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

MEETS GRADE LEVEL 4/30/18

DAVID W. CARTER FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 33.1 | (510) |  | 34.1 | (511) | 21.1 | (511) |  |
|  | 2018: | 40.1 | (504) |  | 45.4 | (504) |  |  |  |
|  | Change: | 7.0 |  |  | 11.3 |  |  |  |  |
| African American | 2017: | 27.2 | (331) |  | 30.7 | (332) | 15.3 | (333) |  |
|  | 2018: | 27.0 | (319) |  | 42.3 | (319) |  |  |  |
|  | Change: | -0.2 |  |  | 11.6 |  |  |  |  |
| Hispanic | 2017: | 45.8 | (168) |  | 41.7 | (168) | 32.4 | (170) |  |
|  | 2018: | 63.3 | (180) |  | 51.1 | (180) |  |  |  |
|  | Change: | 17.5 |  |  | 9.4 |  |  |  |  |
| White | 2017: | 16.7 | (6) |  | 0.0 | (6) | * | (5) |  |
|  | 2018: | * | (2) |  | * | (2) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2017: | 32.3 | (455) |  | 34.2 | (456) | 20.7 | (460) |  |
|  | 2018: | 41.8 | (423) |  | 47.8 | (423) |  |  |  |
|  | Change: | 9.5 |  |  | 13.6 |  |  |  |  |
| English Language Learner | 2017: | 46.4 | (138) |  | 37.7 | (138) | 29.7 | (138) |  |
|  | 2018: | 69.6 | (125) |  | 57.6 | (125) |  |  |  |
|  | Change: | 23.2 |  |  | 19.9 |  |  |  |  |
| Special Education | 2017: | 19.4 | (36) |  | 5.6 | (36) | 0.0 | (37) |  |
|  | 2018: | 13.0 | (54) |  | 11.1 | (54) |  |  |  |
|  | Change: | -6.4 |  |  | 5.5 |  |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 25.7 | (307) |  | 21.2 | (311) | 18.6 | (306) | 9.9 | (303) |
|  | 2018: | 23.5 | (243) |  | 24.2 | (248) |  |  |  |  |
|  | Change: | -2.2 |  |  | 3.0 |  |  |  |  |  |
| African American | 2017: | 24.9 | (193) |  | 20.6 | (194) | 16.2 | (197) | 7.9 | (189) |
|  | 2018: | 21.7 | (175) |  | 22.3 | (184) |  |  |  |  |
|  | Change: | -3.2 |  |  | 1.7 |  |  |  |  |  |
| Hispanic | 2017: | 25.7 | (109) |  | 23.2 | (112) | 21.9 | (105) | 13.6 | (110) |
|  | 2018: | 28.1 | (64) |  | 30.0 | (60) |  |  |  |  |
|  | Change: | 2.4 |  |  | 6.8 |  |  |  |  |  |
| White | 2017: | * | (4) |  | * | (4) | * | (3) |  | (3) |
|  | 2018: | * | (3) |  | * | (3) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2017: | 24.7 | (271) |  | 22.8 | (272) | 18.4 | (272) | 11.1 | (270) |
|  | 2018: | 23.6 | (208) |  | 23.4 | (214) |  |  |  |  |
|  | Change: | -1.1 |  |  | 0.6 |  |  |  |  |  |
| English Language Learner | 2017: | 22.4 | (85) |  | 21.3 | (89) | 20.7 | (82) | 13.1 | (84) |
|  | 2018: | 22.2 | (45) |  | 32.6 | (43) |  |  |  |  |
|  | Change: | -0.2 |  |  | 11.3 |  |  |  |  |  |
| Special Education | 2017: | 0.0 | (20) |  | 0.0 | (20) | 0.0 | (18) | 0.0 | (20) |
|  | 2018: | 0.0 | (18) |  | 0.0 | (19) |  |  |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |  |  |

[^0]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location Percentage Meeting Grade Level or better
Spring 2018 (first administration)
Combined English and Spanish

MEETS
GRADE LEVEL 4/30/18

42 - WILLIAM H. ATWELL MIDDLE SCHOOL [Feeds to: CARTER]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 25.7 | (307) |  | 21.2 | (311) | 18.6 | (306) | 9.9 | (303) |
|  | 2018: | 23.5 | (243) |  | 24.2 | (248) |  |  |  |  |
|  | Change: | -2.2 |  |  | 3.0 |  |  |  |  |  |
| African American | 2017: | 24.9 | (193) |  | 20.6 | (194) | 16.2 | (197) | 7.9 | (189) |
|  | 2018: | 21.7 | (175) |  | 22.3 | (184) |  |  |  |  |
|  | Change: | -3.2 |  |  | 1.7 |  |  |  |  |  |
| Hispanic | 2017: |  | (109) |  |  | (112) | 21.9 | (105) | 13.6 | (110) |
|  | 2018: | 28.1 | (64) |  | 30.0 | (60) |  |  |  |  |
|  | Change: | 2.4 |  |  | 6.8 |  |  |  |  |  |
| White | 2017: | * | (4) |  | * | (4) | * | (3) | * | (3) |
|  | 2018: | * | (3) |  | * | (3) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2017: | 24.7 | (271) |  | 22.8 | (272) | 18.4 | (272) | 11.1 | (270) |
|  | 2018: | 23.6 | (208) |  | 23.4 | (214) |  |  |  |  |
|  | Change: | -1.1 |  |  | 0.6 |  |  |  |  |  |
| English Language Learner | 2017: | 22.4 | (85) |  | 21.3 | (89) | 20.7 | (82) | 13.1 | (84) |
|  | 2018: | 22.2 | (45) |  | 32.6 | (43) |  |  |  |  |
|  | Change: | -0.2 |  |  | 11.3 |  |  |  |  |  |
| Special Education | 2017: | 0.0 | (20) |  | 0.0 | (20) | 0.0 | (18) | 0.0 | (20) |
|  | 2018: | 0.0 | (18) |  | 0.0 | (19) |  |  |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |  |  |

[^1]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
213 - T.G. TERRY ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 39.3 | (61) |  | 39.3 | (61) | 24.6 | (61) |  |
|  | 2018: | 64.4 | (59) |  | 45.8 | (59) |  |  |  |
|  | Change: | 25.1 |  |  | 6.5 |  |  |  |  |
| African American | 2017: | 24.0 | (25) |  | 32.0 | (25) | 4.0 | (25) |  |
|  | 2018: | 53.8 | (13) |  | 38.5 | (13) |  |  |  |
|  | Change: | 29.8 |  |  | 6.5 |  |  |  |  |
| Hispanic | 2017: | 51.5 | (33) |  | 42.4 | (33) | 39.4 | (33) |  |
|  | 2018: | 66.7 | (45) |  | 48.9 | (45) |  |  |  |
|  | Change: | 15.2 |  |  | 6.5 |  |  |  |  |
| Economically Disadvantaged | 2017: | 37.5 | (56) |  | 39.3 | (56) | 23.2 | (56) |  |
|  | 2018: | 65.4 | (52) |  | 48.1 | (52) |  |  |  |
|  | Change: | 27.9 |  |  | 8.8 |  |  |  |  |
| English Language Learner | 2017: | 58.3 | (24) |  | 37.5 | (24) | 41.7 | (24) |  |
|  | 2018: | 82.8 | (29) |  | 62.1 | (29) |  |  |  |
|  | Change: | 24.5 |  |  | 24.6 |  |  |  |  |
| Special Education | 2017: | * | (5) |  | * | (5) | 0.0 | (6) |  |
|  | 2018: | * |  |  |  | (2) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^2]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

MEETS
GRADE LEVEL 4/30/18

219 - ADELLE TURNER ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]


[^3]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
220 - MARK TWAIN ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 35.0 | (60) |  | 28.3 | (60) | 23.3 | (60) |  |
|  | 2018: | 41.8 | (55) |  | 34.5 | (55) |  |  |  |
|  | Change: | 6.8 |  |  | 6.2 |  |  |  |  |
| African American | 2017: | 22.2 | (36) |  | 19.4 | (36) | 17.1 | (35) |  |
|  | 2018: | 36.8 | (38) |  | 31.6 | (38) |  |  |  |
|  | Change: | 14.6 |  |  | 12.2 |  |  |  |  |
| Hispanic | 2017: | 56.5 | (23) |  | 43.5 | (23) | 33.3 | (24) |  |
|  | 2018: | 52.9 | (17) |  | 41.2 | (17) |  |  |  |
|  | Change: | -3.6 |  |  | -2.3 |  |  |  |  |
| Economically Disadvantaged | 2017: | 33.3 | (57) |  | 28.1 | (57) | 24.6 | (57) |  |
|  | 2018: | 42.9 | (49) |  | 38.8 | (49) |  |  |  |
|  | Change: | 9.6 |  |  | 10.7 |  |  |  |  |
| English Language Learner | 2017: | 59.1 | (22) |  | 45.5 | (22) | 36.4 | (22) |  |
|  | 2018: | 61.5 | (13) |  | 53.8 | (13) |  |  |  |
|  | Change: | 2.4 |  |  | 8.3 |  |  |  |  |
| Special Education | 2017: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2018: | 16.7 | (12) |  | 8.3 | (12) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^4]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
226 - MARTIN WEISS ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 44.2 | (86) |  | 36.0 | (86) | 29.4 | (85) |  |
|  | 2018: | 47.4 | (78) |  | 32.1 | (78) |  |  |  |
|  | Change: | 3.2 |  |  | -3.9 |  |  |  |  |
| African American | 2017: | 29.2 | (24) |  | 29.2 | (24) | 20.8 | (24) |  |
|  | 2018: | 15.8 | (19) |  | 15.8 | (19) |  |  |  |
|  | Change: | -13.4 |  |  | -13.4 |  |  |  |  |
| Hispanic | 2017: | 50.8 | (61) |  | 39.3 | (61) | 33.3 | (60) |  |
|  | 2018: | 58.6 | (58) |  | 37.9 | (58) |  |  |  |
|  | Change: | 7.8 |  |  | -1.4 |  |  |  |  |
| White | 2017: |  | (1) |  |  | (1) | * | (1) |  |
|  | 2018: | * | (1) |  |  | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2017: | 44.9 | (78) |  | 37.2 | (78) | 30.8 | (78) |  |
|  | 2018: | 45.7 | (70) |  | 31.4 | (70) |  |  |  |
|  | Change: | 0.8 |  |  | -5.8 |  |  |  |  |
| English Language Learner | 2017: | 50.0 | (48) |  | 37.5 | (48) | 31.3 | (48) |  |
|  | 2018: | 61.5 | (39) |  | 43.6 | (39) |  |  |  |
|  | Change: | 11.5 |  |  | 6.1 |  |  |  |  |
| Special Education | 2017: | 14.3 | (7) |  | 0.0 | (7) | 0.0 | (6) |  |
|  | 2018: | 0.0 | (6) |  | 0.0 | (6) |  |  |  |
|  | Change: | -14.3 |  |  | 0.0 |  |  |  |  |

[^5]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
235 - BIRDIE ALEXANDER ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 33.3 | (54) |  | 22.2 | (54) | 22.6 | (53) |  |
|  | 2018: | 21.4 | (56) |  | 48.2 | (56) |  |  |  |
|  | Change: | -11.9 |  |  | 26.0 |  |  |  |  |
| African American | 2017: | 34.1 | (44) |  | 27.3 | (44) | 22.7 | (44) |  |
|  | 2018: | 20.0 | (50) |  | 48.0 | (50) |  |  |  |
|  | Change: | -14.1 |  |  | 20.7 |  |  |  |  |
| Hispanic | 2017: | 25.0 | (8) |  | 0.0 | (8) | 12.5 | (8) |  |
|  | 2018: | * | (5) |  | * | (5) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2017: | 32.7 | (49) |  | 24.5 | (49) | 23.4 | (47) |  |
|  | 2018: | 25.6 | (43) |  | 55.8 | (43) |  |  |  |
|  | Change: | -7.1 |  |  | 31.3 |  |  |  |  |
| English Language Learner | 2017: | 14.3 | (7) |  | 0.0 | (7) | 14.3 | (7) |  |
|  | 2018: | * | (4) |  | * | (4) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Special Education | 2017: | * | (5) |  | * | (5) | * | (5) |  |
|  | 2018: | 0.0 | (7) |  | 0.0 | (7) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^6]STAAR 3-8 Results by Student Group (all test types)

POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

MEETS
GRADE LEVEL 4/30/18

264 - RONALD E. MCNAIR ELEMENTARY SCHOOL [Feeds to: ATWELL > CARTER]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2017: | 16.0 | (94) |  | 34.0 | (94) | 9.4 | (96) |  |
|  | 2018: | 34.3 | (99) |  | 48.5 | (99) |  |  |  |
|  | Change: | 18.3 |  |  | 14.5 |  |  |  |  |
| African American | 2017: | 15.0 | (80) |  | 30.0 | (80) | 3.8 | (80) |  |
|  | 2018: | 32.5 | (83) |  | 49.4 | (83) |  |  |  |
|  | Change: | 17.5 |  |  | 19.4 |  |  |  |  |
| Hispanic | 2017: | 23.1 | (13) |  | 61.5 | (13) | 37.5 | (16) |  |
|  | 2018: | 46.7 | (15) |  | 46.7 | (15) |  |  |  |
|  | Change: | 23.6 |  |  | -14.8 |  |  |  |  |
| White | 2017: |  |  |  |  |  |  |  |  |
|  | 2018: | * | (1) |  |  | (1) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2017: | 15.3 | (85) |  | 34.1 | (85) | 8.0 | (88) |  |
|  | 2018: | 37.5 | (80) |  | 55.0 | (80) |  |  |  |
|  | Change: | 22.2 |  |  | 20.9 |  |  |  |  |
| English Language Learner | 2017: | 42.9 | (7) |  | 42.9 | (7) | 37.5 | (8) |  |
|  | 2018: | 40.0 | (10) |  | 40.0 | (10) |  |  |  |
|  | Change: | -2.9 |  |  | -2.9 |  |  |  |  |
| Special Education | 2017: | 16.7 | (6) |  | 16.7 | (6) | 0.0 | (7) |  |
|  | 2018: | 25.0 | (12) |  | 16.7 | (12) |  |  |  |
|  | Change: | 8.3 |  |  | 0.0 |  |  |  |  |

[^7]
[^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]:    $(N)=$ 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.

[^7]:    $(\mathrm{N})=$ 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.

