

## 2017 STAAR EOC Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level (formerly Level 3)  
**ADMINISTRATION:** Spring 2017 (includes first-time tests from Fall 2016)

**MASTER  
GRADE LEVEL  
6/5/17**

### EMMETT J. CONRAD FEEDER GROUP

		All	Afr. Amer.	Hispanic	White	Econ. Disadv.	Special Ed.	ELL
<b>ENGLISH I</b>	2016:	0.3 (323)	0.0 (70)	0.0 (183)	16.7 (6)	0.3 (286)	0.0 (26)	0.0 (214)
	2017:	3.8 (425)	5.3 (95)	3.1 (227)	6.3 (16)	3.9 (363)	3.3 (30)	0.8 (256)
	Change:	3.5	5.3	3.1	-10.4	3.6	3.3	0.8
<b>ENGLISH II</b>	2016:	1.7 (344)	1.7 (59)	2.3 (216)	0.0 (6)	1.9 (309)	0.0 (20)	0.0 (175)
	2017:	0.4 (267)	0.0 (63)	0.0 (152)	16.7 (6)	0.4 (242)	0.0 (21)	0.0 (135)
	Change:	-1.3	-1.7	-2.3	16.7	-1.5	0.0	0.0
<b>ALGEBRA I</b>	2016:	10.7 (318)	7.8 (64)	7.0 (171)	28.6 (7)	11.1 (261)	0.0 (24)	9.3 (237)
	2017:	13.1 (390)	9.2 (87)	10.0 (209)	0.0 (11)	12.1 (331)	0.0 (30)	12.8 (258)
	Change:	2.4	1.4	3.0	-28.6	1.0	0.0	3.5
<b>BIOLOGY</b>	2016:	10.0 (100)	10.0 (20)	10.3 (58)	* (2)	11.8 (85)	* (5)	2.5 (40)
	2017:	10.1 (356)	10.1 (69)	10.6 (216)	18.2 (11)	9.4 (308)	0.0 (25)	2.5 (202)
	Change:	0.1	0.1	0.3	*	-2.4	*	0.0
<b>U.S. HISTORY</b>	2016:	10.4 (404)	11.9 (67)	12.4 (242)	0.0 (6)	10.4 (366)	6.7 (30)	4.6 (241)
	2017:	26.9 (242)	28.3 (60)	29.1 (141)	37.5 (8)	27.9 (215)	5.9 (17)	11.1 (108)
	Change:	16.5	16.4	16.7	37.5	17.5	-0.8	6.5

(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. Includes results for students testing for first time during current school year, i.e., spring retest results included ONLY if the student first tested in fall. 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 coding or score changes. Feeder group statistics do not include scores from stand-alone choice or alternative schools.

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6/5/17**

### 28 - EMMETT J. CONRAD HIGH SCHOOL

		All	Afr. Amer.	Hispanic	White	Econ. Disadv.	Special Ed.	ELL
<b>ENGLISH I</b>	2016:	0.3 (323)	0.0 (70)	0.0 (183)	16.7 (6)	0.3 (286)	0.0 (26)	0.0 (214)
	2017:	3.8 (425)	5.3 (95)	3.1 (227)	6.3 (16)	3.9 (363)	3.3 (30)	0.8 (256)
	Change:	3.5	5.3	3.1	-10.4	3.6	3.3	0.8
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	2017:	0.4 (267)	0.0 (63)	0.0 (152)	16.7 (6)	0.4 (242)	0.0 (21)	0.0 (135)
	Change:	-1.3	-1.7	-2.3	16.7	-1.5	0.0	0.0
<b>ALGEBRA I</b>	2016:	6.5 (277)	8.1 (62)	3.5 (143)	16.7 (6)	5.9 (220)	0.0 (24)	6.2 (211)
	2017:	10.9 (349)	7.4 (81)	9.7 (185)	0.0 (11)	9.2 (292)	0.0 (29)	8.8 (226)
	Change:	4.4	-0.7	6.2	-16.7	3.3	0.0	2.6
<b>BIOLOGY</b>	2016:	10.0 (100)	10.0 (20)	10.3 (58)	* (2)	11.8 (85)	* (5)	2.5 (40)
	2017:	10.1 (356)	10.1 (69)	10.6 (216)	18.2 (11)	9.4 (308)	0.0 (25)	2.5 (202)
	Change:	0.1	0.1	0.3	*	-2.4	*	0.0
<b>U.S. HISTORY</b>	2016:	10.4 (404)	11.9 (67)	12.4 (242)	0.0 (6)	10.4 (366)	6.7 (30)	4.6 (241)
	2017:	26.9 (242)	28.3 (60)	29.1 (141)	37.5 (8)	27.9 (215)	5.9 (17)	11.1 (108)
	Change:	16.5	16.4	16.7	37.5	17.5	-0.8	6.5

(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. Includes results for students testing for first time during current school year, i.e., spring retest results included ONLY if the student first tested in fall. 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 coding or score changes. Feeder group statistics do not include scores from stand-alone choice or alternative schools.

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

		All		Afr. Amer.		Hispanic		White	Econ. Disadv.		Special Ed.		ELL	
<b>ALGEBRA I</b>	2016:	39.0	(41)	*	(2)	25.0	(28)		39.0	(41)			34.6	(26)
	2017:	31.7	(41)	33.3	(6)	12.5	(24)		33.3	(39)	*	(1)	40.6	(32)
	Change:	<b>-7.3</b>		*		<b>-12.5</b>			<b>-5.7</b>				<b>6.0</b>	

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