

# Campus Data Packet

for 2009 - 10 Plans



**FRED DOUGLASS**

School Number 266

*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.

2....	Contents.....	Table of Contents
-------	---------------	-------------------

## **STUDENTS AND STAFF**

5....	Summary.....	Summary of Student and Teacher Statistics
7....	Enrollment (2).....	Enrollment Statistics by Select Student Group
10....	Teachers.....	Teacher Statistics

## **TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS**

11....	TAKS Read (1).....	TAKS Reading: Percentage Meeting Standard
13....	TAKS Read (3).....	TAKS Reading: Performance by Objective
15....	TAKS Math (1).....	TAKS Mathematics: % Meeting Standard
17....	TAKS Math (3).....	TAKS Mathematics: % by Objective
19....	TAKS Write (1).....	TAKS Writing: Percentage Meeting Standard
21....	TAKS Write (3).....	TAKS Writing: Performance by Objective
23....	TAKS Science (1).....	TAKS Science: Percentage Meeting Standard
25....	TAKS Science (3).....	TAKS Science: Performance by Objective
27....	SPTAKS Read (1).....	Spanish TAKS Reading: % Meeting Standard
29....	SPTAKS Read (3).....	Spanish TAKS Reading: Performance by Objective
31....	SPTAKS Write (1).....	Spanish TAKS Writing: % Meeting Standard
33....	SPTAKS Write (3).....	Spanish TAKS Writing: Performance by Objective

## **TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (MOD)**

35....	TAKS-M Read (1).....	TAKS-M Reading: % Meeting Standard
37....	TAKS-M Read (3).....	TAKS-M Reading: Performance by Objective
39....	TAKS-M Math (1).....	TAKS-M Math: % Meeting Standard
41....	TAKS-M Math (3).....	TAKS-M Math: Performance by Objective
43....	TAKS-M Science (1).....	TAKS-M Science: % Meeting Standard
45....	TAKS-M Science (3).....	TAKS-M Science: Performance by Objective

## **ITBS / ITED / LOGRAMOS**

47....	Compliance.....	SCE Compliance for At-Risk Students
49....	ITBS Read (2).....	ITBS Reading Total: # At or Above the 80th %-tile
51....	ITBS Math (2).....	ITBS Math Total: # At or Above the 80th %-tile
53....	Logramos Read (2).....	Logramos Reading Total: # At or Above the 80th %-tile

## **MEASURES OF ENGLISH PROFICIENCY**

54....	WMLS.....	Woodcock-Muñoz Language Survey
--------	-----------	--------------------------------

3....	Notes.....	Notes and Data Descriptions for Individual Reports
-------	------------	--

6....	Enrollment (1).....	Enrollment Statistics by Ethnicity
8....	Attendance.....	Student Attendance Statistics

12....	TAKS Read (2).....	TAKS Reading: Number Not Meeting Standard
14....	TAKS Read (4).....	TAKS Reading: Percentage Commended
16....	TAKS Math (2).....	TAKS Mathematics: # Not Meeting Standard
18....	TAKS Math (4).....	TAKS Mathematics: % Commended
20....	TAKS Write (2).....	TAKS Writing: Number Not Meeting Standard
22....	TAKS Write (4).....	TAKS Writing: Percentage Commended
24....	TAKS Science (2).....	TAKS Science: Number Not Meeting Standard
26....	TAKS Science (4).....	TAKS Science: Percentage Commended
28....	SPTAKS Read (2).....	Spanish TAKS Reading: # Not Meeting Standard
30....	SPTAKS Read (4).....	Spanish TAKS Reading: % Commended
32....	SPTAKS Write (2).....	Spanish TAKS Writing: # Not Meeting Standard
34....	SPTAKS Write (4).....	Spanish TAKS Writing: % Commended

36....	TAKS-M Read (2).....	TAKS-M Reading: # Not Meeting Standard
38....	TAKS-M Read (4).....	TAKS-M Reading: Percentage Commended
40....	TAKS-M Math (2).....	TAKS-M Math: # Not Meeting Standard
42....	TAKS-M Math (4).....	TAKS-M Math: Percentage Commended
44....	TAKS-M Science (2).....	TAKS-M Science: # Not Meeting Standard
46....	TAKS-M Science (4).....	TAKS-M Science: Percentage Commended

48....	ITBS Read (1).....	ITBS Reading Total: % At or Above the 40th %-tile
50....	ITBS Math (1).....	ITBS Math Total: % At or Above the 40th %-tile
52....	Logramos Read (1).....	Logramos Reading Total: % At or Above the 40th %-tile

55....	TELPAS.....	TX English Language Proficiency Assessment System
--------	-------------	---

**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	12
PK	83
KN	112
1	104
2	99
3	91
4	87
5	72
6	64
ALL	724

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	440	60.8	34	69.4
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	282	39.0	12	24.5
White	2	0.3	3	6.1
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	710	98.1
Limited English proficient students	228	31.5
Special education students	61	8.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2007	78	37	47.4	0	0.0	0	0.0	41	52.6	0	0.0
	2008	82	36	43.9	0	0.0	0	0.0	46	56.1	0	0.0
	2009	83	37	44.6	0	0.0	0	0.0	46	55.4	0	0.0
KN	2007	121	73	60.3	0	0.0	0	0.0	47	38.8	1	0.8
	2008	111	70	63.1	0	0.0	0	0.0	41	36.9	0	0.0
	2009	112	63	56.3	0	0.0	0	0.0	49	43.8	0	0.0
1	2007	124	88	71.0	0	0.0	0	0.0	35	28.2	1	0.8
	2008	127	79	62.2	0	0.0	0	0.0	48	37.8	0	0.0
	2009	104	71	68.3	0	0.0	0	0.0	33	31.7	0	0.0
2	2007	120	73	60.8	0	0.0	0	0.0	46	38.3	1	0.8
	2008	104	74	71.2	0	0.0	0	0.0	30	28.8	0	0.0
	2009	99	55	55.6	0	0.0	0	0.0	44	44.4	0	0.0
3	2007	97	64	66.0	0	0.0	0	0.0	33	34.0	0	0.0
	2008	103	63	61.2	0	0.0	0	0.0	40	38.8	0	0.0
	2009	91	63	69.2	0	0.0	0	0.0	28	30.8	0	0.0
4	2007	85	56	65.9	0	0.0	0	0.0	29	34.1	0	0.0
	2008	91	62	68.1	0	0.0	0	0.0	29	31.9	0	0.0
	2009	87	55	63.2	0	0.0	0	0.0	32	36.8	0	0.0
5	2007	80	52	65.0	1	1.3	0	0.0	27	33.8	0	0.0
	2008	77	52	67.5	0	0.0	0	0.0	25	32.5	0	0.0
	2009	72	50	69.4	0	0.0	0	0.0	22	30.6	0	0.0
6	2007	73	46	63.0	0	0.0	0	0.0	27	37.0	0	0.0
	2008	66	41	62.1	0	0.0	0	0.0	25	37.9	0	0.0
	2009	64	43	67.2	0	0.0	0	0.0	21	32.8	0	0.0
EC-6	2007	790	495	62.7	1	0.1	0	0.0	291	36.8	3	0.4
	2008	773	479	62.0	0	0.0	0	0.0	294	38.0	0	0.0
	2009	724	440	60.8	0	0.0	0	0.0	282	39.0	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	78	78	100.0	33	42.3	2	2.6	0	0.0	77	98.7	1.3
	2008	82	81	98.8	37	45.1	2	2.4	0	0.0	82	100.0	0.0
	2009	83	82	98.8	40	48.2	1	1.2	0	0.0	83	100.0	0.0
KN	2007	121	121	100.0	39	32.2	2	1.7	3	2.5	54	44.6	2.5
	2008	111	108	97.3	34	30.6	3	2.7	3	2.7	41	36.9	1.8
	2009	112	110	98.2	42	37.5	5	4.5	1	0.9	43	38.4	3.6
1	2007	124	119	96.0	26	21.0	7	5.6	8	6.5	10	8.1	11.3
	2008	127	127	100.0	41	32.3	8	6.3	8	6.3	8	6.3	11.0
	2009	104	102	98.1	28	26.9	3	2.9	5	4.8	7	6.7	6.7
2	2007	120	119	99.2	32	26.7	10	8.3	13	10.8	10	8.3	6.7
	2008	104	102	98.1	27	26.0	7	6.7	9	8.7	9	8.7	4.8
	2009	99	99	100.0	38	38.4	4	4.0	8	8.1	8	8.1	4.0
3	2007	97	92	94.8	25	25.8	7	7.2	14	14.4	8	8.2	6.2
	2008	103	99	96.1	29	28.2	9	8.7	16	15.5	8	7.8	6.8
	2009	91	90	98.9	25	27.5	8	8.8	8	8.8	1	1.1	4.4
4	2007	85	82	96.5	17	20.0	10	11.8	14	16.5	2	2.4	4.7
	2008	91	88	96.7	21	23.1	11	12.1	9	9.9	10	11.0	0.0
	2009	87	84	96.6	24	27.6	9	10.3	9	10.3	8	9.2	1.1
5	2007	80	77	96.3	9	11.3	11	13.8	6	7.5	2	2.5	11.3
	2008	77	75	97.4	14	18.2	12	15.6	11	14.3	7	9.1	0.0
	2009	72	70	97.2	18	25.0	13	18.1	4	5.6	3	4.2	1.4
6	2007	73	70	95.9	8	11.0	8	11.0	13	17.8	4	5.5	1.4
	2008	66	66	100.0	11	16.7	13	19.7	4	6.1	7	10.6	0.0
	2009	64	63	98.4	13	20.3	6	9.4	9	14.1	5	7.8	0.0
EC-6	2007	790	768	97.2	189	23.9	69	8.7	71	9.0	171	21.6	6.8
	2008	773	755	97.7	214	27.7	77	10.0	60	7.8	179	23.2	4.3
	2009	724	710	98.1	228	31.5	61	8.4	44	6.1	165	22.8	3.6

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	40.1	4,117.2	38.0	94.9	3,933.6	95.5	94	100.0	100.0	67	7,436	100.0	100.0
	2008	40.9	4,133.2	39.2	95.8	3,942.7	95.4	99	100.0	100.0	71	7,427	100.0	100.0
	2009	40.9	4,167.8	39.2	95.8	3,975.6	95.4	97	100.0	100.0	73	7,332	100.0	100.0
KN	2007	117.3	13,945.0	112.1	95.5	13,385.6	96.0	39	33.2	24.3	94	12,035	80.1	86.3
	2008	110.3	13,568.1	105.3	95.5	13,004.4	95.8	35	31.7	23.5	89	11,618	80.7	85.6
	2009	111.0	13,515.0	105.1	94.7	12,939.1	95.7	32	28.8	22.5	88	11,501	79.3	85.1
1	2007	123.5	14,353.8	118.5	96.0	13,851.4	96.5	37	30.0	23.2	103	12,437	83.4	86.6
	2008	130.6	14,626.9	123.6	94.6	14,102.7	96.4	39	29.9	21.2	103	12,704	78.8	86.9
	2009	103.0	14,250.8	98.0	95.1	13,719.9	96.3	33	32.0	20.7	83	12,300	80.6	86.3
2	2007	113.8	13,403.8	109.6	96.3	12,978.9	96.8	37	32.5	21.7	94	11,729	82.6	87.5
	2008	104.4	13,708.6	99.8	95.6	13,269.8	96.8	40	38.3	19.7	84	12,043	80.5	87.9
	2009	100.6	13,950.1	95.8	95.2	13,499.0	96.8	28	27.8	18.6	84	12,231	83.5	87.7
3	2007	100.2	12,998.4	96.7	96.4	12,633.3	97.2	26	25.9	21.1	79	11,445	78.8	88.0
	2008	104.7	12,806.9	100.2	95.7	12,425.5	97.0	30	28.7	19.1	87	11,408	83.1	89.1
	2009	86.5	13,095.5	82.8	95.8	12,710.6	97.1	35	40.5	18.3	65	11,634	75.2	88.8
4	2007	88.2	12,104.9	85.3	96.8	11,768.3	97.2	9	10.2	19.7	79	10,683	89.6	88.3
	2008	89.6	12,329.8	86.3	96.3	11,960.3	97.0	33	36.8	19.7	72	10,924	80.4	88.6
	2009	86.3	12,156.4	83.6	96.9	11,789.9	97.0	28	32.5	18.1	70	10,731	81.1	88.3
5	2007	82.0	11,757.0	78.3	95.5	11,426.8	97.2	22	26.8	20.9	67	10,362	81.8	88.1
	2008	75.5	11,874.2	73.3	97.0	11,539.6	97.2	27	35.7	18.8	63	10,608	83.4	89.3
	2009	68.9	11,903.5	67.2	97.6	11,552.9	97.1	26	37.7	17.5	57	10,563	82.8	88.7
6	2007	73.2	11,264.8	70.8	96.6	10,864.3	96.4	22	30.0	21.9	58	9,788	79.2	86.9
	2008	65.4	10,450.4	63.4	97.0	10,060.0	96.3	15	22.9	22.0	58	9,055	88.6	86.6
	2009	62.9	10,588.3	60.5	96.3	10,165.3	96.0	15	23.9	19.9	52	9,131	82.7	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	<b>2007</b>	749.6	94,387.4	720.1	96.1	91,251.6	96.7	292	39.0	31.9	651	86,204	86.8	91.3
	<b>2008</b>	731.1	93,889.2	700.4	95.8	90,666.0	96.6	326	44.6	30.8	634	86,025	86.7	91.6
	<b>2009</b>	669.0	94,064.8	641.2	95.8	90,751.7	96.5	302	45.1	29.6	579	85,648	86.5	91.1

**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	34	69.4
Hispanic	12	24.5
White	3	6.1
Other	0	0.0

Gender	Number	Percent
Female	40	81.6
Male	9	18.4

<b>TOTAL</b>	<b>49</b>
--------------	-----------

**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	8.5
<b>2008</b>	7.6
<b>2009</b>	6.3

## PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		84.4	78.6	82.2	*	66.7	75.0		79.1	88.6	82.3	84.6	79
	2008		80.3	81.0	81.0	*	72.7	73.7	*	82.4	79.2	80.5	86.2	82
	2009		76.8	75.0	76.2	*	*	69.4		65.7	89.7	76.6	87.3	64
4	2007		46.2	52.0	46.7	*	33.3	24.2		30.3	61.4	48.1	69.7	77
	2008		42.1	35.7	37.8	12.5	30.0	28.3		40.9	38.1	40.2	72.1	87
	2009		55.1	46.2	50.8		42.9	33.3		43.8	63.3	53.2	75.8	62
5	2007		52.3	48.1	49.3	*	33.3	39.6		39.4	59.0	50.0	78.3	72
	2008		66.0	78.3	69.1	28.6	83.3	60.9		72.2	67.6	70.0	82.9	70
	2009		59.5	50.0	56.7	*	47.4	52.8		52.8	59.3	55.6	82.9	63
6	2007		83.7	80.0	81.5	*	75.0	73.8	*	71.1	96.7	82.4	87.2	68
	2008		71.8	75.0	73.3	22.2	54.5	68.3		67.7	78.1	73.0	87.8	63
	2009		79.5	75.0	77.6	*	75.0	65.8		73.3	82.8	78.0	86.4	59
3-6	2007		67.5	62.6	64.5	50.0	48.6	54.1	*	57.1	74.3	65.5	79.9	296
	2008		64.7	65.6	64.4	23.1	55.6	57.4	*	64.1	65.4	64.9	82.0	302
	2009		67.7	60.7	65.4	66.7	56.1	57.1		58.6	73.9	65.7	82.7	248

NUMBER TESTED IN GRADES 3-6													
2007	0	203	91	282	14	35	172	1	147	148	296	41,727	
2008	0	204	96	289	26	54	197	1	145	156	302	41,175	
2009	0	186	61	240	9	41	170	0	133	115	248	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		10	3	13	*	2	11		9	4	14	1,675	79
	2008		12	4	15	*	3	15	*	6	10	16	1,443	82
	2009		13	2	15	*	*	15		12	3	15	960	64
4	2007		28	12	40	*	8	25		23	17	40	3,189	77
	2008		33	18	51	7	14	38		26	26	52	2,996	87
	2009		22	7	29		4	20		18	11	29	2,449	62
5	2007		21	14	35	*	6	32		20	16	36	2,258	72
	2008		16	5	21	5	2	18		10	11	21	1,827	70
	2009		17	10	26	*	10	25		17	11	28	1,793	63
6	2007		7	5	12	*	2	11	*	11	1	12	1,269	68
	2008		11	6	16	7	5	13		10	7	17	1,140	63
	2009		8	5	13	*	3	13		8	5	13	1,295	59
3-6	2007		66	34	100	7	18	79	*	63	38	102	8,391	296
	2008		72	33	103	20	24	84	*	52	54	106	7,406	302
	2009		60	24	83	3	18	73		55	30	85	6,497	248

NUMBER TESTED IN GRADES 3-6													
2007	0	203	91	282	14	35	172	1	147	148	296	41,727	
2008	0	204	96	289	26	54	197	1	145	156	302	41,175	
2009	0	186	61	240	9	41	170	0	133	115	248	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	74.9	81.4	67.7	73.4
	2008	73.7	74.7	75.0	69.5
	2009	67.8	72.3	69.5	72.5
4	2007	68.2	64.9	59.0	58.7
	2008	65.7	60.2	61.7	59.1
	2009	71.4	63.5	64.7	62.6
5	2007	67.9	69.8	64.1	65.2
	2008	70.1	72.1	73.2	67.5
	2009	68.3	69.2	71.4	64.1
6	2007	77.8	76.5	69.3	72.4
	2008	76.1	74.8	76.0	71.4
	2009	75.5	68.0	71.4	75.4
3-6	2007	72.1	73.2	64.9	67.3
	2008	71.1	70.0	71.0	66.4
	2009	70.6	68.3	69.3	68.6

## 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		9.4	0.0	5.5	*	0.0	0.0		9.3	5.7	7.6	21.3	79
	2008		18.0	14.3	16.5	*	0.0	5.3	*	26.5	10.4	17.1	21.5	82
	2009		14.3	25.0	14.3	*	*	4.1		5.7	27.6	15.6	34.1	64
4	2007		3.8	4.0	4.0	*	0.0	0.0		3.0	4.5	3.9	16.6	77
	2008		5.3	3.6	3.7	0.0	5.0	3.8		2.3	7.1	4.6	14.4	87
	2009		4.1	7.7	3.4		0.0	0.0		6.3	3.3	4.8	18.4	62
5	2007		4.5	7.4	4.3	*	0.0	3.8		3.0	7.7	5.6	13.1	72
	2008		6.4	13.0	7.4	0.0	16.7	6.5		11.1	5.9	8.6	16.5	70
	2009		4.8	5.0	5.0	*	5.3	1.9		8.3	0.0	4.8	18.5	63
6	2007		23.3	20.0	20.0	*	12.5	14.3	*	13.2	33.3	22.1	37.4	68
	2008		23.1	20.8	21.7	0.0	9.1	7.3		19.4	25.0	22.2	33.8	63
	2009		12.8	15.0	13.8	*	16.7	10.5		20.0	6.9	13.6	30.2	59
3-6	2007		9.9	8.8	8.2	7.1	2.9	4.7	*	7.5	11.5	9.5	21.9	296
	2008		12.7	12.5	11.8	0.0	7.4	5.6	*	13.8	11.5	12.6	21.1	302
	2009		9.1	11.5	9.2	0.0	12.2	4.1		9.8	9.6	9.7	24.6	248

	NUMBER TESTED IN GRADES 3-6											
2007	0	203	91	282	14	35	172	1	147	148	296	41,727
2008	0	204	96	289	26	54	197	1	145	156	302	41,175
2009	0	186	61	240	9	41	170	0	133	115	248	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		47.0	43.8	45.5	*	37.5	29.8		44.7	48.6	46.3	70.3	82
	2008		43.3	63.9	50.5	*	57.7	41.4	*	58.7	44.0	51.0	76.6	96
	2009		54.2	70.4	58.8	*	70.8	52.1		51.1	69.2	59.3	77.3	86
4	2007		43.4	38.5	41.6	*	23.1	20.0		36.4	45.7	41.8	75.7	79
	2008		35.7	39.3	35.8	25.0	30.0	15.4		39.5	33.3	36.0	77.9	86
	2009		57.1	70.0	60.5		65.2	52.2		61.4	62.9	62.0	79.4	79
5	2007		37.5	66.7	46.6	0.0	55.6	31.6		44.1	51.2	48.1	82.9	77
	2008		48.0	50.0	47.2	9.1	38.5	34.1		44.7	52.8	48.6	84.0	74
	2009		71.4	95.0	78.3	*	100.0	78.4		78.8	76.7	77.8	87.0	63
6	2007		62.8	80.0	69.2	*	75.0	59.5	*	63.2	76.7	69.1	70.0	68
	2008		39.0	75.0	51.6	9.1	63.6	48.8		48.5	56.3	52.3	73.8	65
	2009		74.4	84.2	77.2		81.8	73.0		82.8	72.4	77.6	73.3	58
3-6	2007		47.1	58.5	50.0	16.7	44.7	35.4	*	47.4	53.9	50.7	74.7	306
	2008		41.5	57.1	46.1	12.1	47.1	34.9	*	48.1	45.6	46.7	78.2	321
	2009		63.0	78.1	67.3	57.1	77.3	62.4		66.0	69.9	67.8	79.3	286

NUMBER TESTED IN GRADES 3-6													
2007	0	210	94	292	18	38	181	1	152	154	306	42,324	
2008	0	207	112	308	33	70	209	1	160	160	321	42,082	
2009	0	189	96	278	7	75	205	0	153	133	286	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		35	9	42	*	5	33		26	18	44	3,303	82
	2008		34	13	46	*	11	41	*	19	28	47	2,542	96
	2009		27	8	35	*	7	34		23	12	35	2,781	86
4	2007		30	16	45	*	10	28		21	25	46	2,604	79
	2008		36	17	52	6	14	44		26	28	55	2,436	86
	2009		21	9	30		8	22		17	13	30	2,196	79
5	2007		30	9	39	6	4	39		19	21	40	1,785	77
	2008		26	12	38	10	8	29		21	17	38	1,730	74
	2009		12	1	13	*	0	11		7	7	14	1,386	63
6	2007		16	5	20	*	2	17	*	14	7	21	3,012	68
	2008		25	6	30	10	4	22		17	14	31	2,460	65
	2009		10	3	13		2	10		5	8	13	2,552	58
3-6	2007		111	39	146	15	21	117	*	80	71	151	10,704	306
	2008		121	48	166	29	37	136	*	83	87	171	9,168	321
	2009		70	21	91	3	17	77		52	40	92	8,915	286

NUMBER TESTED IN GRADES 3-6													
2007	0	210	94	292	18	38	181	1	152	154	306	42,324	
2008	0	207	112	308	33	70	209	1	160	160	321	42,082	
2009	0	189	96	278	7	75	205	0	153	133	286	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	64.0	74.2	69.3	64.6	76.2	52.0
	2008	68.1	72.6	72.4	66.7	69.0	55.7
	2009	69.4	70.5	79.3	70.7	73.5	57.4
4	2007	65.2	66.0	60.5	58.2	58.2	55.7
	2008	63.5	58.1	51.7	56.4	57.3	51.3
	2009	77.7	71.2	63.1	69.8	63.9	55.2
5	2007	60.8	54.7	72.7	55.8	62.0	62.8
	2008	60.3	63.3	67.2	62.5	59.5	61.8
	2009	73.2	76.2	83.0	66.7	79.8	72.8
6	2007	71.5	65.2	79.6	60.6	69.6	67.6
	2008	62.3	62.1	67.7	57.8	62.3	61.5
	2009	70.5	74.1	72.9	61.0	82.8	65.9
3-6	2007	65.2	65.2	70.2	59.9	66.5	59.2
	2008	63.9	64.4	64.7	61.2	62.3	57.1
	2009	72.7	72.7	74.3	67.6	74.1	61.9

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007		9.1	18.8	9.1	*	25.0	4.3		14.9	5.7	11.0	19.2	82
	2008		10.0	16.7	12.9	*	3.8	2.9	*	17.4	8.0	12.5	26.3	96
	2009		18.6	14.8	16.5	*	16.7	8.5		8.5	28.2	17.4	29.0	86
4	2007		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	22.6	79
	2008		3.6	7.1	3.7	0.0	5.0	1.9		4.7	4.8	4.7	23.8	86
	2009		4.1	13.3	7.9		13.0	6.5		11.4	2.9	7.6	31.6	79
5	2007		4.2	18.5	9.6	0.0	11.1	5.3		5.9	11.6	9.1	29.3	77
	2008		12.0	16.7	12.5	0.0	7.7	4.5		13.2	13.9	13.5	31.9	74
	2009		14.3	40.0	23.3	*	41.2	17.6		24.2	20.0	22.2	38.4	63
6	2007		14.0	20.0	13.8	*	0.0	9.5	*	13.2	20.0	16.2	26.5	68
	2008		12.2	25.0	16.1	0.0	9.1	9.3		15.2	18.8	16.9	31.0	65
	2009		10.3	26.3	15.8		36.4	13.5		24.1	6.9	15.5	29.0	58
3-6	2007		6.7	13.8	7.9	0.0	7.9	5.0	*	9.2	8.4	8.8	24.3	306
	2008		9.2	16.1	11.0	0.0	5.7	4.3	*	12.5	10.6	11.5	28.1	321
	2009		12.2	21.9	15.5	28.6	24.0	11.2		15.7	15.0	15.4	32.0	286

NUMBER TESTED IN GRADES 3-6													
2007	0	210	94	292	18	38	181	1	152	154	306	42,324	
2008	0	207	112	308	33	70	209	1	160	160	321	42,082	
2009	0	189	96	278	7	75	205	0	153	133	286	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		68.6	69.2	68.0	*	69.2	54.5		60.6	75.0	68.8	86.5	77
	2008		63.8	63.0	63.4	25.0	57.9	50.0		55.6	73.2	63.2	87.4	87
	2009		67.3	84.6	71.2		85.7	66.7		68.8	73.3	71.0	87.4	62

	NUMBER TESTED IN GRADE 4											
2007	0	51	26	75	3	13	33	0	33	44	77	10,408
2008	0	58	27	82	8	19	52	0	45	41	87	10,658
2009	0	49	13	59	0	7	30	0	32	30	62	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		16	8	24	*	4	15		13	11	24	1,408	77
	2008		21	10	30	6	8	26		20	11	32	1,348	87
	2009		16	2	17		1	10		10	8	18	1,264	62

	NUMBER TESTED IN GRADE 4											
2007	0	51	26	75	3	13	33	0	33	44	77	10,408
2008	0	58	27	82	8	19	52	0	45	41	87	10,658
2009	0	49	13	59	0	7	30	0	32	30	62	10,032

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2007	1.9	77.3	73.4	85.1	84.3
	2008	1.7	67.2	65.5	75.0	78.0
	2009	1.9	69.8	62.5	69.4	80.0

<sup>1</sup>Average 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		5.9	7.7	5.3	*	7.7	3.0		6.1	6.8	6.5	18.2	77
	2008		3.4	3.7	3.7	0.0	5.3	1.9		6.7	0.0	3.4	21.4	87
	2009		8.2	15.4	8.5		0.0	3.3		9.4	10.0	9.7	21.0	62

	NUMBER TESTED IN GRADE 4											
2007	0	51	26	75	3	13	33	0	33	44	77	10,408
2008	0	58	27	82	8	19	52	0	45	41	87	10,658
2009	0	49	13	59	0	7	30	0	32	30	62	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		34.9	51.9	42.6	*	22.2	26.4		39.4	41.0	40.3	62.3	72
	2008		56.3	52.0	53.5	22.2	50.0	48.9		63.9	45.9	54.8	71.9	73
	2009		33.3	60.0	43.3	*	57.9	37.7		34.3	50.0	41.3	75.9	63

	NUMBER TESTED IN GRADE 5											
2007	0	43	27	68	2	9	53	0	33	39	72	10,296
2008	0	48	25	71	9	14	47	0	36	37	73	10,686
2009	0	42	20	60	3	19	53	0	35	28	63	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		28	13	39	*	7	39		20	23	43	3,881	72
	2008		21	12	33	7	7	24		13	20	33	3,005	73
	2009		28	8	34	*	8	33		23	14	37	2,542	63

	NUMBER TESTED IN GRADE 5											
2007	0	43	27	68	2	9	53	0	33	39	72	10,296
2008	0	48	25	71	9	14	47	0	36	37	73	10,686
2009	0	42	20	60	3	19	53	0	35	28	63	10,550



## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	68.8	71.3	66.2	59.1
	2008	75.3	77.9	72.8	62.1
	2009	76.6	80.6	72.7	51.0

## 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)
5	2007		4.7	22.2	11.8	*	11.1	5.7		6.1	15.4	11.1	18.0	72
	2008		12.5	12.0	11.3	11.1	7.1	8.5		13.9	10.8	12.3	24.8	73
	2009		7.1	25.0	13.3	*	21.1	9.4		11.4	14.3	12.7	29.1	63

	NUMBER TESTED IN GRADE 5											
2007	0	43	27	68	2	9	53	0	33	39	72	10,296
2008	0	48	25	71	9	14	47	0	36	37	73	10,686
2009	0	42	20	60	3	19	53	0	35	28	63	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			66.7	66.7		66.7	64.3		62.5	71.4	66.7	82.9	15
	2008			72.2	72.2	*	76.5	76.5		58.3	100.0	72.2	85.4	18
	2009			81.0	81.0		81.0	81.0		63.6	100.0	81.0	89.4	21
4	2007												65.9	0
	2008												67.0	0
	2009			64.7	64.7		68.8	68.8		50.0	*	64.7	72.7	17
ALL	2007			66.7	66.7		66.7	64.3		62.5	71.4	66.7	—	15
	2008			72.2	72.2	*	76.5	76.5		58.3	100.0	72.2	—	18
	2009			73.7	73.7		75.7	75.7		56.5	100.0	73.7	—	38

NUMBER TESTED IN GRADES ALL													
2007	0	0	15	15	0	15	14	0	8	7	15	—	
2008	0	0	18	18	1	17	17	0	12	6	18	—	
2009	0	0	38	38	0	37	37	0	23	15	38	—	

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			5	5		5	5		3	2	5	219	15
	2008			5	5	*	4	4		5	0	5	239	18
	2009			4	4		4	4		4	0	4	514	21
4	2007												122	0
	2008												215	0
	2009			6	6		5	5		6	*	6	268	17
ALL	2007			5	5		5	5		3	2	5	—	15
	2008			5	5	*	4	4		5	0	5	—	18
	2009			10	10		9	9		10	0	10	—	38

NUMBER TESTED IN GRADES ALL													
2007	0	0	15	15	0	15	14	0	8	7	15	—	
2008	0	0	18	18	1	17	17	0	12	6	18	—	
2009	0	0	38	38	0	37	37	0	23	15	38	—	

## 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	66.2	68.6	58.9	62.5
	2008	61.9	73.0	62.0	56.3
	2009	74.0	83.7	77.8	66.7
4	2007				
	2008				
	2009	72.5	66.9	63.0	67.6
ALL	2007	66.2	68.6	58.9	62.5
	2008	61.9	73.0	62.0	56.3
	2009	73.3	76.2	71.2	67.1

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2007			6.7	6.7		6.7	7.1		12.5	0.0	6.7	14.8	15
	2008			5.6	5.6	*	5.9	5.9		0.0	16.7	5.6	17.2	18
	2009			19.0	19.0		19.0	19.0		18.2	20.0	19.0	30.6	21
4	2007												14.2	0
	2008												13.5	0
	2009			29.4	29.4		31.3	31.3		33.3	*	29.4	21.1	17
ALL	2007			6.7	6.7		6.7	7.1		12.5	0.0	6.7	—	15
	2008			5.6	5.6	*	5.9	5.9		0.0	16.7	5.6	—	18
	2009			23.7	23.7		24.3	24.3		26.1	20.0	23.7	—	38

NUMBER TESTED IN ALL GRADES													
2007	0	0	15	15	0	15	14	0	8	7	15	—	
2008	0	0	18	18	1	17	17	0	12	6	18	—	
2009	0	0	38	38	0	37	37	0	23	15	38	—	

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			76.5	76.5		81.3	81.3		66.7	*	76.5	87.1	17

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	0	0	0	0	0	0	0	0	0	0	667
2009	0	0	17	17	0	16	16	0	12	5	17	17	981

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

## NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007												76	0
	2008												121	0
	2009			4	4		3	3		4	*	4	127	17

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	17	17	0	16	16	0	12	5	17	981	



## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE


Grade	Year	OBJECTIVE				
		Written Composition <sup>1</sup> : 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	2.2	67.6	56.6	76.5	69.9

<sup>1</sup>Average 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			5.9	5.9		6.3	6.3		8.3	*	5.9	20.4	17

NUMBER TESTED IN GRADE 4													
2007	0	0	0	0	0	0	0	0	0	0	0	0	364
2008	0	0	0	0	0	0	0	0	0	0	0	0	667
2009	0	0	17	17	0	16	16	0	12	5	17	17	981

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

## PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	77.7	5
	2009		*	*	*	*	*	*		*	*	*	87.7	5
4														
	2008		*	*	*	*	*	*		*	*	*	70.7	3
	2009		42.9	*	37.5	37.5	*	50.0		28.6	*	37.5	71.8	8
5														
	2008		66.7	*	62.5	62.5	*	*		83.3	*	62.5	73.3	8
	2009		75.0	*	75.0	77.8	*	85.7		83.3	*	77.8	80.3	9
6														
	2008		*	*	*	*		*		*	*	*	68.6	4
	2009		*	*	*	*	*	*		*	*	*	70.9	5
3-6														
	2008		60.0	*	55.0	55.0	*	66.7		64.3	33.3	55.0	72.3	20
	2009		65.2	*	61.5	63.0	*	70.0		63.2	62.5	63.0	77.1	27

NUMBER TESTED IN GRADES 3-6													
2008	0	15	5	20	20	4	9	0	14	6	20	2,463	
2009	0	23	4	26	27	4	20	0	19	8	27	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	5
	2009		*	*	*	*	*	*		*	*	*	60	5
4														
	2008		*	*	*	*	*	*		*	*	*	181	3
	2009		4	*	5	5	*	3		5	*	5	192	8
5														
	2008		2	*	3	3	*	*		1	*	3	179	8
	2009		2	*	2	2	*	1		1	*	2	137	9
6														
	2008		*	*	*	*		*		*	*	*	206	4
	2009		*	*	*	*	*	*		*	*	*	182	5
3-6														
	2008		6	*	9	9	*	3		5	4	9	682	20
	2009		8	*	10	10	*	6		7	3	10	571	27

NUMBER TESTED IN GRADES 3-6													
2008	0	15	5	20	20	4	9	0	14	6	20	2,463	
2009	0	23	4	26	27	4	20	0	19	8	27	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	43.8	37.5	52.1	46.9
5					
	2008	58.0	64.6	79.2	59.1
	2009	66.7	79.6	74.1	68.7
6					
	2008	*	*	*	*
	2009	*	*	*	*
3-6					
	2008	47.2	60.8	64.8	44.6
	2009	56.7	61.7	58.4	56.1

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	*	*	*	*		*	*	*	10.8	5
	2009		*	*	*	*	*	*		*	*	*	16.2	5
4														
	2008		*	*	*	*	*	*		*	*	*	9.7	3
	2009		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	8.9	8
5														
	2008		16.7	*	12.5	12.5	*	*		16.7	*	12.5	14.9	8
	2009		25.0	*	12.5	22.2	*	28.6		33.3	*	22.2	14.1	9
6														
	2008		*	*	*	*		*		*	*	*	7.3	4
	2009		*	*	*	*	*	*		*	*	*	7.5	5
3-6														
	2008		6.7	*	5.0	5.0	*	0.0		7.1	0.0	5.0	10.7	20
	2009		8.7	*	3.8	7.4	*	10.0		10.5	0.0	7.4	11.4	27

NUMBER TESTED IN GRADES 3-6													
2008	0	15	5	20	20	4	9	0	14	6	20	2,463	
2009	0	23	4	26	27	4	20	0	19	8	27	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		*	*	83.3	83.3	*	83.3		*	*	83.3	76.1	6
	2009		*	*	*	*	*	*		*	*	*	81.2	5
4														
	2008		*	*	*	*	*	*		*	*	*	69.1	3
	2009		42.9	*	37.5	37.5	*	33.3		28.6	*	37.5	75.8	8
5														
	2008		*	*	*	*	*			*		*	64.0	4
	2009		88.9	*	88.9	90.0	*	87.5		100.0	*	90.0	80.2	10
6														
	2008		*	*	*	*				*	*	*	57.0	2
	2009		*	*	66.7	66.7	*	*		*	*	66.7	64.0	6
3-6														
	2008		81.8	*	66.7	66.7	*	71.4		63.6	*	66.7	66.2	15
	2009		66.7	*	64.3	65.5	*	68.2		61.9	75.0	65.5	75.2	29

NUMBER TESTED IN GRADES 3-6													
2008	0	11	4	15	15	3	7	0	11	4	15	2,335	
2009	0	24	5	28	29	5	22	0	21	8	29	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		*	*	1	1	*	1		*	*	1	129	6
	2009		*	*	*	*	*	*		*	*	*	85	5
4														
	2008		*	*	*	*	*	*		*	*	*	173	3
	2009		4	*	5	5	*	4		5	*	5	157	8
5														
	2008		*	*	*	*	*			*		*	227	4
	2009		1	*	1	1	*	1		0	*	1	127	10
6														
	2008		*	*	*	*				*	*	*	260	2
	2009		*	*	2	2	*	*		*	*	2	205	6
3-6														
	2008		2	*	5	5	*	2		4	*	5	789	15
	2009		8	*	10	10	*	7		8	2	10	574	29

NUMBER TESTED IN GRADES 3-6													
2008	0	11	4	15	15	3	7	0	11	4	15	2,335	
2009	0	24	5	28	29	5	22	0	21	8	29	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	52.1	60.0	73.3	63.3	27.8	33.3
	2009	*	*	*	*	*	*
4							
	2008	*	*	*	*	*	*
	2009	37.5	43.8	50.0	30.0	20.8	33.3
5							
	2008	*	*	*	*	*	*
	2009	63.3	60.0	65.0	66.7	46.7	58.0
6							
	2008	*	*	*	*	*	*
	2009	56.3	38.1	61.1	75.0	66.7	47.6
3-6							
	2008	44.4	46.4	56.9	54.7	29.8	44.3
	2009	55.5	50.3	60.6	56.4	42.5	48.2

## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3														
	2008		*	*	0.0	0.0	*	0.0		*	*	0.0	16.1	6
	2009		*	*	*	*	*	*		*	*	*	22.3	5
4														
	2008		*	*	*	*	*	*		*	*	*	14.3	3
	2009		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	14.0	8
5														
	2008		*	*	*	*	*			*		*	14.0	4
	2009		11.1	*	11.1	10.0	*	12.5		14.3	*	10.0	17.2	10
6														
	2008		*	*	*	*				*	*	*	6.4	2
	2009		*	*	0.0	0.0	*	*		*	*	0.0	8.4	6
3-6														
	2008		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	12.6	15
	2009		12.5	*	10.7	10.3	*	13.6		9.5	12.5	10.3	15.1	29

NUMBER TESTED IN GRADES 3-6													
2008	0	11	4	15	15	3	7	0	11	4	15	2,335	
2009	0	24	5	28	29	5	22	0	21	8	29	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	5
	2009		11.1	*	11.1	10.0	*	12.5		14.3	*	10.0	37.5	10

NUMBER TESTED IN GRADE 5													
2008	0	4	1	5	5	1	0	0	5	0	5	668	
2009	0	9	1	9	10	1	8	0	7	3	10	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	5
	2009		8	*	8	9	*	7		6	*	9	398	10

NUMBER TESTED IN GRADE 5													
2008	0	4	1	5	5	1	0	0	5	0	5	668	
2009	0	9	1	9	10	1	8	0	7	3	10	637	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5					
	2008	*	*	*	*
	2009	70.9	61.4	61.4	55.7

## 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)
5														
	2008		*	*	*	*	*			*		*	5.2	5
	2009		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	4.9	10

NUMBER TESTED IN GRADE 5														
2007														
2008	0	4	1	5	5	1	0	0	5	0	5	668		
2009	0	9	1	9	10	1	8	0	7	3	10	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	*	68.4	67.1	46.9	79
	2008	*	56.8	57.9	57.6	76
	2009	25.7	52.9	39.1	41.9	69
1	2007	10.7	58.5	44.1	51.4	93
	2008	50.0	49.2	49.4	50.2	77
	2009	68.4	72.7	71.6	54.2	74
2	2007	21.7	40.5	28.9	44.5	97
	2008	9.8	54.3	30.3	50.2	76
	2009	12.2	64.7	27.6	47.9	58
1-2	2007	18.2	52.0	36.3	47.6	190
	2008	18.9	51.0	39.9	50.2	153
	2009	30.0	70.8	52.3	51.0	132

Number Tested	2007	91	178	269	24,696	
	2008	55	174	229	21,817	
	2009	95	106	201	21,148	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2007	37.8	72.0	61.3	44.3	119
	2008	9.1	51.3	38.7	44.9	111
	2009	44.7	75.7	54.9	52.8	113
1	2007	17.6	57.4	40.3	48.8	119
	2008	43.8	67.1	57.6	55.5	118
	2009	77.8	78.2	78.1	50.4	73
2	2007	45.2	56.8	49.5	55.6	99
	2008	33.8	77.1	49.0	57.5	100
	2009	43.4	52.6	45.3	53.2	95
K-2	2007	34.0	63.6	50.4	49.1	337
	2008	31.5	62.3	48.6	52.7	329
	2009	47.6	73.0	57.7	52.3	281

Number Tested	2007	150	187	337	34,441	
	2008	146	183	329	41,070	
	2009	170	111	281	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	*	70.0	50.0	67.1	*	*	*		59.5	73.8	67.1	46.9	79
	2008		60.0	33.3	58.9	*	*	*		55.9	59.5	57.9	57.6	76
	2009		36.5	66.7	37.3	*		25.7		33.3	46.7	39.1	41.9	69
1	2007	*	48.2	0.0	43.8	*	*	10.7		42.2	45.8	44.1	51.4	93
	2008		48.6	57.1	50.0	*	*	50.0		58.5	38.9	49.4	50.2	77
	2009		71.4	*	70.8	*		68.4		76.3	66.7	71.6	54.2	74
2	2007	*	28.2	28.0	29.5	0.0	15.4	21.7	*	35.4	22.4	28.9	44.5	97
	2008		33.8	0.0	29.7	*	*	9.8		19.4	40.0	30.3	50.2	76
	2009		26.4	*	27.6	*	*	12.2		23.3	32.1	27.6	47.9	58
1-2	2007	*	39.1	21.9	36.4	0.0	12.5	18.2	*	38.7	34.0	36.3	47.6	190
	2008		41.3	26.7	40.0	25.0	50.0	18.9		40.3	39.5	39.9	50.2	153
	2009		52.0	55.6	51.5	*	*	30.0		52.9	51.6	52.3	51.0	132
Number Tested	2007	3	226	40	263	14	18	91	1	130	139	269	24,696	
	2008	0	208	21	223	9	7	55	0	111	118	229	21,817	
	2009	0	186	15	197	9	2	95	0	107	94	201	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	*	22	1	23	*	*	*		8	15	23	1,245	79
	2008		27	0	26	*	*	*		12	15	27	1,687	76
	2009		4	2	5	*		1		4	2	6	771	69
1	2007	*	14	0	12	*	*	0		5	9	14	1,458	93
	2008		18	1	19	*	*	3		10	9	19	1,555	77
	2009		37	*	39	*		10		21	19	40	1,659	74
2	2007	*	2	1	3	0	0	0	*	2	1	3	896	97
	2008		8	0	7	*	*	1		2	6	8	1,065	76
	2009		2	*	4	*	*	3		2	2	4	1,027	58
1-2	2007	*	16	1	15	0	0	0	*	7	10	17	2,355	190
	2008		26	1	26	0	0	4		12	15	27	2,620	153
	2009		39	5	43	*	*	13		23	21	44	2,688	132
Number Tested	2007	3	226	40	263	14	18	91	1	130	139	269	24,696	
	2008	0	208	21	223	9	7	55	0	111	118	229	21,817	
	2009	0	186	15	197	9	2	95	0	107	94	201	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	*	74.6	42.6	61.3	*	38.5	37.8		65.5	57.8	61.3	44.3	119
	2008		54.3	12.2	39.3	*	5.9	9.1		29.6	47.4	38.7	44.9	111
	2009		65.1	42.0	54.5	*	37.2	44.7		47.6	64.0	54.9	52.8	113
1	2007	*	45.2	29.4	39.1	0.0	23.1	17.6		32.3	49.1	40.3	48.8	119
	2008		70.8	37.0	58.1	*	35.9	43.8		65.5	50.0	57.6	55.5	118
	2009		78.3	*	78.9	*		77.8		86.5	69.4	78.1	50.4	73
2	2007	*	43.8	64.0	49.5	37.5	61.5	45.2	*	53.1	46.0	49.5	55.6	99
	2008		52.9	40.0	48.0	50.0	36.0	33.8		42.0	56.0	49.0	57.5	100
	2009		41.8	50.0	45.3	*	44.4	43.4		45.7	44.9	45.3	53.2	95
K-2	2007	*	53.9	43.4	50.2	23.5	37.2	34.0	*	49.4	51.5	50.4	49.1	337
	2008		59.4	29.1	48.8	46.2	25.5	31.5		46.3	50.9	48.6	52.7	329
	2009		63.1	46.8	57.6	33.3	40.5	47.6		56.8	58.5	57.7	52.3	281

Number Tested	2007	3	228	106	331	17	78	150	1	166	171	337	34,441
	2008	0	212	117	322	13	98	146	0	162	167	329	41,070
	2009	0	187	94	276	12	79	170	0	146	135	281	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	*	36	8	44	*	6	6		23	21	44	2,583	119
	2008		24	2	25	*	0	1		10	16	26	2,788	111
	2009		19	8	25	*	3	11		15	12	27	2,455	113
1	2007	*	13	1	12	0	0	0		7	7	14	1,769	119
	2008		31	4	35	*	3	5		19	16	35	2,800	118
	2009		42	*	44	*		11		25	20	45	1,577	73
2	2007	*	6	2	8	0	0	2	*	4	4	8	2,098	99
	2008		11	2	11	2	0	4		5	8	13	2,912	100
	2009		2	5	7	*	3	5		2	5	7	1,686	95
K-2	2007	*	55	11	64	1	6	8	*	34	32	66	6,450	337
	2008		66	8	71	3	3	10		34	40	74	8,500	329
	2009		63	16	76	2	6	27		42	37	79	5,718	281

Number Tested	2007	3	228	106	331	17	78	150	1	166	171	337	34,441
	2008	0	212	117	322	13	98	146	0	162	167	329	41,070
	2009	0	187	94	276	12	79	170	0	146	135	281	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			94.1	94.1		93.8	93.1		100.0	89.5	94.1	84.7	34
	2008			74.3	73.5	*	72.7	77.4		65.0	86.7	74.3	87.0	35
	2009			75.0	74.4	*	74.4	73.2		62.5	90.0	75.0	88.6	44
1	2007			68.0	68.0	*	68.2	68.2		64.7	75.0	68.0	84.5	25
	2008			81.1	81.1	*	80.0	80.0		88.2	75.0	81.1	88.0	37
	2009			96.6	96.6		96.4	96.4		100.0	92.3	96.6	88.6	29
2	2007			84.2	84.2	*	84.2	88.9		84.6	83.3	84.2	89.9	19
	2008			72.7	72.7		72.7	72.7		66.7	80.0	72.7	93.4	22
	2009			88.9	88.9		88.2	88.2		100.0	81.0	88.9	94.0	36
K-2	2007			83.3	83.3	*	83.6	84.1		82.2	84.8	83.3	85.6	78
	2008			76.6	76.3	*	75.6	77.3		73.5	80.0	76.6	89.3	94
	2009			85.3	85.2	*	84.8	84.5		83.6	87.0	85.3	90.4	109

Number Tested	2007	0	0	78	78	3	73	69	0	45	33	78	14,889
	2008	0	0	94	93	2	90	88	0	49	45	94	18,257
	2009	0	0	109	108	1	105	103	0	55	54	109	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			11	11		10	10		7	4	11	2,779	34
	2008			8	7	*	7	7		4	4	8	3,280	35
	2009			9	9	*	8	8		3	6	9	3,525	44
1	2007			2	2	*	2	2		1	1	2	1,782	25
	2008			7	7	*	7	7		3	4	7	2,412	37
	2009			15	15		14	14		9	6	15	2,523	29
2	2007			5	5	*	5	5		3	2	5	1,196	19
	2008			2	2		2	2		1	1	2	2,596	22
	2009			9	9		8	8		5	4	9	2,909	36
K-2	2007			18	18	*	17	17		11	7	18	5,757	78
	2008			17	16	*	16	16		8	9	17	8,288	94
	2009			33	33	*	30	30		17	16	33	8,957	109

Number Tested	2007	0	0	78	78	3	73	69	0	45	33	78	14,889
	2008	0	0	94	93	2	90	88	0	49	45	94	18,257
	2009	0	0	109	108	1	105	103	0	55	54	109	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	66.7	5	60.0	7	57.1	15	60.0
5	0	-	3	100.0	0	-	3	100.0
6	0	-	1	100.0	0	-	1	100.0
ALL	3	66.7	9	77.8	7	57.1	19	68.4

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
KN (43)	Beginning	18	41.9	22	51.2	43	100.0	42	97.7	42	97.7
	Intermediate	19	44.2	14	32.6	0	0.0	0	0.0	0	0.0
	Advanced	6	14.0	7	16.3	0	0.0	1	2.3	1	2.3
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (28)	Beginning	5	17.9	8	28.6	21	75.0	18	64.3	18	64.3
	Intermediate	9	32.1	10	35.7	7	25.0	8	28.6	8	28.6
	Advanced	9	32.1	5	17.9	0	0.0	2	7.1	2	7.1
	Advanced High	5	17.9	5	17.9	0	0.0	0	0.0	0	0.0
2 (40)	Beginning	1	2.5	12	30.0	21	52.5	11	27.5	11	27.5
	Intermediate	24	60.0	15	37.5	13	32.5	13	32.5	13	32.5
	Advanced	9	22.5	8	20.0	5	12.5	11	27.5	12	30.0
	Advanced High	6	15.0	5	12.5	1	2.5	5	12.5	4	10.0
3 (25)	Beginning	2	8.0	3	12.0	9	36.0	6	24.0	6	24.0
	Intermediate	7	28.0	10	40.0	10	40.0	8	32.0	8	32.0
	Advanced	13	52.0	12	48.0	6	24.0	5	20.0	5	20.0
	Advanced High	3	12.0	0	0.0	0	0.0	6	24.0	6	24.0
4 (24)	Beginning	0	0.0	0	0.0	7	29.2	4	16.7	4	16.7
	Intermediate	0	0.0	0	0.0	9	37.5	12	50.0	12	50.0
	Advanced	13	54.2	12	50.0	4	16.7	6	25.0	6	25.0
	Advanced High	11	45.8	12	50.0	4	16.7	2	8.3	2	8.3

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
— <hr/> —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
22 <hr/> 7 (31.8%)	Beginning	15			
	Intermediate	5	0		
	Advanced	2	0	0	
	Advanced High	0	0	0	
34 <hr/> 23 (67.6%)	Beginning	8			
	Intermediate	10	3		
	Advanced	8	3	0	
	Advanced High	2	0	0	
23 <hr/> 13 (56.5%)	Beginning	4			
	Intermediate	4	4		
	Advanced	0	3	2	
	Advanced High	0	1	5	
21 <hr/> 8 (38.1%)	Beginning	3			
	Intermediate	5	6		
	Advanced	0	2	4	
	Advanced High	0	0	1	

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
5 (17)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	3	17.6	5	29.4	4	23.5	4	23.5
	Advanced	11	64.7	10	58.8	8	47.1	6	35.3	6	35.3
	Advanced High	6	35.3	4	23.5	4	23.5	7	41.2	7	41.2
6 (13)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	15.4	2	15.4	6	46.2	0	0.0	0	0.0
	Advanced	9	69.2	10	76.9	7	53.8	5	38.5	6	46.2
	Advanced High	2	15.4	1	7.7	0	0.0	8	61.5	7	53.8
ALL (190)	Beginning	26	13.7	45	23.7	101	53.2	81	42.6	81	42.6
	Intermediate	61	32.1	54	28.4	50	26.3	45	23.7	45	23.7
	Advanced	70	36.8	64	33.7	30	15.8	36	18.9	38	20.0
	Advanced High	33	17.4	27	14.2	9	4.7	28	14.7	26	13.7

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>15</div> <div>9 (60.0%)</div>	Beginning	0			
	Intermediate	0	3		
	Advanced	0	2	3	
	Advanced High	0	1	6	
<div>11</div> <div>7 (63.6%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	2	4	
	Advanced High	0	0	5	
<div>126</div> <div>67 (53.2%)</div>	Beginning	30			
	Intermediate	24	16		
	Advanced	10	12	13	
	Advanced High	2	2	17	

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