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

POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 4/30/19

## H. GRADY SPRUCE FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 77.6 | (916) |  | 81.6 | (909) | 72.9 | (927) |  |
|  | 2019: | 77.5 | (921) |  | 80.4 | (923) |  |  |  |
|  | Change: | -0.1 |  |  | -1.2 |  |  |  |  |
| African American | 2018: | 61.2 | (165) |  | 60.7 | (163) | 55.4 | (168) |  |
|  | 2019: | 57.1 | (189) |  | 63.7 | (190) |  |  |  |
|  | Change: | -4.1 |  |  | 3.0 |  |  |  |  |
| Hispanic | 2018: | 81.3 | (739) |  | 86.4 | (734) | 77.0 | (747) |  |
|  | 2019: | 83.3 | (713) |  | 84.9 | (714) |  |  |  |
|  | Change: | 2.0 |  |  | -1.5 |  |  |  |  |
| White | 2018: | 66.7 | (9) |  | 66.7 | (9) | 55.6 | (9) |  |
|  | 2019: | 57.1 | (14) |  | 71.4 | (14) |  |  |  |
|  | Change: | -9.6 |  |  | 4.7 |  |  |  |  |
| Economically Disadvantaged | 2018: | 77.4 | (817) |  | 81.9 | (812) | 72.7 | (820) |  |
|  | 2019: | 77.4 | (884) |  | 80.6 | (886) |  |  |  |
|  | Change: | 0.0 |  |  | -1.3 |  |  |  |  |
| English Learner | 2018: | 82.5 | (537) |  | 86.5 | (533) | 76.3 | (545) |  |
|  | 2019: | 84.9 | (530) |  | 84.5 | (530) |  |  |  |
|  | Change: | 2.4 |  |  | -2.0 |  |  |  |  |
| Special Education | 2018: | 38.6 | (70) |  | 56.7 | (67) | 35.2 | (71) |  |
|  | 2019: | 40.3 | (67) |  | 58.2 |  |  |  |  |
|  | Change: | 1.7 |  |  | 1.5 |  |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 61.2 | (644) |  | 78.8 | (647) | 61.1 | (673) | 50.9 | (638) |
|  | 2019: | 74.2 | (652) |  | 88.2 | (688) |  |  |  |  |
|  | Change: | 13.0 |  |  | 9.4 |  |  |  |  |  |
| African American | 2018: | 50.0 | (152) |  | 65.3 | (147) | 45.3 | (161) | 41.6 | (154) |
|  | 2019: | 66.4 | (143) |  | 85.1 | (161) |  |  |  |  |
|  | Change: | 16.4 |  |  | 19.8 |  |  |  |  |  |
| Hispanic | 2018: | 64.8 | (483) |  | 82.8 | (489) | 65.9 | (502) | 53.8 | (476) |
|  | 2019: | 77.0 | (495) |  | 89.2 | (511) |  |  |  |  |
|  | Change: | 12.2 |  |  | 6.4 |  |  |  |  |  |
| White | 2018: | 42.9 | (7) |  | 75.0 | (8) | * | (5) | 66.7 | (6) |
|  | 2019: | 16.7 | (6) |  | 71.4 | (7) |  |  |  |  |
|  | Change: | -26.2 |  |  | -3.6 |  |  |  |  |  |
| Economically <br> Disadvantaged | 2018: | 61.8 | (573) |  | 80.1 | (577) | 62.0 | (603) | 51.8 | (568) |
|  | 2019: | 73.8 | (621) |  | 88.3 | (660) |  |  |  |  |
|  | Change: | 12.0 |  |  | 8.2 |  |  |  |  |  |
| English Learner | 2018: | 61.6 | (380) |  | 80.9 | (383) | 61.7 | (384) | 50.9 | (371) |
|  | 2019: | 74.1 | (336) |  | 87.8 | (353) |  |  |  |  |
|  | Change: | 12.5 |  |  | 6.9 |  |  |  |  |  |
| Special Education | 2018: | 16.7 | (42) |  | 50.0 | (42) | 16.7 | (42) | 20.9 | (43) |
|  | 2019: | 25.0 | (36) |  | 52.8 | (36) |  |  |  |  |
|  | Change: | 8.3 |  |  | 2.8 |  |  |  |  |  |

[^0]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
All Students Tested at Location

ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 4/30/19

45 - E.B. COMSTOCK MIDDLE SCHOOL [Feeds to: SPRUCE]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 51.2 | (289) |  | 59.6 | (277) | 37.3 | (292) | 31.2 | (285) |
|  | 2019: | 64.6 | (254) |  | 83.2 | (268) |  |  |  |  |
|  | Change: | 13.4 |  |  | 23.6 |  |  |  |  |  |
| African American | 2018: | 43.7 | (87) |  | 46.8 | (79) | 26.7 | (86) | 28.4 | (88) |
|  | 2019: | 59.7 | (77) |  | 79.1 | (86) |  |  |  |  |
|  | Change: | 16.0 |  |  | 32.3 |  |  |  |  |  |
| Hispanic | 2018: | 54.8 | (199) |  | 64.4 | (194) | 42.2 | (204) | 32.5 | (194) |
|  | 2019: | 68.4 | (171) |  | 85.1 | (175) |  |  |  |  |
|  | Change: | 13.6 |  |  | 20.7 |  |  |  |  |  |
| White | 2018: |  | (3) |  |  | (4) |  | (2) | * | (3) |
|  | 2019: | * | (5) |  | * | (5) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 52.0 | (254) |  | 60.9 | (243) | 37.4 | (257) | 30.5 | (249) |
|  | 2019: | 64.3 | (249) |  | 83.3 | (264) |  |  |  |  |
|  | Change: | 12.3 |  |  | 22.4 |  |  |  |  |  |
| English Learner | 2018: | 50.3 | (161) |  | 61.1 | (157) | 35.8 | (162) | 28.8 | (156) |
|  | 2019: | 68.0 | (125) |  | 85.0 | (133) |  |  |  |  |
|  | Change: | 17.7 |  |  | 23.9 |  |  |  |  |  |
| Special Education | 2018: | 13.6 | (22) |  | 27.3 | (22) | 4.8 | (21) | 9.1 | (22) |
|  | 2019: | 30.8 | (13) |  | 38.5 | (13) |  |  |  |  |
|  | Change: | 17.2 |  |  | 11.2 |  |  |  |  |  |

[^1]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
352 - YOUNG WOMEN'S STEAM ACADEMY AT BALCH SPRINGS MIDDLE SCHOOL [Feeds to: SPRUCE]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 69.3 | (355) |  | 93.2 | (370) | 79.3 | (381) | 66.9 | (353) |
|  | 2019: | 80.4 | (398) |  | 91.4 | (420) |  |  |  |  |
|  | Change: | 11.1 |  |  | -1.8 |  |  |  |  |  |
| African American | 2018: | 58.5 | (65) |  | 86.8 | (68) | 66.7 | (75) | 59.1 | (66) |
|  | 2019: | 74.2 | (66) |  | 92.0 | (75) |  |  |  |  |
|  | Change: | 15.7 |  |  | 5.2 |  |  |  |  |  |
| Hispanic | 2018: | 71.8 | (284) |  | 94.9 | (295) | 82.2 | (298) | 68.4 | (282) |
|  | 2019: | 81.5 | (324) |  | 91.4 | (336) |  |  |  |  |
|  | Change: | 9.7 |  |  | -3.5 |  |  |  |  |  |
| White | 2018: | * | (4) |  |  | (4) | * | (3) | * | (3) |
|  | 2019: | * |  |  |  | (2) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 69.6 | (319) |  | 94.0 | (334) | 80.3 | (346) | 68.3 | (319) |
|  | 2019: | 80.1 | (372) |  | 91.7 | (396) |  |  |  |  |
|  | Change: | 10.5 |  |  | -2.3 |  |  |  |  |  |
| English Learner | 2018: | 69.9 | (219) |  | 94.7 | (226) | 80.6 | (222) | 67.0 | (215) |
|  | 2019: | 77.7 | (211) |  | 89.5 | (220) |  |  |  |  |
|  | Change: | 7.8 |  |  | -5.2 |  |  |  |  |  |
| Special Education | 2018: | 20.0 | (20) |  | 75.0 | (20) | 28.6 | (21) | 33.3 | (21) |
|  | 2019: | 21.7 | (23) |  | 60.9 | (23) |  |  |  |  |
|  | Change: | 1.7 |  |  | -14.1 |  |  |  |  |  |

[^2]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: Percentage Approaching Grade Level or better
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish
104 - WILLIAM M. ANDERSON ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 81.4 | (102) |  | 82.1 | (95) | 66.0 | (103) |  |
|  | 2019: | 83.2 | (107) |  | 86.0 | (107) |  |  |  |
|  | Change: | 1.8 |  |  | 3.9 |  |  |  |  |
| African American | 2018: | 55.6 | (9) |  | 55.6 | (9) | 40.0 | (10) |  |
|  | 2019: | 77.8 | (9) |  | 55.6 | (9) |  |  |  |
|  | Change: | 22.2 |  |  | 0.0 |  |  |  |  |
| Hispanic | 2018: | 83.9 | (93) |  | 84.9 | (86) | 68.8 | (93) |  |
|  | 2019: | 85.1 | (94) |  | 88.3 | (94) |  |  |  |
|  | Change: | 1.2 |  |  | 3.4 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 80.6 | (93) |  | 85.1 | (87) | 64.5 | (93) |  |
|  | 2019: | 83.7 | (104) |  | 87.5 | (104) |  |  |  |
|  | Change: | 3.1 |  |  | 2.4 |  |  |  |  |
| English Learner | 2018: | 89.0 | (73) |  | 86.6 | (67) | 71.2 | (73) |  |
|  | 2019: | 86.5 | (74) |  | 90.5 | (74) |  |  |  |
|  | Change: | -2.5 |  |  | 3.9 |  |  |  |  |
| Special Education | 2018: | 25.0 | (8) |  | 33.3 | (6) | 25.0 | (8) |  |
|  | 2019: | * | (5) |  | * | (5) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

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

ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 4/30/19

109 - WILLIAM A. BLAIR ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]


[^4]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
117 - RUFUS C. BURLESON ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 69.0 | (100) |  | 63.0 | (100) | 41.7 | (103) |  |
|  | 2019: | 75.2 | (113) |  | 66.1 | (115) |  |  |  |
|  | Change: | 6.2 |  |  | 3.1 |  |  |  |  |
| African American | 2018: | 55.9 | (34) |  | 57.6 | (33) | 38.9 | (36) |  |
|  | 2019: | 55.0 | (40) |  | 51.2 | (41) |  |  |  |
|  | Change: | -0.9 |  |  | -6.4 |  |  |  |  |
| Hispanic | 2018: | 75.4 | (65) |  | 65.2 | (66) | 43.9 | (66) |  |
|  | 2019: | 86.1 | (72) |  | 74.0 | (73) |  |  |  |
|  | Change: | 10.7 |  |  | 8.8 |  |  |  |  |
| White | 2018: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | * | (1) |  |  | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 67.4 | (92) |  | 62.0 | (92) | 40.4 | (94) |  |
|  | 2019: | 75.0 | (112) |  | 65.8 | (114) |  |  |  |
|  | Change: | 7.6 |  |  | 3.8 |  |  |  |  |
| English Learner | 2018: | 79.6 | (49) |  | 60.0 | (50) | 36.0 | (50) |  |
|  | 2019: | 84.9 | (53) |  | 71.7 | (53) |  |  |  |
|  | Change: | 5.3 |  |  | 11.7 |  |  |  |  |
| Special Education | 2018: | 25.0 | (8) |  | 85.7 | (7) | 14.3 | (7) |  |
|  | 2019: | 50.0 | (6) |  | 66.7 | (6) |  |  |  |
|  | Change: | 25.0 |  |  | -19.0 |  |  |  |  |

[^5]STAAR 3-8 Results by Student Group (all test types)
POPULATION: All Students Tested at Location
STATISTIC: Percentage Approaching Grade Level or better
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish
137 - JULIUS DORSEY ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]


[^6]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
All Students Tested at Location

ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 4/30/19

170 - RICHARD LAGOW ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 85.1 | (67) |  | 86.6 | (67) | 71.6 | (67) |  |
|  | 2019: | 75.9 | (79) |  | 88.6 | (79) |  |  |  |
|  | Change: | -9.2 |  |  | 2.0 |  |  |  |  |
| African American | 2018: | 86.7 | (15) |  | 73.3 | (15) | 60.0 | (15) |  |
|  | 2019: | 53.3 | (15) |  | 66.7 | (15) |  |  |  |
|  | Change: | -33.4 |  |  | -6.6 |  |  |  |  |
| Hispanic | 2018: | 83.0 | (47) |  | 91.5 | (47) | 72.3 | (47) |  |
|  | 2019: | 83.9 | (62) |  | 95.2 | (62) |  |  |  |
|  | Change: | 0.9 |  |  | 3.7 |  |  |  |  |
| White | 2018: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2019: | * | (2) |  |  | (2) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 87.5 | (56) |  | 89.3 | (56) | 71.9 | (57) |  |
|  | 2019: | 76.3 | (76) |  | 89.5 | (76) |  |  |  |
|  | Change: | -11.2 |  |  | 0.2 |  |  |  |  |
| English Learner | 2018: | 78.4 | (37) |  | 91.9 | (37) | 73.0 | (37) |  |
|  | 2019: | 81.3 | (48) |  | 93.8 | (48) |  |  |  |
|  | Change: | 2.9 |  |  | 1.9 |  |  |  |  |
| Special Education | 2018: | * | (5) |  | * | (5) | * | (5) |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

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

ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish
180 - B.H. MACON ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students |  |  |  |  |  |  | 83.3 | (78) |  |
|  | 2019: | 79.3 | (87) |  | 72.4 | (87) |  |  |  |
|  | Change: | -2.8 |  |  | -14.8 |  |  |  |  |
| African American | 2018: |  | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | * | (3) |  | * | (3) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2018: | 82.9 | (76) |  | 88.2 | (76) | 84.2 | (76) |  |
|  | 2019: | 79.0 | (81) |  | 74.1 | (81) |  |  |  |
|  | Change: | -3.9 |  |  | -14.1 |  |  |  |  |
| White | 2018: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | * | (2) |  | * | (2) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 81.2 | (69) |  | 88.4 | (69) | 84.1 | (69) |  |
|  | 2019: | 80.7 | (83) |  | 72.3 | (83) |  |  |  |
|  | Change: | -0.5 |  |  | -16.1 |  |  |  |  |
| English Learner | 2018: | 83.7 | (49) |  | 87.8 | (49) | 81.6 | (49) |  |
|  | 2019: | 77.8 | (63) |  | 69.8 | (63) |  |  |  |
|  | Change: | -5.9 |  |  | -18.0 |  |  |  |  |
| Special Education | 2018: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2019: | 42.9 | (7) |  | 100.0 | (7) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

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

ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish
187 - NANCY MOSELEY ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 73.6 | (121) |  | 88.4 | (121) | 76.6 | (124) |  |
|  | 2019: | 73.8 | (107) |  | 78.5 | (107) |  |  |  |
|  | Change: | 0.2 |  |  | -9.9 |  |  |  |  |
| African American | 2018: | 66.7 | (12) |  | 66.7 | (12) | 50.0 | (12) |  |
|  | 2019: | 55.6 | (9) |  | 66.7 | (9) |  |  |  |
|  | Change: | -11.1 |  |  | 0.0 |  |  |  |  |
| Hispanic | 2018: | 75.0 | (108) |  | 90.7 | (108) | 80.2 | (111) |  |
|  | 2019: | 75.5 | (98) |  | 79.6 | (98) |  |  |  |
|  | Change: | 0.5 |  |  | -11.1 |  |  |  |  |
| Economically Disadvantaged | 2018: | 72.8 | (103) |  | 86.4 | (103) | 75.7 | (103) |  |
|  | 2019: | 74.0 | (104) |  | 79.8 | (104) |  |  |  |
|  | Change: | 1.2 |  |  | -6.6 |  |  |  |  |
| English Learner | 2018: | 75.3 | (73) |  | 89.0 | (73) | 80.3 | (76) |  |
|  | 2019: | 83.6 | (67) |  | 79.1 | (67) |  |  |  |
|  | Change: | 8.3 |  |  | -9.9 |  |  |  |  |
| Special Education | 2018: | 44.4 | (18) |  | 72.2 | (18) | 44.4 | (18) |  |
|  | 2019: | 46.7 | (15) |  | 46.7 | (15) |  |  |  |
|  | Change: | 2.3 |  |  | -25.5 |  |  |  |  |

[^9]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
234 - HENRY B. GONZALEZ ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 81.1 | (111) |  | 91.9 | (111) | 82.1 | (112) |  |
|  | 2019: | 89.2 | (102) |  | 88.2 | (102) |  |  |  |
|  | Change: | 8.1 |  |  | -3.7 |  |  |  |  |
| African American | 2018: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | 83.3 | (6) |  | 83.3 | (6) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2018: | 80.7 | (109) |  | 91.7 | (109) | 81.8 | (110) |  |
|  | 2019: | 89.5 | (95) |  | 88.4 | (95) |  |  |  |
|  | Change: | 8.8 |  |  | -3.3 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 79.6 | (103) |  | 92.2 | (103) | 82.7 | (104) |  |
|  | 2019: | 88.5 | (96) |  | 87.5 | (96) |  |  |  |
|  | Change: | 8.9 |  |  | -4.7 |  |  |  |  |
| English Learner | 2018: | 79.5 | (73) |  | 91.8 | (73) | 83.8 | (74) |  |
|  | 2019: | 89.0 | (73) |  | 84.9 | (73) |  |  |  |
|  | Change: | 9.5 |  |  | -6.9 |  |  |  |  |
| Special Education | 2018: | * | (5) |  | * | (5) | * | (5) |  |
|  | 2019: | * |  |  | * |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^10]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: Percentage Approaching Grade Level or better
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 4/30/19

266 - FREDERICK DOUGLASS ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 76.0 | (50) |  | 82.0 | (50) | 92.2 | (51) |  |
|  | 2019: | 51.4 | (70) |  | 65.7 | (70) |  |  |  |
|  | Change: | -24.6 |  |  | -16.3 |  |  |  |  |
| African American | 2018: | 71.4 | (21) |  | 71.4 | (21) | 95.2 | (21) |  |
|  | 2019: | 34.9 | (43) |  | 62.8 | (43) |  |  |  |
|  | Change: | -36.5 |  |  | -8.6 |  |  |  |  |
| Hispanic | 2018: | 79.3 | (29) |  | 89.7 | (29) | 90.0 | (30) |  |
|  | 2019: | 76.0 | (25) |  | 68.0 | (25) |  |  |  |
|  | Change: | -3.3 |  |  | -21.7 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 76.1 | (46) |  | 84.8 | (46) | 97.7 | (44) |  |
|  | 2019: | 51.5 | (68) |  | 67.6 | (68) |  |  |  |
|  | Change: | -24.6 |  |  | -17.2 |  |  |  |  |
| English Learner | 2018: | 82.6 | (23) |  | 87.0 | (23) | 87.5 | (24) |  |
|  | 2019: | 77.3 | (22) |  | 63.6 | (22) |  |  |  |
|  | Change: | -5.3 |  |  | -23.4 |  |  |  |  |
| Special Education | 2018: | * | (3) |  | * | (3) | * | (4) |  |
|  | 2019: | * | (5) |  | * | (5) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^11]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: Percentage Approaching Grade Level or better
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish
276 - GILBERT CUELLAR, SR. ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 71.6 | (109) |  | 72.5 | (109) | 71.8 | (110) |  |
|  | 2019: | 79.4 | (102) |  | 87.3 | (102) |  |  |  |
|  | Change: | 7.8 |  |  | 14.8 |  |  |  |  |
| African American | 2018: | 50.0 | (20) |  | 50.0 | (20) | 38.1 | (21) |  |
|  | 2019: | 55.0 | (20) |  | 70.0 | (20) |  |  |  |
|  | Change: | 5.0 |  |  | 20.0 |  |  |  |  |
| Hispanic | 2018: | 76.1 | (88) |  | 77.3 | (88) | 79.5 | (88) |  |
|  | 2019: | 88.2 | (76) |  | 93.4 | (76) |  |  |  |
|  | Change: | 12.1 |  |  | 16.1 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (3) |  | * | (3) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 71.0 | (93) |  | 73.1 | (93) | 70.7 | (92) |  |
|  | 2019: | 78.4 | (97) |  | 86.6 | (97) |  |  |  |
|  | Change: | 7.4 |  |  | 13.5 |  |  |  |  |
| English Learner | 2018: | 77.9 | (68) |  | 80.9 | (68) | 79.4 | (68) |  |
|  | 2019: | 88.5 | (52) |  | 96.2 | (52) |  |  |  |
|  | Change: | 10.6 |  |  | 15.3 |  |  |  |  |
| Special Education | 2018: | * | (4) |  | * | (4) | * | (3) |  |
|  | 2019: | 0.0 | (7) |  | 57.1 | (7) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^12]
[^0]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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.

[^1]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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.

[^2]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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.

[^4]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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.

[^5]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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.

[^6]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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.

[^7]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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.

[^8]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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.

[^9]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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.

[^10]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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.

[^11]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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.

[^12]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST 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.

