## All Students Tested at Location

STATISTIC: Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
MASTERS GRADE LEVEL 6/22/22

## LANGUAGE: <br> Combined English and Spanish

(Prior-year statistics based on current schools)

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 16.7 | (185) |  | 8.0 | (186) |  |  |
|  | 2022: | 32.0 | (222) |  | 17.1 | (222) |  |  |
|  | Change: | 15.3 |  |  | 9.1 |  |  |  |
| African American | 2021: | 5.5 | (54) |  | 3.7 | (54) |  |  |
|  | 2022: | 26.5 | (49) |  | 6.1 | (49) |  |  |
|  | Change: | 21.0 |  |  | 2.4 |  |  |  |
| Hispanic | 2021: | 16.6 | (96) |  | 4.1 | (97) |  |  |
|  | 2022: | 25.0 | (132) |  | 18.2 | (132) |  |  |
|  | Change: | 8.4 |  |  | 14.1 |  |  |  |
| White | 2021: | 40.9 | (22) |  | 31.8 | (22) |  |  |
|  | 2022: | 63.3 | (30) |  | 26.7 | (30) |  |  |
|  | Change: | 22.4 |  |  | -5.1 |  |  |  |
| Economically Disadvantaged | 2021: | 8.9 | (134) |  | 1.4 | (135) |  |  |
|  | 2022: | 14.6 | (144) |  | 12.5 | (144) |  |  |
|  | Change: | 5.7 |  |  | 11.1 |  |  |  |
| English Learner | 2021: | 22.2 | (63) |  | 1.5 | (63) |  |  |
|  | 2022: | 20.8 | (77) |  | 13.0 | (77) |  |  |
|  | Change: | -1.4 |  |  | 11.5 |  |  |  |
| Special Education | 2021: | 8.0 | (25) |  | 3.8 | (26) |  |  |
|  | 2022: | 9.1 | (33) |  | 12.1 | (33) |  |  |
|  | Change: | 1.1 |  |  | 8.3 |  |  |  |



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

STATISTIC: Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
MASTERS GRADE LEVEL 6/22/22

## LANGUAGE: Combined English and Spanish

TRANSFORMATION AND INNOVATION SCHOOL GROUP (Prior-year statistics based on current schools)

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 37.9 | (145) |  | 22.2 | (144) | 8.3 | (143) |  |
|  | 2022: | 33.5 | (176) |  | 21.6 | (176) | 13.6 | (176) |  |
|  | Change: | -4.4 |  |  | -0.6 |  | 5.3 |  |  |
| African American | 2021: | 30.2 | (43) |  | 18.6 | (43) | 4.7 | (42) |  |
|  | 2022: | 29.7 | (37) |  | 24.3 | (37) | 13.5 | (37) |  |
|  | Change: | -0.5 |  |  | 5.7 |  | 8.8 |  |  |
| Hispanic | 2021: | 34.5 | (84) |  | 19.2 | (83) | 8.4 | (83) |  |
|  | 2022: | 32.2 | (118) |  | 19.5 | (118) | 11.9 | (118) |  |
|  | Change: | -2.3 |  |  | 0.3 |  | 3.5 |  |  |
| White | 2021: | 76.9 | (13) |  | 53.8 | (13) | 23.0 | (13) |  |
|  | 2022: | 36.4 | (11) |  | 18.2 | (11) | 27.3 | (11) |  |
|  | Change: | -40.5 |  |  | -35.6 |  | 4.3 |  |  |
| Economically Disadvantaged | 2021: | 35.3 | (113) |  | 21.4 | (112) | 8.1 | (111) |  |
|  | 2022: | 29.5 | (129) |  | 19.4 | (129) | 11.6 | (129) |  |
|  | Change: | -5.8 |  |  | -2.0 |  | 3.5 |  |  |
| English Learner | 2021: | 29.1 | (48) |  | 12.7 | (47) | 8.5 | (47) |  |
|  | 2022: | 19.7 | (66) |  | 16.7 | (66) | 10.6 | (66) |  |
|  | Change: | -9.4 |  |  | 4.0 |  | 2.1 |  |  |
| Special Education | 2021: | 25.0 | (20) |  | 20.0 | (20) | 10.0 | (20) |  |
|  | 2022: | 8.0 | (25) |  | 4.0 | (25) | 8.0 | (25) |  |
|  | Change: | -17.0 |  |  | -16.0 |  | -2.0 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 8.3 | (395) |  | 6.8 | (393) |  |  |
|  | 2022: | 13.0 | (453) |  | 7.1 | (452) |  |  |
|  | Change: | 4.7 |  |  | 0.3 |  |  |  |
| African American | 2021: | 7.4 | (108) |  | 3.7 | (108) |  |  |
|  | 2022: | 13.3 | (120) |  | 6.7 | (120) |  |  |
|  | Change: | 5.9 |  |  | 3.0 |  |  |  |
| Hispanic | 2021: | 4.9 | (244) |  | 4.5 | (243) |  |  |
|  | 2022: | 12.2 | (303) |  | 6.3 | (302) |  |  |
|  | Change: | 7.3 |  |  | 1.8 |  |  |  |
| White | 2021: | 31.2 | (32) |  | 28.1 | (32) |  |  |
|  | 2022: | 23.8 | (21) |  | 9.5 | (21) |  |  |
|  | Change: | -7.4 |  |  | -18.6 |  |  |  |
| Economically Disadvantaged | 2021: | 5.4 | (292) |  | 3.7 | (290) |  |  |
|  | 2022: | 11.1 | (386) |  | 5.2 | (385) |  |  |
|  | Change: | 5.7 |  |  | 1.5 |  |  |  |
| English Learner | 2021: | 4.1 | (144) |  | 4.1 | (144) |  |  |
|  | 2022: | 9.0 | (212) |  | 6.6 | (211) |  |  |
|  | Change: | 4.9 |  |  | 2.5 |  |  |  |
| Special Education | 2021: | 4.3 | (46) |  | 2.1 | (46) |  |  |
|  | 2022: | 6.0 | (50) |  | 0.0 | (50) |  |  |
|  | Change: | 1.7 |  |  | -2.1 |  |  |  |

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

MASTERS GRADE LEVEL 6/22/22

TRANSFORMATION AND INNOVATION SCHOOL GROUP (Prior-year statistics based on current schools)


| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\dagger}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 16.0 | (348) |  | 4.9 | (361) | 8.2 | (401) | 2.5 | (347) |
|  | 2022: | 32.8 | (345) |  | 11.5 | (399) | 7.4 | (403) | 17.6 | (346) |
|  | Change: | 16.8 |  |  | 6.6 |  | -0.8 |  | 15.1 |  |
| African American | 2021: | 12.7 | (86) |  | 5.6 | (89) | 5.0 | (99) | 2.3 | (85) |
|  | 2022: | 33.8 | (74) |  | 13.5 | (104) | 2.0 | (99) | 24.3 | (74) |
|  | Change: | 21.1 |  |  | 7.9 |  | -3.0 |  | 22.0 |  |
| Hispanic | 2021: | 15.4 | (239) |  | 4.1 | (241) | 8.0 | (272) | 1.6 | (239) |
|  | 2022: | 28.6 | (241) |  | 10.5 | (256) | 6.5 | (260) | 14.1 | (241) |
|  | Change: | 13.2 |  |  | 6.4 |  | -1.5 |  | 12.5 |  |
| White | 2021: | 40.0 | (10) |  | 0.0 | (18) | 26.6 | (15) | 18.1 | (11) |
|  | 2022: | 66.7 | (21) |  | 12.1 | (33) | 26.3 | (38) | 19.0 | (21) |
|  | Change: | 26.7 |  |  | 12.1 |  | -0.3 |  | 0.9 |  |
| Economically <br> Disadvantaged | 2021: | 14.1 | (276) |  | 3.5 | (278) | 6.0 | (316) | 2.1 | (274) |
|  | 2022: | 29.5 | (258) |  | 11.7 | (308) | 5.6 | (306) | 15.9 | (258) |
|  | Change: | 15.4 |  |  | 8.2 |  | -0.4 |  | 13.8 |  |
| English Learner | 2021: | 13.2 | (136) |  | 4.0 | (149) | 6.2 | (161) | 0.7 | (134) |
|  | 2022: | 25.2 | (151) |  | 12.9 | (155) | 5.7 | (159) | 15.1 | (152) |
|  | Change: | 12.0 |  |  | 8.9 |  | -0.5 |  | 14.4 |  |
| Special Education | 2021: | 2.4 | (41) |  | 0.0 | (42) | 2.5 | (40) | 2.4 | (41) |
|  | 2022: | 9.3 | (43) |  | 2.1 | (47) | 6.5 | (46) | 2.3 | (43) |
|  | Change: | 6.9 |  |  | 2.1 |  | 4.0 |  | -0.1 |  |

[^2]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
TRANSFORMATION AND INNOVATION SCHOOL GROUP (Prior-year statistics based on current schools)


[^3]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

## 360 - STEAM MIDDLE SCHOOL AT D.A. HULCY

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 8.1 | (172) |  |  |  |  |  |
|  | 2022: | 10.4 | (154) |  | 5.8 | (154) |  |  |
|  | Change: | 2.3 |  |  | -0.1 |  |  |  |
| African American | 2021: | 8.2 | (61) |  | 4.9 | (61) |  |  |
|  | 2022: | 11.8 | (34) |  | 11.8 | (34) |  |  |
|  | Change: | 3.6 |  |  | 6.9 |  |  |  |
| Hispanic | 2021: | 7.5 | (106) |  | 5.7 | (105) |  |  |
|  | 2022: | 10.3 | (117) |  | 4.3 | (117) |  |  |
|  | Change: | 2.8 |  |  | -1.4 |  |  |  |
| White | 2021: |  |  |  |  |  |  |  |
|  | 2022: | * | (2) |  | * | (2) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 8.7 | (138) |  | 4.4 | (136) |  |  |
|  | 2022: | 9.4 | (139) |  | 5.0 | (139) |  |  |
|  | Change: | 0.7 |  |  | 0.6 |  |  |  |
| English Learner | 2021: | 6.9 | (72) |  | 5.6 | (72) |  |  |
|  | 2022: | 8.3 | (96) |  | 3.1 | (96) |  |  |
|  | Change: | 1.4 |  |  | -2.5 |  |  |  |
| Special Education | 2021: | 11.1 | (9) |  | 0.0 | (9) |  |  |
|  | 2022: | 0.0 | (12) |  | 0.0 | (12) |  |  |
|  | Change: | -11.1 |  |  | 0.0 |  |  |  |



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

MASTERS GRADE LEVEL 6/22/22

360 - STEAM MIDDLE SCHOOL AT D.A. HULCY

| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\dagger}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 19.3 | (161) |  | 7.5 | (159) | 6.3 | (206) | 3.2 | (158) |
|  | 2022: | 40.1 | (137) |  | 25.3 | (146) | 6.2 | (129) | 29.2 | (137) |
|  | Change: | 20.8 |  |  | 17.8 |  | -0.1 |  | 26.0 |  |
| African American | 2021: | 16.7 | (48) |  | 6.1 | (49) | 5.2 | (58) | 4.3 | (47) |
|  | 2022: | 50.0 | (46) |  | 25.5 | (55) | 2.0 | (49) | 39.1 | (46) |
|  | Change: | 33.3 |  |  | 19.4 |  | -3.2 |  | 34.8 |  |
| Hispanic | 2021: | 20.0 | (105) |  | 6.9 | (101) | 6.6 | (137) | 2.9 | (104) |
|  | 2022: | 33.7 | (89) |  | 25.3 | (91) | 8.8 | (80) | 22.5 | (89) |
|  | Change: | 13.7 |  |  | 18.4 |  | 2.2 |  | 19.6 |  |
| Economically Disadvantaged | 2021: | 18.3 | (131) |  | 6.4 | (125) | 5.4 | (168) | 3.1 | (128) |
|  | 2022: | 39.8 | (123) |  | 24.4 | (131) | 6.1 | (114) | 26.8 | (123) |
|  | Change: | 21.5 |  |  | 18.0 |  | 0.7 |  | 23.7 |  |
| English Learner | 2021: | 15.9 | (69) |  | 6.8 | (73) | 5.2 | (97) | 1.5 | (67) |
|  | 2022: | 28.4 | (67) |  | 26.5 | (68) | 9.5 | (63) | 23.9 | (67) |
|  | Change: | 12.5 |  |  | 19.7 |  | 4.3 |  | 22.4 |  |
| Special Education | 2021: | 0.0 | (11) |  | 0.0 | (11) | 0.0 | (11) | 0.0 | (11) |
|  | 2022: | 16.7 | (6) |  | 0.0 | (6) | 0.0 | (6) | 16.7 | (6) |
|  | Change: | 16.7 |  |  | 0.0 |  | 0.0 |  | 16.7 |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 13.9 | (481) | 4.8 | (146) | 5.9 | (408) | 6.3 | (206) | 3.2 | (158) |
|  | 2022: | 29.3 | (454) |  |  | 13.2 | (401) | 6.2 | (129) | 29.2 | (137) |
|  | Change: | 15.4 |  |  |  | 7.3 |  | -0.1 |  | 26.0 |  |
| African American | 2021: | 14.2 | (155) | 8.7 | (46) | 4.3 | (140) | 5.2 | (58) | 4.3 | (47) |
|  | 2022: | 32.4 | (136) |  |  | 16.5 | (121) | 2.0 | (49) | 39.1 | (46) |
|  | Change: | 18.2 |  |  |  | 12.2 |  | -3.2 |  | 34.8 |  |
| Hispanic | 2021: | 12.9 | (309) | 2.1 | (97) | 5.9 | (255) | 6.6 | (137) | 2.9 | (104) |
|  | 2022: | 27.5 | (309) |  |  | 11.7 | (273) | 8.8 | (80) | 22.5 | (89) |
|  | Change: | 14.6 |  |  |  | 5.8 |  | 2.2 |  | 19.6 |  |
| White | 2021: | * | (2) |  |  |  |  |  | (1) | * | (1) |
|  | 2022: | * |  |  |  | * | (4) |  |  |  |  |
|  | Change: | * |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 12.4 | (388) | 3.4 | (117) | 4.9 | (326) | 5.4 | (168) | 3.1 | (128) |
|  | 2022: | 28.3 | (406) |  |  | 12.3 | (359) | 6.1 | (114) | 26.8 | (123) |
|  | Change: | 15.9 |  |  |  | 7.4 |  | 0.7 |  | 23.7 |  |
| English Learner | 2021: | 11.9 | (218) | 2.7 | (74) | 6.0 | (183) | 5.2 | (97) | 1.5 | (67) |
|  | 2022: | 23.8 | (231) |  |  | 11.3 | (204) | 9.5 | (63) | 23.9 | (67) |
|  | Change: | 11.9 |  |  |  | 5.3 |  | 4.3 |  | 22.4 |  |
| Special Education | 2021: | 7.4 | (27) | * | (5) | 0.0 | (27) | 0.0 | (11) | 0.0 | (11) |
|  | 2022: |  | (27) |  |  | 0.0 | (27) | 0.0 | (6) | 16.7 | (6) |
|  | Change: | -3.7 |  |  |  | 0.0 |  | 0.0 |  | 16.7 |  |

[^5]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
362 - IGNITE MIDDLE SCHOOL

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 5.7 | (159) |  | 2.5 |  |  |  |
|  | 2022: | 10.1 | (159) |  | 2.5 | (158) |  |  |
|  | Change: | 4.4 |  |  | 0.0 |  |  |  |
| African American | 2021: | 6.8 | (44) |  | 2.3 | (44) |  |  |
|  | 2022: | 5.6 | (36) |  | 0.0 | (36) |  |  |
|  | Change: | -1.2 |  |  | -2.3 |  |  |  |
| Hispanic | 2021: | 3.2 | (95) |  | 2.1 | (95) |  |  |
|  | 2022: | 9.0 | (111) |  | 0.9 | (110) |  |  |
|  | Change: | 5.8 |  |  | -1.2 |  |  |  |
| White | 2021: | 17.6 | (17) |  | 5.9 | (17) |  |  |
|  | 2022: | 37.5 | (8) |  | 12.5 | (8) |  |  |
|  | Change: | 19.9 |  |  | 6.6 |  |  |  |
| Economically Disadvantaged | 2021: | 3.5 | (114) |  | 2.6 | (114) |  |  |
|  | 2022: | 8.3 | (132) |  | 1.5 | (131) |  |  |
|  | Change: | 4.8 |  |  | -1.1 |  |  |  |
| English Learner | 2021: | 1.9 | (52) |  | 1.9 | (52) |  |  |
|  | 2022: | 8.8 | (68) |  | 3.0 | (67) |  |  |
|  | Change: | 6.9 |  |  | 1.1 |  |  |  |
| Special Education | 2021: | 0.0 | (25) |  | 4.0 | (25) |  |  |
|  | 2022: | 4.8 | (21) |  | 0.0 | (21) |  |  |
|  | Change: | 4.8 |  |  | -4.0 |  |  |  |



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

MASTERS GRADE LEVEL 6/22/22

## 362 - IGNITE MIDDLE SCHOOL

| Grade 8 |  | Reading |  | Writing | Mathematics $\dagger$ |  | Science ${ }^{\text {t }}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 12.8 | (148) |  | 3.2 | (156) | 7.8 | (154) | 1.4 | (148) |
|  | 2022: | 23.8 | (151) |  | 1.9 | (154) | 4.9 | (162) | 11.2 | (152) |
|  | Change: | 11.0 |  |  | -1.3 |  | -2.9 |  | 9.8 |  |
| African American | 2021: | 8.1 | (37) |  | 5.1 | (39) | 5.0 | (40) | 0.0 | (37) |
|  | 2022: | 7.4 | (27) |  | 0.0 | (30) | 3.2 | (31) | 0.0 | (27) |
|  | Change: | -0.7 |  |  | -5.1 |  | -1.8 |  | 0.0 |  |
| Hispanic | 2021: | 11.0 | (100) |  | 1.9 | (103) | 7.0 | (100) | 0.0 | (100) |
|  | 2022: | 23.1 | (108) |  | 3.0 | (101) | 3.7 | (108) | 10.2 | (108) |
|  | Change: | 12.1 |  |  | 1.1 |  | -3.3 |  | 10.2 |  |
| White | 2021: | 42.9 | (7) |  | 0.0 | (10) | 27.3 | (11) | 14.3 | (7) |
|  | 2022: | 63.6 | (11) |  | 0.0 | (20) | 15.0 | (20) | 27.3 | (11) |
|  | Change: | 20.7 |  |  | 0.0 |  | -12.3 |  | 13.0 |  |
| Economically Disadvantaged | 2021: | 9.4 | (117) |  | 0.8 | (121) | 4.2 | (119) | 0.9 | (117) |
|  | 2022: | 18.4 | (98) |  | 2.9 | (105) | 3.6 | (111) | 5.1 | (98) |
|  | Change: | 9.0 |  |  | 2.1 |  | -0.6 |  | 4.2 |  |
| English Learner | 2021: | 9.4 | (53) |  | 1.7 | (60) | 8.0 | (50) | 0.0 | (53) |
|  | 2022: | 23.4 | (64) |  | 3.5 | (57) | 3.2 | (63) | 9.2 | (65) |
|  | Change: | 14.0 |  |  | 1.8 |  | -4.8 |  | 9.2 |  |
| Special Education | 2021: | 0.0 | (21) |  | 0.0 | (23) | 0.0 | (20) | 0.0 | (21) |
|  | 2022: | 3.8 | (26) |  | 3.7 | (27) | 7.4 | (27) | 0.0 | (26) |
|  | Change: | 3.8 |  |  | 3.7 |  | 7.4 |  | 0.0 |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | $\begin{aligned} & \hline 2021: \\ & 2022: \end{aligned}$ | $\begin{aligned} & 10.2 \\ & 22.5 \end{aligned}$ | $\begin{aligned} & \text { (470) } \\ & \text { (453) } \end{aligned}$ | 4.3 | (162) | $\begin{aligned} & 2.8 \\ & 2.4 \end{aligned}$ | $\begin{aligned} & \text { (393) } \\ & (373) \end{aligned}$ | $\begin{aligned} & 7.8 \\ & 4.9 \end{aligned}$ | (154) |  | (148) |
|  |  |  |  |  |  |  |  |  | (162) | 11.2 | (152) |
|  | Change: | 12.3 |  |  |  | -0.4 |  | -2.9 |  | 9.8 |  |
| African American | $\begin{aligned} & \text { 2021: } \\ & \text { 2022: } \\ & \text { Change: } \end{aligned}$ | $\begin{array}{r} 7.1 \\ 14.7 \\ 7.6 \end{array}$ | $\begin{array}{r} (112) \\ (95) \end{array}$ | 6.5 | (31) | 3.0 | (99) | 5.0 | (40) | 0.0 | (37) <br> (27) |
|  |  |  |  |  |  | 0.0 | (81) | 3.2 | (31) | 0.0 |  |
|  |  |  |  |  |  | -3.0 |  | -1.8 |  | 0.0 |  |
| Hispanic | $\begin{aligned} & \text { 2021: } \\ & 2022: \end{aligned}$ | $\begin{array}{r} 8.7 \\ 20.5 \end{array}$ | $\begin{aligned} & (310) \\ & (308) \end{aligned}$ | 4.4 | (114) | 2.4 | (255) | 7.0 | (100) | 0.0 | (100) |
|  |  |  |  |  |  | 2.0 | (251) | 3.7 | (108) | 10.2 | (108) |
|  | Change: | 11.8 |  |  |  | -0.4 |  | -3.3 |  | 10.2 |  |
| White | 2021: 2022: Change: | $\begin{aligned} & 31.4 \\ & 57.9 \\ & 26.5 \end{aligned}$ | $\begin{aligned} & \text { (35) } \\ & \text { (38) } \end{aligned}$ | 0.0 | (11) | $\begin{aligned} & 3.3 \\ & 6.1 \\ & 2.8 \end{aligned}$ | $\begin{aligned} & (30) \\ & (33) \end{aligned}$ | $\begin{array}{r} 27.3 \\ 15.0 \\ -12.3 \end{array}$ | $\begin{aligned} & \text { (11) } \\ & \text { (20) } \end{aligned}$ | $\begin{aligned} & 14.3 \\ & 27.3 \\ & 13.0 \end{aligned}$ | (7)(11) |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: 2022: Change: | $\begin{array}{r} \hline 6.8 \\ 17.7 \\ 10.9 \end{array}$ | $\begin{aligned} & \text { (351) } \\ & \text { (334) } \end{aligned}$ | 3.4 | (119) | 1.7 | $\begin{aligned} & \text { (293) } \\ & (284) \end{aligned}$ | $\begin{aligned} & 4.2 \\ & 3.6 \end{aligned}$ | $\begin{aligned} & (119) \\ & (111) \end{aligned}$ | 0.95.1 | $\begin{array}{r} (117) \\ (98) \end{array}$ |
|  |  |  |  |  |  | 2.5 |  |  |  |  |  |
|  |  |  |  |  |  | 0.8 |  | -0.6 |  | 4.2 |  |
| English Learner | 2021: 2022: Change: | $\begin{array}{r} 6.4 \\ 19.0 \\ 12.6 \end{array}$ | $\begin{aligned} & \text { (172) } \\ & (179) \end{aligned}$ | 3.0 | (67) | 2.1 | (144) | 8.0 | (50) | 0.0 | (53) |
|  |  |  |  |  |  | 3.5 | (144) | 3.2 | (63) | 9.2 | (65) |
|  |  |  |  |  |  | 1.4 |  | -4.8 |  | 9.2 |  |
| Special Education | $\begin{aligned} & \text { 2021: } \\ & \text { 2022: } \\ & \text { Change: } \end{aligned}$ | $\begin{aligned} & 2.7 \\ & 8.2 \\ & 5.5 \end{aligned}$ | (75) <br> (73) | 0.0 | (29) | 1.4 | (70) | 0.0 | (20) | 0.0 | (21) |
|  |  |  |  |  |  | 2.9 | (69) | 7.4 | (27) | 0.0 | (26) |
|  |  |  |  |  |  | 1.5 |  | 7.4 |  | 0.0 |  |

[^7]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

388 - DR FREDERICK D HAYNES III GLOBAL PREPARATORY ACADEMY AT PAUL QUINN COLLEGE

| Grade 6 |  | Reading |  | Writing | Math | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: |  |  |  |  |  |  |  |
|  | 2022: | 12.5 | (48) |  | 2.1 | (48) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| African American | 2021: |  |  |  |  |  |  |  |
|  | 2022: | 17.9 | (28) |  | 3.6 | (28) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Hispanic | 2021: |  |  |  |  |  |  |  |
|  | 2022: | 5.6 | (18) |  | 0.0 | (18) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: |  |  |  |  |  |  |  |
|  | 2022: | 12.8 | (47) |  | 0.0 | (47) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| English Learner | 2021: |  |  |  |  |  |  |  |
|  | 2022: | 7.7 | (13) |  | 0.0 | (13) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Special Education | 2021: |  |  |  |  |  |  |  |
|  | 2022: | * |  |  | * | (5) |  |  |
|  | Change: |  |  |  |  |  |  |  |


| Grade 7 |  | Reading |  | Writing | Mathematics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 52.8 | (36) |  |  |  |  |
|  | 2022: |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |
| African American | 2021: |  | 50.0 | (18) |  |  |  |  |
|  | 2022: |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Hispanic | 2021: | 55.6 | (18) |  |  |  |  |  |
|  | 2022: |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 52.9 | (34) |  |  |  |  |  |
|  | 2022: |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |
| English Learner | 2021: | 62.5 | (8) |  |  |  |  |  |
|  | 2022: |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Special Education | 2021: | * |  |  |  |  |  |  |
|  | 2022: |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |

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

MASTERS GRADE LEVEL 6/22/22

## 388 - DR FREDERICK D HAYNES III GLOBAL PREPARATORY ACADEMY AT PAUL QUINN COLLEGE

| Grade 8 |  | Reading | Writing | Mathematics ${ }^{+}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: |  |  |  |  |  |  |  |
|  | 2022: |  |  | 2.8 | (36) | 5.6 | (36) |  |
|  | Change: |  |  |  |  |  |  |  |
| African American | 2021: |  |  |  |  |  |  |  |
|  | 2022: |  |  | 0.0 | (18) | 0.0 | (18) |  |
|  | Change: |  |  |  |  |  |  |  |
| Hispanic | 2021: |  |  |  |  |  |  |  |
|  | 2022: |  |  | 5.6 | (18) | 11.1 | (18) |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: |  |  |  |  |  |  |  |
|  | 2022: |  |  | 2.9 | (34) | 5.9 | (34) |  |
|  | Change: |  |  |  |  |  |  |  |
| English Learner | 2021: |  |  |  |  |  |  |  |
|  | 2022: |  |  | 0.0 | (8) | 0.0 | (8) |  |
|  | Change: |  |  |  |  |  |  |  |
| Special Education | 2021: |  |  |  |  |  |  |  |
|  | 2022: |  |  | * | (2) | * | (2) |  |
|  | Change: |  |  |  |  |  |  |  |


| All Grades |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 29.8 | (84) |  | 2.4 | (84) | 5.6 | (36) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| African American | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 30.4 | (46) |  | 2.2 | (46) | 0.0 | (18) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Hispanic | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 30.6 | (36) |  | 2.8 | (36) | 11.1 | (18) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 29.6 | (81) |  | 1.2 | (81) | 5.9 | (34) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| English Learner | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 28.6 | (21) |  | 0.0 | (21) | 0.0 | (8) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Special Education | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 0.0 | (7) |  | 0.0 | (7) | * | (2) |  |
|  | Change: |  |  |  |  |  |  |  |  |

[^9]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

128 - DR. MARTIN LUTHER KING JR. ARTS ACADEMY [Feeds to: DADE > MADISON]

| Grade 3 |  | Reading |  | Writing | Math | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 11.7 | (60) |  | 0.0 | (61) |  |  |
|  | 2022: | 18.8 | (48) |  | 10.4 | (48) |  |  |
|  | Change: | 7.1 |  |  | 10.4 |  |  |  |
| African American | 2021: | 0.0 | (40) |  | 0.0 | (40) |  |  |
|  | 2022: | 21.4 | (28) |  | 3.6 | (28) |  |  |
|  | Change: | 21.4 |  |  | 3.6 |  |  |  |
| Hispanic | 2021: | 35.0 | (20) |  | 0.0 | (21) |  |  |
|  | 2022: | 16.7 | (18) |  | 22.2 | (18) |  |  |
|  | Change: | -18.3 |  |  | 22.2 |  |  |  |
| Economically Disadvantaged | 2021: | 12.1 | (58) |  | 0.0 | (59) |  |  |
|  | 2022: | 17.8 | (45) |  | 8.9 | (45) |  |  |
|  | Change: | 5.7 |  |  | 8.9 |  |  |  |
| English Learner | 2021: | 41.2 | (17) |  | 0.0 | (17) |  |  |
|  | 2022: | 7.7 | (13) |  | 7.7 | (13) |  |  |
|  | Change: | -33.5 |  |  | 7.7 |  |  |  |
| Special Education | 2021: | * | (4) |  |  | (5) |  |  |
|  | 2022: | * | (4) |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^10]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
128 - DR. MARTIN LUTHER KING JR. ARTS ACADEMY [Feeds to: DADE > MADISON]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 31.1 | (45) |  | 15.9 | (44) | 2.3 | (43) |  |
|  | 2022: | 34.1 | (44) |  | 38.6 | (44) | 25.0 | (44) |  |
|  | Change: | 3.0 |  |  | 22.7 |  | 22.7 |  |  |
| African American | 2021: | 23.3 | (30) |  | 13.3 | (30) | 3.4 | (29) |  |
|  | 2022: | 32.0 | (25) |  | 28.0 | (25) | 20.0 | (25) |  |
|  | Change: | 8.7 |  |  | 14.7 |  | 16.6 |  |  |
| Hispanic | 2021: | 38.5 | (13) |  | 16.7 | (12) | 0.0 | (12) |  |
|  | 2022: | 33.3 | (18) |  | 55.6 | (18) | 33.3 | (18) |  |
|  | Change: | -5.2 |  |  | 38.9 |  | 33.3 |  |  |
| Economically Disadvantaged | 2021: | 32.6 | (43) |  | 16.7 | (42) | 2.4 | (41) |  |
|  | 2022: | 31.0 | (42) |  | 35.7 | (42) | 23.8 | (42) |  |
|  | Change: | -1.6 |  |  | 19.0 |  | 21.4 |  |  |
| English Learner | 2021: | 50.0 | (10) |  | 11.1 | (9) | 0.0 | (9) |  |
|  | 2022: | 21.4 | (14) |  | 42.9 | (14) | 28.6 | (14) |  |
|  | Change: | -28.6 |  |  | 31.8 |  | 28.6 |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2022: | * | (4) |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |



[^11]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
128 - DR. MARTIN LUTHER KING JR. ARTS ACADEMY [Feeds to: DADE > MADISON]

| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 18.6 | (145) | 2.6 | (39) | $\begin{array}{r} 9.6 \\ 20.2 \end{array}$ | $\begin{aligned} & (146) \\ & (178) \end{aligned}$ | $\begin{array}{r} 2.3 \\ 25.0 \end{array}$ | (43) |  |
|  | 2022: | 22.5 | (178) |  |  |  |  |  | (44) |  |
|  | Change: | 3.9 |  |  |  | 10.6 |  | 22.7 |  |  |
| African American | 2021: | 9.7 | (93) | 4.3 | (23) | 6.4 | (94) | 3.4 (29) |  |  |
|  | 2022: | 22.2 | (108) |  |  | 15.7 | (108) | 20.0 | (25) |  |
|  | Change: | 12.5 |  |  |  | 9.3 |  | 16.6 |  |  |
| Hispanic | 2021: | 31.3 | (48) | 0.0 | (15) | 14.6 | (48) | 0.0 | (12) |  |
|  | 2022: | 22.7 | (66) |  |  | 27.3 | (66) | 33.3 | (18) |  |
|  | Change: | -8.6 |  |  |  | 12.7 |  | 33.3 |  |  |
| Economically <br> Disadvantaged | 2021: | 19.1 | (141) | 2.6 | (39) | 9.9 | (142) | 2.4 (41) |  |  |
|  | 2022: | 22.2 | (167) |  |  | 19.2 | (167) | 23.8 | (42) |  |
|  | Change: | 3.1 |  |  |  | 9.3 |  | 21.4 |  |  |
| English Learner | 2021: | 37.5 | (40) | 0.0 | (13) | 12.8 | (39) | 0.0 | (9) |  |
|  | 2022: | 15.4 | (52) |  |  | 19.2 | (52) | 28.6 | (14) |  |
|  | Change: | -22.1 |  |  |  | 6.4 |  | 28.6 |  |  |
| Special Education | 2021: | 18.2 | (11) |  | (3) | 0.0 | (12) |  | (4) |  |
|  | 2022: | 23.1 | (13) |  |  | 15.4 | (13) |  | (4) |  |
|  | Change: | 4.9 |  |  |  | 15.4 |  | * |  |  |

[^12]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
160 - PERSONALIZED LEARNING PREPARATORY AT SAM HOUSTON

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 27.8 | (36) |  | 16.7 | (36) |  |  |
|  | 2022: | 31.4 | (35) |  | 20.0 | (35) |  |  |
|  | Change: | 3.6 |  |  | 3.3 |  |  |  |
| African American | 2021: |  | (5) |  | * | (5) |  |  |
|  | 2022: | 16.7 | (6) |  | 16.7 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 20.8 | (24) |  | 8.3 | (24) |  |  |
|  | 2022: | 22.7 | (22) |  | 18.2 | (22) |  |  |
|  | Change: | 1.9 |  |  | 9.9 |  |  |  |
| White | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 10.0 | (20) |  | 5.0 | (20) |  |  |
|  | 2022: | 4.5 | (22) |  | 13.6 | (22) |  |  |
|  | Change: | -5.5 |  |  | 8.6 |  |  |  |
| English Learner | 2021: | 30.0 | (10) |  | 10.0 | (10) |  |  |
|  | 2022: | 15.4 | (13) |  | 15.4 | (13) |  |  |
|  | Change: | -14.6 |  |  | 5.4 |  |  |  |
| Special Education | 2021: | * | (5) |  | * | (5) |  |  |
|  | 2022: | 12.5 | (8) |  | 0.0 | (8) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^13]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

## 160 - PERSONALIZED LEARNING PREPARATORY AT SAM HOUSTON

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 42.4 | (33) |  | 33.3 | (33) | 9.1 | (33) |  |
|  | 2022: | 33.3 | (33) |  | 12.1 | (33) | 6.1 | (33) |  |
|  | Change: | -9.1 |  |  | -21.2 |  | -3.0 |  |  |
| African American | 2021: | 71.4 | (7) |  | 42.9 | (7) | 0.0 | (7) |  |
|  | 2022: | 28.6 | (7) |  | 14.3 | (7) | 0.0 | (7) |  |
|  | Change: | -42.8 |  |  | -28.6 |  | 0.0 |  |  |
| Hispanic | 2021: | 33.3 | (24) |  | 29.2 | (24) | 12.5 | (24) |  |
|  | 2022: | 36.4 | (22) |  | 9.1 | (22) | 9.1 | (22) |  |
|  | Change: | 3.1 |  |  | -20.1 |  | -3.4 |  |  |
| White | 2021: | * | (2) |  |  | (2) |  | (2) |  |
|  | 2022: | * | (2) |  | * | (2) | * | (2) |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2021: | 42.3 | (26) |  | 30.8 | (26) | 11.5 | (26) |  |
|  | 2022: | 26.1 | (23) |  | 4.3 | (23) | 0.0 | (23) |  |
|  | Change: | -16.2 |  |  | -26.5 |  | -11.5 |  |  |
| English Learner | 2021: | 26.7 | (15) |  | 20.0 | (15) | 13.3 | (15) |  |
|  | 2022: | 10.0 | (10) |  | 10.0 | (10) | 0.0 | (10) |  |
|  | Change: | -16.7 |  |  | -10.0 |  | -13.3 |  |  |
| Special Education | 2021: | * | (5) |  | * | (5) | * | (5) |  |
|  | 2022: | 0.0 | (6) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | Change: | * |  |  | * |  | * |  |  |



[^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

270 - EDUARDO MATA MONTESSORI SCHOOL

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 17.6 | (68) |  | 13.2 | (68) |  |  |
|  | 2022: | 34.3 | (67) |  | 22.4 | (67) |  |  |
|  | Change: | 16.7 |  |  | 9.2 |  |  |  |
| African American | 2021: | 16.7 | (6) |  | 0.0 | (6) |  |  |
|  | 2022: | * | (3) |  |  | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 7.7 | (39) |  | 5.1 | (39) |  |  |
|  | 2022: | 19.6 | (46) |  | 17.4 | (46) |  |  |
|  | Change: | 11.9 |  |  | 12.3 |  |  |  |
| White | 2021: | 43.8 | (16) |  | 37.5 | (16) |  |  |
|  | 2022: | 71.4 | (14) |  | 35.7 | (14) |  |  |
|  | Change: | 27.6 |  |  | -1.8 |  |  |  |
| Economically Disadvantaged | 2021: | 2.6 | (39) |  | 2.6 | (39) |  |  |
|  | 2022: | 8.1 | (37) |  | 16.2 | (37) |  |  |
|  | Change: | 5.5 |  |  | 13.6 |  |  |  |
| English Learner | 2021: | 12.5 | (24) |  | 0.0 | (24) |  |  |
|  | 2022: | 20.8 | (24) |  | 12.5 | (24) |  |  |
|  | Change: | 8.3 |  |  | 12.5 |  |  |  |
| Special Education | 2021: | 0.0 | (12) |  | 0.0 | (12) |  |  |
|  | 2022: | 0.0 | (10) |  | 10.0 | (10) |  |  |
|  | Change: | 0.0 |  |  | 10.0 |  |  |  |



[^15]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

## 270 - EDUARDO MATA MONTESSORI SCHOOL

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 40.3 | (67) |  | 20.9 | (67) | 11.9 | (67) |  |
|  | 2022: | 33.3 | (78) |  | 14.1 | (78) | 10.3 | (78) |  |
|  | Change: | -7.0 |  |  | -6.8 |  | -1.6 |  |  |
| African American | 2021: | 16.7 | (6) |  | 16.7 | (6) | 16.7 | (6) |  |
|  | 2022: | * | (4) |  | * | (4) |  | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 34.0 | (47) |  | 14.9 | (47) | 8.5 | (47) |  |
|  | 2022: | 31.7 | (60) |  | 11.7 | (60) | 6.7 | (60) |  |
|  | Change: | -2.3 |  |  | -3.2 |  | -1.8 |  |  |
| White | 2021: | 81.8 | (11) |  | 54.5 | (11) | 27.3 | (11) |  |
|  | 2022: | 44.4 | (9) |  | 22.2 | (9) | 33.3 | (9) |  |
|  | Change: | -37.4 |  |  | -32.3 |  | 6.0 |  |  |
| Economically Disadvantaged | 2021: | 34.1 | (44) |  | 20.5 | (44) | 11.4 | (44) |  |
|  | 2022: | 31.3 | (48) |  | 12.5 | (48) | 6.3 | (48) |  |
|  | Change: | -2.8 |  |  | -8.0 |  | -5.1 |  |  |
| English Learner | 2021: | 21.7 | (23) |  | 8.7 | (23) | 8.7 | (23) |  |
|  | 2022: | 23.3 | (30) |  | 10.0 | (30) | 6.7 | (30) |  |
|  | Change: | 1.6 |  |  | 1.3 |  | -2.0 |  |  |
| Special Education | 2021: | 9.1 | (11) |  | 18.2 | (11) | 9.1 | (11) |  |
|  | 2022: | 8.3 | (12) |  | 0.0 | (12) | 8.3 | (12) |  |
|  | Change: | -0.8 |  |  | -18.2 |  | -0.8 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 15.6 | (64) |  | 20.3 | (64) |  |  |
|  | 2022: | 26.2 | (61) |  | 21.3 | (61) |  |  |
|  | Change: | 10.6 |  |  | 1.0 |  |  |  |
| African American | 2021: | * | (3) |  |  | (3) |  |  |
|  | 2022: | * | (4) |  |  | (4) |  |  |
|  | Change: | * |  |  |  |  |  |  |
| Hispanic | 2021: | 2.3 | (43) |  | 7.0 | (43) |  |  |
|  | 2022: | 26.7 | (45) |  | 22.2 | (45) |  |  |
|  | Change: | 24.4 |  |  | 15.2 |  |  |  |
| White | 2021: | 46.7 | (15) |  | 53.3 | (15) |  |  |
|  | 2022: | 18.2 | (11) |  | 9.1 | (11) |  |  |
|  | Change: | -28.5 |  |  | -44.2 |  |  |  |
| Economically Disadvantaged | 2021: | 0.0 | (40) |  | 5.0 | (40) |  |  |
|  | 2022: | 20.5 | (39) |  | 17.9 | (39) |  |  |
|  | Change: | 20.5 |  |  | 12.9 |  |  |  |
| English Learner | 2021: | 0.0 | (20) |  | 5.0 | (20) |  |  |
|  | 2022: | 11.5 | (26) |  | 26.9 | (26) |  |  |
|  | Change: | 11.5 |  |  | 21.9 |  |  |  |
| Special Education | 2021: | 8.3 | (12) |  | 0.0 | (12) |  |  |
|  | 2022: | 20.0 | (10) |  | 0.0 | (10) |  |  |
|  | Change: | 11.7 |  |  | 0.0 |  |  |  |

[^16]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

## 270 - EDUARDO MATA MONTESSORI SCHOOL



| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\dagger}$ |  | Science ${ }^{\text {t }}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 15.4 | (39) |  | 2.2 | (46) | 19.5 | (41) | 4.9 | (41) |
|  | 2022: | 38.6 | (57) |  | 7.9 | (63) | 15.8 | (76) | 7.0 | (57) |
|  | Change: | 23.2 |  |  | 5.7 |  | -3.7 |  | 2.1 |  |
| African American | 2021: | * | (1) |  | * | (1) | * | (1) | * | (1) |
|  | 2022: | * |  |  | * | (1) | * | (1) | * | (1) |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Hispanic | 2021: | 14.7 | (34) |  | 2.7 | (37) | 17.1 | (35) | 2.9 | (35) |
|  | 2022: | 31.8 | (44) |  | 0.0 | (46) | 7.4 | (54) | 6.8 | (44) |
|  | Change: | 17.1 |  |  | -2.7 |  | -9.7 |  | 3.9 |  |
| White | 2021: | * | (3) |  | 0.0 | (8) | * | (4) | * | (4) |
|  | 2022: | 70.0 | (10) |  | 30.8 | (13) | 38.9 | (18) | 10.0 | (10) |
|  | Change: | * |  |  | 30.8 |  | * |  | * |  |
| Economically <br> Disadvantaged | 2021: | 14.3 | (28) |  | 3.1 | (32) | 17.2 | (29) | 3.4 | (29) |
|  | 2022: | 24.3 | (37) |  | 0.0 | (38) | 8.5 | (47) | 8.1 | (37) |
|  | Change: | 10.0 |  |  | -3.1 |  | -8.7 |  | 4.7 |  |
| English Learner | 2021: | 14.3 | (14) |  | 0.0 | (16) | 7.1 | (14) | 0.0 | (14) |
|  | 2022: | 20.0 | (20) |  | 0.0 | (22) | 4.0 | (25) | 5.0 | (20) |
|  | Change: | 5.7 |  |  | 0.0 |  | -3.1 |  | 5.0 |  |
| Special Education | 2021: | 11.1 | (9) |  | 0.0 | (8) | 11.1 | (9) | 11.1 | (9) |
|  | 2022: | 18.2 | (11) |  | 0.0 | (12) | 9.1 | (11) | 0.0 | (11) |
|  | Change: | 7.1 |  |  | 0.0 |  | -2.0 |  | -11.1 |  |

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

ADMINISTRATION:
LANGUAGE:
270 - EDUARDO MATA MONTESSORI SCHOOL

| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 22.2 | (361) | 4.9 | (122) | 12.2 | (352) | 14.8 | (108) | 4.9 | (41) |
|  | 2022: | 34.2 | (403) |  |  | 14.4 | (390) | 13.0 | (154) | 7.0 | (57) |
|  | Change: | 12.0 |  |  |  | 2.2 |  | -1.8 |  | 2.1 |  |
| African American | 2021: | 15.0 | (20) | * | (4) | 15.0 | (20) | 14. | (7) |  | (1) |
|  | 2022: | 44.4 | (18) |  |  | 27.8 | (18) |  | (5) | * | (1) |
|  | Change: | 29.4 |  |  |  | 12.8 |  | * |  | * |  |
| Hispanic | 2021: | 16.1 | (254) | 2.2 | (90) | $\begin{array}{r} 6.1 \\ 10.4 \end{array}$ | (247) | 12.2 | (82) | 2.9 | (35) |
|  | 2022: | 27.7 | (296) |  |  |  | (288) | 7.0 | (114) | 6.8 (44) |  |
|  | Change: | 11.6 |  |  |  | 4.3 |  | -5.2 |  | 3.9 |  |
| White | 2021: | 43.8 | (64) | 15.8 | (19) | 33.3 | (63) | 26.7 | (15) | * | (4) |
|  | 2022: | 56.2 | (73) |  |  | 26.5 | (68) | 37.0 | (27) | 10.0 | (10) |
|  | Change: | 12.4 |  |  |  | -6.8 |  | 10.3 |  | * |  |
| Economically Disadvantaged | 2021: | 14.0 | (235) | 3.6 | (84) | 7.0 | (229) | 13.7 | (73) | 3.4 | (29) |
|  | 2022: | 23.2 | (246) |  |  | 9.2 | (239) | 7.4 | (95) | 8.1 | (37) |
|  | Change: | 9.2 |  |  |  | 2.2 |  | -6.3 |  | 4.7 |  |
| English Learner | 2021: | 12.1 | (124) | 0.0 | (43) | 3.3 | (121) | 8.1 | (37) | 0.0 | (14) |
|  | 2022: | 19.6 | (153) |  |  | 8.7 | (150) | 5.5 | (55) | 5.0 | (20) |
|  | Change: | 7.5 |  |  |  | 5.4 |  | -2.6 |  | 5.0 |  |
| Special Education | 2021: | 7.4 | (68) | 0.0 | (24) | 3.0 | (67) | 10.0 | (20) | 11.1 | (9) |
|  | 2022: | 11.6 | (69) |  |  | 1.4 | (69) | 8.7 | (23) | 0.0 | (11) |
|  | Change: | 4.2 |  |  |  | -1.6 |  | -1.3 |  | -11.1 |  |

[^18]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

## 361 - DOWNTOWN MONTESSORI AT IDA B. WELLS ACADEMY

| Grade 3 |  | Reading |  | Writing | Math | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: |  |  |  |  |  |  |  |
|  | 2022: | 41.9 | (43) |  | 11.6 | (43) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| African American | 2021: |  |  |  |  |  |  |  |
|  | 2022: | 37.5 | (8) |  | 0.0 | (8) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Hispanic | 2021: |  |  |  |  |  |  |  |
|  | 2022: | 36.0 | (25) |  | 12.0 | (25) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| White | 2021: |  |  |  |  |  |  |  |
|  | 2022: | 55.6 | (9) |  | 11.1 | (9) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: |  |  |  |  |  |  |  |
|  | 2022: | 28.0 | (25) |  | 8.0 | (25) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| English Learner | 2021: |  |  |  |  |  |  |  |
|  | 2022: | 33.3 | (12) |  | 16.7 | (12) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Special Education | 2021: |  |  |  |  |  |  |  |
|  | 2022: | * |  |  | * | (5) |  |  |
|  | Change: |  |  |  |  |  |  |  |



[^19]STAAR 3-8 Results by Student Group (all test types)

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

## 385 - MONTESSORI ACADEMY AT ONESIMO HERNANDEZ

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 9.5 | (21) |  | 0.0 | (21) |  |  |
|  | 2022: | 34.5 | (29) |  | 20.7 | (29) |  |  |
|  | Change: | 25.0 |  |  | 20.7 |  |  |  |
| African American | 2021: | * | (3) |  | * | (3) |  |  |
|  | 2022: | * | (4) |  |  | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 7.7 | (13) |  | 0.0 | (13) |  |  |
|  | 2022: | 33.3 | (21) |  | 23.8 | (21) |  |  |
|  | Change: | 25.6 |  |  | 23.8 |  |  |  |
| White | 2021: | * | (2) |  | * | (2) |  |  |
|  | 2022: | * | (2) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically <br> Disadvantaged | 2021: | 11.8 | (17) |  | 0.0 | (17) |  |  |
|  | 2022: | 13.3 | (15) |  | 20.0 | (15) |  |  |
|  | Change: | 1.5 |  |  | 20.0 |  |  |  |
| English Learner | 2021: | 8.3 | (12) |  | 0.0 | (12) |  |  |
|  | 2022: | 26.7 | (15) |  | 13.3 | (15) |  |  |
|  | Change: | 18.4 |  |  | 13.3 |  |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | 16.7 | (6) |  | 16.7 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^20]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

## 385 - MONTESSORI ACADEMY AT ONESIMO HERNANDEZ

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 33.3 | (21) |  | 28.6 | (21) | 14.3 | (21) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| African American | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * |  |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Hispanic | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 27.8 | (18) |  | 22.2 | (18) | 11.1 | (18) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 25.0 | (16) |  | 18.8 | (16) | 12.5 | (16) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| English Learner | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | 16.7 | (12) |  | 8.3 | (12) | 8.3 | (12) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Special Education | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * |  |  | * | (3) | * | (3) |  |
|  | Change: |  |  |  |  |  |  |  |  |



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

[^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. $\dagger$ 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.

[^10]:    
     differ from previous versions due to updates in data files, such as score changes or ID corrections.

[^11]:    
     differ from previous versions due to updates in data files, such as score changes or ID corrections.

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

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

[^16]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections.

[^17]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. $\dagger$ 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.

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

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

[^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.

