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

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Approaching Grade Level or better  
**ADMINISTRATION:** Spring 2019 (through second administration)

**LANGUAGE:** Combined English and Spanish

#### 35 - IRMA L. RANGEL YOUNG WOMENS LEADERSHIP SCHOOL

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
<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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

July 3, 2019  Dallas ISD Evaluation & Assessment (OIR)  STAAR19_38_AD2_RPTS.accdb: rpt_PERCENT_APP_38  1 of 23
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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
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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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
# STAAR 3-8 Results by Student Group (all test types)

**Population:** All Students Tested at Location  
**Statistic:** Percentage Approaching Grade Level or better  
**Administration:** Spring 2019 (through second administration)  
**Language:** Combined English and Spanish  
**Approaches Grade Level:** 7/3/19

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### Grade 8

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### All Grades

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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
### STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Approaching Grade Level or better  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

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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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

July 3, 2019 Dallas ISD Evaluation & Assessment (OIR) STAAR19_38_AD2_RPTS.accdb: rpt_PERCENT_APP_38 5 of 23
### STAAR 3-8 Results by Student Group (all test types)

**Population:** All Students Tested at Location  
**Statistic:** Percentage Approaching Grade Level or better  
**Administration:** Spring 2019 (through second administration)  
**Language:** Combined English and Spanish

#### 71 - DALLAS ENVIRONMENTAL SCIENCE ACADEMY

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#### All Grades

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(\(N\)) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
### STAAR 3-8 Results by Student Group (all test types)

**Population:** All Students Tested at Location

**Statistic:** Percentage Approaching Grade Level or better

**Administration:** Spring 2019 (through second administration)

**Language:** Combined English and Spanish

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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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools. 

July 3, 2019    Dallas ISD Evaluation & Assessment (OIR)    STAAR19_38_AD2_RPTS.accdb: rpt_PERCENT_APP_38    7 of 23
## STAAR 3-8 Results by Student Group (all test types)

### Approaches

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<th>Writing</th>
<th>Mathematics¹ ²</th>
<th>Science²</th>
<th>Social Studies</th>
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### Hispanic

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<th>Mathematics¹ ²</th>
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### Economically Disadvantaged

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<th>Mathematics¹ ²</th>
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### English Learner

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<th>Mathematics¹ ²</th>
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### Special Education

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<th>Mathematics¹ ²</th>
<th>Science²</th>
<th>Social Studies</th>
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<th>Mathematics¹ ²</th>
<th>Science²</th>
<th>Social Studies</th>
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<tbody>
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<td>2018: 100.0 (346)</td>
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### White

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<th>Mathematics¹ ²</th>
<th>Science²</th>
<th>Social Studies</th>
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### Economically Disadvantaged

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<th>Mathematics¹ ²</th>
<th>Science²</th>
<th>Social Studies</th>
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### English Learner

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<th>Mathematics¹ ²</th>
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### Special Education

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<th>Science²</th>
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</table>

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools. July 3, 2019 Dallas ISD Evaluation & Assessment (OIR) STAAR19_38_AD2_RPTS.accdb: rpt_PERCENT_APP_38
### STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Approaching Grade Level or better  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

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<table>
<thead>
<tr>
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<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
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</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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

July 3, 2019    Dallas ISD Evaluation & Assessment (OIR)    STAAR19_38_AD2_RPTS.accdb: rpt_PERCENT_APP_38    9 of 23
STAAR 3-8 Results by Student Group (all test types)

POPULATION: All Students Tested at Location

STATISTIC: Percentage Approaching Grade Level or better

ADMINISTRATION: Spring 2019 (through second administration)

LANGUAGE: Combined English and Spanish

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<table>
<thead>
<tr>
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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
### STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Approaching Grade Level or better  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish  

#### Grade 7

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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
## STAAR 3-8 Results by Student Group (all test types)

### POPULATION:
All Students Tested at Location

### STATISTIC:
Percentage Approaching Grade Level or better

### ADMINISTRATION:
Spring 2019 (through second administration)

### LANGUAGE:
Combined English and Spanish

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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
### STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Approaching Grade Level or better  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

#### 212 - HARRY STONE MONTESSORI ACADEMY

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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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
## STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Approaching Grade Level or better  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

### 212 - HARRY STONE MONTESSORI ACADEMY

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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
## STAAR 3-8 Results by Student Group (all test types)

### POPULATION:
All Students Tested at Location

### STATISTIC:
Percentage Approaching Grade Level or better

### ADMINISTRATION:
Spring 2019 (through second administration)

### LANGUAGE:
Combined English and Spanish

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<th>Mathematics¹ ²</th>
<th>Science²</th>
<th>Social Studies</th>
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<td>87.5 (16)</td>
<td>70.0 (10)</td>
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</tr>
<tr>
<td></td>
<td>2019: 92.3 (13)</td>
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<td>92.3 (13)</td>
<td>84.6 (13)</td>
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<td>* (2)</td>
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<tr>
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<td>2019: * (4)</td>
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</table>

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
## STAA R 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Approaching Grade Level or better  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

### 212 - HARRY STONE MONTESSORI ACADEMY

<table>
<thead>
<tr>
<th>All Grades</th>
<th>Reading¹</th>
<th>Writing</th>
<th>Mathematics¹</th>
<th>Science</th>
<th>Social Studies</th>
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</thead>
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<tr>
<td>All Students</td>
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<td>88.9 (117)</td>
<td>95.0 (318)</td>
<td>95.9 (123)</td>
<td>87.7 (57)</td>
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<tr>
<td></td>
<td>2019: 97.0 (404)</td>
<td>96.3 (134)</td>
<td>94.6 (334)</td>
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<td>-0.4</td>
<td>-3.7</td>
<td>-0.6</td>
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</table>

| African American | 2018: 92.5 (133) | 87.2 (39) | 93.0 (115) | 100.0 (39) | 83.3 (18) |
|                 | 2019: 98.4 (126) | 96.0 (50) | 93.7 (111) | 93.5 (46)  | 86.7 (15) |
| Change          | 5.9      | 8.8     | -6.5        | -3.2      | -3.2          |

| Hispanic | 2018: 97.1 (206) | 88.7 (71) | 96.6 (179) | 93.2 (74)  | 85.7 (28) |
|          | 2019: 96.4 (251) | 97.3 (74) | 94.6 (202) | 90.8 (76)  | 85.7 (49) |
| Change   | -0.7      | 8.6     | -2.0        | -2.4      | 0.0          |

| White | 2018: 100.0 (24) | * (5) | 100.0 (16) | 100.0 (6)  | 100.0 (8) |
|       | 2019: 100.0 (17) | 100.0 (6) | 100.0 (13) | * (3)      | * (4) |
| Change | 0.0      | *       | 0.0         | *          | *          |

| Economically Disadvantaged | 2018: 94.4 (268) | 87.6 (97) | 94.4 (232) | 94.7 (94)  | 81.1 (37) |
|                           | 2019: 95.4 (216) | 95.3 (64) | 93.3 (179) | 85.3 (68)  | 86.5 (37) |
| Change                    | 1.0      | 7.7     | -1.1        | -9.4      | 5.4          |

| English Learner | 2018: 94.3 (70) | 81.0 (21) | 93.3 (60) | 91.7 (24)  | 70.0 (10) |
|                | 2019: 96.3 (82) | 100.0 (21) | 95.7 (69) | 81.0 (21)  | 84.6 (13) |
| Change         | 2.0      | 19.0    | 2.4        | -10.7     | 14.6        |

| Special Education | 2018: 66.7 (6) | * (2) | 83.3 (6) | * (2)      | * (2)       |
|                  | 2019: 75.0 (12) | * (4) | 80.0 (10) | * (4)      | * (2)       |
| Change           | 8.3      | -3.3   | *          | *          | *          |

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

July 3, 2019   Dallas ISD Evaluation & Assessment (OIR)   STAAR19_38_AD2_RPTS.accdb: rpt_PERCENT_APP_38   16 of 23
## STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Approaching Grade Level or better  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish  
**APPROACHES GRADE LEVEL** 7/3/19

### 217 - WILLIAM B. TRAVIS VANGUARD ACADEMY OF THE ACADEMICALLY TALENTED AND GIFTED

#### Grade 4

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<th>Student Group</th>
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<th>Mathematics 2018</th>
<th>Science 2018</th>
<th>Social Studies 2018</th>
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#### Grade 5

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</tbody>
</table>

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

July 3, 2019   Dallas ISD Evaluation & Assessment (OIR)   STAAR19_38_AD2_RPTS.accdb: rpt_PERCENT_APP_38   17 of 23
## STAAR 3-8 Results by Student Group (all test types)

### Population:
All Students Tested at Location

### Statistic:
Percentage Approaching Grade Level or better

### Administration:
Spring 2019 (through second administration)

### Language:
Combined English and Spanish

#### 217 - WILLIAM B. TRAVIS VANGUARD ACADEMY OF THE ACADEMICALLY TALENTED AND GIFTED

<table>
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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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
### STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Approaching Grade Level or better  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

#### 217 - WILLIAM B. TRAVIS VANGUARD ACADEMY OF THE ACADEMICALLY TALENTED AND GIFTED

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#### All Grades

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(N) = students tested. *Statistics not reported for groups smaller than six.¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

July 3, 2019  
Dallas ISD Evaluation & Assessment (OIR)  
STAAR19_38_AD2_RPTS.accdb: rpt_PERCENT_APP_38  
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### STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Approaching Grade Level or better  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

#### 363 - SCHOOL FOR THE TALENTED AND GIFTED IN PLEASANT GROVE

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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
### STAAR 3-8 Results by Student Group (all test types)

#### POPULATION:
All Students Tested at Location

#### STATISTIC:
Percentage Approaching Grade Level or better

#### ADMINISTRATION:
Spring 2019 (through second administration)

#### LANGUAGE:
Combined English and Spanish

### 384 - SUDIE L. WILLIAMS TALENTED AND GIFTED ACADEMY

#### Grade 4

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(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.
### STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Approaching Grade Level or better  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish  

#### 384 - SUDIE L. WILLIAMS TALENTED AND GIFTED ACADEMY

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#### All Grades

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<tr>
<td><strong>Special Education</strong></td>
<td>2018: 100.0</td>
<td>2019: 100.0</td>
<td>2018: 100.0</td>
<td>2019: 100.0</td>
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<tr>
<td></td>
<td>Change:</td>
<td></td>
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</tbody>
</table>

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores through 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.