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

DAVID W. CARTER FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: |  |  |  |  |  | 64.9 | (499) |  |
|  | 2019: | 70.8 | (465) |  | 76.6 | (465) |  |  |  |
|  | Change: | 1.4 |  |  | 1.6 |  |  |  |  |
| African American | 2018: | 60.8 | (319) |  | 70.3 | (316) | 57.9 | (316) |  |
|  | 2019: | 62.8 | (274) |  | 73.7 | (274) |  |  |  |
|  | Change: | 2.0 |  |  | 3.4 |  |  |  |  |
| Hispanic | 2018: | 84.4 | (180) |  | 82.7 | (179) | 77.5 | (178) |  |
|  | 2019: | 81.5 | (178) |  | 80.3 | (178) |  |  |  |
|  | Change: | -2.9 |  |  | -2.4 |  |  |  |  |
| White | 2018: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2019: | 100.0 | (7) |  | 100.0 | (7) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 70.7 | (423) |  | 75.7 | (420) | 66.2 | (417) |  |
|  | 2019: | 70.2 | (436) |  | 75.5 | (436) |  |  |  |
|  | Change: | -0.5 |  |  | -0.2 |  |  |  |  |
| English Learner | 2018: | 84.0 | (125) |  | 84.0 | (125) | 73.4 | (124) |  |
|  | 2019: | 84.7 | (124) |  | 77.4 | (124) |  |  |  |
|  | Change: | 0.7 |  |  | -6.6 |  |  |  |  |
| Special Education | 2018: | 29.6 | (54) |  | 37.7 | (53) | 30.0 | (50) |  |
|  | 2019: | 23.5 | (51) |  | 31.4 | (51) |  |  |  |
|  | Change: | -6.1 |  |  | -6.3 |  |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 55.4 | (233) |  | 60.1 | (248) | 44.2 | (231) | 41.1 | (236) |
|  | 2019: | 56.6 | (267) |  | 72.6 | (270) |  |  |  |  |
|  | Change: | 1.2 |  |  | 12.5 |  |  |  |  |  |
| African American | 2018: | 56.2 | (169) |  | 60.9 | (184) | 43.7 | (167) | 42.2 | (173) |
|  | 2019: | 57.0 | (179) |  | 72.3 | (177) |  |  |  |  |
|  | Change: | 0.8 |  |  | 11.4 |  |  |  |  |  |
| Hispanic | 2018: | 52.5 | (61) |  | 56.7 | (60) | 46.7 | (60) | 39.0 | (59) |
|  | 2019: | 55.7 | (79) |  | 75.3 | (85) |  |  |  |  |
|  | Change: | 3.2 |  |  | 18.6 |  |  |  |  |  |
| White | 2018: | * | (2) |  | * | (3) | * | (3) | * | (3) |
|  | 2019: | * | (2) |  |  | (2) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically <br> Disadvantaged | 2018: | 54.0 | (202) |  | 58.9 | (214) | 44.2 | (199) | 40.6 | (202) |
|  | 2019: | 57.2 | (257) |  | 73.7 | (262) |  |  |  |  |
|  | Change: | 3.2 |  |  | 14.8 |  |  |  |  |  |
| English Learner | 2018: | 50.0 | (42) |  | 58.1 | (43) | 50.0 | (46) | 36.4 | (44) |
|  | 2019: | 52.7 | (55) |  | 69.5 | (59) |  |  |  |  |
|  | Change: | 2.7 |  |  | 11.4 |  |  |  |  |  |
| Special Education | 2018: | 36.4 | (11) |  | 0.0 | (19) | 10.5 | (19) | 5.6 | (18) |
|  | 2019: | 16.7 | (30) |  | 26.7 | (30) |  |  |  |  |
|  | Change: | -19.7 |  |  | 26.7 |  |  |  |  |  |

[^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

42 - WILLIAM H. ATWELL MIDDLE SCHOOL [Feeds to: CARTER]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 55.4 | (233) |  | 60.1 | (248) | 44.2 | (231) | 41.1 | (236) |
|  | 2019: | 56.6 | (267) |  | 72.6 | (270) |  |  |  |  |
|  | Change: | 1.2 |  |  | 12.5 |  |  |  |  |  |
| African American | 2018: | 56.2 | (169) |  | 60.9 | (184) | 43.7 | (167) | 42.2 | (173) |
|  | 2019: | 57.0 | (179) |  | 72.3 | (177) |  |  |  |  |
|  | Change: | 0.8 |  |  | 11.4 |  |  |  |  |  |
| Hispanic | 2018: | 52.5 | (61) |  | 56.7 | (60) | 46.7 | (60) | 39.0 | (59) |
|  | 2019: | 55.7 | (79) |  | 75.3 | (85) |  |  |  |  |
|  | Change: | 3.2 |  |  | 18.6 |  |  |  |  |  |
| White | 2018: | * | (2) |  | * | (3) | * | (3) |  | (3) |
|  | 2019: | * | (2) |  | * | (2) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 54.0 | (202) |  | 58.9 | (214) | 44.2 | (199) | 40.6 | (202) |
|  | 2019: | 57.2 | (257) |  | 73.7 | (262) |  |  |  |  |
|  | Change: | 3.2 |  |  | 14.8 |  |  |  |  |  |
| English Learner | 2018: | 50.0 | (42) |  | 58.1 | (43) | 50.0 | (46) | 36.4 | (44) |
|  | 2019: | 52.7 | (55) |  | 69.5 | (59) |  |  |  |  |
|  | Change: | 2.7 |  |  | 11.4 |  |  |  |  |  |
| Special Education | 2018: | 36.4 | (11) |  | 0.0 | (19) | 10.5 | (19) | 5.6 | (18) |
|  | 2019: | 16.7 | (30) |  | 26.7 | (30) |  |  |  |  |
|  | Change: | -19.7 |  |  | 26.7 |  |  |  |  |  |

[^1]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
175 - UMPHREY LEE ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: |  | (104) |  |  |  | 61.0 | (100) |  |
|  | 2019: | 73.6 | (106) |  | 70.8 | (106) |  |  |  |
|  | Change: | 3.4 |  |  | -6.1 |  |  |  |  |
| African American | 2018: |  | (71) |  | 67.6 | (71) | 48.5 | (68) |  |
|  | 2019: | 59.6 | (57) |  | 57.9 | (57) |  |  |  |
|  | Change: | 1.9 |  |  | -9.7 |  |  |  |  |
| Hispanic | 2018: | 97.0 | (33) |  | 97.0 | (33) | 87.5 | (32) |  |
|  | 2019: | 91.3 | (46) |  | 87.0 | (46) |  |  |  |
|  | Change: | -5.7 |  |  | -10.0 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 67.4 | (92) |  | 73.9 | (92) | 61.8 | (89) |  |
|  | 2019: | 74.0 | (104) |  | 71.2 | (104) |  |  |  |
|  | Change: | 6.6 |  |  | -2.7 |  |  |  |  |
| English Learner | 2018: | 96.4 | (28) |  | 96.4 | (28) | 88.9 | (27) |  |
|  | 2019: | 92.1 | (38) |  | 86.8 | (38) |  |  |  |
|  | Change: | -4.3 |  |  | -9.6 |  |  |  |  |
| Special Education | 2018: | 33.3 | (9) |  | 44.4 | (9) | 25.0 | (8) |  |
|  | 2019: | 25.0 | (16) |  | 25.0 | (16) |  |  |  |
|  | Change: | -8.3 |  |  | -19.4 |  |  |  |  |

[^2]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
213 - T.G. TERRY ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 89.8 | (59) |  | 89.8 | (59) | 84.7 | (59) |  |
|  | 2019: | 74.5 | (55) |  | 81.8 | (55) |  |  |  |
|  | Change: | -15.3 |  |  | -8.0 |  |  |  |  |
| African American | 2018: | 84.6 | (13) |  | 84.6 | (13) | 100.0 | (13) |  |
|  | 2019: | 70.6 | (17) |  | 88.2 | (17) |  |  |  |
|  | Change: | -14.0 |  |  | 3.6 |  |  |  |  |
| Hispanic | 2018: | 91.1 | (45) |  | 91.1 | (45) | 80.0 | (45) |  |
|  | 2019: | 76.3 | (38) |  | 78.9 | (38) |  |  |  |
|  | Change: | -14.8 |  |  | -12.2 |  |  |  |  |
| Economically Disadvantaged | 2018: | 88.5 | (52) |  | 88.5 | (52) | 84.6 | (52) |  |
|  | 2019: | 78.7 | (47) |  | 80.9 | (47) |  |  |  |
|  | Change: | -9.8 |  |  | -7.6 |  |  |  |  |
| English Learner | 2018: | 89.7 | (29) |  | 86.2 | (29) | 79.3 | (29) |  |
|  | 2019: | 83.3 | (24) |  | 75.0 | (24) |  |  |  |
|  | Change: | -6.4 |  |  | -11.2 |  |  |  |  |
| Special Education | 2018: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2019: | * |  |  | * | (3) |  |  |  |
|  | 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

219 - ADELLE TURNER ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 77.4 | (53) |  | 75.5 | (53) | 64.2 | (53) |  |
|  | 2019: | 71.4 | (49) |  | 81.6 | (49) |  |  |  |
|  | Change: | -6.0 |  |  | 6.1 |  |  |  |  |
| African American | 2018: | 77.8 | (45) |  | 75.6 | (45) | 62.2 | (45) |  |
|  | 2019: | 71.1 | (45) |  | 80.0 | (45) |  |  |  |
|  | Change: | -6.7 |  |  | 4.4 |  |  |  |  |
| Hispanic | 2018: | 71.4 | (7) |  | 71.4 | (7) | 71.4 | (7) |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 83.8 | (37) |  | 73.0 | (37) | 64.9 | (37) |  |
|  | 2019: | 63.9 | (36) |  | 75.0 | (36) |  |  |  |
|  | Change: | -19.9 |  |  | 2.0 |  |  |  |  |
| English Learner | 2018: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Special Education | 2018: | 33.3 | (6) |  | 33.3 | (6) | 16.7 | (6) |  |
|  | 2019: | 18.2 | (11) |  | 45.5 | (11) |  |  |  |
|  | Change: | -15.1 |  |  | 12.2 |  |  |  |  |

[^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
220 - MARK TWAIN ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 56.4 | (55) |  | 61.8 | (55) | 55.6 | (54) |  |
|  | 2019: | 66.7 | (42) |  | 64.3 | (42) |  |  |  |
|  | Change: | 10.3 |  |  | 2.5 |  |  |  |  |
| African American | 2018: | 50.0 | (38) |  | 52.6 | (38) | 48.6 | (37) |  |
|  | 2019: | 70.8 | (24) |  | 66.7 | (24) |  |  |  |
|  | Change: | 20.8 |  |  | 14.1 |  |  |  |  |
| Hispanic | 2018: | 70.6 | (17) |  | 82.4 | (17) | 70.6 | (17) |  |
|  | 2019: | 56.3 | (16) |  | 56.3 | (16) |  |  |  |
|  | Change: | -14.3 |  |  | -26.1 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 55.1 | (49) |  | 63.3 | (49) | 57.4 | (47) |  |
|  | 2019: | 66.7 | (42) |  | 64.3 | (42) |  |  |  |
|  | Change: | 11.6 |  |  | 1.0 |  |  |  |  |
| English Learner | 2018: | 69.2 | (13) |  | 84.6 | (13) | 61.5 | (13) |  |
|  | 2019: | 60.0 | (15) |  | 60.0 | (15) |  |  |  |
|  | Change: | -9.2 |  |  | -24.6 |  |  |  |  |
| Special Education | 2018: | 16.7 | (12) |  | 33.3 | (12) | 40.0 | (10) |  |
|  | 2019: | * | (3) |  | * | (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

226 - MARTIN WEISS ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 74.4 | (78) |  | 63.6 | (77) | 75.9 | (79) |  |
|  | 2019: | 84.3 | (70) |  | 77.1 | (70) |  |  |  |
|  | Change: | 9.9 |  |  | 13.5 |  |  |  |  |
| African American | 2018: | 63.2 | (19) |  | 47.4 | (19) | 70.0 | (20) |  |
|  | 2019: | 70.6 | (17) |  | 64.7 | (17) |  |  |  |
|  | Change: | 7.4 |  |  | 17.3 |  |  |  |  |
| Hispanic | 2018: | 79.3 | (58) |  | 68.4 | (57) | 79.3 | (58) |  |
|  | 2019: | 88.2 | (51) |  | 80.4 | (51) |  |  |  |
|  | Change: | 8.9 |  |  | 12.0 |  |  |  |  |
| White | 2018: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | * | (2) |  | * | (2) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 74.3 | (70) |  | 66.7 | (69) | 73.2 | (71) |  |
|  | 2019: | 84.1 | (69) |  | 76.8 | (69) |  |  |  |
|  | Change: | 9.8 |  |  | 10.1 |  |  |  |  |
| English Learner | 2018: | 79.5 | (39) |  | 74.4 | (39) | 74.4 | (39) |  |
|  | 2019: | 93.3 | (30) |  | 76.7 | (30) |  |  |  |
|  | Change: | 13.8 |  |  | 2.3 |  |  |  |  |
| Special Education | 2018: | 50.0 | (6) |  | 0.0 | (6) | 33.3 | (6) |  |
|  | 2019: | * |  |  | * |  |  |  |  |
|  | 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

APPROACHES GRADE LEVEL 4/30/19

235 - BIRDIE ALEXANDER ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]


[^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

APPROACHES GRADE LEVEL 4/30/19

264 - RONALD E. MCNAIR ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 65.7 | (99) |  | 77.8 | (99) | 55.7 | (97) |  |
|  | 2019: | 60.0 | (95) |  | 76.8 | (95) |  |  |  |
|  | Change: | -5.7 |  |  | -1.0 |  |  |  |  |
| African American | 2018: | 61.4 | (83) |  | 77.1 | (83) | 56.1 | (82) |  |
|  | 2019: | 56.6 | (76) |  | 75.0 | (76) |  |  |  |
|  | Change: | -4.8 |  |  | -2.1 |  |  |  |  |
| Hispanic | 2018: | 86.7 | (15) |  | 80.0 | (15) | 57.1 | (14) |  |
|  | 2019: | 64.3 | (14) |  | 85.7 | (14) |  |  |  |
|  | Change: | -22.4 |  |  | 5.7 |  |  |  |  |
| White | 2018: |  | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | * | (2) |  | * | (2) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 70.0 | (80) |  | 83.8 | (80) | 59.7 | (77) |  |
|  | 2019: | 58.2 | (91) |  | 75.8 | (91) |  |  |  |
|  | Change: | -11.8 |  |  | -8.0 |  |  |  |  |
| English Learner | 2018: | 90.0 | (10) |  | 80.0 | (10) | 40.0 | (10) |  |
|  | 2019: | 70.0 | (10) |  | 80.0 | (10) |  |  |  |
|  | Change: | -20.0 |  |  | 0.0 |  |  |  |  |
| Special Education | 2018: | 33.3 | (12) |  | 66.7 | (12) | 36.4 | (11) |  |
|  | 2019: | 27.3 | (11) |  | 9.1 | (11) |  |  |  |
|  | Change: | -6.0 |  |  | -57.6 |  |  |  |  |

[^8]
[^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. 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]:    $(N)=$ 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.

