## H. GRADY SPRUCE FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 17.0 | (682) |  | 12.9 | (683) |  |  |
|  | 2022: | 21.6 | (703) |  | 15.2 | (705) |  |  |
|  | Change: | 4.6 |  |  | 2.3 |  |  |  |
| African American | 2021: | 12.2 | (123) |  | 9.1 | (121) |  |  |
|  | 2022: | 12.0 | (125) |  | 6.3 | (126) |  |  |
|  | Change: | -0.2 |  |  | -2.8 |  |  |  |
| Hispanic | 2021: | 18.7 | (541) |  | 13.4 | (544) |  |  |
|  | 2022: | 24.0 | (559) |  | 17.4 | (558) |  |  |
|  | Change: | 5.3 |  |  | 4.0 |  |  |  |
| White | 2021: | 0.0 | (11) |  | 27.3 | (11) |  |  |
|  | 2022: | 11.1 | (9) |  | 10.0 | (10) |  |  |
|  | Change: | 11.1 |  |  | -17.3 |  |  |  |
| Economically Disadvantaged | 2021: | 16.3 | (655) |  | 12.5 | (656) |  |  |
|  | 2022: | 20.9 | (669) |  | 15.2 | (671) |  |  |
|  | Change: | 4.6 |  |  | 2.7 |  |  |  |
| English Learner | 2021: | 19.5 | (411) |  | 14.8 | (413) |  |  |
|  | 2022: | 24.9 | (418) |  | 20.1 | (417) |  |  |
|  | Change: | 5.4 |  |  | 5.3 |  |  |  |
| Special Education | 2021: | 3.8 | (53) |  | 5.5 | (55) |  |  |
|  | 2022: | 2.5 | (80) |  | 2.5 | (81) |  |  |
|  | Change: | -1.3 |  |  | -3.0 |  |  |  |



[^0]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

## H. GRADY SPRUCE FEEDER GROUP

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 26.9 | (735) |  | 20.1 | (745) | 7.7 | (732) |  |
|  | 2022: | 26.5 | (652) |  | 24.5 | (653) | 10.9 | (653) |  |
|  | Change: | -0.4 |  |  | 4.4 |  | 3.2 |  |  |
| African American | 2021: | 9.8 | (123) |  | 8.3 | (132) | 4.1 | (123) |  |
|  | 2022: | 16.5 | (103) |  | 11.5 | (104) | 2.9 | (104) |  |
|  | Change: | 6.7 |  |  | 3.2 |  | -1.2 |  |  |
| Hispanic | 2021: | 30.7 | (593) |  | 22.9 | (593) | 8.5 | (589) |  |
|  | 2022: | 28.4 | (528) |  | 27.3 | (528) | 12.3 | (528) |  |
|  | Change: | -2.3 |  |  | 4.4 |  | 3.8 |  |  |
| White | 2021: | 0.0 | (6) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | 2022: | 37.5 | (8) |  | 37.5 | (8) | 25.0 | (8) |  |
|  | Change: | 37.5 |  |  | 37.5 |  | 25.0 |  |  |
| Economically Disadvantaged | 2021: | 27.0 | (688) |  | 20.2 | (699) | 7.3 | (686) |  |
|  | 2022: | 26.4 | (626) |  | 24.9 | (627) | 10.7 | (627) |  |
|  | Change: | -0.6 |  |  | 4.7 |  | 3.4 |  |  |
| English Learner | 2021: | 31.6 | (465) |  | 22.9 | (467) | 8.2 | (462) |  |
|  | 2022: | 25.8 | (422) |  | 28.2 | (422) | 12.3 | (422) |  |
|  | Change: | -5.8 |  |  | 5.3 |  | 4.1 |  |  |
| Special Education | 2021: | 1.4 | (72) |  | 2.7 | (75) | 0.0 | (73) |  |
|  | 2022: | 6.6 | (76) |  | 2.6 | (77) | 1.3 | (77) |  |
|  | Change: | 5.2 |  |  | -0.1 |  | 1.3 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 6.4 | (561) |  | 7.7 | (560) |  |  |
|  | 2022: | 11.1 | (515) |  | 8.0 | (513) |  |  |
|  | Change: | 4.7 |  |  | 0.3 |  |  |  |
| African American | 2021: | 1.9 | (108) |  | 1.9 | (104) |  |  |
|  | 2022: | 11.3 | (106) |  | 6.7 | (104) |  |  |
|  | Change: | 9.4 |  |  | 4.8 |  |  |  |
| Hispanic | 2021: | 7.5 | (441) |  | 9.2 | (444) |  |  |
|  | 2022: | 10.9 | (396) |  | 8.1 | (396) |  |  |
|  | Change: | 3.4 |  |  | -1.1 |  |  |  |
| White | 2021: | * | (3) |  | * | (3) |  |  |
|  | 2022: | 16.7 | (6) |  | 33.3 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 6.1 | (521) |  | 7.5 | (520) |  |  |
|  | 2022: | 9.3 | (483) |  | 6.7 | (481) |  |  |
|  | Change: | 3.2 |  |  | -0.8 |  |  |  |
| English Learner | 2021: | 6.9 | (362) |  | 8.8 | (362) |  |  |
|  | 2022: | 10.0 | (319) |  | 7.5 | (319) |  |  |
|  | Change: | 3.1 |  |  | -1.3 |  |  |  |
| Special Education | 2021: | 2.3 | (43) |  | 0.0 | (42) |  |  |
|  | 2022: | 3.2 | (62) |  | 1.6 | (62) |  |  |
|  | Change: | 0.9 |  |  | 1.6 |  |  |  |

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

MASTERS GRADE LEVEL 6/22/22

## H. GRADY SPRUCE FEEDER GROUP



| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\text {¢ }}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 11.9 | (545) |  | 3.8 | (472) | 6.2 | (628) | 1.7 | (545) |
|  | 2022: | 20.8 | (491) |  | 16.4 | (622) | 9.5 | (695) | 6.1 | (574) |
|  | Change: | 8.9 |  |  | 12.6 |  | 3.3 |  | 4.4 |  |
| African American | 2021: | 10.4 | (96) |  | 0.0 | (88) | 5.9 | (101) | 2.1 | (97) |
|  | 2022: | 13.5 | (111) |  | 4.9 | (122) | 2.9 | (139) | 2.5 | (118) |
|  | Change: | 3.1 |  |  | 4.9 |  | -3.0 |  | 0.4 |  |
| Hispanic | 2021: | 12.6 | (438) |  | 4.8 | (372) | 6.4 | (516) | 1.6 | (441) |
|  | 2022: | 22.9 | (367) |  | 19.5 | (483) | 11.0 | (538) | 7.2 | (443) |
|  | Change: | 10.3 |  |  | 14.7 |  | 4.6 |  | 5.6 |  |
| White | 2021: | * | (3) |  | * | (3) | * | (3) | * | (2) |
|  | 2022: | 25.0 | (8) |  | 0.0 | (11) | 10.0 | (10) | 0.0 | (8) |
|  | Change: | * |  |  | * |  | * |  | * |  |
| Economically <br> Disadvantaged | 2021: | 11.5 | (485) |  | 4.0 | (422) | 6.2 | (564) | 1.4 | (490) |
|  | 2022: | 20.8 | (466) |  | 16.0 | (587) | 9.3 | (657) | 5.6 | (539) |
|  | Change: | 9.3 |  |  | 12.0 |  | 3.1 |  | 4.2 |  |
| English Learner | 2021: | 6.8 | (278) |  | 4.8 | (269) | 4.1 | (344) | 1.1 | (274) |
|  | 2022: | 20.7 | (275) |  | 19.0 | (389) | 10.0 | (421) | 6.3 | (320) |
|  | Change: | 13.9 |  |  | 14.2 |  | 5.9 |  | 5.2 |  |
| Special Education | 2021: | 0.0 | (43) |  | 0.0 | (44) | 2.1 | (48) | 0.0 | (45) |
|  | 2022: | 2.7 | (37) |  | 0.0 | (42) | 0.0 | (39) | 2.6 | (39) |
|  | Change: | 2.7 |  |  | 0.0 |  | -2.1 |  | 2.6 |  |

[^2]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
H. GRADY SPRUCE FEEDER GROUP

| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 16.1 | $(3,690)$ | 3.4 | $(1,194)$ | $\begin{aligned} & \hline 11.3 \\ & 15.1 \end{aligned}$ | $\begin{aligned} & (3,473) \\ & (3,527) \end{aligned}$ | $\begin{array}{r} 7.0 \\ 10.2 \end{array}$ | $(1,360)$ | 1.7 | (545) |
|  | 2022: | 21.3 | $(3,633)$ |  |  |  |  |  | $(1,348)$ | 6.1 | (574) |
|  | Change: | 5.2 |  |  |  | 3.8 |  | 3.2 |  | 4.4 |  |
| African American | 2021: | 7.9 | (671) | 0.4 | (233) | 4.4 (660) |  | 4.9 | (224) | 2.1 | $\begin{array}{r} (97) \\ (118) \end{array}$ |
|  | 2022: | 13.6 | (668) |  |  | 6.0 | (652) | 2.9-2.0 |  | 2.5 |  |
|  | Change: | 5.7 |  |  |  | 1.6 |  |  |  | 0.4 | (118) |
| Hispanic | 2021: | 18.3 | $(2,925)$ | 4.3 | (927) | 13.0 | $(2,721)$ | 7.511.6 | $\begin{aligned} & (1,105) \\ & (1,066) \end{aligned}$ | $\begin{aligned} & \hline 1.6 \\ & 7.2 \end{aligned}$ | $\begin{aligned} & \hline(441) \\ & (443) \end{aligned}$ |
|  | 2022: | 23.1 | $(2,865)$ |  |  | 17.3 | $(2,774)$ |  |  |  |  |
|  | Change: | 4.8 |  |  |  | 4.3 |  | 4.1 |  | 5.6 |  |
| White | 2021: | 0.0 | (36) | 0.0 | (13) | 8.8 | (34) | 0.0 | (9) |  | (2) |
|  | 2022: | 18.8 | (48) |  |  | 14.0 | (50) | 16.7 | (18) | 0.0 | (8) |
|  | Change: | 18.8 |  |  |  | 5.2 |  | 16.7 |  | * |  |
| Economically Disadvantaged | 2021: | 15.8 | $(3,425)$ | 3.5 | $(1,105)$ | 11.3 | $(3,240)$ | 6.8 | $(1,250)$ | 1.4 | (490) |
|  | 2022: | 20.9 | $(3,457)$ |  |  | 14.8 | $(3,355)$ | 10.0 | $(1,284)$ | 5.6 | (539) |
|  | Change: | 5.1 |  |  |  | 3.5 |  | 3.2 |  | 4.2 |  |
| English Learner | 2021: | 17.9 | $(2,240)$ | 4.6 | (734) | 13.1 | $(2,131)$ | 6.5 | (806) | 1.1 | (274) |
|  | 2022: | 22.2 | $(2,225)$ |  |  | 18.3 | $(2,165)$ | 11.2 | (843) | 6.3 | (320) |
|  | Change: | 4.3 |  |  |  | 5.2 |  | 4.7 |  | 5.2 |  |
| Special Education | 2021: | 2.5 | (317) | 0.0 | (106) | 1.9 | (320) | 0.8 | (121) | 0.0 | (45) |
|  | 2022: | 4.7 | (385) |  |  | 1.5 | (388) | 0.9 | (116) | 2.6 | (39) |
|  | Change: | 2.2 |  |  |  | -0.4 |  | 0.1 |  | 2.6 |  |

[^3]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
45 - E.B. COMSTOCK MIDDLE SCHOOL [Feeds to: SPRUCE]

| Grade 6 |  | Reading |  | Writing | Mathe | matics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 1.8 | (226) |  | 2.7 | (224) |  |  |
|  | 2022: | 4.7 | (232) |  | 0.9 | (230) |  |  |
|  | Change: | 2.9 |  |  | -1.8 |  |  |  |
| African American | 2021: | 1.7 | (60) |  | 3.6 | (55) |  |  |
|  | 2022: | 4.8 | (62) |  | 0.0 | (61) |  |  |
|  | Change: | 3.1 |  |  | -3.6 |  |  |  |
| Hispanic | 2021: | 1.8 | (163) |  | 2.4 | (166) |  |  |
|  | 2022: | 4.8 | (165) |  | 1.2 | (164) |  |  |
|  | Change: | 3.0 |  |  | -1.2 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 1.4 | (210) |  | 2.9 | (208) |  |  |
|  | 2022: | 4.8 | (230) |  | 0.9 | (228) |  |  |
|  | Change: | 3.4 |  |  | -2.0 |  |  |  |
| English Learner | 2021: | 1.4 | (138) |  | 2.9 | (139) |  |  |
|  | 2022: | 1.5 | (131) |  | 1.5 | (131) |  |  |
|  | Change: | 0.1 |  |  | -1.4 |  |  |  |
| Special Education | 2021: | 0.0 | (21) |  | 0.0 | (20) |  |  |
|  | 2022: | 0.0 | (39) |  | 0.0 | (38) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |



[^4]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

45 - E.B. COMSTOCK MIDDLE SCHOOL [Feeds to: SPRUCE]

| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\dagger}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: |  |  |  | 2.0 |  | 2.6 | (270) | 0.5 | (213) |
|  | 2022: | 15.6 | (218) |  | 4.6 | (218) | 1.4 | (276) | 2.3 | (220) |
|  | Change: | 8.9 |  |  | 2.6 |  | -1.2 |  | 1.8 |  |
| African American | 2021: | 3.7 | (54) |  | 0.0 | (51) | 0.0 | (57) | 0.0 | (54) |
|  | 2022: | 6.5 | (62) |  | 1.5 | (66) | 0.0 | (79) | 1.6 | (63) |
|  | Change: | 2.8 |  |  | 1.5 |  | 0.0 |  | 1.6 |  |
| Hispanic | 2021: | 7.8 | (154) |  | 2.8 | (144) | 3.3 | (210) | 0.6 | (158) |
|  | 2022: | 18.5 | (151) |  | 5.5 | (146) | 1.6 | (191) | 2.6 | (152) |
|  | Change: | 10.7 |  |  | 2.7 |  | -1.7 |  | 2.0 |  |
| White | 2021: | * | (1) |  | * | (1) | * | (1) |  |  |
|  | 2022: | * |  |  | * | (3) | * | (2) | * | (1) |
|  | Change: | * |  |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 6.3 | (189) |  | 1.7 | (177) | 2.9 | (241) | 0.0 | (194) |
|  | 2022: | 15.3 | (215) |  | 4.7 | (215) | 1.5 | (272) | 2.3 | (217) |
|  | Change: | 9.0 |  |  | 3.0 |  | -1.4 |  | 2.3 |  |
| English Learner | 2021: | 5.9 | (119) |  | 1.8 | (114) | 3.2 | (158) | 0.8 | (118) |
|  | 2022: | 16.5 | (115) |  | 5.5 | (127) | 1.9 | (155) | 3.4 | (117) |
|  | Change: | 10.6 |  |  | 3.7 |  | -1.3 |  | 2.6 |  |
| Special Education | 2021: | 0.0 | (20) |  | 0.0 | (19) | 0.0 | (23) | 0.0 | (22) |
|  | 2022: | 0.0 | (17) |  | 0.0 | (19) | 0.0 | (18) | 0.0 | (17) |
|  | Change: | 0.0 |  |  | 0.0 |  | 0.0 |  | 0.0 |  |



[^5]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
104 - WILLIAM M. ANDERSON ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 12.2 | (82) |  | 8.5 | (82) |  |  |
|  | 2022: | 23.5 | (68) |  | 14.7 | (68) |  |  |
|  | Change: | 11.3 |  |  | 6.2 |  |  |  |
| African American | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | 16.7 | (6) |  | 0.0 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 13.2 | (76) |  | 9.2 | (76) |  |  |
|  | 2022: | 24.2 | (62) |  | 16.1 | (62) |  |  |
|  | Change: | 11.0 |  |  | 6.9 |  |  |  |
| Economically Disadvantaged | 2021: | 11.5 | (78) |  | 7.7 | (78) |  |  |
|  | 2022: | 24.2 | (66) |  | 15.2 | (66) |  |  |
|  | Change: | 12.7 |  |  | 7.5 |  |  |  |
| English Learner | 2021: | 17.0 | (53) |  | 11.3 | (53) |  |  |
|  | 2022: | 20.4 | (49) |  | 14.3 | (49) |  |  |
|  | Change: | 3.4 |  |  | 3.0 |  |  |  |
| Special Education | 2021: | * | (3) |  | * | (3) |  |  |
|  | 2022: | 11.1 | (9) |  | 0.0 | (9) |  |  |
|  | Change: | * |  |  | * |  |  |  |



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

MASTERS GRADE LEVEL 6/22/22
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
104 - WILLIAM M. ANDERSON ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 18.7 | (75) |  | 11.8 | (76) | 1.4 | (72) |  |
|  | 2022: | 28.0 | (82) |  | 15.9 | (82) | 11.0 | (82) |  |
|  | Change: | 9.3 |  |  | 4.1 |  | 9.6 |  |  |
| African American | 2021: |  | (3) |  | * | (4) | * | (3) |  |
|  | 2022: | * | (5) |  | * | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2021: | 19.7 | (71) |  | 12.7 | (71) | 1.5 | (68) |  |
|  | 2022: | 31.5 | (73) |  | 17.8 | (73) | 12.3 | (73) |  |
|  | Change: | 11.8 |  |  | 5.1 |  | 10.8 |  |  |
| Economically Disadvantaged | 2021: | 18.9 | (74) |  | 12.0 | (75) | 1.4 | (71) |  |
|  | 2022: | 28.7 | (80) |  | 16.3 | (80) | 11.3 | (80) |  |
|  | Change: | 9.8 |  |  | 4.3 |  | 9.9 |  |  |
| English Learner | 2021: | 19.6 | (56) |  | 8.9 | (56) | 0.0 | (54) |  |
|  | 2022: | 26.8 | (56) |  | 16.1 | (56) | 8.9 | (56) |  |
|  | Change: | 7.2 |  |  | 7.2 |  | 8.9 |  |  |
| Special Education | 2021: | 0.0 | (6) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | 2022: | 11.1 | (9) |  | 0.0 | (9) | 11.1 | (9) |  |
|  | Change: | 11.1 |  |  | 0.0 |  | 11.1 |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 14.4 | (243) | 1.2 | (86) | 10.3 | (243) | 1.4 | (72) |  |
|  | 2022: | 27.4 | (219) |  |  | 19.6 | (219) | 11.0 | (82) |  |
|  | Change: | 13.0 |  |  |  | 9.3 |  | 9.6 |  |  |
| African American | 2021: | 0.0 | (12) | * | (5) | 0.0 | (13) | * | (3) |  |
|  | 2022: | 7.1 | (14) |  |  | 0.0 | (14) | * | (5) |  |
|  | Change: | 7.1 |  |  |  | 0.0 |  | * |  |  |
| Hispanic | 2021: | 15.6 | (224) | 1.3 | (77) | 11.2 | (223) | 1.5 | (68) |  |
|  | 2022: | 29.5 | (200) |  |  | 21.5 | (200) | 12.3 | (73) |  |
|  | Change: | 13.9 |  |  |  | 10.3 |  | 10.8 |  |  |
| Economically Disadvantaged | 2021: | 14.5 | (235) | 1.2 | (83) | 10.2 | (235) | 1.4 | (71) |  |
|  | 2022: | 27.6 | (214) |  |  | 20.1 | (214) | 11.3 | (80) |  |
|  | Change: | 13.1 |  |  |  | 9.9 |  | 9.9 |  |  |
| English Learner | 2021: | 17.4 | (167) | 1.7 | (58) | 10.8 | (166) | 0.0 | (54) |  |
|  | 2022: | 28.2 | (149) |  |  | 23.5 | (149) | 8.9 | (56) |  |
|  | Change: | 10.8 |  |  |  | 12.7 |  | 8.9 |  |  |
| Special Education | 2021: | 0.0 | (20) | 0.0 | (11) | 0.0 | (19) | 0.0 | (6) |  |
|  | 2022: | 8.3 | (24) |  |  | 0.0 | (24) | 11.1 | (9) |  |
|  | Change: | 8.3 |  |  |  | 0.0 |  | 11.1 |  |  |

[^7]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

109 - WILLIAM A. BLAIR ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 14.5 | (62) |  | 15.0 | (60) |  |  |
|  | 2022: | 10.9 | (55) |  | 5.5 | (55) |  |  |
|  | Change: | -3.6 |  |  | -9.5 |  |  |  |
| African American | 2021: | 6.7 | (15) |  | 0.0 | (13) |  |  |
|  | 2022: | 12.5 | (16) |  | 0.0 | (16) |  |  |
|  | Change: | 5.8 |  |  | 0.0 |  |  |  |
| Hispanic | 2021: | 18.2 | (44) |  | 15.9 | (44) |  |  |
|  | 2022: | 10.8 | (37) |  | 8.1 | (37) |  |  |
|  | Change: | -7.4 |  |  | -7.8 |  |  |  |
| White | 2021: | * | (2) |  | * | (2) |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 13.6 | (59) |  | 15.8 | (57) |  |  |
|  | 2022: | 9.3 | (54) |  | 5.6 | (54) |  |  |
|  | Change: | -4.3 |  |  | -10.2 |  |  |  |
| English Learner | 2021: | 17.1 | (35) |  | 17.1 | (35) |  |  |
|  | 2022: | 16.0 | (25) |  | 8.0 | (25) |  |  |
|  | Change: | -1.1 |  |  | -9.1 |  |  |  |
| Special Education | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (5) |  |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^8]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

109 - WILLIAM A. BLAIR ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 24.6 | (61) |  | 11.4 | (70) | 6.2 | (65) |  |
|  | 2022: | 19.0 | (58) |  | 20.7 | (58) | 13.8 | (58) |  |
|  | Change: | -5.6 |  |  | 9.3 |  | 7.6 |  |  |
| African American | 2021: | 6.7 | (15) |  | 4.3 | (23) | 5.6 | (18) |  |
|  | 2022: | 0.0 | (10) |  | 0.0 | (10) | 0.0 | (10) |  |
|  | Change: | -6.7 |  |  | -4.3 |  | -5.6 |  |  |
| Hispanic | 2021: | 31.1 | (45) |  | 15.6 | (45) | 6.5 | (46) |  |
|  | 2022: | 23.9 | (46) |  | 26.1 | (46) | 17.4 | (46) |  |
|  | Change: | -7.2 |  |  | 10.5 |  | 10.9 |  |  |
| Economically <br> Disadvantaged | 2021: | 25.0 | (60) |  | 11.6 | (69) | 6.3 | (64) |  |
|  | 2022: | 19.3 | (57) |  | 21.1 | (57) | 14.0 | (57) |  |
|  | Change: | -5.7 |  |  | 9.5 |  | 7.7 |  |  |
| English Learner | 2021: | 36.4 | (33) |  | 17.1 | (35) | 6.1 | (33) |  |
|  | 2022: | 23.8 | (42) |  | 26.2 | (42) | 19.0 | (42) |  |
|  | Change: | -12.6 |  |  | 9.1 |  | 12.9 |  |  |
| Special Education | 2021: | 0.0 | (6) |  | 0.0 | (8) | 0.0 | (7) |  |
|  | 2022: | * |  |  | * | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 19.9 | (181) | 1.5 | (66) | $\begin{array}{ll} \hline 11.7 & (188) \\ 14.4 & (180) \end{array}$ |  | $\begin{aligned} \hline 6.2 & (65) \\ 13.8 & (58) \end{aligned}$ |  |  |
|  | 2022: | 18.9 | (180) |  |  |  |  |  |  |  |
|  | Change: | -1.0 |  |  |  | 2.7 |  | 7.6 |  |  |
| African American | 2021: | $\begin{array}{r} 5.1 \\ 11.6 \\ 6.5 \end{array}$ | $\begin{aligned} & \text { (39) } \\ & (43) \end{aligned}$ | 0.0 | (18) | $\begin{aligned} & 2.2 \\ & 2.3 \\ & 0.1 \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { (45) } \\ & \text { (43) } \end{aligned}$ | 5.6 $(18)$ <br> 0.0 $(10)$ <br> -5.6  |  |  |
|  | 2022: |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |
| Hispanic | 2021: | 24.6 | (138) | 2.1 | (48) | $\begin{aligned} & \hline 13.8 \\ & 18.9 \end{aligned}$ | $\begin{aligned} & \hline(138) \\ & (132) \end{aligned}$ | $\begin{array}{r} 6.5 \\ 17.4 \end{array}$ | $\begin{aligned} & (46) \\ & (46) \end{aligned}$ |  |
|  | 2022: | 22.0 | (132) |  |  |  |  |  |  |  |
|  | Change: | -2.6 |  |  |  | 5.1 |  | 10.9 |  |  |
| White | 2021: | (3) <br> (2) |  |  |  | (3) <br> (2) |  | * | (1) |  |
|  | 2022: |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | $\begin{aligned} & 18.5 \\ & 18.5 \end{aligned}$ | $\begin{aligned} & (173) \\ & (178) \end{aligned}$ | 1.6 | (62) | $\begin{aligned} & \hline 11.1 \\ & 14.6 \end{aligned}$ | $\begin{aligned} & (180) \\ & (178) \end{aligned}$ | $\begin{array}{r} 6.3 \\ 14.0 \end{array}$ | $\begin{aligned} & (64) \\ & (57) \end{aligned}$ |  |
|  | 2022: |  |  |  |  |  |  |  |  |  |
|  | Change: | 0.0 |  |  |  | 3.5 |  | 7.7 |  |  |
| English Learner | 2021: | $\begin{array}{r} \hline 26.1 \\ 23.8 \\ -2.3 \\ \hline \end{array}$ | $\begin{aligned} & \hline(111) \\ & (105) \end{aligned}$ | 2.3 | (43) | $\begin{array}{r} 13.3 \\ 21.0 \\ 7.7 \end{array}$ | $\begin{aligned} & \hline(113) \\ & (105) \end{aligned}$ | $\begin{array}{r} 6.1 \\ 19.0 \\ 12.9 \end{array}$ | $\begin{aligned} & (33) \\ & (42) \end{aligned}$ |  |
|  | 2022: |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |
| Special Education | 2021: | 7.7 | (13) | 0.0 | (7) | 0.0 | (15) | 0.0 |  |  |
|  | 2022: | 8.3 | (12) |  |  | 8.3 | (12) |  |  |  |
|  | Change: | 0.6 |  |  |  | 8.3 |  | * |  |  |

[^9]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: Percentage Mastering Grade Level
MASTERS GRADE LEVEL 6/22/22
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
137 - JULIUS DORSEY ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 35.3 | (51) |  | 17.3 | (52) |  |  |
|  | 2022: | 43.3 | (60) |  | 27.9 | (61) |  |  |
|  | Change: | 8.0 |  |  | 10.6 |  |  |  |
| African American | 2021: | 0.0 | (6) |  | * | (5) |  |  |
|  | 2022: | 14.3 | (7) |  | 0.0 | (7) |  |  |
|  | Change: | 14.3 |  |  | * |  |  |  |
| Hispanic | 2021: | 40.0 | (45) |  | 19.1 | (47) |  |  |
|  | 2022: | 47.2 | (53) |  | 32.1 | (53) |  |  |
|  | Change: | 7.2 |  |  | 13.0 |  |  |  |
| Economically Disadvantaged | 2021: | 33.3 | (48) |  | 14.3 | (49) |  |  |
|  | 2022: | 44.1 | (59) |  | 28.3 | (60) |  |  |
|  | Change: | 10.8 |  |  | 14.0 |  |  |  |
| English Learner | 2021: | 41.7 | (36) |  | 18.9 | (37) |  |  |
|  | 2022: | 56.1 | (41) |  | 39.0 | (41) |  |  |
|  | Change: | 14.4 |  |  | 20.1 |  |  |  |
| Special Education | 2021: | * | (2) |  | * | (2) |  |  |
|  | 2022: | 0.0 | (7) |  | 0.0 | (7) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^10]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

137 - JULIUS DORSEY ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 38.8 | (49) |  | 46.0 | (50) | 16.7 | (48) |  |
|  | 2022: | 25.9 | (54) |  | 42.6 | (54) | 5.6 | (54) |  |
|  | Change: | -12.9 |  |  | -3.4 |  | -11.1 |  |  |
| African American | 2021: | * | (2) |  |  | (3) | * | (1) |  |
|  | 2022: | 0.0 | (7) |  | 0.0 | (7) | 0.0 | (7) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 37.0 | (46) |  | 45.7 | (46) | 17.4 | (46) |  |
|  | 2022: | 30.4 | (46) |  | 47.8 | (46) | 4.3 | (46) |  |
|  | Change: | -6.6 |  |  | 2.1 |  | -13.1 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 36.2 | (47) |  | 43.8 | (48) | 15.2 | (46) |  |
|  | 2022: | 24.5 | (53) |  | 41.5 | (53) | 3.8 | (53) |  |
|  | Change: | -11.7 |  |  | -2.3 |  | -11.4 |  |  |
| English Learner | 2021: | 42.1 | (38) |  | 47.4 | (38) | 21.1 | (38) |  |
|  | 2022: | 25.6 | (39) |  | 53.8 | (39) | 7.7 | (39) |  |
|  | Change: | -16.5 |  |  | 6.4 |  | -13.4 |  |  |
| Special Education | 2021: | 0.0 | (7) |  | 14.3 | (7) | 0.0 | (7) |  |
|  | 2022: | 0.0 | (8) |  | 0.0 | (8) | 0.0 | (8) |  |
|  | Change: | 0.0 |  |  | -14.3 |  | 0.0 |  |  |



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

Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

170 - RICHARD LAGOW ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 14.5 | (62) |  | 12.9 | (62) |  |  |
|  | 2022: | 9.7 | (62) |  | 11.1 | (63) |  |  |
|  | Change: | -4.8 |  |  | -1.8 |  |  |  |
| African American | 2021: | 0.0 | (10) |  | 0.0 | (10) |  |  |
|  | 2022: | 0.0 | (6) |  | 0.0 | (8) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |
| Hispanic | 2021: | 18.8 | (48) |  | 14.6 | (48) |  |  |
|  | 2022: | 11.3 | (53) |  | 11.5 | (52) |  |  |
|  | Change: | -7.5 |  |  | -3.1 |  |  |  |
| Economically Disadvantaged | 2021: | 13.3 | (60) |  | 13.3 | (60) |  |  |
|  | 2022: | 10.2 | (59) |  | 11.7 | (60) |  |  |
|  | Change: | -3.1 |  |  | -1.6 |  |  |  |
| English Learner | 2021: | 14.7 | (34) |  | 11.8 | (34) |  |  |
|  | 2022: | 8.8 | (34) |  | 12.1 | (33) |  |  |
|  | Change: | -5.9 |  |  | 0.3 |  |  |  |
| Special Education | 2021: | 0.0 | (7) |  | 14.3 | (7) |  |  |
|  | 2022: | 0.0 | (7) |  | 0.0 | (8) |  |  |
|  | Change: | 0.0 |  |  | -14.3 |  |  |  |



[^12]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

170 - RICHARD LAGOW ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 32.8 | (64) |  | 9.4 | (64) | 6.5 | (62) |  |
|  | 2022: | 22.1 | (68) |  | 19.1 | (68) | 5.9 | (68) |  |
|  | Change: | -10.7 |  |  | 9.7 |  | -0.6 |  |  |
| African American | 2021: | 0.0 | (9) |  | 11.1 | (9) | 0.0 | (8) |  |
|  | 2022: | 8.3 | (12) |  | 8.3 | (12) | 0.0 | (12) |  |
|  | Change: | 8.3 |  |  | -2.8 |  | 0.0 |  |  |
| Hispanic | 2021: | 39.6 | (53) |  | 9.4 | (53) | 7.8 | (51) |  |
|  | 2022: | 25.5 | (51) |  | 23.5 | (51) | 5.9 | (51) |  |
|  | Change: | -14.1 |  |  | 14.1 |  | -1.9 |  |  |
| White | 2021: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2022: | * | (4) |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 33.3 | (60) |  | 10.0 | (60) | 6.8 | (59) |  |
|  | 2022: | 21.7 | (60) |  | 20.0 | (60) | 6.7 | (60) |  |
|  | Change: | -11.6 |  |  | 10.0 |  | -0.1 |  |  |
| English Learner | 2021: | 43.9 | (41) |  | 7.3 | (41) | 10.3 | (39) |  |
|  | 2022: | 25.0 | (40) |  | 27.5 | (40) | 7.5 | (40) |  |
|  | Change: | -18.9 |  |  | 20.2 |  | -2.8 |  |  |
| Special Education | 2021: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2022: | * | (4) |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 19.1 | (194) | 0.0 | (68) | 9.3 | (194) | 6.5 | (62) |  |
|  | 2022: | 17.7 | (198) |  |  | 13.6 | (199) | 5.9 | (68) |  |
|  | Change: | -1.4 |  |  |  | 4.3 |  | -0.6 |  |  |
| African American | 2021: | 0.0 | (34) | 0.0 | (13) | 2.9 | (34) | 0.0 | (8) |  |
|  | 2022: | 10.0 | (30) |  |  | 3.1 | (32) | 0.0 | (12) |  |
|  | Change: | 10.0 |  |  |  | 0.2 |  | 0.0 |  |  |
| Hispanic | 2021: | 24.8 | (149) | 0.0 | (49) | 10.7 | (149) | 7.8 | (51) |  |
|  | 2022: | 19.4 | (155) |  |  | 15.6 | (154) | 5.9 | (51) |  |
|  | Change: | -5.4 |  |  |  | 4.9 |  | -1.9 |  |  |
| White | 2021: | 0.0 | (9) | * | (4) | 11.1 | (9) | * | (2) |  |
|  | 2022: | 22.2 | (9) |  |  | 11.1 | (9) | * | (4) |  |
|  | Change: | 22.2 |  |  |  | 0.0 |  | * |  |  |
| Economically Disadvantaged | 2021: | 18.9 | (185) | 0.0 | (65) | 9.7 | (185) | 6.8 | (59) |  |
|  | 2022: | 17.5 | (183) |  |  | 13.6 | (184) | 6.7 | (60) |  |
|  | Change: | -1.4 |  |  |  | 3.9 |  | -0.1 |  |  |
| English Learner | 2021: | 25.7 | (113) | 0.0 | (40) | 8.8 | (113) | 10.3 | (39) |  |
|  | 2022: | 19.1 | (110) |  |  | 14.7 | (109) | 7.5 | (40) |  |
|  | Change: | -6.6 |  |  |  | 5.9 |  | -2.8 |  |  |
| Special Education | 2021: | 0.0 | (12) |  | (2) | 8.3 | (12) | * | (2) |  |
|  | 2022: | 5.3 | (19) |  |  | 5.0 | (20) | * | (4) |  |
|  | Change: | 5.3 |  |  |  | -3.3 |  | * |  |  |

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

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

MASTERS GRADE LEVEL 6/22/22

180 - B.H. MACON ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 6.7 | (60) |  | 11.9 | (59) |  |  |
|  | 2022: | 16.9 | (71) |  | 21.1 | (71) |  |  |
|  | Change: | 10.2 |  |  | 9.2 |  |  |  |
| African American | 2021: | * | (3) |  |  | (2) |  |  |
|  | 2022: | 25.0 | (8) |  | 0.0 | (8) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 7.1 | (56) |  | 12.5 | (56) |  |  |
|  | 2022: | 14.8 | (61) |  | 23.0 | (61) |  |  |
|  | Change: | 7.7 |  |  | 10.5 |  |  |  |
| White | 2021: | * | (1) |  |  | (1) |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 6.9 | (58) |  | 12.1 | (58) |  |  |
|  | 2022: | 16.4 | (67) |  | 20.9 | (67) |  |  |
|  | Change: | 9.5 |  |  | 8.8 |  |  |  |
| English Learner | 2021: | 2.6 | (38) |  | 12.8 | (39) |  |  |
|  | 2022: | 10.2 | (49) |  | 22.4 | (49) |  |  |
|  | Change: | 7.6 |  |  | 9.6 |  |  |  |
| Special Education | 2021: | 0.0 | (6) |  | 28.6 | (7) |  |  |
|  | 2022: | 0.0 | (17) |  | 5.9 | (17) |  |  |
|  | Change: | 0.0 |  |  | -22.7 |  |  |  |



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

Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

180 - B.H. MACON ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 25.0 | (72) |  | 16.7 | (72) | 6.9 | (72) |  |
|  | 2022: | 20.0 | (65) |  | 29.2 | (65) | 20.0 | (65) |  |
|  | Change: | -5.0 |  |  | 12.5 |  | 13.1 |  |  |
| African American | 2021: |  | (3) |  |  | (3) | * | (3) |  |
|  | 2022: | 12.5 | (8) |  | 25.0 | (8) | 12.5 | (8) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 25.0 | (68) |  | 17.6 | (68) | 7.4 | (68) |  |
|  | 2022: | 19.6 | (56) |  | 30.4 | (56) | 19.6 | (56) |  |
|  | Change: | -5.4 |  |  | 12.8 |  | 12.2 |  |  |
| Economically Disadvantaged | 2021: | 25.8 | (62) |  | 17.7 | (62) | 6.5 | (62) |  |
|  | 2022: | 19.4 | (62) |  | 29.0 | (62) | 17.7 | (62) |  |
|  | Change: | -6.4 |  |  | 11.3 |  | 11.2 |  |  |
| English Learner | 2021: | 27.1 | (48) |  | 16.7 | (48) | 4.2 | (48) |  |
|  | 2022: | 14.3 | (42) |  | 23.8 | (42) | 14.3 | (42) |  |
|  | Change: | -12.8 |  |  | 7.1 |  | 10.1 |  |  |
| Special Education | 2021: | 0.0 | (9) |  | 0.0 | (9) | 0.0 | (9) |  |
|  | 2022: | 0.0 | (14) |  | 7.1 | (14) | 0.0 | (14) |  |
|  | Change: | 0.0 |  |  | 7.1 |  | 0.0 |  |  |



[^15]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
187 - NANCY MOSELEY ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 22.6 | (93) |  | 20.2 | (94) |  |  |
|  | 2022: | 27.3 | (88) |  | 17.0 | (88) |  |  |
|  | Change: | 4.7 |  |  | -3.2 |  |  |  |
| African American | 2021: | 33.3 | (6) |  | 33.3 | (6) |  |  |
|  | 2022: | 12.5 | (8) |  | 12.5 | (8) |  |  |
|  | Change: | -20.8 |  |  | -20.8 |  |  |  |
| Hispanic | 2021: | 22.4 | (85) |  | 19.8 | (86) |  |  |
|  | 2022: | 27.6 | (76) |  | 18.4 | (76) |  |  |
|  | Change: | 5.2 |  |  | -1.4 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (2) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 20.5 | (88) |  | 20.2 | (89) |  |  |
|  | 2022: | 25.0 | (84) |  | 16.7 | (84) |  |  |
|  | Change: | 4.5 |  |  | -3.5 |  |  |  |
| English Learner | 2021: | 21.0 | (62) |  | 24.2 | (62) |  |  |
|  | 2022: | 29.6 | (54) |  | 25.9 | (54) |  |  |
|  | Change: | 8.6 |  |  | 1.7 |  |  |  |
| Special Education | 2021: | 6.3 | (16) |  | 0.0 | (17) |  |  |
|  | 2022: | 11.1 | (9) |  | 11.1 | (9) |  |  |
|  | Change: | 4.8 |  |  | 11.1 |  |  |  |



[^16]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
LANGUA. Combined English and Spanish
187 - NANCY MOSELEY ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 43.0 | (93) |  | 26.6 | (94) | 5.4 | (93) |  |
|  | 2022: | 37.1 | (70) |  | 17.1 | (70) | 2.9 | (70) |  |
|  | Change: | -5.9 |  |  | -9.5 |  | -2.5 |  |  |
| African American | 2021: | 18.2 | (11) |  | 0.0 | (11) | 0.0 | (11) |  |
|  | 2022: | * | (5) |  | * | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 46.8 | (77) |  | 30.8 | (78) | 6.5 | (77) |  |
|  | 2022: | 35.5 | (62) |  | 17.7 | (62) | 3.2 | (62) |  |
|  | Change: | -11.3 |  |  | -13.1 |  | -3.3 |  |  |
| White | 2021: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 44.8 | (87) |  | 28.4 | (88) | 5.7 | (87) |  |
|  | 2022: | 36.4 | (66) |  | 18.2 | (66) | 3.0 | (66) |  |
|  | Change: | -8.4 |  |  | -10.2 |  | -2.7 |  |  |
| English Learner | 2021: | 44.4 | (63) |  | 29.7 | (64) | 6.3 | (63) |  |
|  | 2022: | 32.6 | (46) |  | 19.6 | (46) | 4.3 | (46) |  |
|  | Change: | -11.8 |  |  | -10.1 |  | -2.0 |  |  |
| Special Education | 2021: | 0.0 | (11) |  | 0.0 | (11) | 0.0 | (11) |  |
|  | 2022: | 0.0 | (11) |  | 0.0 | (11) | 0.0 | (11) |  |
|  | Change: | 0.0 |  |  | 0.0 |  | 0.0 |  |  |



[^17]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

234 - HENRY B. GONZALEZ PERSONALIZED LEARNING ACADEMY [Feeds to: COMSTOCK > SPRUCE]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 16.2 | (74) |  | 9.5 | (74) |  |  |
|  | 2022: | 22.1 | (77) |  | 10.4 | (77) |  |  |
|  | Change: | 5.9 |  |  | 0.9 |  |  |  |
| African American | 2021: | * | (1) |  |  | (1) |  |  |
|  | 2022: | * | (1) |  |  | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 16.4 | (73) |  | 9.6 | (73) |  |  |
|  | 2022: | 22.4 | (76) |  | 10.5 | (76) |  |  |
|  | Change: | 6.0 |  |  | 0.9 |  |  |  |
| Economically Disadvantaged | 2021: | 16.4 | (67) |  | 7.5 | (67) |  |  |
|  | 2022: | 17.7 | (62) |  | 9.7 | (62) |  |  |
|  | Change: | 1.3 |  |  | 2.2 |  |  |  |
| English Learner | 2021: | 20.0 | (60) |  | 10.0 | (60) |  |  |
|  | 2022: | 19.0 | (58) |  | 10.3 | (58) |  |  |
|  | Change: | -1.0 |  |  | 0.3 |  |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | 0.0 | (7) |  | 0.0 | (7) |  |  |
|  | Change: | * |  |  | * |  |  |  |



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

Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

234 - HENRY B. GONZALEZ PERSONALIZED LEARNING ACADEMY [Feeds to: COMSTOCK > SPRUCE]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 32.9 | (79) |  | 26.6 | (79) | 19.0 | (79) |  |
|  | 2022: | 37.5 | (72) |  | 25.0 | (72) | 19.4 | (72) |  |
|  | Change: | 4.6 |  |  | -1.6 |  | 0.4 |  |  |
| African American | 2021: |  | (4) |  | * | (4) |  | (4) |  |
|  | 2022: | * | (3) |  | * | (3) | * | (3) |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2021: | 32.4 | (74) |  | 27.0 | (74) | 20.3 | (74) |  |
|  | 2022: | 36.8 | (68) |  | 25.0 | (68) | 20.6 | (68) |  |
|  | Change: | 4.4 |  |  | -2.0 |  | 0.3 |  |  |
| Economically Disadvantaged | 2021: | 32.4 | (71) |  | 25.4 | (71) | 16.9 | (71) |  |
|  | 2022: | 37.7 | (69) |  | 24.6 | (69) | 18.8 | (69) |  |
|  | Change: | 5.3 |  |  | -0.8 |  | 1.9 |  |  |
| English Learner | 2021: | 31.7 | (60) |  | 26.7 | (60) | 16.7 | (60) |  |
|  | 2022: | 30.9 | (55) |  | 27.3 | (55) | 21.8 | (55) |  |
|  | Change: | -0.8 |  |  | 0.6 |  | 5.1 |  |  |
| Special Education | 2021: | 9.1 | (11) |  | 0.0 | (11) | 0.0 | (11) |  |
|  | 2022: | 25.0 | (8) |  | 0.0 | (8) | 0.0 | (8) |  |
|  | Change: | 15.9 |  |  | 0.0 |  | 0.0 |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 27.9 | (222) | 8.7 | (69) | 20.3 | (222) | 19.0 | (79) |  |
|  | 2022: | 26.9 | (223) |  |  | 19.3 | (223) | 19.4 | (72) |  |
|  | Change: | -1.0 |  |  |  | -1.0 |  | 0.4 |  |  |
| African American | 2021: | 28.6 | (7) | * | (2) | 14.3 | (7) | * | (4) |  |
|  | 2022: | * |  |  |  | * | (4) | * | (3) |  |
|  | Change: | * |  |  |  | * |  | * |  |  |
| Hispanic | 2021: | 28.2 | (213) | 9.1 | (66) | 20.7 | (213) | 20.3 | (74) |  |
|  | 2022: | 26.6 | (218) |  |  | 19.3 | (218) | 20.6 | (68) |  |
|  | Change: | -1.6 |  |  |  | -1.4 |  | 0.3 |  |  |
| Economically Disadvantaged | 2021: | 28.1 | (203) | 9.2 | (65) | 19.7 | (203) | 16.9 | (71) |  |
|  | 2022: | 25.4 | (197) |  |  | 18.8 | (197) | 18.8 | (69) |  |
|  | Change: | -2.7 |  |  |  | -0.9 |  | 1.9 |  |  |
| English Learner | 2021: | 30.9 | (175) | 10.9 | (55) | 21.1 | (175) | 16.7 | (60) |  |
|  | 2022: | 23.1 | (173) |  |  | 20.8 | (173) | 21.8 | (55) |  |
|  | Change: | -7.8 |  |  |  | -0.3 |  | 5.1 |  |  |
| Special Education | 2021: | 4.5 | (22) | 0.0 | (7) | 0.0 | (22) | 0.0 | (11) |  |
|  | 2022: | 10.5 | (19) |  |  | 0.0 | (19) | 0.0 | (8) |  |
|  | Change: | 6.0 |  |  |  | 0.0 |  | 0.0 |  |  |

[^19]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
276 - GILBERT CUELLAR, SR. ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 14.7 | (75) |  | 6.6 | (76) |  |  |
|  | 2022: | 23.8 | (80) |  | 10.0 | (80) |  |  |
|  | Change: | 9.1 |  |  | 3.4 |  |  |  |
| African American | 2021: | 10.0 | (10) |  | 0.0 | (11) |  |  |
|  | 2022: | 25.0 | (12) |  | 0.0 | (11) |  |  |
|  | Change: | 15.0 |  |  | 0.0 |  |  |  |
| Hispanic | 2021: | 15.6 | (64) |  | 7.8 | (64) |  |  |
|  | 2022: | 24.6 | (65) |  | 12.3 | (65) |  |  |
|  | Change: | 9.0 |  |  | 4.5 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (2) |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 14.7 | (75) |  | 6.6 | (76) |  |  |
|  | 2022: | 23.8 | (80) |  | 10.0 | (80) |  |  |
|  | Change: | 9.1 |  |  | 3.4 |  |  |  |
| English Learner | 2021: | 16.0 | (50) |  | 10.0 | (50) |  |  |
|  | 2022: | 29.8 | (47) |  | 14.9 | (47) |  |  |
|  | Change: | 13.8 |  |  | 4.9 |  |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^20]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

276 - GILBERT CUELLAR, SR. ELEMENTARY SCHOOL [Feeds to: YOUNG WOMEN'S > SPRUCE]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 27.7 | (83) |  | 25.6 | (82) | 9.8 | (82) |  |
|  | 2022: | 26.5 | (68) |  | 37.7 | (69) | 13.0 | (69) |  |
|  | Change: | -1.2 |  |  | 12.1 |  | 3.2 |  |  |
| African American | 2021: | 12.5 | (8) |  | 12.5 | (8) | 14.3 | (7) |  |
|  | 2022: | 25.0 | (12) |  | 23.1 | (13) | 7.7 | (13) |  |
|  | Change: | 12.5 |  |  | 10.6 |  | -6.6 |  |  |
| Hispanic | 2021: | 29.3 | (75) |  | 27.0 | (74) | 9.3 | (75) |  |
|  | 2022: | 25.9 | (54) |  | 38.9 | (54) | 14.8 | (54) |  |
|  | Change: | -3.4 |  |  | 11.9 |  | 5.5 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (2) |  | * | (2) |  | (2) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 26.6 | (79) |  | 25.3 | (79) | 9.0 | (78) |  |
|  | 2022: | 26.9 | (67) |  | 38.2 | (68) | 13.2 | (68) |  |
|  | Change: | 0.3 |  |  | 12.9 |  | 4.2 |  |  |
| English Learner | 2021: | 31.0 | (58) |  | 33.3 | (57) | 10.2 | (59) |  |
|  | 2022: | 25.0 | (40) |  | 42.5 | (40) | 15.0 | (40) |  |
|  | Change: | -6.0 |  |  | 9.2 |  | 4.8 |  |  |
| Special Education | 2021: | 0.0 | (7) |  | 0.0 | (7) | 0.0 | (7) |  |
|  | 2022: | 0.0 | (7) |  | 0.0 | (8) | 0.0 | (8) |  |
|  | Change: | 0.0 |  |  | 0.0 |  | 0.0 |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 21.2 | (198) | 10.3 | (39) | 14.7 | (197) | 9.8 | (82) |  |
|  | 2022: | 25.7 | (230) |  |  | 18.5 | (232) | 13.0 | (69) |  |
|  | Change: | 4.5 |  |  |  | 3.8 |  | 3.2 |  |  |
| African American | 2021: | 11.1 | (18) |  |  | 5.3 | (19) | 14.3 | (7) |  |
|  | 2022: | 23.7 | (38) |  |  | 7.7 | (39) | 7.7 | (13) |  |
|  | Change: | 12.6 |  |  |  | 2.4 |  | -6.6 |  |  |
| Hispanic | 2021: | 22.3 | (179) | 10.3 | (39) | 15.8 | (177) | 9.3 | (75) |  |
|  | 2022: | 26.5 | (185) |  |  | 20.5 | (185) | 14.8 | (54) |  |
|  | Change: | 4.2 |  |  |  | 4.7 |  | 5.5 |  |  |
| White | 2021: | * | (1) |  |  | * | (1) |  |  |  |
|  | 2022: | * |  |  |  | 33.3 | (6) | * | (2) |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2021: | 20.4 | (191) | 11.1 | (36) | 14.7 | (191) | 9.0 | (78) |  |
|  | 2022: | 25.8 | (229) |  |  | 18.6 | (231) | 13.2 | (68) |  |
|  | Change: | 5.4 |  |  |  | 3.9 |  | 4.2 |  |  |
| English Learner | 2021: | 23.0 | (148) | 10.3 | (39) | 18.5 | (146) | 10.2 | (59) |  |
|  | 2022: | 30.1 | (136) |  |  | 24.3 | (136) | 15.0 | (40) |  |
|  | Change: | 7.1 |  |  |  | 5.8 |  | 4.8 |  |  |
| Special Education | 2021: | 8.3 | (12) |  | (2) | 0.0 | (12) | 0.0 | (7) |  |
|  | 2022: | 5.0 | (20) |  |  | 0.0 | (21) | 0.0 | (8) |  |
|  | Change: | -3.3 |  |  |  | 0.0 |  | 0.0 |  |  |

[^21]
[^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]:    
     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]:    $(\mathrm{N})=$ 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]:    
     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]:    $(N)=$ 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]:    
     differ from previous versions due to updates in data files, such as score changes or ID corrections.

[^19]:    
     differ from previous versions due to updates in data files, such as score changes or ID corrections.

[^20]:    $(\mathrm{N})=$ 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.

[^21]:    $(\mathrm{N})=$ 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.

