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

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

APPROACHES GRADE LEVEL 7/3/19

WOODROW WILSON FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 80.9 | (467) |  | 81.5 | (466) |  |  |
|  | 2019: | 83.5 | (443) |  | 85.3 | (443) |  |  |
|  | Change: | 2.6 |  |  | 3.8 |  |  |  |
| African American | 2018: | 65.4 | (26) |  | 65.4 | (26) |  |  |
|  | 2019: | 75.0 | (28) |  | 75.0 | (28) |  |  |
|  | Change: | 9.6 |  |  | 9.6 |  |  |  |
| Hispanic | 2018: | 70.2 | (242) |  | 71.4 | (241) |  |  |
|  | 2019: | 70.6 | (180) |  | 72.2 | (180) |  |  |
|  | Change: | 0.4 |  |  | 0.8 |  |  |  |
| White | 2018: | 96.4 | (168) |  | 97.6 | (168) |  |  |
|  | 2019: | 94.4 | (198) |  | 97.0 | (198) |  |  |
|  | Change: | -2.0 |  |  | -0.6 |  |  |  |
| Economically Disadvantaged | 2018: | 62.8 | (207) |  | 66.5 | (206) |  |  |
|  | 2019: | 68.8 | (170) |  | 68.8 | (170) |  |  |
|  | Change: | 6.0 |  |  | 2.3 |  |  |  |
| English Learner | 2018: | 64.2 | (109) |  | 61.5 | (109) |  |  |
|  | 2019: | 74.7 | (87) |  | 78.2 | (87) |  |  |
|  | Change: | 10.5 |  |  | 16.7 |  |  |  |
| Special Education | 2018: | 43.9 | (41) |  | 41.5 | (41) |  |  |
|  | 2019: | 63.2 | (38) |  | 60.5 | (38) |  |  |
|  | Change: | 19.3 |  |  | 19.0 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 76.9 | (441) | 71.0 | (441) | 82.5 | (441) |  |  |
|  | 2019: | 77.2 | (399) | 72.4 | (399) | 82.2 | (399) |  |  |
|  | Change: | 0.3 |  | 1.4 |  | -0.3 |  |  |  |
| African American | 2018: | 73.3 | (30) | 80.0 | (30) | 80.0 | (30) |  |  |
|  | 2019: | 70.4 | (27) | 57.7 | (26) | 74.1 | (27) |  |  |
|  | Change: | -2.9 |  | -22.3 |  | -5.9 |  |  |  |
| Hispanic | 2018: | 63.3 | (221) | 54.3 | (221) | 73.3 | (221) |  |  |
|  | 2019: | 66.5 | (224) | 60.4 | (225) | 74.6 | (224) |  |  |
|  | Change: | 3.2 |  | 6.1 |  | 1.3 |  |  |  |
| White | 2018: | 95.7 | (163) | 89.0 | (164) | 95.1 | (163) |  |  |
|  | 2019: | 95.2 | (126) | 96.0 | (126) | 95.2 | (126) |  |  |
|  | Change: | -0.5 |  | 7.0 |  | 0.1 |  |  |  |
| Economically Disadvantaged | 2018: | 62.1 | (211) | 55.9 | (211) | 73.5 | (211) |  |  |
|  | 2019: | 61.7 | (206) | 54.4 | (206) | 71.8 | (206) |  |  |
|  | Change: | -0.4 |  | -1.5 |  | -1.7 |  |  |  |
| English Learner | 2018: | 51.9 | (106) | 55.7 | (106) | 71.7 | (106) |  |  |
|  | 2019: | 57.1 | (98) | 53.1 | (98) | 74.5 | (98) |  |  |
|  | Change: | 5.2 |  | -2.6 |  | 2.8 |  |  |  |
| Special Education | 2018: | 73.2 | (41) | 46.3 | (41) | 65.9 | (41) |  |  |
|  | 2019: | 41.9 | (43) | 27.9 | (43) | 46.5 | (43) |  |  |
|  | Change: | -31.3 |  | -18.4 |  | -19.4 |  |  |  |

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

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

APPROACHES GRADE LEVEL 7/3/19

## WOODROW WILSON FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 89.0 | (437) |  | 93.3 | (436) | 75.9 | (436) |  |
|  | 2019: | 93.4 | (437) |  | 91.8 | (437) | 74.4 | (434) |  |
|  | Change: | 4.4 |  |  | -1.5 |  | -1.5 |  |  |
| African American | 2018: | 75.0 | (28) |  | 88.9 | (27) | 57.7 | (26) |  |
|  | 2019: | 97.3 | (37) |  | 86.5 | (37) | 59.5 | (37) |  |
|  | Change: | 22.3 |  |  | -2.4 |  | 1.8 |  |  |
| Hispanic | 2018: | 84.1 | (245) |  | 90.2 | (245) | 65.0 | (246) |  |
|  | 2019: | 88.1 | (227) |  | 87.7 | (227) | 61.1 | (226) |  |
|  | Change: | 4.0 |  |  | -2.5 |  | -3.9 |  |  |
| White | 2018: | 99.3 | (146) |  | 99.3 | (146) | 96.6 | (146) |  |
|  | 2019: | 99.3 | (144) |  | 98.6 | (144) | 95.1 | (142) |  |
|  | Change: | 0.0 |  |  | -0.7 |  | -1.5 |  |  |
| Economically Disadvantaged | 2018: | 80.8 | (229) |  | 89.5 | (228) | 61.4 | (228) |  |
|  | 2019: | 87.4 | (230) |  | 84.8 | (230) | 56.1 | (228) |  |
|  | Change: | 6.6 |  |  | -4.7 |  | -5.3 |  |  |
| English Learner | 2018: | 83.1 | (124) |  | 87.9 | (124) | 63.7 | (124) |  |
|  | 2019: | 83.8 | (111) |  | 89.2 | (111) | 59.1 | (110) |  |
|  | Change: | 0.7 |  |  | 1.3 |  | -4.6 |  |  |
| Special Education | 2018: | 60.0 | (40) |  | 87.5 | (40) | 43.9 | (41) |  |
|  | 2019: | 80.4 | (46) |  | 84.8 | (46) | 59.6 | (47) |  |
|  | Change: | 20.4 |  |  | -2.7 |  | 15.7 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 61.8 | (500) |  | 74.7 | (501) |  |  |
|  | 2019: | 64.2 | (480) |  | 74.2 | (480) |  |  |
|  | Change: | 2.4 |  |  | -0.5 |  |  |  |
| African American | 2018: | 43.2 | (37) |  | 56.8 | (37) |  |  |
|  | 2019: | 55.6 | (36) |  | 58.3 | (36) |  |  |
|  | Change: | 12.4 |  |  | 1.5 |  |  |  |
| Hispanic | 2018: | 49.2 | (311) |  | 67.3 | (312) |  |  |
|  | 2019: | 52.6 | (302) |  | 67.2 | (302) |  |  |
|  | Change: | 3.4 |  |  | -0.1 |  |  |  |
| White | 2018: | 94.1 | (136) |  | 94.1 | (136) |  |  |
|  | 2019: | 91.5 | (130) |  | 93.1 | (130) |  |  |
|  | Change: | -2.6 |  |  | -1.0 |  |  |  |
| Economically Disadvantaged | 2018: | 46.6 | (307) |  | 64.6 | (308) |  |  |
|  | 2019: | 52.3 | (300) |  | 67.0 | (300) |  |  |
|  | Change: | 5.7 |  |  | 2.4 |  |  |  |
| English Learner | 2018: | 43.4 | (159) |  | 64.4 | (160) |  |  |
|  | 2019: | 39.7 | (151) |  | 55.0 | (151) |  |  |
|  | Change: | -3.7 |  |  | -9.4 |  |  |  |
| Special Education | 2018: | 22.9 | (48) |  | 50.0 | (48) |  |  |
|  | 2019: | 33.3 | (45) |  | 42.2 | (45) |  |  |
|  | Change: | 10.4 |  |  | -7.8 |  |  |  |

[^1]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE:
Combined English and Spanish

## WOODROW WILSON FEEDER GROUP

| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 67.9 | (474) | 65.2 | (471) | 68.3 | (334) |  |  |
|  | 2019: | 70.5 | (474) | 64.4 | (478) | 67.1 | (304) |  |  |
|  | Change: | 2.6 |  | -0.8 |  | -1.2 |  |  |  |
| African American | 2018: | 57.1 | (28) | 57.1 | (28) | 47.4 | (19) |  |  |
|  | 2019: | 60.0 | (35) | 50.0 | (36) | 48.3 | (29) |  |  |
|  | Change: | 2.9 |  | -7.1 |  | 0.9 |  |  |  |
| Hispanic | 2018: | 59.0 | (307) | 55.6 | (304) | 66.8 | (265) |  |  |
|  | 2019: | 60.1 | (298) | 54.5 | (301) | 64.8 | (233) |  |  |
|  | Change: | 1.1 |  | -1.1 |  | -2.0 |  |  |  |
| White | 2018: | 92.1 | (127) | 88.2 | (127) | 84.4 | (45) |  |  |
|  | 2019: | 96.1 | (127) | 90.6 | (127) | 92.1 | (38) |  |  |
|  | Change: | 4.0 |  | 2.4 |  | 7.7 |  |  |  |
| Economically Disadvantaged | 2018: | 58.0 | (295) | 53.9 | (295) | 65.4 | (257) |  |  |
|  | 2019: | 60.0 | (310) | 54.0 | (313) | 64.5 | (245) |  |  |
|  | Change: | 2.0 |  | 0.1 |  | -0.9 |  |  |  |
| English Learner | 2018: | 42.9 | (133) | 37.9 | (132) | 58.4 | (125) |  |  |
|  | 2019: | 48.1 | (129) | 44.7 | (132) | 63.2 | (114) |  |  |
|  | Change: | 5.2 |  | 6.8 |  | 4.8 |  |  |  |
| Special Education | 2018: | 34.9 | (43) | 18.6 | (43) | 45.0 | (40) |  |  |
|  | 2019: | 33.3 | (42) | 21.4 | (42) | 33.3 | (39) |  |  |
|  | Change: | -1.6 |  | 2.8 |  | -11.7 |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 67.1 | (383) |  | 85.2 | (466) | 71.3 | (512) | 65.1 | (476) |
|  | 2019: | 79.7 | (350) |  | 94.3 | (505) | 76.1 | (515) | 67.4 | (463) |
|  | Change: | 12.6 |  |  | 9.1 |  | 4.8 |  | 2.3 |  |
| African American | 2018: | 66.7 | (24) |  | 93.1 | (29) | 86.2 | (29) | 66.7 | (24) |
|  | 2019: | 73.7 | (38) |  | 83.8 | (37) | 60.5 | (38) | 52.5 | (40) |
|  | Change: | 7.0 |  |  | -9.3 |  | -25.7 |  | -14.2 |  |
| Hispanic | 2018: | 62.3 | (308) |  | 78.9 | (317) | 60.4 | (346) | 54.6 | (335) |
|  | 2019: | 78.0 | (259) |  | 94.0 | (319) | 68.4 | (316) | 58.0 | (286) |
|  | Change: | 15.7 |  |  | 15.1 |  | 8.0 |  | 3.4 |  |
| White | 2018: | 97.8 | (45) |  | 100.0 | (105) | 96.0 | (124) | 94.1 | (102) |
|  | 2019: | 95.6 | (45) |  | 98.5 | (134) | 95.9 | (145) | 92.6 | (122) |
|  | Change: | -2.2 |  |  | -1.5 |  | -0.1 |  | -1.5 |  |
| Economically Disadvantaged | 2018: | 61.9 | (286) |  | 78.6 | (295) | 61.9 | (320) | 54.2 | (308) |
|  | 2019: | 75.8 | (281) |  | 92.2 | (335) | 67.5 | (342) | 55.8 | (301) |
|  | Change: | 13.9 |  |  | 13.6 |  | 5.6 |  | 1.6 |  |
| English Learner | 2018: | 52.4 | (187) |  | 70.5 | (176) | 48.7 | (189) | 46.2 | (195) |
|  | 2019: | 69.4 | (111) |  | 92.6 | (122) | 61.1 | (126) | 46.4 | (112) |
|  | Change: | 17.0 |  |  | 22.1 |  | 12.4 |  | 0.2 |  |
| Special Education | 2018: | 17.9 | (56) |  | 48.3 | (60) | 36.2 | (58) | 19.6 | (56) |
|  | 2019: | 48.9 | (45) |  | 84.8 | (46) | 51.1 | (47) | 35.6 | (45) |
|  | Change: | 31.0 |  |  | 36.5 |  | 14.9 |  | 16.0 |  |

[^2]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
All Students Tested at Location

ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE:

## Combined English and Spanish

wOODROW WILSON FEEDER GROUP

| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 73.8 | $(2,702)$ | 68.0 | (912) | 81.3 | $(2,644)$ | 73.4 | (948) | 65.1 | (476) |
|  | 2019: | 77.7 | $(2,583)$ | 68.1 | (877) | 83.5 | $(2,568)$ | 75.3 | (949) | 67.4 | (463) |
|  | Change: | 3.9 |  | 0.1 |  | 2.2 |  | 1.9 |  | 2.3 |  |
| African American | 2018: | 62.4 | (173) | 69.0 | (58) | 72.6 | (168) | 72.7 | (55) | 66.7 | (24) |
|  | 2019: | 72.1 | (201) | 53.2 | (62) | 71.6 | (194) | 60.0 | (75) | 52.5 | (40) |
|  | Change: | 9.7 |  | -15.8 |  | -1.0 |  | -12.7 |  | -14.2 |  |
| Hispanic | 2018: | 63.8 | $(1,634)$ | 55.0 | (525) | 74.5 | $(1,601)$ | 62.3 | (592) | 54.6 | (335) |
|  | 2019: | 68.2 | $(1,490)$ | 57.0 | (526) | 77.4 | $(1,485)$ | 65.3 | (542) | 58.0 | (286) |
|  | Change: | 4.4 |  | 2.0 |  | 2.9 |  | 3.0 |  | 3.4 |  |
| White | 2018: | 95.8 | (785) | 88.7 | (291) | 96.3 | (763) | 96.3 | (270) | 94.1 | (102) |
|  | 2019: | 95.3 | (770) | 93.3 | (253) | 96.4 | (770) | 95.5 | (287) | 92.6 | (122) |
|  | Change: | -0.5 |  | 4.6 |  | 0.1 |  | -0.8 |  | -1.5 |  |
| Economically Disadvantaged | 2018: | 61.0 | $(1,535)$ | 54.7 | (506) | 72.8 | $(1,505)$ | 61.7 | (548) | 54.2 | (308) |
|  | 2019: | 66.9 | $(1,497)$ | 54.1 | (519) | 75.9 | $(1,486)$ | 63.0 | (570) | 55.8 | (301) |
|  | Change: | 5.9 |  | -0.6 |  | 3.1 |  | 1.3 |  | 1.6 |  |
| English Learner | 2018: | 55.3 | (818) | 45.8 | (238) | 69.0 | (800) | 54.6 | (313) | 46.2 | (195) |
|  | 2019: | 60.1 | (687) | 48.3 | (230) | 74.4 | (683) | 60.2 | (236) | 46.4 | (112) |
|  | Change: | 4.8 |  | 2.5 |  | 5.4 |  | 5.6 |  | 0.2 |  |
| Special Education | 2018: | 40.1 | (269) | 32.1 | (84) | 55.6 | (270) | 39.4 | (99) | 19.6 | (56) |
|  | 2019: | 50.2 | (259) | 24.7 | (85) | 59.5 | (257) | 55.3 | (94) | 35.6 | (45) |
|  | Change: | 10.1 |  | -7.4 |  | 3.9 |  | 15.9 |  | 16.0 |  |

[^3]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE:

## 53 - J.L. LONG MIDDLE SCHOOL [Feeds to: WILSON]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 61.8 | (500) |  | 74.7 | (501) |  |  |
|  | 2019: | 64.2 | (480) |  | 74.2 | (480) |  |  |
|  | Change: | 2.4 |  |  | -0.5 |  |  |  |
| African American | 2018: | 43.2 | (37) |  | 56.8 | (37) |  |  |
|  | 2019: | 55.6 | (36) |  | 58.3 | (36) |  |  |
|  | Change: | 12.4 |  |  | 1.5 |  |  |  |
| Hispanic | 2018: | 49.2 | (311) |  | 67.3 | (312) |  |  |
|  | 2019: | 52.6 | (302) |  | 67.2 | (302) |  |  |
|  | Change: | 3.4 |  |  | -0.1 |  |  |  |
| White | 2018: | 94.1 | (136) |  | 94.1 | (136) |  |  |
|  | 2019: | 91.5 | (130) |  | 93.1 | (130) |  |  |
|  | Change: | -2.6 |  |  | -1.0 |  |  |  |
| Economically Disadvantaged | 2018: | 46.6 | (307) |  | 64.6 | (308) |  |  |
|  | 2019: | 52.3 | (300) |  | 67.0 | (300) |  |  |
|  | Change: | 5.7 |  |  | 2.4 |  |  |  |
| English Learner | 2018: | 43.4 | (159) |  | 64.4 | (160) |  |  |
|  | 2019: | 39.7 | (151) |  | 55.0 | (151) |  |  |
|  | Change: | -3.7 |  |  | -9.4 |  |  |  |
| Special Education | 2018: | 22.9 | (48) |  | 50.0 | (48) |  |  |
|  | 2019: | 33.3 | (45) |  | 42.2 | (45) |  |  |
|  | Change: | 10.4 |  |  | -7.8 |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 67.9 | (474) | 65.2 | (471) | 68.3 | (334) |  |  |
|  | 2019: | 70.5 | (474) | 64.4 | (478) | 67.1 | (304) |  |  |
|  | Change: | 2.6 |  | -0.8 |  | -1.2 |  |  |  |
| African American | 2018: | 57.1 | (28) | 57.1 | (28) | 47.4 | (19) |  |  |
|  | 2019: | 60.0 | (35) | 50.0 | (36) | 48.3 | (29) |  |  |
|  | Change: | 2.9 |  | -7.1 |  | 0.9 |  |  |  |
| Hispanic | 2018: | 59.0 | (307) | 55.6 | (304) | 66.8 | (265) |  |  |
|  | 2019: | 60.1 | (298) | 54.5 | (301) | 64.8 | (233) |  |  |
|  | Change: | 1.1 |  | -1.1 |  | -2.0 |  |  |  |
| White | 2018: | 92.1 | (127) | 88.2 | (127) | 84.4 | (45) |  |  |
|  | 2019: | 96.1 | (127) | 90.6 | (127) | 92.1 | (38) |  |  |
|  | Change: | 4.0 |  | 2.4 |  | 7.7 |  |  |  |
| Economically Disadvantaged | 2018: | 58.0 | (295) | 53.9 | (295) | 65.4 | (257) |  |  |
|  | 2019: | 60.0 | (310) | 54.0 | (313) | 64.5 | (245) |  |  |
|  | Change: | 2.0 |  | 0.1 |  | -0.9 |  |  |  |
| English Learner | 2018: | 42.9 | (133) | 37.9 | (132) | 58.4 | (125) |  |  |
|  | 2019: | 48.1 | (129) | 44.7 | (132) | 63.2 | (114) |  |  |
|  | Change: | 5.2 |  | 6.8 |  | 4.8 |  |  |  |
| Special Education | 2018: | 34.9 | (43) | 18.6 | (43) | 45.0 | (40) |  |  |
|  | 2019: | 33.3 | (42) | 21.4 | (42) | 33.3 | (39) |  |  |
|  | Change: | -1.6 |  | 2.8 |  | -11.7 |  |  |  |

[^4]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE:

## 53 - J.L. LONG MIDDLE SCHOOL [Feeds to: WILSON]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 67.1 | (383) |  | 85.2 | (466) | 71.3 | (512) | 65.1 | (476) |
|  | 2019: | 79.7 | (350) |  | 94.3 | (505) | 76.1 | (515) | 67.4 | (463) |
|  | Change: | 12.6 |  |  | 9.1 |  | 4.8 |  | 2.3 |  |
| African American | 2018: | 66.7 | (24) |  | 93.1 | (29) | 86.2 | (29) | 66.7 | (24) |
|  | 2019: | 73.7 | (38) |  | 83.8 | (37) | 60.5 | (38) | 52.5 | (40) |
|  | Change: | 7.0 |  |  | -9.3 |  | -25.7 |  | -14.2 |  |
| Hispanic | 2018: | 62.3 | (308) |  | 78.9 | (317) | 60.4 | (346) | 54.6 | (335) |
|  | 2019: | 78.0 | (259) |  | 94.0 | (319) | 68.4 | (316) | 58.0 | (286) |
|  | Change: | 15.7 |  |  | 15.1 |  | 8.0 |  | 3.4 |  |
| White | 2018: | 97.8 | (45) |  | 100.0 | (105) | 96.0 | (124) | 94.1 | (102) |
|  | 2019: | 95.6 | (45) |  | 98.5 | (134) | 95.9 | (145) | 92.6 | (122) |
|  | Change: | -2.2 |  |  | -1.5 |  | -0.1 |  | -1.5 |  |
| Economically <br> Disadvantaged | 2018: | 61.9 | (286) |  | 78.6 | (295) | 61.9 | (320) | 54.2 | (308) |
|  | 2019: | 75.8 | (281) |  | 92.2 | (335) | 67.5 | (342) | 55.8 | (301) |
|  | Change: | 13.9 |  |  | 13.6 |  | 5.6 |  | 1.6 |  |
| English Learner | 2018: | 52.4 | (187) |  | 70.5 | (176) | 48.7 | (189) | 46.2 | (195) |
|  | 2019: | 69.4 | (111) |  | 92.6 | (122) | 61.1 | (126) | 46.4 | (112) |
|  | Change: | 17.0 |  |  | 22.1 |  | 12.4 |  | 0.2 |  |
| Special Education | 2018: | 17.9 | (56) |  | 48.3 | (60) | 36.2 | (58) | 19.6 | (56) |
|  | 2019: | 48.9 | (45) |  | 84.8 | (46) | 51.1 | (47) | 35.6 | (45) |
|  | Change: | 31.0 |  |  | 36.5 |  | 14.9 |  | 16.0 |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 65.4 | $(1,357)$ | 65.2 | (471) | 76.8 | $(1,301)$ | 71.3 | (512) | 65.1 | (476) |
|  | 2019: | 70.6 | $(1,304)$ | 64.4 | (478) | 80.4 | $(1,289)$ | 76.1 | (515) | 67.4 | (463) |
|  | Change: | 5.2 |  | -0.8 |  | 3.6 |  | 4.8 |  | 2.3 |  |
| African American | 2018: | 53.9 | (89) | 57.1 | (28) | 67.1 | (85) | 86.2 | (29) | 66.7 | (24) |
|  | 2019: | 63.3 | (109) | 50.0 | (36) | 64.7 | (102) | 60.5 | (38) | 52.5 | (40) |
|  | Change: | 9.4 |  | -7.1 |  | -2.4 |  | -25.7 |  | -14.2 |  |
| Hispanic | 2018: | 56.8 | (926) | 55.6 | (304) | 71.3 | (894) | 60.4 | (346) | 54.6 | (335) |
|  | 2019: | 62.9 | (859) | 54.5 | (301) | 76.6 | (854) | 68.4 | (316) | 58.0 | (286) |
|  | Change: | 6.1 |  | -1.1 |  | 5.3 |  | 8.0 |  | 3.4 |  |
| White | 2018: | 93.8 | (308) | 88.2 | (127) | 94.8 | (286) | 96.0 | (124) | 94.1 | (102) |
|  | 2019: | 94.0 | (302) | 90.6 | (127) | 95.4 | (302) | 95.9 | (145) | 92.6 | (122) |
|  | Change: | 0.2 |  | 2.4 |  | 0.6 |  | -0.1 |  | -1.5 |  |
| Economically Disadvantaged | 2018: | 55.3 | (888) | 53.9 | (295) | 69.7 | (860) | 61.9 | (320) | 54.2 | (308) |
|  | 2019: | 62.4 | (891) | 54.0 | (313) | 75.9 | (880) | 67.5 | (342) | 55.8 | (301) |
|  | Change: | 7.1 |  | 0.1 |  | 6.2 |  | 5.6 |  | 1.6 |  |
| English Learner | 2018: | 46.8 | (479) | 37.9 | (132) | 65.1 | (461) | 48.7 | (189) | 46.2 | (195) |
|  | 2019: | 50.9 | (391) | 44.7 | (132) | 69.3 | (387) | 61.1 | (126) | 46.4 | (112) |
|  | Change: | 4.1 |  | 6.8 |  | 4.2 |  | 12.4 |  | 0.2 |  |
| Special Education | 2018: | 24.5 | (147) | 18.6 | (43) | 48.0 | (148) | 36.2 | (58) | 19.6 | (56) |
|  | 2019: | 38.6 | (132) | 21.4 | (42) | 54.6 | (130) | 51.1 | (47) | 35.6 | (45) |
|  | Change: | 14.1 |  | 2.8 |  | 6.6 |  | 14.9 |  | 16.0 |  |

[^5]STAAR 3-8 Results by Student Group (all test types)

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

162 - MOCKINGBIRD ELEMENTARY SCHOOL [Feeds to: LONG > WILSON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 89.5 | (114) |  | 92.1 | (114) |  |  |
|  | 2019: | 82.9 | (117) |  | 85.5 | (117) |  |  |
|  | Change: | -6.6 |  |  | -6.6 |  |  |  |
| African American | 2018: | 71.4 | (7) |  | 71.4 | (7) |  |  |
|  | 2019: | 90.0 | (10) |  | 80.0 | (10) |  |  |
|  | Change: | 18.6 |  |  | 8.6 |  |  |  |
| Hispanic | 2018: | 76.9 | (26) |  | 84.6 | (26) |  |  |
|  | 2019: | 60.0 | (25) |  | 60.0 | (25) |  |  |
|  | Change: | -16.9 |  |  | -24.6 |  |  |  |
| White | 2018: | 94.3 | (70) |  | 97.1 | (70) |  |  |
|  | 2019: | 89.2 | (65) |  | 93.8 | (65) |  |  |
|  | Change: | -5.1 |  |  | -3.3 |  |  |  |
| Economically Disadvantaged | 2018: | 62.5 | (24) |  | 79.2 | (24) |  |  |
|  | 2019: | 65.2 | (23) |  | 65.2 | (23) |  |  |
|  | Change: | 2.7 |  |  | -14.0 |  |  |  |
| English Learner | 2018: | 83.3 | (6) |  | 66.7 | (6) |  |  |
|  | 2019: | 66.7 | (9) |  | 100.0 | (9) |  |  |
|  | Change: | -16.6 |  |  | 33.3 |  |  |  |
| Special Education | 2018: | 40.0 | (10) |  | 60.0 | (10) |  |  |
|  | 2019: | 58.3 | (12) |  | 50.0 | (12) |  |  |
|  | Change: | 18.3 |  |  | -10.0 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 92.0 | (88) | 92.0 | (88) | 93.2 | (88) |  |  |
|  | 2019: | 89.8 | (98) | 85.9 | (99) | 90.8 | (98) |  |  |
|  | Change: | -2.2 |  | -6.1 |  | -2.4 |  |  |  |
| African American | 2018: | 100.0 | (8) | 100.0 | (8) | 100.0 | (8) |  |  |
|  | 2019: | 80.0 | (10) | 70.0 | (10) | 90.0 | (10) |  |  |
|  | Change: | -20.0 |  | -30.0 |  | -10.0 |  |  |  |
| Hispanic | 2018: | 84.6 | (26) | 80.8 | (26) | 80.8 | (26) |  |  |
|  | 2019: | 84.4 | (32) | 78.8 | (33) | 81.3 | (32) |  |  |
|  | Change: | -0.2 |  | -2.0 |  | 0.5 |  |  |  |
| White | 2018: | 97.8 | (45) | 97.8 | (46) | 100.0 | (45) |  |  |
|  | 2019: | 93.8 | (48) | 95.8 | (48) | 95.8 | (48) |  |  |
|  | Change: | -4.0 |  | -2.0 |  | -4.2 |  |  |  |
| Economically Disadvantaged | 2018: | 82.6 | (23) | 91.3 | (23) | 87.0 | (23) |  |  |
|  | 2019: | 69.2 | (26) | 59.3 | (27) | 76.9 | (26) |  |  |
|  | Change: | -13.4 |  | -32.0 |  | -10.1 |  |  |  |
| English Learner | 2018: | 87.5 | (8) | 87.5 | (8) | 75.0 | (8) |  |  |
|  | 2019: | 100.0 | (8) | 75.0 | (8) | 75.0 | (8) |  |  |
|  | Change: | 12.5 |  | -12.5 |  | 0.0 |  |  |  |
| Special Education | 2018: | 87.5 | (8) | 100.0 | (8) | 87.5 | (8) |  |  |
|  | 2019: | 33.3 | (12) | 41.7 | (12) | 50.0 | (12) |  |  |
|  | Change: | -54.2 |  | -58.3 |  | -37.5 |  |  |  |

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

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

## 162 - MOCKINGBIRD ELEMENTARY SCHOOL [Feeds to: LONG > WILSON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 94.1 | (85) |  | 100.0 | (85) | 87.1 | (85) |  |
|  | 2019: | 100.0 | (84) |  | 100.0 | (84) | 94.0 | (84) |  |
|  | Change: | 5.9 |  |  | 0.0 |  | 6.9 |  |  |
| African American | 2018: | 87.5 | (8) |  | 100.0 | (8) | 62.5 | (8) |  |
|  | 2019: | 100.0 | (10) |  | 100.0 | (10) | 100.0 | (10) |  |
|  | Change: | 12.5 |  |  | 0.0 |  | 37.5 |  |  |
| Hispanic | 2018: | 87.1 | (31) |  | 100.0 | (31) | 77.4 | (31) |  |
|  | 2019: | 100.0 | (22) |  | 100.0 | (22) | 87.0 | (23) |  |
|  | Change: | 12.9 |  |  | 0.0 |  | 9.6 |  |  |
| White | 2018: | 100.0 | (38) |  | 100.0 | (38) | 100.0 | (38) |  |
|  | 2019: | 100.0 | (42) |  | 100.0 | (42) | 95.1 | (41) |  |
|  | Change: | 0.0 |  |  | 0.0 |  | -4.9 |  |  |
| Economically Disadvantaged | 2018: | 73.7 | (19) |  | 100.0 | (19) | 52.6 | (19) |  |
|  | 2019: | 100.0 | (16) |  | 100.0 | (16) | 87.5 | (16) |  |
|  | Change: | 26.3 |  |  | 0.0 |  | 34.9 |  |  |
| English Learner | 2018: | 100.0 | (8) |  | 100.0 | (8) | 87.5 | (8) |  |
|  | 2019: | 100.0 | (7) |  | 100.0 | (7) | 100.0 | (7) |  |
|  | Change: | 0.0 |  |  | 0.0 |  | 12.5 |  |  |
| Special Education | 2018: | 50.0 | (10) |  | 100.0 | (10) | 40.0 | (10) |  |
|  | 2019: | 100.0 | (7) |  | 100.0 | (7) | 85.7 | (7) |  |
|  | Change: | 50.0 |  |  | 0.0 |  | 45.7 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 91.6 | (287) | 92.0 | (88) | 94.8 | (287) | 87.1 | (85) |  |
|  | 2019: | 90.0 | (299) | 85.9 | (99) | 91.3 | (299) | 94.0 | (84) |  |
|  | Change: | -1.6 |  | -6.1 |  | -3.5 |  | 6.9 |  |  |
| African American | 2018: | 87.0 | (23) | 100.0 | (8) | 91.3 | (23) | 62.5 | (8) |  |
|  | 2019: | 90.0 | (30) | 70.0 | (10) | 90.0 | (30) | 100.0 | (10) |  |
|  | Change: | 3.0 |  | -30.0 |  | -1.3 |  | 37.5 |  |  |
| Hispanic | 2018: | 83.1 | (83) | 80.8 | (26) | 89.2 | (83) | 77.4 | (31) |  |
|  | 2019: | 81.0 | (79) | 78.8 | (33) | 79.7 | (79) | 87.0 | (23) |  |
|  | Change: | -2.1 |  | -2.0 |  | -9.5 |  | 9.6 |  |  |
| White | 2018: | 96.7 | (153) | 97.8 | (46) | 98.7 | (153) | 100.0 | (38) |  |
|  | 2019: | 93.5 | (155) | 95.8 | (48) | 96.1 | (155) | 95.1 | (41) |  |
|  | Change: | -3.2 |  | -2.0 |  | -2.6 |  | -4.9 |  |  |
| Economically Disadvantaged | 2018: | 72.7 | (66) | 91.3 | (23) | 87.9 | (66) | 52.6 | (19) |  |
|  | 2019: | 75.4 | (65) | 59.3 | (27) | 78.5 | (65) | 87.5 | (16) |  |
|  | Change: | 2.7 |  | -32.0 |  | -9.4 |  | 34.9 |  |  |
| English Learner | 2018: | 90.9 | (22) | 87.5 | (8) | 81.8 | (22) | 87.5 | (8) |  |
|  | 2019: | 87.5 | (24) | 75.0 | (8) | 91.7 | (24) | 100.0 | (7) |  |
|  | Change: | -3.4 |  | -12.5 |  | 9.9 |  | 12.5 |  |  |
| Special Education | 2018: | 57.1 | (28) | 100.0 | (8) | 82.1 | (28) | 40.0 | (10) |  |
|  | 2019: | 58.1 | (31) | 41.7 | (12) | 61.3 | (31) | 85.7 | (7) |  |
|  | Change: | 1.0 |  | -58.3 |  | -20.8 |  | 45.7 |  |  |

[^7]STAAR 3-8 Results by Student Group (all test types)

## POPULATION: <br> STATISTIC: All Students Tested at Location <br> ADMINISTRATION: Spring 2019 (through second administration) <br> LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 7/3/19

## 171 - LAKEWOOD ELEMENTARY SCHOOL [Feeds to: LONG > WILSON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 99.2 | (125) |  | 98.4 | (125) |  |  |
|  | 2019: | 97.5 | (163) |  | 97.5 | (163) |  |  |
|  | Change: | -1.7 |  |  | -0.9 |  |  |  |
| African American | 2018: | * | (1) |  |  | (1) |  |  |
|  | 2019: | * | (4) |  |  | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2018: | 100.0 | (26) |  | 96.2 | (26) |  |  |
|  | 2019: | 92.3 | (26) |  | 92.3 | (26) |  |  |
|  | Change: | -7.7 |  |  | -3.9 |  |  |  |
| White | 2018: | 98.8 | (83) |  | 98.8 | (83) |  |  |
|  | 2019: | 98.3 | (116) |  | 99.1 | (116) |  |  |
|  | Change: | -0.5 |  |  | 0.3 |  |  |  |
| Economically Disadvantaged | 2018: | 100.0 | (6) |  | 100.0 | (6) |  |  |
|  | 2019: | 85.7 | (14) |  | 85.7 | (14) |  |  |
|  | Change: | -14.3 |  |  | -14.3 |  |  |  |
| English Learner | 2018: | * | (5) |  | * | (5) |  |  |
|  | 2019: | 88.9 | (9) |  | 77.8 | (9) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Special Education | 2018: | * | (5) |  | * | (5) |  |  |
|  | 2019: | 93.3 | (15) |  | 100.0 | (15) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 94.0 | (133) | 87.2 | (133) | 93.2 | (133) |  |  |
|  | 2019: | 97.8 | (90) | 94.4 | (90) | 96.7 | (90) |  |  |
|  | Change: | 3.8 |  | 7.2 |  | 3.5 |  |  |  |
| African American | 2018: | * | (4) | * | (4) | * | (4) |  |  |
|  | 2019: | * | (1) | * | (1) | * | (1) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2018: | 90.9 | (22) | 86.4 | (22) | 95.5 | (22) |  |  |
|  | 2019: | 90.0 | (20) | 90.0 | (20) | 85.0 | (20) |  |  |
|  | Change: | -0.9 |  | 3.6 |  | -10.5 |  |  |  |
| White | 2018: | 95.9 | (97) | 86.6 | (97) | 93.8 | (97) |  |  |
|  | 2019: | 100.0 | (58) | 98.3 | (58) | 100.0 | (58) |  |  |
|  | Change: | 4.1 |  | 11.7 |  | 6.2 |  |  |  |
| Economically Disadvantaged | 2018: | 77.8 | (18) | 72.2 | (18) | 88.9 | (18) |  |  |
|  | 2019: | 100.0 | (8) | 87.5 | (8) | 100.0 | (8) |  |  |
|  | Change: | 22.2 |  | 15.3 |  | 11.1 |  |  |  |
| English Learner | 2018: | * | (5) | * | (5) | * | (5) |  |  |
|  | 2019: | * | (4) | * | (4) | * | (4) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Special Education | 2018: | 88.9 | (9) | 55.6 | (9) | 77.8 | (9) |  |  |
|  | 2019: | * | (5) | * | (5) | * | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

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

## POPULATION:

STATISTIC: All Students Tested at Location

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

## 171 - LAKEWOOD ELEMENTARY SCHOOL [Feeds to: LONG > WILSON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 99.1 | (117) |  | 99.1 | (117) | 98.3 | (118) |  |
|  | 2019: | 99.2 | (125) |  | 100.0 | (125) | 96.0 | (124) |  |
|  | Change: | 0.1 |  |  | 0.9 |  | -2.3 |  |  |
| African American | 2018: | * | (4) |  |  | (4) | * | (4) |  |
|  | 2019: | * | (5) |  |  | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2018: | 94.4 | (18) |  | 100.0 | (18) | 100.0 | (19) |  |
|  | 2019: | 95.7 | (23) |  | 100.0 | (23) | 95.7 | (23) |  |
|  | Change: | 1.3 |  |  | 0.0 |  | -4.3 |  |  |
| White | 2018: | 100.0 | (91) |  | 98.9 | (91) | 97.8 | (91) |  |
|  | 2019: | 100.0 | (82) |  | 100.0 | (82) | 98.8 | (81) |  |
|  | Change: | 0.0 |  |  | 1.1 |  | 1.0 |  |  |
| Economically Disadvantaged | 2018: | 95.5 | (22) |  | 95.5 | (22) | 91.3 | (23) |  |
|  | 2019: | 92.9 | (14) |  | 100.0 | (14) | 78.6 | (14) |  |
|  | Change: | -2.6 |  |  | 4.5 |  | -12.7 |  |  |
| English Learner | 2018: | 83.3 | (6) |  | 100.0 | (6) | 100.0 | (6) |  |
|  | 2019: | 85.7 | (7) |  | 100.0 | (7) | 85.7 | (7) |  |
|  | Change: | 2.4 |  |  | 0.0 |  | -14.3 |  |  |
| Special Education | 2018: | 83.3 | (6) |  | 100.0 | (6) | 100.0 | (7) |  |
|  | 2019: | 88.9 | (9) |  | 100.0 | (9) | 80.0 | (10) |  |
|  | Change: | 5.6 |  |  | 0.0 |  | -20.0 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 97.3 | (375) | 87.2 | (133) | 96.8 | (375) | 98.3 | (118) |  |
|  | 2019: | 98.1 | (378) | 94.4 | (90) | 98.1 | (378) | 96.0 | (124) |  |
|  | Change: | 0.8 |  | 7.2 |  | 1.3 |  | -2.3 |  |  |
| African American | 2018: | 88.9 | (9) |  | (4) | 88.9 | (9) |  | (4) |  |
|  | 2019: | 100.0 | (10) | * | (1) | 100.0 | (10) |  | (5) |  |
|  | Change: | 11.1 |  | * |  | 11.1 |  |  |  |  |
| Hispanic | 2018: | 95.5 | (66) | 86.4 | (22) | 97.0 | (66) | 100.0 | (19) |  |
|  | 2019: | 92.8 | (69) | 90.0 | (20) | 92.8 | (69) | 95.7 | (23) |  |
|  | Change: | -2.7 |  | 3.6 |  | -4.2 |  | -4.3 |  |  |
| White | 2018: | 98.2 | (271) | 86.6 | (97) | 97.0 | (271) | 97.8 | (91) |  |
|  | 2019: | 99.2 | (256) | 98.3 | (58) | 99.6 | (256) | 98.8 | (81) |  |
|  | Change: | 1.0 |  | 11.7 |  | 2.6 |  | 1.0 |  |  |
| Economically Disadvantaged | 2018: | 89.1 | (46) | 72.2 | (18) | 93.5 | (46) | 91.3 | (23) |  |
|  | 2019: | 91.7 | (36) | 87.5 | (8) | 94.4 | (36) | 78.6 | (14) |  |
|  | Change: | 2.6 |  | 15.3 |  | 0.9 |  | -12.7 |  |  |
| English Learner | 2018: | 81.3 | (16) |  | (5) | 93.8 | (16) | 100.0 | (6) |  |
|  | 2019: | 90.0 | (20) | * | (4) | 90.0 | (20) | 85.7 | (7) |  |
|  | Change: | 8.7 |  | * |  | -3.8 |  | -14.3 |  |  |
| Special Education | 2018: | 90.0 | (20) | 55.6 | (9) | 90.0 | (20) | 100.0 | (7) |  |
|  | 2019: | 93.1 | (29) | * | (5) | 96.6 | (29) | 80.0 | (10) |  |
|  | Change: | 3.1 |  | * |  | 6.6 |  | -20.0 |  |  |

[^9]
## POPULATION:

STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 7/3/19

174 - GENEVA HEIGHTS ELEMENTARY SCHOOL [Feeds to: LONG > WILSON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 72.2 | (54) |  | 68.5 | (54) |  |  |
|  | 2019: | 78.0 | (41) |  | 85.4 | (41) |  |  |
|  | Change: | 5.8 |  |  | 16.9 |  |  |  |
| African American | 2018: | 71.4 | (7) |  | 57.1 | (7) |  |  |
|  | 2019: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2018: | 67.6 | (34) |  | 64.7 | (34) |  |  |
|  | 2019: | 66.7 | (24) |  | 79.2 | (24) |  |  |
|  | Change: | -0.9 |  |  | 14.5 |  |  |  |
| White | 2018: | 100.0 | (10) |  | 100.0 | (10) |  |  |
|  | 2019: | 100.0 | (11) |  | 100.0 | (11) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |
| Economically <br> Disadvantaged | 2018: | 62.9 | (35) |  | 57.1 | (35) |  |  |
|  | 2019: | 75.0 | (24) |  | 75.0 | (24) |  |  |
|  | Change: | 12.1 |  |  | 17.9 |  |  |  |
| English Learner | 2018: | 36.4 | (11) |  | 36.4 | (11) |  |  |
|  | 2019: | 66.7 | (9) |  | 77.8 | (9) |  |  |
|  | Change: | 30.3 |  |  | 41.4 |  |  |  |
| Special Education | 2018: | 40.0 | (10) |  | 20.0 | (10) |  |  |
|  | 2019: | * |  |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 67.4 | (46) | 52.2 | (46) | 80.4 | (46) |  |  |
|  | 2019: | 67.3 | (52) | 55.8 | (52) | 67.3 | (52) |  |  |
|  | Change: | -0.1 |  | 3.6 |  | -13.1 |  |  |  |
| African American | 2018: |  | (4) |  | (4) |  | (4) |  |  |
|  | 2019: |  | (5) | * | (5) |  | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2018: | 55.6 | (27) | 29.6 | (27) | 70.4 | (27) |  |  |
|  | 2019: | 61.8 | (34) | 44.1 | (34) | 61.8 | (34) |  |  |
|  | Change: | 6.2 |  | 14.5 |  | -8.6 |  |  |  |
| White | 2018: | 91.7 | (12) | 91.7 | (12) | 100.0 | (12) |  |  |
|  | 2019: | 91.7 | (12) | 91.7 | (12) | 83.3 | (12) |  |  |
|  | Change: | 0.0 |  | 0.0 |  | -16.7 |  |  |  |
| Economically Disadvantaged | 2018: | 58.1 | (31) | 41.9 | (31) | 77.4 | (31) |  |  |
|  | 2019: | 61.5 | (39) | 48.7 | (39) | 64.1 | (39) |  |  |
|  | Change: | 3.4 |  | 6.8 |  | -13.3 |  |  |  |
| English Learner | 2018: | 40.0 | (10) | 20.0 | (10) | 50.0 | (10) |  |  |
|  | 2019: | 33.3 | (12) | 16.7 | (12) | 50.0 | (12) |  |  |
|  | Change: | -6.7 |  | -3.3 |  | 0.0 |  |  |  |
| Special Education | 2018: | 42.9 | (7) | 14.3 | (7) | 57.1 | (7) |  |  |
|  | 2019: | 40.0 | (10) | 10.0 | (10) | 30.0 | (10) |  |  |
|  | Change: | -2.9 |  | -4.3 |  | -27.1 |  |  |  |

[^10]
## POPULATION:

STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

APPROACHES
GRADE LEVEL
7/3/19

174 - GENEVA HEIGHTS ELEMENTARY SCHOOL [Feeds to: LONG > WILSON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 89.1 | (46) |  | 97.8 | (46) | 65.2 | (46) |  |
|  | 2019: | 85.7 | (49) |  | 89.8 | (49) | 67.3 | (49) |  |
|  | Change: | -3.4 |  |  | -8.0 |  | 2.1 |  |  |
| African American | 2018: |  | (3) |  |  | (3) |  | (3) |  |
|  | 2019: | 100.0 | (7) |  | 85.7 | (7) | 57.1 | (7) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2018: | 87.1 | (31) |  | 96.8 | (31) | 58.1 | (31) |  |
|  | 2019: | 76.7 | (30) |  | 90.0 | (30) | 63.3 | (30) |  |
|  | Change: | -10.4 |  |  | -6.8 |  | 5.2 |  |  |
| White | 2018: | 100.0 | (9) |  | 100.0 | (9) | 88.9 | (9) |  |
|  | 2019: | 100.0 | (12) |  | 91.7 | (12) | 83.3 | (12) |  |
|  | Change: | 0.0 |  |  | -8.3 |  | -5.6 |  |  |
| Economically Disadvantaged | 2018: | 82.1 | (28) |  | 100.0 | (28) | 60.7 | (28) |  |
|  | 2019: | 80.6 | (36) |  | 88.9 | (36) | 58.3 | (36) |  |
|  | Change: | -1.5 |  |  | -11.1 |  | -2.4 |  |  |
| English Learner | 2018: | 71.4 | (14) |  | 92.9 | (14) | 50.0 | (14) |  |
|  | 2019: | 40.0 | (10) |  | 80.0 | (10) | 20.0 | (10) |  |
|  | Change: | -31.4 |  |  | -12.9 |  | -30.0 |  |  |
| Special Education | 2018: | * | (5) |  | * | (5) | * | (5) |  |
|  | 2019: | 62.5 | (8) |  | 100.0 | (8) | 37.5 | (8) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 76.0 | (146) | 52.2 | (46) | 81.5 | (146) | 65.2 | (46) |  |
|  | 2019: | 76.8 | (142) | 55.8 | (52) | 80.3 | (142) | 67.3 | (49) |  |
|  | Change: | 0.8 |  | 3.6 |  | -1.2 |  | 2.1 |  |  |
| African American | 2018: | 71.4 | (14) | * | (4) | 78.6 | (14) |  | (3) |  |
|  | 2019: | 82.4 | (17) | * | (5) | 82.4 | (17) | 57.1 | (7) |  |
|  | Change: | 11.0 |  | * |  | 3.8 |  | * |  |  |
| Hispanic | 2018: | 70.7 | (92) | 29.6 | (27) | 77.2 | (92) | 58.1 | (31) |  |
|  | 2019: | 68.2 | (88) | 44.1 | (34) | 76.1 | (88) | 63.3 | (30) |  |
|  | Change: | -2.5 |  | 14.5 |  | -1.1 |  | 5.2 |  |  |
| White | 2018: | 96.8 | (31) | 91.7 | (12) | 100.0 | (31) | 88.9 | (9) |  |
|  | 2019: | 97.1 | (35) | 91.7 | (12) | 91.4 | (35) | 83.3 | (12) |  |
|  | Change: | 0.3 |  | 0.0 |  | -8.6 |  | -5.6 |  |  |
| Economically Disadvantaged | 2018: | 67.0 | (94) | 41.9 | (31) | 76.6 | (94) | 60.7 | (28) |  |
|  | 2019: | 71.7 | (99) | 48.7 | (39) | 75.8 | (99) | 58.3 | (36) |  |
|  | Change: | 4.7 |  | 6.8 |  | -0.8 |  | -2.4 |  |  |
| English Learner | 2018: | 51.4 | (35) | 20.0 | (10) | 62.9 | (35) | 50.0 | (14) |  |
|  | 2019: | 45.2 | (31) | 16.7 | (12) | 67.7 | (31) | 20.0 | (10) |  |
|  | Change: | -6.2 |  | -3.3 |  | 4.8 |  | -30.0 |  |  |
| Special Education | 2018: | 50.0 | (22) | 14.3 | (7) | 50.0 | (22) | * | (5) |  |
|  | 2019: | 47.6 | (21) | 10.0 | (10) | 57.1 | (21) | 37.5 | (8) |  |
|  | Change: | -2.4 |  | -4.3 |  | 7.1 |  | * |  |  |

[^11]STAAR 3-8 Results by Student Group (all test types)

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

APPROACHES GRADE LEVEL 7/3/19

177 - WILLIAM LIPSCOMB ELEMENTARY SCHOOL [Feeds to: LONG > WILSON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 70.1 | (67) |  | 67.2 | (67) |  |  |
|  | 2019: | 58.8 | (51) |  | 68.6 | (51) |  |  |
|  | Change: | -11.3 |  |  | 1.4 |  |  |  |
| African American | 2018: |  | (2) |  | * | (2) |  |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2018: | 66.7 | (60) |  | 63.3 | (60) |  |  |
|  | 2019: | 57.1 | (42) |  | 69.0 | (42) |  |  |
|  | Change: | -9.6 |  |  | 5.7 |  |  |  |
| White | 2018: | * | (4) |  | * | (4) |  |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 61.2 | (49) |  | 63.3 | (49) |  |  |
|  | 2019: | 53.5 | (43) |  | 62.8 | (43) |  |  |
|  | Change: | -7.7 |  |  | -0.5 |  |  |  |
| English Learner | 2018: | 71.4 | (35) |  | 65.7 | (35) |  |  |
|  | 2019: | 58.3 | (24) |  | 66.7 | (24) |  |  |
|  | Change: | -13.1 |  |  | 1.0 |  |  |  |
| Special Education | 2018: | 33.3 | (6) |  | 16.7 | (6) |  |  |
|  | 2019: | * |  |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 65.8 | (76) | 68.4 | (76) | 76.3 | (76) |  |  |
|  | 2019: | 72.7 | (66) | 73.8 | (65) | 74.2 | (66) |  |  |
|  | Change: | 6.9 |  | 5.4 |  | -2.1 |  |  |  |
| African American | 2018: | 55.6 | (9) | 77.8 | (9) | 66.7 | (9) |  |  |
|  | 2019: | * | (5) | * | (4) | * | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2018: | 63.6 | (55) | 67.3 | (55) | 78.2 | (55) |  |  |
|  | 2019: | 73.1 | (52) | 73.1 | (52) | 75.0 | (52) |  |  |
|  | Change: | 9.5 |  | 5.8 |  | -3.2 |  |  |  |
| White | 2018: | 100.0 | (7) | 57.1 | (7) | 71.4 | (7) |  |  |
|  | 2019: | 75.0 | (8) | 87.5 | (8) | 75.0 | (8) |  |  |
|  | Change: | -25.0 |  | 30.4 |  | 3.6 |  |  |  |
| Economically Disadvantaged | 2018: | 61.4 | (57) | 66.7 | (57) | 73.7 | (57) |  |  |
|  | 2019: | 68.0 | (50) | 67.3 | (49) | 72.0 | (50) |  |  |
|  | Change: | 6.6 |  | 0.6 |  | -1.7 |  |  |  |
| English Learner | 2018: | 59.4 | (32) | 78.1 | (32) | 84.4 | (32) |  |  |
|  | 2019: | 65.5 | (29) | 69.0 | (29) | 79.3 | (29) |  |  |
|  | Change: | 6.1 |  | -9.1 |  | -5.1 |  |  |  |
| Special Education | 2018: | 77.8 | (9) | 55.6 | (9) | 66.7 | (9) |  |  |
|  | 2019: | 33.3 | (6) | 33.3 | (6) | 50.0 | (6) |  |  |
|  | Change: | -44.5 |  | -22.3 |  | -16.7 |  |  |  |

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

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

## 177 - WILLIAM LIPSCOMB ELEMENTARY SCHOOL [Feeds to: LONG > WILSON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 77.4 | (84) |  | 91.6 | (83) | 58.5 | (82) |  |
|  | 2019: | 89.9 | (79) |  | 84.8 | (79) | 48.1 | (79) |  |
|  | Change: | 12.5 |  |  | -6.8 |  | -10.4 |  |  |
| African American | 2018: | 50.0 | (6) |  |  | (5) |  | (4) |  |
|  | 2019: | 88.9 | (9) |  | 66.7 | (9) | 22.2 | (9) |  |
|  | Change: | 38.9 |  |  | * |  | * |  |  |
| Hispanic | 2018: | 80.0 | (70) |  | 91.4 | (70) | 58.6 | (70) |  |
|  | 2019: | 90.0 | (60) |  | 88.3 | (60) | 48.3 | (60) |  |
|  | Change: | 10.0 |  |  | -3.1 |  | -10.3 |  |  |
| White | 2018: | 85.7 | (7) |  | 100.0 | (7) | 71.4 | (7) |  |
|  | 2019: | 85.7 | (7) |  | 85.7 | (7) | 71.4 | (7) |  |
|  | Change: | 0.0 |  |  | -14.3 |  | 0.0 |  |  |
| Economically Disadvantaged | 2018: | 77.3 | (66) |  | 92.3 | (65) | 57.8 | (64) |  |
|  | 2019: | 88.4 | (69) |  | 82.6 | (69) | 47.8 | (69) |  |
|  | Change: | 11.1 |  |  | -9.7 |  | -10.0 |  |  |
| English Learner | 2018: | 83.8 | (37) |  | 94.6 | (37) | 54.1 | (37) |  |
|  | 2019: | 94.1 | (34) |  | 97.1 | (34) | 64.7 | (34) |  |
|  | Change: | 10.3 |  |  | 2.5 |  | 10.6 |  |  |
| Special Education | 2018: | 55.6 | (9) |  | 77.8 | (9) | 22.2 | (9) |  |
|  | 2019: | 81.8 | (11) |  | 63.6 | (11) | 72.7 | (11) |  |
|  | Change: | 26.2 |  |  | -14.2 |  | 50.5 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: |  | (227) |  | (76) |  | (226) |  | (82) |  |
|  | 2019: | 76.0 | (196) | 73.8 | (65) | 77.0 | (196) | 48.1 | (79) |  |
|  | Change: | 4.6 |  | 5.4 |  | -2.2 |  | -10.4 |  |  |
| African American | 2018: | 58.8 | (17) | 77.8 | (9) | 81.3 | (16) | * | (4) |  |
|  | 2019: | 66.7 | (18) | * | (4) | 55.6 | (18) | 22.2 | (9) |  |
|  | Change: | 7.9 |  | * |  | -25.7 |  | * |  |  |
| Hispanic | 2018: | 70.8 | (185) | 67.3 | (55) | 78.4 | (185) | 58.6 | (70) |  |
|  | 2019: | 75.3 | (154) | 73.1 | (52) | 78.6 | (154) | 48.3 | (60) |  |
|  | Change: | 4.5 |  | 5.8 |  | 0.2 |  | -10.3 |  |  |
| White | 2018: | 94.4 | (18) | 57.1 | (7) | 88.9 | (18) | 71.4 | (7) |  |
|  | 2019: | 84.2 | (19) | 87.5 | (8) | 84.2 | (19) | 71.4 | (7) |  |
|  | Change: | -10.2 |  | 30.4 |  | -4.7 |  | 0.0 |  |  |
| Economically Disadvantaged | 2018: | 67.4 | (172) | 66.7 | (57) | 77.8 | (171) | 57.8 | (64) |  |
|  | 2019: | 72.8 | (162) | 67.3 | (49) | 74.1 | (162) | 47.8 | (69) |  |
|  | Change: | 5.4 |  | 0.6 |  | -3.7 |  | -10.0 |  |  |
| English Learner | 2018: | 72.1 | (104) | 78.1 | (32) | 81.7 | (104) | 54.1 | (37) |  |
|  | 2019: | 74.7 | (87) | 69.0 | (29) | 82.8 | (87) | 64.7 | (34) |  |
|  | Change: | 2.6 |  | -9.1 |  | 1.1 |  | 10.6 |  |  |
| Special Education | 2018: | 58.3 | (24) | 55.6 | (9) | 58.3 | (24) | 22.2 | (9) |  |
|  | 2019: | 52.4 | (21) | 33.3 | (6) | 47.6 | (21) | 72.7 | (11) |  |
|  | Change: | -5.9 |  | -22.3 |  | -10.7 |  | 50.5 |  |  |

[^13]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish
188 - MOUNT AUBURN STEAM ACADEMY [Feeds to: LONG > WILSON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 61.7 | (107) |  | 66.0 | (106) |  |  |
|  | 2019: | 73.2 | (71) |  | 69.0 | (71) |  |  |
|  | Change: | 11.5 |  |  | 3.0 |  |  |  |
| African American | 2018: | 44.4 | (9) |  | 55.6 | (9) |  |  |
|  | 2019: | * | (5) |  |  | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2018: | 63.5 | (96) |  | 68.4 | (95) |  |  |
|  | 2019: | 76.2 | (63) |  | 68.3 | (63) |  |  |
|  | Change: | 12.7 |  |  | -0.1 |  |  |  |
| White | 2018: | * | (1) |  |  | (1) |  |  |
|  | 2019: | * | (2) |  |  | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 61.3 | (93) |  | 66.3 | (92) |  |  |
|  | 2019: | 74.2 | (66) |  | 68.2 | (66) |  |  |
|  | Change: | 12.9 |  |  | 1.9 |  |  |  |
| English Learner | 2018: | 59.6 | (52) |  | 59.6 | (52) |  |  |
|  | 2019: | 86.1 | (36) |  | 80.6 | (36) |  |  |
|  | Change: | 26.5 |  |  | 21.0 |  |  |  |
| Special Education | 2018: | 30.0 | (10) |  | 30.0 | (10) |  |  |
|  | 2019: | * |  |  |  | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 53.1 | (98) | 40.8 | (98) | 64.3 | (98) |  |  |
|  | 2019: | 52.7 | (93) | 45.2 | (93) | 73.1 | (93) |  |  |
|  | Change: | -0.4 |  | 4.4 |  | 8.8 |  |  |  |
| African American | 2018: | * | (5) | * | (5) | * | (5) |  |  |
|  | 2019: | 66.7 | (6) | 33.3 | (6) | 50.0 | (6) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2018: | 52.7 | (91) | 38.5 | (91) | 63.7 | (91) |  |  |
|  | 2019: | 52.3 | (86) | 45.3 | (86) | 74.4 | (86) |  |  |
|  | Change: | -0.4 |  | 6.8 |  | 10.7 |  |  |  |
| Economically Disadvantaged | 2018: | 54.9 | (82) | 40.2 | (82) | 64.6 | (82) |  |  |
|  | 2019: | 51.8 | (83) | 44.6 | (83) | 71.1 | (83) |  |  |
|  | Change: | -3.1 |  | 4.4 |  | 6.5 |  |  |  |
| English Learner | 2018: | 43.1 | (51) | 41.2 | (51) | 66.7 | (51) |  |  |
|  | 2019: | 46.7 | (45) | 46.7 | (45) | 75.6 | (45) |  |  |
|  | Change: | 3.6 |  | 5.5 |  | 8.9 |  |  |  |
| Special Education | 2018: | 62.5 | (8) | 0.0 | (8) | 37.5 | (8) |  |  |
|  | 2019: | 30.0 | (10) | 10.0 | (10) | 40.0 | (10) |  |  |
|  | Change: | -32.5 |  | 10.0 |  | 2.5 |  |  |  |

[^14]STAAR 3-8 Results by Student Group (all test types)

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

APPROACHES
GRADE LEVEL
7/3/19

188 - MOUNT AUBURN STEAM ACADEMY [Feeds to: LONG > WILSON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 82.9 | (105) |  | 81.0 | (105) | 60.0 | (105) |  |
|  | 2019: | 87.0 | (100) |  | 81.0 | (100) | 55.1 | (98) |  |
|  | Change: | 4.1 |  |  | 0.0 |  | -4.9 |  |  |
| African American | 2018: | 71.4 | (7) |  | 57.1 | (7) | 28.6 | (7) |  |
|  | 2019: | 100.0 | (6) |  | 83.3 | (6) | 66.7 | (6) |  |
|  | Change: | 28.6 |  |  | 26.2 |  | 38.1 |  |  |
| Hispanic | 2018: | 83.2 | (95) |  | 82.1 | (95) | 61.1 | (95) |  |
|  | 2019: | 85.9 | (92) |  | 80.4 | (92) | 53.3 | (90) |  |
|  | Change: | 2.7 |  |  | -1.7 |  | -7.8 |  |  |
| White | 2018: | * | (1) |  |  | (1) |  | (1) |  |
|  | 2019: | * |  |  |  | (1) |  | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2018: | 80.9 | (94) |  | 80.9 | (94) | 58.5 | (94) |  |
|  | 2019: | 86.3 | (95) |  | 80.0 | (95) | 52.7 | (93) |  |
|  | Change: | 5.4 |  |  | -0.9 |  | -5.8 |  |  |
| English Learner | 2018: | 83.1 | (59) |  | 79.7 | (59) | 66.1 | (59) |  |
|  | 2019: | 83.0 | (53) |  | 83.0 | (53) | 53.8 | (52) |  |
|  | Change: | -0.1 |  |  | 3.3 |  | -12.3 |  |  |
| Special Education | 2018: | 50.0 | (10) |  | 70.0 | (10) | 20.0 | (10) |  |
|  | 2019: | 72.7 | (11) |  | 72.7 | (11) | 27.3 | (11) |  |
|  | Change: | 22.7 |  |  | 2.7 |  | 7.3 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: |  | (310) |  | (98) |  | (309) |  |  |  |
|  | 2019: | 71.2 | (264) | 45.2 | (93) | 75.0 | (264) | 55.1 | (98) |  |
|  | Change: | 5.1 |  | 4.4 |  | 4.4 |  | -4.9 |  |  |
| African American | 2018: | 57.1 | (21) | * | (5) | 57.1 | (21) | 28.6 | (7) |  |
|  | 2019: | 76.5 | (17) | 33.3 | (6) | 70.6 | (17) | 66.7 | (6) |  |
|  | Change: | 19.4 |  | * |  | 13.5 |  | 38.1 |  |  |
| Hispanic | 2018: | 66.7 | (282) | 38.5 | (91) | 71.5 | (281) | 61.1 | (95) |  |
|  | 2019: | 71.4 | (241) | 45.3 | (86) | 75.1 | (241) | 53.3 | (90) |  |
|  | Change: | 4.7 |  | 6.8 |  | 3.6 |  | -7.8 |  |  |
| White | 2018: |  | (4) | * | (2) | * | (4) | * | (1) |  |
|  | 2019: | * | (3) |  |  | * | (3) | * | (1) |  |
|  | Change: | * |  |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2018: | 66.2 | (269) | 40.2 | (82) | 70.9 | (268) | 58.5 | (94) |  |
|  | 2019: | 71.3 | (244) | 44.6 | (83) | 73.8 | (244) | 52.7 | (93) |  |
|  | Change: | 5.1 |  | 4.4 |  | 2.9 |  | -5.8 |  |  |
| English Learner | 2018: | 63.0 | (162) | 41.2 | (51) | 69.1 | (162) | 66.1 | (59) |  |
|  | 2019: | 71.6 | (134) | 46.7 | (45) | 79.9 | (134) | 53.8 | (52) |  |
|  | Change: | 8.6 |  | 5.5 |  | 10.8 |  | -12.3 |  |  |
| Special Education | 2018: | 46.4 | (28) | 0.0 | (8) | 46.4 | (28) | 20.0 | (10) |  |
|  | 2019: | 52.0 | (25) | 10.0 | (10) | 52.0 | (25) | 27.3 | (11) |  |
|  | Change: | 5.6 |  | 10.0 |  | 5.6 |  | 7.3 |  |  |

[^15]
[^0]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

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

[^2]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^3]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^4]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^5]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^6]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^7]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^8]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^9]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^10]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^11]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

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

[^13]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^14]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^15]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

