0	0	0.0
2 (77)	Beginning	4	5.2	6	7.8	19	24.7	6	7.8	6	7.8
	Intermediate	30	39.0	30	39.0	34	44.2	31	40.3	31	40.3
	Advanced	26	33.8	24	31.2	17	22.1	25	32.5	28	36.4
	Advanced High	17	22.1	17	22.1	7	9.1	15	19.5	12	15.6
3 (65)	Beginning	9	13.8	13	20.0	17	26.2	6	9.2	6	9.2
	Intermediate	22	33.8	28	43.1	25	38.5	19	29.2	19	29.2
	Advanced	23	35.4	18	27.7	18	27.7	19	29.2	22	33.8
	Advanced High	11	16.9	6	9.2	5	7.7	21	32.3	18	27.7
4 (61)	Beginning	9	14.8	10	16.4	13	21.3	5	8.2	5	8.2
	Intermediate	3	4.9	24	39.3	22	36.1	16	26.2	18	29.5
	Advanced	31	50.8	23	37.7	18	29.5	17	27.9	16	26.2
	Advanced High	18	29.5	4	6.6	8	13.1	23	37.7	22	36.1

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	—	—	—	
68 19 (27.9%)	Beginning	47			
	Intermediate	11	1		
	Advanced	8	0	1	
	Advanced High	0	0	0	
73 56 (76.7%)	Beginning	6			
	Intermediate	21	7		
	Advanced	15	9	4	
	Advanced High	3	4	4	
59 31 (52.5%)	Beginning	6			
	Intermediate	6	11		
	Advanced	0	10	11	
	Advanced High	0	2	13	
53 32 (60.4%)	Beginning	2			
	Intermediate	10	6		
	Advanced	1	2	13	
	Advanced High	0	1	18	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (43)	Beginning	4	9.3	6	14.0	6	14.0	4	9.3	3	7.0
	Intermediate	9	20.9	12	27.9	16	37.2	6	14.0	7	16.3
	Advanced	6	14.0	8	18.6	13	30.2	9	20.9	12	27.9
	Advanced High	24	55.8	17	39.5	8	18.6	24	55.8	21	48.8
6 (39)	Beginning	1	2.6	2	5.1	6	15.4	2	5.1	2	5.1
	Intermediate	4	10.3	10	25.6	19	48.7	11	28.2	11	28.2
	Advanced	18	46.2	24	61.5	11	28.2	11	28.2	12	30.8
	Advanced High	16	41.0	3	7.7	3	7.7	15	38.5	14	35.9
ALL (435)	Beginning	93	21.4	118	27.1	171	39.3	144	33.1	143	32.9
	Intermediate	120	27.6	151	34.7	145	33.3	100	23.0	103	23.7
	Advanced	135	31.0	118	27.1	87	20.0	93	21.4	102	23.4
	Advanced High	87	20.0	48	11.0	32	7.4	98	22.5	87	20.0

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
40 31 (77.5%)	Beginning	1			
	Intermediate	3	4		
	Advanced	1	6	4	
	Advanced High	0	4	17	
36 17 (47.2%)	Beginning	2			
	Intermediate	1	9		
	Advanced	0	2	8	
	Advanced High	0	1	13	
330 186 (56.4%)	Beginning	65			
	Intermediate	52	38		
	Advanced	25	29	41	
	Advanced High	3	12	65	

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