

Campus Data Packet

for 2009 - 10 Plans



NATHAN ADAMS

School Number 233

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.

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	46
KN	83
1	93
2	78
3	68
4	53
5	59
ALL	480

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	86	17.9	6	18.8
American Indian	1	0.2	*	*
Asian	12	2.5	*	*
Hispanic	348	72.5	7	21.9
White	33	6.9	17	53.1
Other	**	**	2	6.3

*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	386	80.4
Limited English proficient students	254	52.9
Special education students	22	4.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	39	5	12.8	0	0.0	2	5.1	28	71.8	4	10.3
	2008	45	11	24.4	0	0.0	1	2.2	29	64.4	4	8.9
	2009	46	14	30.4	0	0.0	2	4.3	28	60.9	2	4.3
KN	2007	84	15	17.9	0	0.0	2	2.4	53	63.1	14	16.7
	2008	86	11	12.8	0	0.0	1	1.2	69	80.2	5	5.8
	2009	83	15	18.1	0	0.0	2	2.4	60	72.3	6	7.2
1	2007	74	12	16.2	0	0.0	1	1.4	51	68.9	10	13.5
	2008	84	10	11.9	0	0.0	1	1.2	65	77.4	8	9.5
	2009	93	16	17.2	0	0.0	1	1.1	71	76.3	5	5.4
2	2007	74	11	14.9	1	1.4	4	5.4	47	63.5	11	14.9
	2008	69	11	15.9	0	0.0	1	1.4	51	73.9	6	8.7
	2009	78	8	10.3	0	0.0	2	2.6	62	79.5	6	7.7
3	2007	61	8	13.1	2	3.3	1	1.6	38	62.3	12	19.7
	2008	53	10	18.9	0	0.0	3	5.7	37	69.8	3	5.7
	2009	68	13	19.1	0	0.0	1	1.5	49	72.1	5	7.4
4	2007	77	14	18.2	0	0.0	2	2.6	49	63.6	12	15.6
	2008	71	16	22.5	1	1.4	1	1.4	42	59.2	11	15.5
	2009	53	9	17.0	0	0.0	3	5.7	38	71.7	3	5.7
5	2007	53	8	15.1	0	0.0	3	5.7	37	69.8	5	9.4
	2008	66	11	16.7	0	0.0	2	3.0	44	66.7	9	13.6
	2009	59	11	18.6	1	1.7	1	1.7	40	67.8	6	10.2
EC-5	2007	462	73	15.8	3	0.6	15	3.2	303	65.6	68	14.7
	2008	474	80	16.9	1	0.2	10	2.1	337	71.1	46	9.7
	2009	480	86	17.9	1	0.2	12	2.5	348	72.5	33	6.9

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	39	38	97.4	24	61.5	3	7.7	0	0.0	39	100.0	0.0
	2008	45	43	95.6	23	51.1	0	0.0	0	0.0	45	100.0	0.0
	2009	46	43	93.5	22	47.8	5	10.9	0	0.0	46	100.0	0.0
KN	2007	84	60	71.4	45	53.6	4	4.8	3	3.6	55	65.5	7.1
	2008	86	66	76.7	53	61.6	3	3.5	4	4.7	42	48.8	4.7
	2009	83	73	88.0	49	59.0	5	6.0	2	2.4	39	47.0	4.8
1	2007	74	54	73.0	43	58.1	3	4.1	4	5.4	7	9.5	9.5
	2008	84	62	73.8	49	58.3	5	6.0	8	9.5	7	8.3	10.7
	2009	93	70	75.3	53	57.0	2	2.2	7	7.5	8	8.6	7.5
2	2007	74	48	64.9	39	52.7	4	5.4	10	13.5	14	18.9	1.4
	2008	69	51	73.9	45	65.2	4	5.8	4	5.8	11	15.9	7.2
	2009	78	63	80.8	47	60.3	4	5.1	4	5.1	8	10.3	7.7
3	2007	61	36	59.0	20	32.8	2	3.3	15	24.6	8	13.1	0.0
	2008	53	35	66.0	29	54.7	2	3.8	13	24.5	4	7.5	7.5
	2009	68	58	85.3	41	60.3	3	4.4	4	5.9	10	14.7	2.9
4	2007	77	48	62.3	22	28.6	5	6.5	10	13.0	9	11.7	0.0
	2008	71	46	64.8	12	16.9	9	12.7	14	19.7	9	12.7	4.2
	2009	53	36	67.9	30	56.6	1	1.9	15	28.3	6	11.3	0.0
5	2007	53	41	77.4	18	34.0	9	17.0	8	15.1	10	18.9	1.9
	2008	66	46	69.7	15	22.7	5	7.6	11	16.7	3	4.5	0.0
	2009	59	43	72.9	12	20.3	2	3.4	15	25.4	3	5.1	0.0
EC-5	2007	462	325	70.3	211	45.7	30	6.5	50	10.8	142	30.7	3.2
	2008	474	349	73.6	226	47.7	28	5.9	54	11.4	121	25.5	5.3
	2009	480	386	80.4	254	52.9	22	4.6	47	9.8	120	25.0	4.0

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2007	20.0	4,117.2	18.9	94.5	3,933.6	95.5	50	100.0	100.0	38	7,436	100.0	100.0
	2008	21.5	4,133.2	20.5	95.1	3,942.7	95.4	50	100.0	100.0	39	7,427	100.0	100.0
	2009	22.5	4,167.8	21.6	96.2	3,975.6	95.4	47	100.0	100.0	45	7,332	100.0	100.0
KN	2007	85.4	13,945.0	82.0	96.1	13,385.6	96.0	10	11.7	24.3	79	12,035	92.5	86.3
	2008	86.3	13,568.1	83.5	96.8	13,004.4	95.8	12	13.9	23.5	78	11,618	90.4	85.6
	2009	82.9	13,515.0	79.3	95.6	12,939.1	95.7	12	14.5	22.5	73	11,501	88.0	85.1
1	2007	75.7	14,353.8	73.0	96.4	13,851.4	96.5	10	13.2	23.2	69	12,437	91.2	86.6
	2008	84.8	14,626.9	82.1	96.9	14,102.7	96.4	12	14.2	21.2	76	12,704	89.7	86.9
	2009	94.9	14,250.8	92.3	97.3	13,719.9	96.3	8	8.4	20.7	88	12,300	92.8	86.3
2	2007	70.6	13,403.8	67.8	96.1	12,978.9	96.8	14	19.8	21.7	63	11,729	89.2	87.5
	2008	68.3	13,708.6	66.7	97.6	13,269.8	96.8	14	20.5	19.7	59	12,043	86.4	87.9
	2009	77.0	13,950.1	74.9	97.3	13,499.0	96.8	10	13.0	18.6	72	12,231	93.5	87.7
3	2007	61.3	12,998.4	60.1	98.0	12,633.3	97.2	11	17.9	21.1	55	11,445	89.7	88.0
	2008	54.6	12,806.9	53.0	97.1	12,425.5	97.0	5	9.2	19.1	51	11,408	93.4	89.1
	2009	66.4	13,095.5	64.9	97.7	12,710.6	97.1	16	24.1	18.3	57	11,634	85.8	88.8
4	2007	75.0	12,104.9	73.1	97.5	11,768.3	97.2	12	16.0	19.7	69	10,683	92.0	88.3
	2008	69.9	12,329.8	67.3	96.4	11,960.3	97.0	10	14.3	19.7	63	10,924	90.2	88.6
	2009	52.7	12,156.4	51.3	97.2	11,789.9	97.0	7	13.3	18.1	49	10,731	92.9	88.3
5	2007	55.0	11,757.0	53.5	97.3	11,426.8	97.2	5	9.1	20.9	50	10,362	90.9	88.1
	2008	67.2	11,874.2	65.5	97.5	11,539.6	97.2	7	10.4	18.8	61	10,608	90.7	89.3
	2009	59.2	11,903.5	57.6	97.4	11,552.9	97.1	6	10.1	17.5	55	10,563	93.0	88.7
EC-5	2007	443.0	83,122.6	428.4	96.7	80,387.4	96.7	112	25.3	33.3	423	76,416	95.5	91.9
	2008	452.5	83,438.7	438.7	96.9	80,606.0	96.6	110	24.3	31.9	427	76,970	94.4	92.2
	2009	455.6	83,476.5	441.9	97.0	80,586.5	96.5	107	23.5	30.9	439	76,517	96.3	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	6	18.8
Hispanic	7	21.9
White	17	53.1
Other	2	6.3

Gender	Number	Percent
Female	30	93.8
Male	2	6.3

TOTAL	32
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AVERAGE NUMBER OF ABSENCES

2007	6.3
2008	7.5
2009	6.0

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	91.7	77.8	77.8	75.7	*	55.6	65.2		81.1	82.6	81.7	84.6	60
	2008	*	100.0	97.1	96.8	*	96.0	96.3		95.8	100.0	97.9	86.2	48
	2009	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.3	39
4	2007	90.9	53.8	80.4	73.3	*	63.2	65.7		78.1	77.5	77.8	69.7	72
	2008	100.0	85.7	81.4	84.4	66.7	53.8	61.9		80.5	92.9	85.5	72.1	69
	2009	*	100.0	75.7	74.3		72.4	75.9		73.9	89.3	82.4	75.8	51
5	2007	100.0	85.7	76.9	79.3	*	50.0	65.0		80.0	88.2	83.3	78.3	42
	2008	100.0	100.0	95.0	95.3	*	90.9	96.2		92.6	100.0	96.7	82.9	61
	2009	100.0	90.9	94.9	95.2	*	81.8	83.3		91.7	100.0	94.9	82.9	59
3-5	2007	93.1	69.0	78.7	75.7	100.0	57.8	65.4		79.8	81.3	80.5	77.6	174
	2008	100.0	94.1	90.6	91.6	75.0	83.7	86.5		88.0	97.7	92.7	80.3	178
	2009	100.0	97.1	88.4	89.8	*	80.4	84.8		89.0	95.5	91.9	81.5	149

	NUMBER TESTED IN GRADES 3-5											
2007	29	29	108	111	9	45	78	0	94	80	174	31,814
2008	21	34	117	119	8	49	74	0	92	86	178	31,840
2009	14	34	95	108	4	51	66	0	82	67	149	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	1	2	8	9	*	8	8		7	4	11	1,675	60
	2008	*	0	1	1	*	1	1		1	0	1	1,443	48
	2009	*	0	0	0	*	0	0		0	0	0	960	39
4	2007	1	6	9	12	*	7	12		7	9	16	3,189	72
	2008	0	2	8	7	2	6	8		8	2	10	2,996	69
	2009	*	0	9	9		8	7		6	3	9	2,449	51
5	2007	0	1	6	6	*	4	7		5	2	7	2,258	42
	2008	0	0	2	2	*	1	1		2	0	2	1,827	61
	2009	0	1	2	2	*	2	3		3	0	3	1,793	59
3-5	2007	2	9	23	27	0	19	27		19	15	34	7,122	174
	2008	0	2	11	10	2	8	10		11	2	13	6,266	178
	2009	0	1	11	11	*	10	10		9	3	12	5,202	149

	NUMBER TESTED IN GRADES 3-5											
2007	29	29	108	111	9	45	78	0	94	80	174	31,814
2008	21	34	117	119	8	49	74	0	92	86	178	31,840
2009	14	34	95	108	4	51	66	0	82	67	149	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	78.8	84.0	73.9	76.9
	2008	88.9	89.9	90.3	83.9
	2009	79.5	84.6	84.2	86.2
4	2007	83.9	81.6	77.0	71.8
	2008	81.7	82.4	82.0	78.4
	2009	87.1	80.6	82.1	82.0
5	2007	78.6	82.7	75.6	74.2
	2008	82.5	85.7	80.1	79.8
	2009	85.3	85.4	89.6	80.2
3-5	2007	80.8	82.7	75.6	74.1
	2008	83.9	85.5	83.6	80.4
	2009	84.4	83.6	85.6	82.4

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	41.7	11.1	19.4	13.5	*	5.6	4.3		27.0	17.4	23.3	21.3	60
	2008	*	44.4	50.0	41.9	*	40.0	37.0		50.0	41.7	45.8	21.5	48
	2009	*	21.4	26.3	29.0	*	18.2	10.5		34.8	12.5	25.6	34.1	39
4	2007	36.4	7.7	21.7	15.6	*	10.5	11.4		21.9	22.5	22.2	16.6	72
	2008	70.0	28.6	9.3	11.1	50.0	0.0	0.0		24.4	21.4	23.2	14.4	69
	2009	*	55.6	21.6	25.7		20.7	20.7		39.1	28.6	33.3	18.4	51
5	2007	50.0	0.0	15.4	13.8	*	0.0	5.0		16.0	29.4	21.4	13.1	42
	2008	50.0	0.0	17.5	18.6	*	18.2	7.7		33.3	11.8	21.3	16.5	61
	2009	71.4	36.4	28.2	28.6	*	9.1	5.6		38.9	30.4	35.6	18.5	59
3-5	2007	41.4	6.9	19.4	14.4	0.0	6.7	7.7		22.3	22.5	22.4	17.1	174
	2008	52.4	23.5	23.9	21.8	37.5	24.5	16.2		33.7	23.3	28.7	17.4	178
	2009	57.1	35.3	25.3	27.8	*	17.6	13.6		37.8	25.4	32.2	22.7	149

	NUMBER TESTED IN GRADES 3-5											
2007	29	29	108	111	9	45	78	0	94	80	174	31,814
2008	21	34	117	119	8	49	74	0	92	86	178	31,840
2009	14	34	95	108	4	51	66	0	82	67	149	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	92.3	75.0	71.4	68.6	*	50.0	56.5		74.3	83.3	78.0	70.3	59
	2008	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	76.6	49
	2009	*	92.3	91.5	92.9	*	97.4	93.6		94.6	89.7	92.4	77.3	66
4	2007	90.9	100.0	87.0	88.9	*	78.9	82.9		93.8	87.5	90.3	75.7	72
	2008	100.0	76.9	88.4	84.1	*	76.9	71.4		85.0	92.9	88.2	77.9	68
	2009	*	100.0	86.5	88.6		86.2	82.8		95.7	85.7	90.2	79.4	51
5	2007	*	100.0	92.6	93.5	*	75.0	90.5		96.0	93.8	95.1	82.9	41
	2008	100.0	100.0	92.7	93.3	*	91.7	88.9	*	92.9	97.1	95.2	84.0	62
	2009	100.0	100.0	97.4	97.6	*	100.0	94.4		97.1	100.0	98.3	87.0	58
3-5	2007	93.1	92.6	83.3	83.8	87.5	66.7	77.2		87.0	87.5	87.2	76.2	172
	2008	100.0	91.2	93.3	91.7	87.5	92.2	88.2	*	91.4	96.5	93.9	79.5	179
	2009	100.0	97.0	91.9	93.2	*	93.7	90.4		95.8	91.3	93.7	81.0	175

	NUMBER TESTED IN GRADES 3-5											
2007	29	27	108	111	8	45	79	0	92	80	172	32,298
2008	20	34	119	121	8	51	76	1	93	86	179	32,696
2009	13	33	123	133	5	79	94	0	95	80	175	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	1	2	10	11	*	9	10		9	4	13	3,303	59
	2008	*	0	0	0	*	0	0		0	0	0	2,542	49
	2009	*	1	4	4	*	1	3		2	3	5	2,781	66
4	2007	1	0	6	5	*	4	6		2	5	7	2,604	72
	2008	0	3	5	7	*	3	6		6	2	8	2,436	68
	2009	*	0	5	4		4	5		1	4	5	2,196	51
5	2007	*	0	2	2	*	2	2		1	1	2	1,785	41
	2008	0	0	3	3	*	1	3	*	2	1	3	1,730	62
	2009	0	0	1	1	*	0	1		1	0	1	1,386	58
3-5	2007	2	2	18	18	1	15	18		12	10	22	7,692	172
	2008	0	3	8	10	1	4	9	*	8	3	11	6,708	179
	2009	0	1	10	9	*	5	9		4	7	11	6,363	175

NUMBER TESTED IN GRADES 3-5													
2007	29	27	108	111	8	45	79	0	92	80	172	32,298	
2008	20	34	119	121	8	51	76	1	93	86	179	32,696	
2009	13	33	123	133	5	79	94	0	95	80	175	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	82.4	84.7	88.1	78.0	85.6	65.7
	2008	92.7	93.5	92.5	89.1	93.9	82.1
	2009	84.4	76.5	92.9	89.4	87.9	72.2
4	2007	87.2	91.1	83.8	81.5	77.1	78.3
	2008	86.9	86.1	77.7	78.9	80.5	77.9
	2009	92.5	88.0	80.4	85.0	87.3	78.9
5	2007	90.2	81.2	89.5	83.3	85.4	82.9
	2008	88.3	83.6	92.9	82.3	88.3	80.6
	2009	90.4	87.2	92.4	85.5	89.2	84.1
3-5	2007	86.3	86.5	86.7	80.7	82.0	75.1
	2008	88.9	87.3	87.0	82.9	86.9	80.0
	2009	88.8	83.4	89.1	86.8	88.1	78.1

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)
3	2007	46.2	12.5	20.0	17.1	*	5.6	4.3		28.6	25.0	27.1	19.2	59
	2008	*	60.0	60.0	56.3	*	53.8	50.0		64.0	62.5	63.3	26.3	49
	2009	*	38.5	23.4	30.4	*	17.9	17.0		37.8	20.7	30.3	29.0	66
4	2007	63.6	15.4	37.0	35.6	*	26.3	20.0		50.0	30.0	38.9	22.6	72
	2008	30.0	0.0	16.3	13.6	*	0.0	0.0		20.0	10.7	16.2	23.8	68
	2009	*	33.3	43.2	34.3		41.4	41.4		52.2	35.7	43.1	31.6	51
5	2007	*	33.3	48.1	45.2	*	25.0	33.3		52.0	56.3	53.7	29.3	41
	2008	62.5	27.3	48.8	48.9	*	41.7	29.6	*	53.6	44.1	48.4	31.9	62
	2009	66.7	54.5	51.3	47.6	*	27.3	27.8		54.3	56.5	55.2	38.4	58
3-5	2007	58.6	18.5	34.3	32.4	25.0	17.8	19.0		42.4	33.8	38.4	23.6	172
	2008	50.0	26.5	40.3	38.0	0.0	37.3	28.9	*	41.9	38.4	40.2	27.3	179
	2009	61.5	42.4	38.2	36.8	*	27.8	26.6		47.4	36.3	42.3	32.8	175


	NUMBER TESTED IN GRADES 3-5											
2007	29	27	108	111	8	45	79	0	92	80	172	32,298
2008	20	34	119	121	8	51	76	1	93	86	179	32,696
2009	13	33	123	133	5	79	94	0	95	80	175	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	90.9	90.9	82.6	81.8	*	68.4	77.1		90.3	82.1	85.7	86.5	70
	2008	100.0	85.7	92.7	93.0	*	84.6	90.5		87.2	100.0	92.5	87.4	67
	2009	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.4	50

	NUMBER TESTED IN GRADE 4											
2007	11	11	46	44	1	19	35	0	31	39	70	10,408
2008	10	14	41	43	5	13	21	0	39	28	67	10,658
2009	2	9	36	34	0	28	28	0	23	27	50	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	1	8	8	*	6	8		3	7	10	1,408	70
	2008	0	2	3	3	*	2	2		5	0	5	1,348	67
	2009	*	0	0	0		0	0		0	0	0	1,264	50

	NUMBER TESTED IN GRADE 4											
2007	11	11	46	44	1	19	35	0	31	39	70	10,408
2008	10	14	41	43	5	13	21	0	39	28	67	10,658
2009	2	9	36	34	0	28	28	0	23	27	50	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	2.2	85.0	83.6	90.7	91.1
	2008	2.4	84.7	88.2	87.7	91.2
	2009	2.7	96.5	88.3	90.5	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	54.5	9.1	23.9	22.7	*	0.0	8.6		32.3	25.6	28.6	18.2	70
	2008	60.0	42.9	26.8	30.2	*	7.7	19.0		28.2	46.4	35.8	21.4	67
	2009	*	77.8	38.9	38.2		35.7	35.7		56.5	40.7	48.0	21.0	50

	NUMBER TESTED IN GRADE 4											
2007	11	11	46	44	1	19	35	0	31	39	70	10,408
2008	10	14	41	43	5	13	21	0	39	28	67	10,658
2009	2	9	36	34	0	28	28	0	23	27	50	10,032

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007	*	50.0	63.0	62.1	*	62.5	55.0		65.2	70.6	67.5	62.3	40
	2008	100.0	72.7	72.5	71.4	*	54.5	53.8		70.4	82.4	77.0	71.9	61
	2009	100.0	90.9	89.7	90.2	*	72.7	72.2		88.6	95.7	91.4	75.9	58

	NUMBER TESTED IN GRADE 5											
2007	4	6	27	29	3	8	20	0	23	17	40	10,296
2008	8	11	40	42	1	11	26	0	27	34	61	10,686
2009	6	11	39	41	2	11	18	0	35	23	58	10,550

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
5	2007	*	3	10	11	*	3	9		8	5	13	3,881	40
	2008	0	3	11	12	*	5	12		8	6	14	3,005	61
	2009	0	1	4	4	*	3	5		4	1	5	2,542	58

NUMBER TESTED IN GRADE 5													
2007	4	6	27	29	3	8	20	0	23	17	40	10,296	
2008	8	11	40	42	1	11	26	0	27	34	61	10,686	
2009	6	11	39	41	2	11	18	0	35	23	58	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	79.6	83.3	79.7	73.3
	2008	87.1	88.3	83.2	66.3
	2009	91.9	92.3	88.5	77.6

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	*	0.0	14.8	10.3	*	0.0	0.0		17.4	17.6	17.5	18.0	40
	2008	37.5	18.2	20.0	19.0	*	0.0	3.8		29.6	17.6	23.0	24.8	61
	2009	83.3	27.3	41.0	41.5	*	18.2	11.1		40.0	47.8	43.1	29.1	58

	NUMBER TESTED IN GRADE 5											
2007	4	6	27	29	3	8	20	0	23	17	40	10,296
2008	8	11	40	42	1	11	26	0	27	34	61	10,686
2009	6	11	39	41	2	11	18	0	35	23	58	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												82.9	0
	2008												85.4	0
	2009			96.3	96.3		96.3	96.3		100.0	91.7	96.3	89.4	27
ALL	2007												—	0
	2008												—	0
	2009			96.3	96.3		96.3	96.3		100.0	91.7	96.3	—	27

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	27	27	0	27	27	0	15	12	27	—	

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												219	0
	2008												239	0
	2009			1	1		1	1		0	1	1	514	27
ALL	2007												—	0
	2008												—	0
	2009			1	1		1	1		0	1	1	—	27

NUMBER TESTED IN GRADES ALL													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	27	27	0	27	27	0	15	12	27	—	

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				
	2008				
	2009	81.0	91.0	89.5	87.0
ALL	2007				
	2008				
	2009	81.0	91.0	89.5	87.0

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												14.8	0
	2008												17.2	0
	2009			37.0	37.0		37.0	37.0		26.7	50.0	37.0	30.6	27
ALL	2007												—	0
	2008												—	0
	2009			37.0	37.0		37.0	37.0		26.7	50.0	37.0	—	27

NUMBER TESTED IN ALL GRADES													
2007	0	0	0	0	0	0	0	0	0	0	0	0	—
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	27	27	0	27	27	0	15	12	27	—	

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

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	*	62.9	56.4	46.9	39
	2008	50.0	71.0	67.6	57.6	37
	2009	25.0	45.8	40.6	41.9	32
1	2007	69.2	71.4	70.6	51.4	34
	2008	66.7	72.4	71.1	50.2	38
	2009	57.1	86.2	76.7	54.2	43
2	2007	53.7	87.1	68.1	44.5	72
	2008	52.9	77.8	65.7	50.2	35
	2009	46.2	85.0	69.7	47.9	33
1-2	2007	57.4	80.8	68.9	47.6	106
	2008	57.7	74.5	68.5	50.2	73
	2009	51.9	85.7	73.7	51.0	76

Number Tested	2007	58	87	145	24,696	
	2008	32	78	110	21,817	
	2009	35	73	108	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	31.1	56.8	42.7	44.3	82
	2008	18.0	62.9	36.5	44.9	85
	2009	40.4	80.0	52.4	52.8	82
1	2007	31.4	72.7	43.8	48.8	73
	2008	50.0	81.3	61.6	55.5	86
	2009	64.3	86.2	79.1	50.4	43
2	2007	70.7	80.6	75.0	55.6	72
	2008	83.0	85.7	83.8	57.5	68
	2009	76.9	95.0	87.9	53.2	33
K-2	2007	43.1	68.9	53.3	49.1	227
	2008	49.7	75.0	59.0	52.7	239
	2009	50.0	86.5	67.1	52.3	158

Number Tested	2007	137	90	227	34,441	
	2008	151	88	239	41,070	
	2009	84	74	158	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	83.3	50.0	27.3	45.0	*	*	*		55.6	57.1	56.4	46.9	39
	2008	*	63.6	65.0	64.0	*	50.0	50.0		68.8	66.7	67.6	57.6	37
	2009	66.7	28.6	40.0	46.2	*	*	25.0		33.3	43.5	40.6	41.9	32
1	2007	80.0	75.0	54.5	65.0	*	*	69.2		65.2	81.8	70.6	51.4	34
	2008	88.9	80.0	55.6	69.2	*	*	66.7		62.5	77.3	71.1	50.2	38
	2009	*	81.3	71.4	70.8		*	57.1		76.0	77.8	76.7	54.2	43
2	2007	90.9	90.9	56.5	52.2	*	51.4	53.7		67.5	68.8	68.1	44.5	72
	2008	83.3	90.0	44.4	65.0	*	33.3	52.9		71.4	57.1	65.7	50.2	35
	2009	83.3	62.5	64.7	70.0	*	*	46.2		69.2	70.0	69.7	47.9	33
1-2	2007	85.7	82.6	56.1	56.1	14.3	56.1	57.4		66.7	72.1	68.9	47.6	106
	2008	86.7	85.0	50.0	67.4	62.5	33.3	57.7		67.6	69.4	68.5	50.2	73
	2009	81.8	75.0	68.4	70.5	*	*	51.9		73.7	73.7	73.7	51.0	76

Number Tested	2007	33	37	68	86	10	42	58	0	81	64	145	24,696
	2008	20	31	56	71	9	21	32	0	53	57	110	21,817
	2009	17	38	48	70	6	7	35	0	47	61	108	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	7	2	0	2	*	*	*		4	7	11	1,245	39
	2008	*	3	7	7	*	2	2		5	7	12	1,687	37
	2009	1	1	0	2	*	*	0		0	2	2	771	32
1	2007	4	2	3	4	*	*	3		7	3	10	1,458	34
	2008	6	5	2	7	*	*	1		5	9	14	1,555	38
	2009	*	5	8	7		*	3		8	9	17	1,659	43
2	2007	7	6	4	4	*	3	3		9	10	19	896	72
	2008	2	2	2	1	*	1	1		4	3	7	1,065	35
	2009	2	1	2	1	*	*	0		2	4	6	1,027	33
1-2	2007	11	8	7	8	0	4	6		16	13	29	2,355	106
	2008	8	7	4	8	1	1	2		9	12	21	2,620	73
	2009	5	6	10	8	*	*	3		10	13	23	2,688	76

Number Tested	2007	33	37	68	86	10	42	58	0	81	64	145	24,696
	2008	20	31	56	71	9	21	32	0	53	57	110	21,817
	2009	17	38	48	70	6	7	35	0	47	61	108	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	57.1	29.6	33.9	*	27.3	31.1		44.4	41.3	42.7	44.3	82
	2008	*	72.7	27.9	32.3	*	17.3	18.0		38.6	34.1	36.5	44.9	85
	2009	50.0	64.3	48.3	50.0	*	36.7	40.4		44.4	58.7	52.4	52.8	82
1	2007	70.0	75.0	30.0	38.9	*	23.3	31.4		47.7	37.9	43.8	48.8	73
	2008	100.0	70.0	54.5	60.9	*	49.0	50.0		60.5	62.5	61.6	55.5	86
	2009	*	75.0	81.0	83.3		*	64.3		84.0	72.2	79.1	50.4	43
2	2007	81.8	81.8	71.7	63.0	*	67.6	70.7		72.5	78.1	75.0	55.6	72
	2008	100.0	70.0	84.3	80.0	*	86.7	83.0		86.8	80.0	83.8	57.5	68
	2009	100.0	87.5	88.2	95.0	*	*	76.9		92.3	85.0	87.9	53.2	33
K-2	2007	75.8	70.3	42.7	44.0	18.2	37.9	43.1		55.0	51.4	53.3	49.1	227
	2008	90.0	71.0	53.0	55.9	41.7	49.3	49.7		60.8	57.1	59.0	52.7	239
	2009	76.5	73.7	62.2	64.7	37.5	40.7	50.0		66.2	67.9	67.1	52.3	158

Number Tested	2007	33	37	150	159	11	124	137	0	120	107	227	34,441
	2008	20	31	185	179	12	146	151	0	120	119	239	41,070
	2009	17	38	98	116	8	54	84	0	74	84	158	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	9	1	4	5	*	3	3		8	8	16	2,583	82
	2008	*	1	7	5	*	1	1		5	6	11	2,788	85
	2009	1	3	8	11	*	5	6		5	7	12	2,455	82
1	2007	5	3	3	4	*	1	2		7	4	11	1,769	73
	2008	4	2	9	11	*	6	7		7	9	16	2,800	86
	2009	*	2	11	8		*	6		8	9	17	1,577	43
2	2007	8	5	20	16	*	15	16		18	18	36	2,098	72
	2008	3	5	24	23	*	22	22		18	14	32	2,912	68
	2009	4	4	10	11	*	*	4		9	10	19	1,686	33
K-2	2007	22	9	27	25	1	19	21		33	30	63	6,450	227
	2008	9	8	40	39	1	29	30		30	29	59	8,500	239
	2009	8	9	29	30	2	7	16		22	26	48	5,718	158
Number Tested	2007	33	37	150	159	11	124	137	0	120	107	227	34,441	
	2008	20	31	185	179	12	146	151	0	120	119	239	41,070	
	2009	17	38	98	116	8	54	84	0	74	84	158	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			93.0	92.3	*	93.0	95.1		88.9	96.0	93.0	84.7	43
	2008			83.3	87.5	*	82.6	81.8		78.6	90.0	83.3	87.0	48
	2009			98.0	97.8	*	97.9	98.0		96.3	100.0	98.0	88.6	50
1	2007			69.2	70.6		69.2	68.4		71.4	66.7	69.2	84.5	39
	2008			87.5	86.8	*	89.1	88.9		81.8	92.3	87.5	88.0	48
	2009			95.8	95.5	*	95.8	95.7		92.0	100.0	95.8	88.6	48
2	2007												89.9	0
	2008			97.0	96.7		97.0	96.7		94.1	100.0	97.0	93.4	33
	2009			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	94.0	44
K-2	2007			81.7	82.2	*	81.7	82.3		79.5	83.7	81.7	85.6	82
	2008			88.4	89.8	*	88.8	88.2		83.6	93.5	88.4	89.3	129
	2009			97.9	97.7	*	97.8	97.8		95.7	100.0	97.9	90.4	142

Number Tested	2007	0	0	82	73	1	82	79	0	39	43	82	14,889
	2008	0	0	129	108	3	125	119	0	67	62	129	18,257
	2009	0	0	142	132	4	139	139	0	70	72	142	19,076

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2007			22	19	*	22	22		9	13	22	2,779	43
	2008			26	22	*	25	25		13	13	26	3,280	48
	2009			38	35	*	35	37		18	20	38	3,525	50
1	2007			6	6		6	6		4	2	6	1,782	39
	2008			14	11	*	14	14		6	8	14	2,412	48
	2009			18	16	*	18	18		9	9	18	2,523	48
2	2007												1,196	0
	2008			11	10		11	10		6	5	11	2,596	33
	2009			20	18	*	20	19		10	10	20	2,909	44
K-2	2007			28	25	*	28	28		13	15	28	5,757	82
	2008			51	43	*	50	49		25	26	51	8,288	129
	2009			76	69	*	73	74		37	39	76	8,957	142

Number Tested	2007	0	0	82	73	1	82	79	0	39	43	82	14,889
	2008	0	0	129	108	3	125	119	0	67	62	129	18,257
	2009	0	0	142	132	4	139	139	0	70	72	142	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	0	-	1	0.0	5	0.0	6	0.0
5	1	100.0	0	-	0	-	1	100.0
ALL	1	100.0	1	0.0	5	0.0	7	14.3

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (51)	Beginning	26	51.0	43	84.3	49	96.1	49	96.1	49	96.1
	Intermediate	24	47.1	8	15.7	2	3.9	2	3.9	2	3.9
	Advanced	1	2.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (52)	Beginning	30	57.7	33	63.5	50	96.2	46	88.5	46	88.5
	Intermediate	5	9.6	14	26.9	1	1.9	5	9.6	5	9.6
	Advanced	16	30.8	4	7.7	0	0.0	0	0.0	0	0.0
	Advanced High	1	1.9	1	1.9	1	1.9	1	1.9	1	1.9
2 (48)	Beginning	29	60.4	28	58.3	44	91.7	7	14.6	7	14.6
	Intermediate	18	37.5	19	39.6	3	6.3	17	35.4	23	47.9
	Advanced	0	0.0	0	0.0	1	2.1	14	29.2	18	37.5
	Advanced High	1	2.1	1	2.1	0	0.0	10	20.8	0	0.0
3 (41)	Beginning	5	12.2	3	7.3	7	17.1	0	0.0	0	0.0
	Intermediate	21	51.2	20	48.8	24	58.5	9	22.0	9	22.0
	Advanced	12	29.3	16	39.0	8	19.5	13	31.7	17	41.5
	Advanced High	3	7.3	2	4.9	2	4.9	19	46.3	15	36.6
4 (31)	Beginning	0	0.0	0	0.0	1	3.2	0	0.0	0	0.0
	Intermediate	2	6.5	2	6.5	8	25.8	3	9.7	3	9.7
	Advanced	7	22.6	10	32.3	11	35.5	7	22.6	7	22.6
	Advanced High	22	71.0	19	61.3	11	35.5	21	67.7	21	67.7

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>—</div> <div>—</div>	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
<div>48</div> <div>4 (8.3%)</div>	Beginning	43			
	Intermediate	3	1		
	Advanced	0	0	0	
	Advanced High	0	0	1	
<div>44</div> <div>33 (75.0%)</div>	Beginning	6			
	Intermediate	17	4		
	Advanced	11	5	1	
	Advanced High	0	0	0	
<div>39</div> <div>24 (61.5%)</div>	Beginning	0			
	Intermediate	1	6		
	Advanced	0	8	9	
	Advanced High	0	0	15	
<div>30</div> <div>24 (80.0%)</div>	Beginning	0			
	Intermediate	1	2		
	Advanced	0	3	4	
	Advanced High	0	0	20	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (11)	Beginning	0	0.0	0	0.0	4	36.4	0	0.0	0	0.0
	Intermediate	0	0.0	4	36.4	4	36.4	0	0.0	0	0.0
	Advanced	8	72.7	6	54.5	2	18.2	5	45.5	6	54.5
	Advanced High	3	27.3	1	9.1	1	9.1	6	54.5	5	45.5
ALL (234)	Beginning	90	38.5	107	45.7	155	66.2	102	43.6	102	43.6
	Intermediate	70	29.9	67	28.6	42	17.9	36	15.4	42	17.9
	Advanced	44	18.8	36	15.4	22	9.4	39	16.7	48	20.5
	Advanced High	30	12.8	24	10.3	15	6.4	57	24.4	42	17.9

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>11</div> <div>9 (81.8%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	4	2	
	Advanced High	0	0	5	
<div>175</div> <div>95 (54.3%)</div>	Beginning	51			
	Intermediate	23	13		
	Advanced	11	20	16	
	Advanced High	0	0	41	

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