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

## SOUTH OAK CLIFF FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 70.3 | (649) |  | 75.7 | (649) | 58.7 | (652) |  |
|  | 2019: | 68.7 | (616) |  | 76.3 | (616) |  |  |  |
|  | Change: | -1.6 |  |  | 0.6 |  |  |  |  |
| African American | 2018: | 64.4 | (360) |  | 71.2 | (361) | 57.3 | (358) |  |
|  | 2019: | 59.8 | (306) |  | 71.9 | (306) |  |  |  |
|  | Change: | -4.6 |  |  | 0.7 |  |  |  |  |
| Hispanic | 2018: | 77.1 | (279) |  | 80.9 | (278) | 59.4 | (283) |  |
|  | 2019: | 77.2 | (298) |  | 80.5 | (298) |  |  |  |
|  | Change: | 0.1 |  |  | -0.4 |  |  |  |  |
| White | 2018: | * | (5) |  | * | (5) | * | (5) |  |
|  | 2019: | 66.7 | (6) |  | 83.3 | (6) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 69.8 | (569) |  | 75.6 | (570) | 57.8 | (573) |  |
|  | 2019: | 68.5 | (577) |  | 75.9 | (577) |  |  |  |
|  | Change: | -1.3 |  |  | 0.3 |  |  |  |  |
| English Learner | 2018: | 78.9 | (218) |  | 80.6 | (217) | 57.7 | (220) |  |
|  | 2019: | 79.0 | (229) |  | 81.7 | (229) |  |  |  |
|  | Change: | 0.1 |  |  | 1.1 |  |  |  |  |
| Special Education | 2018: | 31.6 | (57) |  | 39.3 | (56) | 30.4 | (56) |  |
|  | 2019: | 49.2 | (63) |  | 46.0 |  |  |  |  |
|  | Change: | 17.6 |  |  | 6.7 |  |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1}}$ |  | Science ${ }^{\text {2 }}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 50.2 | (331) |  | 71.0 | (307) | 59.5 | (326) | 55.4 | (323) |
|  | 2019: | 61.4 | (316) |  | 78.0 | (309) |  |  |  |  |
|  | Change: | 11.2 |  |  | 7.0 |  |  |  |  |  |
| African American | 2018: | 49.5 | (186) |  | 67.0 | (179) | 61.4 | (184) | 54.7 | (179) |
|  | 2019: | 58.5 | (188) |  | 76.7 | (180) |  |  |  |  |
|  | Change: | 9.0 |  |  | 9.7 |  |  |  |  |  |
| Hispanic | 2018: | 49.3 | (138) |  | 76.0 | (121) | 55.2 | (134) | 54.4 | (136) |
|  | 2019: | 64.5 | (124) |  | 79.4 | (126) |  |  |  |  |
|  | Change: | 15.2 |  |  | 3.4 |  |  |  |  |  |
| White | 2018: | * | (1) |  | * | (1) | * | (1) | * | (1) |
|  | 2019: | * | (1) |  |  | (1) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 51.5 | (295) |  | 73.2 | (272) | 60.6 | (292) | 56.9 | (290) |
|  | 2019: | 61.0 | (305) |  | 78.2 | (298) |  |  |  |  |
|  | Change: | 9.5 |  |  | 5.0 |  |  |  |  |  |
| English Learner | 2018: | 43.7 | (103) |  | 74.4 | (90) | 51.5 | (101) | 49.5 | (101) |
|  | 2019: | 57.3 | (89) |  | 77.7 | (94) |  |  |  |  |
|  | Change: | 13.6 |  |  | 3.3 |  |  |  |  |  |
| Special Education | 2018: | 13.5 | (37) |  | 22.2 | (27) | 23.3 | (30) | 29.0 | (31) |
|  | 2019: | 25.9 | (27) |  | 42.3 | (26) |  |  |  |  |
|  | Change: | 12.4 |  |  | 20.1 |  |  |  |  |  |

[^0]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
All Students Tested at Location

ADMINISTRATION: Spring 2019 (first administration)
APPROACHES

LANGUAGE: Combined English and Spanish
60 - BOUDE STOREY MIDDLE SCHOOL [Feeds to: SOC]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 51.3 | (193) |  | 62.6 | (171) | 59.0 | (183) | 61.3 | (186) |
|  | 2019: | 59.0 | (178) |  | 81.0 | (174) |  |  |  |  |
|  | Change: | 7.7 |  |  | 18.4 |  |  |  |  |  |
| African American | 2018: | 53.9 | (89) |  | 57.1 | (84) | 62.8 | (86) | 63.5 | (85) |
|  | 2019: | 55.2 | (87) |  | 79.7 | (79) |  |  |  |  |
|  | Change: | 1.3 |  |  | 22.6 |  |  |  |  |  |
| Hispanic | 2018: | 49.0 | (102) |  | 67.9 | (84) | 56.3 | (96) | 59.0 | (100) |
|  | 2019: | 61.8 | (89) |  | 81.9 | (94) |  |  |  |  |
|  | Change: | 12.8 |  |  | 14.0 |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 51.8 | (170) |  | 65.1 | (149) | 59.6 | (161) | 62.2 | (164) |
|  | 2019: | 58.2 | (170) |  | 80.8 | (167) |  |  |  |  |
|  | Change: | 6.4 |  |  | 15.7 |  |  |  |  |  |
| English Learner | 2018: | 41.7 | (72) |  | 66.7 | (63) | 50.7 | (71) | 52.9 | (70) |
|  | 2019: | 55.9 | (68) |  | 79.7 | (74) |  |  |  |  |
|  | Change: | 14.2 |  |  | 13.0 |  |  |  |  |  |
| Special Education | 2018: | 11.1 | (18) |  | 8.3 | (12) | 35.3 | (17) | 47.1 | (17) |
|  | 2019: | 9.1 | (11) |  | 36.4 | (11) |  |  |  |  |
|  | Change: | -2.0 |  |  | 28.1 |  |  |  |  |  |

[^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
72 - SARAH ZUMWALT MIDDLE SCHOOL [Feeds to: SOC]


[^2]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
118 - W.W. BUSHMAN ELEMENTARY SCHOOL [Feeds to: ZUMWALT > SOC]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: |  | (62) |  |  | (62) | 79.7 | (64) |  |
|  | 2019: | 75.0 | (72) |  | 88.9 | (72) |  |  |  |
|  | Change: | -4.0 |  |  | 5.0 |  |  |  |  |
| African American | 2018: | 70.7 | (41) |  | 82.9 | (41) | 76.2 | (42) |  |
|  | 2019: | 62.8 | (43) |  | 83.7 | (43) |  |  |  |
|  | Change: | -7.9 |  |  | 0.8 |  |  |  |  |
| Hispanic | 2018: | 93.8 | (16) |  | 81.3 | (16) | 82.4 | (17) |  |
|  | 2019: | 92.0 | (25) |  | 96.0 | (25) |  |  |  |
|  | Change: | -1.8 |  |  | 14.7 |  |  |  |  |
| White | 2018: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | * | (2) |  | * | (2) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 80.0 | (50) |  | 84.0 | (50) | 82.4 | (51) |  |
|  | 2019: | 74.6 | (71) |  | 88.7 | (71) |  |  |  |
|  | Change: | -5.4 |  |  | 4.7 |  |  |  |  |
| English Learner | 2018: | 94.1 | (17) |  | 82.4 | (17) | 83.3 | (18) |  |
|  | 2019: | 91.3 | (23) |  | 95.7 | (23) |  |  |  |
|  | Change: | -2.8 |  |  | 13.3 |  |  |  |  |
| Special Education | 2018: | 60.0 | (10) |  | 90.0 | (10) | 70.0 | (10) |  |
|  | 2019: | 88.9 | (9) |  | 100.0 | (9) |  |  |  |
|  | Change: | 28.9 |  |  | 10.0 |  |  |  |  |

[^3]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

133 - BARBARA JORDAN ELEMENTARY SCHOOL [Feeds to: STOREY > SOC]


[^4]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
178 - H.I. HOLLAND ELEMENTARY SCHOOL AT LISBON [Feeds to: STOREY > SOC]


[^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
183 - THOMAS L. MARSALIS ELEMENTARY SCHOOL [Feeds to: STOREY > SOC]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 71.9 | (89) |  | 77.5 | (89) | 63.2 | (87) |  |
|  | 2019: | 71.4 | (77) |  | 83.1 | (77) |  |  |  |
|  | Change: | -0.5 |  |  | 5.6 |  |  |  |  |
| African American | 2018: | 65.2 | (69) |  | 71.0 | (69) | 59.7 | (67) |  |
|  | 2019: | 63.0 | (54) |  | 87.0 | (54) |  |  |  |
|  | Change: | -2.2 |  |  | 16.0 |  |  |  |  |
| Hispanic | 2018: | 95.0 | (20) |  | 100.0 | (20) | 75.0 | (20) |  |
|  | 2019: | 95.5 | (22) |  | 77.3 | (22) |  |  |  |
|  | Change: | 0.5 |  |  | -22.7 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 72.0 | (75) |  | 77.3 | (75) | 63.0 | (73) |  |
|  | 2019: | 68.7 | (67) |  | 80.6 | (67) |  |  |  |
|  | Change: | -3.3 |  |  | 3.3 |  |  |  |  |
| English Learner | 2018: | 100.0 | (14) |  | 100.0 | (14) | 71.4 | (14) |  |
|  | 2019: | 100.0 | (15) |  | 86.7 | (15) |  |  |  |
|  | Change: | 0.0 |  |  | -13.3 |  |  |  |  |
| Special Education | 2018: | 0.0 | (7) |  | 0.0 | (7) | 33.3 | (6) |  |
|  | 2019: | 50.0 | (8) |  | 37.5 | (8) |  |  |  |
|  | Change: | 50.0 |  |  | 37.5 |  |  |  |  |

[^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

APPROACHES GRADE LEVEL 4/30/19

189 - CLARA OLIVER ELEMENTARY SCHOOL [Feeds to: STOREY > SOC]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: |  |  |  |  |  | 64.0 | (50) |  |
|  | 2019: | 78.0 | (41) |  | 80.5 | (41) |  |  |  |
|  | Change: | 2.0 |  |  | 0.5 |  |  |  |  |
| African American | 2018: | 72.7 | (33) |  | 75.8 | (33) | 57.6 | (33) |  |
|  | 2019: | 76.0 | (25) |  | 68.0 | (25) |  |  |  |
|  | Change: | 3.3 |  |  | -7.8 |  |  |  |  |
| Hispanic | 2018: | 82.4 | (17) |  | 88.2 | (17) | 76.5 | (17) |  |
|  | 2019: | 80.0 | (15) |  | 100.0 | (15) |  |  |  |
|  | Change: | -2.4 |  |  | 11.8 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 76.7 | (43) |  | 81.4 | (43) | 67.4 | (43) |  |
|  | 2019: | 78.4 | (37) |  | 78.4 | (37) |  |  |  |
|  | Change: | 1.7 |  |  | -3.0 |  |  |  |  |
| English Learner | 2018: | 93.3 | (15) |  | 93.3 | (15) | 80.0 | (15) |  |
|  | 2019: | 75.0 | (12) |  | 100.0 | (12) |  |  |  |
|  | Change: | -18.3 |  |  | 6.7 |  |  |  |  |
| Special Education | 2018: | * | (5) |  | * | (5) | * | (5) |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |  |
|  | 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

## LANGUAGE:

205 - CLINTON P. RUSSELL ELEMENTARY SCHOOL [Feeds to: STOREY > SOC]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 74.8 | (103) |  | 79.6 | (103) | 58.3 | (103) |  |
|  | 2019: | 67.3 | (98) |  | 77.6 | (98) |  |  |  |
|  | Change: | -7.5 |  |  | -2.0 |  |  |  |  |
| African American | 2018: | 35.7 | (14) |  | 42.9 | (14) | 30.8 | (13) |  |
|  | 2019: | 46.7 | (15) |  | 40.0 | (15) |  |  |  |
|  | Change: | 11.0 |  |  | -2.9 |  |  |  |  |
| Hispanic | 2018: | 80.2 | (86) |  | 84.9 | (86) | 60.5 | (86) |  |
|  | 2019: | 72.0 | (82) |  | 84.1 | (82) |  |  |  |
|  | Change: | -8.2 |  |  | -0.8 |  |  |  |  |
| White | 2018: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2019: |  | (1) |  |  | (1) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 73.4 | (94) |  | 79.8 | (94) | 56.4 | (94) |  |
|  | 2019: | 65.9 | (88) |  | 76.1 | (88) |  |  |  |
|  | Change: | -7.5 |  |  | -3.7 |  |  |  |  |
| English Learner | 2018: | 81.2 | (69) |  | 85.5 | (69) | 56.5 | (69) |  |
|  | 2019: | 73.7 | (57) |  | 86.0 | (57) |  |  |  |
|  | Change: | -7.5 |  |  | 0.5 |  |  |  |  |
| Special Education | 2018: | 0.0 | (6) |  | 16.7 | (6) | 0.0 | (6) |  |
|  | 2019: | 63.6 | (11) |  | 45.5 | (11) |  |  |  |
|  | Change: | 63.6 |  |  | 28.8 |  |  |  |  |

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

ADMINISTRATION:
Percentage Approaching Grade Level or better

LANGUAGE:
Spring 2019 (first administration)

215 - ROBERT L. THORNTON ELEMENTARY SCHOOL [Feeds to: STOREY > SOC]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 64.9 | (57) |  | 63.2 | (57) | 56.1 | (57) |  |
|  | 2019: | 59.0 | (61) |  | 67.2 | (61) |  |  |  |
|  | Change: | -5.9 |  |  | 4.0 |  |  |  |  |
| African American | 2018: | 64.8 | (54) |  | 63.0 | (54) | 57.4 | (54) |  |
|  | 2019: | 58.2 | (55) |  | 67.3 | (55) |  |  |  |
|  | Change: | -6.6 |  |  | 4.3 |  |  |  |  |
| Hispanic | 2018: | * | (2) |  |  | (2) | * | (2) |  |
|  | 2019: | * | (5) |  | * | (5) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 63.3 | (49) |  | 63.3 | (49) | 55.1 | (49) |  |
|  | 2019: | 59.6 | (57) |  | 68.4 | (57) |  |  |  |
|  | Change: | -3.7 |  |  | 5.1 |  |  |  |  |
| English Learner | 2018: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Special Education | 2018: | 50.0 | (6) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | 2019: | * | (3) |  | * | (3) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^9]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

250 - WHITNEY M. YOUNG, JR. ELEMENTARY SCHOOL [Feeds to: ZUMWALT > SOC]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 75.6 | (78) |  | 81.6 | (76) | 65.4 | (81) |  |
|  | 2019: | 81.5 | (65) |  | 80.0 | (65) |  |  |  |
|  | Change: | 5.9 |  |  | -1.6 |  |  |  |  |
| African American | 2018: | 73.1 | (52) |  | 76.5 | (51) | 60.4 | (53) |  |
|  | 2019: | 77.8 | (36) |  | 86.1 | (36) |  |  |  |
|  | Change: | 4.7 |  |  | 9.6 |  |  |  |  |
| Hispanic | 2018: | 80.8 | (26) |  | 92.0 | (25) | 75.0 | (28) |  |
|  | 2019: | 84.6 | (26) |  | 73.1 | (26) |  |  |  |
|  | Change: | 3.8 |  |  | -18.9 |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 76.1 | (71) |  | 81.4 | (70) | 64.9 | (74) |  |
|  | 2019: | 82.5 | (63) |  | 81.0 | (63) |  |  |  |
|  | Change: | 6.4 |  |  | -0.4 |  |  |  |  |
| English Learner | 2018: | 81.0 | (21) |  | 90.0 | (20) | 77.3 | (22) |  |
|  | 2019: | 82.6 | (23) |  | 69.6 | (23) |  |  |  |
|  | Change: | 1.6 |  |  | -20.4 |  |  |  |  |
| Special Education | 2018: | 50.0 | (10) |  | 55.6 | (9) | 30.0 | (10) |  |
|  | 2019: | * | (3) |  |  | (3) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |

[^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.

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

