

MEMORANDUM

September 4, 2013

TO: Board Members

FROM: Terry B. Grier, Ed. D
Superintendent of Schools

SUBJECT: **DISTRICT AND SCHOOL RESULTS OF STAAR READING AND MATHEMATICS FOR GRADES 5 AND 8 THIRD ADMINISTRATION, SUMMER 2013**

The Student Success Initiative (SSI) was created by the Texas Legislature in 1999 and modified during the 81st Texas Legislature in 2009 to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. Under the SSI grade advancement requirements, students are required to pass the State of Texas Assessment of Academic Readiness (STAAR) grade 5 reading and mathematics tests to be promoted to sixth grade. Additionally, students are required to pass the STAAR grade 8 reading and mathematics tests to be promoted to ninth grade.

The first administration of the STAAR reading and mathematics tests for students in fifth- and eighth-grade occurred on April 2-3, 2013. Those who were unsuccessful after the first administration received additional state-mandated instruction and retook the tests they did not pass on May 14–15, 2013. These students were given a third opportunity to pass the STAAR assessment during summer school on June 25–26, 2013.

Fifth- and eighth-grade students who do not pass STAAR reading and/or mathematics after the third opportunity will automatically be retained. However, parents can appeal these results to the Grade Placement Committee (GPC), and the GPC may decide to promote an individual student if there is consensus that the student is likely to succeed at the next grade level.

Findings

- The cumulative percent satisfactory in 5th grade reading increased from 70 percent to 85 percent, an increase of 15 percentage points. This is 3 percentage points higher than the state's increase in cumulative percent satisfactory of 12 percentage points.
- The cumulative percent satisfactory in 8th grade reading increased from 77 percent to 85 percent, an increase of 8 percentage points. This is 1 percentage point higher than the state's increase in cumulative percent satisfactory of 7 percentage points.
- The cumulative percent satisfactory in 5th grade mathematics increased from 69 percent to 87 percent, an increase of 18 percentage points. This is 3 percentage points higher than the state's increase in cumulative percent satisfactory of 15 percentage points.
- In 5th grade reading, the Students with Disabilities (SWD) group had the highest growth of 21 percentage points, followed by the English Language Learner (ELL) group at 20 percentage points.
- In 8th grade reading, the Students with Disabilities (SWD) and the English Language Learner (ELL) groups had the highest growth, an increase of 12 percentage points.
- In 5th grade mathematics, the Students with Disabilities (SWD) group had the highest growth of 25 percentage points, followed by the English Language Learner (ELL) and the African American groups at 22 percentage points.
- In 8th grade mathematics, the Students with Disabilities (SWD) group had the highest growth of 15 percentage points, followed by the English Language Learner (ELL) group at 13 percentage points.

Administrative Response

The specific interventions, resources, instructional practices and teacher training strategies put in place for the 2013-2014 school year as a result of the 2013 assessments remain in effect. Listed below are additional strategies and initiatives that will be put into place to address the academic needs of students in grades 5 and 8 who did not pass the summer 2013 retest in reading and math.

Academic Services Department

- Istation continues to be utilized. It offers online assessment tools that help teachers identify each student's specific weaknesses in reading. Istation also provides adaptive intervention activities based on each student's identified needs. In addition, teachers can access instructor-led lessons tied to specific reading skills. It is important to note that Istation is correlated with the Texas Essential Knowledge and Skills (TEKS), which allows for targeted instruction. Preliminary analysis of student data indicates a strong correlation between Tier 1 beginning-of-year Istation scores and satisfactory scores on STAAR reading.
- Think Through Math (TTM), an adaptive intervention math program, is another effective instructional tool. It provides assessments and adaptive instruction to meet the specific needs of students. TTM also provides remediation lessons, targeted lessons, and retake lessons within each student's grade-level pathway. Teachers can use TTM reports to plan targeted teacher-led instruction based on the standards for which students most need support. TTM, like Istation, is aligned to the TEKS.
- Another support initiative for HISD students is a \$839,017 SSI grant awarded by the Texas Education Agency (TEA). Schools were selected based on their achievement data, and funds were distributed to those schools for tutorials and instructional materials. Tutorials can occur after school during the regular school year, and during summer school hours. Schools have scheduled the tutorials and selected materials to meet the needs of their students.
- The Curriculum Department has written additional course materials to support teachers as they work with students who struggle to master reading and math TEKS.
- The Office of Special Education Services provides campus and classroom-level support for the implementation of targeted accommodations for students with disabilities in the instruction and assessment process.

Elementary School Office

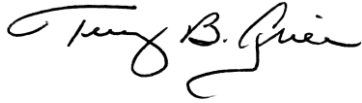
- As a means to ensure immediate intervention/acceleration will occur for all 5th and 8th grade students, it was a requirement for all teachers of fifth and eighth grade students attending summer school for STAAR to complete the Response to Intervention screen in Chancery. This will allow receiving schools to have immediate access to prescriptive plans and there will be no delay in providing instructional support in their areas of greatest need when they start the next school year.
- After receiving the results of the first administration, principals were advised to create intervention plans for all 5th and 8th grade students not meeting standard. The intervention plans did not stop after the second or third administration and are to continue through the next school year.
- Teachers will implement and adhere to the individualized plans created for students.

Middle School Office

- The Chief School Officer (CSO) and School Support Officers (SSO's) and principals will review third administration data to ensure that interventions are incorporated and teachers provide the appropriate levels of support for these students for the coming school year.

- Principals will provide campus and classroom-level support for the implementation of individualized accelerated instruction for students who were not successful on the third administration.
- The CSO's and SSO's will conduct walk-throughs to ensure classroom instruction is in alignment with the district's curriculum and the individualized accelerated instructional needs of the identified students.

Should you have further questions, please contact my office or Carla Stevens in the Department of Research and Accountability at (713) 556-6700.



TBG

Attachments

cc: Superintendent's Direct Reports
Chief School Officers
School Support Officers
Nancy Gregory
Altagracia Guerrero
Lupita Hinojosa
Sowmya Kumar



RESEARCH

Educational Program Report

DISTRICT AND SCHOOL RESULTS OF
THE THIRD STAAR ADMINISTRATION FOR
GRADES 5 AND 8, READING AND MATHEMATICS
SUMMER 2013

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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DISTRICT AND SCHOOL RESULTS OF STAAR READING AND MATHEMATICS FOR GRADES 5 AND 8 THIRD ADMINISTRATION, SUMMER 2013

The Student Success Initiative (SSI) was created by the Texas Legislature in 1999 and modified during the 81st Texas Legislature in 2009 to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. Under the SSI grade advancement requirements, students are required to pass the State of Texas Assessment of Academic Readiness (STAAR) grade 5 reading and mathematics tests to be promoted to sixth grade. Additionally, students are required to pass the STAAR grade 8 reading and mathematics tests to be promoted to ninth grade.

The first administration of the STAAR reading and mathematics test to students in fifth- and eighth-grade occurred on April 2-3, 2013. Those who were unsuccessful after the first administration received additional state-mandated instruction and retook the tests they did not pass on May 14–15, 2013. These students were given a third opportunity to pass the STAAR assessment during summer school on June 25–26, 2013.

Fifth- and eighth-grade students who do not pass STAAR reading and/or mathematics after the third opportunity will automatically be retained. However, parents can appeal these results to the Grade Placement Committee (GPC), and the GPC may decide to promote an individual student if there is consensus that the student is likely to succeed at the next grade level.

Methodology

Results from students who took the STAAR, STAAR L, and STAAR Modified grades 5 and 8 mathematics and reading or STAAR Spanish grade 5 mathematics and reading results are presented in this report. The cumulative results are based on the initial April cohort of students tested.

STAAR Exam Versions

There are four versions of the STAAR exam offered to students:

- **STAAR** is available to all students in grades 3–8 who do not qualify for one of the other STAAR assessments. A Spanish version is available for grades 3–5. Students with Disabilities (SWD) may also take the STAAR with accommodations at the discretion of the Admission, Review, and Dismissal (ARD) Committee.
- **STAAR L** is a linguistically accommodated English version of the STAAR assessments in mathematics, science, and social studies. STAAR L is provided for English Language Learners (ELLs) who meet participation requirements for a substantial degree of linguistic accommodation in these subject areas. Students with Disabilities (SWD) may also take the STAAR L at the discretion of the ARD Committee.
- **STAAR Modified** replaced the Texas Assessment of Knowledge and Skills–Modified (TAKS–M) for third through eighth grade students with disabilities who meet the STAAR Modified participation requirements. ARD committees will use the participation requirements to determine if the STAAR Modified is the appropriate assessment.
- **STAAR Alternate** is designed for the purpose of assessing students in grades 3–8 that have significant cognitive disabilities and are receiving special education services.

- STAAR Alternate testing is not included in this report as it is not included in the state's promotion standards.

The state set standards for the STAAR assessments in late 2012. The standards indicate three performance levels: unsatisfactory, satisfactory, and advanced. The satisfactory performance level is being phased in over a five-year period with the implementation of the recommended satisfactory standard in 2016. Throughout this report, the current phase-in satisfactory and advanced performance levels are presented for comparison purposes. The recommended satisfactory standard is shown as a preview to 2016.

Results

The 2013 STAAR results for all three administrations as well as the cumulative results in grades 5 and 8 are shown below in **Figures 1a, 1b, 2a, 2b, 3a, and 3b** for all students and for the various subgroups. Campus-level data for STAAR and STAAR Modified is presented in **Appendix A**.

The following are key findings from the data presented:

- The cumulative percent satisfactory in 5th grade reading increased from 70 percent to 85 percent, an increase of 15 percentage points. This is 3 percentage points higher than the state's increase in cumulative percent satisfactory of 12 percentage points (see **Table 1a**).
- The cumulative percent satisfactory in 8th grade reading increased from 77 percent to 85 percent, an increase of 8 percentage points. This is 1 percentage point higher than the state's increase in cumulative percent satisfactory of 7 percentage points (see **Table 1a**).
- The cumulative percent satisfactory in 5th grade mathematics increased from 69 percent to 87 percent, an increase of 18 percentage points. This is 3 percentage points higher than the state's increase in cumulative percent satisfactory of 15 percentage points (see **Table 1b**).
- In 5th grade reading, the Students with Disabilities (SWD) group had the highest growth of 21 percentage points, followed by the English Language Learner (ELL) group at 20 percentage points (see **Table 2a**).
- In 8th grade reading, the Students with Disabilities (SWD) and the English Language Learner (ELL) groups had the highest growth, an increase of 12 percentage points (see **Table 2b**).
- In 5th grade mathematics, the Students with Disabilities (SWD) group had the highest growth of 25 percentage points, followed by the English Language Learner (ELL) and the African American groups at 22 percentage points (see **Table 3a**).
- In 8th grade mathematics, the Students with Disabilities (SWD) group had the highest growth of 15 percentage points, followed by the English Language Learner (ELL) group at 13 percentage points (see **Table 2b**).

Figures 1a and 1b show the percentage of fifth- and eighth-grade students in HISD and in the State who met the satisfactory level for the combined English and Spanish STAAR assessments in reading and mathematics for each administration as well as the cumulative totals based on the April cohort of testers.

Figure 1a: HISD & State STAAR Reading Grades 5 & 8 Percent Satisfactory at Phase-in 1 Standards Combined English and Spanish

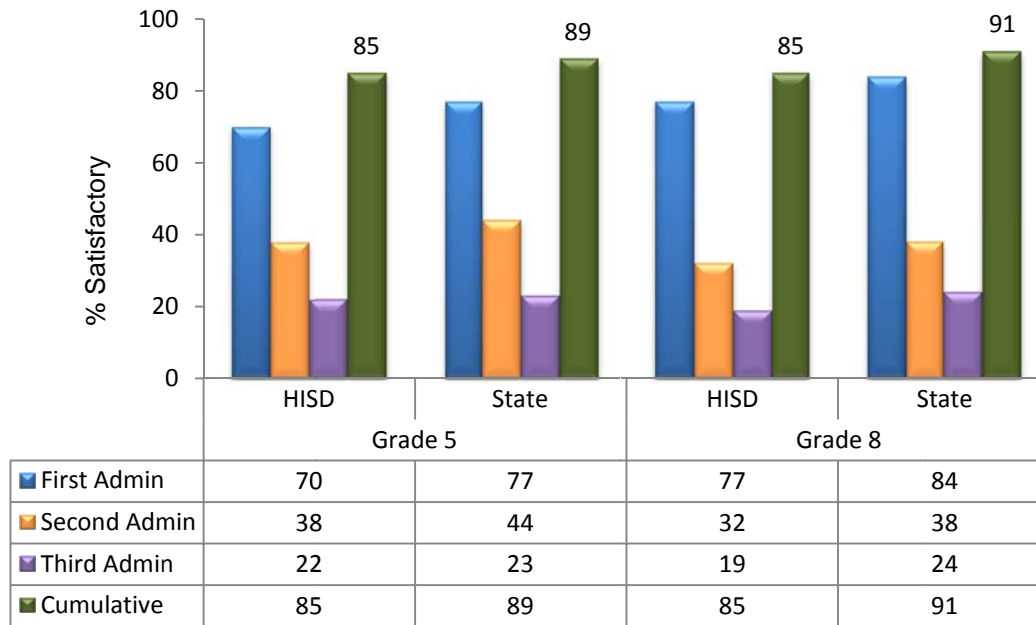
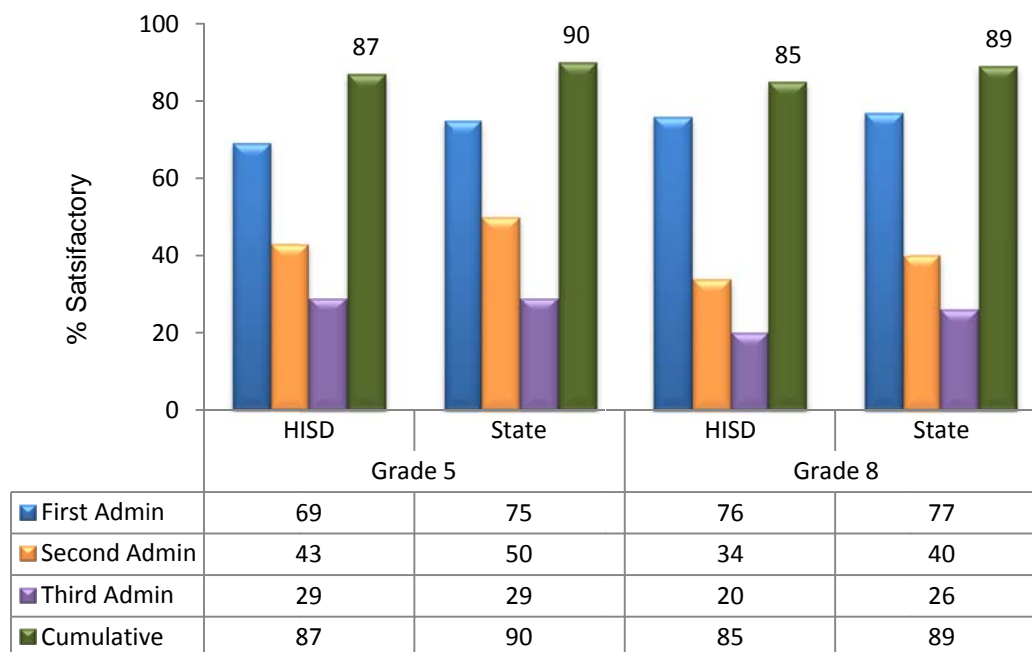


Figure 1b: HISD & State STAAR Mathematics Grades 5 & 8 Percent Satisfactory at Phase-in 1 Standards Combined English and Spanish



Figures 2a and 2b show the percentage of fifth- and eighth-grade grade students tested in STAAR reading who met the satisfactory level in all three administrations as well as the cumulative performance for all students and the student groups based on the April cohort of testers.

Figure 2a: HISD STAAR Reading Grade 5 Percent Satisfactory at Phase-in 1 Standard Combined English and Spanish

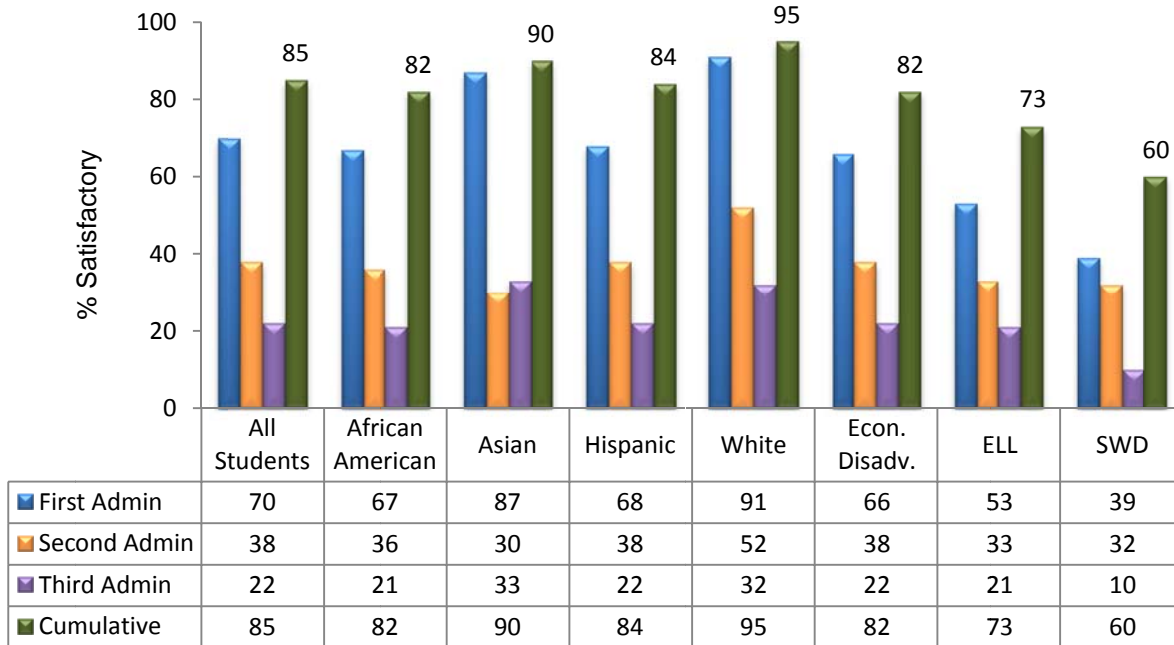
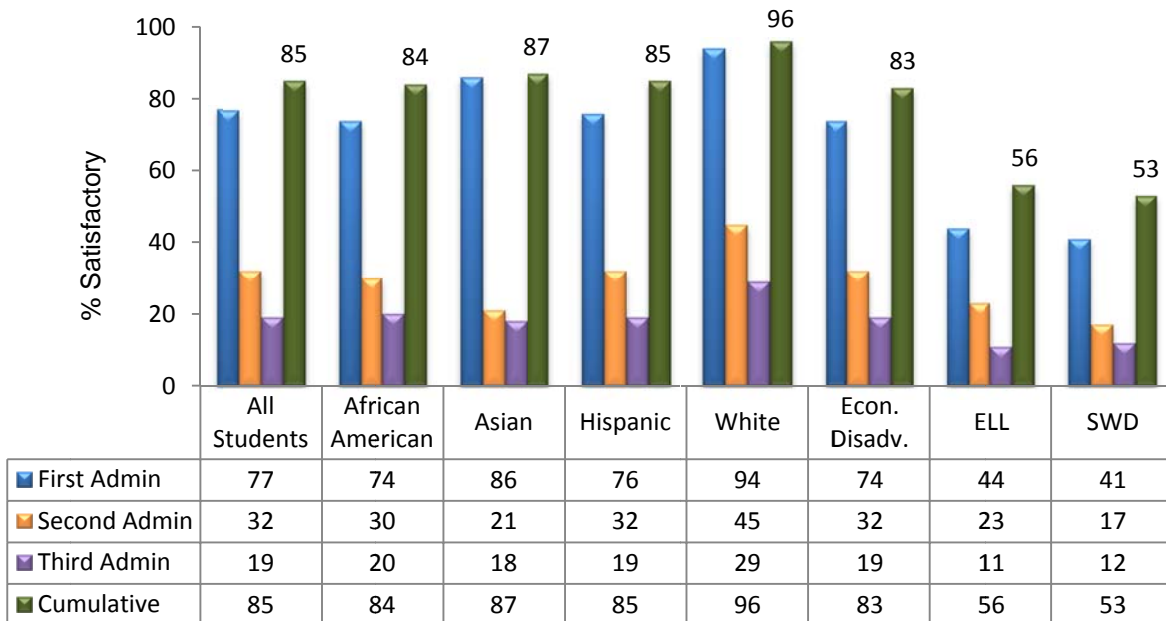


Figure 2b: HISD STAAR Reading Grade 8 Percent Satisfactory at Phase-in 1 Standard English



Figures 3a and 3b show the percentage of fifth- and eighth-grade grade students tested in STAAR mathematics who met the satisfactory level in all three administrations as well as the cumulative performance for all students and the student groups based on the April cohort of testers.

Figure 3a: HISD STAAR Mathematics Grade 5 Percent Satisfactory at Phase-in 1 Standard Combined English and Spanish

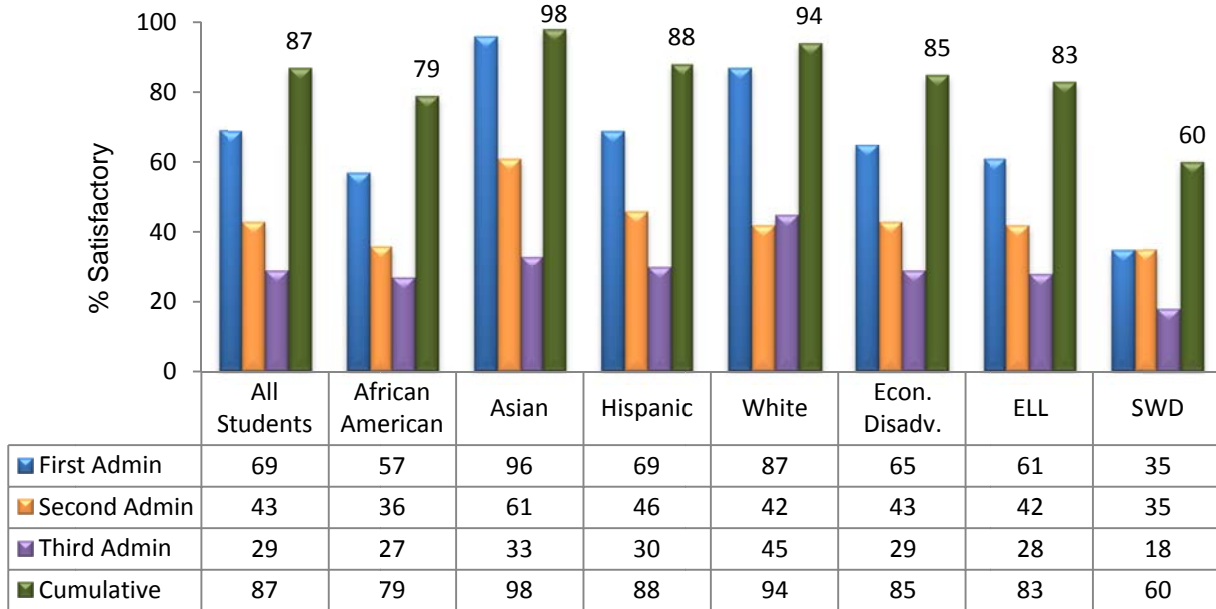


Figure 3b: HISD STAAR Mathematics Grade 8 Percent Satisfactory at Phase-in 1 Standard English

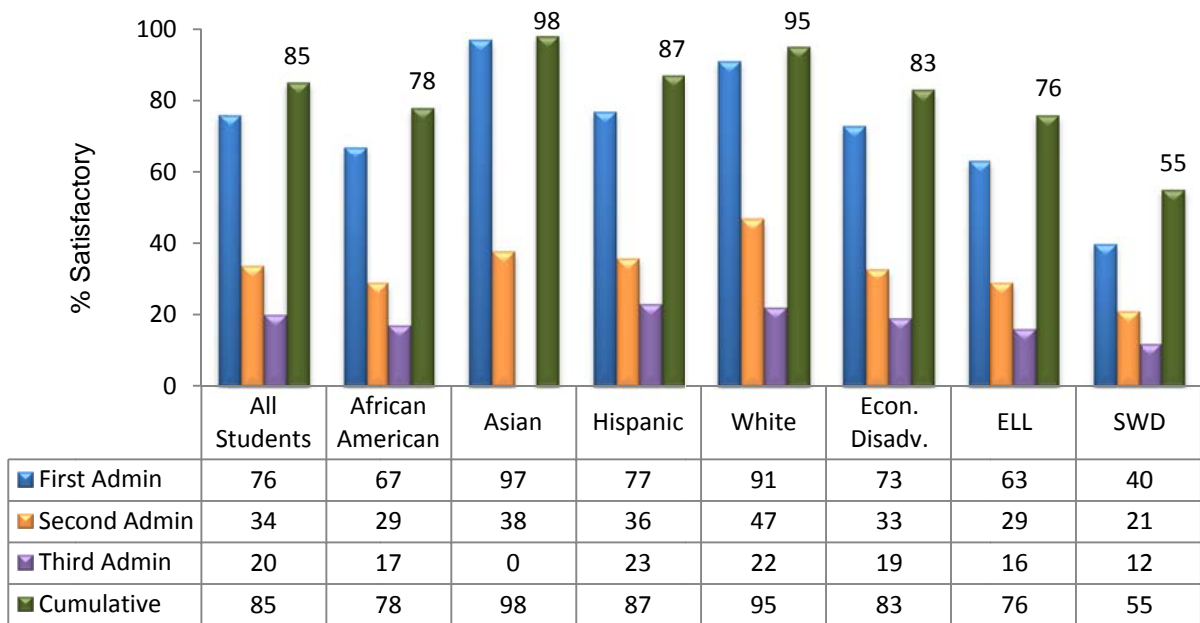


Figure 4 shows the percent of All fifth- and eighth-grade students who met satisfactory at the phase-in 1 standard, advanced, and satisfactory (2016 preview) for the three administrations of STAAR reading and mathematics by test version. Results are not linked to the April cohort.

Figure 4. Percent of All 5th & 8th Grade Students at Each Performance Level by STAAR Version, and Subject.

Version	Grade	Subject	Admin.	% Satisf.	% Adv.	% Satisf. (2016)
STAAR	5	Reading	First Admin	70	17	34
			Second Admin	38	1	5
			Third Admin	22	0	1
		Mathematics	First Admin	69	19	35
			Second Admin	43	1	4
			Third Admin	29	0	1
	8	Reading	First Admin	77	20	40
			Second Admin	32	0	2
			Third Admin	19	0	1
		Mathematics	First Admin	76	6	36
			Second Admin	33	0	1
			Third Admin	20	0	0
STAAR Spanish	5	Reading	First Admin	59	7	23
			Second Admin	13	0	0
			Third Admin	25	0	0
		Mathematics	First Admin	21	0	6
			Second Admin	18	0	0
			Third Admin	23	0	0
STAAR Modified	5	Reading	First Admin	74	9	40
			Second Admin	62	5	29
			Third Admin	50	0	10
		Mathematics	First Admin	60	3	36
			Second Admin	46	2	20
			Third Admin	31	0	9
	8	Reading	First Admin	65	2	33
			Second Admin	42	3	15
			Third Admin	39	0	8
		Mathematics	First Admin	55	1	27
			Second Admin	42	0	18
			Third Admin	29	0	9

Figure 5 shows the percent of fifth- and eighth-grade **African American** students who met satisfactory at the phase-in 1 standard, advanced, and satisfactory at the recommended standard (2016 preview) for all administrations of STAAR reading and mathematics by test version. Results are not linked to the April cohort.

Figure 5. Percent of 5th & 8th Grade African American Students at Each Performance Level by STAAR Version, and Subject.

Version	Grade	Subject	Admin.	% Satisf.	% Adv.	% Satisf. (2016)
STAAR	5	Reading	First Admin	67	12	28
			Second Admin	36	1	6
			Third Admin	21	0	1
		Mathematics	First Admin	57	9	20
			Second Admin	36	1	4
			Third Admin	27	0	0
	8	Reading	First Admin	74	14	34
			Second Admin	31	1	2
			Third Admin	20	0	1
		Mathematics	First Admin	67	2	23
			Second Admin	28	0	1
			Third Admin	16	0	0
STAAR Spanish	5	Reading	First Admin			
			Second Admin			
			Third Admin			
		Mathematics	First Admin			
			Second Admin			
			Third Admin			
STAAR Modified	5	Reading	First Admin	77	13	47
			Second Admin	57	11	34
			Third Admin	60	0	20
		Mathematics	First Admin	57	4	35
			Second Admin	49	5	22
			Third Admin	25	0	8
	8	Reading	First Admin	67	2	34
			Second Admin	50	2	14
			Third Admin	41	0	6
		Mathematics	First Admin	53	1	26
			Second Admin	37	1	19
			Third Admin	26	0	13

Blanks: no data

Figure 6 shows the percent of fifth- and eighth-grade **Asian** students who met satisfactory at the phase-in 1 standard, advanced, and satisfactory at the recommended standard (2016 preview) for all administrations of STAAR reading and mathematics by test version. Results are not linked to the April cohort.

Figure 6. Percent of 5th & 8th Grade Asian Students at Each Performance Level by STAAR Version, and Subject.

Version	Grade	Subject	Admin.	% Satisf.	% Adv.	% Satisf. (2016)
STAAR	5	Reading	First Admin	87	50	69
			Second Admin	33	0	10
			Third Admin	33	0	0
		Mathematics	First Admin	96	64	80
			Second Admin	59	5	14
			Third Admin	43	0	0
	8	Reading	First Admin	86	56	73
			Second Admin	21	0	7
			Third Admin	18	0	0
		Mathematics	First Admin	97	36	81
			Second Admin	44	0	11
			Third Admin			
STAAR Spanish	5	Reading	First Admin			
			Second Admin			
			Third Admin			
		Mathematics	First Admin			
			Second Admin			
			Third Admin			
STAAR Modified	5	Reading	First Admin	80	20	60
			Second Admin			
			Third Admin			
		Mathematics	First Admin	80	0	80
			Second Admin			
			Third Admin			
	8	Reading	First Admin			
			Second Admin			
			Third Admin			
		Mathematics	First Admin			
			Second Admin			
			Third Admin			

Blanks: no data

Figure 7 shows the percent of fifth- and eighth-grade **Hispanic** students who met satisfactory at the phase-in 1 standard, advanced, and satisfactory at the recommended standard (2016 preview) for all administrations of STAAR reading and mathematics by test version. Results are not linked to the April cohort.

Figure 7. Percent of 5th & 8th Grade Hispanic Students at Each Performance Level by STAAR Version, and Subject.

Version	Grade	Subject	Admin.	% Satisf.	% Adv.	% Satisf. (2016)
STAAR	5	Reading	First Admin	68	13	29
			Second Admin	38	1	4
			Third Admin	22	0	1
		Mathematics	First Admin	70	17	34
			Second Admin	47	0	4
			Third Admin	30	0	1
	8	Reading	First Admin	76	16	36
			Second Admin	32	0	7
			Third Admin	19	0	1
		Mathematics	First Admin	77	5	35
			Second Admin	36	0	1
			Third Admin	22	0	0
STAAR Spanish	5	Reading	First Admin	60	7	25
			Second Admin	10	0	0
			Third Admin	27	0	0
		Mathematics	First Admin	22	0	6
			Second Admin	19	0	0
			Third Admin	25	0	0
STAAR Modified	5	Reading	First Admin	71	7	34
			Second Admin	63	2	44
			Third Admin	47	0	7
		Mathematics	First Admin	60	3	36
			Second Admin	45	1	18
			Third Admin	36	0	5
	8	Reading	First Admin	62	1	29
			Second Admin	34	4	14
			Third Admin	38	0	10
		Mathematics	First Admin	56	2	28
			Second Admin	44	0	17
			Third Admin	25	0	0

Figure 8 shows the percent of fifth- and eighth-grade **White** students who met satisfactory at the phase-in 1 standard, advanced, and satisfactory at the recommended standard (2016 preview) for the all administrations of STAAR reading and mathematics by test version. Results are not linked to the April cohort.

Figure 8. Percent of 5th & 8th Grade White Students at Each Performance Level by STAAR Version, and Subject.

Version	Grade	Subject	Admin.	% Satisf.	% Adv.	% Satisf. (2016)
STAAR	5	Reading	First Admin	91	52	71
			Second Admin	52	1	10
			Third Admin	29	0	0
		Mathematics	First Admin	87	43	64
			Second Admin	42	1	4
			Third Admin	43	0	2
	8	Reading	First Admin	94	53	75
			Second Admin	47	6	8
			Third Admin	27	0	0
		Mathematics	First Admin	91	15	58
			Second Admin	48	1	6
			Third Admin	25	0	0
STAAR Spanish	5	Reading	First Admin			
			Second Admin			
			Third Admin			
		Mathematics	First Admin			
			Second Admin			
			Third Admin			
STAAR Modified	5	Reading	First Admin	83	21	67
			Second Admin			
			Third Admin			
		Mathematics	First Admin	68	5	36
			Second Admin	57	0	29
			Third Admin			
	8	Reading	First Admin	85	0	55
			Second Admin			
			Third Admin			
		Mathematics	First Admin	55	0	20
			Second Admin	67	0	22
			Third Admin			

Blanks: no data

Figure 9 shows the percent of fifth- and eighth-grade **economically disadvantaged** students who met satisfactory at the phase-in 1 standard, advanced, and satisfactory at the recommended standard (2016 preview) for all administrations of STAAR reading and mathematics by test version. Results are not linked to the April cohort.

Figure 9. Percent of 5th & 8th Grade Economically Disadvantaged Students at Each Performance Level by STAAR Version, and Subject.

Version	Grade	Subject	Admin.	% Satisf.	% Adv.	% Satisf. (2016)
STAAR	5	Reading	First Admin	66	11	27
			Second Admin	38	1	4
			Third Admin	22	0	1
		Mathematics	First Admin	66	14	30
			Second Admin	43	1	4
			Third Admin	29	0	1
	8	Reading	First Admin	74	14	33
			Second Admin	32	0	2
			Third Admin	19	0	0
		Mathematics	First Admin	73	4	31
			Second Admin	33	0	1
			Third Admin	19	0	0
STAAR Spanish	5	Reading	First Admin	59	7	23
			Second Admin	10	0	0
			Third Admin	27	0	0
		Mathematics	First Admin	22	0	6
			Second Admin	17	0	0
			Third Admin	25	0	0
STAAR Modified	5	Reading	First Admin	73	9	38
			Second Admin	62	5	28
			Third Admin	50	0	10
		Mathematics	First Admin	59	3	36
			Second Admin	46	3	21
			Third Admin	30	0	9
	8	Reading	First Admin	64	2	30
			Second Admin	42	3	14
			Third Admin	40	0	9
		Mathematics	First Admin	55	1	27
			Second Admin	39	0	16
			Third Admin	27	0	5

Figure 10 shows the percent of fifth- and eighth-grade **English Language Learners (ELL)** students who met satisfactory at the phase-in 1 standard, advanced, and satisfactory at the recommended standard (2016 preview) for the all administrations of STAAR reading and mathematics by test version. Results are not linked to the April cohort.

Figure 10. Percent of 5th & 8th Grade English Language Learners (ELL) at Each Performance Level by STAAR Version, and Subject.

Version	Grade	Subject	Admin.	% Satisf.	% Adv.	% Satisf. (2016)
STAAR	5	Reading	First Admin	53	5	15
			Second Admin	33	0	3
			Third Admin	21	0	1
		Mathematics	First Admin	62	11	25
			Second Admin	43	0	3
			Third Admin	28	0	1
	8	Reading	First Admin	44	2	10
			Second Admin	23	0	1
			Third Admin	11	0	0
		Mathematics	First Admin	63	2	21
			Second Admin	29	0	1
			Third Admin	15	0	0
STAAR Spanish	5	Reading	First Admin	61	8	23
			Second Admin	11	0	0
			Third Admin	27	0	0
		Mathematics	First Admin	21	0	7
			Second Admin	18	0	0
			Third Admin	25	0	0
STAAR Modified	5	Reading	First Admin	70	7	34
			Second Admin	65	3	27
			Third Admin	27	0	0
		Mathematics	First Admin	65	2	39
			Second Admin	43	1	18
			Third Admin	33	0	0
	8	Reading	First Admin	63	0	25
			Second Admin	30	0	9
			Third Admin	43	0	7
		Mathematics	First Admin	60	2	28
			Second Admin	45	0	18
			Third Admin	0	0	0

Figure 11 shows the percent of fifth- and eighth-grade **Students with Disabilities (SWD)** who met satisfactory at the phase-in 1 standard, advanced, and satisfactory at the recommended standard (2016 preview) for all administrations of STAAR reading and mathematics by test version. Results are not linked to the April cohort.

**Figure 11. Percent of 5th & 8th Grade Students with Disabilities (SWD)
at Each Performance Level by STAAR Version, and Subject.**

Version	Grade	Subject	Admin.	% Satisf.	% Adv.	% Satisf. (2016)
STAAR	5	Reading	First Admin	39	3	10
			Second Admin	32	3	8
			Third Admin	9	1	1
		Mathematics	First Admin	35	4	9
			Second Admin	35	0	4
			Third Admin	18	0	0
	8	Reading	First Admin	41	3	9
			Second Admin	17	0	1
			Third Admin	11	0	1
		Mathematics	First Admin	40	0	9
			Second Admin	21	0	1
			Third Admin	12	0	0
STAAR Spanish	5	Reading	First Admin			
			Second Admin			
			Third Admin			
		Mathematics	First Admin			
			Second Admin			
			Third Admin			
STAAR Modified	5	Reading	First Admin	74	9	40
			Second Admin	62	5	29
			Third Admin	50	0	10
		Mathematics	First Admin	60	3	36
			Second Admin	46	2	20
			Third Admin	31	0	9
	8	Reading	First Admin	65	2	33
			Second Admin	42	3	15
			Third Admin	39	0	8
		Mathematics	First Admin	55	1	27
			Second Admin	42	0	18
			Third Admin	29	0	9

Blanks: no data

Figure 12 shows the number of students tested in fifth- and eighth-grade grade on the three administrations of STAAR reading and mathematics by test version. The totals are not linked to the April cohort.

Figure 12. Counts of 5th & 8th Grade Students by STAAR Version, Subject, and Administration.

Version	Grade	Subject	Admin.	Number Tested
STAAR	5	Reading	First Admin	14,027
			Second Admin	4,026
			Third Admin	2,299
		Mathematics	First Admin	13,941
			Second Admin	4,307
			Third Admin	2,184
	8	Reading	First Admin	11,779
			Second Admin	2,375
			Third Admin	1,415
		Mathematics	First Admin	12,401
			Second Admin	2,570
			Third Admin	1,533
STAAR Spanish	5	Reading	First Admin	73
			Second Admin	32
			Third Admin	16
		Mathematics	First Admin	68
			Second Admin	57
			Third Admin	31
STAAR Modified	5	Reading	First Admin	776
			Second Admin	194
			Third Admin	20
		Mathematics	First Admin	683
			Second Admin	254
			Third Admin	35
	8	Reading	First Admin	550
			Second Admin	192
			Third Admin	38
		Mathematics	First Admin	548
			Second Admin	238
			Third Admin	45

2013 STAAR Reading and Mathematics: 5th Grade
All Administrations (cumulative based on April cohort)
Combined English and Spanish

School	Reading													Mathematics												
	# Tested			% Satisf.				% Adv.			% Satisf. (2016)			# Tested			% Satisf.				% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	Cumul.	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	Cumul.	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	14,100	4,058	2,315	70	38	22	85	17	1	0	34	5	1	14,009	4,364	2,215	69	43	29	87	19	1	0	35	4	1
Alcott	60	23	20	62	14	10	70	3	0	0	20	0	0	60	28	24	53	18	29	72	7	0	0	17	0	0
Almeda	93	25	16	72	28	19	83	8	0	0	25	0	0	93	27	19	70	22	53	87	14	0	0	29	0	0
Anderson	80	27	17	65	30	24	79	10	0	0	19	0	0	78	16	7	81	44	14	90	12	0	0	31	0	0
Askew	110	36	24	67	31	25	82	34	0	0	48	3	0	109	27	20	76	19	30	84	25	0	0	45	0	0
Atherton	49	10	1	78	80	*	94	8	0	*	41	10	*	49	12	3	73	58	*	88	6	0	*	37	0	*
Barrick	89	47	27	49	37	33	78	7	0	0	17	0	4	91	32	8	66	71	25	92	18	3	0	32	9	0
Bastian	94	43	32	54	26	38	79	4	0	0	10	0	0	94	45	25	52	42	32	81	3	0	0	13	4	0
Bell	97	19	6	80	67	17	93	29	0	0	47	5	0	97	24	6	75	67	83	97	27	0	0	42	4	0
Benavidez	108	47	36	49	21	14	63	8	0	0	19	2	0	101	46	36	53	21	17	68	11	0	0	24	0	0
Benbrook	73	31	16	58	47	0	78	6	0	0	22	3	0	72	17	8	77	41	13	88	8	0	0	35	13	0
Berry	85	33	16	59	39	50	84	8	0	0	16	3	0	87	51	13	40	67	31	84	2	4	0	7	8	0
Blackshear	56	21	15	64	25	7	75	9	0	0	14	5	0	56	18	13	70	24	23	82	7	0	0	23	0	0
Bonham	112	34	21	68	29	33	83	14	0	0	29	0	0	109	18	10	84	28	30	90	21	0	0	48	0	0
Bonner	115	39	30	66	23	13	77	12	0	0	29	0	0	115	27	11	77	56	36	93	23	0	0	42	4	9
Braeburn	141	63	45	54	29	20	73	5	0	0	20	0	2	138	43	31	70	26	32	85	20	0	0	38	0	0
Briargrove	131	32	21	77	28	19	85	25	0	0	38	3	0	132	47	29	66	21	45	81	12	0	0	26	0	0
Briarmeadow	65	8	1	88	50	*	94	25	0	*	60	0	*	66	23	8	65	48	25	85	17	0	0	26	4	0
Briscoe	66	26	15	62	44	20	83	11	0	0	23	8	0	66	24	14	64	38	29	83	9	0	0	27	0	0
Brookline	136	60	31	56	47	32	84	4	0	0	16	7	0	139	56	23	59	59	65	94	6	2	0	23	5	4
Browning	66	15	10	77	33	20	88	14	0	0	29	0	0	67	21	11	69	43	27	87	16	0	0	31	0	0
Bruce	71	36	17	45	53	35	80	3	0	0	15	8	6	69	42	14	39	60	29	81	7	0	0	16	7	7
Burbank	117	42	27	64	36	11	79	17	0	0	32	2	0	116	15	10	87	33	20	93	26	0	0	51	0	0
Burnet	61	23	12	63	39	33	84	2	0	0	19	5	0	63	29	11	56	52	64	89	2	0	0	15	0	0
Burrus	45	10	4	78	60	*	91	9	10	*	29	40	*	45	21	4	53	81	*	91	0	0	*	7	33	*
Bush	96	3	2	95	*	*	96	54	*	*	76	*	*	94	5	1	96	80	*	100	53	20	*	82	20	*
Cage	66	10	3	85	60	*	94	22	0	*	45	0	*	66	20	5	71	60	20	91	14	5	0	26	11	0
Carrillo	72	22	13	69	36	38	88	28	0	0	38	0	0	73	12	4	83	73	*	97	32	0	*	46	0	*
Codwell	65	21	10	66	48	80	94	11	5	0	26	24	10	66	37	15	44	54	33	80	5	0	0	15	11	0
Community Services	2	0	0	*	*	*	*	*	*	*	*	*	*	2	2	0	*	*	*	*	*	*	*	*	*	*
Condit	106	8	7	93	14	14	95	37	0	0	71	0	0	104	18	9	84	53	56	97	38	0	0	58	0	0
Cook	86	39	27	53	29	19	72	7	0	0	10	0	0	85	54	37	39	29	32	69	4	0	0	12	0	0
Coop	89	41	27	54	28	22	73	13	0	0	20	2	0	89	46	30	48	27	20	69	13	0	0	21	2	0

* Masked: n < 5

2013 STAAR Reading and Mathematics: 5th Grade
All Administrations (cumulative based on April cohort)
Combined English and Spanish

School	Reading													Mathematics												
	# Tested			% Satisf.				% Adv.			% Satisf. (2016)			# Tested			% Satisf.				% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	Cumul.	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	Cumul.	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	14,100	4,058	2,315	70	38	22	85	17	1	0	34	5	1	14,009	4,364	2,215	69	43	29	87	19	1	0	35	4	1
Cornelius	109	17	7	84	59	29	95	22	0	0	44	6	0	112	15	7	87	47	43	96	38	0	0	59	7	0
Crespo	120	42	18	64	52	17	84	8	0	0	27	5	0	118	47	23	60	49	35	86	9	0	0	22	6	0
Crockett	64	18	0	72	100	*	100	14	17	*	36	72	*	64	16	0	75	100	*	100	13	0	*	25	38	*
Cunningham	95	38	26	59	18	19	72	7	0	0	19	0	0	88	32	20	64	38	30	84	11	0	0	33	3	0
Daily	90	14	5	82	57	20	92	28	0	0	54	14	0	90	13	7	83	46	29	92	29	0	0	51	0	0
Davila	63	18	17	73	6	12	78	10	0	0	17	0	0	63	30	25	56	17	28	73	17	0	0	37	0	4
De Chaumes	96	28	19	71	32	26	85	12	0	0	23	0	0	96	17	4	82	76	*	96	18	6	*	46	12	*
De Zavala	89	16	9	84	38	11	89	25	0	0	39	14	0	89	21	7	78	57	0	90	23	0	0	43	0	0
DeAnda	96	33	19	64	39	16	81	9	0	0	16	0	0	94	50	25	46	46	40	79	6	0	0	16	2	0
Dodson	45	23	17	49	26	12	67	4	0	0	18	0	0	45	14	8	69	36	25	84	13	0	0	31	0	0
Dogan	87	40	30	49	20	80	86	6	0	0	15	0	0	92	55	31	37	31	68	79	4	0	0	12	2	0
Durham	66	21	8	68	24	25	79	12	0	0	23	5	0	66	24	7	64	42	43	83	15	0	0	27	0	0
Durkee	111	47	32	55	30	13	71	7	2	0	17	9	0	110	51	40	53	20	8	65	7	0	0	18	2	0
Eliot	70	29	12	58	34	17	74	7	0	0	20	0	0	66	17	3	75	71	*	92	15	0	*	37	13	*
Elrod	63	11	4	77	64	*	92	11	0	*	24	9	*	64	11	5	79	27	20	84	19	0	0	35	0	0
Emerson	100	10	3	83	70	*	90	22	0	*	46	0	*	94	33	9	64	73	67	95	16	0	0	31	10	0
Energized ES (364)	205	70	47	67	29	15	80	11	0	0	36	6	0	204	54	31	75	38	19	87	30	2	0	48	4	0
Field	48	8	5	85	43	0	92	23	0	0	52	0	0	48	11	5	79	60	20	94	19	0	0	44	0	0
Foerster	81	36	10	44	67	0	74	7	3	0	12	22	0	72	36	13	49	56	0	76	6	0	0	14	17	0
Fondren	38	12	6	66	33	17	79	5	0	0	16	0	0	38	3	1	89	*	*	92	18	*	*	50	*	*
Foster	33	16	13	64	23	0	71	9	0	0	21	0	0	34	19	15	53	25	0	65	3	0	0	12	0	0
Franklin	76	33	16	58	45	13	79	5	0	0	20	6	0	77	30	18	62	33	33	82	8	0	0	22	0	0
Frost	69	14	9	80	429	0	86	14	7	0	43	14	0	70	20	7	73	58	57	94	14	25	0	34	40	0
Gallegos	67	18	14	74	11	14	79	14	0	0	26	0	0	65	15	5	78	67	40	95	20	0	0	35	20	0
Garcia	103	40	17	62	35	24	80	7	0	0	18	0	0	103	45	16	57	47	38	82	2	0	0	20	7	0
Garden Oaks	61	20	11	69	42	18	84	16	5	0	26	5	0	63	32	16	49	45	25	78	6	0	0	13	6	0
Garden Villas	126	30	14	77	31	21	87	14	0	0	37	0	0	125	38	15	70	38	20	83	14	0	0	29	0	0
Golfcrest	81	19	12	77	39	42	91	6	0	0	27	5	0	82	18	8	78	59	13	91	16	0	0	33	0	0
Gregg	71	25	17	65	32	6	77	10	0	0	23	0	0	70	26	14	63	46	14	83	9	0	0	21	4	0
Gregory-Lincoln	41	9	4	76	44	*	88	12	0	*	32	0	*	40	19	6	53	63	33	88	3	0	0	18	5	0
Grissom	94	47	35	51	24	14	68	3	0	0	17	0	0	94	52	34	47	28	24	69	12	0	0	20	0	0
Gross	85	25	16	68	25	13	79	14	0	0	28	0	0	85	31	23	61	23	17	74	15	0	0	33	3	0

* Masked: n < 5

2013 STAAR Reading and Mathematics: 5th Grade
All Administrations (cumulative based on April cohort)
Combined English and Spanish

School	Reading													Mathematics												
	# Tested			% Satisf.				% Adv.			% Satisf. (2016)			# Tested			% Satisf.				% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	Cumul.	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	Cumul.	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	14,100	4,058	2,315	70	38	22	85	17	1	0	34	5	1	14,009	4,364	2,215	69	43	29	87	19	1	0	35	4	1
Harris, J. R.	85	23	9	73	61	11	91	19	0	0	38	4	0	85	29	13	66	48	31	87	14	0	0	33	3	0
Harris, R. P.	76	35	7	50	76	100	92	9	9	0	17	40	43	72	41	13	44	61	85	93	7	2	8	17	17	8
Hartsfield	49	28	16	45	31	6	61	4	0	0	16	7	0	49	38	32	24	2	9	35	0	0	0	0	0	0
Harvard	97	7	6	93	14	67	98	30	0	0	63	0	0	97	8	2	92	75	*	99	27	0	*	49	13	*
Helms	62	19	6	69	37	33	84	21	0	0	38	0	0	65	26	5	59	42	60	80	13	0	0	23	4	0
Henderson, J. P.	96	23	5	76	78	0	95	15	0	0	36	13	0	94	14	5	85	64	0	95	32	0	0	46	0	0
Henderson, N. Q.	37	8	7	78	25	0	84	14	0	0	41	0	0	37	11	8	68	45	0	84	5	0	0	8	8	0
Herod	107	13	2	88	50	*	93	45	0	*	63	15	*	102	13	5	88	38	60	95	50	0	0	66	0	20
Herrera	120	39	26	66	36	23	83	12	0	0	29	0	0	125	50	17	59	58	47	89	10	0	0	26	2	0
Highland Heights	76	45	24	43	40	8	68	4	0	0	13	4	4	79	42	21	48	40	76	86	5	0	0	20	2	0
Hines-Caldwell	102	25	21	76	12	33	86	15	0	0	36	0	0	102	29	15	72	45	27	88	19	0	0	37	0	0
Hobby	90	29	17	68	38	24	84	10	0	0	24	0	0	92	39	26	58	26	15	73	13	0	0	25	0	0
Horn	93	4	0	98	*	*	100	61	*	*	84	*	*	92	5	1	96	80	*	100	62	0	*	83	0	*
Inspired West	1	1	1	*	*	*	*	*	*	*	*	*	*	1	1	1	*	*	*	*	*	*	*	*	*	*
Isaacs	61	29	22	54	27	27	74	3	0	0	18	0	0	61	37	29	39	24	28	66	3	0	0	11	3	0
Janowski	84	26	16	66	38	6	80	7	0	0	22	0	0	83	24	15	73	31	27	86	11	0	0	25	0	0
Jefferson	65	20	0	69	100	*	100	12	20	*	29	50	*	65	15	0	77	100	*	100	22	20	*	43	67	*
Kandy Stripe	21	10	5	52	50	20	81	0	0	0	5	0	0	21	11	5	48	55	40	86	5	0	0	24	0	0
Kashmere Gardens	43	26	21	35	15	5	47	0	0	0	9	0	0	43	17	17	53	0	0	53	9	0	0	19	0	0
Kelso	56	17	12	68	29	50	88	5	0	0	27	0	0	56	17	9	68	41	33	84	5	0	0	23	0	0
Kennedy	103	18	3	83	76	*	97	27	0	*	49	11	*	103	23	10	79	50	40	93	17	0	0	44	4	0
Ketelsen	74	11	6	85	55	33	95	14	0	0	40	0	0	79	19	9	78	61	44	96	13	0	0	35	0	0
Kolter	87	5	2	94	40	*	97	53	0	*	67	0	*	87	10	3	90	30	*	94	41	0	*	56	0	*
Lantrip	85	21	13	75	33	23	87	24	0	0	39	0	0	85	25	10	71	56	30	91	19	0	0	36	0	0
Las Americas MS	38	2	2	3	*	*	3	0	*	*	0	*	*	2	2	2	*	*	*	*	*	*	*	*	*	*
Law	100	26	18	74	27	22	84	19	0	0	32	8	0	104	30	11	70	57	36	90	13	0	0	31	3	0
Lewis	170	73	52	56	27	10	71	7	0	0	19	1	0	173	68	42	61	28	33	79	11	0	0	27	2	0
Lockhart	91	21	15	77	24	7	84	16	0	0	32	0	0	93	39	25	58	31	16	75	15	0	0	28	0	0
Longfellow	102	29	15	71	45	7	84	9	0	0	25	10	0	101	51	37	49	25	16	67	6	0	0	17	0	0
Looscan	68	27	4	60	59	*	85	10	0	*	21	11	*	69	37	3	43	65	*	78	10	0	*	19	3	*
Love	55	18	9	65	50	0	82	4	0	0	24	0	0	57	18	12	68	33	17	82	11	0	0	26	0	0
Lovett	101	11	5	89	55	60	98	38	0	0	55	0	0	101	18	14	82	25	79	96	28	0	7	41	0	7

* Masked: n < 5

2013 STAAR Reading and Mathematics: 5th Grade
All Administrations (cumulative based on April cohort)
Combined English and Spanish

School	Reading													Mathematics												
	# Tested			% Satisf.				% Adv.			% Satisf. (2016)			# Tested			% Satisf.				% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	Cumul.	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	Cumul.	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	14,100	4,058	2,315	70	38	22	85	17	1	0	34	5	1	14,009	4,364	2,215	69	43	29	87	19	1	0	35	4	1
Lyons	138	24	13	82	46	46	94	18	0	0	40	0	0	136	31	16	77	48	56	95	24	0	0	44	0	19
MacGregor	57	14	4	77	64	*	95	18	7	*	47	29	*	58	18	11	69	33	55	90	2	6	0	17	6	0
Mading	66	26	12	61	42	25	82	6	0	0	26	4	0	67	36	24	46	22	21	66	1	0	0	10	3	0
Mandarin Chinese School	19	6	1	68	67	*	89	0	0	*	16	0	*	19	6	2	68	50	*	84	11	0	*	32	0	*
Martinez, C.	74	25	9	63	44	22	80	8	0	0	21	0	0	74	29	11	60	31	18	74	11	0	0	30	0	0
Martinez, R.	56	23	16	59	30	25	79	4	0	0	21	0	0	55	27	16	51	41	31	80	9	0	0	22	0	0
McGowen	43	22	15	49	24	20	67	7	0	0	19	0	0	41	25	13	39	46	31	73	5	0	0	17	0	0
McNamara	109	40	28	62	15	32	76	14	0	0	28	3	0	107	40	18	62	45	17	81	15	0	0	30	8	0
Memorial	56	15	6	73	60	17	91	11	0	0	27	0	0	55	28	14	50	55	14	78	13	0	0	24	0	0
Milne	91	26	14	69	36	14	81	9	0	0	22	4	0	89	48	28	47	36	29	75	2	0	0	14	0	0
Mitchell	51	18	13	67	22	23	76	2	0	0	13	0	0	51	22	9	60	50	0	78	8	0	0	17	0	0
Montgomery	73	30	24	60	17	33	77	7	0	0	25	0	0	74	29	14	62	45	21	82	14	4	0	23	11	0
Moreno	113	19	11	82	42	18	91	18	0	0	39	0	0	113	35	14	69	57	21	89	11	0	0	27	6	0
Neff	145	28	16	78	35	31	86	21	4	0	39	7	0	133	23	5	85	67	40	96	26	0	0	50	13	0
Northline	90	34	23	60	35	17	78	4	0	0	16	3	0	89	40	26	55	35	46	83	6	0	0	17	3	8
Oak Forest	104	6	1	93	83	*	99	38	0	*	70	17	*	105	4	3	96	*	*	100	50	*	*	73	*	*
Oates	44	14	7	68	50	14	86	18	0	0	30	7	0	44	13	3	70	77	*	93	25	0	*	39	23	*
Osborne	49	10	7	80	20	57	92	33	0	0	49	0	0	49	10	8	80	20	63	92	18	0	0	47	0	0
Paige	40	18	12	56	33	42	83	10	0	0	21	0	17	40	10	8	77	20	63	93	21	0	0	36	0	0
Park Place	148	44	23	68	48	26	85	11	2	0	26	2	4	145	17	13	89	24	8	92	31	0	0	54	6	0
Parker	129	16	6	88	63	50	98	39	0	0	62	6	0	132	19	7	86	58	71	98	36	0	0	50	0	0
Patterson	136	46	30	67	29	10	79	11	0	0	25	4	0	147	43	18	69	45	56	90	17	0	0	32	5	0
Peck	50	18	5	65	67	60	94	4	0	0	18	29	0	50	18	6	65	61	50	92	12	29	0	29	29	0
Petersen	75	30	20	59	30	25	77	11	0	0	21	3	0	74	31	13	60	52	31	85	14	0	0	32	0	0
Pilgrim	123	56	27	52	51	19	78	3	0	0	16	0	0	119	35	17	71	47	18	87	13	0	0	31	0	0
Piney Point	154	52	30	66	39	27	83	12	0	0	28	2	0	154	65	24	60	58	33	89	11	0	0	22	7	0
Pleasantville	44	11	7	75	36	14	86	11	0	0	30	18	0	45	14	3	69	79	*	98	4	7	*	18	71	*
Poe	114	18	11	82	11	18	86	31	0	0	53	0	0	111	24	17	78	13	35	86	23	0	0	47	0	0
Port Houston	29	6	2	79	67	*	97	3	0	*	24	0	*	31	2	0	94	*	*	100	16	*	*	39	*	*
Provision	15	13	11	20	17	18	47	0	0	0	0	0	0	15	12	11	27	0	27	47	0	0	0	0	0	0
Pugh	50	19	14	61	26	7	74	6	0	0	10	0	0	51	29	14	46	54	21	80	4	0	0	12	0	0
Reagan Education Center	94	43	17	54	60	18	85	9	0	0	21	12	0	95	43	16	55	63	25	87	13	0	0	22	2	0

* Masked: n < 5

2013 STAAR Reading and Mathematics: 5th Grade
All Administrations (cumulative based on April cohort)
Combined English and Spanish

School	Reading													Mathematics												
	# Tested			% Satisf.			Cumul.	% Adv.			% Satisf. (2016)			# Tested			% Satisf.			Cumul.	% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin		1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin		1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	14,100	4,058	2,315	70	38	22	85	17	1	0	34	5	1	14,009	4,364	2,215	69	43	29	87	19	1	0	35	4	1
Red	67	17	9	75	41	44	91	16	0	0	36	0	0	68	8	1	88	75	*	97	24	0	*	54	13	*
Reynolds	65	22	12	66	43	25	83	9	0	0	28	0	0	64	32	21	48	29	29	72	11	0	0	17	3	0
Rice	118	16	8	86	50	38	96	18	0	0	47	0	0	120	25	14	79	44	29	92	20	0	0	43	0	0
River Oaks	103	2	0	97	*	*	97	74	*	*	85	*	*	101	2	0	99	*	*	99	72	*	*	92	*	*
Roberts	90	2	1	97	*	*	98	56	*	*	80	*	*	88	4	1	96	*	*	100	53	*	*	74	*	*
Robinson	84	22	16	79	21	0	82	15	0	0	42	0	0	82	26	17	74	35	41	90	20	0	0	40	4	0
Rodriguez	140	40	26	70	36	15	83	12	0	0	31	0	0	137	21	7	87	60	43	96	33	0	0	56	0	0
Rogers, T. H.	50	1	0	100	*	*	100	88	*	*	96	*	*	50	1	0	98	*	*	100	72	*	*	92	*	*
Roosevelt	79	10	3	87	40	*	95	28	0	*	51	0	*	80	16	4	80	55	*	93	23	0	*	45	0	*
Ross	58	25	22	59	13	18	71	14	0	0	21	0	0	59	31	20	44	40	25	73	0	0	0	3	0	0
Rucker	81	31	15	62	45	27	84	10	0	0	22	0	0	81	23	13	72	30	15	83	16	0	0	31	4	0
Rusk	52	28	13	54	46	15	79	6	0	0	23	0	0	52	30	18	50	27	11	67	8	0	0	19	3	0
Sanchez	75	17	10	77	35	30	89	15	0	0	29	0	10	75	14	3	84	67	*	96	21	0	*	37	0	*
Scarborough	80	20	12	75	25	42	88	8	0	0	24	5	0	78	8	3	90	50	*	96	23	0	*	58	0	*
School at St George Place	80	3	1	96	*	*	100	32	*	*	61	*	*	80	5	2	95	*	*	96	39	*	*	68	*	*
Scroggins	78	27	11	65	48	18	85	9	0	0	22	0	0	79	21	6	73	57	17	90	11	0	0	28	0	0
Seguin	57	10	7	81	30	43	91	14	0	0	28	0	0	62	10	5	84	50	40	95	21	0	0	42	0	0
Shadowbriar	119	26	15	80	42	20	91	28	0	7	48	12	7	120	34	23	75	28	17	83	25	0	0	40	3	0
Shearn	58	22	14	62	32	14	78	10	0	0	22	5	0	62	15	7	76	47	14	89	21	0	0	37	0	0
Sherman	61	24	12	62	48	25	85	3	0	0	21	0	0	62	47	18	42	53	17	77	3	0	0	8	3	0
Sinclair	68	11	3	81	9	*	84	21	0	*	29	0	*	65	13	1	80	54	*	91	31	0	*	48	0	*
Smith, K.	93	19	11	80	22	18	86	15	0	0	34	0	0	93	16	7	84	43	43	92	29	0	0	46	0	0
Southmayd	88	22	9	74	59	11	90	16	0	0	32	0	0	89	23	8	73	57	25	90	25	0	0	37	4	0
Stevens	73	30	11	59	66	27	89	8	13	0	19	20	0	73	21	11	70	50	0	84	12	0	0	30	10	0
Sutton	129	26	13	81	25	62	91	24	0	0	47	0	0	129	26	9	81	35	67	92	33	0	0	50	0	0
Texas Connections Acad.	201	26	10	85	52	30	92	34	4	0	54	12	0	193	68	28	58	37	21	73	10	0	0	22	4	0
Thompson	62	30	21	50	33	14	69	13	0	0	18	3	0	61	47	35	21	23	14	48	0	0	0	8	0	0
Tijerina	56	21	14	59	33	21	77	7	0	0	29	5	0	54	19	8	65	58	38	91	20	0	0	30	0	0
Tinsley	126	58	45	54	13	18	71	4	0	0	19	2	0	125	35	27	73	24	19	82	10	0	0	27	0	0
Travis	100	11	3	90	73	*	99	48	0	*	71	9	*	98	10	3	91	70	*	99	38	0	*	60	0	*
Twain	130	9	4	87	38	*	90	51	0	*	70	11	*	121	10	5	93	33	20	96	45	0	0	66	10	0
Valley West	83	15	3	82	80	*	96	16	0	*	40	7	*	88	16	6	83	60	17	93	9	0	0	28	0	0

* Masked: n < 5

2013 STAAR Reading and Mathematics: 5th Grade
All Administrations (cumulative based on April cohort)
Combined English and Spanish

School	Reading													Mathematics												
	# Tested			% Satisf.				% Adv.			% Satisf. (2016)			# Tested			% Satisf.				% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	Cumul.	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	Cumul.	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	14,100	4,058	2,315	70	38	22	85	17	1	0	34	5	1	14,009	4,364	2,215	69	43	29	87	19	1	0	35	4	1
Wainwright	91	35	17	63	35	18	78	6	0	0	22	0	0	87	42	18	53	48	33	82	6	0	0	18	3	0
Walnut Bend	90	29	22	63	24	32	79	12	0	0	30	0	0	87	26	14	70	42	14	85	23	0	0	34	0	0
Wesley	34	9	5	74	44	40	91	9	0	0	32	22	0	34	7	4	79	43	*	91	12	0	*	24	0	*
West University	144	2	0	99	*	*	100	79	*	*	92	*	*	144	2	0	99	*	*	100	76	*	*	92	*	*
Wharton	34	5	2	85	40	*	91	21	0	*	50	0	*	34	8	2	76	75	*	100	12	0	*	35	0	*
Whidby	62	32	6	52	57	17	79	5	3	0	18	13	0	61	20	4	70	50	*	85	3	0	*	15	5	*
White	90	11	7	86	36	14	91	18	0	0	39	0	0	89	13	10	85	23	40	93	27	0	0	44	0	0
Whittier	69	19	12	72	37	8	83	16	0	0	38	5	0	69	18	12	74	33	25	86	14	6	0	38	11	0
Wilson	47	11	7	74	36	29	87	23	0	0	45	0	0	47	23	9	53	64	22	85	11	4	0	17	9	0
Windsor Village	89	16	7	83	60	14	94	19	0	0	40	13	0	90	21	5	79	75	20	94	15	0	0	31	5	0
Woodson	67	37	21	45	25	5	60	3	0	0	9	3	0	68	43	28	34	26	7	53	7	0	0	12	0	0
Young	46	21	13	54	38	23	78	2	0	0	15	0	0	48	29	16	42	36	38	75	2	0	0	13	0	0
Young Scholars	14	5	3	64	40	*	79	7	0	*	14	0	*	14	10	5	29	50	20	71	0	0	0	0	0	0

* Masked: n < 5

2013 STAAR M Reading and Mathematics: 5th Grade
All Administrations

School	Reading												Mathematics											
	# Tested			% Satisf.			% Adv.			% Satisf. (2016)			# Tested			% Satisf.			% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	776	194	20	74	62	50	9	5	0	40	29	10	683	254	35	60	46	31	3	2	0	36	20	9
Alcott	2	1	1	*	*	*	*	*	*	*	*	*	2	1	1	*	*	*	*	*	*	*	*	*
Almeda	5	1	0	100	*	*	0	*	*	80	*	*	5	3	2	60	*	*	0	*	*	20	*	*
Anderson	6	0	0	67	*	*	0	*	*	50	*	*	6	0	0	50	*	*	0	*	*	33	*	*
Askew	1	1	0	*	*	*	*	*	*	*	*	*	2	1	0	*	*	*	*	*	*	*	*	*
Atherton	5	0	0	100	*	*	20	*	*	60	*	*	5	1	0	80	*	*	40	*	*	80	*	*
Barrick	5	3	0	40	*	*	0	*	*	0	*	*	2	1	0	*	*	*	*	*	*	*	*	*
Bastian	11	1	0	91	*	*	36	*	*	73	*	*	11	1	0	91	*	*	18	*	*	64	*	*
Bell	4	0	0	*	*	*	*	*	*	*	*	*	4	0	0	*	*	*	*	*	*	*	*	*
Benavidez	5	3	2	40	*	*	0	*	*	40	*	*	6	3	1	50	*	*	0	*	*	17	*	*
Benbrook	5	2	1	60	*	*	0	*	*	0	*	*	6	4	3	33	*	*	0	*	*	17	*	*
Berry	7	2	0	71	*	*	0	*	*	43	*	*	5	3	0	40	*	*	0	*	*	20	*	*
Blackshear	5	1	0	80	*	*	20	*	*	40	*	*	5	0	0	100	*	*	20	*	*	80	*	*
Bonham	9	1	0	89	*	*	0	*	*	56	*	*	9	2	0	78	*	*	0	*	*	56	*	*
Bonner	6	0	0	100	*	*	50	*	*	83	*	*	6	1	0	83	*	*	17	*	*	67	*	*
Braeburn	10	3	0	70	*	*	20	*	*	40	*	*	10	0	0	100	*	*	0	*	*	70	*	*
Briargrove	5	0	0	100	*	*	60	*	*	80	*	*	4	1	0	*	*	*	*	*	*	*	*	*
Briarmeadow	5	2	0	60	*	*	0	*	*	40	*	*	4	4	0	*	*	*	*	*	*	*	*	*
Briscoe	1	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Brookline	6	2	1	67	*	*	0	*	*	33	*	*	3	2	2	*	*	*	*	*	*	*	*	*
Browning	6	1	0	67	*	*	17	*	*	17	*	*	5	3	0	20	*	*	0	*	*	0	*	*
Bruce	10	2	0	80	*	*	20	*	*	40	*	*	8	5	0	50	100	*	13	20	*	38	100	*
Burbank	10	5	0	50	100	*	0	0	*	20	40	*	11	3	1	73	*	*	0	*	*	27	*	*
Burnet	5	2	0	60	*	*	20	*	*	20	*	*	3	0	0	*	*	*	*	*	*	*	*	*
Burrus	3	0	0	*	*	*	*	*	*	*	*	*	3	0	0	*	*	*	*	*	*	*	*	*
Bush	1	0	0	*	*	*	*	*	*	*	*	*	0	0	0	*	*	*	*	*	*	*	*	*
Carrillo	3	1	0	*	*	*	*	*	*	*	*	*	2	1	0	*	*	*	*	*	*	*	*	*
Codwell	7	1	0	100	*	*	14	*	*	71	*	*	6	0	1	67	*	*	0	*	*	33	*	*
Condit	1	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Cook	14	1	0	93	*	*	7	*	*	43	*	*	13	8	0	38	88	*	0	0	*	15	75	*
Coop	4	2	0	*	*	*	*	*	*	*	*	*	4	2	0	*	*	*	*	*	*	*	*	*

* Masked: n < 5

2013 STAAR M Reading and Mathematics: 5th Grade
All Administrations

School	Reading												Mathematics											
	# Tested			% Satisf.			% Adv.			% Satisf. (2016)			# Tested			% Satisf.			% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	776	194	20	74	62	50	9	5	0	40	29	10	683	254	35	60	46	31	3	2	0	36	20	9
Cornelius	7	0	0	86	*	*	0	*	*	29	*	*	4	2	0	*	*	*	*	*	*	*	*	*
Crespo	4	1	0	*	*	*	*	*	*	*	*	*	4	2	0	*	*	*	*	*	*	*	*	*
Crockett	1	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Cunningham	2	0	0	*	*	*	*	*	*	*	*	*	0	0	0		*	*		*	*	*	*	*
Daily	3	0	0	*	*	*	*	*	*	*	*	*	2	1	0	*	*	*	*	*	*	*	*	*
Davila	12	3	2	75	*	*	0	*	*	17	*	*	11	5	3	55	40	*	0	0	*	18	20	*
De Chaumes	4	0	0	*	*	*	*	*	*	*	*	*	3	1	0	*	*	*	*	*	*	*	*	*
De Zavala	1	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Dodson	2	0	0	*	*	*	*	*	*	*	*	*	2	0	0	*	*	*	*	*	*	*	*	*
Dogan	7	2	1	57	*	*	0	*	*	43	*	*	2	1	0	*	*	*	*	*	*	*	*	*
Durham	1	1	0	*	*	*	*	*	*	*	*	*	1	1	0	*	*	*	*	*	*	*	*	*
Durkee	9	4	1	67	*	*	0	*	*	0	*	*	8	7	4	25	29	*	0	0	*	0	0	*
Eliot	10	3	0	70	*	*	0	*	*	20	*	*	13	2	0	85	*	*	0	*	*	62	*	*
Elrod	5	1	0	80	*	*	0	*	*	60	*	*	4	2	0	*	*	*	*	*	*	*	*	*
Emerson	5	1	0	80	*	*	0	*	*	40	*	*	5	0	0	100	*	*	0	*	*	40	*	*
Field	7	0	0	100	*	*	29	*	*	43	*	*	7	1	0	86	*	*	14	*	*	71	*	*
Foerster	4	0	0	*	*	*	*	*	*	*	*	*	4	0	0	*	*	*	*	*	*	*	*	*
Fondren	2	0	0	*	*	*	*	*	*	*	*	*	2	0	0	*	*	*	*	*	*	*	*	*
Foster	3	0	0	*	*	*	*	*	*	*	*	*	3	0	0	*	*	*	*	*	*	*	*	*
Franklin	3	0	0	*	*	*	*	*	*	*	*	*	2	2	0	*	*	*	*	*	*	*	*	*
Frost	4	0	0	*	*	*	*	*	*	*	*	*	3	1	0	*	*	*	*	*	*	*	*	*
Gallegos	1	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Garcia	3	3	0	*	*	*	*	*	*	*	*	*	3	3	0	*	*	*	*	*	*	*	*	*
Garden Oaks	6	3	1	50	*	*	17	*	*	50	*	*	5	5	2	20	60	*	0	0	*	20	40	*
Garden Villas	3	1	0	*	*	*	*	*	*	*	*	*	4	1	0	*	*	*	*	*	*	*	*	*
Golfcrest	6	1	0	83	*	*	0	*	*	50	*	*	6	3	0	33	*	*	0	*	*	0	*	*
Gregg	2	1	0	*	*	*	*	*	*	*	*	*	3	0	0	*	*	*	*	*	*	*	*	*
Gregory-Lincoln	7	3	0	57	*	*	0	*	*	29	*	*	7	6	0	14	0	*	0	0	*	14	0	*
Grissom	16	6	0	63	33	*	6	0	*	25	17	*	15	10	0	33	50	*	0	0	*	27	0	*
Gross	4	0	0	*	*	*	*	*	*	*	*	*	4	1	0	*	*	*	*	*	*	*	*	*

* Masked: n < 5

2013 STAAR M Reading and Mathematics: 5th Grade
All Administrations

School	Reading												Mathematics											
	# Tested			% Satisf.			% Adv.			% Satisf. (2016)			# Tested			% Satisf.			% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	776	194	20	74	62	50	9	5	0	40	29	10	683	254	35	60	46	31	3	2	0	36	20	9
Harris, J. R.	3	0	0	*	*	*	*	*	*	*	*	*	3	1	0	*	*	*	*	*	*	*	*	*
Harris, R. P.	2	1	0	*	*	*	*	*	*	*	*	*	2	1	0	*	*	*	*	*	*	*	*	*
Hartsfield	5	3	0	40	*	*	0	*	*	0	*	*	5	3	0	40	*	*	0	*	*	0	*	*
Helms	7	0	0	57	*	*	0	*	*	29	*	*	4	0	0	*	*	*	*	*	*	*	*	*
Henderson, J. P.	4	0	0	*	*	*	*	*	*	*	*	*	6	0	0	100	*	*	17	*	*	83	*	*
Henderson, N. Q.	9	0	0	100	*	*	11	*	*	78	*	*	9	1	0	89	*	*	0	*	*	89	*	*
Herod	4	0	0	*	*	*	*	*	*	*	*	*	5	3	0	40	*	*	0	*	*	0	*	*
Herrera	17	7	0	53	43	*	0	0	*	24	29	*	11	6	0	45	0	*	0	0	*	27	0	*
Highland Heights	6	2	0	67	*	*	0	*	*	17	*	*	4	0	0	*	*	*	*	*	*	*	*	*
Hines-Caldwell	1	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Hobby	8	3	0	63	*	*	25	*	*	50	*	*	6	2	0	67	*	*	0	*	*	33	*	*
Horn	3	1	0	*	*	*	*	*	*	*	*	*	3	0	0	*	*	*	*	*	*	*	*	*
Isaacs	3	0	0	*	*	*	*	*	*	*	*	*	3	0	0	*	*	*	*	*	*	*	*	*
Janowski	4	0	0	*	*	*	*	*	*	*	*	*	4	0	0	*	*	*	*	*	*	*	*	*
Kandy Stripe	1	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Kashmere Gardens	10	1	0	90	*	*	0	*	*	20	*	*	10	1	0	80	*	*	0	*	*	40	*	*
Kelso	10	4	0	60	*	*	10	*	*	40	*	*	10	3	0	70	*	*	0	*	*	60	*	*
Kennedy	1	1	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Ketelsen	5	0	0	100	*	*	20	*	*	100	*	*	0	0	0	*	*	*	*	*	*	*	*	*
Kolter	1	1	0	*	*	*	*	*	*	*	*	*	1	1	0	*	*	*	*	*	*	*	*	*
Lantrip	8	6	0	25	33	*	0	0	*	13	0	*	8	6	0	25	0	*	0	0	*	13	0	*
Law	11	2	0	82	*	*	0	*	*	27	*	*	8	6	0	25	17	*	0	0	*	13	0	*
Lewis	6	3	0	50	*	*	0	*	*	17	*	*	1	2	0	*	*	*	*	*	*	*	*	*
Lockhart	9	2	0	78	*	*	0	*	*	44	*	*	7	3	0	57	*	*	0	*	*	29	*	*
Longfellow	4	3	1	*	*	*	*	*	*	*	*	*	4	5	1	*	60	*	*	0	*	*	0	*
Looscan	7	1	0	86	*	*	0	*	*	43	*	*	6	4	0	33	*	*	0	*	*	0	*	*
Love	11	2	0	82	*	*	18	*	*	36	*	*	8	3	0	63	*	*	0	*	*	25	*	*
Lovett	1	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Lyons	6	0	0	100	*	*	50	*	*	67	*	*	6	0	0	100	*	*	33	*	*	100	*	*
MacGregor	2	1	0	*	*	*	*	*	*	*	*	*	2	0	0	*	*	*	*	*	*	*	*	*

* Masked: n < 5

2013 STAAR M Reading and Mathematics: 5th Grade
All Administrations

School	Reading												Mathematics											
	# Tested			% Satisf.			% Adv.			% Satisf. (2016)			# Tested			% Satisf.			% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	776	194	20	74	62	50	9	5	0	40	29	10	683	254	35	60	46	31	3	2	0	36	20	9
Mading	4	1	0	*	*	*	*	*	*	*	*	*	3	2	0	*	*	*	*	*	*	*	*	*
Martinez, C.	3	1	0	*	*	*	*	*	*	*	*	*	2	0	0	*	*	*	*	*	*	*	*	*
Martinez, R.	11	3	1	73	*	*	0	*	*	18	*	*	12	4	1	67	*	*	0	*	*	42	*	*
McGowen	4	3	2	*	*	*	*	*	*	*	*	*	6	4	2	33	*	*	0	*	*	0	*	*
McNamara	1	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Memorial	1	0	0	*	*	*	*	*	*	*	*	*	2	1	1	*	*	*	*	*	*	*	*	*
Milne	7	2	0	71	*	*	0	*	*	14	*	*	7	3	0	57	*	*	0	*	*	29	*	*
Montgomery	10	2	0	80	*	*	20	*	*	40	*	*	9	3	0	67	*	*	0	*	*	22	*	*
Moreno	2	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Neff	7	3	0	57	*	*	0	*	*	14	*	*	9	6	0	33	17	*	0	0	*	22	0	*
Northline	6	2	0	67	*	*	0	*	*	33	*	*	4	2	0	*	*	*	*	*	*	*	*	*
Oak Forest	5	0	0	80	*	*	0	*	*	20	*	*	3	1	0	*	*	*	*	*	*	*	*	*
Oates	2	0	0	*	*	*	*	*	*	*	*	*	2	0	0	*	*	*	*	*	*	*	*	*
Osborne	2	0	0	*	*	*	*	*	*	*	*	*	2	1	0	*	*	*	*	*	*	*	*	*
Paige	4	1	0	*	*	*	*	*	*	*	*	*	4	0	0	*	*	*	*	*	*	*	*	*
Park Place	2	0	0	*	*	*	*	*	*	*	*	*	1	1	1	*	*	*	*	*	*	*	*	*
Parker	6	1	0	83	*	*	17	*	*	67	*	*	3	1	0	*	*	*	*	*	*	*	*	*
Patterson	4	1	0	*	*	*	*	*	*	*	*	*	3	1	0	*	*	*	*	*	*	*	*	*
Peck	6	1	0	83	*	*	17	*	*	83	*	*	6	0	0	100	*	*	17	*	*	83	*	*
Petersen	1	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Pilgrim	3	0	0	*	*	*	*	*	*	*	*	*	3	0	0	*	*	*	*	*	*	*	*	*
Piney Point	9	5	2	56	40	*	0	0	*	11	0	*	7	4	2	57	*	*	0	*	*	29	*	*
Pleasantville	5	0	0	100	*	*	0	*	*	60	*	*	4	2	0	*	*	*	*	*	*	*	*	*
Poe	1	1	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Port Houston	4	0	0	*	*	*	*	*	*	*	*	*	2	0	0	*	*	*	*	*	*	*	*	*
Pugh	3	2	1	*	*	*	*	*	*	*	*	*	2	2	0	*	*	*	*	*	*	*	*	*
Reagan Education Center	9	2	2	78	*	*	0	*	*	33	*	*	8	3	0	63	*	*	0	*	*	25	*	*
Red	7	0	0	100	*	*	29	*	*	86	*	*	6	1	0	50	*	*	0	*	*	50	*	*
Reynolds	5	3	0	40	*	*	0	*	*	20	*	*	7	3	0	57	*	*	0	*	*	43	*	*
Rice	5	1	0	80	*	*	20	*	*	60	*	*	3	2	2	*	*	*	*	*	*	*	*	*

* Masked: n < 5

2013 STAAR M Reading and Mathematics: 5th Grade
All Administrations

School	Reading												Mathematics											
	# Tested			% Satisf.			% Adv.			% Satisf. (2016)			# Tested			% Satisf.			% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	776	194	20	74	62	50	9	5	0	40	29	10	683	254	35	60	46	31	3	2	0	36	20	9
River Oaks	1	1	0	*	*	*	*	*	*	*	*	*	2	1	0	*	*	*	*	*	*	*	*	*
Roberts	2	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Robinson	3	1	0	*	*	*	*	*	*	*	*	*	3	1	0	*	*	*	*	*	*	*	*	*
Rodriguez	4	0	0	*	*	*	*	*	*	*	*	*	4	0	0	*	*	*	*	*	*	*	*	*
Rogers, T. H.	4	4	0	*	*	*	*	*	*	*	*	*	4	3	1	*	*	*	*	*	*	*	*	*
Roosevelt	5	1	0	80	*	*	20	*	*	60	*	*	5	1	0	60	*	*	20	*	*	60	*	*
Ross	6	3	0	50	*	*	0	*	*	33	*	*	6	4	0	33	*	*	0	*	*	0	*	*
Rucker	4	1	0	*	*	*	*	*	*	*	*	*	4	2	0	*	*	*	*	*	*	*	*	*
Rusk	2	3	0	*	*	*	*	*	*	*	*	*	2	3	0	*	*	*	*	*	*	*	*	*
Sanchez	3	1	0	*	*	*	*	*	*	*	*	*	3	1	1	*	*	*	*	*	*	*	*	*
Scarborough	2	1	0	*	*	*	*	*	*	*	*	*	3	0	0	*	*	*	*	*	*	*	*	*
School at St George Place	5	0	0	100	*	*	20	*	*	100	*	*	5	0	0	100	*	*	0	*	*	60	*	*
Scroggins	2	1	0	*	*	*	*	*	*	*	*	*	1	1	0	*	*	*	*	*	*	*	*	*
Seguin	6	1	0	100	*	*	17	*	*	67	*	*	1	1	0	*	*	*	*	*	*	*	*	*
Shadowbriar	4	1	0	*	*	*	*	*	*	*	*	*	4	2	0	*	*	*	*	*	*	*	*	*
Shearn	7	1	0	86	*	*	0	*	*	14	*	*	3	1	0	*	*	*	*	*	*	*	*	*
Sherman	3	2	0	*	*	*	*	*	*	*	*	*	2	1	1	*	*	*	*	*	*	*	*	*
Sinclair	2	1	0	*	*	*	*	*	*	*	*	*	2	2	0	*	*	*	*	*	*	*	*	*
Smith, K.	2	0	0	*	*	*	*	*	*	*	*	*	2	0	0	*	*	*	*	*	*	*	*	*
Southmayd	6	2	0	83	*	*	0	*	*	50	*	*	5	2	0	80	*	*	0	*	*	40	*	*
Stevens	5	4	0	20	*	*	0	*	*	20	*	*	6	5	0	17	100	*	0	20	*	17	100	*
Sutton	4	2	0	*	*	*	*	*	*	*	*	*	4	2	0	*	*	*	*	*	*	*	*	*
Thompson	1	0	0	*	*	*	*	*	*	*	*	*	1	1	0	*	*	*	*	*	*	*	*	*
Tijerina	4	0	0	*	*	*	*	*	*	*	*	*	4	0	0	*	*	*	*	*	*	*	*	*
Tinsley	14	4	0	71	*	*	0	*	*	50	*	*	13	6	0	46	67	*	8	0	*	31	33	*
Travis	2	1	0	*	*	*	*	*	*	*	*	*	4	0	0	*	*	*	*	*	*	*	*	*
Valley West	12	0	0	100	*	*	17	*	*	67	*	*	7	1	0	86	*	*	0	*	*	29	*	*
Wainwright	4	1	0	*	*	*	*	*	*	*	*	*	4	3	0	*	*	*	*	*	*	*	*	*
Walnut Bend	6	0	0	100	*	*	17	*	*	83	*	*	5	0	0	100	*	*	0	*	*	40	*	*
Wesley	11	0	0	100	*	*	45	*	*	100	*	*	11	0	0	100	*	*	0	*	*	82	*	*

* Masked: n < 5

2013 STAAR M Reading and Mathematics: 5th Grade
All Administrations

School	Reading												Mathematics											
	# Tested			% Satisf.			% Adv.			% Satisf. (2016)			# Tested			% Satisf.			% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	776	194	20	74	62	50	9	5	0	40	29	10	683	254	35	60	46	31	3	2	0	36	20	9
Wharton	1	1	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
White	5	0	0	100	*	*	0	*	*	40	*	*	4	0	0	*	*	*	*	*	*	*	*	*
Whittier	1	0	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Wilson	2	1	0	*	*	*	*	*	*	*	*	*	1	0	0	*	*	*	*	*	*	*	*	*
Windsor Village	7	2	1	71	*	*	0	*	*	14	*	*	6	4	1	33	*	*	0	*	*	17	*	*
Young	5	2	0	80	*	*	0	*	*	80	*	*	3	1	0	*	*	*	*	*	*	*	*	*

* Masked: n < 5

2013 STAAR Reading and Mathematics: 8th Grade
All Administrations (cumulative based on April cohort)

School	Reading													Mathematics												
	# Tested			% Satisf.			Cumul.	% Adv.			% Satisf. (2016)			# Tested			% Satisf.			Cumul.	% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin		1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin		1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	11,779	2,375	1,415	77	32	19	85	20	0	0	40	2	1	12,401	2,570	1,533	76	33	20	85	6	0	0	36	1	0
Attucks MS	138	50	26	63	32	15	77	4	0	0	18	2	0	152	43	26	70	33	35	84	1	0	0	17	2	0
Black MS	181	39	27	75	21	26	82	11	0	0	30	0	0	197	68	47	56	26	34	72	1	0	0	13	0	0
Briarmeadow	40	0	0	100	*	*	100	65	*	*	93	*	*	41	0	0	100	*	*	100	37	*	*	93	*	*
Burbank MS	424	38	26	87	34	19	91	21	0	0	49	0	0	413	43	29	90	28	24	93	15	0	0	64	2	0
Clifton MS	272	39	26	86	28	38	93	18	0	0	43	3	8	352	43	29	80	30	38	86	3	0	0	36	0	0
Cullen MS	121	32	18	75	34	6	85	7	0	0	25	0	0	97	36	29	63	14	10	71	0	0	0	18	0	0
Deady MS	268	79	34	68	27	6	76	7	0	0	20	1	0	297	62	30	77	34	17	85	4	0	0	29	2	0
Dowling MS	389	116	72	69	34	25	83	9	0	0	25	0	0	406	107	62	72	36	19	84	3	0	0	29	1	0
Edison MS	233	63	37	71	32	11	81	8	0	0	23	0	0	229	88	62	59	27	19	74	1	0	0	15	3	0
Energized for STEM C MS (390)	39	8	5	79	38	40	92	10	0	0	33	0	0	39	14	7	64	50	14	85	3	0	0	21	0	0
Energized for STEM W MS (459)	90	6	2	92	67	*	97	39	0	*	67	0	*	68	13	8	79	38	0	87	3	0	0	32	0	0
Energized MS (342)	97	10	6	90	40	33	96	20	0	0	44	0	0	72	1	0	99	100	*	100	8	0	*	64	0	*
Fleming MS	189	58	34	66	28	21	78	6	0	0	23	0	0	187	61	34	66	26	24	79	1	0	0	20	2	0
Fondren MS	211	48	28	64	35	14	74	8	0	0	26	2	0	188	51	26	68	43	23	82	3	0	0	22	2	0
Fonville MS	331	98	67	70	30	24	82	10	1	0	26	4	3	324	116	74	63	35	30	82	1	0	0	18	0	1
Grady MS	154	11	7	88	36	43	91	27	0	0	55	18	0	215	21	14	81	24	21	85	3	0	0	31	0	0
Gregory-Lincoln	95	21	15	79	29	33	88	23	0	0	36	14	7	96	35	28	64	17	21	75	2	0	0	21	3	0
Hamilton MS	447	54	35	88	35	31	94	28	0	0	52	4	0	467	73	46	84	38	33	93	4	0	0	37	1	0
Hartman MS	445	89	59	77	28	31	87	12	0	0	36	1	2	490	49	33	89	27	21	93	7	0	0	45	2	0
Henry MS	288	72	52	74	26	17	83	9	0	0	24	0	0	281	50	23	78	54	57	92	1	0	0	19	0	0
High School Ahead	167	98	54	35	9	13	45	1	0	0	6	0	0	165	112	74	28	11	7	38	1	0	0	2	0	1
Hogg MS	231	70	28	68	44	11	82	12	0	0	32	4	0	252	78	38	61	45	11	76	1	0	0	14	1	0
Holland MS	238	59	27	72	46	7	84	8	0	0	28	5	0	240	55	28	75	36	14	85	0	0	0	23	2	0
Inspired West	79	60	49	24	17	8	41	0	0	0	0	0	0	79	70	66	10	6	5	17	0	0	0	0	0	0
Jackson MS	360	123	65	64	32	11	76	8	0	0	21	2	0	361	115	63	66	28	19	78	2	0	0	75	1	0
Johnston MS	467	32	14	92	47	43	97	35	0	0	58	9	0	508	60	31	85	43	32	92	3	0	0	33	2	0
Key MS	122	42	28	63	26	29	79	3	0	0	22	2	0	133	28	16	76	36	0	83	0	0	0	23	0	0
Lanier MS	411	13	4	96	46	*	98	56	8	*	80	8	*	535	21	7	96	57	29	98	23	5	0	98	5	0
Las Americas MS	54	1	1	7	*	*	7	0	*	*	0	*	*	1	1	1	*	*	*	*	*	*	*	*	*	*
Long Academy	255	92	65	61	22	6	70	6	0	0	20	0	0	262	85	62	65	18	11	72	0	0	0	18	0	0
Marshall MS	310	71	40	74	42	13	85	11	0	0	33	0	0	326	52	28	83	44	11	91	4	0	0	44	0	0
McReynolds MS	208	71	45	63	28	24	77	7	0	0	20	3	0	204	69	43	67	25	14	77	1	0	0	27	0	0
Ortiz MS	312	59	34	77	39	29	87	10	0	0	32	3	0	323	60	32	81	43	13	90	7	0	0	42	2	0
Park Place	3	0	0	*	*	*	*	*	*	*	*	*	*	3	0	0	*	*	*	*	*	*	*	*	*	*
Pershing MS	560	61	33	87	38	33	93	30	2	0	58	7	3	548	88	40	83	48	30	92	5	0	0	39	2	0

*Masked: n < 5

2013 STAAR Reading and Mathematics: 8th Grade
All Administrations (cumulative based on April cohort)

School	Reading													Mathematics												
	# Tested			% Satisf.			Cumul.	% Adv.			% Satisf. (2016)			# Tested			% Satisf.			Cumul.	% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin		1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin		1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	11,779	2,375	1,415	77	32	19	85	20	0	0	40	2	1	12,401	2,570	1,533	76	33	20	85	6	0	0	36	1	0
Pilgrim	79	14	10	77	29	20	85	15	0	0	37	0	0	77	6	4	91	50	*	96	5	0	*	44	0	*
Pin Oak MS	371	13	4	96	62	*	99	62	15	*	81	23	*	357	16	6	94	56	33	97	12	0	0	64	25	0
Project Chrysalis	70	0	0	100	*	*	100	46	*	*	77	*	*	95	3	3	96	*	*	97	8	0	*	71	0	*
Provision	50	24	26	50	17	5	58	6	0	0	18	0	0	50	28	23	38	2	0	42	0	0	0	8	0	0
Reagan Education Center	70	25	10	64	60	40	90	9	0	0	19	0	0	67	27	13	54	63	0	73	1	0	0	12	0	0
Revere MS	287	58	37	70	31	19	78	15	2	0	33	3	0	289	56	39	79	21	8	84	3	0	0	40	2	0
Rice	150	5	3	97	50	*	99	35	0	*	59	0	*	166	23	6	83	44	33	94	3	0	0	29	0	0
Rogers, T. H.	127	0	0	100	*	*	100	94	*	*	99	*	*	160	0	0	100	*	*	100	66	*	*	99	*	*
Rusk	46	3	2	93	*	*	98	26	*	*	65	*	*	70	6	0	90	27	*	99	13	0	*	51	0	*
Ryan MS	76	30	22	59	27	14	73	5	3	0	16	3	0	79	32	24	56	25	17	70	0	0	0	10	0	0
Sharpstown International	127	21	9	76	57	11	87	20	0	0	40	5	0	118	10	5	92	50	60	98	12	0	0	64	0	0
Stevenson MS	445	82	41	80	39	27	90	20	0	0	44	1	0	520	72	33	85	44	18	92	10	0	0	57	4	0
Sugar Grove Academy	222	55	38	63	22	13	70	8	0	0	18	0	0	209	66	52	59	17	13	67	0	0	0	18	0	0
Texas Connections Acad.	312	28	10	92	52	20	96	36	0	0	65	7	10	301	76	27	74	37	26	88	5	0	0	33	3	0
Thomas MS	146	44	27	73	36	22	84	9	0	0	31	0	0	126	49	19	61	63	21	87	0	0	0	21	2	0
Welch MS	269	59	35	75	37	20	86	12	3	0	28	7	0	262	77	48	60	42	38	79	0	0	0	11	1	0
West Briar MS	416	49	23	87	49	26	94	29	0	0	54	4	0	417	87	50	87	38	24	89	3	0	0	35	0	0
Wharton	24	0	0	100	*	*	100	33	*	*	88	*	*	32	0	0	100	*	*	100	13	*	*	69	*	*
Williams MS	134	31	35	67	13	11	73	7	0	0	24	0	0	110	17	18	75	29	28	82	0	0	0	19	0	0
Wilson	16	4	6	75	47	*	94	25	0	*	50	0	*	8	7	4	13	64	*	50	0	0	*	0	0	*
Woodson	100	41	25	58	25	12	69	6	0	0	25	0	0	98	35	22	56	26	18	68	0	0	0	11	3	0
Young Scholars	6	0	0	100	*	*	100	0	*	*	17	*	*	6	2	1	67	*	*	83	*	*	*	17	*	*

*Masked: n < 5

2013 STAAR M Reading and Mathematics: 8th Grade

All Administrations

School	Reading												Mathematics											
	# Tested			% Satisf.			% Adv.			% Satisf. (2016)			# Tested			% Satisf.			% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	550	192	38	65	42	39	2	3	0	33	15	8	548	238	45	55	42	29	1	0	0	27	18	9
Attucks MS	10	3	0	70	*	*	0	*	*	10	*	*	9	4	0	44	*	*	0	*	*	33	*	*
Black MS	16	4	0	69	*	*	0	*	*	31	*	*	15	6	0	47	17	*	0	0	*	7	0	*
Burbank MS	23	4	1	83	*	*	4	*	*	52	*	*	18	4	1	78	*	*	6	*	*	44	*	*
Clifton MS	11	1	0	91	*	*	0	*	*	45	0	*	9	1	0	89	*	*	0	*	*	56	*	*
Cullen MS	28	6	0	79	100	*	11	0	*	43	33	*	28	8	1	71	88	*	4	0	*	36	63	*
Deady MS	16	6	0	50	17	*	0	0	*	19	0	*	15	8	0	33	0	*	0	0	*	7	0	*
Dowling MS	22	8	2	82	75	*	5	13	*	59	50	*	21	15	6	43	60	0	0	7	0	29	53	0
Edison MS	5	4	3	20	25	*	0	*	*	0	*	*	6	2	1	67	*	*	0	*	*	33	*	*
Fleming MS	16	8	0	50	63	*	0	0	*	25	13	*	14	9	0	36	56	*	0	0	*	14	22	*
Fondren MS	11	4	1	64	*	*	0	*	*	18	*	*	11	5	2	55	40	*	9	0	*	18	0	*
Fonville MS	9	4	2	67	25	*	11	0	*	44	0	*	9	8	2	11	38	*	0	0	*	0	13	*
Grady MS	7	0	0	100	*	*	14	*	*	71	*	*	9	3	1	67	*	*	0	*	*	33	*	*
Gregory-Lincoln	6	4	0	50	*	*	0	*	*	33	*	*	5	2	0	60	*	*	0	*	*	0	*	*
Hamilton MS	6	2	0	67	*	*	0	*	*	17	*	*	5	3	3	40	*	*	0	*	*	20	*	*
Harper	11	0	0	64	*	*	0	*	*	36	*	*	11	0	0	55	*	*	0	*	*	9	*	*
Hartman MS	22	7	1	64	57	*	0	0	*	27	14	*	23	5	1	78	60	*	4	0	*	61	0	*
Henry MS	14	7	0	57	29	*	7	0	*	43	14	*	14	4	0	71	0	*	7	0	*	50	0	*
High School Ahead	14	7	0	50	57	*	7	0	*	14	14	*	16	8	0	44	25	*	0	0	*	13	13	*
Hogg MS	2	1	1	*	*	*	*	*	*	*	*	*	2	2	0	*	*	*	*	*	*	*	*	*
Holland MS	11	3	0	73	*	*	0	*	*	36	*	*	11	6	0	45	33	*	0	0	*	18	0	*
Jackson MS	10	8	0	40	25	*	0	13	*	10	13	*	8	9	0	13	33	*	0	0	*	13	0	*
Johnston MS	9	2	0	78	*	*	0	*	*	44	*	*	8	3	0	63	*	*	0	*	*	25	*	*
Key MS	22	6	5	68	17	40	0	0	0	41	0	0	23	8	4	57	50	*	4	0	*	35	25	*
Lanier MS	7	1	0	86	*	*	0	*	*	43	*	*	6	3	0	67	*	*	0	*	*	33	*	*
Long Academy	13	10	0	23	20	*	0	0	*	8	0	*	13	9	0	31	44	*	0	0	*	8	11	*
Marshall MS	21	6	4	67	0	*	0	0	*	38	0	*	18	5	2	72	20	*	0	0	*	28	20	*
McReynolds MS	11	5	3	55	40	*	0	0	*	18	0	*	11	4	2	64	*	*	9	*	*	45	*	*
Ortiz MS	19	11	5	42	27	40	0	0	0	11	0	0	20	8	2	45	63	*	0	0	*	15	38	*
Pershing MS	25	4	0	84	*	*	0	*	*	52	*	*	27	14	0	44	50	*	0	0	*	19	21	*
Pilgrim Academy	2	0	0	*	*	*	*	*	*	*	*	*	3	1	0	*	*	*	*	*	*	*	*	*

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2013 STAAR M Reading and Mathematics: 8th Grade
All Administrations

School	Reading												Mathematics											
	# Tested			% Satisf.			% Adv.			% Satisf. (2016)			# Tested			% Satisf.			% Adv.			% Satisf. (2016)		
	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin	1st Admin	2nd Admin	3rd Admin
HISD	550	192	38	65	42	39	2	3	0	33	15	8	548	238	45	55	42	29	1	0	0	27	18	9
Pin Oak MS	8	4	0	63	*	*	0	*	*	38	*	*	11	3	0	73	*	*	0	*	*	18	*	*
Provision	2	1	0	*	*	*	*	*	*	*	*	*	2	1	0	*	*	*	*	*	*	*	*	*
Reagan Education Center	7	4	1	57	*	*	0	*	*	43	*	*	6	4	2	50	*	*	0	*	*	0	*	*
Revere MS	14	5	1	64	60	*	0	0	*	36	20	*	14	6	2	64	17	*	0	0	*	29	0	*
Rice	2	0	0	*	*	*	*	*	*	*	*	*	3	1	0	*	*	*	*	*	*	*	*	*
Rogers, T. H.	8	6	0	38	50	*	0	0	*	0	0	*	8	3	0	75	67	*	0	0	*	63	33	*
Ryan MS	17	9	2	47	44	*	0	0	*	12	11	*	18	12	4	33	33	*	0	0	*	11	0	*
Sharpstown International	7	0	0	100	*	*	0	*	*	43	*	*	8	0	0	100	*	*	13	*	*	75	*	*
Stevenson MS	5	3	0	60	*	*	0	*	*	40	*	*	5	0	0	100	*	*	0	*	*	40	*	*
Sugar Grove Academy	13	3	2	77	*	*	0	*	*	31	*	*	17	9	2	47	44	*	0	0	*	6	0	*
Thomas MS	19	6	0	63	67	*	0	0	*	32	0	*	19	10	3	42	10	*	0	0	*	16	0	*
Welch MS	24	9	3	63	33	*	0	0	*	25	22	*	24	11	3	50	27	*	0	0	*	29	9	*
West Briar MS	11	3	0	73	*	*	0	*	*	18	*	*	9	4	0	56	25	*	0	*	*	33	*	*
Wharton	1	0	0	*	*	*	*	*	*	*	*	*	3	0	0	*	*	*	*	*	*	*	*	*
Williams MS	9	2	1	67	*	*	0	*	*	33	*	*	9	3	1	44	*	*	0	*	*	33	*	*
Woodson	4	0	0	*	*	*	*	*	*	*	*	*	4	0	0	*	*	*	*	*	*	*	*	*

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