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

Percentage Mastering Grade Level
ADMINISTRATION: Spring 2023
MASTERS GRADE LEVEL 7/1/24

## LANGUAGE: <br> Combined English and Spanish

## SEAGOVILLE FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 21.6 | (476) |  | 12.0 | (476) |  |  |
|  | 2023: | 18.4 | (461) |  | 8.6 | (463) |  |  |
|  | Change: | -3.2 |  |  | -3.4 |  |  |  |
| Black/African American | 2022: | 13.2 | (53) |  | 1.9 | (53) |  |  |
|  | 2023: | 9.1 | (66) |  | 3.0 | (67) |  |  |
|  | Change: | -4.1 |  |  | 1.1 |  |  |  |
| Hispanic | 2022: | 20.4 | (367) |  | 11.4 | (367) |  |  |
|  | 2023: | 19.7 | (345) |  | 9.5 | (346) |  |  |
|  | Change: | -0.7 |  |  | -1.9 |  |  |  |
| White | 2022: | 34.1 | (41) |  | 22.0 | (41) |  |  |
|  | 2023: | 17.9 | (39) |  | 5.1 | (39) |  |  |
|  | Change: | -16.2 |  |  | -16.9 |  |  |  |
| Economically Disadvantaged | 2022: | 20.1 | (422) |  | 10.7 | (422) |  |  |
|  | 2023: | 18.3 | (404) |  | 8.4 | (406) |  |  |
|  | Change: | -1.8 |  |  | -2.3 |  |  |  |
| Emergent Bilingual | 2022: | 20.9 | (254) |  | 11.8 | (254) |  |  |
|  | 2023: | 23.0 | (243) |  | 9.9 | (243) |  |  |
|  | Change: | 2.1 |  |  | -1.9 |  |  |  |
| Special Education | 2022: | 1.7 | (59) |  | 1.7 | (59) |  |  |
|  | 2023: | 6.4 | (78) |  | 2.6 | (78) |  |  |
|  | Change: | 4.7 |  |  | 0.9 |  |  |  |


| Grade 4 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 20.9 | (436) |  | 16.1 | (436) |  |  |
|  | 2023: | 14.4 | (473) |  | 15.2 | (473) |  |  |
|  | Change: | -6.5 |  |  | -0.9 |  |  |  |
| Black/African American | 2022: | 15.0 | (60) |  | 5.0 | (60) |  |  |
|  | 2023: | 2.9 | (69) |  | 5.8 | (69) |  |  |
|  | Change: | -12.1 |  |  | 0.8 |  |  |  |
| Hispanic | 2022: | 22.1 | (331) |  | 18.4 | (331) |  |  |
|  | 2023: | 15.9 | (358) |  | 14.8 | (358) |  |  |
|  | Change: | -6.2 |  |  | -3.6 |  |  |  |
| White | 2022: | 22.2 | (36) |  | 16.7 | (36) |  |  |
|  | 2023: | 19.4 | (36) |  | 38.9 | (36) |  |  |
|  | Change: | -2.8 |  |  | 22.2 |  |  |  |
| Economically <br> Disadvantaged | 2022: | 19.8 | (379) |  | 15.6 | (379) |  |  |
|  | 2023: | 13.8 | (413) |  | 14.8 | (413) |  |  |
|  | Change: | -6.0 |  |  | -0.8 |  |  |  |
| Emergent Bilingual | 2022: | 21.1 | (228) |  | 20.2 | (228) |  |  |
|  | 2023: | 17.7 | (260) |  | 15.8 | (259) |  |  |
|  | Change: | -3.4 |  |  | -4.4 |  |  |  |
| Special Education | 2022: | 8.3 | (60) |  | 5.0 | (60) |  |  |
|  | 2023: | 1.6 | (64) |  | 4.7 | (64) |  |  |
|  | Change: | -6.7 |  |  | -0.3 |  |  |  |

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

Percentage Mastering Grade Level
ADMINISTRATION: Spring 2023
MASTERS GRADE LEVEL 7/1/24

## LANGUAGE: Combined English and Spanish

## SEAGOVILLE FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 26.2 | (516) |  | 18.8 | (515) | 10.5 | (516) |  |
|  | 2023: | 17.1 | (455) |  | 15.6 | (455) | 8.1 | (455) |  |
|  | Change: | -9.1 |  |  | -3.2 |  | -2.4 |  |  |
| Black/African American | 2022: | 23.1 | (91) |  | 9.9 | (91) | 9.9 | (91) |  |
|  | 2023: | 14.3 | (77) |  | 3.9 | (77) | 1.3 | (77) |  |
|  | Change: | -8.8 |  |  | -6.0 |  | -8.6 |  |  |
| Hispanic | 2022: | 25.9 | (382) |  | 21.3 | (381) | 10.5 | (382) |  |
|  | 2023: | 17.1 | (333) |  | 17.1 | (333) | 9.3 | (333) |  |
|  | Change: | -8.8 |  |  | -4.2 |  | -1.2 |  |  |
| White | 2022: | 38.2 | (34) |  | 17.6 | (34) | 14.7 | (34) |  |
|  | 2023: | 18.4 | (38) |  | 23.7 | (38) | 10.5 | (38) |  |
|  | Change: | -19.8 |  |  | 6.1 |  | -4.2 |  |  |
| Economically Disadvantaged | 2022: | 23.6 | (449) |  | 18.9 | (449) | 8.9 | (449) |  |
|  | 2023: | 16.5 | (395) |  | 16.5 | (395) | 8.4 | (395) |  |
|  | Change: | -7.1 |  |  | -2.4 |  | -0.5 |  |  |
| Emergent Bilingual | 2022: | 22.4 | (286) |  | 22.4 | (286) | 9.8 | (286) |  |
|  | 2023: | 14.7 | (231) |  | 18.5 | (232) | 10.8 | (231) |  |
|  | Change: | -7.7 |  |  | -3.9 |  | 1.0 |  |  |
| Special Education | 2022: | 7.1 | (84) |  | 6.0 | (84) | 4.8 | (84) |  |
|  | 2023: | 5.9 | (68) |  | 5.9 | (68) | 2.9 | (68) |  |
|  | Change: | -1.2 |  |  | -0.1 |  | -1.9 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 9.5 | (440) |  | 5.2 | (441) |  |  |
|  | 2023: | 4.9 | (451) |  | 2.2 | (447) |  |  |
|  | Change: | -4.6 |  |  | -3.0 |  |  |  |
| Black/African American | 2022: | 4.1 | (73) |  | 2.7 | (75) |  |  |
|  | 2023: | 3.4 | (89) |  | 0.0 | (89) |  |  |
|  | Change: | -0.7 |  |  | -2.7 |  |  |  |
| Hispanic | 2022: | 10.1 | (337) |  | 6.0 | (336) |  |  |
|  | 2023: | 4.5 | (330) |  | 2.1 | (328) |  |  |
|  | Change: | -5.6 |  |  | -3.9 |  |  |  |
| White | 2022: | 20.8 | (24) |  | 4.2 | (24) |  |  |
|  | 2023: | 13.0 | (23) |  | 9.5 | (21) |  |  |
|  | Change: | -7.8 |  |  | 5.3 |  |  |  |
| Economically Disadvantaged | 2022: | 9.3 | (387) |  | 5.4 | (388) |  |  |
|  | 2023: | 4.8 | (398) |  | 1.8 | (394) |  |  |
|  | Change: | -4.5 |  |  | -3.6 |  |  |  |
| Emergent Bilingual | 2022: | 7.8 | (256) |  | 7.0 | (256) |  |  |
|  | 2023: | 4.1 | (243) |  | 2.5 | (241) |  |  |
|  | Change: | -3.7 |  |  | -4.5 |  |  |  |
| Special Education | 2022: | 1.6 | (61) |  | 1.6 | (61) |  |  |
|  | 2023: | 1.4 | (71) |  | 0.0 | (70) |  |  |
|  | Change: | -0.2 |  |  | -1.6 |  |  |  |

[^1]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2023
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 7/1/24

## SEAGOVILLE FEEDER GROUP

| Grade 7 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 18.6 | (490) |  | 0.8 | (372) |  |  |
|  | 2023: | 11.4 | (446) |  | 0.7 | (306) |  |  |
|  | Change: | -7.2 |  |  | -0.1 |  |  |  |
| Black/African American | 2022: | 14.8 | (81) |  | 0.0 | (64) |  |  |
|  | 2023: | 2.9 | (69) |  | 0.0 | (62) |  |  |
|  | Change: | -11.9 |  |  | 0.0 |  |  |  |
| Hispanic | 2022: | 18.5 | (363) |  | 1.1 | (276) |  |  |
|  | 2023: | 12.7 | (346) |  | 0.9 | (226) |  |  |
|  | Change: | -5.8 |  |  | -0.2 |  |  |  |
| White | 2022: | 31.4 | (35) |  | 0.0 | (23) |  |  |
|  | 2023: | 19.2 | (26) |  | 0.0 | (14) |  |  |
|  | Change: | -12.2 |  |  | 0.0 |  |  |  |
| Economically Disadvantaged | 2022: | 17.8 | (398) |  | 1.0 | (302) |  |  |
|  | 2023: | 11.7 | (385) |  | 0.8 | (260) |  |  |
|  | Change: | -6.1 |  |  | -0.2 |  |  |  |
| Emergent Bilingual | 2022: | 14.9 | (248) |  | 1.1 | (189) |  |  |
|  | 2023: | 11.2 | (267) |  | 0.6 | (178) |  |  |
|  | Change: | -3.7 |  |  | -0.5 |  |  |  |
| Special Education | 2022: | 4.8 | (63) |  | 0.0 | (59) |  |  |
|  | 2023: | 1.6 | (62) |  | 1.7 | (58) |  |  |
|  | Change: | -3.2 |  |  | 1.7 |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1}}{ }^{\text {+ }}$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 18.6 | (501) |  | 2.0 | (545) | 5.2 | (541) | 4.0 | (499) |
|  | 2023: | 11.6 | (499) |  | 7.0 | (532) | 1.2 | (494) | 3.6 | (497) |
|  | Change: | -7.0 |  |  | 5.0 |  | -4.0 |  | -0.4 |  |
| Black/African American | 2022: | 13.8 | (80) |  | 1.1 | (87) | 2.3 | (88) | 0.0 | (81) |
|  | 2023: | 5.1 | (98) |  | 2.2 | (91) | 0.0 | (91) | 2.0 | (98) |
|  | Change: | -8.7 |  |  | 1.1 |  | -2.3 |  | 2.0 |  |
| Hispanic | 2022: | 18.8 | (377) |  | 2.4 | (409) | 5.4 | (410) | 3.5 | (375) |
|  | 2023: | 12.4 | (356) |  | 8.1 | (394) | 1.1 | (361) | 3.4 | (354) |
|  | Change: | -6.4 |  |  | 5.7 |  | -4.3 |  | -0.1 |  |
| White | 2022: | 22.2 | (36) |  | 0.0 | (42) | 11.1 | (36) | 14.3 | (35) |
|  | 2023: | 18.2 | (33) |  | 8.6 | (35) | 3.3 | (30) | 12.1 | (33) |
|  | Change: | -4.0 |  |  | 8.6 |  | -7.8 |  | -2.2 |  |
| Economically Disadvantaged | 2022: | 17.3 | (405) |  | 2.2 | (450) | 4.5 | (440) | 2.7 | (402) |
|  | 2023: | 11.4 | (430) |  | 7.6 | (462) | 1.2 | (428) | 3.7 | (428) |
|  | Change: | -5.9 |  |  | 5.4 |  | -3.3 |  | 1.0 |  |
| Emergent Bilingual | 2022: | 17.1 | (257) |  | 1.8 | (280) | 4.5 | (287) | 2.7 | (255) |
|  | 2023: | 9.2 | (251) |  | 7.8 | (282) | 0.8 | (261) | 2.4 | (250) |
|  | Change: | -7.9 |  |  | 6.0 |  | -3.7 |  | -0.3 |  |
| Special Education | 2022: | 1.7 | (58) |  | 0.0 | (57) | 0.0 | (60) | 1.7 | (59) |
|  | 2023: | 3.8 | (52) |  | 1.9 | (52) | 0.0 | (50) | 3.8 | (52) |
|  | Change: | 2.1 |  |  | 1.9 |  | 0.0 |  | 2.1 |  |

[^2]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2023
LANGUAGE:
Combined English and Spanish

## SEAGOVILLE FEEDER GROUP

| All Grades |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 19.4 | $(2,859)$ |  | 9.4 | $(2,785)$ | 7.8 | $(1,057)$ | 4.0 | (499) |
|  | 2023: | 13.0 | $(2,785)$ |  | 8.7 | $(2,676)$ | 4.5 | (949) | 3.6 | (497) |
|  | Change: | -6.4 |  |  | -0.7 |  | -3.3 |  | -0.4 |  |
| Black/African American | 2022: | 14.4 | (438) |  | 3.7 | (430) | 6.1 | (179) | 0.0 | (81) |
|  | 2023: | 6.2 | (468) |  | 2.4 | (455) | 0.6 | (168) | 2.0 | (98) |
|  | Change: | -8.2 |  |  | -1.3 |  | -5.5 |  | 2.0 |  |
| Hispanic | 2022: | 19.4 | $(2,157)$ |  | 10.3 | $(2,100)$ | 7.8 | (792) | 3.5 | (375) |
|  | 2023: | 13.8 | $(2,068)$ |  | 9.3 | $(1,985)$ | 5.0 | (694) | 3.4 | (354) |
|  | Change: | -5.6 |  |  | -1.0 |  | -2.8 |  | -0.1 |  |
| White | 2022: | 28.6 | (206) |  | 11.0 | (200) | 12.9 | (70) | 14.3 | (35) |
|  | 2023: | 17.9 | (195) |  | 16.4 | (183) | 7.4 | (68) | 12.1 | (33) |
|  | Change: | -10.7 |  |  | 5.4 |  | -5.5 |  | -2.2 |  |
| Economically Disadvantaged | 2022: | 18.2 | $(2,440)$ |  | 9.3 | $(2,390)$ | 6.7 | (889) | 2.7 | (402) |
|  | 2023: | 12.7 | $(2,425)$ |  | 8.8 | $(2,330)$ | 4.6 | (823) | 3.7 | (428) |
|  | Change: | -5.5 |  |  | -0.5 |  | -2.1 |  | 1.0 |  |
| Emergent Bilingual | 2022: | 17.4 | $(1,529)$ |  | 11.1 | $(1,493)$ | 7.2 | (573) | 2.7 | (255) |
|  | 2023: | 13.3 | $(1,495)$ |  | 9.5 | $(1,435)$ | 5.5 | (492) | 2.4 | (250) |
|  | Change: | -4.1 |  |  | -1.6 |  | -1.7 |  | -0.3 |  |
| Special Education | 2022: | 4.4 | (385) |  | 2.6 | (380) | 2.8 | (144) | 1.7 | (59) |
|  | 2023: | 3.5 | (395) |  | 2.8 | (390) | 1.7 | (118) | 3.8 | (52) |
|  | Change: | -0.9 |  |  | 0.2 |  | -1.1 |  | 2.1 |  |

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

POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2023
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 7/1/24

## 69 - SEAGOVILLE MIDDLE SCHOOL [Feeds to: SEAGOVILLE HS]

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 9.5 | (440) |  | 5.2 | (441) |  |  |
|  | 2023: | 4.9 | (451) |  | 2.2 | (447) |  |  |
|  | Change: | -4.6 |  |  | -3.0 |  |  |  |
| Black/African American | 2022: | 4.1 | (73) |  | 2.7 | (75) |  |  |
|  | 2023: | 3.4 | (89) |  | 0.0 | (89) |  |  |
|  | Change: | -0.7 |  |  | -2.7 |  |  |  |
| Hispanic | 2022: | 10.1 | (337) |  | 6.0 | (336) |  |  |
|  | 2023: | 4.5 | (330) |  | 2.1 | (328) |  |  |
|  | Change: | -5.6 |  |  | -3.9 |  |  |  |
| White | 2022: | 20.8 | (24) |  | 4.2 | (24) |  |  |
|  | 2023: | 13.0 | (23) |  | 9.5 | (21) |  |  |
|  | Change: | -7.8 |  |  | 5.3 |  |  |  |
| Economically Disadvantaged | 2022: | 9.3 | (387) |  | 5.4 | (388) |  |  |
|  | 2023: | 4.8 | (398) |  | 1.8 | (394) |  |  |
|  | Change: | -4.5 |  |  | -3.6 |  |  |  |
| Emergent Bilingual | 2022: | 7.8 | (256) |  | 7.0 | (256) |  |  |
|  | 2023: | 4.1 | (243) |  | 2.5 | (241) |  |  |
|  | Change: | -3.7 |  |  | -4.5 |  |  |  |
| Special Education | 2022: | 1.6 | (61) |  | 1.6 | (61) |  |  |
|  | 2023: | 1.4 | (71) |  | 0.0 | (70) |  |  |
|  | Change: | -0.2 |  |  | -1.6 |  |  |  |


| Grade 7 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 18.6 | (490) |  | 0.8 | (372) |  |  |
|  | 2023: | 11.4 | (446) |  | 0.7 | (306) |  |  |
|  | Change: | -7.2 |  |  | -0.1 |  |  |  |
| Black/African American | 2022: | 14.8 | (81) |  | 0.0 | (64) |  |  |
|  | 2023: | 2.9 | (69) |  | 0.0 | (62) |  |  |
|  | Change: | -11.9 |  |  | 0.0 |  |  |  |
| Hispanic | 2022: | 18.5 | (363) |  | 1.1 | (276) |  |  |
|  | 2023: | 12.7 | (346) |  | 0.9 | (226) |  |  |
|  | Change: | -5.8 |  |  | -0.2 |  |  |  |
| White | 2022: | 31.4 | (35) |  | 0.0 | (23) |  |  |
|  | 2023: | 19.2 | (26) |  | 0.0 | (14) |  |  |
|  | Change: | -12.2 |  |  | 0.0 |  |  |  |
| Economically Disadvantaged | 2022: | 17.8 | (398) |  | 1.0 | (302) |  |  |
|  | 2023: | 11.7 | (385) |  | 0.8 | (260) |  |  |
|  | Change: | -6.1 |  |  | -0.2 |  |  |  |
| Emergent Bilingual | 2022: | 14.9 | (248) |  | 1.1 | (189) |  |  |
|  | 2023: | 11.2 | (267) |  |  | (178) |  |  |
|  | Change: | -3.7 |  |  | -0.5 |  |  |  |
| Special Education | 2022: | 4.8 | (63) |  | 0.0 | (59) |  |  |
|  | 2023: | 1.6 | (62) |  | 1.7 | (58) |  |  |
|  | Change: | -3.2 |  |  | 1.7 |  |  |  |

[^4]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2023
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 7/1/24

## 69 - SEAGOVILLE MIDDLE SCHOOL [Feeds to: SEAGOVILLE HS]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1}} \boldsymbol{\dagger}$ |  | Science ${ }^{\text {t }}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 18.6 | (501) |  | 2.0 | (545) | 5.2 | (541) | 4.0 | (499) |
|  | 2023: | 11.6 | (499) |  | 7.0 | (532) | 1.2 | (494) | 3.6 | (497) |
|  | Change: | -7.0 |  |  | 5.0 |  | -4.0 |  | -0.4 |  |
| Black/African American | 2022: | 13.8 | (80) |  | 1.1 | (87) | 2.3 | (88) | 0.0 | (81) |
|  | 2023: | 5.1 | (98) |  | 2.2 | (91) | 0.0 | (91) | 2.0 | (98) |
|  | Change: | -8.7 |  |  | 1.1 |  | -2.3 |  | 2.0 |  |
| Hispanic | 2022: | 18.8 | (377) |  | 2.4 | (409) | 5.4 | (410) | 3.5 | (375) |
|  | 2023: | 12.4 | (356) |  | 8.1 | (394) | 1.1 | (361) | 3.4 | (354) |
|  | Change: | -6.4 |  |  | 5.7 |  | -4.3 |  | -0.1 |  |
| White | 2022: | 22.2 | (36) |  | 0.0 | (42) | 11.1 | (36) | 14.3 | (35) |
|  | 2023: | 18.2 | (33) |  | 8.6 | (35) | 3.3 | (30) | 12.1 | (33) |
|  | Change: | -4.0 |  |  | 8.6 |  | -7.8 |  | -2.2 |  |
| Economically Disadvantaged | 2022: | 17.3 | (405) |  | 2.2 | (450) | 4.5 | (440) | 2.7 | (402) |
|  | 2023: | 11.4 | (430) |  | 7.6 | (462) | 1.2 | (428) | 3.7 | (428) |
|  | Change: | -5.9 |  |  | 5.4 |  | -3.3 |  | 1.0 |  |
| Emergent Bilingual | 2022: | 17.1 | (257) |  | 1.8 | (280) | 4.5 | (287) | 2.7 | (255) |
|  | 2023: | 9.2 | (251) |  | 7.8 | (282) | 0.8 | (261) | 2.4 | (250) |
|  | Change: | -7.9 |  |  | 6.0 |  | -3.7 |  | -0.3 |  |
| Special Education | 2022: | 1.7 | (58) |  | 0.0 | (57) | 0.0 | (60) | 1.7 | (59) |
|  | 2023: | 3.8 | (52) |  | 1.9 | (52) | 0.0 | (50) | 3.8 | (52) |
|  | Change: | 2.1 |  |  | 1.9 |  | 0.0 |  | 2.1 |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 15.8 | $(1,431)$ |  | 2.7 | $(1,358)$ | 5.2 | (541) | 4.0 | (499) |
|  | 2023: | 9.4 | $(1,396)$ |  | 3.8 | $(1,285)$ | 1.2 | (494) | 3.6 | (497) |
|  | Change: | -6.4 |  |  | 1.1 |  | -4.0 |  | -0.4 |  |
| Black/African American | 2022: |  | (234) |  | 1.3 | (226) | 2.3 | (88) | 0.0 | (81) |
|  | 2023: | 3.9 | (256) |  | 0.8 | (242) | 0.0 | (91) | 2.0 | (98) |
|  | Change: | -7.2 |  |  | -0.5 |  | -2.3 |  | 2.0 |  |
| Hispanic | 2022: | 16.0 | $(1,077)$ |  | 3.2 | $(1,021)$ | 5.4 | (410) | 3.5 | (375) |
|  | 2023: | 10.0 | $(1,032)$ |  | 4.3 | (948) | 1.1 | (361) | 3.4 | (354) |
|  | Change: | -6.0 |  |  | 1.1 |  | -4.3 |  | -0.1 |  |
| White | 2022: | 25.3 | (95) |  | 1.1 | (89) | 11.1 | (36) | 14.3 | (35) |
|  | 2023: | 17.1 | (82) |  | 7.1 | (70) | 3.3 | (30) | 12.1 | (33) |
|  | Change: | -8.2 |  |  | 6.0 |  | -7.8 |  | -2.2 |  |
| Economically Disadvantaged | 2022: | 14.9 | $(1,190)$ |  | 3.0 | $(1,140)$ | 4.5 | (440) | 2.7 | (402) |
|  | 2023: | 9.3 | $(1,213)$ |  | 3.9 | $(1,116)$ | 1.2 | (428) | 3.7 | (428) |
|  | Change: | -5.6 |  |  | 0.9 |  | -3.3 |  | 1.0 |  |
| Emergent Bilingual | 2022: | 13.3 | (761) |  | 3.4 | (725) | 4.5 | (287) | 2.7 | (255) |
|  | 2023: | 8.3 | (761) |  | 4.1 | (701) | 0.8 | (261) | 2.4 | (250) |
|  | Change: | -5.0 |  |  | 0.7 |  | -3.7 |  | -0.3 |  |
| Special Education | 2022: | 2.7 | (182) |  | 0.6 | (177) | 0.0 | (60) | 1.7 | (59) |
|  | 2023: | 2.2 | (185) |  | 1.1 | (180) | 0.0 | (50) | 3.8 | (52) |
|  | Change: | -0.5 |  |  | 0.5 |  | 0.0 |  | 2.1 |  |

[^5]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2023
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 7/1/24

126 - CENTRAL ELEMENTARY SCHOOL [Feeds to: SEAGOVILLE MS > SEAGOVILLE HS]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 37.7 | (69) |  | 31.9 | (69) |  |  |
|  | 2023: | 33.8 | (68) |  | 20.3 | (69) |  |  |
|  | Change: | -3.9 |  |  | -11.6 |  |  |  |
| Black/African American | 2022: | 50.0 | (8) |  | 0.0 | (8) |  |  |
|  | 2023: | 28.6 | (7) |  | 14.3 | (7) |  |  |
|  | Change: | -21.4 |  |  | 14.3 |  |  |  |
| Hispanic | 2022: | 26.2 | (42) |  | 31.0 | (42) |  |  |
|  | 2023: | 31.9 | (47) |  | 20.8 | (48) |  |  |
|  | Change: | 5.7 |  |  | -10.2 |  |  |  |
| White | 2022: | 50.0 | (16) |  | 37.5 | (16) |  |  |
|  | 2023: | 41.7 | (12) |  | 8.3 | (12) |  |  |
|  | Change: | -8.3 |  |  | -29.2 |  |  |  |
| Economically Disadvantaged | 2022: | 32.7 | (55) |  | 30.9 | (55) |  |  |
|  | 2023: | 33.9 | (62) |  | 20.6 | (63) |  |  |
|  | Change: | 1.2 |  |  | -10.3 |  |  |  |
| Emergent Bilingual | 2022: | 20.7 | (29) |  | 27.6 | (29) |  |  |
|  | 2023: | 33.3 | (33) |  | 27.3 | (33) |  |  |
|  | Change: | 12.6 |  |  | -0.3 |  |  |  |
| Special Education | 2022: | 0.0 | (11) |  | 0.0 | (11) |  |  |
|  | 2023: | 25.0 | (12) |  | 8.3 | (12) |  |  |
|  | Change: | 25.0 |  |  | 8.3 |  |  |  |


| Grade 4 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 33.3 | (54) |  | 37.0 | (54) |  |  |
|  | 2023: | 23.3 | (60) |  | 35.0 | (60) |  |  |
|  | Change: | -10.0 |  |  | -2.0 |  |  |  |
| Black/African American | 2022: | 33.3 | (9) |  | 11.1 | (9) |  |  |
|  | 2023: | 0.0 | (11) |  | 9.1 | (11) |  |  |
|  | Change: | -33.3 |  |  | -2.0 |  |  |  |
| Hispanic | 2022: | 31.4 | (35) |  | 48.6 | (35) |  |  |
|  | 2023: | 25.7 | (35) |  | 37.1 | (35) |  |  |
|  | Change: | -5.7 |  |  | -11.5 |  |  |  |
| White | 2022: | 40.0 | (10) |  | 20.0 | (10) |  |  |
|  | 2023: | 33.3 | (12) |  | 58.3 | (12) |  |  |
|  | Change: | -6.7 |  |  | 38.3 |  |  |  |
| Economically Disadvantaged | 2022: | 33.3 | (48) |  | 33.3 | (48) |  |  |
|  | 2023: | 21.8 | (55) |  | 34.5 | (55) |  |  |
|  | Change: | -11.5 |  |  | 1.2 |  |  |  |
| Emergent Bilingual | 2022: | 35.0 | (20) |  | 60.0 | (20) |  |  |
|  | 2023: | 17.4 | (23) |  | 34.8 | (23) |  |  |
|  | Change: | -17.6 |  |  | -25.2 |  |  |  |
| Special Education | 2022: | 16.7 | (6) |  | 33.3 | (6) |  |  |
|  | 2023: | 0.0 | (12) |  | 8.3 | (12) |  |  |
|  | Change: | -16.7 |  |  | -25.0 |  |  |  |

[^6]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location Percentage Mastering Grade Level
ADMINISTRATION: Spring 2023
MASTERS GRADE LEVEL 7/1/24
LANGUAGE: Combined English and Spanish
126 - CENTRAL ELEMENTARY SCHOOL [Feeds to: SEAGOVILLE MS > SEAGOVILLE HS]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 52.7 | (74) |  | 41.9 | (74) | 31.1 | (74) |  |
|  | 2023: | 28.1 | (57) |  | 44.8 | (58) | 24.1 | (58) |  |
|  | Change: | -24.6 |  |  | 2.9 |  | -7.0 |  |  |
| Black/African American | 2022: | 46.7 | (15) |  | 40.0 | (15) | 20.0 | (15) |  |
|  | 2023: | 28.6 | (7) |  | 28.6 | (7) | 14.3 | (7) |  |
|  | Change: | -18.1 |  |  | -11.4 |  | -5.7 |  |  |
| Hispanic | 2022: | 56.9 | (51) |  | 45.1 | (51) | 31.4 | (51) |  |
|  | 2023: | 27.8 | (36) |  | 40.5 | (37) | 24.3 | (37) |  |
|  | Change: | -29.1 |  |  | -4.6 |  | -7.1 |  |  |
| White | 2022: | 42.9 | (7) |  | 28.6 | (7) | 57.1 | (7) |  |
|  | 2023: | 23.1 | (13) |  | 61.5 | (13) | 23.1 | (13) |  |
|  | Change: | -19.8 |  |  | 32.9 |  | -34.0 |  |  |
| Economically Disadvantaged | 2022: | 51.7 | (60) |  | 43.3 | (60) | 25.0 | (60) |  |
|  | 2023: | 26.9 | (52) |  | 45.3 | (53) | 24.5 | (53) |  |
|  | Change: | -24.8 |  |  | 2.0 |  | -0.5 |  |  |
| Emergent Bilingual | 2022: | 58.1 | (31) |  | 41.9 | (31) | 22.6 | (31) |  |
|  | 2023: | 17.4 | (23) |  | 37.5 | (24) | 20.8 | (24) |  |
|  | Change: | -40.7 |  |  | -4.4 |  | -1.8 |  |  |
| Special Education | 2022: | 21.4 | (14) |  | 14.3 | (14) | 7.1 | (14) |  |
|  | 2023: | 0.0 | (9) |  | 22.2 | (9) | 11.1 | (9) |  |
|  | Change: | -21.4 |  |  | 7.9 |  | 4.0 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 42.1 | (197) |  | 37.1 | (197) | 31.1 | (74) |  |
|  | 2023: | 28.6 | (185) |  | 32.6 | (187) | 24.1 | (58) |  |
|  | Change: | -13.5 |  |  | -4.5 |  | -7.0 |  |  |
| Black/African American | 2022: | 43.8 | (32) |  | 21.9 | (32) | 20.0 | (15) |  |
|  | 2023: | 16.0 | (25) |  | 16.0 | (25) | 14.3 | (7) |  |
|  | Change: | -27.8 |  |  | -5.9 |  | -5.7 |  |  |
| Hispanic | 2022: | 39.8 | (128) |  | 41.4 | (128) | 31.4 | (51) |  |
|  | 2023: | 28.8 | (118) |  | 31.7 | (120) | 24.3 | (37) |  |
|  | Change: | -11.0 |  |  | -9.7 |  | -7.1 |  |  |
| White | 2022: | 45.5 | (33) |  | 30.3 | (33) | 57.1 | (7) |  |
|  | 2023: | 32.4 | (37) |  | 43.2 | (37) | 23.1 | (13) |  |
|  | Change: | -13.1 |  |  | 12.9 |  | -34.0 |  |  |
| Economically Disadvantaged | 2022: | 39.9 | (163) |  | 36.2 | (163) | 25.0 | (60) |  |
|  | 2023: | 27.8 | (169) |  | 32.7 | (171) | 24.5 | (53) |  |
|  | Change: | -12.1 |  |  | -3.5 |  | -0.5 |  |  |
| Emergent Bilingual | 2022: | 38.8 | (80) |  | 41.3 | (80) | 22.6 | (31) |  |
|  | 2023: | 24.1 | (79) |  | 32.5 | (80) | 20.8 | (24) |  |
|  | Change: | -14.7 |  |  | -8.8 |  | -1.8 |  |  |
| Special Education | 2022: | 12.9 | (31) |  | 12.9 | (31) | 7.1 | (14) |  |
|  | 2023: | 9.1 | (33) |  | 12.1 | (33) | 11.1 | (9) |  |
|  | Change: | -3.8 |  |  | -0.8 |  | 4.0 |  |  |

[^7]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2023
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 7/1/24

167 - KLEBERG ELEMENTARY SCHOOL [Feeds to: SEAGOVILLE MS > SEAGOVILLE HS]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 21.9 | (105) |  | 11.4 | (105) |  |  |
|  | 2023: | 17.5 | (97) |  | 8.2 | (97) |  |  |
|  | Change: | -4.4 |  |  | -3.2 |  |  |  |
| Black/African American | 2022: | 0.0 | (12) |  |  | (12) |  |  |
|  | 2023: | 0.0 | (22) |  | 0.0 | (22) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |
| Hispanic | 2022: | 22.0 | (82) |  | 9.8 | (82) |  |  |
|  | 2023: | 25.8 | (66) |  | 12.1 | (66) |  |  |
|  | Change: | 3.8 |  |  | 2.3 |  |  |  |
| White | 2022: | 42.9 | (7) |  | 42.9 | (7) |  |  |
|  | 2023: | 0.0 | (7) |  | 0.0 | (7) |  |  |
|  | Change: | -42.9 |  |  | -42.9 |  |  |  |
| Economically Disadvantaged | 2022: | 23.1 | (91) |  | 9.9 | (91) |  |  |
|  | 2023: | 19.1 | (89) |  | 9.0 | (89) |  |  |
|  | Change: | -4.0 |  |  | -0.9 |  |  |  |
| Emergent Bilingual | 2022: | 23.0 | (61) |  | 11.5 | (61) |  |  |
|  | 2023: | 36.2 | (47) |  | 14.9 | (47) |  |  |
|  | Change: | 13.2 |  |  | 3.4 |  |  |  |
| Special Education | 2022: | 0.0 | (11) |  | 0.0 | (11) |  |  |
|  | 2023: | 0.0 | (14) |  | 0.0 | (14) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |


| Grade 4 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 16.7 | (108) |  | 11.1 | (108) |  |  |
|  | 2023: | 14.3 | (105) |  | 9.6 | (104) |  |  |
|  | Change: | -2.4 |  |  | -1.5 |  |  |  |
| Black/African American | 2022: | 10.0 | (20) |  | 0.0 | (20) |  |  |
|  | 2023: | 0.0 | (13) |  | 0.0 | (13) |  |  |
|  | Change: | -10.0 |  |  | 0.0 |  |  |  |
| Hispanic | 2022: | 18.7 | (75) |  | 12.0 | (75) |  |  |
|  | 2023: | 16.0 | (81) |  | 10.0 | (80) |  |  |
|  | Change: | -2.7 |  |  | -2.0 |  |  |  |
| White | 2022: | 20.0 | (10) |  | 30.0 | (10) |  |  |
|  | 2023: | 14.3 | (7) |  | 14.3 | (7) |  |  |
|  | Change: | -5.7 |  |  | -15.7 |  |  |  |
| Economically Disadvantaged | 2022: | 15.7 | (89) |  | 9.0 | (89) |  |  |
|  | 2023: | 13.6 | (88) |  | 9.2 | (87) |  |  |
|  | Change: | -2.1 |  |  | 0.2 |  |  |  |
| Emergent Bilingual | 2022: | 16.9 | (59) |  | 13.6 | (59) |  |  |
|  | 2023: | 21.3 | (61) |  | 13.3 | (60) |  |  |
|  | Change: | 4.4 |  |  | -0.3 |  |  |  |
| Special Education | 2022: | 5.0 | (20) |  | 5.0 | (20) |  |  |
|  | 2023: | 0.0 | (12) |  | 0.0 | (12) |  |  |
|  | Change: | -5.0 |  |  | -5.0 |  |  |  |

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

Percentage Mastering Grade Level
ADMINISTRATION: Spring 2023
MASTERS GRADE LEVEL 7/1/24
LANGUAGE: Combined English and Spanish
167 - KLEBERG ELEMENTARY SCHOOL [Feeds to: SEAGOVILLE MS > SEAGOVILLE HS]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 20.0 | (110) |  | 11.8 | (110) | 10.9 | (110) |  |
|  | 2023: | 14.5 | (110) |  | 16.4 | (110) | 14.5 | (110) |  |
|  | Change: | -5.5 |  |  | 4.6 |  | 3.6 |  |  |
| Black/African American | 2022: | 4.3 | (23) |  | 0.0 | (23) | 8.7 | (23) |  |
|  | 2023: | 0.0 | (24) |  | 0.0 | (24) | 0.0 | (24) |  |
|  | Change: | -4.3 |  |  | 0.0 |  | -8.7 |  |  |
| Hispanic | 2022: | 24.0 | (75) |  | 14.7 | (75) | 13.3 | (75) |  |
|  | 2023: | 19.7 | (76) |  | 23.7 | (76) | 19.7 | (76) |  |
|  | Change: | -4.3 |  |  | 9.0 |  | 6.4 |  |  |
| White | 2022: | 33.3 | (9) |  | 22.2 | (9) | 0.0 | (9) |  |
|  | 2023: | 11.1 | (9) |  | 0.0 | (9) | 11.1 | (9) |  |
|  | Change: | -22.2 |  |  | -22.2 |  | 11.1 |  |  |
| Economically Disadvantaged | 2022: | 16.5 | (97) |  | 12.4 | (97) | 10.3 | (97) |  |
|  | 2023: | 12.6 | (95) |  | 16.8 | (95) | 15.8 | (95) |  |
|  | Change: | -3.9 |  |  | 4.4 |  | 5.5 |  |  |
| Emergent Bilingual | 2022: | 25.0 | (56) |  | 16.1 | (56) | 14.3 | (56) |  |
|  | 2023: | 20.3 | (59) |  | 25.4 | (59) | 22.0 | (59) |  |
|  | Change: | -4.7 |  |  | 9.3 |  | 7.7 |  |  |
| Special Education | 2022: | 6.9 | (29) |  | 3.4 | (29) | 6.9 | (29) |  |
|  | 2023: | 5.6 | (18) |  | 5.6 | (18) | 5.6 | (18) |  |
|  | Change: | -1.3 |  |  | 2.2 |  | -1.3 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 19.5 | (323) |  | 11.5 | (323) | 10.9 | (110) |  |
|  | 2023: | 15.4 | (312) |  | 11.6 | (311) | 14.5 | (110) |  |
|  | Change: | -4.1 |  |  | 0.1 |  | 3.6 |  |  |
| Black/African American | 2022: | 5.5 | (55) |  | 0.0 | (55) | 8.7 | (23) |  |
|  | 2023: | 0.0 | (59) |  | 0.0 | (59) | 0.0 | (24) |  |
|  | Change: | -5.5 |  |  | 0.0 |  | -8.7 |  |  |
| Hispanic | 2022: | 21.6 | (232) |  | 12.1 | (232) | 13.3 | (75) |  |
|  | 2023: | 20.2 | (223) |  | 15.3 | (222) | 19.7 | (76) |  |
|  | Change: | -1.4 |  |  | 3.2 |  | 6.4 |  |  |
| White | 2022: | 30.8 | (26) |  | 30.8 | (26) | 0.0 | (9) |  |
|  | 2023: | 8.7 | (23) |  | 4.3 | (23) | 11.1 | (9) |  |
|  | Change: | -22.1 |  |  | -26.5 |  | 11.1 |  |  |
| Economically Disadvantaged | 2022: | 18.4 | (277) |  | 10.5 | (277) | 10.3 | (97) |  |
|  | 2023: | 15.1 | (272) |  | 11.8 | (271) | 15.8 | (95) |  |
|  | Change: | -3.3 |  |  | 1.3 |  | 5.5 |  |  |
| Emergent Bilingual | 2022: | 21.6 | (176) |  | 13.6 | (176) | 14.3 | (56) |  |
|  | 2023: | 25.1 | (167) |  | 18.1 | (166) | 22.0 | (59) |  |
|  | Change: | 3.5 |  |  | 4.5 |  | 7.7 |  |  |
| Special Education | 2022: | 5.0 | (60) |  | 3.3 | (60) | 6.9 | (29) |  |
|  | 2023: | 2.3 | (44) |  | 2.3 | (44) | 5.6 | (18) |  |
|  | Change: | -2.7 |  |  | -1.0 |  | -1.3 |  |  |

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

POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2023
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 7/1/24

208 - SEAGOVILLE ELEMENTARY SCHOOL [Feeds to: SEAGOVILLE MS > SEAGOVILLE HS]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 28.1 | (96) |  | 7.3 | (96) |  |  |
|  | 2023: | 32.1 | (84) |  | 1.2 | (84) |  |  |
|  | Change: | 4.0 |  |  | -6.1 |  |  |  |
| Black/African American | 2022: | 14.3 | (7) |  | 0.0 | (7) |  |  |
|  | 2023: | 33.3 | (9) |  | 0.0 | (9) |  |  |
|  | Change: | 19.0 |  |  | 0.0 |  |  |  |
| Hispanic | 2022: | 29.6 | (71) |  | 8.5 | (71) |  |  |
|  | 2023: | 34.4 | (61) |  | 1.6 | (61) |  |  |
|  | Change: | 4.8 |  |  | -6.9 |  |  |  |
| White | 2022: | 21.4 | (14) |  | 0.0 | (14) |  |  |
|  | 2023: | 15.4 | (13) |  | 0.0 | (13) |  |  |
|  | Change: | -6.0 |  |  | 0.0 |  |  |  |
| Economically Disadvantaged | 2022: | 27.0 | (89) |  | 5.6 | (89) |  |  |
|  | 2023: | 29.3 | (75) |  | 1.3 | (75) |  |  |
|  | Change: | 2.3 |  |  | -4.3 |  |  |  |
| Emergent Bilingual | 2022: | 36.7 | (49) |  | 10.2 | (49) |  |  |
|  | 2023: | 37.2 | (43) |  | 2.3 | (43) |  |  |
|  | Change: | 0.5 |  |  | -7.9 |  |  |  |
| Special Education | 2022: | 5.3 | (19) |  | 5.3 | (19) |  |  |
|  | 2023: | 5.3 | (19) |  | 0.0 | (19) |  |  |
|  | Change: | 0.0 |  |  | -5.3 |  |  |  |


| Grade 4 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 17.5 | (80) |  | 6.3 | (80) |  |  |
|  | 2023: | 10.4 | (96) |  | 13.5 | (96) |  |  |
|  | Change: | -7.1 |  |  | 7.2 |  |  |  |
| Black/African American | 2022: | 28.6 | (7) |  | 0.0 | (7) |  |  |
|  | 2023: | 0.0 | (10) |  | 10.0 | (10) |  |  |
|  | Change: | -28.6 |  |  | 10.0 |  |  |  |
| Hispanic | 2022: | 17.9 | (67) |  | 7.5 | (67) |  |  |
|  | 2023: | 11.3 | (71) |  | 9.9 | (71) |  |  |
|  | Change: | -6.6 |  |  | 2.4 |  |  |  |
| White | 2022: | * | (5) |  | * | (5) |  |  |
|  | 2023: | 14.3 | (14) |  | 35.7 | (14) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2022: | 17.8 | (73) |  | 6.8 | (73) |  |  |
|  | 2023: | 11.1 | (81) |  | 12.3 | (81) |  |  |
|  | Change: | -6.7 |  |  | 5.5 |  |  |  |
| Emergent Bilingual | 2022: | 18.4 | (49) |  | 6.1 | (49) |  |  |
|  | 2023: | 13.5 | (52) |  | 9.6 | (52) |  |  |
|  | Change: | -4.9 |  |  | 3.5 |  |  |  |
| Special Education | 2022: | 7.1 | (14) |  | 0.0 | (14) |  |  |
|  | 2023: | 0.0 | (21) |  | 9.5 | (21) |  |  |
|  | Change: | -7.1 |  |  | 9.5 |  |  |  |

[^10]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2023
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 7/1/24

208 - SEAGOVILLE ELEMENTARY SCHOOL [Feeds to: SEAGOVILLE MS > SEAGOVILLE HS]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 19.2 | (99) |  | 19.2 | (99) | 5.1 | (99) |  |
|  | 2023: | 15.0 | (80) |  | 11.3 | (80) | 2.5 | (80) |  |
|  | Change: | -4.2 |  |  | -7.9 |  | -2.6 |  |  |
| Black/African American | 2022: | 13.3 | (15) |  | 0.0 | (15) | 0.0 | (15) |  |
|  | 2023: | 14.3 | (7) |  | 0.0 | (7) | 0.0 | (7) |  |
|  | Change: | 1.0 |  |  | 0.0 |  | 0.0 |  |  |
| Hispanic | 2022: | 14.9 | (74) |  | 21.6 | (74) | 5.4 | (74) |  |
|  | 2023: | 17.2 | (64) |  | 12.5 | (64) | 3.1 | (64) |  |
|  | Change: | 2.3 |  |  | -9.1 |  | -2.3 |  |  |
| White | 2022: | 57.1 | (7) |  | 28.6 | (7) | 14.3 | (7) |  |
|  | 2023: | 0.0 | (9) |  | 11.1 | (9) | 0.0 | (9) |  |
|  | Change: | -57.1 |  |  | -17.5 |  | -14.3 |  |  |
| Economically Disadvantaged | 2022: | 16.1 | (87) |  | 19.5 | (87) | 3.4 | (87) |  |
|  | 2023: | 15.7 | (70) |  | 11.4 | (70) | 1.4 | (70) |  |
|  | Change: | -0.4 |  |  | -8.1 |  | -2.0 |  |  |
| Emergent Bilingual | 2022: | 13.8 | (58) |  | 24.1 | (58) | 5.2 | (58) |  |
|  | 2023: | 17.0 | (47) |  | 12.8 | (47) | 4.3 | (47) |  |
|  | Change: | 3.2 |  |  | -11.3 |  | -0.9 |  |  |
| Special Education | 2022: | 7.1 | (14) |  | 7.1 | (14) | 7.1 | (14) |  |
|  | 2023: | 6.3 | (16) |  | 6.3 | (16) | 0.0 | (16) |  |
|  | Change: | -0.8 |  |  | -0.8 |  | -7.1 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 21.8 | (275) |  | 11.3 | (275) | 5.1 | (99) |  |
|  | 2023: | 18.8 | (260) |  | 8.8 | (260) | 2.5 | (80) |  |
|  | Change: | -3.0 |  |  | -2.5 |  | -2.6 |  |  |
| Black/African American | 2022: | 17.2 | (29) |  | 0.0 | (29) | 0.0 | (15) |  |
|  | 2023: | 15.4 | (26) |  | 3.8 | (26) | 0.0 | (7) |  |
|  | Change: | -1.8 |  |  | 3.8 |  | 0.0 |  |  |
| Hispanic | 2022: | 20.8 | (212) |  | 12.7 | (212) | 5.4 | (74) |  |
|  | 2023: | 20.4 | (196) |  | 8.2 | (196) | 3.1 | (64) |  |
|  | Change: | -0.4 |  |  | -4.5 |  | -2.3 |  |  |
| White | 2022: | 26.9 | (26) |  | 7.7 | (26) | 14.3 | (7) |  |
|  | 2023: | 11.1 | (36) |  | 16.7 | (36) | 0.0 | (9) |  |
|  | Change: | -15.8 |  |  | 9.0 |  | -14.3 |  |  |
| Economically Disadvantaged | 2022: | 20.5 | (249) |  | 10.8 | (249) | 3.4 | (87) |  |
|  | 2023: | 18.6 | (226) |  | 8.4 | (226) | 1.4 | (70) |  |
|  | Change: | -1.9 |  |  | -2.4 |  | -2.0 |  |  |
| Emergent Bilingual | 2022: | 22.4 | (156) |  | 14.1 | (156) | 5.2 | (58) |  |
|  | 2023: | 21.8 | (142) |  | 8.5 | (142) | 4.3 | (47) |  |
|  | Change: | -0.6 |  |  | -5.6 |  | -0.9 |  |  |
| Special Education | 2022: | 6.4 | (47) |  | 4.3 | (47) | 7.1 | (14) |  |
|  | 2023: | 3.6 | (56) |  | 5.4 | (56) | 0.0 | (16) |  |
|  | Change: | -2.8 |  |  | 1.1 |  | -7.1 |  |  |

[^11]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: Percentage Mastering Grade Level
ADMINISTRATION: Spring 2023
MASTERS GRADE LEVEL 7/1/24
LANGUAGE: Combined English and Spanish
244 - SEAGOVILLE NORTH ELEMENTARY SCHOOL [Feeds to: SEAGOVILLE MS > SEAGOVILLE HS]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 15.0 | (120) |  | 9.2 | (120) |  |  |
|  | 2023: | 9.1 | (110) |  | 10.9 | (110) |  |  |
|  | Change: | -5.9 |  |  | 1.7 |  |  |  |
| Black/African American | 2022: | 11.8 | (17) |  | 5.9 | (17) |  |  |
|  | 2023: | 5.3 | (19) |  | 5.3 | (19) |  |  |
|  | Change: | -6.5 |  |  | -0.6 |  |  |  |
| Hispanic | 2022: | 16.7 | (96) |  | 10.4 | (96) |  |  |
|  | 2023: | 8.9 | (79) |  | 11.4 | (79) |  |  |
|  | Change: | -7.8 |  |  | 1.0 |  |  |  |
| White | 2022: | * | (4) |  | * | (4) |  |  |
|  | 2023: | 0.0 | (6) |  | 16.7 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2022: | 11.7 | (111) |  | 8.1 | (111) |  |  |
|  | 2023: | 9.7 | (93) |  | 10.8 | (93) |  |  |
|  | Change: | -2.0 |  |  | 2.7 |  |  |  |
| Emergent Bilingual | 2022: | 15.6 | (64) |  | 10.9 | (64) |  |  |
|  | 2023: | 12.7 | (55) |  | 10.9 | (55) |  |  |
|  | Change: | -2.9 |  |  | 0.0 |  |  |  |
| Special Education | 2022: | 0.0 | (13) |  | 0.0 | (13) |  |  |
|  | 2023: | 0.0 | (17) |  | 0.0 | (17) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |


| Grade 4 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 9.3 | (107) |  | 8.4 | (107) |  |  |
|  | 2023: | 14.0 | (121) |  | 13.2 | (121) |  |  |
|  | Change: | 4.7 |  |  | 4.8 |  |  |  |
| Black/African American | 2022: | 0.0 | (21) |  | 0.0 | (21) |  |  |
|  | 2023: | 4.3 | (23) |  | 8.7 | (23) |  |  |
|  | Change: | 4.3 |  |  | 8.7 |  |  |  |
| Hispanic | 2022: | 11.1 | (72) |  | 11.1 | (72) |  |  |
|  | 2023: | 17.4 | (92) |  | 14.1 | (92) |  |  |
|  | Change: | 6.3 |  |  | 3.0 |  |  |  |
| White | 2022: | 11.1 | (9) |  | 11.1 | (9) |  |  |
|  | 2023: | * |  |  | * | (3) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2022: | 8.4 | (95) |  | 9.5 | (95) |  |  |
|  | 2023: | 13.2 | (114) |  | 12.3 | (114) |  |  |
|  | Change: | 4.8 |  |  | 2.8 |  |  |  |
| Emergent Bilingual | 2022: | 9.1 | (44) |  | 15.9 | (44) |  |  |
|  | 2023: | 20.3 | (69) |  | 15.9 | (69) |  |  |
|  | Change: | 11.2 |  |  | 0.0 |  |  |  |
| Special Education | 2022: | 0.0 | (10) |  | 0.0 | (10) |  |  |
|  | 2023: | 7.1 | (14) |  | 0.0 | (14) |  |  |
|  | Change: | 7.1 |  |  | 0.0 |  |  |  |

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

Percentage Mastering Grade Level
ADMINISTRATION: Spring 2023
MASTERS GRADE LEVEL 7/1/24
LANGUAGE: Combined English and Spanish

## 244 - SEAGOVILLE NORTH ELEMENTARY SCHOOL [Feeds to: SEAGOVILLE MS > SEAGOVILLE HS]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 26.8 | (142) |  | 12.8 | (141) | 7.0 | (142) |  |
|  | 2023: | 11.0 | (109) |  | 5.6 | (108) | 0.0 | (108) |  |
|  | Change: | -15.8 |  |  | -7.2 |  | -7.0 |  |  |
| Black/African American | 2022: | 34.5 | (29) |  | 6.9 | (29) | 13.8 | (29) |  |
|  | 2023: | 6.7 | (30) |  | 0.0 | (30) | 0.0 | (30) |  |
|  | Change: | -27.8 |  |  | -6.9 |  | -13.8 |  |  |
| Hispanic | 2022: | 25.0 | (104) |  | 15.5 | (103) | 5.8 | (104) |  |
|  | 2023: | 8.8 | (68) |  | 7.5 | (67) | 0.0 | (67) |  |
|  | Change: | -16.2 |  |  | -8.0 |  | -5.8 |  |  |
| White | 2022: | 28.6 | (7) |  | 0.0 | (7) | 0.0 | (7) |  |
|  | 2023: | 33.3 | (6) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | Change: | 4.7 |  |  | 0.0 |  | 0.0 |  |  |
| Economically Disadvantaged | 2022: | 25.4 | (126) |  | 12.7 | (126) | 6.3 | (126) |  |
|  | 2023: | 10.6 | (94) |  | 6.5 | (93) | 0.0 | (93) |  |
|  | Change: | -14.8 |  |  | -6.2 |  | -6.3 |  |  |
| Emergent Bilingual | 2022: | 19.8 | (81) |  | 18.5 | (81) | 7.4 | (81) |  |
|  | 2023: | 7.1 | (42) |  | 11.9 | (42) | 0.0 | (41) |  |
|  | Change: | -12.7 |  |  | -6.6 |  | -7.4 |  |  |
| Special Education | 2022: | 0.0 | (14) |  | 0.0 | (14) | 0.0 | (14) |  |
|  | 2023: | 0.0 | (12) |  | 0.0 | (12) | 0.0 | (12) |  |
|  | Change: | 0.0 |  |  | 0.0 |  | 0.0 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 17.9 | (369) |  | 10.3 | (368) | 7.0 | (142) |  |
|  | 2023: | 11.5 | (340) |  | 10.0 | (339) | 0.0 | (108) |  |
|  | Change: | -6.4 |  |  | -0.3 |  | -7.0 |  |  |
| Black/African American | 2022: | 17.9 | (67) |  | 4.5 | (67) | 13.8 | (29) |  |
|  | 2023: | 5.6 | (72) |  | 4.2 | (72) | 0.0 | (30) |  |
|  | Change: | -12.3 |  |  | -0.3 |  | -13.8 |  |  |
| Hispanic | 2022: | 18.4 | (272) |  | 12.5 | (271) | 5.8 | (104) |  |
|  | 2023: | 12.1 | (239) |  | 11.3 | (238) | 0.0 | (67) |  |
|  | Change: | -6.3 |  |  | -1.2 |  | -5.8 |  |  |
| White | 2022: | 15.0 | (20) |  | 5.0 | (20) | 0.0 | (7) |  |
|  | 2023: | 13.3 | (15) |  | 13.3 | (15) | 0.0 | (6) |  |
|  | Change: | -1.7 |  |  | 8.3 |  | 0.0 |  |  |
| Economically <br> Disadvantaged | 2022: | 16.0 | (332) |  | 10.2 | (332) | 6.3 | (126) |  |
|  | 2023: | 11.3 | (301) |  | 10.0 | (300) | 0.0 | (93) |  |
|  | Change: | -4.7 |  |  | -0.2 |  | -6.3 |  |  |
| Emergent Bilingual | 2022: | 15.9 | (189) |  | 15.3 | (189) | 7.4 | (81) |  |
|  | 2023: | 14.5 | (166) |  | 13.3 | (166) | 0.0 | (41) |  |
|  | Change: | -1.4 |  |  | -2.0 |  | -7.4 |  |  |
| Special Education | 2022: | 0.0 | (37) |  | 0.0 | (37) | 0.0 | (14) |  |
|  | 2023: | 2.3 | (43) |  | 0.0 | (43) | 0.0 | (12) |  |
|  | Change: | 2.3 |  |  | 0.0 |  | 0.0 |  |  |

[^13]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
Combined English and Spanish
305 - EBBY HALLIDAY ELEMENTARY SCHOOL [Feeds to: SEAGOVILLE MS > SEAGOVILLE HS]

| Grade 3 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 10.5 | (86) |  | 5.8 | (86) |  |  |
|  | 2023: | 7.8 | (102) |  | 4.9 | (103) |  |  |
|  | Change: | -2.7 |  |  | -0.9 |  |  |  |
| Black/African American | 2022: |  | (9) |  |  | (9) |  |  |
|  | 2023: | 0.0 | (9) |  | 0.0 | (10) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |
| Hispanic | 2022: | 11.8 | (76) |  | 6.6 | (76) |  |  |
|  | 2023: | 8.7 | (92) |  | 5.4 | (92) |  |  |
|  | Change: | -3.1 |  |  | -1.2 |  |  |  |
| White | 2022: |  |  |  |  |  |  |  |
|  | 2023: | * | (1) |  | * | (1) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2022: | 11.8 | (76) |  | 6.6 | (76) |  |  |
|  | 2023: | 5.9 | (85) |  | 2.3 | (86) |  |  |
|  | Change: | -5.9 |  |  | -4.3 |  |  |  |
| Emergent Bilingual | 2022: | 9.8 | (51) |  | 5.9 | (51) |  |  |
|  | 2023: | 7.7 | (65) |  | 1.5 | (65) |  |  |
|  | Change: | -2.1 |  |  | -4.4 |  |  |  |
| Special Education | 2022: | * | (5) |  |  | (5) |  |  |
|  | 2023: | 6.3 | (16) |  |  | (16) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing | Mathe | atics | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 35.6 | (87) |  | 27.6 | (87) |  |  |
|  | 2023: | 13.2 | (91) |  | 13.0 | (92) |  |  |
|  | Change: | -22.4 |  |  | -14.6 |  |  |  |
| Black/African American | 2022: | * | (3) |  | * | (3) |  |  |
|  | 2023: | 8.3 | (12) |  | 0.0 | (12) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Hispanic | 2022: | 34.1 | (82) |  | 26.8 | (82) |  |  |
|  | 2023: | 13.9 | (79) |  | 15.0 | (80) |  |  |
|  | Change: | -20.2 |  |  | -11.8 |  |  |  |
| Economically Disadvantaged | 2022: | 32.4 | (74) |  | 28.4 | (74) |  |  |
|  | 2023: | 12.0 | (75) |  | 13.2 | (76) |  |  |
|  | Change: | -20.4 |  |  | -15.2 |  |  |  |
| Emergent Bilingual | 2022: | 32.1 | (56) |  | 28.6 | (56) |  |  |
|  | 2023: | 14.5 | (55) |  | 16.4 | (55) |  |  |
|  | Change: | -17.6 |  |  | -12.2 |  |  |  |
| Special Education | 2022: | 20.0 | (10) |  | 0.0 | (10) |  |  |
|  | 2023: | * |  |  | * | (5) |  |  |
|  | Change: | * |  |  | * |  |  |  |

[^14]305 - EBBY HALLIDAY ELEMENTARY SCHOOL [Feeds to: SEAGOVILLE MS > SEAGOVILLE HS]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 18.7 | (91) |  | 17.6 | (91) | 4.4 | (91) |  |
|  | 2023: | 22.2 | (99) |  | 12.1 | (99) | 5.1 | (99) |  |
|  | Change: | 3.5 |  |  | -5.5 |  | 0.7 |  |  |
| Black/African American | 2022: | 11.1 | (9) |  | 11.1 | (9) | 0.0 | (9) |  |
|  | 2023: | 66.7 | (9) |  | 11.1 | (9) | 0.0 | (9) |  |
|  | Change: | 55.6 |  |  | 0.0 |  | 0.0 |  |  |
| Hispanic | 2022: | 19.2 | (78) |  | 19.2 | (78) | 5.1 | (78) |  |
|  | 2023: | 16.9 | (89) |  | 12.4 | (89) | 5.6 | (89) |  |
|  | Change: | -2.3 |  |  | -6.8 |  | 0.5 |  |  |
| White | 2022: | * | (4) |  |  | (4) | * | (4) |  |
|  | 2023: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2022: | 16.5 | (79) |  | 17.7 | (79) | 5.1 | (79) |  |
|  | 2023: | 21.4 | (84) |  | 13.1 | (84) | 4.8 | (84) |  |
|  | Change: | 4.9 |  |  | -4.6 |  | -0.3 |  |  |
| Emergent Bilingual | 2022: | 13.3 | (60) |  | 21.7 | (60) | 6.7 | (60) |  |
|  | 2023: | 11.7 | (60) |  | 13.3 | (60) | 8.3 | (60) |  |
|  | Change: | -1.6 |  |  | -8.4 |  | 1.6 |  |  |
| Special Education | 2022: | 0.0 | (13) |  | 7.7 | (13) | 0.0 | (13) |  |
|  | 2023: | 15.4 | (13) |  | 0.0 | (13) | 0.0 | (13) |  |
|  | Change: | 15.4 |  |  | -7.7 |  | 0.0 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2022: | 21.6 | (264) |  | 17.0 | (264) | 4.4 | (91) |  |
|  | 2023: | 14.4 | (292) |  | 9.9 | (294) | 5.1 | (99) |  |
|  | Change: | -7.2 |  |  | -7.1 |  | 0.7 |  |  |
| Black/African American |  |  | (21) |  | 14.3 | (21) | 0.0 |  |  |
|  | 2023: | 23.3 | (30) |  | 3.2 | (31) | 0.0 | (9) |  |
|  | Change: | 9.0 |  |  | -11.1 |  | 0.0 |  |  |
| Hispanic | 2022: | 22.0 | (236) |  | 17.8 | (236) | 5.1 | (78) |  |
|  | 2023: | 13.1 | (260) |  | 10.7 | (261) | 5.6 | (89) |  |
|  | Change: | -8.9 |  |  | -7.1 |  | 0.5 |  |  |
| White | 2022: | 33.3 | (6) |  | 0.0 | (6) | * | (4) |  |
|  | 2023: | * |  |  | * | (2) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2022: | 20.1 | (229) |  | 17.5 | (229) | 5.1 | (79) |  |
|  | 2023: | 13.1 | (244) |  | 9.3 | (246) | 4.8 | (84) |  |
|  | Change: | -7.0 |  |  | -8.2 |  | -0.3 |  |  |
| Emergent Bilingual | 2022: | 18.6 | (167) |  | 19.2 | (167) | 6.7 | (60) |  |
|  | 2023: | 11.1 | (180) |  | 10.0 | (180) | 8.3 | (60) |  |
|  | Change: | -7.5 |  |  | -9.2 |  | 1.6 |  |  |
| Special Education | 2022: | 7.1 | (28) |  | 3.6 | (28) | 0.0 | (13) |  |
|  | 2023: | 8.8 | (34) |  | 2.9 | (34) | 0.0 | (13) |  |
|  | Change: | 1.7 |  |  | -0.7 |  | 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]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ 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. ${ }^{1}$ † 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. ${ }^{1}$ †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. ${ }^{1} \dagger$ 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]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ 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]:    (N) = students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ 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]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ 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]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ 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]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ 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.

