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

MEETS GRADE LEVEL 4/30/19
W.H. ADAMSON FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 47.7 | (287) |  | 61.5 | (286) | 33.2 | (289) |  |
|  | 2019: | 42.7 | (267) |  | 58.4 | (267) |  |  |  |
|  | Change: | -5.0 |  |  | -3.1 |  |  |  |  |
| African American | 2018: | 12.5 | (8) |  | 28.6 | (7) | 14.3 | (7) |  |
|  | 2019: | 40.0 | (10) |  | 50.0 | (10) |  |  |  |
|  | Change: | 27.5 |  |  | 21.4 |  |  |  |  |
| Hispanic | 2018: | 48.4 | (275) |  | 62.5 | (275) | 33.8 | (278) |  |
|  | 2019: | 43.3 | (252) |  | 59.1 | (252) |  |  |  |
|  | Change: | -5.1 |  |  | -3.4 |  |  |  |  |
| White | 2018: |  | (4) |  |  | (4) | * | (4) |  |
|  | 2019: |  |  |  |  | (2) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 46.5 | (260) |  | 62.9 | (259) | 33.3 | (261) |  |
|  | 2019: | 42.2 | (249) |  | 58.2 | (249) |  |  |  |
|  | Change: | -4.3 |  |  | -4.7 |  |  |  |  |
| English Learner | 2018: | 44.0 | (207) |  | 61.4 | (207) | 33.7 | (208) |  |
|  | 2019: | 42.7 | (178) |  | 59.6 | (178) |  |  |  |
|  | Change: | -1.3 |  |  | -1.8 |  |  |  |  |
| Special Education | 2018: | 20.0 | (35) |  | 37.1 | (35) | 9.1 | (33) |  |
|  | 2019: | 6.9 | (29) |  | 20.7 | (29) |  |  |  |
|  | Change: | -13.1 |  |  | -16.4 |  |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 26.7 | (266) |  | 47.4 | (268) | 29.6 | (277) | 14.3 | (266) |
|  | 2019: | 38.6 | (254) |  | 49.2 | (262) |  |  |  |  |
|  | Change: | 11.9 |  |  | 1.8 |  |  |  |  |  |
| African American | 2018: | 11.1 | (9) |  | 33.3 | (12) | 21.4 | (14) | 10.0 | (10) |
|  | 2019: | 21.4 | (14) |  | 28.6 | (14) |  |  |  |  |
|  | Change: | 10.3 |  |  | -4.7 |  |  |  |  |  |
| Hispanic | 2018: | 27.6 | (254) |  | 48.0 | (254) | 29.9 | (261) | 14.6 | (253) |
|  | 2019: | 39.1 | (233) |  | 51.0 | (241) |  |  |  |  |
|  | Change: | 11.5 |  |  | 3.0 |  |  |  |  |  |
| White | 2018: |  | (2) |  |  | (1) | * | (1) |  | (2) |
|  | 2019: | * | (4) |  |  | (3) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 27.2 | (235) |  | 48.5 | (235) | 30.6 | (245) | 15.0 | (234) |
|  | 2019: | 38.7 | (243) |  | 49.6 | (250) |  |  |  |  |
|  | Change: | 11.5 |  |  | 1.1 |  |  |  |  |  |
| English Learner | 2018: | 16.3 | (147) |  | 41.5 | (147) | 18.2 | (148) | 9.0 | (145) |
|  | 2019: | 23.6 | (144) |  | 48.1 | (160) |  |  |  |  |
|  | Change: | 7.3 |  |  | 6.6 |  |  |  |  |  |
| Special Education | 2018: | 9.5 | (21) |  | 22.2 | (18) | 4.3 | (23) | 4.5 | (22) |
|  | 2019: | 0.0 | (19) |  | 31.6 | (19) |  |  |  |  |
|  | Change: | -9.5 |  |  | 9.4 |  |  |  |  |  |

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

## 77 - HECTOR P. GARCIA MIDDLE SCHOOL [Feeds to: ADAMSON]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 26.7 | (266) |  | 47.4 | (268) | 29.6 | (277) | 14.3 | (266) |
|  | 2019: | 38.6 | (254) |  | 49.2 | (262) |  |  |  |  |
|  | Change: | 11.9 |  |  | 1.8 |  |  |  |  |  |
| African American | 2018: | 11.1 | (9) |  | 33.3 | (12) | 21.4 | (14) | 10.0 | (10) |
|  | 2019: | 21.4 | (14) |  | 28.6 | (14) |  |  |  |  |
|  | Change: | 10.3 |  |  | -4.7 |  |  |  |  |  |
| Hispanic | 2018: | 27.6 | (254) |  | 48.0 | (254) | 29.9 | (261) | 14.6 | (253) |
|  | 2019: | 39.1 | (233) |  | 51.0 | (241) |  |  |  |  |
|  | Change: | 11.5 |  |  | 3.0 |  |  |  |  |  |
| White | 2018: |  | (2) |  |  | (1) | * | (1) | * | (2) |
|  | 2019: | * | (4) |  |  | (3) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 27.2 | (235) |  | 48.5 | (235) | 30.6 | (245) | 15.0 | (234) |
|  | 2019: | 38.7 | (243) |  | 49.6 | (250) |  |  |  |  |
|  | Change: | 11.5 |  |  | 1.1 |  |  |  |  |  |
| English Learner | 2018: | 16.3 | (147) |  | 41.5 | (147) | 18.2 | (148) | 9.0 | (145) |
|  | 2019: | 23.6 | (144) |  | 48.1 | (160) |  |  |  |  |
|  | Change: | 7.3 |  |  | 6.6 |  |  |  |  |  |
| Special Education | 2018: | 9.5 | (21) |  | 22.2 | (18) | 4.3 | (23) | 4.5 | (22) |
|  | 2019: | 0.0 | (19) |  | 31.6 | (19) |  |  |  |  |
|  | Change: | -9.5 |  |  | 9.4 |  |  |  |  |  |

[^1]| POPULATION: | All Students Tested at Location |
| :--- | :--- |
| STATISTIC: | Percentage Meeting Grade Level or better |
| ADMINISTRATION: | Spring 2019 (first administration) |
| LANGUAGE: | Combined English and Spanish |

MEETS
GRADE LEVEL 4/30/19

## 112 - JAMES BOWIE ELEMENTARY SCHOOL [Feeds to: GARCIA > ADAMSON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 42.6 | (68) |  | 58.8 | (68) | 43.7 | (71) |  |
|  | 2019: | 54.1 | (61) |  | 70.5 | (61) |  |  |  |
|  | Change: | 11.5 |  |  | 11.7 |  |  |  |  |
| African American | 2018: |  | (2) |  |  | (2) | * | (2) |  |
|  | 2019: |  | (5) |  | * | (5) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2018: | 42.2 | (64) |  | 59.4 | (64) | 44.8 | (67) |  |
|  | 2019: | 55.4 | (56) |  | 71.4 | (56) |  |  |  |
|  | Change: | 13.2 |  |  | 12.0 |  |  |  |  |
| Economically Disadvantaged | 2018: | 40.7 | (59) |  | 61.0 | (59) | 46.8 | (62) |  |
|  | 2019: | 52.5 | (59) |  | 69.5 | (59) |  |  |  |
|  | Change: | 11.8 |  |  | 8.5 |  |  |  |  |
| English Learner | 2018: | 40.4 | (52) |  | 57.7 | (52) | 44.4 | (54) |  |
|  | 2019: | 52.5 | (40) |  | 70.0 | (40) |  |  |  |
|  | Change: | 12.1 |  |  | 12.3 |  |  |  |  |
| Special Education | 2018: | 0.0 | (6) |  | 16.7 | (6) | 0.0 | (6) |  |
|  | 2019: | 11.1 | (9) |  | 44.4 | (9) |  |  |  |
|  | Change: | 11.1 |  |  | 27.7 |  |  |  |  |

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

## Spanish

157 - JAMES S. HOGG ELEMENTARY SCHOOL [Feeds to: GARCIA > ADAMSON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 48.3 | (29) |  | 31.0 | (29) | 24.1 | (29) |  |
|  | 2019: | 38.5 | (26) |  | 38.5 | (26) |  |  |  |
|  | Change: | -9.8 |  |  | 7.5 |  |  |  |  |
| African American | 2018: |  | (2) |  |  | (2) | * | (2) |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2018: | 48.1 | (27) |  | 33.3 | (27) | 25.9 | (27) |  |
|  | 2019: | 39.1 | (23) |  | 34.8 | (23) |  |  |  |
|  | Change: | -9.0 |  |  | 1.5 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 44.4 | (27) |  | 29.6 | (27) | 23.1 | (26) |  |
|  | 2019: | 40.0 | (25) |  | 40.0 | (25) |  |  |  |
|  | Change: | -4.4 |  |  | 10.4 |  |  |  |  |
| English Learner | 2018: | 50.0 | (16) |  | 31.3 | (16) | 25.0 | (16) |  |
|  | 2019: | 41.2 | (17) |  | 41.2 | (17) |  |  |  |
|  | Change: | -8.8 |  |  | 9.9 |  |  |  |  |
| Special Education | 2018: | 33.3 | (6) |  | 16.7 | (6) | * | (5) |  |
|  | 2019: | * | (2) |  | * | (2) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^3]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## 192 - JOHN F. PEELER ELEMENTARY SCHOOL [Feeds to: GARCIA > ADAMSON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 36.0 | (50) |  | 60.0 | (50) | 20.0 | (50) |  |
|  | 2019: | 37.2 | (43) |  | 34.9 | (43) |  |  |  |
|  | Change: | 1.2 |  |  | -25.1 |  |  |  |  |
| Hispanic | 2018: | 36.7 | (49) |  | 59.2 | (49) | 20.4 | (49) |  |
|  | 2019: | 39.0 | (41) |  | 36.6 | (41) |  |  |  |
|  | Change: | 2.3 |  |  | -22.6 |  |  |  |  |
| White | 2018: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 34.0 | (47) |  | 59.6 | (47) | 21.3 | (47) |  |
|  | 2019: | 33.3 | (36) |  | 33.3 | (36) |  |  |  |
|  | Change: | -0.7 |  |  | -26.3 |  |  |  |  |
| English Learner | 2018: | 28.6 | (35) |  | 54.3 | (35) | 17.1 | (35) |  |
|  | 2019: | 31.3 | (32) |  | 37.5 | (32) |  |  |  |
|  | Change: | 2.7 |  |  | -16.8 |  |  |  |  |
| Special Education | 2018: | 28.6 | (7) |  | 71.4 | (7) | 0.0 | (7) |  |
|  | 2019: | * | (3) |  | * | (3) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^4]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## 197 - JOHN H. REAGAN ELEMENTARY SCHOOL [Feeds to: GARCIA > ADAMSON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 50.9 | (57) |  | 64.9 | (57) | 33.3 | (57) |  |
|  | 2019: | 42.6 | (54) |  | 53.7 | (54) |  |  |  |
|  | Change: | -8.3 |  |  | -11.2 |  |  |  |  |
| African American | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Hispanic | 2018: | 50.9 | (57) |  | 64.9 | (57) | 33.3 | (57) |  |
|  | 2019: | 43.4 | (53) |  | 54.7 | (53) |  |  |  |
|  | Change: | -7.5 |  |  | -10.2 |  |  |  |  |
| Economically Disadvantaged | 2018: | 47.1 | (51) |  | 66.7 | (51) | 31.4 | (51) |  |
|  | 2019: | 41.5 | (53) |  | 52.8 | (53) |  |  |  |
|  | Change: | -5.6 |  |  | -13.9 |  |  |  |  |
| English Learner | 2018: | 35.7 | (42) |  | 64.3 | (42) | 29.3 | (41) |  |
|  | 2019: | 41.5 | (41) |  | 53.7 | (41) |  |  |  |
|  | Change: | 5.8 |  |  | -10.6 |  |  |  |  |
| Special Education | 2018: | * | (5) |  | * | (5) | * | (5) |  |
|  | 2019: | 16.7 | (6) |  | 0.0 | (6) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^5]| POPULATION: | All Students Tested at Location |
| :--- | :--- |
| STATISTIC: | Percentage Meeting Grade Level or better |
| ADMINISTRATION: | Spring 2019 (first administration) |
| LANGUAGE: | Combined English and Spanish |

MEETS
GRADE LEVEL 4/30/19

289 - FELIX G. BOTELLO ELEMENTARY SCHOOL [Feeds to: GARCIA > ADAMSON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 56.6 | (83) |  | 73.2 |  | 35.4 | (82) |  |
|  | 2019: | 38.6 | (83) |  | 71.1 | (83) |  |  |  |
|  | Change: | -18.0 |  |  | -2.1 |  |  |  |  |
| African American | 2018: | * | (4) |  |  | (3) | * | (3) |  |
|  | 2019: | * | (3) |  | * | (3) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2018: | 59.0 | (78) |  | 75.6 | (78) | 35.9 | (78) |  |
|  | 2019: | 38.0 | (79) |  | 72.2 | (79) |  |  |  |
|  | Change: | -21.0 |  |  | -3.4 |  |  |  |  |
| Economically Disadvantaged | 2018: | 59.2 | (76) |  | 76.0 | (75) | 34.7 | (75) |  |
|  | 2019: | 39.5 | (76) |  | 71.1 | (76) |  |  |  |
|  | Change: | -19.7 |  |  | -4.9 |  |  |  |  |
| English Learner | 2018: | 59.7 | (62) |  | 74.2 | (62) | 38.7 | (62) |  |
|  | 2019: | 43.8 | (48) |  | 77.1 | (48) |  |  |  |
|  | Change: | -15.9 |  |  | 2.9 |  |  |  |  |
| Special Education | 2018: | 27.3 | (11) |  | 54.5 | (11) | 30.0 | (10) |  |
|  | 2019: | 0.0 | (9) |  | 22.2 | (9) |  |  |  |
|  | Change: | -27.3 |  |  | -32.3 |  |  |  |  |

[^6]
[^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.

