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

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES
GRADE LEVEL 6/22/22

## NORTH DALLAS FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 60.0 | (335) |  | 55.2 | (337) |  |  |
|  | 2022: | 64.6 | (339) |  | 63.4 | (339) |  |  |
|  | Change: | 4.6 |  |  | 8.2 |  |  |  |
| African American | 2021: | 41.4 | (87) |  | 28.4 | (88) |  |  |
|  | 2022: | 48.2 | (85) |  | 36.5 | (85) |  |  |
|  | Change: | 6.8 |  |  | 8.1 |  |  |  |
| Hispanic | 2021: | 66.8 | (226) |  | 64.8 | (227) |  |  |
|  | 2022: | 70.2 | (235) |  | 73.2 | (235) |  |  |
|  | Change: | 3.4 |  |  | 8.4 |  |  |  |
| White | 2021: |  | (5) |  |  | (5) |  |  |
|  | 2022: | 66.7 | (6) |  | 100.0 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 58.0 | (305) |  | 53.4 | (307) |  |  |
|  | 2022: | 64.1 | (315) |  | 63.8 | (315) |  |  |
|  | Change: | 6.1 |  |  | 10.4 |  |  |  |
| English Learner | 2021: | 68.2 | (179) |  | 69.3 | (179) |  |  |
|  | 2022: | 70.4 | (186) |  | 74.7 | (186) |  |  |
|  | Change: | 2.2 |  |  | 5.4 |  |  |  |
| Special Education | 2021: | 30.2 | (43) |  | 34.9 | (43) |  |  |
|  | 2022: | 30.0 | (30) |  | 23.3 | (30) |  |  |
|  | Change: | -0.2 |  |  | -11.6 |  |  |  |



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

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES
GRADE LEVEL 6/22/22

## NORTH DALLAS FEEDER GROUP

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 68.0 | (353) |  | 62.5 | (357) | 50.6 | (352) |  |
|  | 2022: | 68.9 | (315) |  | 70.8 | (315) | 54.3 | (313) |  |
|  | Change: | 0.9 |  |  | 8.3 |  | 3.7 |  |  |
| African American | 2021: | 44.7 | (94) |  | 29.2 | (96) | 34.0 | (94) |  |
|  | 2022: | 56.3 | (103) |  | 51.5 | (103) | 34.7 | (101) |  |
|  | Change: | 11.6 |  |  | 22.3 |  | 0.7 |  |  |
| Hispanic | 2021: | 76.2 | (244) |  | 74.3 | (245) | 55.6 | (243) |  |
|  | 2022: | 73.9 | (199) |  | 79.9 | (199) | 62.3 | (199) |  |
|  | Change: | -2.3 |  |  | 5.6 |  | 6.7 |  |  |
| White | 2021: | * | (5) |  |  | (5) | * | (5) |  |
|  | 2022: | * | (5) |  |  | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 66.9 | (332) |  | 62.2 | (336) | 50.5 | (331) |  |
|  | 2022: | 68.2 | (292) |  | 70.9 | (292) | 54.1 | (290) |  |
|  | Change: | 1.3 |  |  | 8.7 |  | 3.6 |  |  |
| English Learner | 2021: | 78.7 | (188) |  | 77.1 | (188) | 57.8 | (187) |  |
|  | 2022: | 73.6 | (159) |  | 78.0 | (159) | 63.5 | (159) |  |
|  | Change: | -5.1 |  |  | 0.9 |  | 5.7 |  |  |
| Special Education | 2021: | 34.1 | (44) |  | 34.1 | (44) | 18.2 | (44) |  |
|  | 2022: | 40.0 | (45) |  | 44.4 | (45) | 24.4 | (45) |  |
|  | Change: | 5.9 |  |  | 10.3 |  | 6.2 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 48.4 | (413) |  | 58.8 | (413) |  |  |
|  | 2022: | 54.4 | (340) |  | 58.7 | (339) |  |  |
|  | Change: | 6.0 |  |  | -0.1 |  |  |  |
| African American | 2021: | 39.4 | (109) |  | 40.7 | (108) |  |  |
|  | 2022: | 47.4 | (97) |  | 43.3 | (97) |  |  |
|  | Change: | 8.0 |  |  | 2.6 |  |  |  |
| Hispanic | 2021: | 52.2 | (291) |  | 65.8 | (292) |  |  |
|  | 2022: | 53.7 | (218) |  | 63.1 | (217) |  |  |
|  | Change: | 1.5 |  |  | -2.7 |  |  |  |
| White | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | 80.0 | (15) |  | 73.3 | (15) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 48.2 | (363) |  | 58.0 | (364) |  |  |
|  | 2022: | 51.1 | (309) |  | 56.8 | (308) |  |  |
|  | Change: | 2.9 |  |  | -1.2 |  |  |  |
| English Learner | 2021: | 48.8 | (211) |  | 64.8 | (213) |  |  |
|  | 2022: | 47.8 | (157) |  | 59.6 | (156) |  |  |
|  | Change: | -1.0 |  |  | -5.2 |  |  |  |
| Special Education | 2021: | 5.6 | (54) |  | 25.9 | (54) |  |  |
|  | 2022: | 19.0 | (42) |  | 21.4 | (42) |  |  |
|  | Change: | 13.4 |  |  | -4.5 |  |  |  |

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

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

## NORTH DALLAS FEEDER GROUP



| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\dagger}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 68.4 | (415) |  | 56.6 | (435) | 62.1 | (430) | 56.2 | (420) |
|  | 2022: | 67.9 | (287) |  | 70.0 | (423) | 67.3 | (404) | 59.3 | (398) |
|  | Change: | -0.5 |  |  | 13.4 |  | 5.2 |  | 3.1 |  |
| African American | 2021: | 63.0 | (100) |  | 34.6 | (104) | 45.7 | (105) | 43.6 | (101) |
|  | 2022: | 58.4 | (77) |  | 48.0 | (102) | 53.9 | (102) | 37.3 | (83) |
|  | Change: | -4.6 |  |  | 13.4 |  | 8.2 |  | -6.3 |  |
| Hispanic | 2021: | 69.6 | (293) |  | 63.5 | (301) | 66.3 | (291) | 59.3 | (295) |
|  | 2022: | 71.4 | (189) |  | 77.9 | (299) | 72.0 | (282) | 63.4 | (279) |
|  | Change: | 1.8 |  |  | 14.4 |  | 5.7 |  | 4.1 |  |
| White | 2021: | 62.5 | (8) |  | 54.5 | (11) | 69.2 | (13) | 75.0 | (8) |
|  | 2022: | 71.4 | (7) |  | 62.5 | (8) | 85.7 | (7) | 80.0 | (15) |
|  | Change: | 8.9 |  |  | 8.0 |  | 16.5 |  | 5.0 |  |
| Economically Disadvantaged | 2021: | 65.2 | (339) |  | 53.2 | (357) | 58.4 | (353) | 52.2 | (345) |
|  | 2022: | 68.6 | (258) |  | 71.2 | (378) | 67.7 | (359) | 57.8 | (341) |
|  | Change: | 3.4 |  |  | 18.0 |  | 9.3 |  | 5.6 |  |
| English Learner | 2021: | 60.9 | (174) |  | 59.9 | (202) | 58.7 | (196) | 48.9 | (178) |
|  | 2022: | 66.4 | (134) |  | 76.6 | (209) | 69.7 | (195) | 55.7 | (183) |
|  | Change: | 5.5 |  |  | 16.7 |  | 11.0 |  | 6.8 |  |
| Special Education | 2021: | 21.9 | (32) |  | 20.0 | (35) | 25.0 | (36) | 16.7 | (36) |
|  | 2022: | 31.0 | (42) |  | 31.1 | (45) | 39.5 | (43) | 21.4 | (42) |
|  | Change: | 9.1 |  |  | 11.1 |  | 14.5 |  | 4.7 |  |

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

ADMINISTRATION:
LANGUAGE:
Percentage Approaching Grade Level or better

NORTH DALLAS FEEDER GROUP

| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 60.6 | $(2,264)$ | 40.8 | (732) | $\begin{array}{ll} \hline 52.6 & (2,112) \\ 61.1 & (1,984) \end{array}$ |  | $\begin{aligned} & 56.9 \\ & 61.6 \end{aligned}$ | $\begin{aligned} & (782) \\ & (717) \end{aligned}$ | $\begin{aligned} & 56.2 \\ & 59.3 \end{aligned}$ | $\begin{aligned} & \hline(420) \\ & (398) \end{aligned}$ |
|  | 2022: | 64.0 | $(2,031)$ |  |  |  |  |  |  |  |  |
|  | Change: | 3.4 |  |  |  | 8.5 |  | 4.7 |  | 3.1 |  |
| African American | 2021: | 45.2 | (584) |  | (195) | 29.0 | (568) | 40.2 | (199) | 43.6 | (101) |
|  | 2022: | 52.7 | (594) |  |  | 40.0 | (588) | 44.3 | (203) | 37.3 | (83) |
|  | Change: | 7.5 |  | 5.6 |  | 11.0 |  | 4.1 |  | -6.3 |  |
| Hispanic | 2021: | 65.6 | $(1,568)$ | 44.4 | (496) | 61.1 | $(1,438)$ | 61.4 | (534) | 59.3 (295) |  |
|  | 2022: | 68.0 | $(1,330)$ |  |  | 70.1 | $(1,293)$ | 68.0 | (481) | 63.4 | (279) |
|  | Change: | 2.4 |  |  |  | 9.0 |  | 6.6 |  | 4.1 |  |
| White | 2021: | $\begin{array}{ll}71.4 & (35) \\ 71.1 & (45) \\ -0.3 & \end{array}$ |  | 84.6 | (13) | 58.1 | (31) | 66.7 | (18) | 75.0 | (8) |
|  | 2022: |  |  | 70.5 (44) |  | 83.3 (12) |  | 80.0 (15) |  |  |  |
|  | Change: |  |  | 12.4 |  | 16.6 |  | 5.0 |  |  |  |
| Economically Disadvantaged | 2021: | 58.8 | $(2,005)$ |  | 37.8 | (653) | 51.2 | $(1,896)$ | 54.5 | (684) | 52.2 | (345) |
|  | 2022: | 63.1 | $(1,852)$ |  |  |  | 61.0 | $(1,807)$ | 61.6 | (649) | 57.8 | (341) |
|  | Change: | 4.3 |  | 9.8 |  |  | 7.1 |  | 5.6 |  |  |
| English Learner | 2021: | 63.3 | $(1,124)$ | 39.9 |  | (358) | 61.6 | $(1,069)$ | 58.2 | (383) | 48.9 | (178) |
|  | 2022: | 65.6 | $(1,012)$ |  | 69.4 |  | (985) | 66.9 | (354) | 55.7 | (183) |
|  | Change: | 2.3 |  |  | 7.8 |  | 8.7 |  | 6.8 |  |  |
| Special Education | 2021: | 23.4 | (256) | 8.6 | (81) |  | 25.7 | (257) | 21.3 | (80) | 16.7 | (36) |
|  | 2022: | 27.1 | (251) |  |  | 30.0 | (250) | 31.8 | (88) | 21.4 | (42) |
|  | Change: | 3.7 |  |  |  | 4.3 |  | 10.5 |  | 4.7 |  |

[^3]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

## 55 - T.J. RUSK MIDDLE SCHOOL [Feeds to: NORTH DALLAS]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 44.3 | (174) |  | 56.9 | (174) |  |  |
|  | 2022: | 50.0 | (134) |  | 63.9 | (133) |  |  |
|  | Change: | 5.7 |  |  | 7.0 |  |  |  |
| African American | 2021: | 40.0 | (35) |  | 35.3 | (34) |  |  |
|  | 2022: | 51.3 | (39) |  | 53.8 | (39) |  |  |
|  | Change: | 11.3 |  |  | 18.5 |  |  |  |
| Hispanic | 2021: | 45.5 | (134) |  | 61.5 | (135) |  |  |
|  | 2022: | 46.6 | (88) |  | 66.7 | (87) |  |  |
|  | Change: | 1.1 |  |  | 5.2 |  |  |  |
| White | 2021: |  | (1) |  |  | (1) |  |  |
|  | 2022: |  | (2) |  |  | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 45.2 | (166) |  | 56.9 | (167) |  |  |
|  | 2022: | 49.2 | (130) |  | 63.6 | (129) |  |  |
|  | Change: | 4.0 |  |  | 6.7 |  |  |  |
| English Learner | 2021: | 48.2 | (110) |  | 61.6 | (112) |  |  |
|  | 2022: | 45.6 | (68) |  | 68.7 | (67) |  |  |
|  | Change: | -2.6 |  |  | 7.1 |  |  |  |
| Special Education | 2021: | 3.8 | (26) |  | 30.8 | (26) |  |  |
|  | 2022: | 14.3 | (21) |  | 28.6 | (21) |  |  |
|  | Change: | 10.5 |  |  | -2.2 |  |  |  |



[^4]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

## 55 - T.J. RUSK MIDDLE SCHOOL [Feeds to: NORTH DALLAS]

| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\dagger}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 59.4 | (180) |  | 46.4 | (194) | 54.0 | (187) | 55.1 | (187) |
|  | 2022: | 76.7 | (159) |  | 71.6 | (194) | 73.7 | (171) | 57.9 | (159) |
|  | Change: | 17.3 |  |  | 25.2 |  | 19.7 |  | 2.8 |  |
| African American | 2021: | 58.1 | (43) |  | 28.9 | (45) | 47.8 | (46) | 51.1 | (45) |
|  | 2022: | 60.6 | (33) |  | 43.6 | (39) | 59.5 | (37) | 39.4 | (33) |
|  | Change: | 2.5 |  |  | 14.7 |  | 11.7 |  | -11.7 |  |
| Hispanic | 2021: | 60.5 | (129) |  | 52.2 | (138) | 55.9 | (127) | 56.1 | (132) |
|  | 2022: | 79.3 | (116) |  | 77.4 | (146) | 76.7 | (129) | 59.5 | (116) |
|  | Change: | 18.8 |  |  | 25.2 |  | 20.8 |  | 3.4 |  |
| White | 2021: | * | (3) |  |  | (2) |  | (3) | * | (3) |
|  | 2022: | * |  |  | * | (3) | * | (1) | * | (1) |
|  | Change: | * |  |  | * |  | * |  | * |  |
| Economically Disadvantaged | 2021: | 57.9 | (164) |  | 45.8 | (177) | 52.3 | (172) | 53.5 | (170) |
|  | 2022: | 76.8 | (151) |  | 72.3 | (184) | 74.2 | (163) | 58.3 | (151) |
|  | Change: | 18.9 |  |  | 26.5 |  | 21.9 |  | 4.8 |  |
| English Learner | 2021: | 58.8 | (102) |  | 52.3 | (111) | 50.0 | (104) | 50.5 | (107) |
|  | 2022: | 77.1 | (83) |  | 78.4 | (111) | 77.1 | (96) | 55.4 | (83) |
|  | Change: | 18.3 |  |  | 26.1 |  | 27.1 |  | 4.9 |  |
| Special Education | 2021: | 23.8 | (21) |  | 29.2 | (24) | 28.0 | (25) | 16.0 | (25) |
|  | 2022: | 26.1 | (23) |  | 33.3 | (24) | 50.0 | (22) | 21.7 | (23) |
|  | Change: | 2.3 |  |  | 4.1 |  | 22.0 |  | 5.7 |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 56.1 | (519) | 37.7 | (167) | $\begin{aligned} & 46.8 \\ & 61.8 \end{aligned}$ | $\begin{aligned} & (485) \\ & (437) \end{aligned}$ | $\begin{aligned} & 54.0 \\ & 73.7 \end{aligned}$ | $\begin{aligned} & (187) \\ & (171) \end{aligned}$ | $\begin{aligned} & 55.1 \\ & 57.9 \end{aligned}$ | $\begin{aligned} & (187) \\ & (159) \end{aligned}$ |
|  | 2022: | 68.9 | (479) |  |  |  |  |  |  |  |  |
|  | Change: | 12.8 |  |  |  | 15.0 |  | 19.7 |  | 2.8 |  |
| African American | 2021: | 51.8 | (114) | 32.4 | (37) | 28.0 | (107) | 47.8 | (46) | 51.1 | (45) |
|  | 2022: | 61.3 | (119) |  |  | 45.6 | (114) | 59.5 | (37) | 39.4 | (33) |
|  | Change: | 9.5 |  |  |  | 17.6 |  | 11.7 |  | -11.7 |  |
| Hispanic | 2021: | 57.3 | (384) | 36.4 | (121) | 51.5 | (355) | 55.9 | (127) | 56.1 | (132) |
|  | 2022: | 70.3 | (337) |  |  | 66.4 | (304) | 76.7 | (129) | 59.5 | (116) |
|  | Change: | 13.0 |  |  |  | 14.9 |  | 20.8 |  | 3.4 |  |
| White | 2021: | * | (4) |  |  |  | (4) | * | (3) |  | (3) |
|  | 2022: | 57.1 | (7) |  |  | 71.4 | (7) | * | (1) |  | (1) |
|  | Change: | * |  |  |  | * |  | * |  | * |  |
| Economically | 2021: | 55.9 | (485) | 37.1 | (159) | 46.7 | (454) | 52.3 | (172) | 53.5 | (170) |
| Disadvantaged | 2022: | 68.7 | (457) |  |  | 62.3 | (416) | 74.2 | (163) | 58.3 | (151) |
|  | Change: | 12.8 |  |  |  | 15.6 |  | 21.9 |  | 4.8 |  |
| English Learner | 2021: | 56.5 | (306) | 31.9 | (94) | 51.2 | (287) | 50.0 | (104) | 50.5 | (107) |
|  | 2022: | 68.7 | (262) |  |  | 68.2 | (236) | 77.1 | (96) | 55.4 | (83) |
|  | Change: | 12.2 |  |  |  | 17.0 |  | 27.1 |  | 4.9 |  |
| Special Education | 2021: | 17.4 | (69) | 13.6 | (22) | 24.3 | (70) | 28.0 | (25) | 16.0 | (25) |
|  | 2022: | 20.6 | (68) |  |  | 34.3 | (67) | 50.0 | (22) | 21.7 | (23) |
|  | Change: | 3.2 |  |  |  | 10.0 |  | 22.0 |  | 5.7 |  |

[^5]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES
GRADE LEVEL 6/22/22

58 - ALEX W. SPENCE MIDDLE SCHOOL [Feeds to: NORTH DALLAS]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 51.5 | (239) |  | 60.3 | (239) |  |  |
|  | 2022: | 57.3 | (206) |  | 55.3 | (206) |  |  |
|  | Change: | 5.8 |  |  | -5.0 |  |  |  |
| African American | 2021: | 39.2 | (74) |  | 43.2 | (74) |  |  |
|  | 2022: | 44.8 | (58) |  | 36.2 | (58) |  |  |
|  | Change: | 5.6 |  |  | -7.0 |  |  |  |
| Hispanic | 2021: | 58.0 | (157) |  | 69.4 | (157) |  |  |
|  | 2022: | 58.5 | (130) |  | 60.8 | (130) |  |  |
|  | Change: | 0.5 |  |  | -8.6 |  |  |  |
| White | 2021: |  | (3) |  | * | (3) |  |  |
|  | 2022: | 84.6 | (13) |  | 69.2 | (13) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 50.8 | (197) |  | 58.9 | (197) |  |  |
|  | 2022: | 52.5 | (179) |  | 52.0 | (179) |  |  |
|  | Change: | 1.7 |  |  | -6.9 |  |  |  |
| English Learner | 2021: | 49.5 | (101) |  | 68.3 | (101) |  |  |
|  | 2022: | 49.4 | (89) |  | 52.8 | (89) |  |  |
|  | Change: | -0.1 |  |  | -15.5 |  |  |  |
| Special Education | 2021: | 7.1 | (28) |  | 21.4 | (28) |  |  |
|  | 2022: | 23.8 | (21) |  | 14.3 | (21) |  |  |
|  | Change: | 16.7 |  |  | -7.1 |  |  |  |



[^6]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

58 - ALEX W. SPENCE MIDDLE SCHOOL [Feeds to: NORTH DALLAS]

| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\dagger}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 75.3 | (235) |  | 64.7 | (241) | 68.3 | (243) | 57.1 | (233) |
|  | 2022: | 57.0 | (128) |  | 68.6 | (229) | 62.7 | (233) | 60.3 | (239) |
|  | Change: | -18.3 |  |  | 3.9 |  | -5.6 |  | 3.2 |  |
| African American | 2021: | 66.7 | (57) |  | 39.0 | (59) | 44.1 | (59) | 37.5 | (56) |
|  | 2022: | 56.8 | (44) |  | 50.8 | (63) | 50.8 | (65) | 36.0 | (50) |
|  | Change: | -9.9 |  |  | 11.8 |  | 6.7 |  | -1.5 |  |
| Hispanic | 2021: | 76.8 | (164) |  | 73.0 | (163) | 74.4 | (164) | 62.0 | (163) |
|  | 2022: | 58.9 | (73) |  | 78.4 | (153) | 68.0 | (153) | 66.3 | (163) |
|  | Change: | -17.9 |  |  | 5.4 |  | -6.4 |  | 4.3 |  |
| White | 2021: | * | (5) |  | 66.7 | (9) | 80.0 | (10) | * | (5) |
|  | 2022: | 66.7 | (6) |  |  | (5) | 83.3 | (6) | 78.6 | (14) |
|  | Change: | * |  |  | * |  | 3.3 |  | * |  |
| Economically Disadvantaged | 2021: | 72.0 | (175) |  | 60.6 | (180) | 64.1 | (181) | 50.9 | (175) |
|  | 2022: | 57.0 | (107) |  | 70.1 | (194) | 62.2 | (196) | 57.4 | (190) |
|  | Change: | -15.0 |  |  | 9.5 |  | -1.9 |  | 6.5 |  |
| English Learner | 2021: | 63.9 | (72) |  | 69.2 | (91) | 68.5 | (92) | 46.5 | (71) |
|  | 2022: | 49.0 | (51) |  | 74.5 | (98) | 62.6 | (99) | 56.0 | (100) |
|  | Change: | -14.9 |  |  | 5.3 |  | -5.9 |  | 9.5 |  |
| Special Education | 2021: | 18.2 | (11) |  | 0.0 | (11) | 18.2 | (11) | 18.2 | (11) |
|  | 2022: | 36.8 | (19) |  | 28.6 | (21) | 28.6 | (21) | 21.1 | (19) |
|  | Change: | 18.6 |  |  | 28.6 |  | 10.4 |  | 2.9 |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 65.2 | (730) | 58.7 | (252) | $\begin{aligned} & 54.8 \\ & 55.6 \end{aligned}$ | (606)(543) | $68.3$ | (243) | 57.1 | (233) |
|  | 2022: | 59.6 | (549) |  |  |  |  | $62.7$ | (233) | 60.3 | (239) |
|  | Change: | -5.6 |  |  |  | 0.8 |  | -5.6 |  | 3.2 |  |
| African American | 2021: | 50.8 | (193) |  | (60) | 34.4 | (180) | 44.1 | (59) | 37.5 | (56) |
|  | 2022: | 48.6 | (175) |  |  | 35.3 | (173) | 50.8 | (65) | 36.0 | (50) |
|  | Change: | -2.2 |  | 3.3 |  | 0.9 |  | 6.7 |  | -1.5 |  |
| Hispanic | 2021: | 69.8 | (497) | 62.1 | (174) | 64.1 | $\begin{aligned} & (395) \\ & (337) \end{aligned}$ | 74.4 | $\begin{aligned} & \hline(164) \\ & (153) \end{aligned}$ | 62.0 | (163) |
|  | 2022: | 63.9 | (341) |  |  | 65.6 |  | 68.0 |  | 66.3 | (163) |
|  | Change: | -5.9 |  |  |  | 1.5 |  | -6.4 |  | 4.3 |  |
| White | 2021: | 76.5 | (17) | 88.9 | (9) | 46.2 | (13) | 80.0 | (10) | * | (5) |
|  | 2022: | 76.2 | (21) |  |  | 60.0 | (20) | 83.3 | (6) | 78.6 | (14) |
|  | Change: | -0.3 |  |  |  | 13.8 |  | 3.3 |  | * |  |
| Economically Disadvantaged | 2021: | 62.0 | (573) | 53.8 | (197) | 51.7 | (489) | 64.1 | (181) | 50.9 | (175) |
|  | 2022: | 57.5 | (473) |  |  | 54.7 | (468) | 62.2 | (196) | 57.4 | (190) |
|  | Change: | -4.5 |  |  |  | 3.0 |  | -1.9 |  | 6.5 |  |
| English Learner | 2021: | 59.5 | (284) | 50.9 | (110) | 60.5 | (248) | 68.5 | (92) | 46.5 | (71) |
|  | 2022: | 54.7 | (232) |  |  | 59.3 | (231) | 62.6 | (99) | 56.0 | (100) |
|  | Change: | -4.8 |  |  |  | -1.2 |  | -5.9 |  | 9.5 |  |
| Special Education | 2021: | 12.1 | (58) | 5.6 | (18) | 15.5 | (58) | 18.2 | (11) | 18.2 | (11) |
|  | 2022: | 24.6 | (61) |  |  | 19.7 | (61) | 28.6 | (21) | 21.1 | (19) |
|  | Change: | 12.5 |  |  |  | 4.2 |  | 10.4 |  | 2.9 |  |

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

POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 6/22/22

131 - IGNACIO ZARAGOZA ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 48.7 | (39) |  | 33.3 | (39) |  |  |
|  | 2022: | 67.3 | (49) |  | 67.3 | (49) |  |  |
|  | Change: | 18.6 |  |  | 34.0 |  |  |  |
| African American | 2021: |  | (4) |  |  | (4) |  |  |
|  | 2022: | * | (2) |  |  | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 51.5 | (33) |  | 33.3 | (33) |  |  |
|  | 2022: | 66.7 | (42) |  | 66.7 | (42) |  |  |
|  | Change: | 15.2 |  |  | 33.4 |  |  |  |
| White | 2021: | * | (1) |  |  | (1) |  |  |
|  | 2022: | * | (1) |  |  | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 48.6 | (37) |  | 32.4 | (37) |  |  |
|  | 2022: | 66.7 | (45) |  | 66.7 | (45) |  |  |
|  | Change: | 18.1 |  |  | 34.3 |  |  |  |
| English Learner | 2021: | 50.0 | (24) |  | 37.5 | (24) |  |  |
|  | 2022: | 65.6 | (32) |  | 62.5 | (32) |  |  |
|  | Change: | 15.6 |  |  | 25.0 |  |  |  |
| Special Education | 2021: | 0.0 | (6) |  | 0.0 | (6) |  |  |
|  | 2022: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 60.6 | (33) | 42.4 | (33) | 69.7 | (33) |  |  |
|  | 2022: | 48.6 | (37) |  |  | 51.4 | (37) |  |  |
|  | Change: | -12.0 |  |  |  | -18.3 |  |  |  |
| African American | 2021: | * | (2) | * | (2) | * | (2) |  |  |
|  | 2022: | * | (1) |  |  | * | (1) |  |  |
|  | Change: | * |  |  |  | * |  |  |  |
| Hispanic | 2021: | 60.0 | (30) | 40.0 | (30) | 66.7 | (30) |  |  |
|  | 2022: | 47.1 | (34) |  |  | 52.9 | (34) |  |  |
|  | Change: | -12.9 |  |  |  | -13.8 |  |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 62.5 | (32) | 43.8 | (32) | 68.8 | (32) |  |  |
|  | 2022: | 47.1 | (34) |  |  | 50.0 | (34) |  |  |
|  | Change: | -15.4 |  |  |  | -18.8 |  |  |  |
| English Learner | 2021: | 68.2 | (22) | 40.9 | (22) | 72.7 | (22) |  |  |
|  | 2022: | 41.7 | (24) |  |  | 50.0 | (24) |  |  |
|  | Change: | -26.5 |  |  |  | -22.7 |  |  |  |
| Special Education | 2021: | * | (2) | * | (2) | * | (2) |  |  |
|  | 2022: | * |  |  |  | * | (5) |  |  |
|  | Change: | * |  |  |  | * |  |  |  |

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

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 6/22/22

131 - IGNACIO ZARAGOZA ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 79.1 | (43) |  | 74.4 | (43) | 46.5 | (43) |  |
|  | 2022: | 75.7 | (37) |  | 83.8 | (37) | 67.6 | (37) |  |
|  | Change: | -3.4 |  |  | 9.4 |  | 21.1 |  |  |
| African American | 2021: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2022: | * | (4) |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 76.9 | (39) |  | 74.4 | (39) | 41.0 | (39) |  |
|  | 2022: | 80.6 | (31) |  | 93.5 | (31) | 71.0 | (31) |  |
|  | Change: | 3.7 |  |  | 19.1 |  | 30.0 |  |  |
| Economically Disadvantaged | 2021: | 79.5 | (39) |  | 76.9 | (39) | 48.7 | (39) |  |
|  | 2022: | 73.5 | (34) |  | 85.3 | (34) | 70.6 | (34) |  |
|  | Change: | -6.0 |  |  | 8.4 |  | 21.9 |  |  |
| English Learner | 2021: | 76.9 | (26) |  | 72.0 | (25) | 38.5 | (26) |  |
|  | 2022: | 82.6 | (23) |  | 87.0 | (23) | 69.6 | (23) |  |
|  | Change: | 5.7 |  |  | 15.0 |  | 31.1 |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2022: | * | (3) |  | * | (3) | * | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 63.5 | (115) | 42.4 | (33) | 59.1 | (115) | 46.5 | (43) |  |
|  | 2022: | 64.2 | (123) |  |  | 67.5 | (123) | 67.6 | (37) |  |
|  | Change: | 0.7 |  |  |  | 8.4 |  | 21.1 |  |  |
| African American | 2021: | 55.6 | (9) |  | (2) | 55.6 | (9) | * | (3) |  |
|  | 2022: | 42.9 | (7) |  |  | 42.9 | (7) | * | (4) |  |
|  | Change: | -12.7 |  |  |  | -12.7 |  | * |  |  |
| Hispanic | 2021: | 63.7 | (102) | 40.0 | (30) | 58.8 | (102) | 41.0 | (39) |  |
|  | 2022: | 64.5 | (107) |  |  | 70.1 | (107) | 71.0 | (31) |  |
|  | Change: | 0.8 |  |  |  | 11.3 |  | 30.0 |  |  |
| White | 2021: | * | (1) |  |  |  | (1) |  |  |  |
|  | 2022: | * | (2) |  |  |  | (2) |  |  |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2021: | 63.9 | (108) | 43.8 | (32) | 59.3 | (108) | 48.7 | (39) |  |
|  | 2022: | 62.8 | (113) |  |  | 67.3 | (113) | 70.6 | (34) |  |
|  | Change: | -1.1 |  |  |  | 8.0 |  | 21.9 |  |  |
| English Learner | 2021: | 65.3 | (72) | 40.9 | (22) | 60.6 | (71) | 38.5 | (26) |  |
|  | 2022: | 63.3 | (79) |  |  | 65.8 | (79) | 69.6 | (23) |  |
|  | Change: | -2.0 |  |  |  | 5.2 |  | 31.1 |  |  |
| Special Education | 2021: | 25.0 | (12) | * | (2) | 16.7 | (12) | * | (4) |  |
|  | 2022: | 30.8 | (13) |  |  | 30.8 | (13) | * | (3) |  |
|  | Change: | 5.8 |  |  |  | 14.1 |  | * |  |  |

[^9]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
168 - OBADIAH KNIGHT ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 70.4 | (54) |  | 66.7 | (54) |  |  |
|  | 2022: | 58.3 | (48) |  | 87.5 | (48) |  |  |
|  | Change: | -12.1 |  |  | 20.8 |  |  |  |
| Hispanic | 2021: | 68.6 | (51) |  | 64.7 | (51) |  |  |
|  | 2022: | 58.3 | (48) |  | 87.5 | (48) |  |  |
|  | Change: | -10.3 |  |  | 22.8 |  |  |  |
| Economically Disadvantaged | 2021: | 69.2 | (52) |  | 65.4 | (52) |  |  |
|  | 2022: | 57.4 | (47) |  | 87.2 | (47) |  |  |
|  | Change: | -11.8 |  |  | 21.8 |  |  |  |
| English Learner | 2021: | 75.0 | (40) |  | 67.5 | (40) |  |  |
|  | 2022: | 58.5 | (41) |  | 87.8 | (41) |  |  |
|  | Change: | -16.5 |  |  | 20.3 |  |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | * | (5) |  |  | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^10]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 6/22/22

168 - OBADIAH KNIGHT ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 73.6 | (53) |  | 81.1 | (53) | 75.5 | (53) |  |
|  | 2022: | 60.4 | (53) |  | 83.0 | (53) | 75.5 | (53) |  |
|  | Change: | -13.2 |  |  | 1.9 |  | 0.0 |  |  |
| African American | 2021: |  | (2) |  | * | (2) |  | (2) |  |
|  | 2022: | * | (3) |  | * | (3) |  | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 74.0 | (50) |  | 82.0 | (50) | 76.0 | (50) |  |
|  | 2022: | 58.0 | (50) |  | 82.0 | (50) | 78.0 | (50) |  |
|  | Change: | -16.0 |  |  | 0.0 |  | 2.0 |  |  |
| Economically Disadvantaged | 2021: | 71.4 | (49) |  | 79.6 | (49) | 73.5 | (49) |  |
|  | 2022: | 60.0 | (50) |  | 82.0 | (50) | 74.0 | (50) |  |
|  | Change: | -11.4 |  |  | 2.4 |  | 0.5 |  |  |
| English Learner | 2021: | 71.8 | (39) |  | 79.5 | (39) | 71.8 | (39) |  |
|  | 2022: | 56.1 | (41) |  | 78.0 | (41) | 78.0 | (41) |  |
|  | Change: | -15.7 |  |  | -1.5 |  | 6.2 |  |  |
| Special Education | 2021: | 25.0 | (8) |  | 37.5 | (8) | 12.5 | (8) |  |
|  | 2022: | * | (5) |  | * | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 67.7 | (167) | 36.2 | (58) | 71.7 | (166) | 75.5 | (53) |  |
|  | 2022: | 60.5 | (147) |  |  | 82.3 | (147) | 75.5 | (53) |  |
|  | Change: | -7.2 |  |  |  | 10.6 |  | 0.0 |  |  |
| African American | 2021: | 85.7 | (7) | * | (3) | 71.4 | (7) | * | (2) |  |
|  | 2022: | * | (5) |  |  |  | (5) | * | (3) |  |
|  | Change: | * |  |  |  | * |  | * |  |  |
| Hispanic | 2021: | 67.1 | (158) | 34.5 | (55) | 71.3 | (157) | 76.0 | (50) |  |
|  | 2022: | 58.9 | (141) |  |  | 81.6 | (141) | 78.0 | (50) |  |
|  | Change: | -8.2 |  |  |  | 10.3 |  | 2.0 |  |  |
| White | 2021: |  | (2) |  |  |  | (2) | * | (1) |  |
|  | 2022: | * |  |  |  |  | (1) |  |  |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2021: | 67.1 | (158) | 36.4 | (55) | 70.7 | (157) | 73.5 | (49) |  |
|  | 2022: | 60.0 | (140) |  |  | 81.4 | (140) | 74.0 | (50) |  |
|  | Change: | -7.1 |  |  |  | 10.7 |  | 0.5 |  |  |
| English Learner | 2021: | 67.5 | (123) | 34.9 | (43) | 69.9 | (123) | 71.8 | (39) |  |
|  | 2022: | 58.8 | (114) |  |  | 80.7 | (114) | 78.0 | (41) |  |
|  | Change: | -8.7 |  |  |  | 10.8 |  | 6.2 |  |  |
| Special Education | 2021: | 38.9 | (18) | 16.7 | (6) | 66.7 | (18) | 12.5 | (8) |  |
|  | 2022: | 21.4 | (14) |  |  | 71.4 | (14) | * | (5) |  |
|  | Change: | -17.5 |  |  |  | 4.7 |  | * |  |  |

[^11]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 6/22/22

181 - MAPLE LAWN ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 46.6 | (73) |  | 50.7 | (73) |  |  |
|  | 2022: | 67.6 | (74) |  | 63.5 | (74) |  |  |
|  | Change: | 21.0 |  |  | 12.8 |  |  |  |
| African American | 2021: | 14.8 | (27) |  | 22.2 | (27) |  |  |
|  | 2022: | 36.0 | (25) |  | 36.0 | (25) |  |  |
|  | Change: | 21.2 |  |  | 13.8 |  |  |  |
| Hispanic | 2021: | 65.9 | (44) |  | 70.5 | (44) |  |  |
|  | 2022: | 84.8 | (46) |  | 78.3 | (46) |  |  |
|  | Change: | 18.9 |  |  | 7.8 |  |  |  |
| Economically Disadvantaged | 2021: | 47.1 | (70) |  | 52.9 | (70) |  |  |
|  | 2022: | 68.1 | (72) |  | 62.5 | (72) |  |  |
|  | Change: | 21.0 |  |  | 9.6 |  |  |  |
| English Learner | 2021: | 70.3 | (37) |  | 78.4 | (37) |  |  |
|  | 2022: | 93.3 | (30) |  | 83.3 | (30) |  |  |
|  | Change: | 23.0 |  |  | 4.9 |  |  |  |
| Special Education | 2021: | 25.0 | (8) |  | 37.5 | (8) |  |  |
|  | 2022: | 33.3 | (6) |  | 16.7 | (6) |  |  |
|  | Change: | 8.3 |  |  | -20.8 |  |  |  |



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

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 6/22/22

## 181 - MAPLE LAWN ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 61.4 | (88) |  | 60.0 | (90) | 48.9 | (88) |  |
|  | 2022: | 67.5 | (83) |  | 61.4 | (83) | 42.7 | (82) |  |
|  | Change: | 6.1 |  |  | 1.4 |  | -6.2 |  |  |
| African American | 2021: | 34.4 | (32) |  | 33.3 | (33) | 25.0 | (32) |  |
|  | 2022: | 56.8 | (37) |  | 40.5 | (37) | 19.4 | (36) |  |
|  | Change: | 22.4 |  |  | 7.2 |  | -5.6 |  |  |
| Hispanic | 2021: | 77.4 | (53) |  | 77.4 | (53) | 64.2 | (53) |  |
|  | 2022: | 75.6 | (45) |  | 77.8 | (45) | 60.0 | (45) |  |
|  | Change: | -1.8 |  |  | 0.4 |  | -4.2 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 60.9 | (87) |  | 59.6 | (89) | 48.3 | (87) |  |
|  | 2022: | 68.8 | (80) |  | 62.5 | (80) | 43.0 | (79) |  |
|  | Change: | 7.9 |  |  | 2.9 |  | -5.3 |  |  |
| English Learner | 2021: | 82.5 | (40) |  | 82.5 | (40) | 72.5 | (40) |  |
|  | 2022: | 74.4 | (39) |  | 79.5 | (39) | 64.1 | (39) |  |
|  | Change: | -8.1 |  |  | -3.0 |  | -8.4 |  |  |
| Special Education | 2021: | 21.4 | (14) |  | 21.4 | (14) | 7.1 | (14) |  |
|  | 2022: | 36.8 | (19) |  | 31.6 | (19) | 21.1 | (19) |  |
|  | Change: | 15.4 |  |  | 10.2 |  | 14.0 |  |  |



[^13]STAAR 3-8 Results by Student Group (all test types)

POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 6/22/22

184 - BEN MILAM ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 65.1 | (43) |  | 72.1 | (43) |  |  |
|  | 2022: | 55.3 | (38) |  | 31.6 | (38) |  |  |
|  | Change: | -9.8 |  |  | -40.5 |  |  |  |
| African American | 2021: | 66.7 | (6) |  | 50.0 | (6) |  |  |
|  | 2022: | 50.0 | (10) |  | 40.0 | (10) |  |  |
|  | Change: | -16.7 |  |  | -10.0 |  |  |  |
| Hispanic | 2021: | 58.6 | (29) |  | 75.9 | (29) |  |  |
|  | 2022: | 57.7 | (26) |  | 30.8 | (26) |  |  |
|  | Change: | -0.9 |  |  | -45.1 |  |  |  |
| Economically Disadvantaged | 2021: | 59.4 | (32) |  | 68.8 | (32) |  |  |
|  | 2022: | 51.7 | (29) |  | 37.9 | (29) |  |  |
|  | Change: | -7.7 |  |  | -30.9 |  |  |  |
| English Learner | 2021: | 47.4 | (19) |  | 78.9 | (19) |  |  |
|  | 2022: | 52.9 | (17) |  | 29.4 | (17) |  |  |
|  | Change: | 5.5 |  |  | -49.5 |  |  |  |
| Special Education | 2021: | 33.3 | (6) |  | 50.0 | (6) |  |  |
|  | 2022: | 16.7 | (6) |  | 0.0 | (6) |  |  |
|  | Change: | -16.6 |  |  | -50.0 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 52.9 | (34) | 41.7 | (36) | 47.1 | (34) |  |  |
|  | 2022: | 67.3 | (52) |  |  | 67.3 | (52) |  |  |
|  | Change: | 14.4 |  |  |  | 20.2 |  |  |  |
| African American | 2021: | 28.6 | (7) | 30.0 | (10) | 42.9 | (7) |  |  |
|  | 2022: | 71.4 | (14) |  |  | 57.1 | (14) |  |  |
|  | Change: | 42.8 |  |  |  | 14.2 |  |  |  |
| Hispanic | 2021: | 52.4 | (21) | 45.0 | (20) | 47.6 | (21) |  |  |
|  | 2022: | 61.8 | (34) |  |  | 70.6 | (34) |  |  |
|  | Change: | 9.4 |  |  |  | 23.0 |  |  |  |
| White | 2021: | * | (2) | * | (2) | * | (2) |  |  |
|  | 2022: | * | (2) |  |  | * | (2) |  |  |
|  | Change: | * |  |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 50.0 | (28) | 41.9 | (31) | 46.4 | (28) |  |  |
|  | 2022: | 67.5 | (40) |  |  | 70.0 | (40) |  |  |
|  | Change: | 17.5 |  |  |  | 23.6 |  |  |  |
| English Learner | 2021: | 53.3 | (15) | 53.3 | (15) | 60.0 | (15) |  |  |
|  | 2022: | 54.5 | (22) |  |  | 63.6 | (22) |  |  |
|  | Change: | 1.2 |  |  |  | 3.6 |  |  |  |
| Special Education | 2021: | 50.0 | (6) | 0.0 | (7) | 16.7 | (6) |  |  |
|  | 2022: | 33.3 | (9) |  |  | 22.2 | (9) |  |  |
|  | Change: | -16.7 |  |  |  | 5.5 |  |  |  |

[^14]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 6/22/22

184 - BEN MILAM ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 69.2 | (39) |  | 53.8 | (39) | 35.9 | (39) |  |
|  | 2022: | 84.4 | (32) |  | 78.1 | (32) | 43.8 | (32) |  |
|  | Change: | 15.2 |  |  | 24.3 |  | 7.9 |  |  |
| African American | 2021: | 50.0 | (6) |  | 0.0 | (6) | 33.3 | (6) |  |
|  | 2022: | 62.5 | (8) |  | 75.0 | (8) | 50.0 | (8) |  |
|  | Change: | 12.5 |  |  | 75.0 |  | 16.7 |  |  |
| Hispanic | 2021: | 69.0 | (29) |  | 58.6 | (29) | 31.0 | (29) |  |
|  | 2022: | 89.5 | (19) |  | 78.9 | (19) | 36.8 | (19) |  |
|  | Change: | 20.5 |  |  | 20.3 |  | 5.8 |  |  |
| White | 2021: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2022: | * | (2) |  |  | (2) |  | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 66.7 | (30) |  | 53.3 | (30) | 33.3 | (30) |  |
|  | 2022: | 80.0 | (25) |  | 80.0 | (25) | 44.0 | (25) |  |
|  | Change: | 13.3 |  |  | 26.7 |  | 10.7 |  |  |
| English Learner | 2021: | 66.7 | (18) |  | 61.1 | (18) | 27.8 | (18) |  |
|  | 2022: | 85.7 | (14) |  | 85.7 | (14) | 42.9 | (14) |  |
|  | Change: | 19.0 |  |  | 24.6 |  | 15.1 |  |  |
| Special Education | 2021: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2022: | 100.0 | (6) |  | 100.0 | (6) | 16.7 | (6) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 62.9 | (116) | 41.7 | (36) | 58.6 | (116) | 35.9 | (39) |  |
|  | 2022: | 68.0 | (122) |  |  | 59.0 | (122) | 43.8 | (32) |  |
|  | Change: | 5.1 |  |  |  | 0.4 |  | 7.9 |  |  |
| African American | 2021: | 47.4 | (19) | 30.0 | (10) | 31.6 | (19) | 33.3 | (6) |  |
|  | 2022: | 62.5 | (32) |  |  | 56.3 | (32) | 50.0 | (8) |  |
|  | Change: | 15.1 |  |  |  | 24.7 |  | 16.7 |  |  |
| Hispanic | 2021: | 60.8 | (79) | 45.0 | (20) | 62.0 | (79) | 31.0 | (29) |  |
|  | 2022: | 67.1 | (79) |  |  | 59.5 | (79) | 36.8 | (19) |  |
|  | Change: | 6.3 |  |  |  | -2.5 |  | 5.8 |  |  |
| White | 2021: | 100.0 | (7) | * | (2) | 85.7 | (7) | * | (3) |  |
|  | 2022: | * | (4) |  |  |  | (4) |  | (2) |  |
|  | Change: | * |  |  |  | * |  | * |  |  |
| Economically <br> Disadvantaged | 2021: | 58.9 | (90) | 41.9 | (31) | 56.7 | (90) | 33.3 | (30) |  |
|  | 2022: | 66.0 | (94) |  |  | 62.8 | (94) | 44.0 | (25) |  |
|  | Change: | 7.1 |  |  |  | 6.1 |  | 10.7 |  |  |
| English Learner | 2021: | 55.8 | (52) | 53.3 | (15) | 67.3 | (52) | 27.8 | (18) |  |
|  | 2022: | 62.3 | (53) |  |  | 58.5 | (53) | 42.9 | (14) |  |
|  | Change: | 6.5 |  |  |  | -8.8 |  | 15.1 |  |  |
| Special Education | 2021: | 40.0 | (15) | 0.0 | (7) | 33.3 | (15) | * | (3) |  |
|  | 2022: | 47.6 | (21) |  |  | 38.1 | (21) | 16.7 | (6) |  |
|  | Change: | 7.6 |  |  |  | 4.8 |  | * |  |  |

[^15]STAAR 3-8 Results by Student Group (all test types)

POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 6/22/22

## 281 - CESAR CHAVEZ ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 66.3 | (80) |  | 51.2 | (82) |  |  |
|  | 2022: | 70.1 | (87) |  | 60.9 | (87) |  |  |
|  | Change: | 3.8 |  |  | 9.7 |  |  |  |
| African American | 2021: | 55.0 | (40) |  | 31.7 | (41) |  |  |
|  | 2022: | 59.5 | (37) |  | 32.4 | (37) |  |  |
|  | Change: | 4.5 |  |  | 0.7 |  |  |  |
| Hispanic | 2021: | 83.3 | (36) |  | 73.0 | (37) |  |  |
|  | 2022: | 78.6 | (42) |  | 81.0 | (42) |  |  |
|  | Change: | -4.7 |  |  | 8.0 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (5) |  |  | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 64.0 | (75) |  | 49.4 | (77) |  |  |
|  | 2022: | 69.9 | (83) |  | 60.2 | (83) |  |  |
|  | Change: | 5.9 |  |  | 10.8 |  |  |  |
| English Learner | 2021: | 86.7 | (30) |  | 76.7 | (30) |  |  |
|  | 2022: | 74.4 | (39) |  | 82.1 | (39) |  |  |
|  | Change: | -12.3 |  |  | 5.4 |  |  |  |
| Special Education | 2021: | 50.0 | (8) |  | 37.5 | (8) |  |  |
|  | 2022: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^16]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 6/22/22

## 281 - CESAR CHAVEZ ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 62.8 | (86) |  | 52.9 | (87) | 53.6 | (84) |  |
|  | 2022: | 57.4 | (68) |  | 64.7 | (68) | 56.7 | (67) |  |
|  | Change: | -5.4 |  |  | 11.8 |  | 3.1 |  |  |
| African American | 2021: | 43.9 | (41) |  | 34.1 | (41) | 42.5 | (40) |  |
|  | 2022: | 52.5 | (40) |  | 57.5 | (40) | 46.2 | (39) |  |
|  | Change: | 8.6 |  |  | 23.4 |  | 3.7 |  |  |
| Hispanic | 2021: | 81.4 | (43) |  | 70.5 | (44) | 64.3 | (42) |  |
|  | 2022: | 65.4 | (26) |  | 73.1 | (26) | 69.2 | (26) |  |
|  | Change: | -16.0 |  |  | 2.6 |  | 4.9 |  |  |
| White | 2021: | * | (1) |  | * | (1) |  | (1) |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 61.4 | (83) |  | 52.4 | (84) | 54.3 | (81) |  |
|  | 2022: | 58.2 | (67) |  | 65.7 | (67) | 57.6 | (66) |  |
|  | Change: | -3.2 |  |  | 13.3 |  | 3.3 |  |  |
| English Learner | 2021: | 84.6 | (39) |  | 75.0 | (40) | 68.4 | (38) |  |
|  | 2022: | 64.7 | (17) |  | 64.7 | (17) | 70.6 | (17) |  |
|  | Change: | -19.9 |  |  | -10.3 |  | 2.2 |  |  |
| Special Education | 2021: | 44.4 | (9) |  | 22.2 | (9) | 33.3 | (9) |  |
|  | 2022: | 22.2 | (9) |  | 33.3 | (9) | 22.2 | (9) |  |
|  | Change: | -22.2 |  |  | 11.1 |  | -11.1 |  |  |



[^17]STAAR 3-8 Results by Student Group (all test types)

POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 6/22/22

283 - ESPERANZA "HOPE" MEDRANO ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 63.0 | (46) |  | 58.7 | (46) |  |  |
|  | 2022: | 60.5 | (43) |  | 65.1 | (43) |  |  |
|  | Change: | -2.5 |  |  | 6.4 |  |  |  |
| African American | 2021: | 37.5 | (8) |  | 0.0 | (8) |  |  |
|  | 2022: | 36.4 | (11) |  | 36.4 | (11) |  |  |
|  | Change: | -1.1 |  |  | 36.4 |  |  |  |
| Hispanic | 2021: | 69.7 | (33) |  | 69.7 | (33) |  |  |
|  | 2022: | 71.0 | (31) |  | 77.4 | (31) |  |  |
|  | Change: | 1.3 |  |  | 7.7 |  |  |  |
| Economically Disadvantaged | 2021: | 59.0 | (39) |  | 53.8 | (39) |  |  |
|  | 2022: | 59.0 | (39) |  | 61.5 | (39) |  |  |
|  | Change: | 0.0 |  |  | 7.7 |  |  |  |
| English Learner | 2021: | 65.5 | (29) |  | 72.4 | (29) |  |  |
|  | 2022: | 74.1 | (27) |  | 77.8 | (27) |  |  |
|  | Change: | 8.6 |  |  | 5.4 |  |  |  |
| Special Education | 2021: | 36.4 | (11) |  | 18.2 | (11) |  |  |
|  | 2022: | * |  |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^18]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 6/22/22

283 - ESPERANZA "HOPE" MEDRANO ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 72.7 | (44) |  | 60.0 | (45) | 35.6 | (45) |  |
|  | 2022: | 83.3 | (42) |  | 66.7 | (42) | 42.9 | (42) |  |
|  | Change: | 10.6 |  |  | 6.7 |  | 7.3 |  |  |
| African American | 2021: | 50.0 | (10) |  | 0.0 | (11) | 9.1 | (11) |  |
|  | 2022: | 63.6 | (11) |  | 45.5 | (11) | 36.4 | (11) |  |
|  | Change: | 13.6 |  |  | 45.5 |  | 27.3 |  |  |
| Hispanic | 2021: | 76.7 | (30) |  | 76.7 | (30) | 36.7 | (30) |  |
|  | 2022: | 89.3 | (28) |  | 71.4 | (28) | 39.3 | (28) |  |
|  | Change: | 12.6 |  |  | -5.3 |  | 2.6 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 72.7 | (44) |  | 60.0 | (45) | 35.6 | (45) |  |
|  | 2022: | 83.3 | (36) |  | 63.9 | (36) | 36.1 | (36) |  |
|  | Change: | 10.6 |  |  | 3.9 |  | 0.5 |  |  |
| English Learner | 2021: | 84.6 | (26) |  | 84.6 | (26) | 38.5 | (26) |  |
|  | 2022: | 92.0 | (25) |  | 72.0 | (25) | 40.0 | (25) |  |
|  | Change: | 7.4 |  |  | -12.6 |  | 1.5 |  |  |
| Special Education | 2021: | 33.3 | (6) |  | 66.7 | (6) | 16.7 | (6) |  |
|  | 2022: | * |  |  | * | (3) | * |  |  |
|  | Change: | * |  |  | * |  | * |  |  |



[^19]
[^0]:    $(\mathrm{N})=$ 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.

[^1]:    $(\mathrm{N})=$ 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.

[^2]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. $\dagger$ Includes results from Grade 7 Honors 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.

[^3]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. † Includes results from Grade 7 Honors 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.

[^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.

[^5]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. $\dagger$ Includes results from Grade 7 Honors 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.

[^6]:    $(\mathrm{N})=$ 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.

[^7]:    (N) = students tested. *Statistics not reported for groups smaller than six. $\dagger$ Includes results from Grade 7 Honors 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.

[^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.

[^9]:    
     differ from previous versions due to updates in data files, such as score changes or ID corrections.

[^10]:    $(\mathrm{N})=$ 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.

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

[^12]:    
     differ from previous versions due to updates in data files, such as score changes or ID corrections.

[^13]:    $(\mathrm{N})=$ 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.

[^14]:    
     differ from previous versions due to updates in data files, such as score changes or ID corrections.

[^15]:    $(\mathrm{N})=$ 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.

[^16]:    $(\mathrm{N})=$ 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.

[^17]:    $(\mathrm{N})=$ 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.

[^18]:    $(\mathrm{N})=$ 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.

[^19]:    $(\mathrm{N})=$ 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.

