POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22
W.W. SAMUELL FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 21.9 | (634) |  | 22.5 | (636) |  |  |
|  | 2022: | 31.1 | (607) |  | 34.2 | (605) |  |  |
|  | Change: | 9.2 |  |  | 11.7 |  |  |  |
| African American | 2021: | 13.6 | (118) |  | 11.0 | (118) |  |  |
|  | 2022: | 24.0 | (100) |  | 8.1 | (99) |  |  |
|  | Change: | 10.4 |  |  | -2.9 |  |  |  |
| Hispanic | 2021: | 23.8 | (505) |  | 25.0 | (507) |  |  |
|  | 2022: | 32.9 | (492) |  | 39.9 | (491) |  |  |
|  | Change: | 9.1 |  |  | 14.9 |  |  |  |
| White | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | 28.6 | (7) |  | 28.6 | (7) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 22.0 | (604) |  | 22.8 | (605) |  |  |
|  | 2022: | 30.2 | (563) |  | 33.9 | (561) |  |  |
|  | Change: | 8.2 |  |  | 11.1 |  |  |  |
| English Learner | 2021: | 24.9 | (397) |  | 27.8 | (399) |  |  |
|  | 2022: | 31.8 | (384) |  | 42.6 | (383) |  |  |
|  | Change: | 6.9 |  |  | 14.8 |  |  |  |
| Special Education | 2021: | 8.2 | (61) |  | 13.1 | (61) |  |  |
|  | 2022: | 6.6 | (91) |  | 8.9 | (90) |  |  |
|  | Change: | -1.6 |  |  | -4.2 |  |  |  |



[^0]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE:
Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

## W.W. SAMUELL FEEDER GROUP

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 43.3 | (640) |  | 40.0 | (642) | 12.7 | (636) |  |
|  | 2022: | 42.6 | (577) |  | 45.1 | (579) | 24.2 | (579) |  |
|  | Change: | -0.7 |  |  | 5.1 |  | 11.5 |  |  |
| African American | 2021: | 20.6 | (107) |  | 16.5 | (109) | 8.4 | (107) |  |
|  | 2022: | 38.4 | (86) |  | 27.9 | (86) | 10.5 | (86) |  |
|  | Change: | 17.8 |  |  | 11.4 |  | 2.1 |  |  |
| Hispanic | 2021: | 48.0 | (519) |  | 45.3 | (519) | 13.8 | (515) |  |
|  | 2022: | 43.9 | (471) |  | 48.8 | (473) | 26.8 | (473) |  |
|  | Change: | -4.1 |  |  | 3.5 |  | 13.0 |  |  |
| White | 2021: |  | (5) |  | * | (5) | * | (5) |  |
|  | 2022: | 30.0 | (10) |  | 40.0 | (10) | 10.0 | (10) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 43.5 | (611) |  | 39.5 | (613) | 12.5 | (608) |  |
|  | 2022: | 41.9 | (540) |  | 44.8 | (542) | 23.8 | (542) |  |
|  | Change: | -1.6 |  |  | 5.3 |  | 11.3 |  |  |
| English Learner | 2021: | 51.3 | (388) |  | 47.2 | (390) | 14.0 | (386) |  |
|  | 2022: | 39.1 | (353) |  | 48.2 | (355) | 24.8 | (355) |  |
|  | Change: | -12.2 |  |  | 1.0 |  | 10.8 |  |  |
| Special Education | 2021: | 7.6 | (79) |  | 11.3 | (80) | 3.8 | (80) |  |
|  | 2022: | 11.8 | (68) |  | 11.8 | (68) | 5.9 | (68) |  |
|  | Change: | 4.2 |  |  | 0.5 |  | 2.1 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 11.8 | (500) |  | 18.8 | (506) |  |  |
|  | 2022: | 24.8 | (435) |  | 23.2 | (436) |  |  |
|  | Change: | 13.0 |  |  | 4.4 |  |  |  |
| African American | 2021: | 6.9 | (72) |  | 12.3 | (73) |  |  |
|  | 2022: | 19.1 | (47) |  | 8.3 | (48) |  |  |
|  | Change: | 12.2 |  |  | -4.0 |  |  |  |
| Hispanic | 2021: | 12.5 | (415) |  | 20.3 | (419) |  |  |
|  | 2022: | 25.3 | (380) |  | 24.7 | (380) |  |  |
|  | Change: | 12.8 |  |  | 4.4 |  |  |  |
| White | 2021: | * | (5) |  | 0.0 | (6) |  |  |
|  | 2022: | * | (4) |  |  | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 11.3 | (450) |  | 18.4 | (457) |  |  |
|  | 2022: | 25.9 | (386) |  | 24.3 | (387) |  |  |
|  | Change: | 14.6 |  |  | 5.9 |  |  |  |
| English Learner | 2021: | 11.2 | (331) |  | 21.7 | (336) |  |  |
|  | 2022: | 24.0 | (287) |  | 23.3 | (287) |  |  |
|  | Change: | 12.8 |  |  | 1.6 |  |  |  |
| Special Education | 2021: | 0.0 | (57) |  | 3.3 | (61) |  |  |
|  | 2022: | 0.0 | (65) |  | 6.2 | (65) |  |  |
|  | Change: | 0.0 |  |  | 2.9 |  |  |  |

[^1]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

All Students Tested at Location
Percentage Meeting Grade Level or better

MEETS GRADE LEVEL 6/22/22

## W.W. SAMUELL FEEDER GROUP



| Grade 8 |  | Reading |  | Writing | Mathematics ${ }^{\dagger}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 22.4 | (478) |  | 19.2 | (463) | 13.7 | (459) | 6.7 | (480) |
|  | 2022: | 34.1 | (469) |  | 27.0 | (430) | 23.2 | (457) | 14.7 | (469) |
|  | Change: | 11.7 |  |  | 7.8 |  | 9.5 |  | 8.0 |  |
| African American | 2021: | 16.7 | (66) |  | 5.4 | (56) | 5.8 | (52) | 4.7 | (64) |
|  | 2022: | 29.8 | (57) |  | 17.5 | (57) | 17.5 | (63) | 10.5 | (57) |
|  | Change: | 13.1 |  |  | 12.1 |  | 11.7 |  | 5.8 |  |
| Hispanic | 2021: | 23.2 | (401) |  | 21.8 | (390) | 14.7 | (394) | 6.7 | (405) |
|  | 2022: | 34.5 | (394) |  | 29.1 | (361) | 24.6 | (378) | 15.5 | (394) |
|  | Change: | 11.3 |  |  | 7.3 |  | 9.9 |  | 8.8 |  |
| White | 2021: | * | (4) |  | 0.0 | (8) | * | (4) | * | (4) |
|  | 2022: | 40.0 | (10) |  |  | (5) | 20.0 | (10) | 10.0 | (10) |
|  | Change: | * |  |  | * |  | * |  | * |  |
| Economically Disadvantaged | 2021: | 22.2 | (432) |  | 19.7 | (421) | 14.6 | (418) | 6.9 | (435) |
|  | 2022: | 34.6 | (416) |  | 27.7 | (372) | 24.2 | (397) | 15.6 | (416) |
|  | Change: | 12.4 |  |  | 8.0 |  | 9.6 |  | 8.7 |  |
| English Learner | 2021: | 21.5 | (312) |  | 20.5 | (307) | 13.6 | (309) | 5.4 | (314) |
|  | 2022: | 32.0 | (316) |  | 29.6 | (287) | 23.8 | (307) | 14.2 | (316) |
|  | Change: | 10.5 |  |  | 9.1 |  | 10.2 |  | 8.8 |  |
| Special Education | 2021: | 0.0 | (53) |  | 1.9 | (52) | 3.8 | (53) | 2.0 | (51) |
|  | 2022: | 12.0 | (50) |  | 4.5 | (44) | 2.0 | (49) | 0.0 | (50) |
|  | Change: | 12.0 |  |  | 2.6 |  | -1.8 |  | -2.0 |  |

[^2]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
W.W. SAMUELL FEEDER GROUP

| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 24.0 | $(3,319)$ | 10.1 | $(1,069)$ | $\begin{aligned} & \hline 25.4 \\ & 31.7 \end{aligned}$ | $\begin{aligned} & (3,139) \\ & (3,025) \end{aligned}$ | $\begin{aligned} & 13.2 \\ & 23.7 \end{aligned}$ | $\begin{aligned} & (1,095) \\ & (1,036) \end{aligned}$ | $\begin{array}{r} 6.7 \\ 14.7 \end{array}$ | $\begin{aligned} & (480) \\ & (469) \end{aligned}$ |
|  | 2022: | 33.4 | $(3,190)$ |  |  |  |  |  |  |  |  |
|  | Change: | 9.4 |  |  |  | 6.3 |  | 10.5 |  | 8.0 |  |
| African American | 2021: | 14.1 | (512) | 4.0 | (151) | 10.1 | (495) | 7.5 $(159)$ <br> 13.4 $(149)$ <br> 5.9  |  | $\begin{array}{r} 4.7 \\ 10.5 \end{array}$ | $\begin{aligned} & \hline(64) \\ & (57) \end{aligned}$ |
|  | 2022: | 28.2 | (461) |  |  | 14.5 | (449) |  |  |  |  |  |
|  | Change: | 14.1 |  |  |  | 4.4 |  |  |  | 5.8 |  |
| Hispanic | 2021: | 25.8 | $(2,725)$ | 11.0 | (884) | 28.6 | $(2,560)$ | 14.2 | (909) | 6.7 | (405) |
|  | 2022: | 34.4 | $(2,649)$ |  |  | 35.2 | $(2,503)$ | 25.9 | (851) | 15.5 | (394) |
|  | Change: | 8.6 |  |  |  | 6.6 |  | 11.7 |  | 8.8 |  |
| White | 2021: | 23.7 | (38) | 15.0 | (20) | 18.4 | (38) | 0.0 | (9) | * | (4) |
|  | 2022: | 31.0 | (42) |  |  | 18.9 | (37) | 15.0 | (20) | 10.0 | (10) |
|  | Change: | 7.3 |  |  |  | 0.5 |  | 15.0 |  | * |  |
| Economically Disadvantaged | 2021: | 24.1 | $(3,086)$ | 10.1 | (994) | 25.4 | $(2,928)$ | 13.4 | $(1,026)$ | 6.9 | (435) |
|  | 2022: | 32.9 | $(2,887)$ |  |  |  | $(2,744)$ | 24.0 | (939) | 15.6 | (416) |
|  | Change: | 8.8 |  |  |  | 6.7 |  | 10.6 |  | 8.7 |  |
| English Learner | 2021: | 25.4 | $(2,113)$ | 10.1 | (691) | 29.5 | $(1,990)$ | 13.8 | (695) | 5.4 | (314) |
|  | 2022: | 31.9 | $(2,055)$ |  |  |  | $(1,938)$ | 24.3 | (662) | 14.2 | (316) |
|  | Change: | 6.5 |  |  |  | 6.3 |  | 10.5 |  | 8.8 |  |
| Special Education | 2021: | 3.8 | (346) | 2.9 | (104) | 7.1 | (352) | 3.8 | (133) | 2.0 | (51) |
|  | 2022: |  | (415) |  |  | 8.4 | (407) | 4.30.5 |  | -2.0 (50) |  |
|  | Change: | 2.7 |  |  |  | 1.3 |  |  |  |  |  |  |  |

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

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

52 - PIEDMONT G.L.O.B.A.L. ACADEMY [Feeds to: SAMUELL]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 12.8 | (273) |  | 18.2 | (274) |  |  |
|  | 2022: | 22.8 | (254) |  | 21.3 | (254) |  |  |
|  | Change: | 10.0 |  |  | 3.1 |  |  |  |
| African American | 2021: | 3.7 | (27) |  | 7.4 | (27) |  |  |
|  | 2022: | 10.5 | (19) |  | 5.3 | (19) |  |  |
|  | Change: | 6.8 |  |  | -2.1 |  |  |  |
| Hispanic | 2021: | 13.8 | (240) |  | 19.5 | (241) |  |  |
|  | 2022: | 23.9 | (230) |  | 22.6 | (230) |  |  |
|  | Change: | 10.1 |  |  | 3.1 |  |  |  |
| White | 2021: |  | (1) |  |  | (1) |  |  |
|  | 2022: |  |  |  |  | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 12.6 | (238) |  | 17.5 | (240) |  |  |
|  | 2022: | 23.4 | (218) |  | 22.9 | (218) |  |  |
|  | Change: | 10.8 |  |  | 5.4 |  |  |  |
| English Learner | 2021: | 12.2 | (189) |  | 22.1 | (190) |  |  |
|  | 2022: | 24.1 | (174) |  | 21.3 | (174) |  |  |
|  | Change: | 11.9 |  |  | -0.8 |  |  |  |
| Special Education | 2021: | 0.0 | (28) |  | 0.0 | (30) |  |  |
|  | 2022: | 0.0 | (36) |  | 8.3 | (36) |  |  |
|  | Change: | 0.0 |  |  | 8.3 |  |  |  |



[^4]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

## 52 - PIEDMONT G.L.O.B.A.L. ACADEMY [Feeds to: SAMUELL]

| Grade 8 |  | Reading |  | Writing | Mathematics $\dagger$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 23.7 | (262) |  | 21.6 | (227) | 8.8 | (238) | 4.5 | (264) |
|  | 2022: | 37.2 | (239) |  | 27.0 | (215) | 13.9 | (231) | 11.7 | (239) |
|  | Change: | 13.5 |  |  | 5.4 |  | 5.1 |  | 7.2 |  |
| African American | 2021: | 27.6 | (29) |  | 9.5 | (21) | 4.8 | (21) | 0.0 | (30) |
|  | 2022: | 42.1 | (19) |  | 17.6 | (17) | 10.5 | (19) | 5.3 | (19) |
|  | Change: | 14.5 |  |  | 8.1 |  | 5.7 |  | 5.3 |  |
| Hispanic | 2021: | 23.5 | (230) |  | 23.6 | (199) | 9.3 | (214) | 5.2 | (231) |
|  | 2022: | 36.8 | (212) |  | 28.0 | (193) | 14.7 | (204) | 12.7 | (212) |
|  | Change: | 13.3 |  |  | 4.4 |  | 5.4 |  | 7.5 |  |
| White | 2021: | * | (1) |  |  | (5) | * | (1) |  | (1) |
|  | 2022: | 50.0 | (6) |  |  | (2) | 0.0 | (6) | 0.0 | (6) |
|  | Change: | * |  |  | * |  | * |  | * |  |
| Economically Disadvantaged | 2021: | 22.9 | (227) |  | 22.7 | (198) | 10.0 | (209) | 4.8 | (230) |
|  | 2022: | 38.3 | (206) |  | 27.4 | (179) | 13.7 | (190) | 13.1 | (206) |
|  | Change: | 15.4 |  |  | 4.7 |  | 3.7 |  | 8.3 |  |
| English Learner | 2021: | 21.1 | (166) |  | 24.5 | (155) | 10.1 | (168) | 3.6 | (166) |
|  | 2022: | 35.3 | (170) |  | 28.1 | (146) | 12.0 | (158) | 12.9 | (170) |
|  | Change: | 14.2 |  |  | 3.6 |  | 1.9 |  | 9.3 |  |
| Special Education | 2021: | 0.0 | (28) |  | 3.7 | (27) | 0.0 | (26) | 0.0 | (26) |
|  | 2022: | 20.0 | (25) |  | 0.0 | (20) | 0.0 | (24) | 0.0 | (25) |
|  | Change: | 20.0 |  |  | -3.7 |  | 0.0 |  | 0.0 |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 17.6 | (779) | 7.7 | (248) | 16.019.7 | $\begin{aligned} & \text { (648) } \\ & \text { (649) } \end{aligned}$ | $\begin{array}{r} 8.8 \\ 13.9 \end{array}$ | $\begin{aligned} & (238) \\ & (231) \end{aligned}$ | $\begin{array}{r} 4.5 \\ 11.7 \end{array}$ | $\begin{aligned} & \hline(264) \\ & (239) \end{aligned}$ |
|  | 2022: | 30.4 | (757) |  |  |  |  |  |  |  |  |
|  | Change: | 12.8 |  |  |  | 3.7 |  | 5.1 |  | 7.2 |  |
| African American | 2021: | 12.5 | (80) | 7.7 | (26) | 5.8 | (69) | 4.8 | (21) | 0.0 | (30) |
|  | 2022: | 23.4 | (64) |  |  | 8.8 | (57) | 10.5 | (19) | 5.3 | (19) |
|  | Change: | 10.9 |  |  |  | 3.0 |  | 5.7 |  | 5.3 |  |
| Hispanic | 2021: | 18.3 | (684) | 7.9 | (216) | 17.6 | $\begin{aligned} & \hline(564) \\ & (578) \end{aligned}$ | $\begin{array}{r} 9.3 \\ 14.7 \end{array}$ | $\begin{aligned} & \hline(214) \\ & (204) \end{aligned}$ | $\begin{array}{r} 5.2 \\ 12.7 \end{array}$ | $\begin{aligned} & (231) \\ & (212) \end{aligned}$ |
|  | 2022: | 31.1 | (675) |  |  | 20.9 |  |  |  |  |  |
|  | Change: | 12.8 |  |  |  | 3.3 |  | 5.4 |  | 7.5 |  |
| White | 2021: | 16.7 | (6) | * | (4) | 0.0 | (6) | * | (1) | * | (1) |
|  | 2022: | 33.3 | (12) |  |  | 0.0 | (8) | 0.0 | (6) | 0.0 | (6) |
|  | Change: | 16.6 |  |  |  | 0.0 |  | * |  | * |  |
| Economically Disadvantaged | 2021: | 17.4 | (679) | 8.2 | (219) | 16.0 | (568) | 10.0 | (209) | 4.8 | (230) |
|  | 2022: | 29.4 | (633) |  |  | 20.1 | (543) | 13.7 | (190) | 13.1 | (206) |
|  | Change: | 12.0 |  |  |  | 4.1 |  | 3.7 |  | 8.3 |  |
| English Learner | 2021: | 16.3 | (523) | 8.0 | (175) | 19.2 | (438) | 10.1 | (168) | 3.6 | (166) |
|  | 2022: | 30.0 | (524) |  |  | 20.1 | (442) | 12.0 | (158) | 12.9 | (170) |
|  | Change: | 13.7 |  |  |  | 0.9 |  | 1.9 |  | 9.3 |  |
| Special Education | 2021: | $\begin{aligned} & 0.0 \\ & 7.1 \end{aligned}$ | (74) | 4.3 | (23) | 1.3 | (76) | 0.0 | (26) | 0.0 | (26) |
|  | 2022: |  |  |  |  | 5.1 | (79) | 0.0 (24) |  | 0.00.0 |  |
|  | Change: | 7.1 |  |  |  | 3.8 |  |  |  |  |  |  |  |

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

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

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

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 7.6 | (92) |  | 7.5 | (93) |  |  |
|  | 2022: | 31.8 | (66) |  | 36.9 | (65) |  |  |
|  | Change: | 24.2 |  |  | 29.4 |  |  |  |
| African American | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 8.0 | (88) |  | 7.9 | (89) |  |  |
|  | 2022: | 30.2 | (63) |  | 37.1 | (62) |  |  |
|  | Change: | 22.2 |  |  | 29.2 |  |  |  |
| White | 2021: |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 7.9 | (89) |  | 7.8 | (90) |  |  |
|  | 2022: | 28.8 | (59) |  | 34.5 | (58) |  |  |
|  | Change: | 20.9 |  |  | 26.7 |  |  |  |
| English Learner | 2021: | 4.5 | (66) |  | 4.5 | (66) |  |  |
|  | 2022: | 31.7 | (41) |  | 42.5 | (40) |  |  |
|  | Change: | 27.2 |  |  | 38.0 |  |  |  |
| Special Education | 2021: | 0.0 | (8) |  | 12.5 | (8) |  |  |
|  | 2022: | 0.0 | (9) |  | 0.0 | (9) |  |  |
|  | Change: | 0.0 |  |  | -12.5 |  |  |  |



[^6]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

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

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 31.7 | (101) |  | 25.7 | (101) | 7.9 | (101) |  |
|  | 2022: | 22.4 | (67) |  | 18.8 | (69) | 5.8 | (69) |  |
|  | Change: | -9.3 |  |  | -6.9 |  | -2.1 |  |  |
| African American | 2021: | * | (4) |  | * | (4) |  | (4) |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 33.3 | (93) |  | 28.0 | (93) | 8.6 | (93) |  |
|  | 2022: | 23.1 | (65) |  | 19.4 | (67) | 6.0 | (67) |  |
|  | Change: | -10.2 |  |  | -8.6 |  | -2.6 |  |  |
| White | 2021: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 32.0 | (100) |  | 26.0 | (100) | 8.0 | (100) |  |
|  | 2022: | 22.6 | (62) |  | 18.8 | (64) | 6.3 | (64) |  |
|  | Change: | -9.4 |  |  | -7.2 |  | -1.7 |  |  |
| English Learner | 2021: | 35.7 | (70) |  | 27.1 | (70) | 7.1 | (70) |  |
|  | 2022: | 21.7 | (46) |  | 12.5 | (48) | 6.3 | (48) |  |
|  | Change: | -14.0 |  |  | -14.6 |  | -0.8 |  |  |
| Special Education | 2021: | 6.3 | (16) |  | 0.0 | (16) | 0.0 | (16) |  |
|  | 2022: | 10.0 | (10) |  | 20.0 | (10) | 10.0 | (10) |  |
|  | Change: | 3.7 |  |  | 20.0 |  | 10.0 |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 17.0 | (265) | 4.2 | (72) | 16.5 | (266) | 7.9 | (101) |  |
|  | 2022: | 26.7 | (221) |  |  | 29.6 | (223) | 5.8 | (69) |  |
|  | Change: | 9.7 |  |  |  | 13.1 |  | -2.1 |  |  |
| African American | 2021: | 0.0 | (8) |  |  | 0.0 | (8) | * | (4) |  |
|  | 2022: | * | (4) |  |  |  | (4) | * | (1) |  |
|  | Change: | * |  |  |  | * |  | * |  |  |
| Hispanic | 2021: | 17.5 | (252) | 4.2 | (71) | 17.4 | (253) | 8.6 | (93) |  |
|  | 2022: | 26.8 | (213) |  |  | 30.2 | (215) | 6.0 | (67) |  |
|  | Change: | 9.3 |  |  |  | 12.8 |  | -2.6 |  |  |
| White | 2021: | * | (3) | * | (1) | * | (3) | * | (2) |  |
|  | 2022: | * | (3) |  |  |  | (3) | * | (1) |  |
|  | Change: | * |  |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 17.5 | (257) | 2.9 | (68) | 16.7 | (258) | 8.0 | (100) |  |
|  | 2022: | 26.9 | (201) |  |  | 28.6 | (203) | 6.3 | (64) |  |
|  | Change: | 9.4 |  |  |  | 11.9 |  | -1.7 |  |  |
| English Learner | 2021: | 17.2 | (186) | 4.0 | (50) | 15.6 | (186) | 7.1 | (70) |  |
|  | 2022: | 26.0 | (150) |  |  | 30.5 | (151) | 6.3 | (48) |  |
|  | Change: | 8.8 |  |  |  | 14.9 |  | -0.8 |  |  |
| Special Education | 2021: | 3.2 | (31) | 0.0 | (7) | 6.5 | (31) | 0.0 | (16) |  |
|  | 2022: | 6.9 | (29) |  |  | 13.8 | (29) | 10.0 | (10) |  |
|  | Change: | 3.7 |  |  |  | 7.3 |  | 10.0 |  |  |

[^7]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

## 110 - ANNIE WEBB BLANTON ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 31.8 | (88) |  | 30.7 | (88) |  |  |
|  | 2022: | 44.9 | (69) |  | 65.2 | (69) |  |  |
|  | Change: | 13.1 |  |  | 34.5 |  |  |  |
| African American | 2021: | 10.0 | (10) |  | 0.0 | (10) |  |  |
|  | 2022: | 16.7 | (6) |  | 0.0 | (6) |  |  |
|  | Change: | 6.7 |  |  | 0.0 |  |  |  |
| Hispanic | 2021: | 33.8 | (74) |  | 35.1 | (74) |  |  |
|  | 2022: | 48.4 | (62) |  | 71.0 | (62) |  |  |
|  | Change: | 14.6 |  |  | 35.9 |  |  |  |
| White | 2021: |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 32.1 | (84) |  | 32.1 | (84) |  |  |
|  | 2022: | 41.3 | (63) |  | 65.1 | (63) |  |  |
|  | Change: | 9.2 |  |  | 33.0 |  |  |  |
| English Learner | 2021: | 37.5 | (56) |  | 41.1 | (56) |  |  |
|  | 2022: | 51.0 | (51) |  | 74.5 | (51) |  |  |
|  | Change: | 13.5 |  |  | 33.4 |  |  |  |
| Special Education | 2021: | 33.3 | (6) |  | 33.3 | (6) |  |  |
|  | 2022: | 16.7 | (12) |  | 41.7 | (12) |  |  |
|  | Change: | -16.6 |  |  | 8.4 |  |  |  |



[^8]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

## 110 - ANNIE WEBB BLANTON ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 54.1 | (85) |  | 50.6 | (85) | 11.8 | (85) |  |
|  | 2022: | 43.8 | (64) |  | 64.1 | (64) | 25.0 | (64) |  |
|  | Change: | -10.3 |  |  | 13.5 |  | 13.2 |  |  |
| African American | 2021: | 22.2 | (9) |  | 22.2 | (9) | 11.1 | (9) |  |
|  | 2022: | * | (5) |  | * | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 59.7 | (72) |  | 56.9 | (72) | 12.5 | (72) |  |
|  | 2022: | 42.9 | (56) |  | 67.9 | (56) | 23.2 | (56) |  |
|  | Change: | -16.8 |  |  | 11.0 |  | 10.7 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 54.9 | (82) |  | 50.0 | (82) | 11.0 | (82) |  |
|  | 2022: | 42.6 | (61) |  | 62.3 | (61) | 26.2 | (61) |  |
|  | Change: | -12.3 |  |  | 12.3 |  | 15.2 |  |  |
| English Learner | 2021: | 62.3 | (53) |  | 60.4 | (53) | 15.1 | (53) |  |
|  | 2022: | 39.5 | (38) |  | 73.7 | (38) | 21.1 | (38) |  |
|  | Change: | -22.8 |  |  | 13.3 |  | 6.0 |  |  |
| Special Education | 2021: | 8.3 | (12) |  | 8.3 | (12) | 0.0 | (12) |  |
|  | 2022: | * |  |  | * |  | * |  |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 40.9 | (230) | 22.8 | (57) | 45.0 $(231)$ <br> 64.8 $(219)$ |  | $\begin{aligned} & 11.8 \\ & 25.0 \end{aligned}$ | $\begin{aligned} & \hline(85) \\ & (64) \end{aligned}$ |  |
|  | 2022: | 43.8 | (219) |  |  |  |  |  |  |  |
|  | Change: | 2.9 |  |  |  | 19.8 |  | 13.2 |  |  |
| African American | 2021: | 17.2 | (29) | 10.0 | (10) | 24.1 | (29) | 11.1 |  |  |
|  | 2022: | 33.3 | (21) |  |  | 38.1 | (21) | * | (5) |  |
|  | Change: | 16.1 |  |  |  | 14.0 |  | * |  |  |
| Hispanic | 2021: | 45.3 | (190) | 27.3 | (44) | 50.3 | (191) | 12.5 | (72) |  |
|  | 2022: | 45.1 | (193) |  |  | 68.9 | (193) | 23.2 | (56) |  |
|  | Change: | -0.2 |  |  |  | 18.6 |  | 10.7 |  |  |
| White | 2021: | * | (2) | * | (2) |  | (2) | * | (1) |  |
|  | 2022: |  | (2) |  |  |  | (2) |  |  |  |
|  | Change: |  |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2021: | 41.4 | (220) | 22.2 | (54) | 45.2 | $\begin{aligned} & (221) \\ & (205) \end{aligned}$ | $11.0$ | (82) <br> (61) |  |
|  | 2022: | 42.9 (205) |  |  |  | 64.4 |  |  |  |  |
|  | Change: |  |  |  |  | 19.2 |  | 15.2 |  |  |
| English Learner | 2021: | 46.8 | (139) | 20.0 | (30) | 53.2 | (139) | 15.1 | (53) |  |
|  | 2022: | 43.9 | (148) |  |  | 71.6 | (148) | 21.1 | (38) |  |
|  | Change: | -2.9 |  |  |  | 18.4 |  | 6.0 |  |  |
| Special Education | 2021: | 15.0 | (20) | * | (2) | 15.0 | (20) | 0.0 | (12) |  |
|  | 2022: | 12.0 | (25) |  |  | 36.0 | (25) | * | (4) |  |
|  | Change: | -3.0 |  |  |  | 21.0 |  | * |  |  |

[^9]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

156 - NATHANIEL HAWTHORNE ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 3 |  | Reading |  | Writing | Mathe | tics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 20.9 | (43) |  | 16.3 | (43) |  |  |
|  | 2022: | 33.3 | (48) |  | 31.3 | (48) |  |  |
|  | Change: | 12.4 |  |  | 15.0 |  |  |  |
| African American | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (2) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 21.4 | (42) |  | 16.7 | (42) |  |  |
|  | 2022: | 35.6 | (45) |  | 33.3 | (45) |  |  |
|  | Change: | 14.2 |  |  | 16.6 |  |  |  |
| White | 2021: |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 17.5 | (40) |  | 17.5 | (40) |  |  |
|  | 2022: | 33.3 | (45) |  | 31.1 | (45) |  |  |
|  | Change: | 15.8 |  |  | 13.6 |  |  |  |
| English Learner | 2021: | 25.8 | (31) |  | 19.4 | (31) |  |  |
|  | 2022: | 38.2 | (34) |  | 38.2 | (34) |  |  |
|  | Change: | 12.4 |  |  | 18.8 |  |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | 14.3 | (7) |  | 14.3 | (7) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^10]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

156 - NATHANIEL HAWTHORNE ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 61.4 | (57) |  | 54.4 | (57) | 21.4 | (56) |  |
|  | 2022: | 42.6 | (47) |  | 48.9 | (47) | 36.2 | (47) |  |
|  | Change: | -18.8 |  |  | -5.5 |  | 14.8 |  |  |
| African American | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (2) |  | * | (2) | * | (2) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Hispanic | 2021: | 61.4 | (57) |  | 54.4 | (57) | 21.4 | (56) |  |
|  | 2022: | 45.5 | (44) |  | 52.3 | (44) | 38.6 | (44) |  |
|  | Change: | -15.9 |  |  | -2.1 |  | 17.2 |  |  |
| Economically Disadvantaged | 2021: | 62.3 | (53) |  | 54.7 | (53) | 22.6 | (53) |  |
|  | 2022: | 39.5 | (43) |  | 48.8 | (43) | 37.2 | (43) |  |
|  | Change: | -22.8 |  |  | -5.9 |  | 14.6 |  |  |
| English Learner | 2021: | 66.7 | (48) |  | 56.3 | (48) | 23.4 | (47) |  |
|  | 2022: | 33.3 | (33) |  | 48.5 | (33) | 36.4 | (33) |  |
|  | Change: | -33.4 |  |  | -7.8 |  | 13.0 |  |  |
| Special Education | 2021: | 10.0 | (10) |  | 30.0 | (10) | 0.0 | (10) |  |
|  | 2022: | 10.0 | (10) |  | 20.0 | (10) | 10.0 | (10) |  |
|  | Change: | 0.0 |  |  | -10.0 |  | 10.0 |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 34.7 | (150) | 6.1 | (49) | 37.3 | (150) | 21.4 | (56) |  |
|  | 2022: | 39.9 | (138) |  |  | 40.6 | (138) | 36.2 | (47) |  |
|  | Change: | 5.2 |  |  |  | 3.3 |  | 14.8 |  |  |
| African American | 2021: |  | (3) | * | (2) |  | (3) |  |  |  |
|  | 2022: | * |  |  |  |  | (5) | * | (2) |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Hispanic | 2021: | 35.2 | (145) | 4.4 | (45) | 37.9 | (145) | 21.4 | (56) |  |
|  | 2022: | 42.0 | (131) |  |  | 42.7 | (131) | 38.6 | (44) |  |
|  | Change: | 6.8 |  |  |  | 4.8 |  | 17.2 |  |  |
| White | 2021: | * | (2) | * | (2) |  | (2) |  |  |  |
|  | 2022: | * | (1) |  |  |  | (1) |  |  |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2021: | 33.1 | (139) | 4.4 | (45) | 36.7 | (139) | 22.6 | (53) |  |
|  | 2022: | 39.5 | (129) |  |  | 41.1 | (129) | 37.2 | (43) |  |
|  | Change: | 6.4 |  |  |  | 4.4 |  | 14.6 |  |  |
| English Learner | 2021: | 39.3 | (112) | 6.3 | (32) | 40.2 | (112) | 23.4 | (47) |  |
|  | 2022: | 37.8 | (98) |  |  | 43.9 | (98) | 36.4 | (33) |  |
|  | Change: | -1.5 |  |  |  | 3.7 |  | 13.0 |  |  |
| Special Education | 2021: | 10.0 | (20) | 16.7 | (6) | 45.0 | (20) | 0.0 | (10) |  |
|  | 2022: | 11.5 |  |  |  | 19.2 | (26) | 10.0 | (10) |  |
|  | Change: | 1.5 |  |  |  | -25.8 |  | 10.0 |  |  |

[^11]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

161 - SYLVIA MENDEZ (CREW) LEADERSHIP ACADEMY [Feeds to: PIEDMONT > SAMUELL]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 17.4 | (69) |  | 24.6 | (69) |  |  |
|  | 2022: | 17.3 | (52) |  | 26.9 | (52) |  |  |
|  | Change: | -0.1 |  |  | 2.3 |  |  |  |
| African American | 2021: | 0.0 | (10) |  | 0.0 | (10) |  |  |
|  | 2022: | * | (3) |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 21.1 | (57) |  | 29.8 | (57) |  |  |
|  | 2022: | 18.8 | (48) |  | 29.2 | (48) |  |  |
|  | Change: | -2.3 |  |  | -0.6 |  |  |  |
| Economically Disadvantaged | 2021: | 17.2 | (64) |  | 23.4 | (64) |  |  |
|  | 2022: | 12.8 | (47) |  | 25.5 | (47) |  |  |
|  | Change: | -4.4 |  |  | 2.1 |  |  |  |
| English Learner | 2021: | 25.0 | (44) |  | 31.8 | (44) |  |  |
|  | 2022: | 17.1 | (41) |  | 29.3 | (41) |  |  |
|  | Change: | -7.9 |  |  | -2.5 |  |  |  |
| Special Education | 2021: | 0.0 | (8) |  | 12.5 | (8) |  |  |
|  | 2022: | 0.0 | (9) |  | 0.0 | (9) |  |  |
|  | Change: | 0.0 |  |  | -12.5 |  |  |  |



[^12]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

161 - SYLVIA MENDEZ (CREW) LEADERSHIP ACADEMY [Feeds to: PIEDMONT > SAMUELL]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 37.0 | (54) |  | 50.0 | (54) | 16.7 | (54) |  |
|  | 2022: | 40.0 | (60) |  | 48.3 | (60) | 23.3 | (60) |  |
|  | Change: | 3.0 |  |  | -1.7 |  | 6.6 |  |  |
| African American | 2021: | 28.6 | (7) |  | 14.3 | (7) | 0.0 | (7) |  |
|  | 2022: | 16.7 | (6) |  | 33.3 | (6) | 0.0 | (6) |  |
|  | Change: | -11.9 |  |  | 19.0 |  | 0.0 |  |  |
| Hispanic | 2021: | 37.8 | (45) |  | 55.6 | (45) | 20.0 | (45) |  |
|  | 2022: | 43.4 | (53) |  | 50.9 | (53) | 26.4 | (53) |  |
|  | Change: | 5.6 |  |  | -4.7 |  | 6.4 |  |  |
| Economically Disadvantaged | 2021: | 38.5 | (52) |  | 50.0 | (52) | 17.3 | (52) |  |
|  | 2022: | 38.6 | (57) |  | 47.4 | (57) | 21.1 | (57) |  |
|  | Change: | 0.1 |  |  | -2.6 |  | 3.8 |  |  |
| English Learner | 2021: | 41.7 | (36) |  | 52.8 | (36) | 19.4 | (36) |  |
|  | 2022: | 42.2 | (45) |  | 48.9 | (45) | 24.4 | (45) |  |
|  | Change: | 0.5 |  |  | -3.9 |  | 5.0 |  |  |
| Special Education | 2021: | 22.2 | (9) |  | 22.2 | (9) | 0.0 | (9) |  |
|  | 2022: | * |  |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 21.5 | (195) | 5.6 | (71) | 35.9 | (195) | 16.7 | (54) |  |
|  | 2022: | 26.0 | (177) |  |  | 39.0 | (177) | 23.3 | (60) |  |
|  | Change: | 4.5 |  |  |  | 3.1 |  | 6.6 |  |  |
| African American | 2021: | 12.5 | (24) | 0.0 | (8) | 8.3 | (24) | 0.0 | (7) |  |
|  | 2022: | 6.7 | (15) |  |  | 20.0 | (15) | 0.0 | (6) |  |
|  | Change: | -5.8 |  |  |  | 11.7 |  | 0.0 |  |  |
| Hispanic | 2021: | 22.7 | (163) | 6.7 | (60) | 40.5 | (163) | 20.0 | (45) |  |
|  | 2022: | 28.1 | (160) |  |  | 41.3 | (160) | 26.4 | (53) |  |
|  | Change: | 5.4 |  |  |  | 0.8 |  | 6.4 |  |  |
| Economically Disadvantaged | 2021: | 21.5 | (181) | 4.5 | (66) | 34.8 | (181) | 17.3 | (52) |  |
|  | 2022: | 24.1 | (162) |  |  | 37.7 | (162) | 21.1 | (57) |  |
|  | Change: | 2.6 |  |  |  | 2.9 |  | 3.8 |  |  |
| English Learner | 2021: | 25.6 | (133) | 7.4 | (54) | 40.6 | (133) | 19.4 | (36) |  |
|  | 2022: | 26.3 | (133) |  |  | 40.6 | (133) | 24.4 | (45) |  |
|  | Change: | 0.7 |  |  |  | 0.0 |  | 5.0 |  |  |
| Special Education | 2021: | 9.1 | (22) | 0.0 | (6) | 13.6 | (22) | 0.0 | (9) |  |
|  | 2022: | 4.8 | (21) |  |  |  | (21) | * | (4) |  |
|  | Change: | -4.3 |  |  |  | -4.1 |  | * |  |  |

[^13]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

207 - SAN JACINTO ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 13.2 | (53) |  | 15.1 | (53) |  |  |
|  | 2022: | 19.6 | (51) |  | 27.5 | (51) |  |  |
|  | Change: | 6.4 |  |  | 12.4 |  |  |  |
| African American | 2021: | 0.0 | (7) |  | 0.0 | (7) |  |  |
|  | 2022: | * | (5) |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2021: | 15.6 | (45) |  | 17.8 | (45) |  |  |
|  | 2022: | 22.2 | (45) |  | 31.1 | (45) |  |  |
|  | Change: | 6.6 |  |  | 13.3 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 13.7 | (51) |  | 15.7 | (51) |  |  |
|  | 2022: | 18.4 | (49) |  | 26.5 | (49) |  |  |
|  | Change: | 4.7 |  |  | 10.8 |  |  |  |
| English Learner | 2021: | 15.4 | (39) |  | 17.9 | (39) |  |  |
|  | 2022: | 22.0 | (41) |  | 31.7 | (41) |  |  |
|  | Change: | 6.6 |  |  | 13.8 |  |  |  |
| Special Education | 2021: | * | (5) |  | * | (5) |  |  |
|  | 2022: | 8.3 | (12) |  | 0.0 | (12) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^14]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

207 - SAN JACINTO ELEMENTARY SCHOOL [Feeds to: PIEDMONT > SAMUELL]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 31.9 | (47) |  | 34.0 | (47) | 10.6 | (47) |  |
|  | 2022: | 32.7 | (49) |  | 46.9 | (49) | 24.5 | (49) |  |
|  | Change: | 0.8 |  |  | 12.9 |  | 13.9 |  |  |
| African American | 2021: | 0.0 | (8) |  | 12.5 | (8) | 12.5 | (8) |  |
|  | 2022: | 30.0 | (10) |  | 10.0 | (10) | 10.0 | (10) |  |
|  | Change: | 30.0 |  |  | -2.5 |  | -2.5 |  |  |
| Hispanic | 2021: | 38.5 | (39) |  | 38.5 | (39) | 10.3 | (39) |  |
|  | 2022: | 37.1 | (35) |  | 60.0 | (35) | 31.4 | (35) |  |
|  | Change: | -1.4 |  |  | 21.5 |  | 21.1 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (3) |  | * | (3) | * | (3) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 31.8 | (44) |  | 34.1 | (44) | 9.1 | (44) |  |
|  | 2022: | 29.5 | (44) |  | 45.5 | (44) | 22.7 | (44) |  |
|  | Change: | -2.3 |  |  | 11.4 |  | 13.6 |  |  |
| English Learner | 2021: | 46.7 | (30) |  | 40.0 | (30) | 10.0 | (30) |  |
|  | 2022: | 32.3 | (31) |  | 58.1 | (31) | 25.8 | (31) |  |
|  | Change: | -14.4 |  |  | 18.1 |  | 15.8 |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2022: | 12.5 | (8) |  | 0.0 | (8) | 0.0 | (8) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 22.6 | (146) | 9.3 | (43) | 22.133.8 | $\begin{aligned} & (145) \\ & (154) \end{aligned}$ | $\begin{aligned} & 10.6 \\ & 24.5 \end{aligned}$ | (47) <br> (49) |  |
|  | 2022: | 23.4 | (154) |  |  |  |  |  |  |  |
|  | Change: | 0.8 |  |  |  | 11.7 |  | 13.9 |  |  |
| African American | 2021: | 0.0 | (22) | 0.0 | (6) | 4.5 | (22) | 12.5 | (8) |  |
|  | 2022: | 14.3 | (21) |  |  | 4.8 | (21) | 10.0 | (10) |  |
|  | Change: | 14.3 |  |  |  | 0.3 |  | -2.5 |  |  |
| Hispanic | 2021: | 27.5 | (120) |  | (34) | $\begin{aligned} & 26.1 \\ & 39.4 \end{aligned}$ | $\begin{aligned} & (119) \\ & (127) \end{aligned}$ | 10.3 | (39) |  |
|  | 2022: | 26.0 | (127) |  |  |  |  | 31.4 | (35) |  |
|  | Change: | -1.5 |  | 1.8 |  | 13.3 |  | 21.1 |  |  |
| White | 2021: |  | (4) | * | (3) | * | (4) | * | (3) |  |
|  | 2022: |  | (5) |  |  |  | (5) |  |  |  |
|  | Change: |  | 22.6 |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2021: | 22.6 | (137) | 7.5 | (40) | 22.8 | $\begin{aligned} & (136) \\ & (146) \end{aligned}$ | $\begin{array}{r} 9.1 \\ 22.7 \end{array}$ | (44) <br> (44) |  |
|  | 2022: | 21.2 | (146) |  |  | 32.2 |  |  |  |  |
|  | Change: | -1.4 |  |  |  | 9.4 |  | 13.6 |  |  |
| English Learner | 2021: | $\begin{aligned} & \hline 28.3 \\ & 23.9 \\ & -4.4 \\ & \hline \end{aligned}$ | $\begin{array}{r} \hline(99) \\ (113) \end{array}$ |  | (28) | $\begin{aligned} & \hline 25.5 \\ & 39.8 \\ & 14.3 \\ & \hline \end{aligned}$ | $\begin{array}{r} \hline(98) \\ (113) \end{array}$ | $\begin{aligned} & 10.0 \\ & 25.8 \\ & 15.8 \end{aligned}$ | $\begin{aligned} & \hline(30) \\ & (31) \end{aligned}$ |  |
|  | 2022: |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  | 0.7 |  |  |  |  |  |  |
| Special Education | 2021: | 0.0 | (14) | * | (4) | 0.0 | (13) | * | (4) |  |
|  | 2022: | 9.7 | (31) |  |  | 0.0 | (31) | 0.0 | (8) |  |
|  | Change: | 9.7 |  |  |  | 0.0 |  | * |  | , |

[^15]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

All Students Tested at Location
Percentage Meeting Grade Level or better

MEETS GRADE LEVEL 6/22/22

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

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 29.9 | (97) |  | 25.5 | (98) |  |  |
|  | 2022: | 31.6 | (98) |  | 23.5 | (98) |  |  |
|  | Change: | 1.7 |  |  | -2.0 |  |  |  |
| African American | 2021: | 18.4 | (38) |  | 15.8 | (38) |  |  |
|  | 2022: | 31.0 | (42) |  | 9.5 | (42) |  |  |
|  | Change: | 12.6 |  |  | -6.3 |  |  |  |
| Hispanic | 2021: | 37.5 | (56) |  | 29.8 | (57) |  |  |
|  | 2022: | 32.1 | (53) |  | 35.8 | (53) |  |  |
|  | Change: | -5.4 |  |  | 6.0 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 29.0 | (93) |  | 25.8 | (93) |  |  |
|  | 2022: | 31.9 | (94) |  | 23.4 | (94) |  |  |
|  | Change: | 2.9 |  |  | -2.4 |  |  |  |
| English Learner | 2021: | 38.3 | (47) |  | 35.4 | (48) |  |  |
|  | 2022: | 34.2 | (38) |  | 44.7 | (38) |  |  |
|  | Change: | -4.1 |  |  | 9.3 |  |  |  |
| Special Education | 2021: | 16.7 | (12) |  | 7.7 | (13) |  |  |
|  | 2022: | 10.0 | (10) |  | 0.0 | (10) |  |  |
|  | Change: | -6.7 |  |  | -7.7 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 24.7 | (97) | 18.6 | (97) | 24.5 | (98) |  |  |
|  | 2022: | 38.9 | (108) |  |  | 43.5 | (108) |  |  |
|  | Change: | 14.2 |  |  |  | 19.0 |  |  |  |
| African American | 2021: | 6.3 | (32) | 0.0 | (32) | 0.0 | (32) |  |  |
|  | 2022: | 37.2 | (43) |  |  | 20.9 | (43) |  |  |
|  | Change: | 30.9 |  |  |  | 20.9 |  |  |  |
| Hispanic | 2021: | 33.3 | (63) | 27.4 | (62) | 38.1 | (63) |  |  |
|  | 2022: | 41.3 | (63) |  |  | 60.3 | (63) |  |  |
|  | Change: | 8.0 |  |  |  | 22.2 |  |  |  |
| Economically Disadvantaged | 2021: | 24.7 | (97) | 18.6 | (97) | 24.5 | (98) |  |  |
|  | 2022: | 37.5 | (104) |  |  | 42.3 | (104) |  |  |
|  | Change: | 12.8 |  |  |  | 17.8 |  |  |  |
| English Learner | 2021: | 37.7 | (53) | 27.8 | (54) | 43.4 | (53) |  |  |
|  | 2022: | 40.0 | (50) |  |  | 66.0 | (50) |  |  |
|  | Change: | 2.3 |  |  |  | 22.6 |  |  |  |
| Special Education | 2021: | 0.0 | (11) | 0.0 | (12) | 0.0 | (12) |  |  |
|  | 2022: | 5.3 | (19) |  |  | 5.3 | (19) |  |  |
|  | Change: | 5.3 |  |  |  | 5.3 |  |  |  |

[^16]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

All Students Tested at Location
Percentage Meeting Grade Level or better

MEETS GRADE LEVEL 6/22/22

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

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 34.4 | (90) |  | 40.2 | (92) | 7.8 | (90) |  |
|  | 2022: | 48.0 | (98) |  | 52.0 | (98) | 29.6 | (98) |  |
|  | Change: | 13.6 |  |  | 11.8 |  | 21.8 |  |  |
| African American | 2021: | 21.6 | (37) |  | 17.9 | (39) | 8.1 | (37) |  |
|  | 2022: | 33.3 | (30) |  | 36.7 | (30) | 10.0 | (30) |  |
|  | Change: | 11.7 |  |  | 18.8 |  | 1.9 |  |  |
| Hispanic | 2021: | 44.2 | (52) |  | 57.7 | (52) | 7.7 | (52) |  |
|  | 2022: | 55.6 | (63) |  | 60.3 | (63) | 39.7 | (63) |  |
|  | Change: | 11.4 |  |  | 2.6 |  | 32.0 |  |  |
| White | 2021: |  | (1) |  |  | (1) | * | (1) |  |
|  | 2022: |  | (3) |  |  | (3) | * | (3) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 33.3 | (87) |  | 38.2 | (89) | 6.9 | (87) |  |
|  | 2022: | 48.5 | (97) |  | 52.6 | (97) | 29.9 | (97) |  |
|  | Change: | 15.2 |  |  | 14.4 |  | 23.0 |  |  |
| English Learner | 2021: | 45.0 | (40) |  | 62.5 | (40) | 5.0 | (40) |  |
|  | 2022: | 52.8 | (53) |  | 62.3 | (53) | 41.5 | (53) |  |
|  | Change: | 7.8 |  |  | -0.2 |  | 36.5 |  |  |
| Special Education | 2021: | 0.0 | (9) |  | 0.0 | (10) | 0.0 | (10) |  |
|  | 2022: | 0.0 | (9) |  | 0.0 | (9) | 0.0 | (9) |  |
|  | Change: | 0.0 |  |  | 0.0 |  | 0.0 |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 29.6 | (284) | 18.6 | (97) | 29.9 | (288) | 7.8 | (90) |  |
|  | 2022: | 39.5 | (304) |  |  | 39.8 | (304) | 29.6 | (98) |  |
|  | Change: | 9.9 |  |  |  | 9.9 |  | 21.8 |  |  |
| African American | 2021: | 15.9 | (107) | 0.0 | (32) | 11.9 | (109) | 8.1 | (37) |  |
|  | 2022: | 33.9 | (115) |  |  | 20.9 | (115) | 10.0 | (30) |  |
|  | Change: | 18.0 |  |  |  | 9.0 |  | 1.9 |  |  |
| Hispanic | 2021: | 38.0 | (171) | 27.4 | (62) | 41.3 | (172) | 7.7 | (52) |  |
|  | 2022: | 43.6 | (179) |  |  | 53.1 | (179) | 39.7 | (63) |  |
|  | Change: | 5.6 |  |  |  | 11.8 |  | 32.0 |  |  |
| White | 2021: |  | (3) | * | (1) |  | (3) | * | (1) |  |
|  | 2022: | * | (4) |  |  |  | (4) | * | (3) |  |
|  | Change: | * |  |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 28.9 | (277) | 18.6 | (97) | 29.3 | (280) | 6.9 | (87) |  |
|  | 2022: | 39.3 | (295) |  |  | 39.7 | (295) | 29.9 | (97) |  |
|  | Change: | 10.4 |  |  |  | 10.4 |  | 23.0 |  |  |
| English Learner | 2021: | 40.0 | (140) | 27.8 | (54) | 46.1 | (141) | 5.0 | (40) |  |
|  | 2022: | 43.3 | (141) |  |  | 58.9 | (141) | 41.5 | (53) |  |
|  | Change: | 3.3 |  |  |  | 12.8 |  | 36.5 |  |  |
| Special Education | 2021: | 6.3 | (32) | 0.0 | (12) | 2.9 | (35) | 0.0 | (10) |  |
|  | 2022: | 5.3 | (38) |  |  | 2.6 | (38) | 0.0 | (9) |  |
|  | Change: | -1.0 |  |  |  | -0.3 |  | 0.0 |  |  |

[^17]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

All Students Tested at Location
Percentage Meeting Grade Level or better

MEETS GRADE LEVEL 6/22/22

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

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 17.5 | (63) |  | 14.1 | (64) |  |  |
|  | 2022: | 22.4 | (67) |  | 21.2 | (66) |  |  |
|  | Change: | 4.9 |  |  | 7.1 |  |  |  |
| African American | 2021: | 13.0 | (23) |  | 4.3 | (23) |  |  |
|  | 2022: | 16.0 | (25) |  | 4.2 | (24) |  |  |
|  | Change: | 3.0 |  |  | -0.1 |  |  |  |
| Hispanic | 2021: | 20.0 | (40) |  | 19.5 | (41) |  |  |
|  | 2022: | 27.5 | (40) |  | 32.5 | (40) |  |  |
|  | Change: | 7.5 |  |  | 13.0 |  |  |  |
| White | 2021: |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 18.3 | (60) |  | 14.8 | (61) |  |  |
|  | 2022: | 23.8 | (63) |  | 22.6 | (62) |  |  |
|  | Change: | 5.5 |  |  | 7.8 |  |  |  |
| English Learner | 2021: | 13.8 | (29) |  | 16.7 | (30) |  |  |
|  | 2022: | 21.9 | (32) |  | 31.3 | (32) |  |  |
|  | Change: | 8.1 |  |  | 14.6 |  |  |  |
| Special Education | 2021: | 0.0 | (7) |  | 0.0 | (7) |  |  |
|  | 2022: | 5.6 | (18) |  | 11.8 | (17) |  |  |
|  | Change: | 5.6 |  |  | 11.8 |  |  |  |



[^18]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

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

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 51.9 | (52) |  | 38.5 | (52) | 8.2 | (49) |  |
|  | 2022: | 37.7 | (61) |  | 29.5 | (61) | 9.8 | (61) |  |
|  | Change: | -14.2 |  |  | -9.0 |  | 1.6 |  |  |
| African American | 2021: | 40.9 | (22) |  | 13.6 | (22) | 13.6 | (22) |  |
|  | 2022: | 44.4 | (18) |  | 5.6 | (18) | 0.0 | (18) |  |
|  | Change: | 3.5 |  |  | -8.0 |  | -13.6 |  |  |
| Hispanic | 2021: | 55.6 | (27) |  | 51.9 | (27) | 0.0 | (24) |  |
|  | 2022: | 33.3 | (42) |  | 38.1 | (42) | 11.9 | (42) |  |
|  | Change: | -22.3 |  |  | -13.8 |  | 11.9 |  |  |
| Economically Disadvantaged | 2021: | 56.3 | (48) |  | 39.6 | (48) | 8.9 | (45) |  |
|  | 2022: | 36.5 | (52) |  | 28.8 | (52) | 9.6 | (52) |  |
|  | Change: | -19.8 |  |  | -10.8 |  | 0.7 |  |  |
| English Learner | 2021: | 70.6 | (17) |  | 72.2 | (18) | 6.7 | (15) |  |
|  | 2022: | 21.4 | (28) |  | 39.3 | (28) | 7.1 | (28) |  |
|  | Change: | -49.2 |  |  | -32.9 |  | 0.4 |  |  |
| Special Education | 2021: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2022: | 14.3 | (7) |  | 0.0 | (7) | 0.0 | (7) |  |
|  | Change: | * |  |  | * |  | * |  |  |



[^19]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

All Students Tested at Location
Percentage Meeting Grade Level or better

MEETS GRADE LEVEL 6/22/22

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

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 27.4 | (62) |  | 38.7 | (62) |  |  |
|  | 2022: | 39.7 | (73) |  | 56.2 | (73) |  |  |
|  | Change: | 12.3 |  |  | 17.5 |  |  |  |
| African American | 2021: | 15.4 | (13) |  | 15.4 | (13) |  |  |
|  | 2022: | 25.0 | (8) |  | 12.5 | (8) |  |  |
|  | Change: | 9.6 |  |  | -2.9 |  |  |  |
| Hispanic | 2021: | 30.6 | (49) |  | 44.9 | (49) |  |  |
|  | 2022: | 41.9 | (62) |  | 62.9 | (62) |  |  |
|  | Change: | 11.3 |  |  | 18.0 |  |  |  |
| White | 2021: |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 28.3 | (60) |  | 38.3 | (60) |  |  |
|  | 2022: | 41.2 | (68) |  | 57.4 | (68) |  |  |
|  | Change: | 12.9 |  |  | 19.1 |  |  |  |
| English Learner | 2021: | 34.9 | (43) |  | 48.8 | (43) |  |  |
|  | 2022: | 35.4 | (48) |  | 64.6 | (48) |  |  |
|  | Change: | 0.5 |  |  | 15.8 |  |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) |  |  |
|  | 2022: | 0.0 | (6) |  | 0.0 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 23.5 | (68) | 15.7 | (70) | 38.2 | (68) |  |  |
|  | 2022: | 22.2 | (54) |  |  | 24.1 | (54) |  |  |
|  | Change: | -1.3 |  |  |  | -14.1 |  |  |  |
| African American | 2021: | 16.7 | (6) | 0.0 | (7) | 0.0 | (6) |  |  |
|  | 2022: | 16.7 | (12) |  |  | 0.0 | (12) |  |  |
|  | Change: | 0.0 |  |  |  | 0.0 |  |  |  |
| Hispanic | 2021: | 25.0 | (60) | 18.0 | (61) | 41.7 | (60) |  |  |
|  | 2022: | 23.8 | (42) |  |  | 31.0 | (42) |  |  |
|  | Change: | -1.2 |  |  |  | -10.7 |  |  |  |
| Economically Disadvantaged | 2021: | 24.2 | (66) | 16.2 | (68) | 39.4 | (66) |  |  |
|  | 2022: | 23.1 | (52) |  |  | 23.1 | (52) |  |  |
|  | Change: | -1.1 |  |  |  | -16.3 |  |  |  |
| English Learner | 2021: | 23.3 | (43) | 20.9 | (43) | 51.2 | (43) |  |  |
|  | 2022: | 25.7 | (35) |  |  | 37.1 | (35) |  |  |
|  | Change: | 2.4 |  |  |  | -14.1 |  |  |  |
| Special Education | 2021: | * | (2) | * | (3) | * | (2) |  |  |
|  | 2022: | 0.0 | (6) |  |  | 0.0 | (6) |  |  |
|  | Change: | * |  |  |  | * |  |  |  |

[^20]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

All Students Tested at Location
Percentage Meeting Grade Level or better

MEETS GRADE LEVEL 6/22/22

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

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 46.0 | (63) |  | 42.9 | (63) | 12.7 | (63) |  |
|  | 2022: | 50.0 | (60) |  | 56.7 | (60) | 30.0 | (60) |  |
|  | Change: | 4.0 |  |  | 13.8 |  | 17.3 |  |  |
| African American | 2021: | 6.3 | (16) |  | 25.0 | (16) | 6.3 | (16) |  |
|  | 2022: | * | (4) |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 59.6 | (47) |  | 48.9 | (47) | 14.9 | (47) |  |
|  | 2022: | 50.9 | (53) |  | 58.5 | (53) | 32.1 | (53) |  |
|  | Change: | -8.7 |  |  | 9.6 |  | 17.2 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 45.0 | (60) |  | 41.7 | (60) | 11.7 | (60) |  |
|  | 2022: | 48.3 | (58) |  | 56.9 | (58) | 29.3 | (58) |  |
|  | Change: | 3.3 |  |  | 15.2 |  | 17.6 |  |  |
| English Learner | 2021: | 52.8 | (36) |  | 41.7 | (36) | 8.3 | (36) |  |
|  | 2022: | 43.2 | (37) |  | 56.8 | (37) | 27.0 | (37) |  |
|  | Change: | -9.6 |  |  | 15.1 |  | 18.7 |  |  |
| Special Education | 2021: | 0.0 | (6) |  | 16.7 | (6) | 0.0 | (6) |  |
|  | 2022: | * | (4) |  | * | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |



[^21]STAAR 3-8 Results by Student Group (all test types)
POPULATION: All Students Tested at Location

STATISTIC: Percentage Meeting Grade Level or better

MEETS
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

GRADE LEVEL 6/22/22

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

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 28.4 | (67) |  |  |  |  |  |
|  | 2022: | 32.5 | (83) |  | 20.5 | (83) |  |  |
|  | Change: | 4.1 |  |  | -8.3 |  |  |  |
| African American | 2021: | 25.0 | (12) |  | 33.3 | (12) |  |  |
|  | 2022: | 37.5 | (8) |  | 25.0 | (8) |  |  |
|  | Change: | 12.5 |  |  | -8.3 |  |  |  |
| Hispanic | 2021: | 29.6 | (54) |  | 28.3 | (53) |  |  |
|  | 2022: | 32.4 | (74) |  | 20.3 | (74) |  |  |
|  | Change: | 2.8 |  |  | -8.0 |  |  |  |
| Economically Disadvantaged | 2021: | 30.2 | (63) |  | 29.0 | (62) |  |  |
|  | 2022: | 32.0 | (75) |  | 20.0 | (75) |  |  |
|  | Change: | 1.8 |  |  | -9.0 |  |  |  |
| English Learner | 2021: | 31.0 | (42) |  | 35.7 | (42) |  |  |
|  | 2022: | 29.3 | (58) |  | 20.7 | (58) |  |  |
|  | Change: | -1.7 |  |  | -15.0 |  |  |  |
| Special Education | 2021: | 0.0 | (7) |  | 0.0 | (6) |  |  |
|  | 2022: | 0.0 | (8) |  | 0.0 |  |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 38.0 | (71) | 25.0 | (72) | 39.4 | (71) |  |  |
|  | 2022: | 37.3 | (67) |  |  | 22.4 | (67) |  |  |
|  | Change: | -0.7 |  |  |  | -17.0 |  |  |  |
| African American | 2021: | 33.3 | (9) | 11.1 | (9) | 11.1 | (9) |  |  |
|  | 2022: | 50.0 | (10) |  |  | 20.0 | (10) |  |  |
|  | Change: | 16.7 |  |  |  | 8.9 |  |  |  |
| Hispanic | 2021: | 38.3 | (60) | 24.6 | (61) | 43.3 | (60) |  |  |
|  | 2022: | 35.7 | (56) |  |  | 23.2 | (56) |  |  |
|  | Change: | -2.6 |  |  |  | -20.1 |  |  |  |
| White | 2021: | * | (1) | * | (1) | * | (1) |  |  |
|  | 2022: | * | (1) |  |  | * | (1) |  |  |
|  | Change: | * |  |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 37.9 | (66) | 24.2 | (66) | 39.4 | (66) |  |  |
|  | 2022: | 33.9 | (62) |  |  | 22.6 | (62) |  |  |
|  | Change: | -4.0 |  |  |  | -16.8 |  |  |  |
| English Learner | 2021: | 41.9 | (43) | 27.9 | (43) | 46.5 | (43) |  |  |
|  | 2022: | 34.9 | (43) |  |  | 23.3 | (43) |  |  |
|  | Change: | -7.0 |  |  |  | -23.2 |  |  |  |
| Special Education | 2021: | 0.0 | (13) | 7.7 | (13) | 0.0 | (13) |  |  |
|  | 2022: | 0.0 | (10) |  |  | 0.0 | (10) |  |  |
|  | Change: | 0.0 |  |  |  | 0.0 |  |  |  |

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

ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 6/22/22

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

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 46.2 | (91) |  | 33.0 | (91) | 19.8 | (91) |  |
|  | 2022: | 60.6 | (71) |  | 40.8 | (71) | 33.8 | (71) |  |
|  | Change: | 14.4 |  |  | 7.8 |  | 14.0 |  |  |
| African American | 2021: |  | (4) |  |  | (4) | * | (4) |  |
|  | 2022: | 60.0 | (10) |  | 40.0 | (10) | 30.0 | (10) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Hispanic | 2021: | 48.3 | (87) |  | 34.5 | (87) | 20.7 | (87) |  |
|  | 2022: | 60.0 | (60) |  | 40.0 | (60) | 35.0 | (60) |  |
|  | Change: | 11.7 |  |  | 5.5 |  | 14.3 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 45.9 | (85) |  | 31.8 | (85) | 20.0 | (85) |  |
|  | 2022: | 60.6 | (66) |  | 39.4 | (66) | 30.3 | (66) |  |
|  | Change: | 14.7 |  |  | 7.6 |  | 10.3 |  |  |
| English Learner | 2021: | 53.4 | (58) |  | 37.3 | (59) | 23.7 | (59) |  |
|  | 2022: | 54.8 | (42) |  | 38.1 | (42) | 28.6 | (42) |  |
|  | Change: | 1.4 |  |  | 0.8 |  | 4.9 |  |  |
| Special Education | 2021: | 10.0 | (10) |  | 10.0 | (10) | 20.0 | (10) |  |
|  | 2022: | 8.3 | (12) |  | 8.3 | (12) | 0.0 | (12) |  |
|  | Change: | -1.7 |  |  | -1.7 |  | -20.0 |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 38.4 | (229) | 25.0 | (72) | 33.8 | (228) | 19.8 | (91) |  |
|  | 2022: | 43.0 | (221) |  |  | 27.6 | (221) | 33.8 | (71) |  |
|  | Change: | 4.6 |  |  |  | -6.2 |  | 14.0 |  |  |
| African American | 2021: | 24.0 | (25) | 11.1 | (9) | 20.0 | (25) | * | (4) |  |
|  | 2022: | 50.0 | (28) |  |  | 28.6 | (28) | 30.0 | (10) |  |
|  | Change: | 26.0 |  |  |  | 8.6 |  | * |  |  |
| Hispanic | 2021: | 40.3 | (201) | 24.6 | (61) | 35.5 | (200) | 20.7 | (87) |  |
|  | 2022: | 42.1 | (190) |  |  | 27.4 | (190) | 35.0 | (60) |  |
|  | Change: | 1.8 |  |  |  | -8.1 |  | 14.3 |  |  |
| White | 2021: |  | (2) | * | (1) |  | (2) |  |  |  |
|  | 2022: | * | (2) |  |  |  | (2) | * | (1) |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2021: | 38.8 | (214) | 24.2 | (66) | 33.3 | (213) | 20.0 | (85) |  |
|  | 2022: | 41.9 | (203) |  |  | 27.1 | (203) | 30.3 | (66) |  |
|  | Change: | 3.1 |  |  |  | -6.2 |  | 10.3 |  |  |
| English Learner | 2021: | 43.4 | (143) | 27.9 | (43) | 39.6 | (144) | 23.7 | (59) |  |
|  | 2022: | 38.5 | (143) |  |  | 26.6 | (143) | 28.6 | (42) |  |
|  | Change: | -4.9 |  |  |  | -13.0 |  | 4.9 |  |  |
| Special Education | 2021: | 3.3 | (30) | 7.7 | (13) | 3.4 | (29) | 20.0 | (10) |  |
|  | 2022: | 3.3 | (30) |  |  | 3.3 | (30) | 0.0 | (12) |  |
|  | Change: | 0.0 |  |  |  | -0.1 |  | -20.0 |  |  |

[^23]
[^0]:    $(\mathrm{N})=$ 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.

[^1]:    $(\mathrm{N})=$ 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.

[^2]:    ( N ) = students tested. *Statistics not reported for groups smaller than six. †Includes results from Grade 7 Honors 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.

[^3]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. † Includes results from Grade 7 Honors 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.

[^4]:    $(\mathrm{N})=$ 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.

[^5]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. $\dagger$ Includes results from Grade 7 Honors 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.

[^6]:    $(\mathrm{N})=$ 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.

[^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.

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

[^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.

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

[^11]:    $(\mathrm{N})=$ 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.

[^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.

[^13]:    
     differ from previous versions due to updates in data files, such as score changes or ID corrections.

[^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.

[^15]:    $(\mathrm{N})=$ 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.

[^16]:    $(\mathrm{N})=$ 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.

[^17]:    $(\mathrm{N})=$ 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.

[^18]:    $(\mathrm{N})=$ 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.

[^19]:    $(\mathrm{N})=$ 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.

[^20]:    $(\mathrm{N})=$ 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.

[^21]:    $(\mathrm{N})=$ 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.

[^22]:    $(\mathrm{N})=$ 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.

[^23]:    $(\mathrm{N})=$ 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.

