# STAAR 3-8 Results by Student Group (all test types)

| | |
|---|---|
| **POPULATION:** | All Students Tested at Location |
| **STATISTIC:** | Percentage Mastering Grade Level |
| **ADMINISTRATION:** | Spring 2018 (first administration) |
| **LANGUAGE:** | Combined English and Spanish |

**MASTERS GRADE LEVEL 4/30/18**

## NORTH DALLAS FEEDER GROUP

| Grade 5 | | Reading¹ | | Writing | Mathematics¹ | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2017: | 18.9 | (540) | | 17.4 | (540) | 10.9 | (543) | |
| | 2018: | 25.7 | (506) | | 31.2 | (510) | | | |
| | Change: | 6.8 | | | 13.8 | | | | |
| **African American** | 2017: | 9.8 | (102) | | 4.9 | (102) | 1.9 | (104) | |
| | 2018: | 9.3 | (107) | | 14.0 | (107) | | | |
| | Change: | -0.5 | | | 9.1 | | | | |
| **Hispanic** | 2017: | 20.8 | (418) | | 20.6 | (418) | 12.7 | (418) | |
| | 2018: | 30.1 | (376) | | 35.8 | (380) | | | |
| | Change: | 9.3 | | | 15.2 | | | | |
| **White** | 2017: | 22.2 | (9) | | 22.2 | (9) | 33.3 | (9) | |
| | 2018: | 33.3 | (6) | | 0.0 | (6) | | | |
| | Change: | 11.1 | | | -22.2 | | | | |
| **Economically Disadvantaged** | 2017: | 18.0 | (488) | | 17.2 | (488) | 9.7 | (483) | |
| | 2018: | 25.3 | (455) | | 31.6 | (459) | | | |
| | Change: | 7.3 | | | 14.4 | | | | |
| **English Language Learner** | 2017: | 21.1 | (317) | | 20.8 | (317) | 11.1 | (316) | |
| | 2018: | 30.4 | (280) | | 36.3 | (284) | | | |
| | Change: | 9.3 | | | 15.5 | | | | |
| **Special Education** | 2017: | 1.6 | (63) | | 3.2 | (63) | 3.1 | (64) | |
| | 2018: | 6.8 | (44) | | 4.4 | (45) | | | |
| | Change: | 5.2 | | | 1.2 | | | | |

| Grade 8 | | Reading¹ | | Writing | Mathematics¹ ² | | Science² | | Social Studies | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2017: | 12.3 | (438) | | 10.0 | (440) | 10.6 | (443) | 10.2 | (432) |
| | 2018: | 26.4 | (432) | | 14.7 | (416) | | | | |
| | Change: | 14.1 | | | 4.7 | | | | | |
| **African American** | 2017: | 6.8 | (74) | | 2.6 | (77) | 2.9 | (70) | 11.8 | (68) |
| | 2018: | 12.9 | (93) | | 8.3 | (96) | | | | |
| | Change: | 6.1 | | | 5.7 | | | | | |
| **Hispanic** | 2017: | 12.5 | (337) | | 10.3 | (331) | 10.9 | (340) | 8.3 | (337) |
| | 2018: | 27.9 | (301) | | 14.5 | (282) | | | | |
| | Change: | 15.4 | | | 4.2 | | | | | |
| **White** | 2017: | 38.5 | (13) | | 18.8 | (16) | 23.5 | (17) | 28.6 | (14) |
| | 2018: | 56.3 | (16) | | 38.9 | (18) | | | | |
| | Change: | 17.8 | | | 20.1 | | | | | |
| **Economically Disadvantaged** | 2017: | 11.3 | (400) | | 8.4 | (392) | 9.4 | (392) | 9.1 | (384) |
| | 2018: | 25.9 | (352) | | 13.6 | (339) | | | | |
| | Change: | 14.6 | | | 5.2 | | | | | |
| **English Language Learner** | 2017: | 6.3 | (208) | | 7.4 | (215) | 7.7 | (222) | 5.3 | (209) |
| | 2018: | 10.6 | (170) | | 9.6 | (177) | | | | |
| | Change: | 4.3 | | | 2.2 | | | | | |
| **Special Education** | 2017: | 0.0 | (43) | | 0.0 | (43) | 0.0 | (41) | 0.0 | (41) |
| | 2018: | 2.9 | (34) | | 0.0 | (36) | | | | |
| | Change: | 2.9 | | | 0.0 | | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. ¹Scores from FIRST ADMINISTRATION. ²Includes 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.

| POPULATION: | All Students Tested at Location |
| STATISTIC: | Percentage Mastering Grade Level |
| ADMINISTRATION: | Spring 2018 (first administration) |
| LANGUAGE: | Combined English and Spanish |

**MASTERS GRADE LEVEL 4/30/18**

**58 - ALEX W. SPENCE MIDDLE SCHOOL [Feeds to: NORTH DALLAS]**

| Grade 8 | | Reading[1] | | Writing | Mathematics[1][2] | | Science[2] | | Social Studies | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2017: | 19.7 | (259) | | 14.5 | (275) | 16.8 | (268) | 16.1 | (255) |
| | 2018: | 37.5 | (232) | | 17.3 | (208) | | | | |
| | Change: | **17.8** | | | 2.8 | | | | | |
| **African American** | 2017: | 10.6 | (47) | | 4.3 | (46) | 4.8 | (42) | 19.0 | (42) |
| | 2018: | 13.7 | (51) | | 6.0 | (50) | | | | |
| | Change: | 3.1 | | | 1.7 | | | | | |
| **Hispanic** | 2017: | 20.5 | (195) | | 15.3 | (203) | 17.4 | (201) | 13.8 | (195) |
| | 2018: | 41.3 | (155) | | 17.4 | (132) | | | | |
| | Change: | **20.8** | | | 2.1 | | | | | |
| **White** | 2017: | 40.0 | (10) | | 21.4 | (14) | 26.7 | (15) | 36.4 | (11) |
| | 2018: | 61.5 | (13) | | 46.7 | (15) | | | | |
| | Change: | **21.5** | | | **25.3** | | | | | |
| **Economically Disadvantaged** | 2017: | 18.1 | (237) | | 11.7 | (247) | 14.5 | (241) | 13.9 | (230) |
| | 2018: | 36.6 | (191) | | 13.7 | (168) | | | | |
| | Change: | **18.5** | | | 2.0 | | | | | |
| **English Language Learner** | 2017: | 11.4 | (105) | | 11.5 | (122) | 13.6 | (118) | 9.4 | (106) |
| | 2018: | 12.5 | (56) | | 5.4 | (56) | | | | |
| | Change: | 1.1 | | | **-6.1** | | | | | |
| **Special Education** | 2017: | 0.0 | (25) | | 0.0 | (26) | 0.0 | (25) | 0.0 | (24) |
| | 2018: | 0.0 | (13) | | 0.0 | (15) | | | | |
| | Change: | 0.0 | | | 0.0 | | | | | |

(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.

| POPULATION: | All Students Tested at Location | MASTERS GRADE LEVEL 4/30/18 |
|---|---|---|
| STATISTIC: | Percentage Mastering Grade Level | |
| ADMINISTRATION: | Spring 2018 (first administration) | |
| LANGUAGE: | Combined English and Spanish | |

**131 - IGNACIO ZARAGOZA ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 5 | | Reading¹ | | Writing | Mathematics¹ | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2017: | 17.1 | (41) | | 31.7 | (41) | 14.6 | (41) | |
| | 2018: | 27.3 | (33) | | 30.3 | (33) | | | |
| | Change: | 10.2 | | | -1.4 | | | | |
| **African American** | 2017: | 0.0 | (6) | | 0.0 | (6) | 0.0 | (6) | |
| | 2018: | * | (2) | | * | (2) | | | |
| | Change: | * | | | * | | | | |
| **Hispanic** | 2017: | 20.0 | (35) | | 37.1 | (35) | 17.1 | (35) | |
| | 2018: | 31.0 | (29) | | 34.5 | (29) | | | |
| | Change: | 11.0 | | | -2.6 | | | | |
| **Economically Disadvantaged** | 2017: | 13.2 | (38) | | 28.9 | (38) | 10.5 | (38) | |
| | 2018: | 28.1 | (32) | | 31.3 | (32) | | | |
| | Change: | 14.9 | | | 2.4 | | | | |
| **English Language Learner** | 2017: | 21.2 | (33) | | 39.4 | (33) | 18.2 | (33) | |
| | 2018: | 29.2 | (24) | | 25.0 | (24) | | | |
| | Change: | 8.0 | | | -14.4 | | | | |
| **Special Education** | 2017: | 0.0 | (7) | | 0.0 | (7) | 0.0 | (7) | |
| | 2018: | * | (2) | | * | (2) | | | |
| | Change: | * | | | * | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. ¹Scores 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.

| POPULATION: | All Students Tested at Location | MASTERS |
|---|---|---|
| STATISTIC: | Percentage Mastering Grade Level | GRADE LEVEL |
| ADMINISTRATION: | Spring 2018 (first administration) | 4/30/18 |
| LANGUAGE: | Combined English and Spanish | |

**160 - SAM HOUSTON ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2017: | 23.1 | (26) | | 30.8 | (26) | 20.0 | (25) | |
| | 2018: | 36.4 | (33) | | 69.7 | (33) | | | |
| | Change: | 13.3 | | | 38.9 | | | | |
| **African American** | 2017: | * | (3) | | * | (3) | * | (3) | |
| | 2018: | * | (4) | | * | (4) | | | |
| | Change: | * | | | * | | | | |
| **Hispanic** | 2017: | 10.5 | (19) | | 31.6 | (19) | 16.7 | (18) | |
| | 2018: | 39.3 | (28) | | 75.0 | (28) | | | |
| | Change: | 28.8 | | | 43.4 | | | | |
| **Economically Disadvantaged** | 2017: | 9.5 | (21) | | 28.6 | (21) | 15.0 | (20) | |
| | 2018: | 36.7 | (30) | | 70.0 | (30) | | | |
| | Change: | 27.2 | | | 41.4 | | | | |
| **English Language Learner** | 2017: | 5.9 | (17) | | 29.4 | (17) | 18.8 | (16) | |
| | 2018: | 40.0 | (25) | | 72.0 | (25) | | | |
| | Change: | 34.1 | | | 42.6 | | | | |
| **Special Education** | 2017: | * | (4) | | * | (4) | * | (4) | |
| | 2018: | * | (5) | | * | (5) | | | |
| | Change: | * | | | * | | | | |

(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.

| POPULATION: | All Students Tested at Location | **MASTERS GRADE LEVEL 4/30/18** |
|---|---|---|
| STATISTIC: | Percentage Mastering Grade Level | |
| ADMINISTRATION: | Spring 2018 (first administration) | |
| LANGUAGE: | Combined English and Spanish | |

**168 - OBADIAH KNIGHT ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 5 | | Reading¹ | | Writing | Mathematics¹ | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2017: | 27.4 | (84) | | 32.1 | (84) | 22.6 | (84) | |
| | 2018: | 25.0 | (76) | | 47.4 | (76) | | | |
| | Change: | -2.4 | | | **15.3** | | | | |
| **African American** | 2017: | * | (2) | | * | (2) | * | (2) | |
| | 2018: | * | (1) | | * | (1) | | | |
| | Change: | * | | | * | | | | |
| **Hispanic** | 2017: | 28.4 | (81) | | 32.1 | (81) | 23.5 | (81) | |
| | 2018: | 24.3 | (74) | | 48.6 | (74) | | | |
| | Change: | -4.1 | | | **16.5** | | | | |
| **White** | 2017: | * | (1) | | * | (1) | * | (1) | |
| | 2018: | * | (1) | | * | (1) | | | |
| | Change: | * | | | * | | | | |
| **Economically Disadvantaged** | 2017: | 27.8 | (79) | | 32.9 | (79) | 21.5 | (79) | |
| | 2018: | 24.6 | (69) | | 47.8 | (69) | | | |
| | Change: | -3.2 | | | **14.9** | | | | |
| **English Language Learner** | 2017: | 25.0 | (64) | | 29.7 | (64) | 18.8 | (64) | |
| | 2018: | 25.0 | (60) | | 50.0 | (60) | | | |
| | Change: | 0.0 | | | **20.3** | | | | |
| **Special Education** | 2017: | 0.0 | (13) | | 0.0 | (13) | 7.7 | (13) | |
| | 2018: | * | (5) | | * | (5) | | | |
| | Change: | * | | | * | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. ¹Scores 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.

| POPULATION: | All Students Tested at Location |
| STATISTIC: | Percentage Mastering Grade Level |
| ADMINISTRATION: | Spring 2018 (first administration) |
| LANGUAGE: | Combined English and Spanish |

**MASTERS GRADE LEVEL 4/30/18**

**181 - MAPLE LAWN ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2017: | 23.6 | (72) | | 22.2 | (72) | 9.7 | (72) | |
| | 2018: | 30.9 | (68) | | 30.6 | (72) | | | |
| | Change: | 7.3 | | | 8.4 | | | | |
| **African American** | 2017: | * | (5) | | * | (5) | * | (5) | |
| | 2018: | 16.7 | (6) | | 16.7 | (6) | | | |
| | Change: | * | | | * | | | | |
| **Hispanic** | 2017: | 23.9 | (67) | | 22.4 | (67) | 10.4 | (67) | |
| | 2018: | 32.3 | (62) | | 31.8 | (66) | | | |
| | Change: | 8.4 | | | 9.4 | | | | |
| **Economically Disadvantaged** | 2017: | 22.7 | (66) | | 21.2 | (66) | 9.1 | (66) | |
| | 2018: | 27.9 | (61) | | 32.3 | (65) | | | |
| | Change: | 5.2 | | | 11.1 | | | | |
| **English Language Learner** | 2017: | 28.3 | (53) | | 26.4 | (53) | 9.4 | (53) | |
| | 2018: | 34.9 | (43) | | 38.3 | (47) | | | |
| | Change: | 6.6 | | | 11.9 | | | | |
| **Special Education** | 2017: | 0.0 | (8) | | 0.0 | (8) | 0.0 | (8) | |
| | 2018: | * | (2) | | * | (3) | | | |
| | Change: | * | | | * | | | | |

(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.

| POPULATION: | All Students Tested at Location | | MASTERS GRADE LEVEL 4/30/18 |
|---|---|---|---|
| STATISTIC: | Percentage Mastering Grade Level | | |
| ADMINISTRATION: | Spring 2018 (first administration) | | |
| LANGUAGE: | Combined English and Spanish | | |

**184 - BEN MILAM ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 5 | | Reading¹ | | Writing | Mathematics¹ | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2017: | 17.4 | (46) | | 13.0 | (46) | 8.7 | (46) | |
| | 2018: | 34.2 | (38) | | 39.5 | (38) | | | |
| | Change: | **16.8** | | | **26.5** | | | | |
| **African American** | 2017: | * | (2) | | * | (2) | * | (2) | |
| | 2018: | * | (2) | | * | (2) | | | |
| | Change: | * | | | * | | | | |
| **Hispanic** | 2017: | 16.7 | (42) | | 11.9 | (42) | 7.1 | (42) | |
| | 2018: | 36.4 | (33) | | 45.5 | (33) | | | |
| | Change: | **19.7** | | | **33.6** | | | | |
| **White** | 2017: | * | (2) | | * | (2) | * | (2) | |
| | 2018: | * | (3) | | * | (3) | | | |
| | Change: | * | | | * | | | | |
| **Economically Disadvantaged** | 2017: | 19.4 | (36) | | 16.7 | (36) | 8.3 | (36) | |
| | 2018: | 34.5 | (29) | | 44.8 | (29) | | | |
| | Change: | **15.1** | | | **28.1** | | | | |
| **English Language Learner** | 2017: | 15.8 | (19) | | 0.0 | (19) | 5.6 | (18) | |
| | 2018: | 18.8 | (16) | | 25.0 | (16) | | | |
| | Change: | 3.0 | | | **25.0** | | | | |
| **Special Education** | 2017: | * | (3) | | * | (3) | * | (3) | |
| | 2018: | * | (3) | | * | (3) | | | |
| | Change: | * | | | * | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. ¹Scores 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.

| POPULATION: | All Students Tested at Location | MASTERS |
| --- | --- | --- |
| STATISTIC: | Percentage Mastering Grade Level | GRADE LEVEL |
| ADMINISTRATION: | Spring 2018 (first administration) | 4/30/18 |
| LANGUAGE: | Combined English and Spanish | |

**268 - JOHN F. KENNEDY ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 5 | | Reading¹ | | Writing | Mathematics¹ | | Science | | Social Studies |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All Students** | 2017: | 20.0 | (55) | | 5.5 | (55) | 12.5 | (56) | |
| | 2018: | 33.3 | (42) | | 14.3 | (42) | | | |
| | Change: | 13.3 | | | 8.8 | | | | |
| **African American** | 2017: | * | (1) | | * | (1) | * | (1) | |
| | 2018: | * | (1) | | * | (1) | | | |
| | Change: | * | | | * | | | | |
| **Hispanic** | 2017: | 20.4 | (54) | | 5.6 | (54) | 12.7 | (55) | |
| | 2018: | 32.5 | (40) | | 15.0 | (40) | | | |
| | Change: | 12.1 | | | 9.4 | | | | |
| **Economically Disadvantaged** | 2017: | 21.6 | (51) | | 5.9 | (51) | 11.5 | (52) | |
| | 2018: | 35.0 | (40) | | 15.0 | (40) | | | |
| | Change: | 13.4 | | | 9.1 | | | | |
| **English Language Learner** | 2017: | 21.3 | (47) | | 4.3 | (47) | 10.6 | (47) | |
| | 2018: | 40.0 | (30) | | 20.0 | (30) | | | |
| | Change: | 18.7 | | | 15.7 | | | | |
| **Special Education** | 2017: | * | (4) | | * | (4) | * | (4) | |
| | 2018: | * | (2) | | * | (2) | | | |
| | Change: | * | | | * | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. ¹Scores 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.

**POPULATION:** All Students Tested at Location

**STATISTIC:** Percentage Mastering Grade Level

**ADMINISTRATION:** Spring 2018 (first administration)

**LANGUAGE:** Combined English and Spanish

**MASTERS GRADE LEVEL 4/30/18**

**281 - CESAR CHAVEZ ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 5 | | Reading¹ | | Writing | Mathematics¹ | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2017: | 14.3 | (63) | | 9.5 | (63) | 7.9 | (63) | |
| | 2018: | 23.3 | (73) | | 26.0 | (73) | | | |
| | Change: | **9.0** | | | **16.5** | | | | |
| **African American** | 2017: | 7.7 | (13) | | 0.0 | (13) | 0.0 | (13) | |
| | 2018: | 5.0 | (20) | | 10.0 | (20) | | | |
| | Change: | -2.7 | | | **10.0** | | | | |
| **Hispanic** | 2017: | 16.3 | (43) | | 14.0 | (43) | 9.3 | (43) | |
| | 2018: | 28.3 | (46) | | 26.1 | (46) | | | |
| | Change: | **12.0** | | | **12.1** | | | | |
| **Economically Disadvantaged** | 2017: | 14.0 | (57) | | 8.8 | (57) | 5.3 | (57) | |
| | 2018: | 21.7 | (69) | | 24.6 | (69) | | | |
| | Change: | **7.7** | | | **15.8** | | | | |
| **English Language Learner** | 2017: | 18.8 | (32) | | 18.8 | (32) | 9.4 | (32) | |
| | 2018: | 28.1 | (32) | | 18.8 | (32) | | | |
| | Change: | **9.3** | | | 0.0 | | | | |
| **Special Education** | 2017: | 0.0 | (8) | | 12.5 | (8) | 12.5 | (8) | |
| | 2018: | 0.0 | (11) | | 0.0 | (11) | | | |
| | Change: | 0.0 | | | **-12.5** | | | | |

(N) = students tested.  *Statistics not reported for groups smaller than six. ¹Scores 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.

# STAAR 3-8 Results by Student Group (all test types)

| | |
|---|---|
| **POPULATION:** | All Students Tested at Location |
| **STATISTIC:** | Percentage Mastering Grade Level |
| **ADMINISTRATION:** | Spring 2018 (first administration) |
| **LANGUAGE:** | Combined English and Spanish |

**MASTERS GRADE LEVEL 4/30/18**

**283 - ESPERANZA "HOPE" MEDRANO ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2017: | 18.2 | (66) | | 18.2 | (66) | 6.0 | (67) | |
| | 2018: | 23.6 | (55) | | 20.0 | (55) | | | |
| | Change: | **5.4** | | | 1.8 | | | | |
| **African American** | 2017: | 7.7 | (13) | | 23.1 | (13) | 0.0 | (13) | |
| | 2018: | 0.0 | (10) | | 10.0 | (10) | | | |
| | Change: | **-7.7** | | | **-13.1** | | | | |
| **Hispanic** | 2017: | 21.2 | (52) | | 17.3 | (52) | 7.7 | (52) | |
| | 2018: | 30.0 | (40) | | 20.0 | (40) | | | |
| | Change: | **8.8** | | | 2.7 | | | | |
| **Economically Disadvantaged** | 2017: | 15.9 | (63) | | 17.5 | (63) | 6.6 | (61) | |
| | 2018: | 23.1 | (52) | | 21.2 | (52) | | | |
| | Change: | **7.2** | | | 3.7 | | | | |
| **English Language Learner** | 2017: | 18.9 | (37) | | 10.8 | (37) | 0.0 | (38) | |
| | 2018: | 33.3 | (30) | | 30.0 | (30) | | | |
| | Change: | **14.4** | | | **19.2** | | | | |
| **Special Education** | 2017: | * | (5) | | * | (5) | * | (5) | |
| | 2018: | 16.7 | (6) | | 16.7 | (6) | | | |
| | Change: | * | | | * | | | | |

(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.