POPULATION:
STATISTIC:

LANGUAGE:

ADMINISTRATION: Spring 2018 (through second administration)
All Students Tested at Location
Percentage Meeting Grade Level or better

Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

## L.G. PINKSTON FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 31.5 | (612) |  | 38.4 | (612) |  |  |
|  | 2018: | 34.7 | (556) |  | 44.5 | (555) |  |  |
|  | Change: | 3.2 |  |  | 6.1 |  |  |  |
| African American | 2017: | 17.5 | (114) |  | 16.7 | (114) |  |  |
|  | 2018: | 21.9 | (96) |  | 34.4 | (96) |  |  |
|  | Change: | 4.4 |  |  | 17.7 |  |  |  |
| Hispanic | 2017: | 35.1 | (485) |  | 43.7 | (485) |  |  |
|  | 2018: | 37.5 | (443) |  | 46.6 | (442) |  |  |
|  | Change: | 2.4 |  |  | 2.9 |  |  |  |
| White | 2017: | 22.2 | (9) |  | 22.2 | (9) |  |  |
|  | 2018: | 50.0 | (10) |  | 60.0 | (10) |  |  |
|  | Change: | 27.8 |  |  | 37.8 |  |  |  |
| Economically Disadvantaged | 2017: | 30.9 | (570) |  | 37.5 | (570) |  |  |
|  | 2018: | 32.3 | (471) |  | 43.0 | (470) |  |  |
|  | Change: | 1.4 |  |  | 5.5 |  |  |  |
| English Language Learner | 2017: | 38.4 | (271) |  | 44.6 | (271) |  |  |
|  | 2018: | 39.6 | (275) |  | 44.5 | (274) |  |  |
|  | Change: | 1.2 |  |  | -0.1 |  |  |  |
| Special Education | 2017: | 5.8 | (52) |  | 15.4 | (52) |  |  |
|  | 2018: | 19.1 | (47) |  | 25.5 | (47) |  |  |
|  | Change: | 13.3 |  |  | 10.1 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 28.5 | (641) | 27.5 | (640) | 35.1 | (641) |  |  |
|  | 2018: | 36.8 | (590) | 34.4 | (590) | 47.5 | (591) |  |  |
|  | Change: | 8.3 |  | 6.9 |  | 12.4 |  |  |  |
| African American | 2017: | 19.8 | (116) | 17.2 | (116) | 23.3 | (116) |  |  |
|  | 2018: | 22.1 | (95) | 16.0 | (94) | 33.7 | (95) |  |  |
|  | Change: | 2.3 |  | -1.2 |  | 10.4 |  |  |  |
| Hispanic | 2017: | 30.3 | (511) | 29.7 | (509) | 37.6 | (511) |  |  |
|  | 2018: | 39.2 | (474) | 38.1 | (475) | 50.3 | (475) |  |  |
|  | Change: | 8.9 |  | 8.4 |  | 12.7 |  |  |  |
| White | 2017: | 16.7 | (6) | 33.3 | (6) | 33.3 | (6) |  |  |
|  | 2018: | 56.3 | (16) | 43.8 | (16) | 62.5 | (16) |  |  |
|  | Change: | 39.6 |  | 10.5 |  | 29.2 |  |  |  |
| Economically Disadvantaged | 2017: | 27.2 | (592) | 26.4 | (592) | 33.6 | (592) |  |  |
|  | 2018: | 35.8 | (519) | 33.3 | (519) | 46.9 | (520) |  |  |
|  | Change: | 8.6 |  | 6.9 |  | 13.3 |  |  |  |
| English Language Learner | 2017: | 30.1 | (312) | 30.1 | (312) | 34.9 | (312) |  |  |
|  | 2018: | 39.3 | (272) | 41.9 | (272) | 50.9 | (273) |  |  |
|  | Change: | 9.2 |  | 11.8 |  | 16.0 |  |  |  |
| Special Education | 2017: | 9.3 | (43) | 2.3 | (43) | 7.0 | (43) |  |  |
|  | 2018: | 4.7 | (64) | 4.8 | (63) | 15.6 | (64) |  |  |
|  | Change: | -4.6 |  | 2.5 |  | 8.6 |  |  |  |

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

All Students Tested at Location
Percentage Meeting Grade Level or better
Spring 2018 (through second administration)
Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

## L.G. PINKSTON FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: |  | (594) |  |  | (593) |  |  |  |
|  | 2018: | 43.8 | (617) |  | 48.0 | (617) | 33.4 | (616) |  |
|  | Change: | 5.1 |  |  | 10.2 |  | 6.1 |  |  |
| African American | 2017: | 27.7 | (119) |  | 27.1 | (118) | 22.5 | (120) |  |
|  | 2018: | 35.5 | (107) |  | 30.8 | (107) | 17.8 | (107) |  |
|  | Change: | 7.8 |  |  | 3.7 |  | -4.7 |  |  |
| Hispanic | 2017: | 40.8 | (463) |  | 39.5 | (463) | 27.7 | (462) |  |
|  | 2018: | 45.1 | (490) |  | 51.2 | (490) | 37.0 | (489) |  |
|  | Change: | 4.3 |  |  | 11.7 |  | 9.3 |  |  |
| White | 2017: | 85.7 | (7) |  | 85.7 | (7) | 71.4 | (7) |  |
|  | 2018: | 60.0 | (10) |  | 60.0 | (10) | 40.0 | (10) |  |
|  | Change: | -25.7 |  |  | -25.7 |  | -31.4 |  |  |
| Economically Disadvantaged | 2017: | 37.6 | (553) |  | 37.9 | (552) | 27.3 | (553) |  |
|  | 2018: | 42.0 | (541) |  | 47.7 | (541) | 33.5 | (541) |  |
|  | Change: | 4.4 |  |  | 9.8 |  | 6.2 |  |  |
| English Language Learner | 2017: | 39.8 | (269) |  | 37.5 | (269) | 21.6 | (268) |  |
|  | 2018: | 45.6 | (287) |  | 51.4 | (288) | 36.1 | (291) |  |
|  | Change: | 5.8 |  |  | 13.9 |  | 14.5 |  |  |
| Special Education | 2017: | 10.5 | (38) |  | 5.3 | (38) | 5.4 | (37) |  |
|  | 2018: | 10.9 | (46) |  | 15.2 | (46) | 12.2 | (49) |  |
|  | Change: | 0.4 |  |  | 9.9 |  | 6.8 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 14.8 | (539) |  | 24.4 | (536) |  |  |
|  | 2018: | 17.0 | (518) |  | 33.4 | (518) |  |  |
|  | Change: | 2.2 |  |  | 9.0 |  |  |  |
| African American | 2017: | 12.2 | (74) |  | 15.1 | (73) |  |  |
|  | 2018: | 11.0 | (91) |  | 23.1 | (91) |  |  |
|  | Change: | -1.2 |  |  | 8.0 |  |  |  |
| Hispanic | 2017: | 14.9 | (455) |  | 25.8 | (453) |  |  |
|  | 2018: | 17.9 | (419) |  | 35.1 | (419) |  |  |
|  | Change: | 3.0 |  |  | 9.3 |  |  |  |
| White | 2017: | 28.6 | (7) |  | 28.6 | (7) |  |  |
|  | 2018: |  | (4) |  |  | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2017: | 15.1 | (509) |  | 25.0 | (507) |  |  |
|  | 2018: | 17.4 | (478) |  | 34.1 | (478) |  |  |
|  | Change: | 2.3 |  |  | 9.1 |  |  |  |
| English Language Learner | 2017: | 13.2 | (281) |  | 26.4 | (280) |  |  |
|  | 2018: | 16.3 | (270) |  | 33.6 | (268) |  |  |
|  | Change: | 3.1 |  |  | 7.2 |  |  |  |
| Special Education | 2017: | 0.0 | (45) |  | 6.8 | (44) |  |  |
|  | 2018: | 7.8 | (51) |  | 13.7 | (51) |  |  |
|  | Change: | 7.8 |  |  | 6.9 |  |  |  |

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

All Students Tested at Location
Percentage Meeting Grade Level or better
Spring 2018 (through second administration)
Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

## L.G. PINKSTON FEEDER GROUP

| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 17.9 | (536) | 13.0 | (532) | 14.0 | (456) |  |  |
|  | 2018: | 30.5 | (505) | 25.8 | (507) | 25.1 | (410) |  |  |
|  | Change: | 12.6 |  | 12.8 |  | 11.1 |  |  |  |
| African American | 2017: | 5.5 | (73) | 5.5 | (73) | 4.5 | (67) |  |  |
|  | 2018: | 22.4 | (76) | 19.7 | (76) | 14.3 | (70) |  |  |
|  | Change: | 16.9 |  | 14.2 |  | 9.8 |  |  |  |
| Hispanic | 2017: | 19.8 | (450) | 14.3 | (446) | 15.3 | (378) |  |  |
|  | 2018: | 32.1 | (421) | 27.0 | (423) | 27.9 | (333) |  |  |
|  | Change: | 12.3 |  | 12.7 |  | 12.6 |  |  |  |
| White | 2017: | * | (3) | * | (2) | * | (3) |  |  |
|  | 2018: | * | (4) | * | (5) |  | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2017: | 18.2 | (499) | 13.1 | (495) | 14.0 | (420) |  |  |
|  | 2018: | 30.8 | (454) | 25.4 | (456) | 26.2 | (363) |  |  |
|  | Change: | 12.6 |  | 12.3 |  | 12.2 |  |  |  |
| English Language Learner | 2017: | 18.9 | (291) | 14.2 | (289) | 14.4 | (250) |  |  |
|  | 2018: | 26.7 | (255) | 19.8 | (258) | 25.5 | (204) |  |  |
|  | Change: | 7.8 |  | 5.6 |  | 11.1 |  |  |  |
| Special Education | 2017: | 2.1 | (47) | 0.0 | (46) | 2.2 | (46) |  |  |
|  | 2018: | 2.1 | (47) | 4.3 | (47) | 10.9 | (46) |  |  |
|  | Change: | 0.0 |  | 4.3 |  | 8.7 |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 26.5 | (499) |  | 30.8 | (494) | 27.4 | (492) | 22.0 | (491) |
|  | 2018: | 24.8 | (528) |  | 59.4 | (532) | 43.7 | (533) | 30.2 | (517) |
|  | Change: | -1.7 |  |  | 28.6 |  | 16.3 |  | 8.2 |  |
| African American | 2017: | 21.7 | (92) |  | 15.1 | (86) | 10.0 | (80) | 13.6 | (88) |
|  | 2018: | 10.3 | (78) |  | 41.6 | (77) | 23.4 | (77) | 17.1 | (76) |
|  | Change: | -11.4 |  |  | 26.5 |  | 13.4 |  | 3.5 |  |
| Hispanic | 2017: | 27.9 | (401) |  | 34.4 | (401) | 30.5 | (403) | 23.9 | (398) |
|  | 2018: | 26.6 | (436) |  | 62.5 | (445) | 47.5 | (446) | 32.0 | (428) |
|  | Change: | -1.3 |  |  | 28.1 |  | 17.0 |  | 8.1 |  |
| White | 2017: | * | (3) |  | * | (3) | * | (3) | * | (2) |
|  | 2018: | 50.0 | (6) |  | 50.0 | (6) |  | (4) |  | (5) |
|  | Change: | * |  |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2017: | 27.0 | (459) |  | 31.1 | (456) | 27.8 | (457) | 22.1 | (453) |
|  | 2018: | 25.0 | (472) |  | 60.8 | (472) | 44.5 | (474) | 30.9 | (463) |
|  | Change: | -2.0 |  |  | 29.7 |  | 16.7 |  | 8.8 |  |
| English Language Learner | 2017: | 26.1 | (249) |  | 34.6 | (243) | 29.0 | (241) | 22.0 | (245) |
|  | 2018: | 20.6 | (277) |  | 62.2 | (288) | 43.8 | (290) | 27.7 | (271) |
|  | Change: | -5.5 |  |  | 27.6 |  | 14.8 |  | 5.7 |  |
| Special Education | 2017: | 2.0 | (50) |  | 8.2 | (49) | 2.0 | (50) | 2.0 | (49) |
|  | 2018: | 6.7 | (45) |  | 23.3 | (43) | 9.8 | (41) | 9.3 | (43) |
|  | Change: | 4.7 |  |  | 15.1 |  | 7.8 |  | 7.3 |  |

[^2]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location Percentage Meeting Grade Level or better
Spring 2018 (through second administration) Combined English and Spanish

MEETS GRADE LEVEL 6/13/18
L.G. PINKSTON FEEDER GROUP

| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 26.7 | $(3,421)$ | 20.9 | $(1,172)$ | 30.9 | $(3,332)$ | 27.3 | $(1,086)$ | 22.0 | (491) |
|  | 2018: | 31.8 | $(3,314)$ | 30.4 | $(1,097)$ | 43.9 | $(3,223)$ | 38.2 | $(1,149)$ | 30.2 | (517) |
|  | Change: | 5.1 |  | 9.5 |  | 13.0 |  | 10.9 |  | 8.2 |  |
| African American | 2017: | 18.5 | (588) | 12.7 | (189) | 18.3 | (574) | 17.5 | (200) | 13.6 | (88) |
|  | 2018: | 21.2 | (543) | 17.6 | (170) | 30.0 | (536) | 20.1 | (184) | 17.1 | (76) |
|  | Change: | 2.7 |  | 4.9 |  | 11.7 |  | 2.6 |  | 3.5 |  |
| Hispanic | 2017: | 28.3 | $(2,765)$ | 22.5 | (955) | 33.4 | $(2,691)$ | 29.0 | (865) | 23.9 | (398) |
|  | 2018: | 33.5 | $(2,683)$ | 32.9 | (898) | 46.6 | $(2,604)$ | 42.0 | (935) | 32.0 | (428) |
|  | Change: | 5.2 |  | 10.4 |  | 13.2 |  | 13.0 |  | 8.1 |  |
| White | 2017: | 31.4 | (35) | 25.0 | (8) | 37.1 | (35) | 60.0 | (10) | * | (2) |
|  | 2018: | 50.0 | (50) | 42.9 | (21) | 57.1 | (49) | 35.7 | (14) | * | (5) |
|  | Change: | 18.6 |  | 17.9 |  | 20.0 |  | -24.3 |  | * |  |
| Economically Disadvantaged | 2017: | 26.3 | $(3,182)$ | 20.3 | $(1,087)$ | 30.7 | $(3,097)$ | 27.5 | $(1,010)$ | 22.1 | (453) |
|  | 2018: | 30.9 | $(2,935)$ | 29.6 | (975) | 43.9 | $(2,844)$ | 38.6 | $(1,015)$ | 30.9 | (463) |
|  | Change: | 4.6 |  | 9.3 |  | 13.2 |  | 11.1 |  | 8.8 |  |
| English Language Learner | 2017: | 27.6 | $(1,673)$ | 22.5 | (601) | 32.3 | $(1,625)$ | 25.1 | (509) | 22.0 | (245) |
|  | 2018: | 31.5 | $(1,636)$ | 31.1 | (530) | 45.8 | $(1,595)$ | 39.9 | (581) | 27.7 | (271) |
|  | Change: | 3.9 |  | 8.6 |  | 13.5 |  | 14.8 |  | 5.7 |  |
| Special Education | 2017: | 4.7 | (275) | 1.1 | (89) | 7.7 | (272) | 3.4 | (87) | 2.0 | (49) |
|  | 2018: | 8.3 | (300) | 4.5 | (110) | 17.2 | (297) | 11.1 | (90) | 9.3 | (43) |
|  | Change: | 3.6 |  | 3.4 |  | 9.5 |  | 7.7 |  | 7.3 |  |

[^3]POPULATION:
STATISTIC:

LANGUAGE: Combined English and Spanish

ADMINISTRATION: Spring 2018 (through second administration)
All Students Tested at Location
Percentage Meeting Grade Level or better

MEETS GRADE LEVEL 6/13/18

68 - RAUL QUINTANILLA, SR. MIDDLE SCHOOL [Feeds to: PINKSTON]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 16.3 | (367) |  | 27.6 | (366) |  |  |
|  | 2018: | 18.3 | (323) |  | 36.4 | (324) |  |  |
|  | Change: | 2.0 |  |  | 8.8 |  |  |  |
| African American | 2017: | * | (5) |  |  | (5) |  |  |
|  | 2018: | 9.1 | (11) |  | 27.3 | (11) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2017: | 15.8 | (354) |  | 27.8 | (353) |  |  |
|  | 2018: | 18.6 | (307) |  | 36.4 | (308) |  |  |
|  | Change: | 2.8 |  |  | 8.6 |  |  |  |
| White | 2017: | * | (5) |  |  | (5) |  |  |
|  | 2018: | * | (4) |  |  | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2017: | 16.5 | (345) |  | 28.4 | (345) |  |  |
|  | 2018: | 18.4 | (299) |  | 36.7 | (300) |  |  |
|  | Change: | 1.9 |  |  | 8.3 |  |  |  |
| English Language Learner | 2017: | 14.7 | (224) |  | 29.0 | (224) |  |  |
|  | 2018: | 16.9 | (201) |  | 34.3 | (201) |  |  |
|  | Change: | 2.2 |  |  | 5.3 |  |  |  |
| Special Education | 2017: | 0.0 | (27) |  | 11.1 | (27) |  |  |
|  | 2018: | 7.1 | (28) |  | 13.8 | (29) |  |  |
|  | Change: | 7.1 |  |  | 2.7 |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 19.1 | (371) | 14.7 | (367) | 14.6 | (309) |  |  |
|  | 2018: | 34.0 | (335) | 29.6 | (338) | 31.7 | (265) |  |  |
|  | Change: | 14.9 |  | 14.9 |  | 17.1 |  |  |  |
| African American | 2017: | 0.0 | (10) | 0.0 | (10) | 0.0 | (10) |  |  |
|  | 2018: | 66.7 | (6) | 83.3 | (6) | 50.0 | (6) |  |  |
|  | Change: | 66.7 |  | 83.3 |  | 50.0 |  |  |  |
| Hispanic | 2017: | 19.2 | (354) | 15.1 | (351) | 14.6 | (294) |  |  |
|  | 2018: | 33.5 | (325) | 28.7 | (328) | 31.6 | (256) |  |  |
|  | Change: | 14.3 |  | 13.6 |  | 17.0 |  |  |  |
| White | 2017: |  | (3) |  | (2) | * | (3) |  |  |
|  | 2018: | * | (3) |  | (3) | * | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2017: | 19.1 | (346) | 14.9 | (342) | 14.0 | (285) |  |  |
|  | 2018: | 33.3 | (306) | 29.0 | (310) | 32.2 | (239) |  |  |
|  | Change: | 14.2 |  | 14.1 |  | 18.2 |  |  |  |
| English Language Learner | 2017: | 18.1 | (232) | 14.8 | (230) | 13.3 | (196) |  |  |
|  | 2018: | 28.9 | (204) | 21.7 | (207) | 27.5 | (160) |  |  |
|  | Change: | 10.8 |  | 6.9 |  | 14.2 |  |  |  |
| Special Education | 2017: | 3.0 | (33) | 0.0 | (32) | 3.1 | (32) |  |  |
|  | 2018: | 0.0 | (26) | 7.4 | (27) | 16.0 | (25) |  |  |
|  | Change: | -3.0 |  | 7.4 |  | 12.9 |  |  |  |

[^4]POPULATION:
STATISTIC:

LANGUAGE:

ADMINISTRATION: Spring 2018 (through second administration)
All Students Tested at Location
Percentage Meeting Grade Level or better

Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

68 - RAUL QUINTANILLA, SR. MIDDLE SCHOOL [Feeds to: PINKSTON]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 31.3 | (329) |  | 37.2 | (333) | 34.4 | (334) | 28.1 | (327) |
|  | 2018: | 26.7 | (352) |  | 64.9 | (368) | 51.0 | (363) | 32.9 | (346) |
|  | Change: | -4.6 |  |  | 27.7 |  | 16.6 |  | 4.8 |  |
| African American | 2017: | 36.4 | (11) |  | 9.1 | (11) | 18.2 | (11) | 33.3 | (12) |
|  | 2018: | 0.0 | (11) |  | 63.6 | (11) | 36.4 | (11) | 9.1 | (11) |
|  | Change: | -36.4 |  |  | 54.5 |  | 18.2 |  | -24.2 |  |
| Hispanic | 2017: | 31.4 | (315) |  | 38.4 | (318) | 34.5 | (316) | 27.9 | (312) |
|  | 2018: | 26.7 | (333) |  | 65.2 | (351) | 51.6 | (347) | 33.0 | (327) |
|  | Change: | -4.7 |  |  | 26.8 |  | 17.1 |  | 5.1 |  |
| White | 2017: | * | (1) |  |  | (1) | * | (2) |  | (1) |
|  | 2018: | * |  |  |  | (5) | * | (4) |  | (5) |
|  | Change: | * |  |  | * |  | * |  | * |  |
| Economically Disadvantaged | 2017: | 32.2 | (301) |  | 37.1 | (307) | 35.0 | (309) | 28.7 | (300) |
|  | 2018: | 26.8 | (317) |  | 66.3 | (329) | 51.9 | (324) | 33.8 | (311) |
|  | Change: | -5.4 |  |  | 29.2 |  | 16.9 |  | 5.1 |  |
| English Language Learner | 2017: | 29.7 | (195) |  | 39.6 | (192) | 34.2 | (187) | 26.4 | (193) |
|  | 2018: | 19.2 | (208) |  | 66.5 | (227) | 48.9 | (227) | 28.9 | (204) |
|  | Change: | -10.5 |  |  | 26.9 |  | 14.7 |  | 2.5 |  |
| Special Education | 2017: | 4.8 | (21) |  | 4.8 | (21) | 4.5 | (22) | 4.8 | (21) |
|  | 2018: | 0.0 | (27) |  | 26.9 | (26) | 8.0 | (25) | 7.4 | (27) |
|  | Change: | -4.8 |  |  | 22.1 |  | 3.5 |  | 2.6 |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 21.9 | $(1,067)$ | 14.7 | (367) | 26.8 | $(1,008)$ | 34.4 | (334) | 28.1 | (327) |
|  | 2018: | 26.4 | $(1,010)$ | 29.6 | (338) | 46.1 | (957) | 51.0 | (363) | 32.9 | (346) |
|  | Change: | 4.5 |  | 14.9 |  | 19.3 |  | 16.6 |  | 4.8 |  |
| African American | 2017: | 19.2 | (26) | 0.0 | (10) | 7.7 | (26) | 18.2 | (11) | 33.3 | (12) |
|  | 2018: | 17.9 | (28) | 83.3 | (6) | 46.4 | (28) | 36.4 | (11) | 9.1 | (11) |
|  | Change: | -1.3 |  | 83.3 |  | 38.7 |  | 18.2 |  | -24.2 |  |
| Hispanic | 2017: | 21.8 | $(1,023)$ | 15.1 | (351) | 27.3 | (965) | 34.5 | (316) | 27.9 | (312) |
|  | 2018: | 26.4 | (965) | 28.7 | (328) | 46.1 | (915) | 51.6 | (347) | 33.0 | (327) |
|  | Change: | 4.6 |  | 13.6 |  | 18.8 |  | 17.1 |  | 5.1 |  |
| White | 2017: | 22.2 | (9) |  | (2) | 22.2 | (9) |  | (2) | * | (1) |
|  | 2018: | 33.3 | (12) |  | (3) | 45.5 | (11) |  | (4) |  | (5) |
|  | Change: | 11.1 |  | * |  | 23.3 |  | * |  | * |  |
| Economically Disadvantaged | 2017: | 22.2 | (992) | 14.9 | (342) | 26.9 | (937) | 35.0 | (309) | 28.7 | (300) |
|  | 2018: | 26.2 | (922) | 29.0 | (310) | 46.7 | (868) | 51.9 | (324) | 33.8 | (311) |
|  | Change: | 4.0 |  | 14.1 |  | 19.8 |  | 16.9 |  | 5.1 |  |
| English Language Learner | 2017: | 20.4 | (651) | 14.8 | (230) | 27.3 | (612) | 34.2 | (187) | 26.4 | (193) |
|  | 2018: | 21.7 | (613) | 21.7 | (207) | 44.9 | (588) | 48.9 | (227) | 28.9 | (204) |
|  | Change: | 1.3 |  | 6.9 |  | 17.6 |  | 14.7 |  | 2.5 |  |
| Special Education | 2017: | 2.5 | (81) | 0.0 | (32) | 6.3 | (80) | 4.5 | (22) | 4.8 | (21) |
|  | 2018: | 2.5 | (81) | 7.4 | (27) | 18.8 | (80) | 8.0 | (25) | 7.4 | (27) |
|  | Change: | 0.0 |  | 7.4 |  | 12.5 |  | 3.5 |  | 2.6 |  |

[^5]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2018 (through second administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

## 71 - DALLAS ENVIRONMENTAL SCIENCE ACADEMY

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 87.3 | (150) |  | 94.7 | (150) |  |  |
|  | 2018: | 85.6 | (146) |  | 94.5 | (146) |  |  |
|  | Change: | -1.7 |  |  | -0.2 |  |  |  |
| African American | 2017: | 81.8 | (22) |  | 81.8 | (22) |  |  |
|  | 2018: | 66.7 | (12) |  | 83.3 | (12) |  |  |
|  | Change: | -15.1 |  |  | 1.5 |  |  |  |
| Hispanic | 2017: | 88.7 | (115) |  | 96.5 | (115) |  |  |
|  | 2018: | 88.0 | (125) |  | 95.2 | (125) |  |  |
|  | Change: | -0.7 |  |  | -1.3 |  |  |  |
| White | 2017: | 83.3 | (6) |  | 100.0 | (6) |  |  |
|  | 2018: | 85.7 | (7) |  | 100.0 | (7) |  |  |
|  | Change: | 2.4 |  |  | 0.0 |  |  |  |
| Economically Disadvantaged | 2017: | 85.4 | (130) |  | 94.6 | (130) |  |  |
|  | 2018: | 84.5 | (116) |  | 94.0 | (116) |  |  |
|  | Change: | -0.9 |  |  | -0.6 |  |  |  |
| English Language Learner | 2017: | 82.0 | (61) |  | 96.7 | (61) |  |  |
|  | 2018: | 83.6 | (67) |  | 92.5 | (67) |  |  |
|  | Change: | 1.6 |  |  | -4.2 |  |  |  |
| Special Education | 2017: |  |  |  |  |  |  |  |
|  | 2018: | * |  |  | * | (2) |  |  |
|  | Change: |  |  |  |  |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 88.0 | (142) | 83.8 | (142) |  |  |  |
|  | 2018: | 91.9 | (148) | 86.5 | (148) |  |  |  |
|  | Change: | 3.9 |  | 2.7 |  |  |  |  |
| African American | 2017: | 92.9 | (14) | 100.0 | (14) |  |  |  |
|  | 2018: | 71.4 | (21) | 81.0 | (21) |  |  |  |
|  | Change: | -21.5 |  | -19.0 |  |  |  |  |
| Hispanic | 2017: | 86.1 | (115) | 80.9 | (115) |  |  |  |
|  | 2018: | 95.6 | (114) | 86.0 | (114) |  |  |  |
|  | Change: | 9.5 |  | 5.1 |  |  |  |  |
| White | 2017: | * | (4) | * | (4) |  |  |  |
|  | 2018: | 87.5 | (8) | 100.0 | (8) |  |  |  |
|  | Change: | * |  | * |  |  |  |  |
| Economically Disadvantaged | 2017: | 87.9 | (124) | 82.3 | (124) |  |  |  |
|  | 2018: | 91.9 | (124) | 86.3 | (124) |  |  |  |
|  | Change: | 4.0 |  | 4.0 |  |  |  |  |
| English Language Learner | 2017: | 86.2 | (65) | 73.8 | (65) |  |  |  |
|  | 2018: | 93.6 | (47) | 83.0 | (47) |  |  |  |
|  | Change: | 7.4 |  | 9.2 |  |  |  |  |

[^6]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## 71 - DALLAS ENVIRONMENTAL SCIENCE ACADEMY

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 85.4 | (89) |  | 90.8 | (142) | 88.3 | (145) | 70.9 | (134) |
|  | 2018: | 93.8 | (145) |  | 94.6 | (149) | 94.6 | (148) | 83.4 | (145) |
|  | Change: | 8.4 |  |  | 3.8 |  | 6.3 |  | 12.5 |  |
| African American | 2017: | 100.0 | (13) |  | 78.6 | (14) | 93.3 | (15) | 72.7 | (22) |
|  | 2018: | 92.9 | (14) |  | 81.8 | (22) | 85.7 | (21) | 92.9 | (14) |
|  | Change: | -7.1 |  |  | 3.2 |  | -7.6 |  | 20.2 |  |
| Hispanic | 2017: | 82.2 | (73) |  | 92.2 | (115) | 86.2 | (116) | 69.4 | (108) |
|  | 2018: | 93.2 | (118) |  | 96.5 | (114) | 96.5 | (114) | 81.4 | (118) |
|  | Change: | 11.0 |  |  | 4.3 |  | 10.3 |  | 12.0 |  |
| White | 2017: |  | (3) |  |  | (4) |  | (5) | * | (3) |
|  | 2018: | 100.0 | (6) |  | 100.0 | (8) | 87.5 | (8) | 100.0 | (6) |
|  | Change: | * |  |  | * |  | * |  | * |  |
| Economically Disadvantaged | 2017: | 83.1 | (77) |  | 90.3 | (124) | 87.2 | (125) | 68.1 | (113) |
|  | 2018: | 92.8 | (125) |  | 93.5 | (124) | 95.2 | (124) | 83.2 | (125) |
|  | Change: | 9.7 |  |  | 3.2 |  | 8.0 |  | 15.1 |  |
| English Language Learner | 2017: | 74.1 | (27) |  | 95.4 | (65) | 87.7 | (65) | 59.5 | (37) |
|  | 2018: | 80.0 | (15) |  | 95.7 | (47) | 93.6 | (47) | 66.7 | (15) |
|  | Change: | 5.9 |  |  | 0.3 |  | 5.9 |  | 7.2 |  |
| Special Education | 2017: | * |  |  | * | (1) | * | (1) | * | (1) |
|  | 2018: | * |  |  |  |  |  |  | * | (1) |
|  | Change: | * |  |  |  |  |  |  | * |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 87.1 | (381) | 83.8 | (142) | 92.8 | (292) | 88.3 | (145) | 70.9 | (134) |
|  | 2018: | 90.4 | (439) | 86.5 | (148) | 94.6 | (295) | 94.6 | (148) | 83.4 | (145) |
|  | Change: | 3.3 |  | 2.7 |  | 1.8 |  | 6.3 |  | 12.5 |  |
| African American | 2017: | 89.8 | (49) | 100.0 | (14) | 80.6 | (36) | 93.3 | (15) | 72.7 | (22) |
|  | 2018: | 76.6 | (47) | 81.0 | (21) | 82.4 | (34) | 85.7 | (21) | 92.9 | (14) |
|  | Change: | -13.2 |  | -19.0 |  | 1.8 |  | -7.6 |  | 20.2 |  |
| Hispanic | 2017: | 86.1 | (303) | 80.9 | (115) | 94.3 | (230) | 86.2 | (116) | 69.4 | (108) |
|  | 2018: | 92.2 | (357) | 86.0 | (114) | 95.8 | (239) | 96.5 | (114) | 81.4 | (118) |
|  | Change: | 6.1 |  | 5.1 |  | 1.5 |  | 10.3 |  | 12.0 |  |
| White | 2017: | 92.3 | (13) |  | (4) | 100.0 | (10) |  | (5) |  | (3) |
|  | 2018: | 90.5 | (21) | 100.0 | (8) | 100.0 | (15) | 87.5 | (8) | 100.0 | (6) |
|  | Change: | -1.8 |  | * |  | 0.0 |  | * |  | * |  |
| Economically Disadvantaged | 2017: | 85.8 | (331) | 82.3 | (124) | 92.5 | (254) | 87.2 | (125) | 68.1 | (113) |
|  | 2018: | 89.9 | (365) | 86.3 | (124) | 93.8 | (240) | 95.2 | (124) | 83.2 | (125) |
|  | Change: | 4.1 |  | 4.0 |  | 1.3 |  | 8.0 |  | 15.1 |  |
| English Language Learner | 2017: | 82.4 | (153) | 73.8 | (65) | 96.0 | (126) | 87.7 | (65) | 59.5 | (37) |
|  | 2018: | 86.8 | (129) | 83.0 | (47) | 93.9 | (114) | 93.6 | (47) | 66.7 | (15) |
|  | Change: | 4.4 |  | 9.2 |  | -2.1 |  | 5.9 |  | 7.2 |  |
| Special Education | 2017: | * | (2) | * | (1) | * | (1) | * | (1) | * | (1) |
|  | 2018: | * |  |  |  |  | (2) |  |  | * | (1) |
|  | Change: | * |  |  |  | * |  |  |  | * |  |

[^7]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
All Students Tested at Location

ADMINISTRATION: Spring 2018 (through second administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

## 73 - H.W. LONGFELLOW CAREER EXPLORATION ACADEMY

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 76.1 | (142) |  | 93.0 | (142) |  |  |
|  | 2018: | 74.3 | (148) |  | 85.8 | (148) |  |  |
|  | Change: | -1.8 |  |  | -7.2 |  |  |  |
| African American | 2017: | 80.0 | (15) |  | 86.7 | (15) |  |  |
|  | 2018: | 71.4 | (7) |  | 71.4 | (7) |  |  |
|  | Change: | -8.6 |  |  | -15.3 |  |  |  |
| Hispanic | 2017: | 73.9 | (115) |  | 93.0 | (115) |  |  |
|  | 2018: | 73.3 | (131) |  | 85.5 | (131) |  |  |
|  | Change: | -0.6 |  |  | -7.5 |  |  |  |
| White | 2017: | 100.0 | (7) |  | 100.0 | (7) |  |  |
|  | 2018: | 100.0 | (8) |  | 100.0 | (8) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |
| Economically Disadvantaged | 2017: | 74.6 | (126) |  | 92.9 | (126) |  |  |
|  | 2018: | 73.2 | (127) |  | 85.8 | (127) |  |  |
|  | Change: | -1.4 |  |  | -7.1 |  |  |  |
| English Language Learner | 2017: | 67.2 | (64) |  | 90.6 | (64) |  |  |
|  | 2018: | 68.2 | (88) |  | 83.0 | (88) |  |  |
|  | Change: | 1.0 |  |  | -7.6 |  |  |  |
| Special Education | 2017: | * | (1) |  | * | (1) |  |  |
|  | 2018: | * |  |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 76.1 | (134) | 73.1 | (134) |  |  |  |
|  | 2018: | 92.8 | (138) | 93.5 | (138) |  |  |  |
|  | Change: | 16.7 |  | 20.4 |  |  |  |  |
| African American | 2017: | 70.0 | (10) | 100.0 | (10) |  |  |  |
|  | 2018: | 84.6 | (13) | 92.3 | (13) |  |  |  |
|  | Change: | 14.6 |  | -7.7 |  |  |  |  |
| Hispanic | 2017: | 74.3 | (101) | 68.3 | (101) |  |  |  |
|  | 2018: | 93.0 | (115) | 93.0 | (115) |  |  |  |
|  | Change: | 18.7 |  | 24.7 |  |  |  |  |
| White | 2017: | 85.0 | (20) | 80.0 | (20) |  |  |  |
|  | 2018: | 100.0 | (6) | 100.0 | (6) |  |  |  |
|  | Change: | 15.0 |  | 20.0 |  |  |  |  |
| Economically Disadvantaged | 2017: | 72.0 | (107) | 71.0 | (107) |  |  |  |
|  | 2018: | 91.8 | (122) | 92.6 | (122) |  |  |  |
|  | Change: | 19.8 |  | 21.6 |  |  |  |  |
| English Language Learner | 2017: | 64.5 | (31) | 54.8 | (31) |  |  |  |
|  | 2018: | 87.5 | (24) | 79.2 | (24) |  |  |  |
|  | Change: | 23.0 |  | 24.4 |  |  |  |  |
| Special Education | 2017: |  |  |  |  |  |  |  |
|  | 2018: | * |  | * |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |

[^8]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
73 - H.W. LONGFELLOW CAREER EXPLORATION ACADEMY

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 69.1 | (94) |  | 64.9 | (134) | 68.4 | (136) | 65.2 | (138) |
|  | 2018: | 88.3 | (128) |  | 95.7 | (139) | 90.1 | (141) | 75.8 | (128) |
|  | Change: | 19.2 |  |  | 30.8 |  | 21.7 |  | 10.6 |  |
| African American | 2017: | 57.1 | (7) |  | 60.0 | (10) | 50.0 | (10) | 69.2 | (13) |
|  | 2018: | 80.0 | (10) |  | 92.9 | (14) | 93.3 | (15) | 70.0 | (10) |
|  | Change: | 22.9 |  |  | 32.9 |  | 43.3 |  | 0.8 |  |
| Hispanic | 2017: | 67.5 | (80) |  | 64.4 | (101) | 68.3 | (101) | 65.1 | (109) |
|  | 2018: | 89.0 | (100) |  | 95.7 | (115) | 88.8 | (116) | 73.0 | (100) |
|  | Change: | 21.5 |  |  | 31.3 |  | 20.5 |  | 7.9 |  |
| White | 2017: |  | (4) |  | 65.0 | (20) | 81.0 | (21) | 63.6 | (11) |
|  | 2018: | 86.7 | (15) |  | 100.0 | (6) | 100.0 | (6) | 93.3 | (15) |
|  | Change: | * |  |  | 35.0 |  | 19.0 |  | 29.7 |  |
| Economically Disadvantaged | 2017: | 66.7 | (84) |  | 65.4 | (107) | 68.2 | (107) | 63.1 | (122) |
|  | 2018: | 88.7 | (106) |  | 95.1 | (123) | 89.4 | (123) | 75.5 | (106) |
|  | Change: | 22.0 |  |  | 29.7 |  | 21.2 |  | 12.4 |  |
| English Language Learner | 2017: | 68.2 | (22) |  | 54.8 | (31) | 48.4 | (31) | 50.0 | (24) |
|  | 2018: | * | (3) |  | 87.5 | (24) | 83.3 | (24) |  | (3) |
|  | Change: | * |  |  | 32.7 |  | 34.9 |  | * |  |
| Special Education | 2017: | * | (2) |  |  |  |  |  |  | (2) |
|  | 2018: |  |  |  | * | (1) | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 74.3 | (370) | 73.1 | (134) | 79.3 | (276) | 68.4 | (136) | 65.2 | (138) |
|  | 2018: | 84.8 | (414) | 93.5 | (138) | 90.6 | (287) | 90.1 | (141) | 75.8 | (128) |
|  | Change: | 10.5 |  | 20.4 |  | 11.3 |  | 21.7 |  | 10.6 |  |
| African American | 2017: | 71.9 | (32) | 100.0 | (10) | 76.0 | (25) | 50.0 | (10) | 69.2 | (13) |
|  | 2018: | 80.0 | (30) | 92.3 | (13) | 85.7 | (21) | 93.3 | (15) | 70.0 | (10) |
|  | Change: | 8.1 |  | -7.7 |  | 9.7 |  | 43.3 |  | 0.8 |  |
| Hispanic | 2017: | 72.3 | (296) | 68.3 | (101) | 79.6 | (216) | 68.3 | (101) | 65.1 | (109) |
|  | 2018: | 84.4 | (346) | 93.0 | (115) | 90.2 | (246) | 88.8 | (116) | 73.0 | (100) |
|  | Change: | 12.1 |  | 24.7 |  | 10.6 |  | 20.5 |  | 7.9 |  |
| White | 2017: | 90.3 | (31) | 80.0 | (20) | 74.1 | (27) | 81.0 | (21) | 63.6 | (11) |
|  | 2018: | 93.1 | (29) | 100.0 | (6) | 100.0 | (14) | 100.0 | (6) | 93.3 | (15) |
|  | Change: | 2.8 |  | 20.0 |  | 25.9 |  | 19.0 |  | 29.7 |  |
| Economically Disadvantaged | 2017: | 71.6 | (317) | 71.0 | (107) | 80.3 | (233) | 68.2 | (107) | 63.1 | (122) |
|  | 2018: | 84.2 | (355) | 92.6 | (122) | 90.4 | (250) | 89.4 | (123) | 75.5 | (106) |
|  | Change: | 12.6 |  | 21.6 |  | 10.1 |  | 21.2 |  | 12.4 |  |
| English Language Learner | 2017: | 66.7 | (117) | 54.8 | (31) | 78.9 | (95) | 48.4 | (31) | 50.0 | (24) |
|  | 2018: | 72.2 | (115) | 79.2 | (24) | 83.9 | (112) | 83.3 | (24) | * | (3) |
|  | Change: | 5.5 |  | 24.4 |  | 5.0 |  | 34.9 |  | * |  |
| Special Education | 2017: | * |  |  |  | * | (1) |  |  | * | (2) |
|  | 2018: | * |  | * | (1) |  | (3) | * | (1) |  |  |
|  | Change: | * |  |  |  | * |  |  |  |  |  |

[^9]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2018 (through second administration)
LANGUAGE:
Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

103 - GABE P. ALLEN CHARTER SCHOOL [Feeds to: EDISON > PINKSTON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 23.8 | (80) |  |  |  |  |  |
|  | 2018: | 22.9 | (70) |  | 27.1 | (70) |  |  |
|  | Change: | -0.9 |  |  | 9.6 |  |  |  |
| African American | 2017: | 20.0 | (10) |  | 10.0 | (10) |  |  |
|  | 2018: | 0.0 | (11) |  | 18.2 | (11) |  |  |
|  | Change: | -20.0 |  |  | 8.2 |  |  |  |
| Hispanic | 2017: | 25.0 | (68) |  | 17.6 | (68) |  |  |
|  | 2018: | 26.3 | (57) |  | 28.1 | (57) |  |  |
|  | Change: | 1.3 |  |  | 10.5 |  |  |  |
| White | 2017: |  | (1) |  | * | (1) |  |  |
|  | 2018: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2017: | 22.4 | (76) |  | 15.8 | (76) |  |  |
|  | 2018: | 20.0 | (60) |  | 23.3 | (60) |  |  |
|  | Change: | -2.4 |  |  | 7.5 |  |  |  |
| English Language Learner | 2017: | 27.3 | (22) |  | 18.2 | (22) |  |  |
|  | 2018: | 27.6 | (29) |  | 27.6 | (29) |  |  |
|  | Change: | 0.3 |  |  | 9.4 |  |  |  |
| Special Education | 2017: | 0.0 | (6) |  | 0.0 | (6) |  |  |
|  | 2018: | 0.0 | (6) |  | 0.0 |  |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 17.5 | (63) | 20.3 | (64) | 19.0 | (63) |  |  |
|  | 2018: | 24.3 | (70) | 19.7 | (71) | 28.6 | (70) |  |  |
|  | Change: | 6.8 |  | -0.6 |  | 9.6 |  |  |  |
| African American | 2017: | 10.0 | (10) | 10.0 | (10) | 20.0 | (10) |  |  |
|  | 2018: | 11.1 | (9) | 11.1 | (9) | 11.1 | (9) |  |  |
|  | Change: | 1.1 |  | 1.1 |  | -8.9 |  |  |  |
| Hispanic | 2017: | 19.2 | (52) | 22.6 | (53) | 19.2 | (52) |  |  |
|  | 2018: | 27.1 | (59) | 22.0 | (59) | 32.2 | (59) |  |  |
|  | Change: | 7.9 |  | -0.6 |  | 13.0 |  |  |  |
| White | 2017: |  | (1) |  | (1) |  | (1) |  |  |
|  | 2018: |  | (1) |  | (1) |  | (1) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2017: | 16.1 | (62) | 19.0 | (63) | 17.7 | (62) |  |  |
|  | 2018: | 25.8 | (66) | 21.2 | (66) | 30.3 | (66) |  |  |
|  | Change: | 9.7 |  | 2.2 |  | 12.6 |  |  |  |
| English Language Learner | 2017: | 18.2 | (22) | 30.4 | (23) | 18.2 | (22) |  |  |
|  | 2018: | 27.3 | (22) | 31.8 | (22) | 36.4 | (22) |  |  |
|  | Change: | 9.1 |  | 1.4 |  | 18.2 |  |  |  |
| Special Education | 2017: | * | (5) | * | (5) | * | (5) |  |  |
|  | 2018: | 0.0 | (9) | 0.0 | (9) | 11.1 | (9) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^10]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2018 (through second administration)
LANGUAGE:
Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

## 103 - GABE P. ALLEN CHARTER SCHOOL [Feeds to: EDISON > PINKSTON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 26.9 | (67) |  | 22.4 | (67) | 17.9 | (67) |  |
|  | 2018: | 40.0 | (55) |  | 34.5 | (55) | 29.1 | (55) |  |
|  | Change: | 13.1 |  |  | 12.1 |  | 11.2 |  |  |
| African American | 2017: | 10.0 | (10) |  | 20.0 | (10) | 20.0 | (10) |  |
|  | 2018: | 14.3 | (7) |  | 28.6 | (7) | 14.3 | (7) |  |
|  | Change: | 4.3 |  |  | 8.6 |  | -5.7 |  |  |
| Hispanic | 2017: | 29.1 | (55) |  | 21.8 | (55) | 14.5 | (55) |  |
|  | 2018: | 43.8 | (48) |  | 35.4 | (48) | 31.3 | (48) |  |
|  | Change: | 14.7 |  |  | 13.6 |  | 16.8 |  |  |
| Economically Disadvantaged | 2017: | 25.8 | (62) |  | 22.6 | (62) | 19.4 | (62) |  |
|  | 2018: | 40.4 | (52) |  | 34.6 | (52) | 28.8 | (52) |  |
|  | Change: | 14.6 |  |  | 12.0 |  | 9.4 |  |  |
| English Language Learner | 2017: | 35.7 | (28) |  | 21.4 | (28) | 7.1 | (28) |  |
|  | 2018: | 54.5 | (22) |  | 31.8 | (22) | 36.4 | (22) |  |
|  | Change: | 18.8 |  |  | 10.4 |  | 29.3 |  |  |
| Special Education | 2017: | * | (5) |  |  | (5) | * | (5) |  |
|  | 2018: | 0.0 | (6) |  | 0.0 | (6) | 16.7 | (6) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 22.9 | (210) | 20.3 | (64) | 19.5 | (210) | 17.9 | (67) |  |
|  | 2018: | 28.2 | (195) | 19.7 | (71) | 29.7 | (195) | 29.1 | (55) |  |
|  | Change: | 5.3 |  | -0.6 |  | 10.2 |  | 11.2 |  |  |
| African American | 2017: | 13.3 | (30) | 10.0 | (10) | 16.7 | (30) | 20.0 | (10) |  |
|  | 2018: | 7.4 | (27) | 11.1 | (9) | 18.5 | (27) | 14.3 | (7) |  |
|  | Change: | -5.9 |  | 1.1 |  | 1.8 |  | -5.7 |  |  |
| Hispanic | 2017: | 24.6 | (175) | 22.6 | (53) | 19.4 | (175) | 14.5 | (55) |  |
|  | 2018: | 31.7 | (164) | 22.0 | (59) | 31.7 | (164) | 31.3 | (48) |  |
|  | Change: | 7.1 |  | -0.6 |  | 12.3 |  | 16.8 |  |  |
| White | 2017: |  | (2) |  | (1) |  | (2) |  |  |  |
|  | 2018: | * | (2) |  | (1) |  | (2) |  |  |  |
|  | Change: | * |  | * |  | * |  |  |  |  |
| Economically Disadvantaged | 2017: | 21.5 | (200) | 19.0 | (63) | 18.5 | (200) | 19.4 | (62) |  |
|  | 2018: | 28.1 | (178) | 21.2 | (66) | 29.2 | (178) | 28.8 | (52) |  |
|  | Change: | 6.6 |  | 2.2 |  | 10.7 |  | 9.4 |  |  |
| English Language Learner | 2017: | 27.8 | (72) | 30.4 | (23) | 19.4 | (72) | 7.1 | (28) |  |
|  | 2018: | 35.6 | (73) | 31.8 | (22) | 31.5 | (73) | 36.4 | (22) |  |
|  | Change: | 7.8 |  | 1.4 |  | 12.1 |  | 29.3 |  |  |
| Special Education | 2017: | 0.0 | (16) | * | (5) | 0.0 | (16) | * | (5) |  |
|  | 2018: | 0.0 | (21) | 0.0 | (9) | 4.8 | (21) | 16.7 | (6) |  |
|  | Change: | 0.0 |  | * |  | 4.8 |  | * |  |  |

[^11]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2018 (through second administration)
LANGUAGE:
Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

105 - ARCADIA PARK ELEMENTARY SCHOOL [Feeds to: QUINTANILLA > PINKSTON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 38.3 | (107) |  | 56.1 | (107) |  |  |
|  | 2018: | 37.3 | (83) |  | 37.3 | (83) |  |  |
|  | Change: | -1.0 |  |  | -18.8 |  |  |  |
| African American | 2017: |  | (2) |  | * | (2) |  |  |
|  | 2018: | 37.5 | (8) |  | 25.0 | (8) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2017: | 38.5 | (104) |  | 56.7 | (104) |  |  |
|  | 2018: | 37.5 | (72) |  | 37.5 | (72) |  |  |
|  | Change: | -1.0 |  |  | -19.2 |  |  |  |
| White | 2017: |  |  |  |  |  |  |  |
|  | 2018: | * | (2) |  |  | (2) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2017: | 38.8 | (98) |  | 57.1 | (98) |  |  |
|  | 2018: | 33.8 | (71) |  | 36.6 | (71) |  |  |
|  | Change: | -5.0 |  |  | -20.5 |  |  |  |
| English Language Learner | 2017: | 39.1 | (69) |  | 65.2 | (69) |  |  |
|  | 2018: | 39.6 | (48) |  | 33.3 | (48) |  |  |
|  | Change: | 0.5 |  |  | -31.9 |  |  |  |
| Special Education | 2017: | 0.0 | (8) |  | 12.5 | (8) |  |  |
|  | 2018: | 25.0 | (8) |  | 25.0 | (8) |  |  |
|  | Change: | 25.0 |  |  | 12.5 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 39.3 | (117) | 37.7 | (114) | 61.5 | (117) |  |  |
|  | 2018: | 42.3 | (111) | 42.3 | (111) | 64.9 | (111) |  |  |
|  | Change: | 3.0 |  | 4.6 |  | 3.4 |  |  |  |
| African American | 2017: |  | (2) |  | (2) |  | (2) |  |  |
|  | 2018: | * | (2) | * | (2) |  | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2017: | 39.5 | (114) | 37.8 | (111) | 61.4 | (114) |  |  |
|  | 2018: | 42.6 | (108) | 43.5 | (108) | 65.7 | (108) |  |  |
|  | Change: | 3.1 |  | 5.7 |  | 4.3 |  |  |  |
| White | 2017: |  |  |  |  |  |  |  |  |
|  | 2018: | * | (1) | * | (1) | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2017: | 38.0 | (100) | 36.7 | (98) | 60.0 | (100) |  |  |
|  | 2018: | 42.1 | (95) | 45.3 | (95) | 69.5 | (95) |  |  |
|  | Change: | 4.1 |  | 8.6 |  | 9.5 |  |  |  |
| English Language Learner | 2017: | 35.6 | (73) | 35.2 | (71) | 64.4 | (73) |  |  |
|  | 2018: | 41.7 | (72) | 43.1 | (72) | 68.1 | (72) |  |  |
|  | Change: | 6.1 |  | 7.9 |  | 3.7 |  |  |  |
| Special Education | 2017: | 0.0 | (8) | 0.0 | (8) | 0.0 | (8) |  |  |
|  | 2018: | 16.7 | (12) | 8.3 | (12) | 8.3 | (12) |  |  |
|  | Change: | 16.7 |  | 8.3 |  | 8.3 |  |  |  |

[^12]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2018 (through second administration)
LANGUAGE:
Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

105 - ARCADIA PARK ELEMENTARY SCHOOL [Feeds to: QUINTANILLA > PINKSTON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 51.5 | (99) |  | 51.0 | (98) | 25.5 | (98) |  |
|  | 2018: | 46.9 | (113) |  | 74.3 | (113) | 66.4 | (113) |  |
|  | Change: | -4.6 |  |  | 23.3 |  | 40.9 |  |  |
| African American | 2017: |  | (1) |  |  | (1) |  | (1) |  |
|  | 2018: |  |  |  |  | (4) |  | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2017: | 50.5 | (97) |  | 51.0 | (96) | 24.0 | (96) |  |
|  | 2018: | 48.1 | (108) |  | 76.9 | (108) | 68.5 | (108) |  |
|  | Change: | -2.4 |  |  | 25.9 |  | 44.5 |  |  |
| Economically Disadvantaged | 2017: | 51.6 | (95) |  | 51.6 | (95) | 25.0 | (96) |  |
|  | 2018: | 45.9 | (98) |  | 74.5 | (98) | 68.4 | (98) |  |
|  | Change: | -5.7 |  |  | 22.9 |  | 43.4 |  |  |
| English Language Learner | 2017: | 50.9 | (57) |  | 47.4 | (57) | 5.3 | (57) |  |
|  | 2018: | 38.5 | (65) |  | 76.9 | (65) | 63.1 | (65) |  |
|  | Change: | -12.4 |  |  | 29.5 |  | 57.8 |  |  |
| Special Education | 2017: | * | (5) |  | * | (4) | * | (4) |  |
|  | 2018: | 0.0 | (12) |  | 27.3 | (11) | 16.7 | (12) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 42.7 | (323) | 37.7 | (114) | 56.5 | (322) | 25.5 | (98) |  |
|  | 2018: | 42.7 | (307) | 42.3 | (111) | 60.9 | (307) | 66.4 | (113) |  |
|  | Change: | 0.0 |  | 4.6 |  | 4.4 |  | 40.9 |  |  |
| African American | 2017: |  | (5) |  | (2) |  | (5) | * | (1) |  |
|  | 2018: | 35.7 | (14) | * | (2) | 21.4 | (14) | * | (4) |  |
|  | Change: | * |  | * |  | * |  | * |  |  |
| Hispanic | 2017: | 42.5 | (315) | 37.8 | (111) | 56.7 | (314) | 24.0 | (96) |  |
|  | 2018: | 43.4 | (288) | 43.5 | (108) | 62.8 | (288) | 68.5 | (108) |  |
|  | Change: | 0.9 |  | 5.7 |  | 6.1 |  | 44.5 |  |  |
| White | 2017: | * | (1) |  |  |  | (1) | * | (1) |  |
|  | 2018: | * | (3) | * | (1) |  | (3) |  |  |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2017: | 42.7 | (293) | 36.7 | (98) | 56.3 | (293) | 25.0 | (96) |  |
|  | 2018: | 41.3 | (264) | 45.3 | (95) | 62.5 | (264) | 68.4 | (98) |  |
|  | Change: | -1.4 |  | 8.6 |  | 6.2 |  | 43.4 |  |  |
| English Language Learner | 2017: | 41.2 | (199) | 35.2 | (71) | 59.8 | (199) | 5.3 | (57) |  |
|  | 2018: | 40.0 | (185) | 43.1 | (72) | 62.2 | (185) | 63.1 | (65) |  |
|  | Change: | -1.2 |  | 7.9 |  | 2.4 |  | 57.8 |  |  |
| Special Education | 2017: | 4.8 | (21) | 0.0 | (8) | 5.0 | (20) | * | (4) |  |
|  | 2018: | 12.5 | (32) | 8.3 | (12) | 19.4 | (31) |  | (12) |  |
|  | Change: | 7.7 |  | 8.3 |  | 14.4 |  | * |  |  |

[^13]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

Percentage Meeting Grade Level or better
ADMINISTRATION: Spring 2018 (through second administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

## 173 - SIDNEY LANIER ELEMENTARY SCHOOL [Feeds to: EDISON > PINKSTON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 40.5 | (74) |  | 55.4 | (74) |  |  |
|  | 2018: | 41.2 | (85) |  | 54.1 | (85) |  |  |
|  | Change: | 0.7 |  |  | -1.3 |  |  |  |
| African American | 2017: | 25.0 | (8) |  | 25.0 | (8) |  |  |
|  | 2018: | 28.6 | (7) |  | 71.4 | (7) |  |  |
|  | Change: | 3.6 |  |  | 46.4 |  |  |  |
| Hispanic | 2017: | 43.5 | (62) |  | 61.3 | (62) |  |  |
|  | 2018: | 39.7 | (73) |  | 50.7 | (73) |  |  |
|  | Change: | -3.8 |  |  | -10.6 |  |  |  |
| White | 2017: | * | (4) |  | * | (4) |  |  |
|  | 2018: | * | (4) |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2017: | 39.7 | (68) |  | 52.9 | (68) |  |  |
|  | 2018: | 40.6 | (69) |  | 53.6 | (69) |  |  |
|  | Change: | 0.9 |  |  | 0.7 |  |  |  |
| English Language Learner | 2017: | 45.5 | (33) |  | 54.5 | (33) |  |  |
|  | 2018: | 34.2 | (38) |  | 47.4 | (38) |  |  |
|  | Change: | -11.3 |  |  | -7.1 |  |  |  |
| Special Education | 2017: | 14.3 | (7) |  | 14.3 | (7) |  |  |
|  | 2018: | 37.5 | (8) |  | 37.5 | (8) |  |  |
|  | Change: | 23.2 |  |  | 23.2 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 44.6 | (121) | 45.5 | (121) | 43.0 | (121) |  |  |
|  | 2018: | 50.9 | (106) | 53.8 | (106) | 57.0 | (107) |  |  |
|  | Change: | 6.3 |  | 8.3 |  | 14.0 |  |  |  |
| African American | 2017: | 42.1 | (19) | 36.8 | (19) | 31.6 | (19) |  |  |
|  | 2018: | 52.9 | (17) | 58.8 | (17) | 41.2 | (17) |  |  |
|  | Change: | 10.8 |  | 22.0 |  | 9.6 |  |  |  |
| Hispanic | 2017: | 43.2 | (95) | 45.3 | (95) | 44.2 | (95) |  |  |
|  | 2018: | 47.4 | (78) | 50.6 | (79) | 59.5 | (79) |  |  |
|  | Change: | 4.2 |  | 5.3 |  | 15.3 |  |  |  |
| White | 2017: | * | (2) | * | (2) | * | (2) |  |  |
|  | 2018: | 77.8 | (9) | 77.8 | (9) | 77.8 | (9) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2017: | 43.5 | (108) | 44.4 | (108) | 43.5 | (108) |  |  |
|  | 2018: | 47.0 | (83) | 47.6 | (84) | 51.2 | (84) |  |  |
|  | Change: | 3.5 |  | 3.2 |  | 7.7 |  |  |  |
| English Language Learner | 2017: | 42.9 | (56) | 41.1 | (56) | 33.9 | (56) |  |  |
|  | 2018: | 48.8 | (41) | 48.8 | (41) | 52.4 | (42) |  |  |
|  | Change: | 5.9 |  | 7.7 |  | 18.5 |  |  |  |
| Special Education | 2017: | 33.3 | (6) | 16.7 | (6) | 33.3 | (6) |  |  |
|  | 2018: | 0.0 | (7) | 0.0 | (7) | 14.3 | (7) |  |  |
|  | Change: | -33.3 |  | -16.7 |  | -19.0 |  |  |  |

[^14]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage Meeting Grade Level or better
Spring 2018 (through second administration)
Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

## 173 - SIDNEY LANIER ELEMENTARY SCHOOL [Feeds to: EDISON > PINKSTON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 64.2 | (109) |  | 61.8 | (110) | 34.2 | (111) |  |
|  | 2018: | 58.6 | (140) |  | 57.9 | (140) | 25.0 | (140) |  |
|  | Change: | -5.6 |  |  | -3.9 |  | -9.2 |  |  |
| African American | 2017: | 63.6 | (22) |  | 54.5 | (22) | 27.3 | (22) |  |
|  | 2018: | 57.7 | (26) |  | 42.3 | (26) | 11.5 | (26) |  |
|  | Change: | -5.9 |  |  | -12.2 |  | -15.8 |  |  |
| Hispanic | 2017: | 63.3 | (79) |  | 61.3 | (80) | 34.6 | (81) |  |
|  | 2018: | 56.0 | (100) |  | 60.0 | (100) | 26.0 | (100) |  |
|  | Change: | -7.3 |  |  | -1.3 |  | -8.6 |  |  |
| White | 2017: | * | (5) |  |  | (5) | * | (5) |  |
|  | 2018: | 85.7 | (7) |  | 71.4 | (7) | 57.1 | (7) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2017: | 60.6 | (94) |  | 58.9 | (95) | 31.6 | (95) |  |
|  | 2018: | 56.0 | (116) |  | 56.9 | (116) | 24.1 | (116) |  |
|  | Change: | -4.6 |  |  | -2.0 |  | -7.5 |  |  |
| English Language Learner | 2017: | 50.0 | (38) |  | 60.5 | (38) | 28.9 | (38) |  |
|  | 2018: | 50.9 | (57) |  | 70.2 | (57) | 22.4 | (58) |  |
|  | Change: | 0.9 |  |  | 9.7 |  | -6.5 |  |  |
| Special Education | 2017: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2018: | 33.3 | (6) |  | 33.3 | (6) | 16.7 | (6) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 50.7 | (304) | 45.5 | (121) | 52.8 | (305) | 34.2 | (111) |  |
|  | 2018: | 51.7 | (331) | 53.8 | (106) | 56.6 | (332) | 25.0 | (140) |  |
|  | Change: | 1.0 |  | 8.3 |  | 3.8 |  | -9.2 |  |  |
| African American | 2017: | 49.0 | (49) | 36.8 | (19) | 40.8 | (49) | 27.3 | (22) |  |
|  | 2018: | 52.0 | (50) | 58.8 | (17) | 46.0 | (50) | 11.5 | (26) |  |
|  | Change: | 3.0 |  | 22.0 |  | 5.2 |  | -15.8 |  |  |
| Hispanic | 2017: | 50.0 | (236) | 45.3 | (95) | 54.4 | (237) | 34.6 | (81) |  |
|  | 2018: | 48.6 | (251) | 50.6 | (79) | 57.1 | (252) | 26.0 | (100) |  |
|  | Change: | -1.4 |  | 5.3 |  | 2.7 |  | -8.6 |  |  |
| White | 2017: | 63.6 | (11) |  | (2) | 72.7 | (11) | * | (5) |  |
|  | 2018: | 85.0 | (20) | 77.8 | (9) | 80.0 | (20) | 57.1 | (7) |  |
|  | Change: | 21.4 |  | * |  | 7.3 |  | * |  |  |
| Economically Disadvantaged | 2017: | 48.5 | (270) | 44.4 | (108) | 51.3 | (271) | 31.6 | (95) |  |
|  | 2018: | 49.3 | (268) | 47.6 | (84) | 54.3 | (269) | 24.1 | (116) |  |
|  | Change: | 0.8 |  | 3.2 |  | 3.0 |  | -7.5 |  |  |
| English Language Learner | 2017: | 45.7 | (127) | 41.1 | (56) | 47.2 | (127) | 28.9 | (38) |  |
|  | 2018: | 45.6 | (136) | 48.8 | (41) | 58.4 | (137) | 22.4 | (58) |  |
|  | Change: | -0.1 |  | 7.7 |  | 11.2 |  | -6.5 |  |  |
| Special Education | 2017: | 26.7 | (15) | 16.7 | (6) | 26.7 | (15) | * | (2) |  |
|  | 2018: | 23.8 | (21) | 0.0 | (7) | 28.6 | (21) | 16.7 | (6) |  |
|  | Change: | -2.9 |  | -16.7 |  | 1.9 |  | * |  |  |

[^15]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2018 (through second administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

211 - STEVENS PARK ELEMENTARY SCHOOL [Feeds to: QUINTANILLA > PINKSTON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 34.3 | (99) |  | 28.3 | (99) |  |  |
|  | 2018: | 38.2 | (89) |  | 38.2 | (89) |  |  |
|  | Change: | 3.9 |  |  | 9.9 |  |  |  |
| African American | 2017: | 12.5 | (8) |  | 12.5 | (8) |  |  |
|  | 2018: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2017: | 36.4 | (88) |  | 29.5 | (88) |  |  |
|  | 2018: | 42.0 | (81) |  | 40.7 | (81) |  |  |
|  | Change: | 5.6 |  |  | 11.2 |  |  |  |
| White | 2017: | * | (2) |  | * | (2) |  |  |
|  | 2018: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2017: | 34.1 | (91) |  | 29.7 | (91) |  |  |
|  | 2018: | 37.0 | (73) |  | 37.0 | (73) |  |  |
|  | Change: | 2.9 |  |  | 7.3 |  |  |  |
| English Language Learner | 2017: | 43.6 | (55) |  | 27.3 | (55) |  |  |
|  | 2018: | 46.6 | (58) |  | 36.2 | (58) |  |  |
|  | Change: | 3.0 |  |  | 8.9 |  |  |  |
| Special Education | 2017: | * | (4) |  | * | (4) |  |  |
|  | 2018: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 13.3 | (105) | 19.0 | (105) | 9.5 | (105) |  |  |
|  | 2018: | 35.4 | (96) | 29.2 | (96) | 28.1 | (96) |  |  |
|  | Change: | 22.1 |  | 10.2 |  | 18.6 |  |  |  |
| African American | 2017: | * | (3) | * | (3) | * | (3) |  |  |
|  | 2018: | * | (5) | * | (5) | * | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2017: | 14.0 | (100) | 19.0 | (100) | 10.0 | (100) |  |  |
|  | 2018: | 36.8 | (87) | 32.2 | (87) | 28.7 | (87) |  |  |
|  | Change: | 22.8 |  | 13.2 |  | 18.7 |  |  |  |
| White | 2017: | * | (2) | * | (2) | * | (2) |  |  |
|  | 2018: | * | (3) | * | (3) | * | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2017: | 13.9 | (101) | 18.8 | (101) | 8.9 | (101) |  |  |
|  | 2018: | 34.1 | (88) | 29.5 | (88) | 29.5 | (88) |  |  |
|  | Change: | 20.2 |  | 10.7 |  | 20.6 |  |  |  |
| English Language Learner | 2017: | 15.6 | (64) | 21.9 | (64) | 12.5 | (64) |  |  |
|  | 2018: | 42.9 | (56) | 41.1 | (56) | 26.8 | (56) |  |  |
|  | Change: | 27.3 |  | 19.2 |  | 14.3 |  |  |  |
| Special Education | 2017: | * | (4) | * | (4) | * | (4) |  |  |
|  | 2018: | 0.0 | (12) | 0.0 | (12) | 0.0 | (12) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^16]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2018 (through second administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

## 211 - STEVENS PARK ELEMENTARY SCHOOL [Feeds to: QUINTANILLA > PINKSTON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 27.5 | (91) |  | 18.5 | (92) | 19.8 | (91) |  |
|  | 2018: | 38.4 | (99) |  | 34.3 | (99) | 19.4 | (98) |  |
|  | Change: | 10.9 |  |  | 15.8 |  | -0.4 |  |  |
| African American | 2017: | 14.3 | (7) |  | 14.3 | (7) | 0.0 | (7) |  |
|  | 2018: | * | (3) |  | * | (3) |  | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2017: | 28.9 | (83) |  | 19.0 | (84) | 21.7 | (83) |  |
|  | 2018: | 38.9 | (95) |  | 34.7 | (95) | 19.1 | (94) |  |
|  | Change: | 10.0 |  |  | 15.7 |  | -2.6 |  |  |
| White | 2017: | * | (1) |  |  | (1) |  | (1) |  |
|  | 2018: | * | (1) |  | * | (1) |  | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2017: | 27.1 | (85) |  | 18.8 | (85) | 19.0 | (84) |  |
|  | 2018: | 36.0 | (86) |  | 33.7 | (86) | 19.8 | (86) |  |
|  | Change: | 8.9 |  |  | 14.9 |  | 0.8 |  |  |
| English Language Learner | 2017: | 28.6 | (49) |  | 14.3 | (49) | 18.4 | (49) |  |
|  | 2018: | 43.4 | (53) |  | 24.5 | (53) | 15.1 | (53) |  |
|  | Change: | 14.8 |  |  | 10.2 |  | -3.3 |  |  |
| Special Education | 2017: | * | (5) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | 2018: | * | (1) |  | * | (1) | * | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 24.7 | (295) | 19.0 | (105) | 18.6 | (296) | 19.8 | (91) |  |
|  | 2018: | 37.3 | (284) | 29.2 | (96) | 33.5 | (284) | 19.4 | (98) |  |
|  | Change: | 12.6 |  | 10.2 |  | 14.9 |  | -0.4 |  |  |
| African American | 2017: | 11.1 | (18) |  | (3) | 11.1 | (18) | 0.0 | (7) |  |
|  | 2018: | 15.4 | (13) | * | (5) | 23.1 | (13) | * | (3) |  |
|  | Change: | 4.3 |  | * |  | 12.0 |  | * |  |  |
| Hispanic | 2017: | 25.8 | (271) | 19.0 | (100) | 19.1 | (272) | 21.7 | (83) |  |
|  | 2018: | 39.2 | (263) | 32.2 | (87) | 34.6 | (263) | 19.1 | (94) |  |
|  | Change: | 13.4 |  | 13.2 |  | 15.5 |  | -2.6 |  |  |
| White | 2017: |  | (5) | * | (2) | * | (5) | * | (1) |  |
|  | 2018: | * | (5) | * | (3) | * | (5) |  | (1) |  |
|  | Change: | * |  | * |  | * |  | * |  |  |
| Economically Disadvantaged | 2017: | 24.5 | (277) | 18.8 | (101) | 18.8 | (277) | 19.0 | (84) |  |
|  | 2018: | 35.6 | (247) | 29.5 | (88) | 33.2 | (247) | 19.8 | (86) |  |
|  | Change: | 11.1 |  | 10.7 |  | 14.4 |  | 0.8 |  |  |
| English Language Learner | 2017: | 28.6 | (168) | 21.9 | (64) | 17.9 | (168) | 18.4 | (49) |  |
|  | 2018: | 44.3 | (167) | 41.1 | (56) | 29.3 | (167) | 15.1 | (53) |  |
|  | Change: | 15.7 |  | 19.2 |  | 11.4 |  | -3.3 |  |  |
| Special Education | 2017: | 15.4 | (13) | * | (4) | 0.0 | (14) | 0.0 | (6) |  |
|  | 2018: | 11.1 | (18) | 0.0 | (12) | 11.1 | (18) | * | (3) |  |
|  | Change: | -4.3 |  | * |  | 11.1 |  | * |  |  |

[^17]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2018 (through second administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

260 - LORENZO DE ZAVALA ELEMENTARY SCHOOL [Feeds to: EDISON > PINKSTON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 32.8 | (61) |  | 42.6 | (61) |  |  |
|  | 2018: | 25.0 | (52) |  | 51.9 | (52) |  |  |
|  | Change: | -7.8 |  |  | 9.3 |  |  |  |
| Hispanic | 2017: | 33.9 | (59) |  | 44.1 | (59) |  |  |
|  | 2018: | 25.0 | (52) |  | 51.9 | (52) |  |  |
|  | Change: | -8.9 |  |  | 7.8 |  |  |  |
| Economically Disadvantaged | 2017: | 32.2 | (59) |  | 42.4 | (59) |  |  |
|  | 2018: | 20.9 | (43) |  | 51.2 | (43) |  |  |
|  | Change: | -11.3 |  |  | 8.8 |  |  |  |
| English Language Learner | 2017: | 32.3 | (31) |  | 41.9 | (31) |  |  |
|  | 2018: | 21.9 | (32) |  | 43.8 | (32) |  |  |
|  | Change: | -10.4 |  |  | 1.9 |  |  |  |
| Special Education | 2017: | * | (5) |  |  | (5) |  |  |
|  | 2018: | * | (4) |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 27.1 | (48) | 25.0 | (48) | 25.0 | (48) |  |  |
|  | 2018: | 41.1 | (56) | 39.3 | (56) | 50.0 | (56) |  |  |
|  | Change: | 14.0 |  | 14.3 |  | 25.0 |  |  |  |
| African American | 2017: | * | (3) |  | (3) | * | (3) |  |  |
|  | 2018: | * | (3) | * | (3) | * | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2017: | 26.7 | (45) | 24.4 | (45) | 24.4 | (45) |  |  |
|  | 2018: | 41.5 | (53) | 41.5 | (53) | 50.9 | (53) |  |  |
|  | Change: | 14.8 |  | 17.1 |  | 26.5 |  |  |  |
| Economically Disadvantaged | 2017: | 25.0 | (44) | 25.0 | (44) | 25.0 | (44) |  |  |
|  | 2018: | 41.5 | (53) | 37.7 | (53) | 49.1 | (53) |  |  |
|  | Change: | 16.5 |  | 12.7 |  | 24.1 |  |  |  |
| English Language Learner | 2017: | 34.4 | (32) | 31.3 | (32) | 25.0 | (32) |  |  |
|  | 2018: | 35.5 | (31) | 41.9 | (31) | 58.1 | (31) |  |  |
|  | Change: | 1.1 |  | 10.6 |  | 33.1 |  |  |  |
| Special Education | 2017: | 0.0 | (6) | 0.0 | (6) | 0.0 | (6) |  |  |
|  | 2018: | * | (5) | * | (5) | * | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^18]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
LANGUAGE: Combined Engish and Spanish
260 - LORENZO DE ZAVALA ELEMENTARY SCHOOL [Feeds to: EDISON > PINKSTON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 32.7 | (49) |  | 31.3 | (48) | 25.5 | (47) |  |
|  | 2018: | 31.8 | (44) |  | 22.7 | (44) | 20.5 | (44) |  |
|  | Change: | -0.9 |  |  | -8.6 |  | -5.0 |  |  |
| African American | 2017: |  | (1) |  |  | (1) | * | (1) |  |
|  | 2018: | * | (1) |  |  | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2017: | 33.3 | (48) |  | 29.8 | (47) | 23.9 | (46) |  |
|  | 2018: | 32.6 | (43) |  | 23.3 | (43) | 20.9 | (43) |  |
|  | Change: | -0.7 |  |  | -6.5 |  | -3.0 |  |  |
| Economically Disadvantaged | 2017: | 32.7 | (49) |  | 31.3 | (48) | 25.5 | (47) |  |
|  | 2018: | 30.8 | (39) |  | 25.6 | (39) | 23.1 | (39) |  |
|  | Change: | -1.9 |  |  | -5.7 |  | -2.4 |  |  |
| English Language Learner | 2017: | 41.7 | (24) |  | 25.0 | (24) | 20.8 | (24) |  |
|  | 2018: | 38.7 | (31) |  | 19.4 | (31) | 22.6 | (31) |  |
|  | Change: | -3.0 |  |  | -5.6 |  | 1.8 |  |  |
| Special Education | 2017: | 0.0 | (6) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | 2018: | * |  |  |  | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 31.0 | (158) | 25.0 | (48) | 33.8 | (157) | 25.5 | (47) |  |
|  | 2018: | 32.9 | (152) | 39.3 | (56) | 42.8 | (152) | 20.5 | (44) |  |
|  | Change: | 1.9 |  | 14.3 |  | 9.0 |  | -5.0 |  |  |
| African American | 2017: | 16.7 | (6) | * | (3) | 33.3 | (6) |  | (1) |  |
|  | 2018: | * | (4) | * | (3) | * | (4) | * | (1) |  |
|  | Change: | * |  | * |  | * |  |  |  |  |
| Hispanic | 2017: | 31.6 | (152) | 24.4 | (45) | 33.8 | (151) | 23.9 | (46) |  |
|  | 2018: | 33.1 | (148) | 41.5 | (53) | 43.2 | (148) | 20.9 | (43) |  |
|  | Change: | 1.5 |  | 17.1 |  | 9.4 |  | -3.0 |  |  |
| Economically Disadvantaged | 2017: | 30.3 | (152) | 25.0 | (44) | 33.8 | (151) | 25.5 | (47) |  |
|  | 2018: | 31.9 | (135) | 37.7 | (53) | 43.0 | (135) | 23.1 | (39) |  |
|  | Change: | 1.6 |  | 12.7 |  | 9.2 |  | -2.4 |  |  |
| English Language Learner | 2017: | 35.6 | (87) | 31.3 | (32) | 31.0 | (87) | 20.8 | (24) |  |
|  | 2018: | 31.9 | (94) | 41.9 | (31) | 40.4 | (94) | 22.6 | (31) |  |
|  | Change: | -3.7 |  | 10.6 |  | 9.4 |  | 1.8 |  |  |
| Special Education | 2017: | 0.0 | (17) | 0.0 | (6) | 0.0 | (17) | 0.0 | (6) |  |
|  | 2018: | 0.0 | (14) | * | (5) | 7.1 | (14) |  | (5) |  |
|  | Change: | 0.0 |  | * |  | 7.1 |  | * |  |  |

[^19]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2018 (through second administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

265 - ELADIO MARTINEZ LEARNING CENTER [Feeds to: EDISON > PINKSTON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 48.1 | (54) |  | 66.7 | (54) |  |  |
|  | 2018: | 44.9 | (89) |  | 59.6 | (89) |  |  |
|  | Change: | -3.2 |  |  | -7.1 |  |  |  |
| African American | 2017: | * | (3) |  | * | (3) |  |  |
|  | 2018: | 33.3 | (6) |  | 33.3 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2017: | 48.0 | (50) |  | 66.0 | (50) |  |  |
|  | 2018: | 46.3 | (82) |  | 62.2 | (82) |  |  |
|  | Change: | -1.7 |  |  | -3.8 |  |  |  |
| White | 2017: | * | (1) |  | * | (1) |  |  |
|  | 2018: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2017: | 48.0 | (50) |  | 64.0 | (50) |  |  |
|  | 2018: | 41.3 | (75) |  | 58.7 | (75) |  |  |
|  | Change: | -6.7 |  |  | -5.3 |  |  |  |
| English Language Learner | 2017: | 57.1 | (28) |  | 64.3 | (28) |  |  |
|  | 2018: | 54.2 | (48) |  | 68.8 | (48) |  |  |
|  | Change: | -2.9 |  |  | 4.5 |  |  |  |
| Special Education | 2017: | * | (2) |  | * | (2) |  |  |
|  | 2018: | 0.0 | (7) |  | 0.0 | (7) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 42.9 | (63) | 31.7 | (63) | 60.3 | (63) |  |  |
|  | 2018: | 41.4 | (70) | 32.9 | (70) | 61.4 | (70) |  |  |
|  | Change: | -1.5 |  | 1.2 |  | 1.1 |  |  |  |
| African American | 2017: | * | (1) | * | (1) | * | (1) |  |  |
|  | 2018: | 33.3 | (6) | 16.7 | (6) | 33.3 | (6) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2017: | 43.5 | (62) | 32.3 | (62) | 61.3 | (62) |  |  |
|  | 2018: | 43.5 | (62) | 35.5 | (62) | 64.5 | (62) |  |  |
|  | Change: | 0.0 |  | 3.2 |  | 3.2 |  |  |  |
| White | 2017: |  |  |  |  |  |  |  |  |
|  | 2018: | * | (1) | * | (1) | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2017: | 40.4 | (57) | 29.8 | (57) | 57.9 | (57) |  |  |
|  | 2018: | 43.5 | (62) | 33.9 | (62) | 59.7 | (62) |  |  |
|  | Change: | 3.1 |  | 4.1 |  | 1.8 |  |  |  |
| English Language Learner | 2017: | 43.8 | (32) | 34.4 | (32) | 46.9 | (32) |  |  |
|  | 2018: | 40.6 | (32) | 43.8 | (32) | 62.5 | (32) |  |  |
|  | Change: | -3.2 |  | 9.4 |  | 15.6 |  |  |  |
| Special Education | 2017: | * | (5) | * | (5) | * | (5) |  |  |
|  | 2018: | * | (5) | * | (5) | * | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^20]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2018 (through second administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/13/18

265 - ELADIO MARTINEZ LEARNING CENTER [Feeds to: EDISON > PINKSTON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 41.8 | (55) |  | 49.1 | (55) | 58.2 | (55) |  |
|  | 2018: | 34.6 | (81) |  | 46.9 | (81) | 40.7 | (81) |  |
|  | Change: | -7.2 |  |  | -2.2 |  | -17.5 |  |  |
| African American | 2017: | * | (1) |  |  | (1) | * | (1) |  |
|  | 2018: | 0.0 | (6) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2017: | 40.7 | (54) |  | 48.1 | (54) | 57.4 | (54) |  |
|  | 2018: | 37.8 | (74) |  | 51.4 | (74) | 44.6 | (74) |  |
|  | Change: | -2.9 |  |  | 3.3 |  | -12.8 |  |  |
| White | 2017: |  |  |  |  |  |  |  |  |
|  | 2018: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2017: | 41.2 | (51) |  | 52.9 | (51) | 62.7 | (51) |  |
|  | 2018: | 32.4 | (71) |  | 47.9 | (71) | 40.8 | (71) |  |
|  | Change: | -8.8 |  |  | -5.0 |  | -21.9 |  |  |
| English Language Learner | 2017: | 45.7 | (35) |  | 54.3 | (35) | 60.0 | (35) |  |
|  | 2018: | 43.2 | (44) |  | 46.7 | (45) | 51.1 | (45) |  |
|  | Change: | -2.5 |  |  | -7.6 |  | -8.9 |  |  |
| Special Education | 2017: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2018: | 10.0 | (10) |  | 18.2 | (11) | 11.1 | (9) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 44.2 | (172) | 31.7 | (63) | 58.7 | (172) | 58.2 | (55) |  |
|  | 2018: | 40.4 | (240) | 32.9 | (70) | 55.8 | (240) | 40.7 | (81) |  |
|  | Change: | -3.8 |  | 1.2 |  | -2.9 |  | -17.5 |  |  |
| African American | 2017: |  | (5) |  | (1) |  | (5) |  | (1) |  |
|  | 2018: | 22.2 | (18) | 16.7 | (6) | 22.2 | (18) | 0.0 | (6) |  |
|  | Change: | * |  | * |  | * |  | * |  |  |
| Hispanic | 2017: | 44.0 | (166) | 32.3 | (62) | 58.4 | (166) | 57.4 | (54) |  |
|  | 2018: | 42.7 | (218) | 35.5 | (62) | 59.2 | (218) | 44.6 | (74) |  |
|  | Change: | -1.3 |  | 3.2 |  | 0.8 |  | -12.8 |  |  |
| White | 2017: |  | (1) |  |  |  | (1) |  |  |  |
|  | 2018: | * | (3) | * | (1) |  | (3) | * | (1) |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2017: | 43.0 | (158) | 29.8 | (57) | 58.2 | (158) | 62.7 | (51) |  |
|  | 2018: | 38.9 | (208) | 33.9 | (62) | 55.3 | (208) | 40.8 | (71) |  |
|  | Change: | -4.1 |  | 4.1 |  | -2.9 |  | -21.9 |  |  |
| English Language Learner | 2017: | 48.4 | (95) | 34.4 | (32) | 54.7 | (95) | 60.0 | (35) |  |
|  | 2018: | 46.8 | (124) | 43.8 | (32) | 59.2 | (125) | 51.1 | (45) |  |
|  | Change: | -1.6 |  | 9.4 |  | 4.5 |  | -8.9 |  |  |
| Special Education | 2017: | 11.1 | (9) | * | (5) | 22.2 | (9) | * | (2) |  |
|  | 2018: | 4.5 | (22) | * | (5) | 21.7 | (23) | 11.1 | (9) |  |
|  | Change: | -6.6 |  | * |  | -0.5 |  | * |  |  |

[^21]
[^0]:    $(N)=$ 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

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

[^2]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^3]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^5]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^7]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^9]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^11]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^12]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^13]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^14]:    $(\mathrm{N})=$ 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^15]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^16]:    $(\mathrm{N})=$ 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^17]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^18]:    $(\mathrm{N})=$ 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^19]:    $(\mathrm{N})=$ students tested. ${ }^{*}$ Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^20]:    $(\mathrm{N})=$ 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^21]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through 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 changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

