

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

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (first administration)  
**LANGUAGE:** Combined English and Spanish

**MASTERS  
GRADE LEVEL  
4/30/19**

### FRANKLIN D. ROOSEVELT FEEDER GROUP

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2018:	22.2 (370)		30.3 (366)	11.9 (370)	
	2019:	20.5 (336)		19.6 (336)		
	Change:	-1.7		-10.7		
African American	2018:	13.6 (184)		21.9 (183)	9.2 (185)	
	2019:	15.6 (167)		12.0 (167)		
	Change:	2.0		-9.9		
Hispanic	2018:	30.9 (178)		38.9 (175)	14.1 (177)	
	2019:	25.8 (163)		27.0 (163)		
	Change:	-5.1		-11.9		
White	2018:	* (5)		* (5)	* (5)	
	2019:	* (2)		* (2)		
	Change:	*		*		
Economically Disadvantaged	2018:	20.8 (336)		30.9 (333)	10.8 (334)	
	2019:	19.4 (325)		19.1 (325)		
	Change:	-1.4		-11.8		
English Learner	2018:	33.6 (128)		42.9 (126)	14.2 (127)	
	2019:	21.4 (117)		27.4 (117)		
	Change:	-12.2		-15.5		
Special Education	2018:	0.0 (27)		0.0 (23)	4.2 (24)	
	2019:	0.0 (26)		0.0 (26)		
	Change:	0.0		0.0		

Grade 8		Reading <sup>1</sup>	Writing	Mathematics <sup>1 2</sup>	Science <sup>2</sup>	Social Studies
All Students	2018:	8.7 (252)		2.4 (250)	3.1 (255)	2.0 (248)
	2019:	7.4 (217)		4.0 (226)		
	Change:	-1.3		1.6		
African American	2018:	9.3 (140)		2.8 (144)	2.1 (146)	2.2 (136)
	2019:	7.0 (143)		2.1 (146)		
	Change:	-2.3		-0.7		
Hispanic	2018:	6.7 (104)		2.0 (99)	4.1 (98)	2.0 (102)
	2019:	7.5 (67)		8.1 (74)		
	Change:	0.8		6.1		
White	2018:	16.7 (6)		0.0 (6)	14.3 (7)	0.0 (6)
	2019:	* (4)		* (3)		
	Change:	*		*		
Economically Disadvantaged	2018:	7.9 (228)		2.2 (224)	2.6 (229)	2.2 (224)
	2019:	7.4 (217)		4.0 (225)		
	Change:	-0.5		1.8		
English Learner	2018:	6.0 (83)		2.4 (82)	5.1 (78)	1.3 (78)
	2019:	7.7 (52)		10.0 (60)		
	Change:	1.7		7.6		
Special Education	2018:	0.0 (29)		0.0 (28)	0.0 (25)	0.0 (26)
	2019:	0.0 (12)		0.0 (12)		
	Change:	0.0		0.0		

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores from FIRST ADMINISTRATION. <sup>2</sup>Includes results from Grade 7 PAP students.  
 NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

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

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (first administration)  
**LANGUAGE:** Combined English and Spanish

**MASTERS  
GRADE LEVEL  
4/30/19**

### 51 - OLIVER W. HOLMES MIDDLE SCHOOL [Feeds to: ROOSEVELT]

Grade 8		Reading <sup>1</sup>	Writing	Mathematics <sup>1 2</sup>	Science <sup>2</sup>	Social Studies
<b>All Students</b>	2018:	8.7 (252)		2.4 (250)	3.1 (255)	2.0 (248)
	2019:	7.4 (217)		4.0 (226)		
	Change:	-1.3		1.6		
<b>African American</b>	2018:	9.3 (140)		2.8 (144)	2.1 (146)	2.2 (136)
	2019:	7.0 (143)		2.1 (146)		
	Change:	-2.3		-0.7		
<b>Hispanic</b>	2018:	6.7 (104)		2.0 (99)	4.1 (98)	2.0 (102)
	2019:	7.5 (67)		8.1 (74)		
	Change:	0.8		6.1		
<b>White</b>	2018:	16.7 (6)		0.0 (6)	14.3 (7)	0.0 (6)
	2019:	* (4)		* (3)		
	Change:	*		*		
<b>Economically Disadvantaged</b>	2018:	7.9 (228)		2.2 (224)	2.6 (229)	2.2 (224)
	2019:	7.4 (217)		4.0 (225)		
	Change:	-0.5		1.8		
<b>English Learner</b>	2018:	6.0 (83)		2.4 (82)	5.1 (78)	1.3 (78)
	2019:	7.7 (52)		10.0 (60)		
	Change:	1.7		7.6		
<b>Special Education</b>	2018:	0.0 (29)		0.0 (28)	0.0 (25)	0.0 (26)
	2019:	0.0 (12)		0.0 (12)		
	Change:	0.0		0.0		

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores from FIRST ADMINISTRATION. <sup>2</sup>Includes results from Grade 7 PAP students.  
 NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

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

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (first administration)  
**LANGUAGE:** Combined English and Spanish

**MASTERS  
GRADE LEVEL  
4/30/19**

### 114 - JOHN NEELY BRYAN ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2018:	12.7 (55)		16.4 (55)	1.8 (56)	
	2019:	18.3 (60)		16.7 (60)		
	Change:	5.6		0.3		
African American	2018:	8.3 (36)		16.7 (36)	2.7 (37)	
	2019:	11.1 (36)		11.1 (36)		
	Change:	2.8		-5.6		
Hispanic	2018:	21.1 (19)		15.8 (19)	0.0 (19)	
	2019:	29.2 (24)		25.0 (24)		
	Change:	8.1		9.2		
Economically Disadvantaged	2018:	12.2 (49)		18.4 (49)	2.1 (48)	
	2019:	18.3 (60)		16.7 (60)		
	Change:	6.1		-1.7		
English Learner	2018:	30.8 (13)		15.4 (13)	0.0 (13)	
	2019:	31.3 (16)		25.0 (16)		
	Change:	0.5		9.6		
Special Education	2018:	* (2)		* (2)	* (1)	
	2019:	* (2)		* (2)		
	Change:	*		*		

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores from FIRST ADMINISTRATION. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

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

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (first administration)  
**LANGUAGE:** Combined English and Spanish

**MASTERS  
GRADE LEVEL  
4/30/19**

### 115 - HARRELL BUDD ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2018:	30.0 (70)		36.8 (68)	7.0 (71)	
	2019:	13.2 (68)		14.7 (68)		
	Change:	-16.8		-22.1		
African American	2018:	4.8 (21)		15.0 (20)	4.3 (23)	
	2019:	8.0 (25)		4.0 (25)		
	Change:	3.2		-11.0		
Hispanic	2018:	43.5 (46)		46.7 (45)	6.7 (45)	
	2019:	16.7 (42)		19.0 (42)		
	Change:	-26.8		-27.7		
Economically Disadvantaged	2018:	31.3 (64)		38.7 (62)	6.1 (66)	
	2019:	12.1 (66)		13.6 (66)		
	Change:	-19.2		-25.1		
English Learner	2018:	50.0 (36)		54.3 (35)	8.3 (36)	
	2019:	9.4 (32)		15.6 (32)		
	Change:	-40.6		-38.7		
Special Education	2018:	0.0 (11)		0.0 (9)	0.0 (10)	
	2019:	0.0 (8)		0.0 (8)		
	Change:	0.0		0.0		

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores from FIRST ADMINISTRATION. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

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

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (first administration)  
**LANGUAGE:** Combined English and Spanish

**MASTERS  
GRADE LEVEL  
4/30/19**

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

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2018:	14.1 (64)		15.6 (64)	4.7 (64)	
	2019:	11.5 (52)		7.7 (52)		
	Change:	-2.6		-7.9		
African American	2018:	5.6 (36)		2.8 (36)	0.0 (36)	
	2019:	6.9 (29)		3.4 (29)		
	Change:	1.3		0.6		
Hispanic	2018:	25.9 (27)		33.3 (27)	11.1 (27)	
	2019:	18.2 (22)		13.6 (22)		
	Change:	-7.7		-19.7		
Economically Disadvantaged	2018:	13.1 (61)		16.4 (61)	4.9 (61)	
	2019:	6.3 (48)		6.3 (48)		
	Change:	-6.8		-10.1		
English Learner	2018:	25.0 (20)		45.0 (20)	15.0 (20)	
	2019:	14.3 (14)		14.3 (14)		
	Change:	-10.7		-30.7		
Special Education	2018:	0.0 (6)		0.0 (6)	0.0 (6)	
	2019:	0.0 (8)		0.0 (8)		
	Change:	0.0		0.0		

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores from FIRST ADMINISTRATION. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

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

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (first administration)  
**LANGUAGE:** Combined English and Spanish

**MASTERS  
GRADE LEVEL  
4/30/19**

### 185 - WILLIAM B. MILLER ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2018:	7.3 (55)		27.3 (55)	7.4 (54)	
	2019:	22.4 (49)		30.6 (49)		
	Change:	15.1		3.3		
<b>African American</b>	2018:	6.7 (30)		20.0 (30)	6.7 (30)	
	2019:	0.0 (16)		12.5 (16)		
	Change:	-6.7		-7.5		
<b>Hispanic</b>	2018:	8.3 (24)		37.5 (24)	8.7 (23)	
	2019:	34.4 (32)		40.6 (32)		
	Change:	26.1		3.1		
<b>White</b>	2018:	* (1)		* (1)	* (1)	
	2019:	* (1)		* (1)		
	Change:	*		*		
<b>Economically Disadvantaged</b>	2018:	5.6 (54)		27.8 (54)	7.5 (53)	
	2019:	20.8 (48)		29.2 (48)		
	Change:	15.2		1.4		
<b>English Learner</b>	2018:	5.3 (19)		42.1 (19)	5.6 (18)	
	2019:	37.0 (27)		48.1 (27)		
	Change:	31.7		6.0		
<b>Special Education</b>	2018:					
	2019:	* (3)		* (3)		
	Change:					

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores from FIRST ADMINISTRATION. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

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

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (first administration)  
**LANGUAGE:** Combined English and Spanish

**MASTERS  
GRADE LEVEL  
4/30/19**

### 186 - ROGER Q. MILLS ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
All Students	2018:	34.0 (50)		33.3 (48)	14.0 (50)	
	2019:	9.3 (43)		9.3 (43)		
	Change:	-24.7		-24.0		
African American	2018:	50.0 (14)		35.7 (14)	14.3 (14)	
	2019:	10.0 (20)		10.0 (20)		
	Change:	-40.0		-25.7		
Hispanic	2018:	28.6 (35)		33.3 (33)	14.3 (35)	
	2019:	8.7 (23)		8.7 (23)		
	Change:	-19.9		-24.6		
Economically Disadvantaged	2018:	32.6 (43)		33.3 (42)	11.6 (43)	
	2019:	7.3 (41)		7.3 (41)		
	Change:	-25.3		-26.0		
English Learner	2018:	32.1 (28)		29.6 (27)	14.3 (28)	
	2019:	5.9 (17)		5.9 (17)		
	Change:	-26.2		-23.7		
Special Education	2018:	* (3)		* (1)	* (3)	
	2019:	* (2)		* (2)		
	Change:	*		*		

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores from FIRST ADMINISTRATION. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

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

**POPULATION:** All Students Tested at Location  
**STATISTIC:** Percentage Mastering Grade Level  
**ADMINISTRATION:** Spring 2019 (first administration)  
**LANGUAGE:** Combined English and Spanish

**MASTERS  
 GRADE LEVEL  
 4/30/19**

### 263 - J.P. STARKS ELEMENTARY SCHOOL [Feeds to: HOLMES, O > ROOSEVELT]

Grade 5		Reading <sup>1</sup>	Writing	Mathematics <sup>1</sup>	Science	Social Studies
<b>All Students</b>	2018:	31.6 (76)		47.4 (76)	32.0 (75)	
	2019:	43.8 (64)		35.9 (64)		
	Change:	12.2		-11.5		
<b>African American</b>	2018:	21.3 (47)		40.4 (47)	24.4 (45)	
	2019:	39.0 (41)		24.4 (41)		
	Change:	17.7		-16.0		
<b>Hispanic</b>	2018:	44.4 (27)		55.6 (27)	42.9 (28)	
	2019:	55.0 (20)		60.0 (20)		
	Change:	10.6		4.4		
<b>White</b>	2018:	* (1)		* (1)	* (1)	
	2019:	* (1)		* (1)		
	Change:	*		*		
<b>Economically Disadvantaged</b>	2018:	29.2 (65)		47.7 (65)	30.2 (63)	
	2019:	45.2 (62)		37.1 (62)		
	Change:	16.0		-10.6		
<b>English Learner</b>	2018:	50.0 (12)		66.7 (12)	58.3 (12)	
	2019:	36.4 (11)		63.6 (11)		
	Change:	-13.6		-3.1		
<b>Special Education</b>	2018:	* (5)		* (5)	* (4)	
	2019:	* (3)		* (3)		
	Change:	*		*		

(N) = students tested. \*Statistics not reported for groups smaller than six. <sup>1</sup>Scores from FIRST ADMINISTRATION. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.