POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage Meeting Grade Level or better
Spring 2019 (through second administration)
Combined English and Spanish

MEETS GRADE LEVEL 7/3/19

TRANSFORMATION AND INNOVATION SCHOOL GROUP (Prior-year statistics based on current schools)

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 59.7 | (194) |  | 50.0 | (194) |  |  |
|  | 2019: | 63.5 | (189) |  | 63.0 | (189) |  |  |
|  | Change: | 3.8 |  |  | 13.0 |  |  |  |
| African American | 2018: | 65.3 | (26) |  | 46.1 | (26) |  |  |
|  | 2019: | 62.1 | (29) |  | 48.3 | (29) |  |  |
|  | Change: | -3.2 |  |  | 2.2 |  |  |  |
| Hispanic | 2018: | 43.7 | (112) |  | 40.1 | (112) |  |  |
|  | 2019: | 54.5 | (110) |  | 59.1 | (110) |  |  |
|  | Change: | 10.8 |  |  | 19.0 |  |  |  |
| White | 2018: | 90.9 | (44) |  | 77.2 | (44) |  |  |
|  | 2019: | 83.3 | (42) |  | 81.0 | (42) |  |  |
|  | Change: | -7.6 |  |  | 3.8 |  |  |  |
| Economically Disadvantaged | 2018: | 40.8 | (98) |  | 35.7 | (98) |  |  |
|  | 2019: | 47.9 | (94) |  | 52.1 | (94) |  |  |
|  | Change: | 7.1 |  |  | 16.4 |  |  |  |
| English Learner | 2018: | 37.7 | (53) |  | 32.0 | (53) |  |  |
|  | 2019: | 43.8 | (48) |  | 56.3 | (48) |  |  |
|  | Change: | 6.1 |  |  | 24.3 |  |  |  |
| Special Education | 2018: | 30.0 | (20) |  | 15.0 | (20) |  |  |
|  | 2019: | 34.8 | (23) |  |  | (23) |  |  |
|  | Change: | 4.8 |  |  | 19.8 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 40.8 | (93) | 29.0 | (93) | 43.0 | (93) |  |  |
|  | 2019: | 52.9 | (191) | 44.5 | (191) | 54.5 | (191) |  |  |
|  | Change: | 12.1 |  | 15.5 |  | 11.5 |  |  |  |
| African American | 2018: | * | (3) |  | (3) | * | (3) |  |  |
|  | 2019: | 50.0 | (30) | 50.0 | (30) | 60.0 | (30) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2018: | 31.2 | (64) | 23.4 | (64) | 39.0 | (64) |  |  |
|  | 2019: | 39.4 | (109) | 32.1 | (109) | 40.4 | (109) |  |  |
|  | Change: | 8.2 |  | 8.7 |  | 1.4 |  |  |  |
| White | 2018: | 72.7 | (22) | 50.0 | (22) | 59.0 | (22) |  |  |
|  | 2019: | 87.2 | (39) | 74.4 | (39) | 84.6 | (39) |  |  |
|  | Change: | 14.5 |  | 24.4 |  | 25.6 |  |  |  |
| Economically Disadvantaged | 2018: | 28.8 | (59) | 23.7 | (59) | 37.2 | (59) |  |  |
|  | 2019: | 37.3 | (102) | 29.4 | (102) | 41.2 | (102) |  |  |
|  | Change: | 8.5 |  | 5.7 |  | 4.0 |  |  |  |
| English Learner | 2018: | 25.8 | (31) | 29.0 | (31) | 45.1 | (31) |  |  |
|  | 2019: | 22.4 | (49) | 22.4 | (49) | 32.7 | (49) |  |  |
|  | Change: | -3.4 |  | -6.6 |  | -12.4 |  |  |  |
| Special Education | 2018: | 0.0 | (13) | 0.0 | (13) | 15.3 | (13) |  |  |
|  | 2019: | 20.8 | (24) | 12.5 | (24) | 29.2 | (24) |  |  |
|  | Change: | 20.8 |  | 12.5 |  | 13.9 |  |  |  |

[^0]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE:
Combined English and Spanish

MEETS GRADE LEVEL 7/3/19

TRANSFORMATION AND INNOVATION SCHOOL GROUP (Prior-year statistics based on current schools)

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 57.7 | (109) |  | 61.4 | (109) | 35.1 | (108) |  |
|  | 2019: | 51.6 | (91) |  | 52.7 | (91) | 33.3 | (90) |  |
|  | Change: | -6.1 |  |  | -8.7 |  | -1.8 |  |  |
| African American | 2018: | 66.6 | (6) |  | 83.3 | (6) | 16.6 | (6) |  |
|  | 2019: | * | (3) |  | * | (3) |  | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2018: | 55.4 | (83) |  | 59.0 | (83) | 34.1 | (82) |  |
|  | 2019: | 43.8 | (64) |  | 46.9 | (64) | 27.0 | (63) |  |
|  | Change: | -11.6 |  |  | -12.1 |  | -7.1 |  |  |
| White | 2018: | 81.2 | (16) |  | 75.0 | (16) | 56.2 | (16) |  |
|  | 2019: | 82.4 | (17) |  | 70.6 | (17) | 52.9 | (17) |  |
|  | Change: | 1.2 |  |  | -4.4 |  | -3.3 |  |  |
| Economically Disadvantaged | 2018: | 52.4 | (82) |  | 56.0 | (82) | 30.8 | (81) |  |
|  | 2019: | 44.8 | (58) |  | 39.7 | (58) | 27.6 | (58) |  |
|  | Change: | -7.6 |  |  | -16.3 |  | -3.2 |  |  |
| English Learner | 2018: | 56.8 | (51) |  | 70.5 | (51) | 37.2 | (51) |  |
|  | 2019: | 51.5 | (33) |  | 42.4 | (33) | 21.2 | (33) |  |
|  | Change: | -5.3 |  |  | -28.1 |  | -16.0 |  |  |
| Special Education | 2018: | 16.6 | (18) |  | 33.3 | (18) | 16.6 | (18) |  |
|  | 2019: | 23.1 | (13) |  | 23.1 | (13) | 7.7 | (13) |  |
|  | Change: | 6.5 |  |  | -10.2 |  | -8.9 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 38.3 | (180) |  | 55.3 | (179) |  |  |
|  | 2019: | 32.8 | (436) |  | 51.1 | (436) |  |  |
|  | Change: | -5.5 |  |  | -4.2 |  |  |  |
| African American | 2018: | 40.2 | (72) |  | 55.5 | (72) |  |  |
|  | 2019: | 26.7 | (116) |  | 47.4 | (116) |  |  |
|  | Change: | -13.5 |  |  | -8.1 |  |  |  |
| Hispanic | 2018: | 36.1 | (105) |  | 55.7 | (104) |  |  |
|  | 2019: | 30.9 | (278) |  | 51.4 | (278) |  |  |
|  | Change: | -5.2 |  |  | -4.3 |  |  |  |
| White | 2018: | * | (3) |  | * | (3) |  |  |
|  | 2019: | 65.5 | (29) |  | 55.2 | (29) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 36.8 | (141) |  | 56.4 | (140) |  |  |
|  | 2019: | 29.7 | (313) |  | 49.5 | (313) |  |  |
|  | Change: | -7.1 |  |  | -6.9 |  |  |  |
| English Learner | 2018: | 27.1 | (70) |  | 52.1 | (69) |  |  |
|  | 2019: | 27.6 | (156) |  | 54.5 | (156) |  |  |
|  | Change: | 0.5 |  |  | 2.4 |  |  |  |
| Special Education | 2018: | 20.0 | (10) |  | 10.0 | (10) |  |  |
|  | 2019: | 12.5 | (48) |  | 18.8 | (48) |  |  |
|  | Change: | -7.5 |  |  | 8.8 |  |  |  |

[^1]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage Meeting Grade Level or better
Spring 2019 (through second administration)
Combined English and Spanish

MEETS GRADE LEVEL 7/3/19

TRANSFORMATION AND INNOVATION SCHOOL GROUP (Prior-year statistics based on current schools)

| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 51.9 | (183) | 38.0 | (184) | 39.7 | (136) |  |  |
|  | 2019: | 48.2 | (164) | 38.7 | (163) | 45.7 | (92) |  |  |
|  | Change: | -3.7 |  | 0.7 |  | 6.0 |  |  |  |
| African American | 2018: | 53.0 | (81) | 39.0 | (82) | 33.3 | (63) |  |  |
|  | 2019: | 44.9 | (69) | 42.0 | (69) | 41.5 | (41) |  |  |
|  | Change: | -8.1 |  | 3.0 |  | 8.2 |  |  |  |
| Hispanic | 2018: | 49.4 | (99) | 37.3 | (99) | 45.2 | (73) |  |  |
|  | 2019: | 49.5 | (93) | 35.9 | (92) | 50.0 | (50) |  |  |
|  | Change: | 0.1 |  | -1.4 |  | 4.8 |  |  |  |
| White | 2018: |  | (2) | * | (2) |  |  |  |  |
|  | 2019: | * | (1) | * | (1) | * | (1) |  |  |
|  | Change: | * |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 52.3 | (151) | 35.7 | (151) | 41.0 | (112) |  |  |
|  | 2019: | 45.1 | (102) | 38.2 | (102) | 49.1 | (55) |  |  |
|  | Change: | -7.2 |  | 2.5 |  | 8.1 |  |  |  |
| English Learner | 2018: | 49.2 | (63) | 26.9 | (63) | 45.4 | (44) |  |  |
|  | 2019: | 38.7 | (62) | 29.0 | (62) | 51.4 | (37) |  |  |
|  | Change: | -10.5 |  | 2.1 |  | 6.0 |  |  |  |
| Special Education | 2018: | 11.1 | (18) | 10.5 | (19) | 16.6 | (18) |  |  |
|  | 2019: | 16.7 | (12) | 8.3 | (12) | 9.1 | (11) |  |  |
|  | Change: | 5.6 |  | -2.2 |  | -7.5 |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 49.0 | (155) |  | 60.2 | (161) | 49.7 | (201) | 36.1 | (155) |
|  | 2019: | 58.8 | (165) |  | 71.7 | (191) | 44.0 | (193) | 20.0 | (165) |
|  | Change: | 9.8 |  |  | 11.5 |  | -5.7 |  | -16.1 |  |
| African American | 2018: | 46.0 | (63) |  | 52.9 | (68) | 51.2 | (80) | 38.0 | (63) |
|  | 2019: | 56.3 | (71) |  | 67.5 | (83) | 39.3 | (84) | 26.8 | (71) |
|  | Change: | 10.3 |  |  | 14.6 |  | -11.9 |  | -11.2 |  |
| Hispanic | 2018: | 51.6 | (89) |  | 63.2 | (87) | 47.8 | (115) | 34.8 | (89) |
|  | 2019: | 59.3 | (91) |  | 74.8 | (107) | 47.2 | (108) | 14.3 | (91) |
|  | Change: | 7.7 |  |  | 11.6 |  | -0.6 |  | -20.5 |  |
| White | 2018: |  | (2) |  |  | (4) |  | (4) | * | (2) |
|  | 2019: | * | (2) |  |  |  |  |  |  | (2) |
|  | Change: | * |  |  |  |  |  |  | * |  |
| Economically Disadvantaged | 2018: | 50.3 | (133) |  | 59.8 | (137) | 50.2 | (171) | 36.0 | (133) |
|  | 2019: | 60.6 | (99) |  | 72.9 | (118) | 44.2 | (120) | 20.0 | (100) |
|  | Change: | 10.3 |  |  | 13.1 |  | -6.0 |  | -16.0 |  |
| English Learner | 2018: | 47.7 | (67) |  | 63.6 | (66) | 45.3 | (86) | 32.8 | (67) |
|  | 2019: | 55.7 | (61) |  | 73.1 | (67) | 38.8 | (67) | 11.5 | (61) |
|  | Change: | 8.0 |  |  | 9.5 |  | -6.5 |  | -21.3 |  |
| Special Education | 2018: | 20.0 | (10) |  | 11.1 | (9) | 0.0 | (10) | 10.0 | (10) |
|  | 2019: | 12.5 | (16) |  | 29.4 | (17) | 23.5 | (17) | 12.5 | (16) |
|  | Change: | -7.5 |  |  | 18.3 |  | 23.5 |  | 2.5 |  |

[^2]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage Meeting Grade Level or better
Spring 2019 (through second administration) Combined English and Spanish

MEETS GRADE LEVEL 7/3/19

TRANSFORMATION AND INNOVATION SCHOOL GROUP (Prior-year statistics based on current schools)

| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 50.0 | (914) | 35.0 | (277) | 52.0 | (872) | 44.6 | (309) | 36.1 | (155) |
|  | 2019: | 47.5 | $(1,236)$ | 41.8 | (354) | 56.6 | $(1,190)$ | 40.6 | (283) | 20.0 | (165) |
|  | Change: | -2.5 |  | 6.8 |  | 4.6 |  | -4.0 |  | -16.1 |  |
| African American | 2018: | 48.6 | (251) | 37.6 | (85) | 48.3 | (238) | 48.8 | (86) | 38.0 | (63) |
|  | 2019: | 42.5 | (318) | 44.4 | (99) | 53.0 | (302) | 37.9 | (87) | 26.8 | (71) |
|  | Change: | -6.1 |  | 6.8 |  | 4.7 |  | -10.9 |  | -11.2 |  |
| Hispanic | 2018: | 44.9 | (552) | 31.9 | (163) | 50.6 | (523) | 42.1 | (197) | 34.8 | (89) |
|  | 2019: | 42.6 | (745) | 33.8 | (201) | 53.9 | (718) | 39.8 | (171) | 14.3 | (91) |
|  | Change: | -2.3 |  | 1.9 |  | 3.3 |  | -2.3 |  | -20.5 |  |
| White | 2018: | 83.1 | (89) | 45.8 | (24) | 71.9 | (89) | 60.0 | (20) | * | (2) |
|  | 2019: | 80.8 | (130) | 72.5 | (40) | 74.2 | (128) | 52.9 | (17) |  | (2) |
|  | Change: | -2.3 |  | 26.7 |  | 2.3 |  | -7.1 |  | * |  |
| Economically Disadvantaged | 2018: | 44.8 | (664) | 32.3 | (210) | 49.3 | (628) | 44.0 | (252) | 36.0 | (133) |
|  | 2019: | 40.1 | (768) | 33.8 | (204) | 51.6 | (740) | 38.8 | (178) | 20.0 | (100) |
|  | Change: | -4.7 |  | 1.5 |  | 2.3 |  | -5.2 |  | -16.0 |  |
| English Learner | 2018: | 41.4 | (335) | 27.6 | (94) | 52.5 | (314) | 42.3 | (137) | 32.8 | (67) |
|  | 2019: | 36.7 | (409) | 26.1 | (111) | 53.8 | (390) | 33.0 | (100) | 11.5 | (61) |
|  | Change: | -4.7 |  | -1.5 |  | 1.3 |  | -9.3 |  | -21.3 |  |
| Special Education | 2018: | 16.8 | (89) | 6.2 | (32) | 18.1 | (88) | 10.7 | (28) | 10.0 | (10) |
|  | 2019: | 19.1 | (136) | 11.1 | (36) | 24.3 | (136) | 16.7 | (30) | 12.5 | (16) |
|  | Change: | 2.3 |  | 4.9 |  | 6.2 |  | 6.0 |  | 2.5 |  |

[^3]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

All Students Tested at Location
Percentage Meeting Grade Level or better
Spring 2019 (through second administration)
Combined English and Spanish

MEETS GRADE LEVEL 7/3/19

360 - STEAM MIDDLE SCHOOL AT D.A. HULCY

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 38.3 | (180) |  |  |  |  |  |
|  | 2019: | 31.8 | (195) |  | 64.6 | (195) |  |  |
|  | Change: | -6.5 |  |  | 9.3 |  |  |  |
| African American | 2018: | 40.3 | (72) |  | 55.6 | (72) |  |  |
|  | 2019: | 31.9 | (72) |  | 62.5 | (72) |  |  |
|  | Change: | -8.4 |  |  | 6.9 |  |  |  |
| Hispanic | 2018: | 36.2 | (105) |  | 55.8 | (104) |  |  |
|  | 2019: | 30.5 | (118) |  | 64.4 | (118) |  |  |
|  | Change: | -5.7 |  |  | 8.6 |  |  |  |
| White | 2018: | * | (3) |  | * | (3) |  |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 36.9 | (141) |  | 56.4 | (140) |  |  |
|  | 2019: | 32.2 | (143) |  | 64.3 | (143) |  |  |
|  | Change: | -4.7 |  |  | 7.9 |  |  |  |
| English Learner | 2018: | 27.1 | (70) |  | 52.2 | (69) |  |  |
|  | 2019: | 23.3 | (73) |  | 69.9 | (73) |  |  |
|  | Change: | -3.8 |  |  | 17.7 |  |  |  |
| Special Education | 2018: | 20.0 | (10) |  | 10.0 | (10) |  |  |
|  | 2019: | 7.7 | (13) |  | 15.4 | (13) |  |  |
|  | Change: | -12.3 |  |  | 5.4 |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 51.9 | (183) | 38.0 | (184) | 39.7 | (136) |  |  |
|  | 2019: | 48.2 | (164) | 38.7 | (163) | 45.7 | (92) |  |  |
|  | Change: | -3.7 |  | 0.7 |  | 6.0 |  |  |  |
| African American | 2018: | 53.1 | (81) | 39.0 | (82) | 33.3 | (63) |  |  |
|  | 2019: | 44.9 | (69) | 42.0 | (69) | 41.5 | (41) |  |  |
|  | Change: | -8.2 |  | 3.0 |  | 8.2 |  |  |  |
| Hispanic | 2018: | 49.5 | (99) | 37.4 | (99) | 45.2 | (73) |  |  |
|  | 2019: | 49.5 | (93) | 35.9 | (92) | 50.0 | (50) |  |  |
|  | Change: | 0.0 |  | -1.5 |  | 4.8 |  |  |  |
| White | 2018: |  | (2) |  | (2) |  |  |  |  |
|  | 2019: | * | (1) |  | (1) | * | (1) |  |  |
|  | Change: | * |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 52.3 | (151) | 35.8 | (151) | 41.1 | (112) |  |  |
|  | 2019: | 45.1 | (102) | 38.2 | (102) | 49.1 | (55) |  |  |
|  | Change: | -7.2 |  | 2.4 |  | 8.0 |  |  |  |
| English Learner | 2018: | 49.2 | (63) | 27.0 | (63) | 45.5 | (44) |  |  |
|  | 2019: | 38.7 | (62) | 29.0 | (62) | 51.4 | (37) |  |  |
|  | Change: | -10.5 |  | 2.0 |  | 5.9 |  |  |  |
| Special Education | 2018: | 11.1 | (18) | 10.5 | (19) | 16.7 | (18) |  |  |
|  | 2019: | 16.7 | (12) | 8.3 | (12) | 9.1 | (11) |  |  |
|  | Change: | 5.6 |  | -2.2 |  | -7.6 |  |  |  |

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

MEETS GRADE LEVEL 7/3/19

360 - STEAM MIDDLE SCHOOL AT D.A. HULCY

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 49.0 | (155) |  | 60.2 | (161) | 49.8 | (201) | 36.1 | (155) |
|  | 2019: | 58.8 | (165) |  | 71.7 | (191) | 44.0 | (193) | 20.0 | (165) |
|  | Change: | 9.8 |  |  | 11.5 |  | -5.8 |  | -16.1 |  |
| African American | 2018: | 46.0 | (63) |  | 52.9 | (68) | 51.2 | (80) | 38.1 | (63) |
|  | 2019: | 56.3 | (71) |  | 67.5 | (83) | 39.3 | (84) | 26.8 | (71) |
|  | Change: | 10.3 |  |  | 14.6 |  | -11.9 |  | -11.3 |  |
| Hispanic | 2018: | 51.7 | (89) |  | 63.2 | (87) | 47.8 | (115) | 34.8 | (89) |
|  | 2019: | 59.3 | (91) |  | 74.8 | (107) | 47.2 | (108) | 14.3 | (91) |
|  | Change: | 7.6 |  |  | 11.6 |  | -0.6 |  | -20.5 |  |
| White | 2018: |  | (2) |  | * | (4) | * | (4) | * | (2) |
|  | 2019: | * | (2) |  |  |  |  |  | * | (2) |
|  | Change: | * |  |  |  |  |  |  | * |  |
| Economically Disadvantaged | 2018: | 50.4 | (133) |  | 59.9 | (137) | 50.3 | (171) | 36.1 | (133) |
|  | 2019: | 60.6 | (99) |  | 72.9 | (118) | 44.2 | (120) | 20.0 | (100) |
|  | Change: | 10.2 |  |  | 13.0 |  | -6.1 |  | -16.1 |  |
| English Learner | 2018: | 47.8 | (67) |  | 63.6 | (66) | 45.3 | (86) | 32.8 | (67) |
|  | 2019: | 55.7 | (61) |  | 73.1 | (67) | 38.8 | (67) | 11.5 | (61) |
|  | Change: | 7.9 |  |  | 9.5 |  | -6.5 |  | -21.3 |  |
| Special Education | 2018: | 20.0 | (10) |  | 11.1 | (9) | 0.0 | (10) | 10.0 | (10) |
|  | 2019: | 12.5 | (16) |  | 29.4 | (17) | 23.5 | (17) | 12.5 | (16) |
|  | Change: | -7.5 |  |  | 18.3 |  | 23.5 |  | 2.5 |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 46.3 | (518) | 38.0 | (184) | 52.5 | (476) | 49.8 | (201) | 36.1 | (155) |
|  | 2019: | 45.4 | (524) | 38.7 | (163) | 63.8 | (478) | 44.0 | (193) | 20.0 | (165) |
|  | Change: | -0.9 |  | 0.7 |  | 11.3 |  | -5.8 |  | -16.1 |  |
| African American | 2018: | 46.8 | (216) | 39.0 | (82) | 47.8 | (203) | 51.2 | (80) | 38.1 | (63) |
|  | 2019: | 44.3 | (212) | 42.0 | (69) | 60.2 | (196) | 39.3 | (84) | 26.8 | (71) |
|  | Change: | -2.5 |  | 3.0 |  | 12.4 |  | -11.9 |  | -11.3 |  |
| Hispanic | 2018: | 45.4 | (293) | 37.4 | (99) | 55.3 | (264) | 47.8 | (115) | 34.8 | (89) |
|  | 2019: | 45.0 | (302) | 35.9 | (92) | 65.8 | (275) | 47.2 | (108) | 14.3 | (91) |
|  | Change: | -0.4 |  | -1.5 |  | 10.5 |  | -0.6 |  | -20.5 |  |
| White | 2018: | 71.4 | (7) |  | (2) | 71.4 | (7) | * | (4) | * | (2) |
|  | 2019: | * | (4) | * | (1) | * | (2) |  |  |  | (2) |
|  | Change: | * |  | * |  | * |  |  |  | * |  |
| Economically Disadvantaged | 2018: | 46.6 | (425) | 35.8 | (151) | 53.2 | (389) | 50.3 | (171) | 36.1 | (133) |
|  | 2019: | 44.2 | (344) | 38.2 | (102) | 64.9 | (316) | 44.2 | (120) | 20.0 | (100) |
|  | Change: | -2.4 |  | 2.4 |  | 11.7 |  | -6.1 |  | -16.1 |  |
| English Learner | 2018: | 41.0 | (200) | 27.0 | (63) | 54.7 | (179) | 45.3 | (86) | 32.8 | (67) |
|  | 2019: | 38.3 | (196) | 29.0 | (62) | 67.2 | (177) | 38.8 | (67) | 11.5 | (61) |
|  | Change: | -2.7 |  | 2.0 |  | 12.5 |  | -6.5 |  | -21.3 |  |
| Special Education | 2018: | 15.8 | (38) | 10.5 | (19) | 13.5 | (37) | 0.0 | (10) | 10.0 | (10) |
|  | 2019: | 12.2 | (41) | 8.3 | (12) | 19.5 | (41) | 23.5 | (17) | 12.5 | (16) |
|  | Change: | -3.6 |  | -2.2 |  | 6.0 |  | 23.5 |  | 2.5 |  |

[^5]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
All Students Tested at Location
Percentage Meeting Grade Level or better
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 7/3/19

## 362 - IGNITE MIDDLE SCHOOL

| Grade 6 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: |  |  |  |  |  |  |  |
|  | Change: |  | (178) |  | 41.0 | (178) |  |  |
|  |  |  |  |  |  |  |  |  |
| African American | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 16.3 | (43) |  | 23.3 | (43) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Hispanic | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 32.7 | (113) |  | 45.1 | (113) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 64.7 | (17) |  | 52.9 | (17) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: |  |  |  |  |  |  |  |
|  | 2019: <br> Change: | 27.3 | (128) |  | 39.1 | (128) |  |  |
|  |  |  |  |  |  |  |  |  |
| English Learner | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 35.0 | (60) |  | 45.0 | (60) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Special Education | 2018: |  |  |  |  |  |  |  |
|  | 2019: <br> Change: | 17.4 | (23) |  | 21.7 | (23) |  |  |
|  |  |  |  |  |  |  |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 32.6 | (178) |  | 41.0 | (178) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| African American | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 16.3 | (43) |  | 23.3 | (43) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Hispanic | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 32.7 | (113) |  | 45.1 | (113) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 64.7 | (17) |  | 52.9 | (17) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 27.3 | (128) |  | 39.1 | (128) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| English Learner | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 35.0 | (60) |  | 45.0 | (60) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Special Education | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 17.4 |  |  | 21.7 | (23) |  |  |
|  | Change: |  |  |  |  |  |  |  |

[^6]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

MEETS GRADE LEVEL 7/3/19

## 160 - PERSONALIZED LEARNING PREPARATORY AT SAM HOUSTON

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 45.7 | (35) |  | 34.3 | (35) |  |  |
|  | 2019: | 38.1 | (21) |  | 57.1 | (21) |  |  |
|  | Change: | -7.6 |  |  | 22.8 |  |  |  |
| African American | 2018: | * | (4) |  | * | (4) |  |  |
|  | 2019: | * | (4) |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2018: | 39.3 | (28) |  | 35.7 | (28) |  |  |
|  | 2019: | 33.3 | (15) |  | 60.0 | (15) |  |  |
|  | Change: | -6.0 |  |  | 24.3 |  |  |  |
| White | 2018: | * | (3) |  | * | (3) |  |  |
|  | 2019: | * | (2) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 25.0 | (20) |  | 20.0 | (20) |  |  |
|  | 2019: | 38.1 | (21) |  | 57.1 | (21) |  |  |
|  | Change: | 13.1 |  |  | 37.1 |  |  |  |
| English Learner | 2018: | 47.6 | (21) |  | 33.3 | (21) |  |  |
|  | 2019: | 33.3 | (12) |  | 50.0 | (12) |  |  |
|  | Change: | -14.3 |  |  | 16.7 |  |  |  |
| Special Education | 2018: | * | (4) |  | * | (4) |  |  |
|  | 2019: | * |  |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 50.0 | (20) | 40.0 | (20) | 75.0 | (20) |  |  |
|  | 2019: | 25.0 | (28) | 17.9 | (28) | 35.7 | (28) |  |  |
|  | Change: | -25.0 |  | -22.1 |  | -39.3 |  |  |  |
| African American | 2018: | * | (2) |  | (2) | * | (2) |  |  |
|  | 2019: | * | (5) | * | (5) | * | (5) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2018: | 50.0 | (16) | 50.0 | (16) | 81.3 | (16) |  |  |
|  | 2019: | 27.3 | (22) | 18.2 | (22) | 40.9 | (22) |  |  |
|  | Change: | -22.7 |  | -31.8 |  | -40.4 |  |  |  |
| White | 2018: |  | (1) |  | (1) | * | (1) |  |  |
|  | 2019: | * | (1) |  | (1) | * | (1) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 41.2 | (17) | 41.2 | (17) | 76.5 | (17) |  |  |
|  | 2019: | 27.3 | (22) | 18.2 | (22) | 31.8 | (22) |  |  |
|  | Change: | -13.9 |  | -23.0 |  | -44.7 |  |  |  |
| English Learner | 2018: | 45.5 | (11) | 63.6 | (11) | 81.8 | (11) |  |  |
|  | 2019: | 20.0 | (15) | 13.3 | (15) | 46.7 | (15) |  |  |
|  | Change: | -25.5 |  | -50.3 |  | -35.1 |  |  |  |
| Special Education | 2018: | * | (3) | * | (3) | * | (3) |  |  |
|  | 2019: | 0.0 | (6) | 16.7 | (6) | 16.7 | (6) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^7]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

MEETS GRADE LEVEL 7/3/19

## 160 - PERSONALIZED LEARNING PREPARATORY AT SAM HOUSTON

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 69.7 | (33) |  | 97.0 | (33) | 60.6 | (33) |  |
|  | 2019: | 72.2 | (18) |  | 61.1 | (18) | 41.2 | (17) |  |
|  | Change: | 2.5 |  |  | -35.9 |  | -19.4 |  |  |
| African American | 2018: | * | (4) |  |  | (4) | * | (4) |  |
|  | 2019: | * | (2) |  | * | (2) | * | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2018: | 75.0 | (28) |  | 100.0 | (28) | 67.9 | (28) |  |
|  | 2019: | 85.7 | (14) |  | 71.4 | (14) | 46.2 | (13) |  |
|  | Change: | 10.7 |  |  | -28.6 |  | -21.7 |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 73.3 | (30) |  | 96.7 | (30) | 63.3 | (30) |  |
|  | 2019: | 70.6 | (17) |  | 58.8 | (17) | 41.2 | (17) |  |
|  | Change: | -2.7 |  |  | -37.9 |  | -22.1 |  |  |
| English Learner | 2018: | 76.0 | (25) |  | 100.0 | (25) | 56.0 | (25) |  |
|  | 2019: | 90.0 | (10) |  | 70.0 | (10) | 30.0 | (10) |  |
|  | Change: | 14.0 |  |  | -30.0 |  | -26.0 |  |  |
| Special Education | 2018: | * | (5) |  |  | (5) | * | (5) |  |
|  | 2019: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 55.7 | (88) | 40.0 | (20) | 67.0 | (88) | 60.6 | (33) |  |
|  | 2019: | 41.8 | (67) | 17.9 | (28) | 49.3 | (67) | 41.2 | (17) |  |
|  | Change: | -13.9 |  | -22.1 |  | -17.7 |  | -19.4 |  |  |
| African American | 2018: | 40.0 | (10) |  | (2) | 40.0 | (10) |  | (4) |  |
|  | 2019: | 18.2 | (11) | * | (5) | 9.1 | (11) | * | (2) |  |
|  | Change: | -21.8 |  | * |  | -30.9 |  | * |  |  |
| Hispanic | 2018: | 55.6 | (72) | 50.0 | (16) | 70.8 | (72) | 67.9 | (28) |  |
|  | 2019: | 45.1 | (51) | 18.2 | (22) | 54.9 | (51) | 46.2 | (13) |  |
|  | Change: | -10.5 |  | -31.8 |  | -15.9 |  | -21.7 |  |  |
| White | 2018: |  | (4) |  | (1) |  | (4) |  |  |  |
|  | 2019: | * | (4) | * | (1) |  | (4) | * | (1) |  |
|  | Change: | * |  | * |  | * |  |  |  |  |
| Economically Disadvantaged | 2018: | 50.7 | (67) | 41.2 | (17) | 68.7 | (67) | 63.3 | (30) |  |
|  | 2019: | 43.3 | (60) | 18.2 | (22) | 48.3 | (60) | 41.2 | (17) |  |
|  | Change: | -7.4 |  | -23.0 |  | -20.4 |  | -22.1 |  |  |
| English Learner | 2018: | 59.6 | (57) | 63.6 | (11) | 71.9 | (57) | 56.0 | (25) |  |
|  | 2019: | 43.2 | (37) | 13.3 | (15) | 54.1 | (37) | 30.0 | (10) |  |
|  | Change: | -16.4 |  | -50.3 |  | -17.8 |  | -26.0 |  |  |
| Special Education | 2018: | 8.3 | (12) | * | (3) | 41.7 | (12) | * | (5) |  |
|  | 2019: | 10.0 | (10) | 16.7 | (6) | 10.0 | (10) | * | (1) |  |
|  | Change: | 1.7 |  | * |  | -31.7 |  | * |  |  |

[^8]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
270 - EDUARDO MATA ELEMENTARY SCHOOL

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 45.5 | (77) |  | 35.1 | (77) |  |  |
|  | 2019: | 58.0 | (81) |  | 53.1 | (81) |  |  |
|  | Change: | 12.5 |  |  | 18.0 |  |  |  |
| African American | 2018: | * | (4) |  |  | (4) |  |  |
|  | 2019: | 62.5 | (8) |  | 50.0 | (8) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2018: | 25.5 | (47) |  | 21.3 | (47) |  |  |
|  | 2019: | 48.9 | (47) |  | 48.9 | (47) |  |  |
|  | Change: | 23.4 |  |  | 27.6 |  |  |  |
| White | 2018: | 83.3 | (24) |  | 66.7 | (24) |  |  |
|  | 2019: | 70.0 | (20) |  | 60.0 | (20) |  |  |
|  | Change: | -13.3 |  |  | -6.7 |  |  |  |
| Economically Disadvantaged | 2018: | 15.4 | (39) |  | 12.8 | (39) |  |  |
|  | 2019: | 39.4 | (33) |  | 45.5 | (33) |  |  |
|  | Change: | 24.0 |  |  | 32.7 |  |  |  |
| English Learner | 2018: | 5.6 | (18) |  | 5.6 | (18) |  |  |
|  | 2019: | 28.6 | (21) |  | 42.9 | (21) |  |  |
|  | Change: | 23.0 |  |  | 37.3 |  |  |  |
| Special Education | 2018: | 27.3 | (11) |  | 9.1 | (11) |  |  |
|  | 2019: | 30.0 | (10) |  | 40.0 | (10) |  |  |
|  | Change: | 2.7 |  |  | 30.9 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 38.4 | (73) | 26.0 | (73) | 34.2 | (73) |  |  |
|  | 2019: | 41.0 | (78) | 33.3 | (78) | 33.3 | (78) |  |  |
|  | Change: | 2.6 |  | 7.3 |  | -0.9 |  |  |  |
| African American | 2018: |  | (1) |  | (1) |  | (1) |  |  |
|  | 2019: |  | (4) | * | (4) |  | (4) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Hispanic | 2018: | 25.0 | (48) | 14.6 | (48) | 25.0 | (48) |  |  |
|  | 2019: | 20.8 | (48) | 18.8 | (48) | 14.6 | (48) |  |  |
|  | Change: | -4.2 |  | 4.2 |  | -10.4 |  |  |  |
| White | 2018: | 71.4 | (21) | 52.4 | (21) | 57.1 | (21) |  |  |
|  | 2019: | 78.3 | (23) | 60.9 | (23) | 73.9 | (23) |  |  |
|  | Change: | 6.9 |  | 8.5 |  | 16.8 |  |  |  |
| Economically Disadvantaged | 2018: | 23.8 | (42) | 16.7 | (42) | 21.4 | (42) |  |  |
|  | 2019: | 17.9 | (39) | 17.9 | (39) | 12.8 | (39) |  |  |
|  | Change: | -5.9 |  | 1.2 |  | -8.6 |  |  |  |
| English Learner | 2018: | 15.0 | (20) | 10.0 | (20) | 25.0 | (20) |  |  |
|  | 2019: | 5.0 | (20) | 15.0 | (20) | 10.0 | (20) |  |  |
|  | Change: | -10.0 |  | 5.0 |  | -15.0 |  |  |  |
| Special Education | 2018: | 0.0 | (10) | 0.0 | (10) | 10.0 | (10) |  |  |
|  | 2019: | 16.7 | (12) | 8.3 | (12) | 25.0 | (12) |  |  |
|  | Change: | 16.7 |  | 8.3 |  | 15.0 |  |  |  |

[^9]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
270 - EDUARDO MATA ELEMENTARY SCHOOL

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 52.6 | (76) |  | 46.1 | (76) | 24.0 | (75) |  |
|  | 2019: | 46.6 | (73) |  | 50.7 | (73) | 31.5 | (73) |  |
|  | Change: | -6.0 |  |  | 4.6 |  | 7.5 |  |  |
| African American | 2018: |  | (2) |  |  | (2) |  | (2) |  |
|  | 2019: | * | (1) |  | * | (1) |  | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2018: | 45.5 | (55) |  | 38.2 | (55) | 16.7 | (54) |  |
|  | 2019: | 32.0 | (50) |  | 40.0 | (50) | 22.0 | (50) |  |
|  | Change: | -13.5 |  |  | 1.8 |  | 5.3 |  |  |
| White | 2018: | 81.3 | (16) |  | 75.0 | (16) | 56.3 | (16) |  |
|  | 2019: | 81.3 | (16) |  | 68.8 | (16) | 50.0 | (16) |  |
|  | Change: | 0.0 |  |  | -6.2 |  | -6.3 |  |  |
| Economically Disadvantaged | 2018: | 40.4 | (52) |  | 32.7 | (52) | 11.8 | (51) |  |
|  | 2019: | 34.1 | (41) |  | 31.7 | (41) | 22.0 | (41) |  |
|  | Change: | -6.3 |  |  | -1.0 |  | 10.2 |  |  |
| English Learner | 2018: | 38.5 | (26) |  | 42.3 | (26) | 19.2 | (26) |  |
|  | 2019: | 34.8 | (23) |  | 30.4 | (23) | 17.4 | (23) |  |
|  | Change: | -3.7 |  |  | -11.9 |  | -1.8 |  |  |
| Special Education | 2018: | 15.4 | (13) |  | 15.4 | (13) | 7.7 | (13) |  |
|  | 2019: | 25.0 | (12) |  | 25.0 | (12) | 8.3 | (12) |  |
|  | Change: | 9.6 |  |  | 9.6 |  | 0.6 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 36.5 | (63) |  | 38.1 | (63) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| African American | 2018: |  |  |  |  |  |  |  |
|  | 2019: | * | (1) |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Hispanic | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 27.7 | (47) |  | 34.0 | (47) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 63.6 | (11) |  | 54.5 | (11) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 28.6 | (42) |  | 31.0 | (42) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| English Learner | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 21.7 | (23) |  | 30.4 | (23) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Special Education | 2018: |  |  |  |  |  |  |  |
|  | 2019: | 8.3 | (12) |  | 16.7 | (12) |  |  |
|  | Change: |  |  |  |  |  |  |  |

[^10]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:

## 270 - EDUARDO MATA ELEMENTARY SCHOOL

| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 45.6 | (226) | 26.0 | (73) | 38.5 | (226) | 24.0 | (75) |  |
|  | 2019: | 46.1 | (295) | 33.3 | (78) | 44.1 | (295) | 31.5 | (73) |  |
|  | Change: | 0.5 |  | 7.3 |  | 5.6 |  | 7.5 |  |  |
| African American | 2018: | 42.9 | (7) | * | (1) | 42.9 | (7) | * | (2) |  |
|  | 2019: | 57.1 | (14) | * | (4) | 35.7 | (14) | * | (1) |  |
|  | Change: | 14.2 |  | * |  | -7.2 |  | * |  |  |
| Hispanic | 2018: | 32.7 | (150) | 14.6 | (48) | 28.7 | (150) | 16.7 | (54) |  |
|  | 2019: | 32.3 | (192) | 18.8 | (48) | 34.4 | (192) | 22.0 | (50) |  |
|  | Change: | -0.4 |  | 4.2 |  | 5.7 |  | 5.3 |  |  |
| White | 2018: | 78.7 | (61) | 52.4 | (21) | 65.6 | (61) | 56.3 | (16) |  |
|  | 2019: | 74.3 | (70) | 60.9 | (23) | 65.7 | (70) | 50.0 | (16) |  |
|  | Change: | -4.4 |  | 8.5 |  | 0.1 |  | -6.3 |  |  |
| Economically Disadvantaged | 2018: | 27.8 | (133) | 16.7 | (42) | 23.3 | (133) | 11.8 | (51) |  |
|  | 2019: | 29.7 | (155) | 17.9 | (39) | 29.7 | (155) | 22.0 | (41) |  |
|  | Change: | 1.9 |  | 1.2 |  | 6.4 |  | 10.2 |  |  |
| English Learner | 2018: | 21.9 | (64) | 10.0 | (20) | 26.6 | (64) | 19.2 | (26) |  |
|  | 2019: | 23.0 | (87) | 15.0 | (20) | 28.7 | (87) | 17.4 | (23) |  |
|  | Change: | 1.1 |  | 5.0 |  | 2.1 |  | -1.8 |  |  |
| Special Education | 2018: | 14.7 | (34) | 0.0 | (10) | 11.8 | (34) | 7.7 | (13) |  |
|  | 2019: | 19.6 | (46) | 8.3 | (12) | 26.1 | (46) | 8.3 | (12) |  |
|  | Change: | 4.9 |  | 8.3 |  | 14.3 |  | 0.6 |  |  |

[^11]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

GRADE LEVEL

7/3/19
MEETS

306 - SOLAR PREPARATORY SCHOOL FOR GIRLS AT JAMES B. BONHAM

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 79.3 | (82) |  | 70.7 | (82) |  |  |
|  | 2019: | 74.7 | (87) |  | 73.6 | (87) |  |  |
|  | Change: | -4.6 |  |  | 2.9 |  |  |  |
| African American | 2018: | 77.8 | (18) |  | 61.1 | (18) |  |  |
|  | 2019: | 64.7 | (17) |  | 52.9 | (17) |  |  |
|  | Change: | -13.1 |  |  | -8.2 |  |  |  |
| Hispanic | 2018: | 70.3 | (37) |  | 67.6 | (37) |  |  |
|  | 2019: | 66.7 | (48) |  | 68.8 | (48) |  |  |
|  | Change: | -3.6 |  |  | 1.2 |  |  |  |
| White | 2018: | 100.0 | (17) |  | 94.1 | (17) |  |  |
|  | 2019: | 100.0 | (20) |  | 100.0 | (20) |  |  |
|  | Change: | 0.0 |  |  | 5.9 |  |  |  |
| Economically Disadvantaged | 2018: | 74.4 | (39) |  | 66.7 | (39) |  |  |
|  | 2019: | 60.0 | (40) |  | 55.0 | (40) |  |  |
|  | Change: | -14.4 |  |  | -11.7 |  |  |  |
| English Learner | 2018: | 64.3 | (14) |  | 64.3 | (14) |  |  |
|  | 2019: | 73.3 | (15) |  | 80.0 | (15) |  |  |
|  | Change: | 9.0 |  |  | 15.7 |  |  |  |
| Special Education | 2018: | * | (5) |  |  | (5) |  |  |
|  | 2019: | 40.0 | (10) |  | 40.0 | (10) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | 72.9 | (85) | 63.5 | (85) | 80.0 | (85) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| African American | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | 61.9 | (21) | 61.9 | (21) | 81.0 | (21) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Hispanic | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | 69.2 | (39) | 56.4 | (39) | 71.8 | (39) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | 100.0 | (15) | 93.3 | (15) | 100.0 | (15) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | 61.0 | (41) | 46.3 | (41) | 73.2 | (41) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| English Learner | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | 50.0 | (14) | 42.9 | (14) | 50.0 | (14) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Special Education | 2018: |  |  |  |  |  |  |  |  |
|  | 2019: | 50.0 | (6) | 16.7 | (6) | 50.0 | (6) |  |  |
|  | Change: |  |  |  |  |  |  |  |  |

[^12]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
306 - SOLAR PREPARATORY SCHOOL FOR GIRLS AT JAMES B. BONHAM

| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 79.3 | (82) |  |  | 70.7 | (82) |  |  |
|  | 2019: | 73.8 | (172) | 63.5 | (85) | 76.7 | (172) |  |  |
|  | Change: | -5.5 |  |  |  | 6.0 |  |  |  |
| African American | 2018: | 77.8 | (18) |  |  | 61.1 | (18) |  |  |
|  | 2019: | 63.2 | (38) | 61.9 | (21) | 68.4 | (38) |  |  |
|  | Change: | -14.6 |  |  |  | 7.3 |  |  |  |
| Hispanic | 2018: | 70.3 | (37) |  |  | 67.6 | (37) |  |  |
|  | 2019: | 67.8 | (87) | 56.4 | (39) | 70.1 | (87) |  |  |
|  | Change: | -2.5 |  |  |  | 2.5 |  |  |  |
| White | 2018: | 100.0 | (17) |  |  | 94.1 | (17) |  |  |
|  | 2019: | 100.0 | (35) | 93.3 | (15) | 100.0 | (35) |  |  |
|  | Change: | 0.0 |  |  |  | 5.9 |  |  |  |
| Economically Disadvantaged | 2018: | 74.4 | (39) |  |  | 66.7 | (39) |  |  |
|  | 2019: | 60.5 | (81) | 46.3 | (41) | 64.2 | (81) |  |  |
|  | Change: | -13.9 |  |  |  | -2.5 |  |  |  |
| English Learner | 2018: | 64.3 | (14) |  |  | 64.3 | (14) |  |  |
|  | 2019: | 62.1 | (29) | 42.9 | (14) | 65.5 | (29) |  |  |
|  | Change: | -2.2 |  |  |  | 1.2 |  |  |  |
| Special Education | 2018: | * | (5) |  |  | * | (5) |  |  |
|  | 2019: | 43.8 | (16) | 16.7 | (6) | 43.8 | (16) |  |  |
|  | Change: | * |  |  |  | * |  |  |  |

[^13]
[^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]:    $(N)=$ 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]:    $(\mathrm{N})=$ 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.

[^7]:    $(\mathrm{N})=$ 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.

[^8]:    $\mathrm{N})=$ 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.

[^9]:    $(\mathrm{N})=$ 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.

[^10]:    $(\mathrm{N})=$ 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.

[^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]:    $(N)=$ 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]:    $(N)=$ 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.

