

MEMORANDUM

May 17, 2016

TO: Board Members

FROM: Kenneth Huewitt
Interim Superintendent of Schools

SUBJECT: **FIRST ADMINISTRATION DISTRICT AND CAMPUS RESULTS OF THE STUDENT SUCCESS INITIATIVE FROM THE MARCH 2016 READING AND MATHEMATICS STAAR FOR GRADES 5 AND 8**

CONTACT: Carla Stevens, (713) 556-6700

In Spring 2016, approximately 15,000 HISD students in grade 5, and approximately 12,000 students in grade 8 took the STAAR Reading and Mathematics exams to determine their promotion to the next grade level as required by the Student Success Initiative (SSI).

The first administration of STAAR Reading and Mathematics to students in fifth and eighth grade occurred on March 29–30, 2016. If unsuccessful after the first administration, students received additional state-mandated accelerated instruction and took the second administration of the Reading and Mathematics tests on May 9–10, 2016. As required by the Texas Education Agency (TEA), a Grade Placement Committee (GPC) will address students who were unsuccessful on the second administration of STAAR Reading and Mathematics tests, and create an educational plan based on the instructional needs of each student. These students will be given a third opportunity to pass the STAAR assessment during summer school on June 21–22, 2016.

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

STAAR Exam Versions

In 2016, there are four versions of the STAAR exams offered to students in grades 3–8:

- **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; and students with disabilities (SWD) may take the STAAR with accommodations at the discretion of the Admission, Review, and Dismissal (ARD) Committees.
- **STAAR L** is an online, linguistically accommodated English version of the STAAR assessments (grades 3–8) 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.
- **STAAR Accommodated (STAAR A)** is the online assessment version of STAAR for students in grades 3–8 with disabilities that meet the STAAR A eligibility requirements. STAAR A provides embedded supports designed to help students with disabilities access the content being assessed. These embedded supports include visual aids, graphic organizers, and text-to-speech functionality.

- **STAAR Alternate 2 (STAAR Alt. 2)** is an assessment for students in grades 3–8 with significant cognitive disabilities receiving special education services.

STAAR Testing Incidents

The spring 2016 transition to the state's new testing vendor, Educational Testing Service (ETS) has been filled with publicized missteps and mistakes. The fifty Region 4 superintendents, as well as the Texas Association of School Administrators (TASA), recently submitted separate letters to Commissioner Morath detailing unacceptable “*testing incidents in an effort to provide a detailed picture of the serious flaws in the current testing system.*” TASA summarized their findings into five categories: data validity and security, online testing incidents, communication, the shipping of testing materials, and other issues. TASA’s seven-page letter is attached as an appendix to this report.

STAAR Standards

The Texas Education Agency set standards for STAAR in late 2012. The standards indicate three performance levels: Level I: Unsatisfactory, Level II: Satisfactory, and Level III: Advanced. A student who scores within a Level II or III has passed the STAAR test, but a student who scores within Level I has not passed. By commissioner’s rule, the Level II: Satisfactory performance level is being phased in over multiple years with the implementation of the Final Recommended standard in 2021–2022; this means that students had to answer a few more items correctly to “pass” STAAR this year, compared to last year. Any comparisons to prior performance at the Level II: Satisfactory Phase-in 1 passing standard should be made with caution.

STAAR Level II: Satisfactory	2015 Phase-in 1 Standards Raw Score	2016 Progression Standards Raw Score
Reading – Grade 5	25 out of 46 items	26 out of 46 items
Mathematics – Grade 5	23 out of 50 items	24 out of 50 items
Reading – Grade 8	28 out of 52 items	28 out of 52 items
Mathematics – Grade 8	24 out of 56 items	26 out of 56 items

Source: TEA Raw Score Conversion Tables

Complete results for students who took the STAAR, STAAR Spanish, STAAR A, STAAR L and STAAR Alt 2 in grades 5 and 8 Reading and Mathematics are presented in **Figures 1 through 19** for various student groups and **Tables A through C** for campuses.

Grade 5 Key Findings:

- The majority of HISD fifth graders passed the first administration of 2016 STAAR (English and Spanish combined) Reading and Mathematics at the 2016 Satisfactory Progression Standard. Almost two out of three students (64%) met standard in Reading and almost three out of four students (72%) met standard in Math. Passing rates for the state of Texas were higher than those for HISD—among Texas fifth graders, 75% and 78% met standard in Reading and Math, respectively (**Figure 1**).

- Between 2015 and 2016, the proportion of 5th graders who scored at Final Recommended standard in Reading **increased** from 34% to 38%, respectively, and **increased** from 39% to 40% in Math during the same time period. Between 2012 and 2016, the proportion of 5th graders who scored at Final Recommended in Reading **increased** from 34% to 38%, respectively, and **increased** from 35% to 40% in Math during the same time period (**Figure 2**).
- Between 2015 and 2016, the proportion of 5th graders who scored at Advanced standard remained relatively flat in both subjects. Between 2012 and 2016, the proportion of 5th graders who scored at Advanced in Reading **increased** from 14% to 20%, and one-point in Math from 18% to 19%.
- At the campus level, at least 60 percent of students met standard at 85 out of 173 campuses for which there were data (49%) in Reading and at 126 out of 172 campuses for which there were data (73%) in Math.
- Significant gaps in the proportion of 5th graders who met standard exist across racial/ethnic groups. For example, 91% of White students met standard in Reading compared to 62% of Hispanic and 57% of African-American students. In Math, 92% of White students met standard compared to 73% of Hispanic and 57% of African-American students (**Figures 5-6**).
- Students identified as “New to Texas” by TEA perform at lower rates compared to all students tested (**Figure 19**).
- **Progress of Prior Year Failers** - 25% of the students who failed 4th grade Reading in 2015, passed 5th grade Reading in 2016; and 32% of the students who failed 4th grade Math in 2015, passed 5th grade Math in 2016.

Grade 8 Key Findings:

- The majority of HISD eighth graders passed the first administration of 2016 STAAR (English and Spanish combined) Reading and Mathematics at the 2016 Satisfactory Progression Standard. Almost three out of four students (73%) met standard in Reading and almost two out of three students (64%) met standard in Math. Passing rates for the state of Texas were higher than those for HISD—among Texas eighth graders, 82% and 73% met standard in Reading and Math, respectively (Figure 1). *Please note that 8th grade Math results **do not include** any Algebra I EOC results for 8th grade students enrolled in that course.*
- Between 2015 and 2016, the proportion of 8th graders who scored at Final Recommended standard in Reading **increased** from 35% to 40%, respectively, and **increased** from 27% to 35% in Math during the same time period. Between 2012 and 2016, the proportion of 8th graders who scored at Final Recommended in Reading **increased** from 37% to 40%, respectively, and **increased** from 29% to 35% in Math during the same time period Figure 2).
- Between 2015 and 2016, the proportion of 8th graders who scored at Advanced standard in Reading **decreased** from 18% to 16%, respectively, but **increased** from 5% to 8% in math during the same time period. Between 2012 and 2016, the proportion of 8th graders who scored at Advanced in Reading **increased** one-point from 15% to 16% and **increased** four points in Math from 4% to 8%.
- At the campus level, at least 60 percent of students met standard at 42 out of 60 campuses for which there were data (70%) in Reading and at 32 out of 56 campuses for which there were data (57%) in Math.

- Significant gaps in the proportion of 8th graders who met standard exist across racial/ethnic groups. For example, 92% of White students met standard in Reading compared to 70% of Hispanic and 70% of African-American students. In Math, 81% of White students met standard compared to 64% of Hispanic and 57% of African-American students (Figures 5-6).
- Students identified as “New to Texas” by TEA perform at lower rates compared to all students tested (Figure 19).
- **Progress of Prior Year Failers** - 38% of the students who failed 7th grade Reading in 2015, passed 8th grade Reading in 2016; and 36% of the students who failed 7th grade Math in 2015, passed 8th grade Math in 2016.

Specific administrative responses for HISD student support offices are listed below.

Administrative Responses to the 2016 STAAR Grade 5 and 8 results:

Elementary Curriculum and Development

- In response to the Grade 5 STAAR results Elementary Curriculum and Development has designed a differentiated professional learning experience for teachers throughout June and July as a part of summer training. Elementary teachers will have opportunity to engage in learning across all content areas to practice instructional practices and deepen their understanding of critical standards.
- Elementary Curriculum and Development will continue to provide principal and teacher training in the area of comprehension of complex text to think deeply and critically aligned to the rigor of the STAAR Reading.
- Elementary Teacher Development Specialists (TDS) provided intense intervention instruction to fifth grade students who did not meet standards on Transformation campuses in preparation for the second administration of STAAR reading and math. TDS worked with small groups of students on a daily basis on targeted standards.
- The department will continue to partner with School Offices to support effective implementation of small group guided reading and/or literature circles to scaffold instruction for striving grade 5 readers. Guided reading provides personalized instruction, using leveled text, and allows teachers to identify specific gaps and provide immediate intervention.
- Campuses will continue to leverage Istation and Benchmark Running Record data to ensure that students demonstrating gaps receive maximized reading support.
- The department is evaluating the results and identifying elementary campuses with significant gains to determine elements that contributed to their success.

Secondary Curriculum and Development

While the Secondary Curriculum and Development team celebrates gains in 8th grade Reading scores as well as gains in each reporting category of 8th grade Mathematics (RC1: +2%; RC2: +4%; RC3: +3%; RC4: +3%), it is acknowledged that more work needs to be done around literacy and mathematical competencies for all learners. Increased calculator training for teachers will be a priority in 2016-2017, specifically targeting grade 8 TEKS. Scopes and sequences for 8th grade math are being reorganized to place difficult concepts, including geometry, within the first semester allowing for more spiraling and acceleration throughout the year. “Literacy in the Middle” implementation, in fall 2016, will increase the focus of reading, writing, and small group instruction in all content areas so that all students will experience gains in academic achievement. Master Course development will expand to include middle grades in 2016-2017, providing all HISD teachers with student-facing courses, demonstrating best instructional practices for all learners.

Office of School Support

- The increase in both reading and math 5th and 8th grade scores at the final/ recommended passing standard indicate that teachers are responding to the rigor of STAAR and students are mastering at the increased levels.
- More professional development needs to be done in both reading and math to assist teachers with teaching to mastery. Teachers need to have the tools necessary to scaffold student learning when students struggle with new concepts.
- Progress was made with the number of students who failed 4th grade and passed 5th grade STAAR. In August, campuses began to implement individualized learning plans to address skill deficits early in the year and to accelerate learning rather than remediate failure.
- Monitoring and improving quality ESL programming will continue in 2016-2017. With the exception of Mark White Elementary, which will be French Immersion, no other dual language programs will be added in 2016-2017. There will be a focus on ensuring that all dual programs are being executed with fidelity.
- School offices are dissecting the data to identify campuses that excel with closing the achievement gap for various demographic groups. Best practices at these campuses will be noted and shared.
- In 5th grade math, African American students showed progress towards closing the achievement gap.
- There were significant gaps in the proportion of 8th students who met standard across racial/ethnic groups, therefore continued professional development is needed for campus leaders and teachers to ensure Hispanic and African-American student needs are met as compared to their White counterparts.
- The School Office and the Curriculum department will continue to work with campus leaders and teachers to effectively unpack and implement the new Math TEKS at both the elementary and secondary levels.
- More professional development is needed in the area of differentiation.
 - In reading, teachers need to improve their abilities to choose texts that align so that all students will be able to exhibit concept mastery with a “just right book”.
 - There is an increase of informational text being utilized in the classroom.
 - In math, teachers need to continue teaching the lesson at the appropriate level of rigor and support new learning for those that are struggling, while deepening learning for those that have already demonstrated mastery.
- The School Office and the Curriculum department will continue to build on work of Literacy by 3 in the Elementary to Literacy in the Middle School for 2016-2017 and moving forward. Literacy in the Middle will:
 - Address the key components of reading, writing, speaking, listening and thinking critically in all core areas.
 - Provide authentic opportunities for all students to write in all core areas.
 - Expand the quantity and quality of student time with authentic texts.
 - Model best strategies around four key components: read alouds, independent reading, small group instruction and writing instruction.
 - And assure that students build and maintain their literacy skills while increasing their content knowledge.

Office Special Education Services

The Office of Special Education Services will continue to meet the needs of schools and students by:

- Providing guidance to relevant staff on increasing the participation of students with disabilities in the standard curriculum.
- Increasing the number of students who access grade level curriculum through the use of Universal Design for Learning (UDL) strategies and student specific accommodations.
- Utilizing Goalbook to create Individualized Education Plans (IEP) goals that are aligned with grade level curriculum (Texas Essential Knowledge and Skills).
- Creating a Full and Individualized Evaluation (FIE) summary page to inform teachers of student's cognitive strengths and instructional strategies to support those strengths.
- Implementing restorative discipline practices for students with and without disabilities to increase student engagement and participation in academic opportunities.

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



KH

A handwritten signature in black ink, appearing to read "Kenneth H. Hewitt", is written over a horizontal line. To the right of the signature, the initials "KH" are printed in a smaller font.

Attachments

cc: Superintendent's Direct Reports
Chief School Officers
Andrew Houlihan
Mark Smith

Figure 1
 HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2016 (Spring 1st Administration)
Percent Met Satisfactory Standard: Phase-in 1 and Progression Standard
HISD and State - All Students Grades 5 and 8 Reading and Mathematics

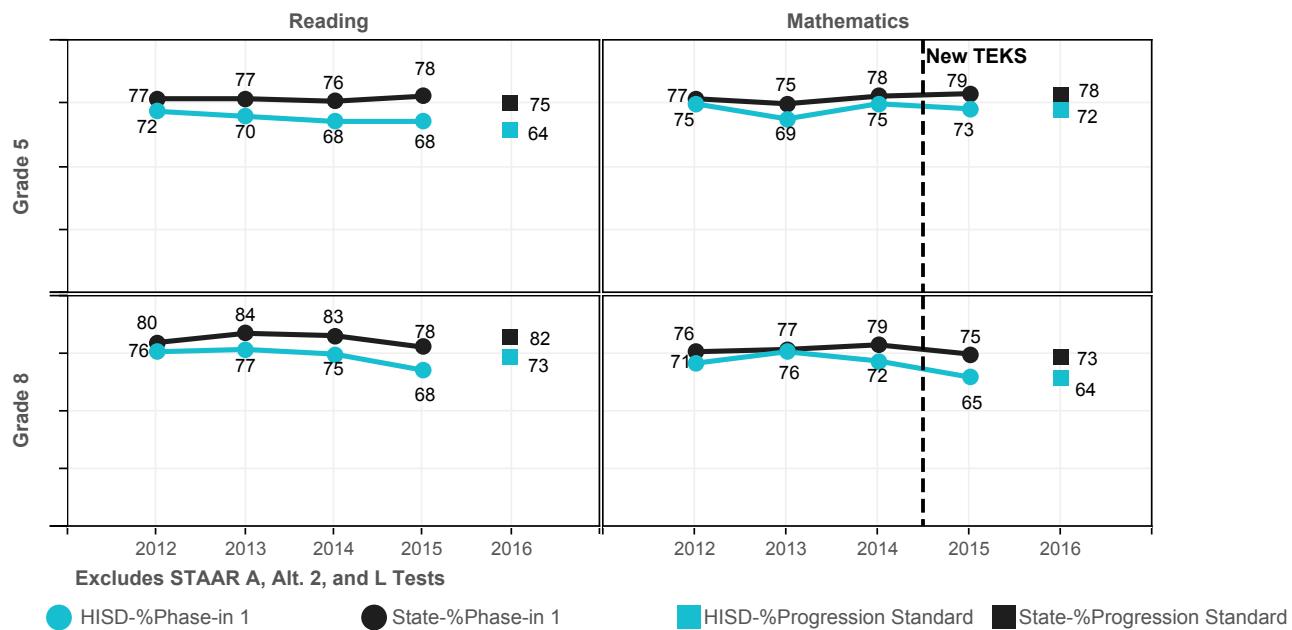
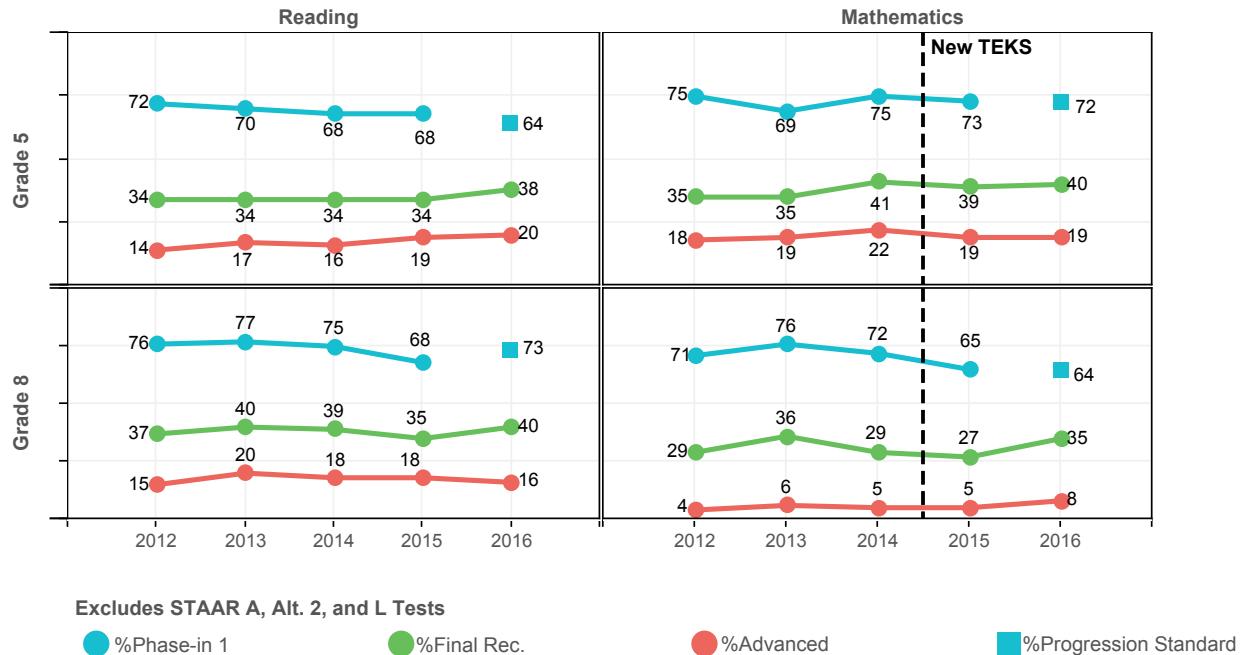


Figure 2
 HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2016 (Spring 1st Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards
All Students - Grades 5 and 8 Reading and Mathematics



All points reflect the most current data available and may differ slightly from data previously reported. 1st administration results are used.
 Note: The percent met standard at the progression and advanced standards in reading and math are included in the Board Monitoring System (BMS).

Sources: TEA-Pearson-ETS STAAR Student Data Files; various years

Figure 3
 HISD STAAR English Only by Subject and Grade Level: 2012-2016 (1st Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards

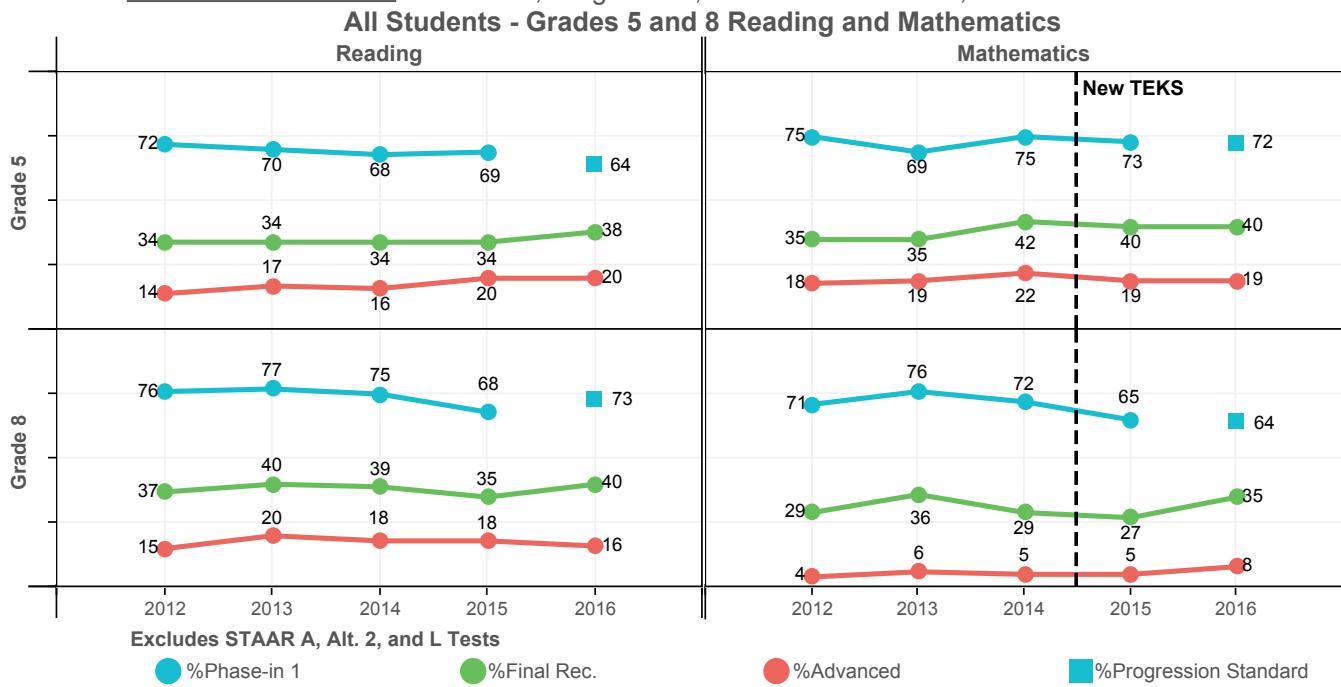
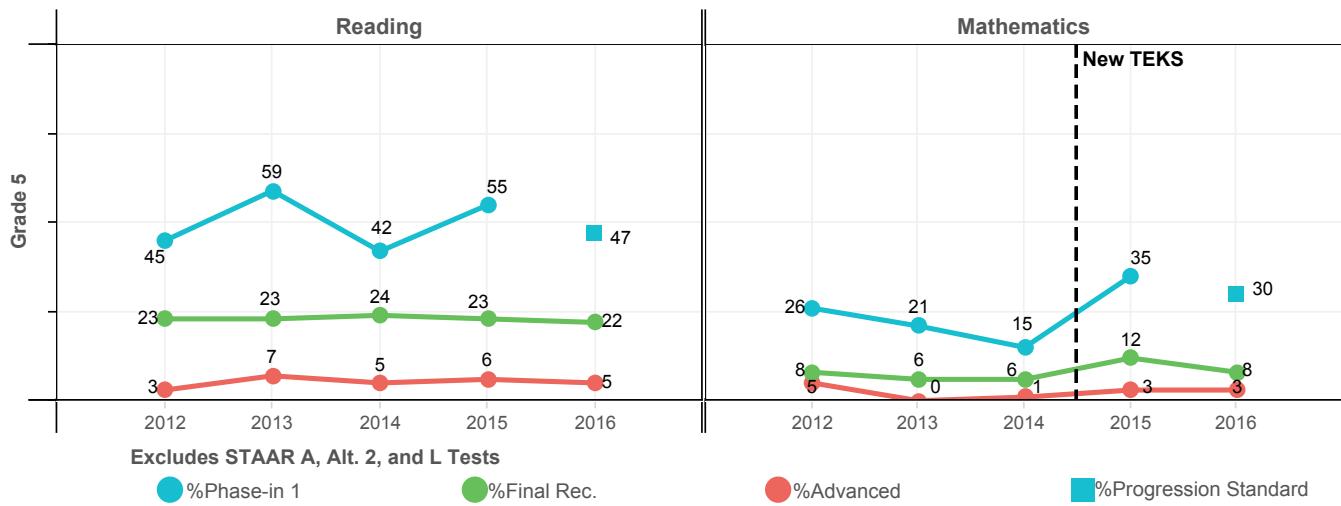


Figure 4
 HISD STAAR Spanish Only by Subject and Grade Level: 2012-2016 (1st Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards



Number of Spanish Tests Administered	Reading					Mathematics				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Grade 5	40	73	88	127	180	38	68	84	108	154

All points reflect the most current data available and may differ slightly from data previously reported. 1st administration results were used.

Sources: TEA-Pearson-ETS STAAR Student Data Files; various years

Figure 5

HISD STAAR English and Spanish Combined by Subject and Ethnicity: 2012-2016 (1st Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards

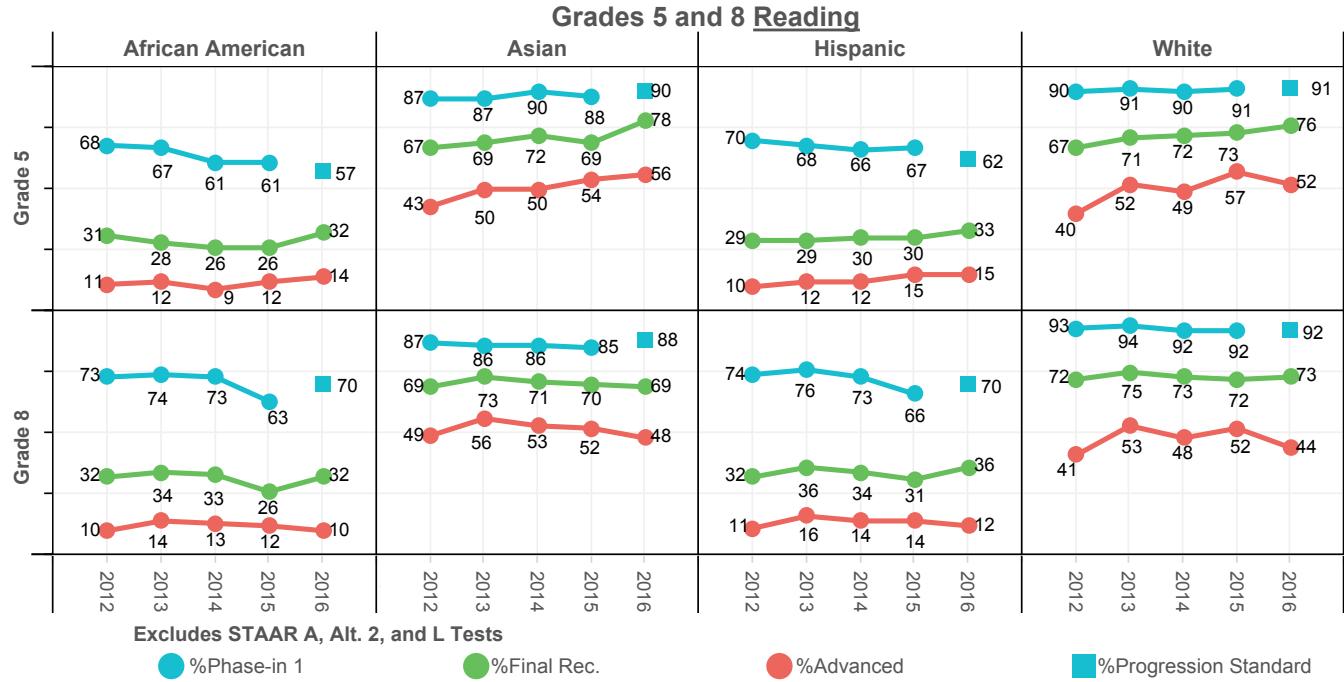
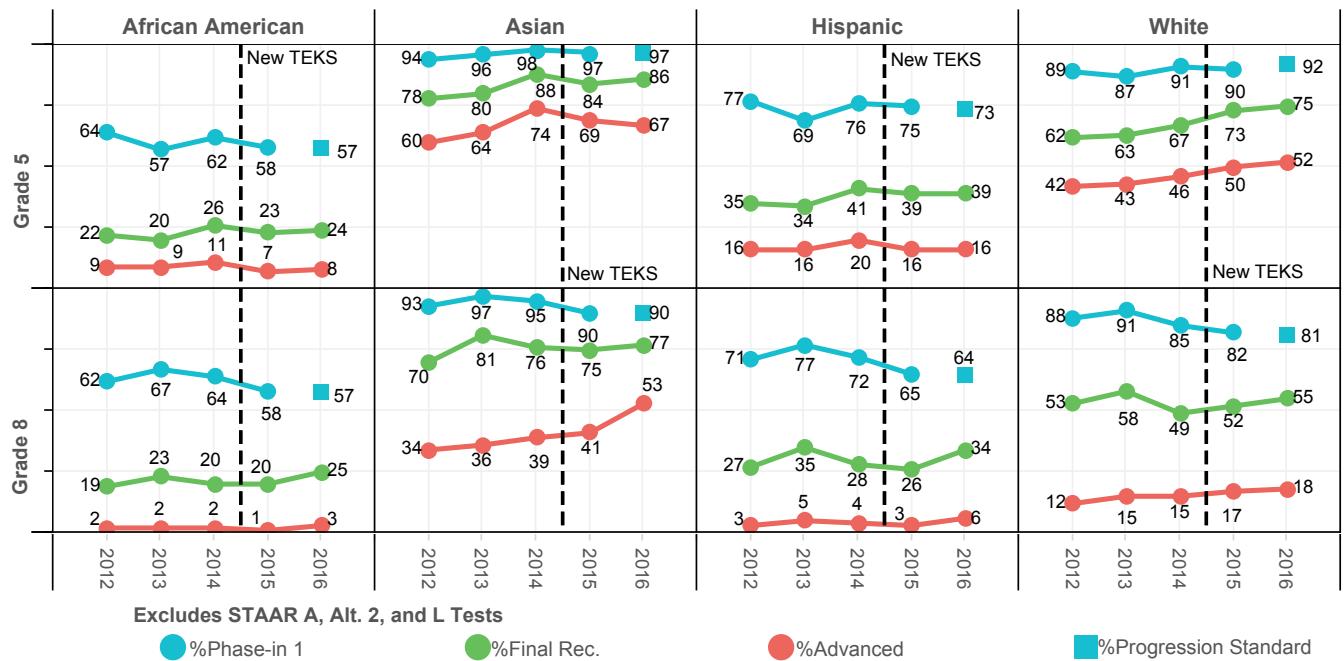


Figure 6

HISD STAAR English and Spanish Combined by Subject and Ethnicity: 2012-2016 (1st Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards
Grades 5 and 8 Mathematics



All points reflect the most current data available and may differ slightly from data previously reported. 1st administration results are used.

Sources: TEA-Pearson-ETS STAAR Student Data Files; various years

Figure 7

HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2016 (1st Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards
English Language Learners (ELLs) and Non-English Language Learners (Non-ELLs)
Grades 5 and 8 Reading

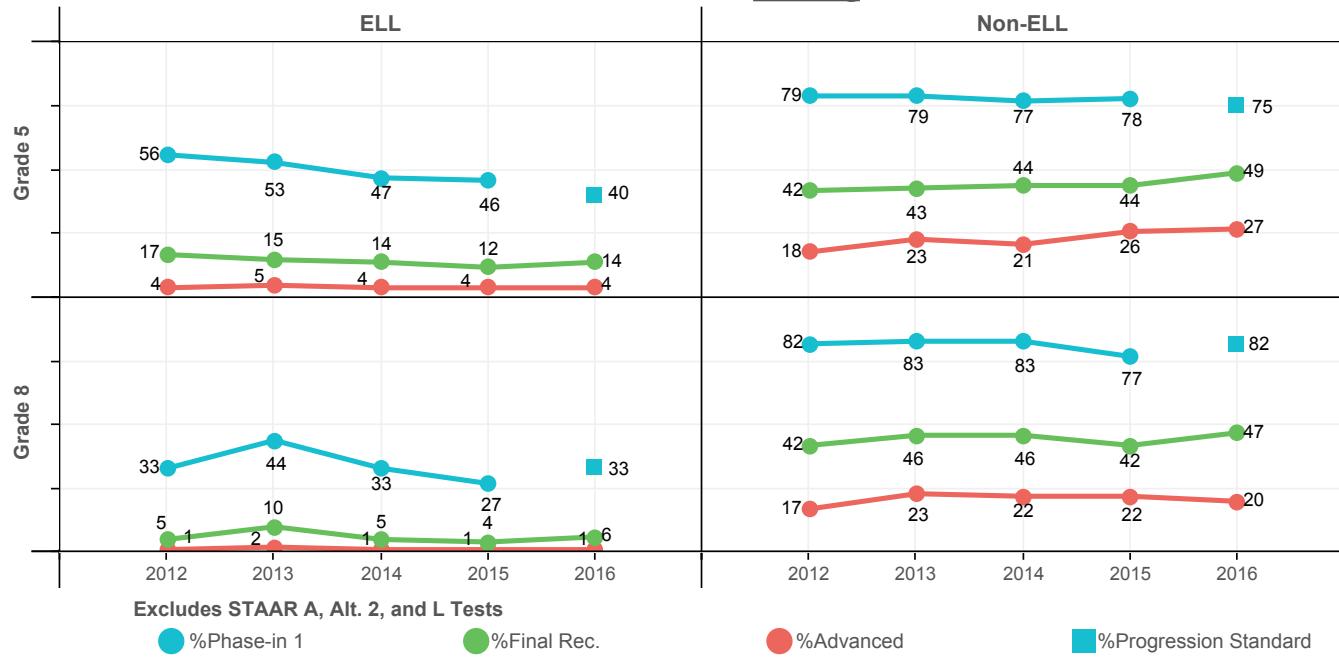
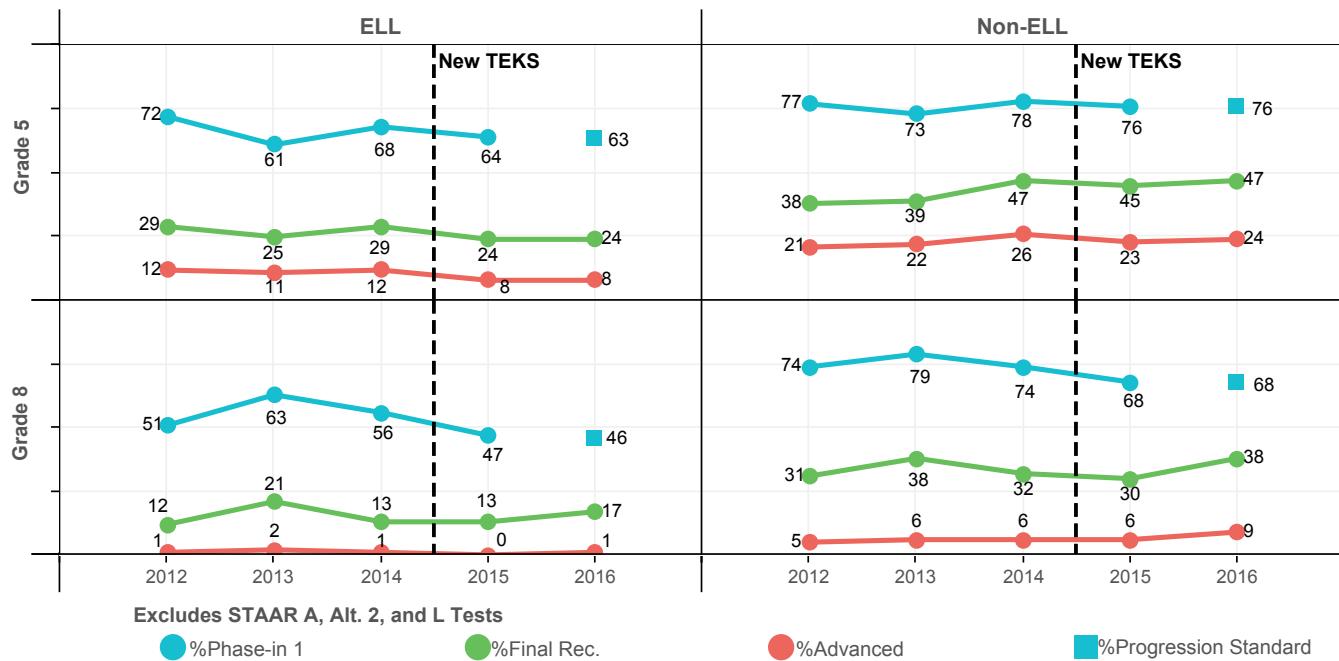


Figure 8

HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2016 (1st Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards
English Language Learners (ELLs) and Non-English Language Learners (Non-ELLs)
Grades 5 and 8 Mathematics



All points reflect the most current data available and may differ slightly from data previously reported. 1st administration results are used.

Sources: TEA-Pearson-ETS STAAR Student Data Files; various years

Figure 9

HISD STAAR L only by Subject and Grade Level: 2012-2016 (1st Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards
English Language Learners (ELLs) - Grades 5 and 8 Mathematics



All points reflect the most current data available and may differ slightly from data previously reported. 1st administration results are used.

Sources: TEA-Pearson-ETS STAAR Student Data Files; various years

Figure 10

HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2016 (1st Administration)

Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards

**Economically Disadvantaged Students and Non-Economically Disadvantaged Students
Grades 5 and 8 Reading**

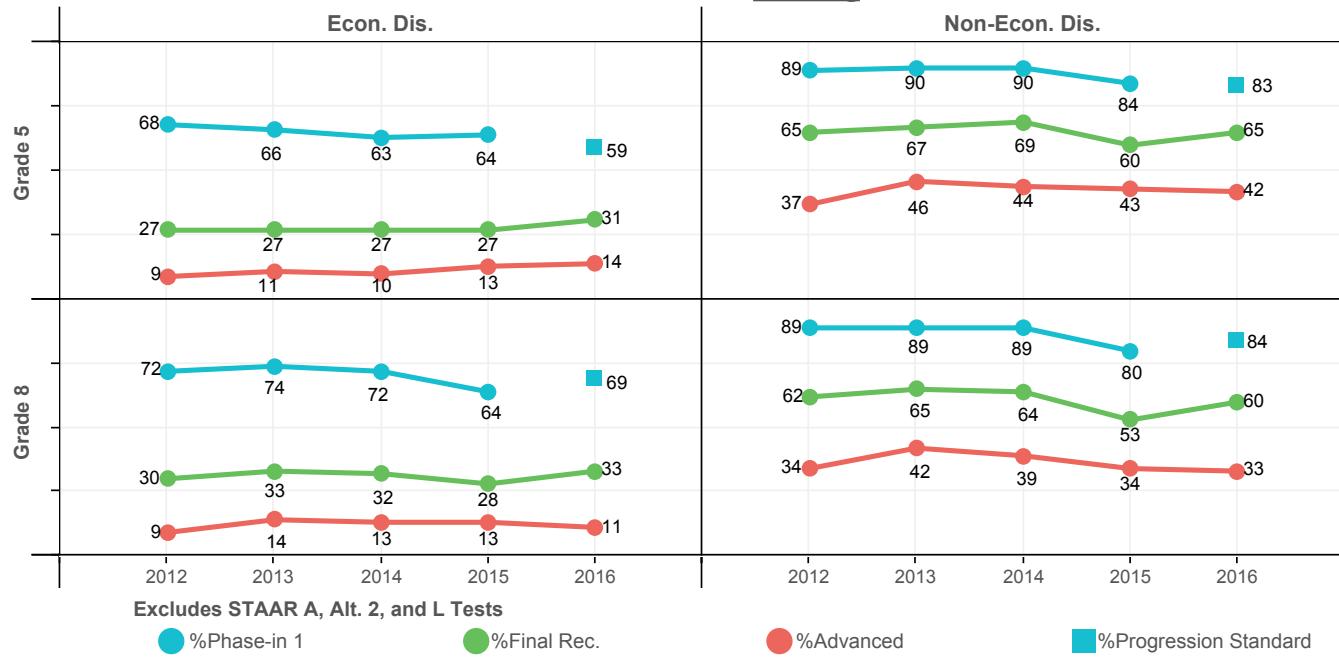
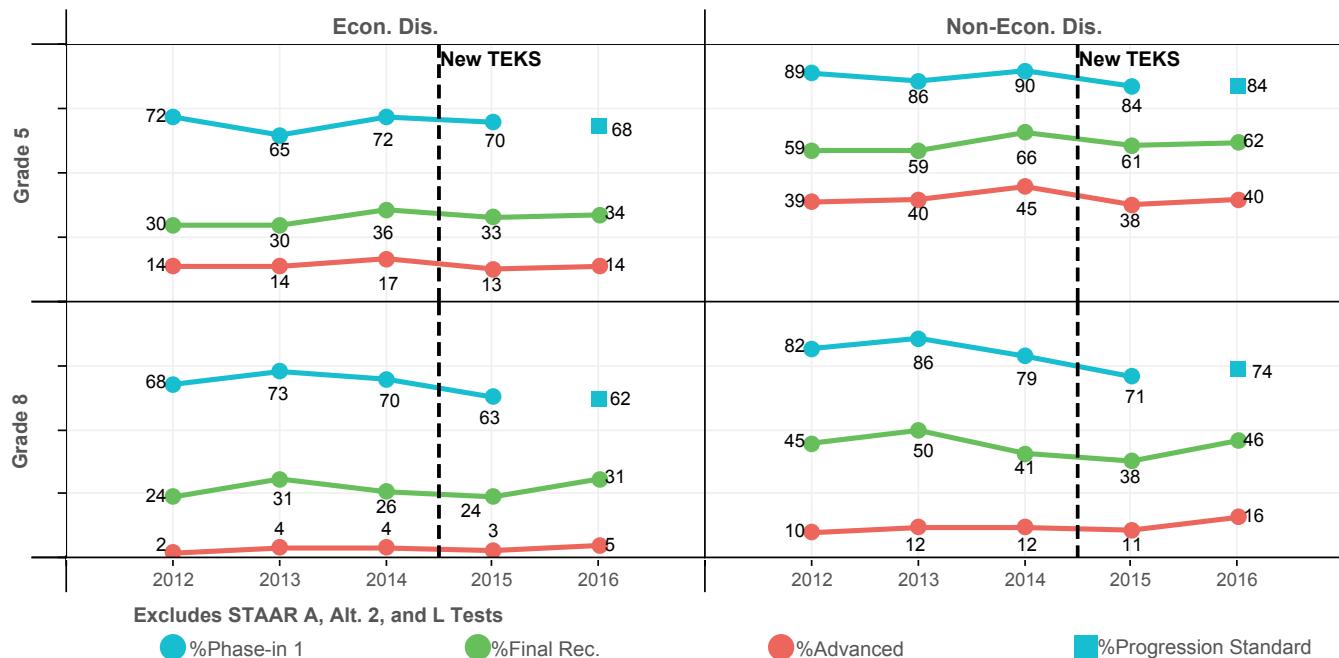


Figure 11

HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2016 (1st Administration)

Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards

**Economically Disadvantaged Students and Non-Economically Disadvantaged Students
Grades 5 and 8 Mathematics**



All points reflect the most current data available and may differ slightly from data previously reported. 1st administration results are used.

Sources: TEA-Pearson-ETS STAAR Student Data Files; various years

Figure 12

HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2016* (1st Administration)

Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards

**Gifted and Talented Students (GT) and Non-Gifted and Talented Students (Non-GT)
Grades 5 and 8 Reading**

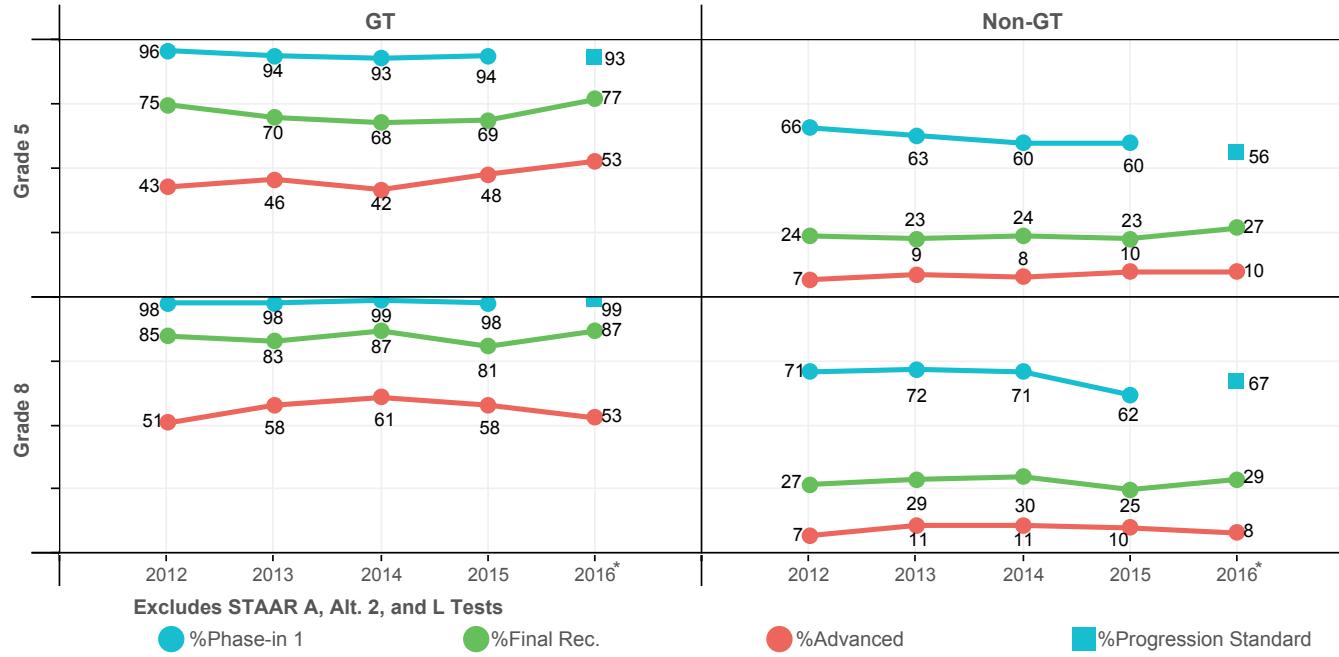
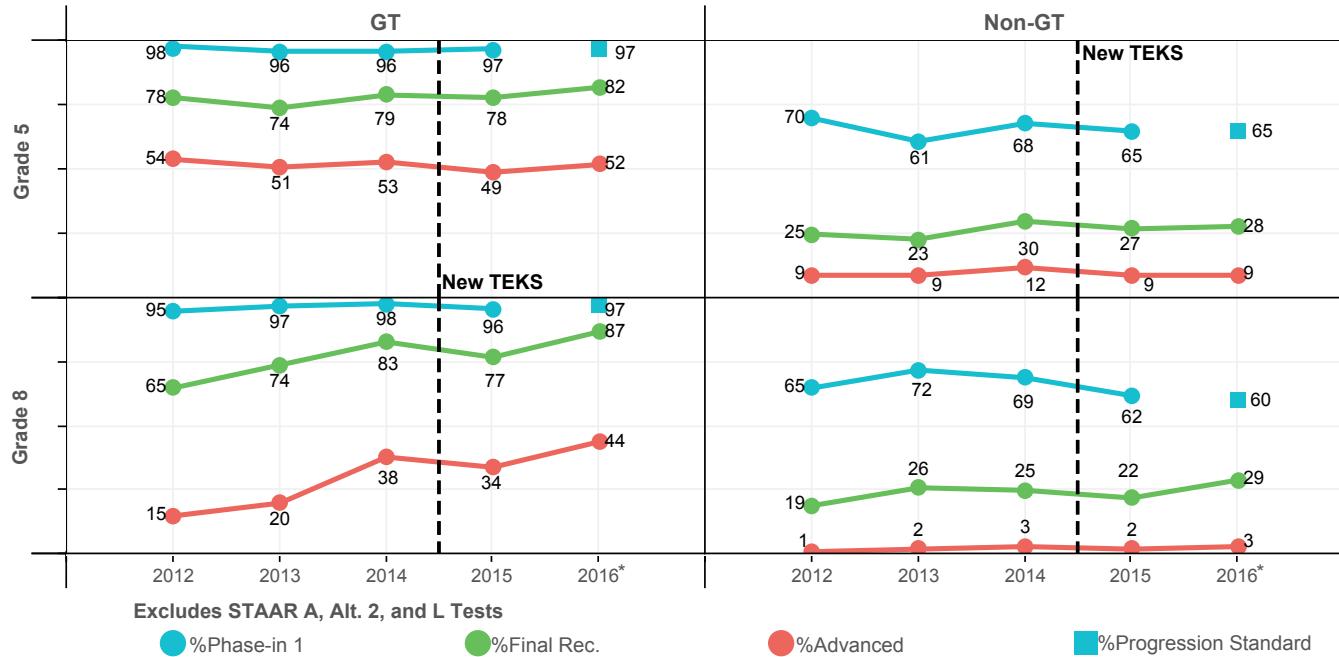


Figure 13

HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2016* (1st Administration)

Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards

**Gifted and Talented Students (GT) and Non-Gifted and Talented Students (Non-GT)
Grades 5 and 8 Mathematics**



All points reflect the most current data available and may differ slightly from data previously reported. 1st administration results are used.

*Figures 12 and 13: For 2016, Using Chancery SIS for GT student identification due to discrepancies in TEA-ETS data file.

Sources: TEA-Pearson-ETS STAAR Student Data Files; various years

Figure 14

HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2016 (1st Administration)

Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards

**Students with Disabilities (SWD) and Students without Disabilities (Non-SWD)
Grades 5 and 8 Reading**

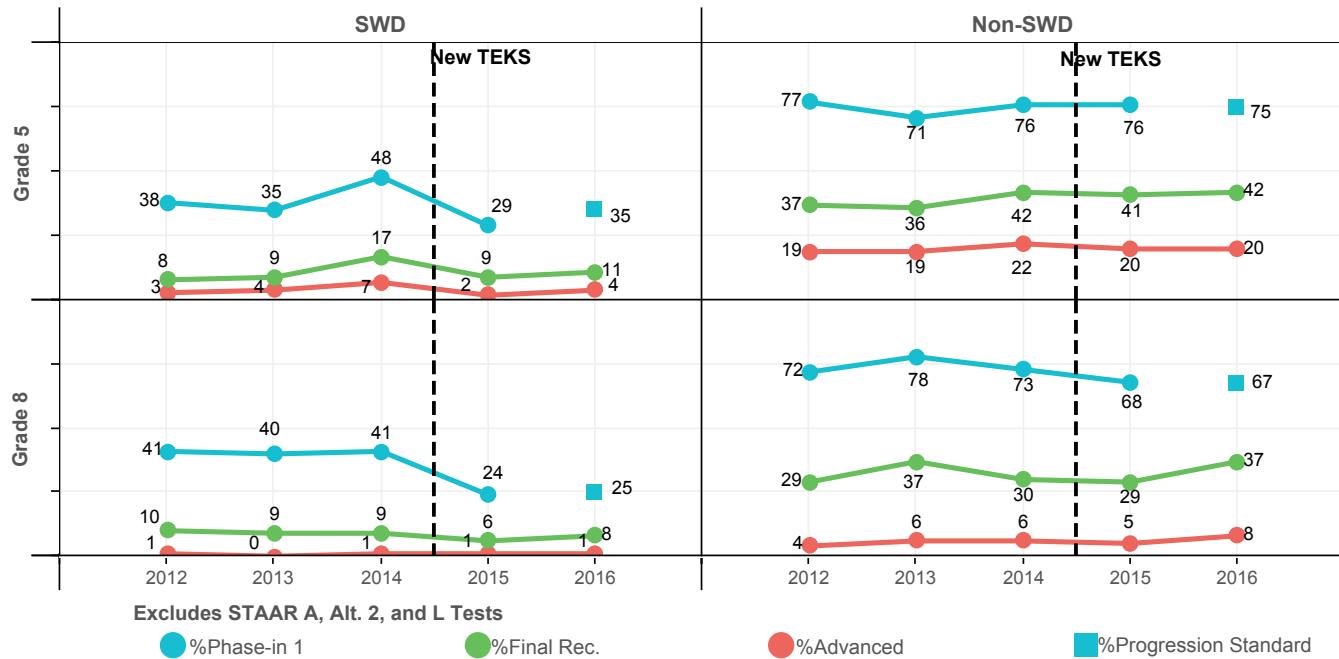


Figure 15

HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2016 (1st Administration)

Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards

**Students with Disabilities (SWD) and Students without Disabilities (Non-SWD)
Grades 5 and 8 Mathematics**



All points reflect the most current data available and may differ slightly from data previously reported. 1st administration results are used.

Sources: TEA-Pearson-ETS STAAR Student Data Files; various years

Note: In 2016, there were significant STAAR A testing issues due to problems with the vendor's (ETS) online platform.

Figure 16
HISD STAAR Accommodated Only by Subject and Grade Level: 2015-2016 (1st Administration)
Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards
All Students - Grades 5 and 8 Reading and Mathematics

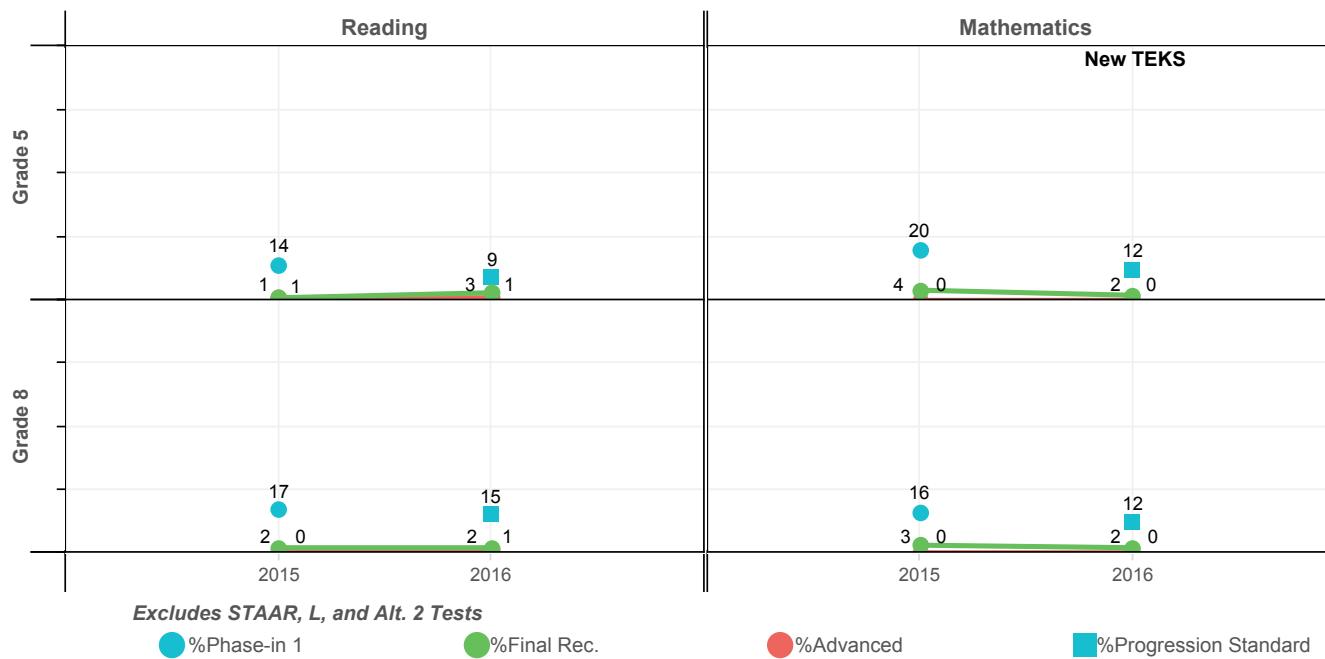
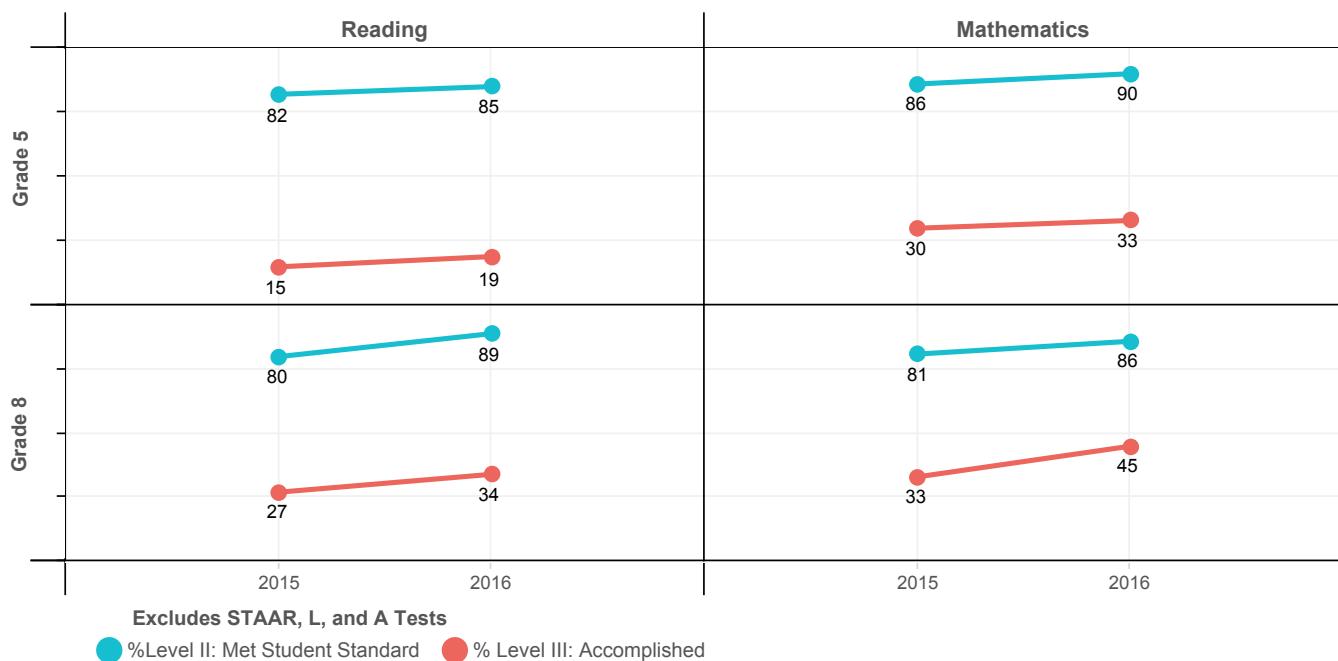


Figure 17
HISD STAAR Alternate 2 Only by Subject and Grade Level: 2015-2016 (1st Administration)
Percent Met Standard: Student and Accomplished Standards
Students with Disabilities - Grades 5 and 8 Reading and Mathematics

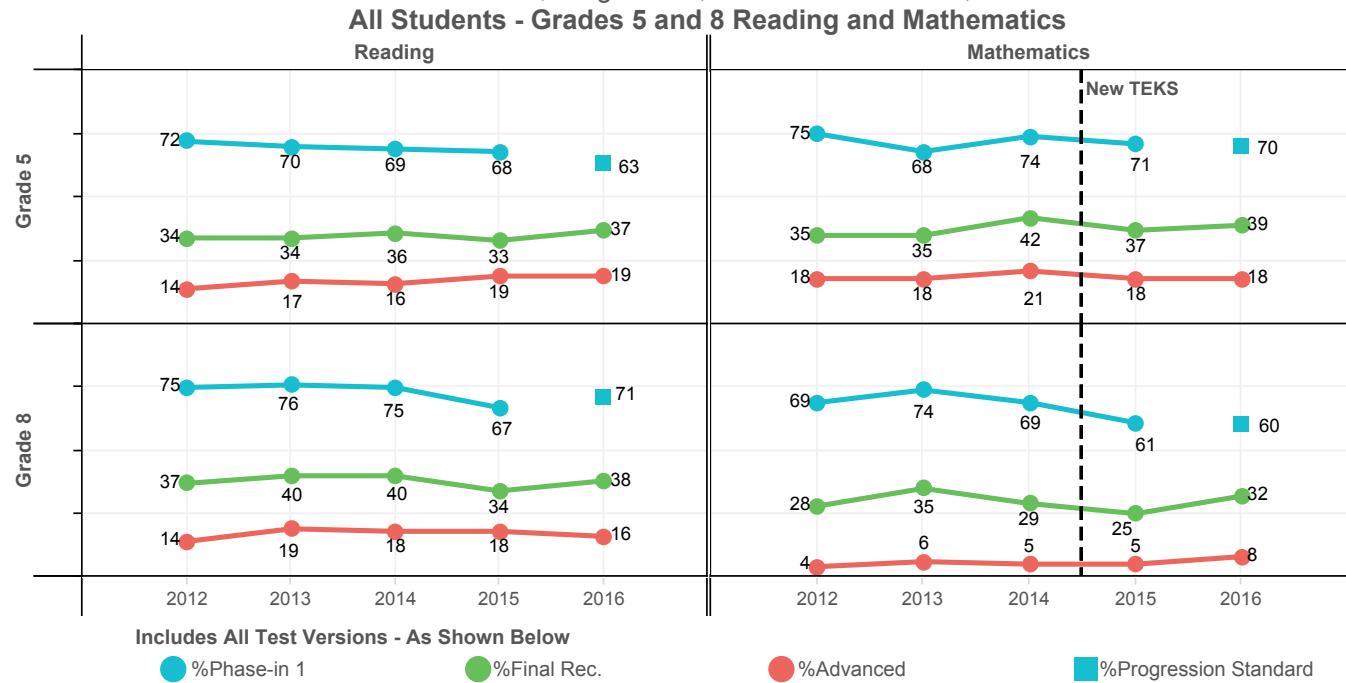


All points reflect the most current data available and may differ slightly from data previously reported. 1st administration results are used.

Sources: TEA-Pearson-ETS STAAR Student Data Files; various years

Figure 18

HISD STAAR All Test Versions by Subject and Grade Level: 2012-2016 (1st Administration)
 Percent Met Standard: Phase-in 1, Progression, Final Recommended, and Advanced Standards



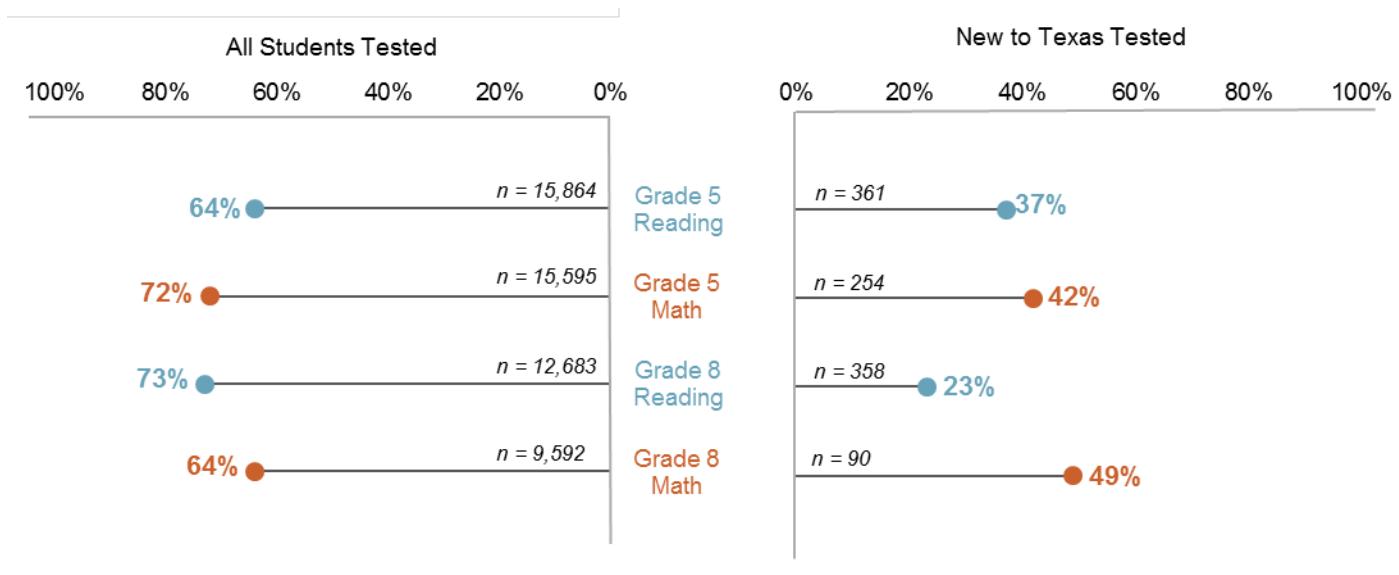
Test Versions included in Figure 18 by Year

2012-2014	STAAR Alternate (Alt) STAAR Modified (M)
2015-2016	STAAR Alternate 2 (Alt. 2) STAAR Accommodated (A)
All Years	STAAR English STAAR Spanish STAAR L

All points reflect the most current data available and may differ slightly from data previously reported.

Sources: TEA-ETS-Pearson STAAR Student Data Files; various years

Figure 19
HISD STAAR English and Spanish Combined by All Students and Students New to Texas: 2016 (1st Administration)
 Percent Met Level II: Satisfactory 2016 Progression Standards
Grades 5 and 8 Reading and Mathematics



Source: TEA-ETS STAAR Student Data File, May 2016; 1st Administration Only

Notes: Excludes STAAR A, Alt 2, and L Tests. TEA Texas Administrative Code §101.3014. Scoring and Reporting defines “New to Texas” as a student who has transferred into the school or district from out of state during the current school year.

Table A-1

HISD STAAR English and Spanish Combined by Campus: 2016 (1st Administration)

Percent Met Level II Standard: 2016 Progression Standards

All Students - Grade 5

	Reading			Mathematics		
	# Tested	# New to Texas	% Met 2016 Std. 26/46 Items	# Tested	# New to Texas	% Met 2016 Std. 24/50 Items
Alcott ES	40	0	50	40	0	90
Almeda ES	107	2	59	107	2	77
Anderson ES	98	2	62	95	1	63
Arabic Immersion	0	---	---	0	---	---
Askew ES	125	6	66	120	4	74
Atherton ES	76	0	42	76	0	45
Barrick ES	104	0	51	104	0	75
Bastian ES	89	1	44	85	0	60
Bell ES	121	2	69	120	2	85
Benavidez ES	116	6	52	111	3	70
Benbrook ES	80	1	65	75	0	89
Berry ES	110	0	56	110	0	54
Blackshear ES	64	1	33	64	1	42
Bonham ES	123	8	42	124	8	41
Bonner ES	152	2	50	152	2	81
Braeburn ES	122	0	59	117	0	79
Briargrove ES	125	10	81	118	4	86
Briarmeadow	64	2	84	64	2	89
Briscoe ES	51	0	71	51	0	86
Brookline ES	116	2	68	112	1	85
Browning ES	67	0	70	66	0	88
Bruce ES	78	1	50	77	1	53
Burbank ES	98	2	71	96	0	92
Burnet ES	90	2	57	90	2	63
Burrus ES	73	0	67	72	0	67
Bush ES	90	5	94	88	3	99
Cage ES	86	2	76	86	2	85
Carrillo ES	87	0	68	86	0	85
Codwell ES	74	0	34	74	0	47
Comm. Serv.	3	0	*	3	0	*
Condit ES	98	2	83	93	0	94
Cook ES	117	1	48	117	1	43
Coop ES	108	2	47	108	2	51
Cornelius ES	129	2	78	129	2	86
Crespo ES	134	7	46	131	7	56
Crockett ES	53	1	83	53	1	94
Cunningham ES	78	2	58	73	0	71
Daily ES	91	12	74	89	10	89
Davila ES	68	0	69	68	0	69
De Chaumes ES	114	2	82	114	2	100
DeAnda ES	93	3	56	93	3	88
DeZavala ES	75	0	68	75	0	88
Dogan ES	92	1	32	92	1	37
Durham ES	69	0	65	69	0	67
Durkee ES	96	1	53	93	1	70
Eliot ES	64	1	56	62	1	79
Elmore ES	106	1	55	106	1	62
Elrod ES	71	3	55	70	2	77
Emerson ES	112	10	53	95	4	78
Energized ES	252	0	58	243	0	68
Field ES	49	0	86	49	0	94
Foerster ES	74	2	58	66	2	55
Fondren ES	57	1	51	57	1	56

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-1
HISD STAAR English and Spanish Combined by Campus: 2016 (1st Administration)
Percent Met Level II Standard: 2016 Progression Standards
All Students - Grade 5

	Reading			Mathematics		
	# Tested	# New to Texas	% Met 2016 Std. 26/46 Items	# Tested	# New to Texas	% Met 2016 Std. 24/50 Items
Foster ES	49	0	51	48	0	33
Franklin ES	51	0	59	51	0	63
Frost ES	94	0	76	94	0	71
Gallegos ES	65	0	49	65	0	58
Garcia ES	108	9	50	109	10	56
Garden Oaks ES	64	0	75	64	0	80
Garden Villas ES	114	2	67	112	2	72
Golfcrest ES	99	3	71	98	3	72
Gregg ES	83	2	52	83	2	67
Gregory-Lincoln PK-8	71	0	55	71	0	48
Grissom ES	93	1	57	91	0	62
Gross ES	77	4	47	79	4	54
Harris JR ES	82	0	60	81	0	73
Harris RP ES	83	8	58	77	5	56
Hartsfield ES	42	0	57	42	0	62
Harvard ES	99	0	92	99	0	90
Helms ES	52	0	73	52	0	87
Henderson JP ES	99	0	72	98	0	85
Henderson NQ ES	36	1	56	36	1	83
Herod ES	120	0	79	121	0	88
Herrera ES	125	0	58	125	0	62
Highland Heights ES	99	2	38	97	1	52
Hilliard ES	104	1	40	103	0	34
Hines-Caldwell ES	110	0	65	109	0	77
Hobby ES	104	1	56	104	1	59
Horn ES	130	1	97	129	0	96
Inspired Acad	1	0	*	1	0	*
Isaacs ES	45	1	62	45	1	71
Janowski ES	82	4	63	82	4	62
Jefferson ES	56	0	59	53	0	64
Kandy Stripe	23	0	70	23	0	61
Kashmere Gardens ES	77	0	48	77	0	52
Kelso ES	61	2	59	60	2	72
Kennedy ES	99	0	62	96	0	65
Ketelsen ES	79	0	85	79	0	78
Kolter ES	87	1	93	86	0	92
Lantrip ES	111	2	73	112	2	93
Las Americas MS	34	33	0	0	---	---
Law ES	111	4	52	110	4	55
Lewis ES	178	10	36	177	10	41
Lockhart ES	114	0	62	114	0	63
Longfellow ES	115	0	72	115	0	68
Looscan ES	57	1	40	57	1	53
Love ES	50	0	68	50	0	82
Lovett ES	110	1	89	108	1	93
Lyons ES	144	2	81	143	1	87
MacGregor ES	68	0	85	67	0	91
Mading ES	80	0	49	80	0	50
Mandarin Chinese ES	38	0	92	37	0	95
Marshall ES	149	0	55	149	0	77
Martinez C ES	72	0	46	69	0	38
Martinez R ES	66	2	55	64	2	59
McGowen ES	67	0	45	67	0	51

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-1

HISD STAAR English and Spanish Combined by Campus: 2016 (1st Administration)

Percent Met Level II Standard: 2016 Progression Standards

All Students - Grade 5

	Reading			Mathematics		
	# Tested	# New to Texas	% Met 2016 Std. 26/46 Items	# Tested	# New to Texas	% Met 2016 Std. 24/50 Items
McNamara ES	123	8	53	103	3	64
Memorial ES	51	1	69	51	1	75
Milne ES	91	6	54	92	7	53
Mitchell ES	59	0	59	58	0	62
Montgomery ES	94	0	61	94	0	66
Moreno ES	111	2	59	111	2	67
Neff ES	166	8	53	164	8	68
Northline ES	88	1	61	85	1	69
Oak Forest ES	123	1	96	124	1	97
Oates ES	39	0	82	42	0	86
Osborne ES	47	0	79	47	0	85
Paige ES	62	0	48	62	0	48
Park Place ES	139	2	78	137	1	95
Parker ES	134	0	84	134	0	87
Patterson ES	134	6	81	138	6	82
Peck ES	72	1	56	72	1	65
Petersen ES	72	2	46	71	1	54
Pilgrim ES	114	3	67	102	1	94
Piney Point ES	148	11	49	147	11	62
Pleasantville ES	56	0	77	56	0	70
Poe ES	122	8	84	120	6	89
Port Houston ES	42	1	50	41	1	61
Pugh ES	40	0	60	40	0	70
Reagan Ed Ctr	123	0	62	122	0	69
Red ES	86	0	78	86	0	85
Reynolds ES	68	1	54	68	1	57
Rice School	122	0	81	122	0	80
River Oaks ES	103	2	100	104	2	100
Roberts ES	98	7	91	94	3	98
Robinson ES	92	3	54	90	1	70
Rodriguez ES	149	4	65	142	3	84
Rogers TH MS	80	1	94	80	1	93
Roosevelt ES	103	1	82	103	1	79
Ross ES	59	0	44	59	0	58
Rucker ES	83	0	59	81	0	80
Rusk ES	66	0	58	67	0	64
Sanchez ES	86	1	64	86	1	81
Scarborough ES	96	0	48	93	0	65
Scroggins ES	75	0	68	72	0	65
Seguin ES	87	0	63	92	0	57
Shadowbriar ES	129	4	58	126	3	54
Shadydale ES	122	0	53	122	0	70
Shearn ES	78	4	59	76	3	58
Sherman ES	96	2	70	96	2	72
Sinclair ES	67	1	87	68	1	96
Smith ES	120	4	57	123	4	58
SOAR Center	0	---	---	0	---	---
Southmayd ES	97	1	72	96	1	83
St. George ES	84	5	81	83	5	87
Stevens ES	83	3	52	79	3	66
Sutton ES	143	3	66	135	3	84
Thompson ES	64	2	55	64	2	34
Tijerina ES	65	2	45	65	2	43

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-1**HISD STAAR English and Spanish Combined by Campus: 2016 (1st Administration)****Percent Met Level II Standard: 2016 Progression Standards****All Students - Grade 5**

	Reading			Mathematics		
	# Tested	# New to Texas	% Met 2016 Std. 26/46 Items	# Tested	# New to Texas	% Met 2016 Std. 24/50 Items
Tinsley ES	122	12	43	122	12	61
Travis ES	105	0	94	104	0	95
Twain ES	146	14	92	138	7	94
Tx Conn. Acad.	196	0	86	189	0	69
Valley West ES	135	1	76	135	1	77
Wainwright ES	94	0	52	94	0	69
Walnut Bend ES	101	6	59	91	0	66
Wesley ES	57	0	37	57	0	21
West Univ. ES	195	0	98	195	0	99
Wharton Dual Lang.	48	1	81	48	1	88
Whidby ES	71	4	49	68	2	56
White ES	122	0	73	118	0	88
Whittier ES	81	0	65	81	0	69
Wilson ES	50	0	74	49	0	80
Windsor Village ES	96	1	66	96	1	78
Woodson School	65	1	37	65	1	32
Young ES	53	0	49	53	0	58
Young Scholars	20	0	50	20	0	45
District Total	15,864	361	64	15,595	254	72

* if fewer than 5 students tested.

Excludes STAAR A, L, and Alt. 2 test versions.

All data reflect the most current data available and may differ slightly from data previously reported.

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Fast Facts – Table A-2
HISD STAAR English Only by Campus: 2016 (1st Administration)
Percent Met Level II Standard: 2016 Progression Standards
All Students - Grade 8

	Reading			Mathematics		
	# Tested	# New to Texas	% Met 2016 Std. 28/52 Items	# Tested	# New to Texas	% Met 2016 Std. 26/56 Items
Arabic Immersion	0	---	---	0	---	---
Attucks MS	159	0	64	174	1	49
Baylor College MS	207	0	100	164	0	95
Black MS	313	0	79	269	0	87
Briarmeadow	41	1	98	0	---	---
Burbank MS	453	9	80	332	1	86
Chrysalis MS	69	0	99	38	0	95
Clifton MS	268	10	78	188	2	73
Comm. Serv.	6	2	0	4	0	*
Cullen MS	155	2	56	161	1	21
Deady MS	237	1	66	162	1	73
Dowling MS	364	7	52	319	2	39
Edison MS	253	13	53	193	0	30
Energized MS	100	0	72	100	0	75
E-STEM Central MS	35	0	60	27	0	48
E-STEM West MS	97	0	96	67	0	87
Fleming MS	162	1	58	137	0	68
Fondren MS	228	20	67	174	1	80
Fonville MS	286	7	56	242	1	47
Forest Brook MS	304	7	54	258	3	40
Garden Oaks ES	24	1	88	17	1	65
Grady MS	174	9	83	123	2	84
Gregory-Lincoln PK-8	80	0	74	80	0	46
Hamilton MS	393	2	83	209	0	43
Harper Alt.	1	0	*	0	---	---
Hartman MS	430	1	75	336	0	75
Henry MS	282	4	52	193	3	30
Hogg MS	215	1	73	138	0	38
Holland MS	235	1	57	163	1	63
HS Ahead MS	117	2	30	117	2	17
Inspired Acad	50	0	38	49	0	24
Jackson MS	289	4	63	260	3	59
Johnston MS	495	0	92	390	0	84
Key MS	214	4	54	189	3	43
Lanier MS	437	16	98	210	13	94
Las Americas MS	111	88	4	0	---	---
Leland YMCAPA	84	0	94	63	0	89
Long Acad	284	19	44	200	3	46
Mandarin Chinese ES	0	---	---	0	---	---
Marshall MS	291	7	73	244	3	68
McReynolds MS	185	2	54	145	0	57
Ortiz MS	328	17	67	250	7	76
Pershing MS	485	8	83	379	0	69
Pilgrim ES	90	1	77	63	0	87
Pin Oak MS	388	2	98	267	2	94
Reagan Ed Ctr	101	1	66	70	1	33
Revere MS	406	16	67	270	4	72
Rice School	146	0	91	96	0	57
Rogers TH MS	132	1	94	85	1	91
Rusk ES	54	0	87	38	0	82
Sharpstown Intl	155	0	98	90	0	97
SOAR Center	0	---	---	0	---	---
Stevenson MS	454	5	80	382	1	73

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Fast Facts – Table A–2
HISD STAAR English Only by Campus: 2016 (1st Administration)
Percent Met Level II Standard: 2016 Progression Standards
All Students - Grade 8

	Reading			Mathematics		
	# Tested	# New to Texas	% Met 2016 Std. 28/52 Items	# Tested	# New to Texas	% Met 2016 Std. 26/56 Items
Sugar Grove MS	262	15	50	207	6	48
Thomas MS	150	5	53	122	4	57
Tx Conn. Acad.	428	1	92	403	1	64
Welch MS	252	16	63	200	6	52
West Briar MS	315	23	93	234	8	82
Wharton Dual Lang.	20	0	100	0	---	---
Williams MS	140	3	76	112	0	67
Wilson ES	28	0	89	21	0	71
Woodson School	103	3	64	81	2	42
Young Scholars	9	0	78	9	0	100
YWCPA	109	0	98	77	0	66
District Total	12,683	358	73	9,592	90	64

* if fewer than 5 students tested.

Excludes STAAR A, L, and Alt. 2 test versions.

All data reflect the most current data available and may differ slightly from data previously reported.

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-3

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 5 Reading**

Key	Grade 5 Reading													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard
Alcott ES	30	53	0	---	10	40	0	---	6	33	40	50	2	*
Almeda ES	19	63	3	*	83	58	2	*	45	31	90	59	0	---
Anderson ES	21	48	3	*	71	65	3	*	42	50	91	59	4	*
Arabic Immersion	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Askew ES	41	61	17	94	48	60	15	67	25	24	81	53	2	*
Atherton ES	59	37	0	---	17	59	0	---	7	29	71	39	10	10
Barrick ES	0	---	0	---	101	51	2	*	37	24	98	50	12	8
Bastian ES	58	45	0	---	30	43	1	*	24	29	87	44	6	17
Bell ES	45	82	3	*	72	60	1	*	34	26	97	65	7	0
Benavidez ES	5	60	3	*	107	50	1	*	76	41	112	52	7	14
Benbrook ES	3	*	0	---	74	64	2	*	38	39	75	65	4	*
Berry ES	2	*	0	---	108	56	0	---	61	44	99	58	9	11
Blackshear ES	50	32	0	---	14	36	0	---	10	30	62	32	10	10
Bonham ES	28	50	3	*	90	40	2	*	66	20	121	42	6	17
Bonner ES	2	*	1	*	145	50	1	*	75	23	140	52	12	17
Braeburn ES	2	*	0	---	117	60	2	*	54	24	121	59	5	80
Briargrove ES	13	85	13	92	44	75	52	85	25	40	50	76	2	*
Briarmeadow	8	63	12	100	25	88	18	78	10	60	46	78	4	*
Briscoe ES	0	---	0	---	49	69	2	*	18	44	48	69	0	---
Brookline ES	4	*	0	---	111	68	1	*	52	48	102	68	9	11
Browning ES	1	*	2	*	62	69	1	*	12	8	57	67	3	*
Bruce ES	43	53	0	---	35	46	0	---	23	17	78	50	2	*
Burbank ES	11	73	0	---	87	71	0	---	34	53	91	73	6	0
Burnet ES	0	---	0	---	89	56	1	*	39	31	88	58	11	27
Burrus ES	56	70	0	---	17	59	0	---	7	43	66	70	4	*
Bush ES	13	92	22	95	17	100	32	91	5	60	17	94	1	*
Cage ES	0	---	3	*	81	75	1	*	20	50	72	76	11	45
Carrillo ES	0	---	1	*	85	68	1	*	26	50	81	68	6	33
Codwell ES	68	34	0	---	5	40	0	---	4	*	67	34	0	---
Comm. Serv.	3	*	0	---	0	---	0	---	0	---	3	*	1	*
Condit ES	5	60	22	86	35	71	33	94	14	14	38	61	6	33
Cook ES	66	50	0	---	50	44	0	---	29	31	113	47	13	23
Coop ES	8	25	0	---	98	49	1	*	40	18	96	50	3	*
Cornelius ES	24	83	1	*	104	76	0	---	36	47	110	75	5	20

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-3

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)

Percent Met Standard: 2016 Progression

Grade 5 Reading

Key	Grade 5 Reading													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard
Crespo ES	8	75	0	---	124	43	2	*	73	19	126	44	16	25
Crockett ES	5	100	1	*	43	79	4	*	16	56	43	79	8	88
Cunningham ES	3	*	4	*	71	58	0	---	37	24	70	56	2	*
Daily ES	22	64	12	92	37	76	15	67	14	36	46	65	1	*
Davila ES	0	---	0	---	68	69	0	---	21	29	61	67	3	*
De Chaumes ES	1	*	0	---	112	81	1	*	65	74	108	81	8	100
DeAnda ES	2	*	1	*	88	55	0	---	44	34	78	54	1	*
DeZavala ES	0	---	0	---	75	68	0	---	24	33	70	66	7	0
Dogan ES	38	34	0	---	53	30	1	*	33	24	83	35	4	*
Durham ES	17	82	0	---	38	47	11	100	13	23	44	52	9	11
Durkee ES	11	55	0	---	84	52	1	*	47	40	85	52	6	17
Eliot ES	0	---	0	---	64	56	0	---	20	15	61	57	1	*
Elmore ES	48	40	0	---	55	67	3	*	37	59	101	55	3	*
Elrod ES	19	58	3	*	46	54	2	*	29	24	60	55	4	*
Emerson ES	23	48	4	*	68	50	16	69	59	36	93	51	2	*
Energized ES	22	73	0	---	228	56	1	*	207	52	226	56	4	*
Field ES	5	100	1	*	41	83	1	*	16	56	42	83	0	---
Foerster ES	48	58	9	67	16	56	0	---	21	48	69	59	6	0
Fondren ES	15	27	4	*	36	58	1	*	14	29	44	50	12	17
Foster ES	44	48	0	---	5	80	0	---	2	*	48	50	1	*
Franklin ES	1	*	0	---	50	60	0	---	25	48	45	60	8	13
Frost ES	56	73	0	---	35	80	0	---	16	81	92	75	17	65
Gallegos ES	0	---	0	---	65	49	0	---	26	27	62	50	1	*
Garcia ES	28	43	0	---	77	51	2	*	35	31	103	50	2	*
Garden Oaks ES	4	*	1	*	44	68	13	100	18	39	40	65	1	*
Garden Villas ES	35	69	1	*	73	66	3	*	32	47	100	65	6	50
Golfcrest ES	0	---	0	---	95	72	3	*	44	57	84	73	4	*
Gregg ES	19	58	0	---	61	49	0	---	45	47	78	51	4	*
Gregory-Lincoln PK-8	54	56	0	---	14	57	0	---	5	40	63	54	2	*
Grissom ES	32	53	0	---	61	59	0	---	27	30	90	57	6	33
Gross ES	44	55	2	*	29	34	1	*	20	5	64	48	4	*
Harris JR ES	4	*	0	---	78	59	0	---	35	26	75	59	1	*
Harris RP ES	9	89	0	---	71	56	2	*	36	31	77	61	9	67
Hartsfield ES	35	63	0	---	7	29	0	---	5	20	40	60	4	*

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-3

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 5 Reading**

Key	Grade 5 Reading													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard
Harvard ES	10	90	4	*	47	85	35	100	12	67	28	82	0	---
Helms ES	4	*	0	---	46	70	2	*	23	65	41	68	5	20
Henderson JP ES	3	*	0	---	94	72	2	*	63	67	83	70	5	0
Henderson NQ ES	27	59	0	---	9	44	0	---	2	*	35	57	5	20
Herod ES	34	88	7	100	51	65	24	92	20	55	55	75	15	27
Herrera ES	2	*	1	*	121	57	1	*	67	46	124	57	11	27
Highland Heights ES	47	36	0	---	51	41	0	---	33	39	86	38	3	*
Hilliard ES	78	40	1	*	23	48	1	*	8	0	89	40	3	*
Hines-Caldwell ES	25	68	2	*	82	63	1	*	44	48	99	63	11	9
Hobby ES	48	54	1	*	53	57	1	*	38	50	99	56	7	43
Horn ES	8	88	22	100	23	87	74	100	2	*	17	88	7	57
Inspired Acad	1	*	0	---	0	---	0	---	0	---	1	*	0	---
Isaacs ES	22	59	0	---	23	65	0	---	7	14	41	61	4	*
Janowski ES	3	*	0	---	77	64	1	*	56	57	79	63	7	0
Jefferson ES	5	40	0	---	51	61	0	---	21	24	53	57	2	*
Kandy Stripe	23	70	0	---	0	---	0	---	0	---	17	65	1	*
Kashmere Gardens ES	66	47	0	---	10	50	0	---	6	50	71	49	7	14
Kelso ES	19	47	0	---	41	63	1	*	22	32	60	58	5	40
Kennedy ES	27	59	0	---	70	63	0	---	39	49	90	62	5	20
Ketelsen ES	1	*	0	---	78	85	0	---	17	47	65	83	1	*
Kolter ES	20	90	10	100	26	88	26	100	2	*	22	77	2	*
Lantrip ES	1	*	1	*	107	74	0	---	22	41	84	73	4	*
Las Americas MS	3	*	0	---	29	0	0	---	34	0	33	0	0	---
Law ES	70	51	1	*	36	53	0	---	20	45	87	47	9	11
Lewis ES	46	33	0	---	130	36	1	*	77	18	140	35	10	0
Lockhart ES	112	62	0	---	2	*	0	---	1	*	93	57	13	23
Longfellow ES	86	67	5	100	12	75	10	90	5	60	80	66	13	23
Looscan ES	3	*	0	---	54	41	0	---	25	28	56	41	0	---
Love ES	3	*	0	---	46	67	1	*	16	44	47	68	6	17
Lovett ES	29	90	11	73	38	89	25	96	7	57	51	84	7	29
Lyons ES	0	---	0	---	142	80	2	*	72	74	136	79	10	50
MacGregor ES	46	85	0	---	22	86	0	---	5	40	47	81	0	---
Mading ES	58	43	1	*	21	62	0	---	11	45	69	49	8	38
Mandarin Chinese ES	8	88	12	92	8	100	7	100	0	---	9	78	1	*

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-3

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 5 Reading**

Key	Grade 5 Reading													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard
Marshall ES	55	53	0	---	92	55	2	*	66	53	115	54	5	40
Martinez C ES	32	16	0	---	39	69	0	---	18	50	70	46	2	*
Martinez R ES	0	---	0	---	66	55	0	---	27	26	63	54	6	33
McGowen ES	54	46	0	---	11	45	1	*	5	20	50	48	8	25
McNamara ES	28	57	0	---	90	51	5	60	70	46	119	54	7	14
Memorial ES	4	*	0	---	36	69	9	56	13	46	34	65	4	*
Milne ES	58	55	0	---	30	47	2	*	17	18	87	53	9	33
Mitchell ES	11	73	0	---	48	56	0	---	25	28	51	59	4	*
Montgomery ES	43	65	0	---	51	57	0	---	35	49	81	60	7	43
Moreno ES	1	*	0	---	106	58	4	*	32	16	101	58	5	20
Neff ES	13	77	7	86	140	50	5	40	78	27	154	53	15	0
Northline ES	4	*	0	---	82	62	1	*	57	63	83	63	0	---
Oak Forest ES	7	86	2	*	56	96	47	96	1	*	38	92	6	67
Oates ES	3	*	2	*	33	79	1	*	8	50	33	79	2	*
Osborne ES	32	78	0	---	15	80	0	---	7	57	43	77	8	63
Paige ES	27	48	0	---	35	49	0	---	23	35	56	46	2	*
Park Place ES	5	80	34	94	99	74	0	---	75	73	125	77	6	50
Parker ES	40	85	4	*	56	75	30	97	20	50	69	78	12	25
Patterson ES	7	86	0	---	125	80	1	*	60	73	120	79	3	*
Peck ES	38	58	0	---	34	53	0	---	17	29	65	54	12	25
Petersen ES	20	45	1	*	48	48	1	*	36	33	71	45	1	*
Pilgrim ES	8	88	1	*	102	65	2	*	45	31	110	66	1	*
Piney Point ES	13	46	2	*	127	51	3	*	68	28	124	50	2	*
Pleasantville ES	35	80	0	---	20	70	1	*	5	60	52	75	2	*
Poe ES	17	65	6	83	44	73	42	100	12	42	35	71	10	50
Port Houston ES	0	---	0	---	42	50	0	---	26	35	41	49	2	*
Pugh ES	0	---	0	---	40	60	0	---	11	36	39	62	4	*
Reagan Ed Ctr	38	61	0	---	83	63	1	*	36	44	116	61	1	*
Red ES	24	92	2	*	53	70	7	100	7	29	59	71	9	0
Reynolds ES	58	50	2	*	7	71	0	---	5	80	59	53	19	42
Rice School	53	87	2	*	61	74	3	*	15	33	83	76	9	0
River Oaks ES	5	100	25	100	15	100	50	100	0	---	6	100	1	*
Roberts ES	8	88	27	81	9	78	49	98	8	13	12	67	1	*
Robinson ES	23	39	0	---	65	58	3	*	33	33	86	55	2	*

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-3

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 5 Reading**

Key	Grade 5 Reading													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	
Rodriguez ES	11	55	1	*	134	66	2	*	74	41	145	64	6	0
Rogers TH MS	10	80	44	100	10	80	14	93	0	---	28	82	5	0
Roosevelt ES	9	100	2	*	90	79	1	*	15	47	86	78	8	38
Ross ES	33	42	0	---	26	46	0	---	10	20	53	45	4	*
Rucker ES	0	---	0	---	81	59	2	*	48	63	78	59	6	17
Rusk ES	17	47	0	---	46	59	2	*	12	33	63	56	0	---
Sanchez ES	1	*	0	---	85	65	0	---	33	33	81	64	6	0
Scarborough ES	0	---	0	---	95	47	1	*	43	21	79	44	2	*
Scroggins ES	0	---	0	---	75	68	0	---	21	29	64	66	0	---
Seguin ES	11	36	0	---	76	67	0	---	23	30	78	62	0	---
Shadowbriar ES	44	50	3	*	62	56	17	88	24	33	90	50	9	11
Shadydale ES	87	48	0	---	33	67	1	*	19	47	112	52	22	45
Shearn ES	10	60	6	67	58	57	2	*	27	30	70	56	4	*
Sherman ES	8	75	0	---	88	69	0	---	24	50	87	69	7	14
Sinclair ES	8	75	3	*	43	86	11	91	10	70	32	78	0	---
Smith ES	24	50	0	---	94	59	1	*	48	50	96	60	4	*
SOAR Center	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Southmayd ES	1	*	0	---	95	73	0	---	33	48	94	72	8	63
St. George ES	9	78	9	89	42	74	18	100	10	40	38	66	5	60
Stevens ES	5	80	0	---	73	51	3	*	32	28	74	50	8	13
Sutton ES	8	50	15	73	112	65	6	100	85	49	130	67	7	43
Thompson ES	58	55	0	---	5	60	0	---	2	*	58	53	1	*
Tijerina ES	0	---	0	---	65	45	0	---	26	35	55	44	3	*
Tinsley ES	31	61	2	*	87	38	1	*	68	26	110	44	5	20
Travis ES	1	*	6	100	50	88	42	100	3	*	27	81	4	*
Twain ES	5	100	24	79	27	100	77	95	17	47	17	94	7	57
Tx Conn. Acad.	24	67	15	100	50	80	97	90	4	*	64	73	3	*
Valley West ES	60	75	8	100	64	72	2	*	38	61	117	74	7	14
Wainwright ES	10	60	0	---	81	51	2	*	45	38	89	51	8	13
Walnut Bend ES	34	71	2	*	57	53	6	83	38	29	82	55	6	33
Wesley ES	49	41	0	---	6	17	2	*	3	*	55	35	10	10
West Univ. ES	4	*	29	97	19	95	127	99	2	*	6	83	7	71
Wharton Dual Lang.	9	78	1	*	31	81	6	83	22	73	31	81	1	*
Whidby ES	48	54	1	*	16	31	3	*	14	21	59	44	11	18

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-3

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 5 Reading**

Key	Grade 5 Reading													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	
White ES	9	67	25	88	86	70	2	*	30	33	104	71	11	36
Whittier ES	2	*	0	---	75	68	4	*	29	48	78	65	5	40
Wilson ES	3	*	3	*	27	59	14	100	18	44	21	52	9	22
Windsor Village ES	37	70	1	*	58	62	0	---	32	31	80	64	15	0
Woodson School	59	34	1	*	4	*	0	---	3	*	59	32	1	*
Young ES	46	54	0	---	4	*	0	---	4	*	50	50	7	0
Young Scholars	19	47	0	---	1	*	0	---	0	---	18	50	3	*
District Total	3,846	57	549	89	10,007	62	1,209	91	4,882	40	12,574	59	959	28

* if fewer than 5 students tested. Excludes STAAR A, L, and Alt. 2 test versions.

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

HISD Research and Accountability

Table A-3 Page 6

Table A-4

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 5 Math**

Key	Grade 5 Math													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	
Alcott ES	30	87	0	---	10	100	0	---	6	100	40	90	2	*
Almeda ES	19	84	3	*	83	75	2	*	45	62	90	77	0	---
Anderson ES	21	29	3	*	69	74	2	*	39	59	89	63	4	*
Arabic Immersion	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Askew ES	41	59	17	100	48	75	12	83	20	70	77	68	2	*
Atherton ES	59	41	0	---	17	59	0	---	7	29	71	45	10	10
Barrick ES	0	---	0	---	101	74	2	*	37	65	98	73	12	33
Bastian ES	58	53	0	---	26	77	1	*	20	75	83	59	6	33
Bell ES	45	84	3	*	71	85	1	*	33	73	96	83	7	14
Benavidez ES	5	100	2	*	103	69	1	*	71	65	107	69	7	14
Benbrook ES	3	*	0	---	69	88	2	*	33	82	70	90	4	*
Berry ES	2	*	0	---	108	55	0	---	61	44	99	57	9	0
Blackshear ES	50	40	0	---	14	50	0	---	10	60	62	40	10	20
Bonham ES	28	32	3	*	91	44	2	*	66	29	122	41	6	17
Bonner ES	2	*	1	*	145	80	1	*	75	71	140	81	12	25
Braeburn ES	2	*	0	---	112	79	2	*	49	63	116	78	5	80
Briargrove ES	14	57	13	85	41	88	49	92	17	71	48	83	2	*
Briarmeadow	8	75	12	100	25	88	18	89	10	80	46	85	4	*
Briscoe ES	0	---	0	---	49	86	2	*	18	78	48	85	0	---
Brookline ES	4	*	0	---	107	84	1	*	48	75	98	86	9	11
Browning ES	1	*	2	*	61	89	1	*	11	64	56	86	3	*
Bruce ES	43	53	0	---	34	53	0	---	22	32	77	53	2	*
Burbank ES	11	73	0	---	85	94	0	---	32	94	89	92	6	33
Burnet ES	0	---	0	---	89	63	1	*	39	56	88	64	11	45
Burrus ES	55	69	0	---	17	59	0	---	7	43	65	68	3	*
Bush ES	13	92	21	100	17	100	31	100	3	*	17	100	1	*
Cage ES	0	---	3	*	81	85	1	*	20	70	72	88	11	27
Carrillo ES	0	---	1	*	84	85	1	*	26	85	80	85	5	60
Codwell ES	68	46	0	---	5	80	0	---	4	*	67	49	0	---
Comm. Serv.	3	*	0	---	0	---	0	---	0	---	3	*	1	*
Condit ES	4	*	18	94	35	86	33	100	10	50	34	82	5	60
Cook ES	66	27	0	---	50	62	0	---	29	59	113	42	13	31
Coop ES	8	25	0	---	98	53	1	*	40	40	96	54	3	*
Cornelius ES	24	83	1	*	104	87	0	---	36	69	110	84	5	20

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-4

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 5 Math**

Key	Grade 5 Math													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	
Crespo ES	8	75	0	---	121	55	2	*	70	41	123	55	16	25
Crockett ES	5	100	1	*	43	95	4	*	16	100	43	93	8	75
Cunningham ES	3	*	3	*	67	70	0	---	32	50	65	71	2	*
Daily ES	22	86	12	100	35	94	15	87	12	83	45	91	1	*
Davila ES	0	---	0	---	68	69	0	---	21	57	61	69	3	*
De Chaumes ES	1	*	0	---	112	100	1	*	65	100	108	100	8	100
DeAnda ES	2	*	1	*	88	89	0	---	44	89	78	87	1	*
DeZavala ES	0	---	0	---	75	88	0	---	24	79	70	87	7	43
Dogan ES	38	26	0	---	53	45	1	*	33	27	83	41	4	*
Durham ES	17	76	0	---	38	55	11	100	13	46	44	59	9	22
Durkee ES	11	64	0	---	81	70	1	*	44	70	83	70	6	17
Eliot ES	0	---	0	---	62	79	0	---	18	56	59	80	1	*
Elmore ES	48	48	0	---	55	73	3	*	37	65	101	62	3	*
Elrod ES	19	63	3	*	46	85	1	*	28	68	59	81	4	*
Emerson ES	22	68	3	*	59	76	11	100	42	74	79	77	2	*
Energized ES	22	68	0	---	219	68	1	*	198	63	218	69	4	*
Field ES	5	100	1	*	41	93	1	*	16	88	42	93	0	---
Foerster ES	46	52	5	80	15	53	0	---	13	54	61	56	6	0
Fondren ES	15	27	4	*	36	67	1	*	14	36	44	59	12	25
Foster ES	43	26	0	---	5	100	0	---	2	*	47	32	0	---
Franklin ES	1	*	0	---	50	62	0	---	25	56	45	67	8	25
Frost ES	56	63	0	---	35	86	0	---	16	81	92	72	17	53
Gallegos ES	0	---	0	---	65	58	0	---	26	35	62	60	1	*
Garcia ES	28	54	0	---	78	56	2	*	36	53	104	57	2	*
Garden Oaks ES	4	*	1	*	44	77	13	92	18	67	40	78	1	*
Garden Villas ES	36	72	1	*	70	74	3	*	31	58	98	70	5	80
Golfcrest ES	0	---	0	---	94	73	3	*	43	60	83	76	4	*
Gregg ES	19	68	0	---	61	67	0	---	45	71	78	67	4	*
Gregory-Lincoln PK-8	54	41	0	---	14	86	0	---	5	80	63	48	2	*
Grissom ES	32	56	0	---	59	64	0	---	25	52	88	60	6	17
Gross ES	46	54	2	*	29	52	1	*	20	50	66	55	6	50
Harris JR ES	4	*	0	---	77	71	0	---	34	53	75	72	1	*
Harris RP ES	9	89	0	---	65	52	2	*	30	40	73	58	9	89
Hartsfield ES	35	60	0	---	7	71	0	---	5	60	40	63	4	*

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-4

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 5 Math**

Key	Grade 5 Math													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	
Harvard ES	10	60	4	*	47	87	35	100	12	75	28	82	0	---
Helms ES	4	*	0	---	46	87	2	*	23	83	41	85	5	60
Henderson JP ES	3	*	0	---	93	86	2	*	62	82	82	84	5	40
Henderson NQ ES	27	89	0	---	9	67	0	---	2	*	35	86	5	60
Herod ES	34	88	7	100	52	83	24	92	20	90	56	84	15	33
Herrera ES	2	*	1	*	121	60	1	*	67	58	124	61	11	0
Highland Heights ES	47	47	0	---	49	55	0	---	32	47	85	48	3	*
Hilliard ES	78	32	1	*	22	36	1	*	7	14	88	35	3	*
Hines-Caldwell ES	25	68	2	*	81	79	1	*	43	70	98	76	11	27
Hobby ES	48	52	1	*	53	64	1	*	38	61	99	59	7	29
Horn ES	8	88	21	100	23	87	74	99	1	*	17	88	7	43
Inspired Acad	1	*	0	---	0	---	0	---	0	---	1	*	0	---
Isaacs ES	22	64	0	---	23	78	0	---	7	71	41	73	4	*
Janowski ES	3	*	0	---	77	61	1	*	56	63	79	62	7	14
Jefferson ES	4	*	0	---	49	65	0	---	20	45	50	64	0	---
Kandy Stripe	23	61	0	---	0	---	0	---	0	---	17	53	1	*
Kashmere Gardens ES	66	48	0	---	10	70	0	---	6	67	71	54	7	29
Kelso ES	19	47	0	---	40	83	1	*	21	71	59	71	4	*
Kennedy ES	26	54	0	---	68	68	0	---	36	56	88	61	5	40
Ketelsen ES	1	*	0	---	78	78	0	---	17	59	65	77	1	*
Kolter ES	20	80	10	100	26	88	26	100	1	*	22	73	2	*
Lantrip ES	1	*	1	*	108	94	0	---	22	91	85	93	4	*
Las Americas MS	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Law ES	70	49	1	*	35	63	0	---	19	63	87	59	9	11
Lewis ES	46	33	0	---	129	44	1	*	77	34	139	42	10	10
Lockhart ES	112	63	0	---	2	*	0	---	1	*	93	58	13	15
Longfellow ES	86	63	5	100	12	83	10	80	5	60	80	63	13	8
Looscan ES	3	*	0	---	54	54	0	---	25	36	56	54	0	---
Love ES	3	*	0	---	46	85	1	*	16	75	47	83	6	33
Lovett ES	29	86	10	100	37	89	25	100	5	80	49	84	7	86
Lyons ES	0	---	0	---	141	87	2	*	71	86	135	86	10	50
MacGregor ES	46	87	0	---	21	100	0	---	4	*	46	89	0	---
Mading ES	58	41	1	*	21	71	0	---	11	82	69	51	8	13
Mandarin Chinese ES	8	88	11	100	8	100	7	100	0	---	9	89	1	*

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-4

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 5 Math**

Key	Grade 5 Math													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	
Marshall ES	55	73	0	---	92	79	2	*	66	82	115	75	5	80
Martinez C ES	30	17	0	---	38	53	0	---	16	50	67	37	1	*
Martinez R ES	0	---	0	---	64	59	0	---	25	44	61	57	6	33
McGowen ES	54	46	0	---	11	73	1	*	5	40	50	52	8	25
McNamara ES	25	60	0	---	77	65	1	*	50	60	99	66	7	29
Memorial ES	4	*	0	---	36	69	9	89	13	54	34	71	4	*
Milne ES	58	48	0	---	30	67	2	*	17	59	88	55	9	22
Mitchell ES	11	82	0	---	47	57	0	---	24	46	50	64	4	*
Montgomery ES	43	53	0	---	51	76	0	---	35	69	81	65	7	29
Moreno ES	1	*	0	---	106	67	4	*	32	34	101	67	5	20
Neff ES	13	85	7	100	138	67	5	40	77	53	152	68	15	13
Northline ES	4	*	0	---	79	73	1	*	54	72	80	68	0	---
Oak Forest ES	7	86	2	*	56	98	48	96	1	*	38	97	7	86
Oates ES	3	*	2	*	36	86	1	*	10	80	36	86	5	100
Osborne ES	32	84	0	---	15	87	0	---	7	71	43	84	8	63
Paige ES	27	41	0	---	35	54	0	---	23	43	56	52	2	*
Park Place ES	5	100	33	100	99	93	0	---	73	93	124	94	6	67
Parker ES	40	83	4	*	56	82	30	100	20	70	69	86	12	42
Patterson ES	7	100	0	---	129	81	1	*	60	83	124	80	6	33
Peck ES	38	66	0	---	34	65	0	---	17	53	65	65	12	92
Petersen ES	20	45	0	---	48	58	1	*	35	49	70	53	1	*
Pilgrim ES	8	88	1	*	92	95	0	---	33	85	98	94	1	*
Piney Point ES	13	69	2	*	126	62	3	*	67	51	123	64	2	*
Pleasantville ES	35	69	0	---	20	70	1	*	5	40	52	67	2	*
Poe ES	16	69	6	100	43	81	42	100	10	60	35	77	10	50
Port Houston ES	0	---	0	---	41	61	0	---	25	52	40	60	2	*
Pugh ES	0	---	0	---	40	70	0	---	11	55	39	72	4	*
Reagan Ed Ctr	38	42	0	---	82	80	1	*	35	71	115	68	1	*
Red ES	24	92	2	*	53	79	7	100	7	43	59	81	9	11
Reynolds ES	58	52	2	*	7	86	0	---	5	80	59	58	19	21
Rice School	53	74	2	*	61	82	3	*	15	53	83	76	9	22
River Oaks ES	5	100	25	100	15	100	51	100	0	---	6	100	1	*
Roberts ES	8	88	23	100	9	89	49	100	4	*	10	90	1	*
Robinson ES	24	71	0	---	62	69	3	*	29	62	84	69	3	*

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-4

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 5 Math**

Key	Grade 5 Math													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	
Rodriguez ES	11	82	1	*	127	83	2	*	67	70	138	83	6	33
Rogers TH MS	10	70	44	100	10	80	14	93	0	---	28	79	5	0
Roosevelt ES	9	89	2	*	90	77	1	*	15	60	86	78	8	38
Ross ES	33	52	0	---	26	65	0	---	10	60	53	58	4	*
Rucker ES	0	---	0	---	79	81	2	*	46	83	76	79	6	67
Rusk ES	17	53	0	---	47	70	2	*	13	46	64	63	0	---
Sanchez ES	1	*	0	---	85	82	0	---	33	64	81	81	6	17
Scarborough ES	0	---	0	---	92	64	1	*	40	55	78	65	2	*
Scroggins ES	0	---	0	---	72	65	0	---	18	44	61	67	0	---
Seguin ES	11	27	0	---	81	60	0	---	25	28	83	55	0	---
Shadowbriar ES	43	51	2	*	61	46	17	88	20	15	88	47	9	11
Shadydale ES	87	66	0	---	33	85	1	*	19	84	112	71	22	55
Shearn ES	10	30	5	80	57	61	2	*	24	38	68	57	4	*
Sherman ES	8	75	0	---	88	72	0	---	24	54	87	72	7	29
Sinclair ES	8	100	3	*	43	95	12	92	10	100	32	94	0	---
Smith ES	24	46	0	---	97	61	1	*	50	56	98	58	7	29
SOAR Center	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Southmayd ES	1	*	0	---	94	84	0	---	32	75	93	84	8	88
St. George ES	9	89	9	100	41	83	18	94	9	78	37	84	5	60
Stevens ES	5	80	0	---	69	67	3	*	28	50	70	69	8	25
Sutton ES	7	71	11	91	111	84	5	100	77	79	122	86	8	50
Thompson ES	58	36	0	---	5	20	0	---	2	*	58	33	1	*
Tijerina ES	0	---	0	---	65	43	0	---	26	38	55	44	3	*
Tinsley ES	31	65	2	*	87	62	1	*	68	59	110	64	5	20
Travis ES	1	*	6	100	49	92	42	100	2	*	28	89	3	*
Twain ES	5	100	20	90	27	93	76	95	9	67	15	93	7	57
Tx Conn. Acad.	24	33	9	89	51	59	95	79	4	*	67	45	3	*
Valley West ES	60	77	8	88	64	75	2	*	38	63	117	77	7	14
Wainwright ES	10	80	0	---	81	68	2	*	44	59	89	69	8	25
Walnut Bend ES	34	56	1	*	50	70	5	100	27	67	74	62	7	14
Wesley ES	49	20	0	---	6	17	2	*	3	*	55	20	10	0
West Univ. ES	4	*	29	100	19	95	127	99	2	*	6	83	7	71
Wharton Dual Lang.	9	89	1	*	31	84	6	100	22	86	31	81	1	*
Whidby ES	48	56	0	---	15	47	2	*	11	36	59	56	11	9

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-4

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 5 Math**

Key	Grade 5 Math													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	
White ES	9	44	24	100	83	90	2	*	26	77	100	88	11	55
Whittier ES	2	*	0	---	75	72	4	*	29	59	78	69	5	20
Wilson ES	3	*	3	*	27	70	14	93	18	78	21	67	9	44
Windsor Village ES	38	76	1	*	57	79	0	---	31	61	80	78	15	40
Woodson School	59	29	1	*	4	*	0	---	3	*	59	31	2	*
Young ES	46	57	0	---	4	*	0	---	4	*	50	58	7	14
Young Scholars	19	42	0	---	1	*	0	---	0	---	18	44	3	*
District Total	3,833	57	509	97	9,829	73	1,186	92	4,607	63	12,359	68	971	35

* if fewer than 5 students tested. Excludes STAAR A, L, and Alt. 2 test versions.

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

HISD Research and Accountability

Table A-4 Page 6

Table A-5

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 8 Reading**

Key	Grade 8 Reading													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	
Arabic Immersion	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Attucks MS	119	61	0	---	39	69	0	---	17	47	134	66	25	28
Baylor College MS	77	100	21	100	90	99	19	100	5	100	133	100	1	*
Black MS	57	81	4	*	194	74	53	96	47	36	205	73	29	17
Briarmeadow	2	*	9	89	23	100	5	100	0	---	27	100	0	---
Burbank MS	23	70	4	*	424	80	1	*	95	45	416	80	20	15
Chrysalis MS	0	---	1	*	67	99	1	*	0	---	60	98	0	---
Clifton MS	53	85	2	*	204	75	6	100	60	43	229	78	6	50
Comm. Serv.	2	*	0	---	3	*	1	*	2	*	4	*	0	---
Cullen MS	130	58	1	*	23	52	1	*	7	0	138	58	5	20
Deady MS	3	*	0	---	233	66	1	*	80	33	212	66	6	33
Dowling MS	138	46	1	*	221	55	2	*	82	23	279	54	37	14
Edison MS	2	*	0	---	246	53	4	*	77	18	237	52	28	11
Energized MS	3	*	0	---	97	71	0	---	53	57	91	71	1	*
E-STEM Central MS	1	*	0	---	34	59	0	---	26	58	26	58	1	*
E-STEM West MS	9	100	1	*	85	95	2	*	46	93	61	95	1	*
Fleming MS	90	63	0	---	72	51	0	---	26	15	159	58	20	30
Fondren MS	84	80	16	25	124	65	4	*	71	24	152	72	4	*
Fonville MS	13	31	0	---	271	57	2	*	87	30	266	56	20	15
Forest Brook MS	198	51	0	---	99	56	3	*	37	43	259	55	19	5
Garden Oaks ES	0	--	1	*	15	87	8	88	2	*	9	67	0	--
Grady MS	23	83	14	93	95	81	36	86	31	35	96	76	1	*
Gregory-Lincoln PK-8	40	78	0	---	34	71	4	*	11	36	65	75	2	*
Hamilton MS	31	87	2	*	345	82	12	92	33	48	323	83	28	29
Harper Alt.	1	*	0	---	0	---	0	---	0	---	1	*	1	*
Hartman MS	91	75	2	*	331	75	4	*	65	35	367	77	26	19
Henry MS	27	56	0	---	249	51	5	80	98	32	268	52	26	4
Hogg MS	10	80	2	*	192	71	9	89	28	29	142	70	7	71
Holland MS	70	60	3	*	157	55	4	*	55	25	180	62	18	22
HS Ahead MS	75	27	0	---	40	35	2	*	15	20	115	30	7	0
Inspired Acad	23	43	1	*	25	32	1	*	13	31	39	41	0	---
Jackson MS	36	58	1	*	242	63	4	*	72	26	277	63	18	28
Johnston MS	163	94	23	91	235	89	69	97	34	56	344	90	8	50
Key MS	124	60	0	---	82	46	4	*	37	43	169	56	23	17

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-5

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 8 Reading**

Key	Grade 8 Reading													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	
Lanier MS	39	100	59	98	157	97	162	99	15	60	122	98	2	*
Las Americas MS	7	0	3	*	98	4	3	*	111	4	105	3	0	---
Leland YMCAPA	36	92	1	*	45	96	2	*	8	100	66	97	2	*
Long Acad	32	38	18	56	222	45	10	30	160	19	277	44	7	14
Mandarin Chinese ES	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Marshall MS	40	75	0	---	248	72	2	*	59	37	226	73	10	30
McReynolds MS	22	41	1	*	161	55	0	---	57	30	175	53	26	8
Ortiz MS	68	63	19	68	239	67	2	*	84	30	302	67	21	24
Pershing MS	173	83	33	85	180	79	91	93	43	40	246	79	37	38
Pilgrim ES	3	*	0	---	87	76	0	---	22	45	89	78	3	*
Pin Oak MS	28	96	58	97	133	96	157	100	10	60	105	92	14	79
Reagan Ed Ctr	35	80	1	*	65	58	0	---	23	22	101	66	1	*
Revere MS	100	72	15	80	254	67	35	49	124	29	351	66	21	38
Rice School	53	91	10	90	81	91	1	*	10	50	97	89	7	14
Rogers TH MS	9	100	66	100	25	68	29	100	0	---	28	71	7	0
Rusk ES	1	*	0	---	51	86	1	*	6	50	45	87	1	*
Sharpstown Intl	10	100	12	100	126	98	6	83	5	80	140	99	5	60
SOAR Center	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Stevenson MS	12	75	22	91	412	79	6	100	57	37	388	79	26	19
Sugar Grove MS	45	58	10	30	201	49	5	60	118	19	222	53	28	18
Thomas MS	92	50	1	*	53	58	3	*	26	35	123	50	18	11
Tx Conn. Acad.	44	89	21	100	112	92	233	92	7	71	158	86	19	74
Welch MS	116	70	6	83	122	55	6	50	59	25	205	63	15	60
West Briar MS	78	92	31	90	109	93	88	94	33	70	165	91	3	*
Wharton Dual Lang.	2	*	1	*	13	100	4	*	0	---	9	100	0	---
Williams MS	72	78	0	---	64	73	3	*	17	35	124	74	6	50
Wilson ES	0	---	0	---	14	79	14	100	2	*	10	70	1	*
Woodson School	92	61	1	*	8	100	1	*	2	*	88	65	15	7
Young Scholars	7	86	0	---	2	*	0	---	0	---	9	78	1	*
YWCPA	61	97	4	*	41	100	2	*	2	*	79	100	1	*
District Total	2,995	70	502	87	7,914	70	1,133	92	2,372	33	9,538	69	685	26

* if fewer than 5 students tested. Excludes STAAR A, L, and Alt. 2 test versions.

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-6

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 8 Math**

Key	Grade 8 Math													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	
Arabic Immersion	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Attucks MS	130	47	0	---	43	58	0	---	18	39	151	50	25	20
Baylor College MS	64	95	15	100	74	92	11	100	4	*	107	95	1	*
Black MS	56	84	3	*	167	85	38	95	33	70	187	84	28	57
Briarmeadow	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Burbank MS	20	70	2	*	309	87	1	*	78	79	306	85	20	20
Chrysalis MS	0	---	0	---	38	95	0	---	0	---	33	94	0	---
Clifton MS	41	78	1	*	138	70	5	100	34	47	160	71	6	33
Comm. Serv.	2	*	0	---	2	*	0	---	1	*	3	*	0	---
Cullen MS	139	22	0	---	21	19	1	*	10	10	142	23	34	3
Deady MS	2	*	0	---	159	74	1	*	59	58	148	74	7	14
Dowling MS	133	35	1	*	182	41	1	*	69	28	247	42	37	14
Edison MS	2	*	0	---	187	28	3	*	53	6	181	30	27	4
Energized MS	3	*	0	---	97	76	0	---	44	64	91	74	1	*
E-STEM Central MS	1	*	0	---	26	46	0	---	18	61	22	55	1	*
E-STEM West MS	9	89	1	*	56	86	1	*	28	82	40	80	1	*
Fleming MS	79	73	0	---	58	60	0	---	22	55	134	67	22	55
Fondren MS	78	79	9	78	84	81	3	*	34	74	125	80	4	*
Fonville MS	13	46	0	---	227	47	2	*	67	36	226	47	20	30
Forest Brook MS	174	39	0	---	77	40	3	*	30	27	220	41	19	0
Garden Oaks ES	0	--	0	---	11	55	6	83	2	*	8	38	0	---
Grady MS	18	72	7	100	71	83	22	86	12	67	73	77	0	---
Gregory-Lincoln PK-8	40	43	0	---	34	50	4	*	11	18	65	46	2	*
Hamilton MS	20	30	1	*	182	44	4	*	26	31	171	41	28	11
Harper Alt.	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Hartman MS	79	68	1	*	251	77	3	*	51	59	286	76	26	38
Henry MS	23	30	0	---	166	30	4	*	73	26	184	30	26	12
Hogg MS	8	38	1	*	123	38	4	*	25	16	98	38	7	29
Holland MS	48	65	2	*	109	61	4	*	38	55	122	65	17	24
HS Ahead MS	75	13	0	---	40	25	2	*	15	27	115	17	7	0
Inspired Acad	23	43	1	*	24	8	1	*	12	8	38	29	0	---
Jackson MS	31	58	1	*	219	60	3	*	62	39	250	60	18	28
Johnston MS	144	87	10	100	195	80	38	92	27	70	288	81	5	60
Key MS	110	45	0	---	71	39	4	*	32	28	153	44	23	9

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table A-6

HISD STAAR English and Spanish Combined by Campus and Student Group: 2016 (1st Administration)**Percent Met Standard: 2016 Progression****Grade 8 Math**

Key	Grade 8 Math													
	Afr. Am.		Asian/Pac. Isl.		Hispanic		White		ELL		Econ. Dis.		SWD	
# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	# Tested	% Met 2016 Standard	
Lanier MS	22	91	26	100	82	91	72	96	10	60	78	90	1	*
Las Americas MS	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Leland YMCPA	30	90	0	---	31	87	2	*	6	100	49	88	2	*
Long Acad	27	30	9	78	159	47	4	*	97	36	195	46	7	0
Mandarin Chinese ES	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Marshall MS	35	74	0	---	207	66	1	*	42	43	195	67	10	60
McReynolds MS	21	38	1	*	122	60	0	---	43	44	140	57	25	12
Ortiz MS	63	68	5	80	180	79	2	*	59	66	233	77	22	32
Pershing MS	153	70	17	76	151	62	53	87	23	30	211	63	37	19
Pilgrim ES	3	*	0	---	60	87	0	---	19	74	63	87	0	---
Pin Oak MS	24	88	38	97	104	93	91	95	9	78	91	89	14	79
Reagan Ed Ctr	24	38	0	---	46	30	0	---	23	13	70	33	1	*
Revere MS	78	71	10	90	166	72	14	79	49	51	238	72	21	33
Rice School	36	67	2	*	56	54	1	*	10	30	69	59	7	0
Rogers TH MS	8	100	28	100	24	67	22	100	0	---	26	69	7	0
Rusk ES	0	---	0	---	36	81	1	*	5	60	31	84	1	*
Sharpstown Intl	5	100	2	*	79	96	3	*	5	100	82	96	5	80
SOAR Center	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Stevenson MS	11	64	17	94	349	72	4	*	43	44	329	73	26	23
Sugar Grove MS	40	53	5	20	158	48	4	*	74	35	181	50	29	17
Thomas MS	80	55	0	--	39	62	2	*	18	67	102	56	18	17
Tx Conn. Acad.	42	48	17	88	107	64	219	66	6	67	156	54	19	53
Welch MS	104	49	4	*	86	52	4	*	33	36	164	49	15	13
West Briar MS	70	70	18	83	85	84	56	91	17	59	126	79	4	*
Wharton Dual Lang.	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Williams MS	62	69	0	---	46	63	3	*	8	75	96	68	7	57
Wilson ES	0	---	0	---	11	55	10	90	2	*	9	44	1	*
Woodson School	74	39	0	---	5	80	1	*	2	*	70	43	13	0
Young Scholars	7	100	0	---	2	*	0	---	0	---	9	100	1	*
YWCPA	46	59	1	*	27	78	2	*	2	*	57	65	1	*
District Total	2,631	57	256	89	5,859	64	740	81	1,593	46	7,445	62	706	25

* if fewer than 5 students tested. Excludes STAAR A, L, and Alt. 2 test versions.

Source: TEA-ETS STAAR Student Data Files; 1st Administration Only

Table B-1

HISD STAAR English and Spanish Combined by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

	Reading								Math							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Alcott ES	40	38	10	5	40	50	23	8	40	60	25	8	40	90	40	23
Almeda ES	120	56	22	12	107	59	30	7	120	71	29	10	107	77	40	18
Anderson ES	92	60	22	13	98	62	26	11	92	75	35	14	95	63	24	6
Arabic Immersion	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Askew ES	138	72	51	38	125	66	44	34	136	68	43	27	120	74	39	23
Atherton ES	67	54	18	9	76	42	22	11	67	43	16	4	76	45	17	3
Barrick ES	97	58	21	13	104	51	23	10	93	67	32	12	104	75	37	17
Bastian ES	79	35	9	4	89	44	15	6	78	37	10	0	85	60	27	7
Bell ES	120	76	43	20	121	69	49	24	118	77	40	19	120	85	58	30
Benavidez ES	103	53	18	10	116	52	22	8	103	60	21	10	111	70	26	10
Benbrook ES	78	63	26	12	80	65	31	16	78	71	40	13	75	89	45	28
Berry ES	109	62	21	10	110	56	25	15	107	64	32	10	110	54	25	7
Blackshear ES	58	55	17	7	64	33	11	5	57	44	21	7	64	42	13	3
Bonham ES	127	51	20	9	123	42	18	2	120	59	28	7	124	41	8	1
Bonner ES	128	71	31	14	152	50	28	16	127	89	50	24	152	81	39	16
Braeburn ES	126	58	18	6	122	59	34	20	124	78	33	10	117	79	51	21
Briargrove ES	141	82	52	28	125	81	54	33	133	86	61	33	118	86	58	33
Briarmeadow	62	100	68	40	64	84	58	28	61	92	49	20	64	89	63	42
Briscoe ES	66	79	35	17	51	71	37	22	66	71	29	9	51	86	39	14
Brookline ES	133	71	33	20	116	68	42	19	126	80	44	17	112	85	48	25
Browning ES	87	62	24	15	67	70	49	21	87	54	23	3	66	88	53	23
Bruce ES	83	59	22	10	78	50	31	10	76	58	24	8	77	53	22	5
Burbank ES	116	79	33	13	98	71	39	15	118	94	58	27	96	92	60	30
Burnet ES	68	76	26	10	90	57	26	8	64	80	38	16	90	63	22	6
Burrus ES	52	73	27	12	73	67	34	15	52	71	35	17	72	67	32	10
Bush ES	102	96	75	63	90	94	84	61	98	99	85	65	88	99	86	64
Cage ES	79	75	33	11	86	76	55	34	79	84	42	15	86	85	62	33
Carrillo ES	74	74	39	30	87	68	40	23	74	91	57	26	86	85	51	28
Codwell ES	73	73	22	11	74	34	18	7	73	71	16	3	74	47	15	1
Comm. Serv.	0	---	---	---	3	*	*	*	1	*	*	*	3	*	*	*
Condit ES	113	85	65	51	98	83	72	39	108	95	74	57	93	94	76	45
Cook ES	104	57	27	12	117	48	27	13	104	65	27	7	117	43	9	2
Coop ES	90	71	27	12	108	47	19	7	90	64	27	10	108	51	17	6
Cornelius ES	133	88	44	23	129	78	50	29	133	89	47	21	129	86	46	19

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table B-1

HISD STAAR English and Spanish Combined by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

	Reading								Math							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Crespo ES	123	66	27	15	134	46	23	11	119	73	42	14	131	56	21	7
Crockett ES	61	87	39	18	53	83	57	26	61	92	66	33	53	94	55	28
Cunningham ES	96	65	19	10	78	58	33	10	88	68	25	9	73	71	25	12
Daily ES	82	77	40	15	91	74	53	31	82	87	55	26	89	89	66	43
Davila ES	57	74	33	19	68	69	38	12	57	63	35	16	68	69	37	12
De Chaumes ES	100	75	41	26	114	82	45	22	100	93	71	50	114	100	73	33
DeAnda ES	105	56	29	12	93	56	28	14	102	70	31	14	93	88	56	29
DeZavala ES	82	80	50	23	75	68	53	32	83	94	65	31	75	88	57	29
Dogan ES	70	47	20	9	92	32	15	7	68	50	12	6	92	37	8	0
Durham ES	65	72	26	17	69	65	41	22	66	65	32	9	69	67	45	16
Durkee ES	97	58	23	8	96	53	21	9	95	73	33	12	93	70	31	15
Eliot ES	65	72	31	9	64	56	23	8	65	77	35	14	62	79	47	23
Elmore ES	97	46	18	8	106	55	21	7	97	35	9	3	106	62	28	8
Elrod ES	91	66	31	8	71	55	28	15	88	85	50	28	70	77	44	24
Emerson ES	108	72	33	18	112	53	25	14	96	79	50	23	95	78	41	16
Energized ES	215	65	32	16	252	58	31	14	216	69	38	14	243	68	34	14
Field ES	45	93	49	20	49	86	63	41	45	96	62	29	49	94	51	24
Foerster ES	91	41	13	4	74	58	28	14	69	57	23	3	66	55	20	2
Fondren ES	44	36	14	5	57	51	26	12	45	58	7	2	57	56	26	7
Foster ES	57	49	21	5	49	51	22	6	56	57	20	9	48	33	8	0
Franklin ES	63	62	27	13	51	59	29	10	64	77	39	16	51	63	35	20
Frost ES	83	64	28	10	94	76	27	7	82	43	11	1	94	71	43	15
Gallegos ES	65	62	28	6	65	49	23	9	65	71	32	17	65	58	25	5
Garcia ES	88	59	27	11	108	50	23	11	88	65	15	5	109	56	17	6
Garden Oaks ES	53	70	40	25	64	75	50	25	51	75	53	25	64	80	53	25
Garden Villas ES	134	69	27	13	114	67	35	14	135	73	32	15	112	72	40	15
Golfcrest ES	77	84	34	10	99	71	32	15	74	88	41	16	98	72	42	20
Gregg ES	58	62	24	12	83	52	23	7	58	64	28	12	83	67	31	8
Gregory-Lincoln PK-8	59	56	17	8	71	55	21	6	59	46	22	5	71	48	13	0
Grissom ES	76	58	25	13	93	57	34	13	76	58	26	11	91	62	27	10
Gross ES	84	68	27	18	77	47	19	9	85	60	28	11	79	54	16	6
Harris JR ES	73	68	32	12	82	60	32	13	71	77	38	15	81	73	38	19
Harris RP ES	85	60	26	11	83	58	35	12	78	67	38	13	77	56	23	4
Hartsfield ES	57	65	19	4	42	57	19	7	55	58	25	7	42	62	12	0

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table B-1

HISD STAAR English and Spanish Combined by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	Reading								Math							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Harvard ES	102	92	72	52	99	92	67	39	102	93	64	35	99	90	60	30
Helms ES	56	59	29	13	52	73	48	23	56	63	25	11	52	87	35	13
Henderson JP ES	85	79	33	16	99	72	45	22	83	88	49	22	98	85	45	19
Henderson NQ ES	33	39	9	3	36	56	31	8	33	67	33	12	36	83	58	14
Herod ES	126	86	60	40	120	79	62	41	123	84	67	39	121	88	66	45
Herrera ES	133	70	32	12	125	58	24	14	133	74	38	10	125	62	29	6
Highland Heights ES	63	38	5	2	99	38	12	2	58	47	16	0	97	52	18	4
Hilliard ES	119	39	8	5	104	40	21	5	118	53	14	3	103	34	12	5
Hines-Caldwell ES	122	70	23	11	110	65	40	23	121	80	36	10	109	77	45	20
Hobby ES	106	75	26	17	104	56	22	10	107	70	27	8	104	59	23	8
Horn ES	116	97	86	66	130	97	86	62	115	96	89	74	129	96	88	73
Inspired Acad	11	64	9	9	1	*	*	*	11	9	0	0	1	*	*	*
Isaacs ES	49	49	16	6	45	62	47	27	48	81	42	19	45	71	33	11
Janowski ES	73	66	27	11	82	63	30	11	73	73	32	11	82	62	32	12
Jefferson ES	69	52	23	10	56	59	27	9	69	45	20	6	53	64	28	9
Kandy Stripe	24	75	33	13	23	70	52	13	24	63	13	0	23	61	22	0
Kashmere Gardens ES	59	41	17	8	77	48	22	6	59	44	22	5	77	52	16	8
Kelso ES	46	59	22	15	61	59	16	8	45	78	40	18	60	72	33	13
Kennedy ES	93	57	11	3	99	62	30	11	93	60	13	3	96	65	27	6
Ketelsen ES	97	72	36	20	79	85	43	23	97	77	36	15	79	78	43	13
Kolter ES	99	89	70	51	87	93	71	48	98	90	71	48	86	92	81	59
Lantrip ES	104	79	41	29	111	73	34	12	104	71	32	16	112	93	62	24
Las Americas MS	35	3	0	0	34	0	0	0	0	---	---	0	---	---	---	---
Law ES	110	62	24	11	111	52	25	7	108	56	19	7	110	55	22	5
Lewis ES	155	50	20	8	178	36	13	6	145	54	17	6	177	41	19	6
Lockhart ES	90	77	32	13	114	62	34	14	90	74	29	7	114	63	29	11
Longfellow ES	118	73	33	18	115	72	46	19	117	64	24	9	115	68	29	10
Looscan ES	58	52	24	10	57	40	18	5	57	44	21	7	57	53	7	2
Love ES	49	80	41	14	50	68	26	10	49	80	41	18	50	82	50	16
Lovett ES	115	94	65	52	110	89	64	40	111	92	63	38	108	93	64	39
Lyons ES	125	79	47	26	144	81	40	18	123	90	64	34	143	87	56	22
MacGregor ES	63	87	54	24	68	85	69	41	62	79	40	13	67	91	51	18
Mading ES	74	64	12	3	80	49	21	6	74	58	19	5	80	50	18	3
Mandarin Chinese ES	8	88	50	25	38	92	82	47	8	100	88	13	37	95	73	43

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table B-1

HISD STAAR English and Spanish Combined by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	Reading								Math							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Marshall ES	136	48	13	5	149	55	27	11	137	48	19	4	149	77	46	18
Martinez C ES	73	68	27	11	72	46	18	6	76	64	22	8	69	38	9	7
Martinez R ES	74	55	12	5	66	55	27	8	71	56	20	11	64	59	30	5
McGowen ES	56	61	16	7	67	45	19	7	56	55	21	5	67	51	21	6
McNamara ES	98	63	26	10	123	53	23	10	99	77	49	18	103	64	26	9
Memorial ES	50	68	30	22	51	69	37	12	50	66	40	10	51	75	22	8
Milne ES	99	62	33	13	91	54	22	7	95	68	31	11	92	53	18	5
Mitchell ES	82	52	23	9	59	59	32	17	82	57	23	4	58	62	17	3
Montgomery ES	108	55	19	6	94	61	26	11	108	59	27	6	94	66	28	10
Moreno ES	113	78	27	12	111	59	33	16	113	81	48	19	111	67	40	17
Neff ES	196	67	31	14	166	53	28	14	189	83	47	18	164	68	32	17
Northline ES	78	56	26	10	88	61	25	9	76	80	26	9	85	69	39	19
Oak Forest ES	112	94	71	54	123	96	87	67	113	96	79	49	124	97	83	54
Oates ES	36	72	31	17	39	82	44	15	38	87	45	16	42	86	43	17
Osborne ES	51	84	63	33	47	79	45	19	50	66	28	10	47	85	40	19
Paige ES	57	58	23	9	62	48	19	11	57	65	19	5	62	48	6	3
Park Place ES	138	83	38	19	139	78	50	27	133	93	70	35	137	95	67	34
Parker ES	134	87	51	32	134	84	63	32	135	86	55	28	134	87	54	22
Patterson ES	106	75	39	23	134	81	49	25	111	77	36	14	138	82	43	14
Peck ES	65	63	22	8	72	56	21	4	63	56	14	6	72	65	13	3
Petersen ES	95	54	17	9	72	46	18	7	95	43	13	1	71	54	18	6
Pilgrim ES	121	64	21	7	114	67	41	23	114	95	59	25	102	94	67	35
Piney Point ES	147	58	22	12	148	49	20	9	146	71	36	11	147	62	31	13
Pleasantville ES	52	77	38	21	56	77	41	29	52	79	38	15	56	70	30	5
Poe ES	132	84	63	48	122	84	72	45	129	88	60	32	120	89	63	40
Port Houston ES	36	72	39	19	42	50	21	7	36	81	53	33	41	61	22	2
Pugh ES	58	66	36	12	40	60	25	13	57	63	21	12	40	70	28	10
Reagan Ed Ctr	102	55	17	8	123	62	30	11	103	57	21	5	122	69	30	13
Red ES	66	94	58	29	86	78	44	22	67	97	72	36	86	85	53	22
Reynolds ES	66	65	20	9	68	54	26	13	67	49	7	1	68	57	21	7
Rice School	122	82	46	22	122	81	61	39	122	84	54	24	122	80	50	25
River Oaks ES	95	99	94	80	103	100	93	78	94	100	99	86	104	100	96	82
Roberts ES	108	93	77	60	98	91	78	53	101	99	83	66	94	98	85	67
Robinson ES	74	55	18	5	92	54	23	4	72	82	32	10	90	70	37	9

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table B-1

HISD STAAR English and Spanish Combined by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

	Reading								Math							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Rodriguez ES	141	60	28	11	149	65	34	15	129	74	34	12	142	84	56	27
Rogers TH MS	59	80	78	63	80	94	88	69	61	82	70	59	80	93	84	60
Roosevelt ES	116	78	47	25	103	82	45	30	116	83	47	25	103	79	47	15
Ross ES	62	34	13	5	59	44	29	7	62	34	5	0	59	58	22	5
Rucker ES	71	66	27	14	83	59	27	11	70	77	44	19	81	80	35	19
Rusk ES	42	74	38	12	66	58	42	23	43	70	35	12	67	64	28	7
Sanchez ES	74	74	26	7	86	64	34	7	74	91	47	19	86	81	40	15
Scarborough ES	107	63	27	16	96	48	21	6	104	68	21	11	93	65	17	11
Scroggins ES	92	82	42	21	75	68	35	13	93	80	51	13	72	65	26	10
Seguin ES	86	81	36	16	87	63	36	15	86	65	26	12	92	57	26	4
Shadowbriar ES	134	74	36	18	129	58	37	20	135	66	31	11	126	54	25	9
Shadydale ES	103	56	17	11	122	53	29	8	103	73	37	15	122	70	34	16
Shearn ES	74	59	16	7	78	59	35	10	70	66	29	11	76	58	37	12
Sherman ES	94	74	33	15	96	70	35	17	93	77	33	14	96	72	39	14
Sinclair ES	60	93	57	23	67	87	63	33	59	83	56	25	68	96	65	29
Smith ES	100	66	31	13	120	57	23	8	100	69	44	13	123	58	31	7
SOAR Center	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Southmayd ES	86	57	26	9	97	72	33	16	84	80	33	11	96	83	53	20
St. George ES	87	89	60	33	84	81	57	26	80	96	55	33	83	87	53	27
Stevens ES	87	53	21	9	83	52	20	7	87	61	24	9	79	66	29	9
Sutton ES	139	56	30	19	143	66	39	15	126	83	44	25	135	84	53	23
Thompson ES	80	55	23	5	64	55	23	14	80	44	11	0	64	34	11	3
Tijerina ES	55	65	22	15	65	45	17	9	55	75	36	18	65	43	18	8
Tinsley ES	138	37	9	4	122	43	16	6	139	41	13	1	122	61	29	7
Travis ES	96	92	59	50	105	94	80	60	95	97	72	45	104	95	77	53
Twain ES	133	89	77	63	146	92	81	55	124	96	90	65	138	94	77	52
Tx Conn. Acad.	175	86	52	36	196	86	62	32	171	70	28	9	189	69	36	17
Valley West ES	113	77	42	25	135	76	53	29	112	79	45	18	135	77	48	24
Wainwright ES	86	69	19	9	94	52	30	14	82	67	24	7	94	69	39	21
Walnut Bend ES	108	59	34	19	101	59	37	22	95	74	32	13	91	66	31	15
Wesley ES	44	36	7	2	57	37	19	9	43	21	0	0	57	21	4	0
West Univ. ES	188	98	93	85	195	98	90	70	189	98	94	79	195	99	93	77
Wharton Dual Lang.	59	80	53	27	48	81	52	29	57	88	44	19	48	88	52	19
Whidby ES	58	62	26	7	71	49	27	8	59	66	25	12	68	56	21	4

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table B-1

HISD STAAR English and Spanish Combined by Campus: 2015 and 2016 (1st Administration)**Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards****All Students - Grade 5**

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

	Reading								Math							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
White ES	98	78	41	20	122	73	47	28	96	91	65	28	118	88	54	25
Whittier ES	76	66	20	13	81	65	33	14	77	64	32	8	81	69	32	1
Wilson ES	42	86	64	33	50	74	56	30	40	98	68	35	49	80	53	20
Windsor Village ES	97	82	55	38	96	66	48	30	97	87	51	27	96	78	46	17
Woodson School	84	39	15	7	65	37	15	8	83	34	5	2	65	32	8	0
Young ES	59	53	17	14	53	49	17	4	59	54	20	3	53	58	17	2
Young Scholars	9	67	33	22	20	50	35	10	9	44	33	11	20	45	30	10
District Total	15,401	68	34	19	15,864	64	38	20	15,103	73	39	19	15,595	72	40	19

* if fewer than 5 students tested. Excludes STAAR A, L, and Alt. 2 test versions.

All data reflect the most current data available and may differ slightly from data previously reported.

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

HISD Research and Accountability

Table B-1 Page 6

Table B-2

HISD STAAR English Only by Campus: 2015 and 2016 (1st Administration)

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

	All Students - Grade 5											
	Reading						Math					
	2015			2016			2015			2016		
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.
Alcott ES	40	38	10	5	40	50	23	8	40	60	25	8
Almeda ES	117	56	22	12	105	60	30	8	117	73	30	10
Anderson ES	87	62	22	14	98	62	26	11	87	76	37	15
Arabic Immersion	0	---	---	---	0	---	---	---	0	---	---	0
Askew ES	137	72	51	39	125	66	44	34	135	68	44	27
Atherton ES	67	54	18	9	76	42	22	11	67	43	16	4
Barrick ES	97	58	21	13	104	51	23	10	93	67	32	12
Bastian ES	78	35	8	4	89	44	15	6	77	36	10	0
Bell ES	119	76	44	20	121	69	49	24	117	78	40	20
Benavidez ES	96	55	19	10	116	52	22	8	94	64	23	11
Benbrook ES	77	62	26	12	77	65	31	17	77	70	40	13
Berry ES	106	63	22	10	110	56	25	15	104	65	33	11
Blackshear ES	58	55	17	7	64	33	11	5	57	44	21	7
Bonham ES	127	51	20	9	115	43	18	2	120	59	28	7
Bonner ES	128	71	31	14	150	51	29	16	127	89	50	24
Braeburn ES	126	58	18	6	122	59	34	20	124	78	33	10
Briargrove ES	140	81	52	29	125	81	54	33	132	87	61	33
Briarmeadow	62	100	68	40	64	84	58	28	61	92	49	20
Briscoe ES	64	78	34	17	51	71	37	22	64	73	30	9
Brookline ES	133	71	33	20	116	68	42	19	126	80	44	17
Browning ES	86	62	23	15	67	70	49	21	86	53	22	3
Bruce ES	83	59	22	10	78	50	31	10	76	58	24	8
Burbank ES	103	82	35	15	85	75	44	18	118	94	58	27
Burnet ES	68	76	26	10	90	57	26	8	64	80	38	16
Burrus ES	51	73	25	12	73	67	34	15	51	71	35	18
Bush ES	102	96	75	63	90	94	84	61	98	99	85	65
Cage ES	76	75	32	12	83	75	55	34	76	84	42	16
Carrillo ES	73	75	40	30	86	69	41	23	73	92	58	26
Codwell ES	73	73	22	11	74	34	18	7	73	71	16	3
Comm. Serv.	0	---	---	---	3	*	*	*	1	*	*	*
Condit ES	113	85	65	51	98	83	72	39	108	95	74	57
Cook ES	104	57	27	12	117	48	27	13	104	65	27	7
Coop ES	90	71	27	12	107	48	19	7	89	65	27	10
Cornelius ES	133	88	44	23	127	79	50	29	133	89	47	21

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table B-2

HISD STAAR English Only by Campus: 2015 and 2016 (1st Administration)

Key			
91% – 100%			
71% – 90%			
61% – 70%			
≤ 60%			

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

	All Students - Grade 5												
	Reading						Math						
	2015			2016			2015			2016			
# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	
												% Met 2016 Std.	
												% Met Rec.	
												% Met Adv.	
Crespo ES	122	66	27	16	130	46	23	12	119	73	42	14	127
Crockett ES	61	87	39	18	52	83	56	27	61	92	66	33	52
Cunningham ES	96	65	19	10	78	58	33	10	88	68	25	9	73
Daily ES	82	77	40	15	91	74	53	31	82	87	55	26	89
Davila ES	57	74	33	19	68	69	38	12	57	63	35	16	68
De Chaumes ES	100	75	41	26	114	82	45	22	100	93	71	50	114
DeAnda ES	105	56	29	12	86	56	26	14	102	70	31	14	90
DeZavala ES	81	81	51	23	75	68	53	32	82	95	66	32	75
Dogan ES	68	46	21	9	91	31	14	7	66	48	12	6	91
Durham ES	65	72	26	17	69	65	41	22	66	65	32	9	69
Durkee ES	97	58	23	8	96	53	21	9	95	73	33	12	93
Eliot ES	65	72	31	9	62	58	24	8	65	77	35	14	60
Elmore ES	95	46	18	8	101	53	22	7	95	36	9	3	101
Elrod ES	85	65	29	8	65	57	29	17	83	87	52	30	64
Emerson ES	108	72	33	18	112	53	25	14	96	79	50	23	95
Energized ES	215	65	32	16	252	58	31	14	216	69	38	14	243
Field ES	45	93	49	20	49	86	63	41	45	96	62	29	49
Foerster ES	91	41	13	4	74	58	28	14	69	57	23	3	66
Fondren ES	44	36	14	5	57	51	26	12	45	58	7	2	57
Foster ES	57	49	21	5	49	51	22	6	56	57	20	9	48
Franklin ES	61	61	28	13	45	60	29	11	62	79	40	16	45
Frost ES	83	64	28	10	94	76	27	7	82	43	11	1	94
Gallegos ES	64	63	28	6	65	49	23	9	64	72	33	17	65
Garcia ES	87	59	26	11	101	51	24	12	87	64	15	5	101
Garden Oaks ES	53	70	40	25	64	75	50	25	51	75	53	25	64
Garden Villas ES	134	69	27	13	112	68	36	14	135	73	32	15	110
Golfcrest ES	77	84	34	10	96	73	33	16	74	88	41	16	95
Gregg ES	58	62	24	12	83	52	23	7	58	64	28	12	83
Gregory-Lincoln PK-8	59	56	17	8	71	55	21	6	59	46	22	5	71
Grissom ES	75	59	25	13	93	57	34	13	75	59	27	11	91
Gross ES	84	68	27	18	77	47	19	9	85	60	28	11	79
Harris JR ES	73	68	32	12	82	60	32	13	71	77	38	15	81
Harris RP ES	85	60	26	11	83	58	35	12	78	67	38	13	77
Hartsfield ES	57	65	19	4	42	57	19	7	55	58	25	7	42

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table B-2

HISD STAAR English Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

	Reading								Math							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Harvard ES	102	92	72	52	99	92	67	39	102	93	64	35	99	90	60	30
Helms ES	56	59	29	13	47	72	51	26	56	63	25	11	49	88	35	14
Henderson JP ES	85	79	33	16	99	72	45	22	83	88	49	22	98	85	45	19
Henderson NQ ES	33	39	9	3	36	56	31	8	33	67	33	12	36	83	58	14
Herod ES	125	86	60	40	120	79	62	41	121	85	68	40	121	88	66	45
Herrera ES	129	71	32	12	124	58	24	15	129	74	39	10	124	62	29	6
Highland Heights ES	63	38	5	2	99	38	12	2	58	47	16	0	97	52	18	4
Hilliard ES	119	39	8	5	104	40	21	5	118	53	14	3	103	34	12	5
Hines-Caldwell ES	121	71	23	11	110	65	40	23	120	81	36	10	109	77	45	20
Hobby ES	104	74	27	17	104	56	22	10	105	71	28	9	104	59	23	8
Horn ES	116	97	86	66	130	97	86	62	115	96	89	74	129	96	88	73
Inspired Acad	11	64	9	9	1	*	*	*	11	9	0	0	1	*	*	*
Isaacs ES	49	49	16	6	45	62	47	27	48	81	42	19	45	71	33	11
Janowski ES	72	67	28	11	78	65	31	12	72	74	32	11	78	65	33	13
Jefferson ES	69	52	23	10	56	59	27	9	69	45	20	6	53	64	28	9
Kandy Stripe	24	75	33	13	23	70	52	13	24	63	13	0	23	61	22	0
Kashmere Gardens ES	59	41	17	8	77	48	22	6	59	44	22	5	77	52	16	8
Kelso ES	46	59	22	15	61	59	16	8	45	78	40	18	60	72	33	13
Kennedy ES	91	57	10	2	99	62	30	11	91	60	12	3	96	65	27	6
Ketelsen ES	96	72	36	20	79	85	43	23	96	78	36	16	79	78	43	13
Kolter ES	99	89	70	51	87	93	71	48	98	90	71	48	86	92	81	59
Lantrip ES	104	79	41	29	111	73	34	12	104	71	32	16	112	93	62	24
Las Americas MS	35	3	0	0	34	0	0	0	0	---	---	0	---	---	---	---
Law ES	110	62	24	11	111	52	25	7	108	56	19	7	110	55	22	5
Lewis ES	155	50	20	8	169	36	14	6	145	54	17	6	168	43	20	6
Lockhart ES	90	77	32	13	114	62	34	14	90	74	29	7	114	63	29	11
Longfellow ES	118	73	33	18	115	72	46	19	117	64	24	9	115	68	29	10
Looscan ES	56	54	25	11	57	40	18	5	55	45	22	7	57	53	7	2
Love ES	49	80	41	14	50	68	26	10	49	80	41	18	50	82	50	16
Lovett ES	115	94	65	52	110	89	64	40	111	92	63	38	108	93	64	39
Lyons ES	125	79	47	26	144	81	40	18	123	90	64	34	143	87	56	22
MacGregor ES	63	87	54	24	68	85	69	41	62	79	40	13	67	91	51	18
Mading ES	74	64	12	3	80	49	21	6	74	58	19	5	80	50	18	3
Mandarin Chinese ES	8	88	50	25	38	92	82	47	8	100	88	13	37	95	73	43

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table B-2

HISD STAAR English Only by Campus: 2015 and 2016 (1st Administration)

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

	All Students - Grade 5												
	Reading						Math						
	2015			2016			2015			2016			
# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	
												% Met 2016 Std.	
Marshall ES	133	49	13	5	149	55	27	11	134	49	19	4	149
Martinez C ES	73	68	27	11	71	46	18	6	76	64	22	8	68
Martinez R ES	74	55	12	5	66	55	27	8	71	56	20	11	64
McGowen ES	56	61	16	7	67	45	19	7	56	55	21	5	67
McNamara ES	98	63	26	10	123	53	23	10	99	77	49	18	103
Memorial ES	50	68	30	22	51	69	37	12	50	66	40	10	51
Milne ES	99	62	33	13	91	54	22	7	95	68	31	11	92
Mitchell ES	82	52	23	9	59	59	32	17	82	57	23	4	58
Montgomery ES	108	55	19	6	94	61	26	11	108	59	27	6	94
Moreno ES	113	78	27	12	111	59	33	16	113	81	48	19	111
Neff ES	190	67	32	14	161	53	28	14	184	84	48	18	159
Northline ES	78	56	26	10	88	61	25	9	76	80	26	9	85
Oak Forest ES	111	95	72	55	123	96	87	67	113	96	79	49	124
Oates ES	36	72	31	17	39	82	44	15	38	87	45	16	42
Osborne ES	51	84	63	33	47	79	45	19	50	66	28	10	47
Paige ES	57	58	23	9	62	48	19	11	57	65	19	5	62
Park Place ES	138	83	38	19	138	79	50	27	133	93	70	35	136
Parker ES	134	87	51	32	134	84	63	32	135	86	55	28	134
Patterson ES	104	74	38	22	130	80	50	25	109	77	36	14	134
Peck ES	64	64	22	8	72	56	21	4	62	56	15	6	72
Petersen ES	95	54	17	9	72	46	18	7	95	43	13	1	71
Pilgrim ES	121	64	21	7	114	67	41	23	114	95	59	25	102
Piney Point ES	138	58	22	12	141	49	18	8	137	71	36	11	140
Pleasantville ES	52	77	38	21	56	77	41	29	52	79	38	15	56
Poe ES	132	84	63	48	122	84	72	45	129	88	60	32	120
Port Houston ES	34	74	41	21	42	50	21	7	34	85	56	35	41
Pugh ES	58	66	36	12	40	60	25	13	57	63	21	12	40
Reagan Ed Ctr	102	55	17	8	123	62	30	11	103	57	21	5	122
Red ES	65	95	58	29	86	78	44	22	66	98	73	36	86
Reynolds ES	66	65	20	9	68	54	26	13	67	49	7	1	68
Rice School	122	82	46	22	122	81	61	39	122	84	54	24	122
River Oaks ES	95	99	94	80	103	100	93	78	94	100	99	86	104
Roberts ES	108	93	77	60	98	91	78	53	101	99	83	66	94
Robinson ES	74	55	18	5	88	56	23	5	72	82	32	10	88

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table B-2

HISD STAAR English Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

	Reading								Math							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Rodriguez ES	135	60	28	11	148	65	34	16	129	74	34	12	142	84	56	27
Rogers TH MS	59	80	78	63	80	94	88	69	61	82	70	59	80	93	84	60
Roosevelt ES	116	78	47	25	102	81	45	30	116	83	47	25	102	78	47	15
Ross ES	59	36	14	5	59	44	29	7	59	36	5	0	59	58	22	5
Rucker ES	71	66	27	14	83	59	27	11	70	77	44	19	81	80	35	19
Rusk ES	42	74	38	12	66	58	42	23	43	70	35	12	67	64	28	7
Sanchez ES	74	74	26	7	84	64	33	7	74	91	47	19	84	83	40	15
Scarborough ES	107	63	27	16	96	48	21	6	104	68	21	11	93	65	17	11
Scroggins ES	91	82	43	21	75	68	35	13	92	80	51	13	72	65	26	10
Seguin ES	84	82	36	17	84	64	37	15	84	67	26	12	89	57	27	4
Shadowbriar ES	134	74	36	18	129	58	37	20	135	66	31	11	126	54	25	9
Shadydale ES	103	56	17	11	122	53	29	8	103	73	37	15	122	70	34	16
Shearn ES	74	59	16	7	78	59	35	10	70	66	29	11	76	58	37	12
Sherman ES	93	74	32	15	95	69	36	17	92	77	34	14	95	73	39	14
Sinclair ES	60	93	57	23	67	87	63	33	59	83	56	25	68	96	65	29
Smith ES	93	66	30	12	101	53	21	6	93	69	43	12	104	59	32	5
SOAR Center	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Southmayd ES	86	57	26	9	97	72	33	16	84	80	33	11	96	83	53	20
St. George ES	86	88	60	34	83	81	57	27	79	97	56	33	82	87	54	27
Stevens ES	87	53	21	9	81	52	21	7	87	61	24	9	77	68	30	9
Sutton ES	139	56	30	19	141	67	39	15	126	83	44	25	133	84	53	23
Thompson ES	80	55	23	5	64	55	23	14	80	44	11	0	64	34	11	3
Tijerina ES	53	66	21	13	61	46	18	10	53	75	38	19	61	46	20	8
Tinsley ES	138	37	9	4	110	45	17	5	138	41	13	1	110	66	32	8
Travis ES	96	92	59	50	105	94	80	60	95	97	72	45	104	95	77	53
Twain ES	133	89	77	63	146	92	81	55	124	96	90	65	138	94	77	52
Tx Conn. Acad.	175	86	52	36	196	86	62	32	171	70	28	9	189	69	36	17
Valley West ES	113	77	42	25	130	75	53	30	112	79	45	18	130	78	50	25
Wainwright ES	86	69	19	9	91	53	31	14	82	67	24	7	92	70	40	22
Walnut Bend ES	108	59	34	19	101	59	37	22	95	74	32	13	91	66	31	15
Wesley ES	44	36	7	2	57	37	19	9	43	21	0	0	57	21	4	0
West Univ. ES	188	98	93	85	195	98	90	70	189	98	94	79	195	99	93	77
Wharton Dual Lang.	59	80	53	27	47	81	51	30	57	88	44	19	48	88	52	19
Whidby ES	58	62	26	7	71	49	27	8	59	66	25	12	68	56	21	4

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table B-2

HISD STAAR English Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5

	Reading								Math							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
White ES	97	77	41	21	120	74	48	28	95	92	65	28	116	89	55	26
Whittier ES	76	66	20	13	81	65	33	14	77	64	32	8	81	69	32	1
Wilson ES	42	86	64	33	50	74	56	30	40	98	68	35	49	80	53	20
Windsor Village ES	95	82	55	39	95	66	48	31	95	88	52	27	95	79	46	17
Woodson School	84	39	15	7	65	37	15	8	83	34	5	2	65	32	8	0
Young ES	59	53	17	14	53	49	17	4	59	54	20	3	53	58	17	2
Young Scholars	9	67	33	22	20	50	35	10	9	44	33	11	20	45	30	10
District Total	15,275	69	34	20	15,684	64	38	20	14,995	73	40	19	15,441	72	40	19

* if fewer than 5 students tested. Excludes STAAR A, L, and Alt. 2 test versions.

All data reflect the most current data available and may differ slightly from data previously reported.

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

HISD Research and Accountability

Table B-2 Page 6

Table B-3

HISD STAAR English Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 8

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	Reading								Math							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Arabic Immersion	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Attucks MS	152	48	18	7	159	64	23	8	166	67	22	2	174	49	21	2
Baylor College MS	0	---	---	---	207	100	79	40	0	---	---	---	164	95	65	23
Black MS	301	70	33	15	313	79	47	24	260	67	29	9	269	87	63	13
Briarmeadow	45	96	60	33	41	98	80	46	22	100	50	0	0	---	---	---
Burbank MS	447	76	40	19	453	80	47	19	270	81	50	5	332	86	63	15
Chrysalis MS	63	98	73	44	69	99	77	35	39	100	87	59	38	95	89	55
Clifton MS	313	74	34	14	268	78	38	13	221	65	19	0	188	73	32	4
Comm. Serv.	10	40	10	0	6	0	0	0	8	0	0	0	4	*	*	*
Cullen MS	189	49	14	5	155	56	15	3	177	47	11	1	161	21	3	0
Deady MS	276	53	19	5	237	66	28	7	195	61	19	0	162	73	34	1
Dowling MS	420	55	15	6	364	52	19	3	377	36	3	0	319	39	12	1
Edison MS	214	60	21	9	253	53	19	6	158	63	15	0	193	30	5	0
Energized MS	116	84	40	19	100	72	31	7	86	92	57	1	100	75	50	16
E-STEM Central MS	8	88	13	0	35	60	3	3	8	63	13	0	27	48	30	0
E-STEM West MS	52	90	58	35	97	96	66	26	42	64	31	0	67	87	45	18
Fleming MS	144	60	15	4	162	58	26	7	123	72	32	2	137	68	35	1
Fondren MS	298	44	14	7	228	67	27	5	216	44	5	0	174	80	46	9
Fonville MS	381	59	23	11	286	56	19	5	309	52	14	0	242	47	10	0
Forest Brook MS	301	40	9	3	304	54	14	2	270	45	10	0	258	40	13	1
Garden Oaks ES	17	100	53	29	24	88	50	29	8	13	0	0	17	65	6	0
Grady MS	182	81	50	24	174	83	52	25	120	86	46	5	123	84	47	11
Gregory-Lincoln PK-8	92	65	37	16	80	74	30	8	92	73	30	5	80	46	19	0
Hamilton MS	399	77	41	21	393	83	48	16	232	57	8	0	209	43	8	0
Harper Alt.	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Hartman MS	441	70	28	13	430	75	35	10	342	77	32	3	336	75	39	1
Henry MS	294	48	12	3	282	52	14	3	221	62	12	0	193	30	5	0
Hogg MS	230	69	30	15	215	73	35	10	193	40	9	1	138	38	7	1
Holland MS	240	62	27	13	235	57	20	5	175	58	14	0	163	63	20	1
HS Ahead MS	50	24	4	0	117	30	9	2	49	27	6	0	117	17	3	0
Inspired Acad	43	58	9	0	50	38	4	2	41	39	0	0	49	24	10	0
Jackson MS	339	57	19	8	289	63	29	6	298	48	21	4	260	59	30	5
Johnston MS	550	92	53	26	495	92	58	24	440	85	35	2	390	84	48	7
Key MS	197	43	12	3	214	54	15	3	177	31	7	0	189	43	12	1

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table B-3

HISD STAAR English Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 8

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

	Reading								Math							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Lanier MS	436	96	83	62	437	98	86	55	147	95	67	20	210	94	67	32
Las Americas MS	124	2	0	0	111	4	1	0	0	---	---	---	0	---	---	---
Leland YMCAPA	93	92	55	32	84	94	61	26	55	73	18	0	63	89	46	0
Long Acad	259	47	17	6	284	44	13	2	206	50	20	0	200	46	17	2
Mandarin Chinese ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Marshall MS	280	59	22	8	291	73	31	8	246	72	39	3	244	68	35	4
McReynolds MS	198	51	14	3	185	54	22	5	163	47	16	1	145	57	28	5
Ortiz MS	359	60	23	6	328	67	28	9	291	68	38	3	250	76	47	5
Pershing MS	562	80	45	26	485	83	50	20	417	61	18	5	379	69	37	9
Pilgrim ES	82	73	38	23	90	77	34	16	33	76	39	0	63	87	43	3
Pin Oak MS	393	93	80	59	388	98	82	52	275	92	75	33	267	94	79	30
Reagan Ed Ctr	110	63	24	10	101	66	28	8	80	46	10	0	70	33	1	0
Revere MS	424	69	33	15	406	67	33	11	318	79	40	5	270	72	43	8
Rice School	143	83	48	24	146	91	47	11	98	71	17	0	96	57	16	1
Rogers TH MS	136	92	91	82	132	94	93	74	73	86	82	47	85	91	91	75
Rusk ES	47	89	47	15	54	87	54	11	21	67	19	0	38	82	26	5
Sharpstown Intl	180	89	58	32	155	98	61	19	96	92	46	2	90	97	83	10
SOAR Center	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Stevenson MS	446	72	41	20	454	80	44	17	352	76	41	19	382	73	49	20
Sugar Grove MS	258	44	15	4	262	50	18	5	198	56	22	3	207	48	26	2
Thomas MS	167	66	16	3	150	53	13	5	133	59	16	1	122	57	31	2
Tx Conn. Acad.	401	91	60	34	428	92	63	28	387	70	32	4	403	64	31	4
Welch MS	288	62	22	7	252	63	27	6	252	60	23	0	200	52	20	3
West Briar MS	347	86	59	35	315	93	60	27	271	90	56	14	234	82	57	18
Wharton Dual Lang.	19	100	84	58	20	100	90	65	0	---	---	---	0	---	---	---
Williams MS	197	55	17	6	140	76	28	6	163	60	16	1	112	67	18	0
Wilson ES	23	96	61	39	28	89	46	18	15	67	33	7	21	71	43	10
Woodson School	148	53	14	3	103	64	23	3	131	62	18	2	81	42	12	0
Young Scholars	18	72	33	22	9	78	11	0	17	88	76	35	9	100	89	22
YWCPA	104	99	81	56	109	98	79	31	43	91	44	14	77	66	22	0
District Total	13,048	68	35	18	12,683	73	40	16	9,816	65	27	5	9,592	64	35	8

* if fewer than 5 students tested. Excludes STAAR A, L, and Alt. 2 test versions.

All data reflect the most current data available and may differ slightly from data previously reported.

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table C-1

HISD STAAR L Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Alcott ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Almeda ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Anderson ES	0	---	---	---	4	*	*	*	0	---	---	---	0	---	---	---
Arabic Immersion	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Askew ES	1	*	*	*	5	20	0	0	0	---	---	---	0	---	---	---
Atherton ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Attucks MS	0	---	---	---	0	---	---	---	1	*	*	*	0	---	---	---
Barrick ES	5	40	0	0	0	---	---	---	0	---	---	---	0	---	---	---
Bastian ES	0	---	---	---	4	*	*	*	0	---	---	---	0	---	---	---
Baylor College MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Bell ES	2	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Benavidez ES	5	0	0	0	14	7	0	0	0	---	---	---	0	---	---	---
Benbrook ES	1	*	*	*	5	60	0	0	0	---	---	---	0	---	---	---
Berry ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Black MS	0	---	---	---	0	---	---	---	14	21	0	0	14	79	29	0
Blackshear ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Bonham ES	7	0	0	0	0	---	---	---	0	---	---	---	0	---	---	---
Bonner ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Braeburn ES	2	*	*	*	5	0	0	0	0	---	---	---	0	---	---	---
Briargrove ES	12	58	25	17	8	0	0	0	0	---	---	---	0	---	---	---
Briarmeadow	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Briscoe ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Brookline ES	5	20	0	0	4	*	*	*	0	---	---	---	0	---	---	---
Browning ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Bruce ES	7	29	0	0	1	*	*	*	0	---	---	---	0	---	---	---
Burbank ES	0	---	---	---	2	*	*	*	0	---	---	---	0	---	---	---
Burbank MS	0	---	---	---	0	---	---	---	18	22	6	0	15	27	7	0
Burnet ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Burrus ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Bush ES	4	*	*	*	2	*	*	*	0	---	---	---	0	---	---	---
Cage ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Carrillo ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Chrysalis MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Clifton MS	0	---	---	---	0	---	---	---	24	29	0	0	23	13	0	0

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table C-1

HISD STAAR L Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

	5th Grade												8th Grade												
	2015				2016				2015				2016												
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	
Codwell ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Comm. Serv.	0	---	---	---	0	---	---	---	0	---	---	---	1	*	*	*	1	*	*	*	1	*	*	*	
Condit ES	8	63	13	13	5	80	40	40	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Cook ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Coop ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Cornelius ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Crespo ES	4	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Crockett ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Cullen MS	0	---	---	---	0	---	---	---	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	
Cunningham ES	8	38	0	0	5	0	0	0	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Daily ES	1	*	*	*	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Davila ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
De Chaumes ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Deady MS	0	---	---	---	0	---	---	---	26	35	4	0	22	36	5	0	22	36	5	0	22	36	5	0	
DeAnda ES	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
DeZavala ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Dogan ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Dowling MS	0	---	---	---	0	---	---	---	18	28	0	0	13	15	0	0	13	15	0	0	13	15	0	0	
Durham ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Durkee ES	3	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Edison MS	0	---	---	---	0	---	---	---	15	33	20	7	24	4	0	0	7	24	4	0	7	24	4	0	
Eliot ES	0	---	---	---	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Elmore ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Elrod ES	3	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Emerson ES	12	17	0	0	18	11	11	6	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Energized ES	0	---	---	---	9	11	0	0	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Energized MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
E-STEM Central MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	9	22	0	0	
E-STEM West MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Field ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Fleming MS	0	---	---	---	0	---	---	---	5	0	0	0	0	6	33	33	0	6	33	33	0	6	33	33	0
Foerster ES	26	38	8	0	11	9	0	0	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Fondren ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	
Fondren MS	0	---	---	---	0	---	---	---	58	9	2	0	38	3	0	0	38	3	0	0	38	3	0	0	

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table C-1

HISD STAAR L Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Fonville MS	0	---	---	---	0	---	---	---	24	4	0	0	19	37	16	0
Forest Brook MS	0	---	---	---	0	---	---	---	9	11	0	0	4	*	*	*
Foster ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Franklin ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Frost ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Gallegos ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Garcia ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Garden Oaks ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Garden Villas ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Golfcrest ES	3	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Grady MS	0	---	---	---	0	---	---	---	17	35	29	0	18	33	11	6
Gregg ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Gregory-Lincoln PK-8	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Grissom ES	0	---	---	---	2	*	*	*	0	---	---	---	0	---	---	---
Gross ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Hamilton MS	0	---	---	---	0	---	---	---	4	*	*	*	6	0	0	0
Harper Alt.	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Harris JR ES	2	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Harris RP ES	10	0	0	0	8	25	0	0	0	---	---	---	0	---	---	---
Hartman MS	0	---	---	---	0	---	---	---	15	13	0	0	15	20	0	0
Hartsfield ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Harvard ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Helms ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Henderson JP ES	2	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Henderson NQ ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Henry MS	0	---	---	---	0	---	---	---	13	46	0	0	12	0	0	0
Herod ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Herrera ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Highland Heights ES	5	20	20	0	2	*	*	*	0	---	---	---	0	---	---	---
Hilliard ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Hines-Caldwell ES	1	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Hobby ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Hogg MS	0	---	---	---	0	---	---	---	1	*	*	*	1	*	*	*
Holland MS	0	---	---	---	0	---	---	---	20	65	25	0	14	29	14	0

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table C-1

HISD STAAR L Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Horn ES	1	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
HS Ahead MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Inspired Acad	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Isaacs ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Jackson MS	0	---	---	---	0	---	---	---	12	8	0	0	10	30	10	0
Janowski ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Jefferson ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Johnston MS	0	---	---	---	0	---	---	---	2	*	*	*	7	0	0	0
Kandy Stripe	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Kashmere Gardens ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Kelso ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Kennedy ES	0	---	---	---	4	*	*	*	0	---	---	---	0	---	---	---
Ketelsen ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Key MS	0	---	---	---	0	---	---	---	6	17	0	0	5	0	0	0
Kolter ES	1	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Lanier MS	0	---	---	---	0	---	---	---	6	83	67	17	4	*	*	*
Lantrip ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Las Americas MS	35	0	0	0	32	0	0	0	124	4	0	0	109	3	0	0
Law ES	1	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Leland YMCPA	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Lewis ES	10	10	0	0	0	---	---	---	0	---	---	---	0	---	---	---
Lockhart ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Long Acad	0	---	---	---	0	---	---	---	34	29	3	0	63	21	5	0
Longfellow ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Looscan ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Love ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Lovett ES	2	*	*	*	2	*	*	*	0	---	---	---	0	---	---	---
Lyons ES	3	*	*	*	2	*	*	*	0	---	---	---	0	---	---	---
MacGregor ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Mading ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Mandarin Chinese ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Marshall ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Marshall MS	0	---	---	---	0	---	---	---	7	29	14	0	16	25	13	0
Martinez C ES	0	---	---	---	2	*	*	*	0	---	---	---	0	---	---	---

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table C-1

HISD STAAR L Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Martinez R ES	3	*	*	*	2	*	*	*	0	---	---	---	0	---	---	---
McGowen ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
McNamara ES	19	26	11	0	20	40	0	0	0	---	---	---	0	---	---	---
McReynolds MS	0	---	---	---	0	---	---	---	11	0	0	0	12	0	0	0
Memorial ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Milne ES	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Mitchell ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Montgomery ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Moreno ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Neff ES	8	50	25	0	2	*	*	*	0	---	---	---	0	---	---	---
Northline ES	4	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---
Oak Forest ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Oates ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Ortiz MS	0	---	---	---	0	---	---	---	10	10	0	0	24	79	38	8
Osborne ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Paige ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Park Place ES	5	80	80	40	2	*	*	*	0	---	---	---	0	---	---	---
Parker ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Patterson ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Peck ES	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Pershing MS	0	---	---	---	0	---	---	---	22	14	5	0	19	21	5	0
Petersen ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Pilgrim ES	13	23	8	8	13	38	8	0	10	20	10	0	3	*	*	*
Pin Oak MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Piney Point ES	2	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Pleasantville ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Poe ES	4	*	*	*	2	*	*	*	0	---	---	---	0	---	---	---
Port Houston ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Pugh ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Reagan Ed Ctr	0	---	---	---	1	*	*	*	5	20	0	0	0	---	---	---
Red ES	0	---	---	---	2	*	*	*	0	---	---	---	0	---	---	---
Revere MS	0	---	---	---	0	---	---	---	52	37	12	0	77	19	6	0
Reynolds ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Rice School	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table C-1

HISD STAAR L Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

	5th Grade												8th Grade											
	2015				2016				2015				2016											
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
River Oaks ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Roberts ES	7	86	71	43	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Robinson ES	3	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Rodriguez ES	12	75	25	17	8	63	38	13	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Rogers TH MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Roosevelt ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Ross ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Rucker ES	1	*	*	*	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Rusk ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Sanchez ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Scarborough ES	3	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Scroggins ES	0	---	---	---	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Seguin ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Shadowbriar ES	0	---	---	---	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Shadydale ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Sharpstown Intl	0	---	---	---	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Shearn ES	4	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Sherman ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Sinclair ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Smith ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
SOAR Center	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Southmayd ES	2	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
St. George ES	3	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Stevens ES	0	---	---	---	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Stevenson MS	0	---	---	---	0	---	---	---	13	46	0	0	13	23	15	0	0	---	---	0	---	---	---	
Sugar Grove MS	0	---	---	---	0	---	---	---	64	22	8	2	43	23	12	5	0	---	---	---	0	---	---	---
Sutton ES	11	36	0	0	9	22	11	0	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Thomas MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	6	0	0	0	0	---	---	---
Thompson ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Tijerina ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Tinsley ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Travis ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Twain ES	10	20	10	0	8	50	38	38	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Tx Conn. Acad.	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table C-1

HISD STAAR L Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Valley West ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Wainwright ES	3	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Walnut Bend ES	13	31	8	0	12	25	0	0	0	---	---	---	0	---	---	---
Welch MS	0	---	---	---	0	---	---	---	20	5	0	0	26	27	12	0
Wesley ES	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
West Briar MS	0	---	---	---	0	---	---	---	10	50	40	10	16	81	56	6
West Univ. ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Wharton Dual Lang.	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Whidby ES	2	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---
White ES	2	*	*	*	4	*	*	*	0	---	---	---	0	---	---	---
Whittier ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Williams MS	0	---	---	---	0	---	---	---	7	0	0	0	8	0	0	0
Wilson ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Windsor Village ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Woodson School	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Young ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Young Scholars	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
YWCPA	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
District Total	355	33	11	5	304	22	7	3	704	20	6	1	715	21	8	1

* if fewer than 5 students tested. Excludes STAAR A and Alt. 2 test versions.

All data reflect the most current data available and may differ slightly from data previously reported.

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

HISD Research and Accountability

Table C-1 Page 7

Table C-2

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Reading

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Alcott ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Almeda ES	8	0	0	0	7	0	0	0	0	---	---	---	0	---	---	---
Anderson ES	0	---	---	---	4	*	*	*	0	---	---	---	0	---	---	---
Arabic Immersion	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Askew ES	6	50	17	0	1	*	*	*	0	---	---	---	0	---	---	---
Atherton ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Attucks MS	0	---	---	---	0	---	---	---	0	---	---	---	10	0	0	0
Barrick ES	5	0	0	0	0	---	---	---	0	---	---	---	0	---	---	---
Bastian ES	8	0	0	0	3	*	*	*	0	---	---	---	0	---	---	---
Baylor College MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Bell ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Benavidez ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Benbrook ES	1	*	*	*	4	*	*	*	0	---	---	---	0	---	---	---
Berry ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Black MS	0	---	---	---	0	---	---	---	0	---	---	---	3	*	*	*
Blackshear ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Bonham ES	5	20	0	0	0	---	---	---	0	---	---	---	0	---	---	---
Bonner ES	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Braeburn ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Briargrove ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Briarmeadow	3	*	*	*	6	50	0	0	0	---	---	---	0	---	---	---
Briscoe ES	0	---	---	---	8	13	0	0	0	---	---	---	0	---	---	---
Brookline ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Browning ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Bruce ES	5	40	0	0	7	0	0	0	0	---	---	---	0	---	---	---
Burbank ES	8	0	0	0	3	*	*	*	0	---	---	---	0	---	---	---
Burbank MS	0	---	---	---	0	---	---	---	10	10	10	0	16	38	19	19
Burnet ES	8	13	0	0	0	---	---	---	0	---	---	---	0	---	---	---
Burrus ES	0	---	---	---	4	*	*	*	0	---	---	---	0	---	---	---
Bush ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Cage ES	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Carrillo ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Chrysalis MS	0	---	---	---	0	---	---	---	3	*	*	*	0	---	---	---
Clifton MS	0	---	---	---	0	---	---	---	12	17	0	0	16	0	0	0

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

Table C-2

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Reading

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Codwell ES	7	0	0	0	3	*	*	*	0	---	---	---	0	---	---	---
Comm. Serv.	0	---	---	---	0	---	---	---	0	---	---	---	1	*	*	*
Condit ES	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Cook ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Coop ES	9	22	0	0	10	10	0	0	0	---	---	---	0	---	---	---
Cornelius ES	5	20	0	0	2	*	*	*	0	---	---	---	0	---	---	---
Crespo ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Crockett ES	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Cullen MS	0	---	---	---	0	---	---	---	10	40	10	0	33	9	0	0
Cunningham ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Daily ES	0	---	---	---	9	11	0	0	0	---	---	---	0	---	---	---
Davila ES	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
De Chaumes ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Deady MS	0	---	---	---	0	---	---	---	4	*	*	*	20	10	0	0
DeAnda ES	1	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---
DeZavala ES	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Dogan ES	5	0	0	0	11	0	0	0	0	---	---	---	0	---	---	---
Dowling MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Durham ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Durkee ES	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Edison MS	0	---	---	---	0	---	---	---	1	*	*	*	2	*	*	*
Eliot ES	7	0	0	0	11	0	0	0	0	---	---	---	0	---	---	---
Elmore ES	0	---	---	---	9	0	0	0	0	---	---	---	0	---	---	---
Elrod ES	6	17	0	0	2	*	*	*	0	---	---	---	0	---	---	---
Emerson ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Energized ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Energized MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
E-STEM Central MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
E-STEM West MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Field ES	7	14	0	0	2	*	*	*	0	---	---	---	0	---	---	---
Fleming MS	0	---	---	---	0	---	---	---	15	7	0	0	2	*	*	*
Foerster ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Fondren ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Fondren MS	0	---	---	---	0	---	---	---	0	---	---	---	15	13	0	0

Table C-2

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Reading

Key	
91% – 100%	
71% – 90%	
61% – 70%	
≤ 60%	

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Fonville MS	0	---	---	---	0	---	---	---	0	---	---	---	6	0	0	0
Forest Brook MS	0	---	---	---	0	---	---	---	0	---	---	---	25	8	0	0
Foster ES	0	---	---	---	10	10	0	0	0	---	---	---	0	---	---	---
Franklin ES	1	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Frost ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Gallegos ES	0	---	---	---	6	0	0	0	0	---	---	---	0	---	---	---
Garcia ES	0	---	---	---	6	17	0	0	0	---	---	---	0	---	---	---
Garden Oaks ES	4	*	*	*	8	25	13	13	2	*	*	*	2	*	*	*
Garden Villas ES	1	*	*	*	7	14	0	0	0	---	---	---	0	---	---	---
Golfcrest ES	7	14	0	0	1	*	*	*	0	---	---	---	0	---	---	---
Grady MS	0	---	---	---	0	---	---	---	10	30	0	0	12	33	8	0
Gregg ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Gregory-Lincoln PK-8	3	*	*	*	0	---	---	---	5	20	0	0	8	13	13	13
Grissom ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Gross ES	4	*	*	*	5	0	0	0	0	---	---	---	0	---	---	---
Hamilton MS	0	---	---	---	0	---	---	---	3	*	*	*	10	10	10	10
Harper Alt.	0	---	---	---	0	---	---	---	11	9	0	0	8	13	0	0
Harris JR ES	2	*	*	*	2	*	*	*	0	---	---	---	0	---	---	---
Harris RP ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Hartman MS	0	---	---	---	0	---	---	---	17	6	0	0	9	0	0	0
Hartsfield ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Harvard ES	0	---	---	---	6	0	0	0	0	---	---	---	0	---	---	---
Helms ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Henderson JP ES	6	17	0	0	1	*	*	*	0	---	---	---	0	---	---	---
Henderson NQ ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Henry MS	0	---	---	---	0	---	---	---	6	0	0	0	11	9	0	0
Herod ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Herrera ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Highland Heights ES	5	0	0	0	3	*	*	*	0	---	---	---	0	---	---	---
Hilliard ES	13	0	0	0	11	9	0	0	0	---	---	---	0	---	---	---
Hines-Caldwell ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Hobby ES	3	*	*	*	5	20	0	0	0	---	---	---	0	---	---	---
Hogg MS	0	---	---	---	0	---	---	---	21	38	0	0	20	20	5	0
Holland MS	0	---	---	---	0	---	---	---	0	---	---	---	4	*	*	*

Table C-2

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Reading

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

	5th Grade												8th Grade					
	2015				2016				2015				2016					
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.		
Horn ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	---	---
HS Ahead MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	---	---
Inspired Acad	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	---	---
Isaacs ES	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	---	---
Jackson MS	0	---	---	---	0	---	---	---	12	17	0	0	9	11	0	0	0	0
Janowski ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	---	---
Jefferson ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---	---	---
Johnston MS	0	---	---	---	0	---	---	---	25	12	0	0	24	46	0	0	0	0
Kandy Stripe	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	---	---
Kashmere Gardens ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	---	---
Kelso ES	5	20	0	0	3	*	*	*	0	---	---	---	0	---	---	---	0	---
Kennedy ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---	0	---
Ketelsen ES	0	---	---	---	5	0	0	0	0	---	---	---	0	---	---	---	0	---
Key MS	0	---	---	---	0	---	---	---	1	*	*	*	1	*	*	*	*	*
Kolter ES	1	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---	0	---
Lanier MS	0	---	---	---	0	---	---	---	12	58	17	0	9	44	11	0	0	
Lantrip ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---
Las Americas MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---
Law ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---
Leland YMCPA	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---
Lewis ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---
Lockhart ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---
Long Acad	0	---	---	---	0	---	---	---	18	6	0	0	8	0	0	0	0	0
Longfellow ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---
Looscan ES	9	0	0	0	7	0	0	0	0	---	---	---	0	---	---	---	0	---
Love ES	5	40	0	0	0	---	---	---	0	---	---	---	0	---	---	---	0	---
Lovett ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---
Lyons ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---	0	---
MacGregor ES	2	*	*	*	2	*	*	*	0	---	---	---	0	---	---	---	0	---
Mading ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---
Mandarin Chinese ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---
Marshall ES	6	0	0	0	8	0	0	0	0	---	---	---	0	---	---	---	0	---
Marshall MS	0	---	---	---	0	---	---	---	23	9	0	0	14	14	0	0	0	0
Martinez C ES	7	43	0	0	4	*	*	*	0	---	---	---	0	---	---	---	0	---

Table C-2

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Reading

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Martinez R ES	0	---	---	---	6	17	0	0	0	---	---	---	0	---	---	---
McGowen ES	3	*	*	*	0	---	---	---	0	---	---	0	---	---	---	---
McNamara ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
McReynolds MS	0	---	---	---	0	---	---	---	3	*	*	*	11	0	0	0
Memorial ES	0	---	---	---	1	*	*	*	0	---	---	0	---	---	---	---
Milne ES	3	*	*	*	4	*	*	*	0	---	---	0	---	---	---	---
Mitchell ES	0	---	---	---	3	*	*	*	0	---	---	0	---	---	---	---
Montgomery ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Moreno ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Neff ES	2	*	*	*	0	---	---	---	0	---	---	0	---	---	---	---
Northline ES	5	0	0	0	2	*	*	*	0	---	---	0	---	---	---	---
Oak Forest ES	3	*	*	*	4	*	*	*	0	---	---	0	---	---	---	---
Oates ES	7	14	0	0	3	*	*	*	0	---	---	0	---	---	---	---
Ortiz MS	0	---	---	---	0	---	---	---	0	---	---	9	0	0	0	0
Osborne ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Paige ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Park Place ES	1	*	*	*	10	10	0	0	0	---	---	0	---	---	---	---
Parker ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Patterson ES	7	0	0	0	4	*	*	*	0	---	---	0	---	---	---	---
Peck ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Pershing MS	0	---	---	---	0	---	---	---	0	---	---	4	*	*	*	*
Petersen ES	0	---	---	---	2	*	*	*	0	---	---	0	---	---	---	---
Pilgrim ES	5	40	0	0	4	*	*	*	1	*	*	*	1	*	*	*
Pin Oak MS	0	---	---	---	0	---	---	---	4	*	*	3	*	*	*	*
Piney Point ES	11	9	0	0	10	10	0	0	0	---	---	0	---	---	---	---
Pleasantville ES	2	*	*	*	2	*	*	*	0	---	---	0	---	---	---	---
Poe ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Port Houston ES	1	*	*	*	1	*	*	*	0	---	---	0	---	---	---	---
Pugh ES	0	---	---	---	1	*	*	*	0	---	---	0	---	---	---	---
Reagan Ed Ctr	0	---	---	---	3	*	*	*	4	*	*	*	19	5	0	0
Red ES	3	*	*	*	0	---	---	---	0	---	---	0	---	---	---	---
Revere MS	0	---	---	---	0	---	---	---	12	0	0	0	6	33	0	0
Reynolds ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Rice School	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---

Table C-2

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Reading

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
River Oaks ES	6	50	17	0	7	86	57	14	0	---	---	---	0	---	---	---
Roberts ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Robinson ES	4	*	*	*	9	0	0	0	0	---	---	---	0	---	---	---
Rodriguez ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Rogers TH MS	1	*	*	*	0	---	---	---	0	---	---	---	2	*	*	*
Roosevelt ES	0	---	---	---	5	20	0	0	0	---	---	---	0	---	---	---
Ross ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Rucker ES	0	---	---	---	3	*	*	*	0	---	---	---	0	---	---	---
Rusk ES	1	*	*	*	2	*	*	*	0	---	---	---	0	---	---	---
Sanchez ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Scarborough ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Scroggins ES	2	*	*	*	8	0	0	0	0	---	---	---	0	---	---	---
Seguin ES	7	29	0	0	12	8	0	0	0	---	---	---	0	---	---	---
Shadowbriar ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Shadydale ES	9	0	0	0	0	---	---	---	0	---	---	---	0	---	---	---
Sharpstown Intl	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Shearn ES	0	---	---	---	5	0	0	0	0	---	---	---	0	---	---	---
Sherman ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Sinclair ES	3	*	*	*	9	11	0	0	0	---	---	---	0	---	---	---
Smith ES	0	---	---	---	11	0	0	0	0	---	---	---	0	---	---	---
SOAR Center	1	*	*	*	1	*	*	*	1	*	*	*	0	---	---	---
Southmayd ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
St. George ES	4	*	*	*	5	0	0	0	0	---	---	---	0	---	---	---
Stevens ES	2	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---
Stevenson MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Sugar Grove MS	0	---	---	---	0	---	---	---	0	---	---	---	5	0	0	0
Sutton ES	1	*	*	*	6	0	0	0	0	---	---	---	0	---	---	---
Thomas MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Thompson ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Tijerina ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Tinsley ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Travis ES	3	*	*	*	6	50	17	0	0	---	---	---	0	---	---	---
Twain ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Tx Conn. Acad.	0	---	---	---	2	*	*	*	0	---	---	---	1	*	*	*

Table C-2

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Reading

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Valley West ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Wainwright ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Walnut Bend ES	10	20	10	0	3	*	*	*	0	---	---	---	0	---	---	---
Welch MS	0	---	---	---	0	---	---	---	11	9	0	0	21	14	0	0
Wesley ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
West Briar MS	0	---	---	---	0	---	---	---	15	7	0	0	16	44	6	0
West Univ. ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Wharton Dual Lang.	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Whidby ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
White ES	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Whittier ES	0	---	---	---	3	*	*	*	0	---	---	---	0	---	---	---
Williams MS	0	---	---	---	0	---	---	---	0	---	---	---	18	0	0	0
Wilson ES	1	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Windsor Village ES	2	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---
Woodson School	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Young ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Young Scholars	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
YWCPA	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
District Total	349	14	1	1	383	9	3	1	272	17	2	0	414	15	2	1

* if fewer than 5 students tested. Excludes STAAR L and Alt. 2 test versions.

All data reflect the most current data available and may differ slightly from data previously reported.

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

HISD Research and Accountability

Table C-2 Page 7

Table C-3

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Alcott ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Almeda ES	8	0	0	0	7	14	0	0	0	---	---	---	0	---	---	---
Anderson ES	0	---	---	---	4	*	*	*	0	---	---	---	0	---	---	---
Arabic Immersion	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Askew ES	6	33	0	0	1	*	*	*	0	---	---	---	0	---	---	---
Atherton ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Attucks MS	0	---	---	---	0	---	---	---	0	---	---	---	10	0	0	0
Barrick ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Bastian ES	8	0	0	0	3	*	*	*	0	---	---	---	0	---	---	---
Baylor College MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Bell ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Benavidez ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Benbrook ES	1	*	*	*	4	*	*	*	0	---	---	---	0	---	---	---
Berry ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Black MS	0	---	---	---	0	---	---	---	0	---	---	---	3	*	*	*
Blackshear ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Bonham ES	5	20	0	0	0	---	---	---	0	---	---	---	0	---	---	---
Bonner ES	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Braeburn ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Briargrove ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Briarmeadow	3	*	*	*	6	67	33	0	0	---	---	---	0	---	---	---
Briscoe ES	0	---	---	---	8	13	0	0	0	---	---	---	0	---	---	---
Brookline ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Browning ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Bruce ES	5	20	0	0	7	0	0	0	0	---	---	---	0	---	---	---
Burbank ES	6	33	0	0	3	*	*	*	0	---	---	---	0	---	---	---
Burbank MS	0	---	---	---	0	---	---	---	14	14	7	7	16	31	25	0
Burnet ES	8	0	0	0	0	---	---	---	0	---	---	---	0	---	---	---
Burrus ES	0	---	---	---	5	0	0	0	0	---	---	---	0	---	---	---
Bush ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Cage ES	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Carrillo ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Chrysalis MS	0	---	---	---	0	---	---	---	3	*	*	*	0	---	---	---
Clifton MS	0	---	---	---	0	---	---	---	12	25	0	0	16	0	0	0

Table C-3

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Codwell ES	6	33	17	0	3	*	*	*	0	---	---	---	0	---	---	---
Comm. Serv.	0	---	---	---	0	---	---	---	0	---	---	---	1	*	*	*
Condit ES	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Cook ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Coop ES	10	20	0	0	10	0	0	0	0	---	---	---	0	---	---	---
Cornelius ES	5	20	0	0	2	*	*	*	0	---	---	---	0	---	---	---
Crespo ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Crockett ES	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Cullen MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Cunningham ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Daily ES	0	---	---	---	9	22	0	0	0	---	---	---	0	---	---	---
Davila ES	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
De Chaumes ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Deady MS	0	---	---	---	0	---	---	---	4	*	*	*	18	11	0	0
DeAnda ES	2	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---
DeZavala ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Dogan ES	4	*	*	*	11	0	0	0	0	---	---	---	0	---	---	---
Dowling MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Durham ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Durkee ES	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Edison MS	0	---	---	---	0	---	---	---	1	*	*	*	2	*	*	*
Eliot ES	7	14	14	0	11	18	0	0	0	---	---	---	0	---	---	---
Elmore ES	0	---	---	---	9	0	0	0	0	---	---	---	0	---	---	---
Elrod ES	6	33	0	0	2	*	*	*	0	---	---	---	0	---	---	---
Emerson ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Energized ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Energized MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
E-STEM Central MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
E-STEM West MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Field ES	7	0	0	0	2	*	*	*	0	---	---	---	0	---	---	---
Fleming MS	0	---	---	---	0	---	---	---	14	14	0	0	0	---	---	---
Foerster ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Fondren ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Fondren MS	0	---	---	---	0	---	---	---	0	---	---	---	15	7	7	0

Table C-3

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Fonville MS	0	---	---	---	0	---	---	---	0	---	---	---	6	0	0	0
Forest Brook MS	0	---	---	---	0	---	---	---	0	---	---	---	25	8	0	0
Foster ES	0	---	---	---	11	0	0	0	0	---	---	---	0	---	---	---
Franklin ES	1	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Frost ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Gallegos ES	0	---	---	---	6	33	0	0	0	---	---	---	0	---	---	---
Garcia ES	0	---	---	---	6	0	0	0	0	---	---	---	0	---	---	---
Garden Oaks ES	6	33	17	0	8	38	13	0	2	*	*	*	2	*	*	*
Garden Villas ES	0	---	---	---	8	0	0	0	0	---	---	---	0	---	---	---
Golfcrest ES	6	17	0	0	1	*	*	*	0	---	---	---	0	---	---	---
Grady MS	0	---	---	---	0	---	---	---	8	13	0	0	13	31	0	0
Gregg ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Gregory-Lincoln PK-8	3	*	*	*	0	---	---	---	5	0	0	0	8	25	0	0
Grissom ES	1	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Gross ES	3	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---
Hamilton MS	0	---	---	---	0	---	---	---	3	*	*	*	10	10	0	0
Harper Alt.	0	---	---	---	0	---	---	---	11	0	0	0	7	0	0	0
Harris JR ES	2	*	*	*	2	*	*	*	0	---	---	---	0	---	---	---
Harris RP ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Hartman MS	0	---	---	---	0	---	---	---	18	6	0	0	8	13	0	0
Hartsfield ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Harvard ES	0	---	---	---	6	0	0	0	0	---	---	---	0	---	---	---
Helms ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Henderson JP ES	6	17	17	0	1	*	*	*	0	---	---	---	0	---	---	---
Henderson NQ ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Henry MS	0	---	---	---	0	---	---	---	7	14	0	0	9	0	0	0
Herod ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Herrera ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Highland Heights ES	6	0	0	0	3	*	*	*	0	---	---	---	0	---	---	---
Hilliard ES	14	14	0	0	11	9	9	0	0	---	---	---	0	---	---	---
Hines-Caldwell ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Hobby ES	3	*	*	*	4	*	*	*	0	---	---	---	0	---	---	---
Hogg MS	0	---	---	---	0	---	---	---	19	26	0	0	20	15	0	0
Holland MS	0	---	---	---	0	---	---	---	0	---	---	---	4	*	*	*

Table C-3

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key
91% – 100%
71% – 90%
61% – 70%
≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Horn ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
HS Ahead MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Inspired Acad	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Isaacs ES	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Jackson MS	0	---	---	---	0	---	---	---	17	0	0	0	9	11	0	0
Janowski ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Jefferson ES	0	---	---	---	3	*	*	*	0	---	---	---	0	---	---	---
Johnston MS	0	---	---	---	0	---	---	---	27	7	4	0	26	27	4	0
Kandy Stripe	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Kashmere Gardens ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Kelso ES	5	0	0	0	3	*	*	*	0	---	---	---	0	---	---	---
Kennedy ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Ketelsen ES	0	---	---	---	5	0	0	0	0	---	---	---	0	---	---	---
Key MS	0	---	---	---	0	---	---	---	0	---	---	---	2	*	*	*
Kolter ES	1	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---
Lanier MS	0	---	---	---	0	---	---	---	13	54	31	0	9	33	11	0
Lantrip ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Las Americas MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Law ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Leland YMCPA	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Lewis ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Lockhart ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Long Acad	0	---	---	---	0	---	---	---	19	11	0	0	8	13	0	0
Longfellow ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Looscan ES	10	60	0	0	7	0	0	0	0	---	---	---	0	---	---	---
Love ES	5	0	0	0	0	---	---	---	0	---	---	---	0	---	---	---
Lovett ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Lyons ES	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
MacGregor ES	3	*	*	*	2	*	*	*	0	---	---	---	0	---	---	---
Mading ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Mandarin Chinese ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Marshall ES	6	0	0	0	8	13	0	0	0	---	---	---	0	---	---	---
Marshall MS	0	---	---	---	0	---	---	---	25	32	4	0	14	7	7	0
Martinez C ES	4	*	*	*	5	0	0	0	0	---	---	---	0	---	---	---

Table C-3

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Martinez R ES	0	---	---	---	6	17	0	0	0	---	---	---	0	---	---	---
McGowen ES	3	*	*	*	0	---	---	---	0	---	---	0	---	---	---	---
McNamara ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
McReynolds MS	0	---	---	---	0	---	---	---	3	*	*	*	11	9	0	0
Memorial ES	0	---	---	---	1	*	*	*	0	---	---	0	---	---	---	---
Milne ES	5	20	0	0	4	*	*	*	0	---	---	0	---	---	---	---
Mitchell ES	0	---	---	---	3	*	*	*	0	---	---	0	---	---	---	---
Montgomery ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Moreno ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Neff ES	2	*	*	*	0	---	---	---	0	---	---	0	---	---	---	---
Northline ES	5	0	0	0	2	*	*	*	0	---	---	0	---	---	---	---
Oak Forest ES	1	*	*	*	4	*	*	*	0	---	---	0	---	---	---	---
Oates ES	6	33	0	0	0	---	---	---	0	---	---	0	---	---	---	---
Ortiz MS	0	---	---	---	0	---	---	---	0	---	---	9	0	0	0	0
Osborne ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Paige ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Park Place ES	1	*	*	*	10	20	0	0	0	---	---	0	---	---	---	---
Parker ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Patterson ES	2	*	*	*	1	*	*	*	0	---	---	0	---	---	---	---
Peck ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Pershing MS	0	---	---	---	0	---	---	---	0	---	---	3	*	*	*	*
Petersen ES	0	---	---	---	2	*	*	*	0	---	---	0	---	---	---	---
Pilgrim ES	3	*	*	*	4	*	*	*	1	*	*	4	*	*	*	*
Pin Oak MS	0	---	---	---	0	---	---	---	3	*	*	3	*	*	*	*
Piney Point ES	12	17	0	0	10	10	0	0	0	---	---	0	---	---	---	---
Pleasantville ES	2	*	*	*	2	*	*	*	0	---	---	0	---	---	---	---
Poe ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Port Houston ES	1	*	*	*	1	*	*	*	0	---	---	0	---	---	---	---
Pugh ES	0	---	---	---	1	*	*	*	0	---	---	0	---	---	---	---
Reagan Ed Ctr	0	---	---	---	3	*	*	*	5	0	0	19	0	0	0	0
Red ES	3	*	*	*	0	---	---	---	0	---	---	0	---	---	---	---
Revere MS	0	---	---	---	0	---	---	---	14	21	7	0	6	33	0	0
Reynolds ES	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---
Rice School	0	---	---	---	0	---	---	---	0	---	---	0	---	---	---	---

Table C-3

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
River Oaks ES	7	57	57	14	6	67	33	0	0	---	---	---	0	---	---	---
Roberts ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Robinson ES	3	*	*	*	8	13	0	0	0	---	---	---	0	---	---	---
Rodriguez ES	0	---	---	---	1	*	*	*	0	---	---	---	0	---	---	---
Rogers TH MS	0	---	---	---	0	---	---	---	0	---	---	---	2	*	*	*
Roosevelt ES	0	---	---	---	5	20	20	0	0	---	---	---	0	---	---	---
Ross ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Rucker ES	0	---	---	---	3	*	*	*	0	---	---	---	0	---	---	---
Rusk ES	1	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Sanchez ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Scarborough ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Scroggins ES	1	*	*	*	8	13	0	0	0	---	---	---	0	---	---	---
Seguin ES	7	14	0	0	7	0	0	0	0	---	---	---	0	---	---	---
Shadowbriar ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Shadydale ES	9	11	0	0	0	---	---	---	0	---	---	---	0	---	---	---
Sharpstown Intl	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Shearn ES	0	---	---	---	5	20	0	0	0	---	---	---	0	---	---	---
Sherman ES	2	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Sinclair ES	3	*	*	*	8	13	0	0	0	---	---	---	0	---	---	---
Smith ES	0	---	---	---	8	0	0	0	0	---	---	---	0	---	---	---
SOAR Center	1	*	*	*	1	*	*	*	1	*	*	*	0	---	---	---
Southmayd ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
St. George ES	8	63	25	0	5	0	0	0	0	---	---	---	0	---	---	---
Stevens ES	2	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---
Stevenson MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Sugar Grove MS	0	---	---	---	0	---	---	---	0	---	---	---	4	*	*	*
Sutton ES	4	*	*	*	5	20	0	0	0	---	---	---	0	---	---	---
Thomas MS	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Thompson ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Tijerina ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Tinsley ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Travis ES	3	*	*	*	6	17	0	0	0	---	---	---	0	---	---	---
Twain ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Tx Conn. Acad.	0	---	---	---	2	*	*	*	0	---	---	---	1	*	*	*

Table C-3

HISD STAAR Accommodated Only by Campus: 2015 and 2016 (1st Administration)

Percent Met Standard: Phase-in 1, 2016 Progression, Final Recommended, and Advanced Standards

All Students - Grade 5 and 8 Math

Key			
91% – 100%	71% – 90%	61% – 70%	≤ 60%

	5th Grade								8th Grade							
	2015				2016				2015				2016			
	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.	# Tested	% Met Phase-in 1	% Met Rec.	% Met Adv.	# Tested	% Met 2016 Std.	% Met Rec.	% Met Adv.
Valley West ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Wainwright ES	4	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Walnut Bend ES	10	30	0	0	2	*	*	*	0	---	---	---	0	---	---	---
Welch MS	0	---	---	---	0	---	---	---	11	9	0	0	21	0	0	0
Wesley ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
West Briar MS	0	---	---	---	0	---	---	---	16	6	0	0	15	40	0	0
West Univ. ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Wharton Dual Lang.	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Whidby ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
White ES	3	*	*	*	0	---	---	---	0	---	---	---	0	---	---	---
Whittier ES	0	---	---	---	3	*	*	*	0	---	---	---	0	---	---	---
Williams MS	0	---	---	---	0	---	---	---	0	---	---	---	17	0	0	0
Wilson ES	2	*	*	*	1	*	*	*	0	---	---	---	0	---	---	---
Windsor Village ES	2	*	*	*	3	*	*	*	0	---	---	---	0	---	---	---
Woodson School	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Young ES	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
Young Scholars	0	---	---	---	0	---	---	---	1	*	*	*	0	---	---	---
YWCPA	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---
District Total	341	20	4	0	366	12	2	0	277	16	3	0	376	12	2	0

* if fewer than 5 students tested. Excludes STAAR L and Alt. 2 test versions.

All data reflect the most current data available and may differ slightly from data previously reported.

Source: TEA-Pearson-ETS STAAR Student Data Files; 1st Administration Only

HISD Research and Accountability

Table C-3 Page 7



Karen G. Rue
President
Northwest ISD

Kevin Brown
President-Elect
Alamo Heights ISD

Buck Gilcrease
Vice-President
Alvin ISD

Alton L. Frailey
Past President
Katy ISD

Daniel Treviño, Jr.
Mercedes ISD, 1

Troy Mircovich
Ingleside ISD, 2

Jeanette Winn
Karnes City ISD, 3

Trish Hanks
Friendswood ISD, 4

Shannon Holmes
Hardin-Jefferson ISD, 5

Morris Lyon
North Zulch ISD, 6

Fred Hayes
Nacogdoches ISD, 7

Rex Burks
Simms ISD, 8

Dennis Bennett
Jacksboro ISD, 9

Alfred Ray
Duncanville ISD, 10

Gayle Stinson
Lake Dallas ISD, 11

John Craft
Killeen ISD, 12

Douglas Killian
Hutto ISD, 13

Joey Light
Wylie ISD, 14

Aaron Hood
Robert Lee ISD, 15

Robert McLain
Channing ISD, 16

Kevin Spiller
Seagraves ISD, 17

Andrew Peters
Marfa ISD, 18

Jose G. Franco
Fort Hancock ISD, 19

Brian T. Woods
Northside ISD, 20

Elizabeth Clark
Birdville ISD, At-Large

Clark Ealy
College Station ISD,
At-Large

LaTonya Goffney
Lufkin ISD, At-Large

Al Hambrick
Sherman ISD, At-Large

Greg Smith
Clear Creek ISD,
Legislative Chair

Johnny L. Veselka
Executive Director

Texas Association of School Administrators

406 East 11th Street • Austin, TX 78701-2617 • 512.477.6361, 800.725.TASA (8272) • Fax: 512.482.8658 • www.TASAnet.org

May 10, 2016

Mr. Mike Morath
Commissioner of Education
1701 N. Congress Avenue
Austin, Texas 78701

Dear Commissioner Morath:

We appreciate your recent response to certain STAAR testing irregularities as “unacceptable,” and your ongoing discussions with superintendents statewide. As you know from news reports and several summary reports that have already been shared with you, school districts across the state have reported countless problems with the recent STAAR administrations. I am sure you are aware of many of the issues described below, but we wanted to share the input we received from superintendents and testing coordinators across the state.

Years of testing millions of Texas students have shown that some issues will always arise and are inevitable. What is unprecedented this year is the scope and magnitude of issues associated with the STAAR administration that affect students, teachers, and administrators. The high-stakes nature of standardized testing requires that the state ensure, at a minimum, that assessments are valid and reliable, that appropriate testing procedures are in place and testing materials are secure, that those grading the assessments are qualified and available, and that student data is secure.

The numerous testing irregularities reported this year do not encourage confidence in the accuracy of student scores, the fairness of the administration across all student populations, or in the security of student identifiable information. Assigning accountability ratings based on such data will only compound the situation and will not reflect a true snapshot of either Texas students or schools.

We believe the continued use of the assessments with the array of issues associated with them will negatively affect state accountability ratings and the perception of our schools.

If the state continues to use these tests for grade promotion, graduation, and accountability purposes, then it must ensure they are administered properly with appropriate security measures in place. The state must be able to make assurances as to the security and reliability of the tests, the integrity of the process for delivering the tests and accompanying materials, the protection of student data, and the accuracy of test results reported back to districts.

Building upon the recent survey of districts in Region 4, TASA has gathered information from districts across the state on the recent testing incidents in an effort to provide a detailed picture of the serious flaws in the current testing system. Below is a sampling of the information we have received. We have summarized our findings into five categories.

I. Data Validity and Security

Maintaining the security and confidentiality of testing materials is critical for ensuring valid test results and ensuring equity in testing opportunities for students. TEA has developed test security manuals and a test security supplement to ensure districts are consistent in gathering, handling, administering, and shipping testing materials. Certain district staff is required to sign oaths of testing security and confidentiality, and violations of these procedures can result in staff being subject to sanctions or loss of certification.

With the extensive security required for local district staff, it was alarming to find numerous occasions in which the state testing contractor did not follow the same stringent guidelines required at the district level. Key responses related to data validity and security are included below.

- Some districts received test results for students not enrolled in their districts and did not receive results for students in their own districts.
- There were too many scores of “0” for short answer questions, and the justifications for those scores were not acceptable.
- ETS staff was unaware that some districts received extra answer booklets — an indication that appropriate inventory control measures were lacking.
- ETS staff appeared unaware of the importance of the chain of custody in accounting for materials.
- Demographic information and names were incorrect on the pre-coded answer documents.
- Students’ STAAR-A Algebra I end-of-course (EOC) exams were scored as STAAR EOCs. Scores had not been corrected weeks later.
- Student results were missing from the December and March campus reports. Many of the students with missing results from the December administration had to retest in March as it was still unknown if they had passed the previous test.
- Districts did not receive Confidential Student Reports (CSRs) for some students, received other reports late, and, in some cases, received multiple CSRs for one student.
- District personnel were told by ETS to plan on retesting when grades 5 and 8 results were missing and ETS could not guarantee the student results would be found before the retest.
- Students were concerned with online testing glitches so they took extra time to complete their answers. Students marked answers and wrote essays and then had to resubmit lost work. Responses show concern that the data might not be valid. For example, did the system record the first essay a student wrote that was lost? OR, was the second essay the student wrote the essay of record? Neither ETS nor TEA could confirm.
- ETS sent testing materials with no staff designation, no “confidential materials” labels, and so poorly packed that materials could be seen through the packaging.
- Student data files and scores were missing or incorrect. Some districts received multiple scoring documents for the same student with different scores.

- Districts followed procedure and contacted ETS to let them know when students' names were misspelled or other student information was incorrect. ETS instructed district staff to change the data in the key fields themselves with no reassurance that ETS and TEA would have the updated information.
- The demographic information on a Summary Report was incorrect for a campus.
- One district reported that approximately one-third of its schools found discrepancies when comparing the answer documents submitted and the information returned via data files.
- The ETS system lacks the ability for test administrators to verify that students have answered each online question.
- There was widespread concern with the accuracy of STAAR-A data (e.g., one report indicated that certain students had passed the test, but a later report indicated that those same students had not passed the test).
- ETS posted some fifth- and eighth-grade data files according to schedule, but the files were blank. By the time the districts got the information three days later, many students missed out on needed targeted instruction.
- Some districts reported receiving emails from ETS with personal student information in the subject line and body of the email (Social Security numbers, PEIMS numbers, dates of birth). In some instances, this student information was not even for students enrolled in the district. ETS directed these districts to delete the emails containing the sensitive student information.

II. Online Testing

The responses throughout all 20 regions of the state related to the ETS online testing system consistently indicated that the system lacked capacity for statewide testing both before, during, and after the actual test administrations. This led to a particularly frustrating experience for students whose ARD committees had determined that the STAAR-A was the most appropriate testing option. Many of these students were unable to access the STAAR-A, or if they did have access, the accommodation tools did not work efficiently or did not work at all. There was also widespread concern expressed for those students who needed to pass the online STAAR-A EOC exams in order to graduate, but were prevented from doing so as a result of online system problems. Responses related to online testing are included below.

- ETS did not provide sufficient training on how to use the online system to district staff. ETS customer support staff gave inconsistent, inaccurate, or inadequate responses to district personnel. One response noted that when ETS support staff were contacted after the online system crashed the day before student testing began the staff they spoke with “*were bewildered and unaware.*”
- ETS did not provide adequate practice and preparation to students on the use of accommodation tools available with STAAR-A. Online tutorials were unavailable to many. As noted, “*There are only 2 practice questions and children need more practice with online tools before the test, just as they do with any classroom accommodation/tool.*”
- STAAR-A online accommodations did not work well or did not work at all (e.g., text-to-speech tool, pencil tool, highlighter tool, and graphing tool). In addition, the oral administration feature was “*too fast, would fade in and out, mispronounced words, and had speech boxes that*

disappeared.” Or as another response indicated, “the computerized voice reads the wrong words (e.g., will substitute “a” for “the,” etc.).”

- STAAR-A, STAAR-L, and STAAR student responses were lost, erased, or disappeared. Often the system indicated that a student was still “actively” taking the test even after the student had completed the test and submitted his/her responses. Students were logged out of the test and unable to regain access. Individual student test scores were missing altogether from rosters. Students took the STAAR-L but their results indicated they were scored as STAAR-A (and vice versa). *“I was told by TEA to have students go back the same day and answer questions lost. So how is TEA/ETS going to know we had trouble or who those kids were? How valid are those scores?”*
- Some students were never able to access the STAAR-A as the ARD prescribed, causing the most immediate harm to those needing to pass a STAAR-A EOC in order to graduate. *“We were completely unable to test online, which will prevent seniors from the opportunity to graduate in May because their results will not be available.”*
- The TEA test administration instruction manual mandates monitoring of a student’s progress, but the ETS system didn’t allow this; therefore, there was no way to track student progress or to verify that all answers were complete. This added to the confusion and made it difficult to discern the cause of the problems. For example, had a student answered all of the questions that were then lost in cyberspace? This also initiated the belief that there were other problems that invalidated student responses that were not detected by district staff, TEA, or ETS. As noted, *“I do not trust the results from the online testing we did in March. I THINK we only had 5 students who had issues with the online tests, but not confident that will be accurate.”*
- Student distress at having to answer questions and write compositions numerous times, and observing similar struggles their peers were encountering, sometimes over several days, was noted numerous times. *“These testing anomalies were enough of a distraction to this group of already lower performing students to skew any validity of these tests.”*
- The ETS online system was not prepared to effectively account for students who had transferred from one district to another, making it particularly difficult for a receiving district that struggled to get information from the student’s former school district in time for a student to test. *“When I had to enroll a student who was late coming to our district, I had to enroll her in only online tests even though two of the tests would be paper. So now I have a student who shows to be testing online who won’t even be logging in. ETS reps told me to select any online test because it doesn’t matter.”*

III. Communications

While a few districts reported no issues with regard to communication with ETS and TEA, the vast majority of districts reported problems as summarized below.

- Many districts expressed concerns with the excessive amount time they spent on hold on the telephone with ETS (30 minutes, 2 hours, 5 hours). Some districts reported being disconnected after extensive time on hold or going directly to voicemail.
- Districts received conflicting information. ETS would advise one way, and TEA would advise another.

- Tier 1 responders were unable to answer many questions after district staff was placed on hold for extended time periods. Then they would be forwarded to Tier 2 and sometimes Tier 3 responders.
- ETS would say they would call back with answers and never did.
- Reports of ETS customer service ranged from polite and helpful to unsure and rude.
- There were support ticket (case number) issues but districts received no return/follow-up calls from ETS on how to resolve the problems.
- ETS representatives gave inconsistent or inaccurate information/answers.
- ETS staff was unable to track testing materials in the shipping process.
- The ETS system did not have the capacity for district staff to locate historical student data and test history from Pearson.
- ETS representatives were unfamiliar with the Texas assessment system, thus unable to provide adequate support to school districts.
- Many districts reported that the ETS website was not user-friendly and was difficult and time-consuming to navigate.
- The entire ETS online system crashed a day prior to the test administration.
- ETS call hours were not on Central time and therefore ETS staff often was not available to assist Texas educators when needed.
- ETS provided no advance notice of shipments and no pallet detail lists.
- Many districts were frustrated because the ETS system did not allow campus professionals to view student-testing history as they had been able to in the past.

IV. Shipping Materials

Responses related to shipping materials are included below.

- Test booklets were shipped to the incorrect address, and in many cases, to the wrong school district or campus. Campus testing materials in some cases were mixed with materials for another campus, and materials were not properly labeled for campus distribution.
- Testing materials did not arrive in a timely manner, and, in some cases, they arrived damaged in damaged boxes. Some boxes were not properly labeled. (In one district, secure testing materials were delivered in a Home Depot box.) Tracking numbers did not match tracking numbers in the ETS online system.
- It was difficult for districts to track shipments. Staff was unable to get answers from ETS regarding materials received for another district.

- Districts experienced significant delays in receiving Braille materials. ETS was unable to locate orders. Materials were shipped in unmarked boxes and therefore opened by individuals without security training.
- Secure materials were left at wrong locations. The packaging was not clearly marked or labeled. There were too many unnecessary packages with little or no information included.
- There was difficulty in getting answers or return calls regarding missing or delayed shipments.

V. Other Issues

Other responses highlighted issues that seemed to be most detrimental to students. It was noted by many that in the 10 to 30 years they had spent working through various iterations of the state test, the problems with this year's tests were the most egregious. Responses overwhelmingly indicated that the myriad of problems before, during, and after testing brought into question the validity, accuracy, and security of student results. A brief summary of those issues is included below.

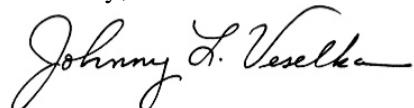
- Student score reports that were missing were still not received by districts weeks after testing was concluded, causing anxiety for students and their parents. As noted, “*We are very disappointed, and we expect to hold kids accountable when the system has failed them?*”
- There was not a process for verifying updates or corrections to students’ data, identification, testing history, etc. Also, since the TELPAS and STAAR-A have different platforms, it was asked “*How will it be confirmed that all student data is up to date across the board?*” Another example of information not being up to date identified students who had already taken a test in December, but were shown to be taking the test for the first time in March.
- Many indicated there were serious quality control problems such as social studies and science test columns flipped, answer document paper that was too thin and easily torn, files that were not pre-coded, non-standard shipping boxes, and delays in receipt of test materials.
- Some noted that items pertinent to testing were never made available. For example, “*ETS was supposed to develop a teacher portal where districts could access student testing history. This still hasn't happened.*”
- There was grave concern that student outcomes negatively affected by the flawed online test environment will be masked. “*We are very concerned that the scope of students affected will not be reflected in any data file. Testing sessions that were interrupted may appear to be complete, when they were actually compromised by excessive anxiety on part of the students.*”
- Several survey respondents noted that students in special populations were not reported, or not reported accurately, including gifted and talented (GT), special education, and Limited English Proficient students. “*Our 5th grade reports had zero GT students, when we actually have 35 GT students.*”
- Grave concerns were expressed that high school students who are dependent on the test results to graduate were completely let down by the system due to scoring errors. “*Some were failed that actually passed, and the May results will not arrive until after graduation.*” Other problems included test administration errors, or poorly constructed procedures to register transfer students. For example, a student on track to graduate enrolled in a new district immediately prior to the December 2015 EOC administration. The receiving district struggled to get test history in time to

register the student as needed for the EOC. In another case, a district had five December tests rescored, and the rescores showed that one student had actually passed the English I EOC. This caused the teachers, students, and parents to have lack of faith in the system.

- Several questioned the validity and reliability of the March STAAR grade 8 reading and math tests because students who “*historically and consistently reach Level III-Advanced*” did not do so on this administration.
- District testing coordinators could not register transfer students without contact and approval of the students’ previous districts (previously the process allowed the district testing coordinator to register a new student). Frustration was expressed that campus testing coordinators could no longer access student test history at all.
- Test administrators who are already instructed to monitor for cheating, unallowable items, and other important issues were told to document the time a student took to stretch in one-minute segments, and to document the amount of time a restroom break took.
- Expectations for district staff continue to rise, yet many felt TEA and ETS were not being held to the same standard. As one response noted, “*We would be required to do a needs assessment, an improvement plan, a plan of action, and tons of paperwork for years trying to explain what had happened and how we were going to fix it.*”
- This survey response sums up the comments in this category well: “*Our main concern is the way these issues have and will negatively impact our students and community, not only on accountability ratings but on the already controversial idea of testing and how it affects the well-being of our children. With the expectation on districts to hold the test with high standards of integrity, security, and confidentiality, we expect the same from both TEA and ETS.*”

We appreciate your continuing focus on the critical issues related to STAAR administration and hope that these concerns will be thoroughly considered as you determine how STAAR results can be used in this year’s accountability ratings. In the final analysis, parents, students, teachers, and administrators must have a high level of confidence in the system for it to be successful.

Sincerely,



Johnny L. Veselka
Executive Director