

Campus Data Packet

for 2009 - 10 Plans



KLEBERG

School Number 167

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	11
PK	88
KN	144
1	153
2	166
3	158
4	172
5	135
ALL	1,027

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	247	24.1	24	39.3
American Indian	1	0.1	*	*
Asian	3	0.3	*	*
Hispanic	657	64.0	18	29.5
White	119	11.6	19	31.1
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	936	91.1
Limited English proficient students	412	40.1
Special education students	75	7.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	89	14	15.7	0	0.0	0	0.0	70	78.7	5	5.6
	2008	87	9	10.3	0	0.0	0	0.0	71	81.6	7	8.0
	2009	88	10	11.4	0	0.0	0	0.0	70	79.5	8	9.1
KN	2007	135	26	19.3	2	1.5	3	2.2	81	60.0	23	17.0
	2008	136	31	22.8	0	0.0	1	0.7	88	64.7	16	11.8
	2009	144	31	21.5	0	0.0	0	0.0	96	66.7	17	11.8
1	2007	144	20	13.9	0	0.0	1	0.7	99	68.8	24	16.7
	2008	167	36	21.6	1	0.6	0	0.0	107	64.1	23	13.8
	2009	153	37	24.2	0	0.0	1	0.7	100	65.4	15	9.8
2	2007	147	33	22.4	1	0.7	0	0.0	85	57.8	28	19.0
	2008	159	39	24.5	1	0.6	1	0.6	100	62.9	18	11.3
	2009	166	42	25.3	1	0.6	1	0.6	101	60.8	21	12.7
3	2007	136	28	20.6	0	0.0	0	0.0	81	59.6	27	19.9
	2008	157	39	24.8	1	0.6	0	0.0	95	60.5	22	14.0
	2009	158	43	27.2	0	0.0	1	0.6	99	62.7	15	9.5
4	2007	136	41	30.1	0	0.0	3	2.2	63	46.3	29	21.3
	2008	141	30	21.3	0	0.0	0	0.0	87	61.7	24	17.0
	2009	172	53	30.8	0	0.0	0	0.0	95	55.2	24	14.0
5	2007	127	38	29.9	0	0.0	1	0.8	65	51.2	23	18.1
	2008	147	46	31.3	0	0.0	2	1.4	76	51.7	23	15.6
	2009	135	30	22.2	0	0.0	0	0.0	88	65.2	17	12.6
EC-5	2007	924	202	21.9	3	0.3	9	1.0	547	59.2	163	17.6
	2008	1,001	231	23.1	3	0.3	4	0.4	629	62.8	134	13.4
	2009	1,027	247	24.1	1	0.1	3	0.3	657	64.0	119	11.6

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	89	84	94.4	46	51.7	6	6.7	0	0.0	87	97.8	0.0
	2008	87	87	100.0	49	56.3	0	0.0	0	0.0	87	100.0	0.0
	2009	88	86	97.7	50	56.8	1	1.1	0	0.0	88	100.0	0.0
KN	2007	135	120	88.9	53	39.3	3	2.2	1	0.7	51	37.8	1.5
	2008	136	116	85.3	62	45.6	10	7.4	4	2.9	55	40.4	0.7
	2009	144	136	94.4	72	50.0	2	1.4	0	0.0	50	34.7	0.7
1	2007	144	128	88.9	65	45.1	6	4.2	10	6.9	15	10.4	4.2
	2008	167	149	89.2	68	40.7	10	6.0	12	7.2	26	15.6	3.6
	2009	153	139	90.8	78	51.0	12	7.8	9	5.9	18	11.8	1.3
2	2007	147	128	87.1	48	32.7	20	13.6	11	7.5	23	15.6	0.0
	2008	159	144	90.6	65	40.9	11	6.9	15	9.4	17	10.7	2.5
	2009	166	153	92.2	70	42.2	9	5.4	13	7.8	16	9.6	1.2
3	2007	136	119	87.5	45	33.1	10	7.4	16	11.8	24	17.6	1.5
	2008	157	133	84.7	53	33.8	20	12.7	16	10.2	15	9.6	0.6
	2009	158	145	91.8	69	43.7	8	5.1	16	10.1	15	9.5	1.3
4	2007	136	114	83.8	29	21.3	17	12.5	19	14.0	21	15.4	0.0
	2008	141	120	85.1	45	31.9	11	7.8	21	14.9	14	9.9	0.7
	2009	172	151	87.8	49	28.5	21	12.2	23	13.4	22	12.8	0.6
5	2007	127	115	90.6	34	26.8	22	17.3	16	12.6	25	19.7	8.7
	2008	147	128	87.1	26	17.7	16	10.9	15	10.2	15	10.2	5.4
	2009	135	117	86.7	24	17.8	11	8.1	23	17.0	6	4.4	0.7
EC-5	2007	924	816	88.3	320	34.6	94	10.2	73	7.9	248	26.8	3.1
	2008	1,001	883	88.2	368	36.8	85	8.5	83	8.3	232	23.2	2.5
	2009	1,027	936	91.1	412	40.1	75	7.3	84	8.2	220	21.4	1.5

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	42.9	4,117.2	41.3	96.2	3,933.6	95.5	108	100.0	100.0	80	7,436	100.0	100.0
	2008	42.6	4,133.2	40.8	95.8	3,942.7	95.4	94	100.0	100.0	80	7,427	100.0	100.0
	2009	42.6	4,167.8	41.4	97.1	3,975.6	95.4	96	100.0	100.0	83	7,332	100.0	100.0
KN	2007	132.6	13,945.0	126.9	95.7	13,385.6	96.0	29	21.9	24.3	114	12,035	86.0	86.3
	2008	136.6	13,568.1	129.9	95.1	13,004.4	95.8	33	24.2	23.5	115	11,618	84.2	85.6
	2009	142.7	13,515.0	136.9	95.9	12,939.1	95.7	36	25.2	22.5	124	11,501	86.9	85.1
1	2007	145.3	14,353.8	140.7	96.9	13,851.4	96.5	26	17.9	23.2	131	12,437	90.2	86.6
	2008	162.5	14,626.9	155.5	95.7	14,102.7	96.4	32	19.7	21.2	138	12,704	84.9	86.9
	2009	149.1	14,250.8	144.2	96.7	13,719.9	96.3	28	18.8	20.7	132	12,300	88.5	86.3
2	2007	136.9	13,403.8	132.3	96.6	12,978.9	96.8	37	27.0	21.7	115	11,729	84.0	87.5
	2008	155.6	13,708.6	150.9	97.0	13,269.8	96.8	24	15.4	19.7	142	12,043	91.3	87.9
	2009	166.4	13,950.1	161.2	96.8	13,499.0	96.8	24	14.4	18.6	145	12,231	87.1	87.7
3	2007	133.2	12,998.4	129.0	96.9	12,633.3	97.2	37	27.8	21.1	116	11,445	87.1	88.0
	2008	153.4	12,806.9	148.2	96.6	12,425.5	97.0	29	18.9	19.1	137	11,408	89.3	89.1
	2009	158.9	13,095.5	154.1	97.0	12,710.6	97.1	27	17.0	18.3	143	11,634	90.0	88.8
4	2007	135.6	12,104.9	130.6	96.3	11,768.3	97.2	26	19.2	19.7	120	10,683	88.5	88.3
	2008	141.5	12,329.8	136.9	96.7	11,960.3	97.0	31	21.9	19.7	124	10,924	87.6	88.6
	2009	169.1	12,156.4	162.9	96.4	11,789.9	97.0	26	15.4	18.1	150	10,731	88.7	88.3
5	2007	124.6	11,757.0	120.7	96.9	11,426.8	97.2	27	21.7	20.9	109	10,362	87.5	88.1
	2008	144.7	11,874.2	140.3	97.0	11,539.6	97.2	22	15.2	18.8	135	10,608	93.3	89.3
	2009	136.3	11,903.5	131.9	96.8	11,552.9	97.1	25	18.3	17.5	124	10,563	91.0	88.7
EC-5	2007	860.9	83,122.6	830.4	96.5	80,387.4	96.7	292	33.9	33.3	792	76,416	92.0	91.9
	2008	942.5	83,438.7	907.4	96.3	80,606.0	96.6	269	28.5	31.9	873	76,970	92.6	92.2
	2009	972.6	83,476.5	939.4	96.6	80,586.5	96.5	269	27.7	30.9	906	76,517	93.2	91.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	24	39.3
Hispanic	18	29.5
White	19	31.1
Other	0	0.0

Gender	Number	Percent
Female	48	78.7
Male	13	21.3

TOTAL	61
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AVERAGE NUMBER OF ABSENCES

2007	5.7
2008	8.0
2009	5.5

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	92.6	69.2	90.7	83.3	*	95.2	73.8		80.4	92.3	86.4	84.6	110
	2008	82.4	100.0	89.4	89.5	50.0	96.0	85.9		90.3	93.3	91.8	86.2	122
	2009	92.9	92.9	100.0	95.2	*	100.0	92.5		94.0	97.8	95.8	87.3	96
4	2007	71.4	75.0	72.2	67.0	*	55.0	66.7	*	74.1	70.5	72.2	69.7	115
	2008	95.5	70.4	71.8	71.1	83.3	59.0	63.4		72.9	76.9	74.8	72.1	135
	2009	90.0	74.0	75.3	74.0	37.5	67.6	60.9	*	71.2	82.1	76.8	75.8	151
5	2007	93.8	77.8	76.9	81.7	50.0	66.7	73.1		78.7	78.3	78.5	78.3	107
	2008	88.9	84.2	85.5	82.4	*	65.0	68.5	*	84.5	85.7	85.2	82.9	128
	2009	94.1	85.7	84.7	83.9	*	63.6	68.4		93.5	79.4	86.2	82.9	130
3-5	2007	85.9	74.5	80.0	77.4	72.7	72.3	71.7	*	77.8	79.9	78.9	77.6	332
	2008	89.5	86.3	81.4	80.4	66.7	71.4	72.5	*	82.1	85.1	83.6	80.3	385
	2009	92.2	83.3	83.9	82.9	64.3	71.0	71.4	*	84.9	84.9	84.9	81.5	377

	NUMBER TESTED IN GRADES 3-5											
2007	64	98	160	274	11	65	127	1	171	159	332	31,814
2008	57	102	220	317	15	84	189	1	190	195	385	31,840
2009	51	120	205	327	14	69	161	1	185	192	377	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	2	8	5	15	*	1	11		11	4	15	1,675	110
	2008	3	0	7	10	3	1	9		6	4	10	1,443	122
	2009	1	3	0	4	*	0	3		3	1	4	960	96
4	2007	6	9	15	30	*	9	11	*	14	18	32	3,189	115
	2008	1	8	24	33	1	16	26		19	15	34	2,996	135
	2009	2	13	20	34	5	12	25	*	21	14	35	2,449	151
5	2007	1	8	12	17	3	8	14		13	10	23	2,258	107
	2008	2	6	10	19	*	7	17	*	9	10	19	1,827	128
	2009	1	4	13	18	*	8	18		4	14	18	1,793	130
3-5	2007	9	25	32	62	3	18	36	*	38	32	70	7,122	332
	2008	6	14	41	62	5	24	52	*	34	29	63	6,266	385
	2009	4	20	33	56	5	20	46	*	28	29	57	5,202	377

	NUMBER TESTED IN GRADES 3-5											
2007	64	98	160	274	11	65	127	1	171	159	332	31,814
2008	57	102	220	317	15	84	189	1	190	195	385	31,840
2009	51	120	205	327	14	69	161	1	185	192	377	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	79.3	81.2	77.3	77.3
	2008	85.1	85.5	86.7	82.7
	2009	86.6	84.2	91.0	88.9
4	2007	77.3	78.5	74.8	68.7
	2008	81.8	77.2	79.2	74.7
	2009	84.9	79.2	74.0	79.0
5	2007	75.2	82.4	75.7	71.8
	2008	80.9	80.6	78.2	77.9
	2009	76.3	78.8	84.2	76.5
3-5	2007	77.3	80.6	75.9	72.5
	2008	82.5	81.0	81.3	78.3
	2009	82.4	80.4	81.8	80.7

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	25.9	15.4	27.8	21.1	*	33.3	16.7		23.2	25.0	23.6	21.3	110
	2008	23.5	35.1	34.8	32.6	0.0	28.0	23.4		27.4	38.3	32.8	21.5	122
	2009	57.1	50.0	48.7	50.0	*	20.0	35.0		42.0	60.9	51.0	34.1	96
4	2007	14.3	11.1	22.2	16.5	*	0.0	9.1	*	22.2	13.1	17.4	16.6	115
	2008	18.2	11.1	17.6	13.2	16.7	2.6	2.8		15.7	16.9	16.3	14.4	135
	2009	25.0	20.0	23.5	21.4	0.0	18.9	17.2	*	17.8	26.9	22.5	18.4	151
5	2007	18.8	13.9	17.3	15.1	16.7	0.0	5.8		16.4	15.2	15.9	13.1	107
	2008	27.8	13.2	20.3	17.6	*	15.0	7.4	*	22.4	17.1	19.5	16.5	128
	2009	35.3	7.1	16.5	12.5	*	0.0	1.8		14.5	19.1	16.9	18.5	130
3-5	2007	20.3	13.3	22.5	17.5	9.1	10.8	10.2	*	20.5	17.6	19.0	17.1	332
	2008	22.8	20.6	23.6	20.5	13.3	13.1	11.1	*	21.6	23.6	22.6	17.4	385
	2009	37.3	27.5	25.4	25.7	7.1	13.0	16.1	*	23.2	32.3	27.9	22.7	377

	NUMBER TESTED IN GRADES 3-5											
2007	64	98	160	274	11	65	127	1	171	159	332	31,814
2008	57	102	220	317	15	84	189	1	190	195	385	31,840
2009	51	120	205	327	14	69	161	1	185	192	377	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	69.2	46.2	72.7	62.5	*	71.4	43.9		70.2	60.8	65.5	70.3	110
	2008	87.5	89.5	76.9	81.9	*	76.9	75.4		78.7	87.9	82.5	76.6	120
	2009	100.0	85.7	94.1	92.2	*	91.4	91.6		90.7	93.9	92.2	77.3	141
4	2007	90.9	91.7	87.0	87.0	*	80.0	85.3	*	87.3	90.2	88.8	75.7	116
	2008	100.0	70.4	87.1	84.1	*	87.2	81.4		88.4	81.5	85.1	77.9	134
	2009	89.5	74.0	86.0	81.5	75.0	88.1	76.8	*	85.3	80.0	82.6	79.4	155
5	2007	70.6	60.5	83.0	72.4	77.8	72.0	60.3		74.6	70.8	73.0	82.9	111
	2008	84.2	85.4	86.5	83.8	66.7	68.0	72.6	*	89.8	84.4	85.5	84.0	138
	2009	100.0	82.1	92.9	90.0	*	90.9	81.5		93.5	88.1	90.7	87.0	129
3-5	2007	76.9	68.0	80.9	74.1	81.3	74.2	61.7	*	77.1	75.0	76.0	76.2	337
	2008	91.1	83.0	83.9	83.3	68.8	78.9	76.7	*	85.7	84.5	84.4	79.5	392
	2009	95.8	80.0	91.0	87.7	71.4	90.2	84.0	*	89.6	86.9	88.2	81.0	425

NUMBER TESTED IN GRADES 3-5													
2007	65	100	162	278	16	66	133	1	175	160	337	32,298	
2008	56	106	224	324	16	90	193	1	189	200	392	32,696	
2009	48	120	255	373	14	122	206	1	212	213	425	33,546	

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	8	14	15	33	*	6	23		17	20	38	3,303	110
	2008	2	4	15	17	*	6	15		13	7	21	2,542	120
	2009	0	6	5	10	*	5	7		7	4	11	2,781	141
4	2007	2	3	7	12	*	4	5	*	7	6	13	2,604	116
	2008	0	8	11	18	*	5	13		8	12	20	2,436	134
	2009	2	13	12	25	2	5	16	*	11	16	27	2,196	155
5	2007	5	15	9	27	2	7	23		16	14	30	1,785	111
	2008	3	6	10	19	2	8	17	*	6	12	20	1,730	138
	2009	0	5	6	11	*	2	10		4	8	12	1,386	129
3-5	2007	15	32	31	72	3	17	51	*	40	40	81	7,692	337
	2008	5	18	36	54	5	19	45	*	27	31	61	6,708	392
	2009	2	24	23	46	4	12	33	*	22	28	50	6,363	425

NUMBER TESTED IN GRADES 3-5													
2007	65	100	162	278	16	66	133	1	175	160	337	32,298	
2008	56	106	224	324	16	90	193	1	189	200	392	32,696	
2009	48	120	255	373	14	122	206	1	212	213	425	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	73.3	78.9	79.4	74.4	78.2	58.8
	2008	84.4	85.6	90.3	81.4	86.9	69.4
	2009	87.3	88.3	94.2	86.5	91.8	77.7
4	2007	85.2	86.9	81.3	83.3	73.5	74.2
	2008	85.8	82.4	83.3	81.7	82.8	75.8
	2009	83.8	80.4	77.8	78.5	79.7	73.4
5	2007	76.7	69.5	79.8	68.3	75.9	73.4
	2008	83.2	77.4	87.1	78.3	79.0	77.4
	2009	87.0	84.3	90.5	82.4	85.3	78.7
3-5	2007	78.5	78.6	80.2	75.5	75.8	68.9
	2008	84.5	81.6	86.8	80.4	82.7	74.4
	2009	85.9	84.2	87.1	82.3	85.4	76.4

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007	23.1	11.5	21.8	17.0	*	23.8	9.8		21.1	17.6	19.1	19.2	110
	2008	43.8	21.1	41.5	37.2	*	30.8	31.1		36.1	34.5	35.0	26.3	120
	2009	61.5	45.2	49.4	47.7	*	44.8	45.8		48.0	51.5	49.6	29.0	141
4	2007	22.7	11.1	33.3	23.9	*	20.0	14.7	*	29.1	21.3	25.0	22.6	116
	2008	38.1	3.7	36.5	31.0	*	33.3	22.9		37.7	21.5	29.9	23.8	134
	2009	36.8	20.0	30.2	28.1	12.5	35.7	24.6	*	30.7	25.0	27.7	31.6	155
5	2007	17.6	13.2	24.5	18.4	0.0	16.0	8.6		17.5	20.8	18.9	29.3	111
	2008	26.3	22.0	40.5	34.2	0.0	24.0	14.5	*	39.0	29.9	33.3	31.9	138
	2009	50.0	32.1	46.4	42.7	*	18.2	18.5		45.2	41.8	43.4	38.4	129
3-5	2007	21.5	12.0	26.5	19.8	0.0	19.7	10.5	*	22.3	20.0	21.1	23.6	337
	2008	35.7	17.0	39.3	34.0	0.0	30.0	22.8	*	37.6	28.5	32.7	27.3	392
	2009	47.9	31.7	42.0	39.1	14.3	36.9	31.6	*	41.0	38.5	39.8	32.8	425

NUMBER TESTED IN GRADES 3-5													
2007	65	100	162	278	16	66	133	1	175	160	337	32,298	
2008	56	106	224	324	16	90	193	1	189	200	392	32,696	
2009	48	120	255	373	14	122	206	1	212	213	425	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	94.7	94.4	98.1	96.7	*	95.2	93.9	*	90.7	98.3	94.7	86.5	113
	2008	90.5	89.3	91.1	90.1	83.3	89.2	86.6		84.4	96.9	90.6	87.4	128
	2009	78.9	83.7	79.8	80.3	42.9	72.5	71.2	*	77.0	84.6	80.9	87.4	152

	NUMBER TESTED IN GRADE 4											
2007	19	36	54	90	2	21	33	1	54	59	113	10,408
2008	21	28	79	111	6	37	67	0	64	64	128	10,658
2009	19	49	84	132	7	40	66	1	74	78	152	10,032

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

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	1	2	1	3	*	1	2	*	5	1	6	1,408	113
	2008	2	3	7	11	1	4	9		10	2	12	1,348	128
	2009	4	8	17	26	4	11	19	*	17	12	29	1,264	152

NUMBER TESTED IN GRADE 4													
2007	19	36	54	90	2	21	33	1	54	59	113	10,408	
2008	21	28	79	111	6	37	67	0	64	64	128	10,658	
2009	19	49	84	132	7	40	66	1	74	78	152	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	2.4	86.1	80.2	91.4	88.9
	2008	2.2	85.2	80.3	83.6	85.1
	2009	2.0	81.4	74.2	84.3	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	15.8	19.4	35.2	26.7	*	9.5	12.1	*	29.6	25.4	27.4	18.2	113
	2008	28.6	25.0	17.7	19.8	0.0	10.8	10.4		21.9	20.3	21.1	21.4	128
	2009	10.5	8.2	15.5	11.4	0.0	10.0	10.6	*	10.8	14.1	12.5	21.0	152

	NUMBER TESTED IN GRADE 4											
2007	19	36	54	90	2	21	33	1	54	59	113	10,408
2008	21	28	79	111	6	37	67	0	64	64	128	10,658
2009	19	49	84	132	7	40	66	1	74	78	152	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	58.8	41.7	57.7	53.8	50.0	34.8	38.0		51.7	54.3	52.8	62.3	106
	2008	100.0	89.7	82.2	85.2	*	66.7	72.9	*	89.5	84.4	86.8	71.9	136
	2009	93.3	96.2	91.6	92.5	*	77.3	84.6		94.9	90.9	92.8	75.9	125

	NUMBER TESTED IN GRADE 5											
2007	17	36	52	93	6	23	50	0	60	46	106	10,296
2008	19	39	73	115	4	24	59	1	57	77	136	10,686
2009	15	26	83	106	3	22	52	0	59	66	125	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	7	21	22	43	3	15	31		29	21	50	3,881	106
	2008	0	4	13	17	*	8	16	*	6	12	18	3,005	136
	2009	1	1	7	8	*	5	8		3	6	9	2,542	125

NUMBER TESTED IN GRADE 5													
2007	17	36	52	93	6	23	50	0	60	46	106	10,296	
2008	19	39	73	115	4	24	59	1	57	77	136	10,686	
2009	15	26	83	106	3	22	52	0	59	66	125	10,550	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	74.5	75.8	79.6	67.2
	2008	88.5	92.2	86.2	80.1
	2009	91.1	93.2	89.8	80.6

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	41.2	8.3	11.5	15.1	0.0	4.3	8.0		16.7	13.0	15.1	18.0	106
	2008	52.6	35.9	42.5	40.0	*	20.8	20.3	*	47.4	39.0	41.9	24.8	136
	2009	66.7	38.5	51.8	49.1	*	22.7	23.1		62.7	39.4	50.4	29.1	125

	NUMBER TESTED IN GRADE 5											
2007	17	36	52	93	6	23	50	0	60	46	106	10,296
2008	19	39	73	115	4	24	59	1	57	77	136	10,686
2009	15	26	83	106	3	22	52	0	59	66	125	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			95.0	95.0	*	95.0	94.7	*	88.9	100.0	95.0	82.9	20
	2008			77.3	77.3	*	77.3	77.3	*	81.8	72.7	77.3	85.4	22
	2009			91.1	90.9	*	90.9	90.7		84.4	100.0	91.1	89.4	56
4	2007			*	*		*	*			*	*	65.9	4
	2008			*	*	*	*	*		*	*	*	67.0	3
	2009			50.0	50.0		50.0	50.0		*	*	50.0	72.7	6
5	2007												75.8	0
	2008			*	*		*	*			*	*	70.6	4
	2009												79.7	0
ALL	2007			87.5	87.5	*	87.5	87.0	*	88.9	86.7	87.5	—	24
	2008			82.8	82.8	*	82.8	82.8	*	83.3	82.4	82.8	—	29
	2009			87.1	86.9	*	86.9	86.7		82.9	92.6	87.1	—	62

NUMBER TESTED IN GRADES ALL													
2007	0	0	24	24	1	24	23	1	9	15	24	—	
2008	0	0	29	29	3	29	29	1	12	17	29	—	
2009	0	0	62	61	1	61	60	0	35	27	62	—	

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	0	1	219	20
	2008			5	5	*	5	5	*	2	3	5	239	22
	2009			5	5	*	5	5		5	0	5	514	56
4	2007			*	*		*	*			*	*	122	4
	2008			*	*	*	*	*		*	*	*	215	3
	2009			3	3		3	3		*	*	3	268	6
5	2007												22	0
	2008			*	*		*	*			*	*	65	4
	2009												86	0
ALL	2007			3	3	*	3	3	*	1	2	3	—	24
	2008			5	5	*	5	5	*	2	3	5	—	29
	2009			8	8	*	8	8		6	2	8	—	62

NUMBER TESTED IN GRADES ALL													
2007	0	0	24	24	1	24	23	1	9	15	24	—	
2008	0	0	29	29	3	29	29	1	12	17	29	—	
2009	0	0	62	61	1	61	60	0	35	27	62	—	

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	84.7	82.1	84.2	81.3
	2008	72.4	76.0	72.7	63.6
	2009	82.4	90.8	79.8	81.9
4	2007	*	*	*	*
	2008	*	*	*	*
	2009	56.7	62.5	57.1	58.3
5	2007				
	2008	*	*	*	*
	2009				
ALL	2007	82.5	81.0	81.4	78.1
	2008	73.1	76.2	74.8	66.5
	2009	79.9	88.1	77.6	79.6

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			30.0	30.0	*	30.0	31.6	*	22.2	36.4	30.0	14.8	20
	2008			18.2	18.2	*	18.2	18.2	*	18.2	18.2	18.2	17.2	22
	2009			39.3	38.2	*	40.0	40.7		28.1	54.2	39.3	30.6	56
4	2007			*	*		*	*			*	*	14.2	4
	2008			*	*	*	*	*		*	*	*	13.5	3
	2009			0.0	0.0		0.0	0.0		*	*	0.0	21.1	6
5	2007												17.6	0
	2008			*	*		*	*			*	*	19.9	4
	2009												15.3	0
ALL	2007			29.2	29.2	*	29.2	30.4	*	22.2	33.3	29.2	—	24
	2008			20.7	20.7	*	20.7	20.7	*	16.7	23.5	20.7	—	29
	2009			35.5	34.4	*	36.1	36.7		25.7	48.1	35.5	—	62

NUMBER TESTED IN ALL GRADES													
2007	0	0	24	24	1	24	23	1	9	15	24	—	
2008	0	0	29	29	3	29	29	1	12	17	29	—	
2009	0	0	62	61	1	61	60	0	35	27	62	—	

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			76.2	76.2	*	76.2	78.9	*	66.7	83.3	76.2	62.1	21
	2008			54.5	54.5	*	52.4	54.5	*	54.5	54.5	54.5	71.7	22
	2009			28.6	28.6		28.6	28.6		*	*	28.6	72.9	7
4	2007			*	*		*	*			*	*	61.2	4
	2008			*	*	*	*	*		*	*	*	63.1	3
	2009			*	*		*	*			*	*	69.7	1
ALL	2007			72.0	72.0	*	72.0	73.9	*	66.7	75.0	72.0	60.9	25
	2008			52.0	52.0	*	50.0	52.0	*	50.0	53.8	52.0	68.2	25
	2009			37.5	37.5		37.5	37.5		*	*	37.5	64.9	8

NUMBER TESTED IN GRADES ALL													
2007	0	0	25	25	1	25	23	1	9	16	25	1,376	
2008	0	0	25	25	3	24	25	1	12	13	25	1,664	
2009	0	0	8	8	0	8	8	0	4	4	8	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			5	5	*	5	4	*	3	2	5	389	21
	2008			10	10	*	10	10	*	5	5	10	316	22
	2009			5	5		5	5		*	*	5	26	7
4	2007			*	*		*	*			*	*	112	4
	2008			*	*	*	*	*		*	*	*	157	3
	2009			*	*		*	*			*	*	149	1
ALL	2007			7	7	*	7	6	*	3	4	7	538	25
	2008			12	12	*	12	12	*	6	6	12	529	25
	2009			5	5		5	5		*	*	5	280	8

	NUMBER TESTED IN GRADES ALL											
2007	0	0	25	25	1	25	23	1	9	16	25	1,376
2008	0	0	25	25	3	24	25	1	12	13	25	1,664
2009	0	0	8	8	0	8	8	0	4	4	8	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	60.8	59.0	78.2	80.8	63.5	50.0
	2008	79.0	77.8	85.7	72.2	84.5	67.9
	2009	79.5	78.0	79.5	70.5	79.5	54.0
4	2007						
	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
ALL	2007	60.8	59.0	78.2	80.8	63.5	50.0
	2008	78.4	79.6	84.7	71.3	82.0	66.0
	2009	78.0	77.8	80.0	69.3	78.0	50.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			14.3	14.3	*	14.3	15.8	*	11.1	16.7	14.3	15.9	21
	2008			22.7	22.7	*	23.8	22.7	*	18.2	27.3	22.7	20.9	22
	2009			0.0	0.0		0.0	0.0		*	*	0.0	15.6	7
4	2007			*	*		*	*			*	*	24.6	4
	2008			*	*	*	*	*		*	*	*	22.8	3
	2009			*	*		*	*			*	*	26.3	1
ALL	2007			16.0	16.0	*	16.0	17.4	*	11.1	18.8	16.0	—	25
	2008			20.0	20.0	*	20.8	20.0	*	16.7	23.1	20.0	—	25
	2009			0.0	0.0		0.0	0.0		*	*	0.0	—	8

NUMBER TESTED IN ALL GRADES													
2007	0	0	25	25	1	25	23	1	9	16	25	—	
2008	0	0	25	25	3	24	25	1	12	13	25	—	
2009	0	0	8	8	0	8	8	0	4	4	8	—	

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	*	*	*	75.0	81.8	*	85.7		77.8	*	81.8	77.7	11
	2009	*	*	*	62.5	66.7	*	75.0		57.1	*	66.7	87.7	9
4														
	2008		*	*	*	*	*	*		*		*	70.7	4
	2009	*	*	66.7	75.0	69.2	*	42.9	*	63.6	*	69.2	71.8	13
5														
	2008	*	*	*	81.8	84.6	*	88.9		75.0	*	84.6	73.3	13
	2009	*	*	*	83.3	85.7	*	83.3		*	*	85.7	80.3	7
3-5														
	2008	83.3	90.0	81.8	81.0	85.7	83.3	89.5		81.0	100.0	85.7	73.7	28
	2009	57.1	100.0	64.3	73.1	72.4	57.1	66.7	*	65.2	100.0	72.4	79.2	29

NUMBER TESTED IN GRADES 3-5													
2008	6	10	11	21	28	6	19	0	21	6	28	1,807	
2009	7	8	14	26	29	7	21	1	23	6	29	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	*	*	*	2	2	*	1		2	*	2	116	11
	2009	*	*	*	3	3	*	2		3	*	3	60	9
4														
	2008		*	*	*	*	*	*		*		*	181	4
	2009	*	*	2	3	4	*	4	*	4	*	4	192	13
5														
	2008	*	*	*	2	2	*	1		2	*	2	179	13
	2009	*	*	*	1	1	*	1		*	*	1	137	7
3-5														
	2008	1	1	2	4	4	1	2		4	0	4	476	28
	2009	3	0	5	7	8	3	7	*	8	0	8	389	29

NUMBER TESTED IN GRADES 3-5													
2008	6	10	11	21	28	6	19	0	21	6	28	1,807	
2009	7	8	14	26	29	7	21	1	23	6	29	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	53.1	66.7	65.5	63.6
	2009	53.0	70.4	62.2	61.1
4					
	2008	*	*	*	*
	2009	63.5	52.6	48.7	54.8
5					
	2008	70.6	79.5	85.9	64.3
	2009	67.5	76.2	71.4	61.0
3-5					
	2008	65.0	72.6	74.5	66.0
	2009	61.2	63.8	58.4	58.3

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	*	*	*	0.0	9.1	*	0.0		11.1	*	9.1	10.8	11
	2009	*	*	*	12.5	22.2	*	25.0		28.6	*	22.2	16.2	9
4														
	2008		*	*	*	*	*	*		*		*	9.7	4
	2009	*	*	0.0	8.3	7.7	*	0.0	*	9.1	*	7.7	8.9	13
5														
	2008	*	*	*	9.1	7.7	*	0.0		0.0	*	7.7	14.9	13
	2009	*	*	*	0.0	0.0	*	0.0		*	*	0.0	14.1	7
3-5														
	2008	16.7	10.0	9.1	4.8	10.7	0.0	5.3		9.5	16.7	10.7	12.0	28
	2009	28.6	12.5	0.0	7.7	10.3	0.0	9.5	*	13.0	0.0	10.3	12.7	29

NUMBER TESTED IN GRADES 3-5														
2008	6	10	11	21	28	6	19	0	21	6	28	1,807		
2009	7	8	14	26	29	7	21	1	23	6	29	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	*	*	*	66.7	72.7	*	75.0		77.8	*	72.7	76.1	11
	2009	*	*	83.3	88.9	90.0	*	100.0		85.7	*	90.0	81.2	10
4														
	2008	*	*	*	*	*	*	*		*		*	69.1	5
	2009	*	*	83.3	83.3	76.9	*	71.4	*	81.8	*	76.9	75.8	13
5														
	2008	*	*	*	50.0	60.0	*	57.1		50.0	*	60.0	64.0	10
	2009	*	*	*	100.0	100.0	*	100.0		*	*	100.0	80.2	7
3-5														
	2008	83.3	50.0	88.9	65.0	73.1	*	73.7		75.0	*	73.1	69.4	26
	2009	85.7	87.5	86.7	89.3	86.7	85.7	91.3	*	87.0	85.7	86.7	78.8	30

NUMBER TESTED IN GRADES 3-5													
2008	6	10	9	20	26	5	19	0	20	5	26	1,730	
2009	7	8	15	28	30	7	23	1	23	7	30	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	*	*	*	3	3	*	2		2	*	3	129	11
	2009	*	*	1	1	1	*	0		1	*	1	85	10
4														
	2008	*	*	*	*	*	*	*		*		*	173	5
	2009	*	*	1	2	3	*	2	*	2	*	3	157	13
5														
	2008	*	*	*	4	4	*	3		3	*	4	227	10
	2009	*	*	*	0	0	*	0		*	*	0	127	7
3-5														
	2008	1	5	1	7	7	*	5		5	*	7	529	26
	2009	1	1	2	3	4	1	2	*	3	1	4	369	30

NUMBER TESTED IN GRADES 3-5													
2008	6	10	9	20	26	5	19	0	20	5	26	1,730	
2009	7	8	15	28	30	7	23	1	23	7	30	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	56.8	63.6	74.5	70.9	45.5	37.9
	2009	72.5	82.0	78.0	90.0	60.0	45.0
4							
	2008	*	*	*	*	*	*
	2009	63.2	61.5	66.2	58.5	46.2	59.0
5							
	2008	64.4	53.3	73.3	53.3	60.0	54.0
	2009	60.3	57.1	64.3	69.0	66.7	60.0
3-5							
	2008	61.6	58.3	72.1	62.1	52.6	50.3
	2009	65.6	67.3	69.7	71.4	55.6	54.6

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														
	2008	*	*	*	0.0	0.0	*	0.0		0.0	*	0.0	16.1	11
	2009	*	*	0.0	11.1	10.0	*	11.1		14.3	*	10.0	22.3	10
4														
	2008	*	*	*	*	*	*	*		*		*	14.3	5
	2009	*	*	16.7	25.0	23.1	*	0.0	*	27.3	*	23.1	14.0	13
5														
	2008	*	*	*	0.0	20.0	*	14.3		0.0	*	20.0	14.0	10
	2009	*	*	*	0.0	0.0	*	0.0		*	*	0.0	17.2	7
3-5														
	2008	16.7	0.0	0.0	0.0	7.7	*	5.3		0.0	*	7.7	14.7	26
	2009	14.3	25.0	6.7	14.3	13.3	0.0	4.3	*	17.4	0.0	13.3	17.3	30

NUMBER TESTED IN GRADES 3-5													
2008	6	10	9	20	26	5	19	0	20	5	26	1,730	
2009	7	8	15	28	30	7	23	1	23	7	30	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	*	*	*	80.0	81.8	*	*		85.7	*	81.8	39.2	11
	2009		*	*	16.7	16.7	*	16.7		*	*	16.7	37.5	6

NUMBER TESTED IN GRADE 5													
2008	3	5	3	10	11	1	5	0	7	4	11	668	
2009	0	3	3	6	6	1	6	0	4	2	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	*	*	*	2	2	*	*		1	*	2	406	11
	2009		*	*	5	5	*	5		*	*	5	398	6

NUMBER TESTED IN GRADE 5													
2008	3	5	3	10	11	1	5	0	7	4	11	668	
2009	0	3	3	6	6	1	6	0	4	2	6	637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	78.5	88.3	85.7	75.3
	2009	68.2	73.8	76.2	47.6

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	*	*	*	10.0	9.1	*	*		0.0	*	9.1	5.2	11
	2009		*	*	0.0	0.0	*	0.0		*	*	0.0	4.9	6

NUMBER TESTED IN GRADE 5														
2007														
2008	3	5	3	10	11	1	5	0	7	4	11	668		
2009	0	3	3	6	6	1	6	0	4	2	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	*	78.9	77.5	46.9	80
	2008	*	74.6	73.6	57.6	72
	2009	52.9	58.9	57.5	41.9	73
1	2007	9.5	55.3	41.2	51.4	68
	2008	0.0	40.2	37.2	50.2	94
	2009	38.5	78.1	71.4	54.2	77
2	2007	51.7	77.0	64.7	44.5	119
	2008	59.2	73.3	66.0	50.2	94
	2009	17.5	76.5	39.6	47.9	91
1-2	2007	40.5	67.6	56.1	47.6	187
	2008	51.8	51.5	51.6	50.2	188
	2009	21.4	77.6	54.2	51.0	168

Number Tested	2007	83	184	267	24,696	
	2008	61	199	260	21,817	
	2009	87	154	241	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	52.8	59.3	56.7	44.3	134
	2008	44.3	74.3	60.7	44.9	135
	2009	48.1	62.1	54.0	52.8	139
1	2007	10.0	63.0	47.0	48.8	66
	2008	64.2	56.4	59.6	55.5	161
	2009	41.0	64.6	51.4	50.4	148
2	2007	51.6	69.4	60.5	55.6	124
	2008	68.9	93.6	76.7	57.5	150
	2009	35.5	58.8	40.5	53.2	158
K-2	2007	45.9	63.5	56.2	49.1	324
	2008	61.0	70.7	65.7	52.7	446
	2009	40.6	62.4	48.3	52.3	445

Number Tested	2007	135	189	324	34,441	
	2008	231	215	446	41,070	
	2009	288	157	445	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	86.4	65.4	85.2	75.4		*	*		63.4	92.3	77.5	46.9	80
	2008	73.3	62.1	85.2	73.2	25.0	*	*		74.3	73.0	73.6	57.6	72
	2009	64.7	45.2	68.0	56.1	*	*	52.9		58.3	56.8	57.5	41.9	73
1	2007	42.9	40.0	38.5	38.2	0.0	*	9.5		45.9	35.5	41.2	51.4	68
	2008	65.0	27.0	30.6	37.2	*	*	0.0		38.8	35.6	37.2	50.2	94
	2009	71.4	71.4	70.4	68.8	37.5	*	38.5		61.5	81.6	71.4	54.2	77
2	2007	70.8	77.4	56.3	59.8	30.8	34.5	51.7		62.7	66.7	64.7	44.5	119
	2008	87.5	61.1	60.0	65.4	*	33.3	59.2		63.0	68.8	66.0	50.2	94
	2009	52.6	31.6	39.4	38.0	*	16.7	17.5		46.7	32.6	39.6	47.9	91
1-2	2007	57.8	62.7	51.1	52.2	21.1	29.4	40.5		56.3	56.0	56.1	47.6	187
	2008	75.0	43.8	46.1	51.6	10.0	25.0	51.8		50.5	52.7	51.6	50.2	188
	2009	60.6	50.7	53.3	51.7	27.3	36.4	21.4		53.6	54.8	54.2	51.0	168

Number Tested	2007	67	77	117	222	19	36	83	0	137	130	267	24,696
	2008	51	102	103	215	18	15	61	0	130	130	260	21,817
	2009	50	104	85	209	12	13	87	0	120	121	241	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	12	5	9	24		*	*		14	14	28	1,245	80
	2008	6	8	13	18	1	*	*		13	14	27	1,687	72
	2009	6	2	4	9	*	*	4		7	5	12	771	73
1	2007	5	4	4	10	0	*	2		5	8	13	1,458	68
	2008	7	4	4	11	*	*	0		8	8	16	1,555	94
	2009	3	8	7	15	0	*	1		4	14	18	1,659	77
2	2007	5	3	4	9	1	1	3		4	8	12	896	119
	2008	7	6	7	14	*	0	6		11	9	20	1,065	94
	2009	4	1	4	7	*	0	0		7	3	10	1,027	91
1-2	2007	10	7	8	19	1	1	5		9	16	25	2,355	187
	2008	14	10	11	25	0	0	6		19	17	36	2,620	188
	2009	7	9	11	22	0	0	1		11	17	28	2,688	168

Number Tested	2007	67	77	117	222	19	36	83	0	137	130	267	24,696
	2008	51	102	103	215	18	15	61	0	130	130	260	21,817
	2009	50	104	85	209	12	13	87	0	120	121	241	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	68.2	46.2	58.0	55.5	*	50.9	52.8	*	57.4	56.1	56.7	44.3	134
	2008	68.8	67.7	56.3	58.8	40.0	44.3	44.3	*	57.4	64.2	60.7	44.9	135
	2009	82.4	48.4	50.5	51.9	*	46.3	48.1		57.6	50.7	54.0	52.8	139
1	2007	57.1	50.0	38.5	45.3	*	*	10.0		51.4	41.9	47.0	48.8	66
	2008	54.5	52.8	62.7	61.3	22.2	66.7	64.2		60.2	59.0	59.6	55.5	161
	2009	78.6	44.4	49.5	50.0	45.5	41.3	41.0	*	47.6	56.3	51.4	50.4	148
2	2007	53.8	60.6	63.1	57.5	18.8	55.2	51.6		54.1	66.7	60.5	55.6	124
	2008	82.4	91.4	69.8	75.0	57.1	64.1	68.9		79.5	73.6	76.7	57.5	150
	2009	50.0	20.5	46.9	40.7	12.5	47.1	35.5		47.0	33.3	40.5	53.2	158
K-2	2007	59.4	53.2	57.0	54.3	17.4	49.4	45.9	*	54.9	57.5	56.2	49.1	324
	2008	67.3	70.6	63.2	65.3	38.5	58.5	61.0	*	65.9	65.4	65.7	52.7	446
	2009	68.6	36.8	49.0	47.3	33.3	44.8	40.6	*	50.2	46.2	48.3	52.3	445

Number Tested	2007	69	77	172	278	23	87	135	1	164	160	324	34,441
	2008	55	102	285	392	26	188	231	1	229	217	446	41,070
	2009	51	106	286	410	21	210	288	1	233	212	445	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	8	5	18	28	*	13	14	*	16	17	33	2,583	134
	2008	9	16	24	38	2	10	11	*	23	27	50	2,788	135
	2009	6	4	9	19	*	3	6		10	9	19	2,455	139
1	2007	6	2	4	8	*	*	0		8	4	12	1,769	66
	2008	3	2	29	32	1	23	22		22	13	35	2,800	161
	2009	6	3	15	20	1	7	7	*	12	12	24	1,577	148
2	2007	3	5	23	24	1	7	10		15	16	31	2,098	124
	2008	10	10	25	39	2	12	24		22	24	46	2,912	150
	2009	5	4	19	25	0	15	18		19	9	28	1,686	158
K-2	2007	17	12	45	60	1	20	24	*	39	37	76	6,450	324
	2008	22	28	78	109	5	45	57	*	67	64	131	8,500	446
	2009	17	11	43	64	1	25	31	*	41	30	71	5,718	445
Number Tested	2007	69	77	172	278	23	87	135	1	164	160	324	34,441	
	2008	55	102	285	392	26	188	231	1	229	217	446	41,070	
	2009	51	106	286	410	21	210	288	1	233	212	445	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			81.5	81.5	*	80.4	81.6	*	81.5	81.5	81.5	84.7	54
	2008			91.2	92.6	*	90.9	90.7	*	87.5	96.0	91.2	87.0	57
	2009			83.8	83.3		83.8	86.1		80.0	86.4	83.8	88.6	37
1	2007			91.2	92.5		93.1	91.4		86.8	96.7	91.2	84.5	68
	2008			87.5	86.9	*	88.1	88.1		84.8	90.3	87.5	88.0	64
	2009			94.2	94.1	*	94.2	94.1	*	93.2	96.0	94.2	88.6	69
2	2007			78.9	78.9	*	78.9	77.8	*	72.7	87.5	78.9	89.9	19
	2008			92.7	92.5	*	92.3	92.3		91.7	94.1	92.7	93.4	41
	2009			92.1	92.1		91.9	92.1		88.2	96.6	92.1	94.0	63
K-2	2007			85.8	86.4	*	85.9	85.6	*	82.9	89.2	85.8	85.6	141
	2008			90.1	90.3	*	90.2	90.1	*	87.6	93.2	90.1	89.3	162
	2009			91.1	91.0	*	91.1	91.6	*	89.2	93.4	91.1	90.4	169

Number Tested	2007	0	0	141	140	4	128	125	2	76	65	141	14,889
	2008	0	0	162	155	5	153	152	1	89	73	162	18,257
	2009	0	0	169	167	2	168	167	1	93	76	169	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			25	25	*	24	23	*	12	13	25	2,779	54
	2008			30	28	*	29	28	*	14	16	30	3,280	57
	2009			17	17		17	17		4	13	17	3,525	37
1	2007			31	31		28	27		16	15	31	1,782	68
	2008			24	22	*	23	22		12	12	24	2,412	64
	2009			32	31	*	32	32	*	18	14	32	2,523	69
2	2007			5	5	*	5	4	*	2	3	5	1,196	19
	2008			20	20	*	18	18		9	11	20	2,596	41
	2009			32	32		31	32		17	15	32	2,909	63
K-2	2007			61	61	*	57	54	*	30	31	61	5,757	141
	2008			74	70	*	70	68	*	35	39	74	8,288	162
	2009			81	80	*	80	81	*	39	42	81	8,957	169

Number Tested	2007	0	0	141	140	4	128	125	2	76	65	141	14,889
	2008	0	0	162	155	5	153	152	1	89	73	162	18,257
	2009	0	0	169	167	2	168	167	1	93	76	169	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	33.3	6	83.3	17	23.5	26	38.5
5	1	0.0	2	100.0	0	-	3	66.7
ALL	4	25.0	8	87.5	17	23.5	29	41.4

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (72)	Beginning	7	9.7	13	18.1	40	55.6	41	56.9	41	56.9
	Intermediate	11	15.3	20	27.8	10	13.9	12	16.7	12	16.7
	Advanced	33	45.8	23	31.9	16	22.2	12	16.7	12	16.7
	Advanced High	21	29.2	16	22.2	6	8.3	7	9.7	7	9.7
1 (79)	Beginning	3	3.8	15	19.0	55	69.6	25	31.6	25	31.6
	Intermediate	35	44.3	39	49.4	10	12.7	34	43.0	34	43.0
	Advanced	27	34.2	14	17.7	10	12.7	16	20.3	16	20.3
	Advanced High	14	17.7	11	13.9	4	5.1	4	5.1	4	5.1
2 (70)	Beginning	4	5.7	6	8.6	14	20.0	8	11.4	8	11.4
	Intermediate	10	14.3	15	21.4	28	40.0	15	21.4	15	21.4
	Advanced	26	37.1	24	34.3	18	25.7	24	34.3	25	35.7
	Advanced High	30	42.9	25	35.7	10	14.3	23	32.9	22	31.4
3 (70)	Beginning	2	2.9	3	4.3	10	14.3	5	7.1	5	7.1
	Intermediate	11	15.7	24	34.3	33	47.1	10	14.3	10	14.3
	Advanced	24	34.3	24	34.3	22	31.4	19	27.1	20	28.6
	Advanced High	33	47.1	19	27.1	5	7.1	36	51.4	35	50.0
4 (49)	Beginning	4	8.2	4	8.2	5	10.2	3	6.1	3	6.1
	Intermediate	11	22.4	11	22.4	13	26.5	10	20.4	10	20.4
	Advanced	18	36.7	18	36.7	18	36.7	15	30.6	17	34.7
	Advanced High	16	32.7	16	32.7	13	26.5	21	42.9	19	38.8

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	—	—	—	
72 39 (54.2%)	Beginning	23			
	Intermediate	24	8		
	Advanced	10	2	2	
	Advanced High	1	1	1	
67 56 (83.6%)	Beginning	7			
	Intermediate	12	3		
	Advanced	5	17	1	
	Advanced High	3	11	8	
9 7 (77.8%)	Beginning	1			
	Intermediate	1	0		
	Advanced	1	2	1	
	Advanced High	0	0	3	
44 26 (59.1%)	Beginning	3			
	Intermediate	2	5		
	Advanced	0	7	10	
	Advanced High	0	1	16	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (24)	Beginning	4	16.7	4	16.7	4	16.7	0	0.0	0	0.0
	Intermediate	3	12.5	9	37.5	12	50.0	1	4.2	3	12.5
	Advanced	12	50.0	10	41.7	8	33.3	12	50.0	12	50.0
	Advanced High	5	20.8	1	4.2	0	0.0	11	45.8	9	37.5
ALL (364)	Beginning	24	6.6	45	12.4	128	35.2	82	22.5	82	22.5
	Intermediate	81	22.3	118	32.4	106	29.1	82	22.5	84	23.1
	Advanced	140	38.5	113	31.0	92	25.3	98	26.9	102	28.0
	Advanced High	119	32.7	88	24.2	38	10.4	102	28.0	96	26.4

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
21 13 (61.9%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	5	5	
	Advanced High	0	0	8	
213 141 (66.2%)	Beginning	34			
	Intermediate	39	19		
	Advanced	16	33	19	
	Advanced High	4	13	36	

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