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

POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 4/30/19

## W.W. SAMUELL FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 73.7 | (761) |  | 80.6 | (756) | 69.2 | (760) |  |
|  | 2019: | 75.3 | (762) |  | 83.2 | (760) |  |  |  |
|  | Change: | 1.6 |  |  | 2.6 |  |  |  |  |
| African American | 2018: | 59.7 | (134) |  | 73.3 | (131) | 60.2 | (133) |  |
|  | 2019: | 60.6 | (127) |  | 71.7 | (127) |  |  |  |
|  | Change: | 0.9 |  |  | -1.6 |  |  |  |  |
| Hispanic | 2018: | 76.8 | (613) |  | 82.2 | (611) | 71.1 | (613) |  |
|  | 2019: | 78.4 | (610) |  | 85.5 | (608) |  |  |  |
|  | Change: | 1.6 |  |  | 3.3 |  |  |  |  |
| White | 2018: | 75.0 | (8) |  | 100.0 | (8) | 87.5 | (8) |  |
|  | 2019: | 69.2 | (13) |  | 84.6 | (13) |  |  |  |
|  | Change: | -5.8 |  |  | -15.4 |  |  |  |  |
| Economically Disadvantaged | 2018: | 74.1 | (673) |  | 81.8 | (669) | 69.3 | (675) |  |
|  | 2019: | 75.0 | (737) |  | 82.9 | (735) |  |  |  |
|  | Change: | 0.9 |  |  | 1.1 |  |  |  |  |
| English Learner | 2018: | 80.0 | (461) |  | 83.5 | (461) | 74.9 | (459) |  |
|  | 2019: | 80.5 | (467) |  | 85.8 | (465) |  |  |  |
|  | Change: | 0.5 |  |  | 2.3 |  |  |  |  |
| Special Education | 2018: | 24.2 | (62) |  | 56.1 | (57) | 32.8 | (64) |  |
|  | 2019: | 45.6 | (68) |  | 54.4 | (68) |  |  |  |
|  | Change: | 21.4 |  |  | -1.7 |  |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 53.4 | (577) |  | 65.7 | (572) | 60.3 | (556) | 45.0 | (565) |
|  | 2019: | 59.5 | (624) |  | 75.6 | (651) |  |  |  |  |
|  | Change: | 6.1 |  |  | 9.9 |  |  |  |  |  |
| African American | 2018: | 41.3 | (92) |  | 52.2 | (92) | 42.5 | (87) | 45.9 | (85) |
|  | 2019: | 47.0 | (100) |  | 63.2 | (95) |  |  |  |  |
|  | Change: | 5.7 |  |  | 11.0 |  |  |  |  |  |
| Hispanic | 2018: | 55.6 | (478) |  | 68.8 | (475) | 64.1 | (462) | 45.3 | (472) |
|  | 2019: | 62.1 | (515) |  | 77.9 | (544) |  |  |  |  |
|  | Change: | 6.5 |  |  | 9.1 |  |  |  |  |  |
| White | 2018: | * | (4) |  | * | (3) | * | (2) | * | (3) |
|  | 2019: | 50.0 | (6) |  | 66.7 | (9) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically <br> Disadvantaged | 2018: | 54.1 | (516) |  | 67.5 | (511) | 61.1 | (493) | 46.2 | (506) |
|  | 2019: | 59.7 | (561) |  | 74.6 | (582) |  |  |  |  |
|  | Change: | 5.6 |  |  | 7.1 |  |  |  |  |  |
| English Learner | 2018: | 53.5 | (370) |  | 66.5 | (355) | 60.9 | (358) | 42.4 | (370) |
|  | 2019: | 59.2 | (373) |  | 79.2 | (394) |  |  |  |  |
|  | Change: | 5.7 |  |  | 12.7 |  |  |  |  |  |
| Special Education | 2018: | 11.5 | (52) |  | 17.8 | (45) | 22.6 | (53) | 20.8 | (48) |
|  | 2019: | 19.6 | (51) |  | 26.4 | (53) |  |  |  |  |
|  | Change: | 8.1 |  |  | 8.6 |  |  |  |  |  |

[^0]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
46 - YOUNG MEN'S LEADERSHIP ACADEMY AT FRED F. FLORENCE MIDDLE SCHOOL [Feeds to: SAMUELL]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students |  |  |  |  |  |  | 57.6 | (264) | 43.6 | (266) |
|  | 2019: | 59.5 | (301) |  | 79.4 | (316) |  |  |  |  |
|  | Change: | 11.3 |  |  | 20.5 |  |  |  |  |  |
| African American | 2018: | 41.8 | (55) |  | 50.0 | (52) | 47.1 | (51) | 48.0 | (50) |
|  | 2019: | 42.1 | (57) |  | 67.9 | (56) |  |  |  |  |
|  | Change: | 0.3 |  |  | 17.9 |  |  |  |  |  |
| Hispanic | 2018: | 49.8 | (215) |  | 62.1 | (198) | 61.1 | (208) | 43.6 | (211) |
|  | 2019: | 64.1 | (237) |  | 82.1 | (252) |  |  |  |  |
|  | Change: | 14.3 |  |  | 20.0 |  |  |  |  |  |
| White | 2018: | * | (3) |  | * | (3) | * | (2) | * | (2) |
|  | 2019: | * | (4) |  | * | (5) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 48.8 | (240) |  | 62.3 | (223) | 58.7 | (230) | 45.1 | (233) |
|  | 2019: | 59.5 | (264) |  | 78.1 | (274) |  |  |  |  |
|  | Change: | 10.7 |  |  | 15.8 |  |  |  |  |  |
| English Learner | 2018: | 48.5 | (169) |  | 61.2 | (152) | 58.7 | (167) | 41.8 | (170) |
|  | 2019: | 62.6 | (174) |  | 84.0 | (181) |  |  |  |  |
|  | Change: | 14.1 |  |  | 22.8 |  |  |  |  |  |
| Special Education | 2018: | 18.8 | (32) |  | 20.0 | (25) | 30.3 | (33) | 26.7 | (30) |
|  | 2019: | 18.2 | (22) |  | 41.7 | (24) |  |  |  |  |
|  | Change: | -0.6 |  |  | 21.7 |  |  |  |  |  |

[^1]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
All Students Tested at Location

ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish
52 - PIEDMONT GLOBAL ACADEMY MIDDLE SCHOOL [Feeds to: SAMUELL]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 58.1 | (303) |  | 71.2 | (319) | 62.7 | (292) | 46.2 | (299) |
|  | 2019: | 59.4 | (323) |  | 71.9 | (335) |  |  |  |  |
|  | Change: | 1.3 |  |  | 0.7 |  |  |  |  |  |
| African American | 2018: | 40.5 | (37) |  | 55.0 | (40) | 36.1 | (36) | 42.9 | (35) |
|  | 2019: | 53.5 | (43) |  | 56.4 | (39) |  |  |  |  |
|  | Change: | 13.0 |  |  | 1.4 |  |  |  |  |  |
| Hispanic | 2018: | 60.5 | (263) |  | 73.6 | (277) | 66.5 | (254) | 46.7 | (261) |
|  | 2019: | 60.4 | (278) |  | 74.3 | (292) |  |  |  |  |
|  | Change: | -0.1 |  |  | 0.7 |  |  |  |  |  |
| White | 2018: | * | (1) |  |  |  |  |  |  | (1) |
|  | 2019: | * | (2) |  | * | (4) |  |  |  |  |
|  | Change: | * |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 58.7 | (276) |  | 71.5 | (288) | 63.1 | (263) | 47.3 | (273) |
|  | 2019: | 59.9 | (297) |  | 71.4 | (308) |  |  |  |  |
|  | Change: | 1.2 |  |  | -0.1 |  |  |  |  |  |
| English Learner | 2018: | 57.7 | (201) |  | 70.4 | (203) | 62.8 | (191) | 43.0 | (200) |
|  | 2019: | 56.3 | (199) |  | 75.1 | (213) |  |  |  |  |
|  | Change: | -1.4 |  |  | 4.7 |  |  |  |  |  |
| Special Education | 2018: | 0.0 | (20) |  | 15.0 | (20) | 10.0 | (20) | 11.1 | (18) |
|  | 2019: | 20.7 | (29) |  | 13.8 | (29) |  |  |  |  |
|  | Change: | 20.7 |  |  | -1.2 |  |  |  |  |  |

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

STATISTIC: Percentage Approaching Grade Level or better
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 4/30/19

101 - JOHN Q. ADAMS ELEMENTARY SCHOOL [Feeds to: YOUNG MEN'S > SAMUELL]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 71.7 | (92) |  | 70.7 | (92) | 53.3 | (92) |  |
|  | 2019: | 72.3 | (130) |  | 79.7 | (128) |  |  |  |
|  | Change: | 0.6 |  |  | 9.0 |  |  |  |  |
| African American | 2018: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2018: | 71.8 | (85) |  | 71.8 | (85) | 52.9 | (85) |  |
|  | 2019: | 71.0 | (124) |  | 78.7 | (122) |  |  |  |
|  | Change: | -0.8 |  |  | 6.9 |  |  |  |  |
| White | 2018: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 71.1 | (83) |  | 69.9 | (83) | 54.2 | (83) |  |
|  | 2019: | 71.7 | (127) |  | 79.2 | (125) |  |  |  |
|  | Change: | 0.6 |  |  | 9.3 |  |  |  |  |
| English Learner | 2018: | 73.4 | (64) |  | 68.8 | (64) | 63.5 | (63) |  |
|  | 2019: | 68.6 | (86) |  | 75.0 | (84) |  |  |  |
|  | Change: | -4.8 |  |  | 6.2 |  |  |  |  |
| Special Education | 2018: | 16.7 | (12) |  | 50.0 | (12) | 14.3 | (14) |  |
|  | 2019: | 30.0 | (10) |  | 50.0 | (10) |  |  |  |
|  | Change: | 13.3 |  |  | 0.0 |  |  |  |  |

[^3]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: Percentage Approaching Grade Level or better
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish
110 - ANNIE WEBB BLANTON ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 79.3 | (116) |  | 95.7 | (116) | 80.0 | (115) |  |
|  | 2019: | 76.2 | (84) |  | 88.1 | (84) |  |  |  |
|  | Change: | -3.1 |  |  | -7.6 |  |  |  |  |
| African American | 2018: | 75.0 | (20) |  | 95.0 | (20) | 65.0 | (20) |  |
|  | 2019: | 62.5 | (16) |  | 75.0 | (16) |  |  |  |
|  | Change: | -12.5 |  |  | -20.0 |  |  |  |  |
| Hispanic | 2018: | 80.2 | (96) |  | 95.8 | (96) | 83.2 | (95) |  |
|  | 2019: | 80.3 | (66) |  | 90.9 | (66) |  |  |  |
|  | Change: | 0.1 |  |  | -4.9 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (2) |  | * | (2) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 79.4 | (102) |  | 95.1 | (102) | 79.2 | (101) |  |
|  | 2019: | 76.3 | (80) |  | 87.5 | (80) |  |  |  |
|  | Change: | -3.1 |  |  | -7.6 |  |  |  |  |
| English Learner | 2018: | 85.7 | (70) |  | 97.1 | (70) | 87.1 | (70) |  |
|  | 2019: | 81.3 | (48) |  | 89.6 | (48) |  |  |  |
|  | Change: | -4.4 |  |  | -7.5 |  |  |  |  |
| Special Education | 2018: | 21.4 | (14) |  | 78.6 | (14) | 42.9 | (14) |  |
|  | 2019: | 37.5 | (8) |  | 75.0 | (8) |  |  |  |
|  | Change: | 16.1 |  |  | -3.6 |  |  |  |  |

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

ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE:
Combined English and Spanish
156 - NATHANIEL HAWTHORNE ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 84.6 | (52) |  | 88.7 | (53) | 79.2 | (53) |  |
|  | 2019: | 78.9 | (57) |  | 91.2 | (57) |  |  |  |
|  | Change: | -5.7 |  |  | 2.5 |  |  |  |  |
| African American | 2018: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Hispanic | 2018: | 83.7 | (49) |  | 90.0 | (50) | 80.0 | (50) |  |
|  | 2019: | 78.2 | (55) |  | 90.9 | (55) |  |  |  |
|  | Change: | -5.5 |  |  | 0.9 |  |  |  |  |
| Economically Disadvantaged | 2018: | 85.4 | (48) |  | 91.8 | (49) | 81.6 | (49) |  |
|  | 2019: | 77.8 | (54) |  | 90.7 | (54) |  |  |  |
|  | Change: | -7.6 |  |  | -1.1 |  |  |  |  |
| English Learner | 2018: | 84.2 | (38) |  | 92.3 | (39) | 82.1 | (39) |  |
|  | 2019: | 80.4 | (46) |  | 89.1 | (46) |  |  |  |
|  | Change: | -3.8 |  |  | -3.2 |  |  |  |  |
| Special Education | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | 16.7 | (6) |  | 50.0 | (6) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |

[^5]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish
161 - JOHN IRELAND ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 74.7 | (75) |  | 80.0 | (75) | 73.7 | (76) |  |
|  | 2019: | 77.9 | (77) |  | 88.3 | (77) |  |  |  |
|  | Change: | 3.2 |  |  | 8.3 |  |  |  |  |
| African American | 2018: | 57.1 | (7) |  | 57.1 | (7) | 42.9 | (7) |  |
|  | 2019: | 60.0 | (10) |  | 80.0 | (10) |  |  |  |
|  | Change: | 2.9 |  |  | 22.9 |  |  |  |  |
| Hispanic | 2018: | 76.5 | (68) |  | 82.4 | (68) | 76.8 | (69) |  |
|  | 2019: | 81.0 | (63) |  | 92.1 | (63) |  |  |  |
|  | Change: | 4.5 |  |  | 9.7 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (2) |  | * | (2) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 72.3 | (65) |  | 80.0 | (65) | 71.2 | (66) |  |
|  | 2019: | 77.9 | (77) |  | 88.3 | (77) |  |  |  |
|  | Change: | 5.6 |  |  | 8.3 |  |  |  |  |
| English Learner | 2018: | 77.4 | (53) |  | 83.0 | (53) | 77.4 | (53) |  |
|  | 2019: | 90.7 | (54) |  | 92.6 | (54) |  |  |  |
|  | Change: | 13.3 |  |  | 9.6 |  |  |  |  |
| Special Education | 2018: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^6]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: Percentage Approaching Grade Level or better
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish
207 - SAN JACINTO ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 58.9 | (56) |  | 69.6 | (56) | 69.6 | (56) |  |
|  | 2019: | 60.0 | (70) |  | 72.9 | (70) |  |  |  |
|  | Change: | 1.1 |  |  | 3.3 |  |  |  |  |
| African American | 2018: | 44.4 | (9) |  | 55.6 | (9) | 55.6 | (9) |  |
|  | 2019: | 23.1 | (13) |  | 38.5 | (13) |  |  |  |
|  | Change: | -21.3 |  |  | -17.1 |  |  |  |  |
| Hispanic | 2018: | 61.7 | (47) |  | 72.3 | (47) | 72.3 | (47) |  |
|  | 2019: | 69.1 | (55) |  | 81.8 | (55) |  |  |  |
|  | Change: | 7.4 |  |  | 9.5 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (2) |  | * | (2) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 59.6 | (47) |  | 76.6 | (47) | 68.1 | (47) |  |
|  | 2019: | 60.0 | (70) |  | 72.9 | (70) |  |  |  |
|  | Change: | 0.4 |  |  | -3.7 |  |  |  |  |
| English Learner | 2018: | 69.7 | (33) |  | 72.7 | (33) | 81.8 | (33) |  |
|  | 2019: | 72.3 | (47) |  | 85.1 | (47) |  |  |  |
|  | Change: | 2.6 |  |  | 12.4 |  |  |  |  |
| Special Education | 2018: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2019: | * | (3) |  | * | (3) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^7]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
All Students Tested at Location

ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 4/30/19

237 - JOHN W. RUNYON ELEMENTARY SCHOOL [Feeds to: YOUNG MEN'S > SAMUELL]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 84.7 | (85) |  | 89.3 | (84) | 72.4 | (87) |  |
|  | 2019: | 79.1 | (67) |  | 83.6 | (67) |  |  |  |
|  | Change: | -5.6 |  |  | -5.7 |  |  |  |  |
| African American | 2018: | 81.8 | (22) |  | 90.5 | (21) | 78.3 | (23) |  |
|  | 2019: | 70.6 | (17) |  | 76.5 | (17) |  |  |  |
|  | Change: | -11.2 |  |  | -14.0 |  |  |  |  |
| Hispanic | 2018: | 87.9 | (58) |  | 89.7 | (58) | 71.2 | (59) |  |
|  | 2019: | 82.2 | (45) |  | 84.4 | (45) |  |  |  |
|  | Change: | -5.7 |  |  | -5.3 |  |  |  |  |
| White | 2018: |  | (3) |  |  | (3) | * | (3) |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 84.8 | (79) |  | 91.0 | (78) | 71.6 | (81) |  |
|  | 2019: | 78.5 | (65) |  | 83.1 | (65) |  |  |  |
|  | Change: | -6.3 |  |  | -7.9 |  |  |  |  |
| English Learner | 2018: | 88.0 | (50) |  | 90.0 | (50) | 68.0 | (50) |  |
|  | 2019: | 85.7 | (35) |  | 85.7 | (35) |  |  |  |
|  | Change: | -2.3 |  |  | -4.3 |  |  |  |  |
| Special Education | 2018: | * | (4) |  | * | (3) | 14.3 | (7) |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^8]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: Percentage Approaching Grade Level or better
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 4/30/19

273 - PLEASANT GROVE ELEMENTARY SCHOOL [Feeds to: YOUNG MEN'S > SAMUELL]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 80.6 | (67) |  | 77.3 | (66) | 64.6 | (65) |  |
|  | 2019: | 82.4 | (68) |  | 88.2 | (68) |  |  |  |
|  | Change: | 1.8 |  |  | 10.9 |  |  |  |  |
| African American | 2018: | 50.0 | (14) |  | 69.2 | (13) | 53.8 | (13) |  |
|  | 2019: | 50.0 | (10) |  | 70.0 | (10) |  |  |  |
|  | Change: | 0.0 |  |  | 0.8 |  |  |  |  |
| Hispanic | 2018: | 88.7 | (53) |  | 79.2 | (53) | 67.3 | (52) |  |
|  | 2019: | 89.3 | (56) |  | 91.1 | (56) |  |  |  |
|  | Change: | 0.6 |  |  | 11.9 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (2) |  | * | (2) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 80.0 | (60) |  | 76.3 | (59) | 65.5 | (58) |  |
|  | 2019: | 81.8 | (66) |  | 87.9 | (66) |  |  |  |
|  | Change: | 1.8 |  |  | 11.6 |  |  |  |  |
| English Learner | 2018: | 90.0 | (40) |  | 77.5 | (40) | 71.8 | (39) |  |
|  | 2019: | 91.5 | (47) |  | 89.4 | (47) |  |  |  |
|  | Change: | 1.5 |  |  | 11.9 |  |  |  |  |
| Special Education | 2018: | 50.0 | (6) |  | 66.7 | (6) | * | (5) |  |
|  | 2019: | 50.0 | (8) |  | 50.0 |  |  |  |  |
|  | Change: | 0.0 |  |  | -16.7 |  |  |  |  |

[^9]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: Percentage Approaching Grade Level or better
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 4/30/19

303 - THELMA E. PAGE RICHARDSON ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 70.8 | (113) |  | 70.6 | (109) | 62.8 | (113) |  |
|  | 2019: | 76.9 | (108) |  | 77.8 | (108) |  |  |  |
|  | Change: | 6.1 |  |  | 7.2 |  |  |  |  |
| African American | 2018: | 50.0 | (14) |  | 53.8 | (13) | 64.3 | (14) |  |
|  | 2019: | 54.5 | (11) |  | 54.5 | (11) |  |  |  |
|  | Change: | 4.5 |  |  | 0.7 |  |  |  |  |
| Hispanic | 2018: | 73.5 | (98) |  | 73.7 | (95) | 63.3 | (98) |  |
|  | 2019: | 78.9 | (95) |  | 80.0 | (95) |  |  |  |
|  | Change: | 5.4 |  |  | 6.3 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (2) |  | * | (2) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 72.0 | (100) |  | 73.2 | (97) | 65.7 | (99) |  |
|  | 2019: | 78.2 | (101) |  | 78.2 | (101) |  |  |  |
|  | Change: | 6.2 |  |  | 5.0 |  |  |  |  |
| English Learner | 2018: | 77.4 | (62) |  | 78.7 | (61) | 67.2 | (61) |  |
|  | 2019: | 79.7 | (64) |  | 84.4 | (64) |  |  |  |
|  | Change: | 2.3 |  |  | 5.7 |  |  |  |  |
| Special Education | 2018: | 18.2 | (11) |  | 28.6 | (7) | 27.3 | (11) |  |
|  | 2019: | 25.0 | (8) |  | 37.5 | (8) |  |  |  |
|  | Change: | 6.8 |  |  | 8.9 |  |  |  |  |

[^10]
[^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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^2]:    $(N)=$ 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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^3]:    $(N)=$ 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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^5]:    $(N)=$ 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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^6]:    $(N)=$ 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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^7]:    $(N)=$ 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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^8]:    $(N)=$ 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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^9]:    $(N)=$ 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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

[^10]:    $(N)=$ 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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

