### 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 (through second administration)  
**LANGUAGE:** Combined English and Spanish

#### FRANKLIN D. ROOSEVELT FEEDER GROUP

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<tr>
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<th>Writing</th>
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<th>Science</th>
<th>Social Studies</th>
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(N) = students tested. *Statistics not reported for groups smaller than six.  
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)

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**ADMINISTRATION:** Spring 2016 (through second administration)  
**LANGUAGE:** Combined English and Spanish

### FRANKLIN D. ROOSEVELT FEEDER GROUP

#### Grade 5

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#### Grade 6

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</table>

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through the SECOND 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.
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#### FRANKLIN D. ROOSEVELT FEEDER GROUP

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</table>

| African American | 2015: 2.5 (122) | 0.8 (125) | 0.0 (109) | 0.0 (99) | 0.0 (99) |
| | 2016: 5.8 (120) | 2.4 (125) | 0.0 (99) | 0.0 (99) | 0.0 (99) |
| Change: | 3.3 | 1.6 | 0.0 | 0.0 | 0.0 |

| Hispanic | 2015: 1.2 (83) | 1.2 (81) | 0.0 (64) | 0.0 (64) | 0.0 (64) |
| | 2016: 4.5 (88) | 2.4 (85) | 0.0 (64) | 0.0 (64) | 0.0 (64) |
| Change: | 3.3 | 1.2 | 0.0 | 0.0 | 0.0 |

| White | 2015: * (1) | * (1) | * (1) | * (1) | * (1) |
| | 2016: * (1) | * (1) | * (1) | * (1) | * (1) |
| Change: | * | * | * | * | * |

| Economically Disadvantaged | 2015: 3.4 (177) | 1.1 (177) | 0.0 (147) | 0.0 (147) | 0.0 (147) |
| | 2016: 5.3 (187) | 2.1 (190) | 0.0 (149) | 0.0 (149) | 0.0 (149) |
| Change: | 2.0 | 1.0 | 0.0 | 0.0 | 0.0 |

| English Language Learner | 2015: 1.8 (56) | 0.0 (55) | 0.0 (42) | 0.0 (42) | 0.0 (42) |
| | 2016: 4.7 (64) | 3.1 (64) | 0.0 (46) | 0.0 (46) | 0.0 (46) |
| Change: | 2.9 | 3.1 | 0.0 | 0.0 | 0.0 |

| | 2016: * (4) | 0.0 (6) | * (5) | * (5) | * (5) |
| Change: | * | * | * | * | * |

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<th>Writing</th>
<th>Mathematics¹</th>
<th>Science²</th>
<th>Social Studies</th>
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<tbody>
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<td>1.8</td>
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</tbody>
</table>

| African American | 2015: 4.0 (126) | 0.0 (115) | 0.7 (135) | 0.0 (120) | 0.0 (120) |
| | 2016: 1.5 (133) | 0.8 (129) | 1.9 (155) | 2.3 (130) | 2.3 (130) |
| Change: | -2.5 | 0.8 | 1.2 | 2.3 | 2.3 |

| Hispanic | 2015: 7.1 (85) | 1.3 (78) | 2.1 (94) | 1.2 (81) | 1.2 (81) |
| | 2016: 4.7 (86) | 0.0 (80) | 2.9 (104) | 1.2 (83) | 1.2 (83) |
| Change: | -2.4 | -1.3 | 0.8 | 0.0 | 0.0 |

| White | 2015: * (2) | * (3) | * (2) | * (2) | * (2) |
| | 2016: * (1) | * (2) | * (2) | * (2) | * (2) |
| Change: | * | * | * | * | * |

| Economically Disadvantaged | 2015: 5.3 (188) | 0.6 (176) | 1.5 (206) | 0.6 (178) | 0.6 (178) |
| | 2016: 3.0 (202) | 0.5 (189) | 2.1 (238) | 2.6 (195) | 2.6 (195) |
| Change: | -2.3 | -0.1 | 0.6 | 2.0 | 2.0 |

| English Language Learner | 2015: 0.0 (53) | 0.0 (51) | 0.0 (56) | 0.0 (50) | 0.0 (50) |
| | 2016: 3.6 (56) | 0.0 (55) | 2.8 (71) | 1.9 (53) | 1.9 (53) |
| Change: | 3.6 | 0.0 | 2.8 | 1.9 | 1.9 |

| Special Education | 2015: * (3) | * (2) | * (3) | * (2) | * (2) |
| | 2016: 0.0 (10) | 0.0 (11) | 0.0 (12) | 0.0 (12) | 0.0 (12) |
| Change: | * | * | * | * | * |

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through the SECOND 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.

July 12, 2016  Dallas ISD Evaluation & Assessment (OIR)  STAAR16_38_AD2_RPTS.accdb: rpt_PERCENT_LVL3_38
### 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 (through second administration)  
**LANGUAGE:** Combined English and Spanish  

**FRANKLIN D. ROOSEVELT FEEDER GROUP**

<table>
<thead>
<tr>
<th>All Grades</th>
<th>Reading¹</th>
<th>Writing</th>
<th>Mathematics¹</th>
<th>Science²</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>2015: 8.3 (1,769)</td>
<td>2.5 (609)</td>
<td>6.2 (1,715)</td>
<td>2.6 (605)</td>
<td>0.5 (203)</td>
</tr>
<tr>
<td></td>
<td>2016: 10.2 (1,808)</td>
<td>10.0 (609)</td>
<td>9.4 (1,734)</td>
<td>3.5 (622)</td>
<td>2.3 (218)</td>
</tr>
<tr>
<td>Change</td>
<td>1.9</td>
<td>7.5</td>
<td>3.2</td>
<td>0.9</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>2015: 5.3 (914)</td>
<td>1.6 (316)</td>
<td>2.1 (889)</td>
<td>1.7 (299)</td>
<td>0.0 (120)</td>
</tr>
<tr>
<td></td>
<td>2016: 7.0 (939)</td>
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<td>5.3 (909)</td>
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<td>2.3 (130)</td>
</tr>
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<td>3.6</td>
<td>3.2</td>
<td>-0.2</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>2015: 11.0 (834)</td>
<td>3.2 (282)</td>
<td>10.6 (805)</td>
<td>3.7 (300)</td>
<td>1.2 (81)</td>
</tr>
<tr>
<td></td>
<td>2016: 13.1 (835)</td>
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<td>13.5 (794)</td>
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<td>1.7</td>
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</tr>
<tr>
<td><strong>White</strong></td>
<td>2015: 23.1 (13)</td>
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<td>0.0 (13)</td>
<td>* (4)</td>
<td>* (2)</td>
</tr>
<tr>
<td></td>
<td>2016: 27.8 (18)</td>
<td>0.0 (8)</td>
<td>17.6 (17)</td>
<td>14.3 (7)</td>
<td>* (2)</td>
</tr>
<tr>
<td>Change</td>
<td>4.7</td>
<td>0.0</td>
<td>17.6</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>2015: 8.4 (1,571)</td>
<td>2.3 (527)</td>
<td>6.5 (1,526)</td>
<td>2.9 (546)</td>
<td>0.6 (178)</td>
</tr>
<tr>
<td></td>
<td>2016: 10.1 (1,666)</td>
<td>9.6 (561)</td>
<td>9.3 (1,594)</td>
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<td>2.0</td>
</tr>
<tr>
<td><strong>English Language Learner</strong></td>
<td>2015: 10.6 (613)</td>
<td>2.9 (205)</td>
<td>10.8 (593)</td>
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<tr>
<td></td>
<td>2016: 12.8 (625)</td>
<td>15.6 (212)</td>
<td>14.1 (590)</td>
<td>5.4 (203)</td>
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<tr>
<td>Change</td>
<td>2.2</td>
<td>12.7</td>
<td>3.3</td>
<td>3.0</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>2015: 2.0 (51)</td>
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<td>0.0 (43)</td>
<td>0.0 (22)</td>
<td>* (2)</td>
</tr>
<tr>
<td></td>
<td>2016: 2.7 (75)</td>
<td>0.0 (23)</td>
<td>4.3 (70)</td>
<td>0.0 (23)</td>
<td>0.0 (12)</td>
</tr>
<tr>
<td>Change</td>
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<td>-7.7</td>
<td>4.3</td>
<td>0.0</td>
<td>*</td>
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</table>

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through the SECOND 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.
### 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 (through second administration)  
**LANGUAGE:** Combined English and Spanish  

#### 115 - HARRELL BUDD ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

#### Grade 3

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2015: 10.4 (77)</td>
<td>10.4 (77)</td>
<td>14.7 (68)</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016: 18.6 (70)</td>
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<tr>
<td>Change</td>
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</tr>
<tr>
<td>African American</td>
<td>2015: 5.6 (36)</td>
<td>2.8 (36)</td>
<td>9.5 (21)</td>
<td>6.7</td>
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<tr>
<td></td>
<td>2016: 4.8 (21)</td>
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</tr>
<tr>
<td>Change</td>
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<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>2015: 15.0 (40)</td>
<td>17.5 (40)</td>
<td>17.8 (45)</td>
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<tr>
<td></td>
<td>2016: 25.5 (47)</td>
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</tr>
<tr>
<td>Change</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>2015: 10.5</td>
<td>18.6 (1)</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td></td>
<td>2016: 10.5</td>
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</tr>
<tr>
<td>Change</td>
<td></td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>2015: 11.0 (73)</td>
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<td>2.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016: 17.9 (67)</td>
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<td>Change</td>
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<td></td>
</tr>
<tr>
<td>English Language Learner</td>
<td>2015: 14.7 (34)</td>
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<td>21.2 (33)</td>
<td>3.6</td>
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</tr>
<tr>
<td></td>
<td>2016: 28.6 (35)</td>
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<tr>
<td>Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>2015: * (2)</td>
<td>* (2)</td>
<td>* (2)</td>
<td>* (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016: * (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
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#### Grade 4

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2015: 7.5 (67)</td>
<td>1.5 (67)</td>
<td>7.5 (67)</td>
<td>14.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016: 16.9 (65)</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>2015: 0.0 (22)</td>
<td>0.0 (21)</td>
<td>0.0 (22)</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016: 0.0 (21)</td>
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<td></td>
<td></td>
<td></td>
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<td>Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>2015: 11.1 (45)</td>
<td>2.2 (46)</td>
<td>11.1 (45)</td>
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<td>2016: 26.2 (42)</td>
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</tr>
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<td>Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>2015: 8.1 (62)</td>
<td>1.6 (61)</td>
<td>8.1 (62)</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016: 17.5 (63)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Learner</td>
<td>2015: 11.8 (34)</td>
<td>2.9 (35)</td>
<td>8.8 (34)</td>
<td>26.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016: 29.4 (34)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>2015: * (3)</td>
<td>* (1)</td>
<td>* (3)</td>
<td>* (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016: * (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td></td>
<td></td>
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</tbody>
</table>

(N) = students tested. *Statistics not reported for groups smaller than six. 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.

July 12, 2016  Dallas ISD Evaluation & Assessment (OIR)  STAAR16_38_AD2_RPTS.acdb: rpt_PERCENT_LVL3_38  5 of 12
### 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 (through second administration)  
**LANGUAGE:** Combined English and Spanish

#### 115 - HARRELL BUDD ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Reading¹</th>
<th>Writing</th>
<th>Mathematics¹</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>2015: 9.5 (74)</td>
<td>9.5 (74)</td>
<td>0.0 (74)</td>
<td>2016: 16.2 (68)</td>
<td>15.2 (66)</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>2015: 8.3 (12)</td>
<td>8.3 (12)</td>
<td>0.0 (12)</td>
<td>2016: 5.3 (19)</td>
<td>11.1 (18)</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>2015: 9.8 (61)</td>
<td>9.8 (61)</td>
<td>0.0 (61)</td>
<td>2016: 20.8 (48)</td>
<td>17.0 (47)</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>2015: * (1)</td>
<td>* (1)</td>
<td>* (1)</td>
<td>2016: * (1)</td>
<td>* (1)</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>2015: 10.8 (65)</td>
<td>10.8 (65)</td>
<td>0.0 (65)</td>
<td>2016: 16.4 (61)</td>
<td>15.3 (59)</td>
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<tr>
<td><strong>English Language Learner</strong></td>
<td>2015: 12.0 (50)</td>
<td>12.0 (50)</td>
<td>0.0 (50)</td>
<td>2016: 16.7 (36)</td>
<td>14.3 (35)</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
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<td>* (4)</td>
<td>* (4)</td>
<td>2016: * (3)</td>
<td>* (1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Grades</th>
<th>Reading¹</th>
<th>Writing</th>
<th>Mathematics¹</th>
<th>Science²</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>2015: 9.2 (218)</td>
<td>1.5 (67)</td>
<td>9.2 (218)</td>
<td>0.0 (74)</td>
<td>2016: 17.2 (203)</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>2015: 4.3 (70)</td>
<td>0.0 (21)</td>
<td>2.9 (70)</td>
<td>0.0 (12)</td>
<td>2016: 3.3 (61)</td>
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<tr>
<td><strong>Hispanic</strong></td>
<td>2015: 11.6 (146)</td>
<td>2.2 (46)</td>
<td>12.3 (146)</td>
<td>0.0 (61)</td>
<td>2016: 24.1 (137)</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>2015: * (1)</td>
<td>* (1)</td>
<td>* (1)</td>
<td>2016: * (2)</td>
<td>* (2)</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>2015: 10.0 (200)</td>
<td>1.6 (61)</td>
<td>10.0 (200)</td>
<td>0.0 (65)</td>
<td>2016: 17.3 (191)</td>
</tr>
<tr>
<td><strong>English Language Learner</strong></td>
<td>2015: 12.7 (118)</td>
<td>2.9 (35)</td>
<td>12.7 (118)</td>
<td>0.0 (50)</td>
<td>2016: 24.8 (105)</td>
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<tr>
<td><strong>Special Education</strong></td>
<td>2015: 0.0 (9)</td>
<td>* (1)</td>
<td>0.0 (9)</td>
<td>2016: 14.3 (7)</td>
<td>* (2)</td>
</tr>
</tbody>
</table>

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through the SECOND 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.

July 12, 2016  Dallas ISD Evaluation & Assessment (OIR)  STAAR16_38_AD2_RPTS.accdb: rpt_PERCENT_LVL3_38  6 of 12
### 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 (through second administration)

**LANGUAGE:** Combined English and Spanish

#### 163 - ALBERT S. JOHNSTON ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

#### Grade 3

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
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<td><strong>All Students</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015:</td>
<td>19.7 (61)</td>
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<td>8.2 (61)</td>
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</tr>
<tr>
<td>2016:</td>
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<td>2.8 (71)</td>
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</tr>
<tr>
<td><strong>Change:</strong></td>
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<td></td>
<td>-5.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015:</td>
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<tr>
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<td>2.3 (43)</td>
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<tr>
<td><strong>Change:</strong></td>
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<td>2.3</td>
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<td></td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
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<td></td>
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<td></td>
</tr>
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<td>2015:</td>
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<td>13.9 (36)</td>
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(N) = students tested. *Statistics not reported for groups smaller than six. 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  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2016 (through second administration)  
**LANGUAGE:** Combined English and Spanish

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#### All Grades

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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through the SECOND 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.
### 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 (through second administration)  
**LANGUAGE:** Combined English and Spanish

#### 185 - WILLIAM B. MILLER ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

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### 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 (through second administration)  
**LANGUAGE:** Combined English and Spanish

#### 185 - WILLIAM B. MILLER ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through the SECOND 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.
### 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 (through second administration)  
**LANGUAGE:** Combined English and Spanish

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| 2015: 23.1 (26)      | 7.7 (26)| 17.9 (28)|            |         |                |
| 2016: 7.1 (28)       |         |         |             |         |                |
| Change: -16.0        |         |         |             |         |                |

| **Hispanic**         |         |         |             |         |                |
| 2015: 15.4 (13)      | 7.7 (13)| 10.2 (15)|            |         |                |
| 2016: 9.1 (11)       | 0.0 (11)|         |             |         |                |
| Change: -6.3         |         |         |             |         |                |

| **Economically Disadvantaged** |         |         |             |         |                |
| 2015: 20.0 (35)       | 8.6 (35)| 11.1 (36)|            |         |                |
| 2016: 5.6 (36)        |         |         |             |         |                |
| Change: -14.4         |         |         |             |         |                |

| **English Language Learner** |         |         |             |         |                |
| 2015: 12.5 (8)         | 0.0 (8) |         |             |         |                |
| 2016: * (5)            | * (5)   |         |             |         |                |
| Change: *              | * (5)   |         |             |         |                |

| **Special Education** |         |         |             |         |                |
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| **African American** |         |         |             |         |                |
| 2015: 15.4 (26)      | 15.4 (26)| 25.6 (39)| 20.5 (39)   |         |                |
| 2016: 20.5 (39)      |         |         |             |         |                |
| Change: 5.1          |         |         |             |         |                |

| **Hispanic**         |         |         |             |         |                |
| 2015: 40.0 (25)      | 8.0 (25)| 36.0 (25)|            |         |                |
| 2016: 36.0 (25)      |         |         |             |         |                |
| Change: -4.0         |         |         |             |         |                |

| **White**            |         |         |             |         |                |
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| 2016: * (1)          | * (1)   |         |             | * (1)   |                |
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| **Economically Disadvantaged** |         |         |             |         |                |
| 2015: 28.3 (46)         | 10.9 (46)| 29.5 (47)|            |         |                |
| 2016: 28.1 (64)         |         |         |             |         |                |
| Change: -0.2           |         |         |             |         |                |

| **English Language Learner** |         |         |             |         |                |
| 2015: 35.3 (17)         | 11.8 (17)| 35.9 (64)|            |         |                |
| 2016: 31.3 (16)         |         |         |             |         |                |
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| **Special Education** |         |         |             |         |                |
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| 2016: * (4)           | * (4)   |         |             | * (4)   |                |
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(N) = students tested. *Statistics not reported for groups smaller than six. 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  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2016 (through second administration)  
**LANGUAGE:** Combined English and Spanish

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<td>2016:</td>
<td>28.9 (38)</td>
<td>31.3 (16)</td>
<td>42.1 (38)</td>
<td>17.6 (17)</td>
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<tr>
<td>Change:</td>
<td>-10.6</td>
<td></td>
<td>19.5</td>
<td>2.6</td>
<td>-10.2</td>
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<tr>
<td>Special Education</td>
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<tr>
<td>2015:</td>
<td>* (3)</td>
<td></td>
<td>* (1)</td>
<td>* (3)</td>
<td></td>
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<tr>
<td>2016:</td>
<td>10.0 (10)</td>
<td></td>
<td>10.0 (10)</td>
<td>* (1)</td>
<td></td>
</tr>
<tr>
<td>Change:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through the SECOND 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.

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