

International Leadership of Texas
College Station Elementary
2022-2023 Campus Improvement Plan

Mission Statement

The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

Vision

ILTexas College Station Elementary School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas College Station Elementary, students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live a healthy lifestyle.

Value Statement

All students have value. All students have potential. All students have the right to high expectations, caring teachers and a loving learning environment. Our job is to receive students as they are, then move them forward as much as possible. School and parent collaboration is paramount.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ILTexas CSES serves students from various academic backgrounds that include different public school districts, charter schools, private schools and home school. See addendum

Demographics Strengths

Student enrollment represents a wide range of educational backgrounds and cultures. At our campus Chinese and Spanish international teachers are a part of the instructional team for content (DLI program) and language courses (secondary). Diverse teachers and staff increase multicultural awareness by providing real world experiences for our students. Our campus promotes leadership opportunities and builds aspiring administrators with more than 5 staff enrolled in AAA academy. Build a strong foundation at K-5 by placing experience educators in these grade levels. Increase social platform use (Facebook/Linkedin) to attract & retain quality applicants.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A high rate of mobility due to diverse population of students from surrounding counties around College Station **Root Cause:** Students are coming to us from over 20 campuses in the surrounding area. This creates inconsistency in their experience with languages, curriculum and expectations.

Student Learning

Student Learning Summary

See addendum with STAAR Data

Student Learning Strengths

- May 2022 iStation Reading:

Kinder, 56% of students on or above grade level, 22% of students were approaching grade level

1st grade, 57% of students on or above grade level, 21% of students were approaching

- 2nd Grade Math MAP had high growth scores from BOY to EOY due to implementation of Eureka Math Currciulum with fidelity.

- 3rd Grade Math had high achievement on Spring 22 STAAR.

- 73% of all EL/EB students in Grade 1 grew at least one proficiency level using TELPAS assessment

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A high rate of mobility due to diverse population of students from surrounding counties around College Station **Root Cause:** Students are coming to us from over 20 campuses in the surrounding area. This creates inconsistency in their experience with languages, curriculum and expectations.

Problem Statement 2 (Prioritized): Inconsistency of implementing a school wide PBIS **Root Cause:** School leaders modeling proper expectations daily and immediately addressing areas of concern consistently

School Processes & Programs

School Processes & Programs Summary

- Every teacher is assigned a instructional coach and a T-TESS evaluator and observations are documented in WHETSTONE
- All new to ILTexas teachers are assigned a mentor teacher and participate in professional development related to OnBoarding
- instructional coaches from Houston Area Office support curriculum implementation
- Classroom Management/Wellness: Programs include Capturing Kid's Hearts, CHAMPS/PBIS, TLAC, Get Better Faster, Text structures/Grant partnership with Texas A&M University, Rhithm, Project Education, lightspeed, iXL
- Curriculum includes Eureka Math, Benchmark, EDUsmart, Studies Weekly, iStation, Greatminds, Study Island
- Assessment platforms include TELPAS, NWEA MAP, APPL, iStation, STMATH, mCLASS, HQ assigned Eduphoria ECA, Online STAAR testing platform

School Processes & Programs Strengths

- Every teacher is assigned a instructional coach and a T-TESS evaluator and observations are documented in WHETSTONE
- All new to ILTexas teachers are assigned a mentor teacher and participate in professional development related to OnBoarding
- instructional coaches from Houston Area Office support curriculum implementation
- Classroom Management/Wellness: Programs include Capturing Kid's Hearts, CHAMPS/PBIS, TLAC, Get Better Faster, Text structures/Grant partnership with Texas A&M University, Rhithm, Project Education
- Curriculum includes Eureka Math, Benchmark, EDUsmart, mCLASS, Studies Weekly, iStation, Greatminds - STMATH, Study Island
- We use EDUPHORIA to document teacher lesson plans, professional development (STRIVE), and track student data

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There are an abundance of programs with a lack of training of these programs/resources **Root Cause:** Inconsistent implementation of programs/resources for more than 1-2 years with ever-changing curriculum

Perceptions

Perceptions Summary

Our culture at College Station K8 focuses on 51/49 - meaning that we focus 51% of our energy on building relationships with our students, each other, and our families - Capturing Kid's Hearts is at the core of our campus culture. 49% of our efforts focus on academic success after the relationships are built. "Kids don't care what you know, until they know that you care."

Our three B's - be responsible, be respectful, be on time.

PBIS

The mission of ILTexas: The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body, and character.

The student code of honor - see addendum.

Perceptions Strengths

Growth mindset, the Power of YET.

Our culture at College Station K8 focuses on 51/49 - meaning that we focus 51% of our energy on building relationships with our students, each other, and our families - Capturing Kid's Hearts is at the core of our campus culture. 49% of our efforts focus on academic success after the relationships are built. "Kids don't care what you know, until they know that you care."

Our three B's - be responsible, be respectful, be on time.

PBIS

The mission of ILTexas: The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body, and character.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Inconsistency of implementing a school wide PBIS **Root Cause:** School leaders modeling proper expectations daily and immediately addressing areas of concern consistently

Priority Problem Statements

Problem Statement 10: A high rate of mobility due to diverse population of students from surrounding counties around College Station

Root Cause 10: Students are coming to us from over 20 campuses in the surrounding area. This creates inconsistency in their experience with languages, curriculum and expectations.

Problem Statement 10 Areas: Demographics - Student Learning

Problem Statement 12: Inconsistency of implementing a school wide PBIS

Root Cause 12: School leaders modeling proper expectations daily and immediately addressing areas of concern consistently

Problem Statement 12 Areas: Student Learning - Perceptions

Problem Statement 11: There are an abundance of programs with a lack of training of these programs/resources

Root Cause 11: Inconsistent implementation of programs/resources for more than 1-2 years with ever-changing curriculum

Problem Statement 11 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Revised/Approved: June 15, 2022

Goal 1: By the end of the 22-23 school year, ILTexas College Station K8 campus will receive an overall rating of B or higher for their statewide accountability rating.

Performance Objective 1: By the end of the 22-23 school year, 70% or more of all ILTexas College Station ES students will perform at or above the Approaches level of achievement on STAAR Reading/Language Arts and 30% or more of EB students will perform above or at the Meets level of achievement on STAAR Reading/Language Arts.

Evaluation Data Sources: See addendums

Strategy 1 Details	Reviews			
Strategy 1: Providing all teachers in Grades K-5 with a resource binder aligned to TEKS/STAAR approved resources Strategy's Expected Result/Impact: Improve student test scores and understanding of TEKS Staff Responsible for Monitoring: Teachers/GLAs/APs Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Instructional Coach - 211 - Title I School Improvement	Formative			Summative
	Nov	Jan	May	June





Strategy 2 Details		Reviews			
Strategy 2: Providing all teachers in Grades K-5 with resources aligned to TELPAS to address ELL achievement gap of 33% or greater Strategy's Expected Result/Impact: Improve TELPAS growth scores, especially grade 4 to meet district goal Staff Responsible for Monitoring: Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: School Processes & Programs 1 Funding Sources: Instructional Resources - 211 - Title I School Improvement		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A high rate of mobility due to diverse population of students from surrounding counties around College Station Root Cause: Students are coming to us from over 20 campuses in the surrounding area. This creates inconsistency in their experience with languages, curriculum and expectations.
Student Learning
Problem Statement 1: A high rate of mobility due to diverse population of students from surrounding counties around College Station Root Cause: Students are coming to us from over 20 campuses in the surrounding area. This creates inconsistency in their experience with languages, curriculum and expectations.
School Processes & Programs
Problem Statement 1: There are an abundance of programs with a lack of training of these programs/resources Root Cause: Inconsistent implementation of programs/resources for more than 1-2 years with ever-changing curriculum

Goal 1: By the end of the 22-23 school year, ILTexas College Station K8 campus will receive an overall rating of B or higher for their statewide accountability rating.

Performance Objective 2: By the end of the 22-23 school year, 60% or more of all ILTexas College Station ES students will perform at or above the Approaches level of achievement on STAAR Math and 40% or more of EB students will perform above or at the Meets level of achievement on STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Students will be taught using EUREKA MATH Learning curriculum at a high level with careful attention to Lesson Planning and purposeful use of school wide strategy of Read, Draw, Write Strategy's Expected Result/Impact: Students will increase test scores due to high rigor in curriculum Staff Responsible for Monitoring: K-5 Math Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum Problem Statements: School Processes & Programs 1 Funding Sources: IC and Support Staff - 211 - Title I School Improvement	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide additional and focused EUREKA MATH Learning training for new and existing Math teachers Strategy's Expected Result/Impact: Improved teacher effectiveness Staff Responsible for Monitoring: Math Teachers Grades K-5 Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Instructional Coaching - 211 - Title I School Improvement	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: A high rate of mobility due to diverse population of students from surrounding counties around College Station **Root Cause:** Students are coming to us from over 20 campuses in the surrounding area. This creates inconsistency in their experience with languages, curriculum and expectations.

Student Learning

Problem Statement 1: A high rate of mobility due to diverse population of students from surrounding counties around College Station **Root Cause:** Students are coming to us from over 20 campuses in the surrounding area. This creates inconsistency in their experience with languages, curriculum and expectations.





School Processes & Programs

Problem Statement 1: There are an abundance of programs with a lack of training of these programs/resources **Root Cause:** Inconsistent implementation of programs/resources for more than 1-2 years with ever-changing curriculum

Goal 1: By the end of the 22-23 school year, ILTexas College Station K8 campus will receive an overall rating of B or higher for their statewide accountability rating.

Performance Objective 3: By the end of the 22-23 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

Evaluation Data Sources: Rhithm Insight reports and assessments compared to 2021-2022 data.

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn. Strategy's Expected Result/Impact: Improved learning readiness as measured by Rhithm Staff Responsible for Monitoring: Principal, APs, Counselors Title I: 2.5, 2.6 Problem Statements: School Processes & Programs 1 Funding Sources: Instructional Coach - 211 - Title I School Improvement	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There are an abundance of programs with a lack of training of these programs/resources Root Cause: Inconsistent implementation of programs/resources for more than 1-2 years with ever-changing curriculum

Goal 2: By the end of the 22-23 school year ILTexas College Station will retain 90% of teachers the 2022-23 school year.

Performance Objective 1: By the end of 2022-23 school year ILTexas will provide onboarding training for all and new classroom teachers individualized to the needs of the teacher.

Strategy 1 Details	Reviews			
Strategy 1: Build positive relationships with staff through supportive observation/feedback Strategy's Expected Result/Impact: Teachers will return to ILTexas for 23/24 school year, consistency with teacher retention Staff Responsible for Monitoring: Leadership Team Title I: 2.5 Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Instructional Support and Resources - 211 - Title I School Improvement	Formative			Summative
	Nov	Jan	May	June





 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A high rate of mobility due to diverse population of students from surrounding counties around College Station Root Cause: Students are coming to us from over 20 campuses in the surrounding area. This creates inconsistency in their experience with languages, curriculum and expectations.
Student Learning
Problem Statement 1: A high rate of mobility due to diverse population of students from surrounding counties around College Station Root Cause: Students are coming to us from over 20 campuses in the surrounding area. This creates inconsistency in their experience with languages, curriculum and expectations.

Goal 2: By the end of the 22-23 school year ILTexas College Station will retain 90% of teachers the 2022-23 school year.

Performance Objective 2: By the end of 2022-23 school year retention will reflect 90% of our current teachers in special education, math and reading.

Strategy 1 Details		Reviews			
Strategy 1: Build positive relationships with staff through supportive observation/feedback documented in Whetstone. Strategy's Expected Result/Impact: Existing staff will return to ILTexas for 23/24 school year, consistency with teacher retention Staff Responsible for Monitoring: Leadership Team Title I: 2.5 Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Instructional Coaching Team - 211 - Title I School Improvement		Formative			Summative
		Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Demographics
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Student Learning
Problem Statement 1: A high rate of mobility due to diverse population of students from surrounding counties around College Station Root Cause: Students are coming to us from over 20 campuses in the surrounding area. This creates inconsistency in their experience with languages, curriculum and expectations.

Goal 3: By the end of the 22-23 school year, at least 60% of students who have been at ILTexas for 4 years are completing 5th grade at ILTexas CSES meeting language goals at an Intermediate or above level.

Performance Objective 1: By the end of 22-23 school year, at least 50% of 5th grade students who have been with ILTexas for more than 4 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

Evaluation Data Sources: AAPPL and ACTFL rating

Strategy 1 Details	Reviews			
Strategy 1: Additional support through observation, feedback, and professional development from HQ on strategies to increase student growth in Chinese language through developing both K-5 instructors and MS LOTE instructors. Strategy's Expected Result/Impact: Chinese teachers (K-5 and MS LOTE) and students will be proficient in teaching and learning respectively Staff Responsible for Monitoring: HQ Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: School Processes & Programs 1 Funding Sources: Instructional Coaching - 211 - Title I School Improvement	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Hire and be allotted an instructional coach to focus strictly on developing our LOTE program and assisting our students in Mastering Spanish and Chinese Strategy's Expected Result/Impact: Improve test scores on TELPAS and improve overall learning campus	Formative			Summative
	Nov	Jan	May	June

<p>wide with our EB students</p> <p>Staff Responsible for Monitoring: Dean</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Coach - 211 - Title I School Improvement</p>				



No Progress



Accomplished



Continue/Modify



Discontinue





Performance Objective 1 Problem Statements:

Demographics
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School Processes & Programs
Problem Statement 1: There are an abundance of programs with a lack of training of these programs/resources Root Cause: Inconsistent implementation of programs/resources for more than 1-2 years with ever-changing curriculum

Goal 3: By the end of the 22-23 school year, at least 60% of students who have been at ILTexas for 4 years are completing 5th grade at ILTexas CSES meeting language goals at an Intermediate or above level.

Performance Objective 2: By the end of 22-23 school year, at least 50% of 8th grade students who have been with ILTexas for more than 4 years will reach an Intermediate Low proficiency level in Chinese and Spanish.

Evaluation Data Sources: AAPPL, ACTFL rating, and teacher created assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided additional teaching strategies by HQ and the LOTE department to effectively grow student's proficiency in Chinese and Spanish through the development of the K-5 teachers. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.</p> <p>Strategy's Expected Result/Impact: Chinese and Spanish teachers (K-5 and MS LOTE) will be proficient in teaching rigorous content for student growth and learning.</p> <p>Staff Responsible for Monitoring: HQ LOTE department, AP's and principals.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Coach and Resources - 211 - Title I School Improvement</p>	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
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Student Learning
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Campus Funding Summary

211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$0.00
1	1	2	Instructional Resources		\$0.00
1	2	1	IC and Support Staff		\$0.00
1	2	2	Instructional Coaching		\$0.00
1	3	1	Instructional Coach		\$0.00
2	1	1	Instructional Support and Resources		\$0.00
2	2	1	Instructional Coaching Team		\$0.00
3	1	1	Instructional Coaching		\$0.00
3	1	2	Instructional Coach		\$0.00
3	2	1	Instructional Coach and Resources		\$0.00
Sub-Total					\$0.00

Addendums

Campus : Itexas College Station EL

1820 N Glenville Dr Ste 100
Richardson, TX 75081
(979) 704-6027 Phone
(979) 704-5332 Fax

Administration ⓘ (2021 - 2022 Fall PEIMS file loaded)

Principal

Zachary Bolzan

School Population (2021 - 2022 Summer PEIMS file loaded 05/31/2022)

	Count	Percent
Student Total	1,003	100%
Kindergarten Grade	170	16.95%
1st Grade	166	16.55%
2nd Grade	169	16.85%
3rd Grade	163	16.25%
4th Grade	165	16.45%
5th Grade	170	16.95%

Student Demographics (2021 - 2022 Summer PEIMS file loaded 05/31/2022)

	Count	Percent
Gender		
Female	525	52.34%
Male	478	47.66%
Ethnicity		
Hispanic-Latino	334	33.30%
Race		
American Indian - Alaskan Native	2	0.20%
Asian	70	6.98%
Black - African American	93	9.27%
Native Hawaiian - Pacific Islander	0	0.00%
White	457	45.56%
Two-or-More	47	4.69%

Special Services (2021 - 2022 Summer PEIMS file loaded 05/31/2022)

	Count	Percent
Instructional Settings		
Speech Therapy	71	7.08%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	31	3.09%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	2	0.20%
Full-Time Early Childhood	0	0.00%
Mainstream	11	1.10%

Student by Program (2021 - 2022 Summer PEIMS file loaded 05/31/2022)

	Count	Percent
Emergent Bilingual (EB)	143	14.26%
Gifted and Talented	176	17.55%
Special Education (SPED)	92	9.17%
Title I Participation	1,003	100.00%
Pregnancy Related Services	0	0.00%
Career and Technical		
CTE V Code	0	0.00%
CTE Service ID	0	0.00%
CTE Auto Calculation	0	0.00%
Dyslexia		
Dyslexia Risk Code	160	15.95%
Dyslexia Services Code	76	7.58%
Economic Disadvantage		
Economic Disadvantage Total	346	34.50%
Free Meals	3	0.30%
Reduced-Price Meals	6	0.60%
Other Economic Disadvantage	337	33.60%
Homeless Statuses		
Homeless Status Total	2	0.20%

Other Student Information (2021 - 2022 Summer PEIMS file loaded 05/31/2022)

	Count	Percent
Title I Homeless	0	0.00%
Migrant	4	0.40%
Military Connected	66	6.58%
Foster Care	0	0.00%
Section 504	114	11.37%
Intervention Indicator	16	1.60%
Unaccompanied Youth	0	0.00%
IGC Reviewed	0	0.00%
Transfer In Students	0	0.00%

Shelter	0	0.00%
Doubled Up	<u>2</u>	0.20%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Ranking	Campus	May 2022 STAAR Grade 3 Reading EOC Preliminary			
		Total Students	Did Not Meet	Approaches	Meets
	All Students	1815	34.49%	65.51%	39.06%
1	ILTexas Keller Elem	150	15.33%	84.67%	65.33%
2	ILTexas Katy Elem	150	18.00%	82%	56%
3	ILTexas College Station Elem	149	21.48%	79%	53%
4	ILTexas Westpark Elem	140	22.14%	78%	61%
5	ILTexas Garland Elem	121	28.10%	71.90%	40.50%
6	ILTexas Saginaw Elem	149	35.57%	64.43%	36.91%
7	ILTexas East Ft. Worth Elem	120	37.50%	62.50%	20.83%
8	ILTexas Grand Prairie Elem	149	39.60%	60.40%	30.87%
9	ILTexas Arlington Elem	128	44.53%	55.47%	26.56%
10	ILTexas Windmill Lakes Elem	144	45.14%	55%	32%
11	ILTexas Orem Elem	148	45.95%	54%	26%
12	ILTexas North Richland Hills Elem	141	48.94%	51.06%	26.95%
13	ILTexas Lancaster Elem	126	50.00%	50%	23.81%

Ranking	Campus	May 2022 STAAR Grade 3 Mathematics EOC Preliminary			
		Total Students	Did Not Meet	Approaches	Meets
	All Students	1823	50.30%	49.70%	20.84%
1	ILTexas Keller Elem	150	22.67%	77.33%	45.33%
2	ILTexas College Station Elem	149	30.20%	70%	32%
3	ILTexas Katy Elem	150	35.33%	64.67%	28.67%
4	ILTexas Westpark Elem	142	40.14%	59.86%	33.10%
5	ILTexas Saginaw Elem	149	45.64%	54.36%	20.13%
6	ILTexas Garland Elem	125	53.60%	46.40%	18.40%
7	ILTexas East Ft. Worth Elem	121	56.20%	43.80%	13.22%
8	ILTexas Grand Prairie Elem	150	56.67%	43.33%	18.67%
9	ILTexas Windmill Lakes Elem	144	56.94%	43.06%	18.06%
10	ILTexas Orem Elem	148	57.43%	42.57%	10.81%
11	ILTexas North Richland Hills Elem	141	63.12%	36.88%	13.48%
12	ILTexas Arlington Elem	128	69.53%	30.47%	7.81%
13	ILTexas Lancaster Elem	126	75.40%	25%	5.56%

Preliminary Masters	Ranking	Campus	May 2022 STAAR Grade 4 Reading		
			Total Students	Did Not Meet	Approaches
21.10%		All Students	1800	33.67%	66.33%
40.67%	1	ILTexas Garland Elem	137	15.33%	84.67%
27.33%	2	ILTexas Katy Elem	150	21.33%	79%
36.24%	3	ILTexas Keller Elem	153	24.18%	75.82%
41.43%	4	ILTexas College Station Elem	153	27.45%	73%
17.36%	5	ILTexas Arlington Elem	123	27.64%	72.36%
16.78%	6	ILTexas Westpark Elem	142	30.28%	70%
9.17%	7	ILTexas Grand Prairie Elem	151	32.45%	
16.78%	8	ILTexas Saginaw Elem	142	36.62%	63.38%
13.28%	9	ILTexas Lancaster Elem	134	39.55%	60.45%
13.89%	10	ILTexas East Ft. Worth Elem	109	43.12%	56.88%
11.49%	11	ILTexas Windmill Lakes Elem	132	44.70%	55%
12.77%	12	ILTexas North Richland Hills Elem	144	47.22%	52.78%
11.90%	13	ILTexas Orem Elem	130	53.08%	47%

Preliminary Masters	Ranking	Campus	May 2022 STAAR Grade 4 Mathem		
			Total Students	Did Not Meet	Approaches
8.45%		All Students	1822	52.80%	47.20%
25.33%	1	ILTexas Keller Elem	153	16.34%	83.66%
17.45%	2	ILTexas College Station Elem	153	35.95%	64.05%
8.67%	3	ILTexas Garland Elem	155	43.23%	56.77%
14.08%	4	ILTexas Westpark Elem	142	43.66%	56.34%
5.37%	5	ILTexas Saginaw Elem	142	52.11%	47.89%
8.00%	6	ILTexas Grand Prairie Elem	150	53.33%	46.67%
4.13%	7	ILTexas Katy Elem	151	53.64%	46.36%
5.33%	8	ILTexas Arlington Elem	123	54.47%	45.53%
6.25%	9	ILTexas Lancaster Elem	137	61.31%	38.69%
4.05%	10	ILTexas North Richland Hills Elem	143	67.13%	32.87%
3.55%	11	ILTexas Windmill Lakes Elem	132	68.18%	31.82%
4.69%	12	ILTexas Orem Elem	130	68.46%	31.54%
0.00%	13	ILTexas East Ft. Worth Elem	111	82.88%	17%

Math EOC Preliminary		Ranking	Campus	May 2022 STAAR Grade 5	
Meets	Masters			Total Students	Did Not Meet
42.17%	21.22%		All Students	1845	28.62%
57.66%	31.39%	1	ILTexas Keller Elem	155	10.97%
55%	31.33%	2	ILTexas Garland Elem	141	12.77%
53.59%	26.14%	3	ILTexas Katy Elem	149	16.78%
52%	30.07%	4	ILTexas Westpark Elem	142	22.54%
47.15%	25.20%	5	ILTexas College Station Elem	140	23.57%
47%	26.76%	6	ILTexas Arlington Elem	128	27.34%
43.05%	21.19%	7	ILTexas Saginaw Elem	151	31.79%
42.25%	23.24%	8	ILTexas Lancaster Elem	134	33.58%
27.61%	12.69%	9	ILTexas North Richland Hills Elem	139	34.53%
32.11%	11.01%	10	ILTexas Grand Prairie Elem	150	35.33%
30%	10.61%	11	ILTexas Windmill Lakes Elem	139	39.57%
31.25%	13.19%	12	ILTexas East Ft. Worth Elem	132	42.42%
23%	7.69%	13	ILTexas Orem Elem	145	43.45%

Mathematics EOC Preliminary		Ranking	Campus	May 2022 STAAR Grade 6	
Meets	Masters			Total Students	Did Not Meet
23.00%	11.64%		All Students	1853	41.23%
60.78%	35.95%	1	ILTexas Keller Elem	155	12.90%
39.87%	23.53%	2	ILTexas Katy Elem	150	27.33%
29.68%	16.13%	3	ILTexas Garland Elem	149	27.52%
35.92%	21.13%	4	ILTexas College Station Elem	140	27.86%
21.83%	8.45%	5	ILTexas Westpark Elem	142	34.51%
21.33%	6.67%	6	ILTexas Grand Prairie Elem	150	42.00%
18.54%	9.27%	7	ILTexas Lancaster Elem	134	43.28%
17.89%	8.94%	8	ILTexas Saginaw Elem	151	44.37%
11.68%	3.65%	9	ILTexas Windmill Lakes Elem	139	48.92%
8.39%	3.50%	10	ILTexas North Richland Hills Elem	139	49.64%
9.85%	3.79%	11	ILTexas Orem Elem	145	59.31%
7.69%	2.31%	12	ILTexas Arlington Elem	128	59.38%
3.60%	0.90%	13	ILTexas East Ft. Worth Elem	131	66.41%

Grade 5 Reading EOC Preliminary			Ranking	Campus	May 20
Approaches	Meets	Masters			Total Students
71.38%	46.12%	27.37%		All Students	1910
89.03%	68.39%	41.94%	1	ILTexas Keller MS	146
87%	67%	41.84%	2	ILTexas College Station MS	147
83%	64%	42.95%	3	ILTexas Katy MS	148
77%	58%	38.03%	4	ILTexas Garland MS	150
76%	51%	40.00%	5	ILTexas Westpark MS	145
72.66%	42.97%	20.31%	6	ILTexas Grand Prairie MS	152
68.21%	39.07%	22.52%	7	ILTexas Windmill Lakes MS	154
66.42%	41.04%	18.66%	8	ILTexas Saginaw MS	136
65.47%	35.25%	17.99%	9	ILTexas Lancaster MS	151
64.67%	39.33%	21.33%	10	ILTexas Arlington MS	136
60%	29%	15.83%	11	ILTexas North Richland Hills MS	154
57.58%	28.79%	14.39%	12	ILTexas Orem MS	145
57%	31%	16.55%	13	ILTexas East Ft. Worth MS	146

Grade 5 Mathematics EOC Preliminary			Ranking	Campus	May 2022
Approaches	Meets	Masters			Total Students
58.77%	29.30%	11.93%		All Students	1904
87.10%	56.13%	27.74%	1	ILTexas College Station MS	139
72.67%	40.67%	14.67%	2	ILTexas Katy MS	149
72.48%	30.20%	11.41%	3	ILTexas Keller MS	146
72.14%	41.43%	22.14%	4	ILTexas Garland MS	150
65.49%	45.07%	20.42%	5	ILTexas Saginaw MS	135
58.00%	28.00%	12.67%	6	ILTexas Westpark MS	145
56.72%	23.88%	6.72%	7	ILTexas Windmill Lakes MS	154
55.63%	25.83%	7.95%	8	ILTexas North Richland Hills MS	154
51.08%	20.14%	7.91%	9	ILTexas Grand Prairie MS	153
50.36%	19.42%	7.19%	10	ILTexas Lancaster MS	151
40.69%	14.48%	5.52%	11	ILTexas Arlington MS	136
40.62%	18.75%	4.69%	12	ILTexas East Ft. Worth MS	145
34%	11.45%	3.05%	13	ILTexas Orem MS	145

22 STAAR Grade 6 Reading EOC Preliminary				Ranking	Campus
Did Not Meet	Approaches	Meets	Masters		
43.66%	56.34%	28.90%	12.51%		All Students
21.92%	78.08%	48.63%	23.29%	1	ILTexas Westpark MS
31.29%	69%	44%	25.17%	2	ILTexas Keller MS
31.76%	68%	34%	12.84%	3	ILTexas College Station MS
35.33%	64.67%	42.00%	17.33%	4	ILTexas Katy MS
42.07%	58%	31%	13.10%	5	ILTexas Grand Prairie MS
45.39%	54.61%	21.05%	9.87%	6	ILTexas Arlington MS
46.10%	54%	25%	6.49%	7	ILTexas Garland MS
47.79%	52.21%	23.53%	8.82%	8	ILTexas North Richland Hills N
49.01%	50.99%	22.52%	11.92%	9	ILTexas Saginaw MS
50.74%	49.26%	22.79%	8.82%	10	ILTexas Windmill Lakes MS
51.95%	48.05%	24.03%	10.39%	11	ILTexas Lancaster MS
57.24%	43%	23%	8.28%	12	ILTexas East Ft. Worth MS
57.53%	42%	13.70%	6.16%	13	ILTexas Orem MS

STAAR Grade 6 Mathematics EOC Preliminary				Ranking	Campus
Did Not Meet	Approaches	Meets	Masters		
43.01%	56.99%	20.85%	6.30%		All Students
20.86%	79.14%	48.20%	16.55%	1	ILTexas Keller MS
21.48%	78.52%	32.21%	11.41%	2	ILTexas Grand Prairie MS
24.66%	75.34%	45.89%	15.07%	3	ILTexas Katy MS
28.67%	71.33%	38.00%	11.33%	4	ILTexas Westpark MS
35.56%	64.44%	22.22%	5.93%	5	ILTexas Garland MS
37.93%	62.07%	23.45%	8.28%	6	ILTexas Saginaw MS
42.86%	57.14%	8.44%	0.65%	7	ILTexas North Richland Hills N
51.30%	48.70%	12.34%	3.25%	8	ILTexas Arlington MS
52.29%	47.71%	10.46%	3.92%	9	ILTexas Windmill Lakes MS
54.97%	45.03%	9.27%	2.65%	10	ILTexas Orem MS
59.56%	40.44%	10.29%	0.74%	11	ILTexas Lancaster MS
61.38%	38.62%	4.83%	0.69%	12	ILTexas East Ft. Worth MS
67.59%	32.41%	6.21%	0.69%	13	ILTexas College Station MS

May 2022 STAAR Grade 7 Reading EOC Preliminary					Ranking
Total Students	Did Not Meet	Approaches	Meets	Masters	
1844	25.76%	74.24%	50.05%	33.79%	
143	13.29%	87%	59%	42.66%	1
140	14.29%	86%	72%	52.14%	2
145	17.93%	82%	64%	47.59%	3
152	18.42%	82%	57%	40.13%	4
156	19.23%	80.77%	55.13%	38.46%	5
123	21.95%	78.05%	52.85%	38.21%	6
147	24.49%	75.51%	55.10%	38.10%	7
141	26.95%	73.05%	48.23%	34.04%	8
134	32.84%	67.16%	47.76%	29.85%	9
143	34.27%	66%	38%	20.28%	10
142	35.21%	64.79%	29.58%	19.01%	11
128	37.50%	62.50%	39.06%	18.75%	12
150	40.00%	60%	31%	18.67%	13

May 2022 STAAR Grade 7 Mathematics EOC Preliminary					Ranking
Total Students	Did Not Meet	Approaches	Meets	Masters	
1699	51.62%	48.38%	20.78%	8.65%	
140	20.71%	79.29%	50.71%	25.00%	1
156	37.82%	62%	27%	11.54%	2
152	41.45%	58.55%	28.95%	13.82%	3
143	46.15%	53.85%	25.87%	14.69%	4
147	46.26%	53.74%	27.21%	14.29%	5
135	52.59%	47.41%	17.04%	7.41%	6
141	56.74%	43.26%	19.15%	5.67%	7
123	56.91%	43.09%	13.01%	1.63%	8
143	60.84%	39.16%	11.89%	4.20%	9
149	62.42%	37.58%	11.41%	0.67%	10
142	69.72%	30.28%	5.63%	0.70%	11
128	71.88%	28.12%	8.59%	2.34%	12
-	-	-	-	-	13

Campus	May 2022 STAAR Grade 8 Reading EOC Preliminary				
	Total Students	Did Not Meet	Approaches	Meets	Masters
All Students	1434	23.43%	76.57%	44.28%	25.87%
ILTexas College Station MS	135	8.89%	91%	62%	51.11%
ILTexas Keller MS	87	10.34%	90%	53%	35.63%
ILTexas Garland MS	131	13.74%	86.26%	49.62%	32.82%
ILTexas Katy MS	100	15.00%	85%	49%	24.00%
ILTexas Grand Prairie MS	130	19.23%	80.77%	48.46%	29.23%
ILTexas Arlington MS	88	20.45%	79.55%	51.14%	32.95%
ILTexas Lancaster MS	111	21.62%	78.38%	40.54%	21.62%
ILTexas Windmill Lakes MS	123	28.46%	72%	43%	21.14%
ILTexas Orem MS	126	30.95%	69%	28%	9.52%
ILTexas Saginaw MS	105	32.38%	67.62%	39.05%	22.86%
ILTexas Westpark MS	122	33.61%	66%	39%	19.67%
ILTexas North Richland Hills N	100	36.00%	64.00%	36.00%	14.00%
ILTexas East Ft. Worth MS	76	39.47%	61%	32.89%	17.11%

Campus	May 2022 STAAR Grade 8 Mathematics EOC Preliminary				
	Total Students	Did Not Meet	Approaches	Meets	Masters
All Students	1434	48.54%	51.46%	17.57%	3.14%
ILTexas Garland MS	128	26.56%	73.44%	33.59%	6.25%
ILTexas Keller MS	88	27.27%	73%	34%	1.14%
ILTexas Katy MS	98	32.65%	67.35%	35.71%	11.22%
ILTexas College Station MS	152	36.84%	63.16%	32.24%	11.84%
ILTexas Arlington MS	98	37.76%	62.24%	27.55%	4.08%
ILTexas Saginaw MS	104	47.12%	52.88%	14.42%	0.00%
ILTexas East Ft. Worth MS	82	54.88%	45.12%	6.10%	0.00%
ILTexas Grand Prairie MS	124	55.65%	44.35%	11.29%	0.81%
ILTexas Lancaster MS	101	57.43%	42.57%	9.90%	0.00%
ILTexas Westpark MS	120	57.50%	42.50%	5.83%	0.83%
ILTexas Windmill Lakes MS	118	58.47%	41.53%	9.32%	0.85%
ILTexas Orem MS	117	66.67%	33.33%	4.27%	0.00%
ILTexas North Richland Hills N	104	73.08%	27%	0.96%	0.00%

		May 2022 STAAR Grade 3 Reading EOC Pre		
Student Name	Local ID	Scale Score	District Defined Field A	District Defined Field B
Adams, Jaxon	031484	1432	No	No
Agbo, Chibuike	045480	1588	No	No
Aguilar, Victor	028808	1468	No	No
Al Alwani, Jana	058461	1416	No	No
Arroyo, Danna	028275	1432	No	No
Ashueva, Vera	061471	1531	No	No
Bailey, Madilyn	054977	1432	No	No
Barreto, Janson	051193	1626	No	No
Birmingham, Alexander	032424	1189	No	No
Bishop, Berkley	031407	1227	No	No
Bokelman, Margaret	031686	1487	No	No
Breaux, Braxtyn	029484	1901	No	No
Burns, Amari	029161	1555	No	No
Byerly, Landon	043898	765	No	No
Campbell, Camille	054580	1531	No	No
Carr, Rory	043644	1294	No	No
Castro, Eli	032190	1324	No	No
Castro, Riley	032191	1400	No	No
Christian, Madelyn	029512	1588	No	No
Chukwuogo, Chisom	030461	1677	No	No
Contreras, Daniel	033737	1677	No	No
Cortez Saldivar, Andres	028246	1761	No	No
Craig, Ryon	028509	1588	No	No
Cruz, Gabriella	045233	1626	No	No
Curneal, Scarlett	045869	1555	No	No
Darnell, Paris	031360	1245	No	No
Delgado Carrera, Lorenzo	049430	1677	No	No
Diaz, Jazmine	045293	1143	No	No
Donaldson, Talan	048811	1508	No	No
Dubcak, Kaylin	032054	1508	No	No
Dugue, Colt	032291	1167	No	No
Easter, Ava-Kathryn	032256	1468	No	No
Emigdio, Jonathan	050841	1400	No	No
Fang, Murray	028737	1901	No	No
Farrell, Estella	062266	1450	No	No
Ferguson, Selah	032958	1555	No	No
Fickey, Olivia	053063	1626	No	No
Foster, Weston	031323	1416	No	No
Fowler, Houston	028944	1209	No	No
Fryar, Annika	031392	1508	No	No
Fuentes, Olivia	031683	1626	No	No
Gallegos, Zoe	027970	1761	No	No
Garcia Perdomo, Juliana	046085	1400	No	No

Gates, William	031813	1450	No	No
Ghauri, Salwa	033529	1416	No	No
Gonzales, Aaron	031838	1761	No	No
Gonzalez, Gabriel	029750	1677	No	No
Goodsell, Blakely	050995	1309	No	No
Gray, Jace	031568	1400	No	No
Hancock, Mia	051796	1468	No	No
Hanson, Noelle	028936	1588	No	No
Hardin, Branson	049284	1531	No	No
Hinne, Shira	031456	1626	No	No
Hoffpauir, Maxwell	029175	1324	No	No
Hooton, Joey	031281	1588	No	No
Jackson, Ashlynn	033195	1294	No	No
James, Karleigh	045875	1245	No	No
Januskey, Audrey	031364	1677	No	No
Jarmon, Lalani	045362	1555	No	No
Jefferson, Kingston	033735	1143	No	No
Jeffery, Tatum	028632	1245	No	No
Jentoft, Zeda	029148	1294	No	No
Jimenez, Charles	031399	1432	No	No
Johns, Max	061758	1677	No	No
Johnson, Alethia	029131	1588	No	No
Johnson, Elijah	030995	1487	No	No
Johnson, Joseph	032183	1555	No	No
Jones, Hallie	028833	1588	No	No
Kalina, Lucy	028564	1555	No	No
Karthic, Siddharth	029671	1385	No	No
Keefauver, Abigail	029152	1416	No	No
Keller, Jonathan	051667	1245	No	No
Kubacak, Kaleb	049851	1450	No	No
Lau, Nora	031640	1531	No	No
Licklitter, Addison	034670	1508	No	No
Ligon, Mason	028789	1450	No	No
Ligon, Wyatt	030856	1588	No	No
Lindblade, Gabrielle	040345	1354	No	No
Lindblade, Naomi	040348	1385	No	No
Loop, Josiah	051088	1677	No	No
Luna, Manuel	059945	1531	No	No
Mader, Rilyn	032022	1508	No	No
Malone, Dylan	044943	1450	No	No
Martinez Duran, Ariadne	040744	1400	No	No
Medrano, Emilia	046213	1400	No	No
Meza Meza, Luz	049170	1468	No	No
Miller, Ayla	053051	1262	No	No
Miller, Lexi	055880	1262	No	No
Mogle, Jackson	032432	1555	No	No
Moon, Skylar	053705	1369	No	No

Moynihan, Mason	030648	1555	No	No
Murray, Mya	050932	1450	No	No
Navarro Martinez, Victoria	031771	1468	No	No
Nieves Aguirre, Allan	060618	-	-	-
Norris, Sa'Nealya	062531	1487	No	No
Oliva-Romero, Josselyn	028614	1416	No	No
Oliveira, Samuel	030288	1626	No	No
Palacios Lira, Anthony	033049	1588	No	No
Paulson, Brooklynn	028249	1309	No	No
Perez, Layla	051664	1354	No	No
Peters, Xavier	044572	1555	No	No
Phillips, Michael	028624	1761	No	No
Pohl, Hazel	028846	1468	No	No
Pottinger, Jaxson	043611	1309	No	No
Prestwood, Jonah	040260	1508	No	No
Rafferty, Izabella	033655	1588	No	No
Reinemeyer, Russ	050339	1677	No	No
Rivera, Ezabella	061475	1369	No	No
Roan, Gala	044681	1189	No	No
Romero, Jayden	048700	1294	No	No
Saldana, Hannah	033647	1626	No	No
Salinas, Azariah	049165	1354	No	No
San Angelo, Alyson	051785	1294	No	No
Scarborough, Callyn	031063	1508	No	No
Searles, Ethan	027894	1450	No	No
Shao, Maggie	029021	1626	No	No
Shelton, William	031660	1588	No	No
Siebert, Sophia	031701	1531	No	No
Silva, Carlos	031240	1416	No	No
Sims, Cora	029075	1450	No	No
Sims, Izabella	029143	1245	No	No
Singh, Sahib	059635	1262	No	No
Spiegelhauer, Alexander	028947	1626	No	No
Stimmel, Briley	028644	1677	No	No
Sultz, Abigail	051171	1588	No	No
Swigert, Addyson	028769	1588	No	No
Taylor, James	032726	1143	No	No
Teeter, Dean	045048	1468	No	No
Thomas, Jaye	030640	1626	No	No
Tian, Annabelle	060721	1416	No	No
Turner, Emma	031321	1324	No	No
Ugalde, Leon	047303	1345	No	No
Umar, Jannah	046653	1555	No	No
Vajdak, April	031467	1761	No	No
Valladarez, Mikael	043533	1369	No	No
Wade, Isabella	031036	1262	No	No
Walker, Kenlyn	030642	1385	No	No

Warren, Scarlett	028889	1262	No	No
Watson, Grayson	028882	1354	No	No
Watters, Ellen	059896	1761	No	No
Watters, Phineas	059718	1262	No	No
Whinery, Sylls	031482	1487	No	No
White, Karson	031545	1450	No	No
Whitfield-Cargile, Amelia	028782	1487	No	No
Williamson, Luke	032074	1369	No	No
Wilson, Evelynnn	028874	1278	No	No
Young, Anson	051356	1626	No	No
Yu, Emma	055334	1761	No	No
Zapata Hernandez, Eliam	057165	1626	No	No
Zimmerman, Elise	028868	1626	No	No

Preliminary			May 2022 STAAR Spanish Grade 3 Reading EOC		
Approaches	Meets	Masters	Scale Score	District Defined Field A	District Defined Field B
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-

Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-

Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
-	-	-	1160	No	No
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-

No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-

Preliminary			May 2022 STAAR Grade 3 Mathematics EOC		
Approaches	Meets	Masters	Scale Score	District Defined Field A	District Defined Field B
-	-	-	1369	No	No
-	-	-	1619	No	No
-	-	-	1421	No	No
-	-	-	1403	No	No
-	-	-	1194	No	No
-	-	-	1663	No	No
-	-	-	1360	No	No
-	-	-	1619	No	No
-	-	-	1145	No	No
-	-	-	1271	No	No
-	-	-	1369	No	No
-	-	-	1663	No	No
-	-	-	1386	No	No
-	-	-	813	No	No
-	-	-	1619	No	No
-	-	-	1386	No	No
-	-	-	1253	No	No
-	-	-	1486	No	No
-	-	-	1552	No	No
-	-	-	1596	No	No
-	-	-	1421	No	No
-	-	-	1501	No	No
-	-	-	1525	No	No
-	-	-	1619	No	No
-	-	-	1421	No	No
-	-	-	1215	No	No
-	-	-	1811	No	No
-	-	-	1215	No	No
-	-	-	1421	No	No
-	-	-	1552	No	No
-	-	-	1253	No	No
-	-	-	1386	No	No
-	-	-	1360	No	No
-	-	-	1721	No	No
-	-	-	1403	No	No
-	-	-	1386	No	No
-	-	-	1439	No	No
-	-	-	1360	No	No
-	-	-	1171	No	No
-	-	-	1619	No	No
-	-	-	1486	No	No
-	-	-	1421	No	No
-	-	-	1337	No	No

-	-	-	1552	No	No
-	-	-	1386	No	No
-	-	-	1811	No	No
-	-	-	1360	No	No
-	-	-	1360	No	No
-	-	-	1458	No	No
-	-	-	1525	No	No
-	-	-	1369	No	No
-	-	-	1439	No	No
-	-	-	1439	No	No
-	-	-	1501	No	No
-	-	-	1596	No	No
-	-	-	1253	No	No
-	-	-	1194	No	No
-	-	-	1721	No	No
-	-	-	1525	No	No
-	-	-	1235	No	No
-	-	-	1215	No	No
-	-	-	1253	No	No
-	-	-	1486	No	No
-	-	-	1596	No	No
-	-	-	1501	No	No
-	-	-	1486	No	No
-	-	-	1304	No	No
-	-	-	1619	No	No
-	-	-	1596	No	No
-	-	-	1337	No	No
-	-	-	1386	No	No
-	-	-	1321	No	No
-	-	-	1525	No	No
-	-	-	1421	No	No
-	-	-	1337	No	No
-	-	-	1337	No	No
-	-	-	1596	No	No
-	-	-	1235	No	No
-	-	-	1171	No	No
-	-	-	1552	No	No
-	-	-	1337	No	No
-	-	-	1525	No	No
-	-	-	1369	No	No
-	-	-	1369	No	No
-	-	-	1525	No	No
-	-	-	1321	No	No
-	-	-	1271	No	No
-	-	-	1360	No	No
-	-	-	1360	No	No
-	-	-	1271	No	No

-	-	-	1721	No	No
-	-	-	1288	No	No
-	-	-	1360	No	No
No	No	No	-	-	-
-	-	-	1386	No	No
-	-	-	1337	No	No
-	-	-	1486	No	No
-	-	-	1663	No	No
-	-	-	1337	No	No
-	-	-	1288	No	No
-	-	-	1596	No	No
-	-	-	1663	No	No
-	-	-	1403	No	No
-	-	-	1235	No	No
-	-	-	1369	No	No
-	-	-	1458	No	No
-	-	-	1619	No	No
-	-	-	1321	No	No
-	-	-	1115	No	No
-	-	-	1215	No	No
-	-	-	1486	No	No
-	-	-	1337	No	No
-	-	-	1253	No	No
-	-	-	1458	No	No
-	-	-	1271	No	No
-	-	-	1596	No	No
-	-	-	1421	No	No
-	-	-	1403	No	No
-	-	-	1439	No	No
-	-	-	1369	No	No
-	-	-	1253	No	No
-	-	-	1360	No	No
-	-	-	1596	No	No
-	-	-	1386	No	No
-	-	-	1439	No	No
-	-	-	1501	No	No
-	-	-	1171	No	No
-	-	-	1439	No	No
-	-	-	1271	No	No
-	-	-	1235	No	No
-	-	-	1288	No	No
-	-	-	1360	No	No
-	-	-	1439	No	No
-	-	-	1552	No	No
-	-	-	1386	No	No
-	-	-	1304	No	No
-	-	-	1386	No	No

-	-	-	1271	No	No
-	-	-	1421	No	No
-	-	-	1619	No	No
-	-	-	1215	No	No
-	-	-	1360	No	No
-	-	-	1386	No	No
-	-	-	1439	No	No
-	-	-	1421	No	No
-	-	-	1386	No	No
-	-	-	1458	No	No
-	-	-	1952	No	No
-	-	-	1403	No	No
-	-	-	1439	No	No

Preliminary			May 2022 STAAR Spanish Grade 3 Mathematics E		
Approaches	Meets	Masters	Scale Score	District Defined Field A	District Defined Field B
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-

Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-

Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
-	-	-	1271	No	No
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-

No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-

OC Preliminary

[illegible]

[illegible]

[illegible]

[illegible]

	Total Students	Scale Score
ILTexas East Ft. Worth Elem	120	1378
Asian	5	1321
Two or More Races	5	1406
White	4	1412
Black/African American	61	1367
Hispanic	45	1392
ILTexas Lancaster Elem	126	1349
Two or More Races	2	1398
White	1	1227
Black/African American	65	1334
Hispanic	58	1366
ILTexas Orem Elem	148	1349
Asian	1	1116
Hispanic	59	1335
Black/African American	80	1358
Two or More Races	6	1324
White	2	1616
ILTexas North Richland Hills Elem	141	1362
Black/African American	25	1292
Hispanic	85	1352
Two or More Races	6	1466
White	20	1453
Asian	5	1389
ILTexas Arlington Elem	128	1370
White	5	1306
Two or More Races	9	1345
Hispanic	69	1364
Black/African American	44	1388
Asian	1	1555
ILTexas Windmill Lakes Elem	144	1377
Asian	2	1474
Black/African American	33	1359
Hispanic	105	1375
Two or More Races	2	1531
White	2	1521
ILTexas Grand Prairie Elem	149	1389
Two or More Races	5	1393
White	7	1485
Hispanic	79	1381
Black/African American	48	1383
Asian	10	1415
ILTexas Saginaw Elem	149	1401
American Indian/Alaskan Native	2	1329

Hispanic	81	1385
White	21	1396
Black/African American	29	1431
Two or More Races	11	1443
Asian	5	1441
ILTexas Garland Elem	121	1413
Hispanic	73	1380
Black/African American	17	1386
White	13	1441
Two or More Races	7	1477
Asian	11	1595
ILTexas Katy Elem	150	1462
American Indian/Alaskan Native	1	1531
Black/African American	41	1444
Hispanic	85	1456
Two or More Races	3	1521
White	9	1486
Asian	11	1525
ILTexas College Station Elem	149	1471
American Indian/Alaskan Native	1	1262
Two or More Races	4	1461
Hispanic	41	1478
White	78	1459
Black/African American	16	1480
Asian	9	1546
ILTexas Keller Elem	150	1507
Hispanic	46	1468
Black/African American	37	1485
White	39	1549
Asian	26	1542
Two or More Races	2	1498
ILTexas Westpark Elem	140	1484
Hispanic	55	1435
Black/African American	78	1505
Asian	3	1658
Two or More Races	4	1612

May 2022 STAAR Grade 3 Reading EOC Preliminary					
District Defined Field A	District Defined Field B	Approaches	Meets	Masters	Total Students
		62.50%	20.83%	9.17%	5
		60%	0%	0%	-
		80%	20%	0%	-
		100%	0%	0%	-
		55.74%	22.95%	6.56%	1
		66.67%	22.22%	15.56%	4
		50%	23.81%	11.90%	1
		50%	50%	0%	-
		0%	0%	0%	-
		41.54%	18.46%	9.23%	-
		60.34%	29.31%	15.52%	1
		54.05%	26.35%	11.49%	-
		0%	0%	0%	-
		49.15%	25.42%	6.78%	-
		56.25%	26.25%	12.50%	-
		66.67%	16.67%	16.67%	-
		100%	100%	100%	-
		51.06%	26.95%	12.77%	2
		32%	4%	4%	-
		47.06%	25.88%	9.41%	2
		100%	33.33%	16.67%	-
		75%	50%	30%	-
		60%	60%	40%	-
		55.47%	26.56%	13.28%	-
		60%	20%	0%	-
		33.33%	22.22%	11.11%	-
		52.17%	27.54%	11.59%	-
		63.64%	25%	15.91%	-
		100%	100%	100%	-
		54.86%	31.94%	13.89%	3
		100%	50%	0%	-
		42.42%	24.24%	12.12%	1
		56.19%	32.38%	13.33%	2
		100%	50%	50%	-
		100%	100%	50%	-
		60.40%	30.87%	16.78%	2
		80%	20%	0%	-
		100%	42.86%	14.29%	-
		59.49%	26.58%	16.46%	2
		52.08%	35.42%	16.67%	-
		70%	40%	30%	-
		64.43%	36.91%	16.78%	-
		50%	50%	0%	-

		56.79%	33.33%	11.11%	-
		76.19%	28.57%	14.29%	-
		79.31%	48.28%	24.14%	-
		63.64%	36.36%	36.36%	-
		60%	60%	40%	-
		71.90%	40.50%	17.36%	30
		69.86%	32.88%	8.22%	27
		58.82%	29.41%	11.76%	1
		69.23%	53.85%	30.77%	2
		85.71%	57.14%	42.86%	-
		100%	81.82%	54.55%	-
		82%	56%	27.33%	5
		100%	100%	0%	-
		78.05%	51.22%	24.39%	-
		81.18%	51.76%	25.88%	5
		100%	100%	33.33%	-
		88.89%	55.56%	33.33%	-
		90.91%	90.91%	45.45%	-
		78.52%	53.02%	36.24%	1
		0%	0%	0%	-
		100%	50%	25%	-
		85.37%	43.90%	34.15%	1
		73.08%	57.69%	34.62%	-
		81.25%	56.25%	43.75%	-
		88.89%	55.56%	55.56%	-
		84.67%	65.33%	40.67%	-
		76.09%	56.52%	32.61%	-
		83.78%	67.57%	35.14%	-
		92.31%	74.36%	48.72%	-
		88.46%	65.38%	50%	-
		100%	50%	50%	-
		77.86%	61.43%	41.43%	2
		67.27%	56.36%	30.91%	2
		83.33%	61.54%	43.59%	-
		100%	100%	100%	-
		100%	100%	100%	-

May 2022 STAAR Spanish Grade 3 Reading EOC Preliminary

Scale Score	District Defined Field A	District Defined Field B	Approaches	Meets	Masters
1268			40%	20%	20%
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
1411			100%	0%	0%
1233			25%	25%	25%
1224			0%	0%	0%
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
1224			0%	0%	0%
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
1194			0%	0%	0%
-	-	-	-	-	-
1194			0%	0%	0%
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
1472			100%	100%	0%
-	-	-	-	-	-
1444			100%	100%	0%
1486			100%	100%	0%
-	-	-	-	-	-
-	-	-	-	-	-
1354			100%	0%	0%
-	-	-	-	-	-
-	-	-	-	-	-
1354			100%	0%	0%
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
1240			23.33%	13.33%	6.67%
1241			22.22%	11.11%	7.41%
1137			0%	0%	0%
1291			50%	50%	0%
-	-	-	-	-	-
-	-	-	-	-	-
1320			60%	20%	0%
-	-	-	-	-	-
-	-	-	-	-	-
1320			60%	20%	0%
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
1160			0%	0%	0%
-	-	-	-	-	-
-	-	-	-	-	-
1160			0%	0%	0%
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
1402			50%	50%	50%
1402			50%	50%	50%
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

May 2022 STAAR Grade 3 Mathematics EOC Preliminary

Total Students	Scale Score	District Defined Field A	District Defined Field B	Approaches
121	1348			43.80%
5	1276			20%
5	1351			40%
4	1379			75%
61	1334			34.43%
46	1372			56.52%
126	1291			24.60%
2	1253			0%
1	1145			0%
65	1274			15.38%
58	1313			36.21%
148	1334			42.57%
1	1115			0%
59	1340			49.15%
80	1323			33.75%
6	1391			83.33%
2	1561			100%
141	1330			36.88%
25	1269			20%
85	1322			30.59%
6	1442			66.67%
20	1396			70%
5	1390			60%
128	1312			30.47%
5	1378			60%
9	1334			33.33%
69	1309			27.54%
44	1308			31.82%
1	1253			0%
144	1355			43.06%
2	1456			100%
33	1325			33.33%
105	1360			44.76%
2	1445			50%
2	1398			50%
150	1348			43.33%
5	1370			40%
7	1429			71.43%
80	1326			36.25%
48	1352			43.75%
10	1448			80%
149	1367			54.36%
2	1311			50%

81	1354			51.85%
21	1384			57.14%
29	1381			62.07%
11	1395			54.55%
5	1375			40%
125	1348			46.40%
77	1310			36.36%
17	1357			52.94%
13	1387			61.54%
7	1383			57.14%
11	1534			81.82%
150	1399			64.67%
1	1421			100%
41	1360			53.66%
85	1389			64.71%
3	1452			66.67%
9	1461			66.67%
11	1555			100%
149	1416			69.80%
1	1271			0%
4	1391			100%
41	1410			63.41%
78	1415			74.36%
16	1398			56.25%
9	1509			77.78%
150	1464			77.33%
46	1427			63.04%
37	1466			78.38%
39	1474			79.49%
26	1507			96.15%
2	1478			100%
142	1408			59.86%
56	1382			51.79%
79	1413			62.03%
3	1644			100%
4	1496			100%

		May 2022 STAAR Spanish Grade 3 Mathematics EOC Prelin			
Meets	Masters	Total Students	Scale Score	District Defined Field A	District Defined Field B
13.22%	4.13%	4	1348		
0%	0%	-	-	-	-
0%	0%	-	-	-	-
0%	0%	-	-	-	-
11.48%	4.92%	1	1386		
19.57%	4.35%	3	1335		
5.56%	0%	1	1194		
0%	0%	-	-	-	-
0%	0%	-	-	-	-
7.69%	0%	-	-	-	-
3.45%	0%	1	1194		
10.81%	4.05%	-	-	-	-
0%	0%	-	-	-	-
13.56%	3.39%	-	-	-	-
7.50%	3.75%	-	-	-	-
16.67%	0%	-	-	-	-
50%	50%	-	-	-	-
13.48%	3.55%	2	1158		
4%	0%	-	-	-	-
12.94%	1.18%	2	1158		
16.67%	16.67%	-	-	-	-
20%	15%	-	-	-	-
40%	0%	-	-	-	-
7.81%	4.69%	-	-	-	-
20%	20%	-	-	-	-
22.22%	11.11%	-	-	-	-
7.25%	4.35%	-	-	-	-
4.55%	2.27%	-	-	-	-
0%	0%	-	-	-	-
18.06%	6.25%	3	1392		
50%	0%	-	-	-	-
9.09%	6.06%	1	1369		
19.05%	6.67%	2	1404		
50%	0%	-	-	-	-
50%	0%	-	-	-	-
18.67%	5.33%	1	1304		
20%	20%	-	-	-	-
42.86%	14.29%	-	-	-	-
13.75%	5%	1	1304		
20.83%	2.08%	-	-	-	-
30%	10%	-	-	-	-
20.13%	5.37%	-	-	-	-
0%	0%	-	-	-	-

16.05%	1.23%	-	-	-	-
19.05%	9.52%	-	-	-	-
24.14%	6.90%	-	-	-	-
36.36%	27.27%	-	-	-	-
40%	0%	-	-	-	-
18.40%	8%	25	1316		
7.79%	1.30%	22	1325		
23.53%	5.88%	1	1253		
30.77%	23.08%	2	1238		
28.57%	0%	-	-	-	-
63.64%	45.45%	-	-	-	-
28.67%	8.67%	5	1282		
0%	0%	-	-	-	-
17.07%	0%	-	-	-	-
25.88%	5.88%	5	1282		
66.67%	33.33%	-	-	-	-
33.33%	22.22%	-	-	-	-
81.82%	45.45%	-	-	-	-
31.54%	17.45%	1	1271		
0%	0%	-	-	-	-
0%	0%	-	-	-	-
34.15%	12.20%	1	1271		
29.49%	17.95%	-	-	-	-
37.50%	25%	-	-	-	-
44.44%	33.33%	-	-	-	-
45.33%	25.33%	-	-	-	-
34.78%	17.39%	-	-	-	-
54.05%	27.03%	-	-	-	-
48.72%	28.21%	-	-	-	-
46.15%	30.77%	-	-	-	-
50%	50%	-	-	-	-
33.10%	14.08%	1	1215		
25%	10.71%	1	1215		
36.71%	13.92%	-	-	-	-
66.67%	66.67%	-	-	-	-
50%	25%	-	-	-	-

Binary		
Approaches	Meets	Masters
75%	0%	0%
-	-	-
-	-	-
-	-	-
100%	0%	0%
66.67%	0%	0%
0%	0%	0%
-	-	-
-	-	-
-	-	-
0%	0%	0%
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
0%	0%	0%
-	-	-
0%	0%	0%
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
100%	0%	0%
-	-	-
100%	0%	0%
100%	0%	0%
-	-	-
-	-	-
0%	0%	0%
-	-	-
-	-	-
0%	0%	0%
-	-	-
-	-	-
-	-	-
-	-	-

-	-	-	
-	-	-	
-	-	-	
-	-	-	
-	-	-	
40%	12%	0%	
40.91%	13.64%	0%	
0%	0%	0%	
50%	0%	0%	
-	-	-	
-	-	-	
20%	0%	0%	
-	-	-	
-	-	-	
20%	0%	0%	
-	-	-	
-	-	-	
-	-	-	
0%	0%	0%	
-	-	-	
-	-	-	
0%	0%	0%	
-	-	-	
-	-	-	
-	-	-	
-	-	-	
-	-	-	
-	-	-	
0%	0%	0%	
0%	0%	0%	
-	-	-	
-	-	-	
-	-	-	

		May 2022 STAAR Grade 4 Reading EOC Pre		
Student Name	Local ID	Scale Score	District Defined Field A	District Defined Field B
Acker, Gavin	028005	1550	No	No
Al Btoush, Rayan	032737	1320	No	No
Arellano-Sanchez, Alexis	042587	1452	No	No
Arenas Perez, Barbara	062978	1380	No	No
Bare, Sariah	033008	1760	No	No
Bauder, Declan	061175	1760	No	No
Beltran, Eliana	062331	1531	No	No
Beltran-Santana, Damian	034817	1467	No	No
Benedetti, Victoria	028371	1760	No	No
Berquist, Marguerite	030277	1613	No	No
Brooks, Kason	042458	1452	No	No
Brooks, Titus	040847	1590	No	No
Brown, Hope	056782	1613	No	No
Bullard, Merle	046555	1366	No	No
Burgess, Zoey	032717	1569	No	No
Burns, Karcyn	042426	1569	No	No
Byerly, Weston	043899	1590	No	No
Caballero, Addison	031442	1760	No	No
Cabrera Silva, Gia	060705	1394	No	No
Carpenter, Michaela	031580	1613	No	No
Castillo, Jorianna	029079	1270	No	No
Caudillo Perez, Johan	061513	1409	No	No
Chahal, Kanwar Kirpal	053894	1531	No	No
Chilton, Owen	034750	1550	No	No
Coles, James	044593	1380	No	No
Condon, Elijah	061536	1452	No	No
Contreras, Eli	032903	1590	No	No
Coppinger, Sophie	042473	1514	No	No
Cruz, Izabella	053675	1671	No	No
Cubillos, Ella-Ayelene	059112	1760	No	No
Cuellar, Chloe	052215	1380	No	No
Cuellar, Jaylan	052183	1288	No	No
Curry, Athena	060338	1351	No	No
Curtiss, Mickayla	032215	1531	No	No
Daniels, Jordyn	045546	1709	No	No
Davis, Elijah	034863	1336	No	No
Davis, G'Mauri	042470	1514	No	No
Davis, Jackson	041341	1452	No	No
Dobrovolny, Shelby	041265	1590	No	No
Dolliver, Reagan	031497	1482	No	No
Dubois, Eli	031538	1590	No	No
Duke, Kalob	053553	1590	No	No
Dunn Jeffery, Ken'Adrean	052199	1366	No	No

Estrada Bahena, Alisson	062502	1452	No	No
Evje, Hudson	051161	1613	No	No
Faber, Reid	028368	1671	No	No
Fifer, Sophie	061397	1709	No	No
Fifer, Travis	061398	1671	No	No
Garza, Chloe	061022	1569	No	No
Garza, Hunter	033050	1452	No	No
Gasca Vega, Hugo	028647	1482	No	No
Geistweidt, Emma	035053	1633	No	No
Ghauri, Ayaan	032793	1590	No	No
Giles, Brielle	031365	1380	No	No
Gonzalez, Aylin	041640	1423	No	No
Gooden, Tyvon	028622	1366	No	No
Grant, Taylor	031382	1467	No	No
Greco, Nathaniel	043155	1590	No	No
Grimaldo, Zoey	040397	1569	No	No
Guerrero, Alex	032795	1590	No	No
Guevara, Lesley	033803	1351	No	No
Gutierrez, Michael	030099	1251	No	No
Harris, Amari	052851	1351	No	No
Harris, Finley	032297	1633	No	No
Harvey, Italy	044864	1380	No	No
Hernandez, Austin	042468	1671	No	No
Hernandez, Yahir	055831	1409	No	No
Hilgemeier, Griffin	032052	1550	No	No
Hirani, Shefali	030839	1633	No	No
Huerta, Emiliano	034621	1531	No	No
Humphrey, Jude	044886	1709	No	No
Ice, Carmen	030140	1270	No	No
Jackson, Caleb	031583	1366	No	No
Jackson, Emma	034889	1633	No	No
Jimenez Higuera, Rodrigo	042466	1569	No	No
Kirmani, Noor	049657	1709	No	No
Kluth, Garrison	028648	1760	No	No
Kraguljac, Helena	054638	1709	No	No
Krueger, Kinsey	032051	1709	No	No
Lacefield, Gloria	028312	1760	No	No
Lacy, Jude	033793	1633	No	No
Ladendorf, Katie	029691	1985	No	No
Lair, Sa'Riyah	053446	1482	No	No
Lair, Stephen	055499	1207	No	No
Lalwani, Janki	061395	1633	No	No
Land, Sierra	048192	1569	No	No
Lapaglia, Hanna	047121	1498	No	No
Lard, Ayden	052840	1423	No	No
Lard, Shane	041369	1351	No	No
Leblanc, Bailey	049610	1613	No	No

Lillard, Sophia	044107	1633	No	No
Lopez, Angel	052812	1531	No	No
Lucas, Jaxson	031498	1569	No	No
Mable, Khloe	031796	1251	No	No
Maknojia, Zoreen	029493	1671	No	No
Maldonado, Alexis	033982	1336	No	No
Maracchini, Joseph	032031	1760	No	No
Maracchini, Matthew	028584	1380	No	No
Maredia, Aiza	028487	1514	No	No
Martin, Luke	031826	1671	No	No
Martinez-Fernandez, Elizabeth	030768	1671	No	No
Mattina, John	041333	1590	No	No
McDonald, Christian	049496	1452	No	No
Medina, Mattalynn	029421	1845	No	No
Meyer, Brandt	042406	1671	No	No
Meyers, Kamdyn	031324	1336	No	No
Milberger, Brylen	044358	1452	No	No
Mills, Gabrielle	028091	1569	No	No
Monsreal Palma, Ian	030427	1590	No	No
Morales Martinez, Andres	060972	839	No	No
Obi, Chimkasi	051259	1760	No	No
Ontko, Luke	041288	1452	No	No
Orange, D'Najeh	042460	1251	No	No
Ortiz, Cali	028272	1394	No	No
Pace, Emma	044892	1434	No	No
Pandey, Sameep	028511	1845	No	No
Parker, Penny	043323	1569	No	No
Pedroza, Cristian	028805	1409	No	No
Perkins, Jack	042475	1613	No	No
Perrone, Gia	061082	1514	No	No
Perry, Colby	030800	1514	No	No
Peterson, Ra'Zaya	044971	1394	No	No
Phillips, Trenton	050379	1380	No	No
Ponte, Fiona	031187	1531	No	No
Price, Heath	031712	1709	No	No
Price, Mason	031818	1709	No	No
Ramirez, Jacob	027859	1320	No	No
Richter, Mallory	032160	1760	No	No
Robichau, Kade	033194	1760	No	No
Roebuck, Benton	032246	1434	No	No
Saldana, Nadia	058954	1531	No	No
Salinas, Natalia	031371	1531	No	No
Sanchez, Refugio	046540	1845	No	No
Smith, Madeline	027949	1845	No	No
Soltis, Madison	041657	1671	No	No
Stewart, Emily	035004	1633	No	No
Strange, Taylor	034067	1569	No	No

Stuenkel, Alexander	044116	1366	No	No
Thompson, Josiah	028628	1550	No	No
Thorne, Clayton	041070	1304	No	No
Tian, Sophie	059901	1613	No	No
Tobon Negrete, Maleiny	044413	1633	No	No
Torbet, Hayleigh	030113	1569	No	No
Tripp, Audrey	031758	1671	No	No
Tucker, Mariah	032367	1181	No	No
Vega Orbe, Ismael	058946	1409	No	No
Viggers, Kason	042023	1423	No	No
Weihausen, Anthony	041191	1452	No	No
Wells, Keith	062279	1452	No	No
White, Jackson	041213	1671	No	No
Zapata, Lewis	028848	1633	No	No
Zavala, Emma	053915	1288	No	No
Zhang, Erin	029097	1633	No	No

Preliminary			May 2022 STAAR Spanish Grade 4 Reading EOC		
Approaches	Meets	Masters	Scale Score	District Defined Field A	District Defined Field B
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-

Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-

Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	1222	No	No
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-

No	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-

Preliminary			May 2022 STAAR Grade 4 Mathematics EOC		
Approaches	Meets	Masters	Scale Score	District Defined Field A	District Defined Field B
-	-	-	1734	No	No
-	-	-	1483	No	No
-	-	-	1391	No	No
-	-	-	1374	No	No
-	-	-	1734	No	No
-	-	-	1831	No	No
-	-	-	1514	No	No
-	-	-	1339	No	No
-	-	-	1918	No	No
-	-	-	1734	No	No
-	-	-	1546	No	No
-	-	-	1734	No	No
-	-	-	1467	No	No
-	-	-	1357	No	No
-	-	-	1564	No	No
-	-	-	1498	No	No
-	-	-	1670	No	No
-	-	-	1589	No	No
-	-	-	1437	No	No
-	-	-	1622	No	No
-	-	-	1320	No	No
-	-	-	1530	No	No
-	-	-	1589	No	No
-	-	-	1530	No	No
-	-	-	1467	No	No
-	-	-	1483	No	No
-	-	-	1546	No	No
-	-	-	1320	No	No
-	-	-	1498	No	No
-	-	-	1645	No	No
-	-	-	1374	No	No
-	-	-	1422	No	No
-	-	-	1422	No	No
-	-	-	1320	No	No
-	-	-	1831	No	No
-	-	-	1357	No	No
-	-	-	1452	No	No
-	-	-	1734	No	No
-	-	-	1622	No	No
-	-	-	1546	No	No
-	-	-	1437	No	No
-	-	-	1622	No	No
-	-	-	1250	No	No

-	-	-	1437	No	No
-	-	-	1700	No	No
-	-	-	1700	No	No
-	-	-	1700	No	No
-	-	-	1700	No	No
-	-	-	1407	No	No
-	-	-	1276	No	No
-	-	-	1514	No	No
-	-	-	1918	No	No
-	-	-	1670	No	No
-	-	-	1339	No	No
-	-	-	1530	No	No
-	-	-	1452	No	No
-	-	-	1589	No	No
-	-	-	1645	No	No
-	-	-	1514	No	No
-	-	-	1483	No	No
-	-	-	1299	No	No
-	-	-	1339	No	No
-	-	-	1299	No	No
-	-	-	1601	No	No
-	-	-	1339	No	No
-	-	-	1498	No	No
-	-	-	1357	No	No
-	-	-	1546	No	No
-	-	-	1601	No	No
-	-	-	1622	No	No
-	-	-	1645	No	No
-	-	-	1250	No	No
-	-	-	1391	No	No
-	-	-	1483	No	No
-	-	-	1831	No	No
-	-	-	1601	No	No
-	-	-	1775	No	No
-	-	-	1700	No	No
-	-	-	1645	No	No
-	-	-	1670	No	No
-	-	-	1601	No	No
-	-	-	1831	No	No
-	-	-	1391	No	No
-	-	-	1407	No	No
-	-	-	1918	No	No
-	-	-	1514	No	No
-	-	-	1589	No	No
-	-	-	1645	No	No
-	-	-	1320	No	No
-	-	-	1422	No	No

-	-	-	1700	No	No
-	-	-	1564	No	No
-	-	-	1601	No	No
-	-	-	1276	No	No
-	-	-	1918	No	No
-	-	-	1320	No	No
-	-	-	1483	No	No
-	-	-	1339	No	No
-	-	-	1670	No	No
-	-	-	1831	No	No
-	-	-	1645	No	No
-	-	-	1734	No	No
-	-	-	1391	No	No
-	-	-	1546	No	No
-	-	-	1775	No	No
-	-	-	1357	No	No
-	-	-	1299	No	No
-	-	-	1498	No	No
-	-	-	1831	No	No
No	No	No	1276	No	No
-	-	-	1645	No	No
-	-	-	1530	No	No
-	-	-	1299	No	No
-	-	-	1407	No	No
-	-	-	1357	No	No
-	-	-	1831	No	No
-	-	-	1339	No	No
-	-	-	1357	No	No
-	-	-	1700	No	No
-	-	-	1601	No	No
-	-	-	1564	No	No
-	-	-	1357	No	No
-	-	-	1391	No	No
-	-	-	1407	No	No
-	-	-	1564	No	No
-	-	-	1734	No	No
-	-	-	1391	No	No
-	-	-	1498	No	No
-	-	-	1831	No	No
-	-	-	1452	No	No
-	-	-	1498	No	No
-	-	-	1498	No	No
-	-	-	1670	No	No
-	-	-	1831	No	No
-	-	-	1514	No	No
-	-	-	1775	No	No
-	-	-	1530	No	No

-	-	-	1589	No	No
-	-	-	1530	No	No
-	-	-	1622	No	No
-	-	-	1700	No	No
-	-	-	1546	No	No
-	-	-	1452	No	No
-	-	-	1645	No	No
-	-	-	1299	No	No
-	-	-	1407	No	No
-	-	-	1564	No	No
-	-	-	1374	No	No
-	-	-	1564	No	No
-	-	-	1422	No	No
-	-	-	1452	No	No
-	-	-	1407	No	No
-	-	-	1622	No	No

Preliminary			May 2022 STAAR Spanish Grade 4 Mathematics E		
Approaches	Meets	Masters	Scale Score	District Defined Field A	District Defined Field B
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-

No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-

Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	1357	No	No
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-

Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-

OC Preliminary

[illegible]

[illegible]

[illegible]

[illegible]

	May 2022 STAAR Grade		
	Total Students	Scale Score	District Defined Field A
ILTexas Arlington Elem	123	1536	
American Indian/Alaskan Native	1	1760	
Asian	4	1555	
Black/African American	43	1499	
Hispanic	61	1552	
Two or More Races	6	1496	
White	8	1609	
ILTexas College Station Elem	153	1533	
American Indian/Alaskan Native	1	1760	
Asian	10	1619	
Black/African American	15	1417	
Hispanic	57	1498	
Two or More Races	7	1571	
White	63	1570	
ILTexas East Ft. Worth Elem	109	1458	
Asian	2	1425	
Black/African American	45	1445	
Hispanic	53	1451	
Two or More Races	7	1568	
White	2	1585	
ILTexas Garland Elem	137	1565	
Asian	9	1608	
Black/African American	26	1548	
Hispanic	85	1544	
Two or More Races	6	1621	
White	11	1697	
ILTexas Grand Prairie Elem	151	1502	
American Indian/Alaskan Native	2	1580	
Asian	3	1482	
Black/African American	54	1527	
Hispanic	80	1483	
Two or More Races	6	1447	
White	6	1585	
ILTexas Katy Elem	150	1551	
American Indian/Alaskan Native	1	1671	
Asian	10	1613	
Black/African American	34	1582	
Hispanic	89	1518	
Two or More Races	7	1692	
White	9	1573	
ILTexas Keller Elem	153	1530	
Asian	23	1599	
Black/African American	37	1545	

Hispanic	61	1467	
Native Hawaiian/Pacific Islander	1	1467	
Two or More Races	7	1541	
White	24	1601	
ILTexas Lancaster Elem	134	1474	
American Indian/Alaskan Native	2	1366	
Black/African American	65	1472	
Hispanic	63	1471	
Two or More Races	2	1627	
White	2	1564	
ILTexas North Richland Hills Elem	144	1453	
Asian	9	1472	
Black/African American	27	1444	
Hispanic	79	1438	
Two or More Races	7	1469	
White	22	1502	
ILTexas Orem Elem	130	1427	
Black/African American	70	1411	
Hispanic	54	1446	
Two or More Races	5	1413	
White	1	1550	
ILTexas Saginaw Elem	142	1506	
Asian	4	1596	
Black/African American	35	1473	
Hispanic	80	1491	
Two or More Races	4	1633	
White	19	1586	
ILTexas Westpark Elem	142	1516	
American Indian/Alaskan Native	1	1270	
Asian	2	1577	
Black/African American	76	1527	
Hispanic	57	1499	
Two or More Races	1	1452	
White	5	1588	
ILTexas Windmill Lakes Elem	132	1459	
Asian	3	1680	
Black/African American	16	1433	
Hispanic	108	1452	
Two or More Races	3	1565	
White	2	1556	

4 Reading EOC Preliminary					
District Defined Field B	Approaches	Meets	Masters	Total Students	Scale Score
	72.36%	47.15%	25.20%	3	1265
	100%	100%	100%	-	-
	75%	50%	50%	-	-
	60.47%	34.88%	16.28%	-	-
	78.69%	50.82%	27.87%	3	1265
	66.67%	50%	16.67%	-	-
	87.50%	75%	37.50%	-	-
	72.55%	51.63%	30.07%	1	1222
	100%	100%	100%	-	-
	100%	70%	50%	-	-
	40%	20%	6.67%	-	-
	59.65%	38.60%	24.56%	1	1222
	71.43%	57.14%	57.14%	-	-
	87.30%	66.67%	33.33%	-	-
	56.88%	32.11%	11.01%	7	1381
	50%	0%	0%	-	-
	53.33%	28.89%	8.89%	-	-
	52.83%	30.19%	11.32%	7	1381
	100%	71.43%	14.29%	-	-
	100%	50%	50%	-	-
	84.67%	57.66%	31.39%	21	1357
	100%	88.89%	33.33%	-	-
	76.92%	50%	30.77%	-	-
	82.35%	50.59%	24.71%	21	1357
	100%	83.33%	50%	-	-
	100%	90.91%	72.73%	-	-
	67.55%	43.05%	21.19%	3	1333
	100%	100%	0%	-	-
	66.67%	66.67%	0%	-	-
	74.07%	50%	27.78%	-	-
	61.25%	35%	17.50%	3	1333
	50%	33.33%	0%	-	-
	100%	66.67%	50%	-	-
	78.67%	55.33%	31.33%	6	1534
	100%	100%	100%	-	-
	90%	60%	60%	-	-
	82.35%	61.76%	41.18%	-	-
	73.03%	47.19%	20.22%	6	1534
	100%	100%	57.14%	-	-
	88.89%	66.67%	44.44%	-	-
	75.82%	53.59%	26.14%	-	-
	91.30%	78.26%	39.13%	-	-
	78.38%	54.05%	24.32%	-	-

	59.02%	39.34%	13.11%	-	-
	100%	0%	0%	-	-
	85.71%	28.57%	28.57%	-	-
	95.83%	75%	50%	-	-
	60.45%	27.61%	12.69%	5	1352
	0%	0%	0%	1	1473
	60%	27.69%	13.85%	-	-
	61.90%	26.98%	11.11%	4	1322
	50%	50%	50%	-	-
	100%	50%	0%	-	-
	52.78%	31.25%	13.19%	1	1263
	55.56%	33.33%	11.11%	-	-
	55.56%	37.04%	11.11%	-	-
	48.10%	25.32%	8.86%	1	1263
	57.14%	42.86%	28.57%	-	-
	63.64%	40.91%	27.27%	-	-
	46.92%	23.08%	7.69%	-	-
	40%	21.43%	5.71%	-	-
	55.56%	24.07%	11.11%	-	-
	40%	20%	0%	-	-
	100%	100%	0%	-	-
	63.38%	42.25%	23.24%	2	1277
	100%	75%	25%	-	-
	48.57%	31.43%	20%	-	-
	61.25%	36.25%	17.50%	2	1277
	100%	100%	25%	-	-
	84.21%	68.42%	52.63%	-	-
	69.72%	47.18%	26.76%	1	1336
	0%	0%	0%	-	-
	100%	50%	50%	-	-
	76.32%	50%	27.63%	-	-
	61.40%	43.86%	24.56%	1	1336
	100%	0%	0%	-	-
	60%	60%	40%	-	-
	55.30%	29.55%	10.61%	4	1338
	66.67%	66.67%	66.67%	-	-
	62.50%	25%	0%	-	-
	51.85%	27.78%	11.11%	3	1271
	100%	66.67%	0%	-	-
	100%	50%	0%	1	1539

May 2022 STAAR Spanish Grade 4 Reading EOC Preliminary					
District Defined Field A	District Defined Field B	Approaches	Meets	Masters	Total Students
		0%	0%	0%	123
-	-	-	-	-	1
-	-	-	-	-	4
-	-	-	-	-	43
		0%	0%	0%	61
-	-	-	-	-	6
-	-	-	-	-	8
		0%	0%	0%	153
-	-	-	-	-	1
-	-	-	-	-	10
-	-	-	-	-	15
		0%	0%	0%	57
-	-	-	-	-	7
-	-	-	-	-	63
		28.57%	28.57%	28.57%	111
-	-	-	-	-	2
-	-	-	-	-	45
		28.57%	28.57%	28.57%	55
-	-	-	-	-	7
-	-	-	-	-	2
		33.33%	19.05%	4.76%	155
-	-	-	-	-	9
-	-	-	-	-	26
		33.33%	19.05%	4.76%	103
-	-	-	-	-	6
-	-	-	-	-	11
		33.33%	0%	0%	150
-	-	-	-	-	2
-	-	-	-	-	3
-	-	-	-	-	54
		33.33%	0%	0%	79
-	-	-	-	-	6
-	-	-	-	-	6
		66.67%	33.33%	16.67%	151
-	-	-	-	-	1
-	-	-	-	-	10
-	-	-	-	-	34
		66.67%	33.33%	16.67%	90
-	-	-	-	-	7
-	-	-	-	-	9
-	-	-	-	-	153
-	-	-	-	-	23
-	-	-	-	-	37

-	-	-	-	-	61
-	-	-	-	-	1
-	-	-	-	-	7
-	-	-	-	-	24
		20%	0%	0%	137
		100%	0%	0%	2
-	-	-	-	-	65
		0%	0%	0%	66
-	-	-	-	-	2
-	-	-	-	-	2
		0%	0%	0%	143
-	-	-	-	-	9
-	-	-	-	-	26
		0%	0%	0%	79
-	-	-	-	-	7
-	-	-	-	-	22
-	-	-	-	-	130
-	-	-	-	-	70
-	-	-	-	-	54
-	-	-	-	-	5
-	-	-	-	-	1
		50%	0%	0%	142
-	-	-	-	-	4
-	-	-	-	-	35
		50%	0%	0%	80
-	-	-	-	-	4
-	-	-	-	-	19
		0%	0%	0%	142
-	-	-	-	-	1
-	-	-	-	-	2
-	-	-	-	-	76
		0%	0%	0%	57
-	-	-	-	-	1
-	-	-	-	-	5
		50%	25%	0%	132
-	-	-	-	-	3
-	-	-	-	-	16
		33.33%	0%	0%	108
-	-	-	-	-	3
		100%	100%	0%	2

May 2022 STAAR Grade 4 Mathematics EOC Preliminary

Scale Score	District Defined Field A	District Defined Field B	Approaches	Meets	Masters
1466			45.53%	17.89%	8.94%
1589			100%	100%	0%
1634			75%	75%	50%
1434			27.91%	11.63%	11.63%
1474			52.46%	18.03%	4.92%
1474			66.67%	16.67%	16.67%
1469			50%	12.50%	0%
1538			64.05%	39.87%	23.53%
1498			100%	0%	0%
1691			90%	90%	60%
1443			40%	13.33%	0%
1482			49.12%	21.05%	12.28%
1539			57.14%	42.86%	28.57%
1588			79.37%	55.56%	33.33%
1376			17.12%	3.60%	0.90%
1403			50%	0%	0%
1361			11.11%	0%	0%
1381			18.18%	3.64%	1.82%
1404			28.57%	28.57%	0%
1436			50%	0%	0%
1503			56.77%	29.68%	16.13%
1665			100%	77.78%	55.56%
1482			57.69%	23.08%	7.69%
1479			49.51%	23.30%	11.65%
1492			50%	33.33%	16.67%
1651			90.91%	63.64%	45.45%
1464			46.67%	21.33%	6.67%
1453			50%	0%	0%
1449			66.67%	0%	0%
1489			53.70%	27.78%	12.96%
1451			40.51%	20.25%	2.53%
1411			33.33%	0%	0%
1488			66.67%	16.67%	16.67%
1464			46.36%	18.54%	9.27%
1589			100%	100%	0%
1556			80%	50%	30%
1469			41.18%	17.65%	11.76%
1438			42.22%	11.11%	4.44%
1587			71.43%	42.86%	28.57%
1495			44.44%	33.33%	11.11%
1601			83.66%	60.78%	35.95%
1686			95.65%	82.61%	69.57%
1583			89.19%	54.05%	24.32%

1552			68.85%	47.54%	19.67%
1589			100%	100%	0%
1601			85.71%	71.43%	42.86%
1672			100%	79.17%	62.50%
1440			38.69%	11.68%	3.65%
1328			0%	0%	0%
1428			30.77%	7.69%	3.08%
1452			45.45%	15.15%	4.55%
1461			50%	50%	0%
1516			100%	0%	0%
1418			32.87%	8.39%	3.50%
1512			55.56%	44.44%	11.11%
1414			26.92%	3.85%	3.85%
1405			30.38%	6.33%	1.27%
1445			42.86%	14.29%	14.29%
1427			36.36%	4.55%	4.55%
1413			31.54%	7.69%	2.31%
1398			28.57%	5.71%	0%
1429			35.19%	9.26%	3.70%
1359			20%	0%	0%
1918			100%	100%	100%
1466			47.89%	21.83%	8.45%
1594			100%	75%	25%
1452			45.71%	22.86%	5.71%
1435			37.50%	11.25%	5%
1577			75%	50%	25%
1572			78.95%	47.37%	21.05%
1517			56.34%	35.92%	21.13%
1250			0%	0%	0%
1565			50%	50%	50%
1519			57.89%	35.53%	18.42%
1510			56.14%	36.84%	22.81%
1437			0%	0%	0%
1616			60%	40%	40%
1424			31.82%	9.85%	3.79%
1499			33.33%	33.33%	33.33%
1403			31.25%	12.50%	0%
1419			29.63%	7.41%	3.70%
1531			66.67%	33.33%	0%
1572			100%	50%	0%

May 2022 STAAR Spanish Grade 4 Mathematics EOC Preliminary

Total Students	Scale Score	District Defined Field A	District Defined Field B	Approaches
3	1360			0%
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
3	1360			0%
-	-	-	-	-
-	-	-	-	-
1	1357			0%
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
1	1357			0%
-	-	-	-	-
-	-	-	-	-
5	1410			40%
-	-	-	-	-
-	-	-	-	-
5	1410			40%
-	-	-	-	-
-	-	-	-	-
3	1608			100%
-	-	-	-	-
-	-	-	-	-
3	1608			100%
-	-	-	-	-
-	-	-	-	-
4	1383			0%
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
4	1383			0%
-	-	-	-	-
-	-	-	-	-
5	1418			20%
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
5	1418			20%
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
2	1452			50%
1	1374			0%
-	-	-	-	-
1	1530			100%
-	-	-	-	-
-	-	-	-	-
1	1276			0%
-	-	-	-	-
-	-	-	-	-
1	1276			0%
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
2	1435			50%
-	-	-	-	-
-	-	-	-	-
2	1435			50%
-	-	-	-	-
-	-	-	-	-
1	1391			0%
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
1	1391			0%
-	-	-	-	-
-	-	-	-	-
4	1367			25%
-	-	-	-	-
-	-	-	-	-
3	1301			0%
-	-	-	-	-
1	1564			100%

Meets	Masters	
0%	0%	
-	-	
-	-	
-	-	
0%	0%	
-	-	
-	-	
0%	0%	
-	-	
-	-	
0%	0%	
-	-	
-	-	
0%	0%	
-	-	
-	-	
0%	0%	
-	-	
-	-	
0%	0%	
-	-	
-	-	
100%	0%	
-	-	
-	-	
100%	0%	
-	-	
-	-	
0%	0%	
-	-	
-	-	
-	-	
0%	0%	
-	-	
-	-	
20%	0%	
-	-	
-	-	
-	-	
20%	0%	
-	-	
-	-	
-	-	
-	-	
-	-	

[illegible]

		May 2022 STAAR Grade 5 Reading EOC Pre		
Student Name	Local ID	Scale Score	District Defined Field A	District Defined Field B
Al-Alwani, Tuqa	055593	2016	No	No
Alviar, Betsiveth	052097	1345	No	No
Aponte Partidas, Isabella	057550	-	-	-
Bailey, Tristen	055756	1705	No	No
Bauder, Shoshanna	061176	1742	No	No
Beltran-Santana, Emilio	034818	1650	No	No
Bernal, Xavier	042554	1876	No	No
Bologan, Mira	056918	1742	No	No
Bomnskie, Rilyn	049480	1571	No	No
Brymer, Avery	030435	1456	No	No
Burke, Emma	059538	1705	No	No
Caldwell, Ka'Myah	043930	1430	No	No
Castaneda, Audrianna	049037	1571	No	No
Castillo, Aiden	032138	1511	No	No
Castillo, Jordan	030371	1389	No	No
Chavez, Camila	059582	1295	No	No
Chipuk, Cami	042995	1742	No	No
Christian, Nicolas	029510	1793	No	No
Cochran, Luke	032257	1705	No	No
Cohen, Yael	042500	1876	No	No
Conchola, Lucas	032269	1329	No	No
Contreras, Laura	033738	1793	No	No
Cooks, London	045143	1555	No	No
Crenshaw, Marleigh	055422	1667	No	No
Croes, Joshua	028554	1742	No	No
Cruz, Olivia	045234	1456	No	No
Delgado Carrera, Sebastian	049434	1456	No	No
Dominguez, Emma	042414	1582	No	No
Duarte Pfeufer, Martin	028901	1360	No	No
Dugue, Kendall	028649	1607	No	No
Dvir, Ido	057468	1456	No	No
East, Sophia	047115	1540	No	No
Emigdio, Daniel	050375	1793	No	No
Farrell, Elliana	062265	1705	No	No
Feiss, Rebekah	032690	1705	No	No
Fennix, Alexia	041957	1540	No	No
Gallion, Brody	033432	1667	No	No
Garcia Rivera, Fabian	044429	1540	No	No
Garcia, Ariel	044736	1345	No	No
Garcia, Arturo	043167	1497	No	No
Gasca Vega, Arianna	028645	-	-	-
Gaston, Adelyn	032293	1525	No	No
Goodsell, Briley	050975	1627	No	No

Granberry, Chloe	029982	1876	No	No
Guerrero, Sebastian	031646	1470	No	No
Guillen, Jesse	040584	1470	No	No
Harris, D'Treyvian	030521	1443	No	No
Harris, James	031602	1571	No	No
Harris, Marvin	031359	1627	No	No
Hedspetch, Haven	031198	1470	No	No
Herman, Bodi	031952	1650	No	No
Hernandez, Keaton	061515	1555	No	No
Hudson, Andrew	027670	1876	No	No
Hunn, Macie	040243	1403	No	No
Hutchinson, K'Baely	033125	1456	No	No
Iglesias, Sophia	031372	1876	No	No
Inglehart, Kiera	032364	1525	No	No
Jefferson, Ja'Marion	061889	1375	No	No
Jefferson, Jamiyah	061643	1375	No	No
Jeffery, Savanna	028630	1742	No	No
Jennings, Gideon	061302	1793	No	No
Johnson, Kylie	056612	1375	No	No
Kaecker, Emma	045677	1793	No	No
Kalina, Damien	031658	1876	No	No
Kassem, Yusuf	032906	1571	No	No
Khair, Yousuf	032418	2016	No	No
Lair, Anayah	055490	1555	No	No
Landin, Addison	027865	1742	No	No
Leary, Rylee	045140	-	-	-
Li, Yuerong	061336	1627	No	No
Lindsey, Baya	030497	1403	No	No
Lindsey, Ryker	030498	1389	No	No
Locke, Riley	044862	1571	No	No
Lohmann, Amelia	030170	1667	No	No
Lowey, Audrey	028504	1876	No	No
Mantey, Kyleigh	040247	1525	No	No
Marino Santos, Maria	052249	-	-	-
Martakis, Cash	040310	1456	No	No
Martinez, Aaliyah	033530	1443	No	No
Martinez, Julian	040238	1345	No	No
Mattina, Isabella	041319	1705	No	No
McPherson, Madelyn	031978	1511	No	No
Mendez Grimaldo, Brittney	029745	1571	No	No
Miller, Logan	055451	1443	No	No
Moore, Chloe	053949	1650	No	No
Morris, Danielle	050396	1511	No	No
Murillo, Anthony	032089	1375	No	No
Nesmith, Elliot	028646	1483	No	No
Niemeyer, Raife	031355	1793	No	No
Noey, Molly	049494	1607	No	No

Obi, Chikamara	050626	1705	No	No
Ohde, Charley	052269	1483	No	No
Oliver, Ariana	059148	1627	No	No
Orcutt, Bryleigh	028610	1430	No	No
Owens, Clara	032407	1667	No	No
Pace, Cassidy	044981	1667	No	No
Palacios Lira, Alma	032091	1525	No	No
Pantel, Keeley	040252	1483	No	No
Parker, Calvin	029265	1667	No	No
Peck, Willow	046021	1497	No	No
Peoples, Emma	034747	1667	No	No
Pham, Huong	043888	1742	No	No
Pinner, Kaylynn	061803	1540	No	No
Piper, Robert	031391	1470	No	No
Quinones Velez, Mia	034835	1540	No	No
Rasmussen, Taylen	061084	1876	No	No
Ravanbakhsh, Kyler	042206	1742	No	No
Reyes, Camila	031941	1876	No	No
Rice, Mollie	044153	1876	No	No
Rios, Jodie	031652	1525	No	No
Robinson, Adalee	032287	1793	No	No
Rodarte, Gabriel	061400	1295	No	No
Romero, Genaro	046006	1607	No	No
Romero, Ricardo	047904	1375	No	No
Ross, Noah	034342	1650	No	No
Saldana, Ahiram	032972	1571	No	No
Sam, Sophia	031760	2016	No	No
Sanchez Sanchez, Danna	057823	-	-	-
Sanchez, Mariaide	062399	-	-	-
Sandoval, Tomas	050220	1430	No	No
Scott, Winayjah	063371	1389	No	No
Shafique, Sofia	051964	1876	No	No
Smith, Ruthanne	027741	1705	No	No
Song, Peike	028560	1876	No	No
Sorto Torres, Xhesika	057274	1582	No	No
Teeter, Fiona	044253	1876	No	No
Thorne, Ashlyn	041069	1793	No	No
Torres Aviles, Jacob	041159	1329	No	No
Ufodike, Michael	055592	1667	No	No
Ugalde, Joy	046985	1456	No	No
Umar, Hannah	046652	1705	No	No
Valladarez, Alejandro	040673	1667	No	No
Vargas, Kiano	045347	1876	No	No
Vavra, Patience	029490	1650	No	No
Vega-Rodriguez, Galilea	041286	1650	No	No
Vines, Isaiah	059470	1793	No	No
Vivas, Santiago	031899	1793	No	No

Wade, Braiden	031035	1540	No	No
Warden, Hailey	031665	1540	No	No
Weihausen, Adryan	041189	1667	No	No
Welwood, Isabella	027955	1742	No	No
Whitfield-Carnall, Spencer	062538	1497	No	No
Williams, Jackson	061405	1416	No	No
Wright, Audrey	032270	1793	No	No
Zavala, Lindsey	042364	1456	No	No
Ziller-Russell, Sailor	031644	1607	No	No

Preliminary			May 2022 STAAR Spanish Grade 5 Reading EOC		
Approaches	Meets	Masters	Scale Score	District Defined Field A	District Defined Field B
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
-	-	-	1502	No	No
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
-	-	-	1394	No	No
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-

Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
-	-	-	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
-	-	-	1326	No	No
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-

Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
-	-	-	1625	No	No
-	-	-	1646	No	No
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-

Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-

Preliminary			May 2022 STAAR Grade 5 Mathematics EOC		
Approaches	Meets	Masters	Scale Score	District Defined Field A	District Defined Field B
-	-	-	1783	No	No
-	-	-	1381	No	No
Yes	No	No	-	-	-
-	-	-	1490	No	No
-	-	-	1640	No	No
-	-	-	1625	No	No
-	-	-	1822	No	No
-	-	-	1699	No	No
-	-	-	1546	No	No
-	-	-	1575	No	No
-	-	-	1518	No	No
-	-	-	1476	No	No
-	-	-	1546	No	No
-	-	-	1446	No	No
-	-	-	1461	No	No
-	-	-	1476	No	No
-	-	-	1699	No	No
-	-	-	1751	No	No
-	-	-	1640	No	No
-	-	-	1959	No	No
-	-	-	1342	No	No
-	-	-	1546	No	No
-	-	-	1476	No	No
-	-	-	1575	No	No
-	-	-	1575	No	No
-	-	-	1546	No	No
-	-	-	1415	No	No
-	-	-	1640	No	No
-	-	-	1415	No	No
-	-	-	1575	No	No
-	-	-	1546	No	No
-	-	-	1546	No	No
-	-	-	1783	No	No
-	-	-	1640	No	No
-	-	-	1546	No	No
-	-	-	1431	No	No
-	-	-	1575	No	No
-	-	-	1751	No	No
-	-	-	1461	No	No
-	-	-	1363	No	No
No	No	No	-	-	-
-	-	-	1678	No	No
-	-	-	1446	No	No

-	-	-	1783	No	No
-	-	-	1699	No	No
-	-	-	1399	No	No
-	-	-	1561	No	No
-	-	-	1575	No	No
-	-	-	1640	No	No
-	-	-	1518	No	No
-	-	-	1751	No	No
-	-	-	1561	No	No
-	-	-	1874	No	No
-	-	-	1446	No	No
-	-	-	1490	No	No
-	-	-	1751	No	No
-	-	-	1518	No	No
-	-	-	1320	No	No
-	-	-	1446	No	No
-	-	-	1625	No	No
-	-	-	1874	No	No
-	-	-	1461	No	No
-	-	-	1874	No	No
-	-	-	1874	No	No
-	-	-	1606	No	No
-	-	-	1699	No	No
-	-	-	1625	No	No
-	-	-	1658	No	No
-	-	-	1724	No	No
-	-	-	1658	No	No
-	-	-	1518	No	No
-	-	-	1446	No	No
-	-	-	1532	No	No
-	-	-	1575	No	No
-	-	-	1874	No	No
-	-	-	1590	No	No
No	No	No	-	-	-
-	-	-	1320	No	No
-	-	-	1431	No	No
-	-	-	1431	No	No
-	-	-	1724	No	No
-	-	-	1446	No	No
-	-	-	1561	No	No
-	-	-	1500	No	No
-	-	-	1590	No	No
-	-	-	1500	No	No
-	-	-	1546	No	No
-	-	-	1575	No	No
-	-	-	-	-	-
-	-	-	1640	No	No

-	-	-	1874	No	No
-	-	-	1446	No	No
-	-	-	1518	No	No
-	-	-	1415	No	No
-	-	-	1575	No	No
-	-	-	1783	No	No
-	-	-	1678	No	No
-	-	-	1546	No	No
-	-	-	1658	No	No
-	-	-	1699	No	No
-	-	-	1678	No	No
-	-	-	1959	No	No
-	-	-	1575	No	No
-	-	-	1532	No	No
-	-	-	1561	No	No
-	-	-	1658	No	No
-	-	-	1822	No	No
-	-	-	1822	No	No
-	-	-	1751	No	No
-	-	-	1575	No	No
-	-	-	1699	No	No
-	-	-	1415	No	No
-	-	-	1490	No	No
-	-	-	1461	No	No
-	-	-	1606	No	No
-	-	-	1575	No	No
-	-	-	1874	No	No
Yes	Yes	No	1461	No	No
Yes	Yes	No	-	-	-
-	-	-	1399	No	No
-	-	-	1431	No	No
-	-	-	1724	No	No
-	-	-	1874	No	No
-	-	-	-	-	-
-	-	-	1658	No	No
-	-	-	1822	No	No
-	-	-	1658	No	No
-	-	-	1415	No	No
-	-	-	1500	No	No
-	-	-	1476	No	No
-	-	-	1678	No	No
-	-	-	1783	No	No
-	-	-	1959	No	No
-	-	-	1575	No	No
-	-	-	1606	No	No
-	-	-	1658	No	No
-	-	-	1959	No	No

-	-	-	1546	No	No
-	-	-	1363	No	No
-	-	-	1751	No	No
-	-	-	1625	No	No
-	-	-	1575	No	No
-	-	-	1228	No	No
-	-	-	1783	No	No
-	-	-	1363	No	No
-	-	-	1446	No	No

Preliminary			May 2022 STAAR Spanish Grade 5 Mathematics E		
Approaches	Meets	Masters	Scale Score	District Defined Field A	District Defined Field B
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
-	-	-	1590	No	No
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
-	-	-	1399	No	No
Yes	Yes	No	-	-	-
No	No	No	-	-	-

Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
-	-	-	1490	No	No
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
-	-	-	-	-	-
Yes	Yes	No	-	-	-

Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
-	-	-	1490	No	No
No	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
-	-	-	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
No	No	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	Yes	-	-	-
Yes	No	No	-	-	-
Yes	No	No	-	-	-
Yes	Yes	No	-	-	-
Yes	Yes	Yes	-	-	-

Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
Yes	Yes	No	-	-	-
Yes	No	No	-	-	-
No	No	No	-	-	-
Yes	Yes	Yes	-	-	-
No	No	No	-	-	-
No	No	No	-	-	-

OC Preliminary			May 2022 STAAR Grade 5 Science EOC Pre		
Approaches	Meets	Masters	Scale Score	District Defined Field A	District Defined Field B
-	-	-	4722	No	No
-	-	-	3084	No	No
Yes	No	No	-	-	-
-	-	-	3550	No	No
-	-	-	4402	No	No
-	-	-	3678	No	No
-	-	-	4722	No	No
-	-	-	4163	No	No
-	-	-	3304	No	No
-	-	-	3514	No	No
-	-	-	3678	No	No
-	-	-	3357	No	No
-	-	-	3141	No	No
-	-	-	3409	No	No
-	-	-	3084	No	No
-	-	-	2962	No	No
-	-	-	4163	No	No
-	-	-	4402	No	No
-	-	-	4163	No	No
-	-	-	4263	No	No
-	-	-	3251	No	No
-	-	-	3795	No	No
-	-	-	3084	No	No
-	-	-	3678	No	No
-	-	-	3735	No	No
-	-	-	3141	No	No
-	-	-	3461	No	No
-	-	-	4163	No	No
-	-	-	4263	No	No
-	-	-	4000	No	No
-	-	-	4000	No	No
-	-	-	3409	No	No
-	-	-	3550	No	No
-	-	-	3514	No	No
-	-	-	3514	No	No
-	-	-	3251	No	No
-	-	-	4076	No	No
-	-	-	3795	No	No
-	-	-	3025	No	No
-	-	-	3141	No	No
No	No	No	-	-	-
-	-	-	4163	No	No
-	-	-	3141	No	No

-	-	-	4000	No	No
-	-	-	3550	No	No
-	-	-	3409	No	No
-	-	-	3550	No	No
-	-	-	3795	No	No
-	-	-	3622	No	No
-	-	-	3357	No	No
-	-	-	4402	No	No
-	-	-	3084	No	No
-	-	-	4525	No	No
-	-	-	3141	No	No
-	-	-	3084	No	No
-	-	-	4402	No	No
-	-	-	3678	No	No
-	-	-	2825	No	No
-	-	-	2962	No	No
-	-	-	3926	No	No
-	-	-	4722	No	No
-	-	-	3141	No	No
-	-	-	4525	No	No
-	-	-	4525	No	No
-	-	-	3678	No	No
-	-	-	4163	No	No
-	-	-	3357	No	No
-	-	-	4163	No	No
-	-	-	3735	No	No
-	-	-	4000	No	No
-	-	-	3084	No	No
-	-	-	3409	No	No
-	-	-	3461	No	No
-	-	-	3678	No	No
-	-	-	4263	No	No
-	-	-	3357	No	No
No	No	No	-	-	-
-	-	-	3084	No	No
-	-	-	3461	No	No
-	-	-	3251	No	No
-	-	-	4000	No	No
-	-	-	3357	No	No
-	-	-	3550	No	No
-	-	-	3025	No	No
-	-	-	3622	No	No
-	-	-	4000	No	No
-	-	-	3025	No	No
-	-	-	3795	No	No
-	-	-	4263	No	No
-	-	-	3550	No	No

-	-	-	4263	No	No
-	-	-	3251	No	No
-	-	-	3622	No	No
-	-	-	3461	No	No
-	-	-	3795	No	No
-	-	-	4263	No	No
-	-	-	4263	No	No
-	-	-	3859	No	No
-	-	-	3795	No	No
-	-	-	3461	No	No
-	-	-	3678	No	No
-	-	-	4722	No	No
-	-	-	3304	No	No
-	-	-	3795	No	No
-	-	-	3795	No	No
-	-	-	4263	No	No
-	-	-	4076	No	No
-	-	-	4163	No	No
-	-	-	4402	No	No
-	-	-	3795	No	No
-	-	-	4163	No	No
-	-	-	3304	No	No
-	-	-	4076	No	No
-	-	-	2962	No	No
-	-	-	3735	No	No
-	-	-	5586	No	No
-	-	-	4000	No	No
-	-	-	-	-	-
No	No	No	-	-	-
-	-	-	3251	No	No
-	-	-	3251	No	No
-	-	-	4263	No	No
-	-	-	4402	No	No
-	-	-	4722	No	No
-	-	-	3795	No	No
-	-	-	4722	No	No
-	-	-	4163	No	No
-	-	-	2748	No	No
-	-	-	4163	No	No
-	-	-	3622	No	No
-	-	-	3735	No	No
-	-	-	4525	No	No
-	-	-	5586	No	No
-	-	-	4000	No	No
-	-	-	3514	No	No
-	-	-	4263	No	No
-	-	-	4722	No	No

-	-	-	3678	No	No
-	-	-	3550	No	No
-	-	-	4163	No	No
-	-	-	3795	No	No
-	-	-	4163	No	No
-	-	-	3025	No	No
-	-	-	4722	No	No
-	-	-	-	-	-
-	-	-	3735	No	No

liminary		
Approaches	Meets	Masters
Yes	Yes	Yes
No	No	No
-	-	-
Yes	No	No
Yes	Yes	Yes
Yes	No	No
Yes	Yes	Yes
Yes	Yes	No
No	No	No
No	No	No
Yes	No	No
No	No	No
No	No	No
No	No	No
No	No	No
Yes	Yes	No
Yes	Yes	Yes
Yes	Yes	No
Yes	Yes	No
No	No	No
Yes	No	No
No	No	No
Yes	No	No
Yes	No	No
No	No	No
No	No	No
Yes	Yes	No
Yes	Yes	No
Yes	Yes	No
Yes	Yes	No
No	No	No
Yes	No	No
No	No	No
No	No	No
No	No	No
Yes	Yes	No
Yes	No	No
No	No	No
No	No	No
-	-	-
Yes	Yes	No
No	No	No

Yes	Yes	No
Yes	No	No
No	No	No
Yes	No	No
Yes	No	No
Yes	No	No
No	No	No
Yes	Yes	Yes
No	No	No
Yes	Yes	Yes
No	No	No
No	No	No
Yes	Yes	Yes
Yes	No	No
No	No	No
No	No	No
Yes	No	No
Yes	Yes	Yes
No	No	No
Yes	Yes	Yes
Yes	Yes	Yes
Yes	No	No
Yes	Yes	No
No	No	No
Yes	Yes	No
Yes	No	No
Yes	Yes	No
No	No	No
No	No	No
No	No	No
Yes	No	No
Yes	Yes	No
No	No	No
-	-	-
No	No	No
No	No	No
No	No	No
Yes	Yes	No
No	No	No
Yes	No	No
No	No	No
Yes	No	No
Yes	Yes	No
No	No	No
Yes	No	No
Yes	Yes	No
Yes	No	No
Yes	Yes	No
Yes	No	No

Yes	Yes	No
No	No	No
Yes	No	No
No	No	No
Yes	No	No
Yes	Yes	No
Yes	Yes	No
Yes	No	No
Yes	No	No
No	No	No
Yes	No	No
Yes	Yes	Yes
No	No	No
Yes	No	No
Yes	No	No
Yes	Yes	No
Yes	Yes	No
Yes	Yes	No
Yes	Yes	Yes
Yes	No	No
Yes	Yes	No
No	No	No
Yes	Yes	No
No	No	No
Yes	No	No
Yes	Yes	Yes
Yes	Yes	No
-	-	-
-	-	-
No	No	No
No	No	No
Yes	Yes	No
Yes	Yes	Yes
Yes	Yes	Yes
Yes	No	No
Yes	Yes	Yes
Yes	Yes	No
No	No	No
Yes	Yes	No
Yes	No	No
Yes	No	No
Yes	Yes	Yes
Yes	Yes	Yes
Yes	Yes	No
No	No	No
Yes	Yes	No
Yes	Yes	Yes

Yes	No	No
Yes	No	No
Yes	Yes	No
Yes	No	No
Yes	Yes	No
No	No	No
Yes	Yes	Yes
-	-	-
Yes	No	No

	May 2022 STAAR Grade		
	Total Students	Scale Score	District Defined Field A
ILTexas Orem Elem	145	3374	
ILTexas Windmill Lakes Elem	138	3445	
ILTexas Lancaster Elem	134	3553	
ILTexas East Ft. Worth Elem	130	3423	
ILTexas North Richland Hills Elem	139	3551	
ILTexas Saginaw Elem	150	3603	
ILTexas Grand Prairie Elem	150	3552	
ILTexas Arlington Elem	128	3612	
ILTexas Westpark Elem	142	3704	
ILTexas College Station Elem	140	3783	
ILTexas Garland Elem	150	3825	
ILTexas Katy Elem	151	3790	
ILTexas Keller Elem	155	3973	

5 Science EOC Preliminary

District Defined Field B	Approaches	Meets	Masters
	28.28%	9.66%	4.14%
	34.78%	12.32%	4.35%
	52.24%	19.40%	4.48%
	36.92%	16.92%	4.62%
	45.32%	20.14%	8.63%
	53.33%	20.67%	8.67%
	42.67%	23.33%	9.33%
	46.09%	17.97%	9.38%
	59.86%	28.87%	11.97%
	65%	38.57%	14.29%
	70%	40%	15.33%
	64.24%	33.11%	17.22%
	81.94%	45.16%	25.16%

	May 2022 STAAR Grade		
	Total Students	Scale Score	District Defined Field A
ILTexas Arlington Elem	128	1559	
Asian	2	1595	
Black/African American	39	1548	
Hispanic	77	1560	
Two or More Races	3	1657	
White	7	1557	
ILTexas College Station Elem	140	1609	
Asian	6	1793	
Black/African American	15	1532	
Hispanic	49	1555	
Two or More Races	4	1751	
White	66	1642	
ILTexas East Ft. Worth Elem	132	1496	
American Indian/Alaskan Native	1	1627	
Asian	3	1462	
Black/African American	61	1463	
Hispanic	56	1509	
Two or More Races	6	1647	
White	5	1561	
ILTexas Garland Elem	141	1628	
Asian	15	1659	
Black/African American	19	1564	
Hispanic	87	1637	
Two or More Races	6	1703	
White	14	1591	
ILTexas Grand Prairie Elem	150	1534	
Asian	4	1572	
Black/African American	47	1552	
Hispanic	87	1524	
Native Hawaiian/Pacific Islander	1	1470	
Two or More Races	6	1390	
White	5	1674	
ILTexas Katy Elem	149	1627	
American Indian/Alaskan Native	1	1511	
Asian	11	1713	
Black/African American	26	1638	
Hispanic	91	1616	
Native Hawaiian/Pacific Islander	1	1483	
Two or More Races	5	1641	
White	14	1625	
ILTexas Keller Elem	155	1647	
Asian	29	1693	
Black/African American	36	1638	

Hispanic	51	1597
Two or More Races	6	1667
White	33	1690
ILTexas Lancaster Elem	134	1538
Black/African American	66	1537
Hispanic	62	1537
Two or More Races	5	1536
White	1	1582
ILTexas North Richland Hills Elem	139	1530
Asian	7	1599
Black/African American	23	1521
Hispanic	87	1519
Two or More Races	5	1518
White	17	1575
ILTexas Orem Elem	145	1505
Black/African American	81	1490
Hispanic	59	1527
Two or More Races	5	1494
ILTexas Saginaw Elem	151	1547
Asian	6	1589
Black/African American	30	1538
Hispanic	94	1538
Two or More Races	5	1481
White	16	1623
ILTexas Westpark Elem	142	1606
American Indian/Alaskan Native	1	1667
Asian	5	1672
Black/African American	82	1616
Hispanic	48	1573
Two or More Races	1	2016
White	5	1607
ILTexas Windmill Lakes Elem	139	1513
American Indian/Alaskan Native	1	1470
Asian	6	1567
Black/African American	28	1530
Hispanic	102	1503
Two or More Races	1	1793
White	1	1511

5 Reading EOC Preliminary					
District Defined Field B	Approaches	Meets	Masters	Total Students	Scale Score
	72.66%	42.97%	20.31%	3	1349
	100%	50%	0%	-	-
	64.10%	41.03%	23.08%	-	-
	75.32%	42.86%	18.18%	3	1349
	100%	66.67%	33.33%	-	-
	71.43%	42.86%	28.57%	-	-
	76.43%	51.43%	40%	5	1499
	100%	100%	83.33%	-	-
	53.33%	26.67%	20%	-	-
	65.31%	36.73%	24.49%	5	1499
	100%	75%	75%	-	-
	86.36%	62.12%	50%	-	-
	57.58%	28.79%	14.39%	1	1425
	100%	100%	0%	-	-
	33.33%	33.33%	0%	-	-
	49.18%	18.03%	6.56%	-	-
	62.50%	33.93%	21.43%	1	1425
	83.33%	66.67%	33.33%	-	-
	80%	40%	20%	-	-
	87.23%	67.38%	41.84%	9	1396
	100%	66.67%	53.33%	-	-
	73.68%	52.63%	10.53%	-	-
	91.95%	72.41%	44.83%	9	1396
	83.33%	83.33%	66.67%	-	-
	64.29%	50%	42.86%	-	-
	64.67%	39.33%	21.33%	3	1507
	100%	50%	25%	-	-
	70.21%	42.55%	19.15%	-	-
	62.07%	36.78%	21.84%	3	1507
	100%	0%	0%	-	-
	16.67%	16.67%	0%	-	-
	80%	80%	60%	-	-
	83.22%	63.76%	42.95%	4	1588
	100%	0%	0%	-	-
	100%	90.91%	72.73%	-	-
	88.46%	57.69%	42.31%	-	-
	80.22%	63.74%	39.56%	4	1588
	100%	0%	0%	-	-
	60%	60%	40%	-	-
	85.71%	64.29%	50%	-	-
	89.03%	68.39%	41.94%	-	-
	100%	82.76%	55.17%	-	-
	91.67%	63.89%	36.11%	-	-

	76.47%	58.82%	29.41%	-	-
	83.33%	66.67%	33.33%	-	-
	96.97%	75.76%	57.58%	-	-
	66.42%	41.04%	18.66%	1	1551
	66.67%	42.42%	21.21%	-	-
	66.13%	38.71%	16.13%	-	-
	60%	40%	20%	-	-
	100%	100%	0%	1	1551
	65.47%	35.25%	17.99%	2	1587
	85.71%	57.14%	42.86%	-	-
	60.87%	30.43%	17.39%	-	-
	64.37%	29.89%	13.79%	2	1587
	40%	40%	20%	-	-
	76.47%	58.82%	29.41%	-	-
	56.55%	31.03%	16.55%	1	1344
	51.85%	28.40%	12.35%	-	-
	62.71%	35.59%	22.03%	1	1344
	60%	20%	20%	-	-
	68.21%	39.07%	22.52%	4	1452
	66.67%	50%	50%	-	-
	76.67%	33.33%	20%	-	-
	62.77%	37.23%	20.21%	4	1452
	60%	20%	0%	-	-
	87.50%	62.50%	37.50%	-	-
	77.46%	58.45%	38.03%	-	-
	100%	100%	100%	-	-
	100%	80%	40%	-	-
	79.27%	62.20%	43.90%	-	-
	68.75%	47.92%	22.92%	-	-
	100%	100%	100%	-	-
	100%	60%	60%	-	-
	60.43%	28.78%	15.83%	4	1449
	100%	0%	0%	-	-
	50%	50%	50%	-	-
	71.43%	25%	7.14%	-	-
	56.86%	28.43%	15.69%	4	1449
	100%	100%	100%	-	-
	100%	0%	0%	-	-

May 2022 STAAR Spanish Grade 5 Reading EOC Preliminary					
District Defined Field A	District Defined Field B	Approaches	Meets	Masters	Total Students
		0%	0%	0%	128
-	-	-	-	-	2
-	-	-	-	-	39
		0%	0%	0%	77
-	-	-	-	-	3
-	-	-	-	-	7
		60%	40%	0%	140
-	-	-	-	-	5
-	-	-	-	-	15
		60%	40%	0%	50
-	-	-	-	-	4
-	-	-	-	-	66
		0%	0%	0%	131
-	-	-	-	-	1
-	-	-	-	-	3
-	-	-	-	-	61
		0%	0%	0%	55
-	-	-	-	-	6
-	-	-	-	-	5
		11.11%	0%	0%	149
-	-	-	-	-	15
-	-	-	-	-	19
		11.11%	0%	0%	95
-	-	-	-	-	6
-	-	-	-	-	14
		66.67%	33.33%	0%	150
-	-	-	-	-	4
-	-	-	-	-	47
		66.67%	33.33%	0%	87
-	-	-	-	-	1
-	-	-	-	-	6
-	-	-	-	-	5
		100%	25%	25%	150
-	-	-	-	-	1
-	-	-	-	-	11
-	-	-	-	-	26
		100%	25%	25%	92
-	-	-	-	-	1
-	-	-	-	-	5
-	-	-	-	-	14
-	-	-	-	-	155
-	-	-	-	-	29
-	-	-	-	-	36

-	-	-	-	-	51
-	-	-	-	-	6
-	-	-	-	-	33
		100%	0%	0%	134
-	-	-	-	-	66
-	-	-	-	-	62
-	-	-	-	-	5
		100%	0%	0%	1
		100%	50%	0%	139
-	-	-	-	-	7
-	-	-	-	-	23
		100%	50%	0%	87
-	-	-	-	-	5
-	-	-	-	-	17
		0%	0%	0%	145
-	-	-	-	-	81
		0%	0%	0%	59
-	-	-	-	-	5
		50%	0%	0%	151
-	-	-	-	-	6
-	-	-	-	-	30
		50%	0%	0%	94
-	-	-	-	-	5
-	-	-	-	-	16
-	-	-	-	-	142
-	-	-	-	-	1
-	-	-	-	-	5
-	-	-	-	-	82
-	-	-	-	-	48
-	-	-	-	-	1
-	-	-	-	-	5
		50%	25%	0%	139
-	-	-	-	-	1
-	-	-	-	-	6
-	-	-	-	-	28
		50%	25%	0%	102
-	-	-	-	-	1
-	-	-	-	-	1

May 2022 STAAR Grade 5 Mathematics EOC Preliminary

Scale Score	District Defined Field A	District Defined Field B	Approaches	Meets	Masters
1504			40.62%	18.75%	4.69%
1518			50%	0%	0%
1504			35.90%	20.51%	5.13%
1497			41.56%	16.88%	3.90%
1543			33.33%	33.33%	0%
1551			57.14%	28.57%	14.29%
1598			72.14%	41.43%	22.14%
1784			100%	100%	60%
1530			46.67%	26.67%	6.67%
1568			60%	32%	20%
1745			100%	75%	75%
1614			83.33%	45.45%	21.21%
1472			33.59%	11.45%	3.05%
1590			100%	0%	0%
1498			33.33%	33.33%	0%
1456			22.95%	9.84%	3.28%
1481			41.82%	10.91%	3.64%
1470			33.33%	16.67%	0%
1512			60%	20%	0%
1570			72.48%	30.20%	11.41%
1630			80%	60%	20%
1537			63.16%	5.26%	5.26%
1569			71.58%	31.58%	12.63%
1612			83.33%	50%	16.67%
1541			78.57%	14.29%	0%
1551			58%	28%	12.67%
1644			100%	50%	25%
1552			59.57%	21.28%	12.77%
1551			58.62%	32.18%	12.64%
1446			0%	0%	0%
1470			16.67%	0%	0%
1587			60%	40%	20%
1582			72.67%	40.67%	14.67%
1500			100%	0%	0%
1703			100%	81.82%	54.55%
1584			73.08%	46.15%	15.38%
1567			68.48%	35.87%	9.78%
1476			0%	0%	0%
1592			80%	40%	20%
1592			78.57%	35.71%	14.29%
1648			87.10%	56.13%	27.74%
1723			93.10%	72.41%	48.28%
1646			91.67%	52.78%	22.22%

1594			76.47%	43.14%	17.65%
1646			100%	50%	33.33%
1671			90.91%	66.67%	30.30%
1524			56.72%	23.88%	6.72%
1505			48.48%	21.21%	4.55%
1550			67.74%	27.42%	9.68%
1442			20%	0%	0%
1640			100%	100%	0%
1509			50.36%	19.42%	7.19%
1599			71.43%	42.86%	28.57%
1517			52.17%	21.74%	4.35%
1489			44.83%	13.79%	4.60%
1547			40%	40%	20%
1554			70.59%	29.41%	11.76%
1489			40.69%	14.48%	5.52%
1477			34.57%	12.35%	4.94%
1510			49.15%	18.64%	6.78%
1433			40%	0%	0%
1531			55.63%	25.83%	7.95%
1597			50%	50%	33.33%
1539			66.67%	26.67%	6.67%
1518			51.06%	21.28%	6.38%
1519			60%	40%	0%
1576			62.50%	37.50%	12.50%
1590			65.49%	45.07%	20.42%
1678			100%	100%	0%
1697			80%	60%	60%
1613			74.39%	51.22%	24.39%
1532			45.83%	29.17%	10.42%
1822			100%	100%	100%
1588			80%	60%	0%
1520			51.08%	20.14%	7.91%
1342			0%	0%	0%
1659			83.33%	50%	50%
1515			57.14%	14.29%	0%
1513			48.04%	19.61%	7.84%
1699			100%	100%	0%
1490			0%	0%	0%

May 2022 STAAR Spanish Grade 5 Mathematics EOC Preliminary

[illegible]

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
1	1500			100%
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
1	1500			100%
2	1554			100%
-	-	-	-	-
-	-	-	-	-
2	1554			100%
-	-	-	-	-
-	-	-	-	-
1	1320			0%
-	-	-	-	-
1	1320			0%
-	-	-	-	-
4	1495			50%
-	-	-	-	-
-	-	-	-	-
4	1495			50%
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
4	1448			25%
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
4	1448			25%
-	-	-	-	-
-	-	-	-	-

		May 2022 STAAR Grade 5 Science EOC Preliminary			
Meets	Masters	Total Students	Scale Score	District Defined Field A	District Defined Field B
0%	0%	128	3612		
-	-	2	3720		
-	-	39	3585		
0%	0%	77	3605		
-	-	3	3777		
-	-	7	3744		
0%	0%	140	3783		
-	-	6	4264		
-	-	15	3429		
0%	0%	48	3703		
-	-	4	4150		
-	-	67	3855		
0%	0%	130	3423		
-	-	1	3735		
-	-	3	3328		
-	-	60	3324		
0%	0%	55	3449		
-	-	6	3622		
-	-	5	4075		
0%	0%	150	3825		
-	-	15	3937		
-	-	19	3726		
0%	0%	96	3835		
-	-	6	3909		
-	-	14	3739		
0%	0%	150	3552		
-	-	4	4001		
-	-	47	3574		
0%	0%	87	3538		
-	-	1	3251		
-	-	6	3123		
-	-	5	3813		
0%	0%	151	3790		
-	-	1	3409		
-	-	11	4063		
-	-	26	3830		
0%	0%	93	3735		
-	-	1	3678		
-	-	5	3791		
-	-	14	3907		
-	-	155	3973		
-	-	29	4224		
-	-	36	3806		

-	-	51	3834		
-	-	6	3902		
-	-	33	4164		
0%	0%	134	3553		
-	-	66	3499		
-	-	62	3611		
-	-	5	3466		
0%	0%	1	4000		
0%	0%	139	3551		
-	-	7	3750		
-	-	23	3471		
0%	0%	87	3460		
-	-	5	4019		
-	-	17	3902		
0%	0%	145	3374		
-	-	81	3308		
0%	0%	59	3476		
-	-	5	3248		
0%	0%	150	3603		
-	-	6	3752		
-	-	30	3594		
0%	0%	93	3571		
-	-	5	3396		
-	-	16	3811		
-	-	142	3704		
-	-	1	3926		
-	-	5	4250		
-	-	82	3722		
-	-	48	3576		
-	-	1	4263		
-	-	5	3928		
0%	0%	138	3445		
-	-	1	3251		
-	-	6	3814		
-	-	28	3446		
0%	0%	101	3416		
-	-	1	3926		
-	-	1	3859		

Approaches	Meets	Masters
46.09%	17.97%	9.38%
50%	0%	0%
41.03%	15.38%	12.82%
45.45%	18.18%	7.79%
66.67%	33.33%	0%
71.43%	28.57%	14.29%
65%	38.57%	14.29%
100%	83.33%	50%
33.33%	20%	0%
54.17%	27.08%	14.58%
100%	100%	25%
74.63%	43.28%	13.43%
36.92%	16.92%	4.62%
100%	0%	0%
33.33%	33.33%	0%
25%	10%	1.67%
41.82%	20%	5.45%
66.67%	16.67%	16.67%
80%	60%	20%
70%	40%	15.33%
66.67%	46.67%	20%
63.16%	31.58%	5.26%
69.79%	41.67%	16.67%
83.33%	50%	16.67%
78.57%	28.57%	14.29%
42.67%	23.33%	9.33%
75%	50%	25%
46.81%	21.28%	6.38%
40.23%	24.14%	10.34%
0%	0%	0%
16.67%	0%	0%
60%	40%	20%
64.24%	33.11%	17.22%
0%	0%	0%
81.82%	54.55%	36.36%
69.23%	30.77%	15.38%
61.29%	29.03%	15.05%
100%	0%	0%
60%	60%	0%
64.29%	42.86%	28.57%
81.94%	45.16%	25.16%
89.66%	58.62%	41.38%
83.33%	33.33%	11.11%

70.59%	37.25%	19.61%
100%	33.33%	16.67%
87.88%	60.61%	36.36%
52.24%	19.40%	4.48%
51.52%	15.15%	1.52%
53.23%	24.19%	8.06%
40%	0%	0%
100%	100%	0%
45.32%	20.14%	8.63%
57.14%	28.57%	28.57%
43.48%	17.39%	8.70%
37.93%	13.79%	3.45%
80%	40%	20%
70.59%	47.06%	23.53%
28.28%	9.66%	4.14%
25.93%	6.17%	2.47%
32.20%	15.25%	6.78%
20%	0%	0%
53.33%	20.67%	8.67%
66.67%	33.33%	16.67%
50%	20%	10%
51.61%	19.35%	6.45%
40%	0%	0%
68.75%	31.25%	18.75%
59.86%	28.87%	11.97%
100%	0%	0%
80%	40%	40%
60.98%	30.49%	12.20%
54.17%	22.92%	8.33%
100%	100%	0%
60%	40%	20%
34.78%	12.32%	4.35%
0%	0%	0%
50%	50%	33.33%
39.29%	7.14%	0%
31.68%	11.88%	3.96%
100%	0%	0%
100%	0%	0%

Elementary Scores	May 2022 STAAR Grade 3 Reading EOC Preliminary					May 2022 STAAR Spa	
	Total Students	Did Not Meet	Approaches	Meets	Masters	Total Students	Did Not Meet
All Students	1815	34.49%	65.51%	39.06%	21.10%	51	64.71%
ILTexas College Station Elem	149	21.48%	78.52%	53.02%	36.24%	1	100.00%
Middle School Scores	May 2022 STAAR Grade 6 Reading EOC Preliminary					May 2022 STAAR Gr	
	Total Students	Did Not Meet	Approaches	Meets	Masters	Total Students	Did Not Meet
All Students	1910	43.66%	56.34%	28.90%	12.51%	1904	43.01%
ILTexas College Station MS	147	31.29%	68.71%	44.22%	25.17%	139	20.86%

Grade 3 Reading EOC Preliminary			May 2022 STAAR Grade 3 Mathematics EOC Preliminary					May 2022 STAAR Grade 3 Reading EOC Preliminary
Approaches	Meets	Masters	Total Students	Did Not Meet	Approaches	Meets	Masters	Total Students
35.29%	19.61%	7.84%	1823	50.30%	49.70%	20.84%	8.45%	43
0%	0%	0%	149	30.20%	69.80%	31.54%	17.45%	1
Grade 6 Mathematics EOC Preliminary			May 2022 STAAR Grade 7 Reading EOC Preliminary					May 2022 STAAR Grade 7 Mathematics EOC Preliminary
Approaches	Meets	Masters	Total Students	Did Not Meet	Approaches	Meets	Masters	Total Students
56.99%	20.85%	6.30%	1844	25.76%	74.24%	50.05%	33.79%	1699
79.14%	48.20%	16.55%	145	17.93%	82.07%	64.14%	47.59%	-

May 2022 STAAR Spanish Grade 3 Mathematics EOC Preliminary				May 2022 STAAR Grade 4 Reading EOC Preliminary				
Did Not Meet	Approaches	Meets	Masters	Total Students	Did Not Meet	Approaches	Meets	Masters
60.47%	39.53%	6.98%	0%	1800	33.67%	66.33%	42.17%	21.22%
100.00%	0%	0%	0%	153	27.45%	72.55%	51.63%	30.07%
May 2022 STAAR Grade 7 Mathematics EOC Preliminary				May 2022 STAAR Grade 8 Reading EOC Preliminary				
Did Not Meet	Approaches	Meets	Masters	Total Students	Did Not Meet	Approaches	Meets	Masters
51.62%	48.38%	20.78%	8.65%	1434	23.43%	76.57%	44.28%	25.87%
-	-	-	-	135	8.89%	91.11%	62.22%	51.11%

May 2022 STAAR Spanish Grade 4 Reading EOC Preliminary					May 2022 STAAR Grade 4 Mathematics EOC Preliminary			
Total Students	Did Not Meet	Approaches	Meets	Masters	Total Students	Did Not Meet	Approaches	Meets
54	66.67%	33.33%	16.67%	7.41%	1822	52.80%	47.20%	23%
1	100.00%	0%	0%	0%	153	35.95%	64.05%	39.87%
May 2022 STAAR Grade 8 Mathematics EOC Preliminary					May 2022 STAAR Grade 8 Science EOC Preliminary			
Total Students	Did Not Meet	Approaches	Meets	Masters	Total Students	Did Not Meet	Approaches	Meets
1434	48.54%	51.46%	17.57%	3.14%	1707	34.80%	65.20%	34.09%
152	36.84%	63.16%	32.24%	11.84%	135	22.96%	77.04%	50.37%

ry	May 2022 STAAR Spanish Grade 4 Mathematics EOC Preliminary					May 2022 STAAR Grade 5 Reading		
Masters	Total Students	Did Not Meet	Approaches	Meets	Masters	Total Students	Did Not Meet	Approaches
11.64%	31	70.97%	29.03%	12.90%	0%	1845	28.62%	71.38%
23.53%	1	100.00%	0%	0%	0%	140	23.57%	76.43%
	May 2022 STAAR Grade 8 Social Studies EOC Preliminary							
Masters	Total Students	Did Not Meet	Approaches	Meets	Masters			
15.64%	1706	52.81%	47.19%	17.53%	8.44%			
28.89%	134	38.81%	61.19%	25.37%	10.45%			

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No Rating	Beginner	Intermediate	Advanced	Advanced High		9th	No Rating	Beginner
2%	4%	30%	45%	19%		State	9%	8%
3%	4%	31%	45%	18%		Region 10	16%	7%
1%	3%	35%	45%	15%		ILTexas	2%	4%
						Aggieland	0%	0%
0%	0%	33%	50%	17%				
						10th	No Rating	Beginner
						State	9%	5%
						Region 10	14%	5%
						ILTexas	1%	4%
						Aggieland	0%	0%
No Rating	Beginner	Intermediate	Advanced	Advanced High				
2%	4%	28%	45%	21%				
4%	4%	30%	44%	18%				
0%	2%	32%	49%	18%				
4%	4%	25%	46%	21%				
						11th	No Rating	Beginner
						State	9%	4%
						Region 10	16%	3%
						ILTexas	1%	2%
						Aggieland	0%	0%

Intermediate	Advanced	Advanced High
35%	35%	12%
33%	33%	11%
32%	46%	16%
0%	22%	78%
Intermediate	Advanced	Advanced High
35%	37%	14%
33%	34%	14%
31%	43%	21%
50%	0%	50%
Intermediate	Advanced	Advanced High
34%	38%	15%
32%	34%	14%
28%	50%	19%
0%	67%	33%

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College Station K-8

Campus Improvement Committee

June 2, 2022

AGENDA

- Welcome
- Purpose of CIP
- Campus Planning
 - Middle School
 - Review
 - Campus Improvement Plan
 - Reviewed and Updated Goals
 - Performance Objectives and Strategies
 - Elementary School
 - Review
 - Campus Improvement Plan
 - Reviewed and Updated Goals
 - Performance Objectives and Strategies
- Q & A
- Next Meeting
 - June 9th 10:00 am



College Station K-8
Campus Improvement Committee
July 2, 2022
2:00 PM
Minutes

- **Welcome** – Principal Bolzan

Topic	Admin in Charge
Elementary School Review	Zach Bolzan
Campus Improvement Plan	Amanda Krueger
Review and Updated Goals	Erin Sparks
Performance Objectives	Zach Bolzan
Middle School Review	Zach Bolzan
Campus Improvement Plan	Mary Kelley
Review and Updated Goals	Erin Sparks
Performance Objectives	Zach Bolzan

- **Q & A**- Principal Bolzan
- **Next Meeting**- July 9th, 2022



College Station K-8
Campus Improvement Committee
July 9th, 2022
-Sign in Sheet-

Printed Name	Signature	Email	Staff/Parent/Community
Zach Bazan	<i>ZBZ</i>	<i>zbaзан@iTexas.org</i>	<i>Principal</i>
AMANDA KRUEGER	<i>Amanda Krueger</i>	<i>akrueger@iTexas.org</i>	<i>Assistant Principal</i>
Erin Whitney Sparks	<i>EWhitney Sparks</i>	<i>esparks@iTexas.org</i>	<i>Dean of Instruction</i>
Mary Michelle Kelley	<i>M. Kelley</i>	<i>mkelley@ILTexas.org</i>	<i>Assistant Principal</i>



College Station K-8
Campus Improvement Committee

July 2, 2022

-Sign in Sheet-

Printed Name	Signature	Email	Staff/Parent/Community
ZACHARY BOLZAN	ZB	zbolzan@iltexas.org	Principal
AMANDA KRUEGER	Amanda Krueger	akrueger@iltexas.org	Assistant Principal
Erin Whitney Sparks	EWhitney Sparks	esparks@iltexas.org	Dean of Instruction
Mary Michelle Kelley	M. Kelley	mkelley@ILTexas.org	Assistant Principal