

## MEMORANDUM

August 21, 2015

TO: Board Members

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

CONTACT: Carla Stevens, (713) 556-6700

SUBJECT: **SECOND AND THIRD ADMINISTRATION DISTRICT AND SCHOOL RESULTS OF THE MAY AND JUNE 2015 STAAR READING ASSESSMENT FOR GRADES 5 AND 8**

In Spring 2015, approximately 16,000 HISD students in grade 5, and approximately 13,000 students in grade 8 took STAAR exams in reading to determine their promotion to the next grade level as required by the Student Success Initiative (SSI).

The first administration of the STAAR reading test was given to students in fifth and eighth grade on March 31, 2015. Unsuccessful students received additional state-mandated instruction and retook the test on May 12, 2015. A Grade Placement Committee (GPC) addressed students who were unsuccessful on the second administration and created an education plan based on the instructional needs of each student. These students were given a third opportunity to pass the STAAR reading assessment during summer school on June 23, 2015.

Fifth- and eighth-grade students who did not pass STAAR reading after the third administration 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 2015, there are four versions of 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 a new 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. *(Note: STAAR Modified is no longer available to assess students with disabilities.)*
- **STAAR Alternate 2 (STAAR Alt. 2)** replaced the STAAR Alternate test that had been administered previously. STAAR Alt 2 is an assessment for students in grades 3-8 with significant cognitive disabilities receiving special education services. *(Note: STAAR Modified is no longer available to assess students with disabilities.)*

## 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. The Satisfactory performance level is being phased in over multiple years with the implementation of the Final Recommended standard in 2021. Throughout this report, the Level II: Satisfactory phase-in 1 performance level is presented for comparison purposes.

The results shown in this report are for the March 2015 testing cohort and includes STAAR English, Spanish, and Accommodated (A) reading results combined because students are required to answer the same number of questions for each of these test versions. The results shown in Table 1 display the results for the March 2014 and March 2015 testing cohorts; however, readers will notice that only STAAR English and Spanish results are included in 2014. This is because there was not a STAAR A test version available in 2014 and the STAAR Modified (M) test version that was available in 2014 does not provide an “apples-to-apples” comparison with the 2015 cohort because students testing with STAAR M had fewer questions to answer than the students taking STAAR.

Please note that the passing rates for STAAR mathematics tests in grades 3-8 are not available at this time; only raw scores and the average number and percent of items correct are currently available from the Texas Education Agency (TEA). TEA will provide the actual student performance standards in September.

### Key Findings of the Cumulative March 2015 Cohort results:

- **Table 1** shows that the results from the first to the third administration of the 2015 STAAR reading in grades 5 and 8 indicate that performance **increased** by 2 to 18 percentage points.
- 12,509 (or 79%) grade 5 students and 10,545 (or 79%) grade 8 students passed their STAAR reading test after the 3<sup>rd</sup> administration (see **Table 2**).
- There are 3,254 (or 21%) grade 5 students and 2,812 (or 21%) grade 8 students who have **not met** the phase-in 1 standard after three administrations of STAAR reading and will be retained in their grade level unless the GPC decides otherwise.
- The 2015 grade 5 STAAR reading first, second, and third administration results combined show **improvements** in both the number and percent of students meeting the Satisfactory Phase-In 1 standard. Student group **improvements** range from 2 percentage points for Asian students to 18 percentage points for ELL students.
- The 2015 grade 8 STAAR reading first, second, and third administration results combined show **improvements** in both the number and percent of students meeting the Satisfactory Phase-In 1 standard. Student group **improvements** range from 2 percentage points for Asian students to 16 percentage points for ELL students.
- When compared to the state’s third administration cumulative results, the district’s performance lags behind statewide performance for all student groups shown in **Table 3**, except for White students in grades 5 and 8.
- When compared to last year’s third cumulative results, the percentage of students who met the phase-in 1 standard **declined** for all student groups for grades 5 and 8. The one exception appears to be in grade 8 White students who showed 1% point **improvement**. The declines ranged from 2 percentage points in grade 5 African American and White students, and grade 8 Asian students to 27 percentage points in grade 5 Students with

Disabilities. The percentage point decreased for All Students by 4 percentage points in grade 5 and 5 percentage points in grade 8 in 2015.

- When compared to last year's third cumulative results, Students with Disabilities showed the biggest declines among all student groups, ranging from 27 percentage points in grade 5 to 20 percentage points in grade 8. The differences are most likely the inclusion of students on the STAAR A in 2015, who previously tested with STAAR M in 2014.

## **Administrative Response**

### **Elementary Curriculum and Development**

In response to the grade five STAAR results, Elementary Curriculum and Development will implement the following actions to support campuses and increase student achievement:

1. Continue to provide principal and teacher training to support *Literacy By 3* with an emphasis on comprehension of complex text to think deeply and critically aligned to the rigor of the STAAR Reading.
2. Evaluate STAAR results and identify elementary campuses with significant gains to determine elements that contributed to their success. There are over two dozen elementary campuses with double-digit increases in STAAR reading this past school year.
3. Provide pre-kindergarten (pre-k), grades 4 and 5 classroom libraries, and kindergarten–grade 2 Spanish language materials along with teacher training to expand the success of *Literacy By 3*.
4. Partner with the Multilingual department to create systems, practices, and supports for students transitioning from Spanish to English.
5. Partner with Elementary School Offices to create networks in order for principals and teachers to share best practices, look at student work, analyze formative assessment data, plan lessons grounded in the district curriculum, and collaborate with teachers on demonstration campuses.
6. Teacher Development Specialists and School Support Officers will leverage school leaders and teacher leaders on demonstration campuses in the following ways:
  - Instructional coaching
  - Peer observation
  - Formative assessment collaboration
  - Data-driven instruction
  - Collaborative lesson planning

### **Secondary Curriculum and Development**

In response to the grade 8 STAAR Reading results, the Office of Secondary Curriculum and Development confirmed that recent changes in staffing structure, literacy priorities, and digital content are needed to increase student achievement in HISD at the secondary level.

1. After the first grade 8 STAAR Reading administration, the Secondary Curriculum and Development staff were assigned to campuses to work with students who needed to

retest. This experience provided further context for professional development needs for teachers. Also, it was determined that prioritizing the workshop model for ELA curriculum would be helpful in differentiating instruction for students during each school year.

2. The development of literacy in all content areas will be a greater priority in fall 2015-2016 through the work of the Secondary Literacy team.
3. Reading intervention classes have been re-branded and curriculum has been re-developed to better address common struggles for middle school students with reading (SRW-Strategic Reading and Writing course).
4. Approximately 3000 secondary HISD teachers were trained between June 2015 and August 2015 at the Secondary Transformation Institutes and during pre-service days. This training involved reader's & writer's workshop as well as content area literacy. Further training will continue in fall 2015.
5. Students who struggled to pass the 8<sup>th</sup> grade STAAR Reading on the first administration, and who will matriculate to 9<sup>th</sup> grade this fall, will be able to participate in the Student Reading Inventory (Lexile screener) which will provide all content area teachers in high school with an awareness of weak areas in need of further development.

### **Multilingual Programs Department**

Elementary and middle school administrators received training this summer to support ELL students. This training will continue throughout the year with an emphasis on progress monitoring. Students are expected to increase by at least one English proficiency level each year. Training was provided to help administrators use data-driven decisions to identify exemplary instructional strategies that will meet students' needs. The goal is to monitor students so that they successfully meet exit criteria prior to the end of their 5th year in U.S. schools or before they transition to the middle school level.

The Multilingual Programs Department increased training offerings on the disaggregation of TELPAS data this school year. This training and monitoring of student progress in English language acquisition assists teachers in providing strategic instruction, particularly in the areas of reading and writing.

This year HISD opened 24 new dual language programs. These programs are implemented at the kindergarten level initially, and phase-in a successive grade each year. The continued expansion of the Dual Language Program will positively impact the ELL student achievement long term.

### **Office of Special Education Services**

The following factors impacted the performance of students with disabilities on the 2015 Reading 5<sup>th</sup> and 8<sup>th</sup> grade STAAR assessment:

- This is the first year that a modified version of the STAAR was not available.
- The accommodated version did not become available as an option until the fall semester of the 2014-2015 school year.

**Short term actions:**

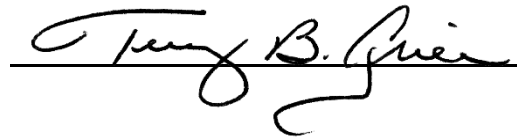
- ARD committee meetings are being held to create an accelerated plan of instruction for each student who was not successful in the first administration.
- Students will receive targeted interventions in deficit areas.

**Long term actions:**

- Examine the correlation between the use of Kurzweil and STAAR results for students with disabilities.
- Increase the use of Kurzweil and Goalbook to support students across instructional settings.
- Identify the effective instructional strategies in campuses where a high percentage of students with disabilities met expectations on the STAAR, and share the strategies with all campuses.
- Provide professional development on Universal Design for Learning.
- Review the placement of students with disabilities to identify who is providing core instruction.

Campus performance is reported in **Tables A-1 and A-2**.

































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

 TBG

**Attachments**

cc: Superintendent's Direct Reports  
Chief School Officers  
School Support Officers  
Lance Menster  
Annie Wolfe  
Sowmya Kumar  
Gracie Guerrero

**Table 1. HISD STAAR March 2014 Compared to March 2015 Testing Cohort  
All Students Grades 5 and 8 Reading First, Second, and Third Administrations  
Percent Met Phase-In 1 Standard**

STAAR Reading		March 2014 Testing Cohort incl. English and Spanish				March 2015 Testing Cohort incl. English, Spanish and Accomodated				2014 to 2015 3rd Cumul. Results Change
Grade	Student Group	1st Admin.	2nd Cumul.	3rd Cumul.	Increase <sup>^</sup>	1st Admin.	2nd Cumul.	3rd Cumul.	Increase <sup>^</sup>	
Grade 5	All Students	68	78	83	 15	67	77	79	 12	-4
	African American	61	72	77	 16	60	72	75	 15	-2
	Asian	90	92	93	 3	88	90	90	 2	-3
	Hispanic	66	78	83	 17	66	75	79	 13	-4
	White	90	94	95	 5	90	93	93	 3	-2
	Econ. Disadv.	63	75	80	 17	63	73	77	 14	-3
	ELL	47	63	70	 23	45	58	63	 18	-7
	SwD	47	60	63	 16	21	35	36	 15	-27
Grade 8	All Students	75	82	84	 9	67	77	79	 12	-5
	African American	73	81	84	 11	62	74	77	 15	-7
	Asian	86	88	89	 3	85	87	87	 2	-2
	Hispanic	73	80	83	 10	65	74	77	 12	-6
	White	92	94	94	 2	92	94	95	 3	1
	Econ. Disadv.	72	79	82	 10	63	74	76	 13	-6
	ELL	33	43	48	 15	26	38	42	 16	-6
	SwD	37	48	50	 13	18	28	30	 12	-20

Source: TEA-Pearson Summary Reports, July 2014 and 2015

Abbreviations: 2nd Cumul: cumulative after 2nd administration; 3rd Cumul. Cumulative after 3rd administration

<sup>^</sup>Increase from the first to the third administration.

**Table 2. HISD STAAR English, Spanish and Accommodated Combined for March 2015 Testing Cohort\***  
**All Students Grades 5 and 8 Reading (includes 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Administrations)**  
**Percent Met Phase-In 1 Standard**

Spring 2015 STAAR Reading		March Results for 2015 Cohort*		May Retest Results for March 2015 Cohort**		June Retest Results for March 2015 Cohort**		Cumulative March 2015 Cohort Results***			
Grade	Student Group	# Tested March	First Admin % Met Phase-In 1	# Tested May	Second Admin % Met Phase-In 1	# Tested June	Third Admin % Met Phase-In 1	# Tested Cumulative	Cumulative % Met Phase-In 1	# Unsatisfactory	% Unsatisfactory
Grade 5	All Students	15750	67	4929	30	2439	18	15763	79	3254	21
	African American	3840	60	1474	32	638	18	3848	75	963	25
	Asian	552	88	63	24	20	5	553	90	54	10
	Hispanic	9943	66	3247	29	1729	18	9944	79	2131	21
	White	1235	90	116	32	43	12	1238	93	86	7
	Econ. Disadv.	12370	63	4373	29	2189	18	12377	77	2904	23
	ELL	4601	45	2421	25	1395	16	4602	63	1711	37
	SwD	1206	21	847	20	183	7	1209	36	774	64
Grade 8	All Students	13320	67	4201	31	1817	17	13357	79	2812	21
	African American	3363	62	1236	34	525	18	3369	77	770	23
	Asian	488	85	70	19	18	0	489	87	62	13
	Hispanic	8186	65	2772	29	1238	16	8207	77	1904	23
	White	1129	92	95	40	27	26	1137	95	57	5
	Econ. Disadv.	9817	63	3484	30	1529	16	9844	76	2361	24
	ELL	2371	26	1649	18	842	9	2381	42	1388	58
	SwD	1049	18	818	14	214	10	1053	30	732	70

Source: TEA-Pearson 3rd Administration Summary Reports, revised July 2015

\*Includes STAAR, STAAR Spanish, and STAAR A test versions

\*\* In the same district as March

\*\*\*Students tested in March plus students in March cohort tested in May and/or June

**Table 3. HISD and State STAAR English, Spanish and Accom. Combined for March 2015 Testing Cohort\***  
**All Students Grades 5 and 8 Reading (includes 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Administrations)**  
**Percent Met Phase-In 1 Standard**

Spring 2015 STAAR Reading		March Results for 2015 Cohort*		May Retest Results for March 2015 Cohort**		June Retest Results for March 2015 Cohort**		Cumulative March 2015 Cohort Results***			
Grade	Student Group	First Admin % Met Phase-In 1		Second Admin % Met Phase-In 1		Third Admin % Met Phase-In 1		Cumulative % Met Phase-In 1		% Unsatisfactory	
		HISD	State	HISD	State	HISD	State	HISD	State	HISD	State
Grade 5	All Students	67	75	30	37	18	21	79	86	21	14
	African American	60	64	32	35	18	19	75	79	25	21
	Asian	88	90	24	37	5	20	90	94	10	6
	Hispanic	66	69	29	36	18	20	79	83	21	17
	White	90	86	32	44	12	26	93	93	7	7
	Econ. Disadv.	63	66	29	35	18	20	77	81	23	19
	ELL	45	57	25	32	16	18	63	74	37	26
	SwD	21	30	20	21	7	12	36	46	64	54
Grade 8	All Students	67	76	31	36	17	23	79	87	21	13
	African American	62	66	34	36	18	25	77	81	23	19
	Asian	85	90	19	31	0	16	87	94	13	6
	Hispanic	65	70	29	34	16	21	77	83	23	17
	White	92	87	40	45	26	32	95	94	5	6
	Econ. Disadv.	63	67	30	34	16	21	76	81	24	19
	ELL	26	37	18	23	9	13	42	56	58	44
	SwD	18	27	14	18	10	13	30	42	70	58

Source: TEA-Pearson 3rd Administration Summary Reports, revised July and August 2015

\*Includes STAAR, STAAR Spanish, and STAAR A test versions

\*\*In the same district as March

\*\*\*Students tested in March plus students in March cohort tested in May and/or June

Table A-1 HISD STAAR English, Spanish, and Accommodated Combined for March 2015 Testing Cohort  
All Students Grade 5 Reading (includes 1st, 2nd, and 3rd Administration)  
Percent Met Phase-In 1 Standard

Campus Name	March Results for 2015 Cohort					May Results for March 2015 Cohort**				June Results for March 2015 Cohort**				Cumulative March 2015 Cohort Results***				
	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory	Number of Students Tested			% Met Phase-in 1	Number of Students Tested			% Met Phase-in 1	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory
						# First Time Testers	# Retesters	# Total Tested		# First Time Testers	# Retesters	# Total Tested						
Alcott ES	40	15	38	25	63	0	25	25	20	0	18	18	6	40	21	53	19	48
Almeda ES	127	67	53	60	47	0	53	53	17	0	40	40	35	127	90	71	37	29
Anderson ES	93	56	60	37	40	0	37	37	43	0	17	17	12	93	74	80	19	20
Askew ES	144	102	71	42	29	0	42	42	36	0	25	25	8	144	119	83	25	17
Atherton ES	67	36	54	31	46	0	25	25	20	0	20	20	10	67	43	64	24	36
Barrick ES	102	56	55	46	45	0	45	45	40	0	27	27	19	102	79	77	23	23
Bastian ES	87	28	32	59	68	0	58	58	21	0	14	14	0	87	40	46	47	54
Bell ES	120	91	76	29	24	0	29	29	31	0	16	16	19	120	103	86	17	14
Benavidez ES	103	55	53	48	47	1	48	49	27	0	31	31	16	104	73	70	31	30
Benbrook ES	79	49	62	30	38	0	30	30	23	0	20	20	15	79	59	75	20	25
Berry ES	108	67	62	41	38	0	37	37	16	0	0	0	---	108	73	68	35	32
Blackshear ES	57	32	56	25	44	0	23	23	48	0	10	10	10	57	44	77	13	23
Bonham ES	132	66	50	66	50	0	66	66	29	0	38	38	13	132	90	68	42	32
Bonner ES	131	92	70	39	30	0	38	38	29	0	27	27	19	131	108	82	23	18
Braeburn ES	126	73	58	53	42	0	53	53	25	0	39	39	15	126	92	73	34	27
Briargrove ES	141	115	82	26	18	1	26	27	30	0	11	11	9	142	124	87	18	13
Briarmeadow	65	62	95	3	5	0	3	3	*	0	0	0	---	65	63	97	2	3
Briscoe ES	67	52	78	15	22	0	15	15	40	0	6	6	0	67	58	87	9	13
Brookline ES	137	95	69	42	31	0	42	42	40	0	18	18	11	137	114	83	23	17
Browning ES	87	54	62	33	38	0	33	33	24	0	21	21	10	87	64	74	23	26
Bruce ES	88	51	58	37	42	0	37	37	19	0	12	12	0	88	58	66	30	34
Burbank ES	124	92	74	32	26	0	32	32	28	0	14	14	21	124	104	84	20	16
Burnet ES	75	53	71	22	29	0	22	22	18	0	12	12	33	75	61	81	14	19
Burrus ES	52	38	73	14	27	0	13	13	46	0	4	4	*	52	44	85	8	15



Table A-1 HISD STAAR English, Spanish, and Accommodated Combined for March 2015 Testing Cohort  
All Students Grade 5 Reading (includes 1st, 2nd, and 3rd Administration)  
Percent Met Phase-In 1 Standard

Campus Name	March Results for 2015 Cohort					May Results for March 2015 Cohort**				June Results for March 2015 Cohort**				Cumulative March 2015 Cohort Results***				
	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory	Number of Students Tested			% Met Phase-in 1	Number of Students Tested			% Met Phase-in 1	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory
						# First Time Testers	# Retesters	# Total Tested		# First Time Testers	# Retesters	# Total Tested						
Bush ES	102	98	96	4	4	0	4	4	*	0	1	1	*	102	101	99	1	1
Cage ES	83	60	72	23	28	0	22	22	23	0	0	0	---	83	65	78	18	22
Carrillo ES	78	55	71	23	29	0	23	23	43	0	9	9	22	78	67	86	11	14
Codwell ES	80	53	66	27	34	0	26	26	46	0	13	13	23	80	68	85	12	15
Community Services	0	---	---	---	---	1	0	1	*	0	0	0	---	1	*	*	*	*
Condit ES	116	96	83	20	17	0	5	5	40	0	8	8	13	116	99	85	17	15
Cook ES	104	59	57	45	43	0	45	45	20	0	24	24	13	104	71	68	33	32
Coop ES	98	65	66	33	34	0	33	33	21	0	18	18	6	98	73	74	25	26
Cornelius ES	138	118	86	20	14	0	6	6	50	0	0	0	---	138	121	88	17	12
Crespo ES	124	81	65	43	35	0	41	41	24	0	27	27	30	124	99	80	25	20
Crockett ES	63	53	84	10	16	0	10	10	70	0	1	1	*	63	61	97	2	3
Cunningham ES	95	61	64	34	36	0	33	33	27	0	22	22	18	95	74	78	21	22
DAEP EL	4	*	*	*	*	0	2	2	*	0	0	0	---	4	*	*	*	*
Daily ES	81	63	78	18	22	0	18	18	39	0	11	11	18	81	72	89	9	11
Davila ES	59	42	71	17	29	0	16	16	31	0	9	9	0	59	47	80	12	20
De Chaumes ES	101	76	75	25	25	0	25	25	40	0	13	13	15	101	88	87	13	13
DeAnda ES	105	58	55	47	45	0	47	47	26	0	0	0	---	105	70	67	35	33
DeZavala ES	85	66	78	19	22	0	19	19	37	0	12	12	25	85	76	89	9	11
Dogan ES	75	33	44	42	56	0	37	37	30	0	22	22	14	75	47	63	28	37
Durham ES	65	47	72	18	28	0	18	18	33	0	6	6	0	65	53	82	12	18
Durkee ES	100	57	57	43	43	0	42	42	33	0	23	23	13	100	74	74	26	26
Eliot ES	73	47	64	26	36	0	25	25	16	0	14	14	21	73	54	74	19	26
Elmore ES	99	46	46	53	54	0	42	42	24	0	0	0	---	99	56	57	43	43
Elrod ES	99	63	64	36	36	0	34	34	59	0	11	11	27	99	86	87	13	13

Table A-1 HISD STAAR English, Spanish, and Accommodated Combined for March 2015 Testing Cohort  
All Students Grade 5 Reading (includes 1st, 2nd, and 3rd Administration)  
Percent Met Phase-In 1 Standard

Campus Name	March Results for 2015 Cohort					May Results for March 2015 Cohort**				June Results for March 2015 Cohort**				Cumulative March 2015 Cohort Results***				
	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory	Number of Students Tested			% Met Phase-in 1	Number of Students Tested			% Met Phase-in 1	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory
						# First Time Testers	# Retesters	# Total Tested		# First Time Testers	# Retesters	# Total Tested						
Emerson ES	108	78	72	30	28	0	29	29	28	0	4	4	*	108	86	80	22	20
Energized ES	215	140	65	75	35	0	75	75	25	0	52	52	8	215	163	76	52	24
Field ES	52	43	83	9	17	0	9	9	22	0	1	1	*	52	45	87	7	13
Foerster ES	91	37	41	54	59	0	54	54	37	0	0	0	---	91	57	63	34	37
Fondren ES	44	16	36	28	64	0	27	27	56	0	2	2	*	44	31	70	13	30
Foster ES	57	28	49	29	51	0	29	29	28	0	18	18	28	57	41	72	16	28
Franklin ES	66	40	61	26	39	0	21	21	33	0	10	10	40	66	51	77	15	23
Frost ES	83	53	64	30	36	0	28	28	54	0	10	10	30	83	71	86	12	14
Gallegos ES	65	40	62	25	38	0	25	25	36	0	15	15	27	65	53	82	12	18
Garcia ES	89	52	58	37	42	0	36	36	31	0	19	19	21	89	67	75	22	25
Garden Oaks ES	57	37	65	20	35	0	20	20	40	0	8	8	0	57	45	79	12	21
Garden Villas ES	133	93	70	40	30	0	39	39	33	0	26	26	19	133	111	83	22	17
Golfcrest ES	83	66	80	17	20	0	17	17	29	0	12	12	25	83	74	89	9	11
Gregg ES	58	36	62	22	38	0	22	22	27	0	15	15	27	58	46	79	12	21
Gregory-Lincoln PK-8	61	33	54	28	46	0	28	28	25	0	16	16	13	61	42	69	19	31
Grissom ES	77	44	57	33	43	0	33	33	36	0	18	18	6	77	57	74	20	26
Gross ES	88	57	65	31	35	0	27	27	30	0	18	18	17	88	68	77	20	23
Harris JR ES	74	49	66	25	34	0	2	2	*	0	20	20	20	74	54	73	20	27
Harris RP ES	86	52	60	34	40	0	34	34	24	0	24	24	4	86	61	71	25	29
Hartsfield ES	54	36	67	18	33	0	16	16	31	0	10	10	0	54	41	76	13	24
Harvard ES	102	94	92	8	8	0	8	8	50	0	3	3	*	102	98	96	4	4
Helms ES	56	33	59	23	41	0	23	23	17	0	19	19	21	56	41	73	15	27
Henderson JP ES	91	68	75	23	25	0	23	23	13	0	19	19	21	91	75	82	16	18
Henderson NQ ES	33	13	39	20	61	0	20	20	45	0	8	8	13	33	23	70	10	30

Table A-1 HISD STAAR English, Spanish, and Accommodated Combined for March 2015 Testing Cohort  
All Students Grade 5 Reading (includes 1st, 2nd, and 3rd Administration)  
Percent Met Phase-In 1 Standard

Campus Name	March Results for 2015 Cohort					May Results for March 2015 Cohort**				June Results for March 2015 Cohort**				Cumulative March 2015 Cohort Results***				
	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory	Number of Students Tested			% Met Phase-in 1	Number of Students Tested			% Met Phase-in 1	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory
						# First Time Testers	# Retesters	# Total Tested		# First Time Testers	# Retesters	# Total Tested						
Herod ES	126	108	86	18	14	0	15	15	20	0	7	7	43	126	114	90	12	10
Herrera ES	133	93	70	40	30	0	35	35	20	0	23	23	22	133	105	79	28	21
Highland Heights ES	68	24	35	44	65	0	44	44	20	0	26	26	19	68	38	56	30	44
Hilliard ES	131	46	35	85	65	0	85	85	16	0	56	56	9	131	65	50	66	50
Hines-Caldwell ES	123	86	70	37	30	0	36	36	39	0	15	15	13	123	102	83	21	17
Hobby ES	109	79	72	30	28	0	29	29	28	0	18	18	17	109	90	83	19	17
Horn ES	116	112	97	4	3	0	3	3	*	0	2	2	*	116	113	97	3	3
Inspired Acad	11	7	64	4	36	0	4	4	*	0	4	4	*	11	8	73	3	27
Isaacs ES	50	22	44	28	56	0	24	24	71	0	6	6	33	50	41	82	9	18
Janowski ES	73	48	66	25	34	0	25	25	32	0	12	12	17	73	58	79	15	21
Jefferson ES	69	36	52	33	48	0	33	33	12	0	17	17	12	69	42	61	27	39
Kandy Stripe Acad ES	24	18	75	6	25	0	6	6	50	0	3	3	*	24	21	88	3	13
Kashmere Gardens ES	59	24	41	35	59	0	34	34	24	0	0	0	---	59	32	54	27	46
Kelso ES	51	28	55	23	45	0	23	23	39	0	10	10	0	51	37	73	14	27
Kennedy ES	93	53	57	40	43	0	39	39	21	0	24	24	13	93	64	69	29	31
Ketelsen ES	97	70	72	27	28	0	25	25	32	0	8	8	13	97	79	81	18	19
Kolter ES	100	88	88	12	12	0	1	1	*	0	10	10	30	100	91	91	9	9
Lantrip ES	104	82	79	22	21	0	16	16	25	0	11	11	45	104	91	88	13	13
Las Americas MS	35	1	3	34	97	0	23	23	0	0	16	16	0	35	1	3	34	97
Law ES	111	69	62	42	38	0	39	39	46	0	1	1	*	111	87	78	24	22
Lewis ES	161	78	48	83	52	0	75	75	17	0	60	60	13	161	99	61	62	39
Lockhart ES	90	69	77	21	23	0	21	21	29	0	10	10	40	90	79	88	11	12
Longfellow ES	118	86	73	32	27	0	32	32	56	0	13	13	46	118	110	93	8	7
Looscan ES	67	30	45	37	55	0	37	37	27	0	0	0	---	67	40	60	27	40

Table A-1 HISD STAAR English, Spanish, and Accommodated Combined for March 2015 Testing Cohort  
All Students Grade 5 Reading (includes 1st, 2nd, and 3rd Administration)  
Percent Met Phase-In 1 Standard

Campus Name	March Results for 2015 Cohort					May Results for March 2015 Cohort**				June Results for March 2015 Cohort**				Cumulative March 2015 Cohort Results***				
	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory	Number of Students Tested			% Met Phase-in 1	Number of Students Tested			% Met Phase-in 1	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory
						# First Time Testers	# Retesters	# Total Tested		# First Time Testers	# Retesters	# Total Tested						
Love ES	54	41	76	13	24	0	13	13	46	0	4	4	*	54	50	93	4	7
Lovett ES	115	108	94	7	6	0	7	7	43	0	1	1	*	115	111	97	4	3
Lyons ES	129	101	78	28	22	0	28	28	68	0	9	9	22	129	122	95	7	5
MacGregor ES	65	55	85	10	15	0	10	10	70	0	2	2	*	65	63	97	2	3
Mading ES	74	47	64	27	36	0	25	25	32	0	0	0	---	74	55	74	19	26
Mandarin Chinese ES	8	7	88	1	13	0	1	1	*	0	1	1	*	8	7	88	1	13
Marshall ES	143	66	46	77	54	0	70	70	27	0	49	49	18	143	94	66	49	34
Martinez C. ES	80	53	66	27	34	0	27	27	48	0	8	8	13	80	67	84	13	16
Martinez R. ES	73	41	56	32	44	0	32	32	9	0	29	29	14	73	48	66	25	34
McGowen ES	59	34	58	25	42	0	25	25	16	0	3	3	*	59	38	64	21	36
McNamara ES	98	62	63	36	37	0	27	27	22	0	19	19	21	98	72	73	26	27
Memorial ES	50	34	68	16	32	0	16	16	25	0	10	10	0	50	38	76	12	24
Milne ES	101	61	60	40	40	0	39	39	23	0	17	17	0	101	70	69	31	31
Mitchell ES	83	44	53	39	47	0	39	39	33	0	25	25	12	83	60	72	23	28
Montgomery ES	108	59	55	49	45	0	49	49	37	0	30	30	17	108	82	76	26	24
Moreno ES	113	88	78	25	22	0	25	25	44	0	12	12	17	113	101	89	12	11
Neff ES	199	133	67	66	33	0	66	66	23	0	32	32	25	199	156	78	43	22
Northline ES	84	44	52	40	48	1	39	40	25	0	22	22	45	85	64	75	21	25
Oak Forest ES	116	106	91	10	9	0	10	10	40	0	5	5	40	116	112	97	4	3
Oates ES	44	27	61	17	39	0	16	16	38	0	5	5	20	44	34	77	10	23
Osborne ES	50	42	84	8	16	0	7	7	29	0	5	5	0	50	44	88	6	12
Paige ES	57	33	58	24	42	0	24	24	38	0	14	14	36	57	47	82	10	18
Park Place ES	140	115	82	25	18	0	23	23	30	0	1	1	*	140	122	87	18	13
Parker ES	134	116	87	18	13	1	18	19	63	0	2	2	*	135	129	96	6	4

Table A-1 HISD STAAR English, Spanish, and Accommodated Combined for March 2015 Testing Cohort  
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Percent Met Phase-In 1 Standard

Campus Name	March Results for 2015 Cohort					May Results for March 2015 Cohort**				June Results for March 2015 Cohort**				Cumulative March 2015 Cohort Results***				
	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory	Number of Students Tested			% Met Phase-in 1	Number of Students Tested			% Met Phase-in 1	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory
						# First Time Testers	# Retesters	# Total Tested		# First Time Testers	# Retesters	# Total Tested						
Patterson ES	113	79	70	34	30	0	34	34	21	0	21	21	33	113	93	82	20	18
Peck ES	65	41	63	24	37	0	24	24	33	0	12	12	25	65	52	80	13	20
Petersen ES	96	52	54	44	46	0	44	44	32	0	0	0	---	96	66	69	30	31
Pilgrim ES	126	79	63	47	37	0	47	47	23	0	28	28	32	126	99	79	27	21
Piney Point ES	157	85	54	72	46	0	69	69	28	0	42	42	21	157	113	72	44	28
Pleasantville ES	54	42	78	12	22	0	12	12	58	0	5	5	0	54	49	91	5	9
Poe ES	132	111	84	21	16	0	21	21	43	0	3	3	*	132	121	92	11	8
Port Houston ES	37	26	70	11	30	0	11	11	27	0	7	7	14	37	30	81	7	19
Pugh ES	58	37	64	21	36	0	20	20	10	0	17	17	35	58	45	78	13	22
Reagan Ed Ctr PK-8	102	56	55	46	45	0	46	46	37	0	27	27	11	102	76	75	26	25
Red ES	71	65	92	6	8	0	4	4	*	0	1	1	*	71	64	90	7	10
Reynolds ES	66	43	65	23	35	0	18	18	28	0	8	8	0	66	48	73	18	27
Rice School PK-8	122	100	82	22	18	0	22	22	36	0	11	11	36	122	112	92	10	8
River Oaks ES	101	97	96	4	4	0	2	2	*	0	0	0	---	101	99	98	2	2
Roberts ES	108	100	93	8	7	0	7	7	43	0	0	0	---	108	103	95	5	5
Robinson ES	78	41	53	37	47	0	35	35	29	0	17	17	12	78	53	68	25	32
Rodriguez ES	141	84	60	57	40	0	54	54	43	0	31	31	23	141	114	81	27	19
Rogers TH MS	60	48	80	12	20	1	12	13	0	0	0	0	---	61	48	79	13	21
Roosevelt ES	115	90	78	25	22	0	25	25	52	0	7	7	43	115	106	92	9	8
Ross ES	62	21	34	41	66	0	40	40	25	0	23	23	17	62	35	56	27	44
Rucker ES	71	47	66	24	34	0	24	24	38	0	10	10	20	71	58	82	13	18
Rusk ES	43	31	72	12	28	0	12	12	58	0	2	2	*	43	38	88	5	12
Sanchez ES	73	55	75	18	25	0	18	18	39	0	9	9	33	73	65	89	8	11
Scarborough ES	110	67	61	43	39	0	42	42	40	0	18	18	11	110	86	78	24	22

Table A-1 HISD STAAR English, Spanish, and Accommodated Combined for March 2015 Testing Cohort  
All Students Grade 5 Reading (includes 1st, 2nd, and 3rd Administration)  
Percent Met Phase-In 1 Standard

Campus Name	March Results for 2015 Cohort					May Results for March 2015 Cohort**				June Results for March 2015 Cohort**				Cumulative March 2015 Cohort Results***				
	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory	Number of Students Tested			% Met Phase-in 1	Number of Students Tested			% Met Phase-in 1	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory
						# First Time Testers	# Retesters	# Total Tested		# First Time Testers	# Retesters	# Total Tested						
School @ St. George ES	91	80	88	11	12	0	10	10	60	0	4	4	*	91	86	95	5	5
Scroggins ES	94	76	81	18	19	0	18	18	6	0	9	9	56	94	82	87	12	13
Seguin ES	93	72	77	21	23	0	19	19	42	1	8	9	13	93	81	87	12	13
Shadowbriar ES	133	99	74	34	26	1	33	34	35	0	14	14	0	134	111	83	23	17
Shadydale ES	110	58	53	52	47	0	51	51	14	0	34	34	9	110	68	62	42	38
Shearn ES	74	44	59	30	41	0	30	30	17	0	22	22	9	74	51	69	23	31
Sherman ES	95	70	74	25	26	0	25	25	32	0	13	13	38	95	83	87	12	13
Sinclair ES	63	56	89	7	11	0	6	6	17	0	3	3	*	63	57	90	6	10
Smith ES	101	66	65	35	35	0	33	33	21	0	21	21	10	101	75	74	26	26
SOAR Center	1	*	*	*	*	0	1	1	*	0	1	1	*	1	*	*	*	*
Southmayd ES	86	49	57	37	43	0	36	36	53	0	11	11	45	86	73	85	13	15
Stevens ES	88	46	52	42	48	0	41	41	32	0	26	26	15	88	63	72	25	28
Sutton ES	140	78	56	62	44	0	61	61	30	0	15	15	0	140	96	69	44	31
TCAH	176	150	85	26	15	1	21	22	36	1	11	12	18	177	160	90	17	10
Thompson ES	79	43	54	36	46	0	36	36	36	0	23	23	22	79	61	77	18	23
Tijerina ES	55	36	65	19	35	0	17	17	18	0	9	9	44	55	43	78	12	22
Tinsley ES	137	51	37	86	63	0	86	86	17	0	52	52	19	137	76	55	61	45
Travis ES	99	91	92	8	8	0	8	8	75	0	2	2	*	99	97	98	2	2
Twain ES	133	119	89	14	11	0	13	13	46	0	3	3	*	133	125	94	8	6
Valley West ES	112	87	78	25	22	0	25	25	48	0	7	7	43	112	102	91	10	9
Wainwright ES	90	59	66	31	34	0	31	31	13	0	21	21	24	90	68	76	22	24
Walnut Bend ES	116	65	56	51	44	0	46	46	35	0	19	19	32	116	87	75	29	25
Wesley ES	44	16	36	28	64	1	27	28	11	0	19	19	42	45	27	60	18	40
West University ES	188	184	98	4	2	0	2	2	*	0	0	0	---	188	186	99	2	1

Table A-1 HISD STAAR English, Spanish, and Accommodated Combined for March 2015 Testing Cohort  
 All Students Grade 5 Reading (includes 1st, 2nd, and 3rd Administration)  
 Percent Met Phase-In 1 Standard

Campus Name	March Results for 2015 Cohort					May Results for March 2015 Cohort**				June Results for March 2015 Cohort**				Cumulative March 2015 Cohort Results***				
	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory	Number of Students Tested			% Met Phase-in 1	Number of Students Tested			% Met Phase-in 1	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory
						# First Time Testers	# Retesters	# Total Tested		# First Time Testers	# Retesters	# Total Tested						
Wharton ES	59	47	80	12	20	0	11	11	45	0	6	6	17	59	53	90	6	10
Whidby ES	58	36	62	22	38	2	22	24	29	0	12	12	8	60	44	73	16	27
White ES	101	76	75	25	25	0	25	25	24	0	18	18	11	101	84	83	17	17
Whittier ES	76	50	66	26	34	0	25	25	20	0	0	0	---	76	55	72	21	28
Wilson ES	43	36	84	7	16	0	7	7	57	0	3	3	*	43	42	98	1	2
Windsor Village ES	99	80	81	19	19	0	19	19	26	0	9	9	11	99	86	87	13	13
Woodson PK-8	84	33	39	51	61	0	44	44	7	0	25	25	12	84	39	46	45	54
Young ES	60	32	53	28	47	0	27	27	26	0	11	11	27	60	42	70	18	30
Young Scholars	9	6	67	3	33	0	3	3	*	0	1	1	*	9	8	89	1	11
<b>District Total</b>	<b>15,750</b>	<b>10,595</b>	<b>67</b>	<b>5,155</b>	<b>33</b>	<b>11</b>	<b>4,918</b>	<b>4,929</b>	<b>30</b>	<b>2</b>	<b>2,437</b>	<b>2,439</b>	<b>18</b>	<b>15,763</b>	<b>12,509</b>	<b>79</b>	<b>3,254</b>	<b>21</b>

Source: TEA-Pearson STAAR Student Data Files; most current data available and may differ slightly from data previously reported.

\*Masked <5 students tested

\*\*At the same campus

\*\*\*Students tested in March plus students in March cohort tested in May and June.

Table A-2 HISD STAAR English, Spanish, and Accommodated Combined for March 2015 Testing Cohort  
All Students Grade 8 Reading (includes 1st, 2nd, and 3rd Administration)  
Percent Met Phase-In 1 Standard

Campus Name	March Results for 2015 Cohort					May Results for March 2015 Cohort**				June Results for March 2015 Cohort**				Cumulative March 2015 Cohort Results***				
	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory	Number of Students Tested			% Met Phase-in 1	Number of Students Tested			% Met Phase-in 1	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory
						# First Time Testers	# Retesters	# Total Tested		# First Time Testers	# Retesters	# Total Tested						
Attucks MS	151	72	48	79	52	0	77	77	27	0	49	49	14	151	100	66	51	34
Black MS	299	209	70	90	30	2	88	90	27	0	42	42	21	301	242	80	59	20
Briar Meadow	45	43	96	2	4	0	2	2	*	0	0	0	---	45	45	100	0	0
Burbank MS	458	339	74	119	26	0	114	114	28	0	33	33	12	458	375	82	83	18
Chrysalis MS	66	64	97	2	3	0	2	2	*	0	0	0	---	66	66	100	0	0
Clifton MS	326	234	72	92	28	2	92	94	20	0	59	59	24	326	267	82	59	18
Community Services	10	3	30	7	70	0	1	1	*	0	0	0	---	10	3	30	7	70
Cullen MS	200	98	49	102	51	0	96	96	32	0	32	32	9	200	132	66	68	34
Deady MS	281	148	53	133	47	0	130	130	19	0	75	75	8	281	179	64	102	36
Dowling MS	422	230	55	192	45	0	182	182	31	0	98	98	27	422	313	74	109	26
Edison MS	215	128	60	87	40	0	86	86	32	0	51	51	15	215	164	76	51	24
Energized MS	115	97	84	18	16	0	18	18	50	0	10	10	30	115	109	95	6	5
E-STEM Central MS	8	7	88	1	13	0	1	1	*	0	0	0	---	8	8	100	0	0
E-STEM West MS	52	47	90	5	10	0	5	5	0	0	4	4	*	52	48	92	4	8
Fleming MS	160	88	55	72	45	1	70	71	28	0	31	31	13	161	112	70	49	30
Fondren MS	299	132	44	167	56	1	159	160	24	0	76	76	17	300	184	61	116	39
Fonville MS	382	222	58	160	42	0	147	147	19	0	76	76	16	382	262	69	120	31
Forest Brook MS	298	116	39	182	61	0	167	167	26	0	103	103	10	298	170	57	128	43
Garden Oaks ES	19	18	95	1	5	0	1	1	*	0	0	0	---	19	18	95	1	5
Grady MS	193	152	79	41	21	1	41	42	40	0	15	15	27	194	173	89	21	11
Gregory-Lincoln PK-8	98	62	63	36	37	0	35	35	54	0	10	10	0	98	81	83	17	17
Hamilton MS	402	308	77	94	23	1	92	93	43	0	38	38	26	403	358	89	45	11
Harper Alt.	10	1	10	9	90	0	0	0	---	0	0	0	---	10	1	10	9	90
Hartman MS	458	309	67	149	33	0	145	145	30	0	70	70	17	458	364	79	94	21



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All Students Grade 8 Reading (includes 1st, 2nd, and 3rd Administration)  
Percent Met Phase-In 1 Standard

Campus Name	March Results for 2015 Cohort					May Results for March 2015 Cohort**				June Results for March 2015 Cohort**				Cumulative March 2015 Cohort Results***				
	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory	Number of Students Tested			% Met Phase-in 1	Number of Students Tested			% Met Phase-in 1	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory
						# First Time Testers	# Retesters	# Total Tested		# First Time Testers	# Retesters	# Total Tested						
Henry MS	297	141	47	156	53	0	148	148	35	0	61	61	8	297	198	67	99	33
High School Ahead Acad M	51	13	25	38	75	0	38	38	18	0	2	2	*	51	20	39	31	61
Hogg MS	252	167	66	85	34	1	83	84	42	0	45	45	18	253	210	83	43	17
Holland MS	238	149	63	89	37	0	88	88	42	0	29	29	10	238	189	79	49	21
Inspired Acad	44	26	59	18	41	0	18	18	44	0	9	9	33	44	37	84	7	16
Jackson MS	354	196	55	158	45	2	151	153	31	0	83	83	14	355	256	72	99	28
Johnston MS	575	508	88	67	12	3	67	70	34	0	26	26	58	578	547	95	31	5
Key MS	196	84	43	112	57	0	110	110	39	0	53	53	11	196	133	68	63	32
Lanier MS	448	425	95	23	5	3	23	26	46	0	6	6	33	451	439	97	12	3
Las Americas MS	124	2	2	122	98	0	63	63	2	0	37	37	0	124	3	2	121	98
Leland YMCPA	93	86	92	7	8	0	7	7	29	0	0	0	---	93	88	95	5	5
Long Acad	278	124	45	154	55	0	149	149	13	0	28	28	0	278	144	52	134	48
Marshall MS	304	168	55	136	45	2	131	133	42	2	53	55	33	306	242	79	64	21
McReynolds MS	200	99	50	101	51	1	98	99	32	0	42	42	14	201	137	68	64	32
Ortiz MS	359	216	60	143	40	1	141	142	35	0	37	37	16	360	272	76	88	24
Pershing MS	562	448	80	114	20	0	112	112	30	0	24	24	38	562	491	87	71	13
Pilgrim ES	83	61	73	22	27	0	22	22	36	0	5	5	60	83	72	87	11	13
Pin Oak MS	397	369	93	28	7	0	23	23	52	0	4	4	*	397	383	96	14	4
Reagan Ed Ctr PK-8	112	68	61	44	39	1	44	45	29	0	20	20	10	113	83	73	30	27
Revere MS	434	292	67	142	33	2	140	142	24	0	59	59	14	436	334	77	102	23
Rice School PK-8	143	118	83	25	17	0	24	24	71	0	7	7	14	143	136	95	7	5
Rogers TH MS	136	125	92	11	8	0	11	11	0	0	0	0	---	136	125	92	11	8
Rusk ES	47	42	89	5	11	0	5	5	80	0	0	0	---	47	46	98	1	2
Sharpstown Intern'l	181	161	89	20	11	0	19	19	42	0	11	11	9	181	170	94	11	6

Table A-2 HISD STAAR English, Spanish, and Accommodated Combined for March 2015 Testing Cohort  
All Students Grade 8 Reading (includes 1st, 2nd, and 3rd Administration)  
Percent Met Phase-In 1 Standard

Campus Name	March Results for 2015 Cohort					May Results for March 2015 Cohort**				June Results for March 2015 Cohort**				Cumulative March 2015 Cohort Results***				
	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory	Number of Students Tested			% Met Phase-in 1	Number of Students Tested			% Met Phase-in 1	# Tested	# Met Phase-in 1	% Met Phase-in 1	# Unsatisfactory	% Unsatisfactory
						# First Time Testers	# Retesters	# Total Tested		# First Time Testers	# Retesters	# Total Tested						
SOAR Center	1	*	*	*	*	0	1	1	*	0	0	0	---	1	*	*	*	*
Stevenson MS	447	321	72	126	28	0	124	124	41	0	22	22	36	447	380	85	67	15
Sugar Grove MS	258	114	44	144	56	6	140	146	17	0	74	74	5	264	143	54	121	46
TCAH	400	364	91	36	9	4	34	38	34	0	20	20	30	404	383	95	21	5
Thomas MS	167	110	66	57	34	0	52	52	38	0	23	23	4	167	131	78	36	22
Welch MS	299	179	60	120	40	1	118	119	29	0	66	66	23	300	228	76	72	24
West Briar MS	363	302	83	61	17	0	60	60	43	0	26	26	12	363	331	91	32	9
Wharton ES	19	19	100	0	0	0	0	0	---	0	0	0	---	19	19	100	0	0
Williams MS	200	109	55	91	46	0	88	88	36	0	49	49	2	200	142	71	58	29
Wilson ES	23	22	96	1	4	0	1	1	*	0	0	0	---	23	23	100	0	0
Woodson PK-8	148	78	53	70	47	0	68	68	43	0	14	14	29	148	111	75	37	25
Young Scholars	18	13	72	5	28	0	5	5	60	0	2	2	*	18	17	94	1	6
YWCPA	105	104	99	1	1	0	1	1	*	0	0	0	---	105	105	100	0	0
<b>District Total</b>	<b>13,320</b>	<b>8,948</b>	<b>67</b>	<b>4,372</b>	<b>33</b>	<b>35</b>	<b>4,166</b>	<b>4,201</b>	<b>31</b>	<b>2</b>	<b>1,815</b>	<b>1,817</b>	<b>17</b>	<b>13,357</b>	<b>10,545</b>	<b>79</b>	<b>2,812</b>	<b>21</b>

Source: TEA-Pearson STAAR Student Data Files; most current data available and may differ slightly from data previously reported.

\*Masked <5 students tested

\*\*At the same campus

\*\*\*Students tested in March plus students in March cohort tested in May and June.