

Campus Data Packet

for 2009 - 10 Plans



ADELLE TURNER

School Number 219

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

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

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

STUDENTS AND STAFF

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

10....	TAKS Read (1).....	TAKS Reading: Percentage Meeting Standard
12....	TAKS Read (3).....	TAKS Reading: Performance by Objective
14....	TAKS Math (1).....	TAKS Mathematics: % Meeting Standard
16....	TAKS Math (3).....	TAKS Mathematics: % by Objective
18....	TAKS Write (1).....	TAKS Writing: Percentage Meeting Standard
20....	TAKS Write (3).....	TAKS Writing: Performance by Objective
22....	TAKS Science (1).....	TAKS Science: Percentage Meeting Standard
24....	TAKS Science (3).....	TAKS Science: Performance by Objective

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (MOD)

26....	TAKS-M Read (1).....	TAKS-M Reading: % Meeting Standard
28....	TAKS-M Read (3).....	TAKS-M Reading: Performance by Objective
30....	TAKS-M Math (1).....	TAKS-M Math: % Meeting Standard
32....	TAKS-M Math (3).....	TAKS-M Math: Performance by Objective

ITBS / ITED / LOGRAMOS

34....	Compliance.....	SCE Compliance for At-Risk Students
36....	ITBS Read (2).....	ITBS Reading Total: # At or Above the 80th %-tile
38....	ITBS Math (2).....	ITBS Math Total: # At or Above the 80th %-tile

MEASURES OF ENGLISH PROFICIENCY

39....	WMLS.....	Woodcock-Muñoz Language Survey
--------	-----------	--------------------------------

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

6....	Enrollment (1).....	Enrollment Statistics by Ethnicity
8....	Attendance.....	Student Attendance Statistics

11....	TAKS Read (2).....	TAKS Reading: Number Not Meeting Standard
13....	TAKS Read (4).....	TAKS Reading: Percentage Commended
15....	TAKS Math (2).....	TAKS Mathematics: # Not Meeting Standard
17....	TAKS Math (4).....	TAKS Mathematics: % Commended
19....	TAKS Write (2).....	TAKS Writing: Number Not Meeting Standard
21....	TAKS Write (4).....	TAKS Writing: Percentage Commended
23....	TAKS Science (2).....	TAKS Science: Number Not Meeting Standard
25....	TAKS Science (4).....	TAKS Science: Percentage Commended

27....	TAKS-M Read (2).....	TAKS-M Reading: # Not Meeting Standard
29....	TAKS-M Read (4).....	TAKS-M Reading: Percentage Commended
31....	TAKS-M Math (2).....	TAKS-M Math: # Not Meeting Standard
33....	TAKS-M Math (4).....	TAKS-M Math: Percentage Commended

35....	ITBS Read (1).....	ITBS Reading Total: % At or Above the 40th %-tile
37....	ITBS Math (1).....	ITBS Math Total: % At or Above the 40th %-tile

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.

STUDENT ENROLLMENT

Grade	Enrollment
PK	20
KN	61
1	75
2	74
3	86
4	87
5	76
ALL	479

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	469	97.9	27	84.4
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	10	2.1	0	0.0
White	0	0.0	5	15.6
Other	**	**	0	0.0

*Included in category "Other."

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

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	353	73.7
Limited English proficient students	2	0.4
Special education students	27	5.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	22	22	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	2008	21	21	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	2009	20	20	100.0	0	0.0	0	0.0	0	0.0	0	0.0
KN	2007	58	57	98.3	0	0.0	0	0.0	1	1.7	0	0.0
	2008	61	59	96.7	0	0.0	0	0.0	2	3.3	0	0.0
	2009	61	60	98.4	0	0.0	0	0.0	1	1.6	0	0.0
1	2007	76	75	98.7	0	0.0	0	0.0	1	1.3	0	0.0
	2008	71	70	98.6	0	0.0	0	0.0	1	1.4	0	0.0
	2009	75	74	98.7	0	0.0	0	0.0	1	1.3	0	0.0
2	2007	78	74	94.9	0	0.0	0	0.0	3	3.8	1	1.3
	2008	73	72	98.6	0	0.0	0	0.0	1	1.4	0	0.0
	2009	74	73	98.6	0	0.0	0	0.0	1	1.4	0	0.0
3	2007	82	79	96.3	0	0.0	0	0.0	2	2.4	1	1.2
	2008	83	79	95.2	0	0.0	0	0.0	4	4.8	0	0.0
	2009	86	84	97.7	0	0.0	0	0.0	2	2.3	0	0.0
4	2007	83	81	97.6	0	0.0	0	0.0	2	2.4	0	0.0
	2008	88	85	96.6	0	0.0	0	0.0	2	2.3	1	1.1
	2009	87	84	96.6	0	0.0	0	0.0	3	3.4	0	0.0
5	2007	86	86	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	2008	80	77	96.3	0	0.0	0	0.0	3	3.8	0	0.0
	2009	76	74	97.4	0	0.0	0	0.0	2	2.6	0	0.0
EC-5	2007	485	474	97.7	0	0.0	0	0.0	9	1.9	2	0.4
	2008	477	463	97.1	0	0.0	0	0.0	13	2.7	1	0.2
	2009	479	469	97.9	0	0.0	0	0.0	10	2.1	0	0.0

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	22	20	90.9	0	0.0	0	0.0	0	0.0	19	86.4	13.6
	2008	21	20	95.2	0	0.0	0	0.0	0	0.0	21	100.0	0.0
	2009	20	16	80.0	0	0.0	0	0.0	0	0.0	20	100.0	0.0
KN	2007	58	36	62.1	0	0.0	2	3.4	5	8.6	41	70.7	0.0
	2008	61	42	68.9	1	1.6	1	1.6	0	0.0	35	57.4	0.0
	2009	61	49	80.3	0	0.0	0	0.0	2	3.3	34	55.7	1.6
1	2007	76	50	65.8	0	0.0	2	2.6	4	5.3	12	15.8	0.0
	2008	71	55	77.5	0	0.0	3	4.2	6	8.5	11	15.5	4.2
	2009	75	57	76.0	1	1.3	2	2.7	5	6.7	13	17.3	9.3
2	2007	78	49	62.8	0	0.0	1	1.3	8	10.3	11	14.1	0.0
	2008	73	49	67.1	0	0.0	5	6.8	4	5.5	7	9.6	2.7
	2009	74	60	81.1	0	0.0	6	8.1	10	13.5	16	21.6	4.1
3	2007	82	45	54.9	0	0.0	5	6.1	16	19.5	11	13.4	0.0
	2008	83	53	63.9	1	1.2	1	1.2	10	12.0	5	6.0	2.4
	2009	86	61	70.9	0	0.0	8	9.3	5	5.8	8	9.3	3.5
4	2007	83	62	74.7	0	0.0	10	12.0	20	24.1	6	7.2	1.2
	2008	88	62	70.5	0	0.0	8	9.1	19	21.6	12	13.6	0.0
	2009	87	56	64.4	1	1.1	4	4.6	13	14.9	10	11.5	1.1
5	2007	86	56	65.1	0	0.0	11	12.8	14	16.3	6	7.0	1.2
	2008	80	59	73.8	0	0.0	11	13.8	21	26.3	6	7.5	1.3
	2009	76	54	71.1	0	0.0	7	9.2	18	23.7	5	6.6	0.0
EC-5	2007	485	318	65.6	0	0.0	31	6.4	67	13.8	106	21.9	1.0
	2008	477	340	71.3	2	0.4	29	6.1	60	12.6	97	20.3	1.7
	2009	479	353	73.7	2	0.4	27	5.6	53	11.1	106	22.1	3.1

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	10.7	4,117.2	10.2	95.3	3,933.6	95.5	22	100.0	100.0	22	7,436	100.0	100.0
	2008	10.0	4,133.2	9.4	93.5	3,942.7	95.4	23	100.0	100.0	16	7,427	100.0	100.0
	2009	10.0	4,167.8	9.6	96.2	3,975.6	95.4	22	100.0	100.0	20	7,332	100.0	100.0
KN	2007	57.5	13,945.0	55.1	95.9	13,385.6	96.0	13	22.6	24.3	52	12,035	90.4	86.3
	2008	61.4	13,568.1	58.2	94.7	13,004.4	95.8	13	21.2	23.5	51	11,618	83.1	85.6
	2009	60.6	13,515.0	58.4	96.4	12,939.1	95.7	16	26.4	22.5	52	11,501	85.8	85.1
1	2007	74.9	14,353.8	72.7	97.1	13,851.4	96.5	17	22.7	23.2	65	12,437	86.8	86.6
	2008	70.4	14,626.9	67.7	96.3	14,102.7	96.4	17	24.2	21.2	62	12,704	88.1	86.9
	2009	76.1	14,250.8	73.3	96.3	13,719.9	96.3	10	13.1	20.7	69	12,300	90.7	86.3
2	2007	75.8	13,403.8	73.7	97.2	12,978.9	96.8	11	14.5	21.7	71	11,729	93.7	87.5
	2008	72.5	13,708.6	70.1	96.8	13,269.8	96.8	11	15.2	19.7	66	12,043	91.1	87.9
	2009	72.9	13,950.1	69.8	95.7	13,499.0	96.8	12	16.4	18.6	65	12,231	89.1	87.7
3	2007	81.3	12,998.4	79.7	98.0	12,633.3	97.2	12	14.8	21.1	74	11,445	91.0	88.0
	2008	79.3	12,806.9	77.3	97.6	12,425.5	97.0	12	15.1	19.1	75	11,408	94.6	89.1
	2009	83.7	13,095.5	81.2	97.0	12,710.6	97.1	12	14.3	18.3	78	11,634	93.2	88.8
4	2007	83.9	12,104.9	82.2	98.0	11,768.3	97.2	4	4.8	19.7	82	10,683	97.8	88.3
	2008	86.9	12,329.8	84.1	96.9	11,960.3	97.0	9	10.4	19.7	80	10,924	92.1	88.6
	2009	88.0	12,156.4	84.8	96.3	11,789.9	97.0	8	9.1	18.1	83	10,731	94.3	88.3
5	2007	85.5	11,757.0	83.4	97.6	11,426.8	97.2	6	7.0	20.9	81	10,362	94.8	88.1
	2008	80.6	11,874.2	78.4	97.3	11,539.6	97.2	15	18.6	18.8	73	10,608	90.6	89.3
	2009	77.6	11,903.5	75.2	96.9	11,552.9	97.1	5	6.4	17.5	74	10,563	95.4	88.7
EC-5	2007	469.6	83,122.6	457.1	97.3	80,387.4	96.7	86	18.3	33.3	447	76,416	95.2	91.9
	2008	461.0	83,438.7	445.3	96.6	80,606.0	96.6	100	21.7	31.9	423	76,970	91.8	92.2
	2009	469.0	83,476.5	452.4	96.5	80,586.5	96.5	85	18.1	30.9	441	76,517	94.0	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	27	84.4
Hispanic	0	0.0
White	5	15.6
Other	0	0.0

Gender	Number	Percent
Female	28	87.5
Male	4	12.5

TOTAL	32
--------------	-----------

AVERAGE NUMBER OF ABSENCES

2007	7.5
2008	10.0
2009	5.9

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	*	91.1	*	88.9	*		73.1		88.4	94.9	91.5	84.6	82
	2008		89.3	*	88.2		*	82.9		78.0	100.0	88.6	86.2	79
	2009		86.3	*	81.0	*		72.5		89.2	84.1	86.4	87.3	81
4	2007		68.1	*	67.9	*	*	33.3		72.5	64.7	68.9	69.7	74
	2008	*	75.9	*	75.5	*		56.0		69.2	83.3	76.8	72.1	82
	2009		81.0	*	84.6		*	64.0		67.6	91.5	81.5	75.8	81
5	2007		82.3		75.5	*		56.3		87.1	79.2	82.3	78.3	79
	2008		86.8	*	86.5	*		77.4		86.5	88.2	87.3	82.9	71
	2009		92.8	*	89.8	*		82.8		91.9	94.1	93.0	82.9	71
3-5	2007	*	80.9	*	76.7	85.7	*	55.7		82.5	80.2	81.3	77.6	235
	2008	*	83.8	88.9	83.3	*	*	74.2		77.8	90.4	84.1	80.3	232
	2009		86.4	*	84.9	*	*	73.4		83.3	89.6	86.7	81.5	233

	NUMBER TESTED IN GRADES 3-5											
2007	1	230	4	150	7	1	79	0	114	121	235	31,814
2008	1	222	9	156	3	1	97	0	117	114	232	31,840
2009	0	228	5	159	5	1	94	0	108	125	233	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	*	7	*	5	*		7		5	2	7	1,675	82
	2008		8	*	6		*	7		9	0	9	1,443	79
	2009		11	*	11	*		11		4	7	11	960	81
4	2007		23	*	18	*	*	14		11	12	23	3,189	74
	2008	*	19	*	13	*		11		12	7	19	2,996	82
	2009		15	*	8		*	9		11	4	15	2,449	81
5	2007		14		12	*		14		4	10	14	2,258	79
	2008		9	*	7	*		7		5	4	9	1,827	71
	2009		5	*	5	*		5		3	2	5	1,793	71
3-5	2007	*	44	*	35	1	*	35		20	24	44	7,122	235
	2008	*	36	1	26	*	*	25		26	11	37	6,266	232
	2009		31	*	24	*	*	25		18	13	31	5,202	233

	NUMBER TESTED IN GRADES 3-5											
2007	1	230	4	150	7	1	79	0	114	121	235	31,814
2008	1	222	9	156	3	1	97	0	117	114	232	31,840
2009	0	228	5	159	5	1	94	0	108	125	233	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	83.6	85.7	79.1	79.7
	2008	82.2	82.8	83.5	75.9
	2009	82.3	80.6	82.7	83.5
4	2007	79.4	76.4	71.8	68.0
	2008	83.7	75.8	79.1	75.5
	2009	84.1	79.8	75.8	80.4
5	2007	77.1	82.0	77.5	72.7
	2008	80.8	83.8	80.5	76.3
	2009	84.5	84.9	86.6	80.5
3-5	2007	80.1	81.5	76.3	73.7
	2008	82.3	80.6	81.0	75.9
	2009	83.6	81.6	81.5	81.5

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	2007	*	36.7	*	31.1	*		7.7		27.9	51.3	39.0	21.3	82
	2008		26.7	*	27.5		*	19.5		17.1	39.5	27.8	21.5	79
	2009		52.5	*	44.8	*		20.0		54.1	52.3	53.1	34.1	81
4	2007		19.4	*	16.1	*	*	0.0		25.0	14.7	20.3	16.6	74
	2008	*	17.7	*	17.0	*		0.0		15.4	21.4	18.3	14.4	82
	2009		13.9	*	7.7		*	8.0		14.7	14.9	14.8	18.4	81
5	2007		17.7		14.3	*		3.1		16.1	18.8	17.7	13.1	79
	2008		14.7	*	13.5	*		6.5		24.3	5.9	15.5	16.5	71
	2009		31.9	*	30.6	*		6.9		27.0	38.2	32.4	18.5	71
3-5	2007	*	24.8	*	20.0	14.3	*	3.8		23.7	28.1	26.0	17.1	235
	2008	*	19.8	44.4	19.2	*	*	10.3		18.8	22.8	20.7	17.4	232
	2009		32.9	*	28.3	*	*	12.8		32.4	34.4	33.5	22.7	233

	NUMBER TESTED IN GRADES 3-5											
2007	1	230	4	150	7	1	79	0	114	121	235	31,814
2008	1	222	9	156	3	1	97	0	117	114	232	31,840
2009	0	228	5	159	5	1	94	0	108	125	233	28,126

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	72.4	*	64.3	*		30.4		64.3	83.8	73.4	70.3	79
	2008		82.1	*	77.4		*	70.7		73.2	90.2	81.7	76.6	82
	2009		77.5	*	77.6	*		60.0		78.4	77.3	77.8	77.3	81
4	2007		65.8	*	66.7	*	*	36.4		68.3	64.7	66.7	75.7	75
	2008	*	72.2	*	67.9	*		40.0		66.7	78.6	73.2	77.9	82
	2009		82.3	*	82.7		*	60.0		70.6	89.4	81.5	79.4	81
5	2007		88.2		83.0	*		69.0		90.0	87.0	88.2	82.9	76
	2008		86.6	*	89.8	*		79.3		86.1	85.3	85.7	84.0	70
	2009		91.4	*	88.0	*		78.6		89.2	94.3	91.7	87.0	72
3-5	2007	*	75.6	*	71.2	100.0	*	47.3		72.6	79.5	76.1	76.2	230
	2008	*	79.9	77.8	78.1	*	*	65.3		75.0	84.6	79.9	79.5	234
	2009		83.4	*	82.5	*	*	65.6		79.6	86.5	83.3	81.0	234

NUMBER TESTED IN GRADES 3-5													
2007	1	225	4	146	6	1	74	0	113	117	230	32,298	
2008	1	224	9	155	3	1	95	0	116	117	234	32,696	
2009	0	229	5	160	5	1	93	0	108	126	234	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	*	21	*	15	*		16		15	6	21	3,303	79
	2008		14	*	12		*	12		11	4	15	2,542	82
	2009		18	*	13	*		16		8	10	18	2,781	81
4	2007		25	*	19	*	*	14		13	12	25	2,604	75
	2008	*	22	*	17	*		15		13	9	22	2,436	82
	2009		14	*	9		*	10		10	5	15	2,196	81
5	2007		9		8	*		9		3	6	9	1,785	76
	2008		9	*	5	*		6		5	5	10	1,730	70
	2009		6	*	6	*		6		4	2	6	1,386	72
3-5	2007	*	55	*	42	0	*	39		31	24	55	7,692	230
	2008	*	45	2	34	*	*	33		29	18	47	6,708	234
	2009		38	*	28	*	*	32		22	17	39	6,363	234

	NUMBER TESTED IN GRADES 3-5											
2007	1	225	4	146	6	1	74	0	113	117	230	32,298
2008	1	224	9	155	3	1	95	0	116	117	234	32,696
2009	0	229	5	160	5	1	93	0	108	126	234	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	75.7	79.1	79.7	72.6	84.8	65.2
	2008	78.9	86.0	83.3	79.9	86.6	67.1
	2009	79.1	79.2	81.1	76.5	81.5	67.4
4	2007	79.0	75.8	70.4	68.0	68.7	66.5
	2008	76.8	82.8	71.3	77.6	81.4	68.8
	2009	83.2	77.6	77.2	75.5	79.0	73.1
5	2007	84.7	74.2	87.6	77.6	83.6	76.0
	2008	85.1	79.4	85.5	78.6	83.6	73.0
	2009	88.6	87.3	87.1	80.8	83.3	83.5
3-5	2007	79.8	76.4	79.3	72.8	79.1	69.2
	2008	80.0	82.9	79.8	78.7	83.9	69.4
	2009	83.5	81.1	81.6	77.5	81.2	74.4

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	*	23.7	*	19.0	*		4.3		14.3	35.1	24.1	19.2	79
	2008		23.1	*	24.5		*	14.6		17.1	31.7	24.4	26.3	82
	2009		27.5	*	24.1	*		12.5		29.7	25.0	27.2	29.0	81
4	2007		11.0	*	10.5	*	*	4.5		17.1	8.8	13.3	22.6	75
	2008	*	25.3	*	24.5	*		12.0		25.6	26.2	25.6	23.8	82
	2009		22.8	*	21.2		*	12.0		17.6	27.7	23.5	31.6	81
5	2007		26.3		25.5	*		6.9		23.3	28.3	26.3	29.3	76
	2008		35.8	*	28.6	*		13.8		44.4	26.5	35.7	31.9	70
	2009		50.0	*	44.0	*		25.0		45.9	54.3	50.0	38.4	72
3-5	2007	*	20.4	*	17.8	16.7	*	5.4		17.7	24.8	21.3	23.6	230
	2008	*	27.7	44.4	25.8	*	*	13.7		28.4	28.2	28.2	27.3	234
	2009		32.8	*	29.4	*	*	16.1		31.5	34.1	32.9	32.8	234


NUMBER TESTED IN GRADES 3-5													
2007	1	225	4	146	6	1	74	0	113	117	230	32,298	
2008	1	224	9	155	3	1	95	0	116	117	234	32,696	
2009	0	229	5	160	5	1	93	0	108	126	234	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		85.1	*	86.2	*	*	63.6		90.2	80.0	85.5	86.5	76
	2008	*	97.4	*	98.0	*		95.8		100.0	97.6	97.5	87.4	80
	2009		97.5	*	98.1		*	92.3		94.1	100.0	97.6	87.4	82

	NUMBER TESTED IN GRADE 4											
2007	0	74	2	58	2	1	22	0	41	35	76	10,408
2008	1	77	2	51	2	0	24	0	38	41	80	10,658
2009	0	79	3	52	0	1	26	0	34	48	82	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		11	*	8	*	*	8		4	7	11	1,408	76
	2008	*	2	*	1	*		1		0	1	2	1,348	80
	2009		2	*	1		*	2		2	0	2	1,264	82

NUMBER TESTED IN GRADE 4													
2007	0	74	2	58	2	1	22	0	41	35	76	10,408	
2008	1	77	2	51	2	0	24	0	38	41	80	10,658	
2009	0	79	3	52	0	1	26	0	34	48	82	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	2.4	79.9	73.7	87.7	86.5
	2008	2.8	88.4	87.5	87.3	89.7
	2009	2.6	86.9	85.7	84.6	93.8

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		24.3	*	27.6	*	*	9.1		31.7	20.0	26.3	18.2	76
	2008	*	49.4	*	45.1	*		41.7		42.1	58.5	50.0	21.4	80
	2009		46.8	*	44.2		*	30.8		41.2	52.1	47.6	21.0	82

	NUMBER TESTED IN GRADE 4											
2007	0	74	2	58	2	1	22	0	41	35	76	10,408
2008	1	77	2	51	2	0	24	0	38	41	80	10,658
2009	0	79	3	52	0	1	26	0	34	48	82	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		67.1		57.4	*		31.0		77.4	60.0	67.1	62.3	76
	2008		66.2	*	60.8	*		38.7		66.7	65.7	66.2	71.9	71
	2009		87.1	*	84.0	*		79.3		89.2	85.7	87.5	75.9	72

	NUMBER TESTED IN GRADE 5											
2007	0	76	0	47	2	0	29	0	31	45	76	10,296
2008	0	68	3	51	1	0	31	0	36	35	71	10,686
2009	0	70	2	50	3	0	29	0	37	35	72	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		25		20	*		20		7	18	25	3,881	76
	2008		23	*	20	*		19		12	12	24	3,005	71
	2009		9	*	8	*		6		4	5	9	2,542	72

NUMBER TESTED IN GRADE 5													
2007	0	76	0	47	2	0	29	0	31	45	76	10,296	
2008	0	68	3	51	1	0	31	0	36	35	71	10,686	
2009	0	70	2	50	3	0	29	0	37	35	72	10,550	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	78.8	80.7	77.8	62.9
	2008	83.7	82.2	81.7	64.6
	2009	90.0	91.7	83.5	69.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007		13.2		8.5	*		0.0		12.9	13.3	13.2	18.0	76
	2008		23.5	*	13.7	*		6.5		27.8	20.0	23.9	24.8	71
	2009		24.3	*	26.0	*		13.8		27.0	22.9	25.0	29.1	72

	NUMBER TESTED IN GRADE 5											
2007	0	76	0	47	2	0	29	0	31	45	76	10,296
2008	0	68	3	51	1	0	31	0	36	35	71	10,686
2009	0	70	2	50	3	0	29	0	37	35	72	10,550

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*				*		*	77.7	1
	2009		*	*	*	*		*		*		*	87.7	5
4														
	2008		100.0		100.0	100.0		*		*	*	100.0	70.7	6
	2009		*		*	*		*		*	*	*	71.8	4
5														
	2008		55.6		50.0	55.6		*		71.4	*	55.6	73.3	9
	2009		*		*	*		*		*	*	*	80.3	4
3-5														
	2008		75.0		73.3	75.0		70.0		81.8	*	75.0	73.7	16
	2009		91.7	*	88.9	92.3		100.0		87.5	*	92.3	79.2	13

NUMBER TESTED IN GRADES 3-5													
2008	0	16	0	15	16	0	10	0	11	5	16	1,807	
2009	0	12	1	9	13	0	7	0	8	5	13	1,867	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*				*		*	116	1
	2009		*	*	*	*		*		*		*	60	5
4														
	2008		0		0	0		*		*	*	0	181	6
	2009		*		*	*		*		*	*	*	192	4
5														
	2008		4		4	4		*		2	*	4	179	9
	2009		*		*	*		*		*	*	*	137	4
3-5														
	2008		4		4	4		3		2	*	4	476	16
	2009		1	*	1	1		0		1	*	1	389	13

NUMBER TESTED IN GRADES 3-5													
2008	0	16	0	15	16	0	10	0	11	5	16	1,807	
2009	0	12	1	9	13	0	7	0	8	5	13	1,867	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	*	*	*	*
4					
	2008	68.1	58.3	41.7	60.4
	2009	*	*	*	*
5					
	2008	56.6	66.7	68.5	62.6
	2009	*	*	*	*
3-5					
	2008	60.2	62.5	56.7	63.1
	2009	73.4	83.3	81.0	75.7

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		*		*	*				*		*	10.8	1
	2009		*	*	*	*		*		*		*	16.2	5
4														
	2008		0.0		0.0	0.0		*		*	*	0.0	9.7	6
	2009		*		*	*		*		*	*	*	8.9	4
5														
	2008		11.1		12.5	11.1		*		14.3	*	11.1	14.9	9
	2009		*		*	*		*		*	*	*	14.1	4
3-5														
	2008		6.3		6.7	6.3		0.0		9.1	*	6.3	12.0	16
	2009		25.0	*	22.2	30.8		42.9		37.5	*	30.8	12.7	13

NUMBER TESTED IN GRADES 3-5														
2008	0	16	0	15	16	0	10	0	11	5	16	1,807		
2009	0	12	1	9	13	0	7	0	8	5	13	1,867		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*				*		*	76.1	1
	2009		*	*	*	*		*		*		*	81.2	5
4														
	2008		66.7		66.7	66.7		*		*	*	66.7	69.1	6
	2009		*		*	*		*		*	*	*	75.8	4
5														
	2008		40.0		37.5	40.0		*		50.0	*	40.0	64.0	10
	2009		*		*	*		*		*	*	*	80.2	4
3-5														
	2008		52.9		53.3	52.9		50.0		58.3	*	52.9	69.4	17
	2009		91.7	*	88.9	92.3		100.0		87.5	*	92.3	78.8	13

NUMBER TESTED IN GRADES 3-5													
2008	0	17	0	15	17	0	10	0	12	5	17	1,730	
2009	0	12	1	9	13	0	7	0	8	5	13	1,743	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*				*		*	129	1
	2009		*	*	*	*		*		*		*	85	5
4														
	2008		2		2	2		*		*	*	2	173	6
	2009		*		*	*		*		*	*	*	157	4
5														
	2008		6		5	6		*		4	*	6	227	10
	2009		*		*	*		*		*	*	*	127	4
3-5														
	2008		8		7	8		5		5	*	8	529	17
	2009		1	*	1	1		0		1	*	1	369	13

NUMBER TESTED IN GRADES 3-5													
2008	0	17	0	15	17	0	10	0	12	5	17	1,730	
2009	0	12	1	9	13	0	7	0	8	5	13	1,743	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
4							
	2008	46.3	44.4	36.7	50.0	22.2	55.6
	2009	*	*	*	*	*	*
5							
	2008	48.9	50.0	50.0	46.7	46.7	54.0
	2009	*	*	*	*	*	*
3-5							
	2008	48.8	47.5	44.7	49.8	39.2	55.3
	2009	60.7	72.3	65.6	59.5	56.4	55.9

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*		*	*				*		*	16.1	1
	2009		*	*	*	*		*		*		*	22.3	5
4														
	2008		0.0		0.0	0.0		*		*	*	0.0	14.3	6
	2009		*		*	*		*		*	*	*	14.0	4
5														
	2008		20.0		12.5	20.0		*		25.0	*	20.0	14.0	10
	2009		*		*	*		*		*	*	*	17.2	4
3-5														
	2008		11.8		6.7	11.8		10.0		16.7	*	11.8	14.7	17
	2009		16.7	*	33.3	23.1		42.9		37.5	*	23.1	17.3	13

	NUMBER TESTED IN GRADES 3-5											
2008	0	17	0	15	17	0	10	0	12	5	17	1,730
2009	0	12	1	9	13	0	7	0	8	5	13	1,743

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

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007		51.7	51.7	46.9	58
	2008	80.0	70.6	72.1	57.6	61
	2009	18.2	41.0	32.8	41.9	61
1	2007	12.5	50.9	42.5	51.4	73
	2008	28.6	64.2	56.7	50.2	67
	2009	38.7	69.0	56.2	54.2	73
2	2007	51.4	76.3	64.0	44.5	75
	2008	44.2	83.3	60.3	50.2	73
	2009	41.0	78.8	58.3	47.9	72
1-2	2007	39.6	61.1	53.4	47.6	148
	2008	40.4	71.1	58.6	50.2	140
	2009	40.0	73.3	57.2	51.0	145

Number Tested	2007	53	153	206	24,696	
	2008	67	134	201	21,817	
	2009	92	114	206	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007		67.2	67.2	44.3	58
	2008	80.0	62.7	65.6	44.9	61
	2009	22.7	79.5	59.0	52.8	61
1	2007	12.5	50.9	42.5	48.8	73
	2008	46.2	62.3	59.1	55.5	66
	2009	46.9	54.8	51.4	50.4	74
2	2007	66.7	76.3	71.4	55.6	77
	2008	50.0	86.7	64.9	57.5	74
	2009	50.0	78.8	63.0	53.2	73
K-2	2007	50.9	63.4	60.1	49.1	208
	2008	53.7	67.9	63.2	52.7	201
	2009	42.6	70.2	57.7	52.3	208

Number Tested	2007	55	153	208	34,441	
	2008	67	134	201	41,070	
	2009	94	114	208	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		50.9	*	50.0	*				45.5	55.6	51.7	46.9	58
	2008		72.9	*	76.2	*	*	80.0		88.0	61.1	72.1	57.6	61
	2009		31.7	*	30.6			18.2		27.6	37.5	32.8	41.9	61
1	2007		41.7	*	42.6	*		12.5		35.9	50.0	42.5	51.4	73
	2008		56.1	*	49.0	*		28.6		53.3	59.5	56.7	50.2	67
	2009		55.6	*	52.7	*	*	38.7		55.3	57.1	56.2	54.2	73
2	2007	*	63.4	*	57.4			51.4		44.4	82.1	64.0	44.5	75
	2008		59.7	*	48.0	*		44.2		56.4	64.7	60.3	50.2	73
	2009		57.7	*	53.4	*		41.0		51.5	64.1	58.3	47.9	72
1-2	2007	*	52.4	*	50.0	*		39.6		40.0	67.1	53.4	47.6	148
	2008		58.0	*	48.5	50.0		40.4		55.1	62.0	58.6	50.2	140
	2009		56.6	*	53.1	*	*	40.0		53.5	60.8	57.2	51.0	145

Number Tested	2007	1	200	5	130	4	0	53	0	97	109	206	24,696
	2008	0	197	4	143	7	1	67	0	94	107	201	21,817
	2009	0	203	3	162	5	1	92	0	100	106	206	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		10	*	6	*				2	8	10	1,245	58
	2008		18	*	14	*	*	3		9	9	18	1,687	61
	2009		5	*	1			1		2	3	5	771	61
1	2007		6	*	4	*		0		1	5	6	1,458	73
	2008		12	*	9	*		0		4	8	12	1,555	67
	2009		13	*	11	*	*	3		9	5	14	1,659	73
2	2007	*	9	*	7			3		3	8	11	896	75
	2008		17	*	10	*		6		8	10	18	1,065	73
	2009		8	*	5	*		2		2	6	8	1,027	72
1-2	2007	*	15	*	11	*		3		4	13	17	2,355	148
	2008		29	*	19	2		6		12	18	30	2,620	140
	2009		21	*	16	*	*	5		11	11	22	2,688	145

Number Tested	2007	1	200	5	130	4	0	53	0	97	109	206	24,696
	2008	0	197	4	143	7	1	67	0	94	107	201	21,817
	2009	0	203	3	162	5	1	92	0	100	106	206	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		66.7	*	66.7	*				59.1	72.2	67.2	44.3	58
	2008		66.1	*	64.3	*	*	80.0		68.0	63.9	65.6	44.9	61
	2009		58.3	*	57.1			22.7		51.7	65.6	59.0	52.8	61
1	2007		41.7	*	39.6	*		12.5		38.5	47.1	42.5	48.8	73
	2008		58.5	*	58.0	*		46.2		58.6	59.5	59.1	55.5	66
	2009		50.7	*	48.2	*	*	46.9		48.7	54.3	51.4	50.4	74
2	2007	*	69.9	*	65.3	*		66.7		63.2	79.5	71.4	55.6	77
	2008		64.4	*	56.0	50.0		50.0		70.0	58.8	64.9	57.5	74
	2009		62.5	*	59.3	*		50.0		63.6	62.5	63.0	53.2	73
K-2	2007	*	58.9	*	56.4	*		50.9		52.5	67.0	60.1	49.1	208
	2008		62.9	*	59.2	40.0	*	53.7		66.0	60.7	63.2	52.7	201
	2009		57.1	*	54.9	28.6	*	42.6		54.5	60.7	57.7	52.3	208

Number Tested	2007	1	202	5	133	5	0	55	0	99	109	208	34,441
	2008	0	197	4	142	10	1	67	0	94	107	201	41,070
	2009	0	205	3	164	7	1	94	0	101	107	208	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		15	*	9	*				4	11	15	2,583	58
	2008		21	*	16	*	*	3		8	13	21	2,788	61
	2009		12	*	8			2		5	7	12	2,455	61
1	2007		6	*	3	*		0		2	4	6	1,769	73
	2008		4	*	3	*		1		3	1	4	2,800	66
	2009		13	*	11	*	*	5		7	7	14	1,577	74
2	2007	*	19	*	13	*		8		6	15	21	2,098	77
	2008		14	*	8	1		4		9	5	14	2,912	74
	2009		7	*	4	*		1		3	4	7	1,686	73
K-2	2007	*	40	*	25	*		8		12	30	42	6,450	208
	2008		39	*	27	1	*	8		20	19	39	8,500	201
	2009		32	*	23	0	*	8		15	18	33	5,718	208
Number Tested	2007	1	202	5	133	5	0	55	0	99	109	208	34,441	
	2008	0	197	4	142	10	1	67	0	94	107	201	41,070	
	2009	0	205	3	164	7	1	94	0	101	107	208	30,563	

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	0	-	0	-	1	100.0	1	100.0
ALL	0	-	0	-	1	100.0	1	100.0