

EA16-163-2

Title I: Comparative Measures of Student Achievement 2015-2016

Department of Evaluation and Assessment

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Superintendent of Schools*



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Approved Report of the Department of Evaluation and Assessment

EA16-163-2

September 2016

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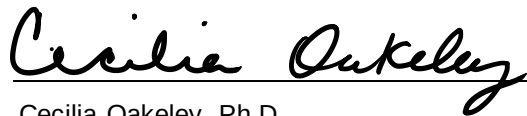
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TITLE I: COMPARATIVE MEASURES OF STUDENT ACHIEVEMENT 2015-2016

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ABSTRACT

The purpose of this report was to examine the academic achievement and progress of Title I students. This report contains comparisons of Title I students by grade and feeder patterns, with district results. Comparisons were also made by major student subgroups. These subgroups were: All Students, African American, Hispanic, white, Economically Disadvantaged, English Language Learners (ELL) and Special Educations students. Comparisons were made for a two-year period when available and change scores were calculated. The following variables were used to determine the progress of Title I students: *Terranova* (previously the *Iowa Tests of Basic Skills; ITBS*) reading and mathematics for grades kindergarten, one and two; *Supera* (Spanish version of *Iowa/ITBS*) reading for grades kindergarten, one and two; and *State of Texas Assessments of Academic Readiness (STAAR)* reading and mathematics for grades three through eight, writing grades four and seven, science grades five and eight and social studies grade eight. *STAAR End-of-Course (EOC)* examinations were given primarily in grades nine and ten. The five *EOC* examinations were English I, English II, U.S. History, Algebra I, and Biology. Student and teacher demographics were also presented, along with attendance, dropout, and graduation rates.

Additional measures of Title I student success including district students' academic preparation for college, as measured by participation rates and performance of students on the *Scholastic Aptitude Test (SAT)*, *Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)* and the *American College Test (ACT)* can be found in the 2015-16 evaluation reports EA16-520-4.2, EA16-520-4.3, and EA16-520-4.5. Additional measures of ELL student success can be found in the Evaluation of the Dual Language and ESL Program 2015-16 evaluation report EA16-126-2. Measures of Title I Special Education students' success can be found in the Evaluation of Special Education Program report EA16-519-2. Measures of early childhood success can be found in the 2015-16 Kindergarten to Grade 2 report EA16-171-2.

PROGRAM DESCRIPTION

History of Elementary and Secondary Act

The Elementary and Secondary Education Act (ESEA) was passed as a part of President Lyndon B. Johnson's "War on Poverty" and has been the most far-reaching federal legislation affecting education ever passed by the United States Congress. The act is an extensive statute that funds primary and secondary education. It also emphasizes equal access to education and establishes high standards and accountability. In addition, the bill aims to close the achievement gaps between students by providing each child with fair and equal opportunities to achieve an education. As mandated in the act, the funds are authorized for professional development, instructional materials, for resources to support educational programs, and for parental involvement promotion. The act was originally authorized through 1965; however, the government has reauthorized the act every five years since its enactment. The reauthorization of ESEA by President George W. Bush was known as the No Child Left Behind Act (NCLB) of 2001.

There are two types of assistance that can be provided by Title I funds. The first is a "schoolwide program" in which schools can dispense resources in a flexible manner. The second is a "targeted assistance program" which allows schools to identify students who are failing or at risk of failing.

A significant alteration to the original Title I was made by its reauthorization under No Child Left Behind. In this reauthorization, NCLB required increased accountability from its schools both from the teachers and from the students. Yearly standardized tests were mandated in order to measure how schools were performing against the achievement bars set by Title I. Schools were also responsible for publishing annual report cards that detailed their student achievement data and demographics. Schools were now held accountable not only by punitive measures that would be taken if schools fail to meet Adequate Yearly Progress (AYP), but also corrective actions were taken if states did not have an assessment system approved by Title I. Under NCLB, schools were also required to plan for "restructuring" if they fail to make AYP for three years after being identified for improvement. NCLB also required teachers to be highly qualified if hired using Title I funding.

Under NCLB, Title I funding is given to schools where at least 40 percent of the children in the school attendance area come from low-income families or to schools where 40 percent of the student population is low-income.

Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA). The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

The Every Student Succeeds Act (ESSA):

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

The action from Congress will increase investments in preschool, so that it's more likely that the students will be better prepared for school. This bill says what we all know to be true: you can't have a great school without great teachers and principals. Through this bill, districts can access federal dollars to invest in school leaders, and develop teacher leaders through mentorship, hybrid roles and professional development. And it ensures that there will be plans to put strong teachers in schools where they're most needed.

The reauthorized law maintains the requirement that each state administer high-quality annual assessments in at least reading/language arts, mathematics, and science that meet nationally recognized professional and technical standards. A high-quality state assessment system that is aligned to state determined content standards is essential to providing information that states, districts, principals, and teachers can use to identify the academic needs of students. A high-quality assessment system also provides useful information to parents about their child's advancement and achievement of grade-level standards. In Texas, the content standards are the Texas Essential Knowledge and Skills (TEKS). The performance standards are measured by the *State of Texas Assessments of Academic Readiness (STAAR)*. The *STAAR* test has both English and Spanish versions at the elementary level. At the high school level, students are measured by the *STAAR End of Course (EOC)* exams in English I and II, U.S. History, Algebra I, and Biology.

In addition to continuing to focus Federal education resources on students from low-income families through the Title I, Part A College and Career-Ready Students program, the Administration's ESEA reauthorization plan would retain longstanding programs designed to meet the needs of special populations, including English language learners, migrant students, neglected and delinquent students, Native Americans, and homeless children and youth.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation is to report results on measures of Title I students' performance within the Dallas Independent School District (Dallas ISD). This report includes academic performance (*TerraNova*, *STAAR* and *STAAR EOC*), and both teacher and student demographics. Additionally, Dallas ISD's performance on each academic measure will be reported by feeder pattern. Student data are also

reported by ethnicity, socioeconomic status (economically disadvantaged), English language learners (ELLs), and special education status. Major evaluation questions and results are reported in the following sections.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the Title I program?

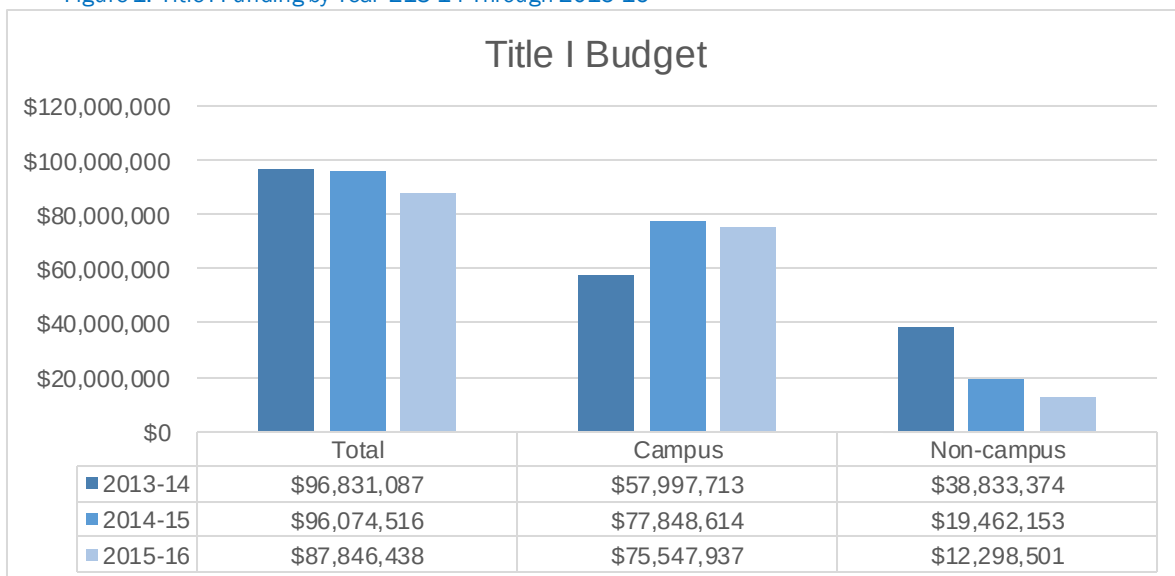
The Title I program budget for the 2015-16 school year for Dallas ISD was \$87,846,438.00 from the Special Revenue Fund (Table 1). There was a decrease of \$8,228,078.00 from the 2014-15 school year (\$96,074,516.00). Monies were given to both individual projects and individual schools to be used at the discretion of executive directors and principals. Table 1 and Figure 1 shows that in school year 2014-15 contributions to campuses increased from approximately \$58 million (2013-14) to \$78 million, thereby reducing non-campus Title I programs from approximately \$38 to \$19 million. Non-campus allocations were further reduced in 2015-16 to \$12 million for district wide Title I programs.

Table 1: Title I Funding by Year

Year	Amount Funded	Difference
2013-14	\$96,831,087	
Campus	\$57,997,713	
Non-Campus	\$38,833,374	
2014-15	\$96,074,516	-\$756,571
Campus	\$77,848,614	\$19,850,901
Non-Campus	\$19,462,153	-\$19,371,218
2015-16	\$87,846,438	-\$8,228,078
Campus	\$75,547,937	-\$2,300,677
Non-Campus	\$12,298,501	-\$7,647,714

Budget information for 2012-13 was not available by Campus and Non-campus categories

Figure 1: Title I Funding by Year 213-14 Through 2015-16



What were the characteristics of the Title I teacher and student populations?

Methodology

Title I School Teachers

All Title I schools in the district had schoolwide programs; therefore, all teachers in these schools were included in the analyses, regardless of the funding source for their positions. Demographic characteristics were compiled from the district database (Personnel data files). Data were aggregated by gender, ethnicity, school level, years of teaching experience in the district, highest degree earned, and certification information.

Title I School Students

Under ESSA, Title I funding is given to schools where at least 40 percent of the children in the school attendance area come from low-income families or to schools where 40 percent of the student population is low-income. Five district schools have less than 40 percent of the student population classified as low-income. These schools were: Lakewood (10.0%), William B. Travis E.S. (16.7%), Stonewall Jackson (22.9%), Booker T. Washington (24.8%), Townview TAG (27.4%) and William B. Travis M.S. (34.3%).

Student demographics were taken from the district's student database on October 10, 2015 (PEIMS submission). The number of students served were reported by gender, ethnicity, school level, socioeconomic status, English proficiency status (ELL), special education (SPED) status and grade.

Results

Characteristics of Teachers

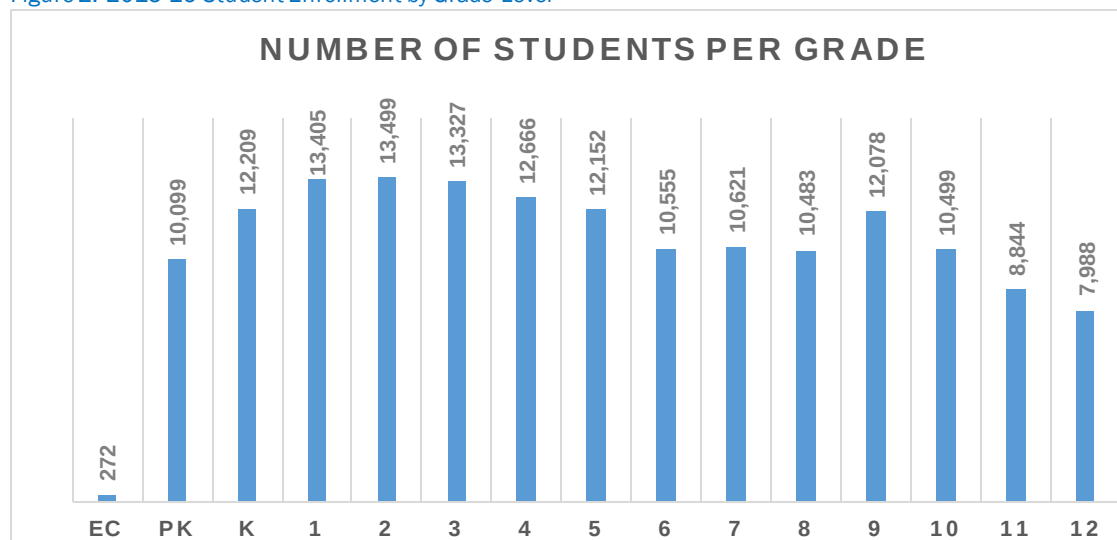
There were 10,703 full-time teachers in 227 schools in the Dallas ISD for the 2015-16 school year. This included 6,390 elementary school teachers, 1,868 middle school teachers, and 2,445 high school teachers. There were more female teachers (7,613; 71%) than male teachers (3,090; 29%). Thirty-nine percent (39%) of the teachers were African American, 28 percent were Hispanic, and 33 percent were white. Nine percent (9%) of the teachers had Alternative Certifications (AC). The median number of years' experience in the Dallas ISD for Title I teachers was four years. This was a decrease from five years in 2014-15 and a further decrease from seven years in 2013-14. The majority of teachers had Bachelor degrees (65%), another 27 percent had Master degrees. Twenty-one percent (21%) of the Title I teachers were new to the district. The Administration's ESEA reauthorization plan continues to require that all Title I teachers in core academic subjects hired after the first day of the 2002-03 school year be "highly qualified." To be a "highly qualified" teacher, new teachers must be certified by the state, including alternative certification, and hold at least a bachelor's degree. New middle or high school teachers must also have a major in their teaching area or have passed a rigorous subject matter test. Data indicated that 94.2 percent of the Title I teachers were classified as "highly qualified" which was a decrease of three percent from last year.

Characteristics of Students

A total of 158,647 students were enrolled in 227 Dallas ISD schools (Appendix A). Fifty-five (55%) percent of the students were elementary school students, 20 percent were middle school students, and 25 percent were high school students. For the 2015-16 school year, all Dallas ISD schools were considered Title I schools (i.e. all Title I programs were districtwide or schoolwide programs). Five district schools had an Economically Disadvantage population of less than 40 percent. The five schools have a total population of 3,008 students, which is 1.9 percent of the total enrollment. This report includes total district population on all data presented.

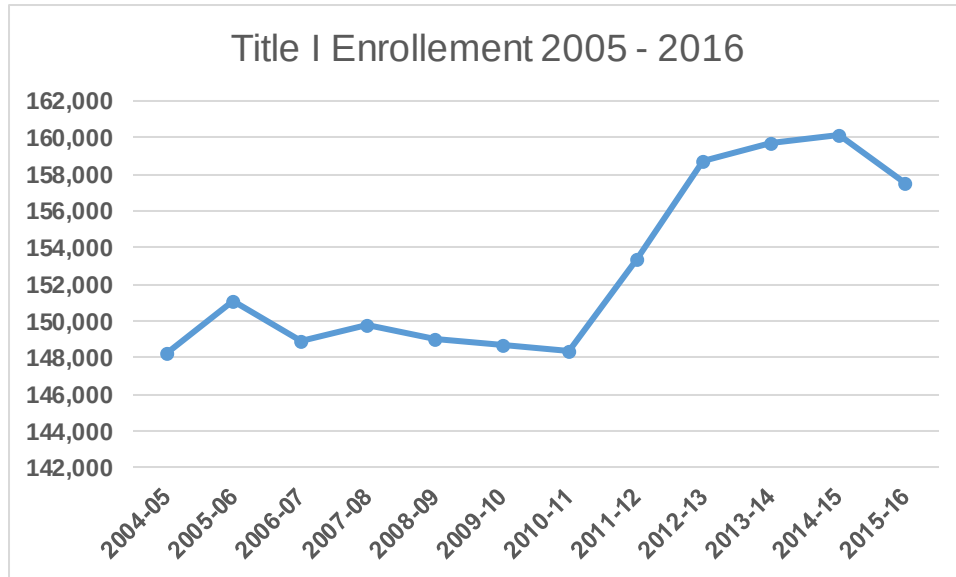
The grade 9 student population (N = 12,078) was larger than the grade 8 population (N = 10,483) [Figure 2]. This may be due to students gaining too few credits during their first year of high school to be classified as sophomores and the practice of assigning all new immigrant high school students to grade nine, regardless of the number of credits they had already earned. Enrollment declined from grade 9 to grade 12.

Figure 2: 2015-16 Student Enrollment by Grade Level



Between 2004-05 and 2014-15 the number of Title I school students served in the district has increased by approximately 9,000 students (Figure 3). The increase in the school year 2005-06 Title I population may be attributed to the Hurricane Katrina victims and the inclusion of the Wilmer-Hutchins school district's students. There was a decrease in the Title I student population from school year 2005-06 (N = 151,049) to the school year 2010-11 (N = 148,354); however, there was an increase in 2011-12 possibly due to the increase in the number of Title I schools. The 2015-16 school year showed a decrease from 2014-15. It is suspected that this decrease was due to the increase of Dallas ISD students attending charter schools.

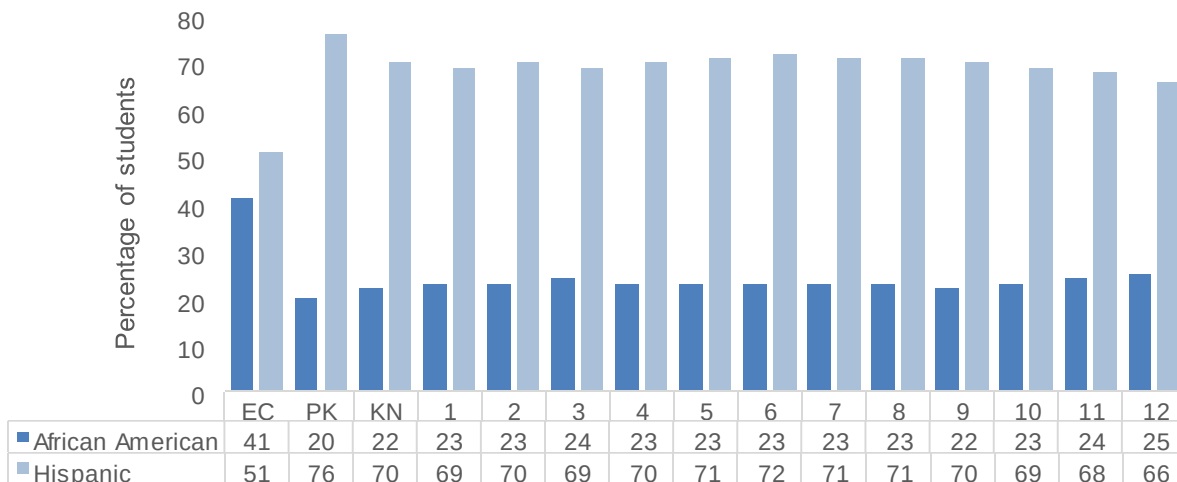
Figure 3: Title I Population from 2004-05 to 2015-16



Characteristics of Students

Student demographic characteristics showed that the percentage of male students (51%) and female students (49%) were similar in the population. The gender distribution was relatively stable for all grades except the early childhood group where there were more male students (75%) than female students (25%). Hispanic (70%) and African American (23%) students made up the majority of the student population (93%), while white (5%), Asian (1%), and Native American and Pacific Islander (less than 1% combined) students combined accounted for approximately six percent. The Hispanic population represented the largest ethnic group from early childhood through grade 12 (Figure 4). The Hispanic student population has continued to increase in Dallas ISD Title I schools since school year 2004-05. Appendix A Tables 1 and 2 report ethnicity by feeder pattern and by school year.

Figure 4: Percentage of African American and Hispanic Students by Grade



English Language Learners Students

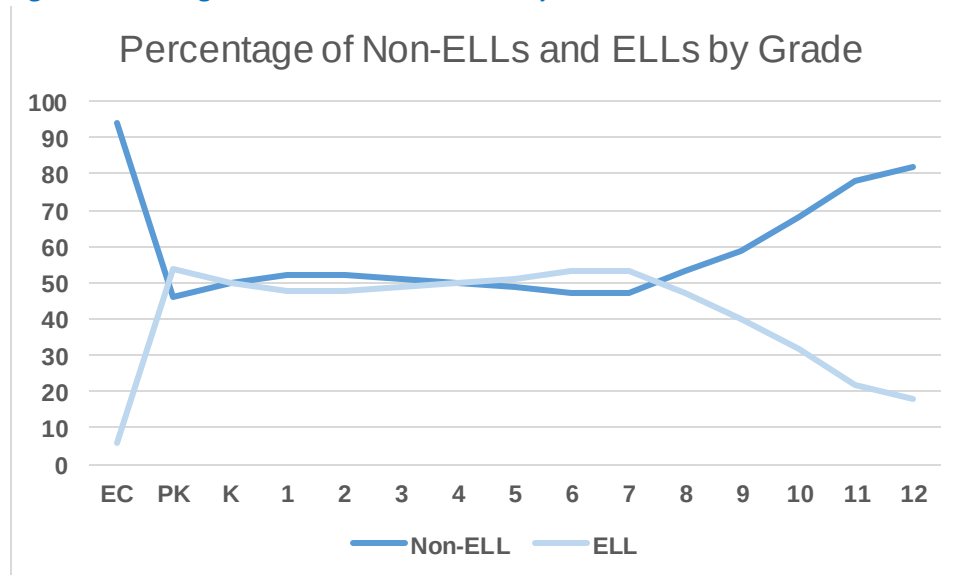
Approximately 43 percent of Dallas ISD students were identified as English language learners (ELLs) in the school year 2015-16. The proportion of ELLs has steadily increased since 2004-05.

Table 2: English Language Learners Enrollment in Title I Schools

Year	Title I Served	English Language Learners	Percent of Enrollment
2004-05	148,307	47,518	32
2005-06	151,049	47,286	32
2006-07	148,907	48,904	33
2007-08	149,831	51,875	35
2008-09	149,051	54,970	37
2009-10	148,658	55,726	38
2010-11	148,354	58,957	40
2011-12	153,354	61,494	40
2012-13	158,777	63,060	40
2013-14	159,760	64,711	41
2014-15	160,209	66,776	42
2015-16	158,647	67,850	43

The percentages of English language learners in grades PK through grade 8 were approximately the same as non-English language learners for the school year 2015-16 (Figure 5). The percentage of non-ELLs increased from grade 8 through grade 12. Appendix A Table 3 reports the number and percentage of ELL students by grade and status (non-ELLs, ELL, Exited ELLs 1 year and Exited ELLs 2 years).

Figure 5: Percentage of ELL and Non-ELL Students by Grade, 2015-16



Special Education Students

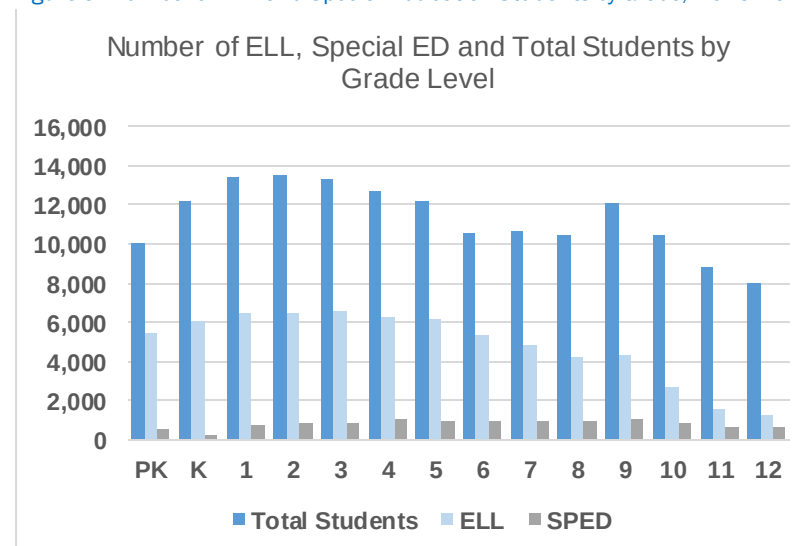
Under Every Student Succeeds Act (ESSA), all special education students in schoolwide programs must receive the same services as students in the regular education program. A total of 11,824 students were reported eligible for special education in 2015-16 (Table 3). There was a decrease in the percentage of special education students from 2004-05 (10.9%) to 2014-15 (7.3%) with a slight increase for 2015-16 (7.5%).

Table 3: Special Education Enrollment in Title I Schools by Year

Year	Title I Served	Special Education	Percent of Enrollment
2004-05	148,307	16,219	10.9
2005-06	151,049	13,304	8.8
2006-07	148,907	12,943	8.7
2007-08	149,831	12,343	8.2
2008-09	149,051	12,090	8.1
2009-10	148,658	11,762	7.9
2010-11	148,354	11,789	7.9
2011-12	153,354	11,777	7.7
2012-13	158,777	11,846	7.5
2013-14	159,760	11,937	7.5
2014-15	160,209	11,722	7.3
2015-16	158,647	11,824	7.5

The number of English language learner students by grade appears to mimic the overall Dallas ISD student population, while the number of special education students appears to remain constant across grades (Figure 6).

Figure 6: Number of ELL and Special Education Students by Grade, 2015-16



What were the levels of academic performance of Title I students?

Methodology

Achievement tests were used to determine Title I academic performance for the 2015-16 school year. The *TerraNova* and *SUPERA* tests were administered in grades K-2. *TerraNova* and *SUPERA* tests were used to show student performance in both reading and mathematics. *SUPERA* was the reading test administered to Spanish speaking students to test reading skills. Students in grades 3-8 were administered the *STAAR* tests in reading and mathematics. Students in grades 4 and 7 also completed the writing tests, students in grades 5 and 8 were administered the science tests, and grade 8 students completed the social studies test. *STAAR End-of-Course (EOC)* examinations were administered primarily in grades 9 and 10. *STAAR EOC* exams were given in English I, English II, U.S. History, Algebra I, and Biology. Data were obtained from MyData Portal, TEA websites and district data bases. Data were aggregated by grade and feeder patterns.

Results

TerraNova/SUPERA

The Evaluation and Assessment department of the Dallas ISD had conducted a study of appropriate norm-referenced measures for the assessment of students in grades K-2. A decision was made to use the *TerraNova* and the *SUPERA*, products of DRC|CTB-McGraw Hill. These tests replaced the *Iowa Tests of Basic Skills (ITBS)* and *Logramos* at these grade levels for the 2015-16 school year. *TerraNova* and *SUPERA* (Spanish version) are normed-referenced achievement measures designed to provide achievement scores that are valid for most types of educational decision-making. *TerraNova* was used to assess English speakers at grades K-2, while the *SUPERA* was used to assess Spanish speakers at the same grade levels in reading. All students were assessed on the *TerraNova* for mathematics. The results compare individual student achievement relative to a nationwide normative group. A benefit of this comparison was that it allowed the *SUPERA* to be scaled the same as the *TerraNova*, thereby allowing for a direct comparison of students' performance on each test across each domain.

Tables 4 and 5 and Figures 7 and 8 show kindergarten through second grade student performances on *TerraNova* reading and mathematics and *SUPERA* reading. Norm-referenced scores described individual student performance relative to the performance of a large, nationally representative group of students. This information included mean scale scores and mean grade equivalents. The measure used to determine proficiency was the percentage of students at or above the 40th percentile rank. Tables 6, 7 and 8 present *TerraNova* and *SUPERA* results by feeder patterns. Appendix B Tables 4 through 11 show *TerraNova* and *SUPERA* data by grade, feeder patterns and subgroups (All Students, African American, Hispanic, white, English language learners, economically disadvantaged and special education) for reading and mathematics.

Table 4: Summary Statistics Table of *TerraNova* and *SUPERA* Reading by Grade

Test	# Tested	% at or Above Grade Level	Mean Scale Score	Mean Grade Equivalent
Kindergarten				
<i>TerraNova</i>	6,274	72.2	538.7	1.1
<i>SUPERA</i>	5,629	87.6	555.3	1.5
Grade 1				
<i>TerraNova</i>	7,075	66.3	576.3	1.9
<i>SUPERA</i>	5,932	87.9	601.5	2.7
Grade 2				
<i>TerraNova</i>	7,278	60.9	604.4	2.7
<i>SUPERA</i>	5,898	43.9	600.0	2.6

Figure 7: *TerraNova* and *SUPRA* Reading Grades KN through 2

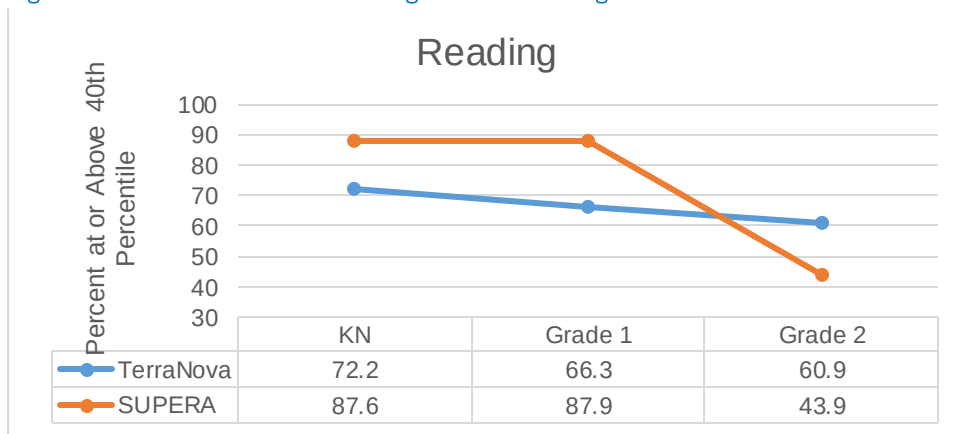


Table 5: Summary Statistics Table of *Terra Nova* Mathematics by Grade

	# Tested	% at or Above Grade Level	Mean Scale Score	Mean Grade Equivalent
Kindergarten				
<i>TerraNova</i>	11,752	68.2	473.6	0.7
Grade 1				
<i>TerraNova</i>	12,833	64.0	519.3	1.6
Grade 2				
<i>TerraNova</i>	13,075	64.9	564.1	2.6

Figure 8: *Terra Nova* Mathematics Grades KN through 2

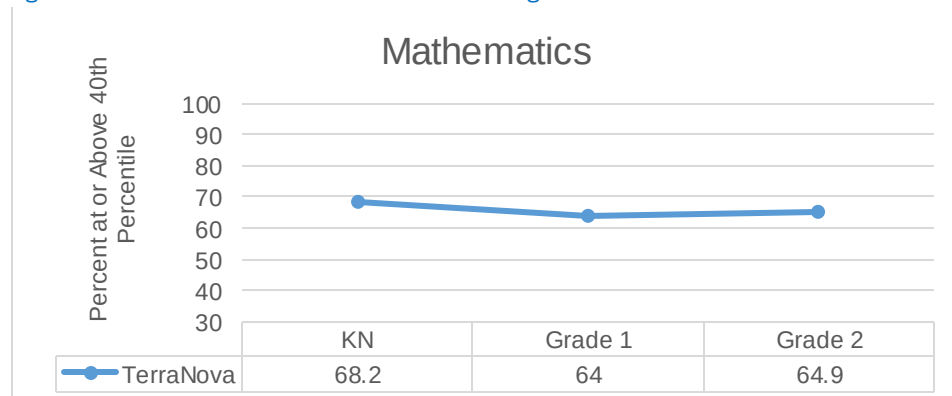


Table 6: Grades KN, 1 and 2 *TerraNova* Reading by Feeder Pattern 2015-16



Table 7: Grades KN, 1 and 2 SUPRA Reading by Feeder Pattern 2015-16

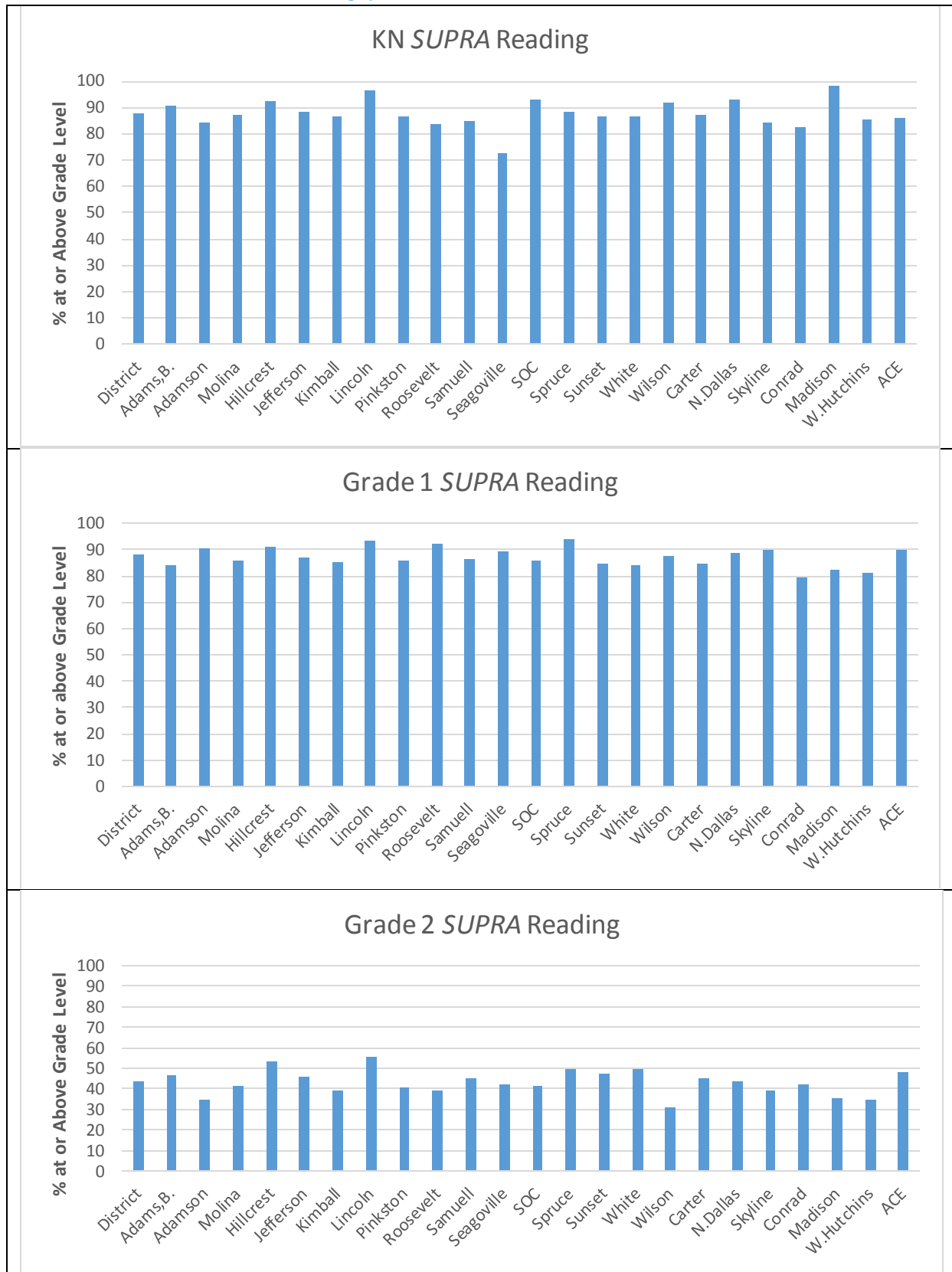
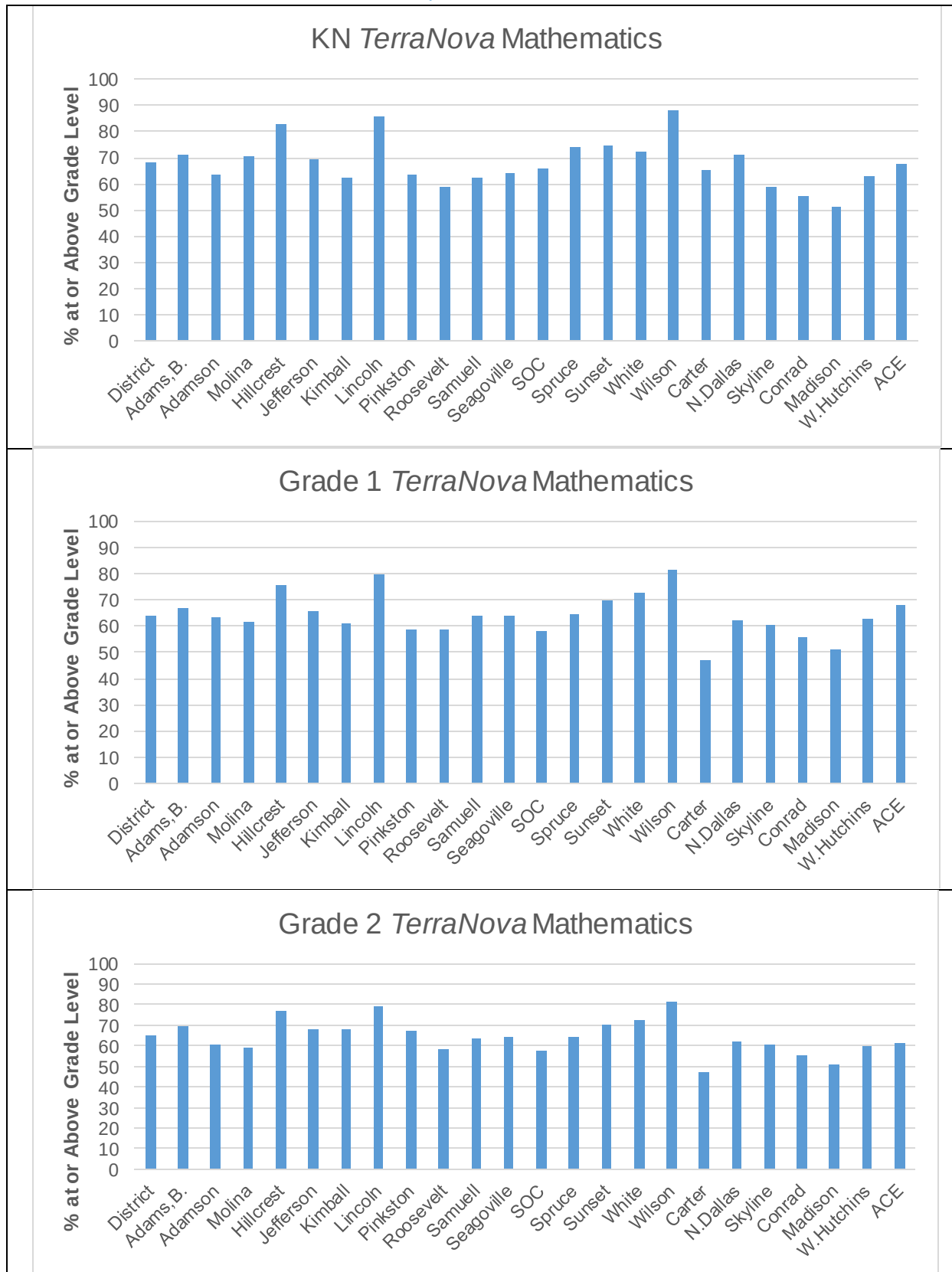


Table 8: Grades KN, 1 and 2 *TerraNova* Mathematics by Feeder Pattern 2015-16



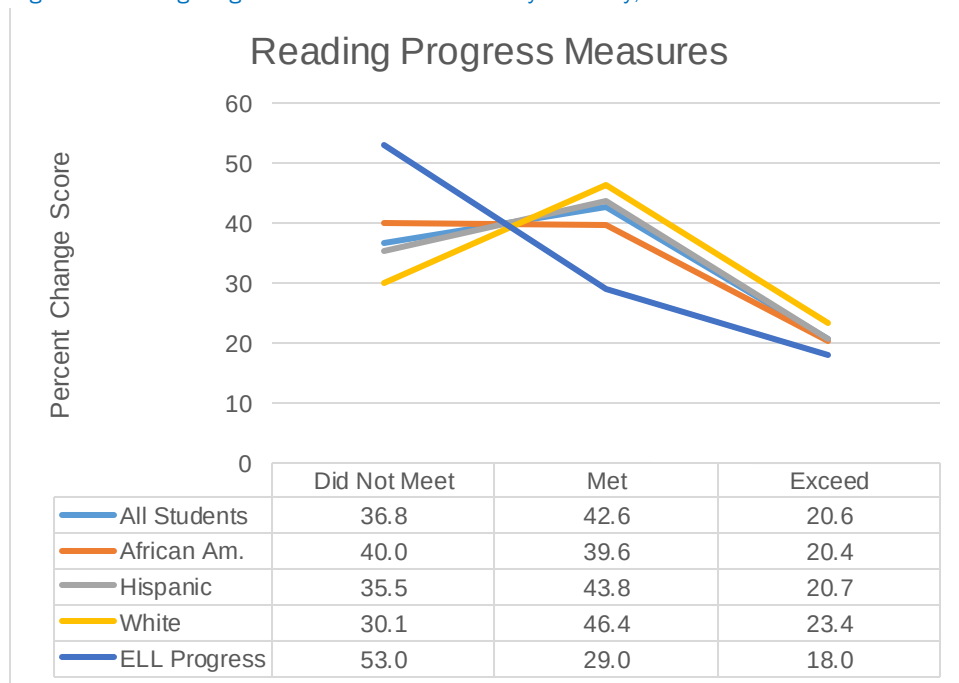
State of Texas Assessments of Academic Readiness (STAAR)

Defining the STAAR Progress Measure

The State of Texas Assessments of Academic Readiness (STAAR) progress measure provides information about the amount of improvement or growth that a student has made in a subject area. This measure is based on a comparison of a student's test score last year with his or her score this year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the previous year and the score a student achieved in the current year. Individual student progress is then categorized as *Did Not Meet*, *Met*, or *Exceeded*. In 2016, progress measures were available for STAAR (including STAAR L and STAAR A) for reading in grades 4-8, mathematics in grades 4-8, English II EOC, and Algebra I EOC. EOC scores by feeder patterns, grades and subgroups are found in Appendix D.

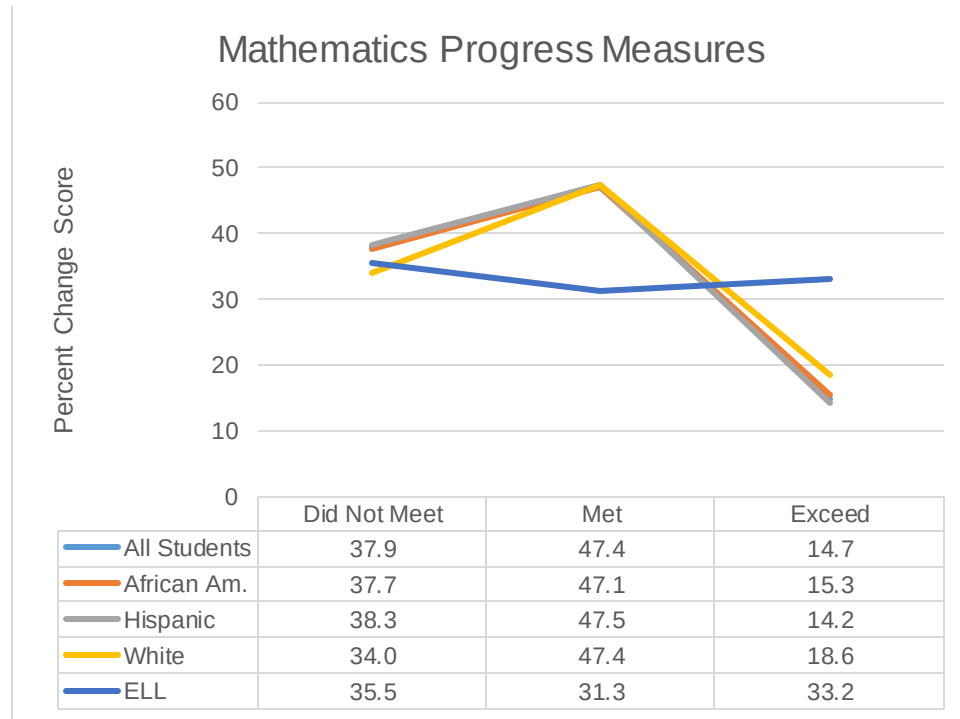
The STAAR progress measure classifications are determined by comparing a student's gain score — the difference between the student's current year score and previous year score — to a progress target. The STAAR progress measures and progress targets are determined by STAAR performance standards and the goal of having all students achieve at or above Level II Satisfactory Academic Performance and having high performing students maintain their achievement at or above Level III Advanced Academic Performance. EOC scores by feeder patterns, grades and subgroups are found in Appendix D.

Figure 9: Reading Progress Measures Grades 4-8 by Ethnicity, 2015-16



Note: ELL Progress includes only students who took the English STAAR reading

Figure 10: Mathematic Progress Measures Grades 4-8 by Ethnicity 2015-16



Note: ELL Progress includes only students who took the English STAAR mathematics

Figure 11: Algebra EOC Progress Measures by Ethnicity 2015-16

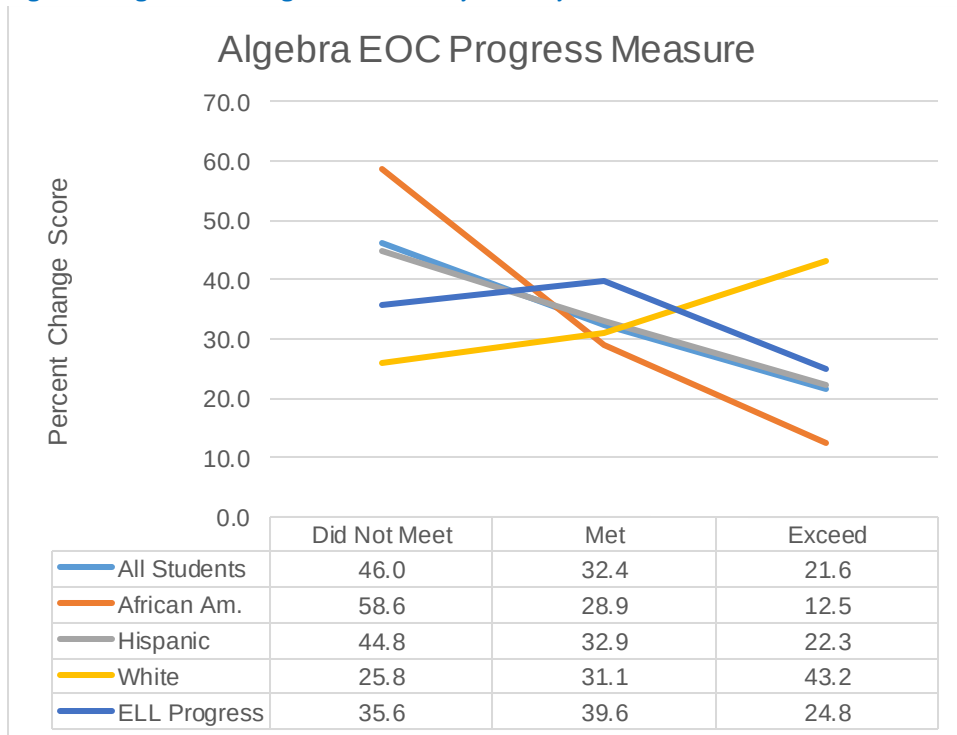
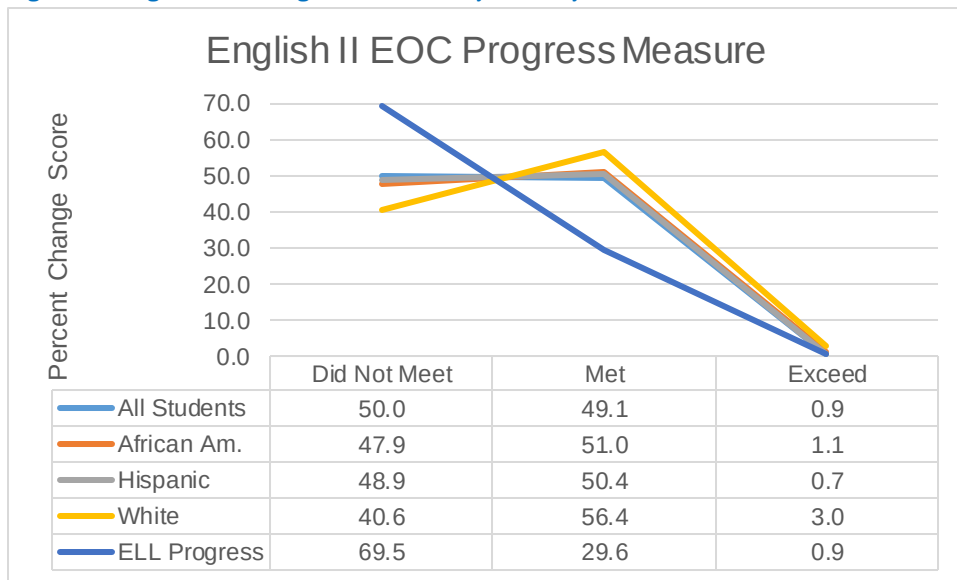


Figure 12: English II EOC Progress Measures by Ethnicity



The State of Texas Assessments of Academic Readiness (STAAR) 3-8

STAAR data by feeder patterns for all students and subgroups (African American, Hispanic, white, economically disadvantaged, English language learners, and special education) by grade level and subject matter are found in Appendix B. Comparisons were also presented with district data. Academic performance standards represent the degree to which students are learning the content and skills required to be taught as demonstrated by performance on a test. On the STAAR assessments, there are three levels that describe student performance:

- Level III: Advanced Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

The academic performance standards are the cut scores on a test that divide students into these three levels. A student is considered to have passed a given STAAR assessment if he/she earned a score at least as high as the cut score for Level II: Satisfactory Academic Performance.

STAAR Reading and Mathematics Summary Grades 3-8

The scale score necessary for passing STAAR tests, in 2015-16, at the Satisfactory level has been increased from the previous years. This necessitated a recalibration of the 2014-15 test scores to the 2015-16 standard so comparisons could be made between years. Figure 13 presents STAAR reading summary data for grades 3-8. Figure 13 shows district STAAR data for the school years 2015-16 and 2014-15. District students showed increases from one year to the next for all grade with the exception of grade 6 which remained constant.

Figure 13: STAAR Reading Grades 3-8 2015 and 2016

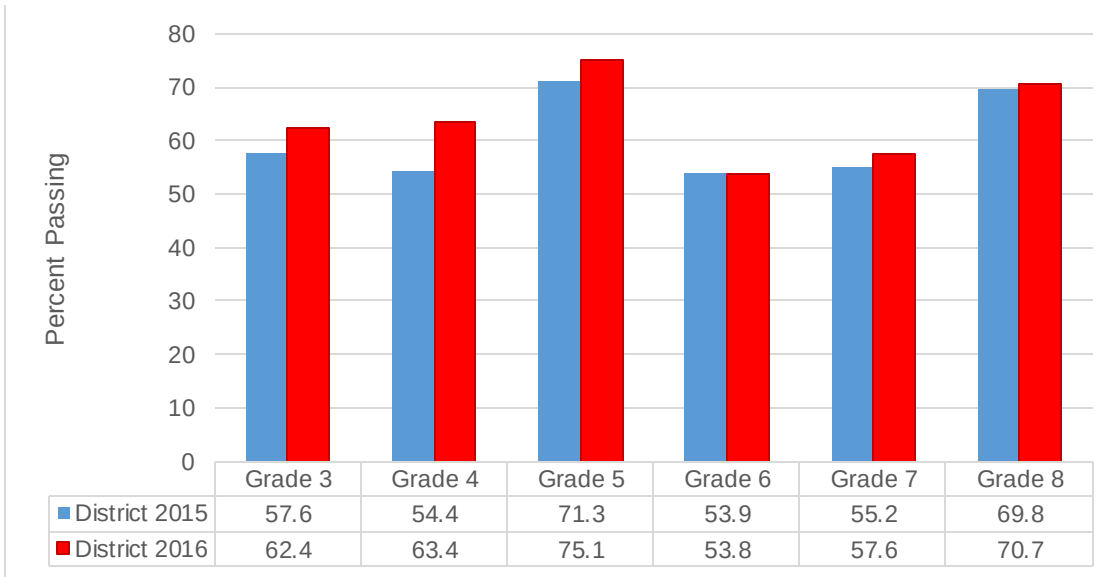
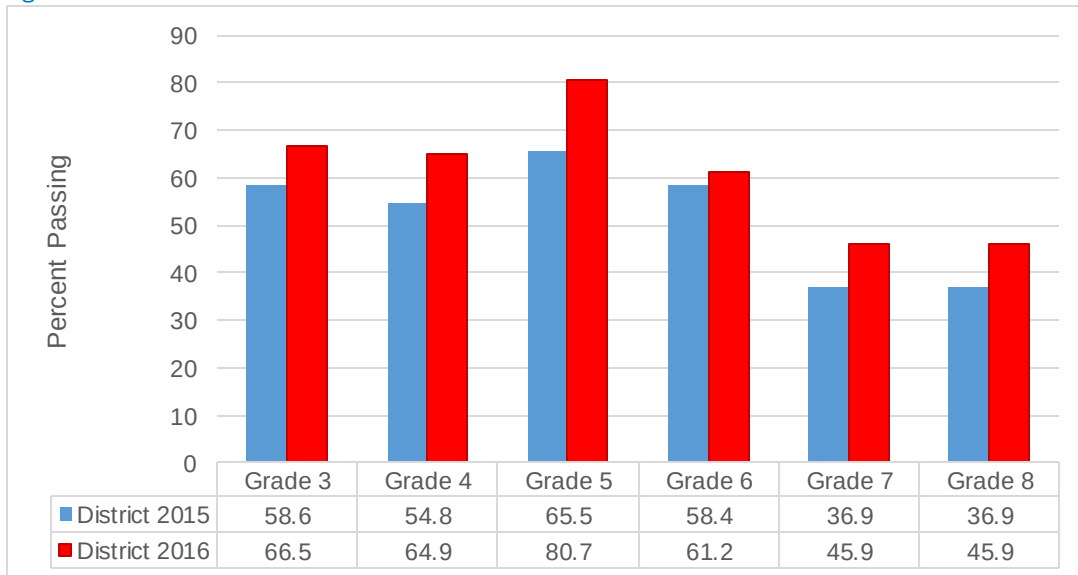


Figure 14 presents STAAR mathematics summary data for grades 3-8. District students showed increases from one year to the next for all grades. The largest increase was at the fifth grade.

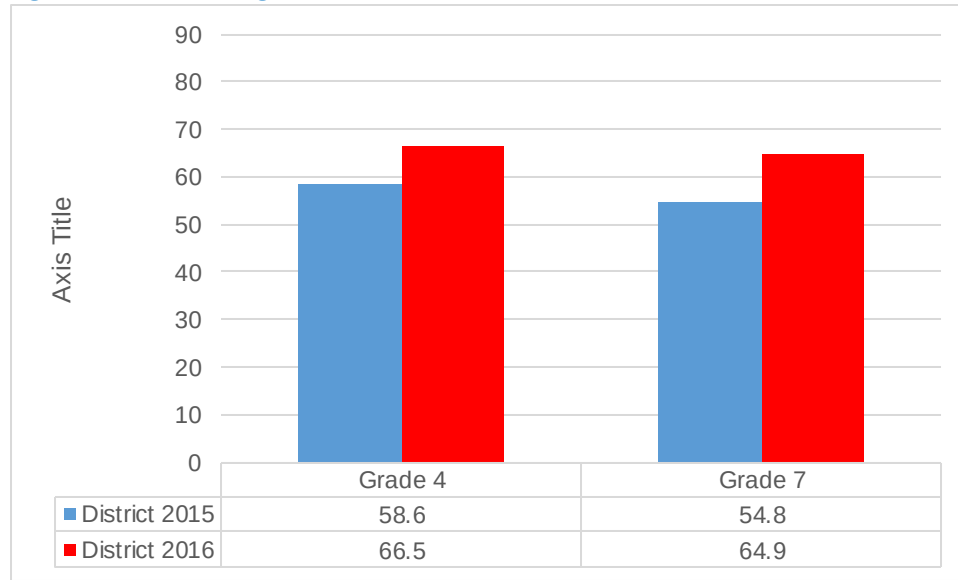
Figure 14: STAAR Mathematics Grades 3-8 2015 and 2016



STAAR Writing

Figure 15 presents STAAR writing summary data for grades 4 and 7. District showed increases from one year to the next for both grades.

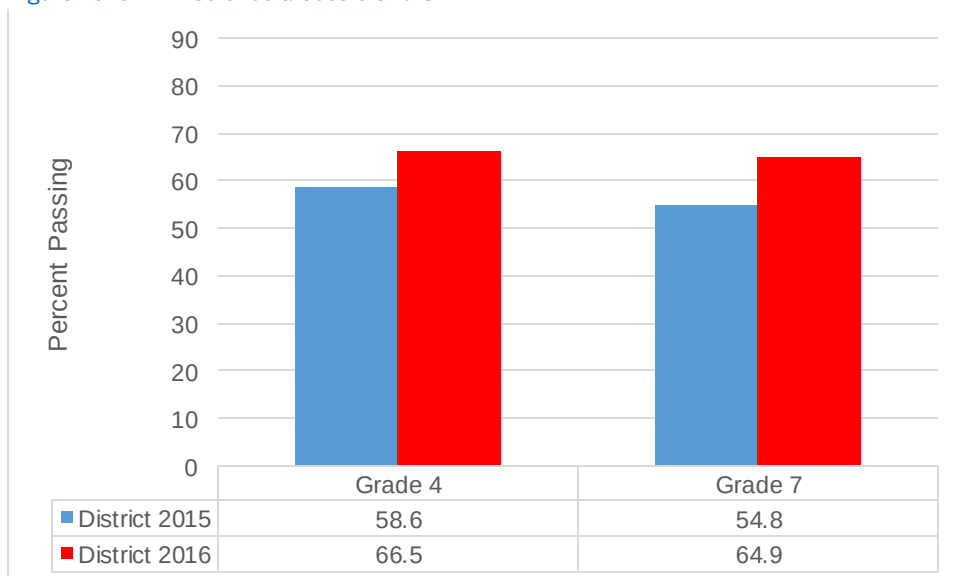
Figure 15: STAAR Writing Grades 4 and 7 2015 and 2016



STAAR Science

Figure 16 presents STAAR science summary data for grades 5 and 8. The district showed increases for both grades from 2015 to 2016.

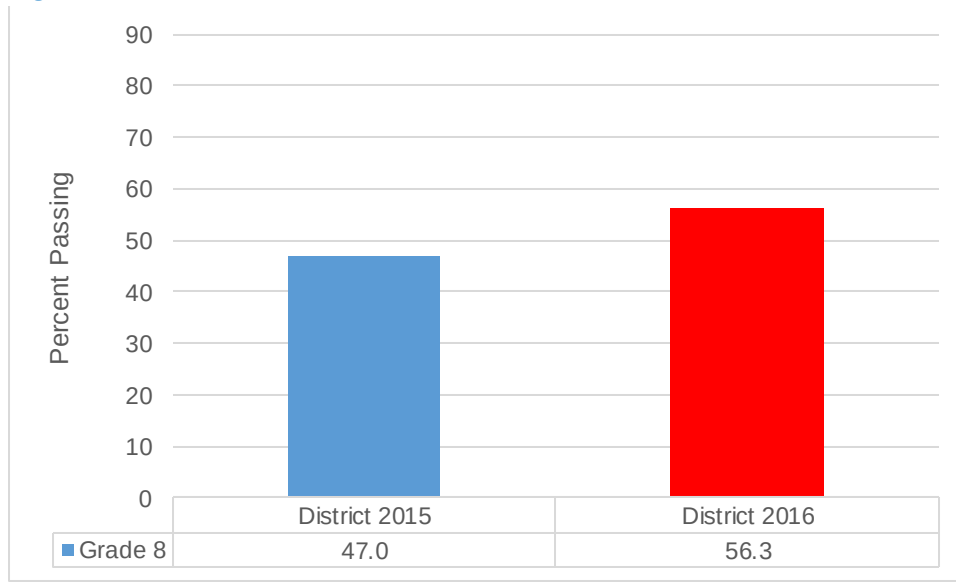
Figure 16: STAAR Science Grades 5 and 8



STAAR Social Studies

Figure 17 presents STAAR Social Studies summary data for grade 8. The district showed an increase from 2015 to 2016.

Figure 17: STAAR Social Studies Grade 8 2015 and 2016



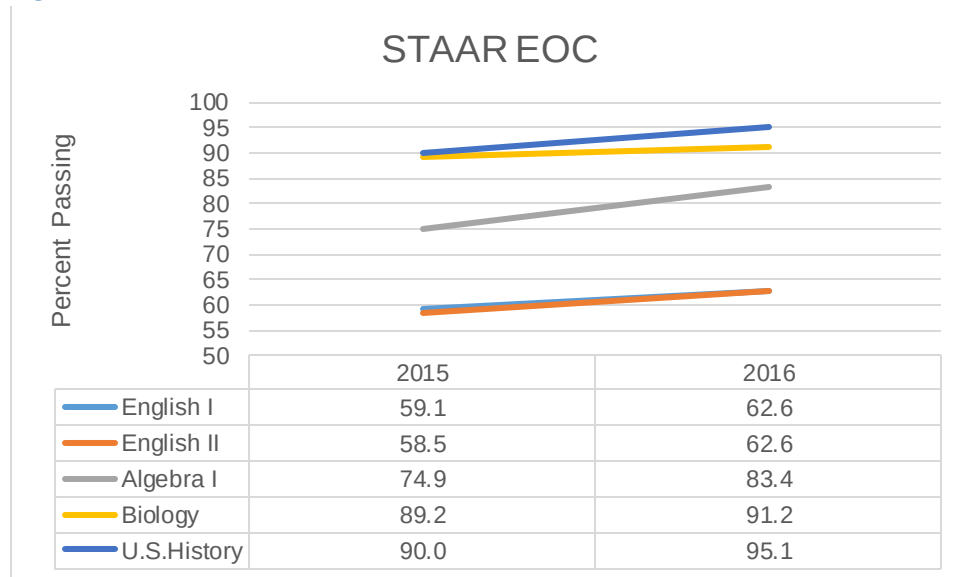
STAAR EOC

STAAR End-of-Course (EOC) exams were given primarily in grades 9 and 10 for the 2015-16 school year. End-of-Course exams were given in English I, English II, Algebra I, Biology, and U.S. History. Table 9 and Figure 18 present the 2014-15 and 2015-16 EOC achievement data by subgroups. Increases were shown for all EOCs for all subgroups from 2015 to 2016.

Table 9: STAAR EOC's for 2015 and 2016 by Subgroup

Subgroups	English I		English II		Algebra I		Biology		U.S. History	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
All Students	59.1	62.6	58.5	62.6	74.9	83.4	89.2	91.2	90.0	95.1
African Am.	56.2	59.0	50.8	58.5	65.2	76.7	85.8	87.4	86.0	93.2
Hispanic	58.4	61.9	59.0	62.1	76.7	84.8	89.7	91.9	90.8	95.6
White	85.0	87.1	84.2	88.0	89.7	93.5	95.8	96.4	98.7	98.0
ELL	33.2	39.2	26.9	29.9	64.5	78.8	80.3	85.9	78.8	87.6
Econ. Disad.	57.6	63.0	56.7	61.0	74.7	83.1	89.3	91.2	89.6	94.9
Spec. Ed.	18.2	23.9	14.9	22.8	38.3	53.3	62.4	63.4	59.6	84.7

Figure 18: STAAR EOCs for 2015 and 2016



Attendance Rates

Attendance rate is a performance measure required for middle and elementary school campuses. Attendance rates were evaluated for trends across three school years (2013-14, 2014-15 and 2015-16). Data for these measures were extracted from the district's student database for all Dallas ISD schools (Table 10). The data indicated that the overall attendance rates for Dallas ISD, as well as the attendance rates for each ethnic group (All Students, African American, Hispanic, and white,), met or exceeded the state's 90 percent standard. The overall attendance rate for each year examined (All Students) was 95 percent. In the 2015-16 school year, the attendance rate for each ethnic group was African American (93%), Hispanic (95%) and white (95%). The attendance rates below 90 percent were recorded for early childhood and grade 9; however, this did not lower district attendance rates below the state's 90 percent requirement.

Table 10: Attendance Rates for Dallas ISD by Grade, Ethnicity, and Year, 2012-2015

Grade																	
Year	EC	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
All Students																	
2013-14	90	95	96	96	96	97	97	97	95	95	94	93	93	93	93	95	
2014-15	91	95	96	96	97	97	97	97	96	95	94	94	94	94	94	95	
2015-16	90	94	95	96	96	97	97	97	96	95	94	92	93	93	93	95	
African American																	
2013-14	89	94	94	94	95	95	96	96	98	93	93	90	91	92	93	94	
2014-15	93	93	94	95	95	96	96	96	94	93	93	91	92	93	93	94	
2015-16	92	93	91	94	95	95	96	95	94	93	93	89	91	92	93	93	
Hispanic																	
2013-14	89	96	95	96	97	97	97	97	96	95	95	94	94	93	93	96	
2014-15	90	95	96	97	97	97	97	97	96	96	96	94	94	94	94	96	
2015-16	90	96	95	96	97	97	97	97	96	95	95	92	93	93	94	95	
White																	
2013-14	92	96	94	96	96	97	96	95	95	95	95	95	94	94	94	95	
2014-15	94	93	96	96	97	97	97	96	96	96	95	94	95	95	94	96	
2015-16	89	95	93	96	96	96	96	96	96	95	95	93	94	95	94	95	

Note. **Red bold** indicates attendance rates below 90%.

Graduation Rates

The Dallas ISD graduation data were obtained from the Texas Education Agency (TEA) website. The high school graduation rate is calculated by using the number of students who graduated and the total number of students who should have graduated after four years in high school. The graduation rate is the *NCLB* performance measure for all high schools.

High school graduation rates were available for the 2009-10 to 2014-15 graduation cohorts. Graduation rate is a lag variable meaning that the information is always a year behind; therefore, 2014-15 is the latest data available. The calculation of the graduation rate includes only those students who graduated within four years in a high school setting (Table 11).

Table 11: High School Graduation Rates for Dallas ISD by Student Reporting Group and Year, 2009-10 to 2014-2015

High School Outcome	African American	Hispanic	White	Free/ reduced lunch	Special Ed	ELL	Total
2009-10							
Graduated	71.6	75.7	80.0	80.8	58.7	56.8	74.6
Graduated Plus	83.4	88.5	86.8	90.1	77.3	77.1	86.8
Received GED	0.7	0.5	1.8	0.4	0.6	0.6	0.6
Continued HS	11.1	12.4	5.0	8.8	18.1	19.7	11.6
Dropped Out	16.6	11.5	13.2	9.9	22.7	22.9	13.2
2010-11							
Graduated	77.9	81.1	84.5	84.1	67.6	64.3	80.3
Graduated Plus	86.2	89.6	91.1	91.3	81.9	79.7	88.7
Received GED	0.2	0.5	2.0	0.3	0.1	0.2	0.5
Continued HS	8.1	8.0	4.6	6.9	14.2	15.2	7.9
Dropped Out	13.8	10.4	8.9	8.7	18.0	20.3	11.3
2011-12							
Graduated	80.7	84.5	84.5	86.1	68.0	69.3	83.2
Graduated Plus	87.0	91.2	91.3	91.8	81.4	81.7	89.8
Received GED	0.2	0.3	2.3	0.2	0.5	0.5	0.4
Continued HS	6.1	6.4	4.5	5.5	12.9	11.9	6.2
Dropped Out	13.0	8.8	8.7	8.2	18.6	18.3	10.2
2012-13							
Graduated	83.8	87.5	89.2	88.1	76.0	72.6	86.3
Graduated Plus	89.1	93.0	93.6	92.6	87.0	82.4	91.7
Received GED	0.1	0.1	0.8	0.0	0.1	0.0	0.1
Continued HS	5.1	5.4	3.5	4.4	10.9	9.8	5.3
Dropped out	10.9	7.0	6.4	7.4	13.0	17.6	8.3
2014-15							
Graduated	84.6	88.2	86.9	87.7	73.7	71.9	86.9
Graduated Plus	89.3	92.7	91.5	92.0	87.1	80.5	91.6
Received GED	0.1	0.0	1.1	0.0	0.0	0.0	0.1
Continued HS	4.7	4.5	3.5	4.3	13.5	8.6	4.6
Dropped out	10.7	7.3	8.5	8.0	12.9	19.5	8.4

Note. Graduated Plus includes graduates, continuers, and GED recipients.

In 2014-15, the graduation rate was 86.9 percent, an overall increase of 0.6 percent from 2013-14. There was an increase in graduation rate for each both African American and Hispanic students in Dallas ISD. There was a 0.1 percent increase in the student dropout rate from 2013-14 to 2014-15.

Title I Programs and Reports

The following programs have been funded by Title I for the 2015-16 school year.

Title	Division	Amount
Reading Language Arts and Instructional Materials Specialists	Teaching and Learning	\$580,102.00
Federal and State Compliance	Evaluation and Assessment	\$160,000.00
Rigorous Interactive Teaching & Learning in Science	Teaching and Learning	\$135,000.00
Dallas Hippy	Teaching and Learning	\$1,158,446.00
K-2 Curriculum & Instruction	Teaching and Learning	\$814,544.00
Psychological and Social Services	Student Services	\$188,441.00
Office of Family and Community Engagement	Intergovernmental Affairs and Community Relations	\$882,556.00
Homeless Education Program	Student Services	\$175,000.00
College Access Program	Teaching and Learning	\$2,300,000.00
Translation Services	Communications	\$124,216.00
Reasoning Mind Student Accounts	Teaching and Learning	\$1,441,160.00
College and Career Readiness	Teaching and Learning	\$300,494.00

Blue Bolded programs have Evaluation Report for the 2015-16 school year

All Title I programs are evaluated at least once every three years.

SUMMARY

The purpose of this report was to examine the academic achievement and progress of Title I students. This report contains comparisons of Title I students by grade and feeder patterns with district results. Comparisons were also made by major student subgroups. These subgroups were: All Students, African American, Hispanic, white, Economically Disadvantaged, English Language Learners (ELL) and Special Educations students. Comparisons were made for a two-year period when available and change scores were calculated. The following variables were used to determine the progress of Title I students: *Terranova* (previously the *Iowa Tests of Basic Skills; ITBS*) reading and mathematics for grades kindergarten, one and two; *Supera* (Spanish version of *Iowa/ITBS*) reading for grades kindergarten, one and two; and *State of Texas Assessments of Academic Readiness (STAAR)* reading and mathematics for grades three through eight, writing grades four and seven, science grades five and eight and social studies grade eight. *STAAR End-of-Course (EOC)* examinations were given primarily in grades nine and ten. The five *EOC* examinations were English I, English II, U.S. History, Algebra I, and Biology. Student and teacher demographics were also presented, along with attendance, dropout, and graduation rates.

The purpose of Title I was “to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.” The Title I program budget for the 2015-16 school year was

\$87,846,438.00 from the Special Revenue Fund. There was a decrease of \$8,228,078.00 from the 2014-15 school year (\$96,074,516.00). Monies were given to both individual projects and individual schools to be used at the discretion of principals and executive directors.

A total of 158,647 students were enrolled in 227 Dallas ISD schools. Fifty-five (55%) percent of the students were elementary school students, 20 percent were middle school students, and 25 percent were high school students. The grade 9 student population (N=12,078) was larger than the grade 8 population (N=10,483). This may be due to students gaining too few credits during their first year of high school to be classified as sophomores and the practice of assigning all new immigrant high school students to grade nine, regardless of the number of credits they had already earned. From grade 9 to grade 12, enrollment declined.

Student characteristics showed that the percentage of male students (51%) and female students (49%) were similar in the population. Hispanic (70%) and African American (23%) students comprised the majority of the student population (93%), while white (5%), Asian (1%), and Native American and Pacific Islander (<1%) students combined accounted for approximately six percent. The Hispanic population represented the largest ethnic group from early childhood through grade 12. The Hispanic student population has continued to increase in Title I schools since school year 2004-05. Approximately 43 percent of the students were classified as ELLs and about eight percent were classified as special education students.

There were 10,703 full-time teachers for the 2015-16 school year. This included 6,390 elementary school teachers, 1,868 middle school teachers, and 2,445 high school teachers. There were more female teachers (7,613; 71%) than male teachers (3,090; 29%). Thirty-nine percent (39%) of the teachers were African American, 28 percent were Hispanic, and 33 percent were white. Nine percent (9%) of the teachers had Alternative Certifications (AC). The median number of years' experience in the Dallas ISD for Title I teachers was four years. This was a decrease from five years in 2014-15 and a further decrease from seven years in 2013-14. The majority of teachers had Bachelor degrees (65%); another 27 percent had Master degrees. Twenty-one percent (21%) of the Title I teachers were new to the district.

Terranova mathematics and reading tests were administered to kindergarten through second grade students. These scores cannot be compared to past years since this was the first year this test was used for assessment in the district. On the mathematics exam, 68, 64, and 65 percent of students performed at or above the 40th percentile rank for kindergarten, first, and second grades, respectively. On the reading exam, 72, 66, and 61 percent of students performed at or above the 40th percentile rank for kindergarten, first, and second grades, respectively.

Due to changes in assessment, 2015-16 *Supera* reading scores cannot be compared to past years. *SUPERA* was the reading test administered to Spanish speaking students to test reading skills. Approximately 88, 88, and 44 percent of students in kindergarten, grade one, and grade two, respectively, scored at or above the 40th percentile rank. Students scored higher on the *SUPERA* reading test than on the *Terranova* reading test.

The State of Texas Assessments of Academic Readiness (STAAR) progress measure provides information about the amount of improvement or growth that a student has made in a subject area. This measure

is based on a comparison of a student's test score last year with his or her score this year. For *STAAR*, progress is measured as a student's gain score, the difference between the score a student achieved in the previous year and the score a student achieved in the current year. Individual student progress is then categorized as *Did Not Meet*, *Met*, or *Exceeded*. A higher percentage of students Met the standard in mathematics (47.4%) than in reading (42.9%), however, a higher percentage of students Exceeded the standard in reading (20.8%) than in mathematics (14.7%).

The scale score necessary for passing *STAAR* tests, in 2015-16, at the Satisfactory level has been increased from the previous years. This necessitated a recalibration of the 2014-15 test scores to the 2015-16 standard so comparisons could be made between years. Of the six grades that were required to take the *STAAR* reading examination (grades 3-8), five had higher percentages of students with satisfactory performance when compared to 2014-15. Only the sixth grade showed a decrease. Of the six grades that were required to take the *STAAR* reading examination (grades 3-8), six showed higher percentages of students with satisfactory performance when compared to 2014-15.

Performance on the *STAAR* writing examination increased this year for fourth and seventh graders from 2014-15. Performance on the *STAAR* science examination increased this year for fourth and seventh graders from 2014-15. District performance on *STAAR* social studies increased from one year to the next.

The five *STAAR* EOC examinations (English I, English II, U.S. History, Algebra I, and Biology) were administered primarily to ninth and tenth graders. District students showed increases on all five EOCs from 2014-15 to 2015-16.

The overall attendance rate for 2015-16 (All Students) was 95 percent. In the 2015-16 school year, the attendance rate for each ethnic group was African American (93%), Hispanic (95%) and white (95%). Attendance rates below 90 percent were recorded for early childhood and grade 9; however, this did not lower district attendance rate below the state's 90 percent requirement. In 2014-15, the graduation rate was 86.9 percent, an overall increase of 0.6 percent from 2012-13. There was an increase in graduation rates for both African American and Hispanic students in Dallas ISD. There was a 0.1 percent increase in the student dropout rate from 2013-14 to 2014-15.

Additional measures of Title I student success including district students' academic preparation for college, as measured by participation rates and performance of students on the *Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)*, the *American College Test (ACT)* and the *Scholastic Aptitude Test (SAT)*, can be found in the 2015-16 evaluation reports EA16-520-4.2, EA16-520-4.3, and EA16-520-4.5. Additional measures of ELL student success can be found in the Evaluation of the Dual Language and ESL Program 2015-16 evaluation report EA16-126-2. Measures of Title I Special Education students' success can be found in the Evaluation of Special Education Program report EA16-519-2. Measures of early childhood success can be found in the 2015-16 Kindergarten to Grade 2 report EA16-171-2.

APPENDICES

APPENDIX A**Appendix A Table 1: 2015-16 Enrollment by Ethnicity by Feeder Pattern**

Feeder	Asian		African American		Hispanic		White		Total
	%	N	%	N	%	N	%	N	N
Adams	1.8	175	14.2	1,416	76.1	7,567	6.8	679	9,950
Adamson	0.1	7	7.4	364	91.2	4,457	0.8	41	4,888
Molina	0.2	17	5.3	374	93.3	6,571	0.2	14	7,043
Hillcrest	2.2	129	15.3	904	70.0	4,137	11.4	677	5,913
Jefferson	0.2	22	5.6	513	92.2	8,475	1.5	134	9,193
Kimball	0.3	23	22.2	1,865	76.2	6,396	1.0	83	8,394
Lincoln	0.2	3	73.4	1,326	25.7	464	0.3	6	1,806
Pinkston	0.4	25	17.0	1,138	80.9	5,412	1.2	77	6,690
Roosevelt	0.1	4	52.8	1,925	45.2	1,647	1.3	48	3,646
Samuell	0.1	5	21.3	1,850	76.5	6,650	1.5	131	8,598
Seagoville	0.3	18	15.8	954	68.4	4,122	13.9	839	6,028
South Oak Cliff	0.0	3	54.8	3,302	44.1	2,658	0.5	33	6,025
Spruce	0.0	3	22.3	2,385	75.4	8,057	1.6	176	10,691
Sunset	0.1	11	3.1	249	93.1	7,414	3.2	254	7,963
White	2.4	240	10.6	1,065	75.0	7,513	9.9	997	10,023
Wilson	2.8	250	10.3	919	60.7	5,435	24.3	2,173	8,950
Carter	0.1	4	62.2	3,076	36.4	1,800	0.8	40	4,944
North Dallas	2.4	165	19.9	1,395	67.9	4,755	8.4	585	6,998
Skyline	0.5	70	27.4	3,514	70.1	9,011	1.2	148	12,848
Conrad	16.6	924	17.8	992	62.0	3,445	2.9	161	5,559
Madison	0.3	6	56.7	1,237	41.0	895	0.9	20	2,183
Wilmer-Hutchins	0.5	24	46.3	2,390	48.6	2,510	3.6	188	5,160
ACE	0.0	1	57.0	2,239	41.2	1,616	0.8	33	3,925
District	1.4	2,127	22.5	35,392	70.5	111,007	4.8	7,580	157,518*

*1,129 students were missing either ethnicity or feeder pattern data. Total student population was 158,647.

Appendix A Table 2: Number and Percentage of Students by Ethnicity and Year

Year	African American		Hispanic		White		Asian		American Indian		Total N
	N	%	N	%	N	%	N	%	N	%	
2004-05	44,967	30	94,122	64	7,359	5	1,467	1	392	<1	148,307
2005-06	46,136	31	96,435	64	6,793	5	1,341	1	344	<1	151,049
2006-07	43,899	29	96,985	65	6,305	4	1,267	1	315	<1	148,907
2007-08	43,083	29	99,279	66	5,912	4	1,276	1	281	<1	149,831
2008-09	41,418	28	100,230	67	5,673	4	1,425	1	300	<1	149,051
2009-10	39,365	27	102,281	69	5,100	3	1,620	1	292	<1	148,658
2010-11	38,189	26	102,895	69	5,212	4	1,701	1	336	<1	148,354
2011-12	37,925	25	106,876	70	5,543	4	1,590	1	634	<1	153,354
2012-13	37,794	24	110,301	65	7,351	5	1,863	1	594	<1	158,777
2013-14	37,420	23	111,454	70	7,488	5	1,960	1	561	<1	159,760
2014-15	36,682	23	112,517	70	7,498	5	2,055	1	534	<1	160,209
2015-16	35,392	23	111,007	71	7,580	5	2,127	1	522	<1	158,647

Appendix A Table 3: Number and Percentage of ELL Students by Status and Grade

Grade	English Language Learners Status								Total
	Non-ELLs		ELLs		Exited in 1 st Yr of Monitoring		Exited in 2 nd Yr of Monitoring		
	N	%	N	%	N	%	N	%	
EC	256	94	16	6	0	0	0	0	272
PK	4,640	46	5,459	54	0	0	0	0	10,099
KN	6,110	50	6,099	50	0	0	0	0	12,209
1	6,960	52	6,444	48	1	0	0	0	13,405
2	6,985	52	6,514	48	0	0	0	0	13,499
3	6,785	51	6,542	49	0	0	0	0	13,327
4	6,375	50	6,291	50	0	0	0	0	12,666
5	5,940	49	6,211	51	0	0	1	0	12,152
6	4,998	47	5,364	51	190	2	3	0	10,555
7	5,026	47	4,846	46	519	5	233	2	10,621
8	5,538	53	4,225	40	474	5	246	2	10,483
9	7,204	60	4,327	36	329	3	219	2	12,078
10	7,150	68	2,647	25	420	4	232	2	10,449
11	6,854	78	1,594	18	218	3	178	2	8,844
12	6,522	82	1,271	16	68	1	127	2	7,988
Total	87,343	55	67,850	43	2,216	1	1,238	1	158,647

APPENDIX B**Appendix B Table 1: Grade KN Reading TerraNova and SUPERA by Feeder Pattern**

Feeder Pattern	All Students	African American	Hispanic	White	ELL	Econom Disadvan	Special Education
District							
TerraNova	72.2	64.7	72.7	83.3	63.7	76.8	57.1
SUPERA	87.6		87.6		87.3	87.4	63.7
Adams, B							
TerraNova	83.4	84.0	79.5	88.6	65.7	81.5	50.0
SUPERA	90.6		90.6		90.4	89.9	63.6
Adamson							
TerraNova	75.0	81.8	75.3	N/A	62.5	74.2	N/A
SUPERA	84.3		84.3		84.1	83.2	N/A
Molina							
TerraNova	79.3	69.2	80.8	N/A	69.2	76.5	80.0
SUPERA	87.0		87.0		86.5	85.4	55.6
Hillcrest							
TerraNova	80.7	79.2	76.1	89.8	56.8	75.3	48.4
SUPERA	92.3		92.3		91.9	92.3	83.3
Jefferson							
TerraNova	69.7	76.2	67.7	83.3	57.4	69.7	40.6
SUPERA	88.1		88.1		87.9	87.5	62.5
Kimball							
TerraNova	72.3	66.3	74.2	90.9	60.7	70.4	44.7
SUPERA	86.7		86.7		86.1	86.2	N/A
Lincoln							
TerraNova	98.0	97.8	100.0	N/A	N/A	97.9	N/A
SUPERA	96.7		96.7		96.8	96.6	N/A
Pinkston							
TerraNova	70.7	63.6	74.2	N/A	52.9	71.5	53.3
SUPERA	86.7		86.7		86.4	88.2	73.3
Roosevelt							
TerraNova	78.5	80.5	72.1	N/A	83.3	78.7	40.0
SUPERA	83.8		83.8		83.6	82.7	N/A
Samuell							
TerraNova	75.3	71.3	77.2	90.0	62.5	75.4	53.8
SUPERA	84.7		84.7		84.5	85.5	55.6
Seagoville							
TerraNova	81.7	86.2	77.4	83.6	80.0	81.5	40.0
SUPERA	72.5		72.5		84.7	83.8	N/A
SOC							
TerraNova	85.3	84.9	88.5	N/A	87.5	84.0	85.7
SUPERA	92.8		92.8		92.6	92.5	N/A
Spruce							
TerraNova	78.6	80.2	75.2	95.5	49.0	76.2	66.7
SUPERA	88.5		88.5		88.3	88.4	60.0
Sunset							
TerraNova	86.3	94.1	84.7	94.7	71.4	85.2	76.5
SUPERA	86.9		86.9		86.5	87.1	N/A
White							
TerraNova	85.5	87.2	79.6	95.4	64.1	81.7	75.0
SUPERA	86.6		86.6		86.6	86.5	62.5

Table 1 continues

Appendix B Table 1 continued

Feeder Pattern	All Students	African American	Hispanic	White	ELL	Econom Disadvan	Special Education
Wilson							
TerraNova	92.2	74.2	85.6	98.3	76.2	80.8	69.6
SUPERA	91.8		91.8		91.3	91.0	N/A
Carter							
TerraNova	82.0	82.4	81.8	N/A	N/A	80.8	60.0
SUPERA	87.4		87.4		87.4	87.2	
North Dallas							
TerraNova	74.6	66.3	79.1	83.3	77.8	73.8	42.9
SUPERA	93.2		93.2		93.1	93.0	80.0
Skyline							
TerraNova	66.8	65.7	67.1	66.8	48.7	66.8	47.1
SUPERA	84.4		84.4		84.1	84.6	N/A
Conrad							
TerraNova	68.1	67.5	65.2	76.9	62.7	68.8	62.5
SUPERA	82.8		82.8		82.4	84.6	N/A
Madison							
TerraNova	71.9	72.0	69.7	N/A	N/A	70.6	70.0
SUPERA	98.5		98.5		98.5	98.5	N/A
Wilmer-Hutchins							
TerraNova	8.2	72.3	97.3	N/A	100.0	76.5	N/A
SUPERA	85.3		85.3		85.3	85.5	N/A
ACE							
TerraNova	86.7	85.7	89.1	83.3	100.0	86.7	66.7
SUPERA	85.9		85.9		85.9	86.3	N/A

N/A indicates that there were 5 or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup.

Appendix B Table 2: Grade 1 Reading TerraNova and SUPERA by Feeder Pattern

Feeder Pattern	All Students	African American	Hispanic	White	ELL	Econom Disadvan	Special Education
District							
TerraNova	66.3	63.2	65.3	84.0	49.5	63.5	35.4
SUPERA	87.9		87.9		87.2	87.3	55.1
Adams, B							
TerraNova	66.0	53.6	68.0	82.1	62.2	64.1	25.7
SUPERA	84.3		84.3		84.1	87.8	50.0
Adamson							
TerraNova	64.7	N/A	66.3	N/A	N/A	64.5	N/A
SUPERA	90.7		90.7		90.6	90.7	60.0
Molina							
TerraNova	63.9	52.4	65.0	N/A	52.9	62.3	28.6
SUPERA	86.1		86.1		85.8	86.1	78.6
Hillcrest							
TerraNova	85.1	88.5	82.5	85.0	77.8	85.0	76.2
SUPERA	91.3		91.3		91.3	91.4	86.7
Jefferson							
TerraNova	58.4	60.0	58.2	N/A	45.5	56.6	40.7
SUPERA	87.0		87.0		86.6	86.8	43.8
Kimball							
TerraNova	61.3	58.7	62.5	N/A	25.0	60.1	30.0
SUPERA	85.3		85.3		84.2	85.2	0.0
Lincoln							
TerraNova	75.6	77.4	62.5	N/A	62.5	75.3	N/A
SUPERA	93.5		93.5		93.3	93.5	N/A
Pinkston							
TerraNova	60.3	51.5	67.5	N/A	60.0	60.1	32.0
SUPERA	85.7		85.7		85.5	85.7	70.0
Roosevelt							
TerraNova	66.2	69.3	56.3	N/A	55.6	65.9	0.0
SUPERA	92.3		92.3		90.8	91.4	N/A
Samuell							
TerraNova	69.1	62.6	73.7	81.3	66.7	69.1	35.0
SUPERA	86.7		86.7		86.5	86.5	66.7
Seagoville							
TerraNova	64.7	69.1	52.0	64.7	31.4	60.2	23.8
SUPERA	89.6		89.6		89.8	89.8	N/A
SOC							
TerraNova	68.6	71.3	58.2	N/A	54.6	69.1	36.4
SUPERA	86.1		86.1		85.8	86.3	N/A
Spruce							
TerraNova	62.1	71.3	58.2	N/A	54.6	69.1	36.4
SUPERA	94.1		94.1		94.0	94.1	64.3
Sunset							
TerraNova	72.0	N/A	68.0	95.0	73.9	68.9	52.6
SUPERA	84.8		84.8		84.7	84.9	53.8
White							
TerraNova	77.9	68.9	73.4	92.9	60.0	72.3	33.3
SUPERA	84.1		84.1		83.6	83.9	38.1

Table 2 continues

Appendix B Table 2 continued

Feeder Pattern	All Students	African American	Hispanic	White	ELL	Econom Disadvan	Special Education
Wilson							
<i>TerraNova</i>	82.3	73.3	67.8	94.2	39.1	61.8	57.1
<i>SUPERA</i>	87.3		87.3		86.1	88.1	60.0
Carter							
<i>TerraNova</i>	66.6	67.3	63.2	N/A	N/A	65.2	45.5
<i>SUPERA</i>	84.9		84.9		83.8	84.7	
North Dallas							
<i>TerraNova</i>	59.8	54.1	61.5	72.7	42.1	59.3	21.2
<i>SUPERA</i>	88.5		88.5		88.6	88.5	53.3
Skyline							
<i>TerraNova</i>	54.8	52.2	57.4	75.0	36.4	53.1	37.5
<i>SUPERA</i>	89.9		89.9		89.8	90.7	46.7
Conrad							
<i>TerraNova</i>	51.7	57.4	42.1	81.3	45.1	50.8	25.0
<i>SUPERA</i>	79.7		79.7		79.5	79.5	30.0
Madison							
<i>TerraNova</i>	65.0	62.8	73.5	N/A	N/A	64.4	46.7
<i>SUPERA</i>	82.6		82.6		81.7	84.0	
Wilmer-Hutchins							
<i>TerraNova</i>	66.3	59.0	79.0	88.9	62.5	62.2	0.0
<i>SUPERA</i>	81.3		81.3		80.0	80.8	N/A
ACE							
<i>TerraNova</i>	66.4	62.8	76.4	N/A	66.7	65.3	31.3
<i>SUPERA</i>	90.0		90.0		90.7	89.9	

N/A indicates that there were 5 or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup.

Appendix B Table 3: Grade 2 Reading TerraNova and SUPERA by Feeder Pattern

Feeder Pattern	All Students	African American	Hispanic	White	ELL	Econom Disadvan	Special Education
District							
TerraNova	60.9	52.3	63.3	85.1	45.5	58.0	27.3
SUPERA	43.9		43.9		43.6	43.9	15.7
Adams, B							
TerraNova	70.3	53.0	74.2	86.3	62.2	66.2	42.2
SUPERA	46.6		46.6		47.2	46.5	15.4
Adamson							
TerraNova	49.2	62.5	49.5	N/A	50.0	48.2	51.3
SUPERA	34.5		34.5		34.4	34.5	0.0
Molina							
TerraNova	61.8	63.3	61.4	N/A	45.5	61.7	10.5
SUPERA	41.3		41.3		40.8	41.3	0.0
Hillcrest							
TerraNova	77.0	73.5	70.2	94.7	71.4	72.3	25.0
SUPERA	53.4		53.4		53.0	53.6	30.8
Jefferson							
TerraNova	62.9	48.6	64.9	66.7	45.5	62.7	27.6
SUPERA	46.1		46.1		46.0	46.1	16.7
Kimball							
TerraNova	64.0	55.4	68.3	83.3	47.8	63.9	16.0
SUPERA	39.1		39.1		37.6	38.0	N/A
Lincoln							
TerraNova	61.8	61.1	72.0	N/A	66.7	61.8	N/A
SUPERA	55.6		55.6		55.6	55.6	
Pinkston							
TerraNova	59.9	40.5	69.5	N/A	53.8	59.7	35.7
SUPERA	40.8		40.8		40.9	41.4	16.7
Roosevelt							
TerraNova	50.6	53.6	45.6	N/A	31.0	51.1	6.3
SUPERA	39.4		39.4		40.0	41.2	16.7
Samuell							
TerraNova	61.2	56.1	65.7	53.8	63.3	61.2	31.3
SUPERA	45.0		45.0		43.9	44.8	14.3
Seagoville							
TerraNova	69.3	67.6	64.4	80.8	42.4	67.6	23.8
SUPERA	42.4		42.4		42.5	41.3	0.0
SOC							
TerraNova	51.5	48.4	59.0	N/A	48.1	51.8	25.0
SUPERA	41.4		41.4		41.1	40.5	N/A
Spruce							
TerraNova	55.1	57.1	60.5	63.2	48.1	55.0	26.3
SUPERA	49.7		49.7		49.8	50.1	28.6
Sunset							
TerraNova	65.7	64.6	64.8	88.2	36.8	64.2	28.0
SUPERA	47.0		47.0		46.6	46.7	0.0
White							
TerraNova	74.3	73.0	69.3	88.7	43.1	66.4	31.0
SUPERA	49.9		49.9		49.4	49.9	26.3

Table 3 continues

Appendix B Table 3 continued

Feeder Pattern	All Students	African American	Hispanic	White	ELL	Econom Disadvan	Special Education
Wilson							
TerraNova	84.4	73.0	69.5	95.9	50.0	68.6	48.6
SUPERA	31.2		31.2		30.5	29.5	33.3
Carter							
TerraNova	52.8	50.8	64.2	N/A	N/A	52.9	31.3
SUPERA	45.2		45.2		42.5	45.2	
North Dallas							
TerraNova	52.7	52.5	51.2	50.0	32.5	53.2	15.6
SUPERA	44.0		44.0		44.1	44.7	0.0
Skyline							
TerraNova	50.6	45.7	56.3	50.0	43.3	50.7	20.0
SUPERA	39.0		39.0		38.4	39.2	0.0
Conrad							
TerraNova	45.3	51.9	40.6	62.5	34.0	46.1	N/A
SUPERA	42.5		42.5		42.9	42.6	40.0
Madison							
TerraNova	42.4	41.6	47.2	N/A	N/A	41.9	0.0
SUPERA	35.7		35.7		30.1	36.0	N/A
Wilmer-Hutchins							
TerraNova	57.7	53.5	64.8	87.5	61.5	55.7	26.7
SUPERA	34.6		34.6		33.8	33.8	N/A
ACE							
TerraNova	52.2	51.5	57.7	N/A	N/A	52.5	37.5
SUPERA	47.9		47.9		47.9	49.5	N/A

N/A indicates that there were 5 or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup.

Appendix B Table 4: Grade KN-2 Reading TerraNova and SUPERA by Feeder Pattern

Feeder Pattern	All Students	African American	Hispanic	White	ELL	Econom Disadvan	Special Education
District							
TerraNova	68.4	63.9	68.2	86.9	52.5	65.3	37.9
SUPERA	72.7		72.7		72.3	72.1	42.6
Adams, B							
TerraNova	72.9	63.0	73.4	85.8	61.5	69.9	38.0
SUPERA	75.5		75.5		75.2	74.2	41.2
Adamson							
TerraNova	57.1	61.3	61.3	57.1	50.0	61.8	N/A
SUPERA	69.5		69.5		69.4	68.5	23.1
Molina							
TerraNova	75.0	63.3	68.3	75.0	55.3	66.2	32.6
SUPERA	70.1		70.1		69.8	69.1	51.6
Hillcrest							
TerraNova	81.0	80.6	76.5	89.8	67.8	77.6	51.5
SUPERA	78.8		78.8		78.7	78.4	64.7
Jefferson							
TerraNova	63.6	61.9	63.7	66.7	50.0	62.5	36.4
SUPERA	73.9		73.9		73.6	73.6	40.0
Kimball							
TerraNova	65.5	59.7	67.8	78.3	43.4	64.3	32.5
SUPERA	69.6		69.6		68.2	68.3	40.0
Lincoln							
TerraNova	77.6	78.4	76.4	N/A	71.4	77.6	62.5
SUPERA	83.0		83.0		83.0	82.8	N/A
Pinkston							
TerraNova	63.3	51.5	70.3	50.0	55.2	63.3	41.0
SUPERA	71.4		71.4		71.0	71.4	54.1
Roosevelt							
TerraNova	63.9	66.9	56.0	50.0	48.0	63.5	N/A
SUPERA	70.1		70.1		69.8	68.8	N/A
Samuell							
TerraNova	68.2	63.1	72.0	74.4	64.4	68.1	38.8
SUPERA	72.2		72.2		71.3	71.6	44.7
Seagoville							
TerraNova	69.7	73.5	63.5	75.1	42.3	68.5	32.7
SUPERA	72.5		72.5		72.4	71.4	N/A
SOC							
TerraNova	66.7	66.8	64.7	87.5	56.5	66.3	37.7
SUPERA	73.7		73.7		73.0	72.9	60.0
Spruce							
TerraNova	65.1	63.5	65.6	72.6	49.6	63.8	37.4
SUPERA	77.3		77.3		77.1	76.9	51.2
Sunset							
TerraNova	73.9	81.6	71.4	93.7	47.4	71.2	49.2
SUPERA	71.9		71.9		71.9	71.6	35.7
White							
TerraNova	78.9	74.1	73.4	92.1	54.4	72.4	43.1
SUPERA	74.0		74.0		73.6	73.6	41.1

Table 4 continues

Appendix B Table 4 continued

Feeder Pattern	All Students	African American	Hispanic	White	ELL	Econom Disadvan	Special Education
Wilson							
TerraNova	86.1	73.5	73.6	96.1	55.0	69.3	57.0
SUPERA	68.4		68.4		67.1	66.3	55.6
Carter							
TerraNova	66.2	65.7	68.8	N/A	52.9	64.6	43.2
SUPERA	71.5		71.5		70.8	70.9	
North Dallas							
TerraNova	61.2	56.8	62.3	69.7	48.8	60.7	22.8
SUPERA	74.8		74.8		75.2	74.3	45.5
Skyline							
TerraNova	57.1	54.3	59.9	63.0	44.0	55.8	32.9
SUPERA	70.5		70.5		70.3	70.2	27.0
Conrad							
TerraNova	54.5	58.7	49.5	73.3	46.5	54.5	25.6
SUPERA	67.3		67.3		67.1	67.7	36.7
Madison							
TerraNova	58.9	58.0	63.1	N/A	41.7	58.1	38.9
SUPERA					69.0	69.9	N/A
Wilmer-Hutchins							
TerraNova	66.6	61.4	77.1	85.7	70.4	63.5	26.9
SUPERA	66.4		66.4		65.5	66.1	N/A
ACE							
TerraNova	67.9	65.9	73.9	75.0	69.0	67.2	39.5
SUPERA	74.6		74.6		74.6	74.9	N/A

N/A indicates that there were 5 or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup.

Appendix B Table 5: Grade KN Mathematics *TerraNova* by Feeder Pattern

Feeder Pattern	All Students	African American	Hispanic	White	ELL	Econom Disadvan	Special Education
District	68.2	62.8	67.7	89.2	64.1	65.9	47.5
Adams, B	71.1	65.2	68.6	88.8	66.4	68.1	50.0
Adamson	63.5	54.5	63.7	66.7	60.5	62.5	33.3
Molina	70.5	53.8	72.1	N/A	68.7	68.3	57.9
Hillcrest	83.0	72.2	82.3	98.3	81.9	80.9	64.7
Jefferson	69.6	54.8	70.1	100.0	69.2	68.3	44.4
Kimball	62.3	51.0	64.0	78.6	57.3	60.0	25.6
Lincoln	85.6	86.7	81.8	N/A	82.9	85.1	N/A
Pinkston	63.8	53.3	66.1	N/A	59.1	63.3	40.0
Roosevelt	59.1	58.6	59.5	N/A	58.3	57.7	50.0
Samuell	62.5	56.8	63.9	75.0	58.8	62.7	52.4
Seagoville	63.9	75.9	60.0	72.7	57.6	62.5	66.7
SOC	66.1	66.1	65.8	N/A	62.9	64.9	50.0
Spruce	73.9	66.2	75.7	81.8	72.5	72.8	64.1
Sunset	74.4	82.4	72.9	92.3	69.2	72.5	35.0
White	72.2	80.0	66.4	94.4	62.2	67.7	52.4
Wilson	87.9	71.0	79.4	97.5	71.0	76.9	63.0
Carter	65.6	65.0	65.2	N/A	61.6	73.1	18.2
North Dallas	71.2	57.0	73.6	76.9	72.9	71.0	51.7
Skyline	58.7	50.6	61.6	66.7	58.7	57.8	34.6
Conrad	55.3	65.8	51.4	57.1	50.5	55.7	46.2
Madison	51.3	49.6	52.7	75.0	52.9	50.2	53.8
Wilmer-Hutchins	63.0	55.0	70.8	90.9	61.3	61.1	33.3
ACE	67.8	72.7	60.8	71.4	53.2	67.3	37.5

Appendix B Table 6: Grade 1 Mathematics *TerraNova* by Feeder Pattern

Feeder Pattern	All Students	African American	Hispanic	White	ELL	Econom Disadvan	Special Education
District	64.0	56.7	64.6	83.7	61.7	64.0	36.6
Adams, B	66.8	52.4	68.0	80.8	63.3	65.8	44.2
Adamson	63.6	N/A	65.1	N/A	65.8	63.6	25.0
Molina	61.5	52.4	61.8	N/A	64.5	61.3	46.4
Hillcrest	75.7	81.6	72.1	90.2	67.5	73.7	56.8
Jefferson	65.9	40.0	68.3	N/A	68.2	66.1	33.3
Kimball	61.0	58.9	61.3	75.0	55.8	61.6	28.0
Lincoln	79.6	77.4	87.0	66.7	89.2	79.3	60.0
Pinkston	59.0	50.7	61.3	N/A	60.0	59.1	34.3
Roosevelt	58.5	51.2	66.0	N/A	56.3	59.9	N/A
Samuell	63.9	59.5	64.7	66.7	61.0	62.4	31.4
Seagoville	64.2	60.8	63.4	72.2	59.9	62.8	33.3
SOC	57.9	59.6	55.7	N/A	61.2	61.5	28.0
Spruce	64.4	54.3	67.3	65.0	75.2	70.3	37.3
Sunset	70.0	50.0	70.0	83.3	57.7	62.1	31.3
White	72.7	64.6	70.7	85.8	56.5	64.2	35.6
Wilson	81.3	70.3	66.8	97.2	63.1	66.5	63.6
Carter	47.1	40.4	58.9	N/A	60.3	58.0	28.6
North Dallas	62.1	54.2	64.0	81.8	62.4	59.1	24.0
Skyline	60.6	53.6	63.2	61.5	57.3	58.1	32.6
Conrad	55.7	43.8	57.7	56.3	52.8	53.6	32.0
Madison	51.1	47.5	54.7	N/A	37.3	53.7	50.0
Wilmer-Hutchins	59.8	53.1	66.4	87.5	47.6	48.5	N/A
ACE	61.6	53.2	72.6	N/A	70.8	64.6	53.3

Appendix B Table 7: Grade 2 Mathematics *TerraNova* by Feeder Pattern

Feeder Pattern	All Students	African American	Hispanic	White	ELL	Econom Disadvan	Special Education
District	64.9	55.9	66.1	84.8	65.0	63.8	30.3
Adams, B	69.4	60.0	71.8	82.3	67.6	67.8	37.5
Adamson	60.3	62.5	60.8	N/A	56.7	59.9	26.3
Molina	59.2	63.3	59.1	N/A	55.5	60.0	11.1
Hillcrest	77.0	73.5	74.4	100.0	73.6	75.6	27.6
Jefferson	68.1	73.0	67.7	77.8	67.3	68.0	40.0
Kimball	68.1	68.7	67.4	88.9	62.0	67.1	21.4
Lincoln	79.0	80.6	76.9	N/A	72.2	79.7	60.0
Pinkston	66.9	49.2	71.1	N/A	69.1	67.1	32.5
Roosevelt	58.5	51.2	66.0	N/A	65.1	59.2	9.5
Samuell	63.9	59.5	64.7	66.7	61.4	63.7	40.0
Seagoville	64.2	60.8	63.4	72.2	59.9	63.0	19.4
SOC	57.9	59.6	55.7	N/A	49.4	58.4	10.7
Spruce	64.4	54.3	67.3	65.0	66.9	64.3	36.5
Sunset	70.0	50.0	70.0	83.3	69.6	69.3	29.7
White	72.7	64.6	70.7	85.8	66.7	69.2	39.0
Wilson	81.3	70.3	66.8	97.2	60.8	67.5	52.3
Carter	47.1	40.4	58.9	N/A	53.8	47.6	5.6
North Dallas	62.1	54.2	64.0	81.8	61.4	62.8	30.4
Skyline	60.6	53.6	63.2	61.5	60.6	61.4	26.8
Conrad	55.7	43.8	57.7	56.3	56.5	56.1	20.0
Madison	51.1	47.5	54.7	N/A	51.3	50.2	13.3
Wilmer-Hutchins	59.8	53.1	66.4	87.5	61.1	58.8	41.2
ACE	61.6	53.2	72.6	N/A	73.1	61.6	42.1

Appendix B Table 8: Grade KN-2 Mathematics *TerraNova* by Feeder Pattern

Feeder Pattern	All Students	African American	Hispanic	White	ELL	Econom Disadvan	Special Education
District	65.6	58.3	66.1	85.9	65.7	64.0	37.1
Adams, B	69.0	55.5	69.4	84.1	65.7	67.2	42.6
Adamson	62.4	43.8	63.1	N/A	60.9	62.0	27.8
Molina	63.5	56.7	64.0	64.3	60.8	62.8	36.5
Hillcrest	78.6	76.0	76.3	96.4	74.4	76.7	51.0
Jefferson	67.8	53.7	68.7	75.0	68.2	67.4	39.4
Kimball	63.8	60.3	64.2	80.6	58.4	63.1	25.0
Lincoln	81.3	81.5	81.7	N/A	81.5	81.3	54.5
Pinkston	63.2	51.0	66.2	52.6	62.8	63.2	35.8
Roosevelt	59.3	56.6	61.7	64.3	60.1	59.1	15.8
Samuell	63.2	57.4	64.6	70.8	60.4	63.0	39.5
Seagoville	63.7	66.5	61.4	70.2	59.1	62.8	29.5
SOC	61.6	62.8	60.1	66.7	57.6	61.3	23.8
Spruce	69.5	58.7	72.5	68.2	71.6	68.9	44.4
Sunset	69.5	68.4	68.1	92.9	65.3	67.7	31.5
White	70.8	70.6	67.0	88.7	61.6	67.0	41.0
Wilson	82.9	63.6	72.2	96.5	64.6	69.5	58.7
Carter	56.5	52.9	61.7	70.0	58.5	55.4	16.3
North Dallas	63.7	51.6	66.1	83.3	65.4	63.8	32.8
Skyline	59.1	50.5	62.2	72.7	58.9	59.2	31.0
Conrad	55.0	54.2	54.9	61.7	53.4	55.1	29.4
Madison	52.2	52.5	51.4	62.5	47.0	51.4	38.1
Wilmer-Hutchins	58.2	50.6	64.9	89.3	56.7	56.3	30.0
ACE	64.5	59.8	69.8	60.0	66.1	64.6	45.2

APPENDIX C

Appendix C Table 1: Percentage of STAAR Grade 3 Reading Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	57.6	62.4	4.8	44.1	49.7	5.6	60.5	64.9	4.4	80.6	82.1	1.5
Adams, B.	63.9	70.7	6.8	49.6	57.3	7.7	65.6	71.9	6.3	77.8	86.4	8.6
Adamson	55.1	63.0	7.9	57.1	62.5	5.4	54.5	63.0	8.5	N/A	N/A	–
Molina	55.9	66.3	10.4	34.8	51.5	16.7	56.6	67.0	10.4	N/A	N/A	–
Hillcrest	69.8	70.3	0.5	76.3	72.1	-4.2	66.6	69.4	2.8	86.4	82.4	-4.0
Jefferson	59.2	63.7	4.5	50.0	57.5	7.5	59.2	64.1	4.9	77.8	66.7	-11.1
Kimball	61.5	63.7	2.2	44.3	44.8	0.5	65.7	67.6	1.9	66.7	N/A	–
Lincoln	47.1	50.5	3.4	47.8	51.6	3.8	50.0	44.4	-5.6			
Pinkston	53.1	58.8	5.7	24.6	38.3	13.7	59.6	63.3	3.7	87.5	N/A	–
Roosevelt	46.9	53.9	7.0	35.8	50.3	14.5	58.8	56.8	-2.0	N/A	66.7	–
Samuell	56.4	58.5	2.1	42.1	42.9	0.8	58.6	61.4	2.8	61.5	45.5	-16.0
Seagoville	58.8	60.7	1.9	55.2	46.0	-9.2	58.0	63.8	5.8	62.3	58.6	-3.7
SOC	48.0	60.8	12.0	39.2	58.6	19.4	59.9	64.1	4.2	N/A	N/A	–
Spruce	59.1	64.0	4.9	48.0	51.2	3.2	62.9	67.9	4.0	69.2	56.3	-12.9
Sunset	60.2	64.3	4.1	85.7	41.7	-44.0	58.6	63.4	4.8	83.7	89.3	5.6
White	66.4	69.3	2.9	74.3	73.0	-1.3	60.8	64.5	3.7	84.0	91.7	7.7
Wilson	74.2	75.1	0.9	56.0	58.6	2.6	61.4	63.3	1.9	95.8	96.3	0.5
Carter	46.8	55.7	8.9	41.5	51.0	9.5	56.5	65.7	9.2	N/A	N/A	–
North Dallas	58.0	61.7	3.7	39.5	35.8	-3.7	62.7	67.8	5.1	75.0	66.7	-8.3
Skyline	52.6	58.6	6.0	35.0	38.8	3.8	61.2	66.0	4.8	35.3	33.3	-2.0
Conrad	51.2	53.2	2.0	48.0	53.6	5.6	53.6	54.9	1.3	61.9	30.8	-31.1
Madison	44.7	42.1	-2.6	47.1	36.4	-10.7	43.1	48.6	5.5	N/A	N/A	–
Wilmer-Hutchins	53.5	45.9	-7.6	46.6	37.3	-9.3	62.9	53.3	-9.6	33.3	N/A	–
ACE	34.7	56.5	21.8	20.8	48.8	28.0	49.3	64.6	15.3	N/A	N/A	–

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. – Unable to calculate change. RED indicates negative change.

Appendix C Table 1a: Percentage of STAAR Grade 3 Reading Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	57.6	62.4	4.8	59.7	63.7	4.0	56.9	61.0	4.1	28.3	30.2	1.9
Adams, B.	63.9	70.7	6.8	61.8	69.5	7.7	62.5	69.1	6.6	42.2	31.7	-10.5
Adamson	55.1	63.0	7.9	58.1	58.0	-0.1	55.1	61.9	6.8	15.4	18.2	2.8
Molina	55.9	66.3	10.4	57.1	69.0	11.9	54.8	66.1	11.3	13.3	33.3	20.0
Hillcrest	69.8	70.3	0.5	65.7	69.5	3.8	69.5	70.3	0.8	33.3	55.6	22.3
Jefferson	59.2	63.7	4.5	59.7	64.0	4.3	59.4	64.3	4.9	23.3	40.0	16.7
Kimball	61.5	63.7	2.2	63.5	64.0	0.5	61.3	63.4	2.1	14.7	10.7	-4.0
Lincoln	47.1	50.5	3.4	50.0	43.5	-6.5	46.6	50.8	4.2	47.4	0.0	-47.4
Pinkston	53.1	58.8	5.7	61.1	63.2	2.1	52.8	58.7	5.9	24.1	15.8	-8.3
Roosevelt	46.9	53.9	7.0	60.9	54.5	-6.4	46.5	52.3	5.8	27.3	31.3	4.0
Samuell	56.4	58.5	2.1	58.9	60.9	2.0	55.9	57.9	2.0	30.8	16.7	-14.1
Seagoville	58.8	60.7	1.9	55.5	62.0	6.5	59.4	59.6	0.2	37.0	58.3	21.3
SOC	48.0	60.8	12.0	60.6	64.4	3.8	52.5	60.7	8.2	20.0	46.7	26.7
Spruce	59.1	64.0	4.9	65.0	68.2	3.2	60.5	64.0	3.5	47.4	29.4	-18.0
Sunset	60.2	64.3	4.1	58.9	59.2	0.3	60.1	63.0	1.9	23.1	26.2	3.1
White	66.4	69.3	2.9	59.6	62.9	3.3	64.5	65.5	1.0	31.8	40.6	8.8
Wilson	74.2	75.1	0.9	54.4	53.0	-1.4	60.0	59.7	-0.3	66.7	73.1	6.4
Carter	46.8	55.7	8.9	56.9	68.6	11.7	47.3	57.3	10.0	6.7	43.8	37.1
North Dallas	58.0	61.7	3.7	62.5	67.1	4.6	59.1	61.8	2.7	27.3	15.4	-11.9
Skyline	52.6	58.6	6.0	62.3	71.0	8.7	52.6	58.1	5.5	62.2	70.9	8.7
Conrad	51.2	53.2	2.0	49.2	51.7	2.5	50.6	52.5	1.9	38.5	15.3	-23.2
Madison	44.7	42.1	-2.6	47.6	48.7	1.1	47.2	39.7	-7.5	28.6	N/A	-
Wilmer-Hutchins	53.5	45.9	-7.6	61.3	52.9	-8.4	53.8	44.8	-9.0	N/A	N/A	-
ACE	34.7	56.5	21.8	49.1	68.1	19.0	34.3	57.2	22.9	33.3	33.3	0.0

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix C Table 2: Percentage of STAAR Grade 4 Reading Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	54.4	63.4	9.0	39.3	54.9	15.6	57.3	64.4	7.1	80.7	85.4	4.7
Adams, B.	59.8	69.9	10.1	42.3	57.0	14.7	61.6	70.8	9.2	80.6	82.4	1.8
Adamson	49.8	67.1	17.3	33.3	57.1	23.8	49.7	67.0	17.3		N/A	–
Molina	52.4	63.3	10.9	36.4	62.5	26.1	53.8	63.3	9.5	50.0	57.1	7.1
Hillcrest	59.0	73.0	14.0	57.1	79.4	21.3	56.7	71.2	14.5	77.4	78.6	1.2
Jefferson	57.8	61.3	3.5	51.3	60.8	9.5	58.2	61.8	3.6	81.3	100.0	18.7
Kimball	54.3	65.0	10.7	40.2	54.0	13.8	56.7	67.5	10.8	N/A	77.8	–
Lincoln	45.8	60.0	14.2	41.8	62.6	20.8	53.2	55.9	2.7			
Pinkston	48.0	59.3	11.3	27.6	48.3	20.7	52.9	61.3	8.4	44.4	100.0	55.6
Roosevelt	42.9	60.5	17.6	34.6	49.2	14.6	49.5	71.0	21.5	66.7	N/A	–
Samuell	49.3	60.2	10.9	32.5	49.2	16.7	51.9	62.8	10.9	N/A	62.5	–
Seagoville	56.3	59.0	2.7	48.5	60.6	12.1	55.9	56.4	0.5	64.6	71.7	7.1
SOC	39.1	60.6	21.5	36.2	59.3	23.1	48.5	61.0	13.5		N/A	–
Spruce	56.1	65.4	9.3	32.4	54.2	20.8	61.1	68.8	7.7	72.7	71.4	-1.3
Sunset	62.5	64.8	2.3	44.4	77.8	33.4	61.4	63.5	2.1	88.9	76.9	-12.0
White	64.4	64.8	0.4	73.0	77.1	4.1	61.9	60.6	-1.3	78.2	88.3	10.1
Wilson	70.6	77.4	6.8	66.7	72.2	5.5	55.3	62.8	7.5	92.9	94.6	1.7
Carter	46.4	58.7	12.3	36.4	55.8	19.4	66.9	63.8	-3.1	N/A	N/A	–
North Dallas	54.5	59.7	5.2	45.2	43.6	-1.6	56.1	63.2	7.1	63.6	83.3	19.7
Skyline	56.4	59.5	3.1	40.1	46.4	6.3	62.5	65.3	2.8	87.5	58.3	-29.2
Conrad	51.4	55.8	4.4	50.8	44.3	-6.5	59.0	62.3	3.3	36.4	63.6	27.2
Madison	43.2	54.3	11.1	41.7	48.7	7.0	44.7	60.4	15.7	N/A	N/A	–
Wilmer-Hutchins	39.1	48.0	8.9	32.3	46.3	14.0	48.3	47.7	-0.6	22.2	71.4	49.2
ACE	27.2	60.5	33.3	17.3	56.8	39.5	41.9	64.6	22.7		N/A	–

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix C Table 2a: Percentage of STAAR Grade 4 Reading Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	54.4	63.4	9.0	55.8	61.4	5.6	53.4	61.9	8.5	25.4	27.5	2.1
Adams, B.	59.8	69.9	10.1	61.8	68.4	6.6	58.7	67.5	8.8	25.0	27.8	2.8
Adamson	49.8	67.1	17.3	47.4	67.1	19.7	49.5	67.6	18.1	36.8	31.3	-5.5
Molina	52.4	63.3	10.9	54.4	62.4	8.0	54.3	62.8	8.5	23.3	42.9	19.6
Hillcrest	59.0	73.0	14.0	50.4	66.4	16.0	56.7	73.4	16.7	23.5	42.9	19.4
Jefferson	57.8	61.3	3.5	57.1	57.6	0.5	58.2	59.6	1.4	17.9	10.3	-7.6
Kimball	54.3	65.0	10.7	53.7	64.6	10.9	54.0	64.1	10.1	25.8	14.8	-11.0
Lincoln	45.8	60.0	14.2	51.3	55.0	3.7	44.0	62.4	15.2	N/A	30.0	-
Pinkston	48.0	59.3	11.3	51.0	56.5	5.5	47.7	59.5	11.8	28.6	12.8	-15.8
Roosevelt	42.9	60.5	17.6	49.7	72.1	22.4	44.2	60.2	16.0	27.3	43.8	16.5
Samuell	49.3	60.2	10.9	55.3	63.6	8.3	47.9	62.3	14.4	10.7	20.0	9.3
Seagoville	56.3	59.0	2.7	54.6	52.4	-2.2	56.0	58.2	2.2	29.4	30.0	0.6
SOC	39.1	60.6	21.5	46.5	57.1	10.6	39.3	60.3	21.0	19.2	20.0	0.8
Spruce	56.1	65.4	9.3	60.0	65.9	5.9	53.6	64.3	10.7	43.3	41.0	-2.3
Sunset	62.5	64.8	2.3	60.4	58.3	-2.1	62.6	63.5	0.9	15.6	29.4	13.8
White	64.4	64.8	0.4	57.6	55.2	-2.4	64.0	62.9	-1.1	31.3	31.4	0.1
Wilson	70.6	77.4	6.8	42.2	52.2	10.0	56.6	61.3	4.7	59.3	62.5	3.2
Carter	46.4	58.7	12.3	69.2	63.5	-5.7	48.3	59.5	11.2	7.7	30.0	22.3
North Dallas	54.5	59.7	5.2	56.2	59.2	3.0	55.0	59.2	4.2	7.1	22.2	15.1
Skyline	56.4	59.5	3.1	62.8	63.7	0.9	56.0	59.2	3.2	19.6	20.0	0.4
Conrad	51.4	55.8	4.4	53.4	57.0	3.6	51.9	55.4	3.5	30.0	33.3	3.3
Madison	43.2	54.3	11.1	43.0	53.8	10.8	43.0	53.3	10.3	N/A	N/A	-
Wilmer-Hutchins	39.1	48.0	8.9	46.4	37.8	-8.6	38.6	46.3	7.7	N/A	12.5	-
ACE	27.2	60.5	33.3	41.0	64.3	23.3	28.8	60.2	31.4	N/A	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix C Table 3: Percentage of STAAR Grade 5 Reading Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	71.3	75.1	3.8	60.8	62.8	2.0	73.4	77.8	4.4	88.6	90.9	2.3
Adams, B.	78.9	78.9	0.1	60.4	67.8	7.4	81.0	80.0	-1.0	90.2	85.7	-4.5
Adamson	65.0	74.0	9.0	44.4	62.5	18.1	64.4	74.3	9.9			
Molina	70.8	79.4	8.6	80.0	66.7	-13.3	69.6	80.3	10.7	N/A	N/A	-
Hillcrest	79.6	84.7	5.1	74.5	77.6	3.1	79.9	85.2	5.3	83.3	93.5	10.2
Jefferson	74.8	80.3	5.5	65.5	66.7	1.2	75.1	80.9	5.8	86.7	90.0	3.3
Kimball	69.5	75.5	6.0	57.0	57.4	0.4	71.8	77.9	6.1	N/A	N/A	-
Lincoln	81.0	66.3	-14.7	78.2	65.3	-12.9	84.8	68.1	-16.7	N/A	N/A	-
Pinkston	69.9	69.1	-0.8	51.8	46.6	-5.2	73.0	74.4	1.4	100.0	66.7	-33.3
Roosevelt	63.5	69.8	6.3	56.3	61.5	5.2	69.4	76.8	7.4	N/A	N/A	-
Samuell	65.0	69.4	4.4	48.7	47.3	-1.4	69.5	74.8	5.3	N/A	75.0	-
Seagoville	65.3	78.3	13.0	64.1	79.7	15.6	64.3	76.3	12.0	70.8	86.8	16.0
SOC	68.6	71.1	2.5	67.4	67.0	-0.4	70.0	76.4	6.4			
Spruce	72.1	73.8	1.7	56.9	58.1	1.2	76.0	77.6	1.6	83.3	88.2	4.9
Sunset	75.2	82.6	7.4	80.0	83.3	3.3	74.4	82.1	7.7	93.3	92.6	-0.7
White	80.3	83.0	2.7	73.8	80.5	6.7	79.1	81.5	2.4	89.5	92.8	3.3
Wilson	84.1	83.0	-1.1	82.4	57.1	-25.3	69.4	74.8	5.4	98.5	99.3	0.8
Carter	61.8	68.7	6.9	57.7	65.0	7.3	69.4	76.4	7.0	N/A	N/A	-
North Dallas	73.9	75.0	1.1	57.0	63.3	6.3	77.3	78.2	0.9	N/A	85.7	-
Skyline	66.2	72.0	5.8	47.0	60.3	13.3	74.0	76.2	2.2	69.2	N/A	-
Conrad	65.6	70.9	5.3	59.3	58.2	-1.1	71.6	78.5	6.9	38.5	33.3	-5.2
Madison	67.1	58.9	-8.2	64.4	55.7	-8.7	70.6	64.2	-6.4	N/A	N/A	-
Wilmer-Hutchins	62.4	59.0	-3.4	60.2	61.0	0.8	64.8	57.9	-6.9	62.5	28.6	-33.9
ACE	49.6	61.8	12.2	38.9	51.4	12.5	60.3	75.1	14.8	N/A	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix C Table 3a: Percentage of STAAR Grade 5 Reading Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	71.3	75.1	3.8	72.4	76.5	4.1	70.5	74.2	3.7	35.8	40.1	4.3
Adams, B.	78.9	78.9	0.1	78.2	79.4	1.2	77.1	78.5	1.4	41.9	48.8	6.9
Adamson	65.0	74.0	9.0	64.9	72.9	8.0	62.8	74.0	11.2	11.8	38.9	27.1
Molina	70.8	79.4	8.6	66.6	81.2	14.6	69.6	79.5	9.9	15.8	56.5	40.7
Hillcrest	83.0	85.7	2.7	77.8	79.3	5.2	80.5	85.3	4.8	42.9	50.0	7.1
Jefferson	74.8	80.3	5.5	76.2	80.3	4.1	74.4	81.3	6.9	46.9	50.0	3.1
Kimball	69.5	75.5	6.0	70.9	78.3	7.4	68.6	73.6	5.0	16.0	28.6	12.6
Lincoln	81.0	66.3	-14.7	88.5	65.9	-22.6	81.0	69.6	-11.4	N/A	70.0	-
Pinkston	69.9	69.1	-0.8	72.4	72.5	0.1	69.2	68.4	-0.8	29.0	25.5	-3.5
Roosevelt	63.5	69.8	6.3	67.9	78.4	10.5	64.6	68.9	4.3	35.0	42.9	7.9
Samuell	65.0	69.4	4.4	69.4	74.6	5.2	64.8	69.2	4.4	10.7	47.8	37.1
Seagoville	65.3	78.3	13.0	61.6	75.6	14.0	66.5	77.4	10.9	32.4	41.7	9.3
SOC	68.6	71.1	2.5	69.4	76.6	7.2	70.0	76.4	6.4	39.0	69.2	30.2
Spruce	72.1	73.8	1.7	75.9	75.4	-0.5	72.4	73.5	1.1	62.1	41.0	-21.1
Sunset	75.2	82.6	7.4	75.9	78.8	2.9	75.9	82.3	6.4	32.5	29.4	-3.1
White	80.3	83.0	2.7	77.2	78.3	1.1	77.9	80.7	2.8	56.5	40.7	-15.8
Wilson	84.1	83.0	-1.1	63.9	66.0	2.1	68.8	73.0	4.2	54.5	65.2	10.7
Carter	61.8	68.7	6.9	74.8	80.4	5.6	60.9	68.4	7.5	33.3	14.3	-19.0
North Dallas	73.9	75.0	1.1	79.0	80.7	1.7	74.4	74.6	0.2	31.6	33.3	1.7
Skyline	66.2	72.0	5.8	73.2	76.1	2.9	66.6	71.2	4.6	34.0	30.4	-3.6
Conrad	65.6	70.9	5.3	68.2	72.0	3.8	65.9	71.7	5.8	40.9	28.6	-12.3
Madison	67.1	58.9	-8.2	66.3	58.3	-8.0	68.2	58.4	-9.8	40.0	15.4	-24.6
Wilmer-Hutchins	62.4	59.0	-3.4	62.3	56.2	-6.1	64.5	60.2	-4.3	42.9	28.6	-14.3
ACE	49.6	61.8	12.2	57.9	80.3	22.4	48.3	59.7	11.4	25.7	33.3	7.6

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix C Table 4: Percentage of STAAR Grade 6 Reading Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	53.9	53.8	-0.1	47.0	45.8	-1.2	54.4	53.8	-0.6	82.0	84.1	2.1
Adams, B.	52.4	53.7	1.3	53.7	50.0	-3.4	52.2	53.3	1.1	57.1	65.6	8.5
Adamson	54.6	55.7	1.1	44.4	50.0	5.6	54.4	55.4	1.0	N/A	N/A	-
Molina	50.4	44.1	-8.3	50.0	55.6	5.6	53.0	44.5	-8.5			
Hillcrest	56.5	53.9	-2.6	70.0	65.8	-4.2	54.6	51.4	-3.2	65.0	80.0	15.0
Jefferson	42.4	43.5	1.1	45.0	42.4	-2.6	42.0	43.3	1.3	N/A	N/A	-
Kimball	49.9	42.7	-7.2	40.4	29.9	-10.5	54.2	49.1	-5.1	N/A	28.6	-
Pinkston	45.0	47.2	2.2	33.8	19.0	-14.8	47.4	51.3	3.9	N/A	N/A	-
Roosevelt	43.9	40.6	-3.3	36.9	45.6	10.7	54.0	40.2	-13.8	N/A	N/A	-
Samuell	42.8	41.9	-0.9	36.6	34.6	-2.0	43.9	44.6	0.7	66.7	N/A	-
Seagoville	59.3	50.3	-9.0	47.0	43.5	-3.5	61/4	47.9	-13.5	67.6	65.8	-1.8
SOC	34.2	38.5	4.3	31.9	37.2	5.3	36.8	42.1	5.3	N/A	N/A	-
Spruce	49.9	48.6	-1.3	38.2	40.7	2.5	52.4	50.5	-1.9	70.0	28.6	-41.4
Sunset	70.0	68.4	-1.6	91.5	80.0	-11.5	67.8	67.6	-0.2	76.9	90.9	14.0
White	58.7	56.5	-2.2	73.4	71.4	-2.0	54.8	51.1	-3.7	80.0	87.2	7.2
Wilson	61.7	63.9	2.2	50.0	68.0	18.0	51.3	50.8	-0.5	96.8	96.3	-0.5
Carter	51.6	53.6	2.0	49.6	53.8	4.2	54.5	52.5	-2.0	N/A	N/A	-
North Dallas	49.8	55.8	6.0	45.1	41.1	-4.0	49.4	58.4	9.0	77.8	100.0	22.2
Skyline	50.2	46.4	-3.8	46.6	35.2	-11.4	51.6	51.5	-0.1	57.1	25.0	-32.1
Conrad	37.2	43.9	6.7	44.7	51.4	6.7	35.9	40.6	4.7	42.9	42.9	0.0
Madison	35.6	38.9	3.3	38.9	41.9	3.0	28.9	33.7	4.8	N/A	N/A	-
Wilmer-Hutchins	42.3	47.4	5.1	38.9	36.1	-2.8	47.2	59.4	12.2	N/A	N/A	-
ACE	35.1	39.3	4.2	35.4	38.5	3.1	35.0	40.8	5.8	N/A	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix C Table 4a: Percentage of STAAR Grade 6 Reading Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	53.9	53.8	-0.1	48.5	48.5	0.0	52.3	52.5	0.2	22.4	20.2	-2.2
Adams, B.	52.4	53.7	1.3	45.7	46.0	0.3	51.2	52.8	1.6	30.8	29.2	-1.6
Adamson	54.6	55.7	1.1	52.7	54.8	2.1	54.8	55.7	0.9	66.7	33.3	-33.4
Molina	50.4	44.1	-8.3	48.1	39.9	-8.2	52.4	45.5	-6.9	N/A	0.0	-
Hillcrest	56.5	53.9	-2.6	48.5	44.4	-4.1	55.9	54.3	-1.6	37.9	N/A	-
Jefferson	42.4	43.5	1.1	37.7	39.9	2.2	42.5	43.7	1.2	N/A	18.2	-
Kimball	69.5	42.7	-7.2	48.4	44.4	-4.0	52.1	45.1	-7.0	8.3	24.0	15.7
Pinkston	45.0	47.2	2.2	42.0	48.1	6.1	69.2	62.5	-6.7	29.0	25.5	-3.5
Roosevelt	43.9	40.6	-3.3	51.5	31.6	-19.9	41.0	45.2	4.2	N/A	33.3	-
Samuell	42.8	41.9	-0.9	42.3	41.8	-0.5	42.9	41.5	-1.4	50.0	33.3	-16.7
Seagoville	59.3	50.3	-9.0	53.2	45.4	-7.8	57.7	50.8	-6.9	N/A	14.3	-
SOC	34.2	38.5	4.3	35.0	33.3	-1.7	33.4	40.0	6.6	9.1	28.6	19.5
Spruce	49.9	48.6	-1.3	51.2	47.6	-3.6	50.6	48.4	-2.2	12.5	17.4	4.9
Sunset	70.0	68.4	-1.6	63.5	64.7	1.2	69.1	66.7	-2.4	8.7	171	8.4
White	58.7	56.5	-2.2	49.8	43.7	-6.1	58.1	55.0	-3.1	16.7	30.8	14.1
Wilson	61.7	63.9	2.2	32.7	41.4	8.7	47.2	53.5	6.3	31.3	15.2	-16.1
Carter	51.6	53.6	2.0	51.9	47.5	-4.4	51.6	52.7	1.1			
North Dallas	49.8	55.8	6.0	47.7	55.4	7.7	49.4	55.3	5.9	15.8	10.7	-5.1
Skyline	50.2	46.4	-3.8	47.0	47.3	0.3	50.1	47.3	-2.8	20.0	9.1	-10.9
Conrad	37.2	43.9	6.7	34.8	42.5	7.7	39.0	44.1	5.1	N/A	28.6	-
Madison	35.6	38.9	3.3	23.5	30.6	7.1	34.6	39.8	5.2	12.5	N/A	-
Wilmer-Hutchins	42.3	47.4	5.1	50.0	59.4	9.4	40.5	46.1	9.4	N/A	N/A	-
ACE	35.1	39.3	4.2	28.6	36.5	7.9	34.5	40.3	5.8	11.7	11.1	-0.6

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix C Table 5: Percentage of STAAR Grade 7 Reading Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	55.2	57.6	2.4	49.5	52.9	3.4	55.1	57.4	2.3	82.3	81.6	-0.7
Adams, B.	52.6	60.5	7.9	50.5	66.1	16.1	52.3	59.1	6.8	62.5	75.0	12.5
Adamson	46.3	55.7	9.4	50.0	75.0	9.0	48.4	57.4	9.0	N/A	N/A	–
Molina	50.0	54.3	4.3	38.9	37.5	-1.4	50.4	55.2	4.8	N/A	N/A	–
Hillcrest	57.5	59.0	1.5	56.8	82.4	25.6	58.0	54.6	-3.4	63.6	61.9	-1.7
Jefferson	42.2	45.5	3.3	53.8	45.0	-8.8	41.6	45.6	4.0	N/A	N/A	–
Kimball	49.9	52.2	2.3	44.7	44.3	-0.4	53.1	55.9	2.8	N/A	75.0	–
Pinkston	46.5	46.9	0.4	32.6	32.9	0.3	48.9	50.1	1.2	N/A	N/A	–
Roosevelt	41.7	43.4	1.7	43.4	41.1	-2.3	39.8	50.0	10.2	N/A	N/A	–
Samuell	49.6	47.9	-1.7	44.6	48.1	3.5	51.1	47.2	-3.9	37.5	83.3	45.8
Seagoville	59.9	56.6	-3.3	63.5	53.2	-10.3	56.0	58.0	2.0	75.9	52.8	-23.1
SOC	38.6	48.7	10.1	34.2	43.4	9.2	44.1	57.0	12.9		N/A	–
Spruce	53.3	57.9	4.6	48.9	50.7	1.8	54.2	59.5	5.3	54.5	50.0	-4.5
Sunset	80.4	77.3	-3.1	93.3	85.7	-7.6	78.5	75.8	-2.7	100.0	90.0	-10.0
White	56.7	55.9	-0.8	69.4	71.2	1.8	52.8	52.4	-0.4	76.5	66.7	-9.8
Wilson	66.1	66.3	0.2	66.7	38.9	-27.8	56.4	57.4	1.0	93.7	98.8	5.1
Carter	48.8	51.4	2.6	48.9	55.7	6.8	48.7	44.8	-3.9	N/A	N/A	–
North Dallas	49.5	50.7	1.2	45.1	44.2	-0.9	48.8	50.4	1.6	83.3	60.0	-23.3
Skyline	49.2	48.2	-1.0	47.0	46.1	-0.9	50.2	48.7	-1.5	47.1	N/A	–
Conrad	38.2	41.8	3.6	55.6	54.1	-1.5	36.8	38.9	2.1	70.0	N/A	–
Madison	32.0	51.2	19.2	30.0	50.3	20.3	37.0	52.3	15.3	N/A	N/A	–
Wilmer-Hutchins	51.4	47.8	-3.6	49.3	46.3	-3.0	53.8	50.9	-2.9	N/A	N/A	–
ACE	33.3	45.0	11.7	30.9	44.2	13.3	37.9	45.9	8.0	N/A	50.0	–

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix C Table 5a: Percentage of STAAR Grade 7 Reading Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	55.2	57.6	2.4	43.9	48.2	4.3	54.3	56.5	2.2	19.6	25.1	5.5
Adams, B.	52.6	60.5	7.9	35.4	52.8	17.4	52.6	60.7	8.1	8.7	57.1	48.4
Adamson	46.3	55.7	9.4	36.4	46.2	9.8	47.0	56.2	9.2	25.0	N/A	–
Molina	50.0	54.3	4.3	38.1	46.7	8.6	51.4	56.5	5.1	44.4	N/A	–
Hillcrest	57.5	59.0	1.5	46.7	37.9	-8.8	58.9	58.9	0.0	12.5	66.7	54.2
Jefferson	42.2	45.5	3.3	37.1	40.6	3.5	44.3	46.6	2.3	42.9	6.7	-36.2
Kimball	49.9	52.2	2.3	43.1	48.5	5.4	50.1	52.7	2.6	12.6	21.9	9.3
Pinkston	46.5	46.9	0.4	44.0	45.5	1.5	47.1	47.4	0.3	15.8	11.1	-4.7
Roosevelt	41.7	43.4	1.7	39.9	50.0	10.1	44.8	45.9	1.1	N/A	N/A	–
Samuell	49.6	47.9	-1.7	41.8	39.0	-2.8	49.4	47.9	-1.5	N/A	N/A	–
Seagoville	59.9	56.6	-3.3	43.1	48.1	5.0	60.9	57.0	-3.9	7.1	45.5	38.4
SOC	38.6	48.7	10.1	31.1	49.1	18.0	39.0	49.1	10.1	0.0	N/A	–
Spruce	53.3	57.9	4.6	48.4	56.2	7.8	53.9	58.2	4.3	6.3	5.3	-1.0
Sunset	80.4	77.3	-3.1	73.2	67.6	-5.6	78.0	75.4	-2.6	25.0	23.1	-1.9
White	56.7	55.9	-0.8	43.4	39.9	-3.5	57.4	56.7	-0.7	31.3	40.7	9.4
Wilson	66.1	66.3	0.2	42.1	44.0	1.9	56.2	54.5	-1.7	50.0	32.0	-18.0
Carter	48.8	51.4	2.6	40.0	42.1	2.1	49.2	49.7	0.5	4.2		–
North Dallas	49.5	50.7	1.2	36.8	42.9	6.1	49.3	50.4	1.1	22.2	12.1	-10.1
Skyline	49.2	48.2	-1.0	45.7	41.5	-4.2	49.5	49.5	0.0	21.1	17.0	-4.1
Conrad	32.9	35.5	2.6	32.0	34.8	2.8	39.2	43.3	4.1	N/A	33.3	–
Madison	32.0	51.2	19.2	28.6	47.1	18.5	32.9	52.6	19.7	7.7	N/A	–
Wilmer-Hutchins	51.4	47.8	-3.6	53.1	50.7	-2.4	52.5	47.4	-5.1	N/A	N/A	–
ACE	33.3	45.0	11.7	27.7	43.8	16.1	35.0	46.0	11.0	8.0	11.2	3.2

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix C Table 6: Percentage of STAAR Grade 8 Reading Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	69.8	79.7	9.9	63.7	74.2	10.5	70.5	80.7	10.2	89.5	92.8	3.3
Adams, B.	70.1	82.8	12.7	62.5	86.7	24.2	71.8	82.1	10.7	79.2	90.9	11.7
Adamson	67.8	82.8	15.0	70.0	87.5	17.5	67.7	82.5	14.8	N/A	N/A	–
Molina	70.1	78.2	8.1	69.2	54.5	-14.7	70.1	78.5	8.4		N/A	–
Hillcrest	73.1	83.5	10.4	83.0	90.9	7.9	70.5	81.7	11.2	76.9	90.0	13.1
Jefferson	64.3	74.4	10.1	78.9	100.0	21.1	63.8	73.7	9.9	N/A	N/A	–
Kimball	66.2	78.8	12.6	57.4	75.0	17.6	70.2	80.7	10.5	83.3	50.0	-33.3
Pinkston	46.5	46.9	0.4	44.0	45.5	1.5	47.1	47.4	0.3	15.8	11.1	-4.7
Roosevelt	56.7	61.3	4.6	57.1	57.9	0.8	53.3	62.5	9.2	N/A	N/A	–
Samuell	63.8	76.7	12.9	61.1	73.1	12.0	66.7	80.2	13.5	N/A	N/A	–
Seagoville	74.9	81.2	6.3	63.0	79.6	16.6	75.7	80.0	4.3	85.2	93.6	8.4
SOC	60.2	74.2	14.0	57.4	70.9	13.5	60.7	77.1	16.4	N/A	N/A	–
Spruce	63.9	82.4	18.5	56.9	77.6	20.7	65.2	83.3	18.1	100.0	90.0	-10.0
Sunset	86.8	93.6	6.8	93.0	97.9	4.9	85.1	93.2	8.1	86.7	92.9	6.2
White	75.7	82.6	6.9	89.2	81.9	-7.3	70.1	81.3	11.2	90.5	78.1	-12.4
Wilson	71.8	83.4	11.6	56.5	81.8	25.3	65.9	77.2	11.3	93.5	100.0	6.5
Carter	71.0	76.3	5.3	71.2	74.2	3.0	69.6	79.8	10.2	N/A	N/A	–
North Dallas	70.1	76.5	6.4	68.3	73.9	5.6	69.1	76.2	7.1	84.6	100.0	15.4
Skyline	63.8	77.2	13.4	56.0	70.4	14.4	67.7	79.9	12.2	66.7	80.0	13.3
Conrad	52.0	66.7	14.7	50.0	67.9	17.9	60.5	75.0	14.5	N/A	87.5	–
Madison	53.7	67.9	14.2	50.3	67.3	17.0	59.8	70.0	10.2		N/A	–
Wilmer-Hutchins	63.5	78.1	14.6	59.0	74.0	15.0	65.7	83.7	18.0	100.0	N/A	–
ACE	52.7	68.1	15.4	51.2	69.2	18.0	54.7	66.4	11.7		N/A	–

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix C Table 6a: Percentage of STAAR Grade 8 Reading Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	69.8	79.7	9.9	54.2	72.0	17.8	69.7	79.9	10.2	31.2	43.0	11.8
Adams, B.	70.1	82.8	12.7	58.2	75.9	17.7	71.4	84.2	12.8	N/A	25.5	–
Adamson	67.8	82.8	15.0	52.6	71.3	18.7	69.2	84.1	14.9	N/A	100.0	–
Molina	70.1	78.2	8.1	52.3	67.4	15.1	70.9	78.5	7.6	N/A	29.4	–
Hillcrest	73.1	83.5	10.4	53.1	65.3	12.2	76.7	85.1	8.4	50.0	N/A	–
Jefferson	64.3	74.4	10.1	50.2	69.3	19.1	66.2	78.5	12.3	50.0	41.7	-8.3
Kimball	66.2	78.8	12.6	57.0	75.9	18.9	67.2	77.4	10.2	20.7	37.7	16.3
Pinkston	66.6	74.0	7.4	51.7	73.0	21.3	68.5	73.8	5.3	N/A	N/A	–
Roosevelt	56.7	61.3	4.6	47.3	60.3	13.0	57.0	59.0	2.0	N/A	20.0	–
Samuell	63.8	76.7	12.9	53.0	73.2	20.2	63.4	74.5	11.1	14.3	50.0	35.7
Seagoville	74.9	81.2	6.3	62.9	73.8	10.9	75.2	81.3	6.1	N/A	60.0	–
SOC	60.2	74.2	14.0	34.7	62.3	27.6	60.0	78.9	18.9	0.0	42.9	42.9
Spruce	63.9	82.4	18.5	55.1	79.2	24.1	64.5	83.4	18.9	37.5	57.1	19.6
Sunset	86.8	93.6	6.8	70.7	88.8	18.1	87.0	92.3	5.3	32.1	36.8	4.7
White	75.7	82.6	6.9	52.1	69.6	17.5	73.7	80.0	6.3	45.0	50.0	5.0
Wilson	71.8	83.4	11.6	50.3	71.2	20.9	64.5	78.2	13.7	31.8	33.3	1.5
Carter	71.0	76.3	5.3	57.8	69.8	12.0	70.6	74.7	4.1	13.3	N/A	–
North Dallas	70.1	76.5	6.4	52.2	63.6	11.4	70.7	78.3	7.6	21.4	16.0	-5.4
Skyline	63.8	77.2	13.4	59.2	73.7	14.5	66.0	79.9	13.9	25.7	33.3	7.6
Conrad	52.0	66.7	14.7	42.0	59.0	17.0	55.9	68.2	12.3	N/A	66.7	–
Madison	53.7	67.9	14.2	52.8	70.7	17.9	56.9	68.2	11.3	50.0	40.0	-10.0
Wilmer-Hutchins	63.5	78.1	14.6	66.7	78.9	12.2	64.3	78.5	14.2	N/A	N/A	–
ACE	52.7	68.1	15.4	43.0	61.7	18.7	54.7	70.1	15.4	35.7	39.3	3.6

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix C Table 7: Percentage of STAAR Grade 3 Mathematics Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	58.6	66.5	7.9	42.1	51.2	9.1	62.3	70.0	7.7	81.3	70.0	7.7
Adams, B.	67.1	72.7	5.6	46.8	64.4	17.6	69.8	73.4	3.6	79.0	79.7	0.7
Adamson	52.9	61.8	8.9	57.1	62.5	5.4	54.7	62.9	8.2	N/A	N/A	–
Molina	64.5	67.3	2.8	34.8	51.5	16.7	56.6	67.0	10.4	N/A	N/A	–
Hillcrest	71.9	70.9	-1.0	77.3	78.0	0.7	69.0	68.1	-0.9	95.5	87.9	-7.6
Jefferson	59.5	71.8	12.3	58.7	67.5	8.8	58.8	72.1	13.3	100.0	77.8	-22.2
Kimball	51.0	71.4	20.4	37.2	52.0	14.8	54.4	75.5	21.1	44.2	N/A	–
Lincoln	61.4	81.0	19.6	54.8	79.8	25.0	81.6	83.0	1.4	N/A	N/A	–
Pinkston	66.6	74.0	7.4	56.3	67.1	10.8	67.6	75.3	7.7	26.7	71.4	44.7
Roosevelt	43.8	58.3	14.5	27.4	49.7	22.3	61.7	66.5	4.8		83.3	–
Samuell	60.6	64.5	3.9	47.0	41.4	-5.6	64.3	70.8	6.5	62.5	54.5	-8.0
Seagoville	57.7	60.0	2.3	64.2	45.7	-18.5	57.0	63.5	6.5	54.5	60.8	2.8
SOC	48.5	65.7	17.2	40.4	60.4	20.0	59.2	73.1	13.9	N/A	N/A	–
Spruce	64.9	70.1	5.2	48.9	55.5	6.6	70.3	74.2	3.9	61.5	66.7	5.2
Sunset	63.0	69.4	6.4	50.0	37.5	-12.5	62.2	69.1	6.9	80.6	92.9	12.3
White	69.2	73.9	4.7	71.8	71.6	-0.2	65.5	71.6	6.1	88.9	86.7	-2.2
Wilson	79.0	78.4	-0.6	64.0	55.2	-8.8	66.4	67.4	1.0	95.2	94.9	-0.3
Carter	44.6	59.6	15.0	38.6	53.8	15.2	56.4	70.8	14.4	N/A	N/A	–
North Dallas	58.5	60.3	1.8	39.2	37.7	-1.5	62.9	65.1	2.2	77.8	66.7	-11.1
Skyline	49.7	62.5	12.8	30.2	38.1	7.9	59.0	71.8	12.8	43.8	33.3	-10.5
Conrad	60.5	61.1	0.6	48.6	55.9	7.3	60.2	60.9	0.7	66.7	45.5	-21.2
Madison	45.5	44.9	-0.6	33.9	29.9	-4.0	58.3	63.3	5.0	N/A	N/A	–
Wilmer-Hutchins	47.0	52.1	5.1	43.2	50.8	7.6	50.4	51.5	1.1	54.5	N/A	–
ACE	39.6	66.1	26.5	24.5	56.5	32.0	57.8	76.3	18.5	N/A	N/A	–

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix C Table 7a: Percentage of STAAR Grade 3 Mathematics Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	58.6	66.5	7.9	62.2	69.5	7.3	58.2	65.9	7.7	36.4	37.8	1.4
Adams, B.	67.1	72.7	5.6	68.8	71.6	2.6	66.6	72.0	5.4	47.6	31.7	-15.9
Adamson	52.9	61.8	8.9	57.2	58.0	0.8	54.5	61.7	7.2	15.4	18.2	2.8
Molina	64.5	67.3	2.8	66.2	72.8	6.6	64.1	66.3	2.2	37.9	47.4	9.5
Hillcrest	71.9	70.9	-1.0	68.4	67.7	-0.7	71.7	70.8	-0.9	45.2	48.1	2.9
Jefferson	59.5	71.8	12.3	58.4	70.8	12.4	59.7	73.2	13.5	36.0	28.6	-7.4
Kimball	51.0	71.4	20.4	55.1	74.2	19.1	51.9	71.4	19.5	11.8	29.6	17.8
Lincoln	61.4	81.0	19.6	84.0	80.0	-4.0	62.9	81.9	19.0	N/A	87.5	-
Pinkston	55.2	62.1	6.9	28.7	37.6	8.9	62.1	67.8	5.7	57.1	N/A	-
Roosevelt	43.8	58.3	14.5	66.2	64.9	-1.3	43.8	57.5	13.7	18.2	16.7	-1.5
Samuell	60.6	64.5	3.9	65.0	69.6	4.6	61.1	64.9	3.8	30.8	41.7	10.9
Seagoville	57.7	60.0	2.3	57.0	62.6	5.6	57.5	60.3	2.8	35.7	47.8	12.1
SOC	48.5	65.7	17.2	59.5	71.6	12.1	48.7	66.2	17.5	30.0	53.3	23.3
Spruce	64.9	70.1	5.2	69.7	72.7	3.0	66.0	70.5	4.5	42.1	40.6	-1.5
Sunset	63.0	69.4	6.4	62.1	70.0	7.9	64.1	68.7	4.6	42.3	33.3	-9.0
White	69.2	73.9	4.7	65.0	71.2	6.2	69.8	75.0	5.2	46.8	58.1	11.3
Wilson	79.0	78.4	-0.6	61.5	61.9	0.4	63.3	65.8	2.5	75.0	76.9	1.9
Carter	44.6	59.6	15.0	54.3	71.8	17.5	45.6	60.9	15.3	14.3	37.5	23.2
North Dallas	58.5	60.3	1.8	60.5	61.9	1.4	59.4	59.7	0.3	38.7	28.0	-10.7
Skyline	49.7	62.5	12.8	58.6	76.5	17.9	50.4	61.9	11.5	29.1	31.8	2.7
Conrad	60.5	61.1	0.6	63.7	61.5	-2.2	61.3	62.5	1.2	50.0	23.5	-26.5
Madison	45.5	44.9	-0.6	47.6	48.7	1.1	47.2	39.7	-7.5	28.6	N/A	-
Wilmer-Hutchins	47.0	52.1	5.1	42.5	41.9	-0.6	48.8	52.6	3.8	14.3	N/A	-
ACE	39.6	66.1	26.5	60.3	75.9	15.6	39.7	66.3	27.6	N/A	37.5	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix C Table 8: Percentage of STAAR Grade 4 Mathematics Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	54.8	64.9	10.1	36.3	49.2	12.9	58.7	68.5	9.8	79.3	83.4	4.1
Adams, B.	64.5	74.8	10.3	49.5	54.4	4.9	65.8	77.6	11.8	77.5	82.4	4.9
Adamson	50.2	68.3	18.1	33.3	57.1	23.8	50.2	68.0	17.8		N/A	–
Molina	51.2	71.7	20.5	33.3	62.5	29.2	53.0	72.4	19.4	33.3	57.1	23.8
Hillcrest	68.1	76.2	8.1	72.0	72.6	0.6	65.0	76.0	11.0	87.2	77.1	-2.5
Jefferson	51.5	62.2	10.7	45.0	58.8	13.8	51.8	61.9	10.1	56.3	91.7	35.4
Kimball	53.8	63.0	9.2	29.9	44.4	14.5	58.5	66.6	8.1	N/A	77.8	–
Lincoln	39.1	61.5	22.4	38.3	58.5	20.2	38.3	71.2	32.9			
Pinkston	52.9	60.3	7.4	29.6	37.9	8.3	58.1	65.1	7.0	42.9	100.0	57.1
Roosevelt	51.9	58.2	6.3	38.3	42.7	4.4	64.0	73.9	9.9	66.7	N/A	–
Samuell	42.3	66.7	24.4	31.4	50.7	19.3	45.2	70.0	24.8	N/A	73.3	–
Seagoville	47.2	57.1	9.9	37.5	60.0	22.5	48.4	55.5	7.1	51.9	60.0	8.1
SOC	40.9	61.5	20.6	33.8	55.1	21.3	52.0	70.0	18.0		N/A	–
Spruce	61.1	66.4	5.3	35.0	50.2	15.2	67.7	71.7	4.0	86.4	57.1	-29.3
Sunset	59.5	68.3	8.8	33.3	66.7	33.4	58.5	68.2	9.7	88.9	69.2	-19.7
White	68.6	67.6	-1.0	58.1	60.0	1.9	68.0	65.8	-2.2	88.9	90.0	1.1
Wilson	71.5	78.2	6.7	71.4	72.2	0.8	57.1	65.9	8.8	93.5	94.0	0.5
Carter	41.4	53.7	12.3	28.8	48.3	19.5	68.8	63.8	-5.0	N/A	N/A	–
North												
Dallas	57.9	67.5	9.6	34.8	43.6	8.8	63.0	73.1	10.1	54.5	66.7	12.2
Skyline	56.1	60.2	4.1	34.8	39.2	4.4	64.5	69.3	4.8	75.0	58.3	-16.7
Conrad	50.2	59.2	9.0	39.7	38.5	-1.2	52.9	63.8	10.9	37.5	63.6	26.1
Madison	34.9	56.7	21.8	30.0	42.7	12.7	39.3	73.6	34.3	N/A	N/A	–
Wilmer-Hutchins	40.7	46.1	5.4	31.5	37.9	6.4	52.6	51.5	-1.1	22.2	100.0	77.8
ACE	29.9	60.4	30.5	15.8	45.9	30.1	51.2	75.4	24.2		N/A	–

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix C Table 8a: Percentage of STAAR Grade 4 Mathematics Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	54.8	64.9	10.1	57.9	68.8	10.9	54.1	64.2	10.1	29.2	35.8	6.6
Adams, B.	64.5	74.8	10.3	67.6	78.0	10.4	64.5	74.4	9.9	18.4	42.9	24.5
Adamson	50.2	68.3	18.1	58.4	70.5	12.1	58.0	68.8	10.8	33.3	31.3	2.0
Molina	51.2	71.7	20.5	52.1	73.3	21.2	51.3	71.2	19.9	23.3	50.0	26.7
Hillcrest	68.1	76.2	8.1	62.3	74.4	12.1	67.2	77.1	9.9	38.9	54.2	15.3
Jefferson	51.5	62.2	10.7	57.1	57.6	0.5	58.2	59.6	1.4	17.9	10.3	-7.6
Kimball	53.8	63.0	9.2	58.2	67.8	9.6	54.5	63.3	8.8	19.4	11.1	-8.3
Lincoln	39.1	61.5	22.4	38.5	78.0	39.5	38.8	64.7	25.9	N/A	40.0	-
Pinkston	52.9	60.3	7.4	59.4	67.5	8.1	52.8	59.5	6.7	26.1	18.5	-7.6
Roosevelt	51.9	58.2	6.3	69.1	76.1	7.0	52.7	57.1	4.4	27.3	37.5	10.2
Samuell	42.3	66.7	24.4	45.4	70.1	24.7	42.9	66.9	24.0	9.4	41.2	31.8
Seagoville	47.2	57.1	9.9	46.0	54.1	8.1	47.0	56.4	9.4	20.0	36.8	16.8
SOC	40.9	61.5	20.6	49.7	74.0	24.3	41.4	61.9	20.5	20.8	45.5	24.7
Spruce	61.1	66.4	5.3	65.3	73.1	7.8	61.4	66.8	5.4	60.7	37.8	-22.9
Sunset	59.5	68.3	8.8	54.7	64.8	10.1	60.2	67.7	7.5	32.3	41.2	8.9
White	68.6	67.6	-1.0	65.3	66.8	1.5	67.7	67.6	-0.1	39.4	36.4	-3.0
Wilson	71.5	78.2	6.7	41.1	62.2	21.1	55.5	64.4	8.9	64.0	70.6	6.6
Carter	41.4	53.7	12.3	75.0	61.9	-13.1	43.2	54.4	11.2	8.3	0.0	-8.3
North Dallas	57.9	67.5	9.6	63.6	71.7	8.1	58.0	67.8	9.8	34.6	33.3	-1.3
Skyline	56.1	60.2	4.1	66.8	72.3	5.5	55.6	60.7	5.1	31.1	40.0	8.9
Conrad	50.2	59.2	9.0	54.6	64.7	10.1	51.4	60.0	8.6	0.0	7.1	7.1
Madison	34.9	56.7	21.8	38.2	71.4	33.2	35.4	58.8	23.4	N/A	N/A	-
Wilmer-Hutchins	40.7	46.1	5.4	44.9	45.1	0.2	42.3	46.1	3.8	N/A	N/A	-
ACE	29.9	60.4	30.5	56.8	77.6	20.8	31.1	60.8	29.7	N/A	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix C Table 9: Percentage of STAAR Grade 5 Mathematics Students at the Satisfactory 2 Standard by Ethnicity, Feeder Patterns and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	65.5	80.7	15.2	47.6	69.5	21.9	69.3	83.2	13.9	86.5	92.1	5.6
Adams, B.	72.2	88.1	15.9	56.7	83.1	26.4	72.7	89.1	16.4	91.4	89.9	-1.5
Adamson	68.0	82.5	14.5	44.4	75.0	30.6	68.3	82.6	14.3			
Molina	69.3	84.3	15.0	68.4	73.9	5.5	69.4	85.2	15.8	N/A	N/A	-
Hillcrest	80.3	88.9	8.6	72.9	89.6	16.7	80.4	88.0	7.6	100.0	100.0	0.0
Jefferson	68.4	77.3	8.9	62.5	75.8	13.3	68.1	76.9	8.8	93.3	100.0	6.7
Kimball	60.8	79.6	18.8	36.1	63.9	27.8	65.7	83.1	17.4	N/A	N/A	-
Lincoln	61.4	81.0	19.6	54.8	79.8	25.0	81.6	83.0	1.4	N/A	N/A	-
Pinkston	63.1	76.5	13.4	34.7	54.9	20.2	67.6	81.3	13.7	100.0	57.1	-42.9
Roosevelt	54.2	75.3	21.1	43.6	67.8	24.2	63.1	81.7	18.6	N/A	N/A	-
Samuell	56.8	75.3	18.5	32.9	56.4	23.5	63.6	79.6	16.0	N/A	87.5	-
Seagoville	65.8	79.6	13.8	46.8	79.0	32.2	68.2	77.3	9.1	73.2	89.7	16.5
SOC	63.4	80.8	17.4	59.0	78.6	19.6	69.5	83.5	14.0	27.8	53.8	26.0
Spruce	70.5	82.2	11.7	48.9	69.8	20.9	76.2	85.3	9.1	83.3	94.1	10.8
Sunset	69.1	88.3	19.2	40.0	83.3	43.3	68.6	88.1	19.5	92.9	92.6	-0.3
White	70.3	86.7	16.4	61.6	76.4	14.8	69.9	87.1	17.2	80.0	95.7	15.7
Wilson	82.3	87.0	4.7	70.6	70.0	-0.6	69.2	81.4	12.2	95.4	97.1	1.7
Carter	48.0	75.3	27.3	42.6	71.4	28.8	58.6	84.5	25.9	N/A	N/A	-
North Dallas	64.6	79.3	14.7	48.2	67.3	19.1	67.1	82.3	15.2	N/A	71.4	-
Skyline	60.9	75.8	14.9	32.4	59.8	27.4	72.2	81.8	9.6	61.5	N/A	-
Conrad	67.5	80.3	12.8	60.8	69.3	8.5	66.7	82.3	15.6	75.0	N/A	-
Madison	58.6	72.8	14.2	50.0	64.5	14.5	65.8	81.5	15.7	N/A	N/A	-
Wilmer-Hutchins	49.3	61.0	11.7	35.4	55.4	20.0	66.7	55.4	0.8	50.0	57.1	7.1
ACE	35.9	74.3	38.4	31.2	62.9	31.7	40.7	89.1	38.4	N/A	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix C Table 9a: Percentage of STAAR Grade 5 Mathematics Students at the Satisfactory 2 Standard by Program, Economically Disadvantaged, Feeder Pattern and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	65.5	80.7	15.2	68.2	82.4	14.2	65.2	80.8	15.6	31.1	51.4	20.3
Adams, B.	72.2	88.1	15.9	68.9	88.1	19.2	70.1	88.6	18.5	43.2	59.5	16.3
Adamson	68.0	82.5	14.5	71.0	83.7	12.7	70.1	82.5	12.4	33.3	61.1	27.8
Molina	69.3	84.3	15.0	66.6	79.4	9.8	69.6	79.4	9.8	15.8	56.5	40.7
Hillcrest	80.3	88.9	8.6	78.8	85.7	6.9	80.7	90.3	9.6	50.0	62.5	12.5
Jefferson	68.4	77.3	8.9	65.3	76.1	10.8	68.4	78.8	10.4	29.2	39.3	10.1
Kimball	60.8	79.6	18.8	66.0	82.1	16.1	60.9	80.2	19.3	16.0	37.1	21.1
Lincoln	61.4	81.0	19.6	84.0	80.0	-4.0	62.9	81.9	19.0	N/A	87.5	-
Pinkston	63.1	76.5	13.4	66.6	82.3	15.7	62.5	76.7	14.2	45.8	47.5	1.7
Roosevelt	54.2	75.3	21.1	63.0	81.8	18.8	55.3	75.5	20.2	18.8	45.5	26.7
Samuell	56.8	75.3	18.5	63.6	80.4	16.8	57.3	75.3	18.0	11.5	47.8	36.3
Seagoville	65.8	79.6	13.8	65.8	77.6	11.8	67.3	79.0	11.8	32.3	45.5	13.2
SOC	63.4	80.8	17.4	70.3	85.4	15.1	64.6	82.1	17.5	27.8	53.8	26.0
Spruce	70.5	82.2	11.7	75.8	83.9	8.1	71.2	83.2	12.0	50.0	64.9	14.9
Sunset	69.1	88.3	19.2	68.6	86.8	18.2	69.8	89.9	20.1	38.1	60.6	22.5
White	70.3	86.7	16.4	67.4	86.1	18.7	70.6	86.6	16.0	34.6	63.6	29.0
Wilson	82.3	87.0	4.7	52.8	73.1	20.3	69.6	79.7	10.1	60.0	85.0	25.0
Carter	48.0	75.3	27.3	62.2	87.1	24.9	48.6	74.8	26.2	4.8	53.8	49.0
North Dallas	64.6	79.3	14.7	64.9	83.6	18.7	64.6	79.8	15.2	13.8	45.5	31.7
Skyline	60.9	75.8	14.9	73.2	80.3	7.1	62.6	77.7	15.1	29.2	40.3	11.1
Conrad	67.5	80.3	12.8	68.7	82.2	13.5	68.1	80.7	12.6	61.1	22.2	-38.9
Madison	58.6	72.8	14.2	64.8	78.8	14.0	58.9	72.1	13.2	20.0	33.3	13.3
Wilmer-Hutchins	49.3	61.0	11.7	35.4	55.4	20.0	66.7	67.5	0.8	50.0	57.1	7.1
ACE	35.9	74.3	38.4	38.4	92.2	53.8	36.1	74.4	38.3	12.5	57.1	44.6

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix C Table 10: Percentage of STAAR Grade 6 Mathematics Students at the Satisfactory 2 Standard by Ethnicity, Feeder Patterns and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	58.4	61.2	2.8	43.4	44.3	0.9	61.4	64.4	3.0	82.8	84.9	2.1
Adams, B.	56.3	58.4	2.1	44.8	46.8	2.0	57.5	58.4	0.9	65.0	83.9	18.9
Adamson	55.1	64.0	8.9	11.1	45.5	34.4	41.2	56.2	65.5	9.3	N/A	–
Molina	64.8	50.6	-14.2	50.0	44.4	-5.6	65.9	50.6	-15.3			
Hillcrest	63.3	61.6	-1.7	51.3	61.8	10.5	63.4	61.1	-2.3	86.7	70.0	-16.7
Jefferson	54.1	69.5	15.4	36.8	45.5	8.7	54.7	71.6	16.9	N/A	N/A	–
Kimball	53.1	53.7	0.6	29.4	26.0	-3.4	63.6	65.1	1.5	N/A	33.3	–
Pinkston	48.1	52.9	4.8	31.3	25.4	-5.9	51.6	57.1	5.5	N/A	N/A	–
Roosevelt	39.9	40.1	0.2	35.2	39.3	4.1	46.7	40.8	-5.9	N/A	N/A	–
Samuell	51.1	47.8	-3.3	36.3	27.9	-8.4	55.2	54.5	-0.7	57.1	N/A	–
Seagoville	62.2	51.7	-10.5	48.5	38.3	-10.2	64.7	52.8	-11.9	70.3	59.5	-10.8
SOC	33.1	44.3	11.2	26.0	38.8	12.8	43.6	52.5	8.9	N/A	N/A	–
Spruce	65.3	69.2	3.9	58.6	50.3	-8.3	67.2	74.1	6.9	60.0	85.7	25.7
Sunset	71.9	79.2	7.3	83.0	82.5	-0.5	70.2	78.4	8.2	91.7	90.9	-0.8
White	59.3	58.2	-1.1	56.3	59.6	3.3	57.7	55.5	-2.2	87.5	79.5	-8.0
Wilson	63.8	72.8	9.0	38.1	74.1	36.0	56.4	63.2	6.8	93.6	97.2	3.6
Carter	43.1	49.1	6.0	41.6	44.8	3.2	46.4	54.2	7.8	N/A	N/A	–
North Dallas	59.0	65.9	6.9	39.0	43.8	4.8	62.2	71.1	8.9	77.8	92.3	14.5
Skyline	55.6	54.2	-1.4	40.1	35.9	-4.2	61.2	63.5	2.3	71.4	14.3	-57.1
Conrad	52.4	52.5	0.1	53.3	48.5	-4.8	49.7	51.5	1.8	N/A	N/A	–
Madison	36.0	41.5	5.5	37.8	37.2	-0.6	32.4	49.4	17.0	N/A	N/A	–
Wilmer-Hutchins	41.4	45.0	3.6	36.3	37.0	0.7	48.6	53.2	4.6	N/A	N/A	–
ACE	32.9	39.5	6.6	30.7	34.6	3.9	37.2	47.2	10.0	N/A	N/A	–

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix C Table 10a: Percentage of STAAR Grade 6 Mathematics Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	58.4	61.2	2.8	59.4	62.9	3.5	57.5	60.0	2.5	31.6	28.2	-3.4
Adams, B.	56.3	58.4	2.1	55.7	55.4	-0.3	55.5	57.3	1.8	34.6	36.4	1.8
Adamson	55.1	64.0	8.9	53.8	67.7	13.9	54.6	64.7	10.1	N/A	25.0	-
Molina	64.8	50.6	-14.2	64.3	50.2	-14.1	64.6	50.9	-13.7	N/A	30.0	-
Hillcrest	63.3	61.6	-1.7	60.6	57.8	-2.8	62.9	61.3	-1.6	44.4	N/A	-
Jefferson	54.1	69.5	15.4	53.5	71.2	17.7	53.9	69.1	15.2	N/A	27.3	-
Kimball	53.1	53.7	0.6	59.6	63.4	3.8	56.0	54.6	-1.4	20.8	19.2	-1.6
Pinkston	48.1	52.9	4.8	54.3	59.5	5.2	48.7	54.3	5.6	23.1	55.6	32.5
Roosevelt	39.9	40.1	0.2	46.3	37.0	-9.3	39.1	42.1	3.0		13.3	-
Samuell	51.1	47.8	-3.3	56.9	51.6	-5.3	51.3	47.1	-4.2	31.3	50.0	18.7
Seagoville	62.2	51.7	-10.5	64.4	51.4	-13.0	62.2	50.6	-11.6	N/A	40.0	-
SOC	33.1	44.3	11.2	41.0	52.4	11.4	33.2	43.0	9.8	8.3	25.0	16.7
Spruce	65.3	69.2	3.9	68.3	74.8	6.5	66.0	70.1	4.1	68.8	27.3	-41.5
Sunset	71.9	79.2	7.3	68.4	80.0	11.6	71.8	78.4	6.6	12.0	42.9	30.9
White	59.3	58.2	-1.1	56.4	51.8	-4.6	59.2	56.5	-2.7	36.0	27.6	-8.4
Wilson	63.8	72.8	9.0	49.1	59.5	10.4	51.8	65.2	13.4	34.4	27.8	-6.6
Carter	43.1	49.1	6.0	45.7	52.5	6.8	42.7	48.3	5.6			-
North Dallas	59.0	65.9	6.9	60.3	71.9	11.6	59.2	65.1	5.9	15.8	3.3	-12.5
Skyline	55.6	54.2	-1.4	60.1	63.8	3.7	54.8	54.8	0.0	30.0	24.4	-5.6
Conrad	52.4	52.5	0.1	51.6	52.2	0.6	53.6	51.7	-1.9	N/A	33.3	-
Madison	36.0	41.5	5.5	30.5	51.6	21.1	35.6	40.9	5.3	25.0	N/A	-
Wilmer-Hutchins	41.4	45.0	3.6	50.6	55.6	5.0	41.9	42.7	0.8	N/A	N/A	-
ACE	32.9	39.5	6.6	37.4	51.1	13.7	32.7	38.9	6.2	16.6	0.0	-16.6

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix C Table 11: Percentage of STAAR Grade 7 Mathematics Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	36.9	45.9	9.0	25.7	35.3	9.6	39.9	48.8	8.9	54.3	63.2	8.9
Adams, B.	36.9	51.9	15.0	29.7	51.5	21.8	37.4	51.6	14.2	52.9	61.1	8.2
Adamson	41.2	44.2	3.0	25.0	12.5	-12.5	41.9	45.6	3.7	N/A	N/A	-
Molina	36.8	37.3	0.5	23.1	20.0	-3.1	37.0	38.0	1.0	N/A	N/A	-
Hillcrest	49.8	51.4	1.6	41.7	41.4	-0.3	51.4	52.7	1.3	42.9	33.3	-9.6
Jefferson	40.6	42.9	2.3	41.7	26.3	-15.4	40.1	44.1	4.0	N/A	N/A	-
Kimball	31.9	41.2	9.3	29.4	31.9	2.5	32.9	45.0	12.1	N/A	62.5	-
Pinkston	29.7	43.1	13.4	10.0	23.0	13.0	33.6	48.0	14.4	N/A	N/A	-
Roosevelt	16.8	22.1	5.3	16.4	15.8	-0.6	15.7	32.0	16.3		N/A	-
Samuell	35.7	47.0	11.3	29.9	43.4	13.5	35.9	47.7	11.8	50.0	N/A	-
Seagoville	36.1	54.0	17.9	31.4	37.3	5.9	37.8	58.5	20.7	39.3	57.1	17.8
SOC	23.8	36.2	12.4	14.5	31.9	17.4	32.5	41.7	9.2		N/A	-
Spruce	44.8	65.4	20.6	26.2	54.2	28.0	49.9	68.2	18.3	20.0	66.7	46.7
Sunset	67.9	65.0	-2.9	83.3	82.1	-1.2	66.9	63.4	-3.5	N/A	N/A	-
White	41.7	42.0	0.3	47.8	46.2	-1.6	39.7	40.3	0.6	44.4	63.6	19.2
Wilson	52.0	63.3	11.3	35.7	55.0	19.3	50.3	60.8	10.5	83.3	95.5	12.2
Carter	34.0	42.9	8.9	31.5	44.7	13.2	38.0	40.4	2.4	N/A	N/A	-
North Dallas	24.0	23.5	-0.5	19.2	18.0	-1.2	23.3	25.1	1.8	N/A	N/A	-
Skyline	28.7	37.5	8.8	26.5	32.3	5.8	29.5	39.8	10.3	33.3	N/A	-
Conrad	37.1	43.6	6.5	31.6	32.0	0.4	33.6	46.7	13.1	85.7	N/A	-
Madison	15.2	27.1	11.9	13.3	21.5	8.2	18.6	36.4	17.8	N/A	N/A	-
Wilmer-Hutchins	30.8	34.7	3.9	26.3	32.3	6.0	39.6	38.7	-0.9	N/A		-
ACE	14.4	32.5	18.1	13.7	28.2	14.5	15.3	40.9	25.6	N/A	16.6	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix C Table 11a: Percentage of STAAR Grade 7 Mathematics Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	36.9	45.9	9.0	35.2	45.6	10.4	36.7	45.5	8.8	18.5	27.6	9.1
Adams, B.	36.9	51.9	15.0	30.1	51.4	21.3	36.9	52.3	15.4	8.3	46.2	37.9
Adamson	41.2	44.2	3.0	33.1	39.4	6.3	41.1	43.8	2.7	N/A	N/A	–
Molina	36.8	37.3	0.5	32.3	34.7	2.4	36.4	36.1	-0.3	16.7	N/A	–
Hillcrest	49.8	51.4	1.6	49.0	43.1	-5.1	50.5	53.3	2.8	N/A	50.0	–
Jefferson	40.6	42.9	2.3	39.3	42.0	2.7	41.6	42.5	0.9	14.3	7.1	-7.2
Kimball	31.9	41.2	9.3	28.4	44.2	15.8	32.0	41.5	9.5	6.9	16.7	9.8
Pinkston	29.7	43.1	13.4	36.4	47.3	10.9	29.5	41.3	11.8	16.7	11.1	-5.6
Roosevelt	16.8	22.1	5.3	7.1	32.6	25.5	17.6	22.1	4.5	N/A	N/A	–
Samuell	35.7	47.0	11.3	35.1	45.3	10.2	34.3	47.5	13.2	50.0	22.2	-27.8
Seagoville	36.1	54.0	17.9	37.9	55.2	17.3	36.4	54.3	17.9	28.6	50.0	21.4
SOC	23.8	36.2	12.4	25.0	37.9	12.9	21.7	34.5	12.8	0.0	N/A	–
Spruce	44.8	65.4	20.6	45.4	67.4	22.0	45.1	64.9	19.8	29.4	43.2	13.8
Sunset	67.9	65.0	-2.9	63.8	59.4	-4.4	67.6	64.0	-3.6	17.4	36.0	18.6
White	41.7	42.0	0.3	35.7	33.2	-2.5	40.8	41.7	0.9	43.8	29.2	-14.6
Wilson	52.0	63.3	11.3	43.2	54.2	10.8	46.1	58.4	10.9	56.3	48.0	-8.3
Carter	34.0	42.9	8.9	30.0	39.1	9.1	34.3	42.1	7.8	8.3		–
North Dallas	24.0	23.5	-0.5	19.4	25.9	6.5	23.3	23.5	0.2	11.1	12.1	1.0
Skyline	28.7	37.5	8.8	25.8	37.6	11.8	29.1	38.5	9.4	11.4	13.3	1.9
Conrad	37.1	43.6	6.5	34.4	43.6	9.2	38.5	46.3	7.8	N/A	44.4	–
Madison	15.2	27.1	11.9	11.1	31.5	20.4	15.3	28.5	13.2	0.0	N/A	–
Wilmer-Hutchins	30.8	34.7	3.9	44.4	40.0	-4.4	32.4	34.0	1.6	N/A	N/A	–
ACE	14.4	32.5	18.1	11.1	34.1	23.0	14.1	32.5	18.4	0.0	30.0	30.0

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix C Table 12: Percentage of STAAR Grade 8 Mathematics Students at the Satisfactory 2 Standard by Ethnicity, Feeder Patterns and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	59.8	74.7	14.9	46.8	64.9	18.1	61.9	76.7	14.8	83.5	88.0	4.5
Adams, B.	54.8	83.3	28.5	37.2	78.2	41.0	57.6	83.3	25.7	47.8	100.0	52.2
Adamson	52.1	78.2	26.1	54.5	N/A		52.0	78.8	26.8		N/A	–
Molina	66.1	66.1	0.0	32.1	37.5	5.4	67.9	67.4	-0.5	N/A	N/A	–
Hillcrest	70.8	76.0	5.2	68.1	75.0	6.9	70.8	75.6	4.8	66.7	76.5	9.8
Jefferson	55.5	65.1	9.6	50.0	71.4	21.4	55.8	64.7	8.9	N/A	N/A	–
Kimball	49.9	66.3	16.4	34.0	67.0	33.0	55.9	66.5	10.6	71.4	37.5	-33.9
Pinkston	29.7	43.1	13.4	57.0	80.5	23.5	62.5	76.7	14.2	38.5	57.1	18.6
Roosevelt	39.4	45.5	6.1	35.7	44.2	8.5	42.3	47.5	5.2	N/A		–
Samuell	55.9	74.2	18.3	38.2	60.9	22.7	60.9	77.0	16.1	33.3	N/A	–
Seagoville	63.8	70.0	6.2	57.4	66.7	9.3	63.2	69.8	6.6	72.4	75.6	3.2
SOC	52.8	73.3	20.5	50.0	70.1	20.1	56.4	77.5	21.1	N/A	N/A	–
Spruce	51.5	88.7	37.2	35.8	82.9	47.1	55.7	90.1	34.4	57.1	90.0	32.9
Sunset	83.1	95.2	12.1	92.9	100.0	7.1	81.2	94.7	13.5	100.0	90.9	-9.1
White	58.2	68.0	9.8	50.0	68.7	18.7	57.1	67.2	10.1	85.7	70.0	-15.7
Wilson	75.5	82.7	7.2	68.2	80.0	11.8	70.9	77.5	6.6	89.3	98.9	9.6
Carter	50.0	64.5	14.5	46.5	61.8	15.3	55.6	69.4	13.8	N/A	N/A	–
North Dallas	55.8	71.9	16.1	50.0	61.5	11.5	56.5	73.9	17.4	75.0	77.8	2.8
Skyline	28.7	37.5	8.8	25.8	37.6	11.8	29.1	38.5	9.4	11.4	13.3	1.9
Conrad	51.4	72.6	21.2	26.7	59.3	32.6	54.2	73.3	19.1	N/A	62.5	–
Madison	33.3	56.8	23.5	29.6	55.8	26.2	41.3	64.9	23.6		N/A	–
Wilmer-Hutchins	68.4	67.7	-0.7	64.7	60.7	-4.0	72.9	77.8	4.9	N/A	N/A	–
ACE	39.2	59.6	20.4	36.1	58.1	22.0	43.3	64.4	21.1		N/A	–

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix C Table 12a: Percentage of STAAR Grade 8 Mathematics Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	59.8	74.7	14.9	52.9	73.1	20.2	58.6	73.9	15.3	25.4	44.4	19.0
Adams, B.	54.8	83.3	28.5	49.6	82.6	33.0	53.3	83.0	29.7	N/A	70.0	–
Adamson	52.1	78.2	26.1	42.8	71.9	29.1	52.1	77.6	25.5		N/A	–
Molina	66.1	66.1	0.0	61.6	65.1	3.5	66.0	65.8	-0.2	66.7	43.8	-22.9
Hillcrest	70.8	76.0	5.2	62.1	61.2	-0.9	72.1	73.6	1.5	22.2	N/A	–
Jefferson	55.5	65.1	9.6	49.1	61.6	12.5	54.9	65.3	10.4	28.6	33.3	4.7
Kimball	49.9	66.3	16.4	45.5	63.0	17.5	50.3	65.8	17.5	6.9	25.9	19.0
Pinkston	29.7	43.1	13.4	57.0	80.5	23.5	62.5	76.7	14.2	38.5	57.1	18.6
Roosevelt	39.4	45.5	6.1	35.3	45.5	10.2	38.1	45.0	6.9	N/A	45.5	–
Samuell	55.9	74.2	18.3	56.8	73.5	16.7	56.8	73.4	16.6	0.0	50.0	50.0
Seagoville	63.8	70.0	6.2	52.1	69.9	17.8	61.3	68.8	7.5	N/A	36.4	–
SOC	52.8	73.3	20.5	41.8	71.4	29.6	53.8	75.0	21.2	11.1	16.7	5.6
Spruce	51.5	88.7	37.2	50.2	90.1	39.9	51.6	88.9	37.3	0.0	71.4	71.4
Sunset	83.1	95.2	12.1	75.6	94.3	18.7	84.3	94.9	10.6	31.0	61.9	30.9
White	58.2	68.0	9.8	56.9	59.2	12.3	50.0	59.7	9.7	26.3	41.4	15.1
Wilson	75.5	82.7	7.2	64.3	76.9	12.6	70.1	78.1	8.0	44.4	47.6	3.2
Carter	50.0	64.5	14.5	48.3	62.1	13.8	50.2	63.6	13.4	0.0	N/A	–
North Dallas	55.8	71.9	16.1	48.2	71.3	23.1	55.0	72.3	17.3	16.7	34.6	17.9
Skyline	37.6	70.0	32.4	30.6	66.7	36.1	40.7	71.4	30.7	42.9	64.7	21.8
Conrad	51.4	72.6	21.2	53.4	71.6	18.2	54.5	72.3	17.8	N/A	57.1	–
Madison	33.3	56.8	23.5	39.0	63.3	24.6	32.9	55.5	22.6	11.1	26.3	15.2
Wilmer-Hutchins	68.4	67.7	-0.7	77.4	76.6	-0.8	73.2	67.4	-5.8	N/A	N/A	–
ACE	39.2	59.6	20.4	38.4	65.8	27.4	39.6	60.5	20.9	18.1	25.6	7.5

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix C Table 13: Percentage of STAAR Grade 4 Writing Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	54.2	64.6	10.4	41.3	54.0	12.7	56.7	66.9	10.2	73.2	80.9	7.7
Adams, B	60.0	72.0	12.2	47.0	61.2	14.2	60.6	73.1	12.5	75.3	76.5	1.2
Adamson	51.6	60.9	9.3	44.4	57.1	12.7	51.3	60.8	9.5		N/A	–
Molina	51.8	65.3	13.5	27.3	45.8	18.5	54.3	66.5	12.2	16.7	57.1	40.4
Hillcrest	61.7	78.5	16.8	64.0	74.2	10.2	58.4	79.9	21.5	83.9	78.6	-5.3
Jefferson	55.8	66.6	10.8	57.5	52.9	-4.6	55.2	67.1	11.9	64.7	91.7	27.0
Kimball	54.6	63.0	8.4	45.4	48.4	3.0	56.2	66.0	9.8	N/A	66.7	–
Lincoln	57.6	62.0	4.4	56.2	60.7	4.5	59.6	66.7	7.1			
Pinkston	46.5	54.1	7.6	27.6	43.6	16.0	51.1	55.8	4.7	25.0	100.0	75.0
Roosevelt	43.8	56.2	12.4	36.6	47.0	10.4	49.8	66.0	16.2	50.0	28.6	-21.4
Samuell	48.2	67.8	19.6	28.7	51.5	22.8	54.3	71.5	17.2	N/A	62.5	–
Seagoville	55.2	59.7	4.5	53.8	68.5	14.7	57.5	58.5	1.0	48.7	57.8	9.1
SOC	40.9	64.9	24.0	33.2	59.3	26.1	52.7	72.2	19.5		N/A	–
Spruce	56.6	70.1	13.5	43.1	57.2	14.1	60.2	74.5	14.3	59.1	64.3	5.2
Sunset	56.4	59.4	3.0	33.3	75.0	41.7	55.8	58.8	3.0	77.8	65.4	-12.4
White	63.7	69.2	5.5	66.2	71.4	5.2	62.5	66.2	3.7	70.7	88.3	17.6
Wilson	67.6	74.6	7.0	66.7	50.0	-16.7	54.0	63.0	9.0	88.5	91.7	3.2
Carter	45.4	59.2	13.8	36.9	55.6	18.7	61.8	65.5	3.7	N/A	N/A	–
North Dallas	56.0	63.6	7.6	48.2	39.8	-8.4	57.8	68.9	11.1	58.3	N/A	–
Skyline	58.4	62.1	3.7	41.6	44.6	3.0	64.9	70.4	5.5	75.0	50.0	-25.0
Conrad	52.8	57.2	4.4	40.9	45.0	4.1	58.4	63.2	4.8	27.3	72.7	45.4
Madison	47.0	57.9	10.9	53.6	60.7	7.1	41.3	56.3	15.0	N/A	N/A	–
Wilmer-Hutchins	32.3	45.2	12.9	29.4	41.9	12.5	37.1	47.8	10.7	11.1	71.4	60.3
ACE	29.9	60.3	30.4	22.7	54.6	31.9	40.4	65.6	25.2		N/A	–

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change

Appendix C Table 13a: Percentage of STAAR Grade 4 Writing Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	54.2	64.6	10.4	57.1	68.1	11.0	53.6	63.8	10.2	18.4	22.2	3.8
Adams, B	60.0	72.0	12.0	63.2	75.9	12.7	59.7	71.8	12.1	14.3	32.6	18.3
Adamson	51.6	60.9	9.3	52.7	62.0	9.3	51.4	60.6	9.2	25.0	0.0	-25.0
Molina	51.8	65.3	13.5	56.0	69.8	13.8	53.3	64.2	10.9	21.9	15.0	-6.9
Hillcrest	61.7	78.5	16.8	54.6	76.7	22.1	60.3	80.0	19.7	26.1	36.0	9.9
Jefferson	55.8	66.6	10.8	56.5	68.6	12.1	55.6	65.6	10.0	18.2	12.8	-5.4
Kimball	54.6	63.0	8.4	54.9	68.6	13.7	54.5	63.4	8.9	18.2	7.4	-10.8
Lincoln	57.6	62.0	4.4	56.4	70.0	13.6	56.5	62.7	6.2	N/A	N/A	-
Pinkston	46.5	54.1	7.6	47.7	58.1	10.4	45.7	53.5	7.8	3.6	12.9	9.3
Roosevelt	43.8	56.2	12.4	54.0	68.2	14.2	45.1	55.3	10.2	33.3	29.4	-3.9
Samuell	48.2	67.8	19.6	58.1	73.5	15.4	48.5	67.9	19.4	10.8	16.7	5.9
Seagoville	55.2	59.7	4.5	60.6	57.3	-3.3	55.5	59.9	4.4	21.1	19.0	-2.0
SOC	40.9	64.9	24.0	50.5	74.5	24.0	41.3	66.3	25.0	3.7	30.4	26.7
Spruce	56.6	70.1	13.5	61.7	76.8	15.1	57.6	70.6	13.0	32.4	32.4	0.0
Sunset	56.4	59.4	3.0	55.3	58.2	2.9	57.6	59.7	2.1	9.4	20.0	10.6
White	63.7	69.2	5.5	61.2	67.0	5.8	63.7	68.6	4.9	24.1	23.5	-0.6
Wilson	67.6	74.6	7.0	43.6	58.2	14.6	53.3	60.1	6.8	46.7	50.0	3.3
Carter	45.4	59.2	13.8	64.2	67.2	3.0	46.5	59.0	12.5	7.7	16.7	9.0
North Dallas	56.0	63.6	7.6	58.9	69.2	10.3	56.4	64.1	7.7	9.7	18.9	9.2
Skyline	58.4	62.1	3.7	66.9	73.3	6.4	58.5	62.7	4.2	16.7	20.4	3.7
Conrad	52.8	57.2	4.4	56.2	59.5	3.3	54.0	57.7	3.7	7.1	27.8	20.7
Madison	47.0	57.9	10.9	41.6	54.4	12.8	47.6	58.0	10.4	N/A	N/A	-
Wilmer-Hutchins	32.3	45.2	12.9	33.3	45.2	11.9	32.9	45.8	12.9	N/A	0.0	-
ACE	29.9	60.3	30.4	39.8	66.5	26.7	30.4	60.3	29.9	N/A	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change

Appendix C Table 14: Percentage of STAAR Grade 7 Writing Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	50.6	53.7	3.1	43.2	50.2	7.0	50.8	52.9	2.1	77.6	80.9	3.3
Adams, B	50.5	50.3	-0.2	46.7	49.3	2.6	50.4	49.5	-0.9	62.5	73.9	11.4
Adamson	47.1	53.7	6.6	50.0	62.5	12.5	47.2	53.4	6.2	N/A	N/A	-
Molina	54.6	55.3	0.7	33.3	47.4	14.1	55.3	55.3	0.0	N/A	N/A	-
Hillcrest	54.5	60.5	6.0	43.2	79.4	36.2	56.6	56.8	0.2	54.5	63.2	8.7
Jefferson	38.2	42.1	3.9	61.5	40.0	-21.5	37.2	42.3	5.1	N/A	33.3	-
Kimball	47.0	50.3	3.3	44.2	43.0	-1.2	48.0	52.9	4.9	N/A	66.7	-
Pinkston	41.1	46.0	4.9	20.9	35.7	14.8	44.8	48.2	3.4	N/A	N/A	-
Roosevelt	30.6	42.0	11.4	31.2	37.6	6.4	27.2	47.1	19.9	N/A	N/A	-
Samuell	44.3	45.9	1.6	36.2	41.0	4.8	46.8	46.5	-0.3	25.0	83.3	58.3
Seagoville	50.9	57.3	6.4	51.0	55.1	4.1	48.4	57.5	9.1	63.5	62.2	-1.3
SOC	33.2	46.5	13.3	31.4	46.4	15.0	35.5	46.0	10.5		N/A	-
Spruce	46.0	49.6	3.6	35.3	43.2	7.9	48.2	50.8	2.6	45.5	45.5	0.0
Sunset	77.2	74.0	-3.2	93.3	96.0	2.7	74.9	71.6	-3.3	100.0	80.0	-20.0
White	47.9	52.6	4.7	68.8	67.3	-1.5	43.5	48.7	5.2	55.9	72.7	16.8
Wilson	62.6	64.5	1.9	42.9	38.9	-4.0	51.0	55.7	4.7	97.5	97.6	0.1
Carter	37.4	46.0	8.6	39.1	54.7	15.6	34.5	35.0	0.5	N/A	N/A	-
North Dallas	45.7	46.0	0.3	46.3	41.0	-5.3	43.4	45.3	1.9	75.0	60.0	-15.0
Skyline	43.7	42.0	-1.7	39.5	41.7	2.2	45.0	41.9	-3.1	50.0	N/A	-
Conrad	39.2	31.5	-7.7	51.9	38.1	-13.8	36.5	29.9	-6.6	66.7	N/A	-
Madison	21.7	46.4	24.7	21.9	52.5	30.6	21.6	35.6	14.0	N/A	N/A	-
Wilmer-Hutchins	44.7	41.2	-3.5	41.9	37.5	-4.4	50.0	45.5	-4.5	N/A	N/A	-
ACE	23.9	44.0	20.1	23.6	46.9	23.3	24.5	38.7	14.2	N/A	33.3	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change

Appendix C Table 14a: Percentage of STAAR Grade 7 Writing Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	50.6	53.7	3.1	39.3	42.2	2.9	49.4	52.3	2.9	17.1	14.8	-2.3
Adams, B	50.5	50.3	-0.2	35.2	43.5	8.3	51.9	50.0	-1.9	6.5	29.2	22.7
Adamson	47.1	53.7	6.6	34.4	42.7	8.3	47.4	55.1	7.7	12.5	N/A	-
Molina	54.6	55.3	0.7	41.5	40.1	-1.4	55.2	56.3	1.1	37.5	N/A	-
Hillcrest	54.5	60.5	6.0	46.2	40.2	-6.0	56.6	60.8	4.2	33.3	N/A	-
Jefferson	38.2	42.1	3.9	33.7	35.9	2.2	40.1	43.2	3.1	42.9	0.0	-42.9
Kimball	47.0	50.3	3.3	41.4	45.2	3.8	48.1	49.7	1.6	10.0	9.1	-0.9
Pinkston	41.1	46.0	4.9	40.5	42.0	1.5	40.4	46.1	5.7	14.3	12.5	-1.8
Roosevelt	30.6	42.0	11.4	20.0	45.3	25.3	29.9	41.6	11.7	N/A	0.0	-
Samuell	44.3	45.9	1.6	35.5	39.9	4.4	45.7	45.6	-0.1	28.6	N/A	-
Seagoville	50.9	57.3	6.4	32.0	47.3	15.3	51.3	58.0	6.7	9.1	36.4	27.3
SOC	33.2	46.5	13.3	22.1	39.7	17.6	33.2	46.9	13.7	0.0	N/A	-
Spruce	46.0	49.6	3.6	39.6	45.5	5.9	46.4	50.4	4.0	20.0	5.0	-15.0
Sunset	77.2	74.0	-3.2	71.1	61.8	-9.3	75.9	73.0	-2.9	16.7	15.4	-1.3
White	47.9	52.6	4.7	33.2	36.2	3.0	46.2	51.8	5.6	31.3	14.3	-17.0
Wilson	62.6	64.5	1.9	44.4	38.9	-5.5	49.6	52.6	3.0	37.5	27.6	-9.9
Carter	37.4	46.0	8.6	21.3	28.4	7.1	37.9	44.2	6.3	4.2	0.0	-4.2
North Dallas	45.7	46.0	0.3	30.9	39.1	8.2	44.7	44.7	0.0	13.3	11.1	-2.2
Skyline	43.7	42.0	-1.7	39.7	34.7	-5.0	44.1	42.5	-1.6	13.5	8.5	-5.0
Conrad	39.2	31.5	-7.7	35.7	26.2	-9.5	41.4	32.6	-8.8	N/A	7.1	-
Madison	21.7	46.4	24.7	12.3	28.2	15.9	21.9	48.0	26.1	0.0	N/A	-
Wilmer-Hutchins	44.7	41.2	-3.5	49.0	43.4	-5.6	43.1	40.7	-2.4	N/A	N/A	-
ACE	23.9	44.0	20.1	14.6	33.5	18.9	24.1	44.7	20.6	0.0	40.0	40.0

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change

Appendix C Table 15: Percentage of STAAR Grade 5 Science Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	48.8	66.6	17.8	37.8	55.6	17.8	49.8	68.3	18.5	82.4	88.9	6.5
Adams, B	54.8	70.2	15.4	42.9	58.6	15.7	52.6	70.3	17.7	87.9	85.3	-2.6
Adamson	46.7	68.8	22.1	33.3	62.5	29.2	46.8	68.8	22.0			
Molina	46.7	72.5	25.8	21.1	68.2	47.1	47.9	73.0	25.1	N/A	N/A	-
Hillcrest	58.9	73.2	14.3	63.3	81.6	18.3	57.0	71.0	14.0	83.3	83.9	0.6
Jefferson	49.6	67.9	18.3	41.8	58.8	17.0	49.1	68.1	19.0	86.7	88.9	2.2
Kimball	46.1	69.2	23.1	30.3	56.7	26.4	48.9	71.8	22.9	N/A	N/A	-
Lincoln	62.1	67.7	5.6	55.8	65.3	9.5	81.6	74.5	-7.1	N/A	N/A	-
Pinkston	49.1	62.2	13.1	30.9	45.0	14.1	51.1	65.4	14.3	87.5	71.4	-16.1
Roosevelt	34.4	60.1	25.7	29.3	56.0	26.7	38.8	62.3	23.5	N/A	N/A	-
Samuell	37.8	54.9	17.1	27.1	34.5	7.4	40.9	59.8	18.9	N/A	42.9	-
Seagoville	45.2	63.3	18.1	38.7	57.1	18.4	42.6	59.9	17.3	65.9	83.3	17.4
SOC	47.0	64.6	17.6	43.2	61.4	18.2	52.4	69.1	16.7			
Spruce	52.6	69.4	16.8	33.5	57.1	23.6	57.6	71.9	14.3	66.7	94.1	27.4
Sunset	54.6	77.5	22.9	40.0	83.3	43.3	53.5	76.8	23.3	86.7	88.9	2.2
White	55.5	70.7	15.2	60.9	68.1	7.2	50.8	69.8	19.0	72.4	83.0	10.6
Wilson	70.5	74.1	3.6	47.1	64.7	17.6	48.5	59.7	11.2	94.7	97.0	2.3
Carter	36.7	61.3	24.6	31.0	55.2	24.2	47.5	72.8	25.3	N/A	66.7	-
North Dallas	48.9	63.0	14.1	27.7	48.6	20.9	52.7	66.4	13.7	N/A	71.4	-
Skyline	42.7	63.0	20.3	29.8	51.2	21.4	47.7	66.5	18.8	53.8	N/A	-
Conrad	44.8	61.4	16.6	37.3	45.8	8.5	47.3	64.0	16.7	55.6	N/A	-
Madison	39.5	53.5	14.0	43.8	49.2	5.4	35.1	58.5	23.4	N/A	N/A	-
Wilmer-Hutchins	45.5	62.3	16.8	43.8	57.1	13.3	47.8	68.1	20.3	50.0	57.1	7.1
ACE	29.3	61.2	31.9	22.5	50.1	27.6	35.4	76.2	40.8	N/A	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change

Appendix C Table 15a: Percentage of STAAR Grade 5 Science Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	48.8	66.6	17.8	45.6	65.2	19.6	47.3	65.7	18.4	18.2	37.7	19.5
Adams, B	54.8	70.2	15.4	44.9	65.4	20.5	50.8	69.5	18.7	22.5	47.1	24.6
Adamson	46.7	68.8	22.1	47.3	69.2	21.9	47.0	68.9	21.9	0.0	57.9	57.9
Molina	46.7	72.5	25.8	38.8	69.5	30.7	46.2	72.5	26.3	10.0	39.1	29.1
Hillcrest	58.9	73.2	14.3	51.5	63.7	12.2	59.0	73.3	14.3	33.3	46.7	13.4
Jefferson	49.6	67.9	18.3	45.3	65.5	20.2	48.5	68.9	20.4	30.8	30.0	-0.8
Kimball	46.1	69.2	23.1	48.0	69.5	21.5	46.6	68.9	22.3	4.0	33.3	29.3
Lincoln	62.1	67.7	5.6	76.0	70.0	-6.0	62.9	67.3	4.4	N/A	75.0	-
Pinkston	49.1	62.2	13.1	48.0	59.7	11.7	47.9	62.0	14.1	29.6	25.6	-4.0
Roosevelt	34.4	60.1	25.7	32.1	59.8	27.7	34.4	59.8	25.4	10.5	27.3	16.8
Samuell	37.8	54.9	17.1	38.3	58.1	19.8	38.1	54.4	16.3	6.9	30.4	23.5
Seagoville	45.2	63.3	18.1	35.3	56.6	21.3	46.0	61.8	15.8	16.1	44.4	28.3
SOC	47.0	64.6	17.6	46.2	67.2	21.0	47.0	65.5	18.5	13.9	23.8	9.9
Spruce	52.6	69.4	16.8	54.7	69.0	14.3	52.6	70.3	17.7	25.9	41.5	15.6
Sunset	54.6	77.5	22.9	51.2	72.3	21.1	53.9	78.3	24.4	26.2	28.6	2.4
White	55.5	70.7	15.2	43.5	65.1	21.6	53.2	69.4	16.2	14.8	47.8	33.0
Wilson	70.5	74.1	3.6	30.6	50.0	19.4	48.8	58.0	9.2	41.7	55.6	13.9
Carter	36.7	61.3	24.6	49.1	73.8	24.7	36.7	60.7	24.0	4.8	40.0	35.2
North Dallas	48.9	63.0	14.1	50.8	70.2	19.4	47.9	62.8	14.9	11.8	33.3	21.5
Skyline	42.7	63.0	20.3	45.3	64.6	19.3	42.8	62.4	19.6	18.8	41.2	22.4
Conrad	44.8	61.4	16.6	46.7	64.9	18.2	44.4	61.8	17.4	31.3	33.3	2.0
Madison	39.5	53.5	14.0	31.9	50.0	18.1	39.3	51.8	12.5	N/A	25.0	-
Wilmer-Hutchins	45.5	62.3	16.8	48.4	64.4	16.0	47.0	61.5	14.5	25.0	50.0	25.0
ACE	29.3	61.2	31.9	32.2	76.8	44.6	29.0	60.9	31.9	5.8	13.3	7.5

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change

Appendix C Table 16: Percentage of STAAR Grade 8 Science Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	61.2	67.1	5.9	48.8	57.3	8.5	62.2	68.7	6.5	89.0	83.5	-5.5
Adams, B	55.6	67.7	12.1	40.8	60.3	19.5	57.2	68.8	11.6	71.4	70.4	-1.0
Adamson	57.0	58.8	1.8	38.5	42.9	4.4	58.0	59.5	1.5			
Molina	54.6	59.1	4.5	26.7	40.0	13.3	55.9	59.7	3.8		N/A	-
Hillcrest	76.7	85.6	8.9	74.1	81.0	6.9	75.7	86.0	10.3	100.0	82.4	-17.6
Jefferson	46.9	61.3	14.4	57.9	75.0	17.1	46.3	60.6	14.3	N/A	N/A	-
Kimball	46.4	59.9	13.5	35.9	49.5	13.6	50.7	64.8	14.1	66.7	37.5	-29.2
Pinkston	56.3	73.6	17.3	31.3	62.0	30.7	59.5	75.7	16.2	N/A	N/A	-
Roosevelt	41.6	51.9	10.3	37.8	51.0	13.2	46.8	51.9	5.1	N/A	N/A	-
Samuell	64.5	67.9	3.4	55.6	59.3	3.7	66.7	69.6	2.9	N/A	85.7	-
Seagoville	71.5	58.9	-12.6	63.3	62.7	-0.6	72.7	55.3	-17.4	74.7	72.5	-2.2
SOC	43.0	61.0	17.1	36.2	51.6	15.4	50.9	69.4	18.5	N/A	N/A	-
Spruce	57.2	72.9	15.7	43.4	61.8	18.4	60.2	75.4	15.2	87.5	77.8	-9.7
Sunset	75.7	85.9	10.2	84.9	91.8	6.9	73.7	85.0	11.3	91.7	87.5	-4.2
White	69.4	61.1	-8.3	69.7	53.0	-16.7	66.5	60.3	-6.2	87.5	77.8	-9.7
Wilson	68.7	68.4	-0.3	52.0	42.1	-9.9	57.1	60.5	3.4	93.8	94.6	0.8
Carter	48.6	59.7	11.1	43.5	59.0	15.5	55.3	60.4	5.1	N/A	N/A	-
North Dallas	59.9	59.1	-0.8	56.4	52.5	-3.9	58.7	58.8	0.1	90.5	83.3	-7.2
Skyline	43.4	61.2	17.8	35.6	50.7	15.1	46.8	65.8	19.0	62.5	50.0	-12.5
Conrad	48.4	57.5	9.1	41.5	43.5	2.0	47.4	56.9	9.5	N/A	75.0	-
Madison	25.3	67.8	42.5	22.4	63.6	41.2	31.2	80.3	49.1			-
Wilmer-Hutchins	52.0	60.6	8.6	47.4	52.7	5.3	55.0	73.2	18.2	83.3	N/A	-
ACE	28.7	63.5	34.8	26.7	61.5	34.8	30.9	67.4	36.5			

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change

Appendix C Table 16a: Percentage of STAAR Grade 8 Science Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	61.2	67.1	5.9	45.7	62.2	16.5	59.6	66.2	6.6	21.3	32.6	11.3
Adams, B	55.6	67.7	12.1	40.7	64.0	23.3	56.0	68.0	12.0	N/A	33.3	–
Adamson	57.0	58.8	1.8	43.7	43.0	-0.7	57.9	58.8	0.9	N/A	87.5	–
Molina	54.6	59.1	4.5	38.5	50.7	12.2	54.1	59.0	4.9	N/A	33.3	–
Hillcrest	76.7	85.6	8.9	63.7	80.0	16.3	77.0	83.6	6.6	50.0	50.0	0.0
Jefferson	46.9	61.3	14.4	31.3	55.8	24.5	47.2	61.2	14.0	12.5	25.0	12.5
Kimball	46.4	59.9	13.5	33.9	58.8	24.9	46.5	59.7	13.2	0.0	21.4	21.4
Pinkston	56.3	73.6	17.3	49.4	76.3	26.9	56.7	74.6	17.9	0.0	85.7	85.7
Roosevelt	41.6	51.9	10.3	35.7	47.9	12.2	43.2	52.5	9.3	N/A	8.3	–
Samuell	64.5	67.9	3.4	54.6	64.2	9.6	64.7	68.6	3.9	28.6	55.6	27.0
Seagoville	71.5	58.9	-12.6	57.7	51.6	-6.1	71.1	57.5	-13.6	n/a	45.5	–
SOC	43.0	60.1	17.1	25.0	60.5	35.5	44.6	61.5	16.9	0.0	N/A	–
Spruce	57.2	72.9	15.7	50.3	72.9	22.6	57.5	72.7	15.2	44.4	25.7	-18.7
Sunset	75.7	85.9	10.2	57.8	82.2	24.4	75.8	85.7	9.9	20.0	15.8	-4.2
White	69.4	61.1	-8.3	53.0	51.1	-1.9	68.0	61.9	-6.1	36.4	38.5	2.1
Wilson	68.7	68.4	-0.3	45.8	55.6	9.8	58.0	60.1	2.1	34.6	29.4	-5.2
Carter	48.6	59.7	11.1	42.2	52.1	9.9	48.5	58.9	10.4	6.7	N/A	–
North Dallas	59.9	59.1	-0.8	39.6	51.1	11.5	57.5	59.5	2.0	16.7	18.2	1.5
Skyline	43.4	61.2	17.8	39.2	59.6	20.4	44.0	61.8	17.8	11.4	28.2	16.8
Conrad	48.4	57.5	9.1	39.3	53.4	14.1	51.5	57.2	5.7	N/A	37.5	–
Madison	25.3	67.8	42.5	27.5	83.0	55.5	25.2	66.7	41.5	11.1	N/A	–
Wilmer-Hutchins	52.0	60.6	8.6	52.8	72.1	19.3	53.0	60.8	7.8	N/A	N/A	–
ACE	28.7	63.5	34.8	21.5	71.0	49.5	29.5	63.7	34.2	7.3	66.6	59.3

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change

Appendix C Table 17: Percentage of STAAR Grade 8 Social Studies Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	47.0	56.3	9.3	38.0	48.5	10.5	47.4	56.8	9.4	79.5	80.3	0.8
Adams, B	31.5	62.4	30.9	25.0	71.4	46.4	31.1	60.1	29.0	61.9	73.9	12.0
Adamson	36.1	43.0	6.9	41.7	55.6	13.9	35.8	42.2	6.4			
Molina	49.9	40.8	-9.1	48.1	16.7	-31.4	49.9	41.5	-8.4		N/A	-
Hillcrest	73.5	86.8	13.3	76.1	79.4	3.3	71.6	87.0	15.4	97.1	100.0	8.3
Jefferson	31.6	43.1	11.5	55.6	57.1	1.5	30.3	42.7	12.4	N/A	N/A	-
Kimball	41.4	52.5	11.1	22.9	36.6	13.7	48.6	60.0	11.4	83.3	50.0	-33.3
Pinkston	53.6	60.0	6.4	28.8	40.3	11.5	56.7	63.2	6.5	N/A	N/A	-
Roosevelt	18.7	24.8	6.1	19.2	23.1	3.9	18.5	26.5	8.0	N/A	N/A	-
Samuell	37.6	50.2	12.6	34.2	48.5	14.3	38.7	50.3	11.6	N/A	N/A	-
Seagoville	55.7	50.5	-5.2	50.7	47.3	-3.4	55.4	49.1	-6.3	63.0	65.9	2.9
SOC	26.1	53.8	27.7	23.2	52.6	29.4	30.0	55.7	25.7	N/A	N/A	-
Spruce	41.8	58.1	16.3	33.1	48.2	15.1	43.7	60.5	16.8	66.7	63.6	-3.1
Sunset	68.9	83.3	14.4	85.9	93.6	7.7	65.8	81.6	15.8	85.7	100.0	14.3
White	47.0	43.2	-3.8	46.2	52.1	5.9	43.9	39.3	-4.6	71.4	66.7	-4.7
Wilson	52.1	59.5	7.4	50.0	45.0	-5.0	41.1	48.4	7.3	86.0	91.1	5.1
Carter	38.7	47.2	8.5	35.1	46.3	11.2	43.0	48.5	5.5	N/A	N/A	-
North Dallas	41.7	41.6	-0.1	38.0	37.3	-0.7	39.5	40.8	1.3	83.3	61.5	-21.8
Skyline	40.0	52.3	12.3	30.6	44.0	13.4	44.0	56.4	12.4	62.5	31.3	-31.2
Conrad	38.0	53.6	15.6	43.2	57.1	13.9	33.3	48.1	14.8	N/A	87.5	-
Madison	32.0	50.9	18.9	29.0	47.8	18.8	37.6	59.7	22.1			
Wilmer-Hutchins	50.2	52.0	1.8	42.6	41.0	-1.6	57.6	66.7	9.1	83.3	N/A	-
ACE	28.2	48.1	19.9	25.0	48.6	23.6	32.5	48.5	15.0			

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change

Appendix C Table 17a: Percentage of STAAR Grade 8 Social Studies Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	47.0	56.3	9.3	29.2	45.8	16.6	45.4	54.5	9.1	19.0	25.1	6.1
Adams, B	31.5	62.4	30.9	19.0	50.6	31.6	31.8	62.2	30.4	N/A	33.3	–
Adamson	36.1	43.0	6.9	20.4	24.5	4.1	34.3	42.0	7.7	N/A	N/A	–
Molina	49.9	40.8	-9.1	26.4	23.8	-2.6	49.5	40.6	-8.9	N/A	21.4	–
Hillcrest	73.5	86.8	13.3	66.1	72.1	6.0	72.8	87.6	14.8	25.0	62.5	37.5
Jefferson	31.6	43.1	11.5	14.8	36.4	21.6	31.9	42.1	10.2	12.5	8.3	-4.2
Kimball	41.4	52.5	11.1	27.7	51.2	23.5	41.4	52.6	11.2	0.0	14.8	14.8
Pinkston	53.6	60.0	6.4	44.6	62.4	17.8	53.3	61.0	7.7	14.3	42.9	28.6
Roosevelt	18.7	24.8	6.1	10.0	26.4	16.4	18.5	25.1	6.6	N/A	8.3	–
Samuell	37.6	50.2	12.6	25.2	43.9	18.7	38.4	50.6	12.2	16.7	22.2	5.5
Seagoville	55.7	50.5	-5.2	33.3	34.8	1.5	56.2	47.6	-8.6	n/a	33.3	–
SOC	26.1	53.8	27.7	7.0	46.7	39.7	26.3	54.4	28.1	0.0	N/A	–
Spruce	41.8	58.1	16.3	32.3	54.4	22.1	41.7	57.9	16.2	33.3	9.1	-24.2
Sunset	68.9	83.3	14.4	41.3	76.3	35.0	69.0	82.3	13.3	17.2	35.3	18.1
White	47.0	43.2	-3.8	24.7	33.3	8.6	44.6	41.2	-3.4	28.6	26.9	-1.7
Wilson	52.1	59.5	7.4	27.7	40.9	13.2	41.8	47.6	5.8	20.0	26.7	6.7
Carter	38.7	47.2	8.5	31.3	33.9	2.6	36.1	44.3	8.2	0.0	N/A	–
North Dallas	41.7	41.6	-0.1	23.3	21.3	-2.0	40.3	40.5	0.2	25.0	14.3	-10.7
Skyline	40.0	52.3	12.3	35.8	50.0	14.2	40.9	52.3	11.4	25.7	23.7	-2.0
Conrad	38.0	53.6	15.6	25.0	42.7	17.7	39.9	53.2	13.3	N/A	62.5	–
Madison	32.0	50.9	18.9	29.2	54.5	25.3	32.9	49.5	16.6	16.7	N/A	–
Wilmer-Hutchins	50.2	52.0	1.8	61.2	66.0	4.8	52.0	53.5	1.5	N/A	N/A	–
ACE	28.2	48.1	19.9	21.8	47.0	25.2	28.2	48.5	20.3	14.8	66.6	51.8

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change

Appendix D

Appendix D Table 1: Percentage of STAAR EOC English I Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	59.1	62.6	3.5	56.2	59.0	2.8	58.4	61.9	3.5	85.0	87.1	2.1
Adams, B	57.8	62.0	4.2	59.3	56.3	-3.0	57.6	61.8	4.2	69.6	79.3	9.7
Adamson	54.0	57.1	3.1	37.5	71.4	33.9	54.0	56.6	2.6	N/A	N/A	-
Molina	64.7	72.3	7.6	52.9	53.8	0.9	65.4	72.7	7.3	N/A	N/A	-
Hillcrest	66.9	54.7	-12.2	80.8	50.0	-30.8	62.8	55.9	-6.9	83.3	57.1	-26.2
Jefferson	43.1	54.4	11.3	31.3	58.8	27.5	43.4	54.4	11.0	N/A	N/A	-
Kimball	44.9	51.7	6.8	41.8	50.4	8.6	46.0	52.0	6.0	N/A	N/A	-
Lincoln	69.4	58.2	-11.2	74.3	66.0	-8.3	50.0	41.0	-9.0			
Pinkston	37.4	49.4	12.0	26.0	50.0	24.0	40.3	50.0	9.7	N/A	N/A	-
Roosevelt	38.3	44.8	6.5	36.8	49.4	12.6	39.5	41.1	1.6		N/A	-
Samuell	50.9	53.8	2.9	55.8	60.2	4.4	49.9	52.2	2.3	N/A	N/A	-
Seagoville	52.2	60.0	7.8	47.9	64.4	16.5	52.0	58.4	6.4	62.7	62.5	-0.2
SOC	35.3	48.8	13.5	37.8	51.8	14.0	30.3	44.4	14.1	N/A	N/A	-
Spruce	49.2	47.4	-1.8	47.2	43.2	-4.0	49.1	48.1	-1.0	100.0	71.4	-28.6
Sunset	52.8	58.5	5.7	N/A	62.5		52.8	58.3	5.5	57.1	N/A	-
White	56.6	58.1	1.5	53.8	72.7	18.9	53.9	53.0	-0.9	80.6	91.1	10.5
Wilson	74.9	83.1	8.2	69.4	76.7	7.3	67.3	76.4	9.1	96.4	97.7	1.3
Carter	49.3	50.0	0.7	51.2	54.2	3.0	43.5	40.2	-3.3	N/A	N/A	-
North Dallas	38.6	44.3	5.7	20.6	41.3	20.7	41.3	44.1	2.8	N/A	N/A	-
Skyline	64.8	63.8	-1.0	58.7	54.4	-4.3	66.5	66.4	-0.1	62.5	87.5	25.0
Conrad	37.2	42.5	5.3	46.7	36.5	-10.2	47.3	48.8	1.5	N/A	50.0	-
Madison	39.3	37.3	-2.0	42.5	41.1	-1.4	31.9	34.1	2.2	N/A	N/A	-
Wilmer-Hutchins	58.5	61.9	3.4	57.0	62.9	5.9	61.3	58.8	-2.5	N/A	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix D Table 1a: Percentage of STAAR EOC English I Students at the Satisfactory 2 Standard by Programs, Economically Disadvantaged, Feeder Patterns and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	59.1	62.6	3.5	33.2	39.2	6.0	57.6	63.0	5.4	18.2	23.9	5.7
Adams, B	57.8	62.0	4.2	37.3	41.2	3.9	58.8	65.3	6.5	4.0	30.8	26.8
Adamson	54.0	57.1	3.1	28.5	36.9	8.4	53.7	58.5	4.8	11.1	83.3	72.2
Molina	64.7	72.3	7.6	30.3	51.9	21.6	65.3	75.9	10.6	5.9	N/A	–
Hillcrest	66.9	54.7	-12.2	33.3	35.0	1.7	67.1	59.8	-7.3	57.1	16.0	-41.1
Jefferson	43.1	54.4	11.3	31.7	40.6	8.9	47.7	60.7	13.0	N/A	36.4	–
Kimball	44.9	51.7	6.8	23.4	38.8	15.4	44.3	52.4	8.1	6.3	17.6	11.3
Lincoln	69.4	58.2	-11.2	56.3	32.3	-24.0	64.1	59.5	-4.6	33.3	28.6	-4.7
Pinkston	37.4	49.4	12.0	17.2	34.0	16.8	40.3	52.0	11.7	30.8	25.0	-5.8
Roosevelt	38.3	44.8	6.5	31.6	26.3	-5.3	41.5	49.3	7.8	14.3	N/A	–
Samuell	50.9	53.8	2.9	33.9	39.0	5.1	52.3	54.5	2.2	15.0	N/A	–
Seagoville	52.2	60.0	7.8	31.2	41.0	9.8	52.6	62.1	9.5	33.3	42.9	9.6
SOC	35.3	48.8	13.5	9.5	27.3	17.8	34.7	51.2	16.5	6.1	9.5	3.4
Spruce	49.2	47.4	-1.8	38.5	36.5	-2.0	50.2	48.4	-1.8	26.3	28.6	2.3
Sunset	52.8	58.5	5.7	31.7	44.1	12.4	55.5	61.0	5.5	6.7	8.8	2.1
White	56.6	58.1	1.5	31.1	29.9	-1.2	54.6	62.2	7.6	20.0	27.8	7.8
Wilson	74.9	83.1	8.2	42.1	59.3	17.2	67.0	76.5	9.5	35.5	64.3	28.8
Carter	49.3	50.0	0.7	34.8	25.0	-9.8	49.0	47.7	-1.3	18.2	28.6	10.4
North Dallas	38.6	44.3	5.7	24.5	23.0	-1.5	39.9	47.0	7.1	2.8	4.2	1.4
Skyline	64.8	63.8	-1.0	37.1	34.1	-3.0	63.8	65.7	1.9	25.7	23.8	-1.9
Conrad	37.2	42.5	5.3	23.5	28.5	5.0	38.4	45.5	7.1	36.4	N/A	–
Madison	39.3	37.3	-2.0	20.0	21.9	1.9	43.0	39.4	-3.6	12.5	0.0	-12.5
Wilmer-Hutchins	58.5	61.9	3.4	51.9	52.1	0.2	62.2	64.7	2.5	33.3	N/A	–

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. **RED** indicates negative change.

Appendix D Table 2: Percentage of STAAR EOC English II Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	58.5	62.6	4.1	50.8	58.5	7.7	59.0	62.1	3.1	84.2	88.0	3.8
Adams, B	59.2	64.0	4.8	57.9	60.3	2.4	59.1	65.9	6.8	78.3	66.7	-11.6
Adamson	56.1	58.8	2.7	50.0	N/A		56.3	58.5	2.2	N/A	N/A	-
Molina	61.4	67.9	6.5	60.0	56.3	-3.7	61.1	68.3	7.2	N/A	N/A	-
Hillcrest	57.2	65.0	7.8	51.8	57.8	6.0	57.8	65.1	7.3	64.0	76.2	12.2
Jefferson	48.2	44.1	-4.1	44.4	26.7	-17.7	48.7	44.8	-3.9	N/A	N/A	-
Kimball	48.2	49.1	0.9	43.2	47.0	3.8	49.8	50.0	0.2	N/A	N/A	-
Lincoln	37.3	58.1	20.8	42.9	61.9	19.0	16.7	46.9	30.2			
Pinkston	45.0	45.5	0.5	33.3	43.2	9.9	49.1	44.9	-4.2	N/A	N/A	-
Roosevelt	43.4	42.8	-0.6	41.7	49.2	7.5	45.0	38.7	-6.3		N/A	-
Samuell	44.1	50.1	6.0	39.2	63.7	24.5	44.8	46.9	2.1	N/A	N/A	-
Seagoville	55.4	51.5	-3.9	47.5	41.8	-5.7	54.9	50.8	-4.1	64.6	74.4	9.8
SOC	35.5	43.3	7.8	33.6	42.7	9.1	40.5	45.0	4.5	N/A	N/A	-
Spruce	42.2	41.9	-0.3	32.1	43.3	11.2	45.6	41.2	-4.4	28.6	N/A	-
Sunset	56.6	62.4	5.8	71.4	66.7	-4.7	56.4	62.2	5.8	N/A	N/A	-
White	63.2	62.6	-0.6	42.9	49.2	6.3	61.3	61.3	0.0	81.3	87.9	6.6
Wilson	69.0	78.6	9.6	54.3	87.5	33.2	63.7	71.0	7.3	90.8	95.4	4.6
Carter	43.1	49.2	6.1	44.1	49.7	5.6	40.3	46.6	6.3		N/A	-
North Dallas	38.4	49.5	11.1	29.8	47.6	17.8	39.5	49.3	9.8	50.0	N/A	-
Skyline	58.1	62.9	4.8	51.5	56.7	5.2	59.8	64.9	5.1	71.4	57.1	-14.3
Conrad	38.6	56.5	17.9	60.0	62.5	2.5	41.8	64.1	22.3	N/A	57.1	-
Madison	39.2	49.5	10.3	39.5	52.5	13.0	40.5	43.3	2.8	N/A	N/A	-
Wilmer-Hutchins	39.7	57.4	17.7	39.7	55.6	15.9	38.3	61.8	23.5	N/A	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix D Table 2a: Percentage of STAAR EOC English II Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	58.5	62.6	4.1	26.9	29.9	3.0	56.7	61.0	4.3	14.9	22.8	7.9
Adams, B	59.2	64.0	4.8	16.8	38.4	21.6	59.0	64.0	5.0	12.5	28.6	16.1
Adamson	56.1	58.8	2.7	18.1	30.6	12.5	57.6	60.1	2.5	6.3	28.6	22.3
Molina	61.4	67.9	6.5	33.3	37.2	3.9	62.0	68.5	6.5	11.1	41.7	30.6
Hillcrest	57.2	65.0	7.8	27.2	32.8	5.6	58.8	66.8	8.0	31.6	14.3	-17.3
Jefferson	48.2	44.1	-4.1	31.4	30.9	-0.5	49.4	48.0	-1.4	16.7	N/A	-
Kimball	48.2	49.1	0.9	23.5	18.8	-4.7	49.7	48.2	-1.5	20.0	5.0	-15.0
Lincoln	37.3	58.1	20.8	7.1	40.9	33.8	37.2	57.9	20.7	11.1	15.4	4.3
Pinkston	45.0	45.5	0.5	29.4	20.3	-9.1	44.8	50.2	5.4	18.2	25.0	6.8
Roosevelt	43.4	42.8	-0.6	20.0	34.0	14.0	45.1	43.3	-1.8	N/A	N/A	-
Samuell	44.1	50.1	6.0	24.6	24.3	-0.3	44.6	49.6	5.0	0.0	25.0	25.0
Seagoville	55.4	51.5	-3.9	32.9	27.1	-5.8	55.3	51.6	-3.7	42.9	N/A	-
SOC	35.5	43.3	7.8	17.1	22.0	4.9	36.0	42.7	6.7	0.0	0.0	0.0
Spruce	42.2	41.9	-0.3	31.9	27.6	-4.3	41.4	43.2	1.8	33.3	N/A	-
Sunset	56.6	62.4	5.8	23.0	29.2	6.2	57.7	64.2	6.5	10.8	12.9	2.1
White	63.2	62.6	-0.6	23.5	24.8	1.3	60.3	59.2	-1.1	13.0	33.3	20.3
Wilson	69.0	78.6	9.6	40.0	40.8	0.8	63.5	73.6	10.1	28.6	61.1	32.5
Carter	43.1	49.2	6.1	21.4	40.0	18.6	42.8	49.7	6.9	16.7	0.0	-16.7
North Dallas	38.4	49.5	11.1	14.9	25.5	10.6	37.9	48.9	11.0	2.8	10.0	7.2
Skyline	58.1	62.9	4.8	25.4	17.4	-8.0	58.0	62.6	4.6	8.3	N/A	-
Conrad	38.6	56.5	17.9	19.7	34.3	14.6	37.0	57.9	20.9	N/A	N/A	-
Madison	39.2	49.5	10.3	20.0	23.5	3.5	39.6	51.9	12.3	0.0	33.3	33.3
Wilmer-Hutchins	39.7	57.4	17.7	11.5	45.5	34.0	39.9	60.1	20.2	0.0	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix D Table 3: Percentage of STAAR EOC Algebra I Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	74.9	83.4	8.5	65.2	76.7	11.5	76.7	84.8	8.1	89.7	93.5	3.8
Adams, B	71.1	83.1	12.0	61.4	70.7	9.3	73.4	85.2	11.8	75.0	78.9	3.9
Adamson	73.6	91.7	18.1	50.0	91.7	41.7	74.6	91.6	17.0	N/A	N/A	–
Molina	81.7	94.8	13.1	68.4	87.5	19.1	82.3	95.0	12.7		N/A	–
Hillcrest	74.2	83.3	9.1	69.6	81.6	12.0	76.6	83.1	6.5	63.2	87.5	24.3
Jefferson	58.0	72.0	14.0	53.3	84.6	31.3	58.2	71.5	13.3	N/A	N/A	–
Kimball	62.8	81.5	18.7	57.9	73.2	15.3	64.1	85.0	20.9	N/A	N/A	–
Lincoln	79.2	83.3	4.1	78.2	85.9	7.7	82.6	73.9	-8.7			
Pinkston	64.7	84.3	19.6	43.9	71.4	27.5	70.7	89.1	18.4	N/A	N/A	–
Roosevelt	69.1	80.2	11.1	72.1	78.8	6.7	65.8	80.9	15.1		N/A	–
Samuell	81.2	87.3	6.1	74.4	82.3	7.9	82.9	88.9	6.0	N/A	N/A	–
Seagoville	75.2	79.4	4.2	67.5	82.1	14.6	75.6	78.2	2.6	85.1	80.4	-4.7
SOC	54.5	65.2	10.7	53.1	63.2	10.1	57.4	70.2	12.8	N/A	N/A	–
Spruce	77.2	84.0	6.8	63.3	79.8	16.5	79.8	85.0	5.2	N/A	N/A	–
Sunset	87.9	95.4	7.5	96.0	96.9	0.9	87.4	95.2	7.8	90.9	100.0	9.1
White	74.0	75.3	1.3	57.1	72.1	15.0	74.1	73.6	-0.5	90.5	92.3	1.8
Wilson	89.2	92.0	2.8	76.7	86.2	9.5	86.1	89.3	3.2	100.0	99.1	-0.9
Carter	58.4	76.2	17.8	53.4	75.9	22.5	70.8	75.9	5.1	N/A	N/A	–
North Dallas	70.2	80.4	10.2	55.3	70.0	14.7	72.3	82.3	10.0	90.0	92.3	2.3
Skyline	67.8	70.7	2.9	59.8	63.6	3.8	70.7	73.6	2.9	50.0	57.1	7.1
Conrad	68.7	71.1	2.4	63.4	67.6	4.2	70.8	71.6	0.8	N/A	N/A	–
Madison	64.2	70.2	6.0	62.0	69.6	7.6	69.4	70.4	1.0	N/A	N/A	–
Wilmer-Hutchins	73.6	92.2	18.6	67.0	92.0	25.0	81.3	92.0	10.7	100.0	N/A	–
ACE	81.0	96.2	15.2	70.3	95.3	25.0	89.6	97.2	7.6			

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix D Table 3a: Percentage of STAAR EOC Algebra I Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	74.9	83.4	8.5	64.5	78.8	14.3	74.7	83.1	8.4	38.3	53.3	15.0
Adams, B	71.1	83.1	12.0	63.1	82.2	19.1	71.7	84.7	13.0	8.3	50.0	41.7
Adamson	73.6	91.7	18.1	69.4	90.3	20.9	77.7	91.8	14.1	57.1	66.7	9.6
Molina	81.7	94.8	13.1	69.2	94.1	24.9	82.6	95.3	12.7	50.0	N/A	–
Hillcrest	74.2	83.3	9.1	63.2	74.7	11.5	74.4	85.4	11.0	40.0	71.4	31.4
Jefferson	58.0	72.0	14.0	50.6	68.3	17.7	62.7	74.9	12.2	N/A	42.9	–
Kimball	62.8	81.5	18.7	55.3	84.7	29.4	61.4	80.8	19.4	15.0	42.9	27.9
Lincoln	79.2	83.3	4.1	93.3	66.7	-26.6	73.3	81.4	8.1	N/A	71.4	–
Pinkston	64.7	84.3	19.6	50.7	82.8	32.1	65.8	85.0	19.2	23.1	71.4	48.3
Roosevelt	69.1	80.2	11.1	64.2	73.2	9.0	70.0	79.8	9.8	N/A	N/A	–
Samuell	81.2	87.3	6.1	75.0	86.5	11.5	81.7	87.5	5.8	50.0	N/A	–
Seagoville	75.2	79.4	4.2	58.4	71.2	12.8	76.1	80.2	4.1	N/A	60.0	–
SOC	54.5	65.2	10.7	38.2	65.5	27.3	55.8	67.9	12.1	16.0	10.0	-6.0
Spruce	77.2	84.0	6.8	76.4	82.2	5.8	77.7	84.0	6.3	N/A	N/A	–
Sunset	87.9	95.4	7.5	78.3	95.0	16.7	87.7	95.3	7.6	48.8	68.8	20.0
White	74.0	75.3	1.3	61.8	62.2	0.4	73.7	74.1	0.4	40.0	56.3	16.3
Wilson	89.2	92.0	2.8	80.6	85.6	5.0	85.2	88.7	3.5	38.5	78.6	40.1
Carter	58.4	76.2	17.8	72.1	74.0	1.9	56.3	75.1	18.8	58.3	50.0	-8.3
North Dallas	70.2	80.4	10.2	60.2	74.8	14.6	70.0	80.9	10.9	30.4	34.8	4.4
Skyline	67.8	70.7	2.9	61.0	67.0	6.0	67.7	70.8	3.1	63.6	45.5	-18.1
Conrad	68.7	71.1	2.4	62.8	65.7	2.9	69.7	70.5	0.8	66.7	N/A	–
Madison	64.2	70.2	6.0	70.8	70.6	-0.2	58.9	70.2	11.3	42.9	18.2	-24.7
Wilmer-Hutchins	73.6	92.2	18.6	76.5	91.5	15.0	75.3	91.4	16.1	N/A	N/A	–
ACE	81.0	96.2	15.2	76.6	95.0	18.4	80.3	95.9	15.6		N/A	–

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change

Appendix D Table 4: Percentage of STAAR EOC Biology Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	89.2	91.2	2.0	85.8	87.4	1.6	89.7	91.9	2.2	95.8	96.4	0.6
Adams, B	91.8	93.4	1.6	88.2	90.5	2.3	93.2	93.8	0.6	84.2	96.4	12.2
Adamson	86.0	87.6	1.6	42.9	100.0	57.1	87.0	87.1	0.1	N/A	N/A	–
Molina	88.7	92.7	4.0	75.0	85.7	10.7	89.1	92.8	3.7	N/A	N/A	–
Hillcrest	97.9	93.0	-4.9	93.8	86.0	-7.8	99.4	94.8	-4.6	95.8	88.9	-6.9
Jefferson	71.5	81.6	10.1	66.7	93.3	26.6	71.7	81.5	9.8	N/A	N/A	–
Kimball	88.7	90.8	2.1	85.6	84.9	-0.7	89.3	93.4	4.1	N/A	N/A	–
Lincoln	80.3	88.9	8.6	79.3	88.9	9.6	83.3	88.9	5.6			
Pinkston	78.5	92.5	14.0	66.7	85.4	18.7	82.6	96.5	13.9	N/A	N/A	–
Roosevelt	89.0	87.9	-1.1	89.5	92.3	2.8	88.6	83.3	-5.3		N/A	–
Samuell	92.8	91.2	-1.6	90.1	92.1	2.0	93.4	91.3	-2.1	N/A	N/A	–
Seagoville	90.2	90.7	0.5	86.4	91.5	5.1	90.8	90.9	0.1	91.4	87.5	-3.9
SOC	80.7	82.5	1.8	81.7	84.0	2.3	78.8	79.8	1.0	N/A	N/A	–
Spruce	90.2	89.6	-0.6	88.9	82.0	-6.9	90.7	91.3	0.6	N/A	N/A	–
Sunset	90.6	94.5	3.9	N/A	77.8		90.8	94.8	4.0	N/A	N/A	–
White	89.6	98.5	8.9	90.3	85.7	-4.6	88.3	100.0	11.7	100.0	100.0	0.0
Wilson	94.7	94.3	-0.4	89.2	93.1	3.9	93.8	91.4	-2.4	98.2	100.0	1.8
Carter	79.2	87.3	8.1	77.9	86.4	8.5	82.5	89.4	6.9	N/A	N/A	–
North Dallas	81.9	83.2	1.3	71.7	75.4	3.7	82.9	84.1	1.2	N/A	N/A	–
Skyline	90.9	91.0	0.1	89.2	85.0	-4.2	91.7	92.8	1.1	85.7	88.9	3.2
Conrad	91.3	88.8	-2.5	83.3	76.5	-6.8	96.6	91.2	-5.4	N/A	N/A	–
Madison	80.0	67.3	-12.7	77.9	66.7	-11.2	83.3	70.0	-13.3	N/A	N/A	–
Wilmer-Hutchins	89.1	88.5	-0.6	87.2	89.5	2.3	93.0	87.0	-6.0	N/A	N/A	–

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (–) Unable to calculate change. RED indicates negative change.

Appendix D Table 4a: Percentage of STAAR EOC Biology Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	89.2	91.2	2.0	80.3	85.9	5.6	89.3	91.2	1.9	62.4	63.4	1.0
Adams, B	91.8	93.4	1.6	89.1	90.4	1.3	91.9	94.3	2.4	52.0	66.7	14.7
Adamson	86.0	87.6	1.6	76.6	80.0	3.4	86.9	87.0	0.1	53.3	71.4	18.1
Molina	88.7	92.7	4.0	72.2	88.7	16.5	88.4	92.3	3.9	75.0	66.7	-8.3
Hillcrest	97.9	93.0	-4.9	98.1	92.2	-5.9	98.3	94.2	-4.1	100.0	50.0	-50.0
Jefferson	71.5	81.6	10.1	65.4	73.3	7.9	78.5	84.4	5.9	N/A	N/A	-
Kimball	88.7	90.8	2.1	82.6	94.4	11.8	88.5	90.8	2.3	63.2	60.0	-3.2
Lincoln	80.3	88.9	8.6	93.8	85.7	-8.1	77.5	87.9	10.4	N/A	71.4	-
Pinkston	78.5	92.5	14.0	67.2	92.0	24.8	79.4	92.4	13.0	38.5	N/A	-
Roosevelt	89.0	87.9	-1.1	85.2	79.1	-6.1	90.8	89.6	-1.2	N/A	N/A	-
Samuell	92.8	91.2	-1.6	92.1	87.7	-4.4	92.9	93.4	0.5	80.0	N/A	-
Seagoville	90.2	90.7	0.5	86.0	86.8	0.8	91.3	91.7	0.4	N/A	87.5	-
SOC	80.7	82.5	1.8	71.4	71.9	0.5	78.9	82.6	3.7	60.0	50.0	-10.0
Spruce	90.2	89.6	-0.6	85.8	88.3	2.5	90.6	89.0	-1.6	N/A	N/A	-
Sunset	90.6	94.5	3.9	80.7	93.1	12.4	90.6	94.8	4.2	55.3	67.9	12.6
White	89.6	98.5	8.9	78.9	100.0	21.1	88.9	99.3	10.4	76.9	N/A	-
Wilson	94.7	94.3	-0.4	85.4	86.5	1.1	93.1	90.7	-2.4	78.6	75.0	-3.6
Carter	79.2	87.3	8.1	76.3	87.8	11.5	79.5	88.3	8.8	38.5	50.0	11.5
North Dallas	81.9	83.2	1.3	75.8	79.6	3.8	82.6	84.3	1.7	50.0	45.5	-4.5
Skyline	90.9	91.0	0.1	80.0	83.0	3.0	91.4	91.3	-0.1	70.0	81.8	11.8
Conrad	91.3	88.8	-2.5	89.2	81.3	-7.9	93.5	90.9	-2.6	N/A	N/A	-
Madison	80.0	67.3	-12.7	88.9	70.0	-18.9	81.0	65.6	-15.4	50.0	38.9	-11.1
Wilmer-Hutchins	89.1	88.5	-0.6	88.9	77.5	-11.4	91.1	90.4	-0.7	N/A	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix D Table 5: Percentage of STAAR EOC US History Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	90.0	95.1	5.1	86.0	93.2	7.2	90.8	95.6	4.8	98.7	98.0	-0.7
Adams, B	90.5	97.3	6.8	82.2	100.0	17.8	91.6	96.7	5.1	100.0	100.0	0.0
Adamson	93.9	94.0	0.1	80.0	100.0	20.0	94.2	93.7	-0.5	N/A	N/A	-
Molina	90.6	94.3	3.7	90.9	95.2	4.3	90.5	94.3	3.8	N/A	N/A	-
Hillcrest	91.4	95.7	4.3	90.2	92.6	2.4	90.6	96.0	5.4	97.1	100.0	2.9
Jefferson	84.1	94.1	10.0	88.2	92.3	4.1	83.7	94.1	10.4	N/A	N/A	-
Kimball	90.3	93.9	3.6	85.6	90.8	5.2	92.6	95.5	2.9	N/A	N/A	-
Lincoln	76.5	96.9	20.4	76.6	97.6	21.0	76.5	92.9	16.4			-
Pinkston	84.8	92.0	7.2	85.7	87.0	1.3	84.6	94.0	9.4	N/A	N/A	-
Roosevelt	91.7	87.9	-3.8	91.8	80.9	-10.9	91.4	94.8	3.4		N/A	-
Samuell	90.1	96.3	6.2	91.7	97.1	5.4	89.5	96.0	6.5	N/A	N/A	-
Seagoville	89.1	94.4	5.3	85.0	90.6	5.6	87.4	95.8	8.4	100.0	94.9	-5.1
SOC	77.7	91.8	14.1	76.2	91.5	15.3	82.4	94.6	12.2	N/A	N/A	-
Spruce	96.0	94.0	-2.0	98.1	89.4	-8.7	95.4	95.6	0.2	N/A	N/A	-
Sunset	87.9	94.3	6.4	N/A	100.0		87.7	94.4	6.7	N/A	N/A	-
White	93.2	96.8	3.6	96.5	97.7	1.2	91.6	96.6	5.0	100.0	98.2	-1.8
Wilson	94.8	98.6	3.8	94.4	96.6	2.2	93.8	99.1	5.3	97.6	97.8	0.2
Carter	85.0	96.8	11.8	86.0	97.8	11.8	81.7	94.3	12.6		N/A	-
North Dallas	83.7	88.6	4.9	81.4	84.4	3.0	84.9	89.4	4.5	N/A	N/A	-
Skyline	89.5	95.7	6.2	85.9	93.4	7.5	91.4	96.3	5.9	100.0	N/A	-
Conrad	84.7	87.7	3.0	82.5	83.0	0.5	91.1	91.4	0.3	N/A	N/A	-
Madison	69.8	88.2	18.4	67.7	88.1	20.4	77.3	88.0	10.7	N/A	N/A	-
Wilmer-Hutchins	73.2	91.4	18.2	72.2	90.4	18.2	75.0	92.9	17.9	N/A	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.

Appendix D Table 5a: Percentage of STAAR EOC US History Students at the Satisfactory 2 Standard by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			English Language Learners			Economically Disadvantaged			Special Education		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
District	90.0	95.1	5.1	78.8	87.6	8.8	89.6	94.9	5.3	59.6	84.7	25.1
Adams, B	90.5	97.3	6.8	85.9	91.6	5.7	89.8	97.3	7.5	76.5	90.9	14.4
Adamson	93.9	94.0	0.1	88.7	76.7	-12.0	93.8	94.1	0.3	72.7	85.7	13.0
Molina	90.6	94.3	3.7	83.3	87.4	4.1	90.0	95.1	5.1	71.4	93.8	22.4
Hillcrest	91.4	95.7	4.3	79.5	86.8	7.3	89.0	95.5	6.5	64.3	78.9	14.6
Jefferson	84.1	94.1	10.0	72.6	90.1	17.5	84.8	94.0	9.2	42.9	N/A	-
Kimball	90.3	93.9	3.6	87.5	86.2	-1.3	89.6	94.5	4.9	63.2	78.6	15.4
Lincoln	76.5	96.9	20.4	50.0	87.5	37.5	76.0	96.4	20.4	22.2	N/A	-
Pinkston	84.8	92.0	7.2	81.6	91.9	10.3	85.8	91.2	5.4	N/A	N/A	-
Roosevelt	91.7	87.9	-3.8	87.5	100.0	12.5	90.5	87.8	-2.7	N/A	N/A	-
Samuell	90.1	96.3	6.2	83.8	92.4	8.6	90.2	95.9	5.7	78.6	80.0	1.4
Seagoville	89.1	94.4	5.3	72.7	93.7	21.0	88.2	93.1	4.9	66.7	87.5	20.8
SOC	77.7	91.8	14.1	77.8	95.0	17.2	78.7	92.9	14.2	0.0	66.7	66.7
Spruce	96.0	94.0	-2.0	92.1	92.2	0.1	96.4	94.0	-2.4	N/A	66.7	-
Sunset	87.9	94.3	6.4	70.4	71.7	1.3	87.6	94.4	6.8	66.7	68.2	1.5
White	93.2	96.8	3.6	82.6	88.2	5.6	93.2	96.4	3.2	91.7	86.7	-5.0
Wilson	94.8	98.6	3.8	87.7	100.0	12.3	92.7	99.5	6.8	47.6	100.0	52.4
Carter	85.0	96.8	11.8	66.7	94.1	27.4	86.5	96.0	9.5	30.8	N/A	-
North Dallas	83.7	88.6	4.9	70.6	74.5	3.9	85.9	89.1	3.2	41.7	77.8	36.1
Skyline	89.5	95.7	6.2	69.7	87.4	17.7	89.4	95.6	6.2	57.7	100.0	42.3
Conrad	84.7	87.7	3.0	73.6	82.3	8.7	85.3	87.8	2.5	63.6	83.3	19.7
Madison	69.8	88.2	18.4	50.0	87.5	37.5	70.5	88.6	18.1	42.9	84.6	41.7
Wilmer-Hutchins	73.2	91.4	18.2	33.3	86.1	52.8	72.7	94.6	21.9	69.2	N/A	-

N/A No data reported for fewer than 5 students. Blank indicates no students in the data set. (-) Unable to calculate change. RED indicates negative change.