### 2017 STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTICAL INFORMATION:** Percentage Mastering Grade Level (formerly Level 3)  
**ADMINISTRATION:** Spring 2017 (first administration)  
**LANGUAGE:** Combined English and Spanish

#### SOUTH OAK CLIFF FEEDER GROUP

<table>
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<tr>
<th>Grade 5</th>
<th>Reading¹</th>
<th>Writing</th>
<th>Mathematics¹</th>
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<th>Social Studies</th>
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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores from 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 changes. Feeder group statistics do not include scores from choice schools.  

April 20, 2017 Dallas ISD Evaluation & Assessment (OIR) STAAR17_38_AD1_RPTS.accdb: rpt_PERCENT_MST_38 1 of 13
### 2017 STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level (formerly Level 3)  
**ADMINISTRATION:** Spring 2017 (first administration)  
**LANGUAGE:** Combined English and Spanish

#### 66 - HARRY STONE MONTESSORI ACADEMY

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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores from FIRST ADMINISTRATION. ²Includes results from Grade 7 PAP students. ³Includes results from Grade 7 PAP students. ²Includes results from Grade 7 PAP students. ²Includes results from Grade 7 PAP students.

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<th>Mathematics¹</th>
<th>Science²</th>
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**LANGUAGE:** Combined English and Spanish

#### 357 - BARACK OBAMA MALE LEADERSHIP ACADEMY (MIDDLE)

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(N) = students tested. *Statistics not reported for groups smaller than six. \(^1\)Scores from 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 changes. Feeder group statistics do not include scores from choice schools.
### 2017 STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level (formerly Level 3)  
**ADMINISTRATION:** Spring 2017 (first administration)  
**LANGUAGE:** Combined English and Spanish

118 - W.W. BUSHMAN ELEMENTARY SCHOOL [Feeds to: ZUMWALT > SOC]

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(N) = students tested.  *Statistics not reported for groups smaller than six. ¹Scores from 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 changes. Feeder group statistics do not include scores from choice schools.
### 2017 STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level (formerly Level 3)  
**ADMINISTRATION:** Spring 2017 (first administration)  
**LANGUAGE:** Combined English and Spanish

#### 133 - BARBARA JORDAN ELEMENTARY SCHOOL [Feeds to: STOREY > SOC]

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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores from 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 changes. Feeder group statistics do not include scores from choice schools.
## 2017 STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level (formerly Level 3)  
**ADMINISTRATION:** Spring 2017 (first administration)  
**LANGUAGE:** Combined English and Spanish

### 178 - H.I. HOLLAND ELEMENTARY SCHOOL AT LISBON [Feeds to: STOREY > SOC]

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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores from 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 changes. Feeder group statistics do not include scores from choice schools.
### 2017 STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level (formerly Level 3)  
**ADMINISTRATION:** Spring 2017 (first administration)  
**LANGUAGE:** Combined English and Spanish

183 - THOMAS L. MARSALIS ELEMENTARY SCHOOL [Feeds to: STOREY > SOC]

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### 2017 STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level (formerly Level 3)  
**ADMINISTRATION:** Spring 2017 (first administration)  
**LANGUAGE:** Combined English and Spanish

189 - CLARA OLIVER ELEMENTARY SCHOOL [Feeds to: STOREY > SOC]

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### 2017 STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level (formerly Level 3)  
**ADMINISTRATION:** Spring 2017 (first administration)  
**LANGUAGE:** Combined English and Spanish  

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#### 205 - CLINTON P. RUSSELL ELEMENTARY SCHOOL [Feeds to: STOREY > SOC]

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**LANGUAGE:** Combined English and Spanish

#### 212 - HARRY STONE MONTESSORI VANGUARD

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**LANGUAGE:** Combined English and Spanish

#### 215 - ROBERT L. THORNTON ELEMENTARY SCHOOL [Feeds to: STOREY > SOC]

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<td>* (4)</td>
<td></td>
</tr>
<tr>
<td>2017:</td>
<td>* (4)</td>
<td></td>
<td>* (3)</td>
<td></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 from 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 changes. Feeder group statistics do not include scores from choice schools.
**2017 STAAR 3-8 Results by Student Group (all test types)**

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level (formerly Level 3)  
**ADMINISTRATION:** Spring 2017 (first administration)  
**LANGUAGE:** Combined English and Spanish

### 250 - WHITNEY M. YOUNG, JR. ELEMENTARY SCHOOL [Feeds to: ZUMWALT > SOC]

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Reading¹</th>
<th>Writing</th>
<th>Mathematics¹</th>
<th>Science</th>
<th>Social Studies</th>
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</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2016: 9.8 (82)</td>
<td></td>
<td>11.8 (85)</td>
<td>3.5 (85)</td>
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</tr>
<tr>
<td></td>
<td>2017: 11.1 (81)</td>
<td></td>
<td>19.8 (81)</td>
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<tr>
<td></td>
<td>Change: 1.3</td>
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<tr>
<td>African American</td>
<td>2016: 5.3 (57)</td>
<td></td>
<td>6.8 (59)</td>
<td>1.7 (59)</td>
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</tr>
<tr>
<td></td>
<td>2017: 7.8 (51)</td>
<td></td>
<td>9.8 (51)</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
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<td>Change: 2.5</td>
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</tr>
<tr>
<td>Hispanic</td>
<td>2016: 21.7 (23)</td>
<td></td>
<td>25.0 (24)</td>
<td>8.3 (24)</td>
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</tr>
<tr>
<td></td>
<td>2017: 19.2 (26)</td>
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<td>38.5 (26)</td>
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<td>13.5</td>
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<tr>
<td></td>
<td>Change: -2.5</td>
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<td></td>
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<tr>
<td>White</td>
<td>2016: * (4)</td>
<td></td>
<td>* (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017: * (4)</td>
<td></td>
<td>* (4)</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>2016: 10.7 (75)</td>
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<td>12.8 (78)</td>
<td>3.9 (77)</td>
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<tr>
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<td>2017: 10.5 (76)</td>
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<td>21.1 (76)</td>
<td></td>
<td>8.3</td>
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<tr>
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<td>Change: -0.2</td>
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<tr>
<td>English Language Learner</td>
<td>2016: 11.8 (17)</td>
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<td>27.8 (18)</td>
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<tr>
<td></td>
<td>2017: 15.8 (19)</td>
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<td>36.8 (19)</td>
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<td>9.0</td>
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<td>Change: 4.0</td>
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<tr>
<td>Special Education</td>
<td>2016: * (3)</td>
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<td>* (3)</td>
<td>* (3)</td>
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<tr>
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<td>2017: 0.0 (9)</td>
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<td>0.0 (9)</td>
<td>* (9)</td>
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<tr>
<td></td>
<td>Change: *</td>
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</tbody>
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April 20, 2017     Dallas ISD Evaluation & Assessment (OIR)     STAAR17_38_AD1_RPTS.accdb: rpt_PERCENT_MST_38