

Campus Data Packet

for 2009 - 10 Plans



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School Number 234

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	44
KN	99
1	129
2	132
3	115
4	120
5	115
6	103
ALL	857

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	33	3.9	7	13.5
American Indian	2	0.2	*	*
Asian	2	0.2	*	*
Hispanic	811	94.6	20	38.5
White	9	1.1	22	42.3
Other	**	**	3	5.8

*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	823	96.0
Limited English proficient students	529	61.7
Special education students	43	5.0

Enrollment (1)

Enrollment Statistics by Ethnicity

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	44	4	9.1	0	0.0	0	0.0	40	90.9	0	0.0
	2008	44	0	0.0	0	0.0	0	0.0	44	100.0	0	0.0
	2009	44	2	4.5	0	0.0	0	0.0	42	95.5	0	0.0
KN	2007	125	9	7.2	0	0.0	0	0.0	115	92.0	1	0.8
	2008	131	11	8.4	0	0.0	1	0.8	119	90.8	0	0.0
	2009	99	1	1.0	1	1.0	0	0.0	97	98.0	0	0.0
1	2007	115	6	5.2	0	0.0	1	0.9	106	92.2	2	1.7
	2008	134	6	4.5	0	0.0	2	1.5	125	93.3	1	0.7
	2009	129	6	4.7	0	0.0	0	0.0	122	94.6	1	0.8
2	2007	119	2	1.7	0	0.0	1	0.8	112	94.1	4	3.4
	2008	120	8	6.7	0	0.0	1	0.8	110	91.7	1	0.8
	2009	132	5	3.8	1	0.8	1	0.8	124	93.9	1	0.8
3	2007	114	6	5.3	0	0.0	0	0.0	105	92.1	3	2.6
	2008	121	3	2.5	0	0.0	1	0.8	114	94.2	3	2.5
	2009	115	3	2.6	0	0.0	0	0.0	111	96.5	1	0.9
4	2007	106	7	6.6	0	0.0	0	0.0	98	92.5	1	0.9
	2008	113	7	6.2	0	0.0	0	0.0	105	92.9	1	0.9
	2009	120	3	2.5	0	0.0	1	0.8	114	95.0	2	1.7
5	2007	103	4	3.9	0	0.0	0	0.0	98	95.1	1	1.0
	2008	116	10	8.6	0	0.0	0	0.0	104	89.7	2	1.7
	2009	115	4	3.5	0	0.0	0	0.0	109	94.8	2	1.7
6	2007	74	3	4.1	0	0.0	0	0.0	70	94.6	1	1.4
	2008	90	5	5.6	0	0.0	0	0.0	85	94.4	0	0.0
	2009	103	9	8.7	0	0.0	0	0.0	92	89.3	2	1.9
EC-6	2007	800	41	5.1	0	0.0	2	0.3	744	93.0	13	1.6
	2008	869	50	5.8	0	0.0	5	0.6	806	92.8	8	0.9
	2009	857	33	3.9	2	0.2	2	0.2	811	94.6	9	1.1

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	44	41	93.2	27	61.4	1	2.3	0	0.0	44	100.0	0.0
	2008	44	44	100.0	38	86.4	0	0.0	0	0.0	44	100.0	0.0
	2009	44	41	93.2	33	75.0	2	4.5	0	0.0	44	100.0	0.0
KN	2007	125	123	98.4	85	68.0	0	0.0	3	2.4	48	38.4	1.6
	2008	131	121	92.4	87	66.4	4	3.1	0	0.0	46	35.1	4.6
	2009	99	96	97.0	76	76.8	2	2.0	0	0.0	39	39.4	2.0
1	2007	115	109	94.8	80	69.6	5	4.3	4	3.5	10	8.7	7.0
	2008	134	130	97.0	100	74.6	2	1.5	4	3.0	6	4.5	3.0
	2009	129	125	96.9	88	68.2	8	6.2	4	3.1	7	5.4	2.3
2	2007	119	109	91.6	79	66.4	6	5.0	6	5.0	9	7.6	9.2
	2008	120	113	94.2	85	70.8	8	6.7	3	2.5	4	3.3	7.5
	2009	132	130	98.5	96	72.7	4	3.0	11	8.3	3	2.3	3.8
3	2007	114	110	96.5	76	66.7	10	8.8	10	8.8	6	5.3	13.2
	2008	121	117	96.7	85	70.2	8	6.6	5	4.1	9	7.4	6.6
	2009	115	109	94.8	85	73.9	7	6.1	6	5.2	7	6.1	2.6
4	2007	106	100	94.3	39	36.8	10	9.4	14	13.2	5	4.7	0.9
	2008	113	112	99.1	46	40.7	5	4.4	9	8.0	3	2.7	7.1
	2009	120	114	95.0	78	65.0	7	5.8	6	5.0	6	5.0	0.8
5	2007	103	99	96.1	29	28.2	7	6.8	15	14.6	6	5.8	12.6
	2008	116	107	92.2	37	31.9	11	9.5	19	16.4	8	6.9	6.9
	2009	115	112	97.4	47	40.9	6	5.2	14	12.2	4	3.5	5.2
6	2007	74	69	93.2	10	13.5	11	14.9	10	13.5	4	5.4	0.0
	2008	90	88	97.8	18	20.0	4	4.4	12	13.3	4	4.4	1.1
	2009	103	96	93.2	26	25.2	7	6.8	22	21.4	4	3.9	0.0
EC-6	2007	800	760	95.0	425	53.1	50	6.3	62	7.8	132	16.5	6.3
	2008	869	832	95.7	496	57.1	42	4.8	52	6.0	124	14.3	5.1
	2009	857	823	96.0	529	61.7	43	5.0	63	7.4	114	13.3	2.3

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	21.4	4,117.2	20.6	96.4	3,933.6	95.5	45	100.0	100.0	44	7,436	100.0	100.0
	2008	21.3	4,133.2	20.4	95.7	3,942.7	95.4	54	100.0	100.0	39	7,427	100.0	100.0
	2009	21.3	4,167.8	20.4	95.6	3,975.6	95.4	52	100.0	100.0	40	7,332	100.0	100.0
KN	2007	120.7	13,945.0	116.4	96.4	13,385.6	96.0	25	20.7	24.3	108	12,035	89.4	86.3
	2008	128.1	13,568.1	122.9	95.9	13,004.4	95.8	17	13.3	23.5	117	11,618	91.3	85.6
	2009	101.6	13,515.0	98.4	96.8	12,939.1	95.7	10	9.8	22.5	97	11,501	95.4	85.1
1	2007	113.9	14,353.8	110.4	96.9	13,851.4	96.5	20	17.6	23.2	100	12,437	87.8	86.6
	2008	134.0	14,626.9	129.7	96.8	14,102.7	96.4	11	8.2	21.2	125	12,704	93.3	86.9
	2009	131.4	14,250.8	126.9	96.6	13,719.9	96.3	14	10.7	20.7	117	12,300	89.1	86.3
2	2007	114.6	13,403.8	110.7	96.6	12,978.9	96.8	20	17.5	21.7	104	11,729	90.8	87.5
	2008	117.3	13,708.6	113.5	96.8	13,269.8	96.8	12	10.2	19.7	109	12,043	93.0	87.9
	2009	136.9	13,950.1	132.7	96.9	13,499.0	96.8	12	8.8	18.6	127	12,231	92.8	87.7
3	2007	110.7	12,998.4	107.9	97.4	12,633.3	97.2	12	10.8	21.1	106	11,445	95.7	88.0
	2008	120.0	12,806.9	116.8	97.3	12,425.5	97.0	9	7.5	19.1	114	11,408	95.0	89.1
	2009	116.7	13,095.5	113.8	97.5	12,710.6	97.1	11	9.4	18.3	109	11,634	93.4	88.8
4	2007	105.0	12,104.9	102.7	97.8	11,768.3	97.2	14	13.3	19.7	98	10,683	93.3	88.3
	2008	111.7	12,329.8	109.0	97.6	11,960.3	97.0	15	13.4	19.7	106	10,924	94.9	88.6
	2009	121.4	12,156.4	118.6	97.7	11,789.9	97.0	11	9.1	18.1	116	10,731	95.5	88.3
5	2007	101.7	11,757.0	98.5	96.9	11,426.8	97.2	16	15.7	20.9	93	10,362	91.5	88.1
	2008	112.4	11,874.2	109.3	97.3	11,539.6	97.2	17	15.1	18.8	104	10,608	92.5	89.3
	2009	116.1	11,903.5	113.3	97.6	11,552.9	97.1	8	6.9	17.5	111	10,563	95.6	88.7
6	2007	75.6	11,264.8	72.2	95.5	10,864.3	96.4	17	22.5	21.9	63	9,788	83.3	86.9
	2008	91.3	10,450.4	87.8	96.2	10,060.0	96.3	4	4.4	22.0	86	9,055	94.2	86.6
	2009	103.2	10,588.3	100.3	97.1	10,165.3	96.0	13	12.6	19.9	93	9,131	90.1	86.2

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
EC-6	2007	763.7	94,387.4	739.4	96.8	91,251.6	96.7	169	22.1	31.9	716	86,204	93.8	91.3
	2008	836.1	93,889.2	809.5	96.8	90,666.0	96.6	139	16.6	30.8	800	86,025	95.7	91.6
	2009	848.7	94,064.8	824.3	97.1	90,751.7	96.5	131	15.4	29.6	810	85,648	95.4	91.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	7	13.5
Hispanic	20	38.5
White	22	42.3
Other	3	5.8

Gender	Number	Percent
Female	41	78.8
Male	11	21.2

TOTAL	52
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AVERAGE NUMBER OF ABSENCES

2007	6.7
2008	7.2
2009	7.3

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	*	*	81.3	82.5	*	82.7	83.6		85.3	81.3	82.9	84.6	82
	2008	*	*	92.4	90.8	*	92.3	90.6		93.9	88.9	91.3	86.2	69
	2009		*	90.3	93.3	*	87.5	90.0		90.9	90.9	90.9	87.3	33
4	2007	*	*	62.6	62.2	*	45.9	54.9		57.8	68.6	63.5	69.7	96
	2008	*	83.3	62.8	64.0		35.1	50.0		63.8	64.8	64.4	72.1	101
	2009	*	*	79.5	78.7	*	79.5	72.2		69.0	87.5	78.0	75.8	82
5	2007	*	*	70.5	71.6	*	38.1	60.7		74.0	69.8	72.0	78.3	93
	2008	*	83.3	86.3	86.0		73.3	79.6		82.4	90.2	86.3	82.9	102
	2009	*	*	76.3	76.8	*	63.9	63.5		73.9	78.6	76.5	82.9	102
6	2007	*	*	91.7	94.8		*	84.4		84.4	100.0	92.1	87.2	63
	2008		*	92.7	92.9	*	73.3	89.8		91.1	95.2	93.1	87.8	87
	2009		100.0	92.9	93.1		75.0	86.7		88.0	100.0	93.5	86.4	92
3-6	2007	100.0	92.9	74.8	75.9	66.7	61.7	70.1		73.9	78.0	76.0	79.9	334
	2008	*	88.9	82.5	82.2	*	67.8	77.0		81.8	83.6	82.7	82.0	359
	2009	*	93.3	83.4	83.8	*	74.1	74.7		79.4	87.9	83.5	82.7	309

	NUMBER TESTED IN GRADES 3-6											
2007	6	14	314	316	6	115	211	0	161	173	334	41,727
2008	3	18	337	343	5	121	226	0	176	183	359	41,175
2009	3	15	290	291	5	108	182	0	160	149	309	37,628

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	14	14	*	9	11		5	9	14	1,675	82
	2008	*	*	5	6	*	3	5		2	4	6	1,443	69
	2009		*	3	2	*	1	2		2	1	3	960	33
4	2007	*	*	34	34	*	20	23		19	16	35	3,189	96
	2008	*	1	35	36		24	30		17	19	36	2,996	101
	2009	*	*	16	16	*	9	15		13	5	18	2,449	82
5	2007	*	*	26	25	*	13	24		13	13	26	2,258	93
	2008	*	1	13	13		8	11		9	5	14	1,827	102
	2009	*	*	23	23	*	13	23		12	12	24	1,793	102
6	2007	*	*	5	3		*	5		5	0	5	1,269	63
	2008		*	6	6	*	4	6		4	2	6	1,140	87
	2009		0	6	6		5	6		6	0	6	1,295	92
3-6	2007	0	1	79	76	2	44	63		42	38	80	8,391	334
	2008	*	2	59	61	*	39	52		32	30	62	7,406	359
	2009	*	1	48	47	*	28	46		33	18	51	6,497	309

	NUMBER TESTED IN GRADES 3-6											
2007	6	14	314	316	6	115	211	0	161	173	334	41,727
2008	3	18	337	343	5	121	226	0	176	183	359	41,175
2009	3	15	290	291	5	108	182	0	160	149	309	37,628

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2007	78.0	79.4	75.6	74.2
	2008	78.1	80.1	86.2	73.6
	2009	79.8	84.4	85.9	83.0
4	2007	74.7	72.9	68.8	64.4
	2008	76.0	70.5	71.7	67.5
	2009	82.2	77.6	74.2	80.9
5	2007	71.6	81.9	74.3	70.2
	2008	79.0	82.2	78.9	76.1
	2009	75.0	78.2	79.9	72.5
6	2007	85.8	89.7	76.4	76.6
	2008	86.9	80.9	79.9	77.9
	2009	85.6	78.4	82.2	84.4
3-6	2007	76.8	80.2	73.4	70.7
	2008	79.9	78.2	78.5	73.6
	2009	80.6	78.8	79.7	79.4

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	*	*	20.0	20.0	*	15.4	16.4		14.7	25.0	20.7	21.3	82
	2008	*	*	16.7	16.9	*	5.1	9.4		9.1	22.2	15.9	21.5	69
	2009		*	29.0	33.3	*	0.0	5.0		27.3	36.4	30.3	34.1	33
4	2007	*	*	12.1	12.2	*	2.7	5.9		6.7	19.6	13.5	16.6	96
	2008	*	16.7	11.7	12.0		5.4	6.7		12.8	11.1	11.9	14.4	101
	2009	*	*	14.1	14.7	*	6.8	5.6		9.5	20.0	14.6	18.4	82
5	2007	*	*	5.7	8.0	*	4.8	1.6		14.0	0.0	7.5	13.1	93
	2008	*	16.7	17.9	17.2		16.7	9.3		5.9	29.4	17.6	16.5	102
	2009	*	*	11.3	10.1	*	8.3	4.8		6.5	14.3	10.8	18.5	102
6	2007	*	*	33.3	34.5		*	12.5		21.9	45.2	33.3	37.4	63
	2008		*	25.6	24.7	*	13.3	15.3		15.6	35.7	25.3	33.8	87
	2009		62.5	38.1	37.9		10.0	15.6		34.0	47.6	40.2	30.2	92
3-6	2007	50.0	28.6	16.2	17.1	33.3	8.7	9.0		13.7	20.8	17.4	21.9	334
	2008	*	16.7	17.8	17.5	*	9.1	10.2		10.8	24.0	17.5	21.1	359
	2009	*	40.0	21.7	22.0	*	7.4	7.7		18.8	26.8	22.7	24.6	309

	NUMBER TESTED IN GRADES 3-6											
2007	6	14	314	316	6	115	211	0	161	173	334	41,727
2008	3	18	337	343	5	121	226	0	176	183	359	41,175
2009	3	15	290	291	5	108	182	0	160	149	309	37,628

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	78.7	77.8	*	76.9	77.9		76.5	80.0	78.6	70.3	84
	2008	*	*	86.6	83.8	*	89.7	81.8		85.3	84.2	84.7	76.6	72
	2009		*	73.6	74.0	*	74.4	72.3		77.6	68.0	73.1	77.3	108
4	2007	*	*	80.6	80.4	*	63.2	69.8		76.1	84.6	80.6	75.7	98
	2008	*	83.3	73.3	72.9	*	65.9	65.7		74.5	71.9	73.1	77.9	108
	2009	*	*	88.5	85.5	*	84.1	80.0		86.0	87.5	86.7	79.4	83
5	2007	*	*	82.0	82.2	*	59.1	75.4		83.0	80.5	81.9	82.9	94
	2008	*	100.0	85.6	85.4	*	71.0	76.8		80.8	92.3	86.5	84.0	104
	2009	*	*	81.3	80.7	*	69.6	71.6		80.0	82.0	81.1	87.0	111
6	2007	*	*	71.9	75.8	*	14.3	61.1		61.8	81.8	71.6	70.0	67
	2008		*	85.4	83.5	*	66.7	78.0		88.9	78.6	83.9	73.8	87
	2009		87.5	81.2	80.7	*	65.0	65.2		70.6	95.2	81.7	73.3	93
3-6	2007	66.7	78.6	78.8	79.4	50.0	65.5	72.5		75.4	81.8	78.7	74.7	343
	2008	*	78.9	82.1	80.9	30.0	74.4	75.1		81.9	81.5	81.7	78.2	371
	2009	*	85.7	80.6	79.8	71.4	74.5	72.5		78.2	82.4	80.3	79.3	395

	NUMBER TESTED IN GRADES 3-6											
2007	6	14	321	325	12	119	218	0	167	176	343	42,324
2008	4	19	347	356	10	129	237	0	182	189	371	42,082
2009	3	14	376	377	7	192	269	0	202	193	395	43,106

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	16	18	*	12	15		8	10	18	3,303	84
	2008	*	*	9	11	*	4	10		5	6	11	2,542	72
	2009		*	28	27	*	21	26		13	16	29	2,781	108
4	2007	*	*	18	18	*	14	16		11	8	19	2,604	98
	2008	*	1	27	29	*	15	23		13	16	29	2,436	108
	2009	*	*	9	11	*	7	11		6	5	11	2,196	83
5	2007	*	*	16	16	*	9	15		9	8	17	1,785	94
	2008	*	0	14	14	*	9	13		10	4	14	1,730	104
	2009	*	*	20	21	*	14	21		10	11	21	1,386	111
6	2007	*	*	18	15	*	6	14		13	6	19	3,012	67
	2008		*	12	14	*	5	13		5	9	14	2,460	87
	2009		1	16	17	*	7	16		15	2	17	2,552	93
3-6	2007	2	3	68	67	6	41	60		41	32	73	10,704	343
	2008	*	4	62	68	7	33	59		33	35	68	9,168	371
	2009	*	2	73	76	2	49	74		44	34	78	8,915	395

	NUMBER TESTED IN GRADES 3-6											
2007	6	14	321	325	12	119	218	0	167	176	343	42,324
2008	4	19	347	356	10	129	237	0	182	189	371	42,082
2009	3	14	376	377	7	192	269	0	202	193	395	43,106

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2007	79.3	81.7	85.9	75.8	82.4	65.9
	2008	82.1	86.3	91.2	83.3	86.5	69.4
	2009	78.5	76.9	89.0	79.9	79.2	66.1
4	2007	83.8	86.0	84.5	76.9	65.1	69.5
	2008	79.0	78.8	80.1	68.5	72.2	67.0
	2009	88.9	85.9	80.9	80.3	80.1	78.8
5	2007	81.8	76.0	84.7	73.9	80.1	74.9
	2008	85.2	82.6	88.9	80.4	86.5	84.0
	2009	82.7	77.1	86.0	77.5	81.8	77.8
6	2007	71.2	65.0	77.0	70.7	76.1	70.3
	2008	78.3	75.2	78.7	68.5	78.7	78.5
	2009	73.3	78.1	78.0	71.8	81.2	77.5
3-6	2007	79.7	78.1	83.4	74.6	75.6	70.3
	2008	81.2	80.5	84.4	74.7	80.5	75.0
	2009	80.7	79.1	83.9	77.4	80.6	74.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	*	17.3	18.5	*	11.5	16.2		20.6	20.0	20.2	19.2	84
	2008	*	*	37.3	36.8	*	35.9	27.3		44.1	28.9	36.1	26.3	72
	2009		*	30.2	29.8	*	31.7	28.7		22.4	38.0	29.6	29.0	108
4	2007	*	*	30.1	30.4	*	18.4	20.8		21.7	36.5	29.6	22.6	98
	2008	*	50.0	23.8	25.2	*	13.6	14.9		27.5	22.8	25.0	23.8	108
	2009	*	*	44.9	42.1	*	36.4	34.5		41.9	45.0	43.4	31.6	83
5	2007	*	*	32.6	33.3	*	18.2	18.0		34.0	31.7	33.0	29.3	94
	2008	*	66.7	44.3	44.8	*	16.1	25.0		34.6	55.8	45.2	31.9	104
	2009	*	*	40.2	38.5	*	28.3	25.7		42.0	37.7	39.6	38.4	111
6	2007	*	*	20.3	21.0	*	0.0	2.8		17.6	24.2	20.9	26.5	67
	2008		*	25.6	25.9	*	20.0	16.9		20.0	31.0	25.3	31.0	87
	2009		12.5	25.9	26.1	*	15.0	10.9		17.6	33.3	24.7	29.0	93
3-6	2007	50.0	28.6	25.9	26.5	16.7	14.3	15.6		24.6	28.4	26.5	24.3	343
	2008	*	42.1	32.6	32.9	20.0	21.7	20.7		30.8	34.9	32.9	28.1	371
	2009	*	14.3	35.1	34.0	14.3	30.2	26.0		30.2	38.3	34.2	32.0	395

	NUMBER TESTED IN GRADES 3-6											
2007	6	14	321	325	12	119	218	0	167	176	343	42,324
2008	4	19	347	356	10	129	237	0	182	189	371	42,082
2009	3	14	376	377	7	192	269	0	202	193	395	43,106

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	*	*	86.5	86.4	*	74.3	78.4		77.3	94.0	86.2	86.5	94
	2008	*	83.3	88.2	86.9		72.2	79.3		77.8	94.5	87.0	87.4	100
	2009	*	*	87.2	84.0	*	84.4	80.0		78.6	92.5	85.4	87.4	82

	NUMBER TESTED IN GRADE 4											
2007	1	4	89	88	1	35	51	0	44	50	94	10,408
2008	1	6	93	99	0	36	58	0	45	55	100	10,658
2009	1	2	78	75	2	45	55	0	42	40	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	*	*	12	12	*	9	11		10	3	13	1,408	94
	2008	*	1	11	13		10	12		10	3	13	1,348	100
	2009	*	*	10	12	*	7	11		9	3	12	1,264	82

	NUMBER TESTED IN GRADE 4											
2007	1	4	89	88	1	35	51	0	44	50	94	10,408
2008	1	6	93	99	0	36	58	0	45	55	100	10,658
2009	1	2	78	75	2	45	55	0	42	40	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	2.0	76.9	81.1	89.5	87.0
	2008	2.1	82.5	79.8	80.5	85.9
	2009	2.1	89.3	82.2	89.2	90.1

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	*	*	14.6	14.8	*	8.6	5.9		2.3	24.0	13.8	18.2	94
	2008	*	16.7	17.2	17.2		13.9	12.1		8.9	23.6	17.0	21.4	100
	2009	*	*	19.2	20.0	*	15.6	14.5		14.3	25.0	19.5	21.0	82

	NUMBER TESTED IN GRADE 4											
2007	1	4	89	88	1	35	51	0	44	50	94	10,408
2008	1	6	93	99	0	36	58	0	45	55	100	10,658
2009	1	2	78	75	2	45	55	0	42	40	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	*	*	69.3	69.7	*	54.5	57.4		76.9	61.0	69.9	62.3	93
	2008	*	100.0	80.9	81.5		69.0	71.7		76.0	86.3	81.2	71.9	101
	2009	*	*	73.6	74.1	*	54.3	61.6		74.0	73.8	73.9	75.9	111

NUMBER TESTED IN GRADE 5													
2007	1	4	88	89	3	22	61	0	52	41	93	10,296	
2008	1	6	94	92	0	29	53	0	50	51	101	10,686	
2009	2	3	106	108	3	46	73	0	50	61	111	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	*	*	27	27	*	10	26		12	16	28	3,881	93
	2008	*	0	18	17		9	15		12	7	19	3,005	101
	2009	*	*	28	28	*	21	28		13	16	29	2,542	111

	NUMBER TESTED IN GRADE 5											
2007	1	4	88	89	3	22	61	0	52	41	93	10,296
2008	1	6	94	92	0	29	53	0	50	51	101	10,686
2009	2	3	106	108	3	46	73	0	50	61	111	10,550

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	80.1	79.8	84.8	70.5
	2008	87.1	87.0	82.8	73.5
	2009	82.5	87.1	80.4	70.2

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)
5	2007	*	*	20.5	20.2	*	13.6	8.2		28.8	9.8	20.4	18.0	93
	2008	*	50.0	31.9	33.7		17.2	17.0		28.0	37.3	32.7	24.8	101
	2009	*	*	24.5	25.0	*	13.0	11.0		28.0	23.0	25.2	29.1	111

	NUMBER TESTED IN GRADE 5											
2007	1	4	88	89	3	22	61	0	52	41	93	10,296
2008	1	6	94	92	0	29	53	0	50	51	101	10,686
2009	2	3	106	108	3	46	73	0	50	61	111	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			61.9	61.9	*	61.9	61.9		66.7	55.6	61.9	82.9	21
	2008			86.0	86.0	*	86.0	85.7		81.5	93.8	86.0	85.4	43
	2009			85.5	86.7		85.3	85.3		88.9	82.5	85.5	89.4	76
4	2007												65.9	0
	2008			16.7	16.7		16.7	16.7		*	*	16.7	67.0	6
	2009			86.7	86.7		86.7	86.2		82.4	92.3	86.7	72.7	30
5	2007			*	*		*	*			*	*	75.8	1
	2008												70.6	0
	2009			50.0	50.0		50.0	50.0		*	*	50.0	79.7	10
ALL	2007			63.6	63.6	*	63.6	63.6		66.7	60.0	63.6	—	22
	2008			77.6	77.6	*	77.6	77.1		76.7	78.9	77.6	—	49
	2009			82.8	83.5		82.6	82.5		84.5	81.0	82.8	—	116

NUMBER TESTED IN GRADES ALL													
2007	0	0	22	22	2	22	22	0	12	10	22	—	
2008	0	0	49	49	1	49	48	0	30	19	49	—	
2009	0	0	116	115	0	115	114	0	58	58	116	—	

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		4	4	8	219	21
	2008			6	6	*	6	6		5	1	6	239	43
	2009			11	10		11	11		4	7	11	514	76
4	2007												122	0
	2008			5	5		5	5		*	*	5	215	6
	2009			4	4		4	4		3	1	4	268	30
5	2007			*	*		*	*			*	*	22	1
	2008												65	0
	2009			5	5		5	5		*	*	5	86	10
ALL	2007			8	8	*	8	8		4	4	8	—	22
	2008			11	11	*	11	11		7	4	11	—	49
	2009			20	19		20	20		9	11	20	—	116

NUMBER TESTED IN GRADES ALL													
2007	0	0	22	22	2	22	22	0	12	10	22	—	
2008	0	0	49	49	1	49	48	0	30	19	49	—	
2009	0	0	116	115	0	115	114	0	58	58	116	—	

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	60.0	66.7	55.6	50.6
	2008	77.8	85.4	74.0	72.7
	2009	73.9	88.2	78.5	72.7
4	2007				
	2008	58.9	68.8	38.1	45.0
	2009	75.3	82.1	70.5	67.3
5	2007	*	*	*	*
	2008				
	2009	58.5	58.8	66.3	56.9
ALL	2007	61.5	67.6	57.0	51.8
	2008	75.5	83.3	69.6	69.3
	2009	73.0	84.1	75.4	70.0

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			0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	14.8	21
	2008			9.3	9.3	*	9.3	9.5		11.1	6.3	9.3	17.2	43
	2009			22.4	22.7		22.7	22.7		16.7	27.5	22.4	30.6	76
4	2007												14.2	0
	2008			0.0	0.0		0.0	0.0		*	*	0.0	13.5	6
	2009			13.3	13.3		13.3	13.8		17.6	7.7	13.3	21.1	30
5	2007			*	*		*	*			*	*	17.6	1
	2008												19.9	0
	2009			0.0	0.0		0.0	0.0		*	*	0.0	15.3	10
ALL	2007			0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	—	22
	2008			8.2	8.2	*	8.2	8.3		10.0	5.3	8.2	—	49
	2009			18.1	18.3		18.3	18.4		15.5	20.7	18.1	—	116

NUMBER TESTED IN ALL GRADES													
2007	0	0	22	22	2	22	22	0	12	10	22	—	
2008	0	0	49	49	1	49	48	0	30	19	49	—	
2009	0	0	116	115	0	115	114	0	58	58	116	—	

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			60.9	60.9	*	60.9	60.9		57.1	66.7	60.9	62.1	23
	2008			72.1	72.1		72.1	71.4		77.8	62.5	72.1	71.7	43
	2009			*	*		*	*		*		*	72.9	1
4	2007												61.2	0
	2008												63.1	0
	2009			83.3	83.3		83.3	82.8		82.4	84.6	83.3	69.7	30
5	2007			*	*		*				*	*	38.3	1
	2008												53.3	0
	2009												50.0	0
ALL	2007			62.5	62.5	*	62.5	60.9		57.1	70.0	62.5	60.7	24
	2008			72.1	72.1		72.1	71.4		77.8	62.5	72.1	66.4	43
	2009			83.9	83.9		83.9	83.3		83.3	84.6	83.9	64.4	31

NUMBER TESTED IN GRADES ALL													
2007	0	0	24	24	1	24	23	0	14	10	24	1,381	
2008	0	0	43	43	0	43	42	0	27	16	43	1,711	
2009	0	0	31	31	0	31	30	0	18	13	31	804	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			9	9	*	9	9		6	3	9	389	23
	2008			12	12		12	12		6	6	12	316	43
	2009			*	*		*	*		*		*	26	1
4	2007												112	0
	2008												157	0
	2009			5	5		5	5		3	2	5	149	30
5	2007			*	*		*				*	*	37	1
	2008												56	0
	2009												105	0
ALL	2007			9	9	*	9	9		6	3	9	543	24
	2008			12	12		12	12		6	6	12	575	43
	2009			5	5		5	5		3	2	5	286	31

NUMBER TESTED IN GRADES ALL													
2007	0	0	24	24	1	24	23	0	14	10	24	1,381	
2008	0	0	43	43	0	43	42	0	27	16	43	1,711	
2009	0	0	31	31	0	31	30	0	18	13	31	804	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2007						
	2008	65.7	60.9	71.7	62.3	72.8	49.5
	2009	82.3	79.8	83.7	82.9	82.0	69.2
5	2007						
	2008	*	*	*	*	*	*
	2009						
ALL	2007						
	2008	66.3	61.9	71.1	63.3	71.9	50.5
	2009	82.3	79.8	83.7	82.9	82.0	69.2

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			4.3	4.3	*	4.3	4.3		7.1	0.0	4.3	15.9	23
	2008			37.2	37.2		37.2	35.7		44.4	25.0	37.2	20.9	43
	2009			*	*		*	*		*		*	15.6	1
4	2007												24.6	0
	2008												22.8	0
	2009			26.7	26.7		26.7	24.1		17.6	38.5	26.7	26.3	30
5	2007			*	*		*				*	*	11.7	1
	2008												14.2	0
	2009												13.3	0
ALL	2007			4.2	4.2	*	4.2	4.3		7.1	0.0	4.2	—	24
	2008			37.2	37.2		37.2	35.7		44.4	25.0	37.2	—	43
	2009			25.8	25.8		25.8	23.3		16.7	38.5	25.8	—	31

NUMBER TESTED IN ALL GRADES													
2007	0	0	24	24	1	24	23	0	14	10	24	—	
2008	0	0	43	43	0	43	42	0	27	16	43	—	
2009	0	0	31	31	0	31	30	0	18	13	31	—	

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												79.1	0
	2008			33.3	33.3		33.3	33.3		*	*	33.3	81.9	9
	2009			83.9	83.9		83.9	83.3		72.2	100.0	83.9	87.1	31

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	9	9	0	9	9	0	5	4	9	9	667
2009	0	0	31	31	0	31	30	0	18	13	31	31	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												76	0
	2008			6	6		6	6		*	*	6	121	9
	2009			5	5		5	5		5	0	5	127	31

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	9	9	0	9	9	0	5	4	9		667
2009	0	0	31	31	0	31	30	0	18	13	31		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					
	2008	1.7	75.0	52.8	69.4	43.1
	2009	2.2	95.2	78.6	89.9	79.4

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												13.2	0
	2008			0.0	0.0		0.0	0.0		*	*	0.0	14.2	9
	2009			25.8	25.8		25.8	26.7		11.1	46.2	25.8	20.4	31

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	9	9	0	9	9	0	5	4	9	9	667
2009	0	0	31	31	0	31	30	0	18	13	31	31	981

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

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008	*		*	*	*	*	*		*	*	*	77.7	3
	2009		*	*	*	*				*		*	87.7	2
4														
	2008		*	*	*	*	*	*		*		*	70.7	3
	2009	*		*	*	*	*	*		*	*	*	71.8	3
5														
	2008		*	*	100.0	100.0	*	*		*	*	100.0	73.3	6
	2009			*	*	*	*	*		*		*	80.3	2
6														
	2008			*	*	*	*	*		*		*	68.6	1
	2009		*	*	*	*	*	*		*	*	*	70.9	5
3-6														
	2008	*	*	77.8	84.6	84.6	71.4	81.8		85.7	83.3	84.6	72.3	13
	2009	*	*	88.9	91.7	91.7	100.0	90.0		85.7	*	91.7	77.1	12

NUMBER TESTED IN GRADES 3-6													
2008	1	3	9	13	13	7	11	0	7	6	13	2,463	
2009	1	2	9	12	12	6	10	0	7	5	12	2,493	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008	*		*	*	*	*	*		*	*	*	116	3
	2009		*	*	*	*				*		*	60	2
4														
	2008		*	*	*	*	*	*		*		*	181	3
	2009	*		*	*	*	*	*		*	*	*	192	3
5														
	2008		*	*	0	0	*	*		*	*	0	179	6
	2009			*	*	*	*	*		*		*	137	2
6														
	2008			*	*	*	*	*		*		*	206	1
	2009		*	*	*	*	*	*		*	*	*	182	5
3-6														
	2008	*	*	2	2	2	2	2		1	1	2	682	13
	2009	*	*	1	1	1	0	1		1	*	1	571	12

NUMBER TESTED IN GRADES 3-6													
2008	1	3	9	13	13	7	11	0	7	6	13	2,463	
2009	1	2	9	12	12	6	10	0	7	5	12	2,493	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3					
	2008	*	*	*	*
	2009	*	*	*	*
4					
	2008	*	*	*	*
	2009	*	*	*	*
5					
	2008	68.2	80.6	77.8	74.2
	2009	*	*	*	*
6					
	2008	*	*	*	*
	2009	*	*	*	*
3-6					
	2008	62.7	67.9	68.7	68.3
	2009	70.0	72.2	58.6	63.7

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	3
	2009		*	*	*	*				*		*	16.2	2
4														
	2008		*	*	*	*	*	*		*		*	9.7	3
	2009	*		*	*	*	*	*		*	*	*	8.9	3
5														
	2008		*	*	0.0	0.0	*	*		*	*	0.0	14.9	6
	2009			*	*	*	*	*		*		*	14.1	2
6														
	2008			*	*	*	*	*		*		*	7.3	1
	2009		*	*	*	*	*	*		*	*	*	7.5	5
3-6														
	2008	*	*	11.1	7.7	7.7	14.3	9.1		14.3	0.0	7.7	10.7	13
	2009	*	*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	11.4	12

NUMBER TESTED IN GRADES 3-6													
2008	1	3	9	13	13	7	11	0	7	6	13	2,463	
2009	1	2	9	12	12	6	10	0	7	5	12	2,493	

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008	*		*	*	*	*	*		*	*	*	76.1	2
	2009		*	*	*	*				*		*	81.2	2
4														
	2008		*	*	*	*	*	*		*		*	69.1	2
	2009			*	*	*	*	*			*	*	75.8	2
5														
	2008		*	*	*	*	*	*		*	*	*	64.0	4
	2009	*		*	*	*	*	*		*		*	80.2	2
6														
	2008			*	*	*	*	*		*		*	57.0	1
	2009		*	*	*	*	*	*		*	*	*	64.0	4
3-6														
	2008	*	*	*	66.7	66.7	*	66.7		*	*	66.7	66.2	9
	2009	*	*	100.0	100.0	100.0	*	100.0		*	*	100.0	75.2	10

NUMBER TESTED IN GRADES 3-6													
2008	1	3	5	9	9	5	6	0	5	4	9	2,335	
2009	1	2	7	9	10	5	7	0	5	5	10	2,313	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008	*		*	*	*	*	*		*	*	*	129	2
	2009		*	*	*	*				*		*	85	2
4														
	2008		*	*	*	*	*	*		*		*	173	2
	2009			*	*	*	*	*			*	*	157	2
5														
	2008		*	*	*	*	*	*		*	*	*	227	4
	2009	*		*	*	*	*	*		*		*	127	2
6														
	2008			*	*	*	*	*		*		*	260	1
	2009		*	*	*	*	*	*		*	*	*	205	4
3-6														
	2008	*	*	*	3	3	*	2		*	*	3	789	9
	2009	*	*	0	0	0	*	0		*	*	0	574	10

NUMBER TESTED IN GRADES 3-6													
2008	1	3	5	9	9	5	6	0	5	4	9	2,335	
2009	1	2	7	9	10	5	7	0	5	5	10	2,313	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
6							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
3-6							
	2008	51.1	50.0	59.6	67.2	81.5	52.2
	2009	70.1	73.1	70.3	85.3	55.3	56.9

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	2
	2009		*	*	*	*				*		*	22.3	2
4														
	2008		*	*	*	*	*	*		*		*	14.3	2
	2009			*	*	*	*	*			*	*	14.0	2
5														
	2008		*	*	*	*	*	*		*	*	*	14.0	4
	2009	*		*	*	*	*	*		*		*	17.2	2
6														
	2008			*	*	*	*	*		*		*	6.4	1
	2009		*	*	*	*	*	*		*	*	*	8.4	4
3-6														
	2008	*	*	*	0.0	0.0	*	0.0		*	*	0.0	12.6	9
	2009	*	*	28.6	22.2	20.0	*	28.6		*	*	20.0	15.1	10

NUMBER TESTED IN GRADES 3-6													
2008	1	3	5	9	9	5	6	0	5	4	9	2,335	
2009	1	2	7	9	10	5	7	0	5	5	10	2,313	

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

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	12.5	25.9	22.9	46.9	35
	2008	63.6	67.6	66.7	57.6	48
	2009	33.3	25.0	29.6	41.9	27
1	2007	29.4	42.9	36.8	51.4	38
	2008	33.3	67.9	54.3	50.2	46
	2009	52.9	64.0	59.5	54.2	42
2	2007	16.1	57.9	26.7	44.5	75
	2008	30.0	75.0	42.9	50.2	42
	2009	20.8	56.3	35.0	47.9	40
1-2	2007	19.2	50.0	30.1	47.6	113
	2008	31.3	70.0	48.9	50.2	88
	2009	34.1	61.0	47.6	51.0	82

Number Tested	2007	81	67	148	24,696	
	2008	59	77	136	21,817	
	2009	56	53	109	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	26.9	40.0	32.8	44.3	122
	2008	43.4	70.5	52.8	44.9	127
	2009	53.6	50.0	53.1	52.8	98
1	2007	35.3	45.8	37.6	48.8	109
	2008	80.0	84.4	81.1	55.5	132
	2009	67.7	77.8	69.9	50.4	123
2	2007	46.4	81.0	55.8	55.6	77
	2008	55.9	80.0	59.0	57.5	117
	2009	56.0	56.3	56.0	53.2	125
K-2	2007	35.6	50.0	40.3	49.1	308
	2008	60.7	76.9	64.6	52.7	376
	2009	59.2	64.9	60.1	52.3	346

Number Tested	2007	208	100	308	34,441	
	2008	285	91	376	41,070	
	2009	289	57	346	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		12.5	25.9	21.2		0.0	12.5		17.4	33.3	22.9	46.9	35
	2008		60.0	70.3	63.6	*	70.0	63.6		62.1	73.7	66.7	57.6	48
	2009		*	26.9	28.0	*	*	33.3		30.8	28.6	29.6	41.9	27
1	2007	*	16.7	40.0	35.3	*	37.5	29.4		43.5	26.7	36.8	51.4	38
	2008	*	50.0	56.8	51.2		37.5	33.3		68.0	38.1	54.3	50.2	46
	2009		*	63.2	57.9	*	77.8	52.9		54.2	66.7	59.5	54.2	42
2	2007	*	*	28.6	24.2	*	16.7	16.1		25.6	27.8	26.7	44.5	75
	2008		50.0	39.4	40.5	*	18.2	30.0		38.5	50.0	42.9	50.2	42
	2009	*	*	34.4	33.3		15.4	20.8		40.0	30.0	35.0	47.9	40
1-2	2007	*	12.5	32.0	28.0	*	20.0	19.2		32.3	27.5	30.1	47.6	113
	2008	*	50.0	48.6	46.3	*	29.6	31.3		52.9	43.2	48.9	50.2	88
	2009	*	33.3	50.0	45.9	*	40.9	34.1		47.7	47.4	47.6	51.0	82

Number Tested	2007	4	16	127	133	4	56	81	0	85	63	148	24,696
	2008	1	24	107	124	6	37	59	0	80	56	136	21,817
	2009	1	10	96	99	2	27	56	0	57	52	109	21,148

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007		0	0	0		0	0		0	0	0	1,245	35
	2008		3	11	13	*	1	1		8	6	14	1,687	48
	2009		*	3	3	*	*	2		1	2	3	771	27
1	2007	*	0	3	4	*	0	0		3	1	4	1,458	38
	2008	*	1	8	7		1	1		6	3	9	1,555	46
	2009		*	10	10	*	2	2		6	5	11	1,659	42
2	2007	*	*	2	1	*	0	0		0	2	2	896	75
	2008		2	2	4	*	0	0		2	2	4	1,065	42
	2009	*	*	0	0		0	0		0	0	0	1,027	40
1-2	2007	*	0	5	5	*	0	0		3	3	6	2,355	113
	2008	*	3	10	11	*	1	1		8	5	13	2,620	88
	2009	*	1	10	10	*	2	2		6	5	11	2,688	82

Number Tested	2007	4	16	127	133	4	56	81	0	85	63	148	24,696
	2008	1	24	107	124	6	37	59	0	80	56	136	21,817
	2009	1	10	96	99	2	27	56	0	57	52	109	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	*	25.0	33.6	31.7		25.9	26.9		36.5	28.8	32.8	44.3	122
	2008		70.0	50.9	54.2	*	43.5	43.4		56.5	48.3	52.8	44.9	127
	2009		*	53.1	53.7	*	49.3	53.6		51.2	54.5	53.1	52.8	98
1	2007	*	16.7	38.6	36.9	*	34.6	35.3		40.0	34.7	37.6	48.8	109
	2008	*	83.3	80.5	80.5		81.8	80.0		81.7	80.3	81.1	55.5	132
	2009		*	70.6	69.7	*	71.6	67.7		75.0	64.4	69.9	50.4	123
2	2007	*	*	59.2	55.9	*	56.1	46.4		60.0	51.4	55.8	55.6	77
	2008		50.0	59.3	59.5	*	53.6	55.9		62.5	54.7	59.0	57.5	117
	2009	*	*	57.3	57.0		59.1	56.0		61.8	49.1	56.0	53.2	125
K-2	2007	33.3	18.8	41.8	39.2	50.0	35.3	35.6		43.6	36.6	40.3	49.1	308
	2008	*	66.7	64.0	65.3	25.0	60.8	60.7		67.2	61.6	64.6	52.7	376
	2009	*	30.0	60.8	60.6	*	60.5	59.2		64.0	56.1	60.1	52.3	346

Number Tested	2007	6	16	285	291	6	204	208	0	163	145	308	34,441
	2008	1	24	347	357	8	268	285	0	204	172	376	41,070
	2009	1	10	332	335	4	256	289	0	175	171	346	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	*	0	11	10		6	4		4	7	11	2,583	122
	2008		2	23	23	*	12	12		13	12	25	2,788	127
	2009		*	8	7	*	6	7		6	2	8	2,455	98
1	2007	*	0	10	10	*	7	7		4	6	10	1,769	109
	2008	*	5	58	62		44	43		35	29	64	2,800	132
	2009		*	31	30	*	21	22		17	15	32	1,577	123
2	2007	*	*	11	10	*	4	5		7	4	11	2,098	77
	2008		3	24	27	*	19	22		14	14	28	2,912	117
	2009	*	*	26	26		18	22		17	9	26	1,686	125
K-2	2007	0	0	32	30	0	17	16		15	17	32	6,450	308
	2008	*	10	105	112	0	75	77		62	55	117	8,500	376
	2009	*	1	65	63	*	45	51		40	26	66	5,718	346

Number Tested	2007	6	16	285	291	6	204	208	0	163	145	308	34,441
	2008	1	24	347	357	8	268	285	0	204	172	376	41,070
	2009	1	10	332	335	4	256	289	0	175	171	346	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			82.1	82.1		82.3	86.2		79.5	84.4	82.1	84.7	84
	2008			89.5	90.1	*	89.0	90.1		87.2	91.9	89.5	87.0	76
	2009			90.0	90.0	*	90.0	89.9		90.0	90.2	90.1	88.6	71
1	2007			90.3	90.0		90.1	90.0		94.6	85.7	90.3	84.5	72
	2008			94.1	94.0		93.9	93.8		93.3	95.0	94.1	88.0	85
	2009			95.1	95.1	*	94.9	94.9		92.7	97.5	95.1	88.6	81
2	2007			97.2	97.1	*	97.1	97.1		100.0	93.3	97.2	89.9	36
	2008			96.0	95.9		95.9	95.9		94.6	97.4	96.0	93.4	75
	2009			96.3	96.3		96.2	96.3		93.3	100.0	96.3	94.0	82
K-2	2007			88.0	87.8	*	88.1	90.2		89.7	86.3	88.0	85.6	192
	2008			93.2	93.4	*	93.0	93.3		91.7	94.8	93.2	89.3	236
	2009			94.0	94.0	*	93.9	93.9		92.2	95.8	94.0	90.4	234

Number Tested	2007	0	0	192	189	1	185	163	0	97	95	192	14,889
	2008	0	0	236	229	2	228	225	0	121	115	236	18,257
	2009	0	0	233	233	2	228	230	0	116	118	234	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			36	36		34	27		14	22	36	2,779	84
	2008			45	42	*	42	41		22	23	45	3,280	76
	2009			40	40	*	40	40		15	26	41	3,525	71
1	2007			25	24		24	24		12	13	25	1,782	72
	2008			51	51		49	48		24	27	51	2,412	85
	2009			45	45	*	43	43		18	27	45	2,523	81
2	2007			21	21	*	21	21		12	9	21	1,196	36
	2008			43	42		42	42		23	20	43	2,596	75
	2009			47	47		46	47		26	21	47	2,909	82
K-2	2007			82	81	*	79	72		38	44	82	5,757	192
	2008			139	135	*	133	131		69	70	139	8,288	236
	2009			132	132	*	129	130		59	74	133	8,957	234

Number Tested	2007	0	0	192	189	1	185	163	0	97	95	192	14,889
	2008	0	0	236	229	2	228	225	0	121	115	236	18,257
	2009	0	0	233	233	2	228	230	0	116	118	234	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	2	0.0	3	0.0	27	18.5	32	15.6
5	1	100.0	7	28.6	0	-	8	37.5
6	4	25.0	1	100.0	0	-	5	40.0
ALL	7	28.6	11	27.3	27	18.5	45	22.2

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (77)	Beginning	35	45.5	39	51.3	60	78.9	54	71.1	54	71.1
	Intermediate	29	37.7	30	39.5	14	18.4	20	26.3	20	26.3
	Advanced	11	14.3	6	7.9	1	1.3	1	1.3	1	1.3
	Advanced High	2	2.6	1	1.3	1	1.3	1	1.3	1	1.3
1 (88)	Beginning	19	21.6	33	37.5	69	78.4	48	54.5	48	54.5
	Intermediate	48	54.5	42	47.7	12	13.6	33	37.5	33	37.5
	Advanced	15	17.0	12	13.6	6	6.8	6	6.8	6	6.8
	Advanced High	6	6.8	1	1.1	1	1.1	1	1.1	1	1.1
2 (97)	Beginning	18	18.6	17	17.5	33	34.0	6	6.2	5	5.2
	Intermediate	25	25.8	35	36.1	38	39.2	25	25.8	32	33.0
	Advanced	32	33.0	27	27.8	17	17.5	33	34.0	38	39.2
	Advanced High	22	22.7	18	18.6	9	9.3	33	34.0	22	22.7
3 (83)	Beginning	11	13.3	17	20.5	14	16.9	4	4.8	4	4.8
	Intermediate	27	32.5	18	21.7	30	36.1	27	32.5	28	33.7
	Advanced	18	21.7	20	24.1	16	19.3	24	28.9	24	28.9
	Advanced High	27	32.5	28	33.7	23	27.7	28	33.7	27	32.5
4 (79)	Beginning	2	2.5	3	3.8	8	10.1	2	2.5	2	2.5
	Intermediate	5	6.3	8	10.1	13	16.5	13	16.5	13	16.5
	Advanced	49	62.0	42	53.2	41	51.9	25	31.6	26	32.9
	Advanced High	23	29.1	26	32.9	17	21.5	39	49.4	38	48.1

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	—	—	—	
85 37 (43.5%)	Beginning	45			
	Intermediate	31	2		
	Advanced	4	1	1	
	Advanced High	0	0	1	
87 63 (72.4%)	Beginning	4			
	Intermediate	16	13		
	Advanced	4	24	7	
	Advanced High	1	11	7	
79 47 (59.5%)	Beginning	4			
	Intermediate	12	14		
	Advanced	1	8	14	
	Advanced High	0	0	26	
74 48 (64.9%)	Beginning	1			
	Intermediate	2	11		
	Advanced	0	10	14	
	Advanced High	0	1	35	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (48)	Beginning	1	2.1	0	0.0	3	6.3	0	0.0	0	0.0
	Intermediate	3	6.3	5	10.4	5	10.4	7	14.6	7	14.6
	Advanced	23	47.9	26	54.2	30	62.5	7	14.6	7	14.6
	Advanced High	21	43.8	17	35.4	10	20.8	34	70.8	34	70.8
6 (25)	Beginning	4	16.0	4	16.0	3	12.0	0	0.0	0	0.0
	Intermediate	7	28.0	8	32.0	9	36.0	3	12.0	3	12.0
	Advanced	14	56.0	13	52.0	12	48.0	5	20.0	8	32.0
	Advanced High	0	0.0	0	0.0	1	4.0	17	68.0	14	56.0
ALL (497)	Beginning	90	18.1	113	22.8	190	38.3	114	23.0	113	22.8
	Intermediate	144	29.0	146	29.4	121	24.4	128	25.8	136	27.4
	Advanced	162	32.6	146	29.4	123	24.8	101	20.4	110	22.2
	Advanced High	101	20.3	91	18.3	62	12.5	153	30.8	137	27.6

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
45 38 (84.4%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	5	1	
	Advanced High	0	5	28	
23 18 (78.3%)	Beginning	0			
	Intermediate	1	1		
	Advanced	0	4	4	
	Advanced High	0	1	12	
394 251 (63.7%)	Beginning	55			
	Intermediate	62	47		
	Advanced	9	52	41	
	Advanced High	1	18	109	

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