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

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

## EMMETT J. CONRAD FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 54.7 | (508) |  | 66.8 | (461) |  |  |
|  | 2016: | 53.2 | (442) |  | 61.1 | (411) |  |  |
|  | Change: | -1.5 |  |  | -5.7 |  |  |  |
| African American | 2015: | 54.7 | (75) |  | 58.3 | (72) |  |  |
|  | 2016: | 53.6 | (69) |  | 55.9 | (68) |  |  |
|  | Change: | -1.1 |  |  | -2.4 |  |  |  |
| Hispanic | 2015: | 56.7 | (351) |  | 66.4 | (339) |  |  |
|  | 2016: | 54.9 | (308) |  | 60.9 | (294) |  |  |
|  | Change: | -1.8 |  |  | -5.5 |  |  |  |
| White | 2015: | 61.9 | (21) |  | 73.3 | (15) |  |  |
|  | 2016: | 30.8 | (13) |  | 45.5 | (11) |  |  |
|  | Change: | -31.1 |  |  | -27.8 |  |  |  |
| Economically Disadvantaged | 2015: | 55.3 | (452) |  | 67.3 | (413) |  |  |
|  | 2016: | 53.5 | (402) |  | 62.5 | (371) |  |  |
|  | Change: | -1.8 |  |  | -4.8 |  |  |  |
| English Language Learner | 2015: | 52.7 | (389) |  | 69.3 | (342) |  |  |
|  | 2016: | 52.0 | (319) |  | 61.5 | (288) |  |  |
|  | Change: | -0.7 |  |  | -7.8 |  |  |  |
| Special Education | 2015: | 50.0 | (8) |  | 62.5 | (8) |  |  |
|  | 2016: | 15.0 | (20) |  | 23.5 | (17) |  |  |
|  | Change: | -35.0 |  |  | -39.0 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 57.0 | (433) | 64.1 | (434) | 57.6 | (408) |  |  |
|  | 2016: | 56.9 | (457) | 57.2 | (460) | 59.2 | (446) |  |  |
|  | Change: | -0.1 |  | -6.9 |  | 1.6 |  |  |  |
| African American | 2015: | 52.3 | (65) | 50.0 | (66) | 42.9 | (63) |  |  |
|  | 2016: | 44.3 | (79) | 45.0 | (80) | 38.5 | (78) |  |  |
|  | Change: | -8.0 |  | -5.0 |  | -4.4 |  |  |  |
| Hispanic | 2015: | 64.2 | (288) | 70.1 | (291) | 60.9 | (289) |  |  |
|  | 2016: | 62.3 | (302) | 63.2 | (304) | 63.8 | (298) |  |  |
|  | Change: | -1.9 |  | -6.9 |  | 2.9 |  |  |  |
| White | 2015: | 36.4 | (11) | 27.3 | (11) | 37.5 | (8) |  |  |
|  | 2016: | 63.6 | (11) | 72.7 | (11) | 63.6 | (11) |  |  |
|  | Change: | 27.2 |  | 45.4 |  | 26.1 |  |  |  |
| Economically Disadvantaged | 2015: | 58.3 | (386) | 66.1 | (387) | 58.4 | (370) |  |  |
|  | 2016: | 57.0 | (419) | 57.7 | (426) | 60.0 | (412) |  |  |
|  | Change: | -1.3 |  | -8.4 |  | 1.6 |  |  |  |
| English Language Learner | 2015: | 59.2 | (338) | 68.0 | (338) | 61.7 | (313) |  |  |
|  | 2016: | 57.7 | (343) | 59.5 | (346) | 64.7 | (331) |  |  |
|  | Change: | -1.5 |  | -8.5 |  | 3.0 |  |  |  |
| Special Education | 2015: | 30.0 | (10) | 7.1 | (14) | 0.0 | (11) |  |  |
|  | 2016: | 33.3 | (15) | 27.8 | (18) | 7.1 | (14) |  |  |
|  | Change: | 3.3 |  | 20.7 |  | 7.1 |  |  |  |

[^0]
## 2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

## EMMETT J. CONRAD FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 75.5 | (384) |  | 70.6 | (354) | 55.2 | (357) |  |
|  | 2016: | 70.9 | (412) |  | 80.3 | (391) | 61.4 | (391) |  |
|  | Change: | -4.6 |  |  | 9.7 |  | 6.2 |  |  |
| African American | 2015: | 72.2 | (54) |  | 64.7 | (51) | 45.1 | (51) |  |
|  | 2016: | 58.2 | (79) |  | 69.3 | (75) | 45.8 | (72) |  |
|  | Change: | -14.0 |  |  | 4.6 |  | 0.7 |  |  |
| Hispanic | 2015: | 81.0 | (268) |  | 69.7 | (261) | 56.2 | (260) |  |
|  | 2016: | 78.5 | (265) |  | 82.3 | (266) | 64.0 | (264) |  |
|  | Change: | -2.5 |  |  | 12.6 |  | 7.8 |  |  |
| White | 2015: | 46.2 | (13) |  | 87.5 | (8) | 77.8 | (9) |  |
|  | 2016: | 33.3 | (6) |  |  | (2) | * | (1) |  |
|  | Change: | -12.9 |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2015: | 76.0 | (337) |  | 71.0 | (310) | 55.3 | (313) |  |
|  | 2016: | 71.7 | (375) |  | 80.7 | (358) | 61.8 | (361) |  |
|  | Change: | -4.3 |  |  | 9.7 |  | 6.5 |  |  |
| English Language Learner | 2015: | 77.4 | (296) |  | 71.3 | (268) | 57.0 | (272) |  |
|  | 2016: | 72.0 | (318) |  | 82.2 | (298) | 64.9 | (296) |  |
|  | Change: | -5.4 |  |  | 10.9 |  | 7.9 |  |  |
| Special Education | 2015: | 50.0 | (22) |  | 66.7 | (18) | 50.0 | (16) |  |
|  | 2016: | 28.6 | (7) |  | 22.2 | (9) | 33.3 | (6) |  |
|  | Change: | -21.4 |  |  | -44.5 |  | -16.7 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 45.0 | (269) |  | 57.3 | (227) |  |  |
|  | 2016: | 43.9 | (223) |  | 52.5 | (181) |  |  |
|  | Change: | -1.1 |  |  | -4.8 |  |  |  |
| African American | 2015: | 52.6 | (38) |  | 60.0 | (30) |  |  |
|  | 2016: | 51.4 | (35) |  | 48.5 | (33) |  |  |
|  | Change: | -1.2 |  |  | -11.5 |  |  |  |
| Hispanic | 2015: | 46.1 | (167) |  | 55.3 | (161) |  |  |
|  | 2016: | 40.6 | (138) |  | 51.5 | (130) |  |  |
|  | Change: | -5.5 |  |  | -3.8 |  |  |  |
| White | 2015: | 42.9 | (7) |  | * | (5) |  |  |
|  | 2016: | 42.9 | (7) |  | * | (4) |  |  |
|  | Change: | 0.0 |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 47.3 | (241) |  | 58.3 | (211) |  |  |
|  | 2016: | 44.1 | (204) |  | 51.7 | (174) |  |  |
|  | Change: | -3.2 |  |  | -6.6 |  |  |  |
| English Language Learner | 2015: | 42.7 | (227) |  | 56.5 | (186) |  |  |
|  | 2016: | 42.5 | (179) |  | 52.2 | (136) |  |  |
|  | Change: | -0.2 |  |  | -4.3 |  |  |  |
| Special Education | 2015: | * | (4) |  | * | (4) |  |  |
|  | 2016: | 28.6 | (7) |  | 33.3 | (9) |  |  |
|  | Change: | * |  |  | * |  |  |  |

[^1]
## 2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

## EMMETT J. CONRAD FEEDER GROUP

| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 42.2 | (251) | 44.8 | (250) | 47.2 | (159) |  |  |
|  | 2016: | 41.8 | (244) | 31.5 | (267) | 43.6 | (165) |  |  |
|  | Change: | -0.4 |  | -13.3 |  | -3.6 |  |  |  |
| African American | 2015: | 63.0 | (27) | 51.9 | (27) | 31.6 | (19) |  |  |
|  | 2016: | 54.1 | (37) | 38.1 | (42) | 32.0 | (25) |  |  |
|  | Change: | -8.9 |  | -13.8 |  | 0.4 |  |  |  |
| Hispanic | 2015: | 40.6 | (155) | 44.9 | (156) | 46.0 | (113) |  |  |
|  | 2016: | 38.9 | (149) | 29.9 | (164) | 46.7 | (120) |  |  |
|  | Change: | -1.7 |  | -15.0 |  | 0.7 |  |  |  |
| White | 2015: | 70.0 | (10) | 66.7 | (9) | 85.7 | (7) |  |  |
|  | 2016: | * | (4) | * | (4) | * | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 43.2 | (222) | 46.8 | (222) | 49.0 | (143) |  |  |
|  | 2016: | 43.3 | (215) | 32.6 | (239) | 46.3 | (147) |  |  |
|  | Change: | 0.1 |  | -14.2 |  | -2.7 |  |  |  |
| English Language Learner | 2015: | 37.6 | (213) | 42.3 | (213) | 46.9 | (128) |  |  |
|  | 2016: | 35.5 | (200) | 26.2 | (214) | 43.6 | (133) |  |  |
|  | Change: | -2.1 |  | -16.1 |  | -3.3 |  |  |  |
| Special Education | 2015: | * | (4) | * | (4) | * | (2) |  |  |
|  | 2016: | 33.3 | (9) | 7.1 | (28) | 44.4 | (9) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 59.4 | (244) |  | 60.2 | (181) | 54.3 | (219) | 44.8 | (192) |
|  | 2016: | 66.7 | (234) |  | 72.6 | (201) | 57.5 | (179) | 53.6 | (183) |
|  | Change: | 7.3 |  |  | 12.4 |  | 3.2 |  | 8.8 |  |
| African American | 2015: | 58.3 | (48) |  | 33.3 | (30) | 43.9 | (41) | 48.6 | (37) |
|  | 2016: | 67.9 | (28) |  | 59.3 | (27) | 43.5 | (23) | 57.1 | (21) |
|  | Change: | 9.6 |  |  | 26.0 |  | -0.4 |  | 8.5 |  |
| Hispanic | 2015: | 68.0 | (147) |  | 61.8 | (131) | 55.1 | (156) | 41.3 | (138) |
|  | 2016: | 75.0 | (144) |  | 73.3 | (131) | 56.9 | (130) | 48.1 | (133) |
|  | Change: | 7.0 |  |  | 11.5 |  | 1.8 |  | 6.8 |  |
| White | 2015: | * | (4) |  | * | (1) | * | (3) | * | (2) |
|  | 2016: | 87.5 | (8) |  | 62.5 | (8) | 75.0 | (8) | 87.5 | (8) |
|  | Change: | * |  |  | * |  | * |  | * |  |
| Economically Disadvantaged | 2015: | 62.6 | (222) |  | 64.2 | (165) | 57.8 | (204) | 47.2 | (178) |
|  | 2016: | 68.2 | (211) |  | 72.3 | (184) | 57.2 | (166) | 53.2 | (171) |
|  | Change: | 5.6 |  |  | 8.1 |  | -0.6 |  | 6.0 |  |
| English Language <br> Learner | 2015: | 50.3 | (163) |  | 64.1 | (131) | 47.1 | (140) | 31.0 | (116) |
|  | 2016: | 59.9 | (172) |  | 71.6 | (141) | 53.4 | (118) | 42.7 | (124) |
|  | Change: | 9.6 |  |  | 7.5 |  | 6.3 |  | 11.7 |  |
| Special Education | 2015: | * | (4) |  | * | (2) | * | (4) | * | (4) |
|  | 2016: | 66.7 | (6) |  | 57.1 | (7) | 37.5 | (8) | 62.5 | (8) |
|  | Change: | * |  |  | * |  | * |  | * |  |

[^2]2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

EMMETT J. CONRAD FEEDER GROUP

| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 56.8 | $(2,089)$ | 57.0 | (684) | 61.8 | $(1,790)$ | 54.9 | (576) | 44.8 | (192) |
|  | 2016: | 56.8 | $(2,012)$ | 47.7 | (727) | 63.6 | $(1,795)$ | 60.2 | (570) | 53.6 | (183) |
|  | Change: | 0.0 |  | -9.3 |  | 1.8 |  | 5.3 |  | 8.8 |  |
| African American | 2015: | 58.3 | (307) | 50.5 | (93) | 51.3 | (265) | 44.6 | (92) | 48.6 | (37) |
|  | 2016: | 53.5 | (327) | 42.6 | (122) | 52.3 | (306) | 45.3 | (95) | 57.1 | (21) |
|  | Change: | -4.8 |  | -7.9 |  | 1.0 |  | 0.7 |  | 8.5 |  |
| Hispanic | 2015: | 61.1 | $(1,376)$ | 61.3 | (447) | 62.2 | $(1,294)$ | 55.8 | (416) | 41.3 | (138) |
|  | 2016: | 60.3 | $(1,306)$ | 51.5 | (468) | 65.1 | $(1,239)$ | 61.7 | (394) | 48.1 | (133) |
|  | Change: | -0.8 |  | -9.8 |  | 2.9 |  | 5.9 |  | 6.8 |  |
| White | 2015: | 53.0 | (66) | 45.0 | (20) | 68.2 | (44) | 83.3 | (12) |  | (2) |
|  | 2016: | 49.0 | (49) | 60.0 | (15) | 57.9 | (38) | 77.8 | (9) | 87.5 | (8) |
|  | Change: | -4.0 |  | 15.0 |  | -10.3 |  | -5.5 |  | * |  |
| Economically Disadvantaged | 2015: | 58.1 | $(1,860)$ | 59.1 | (609) | 62.8 | $(1,612)$ | 56.3 | (517) | 47.2 | (178) |
|  | 2016: | 57.5 | $(1,826)$ | 48.7 | (665) | 64.3 | $(1,646)$ | 60.3 | (527) | 53.2 | (171) |
|  | Change: | -0.6 |  | -10.4 |  | 1.5 |  | 4.0 |  | 6.0 |  |
| English Language Learner | 2015: | 54.9 | $(1,626)$ | 58.1 | (551) | 63.6 | $(1,368)$ | 53.6 | (412) | 31.0 | (116) |
|  | 2016: | 55.1 | $(1,531)$ | 46.8 | (560) | 65.3 | $(1,327)$ | 61.6 | (414) | 42.7 | (124) |
|  | Change: | 0.2 |  | -11.3 |  | 1.7 |  | 8.0 |  | 11.7 |  |
| Special Education | 2015: | 44.2 | (52) | 11.1 | (18) | 48.9 | (45) | 50.0 | (20) | * | (4) |
|  | 2016: | 29.7 | (64) | 15.2 | (46) | 27.7 | (65) | 35.7 | (14) | 62.5 | (8) |
|  | Change: | -14.5 |  | 4.1 |  | -21.2 |  | -14.3 |  | * |  |

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

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

## 83 - SAM TASBY MIDDLE SCHOOL [Feeds to: CONRAD]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 45.0 | (269) |  | 57.3 | (227) |  |  |
|  | 2016: |  | (223) |  | 52.5 | (181) |  |  |
|  | Change: | -1.1 |  |  | -4.8 |  |  |  |
| African American | 2015: | 52.6 | (38) |  | 60.0 | (30) |  |  |
|  | 2016: | 51.4 | (35) |  | 48.5 | (33) |  |  |
|  | Change: | -1.2 |  |  | -11.5 |  |  |  |
| Hispanic | 2015: | 46.1 | (167) |  | 55.3 | (161) |  |  |
|  | 2016: | 40.6 | (138) |  | 51.5 | (130) |  |  |
|  | Change: | -5.5 |  |  | -3.8 |  |  |  |
| White | 2015: | 42.9 | (7) |  | * | (5) |  |  |
|  | 2016: | 42.9 | (7) |  |  | (4) |  |  |
|  | Change: | 0.0 |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 47.3 | (241) |  | 58.3 | (211) |  |  |
|  | 2016: | 44.1 | (204) |  | 51.7 | (174) |  |  |
|  | Change: | -3.2 |  |  | -6.6 |  |  |  |
| English Language Learner | 2015: | 42.7 | (227) |  | 56.5 | (186) |  |  |
|  | 2016: | 42.5 | (179) |  | 52.2 | (136) |  |  |
|  | Change: | -0.2 |  |  | -4.3 |  |  |  |
| Special Education | 2015: | * | (4) |  | * | (4) |  |  |
|  | 2016: | 28.6 | (7) |  | 33.3 | (9) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 42.2 | (251) | 44.8 | (250) | 47.2 | (159) |  |  |
|  | 2016: | 41.8 | (244) | 31.5 | (267) | 43.6 | (165) |  |  |
|  | Change: | -0.4 |  | -13.3 |  | -3.6 |  |  |  |
| African American | 2015: | 63.0 | (27) | 51.9 | (27) | 31.6 | (19) |  |  |
|  | 2016: | 54.1 | (37) | 38.1 | (42) | 32.0 | (25) |  |  |
|  | Change: | -8.9 |  | -13.8 |  | 0.4 |  |  |  |
| Hispanic | 2015: | 40.6 | (155) | 44.9 | (156) | 46.0 | (113) |  |  |
|  | 2016: | 38.9 | (149) | 29.9 | (164) | 46.7 | (120) |  |  |
|  | Change: | -1.7 |  | -15.0 |  | 0.7 |  |  |  |
| White | 2015: | 70.0 | (10) | 66.7 | (9) | 85.7 | (7) |  |  |
|  | 2016: | * | (4) | * | (4) | * | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 43.2 | (222) | 46.8 | (222) | 49.0 | (143) |  |  |
|  | 2016: | 43.3 | (215) | 32.6 | (239) | 46.3 | (147) |  |  |
|  | Change: | 0.1 |  | -14.2 |  | -2.7 |  |  |  |
| English Language Learner | 2015: | 37.6 | (213) | 42.3 | (213) | 46.9 | (128) |  |  |
|  | 2016: | 35.5 | (200) | 26.2 | (214) | 43.6 | (133) |  |  |
|  | Change: | -2.1 |  | -16.1 |  | -3.3 |  |  |  |
| Special Education | 2015: | * | (4) | * | (4) | * | (2) |  |  |
|  | 2016: | 33.3 | (9) | 7.1 | (28) | 44.4 | (9) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^4]
## 2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

## 83 - SAM TASBY MIDDLE SCHOOL [Feeds to: CONRAD]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 59.4 | (244) |  | 60.2 | (181) | 54.3 | (219) | 44.8 | (192) |
|  | 2016: | 66.7 | (234) |  | 72.6 | (201) | 57.5 | (179) | 53.6 | (183) |
|  | Change: | 7.3 |  |  | 12.4 |  | 3.2 |  | 8.8 |  |
| African American | 2015: | 58.3 | (48) |  | 33.3 | (30) | 43.9 | (41) | 48.6 | (37) |
|  | 2016: | 67.9 | (28) |  | 59.3 | (27) | 43.5 | (23) | 57.1 | (21) |
|  | Change: | 9.6 |  |  | 26.0 |  | -0.4 |  | 8.5 |  |
| Hispanic | 2015: | 68.0 | (147) |  | 61.8 | (131) | 55.1 | (156) | 41.3 | (138) |
|  | 2016: | 75.0 | (144) |  | 73.3 | (131) | 56.9 | (130) | 48.1 | (133) |
|  | Change: | 7.0 |  |  | 11.5 |  | 1.8 |  | 6.8 |  |
| White | 2015: |  | (4) |  |  | (1) |  | (3) | * | (2) |
|  | 2016: | 87.5 | (8) |  | 62.5 | (8) | 75.0 | (8) | 87.5 | (8) |
|  | Change: | * |  |  | * |  | * |  | * |  |
| Economically Disadvantaged | 2015: | 62.6 | (222) |  | 64.2 | (165) | 57.8 | (204) | 47.2 | (178) |
|  | 2016: | 68.2 | (211) |  | 72.3 | (184) | 57.2 | (166) | 53.2 | (171) |
|  | Change: | 5.6 |  |  | 8.1 |  | -0.6 |  | 6.0 |  |
| English Language Learner | 2015: | 50.3 | (163) |  | 64.1 | (131) | 47.1 | (140) | 31.0 | (116) |
|  | 2016: | 59.9 | (172) |  | 71.6 | (141) | 53.4 | (118) | 42.7 | (124) |
|  | Change: | 9.6 |  |  | 7.5 |  | 6.3 |  | 11.7 |  |
| Special Education | 2015: | * | (4) |  | * | (2) | * | (4) | * | (4) |
|  | 2016: | 66.7 | (6) |  | 57.1 | (7) | 37.5 | (8) | 62.5 | (8) |
|  | Change: | * |  |  | * |  | * |  | * |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 48.7 | (764) | 44.8 | (250) | 55.4 | (567) | 54.3 | (219) | 44.8 | (192) |
|  | 2016: | 50.8 | (701) | 31.5 | (267) | 57.2 | (547) | 57.5 | (179) | 53.6 | (183) |
|  | Change: | 2.1 |  | -13.3 |  | 1.8 |  | 3.2 |  | 8.8 |  |
| African American | 2015: | 57.5 | (113) | 51.9 | (27) | 43.0 | (79) | 43.9 | (41) | 48.6 | (37) |
|  | 2016: | 57.0 | (100) | 38.1 | (42) | 47.1 | (85) | 43.5 | (23) | 57.1 | (21) |
|  | Change: | -0.5 |  | -13.8 |  | 4.1 |  | -0.4 |  | 8.5 |  |
| Hispanic | 2015: | 51.2 | (469) | 44.9 | (156) | 54.8 | (405) | 55.1 | (156) | 41.3 | (138) |
|  | 2016: | 51.5 | (431) | 29.9 | (164) | 57.5 | (381) | 56.9 | (130) | 48.1 | (133) |
|  | Change: | 0.3 |  | -15.0 |  | 2.7 |  | 1.8 |  | 6.8 |  |
| White | 2015: | 57.1 | (21) | 66.7 | (9) | 69.2 | (13) | * | (3) | * | (2) |
|  | 2016: | 57.9 | (19) |  | (4) | 64.3 | (14) | 75.0 | (8) | 87.5 | (8) |
|  | Change: | 0.8 |  | * |  | -4.9 |  | * |  | * |  |
| Economically Disadvantaged | 2015: | 50.9 | (685) | 46.8 | (222) | 57.6 | (519) | 57.8 | (204) | 47.2 | (178) |
|  | 2016: | 51.9 | (630) | 32.6 | (239) | 57.6 | (505) | 57.2 | (166) | 53.2 | (171) |
|  | Change: | 1.0 |  | -14.2 |  | 0.0 |  | -0.6 |  | 6.0 |  |
| English Language Learner | 2015: | 43.0 | (603) | 42.3 | (213) | 56.0 | (445) | 47.1 | (140) | 31.0 | (116) |
|  | 2016: | 45.4 | (551) | 26.2 | (214) | 56.1 | (410) | 53.4 | (118) | 42.7 | (124) |
|  | Change: | 2.4 |  | -16.1 |  | 0.1 |  | 6.3 |  | 11.7 |  |
| Special Education | 2015: | 41.7 | (12) | * | (4) | 62.5 | (8) | * | (4) | * | (4) |
|  | 2016: | 40.9 | (22) | 7.1 | (28) | 44.0 | (25) | 37.5 | (8) | 62.5 | (8) |
|  | Change: | -0.8 |  | * |  | -18.5 |  | * |  | * |  |

[^5]
## 2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

141 - JILL STONE ELEMENTARY SCHOOL AT VICKERY MEADOW [Feeds to: TASBY > CONRAD]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 61.7 | (47) |  | 80.0 | (45) |  |  |
|  | 2016: | 51.1 | (47) |  | 63.8 | (47) |  |  |
|  | Change: | -10.6 |  |  | -16.2 |  |  |  |
| African American | 2015: | * | (5) |  | * | (5) |  |  |
|  | 2016: | 55.6 | (9) |  | 66.7 | (9) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2015: | 63.2 | (38) |  | 83.8 | (37) |  |  |
|  | 2016: | 52.8 | (36) |  | 61.1 | (36) |  |  |
|  | Change: | -10.4 |  |  | -22.7 |  |  |  |
| White | 2015: | * | (3) |  | * | (2) |  |  |
|  | 2016: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 63.6 | (44) |  | 83.3 | (42) |  |  |
|  | 2016: | 48.8 | (43) |  | 62.8 | (43) |  |  |
|  | Change: | -14.8 |  |  | -20.5 |  |  |  |
| English Language Learner | 2015: | 62.5 | (40) |  | 86.8 | (38) |  |  |
|  | 2016: | 47.1 | (34) |  | 61.8 | (34) |  |  |
|  | Change: | -15.4 |  |  | -25.0 |  |  |  |
| Special Education | 2015: | * | (2) |  | * | (2) |  |  |
|  | 2016: | * | (2) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 67.9 | (56) | 73.7 | (57) | 63.2 | (57) |  |  |
|  | 2016: | 65.1 | (43) | 62.2 | (45) | 67.4 | (43) |  |  |
|  | Change: | -2.8 |  | -11.5 |  | 4.2 |  |  |  |
| African American | 2015: | * | (3) | * | (3) | * | (3) |  |  |
|  | 2016: | 83.3 | (6) | 66.7 | (6) | 33.3 | (6) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2015: | 72.3 | (47) | 77.1 | (48) | 66.7 | (48) |  |  |
|  | 2016: | 67.7 | (31) | 60.6 | (33) | 77.4 | (31) |  |  |
|  | Change: | -4.6 |  | -16.5 |  | 10.7 |  |  |  |
| White | 2015: | * | (2) | * | (2) | * | (2) |  |  |
|  | 2016: | * | (3) | * | (3) | * | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 68.5 | (54) | 72.7 | (55) | 63.6 | (55) |  |  |
|  | 2016: | 66.7 | (42) | 63.6 | (44) | 69.0 | (42) |  |  |
|  | Change: | -1.8 |  | -9.1 |  | 5.4 |  |  |  |
| English Language Learner | 2015: | 72.9 | (48) | 75.5 | (49) | 69.4 | (49) |  |  |
|  | 2016: | 62.9 | (35) | 59.5 | (37) | 74.3 | (35) |  |  |
|  | Change: | -10.0 |  | -16.0 |  | 4.9 |  |  |  |
| Special Education | 2015: | * | (3) | * | (3) | * | (3) |  |  |
|  | 2016: | * | (2) | * | (5) | * | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^6]
## 2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

141 - JILL STONE ELEMENTARY SCHOOL AT VICKERY MEADOW [Feeds to: TASBY > CONRAD]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 86.0 | (43) |  | 85.7 | (42) | 78.6 | (42) |  |
|  | 2016: | 86.0 | (43) |  | 95.2 | (42) | 97.6 | (41) |  |
|  | Change: | 0.0 |  |  | 9.5 |  | 19.0 |  |  |
| African American | 2015: |  | (4) |  |  | (4) |  | (4) |  |
|  | 2016: |  | (1) |  |  | (1) |  | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2015: | 89.2 | (37) |  | 89.2 | (37) | 78.4 | (37) |  |
|  | 2016: | 87.2 | (39) |  | 97.4 | (38) | 97.4 | (38) |  |
|  | Change: | -2.0 |  |  | 8.2 |  | 19.0 |  |  |
| White | 2015: |  | (1) |  |  |  |  |  |  |
|  | 2016: |  | (1) |  | * | (1) |  |  |  |
|  | Change: | * |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 85.4 | (41) |  | 85.0 | (40) | 77.5 | (40) |  |
|  | 2016: | 85.7 | (42) |  | 95.2 | (42) | 97.5 | (40) |  |
|  | Change: | 0.3 |  |  | 10.2 |  | 20.0 |  |  |
| English Language Learner | 2015: | 86.5 | (37) |  | 88.9 | (36) | 77.8 | (36) |  |
|  | 2016: | 87.8 | (41) |  | 97.5 | (40) | 97.5 | (40) |  |
|  | Change: | 1.3 |  |  | 8.6 |  | 19.7 |  |  |
| Special Education | 2015: | * | (5) |  | * | (5) | * | (5) |  |
|  | 2016: |  | (1) |  | * | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 71.2 | (146) | 73.7 | (57) | 75.0 | (144) | 78.6 | (42) |  |
|  | 2016: | 66.9 | (133) | 62.2 | (45) | 75.0 | (132) | 97.6 | (41) |  |
|  | Change: | -4.3 |  | -11.5 |  | 0.0 |  | 19.0 |  |  |
| African American | 2015: | 75.0 | (12) |  | (3) | 50.0 | (12) |  | (4) |  |
|  | 2016: | 68.8 | (16) | 66.7 | (6) | 56.3 | (16) |  | (1) |  |
|  | Change: | -6.2 |  | * |  | 6.3 |  | * |  |  |
| Hispanic | 2015: | 74.6 | (122) | 77.1 | (48) | 78.7 | (122) | 78.4 | (37) |  |
|  | 2016: | 69.8 | (106) | 60.6 | (33) | 79.0 | (105) | 97.4 | (38) |  |
|  | Change: | -4.8 |  | -16.5 |  | 0.3 |  | 19.0 |  |  |
| White | 2015: | 0.0 | (6) |  | (2) |  | (4) |  |  |  |
|  | 2016: | * | (5) | * | (3) | * | (5) |  |  |  |
|  | Change: | * |  | * |  | * |  |  |  |  |
| Economically Disadvantaged | 2015: | 71.9 | (139) | 72.7 | (55) | 75.9 | (137) | 77.5 | (40) |  |
|  | 2016: | 66.9 | (127) | 63.6 | (44) | 75.6 | (127) | 97.5 | (40) |  |
|  | Change: | -5.0 |  | -9.1 |  | -0.3 |  | 20.0 |  |  |
| English Language Learner | 2015: | 73.6 | (125) | 75.5 | (49) | 80.5 | (123) | 77.8 | (36) |  |
|  | 2016: | 67.3 | (110) | 59.5 | (37) | 78.9 | (109) | 97.5 | (40) |  |
|  | Change: | -6.3 |  | -16.0 |  | -1.6 |  | 19.7 |  |  |
| Special Education | 2015: | 40.0 | (10) | * | (3) | 40.0 | (10) | * | (5) |  |
|  | 2016: | * |  | * | (5) | * | (5) |  |  |  |
|  | Change: | * |  | * |  | * |  |  |  |  |

[^7]
## 2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

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

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 48.9 | (133) |  | 65.8 | (120) |  |  |
|  | 2016: | 38.9 | (108) |  | 45.0 | (100) |  |  |
|  | Change: | -10.0 |  |  | -20.8 |  |  |  |
| African American | 2015: | 41.9 | (31) |  | 48.3 | (29) |  |  |
|  | 2016: | 51.6 | (31) |  | 50.0 | (30) |  |  |
|  | Change: | 9.7 |  |  | 1.7 |  |  |  |
| Hispanic | 2015: | 53.1 | (81) |  | 70.0 | (80) |  |  |
|  | 2016: | 33.8 | (65) |  | 42.4 | (59) |  |  |
|  | Change: | -19.3 |  |  | -27.6 |  |  |  |
| White | 2015: | 55.6 | (9) |  | 71.4 | (7) |  |  |
|  | 2016: |  | (4) |  |  | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 48.7 | (115) |  | 68.3 | (104) |  |  |
|  | 2016: | 39.2 | (102) |  | 45.7 | (94) |  |  |
|  | Change: | -9.5 |  |  | -22.6 |  |  |  |
| English Language Learner | 2015: | 47.9 | (96) |  | 73.5 | (83) |  |  |
|  | 2016: | 39.7 | (68) |  | 50.0 | (60) |  |  |
|  | Change: | -8.2 |  |  | -23.5 |  |  |  |
| Special Education | 2015: |  |  |  |  |  |  |  |
|  | 2016: | 0.0 | (8) |  | 0.0 | (7) |  |  |
|  | Change: |  |  |  |  |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 55.8 | (120) | 65.0 | (123) | 43.6 | (110) |  |  |
|  | 2016: | 52.8 | (123) | 51.6 | (124) | 41.7 | (115) |  |  |
|  | Change: | -3.0 |  | -13.4 |  | -1.9 |  |  |  |
| African American | 2015: | 41.9 | (31) | 48.5 | (33) | 26.7 | (30) |  |  |
|  | 2016: | 30.8 | (26) | 44.4 | (27) | 20.0 | (25) |  |  |
|  | Change: | -11.1 |  | -4.1 |  | -6.7 |  |  |  |
| Hispanic | 2015: | 65.3 | (72) | 71.2 | (73) | 50.0 | (72) |  |  |
|  | 2016: | 60.0 | (80) | 55.0 | (80) | 46.8 | (79) |  |  |
|  | Change: | -5.3 |  | -16.2 |  | -3.2 |  |  |  |
| White | 2015: |  | (4) |  | (4) |  | (2) |  |  |
|  | 2016: | * | (5) | * | (5) |  | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 59.2 | (103) | 69.8 | (106) | 44.9 | (98) |  |  |
|  | 2016: | 52.6 | (114) | 52.1 | (119) | 40.7 | (108) |  |  |
|  | Change: | -6.6 |  | -17.7 |  | -4.2 |  |  |  |
| English Language Learner | 2015: | 62.4 | (85) | 68.6 | (86) | 49.3 | (75) |  |  |
|  | 2016: | 58.0 | (88) | 54.5 | (88) | 50.6 | (79) |  |  |
|  | Change: | -4.4 |  | -14.1 |  | 1.3 |  |  |  |
| Special Education | 2015: | * | (2) | * | (5) | * | (3) |  |  |
|  | 2016: | * |  | 33.3 | (6) | * | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

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

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

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

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 74.0 | (100) |  | 72.1 | (86) | 45.3 | (86) |  |
|  | 2016: | 65.1 | (126) |  | 74.6 | (114) | 41.2 | (119) |  |
|  | Change: | -8.9 |  |  | 2.5 |  | -4.1 |  |  |
| African American | 2015: | 56.0 | (25) |  | 69.6 | (23) | 26.1 | (23) |  |
|  | 2016: | 50.0 | (36) |  | 60.6 | (33) | 31.3 | (32) |  |
|  | Change: | -6.0 |  |  | -9.0 |  | 5.2 |  |  |
| Hispanic | 2015: | 84.1 | (63) |  | 71.7 | (60) | 50.0 | (60) |  |
|  | 2016: | 75.3 | (73) |  | 79.7 | (74) | 43.2 | (74) |  |
|  | Change: | -8.8 |  |  | 8.0 |  | -6.8 |  |  |
| White | 2015: | * | (4) |  | * | (2) | * | (2) |  |
|  | 2016: | * | (4) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically <br> Disadvantaged | 2015: | 74.7 | (91) |  | 72.2 | (79) | 45.6 | (79) |  |
|  | 2016: | 67.5 | (114) |  | 74.5 | (106) | 41.1 | (112) |  |
|  | Change: | -7.2 |  |  | 2.3 |  | -4.5 |  |  |
| English Language Learner | 2015: | 81.9 | (72) |  | 75.9 | (58) | 56.9 | (58) |  |
|  | 2016: | 67.0 | (88) |  | 79.2 | (77) | 45.5 | (77) |  |
|  | Change: | -14.9 |  |  | 3.3 |  | -11.4 |  |  |
| Special Education | 2015: | * | (5) |  | * | (3) | * | (3) |  |
|  | 2016: | * | (2) |  |  | (3) | * | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 58.4 | (353) | 65.0 | (123) | 59.8 | (316) | 45.3 | (86) |  |
|  | 2016: | 52.9 | (357) | 51.6 | (124) | 54.1 | (329) | 41.2 | (119) |  |
|  | Change: | -5.5 |  | -13.4 |  | -5.7 |  | -4.1 |  |  |
| African American | 2015: | 46.0 | (87) | 48.5 | (33) | 46.3 | (82) | 26.1 | (23) |  |
|  | 2016: | 45.2 | (93) | 44.4 | (27) | 45.5 | (88) | 31.3 | (32) |  |
|  | Change: | -0.8 |  | -4.1 |  | -0.8 |  | 5.2 |  |  |
| Hispanic | 2015: | 66.2 | (216) | 71.2 | (73) | 63.7 | (212) | 50.0 | (60) |  |
|  | 2016: | 57.3 | (218) | 55.0 | (80) | 57.1 | (212) | 43.2 | (74) |  |
|  | Change: | -8.9 |  | -16.2 |  | -6.6 |  | -6.8 |  |  |
| White | 2015: | 52.9 | (17) |  | (4) | 72.7 | (11) | * | (2) |  |
|  | 2016: | 38.5 | (13) |  | (5) | 50.0 | (10) | * | (1) |  |
|  | Change: | -14.4 |  | * |  | -22.7 |  | * |  |  |
| Economically Disadvantaged | 2015: | 59.9 | (309) | 69.8 | (106) | 61.2 | (281) | 45.6 | (79) |  |
|  | 2016: | 53.6 | (330) | 52.1 | (119) | 53.9 | (308) | 41.1 | (112) |  |
|  | Change: | -6.3 |  | -17.7 |  | -7.3 |  | -4.5 |  |  |
| English Language Learner | 2015: | 62.5 | (253) | 68.6 | (86) | 65.7 | (216) | 56.9 | (58) |  |
|  | 2016: | 56.1 | (244) | 54.5 | (88) | 60.6 | (216) | 45.5 | (77) |  |
|  | Change: | -6.4 |  | -14.1 |  | -5.1 |  | -11.4 |  |  |
| Special Education | 2015: | 42.9 | (7) | * | (5) | 16.7 | (6) | * | (3) |  |
|  | 2016: | 0.0 | (15) | 33.3 | (6) | 0.0 | (15) | * | (2) |  |
|  | Change: | -42.9 |  | * |  | -16.7 |  | * |  |  |

[^9]
## 2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

176 - JACK LOWE, SR. ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 49.5 | (95) |  | 48.9 | (88) |  |  |
|  | 2016: | 70.5 | (95) |  | 77.4 | (84) |  |  |
|  | Change: | 21.0 |  |  | 28.5 |  |  |  |
| African American | 2015: | 75.0 | (8) |  | 75.0 | (8) |  |  |
|  | 2016: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2015: | 46.1 | (76) |  | 41.4 | (70) |  |  |
|  | 2016: | 71.3 | (80) |  | 78.1 | (73) |  |  |
|  | Change: | 25.2 |  |  | 36.7 |  |  |  |
| White | 2015: | * | (3) |  | * | (3) |  |  |
|  | 2016: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 50.0 | (90) |  | 47.6 | (84) |  |  |
|  | 2016: | 74.1 | (85) |  | 81.1 | (74) |  |  |
|  | Change: | 24.1 |  |  | 33.5 |  |  |  |
| English Language Learner | 2015: | 46.3 | (82) |  | 45.3 | (75) |  |  |
|  | 2016: | 69.2 | (78) |  | 77.6 | (67) |  |  |
|  | Change: | 22.9 |  |  | 32.3 |  |  |  |
| Special Education | 2015: |  |  |  |  |  |  |  |
|  | 2016: | * | (3) |  | * | (2) |  |  |
|  | Change: |  |  |  |  |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 46.1 | (76) | 65.8 | (73) | 61.8 | (68) |  |  |
|  | 2016: | 53.9 | (89) | 59.6 | (89) | 65.9 | (85) |  |  |
|  | Change: | 7.8 |  | -6.2 |  | 4.1 |  |  |  |
| African American | 2015: | * | (4) | * | (4) | * | (3) |  |  |
|  | 2016: | 50.0 | (10) | 40.0 | (10) | 50.0 | (10) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2015: | 45.6 | (57) | 64.9 | (57) | 61.4 | (57) |  |  |
|  | 2016: | 54.3 | (70) | 65.7 | (70) | 65.2 | (66) |  |  |
|  | Change: | 8.7 |  | 0.8 |  | 3.8 |  |  |  |
| White | 2015: |  |  |  |  |  |  |  |  |
|  | 2016: | * | (1) | * | (1) | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 46.5 | (71) | 67.6 | (68) | 64.1 | (64) |  |  |
|  | 2016: | 51.8 | (83) | 59.0 | (83) | 65.4 | (81) |  |  |
|  | Change: | 5.3 |  | -8.6 |  | 1.3 |  |  |  |
| English Language Learner | 2015: | 47.0 | (66) | 65.1 | (63) | 62.1 | (58) |  |  |
|  | 2016: | 52.7 | (74) | 62.2 | (74) | 68.6 | (70) |  |  |
|  | Change: | 5.7 |  | -2.9 |  | 6.5 |  |  |  |
| Special Education | 2015: |  |  |  |  |  |  |  |  |
|  | 2016: | * | (1) | * | (1) |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |

[^10]
## 2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

176 - JACK LOWE, SR. ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 71.1 | (76) |  | 52.7 | (74) | 49.3 | (73) |  |
|  | 2016: | 71.6 | (74) |  | 76.4 | (72) | 62.5 | (72) |  |
|  | Change: | 0.5 |  |  | 23.7 |  | 13.2 |  |  |
| African American | 2015: | 100.0 | (6) |  | 66.7 | (6) | 66.7 | (6) |  |
|  | 2016: | * | (5) |  | * | (5) |  | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2015: | 75.4 | (61) |  | 54.1 | (61) | 50.0 | (60) |  |
|  | 2016: | 75.0 | (52) |  | 71.2 | (52) | 57.7 | (52) |  |
|  | Change: | -0.4 |  |  | 17.1 |  | 7.7 |  |  |
| Economically Disadvantaged | 2015: | 70.4 | (71) |  | 55.9 | (68) | 50.0 | (68) |  |
|  | 2016: | 69.6 | (69) |  | 76.1 | (67) | 62.7 | (67) |  |
|  | Change: | -0.8 |  |  | 20.2 |  | 12.7 |  |  |
| English Language Learner | 2015: | 68.7 | (67) |  | 49.2 | (65) | 48.4 | (64) |  |
|  | 2016: | 69.8 | (63) |  | 75.4 | (61) | 59.0 | (61) |  |
|  | Change: | 1.1 |  |  | 26.2 |  | 10.6 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 55.1 | (247) | 65.8 | (73) | 53.9 | (230) | 49.3 | (73) |  |
|  | 2016: | 65.1 | (258) | 59.6 | (89) | 73.0 | (241) | 62.5 | (72) |  |
|  | Change: | 10.0 |  | -6.2 |  | 19.1 |  | 13.2 |  |  |
| African American | 2015: | 83.3 | (18) | * | (4) | 64.7 | (17) | 66.7 | (6) |  |
|  | 2016: | 65.0 | (20) | 40.0 | (10) | 60.0 | (20) | * | (5) |  |
|  | Change: | -18.3 |  | * |  | -4.7 |  | * |  |  |
| Hispanic | 2015: | 55.2 | (194) | 64.9 | (57) | 51.6 | (188) | 50.0 | (60) |  |
|  | 2016: | 66.3 | (202) | 65.7 | (70) | 71.7 | (191) | 57.7 | (52) |  |
|  | Change: | 11.1 |  | 0.8 |  | 20.1 |  | 7.7 |  |  |
| White | 2015: | * | (4) |  |  |  | (4) | * | (1) |  |
|  | 2016: | * | (2) | * | (1) |  | (2) |  |  |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2015: | 55.2 | (232) | 67.6 | (68) | 55.1 | (216) | 50.0 | (68) |  |
|  | 2016: | 65.0 | (237) | 59.0 | (83) | 73.9 | (222) | 62.7 | (67) |  |
|  | Change: | 9.8 |  | -8.6 |  | 18.8 |  | 12.7 |  |  |
| English Language Learner | 2015: | 53.5 | (215) | 65.1 | (63) | 51.5 | (198) | 48.4 | (64) |  |
|  | 2016: | 63.7 | (215) | 62.2 | (74) | 73.7 | (198) | 59.0 | (61) |  |
|  | Change: | 10.2 |  | -2.9 |  | 22.2 |  | 10.6 |  |  |
| Special Education | 2015: |  |  |  |  |  |  |  |  |  |
|  | 2016: | * |  | * | (1) | * | (2) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |

[^11]
## 2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

284 - HIGHLAND MEADOWS ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 61.3 | (137) |  | 67.2 | (137) |  |  |
|  | 2016: | 50.5 | (107) |  | 53.8 | (106) |  |  |
|  | Change: | -10.8 |  |  | -13.4 |  |  |  |
| African American | 2015: | 57.1 | (21) |  | 52.4 | (21) |  |  |
|  | 2016: | 31.3 | (16) |  | 43.8 | (16) |  |  |
|  | Change: | -25.8 |  |  | -8.6 |  |  |  |
| Hispanic | 2015: | 61.6 | (112) |  | 69.6 | (112) |  |  |
|  | 2016: | 53.4 | (88) |  | 55.2 | (87) |  |  |
|  | Change: | -8.2 |  |  | -14.4 |  |  |  |
| White | 2015: | * | (1) |  | * | (1) |  |  |
|  | 2016: | * | (2) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 61.2 | (121) |  | 67.8 | (121) |  |  |
|  | 2016: | 50.5 | (95) |  | 54.3 | (94) |  |  |
|  | Change: | -10.7 |  |  | -13.5 |  |  |  |
| English Language Learner | 2015: | 59.6 | (89) |  | 70.8 | (89) |  |  |
|  | 2016: | 48.5 | (68) |  | 46.3 | (67) |  |  |
|  | Change: | -11.1 |  |  | -24.5 |  |  |  |
| Special Education | 2015: | * | (1) |  | * | (1) |  |  |
|  | 2016: | 0.0 | (6) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 65.3 | (98) | 60.0 | (100) | 63.3 | (98) |  |  |
|  | 2016: | 62.2 | (119) | 60.5 | (119) | 66.7 | (120) |  |  |
|  | Change: | -3.1 |  | 0.5 |  | 3.4 |  |  |  |
| African American | 2015: | 73.3 | (15) | 50.0 | (16) | 73.3 | (15) |  |  |
|  | 2016: | 48.0 | (25) | 40.0 | (25) | 48.0 | (25) |  |  |
|  | Change: | -25.3 |  | -10.0 |  | -25.3 |  |  |  |
| Hispanic | 2015: | 66.2 | (77) | 62.8 | (78) | 62.3 | (77) |  |  |
|  | 2016: | 65.6 | (90) | 64.8 | (91) | 71.4 | (91) |  |  |
|  | Change: | -0.6 |  | 2.0 |  | 9.1 |  |  |  |
| Economically Disadvantaged | 2015: | 65.1 | (83) | 61.2 | (85) | 62.7 | (83) |  |  |
|  | 2016: | 61.9 | (105) | 60.0 | (105) | 67.0 | (106) |  |  |
|  | Change: | -3.2 |  | -1.2 |  | 4.3 |  |  |  |
| English Language Learner | 2015: | 66.7 | (66) | 73.1 | (67) | 65.2 | (66) |  |  |
|  | 2016: | 65.8 | (73) | 68.9 | (74) | 74.3 | (74) |  |  |
|  | Change: | -0.9 |  | -4.2 |  | 9.1 |  |  |  |
| Special Education | 2015: | * | (2) | * | (3) | * | (2) |  |  |
|  | 2016: | * | (2) | * | (1) | * | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^12]
## 2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

## 284 - HIGHLAND MEADOWS ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 77.2 | (101) |  | 65.0 | (100) | 51.5 | (99) |  |
|  | 2016: | 72.4 | (98) |  | 78.8 | (99) | 66.7 | (96) |  |
|  | Change: | -4.8 |  |  | 13.8 |  | 15.2 |  |  |
| African American | 2015: | 85.7 | (14) |  | 57.1 | (14) | 50.0 | (14) |  |
|  | 2016: | 61.5 | (26) |  | 73.1 | (26) | 56.0 | (25) |  |
|  | Change: | -24.2 |  |  | 16.0 |  | 6.0 |  |  |
| Hispanic | 2015: | 76.2 | (84) |  | 65.1 | (83) | 50.0 | (82) |  |
|  | 2016: | 76.8 | (69) |  | 81.4 | (70) | 70.6 | (68) |  |
|  | Change: | 0.6 |  |  | 16.3 |  | 20.6 |  |  |
| Economically <br> Disadvantaged | 2015: | 76.7 | (86) |  | 64.6 | (82) | 51.2 | (82) |  |
|  | 2016: | 72.1 | (86) |  | 79.1 | (86) | 67.9 | (84) |  |
|  | Change: | -4.6 |  |  | 14.5 |  | 16.7 |  |  |
| English Language Learner | 2015: | 79.4 | (63) |  | 63.5 | (63) | 47.6 | (63) |  |
|  | 2016: | 75.4 | (61) |  | 79.0 | (62) | 72.1 | (61) |  |
|  | Change: | -4.0 |  |  | 15.5 |  | 24.5 |  |  |
| Special Education | 2015: | * | (5) |  | * | (5) | * | (3) |  |
|  | 2016: | * | (2) |  | * | (3) | * | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 67.3 | (336) | 60.0 | (100) | 65.4 | (335) | 51.5 | (99) |  |
|  | 2016: | 61.4 | (324) | 60.5 | (119) | 66.2 | (325) | 66.7 | (96) |  |
|  | Change: | -5.9 |  | 0.5 |  | 0.8 |  | 15.2 |  |  |
| African American | 2015: | 70.0 | (50) | 50.0 | (16) | 60.0 | (50) | 50.0 | (14) |  |
|  | 2016: | 49.3 | (67) | 40.0 | (25) | 56.7 | (67) | 56.0 | (25) |  |
|  | Change: | -20.7 |  | -10.0 |  | -3.3 |  | 6.0 |  |  |
| Hispanic | 2015: | 67.4 | (273) | 62.8 | (78) | 66.2 | (272) | 50.0 | (82) |  |
|  | 2016: | 64.4 | (247) | 64.8 | (91) | 68.5 | (248) | 70.6 | (68) |  |
|  | Change: | -3.0 |  | 2.0 |  | 2.3 |  | 20.6 |  |  |
| White | 2015: | * | (4) | * | (1) | * | (4) | * | (2) |  |
|  | 2016: | * | (2) |  |  |  | (2) |  |  |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically | 2015: | 66.9 | (290) | 61.2 | (85) | 65.4 | (286) | 51.2 | (82) |  |
| Disadvantaged | 2016: | 61.2 | (286) | 60.0 | (105) | 66.4 | (286) | 67.9 | (84) |  |
|  | Change: | -5.7 |  | -1.2 |  | 1.0 |  | 16.7 |  |  |
| English Language | 2015: | 67.4 | (218) | 73.1 | (67) | 67.0 | (218) | 47.6 | (63) |  |
| Learner | 2016: | 62.9 | (202) | 68.9 | (74) | 66.5 | (203) | 72.1 | (61) |  |
|  | Change: | -4.5 |  | -4.2 |  | -0.5 |  | 24.5 |  |  |
| Special Education | 2015: | 12.5 | (8) | * | (3) | 37.5 | (8) | * | (3) |  |
|  | 2016: | 0.0 | (10) | * | (1) | 20.0 | (10) | * | (2) |  |
|  | Change: | -12.5 |  | * |  | -17.5 |  | * |  |  |

[^13]
## 2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

286 - LEE A. MCSHAN, JR. ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 55.2 | (96) |  | 81.7 | (71) |  |  |
|  | 2016: | 56.5 | (85) |  | 73.0 | (74) |  |  |
|  | Change: | 1.3 |  |  | -8.7 |  |  |  |
| African American | 2015: | 60.0 | (10) |  | 88.9 | (9) |  |  |
|  | 2016: | 87.5 | (8) |  | 87.5 | (8) |  |  |
|  | Change: | 27.5 |  |  | -1.4 |  |  |  |
| Hispanic | 2015: | 63.6 | (44) |  | 77.5 | (40) |  |  |
|  | 2016: | 61.5 | (39) |  | 69.2 | (39) |  |  |
|  | Change: | -2.1 |  |  | -8.3 |  |  |  |
| White | 2015: | * | (5) |  | * | (2) |  |  |
|  | 2016: | * | (5) |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 57.3 | (82) |  | 80.6 | (62) |  |  |
|  | 2016: | 55.8 | (77) |  | 77.3 | (66) |  |  |
|  | Change: | -1.5 |  |  | -3.3 |  |  |  |
| English Language Learner | 2015: | 52.4 | (82) |  | 80.7 | (57) |  |  |
|  | 2016: | 50.7 | (71) |  | 71.7 | (60) |  |  |
|  | Change: | -1.7 |  |  | -9.0 |  |  |  |
| Special Education | 2015: | * | (5) |  | * | (5) |  |  |
|  | 2016: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 51.8 | (83) | 59.3 | (81) | 62.7 | (75) |  |  |
|  | 2016: | 54.2 | (83) | 55.4 | (83) | 61.4 | (83) |  |  |
|  | Change: | 2.4 |  | -3.9 |  | -1.3 |  |  |  |
| African American | 2015: | 41.7 | (12) | 30.0 | (10) | 50.0 | (12) |  |  |
|  | 2016: | 41.7 | (12) | 50.0 | (12) | 50.0 | (12) |  |  |
|  | Change: | 0.0 |  | 20.0 |  | 0.0 |  |  |  |
| Hispanic | 2015: | 77.1 | (35) | 82.9 | (35) | 71.4 | (35) |  |  |
|  | 2016: | 71.0 | (31) | 76.7 | (30) | 67.7 | (31) |  |  |
|  | Change: | -6.1 |  | -6.2 |  | -3.7 |  |  |  |
| White | 2015: | * | (4) | * | (4) | * | (3) |  |  |
|  | 2016: | * | (2) | * | (2) |  | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 53.3 | (75) | 60.3 | (73) | 62.9 | (70) |  |  |
|  | 2016: | 57.3 | (75) | 58.7 | (75) | 66.7 | (75) |  |  |
|  | Change: | 4.0 |  | -1.6 |  | 3.8 |  |  |  |
| English Language Learner | 2015: | 50.7 | (73) | 60.3 | (73) | 66.2 | (65) |  |  |
|  | 2016: | 52.1 | (73) | 53.4 | (73) | 61.6 | (73) |  |  |
|  | Change: | 1.4 |  | -6.9 |  | -4.6 |  |  |  |
| Special Education | 2015: | * | (3) | * | (3) | * | (3) |  |  |
|  | 2016: | * | (5) | * | (5) | * | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^14]
## 2016 STAAR 3-8 Results by Student Group (regular test only)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage at Level 2 (year-specific standard) or Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE SATISFACTORY 7/12/16

286 - LEE A. MCSHAN, JR. ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 73.4 | (64) |  | 92.3 | (52) | 66.7 | (57) |  |
|  | 2016: | 69.0 | (71) |  | 87.5 | (64) | 66.7 | (63) |  |
|  | Change: | -4.4 |  |  | -4.8 |  | 0.0 |  |  |
| African American | 2015: | * | (5) |  |  | (4) | * | (4) |  |
|  | 2016: | 63.6 | (11) |  | 80.0 | (10) | 44.4 | (9) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2015: | 91.3 | (23) |  | 95.0 | (20) | 76.2 | (21) |  |
|  | 2016: | 84.4 | (32) |  | 90.6 | (32) | 68.8 | (32) |  |
|  | Change: | -6.9 |  |  | -4.4 |  | -7.4 |  |  |
| White | 2015: | * | (5) |  |  | (3) | * | (4) |  |
|  | 2016: | * | (1) |  |  |  |  |  |  |
|  | Change: | * |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 77.1 | (48) |  | 92.7 | (41) | 68.2 | (44) |  |
|  | 2016: | 71.9 | (64) |  | 89.5 | (57) | 67.2 | (58) |  |
|  | Change: | -5.2 |  |  | -3.2 |  | -1.0 |  |  |
| English Language Learner | 2015: | 73.7 | (57) |  | 93.5 | (46) | 64.7 | (51) |  |
|  | 2016: | 67.7 | (65) |  | 86.2 | (58) | 66.7 | (57) |  |
|  | Change: | -6.0 |  |  | -7.3 |  | 2.0 |  |  |
| Special Education | 2015: | 42.9 | (7) |  | * | (5) | * | (5) |  |
|  | 2016: | * | (2) |  | * | (2) | * | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 58.8 | (243) | 59.3 | (81) | 77.3 | (198) | 66.7 | (57) |  |
|  | 2016: | 59.4 | (239) | 55.4 | (83) | 72.9 | (221) | 66.7 | (63) |  |
|  | Change: | 0.6 |  | -3.9 |  | -4.4 |  | 0.0 |  |  |
| African American | 2015: | 55.6 | (27) | 30.0 | (10) | 68.0 | (25) |  | (4) |  |
|  | 2016: | 61.3 | (31) | 50.0 | (12) | 70.0 | (30) | 44.4 | (9) |  |
|  | Change: | 5.7 |  | 20.0 |  | 2.0 |  | * |  |  |
| Hispanic | 2015: | 74.5 | (102) | 82.9 | (35) | 78.9 | (95) | 76.2 | (21) |  |
|  | 2016: | 71.6 | (102) | 76.7 | (30) | 75.5 | (102) | 68.8 | (32) |  |
|  | Change: | -2.9 |  | -6.2 |  | -3.4 |  | -7.4 |  |  |
| White | 2015: | 57.1 | (14) |  | (4) | 75.0 | (8) |  | (4) |  |
|  | 2016: | 37.5 | (8) |  | (2) | * | (5) |  |  |  |
|  | Change: | -19.6 |  | * |  | * |  |  |  |  |
| Economically Disadvantaged | 2015: | 60.5 | (205) | 60.3 | (73) | 76.3 | (173) | 68.2 | (44) |  |
|  | 2016: | 61.1 | (216) | 58.7 | (75) | 76.8 | (198) | 67.2 | (58) |  |
|  | Change: | 0.6 |  | -1.6 |  | 0.5 |  | -1.0 |  |  |
| English Language Learner | 2015: | 57.5 | (212) | 60.3 | (73) | 78.6 | (168) | 64.7 | (51) |  |
|  | 2016: | 56.5 | (209) | 53.4 | (73) | 72.3 | (191) | 66.7 | (57) |  |
|  | Change: | -1.0 |  | -6.9 |  | -6.3 |  | 2.0 |  |  |
| Special Education | 2015: | 66.7 | (15) |  | (3) | 69.2 | (13) |  | (5) |  |
|  | 2016: | 75.0 | (8) | * | (5) | 50.0 | (8) | * | (2) |  |
|  | Change: | 8.3 |  | * |  | -19.2 |  | * |  |  |

[^15]
[^0]:    $(\mathrm{N})=$ 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. LEVEL 2 STANDARDS: Statistics based on year-specific standards, which increased from the prior year.

[^1]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ 'Scores 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. LEVEL 2 STANDARDS: Statistics based on year-specific standards, which increased from the prior year.

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

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[^5]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through the SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools. LEVEL 2 STANDARDS: Statistics based on year-specific standards, which increased from the prior

[^6]:    $(\mathrm{N})=$ 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. LEVEL 2 STANDARDS: Statistics based on year-specific standards, which increased from the prior year.

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

[^8]:    $(\mathrm{N})=$ 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. LEVEL 2 STANDARDS: Statistics based on year-specific standards, which increased from the prior year.

[^9]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through the SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools. LEVEL 2 STANDARDS: Statistics based on year-specific standards, which increased from the prior

[^10]:    $(N)=$ 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. LEVEL 2 STANDARDS: Statistics based on year-specific standards, which increased from the prior year.

[^11]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through the SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools. LEVEL 2 STANDARDS: Statistics based on year-specific standards, which increased from the prior

[^12]:    $(\mathrm{N})=$ 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. LEVEL 2 STANDARDS: Statistics based on year-specific standards, which increased from the prior year.

[^13]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through the SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools. LEVEL 2 STANDARDS: Statistics based on year-specific standards, which increased from the prior

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[^15]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through the SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score corrections. Feeder group statistics do not include scores from choice schools. LEVEL 2 STANDARDS: Statistics based on year-specific standards, which increased from the prior

