ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

## EMMETT J. CONRAD FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 30.5 | (384) |  | 24.7 | (380) |  |  |
|  | 2022: | 34.0 | (374) |  | 31.8 | (374) |  |  |
|  | Change: | 3.5 |  |  | 7.1 |  |  |  |
| African American | 2021: | 15.9 | (82) |  | 9.9 | (81) |  |  |
|  | 2022: | 35.8 | (81) |  | 25.6 | (82) |  |  |
|  | Change: | 19.9 |  |  | 15.7 |  |  |  |
| Hispanic | 2021: | 34.5 | (229) |  | 27.4 | (226) |  |  |
|  | 2022: | 30.2 | (225) |  | 32.1 | (224) |  |  |
|  | Change: | -4.3 |  |  | 4.7 |  |  |  |
| White | 2021: | 50.0 | (6) |  | 16.7 | (6) |  |  |
|  | 2022: | 35.7 | (14) |  | 28.6 | (14) |  |  |
|  | Change: | -14.3 |  |  | 11.9 |  |  |  |
| Economically Disadvantaged | 2021: | 32.3 | (356) |  | 25.7 | (354) |  |  |
|  | 2022: | 32.9 | (346) |  | 31.2 | (346) |  |  |
|  | Change: | 0.6 |  |  | 5.5 |  |  |  |
| English Learner | 2021: | 33.1 | (281) |  | 29.9 | (278) |  |  |
|  | 2022: | 33.7 | (273) |  | 36.6 | (273) |  |  |
|  | Change: | 0.6 |  |  | 6.7 |  |  |  |
| Special Education | 2021: | 18.2 | (22) |  | 22.7 | (22) |  |  |
|  | 2022: | 3.7 | (27) |  | 7.1 | (28) |  |  |
|  | Change: | -14.5 |  |  | -15.6 |  |  |  |



[^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

MEETS GRADE LEVEL 6/22/22

## EMMETT J. CONRAD FEEDER GROUP

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 40.8 | (343) |  | 39.1 | (343) | 9.3 | (332) |  |
|  | 2022: | 40.0 | (320) |  | 36.6 | (320) | 18.8 | (319) |  |
|  | Change: | -0.8 |  |  | -2.5 |  | 9.5 |  |  |
| African American | 2021: | 23.7 | (76) |  | 25.0 | (76) | 6.8 | (74) |  |
|  | 2022: | 32.8 | (67) |  | 26.9 | (67) | 14.9 | (67) |  |
|  | Change: | 9.1 |  |  | 1.9 |  | 8.1 |  |  |
| Hispanic | 2021: | 49.6 | (224) |  | 41.1 | (224) | 9.2 | (217) |  |
|  | 2022: | 41.7 | (206) |  | 37.4 | (206) | 17.6 | (205) |  |
|  | Change: | -7.9 |  |  | -3.7 |  | 8.4 |  |  |
| White | 2021: | * | (5) |  |  | (5) | * | (3) |  |
|  | 2022: | 16.7 | (6) |  | 33.3 | (6) | 33.3 | (6) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 39.8 | (332) |  | 39.5 | (332) | 9.0 | (321) |  |
|  | 2022: | 38.4 | (292) |  | 36.6 | (292) | 18.6 | (291) |  |
|  | Change: | -1.4 |  |  | -2.9 |  | 9.6 |  |  |
| English Learner | 2021: | 45.9 | (244) |  | 46.7 | (244) | 10.6 | (235) |  |
|  | 2022: | 41.9 | (234) |  | 41.0 | (234) | 18.9 | (233) |  |
|  | Change: | -4.0 |  |  | -5.7 |  | 8.3 |  |  |
| Special Education | 2021: | 11.6 | (43) |  | 23.3 | (43) | 2.4 | (42) |  |
|  | 2022: | 19.2 | (26) |  | 3.8 | (26) | 7.7 | (26) |  |
|  | Change: | 7.6 |  |  | -19.5 |  | 5.3 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 9.5 | (283) |  | 21.6 | (278) |  |  |
|  | 2022: | 18.2 | (253) |  | 29.1 | (254) |  |  |
|  | Change: | 8.7 |  |  | 7.5 |  |  |  |
| African American | 2021: | 11.7 | (60) |  | 20.3 | (59) |  |  |
|  | 2022: | 23.2 | (56) |  | 24.6 | (57) |  |  |
|  | Change: | 11.5 |  |  | 4.3 |  |  |  |
| Hispanic | 2021: | 9.1 | (186) |  | 21.9 | (183) |  |  |
|  | 2022: | 17.5 | (160) |  | 29.4 | (160) |  |  |
|  | Change: | 8.4 |  |  | 7.5 |  |  |  |
| White | 2021: | * | (3) |  | * | (3) |  |  |
|  | 2022: | * | (5) |  |  | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 9.5 | (274) |  | 21.9 | (270) |  |  |
|  | 2022: | 17.9 | (240) |  | 29.9 | (241) |  |  |
|  | Change: | 8.4 |  |  | 8.0 |  |  |  |
| English Learner | 2021: | 8.1 | (209) |  | 24.2 | (207) |  |  |
|  | 2022: | 15.9 | (182) |  | 32.4 | (182) |  |  |
|  | Change: | 7.8 |  |  | 8.2 |  |  |  |
| Special Education | 2021: | 6.5 | (46) |  | 7.0 | (43) |  |  |
|  | 2022: | 6.1 | (33) |  | 2.9 | (34) |  |  |
|  | Change: | -0.4 |  |  | -4.1 |  |  |  |

[^1]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE:
Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

## EMMETT J. CONRAD FEEDER GROUP

| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 19.4 | (273) | 12.1 | 272) | 8.5 | (130) |  |  |
|  | 2022: | 29.2 | (260) |  |  |  |  |  |  |
|  | Change: | 9.8 |  |  |  |  |  |  |  |
| African American | 2021: | 14.6 | (48) | 5.8 | (52) | 3.3 | (30) |  |  |
|  | 2022: | 30.4 | (46) |  |  |  |  |  |  |
|  | Change: | 15.8 |  |  |  |  |  |  |  |
| Hispanic | 2021: | 21.1 | (185) | 12.6 | 182) | 8.3 | (84) |  |  |
|  | 2022: | 29.9 | (177) |  |  |  |  |  |  |
|  | Change: | 8.8 |  |  |  |  |  |  |  |
| White | 2021: | 16.7 | (6) | 16.7 | (6) | * | (4) |  |  |
|  | 2022: | 16.7 | (6) |  |  |  |  |  |  |
|  | Change: | 0.0 |  |  |  |  |  |  |  |
| Economically <br> Disadvantaged | 2021: | 17.8 | (259) | 10.9 | 258) | 8.1 | (124) |  |  |
|  | 2022: | 29.7 | (249) |  |  |  |  |  |  |
|  | Change: | 11.9 |  |  |  |  |  |  |  |
| English Learner | 2021: | 18.6 | (215) | 11.9 | 210) | 10.3 | (97) |  |  |
|  | 2022: | 26.0 | (200) |  |  |  |  |  |  |
|  | Change: | 7.4 |  |  |  |  |  |  |  |
| Special Education | 2021: | 4.9 | (41) | 0.0 | (40) | 0.0 | (36) |  |  |
|  | 2022: | 6.1 | (33) |  |  |  |  |  |  |
|  | Change: | 1.2 |  |  |  |  |  |  |  |


| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\dagger}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 31.2 | (221) |  | 27.7 | (224) | 18.0 | (272) | 14.2 | (218) |
|  | 2022: | 33.5 | (269) |  | 36.1 | (418) | 26.7 | (296) | 6.0 | (267) |
|  | Change: | 2.3 |  |  | 8.4 |  | 8.7 |  | -8.2 |  |
| African American | 2021: | 28.2 | (39) |  | 17.9 | (39) | 12.5 | (48) | 13.2 | (38) |
|  | 2022: | 25.0 | (44) |  | 33.3 | (78) | 17.3 | (52) | 0.0 | (44) |
|  | Change: | -3.2 |  |  | 15.4 |  | 4.8 |  | -13.2 |  |
| Hispanic | 2021: | 31.8 | (148) |  | 29.4 | (153) | 18.5 | (184) | 14.4 | (146) |
|  | 2022: | 36.5 | (181) |  | 35.1 | (276) | 28.6 | (199) | 7.3 | (179) |
|  | Change: | 4.7 |  |  | 5.7 |  | 10.1 |  | -7.1 |  |
| White | 2021: |  | (2) |  | * | (2) | * | (3) |  | (2) |
|  | 2022: | 27.3 | (11) |  | 28.6 | (14) | 18.2 | (11) | 9.1 | (11) |
|  | Change: | * |  |  | * |  | * |  | * |  |
| Economically Disadvantaged | 2021: | 31.9 | (213) |  | 26.5 | (215) | 16.4 | (256) | 14.3 | (210) |
|  | 2022: | 32.5 | (252) |  | 35.8 | (394) | 26.1 | (280) | 6.0 | (250) |
|  | Change: | 0.6 |  |  | 9.3 |  | 9.7 |  | -8.3 |  |
| English Learner | 2021: | 23.9 | (155) |  | 28.8 | (177) | 18.3 | (197) | 11.0 | (154) |
|  | 2022: | 32.8 | (201) |  | 35.4 | (308) | 27.6 | (217) | 5.0 | (200) |
|  | Change: | 8.9 |  |  | 6.6 |  | 9.3 |  | -6.0 |  |
| Special Education | 2021: | 9.1 | (11) |  | 18.2 | (11) | 4.8 | (21) | 0.0 | (11) |
|  | 2022: | 7.5 | (40) |  | 14.5 | (69) | 11.9 | (42) | 0.0 | (40) |
|  | Change: | -1.6 |  |  | -3.7 |  | 7.1 |  | 0.0 |  |

[^2]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
EMMETT J. CONRAD FEEDER GROUP

| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 27.5 | $(1,827)$ | 17.6 | (592) | $\begin{array}{ll} \hline 26.8 & (1,680) \\ 33.3 & (1,705) \end{array}$ |  | $\begin{aligned} & 13.2 \\ & 22.6 \end{aligned}$ | $\begin{aligned} & \hline(604) \\ & (615) \end{aligned}$ | $\begin{array}{r} 14.2 \\ 6.0 \end{array}$ | $\begin{aligned} & \hline(218) \\ & (267) \end{aligned}$ |
|  | 2022: | 32.3 | $(1,813)$ |  |  |  |  |  |  |  |  |
|  | Change: | 4.8 |  |  |  | 6.5 |  | 9.4 |  | -8.2 |  |
| African American | 2021: | 18.5 | (367) |  | (114) | 17.2 | (348) | 9.0 | (122) | 13.2 | (38) |
|  | 2022: | 28.0 | (361) |  |  | 25.3 | (352) | 16.0 | (119) | 0.0 | (44) |
|  | Change: | 9.5 |  | 7.0 |  | 8.1 |  | 7.0 |  | -13.2 |  |
| Hispanic | 2021: | 30.4 | $(1,186)$ | 18. | (396) | 28.0 | $(1,085)$ | 13.5 | (401) | 14.4 | (146) |
|  | 2022: | 32.9 | $(1,156)$ |  |  | 34.0 | $(1,074)$ | 23.0 | (404) | 7.3 | (179) |
|  | Change: | 2.5 |  |  |  | 6.0 |  | 9.5 |  | -7.1 |  |
| White | 2021: | 36.7 | (30) | 23.1 | (13) | 17.9 | (28) | 33.3 | (6) |  | (2) |
|  | 2022: | 30.0 | (50) |  |  | 31.9 | (47) | 23.5 | (17) | 9.1 | (11) |
|  | Change: | -6.7 |  |  |  | 14.0 |  | -9.8 |  | * |  |
| Economically Disadvantaged | 2021: | 27.3 | $(1,739)$ | 16.4 | (561) | 26.9 | $(1,602)$ | 12.3 | (577) | 14.3 | (210) |
|  | 2022: | 31.7 | $(1,693)$ |  |  | 33.2 | $(1,588)$ | 22.2 | (571) | 6.0 | (250) |
|  | Change: | 4.4 |  |  |  | 6.3 |  | 9.9 |  | -8.3 |  |
| English Learner | 2021: | 28.3 | $(1,348)$ | 19.0 | (453) | 30.4 | $(1,248)$ | 14.1 | (432) | 11.0 | (154) |
|  | 2022: | 32.2 | $(1,334)$ |  |  | 36.2 | $(1,242)$ | 23.1 | (450) | 5.0 | (200) |
|  | Change: | 3.9 |  |  |  | 5.8 |  | 9.0 |  | -6.0 |  |
| Special Education | 2021: | 9.3 | (182) | 5.2 | (58) | 12.1 | (174) | 3.2 | (63) | 0.0 | (11) |
|  | 2022: | 9.8 | (194) |  |  | 12.5 | (192) | 10.3 | (68) | 0.0 | (40) |
|  | Change: | 0.5 |  |  |  | 0.4 |  | 7.1 |  | 0.0 |  |

[^3]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

## 83 - SAM TASBY MIDDLE SCHOOL [Feeds to: CONRAD]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 9.5 | (283) |  | 21.6 | (278) |  |  |
|  | 2022: | 15.3 | (203) |  | 30.9 | (204) |  |  |
|  | Change: | 5.8 |  |  | 9.3 |  |  |  |
| African American | 2021: | 11.7 | (60) |  | 20.3 | (59) |  |  |
|  | 2022: | 20.8 | (48) |  | 24.5 | (49) |  |  |
|  | Change: | 9.1 |  |  | 4.2 |  |  |  |
| Hispanic | 2021: | 9.1 | (186) |  | 21.9 | (183) |  |  |
|  | 2022: | 13.4 | (119) |  | 31.9 | (119) |  |  |
|  | Change: | 4.3 |  |  | 10.0 |  |  |  |
| White | 2021: | * | (3) |  |  | (3) |  |  |
|  | 2022: | * | (5) |  |  | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 9.5 | (274) |  | 21.9 | (270) |  |  |
|  | 2022: | 15.4 | (195) |  | 31.6 | (196) |  |  |
|  | Change: | 5.9 |  |  | 9.7 |  |  |  |
| English Learner | 2021: | 8.1 | (209) |  | 24.2 | (207) |  |  |
|  | 2022: | 11.8 | (144) |  | 34.7 | (144) |  |  |
|  | Change: | 3.7 |  |  | 10.5 |  |  |  |
| Special Education | 2021: | 6.5 | (46) |  | 7.0 | (43) |  |  |
|  | 2022: | 5.6 | (18) |  | 5.3 | (19) |  |  |
|  | Change: | -0.9 |  |  | -1.7 |  |  |  |



[^4]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

## 83 - SAM TASBY MIDDLE SCHOOL [Feeds to: CONRAD]

| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\dagger}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 31.2 | (221) |  | 27.7 | (224) | 18.0 | (272) | 14.2 | (218) |
|  | 2022: | 33.5 | (269) |  | 36.1 | (418) | 26.7 | (296) | 6.0 | (267) |
|  | Change: | 2.3 |  |  | 8.4 |  | 8.7 |  | -8.2 |  |
| African American | 2021: | 28.2 | (39) |  | 17.9 | (39) | 12.5 | (48) | 13.2 | (38) |
|  | 2022: | 25.0 | (44) |  | 33.3 | (78) | 17.3 | (52) | 0.0 | (44) |
|  | Change: | -3.2 |  |  | 15.4 |  | 4.8 |  | -13.2 |  |
| Hispanic | 2021: | 31.8 | (148) |  | 29.4 | (153) | 18.5 | (184) | 14.4 | (146) |
|  | 2022: | 36.5 | (181) |  | 35.1 | (276) | 28.6 | (199) | 7.3 | (179) |
|  | Change: | 4.7 |  |  | 5.7 |  | 10.1 |  | -7.1 |  |
| White | 2021: |  | (2) |  |  | (2) | * | (3) |  | (2) |
|  | 2022: | 27.3 | (11) |  | 28.6 | (14) | 18.2 | (11) | 9.1 | (11) |
|  | Change: | * |  |  | * |  | * |  | * |  |
| Economically Disadvantaged | 2021: | 31.9 | (213) |  | 26.5 | (215) | 16.4 | (256) | 14.3 | (210) |
|  | 2022: | 32.5 | (252) |  | 35.8 | (394) | 26.1 | (280) | 6.0 | (250) |
|  | Change: | 0.6 |  |  | 9.3 |  | 9.7 |  | -8.3 |  |
| English Learner | 2021: | 23.9 | (155) |  | 28.8 | (177) | 18.3 | (197) | 11.0 | (154) |
|  | 2022: | 32.8 | (201) |  | 35.4 | (308) | 27.6 | (217) | 5.0 | (200) |
|  | Change: | 8.9 |  |  | 6.6 |  | 9.3 |  | -6.0 |  |
| Special Education | 2021: | 9.1 | (11) |  | 18.2 | (11) | 4.8 | (21) | 0.0 | (11) |
|  | 2022: | 7.5 | (40) |  | 14.5 | (69) | 11.9 | (42) | 0.0 | (40) |
|  | Change: | -1.6 |  |  | -3.7 |  | 7.1 |  | 0.0 |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 19.2 | (777) | 12.1 | (272) | $\begin{aligned} & 21.0 \\ & 34.4 \end{aligned}$ | $\begin{aligned} & \text { (632) } \\ & (622) \end{aligned}$ | $\begin{aligned} & 18.0 \\ & 26.7 \end{aligned}$ | $\begin{aligned} & \text { (272) } \\ & \text { (296) } \end{aligned}$ | $\begin{array}{r} 14.2 \\ 6.0 \end{array}$ | $\begin{aligned} & (218) \\ & (267) \end{aligned}$ |
|  | 2022: | 26.9 | (732) |  |  |  |  |  |  |  |  |
|  | Change: | 7.7 |  |  |  | 13.4 |  | 8.7 |  | -8.2 |  |
| African American | 2021: | 17.0 | (147) |  | (52) | 15.6 | $\begin{aligned} & \hline(128) \\ & (127) \end{aligned}$ | 12.5 | (48) | 13.2 | (38) |
|  | 2022: | 25.4 | (138) |  |  | 29.9 |  | 17.3 | (52) | 0.0 | (44) |
|  | Change: | 8.4 |  | 5.8 |  | 14.3 |  | 4.8 |  | -13.2 |  |
| Hispanic | 2021: | 19.8 | (519) | 12.6 | (182) | $\begin{aligned} & 21.9 \\ & 34.2 \end{aligned}$ | $\begin{aligned} & (420) \\ & (395) \end{aligned}$ | 18.5 | $\begin{aligned} & (184) \\ & (199) \end{aligned}$ | 14.4 | (146) |
|  | 2022: | 28.3 | (477) |  |  |  |  | 28.6 |  | 7.3 | (179) |
|  | Change: | 8.5 |  |  |  | 12.3 |  | 10.1 |  | -7.1 |  |
| White | 2021: | 18.2 | (11) | 16.7 | (6) | 0.0 | $(9)$$(19)$ | 18.2 | (3)(11) | 9.1 | (2) |
|  | 2022: | 22.7 | (22) |  |  | 26.3 |  |  |  |  |  |
|  | Change: | 4.5 |  |  |  | 26.3 |  | * |  | * |  |
| Economically Disadvantaged | 2021: | 18.8 | (746) | 10.9 | (258) | 20.7 | (609) | 16.4 | (256) | 14.3 | (210) |
|  | 2022: | 26.7 | (696) |  |  | 34.4 | (590) | 26.1 | (280) | 6.0 | (250) |
|  | Change: | 7.9 |  |  |  | 13.7 |  | 9.7 |  | -8.3 |  |
| English Learner | 2021: | 16.2 | (579) | 11.9 | (210) | 23.1 | (481) | 18.3 | (197) | 11.0 | (154) |
|  | 2022: | 24.8 | (545) |  |  | 35.2 | (452) | 27.6 | (217) | 5.0 | (200) |
|  | Change: | 8.6 |  |  |  | 12.1 |  | 9.3 |  | -6.0 |  |
| Special Education | 2021: | 6.1 | (98) | 0.0 | (40) | 5.6 | (90) | 4.8 | (21) | 0.0 | (11) |
|  | 2022: | 6.6 | (91) |  |  | 12.5 | (88) | 1.97.1 |  | 0.0 (40) |  |
|  | Change: | 0.5 |  |  |  | 6.9 |  |  |  |  |  |  |  |

[^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

MEETS GRADE LEVEL 6/22/22

## 141 - JILL STONE ELEMENTARY SCHOOL AT VICKERY MEADOW [Feeds to: TASBY > CONRAD]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 20.5 | (39) |  | 21.1 | (38) |  |  |
|  | 2022: | 27.7 | (65) |  | 10.8 | (65) |  |  |
|  | Change: | 7.2 |  |  | -10.3 |  |  |  |
| African American | 2021: |  | (4) |  | * | (3) |  |  |
|  | 2022: | 46.7 | (15) |  | 13.3 | (15) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 25.8 | (31) |  | 22.6 | (31) |  |  |
|  | 2022: | 20.5 | (39) |  | 7.7 | (39) |  |  |
|  | Change: | -5.3 |  |  | -14.9 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (3) |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 20.5 | (39) |  | 21.1 | (38) |  |  |
|  | 2022: | 25.0 | (60) |  | 10.0 | (60) |  |  |
|  | Change: | 4.5 |  |  | -11.1 |  |  |  |
| English Learner | 2021: | 25.0 | (32) |  | 21.9 | (32) |  |  |
|  | 2022: | 24.5 | (49) |  | 12.2 | (49) |  |  |
|  | Change: | -0.5 |  |  | -9.7 |  |  |  |
| Special Education | 2021: | * | (2) |  | * | (2) |  |  |
|  | 2022: | * |  |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 18.9 | (37) | 5.3 | (38) | $\begin{aligned} & 21.6 \\ & 18.0 \end{aligned}$ | (37) <br> (50) |  |  |
|  | 2022: | 32.0 | (50) |  |  |  |  |  |  |
|  | Change: | 13.1 |  |  |  |  |  |  |  |
| African American | 2021: |  | (5) | 0.0 | (6) | $12.5$ | $\begin{aligned} & \text { (5) } \\ & \text { (8) } \end{aligned}$ |  |  |
|  | 2022: | 25.0 | (8) |  |  |  |  |  |  |
|  | Change: | * |  |  |  |  |  |  |  |
| Hispanic | $\begin{aligned} & \text { 2021: } \\ & \text { 2022: } \end{aligned}$ | $\begin{array}{r} 20.7 \\ 28.6 \\ 7.9 \end{array}$ | $\begin{aligned} & \hline(29) \\ & \text { (35) } \end{aligned}$ | 6.9 | (29) | $\begin{array}{r} 20.7 \\ 20.0 \\ -0.7 \end{array}$ | $\begin{aligned} & \hline(29) \\ & \text { (35) } \end{aligned}$ |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| White | $\begin{aligned} & \text { 2021: } \\ & \text { 2022: } \\ & \text { Change: } \end{aligned}$ | * | (3) <br> (2) | * | (3) |  | (3)(2) |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | * |  |  |  |
| Economically Disadvantaged | $\begin{aligned} & \text { 2021: } \\ & \text { 2022: } \\ & \text { Change: } \end{aligned}$ | $\begin{aligned} & \hline 18.9 \\ & 30.6 \\ & 11.7 \end{aligned}$ | $\begin{aligned} & \hline(37) \\ & (49) \end{aligned}$ | 5.3 | (38) | $\begin{array}{r} 21.6 \\ 16.3 \\ -5.3 \end{array}$ | (37) <br> (49) |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| English Learner | $\begin{aligned} & \text { 2021: } \\ & \text { 2022: } \\ & \text { Change: } \end{aligned}$ | $\begin{aligned} & \hline 21.9 \\ & 33.3 \\ & 11.4 \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline(32) \\ & \text { (33) } \end{aligned}$ | 6.3 | (32) | 18.8 | (32) | - |  |
|  |  |  |  |  |  | 24.2 | (33) |  |  |
|  |  |  |  |  |  | 5.4 |  |  |  |
| Special Education | $\begin{aligned} & \text { 2021: } \\ & \text { 2022: } \\ & \text { Change: } \end{aligned}$ | * | (4) <br> (4) | * | (4) | * | (4) |  |  |
|  |  |  |  |  |  | * | (4) |  |  |
|  |  |  |  |  |  | * |  |  |  |

[^6]MEETS GRADE LEVEL 6/22/22

141 - JILL STONE ELEMENTARY SCHOOL AT VICKERY MEADOW [Feeds to: TASBY > CONRAD]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 30.2 | (43) |  | 26.2 | (42) | 7.1 | (42) |  |
|  | 2022: | 35.3 | (51) |  | 27.5 | (51) | 17.6 | (51) |  |
|  | Change: | 5.1 |  |  | 1.3 |  | 10.5 |  |  |
| African American | 2021: |  | (3) |  | * | (3) | * | (3) |  |
|  | 2022: | 30.0 | (10) |  | 30.0 | (10) | 20.0 | (10) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 25.6 | (39) |  | 23.7 | (38) | 7.9 | (38) |  |
|  | 2022: | 37.1 | (35) |  | 22.9 | (35) | 14.3 | (35) |  |
|  | Change: | 11.5 |  |  | -0.8 |  | 6.4 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (3) |  | * | (3) | * | (3) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 30.2 | (43) |  | 26.2 | (42) | 7.1 | (42) |  |
|  | 2022: | 31.3 | (48) |  | 29.2 | (48) | 18.8 | (48) |  |
|  | Change: | 1.1 |  |  | 3.0 |  | 11.7 |  |  |
| English Learner | 2021: | 28.9 | (38) |  | 29.7 | (37) | 8.1 | (37) |  |
|  | 2022: | 41.9 | (43) |  | 32.6 | (43) | 20.9 | (43) |  |
|  | Change: | 13.0 |  |  | 2.9 |  | 12.8 |  |  |
| Special Education | 2021: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2022: | * |  |  | * | (3) | * | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |



[^7]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

MEETS GRADE LEVEL 6/22/22

159 - L.L. HOTCHKISS ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 20.7 | (87) |  | 11.5 | (87) |  |  |
|  | 2022: | 32.8 | (64) |  | 40.6 | (64) |  |  |
|  | Change: | 12.1 |  |  | 29.1 |  |  |  |
| African American | 2021: | 11.5 | (26) |  | 0.0 | (26) |  |  |
|  | 2022: | 31.3 | (16) |  | 18.8 | (16) |  |  |
|  | Change: | 19.8 |  |  | 18.8 |  |  |  |
| Hispanic | 2021: | 28.0 | (50) |  | 16.0 | (50) |  |  |
|  | 2022: | 30.2 | (43) |  | 48.8 | (43) |  |  |
|  | Change: | 2.2 |  |  | 32.8 |  |  |  |
| White | 2021: | * | (1) |  |  | (1) |  |  |
|  | 2022: | * | (3) |  |  | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 22.2 | (81) |  | 11.1 | (81) |  |  |
|  | 2022: | 29.1 | (55) |  | 40.0 | (55) |  |  |
|  | Change: | 6.9 |  |  | 28.9 |  |  |  |
| English Learner | 2021: | 25.9 | (54) |  | 18.5 | (54) |  |  |
|  | 2022: | 39.0 | (41) |  | 56.1 | (41) |  |  |
|  | Change: | 13.1 |  |  | 37.6 |  |  |  |
| Special Education | 2021: | * | (5) |  |  | (5) |  |  |
|  | 2022: | 0.0 | (9) |  | 0.0 | (9) |  |  |
|  | 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

MEETS GRADE LEVEL 6/22/22

159 - L.L. HOTCHKISS ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 41.6 | (89) |  | 36.0 | (89) | 5.7 | (87) |  |
|  | 2022: | 33.8 | (65) |  | 30.8 | (65) | 6.2 | (65) |  |
|  | Change: | -7.8 |  |  | -5.2 |  | 0.5 |  |  |
| African American | 2021: | 15.4 | (26) |  | 15.4 | (26) | 4.0 | (25) |  |
|  | 2022: | 16.7 | (18) |  | 16.7 | (18) | 5.6 | (18) |  |
|  | Change: | 1.3 |  |  | 1.3 |  | 1.6 |  |  |
| Hispanic | 2021: | 54.4 | (57) |  | 45.6 | (57) | 5.4 | (56) |  |
|  | 2022: | 42.2 | (45) |  | 37.8 | (45) | 6.7 | (45) |  |
|  | Change: | -12.2 |  |  | -7.8 |  | 1.3 |  |  |
| Economically Disadvantaged | 2021: | 40.5 | (84) |  | 35.7 | (84) | 4.9 | (82) |  |
|  | 2022: | 31.0 | (58) |  | 31.0 | (58) | 6.9 | (58) |  |
|  | Change: | -9.5 |  |  | -4.7 |  | 2.0 |  |  |
| English Learner | 2021: | 51.9 | (54) |  | 48.1 | (54) | 5.6 | (54) |  |
|  | 2022: | 37.2 | (43) |  | 34.9 | (43) | 2.3 | (43) |  |
|  | Change: | -14.7 |  |  | -13.2 |  | -3.3 |  |  |
| Special Education | 2021: |  | (14) |  | 28.6 | (14) | 0.0 | (14) |  |
|  | 2022: | 16.7 | (6) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | Change: | 9.6 |  |  | -28.6 |  | 0.0 |  |  |
| Grade 6 |  | Reading |  | Writing | Mathematics |  | Scie |  | Social Studies |
| All Students | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 30.0 | (50) |  | 22.0 | (50) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| African American | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 37.5 | (8) |  | 25.0 | (8) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Hispanic | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 29.3 | (41) |  | 22.0 | (41) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: |  | (45) |  | 22.2 | (45) |  |  |  |
|  | 2022: |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| English Learner | 2021: | 31.6 | (38) |  | 23.7 |  |  |  |  |
|  | 2022: |  |  |  |  | (38) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Special Education | 2021: | 6.7 | (15) |  |  |  |  |  |  |
|  | 2022: |  |  |  | 0.0 | (15) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |

[^9]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
159 - L.L. HOTCHKISS ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]


[^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

MEETS GRADE LEVEL 6/22/22

176 - JACK LOWE, SR. ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 74.3 | (70) |  | 71.4 | (70) |  |  |
|  | 2022: | 59.7 | (77) |  | 64.9 | (77) |  |  |
|  | Change: | -14.6 |  |  | -6.5 |  |  |  |
| African American | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | 45.5 | (11) |  | 90.9 | (11) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 71.2 | (52) |  | 75.0 | (52) |  |  |
|  | 2022: | 58.8 | (51) |  | 56.9 | (51) |  |  |
|  | Change: | -12.4 |  |  | -18.1 |  |  |  |
| White | 2021: |  | (3) |  |  | (3) |  |  |
|  | 2022: | * | (3) |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 73.9 | (69) |  | 71.0 | (69) |  |  |
|  | 2022: | 60.0 | (75) |  | 65.3 | (75) |  |  |
|  | Change: | -13.9 |  |  | -5.7 |  |  |  |
| English Learner | 2021: | 76.7 | (60) |  | 80.0 | (60) |  |  |
|  | 2022: | 61.2 | (67) |  | 64.2 | (67) |  |  |
|  | Change: | -15.5 |  |  | -15.8 |  |  |  |
| Special Education | 2021: | 33.3 | (6) |  | 50.0 | (6) |  |  |
|  | 2022: | * |  |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^11]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

176 - JACK LOWE, SR. ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 73.1 | (52) |  | 84.6 | (52) | 36.4 | (44) |  |
|  | 2022: | 62.1 | (58) |  | 51.7 | (58) | 40.4 | (57) |  |
|  | Change: | -11.0 |  |  | -32.9 |  | 4.0 |  |  |
| African American | 2021: | 66.7 | (6) |  | 83.3 | (6) | * | (5) |  |
|  | 2022: | * | (5) |  |  | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 77.5 | (40) |  | 90.0 | (40) | 37.1 | (35) |  |
|  | 2022: | 63.0 | (46) |  | 58.7 | (46) | 42.2 | (45) |  |
|  | Change: | -14.5 |  |  | -31.3 |  | 5.1 |  |  |
| White | 2021: | * | (3) |  |  | (3) | * | (1) |  |
|  | 2022: | * | (2) |  |  | (2) | * | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 73.1 | (52) |  | 84.6 | (52) | 36.4 | (44) |  |
|  | 2022: | 61.4 | (57) |  | 50.9 | (57) | 39.3 | (56) |  |
|  | Change: | -11.7 |  |  | -33.7 |  | 2.9 |  |  |
| English Learner | 2021: | 72.7 | (44) |  | 88.6 | (44) | 38.9 | (36) |  |
|  | 2022: | 62.2 | (45) |  | 62.2 | (45) | 43.2 | (44) |  |
|  | Change: | -10.5 |  |  | -26.4 |  | 4.3 |  |  |
| Special Education | 2021: | 50.0 | (8) |  | 75.0 | (8) | 14.3 | (7) |  |
|  | 2022: | * |  |  | * | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |



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

STATISTIC: Percentage Meeting Grade Level or better

MEETS
ADMINISTRATION: Spring 2022
GRADE LEVEL 6/22/22

## LANGUAGE:

Combined English and Spanish
284 - PERSONALIZED LEARNING ACADEMY AT HIGHLAND MEADOWS ELEMENTARY SCHOOL [Feeds to: TASBY > CONR

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 17.6 | (102) |  | 7.1 |  |  |  |
|  | 2022: | 23.7 | (97) |  | 18.8 | (96) |  |  |
|  | Change: | 6.1 |  |  | 11.7 |  |  |  |
| African American | 2021: | 9.7 | (31) |  | 9.7 | (31) |  |  |
|  | 2022: | 32.1 | (28) |  | 10.7 | (28) |  |  |
|  | Change: | 22.4 |  |  | 1.0 |  |  |  |
| Hispanic | 2021: | 20.0 | (70) |  | 6.0 | (67) |  |  |
|  | 2022: | 18.5 | (65) |  | 21.9 | (64) |  |  |
|  | Change: | -1.5 |  |  | 15.9 |  |  |  |
| White | 2021: |  |  |  |  |  |  |  |
|  | 2022: | * | (2) |  | * | (2) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 20.7 | (82) |  | 7.4 | (81) |  |  |
|  | 2022: | 22.1 | (86) |  | 15.3 | (85) |  |  |
|  | Change: | 1.4 |  |  | 7.9 |  |  |  |
| English Learner | 2021: | 13.8 | (65) |  | 4.8 | (62) |  |  |
|  | 2022: | 17.2 | (58) |  | 25.9 | (58) |  |  |
|  | Change: | 3.4 |  |  | 21.1 |  |  |  |
| Special Education | 2021: | * | (5) |  | * | (5) |  |  |
|  | 2022: | 0.0 | (9) |  | 11.1 | (9) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^13]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

284 - PERSONALIZED LEARNING ACADEMY AT HIGHLAND MEADOWS ELEMENTARY SCHOOL [Feeds to: TASBY > CONR

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 36.8 | (87) |  | 19.3 | (88) | 0.0 | (87) |  |
|  | 2022: | 23.5 | (85) |  | 16.5 | (85) | 7.1 | (85) |  |
|  | Change: | -13.3 |  |  | -2.8 |  | 7.1 |  |  |
| African American | 2021: | 11.1 | (27) |  | 18.5 | (27) | 0.0 | (27) |  |
|  | 2022: | 23.8 | (21) |  | 14.3 | (21) | 0.0 | (21) |  |
|  | Change: | 12.7 |  |  | -4.2 |  | 0.0 |  |  |
| Hispanic | 2021: | 50.0 | (58) |  | 20.3 | (59) | 0.0 | (58) |  |
|  | 2022: | 22.0 | (59) |  | 16.9 | (59) | 8.5 | (59) |  |
|  | Change: | -28.0 |  |  | -3.4 |  | 8.5 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 34.1 | (82) |  | 20.5 | (83) | 0.0 | (82) |  |
|  | 2022: | 20.8 | (72) |  | 13.9 | (72) | 5.6 | (72) |  |
|  | Change: | -13.3 |  |  | -6.6 |  | 5.6 |  |  |
| English Learner | 2021: | 52.0 | (50) |  | 21.6 | (51) | 0.0 | (50) |  |
|  | 2022: | 22.2 | (54) |  | 16.7 | (54) | 7.4 | (54) |  |
|  | Change: | -29.8 |  |  | -4.9 |  | 7.4 |  |  |
| Special Education | 2021: | 0.0 | (11) |  | 0.0 | (11) | 0.0 | (11) |  |
|  | 2022: | 12.5 | (8) |  | 0.0 | (8) | 0.0 | (8) |  |
|  | Change: | 12.5 |  |  | 0.0 |  | 0.0 |  |  |



[^14]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

286 - LEE A. MCSHAN, JR. ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 24.4 | (86) |  | 22.1 | (86) |  |  |
|  | 2022: | 26.8 | (71) |  | 25.0 | (72) |  |  |
|  | Change: | 2.4 |  |  | 2.9 |  |  |  |
| African American | 2021: | 23.5 | (17) |  | 17.6 | (17) |  |  |
|  | 2022: | 27.3 | (11) |  | 25.0 | (12) |  |  |
|  | Change: | 3.8 |  |  | 7.4 |  |  |  |
| Hispanic | 2021: | 23.1 | (26) |  | 15.4 | (26) |  |  |
|  | 2022: | 18.5 | (27) |  | 18.5 | (27) |  |  |
|  | Change: | -4.6 |  |  | 3.1 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (3) |  |  | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 24.7 | (85) |  | 22.4 | (85) |  |  |
|  | 2022: | 27.1 | (70) |  | 25.4 | (71) |  |  |
|  | Change: | 2.4 |  |  | 3.0 |  |  |  |
| English Learner | 2021: | 22.9 | (70) |  | 21.4 | (70) |  |  |
|  | 2022: | 22.4 | (58) |  | 22.4 | (58) |  |  |
|  | Change: | -0.5 |  |  | 1.0 |  |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | * |  |  |  | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^15]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

MEETS GRADE LEVEL 6/22/22

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| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 27.8 | (72) |  | 41.7 | (72) | 9.7 | (72) |  |
|  | 2022: | 52.5 | (61) |  | 63.9 | (61) | 29.5 | (61) |  |
|  | Change: | 24.7 |  |  | 22.2 |  | 19.8 |  |  |
| African American | 2021: | 35.7 | (14) |  | 28.6 | (14) | 14.3 | (14) |  |
|  | 2022: | 61.5 | (13) |  | 69.2 | (13) | 53.8 | (13) |  |
|  | Change: | 25.8 |  |  | 40.6 |  | 39.5 |  |  |
| Hispanic | 2021: | 33.3 | (30) |  | 30.0 | (30) | 3.3 | (30) |  |
|  | 2022: | 57.1 | (21) |  | 71.4 | (21) | 19.0 | (21) |  |
|  | Change: | 23.8 |  |  | 41.4 |  | 15.7 |  |  |
| Economically Disadvantaged | 2021: | 26.8 | (71) |  | 40.8 | (71) | 8.5 | (71) |  |
|  | 2022: | 50.9 | (57) |  | 63.2 | (57) | 26.3 | (57) |  |
|  | Change: | 24.1 |  |  | 22.4 |  | 17.8 |  |  |
| English Learner | 2021: | 25.9 | (58) |  | 46.6 | (58) | 8.6 | (58) |  |
|  | 2022: | 49.0 | (49) |  | 61.2 | (49) | 22.4 | (49) |  |
|  | Change: | 23.1 |  |  | 14.6 |  | 13.8 |  |  |
| Special Education | 2021: | 0.0 | (7) |  | 0.0 | (7) | 0.0 | (7) |  |
|  | 2022: | * | (4) |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 29.7 | (222) | 31.3 | (64) | 31.5 | (222) | 9.7 | (72) |  |
|  | 2022: | 36.5 | (219) |  |  | 36.4 | (220) | 29.5 | (61) |  |
|  | Change: | 6.8 |  |  |  | 4.9 |  | 19.8 |  |  |
| African American | 2021: | 30.0 | (40) | 33.3 | (9) | 22.5 | (40) | 14.3 | (14) |  |
|  | 2022: | 31.0 | (42) |  |  | 32.6 | (43) | 53.8 | (13) |  |
|  | Change: | 1.0 |  |  |  | 10.1 |  | 39.5 |  |  |
| Hispanic | 2021: | 36.9 | (84) | 32.1 | (28) | 27.4 | (84) | 3.3 | (30) |  |
|  | 2022: | 35.1 | (77) |  |  | 36.4 | (77) | 19.0 | (21) |  |
|  | Change: | -1.8 |  |  |  | 9.0 |  | 15.7 |  |  |
| White | 2021: |  | (2) |  |  |  | (2) |  | (1) |  |
|  | 2022: | * | (5) |  |  |  | (5) |  |  |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2021: | 29.0 | (217) | 31.1 | (61) | 31.3 | (217) | 8.5 | (71) |  |
|  | 2022: | 35.4 | (212) |  |  | 35.2 | (213) | 26.3 | (57) |  |
|  | Change: | 6.4 |  |  |  | 3.9 |  | 17.8 |  |  |
| English Learner | 2021: | 29.0 | (183) | 29.1 | (55) | 33.3 | (183) | 8.6 | (58) |  |
|  | 2022: | 35.3 | (173) |  |  | 35.8 | (173) | 22.4 | (49) |  |
|  | Change: | 6.3 |  |  |  | 2.5 |  | 13.8 |  |  |
| Special Education | 2021: | 14.3 | (14) | * | (3) | 7.1 | (14) | 0.0 | (7) |  |
|  | 2022: | 12.5 | (16) |  |  | 11.8 | (17) | * | (4) |  |
|  | Change: | -1.8 |  |  |  | 4.7 |  | * |  |  |

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

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

[^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.

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

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

[^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.

