## 2016 STAAR 3-8 Results by Student Group (regular test only)

| | |
|---|---|
| **POPULATION:** | All Students Tested at Location |
| **STATISTIC:** | Percentage at Level 3 |
| **ADMINISTRATION:** | Spring 2016 (first administration) |
| **LANGUAGE:** | Combined English and Spanish |

**PERCENTAGE ADVANCED 5/27/16**

### NORTH DALLAS FEEDER GROUP

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2015: | 16.3 | (486) | | 8.2 | (474) | 5.0 | (480) | |
| | 2016: | 12.9 | (505) | | 11.4 | (500) | | | |
| | Change: | -3.4 | | | 3.2 | | | | |
| **African American** | 2015: | 4.9 | (82) | | 1.3 | (79) | 2.5 | (79) | |
| | 2016: | 8.4 | (107) | | 2.8 | (107) | | | |
| | Change: | 3.5 | | | 1.5 | | | | |
| **Hispanic** | 2015: | 18.0 | (383) | | 9.4 | (374) | 5.2 | (381) | |
| | 2016: | 13.6 | (375) | | 13.0 | (370) | | | |
| | Change: | -4.4 | | | 3.6 | | | | |
| **White** | 2015: | * | (5) | | * | (5) | * | (5) | |
| | 2016: | 14.3 | (7) | | 28.6 | (7) | | | |
| | Change: | * | | | * | | | | |
| **Economically Disadvantaged** | 2015: | 16.0 | (438) | | 7.7 | (427) | 5.1 | (434) | |
| | 2016: | 13.1 | (466) | | 11.5 | (462) | | | |
| | Change: | -2.9 | | | 3.8 | | | | |
| **English Language Learner** | 2015: | 16.4 | (292) | | 8.8 | (284) | 5.9 | (290) | |
| | 2016: | 12.4 | (283) | | 12.3 | (277) | | | |
| | Change: | -4.0 | | | 3.5 | | | | |
| **Special Education** | 2015: | 0.0 | (32) | | 0.0 | (23) | 0.0 | (28) | |
| | 2016: | 0.0 | (24) | | 5.0 | (20) | | | |
| | Change: | 0.0 | | | 5.0 | | | | |

| Grade 8 | | Reading[1] | | Writing | Mathematics[1] | | Science[2] | | Social Studies | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2015: | 14.6 | (494) | | 4.2 | (471) | 14.7 | (584) | 6.9 | (480) |
| | 2016: | 11.2 | (438) | | 6.0 | (433) | | | | |
| | Change: | -3.4 | | | 1.8 | | | | | |
| **African American** | 2015: | 16.3 | (98) | | 0.0 | (94) | 9.4 | (117) | 6.0 | (100) |
| | 2016: | 9.4 | (85) | | 3.9 | (77) | | | | |
| | Change: | -6.9 | | | 3.9 | | | | | |
| **Hispanic** | 2015: | 12.9 | (350) | | 4.6 | (345) | 14.3 | (412) | 5.9 | (337) |
| | 2016: | 9.3 | (324) | | 5.8 | (325) | | | | |
| | Change: | -3.6 | | | 1.2 | | | | | |
| **White** | 2015: | 30.8 | (13) | | 16.7 | (12) | 42.9 | (21) | 25.0 | (12) |
| | 2016: | 50.0 | (14) | | 33.3 | (9) | | | | |
| | Change: | 19.2 | | | 16.6 | | | | | |
| **Economically Disadvantaged** | 2015: | 13.6 | (418) | | 3.4 | (411) | 13.8 | (501) | 5.8 | (414) |
| | 2016: | 9.2 | (381) | | 6.0 | (385) | | | | |
| | Change: | -4.4 | | | 2.6 | | | | | |
| **English Language Learner** | 2015: | 3.3 | (184) | | 1.0 | (199) | 2.5 | (197) | 1.2 | (172) |
| | 2016: | 1.2 | (172) | | 4.9 | (204) | | | | |
| | Change: | -2.1 | | | 3.9 | | | | | |
| **Special Education** | 2015: | 0.0 | (14) | | 0.0 | (12) | 0.0 | (12) | 0.0 | (12) |
| | 2016: | 0.0 | (24) | | 0.0 | (24) | | | | |
| | Change: | 0.0 | | | 0.0 | | | | | |

(N) = students tested. *Statistics not reported for groups smaller than six. [1]Scores from the FIRST ADMINISTRATION. [2]Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools.

| POPULATION: | All Students Tested at Location | |
|---|---|---|
| STATISTIC: | Percentage at Level 3 | **PERCENTAGE ADVANCED 5/27/16** |
| ADMINISTRATION: | Spring 2016 (first administration) | |
| LANGUAGE: | Combined English and Spanish | |

## 55 - T.J. RUSK MIDDLE SCHOOL [Feeds to: NORTH DALLAS]

| Grade 8 | | Reading[1] | | Writing | Mathematics[1] | | Science[2] | | Social Studies | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2015: | 10.4 | (202) | | 0.6 | (178) | 7.3 | (219) | 4.1 | (195) |
| | 2016: | 3.4 | (174) | | 3.0 | (164) | | | | |
| | Change: | **-7.0** | | | 2.4 | | | | | |
| **African American** | 2015: | 15.2 | (46) | | 0.0 | (42) | 3.8 | (52) | 2.1 | (48) |
| | 2016: | 3.2 | (31) | | 0.0 | (25) | | | | |
| | Change: | **-12.0** | | | 0.0 | | | | | |
| **Hispanic** | 2015: | 7.7 | (142) | | 0.8 | (129) | 6.5 | (153) | 4.5 | (134) |
| | 2016: | 2.2 | (136) | | 3.1 | (128) | | | | |
| | Change: | **-5.5** | | | 2.3 | | | | | |
| **White** | 2015: | * | (2) | | * | (2) | * | (3) | * | (2) |
| | 2016: | * | (5) | | * | (4) | | | | |
| | Change: | * | | | * | | | | | |
| **Economically Disadvantaged** | 2015: | 9.9 | (172) | | 0.6 | (158) | 7.2 | (195) | 4.1 | (171) |
| | 2016: | 3.4 | (147) | | 3.5 | (142) | | | | |
| | Change: | **-6.5** | | | 2.9 | | | | | |
| **English Language Learner** | 2015: | 4.4 | (90) | | 0.0 | (88) | 1.0 | (96) | 2.4 | (83) |
| | 2016: | 0.0 | (84) | | 0.0 | (89) | | | | |
| | Change: | -4.4 | | | 0.0 | | | | | |
| **Special Education** | 2015: | 0.0 | (8) | | 0.0 | (8) | 0.0 | (8) | 0.0 | (8) |
| | 2016: | 0.0 | (10) | | 0.0 | (10) | | | | |
| | Change: | 0.0 | | | 0.0 | | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. [1]Scores from the FIRST ADMINISTRATION. [2]Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools.

| POPULATION: | All Students Tested at Location | **PERCENTAGE ADVANCED 5/27/16** |
|---|---|---|
| STATISTIC: | Percentage at Level 3 | |
| ADMINISTRATION: | Spring 2016 (first administration) | |
| LANGUAGE: | Combined English and Spanish | |

**58 - ALEX W. SPENCE MIDDLE SCHOOL & TAG ACADEMY [Feeds to: NORTH DALLAS]**

| Grade 8 | | Reading¹ | | Writing | Mathematics¹ | | Science² | | Social Studies | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2015: | 17.5 | (292) | | 6.5 | (293) | 19.2 | (365) | 8.8 | (285) |
| | 2016: | 16.3 | (264) | | 7.8 | (269) | | | | |
| | Change: | -1.2 | | | 1.3 | | | | | |
| **African American** | 2015: | 17.3 | (52) | | 0.0 | (52) | 13.8 | (65) | 9.6 | (52) |
| | 2016: | 13.0 | (54) | | 5.8 | (52) | | | | |
| | Change: | -4.3 | | | **5.8** | | | | | |
| **Hispanic** | 2015: | 16.3 | (208) | | 6.9 | (216) | 18.9 | (259) | 6.9 | (203) |
| | 2016: | 14.4 | (188) | | 7.6 | (197) | | | | |
| | Change: | -1.9 | | | 0.7 | | | | | |
| **White** | 2015: | 36.4 | (11) | | 20.0 | (10) | 44.4 | (18) | 30.0 | (10) |
| | 2016: | 66.7 | (9) | | * | (5) | | | | |
| | Change: | **30.3** | | | * | | | | | |
| **Economically Disadvantaged** | 2015: | 16.3 | (246) | | 5.1 | (253) | 18.0 | (306) | 7.0 | (243) |
| | 2016: | 12.8 | (234) | | 7.4 | (243) | | | | |
| | Change: | -3.5 | | | 2.3 | | | | | |
| **English Language Learner** | 2015: | 2.1 | (94) | | 1.8 | (111) | 4.0 | (101) | 0.0 | (89) |
| | 2016: | 2.3 | (88) | | 8.7 | (115) | | | | |
| | Change: | 0.2 | | | **6.9** | | | | | |
| **Special Education** | 2015: | 0.0 | (6) | | * | (4) | * | (4) | * | (4) |
| | 2016: | 0.0 | (14) | | 0.0 | (14) | | | | |
| | Change: | 0.0 | | | * | | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. ¹Scores from the FIRST ADMINISTRATION. ²Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools.

| POPULATION: | All Students Tested at Location | PERCENTAGE ADVANCED 5/27/16 |
|---|---|---|
| STATISTIC: | Percentage at Level 3 | |
| ADMINISTRATION: | Spring 2016 (first administration) | |
| LANGUAGE: | Combined English and Spanish | |

**131 - IGNACIO ZARAGOZA ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2015: | 22.2 | (36) | | 5.6 | (36) | 2.8 | (36) | |
| | 2016: | 14.8 | (54) | | 17.0 | (53) | | | |
| | Change: | **-7.4** | | | **11.4** | | | | |
| **African American** | 2015: | * | (1) | | * | (1) | * | (1) | |
| | 2016: | 22.2 | (9) | | 0.0 | (9) | | | |
| | Change: | * | | | * | | | | |
| **Hispanic** | 2015: | 20.6 | (34) | | 2.9 | (34) | 2.9 | (34) | |
| | 2016: | 13.6 | (44) | | 20.9 | (43) | | | |
| | Change: | **-7.0** | | | **18.0** | | | | |
| **White** | 2015: | * | (1) | | * | (1) | * | (1) | |
| | 2016: | * | (1) | | * | (1) | | | |
| | Change: | * | | | * | | | | |
| **Economically Disadvantaged** | 2015: | 23.5 | (34) | | 5.9 | (34) | 2.9 | (34) | |
| | 2016: | 15.4 | (52) | | 17.6 | (51) | | | |
| | Change: | **-8.1** | | | **11.7** | | | | |
| **English Language Learner** | 2015: | 18.5 | (27) | | 3.7 | (27) | 3.7 | (27) | |
| | 2016: | 17.2 | (29) | | 28.6 | (28) | | | |
| | Change: | -1.3 | | | **24.9** | | | | |
| **Special Education** | 2015: | | | | | | | | |
| | 2016: | * | (2) | | * | (1) | | | |
| | Change: | | | | | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. [1]Scores from the FIRST ADMINISTRATION.  NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools.

| POPULATION: | All Students Tested at Location | PERCENTAGE ADVANCED 5/27/16 |
|---|---|---|
| STATISTIC: | Percentage at Level 3 | |
| ADMINISTRATION: | Spring 2016 (first administration) | |
| LANGUAGE: | Combined English and Spanish | |

**160 - SAM HOUSTON ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2015: | 33.3 | (24) | | 30.4 | (23) | 8.3 | (24) | |
| | 2016: | 19.2 | (26) | | 34.6 | (26) | | | |
| | Change: | **-14.1** | | | 4.2 | | | | |
| **Hispanic** | 2015: | 33.3 | (24) | | 30.4 | (23) | 8.3 | (24) | |
| | 2016: | 16.7 | (24) | | 29.2 | (24) | | | |
| | Change: | **-16.6** | | | -1.2 | | | | |
| **White** | 2015: | | | | | | | | |
| | 2016: | * | (2) | | * | (2) | | | |
| | Change: | | | | | | | | |
| **Economically Disadvantaged** | 2015: | 38.1 | (21) | | 25.0 | (20) | 9.5 | (21) | |
| | 2016: | 17.4 | (23) | | 30.4 | (23) | | | |
| | Change: | **-20.7** | | | **5.4** | | | | |
| **English Language Learner** | 2015: | 35.0 | (20) | | 26.3 | (19) | 10.0 | (20) | |
| | 2016: | 10.0 | (20) | | 30.0 | (20) | | | |
| | Change: | **-25.0** | | | 3.7 | | | | |
| **Special Education** | 2015: | * | (1) | | | | * | (1) | |
| | 2016: | * | (2) | | * | (2) | | | |
| | Change: | * | | | | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. [1]Scores from the FIRST ADMINISTRATION.  NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools.

| POPULATION: | All Students Tested at Location | **PERCENTAGE ADVANCED 5/27/16** |
|---|---|---|
| STATISTIC: | Percentage at Level 3 | |
| ADMINISTRATION: | Spring 2016 (first administration) | |
| LANGUAGE: | Combined English and Spanish | |

**181 - MAPLE LAWN ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2015: | 15.6 | (77) | | 10.4 | (77) | 6.5 | (77) | |
| | 2016: | 12.5 | (80) | | 7.6 | (79) | | | |
| | Change: | -3.1 | | | -2.8 | | | | |
| **African American** | 2015: | * | (3) | | * | (3) | * | (3) | |
| | 2016: | * | (5) | | * | (5) | | | |
| | Change: | * | | | * | | | | |
| **Hispanic** | 2015: | 16.9 | (71) | | 11.3 | (71) | 7.0 | (71) | |
| | 2016: | 13.5 | (74) | | 8.2 | (73) | | | |
| | Change: | -3.4 | | | -3.1 | | | | |
| **Economically Disadvantaged** | 2015: | 16.9 | (71) | | 11.3 | (71) | 7.0 | (71) | |
| | 2016: | 13.7 | (73) | | 8.3 | (72) | | | |
| | Change: | -3.2 | | | -3.0 | | | | |
| **English Language Learner** | 2015: | 17.7 | (62) | | 12.9 | (62) | 8.1 | (62) | |
| | 2016: | 8.3 | (60) | | 3.4 | (59) | | | |
| | Change: | **-9.4** | | | **-9.5** | | | | |
| **Special Education** | 2015: | 0.0 | (10) | | 0.0 | (10) | 0.0 | (10) | |
| | 2016: | * | (2) | | * | (2) | | | |
| | Change: | * | | | * | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. [1]Scores from the FIRST ADMINISTRATION.  NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools.

| | 2016 STAAR 3-8 Results by Student Group (regular test only) | |
|---|---|---|
| **POPULATION:** | All Students Tested at Location | **PERCENTAGE ADVANCED 5/27/16** |
| **STATISTIC:** | Percentage at Level 3 | |
| **ADMINISTRATION:** | Spring 2016 (first administration) | |
| **LANGUAGE:** | Combined English and Spanish | |

**184 - BEN MILAM ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2015: | 17.9 | (39) | | 7.7 | (39) | 7.7 | (39) | |
| | 2016: | 17.9 | (39) | | 10.3 | (39) | | | |
| | Change: | 0.0 | | | 2.6 | | | | |
| **African American** | 2015: | * | (5) | | * | (5) | * | (5) | |
| | 2016: | * | (4) | | * | (4) | | | |
| | Change: | * | | | * | | | | |
| **Hispanic** | 2015: | 17.6 | (34) | | 8.8 | (34) | 8.8 | (34) | |
| | 2016: | 15.2 | (33) | | 12.1 | (33) | | | |
| | Change: | -2.4 | | | 3.3 | | | | |
| **White** | 2015: | | | | | | | | |
| | 2016: | * | (2) | | * | (2) | | | |
| | Change: | | | | | | | | |
| **Economically Disadvantaged** | 2015: | 20.0 | (35) | | 5.7 | (35) | 8.6 | (35) | |
| | 2016: | 17.1 | (35) | | 8.6 | (35) | | | |
| | Change: | -2.9 | | | 2.9 | | | | |
| **English Language Learner** | 2015: | 10.0 | (20) | | 5.0 | (20) | 5.0 | (20) | |
| | 2016: | 19.0 | (21) | | 14.3 | (21) | | | |
| | Change: | 9.0 | | | 9.3 | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. [1]Scores from the FIRST ADMINISTRATION.  NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools.

| POPULATION: | All Students Tested at Location | PERCENTAGE ADVANCED 5/27/16 |
|---|---|---|
| STATISTIC: | Percentage at Level 3 | |
| ADMINISTRATION: | Spring 2016 (first administration) | |
| LANGUAGE: | Combined English and Spanish | |

**196 - J.W. RAY LEARNING CENTER [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2015: | 8.2 | (49) | | 8.2 | (49) | 0.0 | (49) | |
| | 2016: | 7.0 | (57) | | 1.8 | (57) | | | |
| | Change: | -1.2 | | | **-6.4** | | | | |
| **African American** | 2015: | 3.0 | (33) | | 3.0 | (33) | 0.0 | (33) | |
| | 2016: | 2.4 | (41) | | 0.0 | (41) | | | |
| | Change: | -0.6 | | | -3.0 | | | | |
| **Hispanic** | 2015: | 20.0 | (15) | | 20.0 | (15) | 0.0 | (15) | |
| | 2016: | 20.0 | (10) | | 0.0 | (10) | | | |
| | Change: | 0.0 | | | **-20.0** | | | | |
| **White** | 2015: | | | | | | | | |
| | 2016: | * | (1) | | * | (1) | | | |
| | Change: | | | | | | | | |
| **Economically Disadvantaged** | 2015: | 6.7 | (45) | | 6.7 | (45) | 0.0 | (45) | |
| | 2016: | 7.4 | (54) | | 1.9 | (54) | | | |
| | Change: | 0.7 | | | -4.8 | | | | |
| **English Language Learner** | 2015: | * | (4) | | * | (4) | * | (4) | |
| | 2016: | * | (5) | | * | (5) | | | |
| | Change: | * | | | * | | | | |
| **Special Education** | 2015: | * | (3) | | * | (3) | * | (3) | |
| | 2016: | * | (4) | | * | (4) | | | |
| | Change: | * | | | * | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. [1]Scores from the FIRST ADMINISTRATION.  NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools.

| POPULATION: | All Students Tested at Location | |
|---|---|---|
| STATISTIC: | Percentage at Level 3 | **PERCENTAGE ADVANCED 5/27/16** |
| ADMINISTRATION: | Spring 2016 (first administration) | |
| LANGUAGE: | Combined English and Spanish | |

**268 - JOHN F. KENNEDY ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2015: | 15.4 | (78) | | 7.8 | (77) | 5.1 | (78) | |
| | 2016: | 12.0 | (50) | | 8.2 | (49) | | | |
| | Change: | -3.4 | | | 0.4 | | | | |
| **African American** | 2015: | * | (2) | | * | (2) | * | (2) | |
| | 2016: | * | (3) | | * | (3) | | | |
| | Change: | * | | | * | | | | |
| **Hispanic** | 2015: | 16.0 | (75) | | 8.1 | (74) | 5.3 | (75) | |
| | 2016: | 13.0 | (46) | | 6.7 | (45) | | | |
| | Change: | -3.0 | | | -1.4 | | | | |
| **Economically Disadvantaged** | 2015: | 13.9 | (72) | | 7.0 | (71) | 5.6 | (72) | |
| | 2016: | 13.0 | (46) | | 8.9 | (45) | | | |
| | Change: | -0.9 | | | 1.9 | | | | |
| **English Language Learner** | 2015: | 14.5 | (62) | | 8.2 | (61) | 4.8 | (62) | |
| | 2016: | 12.2 | (41) | | 5.0 | (40) | | | |
| | Change: | -2.3 | | | -3.2 | | | | |
| **Special Education** | 2015: | * | (2) | | * | (1) | * | (2) | |
| | 2016: | * | (1) | | | | | | |
| | Change: | * | | | | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. [1]Scores from the FIRST ADMINISTRATION.  NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools.

| | |
|---|---|
| **POPULATION:** | All Students Tested at Location |
| **STATISTIC:** | Percentage at Level 3 |
| **ADMINISTRATION:** | Spring 2016 (first administration) |
| **LANGUAGE:** | Combined English and Spanish |

**PERCENTAGE ADVANCED 5/27/16**

### 269 - ONESIMO HERNANDEZ ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2015: | 9.7 | (31) | | 6.7 | (30) | 3.2 | (31) | |
| | 2016: | 6.7 | (45) | | 4.5 | (44) | | | |
| | Change: | -3.0 | | | -2.2 | | | | |
| **African American** | 2015: | 7.7 | (13) | | 0.0 | (13) | 7.7 | (13) | |
| | 2016: | 5.0 | (20) | | 0.0 | (20) | | | |
| | Change: | -2.7 | | | 0.0 | | | | |
| **Hispanic** | 2015: | 13.3 | (15) | | 14.3 | (14) | 0.0 | (16) | |
| | 2016: | 8.3 | (24) | | 8.7 | (23) | | | |
| | Change: | **-5.0** | | | **-5.6** | | | | |
| **White** | 2015: | | | | | | | | |
| | 2016: | * | (1) | | * | (1) | | | |
| | Change: | | | | | | | | |
| **Economically Disadvantaged** | 2015: | 7.7 | (26) | | 8.3 | (24) | 0.0 | (26) | |
| | 2016: | 5.3 | (38) | | 5.4 | (37) | | | |
| | Change: | -2.4 | | | -2.9 | | | | |
| **English Language Learner** | 2015: | 7.1 | (14) | | 8.3 | (12) | 0.0 | (13) | |
| | 2016: | 6.3 | (16) | | 13.3 | (15) | | | |
| | Change: | -0.8 | | | **5.0** | | | | |
| **Special Education** | 2015: | * | (3) | | * | (1) | * | (3) | |
| | 2016: | * | (3) | | * | (2) | | | |
| | Change: | * | | | * | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. [1]Scores from the FIRST ADMINISTRATION.  NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools.

| POPULATION: | All Students Tested at Location | |
| --- | --- | --- |
| STATISTIC: | Percentage at Level 3 | **PERCENTAGE ADVANCED 5/27/16** |
| ADMINISTRATION: | Spring 2016 (first administration) | |
| LANGUAGE: | Combined English and Spanish | |

**281 - CESAR CHAVEZ ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All Students** | 2015: | 16.1 | (62) | | 4.8 | (62) | 8.1 | (62) | |
| | 2016: | 12.5 | (80) | | 13.9 | (79) | | | |
| | Change: | -3.6 | | | 9.1 | | | | |
| **African American** | 2015: | 11.1 | (9) | | 0.0 | (9) | 11.1 | (9) | |
| | 2016: | 11.8 | (17) | | 11.8 | (17) | | | |
| | Change: | 0.7 | | | 11.8 | | | | |
| **Hispanic** | 2015: | 18.8 | (48) | | 6.3 | (48) | 8.3 | (48) | |
| | 2016: | 13.8 | (58) | | 15.8 | (57) | | | |
| | Change: | -5.0 | | | 9.5 | | | | |
| **Economically Disadvantaged** | 2015: | 16.7 | (54) | | 5.6 | (54) | 9.3 | (54) | |
| | 2016: | 13.0 | (77) | | 14.3 | (77) | | | |
| | Change: | -3.7 | | | 8.7 | | | | |
| **English Language Learner** | 2015: | 14.3 | (28) | | 3.4 | (29) | 10.3 | (29) | |
| | 2016: | 13.0 | (46) | | 9.1 | (44) | | | |
| | Change: | -1.3 | | | 5.7 | | | | |
| **Special Education** | 2015: | * | (3) | | * | (4) | * | (4) | |
| | 2016: | 0.0 | (6) | | * | (5) | | | |
| | Change: | * | | | * | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. [1]Scores from the FIRST ADMINISTRATION.  NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools.

| POPULATION: | All Students Tested at Location | PERCENTAGE |
| --- | --- | --- |
| STATISTIC: | Percentage at Level 3 | ADVANCED |
| ADMINISTRATION: | Spring 2016 (first administration) | 5/27/16 |
| LANGUAGE: | Combined English and Spanish | |

**283 - ESPERANZA "HOPE" MEDRANO ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All Students** | 2015: | 16.7 | (90) | | 4.9 | (81) | 3.6 | (84) | |
| | 2016: | 16.2 | (74) | | 14.9 | (74) | | | |
| | Change: | -0.5 | | | **10.0** | | | | |
| **African American** | 2015: | 0.0 | (16) | | 0.0 | (13) | 0.0 | (13) | |
| | 2016: | 12.5 | (8) | | 12.5 | (8) | | | |
| | Change: | **12.5** | | | **12.5** | | | | |
| **Hispanic** | 2015: | 14.9 | (67) | | 3.3 | (61) | 1.6 | (64) | |
| | 2016: | 12.9 | (62) | | 12.9 | (62) | | | |
| | Change: | -2.0 | | | **9.6** | | | | |
| **Economically Disadvantaged** | 2015: | 13.8 | (80) | | 4.1 | (73) | 2.6 | (76) | |
| | 2016: | 16.2 | (68) | | 14.7 | (68) | | | |
| | Change: | 2.4 | | | **10.6** | | | | |
| **English Language Learner** | 2015: | 14.5 | (55) | | 4.0 | (50) | 3.8 | (53) | |
| | 2016: | 11.1 | (45) | | 13.3 | (45) | | | |
| | Change: | -3.4 | | | **9.3** | | | | |
| **Special Education** | 2015: | 0.0 | (10) | | * | (4) | * | (5) | |
| | 2016: | * | (4) | | * | (4) | | | |
| | Change: | * | | | * | | | | |

(N) = students tested. *Statistics not reported for groups smaller than six. [1]Scores from the FIRST ADMINISTRATION. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools.