| | | | MASTERS GRADE LEVEL 7/1/24 |
|---|---|---|---|
| **POPULATION:** | All Students Tested at Location | | |
| **STATISTIC:** | Percentage Mastering Grade Level | | |
| **ADMINISTRATION:** | Spring 2023 | | |
| **LANGUAGE:** | Combined English and Spanish | | |

**NORTH DALLAS FEEDER GROUP**

| Grade 3 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 23.9 | (339) | | 18.6 | (339) | | |
| | 2023: | 8.2 | (319) | | 7.8 | (320) | | |
| | Change: | **-15.7** | | | **-10.8** | | | |
| **Black/African American** | 2022: | 11.8 | (85) | | 5.9 | (85) | | |
| | 2023: | 2.1 | (94) | | 4.2 | (96) | | |
| | Change: | **-9.7** | | | -1.7 | | | |
| **Hispanic** | 2022: | 26.4 | (235) | | 23.0 | (235) | | |
| | 2023: | 10.5 | (209) | | 8.6 | (209) | | |
| | Change: | **-15.9** | | | **-14.4** | | | |
| **White** | 2022: | 66.7 | (6) | | 16.7 | (6) | | |
| | 2023: | * | (5) | | * | (5) | | |
| | Change: | * | | | * | | | |
| **Economically Disadvantaged** | 2022: | 24.4 | (315) | | 19.0 | (315) | | |
| | 2023: | 7.2 | (292) | | 6.8 | (293) | | |
| | Change: | **-17.2** | | | **-12.2** | | | |
| **Emergent Bilingual** | 2022: | 29.0 | (186) | | 24.2 | (186) | | |
| | 2023: | 11.3 | (159) | | 10.7 | (159) | | |
| | Change: | **-17.7** | | | **-13.5** | | | |
| **Special Education** | 2022: | 3.3 | (30) | | 6.7 | (30) | | |
| | 2023: | 0.0 | (43) | | 2.3 | (43) | | |
| | Change: | -3.3 | | | -4.4 | | | |

| Grade 4 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 19.5 | (349) | | 13.7 | (350) | | |
| | 2023: | 12.7 | (332) | | 17.6 | (330) | | |
| | Change: | **-6.8** | | | 3.9 | | | |
| **Black/African American** | 2022: | 6.3 | (112) | | 1.8 | (113) | | |
| | 2023: | 3.7 | (82) | | 6.1 | (82) | | |
| | Change: | -2.6 | | | 4.3 | | | |
| **Hispanic** | 2022: | 25.7 | (218) | | 19.3 | (218) | | |
| | 2023: | 15.9 | (227) | | 22.2 | (225) | | |
| | Change: | **-9.8** | | | 2.9 | | | |
| **White** | 2022: | 16.7 | (6) | | 0.0 | (6) | | |
| | 2023: | 0.0 | (8) | | 0.0 | (8) | | |
| | Change: | **-16.7** | | | 0.0 | | | |
| **Economically Disadvantaged** | 2022: | 17.8 | (315) | | 13.3 | (316) | | |
| | 2023: | 12.5 | (305) | | 17.5 | (303) | | |
| | Change: | **-5.3** | | | 4.2 | | | |
| **Emergent Bilingual** | 2022: | 28.9 | (173) | | 22.0 | (173) | | |
| | 2023: | 18.5 | (184) | | 23.5 | (183) | | |
| | Change: | **-10.4** | | | 1.5 | | | |
| **Special Education** | 2022: | 4.3 | (47) | | 0.0 | (47) | | |
| | 2023: | 0.0 | (42) | | 2.4 | (42) | | |
| | Change: | -4.3 | | | 2.4 | | | |

(N) = students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections.

| POPULATION: | All Students Tested at Location | MASTERS |
| STATISTIC: | Percentage Mastering Grade Level | GRADE LEVEL |
| ADMINISTRATION: | Spring 2023 | 7/1/24 |
| LANGUAGE: | Combined English and Spanish | |

**NORTH DALLAS FEEDER GROUP**

| Grade 5 | | Reading¹ | | Writing | Mathematics¹ | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 18.7 | (315) | | 20.3 | (315) | 8.6 | (313) | |
| | 2023: | 17.5 | (325) | | 12.3 | (326) | 7.7 | (326) | |
| | Change: | -1.2 | | | **-8.0** | | -0.9 | | |
| **Black/African American** | 2022: | 12.6 | (103) | | 6.8 | (103) | 4.0 | (101) | |
| | 2023: | 8.3 | (96) | | 2.1 | (96) | 5.2 | (97) | |
| | Change: | -4.3 | | | -4.7 | | 1.2 | | |
| **Hispanic** | 2022: | 19.6 | (199) | | 27.1 | (199) | 10.6 | (199) | |
| | 2023: | 21.0 | (214) | | 14.9 | (215) | 6.5 | (214) | |
| | Change: | 1.4 | | | **-12.2** | | -4.1 | | |
| **White** | 2022: | * | (5) | | * | (5) | * | (5) | |
| | 2023: | * | (4) | | * | (4) | * | (4) | |
| | Change: | * | | | * | | * | | |
| **Economically Disadvantaged** | 2022: | 17.8 | (292) | | 21.2 | (292) | 8.6 | (290) | |
| | 2023: | 15.4 | (298) | | 10.0 | (300) | 6.0 | (299) | |
| | Change: | -2.4 | | | **-11.2** | | -2.6 | | |
| **Emergent Bilingual** | 2022: | 18.2 | (159) | | 30.2 | (159) | 12.6 | (159) | |
| | 2023: | 23.1 | (169) | | 17.6 | (170) | 7.1 | (169) | |
| | Change: | 4.9 | | | **-12.6** | | **-5.5** | | |
| **Special Education** | 2022: | 6.7 | (45) | | 15.6 | (45) | 11.1 | (45) | |
| | 2023: | 2.2 | (45) | | 0.0 | (44) | 2.2 | (45) | |
| | Change: | -4.5 | | | **-15.6** | | **-8.9** | | |

| Grade 6 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 10.9 | (340) | | 5.0 | (339) | | |
| | 2023: | 12.4 | (283) | | 8.4 | (286) | | |
| | Change: | 1.5 | | | 3.4 | | | |
| **Black/African American** | 2022: | 7.2 | (97) | | 4.1 | (97) | | |
| | 2023: | 5.0 | (80) | | 1.2 | (83) | | |
| | Change: | -2.2 | | | -2.9 | | | |
| **Hispanic** | 2022: | 9.6 | (218) | | 4.6 | (217) | | |
| | 2023: | 13.5 | (185) | | 10.8 | (185) | | |
| | Change: | 3.9 | | | **6.2** | | | |
| **White** | 2022: | 26.7 | (15) | | 0.0 | (15) | | |
| | 2023: | 37.5 | (8) | | 25.0 | (8) | | |
| | Change: | **10.8** | | | **25.0** | | | |
| **Economically Disadvantaged** | 2022: | 9.4 | (309) | | 4.5 | (308) | | |
| | 2023: | 10.0 | (250) | | 7.1 | (253) | | |
| | Change: | 0.6 | | | 2.6 | | | |
| **Emergent Bilingual** | 2022: | 6.4 | (157) | | 3.2 | (156) | | |
| | 2023: | 12.7 | (134) | | 9.0 | (134) | | |
| | Change: | **6.3** | | | **5.8** | | | |
| **Special Education** | 2022: | 0.0 | (42) | | 0.0 | (42) | | |
| | 2023: | 0.0 | (32) | | 3.0 | (33) | | |
| | Change: | 0.0 | | | 3.0 | | | |

(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.

**POPULATION:** All Students Tested at Location
**STATISTIC:** Percentage Mastering Grade Level
**ADMINISTRATION:** Spring 2023
**LANGUAGE:** Combined English and Spanish

**MASTERS GRADE LEVEL 7/1/24**

## NORTH DALLAS FEEDER GROUP

| Grade 7 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 23.4 | (401) | | 1.4 | (218) | | |
| | 2023: | 11.4 | (317) | | * | (1) | | |
| | Change: | **-12.0** | | | * | | | |
| **Black/African American** | 2022: | 16.7 | (120) | | 0.0 | (88) | | |
| | 2023: | 9.9 | (91) | | | | | |
| | Change: | **-6.8** | | | | | | |
| **Hispanic** | 2022: | 26.2 | (271) | | 2.4 | (125) | | |
| | 2023: | 8.4 | (203) | | * | (1) | | |
| | Change: | **-17.8** | | | * | | | |
| **White** | 2022: | 0.0 | (6) | | * | (4) | | |
| | 2023: | 42.9 | (14) | | | | | |
| | Change: | **42.9** | | | | | | |
| **Economically Disadvantaged** | 2022: | 22.0 | (363) | | 1.0 | (198) | | |
| | 2023: | 9.3 | (279) | | * | (1) | | |
| | Change: | **-12.7** | | | * | | | |
| **Emergent Bilingual** | 2022: | 22.2 | (203) | | 2.9 | (102) | | |
| | 2023: | 7.4 | (148) | | | | | |
| | Change: | **-14.8** | | | | | | |
| **Special Education** | 2022: | 4.4 | (45) | | 0.0 | (41) | | |
| | 2023: | 0.0 | (36) | | | | | |
| | Change: | -4.4 | | | | | | |

| Grade 8 | | Reading[1] | | Writing | Mathematics[1] † | | Science† | | Social Studies | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 23.7 | (287) | | 14.2 | (423) | 10.9 | (404) | 12.6 | (398) |
| | 2023: | 6.3 | (300) | | 7.7 | (557) | 3.4 | (381) | 7.4 | (403) |
| | Change: | **-17.4** | | | **-6.5** | | **-7.5** | | **-5.2** | |
| **Black/African American** | 2022: | 19.5 | (77) | | 9.8 | (102) | 6.9 | (102) | 14.5 | (83) |
| | 2023: | 3.5 | (85) | | 4.5 | (176) | 2.2 | (92) | 6.8 | (103) |
| | Change: | **-16.0** | | | **-5.3** | | -4.7 | | **-7.7** | |
| **Hispanic** | 2022: | 22.8 | (189) | | 15.1 | (299) | 12.4 | (282) | 9.0 | (279) |
| | 2023: | 6.5 | (199) | | 8.1 | (347) | 1.9 | (261) | 6.5 | (279) |
| | Change: | **-16.3** | | | **-7.0** | | **-10.5** | | -2.5 | |
| **White** | 2022: | 42.9 | (7) | | 0.0 | (8) | 0.0 | (7) | 26.7 | (15) |
| | 2023: | 0.0 | (7) | | 22.2 | (18) | 6.7 | (15) | 11.1 | (9) |
| | Change: | **-42.9** | | | **22.2** | | **6.7** | | **-15.6** | |
| **Economically Disadvantaged** | 2022: | 23.3 | (258) | | 14.3 | (378) | 10.6 | (359) | 11.4 | (341) |
| | 2023: | 6.8 | (264) | | 6.6 | (485) | 2.5 | (322) | 8.1 | (347) |
| | Change: | **-16.5** | | | **-7.7** | | **-8.1** | | -3.3 | |
| **Emergent Bilingual** | 2022: | 23.1 | (134) | | 16.3 | (209) | 10.8 | (195) | 8.7 | (183) |
| | 2023: | 5.6 | (160) | | 5.7 | (264) | 0.5 | (191) | 5.3 | (208) |
| | Change: | **-17.5** | | | **-10.6** | | **-10.3** | | -3.4 | |
| **Special Education** | 2022: | 2.4 | (42) | | 2.2 | (45) | 0.0 | (43) | 2.4 | (42) |
| | 2023: | 0.0 | (43) | | 0.0 | (77) | 0.0 | (43) | 0.0 | (43) |
| | Change: | -2.4 | | | -2.2 | | 0.0 | | -2.4 | |

(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.

**POPULATION:** All Students Tested at Location
**STATISTIC:** Percentage Mastering Grade Level
**ADMINISTRATION:** Spring 2023
**LANGUAGE:** Combined English and Spanish

**MASTERS GRADE LEVEL 7/1/24**

**NORTH DALLAS FEEDER GROUP**

| All Grades | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 20.0 | (2,031) | | 12.9 | (1,984) | 9.9 | (717) | 12.6 | (398) |
| | 2023: | 11.5 | (1,876) | | 10.4 | (1,820) | 5.4 | (707) | 7.4 | (403) |
| | Change: | -8.5 | | | -2.5 | | -4.5 | | -5.2 | |
| **Black/African American** | 2022: | 12.1 | (594) | | 4.8 | (588) | 5.4 | (203) | 14.5 | (83) |
| | 2023: | 5.5 | (528) | | 3.8 | (533) | 3.7 | (189) | 6.8 | (103) |
| | Change: | -6.6 | | | -1.0 | | -1.7 | | -7.7 | |
| **Hispanic** | 2022: | 22.0 | (1,330) | | 16.1 | (1,293) | 11.6 | (481) | 9.0 | (279) |
| | 2023: | 12.8 | (1,237) | | 12.5 | (1,182) | 4.0 | (475) | 6.5 | (279) |
| | Change: | -9.2 | | | -3.6 | | -7.6 | | -2.5 | |
| **White** | 2022: | 33.3 | (45) | | 6.8 | (44) | 0.0 | (12) | 26.7 | (15) |
| | 2023: | 21.7 | (46) | | 14.0 | (43) | 10.5 | (19) | 11.1 | (9) |
| | Change: | -11.6 | | | 7.2 | | 10.5 | | -15.6 | |
| **Economically Disadvantaged** | 2022: | 19.1 | (1,852) | | 12.9 | (1,807) | 9.7 | (649) | 11.4 | (341) |
| | 2023: | 10.3 | (1,688) | | 9.4 | (1,635) | 4.2 | (621) | 8.1 | (347) |
| | Change: | -8.8 | | | -3.5 | | -5.5 | | -3.3 | |
| **Emergent Bilingual** | 2022: | 21.6 | (1,012) | | 17.6 | (985) | 11.6 | (354) | 8.7 | (183) |
| | 2023: | 13.4 | (954) | | 12.9 | (910) | 3.6 | (360) | 5.3 | (208) |
| | Change: | -8.2 | | | -4.7 | | -8.0 | | -3.4 | |
| **Special Education** | 2022: | 3.6 | (251) | | 4.0 | (250) | 5.7 | (88) | 2.4 | (42) |
| | 2023: | 0.4 | (241) | | 1.3 | (239) | 1.1 | (88) | 0.0 | (43) |
| | Change: | -3.2 | | | -2.7 | | -4.6 | | -2.4 | |

(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.

| POPULATION: | All Students Tested at Location | MASTERS GRADE LEVEL 7/1/24 |
|---|---|---|
| STATISTIC: | Percentage Mastering Grade Level | |
| ADMINISTRATION: | Spring 2023 | |
| LANGUAGE: | Combined English and Spanish | |

**55 - T.J. RUSK MIDDLE SCHOOL [Feeds to: NORTH DALLAS]**

| Grade 6 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 6.0 | (134) | | 1.5 | (133) | | |
| | 2023: | 2.8 | (109) | | 0.9 | (111) | | |
| | Change: | -3.2 | | | -0.6 | | | |
| **Black/African American** | 2022: | 7.7 | (39) | | 0.0 | (39) | | |
| | 2023: | 5.3 | (38) | | 0.0 | (40) | | |
| | Change: | -2.4 | | | 0.0 | | | |
| **Hispanic** | 2022: | 2.3 | (88) | | 1.1 | (87) | | |
| | 2023: | 1.5 | (68) | | 1.5 | (68) | | |
| | Change: | -0.8 | | | 0.4 | | | |
| **White** | 2022: | * | (2) | | * | (2) | | |
| | 2023: | * | (2) | | * | (2) | | |
| | Change: | * | | | * | | | |
| **Economically Disadvantaged** | 2022: | 6.2 | (130) | | 1.6 | (129) | | |
| | 2023: | 2.9 | (104) | | 0.9 | (106) | | |
| | Change: | -3.3 | | | -0.7 | | | |
| **Emergent Bilingual** | 2022: | 4.4 | (68) | | 1.5 | (67) | | |
| | 2023: | 2.0 | (51) | | 2.0 | (51) | | |
| | Change: | -2.4 | | | 0.5 | | | |
| **Special Education** | 2022: | 0.0 | (21) | | 0.0 | (21) | | |
| | 2023: | 0.0 | (19) | | 5.0 | (20) | | |
| | Change: | 0.0 | | | 5.0 | | | |

| Grade 7 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 15.6 | (186) | | 0.9 | (110) | | |
| | 2023: | 6.2 | (129) | | * | (1) | | |
| | Change: | -9.4 | | | * | | | |
| **Black/African American** | 2022: | 10.6 | (47) | | 0.0 | (36) | | |
| | 2023: | 9.8 | (41) | | | | | |
| | Change: | -0.8 | | | | | | |
| **Hispanic** | 2022: | 17.3 | (133) | | 1.4 | (71) | | |
| | 2023: | 2.5 | (81) | | * | (1) | | |
| | Change: | -14.8 | | | * | | | |
| **White** | 2022: | * | (4) | | * | (2) | | |
| | 2023: | * | (4) | | | | | |
| | Change: | * | | | | | | |
| **Economically Disadvantaged** | 2022: | 15.3 | (176) | | 1.0 | (103) | | |
| | 2023: | 5.9 | (119) | | * | (1) | | |
| | Change: | -9.4 | | | * | | | |
| **Emergent Bilingual** | 2022: | 18.0 | (111) | | 1.7 | (58) | | |
| | 2023: | 4.5 | (67) | | | | | |
| | Change: | -13.5 | | | | | | |
| **Special Education** | 2022: | 0.0 | (24) | | 0.0 | (22) | | |
| | 2023: | 0.0 | (20) | | | | | |
| | Change: | 0.0 | | | | | | |

(N) = students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections.

| POPULATION: | All Students Tested at Location | MASTERS |
|---|---|---|
| STATISTIC: | Percentage Mastering Grade Level | GRADE LEVEL |
| ADMINISTRATION: | Spring 2023 | 7/1/24 |
| LANGUAGE: | Combined English and Spanish | |

**55 - T.J. RUSK MIDDLE SCHOOL [Feeds to: NORTH DALLAS]**

| Grade 8 | | Reading¹ | | Writing | Mathematics¹ † | | Science† | | Social Studies | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 30.2 | (159) | | 10.8 | (194) | 13.5 | (171) | 15.1 | (159) |
| | 2023: | 7.5 | (186) | | 5.8 | (258) | 2.9 | (175) | 8.5 | (188) |
| | Change: | -22.7 | | | -5.0 | | -10.6 | | -6.6 | |
| **Black/African American** | 2022: | 21.2 | (33) | | 7.7 | (39) | 8.1 | (37) | 18.2 | (33) |
| | 2023: | 5.1 | (39) | | 4.9 | (82) | 2.6 | (38) | 7.3 | (41) |
| | Change: | -16.1 | | | -2.8 | | -5.5 | | -10.9 | |
| **Hispanic** | 2022: | 28.4 | (116) | | 9.6 | (146) | 14.7 | (129) | 9.5 | (116) |
| | 2023: | 6.6 | (137) | | 5.5 | (164) | 0.8 | (126) | 7.3 | (137) |
| | Change: | -21.8 | | | -4.1 | | -13.9 | | -2.2 | |
| **White** | 2022: | * | (1) | | * | (3) | * | (1) | * | (1) |
| | 2023: | * | (4) | | * | (5) | * | (5) | * | (4) |
| | Change: | * | | | * | | * | | * | |
| **Economically Disadvantaged** | 2022: | 29.8 | (151) | | 11.4 | (184) | 13.5 | (163) | 13.9 | (151) |
| | 2023: | 7.6 | (170) | | 6.0 | (234) | 2.5 | (157) | 8.7 | (172) |
| | Change: | -22.2 | | | -5.4 | | -11.0 | | -5.2 | |
| **Emergent Bilingual** | 2022: | 30.1 | (83) | | 12.6 | (111) | 15.6 | (96) | 10.8 | (83) |
| | 2023: | 7.0 | (114) | | 5.8 | (137) | 1.0 | (103) | 6.1 | (114) |
| | Change: | -23.1 | | | -6.8 | | -14.6 | | -4.7 | |
| **Special Education** | 2022: | 4.3 | (23) | | 0.0 | (24) | 0.0 | (22) | 4.3 | (23) |
| | 2023: | 0.0 | (25) | | 0.0 | (44) | 0.0 | (25) | 0.0 | (25) |
| | Change: | -4.3 | | | 0.0 | | 0.0 | | -4.3 | |

| All Grades | | Reading¹ | | Writing | Mathematics¹ | | Science | | Social Studies | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 17.7 | (479) | | 5.5 | (437) | 13.5 | (171) | 15.1 | (159) |
| | 2023: | 5.9 | (424) | | 4.3 | (370) | 2.9 | (175) | 8.5 | (188) |
| | Change: | -11.8 | | | -1.2 | | -10.6 | | -6.6 | |
| **Black/African American** | 2022: | 12.6 | (119) | | 2.6 | (114) | 8.1 | (37) | 18.2 | (33) |
| | 2023: | 6.8 | (118) | | 3.3 | (122) | 2.6 | (38) | 7.3 | (41) |
| | Change: | -5.8 | | | 0.7 | | -5.5 | | -10.9 | |
| **Hispanic** | 2022: | 17.2 | (337) | | 5.3 | (304) | 14.7 | (129) | 9.5 | (116) |
| | 2023: | 4.2 | (286) | | 4.3 | (233) | 0.8 | (126) | 7.3 | (137) |
| | Change: | -13.0 | | | -1.0 | | -13.9 | | -2.2 | |
| **White** | 2022: | 28.6 | (7) | | 0.0 | (7) | * | (1) | * | (1) |
| | 2023: | 10.0 | (10) | | 14.3 | (7) | * | (5) | * | (4) |
| | Change: | -18.6 | | | 14.3 | | * | | * | |
| **Economically Disadvantaged** | 2022: | 17.5 | (457) | | 5.8 | (416) | 13.5 | (163) | 13.9 | (151) |
| | 2023: | 5.9 | (393) | | 4.4 | (341) | 2.5 | (157) | 8.7 | (172) |
| | Change: | -11.6 | | | -1.4 | | -11.0 | | -5.2 | |
| **Emergent Bilingual** | 2022: | 18.3 | (262) | | 6.8 | (236) | 15.6 | (96) | 10.8 | (83) |
| | 2023: | 5.2 | (232) | | 4.8 | (188) | 1.0 | (103) | 6.1 | (114) |
| | Change: | -13.1 | | | -2.0 | | -14.6 | | -4.7 | |
| **Special Education** | 2022: | 1.5 | (68) | | 0.0 | (67) | 0.0 | (22) | 4.3 | (23) |
| | 2023: | 0.0 | (64) | | 1.6 | (64) | 0.0 | (25) | 0.0 | (25) |
| | Change: | -1.5 | | | 1.6 | | 0.0 | | -4.3 | |

(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.

| | |
|---|---|
| **POPULATION:** | All Students Tested at Location |
| **STATISTIC:** | Percentage Mastering Grade Level |
| **ADMINISTRATION:** | Spring 2023 |
| **LANGUAGE:** | Combined English and Spanish |

**MASTERS GRADE LEVEL 7/1/24**

## 58 - ALEX W. SPENCE MIDDLE SCHOOL [Feeds to: NORTH DALLAS]

| Grade 6 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 14.1 | (206) | | 7.3 | (206) | | |
| | 2023: | 18.4 | (174) | | 13.1 | (175) | | |
| | Change: | 4.3 | | | **5.8** | | | |
| **Black/African American** | 2022: | 6.9 | (58) | | 6.9 | (58) | | |
| | 2023: | 4.8 | (42) | | 2.3 | (43) | | |
| | Change: | -2.1 | | | -4.6 | | | |
| **Hispanic** | 2022: | 14.6 | (130) | | 6.9 | (130) | | |
| | 2023: | 20.5 | (117) | | 16.2 | (117) | | |
| | Change: | **5.9** | | | **9.3** | | | |
| **White** | 2022: | 23.1 | (13) | | 0.0 | (13) | | |
| | 2023: | 50.0 | (6) | | 33.3 | (6) | | |
| | Change: | **26.9** | | | **33.3** | | | |
| **Economically Disadvantaged** | 2022: | 11.7 | (179) | | 6.7 | (179) | | |
| | 2023: | 15.1 | (146) | | 11.6 | (147) | | |
| | Change: | 3.4 | | | 4.9 | | | |
| **Emergent Bilingual** | 2022: | 7.9 | (89) | | 4.5 | (89) | | |
| | 2023: | 19.3 | (83) | | 13.3 | (83) | | |
| | Change: | **11.4** | | | **8.8** | | | |
| **Special Education** | 2022: | 0.0 | (21) | | 0.0 | (21) | | |
| | 2023: | 0.0 | (13) | | 0.0 | (13) | | |
| | Change: | 0.0 | | | 0.0 | | | |

| Grade 7 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 30.2 | (215) | | 1.9 | (108) | | |
| | 2023: | 14.9 | (188) | | | | | |
| | Change: | **-15.3** | | | | | | |
| **Black/African American** | 2022: | 20.5 | (73) | | 0.0 | (52) | | |
| | 2023: | 10.0 | (50) | | | | | |
| | Change: | **-10.5** | | | | | | |
| **Hispanic** | 2022: | 34.8 | (138) | | 3.7 | (54) | | |
| | 2023: | 12.3 | (122) | | | | | |
| | Change: | **-22.5** | | | | | | |
| **White** | 2022: | * | (2) | | * | (2) | | |
| | 2023: | 50.0 | (10) | | | | | |
| | Change: | * | | | | | | |
| **Economically Disadvantaged** | 2022: | 28.3 | (187) | | 1.1 | (95) | | |
| | 2023: | 11.9 | (160) | | | | | |
| | Change: | **-16.4** | | | | | | |
| **Emergent Bilingual** | 2022: | 27.2 | (92) | | 4.5 | (44) | | |
| | 2023: | 9.9 | (81) | | | | | |
| | Change: | **-17.3** | | | | | | |
| **Special Education** | 2022: | 9.5 | (21) | | 0.0 | (19) | | |
| | 2023: | 0.0 | (16) | | | | | |
| | Change: | **-9.5** | | | | | | |

(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.

| POPULATION: | All Students Tested at Location |
| STATISTIC: | Percentage Mastering Grade Level |
| ADMINISTRATION: | Spring 2023 |
| LANGUAGE: | Combined English and Spanish |

**MASTERS GRADE LEVEL 7/1/24**

**58 - ALEX W. SPENCE MIDDLE SCHOOL [Feeds to: NORTH DALLAS]**

| Grade 8 | | Reading[1] | | Writing | | Mathematics[1] † | | Science† | | Social Studies | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 15.6 | (128) | | | 17.0 | (229) | 9.0 | (233) | 10.9 | (239) |
| | 2023: | 4.4 | (114) | | | 9.4 | (299) | 3.9 | (206) | 6.5 | (215) |
| | Change: | -11.2 | | | | -7.6 | | -5.1 | | -4.4 | |
| **Black/African American** | 2022: | 18.2 | (44) | | | 11.1 | (63) | 6.2 | (65) | 12.0 | (50) |
| | 2023: | 2.2 | (46) | | | 4.3 | (94) | 1.9 | (54) | 6.5 | (62) |
| | Change: | -16.0 | | | | -6.8 | | -4.3 | | -5.5 | |
| **Hispanic** | 2022: | 13.7 | (73) | | | 20.3 | (153) | 10.5 | (153) | 8.6 | (163) |
| | 2023: | 6.5 | (62) | | | 10.4 | (183) | 3.0 | (135) | 5.6 | (142) |
| | Change: | -7.2 | | | | -9.9 | | -7.5 | | -3.0 | |
| **White** | 2022: | 33.3 | (6) | | | * | (5) | 0.0 | (6) | 28.6 | (14) |
| | 2023: | * | (3) | | | 23.1 | (13) | 10.0 | (10) | * | (5) |
| | Change: | * | | | | * | | 10.0 | | * | |
| **Economically Disadvantaged** | 2022: | 14.0 | (107) | | | 17.0 | (194) | 8.2 | (196) | 9.5 | (190) |
| | 2023: | 5.3 | (94) | | | 7.2 | (251) | 2.4 | (165) | 7.4 | (175) |
| | Change: | -8.7 | | | | -9.8 | | -5.8 | | -2.1 | |
| **Emergent Bilingual** | 2022: | 11.8 | (51) | | | 20.4 | (98) | 6.1 | (99) | 7.0 | (100) |
| | 2023: | 2.2 | (46) | | | 5.5 | (127) | 0.0 | (88) | 4.3 | (94) |
| | Change: | -9.6 | | | | -14.9 | | -6.1 | | -2.7 | |
| **Special Education** | 2022: | 0.0 | (19) | | | 4.8 | (21) | 0.0 | (21) | 0.0 | (19) |
| | 2023: | 0.0 | (18) | | | 0.0 | (33) | 0.0 | (18) | 0.0 | (18) |
| | Change: | 0.0 | | | | -4.8 | | 0.0 | | 0.0 | |

| All Grades | | Reading[1] | | Writing | | Mathematics[1] | | Science | | Social Studies | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 20.8 | (549) | | | 10.3 | (543) | 9.0 | (233) | 10.9 | (239) |
| | 2023: | 13.7 | (476) | | | 10.8 | (474) | 3.9 | (206) | 6.5 | (215) |
| | Change: | -7.1 | | | | 0.5 | | -5.1 | | -4.4 | |
| **Black/African American** | 2022: | 15.4 | (175) | | | 6.4 | (173) | 6.2 | (65) | 12.0 | (50) |
| | 2023: | 5.8 | (138) | | | 3.6 | (137) | 1.9 | (54) | 6.5 | (62) |
| | Change: | -9.6 | | | | -2.8 | | -4.3 | | -5.5 | |
| **Hispanic** | 2022: | 22.6 | (341) | | | 12.5 | (337) | 10.5 | (153) | 8.6 | (163) |
| | 2023: | 14.3 | (301) | | | 12.7 | (300) | 3.0 | (135) | 5.6 | (142) |
| | Change: | -8.3 | | | | 0.2 | | -7.5 | | -3.0 | |
| **White** | 2022: | 23.8 | (21) | | | 0.0 | (20) | 0.0 | (6) | 28.6 | (14) |
| | 2023: | 42.1 | (19) | | | 26.3 | (19) | 10.0 | (10) | * | (5) |
| | Change: | 18.3 | | | | 26.3 | | 10.0 | | * | |
| **Economically Disadvantaged** | 2022: | 18.8 | (473) | | | 9.8 | (468) | 8.2 | (196) | 9.5 | (190) |
| | 2023: | 11.5 | (400) | | | 8.8 | (398) | 2.4 | (165) | 7.4 | (175) |
| | Change: | -7.3 | | | | -1.0 | | -5.8 | | -2.1 | |
| **Emergent Bilingual** | 2022: | 16.4 | (232) | | | 11.3 | (231) | 6.1 | (99) | 7.0 | (100) |
| | 2023: | 11.9 | (210) | | | 8.6 | (210) | 0.0 | (88) | 4.3 | (94) |
| | Change: | -4.5 | | | | -2.7 | | -6.1 | | -2.7 | |
| **Special Education** | 2022: | 3.3 | (61) | | | 1.6 | (61) | 0.0 | (21) | 0.0 | (19) |
| | 2023: | 0.0 | (47) | | | 0.0 | (46) | 0.0 | (18) | 0.0 | (18) |
| | Change: | -3.3 | | | | -1.6 | | 0.0 | | 0.0 | |

(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.

| POPULATION: | All Students Tested at Location | MASTERS |
|---|---|---|
| STATISTIC: | Percentage Mastering Grade Level | GRADE LEVEL |
| ADMINISTRATION: | Spring 2023 | 7/1/24 |
| LANGUAGE: | Combined English and Spanish | |

**131 - IGNACIO ZARAGOZA ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 3 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 28.6 | (49) | | 18.4 | (49) | | |
| | 2023: | 6.3 | (32) | | 3.1 | (32) | | |
| | Change: | **-22.3** | | | **-15.3** | | | |
| **Black/African American** | 2022: | * | (2) | | * | (2) | | |
| | 2023: | * | (4) | | * | (4) | | |
| | Change: | * | | | * | | | |
| **Hispanic** | 2022: | 26.2 | (42) | | 16.7 | (42) | | |
| | 2023: | 7.4 | (27) | | 3.7 | (27) | | |
| | Change: | **-18.8** | | | **-13.0** | | | |
| **Economically Disadvantaged** | 2022: | 26.7 | (45) | | 15.6 | (45) | | |
| | 2023: | 6.7 | (30) | | 0.0 | (30) | | |
| | Change: | **-20.0** | | | **-15.6** | | | |
| **Emergent Bilingual** | 2022: | 25.0 | (32) | | 12.5 | (32) | | |
| | 2023: | 5.3 | (19) | | 0.0 | (19) | | |
| | Change: | **-19.7** | | | **-12.5** | | | |
| **Special Education** | 2022: | * | (5) | | * | (5) | | |
| | 2023: | 0.0 | (7) | | 0.0 | (7) | | |
| | Change: | * | | | * | | | |

| Grade 4 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 21.6 | (37) | | 18.9 | (37) | | |
| | 2023: | 6.8 | (44) | | 18.2 | (44) | | |
| | Change: | **-14.8** | | | -0.7 | | | |
| **Hispanic** | 2022: | 23.5 | (34) | | 17.6 | (34) | | |
| | 2023: | 5.4 | (37) | | 18.9 | (37) | | |
| | Change: | **-18.1** | | | 1.3 | | | |
| **White** | 2022: | * | (1) | | * | (1) | | |
| | 2023: | * | (2) | | * | (2) | | |
| | Change: | * | | | * | | | |
| **Economically Disadvantaged** | 2022: | 23.5 | (34) | | 17.6 | (34) | | |
| | 2023: | 7.7 | (39) | | 17.9 | (39) | | |
| | Change: | **-15.8** | | | 0.3 | | | |
| **Emergent Bilingual** | 2022: | 29.2 | (24) | | 16.7 | (24) | | |
| | 2023: | 10.0 | (30) | | 13.3 | (30) | | |
| | Change: | **-19.2** | | | -3.4 | | | |
| **Special Education** | 2022: | * | (5) | | * | (5) | | |
| | 2023: | 0.0 | (7) | | 0.0 | (7) | | |
| | Change: | * | | | * | | | |

(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.

**POPULATION:** All Students Tested at Location
**STATISTIC:** Percentage Mastering Grade Level
**ADMINISTRATION:** Spring 2023
**LANGUAGE:** Combined English and Spanish

**MASTERS GRADE LEVEL 7/1/24**

### 131 - IGNACIO ZARAGOZA ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 16.2 | (37) | | 24.3 | (37) | 5.4 | (37) | |
| | 2023: | 17.1 | (35) | | 11.8 | (34) | 14.3 | (35) | |
| | Change: | 0.9 | | | -12.5 | | 8.9 | | |
| **Black/African American** | 2022: | * | (4) | | * | (4) | * | (4) | |
| | 2023: | * | (2) | | * | (1) | * | (2) | |
| | Change: | * | | | * | | * | | |
| **Hispanic** | 2022: | 16.1 | (31) | | 25.8 | (31) | 3.2 | (31) | |
| | 2023: | 15.6 | (32) | | 9.4 | (32) | 9.4 | (32) | |
| | Change: | -0.5 | | | -16.4 | | 6.2 | | |
| **Economically Disadvantaged** | 2022: | 17.6 | (34) | | 26.5 | (34) | 5.9 | (34) | |
| | 2023: | 15.2 | (33) | | 9.4 | (32) | 12.1 | (33) | |
| | Change: | -2.4 | | | -17.1 | | 6.2 | | |
| **Emergent Bilingual** | 2022: | 17.4 | (23) | | 26.1 | (23) | 8.7 | (23) | |
| | 2023: | 18.2 | (22) | | 9.1 | (22) | 4.5 | (22) | |
| | Change: | 0.8 | | | -17.0 | | -4.2 | | |
| **Special Education** | 2022: | * | (3) | | * | (3) | * | (3) | |
| | 2023: | * | (4) | | * | (4) | * | (4) | |
| | Change: | * | | | * | | * | | |

| All Grades | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 22.8 | (123) | | 20.3 | (123) | 5.4 | (37) | |
| | 2023: | 9.9 | (111) | | 11.8 | (110) | 14.3 | (35) | |
| | Change: | -12.9 | | | -8.5 | | 8.9 | | |
| **Black/African American** | 2022: | 0.0 | (7) | | 0.0 | (7) | * | (4) | |
| | 2023: | 0.0 | (6) | | * | (5) | * | (2) | |
| | Change: | 0.0 | | | * | | * | | |
| **Hispanic** | 2022: | 22.4 | (107) | | 19.6 | (107) | 3.2 | (31) | |
| | 2023: | 9.4 | (96) | | 11.5 | (96) | 9.4 | (32) | |
| | Change: | -13.0 | | | -8.1 | | 6.2 | | |
| **White** | 2022: | * | (2) | | * | (2) | | | |
| | 2023: | * | (2) | | * | (2) | | | |
| | Change: | * | | | * | | | | |
| **Economically Disadvantaged** | 2022: | 23.0 | (113) | | 19.5 | (113) | 5.9 | (34) | |
| | 2023: | 9.8 | (102) | | 9.9 | (101) | 12.1 | (33) | |
| | Change: | -13.2 | | | -9.6 | | 6.2 | | |
| **Emergent Bilingual** | 2022: | 24.1 | (79) | | 17.7 | (79) | 8.7 | (23) | |
| | 2023: | 11.3 | (71) | | 8.5 | (71) | 4.5 | (22) | |
| | Change: | -12.8 | | | -9.2 | | -4.2 | | |
| **Special Education** | 2022: | 7.7 | (13) | | 7.7 | (13) | * | (3) | |
| | 2023: | 0.0 | (18) | | 0.0 | (18) | * | (4) | |
| | Change: | -7.7 | | | -7.7 | | * | | |

(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.

| POPULATION: | All Students Tested at Location | MASTERS GRADE LEVEL 7/1/24 |
|---|---|---|
| STATISTIC: | Percentage Mastering Grade Level | |
| ADMINISTRATION: | Spring 2023 | |
| LANGUAGE: | Combined English and Spanish | |

**168 - OBADIAH KNIGHT ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 3 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 27.1 | (48) | | 39.6 | (48) | | |
| | 2023: | 22.4 | (49) | | 12.2 | (49) | | |
| | Change: | -4.7 | | | **-27.4** | | | |
| **Black/African American** | 2022: | | | | | | | |
| | 2023: | * | (3) | | * | (3) | | |
| | Change: | | | | | | | |
| **Hispanic** | 2022: | 27.1 | (48) | | 39.6 | (48) | | |
| | 2023: | 21.7 | (46) | | 10.9 | (46) | | |
| | Change: | **-5.4** | | | **-28.7** | | | |
| **Economically Disadvantaged** | 2022: | 27.7 | (47) | | 38.3 | (47) | | |
| | 2023: | 17.4 | (46) | | 13.0 | (46) | | |
| | Change: | **-10.3** | | | **-25.3** | | | |
| **Emergent Bilingual** | 2022: | 26.8 | (41) | | 36.6 | (41) | | |
| | 2023: | 22.2 | (36) | | 13.9 | (36) | | |
| | Change: | -4.6 | | | **-22.7** | | | |
| **Special Education** | 2022: | * | (5) | | * | (5) | | |
| | 2023: | 0.0 | (7) | | 0.0 | (7) | | |
| | Change: | * | | | * | | | |

| Grade 4 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 26.1 | (46) | | 19.6 | (46) | | |
| | 2023: | 29.4 | (51) | | 33.3 | (51) | | |
| | Change: | 3.3 | | | **13.7** | | | |
| **Black/African American** | 2022: | * | (2) | | * | (2) | | |
| | 2023: | * | (2) | | * | (2) | | |
| | Change: | * | | | * | | | |
| **Hispanic** | 2022: | 23.3 | (43) | | 20.9 | (43) | | |
| | 2023: | 27.1 | (48) | | 31.3 | (48) | | |
| | Change: | 3.8 | | | **10.4** | | | |
| **Economically Disadvantaged** | 2022: | 23.3 | (43) | | 16.3 | (43) | | |
| | 2023: | 27.1 | (48) | | 31.3 | (48) | | |
| | Change: | 3.8 | | | **15.0** | | | |
| **Emergent Bilingual** | 2022: | 28.1 | (32) | | 25.0 | (32) | | |
| | 2023: | 27.9 | (43) | | 32.6 | (43) | | |
| | Change: | -0.2 | | | **7.6** | | | |
| **Special Education** | 2022: | * | (4) | | * | (4) | | |
| | 2023: | 0.0 | (6) | | 0.0 | (6) | | |
| | Change: | * | | | * | | | |

(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.

| | | |
|---|---|---|
| **POPULATION:** | **All Students Tested at Location** | **MASTERS GRADE LEVEL 7/1/24** |
| **STATISTIC:** | **Percentage Mastering Grade Level** | |
| **ADMINISTRATION:** | **Spring 2023** | |
| **LANGUAGE:** | **Combined English and Spanish** | |

**168 - OBADIAH KNIGHT ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 11.3 | (53) | | 34.0 | (53) | 13.2 | (53) | |
| | 2023: | 24.4 | (41) | | 17.1 | (41) | 12.2 | (41) | |
| | Change: | **13.1** | | | **-16.9** | | -1.0 | | |
| **Hispanic** | 2022: | 10.0 | (50) | | 36.0 | (50) | 14.0 | (50) | |
| | 2023: | 25.6 | (39) | | 17.9 | (39) | 10.3 | (39) | |
| | Change: | **15.6** | | | **-18.1** | | -3.7 | | |
| **White** | 2022: | | | | | | | | |
| | 2023: | * | (2) | | * | (2) | * | (2) | |
| | Change: | | | | | | | | |
| **Economically Disadvantaged** | 2022: | 10.0 | (50) | | 34.0 | (50) | 14.0 | (50) | |
| | 2023: | 21.1 | (38) | | 13.2 | (38) | 10.5 | (38) | |
| | Change: | **11.1** | | | **-20.8** | | -3.5 | | |
| **Emergent Bilingual** | 2022: | 4.9 | (41) | | 41.5 | (41) | 14.6 | (41) | |
| | 2023: | 26.7 | (30) | | 20.0 | (30) | 10.0 | (30) | |
| | Change: | **21.8** | | | **-21.5** | | -4.6 | | |
| **Special Education** | 2022: | * | (5) | | * | (5) | * | (5) | |
| | 2023: | * | (4) | | * | (4) | * | (4) | |
| | Change: | * | | | * | | * | | |

| All Grades | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 21.1 | (147) | | 31.3 | (147) | 13.2 | (53) | |
| | 2023: | 25.5 | (141) | | 21.3 | (141) | 12.2 | (41) | |
| | Change: | 4.4 | | | **-10.0** | | -1.0 | | |
| **Black/African American** | 2022: | * | (5) | | * | (5) | * | (3) | |
| | 2023: | * | (5) | | * | (5) | | | |
| | Change: | * | | | * | | | | |
| **Hispanic** | 2022: | 19.9 | (141) | | 32.6 | (141) | 14.0 | (50) | |
| | 2023: | 24.8 | (133) | | 20.3 | (133) | 10.3 | (39) | |
| | Change: | 4.9 | | | **-12.3** | | -3.7 | | |
| **White** | 2022: | * | (1) | | * | (1) | | | |
| | 2023: | * | (2) | | * | (2) | * | (2) | |
| | Change: | * | | | * | | | | |
| **Economically Disadvantaged** | 2022: | 20.0 | (140) | | 30.0 | (140) | 14.0 | (50) | |
| | 2023: | 22.0 | (132) | | 19.7 | (132) | 10.5 | (38) | |
| | Change: | 2.0 | | | **-10.3** | | -3.5 | | |
| **Emergent Bilingual** | 2022: | 19.3 | (114) | | 35.1 | (114) | 14.6 | (41) | |
| | 2023: | 25.7 | (109) | | 22.9 | (109) | 10.0 | (30) | |
| | Change: | **6.4** | | | **-12.2** | | -4.6 | | |
| **Special Education** | 2022: | 0.0 | (14) | | 21.4 | (14) | * | (5) | |
| | 2023: | 0.0 | (17) | | 0.0 | (17) | * | (4) | |
| | Change: | 0.0 | | | **-21.4** | | * | | |

(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.

| POPULATION: | All Students Tested at Location | MASTERS GRADE LEVEL 7/1/24 |
|---|---|---|
| **STATISTIC:** | Percentage Mastering Grade Level | |
| **ADMINISTRATION:** | Spring 2023 | |
| **LANGUAGE:** | Combined English and Spanish | |

**181 - MAPLE LAWN ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 3 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 31.1 | (74) | | 24.3 | (74) | | |
| | 2023: | 9.9 | (81) | | 8.5 | (82) | | |
| | Change: | **-21.2** | | | **-15.8** | | | |
| **Black/African American** | 2022: | 12.0 | (25) | | 12.0 | (25) | | |
| | 2023: | 0.0 | (24) | | 4.0 | (25) | | |
| | Change: | **-12.0** | | | **-8.0** | | | |
| **Hispanic** | 2022: | 39.1 | (46) | | 30.4 | (46) | | |
| | 2023: | 13.5 | (52) | | 9.6 | (52) | | |
| | Change: | **-25.6** | | | **-20.8** | | | |
| **White** | 2022: | | | | | | | |
| | 2023: | * | (3) | | * | (3) | | |
| | Change: | | | | | | | |
| **Economically Disadvantaged** | 2022: | 30.6 | (72) | | 25.0 | (72) | | |
| | 2023: | 9.2 | (76) | | 6.5 | (77) | | |
| | Change: | **-21.4** | | | **-18.5** | | | |
| **Emergent Bilingual** | 2022: | 46.7 | (30) | | 36.7 | (30) | | |
| | 2023: | 14.6 | (41) | | 12.2 | (41) | | |
| | Change: | **-32.1** | | | **-24.5** | | | |
| **Special Education** | 2022: | 0.0 | (6) | | 0.0 | (6) | | |
| | 2023: | 0.0 | (9) | | 0.0 | (9) | | |
| | Change: | 0.0 | | | 0.0 | | | |

| Grade 4 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 17.9 | (78) | | 17.9 | (78) | | |
| | 2023: | 11.7 | (77) | | 21.8 | (78) | | |
| | Change: | **-6.2** | | | 3.9 | | | |
| **Black/African American** | 2022: | 3.3 | (30) | | 3.3 | (30) | | |
| | 2023: | 0.0 | (23) | | 8.3 | (24) | | |
| | Change: | -3.3 | | | **5.0** | | | |
| **Hispanic** | 2022: | 28.9 | (45) | | 28.9 | (45) | | |
| | 2023: | 18.0 | (50) | | 30.0 | (50) | | |
| | Change: | **-10.9** | | | 1.1 | | | |
| **White** | 2022: | | | | | | | |
| | 2023: | * | (2) | | * | (2) | | |
| | Change: | | | | | | | |
| **Economically Disadvantaged** | 2022: | 18.7 | (75) | | 18.7 | (75) | | |
| | 2023: | 12.7 | (71) | | 20.8 | (72) | | |
| | Change: | **-6.0** | | | 2.1 | | | |
| **Emergent Bilingual** | 2022: | 28.2 | (39) | | 30.8 | (39) | | |
| | 2023: | 22.2 | (36) | | 30.6 | (36) | | |
| | Change: | **-6.0** | | | -0.2 | | | |
| **Special Education** | 2022: | 0.0 | (10) | | 0.0 | (10) | | |
| | 2023: | 0.0 | (11) | | 9.1 | (11) | | |
| | Change: | 0.0 | | | **9.1** | | | |

(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.

| POPULATION: | All Students Tested at Location | MASTERS |
| --- | --- | --- |
| **STATISTIC:** | Percentage Mastering Grade Level | **GRADE LEVEL** |
| **ADMINISTRATION:** | Spring 2023 | **7/1/24** |
| **LANGUAGE:** | Combined English and Spanish | |

**181 - MAPLE LAWN ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All Students** | 2022: | 19.3 | (83) | | 22.9 | (83) | 11.0 | (82) | |
| | 2023: | 19.5 | (77) | | 13.0 | (77) | 5.3 | (76) | |
| | Change: | 0.2 | | | **-9.9** | | **-5.7** | | |
| **Black/African American** | 2022: | 8.1 | (37) | | 5.4 | (37) | 0.0 | (36) | |
| | 2023: | 6.5 | (31) | | 3.2 | (31) | 3.3 | (30) | |
| | Change: | -1.6 | | | -2.2 | | 3.3 | | |
| **Hispanic** | 2022: | 26.7 | (45) | | 37.8 | (45) | 20.0 | (45) | |
| | 2023: | 28.9 | (45) | | 20.0 | (45) | 6.7 | (45) | |
| | Change: | 2.2 | | | **-17.8** | | **-13.3** | | |
| **Economically Disadvantaged** | 2022: | 20.0 | (80) | | 22.5 | (80) | 10.1 | (79) | |
| | 2023: | 17.3 | (75) | | 12.0 | (75) | 4.1 | (74) | |
| | Change: | -2.7 | | | **-10.5** | | **-6.0** | | |
| **Emergent Bilingual** | 2022: | 28.2 | (39) | | 38.5 | (39) | 20.5 | (39) | |
| | 2023: | 31.6 | (38) | | 21.1 | (38) | 5.3 | (38) | |
| | Change: | 3.4 | | | **-17.4** | | **-15.2** | | |
| **Special Education** | 2022: | 5.3 | (19) | | 21.1 | (19) | 21.1 | (19) | |
| | 2023: | 12.5 | (8) | | 0.0 | (8) | 0.0 | (8) | |
| | Change: | **7.2** | | | **-21.1** | | **-21.1** | | |

| All Grades | | Reading[1] | | Writing | Mathematics[1] | | Science | | Social Studies |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All Students** | 2022: | 22.6 | (235) | | 21.7 | (235) | 11.0 | (82) | |
| | 2023: | 13.6 | (235) | | 14.3 | (237) | 5.3 | (76) | |
| | Change: | **-9.0** | | | **-7.4** | | **-5.7** | | |
| **Black/African American** | 2022: | 7.6 | (92) | | 6.5 | (92) | 0.0 | (36) | |
| | 2023: | 2.6 | (78) | | 5.0 | (80) | 3.3 | (30) | |
| | Change: | **-5.0** | | | -1.5 | | 3.3 | | |
| **Hispanic** | 2022: | 31.6 | (136) | | 32.4 | (136) | 20.0 | (45) | |
| | 2023: | 19.7 | (147) | | 19.7 | (147) | 6.7 | (45) | |
| | Change: | **-11.9** | | | **-12.7** | | **-13.3** | | |
| **White** | 2022: | * | (1) | | * | (1) | * | (1) | |
| | 2023: | * | (5) | | * | (5) | | | |
| | Change: | * | | | * | | | | |
| **Economically Disadvantaged** | 2022: | 22.9 | (227) | | 22.0 | (227) | 10.1 | (79) | |
| | 2023: | 13.1 | (222) | | 12.9 | (224) | 4.1 | (74) | |
| | Change: | **-9.8** | | | **-9.1** | | **-6.0** | | |
| **Emergent Bilingual** | 2022: | 33.3 | (108) | | 35.2 | (108) | 20.5 | (39) | |
| | 2023: | 22.6 | (115) | | 20.9 | (115) | 5.3 | (38) | |
| | Change: | **-10.7** | | | **-14.3** | | **-15.2** | | |
| **Special Education** | 2022: | 2.9 | (35) | | 11.4 | (35) | 21.1 | (19) | |
| | 2023: | 3.6 | (28) | | 3.6 | (28) | 0.0 | (8) | |
| | Change: | 0.7 | | | **-7.8** | | **-21.1** | | |

(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.

| POPULATION: | All Students Tested at Location | MASTERS GRADE LEVEL 7/1/24 |
|---|---|---|
| STATISTIC: | Percentage Mastering Grade Level | |
| ADMINISTRATION: | Spring 2023 | |
| LANGUAGE: | Combined English and Spanish | |

**184 - BEN MILAM ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 3 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 10.5 | (38) | | 5.3 | (38) | | |
| | 2023: | 0.0 | (44) | | 6.7 | (45) | | |
| | Change: | **-10.5** | | | 1.4 | | | |
| **Black/African American** | 2022: | 10.0 | (10) | | 10.0 | (10) | | |
| | 2023: | 0.0 | (15) | | 6.3 | (16) | | |
| | Change: | **-10.0** | | | -3.7 | | | |
| **Hispanic** | 2022: | 11.5 | (26) | | 3.8 | (26) | | |
| | 2023: | 0.0 | (27) | | 7.4 | (27) | | |
| | Change: | **-11.5** | | | 3.6 | | | |
| **White** | 2022: | | | | | | | |
| | 2023: | * | (2) | | * | (2) | | |
| | Change: | | | | | | | |
| **Economically Disadvantaged** | 2022: | 13.8 | (29) | | 6.9 | (29) | | |
| | 2023: | 0.0 | (36) | | 2.7 | (37) | | |
| | Change: | **-13.8** | | | -4.2 | | | |
| **Emergent Bilingual** | 2022: | 17.6 | (17) | | 5.9 | (17) | | |
| | 2023: | 0.0 | (17) | | 5.9 | (17) | | |
| | Change: | **-17.6** | | | 0.0 | | | |
| **Special Education** | 2022: | 0.0 | (6) | | 0.0 | (6) | | |
| | 2023: | 0.0 | (7) | | 0.0 | (7) | | |
| | Change: | 0.0 | | | 0.0 | | | |

| Grade 4 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 23.1 | (52) | | 5.8 | (52) | | |
| | 2023: | 10.3 | (39) | | 2.7 | (37) | | |
| | Change: | **-12.8** | | | -3.1 | | | |
| **Black/African American** | 2022: | 7.1 | (14) | | 0.0 | (14) | | |
| | 2023: | 0.0 | (8) | | 0.0 | (8) | | |
| | Change: | **-7.1** | | | 0.0 | | | |
| **Hispanic** | 2022: | 26.5 | (34) | | 5.9 | (34) | | |
| | 2023: | 11.5 | (26) | | 4.0 | (25) | | |
| | Change: | **-15.0** | | | -1.9 | | | |
| **White** | 2022: | * | (2) | | * | (2) | | |
| | 2023: | * | (1) | | * | (1) | | |
| | Change: | * | | | * | | | |
| **Economically Disadvantaged** | 2022: | 17.5 | (40) | | 5.0 | (40) | | |
| | 2023: | 9.4 | (32) | | 3.3 | (30) | | |
| | Change: | **-8.1** | | | -1.7 | | | |
| **Emergent Bilingual** | 2022: | 27.3 | (22) | | 4.5 | (22) | | |
| | 2023: | 11.8 | (17) | | 5.9 | (17) | | |
| | Change: | **-15.5** | | | 1.4 | | | |
| **Special Education** | 2022: | 11.1 | (9) | | 0.0 | (9) | | |
| | 2023: | 0.0 | (6) | | 0.0 | (6) | | |
| | Change: | **-11.1** | | | 0.0 | | | |

(N) = students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections.

| POPULATION: | All Students Tested at Location | MASTERS GRADE LEVEL 7/1/24 |
|---|---|---|
| STATISTIC: | Percentage Mastering Grade Level | |
| ADMINISTRATION: | Spring 2023 | |
| LANGUAGE: | Combined English and Spanish | |

**184 - BEN MILAM ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 5 | | Reading¹ | | Writing | Mathematics¹ | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 28.1 | (32) | | 9.4 | (32) | 6.3 | (32) | |
| | 2023: | 22.6 | (53) | | 13.2 | (53) | 9.4 | (53) | |
| | Change: | **-5.5** | | | 3.8 | | 3.1 | | |
| **Black/African American** | 2022: | 25.0 | (8) | | 12.5 | (8) | 12.5 | (8) | |
| | 2023: | 18.2 | (11) | | 9.1 | (11) | 18.2 | (11) | |
| | Change: | **-6.8** | | | -3.4 | | **5.7** | | |
| **Hispanic** | 2022: | 21.1 | (19) | | 5.3 | (19) | 0.0 | (19) | |
| | 2023: | 24.3 | (37) | | 10.8 | (37) | 2.7 | (37) | |
| | Change: | 3.2 | | | **5.5** | | 2.7 | | |
| **White** | 2022: | * | (2) | | * | (2) | * | (2) | |
| | 2023: | * | (1) | | * | (1) | * | (1) | |
| | Change: | * | | | * | | * | | |
| **Economically Disadvantaged** | 2022: | 24.0 | (25) | | 12.0 | (25) | 4.0 | (25) | |
| | 2023: | 20.5 | (44) | | 9.1 | (44) | 6.8 | (44) | |
| | Change: | -3.5 | | | -2.9 | | 2.8 | | |
| **Emergent Bilingual** | 2022: | 21.4 | (14) | | 14.3 | (14) | 7.1 | (14) | |
| | 2023: | 25.0 | (24) | | 12.5 | (24) | 4.2 | (24) | |
| | Change: | 3.6 | | | -1.8 | | -2.9 | | |
| **Special Education** | 2022: | 33.3 | (6) | | 0.0 | (6) | 16.7 | (6) | |
| | 2023: | 0.0 | (8) | | 0.0 | (8) | 0.0 | (8) | |
| | Change: | **-33.3** | | | 0.0 | | **-16.7** | | |

| All Grades | | Reading¹ | | Writing | Mathematics¹ | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 20.5 | (122) | | 6.6 | (122) | 6.3 | (32) | |
| | 2023: | 11.8 | (136) | | 8.1 | (135) | 9.4 | (53) | |
| | Change: | **-8.7** | | | 1.5 | | 3.1 | | |
| **Black/African American** | 2022: | 12.5 | (32) | | 6.3 | (32) | 12.5 | (8) | |
| | 2023: | 5.9 | (34) | | 5.7 | (35) | 18.2 | (11) | |
| | Change: | **-6.6** | | | -0.6 | | **5.7** | | |
| **Hispanic** | 2022: | 20.3 | (79) | | 5.1 | (79) | 0.0 | (19) | |
| | 2023: | 13.3 | (90) | | 7.9 | (89) | 2.7 | (37) | |
| | Change: | **-7.0** | | | 2.8 | | 2.7 | | |
| **White** | 2022: | * | (4) | | * | (4) | * | (2) | |
| | 2023: | * | (4) | | * | (4) | * | (1) | |
| | Change: | * | | | * | | * | | |
| **Economically Disadvantaged** | 2022: | 18.1 | (94) | | 7.4 | (94) | 4.0 | (25) | |
| | 2023: | 10.7 | (112) | | 5.4 | (111) | 6.8 | (44) | |
| | Change: | **-7.4** | | | -2.0 | | 2.8 | | |
| **Emergent Bilingual** | 2022: | 22.6 | (53) | | 7.5 | (53) | 7.1 | (14) | |
| | 2023: | 13.8 | (58) | | 8.6 | (58) | 4.2 | (24) | |
| | Change: | **-8.8** | | | 1.1 | | -2.9 | | |
| **Special Education** | 2022: | 14.3 | (21) | | 0.0 | (21) | 16.7 | (6) | |
| | 2023: | 0.0 | (21) | | 0.0 | (21) | 0.0 | (8) | |
| | Change: | **-14.3** | | | 0.0 | | **-16.7** | | |

(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.

| POPULATION: | All Students Tested at Location | MASTERS GRADE LEVEL 7/1/24 |
|---|---|---|
| STATISTIC: | Percentage Mastering Grade Level | |
| ADMINISTRATION: | Spring 2023 | |
| LANGUAGE: | Combined English and Spanish | |

**281 - CESAR CHAVEZ ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 3 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 23.0 | (87) | | 12.6 | (87) | | |
| | 2023: | 3.1 | (64) | | 7.8 | (64) | | |
| | Change: | **-19.9** | | | -4.8 | | | |
| **Black/African American** | 2022: | 13.5 | (37) | | 2.7 | (37) | | |
| | 2023: | 0.0 | (33) | | 2.9 | (34) | | |
| | Change: | **-13.5** | | | 0.2 | | | |
| **Hispanic** | 2022: | 26.2 | (42) | | 21.4 | (42) | | |
| | 2023: | 3.7 | (27) | | 14.8 | (27) | | |
| | Change: | **-22.5** | | | **-6.6** | | | |
| **Economically Disadvantaged** | 2022: | 22.9 | (83) | | 13.3 | (83) | | |
| | 2023: | 3.4 | (59) | | 8.5 | (59) | | |
| | Change: | **-19.5** | | | -4.8 | | | |
| **Emergent Bilingual** | 2022: | 33.3 | (39) | | 25.6 | (39) | | |
| | 2023: | 5.0 | (20) | | 20.0 | (20) | | |
| | Change: | **-28.3** | | | **-5.6** | | | |
| **Special Education** | 2022: | * | (5) | | * | (5) | | |
| | 2023: | 0.0 | (7) | | 0.0 | (7) | | |
| | Change: | * | | | * | | | |

| Grade 4 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 14.3 | (91) | | 13.0 | (92) | | |
| | 2023: | 8.4 | (83) | | 13.3 | (83) | | |
| | Change: | **-5.9** | | | 0.3 | | | |
| **Black/African American** | 2022: | 7.4 | (54) | | 1.8 | (55) | | |
| | 2023: | 5.0 | (40) | | 5.0 | (40) | | |
| | Change: | -2.4 | | | 3.2 | | | |
| **Hispanic** | 2022: | 27.3 | (33) | | 33.3 | (33) | | |
| | 2023: | 13.5 | (37) | | 22.2 | (36) | | |
| | Change: | **-13.8** | | | **-11.1** | | | |
| **White** | 2022: | * | (1) | | * | (1) | | |
| | 2023: | * | (3) | | * | (3) | | |
| | Change: | * | | | * | | | |
| **Economically Disadvantaged** | 2022: | 11.9 | (84) | | 12.9 | (85) | | |
| | 2023: | 7.4 | (81) | | 13.6 | (81) | | |
| | Change: | -4.5 | | | 0.7 | | | |
| **Emergent Bilingual** | 2022: | 32.1 | (28) | | 35.7 | (28) | | |
| | 2023: | 15.6 | (32) | | 29.0 | (31) | | |
| | Change: | **-16.5** | | | **-6.7** | | | |
| **Special Education** | 2022: | 0.0 | (7) | | 0.0 | (7) | | |
| | 2023: | * | (5) | | * | (5) | | |
| | Change: | * | | | * | | | |

(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.

# STAAR 3-8 Results by Student Group (all test types)

**POPULATION:** All Students Tested at Location
**STATISTIC:** Percentage Mastering Grade Level
**ADMINISTRATION:** Spring 2023
**LANGUAGE:** Combined English and Spanish

**MASTERS GRADE LEVEL 7/1/24**

**281 - CESAR CHAVEZ ELEMENTARY SCHOOL [Feeds to: SPENCE > NORTH DALLAS]**

| Grade 5 | | Reading¹ | | Writing | Mathematics¹ | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 19.1 | (68) | | 17.6 | (68) | 10.4 | (67) | |
| | 2023: | 10.3 | (78) | | 7.4 | (81) | 2.5 | (80) | |
| | Change: | **-8.8** | | | **-10.2** | | **-7.9** | | |
| **Black/African American** | 2022: | 15.0 | (40) | | 10.0 | (40) | 7.7 | (39) | |
| | 2023: | 7.1 | (42) | | 0.0 | (44) | 0.0 | (44) | |
| | Change: | **-7.9** | | | **-10.0** | | **-7.7** | | |
| **Hispanic** | 2022: | 26.9 | (26) | | 26.9 | (26) | 15.4 | (26) | |
| | 2023: | 14.7 | (34) | | 17.1 | (35) | 5.9 | (34) | |
| | Change: | **-12.2** | | | **-9.8** | | **-9.5** | | |
| **White** | 2022: | * | (1) | | * | (1) | * | (1) | |
| | 2023: | * | (1) | | * | (1) | * | (1) | |
| | Change: | * | | | * | | * | | |
| **Economically Disadvantaged** | 2022: | 19.4 | (67) | | 17.9 | (67) | 10.6 | (66) | |
| | 2023: | 9.5 | (74) | | 6.5 | (77) | 2.6 | (76) | |
| | Change: | **-9.9** | | | **-11.4** | | **-8.0** | | |
| **Emergent Bilingual** | 2022: | 29.4 | (17) | | 35.3 | (17) | 17.6 | (17) | |
| | 2023: | 13.8 | (29) | | 16.7 | (30) | 6.9 | (29) | |
| | Change: | **-15.6** | | | **-18.6** | | **-10.7** | | |
| **Special Education** | 2022: | 0.0 | (9) | | 11.1 | (9) | 0.0 | (9) | |
| | 2023: | 0.0 | (9) | | 0.0 | (9) | 0.0 | (9) | |
| | Change: | 0.0 | | | **-11.1** | | 0.0 | | |

| All Grades | | Reading¹ | | Writing | Mathematics¹ | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 18.7 | (246) | | 14.2 | (247) | 10.4 | (67) | |
| | 2023: | 7.6 | (225) | | 9.6 | (228) | 2.5 | (80) | |
| | Change: | **-11.1** | | | -4.6 | | **-7.9** | | |
| **Black/African American** | 2022: | 11.5 | (131) | | 4.5 | (132) | 7.7 | (39) | |
| | 2023: | 4.3 | (115) | | 2.5 | (118) | 0.0 | (44) | |
| | Change: | **-7.2** | | | -2.0 | | **-7.7** | | |
| **Hispanic** | 2022: | 26.7 | (101) | | 26.7 | (101) | 15.4 | (26) | |
| | 2023: | 11.2 | (98) | | 18.4 | (98) | 5.9 | (34) | |
| | Change: | **-15.5** | | | **-8.3** | | **-9.5** | | |
| **White** | 2022: | 42.9 | (7) | | 14.3 | (7) | * | (1) | |
| | 2023: | * | (4) | | * | (4) | * | (1) | |
| | Change: | * | | | * | | * | | |
| **Economically Disadvantaged** | 2022: | 17.9 | (234) | | 14.5 | (235) | 10.6 | (66) | |
| | 2023: | 7.0 | (214) | | 9.7 | (217) | 2.6 | (76) | |
| | Change: | **-10.9** | | | -4.8 | | **-8.0** | | |
| **Emergent Bilingual** | 2022: | 32.1 | (84) | | 31.0 | (84) | 17.6 | (17) | |
| | 2023: | 12.3 | (81) | | 22.2 | (81) | 6.9 | (29) | |
| | Change: | **-19.8** | | | **-8.8** | | **-10.7** | | |
| **Special Education** | 2022: | 0.0 | (21) | | 4.8 | (21) | 0.0 | (9) | |
| | 2023: | 0.0 | (21) | | 0.0 | (21) | 0.0 | (9) | |
| | Change: | 0.0 | | | -4.8 | | 0.0 | | |

(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.

| | | | MASTERS GRADE LEVEL 7/1/24 |
|---|---|---|---|
| **POPULATION:** | All Students Tested at Location | | |
| **STATISTIC:** | Percentage Mastering Grade Level | | |
| **ADMINISTRATION:** | Spring 2023 | | |
| **LANGUAGE:** | Combined English and Spanish | | |

**283 - ESPERANZA "HOPE" MEDRANO ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 3 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 16.3 | (43) | | 9.3 | (43) | | |
| | 2023: | 6.1 | (49) | | 6.3 | (48) | | |
| | Change: | **-10.2** | | | -3.0 | | | |
| **Black/African American** | 2022: | 9.1 | (11) | | 0.0 | (11) | | |
| | 2023: | 6.7 | (15) | | 0.0 | (14) | | |
| | Change: | -2.4 | | | 0.0 | | | |
| **Hispanic** | 2022: | 19.4 | (31) | | 12.9 | (31) | | |
| | 2023: | 6.7 | (30) | | 3.3 | (30) | | |
| | Change: | **-12.7** | | | **-9.6** | | | |
| **Economically Disadvantaged** | 2022: | 17.9 | (39) | | 10.3 | (39) | | |
| | 2023: | 4.4 | (45) | | 6.8 | (44) | | |
| | Change: | **-13.5** | | | -3.5 | | | |
| **Emergent Bilingual** | 2022: | 18.5 | (27) | | 14.8 | (27) | | |
| | 2023: | 7.7 | (26) | | 7.7 | (26) | | |
| | Change: | **-10.8** | | | **-7.1** | | | |
| **Special Education** | 2022: | * | (3) | | * | (3) | | |
| | 2023: | 0.0 | (6) | | 16.7 | (6) | | |
| | Change: | * | | | * | | | |

| Grade 4 | | Reading | | Writing | Mathematics | | Science | Social Studies |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 20.0 | (45) | | 6.7 | (45) | | |
| | 2023: | 10.5 | (38) | | 10.8 | (37) | | |
| | Change: | **-9.5** | | | 4.1 | | | |
| **Black/African American** | 2022: | 0.0 | (11) | | 0.0 | (11) | | |
| | 2023: | 0.0 | (9) | | 0.0 | (8) | | |
| | Change: | 0.0 | | | 0.0 | | | |
| **Hispanic** | 2022: | 24.1 | (29) | | 3.4 | (29) | | |
| | 2023: | 13.8 | (29) | | 13.8 | (29) | | |
| | Change: | **-10.3** | | | **10.4** | | | |
| **Economically Disadvantaged** | 2022: | 17.9 | (39) | | 5.1 | (39) | | |
| | 2023: | 11.8 | (34) | | 12.1 | (33) | | |
| | Change: | **-6.1** | | | **7.0** | | | |
| **Emergent Bilingual** | 2022: | 28.6 | (28) | | 10.7 | (28) | | |
| | 2023: | 15.4 | (26) | | 15.4 | (26) | | |
| | Change: | **-13.2** | | | 4.7 | | | |
| **Special Education** | 2022: | 8.3 | (12) | | 0.0 | (12) | | |
| | 2023: | 0.0 | (7) | | 0.0 | (7) | | |
| | Change: | **-8.3** | | | 0.0 | | | |

(N) = students tested. *Statistics not reported for groups smaller than six. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to updates in data files, such as score changes or ID corrections.

| POPULATION: | All Students Tested at Location | MASTERS GRADE LEVEL 7/1/24 |
|---|---|---|
| STATISTIC: | Percentage Mastering Grade Level | |
| ADMINISTRATION: | Spring 2023 | |
| LANGUAGE: | Combined English and Spanish | |

**283 - ESPERANZA "HOPE" MEDRANO ELEMENTARY SCHOOL [Feeds to: RUSK > NORTH DALLAS]**

| Grade 5 | | Reading[1] | | Writing | | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 21.4 | (42) | | | 7.1 | (42) | 0.0 | (42) | |
| | 2023: | 14.6 | (41) | | | 15.0 | (40) | 9.8 | (41) | |
| | Change: | -6.8 | | | | 7.9 | | 9.8 | | |
| **Black/African American** | 2022: | 9.1 | (11) | | | 0.0 | (11) | 0.0 | (11) | |
| | 2023: | 10.0 | (10) | | | 0.0 | (9) | 10.0 | (10) | |
| | Change: | 0.9 | | | | 0.0 | | 10.0 | | |
| **Hispanic** | 2022: | 21.4 | (28) | | | 10.7 | (28) | 0.0 | (28) | |
| | 2023: | 11.1 | (27) | | | 11.1 | (27) | 3.7 | (27) | |
| | Change: | -10.3 | | | | 0.4 | | 3.7 | | |
| **Economically Disadvantaged** | 2022: | 16.7 | (36) | | | 8.3 | (36) | 0.0 | (36) | |
| | 2023: | 11.8 | (34) | | | 11.8 | (34) | 5.9 | (34) | |
| | Change: | -4.9 | | | | 3.5 | | 5.9 | | |
| **Emergent Bilingual** | 2022: | 16.0 | (25) | | | 8.0 | (25) | 0.0 | (25) | |
| | 2023: | 19.2 | (26) | | | 23.1 | (26) | 11.5 | (26) | |
| | Change: | 3.2 | | | | 15.1 | | 11.5 | | |
| **Special Education** | 2022: | * | (3) | | | * | (3) | * | (3) | |
| | 2023: | 0.0 | (12) | | | 0.0 | (11) | 0.0 | (12) | |
| | Change: | * | | | | * | | * | | |

| All Grades | | Reading[1] | | Writing | | Mathematics[1] | | Science | | Social Studies |
|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 2022: | 19.2 | (130) | | | 7.7 | (130) | 0.0 | (42) | |
| | 2023: | 10.2 | (128) | | | 10.4 | (125) | 9.8 | (41) | |
| | Change: | -9.0 | | | | 2.7 | | 9.8 | | |
| **Black/African American** | 2022: | 6.1 | (33) | | | 0.0 | (33) | 0.0 | (11) | |
| | 2023: | 5.9 | (34) | | | 0.0 | (31) | 10.0 | (10) | |
| | Change: | -0.2 | | | | 0.0 | | 10.0 | | |
| **Hispanic** | 2022: | 21.6 | (88) | | | 9.1 | (88) | 0.0 | (28) | |
| | 2023: | 10.5 | (86) | | | 9.3 | (86) | 3.7 | (27) | |
| | Change: | -11.1 | | | | 0.2 | | 3.7 | | |
| **Economically Disadvantaged** | 2022: | 17.5 | (114) | | | 7.9 | (114) | 0.0 | (36) | |
| | 2023: | 8.8 | (113) | | | 9.9 | (111) | 5.9 | (34) | |
| | Change: | -8.7 | | | | 2.0 | | 5.9 | | |
| **Emergent Bilingual** | 2022: | 21.3 | (80) | | | 11.3 | (80) | 0.0 | (25) | |
| | 2023: | 14.1 | (78) | | | 15.4 | (78) | 11.5 | (26) | |
| | Change: | -7.2 | | | | 4.1 | | 11.5 | | |
| **Special Education** | 2022: | 5.6 | (18) | | | 0.0 | (18) | * | (3) | |
| | 2023: | 0.0 | (25) | | | 4.2 | (24) | 0.0 | (12) | |
| | Change: | -5.6 | | | | 4.2 | | * | | |

(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.