

Campus Data Packet

for 2009 - 10 Plans



W. A. BLAIR

School Number 109

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	7
PK	61
KN	104
1	107
2	99
3	92
4	92
5	101
6	71
ALL	734

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	371	50.5	31	67.4
American Indian	1	0.1	*	*
Asian	2	0.3	*	*
Hispanic	358	48.8	11	23.9
White	2	0.3	4	8.7
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	713	97.1
Limited English proficient students	236	32.2
Special education students	55	7.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	65	15	23.1	0	0.0	0	0.0	50	76.9	0	0.0
	2008	66	24	36.4	0	0.0	0	0.0	41	62.1	1	1.5
	2009	61	28	45.9	0	0.0	0	0.0	33	54.1	0	0.0
KN	2007	89	45	50.6	0	0.0	0	0.0	44	49.4	0	0.0
	2008	99	42	42.4	0	0.0	1	1.0	55	55.6	1	1.0
	2009	104	56	53.8	0	0.0	0	0.0	47	45.2	1	1.0
1	2007	101	50	49.5	0	0.0	0	0.0	50	49.5	1	1.0
	2008	100	50	50.0	0	0.0	0	0.0	49	49.0	1	1.0
	2009	107	50	46.7	0	0.0	1	0.9	56	52.3	0	0.0
2	2007	102	38	37.3	0	0.0	0	0.0	62	60.8	2	2.0
	2008	103	62	60.2	0	0.0	0	0.0	41	39.8	0	0.0
	2009	99	53	53.5	0	0.0	0	0.0	46	46.5	0	0.0
3	2007	107	42	39.3	1	0.9	0	0.0	64	59.8	0	0.0
	2008	111	51	45.9	0	0.0	0	0.0	59	53.2	1	0.9
	2009	92	47	51.1	0	0.0	0	0.0	45	48.9	0	0.0
4	2007	85	49	57.6	0	0.0	0	0.0	33	38.8	3	3.5
	2008	109	52	47.7	1	0.9	1	0.9	55	50.5	0	0.0
	2009	92	42	45.7	0	0.0	0	0.0	49	53.3	1	1.1
5	2007	97	54	55.7	0	0.0	0	0.0	42	43.3	1	1.0
	2008	79	54	68.4	0	0.0	0	0.0	24	30.4	1	1.3
	2009	101	51	50.5	1	1.0	1	1.0	48	47.5	0	0.0
6	2007	75	37	49.3	0	0.0	0	0.0	35	46.7	3	4.0
	2008	81	43	53.1	0	0.0	0	0.0	38	46.9	0	0.0
	2009	71	42	59.2	0	0.0	0	0.0	29	40.8	0	0.0
EC-6	2007	721	330	45.8	1	0.1	0	0.0	380	52.7	10	1.4
	2008	750	379	50.5	1	0.1	2	0.3	363	48.4	5	0.7
	2009	734	371	50.5	1	0.1	2	0.3	358	48.8	2	0.3

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	65	62	95.4	39	60.0	1	1.5	0	0.0	62	95.4	0.0
	2008	66	65	98.5	30	45.5	1	1.5	0	0.0	66	100.0	0.0
	2009	61	61	100.0	25	41.0	0	0.0	0	0.0	61	100.0	0.0
KN	2007	89	87	97.8	32	36.0	1	1.1	2	2.2	36	40.4	0.0
	2008	99	96	97.0	41	41.4	4	4.0	2	2.0	33	33.3	4.0
	2009	104	104	100.0	34	32.7	3	2.9	6	5.8	35	33.7	1.0
1	2007	101	98	97.0	38	37.6	7	6.9	6	5.9	6	5.9	10.9
	2008	100	98	98.0	41	41.0	2	2.0	3	3.0	12	12.0	2.0
	2009	107	103	96.3	39	36.4	6	5.6	8	7.5	11	10.3	3.7
2	2007	102	100	98.0	44	43.1	4	3.9	16	15.7	7	6.9	5.9
	2008	103	102	99.0	29	28.2	6	5.8	7	6.8	7	6.8	1.9
	2009	99	99	100.0	40	40.4	4	4.0	10	10.1	6	6.1	7.1
3	2007	107	104	97.2	48	44.9	9	8.4	22	20.6	5	4.7	9.3
	2008	111	108	97.3	41	36.9	7	6.3	16	14.4	11	9.9	3.6
	2009	92	86	93.5	34	37.0	5	5.4	8	8.7	6	6.5	1.1
4	2007	85	81	95.3	16	18.8	11	12.9	18	21.2	6	7.1	0.0
	2008	109	106	97.2	22	20.2	9	8.3	19	17.4	13	11.9	0.9
	2009	92	89	96.7	33	35.9	11	12.0	14	15.2	9	9.8	2.2
5	2007	97	91	93.8	11	11.3	21	21.6	13	13.4	2	2.1	7.2
	2008	79	78	98.7	10	12.7	13	16.5	18	22.8	8	10.1	2.5
	2009	101	97	96.0	17	16.8	11	10.9	23	22.8	6	5.9	0.0
6	2007	75	72	96.0	8	10.7	11	14.7	19	25.3	3	4.0	0.0
	2008	81	75	92.6	9	11.1	13	16.0	19	23.5	5	6.2	0.0
	2009	71	68	95.8	14	19.7	8	11.3	16	22.5	5	7.0	2.8
EC-6	2007	721	695	96.4	236	32.7	65	9.0	96	13.3	127	17.6	4.7
	2008	750	728	97.1	223	29.7	57	7.6	84	11.2	157	20.9	2.0
	2009	734	713	97.1	236	32.2	55	7.5	85	11.6	141	19.2	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	32.4	4,117.2	30.7	94.6	3,933.6	95.5	85	100.0	100.0	52	7,436	100.0	100.0
	2008	32.6	4,133.2	30.6	94.0	3,942.7	95.4	86	100.0	100.0	55	7,427	100.0	100.0
	2009	29.3	4,167.8	27.5	93.7	3,975.6	95.4	78	100.0	100.0	45	7,332	100.0	100.0
KN	2007	89.7	13,945.0	85.7	95.5	13,385.6	96.0	21	23.4	24.3	75	12,035	83.6	86.3
	2008	96.5	13,568.1	92.1	95.5	13,004.4	95.8	28	29.0	23.5	83	11,618	86.0	85.6
	2009	102.4	13,515.0	97.4	95.1	12,939.1	95.7	25	24.4	22.5	84	11,501	82.0	85.1
1	2007	96.5	14,353.8	91.8	95.1	13,851.4	96.5	29	30.0	23.2	80	12,437	82.9	86.6
	2008	98.2	14,626.9	94.5	96.3	14,102.7	96.4	35	35.7	21.2	81	12,704	82.5	86.9
	2009	103.8	14,250.8	99.8	96.2	13,719.9	96.3	31	29.9	20.7	88	12,300	84.8	86.3
2	2007	100.2	13,403.8	96.4	96.2	12,978.9	96.8	25	24.9	21.7	86	11,729	85.8	87.5
	2008	97.8	13,708.6	93.1	95.2	13,269.8	96.8	26	26.6	19.7	81	12,043	82.8	87.9
	2009	98.3	13,950.1	95.4	97.0	13,499.0	96.8	17	17.3	18.6	88	12,231	89.5	87.7
3	2007	101.3	12,998.4	98.4	97.1	12,633.3	97.2	33	32.6	21.1	85	11,445	83.9	88.0
	2008	107.0	12,806.9	103.2	96.5	12,425.5	97.0	32	29.9	19.1	92	11,408	86.0	89.1
	2009	93.4	13,095.5	90.1	96.4	12,710.6	97.1	24	25.7	18.3	75	11,634	80.3	88.8
4	2007	82.5	12,104.9	79.1	95.8	11,768.3	97.2	17	20.6	19.7	74	10,683	89.7	88.3
	2008	102.1	12,329.8	99.5	97.4	11,960.3	97.0	27	26.4	19.7	88	10,924	86.2	88.6
	2009	93.9	12,156.4	91.0	97.0	11,789.9	97.0	15	16.0	18.1	82	10,731	87.3	88.3
5	2007	95.7	11,757.0	92.3	96.5	11,426.8	97.2	16	16.7	20.9	87	10,362	90.9	88.1
	2008	77.3	11,874.2	74.6	96.6	11,539.6	97.2	27	34.9	18.8	65	10,608	84.1	89.3
	2009	101.1	11,903.5	97.8	96.7	11,552.9	97.1	18	17.8	17.5	87	10,563	86.0	88.7
6	2007	76.4	11,264.8	74.0	96.9	10,864.3	96.4	16	21.0	21.9	68	9,788	89.1	86.9
	2008	82.0	10,450.4	79.1	96.5	10,060.0	96.3	18	22.0	22.0	69	9,055	84.2	86.6
	2009	74.1	10,588.3	72.0	97.1	10,165.3	96.0	18	24.3	19.9	59	9,131	79.6	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	674.8	94,387.4	648.5	96.1	91,251.6	96.7	242	35.9	31.9	607	86,204	89.9	91.3
	2008	694.1	93,889.2	667.5	96.2	90,666.0	96.6	282	40.6	30.8	614	86,025	88.5	91.6
	2009	702.6	94,064.8	676.8	96.3	90,751.7	96.5	229	32.6	29.6	613	85,648	87.2	91.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	31	67.4
Hispanic	11	23.9
White	4	8.7
Other	0	0.0

Gender	Number	Percent
Female	36	78.3
Male	10	21.7

TOTAL	46
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AVERAGE NUMBER OF ABSENCES

2007	6.3
2008	6.3
2009	7.7

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		81.6	76.9	78.7	*	67.6	78.3		71.1	87.2	79.3	84.6	92
	2008	*	72.9	74.4	72.9	*	59.1	64.2		64.4	83.7	73.9	86.2	88
	2009		83.3	87.5	86.3	*		81.8		82.8	85.2	83.9	87.3	56
4	2007	*	40.5	73.3	55.7	*	61.5	40.0		55.3	54.3	54.8	69.7	73
	2008		51.9	56.4	55.1	0.0	31.8	38.2		39.7	71.7	55.0	72.1	111
	2009	*	62.9	72.7	68.2	*	70.6	50.0		59.5	78.1	68.1	75.8	69
5	2007	*	80.5	77.1	77.8	*	*	73.1		75.8	81.8	79.2	78.3	77
	2008		63.3	75.0	66.7	16.7	50.0	58.5		61.4	75.9	67.1	82.9	73
	2009		73.3	72.7	73.9	*	42.9	62.7		61.9	83.7	73.6	82.9	91
6	2007	*	80.0	93.9	87.3	*	66.7	83.7		82.4	90.6	86.4	87.2	66
	2008		72.7	78.9	73.7	21.4	44.4	67.9		69.2	81.4	75.6	87.8	82
	2009		92.3	83.3	88.5		66.7	78.8		87.1	90.6	88.9	86.4	63
3-6	2007	*	69.5	80.0	74.8	71.4	65.0	72.2		70.7	79.1	75.0	79.9	308
	2008	*	64.6	69.2	66.2	15.0	46.0	57.1		57.0	78.0	66.9	82.0	354
	2009	*	78.4	76.1	78.2	*	60.0	68.5		71.2	84.3	77.8	82.7	279

NUMBER TESTED IN GRADES 3-6													
2007	5	151	150	294	7	60	194	0	150	158	308	41,727	
2008	1	195	156	340	40	63	205	0	186	168	354	41,175	
2009	1	167	109	266	5	40	162	0	139	140	279	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		7	12	19	*	12	15		13	6	19	1,675	92
	2008	*	13	10	23	*	9	19		16	7	23	1,443	88
	2009		8	1	7	*		8		5	4	9	960	56
4	2007	*	25	8	31	*	5	18		17	16	33	3,189	73
	2008		26	24	48	9	15	34		35	15	50	2,996	111
	2009	*	13	9	21	*	5	17		15	7	22	2,449	69
5	2007	*	8	8	16	*	*	14		8	8	16	2,258	77
	2008		18	6	24	10	5	17		17	7	24	1,827	73
	2009		12	12	23	*	8	19		16	8	24	1,793	91
6	2007	*	6	2	8	*	2	7		6	3	9	1,269	66
	2008		12	8	20	11	5	18		12	8	20	1,140	82
	2009		3	4	7		3	7		4	3	7	1,295	63
3-6	2007	*	46	30	74	2	21	54		44	33	77	8,391	308
	2008	*	69	48	115	34	34	88		80	37	117	7,406	354
	2009	*	36	26	58	*	16	51		40	22	62	6,497	279

NUMBER TESTED IN GRADES 3-6													
2007	5	151	150	294	7	60	194	0	150	158	308	41,727	
2008	1	195	156	340	40	63	205	0	186	168	354	41,175	
2009	1	167	109	266	5	40	162	0	139	140	279	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	75.1	78.6	72.1	71.6
	2008	74.7	74.8	74.1	66.6
	2009	75.4	71.2	74.1	78.6
4	2007	69.3	71.2	66.1	61.4
	2008	71.5	63.1	64.7	63.1
	2009	79.1	73.2	67.9	72.9
5	2007	71.4	80.2	79.5	71.9
	2008	69.4	70.2	69.5	67.9
	2009	72.6	76.1	75.1	68.0
6	2007	84.7	82.4	71.8	72.7
	2008	77.1	75.8	73.8	72.5
	2009	80.0	72.8	79.0	82.4
3-6	2007	74.9	78.1	72.5	69.5
	2008	73.2	70.4	70.1	67.1
	2009	76.4	73.6	74.0	74.6

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)
3	2007		10.5	15.4	12.4	*	10.8	11.6		11.1	17.0	14.1	21.3	92
	2008	*	12.5	17.9	15.3	*	0.0	1.9		13.3	16.3	14.8	21.5	88
	2009		20.8	37.5	25.5	*		13.6		20.7	25.9	23.2	34.1	56
4	2007	*	4.8	3.3	2.9	*	7.7	6.7		0.0	8.6	4.1	16.6	73
	2008		3.7	9.1	6.5	0.0	4.5	1.8		3.4	11.3	7.2	14.4	111
	2009	*	17.1	9.1	13.6	*	5.9	2.9		16.2	9.4	13.0	18.4	69
5	2007	*	7.3	14.3	8.3	*	*	3.8		12.1	9.1	10.4	13.1	77
	2008		8.2	4.2	5.6	0.0	0.0	2.4		2.3	13.8	6.8	16.5	73
	2009		8.9	6.8	8.0	*	0.0	5.9		4.8	12.2	8.8	18.5	91
6	2007	*	13.3	21.2	17.5	*	0.0	11.6		11.8	21.9	16.7	37.4	66
	2008		27.3	31.6	25.0	7.1	11.1	14.3		25.6	32.6	29.3	33.8	82
	2009		28.2	33.3	27.9		22.2	12.1		32.3	28.1	30.2	30.2	63
3-6	2007	*	8.6	14.0	10.2	14.3	8.3	8.8		8.7	13.9	11.4	21.9	308
	2008	*	12.3	16.0	12.6	2.5	3.2	5.4		10.2	18.5	14.1	21.1	354
	2009	*	18.6	15.6	17.3	*	7.5	8.6		17.3	17.9	17.6	24.6	279

	NUMBER TESTED IN GRADES 3-6											
2007	5	151	150	294	7	60	194	0	150	158	308	41,727
2008	1	195	156	340	40	63	205	0	186	168	354	41,175
2009	1	167	109	266	5	40	162	0	139	140	279	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		51.3	55.0	51.5	*	53.3	50.6		46.9	58.0	53.0	70.3	100
	2008	*	56.3	67.2	61.5	*	55.0	52.1		56.1	70.0	62.6	76.6	107
	2009		67.4	76.2	72.3	*	73.3	69.4	*	71.1	72.1	71.6	77.3	88
4	2007	*	42.9	74.2	54.9	*	60.0	31.3		53.8	57.1	55.4	75.7	74
	2008		46.3	65.5	57.9	0.0	45.5	41.8		48.3	66.0	56.8	77.9	111
	2009	*	57.1	67.4	64.6	*	66.7	53.2		61.4	65.8	63.4	79.4	82
5	2007	*	47.7	78.9	59.0	*	85.7	49.1		45.9	73.9	61.4	82.9	83
	2008	*	65.4	95.8	73.7	30.8	90.0	65.1		77.3	69.7	74.0	84.0	77
	2009		80.0	86.0	83.0	*	61.5	76.0		85.4	81.6	83.3	87.0	90
6	2007	*	58.1	75.8	65.6	*	33.3	54.5		64.7	69.7	67.2	70.0	67
	2008		61.4	73.7	64.5	14.3	33.3	58.9		61.5	72.1	67.1	73.8	82
	2009		66.7	70.8	67.2		66.7	51.5		67.7	68.8	68.3	73.3	63
3-6	2007	*	49.4	68.5	57.1	33.3	56.2	48.1		52.2	64.6	58.6	74.7	324
	2008	*	57.1	72.0	63.6	17.1	54.3	53.8		59.6	69.3	64.2	78.2	377
	2009	*	68.5	75.5	72.3	*	68.3	64.4	*	71.4	72.8	72.1	79.3	323

	NUMBER TESTED IN GRADES 3-6											
2007	5	156	162	310	12	73	210	0	159	164	324	42,324
2008	2	198	175	363	41	81	225	0	198	179	377	42,082
2009	1	165	155	311	4	82	202	1	161	162	323	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		19	27	47	*	21	38		26	21	47	3,303	100
	2008	*	21	19	40	*	18	34		25	15	40	2,542	107
	2009		15	10	23	*	8	22	*	13	12	25	2,781	88
4	2007	*	24	8	32	*	6	22		18	15	33	2,604	74
	2008		29	19	45	9	12	32		30	18	48	2,436	111
	2009	*	15	15	28	*	10	22		17	13	30	2,196	82
5	2007	*	23	8	32	*	1	29		20	12	32	1,785	83
	2008	*	18	1	20	9	1	15		10	10	20	1,730	77
	2009		9	6	15	*	5	12		6	9	15	1,386	90
6	2007	*	13	8	22	*	4	20		12	10	22	3,012	67
	2008		17	10	27	12	6	23		15	12	27	2,460	82
	2009		13	7	20		3	16		10	10	20	2,552	63
3-6	2007	*	79	51	133	8	32	109		76	58	134	10,704	324
	2008	*	85	49	132	34	37	104		80	55	135	9,168	377
	2009	*	52	38	86	*	26	72	*	46	44	90	8,915	323

NUMBER TESTED IN GRADES 3-6													
2007	5	156	162	310	12	73	210	0	159	164	324	42,324	
2008	2	198	175	363	41	81	225	0	198	179	377	42,082	
2009	1	165	155	311	4	82	202	1	161	162	323	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	71.1	68.0	63.2	67.0	64.0	56.5
	2008	69.3	72.4	80.8	71.5	71.3	60.3
	2009	73.5	74.1	77.3	75.8	78.7	63.8
4	2007	73.7	67.8	66.2	58.8	56.8	68.2
	2008	71.1	71.0	69.7	61.3	63.7	64.8
	2009	77.1	74.0	67.5	68.1	70.1	63.0
5	2007	73.5	62.7	79.0	66.3	74.7	67.8
	2008	70.5	72.0	77.9	69.4	75.0	73.4
	2009	82.9	75.9	82.9	74.4	79.4	74.7
6	2007	71.0	58.0	71.9	66.9	71.6	69.3
	2008	70.9	70.3	74.4	62.9	70.1	68.6
	2009	70.8	74.4	72.1	67.0	77.8	73.2
3-6	2007	72.3	64.5	69.7	64.9	66.7	64.7
	2008	70.4	71.5	75.6	66.2	69.6	66.1
	2009	76.5	74.6	75.3	71.7	76.5	68.5

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		7.7	6.7	6.2	*	4.4	2.6		8.2	6.0	7.0	19.2	100
	2008	*	14.6	24.1	20.2	*	12.5	8.5		15.8	24.0	19.6	26.3	107
	2009		19.6	26.2	22.9	*	30.0	23.6	*	28.9	16.3	22.7	29.0	88
4	2007	*	4.8	9.7	5.6	*	6.7	3.1		0.0	14.3	6.8	22.6	74
	2008		5.6	14.5	10.3	0.0	9.1	7.3		8.6	11.3	9.9	23.8	111
	2009	*	20.0	21.7	21.5	*	20.0	12.8		20.5	21.1	20.7	31.6	82
5	2007	*	9.1	21.1	14.1	*	42.9	7.0		10.8	17.4	14.5	29.3	83
	2008	*	17.3	41.7	23.7	0.0	50.0	16.3		20.5	30.3	24.7	31.9	77
	2009		20.0	34.9	28.4	*	15.4	10.0		19.5	36.7	28.9	38.4	90
6	2007	*	3.2	27.3	15.6	*	16.7	9.1		11.8	21.2	16.4	26.5	67
	2008		29.5	34.2	28.9	14.3	11.1	16.1		28.2	34.9	31.7	31.0	82
	2009		20.5	29.2	21.3		22.2	9.1		22.6	25.0	23.8	29.0	63
3-6	2007	*	6.4	14.8	10.0	0.0	9.6	5.2		7.5	14.0	10.8	24.3	324
	2008	*	16.2	25.7	19.8	4.9	16.0	11.6		17.2	24.0	20.4	28.1	377
	2009	*	20.0	27.7	23.8	*	23.2	15.3	*	23.0	25.3	24.1	32.0	323

	NUMBER TESTED IN GRADES 3-6											
2007	5	156	162	310	12	73	210	0	159	164	324	42,324
2008	2	198	175	363	41	81	225	0	198	179	377	42,082
2009	1	165	155	311	4	82	202	1	161	162	323	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	*	73.8	100.0	84.3	*	100.0	82.8		81.1	88.9	84.9	86.5	73
	2008		78.8	73.6	76.7	11.1	63.6	73.6		67.9	86.3	76.6	87.4	107
	2009	*	82.4	81.3	82.8		87.5	71.9		71.4	90.6	80.6	87.4	67

	NUMBER TESTED IN GRADE 4											
2007	2	42	29	70	1	12	29	0	37	36	73	10,408
2008	0	52	53	103	9	22	53	0	56	51	107	10,658
2009	1	34	32	64	0	16	32	0	35	32	67	10,032

Shaded cells indicate percentages below 70 percent, the 2010 AEIS writing minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	*	11	0	11	*	0	5		7	4	11	1,408	73
	2008		11	14	24	8	8	14		18	7	25	1,348	107
	2009	*	6	6	11		2	9		10	3	13	1,264	67

	NUMBER TESTED IN GRADE 4											
2007	2	42	29	70	1	12	29	0	37	36	73	10,408
2008	0	52	53	103	9	22	53	0	56	51	107	10,658
2009	1	34	32	64	0	16	32	0	35	32	67	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	76.4	77.2	85.8	83.4
	2008	1.8	74.3	74.4	77.5	82.0
	2009	2.0	79.1	74.4	77.8	86.6

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	*	2.4	20.7	8.6	*	16.7	6.9		2.7	16.7	9.6	18.2	73
	2008		1.9	7.5	3.9	0.0	4.5	1.9		0.0	9.8	4.7	21.4	107
	2009	*	8.8	18.8	14.1		12.5	9.4		8.6	18.8	13.4	21.0	67

	NUMBER TESTED IN GRADE 4											
2007	2	42	29	70	1	12	29	0	37	36	73	10,408
2008	0	52	53	103	9	22	53	0	56	51	107	10,658
2009	1	34	32	64	0	16	32	0	35	32	67	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	*	33.3	59.5	43.1	*	50.0	34.6		54.8	39.1	45.5	62.3	77
	2008		59.6	83.3	66.7	8.3	60.0	53.5		65.9	68.8	67.1	71.9	76
	2009		54.5	60.5	58.1		30.8	46.9		56.1	60.4	58.4	75.9	89

	NUMBER TESTED IN GRADE 5											
2007	1	39	37	72	2	6	52	0	31	46	77	10,296
2008	0	52	24	75	12	10	43	0	44	32	76	10,686
2009	0	44	43	86	0	13	49	0	41	48	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	*	26	15	41	*	3	34		14	28	42	3,881	77
	2008		21	4	25	11	4	20		15	10	25	3,005	76
	2009		20	17	36		9	26		18	19	37	2,542	89

NUMBER TESTED IN GRADE 5													
2007	1	39	37	72	2	6	52	0	31	46	77	10,296	
2008	0	52	24	75	12	10	43	0	44	32	76	10,686	
2009	0	44	43	86	0	13	49	0	41	48	89	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	73.4	69.0	76.9	59.9
	2008	79.1	79.2	78.2	65.5
	2009	80.4	85.8	73.4	57.2

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	*	5.1	10.8	6.9	*	0.0	1.9		16.1	2.2	7.8	18.0	77
	2008		13.5	29.2	17.3	8.3	20.0	11.6		18.2	18.8	18.4	24.8	76
	2009		13.6	18.6	16.3		0.0	10.2		19.5	14.6	16.9	29.1	89

	NUMBER TESTED IN GRADE 5											
2007	1	39	37	72	2	6	52	0	31	46	77	10,296
2008	0	52	24	75	12	10	43	0	44	32	76	10,686
2009	0	44	43	86	0	13	49	0	41	48	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			71.4	71.4		71.4	71.4		*	*	71.4	82.9	7
	2008			66.7	64.7		66.7	70.6		63.6	71.4	66.7	85.4	18
	2009			81.8	81.3		86.2	82.1	*	76.5	87.5	81.8	89.4	33
4	2007												65.9	0
	2008												67.0	0
	2009			85.7	85.7		85.7	85.7		87.5	83.3	85.7	72.7	14
5	2007												75.8	0
	2008		*		*			*			*	*	70.6	2
	2009												79.7	0
ALL	2007			71.4	71.4		71.4	71.4		*	*	71.4	—	7
	2008		*	66.7	57.9		66.7	66.7		63.6	55.6	60.0	—	20
	2009			83.0	82.6		86.0	83.3	*	80.0	86.4	83.0	—	47

NUMBER TESTED IN GRADES ALL													
2007	0	0	7	7	0	7	7	0	3	4	7	—	
2008	0	2	18	19	0	18	18	0	11	9	20	—	
2009	0	0	47	46	0	43	42	1	25	22	47	—	

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			2	2		2	2		*	*	2	219	7
	2008			6	6		6	5		4	2	6	239	18
	2009			6	6		4	5	*	4	2	6	514	33
4	2007												122	0
	2008												215	0
	2009			2	2		2	2		1	1	2	268	14
5	2007												22	0
	2008		*		*			*			*	*	65	2
	2009												86	0
ALL	2007			2	2		2	2		*	*	2	—	7
	2008		*	6	8		6	6		4	4	8	—	20
	2009			8	8		6	7	*	5	3	8	—	47

NUMBER TESTED IN GRADES ALL													
2007	0	0	7	7	0	7	7	0	3	4	7	—	
2008	0	2	18	19	0	18	18	0	11	9	20	—	
2009	0	0	47	46	0	43	42	1	25	22	47	—	

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	75.2	71.4	54.8	67.9
	2008	68.5	71.4	66.7	66.0
	2009	74.3	84.8	75.8	73.1
4	2007				
	2008				
	2009	82.4	76.8	78.6	72.1
5	2007				
	2008	*	*	*	*
	2009				
ALL	2007	75.2	71.4	54.8	67.9
	2008	64.7	66.8	65.6	60.9
	2009	76.7	82.4	76.6	72.8

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			28.6	28.6		28.6	28.6		*	*	28.6	14.8	7
	2008			5.6	5.9		5.6	5.9		9.1	0.0	5.6	17.2	18
	2009			24.2	25.0		24.1	25.0	*	17.6	31.3	24.2	30.6	33
4	2007												14.2	0
	2008												13.5	0
	2009			28.6	28.6		28.6	28.6		12.5	50.0	28.6	21.1	14
5	2007												17.6	0
	2008		*		*			*			*	*	19.9	2
	2009												15.3	0
ALL	2007			28.6	28.6		28.6	28.6		*	*	28.6	—	7
	2008		*	5.6	5.3		5.6	5.6		9.1	0.0	5.0	—	20
	2009			25.5	26.1		25.6	26.2	*	16.0	36.4	25.5	—	47

NUMBER TESTED IN ALL GRADES													
2007	0	0	7	7	0	7	7	0	3	4	7	—	
2008	0	2	18	19	0	18	18	0	11	9	20	—	
2009	0	0	47	46	0	43	42	1	25	22	47	—	

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												81.9	0
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.1	14

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	0	0	0	0	0	0	0	0	0	0	667
2009	0	0	14	14	0	14	14	0	8	6	14	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												121	0
	2009			0	0		0	0		0	0	0	127	14

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	0	0	0	0	0	0	0	0	0	0	667
2009	0	0	14	14	0	14	14	0	8	6	14	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					
	2009	2.1	91.1	90.2	91.1	83.0

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												13.2	0
	2008												14.2	0
	2009			7.1	7.1		7.1	7.1		0.0	16.7	7.1	20.4	14

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	0	0	0	0	0	0	0	0	0	0	667
2009	0	0	14	14	0	14	14	0	8	6	14	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	3
4														
	2008												70.7	0
	2009		83.3	*	75.0	75.0	*	75.0		*	*	75.0	71.8	8
5														
	2008		*		*	*				*	*	*	73.3	2
	2009		*	*	77.8	77.8	*	71.4		66.7	*	77.8	80.3	9
6														
	2008												68.6	0
	2009		*	*	62.5	62.5	*	71.4		57.1	*	62.5	70.9	8
3-6														
	2008		*		*	*		*		*	*	*	72.3	5
	2009		86.7	61.5	75.0	75.0	63.6	76.0		70.0	87.5	75.0	77.1	28

NUMBER TESTED IN GRADES 3-6													
2008	0	5	0	5	5	0	3	0	4	1	5	2,463	
2009	0	15	13	28	28	11	25	0	20	8	28	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	3
4														
	2008												181	0
	2009		1	*	2	2	*	2		*	*	2	192	8
5														
	2008		*		*	*				*	*	*	179	2
	2009		*	*	2	2	*	2		2	*	2	137	9
6														
	2008												206	0
	2009		*	*	3	3	*	2		3	*	3	182	8
3-6														
	2008		*		*	*		*		*	*	*	682	5
	2009		2	5	7	7	4	6		6	1	7	571	28

NUMBER TESTED IN GRADES 3-6													
2008	0	5	0	5	5	0	3	0	4	1	5	2,463	
2009	0	15	13	28	28	11	25	0	20	8	28	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	64.6	52.1	43.8	46.9
5					
	2008	*	*	*	*
	2009	61.6	72.2	68.5	57.6
6					
	2008				
	2009	58.0	54.2	54.2	53.4
3-6					
	2008	*	*	*	*
	2009	61.1	61.9	57.9	54.9

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		*		*	*		*		*		*	10.8	3
	2009		*	*	*	*	*	*		*	*	*	16.2	3
4														
	2008												9.7	0
	2009		0.0	*	0.0	0.0	*	0.0		*	*	0.0	8.9	8
5														
	2008		*		*	*				*	*	*	14.9	2
	2009		*	*	11.1	11.1	*	0.0		16.7	*	11.1	14.1	9
6														
	2008												7.3	0
	2009		*	*	0.0	0.0	*	0.0		0.0	*	0.0	7.5	8
3-6														
	2008		*		*	*		*		*	*	*	10.7	5
	2009		13.3	0.0	7.1	7.1	0.0	4.0		5.0	12.5	7.1	11.4	28

NUMBER TESTED IN GRADES 3-6														
2008	0	5	0	5	5	0	3	0	4	1	5	2,463		
2009	0	15	13	28	28	11	25	0	20	8	28	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	3
	2009		*	*	*	*	*	*		*	*	*	81.2	3
4														
	2008												69.1	0
	2009		71.4	*	80.0	80.0	*	88.9		71.4	*	80.0	75.8	10
5														
	2008		*		*	*				*	*	*	64.0	2
	2009		*	*	100.0	100.0	*	100.0		100.0	*	100.0	80.2	10
6														
	2008												57.0	0
	2009		*	*	62.5	62.5	*	57.1		71.4	*	62.5	64.0	8
3-6														
	2008		*		*	*		*		*	*	*	66.2	5
	2009		81.3	86.7	83.9	83.9	84.6	85.7		82.6	87.5	83.9	75.2	31

NUMBER TESTED IN GRADES 3-6													
2008	0	5	0	5	5	0	3	0	4	1	5	2,335	
2009	0	16	15	31	31	13	28	0	23	8	31	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	3
	2009		*	*	*	*	*	*		*	*	*	85	3
4														
	2008												173	0
	2009		2	*	2	2	*	1		2	*	2	157	10
5														
	2008		*		*	*				*	*	*	227	2
	2009		*	*	0	0	*	0		0	*	0	127	10
6														
	2008												260	0
	2009		*	*	3	3	*	3		2	*	3	205	8
3-6														
	2008		*		*	*		*		*	*	*	789	5
	2009		3	2	5	5	2	4		4	1	5	574	31

NUMBER TESTED IN GRADES 3-6													
2008	0	5	0	5	5	0	3	0	4	1	5	2,335	
2009	0	16	15	31	31	13	28	0	23	8	31	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	62.2	58.3	54.0	44.0	33.3	60.0
5							
	2008	*	*	*	*	*	*
	2009	61.1	56.7	70.0	61.7	73.3	58.0
6							
	2008						
	2009	62.5	44.6	60.4	71.9	65.0	46.4
3-6							
	2008	*	*	*	*	*	*
	2009	62.4	51.8	61.4	59.1	56.6	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	3
	2009		*	*	*	*	*	*		*	*	*	22.3	3
4														
	2008												14.3	0
	2009		14.3	*	10.0	10.0	*	11.1		14.3	*	10.0	14.0	10
5														
	2008		*		*	*				*	*	*	14.0	2
	2009		*	*	10.0	10.0	*	11.1		14.3	*	10.0	17.2	10
6														
	2008												6.4	0
	2009		*	*	0.0	0.0	*	0.0		0.0	*	0.0	8.4	8
3-6														
	2008		*		*	*		*		*	*	*	12.6	5
	2009		12.5	0.0	6.5	6.5	0.0	7.1		8.7	0.0	6.5	15.1	31

NUMBER TESTED IN GRADES 3-6													
2008	0	5	0	5	5	0	3	0	4	1	5	2,335	
2009	0	16	15	31	31	13	28	0	23	8	31	2,313	

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		*		*	*				*	*	*	39.2	2
	2009		33.3	*	10.0	18.2	*	0.0		25.0	*	18.2	37.5	11

NUMBER TESTED IN GRADE 5													
2008	0	2	0	2	2	0	0	0	1	1	2	668	
2009	0	6	5	10	11	4	8	0	8	3	11	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		*		*	*				*	*	*	406	2
	2009		4	*	9	9	*	8		6	*	9	398	11

NUMBER TESTED IN GRADE 5													
2008	0	2	0	2	2	0	0	0	1	1	2	668	
2009	0	6	5	10	11	4	8	0	8	3	11	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	*	*	*	*
	2009	65.3	61.0	68.8	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														
	2008		*		*	*				*	*	*	5.2	2
	2009		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	4.9	11

NUMBER TESTED IN GRADE 5														
2007														
2008	0	2	0	2	2	0	0	0	0	1	1	2	668	
2009	0	6	5	10	11	4	8	0	8	3	11	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	33.3	42.3	41.0	46.9	61
	2008	*	52.8	53.4	57.6	58
	2009	*	31.3	33.3	41.9	69
1	2007	36.0	51.5	44.8	51.4	58
	2008	25.0	42.6	40.3	50.2	62
	2009	44.4	48.2	47.7	54.2	65
2	2007	31.6	83.3	46.9	44.5	81
	2008	21.2	47.1	27.5	50.2	69
	2009	18.2	61.9	32.3	47.9	65
1-2	2007	32.9	64.9	46.0	47.6	139
	2008	21.7	43.7	33.6	50.2	131
	2009	22.6	51.9	40.0	51.0	130

Number Tested	2007	91	109	200	24,696	
	2008	65	124	189	21,817	
	2009	55	144	199	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	38.7	51.7	47.2	44.3	89
	2008	38.5	50.8	46.0	44.9	100
	2009	57.1	56.5	56.7	52.8	104
1	2007	15.3	26.3	19.6	48.8	97
	2008	36.8	37.7	37.4	55.5	99
	2009	39.1	50.0	45.4	50.4	108
2	2007	30.5	75.0	43.4	55.6	83
	2008	36.1	41.2	37.0	57.5	100
	2009	28.6	72.7	38.4	53.2	99
K-2	2007	26.2	48.3	36.1	49.1	269
	2008	36.9	43.9	40.1	52.7	299
	2009	38.0	56.2	46.9	52.3	311

Number Tested	2007	149	120	269	34,441	
	2008	160	139	299	41,070	
	2009	158	153	311	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		40.9	41.2	42.4		42.9	33.3		31.0	50.0	41.0	46.9	61
	2008	*	57.1	42.9	54.7	*	*	*		50.0	56.3	53.4	57.6	58
	2009	*	30.9	38.5	33.3	*	*	*		27.5	41.4	33.3	41.9	69
1	2007		44.9	44.4	46.3	*	*	36.0		41.9	48.1	44.8	51.4	58
	2008	*	41.3	40.0	40.0	*	28.6	25.0		32.4	50.0	40.3	50.2	62
	2009		44.9	53.3	46.8	*	*	44.4		32.3	61.8	47.7	54.2	65
2	2007	*	40.0	52.3	45.6	*	38.5	31.6		45.9	47.7	46.9	44.5	81
	2008		26.2	37.5	28.4	*		21.2		28.2	26.7	27.5	50.2	69
	2009		31.4	35.7	32.3	*	25.0	18.2		40.5	21.4	32.3	47.9	65
1-2	2007	*	42.9	50.9	45.9	0.0	35.7	32.9		44.1	47.9	46.0	47.6	139
	2008	*	32.7	39.1	33.9	0.0	28.6	21.7		30.1	37.9	33.6	50.2	131
	2009		38.0	44.8	39.4	*	40.0	22.6		36.8	43.5	40.0	51.0	130

Number Tested	2007	2	128	70	192	9	35	91	0	97	103	200	24,696
	2008	2	149	37	180	9	9	65	0	99	90	189	21,817
	2009	1	155	42	196	7	12	55	0	108	91	199	21,148

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2007		5	0	5		0	0		1	4	5	1,245	61
	2008	*	4	2	6	*	*	*		5	2	7	1,687	58
	2009	*	1	1	2	*	*	*		1	1	2	771	69
1	2007		4	2	5	*	*	2		4	2	6	1,458	58
	2008	*	7	1	7	*	0	0		3	5	8	1,555	62
	2009		7	0	7	*	*	1		2	6	8	1,659	65
2	2007	*	5	3	7	*	1	2		5	3	8	896	81
	2008		1	0	1	*		1		1	0	1	1,065	69
	2009		2	0	2	*	0	0		1	1	2	1,027	65
1-2	2007	*	9	5	12	0	1	4		9	5	14	2,355	139
	2008	*	8	1	8	0	0	1		4	5	9	2,620	131
	2009		9	0	9	*	0	1		3	7	10	2,688	130

Number Tested	2007	2	128	70	192	9	35	91	0	97	103	200	24,696
	2008	2	149	37	180	9	9	65	0	99	90	189	21,817
	2009	1	155	42	196	7	12	55	0	108	91	199	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		52.3	42.2	46.0	*	36.4	38.7		48.8	45.7	47.2	44.3	89
	2008	*	51.2	41.8	46.8	*	36.6	38.5	*	37.8	52.7	46.0	44.9	100
	2009	*	60.0	52.1	56.7	*	51.4	57.1	*	53.7	60.0	56.7	52.8	104
1	2007		22.9	16.3	20.4	0.0	13.5	15.3	*	22.0	17.0	19.6	48.8	97
	2008	*	34.7	38.8	37.1	*	34.1	36.8		38.5	36.2	37.4	55.5	99
	2009		42.0	47.4	45.2	*	38.5	39.1	*	37.5	51.7	45.4	50.4	108
2	2007	*	29.7	54.5	42.0	*	50.0	30.5		47.4	40.0	43.4	55.6	83
	2008		25.0	55.0	36.7	0.0	62.1	36.1	*	32.7	42.2	37.0	57.5	100
	2009		26.4	52.2	38.4	*	52.5	28.6		43.1	31.7	38.4	53.2	99
K-2	2007	*	34.9	37.0	35.6	9.1	31.3	26.2	*	38.2	34.1	36.1	49.1	269
	2008	*	35.5	44.4	40.1	25.0	42.3	36.9	*	36.2	44.2	40.1	52.7	299
	2009	*	43.0	50.3	46.9	33.3	47.4	38.0	*	45.0	49.0	46.9	52.3	311

Number Tested	2007	2	129	138	261	11	96	149	1	131	138	269	34,441
	2008	2	152	144	289	12	111	160	2	152	147	299	41,070
	2009	1	158	151	307	12	114	158	3	160	151	311	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		11	8	19	*	4	4		6	13	19	2,583	89
	2008	*	7	8	15	*	5	4	*	7	9	16	2,788	100
	2009	*	9	3	12	*	2	2	*	5	7	12	2,455	104
1	2007		2	1	3	0	1	1	*	2	1	3	1,769	97
	2008	*	6	1	7	*	0	0		6	1	7	2,800	99
	2009		8	7	15	*	5	6	*	7	9	16	1,577	108
2	2007	*	5	9	14	*	4	4		8	6	14	2,098	83
	2008		3	4	7	0	3	5	*	4	3	7	2,912	100
	2009		2	6	8	*	6	6		8	0	8	1,686	99
K-2	2007	*	18	18	36	1	9	9	*	16	20	36	6,450	269
	2008	*	16	13	29	1	8	9	*	17	13	30	8,500	299
	2009	*	19	16	35	1	13	14	*	20	16	36	5,718	311

Number Tested	2007	2	129	138	261	11	96	149	1	131	138	269	34,441
	2008	2	152	144	289	12	111	160	2	152	147	299	41,070
	2009	1	158	151	307	12	114	158	3	160	151	311	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	88.9	*	92.3	95.5		92.9	84.6	88.9	84.7	27
	2008			80.5	82.5	*	79.5	79.4	*	77.8	82.6	80.5	87.0	41
	2009			88.6	88.6	*	87.9	87.9	*	78.6	95.2	88.6	88.6	35
1	2007			81.0	81.0	*	78.4	78.4	*	76.2	85.7	81.0	84.5	42
	2008			80.0	80.0	*	80.0	83.9		76.5	83.3	80.0	88.0	35
	2009			82.9	82.5	*	86.1	86.1	*	86.7	80.8	82.9	88.6	41
2	2007			89.5	89.5	*	89.5	89.5		83.3	100.0	89.5	89.9	19
	2008			96.9	96.9	*	96.6	96.9	*	93.8	100.0	96.9	93.4	32
	2009			96.8	96.8	*	96.8	96.8		94.7	100.0	96.8	94.0	31
K-2	2007			85.2	85.2	*	85.4	85.9	*	83.0	87.8	85.2	85.6	88
	2008			85.2	86.0	*	84.5	86.6	*	82.4	87.7	85.2	89.3	108
	2009			88.8	88.7	*	90.0	90.0	*	87.5	89.8	88.8	90.4	107

Number Tested	2007	0	0	88	88	4	82	78	1	47	41	88	14,889
	2008	0	0	108	107	3	103	97	2	51	57	108	18,257
	2009	0	0	107	106	3	100	100	3	48	59	107	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			14	14	*	14	11		6	8	14	2,779	27
	2008			16	16	*	15	14	*	6	10	16	3,280	41
	2009			18	18	*	17	17	*	8	10	18	3,525	35
1	2007			8	8	*	7	7	*	3	5	8	1,782	42
	2008			10	10	*	10	10		5	5	10	2,412	35
	2009			11	11	*	9	9	*	1	10	11	2,523	41
2	2007			7	7	*	7	7		4	3	7	1,196	19
	2008			16	16	*	14	16	*	7	9	16	2,596	32
	2009			12	12	*	12	12		7	5	12	2,909	31
K-2	2007			29	29	*	28	25	*	13	16	29	5,757	88
	2008			42	42	*	39	40	*	18	24	42	8,288	108
	2009			41	41	*	38	38	*	16	25	41	8,957	107

Number Tested	2007	0	0	88	88	4	82	78	1	47	41	88	14,889
	2008	0	0	108	107	3	103	97	2	51	57	108	18,257
	2009	0	0	107	106	3	100	100	3	48	59	107	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	3	100.0	5	60.0	16	25.0	24	41.7
5	1	100.0	1	0.0	0	-	2	50.0
6	1	100.0	0	-	0	-	1	100.0
ALL	5	100.0	6	50.0	16	25.0	27	44.4

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (31)	Beginning	29	93.5	29	93.5	31	100.0	31	100.0	31	100.0
	Intermediate	2	6.5	2	6.5	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (38)	Beginning	7	18.4	7	18.4	7	18.4	7	18.4	7	18.4
	Intermediate	30	78.9	30	78.9	30	78.9	30	78.9	30	78.9
	Advanced	1	2.6	1	2.6	1	2.6	1	2.6	1	2.6
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (41)	Beginning	7	17.1	8	19.5	28	68.3	11	26.8	11	26.8
	Intermediate	2	4.9	21	51.2	7	17.1	14	34.1	16	39.0
	Advanced	22	53.7	7	17.1	5	12.2	8	19.5	8	19.5
	Advanced High	10	24.4	5	12.2	1	2.4	8	19.5	6	14.6
3 (33)	Beginning	9	27.3	9	27.3	9	27.3	6	18.2	6	18.2
	Intermediate	18	54.5	18	54.5	18	54.5	9	27.3	10	30.3
	Advanced	6	18.2	6	18.2	6	18.2	14	42.4	15	45.5
	Advanced High	0	0.0	0	0.0	0	0.0	4	12.1	2	6.1
4 (33)	Beginning	0	0.0	1	3.0	7	21.2	2	6.1	2	6.1
	Intermediate	0	0.0	4	12.1	14	42.4	9	27.3	9	27.3
	Advanced	11	33.3	20	60.6	9	27.3	11	33.3	11	33.3
	Advanced High	22	66.7	8	24.2	3	9.1	11	33.3	11	33.3

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	—	—	—	
34 27 (79.4%)	Beginning	6			
	Intermediate	26	1		
	Advanced	0	1	0	
	Advanced High	0	0	0	
39 18 (46.2%)	Beginning	11			
	Intermediate	8	7		
	Advanced	2	3	3	
	Advanced High	0	0	5	
28 16 (57.1%)	Beginning	3			
	Intermediate	3	7		
	Advanced	0	11	2	
	Advanced High	0	0	2	
4 2 (50.0%)	Beginning	2			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	2	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (18)	Beginning	1	5.6	1	5.6	2	11.1	0	0.0	0	0.0
	Intermediate	5	27.8	5	27.8	4	22.2	5	27.8	5	27.8
	Advanced	6	33.3	6	33.3	6	33.3	3	16.7	4	22.2
	Advanced High	6	33.3	6	33.3	6	33.3	10	55.6	9	50.0
6 (14)	Beginning	0	0.0	0	0.0	1	7.1	0	0.0	0	0.0
	Intermediate	5	35.7	5	35.7	4	28.6	5	35.7	5	35.7
	Advanced	7	50.0	7	50.0	7	50.0	1	7.1	4	28.6
	Advanced High	2	14.3	2	14.3	2	14.3	8	57.1	5	35.7
ALL (208)	Beginning	53	25.5	55	26.4	85	40.9	57	27.4	57	27.4
	Intermediate	62	29.8	85	40.9	77	37.0	72	34.6	75	36.1
	Advanced	53	25.5	47	22.6	34	16.3	38	18.3	43	20.7
	Advanced High	40	19.2	21	10.1	12	5.8	41	19.7	33	15.9

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
1 0 (0.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	0	
4 3 (75.0%)	Beginning	0			
	Intermediate	1	1		
	Advanced	0	2	0	
	Advanced High	0	0	0	
110 66 (60.0%)	Beginning	22			
	Intermediate	38	17		
	Advanced	2	17	5	
	Advanced High	0	0	9	

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