

2014 STAAR 3-8 Results by Student Group

POPULATION: All Students Tested at Location
STATISTIC: Percentage at Level 3
ADMINISTRATION: Spring 2014 (first administration)
LANGUAGE: English

**PERCENTAGE
ADVANCED
5/23/14**

ALTERNATIVE SCHOOLS

Grade 8		Reading ¹	Writing	Mathematics ¹	Science	Social Studies
All Students	2013:	0.9 (108)		0.0 (109)	0.0 (109)	0.0 (109)
	2014:	* (4)		0.0 (91)	0.0 (84)	0.0 (84)
	Change:	*		0.0	0.0	0.0
African American	2013:	0.0 (35)		0.0 (36)	0.0 (38)	0.0 (39)
	2014:	* (1)		0.0 (37)	0.0 (31)	0.0 (32)
	Change:	*		0.0	0.0	0.0
Hispanic	2013:	1.4 (69)		0.0 (69)	0.0 (67)	0.0 (66)
	2014:	* (3)		0.0 (53)	0.0 (52)	0.0 (51)
	Change:	*		0.0	0.0	0.0
White	2013:	* (1)		* (1)	* (1)	* (1)
	2014:			* (1)	* (1)	* (1)
	Change:			*	*	*
Economically Disadvantaged	2013:	1.0 (96)		0.0 (97)	0.0 (97)	0.0 (98)
	2014:	* (3)		0.0 (77)	0.0 (75)	0.0 (75)
	Change:	*		0.0	0.0	0.0
Limited English Proficient	2013:	0.0 (45)		0.0 (45)	0.0 (39)	0.0 (39)
	2014:	* (1)		0.0 (31)	0.0 (30)	0.0 (29)
	Change:	*		0.0	0.0	0.0
Special Education	2013:	* (5)		* (5)	* (5)	* (5)
	2014:			* (4)	* (4)	* (4)
	Change:			*	*	*

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	2014:	* (3)		0.0 (53)	0.0 (52)	0.0 (51)
	Change:	*		0.0	0.0	0.0
White	2013:	* (1)		* (1)	* (1)	* (1)
	2014:			* (1)	* (1)	* (1)
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	Change:	*		0.0	0.0	0.0
Special Education	2013:	* (5)		* (5)	* (5)	* (5)
	2014:			* (4)	* (4)	* (4)
	Change:			*	*	*

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores from the FIRST ADMINISTRATION. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

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	Change:	*		0.0	0.0	0.0
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	Change:	*		0.0	0.0	0.0
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	2014:			* (4)	* (4)	* (4)
	Change:			*	*	*

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