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

#### POPULATION:
All Students Tested at Location

#### STATISTIC:
Percentage Mastering Grade Level

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

#### LANGUAGE:
Combined English and Spanish

#### ACCELERATING CAMPUS EXCELLENCE SCHOOL GROUP
(Prior-year statistics based on current schools)

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
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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_MST_38  1 of 27
### STAAR 3-8 Results by Student Group (all test types)

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

#### ACCELERATING CAMPUS EXCELLENCE SCHOOL GROUP  
(Prior-year statistics based on current schools)

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<th>Science</th>
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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.

July 3, 2019 Dallas ISD Evaluation & Assessment (OIR) STAAR19_38_AD2_RPTS.accdb: rpt_PERCENT_MST_38 2 of 27
### ACCELERATING CAMPUS EXCELLENCE SCHOOL GROUP

#### (Prior-year statistics based on current schools)

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<th>Social Studies</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.
### STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location

**STATISTIC:** Percentage Mastering Grade Level

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

**LANGUAGE:** Combined English and Spanish

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### ACCELERATING CAMPUS EXCELLENCE SCHOOL GROUP  
(Prior-year statistics based on current schools)

<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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<td>(18)</td>
<td>(50)</td>
<td>(11)</td>
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<td>1.0</td>
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<td>2018:</td>
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<td>5.9</td>
<td>12.5</td>
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<td>15.2</td>
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<td>(917)</td>
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<td>4.8</td>
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<td>(22)</td>
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<td>-9.0</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.
<table>
<thead>
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<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
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<td>4.7 (191)</td>
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</tr>
<tr>
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</tr>
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<td>5.2 (159)</td>
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<td>* (3)</td>
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<th>Science</th>
<th>Social Studies</th>
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<td>2.0 (198)</td>
<td>1.0 (197)</td>
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<td>1.0</td>
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<td>-2.0</td>
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<td>* (1)</td>
<td>* (1)</td>
</tr>
<tr>
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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)

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

<table>
<thead>
<tr>
<th>Grade 8</th>
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<th>Writing</th>
<th>Mathematics¹²</th>
<th>Science²</th>
<th>Social Studies</th>
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### All Grades

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<th>Social Studies</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.
# STAAR 3-8 Results by Student Group (all test types)

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

## 122 - C.F. CARR ELEMENTARY SCHOOL [Feeds to: PINKSTON]

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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 Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

#### 122 - C.F. CARR ELEMENTARY SCHOOL [Feeds to: PINKSTON]

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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 Mastering Grade Level

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

**LANGUAGE:** Combined English and Spanish

**122 - C.F. CARR ELEMENTARY SCHOOL [Feeds to: PINKSTON]**

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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 Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

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

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**STATISTIC:** Percentage Mastering Grade Level  
**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.*
### STAAR 3-8 Results by Student Group (all test types)

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

#### 139 - PAUL L. DUNBAR LEARNING CENTER [Feeds to: DADE > MADISON]

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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. ³Includes results from Grade 7 PAP students. ⁴Score 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_MST_38 13 of 27
### STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level  
**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.
### STAAR 3-8 Results by Student Group (all test types)

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

#### 142 - J.N. ERVIN ELEMENTARY SCHOOL [Feeds to: KENNEDY-CURRY > WILMER-HUTCHINS HS]

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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 Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

**159 - L.L. HOTCHKISS ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]**

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

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

#### 159 - L.L. HOTCHKISS ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

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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 Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

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

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

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

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

## Grade 5

<table>
<thead>
<tr>
<th>Student Group</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Economically Disadvantaged</th>
<th>English Learner</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading¹</strong></td>
<td>30.6 (72)</td>
<td>16.7 (6)</td>
<td>31.8 (66)</td>
<td>20.0 (3)</td>
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<tr>
<td><strong>Writing</strong></td>
<td>30.6 (72)</td>
<td>16.7 (6)</td>
<td>31.8 (66)</td>
<td>* (3)</td>
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<td>40.8 (76)</td>
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| **Change:**                           | -9.9         | -16.7            | -0.2     |       |                             |                |                  |

## All Grades

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<th>Hispanic</th>
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<th>English Learner</th>
<th>Special Education</th>
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<tbody>
<tr>
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</table>

| **Change:**                           | -2.8         | -4.5             | 1.3      |       |                             |                |                  |

(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.  

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July 3, 2019   Dallas ISD Evaluation & Assessment (OIR)   STAAR19_38_AD2_RPT5.accdb: rpt_PERCENT_MST_38   19 of 27
## STAAR 3-8 Results by Student Group (all test types)

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

### 191 - ELISHA M. PEASE ELEMENTARY SCHOOL [Feeds to: ZUMWALT > SOC]

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

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

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<tr>
<td><strong>White</strong></td>
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</table>
| 2018: | * (2) | * (1) | * (2) |*
| 2019: | * | * (1) | * | |
| Change: | | | | |
| **Economically Disadvantaged** | | | | | |
| 2018: | 11.9 (168) | 3.4 (58) | 6.5 (168) | 5.3 (57) |
| 2019: | 9.1 (197) | 3.3 (60) | 8.1 (197) | 8.5 (59) |
| Change: | -2.8 | -0.1 | 1.6 | 3.2 |
| **English Learner** | | | | | |
| 2018: | 20.0 (15) | 0.0 (6) | 13.3 (15) | 16.7 (6) |
| 2019: | 20.0 (10) | * (3) | 10.0 (10) | * (4) |
| Change: | 0.0 | * | 3.3 | * |
| **Special Education** | | | | | |
| 2018: | 8.7 (23) | 0.0 (9) | 0.0 (23) | 0.0 (6) |
| 2019: | 8.0 (25) | 0.0 (9) | 3.7 (27) | 0.0 (9) |
| Change: | -0.7 | 0.0 | 3.7 | 0.0 |

(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 Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

## 200 - JOSEPH J. RHOADS LEARNING CENTER [Feeds to: DADE > LINCOLN]

### Grade 3

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<th>Science</th>
<th>Social Studies</th>
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### Grade 4

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<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_MST_38  22 of 27
### STAAR 3-8 Results by Student Group (all test types)

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

#### 200 - JOSEPH J. RHOADS LEARNING CENTER [Feeds to: DADE > LINCOLN]

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<th>Science</th>
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<tr>
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#### All Grades

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<th>Writing</th>
<th>Mathematics¹</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
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<td>2018: 10.6 (321)</td>
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</table>

### Notes

*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 Mastering Grade Level

## ADMINISTRATION:
Spring 2019 (through second administration)

## LANGUAGE:
Combined English and Spanish

### 216 - EDWARD TITCHE ELEMENTARY SCHOOL [Feeds to: YOUNG MEN'S > SAMUELL]

#### Grade 3

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<th>Student Group</th>
<th>All Students</th>
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<th>Hispanic</th>
<th>White</th>
<th>Economically Disadvantaged</th>
<th>English Learner</th>
<th>Special Education</th>
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#### Grade 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 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 Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (through second administration)  
**LANGUAGE:** Combined English and Spanish

#### 216 - EDWARD TITCHE ELEMENTARY SCHOOL [Feeds to: YOUNG MEN’S > SAMUELL]

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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_MST_38  25 of 27
### STAAR 3-8 Results by Student Group (all test types)

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

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

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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_RPT5.accdb: rpt_PERCENT_MST_38
### STAAR 3-8 Results by Student Group (all test types)

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

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

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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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