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

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

APPROACHES GRADE LEVEL 7/3/19

## BRYAN ADAMS FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 75.3 | (900) |  | 78.0 | (902) |  |  |
|  | 2019: | 73.4 | (783) |  | 77.3 | (783) |  |  |
|  | Change: | -1.9 |  |  | -0.7 |  |  |  |
| African American | 2018: | 55.5 | (137) |  | 59.9 | (137) |  |  |
|  | 2019: | 55.6 | (108) |  | 61.1 | (108) |  |  |
|  | Change: | 0.1 |  |  | 1.2 |  |  |  |
| Hispanic | 2018: | 79.1 | (676) |  | 81.8 | (677) |  |  |
|  | 2019: | 75.6 | (577) |  | 78.5 | (577) |  |  |
|  | Change: | -3.5 |  |  | -3.3 |  |  |  |
| White | 2018: | 78.1 | (64) |  | 78.5 | (65) |  |  |
|  | 2019: | 87.8 | (74) |  | 93.2 | (74) |  |  |
|  | Change: | 9.7 |  |  | 14.7 |  |  |  |
| Economically <br> Disadvantaged | 2018: | 74.9 | (685) |  | 78.3 | (686) |  |  |
|  | 2019: | 71.5 | (674) |  | 75.5 | (674) |  |  |
|  | Change: | -3.4 |  |  | -2.8 |  |  |  |
| English Learner | 2018: | 77.4 | (452) |  | 78.1 | (453) |  |  |
|  | 2019: | 76.9 | (407) |  | 77.4 | (407) |  |  |
|  | Change: | -0.5 |  |  | -0.7 |  |  |  |
| Special Education | 2018: | 39.1 | (64) |  | 46.2 | (65) |  |  |
|  | 2019: | 33.3 | (72) |  | 43.1 | (72) |  |  |
|  | Change: | -5.8 |  |  | -3.1 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 69.0 | (843) | 64.8 | (843) | 78.0 | (845) |  |  |
|  | 2019: | 72.0 | (825) | 68.6 | (822) | 79.4 | (825) |  |  |
|  | Change: | 3.0 |  | 3.8 |  | 1.4 |  |  |  |
| African American | 2018: | 50.5 | (103) | 44.3 | (106) | 60.0 | (105) |  |  |
|  | 2019: | 57.9 | (114) | 50.0 | (112) | 66.7 | (114) |  |  |
|  | Change: | 7.4 |  | 5.7 |  | 6.7 |  |  |  |
| Hispanic | 2018: | 70.9 | (642) | 67.7 | (640) | 79.9 | (642) |  |  |
|  | 2019: | 74.0 | (645) | 71.2 | (645) | 81.4 | (645) |  |  |
|  | Change: | 3.1 |  | 3.5 |  | 1.5 |  |  |  |
| White | 2018: | 81.7 | (71) | 74.3 | (70) | 83.1 | (71) |  |  |
|  | 2019: | 80.4 | (51) | 80.0 | (50) | 82.4 | (51) |  |  |
|  | Change: | -1.3 |  | 5.7 |  | -0.7 |  |  |  |
| Economically Disadvantaged | 2018: | 69.4 | (667) | 65.4 | (667) | 78.4 | (668) |  |  |
|  | 2019: | 69.6 | (708) | 66.7 | (706) | 78.2 | (708) |  |  |
|  | Change: | 0.2 |  | 1.3 |  | -0.2 |  |  |  |
| English Learner | 2018: | 68.2 | (425) | 68.8 | (423) | 77.4 | (425) |  |  |
|  | 2019: | 71.2 | (431) | 72.6 | (431) | 78.9 | (431) |  |  |
|  | Change: | 3.0 |  | 3.8 |  | 1.5 |  |  |  |
| Special Education | 2018: | 38.3 | (60) | 24.6 | (61) | 50.8 | (61) |  |  |
|  | 2019: | 31.3 | (67) | 31.3 | (67) | 43.3 | (67) |  |  |
|  | Change: | -7.0 |  | 6.7 |  | -7.5 |  |  |  |

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

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

APPROACHES GRADE LEVEL 7/3/19

## BRYAN ADAMS FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 84.0 | (851) |  | 90.7 | (852) | 73.2 | (846) |  |
|  | 2019: | 88.4 | (817) |  | 92.0 | (816) | 74.7 | (810) |  |
|  | Change: | 4.4 |  |  | 1.3 |  | 1.5 |  |  |
| African American | 2018: | 67.6 | (102) |  | 78.6 | (103) | 62.7 | (102) |  |
|  | 2019: | 76.1 | (92) |  | 85.7 | (91) | 64.4 | (90) |  |
|  | Change: | 8.5 |  |  | 7.1 |  | 1.7 |  |  |
| Hispanic | 2018: | 86.3 | (665) |  | 92.2 | (665) | 73.0 | (660) |  |
|  | 2019: | 89.3 | (638) |  | 92.5 | (638) | 74.7 | (637) |  |
|  | Change: | 3.0 |  |  | 0.3 |  | 1.7 |  |  |
| White | 2018: | 86.2 | (58) |  | 94.8 | (58) | 87.9 | (58) |  |
|  | 2019: | 94.0 | (67) |  | 95.5 | (67) | 87.5 | (64) |  |
|  | Change: | 7.8 |  |  | 0.7 |  | -0.4 |  |  |
| Economically Disadvantaged | 2018: | 83.4 | (704) |  | 91.2 | (704) | 71.1 | (699) |  |
|  | 2019: | 87.2 | (688) |  | 91.0 | (687) | 73.0 | (681) |  |
|  | Change: | 3.8 |  |  | -0.2 |  | 1.9 |  |  |
| English Learner | 2018: | 86.9 | (458) |  | 91.3 | (458) | 71.6 | (454) |  |
|  | 2019: | 89.7 | (428) |  | 91.4 | (428) | 72.0 | (428) |  |
|  | Change: | 2.8 |  |  | 0.1 |  | 0.4 |  |  |
| Special Education | 2018: | 35.5 | (62) |  | 62.9 | (62) | 35.5 | (62) |  |
|  | 2019: | 62.9 |  |  | 68.9 | (61) | 42.2 |  |  |
|  | Change: | 27.4 |  |  | 6.0 |  | 6.7 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 54.4 | (641) |  | 63.5 | (639) |  |  |
|  | 2019: | 51.8 | (660) |  | 70.3 | (660) |  |  |
|  | Change: | -2.6 |  |  | 6.8 |  |  |  |
| African American | 2018: | 40.6 | (96) |  | 42.7 | (96) |  |  |
|  | 2019: | 46.9 | (81) |  | 55.6 | (81) |  |  |
|  | Change: | 6.3 |  |  | 12.9 |  |  |  |
| Hispanic | 2018: | 56.8 | (495) |  | 67.1 | (493) |  |  |
|  | 2019: | 51.2 | (523) |  | 71.6 | (522) |  |  |
|  | Change: | -5.6 |  |  | 4.5 |  |  |  |
| White | 2018: | 60.0 | (30) |  | 63.3 | (30) |  |  |
|  | 2019: | 62.2 | (37) |  | 76.3 | (38) |  |  |
|  | Change: | 2.2 |  |  | 13.0 |  |  |  |
| Economically Disadvantaged | 2018: | 56.5 | (533) |  | 65.0 | (531) |  |  |
|  | 2019: | 50.3 | (595) |  | 69.5 | (594) |  |  |
|  | Change: | -6.2 |  |  | 4.5 |  |  |  |
| English Learner | 2018: | 48.3 | (333) |  | 63.1 | (333) |  |  |
|  | 2019: | 48.6 | (358) |  | 71.2 | (358) |  |  |
|  | Change: | 0.3 |  |  | 8.1 |  |  |  |
| Special Education | 2018: | 10.4 | (48) |  | 20.8 | (48) |  |  |
|  | 2019: | 16.9 | (71) |  | 33.8 | (71) |  |  |
|  | Change: | 6.5 |  |  | 13.0 |  |  |  |

[^1]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

## BRYAN ADAMS FEEDER GROUP

| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 62.3 | (653) | 57.6 | (649) | 52.5 | (545) |  |  |
|  | 2019: | 66.0 | (662) | 56.9 | (659) | 58.4 | (505) |  |  |
|  | Change: | 3.7 |  | -0.7 |  | 5.9 |  |  |  |
| African American | 2018: | 51.8 | (85) | 47.1 | (85) | 35.6 | (73) |  |  |
|  | 2019: | 56.3 | (96) | 50.0 | (96) | 41.9 | (86) |  |  |
|  | Change: | 4.5 |  | 2.9 |  | 6.3 |  |  |  |
| Hispanic | 2018: | 63.1 | (517) | 58.2 | (514) | 55.7 | (436) |  |  |
|  | 2019: | 66.8 | (512) | 58.1 | (508) | 61.6 | (385) |  |  |
|  | Change: | 3.7 |  | -0.1 |  | 5.9 |  |  |  |
| White | 2018: | 78.8 | (33) | 78.8 | (33) | 54.5 | (22) |  |  |
|  | 2019: | 71.0 | (31) | 54.8 | (31) | 70.0 | (20) |  |  |
|  | Change: | -7.8 |  | -24.0 |  | 15.5 |  |  |  |
| Economically Disadvantaged | 2018: | 62.8 | (548) | 58.5 | (545) | 53.6 | (459) |  |  |
|  | 2019: | 64.9 | (604) | 55.9 | (605) | 58.2 | (474) |  |  |
|  | Change: | 2.1 |  | -2.6 |  | 4.6 |  |  |  |
| English Learner | 2018: | 59.2 | (382) | 52.3 | (377) | 54.2 | (325) |  |  |
|  | 2019: | 60.2 | (349) | 53.3 | (347) | 60.6 | (269) |  |  |
|  | Change: | 1.0 |  | 1.0 |  | 6.4 |  |  |  |
| Special Education | 2018: | 13.0 | (46) | 14.6 | (48) | 17.1 | (41) |  |  |
|  | 2019: | 23.2 | (56) | 8.8 | (57) | 18.2 | (55) |  |  |
|  | Change: | 10.2 |  | -5.8 |  | 1.1 |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 73.6 | (700) |  | 85.0 | (714) | 64.0 | (717) | 56.0 | (689) |
|  | 2019: | 76.4 | (640) |  | 85.0 | (699) | 72.2 | (658) | 58.6 | (633) |
|  | Change: | 2.8 |  |  | 0.0 |  | 8.2 |  | 2.6 |  |
| African American | 2018: | 64.9 | (77) |  | 74.7 | (83) | 53.0 | (83) | 58.1 | (74) |
|  | 2019: | 64.1 | (78) |  | 67.9 | (81) | 59.5 | (79) | 48.7 | (76) |
|  | Change: | -0.8 |  |  | -6.8 |  | 6.5 |  | -9.4 |  |
| Hispanic | 2018: | 75.0 | (579) |  | 86.6 | (581) | 64.7 | (590) | 55.0 | (573) |
|  | 2019: | 77.7 | (516) |  | 87.0 | (562) | 73.3 | (525) | 59.9 | (511) |
|  | Change: | 2.7 |  |  | 0.4 |  | 8.6 |  | 4.9 |  |
| White | 2018: | 84.6 | (26) |  | 81.3 | (32) | 77.4 | (31) | 64.0 | (25) |
|  | 2019: | 92.3 | (26) |  | 93.3 | (30) | 81.5 | (27) | 65.4 | (26) |
|  | Change: | 7.7 |  |  | 12.0 |  | 4.1 |  | 1.4 |  |
| Economically Disadvantaged | 2018: | 75.3 | (592) |  | 86.6 | (603) | 64.8 | (608) | 56.2 | (585) |
|  | 2019: | 75.3 | (571) |  | 84.5 | (619) | 70.8 | (579) | 57.9 | (565) |
|  | Change: | 0.0 |  |  | -2.1 |  | 6.0 |  | 1.7 |  |
| English Learner | 2018: | 69.2 | (390) |  | 86.5 | (408) | 61.7 | (415) | 49.1 | (387) |
|  | 2019: | 73.9 | (376) |  | 85.2 | (399) | 67.3 | (376) | 57.3 | (375) |
|  | Change: | 4.7 |  |  | -1.3 |  | 5.6 |  | 8.2 |  |
| Special Education | 2018: | 30.9 | (55) |  | 46.6 | (58) | 28.6 | (56) | 17.0 | (53) |
|  | 2019: | 31.8 | (44) |  | 38.1 | (42) | 30.2 | (43) | 28.9 | (45) |
|  | Change: | 0.9 |  |  | -8.5 |  | 1.6 |  | 11.9 |  |

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

ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE:

## Combined English and Spanish

## BRYAN ADAMS FEEDER GROUP

| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 70.7 | $(4,588)$ | 61.7 | $(1,492)$ | 76.4 | $(4,497)$ | 69.0 | $(1,563)$ | 56.0 | (689) |
|  | 2019: | 72.0 | $(4,387)$ | 63.4 | $(1,481)$ | 78.5 | $(4,288)$ | 73.6 | $(1,468)$ | 58.6 | (633) |
|  | Change: | 1.3 |  | 1.7 |  | 2.1 |  | 4.6 |  | 2.6 |  |
| African American | 2018: | 55.0 | (600) | 45.5 | (191) | 59.5 | (597) | 58.4 | (185) | 58.1 | (74) |
|  | 2019: | 59.4 | (569) | 50.0 | (208) | 63.5 | (561) | 62.1 | (169) | 48.7 | (76) |
|  | Change: | 4.4 |  | 4.5 |  | 4.0 |  | 3.7 |  | -9.4 |  |
| Hispanic | 2018: | 72.9 | $(3,574)$ | 63.4 | $(1,154)$ | 78.9 | $(3,494)$ | 69.1 | $(1,250)$ | 55.0 | (573) |
|  | 2019: | 73.1 | $(3,411)$ | 65.4 | $(1,153)$ | 80.1 | $(3,329)$ | 74.1 | $(1,162)$ | 59.9 | (511) |
|  | Change: | 0.2 |  | 2.0 |  | 1.2 |  | 5.0 |  | 4.9 |  |
| White | 2018: | 79.4 | (282) | 75.7 | (103) | 79.9 | (278) | 84.3 | (89) | 64.0 | (25) |
|  | 2019: | 83.2 | (286) | 70.4 | (81) | 87.9 | (280) | 85.7 | (91) | 65.4 | (26) |
|  | Change: | 3.8 |  | -5.3 |  | 8.0 |  | 1.4 |  | 1.4 |  |
| Economically Disadvantaged | 2018: | 71.2 | $(3,729)$ | 62.3 | $(1,212)$ | 77.1 | $(3,651)$ | 68.2 | $(1,307)$ | 56.2 | (585) |
|  | 2019: | 70.2 | $(3,840)$ | 61.7 | $(1,311)$ | 77.2 | $(3,756)$ | 72.0 | $(1,260)$ | 57.9 | (565) |
|  | Change: | -1.0 |  | -0.6 |  | 0.1 |  | 3.8 |  | 1.7 |  |
| English Learner | 2018: | 69.5 | $(2,440)$ | 61.0 | (800) | 76.6 | $(2,402)$ | 66.9 | (869) | 49.1 | (387) |
|  | 2019: | 70.9 | $(2,349)$ | 64.0 | (778) | 78.7 | $(2,292)$ | 69.8 | (804) | 57.3 | (375) |
|  | Change: | 1.4 |  | 3.0 |  | 2.1 |  | 2.9 |  | 8.2 |  |
| Special Education | 2018: | 29.3 | (335) | 20.2 | (109) | 43.0 | (335) | 32.2 | (118) | 17.0 | (53) |
|  | 2019: | 33.1 | (372) | 21.0 | (124) | 41.3 | (368) | 37.4 | (107) | 28.9 | (45) |
|  | Change: | 3.8 |  | 0.8 |  | -1.7 |  | 5.2 |  | 11.9 |  |

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

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

APPROACHES GRADE LEVEL 7/3/19

48 - W.H. GASTON MIDDLE SCHOOL [Feeds to: ADAMS, B]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 53.6 | (302) |  | 55.0 | (302) |  |  |
|  | 2019: | 48.7 | (306) |  | 63.4 | (306) |  |  |
|  | Change: | -4.9 |  |  | 8.4 |  |  |  |
| African American | 2018: | 36.2 | (47) |  | 36.2 | (47) |  |  |
|  | 2019: | 47.5 | (40) |  | 52.5 | (40) |  |  |
|  | Change: | 11.3 |  |  | 16.3 |  |  |  |
| Hispanic | 2018: | 56.5 | (239) |  | 59.0 | (239) |  |  |
|  | 2019: | 48.8 | (248) |  | 65.6 | (247) |  |  |
|  | Change: | -7.7 |  |  | 6.6 |  |  |  |
| White | 2018: | 61.5 | (13) |  | 46.2 | (13) |  |  |
|  | 2019: | 47.1 | (17) |  | 55.6 | (18) |  |  |
|  | Change: | -14.4 |  |  | 9.4 |  |  |  |
| Economically Disadvantaged | 2018: | 55.0 | (260) |  | 57.3 | (260) |  |  |
|  | 2019: | 48.1 | (285) |  | 63.7 | (284) |  |  |
|  | Change: | -6.9 |  |  | 6.4 |  |  |  |
| English Learner | 2018: | 49.4 | (158) |  | 58.2 | (158) |  |  |
|  | 2019: | 47.8 | (161) |  | 66.5 | (161) |  |  |
|  | Change: | -1.6 |  |  | 8.3 |  |  |  |
| Special Education | 2018: | 8.0 | (25) |  | 24.0 | (25) |  |  |
|  | 2019: | 21.4 |  |  | 25.0 | (28) |  |  |
|  | Change: | 13.4 |  |  | 1.0 |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 63.2 | (307) | 58.2 | (306) | 53.1 | (275) |  |  |
|  | 2019: | 63.3 | (316) | 56.2 | (315) | 58.1 | (272) |  |  |
|  | Change: | 0.1 |  | -2.0 |  | 5.0 |  |  |  |
| African American | 2018: | 55.3 | (38) | 51.3 | (39) | 39.4 | (33) |  |  |
|  | 2019: | 52.1 | (48) | 50.0 | (48) | 44.7 | (47) |  |  |
|  | Change: | -3.2 |  | -1.3 |  | 5.3 |  |  |  |
| Hispanic | 2018: | 63.9 | (252) | 58.6 | (251) | 56.2 | (226) |  |  |
|  | 2019: | 65.7 | (251) | 58.2 | (249) | 62.1 | (211) |  |  |
|  | Change: | 1.8 |  | -0.4 |  | 5.9 |  |  |  |
| White | 2018: | 69.2 | (13) | 69.2 | (13) | 50.0 | (12) |  |  |
|  | 2019: | 58.3 | (12) | 58.3 | (12) | 55.6 | (9) |  |  |
|  | Change: | -10.9 |  | -10.9 |  | 5.6 |  |  |  |
| Economically Disadvantaged | 2018: | 63.6 | (258) | 59.8 | (256) | 53.0 | (230) |  |  |
|  | 2019: | 64.0 | (303) | 56.3 | (304) | 58.6 | (261) |  |  |
|  | Change: | 0.4 |  | -3.5 |  | 5.6 |  |  |  |
| English Learner | 2018: | 60.0 | (190) | 52.7 | (188) | 54.7 | (172) |  |  |
|  | 2019: | 57.3 | (171) | 53.5 | (170) | 59.6 | (141) |  |  |
|  | Change: | -2.7 |  | 0.8 |  | 4.9 |  |  |  |
| Special Education | 2018: | 15.0 | (20) | 18.2 | (22) | 26.3 | (19) |  |  |
|  | 2019: | 22.6 | (31) | 9.4 | (32) | 16.7 | (30) |  |  |
|  | Change: | 7.6 |  | -8.8 |  | -9.6 |  |  |  |

[^4]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

48 - W.H. GASTON MIDDLE SCHOOL [Feeds to: ADAMS, B]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 76.3 | (338) |  | 79.1 | (345) | 62.8 | (349) | 58.6 | (331) |
|  | 2019: | 75.2 | (306) |  | 81.8 | (318) | 70.6 | (293) | 56.1 | (303) |
|  | Change: | -1.1 |  |  | 2.7 |  | 7.8 |  | -2.5 |  |
| African American | 2018: | 73.3 | (45) |  | 73.3 | (45) | 56.5 | (46) | 69.0 | (42) |
|  | 2019: | 62.2 | (37) |  | 62.9 | (35) | 64.7 | (34) | 43.2 | (37) |
|  | Change: | -11.1 |  |  | -10.4 |  | 8.2 |  | -25.8 |  |
| Hispanic | 2018: | 76.0 | (279) |  | 79.7 | (286) | 63.2 | (291) | 56.5 | (276) |
|  | 2019: | 76.1 | (251) |  | 84.0 | (263) | 71.4 | (241) | 58.9 | (248) |
|  | Change: | 0.1 |  |  | 4.3 |  | 8.2 |  | 2.4 |  |
| White | 2018: | 100.0 | (10) |  | 90.0 | (10) | 80.0 | (10) | 66.7 | (9) |
|  | 2019: | 100.0 | (12) |  | 92.9 | (14) | 83.3 | (12) | 58.3 | (12) |
|  | Change: | 0.0 |  |  | 2.9 |  | 3.3 |  | -8.4 |  |
| Economically Disadvantaged | 2018: | 80.2 | (288) |  | 82.0 | (294) | 64.3 | (297) | 59.9 | (284) |
|  | 2019: | 74.3 | (276) |  | 82.2 | (292) | 70.4 | (267) | 56.4 | (273) |
|  | Change: | -5.9 |  |  | 0.2 |  | 6.1 |  | -3.5 |  |
| English Learner | 2018: | 74.0 | (173) |  | 80.1 | (186) | 60.5 | (190) | 48.0 | (173) |
|  | 2019: | 74.6 | (189) |  | 83.0 | (200) | 67.7 | (186) | 58.5 | (188) |
|  | Change: | 0.6 |  |  | 2.9 |  | 7.2 |  | 10.5 |  |
| Special Education | 2018: | 30.8 | (26) |  | 29.6 | (27) | 19.2 | (26) | 16.0 | (25) |
|  | 2019: | 31.8 | (22) |  | 36.4 | (22) | 37.5 | (24) | 34.8 | (23) |
|  | Change: | 1.0 |  |  | 6.8 |  | 18.3 |  | 18.8 |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 64.8 | (947) | 58.2 | (306) | 63.4 | (922) | 62.8 | (349) | 58.6 | (331) |
|  | 2019: | 62.4 | (928) | 56.2 | (315) | 68.3 | (896) | 70.6 | (293) | 56.1 | (303) |
|  | Change: | -2.4 |  | -2.0 |  | 4.9 |  | 7.8 |  | -2.5 |  |
| African American | 2018: | 54.6 | (130) | 51.3 | (39) | 50.4 | (125) | 56.5 | (46) | 69.0 | (42) |
|  | 2019: | 53.6 | (125) | 50.0 | (48) | 52.5 | (122) | 64.7 | (34) | 43.2 | (37) |
|  | Change: | -1.0 |  | -1.3 |  | 2.1 |  | 8.2 |  | -25.8 |  |
| Hispanic | 2018: | 66.0 | (770) | 58.6 | (251) | 66.0 | (751) | 63.2 | (291) | 56.5 | (276) |
|  | 2019: | 63.6 | (750) | 58.2 | (249) | 71.3 | (721) | 71.4 | (241) | 58.9 | (248) |
|  | Change: | -2.4 |  | -0.4 |  | 5.3 |  | 8.2 |  | 2.4 |  |
| White | 2018: | 75.0 | (36) | 69.2 | (13) | 60.0 | (35) | 80.0 | (10) | 66.7 | (9) |
|  | 2019: | 65.9 | (41) | 58.3 | (12) | 68.3 | (41) | 83.3 | (12) | 58.3 | (12) |
|  | Change: | -9.1 |  | -10.9 |  | 8.3 |  | 3.3 |  | -8.4 |  |
| Economically Disadvantaged | 2018: | 66.7 | (806) | 59.8 | (256) | 65.3 | (784) | 64.3 | (297) | 59.9 | (284) |
|  | 2019: | 62.0 | (864) | 56.3 | (304) | 68.6 | (837) | 70.4 | (267) | 56.4 | (273) |
|  | Change: | -4.7 |  | -3.5 |  | 3.3 |  | 6.1 |  | -3.5 |  |
| English Learner | 2018: | 61.4 | (521) | 52.7 | (188) | 64.9 | (516) | 60.5 | (190) | 48.0 | (173) |
|  | 2019: | 60.7 | (521) | 53.5 | (170) | 71.1 | (502) | 67.7 | (186) | 58.5 | (188) |
|  | Change: | -0.7 |  | 0.8 |  | 6.2 |  | 7.2 |  | 10.5 |  |
| Special Education | 2018: | 18.3 | (71) | 18.2 | (22) | 26.8 | (71) | 19.2 | (26) | 16.0 | (25) |
|  | 2019: | 24.7 | (81) | 9.4 | (32) | 25.0 | (80) | 37.5 | (24) | 34.8 | (23) |
|  | Change: | 6.4 |  | -8.8 |  | -1.8 |  | 18.3 |  | 18.8 |  |

[^5]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

50 - ROBERT T. HILL MIDDLE SCHOOL [Feeds to: ADAMS, B]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 54.2 | (271) |  | 70.3 | (269) |  |  |
|  | 2019: | 51.8 | (284) |  | 73.6 | (284) |  |  |
|  | Change: | -2.4 |  |  | 3.3 |  |  |  |
| African American | 2018: | 43.2 | (44) |  | 45.5 | (44) |  |  |
|  | 2019: | 47.2 | (36) |  | 58.3 | (36) |  |  |
|  | Change: | 4.0 |  |  | 12.8 |  |  |  |
| Hispanic | 2018: | 56.5 | (200) |  | 74.7 | (198) |  |  |
|  | 2019: | 50.5 | (218) |  | 74.3 | (218) |  |  |
|  | Change: | -6.0 |  |  | -0.4 |  |  |  |
| White | 2018: | 63.6 | (11) |  | 81.8 | (11) |  |  |
|  | 2019: | 64.3 | (14) |  | 92.9 | (14) |  |  |
|  | Change: | 0.7 |  |  | 11.1 |  |  |  |
| Economically Disadvantaged | 2018: | 58.1 | (222) |  | 72.3 | (220) |  |  |
|  | 2019: | 49.0 | (249) |  | 71.1 | (249) |  |  |
|  | Change: | -9.1 |  |  | -1.2 |  |  |  |
| English Learner | 2018: | 47.4 | (135) |  | 67.4 | (135) |  |  |
|  | 2019: | 45.2 | (155) |  | 70.3 | (155) |  |  |
|  | Change: | -2.2 |  |  | 2.9 |  |  |  |
| Special Education | 2018: | 11.1 | (18) |  | 16.7 | (18) |  |  |
|  | 2019: | 16.1 | (31) |  | 32.3 | (31) |  |  |
|  | Change: | 5.0 |  |  | 15.6 |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 58.0 | (288) | 55.4 | (285) | 51.7 | (234) |  |  |
|  | 2019: | 67.4 | (282) | 55.2 | (281) | 56.3 | (192) |  |  |
|  | Change: | 9.4 |  | -0.2 |  | 4.6 |  |  |  |
| African American | 2018: | 42.9 | (35) | 44.1 | (34) | 34.4 | (32) |  |  |
|  | 2019: | 55.8 | (43) | 46.5 | (43) | 33.3 | (36) |  |  |
|  | Change: | 12.9 |  | 2.4 |  | -1.1 |  |  |  |
| Hispanic | 2018: | 59.3 | (226) | 55.8 | (224) | 54.9 | (184) |  |  |
|  | 2019: | 67.1 | (207) | 55.8 | (206) | 59.4 | (138) |  |  |
|  | Change: | 7.8 |  | 0.0 |  | 4.5 |  |  |  |
| White | 2018: | 76.9 | (13) | 84.6 | (13) | 50.0 | (8) |  |  |
|  | 2019: | 81.3 | (16) | 50.0 | (16) | 77.8 | (9) |  |  |
|  | Change: | 4.4 |  | -34.6 |  | 27.8 |  |  |  |
| Economically Disadvantaged | 2018: | 59.4 | (244) | 56.0 | (243) | 53.8 | (197) |  |  |
|  | 2019: | 64.9 | (248) | 53.2 | (248) | 55.1 | (176) |  |  |
|  | Change: | 5.5 |  | -2.8 |  | 1.3 |  |  |  |
| English Learner | 2018: | 54.8 | (168) | 49.7 | (165) | 52.6 | (137) |  |  |
|  | 2019: | 62.4 | (141) | 48.6 | (140) | 59.2 | (103) |  |  |
|  | Change: | 7.6 |  | -1.1 |  | 6.6 |  |  |  |
| Special Education | 2018: | 8.7 | (23) | 13.0 | (23) | 10.0 | (20) |  |  |
|  | 2019: | 28.6 | (21) | 9.5 | (21) | 19.0 | (21) |  |  |
|  | Change: | 19.9 |  | -3.5 |  | 9.0 |  |  |  |

[^6]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

50 - ROBERT T. HILL MIDDLE SCHOOL [Feeds to: ADAMS, B]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 69.9 | (312) |  | 92.6 | (311) | 66.9 | (311) | 56.8 | (308) |
|  | 2019: | 75.6 | (283) |  | 87.1 | (325) | 72.6 | (307) | 59.5 | (279) |
|  | Change: | 5.7 |  |  | -5.5 |  | 5.7 |  | 2.7 |  |
| African American | 2018: | 54.8 | (31) |  | 78.8 | (33) | 46.9 | (32) | 45.2 | (31) |
|  | 2019: | 61.8 | (34) |  | 68.4 | (38) | 51.4 | (37) | 50.0 | (32) |
|  | Change: | 7.0 |  |  | -10.4 |  | 4.5 |  | 4.8 |  |
| Hispanic | 2018: | 73.4 | (256) |  | 95.2 | (251) | 69.0 | (255) | 57.7 | (253) |
|  | 2019: | 77.8 | (225) |  | 89.4 | (254) | 74.7 | (237) | 60.1 | (223) |
|  | Change: | 4.4 |  |  | -5.8 |  | 5.7 |  | 2.4 |  |
| White | 2018: | 63.6 | (11) |  | 76.9 | (13) | 69.2 | (13) | 54.5 | (11) |
|  | 2019: | 80.0 | (10) |  | 93.3 | (15) | 78.6 | (14) | 60.0 | (10) |
|  | Change: | 16.4 |  |  | 16.4 |  | 9.4 |  | 5.5 |  |
| Economically Disadvantaged | 2018: | 69.1 | (262) |  | 92.5 | (266) | 66.5 | (269) | 55.6 | (259) |
|  | 2019: | 74.3 | (249) |  | 86.1 | (281) | 70.7 | (263) | 58.1 | (246) |
|  | Change: | 5.2 |  |  | -6.4 |  | 4.2 |  | 2.5 |  |
| English Learner | 2018: | 63.9 | (183) |  | 94.1 | (188) | 65.6 | (192) | 53.3 | (180) |
|  | 2019: | 70.8 | (161) |  | 87.0 | (169) | 65.0 | (157) | 54.7 | (161) |
|  | Change: | 6.9 |  |  | -7.1 |  | -0.6 |  | 1.4 |  |
| Special Education | 2018: | 29.2 | (24) |  | 68.0 | (25) | 37.5 | (24) | 17.4 | (23) |
|  | 2019: | 33.3 | (18) |  | 41.2 | (17) | 25.0 | (16) | 22.2 | (18) |
|  | Change: | 4.1 |  |  | -26.8 |  | -12.5 |  | 4.8 |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 61.1 | (871) |  | (285) | 73.5 | (814) |  | (311) | 56.8 | (308) |
|  | 2019: | 64.9 | (849) | 55.2 | (281) | 74.9 | (801) | 72.6 | (307) | 59.5 | (279) |
|  | Change: | 3.8 |  | -0.2 |  | 1.4 |  | 5.7 |  | 2.7 |  |
| African American | 2018: | 46.4 | (110) | 44.1 | (34) | 52.3 | (109) | 46.9 | (32) | 45.2 | (31) |
|  | 2019: | 54.9 | (113) | 46.5 | (43) | 53.6 | (110) | 51.4 | (37) | 50.0 | (32) |
|  | Change: | 8.5 |  | 2.4 |  | 1.3 |  | 4.5 |  | 4.8 |  |
| Hispanic | 2018: | 63.8 | (682) | 55.8 | (224) | 77.1 | (633) | 69.0 | (255) | 57.7 | (253) |
|  | 2019: | 65.2 | (650) | 55.8 | (206) | 77.2 | (610) | 74.7 | (237) | 60.1 | (223) |
|  | Change: | 1.4 |  | 0.0 |  | 0.1 |  | 5.7 |  | 2.4 |  |
| White | 2018: | 68.6 | (35) | 84.6 | (13) | 71.9 | (32) | 69.2 | (13) | 54.5 | (11) |
|  | 2019: | 75.0 | (40) | 50.0 | (16) | 89.5 | (38) | 78.6 | (14) | 60.0 | (10) |
|  | Change: | 6.4 |  | -34.6 |  | 17.6 |  | 9.4 |  | 5.5 |  |
| Economically Disadvantaged | 2018: | 62.5 | (728) | 56.0 | (243) | 74.8 | (683) | 66.5 | (269) | 55.6 | (259) |
|  | 2019: | 62.7 | (746) | 53.2 | (248) | 73.1 | (706) | 70.7 | (263) | 58.1 | (246) |
|  | Change: | 0.2 |  | -2.8 |  | -1.7 |  | 4.2 |  | 2.5 |  |
| English Learner | 2018: | 56.2 | (486) | 49.7 | (165) | 73.9 | (460) | 65.6 | (192) | 53.3 | (180) |
|  | 2019: | 59.5 | (457) | 48.6 | (140) | 74.2 | (427) | 65.0 | (157) | 54.7 | (161) |
|  | Change: | 3.3 |  | -1.1 |  | 0.3 |  | -0.6 |  | 1.4 |  |
| Special Education | 2018: | 16.9 | (65) | 13.0 | (23) | 34.9 | (63) | 37.5 | (24) | 17.4 | (23) |
|  | 2019: | 24.3 | (70) | 9.5 | (21) | 30.4 | (69) | 25.0 | (16) | 22.2 | (18) |
|  | Change: | 7.4 |  | -3.5 |  | -4.5 |  | -12.5 |  | 4.8 |  |

[^7]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish
108 - BAYLES ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 48.2 | (85) |  | 48.2 | (85) |  |  |
|  | 2019: | 71.8 | (71) |  | 64.8 | (71) |  |  |
|  | Change: | 23.6 |  |  | 16.6 |  |  |  |
| African American | 2018: | 37.0 | (27) |  | 29.6 | (27) |  |  |
|  | 2019: | 52.2 | (23) |  | 56.5 | (23) |  |  |
|  | Change: | 15.2 |  |  | 26.9 |  |  |  |
| Hispanic | 2018: | 57.4 | (54) |  | 61.1 | (54) |  |  |
|  | 2019: | 84.1 | (44) |  | 68.2 | (44) |  |  |
|  | Change: | 26.7 |  |  | 7.1 |  |  |  |
| White | 2018: | * | (2) |  |  | (2) |  |  |
|  | 2019: | * | (3) |  |  | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 51.5 | (68) |  | 48.5 | (68) |  |  |
|  | 2019: | 72.1 | (68) |  | 67.6 | (68) |  |  |
|  | Change: | 20.6 |  |  | 19.1 |  |  |  |
| English Learner | 2018: | 60.5 | (43) |  | 55.8 | (43) |  |  |
|  | 2019: | 84.6 | (39) |  | 66.7 | (39) |  |  |
|  | Change: | 24.1 |  |  | 10.9 |  |  |  |
| Special Education | 2018: | 14.3 | (7) |  | 14.3 | (7) |  |  |
|  | 2019: | 33.3 | (9) |  | 33.3 | (9) |  |  |
|  | Change: | 19.0 |  |  | 19.0 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 53.4 | (73) | 44.0 | (75) | 52.0 | (75) |  |  |
|  | 2019: | 50.0 | (88) | 51.2 | (86) | 59.1 | (88) |  |  |
|  | Change: | -3.4 |  | 7.2 |  | 7.1 |  |  |  |
| African American | 2018: | 30.0 | (20) | 14.3 | (21) | 38.1 | (21) |  |  |
|  | 2019: | 40.0 | (25) | 44.0 | (25) | 52.0 | (25) |  |  |
|  | Change: | 10.0 |  | 29.7 |  | 13.9 |  |  |  |
| Hispanic | 2018: | 61.7 | (47) | 54.2 | (48) | 56.3 | (48) |  |  |
|  | 2019: | 57.1 | (56) | 57.4 | (54) | 64.3 | (56) |  |  |
|  | Change: | -4.6 |  | 3.2 |  | 8.0 |  |  |  |
| White | 2018: | * | (5) | * | (5) | * | (5) |  |  |
|  | 2019: | 33.3 | (6) | 33.3 | (6) | 50.0 | (6) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 55.2 | (58) | 45.8 | (59) | 55.9 | (59) |  |  |
|  | 2019: | 50.0 | (88) | 51.2 | (86) | 59.1 | (88) |  |  |
|  | Change: | -5.2 |  | 5.4 |  | 3.2 |  |  |  |
| English Learner | 2018: | 57.9 | (38) | 55.3 | (38) | 44.7 | (38) |  |  |
|  | 2019: | 55.0 | (40) | 63.2 | (38) | 60.0 | (40) |  |  |
|  | Change: | -2.9 |  | 7.9 |  | 15.3 |  |  |  |
| Special Education | 2018: | * | (4) | * | (4) | * | (4) |  |  |
|  | 2019: | 16.7 | (12) | 8.3 | (12) | 33.3 | (12) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^8]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish
108 - BAYLES ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 75.6 | (78) |  | 88.5 | (78) | 55.3 | (76) |  |
|  | 2019: | 81.0 | (58) |  | 87.9 | (58) | 62.7 | (59) |  |
|  | Change: | 5.4 |  |  | -0.6 |  | 7.4 |  |  |
| African American | 2018: | 47.4 | (19) |  | 84.2 | (19) | 58.8 | (17) |  |
|  | 2019: | 66.7 | (15) |  | 86.7 | (15) | 56.3 | (16) |  |
|  | Change: | 19.3 |  |  | 2.5 |  | -2.5 |  |  |
| Hispanic | 2018: | 87.3 | (55) |  | 90.9 | (55) | 54.5 | (55) |  |
|  | 2019: | 85.4 | (41) |  | 87.8 | (41) | 63.4 | (41) |  |
|  | Change: | -1.9 |  |  | -3.1 |  | 8.9 |  |  |
| White | 2018: |  | (2) |  |  | (2) |  | (2) |  |
|  | 2019: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2018: | 75.4 | (65) |  | 89.1 | (64) | 53.1 | (64) |  |
|  | 2019: | 80.4 | (56) |  | 87.5 | (56) | 64.9 | (57) |  |
|  | Change: | 5.0 |  |  | -1.6 |  | 11.8 |  |  |
| English Learner | 2018: | 92.3 | (39) |  | 89.7 | (39) | 56.4 | (39) |  |
|  | 2019: | 85.3 | (34) |  | 85.3 | (34) | 58.8 | (34) |  |
|  | Change: | -7.0 |  |  | -4.4 |  | 2.4 |  |  |
| Special Education | 2018: | 28.6 | (7) |  | 57.1 | (7) | 42.9 | (7) |  |
|  | 2019: | * | (3) |  | * | (3) | * | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 58.9 | (236) | 44.0 | (75) | 62.6 | (238) | 55.3 | (76) |  |
|  | 2019: | 65.4 | (217) | 51.2 | (86) | 68.7 | (217) | 62.7 | (59) |  |
|  | Change: | 6.5 |  | 7.2 |  | 6.1 |  | 7.4 |  |  |
| African American | 2018: | 37.9 | (66) | 14.3 | (21) | 47.8 | (67) | 58.8 | (17) |  |
|  | 2019: | 50.8 | (63) | 44.0 | (25) | 61.9 | (63) | 56.3 | (16) |  |
|  | Change: | 12.9 |  | 29.7 |  | 14.1 |  | -2.5 |  |  |
| Hispanic | 2018: | 69.2 | (156) | 54.2 | (48) | 70.1 | (157) | 54.5 | (55) |  |
|  | 2019: | 73.8 | (141) | 57.4 | (54) | 72.3 | (141) | 63.4 | (41) |  |
|  | Change: | 4.6 |  | 3.2 |  | 2.2 |  | 8.9 |  |  |
| White | 2018: | 44.4 | (9) | * | (5) | 55.6 | (9) | * | (2) |  |
|  | 2019: | 50.0 | (10) | 33.3 | (6) | 60.0 | (10) |  | (1) |  |
|  | Change: | 5.6 |  | * |  | 4.4 |  | * |  |  |
| Economically Disadvantaged | 2018: | 60.7 | (191) | 45.8 | (59) | 64.4 | (191) | 53.1 | (64) |  |
|  | 2019: | 65.1 | (212) | 51.2 | (86) | 69.3 | (212) | 64.9 | (57) |  |
|  | Change: | 4.4 |  | 5.4 |  | 4.9 |  | 11.8 |  |  |
| English Learner | 2018: | 70.0 | (120) | 55.3 | (38) | 63.3 | (120) | 56.4 | (39) |  |
|  | 2019: | 74.3 | (113) | 63.2 | (38) | 69.9 | (113) | 58.8 | (34) |  |
|  | Change: | 4.3 |  | 7.9 |  | 6.6 |  | 2.4 |  |  |
| Special Education | 2018: | 16.7 | (18) | * | (4) | 27.8 | (18) | 42.9 | (7) |  |
|  | 2019: | 25.0 | (24) | 8.3 | (12) | 33.3 | (24) | * | (3) |  |
|  | Change: | 8.3 |  | * |  | 5.5 |  | * |  |  |

[^9]STAAR 3-8 Results by Student Group (all test types)

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

APPROACHES GRADE LEVEL 7/3/19

125 - CASA VIEW ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 85.2 | (108) |  | 84.5 | (110) |  |  |
|  | 2019: | 77.1 | (96) |  | 78.1 | (96) |  |  |
|  | Change: | -8.1 |  |  | -6.4 |  |  |  |
| African American | 2018: | 80.0 | (10) |  | 80.0 | (10) |  |  |
|  | 2019: | * | (5) |  |  | (5) |  |  |
|  | Change: | * |  |  |  |  |  |  |
| Hispanic | 2018: | 84.9 | (93) |  | 85.3 | (95) |  |  |
|  | 2019: | 74.7 | (87) |  | 78.2 | (87) |  |  |
|  | Change: | -10.2 |  |  | -7.1 |  |  |  |
| White | 2018: | * | (3) |  |  | (3) |  |  |
|  | 2019: | * | (2) |  |  | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 88.8 | (89) |  | 89.0 | (91) |  |  |
|  | 2019: | 76.7 | (90) |  | 77.8 | (90) |  |  |
|  | Change: | -12.1 |  |  | -11.2 |  |  |  |
| English Learner | 2018: | 82.7 | (52) |  | 83.3 | (54) |  |  |
|  | 2019: | 76.3 | (59) |  | 78.0 | (59) |  |  |
|  | Change: | -6.4 |  |  | -5.3 |  |  |  |
| Special Education | 2018: | 50.0 | (8) |  | 66.7 | (9) |  |  |
|  | 2019: | 27.3 | (11) |  | 27.3 | (11) |  |  |
|  | Change: | -22.7 |  |  | -39.4 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 78.6 | (98) | 75.5 | (98) | 84.7 | (98) |  |  |
|  | 2019: | 78.4 | (102) | 77.5 | (102) | 83.3 | (102) |  |  |
|  | Change: | -0.2 |  | 2.0 |  | -1.4 |  |  |  |
| African American | 2018: | * | (3) |  | (3) |  | (3) |  |  |
|  | 2019: | * | (4) | * | (4) |  | (4) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2018: | 80.2 | (91) | 75.8 | (91) | 84.6 | (91) |  |  |
|  | 2019: | 78.7 | (94) | 76.6 | (94) | 84.0 | (94) |  |  |
|  | Change: | -1.5 |  | 0.8 |  | -0.6 |  |  |  |
| White | 2018: | * | (1) |  | (1) |  | (1) |  |  |
|  | 2019: | * | (2) |  | (2) |  | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 79.8 | (89) | 78.7 | (89) | 86.5 | (89) |  |  |
|  | 2019: | 77.3 | (88) | 76.1 | (88) | 81.8 | (88) |  |  |
|  | Change: | -2.5 |  | -2.6 |  | -4.7 |  |  |  |
| English Learner | 2018: | 78.8 | (66) | 78.8 | (66) | 83.3 | (66) |  |  |
|  | 2019: | 78.9 | (57) | 80.7 | (57) | 82.5 | (57) |  |  |
|  | Change: | 0.1 |  | 1.9 |  | -0.8 |  |  |  |
| Special Education | 2018: | 50.0 | (6) | 16.7 | (6) | 66.7 | (6) |  |  |
|  | 2019: | 12.5 | (8) | 37.5 | (8) | 25.0 | (8) |  |  |
|  | Change: | -37.5 |  | 20.8 |  | -41.7 |  |  |  |

[^10]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish
125 - CASA VIEW ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 86.1 | (101) |  | 95.0 | (101) | 80.0 | (100) |  |
|  | 2019: | 95.9 | (97) |  | 91.8 | (97) | 78.4 | (97) |  |
|  | Change: | 9.8 |  |  | -3.2 |  | -1.6 |  |  |
| African American | 2018: |  | (4) |  | * | (4) | * | (4) |  |
|  | 2019: |  | (1) |  |  | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2018: | 86.3 | (95) |  | 94.7 | (95) | 79.8 | (94) |  |
|  | 2019: | 95.7 | (93) |  | 91.4 | (93) | 77.4 | (93) |  |
|  | Change: | 9.4 |  |  | -3.3 |  | -2.4 |  |  |
| White | 2018: |  | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | * | (1) |  |  | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2018: | 86.8 | (91) |  | 96.7 | (91) | 78.9 | (90) |  |
|  | 2019: | 96.6 | (88) |  | 92.0 | (88) | 77.3 | (88) |  |
|  | Change: | 9.8 |  |  | -4.7 |  | -1.6 |  |  |
| English Learner | 2018: | 86.7 | (60) |  | 93.3 | (60) | 76.7 | (60) |  |
|  | 2019: | 97.2 | (71) |  | 91.5 | (71) | 78.9 | (71) |  |
|  | Change: | 10.5 |  |  | -1.8 |  | 2.2 |  |  |
| Special Education | 2018: | 25.0 | (8) |  | 87.5 | (8) | 37.5 | (8) |  |
|  | 2019: | 62.5 | (8) |  | 50.0 | (8) | 25.0 | (8) |  |
|  | Change: | 37.5 |  |  | -37.5 |  | -12.5 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 83.4 | (307) |  | (98) |  | (309) |  |  |  |
|  | 2019: | 83.7 | (295) | 77.5 | (102) | 84.4 | (295) | 78.4 | (97) |  |
|  | Change: | 0.3 |  | 2.0 |  | -3.6 |  | -1.6 |  |  |
| African American | 2018: | 82.4 | (17) | * | (3) | 82.4 | (17) | * | (4) |  |
|  | 2019: | 90.0 | (10) | * | (4) | 70.0 | (10) | * | (1) |  |
|  | Change: | 7.6 |  | * |  | -12.4 |  | * |  |  |
| Hispanic | 2018: | 83.9 | (279) | 75.8 | (91) | 88.3 | (281) | 79.8 | (94) |  |
|  | 2019: | 83.2 | (274) | 76.6 | (94) | 84.7 | (274) | 77.4 | (93) |  |
|  | Change: | -0.7 |  | 0.8 |  | -3.6 |  | -2.4 |  |  |
| White | 2018: |  | (5) | * | (1) | * | (5) | * | (1) |  |
|  | 2019: | * | (5) | * | (2) | * | (5) | * | (1) |  |
|  | Change: | * |  | * |  | * |  | * |  |  |
| Economically Disadvantaged | 2018: | 85.1 | (269) | 78.7 | (89) | 90.8 | (271) | 78.9 | (90) |  |
|  | 2019: | 83.5 | (266) | 76.1 | (88) | 83.8 | (266) | 77.3 | (88) |  |
|  | Change: | -1.6 |  | -2.6 |  | -7.0 |  | -1.6 |  |  |
| English Learner | 2018: | 82.6 | (178) | 78.8 | (66) | 86.7 | (180) | 76.7 | (60) |  |
|  | 2019: | 85.0 | (187) | 80.7 | (57) | 84.5 | (187) | 78.9 | (71) |  |
|  | Change: | 2.4 |  | 1.9 |  | -2.2 |  | 2.2 |  |  |
| Special Education | 2018: | 40.9 | (22) | 16.7 | (6) | 73.9 | (23) | 37.5 | (8) |  |
|  | 2019: | 33.3 | (27) | 37.5 | (8) | 33.3 | (27) | 25.0 | (8) |  |
|  | Change: | -7.6 |  | 20.8 |  | -40.6 |  | -12.5 |  |  |

[^11]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 7/3/19

147 - CHARLES A. GILL ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 72.9 | (144) |  | 68.1 | (144) |  |  |
|  | 2019: | 72.8 | (103) |  | 73.8 | (103) |  |  |
|  | Change: | -0.1 |  |  | 5.7 |  |  |  |
| African American | 2018: | 44.1 | (34) |  | 50.0 | (34) |  |  |
|  | 2019: | 54.5 | (22) |  | 54.5 | (22) |  |  |
|  | Change: | 10.4 |  |  | 4.5 |  |  |  |
| Hispanic | 2018: | 83.3 | (96) |  | 72.9 | (96) |  |  |
|  | 2019: | 80.6 | (72) |  | 80.6 | (72) |  |  |
|  | Change: | -2.7 |  |  | 7.7 |  |  |  |
| Economically Disadvantaged | 2018: | 73.6 | (106) |  | 73.6 | (106) |  |  |
|  | 2019: | 71.3 | (94) |  | 71.3 | (94) |  |  |
|  | Change: | -2.3 |  |  | -2.3 |  |  |  |
| English Learner | 2018: | 82.9 | (82) |  | 65.9 | (82) |  |  |
|  | 2019: | 80.6 | (62) |  | 75.8 | (62) |  |  |
|  | Change: | -2.3 |  |  | 9.9 |  |  |  |
| Special Education | 2018: | 37.5 | (8) |  | 0.0 | (8) |  |  |
|  | 2019: | 28.6 | (7) |  | 14.3 | (7) |  |  |
|  | Change: | -8.9 |  |  | 14.3 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 60.0 | (120) | 49.6 | (121) | 73.3 | (120) |  |  |
|  | 2019: | 73.7 | (114) | 70.4 | (115) | 78.1 | (114) |  |  |
|  | Change: | 13.7 |  | 20.8 |  | 4.8 |  |  |  |
| African American | 2018: | 28.6 | (21) | 31.8 | (22) | 42.9 | (21) |  |  |
|  | 2019: | 45.5 | (22) | 33.3 | (21) | 59.1 | (22) |  |  |
|  | Change: | 16.9 |  | 1.5 |  | 16.2 |  |  |  |
| Hispanic | 2018: | 68.2 | (88) | 58.0 | (88) | 80.7 | (88) |  |  |
|  | 2019: | 78.3 | (83) | 78.8 | (85) | 80.7 | (83) |  |  |
|  | Change: | 10.1 |  | 20.8 |  | 0.0 |  |  |  |
| White | 2018: | * | (4) |  | (4) | * | (4) |  |  |
|  | 2019: | * | (3) |  | (3) | * | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 64.5 | (93) | 55.3 | (94) | 73.1 | (93) |  |  |
|  | 2019: | 73.1 | (104) | 69.5 | (105) | 80.8 | (104) |  |  |
|  | Change: | 8.6 |  | 14.2 |  | 7.7 |  |  |  |
| English Learner | 2018: | 63.3 | (60) | 60.0 | (60) | 76.7 | (60) |  |  |
|  | 2019: | 75.7 | (70) | 80.6 | (72) | 75.7 | (70) |  |  |
|  | Change: | 12.4 |  | 20.6 |  | -1.0 |  |  |  |
| Special Education | 2018: | 33.3 | (6) | 16.7 | (6) | 50.0 | (6) |  |  |
|  | 2019: | 14.3 | (7) | 28.6 | (7) | 14.3 | (7) |  |  |
|  | Change: | -19.0 |  | 11.9 |  | -35.7 |  |  |  |

[^12]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

147 - CHARLES A. GILL ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 81.7 | (115) |  | 87.8 | (115) | 76.3 | (114) |  |
|  | 2019: | 89.8 | (118) |  | 91.5 | (118) | 78.3 | (115) |  |
|  | Change: | 8.1 |  |  | 3.7 |  | 2.0 |  |  |
| African American | 2018: | 57.9 | (19) |  | 78.9 | (19) | 63.2 | (19) |  |
|  | 2019: | 70.6 | (17) |  | 76.5 | (17) | 68.8 | (16) |  |
|  | Change: | 12.7 |  |  | -2.4 |  | 5.6 |  |  |
| Hispanic | 2018: | 89.9 | (79) |  | 91.1 | (79) | 76.9 | (78) |  |
|  | 2019: | 93.3 | (90) |  | 95.6 | (90) | 81.1 | (90) |  |
|  | Change: | 3.4 |  |  | 4.5 |  | 4.2 |  |  |
| White | 2018: | 66.7 | (6) |  | 66.7 | (6) | 100.0 | (6) |  |
|  | 2019: | 83.3 | (6) |  | 66.7 | (6) | * | (5) |  |
|  | Change: | 16.6 |  |  | 0.0 |  | * |  |  |
| Economically Disadvantaged | 2018: | 84.2 | (95) |  | 87.4 | (95) | 75.5 | (94) |  |
|  | 2019: | 89.6 | (106) |  | 90.6 | (106) | 79.6 | (103) |  |
|  | Change: | 5.4 |  |  | 3.2 |  | 4.1 |  |  |
| English Learner | 2018: | 85.7 | (70) |  | 90.0 | (70) | 75.4 | (69) |  |
|  | 2019: | 94.9 | (59) |  | 91.5 | (59) | 72.9 | (59) |  |
|  | Change: | 9.2 |  |  | 1.5 |  | -2.5 |  |  |
| Special Education | 2018: | 0.0 | (9) |  | 11.1 | (9) | 0.0 | (8) |  |
|  | 2019: | 57.1 | (7) |  | 50.0 | (6) | 42.9 | (7) |  |
|  | Change: | 57.1 |  |  | 38.9 |  | 42.9 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 71.5 | (379) | 49.6 | (121) | 75.7 | (379) | 76.3 | (114) |  |
|  | 2019: | 79.1 | (335) | 70.4 | (115) | 81.5 | (335) | 78.3 | (115) |  |
|  | Change: | 7.6 |  | 20.8 |  | 5.8 |  | 2.0 |  |  |
| African American | 2018: | 43.2 | (74) | 31.8 | (22) | 55.4 | (74) | 63.2 | (19) |  |
|  | 2019: | 55.7 | (61) | 33.3 | (21) | 62.3 | (61) | 68.8 | (16) |  |
|  | Change: | 12.5 |  | 1.5 |  | 6.9 |  | 5.6 |  |  |
| Hispanic | 2018: | 80.2 | (263) | 58.0 | (88) | 81.0 | (263) | 76.9 | (78) |  |
|  | 2019: | 84.5 | (245) | 78.8 | (85) | 86.1 | (245) | 81.1 | (90) |  |
|  | Change: | 4.3 |  | 20.8 |  | 5.1 |  | 4.2 |  |  |
| White | 2018: | 61.5 | (13) | * | (4) | 69.2 | (13) | 100.0 | (6) |  |
|  | 2019: | 88.9 | (9) | * | (3) | 77.8 | (9) |  | (5) |  |
|  | Change: | 27.4 |  | * |  | 8.6 |  | * |  |  |
| Economically Disadvantaged | 2018: | 74.1 | (294) | 55.3 | (94) | 77.9 | (294) | 75.5 | (94) |  |
|  | 2019: | 78.3 | (304) | 69.5 | (105) | 81.3 | (304) | 79.6 | (103) |  |
|  | Change: | 4.2 |  | 14.2 |  | 3.4 |  | 4.1 |  |  |
| English Learner | 2018: | 78.3 | (212) | 60.0 | (60) | 76.9 | (212) | 75.4 | (69) |  |
|  | 2019: | 83.2 | (191) | 80.6 | (72) | 80.6 | (191) | 72.9 | (59) |  |
|  | Change: | 4.9 |  | 20.6 |  | 3.7 |  | -2.5 |  |  |
| Special Education | 2018: | 21.7 | (23) | 16.7 | (6) | 17.4 | (23) | 0.0 | (8) |  |
|  | 2019: | 33.3 | (21) | 28.6 | (7) | 25.0 | (20) | 42.9 | (7) |  |
|  | Change: | 11.6 |  | 11.9 |  | 7.6 |  | 42.9 |  |  |

[^13]STAAR 3-8 Results by Student Group (all test types)

POPULATION:
STATISTIC:

LANGUAGE: Combined English and Spanish

ADMINISTRATION: Spring 2019 (through second administration) All Students Tested at Location Percentage Approaching Grade Level or better

153 - VICTOR H. HEXTER ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 82.0 | (89) |  | 81.1 | (90) |  |  |
|  | 2019: | 79.5 | (73) |  | 83.6 | (73) |  |  |
|  | Change: | -2.5 |  |  | 2.5 |  |  |  |
| African American | 2018: | 78.6 | (14) |  | 78.6 | (14) |  |  |
|  | 2019: | 75.0 | (12) |  | 83.3 | (12) |  |  |
|  | Change: | -3.6 |  |  | 4.7 |  |  |  |
| Hispanic | 2018: | 77.5 | (40) |  | 77.5 | (40) |  |  |
|  | 2019: | 69.2 | (26) |  | 65.4 | (26) |  |  |
|  | Change: | -8.3 |  |  | -12.1 |  |  |  |
| White | 2018: | 87.5 | (32) |  | 84.8 | (33) |  |  |
|  | 2019: | 86.7 | (30) |  | 96.7 | (30) |  |  |
|  | Change: | -0.8 |  |  | 11.9 |  |  |  |
| Economically Disadvantaged | 2018: | 72.3 | (47) |  | 63.8 | (47) |  |  |
|  | 2019: | 77.8 | (36) |  | 80.6 | (36) |  |  |
|  | Change: | 5.5 |  |  | 16.8 |  |  |  |
| English Learner | 2018: | 61.9 | (21) |  | 71.4 | (21) |  |  |
|  | 2019: | 57.1 | (21) |  | 61.9 | (21) |  |  |
|  | Change: | -4.8 |  |  | -9.5 |  |  |  |
| Special Education | 2018: | * | (2) |  | * | (2) |  |  |
|  | 2019: | * | (4) |  |  | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 83.1 | (89) | 78.7 | (89) | 83.0 | (88) |  |  |
|  | 2019: | 75.0 | (72) | 69.0 | (71) | 79.2 | (72) |  |  |
|  | Change: | -8.1 |  | -9.7 |  | -3.8 |  |  |  |
| African American | 2018: | 88.9 | (9) | 77.8 | (9) | 77.8 | (9) |  |  |
|  | 2019: | 78.6 | (14) | 57.1 | (14) | 71.4 | (14) |  |  |
|  | Change: | -10.3 |  | -20.7 |  | -6.4 |  |  |  |
| Hispanic | 2018: | 76.3 | (38) | 76.3 | (38) | 78.4 | (37) |  |  |
|  | 2019: | 74.4 | (39) | 71.8 | (39) | 82.1 | (39) |  |  |
|  | Change: | -1.9 |  | -4.5 |  | 3.7 |  |  |  |
| White | 2018: | 88.2 | (34) | 82.4 | (34) | 85.3 | (34) |  |  |
|  | 2019: | 77.8 | (18) | 76.5 | (17) | 77.8 | (18) |  |  |
|  | Change: | -10.4 |  | -5.9 |  | -7.5 |  |  |  |
| Economically Disadvantaged | 2018: | 77.3 | (44) | 70.5 | (44) | 76.7 | (43) |  |  |
|  | 2019: | 55.3 | (38) | 52.6 | (38) | 63.2 | (38) |  |  |
|  | Change: | -22.0 |  | -17.9 |  | -13.5 |  |  |  |
| English Learner | 2018: | 81.8 | (11) | 81.8 | (11) | 72.7 | (11) |  |  |
|  | 2019: | 50.0 | (20) | 70.0 | (20) | 70.0 | (20) |  |  |
|  | Change: | -31.8 |  | -11.8 |  | -2.7 |  |  |  |
| Special Education | 2018: | 66.7 | (9) | 55.6 | (9) | 44.4 | (9) |  |  |
|  | 2019: | 33.3 | (6) | 33.3 | (6) | 50.0 | (6) |  |  |
|  | Change: | -33.4 |  | -22.3 |  | 5.6 |  |  |  |

[^14]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

153 - VICTOR H. HEXTER ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 91.3 | (69) |  | 91.3 | (69) | 85.7 | (70) |  |
|  | 2019: | 96.3 | (80) |  | 100.0 | (79) | 82.5 | (80) |  |
|  | Change: | 5.0 |  |  | 8.7 |  | -3.2 |  |  |
| African American | 2018: | 85.0 | (20) |  | 80.0 | (20) | 71.4 | (21) |  |
|  | 2019: | 85.7 | (7) |  | 100.0 | (6) | 85.7 | (7) |  |
|  | Change: | 0.7 |  |  | 20.0 |  | 14.3 |  |  |
| Hispanic | 2018: | 89.7 | (29) |  | 93.1 | (29) | 89.7 | (29) |  |
|  | 2019: | 94.4 | (36) |  | 100.0 | (36) | 73.0 | (37) |  |
|  | Change: | 4.7 |  |  | 6.9 |  | -16.7 |  |  |
| White | 2018: | 100.0 | (17) |  | 100.0 | (17) | 94.1 | (17) |  |
|  | 2019: | 100.0 | (32) |  | 100.0 | (32) | 93.5 | (31) |  |
|  | Change: | 0.0 |  |  | 0.0 |  | -0.6 |  |  |
| Economically Disadvantaged | 2018: | 88.4 | (43) |  | 90.7 | (43) | 79.1 | (43) |  |
|  | 2019: | 95.2 | (42) |  | 100.0 | (41) | 73.2 | (41) |  |
|  | Change: | 6.8 |  |  | 9.3 |  | -5.9 |  |  |
| English Learner | 2018: | 77.8 | (18) |  | 83.3 | (18) | 77.8 | (18) |  |
|  | 2019: | 100.0 | (10) |  | 100.0 | (10) | 54.5 | (11) |  |
|  | Change: | 22.2 |  |  | 16.7 |  | -23.3 |  |  |
| Special Education | 2018: | * | (3) |  | ${ }^{*}$ | (3) | * | (3) |  |
|  | 2019: | 85.7 |  |  | 100.0 | (7) | 85.7 |  |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 85.0 | (247) | 78.7 | (89) | 84.6 | (247) | 85.7 | (70) |  |
|  | 2019: | 84.0 | (225) | 69.0 | (71) | 87.9 | (224) | 82.5 | (80) |  |
|  | Change: | -1.0 |  | -9.7 |  | 3.3 |  | -3.2 |  |  |
| African American | 2018: | 83.7 | (43) | 77.8 | (9) | 79.1 | (43) | 71.4 | (21) |  |
|  | 2019: | 78.8 | (33) | 57.1 | (14) | 81.3 | (32) | 85.7 | (7) |  |
|  | Change: | -4.9 |  | -20.7 |  | 2.2 |  | 14.3 |  |  |
| Hispanic | 2018: | 80.4 | (107) | 76.3 | (38) | 82.1 | (106) | 89.7 | (29) |  |
|  | 2019: | 80.2 | (101) | 71.8 | (39) | 84.2 | (101) | 73.0 | (37) |  |
|  | Change: | -0.2 |  | -4.5 |  | 2.1 |  | -16.7 |  |  |
| White | 2018: | 90.4 | (83) | 82.4 | (34) | 88.1 | (84) | 94.1 | (17) |  |
|  | 2019: | 90.0 | (80) | 76.5 | (17) | 93.8 | (80) | 93.5 | (31) |  |
|  | Change: | -0.4 |  | -5.9 |  | 5.7 |  | -0.6 |  |  |
| Economically <br> Disadvantaged | 2018: | 79.1 | (134) | 70.5 | (44) | 76.7 | (133) | 79.1 | (43) |  |
|  | 2019: | 76.7 | (116) | 52.6 | (38) | 81.7 | (115) | 73.2 | (41) |  |
|  | Change: | -2.4 |  | -17.9 |  | 5.0 |  | -5.9 |  |  |
| English Learner | 2018: | 72.0 | (50) | 81.8 | (11) | 76.0 | (50) | 77.8 | (18) |  |
|  | 2019: | 62.7 | (51) | 70.0 | (20) | 72.5 | (51) | 54.5 | (11) |  |
|  | Change: | -9.3 |  | -11.8 |  | -3.5 |  | -23.3 |  |  |
| Special Education | 2018: | 64.3 | (14) | 55.6 | (9) | 50.0 | (14) | * | (3) |  |
|  | 2019: | 52.9 | (17) | 33.3 | (6) | 82.4 | (17) | 85.7 | (7) |  |
|  | Change: | -11.4 |  | -22.3 |  | 32.4 |  | * |  |  |

[^15]
## POPULATION:

STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

APPROACHES GRADE LEVEL 7/3/19

154 - LARRY G. SMITH ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 70.4 | (115) |  | 82.6 | (115) |  |  |
|  | 2019: | 61.3 | (119) |  | 76.5 | (119) |  |  |
|  | Change: | -9.1 |  |  | -6.1 |  |  |  |
| African American | 2018: | 50.0 | (18) |  | 61.1 | (18) |  |  |
|  | 2019: | 18.8 | (16) |  | 62.5 | (16) |  |  |
|  | Change: | -31.2 |  |  | 1.4 |  |  |  |
| Hispanic | 2018: | 73.9 | (92) |  | 87.0 | (92) |  |  |
|  | 2019: | 68.1 | (94) |  | 78.7 | (94) |  |  |
|  | Change: | -5.8 |  |  | -8.3 |  |  |  |
| White | 2018: |  | (4) |  | * | (4) |  |  |
|  | 2019: | 71.4 | (7) |  | 71.4 | (7) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 68.5 | (92) |  | 81.5 | (92) |  |  |
|  | 2019: | 61.4 | (114) |  | 76.3 | (114) |  |  |
|  | Change: | -7.1 |  |  | -5.2 |  |  |  |
| English Learner | 2018: | 79.3 | (58) |  | 91.4 | (58) |  |  |
|  | 2019: | 77.4 | (62) |  | 87.1 | (62) |  |  |
|  | Change: | -1.9 |  |  | -4.3 |  |  |  |
| Special Education | 2018: | 15.4 | (13) |  | 53.8 | (13) |  |  |
|  | 2019: | 20.0 | (15) |  | 53.3 | (15) |  |  |
|  | Change: | 4.6 |  |  | -0.5 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 75.7 | (103) | 75.7 | (103) | 89.4 | (104) |  |  |
|  | 2019: | 70.0 | (100) | 65.0 | (100) | 88.0 | (100) |  |  |
|  | Change: | -5.7 |  | -10.7 |  | -1.4 |  |  |  |
| African American | 2018: | 27.3 | (11) | 33.3 | (12) | 66.7 | (12) |  |  |
|  | 2019: | 70.6 | (17) | 58.8 | (17) | 82.4 | (17) |  |  |
|  | Change: | 43.3 |  | 25.5 |  | 15.7 |  |  |  |
| Hispanic | 2018: | 83.9 | (87) | 83.7 | (86) | 94.3 | (87) |  |  |
|  | 2019: | 71.3 | (80) | 67.5 | (80) | 91.3 | (80) |  |  |
|  | Change: | -12.6 |  | -16.2 |  | -3.0 |  |  |  |
| White | 2018: |  | (3) |  | (3) |  | (3) |  |  |
|  | 2019: | * | (1) | * | (1) |  | (1) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 81.1 | (90) | 76.7 | (90) | 92.3 | (91) |  |  |
|  | 2019: | 69.1 | (94) | 64.9 | (94) | 87.2 | (94) |  |  |
|  | Change: | -12.0 |  | -11.8 |  | -5.1 |  |  |  |
| English Learner | 2018: | 87.7 | (57) | 91.1 | (56) | 94.7 | (57) |  |  |
|  | 2019: | 76.5 | (51) | 70.6 | (51) | 96.1 | (51) |  |  |
|  | Change: | -11.2 |  | -20.5 |  | 1.4 |  |  |  |
| Special Education | 2018: | 30.0 | (10) | 18.2 | (11) | 54.5 | (11) |  |  |
|  | 2019: | 36.4 | (11) | 18.2 | (11) | 36.4 | (11) |  |  |
|  | Change: | 6.4 |  | 0.0 |  | -18.1 |  |  |  |

[^16]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

154 - LARRY G. SMITH ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 87.0 | (123) |  | 89.4 | (123) | 77.2 | (123) |  |
|  | 2019: | 85.5 | (110) |  | 93.6 | (110) | 75.2 | (109) |  |
|  | Change: | -1.5 |  |  | 4.2 |  | -2.0 |  |  |
| African American | 2018: | 78.9 | (19) |  | 78.9 | (19) | 78.9 | (19) |  |
|  | 2019: | 68.4 | (19) |  | 89.5 | (19) | 47.4 | (19) |  |
|  | Change: | -10.5 |  |  | 10.6 |  | -31.5 |  |  |
| Hispanic | 2018: | 88.5 | (96) |  | 90.6 | (96) | 77.1 | (96) |  |
|  | 2019: | 90.5 | (84) |  | 94.0 | (84) | 82.1 | (84) |  |
|  | Change: | 2.0 |  |  | 3.4 |  | 5.0 |  |  |
| White | 2018: | 85.7 | (7) |  | 100.0 | (7) | 71.4 | (7) |  |
|  | 2019: | * | (5) |  |  | (5) |  | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2018: | 87.4 | (103) |  | 91.3 | (103) | 76.5 | (102) |  |
|  | 2019: | 85.4 | (96) |  | 92.7 | (96) | 76.0 | (96) |  |
|  | Change: | -2.0 |  |  | 1.4 |  | -0.5 |  |  |
| English Learner | 2018: | 91.2 | (57) |  | 87.7 | (57) | 73.2 | (56) |  |
|  | 2019: | 94.4 | (54) |  | 96.3 | (54) | 85.2 | (54) |  |
|  | Change: | 3.2 |  |  | 8.6 |  | 12.0 |  |  |
| Special Education | 2018: | 50.0 | (6) |  | 50.0 | (6) | 57.1 | (7) |  |
|  | 2019: | 53.3 | (15) |  | 78.6 | (14) | 26.7 | (15) |  |
|  | Change: | 3.3 |  |  | 28.6 |  | -30.4 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 78.0 | (341) | 75.7 | (103) | 87.1 | (342) | 77.2 | (123) |  |
|  | 2019: | 72.0 | (329) | 65.0 | (100) | 85.7 | (329) | 75.2 | (109) |  |
|  | Change: | -6.0 |  | -10.7 |  | -1.4 |  | -2.0 |  |  |
| African American | 2018: | 56.3 | (48) | 33.3 | (12) | 69.4 | (49) | 78.9 | (19) |  |
|  | 2019: | 53.8 | (52) | 58.8 | (17) | 78.8 | (52) | 47.4 | (19) |  |
|  | Change: | -2.5 |  | 25.5 |  | 9.4 |  | -31.5 |  |  |
| Hispanic | 2018: | 82.2 | (275) | 83.7 | (86) | 90.5 | (275) | 77.1 | (96) |  |
|  | 2019: | 76.4 | (258) | 67.5 | (80) | 87.6 | (258) | 82.1 | (84) |  |
|  | Change: | -5.8 |  | -16.2 |  | -2.9 |  | 5.0 |  |  |
| White | 2018: | 71.4 | (14) |  | (3) | 78.6 | (14) | 71.4 | (7) |  |
|  | 2019: | 76.9 | (13) |  | (1) | 84.6 | (13) | * | (4) |  |
|  | Change: | 5.5 |  | * |  | 6.0 |  | * |  |  |
| Economically Disadvantaged | 2018: | 79.3 | (285) | 76.7 | (90) | 88.5 | (286) | 76.5 | (102) |  |
|  | 2019: | 71.4 | (304) | 64.9 | (94) | 84.9 | (304) | 76.0 | (96) |  |
|  | Change: | -7.9 |  | -11.8 |  | -3.6 |  | -0.5 |  |  |
| English Learner | 2018: | 86.0 | (172) | 91.1 | (56) | 91.3 | (172) | 73.2 | (56) |  |
|  | 2019: | 82.6 | (167) | 70.6 | (51) | 92.8 | (167) | 85.2 | (54) |  |
|  | Change: | -3.4 |  | -20.5 |  | 1.5 |  | 12.0 |  |  |
| Special Education | 2018: | 27.6 | (29) | 18.2 | (11) | 53.3 | (30) | 57.1 | (7) |  |
|  | 2019: | 36.6 | (41) | 18.2 | (11) | 57.5 | (40) | 26.7 | (15) |  |
|  | Change: | 9.0 |  | 0.0 |  | 4.2 |  | -30.4 |  |  |

[^17]STAAR 3-8 Results by Student Group (all test types)

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

APPROACHES GRADE LEVEL 7/3/19

166 - EDWIN J. KIEST ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 77.2 | (114) |  | 83.3 | (114) |  |  |
|  | 2019: | 77.3 | (97) |  | 81.4 | (97) |  |  |
|  | Change: | 0.1 |  |  | -1.9 |  |  |  |
| African American | 2018: | 70.0 | (10) |  | 80.0 | (10) |  |  |
|  | 2019: | * | (3) |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2018: | 78.6 | (103) |  | 84.5 | (103) |  |  |
|  | 2019: | 76.7 | (90) |  | 81.1 | (90) |  |  |
|  | Change: | -1.9 |  |  | -3.4 |  |  |  |
| White | 2018: | * | (1) |  | * | (1) |  |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 76.3 | (93) |  | 84.9 | (93) |  |  |
|  | 2019: | 76.4 | (89) |  | 80.9 | (89) |  |  |
|  | Change: | 0.1 |  |  | -4.0 |  |  |  |
| English Learner | 2018: | 74.6 | (71) |  | 78.9 | (71) |  |  |
|  | 2019: | 80.0 | (65) |  | 78.5 | (65) |  |  |
|  | Change: | 5.4 |  |  | -0.4 |  |  |  |
| Special Education | 2018: | * | (3) |  | * | (3) |  |  |
|  | 2019: | * |  |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 48.2 | (114) | 38.4 | (112) | 66.7 | (114) |  |  |
|  | 2019: | 67.8 | (115) | 61.7 | (115) | 81.7 | (115) |  |  |
|  | Change: | 19.6 |  | 23.3 |  | 15.0 |  |  |  |
| African American | 2018: | 54.5 | (11) | 45.5 | (11) | 72.7 | (11) |  |  |
|  | 2019: | 55.6 | (9) | 55.6 | (9) | 88.9 | (9) |  |  |
|  | Change: | 1.1 |  | 10.1 |  | 16.2 |  |  |  |
| Hispanic | 2018: | 47.0 | (100) | 37.4 | (99) | 66.0 | (100) |  |  |
|  | 2019: | 69.2 | (104) | 62.5 | (104) | 81.7 | (104) |  |  |
|  | Change: | 22.2 |  | 25.1 |  | 15.7 |  |  |  |
| White | 2018: | * | (3) | * | (2) | * | (3) |  |  |
|  | 2019: | * | (2) | * | (2) |  | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 45.5 | (99) | 36.7 | (98) | 65.7 | (99) |  |  |
|  | 2019: | 68.9 | (106) | 63.2 | (106) | 84.0 | (106) |  |  |
|  | Change: | 23.4 |  | 26.5 |  | 18.3 |  |  |  |
| English Learner | 2018: | 44.0 | (75) | 32.4 | (74) | 61.3 | (75) |  |  |
|  | 2019: | 63.5 | (74) | 58.1 | (74) | 77.0 | (74) |  |  |
|  | Change: | 19.5 |  | 25.7 |  | 15.7 |  |  |  |
| Special Education | 2018: | 28.6 | (7) | 14.3 | (7) | 42.9 | (7) |  |  |
|  | 2019: | * | (3) | * | (3) | * | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^18]STAAR 3-8 Results by Student Group (all test types)

POPULATION:
STATISTIC:

LANGUAGE: Combined English and Spanish

ADMINISTRATION: Spring 2019 (through second administration) All Students Tested at Location Percentage Approaching Grade Level or better

APPROACHES
GRADE LEVEL
7/3/19

166 - EDWIN J. KIEST ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 78.4 | (116) |  | 84.6 | (117) | 60.9 | (115) |  |
|  | 2019: | 76.9 | (108) |  | 82.4 | (108) | 68.5 | (108) |  |
|  | Change: | -1.5 |  |  | -2.2 |  | 7.6 |  |  |
| African American | 2018: | 83.3 | (6) |  | 57.1 | (7) | 42.9 | (7) |  |
|  | 2019: | 88.9 | (9) |  | 77.8 | (9) | 66.7 | (9) |  |
|  | Change: | 5.6 |  |  | 20.7 |  | 23.8 |  |  |
| Hispanic | 2018: | 79.0 | (105) |  | 86.7 | (105) | 63.1 | (103) |  |
|  | 2019: | 76.0 | (96) |  | 83.3 | (96) | 69.8 | (96) |  |
|  | Change: | -3.0 |  |  | -3.4 |  | 6.7 |  |  |
| White | 2018: |  | (4) |  |  | (4) |  | (4) |  |
|  | 2019: |  | (2) |  |  | (2) |  | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2018: | 77.1 | (105) |  | 84.0 | (106) | 59.0 | (105) |  |
|  | 2019: | 74.5 | (98) |  | 81.6 | (98) | 68.4 | (98) |  |
|  | Change: | -2.6 |  |  | -2.4 |  | 9.4 |  |  |
| English Learner | 2018: | 82.3 | (79) |  | 86.1 | (79) | 62.3 | (77) |  |
|  | 2019: | 75.0 | (76) |  | 81.6 | (76) | 71.1 | (76) |  |
|  | Change: | -7.3 |  |  | -4.5 |  | 8.8 |  |  |
| Special Education | 2018: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2019: | 66.7 | (6) |  | 66.7 | (6) | 50.0 | (6) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 68.0 | (344) | 38.4 | (112) | 78.3 | (345) | 60.9 | (115) |  |
|  | 2019: | 73.8 | (320) | 61.7 | (115) | 81.9 | (320) | 68.5 | (108) |  |
|  | Change: | 5.8 |  | 23.3 |  | 3.6 |  | 7.6 |  |  |
| African American | 2018: | 66.7 | (27) | 45.5 | (11) | 71.4 | (28) | 42.9 | (7) |  |
|  | 2019: | 71.4 | (21) | 55.6 | (9) | 81.0 | (21) | 66.7 | (9) |  |
|  | Change: | 4.7 |  | 10.1 |  | 9.6 |  | 23.8 |  |  |
| Hispanic | 2018: | 68.5 | (308) | 37.4 | (99) | 79.2 | (308) | 63.1 | (103) |  |
|  | 2019: | 73.8 | (290) | 62.5 | (104) | 82.1 | (290) | 69.8 | (96) |  |
|  | Change: | 5.3 |  | 25.1 |  | 2.9 |  | 6.7 |  |  |
| White | 2018: | 50.0 | (8) | * | (2) | 62.5 | (8) | * | (4) |  |
|  | 2019: | 75.0 | (8) | * | (2) | 87.5 | (8) |  | (2) |  |
|  | Change: | 25.0 |  | * |  | 25.0 |  | * |  |  |
| Economically <br> Disadvantaged | 2018: | 66.3 | (297) | 36.7 | (98) | 78.2 | (298) | 59.0 | (105) |  |
|  | 2019: | 73.0 | (293) | 63.2 | (106) | 82.3 | (293) | 68.4 | (98) |  |
|  | Change: | 6.7 |  | 26.5 |  | 4.1 |  | 9.4 |  |  |
| English Learner | 2018: | 67.1 | (225) | 32.4 | (74) | 75.6 | (225) | 62.3 | (77) |  |
|  | 2019: | 72.6 | (215) | 58.1 | (74) | 79.1 | (215) | 71.1 | (76) |  |
|  | Change: | 5.5 |  | 25.7 |  | 3.5 |  | 8.8 |  |  |
| Special Education | 2018: | 35.7 | (14) | 14.3 | (7) | 35.7 | (14) | * | (4) |  |
|  | 2019: | 54.5 | (11) | * | (3) | 54.5 | (11) | 50.0 | (6) |  |
|  | Change: | 18.8 |  | * |  | 18.8 |  | * |  |  |

[^19]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

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

APPROACHES GRADE LEVEL 7/3/19

198 - MARTHA TURNER REILLY ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 82.1 | (84) |  | 83.3 | (84) |  |  |
|  | 2019: | 68.1 | (72) |  | 63.9 | (72) |  |  |
|  | Change: | -14.0 |  |  | -19.4 |  |  |  |
| African American | 2018: | 75.0 | (12) |  | 91.7 | (12) |  |  |
|  | 2019: | 71.4 | (14) |  | 57.1 | (14) |  |  |
|  | Change: | -3.6 |  |  | -34.6 |  |  |  |
| Hispanic | 2018: | 82.1 | (67) |  | 80.6 | (67) |  |  |
|  | 2019: | 65.3 | (49) |  | 65.3 | (49) |  |  |
|  | Change: | -16.8 |  |  | -15.3 |  |  |  |
| White | 2018: | * | (4) |  | * | (4) |  |  |
|  | 2019: | 100.0 | (7) |  | 85.7 | (7) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 79.7 | (64) |  | 81.3 | (64) |  |  |
|  | 2019: | 62.1 | (58) |  | 56.9 | (58) |  |  |
|  | Change: | -17.6 |  |  | -24.4 |  |  |  |
| English Learner | 2018: | 72.5 | (40) |  | 72.5 | (40) |  |  |
|  | 2019: | 55.6 | (36) |  | 61.1 | (36) |  |  |
|  | Change: | -16.9 |  |  | -11.4 |  |  |  |
| Special Education | 2018: | 63.6 | (11) |  | 54.5 | (11) |  |  |
|  | 2019: | 42.9 | (14) |  | 42.9 | (14) |  |  |
|  | Change: | -20.7 |  |  | -11.6 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 80.8 | (73) | 76.7 | (73) | 79.5 | (73) |  |  |
|  | 2019: | 82.9 | (82) | 79.0 | (81) | 85.4 | (82) |  |  |
|  | Change: | 2.1 |  | 2.3 |  | 5.9 |  |  |  |
| African American | 2018: | 77.8 | (9) | 66.7 | (9) | 77.8 | (9) |  |  |
|  | 2019: | 55.6 | (9) | 62.5 | (8) | 66.7 | (9) |  |  |
|  | Change: | -22.2 |  | -4.2 |  | -11.1 |  |  |  |
| Hispanic | 2018: | 81.7 | (60) | 78.3 | (60) | 80.0 | (60) |  |  |
|  | 2019: | 86.4 | (66) | 80.3 | (66) | 86.4 | (66) |  |  |
|  | Change: | 4.7 |  | 2.0 |  | 6.4 |  |  |  |
| White | 2018: | * | (2) | * | (2) | * | (2) |  |  |
|  | 2019: | 100.0 | (6) | 100.0 | (6) | 100.0 | (6) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 84.7 | (59) | 79.7 | (59) | 79.7 | (59) |  |  |
|  | 2019: | 83.6 | (61) | 78.3 | (60) | 86.9 | (61) |  |  |
|  | Change: | -1.1 |  | -1.4 |  | 7.2 |  |  |  |
| English Learner | 2018: | 79.5 | (39) | 84.6 | (39) | 87.2 | (39) |  |  |
|  | 2019: | 84.2 | (38) | 84.2 | (38) | 86.8 | (38) |  |  |
|  | Change: | 4.7 |  | -0.4 |  | -0.4 |  |  |  |
| Special Education | 2018: | 62.5 | (8) | 37.5 | (8) | 62.5 | (8) |  |  |
|  | 2019: | 50.0 | (10) | 50.0 | (10) | 80.0 | (10) |  |  |
|  | Change: | -12.5 |  | 12.5 |  | 17.5 |  |  |  |

[^20]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

198 - MARTHA TURNER REILLY ELEMENTARY SCHOOL [Feeds to: HILL > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 88.2 | (85) |  | 94.1 | (85) | 79.8 | (84) |  |
|  | 2019: | 93.0 | (71) |  | 94.4 | (71) | 83.1 | (71) |  |
|  | Change: | 4.8 |  |  | 0.3 |  | 3.3 |  |  |
| African American | 2018: | 50.0 | (6) |  | 83.3 | (6) | 50.0 | (6) |  |
|  | 2019: | 85.7 | (7) |  | 85.7 | (7) | 57.1 | (7) |  |
|  | Change: | 35.7 |  |  | 2.4 |  | 7.1 |  |  |
| Hispanic | 2018: | 90.1 | (71) |  | 94.4 | (71) | 80.0 | (70) |  |
|  | 2019: | 94.7 | (57) |  | 96.5 | (57) | 87.7 | (57) |  |
|  | Change: | 4.6 |  |  | 2.1 |  | 7.7 |  |  |
| White | 2018: | 100.0 | (6) |  | 100.0 | (6) | 100.0 | (6) |  |
|  | 2019: |  | (5) |  |  | (5) |  | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2018: | 86.6 | (67) |  | 92.5 | (67) | 75.8 | (66) |  |
|  | 2019: | 92.3 | (65) |  | 93.8 | (65) | 81.5 | (65) |  |
|  | Change: | 5.7 |  |  | 1.3 |  | 5.7 |  |  |
| English Learner | 2018: | 90.0 | (50) |  | 96.0 | (50) | 84.0 | (50) |  |
|  | 2019: | 92.3 | (39) |  | 94.9 | (39) | 82.1 | (39) |  |
|  | Change: | 2.3 |  |  | -1.1 |  | -1.9 |  |  |
| Special Education | 2018: | 55.6 | (9) |  | 66.7 | (9) | 33.3 | (9) |  |
|  | 2019: | 90.0 | (10) |  | 90.0 | (10) | 72.7 | (11) |  |
|  | Change: | 34.4 |  |  | 23.3 |  | 39.4 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 83.9 | (242) | 76.7 | (73) |  | (242) |  | (84) |  |
|  | 2019: | 81.3 | (225) | 79.0 | (81) | 81.3 | (225) | 83.1 | (71) |  |
|  | Change: | -2.6 |  | 2.3 |  | -4.7 |  | 3.3 |  |  |
| African American | 2018: | 70.4 | (27) | 66.7 | (9) | 85.2 | (27) |  | (6) |  |
|  | 2019: | 70.0 | (30) | 62.5 | (8) | 66.7 | (30) | 57.1 | (7) |  |
|  | Change: | -0.4 |  | -4.2 |  | -18.5 |  | 7.1 |  |  |
| Hispanic | 2018: | 84.8 | (198) | 78.3 | (60) | 85.4 | (198) | 80.0 | (70) |  |
|  | 2019: | 83.1 | (172) | 80.3 | (66) | 83.7 | (172) | 87.7 | (57) |  |
|  | Change: | -1.7 |  | 2.0 |  | -1.7 |  | 7.7 |  |  |
| White | 2018: | 100.0 | (12) | * | (2) | 100.0 | (12) | 100.0 | (6) |  |
|  | 2019: | 94.4 | (18) | 100.0 | (6) | 88.9 | (18) | * | (5) |  |
|  | Change: | -5.6 |  | * |  | -11.1 |  | * |  |  |
| Economically Disadvantaged | 2018: | 83.7 | (190) | 79.7 | (59) | 84.7 | (190) | 75.8 | (66) |  |
|  | 2019: | 79.9 | (184) | 78.3 | (60) | 79.9 | (184) | 81.5 | (65) |  |
|  | Change: | -3.8 |  | -1.4 |  | -4.8 |  | 5.7 |  |  |
| English Learner | 2018: | 81.4 | (129) | 84.6 | (39) | 86.0 | (129) | 84.0 | (50) |  |
|  | 2019: | 77.9 | (113) | 84.2 | (38) | 81.4 | (113) | 82.1 | (39) |  |
|  | Change: | -3.5 |  | -0.4 |  | -4.6 |  | -1.9 |  |  |
| Special Education | 2018: | 60.7 | (28) | 37.5 | (8) | 60.7 | (28) | 33.3 | (9) |  |
|  | 2019: | 58.8 | (34) | 50.0 | (10) | 67.6 | (34) | 72.7 | (11) |  |
|  | Change: | -1.9 |  | 12.5 |  | 6.9 |  | 39.4 |  |  |

[^21]STAAR 3-8 Results by Student Group (all test types)

POPULATION:
STATISTIC:

LANGUAGE: Combined English and Spanish

ADMINISTRATION: Spring 2019 (through second administration) All Students Tested at Location Percentage Approaching Grade Level or better

199 - REINHARDT ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 79.3 | (87) |  | 86.0 | (86) |  |  |
|  | 2019: | 79.5 | (73) |  | 83.6 | (73) |  |  |
|  | Change: | 0.2 |  |  | -2.4 |  |  |  |
| African American | 2018: | 50.0 | (6) |  | 66.7 | (6) |  |  |
|  | 2019: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2018: | 85.1 | (74) |  | 90.4 | (73) |  |  |
|  | 2019: | 80.6 | (62) |  | 88.7 | (62) |  |  |
|  | Change: | -4.5 |  |  | -1.7 |  |  |  |
| White | 2018: | 50.0 | (6) |  | 66.7 | (6) |  |  |
|  | 2019: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 81.9 | (72) |  | 87.3 | (71) |  |  |
|  | 2019: | 76.6 | (64) |  | 81.3 | (64) |  |  |
|  | Change: | -5.3 |  |  | -6.0 |  |  |  |
| English Learner | 2018: | 89.6 | (48) |  | 95.7 | (47) |  |  |
|  | 2019: | 93.1 | (29) |  | 96.6 | (29) |  |  |
|  | Change: | 3.5 |  |  | 0.9 |  |  |  |
| Special Education | 2018: | * | (5) |  | * | (5) |  |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 74.7 | (91) | 74.4 | (90) | 83.5 | (91) |  |  |
|  | 2019: | 74.7 | (79) | 68.4 | (79) | 84.8 | (79) |  |  |
|  | Change: | 0.0 |  | -6.0 |  | 1.3 |  |  |  |
| African American | 2018: | 77.8 | (9) | 55.6 | (9) | 55.6 | (9) |  |  |
|  | 2019: | 42.9 | (7) | 28.6 | (7) | 57.1 | (7) |  |  |
|  | Change: | -34.9 |  | -27.0 |  | 1.5 |  |  |  |
| Hispanic | 2018: | 74.0 | (77) | 77.6 | (76) | 87.0 | (77) |  |  |
|  | 2019: | 76.1 | (67) | 70.1 | (67) | 86.6 | (67) |  |  |
|  | Change: | 2.1 |  | -7.5 |  | -0.4 |  |  |  |
| White | 2018: | * | (4) | * | (4) | * | (4) |  |  |
|  | 2019: | * | (5) | * | (5) |  | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 75.9 | (79) | 76.9 | (78) | 86.1 | (79) |  |  |
|  | 2019: | 73.9 | (69) | 69.6 | (69) | 84.1 | (69) |  |  |
|  | Change: | -2.0 |  | -7.3 |  | -2.0 |  |  |  |
| English Learner | 2018: | 74.4 | (43) | 83.7 | (43) | 93.0 | (43) |  |  |
|  | 2019: | 80.0 | (45) | 73.3 | (45) | 91.1 | (45) |  |  |
|  | Change: | 5.6 |  | -10.4 |  | -1.9 |  |  |  |
| Special Education | 2018: | * | (5) | * | (5) | * | (5) |  |  |
|  | 2019: | * | (5) | * | (5) | * | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^22]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish
199 - REINHARDT ELEMENTARY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 89.0 | (91) |  | 93.4 | (91) | 75.8 | (91) |  |
|  | 2019: | 87.4 | (87) |  | 92.0 | (87) | 68.6 | (86) |  |
|  | Change: | -1.6 |  |  | -1.4 |  | -7.2 |  |  |
| African American | 2018: | * | (1) |  | * | (1) | * | (1) |  |
|  | 2019: | 83.3 | (6) |  | 83.3 | (6) | 83.3 | (6) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2018: | 88.8 | (80) |  | 93.8 | (80) | 75.0 | (80) |  |
|  | 2019: | 87.3 | (79) |  | 92.4 | (79) | 66.7 | (78) |  |
|  | Change: | -1.5 |  |  | -1.4 |  | -8.3 |  |  |
| White | 2018: | 87.5 | (8) |  | 100.0 | (8) | 87.5 | (8) |  |
|  | 2019: | * | (2) |  |  | (2) | * | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2018: | 87.5 | (80) |  | 95.0 | (80) | 77.5 | (80) |  |
|  | 2019: | 86.5 | (74) |  | 91.9 | (74) | 65.8 | (73) |  |
|  | Change: | -1.0 |  |  | -3.1 |  | -11.7 |  |  |
| English Learner | 2018: | 93.5 | (46) |  | 97.8 | (46) | 76.1 | (46) |  |
|  | 2019: | 93.3 | (45) |  | 97.8 | (45) | 66.7 | (45) |  |
|  | Change: | -0.2 |  |  | 0.0 |  | -9.4 |  |  |
| Special Education | 2018: | 57.1 | (7) |  | 85.7 | (7) | 71.4 | (7) |  |
|  | 2019: | * | (2) |  | * | (3) | * | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 81.0 | (269) | 74.4 | (90) | 87.7 | (268) | 75.8 | (91) |  |
|  | 2019: | 80.8 | (239) | 68.4 | (79) | 87.0 | (239) | 68.6 | (86) |  |
|  | Change: | -0.2 |  | -6.0 |  | -0.7 |  | -7.2 |  |  |
| African American | 2018: | 68.8 | (16) | 55.6 | (9) | 56.3 | (16) | * | (1) |  |
|  | 2019: | 61.1 | (18) | 28.6 | (7) | 55.6 | (18) | 83.3 | (6) |  |
|  | Change: | -7.7 |  | -27.0 |  | -0.7 |  | * |  |  |
| Hispanic | 2018: | 82.7 | (231) | 77.6 | (76) | 90.4 | (230) | 75.0 | (80) |  |
|  | 2019: | 81.7 | (208) | 70.1 | (67) | 89.4 | (208) | 66.7 | (78) |  |
|  | Change: | -1.0 |  | -7.5 |  | -1.0 |  | -8.3 |  |  |
| White | 2018: | 72.2 | (18) | * | (4) | 83.3 | (18) | 87.5 | (8) |  |
|  | 2019: | 100.0 | (12) | * | (5) | 100.0 | (12) | * | (2) |  |
|  | Change: | 27.8 |  | * |  | 16.7 |  | * |  |  |
| Economically Disadvantaged | 2018: | 81.8 | (231) | 76.9 | (78) | 89.6 | (230) | 77.5 | (80) |  |
|  | 2019: | 79.2 | (207) | 69.6 | (69) | 86.0 | (207) | 65.8 | (73) |  |
|  | Change: | -2.6 |  | -7.3 |  | -3.6 |  | -11.7 |  |  |
| English Learner | 2018: | 86.1 | (137) | 83.7 | (43) | 95.6 | (136) | 76.1 | (46) |  |
|  | 2019: | 88.2 | (119) | 73.3 | (45) | 95.0 | (119) | 66.7 | (45) |  |
|  | Change: | 2.1 |  | -10.4 |  | -0.6 |  | -9.4 |  |  |
| Special Education | 2018: | 41.2 | (17) | * | (5) | 82.4 | (17) | 71.4 | (7) |  |
|  | 2019: | 36.4 | (11) | * | (5) | 50.0 | (12) | * | (3) |  |
|  | Change: | -4.8 |  | * |  | -32.4 |  | * |  |  |

[^23]STAAR 3-8 Results by Student Group (all test types)

## POPULATION:

STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish
206 - ALEX SANGER PREPARATORY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 81.1 | (74) |  | 87.8 | (74) |  |  |
|  | 2019: | 78.5 | (79) |  | 88.6 | (79) |  |  |
|  | Change: | -2.6 |  |  | 0.8 |  |  |  |
| African American | 2018: | 66.7 | (6) |  | 66.7 | (6) |  |  |
|  | 2019: | 50.0 | (8) |  | 87.5 | (8) |  |  |
|  | Change: | -16.7 |  |  | 20.8 |  |  |  |
| Hispanic | 2018: | 82.5 | (57) |  | 91.2 | (57) |  |  |
|  | 2019: | 81.1 | (53) |  | 86.8 | (53) |  |  |
|  | Change: | -1.4 |  |  | -4.4 |  |  |  |
| White | 2018: | 88.9 | (9) |  | 88.9 | (9) |  |  |
|  | 2019: | 87.5 | (16) |  | 100.0 | (16) |  |  |
|  | Change: | -1.4 |  |  | 11.1 |  |  |  |
| Economically Disadvantaged | 2018: | 79.6 | (54) |  | 87.0 | (54) |  |  |
|  | 2019: | 75.4 | (61) |  | 86.9 | (61) |  |  |
|  | Change: | -4.2 |  |  | -0.1 |  |  |  |
| English Learner | 2018: | 78.4 | (37) |  | 89.2 | (37) |  |  |
|  | 2019: | 76.5 | (34) |  | 82.4 | (34) |  |  |
|  | Change: | -1.9 |  |  | -6.8 |  |  |  |
| Special Education | 2018: | 57.1 | (7) |  | 57.1 | (7) |  |  |
|  | 2019: | 50.0 | (6) |  | 50.0 | (6) |  |  |
|  | Change: | -7.1 |  |  | -7.1 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 73.2 | (82) | 79.3 | (82) | 89.0 | (82) |  |  |
|  | 2019: | 78.1 | (73) | 78.1 | (73) | 72.6 | (73) |  |  |
|  | Change: | 4.9 |  | -1.2 |  | -16.4 |  |  |  |
| African American | 2018: | 70.0 | (10) | 70.0 | (10) | 90.0 | (10) |  |  |
|  | 2019: | 100.0 | (7) | 71.4 | (7) | 71.4 | (7) |  |  |
|  | Change: | 30.0 |  | 1.4 |  | -18.6 |  |  |  |
| Hispanic | 2018: | 70.4 | (54) | 79.6 | (54) | 85.2 | (54) |  |  |
|  | 2019: | 71.4 | (56) | 75.0 | (56) | 67.9 | (56) |  |  |
|  | Change: | 1.0 |  | -4.6 |  | -17.3 |  |  |  |
| White | 2018: | 86.7 | (15) | 86.7 | (15) | 100.0 | (15) |  |  |
|  | 2019: | 100.0 | (8) | 100.0 | (8) | 100.0 | (8) |  |  |
|  | Change: | 13.3 |  | 13.3 |  | 0.0 |  |  |  |
| Economically Disadvantaged | 2018: | 67.9 | (56) | 78.6 | (56) | 87.5 | (56) |  |  |
|  | 2019: | 73.3 | (60) | 73.3 | (60) | 66.7 | (60) |  |  |
|  | Change: | 5.4 |  | -5.3 |  | -20.8 |  |  |  |
| English Learner | 2018: | 63.9 | (36) | 80.6 | (36) | 80.6 | (36) |  |  |
|  | 2019: | 63.9 | (36) | 75.0 | (36) | 61.1 | (36) |  |  |
|  | Change: | 0.0 |  | -5.6 |  | -19.5 |  |  |  |
| Special Education | 2018: | * | (5) | * | (5) | * | (5) |  |  |
|  | 2019: | * | (5) | * | (5) | * | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^24]STAAR 3-8 Results by Student Group (all test types)

## POPULATION:

STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish
206 - ALEX SANGER PREPARATORY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 79.5 | (73) |  | 95.9 | (73) | 67.1 | (73) |  |
|  | 2019: | 90.9 | (88) |  | 96.6 | (88) | 72.9 | (85) |  |
|  | Change: | 11.4 |  |  | 0.7 |  | 5.8 |  |  |
| African American | 2018: | 50.0 | (8) |  | 75.0 | (8) | 37.5 | (8) |  |
|  | 2019: | 81.8 | (11) |  | 90.9 | (11) | 77.8 | (9) |  |
|  | Change: | 31.8 |  |  | 15.9 |  | 40.3 |  |  |
| Hispanic | 2018: | 80.0 | (55) |  | 98.2 | (55) | 65.5 | (55) |  |
|  | 2019: | 90.3 | (62) |  | 96.8 | (62) | 65.6 | (61) |  |
|  | Change: | 10.3 |  |  | -1.4 |  | 0.1 |  |  |
| White | 2018: | 100.0 | (7) |  | 100.0 | (7) | 100.0 | (7) |  |
|  | 2019: | 100.0 | (13) |  | 100.0 | (13) | 100.0 | (13) |  |
|  | Change: | 0.0 |  |  | 0.0 |  | 0.0 |  |  |
| Economically Disadvantaged | 2018: | 76.4 | (55) |  | 98.2 | (55) | 63.6 | (55) |  |
|  | 2019: | 88.9 | (63) |  | 95.2 | (63) | 65.0 | (60) |  |
|  | Change: | 12.5 |  |  | -3.0 |  | 1.4 |  |  |
| English Learner | 2018: | 79.5 | (39) |  | 97.4 | (39) | 64.1 | (39) |  |
|  | 2019: | 85.0 | (40) |  | 95.0 | (40) | 53.8 | (39) |  |
|  | Change: | 5.5 |  |  | -2.4 |  | -10.3 |  |  |
| Special Education | 2018: | 22.2 | (9) |  | 88.9 | (9) | 11.1 | (9) |  |
|  | 2019: | * |  |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 58.8 | (68) |  | 75.0 | (68) |  |  |
|  | 2019: | 65.7 | (70) |  | 87.1 | (70) |  |  |
|  | Change: | 6.9 |  |  | 12.1 |  |  |  |
| African American | 2018: | * | (5) |  | * | (5) |  |  |
|  | 2019: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2018: | 58.9 | (56) |  | 75.0 | (56) |  |  |
|  | 2019: | 64.9 | (57) |  | 87.7 | (57) |  |  |
|  | Change: | 6.0 |  |  | 12.7 |  |  |  |
| White | 2018: | 50.0 | (6) |  | 66.7 | (6) |  |  |
|  | 2019: | 100.0 | (6) |  | 100.0 | (6) |  |  |
|  | Change: | 50.0 |  |  | 33.3 |  |  |  |
| Economically Disadvantaged | 2018: | 56.9 | (51) |  | 72.5 | (51) |  |  |
|  | 2019: | 65.6 | (61) |  | 90.2 | (61) |  |  |
|  | Change: | 8.7 |  |  | 17.7 |  |  |  |
| English Learner | 2018: | 47.5 | (40) |  | 67.5 | (40) |  |  |
|  | 2019: | 64.3 | (42) |  | 92.9 | (42) |  |  |
|  | Change: | 16.8 |  |  | 25.4 |  |  |  |
| Special Education | 2018: | * | (5) |  | * | (5) |  |  |
|  | 2019: | 8.3 | (12) |  | 58.3 | (12) |  |  |
|  | Change: | * |  |  | * |  |  |  |

[^25]STAAR 3-8 Results by Student Group (all test types)

## POPULATION:

STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish
206 - ALEX SANGER PREPARATORY SCHOOL [Feeds to: GASTON > ADAMS, B]

| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 79.3 | (58) | 65.5 | (58) | 52.8 | (36) |  |  |
|  | 2019: | 73.4 | (64) | 68.3 | (63) | 70.7 | (41) |  |  |
|  | Change: | -5.9 |  | 2.8 |  | 17.9 |  |  |  |
| African American | 2018: | 66.7 | (12) | 41.7 | (12) | 25.0 | (8) |  |  |
|  | 2019: | * | (5) | * | (5) | * | (3) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2018: | 79.5 | (39) | 69.2 | (39) | 57.7 | (26) |  |  |
|  | 2019: | 70.4 | (54) | 66.0 | (53) | 66.7 | (36) |  |  |
|  | Change: | -9.1 |  | -3.2 |  | 9.0 |  |  |  |
| White | 2018: | 100.0 | (7) | 85.7 | (7) | * | (2) |  |  |
|  | 2019: | * | (3) | * | (3) | * | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 76.1 | (46) | 65.2 | (46) | 56.3 | (32) |  |  |
|  | 2019: | 69.8 | (53) | 66.0 | (53) | 70.3 | (37) |  |  |
|  | Change: | -6.3 |  | 0.8 |  | 14.0 |  |  |  |
| English Learner | 2018: | 83.3 | (24) | 66.7 | (24) | 62.5 | (16) |  |  |
|  | 2019: | 64.9 | (37) | 70.3 | (37) | 72.0 | (25) |  |  |
|  | Change: | -18.4 |  | 3.6 |  | 9.5 |  |  |  |
| Special Education | 2018: | * | (3) | * | (3) | * | (2) |  |  |
|  | 2019: | * | (4) | * | (4) | * | (4) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 78.0 | (50) |  | 79.3 | (58) | 56.1 | (57) | 34.0 | (50) |
|  | 2019: | 88.2 | (51) |  | 91.1 | (56) | 77.6 | (58) | 68.6 | (51) |
|  | Change: | 10.2 |  |  | 11.8 |  | 21.5 |  | 34.6 |  |
| African American | 2018: |  | (1) |  |  | (5) |  | (5) | * | (1) |
|  | 2019: | 85.7 | (7) |  | 87.5 | (8) | 75.0 | (8) | 71.4 | (7) |
|  | Change: | * |  |  | * |  | * |  | * |  |
| Hispanic | 2018: | 77.3 | (44) |  | 81.8 | (44) | 50.0 | (44) | 29.5 | (44) |
|  | 2019: | 87.5 | (40) |  | 91.1 | (45) | 76.6 | (47) | 65.0 | (40) |
|  | Change: | 10.2 |  |  | 9.3 |  | 26.6 |  | 35.5 |  |
| White | 2018: |  | (5) |  | 77.8 | (9) | 87.5 | (8) | * | (5) |
|  | 2019: |  | (4) |  |  | (1) |  | (1) |  | (4) |
|  | Change: | * |  |  | * |  | * |  | * |  |
| Economically Disadvantaged | 2018: | 81.0 | (42) |  | 81.4 | (43) | 57.1 | (42) | 35.7 | (42) |
|  | 2019: | 87.0 | (46) |  | 89.1 | (46) | 73.5 | (49) | 65.2 | (46) |
|  | Change: | 6.0 |  |  | 7.7 |  | 16.4 |  | 29.5 |  |
| English Learner | 2018: | 73.5 | (34) |  | 79.4 | (34) | 45.5 | (33) | 32.4 | (34) |
|  | 2019: | 88.5 | (26) |  | 90.0 | (30) | 75.8 | (33) | 65.4 | (26) |
|  | Change: | 15.0 |  |  | 10.6 |  | 30.3 |  | 33.0 |  |
| Special Education | 2018: | * | (5) |  | 33.3 | (6) | 33.3 | (6) | * | (5) |
|  | 2019: | * |  |  | * | (3) | * | (3) | * | (4) |
|  | Change: | * |  |  | * |  | * |  | * |  |

[^26]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
All Students Tested at Location

ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE:
Combined English and Spanish
206 - ALEX SANGER PREPARATORY SCHOOL [Feeds to: GASTON > ADAMS, B]

| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 74.8 | (405) | 73.6 | (140) | 82.9 | (391) | 62.3 | (130) | 34.0 | (50) |
|  | 2019: | 79.3 | (425) | 73.5 | (136) | 85.7 | (407) | 74.8 | (143) | 68.6 | (51) |
|  | Change: | 4.5 |  | -0.1 |  | 2.8 |  | 12.5 |  | 34.6 |  |
| African American | 2018: | 61.9 | (42) | 54.5 | (22) | 66.7 | (42) | 46.2 | (13) | * | (1) |
|  | 2019: | 76.7 | (43) | 75.0 | (12) | 83.3 | (42) | 76.5 | (17) | 71.4 | (7) |
|  | Change: | 14.8 |  | 20.5 |  | 16.6 |  | 30.3 |  |  |  |
| Hispanic | 2018: | 74.4 | (305) | 75.3 | (93) | 83.9 | (292) | 58.6 | (99) | 29.5 | (44) |
|  | 2019: | 77.3 | (322) | 70.6 | (109) | 83.8 | (309) | 70.4 | (108) | 65.0 | (40) |
|  | Change: | 2.9 |  | -4.7 |  | -0.1 |  | 11.8 |  | 35.5 |  |
| White | 2018: | 87.8 | (49) | 86.4 | (22) | 89.6 | (48) | 93.3 | (15) | * | (5) |
|  | 2019: | 94.0 | (50) | 90.9 | (11) | 100.0 | (46) | 100.0 | (14) |  | (4) |
|  | Change: | 6.2 |  | 4.5 |  | 10.4 |  | 6.7 |  |  |  |
| Economically <br> Disadvantaged | 2018: | 72.7 | (304) | 72.5 | (102) | 82.5 | (291) | 60.8 | (97) | 35.7 | (42) |
|  | 2019: | 76.5 | (344) | 69.9 | (113) | 83.8 | (328) | 68.8 | (109) | 65.2 | (46) |
|  | Change: | 3.8 |  | -2.6 |  | 1.3 |  | 8.0 |  | 29.5 |  |
| English Learner | 2018: | 70.0 | (210) | 75.0 | (60) | 81.2 | (202) | 55.6 | (72) | 32.4 | (34) |
|  | 2019: | 73.0 | (215) | 72.6 | (73) | 83.1 | (207) | 63.9 | (72) | 65.4 | (26) |
|  | Change: | 3.0 |  | -2.4 |  | 1.9 |  | 8.3 |  | 33.0 |  |
| Special Education | 2018: | 32.4 | (34) | 12.5 | (8) | 52.9 | (34) | 20.0 | (15) | * | (5) |
|  | 2019: | 28.6 | (35) | 33.3 | (9) | 50.0 | (34) | 14.3 | (7) | * | (4) |
|  | Change: | -3.8 |  | 20.8 |  | -2.9 |  | -5.7 |  | * |  |

[^27]
[^0]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^1]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ 'cores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^2]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^3]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^4]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^5]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^6]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^7]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^8]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^9]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^10]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^11]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^12]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^13]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^14]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^15]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^16]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^17]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^18]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^19]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^20]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^21]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^22]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

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[^24]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^25]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ 'Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^26]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^27]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

