

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### DIVISION 2 SCHOOLS

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2012:	13.5 (960)		0.0 (10)	1.8 (391)	
	2013:	11.3 (849)		0.0 (15)	2.5 (355)	
	Change:	<b>-2.2</b>		0.0	0.7	
Hispanic	2012:	13.6 (956)		0.0 (9)	1.8 (389)	
	2013:	11.4 (842)		0.0 (13)	2.5 (354)	
	Change:	<b>-2.2</b>		0.0	0.7	
White	2012:	* (1)				
	2013:	* (3)				
	Change:	*				
Economically Disadvantaged	2012:	12.9 (938)		0.0 (10)	1.3 (384)	
	2013:	11.1 (828)		0.0 (13)	2.6 (346)	
	Change:	<b>-1.8</b>		0.0	<b>1.3</b>	
Limited English Proficient	2012:	13.4 (947)		0.0 (10)	1.8 (386)	
	2013:	10.7 (815)		0.0 (11)	2.4 (339)	
	Change:	<b>-2.7</b>		0.0	0.6	
Special Education	2012:	4.3 (23)		* (1)	0.0 (11)	
	2013:	0.0 (21)		* (2)	0.0 (12)	
	Change:	<b>-4.3</b>		*	0.0	

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### FRANKLIN D. ROOSEVELT FEEDER PATTERN

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	16.2 (99)		* (3)	0.0 (67)	
	2013:	13.5 (74)		* (3)	6.5 (46)	
	Change:	<b>-2.7</b>		*	<b>6.5</b>	
<b>Hispanic</b>	2012:	16.2 (99)		* (3)	0.0 (67)	
	2013:	13.5 (74)		* (3)	6.5 (46)	
	Change:	<b>-2.7</b>		*	<b>6.5</b>	
<b>Economically Disadvantaged</b>	2012:	15.5 (97)		* (3)	0.0 (65)	
	2013:	13.5 (74)		* (3)	6.5 (46)	
	Change:	<b>-2.0</b>		*	<b>6.5</b>	
<b>Limited English Proficient</b>	2012:	16.3 (98)		* (3)	0.0 (66)	
	2013:	13.5 (74)		* (3)	6.5 (46)	
	Change:	<b>-2.8</b>		*	<b>6.5</b>	
<b>Special Education</b>	2012:	* (5)			* (4)	
	2013:	* (2)			* (1)	
	Change:	*			*	

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### W.W. SAMUELL FEEDER PATTERN

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2012:	11.7 (359)		* (1)	2.7 (219)	
	2013:	10.5 (257)		* (5)	2.1 (194)	
	Change:	-1.2		*	-0.6	
Hispanic	2012:	11.8 (356)		* (1)	2.8 (218)	
	2013:	10.6 (254)		* (4)	2.1 (193)	
	Change:	-1.2		*	-0.7	
White	2012:	* (1)				
	2013:	* (2)				
	Change:	*				
Economically Disadvantaged	2012:	11.4 (352)		* (1)	2.3 (217)	
	2013:	10.7 (253)		* (4)	2.1 (189)	
	Change:	-0.7		*	-0.2	
Limited English Proficient	2012:	11.6 (353)		* (1)	2.8 (216)	
	2013:	8.5 (235)		* (4)	1.6 (182)	
	Change:	-3.1		*	-1.2	
Special Education	2012:	0.0 (8)			* (4)	
	2013:	* (5)		* (1)	* (3)	
	Change:	*			*	

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### W.T. WHITE FEEDER PATTERN

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2012:	20.5 (283)		* (2)	0.0 (33)	
	2013:	13.8 (319)		* (3)	2.3 (86)	
	Change:	<b>-6.7</b>		*	<b>2.3</b>	
Hispanic	2012:	20.6 (282)		* (1)	0.0 (32)	
	2013:	13.9 (317)		* (3)	2.3 (86)	
	Change:	<b>-6.7</b>		*	<b>2.3</b>	
White	2012:					
	2013:	* (1)				
	Change:					
Economically Disadvantaged	2012:	19.3 (275)		* (2)	0.0 (32)	
	2013:	13.6 (309)		* (3)	2.4 (83)	
	Change:	<b>-5.7</b>		*	<b>2.4</b>	
Limited English Proficient	2012:	20.1 (278)		* (2)	0.0 (32)	
	2013:	13.5 (311)		* (3)	2.4 (84)	
	Change:	<b>-6.6</b>		*	<b>2.4</b>	
Special Education	2012:	* (5)				
	2013:	0.0 (6)		* (1)	* (3)	
	Change:	*				

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### EMMETT J. CONRAD FEEDER PATTERN

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	6.4 (219)		* (4)	1.4 (72)	
	2013:	7.5 (199)		* (4)	0.0 (29)	
	Change:	1.1		*	-1.4	
<b>Hispanic</b>	2012:	6.4 (219)		* (4)	1.4 (72)	
	2013:	7.6 (197)		* (3)	0.0 (29)	
	Change:	1.2		*	-1.4	
<b>Economically Disadvantaged</b>	2012:	6.1 (214)		* (4)	0.0 (70)	
	2013:	6.8 (192)		* (3)	0.0 (28)	
	Change:	0.7		*	0.0	
<b>Limited English Proficient</b>	2012:	6.4 (218)		* (4)	1.4 (72)	
	2013:	7.7 (195)		* (1)	0.0 (27)	
	Change:	1.3		*	-1.4	
<b>Special Education</b>	2012:	* (5)		* (1)	* (3)	
	2013:	0.0 (8)			* (5)	
	Change:	*			*	

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### 101 - JOHN QUINCY ADAMS [DIVISION 2 > SAMUELL > FLORENCE]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	11.1 (36)				
	2013:	15.0 (20)				
	Change:	3.9				
<b>Hispanic</b>	2012:	11.1 (36)				
	2013:	15.0 (20)				
	Change:	3.9				
<b>Economically Disadvantaged</b>	2012:	8.6 (35)				
	2013:	15.0 (20)				
	Change:	6.4				
<b>Limited English Proficient</b>	2012:	11.1 (36)				
	2013:	15.0 (20)				
	Change:	3.9				
<b>Special Education</b>	2012:					
	2013:	* (1)				
	Change:					

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### 110 - ANNIE WEBB BLANTON [DIVISION 2 > SAMUELL > HOOD]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	12.9 (70)			1.4 (69)	
	2013:	13.0 (46)		* (1)	2.1 (48)	
	Change:	0.1			0.7	
<b>Hispanic</b>	2012:	12.9 (70)			1.4 (69)	
	2013:	13.6 (44)			2.1 (47)	
	Change:	0.7			0.7	
<b>White</b>	2012:					
	2013:	* (1)				
	Change:					
<b>Economically Disadvantaged</b>	2012:	13.0 (69)			1.5 (68)	
	2013:	14.0 (43)			2.2 (45)	
	Change:	1.0			0.7	
<b>Limited English Proficient</b>	2012:	13.4 (67)			1.5 (66)	
	2013:	11.9 (42)			0.0 (44)	
	Change:	-1.5			-1.5	

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### 114 - JOHN NEELY BRYAN [DIVISION 2 > ROOSEVELT > O. HOLMES]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	16.7 (24)			0.0 (24)	
	2013:	23.5 (17)		* (1)	11.8 (17)	
	Change:	6.8			11.8	
<b>Hispanic</b>	2012:	16.7 (24)			0.0 (24)	
	2013:	23.5 (17)		* (1)	11.8 (17)	
	Change:	6.8			11.8	
<b>Economically Disadvantaged</b>	2012:	16.7 (24)			0.0 (24)	
	2013:	23.5 (17)		* (1)	11.8 (17)	
	Change:	6.8			11.8	
<b>Limited English Proficient</b>	2012:	17.4 (23)			0.0 (23)	
	2013:	23.5 (17)		* (1)	11.8 (17)	
	Change:	6.1			11.8	
<b>Special Education</b>	2012:	* (1)			* (1)	
	2013:	* (1)			* (1)	
	Change:	*			*	

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### 115 - HARRELL BUDD [DIVISION 2 > ROOSEVELT > O. HOLMES]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	14.3 (35)		* (1)	0.0 (34)	
	2013:	10.7 (28)		* (1)	3.6 (28)	
	Change:	<b>-3.6</b>		*	<b>3.6</b>	
<b>Hispanic</b>	2012:	14.3 (35)		* (1)	0.0 (34)	
	2013:	10.7 (28)		* (1)	3.6 (28)	
	Change:	<b>-3.6</b>		*	<b>3.6</b>	
<b>Economically Disadvantaged</b>	2012:	12.1 (33)		* (1)	0.0 (32)	
	2013:	10.7 (28)		* (1)	3.6 (28)	
	Change:	<b>-1.4</b>		*	<b>3.6</b>	
<b>Limited English Proficient</b>	2012:	14.3 (35)		* (1)	0.0 (34)	
	2013:	10.7 (28)		* (1)	3.6 (28)	
	Change:	<b>-3.6</b>		*	<b>3.6</b>	

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### 119 - WILLIAM L. CABELL [DIVISION 2 > WHITE > MARSH]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	* (3)				
	2013:	9.1 (33)			0.0 (45)	
	Change:	*				
<b>Hispanic</b>	2012:	* (3)				
	2013:	9.1 (33)			0.0 (45)	
	Change:	*				
<b>Economically Disadvantaged</b>	2012:	* (3)				
	2013:	9.7 (31)			0.0 (42)	
	Change:	*				
<b>Limited English Proficient</b>	2012:	* (3)				
	2013:	9.4 (32)			0.0 (43)	
	Change:	*				
<b>Special Education</b>	2012:					
	2013:	* (1)			* (1)	
	Change:	*				

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### 120 - F.P. CAILLET [DIVISION 2 > WHITE > MARSH]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	27.4 (73)		* (1)	* (1)	
	2013:	24.3 (74)				
	Change:	-3.1				
<b>Hispanic</b>	2012:	27.4 (73)		* (1)	* (1)	
	2013:	24.3 (74)				
	Change:	-3.1				
<b>Economically Disadvantaged</b>	2012:	22.4 (67)		* (1)	* (1)	
	2013:	22.5 (71)				
	Change:	0.1				
<b>Limited English Proficient</b>	2012:	27.1 (70)		* (1)	* (1)	
	2013:	22.2 (72)				
	Change:	-4.9				
<b>Special Education</b>	2012:					
	2013:	* (1)				
	Change:					

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### 135 - EVERETTE LEE DEGOLYER [DIVISION 2 > WHITE > MARSH]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2012:	26.3 (19)				
	2013:	16.7 (12)				
	Change:	-9.6				
Hispanic	2012:	26.3 (19)				
	2013:	16.7 (12)				
	Change:	-9.6				
Economically Disadvantaged	2012:	27.8 (18)				
	2013:	16.7 (12)				
	Change:	-11.1				
Limited English Proficient	2012:	26.3 (19)				
	2013:	16.7 (12)				
	Change:	-9.6				

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### 141 - JILL STONE AT VICKERY MEADOW [DIVISION 2 > CONRAD > TASBY]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	* (2)				
	2013:	* (4)				
	Change:	*				
<b>Hispanic</b>	2012:	* (2)				
	2013:	* (4)				
	Change:	*				
<b>Economically Disadvantaged</b>	2012:	* (2)				
	2013:	* (4)				
	Change:	*				
<b>Limited English Proficient</b>	2012:	* (2)				
	2013:	* (4)				
	Change:	*				

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### 148 - TOM C. GOOCH [DIVISION 2 > WHITE > MARSH]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	20.0 (30)			0.0 (30)	
	2013:	17.2 (29)			3.3 (30)	
	Change:	<b>-2.8</b>			<b>3.3</b>	
<b>Hispanic</b>	2012:	20.0 (30)			0.0 (30)	
	2013:	17.2 (29)			3.3 (30)	
	Change:	<b>-2.8</b>			<b>3.3</b>	
<b>Economically Disadvantaged</b>	2012:	20.0 (30)			0.0 (29)	
	2013:	17.2 (29)			3.3 (30)	
	Change:	<b>-2.8</b>			<b>3.3</b>	
<b>Limited English Proficient</b>	2012:	20.7 (29)			0.0 (29)	
	2013:	17.2 (29)			3.3 (30)	
	Change:	<b>-3.5</b>			<b>3.3</b>	
<b>Special Education</b>	2012:					
	2013:	* (1)			* (1)	
	Change:					

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 156 - NATHANIEL HAWTHORNE [DIVISION 2 > SAMUELL > HOOD]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2012:	23.9 (46)			10.9 (46)	
	2013:	9.1 (11)			4.2 (48)	
	Change:	-14.8			-6.7	
Hispanic	2012:	23.9 (46)			10.9 (46)	
	2013:	9.1 (11)			4.2 (48)	
	Change:	-14.8			-6.7	
Economically Disadvantaged	2012:	22.2 (45)			8.9 (45)	
	2013:	9.1 (11)			4.2 (48)	
	Change:	-13.1			-4.7	
Limited English Proficient	2012:	23.9 (46)			10.9 (46)	
	2013:	10.0 (10)			4.3 (47)	
	Change:	-13.9			-6.6	
Special Education	2012:					
	2013:				* (1)	
	Change:					

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 159 - L.L. HOTCHKISS [DIVISION 2 > CONRAD > TASBY]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	3.3 (61)				
	2013:	3.3 (60)		* (3)	* (3)	
	Change:	0.0				
<b>Hispanic</b>	2012:	3.3 (61)				
	2013:	3.4 (58)		* (2)	* (3)	
	Change:	0.1				
<b>Economically Disadvantaged</b>	2012:	3.4 (59)				
	2013:	3.4 (58)		* (2)	* (3)	
	Change:	0.0				
<b>Limited English Proficient</b>	2012:	3.3 (60)				
	2013:	3.5 (57)		* (1)	* (2)	
	Change:	0.2				
<b>Special Education</b>	2012:	* (1)				
	2013:	* (1)				
	Change:	*				

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.



## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 161 - JOHN IRELAND [DIVISION 2 > SAMUELL > HOOD]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	13.6 (59)			* (2)	
	2013:	6.9 (58)				
	Change:	-6.7				
<b>Hispanic</b>	2012:	13.8 (58)			* (2)	
	2013:	6.9 (58)				
	Change:	-6.9				
<b>Economically Disadvantaged</b>	2012:	13.8 (58)			* (2)	
	2013:	6.9 (58)				
	Change:	-6.9				
<b>Limited English Proficient</b>	2012:	13.6 (59)			* (2)	
	2013:	5.4 (56)				
	Change:	-8.2				
<b>Special Education</b>	2012:	* (2)				
	2013:	* (1)				
	Change:	*				

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 163 - ALBERT S. JOHNSTON [DIVISION 2 > ROOSEVELT > O. HOLMES]

Grade 5		Reading <sup>1</sup>		Writing	Mathematics <sup>1</sup>		Science	Social Studies
<b>All Students</b>	2012:	10.0	(10)		*	(1)	*	(4)
	2013:	0.0	(14)					
	Change:	-10.0						
<b>Hispanic</b>	2012:	10.0	(10)		*	(1)	*	(4)
	2013:	0.0	(14)					
	Change:	-10.0						
<b>Economically Disadvantaged</b>	2012:	10.0	(10)		*	(1)	*	(4)
	2013:	0.0	(14)					
	Change:	-10.0						
<b>Limited English Proficient</b>	2012:	10.0	(10)		*	(1)	*	(4)
	2013:	0.0	(14)					
	Change:	-10.0						
<b>Special Education</b>	2012:							
	2013:		*	(1)				
	Change:							

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
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### 176 - JACK LOWE, SR. [DIVISION 2 > CONRAD > TASBY]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2012:	10.8 (65)			1.5 (67)	
	2013:	6.5 (62)			0.0 (23)	
	Change:	-4.3			-1.5	
Hispanic	2012:	10.8 (65)			1.5 (67)	
	2013:	6.5 (62)			0.0 (23)	
	Change:	-4.3			-1.5	
Economically Disadvantaged	2012:	9.5 (63)			0.0 (65)	
	2013:	5.2 (58)			0.0 (22)	
	Change:	-4.3			0.0	
Limited English Proficient	2012:	10.8 (65)			1.5 (67)	
	2013:	6.5 (62)			0.0 (23)	
	Change:	-4.3			-1.5	
Special Education	2012:	* (2)			* (2)	
	2013:	* (3)			* (4)	
	Change:	*			*	

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 182 - HERBERT MARCUS [DIVISION 2 > WHITE > MARSH]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	23.6 (72)				
	2013:	5.9 (85)		* (1)	* (1)	
	Change:	-17.7				
<b>Hispanic</b>	2012:	23.6 (72)				
	2013:	5.9 (85)		* (1)	* (1)	
	Change:	-17.7				
<b>Economically Disadvantaged</b>	2012:	23.9 (71)				
	2013:	6.0 (83)		* (1)	* (1)	
	Change:	-17.9				
<b>Limited English Proficient</b>	2012:	23.6 (72)				
	2013:	6.0 (83)		* (1)	* (1)	
	Change:	-17.6				
<b>Special Education</b>	2012:					
	2013:	* (2)		* (1)	* (1)	
	Change:					

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 185 - WILLIAM B. MILLER [DIVISION 2 > ROOSEVELT > O. HOLMES]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2012:	25.0 (8)				
	2013:	20.0 (15)		* (1)	* (1)	
	Change:	-5.0				
Hispanic	2012:	25.0 (8)				
	2013:	20.0 (15)		* (1)	* (1)	
	Change:	-5.0				
Economically Disadvantaged	2012:	25.0 (8)				
	2013:	20.0 (15)		* (1)	* (1)	
	Change:	-5.0				
Limited English Proficient	2012:	25.0 (8)				
	2013:	20.0 (15)		* (1)	* (1)	
	Change:	-5.0				

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 207 - SAN JACINTO [DIVISION 2 > SAMUELL > HOOD]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:					
	2013:	0.0 (19)			1.6 (62)	
	Change:					
<b>Hispanic</b>	2012:					
	2013:	0.0 (19)			1.6 (62)	
	Change:					
<b>Economically Disadvantaged</b>	2012:					
	2013:	0.0 (19)			1.7 (60)	
	Change:					
<b>Limited English Proficient</b>	2012:					
	2013:	0.0 (18)			1.8 (57)	
	Change:					

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 216 - EDWARD TITCHE [DIVISION 2 > SAMUELL > FLORENCE]

Grade 5		Reading <sup>1</sup>		Writing	Mathematics <sup>1</sup>		Science	Social Studies
<b>All Students</b>	2012:	5.0	(60)		*	(1)	0.0	(60)
	2013:	12.9	(31)		*	(2)	0.0	(7)
	Change:	7.9			*		0.0	
<b>Hispanic</b>	2012:	5.0	(60)		*	(1)	0.0	(60)
	2013:	12.9	(31)		*	(2)	0.0	(7)
	Change:	7.9			*		0.0	
<b>Economically Disadvantaged</b>	2012:	5.0	(60)		*	(1)	0.0	(60)
	2013:	12.9	(31)		*	(2)	0.0	(7)
	Change:	7.9			*		0.0	
<b>Limited English Proficient</b>	2012:	5.0	(60)		*	(1)	0.0	(60)
	2013:	13.3	(30)		*	(2)	0.0	(7)
	Change:	8.3			*		0.0	
<b>Special Education</b>	2012:	*	(3)				*	(3)
	2013:	*	(1)		*	(1)	*	(2)
	Change:	*					*	

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 230 - HARRY WITHERS [DIVISION 2 > WHITE > WALKER]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	* (2)				
	2013:	0.0 (9)			0.0 (6)	
	Change:	*				
<b>Hispanic</b>	2012:	* (2)				
	2013:	0.0 (9)			0.0 (6)	
	Change:	*				
<b>Economically Disadvantaged</b>	2012:	* (2)				
	2013:	0.0 (9)			0.0 (6)	
	Change:	*				
<b>Limited English Proficient</b>	2012:	* (2)				
	2013:	0.0 (8)			0.0 (6)	
	Change:	*				
<b>Special Education</b>	2012:					
	2013:	* (1)				
	Change:	*				

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.



## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 233 - NATHAN ADAMS [DIVISION 2 > WHITE > WALKER]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2012:	17.5 (40)				
	2013:	20.6 (34)				
	Change:	3.1				
Hispanic	2012:	17.5 (40)				
	2013:	21.2 (33)				
	Change:	3.7				
Economically Disadvantaged	2012:	17.5 (40)				
	2013:	22.6 (31)				
	Change:	5.1				
Limited English Proficient	2012:	15.4 (39)				
	2013:	21.2 (33)				
	Change:	5.8				

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 237 - JOHN W. RUNYON [DIVISION 2 > SAMUELL > FLORENCE]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2012:	10.6 (47)				
	2013:	20.5 (44)		* (1)	* (1)	
	Change:	9.9				
Hispanic	2012:	10.9 (46)				
	2013:	20.9 (43)		* (1)	* (1)	
	Change:	10.0				
White	2012:					
	2013:	* (1)				
	Change:					
Economically Disadvantaged	2012:	11.4 (44)				
	2013:	20.9 (43)		* (1)	* (1)	
	Change:	9.5				
Limited English Proficient	2012:	9.1 (44)				
	2013:	12.5 (32)		* (1)	* (1)	
	Change:	3.4				
Special Education	2012:	* (2)				
	2013:	* (2)				
	Change:	*				

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 273 - PLEASANT GROVE [DIVISION 2 > SAMUELL > FLORENCE]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	4.9 (41)			0.0 (42)	
	2013:	0.0 (28)		* (1)	0.0 (28)	
	Change:	-4.9			0.0	
<b>Hispanic</b>	2012:	5.0 (40)			0.0 (41)	
	2013:	0.0 (28)		* (1)	0.0 (28)	
	Change:	-5.0			0.0	
<b>Economically Disadvantaged</b>	2012:	4.9 (41)			0.0 (42)	
	2013:	0.0 (28)		* (1)	0.0 (28)	
	Change:	-4.9			0.0	
<b>Limited English Proficient</b>	2012:	4.9 (41)			0.0 (42)	
	2013:	0.0 (27)		* (1)	0.0 (26)	
	Change:	-4.9			0.0	

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 279 - JERRY R. JUNKINS [DIVISION 2 > WHITE > WALKER]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2012:	20.0 (15)		* (1)	* (2)	
	2013:	15.4 (13)		* (2)	* (4)	
	Change:	-4.6		*	*	
Hispanic	2012:	21.4 (14)		* (2)	* (1)	
	2013:	15.4 (13)		* (2)	* (4)	
	Change:	-6.0			*	
Economically Disadvantaged	2012:	20.0 (15)		* (1)	* (2)	
	2013:	15.4 (13)		* (2)	* (4)	
	Change:	-4.6		*	*	
Limited English Proficient	2012:	20.0 (15)		* (1)	* (2)	
	2013:	15.4 (13)		* (2)	* (4)	
	Change:	-4.6		*	*	

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 284 - HIGHLAND MEADOWS [DIVISION 2 > CONRAD > HILL]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2012:	5.7 (35)		* (2)	* (3)	
	2013:	11.1 (45)		* (1)	* (3)	
	Change:	5.4		*	*	
<b>Hispanic</b>	2012:	5.7 (35)		* (2)	* (3)	
	2013:	11.1 (45)		* (1)	* (3)	
	Change:	5.4		*	*	
<b>Economically Disadvantaged</b>	2012:	5.9 (34)		* (2)	* (3)	
	2013:	9.1 (44)		* (1)	* (3)	
	Change:	3.2		*	*	
<b>Limited English Proficient</b>	2012:	5.7 (35)		* (2)	* (3)	
	2013:	11.4 (44)			* (2)	
	Change:	5.7			*	
<b>Special Education</b>	2012:					
	2013:	* (3)			* (1)	
	Change:					

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 286 - LEE A. MCSHAN, JR. [DIVISION 2 > CONRAD > TASBY]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2012:	5.4 (56)		* (2)	* (2)	
	2013:	10.7 (28)				
	Change:	5.3				
Hispanic	2012:	5.4 (56)		* (2)	* (2)	
	2013:	10.7 (28)				
	Change:	5.3				
Economically Disadvantaged	2012:	5.4 (56)		* (2)	* (2)	
	2013:	10.7 (28)				
	Change:	5.3				
Limited English Proficient	2012:	5.4 (56)		* (2)	* (2)	
	2013:	10.7 (28)				
	Change:	5.3				
Special Education	2012:	* (2)		* (1)	* (1)	
	2013:	* (1)				
	Change:	*				

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.

## 2013 STAAR 3-8 Results by Student Group

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage at Level 3  
**ADMINISTRATION:** Spring 2013 (second administration)  
**LANGUAGE:** Spanish

**PERCENTAGE  
ADVANCED  
6/11/13**

### 304 - GEORGE H.W. BUSH [DIVISION 2 > WHITE > WALKER]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2012:	0.0 (29)				
	2013:	6.7 (30)				
	Change:	6.7				
Hispanic	2012:	0.0 (29)				
	2013:	6.9 (29)				
	Change:	6.9				
White	2012:					
	2013:	* (1)				
	Change:					
Economically Disadvantaged	2012:	0.0 (29)				
	2013:	6.7 (30)				
	Change:	6.7				
Limited English Proficient	2012:	0.0 (29)				
	2013:	6.9 (29)				
	Change:	6.9				

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores through the SECOND ADMINISTRATION in 2013. NOTES: Includes ALL STUDENTS TESTED at location (or in school group) with identified test. Statistics NOT BASED on AEIS accountability subsets. Changes in percentages are calculated before rounding. Change is printed in green (red) if increase (decrease) is more than one percentage point. Prior-year statistics in this report may differ from previous reports due to score corrections. Feeder pattern and division statistics DO NOT include scores from magnets or alternatives.