

Norman-Sims Elementary School

Campus Improvement Plan

2020/2021

Includes Target Utilization Plan



NORMAN – SIMS
ELEMENTARY SCHOOL
AUSTIN Independent School District

Wendy Mills
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(512) 414-2347
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Date Reviewed:

Date Approved:

Campus Mission

Norman-Sims exists to fulfill the mission put forth by the State of Texas, which is to “ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.” [Texas Education Code §4.001(a)]

Campus Vision

Norman-Sims will be a community focused school where teachers, staff, and partners help our students build, create, and succeed in college, career and life.

Campus Values

Whole Child, Every Child
Physical, social, and emotional health, and safety
Equity, diversity, and inclusion
High expectations for all students, employees, parents/guardians, and community members
Creativity, collaboration, and innovation
Community schools
Life-long learning

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2020-21 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

CAPR results for administrators
MOY disaggregated by grade, subj., & stud. grp.
STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

From the 2019 STAAR assessment results, Norman-Sims earned the Texas Education Agency's designation distinctions for the following areas:

- Academic Achievement in Math (Norman and Sims)
- Academic Achievement in Science (Norman)
- Top 25% Closing Performance Gaps (Norman)
- Top 25% Academic Growth (Sims)
- Post- Secondary Readiness (Norman)

Both Norman and Sims (now Norman-Sims) earned an overall Rating of "B" under the states A-F accountability system.

Both Norman and Sims (now Norman-Sims) earned a B Rating in the areas of "School Progress" and "Academic Growth".

Norman met and exceeded the target of 46% of students performing at our above "Meets Grade Level" for Math. 61% of Norman students performed at our above "Meets Grade Level"

Sims met and exceeded the target of 46% of students performing at our above "Meets Grade Level" for Math. 51% of Norman students performed at our above "Meets Grade Level"

Student Achievement Weaknesses

STAAR 2019 Reading Data

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Norman did not meet the target of 44% of students performing at or above "Meets Grade Level" for Reading. Only 39% of students performed at or above "Meets Grade Level". **AA-** 32% Meets, and **Hisp.-** 49% Meets signifying a gap in performance in student groups.

Sims did not meet the target of 44% of students performing at or above "Meets Grade Level" for Reading. Only 26% of students performed at or above "Meets Grade Level".

Primary Reading Data:

At the BOY, on ISIP, only 25% of all Norman-Sims 1st and 2nd graders combined were rated as "proficient". At the end of the MoY, on ISIP, only 41% of all 1st and 2nd graders were rated as "proficient".

STAAR Release Reading Data:

During the district's January Reading benchmarks the % of Norman-Sims 3rd-5th grade students scoring at the "Meets" or "Masters" level was 27% in 3rd grade, 19% in 4th grade, and 25% in 5th grade. (STAAR Release January 2020)

Student Achievement Needs

Reading:

Review and refinement of all classroom teachers schedules to ensure they all reflect adequate time for the 5 components of reading and an intervention block of 45-60 minutes per day based on data.

Ongoing training and professional development in the 5 components of reading.

Continued support and academic press in the primary grades for reading readiness through pre and post assessments on specific skills using the materials provided in Imagine Learning and MAP assessments.

Consistent use of the reading diagnostic tools that "Imagine Learning" provide to teachers and students for instruction and intervention.

Regularly scheduled one on one and grade level meetings to support the primary teachers in analyzing the individual student reports from Imagine learning.

Clearer defined systems for determining which interventions are to be used and by whom.

Additional reading intervention time provided to teachers using extra duty pay, or by flexible scheduling throughout the day.

Increased focus on frequent read-alouds to develop listening comprehension, vocabulary, and metacognitive skills needed to become strong independent readers.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

Math:

Continued use of Dreambox, IXL, and Formative Loop as stop gap resources and for spiral review and mastery learning of specific skills.
Use of MAP data to drive interventions and accelerated learning for those who are ready to engage in above grade level TEKS.

Student Achievement Summary

Norman-Sims has shown great ability to grow students academically, and to exceed expectations in the areas of Math and Science. The ability our staff has to close achievement gaps in grades 3-5 is admirable and recognized by the Texas Education Agency through its distinctions designations.

While we make great strides in the area of Math, the campus has will need to continue to focus on the impact our students' ability to read has on all subjects.

Developing stronger systems of support for our primary students in reading is a high priority and one that we will need to be creative in implementing this year since a large majority of our PK-1st grade students are learning remotely.

Our goal is to have regular meetings with the primary teachers to set goals, and to create action steps to meet those goals in the area of

- Letter recognition
- Phonemic Awareness
- Phonics
- Sight words mastery
- Text Fluency

By building a strong foundation in these skills before third grade, we can achieve goals regarding an increased percentage of 3rd-5th graders performing at or above "Meets Grade Level" in future years.

2019 STAAR Math with Change from Prior Year
Includes Algebra 1; Excludes Tests With Online Disruption Flags (2018)

		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed				
Campus	Test Grade	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		
Allison	03	71	77 16	31 6	4 -8		1	* *	* *	* *		66	79 18	32 7	5 -8		4	* *	* *	* *		66	77 16	32 8	5 -5		36	78 15	39 5	6 -16		6	67 17	50 25	<1 -17		
Allison	04	73	71 -4	41 -7	21 -4		6	67 7	33 13	<1 -20		67	72 -5	42 -8	22 -3		0	-- --	-- --	-- --		67	70 -8	40 -8	18 -5		34	68 0	41 6	26 0		11	45 -36	36 -33	9 -10		
Allison	05	65	83 -9	49 -13	17 -15		3	* *	* *	* *		59	83 -12	51 -11	19 -11		2	* *	* *	* *		58	83 -9	50 -12	16 -15		30	83 -13	47 -12	17 -20		13	92 -2	62 12	15 9		
Allison		209	77 2	40 -4	14 -8		10	70 7	30 -7	<1 -21		192	78 1	41 -4	15 -8		6	83 NA	33 NA	<1 NA		191	76 -1	40 -4	13 -8		100	76 2	42 0	16 -12		30	70 -7	50 0	10 -4		
Andrews	03	52	58 2	21 -10	8 2		10	70 20	30 5	20 12		40	53 -3	18 -13	5 -1		1	* *	* *	* *		47	62 7	21 -8	6 2		36	53 -5	17 -15	6 -1		5	60 19	40 16	<1 -12		
Andrews	04	54	56 2	31 8	15 3		7	29 -21	<1 -25	<1 -25		42	55 0	33 11	12 2		2	* *	* *	* *		48	56 2	31 8	13 0		44	57 9	34 15	14 7		11	55 22	55 44	18 7		
Andrews	05	42	67 -14	26 -15	12 -4		6	67 -3	33 3	17 -3		33	70 -14	27 -20	12 -4		2	* *	* *	* *		37	68 -13	27 -12	11 -5		30	60 -23	23 -21	7 -8		6	67 -24	33 -12	<1 -18		
Andrews		148	59 -6	26 -6	11 0		23	57 -1	22 -5	13 -2		115	58 -7	26 -7	10 -1		5	80 5	20 -30	20 -30		132	61 -3	27 -4	10 0		110	56 -8	25 -8	9 -1		22	59 5	45 18	9 -5		
Baldwin	03	146	88 3	64 3	42 15		3	* *	* *	* *		29	72 -4	38 -12	10 -11		93	91 1	67 0	46 19		21	71 12	52 23	19 13		14	86 40	71 56	21 21		12	50 -17	25 -2	17 10		
Baldwin	04	117	82 -5	56 -8	34 -4		1	* *	* *	* *		31	71 -9	45 -1	26 9		73	86 -2	60 -8	36 -2		15	60 5	20 5	<1 0		12	50 -17	25 -19	17 -5		17	53 -16	29 -9	12 -3		
Baldwin	05	137	97 0	70 -4	52 4		2	* *	* *	* *		34	94 0	41 -15	29 -6		77	99 0	77 -3	56 10		19	95 1	37 -1	11 5		15	87 -3	47 27	20 20		15	87 5	47 18	20 2		
Baldwin		400	90 0	64 -3	43 5		6	83 -6	67 0	67 23		94	80 -3	41 -9	22 -2		243	92 -1	68 -5	46 8		55	76 8	38 12	11 7		41	76 10	49 20	20 10		44	64 -9	34 3	16 3		
Baranoff	03	153	93 -3	72 6	47 12		7	86 6	14 -66	<1 -20		33	94 2	70 16	39 18		97	94 -6	74 -2	52 10		21	86 -2	38 -21	24 0		9	89 -11	67 -15	22 -33		14	71 -4	29 -15	7 -24		
Baranoff	04	162	96 10	73 12	46 9		4	* *	* *	* *		57	95 20	61 20	35 13		84	96 5	81 12	51 9		33	94 29	58 13	27 22		9	>99 36	78 51	67 58		21	86 38	43 19	10 0		
Baranoff	05	177	96 -1	69 -9	43 -7		3	* *	* *	* *		54	96 3	52 -20	26 -5		100	96 -2	74 -2	51 0		26	92 0	50 -4	19 -12		12	83 33	33 -17	25 0		27	74 -3	37 5	11 6		
Baranoff		492	95 2	71 2	45 4		14	93 1	43 -42	29 -17		144	95 8	60 3	33 8		281	95 -1	76 2	51 6		80	91 7	50 -4	24 3		30	90 13	57 3	37 6		62	77 11	37 5	10 -4		
Barrington	03	65	60 -16	26 -25	8 -6		6	33 -17	33 33	<1 0		54	63 -14	24 -27	7 -6		3	* *	* *	* *		58	59 -17	24 -27	5 -8		42	62 -18	26 -27	7 -6		6	67 17	50 10	17 7		
Barrington	04	61	56 -21	23 -19	15 -3		1	* *	* *	* *		55	58 -22	22 -21	15 -1		3	* *	* *	* *		54	56 -22	20 -22	15 -3		44	61 -18	18 -26	9 -4		12	33 -47	25 -15	17 -3		
Barrington	05	54	85 -5	30 -19	9 -6		7	86 6	14 -6	<1 0		44	86 -5	32 -18	11 -3		2	* *	* *	* *		53	87 -3	30 -19	9 -7		38	84 -7	26 -18	11 0		8	88 -1	13 -20	<1 -17		
Barrington		180	66 -16	26 -21	11 -5		14	64 -12	29 -6	<1 -18		153	68 -15	25 -23	11 -3		8	50 -10	38 -2	13 -7		165	67 -15	25 -22	10 -6		124	69 -15	23 -24	9 -3		26	58 -18	27 -10	12 -4		
Barton Hills	03	60	92 -4	73 5	47 2		0	-- --	-- --	-- --		13	92 -3	77 22	38 -12		42	93 -3	79 8	52 9		6	67 -33	50 -21	<1 -57		2	* *	* *	* *		8	63 -37	25 -25	<1 0		
Barton Hills	04	70	91 -2	57 -19	30 -21		0	-- --	-- --	-- --		20	80 3	45 -17	20 -3		46	96 0	59 -19	33 -21		9	56 -32	33 -17	33 8		3	* *	* *	* *		4	* *	* *	* *		
Barton Hills	05	69	97 -2	81 -6	61 1		1	* *	* *	* *		15	93 -2	67 -8	47 -13		47	>99 0	85 -5	66 4		6	83 -17	67 0	33 16		1	* *	* *	* *		3	* *	* *	* *		
Barton Hills	06	48	75 -3	48 -11	25 -4		0	-- --	-- --	-- --		18	61 8	28 -12	28 1		25	88 -12	64 -7	28 -5		1	* *	* *	* *		0	-- --	-- --	-- --		6	17 -33	<1 -50	<1 -17		
Barton Hills		247	90 -3	66 -9	42 -7		1	* *	* *	* *		66	80 -2	52 -7	32 -11		160	95 -3	73 -6	47 -4		22	64 -13	45 -7	23 0		6	83 8	33 20	<1 -13		21	52 -23	14 -36	5 -14		
Becker	03	50	88 5	56 5	40 17		1	* *	* *	* *		25	84 8	48 9	32 10		22	95 3	64 0	45 21		9	67 5	22 5	11 8		7	86 13	43 34	29 29		6	67 -4	33 -24	17 3		
Becker	04	64	81 6	55 14	44 22		1	* *	* *	* *		35	74 5	43 15	34 13		25	92 3	72 0	56 23		20	60 5	15 1	10 3		9	44 -1	11 -7	<1 -9		6	83 33	17 -8	<1 -25		
Becker	05	54	93 -4	63 -16	43 -11		3	* *	* *	* *		34	91 -3	59 -13	35 -9		16	>99 0	81 -8	63 0		24	83 -10	38 -19	13 -8		10	80 -20	40 40	20 20		4	* *	* *	* *		
Becker		168	87 4	58 4	42 13		5	60 -18	<1 -33	<1 -11		94	83 6	50 9	34 8		63	95 1	71 -3	54 15		53	72 7	26 2	11 3		26	69 8	31 18	15 11		16	69 -4	19 -28	6 -21		
Blackshear	03	64	77 -7	42 -5	22 -2		20	55 -1	30 -3	10 -1		27	78 -17	26 -19	15 1		11	>99 0	91 -9	45 -55		42	67 -13	21 -16	12 -5		6	50 -33	<1 -50	<1 -17		7	29 -38	14 -53	14 -36		
Blackshear	04	35	57 -26	31 -13	23 -2		7	29 -63	29 -2	14 -1		20	65 -16	20 -30	10 -18		5	>99 0	>99 100	>99 100		27	48 -31	19 -19	7 -11		9	78 -16	22 -28	11 -11		10	40 -16	30 11	20 7		
Blackshear	05	44	98 0	52 -25	25 -20		11	91 -9	45 -1	<1 -23		30	>99 3	53 -32	30 -14		1	* *	* *	* *		37	97 -1	46 -30	22 -21		17	>99 7	65 -28	24 -23		16	94 6	25 -25	<1 -13		
Blackshear		143	78 -11	43 -15	23 -9		38	61 -25	34 -3	8 -9		77	83 -8	35 -28	19 -12		17	>99 0	94 3	65 -26		106	73 -13	29 -23	14 -13		32	84 -8	41 -26	16 -15		33	64 -3	24 -13	9 -11		

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Blanton	03	75	79	7	63	19	33	9	5	>99	33	>99	56	40	40	46	70	0	48	12	22	1	21	95	5	86	-4	57	-3	48	69	4	42	13	25	11	11	55	-20	55	5	9	9							
Blanton	04	67	61	-5	48	4	25	-2	6	33	-7	33	3	<1	0	49	59	-10	43	-6	22	-9	12	83	-3	75	32	50	7	44	45	-17	27	-15	11	-11	30	67	-1	40	-15	20	-15	12	50	0	42	-8	8	8
Blanton	05	45	84	-7	71	-8	49	8	7	71	-4	57	-6	<1	-13	30	83	-10	70	-8	53	10	8	>99	0	88	-12	75	-5	37	81	-6	65	-4	41	15	17	88	-2	88	16	71	37	8	63	-37	50	-50	13	-7
Blanton		187	74	-1	59	5	34	4	18	67	8	61	17	11	7	125	69	-7	51	-1	30	0	41	93	2	83	6	59	0	129	64	-6	46	2	26	8	71	72	-1	52	1	34	7	31	55	-22	48	-21	10	2
Blazier	03	144	86	3	53	2	25	-4	9	67	-16	44	-14	11	-22	111	88	7	53	6	24	-2	14	93	-1	57	-19	36	-17	113	83	1	49	4	19	-6	51	92	12	45	2	25	2	24	46	3	29	0	8	1
Blazier	04	177	86	0	53	12	28	8	15	93	8	47	9	20	5	127	83	-3	50	10	25	6	22	95	11	77	40	50	29	119	84	1	50	11	25	12	49	84	-4	49	10	31	12	23	52	-18	39	19	17	12
Blazier	05	178	96	-2	74	2	50	5	15	>99	8	80	30	53	28	134	94	-5	72	1	46	6	19	>99	6	74	-14	58	-18	131	94	-4	68	1	44	2	58	95	-3	72	3	47	3	24	83	-9	50	-17	13	5
Blazier		499	90	1	60	6	35	4	39	90	4	59	10	31	7	372	89	1	59	7	33	5	55	96	5	71	5	49	0	363	87	0	56	6	30	4	158	91	3	56	7	35	7	71	61	-6	39	4	13	6
Boone	03	82	79	-5	48	-1	26	-4	4	*	*	*	*	*	*	37	68	-8	30	-8	11	-13	35	91	-1	69	0	43	1	34	65	-14	18	-12	3	-9	5	40	-40	20	-20	<1	-20	16	56	6	19	-12	6	-13
Boone	04	73	75	-6	49	5	33	14	3	*	*	*	*	*	*	28	68	-2	39	19	25	12	37	84	-6	59	-2	41	14	31	65	-6	29	0	16	5	4	*	*	*	*	*	*	13	38	7	15	0	15	7
Boone	05	82	94	2	61	1	43	-1	3	*	*	*	*	*	*	31	90	0	39	-7	16	-21	42	98	1	79	-2	62	7	43	93	8	51	6	33	0	5	40	-27	20	-30	20	-13	14	86	15	14	-7	14	7
Boone		237	83	-2	53	2	34	3	10	90	23	30	30	10	10	96	75	-5	35	-1	17	-9	114	91	-2	69	0	49	9	108	76	-1	34	0	19	1	14	50	-14	21	-22	14	-7	43	60	9	16	-7	12	0
Brentwood	03	107	92	5	68	-1	45	-1	4	*	*	*	*	*	*	36	83	15	56	6	31	-1	65	97	1	74	-4	55	4	25	88	36	44	11	20	-9	8	>99	22	50	-17	25	-8	15	87	51	33	19	27	20
Brentwood	04	90	86	6	70	15	50	14	1	*	*	*	*	*	*	27	74	11	48	19	33	13	55	91	0	78	8	56	8	14	64	16	50	36	29	15	5	60	3	60	39	20	6	17	53	3	24	-4	12	1
Brentwood	05	105	94	-5	70	1	51	12	3	*	*	*	*	*	*	39	87	-8	46	-7	33	22	58	98	-2	88	10	66	18	21	81	-11	33	-13	10	-5	13	77	-23	15	-10	<1	-25	20	85	-6	40	-15	20	-7
Brentwood		302	91	3	69	5	49	8	8	75	-11	38	-5	13	-1	102	82	10	50	8	32	9	178	96	1	80	5	59	10	60	80	20	42	13	18	-2	26	81	11	35	-2	12	-10	52	75	19	33	3	19	5
Brooke	03	31	97	31	52	9	29	0	2	*	*	*	*	*	*	28	96	36	50	7	32	5	1	*	*	*	*	*	*	30	97	29	53	9	30	1	10	>99	37	60	16	40	15	9	89	32	44	1	22	-21
Brooke	04	43	74	11	23	-2	19	6	4	*	*	*	*	*	*	37	70	9	19	-6	14	0	2	*	*	*	*	*	*	38	76	11	24	-2	18	5	20	75	18	15	15	10	10	9	78	53	22	-3	22	-3
Brooke	05	26	92	0	69	23	35	19	5	80	-20	60	20	40	40	21	95	5	71	26	33	12	0	--	--	--	--	--	--	24	96	4	71	27	33	16	6	83	-17	50	3	33	4	5	>99	0	60	10	20	0
Brooke		100	86	12	44	6	26	7	11	91	-1	55	22	36	28	86	85	15	42	4	24	3	3	*	*	*	*	*	*	92	88	13	46	7	26	6	36	83	5	33	-5	22	-1	23	87	16	39	-4	22	-7
Brown	03	32	63	-15	44	9	22	8	1	*	*	*	*	*	*	28	68	-10	50	16	25	12	2	*	*	*	*	*	*	30	67	-11	47	12	23	9	27	63	-16	44	13	22	15	2	*	*	*	*	*	*
Brown	04	37	57	7	32	-6	22	-3	2	*	*	*	*	*	*	32	59	7	31	-7	25	1	2	*	*	*	*	*	*	30	60	10	33	-5	23	-2	29	55	3	31	-8	21	-1	3	*	*	*	*	*	*
Brown	05	28	86	-7	43	-20	29	-15	1	*	*	*	*	*	*	26	88	-6	46	-24	31	-17	1	*	*	*	*	*	*	28	86	-7	43	-20	29	-14	22	86	-8	45	-24	27	-23	7	71	-4	<1	0	<1	0
Brown		97	67	-8	39	-7	24	-4	4	*	*	*	*	*	*	86	71	-5	42	-6	27	-2	5	20	-20	<1	-20	<1	-20	88	70	-5	41	-5	25	-3	78	67	-10	40	-8	23	-4	12	67	25	<1	-8	<1	0
Bryker Woods	03	82	98	7	85	13	61	12	1	*	*	*	*	*	*	15	>99	7	87	23	80	37	61	98	7	85	10	57	5	9	>99	12	89	51	78	40	4	*	*	*	*	*	*	2	*	*	*	*	*	*
Bryker Woods	04	75	91	-6	69	-19	51	-18	1	*	*	*	*	*	*	15	93	2	53	-20	40	-24	53	91	-6	74	-21	53	-23	11	73	73	27	27	9	9	0	--	--	--	--	--	--	6	50	-10	50	30	33	33
Bryker Woods	05	57	96	9	67	12	47	13	1	*	*	*	*	*	*	13	92	3	69	36	38	5	36	97	9	67	14	53	18	4	*	*	*	*	*	*	2	*	*	*	*	*	4	*	*	*	*	*	*	
Bryker Woods	06	17	82	-1	47	-1	29	20	0	--	--	--	--	--	--	3	*	*	*	*	*	*	13	92	9	54	4	38	30	4	*	*	*	*	*	*	1	*	*	*	*	*	6	67	-33	<1	-50	<1	0	
Bryker Woods		231	94	4	73	5	52	7	3	*	*	*	*	*	*	46	91	3	65	6	50	9	163	95	4	75	4	53	4	28	79	-3	50	18	32	9	7	86	15	71	28	43	14	18	61	0	28	11	17	17
Campbell	03	24	67	4	50	13	25	-5	10	50	-3	40	-1	10																																				

2019 STAAR Math with Change from Prior Year
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		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed				
Campus	Test Grade	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change			# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	
Casey	03	76	75 10	34 -1	16 1	3	* *	* *	* *	* *		56	77 11	30 -6	13 -3	12	92 32	58 28	33 13	44	64 -2	20 -13	9 -5	15	67 -23	27 -21	7 -12	18	50 40	17 17	<1 0						
Casey	04	88	55 -12	34 -6	15 -6	5	40 40	40 40	<1 0			66	56 -8	33 -3	15 -2	10	40 -46	30 -27	20 -18	64	52 -7	33 -3	13 -2	22	68 -3	50 9	23 -1	13	23 -27	15 7	<1 0						
Casey	05	90	86 -1	54 11	33 13	1	* *	* *	* *	* *		70	84 -1	51 13	30 13	15	>99 0	73 11	60 29	62	84 1	48 11	26 11	17	88 -12	82 53	65 60	16	69 26	25 11	13 13						
Casey		254	72 -1	41 2	22 4	9	22 9	22 9	<1 0			192	72 1	39 2	20 3	37	81 -3	57 5	41 9	170	66 -3	35 0	16 2	54	74 -14	54 15	31 16	47	49 15	19 12	4 4						
Casis	03	120	98 7	76 14	44 7	1	* *	* *	* *	* *		13	>99 31	69 15	46 31	98	97 4	77 16	42 3	7	>99 50	71 21	14 -19	1	* *	* *	* *	8	88 -2	38 -12	<1 -20						
Casis	04	123	91 0	68 1	50 5	0	-- --	-- --	-- --			15	73 -10	33 -28	27 -6	101	93 0	72 3	53 0	4	* *	* *	* *	3	* *	* *	* *	10	80 5	40 -35	30 5						
Casis	05	113	96 0	84 0	64 3	2	* *	* *	* *	* *		19	89 -11	79 12	58 25	84	99 3	86 0	67 5	3	* *	* *	* *	2	* *	* *	* *	7	86 53	71 54	29 29						
Casis		356	95 2	76 5	53 6	3	* *	* *	* *	* *		47	87 3	62 2	45 17	283	96 2	78 7	53 2	14	79 17	43 -3	14 -9	6	50 21	33 4	33 19	25	84 13	48 -2	20 3						
Clayton	03	138	96 -1	86 5	54 5	1	* *	* *	* *	* *		15	87 -7	67 -9	33 -14	87	97 -1	85 3	47 3	4	* *	* *	* *	7	>99 17	>99 50	86 69	11	91 8	73 12	18 7						
Clayton	04	149	89 -1	69 3	49 -1	1	* *	* *	* *	* *		19	74 -16	47 -18	32 -13	101	90 0	72 9	49 4	6	33 -67	17 17	17 17	5	80 5	20 -30	<1 -50	18	56 18	39 1	11 -2						
Clayton	05	134	>99 1	89 -7	75 2	1	* *	* *	* *	* *		19	>99 0	89 -6	68 -2	83	>99 1	88 -7	76 7	1	* *	* *	* *	4	* *	* *	* *	12	>99 6	58 -24	25 -10						
Clayton		421	95 -1	81 -1	59 1	3	* *	* *	* *	* *		53	87 -8	68 -11	45 -9	271	95 -1	81 0	56 3	11	64 -11	45 7	18 -7	16	94 6	69 0	50 6	41	78 -1	54 -11	17 -4						
Cook	03	66	79 1	59 10	35 17	3	* *	* *	* *	* *		59	83 3	63 10	36 18	2	* *	* *	* *	58	83 4	60 9	33 15	45	91 12	69 15	38 25	9	22 -28	11 11	<1 0						
Cook	04	68	79 -4	46 -6	24 -2	3	* *	* *	* *	* *		62	79 -4	48 -6	26 0	2	* *	* *	* *	62	82 0	47 -4	24 0	46	87 -1	50 -16	24 -10	10	60 10	20 0	10 0						
Cook	05	72	86 -8	36 -19	15 -9	6	83 -3	67 38	33 26			65	86 -11	34 -28	14 -13	0	-- --	-- --	-- --	64	89 -5	36 -19	14 -9	51	86 -8	35 -26	16 -4	8	>99 12	38 -12	<1 -25						
Cook		206	82 -3	47 -5	24 1	12	67 -13	33 9	17 9			186	83 -4	48 -9	25 1	4	* *	* *	* *	184	85 0	47 -6	23 1	142	88 1	51 -10	25 2	27	59 -3	22 -1	4 -8						
Cowan	03	127	87 -2	61 -1	36 -1	4	* *	* *	* *	* *		59	80 -6	46 0	24 3	48	94 4	77 2	48 0	46	74 -5	39 -1	24 5	17	71 -18	41 19	29 18	15	60 -8	33 -4	7 2						
Cowan	04	132	82 -3	57 -5	39 3	6	67 17	67 42	33 33			52	79 -6	44 -10	25 -6	60	85 -3	63 -8	48 5	39	67 -4	36 -14	18 -6	9	67 7	11 -49	11 -29	19	42 -8	21 -8	21 14						
Cowan	05	117	94 -2	70 -7	47 7	4	* *	* *	* *	* *		42	93 -5	64 -17	43 15	63	95 -3	78 1	51 2	28	86 -2	64 -1	46 21	2	* *	* *	* *	12	67 -8	25 -25	<1 -17						
Cowan		376	88 -2	62 -5	41 3	14	79 4	43 -3	14 -3			153	83 -7	50 -10	29 2	171	91 0	73 -1	49 3	113	74 -6	44 -7	27 5	28	71 -8	32 -5	25 9	46	54 -10	26 -12	11 2						
Cunningham	03	40	68 15	30 -1	10 3	2	* *	* *	* *	* *		26	65 15	19 -7	4 1	11	73 9	64 21	27 6	32	66 19	22 1	6 6	9	56 23	33 22	<1 0	10	40 29	30 19	<1 0						
Cunningham	04	48	48 -35	29 -22	10 -16	4	* *	* *	* *	* *		28	43 -38	18 -23	4 -15	12	67 -27	58 -1	17 -12	30	43 -35	20 -18	7 -12	4	* *	* *	* *	9	22 -35	<1 -36	<1 -14						
Cunningham	05	58	83 6	45 5	24 20	5	60 3	40 11	20 20			31	81 4	42 3	23 20	14	93 2	43 -12	29 20	33	79 11	39 10	15 12	11	73 -4	45 -9	27 19	15	60 4	40 -16	13 2						
Cunningham		146	67 -4	36 -5	16 3	11	45 -11	18 -10	9 3			85	64 -5	27 -8	11 3	37	78 -5	54 2	24 3	95	63 -2	27 -3	9 1	24	58 -10	33 -14	13 -5	34	44 0	26 -8	6 -3						
Davis	03	107	68 -19	39 -20	21 -17	6	<1 -56	<1 -22	<1 -11			29	52 -22	21 -22	14 -9	53	79 -18	42 -33	23 -24	32	44 -39	13 -32	3 -18	17	59 -13	41 -3	12 -10	14	21 -32	<1 -27	<1 -20						
Davis	04	114	76 -1	51 -1	38 7	7	43 43	29 29	<1 0			28	64 16	43 3	32 8	62	85 -12	58 3	42 10	22	50 7	41 20	14 14	16	50 -19	31 -19	19 -6	16	38 24	19 19	13 13						
Davis	05	84	83 -11	60 5	42 17	5	20 -63	<1 -17	<1 0			25	64 -28	36 -11	24 7	37	97 2	70 5	49 17	15	40 -48	13 -6	13 5	14	79 -3	50 41	36 36	10	50 25	<1 0	<1 0						
Davis		305	75 -12	49 -7	33 1	18	22 -34	11 -6	<1 -6			82	60 -14	33 -11	23 2	152	86 -10	55 -11	37 -1	69	45 -32	22 -8	9 -3	47	62 -11	40 2	21 3	40	35 -3	8 -7	5 -7						
Dawson	03	50	68 -4	48 7	28 13	2	* *	* *	* *	* *		35	69 10	46 18	26 12	12	75 -25	67 -3	42 32	34	62 -2	38 5	21 7	10	60 -5	10 -8	<1 0	13	38 -15	31 4	23 10						
Dawson	04	41	68 -3	44 9	24 14	6	>99 67	>99 67	33 33			27	56 -13	22 -4	11 3	8	88 -12	75 -8	63 46	30	63 -4	33 5	13 5	17	59 -21	18 8	<1 0	18	56 -21	39 8	28 20						
Dawson	05	49	96 12	53 2	22 0	3	* *	* *	* *	* *		39	95 9	51 -3	18 -1	6	>99 0	50 -50	33 -67	35	94 14	46 0	17 0	11	91 16	36 11	18 1	22	91 41	41 -9	14 -36						
Dawson		140	78 2	49 7	25 9	11	91 29	73 35	27 12			101	75 3	42 6	19 6	26	85 -15	65 -14	46 20	99	74 4	39 3	17 4	38	68 -4	21 3	5 0	53	66 4	38 6	21 3						

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		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed				
Campus	Test Grade	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change
Doss	03	145	91 -2	80 2	52 2	5	60 60	60 60	60 60	25	88 13	72 9	32 1	92	95 -3	87 4	57 7	33	76 5	52 -5	24 -9	28	75 -2	54 -5	25 -11	13	62 -8	62 2	31 1								
Doss	04	116	91 1	83 8	60 12	2	* *	* *	* *	18	83 4	72 5	33 -13	79	94 1	86 7	68 20	20	75 23	55 17	20 -4	17	76 35	71 53	35 17	11	45 12	36 19	18 18								
Doss	05	149	97 1	74 -1	49 8	2	* *	* *	* *	25	92 -3	72 -2	48 22	110	98 2	75 -3	51 6	21	90 15	57 17	24 14	14	86 10	43 8	7 -5	9	78 -14	22 -36	<1 0								
Doss		410	93 0	79 3	53 7	9	78 -2	67 27	44 14	68	88 5	72 4	38 2	281	96 1	82 2	58 11	74	80 14	54 9	23 0	59	78 12	56 17	24 1	33	61 -10	42 -8	18 7								
Galindo	03	81	80 -1	47 2	21 -2	6	67 -33	50 -17	<1 -33	65	83 2	49 5	23 0	8	75 -25	38 38	25 25	71	80 0	44 2	20 -2	46	83 0	48 3	24 3	19	84 11	37 10	11 4								
Galindo	04	68	66 -8	29 -12	7 -7	4	* *	* *	* *	60	67 -6	30 -7	8 -4	0	-- --	-- --	-- --	57	63 -11	25 -14	9 -5	44	68 1	32 -1	11 2	20	55 -27	20 -7	<1 0								
Galindo	05	72	83 13	40 1	17 3	4	* *	* *	* *	66	83 12	41 2	17 3	2	* *	* *	* *	62	85 17	40 5	16 5	40	80 20	38 10	18 9	17	71 35	24 15	12 3								
Galindo		221	77 2	39 -3	15 -2	14	79 8	36 -14	<1 -14	191	78 4	40 0	16 0	10	80 -2	40 -15	30 -6	190	77 3	37 -1	15 0	130	77 7	39 4	18 5	56	70 5	27 5	7 2								
Govalle	03	48	58 -13	27 -13	4 -22	6	33 -7	<1 0	<1 0	42	62 -11	31 -11	5 -22	0	-- --	-- --	-- --	45	56 -17	27 -15	4 -23	19	58 -31	21 -35	5 -36	10	40 4	20 -1	<1 -7								
Govalle	04	61	62 13	33 15	18 14	6	33 0	17 0	<1 0	53	66 14	34 16	19 14	1	* *	* *	* *	55	64 15	33 17	16 14	22	86 13	50 30	27 20	18	39 30	<1 0	<1 0								
Govalle	05	47	91 -3	40 -15	21 -6	5	>99 17	40 7	20 3	41	90 -6	39 -21	20 -9	0	-- --	-- --	-- --	43	91 -1	35 -20	16 -10	15	>99 4	60 2	40 15	15	80 -20	<1 -64	<1 -27								
Govalle		156	70 -3	33 -6	15 -5	17	53 -8	18 -4	6 -3	136	72 -2	35 -6	15 -6	1	* *	* *	* *	143	69 -3	31 -8	13 -6	56	80 -8	43 -5	23 -4	43	53 6	5 -23	<1 -11								
Graham	03	90	86 -2	66 7	29 -3	13	92 19	54 9	23 14	68	82 -8	65 2	26 -11	4	* *	* *	* *	76	86 0	64 8	26 -6	52	83 -6	60 2	27 -9	9	67 0	44 -6	22 -11								
Graham	04	96	89 -2	68 -9	40 -7	11	91 0	82 18	45 27	75	88 -3	65 -13	39 -9	9	89 -11	67 -33	44 -56	78	86 -4	64 -10	37 -5	66	91 0	67 -11	39 -8	15	93 38	67 49	33 33								
Graham	05	89	94 0	83 9	61 23	7	>99 10	86 10	86 48	78	94 -1	83 10	58 19	4	* *	* *	* *	71	93 -4	80 4	54 15	59	93 -2	85 14	61 22	11	82 -11	36 -14	18 -11								
Graham		275	89 -2	72 2	43 4	31	94 8	71 6	45 19	221	88 -4	71 0	42 1	17	94 0	71 2	53 9	225	88 -3	69 0	39 2	177	89 -3	71 2	43 2	35	83 10	51 10	26 4								
Guerrero-Thomps	03	102	63 -17	32 -10	16 -4	4	* *	* *	* *	93	65 -20	33 -12	15 -6	2	* *	* *	* *	97	64 -15	33 -8	16 -5	91	62 -17	31 -10	14 -7	6	17 -23	<1 -40	<1 0								
Guerrero-Thomps	04	83	75 -6	57 5	31 4	2	* *	* *	* *	74	80 -4	59 6	34 4	2	* *	* *	* *	78	76 -4	56 4	31 5	73	77 -3	58 9	32 7	6	<1 -25	<1 0	<1 0								
Guerrero-Thomps	05	70	87 -1	70 6	34 11	4	* *	* *	* *	61	90 1	72 7	34 7	2	* *	* *	* *	68	87 -1	71 8	35 12	56	86 -4	70 5	34 7	8	75 12	25 -13	<1 -6								
Guerrero-Thomps		255	73 -10	51 -2	26 3	10	50 -17	40 7	30 30	228	76 -10	52 -3	26 1	6	17 -39	17 -39	17 -5	243	74 -9	51 -1	26 3	220	73 -10	50 -2	25 1	20	35 -13	10 -18	<1 -3								
Gullett	03	86	97 9	78 11	48 12	1	* *	* *	* *	12	92 11	92 48	50 31	69	99 6	80 4	51 9	7	71 42	43 29	14 0	1	* *	* *	* *	18	83 53	50 20	17 -3								
Gullett	04	102	87 -12	69 -14	51 -16	7	71 -29	71 -29	57 7	19	79 -21	63 -14	32 -30	71	92 -6	72 -14	58 -13	11	45 -41	27 -44	27 -16	1	* *	* *	* *	14	36 -47	21 -29	21 4								
Gullett	05	84	95 -3	82 10	56 12	2	* *	* *	* *	16	>99 8	63 -4	44 19	62	94 -4	89 15	61 13	6	67 -33	17 -8	<1 -25	1	* *	* *	* *	7	71 -4	57 32	29 16								
Gullett		272	93 -1	76 2	51 3	10	70 -13	60 2	50 17	47	89 -1	70 9	40 6	202	95 -1	80 1	56 3	24	58 -9	29 -10	17 -11	3	* *	* *	* *	39	64 6	41 8	21 4								
Harris	03	60	53 0	17 5	3 -1	8	50 50	25 25	<1 0	47	55 -4	15 1	4 0	2	* *	* *	* *	56	52 -1	16 4	4 0	46	52 -3	17 7	4 1	5	60 35	20 20	<1 0								
Harris	04	75	61 1	25 6	8 3	7	57 13	<1 -11	<1 0	68	62 -1	28 7	9 5	0	-- --	-- --	-- --	70	61 0	23 3	6 1	48	54 -10	15 -10	4 -3	5	<1 -46	<1 -8	<1 0								
Harris	05	65	74 -3	26 -5	14 0	9	56 -8	<1 -27	<1 -18	53	77 0	30 -2	15 0	2	* *	* *	* *	64	73 -3	27 -5	14 0	48	75 0	29 0	17 4	11	73 29	27 8	27 14								
Harris		200	63 0	23 2	9 2	24	54 13	8 -7	<1 -7	168	65 -1	25 3	10 3	4	* *	* *	* *	190	63 0	22 1	8 0	142	61 -3	20 -1	8 1	21	52 10	19 7	14 8								
Hart	03	122	76 -8	40 -11	19 -5	8	63 -19	50 -5	13 -23	101	78 -9	40 -13	19 -3	6	50 -17	33 0	17 -16	113	75 -10	41 -10	19 -6	100	77 -7	40 -14	19 -5	14	64 4	29 16	<1 -13								
Hart	04	106	79 1	51 6	29 8	8	50 -33	50 50	13 13	90	84 5	51 4	30 8	6	50 -30	50 30	33 33	100	80 2	51 6	31 11	87	84 4	54 7	33 12	15	87 40	60 31	20 14								
Hart	05	116	89 1	52 -3	27 0	9	89 6	67 50	11 11	93	90 0	49 -11	27 -3	3	* *	* *	* *	112	90 2	54 -3	28 1	97	90 0	49 -10	28 0	18	78 -4	44 -1	22 13								
Hart		344	81 -2	47 -3	25 1	25	68 -15	56 26	12 -5	284	84 -1	46 -7	25 0	15	53 -18	40 11	20 6	325	82 -1	48 -2	26 2	284	83 -1	48 -5	26 2	47	77 17	45 17	15 6								

2019 STAAR Math with Change from Prior Year
Includes Algebra 1; Excludes Tests With Online Disruption Flags (2018)

Campus	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																		
		# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Highland Park	03	114	91	1	66	-11	43	-2	0	--	--	--	--	--	20	80	5	40	2	10	-9	80	95	2	71	-13	54	4	7	71	21	14	-16	<1	-20	4	*	*	*	*	*	*	13	54	-8	23	-39	23	-8	
Highland Park	04	117	84	-6	62	-7	42	-2	1	*	*	*	*	*	14	50	-17	7	-46	7	-26	94	89	-4	70	3	47	3	9	56	23	33	0	22	11	2	*	*	*	*	*	*	15	40	-3	20	-23	20	-23	
Highland Park	05	104	96	-2	82	-11	57	-17	1	*	*	*	*	*	17	88	-5	65	-14	35	-15	70	99	0	84	-11	60	-17	13	85	5	62	-18	23	-17	3	*	*	*	*	*	*	8	75	-3	50	-6	13	-9	
Highland Park		335	90	-3	70	-10	47	-8	2	*	*	*	*	*	51	75	-3	39	-17	18	-15	244	94	-1	75	-8	53	-5	29	72	22	41	-1	17	-4	9	67	-33	44	-6	22	22	36	53	-9	28	-27	19	-12	
Hill	03	156	89	-1	65	0	43	4	1	*	*	*	*	*	25	84	-2	32	-16	24	-9	110	92	0	73	2	45	4	13	69	-8	23	-23	8	-23	16	63	-8	19	-10	19	5	7	86	30	43	10	14	-8	
Hill	04	156	85	-8	58	-15	42	-8	7	71	-9	14	-46	14	-6	26	69	-23	46	-16	23	-27	108	89	-5	61	-16	46	-6	19	47	-46	32	-1	26	-1	9	33	-57	22	-38	11	-29	10	60	27	40	23	20	3
Hill	05	159	94	-3	85	5	70	15	5	80	-20	80	13	60	-7	26	81	-15	62	-13	50	11	108	98	1	90	9	75	18	17	82	-18	53	-3	24	2	10	80	-20	60	-40	40	-60	8	38	-29	25	-8	13	-9
Hill		471	90	-3	69	-3	52	4	13	69	-2	38	-12	31	2	77	78	-14	47	-16	32	-9	326	93	-1	75	-1	56	7	49	65	-24	37	-6	20	-7	35	60	-25	31	-24	23	-17	25	60	6	36	7	16	-5
Houston	03	73	73	16	38	12	8	0	7	43	10	29	12	14	14	66	76	18	39	14	8	1	0	--	--	--	--	--	72	74	16	39	13	8	0	40	78	20	43	25	8	4	6	50	-17	50	-17	<1	-33	
Houston	04	89	60	-4	21	-10	10	5	6	33	-17	17	0	17	0	80	60	-4	19	-12	6	2	2	*	*	*	*	*	83	60	-5	22	-9	11	7	48	52	-8	17	-13	8	4	10	60	3	30	-27	30	30	
Houston	05	97	87	6	45	3	16	2	4	*	*	*	*	*	91	89	7	45	3	16	0	2	*	*	*	*	*	88	89	3	47	1	16	0	55	93	7	49	6	22	4	12	50	6	33	-11	<1	-11		
Houston		259	73	6	35	2	12	3	17	35	-21	24	-4	12	6	237	76	9	35	2	11	2	4	*	*	*	*	*	243	74	5	36	2	12	3	143	75	8	36	6	13	5	28	54	-1	36	-19	11	-3	
Jordan	03	95	62	-13	35	-1	16	0	16	31	-49	13	-27	6	6	75	68	-6	41	6	19	1	3	*	*	*	*	*	91	63	-11	36	0	16	1	58	72	-1	41	5	22	6	19	32	-18	21	-29	<1	0	
Jordan	04	91	70	-10	42	2	19	-1	14	50	-27	7	-31	<1	-23	76	74	-9	47	6	21	1	1	*	*	*	*	*	88	69	-10	41	2	17	-2	64	78	-3	52	11	23	4	12	58	15	42	21	8	1	
Jordan	05	85	88	4	51	-6	26	8	18	78	-1	28	-1	11	11	65	91	0	57	-8	29	6	0	--	--	--	--	--	75	88	4	52	-6	27	9	52	92	2	62	-8	27	2	15	60	-5	7	-28	<1	0	
Jordan		271	73	-7	42	-3	20	2	48	54	-24	17	-18	6	-2	216	77	-6	48	1	23	3	4	*	*	*	*	*	254	72	-7	43	-1	20	3	174	80	-2	51	2	24	4	46	48	-6	22	-9	2	-1	
Joslin	03	31	77	-2	42	-7	6	-12	1	*	*	*	*	*	19	74	4	32	-5	<1	-11	10	90	-10	60	-29	20	-24	21	71	-8	38	-3	<1	-14	9	78	-2	44	11	<1	-7	5	60	-17	40	-6	<1	-31	
Joslin	04	42	69	-7	43	7	24	18	1	*	*	*	*	*	26	65	-8	31	4	12	12	11	82	-8	82	22	55	35	32	63	-10	34	11	16	16	14	57	-16	21	1	7	7	15	67	47	53	33	33	33	
Joslin	05	34	88	7	53	24	18	8	0	--	--	--	--	--	23	87	8	43	18	9	2	10	>99	0	80	30	40	-10	22	82	5	45	22	5	-7	14	86	15	43	29	7	0	7	57	-29	29	-14	<1	-29	
Joslin		107	78	-1	46	7	17	5	2	*	*	*	*	*	68	75	1	35	5	7	1	31	90	-5	74	3	39	6	75	71	-6	39	9	8	-1	37	73	-2	35	12	5	0	27	63	-5	44	4	19	-5	
Kiker	03	161	95	1	78	-5	56	9	4	*	*	*	*	*	26	96	5	65	-11	50	15	100	95	0	79	-7	54	8	6	67	0	33	0	17	0	15	>99	0	87	-13	60	0	9	78	28	44	8	22	15	
Kiker	04	171	99	2	80	-6	57	3	2	*	*	*	*	*	29	97	0	79	-8	52	-3	122	99	2	79	-5	56	6	5	>99	0	60	-40	60	60	4	*	*	*	*	*	*	18	89	-11	50	-31	28	-24	
Kiker	05	190	>99	0	89	4	73	16	1	*	*	*	*	*	31	>99	0	94	24	84	57	127	>99	0	87	0	68	10	1	*	*	*	*	*	7	>99	0	>99	25	>99	75	17	>99	0	59	2	35	6		
Kiker		522	98	1	83	-2	63	10	7	86	-14	71	-29	43	-24	86	98	2	80	2	63	24	349	98	1	82	-3	60	9	12	83	0	42	-25	33	-17	26	>99	0	92	-2	73	17	44	91	3	52	-9	30	-2
Kocurek	03	73	66	3	47	6	22	9	5	40	-35	20	-5	20	20	45	62	5	44	11	13	4	19	89	18	63	-2	47	23	45	47	-9	31	-3	11	3	10	50	-12	40	-6	20	12	12	58	27	50	25	17	17
Kocurek	04	71	62	-5	38	4	18	2	9	78	28	22	22	22	22	42	52	-4	31	0	17	7	16	75	-17	56	-2	25	-13	44	52	-8	25	-9	16	0	14	50	-30	21	1	14	1	14	29	-4	29	7	<1	-11
Kocurek	05	90	86	-2	57	-2	34	1	6	67	-8	33	-30	17	-33	53	81	-7	45	-5	28	11	27	>99	8	85	10	48	-19	63	83	-5	51	-8	29	0	14	79	8	36	-7	29	29	19	58	-11	37	6	16	1
Kocurek		234	72	0	48	4	26	5	20	65	-3	25	-7	20	2	140	66	0	41	4	20	8	62	90	5	71	7	42	2	152	63	-5	38	-4	20	2	38	61	-10	32	-4	21	14	45	49	6	38	12	11	2
Langford	03	66	61	0	24	1	5	-6	6	50	0	33	-17	<1	0	59	63	1	24	3	5	-6	1	*	*	*	*	*	59	59	-2	25	4	3	-8	39	54	-9	23	4	3	-9	16	44	0	25	-8	6	-5	
Langford	04	68	75	2	34	-4	19	4	4	*	*	*	*	*	63	76	1	35	-4	19	4	1	*	*	*	*	*	65	75	-1	34	-5	20	7	35	80	5	29	-10	17	3	10	40	-17	40	-3	30	16		
Langford	05	89	80	-12	29	-13	17	2	7	>99	0	29	-11	14	-26	77	77	-14	29	-11	17	4	5	>99	0	40	-60	20	-30	84	81	-12	30	-16	17	1	51	78	-12	25	-12	14	2	11	55	-20	27	-11	27	2
Langford		223	73	-4	29	-6	14	0	17	71	0	24	-12	6	-15	199	72	-5	29	-5	14	1	7	86	11	43	-20	29	-9	208	73	-5	30	-7	14	0	125	71	-6	26	-7	11	-2	37	46	-12	30	-8	19	2

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Campus	Test Grade	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		
Lee	03	64	88 -2	75 9	59 32		2	* *	* *	* *		12	75 -20	67 15	50 36		43	91 2	77 5	65 29		9	33 -50	33 -9	33 8		1	* *	* *	* *		9	44 -6	22 -8	<1 -10		
Lee	04	79	85 1	61 0	51 15		2	* *	* *	* *		23	83 6	48 25	30 22		39	90 -5	69 -10	62 13		17	82 22	47 37	29 19		4	* *	* *	* *		11	27 -2	18 18	18 18		
Lee	05	57	86 -5	65 -2	44 -6		4	* *	* *	* *		12	83 -17	50 -19	33 -5		35	97 0	86 9	57 -6		10	70 12	20 -5	20 20		1	* *	* *	* *		7	29 0	14 -15	<1 -29		
Lee	06	32	84 11	59 12	31 11		9	56 -44	22 -78	<1 0		8	88 15	63 23	38 38		14	>99 31	79 33	50 15		10	70 13	40 11	20 20		0	-- --	-- --	-- --		5	40 26	20 20	20 20		
Lee		232	86 0	66 5	49 15		17	59 14	18 -9	6 6		55	82 -5	55 8	36 21		131	93 4	77 6	60 14		46	67 2	37 10	26 18		6	67 -15	67 31	50 32		32	34 2	19 3	9 -1		
Linder	03	52	63 -15	38 6	19 9		5	60 -40	20 -80	<1 -50		40	63 -14	35 5	20 13		3	* *	* *	* *		43	70 -7	44 12	23 14		32	66 -16	44 15	25 16		5	40 -60	20 -47	20 20		
Linder	04	71	58 -11	30 -11	11 0		3	* *	* *	* *		60	53 -15	25 -17	8 -1		5	80 -20	60 -40	40 -60		60	57 -11	33 -6	12 3		37	68 6	32 -6	11 0		7	57 12	43 -2	14 5		
Linder	05	65	75 -15	52 2	23 7		5	60 -23	60 10	<1 -33		58	76 -16	53 4	26 12		1	* *	* *	* *		55	82 -9	58 8	27 11		42	74 -9	60 32	21 11		12	83 -7	50 10	8 -22		
Linder		188	65 -14	40 -1	18 5		13	69 -8	46 0	8 -15		158	64 -15	38 -2	18 8		9	67 -25	44 -23	22 -20		158	69 -10	45 5	20 9		111	69 -6	46 14	19 9		24	67 -7	42 -6	13 -2		
Maplewood	03	74	82 2	55 3	32 4		9	56 -1	22 8	11 11		20	75 3	50 2	30 6		39	92 4	62 -4	38 0		19	53 -9	26 -9	11 -1		6	50 -21	17 -26	17 17		11	82 40	27 2	9 -8		
Maplewood	04	76	64 -10	41 -14	20 -6		8	<1 -38	<1 -8	<1 0		25	56 -14	32 -18	8 -12		38	79 -14	53 -24	32 -5		29	28 -28	17 -15	10 6		8	38 -62	25 -75	<1 -50		15	27 -43	13 -57	13 3		
Maplewood	05	58	91 0	69 -1	57 14		13	69 -17	23 -20	8 -6		8	88 7	63 13	50 31		32	>99 0	88 2	75 7		23	78 14	39 3	22 15		1	* *	* *	* *		11	73 -2	55 5	45 3		
Maplewood	06	17	71 25	29 12	6 -5		4	* *	* *	* *		10	60 29	20 14	<1 0		1	* *	* *	* *		11	55 19	18 10	9 5		2	* *	* *	* *		8	63 30	13 -4	<1 -8		
Maplewood		225	78 3	52 0	32 4		34	50 0	18 0	9 4		63	67 3	40 1	19 3		110	90 -3	66 -9	46 -1		82	51 -2	26 -1	13 6		17	47 -14	18 -10	6 0		45	58 4	27 -12	18 -2		
Mathews	03	61	92 4	80 17	56 13		5	40 -27	20 -13	20 20		16	88 11	75 29	69 38		30	>99 0	87 6	47 -3		19	84 6	63 24	47 14		6	83 -17	83 27	50 6		6	67 27	33 13	17 17		
Mathews	04	60	78 -16	53 0	30 -6		4	* *	* *	* *		22	82 -7	50 13	27 1		26	81 -19	58 2	35 2		15	60 -28	47 -3	27 -11		6	>99 14	83 26	50 -7		9	56 -19	33 -17	11 -14		
Mathews	05	54	91 -2	63 4	43 19		4	* *	* *	* *		21	95 10	57 12	33 28		21	90 -10	62 -9	48 12		20	80 -14	50 12	35 29		7	86 -14	71 71	43 43		8	75 -25	25 -25	13 0		
Mathews	06	26	96 22	65 8	27 7		1	* *	* *	* *		12	92 23	33 -17	<1 -19		11	>99 20	91 31	55 42		9	>99 56	33 0	<1 -22		2	* *	* *	* *		5	>99 50	40 40	20 20		
Mathews		201	88 0	66 7	41 9		14	50 -30	29 -21	14 -16		71	89 9	55 11	34 13		88	92 -5	73 4	44 8		63	79 -1	51 10	32 7		21	86 -4	71 28	43 5		28	71 -3	32 -5	14 3		
McBee	03	50	84 1	52 1	22 8		1	* *	* *	* *		48	83 -2	52 -3	23 8		1	* *	* *	* *		48	85 1	52 1	23 8		42	83 -4	57 -1	26 7		7	43 -7	14 -11	<1 -8		
McBee	04	71	82 6	55 10	32 18		4	* *	* *	* *		66	85 4	58 11	33 18		1	* *	* *	* *		68	84 9	57 14	34 20		54	91 11	65 22	37 21		14	64 19	43 16	<1 0		
McBee	05	63	84 -13	41 -18	17 -16		4	* *	* *	* *		58	86 -13	43 -17	19 -14		1	* *	* *	* *		61	84 -14	43 -15	18 -15		49	84 -14	41 -16	20 -14		12	75 -25	33 -23	8 -14		
McBee		184	83 -3	49 -3	24 3		9	56 6	22 2	11 1		172	85 -4	51 -4	26 4		3	* *	* *	* *		177	84 -2	51 0	25 4		145	86 -3	54 0	28 4		33	64 1	33 -1	3 -6		
Menchaca	03	121	71 -7	40 -8	21 -4		4	* *	* *	* *		80	65 -8	34 -8	13 -6		31	81 -4	48 -11	35 -3		58	59 -9	24 -13	10 -9		27	63 -28	30 -11	11 -16		17	24 -5	6 6	6 6		
Menchaca	04	123	67 -3	43 5	24 8		6	33 -17	<1 -25	<1 -25		79	63 -6	41 5	19 9		28	75 0	46 8	36 17		68	56 -8	38 10	16 8		25	84 21	48 1	24 19		20	35 6	25 11	5 5		
Menchaca	05	107	87 -5	37 1	17 5		6	>99 50	33 33	17 17		59	86 -4	37 12	15 6		30	83 -17	33 -29	20 5		49	82 -8	35 10	12 -1		20	90 -4	45 32	5 -1		17	65 -24	12 -27	<1 -17		
Menchaca		351	75 -5	40 -1	21 3		16	69 5	19 1	13 4		218	70 -8	37 3	16 3		89	80 -6	43 -9	30 5		175	64 -9	33 2	13 -1		72	78 -4	40 5	14 0		54	41 -11	15 -5	4 -3		
Metz	03	33	64 -2	21 -10	3 -3		2	* *	* *	* *		28	64 -4	18 -17	<1 -6		1	* *	* *	* *		31	61 -6	19 -11	3 -3		12	75 -9	25 -7	8 -3		9	11 -9	<1 0	<1 0		
Metz	04	39	72 -9	44 14	28 17		1	* *	* *	* *		36	75 -7	44 12	28 14		0	-- --	-- --	-- --		38	71 -8	42 17	26 18		21	86 -1	43 -10	33 13		7	14 -6	<1 0	<1 0		
Metz	05	27	70 -8	33 6	22 17		1	* *	* *	* *		25	72 -9	32 4	20 14		0	-- --	-- --	-- --		26	69 -7	31 4	19 14		16	75 -13	56 31	38 32		4	* *	* *	* *		
Metz		99	69 -6	33 4	18 11		4	* *	* *	* *		89	71 -5	33 2	17 9		1	* *	* *	* *		95	67 -6	32 4	17 11		49	80 -6	43 7	29 17		20	20 -17	<1 0	<1 0		
Mills	03	113	89 2	72 1	42 -7		3	* *	* *	* *		28	82 -2	57 -4	25 -14		63	92 4	76 1	44 -4		7	86 30	43 21	14 3		11	>99 57	82 39	27 13		14	64 24	43 13	7 -13		
Mills	04	123	89 -3	73 1	53 7		1	* *	* *	* *		31	84 -5	55 -2	39 2		72	92 -1	78 2	53 6		8	63 -26	38 5	25 3		9	67 27	33 13	33 33		18	56 -12	28 -27	22 -14		
Mills	05	140	99 -1	79 -9	60 0		2	* *	* *	* *		37	>99 0	59 -25	41 -9		83	98 -2	84 -5	63 0		13	>99 0	54 -9	38 38		4	* *	* *	* *		19	95 -5	58 -9	42 42		
Mills		376	93 0	75 -2	52 1		6	83 -5	50 12	33 8		96	90 -1	57 -10	35 -7		218	94 1	80 0	54 2		28	86 5	46 8	29 17		24	88 35	54 14	29 22		51	73 5	43 -8	25 1		

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Includes Algebra 1; Excludes Tests With Online Disruption Flags (2018)

		All Students						African American				Hispanic				White				Econ Disadvantaged					ELL (Current)					Special Ed																				
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Norman	03	28	61	-16	36	5	14	4	16	69	-6	38	19	13	7	10	50	-27	30	-11	10	-4	0	--	--	--	--	--	--	26	62	-14	35	6	12	1	6	33	-49	17	-10	<1	-18	5	40	7	40	7	20	-13
Norman	04	27	81	-3	41	-12	22	-12	11	82	-4	36	-7	18	-3	15	80	-8	47	-18	27	-20	0	--	--	--	--	--	--	27	81	-6	41	-14	22	-13	7	71	-29	43	-45	29	-21	2	*	*	*	*	*	*
Norman	05	30	90	5	83	42	53	35	13	92	-2	85	50	46	22	17	88	13	82	32	59	46	0	--	--	--	--	--	--	29	90	3	83	44	52	33	8	>99	0	>99	50	75	62	4	*	*	*	*	*	*
Norman		85	78	-4	54	13	31	11	40	80	-5	53	21	25	8	42	76	-4	57	6	36	12	0	--	--	--	--	--	--	82	78	-5	54	14	29	8	21	71	-22	57	5	38	12	11	45	-15	45	25	18	-2
Norman/Sims	03	41	66	-9	41	13	20	11	21	67	4	43	26	19	15	18	67	-16	39	1	17	5	0	--	--	--	--	--	--	39	67	-7	41	13	18	9	10	60	-30	30	-5	10	-5	5	40	20	40	20	20	0
Norman/Sims	04	48	77	-6	40	-14	27	-1	20	70	-15	25	-20	15	-5	26	81	-3	50	-14	35	-1	1	--	--	--	--	--	--	46	76	-9	39	-15	26	-2	14	86	-4	64	-6	50	10	5	20	-13	20	-13	0	-33
Norman/Sims	05	41	90	-2	73	21	44	21	18	89	-7	72	22	39	16	23	91	3	74	18	48	24	0	--	--	--	--	--	--	39	92	-1	74	24	44	20	10	>99	0	90	43	60	36	6	50	-36	33	19	17	17
Norman/Sims		130	78	-6	51	7	30	11	59	75	-7	46	9	24	8	67	81	-4	55	4	34	12	1	--	--	--	--	--	--	124	78	-6	51	8	29	10	34	82	-11	62	15	41	18	16	38	-16	31	11	13	-1
Oak Hill	03	129	74	4	54	4	32	6	2	*	*	*	*	*	*	61	56	6	36	10	13	8	49	88	-5	67	-9	45	-2	54	57	12	35	13	15	14	38	47	3	32	15	16	12	16	38	-5	31	1	13	4
Oak Hill	04	147	72	-9	42	-10	30	1	3	*	*	*	*	*	*	76	54	-20	17	-27	12	-9	59	93	6	73	16	53	17	67	49	-18	15	-12	7	-3	44	43	-28	14	-20	9	-4	27	30	-22	11	-22	<1	-10
Oak Hill	05	137	82	-12	48	-12	30	-2	4	*	*	*	*	*	*	60	70	-19	35	7	20	14	53	89	-11	58	-27	36	-12	49	63	-26	20	-6	4	0	37	65	-18	22	2	14	14	23	61	-19	26	-14	17	4
Oak Hill		413	76	-5	48	-5	31	2	9	78	14	33	-12	11	-16	197	59	-10	28	-4	15	4	161	90	-3	66	-6	45	1	170	56	-8	23	-2	9	4	119	51	-12	22	-1	13	7	66	42	-14	21	-13	9	-1
Oak Springs	03	32	50	-7	22	13	3	-2	7	29	-41	14	4	<1	0	24	58	3	25	16	4	-2	0	--	--	--	--	--	--	32	50	-7	22	13	3	-2	9	67	3	33	15	<1	-9	5	80	40	20	20	<1	0
Oak Springs	04	32	69	8	34	22	19	16	5	60	-3	20	7	<1	0	25	68	10	32	19	20	16	2	*	*	*	*	*	*	32	69	10	34	21	19	16	8	75	37	38	25	13	0	7	43	0	14	14	14	14
Oak Springs	05	29	69	-6	17	-21	3	-5	9	89	9	22	-48	11	-9	19	58	-17	16	-9	<1	-4	0	--	--	--	--	--	--	26	73	-3	19	-20	4	-4	6	67	-26	33	-3	<1	-7	9	78	5	11	-16	<1	0
Oak Springs		93	62	-2	25	5	9	4	21	62	-9	19	-13	5	-2	68	62	0	25	10	9	4	2	*	*	*	*	*	*	90	63	-1	26	6	9	4	23	70	0	35	11	4	-5	21	67	10	14	1	5	5
Odom	03	62	68	-7	26	-16	10	2	4	*	*	*	*	*	*	53	68	-11	25	-19	8	1	5	80	-3	60	10	40	23	56	64	-10	23	-22	9	0	27	67	-23	22	-33	11	1	11	55	-12	9	-58	9	9
Odom	04	75	67	2	29	-13	8	-9	4	*	*	*	*	*	*	67	70	4	28	-12	6	-10	4	*	*	*	*	*	*	69	67	5	30	-8	9	-9	30	77	0	43	1	10	-3	1	*	*	*	*	*	*
Odom	05	56	89	-1	57	12	25	6	4	*	*	*	*	*	*	46	91	2	54	12	20	-1	6	>99	0	>99	50	83	70	50	88	0	54	5	22	2	26	>99	13	58	28	23	14	5	40	-40	20	0	<1	0
Odom		193	74	-3	36	-7	13	-1	12	42	11	17	-6	8	0	166	75	-3	34	-8	10	-4	15	80	-15	73	10	53	32	175	72	-3	35	-9	13	-2	83	81	-3	41	-2	14	3	17	47	-13	12	-18	6	6
Ortega	03	48	75	-7	35	-4	15	-8	5	60	-28	20	-18	<1	-13	38	74	-5	39	4	16	-8	4	*	*	*	*	*	*	45	76	-8	36	-1	13	-11	18	78	7	28	-7	6	-23	5	80	30	40	40	40	40
Ortega	04	38	87	-2	45	-7	24	11	7	86	-14	43	43	29	29	29	86	-1	41	-10	21	6	1	*	*	*	*	*	*	35	86	-2	43	-8	20	8	15	87	-1	47	1	13	0	5	80	40	20	20	<1	0
Ortega	05	45	89	-2	42	-20	20	-16	4	*	*	*	*	*	*	35	89	0	43	-12	23	-3	1	*	*	*	*	*	*	40	88	-2	40	-16	18	-14	18	94	6	44	-19	22	-16	2	*	*	*	*	*	*
Ortega		131	83	-5	40	-11	19	-5	16	75	-18	25	-22	13	-20	102	82	-4	41	-7	20	-2	6	>99	0	33	-67	17	-58	120	83	-5	39	-9	17	-5	51	86	4	39	-8	14	-11	12	83	22	25	8	17	11
Overton	03	71	76	-1	41	-10	15	-14	7	57	-11	43	-4	14	-7	63	78	-3	40	-13	16	-17	0	--	--	--	--	--	--	69	75	-1	41	-9	16	-15	49	82	2	43	-14	18	-17	9	67	37	44	24	<1	-20
Overton	04	79	72	1	46	8	25	11	22	64	-3	41	8	18	1	56	75	4	48	9	29	16	0	--	--	--	--	--	--	74	73	3	45	7	27	14	43	74	4	51	14	28	16	15	40	-2	40	32	20	12
Overton	05	91	90	0	40	0	15	5	18	>99	16	39	7	17	12	72	88	-4	40	-3	15	2	1	*	*	*	*	*	*	85	91	1	41	3	15	6	57	89	0	35	-5	12	1	11	64	-36	9	-16	9	9
Overton		241	80	1	42	0	19	2	47	77	4	40	3	17	2	191	81	0	42	-2	19	0	1	*	*	*	*	*	*	228	80	2	42	1	19	3	149	83	4	42	-1	19	1	35	54	1	31	14	11	1
Padrón	03	103	82	-1	52	0	18	-3	3	*	*	*	*	*	*	98	81	-3	54	-2	18	-5	1	*	*	*	*	*	*	94	84	2	54	0	18	-4	84	82	-2	52	-7	17	-8	6	33	8	<1	0	<1	0
Padrón	04	77	81	2	53	0	22	-15	5	60	-40	20	-18	20	-5	71	83	7	56	1	23	-15	0	--	--	--	--	--	--	73	81	3	53	1	23	-12	70	83	7	56	-4	23	-20	7	14	-16	<1	-10	<1	0
Padrón	05	85	91	-2	53	-12	33	3	4	*	*	*	*	*	*	80	90	-4	54	-13	35	3	0	--	--	--	--	--	--	82	90	-3	54	-10	33	3	66	89	-4	52	-12	35	4	10	80	-10	10	-10	<1	-10
Padrón		265	84	-1	53	-4	24	-6	12	83	-6	25	-7	8	-8	249	84	0	55	-4	25	-6	1	*	*	*	*	*	*	249	85	1	54	-2	24	-5	220	85	1	53	-8	24	-9	23	48	-6	4	-9	<1	-4

2019 STAAR Math with Change from Prior Year
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Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Palm	03	59	76	4	39	-17	25	-3	4	*	*	*	*	*	*	49	78	0	37	-23	24	-5	3	*	*	*	*	*	*	51	75	2	37	-22	24	-6	23	74	-12	48	-23	35	-8	14	43	16	7	-11	<1	0
Palm	04	58	66	-18	34	-8	22	5	5	60	-15	20	-30	20	20	49	67	-17	35	-5	22	6	2	*	*	*	*	*	*	52	65	-18	35	-5	23	6	25	60	-29	24	-8	24	10	14	29	-11	14	14	7	7
Palm	05	68	93	1	53	2	28	10	3	*	*	*	*	*	*	60	95	0	53	0	27	8	2	*	*	*	*	*	*	57	93	2	51	4	25	12	29	97	1	59	17	31	19	11	73	-14	27	-13	18	11
Palm		185	79	-5	43	-6	25	4	12	58	12	17	-6	8	0	158	81	-5	42	-8	25	4	7	86	6	86	26	71	31	160	78	-4	41	-7	24	4	77	78	-13	44	-3	30	9	39	46	-10	15	-7	8	5
Patton	03	145	77	6	51	3	30	10	8	38	38	13	13	<1	0	38	66	7	34	1	13	4	66	85	7	61	-1	41	18	37	57	8	16	-8	11	3	21	76	-3	52	10	29	-3	12	42	6	17	-12	<1	-7
Patton	04	155	81	-4	57	-1	38	3	5	20	-2	20	20	20	20	48	73	-9	44	3	25	7	73	86	-6	64	-10	44	-1	35	71	7	37	-2	20	-8	20	85	-15	45	-19	40	-3	14	57	-4	43	10	36	14
Patton	05	149	94	6	62	10	41	17	9	78	7	<1	-14	<1	0	50	92	8	58	18	32	16	76	99	8	71	12	50	21	40	90	7	45	25	30	19	13	92	2	77	7	62	12	17	76	26	41	16	12	12
Patton		449	84	3	57	4	37	11	22	50	17	9	4	5	5	136	78	4	46	8	24	10	215	90	3	66	1	45	12	112	73	8	33	5	21	5	54	83	-5	56	0	41	1	43	60	10	35	6	16	6
Pease	03	32	94	9	75	19	50	21	3	*	*	*	*	*	*	11	82	18	55	19	27	9	15	>99	0	93	25	73	37	4	*	*	*	*	*	*	0	--	--	--	--	--	--	2	*	*	*	*	*	*
Pease	04	37	76	-14	54	-2	35	-9	1	*	*	*	*	*	*	13	62	-18	38	11	15	-5	22	91	-3	68	-10	50	-17	5	40	-46	<1	-29	<1	-14	0	--	--	--	--	--	--	6	50	50	50	50	33	33
Pease	05	41	93	2	46	-17	39	5	4	*	*	*	*	*	*	17	82	2	24	-6	12	-8	17	>99	0	71	-13	65	12	9	89	1	22	-28	11	-14	0	--	--	--	--	--	--	2	*	*	*	*	*	*
Pease	06	14	64	-11	14	-36	<1	-5	3	*	*	*	*	*	*	9	56	-34	<1	-60	<1	-10	1	*	*	*	*	*	*	5	80	40	40	20	<1	0	0	--	--	--	--	--	--	3	*	*	*	*	*	*
Pease		124	85	-2	52	-5	36	5	11	82	18	45	9	27	18	50	72	-6	30	-7	14	-3	55	96	-1	75	0	60	14	23	70	2	17	-11	4	-8	0	--	--	--	--	--	--	13	54	12	31	23	23	23
Pecan Springs	03	43	65	-2	40	-3	33	11	14	43	-13	7	-15	7	0	26	81	5	62	8	50	22	2	*	*	*	*	*	*	42	64	-5	38	-7	31	8	16	81	7	69	9	56	16	9	33	8	11	-14	11	-2
Pecan Springs	04	61	59	-11	28	-15	16	1	18	67	14	22	-2	11	5	40	55	-23	30	-26	20	-2	2	*	*	*	*	*	*	55	60	-9	29	-12	16	2	27	59	-24	37	-24	22	-8	8	13	-4	<1	0	<1	0
Pecan Springs	05	45	76	-10	24	-14	11	4	14	64	-18	21	-3	<1	0	28	82	-8	29	-17	18	8	1	*	*	*	*	*	*	42	76	-9	24	-15	12	5	16	94	-1	38	-9	25	20	9	56	-15	<1	0	<1	0
Pecan Springs		149	66	-8	30	-11	19	3	46	59	-3	17	-6	7	2	94	70	-11	38	-14	28	7	5	80	30	20	-13	<1	-33	139	66	-8	30	-12	19	3	59	75	-7	46	-11	32	3	26	35	-3	4	-6	4	-1
Perez	03	70	57	-13	21	-20	6	-16	6	17	-58	17	-58	17	-8	59	63	-6	24	-14	5	-18	4	*	*	*	*	*	*	62	56	-11	23	-18	6	-14	36	69	1	25	-5	6	-16	11	18	-32	18	-26	<1	-11
Perez	04	93	67	2	44	8	26	13	7	57	7	57	57	29	29	83	66	2	41	5	25	12	3	*	*	*	*	*	*	82	66	4	44	10	28	17	54	67	1	37	3	24	9	19	32	-8	16	-17	11	11
Perez	05	107	81	-5	41	-12	23	-1	3	*	*	*	*	*	*	103	82	-3	42	-9	23	-2	1	*	*	*	*	*	*	98	80	-8	40	-14	23	-1	55	76	-4	44	2	20	-2	24	50	-5	21	12	4	4
Perez		270	70	-3	37	-6	20	1	16	44	-20	31	-14	19	1	245	72	-1	37	-5	20	0	8	75	-14	50	-39	25	3	242	69	-4	37	-6	21	3	145	71	0	37	1	18	-1	54	37	-11	19	-13	6	1
Pickle	03	77	70	0	38	-1	21	3	6	83	16	67	67	<1	0	68	71	0	37	-3	24	7	2	*	*	*	*	*	*	72	71	0	36	-3	18	0	60	70	-3	35	-4	23	7	8	63	-4	50	17	13	-4
Pickle	04	81	60	0	33	8	20	8	10	40	0	<1	-20	<1	-20	67	63	1	36	11	19	8	2	*	*	*	*	*	*	72	60	2	36	13	21	10	61	66	-1	39	11	21	7	9	44	30	22	8	11	-3
Pickle	05	65	68	2	35	12	18	14	7	57	-18	57	7	29	21	56	70	6	32	14	16	14	2	*	*	*	*	*	*	62	71	4	37	14	19	15	52	69	5	35	18	17	16	9	78	18	33	-20	22	2
Pickle		223	66	0	35	6	20	9	23	57	-8	35	0	9	-1	191	68	2	35	8	20	10	6	50	-21	50	-21	50	7	206	67	1	36	7	19	8	173	68	0	36	9	21	11	26	62	12	35	-4	15	-3
Pillow	03	62	77	19	47	22	34	25	5	60	6	<1	-15	<1	-8	38	71	13	47	21	32	23	11	>99	31	55	24	45	32	48	73	19	44	22	31	23	26	77	27	42	21	27	18	9	33	0	22	22	11	11
Pillow	04	70	67	-1	39	6	21	5	8	75	12	63	63	25	25	47	62	-3	32	2	17	3	11	91	11	55	5	36	6	57	65	4	35	14	21	16	31	61	7	23	-2	16	12	6	17	-43	<1	-30	<1	-10
Pillow	05	66	92	7	56	-4	32	16	9	89	9	56	36	<1	0	39	97	9	51	-12	31	12	17	88	-2	71	1	53	33	49	92	8	53	-4	27	17	25	88	13	44	-10	28	20	12	75	18	25	11	25	25
Pillow		198	79	9	47	9	29	15	22	77	15	45	33	9	5	124	76	5	43	3	26	12	39	92	14	62	14	46	24	154	76	11	44	12	26	18	82	74	16	35	4	23	16	27	48	-7	19	-1	15	10
Pleasant Hill	03	43	72	-5	30	-12	16	-10	5	60	10	<1	-17	<1	0	34	71	-9	32	-14	15	-14	3	*	*	*	*	*	*	34	76	-4	32	-10	15	-9	16	63	-10	31	-19	6	-25	7	29	-16	14	-4	<1	-18
Pleasant Hill	04	61	72	-3	41	4	25	9	4	*	*	*	*	*	*	55	75	0	44	8	27	14	1	*	*	*	*	*	*	57	70	-5	40	3	25	10	26	65	-3	46	20	27	16	10	50	6	10	-9	<1	-13
Pleasant Hill	05	72	85	-9	33	-26	10	-14	7	86	NA	<1	NA	<1	NA	61	85	-9	38	-20	10	-13	1	*	*	*	*	*	*	66	83	-10	32	-25	8	-17	34	88	-6	41	-12	9	-15	21	62	-27	24	-4	5	-17
Pleasant Hill		176	77	-5	35	-11	16	-5	16	69	11	6	-19	<1	-8	150	78	-5	39	-8	17	-4	5	>99	0	40	-20	40	0	157	77	-5	35	-10	15	-6	76	75	-4	41	-1	14	-6	38	53	-9	18	-4	3	-15

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		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Reilly	03	26	88	11	65	22	23	0	2	*	*	*	*	*	*	18	83	6	61	19	22	3	4	*	*	*	*	*	*	20	85	8	65	28	25	8	17	88	7	65	19	24	1	3	*	*	*	*	*	*
Reilly	04	24	96	14	63	8	33	3	1	*	*	*	*	*	*	20	95	12	60	5	30	-1	2	*	*	*	*	*	*	19	95	16	58	8	21	-8	17	94	14	65	18	29	2	4	*	*	*	*	*	*
Reilly	05	27	93	5	52	-2	30	3	1	*	*	*	*	*	*	22	95	6	55	1	27	3	2	*	*	*	*	*	*	18	94	8	39	-12	22	-4	15	93	0	40	-12	27	-3	2	*	*	*	*	*	*
Reilly		77	92	9	60	10	29	2	4	*	*	*	*	*	*	60	92	8	58	7	27	2	8	88	-12	50	0	25	-25	57	91	10	54	8	23	-1	49	92	7	57	8	27	1	9	56	-17	33	15	11	2
Ridgetop	03	46	83	6	50	6	30	15	1	*	*	*	*	*	*	21	62	-14	24	-15	10	2	19	>99	11	74	7	47	3	15	53	-3	13	-6	7	7	11	36	-19	9	0	<1	0	3	*	*	*	*	*	*
Ridgetop	04	51	75	7	45	-2	29	3	0	--	--	--	--	--	--	42	74	21	45	8	31	15	9	78	-3	44	-12	22	-9	16	50	14	19	10	13	4	13	46	46	23	23	8	8	5	20	20	<1	0	<1	0
Ridgetop	05	34	88	8	53	19	26	12	0	--	--	--	--	--	--	17	76	-2	41	19	29	25	15	>99	0	60	-20	27	-33	10	60	-5	20	0	20	15	7	43	-36	<1	-26	<1	-5	3	*	*	*	*	*	*
Ridgetop		131	81	6	49	7	29	11	1	*	*	*	*	*	*	80	71	0	39	6	25	17	43	95	8	63	0	35	-5	41	54	-1	17	0	12	8	31	42	-15	13	-3	3	0	11	36	0	<1	-9	<1	-9
Rodriguez	03	77	83	9	55	12	26	6	7	86	53	57	57	29	29	69	83	6	55	9	26	6	0	--	--	--	--	--	--	75	83	9	56	13	27	7	49	88	6	63	10	31	7	12	58	25	42	9	<1	-17
Rodriguez	04	73	62	-6	36	-6	16	0	6	50	0	33	16	<1	0	66	62	-8	35	-8	17	0	1	*	*	*	*	*	*	72	61	-7	35	-6	15	0	45	69	2	36	-5	18	6	8	50	27	50	35	13	13
Rodriguez	05	75	84	-4	36	-4	16	6	5	60	-26	40	26	20	20	68	87	0	35	-7	15	4	0	--	--	--	--	--	--	72	83	-4	36	-2	15	5	48	88	3	33	-3	19	15	14	43	-29	21	15	<1	0
Rodriguez		225	76	-1	42	0	20	5	18	67	9	44	33	17	17	203	77	-1	42	-2	19	3	1	*	*	*	*	*	*	219	76	-1	42	1	19	5	142	82	4	44	1	23	9	34	50	1	35	21	3	0
Sanchez	03	40	55	-13	13	-33	3	-17	2	*	*	*	*	*	*	36	53	-16	14	-36	3	-16	1	*	*	*	*	*	*	35	57	-11	11	-34	<1	-20	29	52	-13	10	-31	<1	-24	2	*	*	*	*	*	*
Sanchez	04	42	48	-12	19	-12	5	-6	1	*	*	*	*	*	*	38	45	-14	18	-14	3	-8	0	--	--	--	--	--	--	39	46	-18	18	-15	5	-7	35	43	-19	20	-12	6	-3	6	<1	-14	<1	-14	<1	-14
Sanchez	05	42	95	6	60	6	31	2	1	*	*	*	*	*	*	39	95	8	62	14	31	5	1	*	*	*	*	*	*	40	98	6	63	11	33	1	32	97	4	66	6	28	-12	4	*	*	*	*	*	*
Sanchez		124	66	-4	31	-11	13	-5	4	*	*	*	*	*	*	113	65	-4	32	-10	12	-5	2	*	*	*	*	*	*	114	68	-4	32	-10	13	-7	96	64	-5	32	-9	11	-9	12	42	13	8	-4	<1	-12
Sims	03	13	77	6	54	30	31	26	5	60	22	60	47	40	40	8	88	-4	50	17	25	17	0	--	--	--	--	--	--	13	77	7	54	29	31	26	4	*	*	*	*	*	*	0	--	--	--	--	--	--
Sims	04	21	71	-9	38	-15	33	20	9	56	-27	11	-39	11	-6	11	82	7	55	-8	45	32	1	*	*	*	*	*	*	19	68	-12	37	-16	32	19	7	>99	50	86	86	71	71	3	*	*	*	*	*	*
Sims	05	11	91	-9	45	-22	18	-12	5	80	-20	40	-38	20	-2	6	>99	0	50	-11	17	-16	0	--	--	--	--	--	--	10	>99	0	50	-14	20	-8	2	*	*	*	*	*	*	2	*	*	*	*	*	*
Sims		45	78	-8	44	-5	29	12	19	63	-11	32	-16	21	8	25	88	-4	52	-1	32	11	1	*	*	*	*	*	*	42	79	-6	45	-3	29	12	13	>99	5	69	29	46	26	5	20	-20	<1	-20	<1	0
St. Elmo	03	29	83	6	34	-6	10	-5	3	*	*	*	*	*	*	25	80	7	28	-15	8	-5	1	*	*	*	*	*	*	24	83	10	29	-8	8	-4	19	84	17	21	-17	5	-8	1	*	*	*	*	*	*
St. Elmo	04	46	76	0	41	7	26	14	0	--	--	--	--	--	--	39	72	-4	38	6	21	12	5	>99	20	60	0	60	20	36	72	2	33	3	17	8	27	59	-6	30	12	19	19	9	33	-7	11	1	11	11
St. Elmo	05	45	89	-11	40	-27	22	-1	3	*	*	*	*	*	*	36	89	-11	39	-25	22	1	6	83	-17	67	-33	33	0	41	88	-12	39	-24	20	-6	23	78	-22	35	18	17	17	12	75	-25	17	-33	8	8
St. Elmo		120	83	-1	39	-7	21	5	6	>99	20	33	33	17	17	100	80	-2	36	-10	18	4	12	92	0	67	9	42	9	101	81	2	35	-7	16	1	69	72	-2	29	3	14	8	22	55	1	14	-7	9	5
Summitt	03	123	80	7	54	10	28	7	7	43	-14	<1	-14	<1	-14	28	68	15	50	21	32	17	52	87	5	58	-1	35	1	45	62	7	36	7	11	-2	41	76	7	41	10	7	-2	11	64	14	55	30	36	30
Summitt	04	115	77	0	57	4	36	8	7	57	7	29	4	14	14	32	66	1	41	0	19	-3	44	84	4	66	5	48	13	35	54	-9	40	10	26	18	35	77	5	54	13	34	12	17	41	-15	41	-3	18	18
Summitt	05	122	92	-3	60	-5	45	5	5	80	-20	20	-13	20	3	35	89	1	57	5	34	4	50	92	-3	64	-4	52	9	38	87	-2	37	-12	26	4	34	91	-6	50	-20	38	-4	11	73	-10	45	6	18	7
Summitt		360	83	2	57	3	36	7	19	58	-13	16	-8	11	-1	95	75	7	49	9	28	6	146	88	3	62	0	45	8	118	68	-1	37	1	20	6	110	81	2	48	1	25	0	39	56	-9	46	11	23	16
Sunset Valley	03	76	66	6	43	7	29	11	2	*	*	*	*	*	*	42	48	2	29	12	19	9	29	93	4	62	-17	38	1	39	49	1	18	-1	5	-1	19	32	-5	16	9	11	4	14	43	43	7	7	7	7
Sunset Valley	04	71	70	14	48	31	30	22	5	>99	NA	>99	NA	60	NA	48	63	17	29	19	15	15	16	88	8	88	55	69	42	46	61	10	30	18	11	6	28	68	27	25	15	4	1	11	18	-12	<1	-10	<1	0
Sunset Valley	05	51	75	-3	35	-14	12	-10	0	--	--	--	--	--	--	34	68	-3	24	-8	6	-7	14	93	2	64	-13	29	-7	35	69	10	23	4	6	0	24	67	-1	21	12	8	-1	7	43	-32	29	4	<1	0
Sunset Valley		198	70	5	43	8</																																												

2019 STAAR Math with Change from Prior Year
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		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Travis Heights	03	63	60	-3	37	9	21	12	2	*	*	*	*	*	*	36	50	-9	19	-3	8	0	19	95	3	79	4	47	22	33	36	-14	12	0	3	-3	8	38	-25	<1	-13	<1	-6	5	40	26	20	13	<1	0
Travis Heights	04	69	77	10	42	-1	26	-8	5	60	-7	<1	-33	<1	-33	48	75	15	40	9	25	7	13	85	-6	62	-15	38	-35	49	71	15	27	3	16	-4	14	93	31	36	-2	14	-15	16	56	6	19	5	13	-1
Travis Heights	05	76	95	-3	64	-2	39	4	7	>99	20	29	-11	29	29	45	93	-7	58	-9	24	-9	20	95	0	85	22	75	28	52	92	-5	54	-3	25	4	20	90	-5	65	8	45	16	24	92	-8	46	-10	29	-4
Travis Heights		208	78	2	49	3	29	2	14	71	10	14	-14	14	3	129	74	0	40	-1	20	0	52	92	0	77	5	56	3	134	71	3	34	2	16	0	42	81	7	43	5	26	4	45	73	14	33	5	20	3
Walnut Creek	03	94	70	1	29	-6	13	-4	8	38	-33	25	-4	13	-1	80	75	5	30	-9	13	-4	5	40	-4	20	9	20	9	89	70	2	28	-6	12	-4	81	73	3	30	-7	14	-2	17	59	9	18	-3	12	5
Walnut Creek	04	94	52	-17	20	-18	11	-3	10	30	-30	10	-30	10	10	69	58	-11	22	-14	10	-6	10	30	-50	<1	-60	<1	0	88	53	-15	20	-17	10	-5	66	50	-23	17	-18	9	-3	12	50	7	33	4	25	4
Walnut Creek	05	79	77	-2	27	-17	14	-10	11	73	30	18	-11	9	-5	61	80	-1	30	-14	15	-11	4	*	*	*	*	*	*	67	79	0	30	-13	15	-8	51	78	-4	27	-17	12	-11	17	71	-18	29	-8	24	13
Walnut Creek		267	66	-7	25	-14	12	-7	29	48	-10	17	-15	10	-1	210	71	-3	27	-13	12	-8	19	37	-28	5	-25	5	0	244	66	-6	26	-12	12	-6	198	67	-8	25	-13	12	-5	46	61	-3	26	-4	20	7
Webb Primary	03	37	59	14	24	2	5	-3	1	*	*	*	*	*	*	36	58	14	25	2	6	-3	0	--	--	--	--	--	--	36	58	9	22	-2	6	-3	30	53	4	20	-3	3	-6	2	*	*	*	*	*	*
Webb Primary	04	45	60	-18	29	-22	16	-15	2	*	*	*	*	*	*	41	61	-16	29	-23	17	-16	1	*	*	*	*	*	*	44	61	-17	30	-21	16	-15	34	62	-16	32	-22	18	-14	4	*	*	*	*	*	*
Webb Primary	05	41	90	5	54	21	32	19	2	*	*	*	*	*	*	38	92	9	53	20	32	18	1	*	*	*	*	*	*	38	92	5	55	20	32	19	34	91	2	50	15	26	15	4	*	*	*	*	*	*
Webb Primary		123	70	0	36	0	18	0	5	60	-15	20	-5	20	20	115	70	2	36	-1	18	-2	2	*	*	*	*	*	*	118	70	-1	36	-1	18	0	98	69	-4	35	-3	16	-2	10	40	15	20	3	20	3
Widen	03	61	79	11	54	30	15	8	3	*	*	*	*	*	*	54	81	14	59	34	17	9	2	*	*	*	*	*	*	60	80	12	55	32	15	7	36	78	2	56	30	22	14	10	60	35	40	40	30	30
Widen	04	60	65	16	32	24	2	2	2	*	*	*	*	*	*	58	64	14	31	22	2	2	0	--	--	--	--	--	--	56	64	18	32	24	2	2	37	65	9	38	30	<1	0	11	45	22	<1	-23	<1	0
Widen	05	60	80	7	50	35	18	13	5	40	-20	40	40	<1	0	54	83	10	52	36	20	15	1	*	*	*	*	*	*	54	80	9	50	35	20	14	34	88	12	62	46	26	20	11	55	-21	45	27	27	15
Widen		181	75	12	45	30	12	8	10	50	4	30	30	<1	0	166	76	12	47	30	13	9	3	*	*	*	*	*	*	170	75	13	46	31	12	7	107	77	7	51	34	16	11	32	53	6	28	12	19	14
Williams	03	64	75	3	41	0	11	-15	3	*	*	*	*	*	*	54	72	-1	37	-2	9	-18	5	>99	22	80	24	40	7	50	70	-2	36	-1	10	-14	20	90	9	50	12	15	-9	22	68	46	45	34	14	14
Williams	04	53	57	-18	40	5	28	11	2	*	*	*	*	*	*	41	51	-26	37	4	27	12	7	86	11	71	33	43	18	46	57	-17	41	8	30	10	22	59	-35	36	-3	18	1	14	29	-31	14	-21	7	-8
Williams	05	71	72	-14	25	-7	8	-2	4	*	*	*	*	*	*	59	71	-15	20	-12	8	1	5	60	-18	20	-2	<1	-11	56	70	-14	23	-6	9	-1	17	76	5	18	-6	12	6	23	61	-16	35	12	9	1
Williams		188	69	-9	35	-1	15	-2	9	67	11	22	11	<1	0	154	66	-13	31	-3	14	-1	17	82	5	59	21	29	6	152	66	-11	33	0	16	-1	59	75	-7	36	2	15	-1	59	56	-1	34	8	10	0
Winn	03	26	69	-8	58	7	35	6	9	44	-23	33	0	11	11	13	77	0	69	17	62	33	2	*	*	*	*	*	*	21	71	-5	62	9	43	14	8	88	10	88	36	88	58	4	*	*	*	*	*	*
Winn	04	31	77	12	45	22	26	14	5	60	16	20	-2	20	9	25	80	5	48	29	24	18	0	--	--	--	--	--	--	31	77	18	45	27	26	21	22	82	0	55	37	27	27	3	*	*	*	*	*	*
Winn	05	20	80	-16	40	-8	5	-8	5	60	-40	20	-30	<1	-17	15	87	-13	47	-3	7	-6	0	--	--	--	--	--	--	17	76	-24	41	-11	<1	-14	7	86	-14	71	16	<1	-9	8	50	-50	13	-27	<1	0
Winn		77	75	-4	48	6	23	4	19	53	-14	26	-7	11	0	53	81	-2	53	10	28	9	2	*	*	*	*	*	*	69	75	-3	49	6	25	7	37	84	0	65	20	35	17	15	40	-14	13	-10	<1	-8
Wooldridge	03	85	54	-3	26	7	9	0	5	60	-7	40	-27	<1	-33	76	53	-4	24	6	9	1	3	*	*	*	*	*	*	82	54	-1	26	8	9	-1	64	52	-1	23	8	9	3	11	9	-66	9	-16	9	-4
Wooldridge	04	86	58	-12	28	3	13	3	3	*	*	*	*	*	*	74	58	-13	27	4	12	3	6	67	-33	33	-17	33	33	83	59	-10	28	4	12	3	63	63	-4	27	14	13	11	12	33	0	17	0	8	8
Wooldridge	05	100	79	-5	47	-2	33	9	8	75	25	50	37	25	25	88	78	-8	44	-9	32	7	1	*	*	*	*	*	*	88	82	-1	49	0	34	11	59	73	-11	37	-5	22	4	14	64	50	21	21	7	7
Wooldridge		271	65	-6	34	3	19	5	16	69	19	44	14	13	3	238	64	-8	32	1	18	4	10	70	0	40	20	30	20	253	65	-5	34	3	19	5	186	62	-6	29	6	15	7	37	38	-3	16	1	8	4
Wooten	03	49	86	16	49	6	20	10	4	*	*	*	*	*	*	43	84	14	49	8	23	15	2	*	*	*	*	*	*	46	85	16	48	7	22	12	35	86	20	49	10	20	11	8	75	50	63	50	38	38
Wooten	04	80	71	-14	45	-18	26	-16	7	86	36	43	-7	29	-21	69	72	-13	46	-15	26	-13	3	*	*	*	*	*	*	79	71	-12	46	-15	27	-12	63	71	-12	44	-14	25	-13	25	40	0	28	-2	16	-4
Wooten	05	60	95	5	62	1	45	24	1	*	*</																																							

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	Zavala	03	28	79	-5	68	10	50	20	6	>99	0	83	12	67	24	20	70	-10	60	6	45	19	0	--	--	--	--	--	--	28	79	-4	68	10	50	22	11	91	12	73	16	36	22	10	40	-10	40	-10	20	20
	Zavala	04	43	79	4	49	17	28	9	8	88	50	63	38	38	25	33	76	-8	45	10	27	6	0	--	--	--	--	--	42	79	4	48	15	26	7	16	75	11	38	9	6	-15	12	67	9	33	7	17	1	
	Zavala	05	47	89	-11	40	-19	21	-3	8	88	-12	25	-55	25	-15	37	89	-11	43	-11	22	7	0	--	--	--	--	--	46	89	-11	39	-22	20	-4	11	91	-9	18	-24	9	1	18	72	-28	22	-5	11	2	
	Zavala		118	83	-2	50	2	31	7	22	91	16	55	0	41	11	90	80	-7	48	2	29	8	0	--	--	--	--	--	116	83	-1	49	1	29	6	38	84	4	42	-1	16	1	40	63	-5	30	-2	15	4	
	Zilker	03	71	89	16	56	12	35	12	1	*	*	*	*	*	*	23	70	-9	43	-8	17	-4	41	98	31	63	27	46	22	15	47	-9	20	14	7	7	4	*	*	*	*	*	*	4	*	*	*	*	*	*
	Zilker	04	87	93	9	64	5	39	4	2	*	*	*	*	*	*	37	92	5	57	2	30	20	42	93	10	64	5	43	-1	22	86	23	41	9	23	18	6	>99	67	83	83	33	33	14	86	-6	57	15	43	26
	Zilker	05	104	97	2	65	-2	49	17	1	*	*	*	*	*	*	31	94	-2	48	-15	19	4	68	99	6	72	3	60	21	20	90	8	30	-29	15	-3	3	*	*	*	*	*	*	10	90	15	30	5	10	10
	Zilker		262	94	10	63	6	42	12	4	*	*	*	*	*	*	91	87	0	51	-5	23	8	151	97	14	68	11	52	15	57	77	9	32	-2	16	8	13	77	13	46	28	15	15	28	86	15	46	17	32	26
District	03	6050	79	1	52	2	29	3	394	58	-3	31	1	12	0	3307	73	0	41	0	19	1	1864	92	2	71	0	46	5	3338	69	0	37	1	16	0	2034	72	0	40	1	18	0	782	53	5	29	1	10	-1	
District	04	6329	75	-3	49	-1	30	2	420	60	-2	32	3	16	4	3633	70	-3	40	0	21	2	1854	88	-3	68	-1	48	4	3575	66	-4	37	1	19	3	2151	70	-2	39	-1	21	3	942	47	-2	27	0	13	2	
District	05	6172	89	-2	58	-2	37	5	417	79	-1	36	-5	17	0	3495	87	-2	49	-3	27	5	1825	97	1	77	0	57	7	3423	85	-2	45	-3	23	3	1985	85	-2	47	0	25	5	934	72	-6	31	-6	13	0	
District 3-8		34901	79	0	51	0	28	2	2340	63	1	30	1	12	1	19523	72	-2	39	-1	18	2	10447	92	0	73	1	44	2	18906	69	-1	35	0	15	2	10058	68	-1	34	0	15	1	4889	52	0	26	0	10	0	

Performance levels are not mutually exclusive; students achieving Masters Grade Level are included in Meets Grade Level, and so on

App = Approaches Grade Level; Meets = Meets Grade Level; Mst = Masters Grade Level

2019 STAAR Reading with Change from Prior Year
Excludes Tests With Online Disruption Flags (2018)

		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Allison	03	70	73	12	20	-4	7	-4	1	*	*	*	*	*	*	65	75	13	22	-3	8	-3	4	*	*	*	*	*	*	65	72	10	20	-3	6	-6	36	86	20	25	-13	6	-16	6	33	-34	17	-33	<1	-33
Allison	04	73	67	-9	32	-7	10	-5	6	50	-10	17	17	<1	0	67	69	-8	33	-9	10	-6	0	--	--	--	--	--	67	66	-11	27	-12	7	-6	34	71	3	35	12	12	2	11	36	-35	18	-53	<1	-21	
Allison	05	65	75	-10	32	-6	14	2	3	*	*	*	*	*	*	59	76	-9	34	-3	15	2	2	*	*	*	*	*	58	74	-11	33	-5	12	0	30	70	-8	23	-7	13	2	13	62	6	38	25	23	23	
Allison		208	72	-2	28	-5	10	-3	10	60	-8	10	-16	<1	-5	191	73	-2	29	-5	11	-3	6	50	NA	17	NA	<1	NA	190	71	-3	26	-7	8	-5	100	76	6	28	-2	10	-4	30	47	-17	27	-15	10	-4
Andrews	03	52	48	-10	15	-14	10	-3	10	60	10	20	3	20	20	40	45	-15	15	-16	8	-5	1	*	*	*	*	*	47	45	-12	15	-14	9	-4	36	47	-7	14	-13	8	-4	5	20	-15	20	-4	<1	0	
Andrews	04	54	50	8	24	1	7	5	7	29	4	<1	-25	<1	0	42	52	9	24	0	7	5	2	*	*	*	*	*	48	48	7	21	0	8	6	44	50	14	25	8	7	5	11	55	44	55	44	9	9	
Andrews	05	42	69	2	17	-15	2	-9	6	67	7	33	3	<1	-20	33	73	2	12	-21	3	-6	2	*	*	*	*	*	37	68	3	14	-16	3	-7	30	63	-5	10	-21	<1	-10	6	83	19	50	23	<1	-18	
Andrews		148	55	-2	19	-10	7	-2	23	52	2	17	-6	9	1	115	56	-2	17	-12	6	-2	5	60	-15	40	-10	<1	-25	132	52	-3	17	-10	7	-2	110	53	-1	17	-9	5	-4	22	55	17	45	23	5	0
Baldwin	03	146	87	-3	60	-2	42	6	3	*	*	*	*	*	*	29	59	-17	38	-12	17	-9	93	94	0	60	-10	46	5	21	57	-14	33	4	19	1	14	64	-13	43	-3	21	6	12	42	-25	33	6	25	18
Baldwin	04	117	87	-3	60	-10	32	-12	1	*	*	*	*	*	*	31	71	-6	61	12	19	-7	73	92	-1	62	-13	36	-11	15	60	-5	20	-15	7	-8	12	50	-22	25	-19	8	-20	17	59	-10	35	-3	18	3
Baldwin	05	137	94	-1	80	-1	53	-2	2	*	*	*	*	*	*	34	82	-15	68	3	32	-6	77	99	5	82	-5	53	-5	19	79	-9	63	19	16	3	15	67	-23	53	3	33	13	15	73	14	60	25	33	9
Baldwin		400	90	-2	67	-5	43	-3	6	>99	0	67	-22	33	0	94	71	-12	56	2	23	-7	243	95	1	67	-11	45	-5	55	65	-9	40	4	15	0	41	61	-17	41	-5	22	0	44	59	-5	43	10	25	9
Baranoff	03	153	95	0	74	3	54	5	7	71	-29	43	-17	14	-26	33	97	7	73	11	42	11	97	96	-2	75	-8	58	-9	21	86	1	57	10	43	19	9	>99	9	56	11	33	6	14	79	10	43	24	7	-6
Baranoff	04	162	92	2	68	1	38	-7	4	*	*	*	*	*	*	57	86	6	51	0	28	-1	84	95	0	79	6	44	-5	33	85	10	36	-4	30	0	9	89	34	67	49	56	47	21	71	4	33	-5	14	0
Baranoff	05	177	97	1	72	-10	46	-11	3	*	*	*	*	*	*	54	98	3	67	-13	33	-15	100	97	1	76	-5	54	-6	26	92	-1	46	-21	27	-6	12	75	0	42	17	17	-8	27	81	4	48	16	26	26
Baranoff		492	95	1	71	-2	46	-5	14	86	-14	57	-12	21	-17	144	93	4	62	-3	33	-3	281	96	0	77	-2	52	-7	80	88	3	45	-7	33	5	30	87	14	53	22	33	14	62	77	6	42	11	18	10
Barrington	03	65	57	-1	23	1	14	4	6	33	-17	17	17	17	17	54	57	2	22	-3	13	2	3	*	*	*	*	*	58	55	-1	21	-1	10	-1	42	57	-1	26	8	14	9	6	50	10	33	3	17	7	
Barrington	04	61	46	13	18	-1	5	1	1	*	*	*	*	*	*	55	47	14	18	-2	5	1	3	*	*	*	*	*	54	44	11	15	-3	4	0	44	45	11	16	-4	5	2	12	25	-19	17	-16	8	8	
Barrington	05	54	65	-8	24	-1	7	-1	7	57	7	57	7	14	14	44	68	-5	20	-3	7	0	2	*	*	*	*	*	53	64	-9	25	1	8	2	38	66	-3	18	1	5	0	8	63	9	25	-13	13	5	
Barrington		180	56	0	22	0	9	2	14	50	12	43	20	14	14	153	57	1	20	-3	8	0	8	50	-30	13	-7	13	-7	165	55	0	20	-1	7	0	124	56	1	20	2	8	4	26	42	-5	23	-11	12	6
Barton Hills	03	60	90	-5	68	-10	50	-8	0	--	--	--	--	--	--	13	85	5	69	4	38	-7	42	93	-7	71	-11	57	-2	6	67	10	17	-40	<1	-57	2	*	*	*	*	*	*	8	50	-50	25	-25	<1	-50
Barton Hills	04	70	93	2	67	-4	36	-5	0	--	--	--	--	--	--	20	80	-6	50	0	20	-9	46	98	6	74	-1	43	0	9	67	-33	56	6	33	20	3	*	*	*	*	*	*	4	*	*	*	*	*	*
Barton Hills	05	69	97	-3	83	0	57	-5	1	*	*	*	*	*	*	15	93	-7	67	-8	33	-12	47	>99	0	89	1	62	-10	6	83	-17	83	33	17	17	1	*	*	*	*	*	*	3	*	*	*	*	*	*
Barton Hills	06	48	85	0	56	-16	33	-16	0	--	--	--	--	--	--	18	83	12	50	7	33	-3	25	92	-8	64	-31	40	-20	1	*	*	*	*	*	*	0	--	--	--	--	--	--	6	17	-33	17	-33	17	0
Barton Hills		247	92	-2	70	-7	45	-8	1	*	*	*	*	*	*	66	85	0	58	-2	30	-10	160	96	-2	76	-7	52	-6	22	73	-4	50	0	18	-2	6	50	7	33	33	33	33	21	52	-30	19	-28	5	-13
Becker	03	50	94	7	72	16	52	13	1	*	*	*	*	*	*	25	92	14	64	20	44	15	22	>99	0	82	6	59	3	9	67	-5	33	16	11	1	7	71	-2	71	53	57	48	6	83	12	33	-24	17	-12
Becker	04	64	86	17	59	6	45	15	1	*	*	*	*	*	*	35	77	10	49	0	31	8	25	96	17	76	2	64	17	20	55	15	20	0	10	7	9	56	1	22	-5	11	11	6	50	10	17	17	17	17
Becker	05	54	94	2	65	-12	43	-6	3	*	*	*	*	*	*	34	94	11	62	1	38	-1	16	>99	0	81	-14	56	-7	24	88	9	33	-10	17	3	10	80	80	30	30	20	20	4	*	*	*	*	*	*
Becker		168	91	9	65	5	46	8	5	60	-7	<1	-11	<1	0	94	87	13	57	8	37	8	63	98	4	79	-2	60	4	53	72	12	28	5	13	5	26	69	8	38	16	27	23	16	69	9	19	-21	13	-14
Blackshear	03	64	89	5	58	5	34	10	20	85	18	35	-21	20	-13	27	85	-6	52	11	22	13	11	>99	0	91	-9	73	-2	42	83	3	45	-2																

2019 STAAR Reading with Change from Prior Year
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		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Blanton	03	75	72	-2	51	13	32	11	5	80	5	60	10	20	7	46	61	-8	33	6	17	6	21	95	-5	86	-4	62	-18	48	60	-5	31	12	13	9	24	50	-18	25	4	8	2	11	45	-55	36	-31	9	9
Blanton	04	67	61	1	42	2	27	6	6	67	17	50	20	17	7	49	53	-5	31	-7	20	0	12	92	-8	83	3	58	-2	44	43	-11	18	-15	7	-10	30	50	-11	20	-22	7	-12	12	33	-17	25	-25	17	-8
Blanton	05	46	80	1	57	2	35	14	7	86	11	43	5	29	16	31	77	1	52	-1	26	13	8	88	-12	88	-12	75	-25	38	76	7	47	3	26	18	17	88	20	71	25	29	22	8	63	-37	50	-50	25	0
Blanton		188	70	-1	49	5	31	10	18	78	13	50	12	22	10	126	62	-5	37	-1	21	7	41	93	-7	85	-4	63	-16	130	59	-3	32	1	15	5	71	59	-7	34	-1	13	2	31	45	-37	35	-38	16	-2
Blazier	03	144	83	2	47	8	22	0	9	56	-2	22	-28	<1	-33	111	85	4	47	12	23	5	14	86	-8	50	-21	21	-32	113	80	1	43	13	19	6	51	88	8	57	25	24	8	24	42	-15	8	-13	4	-17
Blazier	04	177	88	11	53	12	27	8	15	93	16	53	15	27	12	127	86	12	49	12	24	6	22	95	6	82	24	45	24	119	89	18	50	16	21	7	49	88	18	47	6	24	6	23	65	21	35	13	22	16
Blazier	05	178	95	0	57	1	30	9	15	>99	8	67	9	33	25	134	93	-2	51	0	25	6	19	>99	6	79	-3	53	18	131	93	-1	48	-1	23	9	58	88	-8	45	-4	21	-3	24	83	0	21	4	8	8
Blazier		499	89	5	53	8	26	5	39	87	11	51	2	23	4	372	88	5	49	8	24	6	55	95	3	73	3	42	6	363	88	7	47	10	21	7	158	88	7	49	8	23	4	71	63	4	21	1	11	2
Boone	03	82	80	-9	54	7	37	1	4	*	*	*	*	*	*	37	68	-22	35	7	22	-2	35	91	-1	80	16	60	13	34	62	-23	29	8	15	-6	5	60	-40	20	20	<1	0	16	44	-19	13	0	6	0
Boone	04	73	79	-5	48	-14	27	-8	3	*	*	*	*	*	*	28	71	4	39	-1	25	-2	37	89	-6	59	-14	30	-14	31	68	-3	26	-21	13	-16	4	*	*	*	*	*	*	13	46	-8	15	-8	8	-7
Boone	05	82	90	2	68	5	41	-4	3	*	*	*	*	*	*	31	87	2	48	2	13	-26	42	93	-1	81	-6	62	4	43	88	9	60	5	30	0	5	40	-27	20	-47	20	-30	14	64	14	21	14	14	7
Boone		237	84	-3	57	0	35	-4	10	90	12	30	-14	10	10	96	75	-6	41	2	20	-11	114	91	-3	74	0	51	2	108	74	-3	41	0	20	-7	14	57	-14	14	-15	7	-14	43	51	-5	16	2	9	0
Brentwood	03	106	94	2	70	2	52	0	4	*	*	*	*	*	*	36	89	10	58	20	44	20	64	97	-1	77	-6	58	-7	25	88	17	40	21	20	6	8	>99	22	75	42	50	28	15	73	19	47	32	33	18
Brentwood	04	90	90	14	72	19	48	13	1	*	*	*	*	*	*	27	74	18	48	19	22	1	55	96	7	84	15	60	14	14	71	38	36	31	14	9	5	40	-3	20	6	<1	-7	17	59	24	24	0	18	0
Brentwood	05	105	90	-3	68	0	48	9	3	*	*	*	*	*	*	39	72	-12	41	-6	23	7	58	>99	2	83	5	64	14	21	71	9	33	10	5	5	13	77	2	38	-12	8	-17	20	60	-13	35	-10	15	-12
Brentwood		301	91	5	70	7	49	7	8	>99	29	50	21	13	-1	102	78	7	49	12	30	9	177	98	3	81	4	60	6	60	78	23	37	22	13	6	26	77	18	46	20	19	4	52	63	12	35	8	21	1
Brooke	03	31	84	10	29	-2	16	-4	2	*	*	*	*	*	*	28	82	12	29	2	18	1	1	*	*	*	*	*	*	30	83	7	27	-5	17	-4	10	90	21	30	5	30	11	9	67	10	33	4	22	8
Brooke	04	43	58	2	16	-22	14	1	4	*	*	*	*	*	*	37	51	-3	11	-25	8	-6	2	*	*	*	*	*	*	38	58	3	16	-19	13	0	20	45	2	10	-19	10	-4	9	67	17	22	-3	22	-3
Brooke	05	26	>99	5	50	4	15	1	5	>99	0	40	0	20	0	21	>99	7	52	7	14	0	0	--	--	--	--	--	--	24	>99	6	50	6	13	-1	6	>99	6	50	-9	17	-7	5	>99	0	80	40	20	10
Brooke		100	77	1	29	-9	15	0	11	>99	8	45	-5	27	10	86	73	1	27	-9	13	-2	3	*	*	*	*	*	*	92	77	1	28	-10	14	-2	36	67	-8	22	-18	17	-3	23	74	-2	39	6	22	8
Brown	03	32	50	-20	22	-5	9	1	1	*	*	*	*	*	*	28	57	-15	25	0	11	5	2	*	*	*	*	*	*	30	53	-17	23	-4	10	2	27	56	-6	22	1	7	7	2	*	*	*	*	*	*
Brown	04	37	46	-1	8	-14	5	-4	2	*	*	*	*	*	*	32	47	-1	6	-15	3	-4	2	*	*	*	*	*	*	30	43	-4	7	-15	3	-6	29	41	-2	7	-10	3	-1	3	*	*	*	*	*	*
Brown	05	28	68	-10	32	-17	18	3	1	*	*	*	*	*	*	26	69	-10	35	-21	19	1	1	*	*	*	*	*	*	28	68	-10	32	-18	18	3	22	68	-13	32	-18	18	2	7	43	18	29	29	14	14
Brown		97	54	-12	20	-14	10	-1	4	*	*	*	*	*	*	86	57	-10	21	-14	10	-1	5	20	0	<1	0	<1	0	88	55	-11	20	-14	10	-1	78	54	-10	19	-12	9	2	12	33	0	17	17	8	8
Bryker Woods	03	81	98	1	83	4	70	9	1	*	*	*	*	*	*	14	93	-7	79	8	64	28	61	>99	2	85	2	74	6	9	>99	12	89	39	67	67	4	*	*	*	*	*	*	2	*	*	*	*	*	*
Bryker Woods	04	75	88	-6	67	-16	44	-16	1	*	*	*	*	*	*	15	87	-13	73	-7	33	-17	53	89	-8	66	-22	47	-17	11	64	NA	45	NA	18	NA	0	--	--	--	--	--	--	6	50	50	50	50	17	17
Bryker Woods	05	57	96	0	82	-2	58	-3	1	*	*	*	*	*	*	13	92	3	77	10	54	10	36	97	-1	86	0	61	-1	4	*	*	*	*	*	*	2	*	*	*	*	*	*	4	*	*	*	*	*	*
Bryker Woods	06	17	65	-21	53	-2	24	-8	0	--	--	--	--	--	--	3	*	*	*	*	*	*	13	77	-14	62	-2	31	-5	4	*	*	*	*	*	*	1	*	*	*	*	*	*	6	17	-83	<1	-100	<1	0
Bryker Woods		230	92	-3	75	-4	55	-3	3	*	*	*	*	*	*	45	84	-11	71	1	47	4	163	94	-3	77	-7	59	-4	28	75	-10	61	1	32	12	7	71	14	71	42	43	29	18	50	-10	33	3	11	1
Campbell	03	24	71	8	42	9	29	9	10	70	5	40	11	10	-8	11	64	7	36	22	36	36	1	*	*	*	*	*	*	21	67	9	43	20	29	21	4	*	*	*</										

2019 STAAR Reading with Change from Prior Year
Excludes Tests With Online Disruption Flags (2018)

		All Students						African American						Hispanic						White						Econ Disadvantaged						ELL (Current)						Special Ed												
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Casey	03	76	67	-7	33	-1	22	6	3	*	*	*	*	*	*	56	64	-6	25	-9	20	6	12	83	3	67	27	42	32	44	50	-24	25	-9	14	-2	15	60	-16	20	-18	13	8	18	33	13	17	17	6	6
Casey	04	88	60	-16	33	-9	10	-14	5	40	-10	<1	0	<1	0	66	59	-14	35	-6	12	-12	10	70	-25	40	-17	<1	-29	64	59	-13	33	-1	8	-10	22	68	-8	50	-9	14	-27	13	15	-27	8	-9	<1	0
Casey	05	90	83	6	49	2	27	5	1	*	*	*	*	*	*	70	81	7	46	4	21	3	15	>99	8	73	-4	53	15	62	79	9	37	-2	18	-1	17	82	11	65	41	35	30	16	56	42	13	13	13	13
Casey		254	70	-6	39	-2	20	-1	9	33	-42	11	-2	<1	-13	192	69	-3	36	-3	18	-1	37	86	-5	62	3	35	8	170	64	-8	32	-4	13	-4	54	70	-5	46	7	20	5	47	36	8	13	6	6	6
Casis	03	119	98	2	79	2	55	2	1	*	*	*	*	*	*	12	>99	15	75	13	75	52	98	98	1	81	3	52	-5	7	>99	17	71	21	43	26	1	*	*	*	*	*	*	8	88	-2	63	-7	13	-7
Casis	04	123	93	-1	80	-2	55	-1	0	--	--	--	--	--	--	15	73	-16	47	-36	20	-41	101	96	-1	84	-3	58	0	4	*	*	*	*	*	*	3	*	*	*	*	*	10	80	5	60	-3	40	2	
Casis	05	113	99	4	88	3	68	3	2	*	*	*	*	*	*	19	95	-5	84	1	63	30	84	>99	5	90	4	73	4	3	*	*	*	*	*	*	2	*	*	*	*	*	7	86	69	86	69	71	71	
Casis		355	97	2	82	0	59	1	3	*	*	*	*	*	*	46	89	-2	70	-7	52	10	283	98	2	85	2	60	-1	14	86	1	43	-19	21	-2	6	67	-4	17	-26	<1	-29	25	84	17	68	14	40	19
Clayton	03	138	96	-3	81	1	60	-2	1	*	*	*	*	*	*	15	87	-13	67	2	60	13	87	97	-2	80	-3	55	-8	4	*	*	*	*	*	*	7	>99	0	>99	83	57	57	11	91	-3	73	-5	36	19
Clayton	04	149	94	1	78	-6	52	-6	1	*	*	*	*	*	*	19	79	-21	58	-32	37	-13	101	96	2	82	-1	51	-4	6	67	-33	50	-50	<1	0	5	80	30	<1	-50	<1	-50	18	78	40	50	12	11	-2
Clayton	05	134	97	-1	84	-3	59	-5	1	*	*	*	*	*	*	19	>99	5	89	-1	47	-23	83	99	1	84	0	59	0	1	*	*	*	*	*	*	4	*	*	*	*	*	12	75	-7	50	-9	8	-10	
Clayton		421	95	-2	81	-3	57	-4	3	*	*	*	*	*	*	53	89	-9	72	-10	47	-9	271	97	0	82	-1	55	-4	11	73	-15	55	17	18	5	16	81	-7	50	6	31	6	41	80	1	56	-7	17	1
Cook	03	66	76	-9	55	7	39	14	3	*	*	*	*	*	*	59	76	-12	54	4	41	16	2	*	*	*	*	*	58	78	-7	55	4	38	12	45	84	1	60	10	42	21	9	44	-19	11	-14	<1	-13	
Cook	04	68	71	3	34	2	10	0	3	*	*	*	*	*	*	62	69	1	35	4	11	1	2	*	*	*	*	*	62	71	2	34	3	11	2	46	67	-2	33	4	13	3	10	50	10	<1	-10	<1	-10	
Cook	05	72	88	4	49	-2	21	-1	6	67	-12	17	-26	<1	-21	65	89	2	52	-2	23	1	0	--	--	--	--	--	64	86	3	47	-2	19	-2	51	90	6	59	13	25	3	8	75	5	38	-2	13	13	
Cook		206	78	-1	46	2	23	4	12	58	-14	17	-23	<1	-16	186	78	-3	47	2	25	6	4	*	*	*	*	*	184	78	-1	45	2	22	3	142	81	3	51	10	27	10	27	56	-1	15	-10	4	-3	
Cowan	03	127	81	-5	52	-3	35	0	4	*	*	*	*	*	*	59	78	3	37	-5	20	-5	48	81	-14	63	-4	50	6	46	74	-3	35	-1	15	0	17	76	32	41	41	12	12	15	40	-28	13	-19	7	-9
Cowan	04	132	77	-2	55	-10	30	-9	6	50	0	33	33	17	17	52	71	-2	44	-14	23	-12	60	87	2	63	-8	38	-4	39	56	-6	28	-16	18	-8	9	22	-38	<1	-60	<1	-20	19	47	4	26	-17	11	-10
Cowan	05	117	98	3	83	7	62	12	4	*	*	*	*	*	*	42	98	2	79	5	57	12	63	98	2	87	6	65	12	28	96	4	75	21	61	40	2	*	*	*	*	*	12	92	37	33	-3	25	7	
Cowan		376	85	-2	63	-2	42	1	14	64	-10	43	13	21	8	153	81	-1	51	-7	31	-4	171	89	-3	72	0	51	5	113	73	-5	42	-2	27	7	28	61	-2	32	0	11	-5	46	57	0	24	-12	13	-5
Cunningham	03	40	60	-4	35	8	18	-1	2	*	*	*	*	*	*	26	50	-9	23	2	4	-5	11	82	-4	64	14	55	12	32	56	3	31	19	13	10	9	44	-23	22	11	<1	0	10	40	-4	30	8	10	10
Cunningham	04	48	67	4	46	-3	19	-3	4	*	*	*	*	*	*	28	61	5	39	-8	14	-2	12	92	4	75	4	33	4	30	60	6	47	6	17	3	4	*	*	*	*	*	9	22	-42	11	-32	<1	-7	
Cunningham	05	58	81	2	48	13	22	10	5	60	3	20	6	<1	0	31	77	0	39	7	16	6	14	93	-7	71	16	43	25	33	73	-1	36	7	12	3	11	64	-21	36	-2	<1	-15	15	60	-18	33	-23	7	-4
Cunningham		146	71	3	44	6	20	2	11	55	16	9	3	<1	0	85	64	0	34	1	12	1	37	89	-1	70	10	43	12	95	63	3	38	10	14	5	24	50	-15	29	-3	<1	-12	34	44	-19	26	-15	6	0
Davis	03	107	77	-4	43	-17	35	-7	6	<1	-56	<1	-22	<1	-11	29	66	-5	24	-17	17	-7	53	87	-3	53	-21	42	-13	32	44	-23	13	-28	3	-23	17	71	0	35	0	24	6	14	7	-29	<1	-21	<1	-7
Davis	04	114	77	-3	54	-9	33	-4	7	57	24	29	29	<1	0	28	68	8	46	6	32	12	62	82	-13	60	-16	35	-6	22	59	9	41	20	14	0	16	50	-19	38	-12	25	-13	16	44	24	13	13	6	6
Davis	05	83	86	-4	64	-4	49	6	5	60	-23	<1	-17	<1	-17	25	72	-17	44	-25	24	-7	36	97	6	83	13	67	11	15	60	-16	20	-24	20	4	14	86	26	43	3	36	36	10	30	10	<1	0	<1	0
Davis		304	79	-5	53	-11	38	-3	18	39	-22	11	-6	<1	-11	82	68	-6	38	-13	24	-2	151	87	-4	63	-10	45	-7	69	52	-15	23	-15	10	-10	47	68	1	38	-4	28	7	40	28	-1	5	-8	3	-1
Dawson	03	50	68	4	44	0	22	-2	2	*	*	*	*	*	*	35	69	15	40	11	14	0	12	67	-23	58	-22	50	0	34	59	5	38	9	12	-2	10	50	-3	30	6	<1	-24	13	38	-12	31	-5	15	8
Dawson	04	41	71	11	37	10	10	0	6	>99	33	67	34	33	0	27	59	4	15	-3	<1	-5	8	88	5	88	21	25	8	30	60	11	30	10	10	-1	17	59	39	12	-8	<1	-10	18	56	14	39	6	17	0
Dawson	05	49	82	-2	41	-10	16	-11	3	*	*	*	*	*	*	39	79	-7	28	-23	10	-14	6	>99	0	>99	33	33	-34	35	74	-6	29	-14	11	-9	11	55	-20	36	-6	<1	-8	22	64	14	32	-18	14	-19
Dawson		140	74	4	41	0	16	-4	11	82	20	64	26	27	4	101	70	4	29	-4	9	-6	26	81	-8	77	3	38	-4	99	65	4	32	2	11	-4	38	55	4	24	-4	<1	-15	53	55	8	34	-4	15	-1

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Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Doss	03	146	90	-1	77	1	58	0	5	60	-40	60	60	20	20	25	92	11	80	11	36	-14	93	96	2	82	1	67	7	33	70	3	45	12	21	15	29	66	3	41	-6	28	7	13	77	17	62	12	15	-5
Doss	04	116	91	3	75	0	51	4	2	*	*	*	*	*	*	18	94	15	61	-10	28	-22	79	94	2	84	5	57	6	20	75	25	30	0	10	-5	17	71	40	29	16	18	12	11	55	5	36	19	9	9
Doss	05	149	95	2	80	-3	55	6	2	*	*	*	*	*	*	25	92	3	68	-11	48	6	110	95	-1	85	-2	59	4	21	81	21	62	22	19	19	14	57	16	29	5	<1	-6	9	78	-14	22	-45	<1	-17
Doss		411	92	2	78	0	55	4	9	78	-12	44	-6	22	12	68	93	10	71	-2	38	-9	282	95	1	84	2	61	6	74	74	15	46	12	18	11	60	65	19	35	6	18	6	33	70	-1	42	-8	9	-5
Galindo	03	81	78	0	53	12	32	7	6	83	16	50	-17	33	0	65	78	-3	55	13	31	5	8	75	75	50	50	50	50	71	77	1	51	11	30	6	46	74	-2	50	7	28	-1	19	68	15	26	19	11	4
Galindo	04	68	60	-14	31	-6	10	-4	4	*	*	*	*	*	*	60	58	-14	28	-6	12	2	0	--	--	--	--	--	--	57	54	-17	23	-14	7	-6	44	52	-15	27	-6	11	0	20	30	-6	20	11	5	5
Galindo	05	72	74	10	33	4	13	-6	4	*	*	*	*	*	*	66	74	10	33	2	11	-8	2	*	*	*	*	*	*	62	73	9	31	4	10	-6	40	73	12	33	13	10	3	17	35	17	12	3	6	-3
Galindo		221	71	0	40	5	19	0	14	79	8	50	21	21	0	191	71	0	39	4	18	0	10	80	10	50	0	50	10	190	69	-1	36	2	16	-1	130	66	-2	37	6	17	2	56	45	7	20	12	7	2
Govalle	03	48	60	-2	17	-9	8	-2	6	50	-10	<1	0	<1	0	42	62	1	19	-7	10	1	0	--	--	--	--	--	--	45	60	-6	16	-12	7	-3	19	74	-4	21	-9	5	-10	10	50	27	<1	-8	<1	0
Govalle	04	61	59	15	26	6	7	-2	6	33	0	33	33	<1	0	53	60	13	25	1	6	-5	1	*	*	*	*	*	*	55	56	12	25	6	5	-4	22	77	13	41	5	9	-5	18	28	28	6	6	<1	0
Govalle	05	47	79	-9	26	-15	6	-10	5	>99	20	40	10	20	10	41	76	-13	22	-19	5	-8	0	--	--	--	--	--	--	43	77	-9	23	-18	5	-9	15	>99	14	40	-5	13	4	15	47	-41	7	-43	<1	-38
Govalle		156	65	-1	23	-7	7	-5	17	59	-3	24	10	6	1	136	65	-2	22	-8	7	-4	1	*	*	*	*	*	*	143	64	-2	22	-7	6	-5	56	82	4	34	-3	9	-4	43	40	3	5	-14	<1	-11
Graham	03	90	90	2	66	11	34	12	13	92	1	62	-2	31	4	68	88	2	62	9	32	13	4	*	*	*	*	*	*	76	92	6	66	11	34	14	52	87	1	62	6	29	8	9	67	0	33	-25	11	-22
Graham	04	96	92	4	66	-1	32	-7	11	>99	9	45	9	27	27	75	89	2	67	-2	31	-10	9	>99	0	78	-22	44	-56	78	90	4	63	1	33	2	66	92	6	70	0	35	-7	15	93	57	53	53	13	13
Graham	05	89	94	5	62	9	33	10	7	>99	14	57	-5	<1	-29	78	94	5	62	12	33	13	4	*	*	*	*	*	*	71	93	3	56	4	24	2	59	93	1	63	21	34	26	11	73	16	<1	-21	<1	0
Graham		275	92	4	64	6	33	5	31	97	9	55	-1	23	2	221	90	2	63	5	32	5	17	>99	0	82	13	53	-10	225	92	5	62	6	31	7	177	91	3	65	8	33	9	35	80	26	31	4	9	-2
Guerrero-Thomps	03	102	67	-13	41	3	18	3	4	*	*	*	*	*	*	93	70	-13	43	3	19	4	2	*	*	*	*	*	*	97	68	-11	41	4	18	3	91	65	-14	38	5	16	4	6	17	-3	17	-3	<1	0
Guerrero-Thomps	04	83	75	-4	46	-1	16	-1	2	*	*	*	*	*	*	74	78	-3	47	-4	16	-3	2	*	*	*	*	*	*	78	77	-1	46	-2	15	-2	73	74	-4	45	-4	14	-3	6	33	4	<1	0	<1	0
Guerrero-Thomps	05	70	83	1	57	-2	27	10	4	*	*	*	*	*	*	61	84	2	59	2	30	14	2	*	*	*	*	*	*	68	82	1	57	0	26	10	56	80	-2	55	-3	27	9	8	50	6	13	-12	13	13
Guerrero-Thomps		255	74	-6	47	-1	20	4	10	70	-30	40	-20	10	10	228	76	-6	49	0	21	5	6	17	-50	17	-27	<1	-22	243	75	-5	47	-1	19	3	220	72	-8	45	-2	18	2	20	35	-1	10	-8	5	5
Gullett	03	85	93	0	69	-4	45	-6	1	*	*	*	*	*	*	12	92	4	75	6	50	6	68	94	-3	71	-8	44	-14	7	57	0	43	29	14	0	1	*	*	*	*	*	*	17	71	31	35	5	6	-14
Gullett	04	102	88	-11	66	-23	42	-20	7	71	-29	57	-43	29	-21	19	84	-9	53	-26	32	-32	71	93	-7	73	-19	49	-17	11	55	-31	36	-21	27	-2	1	*	*	*	*	*	*	14	50	-33	36	-14	29	12
Gullett	05	84	96	0	87	8	60	10	2	*	*	*	*	*	*	16	>99	0	81	-2	50	8	62	95	-2	89	12	65	14	6	67	-33	50	-25	17	-33	1	*	*	*	*	*	*	7	71	-4	71	46	14	1
Gullett		271	92	-4	73	-7	48	-6	10	70	-13	60	-15	30	-3	47	91	-2	68	-8	43	-7	201	94	-4	77	-5	52	-6	24	58	-20	42	-2	21	-7	3	*	*	*	*	*	*	38	63	0	42	9	16	-1
Harris	03	60	52	-10	20	-8	13	5	8	63	43	38	38	38	38	47	53	-13	19	-11	11	2	2	*	*	*	*	*	*	56	50	-12	20	-8	13	5	46	50	-11	20	-3	11	9	5	40	40	20	20	20	20
Harris	04	74	57	0	19	-8	5	-3	6	<1	-57	<1	-14	<1	-14	68	62	4	21	-6	6	0	0	--	--	--	--	--	--	69	57	1	17	-8	4	-4	48	60	4	15	-10	2	-5	5	<1	-18	<1	-9	<1	-9
Harris	05	64	81	8	25	-19	8	-6	9	33	-30	<1	-38	<1	-25	52	90	15	27	-18	8	-3	2	*	*	*	*	*	*	63	81	9	25	-20	8	-6	47	85	15	26	-14	9	0	11	55	15	18	-22	18	-2
Harris		198	63	-1	21	-11	9	-1	23	35	-15	13	-7	13	-2	167	68	2	22	-11	8	0	4	*	*	*	*	*	*	188	63	0	21	-11	8	-2	141	65	3	20	-9	7	1	21	38	14	14	-6	14	2
Hart	03	121	69	-15	37	-6	18	-7	8	63	-28	38	-17	<1	-18	100	72	-16	37	-5	19	-7	6	33	0	17	-16	17	-16	112	70	-13	38	-5	19	-7	100	69	-15	37	-8	19	-8	14	57	-3	36	16	<1	0
Hart	04	106	79	10	48	10	21	3	8	75	-8	50	17	13	13	90	81	12	49	10	20	1	6	67	7	33	-7	33	13	100	80	10	47	8	21	3	87	80	9	52	13	23	5	15	67					

2019 STAAR Reading with Change from Prior Year
Excludes Tests With Online Disruption Flags (2018)

Campus	Test Grade	All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
		# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Highland Park	03	113	91	-3	68	-4	49	-5	0	-	-	-	-	-	20	70	-3	55	22	25	18	79	97	0	73	-7	53	-10	7	71	-9	43	13	<1	-20	4	*	*	*	*	*	*	13	54	-10	31	-33	23	-13	
Highland Park	04	117	88	-7	66	-15	40	-18	1	*	*	*	*	*	14	79	-7	29	-35	7	-50	94	88	-8	72	-9	45	-15	9	78	15	33	-5	22	9	2	*	*	*	*	*	*	15	60	-40	20	-80	13	-37	
Highland Park	05	104	>99	2	80	-13	58	-11	1	*	*	*	*	*	17	>99	8	65	-12	47	16	70	>99	1	84	-11	59	-15	13	>99	0	46	-4	15	-10	3	*	*	*	*	*	*	8	>99	29	63	6	25	-18	
Highland Park		334	93	-3	71	-11	49	-11	2	*	*	*	*	*	51	82	-1	51	-6	27	-4	243	95	-2	76	-10	51	-15	29	86	9	41	5	14	-4	9	89	-11	56	31	<1	0	36	67	-6	33	-35	19	-22	
Hill	03	155	90	-4	69	-4	50	-4	1	*	*	*	*	*	25	88	-7	56	-11	36	-12	109	91	-3	72	-1	53	-4	13	62	-30	38	-16	23	-31	16	63	-23	31	2	25	-4	7	86	19	57	13	29	7	
Hill	04	156	91	-2	69	-4	46	-3	7	86	6	43	-37	29	-11	26	85	0	42	-23	27	-4	108	93	-2	76	1	49	-5	19	63	-17	42	-5	32	-1	9	44	-26	33	-7	22	2	10	70	3	40	23	20	20
Hill	05	159	96	0	78	-2	57	9	5	>99	0	80	-20	60	27	26	77	-19	62	-9	46	17	108	99	4	81	-3	60	3	17	76	-24	35	-9	24	-9	10	80	-20	50	50	40	40	8	75	8	25	-8	13	2
Hill		470	92	-2	72	-3	51	1	13	92	13	54	-17	38	9	77	83	-9	53	-15	36	1	325	94	-1	76	0	54	-2	49	67	-22	39	-10	27	-14	35	63	-17	37	7	29	9	25	76	9	40	7	20	7
Houston	03	73	63	9	30	10	5	-1	7	29	-21	14	-19	<1	0	66	67	14	32	14	6	0	0	--	--	--	--	--	--	72	63	7	29	8	6	-1	40	73	26	40	27	10	8	6	50	17	50	33	<1	-17
Houston	04	89	52	1	20	-2	4	2	6	50	30	<1	-20	<1	0	80	50	-2	20	-1	3	1	2	*	*	*	*	*	*	83	51	-2	19	-3	4	3	48	46	-8	17	-8	4	2	10	40	-40	20	-60	10	10
Houston	05	97	72	-1	25	-13	7	-2	4	*	*	*	*	*	*	91	73	1	23	-16	7	-3	2	*	*	*	*	*	*	88	73	0	25	-14	7	-3	55	73	5	24	-10	7	2	12	33	-30	25	-25	8	-5
Houston		259	63	4	25	-1	6	0	17	41	-12	12	-17	6	6	237	63	4	24	-2	5	-1	4	*	*	*	*	*	*	243	62	2	24	-3	5	-1	143	64	8	26	2	7	4	28	39	-19	29	-18	7	-4
Jordan	03	95	61	-12	22	-18	8	-11	16	44	-36	6	-24	<1	-20	75	64	-8	24	-17	11	-7	3	*	*	*	*	*	*	91	62	-11	23	-17	9	-8	58	64	-9	22	-20	14	-3	19	37	12	16	-9	<1	0
Jordan	04	91	69	0	38	4	7	-2	14	71	2	29	-9	<1	-15	76	68	-2	39	5	8	0	1	*	*	*	*	*	*	88	68	1	38	3	7	-2	64	69	0	38	4	6	-3	12	58	27	50	27	<1	-8
Jordan	05	85	73	11	38	5	7	-6	18	72	26	44	21	6	-2	65	72	5	35	-1	6	-9	0	--	--	--	--	--	--	75	73	12	39	6	7	-6	52	73	7	33	-3	6	-10	15	40	4	7	-20	<1	0
Jordan		271	68	0	32	-3	7	-6	48	63	-1	27	-4	2	-12	216	68	-1	33	-4	8	-5	4	*	*	*	*	*	*	254	67	0	33	-3	7	-6	174	68	-1	31	-6	9	-5	46	43	11	22	-3	<1	-4
Joslin	03	31	55	-22	29	-20	10	-13	1	*	*	*	*	*	*	19	53	-17	21	-12	5	-6	10	70	-30	50	-39	20	-47	21	52	-20	24	-17	<1	-17	9	56	-11	22	2	<1	-7	5	40	-29	20	-26	<1	-23
Joslin	04	42	62	4	43	10	19	7	1	*	*	*	*	*	*	26	50	9	27	13	4	-1	11	82	-8	82	2	45	15	32	56	11	31	17	6	1	14	50	17	7	0	<1	0	15	60	40	53	33	13	13
Joslin	05	34	85	15	53	10	21	1	0	--	--	--	--	--	--	23	78	11	35	-2	4	-11	10	>99	0	90	-10	60	10	22	82	18	41	5	5	-11	14	71	25	21	6	<1	0	7	57	-26	43	-24	<1	-17
Joslin		107	67	-2	42	0	17	-2	2	*	*	*	*	*	*	68	60	-1	28	-1	4	-7	31	84	-11	74	-12	42	-6	75	63	1	32	0	4	-9	37	59	10	16	2	<1	-2	27	56	-7	44	-2	7	-10
Kiker	03	161	97	0	83	-1	58	-7	4	*	*	*	*	*	*	26	>99	6	85	14	46	-1	100	97	-1	83	-4	58	-10	6	67	0	33	0	<1	-17	15	>99	0	80	0	53	-27	9	56	-30	56	13	33	19
Kiker	04	170	>99	2	85	-2	59	-7	2	*	*	*	*	*	*	29	>99	3	86	-11	48	-33	121	>99	2	83	-1	59	-1	5	>99	0	60	-40	60	-40	4	*	*	*	*	*	*	18	>99	5	56	-15	39	-13
Kiker	05	190	99	0	92	5	64	7	1	*	*	*	*	*	*	31	>99	3	97	31	68	34	127	99	-1	91	-1	62	0	1	*	*	*	*	*	*	7	>99	25	>99	25	57	57	17	94	-6	71	9	41	22
Kiker		521	99	1	87	1	60	-3	7	71	-29	57	-43	29	-4	86	>99	4	90	13	55	1	348	99	0	86	-2	60	-4	12	83	1	50	-5	33	-12	26	>99	6	88	0	58	2	44	89	-6	61	0	39	9
Kocurek	03	73	60	-9	38	-2	19	-5	5	60	-28	20	-43	<1	-13	45	58	-3	38	12	11	0	19	74	-8	47	-12	42	-17	45	44	-18	29	-3	11	-5	10	50	-12	40	25	10	2	12	42	4	33	8	<1	0
Kocurek	04	71	68	5	44	6	18	-4	9	78	11	44	27	22	5	42	60	6	36	7	12	-2	16	81	-2	56	-14	31	-17	44	61	3	32	-1	9	-10	14	57	4	14	-19	<1	0	14	36	12	29	11	<1	-12
Kocurek	05	91	81	8	46	8	25	2	6	67	4	50	25	<1	0	54	80	13	35	6	22	9	27	85	-7	67	9	41	-9	63	79	8	43	11	24	6	14	64	14	29	15	7	0	19	58	-4	26	11	16	1
Kocurek		235	71	3	43	4	21	-2	20	70	-3	40	4	10	1	141	67	7	36	8	16	4	62	81	-4	58	-5	39	-13	152	64	0	36	4	16	-2	38	58	3	26	5	5	0	45	47	8	29	9	7	-2
Langford	03	66	56	-1	23	-1	9	0	6	33	-67	33	-17	<1	0	59	58	2	22	-1	10	1	1	*	*	*	*	*	*	59	53	-5	22	-1	8	-1	39	56	9	23	2	8	-1	16	31	-25	19	-14	13	13
Langford	04	68	57	-2	26	-7	7	-5	4	*	*	*	*	*	*	63	59	2	25	-6	6	-6	1	*	*	*	*	*	*	65	55	-6	26	-8	6	-6	35	54	-1	26	3	6	-3	10	50	7	40	-3	20	20
Langford	05	89	81	-4	31	-11	11	2	7	>99																																								

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Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Lee	03	62	89	-4	77	2	65	16	2	*	*	*	*	*	*	11	82	-13	64	-3	45	2	42	90	-2	81	0	71	15	8	38	-45	25	-42	25	-33	1	*	*	*	*	*	*	9	44	-16	33	-7	22	-8
Lee	04	78	91	8	73	1	51	1	2	*	*	*	*	*	*	23	87	18	52	6	22	7	38	97	0	82	-5	68	0	17	82	22	59	29	29	9	4	*	*	*	*	*	*	11	64	50	27	13	9	-5
Lee	05	57	89	-1	74	-9	56	-3	4	*	*	*	*	*	*	12	83	-17	58	-42	25	-44	35	>99	3	91	5	74	8	10	70	12	40	-10	10	-15	1	*	*	*	*	*	*	7	43	5	29	4	14	-11
Lee	06	32	84	2	59	1	34	-4	9	56	56	33	33	22	22	8	88	15	50	-3	25	5	14	>99	12	79	14	43	-11	10	60	3	30	-13	<1	-29	0	--	--	--	--	--	--	5	20	-9	20	20	20	20
Lee		229	89	1	72	-1	54	4	17	59	32	41	23	29	20	54	85	0	56	-10	28	-9	129	96	2	84	3	68	7	45	67	2	42	-6	18	-15	6	67	-15	67	3	17	-19	32	47	9	28	6	16	-3
Linder	03	52	71	-4	33	1	13	-3	5	80	-20	20	-80	20	-30	40	68	-7	30	2	8	-4	3	*	*	*	*	*	*	43	77	2	35	4	12	-3	32	78	-4	31	5	9	-3	5	20	-63	20	-30	20	3
Linder	04	70	69	7	31	-5	10	3	3	*	*	*	*	*	*	59	66	4	24	-12	8	2	5	80	-20	80	-20	20	-30	60	68	7	30	-4	10	5	36	69	10	39	1	14	9	7	57	-7	43	-12	29	29
Linder	05	64	75	-2	41	12	14	4	5	40	-27	20	-13	<1	-17	57	79	-3	44	15	16	8	1	*	*	*	*	*	*	55	76	0	42	13	13	4	42	71	12	45	28	14	11	12	33	-27	33	3	17	17
Linder		186	72	0	35	3	12	1	13	69	7	31	-7	15	0	156	71	-2	33	2	11	2	9	78	-5	56	-11	22	-20	158	73	2	35	4	11	1	110	73	6	39	11	13	6	24	38	-29	33	-11	21	17
Maplewood	03	74	88	0	55	-5	38	-2	9	56	-11	22	22	<1	0	20	95	8	45	-3	40	18	39	90	0	67	-10	44	-14	19	79	2	26	3	5	-13	6	>99	0	33	-7	<1	-20	11	64	26	9	-16	9	-4
Maplewood	04	76	78	6	58	2	32	-5	8	38	0	13	5	<1	0	25	72	22	44	19	24	-1	38	87	-6	74	-12	45	-9	29	52	2	24	3	7	-6	8	63	13	38	38	<1	0	15	33	-24	13	-44	7	-36
Maplewood	05	58	93	2	66	1	43	0	13	69	-17	31	-12	8	-6	8	>99	12	38	-6	13	-6	32	>99	4	84	6	59	2	23	83	12	35	14	9	2	1	*	*	*	*	*	*	11	82	13	36	-2	27	-4
Maplewood	06	17	47	-7	29	-6	18	6	4	*	*	*	*	*	*	10	50	30	20	20	10	10	1	*	*	*	*	*	*	11	27	-2	18	12	9	9	2	*	*	*	*	*	*	8	25	-15	25	5	25	25
Maplewood		225	83	3	57	0	36	0	34	53	-5	24	2	6	0	63	79	9	40	5	25	7	110	92	-1	75	-5	49	-7	82	63	6	27	9	7	-3	17	76	12	29	15	<1	-7	45	51	-4	20	-16	16	-8
Mathews	03	61	89	-3	85	11	69	29	5	40	-27	40	7	40	40	16	88	0	75	10	69	34	30	97	-3	97	12	73	31	19	74	-9	63	2	47	25	6	83	-17	67	0	67	23	6	67	27	33	33	33	33
Mathews	04	60	93	-1	65	-14	32	-13	4	*	*	*	*	*	*	22	91	7	45	-18	23	-3	26	96	-4	77	-6	42	-19	15	80	-1	33	-23	13	-6	6	>99	29	50	-21	17	3	9	78	3	33	-17	11	-14
Mathews	05	54	94	3	67	0	41	1	4	*	*	*	*	*	*	21	90	0	48	8	29	14	21	>99	4	71	-18	57	-2	20	85	-8	50	30	25	18	7	86	-14	71	4	43	43	8	75	-25	38	-19	<1	-14
Mathews	06	26	73	-21	46	-28	23	-12	1	*	*	*	*	*	*	12	42	-45	17	-56	17	-23	11	>99	0	82	15	36	3	9	56	-22	22	-34	22	11	2	*	*	*	*	*	*	5	60	-40	40	-10	20	20
Mathews		201	90	-3	69	-4	44	4	14	64	-16	57	-13	21	11	71	82	-6	48	-12	34	5	88	98	-1	83	0	56	6	63	76	-8	46	-2	29	13	21	81	-9	57	-8	38	13	28	71	-7	36	-3	14	3
McBee	03	50	74	-12	32	-8	22	9	1	*	*	*	*	*	*	48	75	-13	31	-11	21	7	1	*	*	*	*	*	*	48	75	-12	31	-8	21	9	42	74	-15	31	-12	21	8	7	29	-29	<1	-17	<1	0
McBee	04	71	85	9	44	6	13	1	4	*	*	*	*	*	*	66	86	9	44	4	12	1	1	*	*	*	*	*	*	68	85	10	46	8	13	0	54	83	10	44	3	13	-1	14	71	26	21	3	<1	0
McBee	05	63	83	-8	38	-13	17	-9	4	*	*	*	*	*	*	58	83	-9	40	-11	17	-11	1	*	*	*	*	*	*	61	82	-10	36	-17	18	-9	49	80	-11	37	-10	14	-13	12	67	11	25	3	<1	0
McBee		184	81	-4	39	-4	17	0	9	56	-4	22	-8	22	12	172	82	-4	39	-5	16	-2	3	*	*	*	*	*	*	177	81	-4	38	-5	17	0	145	79	-6	38	-6	16	-2	33	61	8	18	-1	<1	0
Menchaca	03	120	70	-2	39	0	27	7	4	*	*	*	*	*	*	79	63	-5	30	-3	18	4	31	84	2	52	-1	42	7	57	56	-12	25	-7	14	-2	26	65	-10	23	-12	12	-8	16	25	-11	6	6	<1	0
Menchaca	04	123	72	-3	40	-3	18	-2	6	33	-17	17	-8	<1	-25	79	70	1	35	-2	16	1	28	79	-8	54	1	29	6	68	59	0	29	5	7	-4	25	84	31	40	13	12	-8	20	40	-30	15	5	5	5
Menchaca	05	107	83	-4	50	-3	25	4	6	50	-50	33	-17	17	17	59	88	7	47	3	20	2	30	83	-13	60	-14	33	7	49	82	7	41	-7	18	0	20	75	6	30	17	20	14	17	47	-20	18	-15	6	0
Menchaca		350	75	-3	43	-2	23	3	16	44	-20	31	13	19	10	217	72	-1	37	-1	18	3	89	82	-6	55	-4	35																						

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Norman	03	28	54	-2	25	7	4	-1	16	50	-6	19	-6	6	0	10	60	5	40	26	<1	-5	0	--	--	--	--	--	--	26	54	-1	27	11	4	-1	6	67	3	33	24	<1	-9	5	20	-13	20	-13	<1	0
Norman	04	27	56	-13	19	-22	7	-12	11	55	-2	18	-11	9	-12	15	60	-22	20	-33	7	-11	0	--	--	--	--	--	--	27	56	-15	19	-23	7	-12	7	57	-43	29	-46	14	1	2	*	*	*	*	*	*
Norman	05	30	87	31	63	48	23	17	13	77	21	62	45	23	12	17	94	34	65	52	24	24	0	--	--	--	--	--	29	86	29	62	45	21	14	8	>99	37	75	62	13	13	4	*	*	*	*	*	*	
Norman		85	66	6	36	12	12	2	40	60	4	33	10	13	0	42	74	9	43	17	12	5	0	--	--	--	--	--	82	66	5	37	13	11	1	21	76	2	48	18	10	3	11	45	15	36	16	27	27	
Norman/Sims	03	41	61	-5	29	3	10	3	21	57	-6	24	1	10	5	18	67	2	39	12	11	5	0	--	--	--	--	--	39	62	-3	31	8	10	5	10	80	5	40	5	10	0	5	20	-13	20	-13	0	0	
Norman/Sims	04	48	52	-15	19	-18	10	-3	20	40	-13	10	-16	5	-11	26	62	-22	23	-25	12	0	1	--	--	--	--	--	46	50	-19	17	-20	9	-5	14	71	-19	36	-34	21	11	5	20	-80	20	-30	20	20	
Norman/Sims	05	41	83	24	49	27	17	9	18	72	20	50	39	17	9	23	91	25	48	18	17	8	0	--	--	--	--	--	39	85	26	49	29	15	6	10	90	19	60	25	10	-8	6	50	50	33	33	33	33	
Norman/Sims		130	65	1	32	4	12	3	59	56	0	27	8	10	1	67	73	2	36	2	13	5	1	--	--	--	--	--	124	65	1	31	5	11	2	34	79	3	44	2	15	-2	16	31	6	25	8	19	19	
Oak Hill	03	129	81	8	54	10	42	13	2	*	*	*	*	*	*	61	70	13	34	16	20	9	49	88	-4	71	-2	59	10	54	70	15	35	16	19	13	38	68	22	39	26	24	18	16	69	26	13	9	6	6
Oak Hill	04	147	71	-4	46	-7	28	-5	3	*	*	*	*	*	*	76	55	-9	28	-8	11	-12	59	92	7	69	-1	49	2	67	51	1	24	-1	9	-8	44	55	-3	25	1	9	-2	27	30	-8	7	-22	4	-10
Oak Hill	05	137	90	0	59	-15	34	-17	4	*	*	*	*	*	*	60	80	3	48	1	20	-1	53	96	-4	72	-24	53	-23	49	76	2	39	-4	14	1	37	76	9	32	2	11	1	23	74	14	35	2	9	-11
Oak Hill		413	80	2	53	-3	34	-3	9	78	14	56	20	22	4	197	68	3	36	4	16	-2	161	92	0	71	-7	53	-3	170	64	5	32	4	14	3	119	66	11	32	11	14	5	66	55	9	18	-2	6	-4
Oak Springs	03	32	34	-11	19	8	13	6	7	29	-31	<1	-30	<1	-20	24	33	-9	25	19	17	14	0	--	--	--	--	--	32	34	-11	19	8	13	6	9	33	-3	33	24	33	24	5	20	-20	20	20	<1	0	
Oak Springs	04	32	69	33	38	26	6	6	5	80	42	60	35	<1	0	25	64	31	32	24	4	4	2	*	*	*	*	*	32	69	35	38	25	6	6	8	75	50	38	25	<1	0	7	43	29	29	29	<1	0	
Oak Springs	05	29	72	2	24	4	3	0	9	89	-1	22	2	11	11	19	63	2	21	3	<1	-4	0	--	--	--	--	--	26	73	2	23	2	4	1	6	33	-46	17	3	<1	0	9	67	22	11	2	<1	0	
Oak Springs		93	58	7	27	12	8	5	21	67	3	24	-1	5	-2	68	53	7	26	15	7	5	2	*	*	*	*	*	90	58	7	27	12	8	4	23	48	-4	30	18	13	10	21	48	13	19	15	<1	0	
Odom	03	61	61	-15	25	-15	18	2	4	*	*	*	*	*	*	52	62	-18	23	-16	15	2	5	60	-23	60	-7	60	27	55	56	-17	18	-18	13	-1	26	69	-24	35	1	19	2	11	45	-22	9	-58	9	9
Odom	04	75	72	11	32	-5	15	-1	4	*	*	*	*	*	*	67	72	13	30	-3	12	-3	4	*	*	*	*	*	69	71	13	30	-2	14	0	30	77	15	30	2	13	6	1	*	*	*	*	*	*	
Odom	05	56	80	6	41	7	20	7	4	*	*	*	*	*	*	46	83	7	37	1	17	3	6	>99	25	>99	62	50	37	50	80	6	36	2	18	3	26	92	29	35	10	19	11	5	20	-40	20	20	<1	0
Odom		192	71	0	32	-5	17	2	12	42	11	17	2	8	-7	165	72	-1	30	-6	15	1	15	87	3	73	10	53	27	174	69	0	28	-6	15	1	82	79	6	33	4	17	6	17	35	-15	12	-8	6	6
Ortega	03	48	79	-5	44	12	25	14	5	80	-8	40	-23	<1	-13	38	79	-3	47	26	32	20	4	*	*	*	*	*	45	80	-4	44	15	27	16	18	72	-10	39	10	28	16	5	>99	67	60	60	40	40	
Ortega	04	38	71	-9	32	-7	11	-4	7	43	43	43	43	14	14	29	76	-9	24	-17	10	-5	1	*	*	*	*	*	35	69	-12	29	-8	6	-8	15	67	-21	27	-19	<1	-17	5	<1	-60	<1	0	<1	0	
Ortega	05	45	84	3	33	-22	7	-16	4	*	*	*	*	*	*	35	86	10	37	-13	9	-9	1	*	*	*	*	*	40	85	5	35	-16	5	-15	18	89	8	44	0	11	-8	2	*	*	*	*	*	*	
Ortega		131	79	-3	37	-5	15	-2	16	56	-24	31	-22	6	-7	102	80	-1	37	-1	18	3	6	83	-17	50	-50	<1	-50	120	78	-4	37	-2	13	-2	51	76	-8	37	-3	14	-2	12	50	0	33	22	17	17
Overton	03	71	63	-8	27	-13	15	-4	7	71	3	29	13	29	18	63	62	-10	25	-23	14	-8	0	--	--	--	--	--	69	64	-7	28	-11	16	-2	49	63	-9	24	-26	18	-8	9	56	36	33	13	11	1	
Overton	04	78	58	4	29	3	8	-2	22	59	1	27	6	9	-4	55	56	5	31	5	7	-2	0	--	--	--	--	--	73	59	7	30	5	8	-1	43	56	8	28	6	2	-5	15	33	-3	27	18	13	13	
Overton	05	92	87	11	45	10	21	8	18	89	6	33	5	22	11	73	86	10	47	9	21	7	1	*	*	*	*	*	86	88	11	45	12	21	9	58	86	14	45	11	16	1	11	55	5	27	14	9	9	
Overton		241	71	5	34	1	15	1	47	72	3	30	9	17	6	191	70	5	35	-2	15	0	1	*	*	*	*	*	228	71	6	35	3	15	2	150	70	8	33	-1	13	-2	35	46	12	29	15	11	8	
Padrón	03	103	69	-9	39	12	19	10	3	*	*	*	*	*	*	98	68	-12	39	10	19	9	1	*	*	*	*	*	94	68	-10	37	9	18	8	84	68	-10	37	9	17	9	6	<1	-25	<1	0	<1	0	
Padrón	04	77	69	3	34	4	10	-2	5	40	-23	40	15	40	27	71	72	6	34	4	8	-5	0	--	--	--	--	--	73	67	2	34	5	11	-2	70	71	6	33	3	10	-1	7	14	-16	14	14	<1	0	
Padrón	05	85	82	-3	45	0	13	2	4	*	*	*	*	*	*	80	81	-4	45	0	14	2	0	--	--	--	--	--	82	82	-3	44	2	12	1	66	83	-2	47	5	14	5	10	40	-30	<1	-10	<1	0	
Padrón		265	73	-3	39	5	15	4	12	67	-1	25	-1	17	12	249	73	-4	39	4	14	2	1	*	*	*	*	*	249	72	-3	39	6	14	3	220	74	-2	39	6	14	4	23	22	-24	4	0	<1	0	

2019 STAAR Reading with Change from Prior Year
Excludes Tests With Online Disruption Flags (2018)

		All Students					African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																		
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Palm	03	58	69	-9	22	-37	14	-18	4	*	*	*	*	*	*	48	71	-12	19	-41	10	-21	3	*	*	*	*	*	*	50	68	-13	22	-39	14	-18	23	65	-24	26	-35	17	-5	14	21	-46	<1	-33	<1	0
Palm	04	58	59	-23	31	-9	14	6	5	20	-55	20	-5	<1	0	49	63	-18	33	-7	16	8	2	*	*	*	*	*	*	52	56	-24	31	-5	12	8	25	60	-28	24	-18	12	4	14	29	-38	7	7	<1	0
Palm	05	68	87	8	43	11	19	5	3	*	*	*	*	*	*	60	87	6	42	11	18	4	2	*	*	*	*	*	*	57	86	16	40	17	21	12	29	90	18	45	37	17	13	11	45	-8	9	2	<1	0
Palm		184	72	-8	33	-9	16	0	12	42	-8	17	-3	<1	0	157	75	-7	32	-9	15	-1	7	86	-14	71	-4	57	32	159	70	-7	31	-7	16	3	77	73	-10	32	-3	16	6	39	31	-28	5	-2	<1	0
Patton	03	146	80	5	60	9	47	13	8	63	43	25	25	25	25	38	61	-2	29	-8	18	-2	67	90	8	78	18	64	23	37	57	6	27	-8	16	0	21	76	8	52	15	33	12	12	42	-8	25	-4	8	-21
Patton	04	154	73	-10	46	-13	21	-13	5	20	-24	20	9	<1	-11	48	60	-13	31	-14	10	-13	72	85	-7	58	-12	29	-9	35	57	-10	29	-4	11	-8	20	60	-33	20	-51	10	-47	14	43	-13	43	15	7	-4
Patton	05	149	89	3	68	9	43	11	9	56	-15	11	11	11	11	50	86	12	58	16	32	13	76	97	4	82	11	50	7	40	80	11	60	29	35	21	13	77	-3	69	9	38	-2	17	65	34	35	16	12	12
Patton		449	81	0	58	2	37	4	22	50	2	18	13	14	9	136	70	0	40	-1	21	0	215	91	2	73	6	47	7	112	65	3	39	6	21	4	54	70	-9	44	-9	26	-11	43	51	5	35	10	9	-4
Pease	03	31	94	3	81	14	55	10	3	*	*	*	*	*	*	10	80	-2	70	34	40	31	15	>99	0	87	1	67	0	3	*	*	*	*	*	*	0	--	--	--	--	--	--	2	*	*	*	*	*	*
Pease	04	36	81	-11	58	-21	39	-7	1	*	*	*	*	*	*	12	67	-13	25	-35	17	-16	22	95	-5	82	-7	55	-6	4	*	*	*	*	*	*	0	--	--	--	--	--	--	6	67	67	50	50	17	17
Pease	05	41	93	7	66	-5	39	-12	4	*	*	*	*	*	*	17	82	32	24	4	12	-8	17	>99	0	94	-1	59	-4	9	89	14	33	-17	11	-27	0	--	--	--	--	--	--	2	*	*	*	*	*	*
Pease	06	14	50	-20	14	-31	<1	-30	3	*	*	*	*	*	*	9	22	-38	<1	-50	<1	-40	1	*	*	*	*	*	*	5	80	40	40	40	<1	0	0	--	--	--	--	--	--	3	*	*	*	*	*	*
Pease		122	84	-3	61	-8	39	-6	11	91	18	64	0	27	0	48	67	-3	29	-14	17	-9	55	98	-2	85	-1	58	-3	21	71	11	24	-12	5	-15	0	--	--	--	--	--	--	13	46	13	31	14	8	8
Pecan Springs	03	43	63	-12	40	-13	30	-3	14	36	-35	7	-22	7	-6	26	81	3	62	-3	46	5	2	*	*	*	*	*	*	42	62	-13	38	-16	31	-1	16	75	-6	75	6	63	7	9	22	-28	11	-39	<1	0
Pecan Springs	04	61	61	-9	26	-9	10	-3	18	67	9	28	3	6	6	40	60	-17	25	-15	10	-7	2	*	*	*	*	*	*	55	60	-8	24	-8	7	-7	27	59	-23	26	-24	15	-8	8	25	-8	<1	0	<1	0
Pecan Springs	05	44	57	-27	32	-4	16	5	14	64	-18	29	5	21	9	27	56	-30	33	-11	15	4	1	*	*	*	*	*	*	41	56	-26	32	-3	15	5	16	56	-28	38	-9	19	8	9	11	-39	<1	0	<1	0
Pecan Springs		148	60	-16	32	-11	18	-3	46	57	-15	22	-4	11	2	93	65	-15	38	-14	22	-3	5	20	-20	20	-20	20	-20	138	59	-16	30	-12	17	-3	59	63	-19	42	-16	29	-5	26	19	-27	4	-11	<1	0
Perez	03	70	61	-13	37	-4	13	-12	6	50	-25	17	-33	17	-33	59	64	-9	42	3	14	-10	4	*	*	*	*	*	*	62	65	-7	40	0	15	-10	36	72	-2	50	10	22	-4	11	27	-40	18	-26	<1	-17
Perez	04	93	62	-7	35	3	23	6	7	57	32	14	14	14	14	83	61	-10	36	4	23	7	3	*	*	*	*	*	*	82	61	-7	37	7	22	7	54	57	-16	31	2	22	3	19	32	-12	16	-15	5	-1
Perez	05	107	80	-5	43	-5	15	-5	3	*	*	*	*	*	*	103	81	-6	44	-4	15	-6	1	*	*	*	*	*	*	98	80	-4	43	-4	15	-4	55	87	4	51	8	18	0	24	54	37	17	0	4	-4
Perez		270	69	-7	39	-1	17	-3	16	56	1	13	-14	13	-5	245	70	-7	41	1	17	-3	8	75	-14	38	-40	25	-19	242	69	-6	40	1	17	-2	145	72	-5	43	6	21	0	54	41	-5	17	-16	4	-7
Pickle	03	77	61	-20	35	0	19	6	6	50	-50	33	33	17	17	68	63	-18	35	-4	21	7	2	*	*	*	*	*	*	72	61	-20	35	1	18	5	60	63	-17	37	-4	20	4	8	63	46	50	50	13	13
Pickle	04	81	59	16	35	20	6	-1	10	20	-20	10	-10	<1	-20	67	64	21	39	26	7	2	2	*	*	*	*	*	*	72	61	21	35	20	7	-1	61	62	15	41	25	8	1	9	22	8	11	-3	<1	-14
Pickle	05	65	83	12	37	5	9	-1	7	86	3	57	-1	14	-11	56	84	14	34	7	7	-1	2	*	*	*	*	*	*	62	84	13	39	8	10	1	52	85	14	37	10	6	-2	9	67	14	33	-7	<1	-7
Pickle		223	67	0	35	7	12	2	23	48	-27	30	-10	9	-11	191	70	4	36	9	12	3	6	33	-24	17	-12	17	3	206	68	2	36	8	12	2	173	69	3	38	10	12	2	26	50	14	31	6	4	-3
Pillow	03	62	71	8	50	17	31	18	5	60	-17	20	-18	<1	-15	38	63	2	47	22	32	23	11	91	28	73	23	27	2	48	67	8	46	21	27	20	26	65	15	35	17	27	24	9	33	-34	33	0	<1	0
Pillow	04	70	64	6	30	0	13	2	8	75	37	50	25	50	50	47	62	9	21	2	6	-1	11	73	-2	55	0	18	-2	57	61	10	26	1	12	7	31	55	16	10	-4	<1	-4	6	33	-17	17	-13	<1	-10
Pillow	05	66	71	-5	35	-5	15	-1	9	89	29	11	-29	11	-9	39	67	-15	31	-10	8	-6	17	76	6	59	19	35	15	49	69	-3	31	-5	14	0	25	52	-15	32	-1	8	0	12	33	-24	17	3	17	3
Pillow		198	69	4	38	4	19	6	22	77	15	27	-8	23	11	124	64	-2	32	4	15	5	39	79	9	62	12	28	6	154	66	6	34	6	18	10	82	57	6	24	3	11	6	27	33	-22	22	-3	7	-3
Pleasant Hill	03	44	70	5	34	8	20	6	5	<1	-33	<1	0	<1	0	35	77	9	34	5	20	5	3	*	*	*	*	*	*	35	69	6	29	4	17	3	16	69	7	38	11	13	1	7	43	16	<1	-9	<1	0
Pleasant Hill	04	60	68	7	35	1	17	1	4	*	*	*	*	*	*																																			

2019 STAAR Reading with Change from Prior Year
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		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Reilly	03	26	92	26	62	36	23	12	2	*	*	*	*	*	*	18	89	28	56	30	17	7	4	*	*	*	*	*	*	20	90	30	60	40	20	10	17	88	26	59	40	18	10	3	*	*	*	*	*	*
Reilly	04	24	92	21	50	9	29	11	1	*	*	*	*	*	*	20	90	20	45	8	30	10	2	*	*	*	*	*	*	19	89	23	42	8	26	12	17	94	31	47	28	24	11	4	*	*	*	*	*	*
Reilly	05	27	96	20	56	17	19	-1	1	*	*	*	*	*	*	22	95	22	50	12	14	-2	2	*	*	*	*	*	*	18	94	23	50	16	6	-11	15	93	30	40	10	<1	-15	2	*	*	*	*	*	*
Reilly		77	94	23	56	21	23	7	4	*	*	*	*	*	*	60	92	24	50	16	20	5	8	>99	0	75	0	50	0	57	91	25	51	21	18	4	49	92	30	49	26	14	2	9	78	42	33	19	11	6
Ridgetop	03	46	83	-6	52	-18	30	-8	1	*	*	*	*	*	*	21	62	-27	24	-46	10	-25	19	>99	0	74	-4	53	-3	15	53	-14	13	-27	7	-13	11	36	-28	18	-27	<1	-9	3	*	*	*	*	*	*
Ridgetop	04	51	84	5	59	-4	35	-10	0	--	--	--	--	--	--	42	86	23	57	20	33	7	9	78	-16	67	-27	44	-19	16	69	24	31	4	13	4	13	62	33	31	31	23	23	5	20	20	<1	0	<1	0
Ridgetop	05	34	91	2	74	17	38	15	0	--	--	--	--	--	--	17	82	-7	59	7	35	20	15	>99	0	93	13	47	-13	10	70	-10	50	10	10	10	7	57	-27	14	-33	<1	-11	3	*	*	*	*	*	*
Ridgetop		131	85	-1	60	-4	34	-2	1	*	*	*	*	*	*	80	79	-4	49	-8	28	1	43	95	-2	79	-8	49	-11	41	63	-4	29	-8	10	1	31	52	-16	23	-15	10	2	11	27	0	9	0	9	9
Rodriguez	03	76	68	1	26	-2	16	2	7	57	24	43	43	43	43	68	69	-1	25	-4	13	-1	0	--	--	--	--	--	--	74	68	1	27	-1	16	2	49	69	2	22	-9	10	-6	12	42	-8	17	-16	<1	-17
Rodriguez	04	73	71	21	38	17	12	8	6	50	0	33	33	17	17	66	73	24	38	16	11	7	1	*	*	*	*	*	*	72	71	20	38	17	13	9	45	71	20	33	9	9	5	8	38	7	38	23	25	25
Rodriguez	05	75	76	4	25	-3	7	1	5	>99	57	20	-9	<1	-14	68	75	2	26	-2	7	3	0	--	--	--	--	--	--	72	75	5	24	-3	7	1	48	71	1	23	4	4	4	14	43	3	21	11	<1	-5
Rodriguez		224	72	9	30	4	12	4	18	67	25	33	22	22	17	202	72	7	30	4	10	3	1	*	*	*	*	*	*	218	71	8	29	3	12	4	142	70	7	26	1	8	1	34	41	3	24	9	6	1
Sanchez	03	40	53	-18	13	-31	3	-24	2	*	*	*	*	*	*	36	56	-19	14	-30	3	-22	1	*	*	*	*	*	*	35	51	-19	9	-36	<1	-28	29	55	-13	14	-30	<1	-29	2	*	*	*	*	*	*
Sanchez	04	42	62	-11	33	-5	12	-4	1	*	*	*	*	*	*	38	61	-14	32	-7	13	-3	0	--	--	--	--	--	--	39	59	-15	31	-9	8	-9	35	57	-17	29	-6	9	-3	6	<1	-29	<1	-29	<1	-14
Sanchez	05	42	93	4	52	16	19	12	1	*	*	*	*	*	*	39	92	5	51	21	21	12	1	*	*	*	*	*	*	40	95	3	53	21	20	12	32	94	7	53	20	22	9	4	*	*	*	*	*	*
Sanchez		124	69	-7	33	-6	11	-7	4	*	*	*	*	*	*	113	70	-8	33	-6	12	-5	2	*	*	*	*	*	*	114	69	-8	32	-8	10	-9	96	69	-4	32	-7	10	-9	12	17	-18	8	-4	<1	-6
Sims	03	13	77	-7	38	-4	23	12	5	80	-3	40	23	20	20	8	75	-8	38	-12	25	17	0	--	--	--	--	--	--	13	77	-6	38	-1	23	17	4	*	*	*	*	*	*	0	--	--	--	--	--	--
Sims	04	21	48	-16	19	-10	14	14	9	22	-18	<1	-20	<1	0	11	64	-24	27	-11	18	18	1	*	*	*	*	*	*	19	42	-22	16	-13	11	11	7	86	36	43	-7	29	29	3	*	*	*	*	*	*
Sims	05	11	73	10	9	-21	<1	-11	5	60	16	20	20	<1	0	6	83	11	<1	-44	<1	-17	0	--	--	--	--	--	--	10	80	20	10	-14	<1	-12	2	*	*	*	*	*	*	2	*	*	*	*	*	*
Sims		45	62	-8	22	-11	13	5	19	47	-8	16	6	5	5	25	72	-7	24	-21	16	5	1	*	*	*	*	*	*	42	62	-6	21	-9	12	5	13	85	5	38	-22	23	3	5	<1	0	<1	0	<1	0
St. Elmo	03	29	86	9	41	10	24	9	3	*	*	*	*	*	*	25	84	9	36	8	16	6	1	*	*	*	*	*	*	24	88	15	38	11	21	11	19	84	17	32	7	16	8	1	*	*	*	*	*	*
St. Elmo	04	46	76	15	26	-11	13	1	0	--	--	--	--	--	--	39	72	10	21	-17	8	-1	5	>99	40	60	20	60	20	36	72	11	14	-22	8	-1	27	70	29	11	-1	7	1	9	11	-9	11	-9	<1	-10
St. Elmo	05	45	73	-19	36	-18	18	0	3	*	*	*	*	*	*	36	72	-19	39	-9	19	1	6	67	-33	33	-67	17	-16	41	71	-22	32	-12	15	0	23	48	-35	22	14	9	9	12	33	-50	8	-9	8	8
St. Elmo		120	78	1	33	-7	18	3	6	>99	40	33	13	33	13	100	75	-1	31	-6	14	2	12	83	0	50	-17	42	0	101	75	1	27	-8	14	3	69	67	5	20	3	10	4	22	23	-19	9	-4	5	1
Summitt	03	123	80	0	46	0	28	6	7	57	14	<1	-14	<1	-14	28	71	0	46	11	29	20	52	88	-5	56	-5	31	-12	45	58	0	22	-2	20	12	41	66	1	29	-3	22	16	11	55	-1	27	2	9	9
Summitt	04	115	82	7	57	8	35	7	7	71	-4	43	43	29	29	32	75	10	38	0	16	-8	44	89	0	75	7	50	7	35	60	-3	34	6	23	8	35	74	19	49	17	20	10	17	47	-28	29	-9	12	-13
Summitt	05	122	93	3	71	6	39	10	5	80	-3	60	27	<1	0	35	91	3	77	21	37	9	50	96	4	76	4	54	16	39	87	-4	56	5	23	12	34	85	-3	50	-8	15	-6	11	73	8	45	10	27	27
Summitt		360	85	4	58	5	34	8	19	68	3	32	14	11	5	95	80	6	55	12	27	7	146	91	0	68	1	45	3	119	68	-2	37	3	22	10	110	75	6	42	1	19	6	39	56	-7	33	1	15	10
Sunset Valley	03	76	79	10	58	11	38	9	2	*	*	*	*	*	*	42	67	9	45	12	26	11	29	93	4	76	-3	52	-11	39	69	13	41	8	23	10	19	58	1	32	-1	16	6	14	43	21	36	25	14	14
Sunset Valley	04	71	63	5	38	-1	24	9	5	>99	NA	80	NA	20	NA	48	54	5	29	1	17	12	16	81	1	56	-4	50	10	46	52	1	24	-6	11	2	28	43	-12	14	-20	11	4	11	36	16	<1	-20	<1	0
Sunset Valley	05	51	78	-10	53	-1	27	-7	0	--	--	--	--	--	--	34	74	-15	44	2	15	-6	14	93	2	71	-6	57	-2	35	71	-7	40	12	17	4	24	71	-15	50	27	13	8	7	43	-7	14	-11	14	14
Sunset Valley		198	73	1	49	2	30	4	7	>99	29	57	0	14	0	124	64	0	39	5	19	5	59	90	2	69	-4	53	-2	120	63	3	34	3	17	5	71	56	-8	31	0	13	6	32	41	15	19	2	9	9

2019 STAAR Reading with Change from Prior Year
Excludes Tests With Online Disruption Flags (2018)

		All Students						African American						Hispanic						White						Econ Disadvantaged						ELL (Current)						Special Ed					
Campus	Test Grade	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change										
Travis Heights	03	63	70 7	44 15	35 18	2	* *	* *	* *	36	56 -1	31 4	22 8	19	>99 0	79 12	63 13	33	48 -4	18 5	15 11	8	50 -6	<1 -19	<1 -6	5	20 -9	<1 -7	<1 0														
Travis Heights	04	69	59 -2	32 -9	23 -1	5	20 -51	<1 -29	<1 -14	48	54 4	29 4	19 10	13	85 -1	54 -28	46 -13	49	47 -1	16 -8	10 -1	14	57 9	21 -8	14 0	16	19 -2	6 -8	6 -8														
Travis Heights	05	75	85 2	56 2	37 -1	7	86 26	43 23	14 14	44	80 0	45 -6	20 -9	20	95 0	85 22	85 22	51	82 4	47 7	22 3	20	80 -1	45 12	20 1	24	67 11	38 21	21 10														
Travis Heights		207	72 3	44 2	32 5	14	50 -3	21 5	7 2	128	63 0	35 0	20 2	52	94 2	75 3	67 9	133	61 1	29 3	16 4	42	67 5	29 1	14 0	45	44 7	22 9	13 4														
Walnut Creek	03	93	60 -6	26 -2	15 4	8	63 6	38 9	13 -1	80	60 -11	25 -4	16 6	4	* *	* *	* *	88	60 -5	26 -2	15 4	80	60 -7	28 3	16 8	17	41 -5	12 -11	6 -2														
Walnut Creek	04	94	54 -9	24 -4	7 -4	10	60 20	20 0	20 20	69	55 -10	26 -2	6 -6	10	40 -20	20 -20	10 -10	88	53 -8	23 -1	7 -3	66	47 -18	20 -7	5 -7	12	33 2	25 2	8 0														
Walnut Creek	05	79	71 12	33 4	10 -3	11	64 21	27 -2	9 9	61	75 17	38 11	11 -2	4	* *	* *	* *	67	72 14	33 7	10 0	51	71 14	33 10	12 3	16	56 32	25 25	<1 0														
Walnut Creek		266	61 -2	27 -1	11 -1	29	62 15	28 2	14 9	210	63 -2	29 1	11 -1	18	39 -14	17 -9	6 -10	243	61 0	27 1	11 0	197	58 -5	26 1	11 1	45	44 11	20 6	4 -1														
Webb Primary	03	34	59 5	18 3	9 3	1	* *	* *	* *	33	58 6	15 3	9 4	0	-- --	-- --	-- --	33	58 1	15 -1	6 -1	27	56 0	19 4	11 5	2	* *	* *	* *														
Webb Primary	04	45	42 -7	13 -11	7 -3	2	* *	* *	* *	41	41 -7	12 -9	5 -5	1	* *	* *	* *	44	43 -6	14 -8	7 -1	34	44 -2	15 0	6 -1	4	* *	* *	* *														
Webb Primary	05	41	80 20	37 17	10 6	2	* *	* *	* *	38	82 20	39 18	11 6	1	* *	* *	* *	38	79 16	34 13	8 3	34	82 16	38 12	6 0	4	* *	* *	* *														
Webb Primary		120	60 6	23 4	8 1	5	40 -10	20 -5	<1 -13	112	60 7	22 4	8 1	2	* *	* *	* *	115	59 3	21 1	7 0	95	61 6	24 6	7 1	10	40 2	10 10	10 10														
Widen	03	61	77 14	34 18	11 5	3	* *	* *	* *	54	81 18	39 22	13 7	2	* *	* *	* *	60	77 15	33 20	10 5	36	78 17	39 26	17 14	10	60 35	30 30	10 10														
Widen	04	60	65 0	32 8	10 -1	2	* *	* *	* *	58	64 -5	29 4	10 0	0	-- --	-- --	-- --	56	64 -1	34 11	11 2	37	59 -15	24 -4	5 -10	11	36 -2	<1 -23	<1 0														
Widen	05	60	88 20	55 30	13 3	5	80 20	40 20	<1 0	54	89 21	57 33	15 6	1	* *	* *	* *	54	89 22	54 29	13 2	34	94 22	62 30	18 4	11	64 5	64 52	9 9														
Widen		181	77 12	40 18	12 3	10	60 6	40 25	<1 -8	166	78 11	42 20	13 4	3	* *	* *	* *	170	76 12	40 19	11 2	107	77 8	41 16	13 2	32	53 8	31 18	6 6														
Williams	03	64	73 0	23 -15	9 -12	3	* *	* *	* *	54	72 2	20 -13	9 -9	5	>99 22	60 -18	20 -24	50	72 -1	18 -18	8 -10	20	75 -5	30 5	15 5	22	59 21	41 28	9 9														
Williams	04	53	72 1	43 1	15 -4	2	* *	* *	* *	41	68 -2	37 2	10 -5	7	86 15	86 15	29 0	46	74 6	43 2	13 -7	22	68 -13	36 -2	<1 -6	14	36 -17	14 -26	7 -6														
Williams	05	71	75 6	39 7	18 6	4	* *	* *	* *	59	75 5	36 6	17 4	5	60 -3	40 2	40 40	56	71 4	41 11	16 3	17	88 17	41 29	6 0	23	61 -1	39 8	9 1														
Williams		188	73 2	35 -3	14 -3	9	56 -7	44 6	11 -2	154	72 2	31 -2	12 -3	17	82 11	65 2	29 4	152	72 3	34 -1	13 -4	59	76 -1	36 11	7 -1	59	54 1	34 3	8 0														
Winn	03	26	77 -11	54 25	27 9	9	56 -11	33 0	22 -11	13	85 -5	62 35	31 14	2	* *	* *	* *	21	76 -12	57 27	29 11	8	88 -4	88 61	38 19	4	* *	* *	* *														
Winn	04	31	81 31	35 -3	19 7	5	60 16	20 -2	20 9	25	84 34	36 -8	20 7	0	-- --	-- --	-- --	31	81 36	35 3	19 10	22	91 36	41 -4	23 5	3	* *	* *	* *														
Winn	05	20	70 13	20 7	10 1	5	40 -27	<1 0	<1 0	15	80 24	27 8	13 0	0	-- --	-- --	-- --	17	65 8	12 -2	<1 -10	7	71 16	<1 -18	<1 -18	8	63 23	13 13	<1 0														
Winn		77	77 10	38 10	19 6	19	53 -3	21 4	16 5	53	83 12	40 11	21 6	2	* *	* *	* *	69	75 8	36 10	17 4	37	86 11	43 14	22 3	15	40 17	7 7	<1 0														
Wooldridge	03	85	46 3	18 3	11 8	5	60 27	40 7	40 40	76	45 1	16 1	9 6	3	* *	* *	* *	82	45 3	17 3	11 10	64	42 2	14 5	8 6	11	18 -32	9 -16	<1 0														
Wooldridge	04	85	45 1	16 -3	7 0	3	* *	* *	* *	73	44 0	14 -3	4 -1	6	33 -17	33 -17	33 33	82	45 3	16 -2	7 2	62	44 10	16 6	5 3	12	33 16	17 17	8 8														
Wooldridge	05	100	69 -6	31 -2	15 1	8	75 37	38 25	25 25	88	67 -11	28 -5	13 -2	1	* *	* *	* *	88	68 -5	32 2	15 2	59	58 -13	19 -3	7 -2	14	36 36	<1 0	<1 0														
Wooldridge		270	54 0	22 0	11 3	16	75 40	38 18	31 26	237	53 -2	20 -2	9 1	10	40 -20	30 0	20 20	252	53 1	22 1	11 4	185	48 0	16 2	6 2	37	30 8	8 1	3 3														
Wooten	03	49	84 12	43 6	16 4	4	* *	* *	* *	43	84 15	44 8	19 8	2	* *	* *	* *	46	85 14	43 7	15 2	35	86 19	40 8	23 12	8	75 25	63 25	<1 0														
Wooten	04	81	74 -1	28 -20	7 -21	7	>99 50	57 7	14 14	70	73 -2	26 -18	6 -19	3	* *	* *	* *	79	73 0	28 -14	8 -16	64	70 -2	25 -15	6 -19	25	48 8	24 -16	8 -2														
Wooten	05	60	87 5	58 6	23 8	1	* *	* *	* *	56	88 2	57 3	21 6	3	* *	* *	* *	56	86 3	57 3	21 5	51	86 4	59 6	22 4	8	38 -7	25 7	<1 0														
Wooten		190	81 5	42 -3	15 -3	12	83 16	50 0	8 0	169	80 4	41 -3	14 -3	8	75 -15	38 -22	25 -25	181	80 5	41 -2	14 -3	150	79 6	40 -1	15 -2	41	51 6	32 1	5 2														

2019 STAAR Reading with Change from Prior Year
Excludes Tests With Online Disruption Flags (2018)

		All Students					African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed				
Campus	Test Grade	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change			
	Zavala	03	28	71 -10	29 -1	11 -1	6	>99 14	33 4	17 3	20	65 -18	25 -6	10 -1	0	-- --	-- --	-- --	28	71 -9	29 -1	11 1	11	64 -7	36 7	18 18	10	60 -15	40 -10	<1 -13						
	Zavala	04	42	79 7	52 18	24 11	8	75 0	38 25	13 13	32	81 7	59 19	28 12	0	-- --	-- --	-- --	41	78 5	51 16	22 9	16	63 13	31 2	13 -1	12	58 0	42 10	17 1						
	Zavala	05	47	74 6	40 2	21 12	8	>99 20	25 -15	<1 0	37	73 8	46 11	27 19	0	-- --	-- --	-- --	46	74 4	39 0	20 11	11	36 -22	9 -16	9 9	18	56 11	22 4	17 8						
	Zavala		117	75 1	42 8	20 8	22	91 11	32 7	9 4	89	74 -1	46 10	24 11	0	-- --	-- --	-- --	115	75 1	41 7	18 7	38	55 -5	26 -2	13 8	40	58 0	33 1	13 0						
	Zilker	03	72	90 -3	68 11	53 18	1	* *	* *	* *	24	75 -17	46 -16	29 -4	41	98 0	78 23	61 23	15	67 -16	40 7	27 16	4	* *	* *	* *	5	80 -10	80 60	80 70						
	Zilker	04	87	92 6	63 -6	38 -10	2	* *	* *	* *	37	92 17	62 9	30 5	42	90 -1	57 -17	38 -17	22	86 28	59 12	23 12	6	67 34	<1 -33	<1 0	14	79 17	57 26	29 6						
	Zilker	05	104	>99 2	86 8	58 7	1	* *	* *	* *	31	>99 0	71 4	32 -9	68	>99 3	93 13	68 16	20	>99 5	50 0	25 -7	3	* *	* *	* *	10	>99 17	80 30	10 -7						
	Zilker		263	95 3	73 5	50 5	4	* *	* *	* *	92	90 1	61 1	30 -3	151	97 2	79 8	58 8	57	86 6	51 7	25 6	13	62 -11	15 -3	8 -1	29	86 9	69 35	31 14						
	District	03	6035	77 -2	50 2	32 3	394	58 -8	29 -2	13 -1	3296	70 -3	37 1	20 3	1860	92 -1	72 -2	53 -1	3327	66 -3	32 0	16 2	2029	68 -2	35 3	18 4	781	48 -4	26 0	9 0						
District	04	6321	75 1	48 -1	26 -2	419	62 5	32 5	14 4	3629	68 2	36 0	15 -2	1851	91 -1	72 -4	46 -4	3569	64 3	32 1	12 -1	2150	64 3	31 -1	11 -2	942	47 1	25 -2	10 -1							
District	05	6170	87 2	57 0	33 2	417	77 4	36 -1	15 3	3494	82 1	45 0	20 1	1824	96 1	82 1	58 2	3423	80 3	40 1	16 2	1985	79 3	40 4	15 3	933	61 3	29 1	12 4							
District 3-8		34867	76 -1	50 -1	30 0	2334	62 0	31 1	13 1	19482	68 -2	37 0	17 -1	10457	92 -1	75 -1	51 -2	18868	63 -2	31 -1	13 0	10042	59 -2	28 1	11 1	4879	45 -2	25 0	10 1							

Performance levels are not mutually exclusive; students achieving Masters Grade Level are included in Meets Grade Level, and so on

App = Approaches Grade Level; Meets = Meets Grade Level; Mst = Masters Grade Level

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Staff (TELL) Survey results

School Culture and Climate Strengths

Based on the 2019-2020 TELL Survey:

96% of all staff exhibit pride in their affiliation with the school

96% of our staff state that Norman-Sims is a good place to work and learn.

95% agree or strongly agree that the principal clearly defines expectations for the school

100% agree or strongly agree that teachers are relied upon to make decisions about educational issues.

School Culture and Climate Weaknesses

In the area of "Teacher Data Use", the 2019-2020 TELL survey reflects a 69% at Norman-Sims regarding data use while the district percentages is 76%.

More specifically, the TELL survey reflects that:

only 53% of staff agree that they frequently discuss assessment data for individual students

only 65% of staff agree that they frequently set learning goals for groups of students.

School Culture and Climate Needs

Revised PLC structure which ensures time to discuss assessments more regularly for all grade levels.

One on one meetings with teachers so that their individual student data can be discussed and they can have support from the leadership team, MTSS coach, instructional coaches in setting learning goals for students.

School Culture and Climate Summary

Comprehensive Needs Assessment

Overall, the culture and climate of our campus is above the district average.

Two areas where we will continue to strengthen or performance in this area by 1.) providing adequate time and space for staff to discuss assessments more regularly, and 2.) setting aside time for the teachers to get the support they need to set measurable, and attainable learning goals for groups of students.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

PPFT results for teachers
STAAR disaggregated by subj., grade, & stud. grp.
Staff (TELL) Survey results

Curriculum, Instruction and Assessment Strengths

Norman-Sims has earned distinctions designations from the Texas Education Agency for Top 25% Academic Growth and Top 25% Closing Performance Gaps. This is a result of our campus-wide focus on using data to drive curriculum, instruction and interventions for all students.

In HCP, 80%+ of Norman-Sims teaching staff scored in the "Effective" of "Highly Effective" range on the PPFT.

On the AISD Staff TELL survey, 95% of Norman-Sims teachers report that they have autonomy, to make decisions about instructional delivery, pacing, materials, and pedagogy.

All Norman-Sims teachers engage in weekly team planning and PLC data review meetings to ensure alignment of standards across the grade levels, and to also monitor skills mastery and develop action plans based on the data.

A campus assessment calendar is posted on our campus drive to keep our teachers informed of the testing windows.

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

There is a high-concentration of academic and social emotional need on our campus which makes it challenging at times for an individual teacher to manage the time needed for core instruction, targeted interventions, and progress monitoring.

Our Staff Climate TELL survey data reflects that the percent of time that our staff engages in setting learning goals for groups of students in only 65%. That means, teachers on our campus need time and support to set goals that can then be monitored through the RTI process. It is very difficult to plan and implement targeted interventions if goals have not been set.

Timely referrals from teachers are a challenge. Often times paperwork/documentation for a student in need of more intensive intervention support or evaluations is not received for 10-12 weeks

Curriculum, Instruction and Assessment Needs

Regular support from the MTSS coach to help teachers write appropriate learning goals, and to set up an aligned progress monitoring tool.

Ongoing professional development on the use of research based interventions that we have available for reading and math (Boost/BLITZ. Esperanza, Estrellitas, Read Naturally, Imagine Learning, Dream Box, etc..)

Bi-Weekly to weekly check-ins with teachers to review their documentation and timeline for completion of goals.

A flow chart and checklist provided to every general education teacher to support them in the RTI process.

Curriculum, Instruction and Assessment Summary

We have traditionally performed in the 25% of our state comparison group regarding Academic Achievement and Closing the Gaps as a result of a strong focus on data analysis and monitoring in spite of the fact that at Norman-Sims, there is a high-concentration of academic, attendance, and behavioral need.

We as the campus leadership team and the teachers must continue equip ourselves to respond to this high concentration of need in a timely manner for the sake of our students.

Strengthening our teacher's understanding of the RTI process with the support of the district MTSS coach is a critical action step that will set us up for success.

Additionally, we will continue to utilize our Title I funds to purchase research based intervention materials and to provide staff development to our staff who need support with delivering strong targeted interventions.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$198,770)			

Norman-Sims Elementary School

- Goal 1.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 1.** (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the Build, Create, Succeed motto to frame every decision we make. (Title I SW Elements: 1.1,2.2,2.3,2.4) (Target Group: All) (Strategic Priorities: 2,4)	Academic Leadership Team	May 2021	(F)Title 1, Part A - \$100	Criteria: Staff surveys at MoY and EoY TELL survey results reporting that 95% of staff feel that the vision of the school is clear and accepted by all staff. 06/04/21 - Completed (S) 10/30/20 - On Track
2. Post our motto every day on all emails, social media posts, and communications to home. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4) (Target Group: All) (Strategic Priorities: 2,4)	Leadership Team	May 2021	(L)Campus BTO - \$100	Criteria: TELL Survey results regarding staff acceptance and awareness of the campus mission and vision. 06/04/21 - Completed (S) 10/30/20 - On Track
3. Complete a MoY and EOY survey to gather data on the effectiveness of our vision. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4) (Target Group: All) (Strategic Priorities: 1,2)	Principal	Jan 2021 and May 2021	(L)Campus BTO - \$100	Criteria: TELL Survey MoY and EOY internal campus survey. 06/04/21 - Some Progress (S) 10/30/20 - Some Progress

Norman-Sims Elementary School

- Goal 1.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 2.** (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create explicit school-wide positive behavioral management systems for students and staff in conjunction with the campus teachers, leadership team, and our CAC. This will include outlining behaviors we expect to see from all students, creating a process for sharing those expectations with the students and staff, and creating a system for rewards and consequences based on observed behaviors. We will then need to send home compacts that parents will sign and return with a space to give their feedback on the behavioral expectations that have been communicated. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, CAC Members, Campus Leadership Team, CIS Leader, CST Team, MTSS, Parents	December 21, 2020	(L)Campus BTO - \$300	Criteria: Discipline data review provided monthly by the assistant principals during Surveys to staff regarding students compliance with the behavioral expectations that have been created. 06/04/21 - Completed (S) 01/06/21 - Completed
2. Create new posters/anchors and send them to print shop so that they are ready to display in our new building in January of 2021. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members, CST Team, General Ed and Sped Teachers, Parent Support Specialist, Parents	December 10, 2020	(L)Campus BTO - \$300	Criteria: Parent and Staff Surveys regarding student behavior compliance Discipline Data review regarding DEEDS referrals 06/04/21 - Completed (S) 01/26/21 - Completed
3. Meet monthly with the leadership team, CAC, and MTSS coach with the specific goal of monitoring and revising our behavioral management systems for greater effectiveness. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	CAC Members, CST Team, MTSS	May 2021		Criteria: Discipline data regarding DEEDS referrals and CST service tracking Staff and parent surveys 06/04/21 - Completed (S) 10/30/20 - On Track
4. Survey the students to find out what types of positive behavior incentives they are most motivated to earn (both monetary and non-monetary rewards should be listed on the survey). (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Administrative Team	December 10, 2020		Criteria: Staff and parent surveys DEEDs Discipline Data reviewed monthly 06/04/21 - Completed (S) 06/04/21 - Completed

Norman-Sims Elementary School

- Goal 1.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 2.** (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				06/04/21 - On Track 01/26/21 - On Track

Norman-Sims Elementary School

Goal 1. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (ESF Essential Action 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold bi-weekly CST meetings to identify, monitor, and support the academic, attendance, and social emotional needs of our students. (Title I SW Elements: 1.1,2.2) (Target Group: AtRisk) (Strategic Priorities: 4)	CST Team	On-going		Criteria: Grade reports that show increased performance Assessment data that shows increased performance (MAP, Imagine Learning, Formative Loop, QPS, District Benchmarks, TXKEA, STAAR) Attendance reports that show increased attendance Behavior plans that show goals met. 06/04/21 - Completed (S) 06/04/21 - Completed 01/26/21 - On Track

Norman-Sims Elementary School

- Goal 2.** (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.
- Objective 1.** (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer BoY Universal Screening for all students in grades K-5 to identify student needs in a timely manner. (Title I SW Elements: 2.2,2.5) (Target Group: AtRisk) (Strategic Priorities: 2,4)	Administration, Instructional Coaches	September 15, 2020		Criteria: QPS, ORF, I-Station Schedules, and BOY Release tests data for Reading. TEMI data in ATVS 06/04/21 - Completed (S) 10/16/20 - Completed
2. Administer the district benchmarks (9 week assessments, STAAR release, MoY) and conduct PLC data days to develop a plan for corrective instruction after each assessment. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All)	Administration, Teachers	On-going		Criteria: District assessment data and grade level common assessment Interventionists progress monitoring data 05/27/21 - Completed (S) 01/26/21 - On Track
3. Utilize DMAC to create aligned and rigorous assessments to gage student performance on a weekly to biweekly basis for Reading, Math, Writing and Science in 3rd-5th grade, and to provide corrective instruction based on immediate analysis of that data. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 4)	DMAC Campus Coordinator, Grade Level Team	Ongoing		Criteria: Common assessment data 05/27/21 - Completed (S) 01/26/21 - On Track

Norman-Sims Elementary School

Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize our three campus CLI ambassadors to provide on-going training, resources, and strategies that teachers can use for engagement in all subjects. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)	CLI Team	On-going		Criteria: CLI End of Year Inventory/Survey 11/06/20 - On Track (S)
2. Closely monitor the IEPs and schedules of all students with special needs to ensure they have consistent amounts of inclusion and pull-out support to engage in both grade level TEKS, and prerequisite skills that are causing gaps in their performance in grade level content. (Title I SW Elements: 2.2) (Target Group: SPED) (Strategic Priorities: 4)	Administrative Team, Special Education Staff, SpEd Department Chair	On-Going		Criteria: Review of data from Frontline regarding compliance with Schedules/Minutes 05/27/21 - Completed (S) 11/06/20 - Some Progress
3. We will develop STEAM Team that will be responsible for creating and supporting a campus-wide instructional plan that includes weekly, monthly, and yearly STEAM integrated lessons, activities, and projects to help our students experience curriculum from a STEAM focused approach. Continue to revisit the STEAM Summit PD sessions to give staff an opportunity to review and refine their use of the resources and strategies that were introduced. We have several teachers across grades and departments who are passionate and effective in their understanding and implementation of STEAM, so being able to utilize their expertise to support other teachers and to create campus-wide scope and sequences over time will benefit the campus and build capacity from within. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Campus Committees, Campus Leadership Team	March 2021	(F)Title 1, Part A - \$5,000, (L)Campus BTO - \$500	Criteria: Classroom observations Student interest surveys Enrollment data (eventually we would like to see increased numbers of new students enrolling for our STEAM focused program) 05/27/21 - Some Progress (S) 11/06/20 - Some Progress

Norman-Sims Elementary School

Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Monitor language acquisition objectives being selected and taught and mastered 2nd-5th grade. (Title I SW Elements: 2.5,2.6) (Target Group: Migrant,LEP) (Strategic Priorities: 4)	Bilingual Specialist/Instructional Coach, LPAC Coordinator	On-Going		Criteria: TELPAS composite scores 01/26/21 - Discontinued
5. Monitor, support, and champion the daily practice of Morning Meetings and End of Day Circles campus-wide. These two practices have a tremendous positive impact on our campus for the students and students. Participating in these two daily rituals has strengthen relationships amongst the class, helped build classroom community, taught our students valuable soft skills like eye contact, active listening, greeting, showing empathy, collaborating and sharing. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,5.2)	SEL Committee, Teachers	On-Going		Criteria: Student surveys about their sense of belonging in their classrooms. Student surveys regarding satisfaction level with morning meetings. 05/27/21 - Some Progress (S) 01/26/21 - On Track
6. Provide on-going professional development to our teachers through district and state offerings for STEAM integration. This will ensure that our staff is equipped and confident in their ability to plan and deliver engaging and aligned STEAM focused lessons to students in PK-5th grade and special areas. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Principal	May 2021		Criteria: Staff Climate survey results regarding timely and useful professional development. Student achievement data especially in the areas of Science and Math. 05/27/21 - Significant Progress 10/30/20 - Some Progress

Norman-Sims Elementary School

Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a campus data tracker for that will be used weekly to monitor student progress, attendance, SEL needs, and to predict STAAR mastery and growth levels (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Administration	November 15, 2020		Criteria: Google Drive Excel Data Tracker 06/04/21 - Completed (S) 01/26/21 - Completed
2. Create a student data tracker for each scholar to set and track goals and to monitor their personal progress on common assessments, reading level progress, fluency progress, Imagine Learning progress, and math fact mastery and progress (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	Campus Leadership Team, Teachers	November 15, 2020		Criteria: Student Data Tracker usage Common Assessment data which includes reviewing skills mastery of essential TEKS, and Imagine Learning data for reading mastery 06/04/21 - Completed (S) 05/27/21 - Completed 01/26/21 - On Track

Norman-Sims Elementary School

Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to utilize our RTI process to identify and support students with learning gaps. At Norman-Sims, we have a bi-weekly CST meeting to review progress monitoring of students who are either at-risk of failing, becoming truant, or who are exhibiting the need for intensive behavior support. Each of these areas (academics, attendance, and behavior/social emotional challenges) greatly impact the child's ability to learn and build health relationships with themselves or others, so it is critical for our CST team to be responsive to the needs of the students and to support the teachers and parents in developing goals and interventions that get results. Our SWAG team (Student Wrap Around Group) includes our counselors, VIDA and CIS staff, instructional coaches and specialists, as well as our administrators and MTSS/LMHP support staff when needed.) (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	CIS, CST Team, General Ed and Sped Teachers, Instructional Specialists/Coaches, LMHP, MTSS, VIDA Clinic	Ongoing through May 2021		Criteria: Student achievement data that reflects growth from our campus data tracker regarding skills mastery on common assessments, district benchmarks, state assessments, intervention specialists running records, attendance data, and discipline data CIS reporting data regarding grades/attendance Special Education referral data 05/27/21 - Completed (S) 10/30/20 - Some Progress 10/30/20 - Some Progress

Norman-Sims Elementary School

Goal 4. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Customer Service) AISD CARES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize templates provided in the Principal's Toolkit (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Registrar	January 2021		Criteria: AISD CARES Audit 06/04/21 - Completed (S) 01/26/21 - Completed
2. Post signage in English, Spanish and any other language that reflects the needs of your community (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 4)	Registrar	January 2021		Criteria: Austin ISD CARES Audit 06/04/21 - Completed (S) 01/26/21 - Completed
3. Indicate which door will unlock once the visitor is buzzed into the building (Target Group: All) (Strategic Priorities: 4)	Registrar	November 2020		Criteria: AISD CARES Audit 06/04/21 - Completed (S) 01/26/21 - Completed
4. Laminate signs on cardstock to help maintain professional signage (Target Group: All) (Strategic Priorities: 4)	Registrar	November 2020		Criteria: Austin ISD Cares Audit 06/04/21 - Completed (S) 01/26/21 - Completed
5. Check signs periodically to see if they need to be replaced (Target Group: All)	Administrative Assistant	On-Going		Criteria: AISD CARES Audit 06/04/21 - Completed (S) 06/04/21 - Completed 01/26/21 - On Track
6. Post other announcements or upcoming events in an area away from the front door signage (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Assistant	On-Going		Criteria: AISD CARES Audit 06/04/21 - Completed (S) 06/04/21 - Completed 01/26/21 - On Track

Norman-Sims Elementary School

Goal 4. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 2. (Targeted Utilization Plans) Targeted Utilization Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment data by grade level on a weekly basis and report the current losses or gains to the Schools Office the following Monday of each week. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All)	Assistant Principal, Attendance Clerk, Attendance Committee	On-Going		Criteria: Enrollment data for losses and gains. 06/04/21 - Completed (S) 05/27/21 - Completed 01/26/21 - On Track
2. Schedule a meeting with Child Inc. and Early Childhood to determine high leverage strategies to recruit and retain Pre-K3, and Pre-K 4 students in the surrounding area (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Attendance Clerk, Attendance Committee	On-going		Criteria: Early Childhood enrollment data to monitor gains 06/04/21 - Completed (S) 05/27/21 - On Track 01/26/21 - On Track
3. Coordinate bi-weekly meetings with the communications department to create and maintain a robust marketing and engagement campaign for our modernized campus that should include regular updates to the Norman-Sims website, the creation of door hangers outlining the points of pride for Norman-Sims like full day Pre-K, Late Exit Bilingual program, wrap around supports, afterschool programs, STEAM integration, highly qualified staff, above district average climate and culture/staff satisfaction, PALS, B-Rating and Distinction Designations on STAAR, full-time bilingual reading specialists, CIS, Mental Health providers, etc... Design banners, QR codes CV cards, bumper stickers with our new campus logo/mascot, mail out post cards, and SWAG bags that we can carry with us to public recruitment fairs. (Strategic Priorities: 4)	Assistant Principal, Attendance Clerk, Attendance Committee	December 2020		Criteria: Enrollment data (gains in enrollment) 05/27/21 - Completed (S) 01/26/21 - On Track

Norman-Sims Elementary School

Goal 4. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 3. (Marketing Plans) Marketing Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a marketing budget and request funding from the district to support and monitor our explanation of expenditures report. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Principal, Attendance Clerk, Attendance Committee, Principal	December 1, 2020	(O)Other	Criteria: Enrollment data (gains in enrollment) 06/04/21 - Completed (S) 02/01/21 - Some Progress
2. Coordinate bi-weekly meetings with the communications department to create and maintain a robust marketing and engagement campaign for our modernized campus that should include regular updates to the Norman-Sims website, the creation of door hangers outlining the points of pride for Norman-Sims like full day Pre-K, Late Exit Bilingual program, wrap around supports, afterschool programs, STEAM integration, highly qualified staff, above district average climate and culture/staff satisfaction, PALS, B-Rating and Distinction Designations on STAAR, full-time bilingual reading specialists, CIS, Mental Health providers, etc... Design banners, QR codes CV cards, bumper stickers with our new campus logo/mascot, mail out post cards, and SWAG bags that we can carry with us to public recruitment fairs. (Strategic Priorities: 1,4)	Assistant Principal, Attendance Clerk, Attendance Committee, Principal	December 21, 2020		Criteria: Enrollment data (gains in enrollment) Staff Retention data 06/04/21 - Completed (S) 02/01/21 - Some Progress 02/01/21 - Some Progress

Norman-Sims Elementary School

Goal 5. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 1) Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold monthly SEL Steering Committee meetings (Target Group: All) (Strategic Priorities: 4)	SEL Campus Coordinator, SEL Committee	Ongoing		Criteria: Staff, student and parent climate survey results indicating a supportive, safe, inclusive, and positive place to work and learn. 06/04/21 - Completed (S) 01/26/21 - Some Progress

Norman-Sims Elementary School

Goal 5. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly staff development and monthly staff socials coordinated to provide time for the adults in the building to create and strengthen relationships and to find a sense of belonging. These meetings will also serve to provide on-going self-care support and strategies to help staff maintain their personal health and well-being with the help of their colleagues. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	SEL Campus Coordinator, SEL Committee	On-Going		Criteria: Staff, student and parent climate survey results indicating a supportive, safe, inclusive, and positive place to work and learn. 06/04/21 - Completed (S) 02/01/21 - On Track

Norman-Sims Elementary School

Goal 5. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 3. (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create an SEL environmental checklist to guide teachers in the process of creating and maintaining a safe, nurturing and engaging class and school community across the entire campus. This checklist will be used for self-reflection, coaching, and professional development. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)	SEL Campus Coordinator, SEL Committee	On-Going		Criteria: Staff, student and parent climate survey results indicating a supportive, safe, inclusive, and positive place to work and learn. 06/04/21 - Completed (S) 02/01/21 - Some Progress 02/01/21 - No Progress

Norman-Sims Elementary School

Goal 5. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 4. (SEL Critical Practice 4) Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly SEL Parent Workshops in conjunction with Principal's Coffees or PTA Events (Target Group: All) (Strategic Priorities: 4)	SEL Campus Coordinator, SEL Committee	On-Going		Criteria: Student and parent survey data regarding positive school climate and care from staff and peers. 06/04/21 - Completed (S) 02/01/21 - On Track

Norman-Sims Elementary School

Goal 6. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

Objective 1. (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to identify strengths in students who display characteristics of potential gifted and talented students through observations, data review, and teacher and parent recommendations. (Title I SW Elements: 2.2) (Target Group: H,AA,GT,F) (Strategic Priorities: 4)	Academic Leadership Team, Academy Director, GT Advocate, Leadership Team, Teachers	On-Going		Criteria: GT Enrollment Data Magnet Submission Data Magnet Acceptance Data State Assessment Data at Meets/Master's Levels (all subjects) 06/04/21 - Significant Progress (S) 11/05/20 - Some Progress

Norman-Sims Elementary School

- Goal 6.** (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.
- Objective 2.** (GT % of Representation for Hispanic Students) We will increase the percentage of students in our Hispanic student group from 6% to 9 by the spring of 2021 %.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Actively seek parent and teacher recommendations for students who represent our Hispanic student group. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: H) (Strategic Priorities: 4)	GT Advocate	Ongoing	(L)Campus BTO - \$100	Criteria: GT Data specifically in the Hispanic Student Group 06/04/21 - No Progress (S) 02/01/21 - On Track
2. Partner current GT and Talent Explore students with potential GT and Talented explore for partner projects, enrichment activities, and discussions to sharpen their skills, and prepare them for GT and Talent Explore. (Title I SW Elements: 1.1) (Target Group: H) (Strategic Priorities: 4)	GT Advocate	Ongoing		Criteria: GT Data for the Hispanic Student Group 06/04/21 - Some Progress (S) 02/01/21 - Some Progress
3. Expose potential students who represent the Hispanic student group to vocabulary and analogies games, websites, and read-alouds to build their Tier 2 and Tier 3 academic language. (Title I SW Elements: 2.5) (Target Group: H) (Strategic Priorities: 4)	GT Advocate	On-going		Criteria: GT Test Data Disaggregated in the area of Word Analysis/Vocabulary/Language 06/04/21 - Completed (S) 02/01/21 - On Track

Norman-Sims Elementary School

- Goal 6.** (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.
- Objective 3.** (GT Campus Monitoring Plan Meeting) To obtain a "Recognized" or "Exemplary" rating on the Norman-Sims GT Accountability Monitoring Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support teacher professional learning opportunities for completion of 30-hr GT Foundations and 6-hr GT Update. (Title I SW Elements: 2.2,2.5) (Target Group: H,AA,GT)	GT Advocate, Principal	On-Going		Criteria: GT Training Completion Rate information from the district. 06/04/21 - Completed (S) 02/01/21 - On Track

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Goal 7. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Regularly review meeting deadlines to ensure adequate time is provided to parents to attend the meet to ensure we earn a 100% participation rate in ARD and 504 Meetings. (Title I SW Elements: 2.2) (Strategic Priorities: 2,4)	504 Coordinator, Assistant Principal, Special Education Staff, SpEd Administrator, SpEd Department Chair	On-Going		Criteria: ARD and 504 Meeting Compliance Data 06/04/21 - Completed (S) 02/01/21 - On Track

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Goal 8. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/04/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 11/04/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 11/04/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes 11/04/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 11/04/20 - Completed

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead 11/04/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agendas, sign in sheets, minutes or records of meetings 11/04/20 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports 11/04/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet 11/04/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: CIP Developers List 11/04/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Mills, Wendy	Principal
Kenny, Matthew	Asst. Principal
Salinas, Patrick	Asst. Principal
Arellanes, Stephanie	Counselor
Brooke, Emily	CIS
Ravel, Rick	Business Partner
Hernandez, Mayra	Parent Support Specialist
Merritt, Kelly	Special Education Teacher
Bueno, Lucy	PTA President
Loredo, Anna	Parent
Sawyer, Jennifer	Teacher
Amaro, Brianna	Teacher
Rose, Irene	Teacher
Campbell, Luetta	Parent
Fariley, Denise	Parent
Pena, Karla	Parent