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

MASTERS GRADE LEVEL 6/22/22

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

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 14.5 | (466) |  | 10.4 | (470) |  |  |
|  | 2022: | 18.8 | (469) |  | 13.9 | (469) |  |  |
|  | Change: | 4.3 |  |  | 3.5 |  |  |  |
| African American | 2021: | 11.7 | (205) |  | 11.0 | (208) |  |  |
|  | 2022: | 9.1 | (186) |  | 6.5 | (186) |  |  |
|  | Change: | -2.6 |  |  | -4.5 |  |  |  |
| Hispanic | 2021: | 18.0 | (233) |  | 8.9 | (234) |  |  |
|  | 2022: | 25.1 | (259) |  | 19.3 | (259) |  |  |
|  | Change: | 7.1 |  |  | 10.4 |  |  |  |
| White | 2021: | 16.6 | (6) |  | 16.6 | (6) |  |  |
|  | 2022: | 27.3 | (11) |  | 18.2 | (11) |  |  |
|  | Change: | 10.7 |  |  | 1.6 |  |  |  |
| Economically Disadvantaged | 2021: | 14.5 | (455) |  | 10.4 | (458) |  |  |
|  | 2022: | 18.1 | (454) |  | 13.7 | (454) |  |  |
|  | Change: | 3.6 |  |  | 3.3 |  |  |  |
| English Learner | 2021: | 19.1 | (198) |  | 9.5 | (199) |  |  |
|  | 2022: | 29.0 | (217) |  | 24.0 | (217) |  |  |
|  | Change: | 9.9 |  |  | 14.5 |  |  |  |
| Special Education | 2021: | 0.0 | (27) |  | 7.1 | (28) |  |  |
|  | 2022: | 4.8 | (42) |  | 0.0 | (42) |  |  |
|  | Change: | 4.8 |  |  | -7.1 |  |  |  |



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

MASTERS GRADE LEVEL 6/22/22

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

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 16.2 | (497) |  | 17.1 | (496) | 2.8 | (496) |  |
|  | 2022: | 21.7 | (489) |  | 20.0 | (491) | 9.2 | (488) |  |
|  | Change: | 5.5 |  |  | 2.9 |  | 6.4 |  |  |
| African American | 2021: | 9.4 | (212) |  | 5.6 | (214) | 1.8 | (212) |  |
|  | 2022: | 21.9 | (169) |  | 9.4 | (170) | 3.0 | (167) |  |
|  | Change: | 12.5 |  |  | 3.8 |  | 1.2 |  |  |
| Hispanic | 2021: | 22.5 | (262) |  | 27.4 | (259) | 3.4 | (260) |  |
|  | 2022: | 21.6 | (296) |  | 26.6 | (297) | 12.1 | (297) |  |
|  | Change: | -0.9 |  |  | -0.8 |  | 8.7 |  |  |
| White | 2021: | * | (3) |  | * | (3) |  | (3) |  |
|  | 2022: | 33.3 | (6) |  | 33.3 | (6) | 50.0 | (6) |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2021: | 15.7 | (475) |  | 16.8 | (474) | 2.7 | (474) |  |
|  | 2022: | 21.2 | (463) |  | 20.0 | (465) | 9.1 | (462) |  |
|  | Change: | 5.5 |  |  | 3.2 |  | 6.4 |  |  |
| English Learner | 2021: | 22.8 | (210) |  | 27.7 | (209) | 3.3 | (209) |  |
|  | 2022: | 23.0 | (252) |  | 29.2 | (253) | 12.6 | (253) |  |
|  | Change: | 0.2 |  |  | 1.5 |  | 9.3 |  |  |
| Special Education | 2021: | 2.2 | (45) |  | 2.1 | (46) | 2.2 | (44) |  |
|  | 2022: | 7.8 | (51) |  | 3.8 | (52) | 0.0 | (52) |  |
|  | Change: | 5.6 |  |  | 1.7 |  | -2.2 |  |  |



[^1]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
114 - JOHN NEELY BRYAN ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 7.3 | (41) |  | 4.8 | (42) |  |  |
|  | 2022: | 10.7 | (56) |  | 1.8 | (56) |  |  |
|  | Change: | 3.4 |  |  | -3.0 |  |  |  |
| African American | 2021: | 0.0 | (22) |  | 4.3 | (23) |  |  |
|  | 2022: | 0.0 | (27) |  | 3.7 | (27) |  |  |
|  | Change: | 0.0 |  |  | -0.6 |  |  |  |
| Hispanic | 2021: | 16.7 | (18) |  | 5.6 | (18) |  |  |
|  | 2022: | 22.2 | (27) |  | 0.0 | (27) |  |  |
|  | Change: | 5.5 |  |  | -5.6 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (1) |  | * | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 5.1 | (39) |  | 5.0 | (40) |  |  |
|  | 2022: | 10.7 | (56) |  | 1.8 | (56) |  |  |
|  | Change: | 5.6 |  |  | -3.2 |  |  |  |
| English Learner | 2021: | 7.1 | (14) |  | 0.0 | (14) |  |  |
|  | 2022: | 29.4 | (17) |  | 0.0 | (17) |  |  |
|  | Change: | 22.3 |  |  | 0.0 |  |  |  |
| Special Education | 2021: | * | (3) |  | * | (3) |  |  |
|  | 2022: | * |  |  |  | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |



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

MASTERS GRADE LEVEL 6/22/22
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
114 - JOHN NEELY BRYAN ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 6.4 | (47) |  | 6.4 | (47) | 2.1 | (47) |  |
|  | 2022: | 22.9 | (48) |  | 18.8 | (48) | 6.3 | (48) |  |
|  | Change: | 16.5 |  |  | 12.4 |  | 4.2 |  |  |
| African American | 2021: | 3.8 | (26) |  | 3.8 | (26) | 0.0 | (26) |  |
|  | 2022: | 35.7 | (14) |  | 14.3 | (14) | 0.0 | (14) |  |
|  | Change: | 31.9 |  |  | 10.5 |  | 0.0 |  |  |
| Hispanic | 2021: | 9.5 | (21) |  | 9.5 | (21) | 4.8 | (21) |  |
|  | 2022: | 18.2 | (33) |  | 21.2 | (33) | 9.1 | (33) |  |
|  | Change: | 8.7 |  |  | 11.7 |  | 4.3 |  |  |
| Economically Disadvantaged | 2021: | 4.4 | (45) |  | 6.7 | (45) | 0.0 | (45) |  |
|  | 2022: | 23.4 | (47) |  | 19.1 | (47) | 6.4 | (47) |  |
|  | Change: | 19.0 |  |  | 12.4 |  | 6.4 |  |  |
| English Learner | 2021: | 0.0 | (17) |  | 5.9 | (17) | 0.0 | (17) |  |
|  | 2022: | 19.2 | (26) |  | 23.1 | (26) | 7.7 | (26) |  |
|  | Change: | 19.2 |  |  | 17.2 |  | 7.7 |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) | * | (4) |  |
|  | 2022: | 0.0 | (6) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | Change: | * |  |  | * |  | * |  |  |



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

Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

117 - RUFUS C. BURLESON ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 16.4 | (61) |  | 19.7 | (61) |  |  |
|  | 2022: | 24.1 | (83) |  | 20.5 | (83) |  |  |
|  | Change: | 7.7 |  |  | 0.8 |  |  |  |
| African American | 2021: | 7.1 | (28) |  | 14.3 | (28) |  |  |
|  | 2022: | 11.1 | (27) |  | 14.8 | (27) |  |  |
|  | Change: | 4.0 |  |  | 0.5 |  |  |  |
| Hispanic | 2021: | 27.6 | (29) |  | 24.1 | (29) |  |  |
|  | 2022: | 31.5 | (54) |  | 24.1 | (54) |  |  |
|  | Change: | 3.9 |  |  | 0.0 |  |  |  |
| White | 2021: | * | (1) |  |  |  |  |  |
|  | 2022: |  |  |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 16.4 | (61) |  | 19.7 | (61) |  |  |
|  | 2022: | 24.4 | (82) |  | 20.7 | (82) |  |  |
|  | Change: | 8.0 |  |  | 1.0 |  |  |  |
| English Learner | 2021: | 33.3 | (24) |  | 29.2 | (24) |  |  |
|  | 2022: | 35.9 | (39) |  | 33.3 | (39) |  |  |
|  | Change: | 2.6 |  |  | 4.1 |  |  |  |
| Special Education | 2021: | * | (5) |  | * | (5) |  |  |
|  | 2022: | 0.0 | (7) |  | 0.0 | (7) |  |  |
|  | Change: | * |  |  | * |  |  |  |



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

MASTERS GRADE LEVEL 6/22/22

117 - RUFUS C. BURLESON ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 16.5 | (85) |  | 19.8 | (86) | 4.7 | (85) |  |
|  | 2022: | 23.8 | (63) |  | 30.2 | (63) | 12.7 | (63) |  |
|  | Change: | 7.3 |  |  | 10.4 |  | 8.0 |  |  |
| African American | 2021: | 3.6 | (28) |  | 10.3 | (29) | 3.6 | (28) |  |
|  | 2022: | 21.1 | (19) |  | 21.1 | (19) | 5.3 | (19) |  |
|  | Change: | 17.5 |  |  | 10.8 |  | 1.7 |  |  |
| Hispanic | 2021: | 22.6 | (53) |  | 26.4 | (53) | 3.8 | (53) |  |
|  | 2022: | 25.6 | (43) |  | 34.9 | (43) | 16.3 | (43) |  |
|  | Change: | 3.0 |  |  | 8.5 |  | 12.5 |  |  |
| Economically Disadvantaged | 2021: | 15.7 | (83) |  | 19.0 | (84) | 4.8 | (83) |  |
|  | 2022: | 23.0 | (61) |  | 31.1 | (61) | 13.1 | (61) |  |
|  | Change: | 7.3 |  |  | 12.1 |  | 8.3 |  |  |
| English Learner | 2021: | 20.5 | (39) |  | 23.1 | (39) | 5.1 | (39) |  |
|  | 2022: | 26.3 | (38) |  | 34.2 | (38) | 15.8 | (38) |  |
|  | Change: | 5.8 |  |  | 11.1 |  | 10.7 |  |  |
| Special Education | 2021: | 0.0 | (7) |  | 12.5 | (8) | 0.0 | (7) |  |
|  | 2022: | * | (5) |  | * | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |



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

Percentage Mastering Grade Level
MASTERS GRADE LEVEL 6/22/22
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
163 - CEDAR CREST ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 15.6 | (45) |  | 35.6 | (45) |  |  |
|  | 2022: | 14.3 | (42) |  | 11.9 | (42) |  |  |
|  | Change: | -1.3 |  |  | -23.7 |  |  |  |
| African American | 2021: | 17.9 | (28) |  | 42.9 | (28) |  |  |
|  | 2022: | 7.7 | (26) |  | 3.8 | (26) |  |  |
|  | Change: | -10.2 |  |  | -39.1 |  |  |  |
| Hispanic | 2021: | 11.8 | (17) |  | 23.5 | (17) |  |  |
|  | 2022: | 15.4 | (13) |  | 23.1 | (13) |  |  |
|  | Change: | 3.6 |  |  | -0.4 |  |  |  |
| White | 2021: | * | (1) |  |  |  |  |  |
|  | 2022: |  |  |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 15.6 | (45) |  | 35.6 | (45) |  |  |
|  | 2022: | 12.5 | (40) |  | 12.5 | (40) |  |  |
|  | Change: | -3.1 |  |  | -23.1 |  |  |  |
| English Learner | 2021: | 16.7 | (12) |  | 25.0 | (12) |  |  |
|  | 2022: | 8.3 | (12) |  | 25.0 | (12) |  |  |
|  | Change: | -8.4 |  |  | 0.0 |  |  |  |
| Special Education | 2021: | * | (3) |  | * | (3) |  |  |
|  | 2022: | * | (3) |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^6]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

163 - CEDAR CREST ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 13.0 | (46) |  | 15.2 | (46) | 0.0 | (47) |  |
|  | 2022: | 16.7 | (60) |  | 18.0 | (61) | 3.3 | (61) |  |
|  | Change: | 3.7 |  |  | 2.8 |  | 3.3 |  |  |
| African American | 2021: | 3.8 | (26) |  | 3.8 | (26) | 0.0 | (26) |  |
|  | 2022: | 18.8 | (32) |  | 9.4 | (32) | 0.0 | (32) |  |
|  | Change: | 15.0 |  |  | 5.6 |  | 0.0 |  |  |
| Hispanic | 2021: | 27.8 | (18) |  | 33.3 | (18) | 0.0 | (18) |  |
|  | 2022: | 11.1 | (27) |  | 25.0 | (28) | 3.6 | (28) |  |
|  | Change: | -16.7 |  |  | -8.3 |  | 3.6 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 13.3 | (45) |  | 15.6 | (45) | 0.0 | (46) |  |
|  | 2022: | 16.1 | (56) |  | 19.3 | (57) | 3.5 | (57) |  |
|  | Change: | 2.8 |  |  | 3.7 |  | 3.5 |  |  |
| English Learner | 2021: | 50.0 | (10) |  | 60.0 | (10) | 0.0 | (10) |  |
|  | 2022: | 12.5 | (24) |  | 28.0 | (25) | 4.0 | (25) |  |
|  | Change: | -37.5 |  |  | -32.0 |  | 4.0 |  |  |
| Special Education | 2021: | * | (2) |  | * | (2) | * | (2) |  |
|  | 2022: | 14.3 | (7) |  | 12.5 | (8) | 0.0 | (8) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 13.8 | (138) | 18.8 | (48) | $\begin{aligned} & 26.1 \\ & 14.5 \end{aligned}$ | $\begin{aligned} & \hline(138) \\ & (152) \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 3.3 \end{aligned}$ | (47) <br> (61) |  |
|  | 2022: | 13.9 | (151) |  |  |  |  |  |  |  |
|  | Change: | 0.1 |  |  |  | -11.6 |  | 3.3 |  |  |
| African American | 2021: | 11.5 | (78) | 20.0 | (25) | $\begin{array}{r} 21.8 \\ 8.2 \\ -13.6 \\ \hline \end{array}$ | $\begin{aligned} & \hline(78) \\ & (85) \end{aligned}$ | 0.0 $(26)$ <br> 0.0 (32) <br> 0.0  |  |  |
|  | 2022: | 14.1 | (85) |  |  |  |  |  |  |  |  |
|  | Change: | 2.6 |  |  |  |  |  |  |  |  |  |
| Hispanic | 2021: | 17.5 | (57) | 13.6 | (22) | $\begin{aligned} & 31.6 \\ & 20.6 \end{aligned}$ | (57) <br> (63) | $\begin{aligned} & 0.0 \\ & 3.6 \end{aligned}$ | $\begin{aligned} & (18) \\ & (28) \end{aligned}$ |  |
|  | 2022: | 9.7 | (62) |  |  |  |  |  |  |  |
|  | Change: | -7.8 |  |  |  | -11.0 |  | 3.6 |  |  |
| White | 2021: | (1) <br> (2) |  | * | (1) | $\begin{array}{ll}* & (1) \\ * & (2) \\ *\end{array}$ |  | * | (1) |  |
|  | 2022: |  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 13.9 | (137) | 18.8 | (48) | $\begin{aligned} & 26.3 \\ & 15.2 \end{aligned}$ | $\begin{aligned} & (137) \\ & (145) \end{aligned}$ | $\begin{aligned} & 0.0 \\ & 3.5 \end{aligned}$ | $\begin{aligned} & \hline(46) \\ & (57) \end{aligned}$ |  |
|  | 2022: | 13.2 | (144) |  |  |  |  |  |  |  |
|  | Change: | -0.7 |  |  |  | -11.1 |  | 3.5 |  |  |
| English Learner | 2021: | $\begin{array}{r} 23.3 \\ 9.8 \\ -13.5 \end{array}$ | (43) <br> (51) | 14.3 | (21) | $\begin{array}{r} 39.5 \\ 25.0 \\ -14.5 \end{array}$ | $\begin{aligned} & \hline(43) \\ & (52) \end{aligned}$ | 0.0 $(10)$ <br> 4.0 $(25)$ <br> 4.0  |  |  |
|  | 2022: |  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |
| Special Education | 2021: | 0.0 | (10) | 16.7 | (6) | $\begin{array}{r} 20.0 \\ 6.3 \\ -13.7 \end{array}$ | (10) <br> (16) | *0.0$*$ |  |  |
|  | 2022: | 6.7 | (15) |  |  |  |  |  |  |  |
|  | Change: | 6.7 |  |  |  |  | -13.7 |  | * |  |

[^7]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
218 - GEORGE W. TRUETT ELEMENTARY SCHOOL [Feeds to: LANG > SKYLINE]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 16.7 | (126) |  | 4.7 | (128) |  |  |
|  | 2022: | 32.7 | (107) |  | 19.6 | (107) |  |  |
|  | Change: | 16.0 |  |  | 14.9 |  |  |  |
| African American | 2021: | 8.9 | (45) |  | 2.2 | (45) |  |  |
|  | 2022: | 26.5 | (34) |  | 8.8 | (34) |  |  |
|  | Change: | 17.6 |  |  | 6.6 |  |  |  |
| Hispanic | 2021: | 24.2 | (66) |  | 5.9 | (68) |  |  |
|  | 2022: | 34.9 | (63) |  | 25.4 | (63) |  |  |
|  | Change: | 10.7 |  |  | 19.5 |  |  |  |
| White | 2021: | * | (3) |  | * | (3) |  |  |
|  | 2022: | * |  |  | * | (4) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 17.1 | (123) |  | 4.8 | (125) |  |  |
|  | 2022: | 31.4 | (102) |  | 20.6 | (102) |  |  |
|  | Change: | 14.3 |  |  | 15.8 |  |  |  |
| English Learner | 2021: | 20.0 | (70) |  | 8.3 | (72) |  |  |
|  | 2022: | 39.7 | (68) |  | 27.9 | (68) |  |  |
|  | Change: | 19.7 |  |  | 19.6 |  |  |  |
| Special Education | 2021: | * | (3) |  | * | (4) |  |  |
|  | 2022: | 22.2 | (9) |  | 0.0 | (9) |  |  |
|  | Change: | * |  |  | * |  |  |  |



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

Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
MASTERS GRADE LEVEL 6/22/22

218-GEORGE W. TRUETT ELEMENTARY SCHOOL [Feeds to: LANG > SKYLINE]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 16.8 | (113) |  | 15.8 | (114) | 0.9 | (112) |  |
|  | 2022: | 17.3 | (127) |  | 17.2 | (128) | 10.2 | (127) |  |
|  | Change: | 0.5 |  |  | 1.4 |  | 9.3 |  |  |
| African American | 2021: | 13.0 | (46) |  | 4.2 | (48) | 0.0 | (47) |  |
|  | 2022: | 18.4 | (38) |  | 2.6 | (39) | 5.3 | (38) |  |
|  | Change: | 5.4 |  |  | -1.6 |  | 5.3 |  |  |
| Hispanic | 2021: | 21.1 | (57) |  | 26.8 | (56) | 1.8 | (55) |  |
|  | 2022: | 18.1 | (72) |  | 29.2 | (72) | 12.5 | (72) |  |
|  | Change: | -3.0 |  |  | 2.4 |  | 10.7 |  |  |
| White | 2021: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2022: |  | (4) |  |  | (4) | * | (4) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically <br> Disadvantaged | 2021: | 16.4 | (110) |  | 15.3 | (111) | 0.9 | (109) |  |
|  | 2022: | 17.4 | (115) |  | 16.4 | (116) | 10.4 | (115) |  |
|  | Change: | 1.0 |  |  | 1.1 |  | 9.5 |  |  |
| English Learner | 2021: | 22.4 | (58) |  | 28.1 | (57) | 1.8 | (57) |  |
|  | 2022: | 19.2 | (73) |  | 28.8 | (73) | 11.0 | (73) |  |
|  | Change: | -3.2 |  |  | 0.7 |  | 9.2 |  |  |
| Special Education | 2021: | 0.0 | (11) |  | 0.0 | (11) | 0.0 | (11) |  |
|  | 2022: | 0.0 | (11) |  | 0.0 | (11) | 0.0 | (11) |  |
|  | Change: | 0.0 |  |  | 0.0 |  | 0.0 |  |  |



[^9]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
236 - NANCY J. COCHRAN ELEMENTARY SCHOOL [Feeds to: STOCKARD > MOLINA]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 7.1 | (42) |  | 7.1 | (42) |  |  |
|  | 2022: | 15.6 | (45) |  | 13.3 | (45) |  |  |
|  | Change: | 8.5 |  |  | 6.2 |  |  |  |
| African American | 2021: | 0.0 | (13) |  | 0.0 | (14) |  |  |
|  | 2022: | 0.0 | (10) |  | 0.0 | (10) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |
| Hispanic | 2021: | 11.5 | (26) |  | 8.0 | (25) |  |  |
|  | 2022: | 21.2 | (33) |  | 18.2 | (33) |  |  |
|  | Change: | 9.7 |  |  | 10.2 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (2) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 7.1 | (42) |  | 7.1 | (42) |  |  |
|  | 2022: | 15.6 | (45) |  | 13.3 | (45) |  |  |
|  | Change: | 8.5 |  |  | 6.2 |  |  |  |
| English Learner | 2021: | 15.8 | (19) |  | 11.1 | (18) |  |  |
|  | 2022: | 20.0 | (25) |  | 24.0 | (25) |  |  |
|  | Change: | 4.2 |  |  | 12.9 |  |  |  |
| Special Education | 2021: | * | (3) |  | * | (3) |  |  |
|  | 2022: | * | (3) |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^10]STAAR 3-8 Results by Student Group (all test types)
POPULATION: All Students Tested at Location

STATISTIC: Percentage Mastering Grade Level
MASTERS
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
GRADE LEVEL 6/22/22

236 - NANCY J. COCHRAN ELEMENTARY SCHOOL [Feeds to: STOCKARD > MOLINA]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 16.3 | (49) |  | 14.0 | (50) | 2.1 | (48) |  |
|  | 2022: | 24.1 | (54) |  | 18.5 | (54) | 1.9 | (54) |  |
|  | Change: | 7.8 |  |  | 4.5 |  | -0.2 |  |  |
| African American | 2021: | 12.5 | (16) |  | 0.0 | (17) | 0.0 | (15) |  |
|  | 2022: | 15.4 | (13) |  | 23.1 | (13) | 7.7 | (13) |  |
|  | Change: | 2.9 |  |  | 23.1 |  | 7.7 |  |  |
| Hispanic | 2021: | 19.4 | (31) |  | 22.6 | (31) | 3.2 | (31) |  |
|  | 2022: | 25.6 | (39) |  | 15.4 | (39) | 0.0 | (39) |  |
|  | Change: | 6.2 |  |  | -7.2 |  | -3.2 |  |  |
| Economically Disadvantaged | 2021: | 16.7 | (48) |  | 14.3 | (49) | 2.1 | (47) |  |
|  | 2022: | 21.2 | (52) |  | 15.4 | (52) | 0.0 | (52) |  |
|  | Change: | 4.5 |  |  | 1.1 |  | -2.1 |  |  |
| English Learner | 2021: | 23.8 | (21) |  | 23.8 | (21) | 4.8 | (21) |  |
|  | 2022: | 29.0 | (31) |  | 19.4 | (31) | 0.0 | (31) |  |
|  | Change: | 5.2 |  |  | -4.4 |  | -4.8 |  |  |
| Special Education | 2021: | * | (4) |  | * | (4) | * | (3) |  |
|  | 2022: | * |  |  | * |  | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |



[^11]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
266 - FREDERICK DOUGLASS ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 19.4 | (62) |  | 7.9 | (63) |  |  |
|  | 2022: | 10.2 | (59) |  | 11.9 | (59) |  |  |
|  | Change: | -9.2 |  |  | 4.0 |  |  |  |
| African American | 2021: | 22.5 | (40) |  | 12.2 | (41) |  |  |
|  | 2022: | 5.9 | (34) |  | 8.8 | (34) |  |  |
|  | Change: | -16.6 |  |  | -3.4 |  |  |  |
| Hispanic | 2021: | 14.3 | (21) |  | 0.0 | (21) |  |  |
|  | 2022: | 18.2 | (22) |  | 18.2 | (22) |  |  |
|  | Change: | 3.9 |  |  | 18.2 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * | (2) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 19.7 | (61) |  | 8.2 | (61) |  |  |
|  | 2022: | 8.9 | (56) |  | 10.7 | (56) |  |  |
|  | Change: | -10.8 |  |  | 2.5 |  |  |  |
| English Learner | 2021: | 15.8 | (19) |  | 0.0 | (19) |  |  |
|  | 2022: | 18.2 | (22) |  | 18.2 | (22) |  |  |
|  | Change: | 2.4 |  |  | 18.2 |  |  |  |
| Special Education | 2021: | * | (5) |  | * | (5) |  |  |
|  | 2022: | 0.0 | (7) |  | 0.0 | (7) |  |  |
|  | Change: | * |  |  | * |  |  |  |



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

MASTERS GRADE LEVEL 6/22/22
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
266 - FREDERICK DOUGLASS ELEMENTARY SCHOOL [Feeds to: COMSTOCK > SPRUCE]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 10.8 | (74) |  | 11.1 | (72) | 2.7 | (74) |  |
|  | 2022: | 21.2 | (52) |  | 9.6 | (52) | 1.9 | (52) |  |
|  | Change: | 10.4 |  |  | -1.5 |  | -0.8 |  |  |
| African American | 2021: | 7.5 | (40) |  | 7.9 | (38) | 5.0 | (40) |  |
|  | 2022: | 22.7 | (22) |  | 4.5 | (22) | 0.0 | (22) |  |
|  | Change: | 15.2 |  |  | -3.4 |  | -5.0 |  |  |
| Hispanic | 2021: | 16.1 | (31) |  | 12.9 | (31) | 0.0 | (31) |  |
|  | 2022: | 20.7 | (29) |  | 13.8 | (29) | 3.4 | (29) |  |
|  | Change: | 4.6 |  |  | 0.9 |  | 3.4 |  |  |
| Economically <br> Disadvantaged | 2021: | 12.3 | (65) |  | 11.1 | (63) | 3.1 | (65) |  |
|  | 2022: | 21.6 | (51) |  | 9.8 | (51) | 2.0 | (51) |  |
|  | Change: | 9.3 |  |  | -1.3 |  | -1.1 |  |  |
| English Learner | 2021: | 13.8 | (29) |  | 13.8 | (29) | 0.0 | (29) |  |
|  | 2022: | 25.0 | (24) |  | 12.5 | (24) | 4.2 | (24) |  |
|  | Change: | 11.2 |  |  | -1.3 |  | 4.2 |  |  |
| Special Education | 2021: | 0.0 | (6) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | 2022: | * |  |  | * | (5) | * | (5) |  |
|  | Change: | * |  |  | * |  | * |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 14.0 | (186) | 0.0 | (51) | $\begin{array}{r} 9.1 \\ 11.0 \end{array}$ | $\begin{aligned} & \text { (186) } \\ & (164) \end{aligned}$ | $\begin{aligned} & 2.7 \\ & 1.9 \end{aligned}$ | (74) |  |
|  | 2022: | 14.0 | (164) |  |  |  |  |  | (52) |  |
|  | Change: | 0.0 |  |  |  | 1.9 |  | -0.8 |  |  |
| African American | 2021: | 12.7 | (110) | 0.0 | (31) | 10.0 | (110) | 5.0 | (40) |  |
|  | 2022: | 11.4 | (88) |  |  | 5.7 | (88) | 0.0 | (22) |  |
|  | Change: | -1.3 |  |  |  | -4.3 |  | -5.0 |  |  |
| Hispanic | 2021: | 16.7 | (72) | 0.0 | (20) | 6.9 | (72) | 0.0 | (31) |  |
|  | 2022: | 18.1 | (72) |  |  | 18.1 | (72) | 3.4 | (29) |  |
|  | Change: | 1.4 |  |  |  | 11.2 |  | 3.4 |  |  |
| White | 2021: | * | (2) <br> (2) |  |  | * | (2) <br> (2) |  | (1) |  |
|  | 2022: |  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 14.9 | (174) | 0.0 | (49) | 9.2 | (173) | 3.1 | (65) |  |
|  | 2022: | 14.0 | (157) |  |  | 10.8 | (157) | 2.0 | (51) |  |
|  | Change: | -0.9 |  |  |  | 1.6 |  | -1.1 |  |  |
| English Learner | 2021: | 16.7 | (66) | 0.0 | (18) | 7.6 | (66) | 0.0 | (29) |  |
|  | 2022: | 20.0 | (65) |  |  | 18.5 | (65) | 4.2 | (24) |  |
|  | Change: | 3.3 |  |  |  | 10.9 |  | 4.2 |  |  |
| Special Education | 2021: | 0.0 | (15) | * | (3) | 0.00.0 | (15) | 0.0 | (6)(5) |  |
|  | 2022: | 0.0 | (23) |  |  |  | (23) |  |  |  |
|  | Change: | 0.0 |  |  |  | 0.0 |  | * |  |  |

[^13]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: Percentage Mastering Grade Level
MASTERS GRADE LEVEL 6/22/22
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
301 - WILMER-HUTCHINS ELEMENTARY SCHOOL [Feeds to: KENNEDY-CURRY > WILMER-HUTCHINS HS]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 13.5 | (89) |  | 5.6 | (89) |  |  |
|  | 2022: | 10.4 | (77) |  | 10.4 | (77) |  |  |
|  | Change: | -3.1 |  |  | 4.8 |  |  |  |
| African American | 2021: | 13.8 | (29) |  | 0.0 | (29) |  |  |
|  | 2022: | 3.6 | (28) |  | 0.0 | (28) |  |  |
|  | Change: | -10.2 |  |  | 0.0 |  |  |  |
| Hispanic | 2021: | 12.5 | (56) |  | 5.4 | (56) |  |  |
|  | 2022: | 14.9 | (47) |  | 17.0 | (47) |  |  |
|  | Change: | 2.4 |  |  | 11.6 |  |  |  |
| Economically Disadvantaged | 2021: | 13.1 | (84) |  | 4.8 | (84) |  |  |
|  | 2022: | 9.6 | (73) |  | 8.2 | (73) |  |  |
|  | Change: | -3.5 |  |  | 3.4 |  |  |  |
| English Learner | 2021: | 17.5 | (40) |  | 2.5 | (40) |  |  |
|  | 2022: | 20.6 | (34) |  | 20.6 | (34) |  |  |
|  | Change: | 3.1 |  |  | 18.1 |  |  |  |
| Special Education | 2021: | * | (5) |  | * | (5) |  |  |
|  | 2022: | 0.0 | (8) |  | 0.0 | (8) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^14]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
MASTERS GRADE LEVEL 6/22/22

## LANGUAGE: Combined English and Spanish

301 - WILMER-HUTCHINS ELEMENTARY SCHOOL [Feeds to: KENNEDY-CURRY > WILMER-HUTCHINS HS]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 27.7 | (83) |  | 30.9 | (81) | 6.0 | (83) |  |
|  | 2022: | 28.2 | (85) |  | 25.9 | (85) | 20.5 | (83) |  |
|  | Change: | 0.5 |  |  | -5.0 |  | 14.5 |  |  |
| African American | 2021: | 20.0 | (30) |  | 6.7 | (30) | 3.3 | (30) |  |
|  | 2022: | 25.8 | (31) |  | 6.5 | (31) | 3.4 | (29) |  |
|  | Change: | 5.8 |  |  | -0.2 |  | 0.1 |  |  |
| Hispanic | 2021: | 33.3 | (51) |  | 46.9 | (49) | 7.8 | (51) |  |
|  | 2022: | 28.3 | (53) |  | 35.8 | (53) | 28.3 | (53) |  |
|  | Change: | -5.0 |  |  | -11.1 |  | 20.5 |  |  |
| White | 2021: |  |  |  |  |  |  |  |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 25.3 | (79) |  | 29.9 | (77) | 6.3 | (79) |  |
|  | 2022: | 27.2 | (81) |  | 27.2 | (81) | 20.3 | (79) |  |
|  | Change: | 1.9 |  |  | -2.7 |  | 14.0 |  |  |
| English Learner | 2021: | 36.1 | (36) |  | 47.2 | (36) | 8.3 | (36) |  |
|  | 2022: | 30.6 | (36) |  | 50.0 | (36) | 38.9 | (36) |  |
|  | Change: | -5.5 |  |  | 2.8 |  | 30.6 |  |  |
| Special Education | 2021: | 0.0 | (11) |  | 0.0 | (11) | 0.0 | (11) |  |
|  | 2022: | 16.7 | (12) |  | 8.3 | (12) | 0.0 | (12) |  |
|  | Change: | 16.7 |  |  | 8.3 |  | 0.0 |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 15.5 | (258) | 0.0 | (86) | 15.2 | (256) | 6.0 | (83) |  |
|  | 2022: | 21.1 | (261) |  |  | 15.7 | (261) | 20.5 | (83) |  |
|  | Change: | 5.6 |  |  |  | 0.5 |  | 14.5 |  |  |
| African American | 2021: | 11.8 | (93) | 0.0 | (34) | 3.2 | (93) | 3.3 | (30) |  |
|  | 2022: | 18.9 | (90) |  |  | 3.3 | (90) | 3.4 | (29) |  |
|  | Change: | 7.1 |  |  |  | 0.1 |  | 0.1 |  |  |
| Hispanic | 2021: | 17.7 | (158) | 0.0 | (51) | 21.8 | (156) | 7.8 | (51) |  |
|  | 2022: | 21.5 | (163) |  |  | 21.5 | (163) | 28.3 | (53) |  |
|  | Change: | 3.8 |  |  |  | -0.3 |  | 20.5 |  |  |
| White | 2021: |  | (2) | * | (1) | * | (2) |  |  |  |
|  | 2022: | * | (2) |  |  | * | (2) | * | (1) |  |
|  | Change: | * |  |  |  | * |  |  |  |  |
| Economically Disadvantaged | 2021: | 14.6 | (247) | 0.0 | (84) | 14.3 | (245) | 6.3 | (79) |  |
|  | 2022: | 20.6 | (247) |  |  | 15.8 | (247) | 20.3 | (79) |  |
|  | Change: | 6.0 |  |  |  | 1.5 |  | 14.0 |  |  |
| English Learner | 2021: | 21.6 | (111) | 0.0 | (35) | 22.5 | (111) | 8.3 | (36) |  |
|  | 2022: | 22.8 | (114) |  |  | 26.3 | (114) | 38.9 | (36) |  |
|  | Change: | 1.2 |  |  |  | 3.8 |  | 30.6 |  |  |
| Special Education | 2021: | 0.0 | (25) | 0.0 | (9) | 0.0 | (25) | 0.0 | (11) |  |
|  | 2022: | 6.7 | (30) |  |  | 3.3 | (30) | 0.0 | (12) |  |
|  | Change: | 6.7 |  |  |  | 3.3 |  | 0.0 |  |  |

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

[^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.

