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

## ACCELERATING CAMPUS EXCELLENCE SCHOOL GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 6.2 | (353) |  | 3.2 | (340) |  |  |
|  | 2016: | 15.1 | (348) |  | 14.1 | (343) |  |  |
|  | Change: | 8.9 |  |  | 10.9 |  |  |  |
| African American | 2015: | 0.5 | (187) |  | 0.0 | (187) |  |  |
|  | 2016: | 11.0 | (180) |  | 8.8 | (180) |  |  |
|  | Change: | 10.5 |  |  | 8.8 |  |  |  |
| Hispanic | 2015: | 13.2 | (158) |  | 7.5 | (145) |  |  |
|  | 2016: | 19.6 | (162) |  | 20.8 | (157) |  |  |
|  | Change: | 6.4 |  |  | 13.3 |  |  |  |
| White | 2015: | * | (1) |  | * | (1) |  |  |
|  | 2016: | * |  |  |  | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 6.7 | (309) |  | 3.6 | (299) |  |  |
|  | 2016: | 15.1 | (323) |  | 15.2 | (319) |  |  |
|  | Change: | 8.4 |  |  | 11.6 |  |  |  |
| English Language Learner | 2015: | 12.2 | (122) |  | 9.1 | (109) |  |  |
|  | 2016: | 22.9 | (126) |  | 22.1 | (121) |  |  |
|  | Change: | 10.7 |  |  | 13.0 |  |  |  |
| Special Education | 2015: | 16.6 | (6) |  | * | (5) |  |  |
|  | 2016: | 0.0 | (9) |  | 0.0 | (8) |  |  |
|  | Change: | -16.6 |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 3.5 | (303) | 1.8 | (304) | 4.2 | (304) |  |  |
|  | 2016: | 11.2 | (328) | 11.7 | (331) | 15.2 | (327) |  |  |
|  | Change: | 7.7 |  | 9.9 |  | 11.0 |  |  |  |
| African American | 2015: | 1.0 | (178) | 0.5 | (179) | 0.4 | (181) |  |  |
|  | 2016: | 5.8 | (167) | 6.5 | (168) | 2.8 | (167) |  |  |
|  | Change: | 4.8 |  | 6.0 |  | 2.4 |  |  |  |
| Hispanic | 2015: | 6.5 | (121) | 3.9 | (121) | 9.9 | (119) |  |  |
|  | 2016: | 16.0 | (156) | 16.9 | (158) | 28.3 | (155) |  |  |
|  | Change: | 9.5 |  | 13.0 |  | 18.4 |  |  |  |
| White | 2015: |  |  |  |  |  |  |  |  |
|  | 2016: | * | (2) | * | (2) | * | (2) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 3.3 | (263) | 2.2 | (262) | 4.8 | (263) |  |  |
|  | 2016: | 11.1 | (297) | 11.5 | (301) | 15.4 | (296) |  |  |
|  | Change: | 7.8 |  | 9.3 |  | 10.6 |  |  |  |
| English Language Learner | 2015: | 7.6 | (90) | 3.2 | (90) | 8.9 | (88) |  |  |
|  | 2016: | 18.5 | (118) | 19.8 | (120) | 30.6 | (117) |  |  |
|  | Change: | 10.9 |  | 16.6 |  | 21.7 |  |  |  |
| Special Education | 2015: | * | (4) | * | (4) | * | (4) |  |  |
|  | 2016: | * |  | * | (4) | * | (4) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^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

## ACCELERATING CAMPUS EXCELLENCE SCHOOL GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 3.6 | (330) |  | 1.8 | (322) | 0.2 | (327) |  |
|  | 2016: | 11.0 | (297) |  | 10.3 | (298) | 6.1 | (303) |  |
|  | Change: | 7.4 |  |  | 8.5 |  | 5.9 |  |  |
| African American | 2015: | 2.3 | (169) |  | 1.2 | (166) | 0.0 | (168) |  |
|  | 2016: | 6.0 | (161) |  | 2.3 | (162) | 4.0 | (169) |  |
|  | Change: | 3.7 |  |  | 1.1 |  | 4.0 |  |  |
| Hispanic | 2015: | 4.9 | (157) |  | 2.5 | (152) | 0.5 | (155) |  |
|  | 2016: | 16.8 | (129) |  | 19.0 | (130) | 9.2 | (127) |  |
|  | Change: | 11.9 |  |  | 16.5 |  | 8.7 |  |  |
| White | 2015: | * | (1) |  |  | (1) | * | (1) |  |
|  | 2016: | * |  |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2015: | 3.9 | (298) |  | 1.6 | (293) | 0.3 | (299) |  |
|  | 2016: | 11.0 | (268) |  | 9.1 | (270) | 5.8 | (272) |  |
|  | Change: | 7.1 |  |  | 7.5 |  | 5.5 |  |  |
| English Language Learner | 2015: | 6.2 | (112) |  | 2.6 | (109) | 0.0 | (111) |  |
|  | 2016: | 16.3 | (92) |  | 22.6 | (92) | 7.3 | (91) |  |
|  | Change: | 10.1 |  |  | 20.0 |  | 7.3 |  |  |
| Special Education | 2015: | 0.0 | (19) |  | 0.0 | (16) | 0.0 | (17) |  |
|  | 2016: | 0.0 | (6) |  | 0.0 | (7) | 0.0 | (15) |  |
|  | Change: | 0.0 |  |  | 0.0 |  | 0.0 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 2.1 | (563) |  | 1.0 | (561) |  |  |
|  | 2016: | 3.7 | (536) |  | 0.7 | (523) |  |  |
|  | Change: | 1.6 |  |  | -0.3 |  |  |  |
| African American | 2015: | 2.1 | (363) |  | 1.0 | (370) |  |  |
|  | 2016: | 2.4 | (322) |  | 0.2 | (323) |  |  |
|  | Change: | 0.3 |  |  | -0.8 |  |  |  |
| Hispanic | 2015: | 2.0 | (194) |  | 0.9 | (185) |  |  |
|  | 2016: | 5.8 | (203) |  | 1.5 | (190) |  |  |
|  | Change: | 3.8 |  |  | 0.6 |  |  |  |
| White | 2015: | * | (1) |  |  | (1) |  |  |
|  | 2016: | * | (3) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 1.7 | (489) |  | 0.7 | (493) |  |  |
|  | 2016: | 3.7 | (475) |  | 0.8 | (472) |  |  |
|  | Change: | 2.0 |  |  | 0.1 |  |  |  |
| English Language Learner | 2015: | 0.7 | (132) |  | 0.7 | (122) |  |  |
|  | 2016: | 5.7 | (139) |  | 1.6 | (125) |  |  |
|  | Change: | 5.0 |  |  | 0.9 |  |  |  |
| Special Education | 2015: | 0.0 | (17) |  | 0.0 | (18) |  |  |
|  | 2016: | 0.0 | (9) |  | 0.0 | (8) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |

[^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

## ACCELERATING CAMPUS EXCELLENCE SCHOOL GROUP

| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 2.0 | (539) | 0.5 | (541) | 0.0 | (456) |  |  |
|  | 2016: | 5.9 | (535) | 3.7 | (531) | 0.9 | (414) |  |  |
|  | Change: | 3.9 |  | 3.2 |  | 0.9 |  |  |  |
| African American | 2015: | 2.2 | (349) | 0.5 | (347) | 0.0 | (312) |  |  |
|  | 2016: | 6.7 | (336) | 3.8 | (332) | 1.1 | (261) |  |  |
|  | Change: | 4.5 |  | 3.3 |  | 1.1 |  |  |  |
| Hispanic | 2015: | 1.5 | (187) | 0.5 | (191) | 0.0 | (142) |  |  |
|  | 2016: | 4.1 | (189) | 3.7 | (188) | 0.6 | (144) |  |  |
|  | Change: | 2.6 |  | 3.2 |  | 0.6 |  |  |  |
| White | 2015: | * | (1) | * | (1) | * | (1) |  |  |
|  | 2016: | 0.0 | (6) | 0.0 | (6) | 0.0 | (6) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 2.0 | (465) | 0.6 | (468) | 0.0 | (394) |  |  |
|  | 2016: | 6.2 | (480) | 3.7 | (476) | 1.0 | (372) |  |  |
|  | Change: | 4.2 |  | 3.1 |  | 1.0 |  |  |  |
| English Language Learner | 2015: | 0.0 | (119) | 0.0 | (123) | 0.0 | (89) |  |  |
|  | 2016: | 3.6 | (134) | 1.4 | (134) | 0.0 | (102) |  |  |
|  | Change: | 3.6 |  | 1.4 |  | 0.0 |  |  |  |
| Special Education | 2015: | 0.0 | (25) | 0.0 | (25) | 0.0 | (23) |  |  |
|  | 2016: | 0.0 | (8) | 0.0 | (10) | 0.0 | (6) |  |  |
|  | Change: | 0.0 |  | 0.0 |  | 0.0 |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 5.1 | (519) |  | 0.7 | (502) | 2.8 | (567) | 1.9 | (498) |
|  | 2016: | 3.7 | (512) |  | 1.4 | (492) | 2.7 | (527) | 3.9 | (473) |
|  | Change: | -1.4 |  |  | 0.7 |  | -0.1 |  | 2.0 |  |
| African American | 2015: | 3.6 | (298) |  | 0.3 | (296) | 2.6 | (335) | 0.6 | (291) |
|  | 2016: | 3.8 | (313) |  | 1.4 | (323) | 2.5 | (344) | 3.8 | (306) |
|  | Change: | 0.2 |  |  | 1.1 |  | -0.1 |  | 3.2 |  |
| Hispanic | 2015: | 7.1 | (219) |  | 1.4 | (203) | 2.9 | (229) | 3.8 | (205) |
|  | 2016: | 3.5 | (194) |  | 1.2 | (164) | 3.2 | (179) | 4.2 | (164) |
|  | Change: | -3.6 |  |  | -0.2 |  | 0.3 |  | 0.4 |  |
| White | 2015: |  |  |  |  |  |  |  |  |  |
|  | 2016: | * | (1) |  | * | (1) |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 4.8 | (447) |  | 0.8 | (446) | 2.5 | (504) | 1.5 | (438) |
|  | 2016: | 3.9 | (455) |  | 1.3 | (451) | 2.7 | (478) | 3.9 | (430) |
|  | Change: | -0.9 |  |  | 0.5 |  | 0.2 |  | 2.4 |  |
| English Language Learner | 2015: | 3.9 | (125) |  | 0.0 | (117) | 0.7 | (124) | 1.6 | (114) |
|  | 2016: | 1.6 | (115) |  | 1.0 | (97) | 2.6 | (104) | 2.0 | (91) |
|  | Change: | -2.3 |  |  | 1.0 |  | 1.9 |  | 0.4 |  |
| Special Education | 2015: | 0.0 | (28) |  | 0.0 | (27) | 0.0 | (26) | 0.0 | (27) |
|  | 2016: | 0.0 | (15) |  | 0.0 | (23) | 16.6 | (6) | 16.6 | (6) |
|  | Change: | 0.0 |  |  | 0.0 |  | 16.6 |  | 16.6 |  |

[^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

## ACCELERATING CAMPUS EXCELLENCE SCHOOL GROUP

| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 3.6 | $(2,607)$ | 1.0 | (845) | 1.5 | $(2,485)$ | 1.8 | (894) | 1.9 | (498) |
|  | 2016: | 7.5 | $(2,556)$ | 6.8 | (862) | 6.0 | $(2,397)$ | 4.0 | (830) | 3.9 | (473) |
|  | Change: | 3.9 |  | 5.8 |  | 4.5 |  | 2.2 |  | 2.0 |  |
| African American | 2015: | 2.1 | $(1,544)$ | 0.5 | (526) | 0.5 | $(1,512)$ | 1.7 | (503) | 0.6 | (291) |
|  | 2016: | 5.5 | $(1,479)$ | 4.7 | (500) | 2.3 | $(1,416)$ | 3.0 | (513) | 3.8 | (306) |
|  | Change: | 3.4 |  | 4.2 |  | 1.8 |  | 1.3 |  | 3.2 |  |
| Hispanic | 2015: | 5.7 | $(1,036)$ | 1.8 | (312) | 3.3 | (946) | 2.0 | (384) | 3.8 | (205) |
|  | 2016: | 10.2 | $(1,033)$ | 9.7 | (346) | 11.4 | (940) | 5.7 | (306) | 4.2 | (164) |
|  | Change: | 4.5 |  | 7.9 |  | 8.1 |  | 3.7 |  | 0.4 |  |
| White | 2015: | 0.0 | (12) | * | (2) | 0.0 | (12) | * | (3) | * | (2) |
|  | 2016: | 10.0 | (19) | 12.5 | (8) | 11.1 | (18) | * | (4) |  |  |
|  | Change: | 10.0 |  | * |  | 11.1 |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 3.6 | $(2,271)$ | 1.2 | (730) | 1.6 | $(2,188)$ | 1.7 | (803) | 1.5 | (438) |
|  | 2016: | 7.7 | $(2,298)$ | 6.7 | (777) | 6.1 | $(2,180)$ | 3.8 | (750) | 3.9 | (430) |
|  | Change: | 4.1 |  | 5.5 |  | 4.5 |  | 2.1 |  | 2.4 |  |
| English Language Learner | 2015: | 4.9 | (703) | 1.3 | (216) | 3.4 | (637) | 0.3 | (235) | 1.6 | (114) |
|  | 2016: | 11.1 | (724) | 10.1 | (254) | 13.2 | (654) | 4.8 | (195) | 2.0 | (91) |
|  | Change: | 6.2 |  | 8.8 |  | 9.8 |  | 4.5 |  | 0.4 |  |
| Special Education | 2015: | 0.9 | (106) | 0.0 | (32) | 0.0 | (100) | 0.0 | (43) | 0.0 | (27) |
|  | 2016: | 0.0 | (51) | 0.0 | (14) | 0.0 | (56) | 4.7 | (21) | 16.6 | (6) |
|  | Change: | -0.9 |  | 0.0 |  | 0.0 |  | 4.7 |  | 16.6 |  |

[^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

## 62 - BILLY EARL DADE MIDDLE SCHOOL [Feeds to: MADISON]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 2.4 | (253) |  | 0.4 | (250) |  |  |
|  | 2016: | 3.3 | (244) |  | 0.8 | (236) |  |  |
|  | Change: | 0.9 |  |  | 0.4 |  |  |  |
| African American | 2015: | 3.4 | (175) |  | 0.6 | (180) |  |  |
|  | 2016: | 2.0 | (148) |  | 0.0 | (148) |  |  |
|  | Change: | -1.4 |  |  | -0.6 |  |  |  |
| Hispanic | 2015: | 0.0 | (76) |  | 0.0 | (68) |  |  |
|  | 2016: | 5.4 | (92) |  | 2.4 | (85) |  |  |
|  | Change: | 5.4 |  |  | 2.4 |  |  |  |
| White | 2015: | * | (1) |  | * | (1) |  |  |
|  | 2016: | * |  |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 2.3 | (217) |  | 0.5 | (219) |  |  |
|  | 2016: | 3.4 | (206) |  | 1.0 | (203) |  |  |
|  | Change: | 1.1 |  |  | 0.5 |  |  |  |
| English Language Learner | 2015: | 0.0 | (68) |  | 0.0 | (59) |  |  |
|  | 2016: | 5.6 | (72) |  | 1.6 | (64) |  |  |
|  | Change: | 5.6 |  |  | 1.6 |  |  |  |
| Special Education | 2015: | 0.0 | (8) |  | 0.0 | (8) |  |  |
|  | 2016: | * | (3) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 2.5 | (244) | 0.4 | (244) | 0.0 | (210) |  |  |
|  | 2016: | 8.2 | (256) | 3.6 | (252) | 0.0 | (177) |  |  |
|  | Change: | 5.7 |  | 3.2 |  | 0.0 |  |  |  |
| African American | 2015: | 3.5 | (170) | 0.6 | (169) | 0.0 | (150) |  |  |
|  | 2016: | 10.9 | (165) | 4.4 | (160) | 0.0 | (107) |  |  |
|  | Change: | 7.4 |  | 3.8 |  | 0.0 |  |  |  |
| Hispanic | 2015: | 0.0 | (73) | 0.0 | (74) | 0.0 | (59) |  |  |
|  | 2016: | 2.3 | (86) | 2.3 | (87) | 0.0 | (66) |  |  |
|  | Change: | 2.3 |  | 2.3 |  | 0.0 |  |  |  |
| White | 2015: | * | (1) | * | (1) | * | (1) |  |  |
|  | 2016: | * | (2) | * | (2) | * | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 2.3 | (213) | 0.5 | (215) | 0.0 | (189) |  |  |
|  | 2016: | 8.3 | (228) | 4.0 | (225) | 0.0 | (158) |  |  |
|  | Change: | 6.0 |  | 3.5 |  | 0.0 |  |  |  |
| English Language Learner | 2015: | 0.0 | (56) | 0.0 | (57) | 0.0 | (45) |  |  |
|  | 2016: | 1.4 | (70) | 0.0 | (71) |  | (54) |  |  |
|  | Change: | 1.4 |  | 0.0 |  | 0.0 |  |  |  |
| Special Education | 2015: | 0.0 | (13) | 0.0 | (12) | 0.0 | (13) |  |  |
|  | 2016: | * | (3) | * | (5) | * | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^4]
## 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

## 62 - BILLY EARL DADE MIDDLE SCHOOL [Feeds to: MADISON]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 5.1 | (257) |  | 0.0 | (249) | 2.8 | (289) | 2.4 | (247) |
|  | 2016: | 3.3 | (243) |  | 1.3 | (234) | 3.5 | (255) | 5.0 | (222) |
|  | Change: | -1.8 |  |  | 1.3 |  | 0.7 |  | 2.6 |  |
| African American | 2015: | 3.6 | (165) |  | 0.0 | (169) | 2.6 | (196) | 1.2 | (162) |
|  | 2016: | 3.1 | (159) |  | 1.2 | (172) | 3.7 | (187) | 4.4 | (159) |
|  | Change: | -0.5 |  |  | 1.2 |  | 1.1 |  | 3.2 |  |
| Hispanic | 2015: | 7.6 | (92) |  | 0.0 | (80) | 3.2 | (93) | 4.7 | (85) |
|  | 2016: | 3.8 | (80) |  | 1.8 | (57) | 3.0 | (66) | 6.5 | (62) |
|  | Change: | -3.8 |  |  | 1.8 |  | -0.2 |  | 1.8 |  |
| White | 2015: |  |  |  |  |  |  |  |  |  |
|  | 2016: | * | (1) |  | * | (1) |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 4.6 | (216) |  | 0.0 | (219) | 2.4 | (254) | 1.9 | (216) |
|  | 2016: | 3.2 | (220) |  | 0.9 | (218) | 3.4 | (237) | 4.9 | (206) |
|  | Change: | -1.4 |  |  | 0.9 |  | 1.0 |  | 3.0 |  |
| English Language Learner | 2015: | 6.9 | (72) |  | 0.0 | (59) | 1.4 | (69) | 1.5 | (65) |
|  | 2016: | 3.4 | (58) |  | 2.3 | (44) | 2.1 | (47) | 4.5 | (44) |
|  | Change: | -3.5 |  |  | 2.3 |  | 0.7 |  | 3.0 |  |
| Special Education | 2015: | 0.0 | (18) |  | 0.0 | (18) | 0.0 | (18) | 0.0 | (18) |
|  | 2016: | 0.0 | (10) |  | 0.0 | (19) | * | (5) | * | (5) |
|  | Change: | 0.0 |  |  | 0.0 |  | * |  | * |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 3.3 | (754) | 0.4 | (244) | 0.1 | (709) | 2.8 | (289) | 2.4 | (247) |
|  | 2016: | 5.0 | (743) | 3.6 | (252) | 0.8 | (647) | 3.5 | (255) | 5.0 | (222) |
|  | Change: | 1.7 |  | 3.2 |  | 0.7 |  | 0.7 |  | 2.6 |  |
| African American | 2015: | 3.5 | (510) | 0.6 | (169) | 0.2 | (499) | 2.6 | (196) | 1.2 | (162) |
|  | 2016: | 5.5 | (472) | 4.4 | (160) | 0.5 | (427) | 3.7 | (187) | 4.4 | (159) |
|  | Change: | 2.0 |  | 3.8 |  | 0.3 |  | 1.1 |  | 3.2 |  |
| Hispanic | 2015: | 2.9 | (241) | 0.0 | (74) | 0.0 | (207) | 3.2 | (93) | 4.7 | (85) |
|  | 2016: | 3.9 | (258) | 2.3 | (87) | 1.4 | (208) | 3.0 | (66) | 6.5 | (62) |
|  | Change: | 1.0 |  | 2.3 |  | 1.4 |  | -0.2 |  | 1.8 |  |
| White | 2015: | * | (2) | * | (1) |  | (2) |  |  |  |  |
|  | 2016: | * | (5) | * | (2) |  | (4) |  |  |  |  |
|  | Change: | * |  | * |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 3.1 | (646) | 0.5 | (215) | 0.2 | (627) | 2.4 | (254) | 1.9 | (216) |
|  | 2016: | 5.0 | (654) | 4.0 | (225) | 0.7 | (579) | 3.4 | (237) | 4.9 | (206) |
|  | Change: | 1.9 |  | 3.5 |  | 0.5 |  | 1.0 |  | 3.0 |  |
| English Language Learner | 2015: | 2.6 | (196) | 0.0 | (57) | 0.0 | (163) | 1.4 | (69) | 1.5 | (65) |
|  | 2016: | 3.5 | (200) | 0.0 | (71) | 1.2 | (162) | 2.1 | (47) | 4.5 | (44) |
|  | Change: | 0.9 |  | 0.0 |  | 1.2 |  | 0.7 |  | 3.0 |  |
| Special Education | 2015: | 0.0 | (39) | 0.0 | (12) | 0.0 | (39) | 0.0 | (18) | 0.0 | (18) |
|  | 2016: | 0.0 | (16) | * | (5) | 0.0 | (24) | * | (5) | * | (5) |
|  | Change: | 0.0 |  | * |  | 0.0 |  | * |  | * |  |

[^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

## 72 - SARAH ZUMWALT MIDDLE SCHOOL [Feeds to: SOC]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 2.7 | (149) |  | 1.3 | (152) |  |  |
|  | 2016: | 5.4 | (149) |  | 1.3 | (149) |  |  |
|  | Change: | 2.7 |  |  | 0.0 |  |  |  |
| African American | 2015: | 0.9 | (115) |  | 0.9 | (117) |  |  |
|  | 2016: | 3.3 | (120) |  | 0.8 | (121) |  |  |
|  | Change: | 2.4 |  |  | -0.1 |  |  |  |
| Hispanic | 2015: | 9.1 | (33) |  | 2.9 | (34) |  |  |
|  | 2016: | 16.0 | (25) |  | 4.2 | (24) |  |  |
|  | Change: | 6.9 |  |  | 1.3 |  |  |  |
| White | 2015: |  |  |  |  |  |  |  |
|  | 2016: | * | (1) |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 1.5 | (130) |  | 0.0 | (133) |  |  |
|  | 2016: | 5.1 | (136) |  | 1.5 | (137) |  |  |
|  | Change: | 3.6 |  |  | 1.5 |  |  |  |
| English Language Learner | 2015: | 4.8 | (21) |  | 0.0 | (22) |  |  |
|  | 2016: | 18.2 | (22) |  | 4.8 | (21) |  |  |
|  | Change: | 13.4 |  |  | 4.8 |  |  |  |
| Special Education | 2015: | * | (3) |  | * | (4) |  |  |
|  | 2016: | * |  |  |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 1.6 | (129) | 0.8 | (129) | 0.0 | (107) |  |  |
|  | 2016: | 6.4 | (141) | 7.1 | (141) | 3.2 | (124) |  |  |
|  | Change: | 4.8 |  | 6.3 |  | 3.2 |  |  |  |
| African American | 2015: | 1.9 | (103) | 1.0 | (103) | 0.0 | (91) |  |  |
|  | 2016: | 3.6 | (110) | 4.5 | (110) | 3.0 | (101) |  |  |
|  | Change: | 1.7 |  | 3.5 |  | 3.0 |  |  |  |
| Hispanic | 2015: | 0.0 | (26) | 0.0 | (26) | 0.0 | (16) |  |  |
|  | 2016: | 17.2 | (29) | 17.9 | (28) | 4.8 | (21) |  |  |
|  | Change: | 17.2 |  | 17.9 |  | 4.8 |  |  |  |
| White | 2015: |  |  |  |  |  |  |  |  |
|  | 2016: | * | (2) | * | (2) | * | (2) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 1.8 | (109) | 0.9 | (108) | 0.0 | (88) |  |  |
|  | 2016: | 7.3 | (124) | 6.5 | (123) | 3.7 | (108) |  |  |
|  | Change: | 5.5 |  | 5.6 |  | 3.7 |  |  |  |
| English Language Learner | 2015: | 0.0 | (16) | 0.0 | (16) | 0.0 | (10) |  |  |
|  | 2016: | 15.0 | (20) | 10.5 | (19) | 0.0 | (14) |  |  |
|  | Change: | 15.0 |  | 10.5 |  | 0.0 |  |  |  |
| Special Education | 2015: | 0.0 | (7) | 0.0 | (7) |  | (5) |  |  |
|  | 2016: | * |  | * | (1) |  |  |  |  |
|  | Change: | * |  | * |  |  |  |  |  |

[^6]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

## 72 - SARAH ZUMWALT MIDDLE SCHOOL [Feeds to: SOC]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 7.6 | (105) |  | 2.0 | (102) | 5.4 | (112) | 0.0 | (101) |
|  | 2016: | 1.8 | (113) |  | 2.7 | (110) | 1.7 | (115) | 3.8 | (104) |
|  | Change: | -5.8 |  |  | 0.7 |  | -3.7 |  | 3.8 |  |
| African American | 2015: | 6.0 | (83) |  | 1.3 | (79) | 4.7 | (86) | 0.0 | (80) |
|  | 2016: | 2.3 | (87) |  | 2.3 | (86) | 0.0 | (87) | 3.7 | (82) |
|  | Change: | -3.7 |  |  | 1.0 |  | -4.7 |  | 3.7 |  |
| Hispanic | 2015: | 13.6 | (22) |  | 4.3 | (23) | 7.7 | (26) | 0.0 | (21) |
|  | 2016: | 0.0 | (26) |  | 4.2 | (24) | 7.1 | (28) | 4.5 | (22) |
|  | Change: | -13.6 |  |  | -0.1 |  | -0.6 |  | 4.5 |  |
| Economically <br> Disadvantaged | 2015: | 7.2 | (97) |  | 2.1 | (95) | 5.7 | (105) | 0.0 | (93) |
|  | 2016: | 2.0 | (98) |  | 3.0 | (100) | 1.0 | (101) | 3.2 | (93) |
|  | Change: | -5.2 |  |  | 0.9 |  | -4.7 |  | 3.2 |  |
| English Language Learner | 2015: | 0.0 | (9) |  | 0.0 | (12) | 0.0 | (12) | 0.0 | (9) |
|  | 2016: | 0.0 | (18) |  | 0.0 | (16) | 5.3 | (19) | 0.0 | (15) |
|  | Change: | 0.0 |  |  | 0.0 |  | 5.3 |  | 0.0 |  |
| Special Education | 2015: | * | (2) |  | * | (1) |  |  | * | (1) |
|  | 2016: | * | (3) |  | * | (2) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 3.7 | (383) | 0.8 | (129) | 1.1 | (361) | 5.4 | (112) | 0.0 | (101) |
|  | 2016: | 4.7 | (403) | 7.1 | (141) | 2.3 | (383) | 1.7 | (115) | 3.8 | (104) |
|  | Change: | 1.0 |  | 6.3 |  | 1.2 |  | -3.7 |  | 3.8 |  |
| African American | 2015: | 2.7 | (301) | 1.0 | (103) | 0.7 | (287) | 4.7 | (86) | 0.0 | (80) |
|  | 2016: | 3.2 | (317) | 4.5 | (110) | 1.9 | (308) | 0.0 | (87) | 3.7 | (82) |
|  | Change: | 0.5 |  | 3.5 |  | 1.2 |  | -4.7 |  | 3.7 |  |
| Hispanic | 2015: | 7.4 | (81) | 0.0 | (26) | 2.7 | (73) | 7.7 | (26) | 0.0 | (21) |
|  | 2016: | 11.3 | (80) | 17.9 | (28) | 4.3 | (69) | 7.1 | (28) | 4.5 | (22) |
|  | Change: | 3.9 |  | 17.9 |  | 1.6 |  | -0.6 |  | 4.5 |  |
| White | 2015: |  |  |  |  |  |  |  |  |  |  |
|  | 2016: | * | (3) | * | (2) | * | (3) |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 3.3 | (336) | 0.9 | (108) | 0.6 | (316) | 5.7 | (105) | 0.0 | (93) |
|  | 2016: | 5.0 | (358) | 6.5 | (123) | 2.6 | (345) | 1.0 | (101) | 3.2 | (93) |
|  | Change: | 1.7 |  | 5.6 |  | 2.0 |  | -4.7 |  | 3.2 |  |
| English Language Learner | 2015: | 2.2 | (46) | 0.0 | (16) | 0.0 | (44) | 0.0 | (12) | 0.0 | (9) |
|  | 2016: | 11.7 | (60) | 10.5 | (19) | 2.0 | (51) | 5.3 | (19) | 0.0 | (15) |
|  | Change: | 9.5 |  | 10.5 |  | 2.0 |  | 5.3 |  | 0.0 |  |
| Special Education | 2015: | 0.0 | (12) | 0.0 | (7) | 0.0 | (10) |  |  | * | (1) |
|  | 2016: | 0.0 | (9) | * | (1) | 0.0 | (6) |  |  |  |  |
|  | Change: | 0.0 |  | * |  | 0.0 |  |  |  |  |  |

[^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

## 74 - THOMAS A. EDISON MIDDLE LEARNING CENTER [Feeds to: PINKSTON]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 1.2 | (161) |  | 1.9 | (159) |  |  |
|  | 2016: | 2.8 | (143) |  | 0.0 | (138) |  |  |
|  | Change: | 1.6 |  |  | -1.9 |  |  |  |
| African American | 2015: | 1.4 | (73) |  | 2.7 | (73) |  |  |
|  | 2016: | 1.9 | (54) |  | 0.0 | (54) |  |  |
|  | Change: | 0.5 |  |  | -2.7 |  |  |  |
| Hispanic | 2015: | 1.2 | (85) |  | 1.2 | (83) |  |  |
|  | 2016: | 3.5 | (86) |  | 0.0 | (81) |  |  |
|  | Change: | 2.3 |  |  | -1.2 |  |  |  |
| Economically Disadvantaged | 2015: | 1.4 | (142) |  | 2.1 | (141) |  |  |
|  | 2016: | 3.0 | (133) |  | 0.0 | (132) |  |  |
|  | Change: | 1.6 |  |  | -2.1 |  |  |  |
| English Language Learner | 2015: | 0.0 | (43) |  | 2.4 | (41) |  |  |
|  | 2016: | 0.0 | (45) |  | 0.0 | (40) |  |  |
|  | Change: | 0.0 |  |  | -2.4 |  |  |  |
| Special Education | 2015: | 0.0 | (6) |  | 0.0 | (6) |  |  |
|  | 2016: | * |  |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 1.8 | (166) | 0.6 | (168) | 0.0 | (139) |  |  |
|  | 2016: | 1.4 | (138) | 0.7 | (138) | 0.0 | (113) |  |  |
|  | Change: | -0.4 |  | 0.1 |  | 0.0 |  |  |  |
| African American | 2015: | 0.0 | (76) | 0.0 | (75) | 0.0 | (71) |  |  |
|  | 2016: | 1.6 | (61) | 1.6 | (62) | 0.0 | (53) |  |  |
|  | Change: | 1.6 |  | 1.6 |  | 0.0 |  |  |  |
| Hispanic | 2015: | 3.4 | (88) | 1.1 | (91) | 0.0 | (67) |  |  |
|  | 2016: | 1.4 | (74) | 0.0 | (73) | 0.0 | (57) |  |  |
|  | Change: | -2.0 |  | -1.1 |  | 0.0 |  |  |  |
| White | 2015: |  |  |  |  |  |  |  |  |
|  | 2016: | * |  | * | (2) | * | (2) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 2.1 | (143) | 0.7 | (145) | 0.0 | (117) |  |  |
|  | 2016: | 1.6 | (128) | 0.8 | (128) | 0.0 | (106) |  |  |
|  | Change: | -0.5 |  | 0.1 |  | 0.0 |  |  |  |
| English Language Learner | 2015: | 0.0 | (47) | 0.0 | (50) | 0.0 | (34) |  |  |
|  | 2016: | 2.3 | (44) | 0.0 | (44) | 0.0 | (34) |  |  |
|  | Change: | 2.3 |  | 0.0 |  | 0.0 |  |  |  |
| Special Education | 2015: | * | (5) | 0.0 | (6) | * | (5) |  |  |
|  | 2016: | * | (3) | * | (4) | * | (3) |  |  |
|  | 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

## 74 - THOMAS A. EDISON MIDDLE LEARNING CENTER [Feeds to: PINKSTON]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 3.8 | (157) |  | 1.3 | (151) | 1.2 | (166) | 2.7 | (150) |
|  | 2016: | 5.8 | (156) |  | 0.7 | (148) | 2.5 | (157) | 2.7 | (147) |
|  | Change: | 2.0 |  |  | -0.6 |  | 1.3 |  | 0.0 |  |
| African American | 2015: | 0.0 | (50) |  | 0.0 | (48) | 0.0 | (53) | 0.0 | (49) |
|  | 2016: | 7.5 | (67) |  | 1.5 | (65) | 2.9 | (70) | 3.1 | (65) |
|  | Change: | 7.5 |  |  | 1.5 |  | 2.9 |  | 3.1 |  |
| Hispanic | 2015: | 5.7 | (105) |  | 2.0 | (100) | 1.8 | (110) | 4.0 | (99) |
|  | 2016: | 4.5 | (88) |  | 0.0 | (83) | 2.4 | (85) | 2.5 | (80) |
|  | Change: | -1.2 |  |  | -2.0 |  | 0.6 |  | -1.5 |  |
| Economically Disadvantaged | 2015: | 3.7 | (134) |  | 1.5 | (132) | 0.7 | (145) | 2.3 | (129) |
|  | 2016: | 6.6 | (137) |  | 0.8 | (133) | 2.9 | (140) | 3.1 | (131) |
|  | Change: | 2.9 |  |  | -0.7 |  | 2.2 |  | 0.8 |  |
| English Language Learner | 2015: | 0.0 | (44) |  | 0.0 | (46) | 0.0 | (43) | 2.5 | (40) |
|  | 2016: | 0.0 | (39) |  | 0.0 | (37) | 2.6 | (38) | 0.0 | (32) |
|  | Change: | 0.0 |  |  | 0.0 |  | 2.6 |  | -2.5 |  |
| Special Education | 2015: | 0.0 | (8) |  | 0.0 | (8) | 0.0 | (8) | 0.0 | (8) |
|  | 2016: | * |  |  | * | (2) | * | (1) | * | (1) |
|  | Change: | * |  |  | * |  | * |  | * |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 2.3 | (484) | 0.6 | (168) | 1.1 | (449) | 1.2 | (166) | 2.7 | (150) |
|  | 2016: | 3.4 | (437) | 0.7 | (138) | 0.3 | (399) | 2.5 | (157) | 2.7 | (147) |
|  | Change: | 1.1 |  | 0.1 |  | -0.8 |  | 1.3 |  | 0.0 |  |
| African American | 2015: | 0.5 | (199) | 0.0 | (75) | 1.0 | (192) | 0.0 | (53) | 0.0 | (49) |
|  | 2016: | 3.8 | (182) | 1.6 | (62) | 0.6 | (172) | 2.9 | (70) | 3.1 | (65) |
|  | Change: | 3.3 |  | 1.6 |  | -0.4 |  | 2.9 |  | 3.1 |  |
| Hispanic | 2015: | 3.6 | (278) | 1.1 | (91) | 1.2 | (250) | 1.8 | (110) | 4.0 | (99) |
|  | 2016: | 3.2 | (248) | 0.0 | (73) | 0.0 | (221) | 2.4 | (85) | 2.5 | (80) |
|  | Change: | -0.4 |  | -1.1 |  | -1.2 |  | 0.6 |  | -1.5 |  |
| White | 2015: |  | (3) |  |  | * | (3) | * | (2) | * | (2) |
|  | 2016: |  | (2) | * | (2) | * | (2) |  |  |  |  |
|  | Change: | * |  |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 2.4 | (419) | 0.7 | (145) | 1.3 | (390) | 0.7 | (145) | 2.3 | (129) |
|  | 2016: | 3.8 | (398) | 0.8 | (128) | 0.3 | (371) | 2.9 | (140) | 3.1 | (131) |
|  | Change: | 1.4 |  | 0.1 |  | -1.0 |  | 2.2 |  | 0.8 |  |
| English Language Learner | 2015: | 0.0 | (134) | 0.0 | (50) | 0.8 | (121) | 0.0 | (43) | 2.5 | (40) |
|  | 2016: | 0.8 | (128) | 0.0 | (44) | 0.0 | (111) | 2.6 | (38) | 0.0 | (32) |
|  | Change: | 0.8 |  | 0.0 |  | -0.8 |  | 2.6 |  | -2.5 |  |
| Special Education | 2015: | 0.0 | (19) | 0.0 | (6) | 0.0 | (19) | 0.0 | (8) | 0.0 | (8) |
|  | 2016: | 0.0 | (7) | * | (4) | 0.0 | (7) | * | (1) | * | (1) |
|  | Change: | 0.0 |  | * |  | 0.0 |  | * |  | * |  |

[^9]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

110 - ANNIE WEBB BLANTON ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 11.6 | (112) |  | 3.8 | (105) |  |  |
|  | 2016: | 21.5 | (93) |  | 25.3 | (87) |  |  |
|  | Change: | 9.9 |  |  | 21.5 |  |  |  |
| African American | 2015: | 5.3 | (19) |  | 0.0 | (19) |  |  |
|  | 2016: | 6.7 | (15) |  | 0.0 | (14) |  |  |
|  | Change: | 1.4 |  |  | 0.0 |  |  |  |
| Hispanic | 2015: | 13.5 | (89) |  | 4.9 | (82) |  |  |
|  | 2016: | 24.4 | (78) |  | 30.1 | (73) |  |  |
|  | Change: | 10.9 |  |  | 25.2 |  |  |  |
| Economically Disadvantaged | 2015: | 12.0 | (100) |  | 4.3 | (94) |  |  |
|  | 2016: | 21.4 | (84) |  | 27.8 | (79) |  |  |
|  | Change: | 9.4 |  |  | 23.5 |  |  |  |
| English Language Learner | 2015: | 10.0 | (70) |  | 4.8 | (63) |  |  |
|  | 2016: | 26.3 | (57) |  | 36.5 | (52) |  |  |
|  | Change: | 16.3 |  |  | 31.7 |  |  |  |
| Special Education | 2015: | * | (1) |  | * | (1) |  |  |
|  | 2016: | * |  |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 8.5 | (82) | 2.4 | (83) | 7.5 | (80) |  |  |
|  | 2016: | 16.2 | (105) | 12.3 | (106) | 35.2 | (105) |  |  |
|  | Change: | 7.7 |  | 9.9 |  | 27.7 |  |  |  |
| African American | 2015: | 0.0 | (18) | 0.0 | (18) | 0.0 | (18) |  |  |
|  | 2016: | 8.3 | (12) | 0.0 | (12) | 8.3 | (12) |  |  |
|  | Change: | 8.3 |  | 0.0 |  | 8.3 |  |  |  |
| Hispanic | 2015: | 9.5 | (63) | 3.1 | (64) | 9.8 | (61) |  |  |
|  | 2016: | 16.5 | (91) | 13.0 | (92) | 38.5 | (91) |  |  |
|  | Change: | 7.0 |  | 9.9 |  | 28.7 |  |  |  |
| White | 2015: |  |  |  |  |  |  |  |  |
|  | 2016: | * | (2) | * | (2) | * | (2) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 6.7 | (75) | 2.7 | (75) | 8.2 | (73) |  |  |
|  | 2016: | 16.7 | (96) | 11.3 | (97) | 35.4 | (96) |  |  |
|  | Change: | 10.0 |  | 8.6 |  | 27.2 |  |  |  |
| English Language Learner | 2015: | 11.1 | (45) | 2.2 | (45) | 9.3 | (43) |  |  |
|  | 2016: | 18.6 | (70) | 18.6 | (70) | 42.9 | (70) |  |  |
|  | Change: | 7.5 |  | 16.4 |  | 33.6 |  |  |  |
| Special Education | 2015: | * | (3) | * | (3) | * | (3) |  |  |
|  | 2016: | * | (3) | * | (3) | * | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^10]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

110 - ANNIE WEBB BLANTON ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 2.2 | (90) |  | 3.4 | (89) | 1.1 | (90) |  |
|  | 2016: | 14.6 | (89) |  | 20.2 | (89) | 5.7 | (87) |  |
|  | Change: | 12.4 |  |  | 16.8 |  | 4.6 |  |  |
| African American | 2015: | 0.0 | (13) |  | 0.0 | (13) | 0.0 | (13) |  |
|  | 2016: | 6.3 | (16) |  | 6.3 | (16) | 7.1 | (14) |  |
|  | Change: | 6.3 |  |  | 6.3 |  | 7.1 |  |  |
| Hispanic | 2015: | 2.6 | (76) |  | 4.0 | (75) | 1.3 | (76) |  |
|  | 2016: | 17.1 | (70) |  | 22.5 | (71) | 5.7 | (70) |  |
|  | Change: | 14.5 |  |  | 18.5 |  | 4.4 |  |  |
| White | 2015: |  |  |  |  |  |  |  |  |
|  | 2016: | * | (2) |  | * | (2) | * | (2) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 2.4 | (83) |  | 2.4 | (83) | 1.2 | (84) |  |
|  | 2016: | 16.3 | (80) |  | 17.3 | (81) | 6.6 | (76) |  |
|  | Change: | 13.9 |  |  | 14.9 |  | 5.4 |  |  |
| English Language Learner | 2015: | 3.4 | (59) |  | 3.4 | (59) | 0.0 | (59) |  |
|  | 2016: | 15.4 | (52) |  | 26.4 | (53) | 3.8 | (52) |  |
|  | Change: | 12.0 |  |  | 23.0 |  | 3.8 |  |  |
| Special Education | 2015: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2016: | * | (4) |  | * | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 7.7 | (284) | 2.4 | (83) | 4.7 | (274) | 1.1 | (90) |  |
|  | 2016: | 17.4 | (287) | 12.3 | (106) | 27.4 | (281) | 5.7 | (87) |  |
|  | Change: | 9.7 |  | 9.9 |  | 22.7 |  | 4.6 |  |  |
| African American | 2015: | 2.0 | (50) | 0.0 | (18) | 0.0 | (50) | 0.0 | (13) |  |
|  | 2016: | 7.0 | (43) | 0.0 | (12) | 4.8 | (42) | 7.1 | (14) |  |
|  | Change: | 5.0 |  | 0.0 |  | 4.8 |  | 7.1 |  |  |
| Hispanic | 2015: | 8.8 | (228) | 3.1 | (64) | 6.0 | (218) | 1.3 | (76) |  |
|  | 2016: | 19.2 | (239) | 13.0 | (92) | 31.1 | (235) | 5.7 | (70) |  |
|  | Change: | 10.4 |  | 9.9 |  | 25.1 |  | 4.4 |  |  |
| White | 2015: | * | (4) |  |  | * | (4) |  |  |  |
|  | 2016: | * | (4) | * | (2) | * | (4) | * | (2) |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2015: | 7.4 | (258) | 2.7 | (75) | 4.8 | (250) | 1.2 | (84) |  |
|  | 2016: | 18.1 | (260) | 11.3 | (97) | 27.3 | (256) | 6.6 | (76) |  |
|  | Change: | 10.7 |  | 8.6 |  | 22.5 |  | 5.4 |  |  |
| English Language Learner | 2015: | 8.0 | (174) | 2.2 | (45) | 5.5 | (165) | 0.0 | (59) |  |
|  | 2016: | 20.1 | (179) | 18.6 | (70) | 36.0 | (175) | 3.8 | (52) |  |
|  | Change: | 12.1 |  | 16.4 |  | 30.5 |  | 3.8 |  |  |
| Special Education | 2015: | 12.5 | (8) | * | (3) | 0.0 | (8) | * | (4) |  |
|  | 2016: | 0.0 | (12) | * | (3) | 0.0 | (12) | * | (5) |  |
|  | Change: | -12.5 |  | * |  | 0.0 |  | * |  |  |

[^11]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

## 175 - UMPHREY LEE ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 3.5 | (86) |  | 1.3 | (80) |  |  |
|  | 2016: | 16.5 | (97) |  | 13.4 | (97) |  |  |
|  | Change: | 13.0 |  |  | 12.1 |  |  |  |
| African American | 2015: | 0.0 | (52) |  | 0.0 | (52) |  |  |
|  | 2016: | 12.3 | (57) |  | 7.0 | (57) |  |  |
|  | Change: | 12.3 |  |  | 7.0 |  |  |  |
| Hispanic | 2015: | 9.7 | (31) |  | 4.0 | (25) |  |  |
|  | 2016: | 24.3 | (37) |  | 24.3 | (37) |  |  |
|  | Change: | 14.6 |  |  | 20.3 |  |  |  |
| White | 2015: | * | (1) |  | * | (1) |  |  |
|  | 2016: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 4.1 | (73) |  | 1.4 | (69) |  |  |
|  | 2016: | 17.8 | (90) |  | 14.4 | (90) |  |  |
|  | Change: | 13.7 |  |  | 13.0 |  |  |  |
| English Language Learner | 2015: | 9.1 | (22) |  | 6.3 | (16) |  |  |
|  | 2016: | 30.0 | (30) |  | 20.0 | (30) |  |  |
|  | Change: | 20.9 |  |  | 13.7 |  |  |  |
| Special Education | 2015: | * | (1) |  |  |  |  |  |
|  | 2016: | * | (3) |  | * | (3) |  |  |
|  | Change: | * |  |  |  |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 2.7 | (75) | 0.0 | (73) | 2.7 | (75) |  |  |
|  | 2016: | 13.0 | (77) | 21.5 | (79) | 6.5 | (77) |  |  |
|  | Change: | 10.3 |  | 21.5 |  | 3.8 |  |  |  |
| African American | 2015: | 0.0 | (57) | 0.0 | (55) | 0.0 | (57) |  |  |
|  | 2016: | 8.2 | (49) | 14.0 | (50) | 6.1 | (49) |  |  |
|  | Change: | 8.2 |  | 14.0 |  | 6.1 |  |  |  |
| Hispanic | 2015: | 11.8 | (17) | 0.0 | (17) | 11.8 | (17) |  |  |
|  | 2016: | 20.0 | (25) | 38.5 | (26) | 8.0 | (25) |  |  |
|  | Change: | 8.2 |  | 38.5 |  | -3.8 |  |  |  |
| Economically Disadvantaged | 2015: | 3.3 | (61) | 0.0 | (59) | 3.3 | (61) |  |  |
|  | 2016: | 12.9 | (70) | 22.2 | (72) | 7.1 | (70) |  |  |
|  | Change: | 9.6 |  | 22.2 |  | 3.8 |  |  |  |
| English Language Learner | 2015: | 15.4 | (13) | 0.0 | (13) | 7.7 | (13) |  |  |
|  | 2016: | 22.2 | (18) | 36.8 | (19) | 5.6 | (18) |  |  |
|  | Change: | 6.8 |  | 36.8 |  | -2.1 |  |  |  |

[^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

## 175 - UMPHREY LEE ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 3.1 | (98) |  | 1.1 | (95) | 0.0 | (96) |  |
|  | 2016: | 9.1 | (77) |  | 3.8 | (78) | 9.2 | (76) |  |
|  | Change: | 6.0 |  |  | 2.7 |  | 9.2 |  |  |
| African American | 2015: | 0.0 | (62) |  | 0.0 | (62) | 0.0 | (62) |  |
|  | 2016: | 4.2 | (48) |  | 0.0 | (48) | 4.2 | (48) |  |
|  | Change: | 4.2 |  |  | 0.0 |  | 4.2 |  |  |
| Hispanic | 2015: | 8.3 | (36) |  | 3.0 | (33) | 0.0 | (34) |  |
|  | 2016: | 18.5 | (27) |  | 10.7 | (28) | 19.2 | (26) |  |
|  | Change: | 10.2 |  |  | 7.7 |  | 19.2 |  |  |
| White | 2015: |  |  |  |  |  |  |  |  |
|  | 2016: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 3.5 | (86) |  | 1.2 | (83) | 0.0 | (84) |  |
|  | 2016: | 9.2 | (65) |  | 4.5 | (66) | 9.4 | (64) |  |
|  | Change: | 5.7 |  |  | 3.3 |  | 9.4 |  |  |
| English Language Learner | 2015: | 12.5 | (24) |  | 4.5 | (22) | 0.0 | (23) |  |
|  | 2016: | 20.0 | (15) |  | 6.7 | (15) | 13.3 | (15) |  |
|  | Change: | 7.5 |  |  | 2.2 |  | 13.3 |  |  |
| Special Education | 2015: |  |  |  |  |  |  |  |  |
|  | 2016: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 3.1 | (259) | 0.0 | (73) | 1.6 | (250) | 0.0 | (96) |  |
|  | 2016: | 13.1 | (251) | 21.5 | (79) | 8.3 | (252) | 9.2 | (76) |  |
|  | Change: | 10.0 |  | 21.5 |  | 6.7 |  | 9.2 |  |  |
| African American | 2015: | 0.0 | (171) | 0.0 | (55) | 0.0 | (171) | 0.0 | (62) |  |
|  | 2016: | 8.4 | (154) | 14.0 | (50) | 4.5 | (154) | 4.2 | (48) |  |
|  | Change: | 8.4 |  | 14.0 |  | 4.5 |  | 4.2 |  |  |
| Hispanic | 2015: | 9.5 | (84) | 0.0 | (17) | 5.3 | (75) | 0.0 | (34) |  |
|  | 2016: | 21.3 | (89) | 38.5 | (26) | 15.6 | (90) | 19.2 | (26) |  |
|  | Change: | 11.8 |  | 38.5 |  | 10.3 |  | 19.2 |  |  |
| White | 2015: |  | (1) |  |  | * | (1) |  |  |  |
|  | 2016: | * | (2) |  |  | * | (2) | * | (1) |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2015: | 3.6 | (220) | 0.0 | (59) | 1.9 | (213) | 0.0 | (84) |  |
|  | 2016: | 13.8 | (225) | 22.2 | (72) | 9.3 | (226) | 9.4 | (64) |  |
|  | Change: | 10.2 |  | 22.2 |  | 7.4 |  | 9.4 |  |  |
| English Language Learner | 2015: | 11.9 | (59) | 0.0 | (13) | 5.9 | (51) | 0.0 | (23) |  |
|  | 2016: | 25.4 | (63) | 36.8 | (19) | 12.7 | (63) | 13.3 | (15) |  |
|  | Change: | 13.5 |  | 36.8 |  | 6.8 |  | 13.3 |  |  |
| Special Education | 2015: | * | (2) |  |  | * | (1) |  |  |  |
|  | 2016: | * |  |  |  | * | (4) | * | (1) |  |
|  | Change: | * |  |  |  | * |  |  |  |  |

[^13]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

186 - ROGER Q. MILLS ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 9.4 | (64) |  | 9.4 | (64) |  |  |
|  | 2016: | 10.6 | (66) |  | 3.0 | (66) |  |  |
|  | Change: | 1.2 |  |  | -6.4 |  |  |  |
| African American | 2015: | 0.0 | (27) |  | 0.0 | (27) |  |  |
|  | 2016: | 9.1 | (22) |  | 0.0 | (22) |  |  |
|  | Change: | 9.1 |  |  | 0.0 |  |  |  |
| Hispanic | 2015: | 16.2 | (37) |  | 16.2 | (37) |  |  |
|  | 2016: | 9.8 | (41) |  | 4.9 | (41) |  |  |
|  | Change: | -6.4 |  |  | -11.3 |  |  |  |
| White | 2015: |  |  |  |  |  |  |  |
|  | 2016: | * | (2) |  | * | (2) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2015: | 10.9 | (55) |  | 10.9 | (55) |  |  |
|  | 2016: | 8.1 | (62) |  | 3.2 | (62) |  |  |
|  | Change: | -2.8 |  |  | -7.7 |  |  |  |
| English Language Learner | 2015: | 20.0 | (30) |  | 20.0 | (30) |  |  |
|  | 2016: | 14.3 | (35) |  | 5.7 | (35) |  |  |
|  | Change: | -5.7 |  |  | -14.3 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 1.7 | (60) | 4.9 | (61) | 8.3 | (60) |  |  |
|  | 2016: | 11.1 | (63) | 7.8 | (64) | 11.3 | (62) |  |  |
|  | Change: | 9.4 |  | 2.9 |  | 3.0 |  |  |  |
| African American | 2015: | 4.5 | (22) | 0.0 | (23) | 4.5 | (22) |  |  |
|  | 2016: | 7.4 | (27) | 0.0 | (27) | 0.0 | (27) |  |  |
|  | Change: | 2.9 |  | 0.0 |  | -4.5 |  |  |  |
| Hispanic | 2015: | 0.0 | (37) | 8.1 | (37) | 10.8 | (37) |  |  |
|  | 2016: | 13.9 | (36) | 13.5 | (37) | 20.0 | (35) |  |  |
|  | Change: | 13.9 |  | 5.4 |  | 9.2 |  |  |  |
| Economically Disadvantaged | 2015: | 1.8 | (56) | 5.3 | (57) | 8.9 | (56) |  |  |
|  | 2016: | 8.8 | (57) | 6.9 | (58) | 10.7 | (56) |  |  |
|  | Change: | 7.0 |  | 1.6 |  | 1.8 |  |  |  |
| English Language Learner | 2015: | 0.0 | (32) | 6.3 | (32) | 9.4 | (32) |  |  |
|  | 2016: | 16.7 | (30) | 12.9 | (31) | 17.2 | (29) |  |  |
|  | Change: | 16.7 |  | 6.6 |  | 7.8 |  |  |  |
| Special Education | 2015: | * | (1) | * | (1) | * | (1) |  |  |
|  | 2016: | * | (1) | * | (1) | * | (1) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^14]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

186 - ROGER Q. MILLS ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 7.5 | (67) |  | 1.5 | (65) | 0.0 | (66) |  |
|  | 2016: | 18.8 | (48) |  | 17.0 | (47) | 6.4 | (47) |  |
|  | Change: | 11.3 |  |  | 15.5 |  | 6.4 |  |  |
| African American | 2015: | 8.0 | (25) |  | 4.2 | (24) | 0.0 | (24) |  |
|  | 2016: | 13.6 | (22) |  | 4.5 | (22) | 0.0 | (22) |  |
|  | Change: | 5.6 |  |  | 0.3 |  | 0.0 |  |  |
| Hispanic | 2015: | 7.3 | (41) |  | 0.0 | (40) | 0.0 | (41) |  |
|  | 2016: | 20.8 | (24) |  | 26.1 | (23) | 13.0 | (23) |  |
|  | Change: | 13.5 |  |  | 26.1 |  | 13.0 |  |  |
| White | 2015: |  | (1) |  |  | (1) | * | (1) |  |
|  | 2016: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2015: | 8.2 | (61) |  | 1.7 | (59) | 0.0 | (60) |  |
|  | 2016: | 17.0 | (47) |  | 15.2 | (46) | 6.5 | (46) |  |
|  | Change: | 8.8 |  |  | 13.5 |  | 6.5 |  |  |
| English Language Learner | 2015: | 7.7 | (26) |  | 0.0 | (25) | 0.0 | (26) |  |
|  | 2016: | 20.0 | (20) |  | 26.3 | (19) | 10.5 | (19) |  |
|  | Change: | 12.3 |  |  | 26.3 |  | 10.5 |  |  |
| Special Education | 2015: | 0.0 | (9) |  | 0.0 | (7) | 0.0 | (8) |  |
|  | 2016: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 6.3 | (191) | 4.9 | (61) | 6.3 | (189) | 0.0 | (66) |  |
|  | 2016: | 13.0 | (177) | 7.8 | (64) | 9.7 | (175) | 6.4 | (47) |  |
|  | Change: | 6.7 |  | 2.9 |  | 3.4 |  | 6.4 |  |  |
| African American | 2015: | 4.1 | (74) | 0.0 | (23) | 2.7 | (73) | 0.0 | (24) |  |
|  | 2016: | 9.9 | (71) | 0.0 | (27) | 1.4 | (71) | 0.0 | (22) |  |
|  | Change: | 5.8 |  | 0.0 |  | -1.3 |  | 0.0 |  |  |
| Hispanic | 2015: | 7.8 | (115) | 8.1 | (37) | 8.8 | (114) | 0.0 | (41) |  |
|  | 2016: | 13.9 | (101) | 13.5 | (37) | 15.2 | (99) | 13.0 | (23) |  |
|  | Change: | 6.1 |  | 5.4 |  | 6.4 |  | 13.0 |  |  |
| White | 2015: |  | (2) | * | (1) | * | (2) | * | (1) |  |
|  | 2016: |  |  |  |  | * | (3) | * | (1) |  |
|  | Change: | * |  |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2015: | 7.0 | (172) | 5.3 | (57) | 7.1 | (170) | 0.0 | (60) |  |
|  | 2016: | 10.8 | (166) | 6.9 | (58) | 9.1 | (164) | 6.5 | (46) |  |
|  | Change: | 3.8 |  | 1.6 |  | 2.0 |  | 6.5 |  |  |
| English Language Learner | 2015: | 9.1 | (88) | 6.3 | (32) | 10.3 | (87) | 0.0 | (26) |  |
|  | 2016: | 16.5 | (85) | 12.9 | (31) | 14.5 | (83) | 10.5 | (19) |  |
|  | Change: | 7.4 |  | 6.6 |  | 4.2 |  | 10.5 |  |  |
| Special Education | 2015: | 0.0 | (13) | * | (1) | 0.0 | (11) | 0.0 | (8) |  |
|  | 2016: | * |  | * | (1) | * | (2) | * | (1) |  |
|  | Change: | * |  | * |  | * |  | * |  |  |

[^15]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

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

| Grade 3 |  | Reading |  | Writing | Mathe | tics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 0.0 | (91) |  | 0.0 | (91) |  |  |
|  | 2016: | 10.9 | (92) |  | 12.9 | (93) |  |  |
|  | Change: | 10.9 |  |  | 12.9 |  |  |  |
| African American | 2015: | 0.0 | (89) |  | 0.0 | (89) |  |  |
|  | 2016: | 11.6 | (86) |  | 13.8 | (87) |  |  |
|  | Change: | 11.6 |  |  | 13.8 |  |  |  |
| Hispanic | 2015: | * | (1) |  | * | (1) |  |  |
|  | 2016: | 0.0 | (6) |  | 0.0 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 0.0 | (81) |  | 0.0 | (81) |  |  |
|  | 2016: | 11.5 | (87) |  | 13.6 | (88) |  |  |
|  | Change: | 11.5 |  |  | 13.6 |  |  |  |
| English Language Learner | 2015: |  |  |  |  |  |  |  |
|  | 2016: | * | (4) |  | * | (4) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Special Education | 2015: | * | (4) |  | * | (4) |  |  |
|  | 2016: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 1.2 | (86) | 1.1 | (87) | 0.0 | (89) |  |  |
|  | 2016: | 3.6 | (83) | 4.9 | (82) | 1.2 | (83) |  |  |
|  | Change: | 2.4 |  | 3.8 |  | 1.2 |  |  |  |
| African American | 2015: | 1.2 | (81) | 1.2 | (83) | 0.0 | (84) |  |  |
|  | 2016: | 3.8 | (79) | 5.1 | (79) | 1.3 | (79) |  |  |
|  | Change: | 2.6 |  | 3.9 |  | 1.3 |  |  |  |
| Hispanic | 2015: | * | (4) | * | (3) | * | (4) |  |  |
|  | 2016: | * | (4) | * | (3) | * | (4) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2015: | 1.4 | (71) | 1.4 | (71) | 0.0 | (73) |  |  |
|  | 2016: | 4.1 | (74) | 5.4 | (74) | 1.4 | (74) |  |  |
|  | Change: | 2.7 |  | 4.0 |  | 1.4 |  |  |  |

[^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

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

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 2.7 | (75) |  | 1.4 | (73) | 0.0 | (75) |  |
|  | 2016: | 4.8 | (83) |  | 2.4 | (84) | 4.3 | (93) |  |
|  | Change: | 2.1 |  |  | 1.0 |  | 4.3 |  |  |
| African American | 2015: | 2.9 | (69) |  | 1.5 | (67) | 0.0 | (69) |  |
|  | 2016: | 5.3 | (75) |  | 2.6 | (76) | 4.7 | (85) |  |
|  | Change: | 2.4 |  |  | 1.1 |  | 4.7 |  |  |
| Hispanic | 2015: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2016: | 0.0 | (8) |  | 0.0 | (8) | 0.0 | (8) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2015: | 2.9 | (68) |  | 1.5 | (68) | 0.0 | (71) |  |
|  | 2016: | 3.9 | (76) |  | 1.3 | (77) | 2.3 | (86) |  |
|  | Change: | 1.0 |  |  | -0.2 |  | 2.3 |  |  |
| English Language Learner | 2015: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2016: | * | (5) |  | * | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Special Education | 2015: | 0.0 | (6) |  | * | (5) | * | (5) |  |
|  | 2016: |  |  |  |  |  | 0.0 | (8) |  |
|  | Change: |  |  |  |  |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science ${ }^{2}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2015: | 1.2 | (252) | 1.1 | (87) | 0.4 | (253) | 0.0 | (75) |  |
|  | 2016: | 6.6 | (258) | 4.9 | (82) | 5.8 | (260) | 4.3 | (93) |  |
|  | Change: | 5.4 |  | 3.8 |  | 5.4 |  | 4.3 |  |  |
| African American | 2015: | 1.3 | (239) | 1.2 | (83) | 0.4 | (240) | 0.0 | (69) |  |
|  | 2016: | 7.1 | (240) | 5.1 | (79) | 6.2 | (242) | 4.7 | (85) |  |
|  | Change: | 5.8 |  | 3.9 |  | 5.8 |  | 4.7 |  |  |
| Hispanic | 2015: | 0.0 | (9) | * | (3) | 0.0 | (9) | * | (4) |  |
|  | 2016: | 0.0 | (18) | * | (3) | 0.0 | (18) | 0.0 | (8) |  |
|  | Change: | 0.0 |  | * |  | 0.0 |  | * |  |  |
| Economically Disadvantaged | 2015: | 1.4 | (220) | 1.4 | (71) | 0.5 | (222) | 0.0 | (71) |  |
|  | 2016: | 6.8 | (237) | 5.4 | (74) | 5.9 | (239) | 2.3 | (86) |  |
|  | Change: | 5.4 |  | 4.0 |  | 5.4 |  | 2.3 |  |  |
| English Language Learner | 2015: | 0.0 | (6) | * | (3) | 0.0 | (6) | * | (3) |  |
|  | 2016: | 0.0 | (9) |  |  | 11.1 | (9) | * | (5) |  |
|  | Change: | 0.0 |  |  |  | 11.1 |  | * |  |  |
| Special Education | 2015: | 0.0 | (13) | * | (3) | 0.0 | (12) | * | (5) |  |
|  | 2016: | * |  |  |  | * | (1) | 0.0 | (8) |  |
|  | Change: | * |  |  |  | * |  | * |  |  |

[^17]
[^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. 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. ${ }^{1}$ 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.

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

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

[^12]:    $(N)=$ 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.

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

[^14]:    $(N)=$ 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.

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

[^16]:    $(N)=$ 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.

[^17]:    $(N)=$ 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.

