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

MASTERS GRADE LEVEL 6/22/22

## JUSTIN F. KIMBALL FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 21.3 | (489) |  | 5.9 | (491) |  |  |
|  | 2022: | 21.1 | (516) |  | 17.0 | (517) |  |  |
|  | Change: | -0.2 |  |  | 11.1 |  |  |  |
| African American | 2021: | 17.2 | (64) |  | 1.6 | (64) |  |  |
|  | 2022: | 15.8 | (76) |  | 5.3 | (76) |  |  |
|  | Change: | -1.4 |  |  | 3.7 |  |  |  |
| Hispanic | 2021: | 21.4 | (416) |  | 6.5 | (418) |  |  |
|  | 2022: | 22.5 | (427) |  | 18.5 | (428) |  |  |
|  | Change: | 1.1 |  |  | 12.0 |  |  |  |
| White | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 21.4 | (457) |  | 6.1 | (458) |  |  |
|  | 2022: | 19.8 | (459) |  | 15.7 | (459) |  |  |
|  | Change: | -1.6 |  |  | 9.6 |  |  |  |
| English Learner | 2021: | 21.4 | (294) |  | 7.4 | (298) |  |  |
|  | 2022: | 18.4 | (288) |  | 17.3 | (289) |  |  |
|  | Change: | -3.0 |  |  | 9.9 |  |  |  |
| Special Education | 2021: | 3.1 | (32) |  | 3.1 | (32) |  |  |
|  | 2022: | 5.0 | (60) |  | 6.7 | (60) |  |  |
|  | Change: | 1.9 |  |  | 3.6 |  |  |  |



[^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

## JUSTIN F. KIMBALL FEEDER GROUP

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 27.4 | (478) |  | 22.9 | (477) | 7.2 |  |  |
|  | 2022: | 32.8 | (540) |  | 24.4 | (541) | 10.9 | (540) |  |
|  | Change: | 5.4 |  |  | 1.5 |  | 3.7 |  |  |
| African American | 2021: | 23.0 | (61) |  | 15.0 | (60) | 1.6 | (61) |  |
|  | 2022: | 37.2 | (78) |  | 6.4 | (78) | 2.6 | (77) |  |
|  | Change: | 14.2 |  |  | -8.6 |  | 1.0 |  |  |
| Hispanic | 2021: | 28.0 | (414) |  | 24.1 | (415) | 8.1 | (409) |  |
|  | 2022: | 32.0 | (450) |  | 27.9 | (451) | 12.0 | (451) |  |
|  | Change: | 4.0 |  |  | 3.8 |  | 3.9 |  |  |
| White | 2021: | * | (3) |  | * | (2) | * | (2) |  |
|  | 2022: | * |  |  | * |  | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 27.9 | (427) |  | 23.3 | (425) | 7.6 | (423) |  |
|  | 2022: | 31.9 | (480) |  | 22.9 | (480) | 10.8 | (480) |  |
|  | Change: | 4.0 |  |  | -0.4 |  | 3.2 |  |  |
| English Learner | 2021: | 28.0 | (271) |  | 25.8 | (271) | 8.6 | (266) |  |
|  | 2022: | 29.0 | (324) |  | 27.4 | (325) | 11.4 | (325) |  |
|  | Change: | 1.0 |  |  | 1.6 |  | 2.8 |  |  |
| Special Education | 2021: | 0.0 | (51) |  | 2.0 | (51) | 3.9 | (51) |  |
|  | 2022: | 10.8 | (65) |  | 3.0 | (66) | 0.0 | (67) |  |
|  | Change: | 10.8 |  |  | 1.0 |  | -3.9 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 4.1 | (318) |  | 5.2 | (326) |  |  |
|  | 2022: | 5.6 | (320) |  | 6.5 | (324) |  |  |
|  | Change: | 1.5 |  |  | 1.3 |  |  |  |
| African American | 2021: | 4.3 | (47) |  | 0.0 | (47) |  |  |
|  | 2022: | 3.3 | (61) |  | 6.5 | (62) |  |  |
|  | Change: | -1.0 |  |  | 6.5 |  |  |  |
| Hispanic | 2021: | 3.8 | (266) |  | 6.2 | (274) |  |  |
|  | 2022: | 5.9 | (256) |  | 6.2 | (259) |  |  |
|  | Change: | 2.1 |  |  | 0.0 |  |  |  |
| White | 2021: | * | (2) |  |  | (2) |  |  |
|  | 2022: | * |  |  |  | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 4.0 | (302) |  | 5.2 | (309) |  |  |
|  | 2022: | 5.3 | (301) |  | 6.2 | (305) |  |  |
|  | Change: | 1.3 |  |  | 1.0 |  |  |  |
| English Learner | 2021: | 2.1 | (192) |  | 5.6 | (198) |  |  |
|  | 2022: | 4.8 | (188) |  | 6.8 | (191) |  |  |
|  | Change: | 2.7 |  |  | 1.2 |  |  |  |
| Special Education | 2021: | 0.0 | (33) |  | 2.8 | (36) |  |  |
|  | 2022: | 0.0 | (48) |  | 0.0 | (50) |  |  |
|  | Change: | 0.0 |  |  | -2.8 |  |  |  |

[^1]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

## JUSTIN F. KIMBALL FEEDER GROUP



| Grade 8 |  | Reading |  | Writing | Mathematics $\dagger$ |  | Science ${ }^{\text {t }}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 9.5 | (349) |  | 1.6 | (550) | 5.1 | (314) | 1.8 | (326) |
|  | 2022: | 22.8 | (403) |  | 8.4 | (547) | 3.6 | (391) | 6.5 | (402) |
|  | Change: | 13.3 |  |  | 6.8 |  | -1.5 |  | 4.7 |  |
| African American | 2021: | 11.6 | (69) |  | 0.8 | (122) | 5.4 | (56) | 6.8 | (59) |
|  | 2022: | 21.0 | (105) |  | 1.3 | (153) | 2.9 | (102) | 3.8 | (106) |
|  | Change: | 9.4 |  |  | 0.5 |  | -2.5 |  | -3.0 |  |
| Hispanic | 2021: | 9.1 | (274) |  | 1.9 | (419) | 5.1 | (254) | 0.8 | (262) |
|  | 2022: | 22.9 | (292) |  | 11.1 | (386) | 3.9 | (283) | 7.6 | (290) |
|  | Change: | 13.8 |  |  | 9.2 |  | -1.2 |  | 6.8 |  |
| White | 2021: |  |  |  | * | (3) |  |  |  |  |
|  | 2022: | * | (2) |  | * | (2) | * | (2) | * | (2) |
|  | Change: |  |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 8.7 | (335) |  | 1.7 | (532) | 5.3 | (301) | 1.9 | (313) |
|  | 2022: | 22.7 | (379) |  | 7.4 | (516) | 3.0 | (368) | 6.3 | (378) |
|  | Change: | 14.0 |  |  | 5.7 |  | -2.3 |  | 4.4 |  |
| English Learner | 2021: | 7.5 | (174) |  | 2.2 | (272) | 5.3 | (171) | 0.0 | (168) |
|  | 2022: | 17.8 | (191) |  | 10.0 | (259) | 3.6 | (194) | 5.3 | (190) |
|  | Change: | 10.3 |  |  | 7.8 |  | -1.7 |  | 5.3 |  |
| Special Education | 2021: | 4.3 | (23) |  | 4.9 | (41) | 0.0 | (23) | 14.3 | (21) |
|  | 2022: | 11.8 | (34) |  | 3.1 | (64) | 0.0 | (33) | 5.9 | (34) |
|  | Change: | 7.5 |  |  | -1.8 |  | 0.0 |  | -8.4 |  |

[^2]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
JUSTIN F. KIMBALL FEEDER GROUP

| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 16.5 | $(2,471)$ | 3.5 | (853) | $\begin{array}{r} 9.7 \\ 13.5 \end{array}$ | $(2,371)$ | 6.4 | (787) | 1.8 | (326) |
|  | 2022: | 21.9 | $(2,751)$ |  |  |  | $(2,654)$ | 7.8 | (931) | 6.5 | (402) |
|  | Change: | 5.4 |  |  |  | 3.8 |  | 1.4 |  | 4.7 |  |
| African American | 2021: | 15.6 | (365) | 0.7 | (139) | 4.9 $(348)$ <br> 3.9 $(459)$ <br> -1.0  |  | $\begin{array}{r} 3.4 \\ 2.8 \\ -0.6 \end{array}$ | $\begin{aligned} & \hline(117) \\ & (179) \end{aligned}$ | 6.8 $(59)$ <br> 3.8 (106) <br> -3.0  |  |
|  | 2022: | 20.6 | (475) |  |  |  |  |  |  |  |  |
|  | Change: | 5.0 |  |  |  |  |  |  |  |  |  |
| Hispanic | 2021: | 16.5 | $(2,071)$ | 4.0 | (701) | $\begin{array}{ll} \hline 10.6 & (1,991) \\ 15.4 & (2,148) \end{array}$ |  | $\begin{aligned} & 6.9 \\ & 8.9 \end{aligned}$ | $\begin{aligned} & \hline(663) \\ & (734) \end{aligned}$ | $\begin{aligned} & 0.8 \\ & 7.6 \end{aligned}$ | $\begin{aligned} & \text { (262) } \\ & (290) \end{aligned}$ |
|  | 2022: | 22.2 | $(2,228)$ |  |  |  |  |  |  |  |  |
|  | Change: | 5.7 |  |  |  | 4.8 |  | 2.0 |  | 6.8 |  |
| White | 2021: | 35.7 | (14) | * (5) |  | $\begin{array}{rr}8.3 & (12) \\ 6.7 & (15) \\ -1.6 & \end{array}$ |  | 16.7$*$ | (2) <br> (6) | * | (2) |
|  | 2022: | 18.8 | (16) |  |  |  |  |  |  |  |  |  |
|  | Change: | -16.9 |  |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 16.1 | $(2,298)$ | 3.4 | (793) | $\begin{array}{r} 9.3 \\ 12.7 \end{array}$ | $\begin{aligned} & (2,201) \\ & (2,428) \end{aligned}$ | $\begin{aligned} & 6.6 \\ & 7.4 \end{aligned}$ | $\begin{aligned} & \hline(724) \\ & (848) \end{aligned}$ | $\begin{aligned} & 1.9 \\ & 6.3 \end{aligned}$ | $\begin{aligned} & \hline(313) \\ & (378) \end{aligned}$ |
|  | 2022: | 21.2 | $(2,520)$ |  |  |  |  |  |  |  |  |
|  | Change: | 5.1 |  |  |  | 3.4 |  |  |  | 4.4 |  |
| English Learner | 2021: | 15.8 | $(1,421)$ | 3.9 | (490) | 10.8 | $(1,385)$ | 7.3 | (437) | 0.0 | (168) |
|  | 2022: | 19.6 | $(1,548)$ |  |  | 15.5 | $(1,499)$ | 8.5 | (519) | 5.3 | (190) |
|  | Change: | 3.8 |  |  |  | 4.7 |  | 1.2 |  | 5.3 |  |
| Special Education | 2021: | 2.3 | (220) |  | (78) | 2.3 | (220) | 2.7 | (74) | 14.3 | (21) |
|  | 2022: | 7.2 | (321) |  |  | 3.1 | (324) | 0.0 | (100) | 5.9 | (34) |
|  | Change: | 4.9 |  |  |  | 0.8 |  | -2.7 |  | -8.4 |  |

[^3]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

43 - T.W. BROWNE MIDDLE SCHOOL [Feeds to: KIMBALL]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 3.5 | (114) |  | 0.9 | (109) |  |  |
|  | 2022: | 4.7 | (129) |  | 4.5 | (133) |  |  |
|  | Change: | 1.2 |  |  | 3.6 |  |  |  |
| African American | 2021: | 5.1 | (39) |  | 0.0 | (38) |  |  |
|  | 2022: | 3.8 | (53) |  | 3.7 | (54) |  |  |
|  | Change: | -1.3 |  |  | 3.7 |  |  |  |
| Hispanic | 2021: | 2.8 | (72) |  | 1.5 | (68) |  |  |
|  | 2022: | 5.3 | (76) |  | 5.1 | (79) |  |  |
|  | Change: | 2.5 |  |  | 3.6 |  |  |  |
| Economically Disadvantaged | 2021: | 3.7 | (109) |  | 1.0 | (104) |  |  |
|  | 2022: | 4.9 | (122) |  | 4.8 | (126) |  |  |
|  | Change: | 1.2 |  |  | 3.8 |  |  |  |
| English Learner | 2021: | 2.0 | (51) |  | 2.0 | (50) |  |  |
|  | 2022: | 5.4 | (56) |  | 5.1 | (59) |  |  |
|  | Change: | 3.4 |  |  | 3.1 |  |  |  |
| Special Education | 2021: | 0.0 | (12) |  | 0.0 | (12) |  |  |
|  | 2022: | 0.0 | (21) |  | 0.0 | (23) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |



[^4]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
All Students Tested at Location
Percentage Mastering Grade Level

43 - T.W. BROWNE MIDDLE SCHOOL [Feeds to: KIMBALL]

| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\dagger}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 12.3 | (130) |  | 0.4 | (232) | 7.5 | (107) | 3.4 | (117) |
|  | 2022: | 17.0 | (182) |  | 2.5 | (322) | 3.2 | (187) | 6.6 | (183) |
|  | Change: | 4.7 |  |  | 2.1 |  | -4.3 |  | 3.2 |  |
| African American | 2021: | 13.6 | (59) |  | 0.9 | (113) | 6.8 | (44) | 7.7 | (52) |
|  | 2022: | 20.6 | (97) |  | 0.7 | (144) | 2.2 | (93) | 4.1 | (98) |
|  | Change: | 7.0 |  |  | -0.2 |  | -4.6 |  | -3.6 |  |
| Hispanic | 2021: | 11.8 | (68) |  | 0.0 | (115) | 8.2 | (61) | 0.0 | (63) |
|  | 2022: | 11.1 | (81) |  | 3.5 | (171) | 4.4 | (90) | 9.9 | (81) |
|  | Change: | -0.7 |  |  | 3.5 |  | -3.8 |  | 9.9 |  |
| White | 2021: |  |  |  | * | (2) |  |  |  |  |
|  | 2022: | * | (1) |  | * | (2) | * | (1) | * | (1) |
|  | Change: |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 12.2 | (123) |  | 0.4 | (224) | 7.8 | (102) | 3.6 | (111) |
|  | 2022: | 16.4 | (171) |  | 2.3 | (309) | 3.4 | (178) | 6.4 | (172) |
|  | Change: | 4.2 |  |  | 1.9 |  | -4.4 |  | 2.8 |  |
| English Learner | 2021: | 15.1 | (53) |  | 0.0 | (81) | 8.7 | (46) | 0.0 | (50) |
|  | 2022: | 9.3 | (54) |  | 4.4 | (113) | 4.9 | (61) | 9.3 | (54) |
|  | Change: | -5.8 |  |  | 4.4 |  | -3.8 |  | 9.3 |  |
| Special Education | 2021: | 16.7 | (6) |  | 0.0 | (19) |  | (3) | * | (5) |
|  | 2022: | 6.3 | (16) |  | 2.2 | (46) | 0.0 | (16) | 6.3 | (16) |
|  | Change: | -10.4 |  |  | 2.2 |  | * |  | * |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 8.9 | (370) | 1.4 | (145) | $\begin{aligned} & \hline 0.6 \\ & 3.1 \end{aligned}$ | (342) | 7.5 | (107) | 3.4 | (117) |
|  | 2022: | 14.3 | (483) |  |  |  | (458) | 3.2 | (187) | 6.6 | (183) |
|  | Change: | 5.4 |  |  |  | 2.5 |  | -4.3 |  | 3.2 |  |
| African American | 2021: | 11.3 | (160) | 1.3 | (77) | 0.7 | (151) | 6.8 | (44) | 7.7 | (52) |
|  | 2022: | 14.4 | (215) |  |  | 1.5 | (200) | 2.2 | (93) | 4.1 | (98) |
|  | Change: | 3.1 |  |  |  | 0.8 |  | -4.6 |  | -3.6 |  |
| Hispanic | 2021: | 7.4 | (202) | 1.5 | (65) | $\begin{aligned} & 0.5 \\ & 4.0 \end{aligned}$ | $\begin{aligned} & (184) \\ & (251) \end{aligned}$ | $\begin{aligned} & 8.2 \\ & 4.4 \end{aligned}$ | $\begin{aligned} & \hline(61) \\ & (90) \end{aligned}$ | 0.0 | (63) |
|  | 2022: | 13.8 | (261) |  |  |  |  |  |  | 9.9 | (81) |
|  | Change: | 6.4 |  |  |  | 3.5 |  | -3.8 |  | 9.9 |  |
| White | 2021: | (3) <br> (2) |  | * | (2) | $\begin{array}{ll}* \\ * & (3) \\ *\end{array}$ |  |  | (1) | * | (1) |
|  | 2022: |  |  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 9.0 | (356) | 1.4 | (143) | $\begin{aligned} & \hline 0.6 \\ & 3.0 \end{aligned}$ | $\begin{aligned} & \hline(329) \\ & (437) \end{aligned}$ | $\begin{aligned} & \hline 7.8 \\ & 3.4 \end{aligned}$ | $\begin{aligned} & \hline(102) \\ & (178) \end{aligned}$ | 3.66.42.8 | $\begin{aligned} & \text { (111) } \\ & (172) \end{aligned}$ |
|  | 2022: | 14.3 | (460) |  |  |  |  |  |  |  |  |
|  | Change: | 5.3 |  |  |  | 2.4 |  | -4.4 |  |  | 2.8 |
| English Learner | 2021: | $\begin{array}{r} 8.2 \\ 11.2 \\ 3.0 \\ \hline \end{array}$ | $\begin{aligned} & \hline(146) \\ & (178) \end{aligned}$ | 0.0 | (45) | $\begin{aligned} & \hline 0.8 \\ & 4.7 \\ & 3.9 \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline(132) \\ & (172) \end{aligned}$ | $\begin{array}{r} 8.7 \\ 4.9 \\ -3.8 \end{array}$ | (46) <br> (61) | $\begin{aligned} & 0.0 \\ & 9.3 \\ & 9.3 \end{aligned}$ | $\begin{aligned} & (50) \\ & (54) \end{aligned}$ |
|  | 2022: |  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |
| Special Education | 2021: | 3.0 | (33) | 0.0 | (17) | $\begin{aligned} & 0.0 \\ & 1.4 \end{aligned}$ | (31) <br> (69) | *0.0 | (3)(16) | $6.3$ | (5)(16) |
|  | 2022: | 9.2 | (65) |  |  |  |  |  |  |  |  |
|  | Change: | 6.2 |  |  |  | 1.4 |  |  | * |  |  |

[^5]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
100 - ZAN WESLEY HOLMES, JR. MIDDLE SCHOOL [Feeds to: KIMBALL]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 4.4 | (204) |  | 7.4 | (217) |  |  |
|  | 2022: | 6.3 | (191) |  | 7.9 | (191) |  |  |
|  | Change: | 1.9 |  |  | 0.5 |  |  |  |
| African American | 2021: | 0.0 | (8) |  | 0.0 | (9) |  |  |
|  | 2022: | 0.0 | (8) |  | 25.0 | (8) |  |  |
|  | Change: | 0.0 |  |  | 25.0 |  |  |  |
| Hispanic | 2021: | 4.1 | (194) |  | 7.8 | (206) |  |  |
|  | 2022: | 6.1 | (180) |  | 6.7 | (180) |  |  |
|  | Change: | 2.0 |  |  | -1.1 |  |  |  |
| White | 2021: | * | (1) |  |  | (1) |  |  |
|  | 2022: | * |  |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 4.1 | (193) |  | 7.3 | (205) |  |  |
|  | 2022: | 5.6 | (179) |  | 7.3 | (179) |  |  |
|  | Change: | 1.5 |  |  | 0.0 |  |  |  |
| English Learner | 2021: | 2.1 | (141) |  | 6.8 | (148) |  |  |
|  | 2022: | 4.5 | (132) |  | 7.6 | (132) |  |  |
|  | Change: | 2.4 |  |  | 0.8 |  |  |  |
| Special Education | 2021: | 0.0 | (21) |  | 4.2 | (24) |  |  |
|  | 2022: | 0.0 | (27) |  | 0.0 | (27) |  |  |
|  | Change: | 0.0 |  |  | -4.2 |  |  |  |



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

MASTERS GRADE LEVEL 6/22/22

100 - ZAN WESLEY HOLMES, JR. MIDDLE SCHOOL [Feeds to: KIMBALL]

| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\dagger}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 7.8 | (219) |  | 2.5 | (318) | 3.9 | (207) | 1.0 | (209) |
|  | 2022: | 27.6 | (221) |  | 16.9 | (225) | 3.9 | (204) | 6.4 | (219) |
|  | Change: | 19.8 |  |  | 14.4 |  | 0.0 |  | 5.4 |  |
| African American | 2021: | 0.0 | (10) |  | 0.0 | (9) | 0.0 | (12) | 0.0 | (7) |
|  | 2022: | 25.0 | (8) |  | 11.1 | (9) | 11.1 | (9) | 0.0 | (8) |
|  | Change: | 25.0 |  |  | 11.1 |  | 11.1 |  | 0.0 |  |
| Hispanic | 2021: | 8.3 | (206) |  | 2.6 | (304) | 4.1 | (193) | 1.0 | (199) |
|  | 2022: | 27.5 | (211) |  | 17.2 | (215) | 3.6 | (193) | 6.7 | (209) |
|  | Change: | 19.2 |  |  | 14.6 |  | -0.5 |  | 5.7 |  |
| White | 2021: |  |  |  | * | (1) |  |  |  |  |
|  | 2022: | * |  |  |  |  | * | (1) | * | (1) |
|  | Change: |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 6.6 | (212) |  | 2.6 | (308) | 4.0 | (199) | 1.0 | (202) |
|  | 2022: | 27.9 | (208) |  | 15.0 | (207) | 2.6 | (190) | 6.3 | (206) |
|  | Change: | 21.3 |  |  | 12.4 |  | -1.4 |  | 5.3 |  |
| English Learner | 2021: | 4.1 | (121) |  | 3.1 | (191) | 4.0 | (125) | 0.0 | (118) |
|  | 2022: | 21.2 | (137) |  | 14.4 | (146) | 3.0 | (133) | 3.7 | (136) |
|  | Change: | 17.1 |  |  | 11.3 |  | -1.0 |  | 3.7 |  |
| Special Education | 2021: | 0.0 | (17) |  | 9.1 | (22) | 0.0 | (20) | 6.3 | (16) |
|  | 2022: | 16.7 | (18) |  | 5.6 | (18) | 0.0 | (17) | 5.6 | (18) |
|  | Change: | 16.7 |  |  | -3.5 |  | 0.0 |  | -0.7 |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 8.2 | (623) | 1.5 | (199) | $\begin{aligned} & \hline 4.4 \\ & 9.7 \end{aligned}$ | (550) | 3.9 | (207) | 1.0 | (209) |
|  | 2022: | 21.3 | (654) |  |  |  | (580) | 3.9 | (204) | 6.4 | (219) |
|  | Change: | 13.1 |  |  |  | 5.3 |  | 0.0 |  | 5.4 |  |
| African American | 2021: | 4.0 | (25) | * | (5) | 0.0 | (21) | 0.0 | (12) | 0.0 | (7) |
|  | 2022: | 25.0 | (24) |  |  | 13.0 | (23) | 11.1 | (9) | 0.0 | (8) |
|  | Change: | 21.0 |  |  |  | 13.0 |  | 11.1 |  | 0.0 |  |
| Hispanic | 2021: | 8.1 | (589) | 1.6 | (190) | 4.6 | (522) | 4.1 | (193) | 1.0 | (199) |
|  | 2022: | 21.0 | (623) |  |  | 9.4 | (551) | 3.6 | (193) | 6.7 | (209) |
|  | Change: | 12.9 |  |  |  | 4.8 |  | -0.5 |  | 5.7 |  |
| White | 2021: | * | (3) | * (2) |  | $*$$*$ |  |  | (1) | * | (1) |
|  | 2022: | * |  |  |  |  |  |  |  |  |  |  |
|  | Change: | * |  |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 7.6 | (596) | 1.6 | (190) | $\begin{aligned} & 4.4 \\ & 8.8 \end{aligned}$ | $\begin{aligned} & \hline(526) \\ & (537) \end{aligned}$ | $\begin{aligned} & 4.0 \\ & 2.6 \end{aligned}$ | $\begin{aligned} & \hline(199) \\ & (190) \end{aligned}$ | 1.06.35.3 | $\begin{aligned} & \hline(202) \\ & (206) \end{aligned}$ |
|  | 2022: | 20.6 | (606) |  |  |  |  |  |  |  |  |
|  | Change: | 13.0 |  |  |  | 4.4 |  | -1.4 |  |  | 5.3 |
| English Learner | 2021: | $\begin{array}{r} 5.2 \\ 17.5 \\ 12.3 \\ \hline \end{array}$ | $\begin{aligned} & \hline(381) \\ & (434) \end{aligned}$ | 1.6 | (124) | $\begin{aligned} & 4.6 \\ & 8.7 \end{aligned}$$4.1$ | $\begin{aligned} & \hline(350) \\ & (389) \end{aligned}$ | $\begin{array}{r} 4.0 \\ 3.0 \\ -1.0 \end{array}$ | $\begin{aligned} & \hline(125) \\ & (133) \end{aligned}$ | $\begin{aligned} & \hline 0.0 \\ & 3.7 \\ & 3.7 \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline(118) \\ & (136) \end{aligned}$ |
|  | 2022: |  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |
| Special Education | 2021: | 1.8 | (57) | 0.0 | (17) | 5.0 | (60) | 0.0 | (20) | 6.3 | (16) |
|  | 2022: | 5.4 | (74) |  |  | 2.7 | (73) | 0.0 | (17) | 5.6 | (18) |
|  | Change: | 3.6 |  |  |  | -2.3 |  | 0.0 |  | -0.7 |  |

[^7]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
121 - JOHN W. CARPENTER ELEMENTARY SCHOOL [Feeds to: BROWNE > KIMBALL]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 30.8 | (13) |  | 7.7 |  |  |  |
|  | 2022: | 15.8 | (19) |  | 0.0 | (19) |  |  |
|  | Change: | -15.0 |  |  | -7.7 |  |  |  |
| African American | 2021: | 12.5 | (8) |  | 0.0 | (8) |  |  |
|  | 2022: | 27.3 | (11) |  | 0.0 | (11) |  |  |
|  | Change: | 14.8 |  |  | 0.0 |  |  |  |
| Hispanic | 2021: | * | (5) |  | * | (5) |  |  |
|  | 2022: | 0.0 | (7) |  | 0.0 | (7) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 30.8 | (13) |  | 7.7 | (13) |  |  |
|  | 2022: | 15.8 | (19) |  | 0.0 | (19) |  |  |
|  | Change: | -15.0 |  |  | -7.7 |  |  |  |
| English Learner | 2021: | * | (2) |  | * | (2) |  |  |
|  | 2022: | * | (5) |  | * |  |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Special Education | 2021: 2022: Change: | * | (2) |  | * | (2) |  |  |



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

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

GRADE LEVEL 6/22/22

121 - JOHN W. CARPENTER ELEMENTARY SCHOOL [Feeds to: BROWNE > KIMBALL]

| Grade 5 |  | Reading |  | Writing | Math | tics | Scie |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 33.3 | (18) |  | 5.6 | (18) | 0.0 | (18) |  |
|  | 2022: | 34.6 | (26) |  | 7.4 | (27) | 4.0 | (25) |  |
|  | Change: | 1.3 |  |  | 1.8 |  | 4.0 |  |  |
| African American | 2021: | 37.5 | (8) |  | 0.0 | (8) | 0.0 | (8) |  |
|  | 2022: | 33.3 | (15) |  | 0.0 | (16) | 0.0 | (14) |  |
|  | Change: | -4.2 |  |  | 0.0 |  | 0.0 |  |  |
| Hispanic | 2021: | 30.0 | (10) |  | 10.0 | (10) | 0.0 | (10) |  |
|  | 2022: | 40.0 | (10) |  | 20.0 | (10) | 10.0 | (10) |  |
|  | Change: | 10.0 |  |  | 10.0 |  | 10.0 |  |  |
| Economically <br> Disadvantaged | 2021: | 33.3 | (18) |  | 5.6 | (18) | 0.0 | (18) |  |
|  | 2022: | 36.0 | (25) |  | 7.7 | (26) | 4.2 | (24) |  |
|  | Change: | 2.7 |  |  | 2.1 |  | 4.2 |  |  |
| English Learner | 2021: | 0.0 | (6) |  | 16.7 | (6) | 0.0 | (6) |  |
|  | 2022: | 28.6 | (7) |  | 14.3 | (7) | 14.3 | (7) |  |
|  | Change: | 28.6 |  |  | -2.4 |  | 14.3 |  |  |
| Special Education | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (5) |  | 0.0 | (6) | * | (5) |  |
|  | Change: |  |  |  |  |  |  |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 43.5 | (46) | 6.7 | (15) | $\begin{aligned} & \hline 6.5 \\ & 2.5 \end{aligned}$ | (46) <br> (80) | $\begin{aligned} & \hline 0.0 \\ & 4.0 \end{aligned}$ |  |  |
|  | 2022: | 29.1 | (79) |  |  |  |  |  | (25) |  |
|  | Change: | -14.4 |  |  |  | -4.0 |  | 4.0 |  |  |
| African American | 2021: | $\begin{array}{r} 39.1 \\ 34.0 \\ -5.1 \end{array}$ | $\begin{aligned} & \text { (23) } \\ & (47) \end{aligned}$ | 0.0 | (7) | $\begin{aligned} & \hline 0.0 \\ & 0.0 \\ & 0.0 \\ & \hline \end{aligned}$ | (23) <br> (48) | 0.0 | (8) |  |
|  | 2022: |  |  |  |  |  |  | 0.0 | (14) |  |
|  | Change: |  |  |  |  |  |  | 0.0 |  |  |
| Hispanic | 2021: | $\begin{aligned} & \hline 45.5 \\ & 24.1 \end{aligned}$ | $\begin{aligned} & \hline(22) \\ & (29) \end{aligned}$ | 14.3 | (7) | 13.6 | (22) | 0.0 | (10) |  |
|  | 2022: |  |  |  |  | 6.9 | (29) | 10.0 | (10) |  |
|  | Change: | -21.4 |  |  |  | -6.7 |  | 10.0 |  |  |
| Economically Disadvantaged | 2021: | 44.4 | (45) | 7.1 | (14) | $\begin{aligned} & 6.7 \\ & 2.5 \end{aligned}$ | (45) | 0.0 (18) |  |  |
|  | 2022: | 29.5 | (78) |  |  |  | (79) | 4.2 | (24) |  |
|  | Change: | -14.9 |  |  |  | -4.2 |  | 4.2 |  |  |
| English Learner | 2021: | 18.2 | (11) | * | (3) | $\begin{array}{r} 18.2 \\ 4.8 \end{array}$ | (11) | 0.0 (6) |  |  |
|  | 2022: | 14.3 | (21) |  |  |  | (21) | 14.3 | (7) |  |
|  | Change: | -3.9 |  |  |  | -13.4 |  | 14.3 |  |  |
| Special Education | 2021: | $25.0$ | $\begin{array}{r} \hline(1) \\ (12) \end{array}$ | * (1) |  | $\begin{array}{r} * \\ 0.0 \\ * \end{array}$ | $\begin{array}{r} \hline(1) \\ (12) \end{array}$ | * | (5) |  |
|  | 2022: |  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |

[^9]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

136 - L.O. DONALD ELEMENTARY SCHOOL [Feeds to: HOLMES, Z > KIMBALL]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 24.6 | (65) |  | 7.8 | (64) |  |  |
|  | 2022: | 25.7 | (35) |  | 22.9 | (35) |  |  |
|  | Change: | 1.1 |  |  | 15.1 |  |  |  |
| Hispanic | 2021: | 23.4 | (64) |  | 6.3 | (63) |  |  |
|  | 2022: | 25.7 | (35) |  | 22.9 | (35) |  |  |
|  | Change: | 2.3 |  |  | 16.6 |  |  |  |
| Economically Disadvantaged | 2021: | 25.8 | (62) |  | 8.2 | (61) |  |  |
|  | 2022: | 25.8 | (31) |  | 22.6 | (31) |  |  |
|  | Change: | 0.0 |  |  | 14.4 |  |  |  |
| English Learner | 2021: | 17.5 | (40) |  | 7.5 | (40) |  |  |
|  | 2022: | 30.0 | (20) |  | 30.0 | (20) |  |  |
|  | Change: | 12.5 |  |  | 22.5 |  |  |  |
| Special Education | 2021: | * | (2) |  | * | (2) |  |  |
|  | 2022: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |



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

MASTERS GRADE LEVEL 6/22/22

136 - L.O. DONALD ELEMENTARY SCHOOL [Feeds to: HOLMES, Z > KIMBALL]


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 20.0 | (180) | 6.8 | (59) | $\begin{aligned} & 20.7 \\ & 22.1 \end{aligned}$ | $\begin{aligned} & (179) \\ & (163) \end{aligned}$ | 13.0 | (54) |  |
|  | 2022: | 19.0 | (163) |  |  |  |  | 11.5 | (61) |  |
|  | Change: | -1.0 |  |  |  | 1.4 |  | -1.5 |  |  |
| African American | 2021: | (4) <br> (4) |  | * | (3) |  | (3)(4) | (2) |  |  |
|  | 2022: |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |
| Hispanic | 2021: | 20.0 | (175) | 7.1 | (56) | $\begin{aligned} & 20.6 \\ & 21.4 \end{aligned}$ | $\begin{aligned} & \hline(175) \\ & (159) \end{aligned}$ | $13.2$ | (53)(59) |  |
|  | 2022: | 19.5 | (159) |  |  |  |  |  |  |  |
|  | Change: | -0.5 |  |  |  | 0.8 |  | -1.3 |  |  |
| Economically Disadvantaged | 2021: | $\begin{aligned} & 21.7 \\ & 17.9 \\ & -3.8 \end{aligned}$ | $\begin{aligned} & (161) \\ & (151) \end{aligned}$ | 5.8 | (52) | $\begin{array}{r} \hline 19.9 \\ 21.2 \\ 1.3 \\ \hline \end{array}$ | $\begin{aligned} & (161) \\ & (151) \end{aligned}$ | $\begin{aligned} & 13.0 \\ & 12.1 \\ & -0.9 \end{aligned}$ | $\begin{aligned} & (46) \\ & (58) \end{aligned}$ |  |
|  | 2022: |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |
| English Learner | 2021: | 18.7 | (123) | 7.5 | (40) | $\begin{aligned} & 22.6 \\ & 24.0 \end{aligned}$ | $\begin{aligned} & \hline(124) \\ & (104) \end{aligned}$ | $\begin{aligned} & 12.2 \\ & 10.0 \end{aligned}$ | $\begin{aligned} & (41) \\ & (40) \end{aligned}$ |  |
|  | 2022: | 19.2 | (104) |  |  |  |  |  |  |  |
|  | Change: | 0.5 |  |  |  | 1.4 |  | -2.2 |  |  |
| Special Education | 2021: | $\begin{aligned} & \hline 0.0 \\ & 5.9 \\ & 5.9 \end{aligned}$ | $\begin{aligned} & \text { (14) } \\ & \text { (17) } \end{aligned}$ | 0.0 | (6) | $\begin{array}{r} \hline 0.0 \\ 11.8 \\ 11.8 \end{array}$ | $\begin{aligned} & \hline(14) \\ & (17) \end{aligned}$ | 0.00.00.0 | (6)(8) |  |
|  | 2022: |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |

[^11]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

149 - HALL PERSONALIZED LEARNING ACADEMY AT OAK CLIFF [Feeds to: HOLMES, Z > KIMBALL]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 43.3 | (60) |  | 14.8 | (61) |  |  |
|  | 2022: | 18.1 | (72) |  | 6.9 | (72) |  |  |
|  | Change: | -25.2 |  |  | -7.9 |  |  |  |
| African American | 2021: |  |  |  |  |  |  |  |
|  | 2022: | * | (3) |  | * | (3) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Hispanic | 2021: | 42.4 | (59) |  | 13.3 | (60) |  |  |
|  | 2022: | 17.6 | (68) |  | 7.4 | (68) |  |  |
|  | Change: | -24.8 |  |  | -5.9 |  |  |  |
| White | 2021: | * | (1) |  |  | (1) |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 46.4 | (56) |  | 15.8 | (57) |  |  |
|  | 2022: | 17.1 | (70) |  | 5.7 | (70) |  |  |
|  | Change: | -29.3 |  |  | -10.1 |  |  |  |
| English Learner | 2021: | 47.9 | (48) |  | 14.3 | (49) |  |  |
|  | 2022: | 14.3 | (49) |  | 4.1 | (49) |  |  |
|  | Change: | -33.6 |  |  | -10.2 |  |  |  |
| Special Education | 2021: | * | (3) |  | * | (3) |  |  |
|  | 2022: | * |  |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^12]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

149 - HALL PERSONALIZED LEARNING ACADEMY AT OAK CLIFF [Feeds to: HOLMES, $\mathrm{Z}>$ KIMBALL]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 33.9 | (56) |  | 39.3 | (56) | 5.4 | (56) |  |
|  | 2022: | 18.2 | (77) |  | 40.3 | (77) | 11.7 | (77) |  |
|  | Change: | -15.7 |  |  | 1.0 |  | 6.3 |  |  |
| African American | 2021: | * | (1) |  |  | (1) | * | (1) |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 34.5 | (55) |  | 38.2 | (55) | 5.5 | (55) |  |
|  | 2022: | 18.4 | (76) |  | 40.8 | (76) | 11.8 | (76) |  |
|  | Change: | -16.1 |  |  | 2.6 |  | 6.3 |  |  |
| Economically Disadvantaged | 2021: | 34.0 | (53) |  | 39.6 | (53) | 3.8 | (53) |  |
|  | 2022: | 16.2 | (74) |  | 39.2 | (74) | 9.5 | (74) |  |
|  | Change: | -17.8 |  |  | -0.4 |  | 5.7 |  |  |
| English Learner | 2021: | 34.3 | (35) |  | 37.1 | (35) | 0.0 | (35) |  |
|  | 2022: | 18.8 | (64) |  | 42.2 | (64) | 14.1 | (64) |  |
|  | Change: | -15.5 |  |  | 5.1 |  | 14.1 |  |  |
| Special Education | 2021: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2022: | * | (4) |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |



[^13]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
152 - MARGARET B. HENDERSON ELEMENTARY SCHOOL [Feeds to: HOLMES, Z > KIMBALL]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 14.3 | (56) |  | 1.8 | (56) |  |  |
|  | 2022: | 20.5 | (44) |  | 18.2 | (44) |  |  |
|  | Change: | 6.2 |  |  | 16.4 |  |  |  |
| African American | 2021: |  | (2) |  | * | (2) |  |  |
|  | 2022: | * | (2) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 15.1 | (53) |  | 1.9 | (53) |  |  |
|  | 2022: | 22.0 | (41) |  | 17.1 | (41) |  |  |
|  | Change: | 6.9 |  |  | 15.2 |  |  |  |
| White | 2021: |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 15.1 | (53) |  | 1.9 | (53) |  |  |
|  | 2022: | 17.1 | (35) |  | 11.4 | (35) |  |  |
|  | Change: | 2.0 |  |  | 9.5 |  |  |  |
| English Learner | 2021: | 18.4 | (38) |  | 2.6 | (38) |  |  |
|  | 2022: | 18.2 | (22) |  | 9.1 | (22) |  |  |
|  | Change: | -0.2 |  |  | 6.5 |  |  |  |
| Special Education | 2021: | * | (3) |  | * | (3) |  |  |
|  | 2022: | * |  |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |



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

Percentage Mastering Grade Level
MASTERS
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
152 - MARGARET B. HENDERSON ELEMENTARY SCHOOL [Feeds to: HOLMES, Z > KIMBALL]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 46.2 | (52) |  | 36.5 | (52) | 15.4 | (52) |  |
|  | 2022: | 27.7 | (47) |  | 38.3 | (47) | 10.6 | (47) |  |
|  | Change: | -18.5 |  |  | 1.8 |  | -4.8 |  |  |
| Hispanic | 2021: | 47.1 | (51) |  | 37.3 | (51) | 15.7 | (51) |  |
|  | 2022: | 27.7 | (47) |  | 38.3 | (47) | 10.6 | (47) |  |
|  | Change: | -19.4 |  |  | 1.0 |  | -5.1 |  |  |
| Economically Disadvantaged | 2021: | 47.8 | (46) |  | 39.1 | (46) | 17.4 | (46) |  |
|  | 2022: | 28.2 | (39) |  | 33.3 | (39) | 10.3 | (39) |  |
|  | Change: | -19.6 |  |  | -5.8 |  | -7.1 |  |  |
| English Learner | 2021: | 64.3 | (28) |  | 50.0 | (28) | 28.6 | (28) |  |
|  | 2022: | 16.0 | (25) |  | 40.0 | (25) | 4.0 | (25) |  |
|  | Change: | -48.3 |  |  | -10.0 |  | -24.6 |  |  |
| Special Education | 2021: | 0.0 | (6) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |



[^15]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

172 - JIMMIE TYLER BRASHEAR ELEMENTARY SCHOOL [Feeds to: HOLMES, $Z>$ KIMBALL]

| Grade 3 |  | Reading |  | Writing | Math | matics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 15.3 | (85) |  | 3.5 | (86) |  |  |
|  | 2022: | 25.0 | (100) |  | 25.0 | (100) |  |  |
|  | Change: | 9.7 |  |  | 21.5 |  |  |  |
| African American | 2021: | 13.3 | (15) |  | 0.0 | (15) |  |  |
|  | 2022: | 20.0 | (15) |  | 13.3 | (15) |  |  |
|  | Change: | 6.7 |  |  | 13.3 |  |  |  |
| Hispanic | 2021: | 15.9 | (69) |  | 4.3 | (70) |  |  |
|  | 2022: | 25.0 | (84) |  | 26.2 | (84) |  |  |
|  | Change: | 9.1 |  |  | 21.9 |  |  |  |
| Economically <br> Disadvantaged | 2021: | 13.3 | (75) |  | 4.0 | (75) |  |  |
|  | 2022: | 23.2 | (82) |  | 25.6 | (82) |  |  |
|  | Change: | 9.9 |  |  | 21.6 |  |  |  |
| English Learner | 2021: | 10.4 | (48) |  | 4.1 | (49) |  |  |
|  | 2022: | 17.3 | (52) |  | 21.2 | (52) |  |  |
|  | Change: | 6.9 |  |  | 17.1 |  |  |  |
| Special Education | 2021: | 14.3 | (7) |  | 0.0 | (7) |  |  |
|  | 2022: | * |  |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^16]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

172 - JIMMIE TYLER BRASHEAR ELEMENTARY SCHOOL [Feeds to: HOLMES, Z > KIMBALL]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 31.8 | (88) |  | 23.0 | (87) | 9.2 | (87) |  |
|  | 2022: | 50.0 | (106) |  | 39.6 | (106) | 15.1 | (106) |  |
|  | Change: | 18.2 |  |  | 16.6 |  | 5.9 |  |  |
| African American | 2021: | 53.8 | (13) |  | 33.3 | (12) | 7.7 | (13) |  |
|  | 2022: | 50.0 | (12) |  | 25.0 | (12) | 16.7 | (12) |  |
|  | Change: | -3.8 |  |  | -8.3 |  | 9.0 |  |  |
| Hispanic | 2021: | 28.0 | (75) |  | 21.3 | (75) | 9.5 | (74) |  |
|  | 2022: | 50.0 | (92) |  | 42.4 | (92) | 14.1 | (92) |  |
|  | Change: | 22.0 |  |  | 21.1 |  | 4.6 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (2) |  | * | (2) |  | (2) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 29.7 | (74) |  | 23.6 | (72) | 11.0 | (73) |  |
|  | 2022: | 50.6 | (81) |  | 40.7 | (81) | 16.0 | (81) |  |
|  | Change: | 20.9 |  |  | 17.1 |  | 5.0 |  |  |
| English Learner | 2021: | 33.3 | (39) |  | 28.2 | (39) | 13.2 | (38) |  |
|  | 2022: | 38.3 | (60) |  | 46.7 | (60) | 13.3 | (60) |  |
|  | Change: | 5.0 |  |  | 18.5 |  | 0.1 |  |  |
| Special Education | 2021: | 0.0 | (10) |  | 11.1 | (9) | 0.0 | (10) |  |
|  | 2022: | 7.1 | (14) |  | 0.0 | (14) | 0.0 | (14) |  |
|  | Change: | 7.1 |  |  | -11.1 |  | 0.0 |  |  |



[^17]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
210 - LESLIE A. STEMMONS ELEMENTARY SCHOOL [Feeds to: BROWNE > KIMBALL]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 32.7 | (55) |  | 7.1 | (56) |  |  |
|  | 2022: | 31.6 | (79) |  | 31.6 | (79) |  |  |
|  | Change: | -1.1 |  |  | 24.5 |  |  |  |
| African American | 2021: | * | (3) |  | * | (3) |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 34.6 | (52) |  | 7.5 | (53) |  |  |
|  | 2022: | 31.6 | (76) |  | 31.6 | (76) |  |  |
|  | Change: | -3.0 |  |  | 24.1 |  |  |  |
| White | 2021: |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 32.0 | (50) |  | 5.9 | (51) |  |  |
|  | 2022: | 31.9 | (69) |  | 27.5 | (69) |  |  |
|  | Change: | -0.1 |  |  | 21.6 |  |  |  |
| English Learner | 2021: | 38.2 | (34) |  | 8.6 | (35) |  |  |
|  | 2022: | 30.4 | (56) |  | 33.9 | (56) |  |  |
|  | Change: | -7.8 |  |  | 25.3 |  |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | 0.0 | (10) |  | 10.0 | (10) |  |  |
|  | Change: | * |  |  | * |  |  |  |



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

STATISTIC: Percentage Mastering Grade Level
MASTERS
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
210 - LESLIE A. STEMMONS ELEMENTARY SCHOOL [Feeds to: BROWNE > KIMBALL]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 21.7 | (69) |  | 7.1 | (70) | 4.3 | (69) |  |
|  | 2022: | 40.2 | (82) |  | 11.0 | (82) | 6.1 | (82) |  |
|  | Change: | 18.5 |  |  | 3.9 |  | 1.8 |  |  |
| African American | 2021: | 14.3 | (7) |  | 0.0 | (7) | 0.0 | (7) |  |
|  | 2022: |  | (2) |  | * | (2) | * | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 22.6 | (62) |  | 7.9 | (63) | 4.8 | (62) |  |
|  | 2022: | 39.7 | (78) |  | 10.3 | (78) | 5.1 | (78) |  |
|  | Change: | 17.1 |  |  | 2.4 |  | 0.3 |  |  |
| Economically Disadvantaged | 2021: | 24.1 | (58) |  | 5.1 | (59) | 5.2 | (58) |  |
|  | 2022: | 38.7 | (75) |  | 10.7 | (75) | 6.7 | (75) |  |
|  | Change: | 14.6 |  |  | 5.6 |  | 1.5 |  |  |
| English Learner | 2021: | 22.2 | (45) |  | 4.4 | (45) | 4.4 | (45) |  |
|  | 2022: | 38.7 | (62) |  | 4.8 | (62) | 1.6 | (62) |  |
|  | Change: | 16.5 |  |  | 0.4 |  | -2.8 |  |  |
| Special Education | 2021: | 0.0 | (7) |  | 0.0 | (8) | 0.0 | (7) |  |
|  | 2022: | 12.5 | (8) |  | 0.0 | (8) | 0.0 | (8) |  |
|  | Change: | 12.5 |  |  | 0.0 |  | 0.0 |  |  |



[^19]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
225 - DANIEL WEBSTER ELEMENTARY SCHOOL [Feeds to: BROWNE > KIMBALL]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 4.3 | (46) |  | 0.0 | (46) |  |  |
|  | 2022: | 16.7 | (48) |  | 8.2 | (49) |  |  |
|  | Change: | 12.4 |  |  | 8.2 |  |  |  |
| African American | 2021: | 5.9 | (17) |  | 0.0 | (17) |  |  |
|  | 2022: | 13.0 | (23) |  | 0.0 | (23) |  |  |
|  | Change: | 7.1 |  |  | 0.0 |  |  |  |
| Hispanic | 2021: | 3.6 | (28) |  | 0.0 | (28) |  |  |
|  | 2022: | 22.7 | (22) |  | 17.4 | (23) |  |  |
|  | Change: | 19.1 |  |  | 17.4 |  |  |  |
| Economically Disadvantaged | 2021: | 2.3 | (43) |  | 0.0 | (43) |  |  |
|  | 2022: | 13.3 | (45) |  | 8.9 | (45) |  |  |
|  | Change: | 11.0 |  |  | 8.9 |  |  |  |
| English Learner | 2021: | 4.3 | (23) |  | 0.0 | (23) |  |  |
|  | 2022: | 11.1 | (18) |  | 15.8 | (19) |  |  |
|  | Change: | 6.8 |  |  | 15.8 |  |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | 16.7 | (6) |  | 16.7 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |



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

MASTERS GRADE LEVEL 6/22/22

225 - DANIEL WEBSTER ELEMENTARY SCHOOL [Feeds to: BROWNE > KIMBALL]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 13.6 | (44) |  | 11.4 | (44) | 0.0 | (45) |  |
|  | 2022: | 18.8 | (48) |  | 6.3 | (48) | 0.0 | (49) |  |
|  | Change: | 5.2 |  |  | -5.1 |  | 0.0 |  |  |
| African American | 2021: | 23.1 | (13) |  | 15.4 | (13) | 0.0 | (13) |  |
|  | 2022: | 13.0 | (23) |  | 0.0 | (22) | 0.0 | (23) |  |
|  | Change: | -10.1 |  |  | -15.4 |  | 0.0 |  |  |
| Hispanic | 2021: | 9.7 | (31) |  | 9.7 | (31) | 0.0 | (31) |  |
|  | 2022: | 22.7 | (22) |  | 13.0 | (23) | 0.0 | (23) |  |
|  | Change: | 13.0 |  |  | 3.3 |  | 0.0 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 14.6 | (41) |  | 12.2 | (41) | 0.0 | (42) |  |
|  | 2022: | 18.6 | (43) |  | 2.4 | (42) | 0.0 | (44) |  |
|  | Change: | 4.0 |  |  | -9.8 |  | 0.0 |  |  |
| English Learner | 2021: | 3.8 | (26) |  | 3.8 | (26) | 0.0 | (25) |  |
|  | 2022: | 26.3 | (19) |  | 15.0 | (20) | 0.0 | (20) |  |
|  | Change: | 22.5 |  |  | 11.2 |  | 0.0 |  |  |
| Special Education | 2021: | 0.0 | (9) |  | 0.0 | (9) | 0.0 | (9) |  |
|  | 2022: | 9.1 | (11) |  | 0.0 | (11) | 0.0 | (13) |  |
|  | Change: | 9.1 |  |  | 0.0 |  | 0.0 |  |  |



[^21]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

272 - MARIA MORENO STEAM ACADEMY [Feeds to: HOLMES, Z > KIMBALL]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 5.8 | (52) |  | 9.4 | (53) |  |  |
|  | 2022: | 17.2 | (58) |  | 8.6 | (58) |  |  |
|  | Change: | 11.4 |  |  | -0.8 |  |  |  |
| Hispanic | 2021: | 4.0 | (50) |  | 9.8 | (51) |  |  |
|  | 2022: | 17.5 | (57) |  | 8.8 | (57) |  |  |
|  | Change: | 13.5 |  |  | -1.0 |  |  |  |
| White | 2021: | * | (2) |  | * | (2) |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically | 2021: | 6.3 | (48) |  | 10.2 | (49) |  |  |
| Disadvantaged | 2022: | 17.3 | (52) |  | 9.6 | (52) |  |  |
|  | Change: | 11.0 |  |  | -0.6 |  |  |  |
| English Learner | 2021: | 6.7 | (30) |  | 16.1 | (31) |  |  |
|  | 2022: | 7.9 | (38) |  | 7.9 | (38) |  |  |
|  | Change: | 1.2 |  |  | -8.2 |  |  |  |
| Special Education | 2021: | * | (5) |  | * | (5) |  |  |
|  | 2022: | 7.1 | (14) |  | 0.0 | (14) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^22]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

272 - MARIA MORENO STEAM ACADEMY [Feeds to: HOLMES, Z > KIMBALL]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 28.3 | (53) |  | 13.2 | (53) | 9.4 | (53) |  |
|  | 2022: | 36.4 | (44) |  | 15.9 | (44) | 34.1 | (44) |  |
|  | Change: | 8.1 |  |  | 2.7 |  | 24.7 |  |  |
| African American | 2021: 2022: Change: | * | (2) |  | * | (2) | * | (2) |  |
| Hispanic | 2021: | 26.9 | (52) |  | 13.5 | (52) | 9.6 | (52) |  |
|  | 2022: | 35.0 | (40) |  | 17.5 | (40) | 35.0 | (40) |  |
|  | Change: | 8.1 |  |  | 4.0 |  | 25.4 |  |  |
| Economically Disadvantaged | 2021: | 28.0 | (50) |  | 14.0 | (50) | 10.0 | (50) |  |
|  | 2022: | 37.2 | (43) |  | 16.3 | (43) | 32.6 | (43) |  |
|  | Change: | 9.2 |  |  | 2.3 |  | 22.6 |  |  |
| English Learner | 2021: | 22.6 | (31) |  | 16.1 | (31) | 9.7 | (31) |  |
|  | 2022: | 33.3 | (27) |  | 18.5 | (27) | 44.4 | (27) |  |
|  | Change: | 10.7 |  |  | 2.4 |  | 34.7 |  |  |
| Special Education | 2021: | 0.0 | (7) |  | 0.0 | (7) | 28.6 | (7) |  |
|  | 2022: | 28.6 | (7) |  | 0.0 | (7) | 0.0 | (7) |  |
|  | Change: | 28.6 |  |  | 0.0 |  | -28.6 |  |  |



[^23]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

277 - THOMAS TOLBERT ELEMENTARY SCHOOL [Feeds to: BROWNE > KIMBALL]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 24.6 | (57) |  | 1.8 | (56) |  |  |
|  | 2022: | 11.5 | (61) |  | 13.1 | (61) |  |  |
|  | Change: | -13.1 |  |  | 11.3 |  |  |  |
| African American | 2021: | 33.3 | (18) |  | 0.0 | (18) |  |  |
|  | 2022: | 4.8 | (21) |  | 9.5 | (21) |  |  |
|  | Change: | -28.5 |  |  | 9.5 |  |  |  |
| Hispanic | 2021: | 16.7 | (36) |  | 2.9 | (35) |  |  |
|  | 2022: | 16.2 | (37) |  | 10.8 | (37) |  |  |
|  | Change: | -0.5 |  |  | 7.9 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 24.6 | (57) |  | 1.8 | (56) |  |  |
|  | 2022: | 10.7 | (56) |  | 14.3 | (56) |  |  |
|  | Change: | -13.9 |  |  | 12.5 |  |  |  |
| English Learner | 2021: | 12.9 | (31) |  | 3.2 | (31) |  |  |
|  | 2022: | 17.9 | (28) |  | 14.3 | (28) |  |  |
|  | Change: | 5.0 |  |  | 11.1 |  |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | 9.1 | (11) |  | 9.1 | (11) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^24]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

277 - THOMAS TOLBERT ELEMENTARY SCHOOL [Feeds to: BROWNE > KIMBALL]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 15.0 | (40) |  | 15.4 | (39) | 0.0 | (39) |  |
|  | 2022: | 36.7 | (49) |  | 2.0 | (49) | 2.0 | (49) |  |
|  | Change: | 21.7 |  |  | -13.4 |  | 2.0 |  |  |
| African American | 2021: | 0.0 | (18) |  | 11.1 | (18) | 0.0 | (18) |  |
|  | 2022: | 57.1 | (21) |  | 4.8 | (21) | 0.0 | (21) |  |
|  | Change: | 57.1 |  |  | -6.3 |  | 0.0 |  |  |
| Hispanic | 2021: | 28.6 | (21) |  | 19.0 | (21) | 0.0 | (21) |  |
|  | 2022: | 19.2 | (26) |  | 0.0 | (26) | 3.8 | (26) |  |
|  | Change: | -9.4 |  |  | -19.0 |  | 3.8 |  |  |
| White | 2021: | * | (1) |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 15.8 | (38) |  | 16.2 | (37) | 0.0 | (37) |  |
|  | 2022: | 40.5 | (42) |  | 2.4 | (42) | 2.4 | (42) |  |
|  | Change: | 24.7 |  |  | -13.8 |  | 2.4 |  |  |
| English Learner | 2021: | 35.3 | (17) |  | 23.5 | (17) | 0.0 | (17) |  |
|  | 2022: | 30.0 | (20) |  | 0.0 | (20) | 5.0 | (20) |  |
|  | Change: | -5.3 |  |  | -23.5 |  | 5.0 |  |  |
| Special Education | 2021: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2022: | 0.0 | (7) |  | 0.0 | (7) | 0.0 | (7) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 19.7 | (132) | 2.7 | (37) | 10.0 | (130) | 0.0 | (39) |  |
|  | 2022: | 19.4 | (170) |  |  | 7.6 | (170) | 2.0 | (49) |  |
|  | Change: | -0.3 |  |  |  | -2.4 |  | 2.0 |  |  |
| African American | 2021: | 17.6 | (51) | 0.0 | (16) | 11.8 | (51) | 0.0 | (18) |  |
|  | 2022: | 25.4 | (59) |  |  | 6.8 | (59) | 0.0 | (21) |  |
|  | Change: | 7.8 |  |  |  | -5.0 |  | 0.0 |  |  |
| Hispanic | 2021: | 18.7 | (75) | 0.0 | (19) | 9.5 | (74) | 0.0 | (21) |  |
|  | 2022: | 16.5 | (103) |  |  | 6.8 | (103) | 3.8 | (26) |  |
|  | Change: | -2.2 |  |  |  | -2.7 |  | 3.8 |  |  |
| White | 2021: | * | (3) | * | (1) | * | (2) |  |  |  |
|  | 2022: | * |  |  |  | * | (3) | * | (1) |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2021: | 20.2 | (129) | 2.8 | (36) | 10.2 | (127) | 0.0 | (37) |  |
|  | 2022: | 19.7 | (157) |  |  | 8.3 | (157) | 2.4 | (42) |  |
|  | Change: | -0.5 |  |  |  | -1.9 |  | 2.4 |  |  |
| English Learner | 2021: | 20.6 | (63) | 6.3 | (16) | 11.1 | (63) | 0.0 | (17) |  |
|  | 2022: | 21.1 | (76) |  |  | 9.2 | (76) | 5.0 | (20) |  |
|  | Change: | 0.5 |  |  |  | -1.9 |  | 5.0 |  |  |
| Special Education | 2021: | 0.0 | (9) |  | (2) | 0.0 | (9) | * | (3) |  |
|  | 2022: | 4.2 | (24) |  |  | 4.2 | (24) | 0.0 | (7) |  |
|  | Change: | 4.2 |  |  |  | 4.2 |  | * |  |  |

[^25]
[^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]:    
     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.

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[^5]:    $\mathrm{N})=$ 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.

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

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

[^17]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections.

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[^19]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections.

[^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.

[^22]:    
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[^23]:    
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[^24]:    $(\mathrm{N})=$ 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.

[^25]:    $(\mathrm{N})=$ 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.

