

Campus Data Packet

for 2009 - 10 Plans



JOHN W. RUNYON

School Number 237

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
EC	4
PK	66
KN	122
1	119
2	119
3	117
4	109
5	100
ALL	756

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	270	35.7	18	41.9
American Indian	2	0.3	*	*
Asian	0	0.0	*	*
Hispanic	478	63.2	15	34.9
White	6	0.8	10	23.3
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	717	94.8
Limited English proficient students	358	47.4
Special education students	57	7.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	72	10	13.9	0	0.0	0	0.0	62	86.1	0	0.0
	2008	70	9	12.9	0	0.0	0	0.0	61	87.1	0	0.0
	2009	66	16	24.2	0	0.0	0	0.0	50	75.8	0	0.0
KN	2007	121	26	21.5	0	0.0	0	0.0	91	75.2	4	3.3
	2008	104	27	26.0	0	0.0	0	0.0	77	74.0	0	0.0
	2009	122	42	34.4	0	0.0	0	0.0	79	64.8	1	0.8
1	2007	129	46	35.7	0	0.0	0	0.0	78	60.5	5	3.9
	2008	109	28	25.7	0	0.0	0	0.0	81	74.3	0	0.0
	2009	119	42	35.3	0	0.0	0	0.0	76	63.9	1	0.8
2	2007	125	46	36.8	0	0.0	0	0.0	78	62.4	1	0.8
	2008	115	40	34.8	0	0.0	0	0.0	72	62.6	3	2.6
	2009	119	38	31.9	1	0.8	0	0.0	79	66.4	1	0.8
3	2007	118	38	32.2	0	0.0	0	0.0	76	64.4	4	3.4
	2008	115	48	41.7	0	0.0	0	0.0	65	56.5	2	1.7
	2009	117	55	47.0	0	0.0	0	0.0	61	52.1	1	0.9
4	2007	99	32	32.3	0	0.0	0	0.0	65	65.7	2	2.0
	2008	103	30	29.1	0	0.0	0	0.0	73	70.9	0	0.0
	2009	109	42	38.5	1	0.9	0	0.0	65	59.6	1	0.9
5	2007	86	32	37.2	0	0.0	0	0.0	52	60.5	2	2.3
	2008	85	32	37.6	0	0.0	0	0.0	52	61.2	1	1.2
	2009	100	33	33.0	0	0.0	0	0.0	67	67.0	0	0.0
EC-5	2007	758	231	30.5	0	0.0	0	0.0	508	67.0	19	2.5
	2008	711	217	30.5	0	0.0	0	0.0	486	68.4	8	1.1
	2009	756	270	35.7	2	0.3	0	0.0	478	63.2	6	0.8

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2007	72	65	90.3	57	79.2	0	0.0	0	0.0	72	100.0	0.0
	2008	70	68	97.1	55	78.6	0	0.0	0	0.0	70	100.0	0.0
	2009	66	62	93.9	40	60.6	2	3.0	0	0.0	66	100.0	0.0
KN	2007	121	113	93.4	73	60.3	7	5.8	0	0.0	40	33.1	5.8
	2008	104	99	95.2	59	56.7	5	4.8	10	9.6	39	37.5	8.7
	2009	122	118	96.7	70	57.4	5	4.1	4	3.3	40	32.8	4.9
1	2007	129	120	93.0	63	48.8	5	3.9	2	1.6	7	5.4	9.3
	2008	109	103	94.5	61	56.0	7	6.4	4	3.7	11	10.1	0.9
	2009	119	113	95.0	59	49.6	10	8.4	12	10.1	8	6.7	2.5
2	2007	125	117	93.6	55	44.0	13	10.4	1	0.8	12	9.6	6.4
	2008	115	106	92.2	57	49.6	12	10.4	9	7.8	13	11.3	1.7
	2009	119	113	95.0	61	51.3	5	4.2	11	9.2	9	7.6	2.5
3	2007	118	110	93.2	53	44.9	9	7.6	6	5.1	10	8.5	8.5
	2008	115	105	91.3	47	40.9	11	9.6	6	5.2	9	7.8	2.6
	2009	117	109	93.2	52	44.4	13	11.1	10	8.5	5	4.3	4.3
4	2007	99	92	92.9	45	45.5	15	15.2	11	11.1	3	3.0	0.0
	2008	103	100	97.1	36	35.0	8	7.8	9	8.7	7	6.8	1.0
	2009	109	101	92.7	45	41.3	10	9.2	15	13.8	8	7.3	0.0
5	2007	86	79	91.9	29	33.7	11	12.8	12	14.0	6	7.0	11.6
	2008	85	75	88.2	23	27.1	12	14.1	16	18.8	8	9.4	0.0
	2009	100	97	97.0	31	31.0	8	8.0	13	13.0	6	6.0	3.0
EC-5	2007	758	702	92.6	375	49.5	68	9.0	32	4.2	154	20.3	6.9
	2008	711	665	93.5	338	47.5	65	9.1	54	7.6	162	22.8	3.0
	2009	756	717	94.8	358	47.4	57	7.5	65	8.6	143	18.9	3.0

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	36.0	4,117.2	34.7	96.6	3,933.6	95.5	92	100.0	100.0	66	7,436	100.0	100.0
	2008	33.6	4,133.2	32.5	96.6	3,942.7	95.4	87	100.0	100.0	59	7,427	100.0	100.0
	2009	31.1	4,167.8	30.0	96.4	3,975.6	95.4	78	100.0	100.0	55	7,332	100.0	100.0
KN	2007	120.0	13,945.0	115.4	96.1	13,385.6	96.0	22	18.3	24.3	109	12,035	90.8	86.3
	2008	100.3	13,568.1	96.4	96.1	13,004.4	95.8	29	28.9	23.5	86	11,618	85.7	85.6
	2009	119.8	13,515.0	115.0	96.0	12,939.1	95.7	28	23.4	22.5	103	11,501	86.0	85.1
1	2007	125.6	14,353.8	120.3	95.8	13,851.4	96.5	30	23.9	23.2	107	12,437	85.2	86.6
	2008	105.8	14,626.9	101.3	95.7	14,102.7	96.4	23	21.7	21.2	95	12,704	89.8	86.9
	2009	112.1	14,250.8	106.7	95.2	13,719.9	96.3	37	33.0	20.7	86	12,300	76.7	86.3
2	2007	120.6	13,403.8	116.0	96.2	12,978.9	96.8	21	17.4	21.7	109	11,729	90.4	87.5
	2008	116.1	13,708.6	112.3	96.8	13,269.8	96.8	20	17.2	19.7	101	12,043	87.0	87.9
	2009	115.2	13,950.1	110.8	96.2	13,499.0	96.8	29	25.2	18.6	97	12,231	84.2	87.7
3	2007	116.5	12,998.4	113.2	97.2	12,633.3	97.2	17	14.6	21.1	106	11,445	91.0	88.0
	2008	113.9	12,806.9	110.8	97.2	12,425.5	97.0	18	15.8	19.1	103	11,408	90.4	89.1
	2009	113.0	13,095.5	109.7	97.1	12,710.6	97.1	25	22.1	18.3	100	11,634	88.5	88.8
4	2007	96.6	12,104.9	93.8	97.1	11,768.3	97.2	11	11.4	19.7	90	10,683	93.2	88.3
	2008	100.4	12,329.8	96.8	96.4	11,960.3	97.0	20	19.9	19.7	86	10,924	85.6	88.6
	2009	108.6	12,156.4	105.5	97.1	11,789.9	97.0	19	17.5	18.1	93	10,731	85.6	88.3
5	2007	86.0	11,757.0	83.0	96.6	11,426.8	97.2	13	15.1	20.9	77	10,362	89.5	88.1
	2008	85.5	11,874.2	83.1	97.2	11,539.6	97.2	16	18.7	18.8	77	10,608	90.1	89.3
	2009	100.8	11,903.5	97.4	96.7	11,552.9	97.1	18	17.9	17.5	84	10,563	83.4	88.7
EC-5	2007	708.3	83,122.6	683.4	96.5	80,387.4	96.7	209	29.5	33.3	670	76,416	94.6	91.9
	2008	664.6	83,438.7	642.0	96.6	80,606.0	96.6	218	32.8	31.9	614	76,970	92.4	92.2
	2009	704.1	83,476.5	678.6	96.4	80,586.5	96.5	235	33.4	30.9	621	76,517	88.2	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	18	41.9
Hispanic	15	34.9
White	10	23.3
Other	0	0.0

Gender	Number	Percent
Female	37	86.0
Male	6	14.0

TOTAL	43
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AVERAGE NUMBER OF ABSENCES

2007	6.6
2008	3.5
2009	5.9

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	*	88.2	77.4	81.1		70.0	75.7		73.5	86.3	80.0	84.6	100
	2008	*	86.7	100.0	93.3	*	100.0	91.4		92.1	93.2	92.7	86.2	82
	2009	*	71.4	87.5	71.2	*	71.4	62.8		70.5	81.8	74.2	87.3	66
4	2007		65.4	79.7	73.1	*	78.9	74.5		73.3	77.5	75.3	69.7	85
	2008		53.6	64.4	60.2	*	40.0	40.4		60.0	61.9	60.9	72.1	87
	2009	*	66.7	84.1	75.6	*	77.8	66.0		74.4	78.3	76.5	75.8	85
5	2007	*	80.0	72.9	73.1		56.0	66.0		73.7	77.8	75.7	78.3	74
	2008	*	78.6	91.8	84.1	*	80.0	76.5		89.7	82.1	85.9	82.9	78
	2009		69.0	74.1	72.6		65.2	62.3	*	69.0	75.6	72.4	82.9	87
3-5	2007	*	78.8	76.9	76.2	*	69.9	72.5		73.5	81.1	77.2	77.6	259
	2008	*	75.2	82.6	78.4	41.7	72.1	70.5		79.5	79.2	79.4	80.3	247
	2009	*	69.2	79.7	73.3	71.4	71.9	63.7	*	71.2	77.9	74.4	81.5	238

	NUMBER TESTED IN GRADES 3-5											
2007	5	85	169	235	1	103	167	0	132	127	259	31,814
2008	2	101	144	227	12	68	139	0	122	125	247	31,840
2009	2	117	118	221	7	57	146	1	125	113	238	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	*	4	14	17		12	17		13	7	20	1,675	100
	2008	*	6	0	5	*	0	5		3	3	6	1,443	82
	2009	*	14	2	17	*	2	16		13	4	17	960	66
4	2007		9	12	21	*	8	12		12	9	21	3,189	85
	2008		13	21	33	*	15	28		18	16	34	2,996	87
	2009	*	13	7	19	*	6	17		10	10	20	2,449	85
5	2007	*	5	13	18		11	17		10	8	18	2,258	74
	2008	*	6	4	11	*	4	8		4	7	11	1,827	78
	2009		9	15	23		8	20	*	13	11	24	1,793	87
3-5	2007	*	18	39	56	*	31	46		35	24	59	7,122	259
	2008	*	25	25	49	7	19	41		25	26	51	6,266	247
	2009	*	36	24	59	2	16	53	*	36	25	61	5,202	238

	NUMBER TESTED IN GRADES 3-5											
2007	5	85	169	235	1	103	167	0	132	127	259	31,814
2008	2	101	144	227	12	68	139	0	122	125	247	31,840
2009	2	117	118	221	7	57	146	1	125	113	238	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	78.7	80.1	75.5	76.9
	2008	81.2	82.8	86.2	77.7
	2009	68.9	70.8	68.9	72.2
4	2007	78.9	80.3	77.8	67.4
	2008	73.0	70.4	69.8	66.3
	2009	80.8	75.0	69.1	73.8
5	2007	72.8	80.1	74.2	68.9
	2008	76.1	81.1	78.5	76.8
	2009	72.6	74.0	73.7	67.5
3-5	2007	77.1	80.2	75.9	71.5
	2008	76.7	77.9	78.0	73.4
	2009	74.5	73.5	70.7	71.0

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	*	32.4	21.0	24.4		7.5	11.4		24.5	25.5	25.0	21.3	100
	2008	*	8.9	27.8	16.0	*	30.4	12.1		13.2	20.5	17.1	21.5	82
	2009	*	14.3	25.0	15.3	*	14.3	7.0		13.6	22.7	16.7	34.1	66
4	2007		15.4	13.6	14.1	*	7.9	4.3		6.7	22.5	14.1	16.6	85
	2008		3.6	15.3	12.0	*	4.0	2.1		6.7	16.7	11.5	14.4	87
	2009	*	2.6	29.5	17.9	*	22.2	14.0		12.8	19.6	16.5	18.4	85
5	2007	*	12.0	12.5	10.4		8.0	4.0		5.3	19.4	12.2	13.1	74
	2008	*	10.7	8.2	8.7	*	5.0	2.9		7.7	10.3	9.0	16.5	78
	2009		13.8	12.1	13.1		8.7	3.8	*	9.5	15.6	12.6	18.5	87
3-5	2007	*	21.2	16.0	17.0	*	7.8	7.2		12.9	22.8	17.8	17.1	259
	2008	*	7.9	16.0	12.3	0.0	13.2	6.5		9.0	16.0	12.6	17.4	247
	2009	*	10.3	20.3	15.4	0.0	15.8	8.2	*	12.0	18.6	15.1	22.7	238

	NUMBER TESTED IN GRADES 3-5											
2007	5	85	169	235	1	103	167	0	132	127	259	31,814
2008	2	101	144	227	12	68	139	0	122	125	247	31,840
2009	2	117	118	221	7	57	146	1	125	113	238	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	*	66.7	87.3	80.0		89.7	78.9		85.4	75.0	80.0	70.3	100
	2008	*	57.8	91.7	73.7	*	87.0	63.8		74.4	70.5	72.3	76.6	83
	2009	*	49.0	71.9	59.8	50.0	68.1	58.3		65.1	56.8	61.7	77.3	107
4	2007		69.2	89.8	83.3	*	89.5	76.6		80.0	87.5	83.5	75.7	85
	2008		53.6	69.5	65.1	*	60.0	48.9		64.4	64.3	64.4	77.9	87
	2009	*	46.2	80.0	64.6	*	75.0	51.0		64.1	66.0	65.1	79.4	86
5	2007	*	87.5	78.3	82.8		62.5	75.0		83.3	80.0	81.7	82.9	71
	2008	*	64.3	73.5	66.7	*	50.0	42.4		74.4	64.1	69.2	84.0	78
	2009		60.0	93.1	82.4		91.3	74.1	*	85.7	78.3	81.8	87.0	88
3-5	2007	*	73.5	85.7	81.9	*	83.2	77.1		82.9	80.3	81.6	76.2	256
	2008	*	58.4	76.4	68.4	15.4	66.2	53.6		70.7	66.4	68.5	79.5	248
	2009	*	50.8	81.9	68.6	50.0	75.5	60.8	*	70.8	67.2	69.0	81.0	281

	NUMBER TESTED IN GRADES 3-5											
2007	5	83	168	232	1	101	166	0	129	127	256	32,298
2008	3	101	144	228	13	68	138	0	123	125	248	32,696
2009	2	118	160	261	10	98	189	1	144	137	281	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	*	11	8	18		4	15		7	13	20	3,303	100
	2008	*	19	3	20	*	3	21		10	13	23	2,542	83
	2009	*	25	16	39	3	15	35		22	19	41	2,781	107
4	2007		8	6	13	*	4	11		9	5	14	2,604	85
	2008		13	18	29	*	10	24		16	15	31	2,436	87
	2009	*	21	9	28	*	7	25		14	16	30	2,196	86
5	2007	*	3	10	11		9	12		6	7	13	1,785	71
	2008	*	10	13	23	*	10	19		10	14	24	1,730	78
	2009		12	4	15		2	14	*	6	10	16	1,386	88
3-5	2007	*	22	24	42	*	17	38		22	25	47	7,692	256
	2008	*	42	34	72	11	23	64		36	42	78	6,708	248
	2009	*	58	29	82	5	24	74	*	42	45	87	6,363	281

NUMBER TESTED IN GRADES 3-5													
2007	5	83	168	232	1	101	166	0	129	127	256	32,298	
2008	3	101	144	228	13	68	138	0	123	125	248	32,696	
2009	2	118	160	261	10	98	189	1	144	137	281	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	81.6	81.8	85.7	75.8	85.0	67.1
	2008	79.3	81.3	84.1	73.9	87.0	63.9
	2009	69.1	75.4	79.8	71.8	74.1	57.6
4	2007	81.7	82.5	84.9	75.5	74.7	72.8
	2008	72.5	73.7	69.0	70.5	67.2	64.7
	2009	75.6	71.1	74.4	70.0	69.5	64.7
5	2007	80.5	73.6	85.5	74.0	75.7	76.6
	2008	68.8	67.9	80.0	70.1	76.9	72.3
	2009	74.3	72.7	82.6	72.1	77.8	73.3
3-5	2007	81.3	79.8	85.4	75.2	79.0	71.6
	2008	73.6	74.5	77.5	71.5	76.9	66.8
	2009	72.7	73.2	79.0	71.3	73.8	64.7

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	*	24.2	25.4	24.4		20.5	18.3		22.9	26.9	25.0	19.2	100
	2008	*	11.1	52.8	28.9	*	56.5	29.3		25.6	31.8	28.9	26.3	83
	2009	*	14.3	22.8	16.5	33.3	17.0	14.3		17.5	22.7	19.6	29.0	107
4	2007		15.4	28.8	24.4	*	21.1	14.9		24.4	25.0	24.7	22.6	85
	2008		3.6	15.3	9.6	*	8.0	4.3		6.7	16.7	11.5	23.8	87
	2009	*	5.1	44.4	24.1	*	42.9	25.5		23.1	27.7	25.6	31.6	86
5	2007	*	20.8	23.9	23.4		16.7	14.6		25.0	22.9	23.9	29.3	71
	2008	*	14.3	22.4	15.9	*	10.0	6.1		20.5	17.9	19.2	31.9	78
	2009		13.3	29.3	23.5		17.4	7.4	*	21.4	26.1	23.9	38.4	88
3-5	2007	*	20.5	26.2	24.1	*	19.8	16.3		24.0	25.2	24.6	23.6	256
	2008	*	9.9	27.1	18.0	0.0	25.0	15.2		17.1	22.4	19.8	27.3	248
	2009	*	11.0	31.3	21.1	20.0	24.5	15.3	*	20.1	25.5	22.8	32.8	281


	NUMBER TESTED IN GRADES 3-5											
2007	5	83	168	232	1	101	166	0	129	127	256	32,298
2008	3	101	144	228	13	68	138	0	123	125	248	32,696
2009	2	118	160	261	10	98	189	1	144	137	281	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		76.9	96.6	91.0	*	97.4	89.4		81.8	100.0	90.5	86.5	84
	2008		73.1	76.3	75.3	*	60.0	65.2		67.4	83.3	75.3	87.4	85
	2009	*	71.8	90.9	80.8	*	96.3	78.0		76.9	87.0	82.4	87.4	85

	NUMBER TESTED IN GRADE 4											
2007	0	26	58	78	1	38	47	0	44	40	84	10,408
2008	0	26	59	81	4	25	46	0	43	42	85	10,658
2009	1	39	44	78	3	27	50	0	39	46	85	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		6	2	7	*	1	5		8	0	8	1,408	84
	2008		7	14	20	*	10	16		14	7	21	1,348	85
	2009	*	11	4	15	*	1	11		9	6	15	1,264	85

	NUMBER TESTED IN GRADE 4											
2007	0	26	58	78	1	38	47	0	44	40	84	10,408
2008	0	26	59	81	4	25	46	0	43	42	85	10,658
2009	1	39	44	78	3	27	50	0	39	46	85	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	92.6	85.9	91.2	88.4
	2008	2.0	76.2	68.5	75.6	75.3
	2009	2.0	85.3	77.8	83.1	91.0

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		7.7	15.5	12.8	*	10.5	8.5		9.1	17.5	13.1	18.2	84
	2008		7.7	10.2	9.9	*	4.0	2.2		2.3	16.7	9.4	21.4	85
	2009	*	7.7	11.4	10.3	*	11.1	6.0		2.6	17.4	10.6	21.0	85

	NUMBER TESTED IN GRADE 4											
2007	0	26	58	78	1	38	47	0	44	40	84	10,408
2008	0	26	59	81	4	25	46	0	43	42	85	10,658
2009	1	39	44	78	3	27	50	0	39	46	85	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	*	60.0	73.9	67.7		66.7	57.1		73.0	65.7	69.4	62.3	72
	2008		59.3	75.5	67.2	*	60.0	56.3		78.9	60.5	69.7	71.9	76
	2009		43.3	52.5	50.0		37.5	30.9	*	50.0	48.9	49.4	75.9	89

	NUMBER TESTED IN GRADE 5											
2007	1	25	46	65	0	24	49	0	37	35	72	10,296
2008	0	27	49	67	4	20	32	0	38	38	76	10,686
2009	0	30	59	86	0	24	55	1	42	47	89	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	*	10	12	21		8	21		10	12	22	3,881	72
	2008		11	12	22	*	8	14		8	15	23	3,005	76
	2009		17	28	43		15	38	*	21	24	45	2,542	89

NUMBER TESTED IN GRADE 5													
2007	1	25	46	65	0	24	49	0	37	35	72	10,296	
2008	0	27	49	67	4	20	32	0	38	38	76	10,686	
2009	0	30	59	86	0	24	55	1	42	47	89	10,550	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	81.3	78.4	83.5	63.9
	2008	84.5	86.0	78.2	68.1
	2009	76.3	75.7	72.8	50.6

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	*	16.0	23.9	20.0		20.8	14.3		18.9	22.9	20.8	18.0	72
	2008		18.5	20.4	17.9	*	5.0	6.3		31.6	7.9	19.7	24.8	76
	2009		10.0	10.2	9.3		4.2	3.6	*	7.1	12.8	10.1	29.1	89

	NUMBER TESTED IN GRADE 5											
2007	1	25	46	65	0	24	49	0	37	35	72	10,296
2008	0	27	49	67	4	20	32	0	38	38	76	10,686
2009	0	30	59	86	0	24	55	1	42	47	89	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			85.7	85.7		85.7	*		83.3	*	85.7	82.9	7
	2008			84.0	82.6		82.6	82.6		76.9	91.7	84.0	85.4	25
	2009			84.1	85.4	*	83.7	83.7		81.8	86.4	84.1	89.4	44
4	2007												65.9	0
	2008			28.6	28.6		28.6	28.6		33.3	*	28.6	67.0	7
	2009			72.2	72.2		76.5	72.2		75.0	70.0	72.2	72.7	18
5	2007												75.8	0
	2008												70.6	0
	2009			*	*		*	*		*	*	*	79.7	4
ALL	2007			85.7	85.7		85.7	*		83.3	*	85.7	—	7
	2008			71.9	70.0		70.0	70.0		63.2	84.6	71.9	—	32
	2009			78.8	79.4	*	79.7	78.5		75.0	82.4	78.8	—	66

NUMBER TESTED IN GRADES ALL													
2007	0	0	7	7	0	7	5	0	6	1	7	—	
2008	0	0	32	30	0	30	30	0	19	13	32	—	
2009	0	0	66	63	2	64	65	0	32	34	66	—	

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	1		1	*		1	*	1	219	7
	2008			4	4		4	4		3	1	4	239	25
	2009			7	6	*	7	7		4	3	7	514	44
4	2007												122	0
	2008			5	5		5	5		4	*	5	215	7
	2009			5	5		4	5		2	3	5	268	18
5	2007												22	0
	2008												65	0
	2009			*	*		*	*		*	*	*	86	4
ALL	2007			1	1		1	*		1	*	1	—	7
	2008			9	9		9	9		7	2	9	—	32
	2009			14	13	*	13	14		8	6	14	—	66

NUMBER TESTED IN GRADES ALL													
2007	0	0	7	7	0	7	5	0	6	1	7	—	
2008	0	0	32	30	0	30	30	0	19	13	32	—	
2009	0	0	66	63	2	64	65	0	32	34	66	—	

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	71.4	85.7	59.5	60.7
	2008	73.9	78.3	70.0	66.5
	2009	73.0	79.9	74.2	71.0
4	2007				
	2008	54.3	55.4	44.9	45.7
	2009	71.5	76.4	73.0	65.6
5	2007				
	2008				
	2009	*	*	*	*
ALL	2007	71.4	85.7	59.5	60.7
	2008	69.6	73.3	64.5	62.0
	2009	72.5	78.6	73.2	68.0

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	14.8	7
	2008			0.0	0.0		0.0	0.0		0.0	0.0	0.0	17.2	25
	2009			15.9	14.6	*	14.0	14.0		13.6	18.2	15.9	30.6	44
4	2007												14.2	0
	2008			0.0	0.0		0.0	0.0		0.0	*	0.0	13.5	7
	2009			16.7	16.7		17.6	16.7		12.5	20.0	16.7	21.1	18
5	2007												17.6	0
	2008												19.9	0
	2009			*	*		*	*		*	*	*	15.3	4
ALL	2007			0.0	0.0		0.0	*		0.0	*	0.0	—	7
	2008			0.0	0.0		0.0	0.0		0.0	0.0	0.0	—	32
	2009			15.2	14.3	*	14.1	13.8		12.5	17.6	15.2	—	66

NUMBER TESTED IN ALL GRADES													
2007	0	0	7	7	0	7	5	0	6	1	7	—	
2008	0	0	32	30	0	30	30	0	19	13	32	—	
2009	0	0	66	63	2	64	65	0	32	34	66	—	

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			57.1	57.1		57.1	*		50.0	*	57.1	62.1	7
	2008			92.0	91.3		91.3	91.3		92.3	91.7	92.0	71.7	25
	2009												72.9	0
4	2007												61.2	0
	2008			57.1	57.1		57.1	57.1		50.0	*	57.1	63.1	7
	2009			83.3	83.3		82.4	83.3		75.0	90.0	83.3	69.7	18
5	2007												38.3	0
	2008												53.3	0
	2009			*	*		*	*		*	*	*	50.0	4
ALL	2007			57.1	57.1		57.1	*		50.0	*	57.1	60.9	7
	2008			84.4	83.3		83.3	83.3		78.9	92.3	84.4	68.2	32
	2009			72.7	72.7		71.4	72.7		60.0	83.3	72.7	64.9	22

NUMBER TESTED IN GRADES ALL													
2007	0	0	7	7	0	7	5	0	6	1	7	1,376	
2008	0	0	32	30	0	30	30	0	19	13	32	1,664	
2009	0	0	22	22	0	21	22	0	10	12	22	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			3	3		3	*		3	*	3	389	7
	2008			2	2		2	2		1	1	2	316	25
	2009												26	0
4	2007												112	0
	2008			3	3		3	3		3	*	3	157	7
	2009			3	3		3	3		2	1	3	149	18
5	2007												37	0
	2008												56	0
	2009			*	*		*	*		*	*	*	105	4
ALL	2007			3	3		3	*		3	*	3	538	7
	2008			5	5		5	5		4	1	5	529	32
	2009			6	6		6	6		4	2	6	280	22

NUMBER TESTED IN GRADES ALL													
2007	0	0	7	7	0	7	5	0	6	1	7	1,376	
2008	0	0	32	30	0	30	30	0	19	13	32	1,664	
2009	0	0	22	22	0	21	22	0	10	12	22	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						
	2008	75.7	71.4	73.8	71.4	67.9	51.8
	2009	86.4	83.3	86.7	89.3	87.0	65.0
4	2007						
	2008						
	2009	71.4	55.1	66.7	61.9	50.0	53.6
ALL	2007						
	2008	75.7	71.4	73.8	71.4	67.9	51.8
	2009	83.1	77.2	82.3	83.3	78.9	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			0.0	0.0		0.0	*		0.0	*	0.0	15.9	7
	2008			16.0	17.4		17.4	17.4		30.8	0.0	16.0	20.9	25
	2009												15.6	0
4	2007												24.6	0
	2008			0.0	0.0		0.0	0.0		0.0	*	0.0	22.8	7
	2009			33.3	33.3		35.3	33.3		25.0	40.0	33.3	26.3	18
5	2007												11.7	0
	2008												14.2	0
	2009			*	*		*	*		*	*	*	13.3	4
ALL	2007			0.0	0.0		0.0	*		0.0	*	0.0	—	7
	2008			12.5	13.3		13.3	13.3		21.1	0.0	12.5	—	32
	2009			27.3	27.3		28.6	27.3		20.0	33.3	27.3	—	22

NUMBER TESTED IN ALL GRADES													
2007	0	0	7	7	0	7	5	0	6	1	7	—	
2008	0	0	32	30	0	30	30	0	19	13	32	—	
2009	0	0	22	22	0	21	22	0	10	12	22	—	

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			28.6	28.6		28.6	28.6		16.7	*	28.6	81.9	7
	2009			88.2	88.2		87.5	88.2		71.4	100.0	88.2	87.1	17

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	7	7	0	7	7	0	6	1	7	7	667
2009	0	0	17	17	0	16	17	0	7	10	17	17	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			5	5		5	5		5	*	5	121	7
	2009			2	2		2	2		2	0	2	127	17

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	7	7	0	7	7	0	6	1	7	7	667
2009	0	0	17	17	0	16	17	0	7	10	17	17	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	1.3	67.9	42.9	69.6	58.9
	2009	1.9	91.2	64.0	83.1	80.9

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	*	0.0	14.2	7
	2009			0.0	0.0		0.0	0.0		0.0	0.0	0.0	20.4	17

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	7	7	0	7	7	0	6	1	7	7	667
2009	0	0	17	17	0	16	17	0	7	10	17	17	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	5
	2009		*	*	100.0	100.0	*	100.0		*	*	100.0	87.7	6
4														
	2008		*	*	*	*	*	*		*		*	70.7	4
	2009		*	*	*	*	*	*		*	*	*	71.8	3
5														
	2008		*	*	42.9	37.5	*	33.3		50.0	*	37.5	73.3	8
	2009		*	*	*	66.7	*	*		*	*	66.7	80.3	6
3-5														
	2008		33.3	50.0	46.7	41.2	57.1	50.0		42.9	*	41.2	73.7	17
	2009		81.8	*	84.6	86.7	*	92.3		81.8	*	86.7	79.2	15

NUMBER TESTED IN GRADES 3-5													
2008	0	9	8	15	17	7	10	0	14	3	17	1,807	
2009	0	11	4	13	15	4	13	0	11	4	15	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	5
	2009		*	*	0	0	*	0		*	*	0	60	6
4														
	2008		*	*	*	*	*	*		*		*	181	4
	2009		*	*	*	*	*	*		*	*	*	192	3
5														
	2008		*	*	4	5	*	4		3	*	5	179	8
	2009		*	*	*	2	*	*		*	*	2	137	6
3-5														
	2008		6	4	8	10	3	5		8	*	10	476	17
	2009		2	*	2	2	*	1		2	*	2	389	15

NUMBER TESTED IN GRADES 3-5													
2008	0	9	8	15	17	7	10	0	14	3	17	1,807	
2009	0	11	4	13	15	4	13	0	11	4	15	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	73.1	83.3	76.7	77.8
4					
	2008	*	*	*	*
	2009	*	*	*	*
5					
	2008	46.6	43.8	52.1	44.3
	2009	63.6	69.4	55.6	56.1
3-5					
	2008	47.7	49.0	45.1	48.1
	2009	70.2	68.9	59.6	66.0

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														
	2008		*	*	*	*	*	*		*	*	*	10.8	5
	2009		*	*	16.7	16.7	*	16.7		*	*	16.7	16.2	6
4														
	2008		*	*	*	*	*	*		*		*	9.7	4
	2009		*	*	*	*	*	*		*	*	*	8.9	3
5														
	2008		*	*	0.0	0.0	*	0.0		0.0	*	0.0	14.9	8
	2009		*	*	*	0.0	*	*		*	*	0.0	14.1	6
3-5														
	2008		0.0	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	12.0	17
	2009		9.1	*	7.7	6.7	*	7.7		9.1	*	6.7	12.7	15

NUMBER TESTED IN GRADES 3-5													
2008	0	9	8	15	17	7	10	0	14	3	17	1,807	
2009	0	11	4	13	15	4	13	0	11	4	15	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	5
	2009		*	*	50.0	50.0	*	*		*	*	50.0	81.2	6
4														
	2008		*	*	*	*	*	*		*		*	69.1	4
	2009		*		*	*		*		*	*	*	75.8	2
5														
	2008		*	*	33.3	28.6	*	*		*	*	28.6	64.0	7
	2009		*	*	*	66.7	*	*		*	*	66.7	80.2	6
3-5														
	2008		22.2	57.1	42.9	37.5	66.7	44.4		38.5	*	37.5	69.4	16
	2009		45.5	*	50.0	57.1	*	72.7		54.5	*	57.1	78.8	14

NUMBER TESTED IN GRADES 3-5													
2008	0	9	7	14	16	6	9	0	13	3	16	1,730	
2009	0	11	3	12	14	3	11	0	11	3	14	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	5
	2009		*	*	3	3	*	*		*	*	3	85	6
4														
	2008		*	*	*	*	*	*		*		*	173	4
	2009		*		*	*		*		*	*	*	157	2
5														
	2008		*	*	4	5	*	*		*	*	5	227	7
	2009		*	*	*	2	*	*		*	*	2	127	6
3-5														
	2008		7	3	8	10	2	5		8	*	10	529	16
	2009		6	*	6	6	*	3		5	*	6	369	14

NUMBER TESTED IN GRADES 3-5													
2008	0	9	7	14	16	6	9	0	13	3	16	1,730	
2009	0	11	3	12	14	3	11	0	11	3	14	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	35.4	40.0	70.0	63.3	38.9	44.4
4							
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
5							
	2008	46.0	28.6	42.9	40.5	57.1	42.9
	2009	46.3	52.8	55.6	55.6	50.0	63.3
3-5							
	2008	46.8	37.1	43.8	47.7	47.9	49.0
	2009	43.8	43.3	62.4	59.5	42.9	53.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	16.1	5
	2009		*	*	0.0	0.0	*	*		*	*	0.0	22.3	6
4														
	2008		*	*	*	*	*	*		*		*	14.3	4
	2009		*		*	*		*		*	*	*	14.0	2
5														
	2008		*	*	0.0	0.0	*	*		*	*	0.0	14.0	7
	2009		*	*	*	0.0	*	*		*	*	0.0	17.2	6
3-5														
	2008		0.0	14.3	7.1	6.3	16.7	11.1		0.0	*	6.3	14.7	16
	2009		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	17.3	14

NUMBER TESTED IN GRADES 3-5													
2008	0	9	7	14	16	6	9	0	13	3	16	1,730	
2009	0	11	3	12	14	3	11	0	11	3	14	1,743	

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														
	2008		*	*	16.7	14.3	*	*		*	*	14.3	39.2	7
	2009		*	*	*	33.3	*	*		*	*	33.3	37.5	6

NUMBER TESTED IN GRADE 5													
2008	0	4	3	6	7	3	5	0	5	2	7	668	
2009	0	4	2	5	6	2	5	0	5	1	6	637	

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														
	2008		*	*	5	6	*	*		*	*	6	406	7
	2009		*	*	*	4	*	*		*	*	4	398	6

NUMBER TESTED IN GRADE 5													
2008	0	4	3	6	7	3	5	0	5	2	7	668	
2009	0	4	2	5	6	2	5	0	5	1	6	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	51.9	53.1	53.1	46.9
	2009	63.6	71.4	64.3	61.9

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)
5														
	2008		*	*	0.0	0.0	*	*		*	*	0.0	5.2	7
	2009		*	*	*	0.0	*	*		*	*	0.0	4.9	6

NUMBER TESTED IN GRADE 5														
2007														
2008	0	4	3	6	7	3	5	0	5	2	7	668		
2009	0	4	2	5	6	2	5	0	5	1	6	637		

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	28.6	37.5	36.2	46.9	47
	2008	*	43.6	40.5	57.6	42
	2009	33.3	39.3	36.4	41.9	55
1	2007	25.8	43.6	35.7	51.4	70
	2008	55.6	41.0	43.8	50.2	48
	2009	11.5	55.9	36.7	54.2	60
2	2007	35.5	50.0	41.2	44.5	51
	2008	22.2	76.2	42.1	50.2	57
	2009	21.6	55.0	33.3	47.9	57
1-2	2007	30.6	45.8	38.0	47.6	121
	2008	28.9	53.3	42.9	50.2	105
	2009	17.5	55.6	35.0	51.0	117

Number Tested	2007	69	99	168	24,696	
	2008	48	99	147	21,817	
	2009	90	82	172	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	20.4	43.1	32.8	44.3	119
	2008	50.0	61.9	55.0	44.9	100
	2009	44.3	73.3	51.7	52.8	118
1	2007	25.0	43.2	34.8	48.8	69
	2008	77.6	60.4	69.8	55.5	106
	2009	18.5	52.9	37.7	50.4	61
2	2007	31.0	65.5	45.1	55.6	71
	2008	38.8	76.0	47.3	57.5	110
	2009	29.3	45.5	34.9	53.2	63
K-2	2007	25.0	48.1	36.7	49.1	259
	2008	53.2	64.3	57.3	52.7	316
	2009	35.9	58.1	43.8	52.3	242

Number Tested	2007	128	131	259	34,441	
	2008	201	115	316	41,070	
	2009	156	86	242	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	*	30.4	40.0	37.2	*	11.1	28.6		32.3	43.8	36.2	46.9	47
	2008		46.2	31.3	39.5	*	*	*		33.3	45.8	40.5	57.6	42
	2009		25.0	66.7	32.7	*	87.5	33.3		33.3	38.7	36.4	41.9	55
1	2007	33.3	31.8	45.0	33.3	*	33.3	25.8		25.6	51.9	35.7	51.4	70
	2008		32.1	60.0	43.5	*	55.6	55.6		33.3	61.1	43.8	50.2	48
	2009		37.5	35.0	36.8	*	14.3	11.5		18.2	47.4	36.7	54.2	60
2	2007	*	35.7	50.0	41.7	*	58.3	35.5		30.4	50.0	41.2	44.5	51
	2008	*	35.9	56.3	40.4	0.0	42.9	22.2		34.2	57.9	42.1	50.2	57
	2009		16.7	60.0	32.7	*	75.0	21.6		31.3	36.0	33.3	47.9	57
1-2	2007	28.6	33.3	47.6	36.9	16.7	47.6	30.6		27.3	50.9	38.0	47.6	121
	2008	*	34.3	58.3	41.8	0.0	50.0	28.9		33.8	59.5	42.9	50.2	105
	2009		27.6	47.5	34.8	*	46.7	17.5		25.9	42.9	35.0	51.0	117

Number Tested	2007	11	95	62	154	9	30	69	0	97	71	168	24,696
	2008	2	93	52	136	11	18	48	0	86	61	147	21,817
	2009	0	116	55	164	5	23	90	0	78	94	172	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	2	2	*	1	1		2	1	3	1,245	47
	2008		3	1	4	*	*	*		2	2	4	1,687	42
	2009		1	1	2	*	1	1		0	2	2	771	55
1	2007	0	4	2	5	*	0	1		2	4	6	1,458	70
	2008		0	6	5	*	2	2		3	3	6	1,555	48
	2009		7	2	8	*	0	0		2	7	9	1,659	60
2	2007	*	0	1	1	*	0	0		0	1	1	896	51
	2008	*	3	4	7	0	0	0		2	6	8	1,065	57
	2009		0	3	4	*	2	2		1	3	4	1,027	57
1-2	2007	0	4	3	6	0	0	1		2	5	7	2,355	121
	2008	*	3	10	12	0	2	2		5	9	14	2,620	105
	2009		7	5	12	*	2	2		3	10	13	2,688	117

Number Tested	2007	11	95	62	154	9	30	69	0	97	71	168	24,696
	2008	2	93	52	136	11	18	48	0	86	61	147	21,817
	2009	0	116	55	164	5	23	90	0	78	94	172	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	*	29.2	33.0	32.4	0.0	23.3	20.4		28.2	39.6	32.8	44.3	119
	2008		57.7	54.1	53.1	*	51.7	50.0		47.1	63.3	55.0	44.9	100
	2009		60.0	47.4	50.0	*	45.7	44.3	*	42.6	61.4	51.7	52.8	118
1	2007	33.3	35.7	33.3	33.9	*	20.0	25.0		35.7	33.3	34.8	48.8	69
	2008		39.3	80.8	69.0	16.7	78.3	77.6	*	63.8	77.1	69.8	55.5	106
	2009		35.0	42.9	37.9	*	42.9	18.5		27.3	43.6	37.7	50.4	61
2	2007	*	30.8	61.3	46.3	0.0	50.0	31.0		31.4	58.3	45.1	55.6	71
	2008	*	35.0	52.9	45.5	0.0	49.1	38.8		43.3	53.5	47.3	57.5	110
	2009	*	16.7	60.0	33.9	*	50.0	29.3		29.4	41.4	34.9	53.2	63
K-2	2007	45.5	32.4	39.2	36.7	6.7	26.8	25.0		31.1	44.1	36.7	49.1	259
	2008	*	42.6	63.2	55.9	10.5	60.1	53.2	*	51.1	65.0	57.3	52.7	316
	2009	*	37.9	49.2	42.9	12.5	45.9	35.9	*	35.9	51.2	43.8	52.3	242

Number Tested	2007	11	105	143	240	15	97	128	0	148	111	259	34,441
	2008	2	94	220	297	19	173	201	1	176	140	316	41,070
	2009	1	116	124	231	8	85	156	1	117	125	242	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	*	3	8	11	0	1	1		9	3	12	2,583	119
	2008		7	18	24	*	15	15		12	13	25	2,788	100
	2009		8	9	15	*	7	8	*	8	9	17	2,455	118
1	2007	2	5	0	5	*	0	1		5	2	7	1,769	69
	2008		5	26	28	0	21	19	*	16	15	31	2,800	106
	2009		7	4	10	*	1	2		3	8	11	1,577	61
2	2007	*	1	6	7	0	3	4		1	6	7	2,098	71
	2008	*	4	9	13	0	4	5		7	8	15	2,912	110
	2009	*	0	4	4	*	2	3		2	2	4	1,686	63
K-2	2007	3	9	14	23	1	4	6		15	11	26	6,450	259
	2008	*	16	53	65	1	40	39	*	35	36	71	8,500	316
	2009	*	15	17	29	0	10	13	*	13	19	32	5,718	242

Number Tested	2007	11	105	143	240	15	97	128	0	148	111	259	34,441
	2008	2	94	220	297	19	173	201	1	176	140	316	41,070
	2009	1	116	124	231	8	85	156	1	117	125	242	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			88.9	89.7	*	89.2	87.5		82.1	97.0	88.9	84.7	72
	2008			93.1	93.1	*	92.9	92.7		87.9	100.0	93.1	87.0	58
	2009			93.5	93.4	*	93.5	93.5	*	88.6	100.0	93.5	88.6	62
1	2007			90.7	92.3	*	90.0	95.7		92.9	88.5	90.7	84.5	54
	2008			100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0	88.0	58
	2009			84.9	84.6	*	84.3	84.6		78.3	90.0	84.9	88.6	53
2	2007			97.6	97.4		97.4	97.1		95.8	100.0	97.6	89.9	41
	2008			98.1	97.9	*	97.9	97.9		96.4	100.0	98.1	93.4	52
	2009			100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0	94.0	59
K-2	2007			91.6	92.4	*	91.6	93.1		89.0	94.7	91.6	85.6	167
	2008			97.0	96.9	87.5	96.8	96.7	*	94.4	100.0	97.0	89.3	168
	2009			93.1	92.9	66.7	92.7	93.0	*	89.7	96.6	93.1	90.4	174

Number Tested	2007	0	0	167	158	4	154	130	0	91	76	167	14,889
	2008	0	0	168	160	8	155	152	1	89	79	168	18,257
	2009	0	0	174	168	9	165	171	2	87	87	174	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			41	40	*	36	29		18	23	41	2,779	72
	2008			33	33	*	31	30		15	18	33	3,280	58
	2009			39	38	*	39	39	*	20	19	39	3,525	62
1	2007			22	21	*	21	20		13	9	22	1,782	54
	2008			34	32	*	28	26	*	14	20	34	2,412	58
	2009			20	20	*	19	19		6	14	20	2,523	53
2	2007			18	16		18	16		8	10	18	1,196	41
	2008			34	31	*	31	31		17	17	34	2,596	52
	2009			33	31	*	28	32	*	16	17	33	2,909	59
K-2	2007			81	77	*	75	65		39	42	81	5,757	167
	2008			101	96	1	90	87	*	46	55	101	8,288	168
	2009			92	89	1	86	90	*	42	50	92	8,957	174

Number Tested	2007	0	0	167	158	4	154	130	0	91	76	167	14,889
	2008	0	0	168	160	8	155	152	1	89	79	168	18,257
	2009	0	0	174	168	9	165	171	2	87	87	174	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	2	0.0	15	6.7	19	5.3
5	3	33.3	4	50.0	0	-	7	42.9
ALL	5	20.0	6	33.3	15	6.7	26	15.4

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (70)	Beginning	55	78.6	51	72.9	64	91.4	63	90.0	63	90.0
	Intermediate	10	14.3	15	21.4	1	1.4	2	2.9	2	2.9
	Advanced	4	5.7	4	5.7	4	5.7	5	7.1	5	7.1
	Advanced High	1	1.4	0	0.0	1	1.4	0	0.0	0	0.0
1 (56)	Beginning	11	19.6	19	33.9	28	50.0	27	48.2	27	48.2
	Intermediate	11	19.6	10	17.9	18	32.1	8	14.3	8	14.3
	Advanced	16	28.6	12	21.4	7	12.5	18	32.1	18	32.1
	Advanced High	18	32.1	15	26.8	3	5.4	3	5.4	3	5.4
2 (61)	Beginning	7	11.5	9	14.8	14	23.0	1	1.6	1	1.6
	Intermediate	25	41.0	24	39.3	26	42.6	23	37.7	23	37.7
	Advanced	20	32.8	23	37.7	15	24.6	22	36.1	25	41.0
	Advanced High	9	14.8	5	8.2	6	9.8	15	24.6	12	19.7
3 (52)	Beginning	3	5.8	3	5.8	6	11.5	7	13.5	7	13.5
	Intermediate	21	40.4	16	30.8	23	44.2	15	28.8	15	28.8
	Advanced	25	48.1	31	59.6	14	26.9	11	21.2	11	21.2
	Advanced High	3	5.8	2	3.8	9	17.3	19	36.5	19	36.5
4 (46)	Beginning	1	2.2	2	4.3	6	13.0	1	2.2	1	2.2
	Intermediate	4	8.7	4	8.7	8	17.4	14	30.4	14	30.4
	Advanced	6	13.0	10	21.7	17	37.0	12	26.1	12	26.1
	Advanced High	35	76.1	30	65.2	15	32.6	19	41.3	19	41.3

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	—	—	—	
51 24 (47.1%)	Beginning	26			
	Intermediate	8	0		
	Advanced	14	0	1	
	Advanced High	1	0	1	
55 45 (81.8%)	Beginning	1			
	Intermediate	14	8		
	Advanced	6	14	1	
	Advanced High	1	8	2	
48 27 (56.3%)	Beginning	7			
	Intermediate	3	12		
	Advanced	3	6	2	
	Advanced High	0	2	13	
44 24 (54.5%)	Beginning	1			
	Intermediate	3	9		
	Advanced	0	2	10	
	Advanced High	0	0	19	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (30)	Beginning	1	3.3	1	3.3	2	6.7	1	3.3	1	3.3
	Intermediate	3	10.0	5	16.7	12	40.0	7	23.3	7	23.3
	Advanced	13	43.3	14	46.7	14	46.7	10	33.3	10	33.3
	Advanced High	13	43.3	10	33.3	2	6.7	12	40.0	12	40.0
ALL (315)	Beginning	78	24.8	85	27.0	120	38.1	100	31.7	100	31.7
	Intermediate	74	23.5	74	23.5	88	27.9	69	21.9	69	21.9
	Advanced	84	26.7	94	29.8	71	22.5	78	24.8	81	25.7
	Advanced High	79	25.1	62	19.7	36	11.4	68	21.6	65	20.6

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>28</div> <div>18 (64.3%)</div>	Beginning	0			
	Intermediate	1	6		
	Advanced	0	6	4	
	Advanced High	0	3	8	
<div>230</div> <div>139 (60.4%)</div>	Beginning	38			
	Intermediate	29	35		
	Advanced	24	28	18	
	Advanced High	2	13	43	

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