POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

## BRYAN ADAMS FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 17.9 | (822) |  | 11.5 | (814) |  |  |
|  | 2016: | 23.8 | (890) |  | 15.5 | (890) |  |  |
|  | Change: | 5.9 |  |  | 4.0 |  |  |  |
| African American | 2015: | 12.1 | (124) |  | 9.7 | (124) |  |  |
|  | 2016: | 11.0 | (118) |  | 5.1 | (118) |  |  |
|  | Change: | -1.1 |  |  | -4.6 |  |  |  |
| Hispanic | 2015: | 17.0 | (607) |  | 9.8 | (605) |  |  |
|  | 2016: | 24.2 | (691) |  | 15.9 | (691) |  |  |
|  | Change: | 7.2 |  |  | 6.1 |  |  |  |
| White | 2015: | 36.5 | (63) |  | 32.3 | (62) |  |  |
|  | 2016: | 44.1 | (59) |  | 28.8 | (59) |  |  |
|  | Change: | 7.6 |  |  | -3.5 |  |  |  |
| Economically Disadvantaged | 2015: | 15.7 | (663) |  | 9.9 | (659) |  |  |
|  | 2016: | 22.7 | (766) |  | 14.1 | (767) |  |  |
|  | Change: | 7.0 |  |  | 4.2 |  |  |  |
| English Language Learner | 2015: | 13.5 | (407) |  | 8.7 | (401) |  |  |
|  | 2016: | 24.0 | (462) |  | 13.9 | (462) |  |  |
|  | Change: | 10.5 |  |  | 5.2 |  |  |  |
| Special Education | 2015: | 13.3 | (45) |  | 9.5 | (42) |  |  |
|  | 2016: | 12.2 | (41) |  | 2.4 | (41) |  |  |
|  | Change: | -1.1 |  |  | -7.1 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 15.2 | (816) | 6.8 | (826) | 15.8 | (806) |  |  |
|  | 2016: | 15.5 | (773) | 16.6 | (779) | 17.5 | (770) |  |  |
|  | Change: | 0.3 |  | 9.8 |  | 1.7 |  |  |  |
| African American | 2015: | 10.3 | (97) | 3.0 | (100) | 13.7 | (95) |  |  |
|  | 2016: | 12.3 | (114) | 6.0 | (116) | 9.6 | (114) |  |  |
|  | Change: | 2.0 |  | 3.0 |  | -4.1 |  |  |  |
| Hispanic | 2015: | 14.2 | (618) | 6.2 | (625) | 14.0 | (614) |  |  |
|  | 2016: | 15.2 | (584) | 16.9 | (587) | 17.4 | (581) |  |  |
|  | Change: | 1.0 |  | 10.7 |  | 3.4 |  |  |  |
| White | 2015: | 30.6 | (72) | 16.4 | (73) | 31.0 | (71) |  |  |
|  | 2016: | 29.4 | (51) | 31.4 | (51) | 25.5 | (51) |  |  |
|  | Change: | -1.2 |  | 15.0 |  | -5.5 |  |  |  |
| Economically Disadvantaged | 2015: | 13.9 | (705) | 5.9 | (710) | 14.2 | (698) |  |  |
|  | 2016: | 14.2 | (663) | 15.9 | (667) | 16.2 | (661) |  |  |
|  | Change: | 0.3 |  | 10.0 |  | 2.0 |  |  |  |
| English Language Learner | 2015: | 14.9 | (435) | 6.2 | (437) | 13.6 | (426) |  |  |
|  | 2016: | 14.5 | (394) | 20.3 | (394) | 17.6 | (391) |  |  |
|  | Change: | -0.4 |  | 14.1 |  | 4.0 |  |  |  |
| Special Education | 2015: | 2.5 | (40) | 2.0 | (49) | 2.6 | (38) |  |  |
|  | 2016: | 8.3 | (36) | 6.5 | (46) | 8.6 | (35) |  |  |
|  | Change: | 5.8 |  | 4.5 |  | 6.0 |  |  |  |

[^0]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

## BRYAN ADAMS FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 17.6 | (778) |  | 13.1 | (756) | 7.5 | (761) |  |
|  | 2016: | 16.7 | (806) |  | 18.3 | (799) | 5.9 | (796) |  |
|  | Change: | -0.9 |  |  | 5.2 |  | -1.6 |  |  |
| African American | 2015: | 13.5 | (96) |  | 12.2 | (90) | 5.5 | (91) |  |
|  | 2016: | 11.1 | (90) |  | 12.4 | (89) | 6.9 | (87) |  |
|  | Change: | -2.4 |  |  | 0.2 |  | 1.4 |  |  |
| Hispanic | 2015: | 14.7 | (598) |  | 10.9 | (587) | 5.1 | (591) |  |
|  | 2016: | 15.9 | (622) |  | 17.8 | (617) | 4.5 | (619) |  |
|  | Change: | 1.2 |  |  | 6.9 |  | -0.6 |  |  |
| White | 2015: | 45.9 | (61) |  | 31.0 | (58) | 27.6 | (58) |  |
|  | 2016: | 32.9 | (70) |  | 30.4 | (69) | 16.2 | (68) |  |
|  | Change: | -13.0 |  |  | -0.6 |  | -11.4 |  |  |
| Economically Disadvantaged | 2015: | 14.6 | (642) |  | 11.4 | (622) | 5.4 | (628) |  |
|  | 2016: | 15.8 | (701) |  | 17.4 | (696) | 5.0 | (694) |  |
|  | Change: | 1.2 |  |  | 6.0 |  | -0.4 |  |  |
| English Language Learner | 2015: | 12.9 | (418) |  | 9.4 | (405) | 4.4 | (410) |  |
|  | 2016: | 14.3 | (442) |  | 16.3 | (436) | 3.4 | (436) |  |
|  | Change: | 1.4 |  |  | 6.9 |  | -1.0 |  |  |
| Special Education | 2015: | 4.7 | (43) |  | 5.4 | (37) | 2.5 | (40) |  |
|  | 2016: | 4.7 | (43) |  | 10.8 | (37) | 5.9 | (34) |  |
|  | Change: | 0.0 |  |  | 5.4 |  | 3.4 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 6.8 | (647) |  | 5.2 | (634) |  |  |
|  | 2016: | 8.8 | (741) |  | 5.0 | (721) |  |  |
|  | Change: | 2.0 |  |  | -0.2 |  |  |  |
| African American | 2015: | 6.8 | (88) |  | 1.1 | (87) |  |  |
|  | 2016: | 6.4 | (78) |  | 3.9 | (77) |  |  |
|  | Change: | -0.4 |  |  | 2.8 |  |  |  |
| Hispanic | 2015: | 6.4 | (519) |  | 5.5 | (511) |  |  |
|  | 2016: | 7.5 | (612) |  | 4.4 | (594) |  |  |
|  | Change: | 1.1 |  |  | -1.1 |  |  |  |
| White | 2015: | 14.3 | (21) |  | 15.0 | (20) |  |  |
|  | 2016: | 28.1 | (32) |  | 12.9 | (31) |  |  |
|  | Change: | 13.8 |  |  | -2.1 |  |  |  |
| Economically Disadvantaged | 2015: | 6.4 | (565) |  | 4.5 | (560) |  |  |
|  | 2016: | 8.0 | (640) |  | 4.4 | (634) |  |  |
|  | Change: | 1.6 |  |  | -0.1 |  |  |  |
| English Language Learner | 2015: | 4.7 | (383) |  | 4.3 | (370) |  |  |
|  | 2016: | 5.6 | (430) |  | 2.9 | (413) |  |  |
|  | Change: | 0.9 |  |  | -1.4 |  |  |  |
| Special Education | 2015: | 3.8 | (26) |  | 7.7 | (26) |  |  |
|  | 2016: | 4.2 | (24) |  | 9.1 | (22) |  |  |
|  | Change: | 0.4 |  |  | 1.4 |  |  |  |

[^1]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE
ADVANCED
7/12/16

## BRYAN ADAMS FEEDER GROUP

| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 7.7 | (633) | 2.0 | (642) | 0.2 | (483) |  |  |
|  | 2016: | 9.1 | (595) | 2.3 | (606) | 2.2 | (489) |  |  |
|  | Change: | 1.4 |  | 0.3 |  | 2.0 |  |  |  |
| African American | 2015: | 4.5 | (88) | 1.1 | (92) | 0.0 | (74) |  |  |
|  | 2016: | 8.1 | (74) | 1.3 | (75) | 6.1 | (66) |  |  |
|  | Change: | 3.6 |  | 0.2 |  | 6.1 |  |  |  |
| Hispanic | 2015: | 7.6 | (511) | 1.9 | (516) | 0.3 | (388) |  |  |
|  | 2016: | 8.1 | (482) | 1.6 | (489) | 1.8 | (397) |  |  |
|  | Change: | 0.5 |  | -0.3 |  | 1.5 |  |  |  |
| White | 2015: | 16.7 | (24) | 4.2 | (24) | 0.0 | (17) |  |  |
|  | 2016: | 20.8 | (24) | 8.7 | (23) | 0.0 | (18) |  |  |
|  | Change: | 4.1 |  | 4.5 |  | 0.0 |  |  |  |
| Economically Disadvantaged | 2015: | 7.5 | (534) | 2.0 | (540) | 0.2 | (406) |  |  |
|  | 2016: | 8.2 | (524) | 1.7 | (532) | 2.0 | (440) |  |  |
|  | Change: | 0.7 |  | -0.3 |  | 1.8 |  |  |  |
| English Language Learner | 2015: | 3.1 | (294) | 0.3 | (298) | 0.0 | (239) |  |  |
|  | 2016: | 6.7 | (356) | 1.7 | (359) | 1.7 | (290) |  |  |
|  | Change: | 3.6 |  | 1.4 |  | 1.7 |  |  |  |
| Special Education | 2015: | 0.0 | (23) | 0.0 | (31) | 0.0 | (24) |  |  |
|  | 2016: | 14.3 | (14) | 0.0 | (24) | 0.0 | (13) |  |  |
|  | Change: | 14.3 |  | 0.0 |  | 0.0 |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 8.8 | (613) |  | 1.1 | (622) | 5.6 | (698) | 2.0 | (588) |
|  | 2016: | 7.9 | (622) |  | 4.3 | (610) | 4.9 | (595) | 6.5 | (585) |
|  | Change: | -0.9 |  |  | 3.2 |  | -0.7 |  | 4.5 |  |
| African American | 2015: | 7.0 | (86) |  | 0.0 | (86) | 4.1 | (98) | 1.2 | (84) |
|  | 2016: | 4.4 | (90) |  | 0.0 | (87) | 1.3 | (78) | 3.6 | (84) |
|  | Change: | -2.6 |  |  | 0.0 |  | -2.8 |  | 2.4 |  |
| Hispanic | 2015: | 7.6 | (486) |  | 1.2 | (491) | 5.4 | (551) | 1.9 | (466) |
|  | 2016: | 8.2 | (498) |  | 5.0 | (484) | 4.9 | (474) | 6.9 | (464) |
|  | Change: | 0.6 |  |  | 3.8 |  | -0.5 |  | 5.0 |  |
| White | 2015: | 37.5 | (24) |  | 0.0 | (23) | 14.3 | (28) | 9.5 | (21) |
|  | 2016: | 13.6 | (22) |  | 4.2 | (24) | 11.1 | (27) | 4.3 | (23) |
|  | Change: | -23.9 |  |  | 4.2 |  | -3.2 |  | -5.2 |  |
| Economically Disadvantaged | 2015: | 8.6 | (524) |  | 1.1 | (540) | 5.6 | (612) | 1.9 | (513) |
|  | 2016: | 7.6 | (525) |  | 3.8 | (524) | 4.3 | (506) | 6.2 | (500) |
|  | Change: | -1.0 |  |  | 2.7 |  | -1.3 |  | 4.3 |  |
| English Language Learner | 2015: | 2.8 | (251) |  | 1.2 | (252) | 4.9 | (263) | 0.4 | (232) |
|  | 2016: | 3.8 | (286) |  | 4.8 | (293) | 4.9 | (286) | 5.1 | (257) |
|  | Change: | 1.0 |  |  | 3.6 |  | 0.0 |  | 4.7 |  |
| Special Education | 2015: | * | (5) |  |  | (4) | * | (5) | * | (5) |
|  | 2016: | 0.0 | (12) |  | 10.0 | (10) | 14.3 | (7) | 0.0 | (6) |
|  | 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 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE
ADVANCED 7/12/16

## BRYAN ADAMS FEEDER GROUP

| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 12.9 | $(4,309)$ | 4.7 | $(1,468)$ | 8.8 | $(4,115)$ | 6.6 | $(1,459)$ | 2.0 | (588) |
|  | 2016: | 14.3 | $(4,427)$ | 10.3 | $(1,385)$ | 11.5 | $(4,279)$ | 5.5 | $(1,391)$ | 6.5 | (585) |
|  | Change: | 1.4 |  | 5.6 |  | 2.7 |  | -1.1 |  | 4.5 |  |
| African American | 2015: | 9.3 | (579) | 2.1 | (192) | 6.7 | (556) | 4.8 | (189) | 1.2 | (84) |
|  | 2016: | 9.2 | (564) | 4.2 | (191) | 6.4 | (551) | 4.2 | (165) | 3.6 | (84) |
|  | Change: | -0.1 |  | 2.1 |  | -0.3 |  | -0.6 |  | 2.4 |  |
| Hispanic | 2015: | 11.6 | $(3,339)$ | 4.3 | $(1,141)$ | 7.6 | $(3,196)$ | 5.3 | $(1,142)$ | 1.9 | (466) |
|  | 2016: | 13.8 | $(3,489)$ | 9.9 | $(1,076)$ | 11.2 | $(3,364)$ | 4.7 | $(1,093)$ | 6.9 | (464) |
|  | Change: | 2.2 |  | 5.6 |  | 3.6 |  | -0.6 |  | 5.0 |  |
| White | 2015: | 33.6 | (265) | 13.4 | (97) | 25.1 | (251) | 23.3 | (86) | 9.5 | (21) |
|  | 2016: | 31.4 | (258) | 24.3 | (74) | 22.2 | (252) | 14.7 | (95) | 4.3 | (23) |
|  | Change: | -2.2 |  | 10.9 |  | -2.9 |  | -8.6 |  | -5.2 |  |
| Economically Disadvantaged | 2015: | 11.5 | $(3,633)$ | 4.2 | $(1,250)$ | 7.7 | $(3,485)$ | 5.5 | $(1,240)$ | 1.9 | (513) |
|  | 2016: | 13.4 | $(3,819)$ | 9.6 | $(1,199)$ | 10.6 | $(3,722)$ | 4.8 | $(1,200)$ | 6.2 | (500) |
|  | Change: | 1.9 |  | 5.4 |  | 2.9 |  | -0.7 |  | 4.3 |  |
| English Language Learner | 2015: | 9.5 | $(2,188)$ | 3.8 | (735) | 7.2 | $(2,093)$ | 4.6 | (673) | 0.4 | (232) |
|  | 2016: | 12.2 | $(2,370)$ | 11.4 | (753) | 10.3 | $(2,285)$ | 4.0 | (722) | 5.1 | (257) |
|  | Change: | 2.7 |  | 7.6 |  | 3.1 |  | -0.6 |  | 4.7 |  |
| Special Education | 2015: | 5.5 | (182) | 1.3 | (80) | 5.3 | (171) | 2.2 | (45) | * | (5) |
|  | 2016: | 7.6 | (170) | 4.3 | (70) | 7.0 | (158) | 7.3 | (41) | 0.0 | (6) |
|  | Change: | 2.1 |  | 3.0 |  | 1.7 |  | 5.1 |  | * |  |

[^3]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

## 48 - W.H. GASTON MIDDLE SCHOOL [Feeds to: ADAMS, B]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 4.2 | (335) |  | 3.9 | (330) |  |  |
|  | 2016: | 7.9 | (315) |  | 2.3 | (307) |  |  |
|  | Change: | 3.7 |  |  | -1.6 |  |  |  |
| African American | 2015: | 4.4 | (45) |  | 0.0 | (45) |  |  |
|  | 2016: | 5.7 | (35) |  | 2.9 | (35) |  |  |
|  | Change: | 1.3 |  |  | 2.9 |  |  |  |
| Hispanic | 2015: | 4.0 | (277) |  | 4.8 | (272) |  |  |
|  | 2016: | 7.6 | (263) |  | 2.0 | (255) |  |  |
|  | Change: | 3.6 |  |  | -2.8 |  |  |  |
| White | 2015: | 0.0 | (7) |  | 0.0 | (7) |  |  |
|  | 2016: | 18.2 | (11) |  | 0.0 | (11) |  |  |
|  | Change: | 18.2 |  |  | 0.0 |  |  |  |
| Economically Disadvantaged | 2015: | 4.4 | (298) |  | 3.4 | (297) |  |  |
|  | 2016: | 7.8 | (283) |  | 2.1 | (281) |  |  |
|  | Change: | 3.4 |  |  | -1.3 |  |  |  |
| English Language Learner | 2015: | 4.0 | (200) |  | 3.1 | (195) |  |  |
|  | 2016: | 6.1 | (179) |  | 0.6 | (171) |  |  |
|  | Change: | 2.1 |  |  | -2.5 |  |  |  |
| Special Education | 2015: | 0.0 | (22) |  | 4.5 | (22) |  |  |
|  | 2016: | 0.0 | (14) |  | 0.0 | (14) |  |  |
|  | Change: | 0.0 |  |  | -4.5 |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 8.2 | (342) | 2.3 | (345) | 0.4 | (279) |  |  |
|  | 2016: | 9.1 | (296) | 1.7 | (300) | 2.6 | (265) |  |  |
|  | Change: | 0.9 |  | -0.6 |  | 2.2 |  |  |  |
| African American | 2015: | 3.7 | (54) | 1.8 | (56) | 0.0 | (47) |  |  |
|  | 2016: | 10.0 | (30) | 0.0 | (30) | 6.7 | (30) |  |  |
|  | Change: | 6.3 |  | -1.8 |  | 6.7 |  |  |  |
| Hispanic | 2015: | 8.8 | (273) | 2.6 | (274) | 0.5 | (221) |  |  |
|  | 2016: | 8.6 | (256) | 1.6 | (257) | 2.2 | (226) |  |  |
|  | Change: | -0.2 |  | -1.0 |  | 1.7 |  |  |  |
| White | 2015: | 18.2 | (11) | 0.0 | (11) | 0.0 | (9) |  |  |
|  | 2016: | 16.7 | (6) | 0.0 | (6) | 0.0 | (6) |  |  |
|  | Change: | -1.5 |  | 0.0 |  | 0.0 |  |  |  |
| Economically Disadvantaged | 2015: | 7.9 | (290) | 2.4 | (291) | 0.4 | (238) |  |  |
|  | 2016: | 8.5 | (260) | 1.5 | (260) | 2.5 | (236) |  |  |
|  | Change: | 0.6 |  | -0.9 |  | 2.1 |  |  |  |
| English Language Learner | 2015: | 4.3 | (139) | 0.7 | (139) | 0.0 | (123) |  |  |
|  | 2016: | 9.0 | (177) | 1.7 | (177) |  | (153) |  |  |
|  | Change: | 4.7 |  | 1.0 |  | 2.0 |  |  |  |
| Special Education | 2015: | 0.0 | (20) | 0.0 | (21) | 0.0 | (20) |  |  |
|  | 2016: | 18.2 | (11) | 0.0 | (13) | 0.0 | (10) |  |  |
|  | Change: | 18.2 |  | 0.0 |  | 0.0 |  |  |  |

[^4]
## POPULATION:

STATISTIC:
ADMINISTRATION:
LANGUAGE:

## All Students Tested at Location

Percentage at Level 3
Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE
ADVANCED
7/12/16

## 48 - W.H. GASTON MIDDLE SCHOOL [Feeds to: ADAMS, B]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 8.1 | (347) |  | 1.8 | (340) | 7.6 | (382) | 3.0 | (336) |
|  | 2016: | 11.0 | (326) |  | 5.8 | (308) | 5.5 | (310) | 6.2 | (305) |
|  | Change: | 2.9 |  |  | 4.0 |  | -2.1 |  | 3.2 |  |
| African American | 2015: | 5.2 | (58) |  | 0.0 | (56) | 4.7 | (64) | 1.8 | (57) |
|  | 2016: | 6.4 | (47) |  | 0.0 | (45) | 2.6 | (38) | 0.0 | (43) |
|  | Change: | 1.2 |  |  | 0.0 |  | -2.1 |  | -1.8 |  |
| Hispanic | 2015: | 7.6 | (275) |  | 1.9 | (267) | 7.7 | (300) | 3.0 | (265) |
|  | 2016: | 11.2 | (267) |  | 7.2 | (251) | 5.4 | (258) | 7.2 | (250) |
|  | Change: | 3.6 |  |  | 5.3 |  | -2.3 |  | 4.2 |  |
| White | 2015: | 18.2 | (11) |  | 0.0 | (11) | 16.7 | (12) | 10.0 | (10) |
|  | 2016: | 30.0 | (10) |  | 0.0 | (9) | 9.1 | (11) | 10.0 | (10) |
|  | Change: | 11.8 |  |  | 0.0 |  | -7.6 |  | 0.0 |  |
| Economically <br> Disadvantaged | 2015: | 8.1 | (307) |  | 1.6 | (305) | 7.2 | (345) | 3.0 | (305) |
|  | 2016: | 10.7 | (271) |  | 5.6 | (268) | 5.2 | (269) | 5.8 | (260) |
|  | Change: | 2.6 |  |  | 4.0 |  | -2.0 |  | 2.8 |  |
| English Language Learner | 2015: | 2.3 | (129) |  | 2.4 | (123) | 7.0 | (129) | 0.8 | (122) |
|  | 2016: | 5.1 | (136) |  | 7.6 | (132) | 6.4 | (140) | 3.3 | (121) |
|  | Change: | 2.8 |  |  | 5.2 |  | -0.6 |  | 2.5 |  |
| Special Education | 2015: | * | (3) |  | * | (2) | * | (3) | * | (3) |
|  | 2016: | * | (5) |  | * | (3) |  | (2) | * | (1) |
|  | Change: | * |  |  | * |  | * |  | * |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 6.8 | $(1,024)$ | 2.3 | (345) | 2.1 | (949) | 7.6 | (382) | 3.0 | (336) |
|  | 2016: | 9.4 | (937) | 1.7 | (300) | 3.6 | (880) | 5.5 | (310) | 6.2 | (305) |
|  | Change: | 2.6 |  | -0.6 |  | 1.5 |  | -2.1 |  | 3.2 |  |
| African American | 2015: | 4.5 | (157) | 1.8 | (56) | 0.0 | (148) | 4.7 | (64) | 1.8 | (57) |
|  | 2016: | 7.1 | (112) | 0.0 | (30) | 2.7 | (110) | 2.6 | (38) | 0.0 | (43) |
|  | Change: | 2.6 |  | -1.8 |  | 2.7 |  | -2.1 |  | -1.8 |  |
| Hispanic | 2015: | 6.8 | (825) | 2.6 | (274) | 2.5 | (760) | 7.7 | (300) | 3.0 | (265) |
|  | 2016: | 9.2 | (786) | 1.6 | (257) | 3.8 | (732) | 5.4 | (258) | 7.2 | (250) |
|  | Change: | 2.4 |  | -1.0 |  | 1.3 |  | -2.3 |  | 4.2 |  |
| White | 2015: | 13.8 | (29) | 0.0 | (11) | 0.0 | (27) | 16.7 | (12) | 10.0 | (10) |
|  | 2016: | 22.2 | (27) | 0.0 | (6) | 0.0 | (26) | 9.1 | (11) | 10.0 | (10) |
|  | Change: | 8.4 |  | 0.0 |  | 0.0 |  | -7.6 |  | 0.0 |  |
| Economically Disadvantaged | 2015: | 6.8 | (895) | 2.4 | (291) | 1.9 | (840) | 7.2 | (345) | 3.0 | (305) |
|  | 2016: | 9.0 | (814) | 1.5 | (260) | 3.4 | (785) | 5.2 | (269) | 5.8 | (260) |
|  | Change: | 2.2 |  | -0.9 |  | 1.5 |  | -2.0 |  | 2.8 |  |
| English Language Learner | 2015: | 3.6 | (468) | 0.7 | (139) | 2.0 | (441) | 7.0 | (129) | 0.8 | (122) |
|  | 2016: | 6.9 | (492) | 1.7 | (177) | 3.1 | (456) | 6.4 | (140) | 3.3 | (121) |
|  | Change: | 3.3 |  | 1.0 |  | 1.1 |  | -0.6 |  | 2.5 |  |
| Special Education | 2015: | 0.0 | (45) | 0.0 | (21) | 2.3 | (44) | * | (3) | * | (3) |
|  | 2016: | 6.7 | (30) | 0.0 | (13) | 3.7 | (27) | * | (2) | * | (1) |
|  | Change: | 6.7 |  | 0.0 |  | 1.4 |  | * |  | * |  |

[^5]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

## 50 - ROBERT T. HILL MIDDLE SCHOOL [Feeds to: ADAMS, B]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 9.6 | (312) |  | 6.6 | (304) |  |  |
|  | 2016: | 7.5 | (371) |  | 6.9 | (360) |  |  |
|  | Change: | -2.1 |  |  | 0.3 |  |  |  |
| African American | 2015: | 9.3 | (43) |  | 2.4 | (42) |  |  |
|  | 2016: | 7.0 | (43) |  | 4.8 | (42) |  |  |
|  | Change: | -2.3 |  |  | 2.4 |  |  |  |
| Hispanic | 2015: | 9.1 | (242) |  | 6.3 | (239) |  |  |
|  | 2016: | 6.3 | (303) |  | 6.5 | (294) |  |  |
|  | Change: | -2.8 |  |  | 0.2 |  |  |  |
| White | 2015: | 21.4 | (14) |  | 23.1 | (13) |  |  |
|  | 2016: | 23.1 | (13) |  | 16.7 | (12) |  |  |
|  | Change: | 1.7 |  |  | -6.4 |  |  |  |
| Economically Disadvantaged | 2015: | 8.6 | (267) |  | 5.7 | (263) |  |  |
|  | 2016: | 6.2 | (307) |  | 6.3 | (304) |  |  |
|  | Change: | -2.4 |  |  | 0.6 |  |  |  |
| English Language Learner | 2015: | 5.5 | (183) |  | 5.7 | (175) |  |  |
|  | 2016: | 3.7 | (218) |  | 4.8 | (210) |  |  |
|  | Change: | -1.8 |  |  | -0.9 |  |  |  |
| Special Education | 2015: | * | (4) |  | * | (4) |  |  |
|  | 2016: | 11.1 | (9) |  | 28.6 | (7) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 7.2 | (291) | 1.7 | (297) | 0.0 | (204) |  |  |
|  | 2016: | 9.0 | (299) | 2.9 | (306) | 1.8 | (224) |  |  |
|  | Change: | 1.8 |  | 1.2 |  | 1.8 |  |  |  |
| African American | 2015: | 5.9 | (34) | 0.0 | (36) | 0.0 | (27) |  |  |
|  | 2016: | 6.8 | (44) | 2.2 | (45) | 5.6 | (36) |  |  |
|  | Change: | 0.9 |  | 2.2 |  | 5.6 |  |  |  |
| Hispanic | 2015: | 6.3 | (238) | 1.2 | (242) | 0.0 | (167) |  |  |
|  | 2016: | 7.5 | (226) | 1.7 | (232) | 1.2 | (171) |  |  |
|  | Change: | 1.2 |  | 0.5 |  | 1.2 |  |  |  |
| White | 2015: | 15.4 | (13) | 7.7 | (13) | 0.0 | (8) |  |  |
|  | 2016: | 22.2 | (18) | 11.8 | (17) | 0.0 | (12) |  |  |
|  | Change: | 6.8 |  | 4.1 |  | 0.0 |  |  |  |
| Economically Disadvantaged | 2015: | 7.0 | (244) | 1.6 | (249) | 0.0 | (168) |  |  |
|  | 2016: | 8.0 | (264) | 1.8 | (272) | 1.5 | (204) |  |  |
|  | Change: | 1.0 |  | 0.2 |  | 1.5 |  |  |  |
| English Language Learner | 2015: | 1.9 | (155) | 0.0 | (159) | 0.0 | (116) |  |  |
|  | 2016: | 4.5 | (179) | 1.6 | (182) | 1.5 | (137) |  |  |
|  | Change: | 2.6 |  | 1.6 |  | 1.5 |  |  |  |
| Special Education | 2015: | * | (3) | 0.0 | (10) | * | (4) |  |  |
|  | 2016: | * | (3) | 0.0 | (11) | * | (3) |  |  |
|  | Change: | * |  | 0.0 |  | * |  |  |  |

[^6]
## POPULATION: STATISTIC: <br> ADMINISTRATION: <br> LANGUAGE: <br> All Students Tested at Location <br> Percentage at Level 3 <br> Spring 2016 (through second administration) <br> Combined English and Spanish <br> PERCENTAGE ADVANCED 7/12/16

## 50 - ROBERT T. HILL MIDDLE SCHOOL [Feeds to: ADAMS, B]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 9.8 | (266) |  | 0.4 | (282) | 3.2 | (316) | 0.8 | (252) |
|  | 2016: | 4.4 | (296) |  | 2.6 | (302) | 4.2 | (285) | 6.8 | (280) |
|  | Change: | -5.4 |  |  | 2.2 |  | 1.0 |  | 6.0 |  |
| African American | 2015: | 10.7 | (28) |  | 0.0 | (30) | 2.9 | (34) | 0.0 | (27) |
|  | 2016: | 2.3 | (43) |  | 0.0 | (42) | 0.0 | (40) | 7.3 | (41) |
|  | Change: | -8.4 |  |  | 0.0 |  | -2.9 |  | 7.3 |  |
| Hispanic | 2015: | 7.6 | (211) |  | 0.4 | (224) | 2.8 | (251) | 0.5 | (201) |
|  | 2016: | 4.8 | (231) |  | 2.6 | (233) | 4.2 | (216) | 6.5 | (214) |
|  | Change: | -2.8 |  |  | 2.2 |  | 1.4 |  | 6.0 |  |
| White | 2015: | 53.8 | (13) |  | 0.0 | (12) | 12.5 | (16) | 9.1 | (11) |
|  | 2016: | 0.0 | (12) |  | 6.7 | (15) | 12.5 | (16) | 0.0 | (13) |
|  | Change: | -53.8 |  |  | 6.7 |  | 0.0 |  | -9.1 |  |
| Economically Disadvantaged | 2015: | 9.2 | (217) |  | 0.4 | (235) | 3.4 | (267) | 0.5 | (208) |
|  | 2016: | 4.3 | (254) |  | 2.0 | (256) | 3.4 | (237) | 6.7 | (240) |
|  | Change: | -4.9 |  |  | 1.6 |  | 0.0 |  | 6.2 |  |
| English Language Learner | 2015: | 3.3 | (122) |  | 0.0 | (129) | 3.0 | (134) | 0.0 | (110) |
|  | 2016: | 2.7 | (150) |  | 2.5 | (161) | 3.4 | (146) | 6.6 | (136) |
|  | Change: | -0.6 |  |  | 2.5 |  | 0.4 |  | 6.6 |  |
| Special Education | 2015: | * | (2) |  |  | (2) | * | (2) | * | (2) |
|  | 2016: | 0.0 | (7) |  | 0.0 | (7) | * | (5) | * | (5) |
|  | Change: | * |  |  | * |  | * |  | * |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 8.9 | (869) | 1.7 | (297) | 2.7 | (790) | 3.2 | (316) | 0.8 | (252) |
|  | 2016: | 7.0 | (966) | 2.9 | (306) | 4.2 | (886) | 4.2 | (285) | 6.8 | (280) |
|  | Change: | -1.9 |  | 1.2 |  | 1.5 |  | 1.0 |  | 6.0 |  |
| African American | 2015: | 8.6 | (105) | 0.0 | (36) | 1.0 | (99) | 2.9 | (34) | 0.0 | (27) |
|  | 2016: | 5.4 | (130) | 2.2 | (45) | 3.3 | (120) | 0.0 | (40) | 7.3 | (41) |
|  | Change: | -3.2 |  | 2.2 |  | 2.3 |  | -2.9 |  | 7.3 |  |
| Hispanic | 2015: | 7.7 | (691) | 1.2 | (242) | 2.5 | (630) | 2.8 | (251) | 0.5 | (201) |
|  | 2016: | 6.2 | (760) | 1.7 | (232) | 3.9 | (698) | 4.2 | (216) | 6.5 | (214) |
|  | Change: | -1.5 |  | 0.5 |  | 1.4 |  | 1.4 |  | 6.0 |  |
| White | 2015: | 30.0 | (40) | 7.7 | (13) | 9.1 | (33) | 12.5 | (16) | 9.1 | (11) |
|  | 2016: | 16.3 | (43) | 11.8 | (17) | 7.7 | (39) | 12.5 | (16) | 0.0 | (13) |
|  | Change: | -13.7 |  | 4.1 |  | -1.4 |  | 0.0 |  | -9.1 |  |
| Economically Disadvantaged | 2015: | 8.2 | (728) | 1.6 | (249) | 2.4 | (666) | 3.4 | (267) | 0.5 | (208) |
|  | 2016: | 6.2 | (825) | 1.8 | (272) | 3.5 | (764) | 3.4 | (237) | 6.7 | (240) |
|  | Change: | -2.0 |  | 0.2 |  | 1.1 |  | 0.0 |  | 6.2 |  |
| English Language <br> Learner | 2015: | 3.7 | (460) | 0.0 | (159) | 2.4 | (420) | 3.0 | (134) | 0.0 | (110) |
|  | 2016: | 3.7 | (547) | 1.6 | (182) | 3.1 | (508) | 3.4 | (146) | 6.6 | (136) |
|  | Change: | 0.0 |  | 1.6 |  | 0.7 |  | 0.4 |  | 6.6 |  |
| Special Education | 2015: | 11.1 | (9) | 0.0 | (10) | 10.0 | (10) | * | (2) | * | (2) |
|  | 2016: | 5.3 | (19) | 0.0 | (11) | 11.8 | (17) | * | (5) | * | (5) |
|  | Change: | -5.8 |  | 0.0 |  | 1.8 |  | * |  | * |  |

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

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE
ADVANCED
7/12/16

355 - ALEX SANGER PREPARATORY MIDDLE SCHOOL [Feeds to: ADAMS, B]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: |  |  |  |  |  |  |  |
|  | 2016: | 21.8 | (55) |  | 7.4 | (54) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Hispanic | 2015: |  |  |  |  |  |  |  |
|  | 2016: | 15.2 | (46) |  | 4.4 | (45) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| White | 2015: |  |  |  |  |  |  |  |
|  | 2016: | 50.0 | (8) |  | 25.0 | (8) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: |  |  |  |  |  |  |  |
|  | 2016: | 20.0 | (50) |  | 6.1 | (49) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| English Language Learner | 2015: |  |  |  |  |  |  |  |
|  | 2016: | 15.2 | (33) |  | 3.1 | (32) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Special Education | 2015: |  |  |  |  |  |  |  |
|  | 2016: | * |  |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |



[^8]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

108 - BAYLES ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 13.0 | (92) |  | 2.2 | (92) |  |  |
|  | 2016: | 20.7 | (87) |  | 4.6 | (87) |  |  |
|  | Change: | 7.7 |  |  | 2.4 |  |  |  |
| African American | 2015: | 7.4 | (27) |  | 0.0 | (27) |  |  |
|  | 2016: | 13.0 | (23) |  | 4.3 | (23) |  |  |
|  | Change: | 5.6 |  |  | 4.3 |  |  |  |
| Hispanic | 2015: | 16.7 | (60) |  | 3.3 | (60) |  |  |
|  | 2016: | 21.7 | (60) |  | 3.3 | (60) |  |  |
|  | Change: | 5.0 |  |  | 0.0 |  |  |  |
| White | 2015: |  | (4) |  | * | (4) |  |  |
|  | 2016: |  | (3) |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 12.5 | (80) |  | 1.3 | (80) |  |  |
|  | 2016: | 21.5 | (79) |  | 3.8 | (79) |  |  |
|  | Change: | 9.0 |  |  | 2.5 |  |  |  |
| English Language Learner | 2015: | 15.2 | (46) |  | 4.3 | (46) |  |  |
|  | 2016: | 19.0 | (42) |  | 2.4 | (42) |  |  |
|  | Change: | 3.8 |  |  | -1.9 |  |  |  |
| Special Education | 2015: | 0.0 | (9) |  | 0.0 | (9) |  |  |
|  | 2016: | * | (3) |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 6.1 | (82) | 2.4 | (84) | 12.3 | (81) |  |  |
|  | 2016: | 9.0 | (78) | 12.8 | (78) | 6.5 | (77) |  |  |
|  | Change: | 2.9 |  | 10.4 |  | -5.8 |  |  |  |
| African American | 2015: | 4.8 | (21) | 4.3 | (23) | 9.5 | (21) |  |  |
|  | 2016: | 4.0 | (25) | 0.0 | (25) | 0.0 | (25) |  |  |
|  | Change: | -0.8 |  | -4.3 |  | -9.5 |  |  |  |
| Hispanic | 2015: | 7.1 | (56) | 1.8 | (56) | 12.5 | (56) |  |  |
|  | 2016: | 12.0 | (50) | 20.0 | (50) | 8.2 | (49) |  |  |
|  | Change: | 4.9 |  | 18.2 |  | -4.3 |  |  |  |
| White | 2015: | * | (3) | * | (3) | * | (2) |  |  |
|  | 2016: | * | (2) | * | (2) | * | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 5.3 | (75) | 1.3 | (77) | 9.5 | (74) |  |  |
|  | 2016: | 9.6 | (73) | 13.7 | (73) | 5.6 | (72) |  |  |
|  | Change: | 4.3 |  | 12.4 |  | -3.9 |  |  |  |
| English Language Learner | 2015: | 7.5 | (40) | 0.0 | (40) | 10.0 | (40) |  |  |
|  | 2016: | 15.4 | (39) | 25.6 | (39) | 10.5 | (38) |  |  |
|  | Change: | 7.9 |  | 25.6 |  | 0.5 |  |  |  |
| Special Education | 2015: | * | (5) | 0.0 | (7) | * | (4) |  |  |
|  | 2016: | 0.0 | (6) | 0.0 | (6) | * | (5) |  |  |
|  | Change: | * |  | 0.0 |  | * |  |  |  |

[^9]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

108 - BAYLES ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 8.0 | (75) |  | 8.2 | (73) | 2.7 | (73) |  |
|  | 2016: | 4.1 | (74) |  | 6.9 | (72) | 0.0 | (72) |  |
|  | Change: | -3.9 |  |  | -1.3 |  | -2.7 |  |  |
| African American | 2015: | 0.0 | (27) |  | 8.0 | (25) | 4.0 | (25) |  |
|  | 2016: | 5.3 | (19) |  | 5.3 | (19) | 0.0 | (19) |  |
|  | Change: | 5.3 |  |  | -2.7 |  | -4.0 |  |  |
| Hispanic | 2015: | 11.1 | (45) |  | 8.9 | (45) | 0.0 | (45) |  |
|  | 2016: | 3.9 | (51) |  | 8.0 | (50) | 0.0 | (50) |  |
|  | Change: | -7.2 |  |  | -0.9 |  | 0.0 |  |  |
| White | 2015: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2016: | * | (3) |  | * | (2) | * | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2015: | 8.3 | (60) |  | 10.2 | (59) | 1.7 | (59) |  |
|  | 2016: | 2.9 | (70) |  | 7.4 | (68) | 0.0 | (67) |  |
|  | Change: | -5.4 |  |  | -2.8 |  | -1.7 |  |  |
| English Language Learner | 2015: | 9.4 | (32) |  | 6.3 | (32) | 0.0 | (32) |  |
|  | 2016: | 2.6 | (38) |  | 5.4 | (37) | 0.0 | (37) |  |
|  | Change: | -6.8 |  |  | -0.9 |  | 0.0 |  |  |
| Special Education | 2015: | * | (5) |  | * | (4) | * | (4) |  |
|  | 2016: | * | (3) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 9.2 | (249) | 2.4 | (84) | 7.3 | (246) | 2.7 | (73) |  |
|  | 2016: | 11.7 | (239) | 12.8 | (78) | 5.9 | (236) | 0.0 | (72) |  |
|  | Change: | 2.5 |  | 10.4 |  | -1.4 |  | -2.7 |  |  |
| African American | 2015: | 4.0 | (75) | 4.3 | (23) | 5.5 | (73) | 4.0 | (25) |  |
|  | 2016: | 7.5 | (67) | 0.0 | (25) | 3.0 | (67) | 0.0 | (19) |  |
|  | Change: | 3.5 |  | -4.3 |  | -2.5 |  | -4.0 |  |  |
| Hispanic | 2015: | 11.8 | (161) | 1.8 | (56) | 8.1 | (161) | 0.0 | (45) |  |
|  | 2016: | 13.0 | (161) | 20.0 | (50) | 6.3 | (159) | 0.0 | (50) |  |
|  | Change: | 1.2 |  | 18.2 |  | -1.8 |  | 0.0 |  |  |
| White | 2015: | 0.0 | (8) |  | (3) | 14.3 | (7) |  | (1) |  |
|  | 2016: | 12.5 | (8) | * | (2) | 28.6 | (7) | * | (2) |  |
|  | Change: | 12.5 |  | * |  | 14.3 |  |  |  |  |
| Economically Disadvantaged | 2015: | 8.8 | (215) | 1.3 | (77) | 6.6 | (213) | 1.7 | (59) |  |
|  | 2016: | 11.7 | (222) | 13.7 | (73) | 5.5 | (219) | 0.0 | (67) |  |
|  | Change: | 2.9 |  | 12.4 |  | -1.1 |  | -1.7 |  |  |
| English Language Learner | 2015: | 11.0 | (118) | 0.0 | (40) | 6.8 | (118) | 0.0 | (32) |  |
|  | 2016: | 12.6 | (119) | 25.6 | (39) | 6.0 | (117) | 0.0 | (37) |  |
|  | Change: | 1.6 |  | 25.6 |  | -0.8 |  | 0.0 |  |  |
| Special Education | 2015: | 0.0 | (19) | 0.0 | (7) | 5.9 | (17) | * | (4) |  |
|  | 2016: | 0.0 | (12) | 0.0 | (6) | 11.1 | (9) | * | (1) |  |
|  | Change: | 0.0 |  | 0.0 |  | 5.2 |  | * |  |  |

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

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE
ADVANCED
7/12/16

125 - CASA VIEW ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 20.4 | (98) |  | 17.3 | (98) |  |  |
|  | 2016: | 22.2 | (117) |  | 20.5 | (117) |  |  |
|  | Change: | 1.8 |  |  | 3.2 |  |  |  |
| African American | 2015: | * | (4) |  | * | (4) |  |  |
|  | 2016: | 12.5 | (8) |  | 0.0 | (8) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2015: | 20.7 | (87) |  | 17.2 | (87) |  |  |
|  | 2016: | 23.8 | (105) |  | 22.9 | (105) |  |  |
|  | Change: | 3.1 |  |  | 5.7 |  |  |  |
| White | 2015: | * | (4) |  | * | (4) |  |  |
|  | 2016: | * | (2) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 15.9 | (82) |  | 14.6 | (82) |  |  |
|  | 2016: | 24.3 | (103) |  | 23.3 | (103) |  |  |
|  | Change: | 8.4 |  |  | 8.7 |  |  |  |
| English Language Learner | 2015: | 13.8 | (58) |  | 17.2 | (58) |  |  |
|  | 2016: | 25.0 | (68) |  | 19.1 | (68) |  |  |
|  | Change: | 11.2 |  |  | 1.9 |  |  |  |
| Special Education | 2015: | 22.2 | (9) |  | 11.1 | (9) |  |  |
|  | 2016: | 18.2 | (11) |  | 0.0 | (11) |  |  |
|  | Change: | -4.0 |  |  | -11.1 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 6.5 | (93) | 4.3 | (93) | 14.0 | (93) |  |  |
|  | 2016: | 15.7 | (89) | 12.5 | (88) | 10.1 | (89) |  |  |
|  | Change: | 9.2 |  | 8.2 |  | -3.9 |  |  |  |
| African American | 2015: | * | (4) | * | (4) |  | (4) |  |  |
|  | 2016: | 0.0 | (6) | * | (5) | 0.0 | (6) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2015: | 6.3 | (80) | 5.0 | (80) | 12.5 | (80) |  |  |
|  | 2016: | 17.9 | (78) | 13.0 | (77) | 9.0 | (78) |  |  |
|  | Change: | 11.6 |  | 8.0 |  | -3.5 |  |  |  |
| White | 2015: |  | (3) | * | (3) | * | (3) |  |  |
|  | 2016: | * | (3) | * | (3) | * | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 7.1 | (85) | 4.7 | (85) | 15.3 | (85) |  |  |
|  | 2016: | 15.0 | (80) | 10.3 | (78) | 8.8 | (80) |  |  |
|  | Change: | 7.9 |  | 5.6 |  | -6.5 |  |  |  |
| English Language Learner | 2015: | 7.0 | (57) | 5.3 | (57) | 12.3 | (57) |  |  |
|  | 2016: | 14.3 | (56) | 14.5 | (55) | 8.9 | (56) |  |  |
|  | Change: | 7.3 |  | 9.2 |  | -3.4 |  |  |  |
| Special Education | 2015: | * | (5) | * | (5) | * | (5) |  |  |
|  | 2016: | 0.0 | (6) | 0.0 | (6) | 0.0 | (6) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^11]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

125 - CASA VIEW ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 10.3 | (117) |  | 17.2 | (116) | 5.2 | (116) |  |
|  | 2016: | 10.1 | (99) |  | 21.2 | (99) | 4.0 | (100) |  |
|  | Change: | -0.2 |  |  | 4.0 |  | -1.2 |  |  |
| African American | 2015: | 16.7 | (6) |  | * | (5) | * | (5) |  |
|  | 2016: | 0.0 | (9) |  | 0.0 | (9) | 0.0 | (9) |  |
|  | Change: | -16.7 |  |  | * |  | * |  |  |
| Hispanic | 2015: | 9.2 | (109) |  | 16.5 | (109) | 4.6 | (109) |  |
|  | 2016: | 10.6 | (85) |  | 23.5 | (85) | 3.5 | (86) |  |
|  | Change: | 1.4 |  |  | 7.0 |  | -1.1 |  |  |
| White | 2015: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2016: | * | (2) |  | * | (2) | * | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2015: | 9.3 | (108) |  | 17.8 | (107) | 5.6 | (107) |  |
|  | 2016: | 10.2 | (88) |  | 22.7 | (88) | 4.5 | (88) |  |
|  | Change: | 0.9 |  |  | 4.9 |  | -1.1 |  |  |
| English Language Learner | 2015: | 7.2 | (83) |  | 15.7 | (83) | 3.6 | (83) |  |
|  | 2016: | 9.8 | (61) |  | 19.7 | (61) | 3.3 | (61) |  |
|  | Change: | 2.6 |  |  | 4.0 |  | -0.3 |  |  |
| Special Education | 2015: | 0.0 | (10) |  | 10.0 | (10) | 0.0 | (10) |  |
|  | 2016: | * | (5) |  | * | (5) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 12.3 | (308) | 4.3 | (93) | 16.3 | (307) | 5.2 | (116) |  |
|  | 2016: | 16.4 | (305) | 12.5 | (88) | 17.7 | (305) | 4.0 | (100) |  |
|  | Change: | 4.1 |  | 8.2 |  | 1.4 |  | -1.2 |  |  |
| African American | 2015: | 7.1 | (14) |  | (4) | 7.7 | (13) | * | (5) |  |
|  | 2016: | 4.3 | (23) |  | (5) | 0.0 | (23) | 0.0 | (9) |  |
|  | Change: | -2.8 |  | * |  | -7.7 |  | * |  |  |
| Hispanic | 2015: | 12.0 | (276) | 5.0 | (80) | 15.6 | (276) | 4.6 | (109) |  |
|  | 2016: | 17.9 | (268) | 13.0 | (77) | 19.0 | (268) | 3.5 | (86) |  |
|  | Change: | 5.9 |  | 8.0 |  | 3.4 |  | -1.1 |  |  |
| White | 2015: | 44.4 | (9) |  | (3) | 44.4 | (9) | * | (2) |  |
|  | 2016: | 14.3 | (7) | * | (3) | 28.6 | (7) | * | (2) |  |
|  | Change: | -30.1 |  | * |  | -15.8 |  | * |  |  |
| Economically Disadvantaged | 2015: | 10.5 | (275) | 4.7 | (85) | 16.1 | (274) | 5.6 | (107) |  |
|  | 2016: | 17.0 | (271) | 10.3 | (78) | 18.8 | (271) | 4.5 | (88) |  |
|  | Change: | 6.5 |  | 5.6 |  | 2.7 |  | -1.1 |  |  |
| English Language Learner | 2015: | 9.1 | (198) | 5.3 | (57) | 15.2 | (198) | 3.6 | (83) |  |
|  | 2016: | 16.8 | (185) | 14.5 | (55) | 16.2 | (185) | 3.3 | (61) |  |
|  | Change: | 7.7 |  | 9.2 |  | 1.0 |  | -0.3 |  |  |
| Special Education | 2015: | 8.3 | (24) | * | (5) | 8.3 | (24) | 0.0 | (10) |  |
|  | 2016: | 9.1 | (22) | 0.0 | (6) | 0.0 | (22) | * | (4) |  |
|  | Change: | 0.8 |  | * |  | -8.3 |  | * |  |  |

[^12]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

147 - CHARLES A. GILL ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 16.2 | (99) |  | 11.7 | (94) |  |  |
|  | 2016: | 21.1 | (114) |  | 11.4 | (114) |  |  |
|  | Change: | 4.9 |  |  | -0.3 |  |  |  |
| African American | 2015: | 15.0 | (20) |  | 5.0 | (20) |  |  |
|  | 2016: | 9.5 | (21) |  | 0.0 | (21) |  |  |
|  | Change: | -5.5 |  |  | -5.0 |  |  |  |
| Hispanic | 2015: | 16.9 | (65) |  | 12.3 | (65) |  |  |
|  | 2016: | 24.4 | (82) |  | 12.2 | (82) |  |  |
|  | Change: | 7.5 |  |  | -0.1 |  |  |  |
| White | 2015: | * | (1) |  |  | (1) |  |  |
|  | 2016: | * |  |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 18.6 | (86) |  | 13.3 | (83) |  |  |
|  | 2016: | 21.9 | (105) |  | 12.4 | (105) |  |  |
|  | Change: | 3.3 |  |  | -0.9 |  |  |  |
| English Language Learner | 2015: | 18.2 | (55) |  | 16.0 | (50) |  |  |
|  | 2016: | 26.9 | (67) |  | 11.9 | (67) |  |  |
|  | Change: | 8.7 |  |  | -4.1 |  |  |  |
| Special Education | 2015: | * | (1) |  | * | (1) |  |  |
|  | 2016: | 0.0 | (7) |  | 0.0 | (7) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 18.5 | (119) | 8.5 | (117) | 14.8 | (115) |  |  |
|  | 2016: | 18.3 | (104) | 21.4 | (103) | 18.3 | (104) |  |  |
|  | Change: | -0.2 |  | 12.9 |  | 3.5 |  |  |  |
| African American | 2015: | 4.5 | (22) | 0.0 | (22) | 13.6 | (22) |  |  |
|  | 2016: | 20.8 | (24) | 0.0 | (24) | 4.2 | (24) |  |  |
|  | Change: | 16.3 |  | 0.0 |  | -9.4 |  |  |  |
| Hispanic | 2015: | 24.4 | (82) | 12.2 | (82) | 16.0 | (81) |  |  |
|  | 2016: | 17.9 | (67) | 27.3 | (66) | 19.4 | (67) |  |  |
|  | Change: | -6.5 |  | 15.1 |  | 3.4 |  |  |  |
| White | 2015: | * | (3) | * | (3) | * | (3) |  |  |
|  | 2016: | * | (3) | * | (3) | * | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 19.8 | (106) | 8.7 | (104) | 15.5 | (103) |  |  |
|  | 2016: | 19.8 | (91) | 22.2 | (90) | 19.8 | (91) |  |  |
|  | Change: | 0.0 |  | 13.5 |  | 4.3 |  |  |  |
| English Language Learner | 2015: | 25.9 | (58) | 14.3 | (56) | 14.8 | (54) |  |  |
|  | 2016: | 17.9 | (56) | 30.9 | (55) | 21.4 | (56) |  |  |
|  | Change: | -8.0 |  | 16.6 |  | 6.6 |  |  |  |
| Special Education | 2015: | 0.0 | (7) | 0.0 | (7) | 0.0 | (7) |  |  |
|  | 2016: | * |  | * | (3) | * | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^13]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

147 - CHARLES A. GILL ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 10.1 | (89) |  | 8.6 | (81) | 4.9 | (81) |  |
|  | 2016: | 20.0 | (125) |  | 16.0 | (125) | 7.4 | (122) |  |
|  | Change: | 9.9 |  |  | 7.4 |  | 2.5 |  |  |
| African American | 2015: | 17.6 | (17) |  | 0.0 | (16) | 6.3 | (16) |  |
|  | 2016: | 20.0 | (20) |  | 5.0 | (20) | 10.0 | (20) |  |
|  | Change: | 2.4 |  |  | 5.0 |  | 3.7 |  |  |
| Hispanic | 2015: | 8.2 | (61) |  | 10.3 | (58) | 3.4 | (58) |  |
|  | 2016: | 23.6 | (89) |  | 19.1 | (89) | 8.0 | (87) |  |
|  | Change: | 15.4 |  |  | 8.8 |  | 4.6 |  |  |
| White | 2015: | * | (2) |  |  |  |  |  |  |
|  | 2016: | * | (3) |  | * | (3) | * | (4) |  |
|  | Change: | * |  |  |  |  |  |  |  |
| Economically | 2015: | 7.9 | (76) |  | 8.7 | (69) | 2.9 | (69) |  |
| Disadvantaged | 2016: | 21.1 | (109) |  | 15.6 | (109) | 7.2 | (111) |  |
|  | Change: | 13.2 |  |  | 6.9 |  | 4.3 |  |  |
| English Language | 2015: | 8.7 | (46) |  | 9.5 | (42) | 2.4 | (42) |  |
| Learner | 2016: | 19.7 | (66) |  | 16.7 | (66) | 4.8 | (63) |  |
|  | Change: | 11.0 |  |  | 7.2 |  | 2.4 |  |  |
| Special Education | 2015: | * | (5) |  | * | (4) | * | (4) |  |
|  | 2016: | 0.0 | (9) |  | 0.0 | (9) | 12.5 | (8) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 15.3 | (307) | 8.5 | (117) | 12.1 | (290) | 4.9 | (81) |  |
|  | 2016: | 19.8 | (343) | 21.4 | (103) | 15.2 | (343) | 7.4 | (122) |  |
|  | Change: | 4.5 |  | 12.9 |  | 3.1 |  | 2.5 |  |  |
| African American | 2015: | 11.9 | (59) | 0.0 | (22) | 6.9 | (58) | 6.3 | (16) |  |
|  | 2016: | 16.9 | (65) | 0.0 | (24) | 3.1 | (65) | 10.0 | (20) |  |
|  | Change: | 5.0 |  | 0.0 |  | -3.8 |  | 3.7 |  |  |
| Hispanic | 2015: | 17.3 | (208) | 12.2 | (82) | 13.2 | (204) | 3.4 | (58) |  |
|  | 2016: | 22.3 | (238) | 27.3 | (66) | 16.8 | (238) | 8.0 | (87) |  |
|  | Change: | 5.0 |  | 15.1 |  | 3.6 |  | 4.6 |  |  |
| White | 2015: | 0.0 | (6) |  | (3) |  | (4) |  |  |  |
|  | 2016: | 0.0 | (8) | * | (3) | 12.5 | (8) | * | (4) |  |
|  | Change: | 0.0 |  | * |  | * |  |  |  |  |
| Economically Disadvantaged | 2015: | 16.0 | (268) | 8.7 | (104) | 12.9 | (255) | 2.9 | (69) |  |
|  | 2016: | 21.0 | (305) | 22.2 | (90) | 15.7 | (305) | 7.2 | (111) |  |
|  | Change: | 5.0 |  | 13.5 |  | 2.8 |  | 4.3 |  |  |
| English Language Learner | 2015: | 18.2 | (159) | 14.3 | (56) | 13.7 | (146) | 2.4 | (42) |  |
|  | 2016: | 21.7 | (189) | 30.9 | (55) | 16.4 | (189) | 4.8 | (63) |  |
|  | Change: | 3.5 |  | 16.6 |  | 2.7 |  | 2.4 |  |  |
| Special Education | 2015: | 0.0 | (13) | 0.0 | (7) | 0.0 | (12) | * | (4) |  |
|  | 2016: | 0.0 | (19) | * | (3) | 0.0 | (19) | 12.5 | (8) |  |
|  | Change: | 0.0 |  | * |  | 0.0 |  | * |  |  |

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

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

## 153 - VICTOR H. HEXTER ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathe | tics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 29.8 | (84) |  | 24.1 | (83) |  |  |
|  | 2016: | 34.2 | (79) |  | 29.1 | (79) |  |  |
|  | Change: | 4.4 |  |  | 5.0 |  |  |  |
| African American | 2015: | 22.2 | (18) |  | 16.7 | (18) |  |  |
|  | 2016: | 14.3 | (21) |  | 14.3 | (21) |  |  |
|  | Change: | -7.9 |  |  | -2.4 |  |  |  |
| Hispanic | 2015: | 19.4 | (31) |  | 12.9 | (31) |  |  |
|  | 2016: | 40.6 | (32) |  | 37.5 | (32) |  |  |
|  | Change: | 21.2 |  |  | 24.6 |  |  |  |
| White | 2015: | 46.9 | (32) |  | 38.7 | (31) |  |  |
|  | 2016: | 45.8 | (24) |  | 33.3 | (24) |  |  |
|  | Change: | -1.1 |  |  | -5.4 |  |  |  |
| Economically Disadvantaged | 2015: | 20.5 | (44) |  | 15.9 | (44) |  |  |
|  | 2016: | 33.3 | (45) |  | 22.2 | (45) |  |  |
|  | Change: | 12.8 |  |  | 6.3 |  |  |  |
| English Language Learner | 2015: | 16.7 | (18) |  | 11.1 | (18) |  |  |
|  | 2016: | 20.0 | (15) |  | 6.7 | (15) |  |  |
|  | Change: | 3.3 |  |  | -4.4 |  |  |  |
| Special Education | 2015: | 20.0 | (10) |  | 22.2 | (9) |  |  |
|  | 2016: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 31.2 | (77) | 21.1 | (76) | 30.3 | (76) |  |  |
|  | 2016: | 23.7 | (76) | 25.0 | (76) | 21.1 | (76) |  |  |
|  | Change: | -7.5 |  | 3.9 |  | -9.2 |  |  |  |
| African American | 2015: | 21.4 | (14) | 7.7 | (13) | 30.8 | (13) |  |  |
|  | 2016: | 17.6 | (17) | 17.6 | (17) | 11.8 | (17) |  |  |
|  | Change: | -3.8 |  | 9.9 |  | -19.0 |  |  |  |
| Hispanic | 2015: | 16.7 | (24) | 8.3 | (24) | 25.0 | (24) |  |  |
|  | 2016: | 7.4 | (27) | 11.1 | (27) | 14.8 | (27) |  |  |
|  | Change: | -9.3 |  | 2.8 |  | -10.2 |  |  |  |
| White | 2015: | 40.5 | (37) | 32.4 | (37) | 29.7 | (37) |  |  |
|  | 2016: | 48.1 | (27) | 44.4 | (27) | 33.3 | (27) |  |  |
|  | Change: | 7.6 |  | 12.0 |  | 3.6 |  |  |  |
| Economically Disadvantaged | 2015: | 18.8 | (48) | 12.5 | (48) | 21.3 | (47) |  |  |
|  | 2016: | 14.3 | (42) | 19.0 | (42) | 11.9 | (42) |  |  |
|  | Change: | -4.5 |  | 6.5 |  | -9.4 |  |  |  |
| English Language Learner | 2015: | 15.4 | (13) | 15.4 | (13) | 33.3 | (12) |  |  |
|  | 2016: | 6.7 | (15) | 6.7 | (15) | 6.7 | (15) |  |  |
|  | Change: | -8.7 |  | -8.7 |  | -26.6 |  |  |  |
| Special Education | 2015: | * | (5) | * | (5) | * | (5) |  |  |
|  | 2016: | 22.2 | (9) | 22.2 | (9) | 22.2 | (9) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^15]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

## 153 - VICTOR H. HEXTER ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 49.4 | (79) |  | 32.5 | (77) | 24.7 | (77) |  |
|  | 2016: | 33.8 | (71) |  | 29.6 | (71) | 16.9 | (71) |  |
|  | Change: | -15.6 |  |  | -2.9 |  | -7.8 |  |  |
| African American | 2015: | 40.0 | (15) |  | 28.6 | (14) | 6.7 | (15) |  |
|  | 2016: | 36.4 | (11) |  | 36.4 | (11) | 18.2 | (11) |  |
|  | Change: | -3.6 |  |  | 7.8 |  | 11.5 |  |  |
| Hispanic | 2015: | 25.0 | (28) |  | 14.8 | (27) | 15.4 | (26) |  |
|  | 2016: | 17.4 | (23) |  | 21.7 | (23) | 8.7 | (23) |  |
|  | Change: | -7.6 |  |  | 6.9 |  | -6.7 |  |  |
| White | 2015: | 67.7 | (31) |  | 45.2 | (31) | 38.7 | (31) |  |
|  | 2016: | 41.7 | (36) |  | 30.6 | (36) | 22.2 | (36) |  |
|  | Change: | -26.0 |  |  | -14.6 |  | -16.5 |  |  |
| Economically Disadvantaged | 2015: | 35.3 | (34) |  | 21.9 | (32) | 12.1 | (33) |  |
|  | 2016: | 23.4 | (47) |  | 21.3 | (47) | 10.9 | (46) |  |
|  | Change: | -11.9 |  |  | -0.6 |  | -1.2 |  |  |
| English Language Learner | 2015: | 21.4 | (14) |  | 25.0 | (12) | 0.0 | (12) |  |
|  | 2016: | 20.0 | (15) |  | 33.3 | (15) | 7.1 | (14) |  |
|  | Change: | -1.4 |  |  | 8.3 |  | 7.1 |  |  |
| Special Education | 2015: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2016: | * | (4) |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 36.7 | (240) | 21.1 | (76) | 28.8 | (236) | 24.7 | (77) |  |
|  | 2016: | 30.5 | (226) | 25.0 | (76) | 26.5 | (226) | 16.9 | (71) |  |
|  | Change: | -6.2 |  | 3.9 |  | -2.3 |  | -7.8 |  |  |
| African American | 2015: | 27.7 | (47) | 7.7 | (13) | 24.4 | (45) | 6.7 | (15) |  |
|  | 2016: | 20.4 | (49) | 17.6 | (17) | 18.4 | (49) | 18.2 | (11) |  |
|  | Change: | -7.3 |  | 9.9 |  | -6.0 |  | 11.5 |  |  |
| Hispanic | 2015: | 20.5 | (83) | 8.3 | (24) | 17.1 | (82) | 15.4 | (26) |  |
|  | 2016: | 23.2 | (82) | 11.1 | (27) | 25.6 | (82) | 8.7 | (23) |  |
|  | Change: | 2.7 |  | 2.8 |  | 8.5 |  | -6.7 |  |  |
| White | 2015: | 51.0 | (100) | 32.4 | (37) | 37.4 | (99) | 38.7 | (31) |  |
|  | 2016: | 44.8 | (87) | 44.4 | (27) | 32.2 | (87) | 22.2 | (36) |  |
|  | Change: | -6.2 |  | 12.0 |  | -5.2 |  | -16.5 |  |  |
| Economically Disadvantaged | 2015: | 23.8 | (126) | 12.5 | (48) | 19.5 | (123) | 12.1 | (33) |  |
|  | 2016: | 23.9 | (134) | 19.0 | (42) | 18.7 | (134) | 10.9 | (46) |  |
|  | Change: | 0.1 |  | 6.5 |  | -0.8 |  | -1.2 |  |  |
| English Language Learner | 2015: | 17.8 | (45) | 15.4 | (13) | 21.4 | (42) | 0.0 | (12) |  |
|  | 2016: | 15.6 | (45) | 6.7 | (15) | 15.6 | (45) | 7.1 | (14) |  |
|  | Change: | -2.2 |  | -8.7 |  | -5.8 |  | 7.1 |  |  |
| Special Education | 2015: | 22.2 | (18) | * | (5) | 17.6 | (17) | * | (3) |  |
|  | 2016: | 28.6 | (14) | 22.2 | (9) | 21.4 | (14) | * | (4) |  |
|  | Change: | 6.4 |  | * |  | 3.8 |  | * |  |  |

[^16]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE
ADVANCED
7/12/16

154 - LARRY G. SMITH ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 13.6 | (103) |  | 12.6 | (103) |  |  |
|  | 2016: | 15.3 | (131) |  | 9.2 | (131) |  |  |
|  | Change: | 1.7 |  |  | -3.4 |  |  |  |
| African American | 2015: | 5.0 | (20) |  | 15.0 | (20) |  |  |
|  | 2016: | 4.2 | (24) |  | 4.2 | (24) |  |  |
|  | Change: | -0.8 |  |  | -10.8 |  |  |  |
| Hispanic | 2015: | 16.0 | (75) |  | 10.7 | (75) |  |  |
|  | 2016: | 16.7 | (102) |  | 9.8 | (102) |  |  |
|  | Change: | 0.7 |  |  | -0.9 |  |  |  |
| White | 2015: | * | (5) |  | * | (5) |  |  |
|  | 2016: | * |  |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 14.3 | (91) |  | 12.1 | (91) |  |  |
|  | 2016: | 16.4 | (116) |  | 9.5 | (116) |  |  |
|  | Change: | 2.1 |  |  | -2.6 |  |  |  |
| English Language Learner | 2015: | 12.8 | (47) |  | 6.4 | (47) |  |  |
|  | 2016: | 20.3 | (59) |  | 11.9 | (59) |  |  |
|  | Change: | 7.5 |  |  | 5.5 |  |  |  |
| Special Education | 2015: | 0.0 | (6) |  | 0.0 | (6) |  |  |
|  | 2016: | * | (4) |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 17.7 | (113) | 8.0 | (113) | 18.6 | (113) |  |  |
|  | 2016: | 14.1 | (92) | 17.6 | (91) | 30.4 | (92) |  |  |
|  | Change: | -3.6 |  | 9.6 |  | 11.8 |  |  |  |
| African American | 2015: | 22.2 | (9) | 0.0 | (9) | 22.2 | (9) |  |  |
|  | 2016: | 6.7 | (15) | 0.0 | (15) | 20.0 | (15) |  |  |
|  | Change: | -15.5 |  | 0.0 |  | -2.2 |  |  |  |
| Hispanic | 2015: | 17.3 | (98) | 8.2 | (98) | 18.4 | (98) |  |  |
|  | 2016: | 16.9 | (71) | 20.0 | (70) | 32.4 | (71) |  |  |
|  | Change: | -0.4 |  | 11.8 |  | 14.0 |  |  |  |
| White | 2015: | * | (3) | * | (3) | * | (3) |  |  |
|  | 2016: | * | (4) | * | (4) | * | (4) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 19.4 | (103) | 7.8 | (103) | 19.4 | (103) |  |  |
|  | 2016: | 14.5 | (83) | 19.5 | (82) | 30.1 | (83) |  |  |
|  | Change: | -4.9 |  | 11.7 |  | 10.7 |  |  |  |
| English Language Learner | 2015: | 21.3 | (61) | 8.2 | (61) | 19.7 | (61) |  |  |
|  | 2016: | 18.2 | (44) | 23.3 | (43) | 34.1 | (44) |  |  |
|  | Change: | -3.1 |  | 15.1 |  | 14.4 |  |  |  |
| Special Education | 2015: | 0.0 | (9) | 0.0 | (9) | 0.0 | (9) |  |  |
|  | 2016: | 0.0 | (7) | 0.0 | (7) | 0.0 | (7) |  |  |
|  | Change: | 0.0 |  | 0.0 |  | 0.0 |  |  |  |

[^17]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

154 - LARRY G. SMITH ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 11.7 | (111) |  | 7.4 | (108) | 7.4 | (108) |  |
|  | 2016: | 14.9 | (114) |  | 15.0 | (113) | 8.0 | (113) |  |
|  | Change: | 3.2 |  |  | 7.6 |  | 0.6 |  |  |
| African American | 2015: | 14.3 | (14) |  | 15.4 | (13) | 7.7 | (13) |  |
|  | 2016: | 0.0 | (10) |  | 20.0 | (10) | 22.2 | (9) |  |
|  | Change: | -14.3 |  |  | 4.6 |  | 14.5 |  |  |
| Hispanic | 2015: | 10.1 | (89) |  | 5.7 | (88) | 5.7 | (88) |  |
|  | 2016: | 16.5 | (97) |  | 14.6 | (96) | 6.2 | (97) |  |
|  | Change: | 6.4 |  |  | 8.9 |  | 0.5 |  |  |
| White | 2015: | 14.3 | (7) |  | 0.0 | (6) | 16.7 | (6) |  |
|  | 2016: | * |  |  | * | (4) | * | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2015: | 12.1 | (99) |  | 6.3 | (96) | 7.3 | (96) |  |
|  | 2016: | 16.2 | (99) |  | 16.3 | (98) | 9.3 | (97) |  |
|  | Change: | 4.1 |  |  | 10.0 |  | 2.0 |  |  |
| English Language Learner | 2015: | 13.1 | (61) |  | 5.0 | (60) | 8.3 | (60) |  |
|  | 2016: | 14.8 | (61) |  | 8.3 | (60) | 6.6 | (61) |  |
|  | Change: | 1.7 |  |  | 3.3 |  | -1.7 |  |  |
| Special Education | 2015: | 0.0 | (9) |  | 0.0 | (8) | 0.0 | (8) |  |
|  | 2016: | 0.0 | (12) |  | 0.0 | (11) | 0.0 | (10) |  |
|  | Change: | 0.0 |  |  | 0.0 |  | 0.0 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 14.4 | (327) | 8.0 | (113) | 13.0 | (324) | 7.4 | (108) |  |
|  | 2016: | 14.8 | (337) | 17.6 | (91) | 17.0 | (336) | 8.0 | (113) |  |
|  | Change: | 0.4 |  | 9.6 |  | 4.0 |  | 0.6 |  |  |
| African American | 2015: | 11.6 | (43) | 0.0 | (9) | 16.7 | (42) | 7.7 | (13) |  |
|  | 2016: | 4.1 | (49) | 0.0 | (15) | 12.2 | (49) | 22.2 | (9) |  |
|  | Change: | -7.5 |  | 0.0 |  | -4.5 |  | 14.5 |  |  |
| Hispanic | 2015: | 14.5 | (262) | 8.2 | (98) | 11.9 | (261) | 5.7 | (88) |  |
|  | 2016: | 16.7 | (270) | 20.0 | (70) | 17.5 | (269) | 6.2 | (97) |  |
|  | Change: | 2.2 |  | 11.8 |  | 5.6 |  | 0.5 |  |  |
| White | 2015: | 6.7 | (15) |  | (3) | 14.3 | (14) | 16.7 | (6) |  |
|  | 2016: | 9.1 | (11) |  | (4) | 9.1 | (11) | * | (3) |  |
|  | Change: | 2.4 |  | * |  | -5.2 |  | * |  |  |
| Economically Disadvantaged | 2015: | 15.4 | (293) | 7.8 | (103) | 12.8 | (290) | 7.3 | (96) |  |
|  | 2016: | 15.8 | (298) | 19.5 | (82) | 17.5 | (297) | 9.3 | (97) |  |
|  | Change: | 0.4 |  | 11.7 |  | 4.7 |  | 2.0 |  |  |
| English Language Learner | 2015: | 16.0 | (169) | 8.2 | (61) | 10.7 | (168) | 8.3 | (60) |  |
|  | 2016: | 17.7 | (164) | 23.3 | (43) | 16.6 | (163) | 6.6 | (61) |  |
|  | Change: | 1.7 |  | 15.1 |  | 5.9 |  | -1.7 |  |  |
| Special Education | 2015: | 0.0 | (24) | 0.0 | (9) | 0.0 | (23) | 0.0 | (8) |  |
|  | 2016: | 0.0 | (23) | 0.0 | (7) | 0.0 | (22) | 0.0 | (10) |  |
|  | Change: | 0.0 |  | 0.0 |  | 0.0 |  | 0.0 |  |  |

[^18]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE
ADVANCED
7/12/16

166 - EDWIN J. KIEST ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 8.9 | (112) |  | 2.7 | (110) |  |  |
|  | 2016: | 20.9 | (110) |  | 13.6 | (110) |  |  |
|  | Change: | 12.0 |  |  | 10.9 |  |  |  |
| African American | 2015: | 0.0 | (10) |  | 0.0 | (10) |  |  |
|  | 2016: | 0.0 | (7) |  | 0.0 | (7) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |
| Hispanic | 2015: | 9.3 | (97) |  | 3.2 | (95) |  |  |
|  | 2016: | 21.4 | (98) |  | 14.3 | (98) |  |  |
|  | Change: | 12.1 |  |  | 11.1 |  |  |  |
| White | 2015: | * | (4) |  |  | (4) |  |  |
|  | 2016: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 10.6 | (94) |  | 3.2 | (93) |  |  |
|  | 2016: | 21.0 | (105) |  | 12.4 | (105) |  |  |
|  | Change: | 10.4 |  |  | 9.2 |  |  |  |
| English Language Learner | 2015: | 10.0 | (60) |  | 3.4 | (59) |  |  |
|  | 2016: | 23.0 | (74) |  | 13.5 | (74) |  |  |
|  | Change: | 13.0 |  |  | 10.1 |  |  |  |
| Special Education | 2015: | * | (2) |  |  |  |  |  |
|  | 2016: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  |  |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 10.5 | (95) | 2.9 | (102) | 4.2 | (95) |  |  |
|  | 2016: | 11.2 | (107) | 8.0 | (112) | 14.0 | (107) |  |  |
|  | Change: | 0.7 |  | 5.1 |  | 9.8 |  |  |  |
| African American | 2015: | 16.7 | (6) | 0.0 | (8) | 0.0 | (6) |  |  |
|  | 2016: | 0.0 | (7) | 12.5 | (8) | 0.0 | (7) |  |  |
|  | Change: | -16.7 |  | 12.5 |  | 0.0 |  |  |  |
| Hispanic | 2015: | 10.8 | (83) | 3.4 | (87) | 4.8 | (83) |  |  |
|  | 2016: | 12.6 | (95) | 8.1 | (99) | 15.8 | (95) |  |  |
|  | Change: | 1.8 |  | 4.7 |  | 11.0 |  |  |  |
| White | 2015: | * | (5) | * | (5) | * | (5) |  |  |
|  | 2016: | * | (3) | * | (3) | * | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 12.2 | (82) | 3.6 | (84) | 4.9 | (82) |  |  |
|  | 2016: | 11.2 | (98) | 8.9 | (101) | 14.3 | (98) |  |  |
|  | Change: | -1.0 |  | 5.3 |  | 9.4 |  |  |  |
| English Language Learner | 2015: | 12.1 | (66) | 4.3 | (69) | 6.1 | (66) |  |  |
|  | 2016: | 9.8 | (61) | 11.3 | (62) | 14.8 | (61) |  |  |
|  | Change: | -2.3 |  | 7.0 |  | 8.7 |  |  |  |
| Special Education | 2015: | * | (1) | * | (5) |  | (1) |  |  |
|  | 2016: |  |  | * |  |  |  |  |  |
|  | Change: |  |  | * |  |  |  |  |  |

[^19]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

166 - EDWIN J. KIEST ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 14.6 | (96) |  | 5.4 | (92) | 4.2 | (96) |  |
|  | 2016: | 13.5 | (89) |  | 6.7 | (89) | 2.3 | (87) |  |
|  | Change: | -1.1 |  |  | 1.3 |  | -1.9 |  |  |
| African American | 2015: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2016: | * | (4) |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2015: | 16.3 | (86) |  | 4.9 | (82) | 3.5 | (86) |  |
|  | 2016: | 13.6 | (81) |  | 7.4 | (81) | 2.5 | (80) |  |
|  | Change: | -2.7 |  |  | 2.5 |  | -1.0 |  |  |
| White | 2015: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2016: | * | (3) |  | * | (3) | * | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2015: | 15.0 | (80) |  | 6.6 | (76) | 5.0 | (80) |  |
|  | 2016: | 14.6 | (82) |  | 7.3 | (82) | 2.5 | (81) |  |
|  | Change: | -0.4 |  |  | 0.7 |  | -2.5 |  |  |
| English Language Learner | 2015: | 9.5 | (63) |  | 1.7 | (59) | 3.2 | (63) |  |
|  | 2016: | 11.9 | (67) |  | 7.5 | (67) | 1.5 | (66) |  |
|  | Change: | 2.4 |  |  | 5.8 |  | -1.7 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 11.2 | (303) | 2.9 | (102) | 4.0 | (297) | 4.2 | (96) |  |
|  | 2016: | 15.4 | (306) | 8.0 | (112) | 11.8 | (306) | 2.3 | (87) |  |
|  | Change: | 4.2 |  | 5.1 |  | 7.8 |  | -1.9 |  |  |
| African American | 2015: | 5.3 | (19) | 0.0 | (8) | 0.0 | (19) | * | (3) |  |
|  | 2016: | 0.0 | (18) | 12.5 | (8) | 0.0 | (18) | * | (4) |  |
|  | Change: | -5.3 |  | 12.5 |  | 0.0 |  | * |  |  |
| Hispanic | 2015: | 12.0 | (266) | 3.4 | (87) | 4.2 | (260) | 3.5 | (86) |  |
|  | 2016: | 16.1 | (274) | 8.1 | (99) | 12.8 | (274) | 2.5 | (80) |  |
|  | Change: | 4.1 |  | 4.7 |  | 8.6 |  | -1.0 |  |  |
| White | 2015: | 0.0 | (13) |  | (5) | 7.7 | (13) | * | (4) |  |
|  | 2016: | 27.3 | (11) | * | (3) | 9.1 | (11) | * | (3) |  |
|  | Change: | 27.3 |  | * |  | 1.4 |  | * |  |  |
| Economically Disadvantaged | 2015: | 12.5 | (256) | 3.6 | (84) | 4.8 | (251) | 5.0 | (80) |  |
|  | 2016: | 15.8 | (285) | 8.9 | (101) | 11.6 | (285) | 2.5 | (81) |  |
|  | Change: | 3.3 |  | 5.3 |  | 6.8 |  | -2.5 |  |  |
| English Language Learner | 2015: | 10.6 | (189) | 4.3 | (69) | 3.8 | (184) | 3.2 | (63) |  |
|  | 2016: | 15.3 | (202) | 11.3 | (62) | 11.9 | (202) | 1.5 | (66) |  |
|  | Change: | 4.7 |  | 7.0 |  | 8.1 |  | -1.7 |  |  |
| Special Education | 2015: | 0.0 | (6) | * | (5) | * | (1) | * | (3) |  |
|  | 2016: | * |  | * | (5) | * | (1) |  |  |  |
|  | Change: | * |  | * |  | * |  |  |  |  |

[^20]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE
ADVANCED
7/12/16

198 - MARTHA TURNER REILLY ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathe | tics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 30.7 | (75) |  | 13.3 | (75) |  |  |
|  | 2016: | 24.5 | (94) |  | 11.7 | (94) |  |  |
|  | Change: | -6.2 |  |  | -1.6 |  |  |  |
| African American | 2015: | 28.6 | (7) |  | 42.9 | (7) |  |  |
|  | 2016: | * | (4) |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2015: | 29.2 | (65) |  | 9.2 | (65) |  |  |
|  | 2016: | 19.0 | (79) |  | 8.9 | (79) |  |  |
|  | Change: | -10.2 |  |  | -0.3 |  |  |  |
| White | 2015: | * | (2) |  | * | (2) |  |  |
|  | 2016: | 66.7 | (9) |  | 44.4 | (9) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 27.6 | (58) |  | 12.1 | (58) |  |  |
|  | 2016: | 19.5 | (77) |  | 6.5 | (77) |  |  |
|  | Change: | -8.1 |  |  | -5.6 |  |  |  |
| English Language Learner | 2015: | 23.1 | (39) |  | 7.7 | (39) |  |  |
|  | 2016: | 14.8 | (54) |  | 7.4 | (54) |  |  |
|  | Change: | -8.3 |  |  | -0.3 |  |  |  |
| Special Education | 2015: | * | (1) |  | * | (1) |  |  |
|  | 2016: | 0.0 | (6) |  | 0.0 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 16.2 | (68) | 4.3 | (69) | 22.1 | (68) |  |  |
|  | 2016: | 25.8 | (66) | 30.3 | (66) | 28.8 | (66) |  |  |
|  | Change: | 9.6 |  | 26.0 |  | 6.7 |  |  |  |
| African American | 2015: | 0.0 | (7) | 0.0 | (7) | 0.0 | (7) |  |  |
|  | 2016: | * | (5) | * | (5) |  | (5) |  |  |
|  | Change: | * |  | * |  |  |  |  |  |
| Hispanic | 2015: | 19.0 | (58) | 5.1 | (59) | 25.9 | (58) |  |  |
|  | 2016: | 25.0 | (60) | 30.0 | (60) | 28.3 | (60) |  |  |
|  | Change: | 6.0 |  | 24.9 |  | 2.4 |  |  |  |
| Economically Disadvantaged | 2015: | 18.0 | (61) | 4.8 | (62) | 24.6 | (61) |  |  |
|  | 2016: | 23.7 | (59) | 30.5 | (59) | 27.1 | (59) |  |  |
|  | Change: | 5.7 |  | 25.7 |  | 2.5 |  |  |  |
| English Language Learner | 2015: | 17.5 | (40) | 2.4 | (41) | 25.0 | (40) |  |  |
|  | 2016: | 25.0 | (36) | 33.3 | (36) | 27.8 | (36) |  |  |
|  | Change: | 7.5 |  | 30.9 |  | 2.8 |  |  |  |
| Special Education | 2015: | * | (2) | * | (2) |  | (2) |  |  |
|  | 2016: | * |  | * | (2) |  | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^21]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

198 - MARTHA TURNER REILLY ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 20.8 | (72) |  | 13.9 | (72) | 4.2 | (71) |  |
|  | 2016: | 24.2 | (66) |  | 21.2 | (66) | 3.1 | (65) |  |
|  | Change: | 3.4 |  |  | 7.3 |  | -1.1 |  |  |
| African American | 2015: | * | (5) |  |  | (5) | * | (5) |  |
|  | 2016: | 0.0 | (6) |  | 0.0 | (6) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2015: | 21.9 | (64) |  | 14.1 | (64) | 4.8 | (63) |  |
|  | 2016: | 28.6 | (56) |  | 25.0 | (56) | 3.6 | (56) |  |
|  | Change: | 6.7 |  |  | 10.9 |  | -1.2 |  |  |
| White | 2015: | * | (2) |  |  | (2) | * | (2) |  |
|  | 2016: | * | (3) |  | * | (3) | * | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2015: | 19.7 | (61) |  | 14.8 | (61) | 3.3 | (60) |  |
|  | 2016: | 27.1 | (59) |  | 23.7 | (59) | 3.4 | (58) |  |
|  | Change: | 7.4 |  |  | 8.9 |  | 0.1 |  |  |
| English Language Learner | 2015: | 20.5 | (44) |  | 15.9 | (44) | 4.7 | (43) |  |
|  | 2016: | 30.0 | (40) |  | 22.5 | (40) | 2.6 | (39) |  |
|  | Change: | 9.5 |  |  | 6.6 |  | -2.1 |  |  |
| Special Education | 2015: | 14.3 | (7) |  | 0.0 | (7) | 0.0 | (7) |  |
|  | 2016: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 22.8 | (215) | 4.3 | (69) | 16.3 | (215) | 4.2 | (71) |  |
|  | 2016: | 24.8 | (226) | 30.3 | (66) | 19.5 | (226) | 3.1 | (65) |  |
|  | Change: | 2.0 |  | 26.0 |  | 3.2 |  | -1.1 |  |  |
| African American | 2015: | 10.5 | (19) | 0.0 | (7) | 21.1 | (19) | * | (5) |  |
|  | 2016: | 26.7 | (15) |  | (5) | 6.7 | (15) | * | (5) |  |
|  | Change: | 16.2 |  | * |  | -14.4 |  | * |  |  |
| Hispanic | 2015: | 23.5 | (187) | 5.1 | (59) | 16.0 | (187) | 4.8 | (63) |  |
|  | 2016: | 23.6 | (195) | 30.0 | (60) | 19.5 | (195) | 3.6 | (56) |  |
|  | Change: | 0.1 |  | 24.9 |  | 3.5 |  | -1.2 |  |  |
| White | 2015: | 50.0 | (6) | * | (2) | 16.7 | (6) | * | (2) |  |
|  | 2016: | 50.0 | (12) |  |  | 33.3 | (12) | * | (3) |  |
|  | Change: | 0.0 |  |  |  | 16.6 |  | * |  |  |
| Economically Disadvantaged | 2015: | 21.7 | (180) | 4.8 | (62) | 17.2 | (180) | 3.3 | (60) |  |
|  | 2016: | 23.1 | (195) | 30.5 | (59) | 17.9 | (195) | 3.4 | (58) |  |
|  | Change: | 1.4 |  | 25.7 |  | 0.7 |  | 0.1 |  |  |
| English Language Learner | 2015: | 20.3 | (123) | 2.4 | (41) | 16.3 | (123) | 4.7 | (43) |  |
|  | 2016: | 22.3 | (130) | 33.3 | (36) | 17.7 | (130) | 2.6 | (39) |  |
|  | Change: | 2.0 |  | 30.9 |  | 1.4 |  | -2.1 |  |  |
| Special Education | 2015: | 10.0 | (10) | * | (2) | 0.0 | (10) | 0.0 | (7) |  |
|  | 2016: | 0.0 | (9) | * | (2) | 0.0 | (9) | * | (1) |  |
|  | Change: | -10.0 |  | * |  | 0.0 |  | * |  |  |

[^22]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE
ADVANCED
7/12/16

199 - REINHARDT ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 12.5 | (96) |  | 9.4 | (96) |  |  |
|  | 2016: | 28.2 | (85) |  | 23.5 | (85) |  |  |
|  | Change: | 15.7 |  |  | 14.1 |  |  |  |
| African American | 2015: | 10.0 | (10) |  | 0.0 | (10) |  |  |
|  | 2016: | * | (2) |  |  | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2015: | 10.3 | (78) |  | 7.7 | (78) |  |  |
|  | 2016: | 31.6 | (76) |  | 26.3 | (76) |  |  |
|  | Change: | 21.3 |  |  | 18.6 |  |  |  |
| White | 2015: | 28.6 | (7) |  | 42.9 | (7) |  |  |
|  | 2016: | 0.0 | (6) |  | 0.0 | (6) |  |  |
|  | Change: | -28.6 |  |  | -42.9 |  |  |  |
| Economically <br> Disadvantaged | 2015: | 12.5 | (80) |  | 10.0 | (80) |  |  |
|  | 2016: | 28.2 | (78) |  | 24.4 | (78) |  |  |
|  | Change: | 15.7 |  |  | 14.4 |  |  |  |
| English Language Learner | 2015: | 8.0 | (50) |  | 8.0 | (50) |  |  |
|  | 2016: | 40.9 | (44) |  | 29.5 | (44) |  |  |
|  | Change: | 32.9 |  |  | 21.5 |  |  |  |
| Special Education | 2015: | * | (5) |  | * | (5) |  |  |
|  | 2016: | * | (2) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 10.3 | (107) | 3.6 | (110) | 5.7 | (105) |  |  |
|  | 2016: | 8.7 | (92) | 12.4 | (97) | 11.0 | (91) |  |  |
|  | Change: | -1.6 |  | 8.8 |  | 5.3 |  |  |  |
| African American | 2015: | 0.0 | (7) | 0.0 | (7) | 0.0 | (7) |  |  |
|  | 2016: | 0.0 | (6) | 0.0 | (8) | 0.0 | (6) |  |  |
|  | Change: | 0.0 |  | 0.0 |  | 0.0 |  |  |  |
| Hispanic | 2015: | 11.8 | (93) | 4.2 | (95) | 5.5 | (91) |  |  |
|  | 2016: | 9.8 | (82) | 12.9 | (85) | 11.1 | (81) |  |  |
|  | Change: | -2.0 |  | 8.7 |  | 5.6 |  |  |  |
| White | 2015: | * | (5) | 0.0 | (6) | * | (5) |  |  |
|  | 2016: | * | (4) | * | (4) | * | (4) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 10.6 | (94) | 4.2 | (96) | 5.4 | (93) |  |  |
|  | 2016: | 9.5 | (84) | 12.4 | (89) | 11.9 | (84) |  |  |
|  | Change: | -1.1 |  | 8.2 |  | 6.5 |  |  |  |
| English Language Learner | 2015: | 15.9 | (69) | 4.3 | (69) | 6.0 | (67) |  |  |
|  | 2016: | 10.2 | (49) | 19.6 | (51) | 18.8 | (48) |  |  |
|  | Change: | -5.7 |  | 15.3 |  | 12.8 |  |  |  |
| Special Education | 2015: | * | (3) | 0.0 | (6) | * | (3) |  |  |
|  | 2016: | * | (1) | 0.0 | (6) | * | (1) |  |  |
|  | Change: | * |  | 0.0 |  | * |  |  |  |

[^23]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location

## Percentage at Level 3

Spring 2016 (through second administration)
Combined English and Spanish

PERCENTAGE ADVANCED 7/12/16

199 - REINHARDT ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 14.7 | (75) |  | 8.2 | (73) | 1.3 | (75) |  |
|  | 2016: | 14.0 | (107) |  | 18.3 | (104) | 1.9 | (105) |  |
|  | Change: | -0.7 |  |  | 10.1 |  | 0.6 |  |  |
| African American | 2015: |  | (5) |  |  | (5) | * | (5) |  |
|  | 2016: |  | (4) |  | * | (3) | * | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2015: | 15.6 | (64) |  | 8.1 | (62) | 1.6 | (64) |  |
|  | 2016: | 12.6 | (95) |  | 19.4 | (93) | 2.1 | (95) |  |
|  | Change: | -3.0 |  |  | 11.3 |  | 0.5 |  |  |
| White | 2015: |  | (4) |  | * | (4) | * | (4) |  |
|  | 2016: | 28.6 | (7) |  | 14.3 | (7) | 0.0 | (6) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2015: | 15.7 | (70) |  | 8.8 | (68) | 1.4 | (70) |  |
|  | 2016: | 15.5 | (97) |  | 18.8 | (96) | 2.1 | (96) |  |
|  | Change: | -0.2 |  |  | 10.0 |  | 0.7 |  |  |
| English Language Learner | 2015: | 15.0 | (40) |  | 5.3 | (38) | 0.0 | (40) |  |
|  | 2016: | 15.4 | (65) |  | 24.2 | (62) | 3.0 | (66) |  |
|  | Change: | 0.4 |  |  | 18.9 |  | 3.0 |  |  |
| Special Education | 2015: |  |  |  |  |  |  |  |  |
|  | 2016: | * |  |  | * | (3) | * | (2) |  |
|  | Change: |  |  |  |  |  |  |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 12.2 | (278) | 3.6 | (110) | 7.7 | (274) | 1.3 | (75) |  |
|  | 2016: | 16.5 | (284) | 12.4 | (97) | 17.5 | (280) | 1.9 | (105) |  |
|  | Change: | 4.3 |  | 8.8 |  | 9.8 |  | 0.6 |  |  |
| African American | 2015: | 4.5 | (22) | 0.0 | (7) | 0.0 | (22) | * | (5) |  |
|  | 2016: | 0.0 | (12) | 0.0 | (8) | 0.0 | (11) | * | (3) |  |
|  | Change: | -4.5 |  | 0.0 |  | 0.0 |  | * |  |  |
| Hispanic | 2015: | 12.3 | (235) | 4.2 | (95) | 6.9 | (231) | 1.6 | (64) |  |
|  | 2016: | 17.4 | (253) | 12.9 | (85) | 18.8 | (250) | 2.1 | (95) |  |
|  | Change: | 5.1 |  | 8.7 |  | 11.9 |  | 0.5 |  |  |
| White | 2015: | 18.8 | (16) | 0.0 | (6) | 25.0 | (16) | * | (4) |  |
|  | 2016: | 11.8 | (17) |  | (4) | 11.8 | (17) | 0.0 | (6) |  |
|  | Change: | -7.0 |  | * |  | -13.2 |  | * |  |  |
| Economically Disadvantaged | 2015: | 12.7 | (244) | 4.2 | (96) | 7.9 | (241) | 1.4 | (70) |  |
|  | 2016: | 17.4 | (259) | 12.4 | (89) | 18.2 | (258) | 2.1 | (96) |  |
|  | Change: | 4.7 |  | 8.2 |  | 10.3 |  | 0.7 |  |  |
| English Language Learner | 2015: | 13.2 | (159) | 4.3 | (69) | 6.5 | (155) | 0.0 | (40) |  |
|  | 2016: | 20.9 | (158) | 19.6 | (51) | 24.0 | (154) | 3.0 | (66) |  |
|  | Change: | 7.7 |  | 15.3 |  | 17.5 |  | 3.0 |  |  |
| Special Education | 2015: | 12.5 | (8) | 0.0 | (6) | 12.5 | (8) |  |  |  |
|  | 2016: | 12.5 | (8) | 0.0 | (6) | 16.7 | (6) | * | (2) |  |
|  | Change: | 0.0 |  | 0.0 |  | 4.2 |  |  |  |  |

[^24]
## POPULATION: STATISTIC: <br> ADMINISTRATION: <br> LANGUAGE: <br> All Students Tested at Location <br> Percentage at Level 3 <br> Spring 2016 (through second administration) <br> Combined English and Spanish <br> PERCENTAGE <br> ADVANCED <br> 7/12/16

206 - ALEX SANGER ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 23.8 | (63) |  | 14.3 | (63) |  |  |
|  | 2016: | 37.0 | (73) |  | 21.9 | (73) |  |  |
|  | Change: | 13.2 |  |  | 7.6 |  |  |  |
| African American | 2015: | 25.0 | (8) |  | 25.0 | (8) |  |  |
|  | 2016: | 12.5 | (8) |  | 12.5 | (8) |  |  |
|  | Change: | -12.5 |  |  | -12.5 |  |  |  |
| Hispanic | 2015: | 20.4 | (49) |  | 14.3 | (49) |  |  |
|  | 2016: | 33.3 | (57) |  | 19.3 | (57) |  |  |
|  | Change: | 12.9 |  |  | 5.0 |  |  |  |
| White | 2015: | * | (4) |  | * | (4) |  |  |
|  | 2016: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 14.6 | (48) |  | 10.4 | (48) |  |  |
|  | 2016: | 27.6 | (58) |  | 16.9 | (59) |  |  |
|  | Change: | 13.0 |  |  | 6.5 |  |  |  |
| English Language Learner | 2015: | 5.9 | (34) |  | 2.9 | (34) |  |  |
|  | 2016: | 25.6 | (39) |  | 17.9 | (39) |  |  |
|  | Change: | 19.7 |  |  | 15.0 |  |  |  |
| Special Education | 2015: | * | (2) |  | * | (2) |  |  |
|  | 2016: | 16.7 | (6) |  | 0.0 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 24.2 | (62) | 8.1 | (62) | 30.0 | (60) |  |  |
|  | 2016: | 17.4 | (69) | 14.7 | (68) | 20.6 | (68) |  |  |
|  | Change: | -6.8 |  | 6.6 |  | -9.4 |  |  |  |
| African American | 2015: | 28.6 | (7) | 14.3 | (7) | 33.3 | (6) |  |  |
|  | 2016: | 22.2 | (9) | 11.1 | (9) | 44.4 | (9) |  |  |
|  | Change: | -6.4 |  | -3.2 |  | 11.1 |  |  |  |
| Hispanic | 2015: | 15.9 | (44) | 9.1 | (44) | 18.6 | (43) |  |  |
|  | 2016: | 14.8 | (54) | 13.2 | (53) | 17.0 | (53) |  |  |
|  | Change: | -1.1 |  | 4.1 |  | -1.6 |  |  |  |
| White | 2015: | 54.5 | (11) | 0.0 | (11) | 72.7 | (11) |  |  |
|  | 2016: | * | (5) | * | (5) |  | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 13.7 | (51) | 7.8 | (51) | 18.0 | (50) |  |  |
|  | 2016: | 11.3 | (53) | 11.3 | (53) | 15.4 | (52) |  |  |
|  | Change: | -2.4 |  | 3.5 |  | -2.6 |  |  |  |
| English Language Learner | 2015: | 6.5 | (31) | 6.5 | (31) | 17.2 | (29) |  |  |
|  | 2016: | 10.5 | (38) | 13.2 | (38) | 10.8 | (37) |  |  |
|  | Change: | 4.0 |  | 6.7 |  | -6.4 |  |  |  |
| Special Education | 2015: | * | (3) | * | (3) | * | (2) |  |  |
|  | 2016: | * | (2) | * | (2) | * | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^25]
## POPULATION: STATISTIC: <br> ADMINISTRATION: <br> LANGUAGE: <br> All Students Tested at Location <br> Percentage at Level 3 <br> Spring 2016 (through second administration) <br> Combined English and Spanish <br> PERCENTAGE <br> ADVANCED <br> 7/12/16

206 - ALEX SANGER ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 28.1 | (64) |  | 18.8 | (64) | 15.6 | (64) |  |
|  | 2016: | 21.3 | (61) |  | 38.3 | (60) | 11.5 | (61) |  |
|  | Change: | -6.8 |  |  | 19.5 |  | -4.1 |  |  |
| African American | 2015: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2016: | 14.3 | (7) |  | 42.9 | (7) | 0.0 | (7) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2015: | 26.9 | (52) |  | 17.3 | (52) | 13.5 | (52) |  |
|  | 2016: | 17.8 | (45) |  | 27.3 | (44) | 8.9 | (45) |  |
|  | Change: | -9.1 |  |  | 10.0 |  | -4.6 |  |  |
| White | 2015: | 37.5 | (8) |  | 25.0 | (8) | 25.0 | (8) |  |
|  | 2016: | 44.4 | (9) |  | 88.9 | (9) | 33.3 | (9) |  |
|  | Change: | 6.9 |  |  | 63.9 |  | 8.3 |  |  |
| Economically <br> Disadvantaged | 2015: | 25.9 | (54) |  | 13.0 | (54) | 13.0 | (54) |  |
|  | 2016: | 14.0 | (50) |  | 30.6 | (49) | 6.0 | (50) |  |
|  | Change: | -11.9 |  |  | 17.6 |  | -7.0 |  |  |
| English Language Learner | 2015: | 25.7 | (35) |  | 8.6 | (35) | 14.3 | (35) |  |
|  | 2016: | 3.4 | (29) |  | 25.0 | (28) | 3.4 | (29) |  |
|  | Change: | -22.3 |  |  | 16.4 |  | -10.9 |  |  |
| Special Education | 2015: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2016: | * | (4) |  | * | (3) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 25.4 | (189) | 8.1 | (62) | 20.9 | (187) | 15.6 | (64) |  |
|  | 2016: | 25.6 | (203) | 14.7 | (68) | 26.4 | (201) | 11.5 | (61) |  |
|  | Change: | 0.2 |  | 6.6 |  | 5.5 |  | -4.1 |  |  |
| African American | 2015: | 26.3 | (19) | 14.3 | (7) | 27.8 | (18) | * | (4) |  |
|  | 2016: | 16.7 | (24) | 11.1 | (9) | 33.3 | (24) | 0.0 | (7) |  |
|  | Change: | -9.6 |  | -3.2 |  | 5.5 |  | * |  |  |
| Hispanic | 2015: | 21.4 | (145) | 9.1 | (44) | 16.7 | (144) | 13.5 | (52) |  |
|  | 2016: | 22.4 | (156) | 13.2 | (53) | 20.8 | (154) | 8.9 | (45) |  |
|  | Change: | 1.0 |  | 4.1 |  | 4.1 |  | -4.6 |  |  |
| White | 2015: | 47.8 | (23) | 0.0 | (11) | 43.5 | (23) | 25.0 | (8) |  |
|  | 2016: | 57.9 | (19) |  | (5) | 52.6 | (19) | 33.3 | (9) |  |
|  | Change: | 10.1 |  | * |  | 9.1 |  | 8.3 |  |  |
| Economically Disadvantaged | 2015: | 18.3 | (153) | 7.8 | (51) | 13.8 | (152) | 13.0 | (54) |  |
|  | 2016: | 18.0 | (161) | 11.3 | (53) | 20.6 | (160) | 6.0 | (50) |  |
|  | Change: | -0.3 |  | 3.5 |  | 6.8 |  | -7.0 |  |  |
| English Language Learner | 2015: | 13.0 | (100) | 6.5 | (31) | 9.2 | (98) | 14.3 | (35) |  |
|  | 2016: | 14.2 | (106) | 13.2 | (38) | 17.3 | (104) | 3.4 | (29) |  |
|  | Change: | 1.2 |  | 6.7 |  | 8.1 |  | -10.9 |  |  |
| Special Education | 2015: | 16.7 | (6) | * | (3) | * | (5) | * | (1) |  |
|  | 2016: | 25.0 | (12) | * | (2) | 27.3 | (11) | * | (4) |  |
|  | Change: | 8.3 |  | * |  | * |  | * |  |  |

[^26]
[^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.

[^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.

[^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.

[^3]:    $(\mathrm{N})=$ 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.

[^4]:    $(\mathrm{N})=$ 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.

[^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.

[^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.

[^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.

[^8]:    $(\mathrm{N})=$ 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.

[^9]:    $(\mathrm{N})=$ 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.

[^10]:    $(\mathrm{N})=$ 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.

[^11]:    $(\mathrm{N})=$ 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.

[^12]:    $(\mathrm{N})=$ 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.

[^13]:    $(\mathrm{N})=$ 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.

[^14]:    $(\mathrm{N})=$ 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.

[^15]:    $(\mathrm{N})=$ 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.

[^16]:    $(\mathrm{N})=$ 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.

[^17]:    $(\mathrm{N})=$ 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.

[^18]:    $(\mathrm{N})=$ 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.

[^19]:    $(\mathrm{N})=$ 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.

[^20]:    $(\mathrm{N})=$ 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.

[^21]:    $(\mathrm{N})=$ 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.

[^22]:    $(\mathrm{N})=$ 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.

[^23]:    $(\mathrm{N})=$ 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.

[^24]:    $(\mathrm{N})=$ 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.

[^25]:    $(\mathrm{N})=$ 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.

[^26]:    $(\mathrm{N})=$ 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.

