

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

POPULATION: All Students Tested at Location
STATISTIC: Percentage Mastering Grade Level
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish

**MASTERS
GRADE LEVEL
4/30/19**

ACCELERATING CAMPUS EXCELLENCE SCHOOL GROUP (Prior-year statistics based on current schools)

Grade 5		Reading ¹	Writing	Mathematics ¹	Science	Social Studies
All Students	2018:	14.7 (853)		14.4 (857)	6.5 (850)	
	2019:	20.2 (890)		27.2 (890)		
	Change:	5.5		12.8		
African American	2018:	6.9 (490)		6.3 (490)	3.3 (482)	
	2019:	14.7 (495)		17.8 (495)		
	Change:	7.8		11.5		
Hispanic	2018:	25.3 (339)		24.1 (343)	11.3 (344)	
	2019:	26.3 (361)		38.8 (361)		
	Change:	1.0		14.7		
White	2018:	0.0 (6)		33.3 (6)	0.0 (6)	
	2019:	41.7 (12)		33.3 (12)		
	Change:	41.7		0.0		
Economically Disadvantaged	2018:	15.1 (752)		15.0 (756)	6.6 (749)	
	2019:	20.0 (870)		26.8 (870)		
	Change:	4.9		11.8		
English Learner	2018:	26.3 (273)		26.7 (277)	11.0 (281)	
	2019:	26.9 (301)		38.5 (301)		
	Change:	0.6		11.8		
Special Education	2018:	0.0 (80)		1.2 (80)	1.2 (81)	
	2019:	8.3 (108)		11.1 (108)		
	Change:	8.3		9.9		

Grade 8		Reading ¹	Writing	Mathematics ^{1 2}	Science ²	Social Studies
All Students	2018:	13.5 (200)		12.0 (208)	11.4 (210)	15.2 (197)
	2019:	14.6 (219)		22.5 (222)		
	Change:	1.1		10.5		
African American	2018:	11.9 (42)		10.8 (46)	20.9 (43)	20.5 (39)
	2019:	20.0 (40)		13.5 (37)		
	Change:	8.1		2.7		
Hispanic	2018:	13.6 (146)		12.0 (150)	9.0 (154)	13.1 (145)
	2019:	12.7 (173)		24.0 (175)		
	Change:	-0.9		12.0		
White	2018:	* (3)		* (3)	* (3)	* (3)
	2019:			* (2)		
	Change:			*		
Economically Disadvantaged	2018:	13.0 (161)		13.4 (171)	11.9 (168)	15.2 (157)
	2019:	14.3 (210)		22.2 (212)		
	Change:	1.3		8.8		
English Learner	2018:	9.6 (114)		11.5 (121)	5.0 (120)	7.8 (115)
	2019:	8.5 (129)		23.1 (134)		
	Change:	-1.1		11.6		
Special Education	2018:	4.7 (21)		0.0 (21)	4.5 (22)	9.0 (22)
	2019:	0.0 (19)		10.5 (19)		
	Change:	-4.7		10.5		

(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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 2019 (first administration)
LANGUAGE: Combined English and Spanish

**MASTERS
GRADE LEVEL
4/30/19**

55 - T.J. RUSK MIDDLE SCHOOL [Feeds to: NORTH DALLAS]

Grade 8		Reading ¹	Writing	Mathematics ^{1 2}	Science ²	Social Studies
All Students	2018:	13.5 (200)		12.0 (208)	11.4 (210)	15.2 (197)
	2019:	14.6 (219)		22.5 (222)		
	Change:	1.1		10.5		
African American	2018:	11.9 (42)		10.9 (46)	20.9 (43)	20.5 (39)
	2019:	20.0 (40)		13.5 (37)		
	Change:	8.1		2.6		
Hispanic	2018:	13.7 (146)		12.0 (150)	9.1 (154)	13.1 (145)
	2019:	12.7 (173)		24.0 (175)		
	Change:	-1.0		12.0		
White	2018:	* (3)		* (3)	* (3)	* (3)
	2019:			* (2)		
	Change:			*		
Economically Disadvantaged	2018:	13.0 (161)		13.5 (171)	11.9 (168)	15.3 (157)
	2019:	14.3 (210)		22.2 (212)		
	Change:	1.3		8.7		
English Learner	2018:	9.6 (114)		11.6 (121)	5.0 (120)	7.8 (115)
	2019:	8.5 (129)		23.1 (134)		
	Change:	-1.1		11.5		
Special Education	2018:	4.8 (21)		0.0 (21)	4.5 (22)	9.1 (22)
	2019:	0.0 (19)		10.5 (19)		
	Change:	-4.8		10.5		

(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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 2019 (first administration)
LANGUAGE: Combined English and Spanish

**MASTERS
GRADE LEVEL
4/30/19**

122 - C.F. CARR ELEMENTARY SCHOOL [Feeds to: PINKSTON]

Grade 5		Reading ¹	Writing	Mathematics ¹	Science	Social Studies
All Students	2018:	14.1 (85)		22.4 (85)	5.9 (85)	
	2019:	17.9 (56)		30.4 (56)		
	Change:	3.8		8.0		
African American	2018:	11.7 (60)		15.0 (60)	6.7 (60)	
	2019:	14.3 (35)		22.9 (35)		
	Change:	2.6		7.9		
Hispanic	2018:	22.7 (22)		40.9 (22)	4.5 (22)	
	2019:	20.0 (20)		45.0 (20)		
	Change:	-2.7		4.1		
White	2018:	* (1)		* (1)	* (1)	
	2019:	* (1)		* (1)		
	Change:	*		*		
Economically Disadvantaged	2018:	15.0 (80)		22.5 (80)	5.1 (79)	
	2019:	16.7 (54)		29.6 (54)		
	Change:	1.7		7.1		
English Learner	2018:	23.5 (17)		58.8 (17)	5.9 (17)	
	2019:	23.1 (13)		53.8 (13)		
	Change:	-0.4		-5.0		
Special Education	2018:	0.0 (8)		0.0 (8)	0.0 (8)	
	2019:	9.1 (11)		18.2 (11)		
	Change:	9.1		18.2		

(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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 2019 (first administration)
LANGUAGE: Combined English and Spanish

**MASTERS
GRADE LEVEL
4/30/19**

128 - MARTIN LUTHER KING, JR. LEARNING CENTER [Feeds to: DADE > MADISON]

Grade 5		Reading ¹	Writing	Mathematics ¹	Science	Social Studies
All Students	2018:	10.1 (69)		1.4 (69)	1.5 (67)	
	2019:	15.5 (71)		12.7 (71)		
	Change:	5.4		11.3		
African American	2018:	4.4 (45)		0.0 (45)	2.3 (43)	
	2019:	15.2 (46)		6.5 (46)		
	Change:	10.8		6.5		
Hispanic	2018:	20.8 (24)		4.2 (24)	0.0 (24)	
	2019:	16.7 (24)		25.0 (24)		
	Change:	-4.1		20.8		
Economically Disadvantaged	2018:	9.8 (61)		1.6 (61)	1.7 (59)	
	2019:	15.5 (71)		12.7 (71)		
	Change:	5.7		11.1		
English Learner	2018:	25.0 (20)		5.0 (20)	0.0 (20)	
	2019:	21.1 (19)		31.6 (19)		
	Change:	-3.9		26.6		
Special Education	2018:	0.0 (8)		0.0 (7)	0.0 (8)	
	2019:	* (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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 2019 (first administration)
LANGUAGE: Combined English and Spanish

**MASTERS
GRADE LEVEL
4/30/19**

139 - PAUL L. DUNBAR LEARNING CENTER [Feeds to: DADE > MADISON]

Grade 5		Reading ¹	Writing	Mathematics ¹	Science	Social Studies
All Students	2018:	3.8 (78)		6.4 (78)	0.0 (82)	
	2019:	27.9 (86)		37.2 (86)		
	Change:	24.1		30.8		
African American	2018:	1.8 (57)		5.3 (57)	0.0 (61)	
	2019:	28.6 (70)		37.1 (70)		
	Change:	26.8		31.8		
Hispanic	2018:	10.0 (20)		10.0 (20)	0.0 (20)	
	2019:	20.0 (15)		33.3 (15)		
	Change:	10.0		23.3		
Economically Disadvantaged	2018:	2.8 (71)		5.6 (71)	0.0 (76)	
	2019:	27.4 (84)		36.9 (84)		
	Change:	24.6		31.3		
English Learner	2018:	7.7 (13)		7.7 (13)	0.0 (14)	
	2019:	25.0 (12)		25.0 (12)		
	Change:	17.3		17.3		
Special Education	2018:	0.0 (9)		0.0 (9)	0.0 (11)	
	2019:	16.7 (12)		8.3 (12)		
	Change:	16.7		8.3		

(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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 2019 (first administration)
LANGUAGE: Combined English and Spanish

**MASTERS
 GRADE LEVEL
 4/30/19**

142 - J.N. ERVIN ELEMENTARY SCHOOL [Feeds to: KENNEDY-CURRY > WILMER-HUTCHINS HS]

Grade 5		Reading ¹	Writing	Mathematics ¹	Science	Social Studies
All Students	2018:	9.3 (107)		9.3 (107)	4.9 (102)	
	2019:	12.5 (96)		11.5 (96)		
	Change:	3.2		2.2		
African American	2018:	6.7 (89)		6.7 (89)	4.8 (84)	
	2019:	8.8 (80)		7.5 (80)		
	Change:	2.1		0.8		
Hispanic	2018:	23.5 (17)		23.5 (17)	5.9 (17)	
	2019:	28.6 (14)		35.7 (14)		
	Change:	5.1		12.2		
White	2018:	* (1)		* (1)	* (1)	
	2019:	* (1)		* (1)		
	Change:	*		*		
Economically Disadvantaged	2018:	10.4 (96)		10.4 (96)	5.6 (90)	
	2019:	12.6 (95)		11.6 (95)		
	Change:	2.2		1.2		
English Learner	2018:	27.3 (11)		27.3 (11)	9.1 (11)	
	2019:	25.0 (12)		25.0 (12)		
	Change:	-2.3		-2.3		
Special Education	2018:	0.0 (10)		0.0 (10)	0.0 (8)	
	2019:	16.7 (6)		0.0 (6)		
	Change:	16.7		0.0		

(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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 2019 (first administration)
LANGUAGE: Combined English and Spanish

**MASTERS
GRADE LEVEL
4/30/19**

159 - L.L. HOTCHKISS ELEMENTARY SCHOOL [Feeds to: TASBY > CONRAD]

Grade 5		Reading ¹	Writing	Mathematics ¹	Science	Social Studies
All Students	2018:	14.7 (75)		11.8 (76)	2.6 (77)	
	2019:	29.8 (104)		41.3 (104)		
	Change:	15.1		29.5		
African American	2018:	13.3 (30)		6.7 (30)	6.7 (30)	
	2019:	29.7 (37)		35.1 (37)		
	Change:	16.4		28.4		
Hispanic	2018:	13.2 (38)		10.3 (39)	0.0 (40)	
	2019:	29.5 (61)		42.6 (61)		
	Change:	16.3		32.3		
White	2018:	* (1)		* (1)	* (1)	
	2019:	* (2)		* (2)		
	Change:	*		*		
Economically Disadvantaged	2018:	15.3 (59)		13.3 (60)	1.7 (60)	
	2019:	29.7 (101)		40.6 (101)		
	Change:	14.4		27.3		
English Learner	2018:	13.6 (44)		13.3 (45)	2.2 (46)	
	2019:	32.2 (59)		44.1 (59)		
	Change:	18.6		30.8		
Special Education	2018:	0.0 (6)		0.0 (7)	0.0 (7)	
	2019:	0.0 (10)		20.0 (10)		
	Change:	0.0		20.0		

(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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 2019 (first administration)
LANGUAGE: Combined English and Spanish

**MASTERS
GRADE LEVEL
4/30/19**

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

Grade 5		Reading ¹	Writing	Mathematics ¹	Science	Social Studies
All Students	2018:	30.9 (68)		30.6 (72)	19.7 (71)	
	2019:	21.0 (119)		30.3 (119)		
	Change:	-9.9		-0.3		
African American	2018:	16.7 (6)		16.7 (6)	0.0 (6)	
	2019:	0.0 (37)		10.8 (37)		
	Change:	-16.7		-5.9		
Hispanic	2018:	32.3 (62)		31.8 (66)	21.5 (65)	
	2019:	31.6 (76)		40.8 (76)		
	Change:	-0.7		9.0		
White	2018:					
	2019:	* (3)		* (3)		
	Change:					
Economically Disadvantaged	2018:	27.9 (61)		32.3 (65)	20.6 (63)	
	2019:	20.2 (114)		29.8 (114)		
	Change:	-7.7		-2.5		
English Learner	2018:	34.9 (43)		38.3 (47)	23.4 (47)	
	2019:	30.0 (60)		36.7 (60)		
	Change:	-4.9		-1.6		
Special Education	2018:	* (2)		* (3)	* (3)	
	2019:	0.0 (15)		6.7 (15)		
	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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 2019 (first administration)
LANGUAGE: Combined English and Spanish

**MASTERS
GRADE LEVEL
4/30/19**

191 - ELISHA M. PEASE ELEMENTARY SCHOOL [Feeds to: ZUMWALT > SOC]

Grade 5		Reading ¹	Writing	Mathematics ¹	Science	Social Studies
All Students	2018:	11.6 (69)		4.3 (69)	4.5 (67)	
	2019:	10.2 (59)		15.3 (59)		
	Change:	-1.4		11.0		
African American	2018:	10.2 (59)		3.4 (59)	1.8 (57)	
	2019:	10.0 (50)		14.0 (50)		
	Change:	-0.2		10.6		
Hispanic	2018:	20.0 (10)		10.0 (10)	20.0 (10)	
	2019:	0.0 (8)		12.5 (8)		
	Change:	-20.0		2.5		
Economically Disadvantaged	2018:	13.8 (58)		5.2 (58)	5.3 (57)	
	2019:	10.2 (59)		15.3 (59)		
	Change:	-3.6		10.1		
English Learner	2018:	16.7 (6)		16.7 (6)	16.7 (6)	
	2019:	* (4)		* (4)		
	Change:	*		*		
Special Education	2018:	0.0 (6)		0.0 (6)	0.0 (6)	
	2019:	18.2 (11)		9.1 (11)		
	Change:	18.2		9.1		

(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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 2019 (first administration)
LANGUAGE: Combined English and Spanish

**MASTERS
GRADE LEVEL
4/30/19**

200 - JOSEPH J. RHOADS LEARNING CENTER [Feeds to: DADE > LINCOLN]

Grade 5		Reading ¹	Writing	Mathematics ¹	Science	Social Studies
All Students	2018:	12.9 (124)		9.8 (123)	4.1 (123)	
	2019:	13.6 (81)		8.6 (81)		
	Change:	0.7		-1.2		
African American	2018:	3.7 (82)		0.0 (82)	1.3 (80)	
	2019:	11.5 (52)		5.8 (52)		
	Change:	7.8		5.8		
Hispanic	2018:	29.3 (41)		30.0 (40)	9.5 (42)	
	2019:	17.9 (28)		14.3 (28)		
	Change:	-11.4		-15.7		
Economically Disadvantaged	2018:	13.9 (108)		8.4 (107)	2.9 (105)	
	2019:	13.9 (79)		8.9 (79)		
	Change:	0.0		0.5		
English Learner	2018:	30.6 (36)		34.3 (35)	10.8 (37)	
	2019:	16.7 (24)		8.3 (24)		
	Change:	-13.9		-26.0		
Special Education	2018:	0.0 (12)		0.0 (11)	0.0 (13)	
	2019:	0.0 (8)		0.0 (8)		
	Change:	0.0		0.0		

(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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 2019 (first administration)
LANGUAGE: Combined English and Spanish

**MASTERS
 GRADE LEVEL
 4/30/19**

216 - EDWARD TITCHE ELEMENTARY SCHOOL [Feeds to: YOUNG MEN'S > SAMUELL]

Grade 5		Reading ¹	Writing	Mathematics ¹	Science	Social Studies
All Students	2018:	20.0 (105)		22.9 (105)	15.5 (103)	
	2019:	24.8 (101)		36.6 (101)		
	Change:	4.8		13.7		
African American	2018:	7.1 (42)		14.3 (42)	7.3 (41)	
	2019:	15.6 (45)		15.6 (45)		
	Change:	8.5		1.3		
Hispanic	2018:	30.5 (59)		28.8 (59)	22.4 (58)	
	2019:	33.3 (51)		54.9 (51)		
	Change:	2.8		26.1		
White	2018:	* (3)		* (3)	* (3)	
	2019:	* (1)		* (1)		
	Change:	*		*		
Economically Disadvantaged	2018:	22.5 (89)		25.8 (89)	16.5 (91)	
	2019:	24.7 (97)		35.1 (97)		
	Change:	2.2		9.3		
English Learner	2018:	33.3 (51)		31.4 (51)	21.6 (51)	
	2019:	32.5 (40)		55.0 (40)		
	Change:	-0.8		23.6		
Special Education	2018:	0.0 (8)		0.0 (8)	16.7 (6)	
	2019:	5.9 (17)		23.5 (17)		
	Change:	5.9		23.5		

(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. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) 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 2019 (first administration)
LANGUAGE: Combined English and Spanish

**MASTERS
GRADE LEVEL
4/30/19**

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

Grade 5		Reading ¹	Writing	Mathematics ¹	Science	Social Studies
All Students	2018:	23.3 (73)		26.0 (73)	6.8 (73)	
	2019:	21.4 (117)		35.0 (117)		
	Change:	-1.9		9.0		
African American	2018:	5.0 (20)		10.0 (20)	0.0 (20)	
	2019:	11.6 (43)		25.6 (43)		
	Change:	6.6		15.6		
Hispanic	2018:	28.3 (46)		26.1 (46)	8.7 (46)	
	2019:	25.0 (64)		39.1 (64)		
	Change:	-3.3		13.0		
White	2018:					
	2019:	* (4)		* (4)		
	Change:					
Economically Disadvantaged	2018:	21.7 (69)		24.6 (69)	7.2 (69)	
	2019:	21.6 (116)		35.3 (116)		
	Change:	-0.1		10.7		
English Learner	2018:	28.1 (32)		18.8 (32)	3.1 (32)	
	2019:	24.1 (58)		41.4 (58)		
	Change:	-4.0		22.6		
Special Education	2018:	0.0 (11)		0.0 (11)	0.0 (11)	
	2019:	13.3 (15)		6.7 (15)		
	Change:	13.3		6.7		

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