

Campus Data Packet

for 2009 - 10 Plans



MARTIN WEISS

School Number 226

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	69
KN	87
1	104
2	84
3	72
4	91
5	83
ALL	590

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	157	26.6	16	45.7
American Indian	0	0.0	*	*
Asian	4	0.7	*	*
Hispanic	415	70.3	11	31.4
White	14	2.4	8	22.9
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	574	97.3
Limited English proficient students	284	48.1
Special education students	19	3.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	85	22	25.9	0	0.0	0	0.0	61	71.8	2	2.4
	2008	76	20	26.3	0	0.0	1	1.3	55	72.4	0	0.0
	2009	69	22	31.9	0	0.0	0	0.0	44	63.8	3	4.3
KN	2007	91	36	39.6	0	0.0	1	1.1	52	57.1	2	2.2
	2008	106	31	29.2	0	0.0	0	0.0	71	67.0	4	3.8
	2009	87	18	20.7	0	0.0	1	1.1	66	75.9	2	2.3
1	2007	80	27	33.8	0	0.0	0	0.0	51	63.8	2	2.5
	2008	96	34	35.4	0	0.0	1	1.0	59	61.5	2	2.1
	2009	104	26	25.0	0	0.0	0	0.0	75	72.1	3	2.9
2	2007	99	31	31.3	0	0.0	1	1.0	66	66.7	1	1.0
	2008	79	25	31.6	0	0.0	0	0.0	51	64.6	3	3.8
	2009	84	28	33.3	0	0.0	1	1.2	51	60.7	4	4.8
3	2007	105	34	32.4	0	0.0	1	1.0	69	65.7	1	1.0
	2008	102	29	28.4	0	0.0	1	1.0	71	69.6	1	1.0
	2009	72	20	27.8	0	0.0	0	0.0	52	72.2	0	0.0
4	2007	97	44	45.4	0	0.0	0	0.0	51	52.6	2	2.1
	2008	97	30	30.9	0	0.0	1	1.0	65	67.0	1	1.0
	2009	91	20	22.0	0	0.0	1	1.1	69	75.8	1	1.1
5	2007	86	28	32.6	1	1.2	0	0.0	56	65.1	1	1.2
	2008	87	32	36.8	0	0.0	0	0.0	53	60.9	2	2.3
	2009	83	23	27.7	0	0.0	1	1.2	58	69.9	1	1.2
EC-5	2007	643	222	34.5	1	0.2	3	0.5	406	63.1	11	1.7
	2008	643	201	31.3	0	0.0	4	0.6	425	66.1	13	2.0
	2009	590	157	26.6	0	0.0	4	0.7	415	70.3	14	2.4

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	85	84	98.8	43	50.6	2	2.4	0	0.0	82	96.5	1.2
	2008	76	76	100.0	45	59.2	1	1.3	0	0.0	76	100.0	0.0
	2009	69	68	98.6	34	49.3	0	0.0	0	0.0	69	100.0	0.0
KN	2007	91	89	97.8	30	33.0	0	0.0	4	4.4	35	38.5	0.0
	2008	106	105	99.1	45	42.5	2	1.9	0	0.0	33	31.1	0.0
	2009	87	84	96.6	55	63.2	2	2.3	0	0.0	24	27.6	2.3
1	2007	80	79	98.8	43	53.8	0	0.0	4	5.0	10	12.5	7.5
	2008	96	94	97.9	32	33.3	0	0.0	6	6.3	15	15.6	0.0
	2009	104	102	98.1	45	43.3	6	5.8	4	3.8	10	9.6	1.9
2	2007	99	93	93.9	53	53.5	2	2.0	9	9.1	14	14.1	1.0
	2008	79	79	100.0	42	53.2	4	5.1	6	7.6	8	10.1	1.3
	2009	84	80	95.2	32	38.1	2	2.4	9	10.7	5	6.0	3.6
3	2007	105	99	94.3	41	39.0	1	1.0	15	14.3	10	9.5	1.0
	2008	102	101	99.0	51	50.0	4	3.9	11	10.8	13	12.7	3.9
	2009	72	71	98.6	45	62.5	1	1.4	3	4.2	9	12.5	2.8
4	2007	97	92	94.8	19	19.6	8	8.2	15	15.5	18	18.6	0.0
	2008	97	92	94.8	36	37.1	4	4.1	16	16.5	9	9.3	0.0
	2009	91	91	100.0	49	53.8	6	6.6	14	15.4	4	4.4	3.3
5	2007	86	79	91.9	20	23.3	4	4.7	13	15.1	8	9.3	2.3
	2008	87	79	90.8	18	20.7	6	6.9	17	19.5	4	4.6	6.9
	2009	83	78	94.0	24	28.9	2	2.4	15	18.1	7	8.4	1.2
EC-5	2007	643	615	95.6	249	38.7	17	2.6	60	9.3	177	27.5	1.7
	2008	643	626	97.4	269	41.8	21	3.3	56	8.7	158	24.6	1.7
	2009	590	574	97.3	284	48.1	19	3.2	45	7.6	128	21.7	2.2

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
PK	2007	40.4	4,117.2	38.1	94.2	3,933.6	95.5	98	100.0	100.0	67	7,436	100.0	100.0
	2008	37.0	4,133.2	35.2	95.1	3,942.7	95.4	95	100.0	100.0	61	7,427	100.0	100.0
	2009	32.3	4,167.8	31.3	96.9	3,975.6	95.4	86	100.0	100.0	55	7,332	100.0	100.0
KN	2007	87.9	13,945.0	84.8	96.5	13,385.6	96.0	28	31.9	24.3	72	12,035	82.0	86.3
	2008	104.0	13,568.1	100.7	96.8	13,004.4	95.8	24	23.1	23.5	89	11,618	85.6	85.6
	2009	86.9	13,515.0	83.2	95.7	12,939.1	95.7	17	19.6	22.5	75	11,501	86.3	85.1
1	2007	79.9	14,353.8	77.1	96.5	13,851.4	96.5	14	17.5	23.2	74	12,437	92.6	86.6
	2008	91.1	14,626.9	87.5	96.2	14,102.7	96.4	29	31.9	21.2	75	12,704	82.4	86.9
	2009	103.0	14,250.8	99.9	96.9	13,719.9	96.3	18	17.5	20.7	92	12,300	89.3	86.3
2	2007	99.6	13,403.8	95.7	96.1	12,978.9	96.8	20	20.1	21.7	87	11,729	87.3	87.5
	2008	80.5	13,708.6	77.4	96.1	13,269.8	96.8	13	16.1	19.7	64	12,043	79.5	87.9
	2009	85.9	13,950.1	83.3	97.0	13,499.0	96.8	14	16.3	18.6	77	12,231	89.6	87.7
3	2007	104.8	12,998.4	102.3	97.7	12,633.3	97.2	16	15.3	21.1	95	11,445	90.6	88.0
	2008	98.4	12,806.9	95.4	96.9	12,425.5	97.0	26	26.4	19.1	81	11,408	82.3	89.1
	2009	71.5	13,095.5	69.1	96.7	12,710.6	97.1	10	14.0	18.3	64	11,634	89.5	88.8
4	2007	97.9	12,104.9	94.8	96.9	11,768.3	97.2	26	26.6	19.7	84	10,683	85.8	88.3
	2008	96.2	12,329.8	93.4	97.1	11,960.3	97.0	20	20.8	19.7	83	10,924	86.3	88.6
	2009	88.4	12,156.4	86.3	97.6	11,789.9	97.0	17	19.2	18.1	78	10,731	88.2	88.3
5	2007	85.6	11,757.0	83.3	97.3	11,426.8	97.2	22	25.7	20.9	79	10,362	92.3	88.1
	2008	87.7	11,874.2	85.4	97.3	11,539.6	97.2	11	12.5	18.8	75	10,608	85.5	89.3
	2009	80.7	11,903.5	78.7	97.4	11,552.9	97.1	13	16.1	17.5	71	10,563	87.9	88.7
EC-5	2007	596.0	83,122.6	576.2	96.7	80,387.4	96.7	224	37.6	33.3	558	76,416	93.6	91.9
	2008	594.9	83,438.7	574.9	96.6	80,606.0	96.6	218	36.6	31.9	528	76,970	88.8	92.2
	2009	548.8	83,476.5	531.8	96.9	80,586.5	96.5	175	31.9	30.9	512	76,517	93.3	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	16	45.7
Hispanic	11	31.4
White	8	22.9
Other	0	0.0

Gender	Number	Percent
Female	22	62.9
Male	13	37.1

TOTAL	35
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AVERAGE NUMBER OF ABSENCES

2007	7.0
2008	10.2
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	*	71.9	87.1	79.7		*	67.6		74.3	86.7	80.0	84.6	65
	2008	*	85.7	86.7	86.4		100.0	86.1		74.1	97.0	86.7	86.2	60
	2009		84.2	76.9	81.3		83.3	76.2		78.6	83.3	81.3	87.3	32
4	2007	*	65.1	78.4	72.0	*	50.0	36.8		59.0	83.7	72.0	69.7	82
	2008	*	70.0	74.0	74.0	*	72.7	62.5		70.5	73.7	72.0	72.1	82
	2009	*	50.0	78.8	70.8	*	78.8	65.1		62.9	78.4	70.8	75.8	72
5	2007	*	77.8	76.4	76.3	*	40.0	52.4		77.4	75.0	76.5	78.3	85
	2008	*	78.1	79.1	78.6	*	55.6	62.1		68.6	85.7	77.9	82.9	77
	2009	*	91.3	86.4	87.5	*	81.8	81.3		90.6	86.5	88.4	82.9	69
3-5	2007	*	70.6	79.7	75.7	33.3	48.3	55.1		70.9	81.9	75.9	77.6	232
	2008	*	77.8	78.9	79.1	*	76.7	71.1		70.8	85.0	78.1	80.3	219
	2009	*	76.7	81.7	79.2	*	80.0	72.9		76.5	82.6	79.8	81.5	173

NUMBER TESTED IN GRADES 3-5													
2007	5	102	123	210	6	29	98	0	127	105	232	31,814	
2008	4	90	123	206	4	43	97	0	106	113	219	31,840	
2009	2	60	109	168	3	50	96	0	81	92	173	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	*	9	4	12		*	12		9	4	13	1,675	65
	2008	*	4	4	8		0	5		7	1	8	1,443	60
	2009		3	3	6		1	5		3	3	6	960	32
4	2007	*	15	8	21	*	3	12		16	7	23	3,189	82
	2008	*	9	13	20	*	6	12		13	10	23	2,996	82
	2009	*	9	11	21	*	7	15		13	8	21	2,449	72
5	2007	*	6	13	18	*	12	20		12	8	20	2,258	85
	2008	*	7	9	15	*	4	11		11	6	17	1,827	77
	2009	*	2	6	8	*	2	6		3	5	8	1,793	69
3-5	2007	*	30	25	51	4	15	44		37	19	56	7,122	232
	2008	*	20	26	43	*	10	28		31	17	48	6,266	219
	2009	*	14	20	35	*	10	26		19	16	35	5,202	173

NUMBER TESTED IN GRADES 3-5													
2007	5	102	123	210	6	29	98	0	127	105	232	31,814	
2008	4	90	123	206	4	43	97	0	106	113	219	31,840	
2009	2	60	109	168	3	50	96	0	81	92	173	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	74.2	81.3	72.8	70.8
	2008	78.9	77.1	77.5	73.1
	2009	71.0	73.7	78.6	77.0
4	2007	74.9	78.0	72.5	67.7
	2008	78.7	77.3	76.3	75.0
	2009	80.9	72.0	70.6	76.5
5	2007	72.7	79.4	76.2	70.7
	2008	75.5	76.8	76.1	74.2
	2009	80.9	80.4	81.3	73.0
3-5	2007	73.9	79.5	73.9	69.6
	2008	77.6	77.1	76.6	74.2
	2009	79.1	75.7	76.4	75.2

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	*	15.6	19.4	13.6		*	2.7		20.0	13.3	16.9	21.3	65
	2008	*	10.7	36.7	23.7		25.0	11.1		18.5	27.3	23.3	21.5	60
	2009		5.3	46.2	21.9		33.3	9.5		21.4	22.2	21.9	34.1	32
4	2007	*	16.3	24.3	21.3	*	0.0	0.0		17.9	23.3	20.7	16.6	82
	2008	*	16.7	14.0	14.3	*	13.6	12.5		18.2	10.5	14.6	14.4	82
	2009	*	0.0	30.8	22.2	*	24.2	18.6		17.1	27.0	22.2	18.4	72
5	2007	*	7.4	9.1	7.9	*	0.0	0.0		7.5	12.5	9.4	13.1	85
	2008	*	12.5	18.6	15.7	*	11.1	3.4		8.6	21.4	15.6	16.5	77
	2009	*	17.4	13.6	14.1	*	0.0	0.0		18.8	10.8	14.5	18.5	69
3-5	2007	*	13.7	16.3	14.3	0.0	0.0	1.0		14.2	17.1	15.5	17.1	232
	2008	*	13.3	21.1	17.5	*	16.3	9.3		15.1	19.5	17.4	17.4	219
	2009	*	8.3	25.7	19.0	*	20.0	10.4		18.5	19.6	19.1	22.7	173

NUMBER TESTED IN GRADES 3-5													
2007	5	102	123	210	6	29	98	0	127	105	232	31,814	
2008	4	90	123	206	4	43	97	0	106	113	219	31,840	
2009	2	60	109	168	3	50	96	0	81	92	173	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	*	75.8	83.9	78.3		*	66.7		83.3	76.7	80.3	70.3	66
	2008	*	63.3	83.3	75.0	*	83.3	68.4		62.1	84.8	74.2	76.6	62
	2009		55.6	82.0	75.0		81.4	72.4		76.9	72.4	75.0	77.3	68
4	2007	*	61.0	80.4	75.0	*	57.9	48.5		64.6	80.4	72.3	75.7	94
	2008	*	80.0	80.6	80.9	*	79.4	75.0		75.0	88.1	80.9	77.9	94
	2009	*	55.6	84.0	77.1	*	83.9	68.3		73.5	80.6	77.1	79.4	70
5	2007	*	80.8	87.3	81.6	*	70.0	68.3		83.0	80.6	82.1	82.9	84
	2008	*	56.7	83.3	78.2	*	61.1	57.9		61.9	86.4	74.4	84.0	86
	2009	*	90.9	90.6	90.3		80.0	87.5		89.7	92.1	90.9	87.0	77
3-5	2007	*	71.0	83.9	78.1	*	66.7	61.8		76.6	79.4	77.9	76.2	244
	2008	*	66.7	82.2	78.4	44.4	75.0	67.5		67.5	86.6	76.9	79.5	242
	2009	*	69.0	85.6	81.0	*	81.9	75.5		80.4	82.5	81.4	81.0	215

NUMBER TESTED IN GRADES 3-5													
2007	4	100	137	224	5	42	110	0	137	107	244	32,298	
2008	4	90	146	227	9	64	120	0	123	119	242	32,696	
2009	2	58	153	210	2	94	139	0	112	103	215	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	*	8	5	13		*	12		6	7	13	3,303	66
	2008	*	11	5	15	*	2	12		11	5	16	2,542	62
	2009		8	9	17		8	16		9	8	17	2,781	68
4	2007	*	16	10	22	*	8	17		17	9	26	2,604	94
	2008	*	6	12	17	*	7	11		13	5	18	2,436	94
	2009	*	8	8	16	*	5	13		9	7	16	2,196	70
5	2007	*	5	7	14	*	6	13		9	6	15	1,785	84
	2008	*	13	9	17	*	7	16		16	6	22	1,730	86
	2009	*	2	5	7		4	5		4	3	7	1,386	77
3-5	2007	*	29	22	49	*	14	42		32	22	54	7,692	244
	2008	*	30	26	49	5	16	39		40	16	56	6,708	242
	2009	*	18	22	40	*	17	34		22	18	40	6,363	215

	NUMBER TESTED IN GRADES 3-5											
2007	4	100	137	224	5	42	110	0	137	107	244	32,298
2008	4	90	146	227	9	64	120	0	123	119	242	32,696
2009	2	58	153	210	2	94	139	0	112	103	215	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	82.1	82.3	84.8	75.5	84.5	69.1
	2008	77.4	76.6	83.9	70.4	79.0	65.1
	2009	76.3	82.8	83.1	79.4	84.2	65.4
4	2007	82.3	80.7	66.8	72.5	72.1	71.5
	2008	80.7	81.2	74.6	70.6	78.5	74.9
	2009	83.6	81.2	77.4	76.0	74.6	73.9
5	2007	84.2	74.8	85.0	75.0	78.9	77.7
	2008	80.8	73.6	76.4	71.3	76.2	72.4
	2009	85.5	81.6	88.7	77.0	86.4	76.6
3-5	2007	82.9	79.1	78.0	74.2	77.8	73.0
	2008	79.9	77.3	77.6	70.8	77.8	71.5
	2009	82.0	81.9	83.2	77.4	81.9	72.2

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	*	18.2	29.0	21.7		*	5.6		25.0	20.0	22.7	19.2	66
	2008	*	6.7	46.7	26.7	*	33.3	13.2		13.8	39.4	27.4	26.3	62
	2009		5.6	34.0	26.5		30.2	22.4		23.1	31.0	26.5	29.0	68
4	2007	*	9.8	27.5	20.5	*	5.3	3.0		16.7	21.7	19.1	22.6	94
	2008	*	20.0	16.1	19.1	*	5.9	6.8		17.3	19.0	18.1	23.8	94
	2009	*	16.7	42.0	35.7	*	35.5	29.3		35.3	36.1	35.7	31.6	70
5	2007	*	15.4	34.5	26.3	*	15.0	14.6		28.3	25.8	27.4	29.3	84
	2008	*	20.0	24.1	23.1	*	11.1	13.2		14.3	29.5	22.1	31.9	86
	2009	*	27.3	43.4	38.9		40.0	22.5		35.9	42.1	39.0	38.4	77
3-5	2007	*	14.0	30.7	22.8	*	11.9	8.2		23.4	22.4	23.0	23.6	244
	2008	*	15.6	25.3	22.5	0.0	12.5	10.8		15.4	28.6	21.9	27.3	242
	2009	*	17.2	39.9	33.8	*	34.0	24.5		31.3	36.9	34.0	32.8	215

	NUMBER TESTED IN GRADES 3-5											
2007	4	100	137	224	5	42	110	0	137	107	244	32,298
2008	4	90	146	227	9	64	120	0	123	119	242	32,696
2009	2	58	153	210	2	94	139	0	112	103	215	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	*	78.6	84.2	81.3	*	57.1	65.0		69.2	93.0	81.7	86.5	82
	2008	*	74.2	94.0	88.3	*	100.0	81.3		82.2	92.1	86.7	87.4	83
	2009	*	70.6	90.0	85.5	*	87.1	80.0		75.8	94.4	85.5	87.4	69

	NUMBER TESTED IN GRADE 4											
2007	2	42	38	75	4	7	20	0	39	43	82	10,408
2008	1	31	50	77	1	22	32	0	45	38	83	10,658
2009	1	17	50	69	1	31	40	0	33	36	69	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	*	9	6	14	*	3	7		12	3	15	1,408	82
	2008	*	8	3	9	*	0	6		8	3	11	1,348	83
	2009	*	5	5	10	*	4	8		8	2	10	1,264	69

	NUMBER TESTED IN GRADE 4											
2007	2	42	38	75	4	7	20	0	39	43	82	10,408
2008	1	31	50	77	1	22	32	0	45	38	83	10,658
2009	1	17	50	69	1	31	40	0	33	36	69	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	82.0	79.3	89.0	86.9
	2008	2.0	79.8	78.2	83.6	83.6
	2009	2.2	85.9	77.0	82.6	87.0

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	26.3	21.3	*	0.0	0.0		12.8	27.9	20.7	18.2	82
	2008	*	12.9	10.0	11.7	*	18.2	15.6		8.9	13.2	10.8	21.4	83
	2009	*	11.8	26.0	21.7	*	22.6	17.5		6.1	36.1	21.7	21.0	69

	NUMBER TESTED IN GRADE 4											
2007	2	42	38	75	4	7	20	0	39	43	82	10,408
2008	1	31	50	77	1	22	32	0	45	38	83	10,658
2009	1	17	50	69	1	31	40	0	33	36	69	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	*	69.2	60.0	58.7	*	35.0	36.6		67.3	51.6	60.7	62.3	84
	2008	*	50.0	62.7	59.2	*	27.8	34.2		55.0	60.5	57.8	71.9	83
	2009	*	73.9	79.1	79.4	*	72.7	59.4		84.4	72.2	77.9	75.9	68

	NUMBER TESTED IN GRADE 5											
2007	1	26	55	75	2	20	41	0	52	31	84	10,296
2008	2	30	51	76	2	18	38	0	40	43	83	10,686
2009	1	23	43	63	1	11	32	0	32	36	68	10,550

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007	*	8	22	31	*	13	26		17	15	33	3,881	84
	2008	*	15	19	31	*	13	25		18	17	35	3,005	83
	2009	*	6	9	13	*	3	13		5	10	15	2,542	68

NUMBER TESTED IN GRADE 5													
2007	1	26	55	75	2	20	41	0	52	31	84	10,296	
2008	2	30	51	76	2	18	38	0	40	43	83	10,686	
2009	1	23	43	63	1	11	32	0	32	36	68	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	75.4	80.3	77.9	65.3
	2008	80.0	79.0	75.8	64.0
	2009	83.0	88.1	85.3	62.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007	*	7.7	18.2	13.3	*	5.0	2.4		15.4	12.9	14.3	18.0	84
	2008	*	6.7	19.6	17.1	*	11.1	5.3		12.5	18.6	15.7	24.8	83
	2009	*	8.7	11.6	12.7	*	0.0	0.0		18.8	5.6	11.8	29.1	68

	NUMBER TESTED IN GRADE 5											
2007	1	26	55	75	2	20	41	0	52	31	84	10,296
2008	2	30	51	76	2	18	38	0	40	43	83	10,686
2009	1	23	43	63	1	11	32	0	32	36	68	10,550

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			77.8	77.8	*	77.8	77.8		57.9	100.0	77.8	82.9	36
	2008			86.1	86.1		86.1	88.2		84.2	88.2	86.1	85.4	36
	2009			92.3	92.1		92.3	91.9		92.3	92.3	92.3	89.4	39
4	2007			41.7	41.7		41.7	41.7		25.0	*	41.7	65.9	12
	2008			75.0	75.0	*	75.0	75.0		62.5	*	75.0	67.0	12
	2009			92.9	92.9		92.9	92.9		83.3	100.0	92.9	72.7	14
5	2007												75.8	0
	2008			77.8	77.8	*	77.8	77.8		66.7	*	77.8	70.6	9
	2009			81.8	81.8		81.8	81.8		71.4	*	81.8	79.7	11
ALL	2007			68.8	68.8	*	68.8	68.8		48.1	95.2	68.8	—	48
	2008			82.5	82.5	*	82.5	83.6		75.8	91.7	82.5	—	57
	2009			90.6	90.5		90.6	90.3		87.2	96.0	90.6	—	64

NUMBER TESTED IN GRADES ALL													
2007	0	0	48	48	1	48	48	0	27	21	48	—	
2008	0	0	57	57	2	57	55	0	33	24	57	—	
2009	0	0	64	63	0	64	62	0	39	25	64	—	

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	8	*	8	8		8	0	8	219	36
	2008			5	5		5	4		3	2	5	239	36
	2009			3	3		3	3		2	1	3	514	39
4	2007			7	7		7	7		6	*	7	122	12
	2008			3	3	*	3	3		3	*	3	215	12
	2009			1	1		1	1		1	0	1	268	14
5	2007												22	0
	2008			2	2	*	2	2		2	*	2	65	9
	2009			2	2		2	2		2	*	2	86	11
ALL	2007			15	15	*	15	15		14	1	15	—	48
	2008			10	10	*	10	9		8	2	10	—	57
	2009			6	6		6	6		5	1	6	—	64

NUMBER TESTED IN GRADES ALL													
2007	0	0	48	48	1	48	48	0	27	21	48	—	
2008	0	0	57	57	2	57	55	0	33	24	57	—	
2009	0	0	64	63	0	64	62	0	39	25	64	—	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007	72.4	81.7	70.8	64.2
	2008	76.9	82.1	74.1	68.4
	2009	80.3	86.8	79.5	69.6
4	2007	62.2	57.3	44.0	55.8
	2008	65.0	69.8	61.9	63.3
	2009	81.0	77.7	78.6	76.4
5	2007				
	2008	70.9	75.0	70.8	59.8
	2009	76.2	67.0	70.5	65.7
ALL	2007	69.9	75.6	64.1	62.1
	2008	73.4	78.4	71.0	66.0
	2009	79.8	81.4	77.7	70.4

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			19.4	19.4	*	19.4	19.4		10.5	29.4	19.4	14.8	36
	2008			22.2	22.2		22.2	23.5		21.1	23.5	22.2	17.2	36
	2009			30.8	28.9		30.8	29.7		11.5	69.2	30.8	30.6	39
4	2007			0.0	0.0		0.0	0.0		0.0	*	0.0	14.2	12
	2008			8.3	8.3	*	8.3	8.3		0.0	*	8.3	13.5	12
	2009			21.4	21.4		21.4	21.4		0.0	37.5	21.4	21.1	14
5	2007												17.6	0
	2008			11.1	11.1	*	11.1	11.1		0.0	*	11.1	19.9	9
	2009			18.2	18.2		18.2	18.2		0.0	*	18.2	15.3	11
ALL	2007			14.6	14.6	*	14.6	14.6		7.4	23.8	14.6	—	48
	2008			17.5	17.5	*	17.5	18.2		12.1	25.0	17.5	—	57
	2009			26.6	25.4		26.6	25.8		7.7	56.0	26.6	—	64

NUMBER TESTED IN ALL GRADES													
2007	0	0	48	48	1	48	48	0	27	21	48	—	
2008	0	0	57	57	2	57	55	0	33	24	57	—	
2009	0	0	64	63	0	64	62	0	39	25	64	—	

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			72.2	72.2	*	72.2	72.2		57.9	88.2	72.2	62.1	36
	2008			67.6	67.6		66.7	70.6		70.0	64.7	67.6	71.7	37
	2009												72.9	0
4	2007												61.2	0
	2008												63.1	0
	2009			68.8	68.8		68.8	68.8		71.4	66.7	68.8	69.7	16
5	2007												38.3	0
	2008												53.3	0
	2009			*	*		*	*			*	*	50.0	1
ALL	2007			72.2	72.2	*	72.2	72.2		57.9	88.2	72.2	60.9	36
	2008			67.6	67.6		66.7	70.6		70.0	64.7	67.6	68.2	37
	2009			70.6	70.6		70.6	70.6		71.4	70.0	70.6	64.9	17

	NUMBER TESTED IN GRADES ALL											
2007	0	0	36	36	1	36	36	0	19	17	36	1,376
2008	0	0	37	37	0	36	34	0	20	17	37	1,664
2009	0	0	17	17	0	17	17	0	7	10	17	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			10	10	*	10	10		8	2	10	389	36
	2008			12	12		12	10		6	6	12	316	37
	2009												26	0
4	2007												112	0
	2008												157	0
	2009			5	5		5	5		2	3	5	149	16
5	2007												37	0
	2008												56	0
	2009			*	*		*	*			*	*	105	1
ALL	2007			10	10	*	10	10		8	2	10	538	36
	2008			12	12		12	10		6	6	12	529	37
	2009			5	5		5	5		2	3	5	280	17

NUMBER TESTED IN GRADES ALL													
2007	0	0	36	36	1	36	36	0	19	17	36	1,376	
2008	0	0	37	37	0	36	34	0	20	17	37	1,664	
2009	0	0	17	17	0	17	17	0	7	10	17	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	61.1	66.7	73.7	70.2	59.2	42.8
	2008	74.7	79.6	81.0	75.0	83.3	60.8
	2009	75.4	74.3	73.0	69.8	75.7	62.5
4	2007	*	*	*	*	*	*
	2008						
	2009						
ALL	2007	62.5	65.5	74.2	70.0	60.0	41.9
	2008	74.7	79.6	81.0	75.0	83.3	60.8
	2009	75.4	74.3	73.0	69.8	75.7	62.5

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			16.7	16.7	*	16.7	16.7		5.3	29.4	16.7	15.9	36
	2008			21.6	21.6		22.2	23.5		20.0	23.5	21.6	20.9	37
	2009												15.6	0
4	2007												24.6	0
	2008												22.8	0
	2009			43.8	43.8		43.8	43.8		42.9	44.4	43.8	26.3	16
5	2007												11.7	0
	2008												14.2	0
	2009			*	*		*	*			*	*	13.3	1
ALL	2007			16.7	16.7	*	16.7	16.7		5.3	29.4	16.7	—	36
	2008			21.6	21.6		22.2	23.5		20.0	23.5	21.6	—	37
	2009			41.2	41.2		41.2	41.2		42.9	40.0	41.2	—	17

NUMBER TESTED IN ALL GRADES													
2007	0	0	36	36	1	36	36	0	19	17	36	—	
2008	0	0	37	37	0	36	34	0	20	17	37	—	
2009	0	0	17	17	0	17	17	0	7	10	17	—	

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			58.3	58.3		58.3	58.3		37.5	*	58.3	79.1	12
	2008			91.7	91.7	*	91.7	91.7		87.5	*	91.7	81.9	12
	2009			86.7	86.7		86.7	86.7		100.0	75.0	86.7	87.1	15

NUMBER TESTED IN GRADE 4													
2007	0	0	12	12	0	12	12	0	8	4	12	364	
2008	0	0	12	12	1	12	12	0	8	4	12	667	
2009	0	0	15	15	0	15	15	0	7	8	15	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		5	*	5	76	12
	2008			1	1	*	1	1		1	*	1	121	12
	2009			2	2		2	2		0	2	2	127	15

NUMBER TESTED IN GRADE 4													
2007	0	0	12	12	0	12	12	0	8	4	12	364	
2008	0	0	12	12	1	12	12	0	8	4	12	667	
2009	0	0	15	15	0	15	15	0	7	8	15	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	77.1	74.0	83.3	77.1
	2008	1.9	83.3	86.5	88.5	83.3
	2009	2.2	90.0	73.3	86.7	82.5

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			8.3	8.3		8.3	8.3		0.0	*	8.3	13.2	12
	2008			0.0	0.0	*	0.0	0.0		0.0	*	0.0	14.2	12
	2009			33.3	33.3		33.3	33.3		0.0	62.5	33.3	20.4	15

NUMBER TESTED IN GRADE 4													
2007	0	0	12	12	0	12	12	0	8	4	12	364	
2008	0	0	12	12	1	12	12	0	8	4	12	667	
2009	0	0	15	15	0	15	15	0	7	8	15	981	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007												21.1	0
	2008												18.1	0
	2009			45.5	45.5		45.5	45.5		28.6	*	45.5	35.3	11

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	0	0	0	0	0	0	0	0	0	0	105
2009	0	0	11	11	0	11	11	0	7	4	11	201	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007												45	0
	2008												86	0
	2009			6	6		6	6		5	*	6	130	11

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	0	0	0	0	0	0	0	0	0	0	105
2009	0	0	11	11	0	11	11	0	7	4	11	201	

AVERAGE PERCENTAGE CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007				
	2008				
	2009	76.9	71.7	70.7	65.7

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)
5	2007												5.3	0
	2008												2.9	0
	2009			9.1	9.1		9.1	9.1		0.0	*	9.1	3.5	11

NUMBER TESTED IN GRADE 5													
2007	0	0	0	0	0	0	0	0	0	0	0	0	57
2008	0	0	0	0	0	0	0	0	0	0	0	0	105
2009	0	0	11	11	0	11	11	0	7	4	11	201	

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	77.7	4
	2009		*		*	*		*		*		*	87.7	1
4														
	2008			*	*	*		*			*	*	70.7	1
	2009		*	*	*	*	*	*		*	*	*	71.8	4
5														
	2008		*	*	*	*	*	*		*		*	73.3	3
	2009		*	*	*	*	*	*		*	*	*	80.3	4
3-5														
	2008		*	*	85.7	87.5	*	100.0		83.3	*	87.5	73.7	8
	2009		*	*	77.8	77.8	*	77.8		83.3	*	77.8	79.2	9

NUMBER TESTED IN GRADES 3-5													
2008	0	3	5	7	8	2	7	0	6	2	8	1,807	
2009	0	4	5	9	9	2	9	0	6	3	9	1,867	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	116	4
	2009		*		*	*		*		*		*	60	1
4														
	2008			*	*	*		*			*	*	181	1
	2009		*	*	*	*	*	*		*	*	*	192	4
5														
	2008		*	*	*	*	*	*		*		*	179	3
	2009		*	*	*	*	*	*		*	*	*	137	4
3-5														
	2008		*	*	1	1	*	0		1	*	1	476	8
	2009		*	*	2	2	*	2		1	*	2	389	9

NUMBER TESTED IN GRADES 3-5													
2008	0	3	5	7	8	2	7	0	6	2	8	1,807	
2009	0	4	5	9	9	2	9	0	6	3	9	1,867	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	*	*	*	*
4					
	2008	*	*	*	*
	2009	*	*	*	*
5					
	2008	*	*	*	*
	2009	*	*	*	*
3-5					
	2008	60.8	79.2	61.3	62.0
	2009	61.8	51.9	63.7	52.4

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	4
	2009		*		*	*		*		*		*	16.2	1
4														
	2008			*	*	*		*			*	*	9.7	1
	2009		*	*	*	*	*	*		*	*	*	8.9	4
5														
	2008		*	*	*	*	*	*		*		*	14.9	3
	2009		*	*	*	*	*	*		*	*	*	14.1	4
3-5														
	2008		*	*	0.0	0.0	*	0.0		0.0	*	0.0	12.0	8
	2009		*	*	11.1	11.1	*	11.1		0.0	*	11.1	12.7	9

NUMBER TESTED IN GRADES 3-5														
2008	0	3	5	7	8	2	7	0	6	2	8	1,807		
2009	0	4	5	9	9	2	9	0	6	3	9	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	2
	2009		*		*	*		*		*		*	81.2	1
4														
	2008			*	*	*		*			*	*	69.1	1
	2009		*	*	*	*	*	*		*	*	*	75.8	4
5														
	2008		*		*	*		*		*	*	*	64.0	3
	2009		*	*	*	*		*		*	*	*	80.2	2
3-5														
	2008		*	*	83.3	83.3	*	*		*	*	83.3	69.4	6
	2009		*	*	71.4	71.4	*	71.4		*	*	71.4	78.8	7

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

NUMBER NOT MEETING STANDARD

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

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

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-5							
	2008	54.4	43.9	61.1	56.1	72.2	45.0
	2009	51.6	38.6	45.7	45.2	42.9	44.8

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

NUMBER TESTED IN GRADES 3-5														
2008	0	3	3	6	6	1	4	0	3	3	6	1,730		
2009	0	4	3	7	7	1	7	0	5	2	7	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		46.0	46.0	46.9	50
	2008	*	49.2	48.4	57.6	64
	2009	11.8	21.1	16.7	41.9	36
1	2007	53.3	37.0	42.9	51.4	42
	2008	*	27.7	27.1	50.2	48
	2009	18.5	72.2	49.2	54.2	63
2	2007	25.0	81.5	50.8	44.5	59
	2008	20.0	62.5	36.6	50.2	41
	2009	30.6	78.6	44.0	47.9	50
1-2	2007	34.0	59.3	47.5	47.6	101
	2008	19.2	36.5	31.5	50.2	89
	2009	25.4	74.0	46.9	51.0	113

Number Tested	2007	47	104	151	24,696	
	2008	29	124	153	21,817	
	2009	80	69	149	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	86.2	49.2	61.1	44.3	90
	2008	16.7	46.9	34.9	44.9	106
	2009	36.8	65.0	43.2	52.8	88
1	2007	57.1	53.6	54.8	48.8	42
	2008	29.0	53.0	45.4	55.5	97
	2009	25.9	68.6	50.0	50.4	62
2	2007	42.4	66.7	53.3	55.6	60
	2008	44.1	68.4	50.0	57.5	78
	2009	35.9	78.6	47.2	53.2	53
K-2	2007	61.8	54.3	57.3	49.1	192
	2008	31.8	52.3	42.7	52.7	281
	2009	34.3	69.6	46.3	52.3	203

Number Tested	2007	76	116	192	34,441	
	2008	132	149	281	41,070	
	2009	134	69	203	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	*	41.2	61.5	45.8					45.8	46.2	46.0	46.9	50
	2008	*	43.3	56.7	49.2	*	*	*		37.9	57.1	48.4	57.6	64
	2009	*	5.6	20.0	15.2	*	*	11.8		20.8	8.3	16.7	41.9	36
1	2007	*	44.4	38.5	41.5		62.5	53.3		32.0	58.8	42.9	51.4	42
	2008	*	29.6	27.8	27.7			*		25.0	28.6	27.1	50.2	48
	2009	*	48.0	50.0	46.7	*	16.7	18.5		42.4	56.7	49.2	54.2	63
2	2007	*	56.3	44.0	49.1		38.5	25.0		39.3	61.3	50.8	44.5	59
	2008	*	33.3	42.9	36.6	*	50.0	20.0		28.6	45.0	36.6	50.2	41
	2009	*	35.7	55.6	43.5	*	*	30.6		50.0	39.3	44.0	47.9	50
1-2	2007	*	50.8	42.1	45.8		47.6	34.0		35.8	60.4	47.5	47.6	101
	2008	*	31.4	34.4	31.8	*	50.0	19.2		26.8	35.4	31.5	50.2	89
	2009	42.9	41.5	51.9	45.3	*	12.5	25.4		45.5	48.3	46.9	51.0	113

Number Tested	2007	5	93	51	144	0	21	47	0	77	74	151	24,696
	2008	9	81	62	151	5	9	29	0	70	83	153	21,817
	2009	9	71	67	139	7	11	80	0	79	70	149	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	*	5	3	7					6	2	8	1,245	50
	2008	*	4	5	9	*	*	*		5	4	9	1,687	64
	2009	*	0	0	0	*	*	0		0	0	0	771	36
1	2007	*	2	1	3		1	1		1	3	4	1,458	42
	2008	*	1	0	1			*		0	1	1	1,555	48
	2009	*	6	8	14	*	1	2		6	9	15	1,659	63
2	2007	*	4	5	9		2	3		4	5	9	896	59
	2008	*	1	2	3	*	1	2		0	3	3	1,065	41
	2009	*	1	3	4	*	*	1		1	3	4	1,027	50
1-2	2007	*	6	6	12		3	4		5	8	13	2,355	101
	2008	*	2	2	4	*	1	2		0	4	4	2,620	89
	2009	1	7	11	18	*	1	3		7	12	19	2,688	113

Number Tested	2007	5	93	51	144	0	21	47	0	77	74	151	24,696
	2008	9	81	62	151	5	9	29	0	70	83	153	21,817
	2009	9	71	67	139	7	11	80	0	79	70	149	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	*	35.3	81.1	62.1		80.6	86.2		54.5	67.4	61.1	44.3	90
	2008	*	43.3	30.6	35.2	*	15.9	16.7		29.2	39.7	34.9	44.9	106
	2009	*	44.4	41.8	41.2	*	32.7	36.8		46.6	36.7	43.2	52.8	88
1	2007	*	50.0	64.3	56.1		75.0	57.1		50.0	61.1	54.8	48.8	42
	2008	*	42.9	47.5	45.3		29.0	29.0		45.2	45.5	45.4	55.5	97
	2009	*	44.0	54.5	49.2	*	16.7	25.9		46.9	53.3	50.0	50.4	62
2	2007	*	50.0	57.7	53.6		42.9	42.4		53.6	53.1	53.3	55.6	60
	2008	*	50.0	51.0	50.0	*	52.4	44.1		46.7	54.5	50.0	57.5	78
	2009	*	39.3	60.0	44.9	*	*	35.9		58.3	37.9	47.2	53.2	53
K-2	2007	*	44.6	72.0	58.2		69.8	61.8		53.1	61.5	57.3	49.1	192
	2008	33.3	44.9	41.8	42.8	0.0	32.5	31.8		40.0	45.2	42.7	52.7	281
	2009	40.0	42.3	48.3	44.6	33.3	29.7	34.3		49.1	42.7	46.3	52.3	203

Number Tested	2007	5	92	93	184	0	53	76	0	96	96	192	34,441
	2008	9	89	182	278	6	117	132	0	135	146	281	41,070
	2009	10	71	120	193	6	64	134	0	114	89	203	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	*	6	27	32		17	17		13	20	33	2,583	90
	2008	*	3	8	12	*	3	3		5	7	12	2,788	106
	2009	*	3	6	9	*	3	6		7	3	10	2,455	88
1	2007	*	4	1	5		1	1		2	3	5	1,769	42
	2008	*	4	9	13		1	1		6	7	13	2,800	97
	2009	*	2	7	9	*	0	1		4	6	10	1,577	62
2	2007	*	7	9	17		3	5		6	11	17	2,098	60
	2008	*	2	8	10	*	6	6		4	6	10	2,912	78
	2009	*	4	6	9	*	*	5		7	4	11	1,686	53
K-2	2007	*	17	37	54		21	23		21	34	55	6,450	192
	2008	1	9	25	35	0	10	10		15	20	35	8,500	281
	2009	2	9	19	27	1	3	12		18	13	31	5,718	203

Number Tested	2007	5	92	93	184	0	53	76	0	96	96	192	34,441
	2008	9	89	182	278	6	117	132	0	135	146	281	41,070
	2009	10	71	120	193	6	64	134	0	114	89	203	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			100.0	100.0		100.0	100.0		100.0	100.0	100.0	84.7	20
	2008			80.5	80.5		80.0	78.9		77.8	82.6	80.5	87.0	41
	2009			55.8	55.8		55.8	57.1		57.1	53.3	55.8	88.6	43
1	2007			89.2	89.2		88.6	88.6		87.0	92.9	89.2	84.5	37
	2008			81.1	81.1		77.4	82.8		76.5	85.0	81.1	88.0	37
	2009			90.5	90.5	*	92.5	90.2		89.5	91.3	90.5	88.6	42
2	2007			97.4	100.0	*	97.3	97.1		94.4	100.0	97.4	89.9	38
	2008			86.5	86.5	*	86.1	88.2		87.5	84.6	86.5	93.4	37
	2009			93.8	93.8	*	93.3	93.5		88.2	100.0	93.8	94.0	32
K-2	2007			94.7	95.7	*	94.3	94.2		91.8	97.8	94.7	85.6	95
	2008			82.6	82.6	*	81.3	83.2		81.4	83.9	82.6	89.3	115
	2009			78.6	78.6	*	78.8	78.9		75.0	83.0	78.6	90.4	117

Number Tested	2007	0	0	95	93	2	88	86	0	49	46	95	14,889
	2008	0	0	115	115	1	107	101	0	59	56	115	18,257
	2009	0	0	117	117	3	113	114	0	64	53	117	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			20	20		16	16		8	12	20	2,779	20
	2008			13	13		12	12		4	9	13	3,280	41
	2009			5	5		5	5		2	3	5	3,525	43
1	2007			18	18		16	16		10	8	18	1,782	37
	2008			20	20		14	14		6	14	20	2,412	37
	2009			18	18	*	17	17		6	12	18	2,523	42
2	2007			32	31	*	32	30		15	17	32	1,196	38
	2008			18	18	*	17	17		11	7	18	2,596	37
	2009			16	16	*	14	15		5	11	16	2,909	32
K-2	2007			70	69	*	64	62		33	37	70	5,757	95
	2008			51	51	*	43	43		21	30	51	8,288	115
	2009			39	39	*	36	37		13	26	39	8,957	117

Number Tested	2007	0	0	95	93	2	88	86	0	49	46	95	14,889
	2008	0	0	115	115	1	107	101	0	59	56	115	18,257
	2009	0	0	117	117	3	113	114	0	64	53	117	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	6	66.7	17	88.2	27	74.1
5	3	0.0	6	83.3	0	-	9	55.6
ALL	7	14.3	12	75.0	17	88.2	36	69.4

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (55)	Beginning	24	43.6	23	41.8	37	67.3	36	65.5	35	63.6
	Intermediate	19	34.5	22	40.0	11	20.0	16	29.1	17	30.9
	Advanced	11	20.0	9	16.4	6	10.9	2	3.6	2	3.6
	Advanced High	1	1.8	1	1.8	1	1.8	1	1.8	1	1.8
1 (46)	Beginning	11	23.9	37	80.4	41	89.1	42	91.3	42	91.3
	Intermediate	27	58.7	4	8.7	3	6.5	1	2.2	1	2.2
	Advanced	7	15.2	4	8.7	2	4.3	2	4.3	2	4.3
	Advanced High	1	2.2	1	2.2	0	0.0	1	2.2	1	2.2
2 (32)	Beginning	1	3.1	5	15.6	14	43.8	1	3.1	1	3.1
	Intermediate	15	46.9	14	43.8	7	21.9	13	40.6	13	40.6
	Advanced	8	25.0	8	25.0	7	21.9	10	31.3	11	34.4
	Advanced High	8	25.0	5	15.6	4	12.5	8	25.0	7	21.9
3 (45)	Beginning	4	8.9	11	24.4	13	28.9	5	11.1	5	11.1
	Intermediate	13	28.9	12	26.7	17	37.8	15	33.3	16	35.6
	Advanced	25	55.6	19	42.2	12	26.7	8	17.8	8	17.8
	Advanced High	3	6.7	3	6.7	3	6.7	17	37.8	16	35.6
4 (48)	Beginning	6	12.5	6	12.5	7	14.6	3	6.3	3	6.3
	Intermediate	8	16.7	9	18.8	11	22.9	12	25.0	12	25.0
	Advanced	12	25.0	12	25.0	5	10.4	8	16.7	8	16.7
	Advanced High	22	45.8	21	43.8	25	52.1	25	52.1	25	52.1

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	—	—	—	
40 2 (5.0%)	Beginning	36			
	Intermediate	0	1		
	Advanced	1	0	1	
	Advanced High	1	0	0	
30 23 (76.7%)	Beginning	1			
	Intermediate	8	4		
	Advanced	6	2	2	
	Advanced High	0	5	2	
42 31 (73.8%)	Beginning	3			
	Intermediate	10	5		
	Advanced	1	4	3	
	Advanced High	0	1	15	
45 32 (71.1%)	Beginning	2			
	Intermediate	6	5		
	Advanced	0	2	6	
	Advanced High	0	0	24	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (24)	Beginning	3	12.5	3	12.5	4	16.7	3	12.5	3	12.5
	Intermediate	6	25.0	6	25.0	7	29.2	1	4.2	1	4.2
	Advanced	7	29.2	7	29.2	6	25.0	7	29.2	9	37.5
	Advanced High	8	33.3	8	33.3	7	29.2	13	54.2	11	45.8
ALL (250)	Beginning	49	19.6	85	34.0	116	46.4	90	36.0	89	35.6
	Intermediate	88	35.2	67	26.8	56	22.4	58	23.2	60	24.0
	Advanced	70	28.0	59	23.6	38	15.2	37	14.8	40	16.0
	Advanced High	43	17.2	39	15.6	40	16.0	65	26.0	61	24.4

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
22 18 (81.8%)	Beginning	1			
	Intermediate	0	1		
	Advanced	1	6	2	
	Advanced High	0	1	10	
180 106 (58.9%)	Beginning	44			
	Intermediate	24	16		
	Advanced	9	14	14	
	Advanced High	1	7	51	

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