POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2021 (first administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/28/21

## LINCOLN FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2019: | 24.6 | (175) |  | 29.7 | (175) |  |  |
|  | 2021: | 24.4 | (131) |  | 11.5 | (131) |  |  |
|  | Change: | -0.2 | [82.4\%] |  | -18.2 | [82.4\%] |  |  |
| African American | 2019: | 22.5 | (120) |  | 28.3 | (120) |  |  |
|  | 2021: | 27.1 | (85) |  | 12.8 | (86) |  |  |
|  | Change: | 4.6 | [77.3\%] |  | -15.5 | [78.2\%] |  |  |
| Hispanic | 2019: | 30.2 | (53) |  | 34.0 | (53) |  |  |
|  | 2021: | 20.5 | (44) |  | 9.3 | (43) |  |  |
|  | Change: | -9.7 | [93.6\%] |  | -24.7 | [91.5\%] |  |  |
| Economically Disadvantaged | 2019: | 25.5 | (165) |  | 29.1 | (165) |  |  |
|  | 2021: | 21.1 | (123) |  | 9.8 | (123) |  |  |
|  | Change: | -4.4 | [80.9\%] |  | -19.3 | [80.9\%] |  |  |
| English Learner | 2019: | 31.3 | (48) |  | 35.4 | (48) |  |  |
|  | 2021: | 24.3 | (37) |  | 11.1 | (36) |  |  |
|  | Change: | -7.0 | [94.9\%] |  | -24.3 | [92.3\%] |  |  |
| Special Education | 2019: | 0.0 | (17) |  | 5.9 | (17) |  |  |
|  | 2021: | 0.0 | (10) |  | 0.0 | (10) |  |  |
|  | Change: | 0.0 | [76.9\%] |  | -5.9 | [76.9\%] |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2019: | 30.6 | (170) | 29.4 | (170) | 26.6 | (169) |  |  |
|  | 2021: | 11.2 | (116) | 7.5 | (107) | 10.4 | (115) |  |  |
|  | Change: | -19.4 | [82.9\%] | -21.9 |  | -16.2 | [82.1\%] |  |  |
| African American | 2019: | 32.2 | (121) | 22.1 | (122) | 22.5 | (120) |  |  |
|  | 2021: | 14.1 | (71) | 9.0 | (67) | 10.0 | (70) |  |  |
|  | Change: | -18.1 | [74.7\%] | -13.1 |  | -12.5 | [73.7\%] |  |  |
| Hispanic | 2019: | 27.7 | (47) | 50.0 | (46) | 38.3 | (47) |  |  |
|  | 2021: | 7.1 | (42) | 5.3 | (38) | 11.9 | (42) |  |  |
|  | Change: | -20.6 | [100.0\%] | -44.7 |  | -26.4 | [100.0\%] |  |  |
| Economically Disadvantaged | 2019: | 31.5 | (162) | 29.0 | (162) | 27.3 | (161) |  |  |
|  | 2021: | 10.7 | (112) | 6.7 | (104) | 9.9 | (111) |  |  |
|  | Change: | -20.8 | [82.4\%] | -22.3 |  | -17.4 | [81.6\%] |  |  |
| English Learner | 2019: | 30.0 | (40) | 56.4 | (39) | 40.0 | (40) |  |  |
|  | 2021: | 8.1 | (37) | 6.1 | (33) | 10.8 | (37) |  |  |
|  | Change: | -21.9 | [100.0\%] | -50.3 |  | -29.2 | [100.0\%] |  |  |
| Special Education | 2019: | 9.1 | (22) | 0.0 | (22) | 9.5 | (21) |  |  |
|  | 2021: | 0.0 | (13) | 0.0 | (11) | 25.0 | (12) |  |  |
|  | Change: | -9.1 | [86.7\%] | 0.0 |  | 15.5 | [80.0\%] |  |  |

[^0]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2021 (first administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/28/21

## LINCOLN FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2019: |  |  |  |  |  |  |  |  |
|  | 2021: | 30.1 | (113) |  | 25.9 | (112) | 24.8 | (113) |  |
|  | Change: | -9.6 | [82.5\%] |  | -17.7 | [81.8\%] | -2.9 |  |  |
| African American | 2019: | 37.4 | (115) |  | 46.1 | (115) | 27.2 | (114) |  |
|  | 2021: | 24.7 | (77) |  | 18.4 | (76) | 28.2 | (78) |  |
|  | Change: | -12.7 | [81.1\%] |  | -27.7 | [80.0\%] | 1.0 |  |  |
| Hispanic | 2019: | 46.2 | (39) |  | 35.9 | (39) | 28.2 | (39) |  |
|  | 2021: | 44.1 | (34) |  | 44.1 | (34) | 18.2 | (33) |  |
|  | Change: | -2.1 | [89.5\%] |  | 8.2 | [89.5\%] | -10.0 |  |  |
| White | 2019: |  |  |  |  |  |  |  |  |
|  | 2021: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  | [50.0\%] |  |  | [50.0\%] |  |  |  |
| Economically Disadvantaged | 2019: | 39.0 | (146) |  | 43.2 | (146) | 26.9 | (145) |  |
|  | 2021: | 30.6 | (111) |  | 26.4 | (110) | 25.2 | (111) |  |
|  | Change: | -8.4 | [81.6\%] |  | -16.8 | [80.9\%] | -1.7 |  |  |
| English Learner | 2019: | 40.0 | (30) |  | 23.3 | (30) | 20.0 | (30) |  |
|  | 2021: | 44.8 | (29) |  | 48.3 | (29) | 17.2 | (29) |  |
|  | Change: | 4.8 | [90.6\%] |  | 25.0 | [90.6\%] | -2.8 |  |  |
| Special Education | 2019: | 0.0 | (14) |  | 0.0 | (14) | 0.0 | (12) |  |
|  | 2021: | 0.0 | (11) |  | 16.7 | (12) | 0.0 | (13) |  |
|  | Change: | 0.0 | [73.3\%] |  | 16.7 | [80.0\%] | 0.0 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2019: | 31.3 | (501) | 29.4 | (170) | 33.0 | (500) | 27.7 | (155) |  |
|  | 2021: | 21.9 | (360) | 7.5 | (107) | 15.6 | (358) | 24.8 | (113) |  |
|  | Change: | -9.4 | [82.6\%] | -21.9 |  | -17.4 | [82.1\%] | -2.9 |  |  |
| African American | 2019: | 30.6 | (356) | 22.1 | (122) | 32.1 | (355) | 27.2 | (114) |  |
|  | 2021: | 22.3 | (233) | 9.0 | (67) | 13.8 | (232) | 28.2 | (78) |  |
|  | Change: | -8.3 | [77.7\%] | -13.1 |  | -18.3 | [77.3\%] | 1.0 |  |  |
| Hispanic | 2019: | 33.8 | (139) | 50.0 | (46) | 36.0 | (139) | 28.2 | (39) |  |
|  | 2021: | 22.5 | (120) | 5.3 | (38) | 20.2 | (119) | 18.2 | (33) |  |
|  | Change: | -11.3 | [94.5\%] | -44.7 |  | -15.8 | [93.7\%] | -10.0 |  |  |
| White | 2019: |  | (2) |  |  |  | (2) |  |  |  |
|  | 2021: |  | (1) |  |  |  | (1) | * | (1) |  |
|  | Change: | * | [50.0\%] |  |  | * | [50.0\%] |  |  |  |
| Economically Disadvantaged | 2019: | 31.7 | (473) | 29.0 | (162) | 32.8 | (472) | 26.9 | (145) |  |
|  | 2021: | 20.8 | (346) | 6.7 | (104) | 15.1 | (344) | 25.2 | (111) |  |
|  | Change: | -10.9 | [81.6\%] | -22.3 |  | -17.7 | [81.1\%] | -1.7 |  |  |
| English Learner | 2019: | 33.1 | (118) | 56.4 | (39) | 33.9 | (118) | 20.0 | (30) |  |
|  | 2021: | 24.3 | (103) | 6.1 | (33) | 21.6 | (102) | 17.2 | (29) |  |
|  | Change: | -8.8 | [96.3\%] | -50.3 |  | -12.3 | [95.3\%] | -2.8 |  |  |
| Special Education | 2019: | 3.8 | (53) | 0.0 | (22) | 5.8 | (52) | 0.0 | (12) |  |
|  | 2021: | 0.0 | (34) | 0.0 | (11) | 14.7 | (34) | 0.0 | (13) |  |
|  | Change: | -3.8 | [79.1\%] | 0.0 |  | 8.9 | [79.1\%] | 0.0 |  |  |

[^1]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2021 (first administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/28/21

## 201 - CHARLES RICE LEARNING CENTER [Feeds to: DADE > LINCOLN]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2019: | 30.9 | (68) |  | 47.1 | (68) |  |  |
|  | 2021: | 39.2 | (51) |  | 21.6 | (51) |  |  |
|  | Change: | 8.3 | [78.5\%] |  | -25.5 | [78.5\%] |  |  |
| African American | 2019: | 31.7 | (63) |  | 47.6 | (63) |  |  |
|  | 2021: | 39.5 | (43) |  | 23.3 | (43) |  |  |
|  | Change: | 7.8 | [76.8\%] |  | -24.3 | [76.8\%] |  |  |
| Hispanic | 2019: | * | (5) |  | * | (5) |  |  |
|  | 2021: | 42.9 | (7) |  | 14.3 | (7) |  |  |
|  | Change: | * | [87.5\%] |  | * | [87.5\%] |  |  |
| Economically Disadvantaged | 2019: | 30.8 | (65) |  | 44.6 | (65) |  |  |
|  | 2021: | 36.2 | (47) |  | 19.1 | (47) |  |  |
|  | Change: | 5.4 | [77.0\%] |  | -25.5 | [77.0\%] |  |  |
| English Learner | 2019: | * | (4) |  | * | (4) |  |  |
|  | 2021: | * | (3) |  |  | (3) |  |  |
|  | Change: | * | [75.0\%] |  | * | [75.0\%] |  |  |
| Special Education | 2019: | 0.0 | (6) |  | 16.7 |  |  |  |
|  | 2021: | * |  |  |  |  |  |  |
|  | Change: | * | [83.3\%] |  |  | [83.3\%] |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2019: | 43.5 | (62) | 30.6 | (62) | 23.0 | (61) |  |  |
|  | 2021: | 9.3 | (43) | 9.8 | (41) | 13.6 | (44) |  |  |
|  | Change: | -34.2 | [78.2\%] | -20.8 |  | -9.4 | [80.0\%] |  |  |
| African American | 2019: | 45.6 | (57) | 31.6 | (57) | 23.2 | (56) |  |  |
|  | 2021: | 10.5 | (38) | 10.5 | (38) | 12.8 | (39) |  |  |
|  | Change: | -35.1 | [76.0\%] | -21.1 |  | -10.4 | [78.0\%] |  |  |
| Hispanic | 2019: | * | (5) |  | (5) | * | (5) |  |  |
|  | 2021: | * | (4) | * | (3) | * | (4) |  |  |
|  | Change: | * | [100.0\%] | * |  | * | [100.0\%] |  |  |
| Economically Disadvantaged | 2019: | 44.1 | (59) | 28.8 | (59) | 24.1 | (58) |  |  |
|  | 2021: | 9.8 | (41) | 10.3 | (39) | 14.3 | (42) |  |  |
|  | Change: | -34.3 | [77.4\%] | -18.5 |  | -9.8 | [79.2\%] |  |  |
| English Learner | 2019: | * | (2) | * | (2) | * | (2) |  |  |
|  | 2021: | * | (3) | * | (2) | * | (3) |  |  |
|  | Change: | * | [100.0\%] | * |  |  | [100.0\%] |  |  |
| Special Education | 2019: | 12.5 | (8) | 0.0 | (8) | 14.3 | (7) |  |  |
|  | 2021: | * | (5) | * | (5) | * | (5) |  |  |
|  | Change: |  | [100.0\%] | * |  |  | [100.0\%] |  |  |

[^2]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2021 (first administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/28/21

201 - CHARLES RICE LEARNING CENTER [Feeds to: DADE > LINCOLN]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2019: | 52.0 | (75) |  | 66.7 | (75) | 41.9 | (74) |  |
|  | 2021: | 30.0 | (50) |  | 24.5 | (49) | 50.0 | (50) |  |
|  | Change: | -22.0 | [78.1\%] |  | -42.2 | [76.6\%] | 8.1 |  |  |
| African American | 2019: | 47.6 | (63) |  | 65.1 | (63) | 38.7 | (62) |  |
|  | 2021: | 30.2 | (43) |  | 21.4 | (42) | 45.5 | (44) |  |
|  | Change: | -17.4 | [79.6\%] |  | -43.7 | [77.8\%] | 6.8 |  |  |
| Hispanic | 2019: | 72.7 | (11) |  | 72.7 | (11) | 54.5 | (11) |  |
|  | 2021: | 28.6 | (7) |  | 42.9 | (7) | 83.3 | (6) |  |
|  | Change: | -44.1 | [77.8\%] |  | -29.8 | [77.8\%] | 28.8 |  |  |
| Economically Disadvantaged | 2019: | 50.7 | (67) |  | 67.2 | (67) | 40.9 | (66) |  |
|  | 2021: | 30.0 | (50) |  | 24.5 | (49) | 50.0 | (50) |  |
|  | Change: | -20.7 | [78.1\%] |  | -42.7 | [76.6\%] | 9.1 |  |  |
| English Learner | 2019: | 66.7 | (6) |  | 66.7 | (6) | 50.0 | (6) |  |
|  | 2021: | * | (4) |  | * | (4) | * | (4) |  |
|  | Change: | * | [66.7\%] |  | * | [66.7\%] | * |  |  |
| Special Education | 2019: | 0.0 | (6) |  | 0.0 | (6) | * | (5) |  |
|  | 2021: | 0.0 | (6) |  | 28.6 | (7) | 0.0 | (8) |  |
|  | Change: | 0.0 | [75.0\%] |  | 28.6 | [87.5\%] | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2019: | 42.4 | (205) | 30.6 | (62) | 47.1 | (204) | 41.9 | (74) |  |
|  | 2021: | 27.1 | (144) | 9.8 | (41) | 20.1 | (144) | 50.0 | (50) |  |
|  | Change: | -15.3 | [78.3\%] | -20.8 |  | -27.0 | [78.3\%] | 8.1 |  |  |
| African American | 2019: | 41.5 | (183) | 31.6 | (57) | 46.2 | (182) | 38.7 | (62) |  |
|  | 2021: | 27.4 | (124) | 10.5 | (38) | 19.4 | (124) | 45.5 | (44) |  |
|  | Change: | -14.1 | [77.5\%] | -21.1 |  | -26.8 | [77.5\%] | 6.8 |  |  |
| Hispanic | 2019: | 47.6 | (21) | * | (5) | 52.4 | (21) | 54.5 | (11) |  |
|  | 2021: | 27.8 | (18) | * | (3) | 27.8 | (18) | 83.3 | (6) |  |
|  | Change: | -19.8 | [85.7\%] | * |  | -24.6 | [85.7\%] | 28.8 |  |  |
| Economically Disadvantaged | 2019: | 41.9 | (191) | 28.8 | (59) | 46.3 | (190) | 40.9 | (66) |  |
|  | 2021: | 26.1 | (138) | 10.3 | (39) | 19.6 | (138) | 50.0 | (50) |  |
|  | Change: | -15.8 | [77.5\%] | -18.5 |  | -26.7 | [77.5\%] | 9.1 |  |  |
| English Learner | 2019: | 41.7 | (12) | * | (2) | 50.0 | (12) | 50.0 | (6) |  |
|  | 2021: | 30.0 | (10) | * | (2) | 20.0 | (10) | * | (4) |  |
|  | Change: | -11.7 | [76.9\%] | * |  | -30.0 | [76.9\%] | * |  |  |
| Special Education | 2019: | 5.0 | (20) | 0.0 | (8) | 10.5 | (19) | * | (5) |  |
|  | 2021: | 0.0 | (16) | * | (5) | 29.4 | (17) | 0.0 | (8) |  |
|  | Change: | -5.0 | [88.9\%] | * |  | 18.9 | [94.4\%] | * |  |  |

[^3]
[^0]:    $(\mathrm{N})=$ students tested. [\%] = estimated participation rate (reading or math only). *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.

[^1]:    $(\mathrm{N})=$ students tested. [\%] = estimated participation rate (reading or math only). *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 updates in data files, such as score changes or ID corrections.

[^2]:    $(\mathrm{N})=$ students tested. [\%] = estimated participation rate (reading or math only). *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.

[^3]:    $(\mathrm{N})=$ students tested. [\%] = estimated participation rate (reading or math only). *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 updates in data files, such as score changes or ID corrections.

