

# Campus Data Packet

for 2009 - 10 Plans



**EDUARDO MATA**

School Number 270

*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.

**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
4	143
5	172
ALL	315

**STUDENT AND TEACHER ETHNICITY**

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	17	5.4	7	38.9
American Indian	1	0.3	*	*
Asian	2	0.6	*	*
Hispanic	292	92.7	5	27.8
White	3	1.0	6	33.3
Other	**	**	0	0.0

\*Included in category "Other."

\*\*All students are classified in one of the five racial/ethnic groups.

**STUDENT GROUP ENROLLMENT**

Student Group	Number	Percent
Economically disadvantaged students	294	93.3
Limited English proficient students	148	47.0
Special education students	32	10.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
4	2007	174	13	7.5	2	1.1	2	1.1	155	89.1	2	1.1
	2008	179	8	4.5	0	0.0	1	0.6	167	93.3	3	1.7
	2009	143	6	4.2	1	0.7	1	0.7	134	93.7	1	0.7
5	2007	155	5	3.2	2	1.3	2	1.3	143	92.3	3	1.9
	2008	169	10	5.9	2	1.2	2	1.2	151	89.3	4	2.4
	2009	172	11	6.4	0	0.0	1	0.6	158	91.9	2	1.2
4-6	2007	329	18	5.5	4	1.2	4	1.2	298	90.6	5	1.5
	2008	348	18	5.2	2	0.6	3	0.9	318	91.4	7	2.0
	2009	315	17	5.4	1	0.3	2	0.6	292	92.7	3	1.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
4	2007	174	151	86.8	59	33.9	23	13.2	19	10.9	14	8.0	0.0
	2008	179	165	92.2	76	42.5	20	11.2	20	11.2	16	8.9	0.6
	2009	143	136	95.1	91	63.6	14	9.8	11	7.7	9	6.3	1.4
5	2007	155	152	98.1	51	32.9	17	11.0	18	11.6	7	4.5	4.5
	2008	169	154	91.1	52	30.8	17	10.1	18	10.7	14	8.3	3.6
	2009	172	158	91.9	57	33.1	18	10.5	23	13.4	10	5.8	2.3
4-6	2007	329	303	92.1	110	33.4	40	12.2	37	11.2	21	6.4	2.1
	2008	348	319	91.7	128	36.8	37	10.6	38	10.9	30	8.6	2.0
	2009	315	294	93.3	148	47.0	32	10.2	34	10.8	19	6.0	1.9

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
4	2007	180.1	12,104.9	173.6	96.4	11,768.3	97.2	29	16.1	19.7	157	10,683	87.2	88.3
	2008	177.5	12,329.8	173.2	97.6	11,960.3	97.0	35	19.7	19.7	162	10,924	91.3	88.6
	2009	147.1	12,156.4	142.4	96.9	11,789.9	97.0	31	21.1	18.1	131	10,731	89.1	88.3
5	2007	160.2	11,757.0	156.0	97.4	11,426.8	97.2	21	13.1	20.9	146	10,362	91.1	88.1
	2008	166.7	11,874.2	161.5	96.9	11,539.6	97.2	27	16.2	18.8	147	10,608	88.2	89.3
	2009	173.8	11,903.5	167.8	96.6	11,552.9	97.1	28	16.1	17.5	154	10,563	88.6	88.7
6	2007		11,264.8			10,864.3	96.4			21.9		9,788		86.9
	2008	0.0	10,450.4	0.0	100.0	10,060.0	96.3	0	0.0	22.0	0	9,055	0.0	86.6
	2009		10,588.3			10,165.3	96.0			19.9		9,131		86.2
4-6	2007	340.3	35,126.6	329.7	96.9	34,059.4	97.0	50	14.7	20.8	303	30,833	89.0	87.8
	2008	344.2	34,654.4	334.7	97.2	33,560.0	96.8	62	18.0	20.1	309	30,587	89.8	88.3
	2009	320.9	34,648.1	310.3	96.7	33,508.0	96.7	59	18.4	18.5	285	30,425	88.8	87.8



**DISTRIBUTION OF TEACHERS**

Ethnicity	Number	Percent
African American	7	38.9
Hispanic	5	27.8
White	6	33.3
Other	0	0.0

Gender	Number	Percent
Female	14	77.8
Male	4	22.2

<b>TOTAL</b>	<b>18</b>
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**AVERAGE NUMBER OF ABSENCES**

<b>2007</b>	5.8
<b>2008</b>	8.3
<b>2009</b>	4.7

## PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
4	2007	*	70.0	79.0	77.9	75.0	66.7	69.6		82.4	76.4	79.3	69.7	140
	2008	*	50.0	76.4	75.5	62.5	61.3	58.8		70.4	80.5	75.3	72.1	158
	2009	*	*	75.0	76.4	*	74.6	70.3		68.8	84.6	75.9	75.8	116
5	2007	*	*	68.2	69.6	*	46.5	52.6	*	69.2	70.7	70.0	78.3	140
	2008	*	75.0	76.7	76.5	*	63.4	65.5		82.6	72.5	77.2	82.9	149
	2009	*	55.6	82.0	80.3	50.0	63.4	69.2		77.4	85.1	80.8	82.9	151
4-6	2007	*	71.4	73.5	73.5	60.0	55.7	59.8	*	75.9	73.5	74.6	78.2	280
	2008	85.7	64.3	76.5	76.0	76.9	62.1	62.1		76.0	76.4	76.2	80.6	307
	2009	*	64.3	78.9	78.5	60.0	70.4	69.7		73.6	84.9	78.7	81.6	267

NUMBER TESTED IN GRADES 4-6													
2007	5	14	253	260	10	79	132	1	133	147	280	30,831	
2008	7	14	281	283	13	103	169	0	150	157	307	30,736	
2009	3	14	247	247	10	108	152	0	148	119	267	30,070	

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)
4	2007	*	3	26	27	2	12	17		12	17	29	3,189	140
	2008	*	3	35	36	3	24	35		24	15	39	2,996	158
	2009	*	*	27	26	*	17	22		20	8	28	2,449	116
5	2007	*	*	41	42	*	23	36	*	20	22	42	2,258	140
	2008	*	2	31	32	*	15	29		12	22	34	1,827	149
	2009	*	4	25	27	3	15	24		19	10	29	1,793	151
4-6	2007	*	4	67	69	4	35	53	*	32	39	71	6,716	280
	2008	1	5	66	68	3	39	64		36	37	73	5,963	307
	2009	*	5	52	53	4	32	46		39	18	57	5,537	267

	NUMBER TESTED IN GRADES 4-6											
2007	5	14	253	260	10	79	132	1	133	147	280	30,831
2008	7	14	281	283	13	103	169	0	150	157	307	30,736
2009	3	14	247	247	10	108	152	0	148	119	267	30,070

## 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
4	2007	79.6	76.4	72.7	72.5
	2008	80.5	77.3	77.9	75.4
	2009	81.4	76.6	70.8	78.5
5	2007	69.8	77.1	73.9	69.9
	2008	73.3	76.8	74.4	73.6
	2009	76.5	78.4	77.7	71.0
4-6	2007	74.7	76.8	73.3	71.2
	2008	77.0	77.0	76.2	74.5
	2009	78.6	77.6	74.7	74.3

## 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)
4	2007	*	0.0	13.7	12.3	25.0	5.6	10.7		19.1	9.7	14.3	16.6	140
	2008	*	0.0	12.2	11.6	0.0	1.6	2.4		9.9	14.3	12.0	14.4	158
	2009	*	*	15.7	15.5	*	7.5	6.8		14.1	17.3	15.5	18.4	116
5	2007	*	*	7.0	6.5	*	4.7	2.6	*	9.2	5.3	7.1	13.1	140
	2008	*	0.0	10.5	11.8	*	2.4	2.4		14.5	8.8	11.4	16.5	149
	2009	*	0.0	14.4	14.6	0.0	0.0	2.6		11.9	17.9	14.6	18.5	151
4-6	2007	*	0.0	10.3	9.2	20.0	5.1	6.1	*	14.3	7.5	10.7	22.2	280
	2008	57.1	0.0	11.4	11.7	0.0	1.9	2.4		12.0	11.5	11.7	21.0	307
	2009	*	0.0	15.0	15.0	0.0	4.6	4.6		12.8	17.6	15.0	22.2	267

	NUMBER TESTED IN GRADES 4-6											
2007	5	14	253	260	10	79	132	1	133	147	280	30,831
2008	7	14	281	283	13	103	169	0	150	157	307	30,736
2009	3	14	247	247	10	108	152	0	148	119	267	30,070

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	*	36.4	78.1	75.4	76.9	69.2	67.8		75.3	75.0	75.2	75.7	145
	2008	*	66.7	75.7	75.5	58.3	67.7	64.0		72.6	78.2	75.3	77.9	162
	2009	*	*	72.7	73.8	*	67.5	66.7		71.4	74.6	72.9	79.4	129
5	2007	*	*	81.0	81.5	83.3	62.5	70.7	*	80.6	82.7	81.8	82.9	137
	2008	*	66.7	79.3	79.6	62.5	59.6	66.7		79.5	78.6	79.0	84.0	157
	2009	*	80.0	75.0	75.4	45.5	57.8	61.0		72.4	80.0	75.8	87.0	157
4-6	2007	*	53.3	79.5	78.5	78.9	65.8	69.4	*	77.8	78.9	78.4	76.3	282
	2008	85.7	66.7	77.4	77.5	60.0	64.3	65.4		75.8	78.4	77.1	78.8	319
	2009	*	80.0	74.0	74.6	40.0	64.0	63.9		72.0	77.5	74.5	80.1	286

NUMBER TESTED IN GRADES 4-6													
2007	5	15	254	261	19	79	134	1	135	147	282	31,199	
2008	7	15	292	293	20	112	179	0	157	162	319	31,212	
2009	3	15	265	264	15	125	169	0	157	129	286	30,878	

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)
4	2007	*	7	28	31	3	12	19		18	18	36	2,604	145
	2008	*	2	37	37	5	21	32		23	17	40	2,436	162
	2009	*	*	33	32	*	26	29		20	15	35	2,196	129
5	2007	*	*	24	25	1	15	22	*	12	13	25	1,785	137
	2008	*	3	29	29	3	19	30		15	18	33	1,730	157
	2009	*	2	36	35	6	19	32		24	14	38	1,386	157
4-6	2007	*	7	52	56	4	27	41	*	30	31	61	7,401	282
	2008	1	5	66	66	8	40	62		38	35	73	6,626	319
	2009	*	3	69	67	9	45	61		44	29	73	6,134	286

	NUMBER TESTED IN GRADES 4-6											
2007	5	15	254	261	19	79	134	1	135	147	282	31,199
2008	7	15	292	293	20	112	179	0	157	162	319	31,212
2009	3	15	265	264	15	125	169	0	157	129	286	30,878

## 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
4	2007	82.4	79.7	77.9	75.6	68.4	67.7
	2008	78.0	75.2	78.8	76.5	72.2	70.5
	2009	83.4	74.9	73.3	80.4	80.6	68.2
5	2007	78.8	73.6	81.2	71.0	81.0	73.9
	2008	75.9	70.9	78.3	70.0	72.5	73.2
	2009	73.8	75.1	81.9	70.1	76.3	74.4
4-6	2007	80.7	76.7	79.5	73.4	74.6	70.7
	2008	77.0	73.1	78.6	73.3	72.3	71.9
	2009	78.1	75.0	78.0	74.7	78.2	71.6



## 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)
4	2007	*	0.0	19.5	15.1	15.4	7.7	6.8		20.5	15.3	17.9	22.6	145
	2008	*	0.0	18.4	17.2	16.7	9.2	6.7		19.0	15.4	17.3	23.8	162
	2009	*	*	24.8	23.8	*	21.3	19.5		24.3	25.4	24.8	31.6	129
5	2007	*	*	16.7	17.0	0.0	10.0	8.0	*	11.3	21.3	16.8	29.3	137
	2008	*	0.0	20.0	19.0	12.5	10.6	11.1		23.3	17.9	20.4	31.9	157
	2009	*	0.0	20.8	19.7	0.0	13.3	9.8		23.0	17.1	20.4	38.4	157
4-6	2007	*	0.0	18.1	16.1	10.5	8.9	7.5	*	16.3	18.4	17.4	26.1	282
	2008	42.9	0.0	19.2	18.1	15.0	9.8	8.9		21.0	16.7	18.8	28.8	319
	2009	*	6.7	22.6	21.6	0.0	18.4	14.8		23.6	20.9	22.4	33.2	286


NUMBER TESTED IN GRADES 4-6													
2007	5	15	254	261	19	79	134	1	135	147	282	31,199	
2008	7	15	292	293	20	112	179	0	157	162	319	31,212	
2009	3	15	265	264	15	125	169	0	157	129	286	30,878	

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	*	88.9	84.9	86.1	80.0	68.4	77.6		80.0	91.5	85.8	86.5	141
	2008	*	57.1	87.2	85.2	66.7	79.4	75.9		78.3	92.2	85.0	87.4	160
	2009	*	*	88.8	87.0	*	92.4	86.3		77.4	98.1	87.0	87.4	115

	NUMBER TESTED IN GRADE 4											
2007	2	9	126	122	10	38	58	0	70	71	141	10,408
2008	3	7	149	149	9	63	87	0	83	77	160	10,658
2009	1	5	107	108	3	66	73	0	62	53	115	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	19	17	2	12	13		14	6	20	1,408	141
	2008	*	3	19	22	3	13	21		18	6	24	1,348	160
	2009	*	*	12	14	*	5	10		14	1	15	1,264	115

	NUMBER TESTED IN GRADE 4											
2007	2	9	126	122	10	38	58	0	70	71	141	10,408
2008	3	7	149	149	9	63	87	0	83	77	160	10,658
2009	1	5	107	108	3	66	73	0	62	53	115	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	2.0	79.8	85.9	90.9	91.0
	2008	2.1	84.1	86.0	85.1	85.7
	2009	2.1	85.4	79.7	87.9	87.6

<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	*	0.0	7.1	7.4	0.0	0.0	1.7		8.6	5.6	7.1	18.2	141
	2008	*	14.3	20.1	17.4	0.0	4.8	6.9		19.3	20.8	20.0	21.4	160
	2009	*	*	14.0	14.8	*	12.1	11.0		12.9	17.0	14.8	21.0	115

	NUMBER TESTED IN GRADE 4											
2007	2	9	126	122	10	38	58	0	70	71	141	10,408
2008	3	7	149	149	9	63	87	0	83	77	160	10,658
2009	1	5	107	108	3	66	73	0	62	53	115	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	*	*	41.9	44.4	*	21.1	24.7	*	52.5	37.8	44.4	62.3	135
	2008	*	37.5	56.8	56.6	*	35.9	41.5		62.3	51.9	56.8	71.9	148
	2009	*	30.0	53.0	51.0	63.6	32.7	36.4		61.1	39.7	51.5	75.9	163

NUMBER TESTED IN GRADE 5													
2007	3	4	124	133	4	38	73	1	61	74	135	10,296	
2008	4	8	132	136	4	39	82	0	69	79	148	10,686	
2009	1	10	151	149	11	52	88	0	90	73	163	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	*	*	72	74	*	30	55	*	29	46	75	3,881	135
	2008	*	5	57	59	*	25	48		26	38	64	3,005	148
	2009	*	7	71	73	4	35	56		35	44	79	2,542	163

NUMBER TESTED IN GRADE 5													
2007	3	4	124	133	4	38	73	1	61	74	135	10,296	
2008	4	8	132	136	4	39	82	0	69	79	148	10,686	
2009	1	10	151	149	11	52	88	0	90	73	163	10,550	

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2007	74.0	72.5	71.4	56.1
	2008	79.4	83.3	72.5	58.4
	2009	81.2	81.2	73.2	55.1



## 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)
5	2007	*	*	5.6	6.0	*	0.0	0.0	*	8.2	5.4	6.7	18.0	135
	2008	*	12.5	9.1	8.8	*	2.6	4.9		13.0	7.6	10.1	24.8	148
	2009	*	20.0	9.9	9.4	9.1	1.9	3.4		15.6	4.1	10.4	29.1	163

	NUMBER TESTED IN GRADE 5											
2007	3	4	124	133	4	38	73	1	61	74	135	10,296
2008	4	8	132	136	4	39	82	0	69	79	148	10,686
2009	1	10	151	149	11	52	88	0	90	73	163	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)
4	2007			33.3	33.3		33.3	33.3		*	16.7	33.3	65.9	9
	2008			71.4	71.4		71.4	*		*	*	71.4	67.0	7
	2009			57.1	53.8		57.1	57.1		33.3	75.0	57.1	72.7	14
5	2007			*	*		*	*			*	*	75.8	1
	2008												70.6	0
	2009			71.4	71.4		71.4	71.4		*	*	71.4	79.7	7
ALL	2007			40.0	40.0		40.0	40.0		*	28.6	40.0	—	10
	2008			71.4	71.4		71.4	*		*	*	71.4	—	7
	2009			61.9	60.0		61.9	61.9		50.0	72.7	61.9	—	21

NUMBER TESTED IN GRADES ALL													
2007	0	0	10	10	0	10	10	0	3	7	10	—	
2008	0	0	7	7	0	7	5	0	3	4	7	—	
2009	0	0	21	20	0	21	21	0	10	11	21	—	

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)
4	2007			6	6		6	6		*	5	6	122	9
	2008			2	2		2	*		*	*	2	215	7
	2009			6	6		6	6		4	2	6	268	14
5	2007			*	*		*	*			*	*	22	1
	2008												65	0
	2009			2	2		2	2		*	*	2	86	7
ALL	2007			6	6		6	6		*	5	6	—	10
	2008			2	2		2	*		*	*	2	—	7
	2009			8	8		8	8		5	3	8	—	21

NUMBER TESTED IN GRADES ALL													
2007	0	0	10	10	0	10	10	0	3	7	10	—	
2008	0	0	7	7	0	7	5	0	3	4	7	—	
2009	0	0	21	20	0	21	21	0	10	11	21	—	

## 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
4	2007	55.6	59.7	44.4	46.7
	2008	68.6	69.6	46.9	68.6
	2009	61.0	70.5	60.2	56.4
5	2007	*	*	*	*
	2008				
	2009	70.3	73.2	67.9	53.8
ALL	2007	58.5	61.3	46.3	52.0
	2008	68.6	69.6	46.9	68.6
	2009	64.1	71.4	62.8	55.6

## 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)
4	2007			11.1	11.1		11.1	11.1		*	16.7	11.1	14.2	9
	2008			0.0	0.0		0.0	*		*	*	0.0	13.5	7
	2009			7.1	7.7		7.1	7.1		0.0	12.5	7.1	21.1	14
5	2007			*	*		*	*			*	*	17.6	1
	2008												19.9	0
	2009			14.3	14.3		14.3	14.3		*	*	14.3	15.3	7
ALL	2007			10.0	10.0		10.0	10.0		*	14.3	10.0	—	10
	2008			0.0	0.0		0.0	*		*	*	0.0	—	7
	2009			9.5	10.0		9.5	9.5		10.0	9.1	9.5	—	21

NUMBER TESTED IN ALL GRADES													
2007	0	0	10	10	0	10	10	0	3	7	10	—	
2008	0	0	7	7	0	7	5	0	3	4	7	—	
2009	0	0	21	20	0	21	21	0	10	11	21	—	

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			22.2	22.2		22.2	22.2		*	16.7	22.2	61.2	9
	2008			85.7	85.7		85.7	*		*	*	85.7	63.1	7
	2009			*	*		*	*			*	*	69.7	1
5	2007												38.3	0
	2008												53.3	0
	2009			16.7	16.7		16.7	16.7		*	*	16.7	50.0	6
ALL	2007			22.2	22.2		22.2	22.2		*	16.7	22.2	—	9
	2008			85.7	85.7		85.7	*		*	*	85.7	—	7
	2009			14.3	14.3		14.3	14.3		*	*	14.3	—	7

NUMBER TESTED IN GRADES ALL													
2007	0	0	9	9	0	9	9	0	3	6	9	—	
2008	0	0	7	7	0	7	5	0	3	4	7	—	
2009	0	0	7	7	0	7	7	0	3	4	7	—	

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)
4	2007			7	7		7	7		*	5	7	112	9
	2008			1	1		1	*		*	*	1	157	7
	2009			*	*		*	*			*	*	149	1
5	2007												37	0
	2008												56	0
	2009			5	5		5	5		*	*	5	105	6
ALL	2007			7	7		7	7		*	5	7	—	9
	2008			1	1		1	*		*	*	1	—	7
	2009			6	6		6	6		*	*	6	—	7

NUMBER TESTED IN GRADES ALL													
2007	0	0	9	9	0	9	9	0	3	6	9	—	
2008	0	0	7	7	0	7	5	0	3	4	7	—	
2009	0	0	7	7	0	7	7	0	3	4	7	—	

## 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
4	2007						
	2008	54.5	38.1	61.1	46.3	66.7	44.4
	2009	87.0	87.8	73.8	78.6	60.7	53.6
ALL	2007						
	2008	54.5	38.1	61.1	46.3	66.7	44.4
	2009	87.0	87.8	73.8	78.6	60.7	53.6



## 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)
4	2007			11.1	11.1		11.1	11.1		*	16.7	11.1	24.6	9
	2008			14.3	14.3		14.3	*		*	*	14.3	22.8	7
	2009			*	*		*	*			*	*	26.3	1
5	2007												11.7	0
	2008												14.2	0
	2009			0.0	0.0		0.0	0.0		*	*	0.0	13.3	6
ALL	2007			11.1	11.1		11.1	11.1		*	16.7	11.1	—	9
	2008			14.3	14.3		14.3	*		*	*	14.3	—	7
	2009			0.0	0.0		0.0	0.0		*	*	0.0	—	7

NUMBER TESTED IN ALL GRADES													
2007	0	0	9	9	0	9	9	0	3	6	9	—	
2008	0	0	7	7	0	7	5	0	3	4	7	—	
2009	0	0	7	7	0	7	7	0	3	4	7	—	

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			66.7	66.7		66.7	66.7		*	66.7	66.7	79.1	9
	2008			83.3	83.3		83.3	*		*	*	83.3	81.9	6
	2009			61.5	61.5		61.5	61.5		66.7	57.1	61.5	87.1	13

	NUMBER TESTED IN GRADE 4											
2007	0	0	9	9	0	9	9	0	3	6	9	364
2008	0	0	6	6	0	6	5	0	2	4	6	667
2009	0	0	13	13	0	13	13	0	6	7	13	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			3	3		3	3		*	2	3	76	9
	2008			1	1		1	*		*	*	1	121	6
	2009			5	5		5	5		2	3	5	127	13

	NUMBER TESTED IN GRADE 4											
2007	0	0	9	9	0	9	9	0	3	6	9	364
2008	0	0	6	6	0	6	5	0	2	4	6	667
2009	0	0	13	13	0	13	13	0	6	7	13	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	1.6	66.7	59.7	75.0	76.4
	2008	2.2	91.7	77.1	79.2	83.3
	2009	1.6	61.5	74.0	81.7	67.3

<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			0.0	0.0		0.0	0.0		*	0.0	0.0	13.2	9
	2008			16.7	16.7		16.7	*		*	*	16.7	14.2	6
	2009			0.0	0.0		0.0	0.0		0.0	0.0	0.0	20.4	13

	NUMBER TESTED IN GRADE 4											
2007	0	0	9	9	0	9	9	0	3	6	9	364
2008	0	0	6	6	0	6	5	0	2	4	6	667
2009	0	0	13	13	0	13	13	0	6	7	13	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)
4														
	2008		*	100.0	100.0	100.0	100.0	100.0		100.0	*	100.0	70.7	10
	2009			*	*	*	*	*		*	*	*	71.8	5
5														
	2008		*	85.7	87.5	87.5	*	85.7		100.0	*	87.5	73.3	8
	2009		*	85.7	88.9	88.9	*	88.9		83.3	*	88.9	80.3	9
4-6														
	2008		*	93.8	94.1	94.4	91.7	93.3		100.0	*	94.4	70.9	18
	2009		*	75.0	78.6	78.6	80.0	78.6		70.0	*	78.6	74.5	14

NUMBER TESTED IN GRADES 4-6													
2008	0	2	16	17	18	12	15	0	14	4	18	1,943	
2009	0	2	12	14	14	10	14	0	10	4	14	2,004	

## 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														
	2008		*	0	0	0	0	0		0	*	0	181	10
	2009			*	*	*	*	*		*	*	*	192	5
5														
	2008		*	1	1	1	*	1		0	*	1	179	8
	2009		*	1	1	1	*	1		1	*	1	137	9
4-6														
	2008		*	1	1	1	1	1		0	*	1	566	18
	2009		*	3	3	3	2	3		3	*	3	511	14

NUMBER TESTED IN GRADES 4-6													
2008	0	2	16	17	18	12	15	0	14	4	18	1,943	
2009	0	2	12	14	14	10	14	0	10	4	14	2,004	

## 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
4					
	2008	67.5	71.7	45.0	60.0
	2009	*	*	*	*
5					
	2008	75.0	85.4	87.5	75.0
	2009	80.8	87.0	83.3	76.8
4-6					
	2008	70.8	77.8	63.9	66.7
	2009	69.2	72.6	70.2	67.2



## 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)
4														
	2008		*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	9.7	10
	2009			*	*	*	*	*		*	*	*	8.9	5
5														
	2008		*	14.3	12.5	12.5	*	14.3		0.0	*	12.5	14.9	8
	2009		*	42.9	33.3	33.3	*	33.3		33.3	*	33.3	14.1	9
4-6														
	2008		*	6.3	5.9	5.6	8.3	6.7		0.0	*	5.6	10.7	18
	2009		*	25.0	21.4	21.4	20.0	21.4		20.0	*	21.4	10.3	14

NUMBER TESTED IN GRADES 4-6													
2008	0	2	16	17	18	12	15	0	14	4	18	1,943	
2009	0	2	12	14	14	10	14	0	10	4	14	2,004	

## 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														
	2008		*	*	*	100.0	*	*		*	*	100.0	69.1	6
	2009			*	*	*	*	*		*	*	*	75.8	5
5														
	2008		*	*	66.7	66.7	*	*		*	*	66.7	64.0	6
	2009		*	*	*	*	*	*		*	*	*	80.2	5
4-6														
	2008		*	80.0	81.8	83.3	85.7	88.9		80.0	*	83.3	63.2	12
	2009		*	100.0	100.0	100.0	100.0	100.0		100.0	*	100.0	73.7	10

NUMBER TESTED IN GRADES 4-6													
2008	0	2	10	11	12	7	9	0	10	2	12	1,795	
2009	0	1	9	10	10	8	10	0	7	3	10	1,860	

## 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														
	2008		*	*	*	0	*	*		*	*	0	173	6
	2009			*	*	*	*	*		*	*	*	157	5
5														
	2008		*	*	2	2	*	*		*	*	2	227	6
	2009		*	*	*	*	*	*		*	*	*	127	5
4-6														
	2008		*	2	2	2	1	1		2	*	2	660	12
	2009		*	0	0	0	0	0		0	*	0	489	10

NUMBER TESTED IN GRADES 4-6													
2008	0	2	10	11	12	7	9	0	10	2	12	1,795	
2009	0	1	9	10	10	8	10	0	7	3	10	1,860	

## 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
4							
	2008	55.6	52.8	73.3	46.7	50.0	41.7
	2009	*	*	*	*	*	*
5							
	2008	57.4	50.0	47.2	63.9	66.7	36.7
	2009	*	*	*	*	*	*
4-6							
	2008	56.5	51.4	60.3	55.3	58.3	39.2
	2009	67.8	63.3	57.0	53.0	63.3	63.3

## 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)
4														
	2008		*	*	*	0.0	*	*		*	*	0.0	14.3	6
	2009			*	*	*	*	*		*	*	*	14.0	5
5														
	2008		*	*	0.0	0.0	*	*		*	*	0.0	14.0	6
	2009		*	*	*	*	*	*		*	*	*	17.2	5
4-6														
	2008		*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	11.5	12
	2009		*	11.1	10.0	10.0	12.5	10.0		14.3	*	10.0	13.4	10

NUMBER TESTED IN GRADES 4-6													
2008	0	2	10	11	12	7	9	0	10	2	12	1,795	
2009	0	1	9	10	10	8	10	0	7	3	10	1,860	

## 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	5	20.0	11	36.4	34	26.5	50	28.0
5	5	60.0	7	42.9	0	-	12	50.0
ALL	10	40.0	18	38.9	34	26.5	62	32.3

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
4 (90)	Beginning	3	3.3	4	4.4	12	13.3	7	7.9	7	7.9
	Intermediate	6	6.7	7	7.8	14	15.6	19	21.3	19	21.3
	Advanced	28	31.1	25	27.8	23	25.6	20	22.5	20	22.5
	Advanced High	53	58.9	54	60.0	41	45.6	43	48.3	43	48.3
5 (55)	Beginning	1	1.8	1	1.8	2	3.6	1	1.8	1	1.8
	Intermediate	11	20.0	13	23.6	17	30.9	13	23.6	13	23.6
	Advanced	25	45.5	28	50.9	29	52.7	10	18.2	10	18.2
	Advanced High	18	32.7	13	23.6	7	12.7	31	56.4	31	56.4
ALL (145)	Beginning	4	2.8	5	3.4	14	9.7	8	5.6	8	5.6
	Intermediate	17	11.7	20	13.8	31	21.4	32	22.2	32	22.2
	Advanced	53	36.6	53	36.6	52	35.9	30	20.8	30	20.8
	Advanced High	71	49.0	67	46.2	48	33.1	74	51.4	74	51.4

PROGRESSION FROM  
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>79</div> <div>49 (62.0%)</div>	Beginning	5			
	Intermediate	6	11		
	Advanced	0	4	14	
	Advanced High	0	2	37	
<div>50</div> <div>35 (70.0%)</div>	Beginning	1			
	Intermediate	3	8		
	Advanced	0	4	6	
	Advanced High	0	1	27	
<div>129</div> <div>84 (65.1%)</div>	Beginning	6			
	Intermediate	9	19		
	Advanced	0	8	20	
	Advanced High	0	3	64	

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