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

APPROACHES GRADE LEVEL 4/30/19

## W.T. WHITE FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 78.6 | (718) |  | 84.3 | (714) | 67.0 | (721) |  |
|  | 2019: | 82.9 | (709) |  | 83.4 | (711) |  |  |  |
|  | Change: | 4.3 |  |  | -0.9 |  |  |  |  |
| African American | 2018: | 67.1 | (70) |  | 72.5 | (69) | 55.6 | (72) |  |
|  | 2019: | 74.1 | (85) |  | 67.1 | (85) |  |  |  |
|  | Change: | 7.0 |  |  | -5.4 |  |  |  |  |
| Hispanic | 2018: | 78.6 | (570) |  | 84.9 | (568) | 65.7 | (572) |  |
|  | 2019: | 83.8 | (556) |  | 85.8 | (557) |  |  |  |
|  | Change: | 5.2 |  |  | 0.9 |  |  |  |  |
| White | 2018: | 86.4 | (44) |  | 88.6 | (44) | 86.0 | (43) |  |
|  | 2019: | 90.9 | (44) |  | 86.7 | (45) |  |  |  |
|  | Change: | 4.5 |  |  | -1.9 |  |  |  |  |
| Economically Disadvantaged | 2018: | 76.6 | (551) |  | 85.4 | (547) | 66.5 | (555) |  |
|  | 2019: | 81.8 | (582) |  | 83.2 | (584) |  |  |  |
|  | Change: | 5.2 |  |  | -2.2 |  |  |  |  |
| English Learner | 2018: | 80.5 | (426) |  | 84.7 | (424) | 62.9 | (428) |  |
|  | 2019: | 82.8 | (408) |  | 85.3 | (408) |  |  |  |
|  | Change: | 2.3 |  |  | 0.6 |  |  |  |  |
| Special Education | 2018: | 44.8 | (58) |  | 53.7 | (54) | 28.8 | (59) |  |
|  | 2019: | 40.8 | (76) |  | 51.9 | (77) |  |  |  |
|  | Change: | -4.0 |  |  | -1.8 |  |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 65.9 | (519) |  | 70.0 | (546) | 65.7 | (559) | 50.4 | (514) |
|  | 2019: | 66.3 | (546) |  | 80.1 | (617) |  |  |  |  |
|  | Change: | 0.4 |  |  | 10.1 |  |  |  |  |  |
| African American | 2018: | 66.0 | (47) |  | 63.0 | (54) | 51.7 | (58) | 43.8 | (48) |
|  | 2019: | 70.5 | (61) |  | 76.7 | (60) |  |  |  |  |
|  | Change: | 4.5 |  |  | 13.7 |  |  |  |  |  |
| Hispanic | 2018: | 64.8 | (432) |  | 71.0 | (449) | 67.0 | (455) | 50.6 | (425) |
|  | 2019: | 65.5 | (444) |  | 79.8 | (505) |  |  |  |  |
|  | Change: | 0.7 |  |  | 8.8 |  |  |  |  |  |
| White | 2018: | 81.5 | (27) |  | 73.1 | (26) | 75.0 | (28) | 64.3 | (28) |
|  | 2019: | 65.5 | (29) |  | 87.8 | (41) |  |  |  |  |
|  | Change: | -16.0 |  |  | 14.7 |  |  |  |  |  |
| Economically <br> Disadvantaged | 2018: | 69.2 | (406) |  | 69.8 | (430) | 67.9 | (442) | 51.1 | (405) |
|  | 2019: | 66.0 | (476) |  | 80.0 | (534) |  |  |  |  |
|  | Change: | -3.2 |  |  | 10.2 |  |  |  |  |  |
| English Learner | 2018: | 57.7 | (307) |  | 70.9 | (337) | 63.6 | (341) | 45.4 | (302) |
|  | 2019: | 57.9 | (316) |  | 78.9 | (388) |  |  |  |  |
|  | Change: | 0.2 |  |  | 8.0 |  |  |  |  |  |
| Special Education | 2018: | 25.0 | (32) |  | 32.3 | (31) | 25.7 | (35) | 18.2 | (33) |
|  | 2019: | 29.4 | (34) |  | 55.3 | (38) |  |  |  |  |
|  | Change: | 4.4 |  |  | 23.0 |  |  |  |  |  |

[^0]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
54 - THOMAS C. MARSH PREPARATORY ACADEMY [Feeds to: WHITE]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 62.2 | (288) |  | 69.9 | (286) | 71.4 | (308) | 52.4 | (288) |
|  | 2019: | 60.9 | (312) |  | 77.7 | (358) |  |  |  |  |
|  | Change: | -1.3 |  |  | 7.8 |  |  |  |  |  |
| African American | 2018: | 75.0 | (8) |  | 62.5 | (8) | 22.2 | (9) | 55.6 | (9) |
|  | 2019: | 40.0 | (15) |  | 57.1 | (14) |  |  |  |  |
|  | Change: | -35.0 |  |  | -5.4 |  |  |  |  |  |
| Hispanic | 2018: | 60.7 | (267) |  | 68.9 | (264) | 72.0 | (282) | 51.1 | (266) |
|  | 2019: | 61.7 | (282) |  | 78.6 | (332) |  |  |  |  |
|  | Change: | 1.0 |  |  | 9.7 |  |  |  |  |  |
| White | 2018: | 80.0 | (10) |  | 88.9 | (9) | 81.8 | (11) | 80.0 | (10) |
|  | 2019: | 54.5 | (11) |  | 75.0 | (12) |  |  |  |  |
|  | Change: | -25.5 |  |  | -13.9 |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 66.1 | (236) |  | 70.8 | (233) | 73.6 | (258) | 53.6 | (239) |
|  | 2019: | 61.5 | (273) |  | 79.2 | (317) |  |  |  |  |
|  | Change: | -4.6 |  |  | 8.4 |  |  |  |  |  |
| English Learner | 2018: | 53.7 | (188) |  | 70.7 | (198) | 68.5 | (213) | 46.8 | (188) |
|  | 2019: | 54.0 | (198) |  | 79.2 | (259) |  |  |  |  |
|  | Change: | 0.3 |  |  | 8.5 |  |  |  |  |  |
| Special Education | 2018: | 31.6 | (19) |  | 44.4 | (18) | 33.3 | (21) | 25.0 | (20) |
|  | 2019: | 31.8 | (22) |  | 60.0 | (25) |  |  |  |  |
|  | Change: | 0.2 |  |  | 15.6 |  |  |  |  |  |

[^1]STAAR 3-8 Results by Student Group (all test types)

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

56 - EWELL D. WALKER MIDDLE SCHOOL [Feeds to: WHITE]

| Grade 5 |  | Reading ${ }^{1}$ | Writing | Mathematics ${ }^{1}$ | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: |  |  |  |  |  |
|  | 2019: | * (1) |  | * (1) |  |  |
|  | Change: |  |  |  |  |  |
| Hispanic | 2018: |  |  |  |  |  |
|  | 2019: | * (1) |  | * (1) |  |  |
|  | Change: |  |  |  |  |  |
| Economically Disadvantaged | 2018: |  |  |  |  |  |
|  | 2019: | * (1) |  | * (1) |  |  |
|  | Change: |  |  |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 70.6 | (231) |  | 70.0 | (260) | 58.6 | (251) | 47.8 | (226) |
|  | 2019: | 73.5 | (234) |  | 83.4 | (259) |  |  |  |  |
|  | Change: | 2.9 |  |  | 13.4 |  |  |  |  |  |
| African American | 2018: | 64.1 | (39) |  | 63.0 | (46) | 57.1 | (49) | 41.0 | (39) |
|  | 2019: | 80.4 | (46) |  | 82.6 | (46) |  |  |  |  |
|  | Change: | 16.3 |  |  | 19.6 |  |  |  |  |  |
| Hispanic | 2018: | 71.5 | (165) |  | 74.1 | (185) | 59.0 | (173) | 49.7 | (159) |
|  | 2019: | 72.2 | (162) |  | 82.1 | (173) |  |  |  |  |
|  | Change: | 0.7 |  |  | 8.0 |  |  |  |  |  |
| White | 2018: | 82.4 | (17) |  | 64.7 | (17) | 70.6 | (17) | 55.6 | (18) |
|  | 2019: | 72.2 | (18) |  | 93.1 | (29) |  |  |  |  |
|  | Change: | -10.2 |  |  | 28.4 |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 73.5 | (170) |  | 68.5 | (197) | 59.8 | (184) | 47.6 | (166) |
|  | 2019: | 71.9 | (203) |  | 81.1 | (217) |  |  |  |  |
|  | Change: | -1.6 |  |  | 12.6 |  |  |  |  |  |
| English Learner | 2018: | 63.9 | (119) |  | 71.2 | (139) | 55.5 | (128) | 43.0 | (114) |
|  | 2019: | 64.4 | (118) |  | 78.3 | (129) |  |  |  |  |
|  | Change: | 0.5 |  |  | 7.1 |  |  |  |  |  |
| Special Education | 2018: | 15.4 | (13) |  | 15.4 | (13) | 14.3 | (14) | 7.7 | (13) |
|  | 2019: | 25.0 | (12) |  | 46.2 | (13) |  |  |  |  |
|  | Change: | 9.6 |  |  | 30.8 |  |  |  |  |  |

[^2]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
119 - CHAPEL HILL PREPARATORY SCHOOL [Feeds to: MARSH > WHITE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 67.9 | (78) |  | 86.8 | (76) | 51.9 | (79) |  |
|  | 2019: | 69.2 | (65) |  | 84.6 | (65) |  |  |  |
|  | Change: | 1.3 |  |  | -2.2 |  |  |  |  |
| African American | 2018: |  | (5) |  |  | (5) | * | (5) |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2018: | 70.1 | (67) |  | 86.2 | (65) | 50.0 | (68) |  |
|  | 2019: | 69.4 | (62) |  | 85.5 | (62) |  |  |  |
|  | Change: | -0.7 |  |  | -0.7 |  |  |  |  |
| White | 2018: |  | (3) |  |  | (3) | * | (3) |  |
|  | 2019: | * | (1) |  |  | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 67.1 | (70) |  | 85.3 | (68) | 49.3 | (71) |  |
|  | 2019: | 68.3 | (60) |  | 83.3 | (60) |  |  |  |
|  | Change: | 1.2 |  |  | -2.0 |  |  |  |  |
| English Learner | 2018: | 78.7 | (47) |  | 86.7 | (45) | 43.8 | (48) |  |
|  | 2019: | 67.3 | (49) |  | 83.7 | (49) |  |  |  |
|  | Change: | -11.4 |  |  | -3.0 |  |  |  |  |
| Special Education | 2018: | 25.0 | (8) |  | 50.0 | (6) | 12.5 | (8) |  |
|  | 2019: | 30.0 | (10) |  | 60.0 | (10) |  |  |  |
|  | Change: | 5.0 |  |  | 10.0 |  |  |  |  |

[^3]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

APPROACHES GRADE LEVEL 4/30/19

120 - F.P. CAILLET ELEMENTARY SCHOOL [Feeds to: MARSH > WHITE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 79.6 | (98) |  | 89.8 | (98) | 70.0 | (100) |  |
|  | 2019: | 86.7 | (105) |  | 88.7 | (106) |  |  |  |
|  | Change: | 7.1 |  |  | -1.1 |  |  |  |  |
| African American | 2018: |  | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | * | (5) |  | * | (5) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2018: | 80.2 | (96) |  | 89.6 | (96) | 69.4 | (98) |  |
|  | 2019: | 86.9 | (99) |  | 90.0 | (100) |  |  |  |
|  | Change: | 6.7 |  |  | 0.4 |  |  |  |  |
| Economically Disadvantaged | 2018: | 79.8 | (89) |  | 89.9 | (89) | 70.0 | (90) |  |
|  | 2019: | 85.4 | (96) |  | 87.6 | (97) |  |  |  |
|  | Change: | 5.6 |  |  | -2.3 |  |  |  |  |
| English Learner | 2018: | 83.3 | (78) |  | 89.7 | (78) | 68.8 | (80) |  |
|  | 2019: | 86.3 | (80) |  | 87.5 | (80) |  |  |  |
|  | Change: | 3.0 |  |  | -2.2 |  |  |  |  |
| Special Education | 2018: | 27.3 | (11) |  | 72.7 | (11) | 36.4 | (11) |  |
|  | 2019: | 72.7 | (11) |  | 91.7 | (12) |  |  |  |
|  | Change: | 45.4 |  |  | 19.0 |  |  |  |  |

[^4]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

135 - EVERETTE LEE DEGOLYER ELEMENTARY SCHOOL [Feeds to: MARSH > WHITE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 82.7 | (52) |  | 98.1 | (52) | 75.0 | (52) |  |
|  | 2019: | 84.9 | (53) |  | 96.2 | (53) |  |  |  |
|  | Change: | 2.2 |  |  | -1.9 |  |  |  |  |
| African American | 2018: |  | (3) |  |  | (3) | * | (3) |  |
|  | 2019: |  | (2) |  |  | (2) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2018: | 81.6 | (38) |  | 97.4 | (38) | 73.7 | (38) |  |
|  | 2019: | 83.3 | (42) |  | 95.2 | (42) |  |  |  |
|  | Change: | 1.7 |  |  | -2.2 |  |  |  |  |
| White | 2018: | 87.5 | (8) |  | 100.0 | (8) | 87.5 | (8) |  |
|  | 2019: | * | (5) |  |  | (5) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 75.0 | (28) |  | 100.0 | (28) | 75.0 | (28) |  |
|  | 2019: | 76.5 | (34) |  | 94.1 | (34) |  |  |  |
|  | Change: | 1.5 |  |  | -5.9 |  |  |  |  |
| English Learner | 2018: | 77.8 | (18) |  | 94.4 | (18) | 55.6 | (18) |  |
|  | 2019: | 78.9 | (19) |  | 100.0 | (19) |  |  |  |
|  | Change: | 1.1 |  |  | 5.6 |  |  |  |  |
| Special Education | 2018: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2019: |  |  |  |  | (3) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^5]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

148 - TOM C. GOOCH ELEMENTARY SCHOOL [Feeds to: MARSH > WHITE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 67.4 | (43) |  | 88.4 | (43) | 60.5 | (43) |  |
|  | 2019: | 73.2 | (41) |  | 78.0 | (41) |  |  |  |
|  | Change: | 5.8 |  |  | -10.4 |  |  |  |  |
| African American | 2018: | * | (3) |  |  | (3) | * | (3) |  |
|  | 2019: | 83.3 | (6) |  | 66.7 | (6) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2018: | 68.4 | (38) |  | 89.5 | (38) | 63.2 | (38) |  |
|  | 2019: | 69.2 | (26) |  | 73.1 | (26) |  |  |  |
|  | Change: | 0.8 |  |  | -16.4 |  |  |  |  |
| White | 2018: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | 100.0 | (6) |  | 100.0 | (6) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 69.7 | (33) |  | 84.8 | (33) | 58.8 | (34) |  |
|  | 2019: | 66.7 | (33) |  | 75.8 | (33) |  |  |  |
|  | Change: | -3.0 |  |  | -9.0 |  |  |  |  |
| English Learner | 2018: | 65.2 | (23) |  | 87.0 | (23) | 66.7 | (24) |  |
|  | 2019: | 61.9 | (21) |  | 71.4 | (21) |  |  |  |
|  | Change: | -3.3 |  |  | -15.6 |  |  |  |  |
| Special Education | 2018: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | 50.0 | (8) |  | 50.0 | (8) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^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
182 - HERBERT MARCUS ELEMENTARY SCHOOL [Feeds to: MARSH > WHITE]


[^7]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

APPROACHES GRADE LEVEL 4/30/19

230 - HARRY C. WITHERS ELEMENTARY SCHOOL [Feeds to: WALKER > WHITE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 78.9 | (57) |  | 77.2 | (57) | 75.4 | (57) |  |
|  | 2019: | 89.6 | (48) |  | 91.7 | (48) |  |  |  |
|  | Change: | 10.7 |  |  | 14.5 |  |  |  |  |
| Hispanic | 2018: | 72.5 | (40) |  | 72.5 | (40) | 67.5 | (40) |  |
|  | 2019: | 87.1 | (31) |  | 90.3 | (31) |  |  |  |
|  | Change: | 14.6 |  |  | 17.8 |  |  |  |  |
| White | 2018: | 94.1 | (17) |  | 88.2 | (17) | 100.0 | (16) |  |
|  | 2019: | 93.8 | (16) |  | 93.8 | (16) |  |  |  |
|  | Change: | -0.3 |  |  | 5.6 |  |  |  |  |
| Economically Disadvantaged | 2018: | 65.7 | (35) |  | 65.7 | (35) | 63.9 | (36) |  |
|  | 2019: | 85.2 | (27) |  | 88.9 | (27) |  |  |  |
|  | Change: | 19.5 |  |  | 23.2 |  |  |  |  |
| English Learner | 2018: | 64.5 | (31) |  | 64.5 | (31) | 63.3 | (30) |  |
|  | 2019: | 78.9 | (19) |  | 84.2 | (19) |  |  |  |
|  | Change: | 14.4 |  |  | 19.7 |  |  |  |  |
| Special Education | 2018: | * | (4) |  | * | (4) | * | (5) |  |
|  | 2019: | 50.0 | (8) |  | 62.5 | (8) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^8]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

233 - NATHAN ADAMS ELEMENTARY SCHOOL [Feeds to: WALKER > WHITE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 85.7 | (84) |  | 89.3 | (84) | 76.5 | (85) |  |
|  | 2019: | 90.5 | (84) |  | 86.9 | (84) |  |  |  |
|  | Change: | 4.8 |  |  | -2.4 |  |  |  |  |
| African American | 2018: | 72.7 | (11) |  | 81.8 | (11) | 66.7 | (12) |  |
|  | 2019: | 87.5 | (8) |  | 75.0 | (8) |  |  |  |
|  | Change: | 14.8 |  |  | -6.8 |  |  |  |  |
| Hispanic | 2018: | 88.2 | (68) |  | 91.2 | (68) | 77.9 | (68) |  |
|  | 2019: | 91.5 | (71) |  | 88.7 | (71) |  |  |  |
|  | Change: | 3.3 |  |  | -2.5 |  |  |  |  |
| White | 2018: |  | (2) |  |  | (2) | * | (2) |  |
|  | 2019: |  | (3) |  | * | (3) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 85.5 | (69) |  | 89.9 | (69) | 75.7 | (70) |  |
|  | 2019: | 90.1 | (71) |  | 88.7 | (71) |  |  |  |
|  | Change: | 4.6 |  |  | -1.2 |  |  |  |  |
| English Learner | 2018: | 88.0 | (50) |  | 90.0 | (50) | 74.0 | (50) |  |
|  | 2019: | 90.6 | (53) |  | 88.7 | (53) |  |  |  |
|  | Change: | 2.6 |  |  | -1.3 |  |  |  |  |
| Special Education | 2018: | * | (5) |  | * | (5) | 33.3 | (6) |  |
|  | 2019: | * | (5) |  | * | (5) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^9]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

279 - JERRY R. JUNKINS ELEMENTARY SCHOOL [Feeds to: WALKER > WHITE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 84.5 | (84) |  | 73.5 | (83) | 69.4 | (85) |  |
|  | 2019: | 88.9 | (72) |  | 76.4 | (72) |  |  |  |
|  | Change: | 4.4 |  |  | 2.9 |  |  |  |  |
| African American | 2018: | 66.7 | (21) |  | 61.9 | (21) | 42.9 | (21) |  |
|  | 2019: | 73.9 | (23) |  | 60.9 | (23) |  |  |  |
|  | Change: | 7.2 |  |  | -1.0 |  |  |  |  |
| Hispanic | 2018: | 92.1 | (38) |  | 71.1 | (38) | 74.4 | (39) |  |
|  | 2019: | 94.6 | (37) |  | 89.2 | (37) |  |  |  |
|  | Change: | 2.5 |  |  | 18.1 |  |  |  |  |
| White | 2018: | 83.3 | (6) |  | 66.7 | (6) | 66.7 | (6) |  |
|  | 2019: | * | (3) |  | * | (3) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 85.1 | (47) |  | 87.0 | (46) | 79.2 | (48) |  |
|  | 2019: | 89.3 | (56) |  | 75.0 | (56) |  |  |  |
|  | Change: | 4.2 |  |  | -12.0 |  |  |  |  |
| English Learner | 2018: | 88.5 | (26) |  | 76.9 | (26) | 73.1 | (26) |  |
|  | 2019: | 89.5 | (19) |  | 84.2 | (19) |  |  |  |
|  | Change: | 1.0 |  |  | 7.3 |  |  |  |  |
| Special Education | 2018: | 90.0 | (10) |  | 33.3 | (9) | 33.3 | (9) |  |
|  | 2019: | 75.0 | (8) |  | 37.5 | (8) |  |  |  |
|  | Change: | -15.0 |  |  | 4.2 |  |  |  |  |

[^10]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

304 - GEORGE H.W. BUSH ELEMENTARY SCHOOL [Feeds to: WALKER > WHITE]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 77.3 | (88) |  | 77.3 | (88) | 72.4 | (87) |  |
|  | 2019: | 81.5 | (108) |  | 77.1 | (109) |  |  |  |
|  | Change: | 4.2 |  |  | -0.2 |  |  |  |  |
| African American | 2018: | 79.2 | (24) |  | 75.0 | (24) | 70.8 | (24) |  |
|  | 2019: | 80.6 | (36) |  | 75.0 | (36) |  |  |  |
|  | Change: | 1.4 |  |  | 0.0 |  |  |  |  |
| Hispanic | 2018: | 72.7 | (55) |  | 76.4 | (55) | 70.4 | (54) |  |
|  | 2019: | 86.4 | (59) |  | 81.4 | (59) |  |  |  |
|  | Change: | 13.7 |  |  | 5.0 |  |  |  |  |
| White | 2018: | 100.0 | (6) |  | 100.0 | (6) | 83.3 | (6) |  |
|  | 2019: | 70.0 | (10) |  | 63.6 | (11) |  |  |  |
|  | Change: | -30.0 |  |  | -36.4 |  |  |  |  |
| Economically Disadvantaged | 2018: | 76.8 | (69) |  | 78.3 | (69) | 75.0 | (68) |  |
|  | 2019: | 80.2 | (81) |  | 79.3 | (82) |  |  |  |
|  | Change: | 3.4 |  |  | 1.0 |  |  |  |  |
| English Learner | 2018: | 81.0 | (42) |  | 83.3 | (42) | 71.4 | (42) |  |
|  | 2019: | 81.1 | (37) |  | 81.1 | (37) |  |  |  |
|  | Change: | 0.1 |  |  | -2.2 |  |  |  |  |
| Special Education | 2018: | 14.3 | (7) |  | 28.6 | (7) | 0.0 | (7) |  |
|  | 2019: | 28.6 | (7) |  | 28.6 | (7) |  |  |  |
|  | Change: | 14.3 |  |  | 0.0 |  |  |  |  |

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

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

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

[^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.

