POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2018 (first administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 4/30/18

## EMMETT J. CONRAD FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | $\begin{aligned} & 60.0 \\ & 73.3 \end{aligned}$ | $\begin{aligned} & (442) \\ & (356) \end{aligned}$ |  | 67.3 | (444) | 56.8 | (442) |  |
|  | 2018: |  |  |  | 74.3 | (358) |  |  |  |
|  | Change: | 13.3 |  |  | 7.0 |  |  |  |  |
| African American | 2017: | 44.2 | (77) |  | 66.2 | (77) | 55.8 | (77) |  |
|  | 2018: | 61.5 | (65) |  | 63.1 | (65) |  |  |  |
|  | Change: | 17.3 |  |  | -3.1 |  |  |  |  |
| Hispanic | 2017: | $\begin{aligned} & 70.1 \\ & 79.9 \end{aligned}$ | $\begin{aligned} & \hline(278) \\ & (234) \end{aligned}$ |  | 69.3 | (280) | 56.8 | (278) |  |
|  | 2018: |  |  |  | 80.1 | (236) |  |  |  |
|  | Change: | 9.8 |  |  | 10.8 |  |  |  |  |
| White | 2017: | $\begin{aligned} & 44.4 \\ & 75.0 \\ & 30.6 \end{aligned}$ | (9) <br> (8) |  | $\begin{aligned} & \hline 22.2 \\ & 62.5 \\ & 40.3 \\ & \hline \end{aligned}$ | (9) | 66.7 | (9) |  |
|  | 2018: |  |  |  |  | (8) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2017: | $\begin{aligned} & 60.8 \\ & 73.7 \end{aligned}$ | $\begin{aligned} & \hline(395) \\ & (300) \end{aligned}$ |  | 68.5 | (397) | 57.4 | (394) |  |
|  | 2018: |  |  |  | 76.2 | (302) |  |  |  |
|  | Change: | 12.9 |  |  | 7.7 |  |  |  |  |
| English Language Learner | 2017: | $\begin{aligned} & 62.2 \\ & 72.0 \end{aligned}$ | $\begin{aligned} & (339) \\ & (254) \end{aligned}$ |  | 67.4 | (341) | 55.3 | (340) |  |
|  | 2018: |  |  |  | 74.6 | (256) |  |  |  |
|  | Change: | 9.8 |  |  | 7.2 |  |  |  |  |
| Special Education | 2017: | $\begin{aligned} & 32.0 \\ & 48.4 \end{aligned}$ | (25) <br> (31) |  | 30.8 | (26) | 25.9 | (27) |  |
|  | 2018: |  |  |  | 43.8 | (32) |  |  |  |
|  | Change: | 48.4 16.4 | 16.4 |  | 13.0 |  |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{\text {2 }}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 46.7 | (272) |  | 51.3 | (269) | 46.2 | (290) | 35.3 | (269) |
|  | 2018: | 40.5 | (259) |  | 49.3 | (278) |  |  |  |  |
|  | Change: | -6.2 |  |  | -2.0 |  |  |  |  |  |
| African American | 2017: | 46.8 | (47) |  | 45.5 | (44) | 60.4 | (53) | 34.0 | (47) |
|  | 2018: | 42.1 | (38) |  | 36.1 | (36) |  |  |  |  |
|  | Change: | -4.7 |  |  | -9.4 |  |  |  |  |  |
| Hispanic | 2017: | 47.4 | (173) |  | 51.4 | (179) | 43.7 | (183) | 31.1 | (167) |
|  | 2018: | 41.7 | (168) |  | 48.1 | (183) |  |  |  |  |
|  | Change: | -5.7 |  |  | -3.3 |  |  |  |  |  |
| White | 2017: | * | (3) |  | * | (4) | * | (4) | * | (3) |
|  | 2018: | 44.4 | (9) |  | 57.1 | (7) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2017: | 47.2 | (246) |  | 51.0 | (243) | 48.4 | (254) | 36.9 | (233) |
|  | 2018: | 43.0 | (223) |  | 49.8 | (243) |  |  |  |  |
|  | Change: | -4.2 |  |  | -1.2 |  |  |  |  |  |
| English Language Learner | 2017: | 46.2 | (212) |  | 51.2 | (211) | 44.5 | (229) | 34.3 | (216) |
|  | 2018: | 37.6 | (197) |  | 50.2 | (219) |  |  |  |  |
|  | Change: | -8.6 |  |  | -1.0 |  |  |  |  |  |
| Special Education | 2017: | 4.3 | (23) |  | 13.0 | (23) | 19.0 | (21) | 4.8 | (21) |
|  | 2018: | 4.8 | (21) |  | 15.0 | (20) |  |  |  |  |
|  | Change: | 0.5 |  |  | 2.0 |  |  |  |  |  |

[^0]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
83 - SAM TASBY MIDDLE SCHOOL [Feeds to: CONRAD]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 46.7 | (272) |  | 51.3 | (269) | 46.2 | (290) | 35.3 | (269) |
|  | 2018: | 40.5 | (259) |  | 49.3 | (278) |  |  |  |  |
|  | Change: | -6.2 |  |  | -2.0 |  |  |  |  |  |
| African American | 2017: | 46.8 | (47) |  | 45.5 | (44) | 60.4 | (53) | 34.0 | (47) |
|  | 2018: | 42.1 | (38) |  | 36.1 | (36) |  |  |  |  |
|  | Change: | -4.7 |  |  | -9.4 |  |  |  |  |  |
| Hispanic | 2017: | 47.4 | (173) |  | 51.4 | (179) | 43.7 | (183) | 31.1 | (167) |
|  | 2018: | 41.7 | (168) |  | 48.1 | (183) |  |  |  |  |
|  | Change: | -5.7 |  |  | -3.3 |  |  |  |  |  |
| White | 2017: | * | (3) |  | * | (4) | * | (4) | * | (3) |
|  | 2018: | 44.4 | (9) |  | 57.1 | (7) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2017: | 47.2 | (246) |  | 51.0 | (243) | 48.4 | (254) | 36.9 | (233) |
|  | 2018: | 43.0 | (223) |  | 49.8 | (243) |  |  |  |  |
|  | Change: | -4.2 |  |  | -1.2 |  |  |  |  |  |
| English Language Learner | 2017: | 46.2 | (212) |  | 51.2 | (211) | 44.5 | (229) | 34.3 | (216) |
|  | 2018: | 37.6 | (197) |  | 50.2 | (219) |  |  |  |  |
|  | Change: | -8.6 |  |  | -1.0 |  |  |  |  |  |
| Special Education | 2017: | 4.3 | (23) |  | 13.0 | (23) | 19.0 | (21) | 4.8 | (21) |
|  | 2018: | 4.8 | (21) |  | 15.0 | (20) |  |  |  |  |
|  | Change: | 0.5 |  |  | 2.0 |  |  |  |  |  |

[^1]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
141 - JILL STONE ELEMENTARY SCHOOL AT VICKERY MEADOW [Feeds to: TASBY > CONRAD]


[^2]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
All Students Tested at Location

ADMINISTRATION: Spring 2018 (first administration)
LANGUAGE: Combined English and Spanish
159 - L.L. HOTCHKISS ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students |  |  |  |  |  |  | 38.9 | (113) |  |
|  | 2018: | 72.0 | (75) |  | 60.5 | (76) |  |  |  |
|  | Change: | 17.5 |  |  | 9.2 |  |  |  |  |
| African American | 2017: | 20.0 | (30) |  | 50.0 | (30) | 33.3 | (30) |  |
|  | 2018: | 63.3 | (30) |  | 60.0 | (30) |  |  |  |
|  | Change: | 43.3 |  |  | 10.0 |  |  |  |  |
| Hispanic | 2017: | 74.2 | (62) |  | 55.6 | (63) | 38.1 | (63) |  |
|  | 2018: | 76.3 | (38) |  | 59.0 | (39) |  |  |  |
|  | Change: | 2.1 |  |  | 3.4 |  |  |  |  |
| White | 2017: | * | (5) |  | * | (5) | * | (5) |  |
|  | 2018: | * | (1) |  | * | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2017: | 54.4 | (103) |  | 51.9 | (104) | 39.2 | (102) |  |
|  | 2018: | 69.5 | (59) |  | 66.7 | (60) |  |  |  |
|  | Change: | 15.1 |  |  | 14.8 |  |  |  |  |
| English Language Learner | 2017: | 63.0 | (81) |  | 50.0 | (82) | 39.0 | (82) |  |
|  | 2018: | 70.5 | (44) |  | 62.2 | (45) |  |  |  |
|  | Change: | 7.5 |  |  | 12.2 |  |  |  |  |
| Special Education | 2017: | 0.0 | (9) |  | 11.1 | (9) | 11.1 | (9) |  |
|  | 2018: | 83.3 | (6) |  | 14.3 | (7) |  |  |  |
|  | Change: | 83.3 |  |  | 3.2 |  |  |  |  |

[^3]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
176 - JACK LOWE, SR. ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 65.6 | (90) |  | 63.3 | (90) | 51.1 | (90) |  |
|  | 2018: | 76.3 | (76) |  | 81.8 | (77) |  |  |  |
|  | Change: | 10.7 |  |  | 18.5 |  |  |  |  |
| African American | 2017: | 71.4 | (7) |  | 71.4 | (7) | 37.5 | (8) |  |
|  | 2018: | 66.7 | (9) |  | 77.8 | (9) |  |  |  |
|  | Change: | -4.7 |  |  | 6.4 |  |  |  |  |
| Hispanic | 2017: | 71.4 | (70) |  | 61.4 | (70) | 53.6 | (69) |  |
|  | 2018: | 84.6 | (52) |  | 88.7 | (53) |  |  |  |
|  | Change: | 13.2 |  |  | 27.3 |  |  |  |  |
| White | 2017: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2018: | * | (1) |  | * | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2017: | 67.5 | (83) |  | 65.1 | (83) | 52.4 | (84) |  |
|  | 2018: | 77.9 | (68) |  | 81.2 | (69) |  |  |  |
|  | Change: | 10.4 |  |  | 16.1 |  |  |  |  |
| English Language Learner | 2017: | 65.0 | (80) |  | 62.5 | (80) | 51.9 | (79) |  |
|  | 2018: | 76.2 | (63) |  | 82.8 | (64) |  |  |  |
|  | Change: | 11.2 |  |  | 20.3 |  |  |  |  |
| Special Education | 2017: | * | (1) |  | * | (1) | * | (2) |  |
|  | 2018: | 16.7 | (6) |  | 50.0 | (6) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^4]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
All Students Tested at Location

ADMINISTRATION: Spring 2018 (first administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 4/30/18

284 - HIGHLAND MEADOWS ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 66.7 | (111) |  | 75.0 | (112) | 62.7 | (110) |  |
|  | 2018: | 73.7 | (95) |  | 75.8 | (95) |  |  |  |
|  | Change: | 7.0 |  |  | 0.8 |  |  |  |  |
| African American | 2017: | 65.2 | (23) |  | 78.3 | (23) | 72.7 | (22) |  |
|  | 2018: | 40.0 | (10) |  | 60.0 | (10) |  |  |  |
|  | Change: | -25.2 |  |  | -18.3 |  |  |  |  |
| Hispanic | 2017: | 66.3 | (86) |  | 74.7 | (87) | 60.5 | (86) |  |
|  | 2018: | 77.5 | (80) |  | 78.8 | (80) |  |  |  |
|  | Change: | 11.2 |  |  | 4.1 |  |  |  |  |
| White | 2017: |  |  |  |  |  |  |  |  |
|  | 2018: | * | (3) |  | * | (3) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2017: | 69.1 | (94) |  | 75.8 | (95) | 61.7 | (94) |  |
|  | 2018: | 74.6 | (71) |  | 77.5 | (71) |  |  |  |
|  | Change: | 5.5 |  |  | 1.7 |  |  |  |  |
| English Language Learner | 2017: | 68.8 | (64) |  | 78.5 | (65) | 54.7 | (64) |  |
|  | 2018: | 72.7 | (55) |  | 72.7 | (55) |  |  |  |
|  | Change: | 3.9 |  |  | -5.8 |  |  |  |  |
| Special Education | 2017: | 50.0 | (8) |  | 44.4 | (9) | 33.3 | (9) |  |
|  | 2018: | 45.5 | (11) |  | 54.5 | (11) |  |  |  |
|  | Change: | -4.5 |  |  | 10.1 |  |  |  |  |

[^5]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
286 - LEE A. MCSHAN, JR. ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 54.5 | (88) |  | 75.0 | (88) | 62.5 | (88) |  |
|  | 2018: | 73.0 | (74) |  | 77.0 | (74) |  |  |  |
|  | Change: | 18.5 |  |  | 2.0 |  |  |  |  |
| African American | 2017: | 54.5 | (11) |  | 81.8 | (11) | 81.8 | (11) |  |
|  | 2018: | 69.2 | (13) |  | 53.8 | (13) |  |  |  |
|  | Change: | 14.7 |  |  | -28.0 |  |  |  |  |
| Hispanic | 2017: | 82.8 | (29) |  | 75.9 | (29) | 55.2 | (29) |  |
|  | 2018: | 88.2 | (34) |  | 94.1 | (34) |  |  |  |
|  | Change: | 5.4 |  |  | 18.2 |  |  |  |  |
| White | 2017: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2018: | * | (1) |  |  | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2017: | 54.4 | (79) |  | 78.5 | (79) | 66.2 | (77) |  |
|  | 2018: | 73.0 | (74) |  | 77.0 | (74) |  |  |  |
|  | Change: | 18.6 |  |  | -1.5 |  |  |  |  |
| English Language Learner | 2017: | 53.8 | (80) |  | 73.8 | (80) | 60.5 | (81) |  |
|  | 2018: | 68.9 | (61) |  | 77.0 | (61) |  |  |  |
|  | Change: | 15.1 |  |  | 3.2 |  |  |  |  |
| Special Education | 2017: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2018: | * | (4) |  |  | (4) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^6]
[^0]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP 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 coding or score changes. Feeder group statistics do not include scores from choice schools.

[^1]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST ADMINISTRATION. ${ }^{2}$ Includes results from Grade 7 PAP 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 coding or score changes. Feeder group statistics do not include scores from choice schools.

[^2]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST ADMINISTRATION. 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 coding or score changes. Feeder group statistics do not include scores from choice schools.

[^3]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST ADMINISTRATION. 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 coding or score changes. Feeder group statistics do not include scores from choice schools.

[^4]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST ADMINISTRATION. 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 coding or score changes. Feeder group statistics do not include scores from choice schools.

[^5]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST ADMINISTRATION. 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 coding or score changes. Feeder group statistics do not include scores from choice schools.

[^6]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST ADMINISTRATION. 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 coding or score changes. Feeder group statistics do not include scores from choice schools.

