

MEMORANDUM

December 19, 2019

TO: Bernadette Cardenas
Director, Office of Student Support

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **STATE COMPENSATORY EDUCATION, 2018–2019**

Attached is the State Compensatory Education report for the 2018–2019 school year. Per Section 29.081 of the Texas Education Code (TEC §29.081), the State Compensatory Education Program (SCE) program is designed to reduce dropout rates and increase academic performance of students identified as being at-risk of dropping out of school. SCE operates as a funding source to supplement instructional services and offer academic support to students who meet the SCE at-risk criteria established by the state. Funds allocated under SCE law are to be channeled toward programs and services that eliminate disparities in performance on assessment instruments administered under TEC Chapter 39, Subchapter B.

Key findings include:

- Of the 209,772 students enrolled in HISD as of the PEIMS 2018 fall snapshot, 65.2 percent were identified as being at-risk according to SCE criteria. This number represents a 6.4 percentage-point drop in the count of at-risk students in the previous fall's snapshot.
- On the 2019 State of Texas Assessments of Academic Readiness (STAAR) 3–8 English-language assessments, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 33 percentage points in reading, 27 percentage points in mathematics, 38 percentage points in writing, 34 percentage points in science, and 40 percentage points in social studies. These performance gaps represented increases over the previous year's gaps.
- On the 2019 STAAR 3–8 Spanish-language assessments, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 20 percentage points in reading, 22 percentage points in mathematics, 20 percentage points in writing, and 31 percentage points in science. These gaps represented decreases in all subjects except math from the 2017–2018 to the 2018–2019 academic year.
- On the 2019 STAAR End-of-Course exams, the gaps in the percent of not-at-risk and at-risk students who achieved the Approaches Grade Level Performance Standard ranged from 13 percentage points in U.S. History and Algebra I to 37 percentage points in English II. The gaps in performance between not-at-risk and at-risk high school students were unchanged from 2017–2018 to 2018–2019 in all subjects except Biology, for which the gap increased slightly.
- The four-year longitudinal graduation rate for not-at-risk students in the class of 2018 saw a slight increase over the previous graduating cohort, moving from 83.4 to 84.6 percent. The corresponding rate for at-risk students in the class of 2018 was the same as that for the previous graduating cohort, 79.3 percent.
- A greater percentage of not-at-risk than at-risk class of 2018 students completed their education with receipt of the Texas Certificate of High School Equivalency (TxCHSE) (1.0 percent vs. 0.5 percent), but a smaller percentage of not-at-risk than at-risk class of 2018

students were continuing (i.e., still working on attaining a diploma or certificate) their secondary education (2.3 percent vs. 7.3 percent).

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.



Carla J. Stevens CJS

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RESEARCH

Educational Program Report

STATE COMPENSATORY EDUCATION REPORT
2018-2019



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STATE COMPENSATORY EDUCATION REPORT 2018–2019

Executive Summary

Program Description

The State Compensatory Education (SCE) program is designed to reduce dropout rates and increase academic performance of students identified as being at-risk of dropping out of school. SCE operates as a funding source to supplement instructional services and offer academic support to students who meet the SCE at-risk criteria established by the state. Funds allocated under SCE law are to be channeled toward programs and services that eliminate disparities in performance on assessment instruments administered under Texas Education Code, Chapter 39, Subchapter B. Further, programs designated for SCE funding should reduce disparities in the rates of high school completion between students who are at-risk of dropping out of school and all other students. In order for SCE funds to be allocated to a campus, the campus must not only meet the state criteria for percent of students at-risk of dropping out of school, but the services provided to students must also be described in the district and/or campus improvement plan.

As defined by law, SCE programs and/or services are designed to supplement the regular education program that districts offer to students, and funds must provide additional support for at-risk students. Supplemental costs include costs for program and student evaluation, instructional materials and equipment, and other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class sizes, and individualized instruction (Section 29.081 of the Texas Education Code [TEC §29.081], Subchapter C: Compensatory Education Programs).

For this year's evaluation of SCE, the State of Texas Assessments of Academic Readiness (STAAR) served as the state assessment measures for grades 3 through 8 and the STAAR End-of-Course (EOC) served as the state assessment measures for students taking specific high school courses for the 2018–2019 school year. The completion status of the class of 2018 was also assessed.

Program Cost and Funding Source

The annual budget for SCE programs in the Houston Independent School District (HISD) for the 2018–2019 academic year was \$128,869,931. This figure included \$31,961,750 of supplemental campus-based funds. These amounts are budgeted amounts and not final expenditures for 2018–2019. Final expenditures as of June 2019 may be obtained from HISD's Budgeting and Financial Planning Department.

Highlights

- Of the 209,772 students who attended HISD during the 2018–2019 academic year, 136,849 students (65.2 percent) were identified as being at-risk according to SCE criteria. More males than females were identified as at-risk (68.0 percent of males in the district were identified as at-risk and 62.4 percent of females were).
- The ethnic composition of at-risk students was 70.0 percent Hispanic, followed by 22.6 percent African American, 4.1 percent white, and 2.5 percent Asian/Pacific Islander. Less than one percent of at-risk students was either American Indian or two or more races. Exactly 89.7 percent of at-risk students were economically disadvantaged. Majorities of African American (63.2%), Hispanic (73.6%), and American Indian (61.1%) students, as well as those who were economically disadvantaged (73.3%), were deemed at-risk.

- Districtwide, on the 2019 English language STAAR, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 33 percentage points in reading, 27 percentage points in mathematics, 38 percentage points in writing, 34 percentage points in science, and 40 percentage points in social studies. The gaps increased in all subjects from the 2017–2018 to 2018–2019 academic years.
- Districtwide, on the 2019 Spanish language STAAR, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 20 percentage points in reading, 22 percentage points in mathematics, 20 percentage points in writing, and 31 percentage points in science. The gaps decreased in all subjects except mathematics from 2017–2018 to 2018–2019.
- Districtwide, on the 2019 STAAR EOC, the gaps in the percent of not-at-risk and at-risk students who achieved the Approaches Grade Level Performance Standard ranged from 13 percentage points in U.S. History and Algebra I to 37 percentage points in English II. The gaps in performance between not-at-risk and at-risk high school students remained unchanged from 2018 to 2019 in all subjects except Biology, for which the gap increased slightly.
- For the class of 2018, 84.6 percent of not-at-risk students and 79.3 percent of at-risk students graduated from HISD. The completion rate (which includes on-time graduates, continuers, and recipients of a Texas Certificate of High School Equivalency) for not-at-risk students was 87.9 percent and for at-risk students was 87.1 percent.

Recommendations

1. English and Spanish STAAR 3–8 and STAAR EOC performance improved in some grades and worsened in other grades from 2017–2018 to 2018–2019 for all students (not-at-risk and at-risk). Elementary, middle, and high school leadership should attempt to more effectively target their campus State Compensatory Education funds toward activities and strategies that will improve the achievement of at-risk students.
2. The graduation rate was unchanged for at-risk students, but increased for not-at-risk students, from the class of 2017 to the class of 2018, resulting in a larger graduation-rate gap between not-at-risk and at-risk students for the class of 2018 relative to the class of 2017. Overall completion in the class of 2018 improved slightly for not-at-risk students but declined slightly for at-risk students. High school leadership should continue targeting campus State Compensatory Education funds toward students who are at-risk of dropping out and equip them to complete their schooling using through a combination of dynamic activities and tested strategies.
3. While the district continues to administer the state-mandated criterion-referenced assessments (i.e., the STAAR), the results from such tests are limited in their utility for policy-related and family decision-making. Knowledge of whether students are meeting standards set by the state should be complemented by results from norm-referenced tests. Norm-referenced tests allow families in the district to understand how their children perform relative to their same-aged peers in a national sample. It is important for parents to know what their children can do (state criterion-referenced assessments), but it is equally important for them to know whether their children rank, say, in the top 15 percent of students (norm-referenced assessments). Dual reporting of both criterion- and norm-referenced assessments is also a useful tool for combatting high school grade inflation and the harm it causes to vulnerable student groups. Norm-referenced assessments also include grades and subjects not evaluated by the state tests.

Introduction

Program Description

The State Compensatory Education (SCE) program is designed to reduce dropout rates and increase academic performance of students identified as being at-risk of dropping out of school. SCE operates as a funding source to supplement instructional services and offer academic support to students who meet the SCE at-risk criteria established by the state. Funds allocated under SCE law are to be channeled toward programs and services that eliminate disparities in performance on assessment instruments administered under Texas Education Code, Chapter 39, Subchapter B. Further, programs designated for SCE funding should reduce disparities in the rates of high school completion between students who are at-risk of dropping out of school and all other students. In order for SCE funds to be allocated to a campus, the campus must not only meet the state criteria for percent of students at-risk of dropping out of school, but the services provided to students must also be described in the district and/or campus improvement plan.

As defined by law, SCE programs and/or services are designed to supplement the regular education program that districts offer to students, and funds must provide additional support for at-risk students. Supplemental costs include costs for program and student evaluation, instructional materials and equipment, and other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class sizes, and individualized instruction (Section 29.081 of the Texas Education Code [TEC §29.081], Subchapter C: Compensatory Education Programs).

For the 2018–2019 academic year, the State of Texas Assessments of Academic Readiness (STAAR) served as the state assessment measures for grades 3 through 8, and the STAAR End-of-Course (EOC) served as the state assessment measures for students taking specific high school courses.

Program History

Since the early 1960s, federal, state, and local governmental agencies have demonstrated concern regarding the provision of equitable and appropriate learning opportunities for economically disadvantaged youth served in public educational institutions. The growing number of disadvantaged students, particularly in large, urban school districts, helped fuel the compensatory education movement. The underlying assumption was that many students were at an educational disadvantage because of circumstances associated with their minority and/or socioeconomic status, which ultimately contributed to their lowered academic achievement. Supporters of the movement maintained that these students should be provided extra assistance to “compensate” for those disadvantages (Montgomery et al., 1993).

In 1975, Texas joined the compensatory education movement by enacting the first of a series of legal and administrative guidelines, which, in amended form, shaped compensatory education programs in Texas. The Texas legislature has since amended compensatory education law and guidelines several times, in 1997, 2001, 2003, 2009, and 2014 (A more detailed history of recent legislative changes is provided in **Appendix A** [see page 23]). The ultimate aim of compensatory education funding in the state of Texas is to forestall the increased likelihood of school noncompletion of students deemed at-risk of dropping out of school as defined under TEC §29.081. Examples of such students include, but are not limited to, those from socioeconomically disadvantaged backgrounds, students who experience removal from normal instruction as a consequence of behavioral infractions, and teenaged expectant mothers.

Program Cost and Funding Source

The annual budget for SCE programs in the Houston Independent School District (HISD) for the 2018–2019 academic year was \$128,869,931. This figure included \$31,961,750 of supplemental campus-based funds. These amounts are budgeted amounts and not final expenditures for 2018–2019. The money allocated for state-funded compensatory education programs and/or services was based on the number of

economically disadvantaged students in the district. A detailed description is provided in **Appendix B** (see page 25). Final expenditures as of June 2019 may be obtained from HISD's Budgeting and Financial Planning Department.

Purpose of the Evaluation Report

The purpose of this report is to describe and evaluate the SCE-funded programs in HISD as required by law. The district must evaluate and document the effectiveness of instructional programs in reducing any disparities in performance on the STAAR and STAAR EOC, as well as disparities in the rates of high school completion, between students at-risk of dropping out of school and all other district students. This evaluation compares at-risk students' performance on the STAAR and STAAR EOC with the performance of their not-at-risk counterparts. As required by the Texas Education Agency (TEA) (2010), differences in passing rates between at-risk and not-at-risk students are reported for the past three years when data are available so that movement in reducing the disparity in passing rates can be ascertained. In compliance with guidelines specified by the TEA (2010), high school completion rates are reported for at-risk and not-at-risk students attending HISD.

Additionally, the district must evaluate and document annually the effectiveness of instructional programs in reducing any disparities in performance on the STAAR and STAAR EOC and disparities in the rates of high school completion between students at-risk of dropping out of school and all other district students. SCE resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at-risk of dropping out of school (TEA, 2010).

Finally, this evaluation provides a profile of the SCE programs and services offered to at-risk students in HISD during the 2018–2019 school year. For the purpose of this report, programs and services were grouped according to the following programmatic categories:

- Disciplinary Alternative Education Programs (DAEP):
 - Juvenile Justice Alternative Education Program (JJAEP)
 - Secondary Disciplinary Alternative Education Program (Secondary DAEP)
 - Elementary Disciplinary Alternative Education Program (EL DAEP)
- Pregnancy-Related Services (PRS)
- Districtwide Initiative: Excess Cost Model

The evaluation of individual programs and services is summarized in the abstract that precedes each set of profiles. Four SCE programs and services, as well as the Excess Cost Model, were profiled. Each profile includes a program description, student demographics, budget allocations, staffing/funding, school improvement plan information, program-specific student outcomes, and an executive summary.

Methods

Data Collection

Student demographic information was taken from the Public Education Information Management System (PEIMS) October 2018 snapshot. PEIMS contains student data captured on the last Friday of October each academic year and also includes an indicator for at-risk status. Both ADA eligible (i.e., a student counted toward membership because she or he is served at least two hours per day) and ADA ineligible (i.e., a student not counted toward membership because she or he is not served at least two hours a day) students were included in the calculations in this report.

Student performance on the STAAR and STAAR EOC, as well as on longitudinal completion rates (i.e., graduates, GED recipients, and continuers), were extracted from their respective databases. These databases also include indicators for students' at-risk status and may include students not present in the PEIMS snapshot. Information for multiple years was extracted with the number of years dependent on state reporting requirements.

Data Analysis

Students were identified as being at-risk if they were labeled as such in the PEIMS, STAAR, STAAR EOC, or Completion databases. A detailed description of how students are identified as at-risk by the state and district is provided in **Appendix C** (see page 26).

Attendance rate outcomes were calculated by dividing the total number of students' days present at the educational program or service by the students' total number of days eligible to participate in the program or service for the 2017–2018 and the 2018–2019 school years. Attendance rates for specific programs were analyzed by matching the electronic file submitted by program personnel to the summer resubmission of the Average Daily Attendance (ADA) database. Students in all grades were included in the calculations with the exception of students with multiple impairments.

The annual Texas Academic Performance Report (TAPR) provides a completion rate indicator for individual campuses and districts in the state of Texas. The formula used by the TEA was adopted for this report. The completion rate is calculated based on a cohort of students identified at ninth grade for the first time in 2014–2015 and tracked longitudinally for four years. Students are excluded from this cohort as specified in Section 39.053 of the Texas Education Code (TEC §39.053). At the end of the fourth year, each member of a cohort is given one of the following statuses: (i) graduated, (ii) received a Texas Certificate of High School Equivalency (TxCHSE), (iii) continued in a Texas public high school in the fall following the completion year of interest, or (iv) dropped out. All four of these calculations use the number of first-time ninth graders in the longitudinal cohort, plus transfers in, minus transfers out, which is the denominator of the rate calculations. The results presented are with state-required exclusions applied.

For the numerator of the rate calculation, the first three of the above outcomes (high school diplomas, TxCHSEs, and continuing students) are summed. These three indicators are then divided by the number of students in the 9th grade cohort of interest (the sum of all four outcome indicators). This is referred to as the completion indicator. For this report, completion rates are calculated separately for at-risk and not-at-risk students.

Completion rate is a lagging indicator, meaning that information is only available to report one year after the completion of the previous academic year. Thus, completion information is available only for the classes of 2017 and 2018, but not for the class of 2019.

The report provides information pertaining to the percentage of at-risk and not-at-risk students on the English and Spanish STAAR assessments for grades 3–8 for 2019 who met the Approaches Grade Level Performance Standard. Differences in percentages of students meeting the Approaches Grade Level

Performance Standard between at-risk and not-at-risk students are also reported. For both the English- and Spanish-language STAAR, inclusion is limited to the first administration of test version S (i.e., the regular STAAR) only. Student performance is reported at the district level and at the school level.

The report provides information pertaining to the percentage of at-risk and not-at-risk students who met the Approaches Grade Level Performance Standard on the STAAR EOC tests for Algebra, Biology, English I, English II, and U.S. History for 2019, expressed as a percent. Differences in percentages of students meeting the Approaches Grade Level Performance Standard between at-risk and not-at-risk students are also reported. Data include first time testers as well as re-testers of the regular STAAR EOC tests (i.e., test version S). Student performance is reported for the overall district and the school level.

Data Limitations

High student mobility into and out of SCE-funded programs that are not on the traditional educational campus (such as Disciplinary Alternative Education Programs) make it difficult to accurately count the number of students served on these campuses, rendering some counts under-representations of the number of students served. Whenever possible, alternative campuses and programs provided information on the total number of students served.

Because state assessments start at grade three, no data are presented for students in the first and second grades.

Results

Demographic Characteristics: At-Risk Students

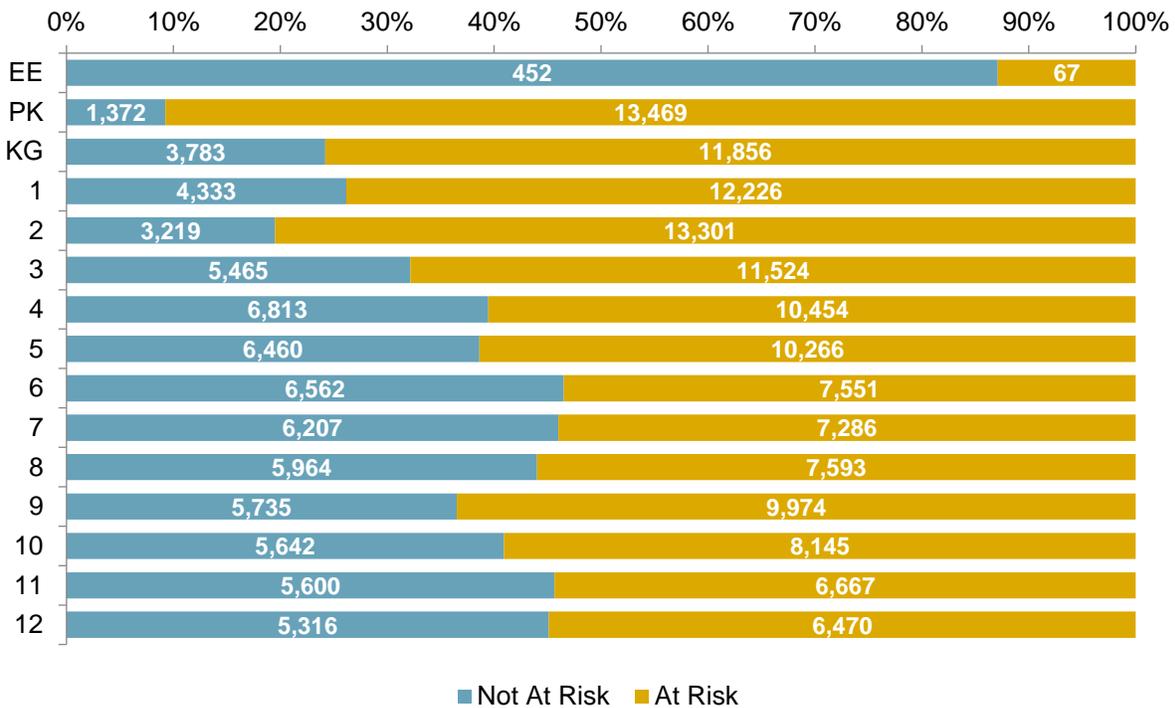
- Of the 209,772 students enrolled in HISD at the fall snapshot for the 2018–2019 school year, 136,849 students (65.2 percent) were identified as being at-risk according to SCE criteria (see **Table 1**, page 7).
- In 2018–2019, a larger proportion of males than females enrolled in HISD (68.0 and 62.4 percent, respectively) were identified as at-risk (see Table 1, page 7).
- Hispanic students accounted for the largest total number of at-risk students (95,849) and constituted 70.0 percent of all at-risk students. African Americans made up the next largest group of at-risk students at 30,981, or 22.6 percent of all at-risk students (see Table 1, page 7).
- Majorities of African American (63.2%), Hispanic (73.6%), and American Indian (61.1%) students were deemed at-risk. Conversely, minorities of White (30.0%), Asian/Pacific Islander (38.4%), and mixed-race (31.4%) students were considered at-risk as of the PEIMS October 2018 snapshot (see Table 1, page 7).
- While only 33.3 percent of those who were categorized as not-economically disadvantaged were identified as at-risk, 73.3 percent of those categorized as economically disadvantaged were identified as at-risk (see Table 1, page 7).
- Relative to students in other grades, a higher proportion of pre-kindergarteners (90.8 percent) were identified as at-risk (see **Figure 1**, page 7). This is expected since the criteria for being identified as at-risk overlap with pre-kindergarten eligibility criteria.

Table 1. Districtwide Not At-Risk and At-Risk Student Distribution, 2018–2019

Demographic Characteristic	Total	Not At-Risk			At-Risk		
		N	% of Row Total	% of Not At-Risk	N	% of Row Total	% of At-Risk
Total	209,772	72,923	34.8	100.0	136,849	65.2	100.0
Gender							
Female	103,435	38,874	37.6	53.3	64,561	62.4	47.2
Male	106,337	34,049	32.0	46.7	72,288	68.0	52.8
Ethnicity							
White	18,591	13,019	70.0	17.9	5,572	30.0	4.1
African American	49,046	18,065	36.8	24.8	30,981	63.2	22.6
Hispanic	130,284	34,435	26.4	47.2	95,849	73.6	70.0
Asian/Pacific Islander	8,907	5,490	61.6	7.5	3,417	38.4	2.5
American Indian	352	137	38.9	0.2	215	61.1	0.2
Two or More	2,592	1,777	68.6	2.4	815	31.4	0.6
Economically Disadvantaged Status							
Not Economically Disadvantaged	42,316	28,209	66.7	38.7	14,107	33.3	10.3
Economically Disadvantaged	167,456	44,714	26.7	61.3	122,742	73.3	89.7

Source: PEIMS 2018–2019 fall snapshot, including ADA of 0. Please note that percentages not totaling 100 (e.g., ethnicity) are due to rounding.

Figure 1. Districtwide Not-At-Risk and At-Risk Student Distribution by Grade, 2018–2019 Academic Year

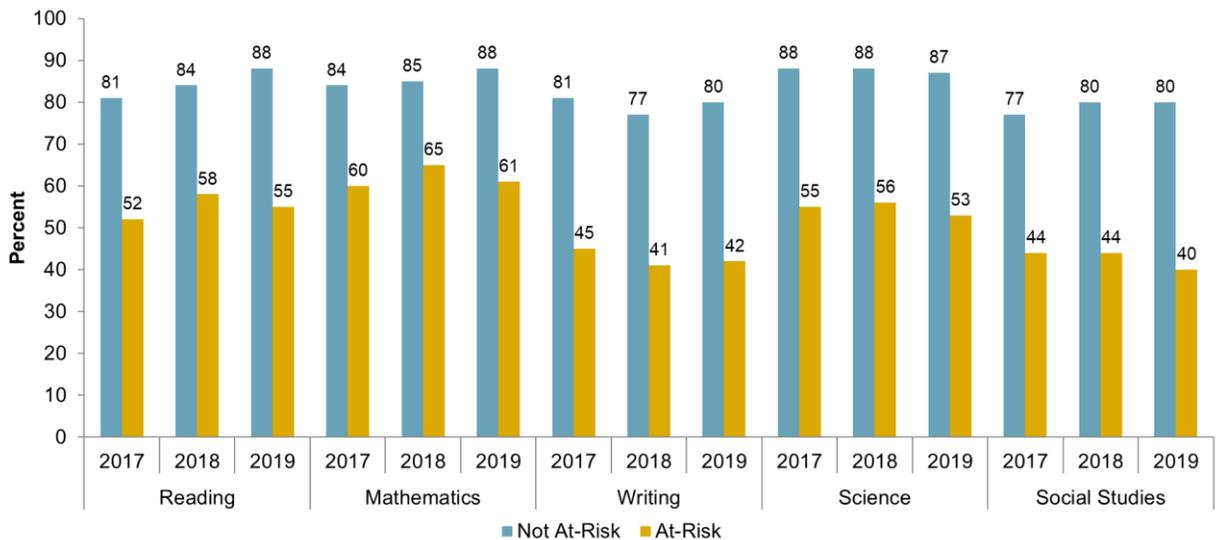


Source: PEIMS 2018–2019 fall snapshot, including ADA of 0.

STAAR Performance Grades 3–8

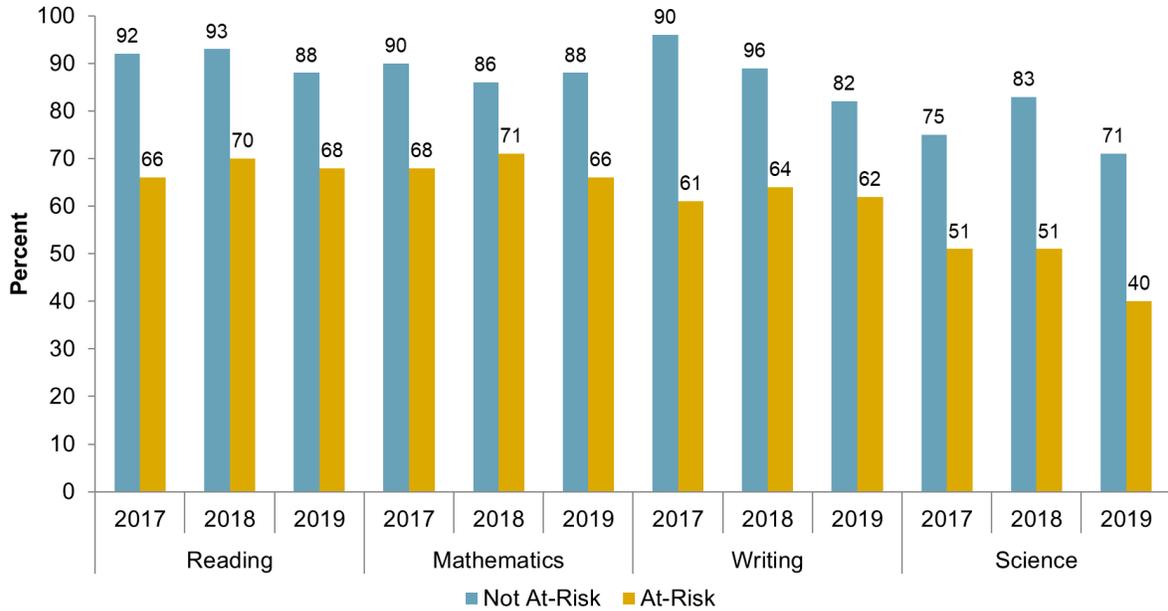
- Overall, on the 2019 English language STAAR, the gap in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk students and at-risk students was 23 points at the low end (grade 3 math) and 41 points at the high end (grade 6 reading) across all tests and all grade levels (see **Figure 2** below and see page 27). The range for the previous year was 5 to 37.
 - The between-group gaps on the STAAR grade 3 reading and math tests increased dramatically from 2018 and 2019, rising from 11 and 5, respectively, to 34 and 23.
- Taking all grades combined, not-at-risk students outperformed at-risk students on each subtest of the English language STAAR: the gap was 33 percentage points for reading (88% vs. 55%), 27 percentage points for mathematics (88% vs. 61%), 38 percentage points for writing (80% vs. 42%), 34 percentage points for science (87% vs. 53%), and 40 percentage points for social studies (80% vs. 40%).
- From the 2017–2018 to the 2018–2019 academic years, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk students and at-risk students increased on each of the English-language STAAR tests.
- On the 2019 Spanish language STAAR, not-at-risk students performed better than at-risk students on all subtests at all grade levels. The gap was 20 percentage points for reading (88% vs. 68%), 22 percentage points for mathematics (88% vs. 66%), 20 percentage points for writing (82% vs. 62%), and 31 percentage points for science (71% vs. 40%) (see **Figure 3** on page 9 and see page 27).
- From 2017–2018 to 2018–2019, gaps decreased on the Spanish-language STAAR reading, writing, and science tests, but increased on the Spanish-language STAAR mathematics test.

Figure 2. Districtwide Percentage of Not-At-Risk and At-Risk Students Who Achieved the Approaches Grade Level Performance Standard on the English-Language STAAR 3–8 Tests, 2016–2017, 2017–2018, and 2018–2019 Academic Years



Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students. Percentages have been rounded to the nearest whole number.

Figure 3. Districtwide Percentage of Not-At-Risk and At-Risk Students Who Achieved the Approaches Grade Level Performance Standard on the Spanish-Language STAAR 3–5 Tests, 2016–2017, 2017–2018, and 2018–2019 Academic Years

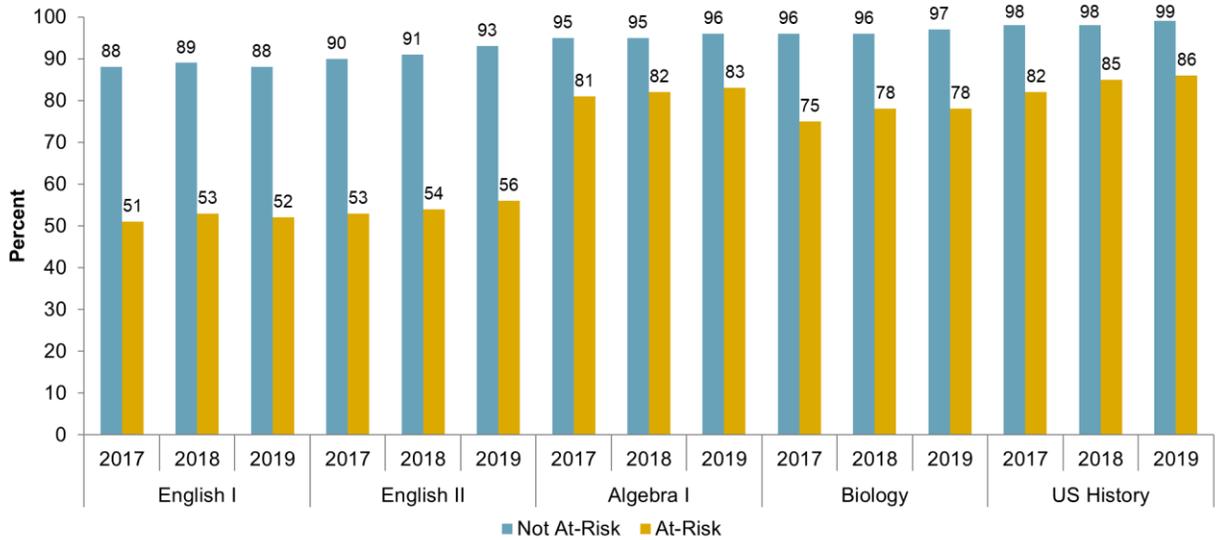


Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students. Percentages have been rounded to the nearest whole number.

STAAR EOC Performance

- In 2019, the districtwide difference between at-risk and not-at-risk students who achieved the Approaches Grade Level Performance Standard was 36 percentage points on the English I test, 37 percentage points on the English II test, 13 percentage points on the Algebra I test, 19 percentage points on the Biology test, and 13 percentage points on the U.S. History test (see **Figure 4** on page 10 and see page 28).
- The gap in performance between not-at-risk and at-risk students increased by one percentage point on the STAAR EOC Biology test from the 2017–2018 to the 2018–2019 academic years. The gap in performance between not-at-risk and at-risk students on the STAAR EOC English I, English II, Algebra I, and U.S. History tests remained the same over the same period.

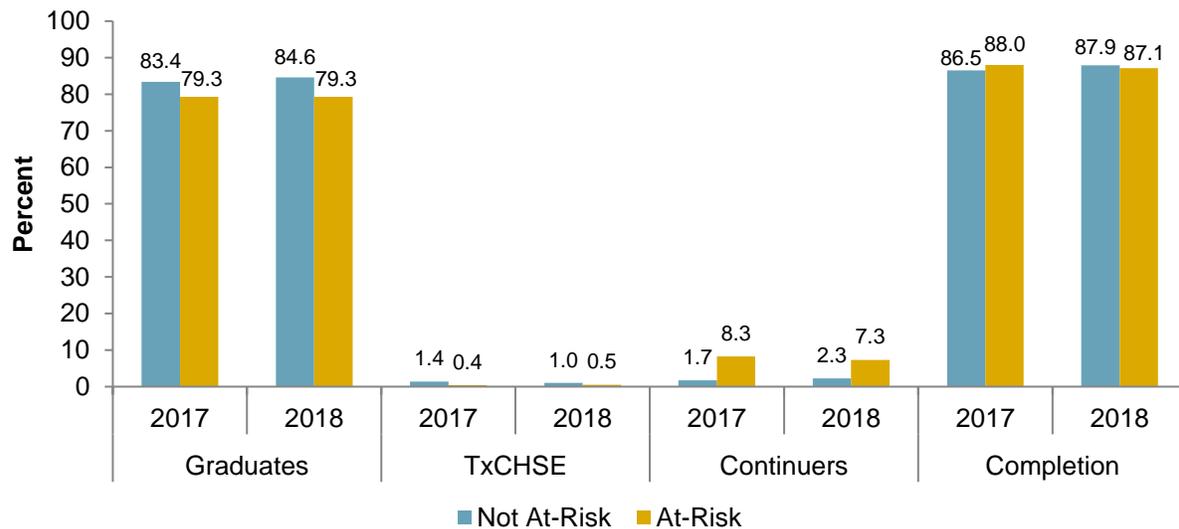
Figure 4. Districtwide Percentage of Not-At-Risk and At-Risk Students Who Achieved the Approaches Grade Level Performance Standard on the STAAR End-of-Course Tests, 2016–2017, 2017–2018, and 2018–2019 Academic Years



Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, first-time testers and re-testers included. Percentages have been rounded to the nearest whole number.

Completion Rates

- The graduation rate increased slightly among not-at-risk students, but remained unchanged among at-risk students, from 2017–2018 to 2018–2019 (see **Figure 5** on page 11 and see page 28).
- For the class of 2018, 84.6 percent of not-at-risk students and 79.3 percent of at-risk students graduated from HISD within four years of starting ninth grade. The corresponding 2017 numbers were 83.4 percent and 79.3 percent for not-at-risk and at-risk students, respectively.
- The completion rate increased among not-at-risk students but declined among at-risk students over the same period.
- For the class of 2018, 87.9 percent of not-at-risk students and 87.1 percent of at-risk students were completers of one type or another, negatively impacting the at-risk gap for this class relative to the class of 2017. The corresponding 2017 numbers were 86.5 percent and 88.0 percent for not-at-risk and at-risk students, respectively.
- A greater percentage of not-at-risk than at-risk class of 2017 students were recipients of the Texas Certificate of High School Equivalency (TxCHSE) (1.0 percent vs. 0.5 percent), but a smaller percentage of not-at-risk than at-risk class of 2017 students were continuers (2.3 percent vs. 7.3 percent).

Figure 5. Districtwide Completion Rates for Not-At-Risk and At-Risk Students in the Classes of 2017 and 2018

Source: Texas Education Agency (TEA) Four-Year Class of 2016 and Four-Year Class of 2017 Student Listing Data File.

For specific SCE programs, the following findings are relevant.

- In general, the 2019 STAAR English version and STAAR EOC results indicate that passing rates of students who received and/or participated in various SCE programs and services did not meet or exceed the passing rates of all at-risk students in the district. Students referred to a Disciplinary Alternative Education Program (DAEP) or expelled to a Juvenile Justice Alternative Education Program (JJAEP), and young women who received pregnancy-related services, had a lower passing rate on the STAAR Reading, Mathematics, Writing, Science, and Social Studies tests as well as on the STAAR EOC English I, English II, Algebra I, U.S. History, and Biology exams than did their districtwide peers (see pp. 14–20).
- The Excess Cost Model (see page 21) was implemented to reduce class sizes through the provision of additional instructional positions. Program effectiveness was measured through attendance rates and completion rates. The districtwide attendance rate dropped slightly from 95.4 percent for the 2017–2018 academic year to 95.3 percent for the 2018–2019 academic year. The graduation and completion rates either stayed the same or worsened slightly for at-risk students in the class of 2018 relative to at-risk students in the class of 2017 (see Figure 5 above).

Detailed findings at the district, school office, and campus levels are presented beginning on page 27 of this report for each of the STAAR and STAAR EOC tests. Completion rates are presented as well. Results are presented for at-risk and not-at-risk students at all levels. The next section of the report also provides detailed information about the SCE-funded disciplinary alternative education programs and centers and pregnancy-related services.

Discussion

Overall, the findings from this evaluation of State Compensatory Education indicate that at-risk students underperform their not-at-risk peers on every measure detailed here. For instance, a greater percentage of not-at-risk than at-risk students met or exceeded (1) the Approaches Grade Level Performance Standard on the English-language and Spanish-language STAAR tests, administered to students in third grade through eighth grade, and (2) the Approaches Grade Level Performance Standard on the STAAR EOC tests, administered to students taking high school courses. Also, the graduation rate for at-risk students continued to lag behind the graduation rate for not-at-risk students for the class of 2018 as it did for the class of 2017.

STAAR 3–8

Increases in performance gaps from the 2017–2018 academic year to the 2018–2019 academic year were witnessed on each of the English-language STAAR tests: the reading gap increased from a 26 percentage-point difference to a 33 percentage-point difference, the mathematics gap increased from a 20 percentage-point difference to a 27 percentage-point difference, the writing gap increased from a 36 percentage-point difference to a 38 percentage-point difference, the science gap increased from a 32 percentage-point difference to a 34 percentage-point difference, and the social studies gap increased from a 36 percentage-point difference to a 40 percentage-point difference.

Despite the continued existence of an achievement gap between at-risk and not-at-risk students districtwide in 2019, there were some individual schools that appeared to be closing achievement gaps in one or more subject areas, for specific grades. For example, Edward Blackshear Elementary School saw a reduction in the fifth-grade reading and math gaps on the English-language STAAR exam by 47 and 19 percentage points, respectively (see page 316). The fourth-grade math gap at Blackshear decreased from 61 percentage points in 2017–2018 to 33 percentage points in 2018–2019, a 28 percentage-point drop. At Lulu Stevens Elementary School, the reading performance gap between not-at-risk and at-risk fourth- and fifth-grade students dropped by 26 and 21 percentage points, respectively (see page 348). The fifth-grade math gap at Stevens decreased from 52 to 26 percentage points and the fourth-grade science gap decreased from 41 to 25 percentage points. Sixth grade at-risk students at Francis Scott Key Middle School underperformed their not-at-risk peers by 35 and 18 percentage points on the reading and math tests, respectively, of the English-language STAAR exam in 2019, compared to a deficit of 47 and 35 percentage points, respectively, in 2018 (see page 57).

STAAR EOC

Gaps on the STAAR EOC English I, English II, Algebra I, and U.S. History test were unchanged, but increased slightly on the STAAR EOC Biology test from 18 to 19 percentage points, from 2017–2018 to 2018–2019.

Several high schools saw reductions in the gap between not-at-risk and at-risk students meeting the state standard on the various STAAR EOC tests. At Evan Worthing High School, the gap in passing rates between not-at-risk and at-risk students between spring 2018 and spring 2019 decreased on all but the STAAR EOC English II test; the English I, Algebra I, Biology, and U.S. History passing rate gap decreased by 38, 11, 25, and 7 percentage points, respectively (see page 363). The performance gap between not-at-risk and at-risk students at North Forest High School on the STAAR EOC Algebra I test decreased from 51 percentage points in 2018 to 15 percentage points in 2019 (see page 345). The performance gap between not-at-risk and at-risk students at Kashmere High School decreased on all but the STAAR EOC U.S. History test; the gap decreased from 46 to 37 percentage points on the English I test, 49 to 46 percentage points on the English II test, 17 to 9 percentage points on the Algebra I test, and 27 to 16 percentage points on the Biology test (see page 337).

Completion

The percent of at-risk students who graduated in the class of 2017 was 79.3 while the percent of not-at-risk students who graduated the class of 2017 was 83.4; the corresponding numbers for the class of 2018 were 79.3 and 84.6 percent, respectively (see page 28).

The not-at-risk/at-risk gap in the percentage of students in the 2013–2014 and 2014–2015 ninth-grade cohorts (i.e., Class of 2017 and Class of 2018) who graduated was reversed at George Scarborough High School; the gap of 8.3 percentage points in favor of not-at-risk students for the class of 2017 was reversed to a gap of 1.5 percentage points in favor of at-risk students for the class of 2018 (see page 118). Stephen Waltrip High School saw a similar change, where a 4.4 percentage-point gap in favor of not-at-risk students for the class of 2017 was reversed to a 11.5 percentage-point gap in favor of at-risk students for the class of 2018 (see page 123). The class of 2017 graduation rate at Charles Milby High School was 85.4 percent among not-at-risk students and 81.6 percent among at-risk students, an at-risk/not-at-risk difference of 3.8 percentage points in favor of not-at-risk students. Corresponding numbers for the class of 2018 were 70.0 and 79.1, or a difference of 9.1 percentage points in favor of at-risk students (see page 197).

The SCE-funded programs in HISD serve students who are considered at-risk. Enrollment in each program is inconsistent and relatively short-term, making it difficult to draw conclusions and attribute performance patterns to the programs. However, that does not necessarily mean these programs are ineffective. For instance, support from Pregnancy-Related Services assists in the retention of young women who use these services, a result that may not be reflected by test scores.

HISD continues to implement programs to address students' educational achievement and attainment. More generally, the district is focused on recruiting highly qualified teachers and supporting them with on-going in-service professional development to help them improve instruction. Despite the apparent narrowing of the achievement gap on several measures during the 2018–2019 academic year, further efforts beyond effective teaching are also needed to ensure that the district is serving its neediest students well. Such efforts may include increasing both the availability of campus-level counseling and psychological staff and the effectiveness of school leadership to assist students to deal with familial and community factors impinging on their educational trajectories. District initiatives aimed at encouraging behaviors known to lead to optimal life outcomes, such as reading and positive social engagement with peers, should also be promoted at all levels, from the offices of administrative staff down to the classroom. The combination of all these efforts will keep the district on a course of reducing achievement gaps.

References

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Juvenile Justice Alternative Education Program (#320)

Program Description

Juvenile Justice Alternative Education Program (JJAEP) is a program for middle and high school students who have been placed by the courts in detention and residential facilities managed by the Harris County Juvenile Probation Department. Its primary purpose is to provide a continuum of academic and transition services for middle and high school students who have been removed from a regular education program for serious criminal activity or serious misconduct.

The focus of JJAEP is to promote academic growth and behavioral skills that will allow students to transition back into school upon the completion of their sentences. Additional services such as probation-related requirements, mentoring, counseling, mental health services, substance abuse intervention, health services, and prevention-related services are available. JJAEP also provides after-school programs as well as summer school. JJAEP is funded by the Texas Juvenile Probation Commission, local school districts, and state and federal grants. The expected outcomes include development of grade-appropriate academic and social skills necessary to be successful upon returning to the home school campuses.

Student Demographics			Staffing/Funds		
	2017–2018	2018–2019		2017–2018	2018–2019
Cumulative Enrollment	31	32	FTEs	Contract	Contract
Gender			Allocation	\$1,016,116	\$914,931
Female	6%	12%	School Improvement Plan		
Male	94%	88%	The utilization of SCE funds was documented.		
Race/Ethnicity			Student Outcomes		
African American	39%	72%	Attendance Rate	2017–2018	2018–2019
American Indian	0%	0%		79.2%	73.8%
Asian/Pacific Islander	0%	0%			
Hispanic	58%	28%			
White	3%	0%			
Two or More	0%	0%			
At-Risk	87%	91%			

Source: PEIMS ADA Resubmission (includes cumulative enrollment throughout the academic year).

English STAAR Percent Met Approaches Grade Level Standard, 2017 through 2019											
2019 Grade	Reading		Mathematics		Writing		Science		Social Studies		
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	
6	2	*	2	*							
7	4	*	4	*	4	*					
8							1	*	1	*	
Total	6	33	6	17	4	*	1	*	1	*	
2018 Grade	Reading		Mathematics		Writing		Science		Social Studies		
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	
6	2	*	2	*							
7	1	*	1	*	1	*					
8	6	17	5	20			6	17	5	0	
Total	9	11	8	38	1	*	6	17	5	0	
2017 Grade	Reading		Mathematics		Writing		Science		Social Studies		
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	
6											
7											
8	1	*	1	*							
Total	1	*	1	*							

Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019. *N < 5.

JJAEP (cont.)

STAAR End-of-Course Percent Met Approaches Grade Level Standard, 2017 through 2019								
2019			2018			2017		
Subject	N Tested	Percent	Subject	N Tested	Percent	Subject	N Tested	Percent
English I	6	17	English II	1	*	Algebra I	5	*
Biology	3	*	U.S. History	2	*			
English I	4	*	English II	3	*	Algebra I	4	*
Biology	5	20	U.S. History	4	*			
English I	10	10	English II	9	11	Algebra I	9	56
Biology	8	50	U.S. History	2	*			

Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019. *N < 5.

Executive Summary

JJAEP offered educational instruction and support services to a cumulative total of 32 students during the 2018–2019 school year. Most students expelled to JJAEP were male (88 percent), and the racial/ethnic composition of all students served was 28 percent Hispanic (down from 58 percent the prior year) and 72 percent African American (up from 39 percent the prior year). Ninety-one percent of the students served were considered at-risk according to SCE criteria.

The budget allocation for JJAEP decreased from \$1,016,116 for the 2017–2018 academic year to \$914,931 for the 2018–2019 academic year.

Program effectiveness was measured using the attendance rate and test performance data on the English language STAAR and STAAR EOC tests. The attendance rate among JJAEP students dropped from 79.2 percent in 2017–2018 to 73.8 in 2018–2019.

Too few students served by JJAEP were tested on the STAAR 3–8 exam to report meaningful performance outcomes.

Similarly, too few students served by JJAEP were tested on the STAAR EOC exams to report meaningful performance outcomes.

Not having a large enough population of JJAEP students whose performance outcomes can be meaningfully compared either to performance outcomes of students in a previous year or to performance outcomes of the district as a whole in the present year should be viewed positively; the fewer students needing recourse to an alternative education program outside a regular education program, the better. For those expelled to JJAEP, however, it is recommended that the program administration continue efforts to improve the attendance rate and continue to introduce instructional strategies that reflect best practices for improving academic performance. Since this is a short-term placement program, most of the students tested and served each year are not the same students unless they are being served again for additional placement (repeaters).

Secondary Disciplinary Alternative Education Program (#402)

Program Description

Secondary Disciplinary Alternative Education Program (DAEP) is a district-managed program for 6th–12th grade students with behavioral problems. Its primary purpose is to provide a continuum of academic and mental-health wrap-around supports for middle and high school students who have been removed from a general education program for serious violations of the Code of Student Conduct.

The academic goal of the Secondary Disciplinary Alternative Education Program is to provide an academic program comparable with the program offered at the student’s home school. The program utilizes individualized computer program-assisted instruction as well as teacher-directed instruction in a low-ratio environment.

In general, students are approved and accepted into the program for a minimum of 30 days and a maximum of 45 days of attendance (excluding Code of Conduct offenses while at DAEP). Upon successful completion of the program, students return to their regular school settings. The expected outcomes include development of grade-appropriate academic and social skills necessary to be successful upon returning to the home school campuses.

Student Demographics			Staffing/Funds		
	2017–2018	2018–2019		2017–2018	2018–2019
Cumulative Enrollment	973	1,121			
Gender			FTEs	Contract	Contract
Female	27%	30%	Allocation	\$4,668,250	\$5,114,046
Male	73%	70%	School Improvement Plan		
Race/Ethnicity			The utilization of SCE funds was documented.		
African American	46%	46%	Student Outcomes		
American Indian	<1%	0%			
Asian/Pacific Islander	<1%	<1%			
Hispanic	51%	52%			
White	2%	<1%			
Two or More	<1%	<1%			
At-Risk	93%	87%	Attendance Rate	80.6%	78.5%

Source: Year-specific PEIMS ADA Resubmission (includes cumulative enrollment throughout the academic year).

English STAAR Percent Met Approaches Grade Level Standard, 2017 through 2019											
2019 Grade	Reading		Mathematics		Writing		Science		Social Studies		
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	
6	113	23	111	32							
7	176	30	186	23	203	20					
8	192	31	185	28			174	26	178	12	
Total	481	29	482	27	203	20	174	26	178	12	
2018 Grade	Reading		Mathematics		Writing		Science		Social Studies		
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	
6	115	25	118	34							
7	183	24	180	21	184	17					
8	178	36	173	35			165	31	168	17	
Total	476	29	471	29	184	17	165	31	168	17	
2017 Grade	Reading		Mathematics		Writing		Science		Social Studies		
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	
6											
7											
8											
Total											

Source: TEA-ETS STAAR Student Data Files, Spring 2018 and 2019. *N < 5.

Secondary Disciplinary Alternative Education Program (cont.)

STAAR End-of-Course Percent Met Approaches Grade Level Standard, 2017 through 2019								
2019			2018			2017		
Subject	N Tested	Percent	Subject	N Tested	Percent	Subject	N Tested	Percent
English I	201	21	English II	130	20	Algebra I	158	25
Biology	154	41	U.S. History	74	73			
English I	189	20	English II	118	25	Algebra I	157	27
Biology	133	38	U.S. History	47	62			
English I			English II			Algebra I		
Biology			U.S. History					

Source: TEA-ETS STAAR Student Data Files, Spring 2018 and 2019.

Executive Summary

The Secondary Disciplinary Alternative Education Program (DAEP) offered educational instruction and support services to a cumulative total of 1,121 students over the 2018–2019 school year. Most of the students served were male (70 percent). The racial/ethnic composition of students consisted mostly of Hispanic (52 percent) and African American (46 percent) students. Eighty-seven percent of the students served were classified as at-risk according to SCE criteria.

The budget allocation for Secondary DAEP was \$5,114,046 in 2018–2019, up from \$4,668,250 for the 2017–2018 academic year.

Program effectiveness was measured using the attendance rate and test performance data on the English language STAAR and STAAR EOC tests. The attendance rate was 78.5 percent during the 2018–2019 academic year, far below the districtwide attendance rate of 95.3 percent (see page 21). Among students served by the Secondary DAEP, the percent of all 6th, 7th, and 8th graders whose reading performance met the Approaches Grade Level Standard was 23, 30, and 31 percent, respectively. Across 6th through 8th grades, the passing rate on the STAAR 3–8 reading test was a low 29 percent. The percent of all 6th, 7th, and 8th graders whose math performance met the Approaches Grade Level Standard was 32, 23, and 28 percent, respectively. Across 6th through 8th grades, the passing rate on the STAAR 3–8 math test was 27 percent. The passing rates on the 7th grade writing, 8th grade science, and 8th grade social studies tests were 20, 26, and 12 percent, respectively.

The percentage of students served by the Secondary DAEP who met the Approaches Grade Level standard was 21 percent on the 2019 STAAR EOC English I exam, 20 percent on the 2019 STAAR EOC English II exam, 25 percent on the 2019 STAAR EOC Algebra I exam, 41 percent on the 2019 STAAR EOC Biology exam, and 73 percent on the 2019 STAAR EOC U.S. History exam.

Students served by the Secondary DAEP lagged far behind their peers districtwide. Based on the findings presented here, it is recommended that the program administration continue efforts to improve the attendance rate and focus on all subject areas that are tested by identifying instructional approaches that are more effective for students with behavioral issues. Since this is a short-term placement program, most of the students tested and served each year are not the same students unless they are being served again for additional placement (repeaters).

Elementary Disciplinary Alternative Education Program (#466)

Program Description

Elementary Disciplinary Alternative Education Program (EL DAEP) is a Disciplinary Alternative Education Program (DAEP) for elementary school students. The Texas Education Code prohibits children under the age of ten years old from being expelled so students are placed in EL DAEP. Initial placement is for fifteen days. The program’s primary purpose is to provide a structured, rigorous, and individualized behavior and academic curriculum for elementary school students who have been removed from a regular education program for serious criminal activity or misconduct.

Student Demographics			Staffing/Funds		
	2017–2018	2018–2019		2017–2018	2018–2019
Cumulative Enrollment	23	24	FTEs	Contract	Contract
Gender			Allocation	\$364,067	\$323,619
Female	4%	8%	School Improvement Plan		
Male	96%	92%	The utilization of SCE funds was documented.		
Race/Ethnicity			Student Outcomes		
African American	44%	54%			
American Indian	4%	4%			
Asian/Pacific Islander	0%	0%			
Hispanic	39%	38%			
White	9%	0%			
Two or More	4%	0%			
At-Risk	65%	67%	Attendance Rate	92.0%	89.1%

Source: Year-specific PEIMS ADA Resubmission (includes cumulative enrollment throughout the academic year).

English STAAR Percent Met Approaches Grade Level Standard, 2017 through 2019								
2019 Grade	Reading		Mathematics		Writing		Science	
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent
3	4	*	4	*				
4	4	*	4	*	5	20		
5	14	29	14	36			13	15
Total	22	23	22	36	5	20	13	15
2018 Grade	Reading		Mathematics		Writing		Science	
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent
3	4	*	4	*				
4	8	38	8	38	8	38		
5	6	50	6	50			6	33
Total	18	50	18	44	8	38	6	33
2017 Grade	Reading		Mathematics		Writing		Science	
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent
3	1	*	1	*				
4	4	*	4	*	4	*		
5	10	50	10	20			9	22
Total	15	40	15	20	4	*	9	22

Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019. *N < 5.

Executive Summary

EL DAEP, which had a budget allocation of \$323,619 offered educational instruction and support services to a cumulative total of 24 students during the 2018–2019 school year. Ninety-two percent of the students were male, 54 percent were African American, 38 percent were Hispanic, and 67 percent were classified as at-risk according to SCE criteria. For students receiving EL DAEP instruction, performance on the English-language STAAR reading and math was down over the previous year among 5th grade students. Too few students tested in the 3rd and 4th grades to make any comparisons between years.

Based on these findings, it is recommended that the program administration implement practices that will raise student performance to, at a minimum, meet the districtwide performance. Since this is a temporary placement facility, most of the students served and tested each year are not the same unless they are being served again for an additional placement (repeater).

Pregnancy-Related Services (#634)

Program Description

Pregnancy-Related Services (PRS) are support services for pregnant students to help them (1) adjust to pregnancy and parenting and (2) remain in school during the pregnancy and postpartum periods. The program is offered at all high schools and all middle schools that have referrals. Any pregnant high school student is eligible for services under the PRS Program. Services include: counseling, career guidance, school and other health-related services, transportation, referrals to external agencies, education on child development, parenting and job-readiness training, child care, case management, service coordination, and specialized counseling. Additionally, Compensatory Education Home Instruction (CEHI) is provided during the prenatal and postpartum periods. The CEHI component allows teachers to provide academic services to students at home or at the hospital, when students are unable to attend school. CEHI consists of at least four hours per week of instruction by a certified teacher.

Student Demographics			Program Outcomes			
	<u>2017–2018</u>	<u>2018–2019</u>	<u>Type of Referral</u>		<u>2017–2018</u>	<u>2018–2019</u>
			N	%	N	%
Cumulative Enrollment	308	326	Students Receiving CEHI			
Gender						
Female	100%	100%				
Male	0%	0%				
Race/Ethnicity						
African American	32%	25%				
American Indian	0%	0%				
Asian/Pacific Islander	<1%	1%				
Hispanic	66%	71%				
White	<1%	2%				
Two or More	<1%	1%				
At-Risk	100%	100%				
Staffing/Funds			School Improvement Plan			
			Not applicable			
	<u>2017–2018</u>	<u>2018–2019</u>				
FTEs	Contract	Contract				
Allocation	\$746,575	\$653,657				

Source: Year-specific PEIMS ADA Resubmission (includes cumulative enrollment throughout the academic year) and Chancery Ad Hoc.

English STAAR Percent Met Approaches Grade Level Standard, 2017 through 2019										
2019 Grade	Reading		Mathematics		Writing		Science		Social Studies	
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent
6										
7	4	*	4	*	6	0				
8	4	*	2	*			2	*	2	*
Total	8	25	6	17	6	0	2	*	2	*
2018 Grade	Reading		Mathematics		Writing		Science		Social Studies	
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent
6	1	*	1	*						
7	5	40	5	40	5	20				
8	7	14	6	17			7	0	5	0
Total	13	31	12	25	5	20	7	0	5	0
2017 Grade	Reading		Mathematics		Writing		Science		Social Studies	
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent
6										
7	2	*	2	*	2	*				
8	17	47	17	35			15	40	15	40
Total	19	42	19	32	2	*	15	40	15	40

Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019. *N < 5

Pregnancy-Related Services (cont.)

STAAR End-of-Course Percent Met Approaches Grade Level Standard, 2017 through 2019								
2019			2018			2017		
Subject	N Tested	Percent	Subject	N Tested	Percent	Subject	N Tested	Percent
English I	48	23	English II	76	34	Algebra I	31	48
Biology	38	52	U.S. History	81	79			
English I	64	16	English II	79	34	Algebra I	40	35
Biology	36	31	U.S. History	61	66			
English I	72	11	English II	105	25	Algebra I	41	34
Biology	38	34	U.S. History	71	65			

Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019. *N < 5

Executive Summary

During the 2018–2019 school year, a cumulative total of 326 students received pregnancy-related services. The racial/ethnic composition was dominated by Hispanic (71 percent) and African American students (25 percent). One hundred percent of these students were female and considered at-risk according to SCE criteria.

The budget allocation for this program decreased from \$746,575 in 2017–2018 to \$653,657 in 2018–2019.

Program effectiveness was measured with test performance data on the STAAR and STAAR EOC. Only 25 percent of PRS students for whom 2019 English language STAAR reading scores were available met the Approaches Grade Level Performance Standard. The corresponding number on the math test was 17 percent. The passing rates were down on both tests over the previous year. There were too few students tested in the other subjects to make any comparison of student performance between years.

Young women who received pregnancy-related services during the 2018–2019 academic year performed similarly to a different cohort of young women who received the same services in 2017–2018 on the STAAR EOC tests. The percent whose performance met the Approaches Grade Level Standard was 23 percent on the English I test (the passing rate was 16 percent in the previous year), 34 percent on the English II test (the passing rate was 34 percent in the previous year), 48 percent on the Algebra I test (the passing rate was 35 percent in the previous year), 52 percent on the Biology test (the passing rate was 31 percent in the previous year), and 79 percent on the U.S. History test (the passing rate was 66 percent in the previous year).

Based on these results, program administrators should continue to implement best instructional practices for improving academic performance. Since this is a temporary placement facility, the students served and tested each year are not necessarily the same.

Excess Cost Model (#999)

Program Description

HISD used SCE funds to help supplement the regular educational program by reducing class sizes. District recommended student to teacher ratios are as follows:

- Grades PK-4 22:1 (State Requirement)
- Grade 5 26:1
- Grades 6-8 28:1
- Grades 9-12 30:1

The district determines the appropriate level of funding for each campus based on the following formulae:

Elementary Campuses

Number of students by grade level ÷ recommended class size = standard number of teachers required.

Secondary Campuses

[Total number of students in a subject area ÷ recommended class size] ÷ standard number of classes (6) = standard number of teachers required.

The standard number of teachers required is compared to the actual number of teachers for that subject area. The value in excess of the standard requirement is considered excess cost and coded accordingly with the appropriate Instructional Area (IA) code.

	Student Demographics		Staffing/Funds	
	2017–2018	2018–2019	2017–2018	2018–2019
Total Served	214,175	209,772	FTEs Allocation	803 400
Gender			\$62,755,820	\$80,756,468
Female	49%	49%	District Improvement Plan	
Male	51%	51%	The utilization of SCE funds was documented in the 2018–2019 District Improvement Plan.	
Race/Ethnicity			Student Outcomes	
African American	24%	23%	Attendance Rate	2017–2018 95.4%
American Indian	<1%	<1%		
Asian/Pacific Islander	4%	4%		
Hispanic	62%	62%		
White	9%	9%		
Two or More	1%	1%		
At-Risk	72%	65%		

Source: PEIMS 2017–2018 and 2018–2019 fall snapshot, including ADA of 0.

Executive Summary

As part of a districtwide initiative, the Excess Cost Model was implemented in order to reduce class sizes below the district’s class-size guidelines by providing additional instructional positions. For the 2018–2019 school year, an additional 400 FTE positions were funded to serve a total of 209,772 students. The budget allocation for the 2018–2019 school year was \$80,756,468. In 2018–2019, the racial/ethnic composition for the district consisted of 23 percent African American, four percent Asian/Pacific Islander, 62 percent Hispanic, nine percent White students, one percent multiracial students, and less than one percent American Indian. Fifty-one percent of the students were male, and 49 percent were female. Districtwide, 65 percent of students were identified as at-risk.

Program effectiveness was measured using attendance rates. As shown on the Student Outcomes panel above, the districtwide attendance rate was 95.3 percent for the 2018–2019 academic year, a high attendance rate for a large urban district.

Summary of Districtwide Results

Analysis of districtwide results (pages 27–28) reveals that, overall, the performance of not-at-risk students exceeded that of at-risk students on all tests of the English- and Spanish-language STAAR 3–8 and the STAAR End-of-Course (EOC) assessments in 2018 and at all grade levels. The total performance gap on the English version of the STAAR exam between not-at-risk and at-risk students was the largest in social studies (40 percentage points), followed by writing (38 percentage points), reading (33 percentage points), science (34 percentage points), and, finally, mathematics (27 percentage points). The performance gaps widened from 2017–2018 to 2018–2019 in all English-language STAAR 3–8 subjects.

Performance gaps also widened on the Spanish-language STAAR 3–8 mathematics, increasing from a 15 percentage-point to a 22 percentage-point difference in the passing rate between not-at-risk and at-risk students across all grades tested. Conversely, there was a narrowing of the performance gaps on the Spanish-language STAAR reading (3 percentage-point decline), writing (5 percentage-point decline), and science (1 percentage-point decline) tests.

On most subjects of the 2019 STAAR EOC exams, the gaps in performance between not-at-risk and at-risk students were appreciable. The performance gap in the proportion of students meeting or exceeding the passing standard for English I, English II, Algebra I, Biology, and U.S. History was 36, 37, 13, 19, and 13 percentage points, respectively. Overall in 2018–2019, the between-group differences remained unchanged from those reported in the 2017–2018 academic year for all tests except Biology, which saw a slight widening of the performance gap.

While the graduation and completion rates for not-at-risk students increased slightly among the class of 2018 relative to the class of 2017, the corresponding rates among at-risk students over the same period was either unchanged or declined slightly. The class of 2017 graduation and completion rates among not-at-risk students was 83.4 and 86.5 percent, respectively, compared to the class of 2018 graduation and completion rates of 84.6 and 87.9 percent, respectively. At-risk students in the class of 2017 had a graduation rate of 79.3 percent, the same as the class of 2018's graduation rate of 79.3 percent. At-risk students in the class of 2017 had a completion rate of 88.0 percent, compared to the class of 2018's completion rate of 87.1 percent. The gap in the graduation rate increased from 4.1 percentage points to 5.2 percentage points. The gap in the completion rate reversed from 1.5 percentage points favoring at-risk students to 0.8 percentage points favoring not-at-risk students.

Based upon these findings, it is recommended that the district's and schools' administrative staffs focus on instructional strategies to increase student achievement for at-risk students in all subject areas. Academic intervention for at-risk students must begin early in order to prepare them for graduation.

Appendix A

Recent Legislative Changes to SCE

In 1997, Senate Bill 1873 amended Section 42.152 of the Texas Education Code and placed new restrictions on compensatory education. The bill required that school districts develop reporting and auditing systems to monitor the use of compensatory education funds.

The next major change came in 2001 when Senate Bill 702 (TEC §29.081), amended the sections of the Texas Education Code that governed the SCE Program. First, the statute required school districts to use student performance on basic skills assessment and achievement tests administered under Subchapter B, Chapter 39, to design and implement appropriate compensatory, intensive, or accelerated instructional services for students at-risk of dropping out of school to enable these students to perform at grade level at the conclusion of the subsequent regular school term. SCE legislation later expanded funding to cover mentoring services to at-risk students (Senate Bill 16 of the 78th Legislature), accelerated reading programs, and programs helping students who have dyslexia or a related disorder (House Bill 1691 of the 78th Legislature).

In 2003, House Bill 1691 of the 78th Legislature also amended Section 42.152 of the Texas Education Code to allow charges to the state compensatory education allotment (in proportion to the percentage of students that meet the criteria in Section 29.081(d) or (g)) for programs that serve students that are enrolled in an accelerated reading program under Section 28.006(g) or that are enrolled in a program for treatment of students who have dyslexia or a related disorder as required by Section 38.003.

Senate Bill 16 of the 78th Legislature also amended Subchapter C, Chapter 29, of the Texas Education Code, by adding Section 29.089, relating to mentoring services. According to Section 29.089, programs that provide mentoring services to students at-risk of dropping out of school, as defined by Section 29.081, are also eligible to be charged to the state compensatory education allotment.

The electronic reporting and auditing system implemented in Update 11 of the Financial Accountability System Resource Guide assesses the risk that schools did not use the state compensatory education allotment “to fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at-risk of dropping out of school, as defined by Section 29.081, and all other students (see Texas Education Code Section 42.152(c).” One primary purpose of the risk assessment activities by TEA staff is to test whether the school district or charter school complied with this general requirement for the expenditure of the supplement funds from the SCE allotment. In most instances, schools will not be burdened in the future with the cost of obtaining a separate audit of state compensatory education, if only effective strategies, programs and activities are supported by the SCE allotment.

In 2009, House Bill 2703 of the 81st Legislature added a provision to §29.081 (added Subsection (d-1) to §29.081, Education Code) that changed the compensatory education definition of “student at-risk of dropping out of school” by excluding a student who did not advance from prekindergarten or kindergarten to the next grade level only as the result of the request of the student’s parents. Previously the law under §29.081(d)(1) included in the compensatory education definition of “student at-risk of dropping out of school” any student who was not advanced from one grade level to the next.

Also in 2009, another change to Section 42.152(c), Education Code was the amendment of the indirect cost allotment for the compensatory education allotment. The allotment was raised from 45 to 48 percent. In Section 53 of the bill, a new category of compensatory education, funding for the military dependent allotment was established. Section 53 of the bill amends Section 42.152, Education Code, by adding Subsections (s), (s-1), (s-2), and (s-3) to provide a compensatory education allotment of \$650 per ADA for

students who have a parent or guardian on active duty in a combat zone and for students who have a parent or guardian on active duty who have transferred to a school district as a result of a change related to an action taken under the Defense Base Closure and Realignment Act of 1990. Districts would be permitted to use this funding only to serve eligible students.

Beginning in the 2014–2015 school year, under House Bill 5 high school students were required to pass five State of Texas Assessments of Academic Readiness (STAAR®) end-of-course exams to meet the new graduation requirements. There were exams that were no longer required, and some students were classified as at-risk based on their failure on the assessments that were no longer in use. A student who was identified as at-risk based on this category in 2014–2015 was considered to be at-risk in 2016–2017, but the at-risk status was removed at the end of the 2016–2017 school year.

House Bill 5 increased the age of students considered at-risk for dropping out of school from 21 to 26 years of age for state compensatory education eligibility purposes. It also amended TEC §29.081 to require school districts to offer, without cost to a student, additional accelerated instruction in any subject if the student failed to perform satisfactorily on an EOC assessment test that measured the knowledge and skills in that course, and which was required for graduation. The LEA is required to separately budget and prioritize state compensatory education funding and any other funding necessary for additional accelerated instruction for students who fail to perform satisfactorily on an EOC assessment instrument. State compensatory education funds cannot be used for any other purpose until the district or charter school has sufficiently funded additional accelerated instruction. TEC §29.081, as amended by House Bill 5, also requires each school district to evaluate the effectiveness of accelerated instruction programs for high school students and to hold an annual public hearing to consider the results of the evaluation.

In the summer of 2019, the 86th Texas Legislature passed House Bill 3, a school finance bill which (1) increases in the overall allotment toward compensatory education, (2) establishes a new allotment method, (3) changes spending requirements, and (4) requires a compensatory education advisory committee. Since these changes apply to the 2019–2020 academic year and thereafter, and not to the 2018–2019 academic year that is the focus of the present study, a more comprehensive description of the main components of House Bill 3 will be addressed in next year's State Compensatory Education Report.

The LEA should also determine whether the student meets any of the other criteria under TEC §29.081(d). The LEA should also review local eligibility criteria adopted by the board of trustees in accordance with §29.081(g) to determine whether the student is eligible for services/supports.

Appendix B Funding Source

Pursuant to TEC §29.081, the money allocated by the state for compensatory education programs and/or services was based on the number of economically disadvantaged students in the district. The number of economically disadvantaged students is determined by averaging the best six months of enrollment for those who qualify in the national school lunch program for free- or reduced-price lunches for the preceding school year. Districts are entitled to receive an additional annual allotment equal to the adjusted basic allotment, multiplied by 0.2, for each student who is economically disadvantaged and who does not have a disability. Students must reside in a residential placement facility in a district in which their parent or legal guardian does not reside. Districts are also entitled to receive an annual allotment equal to the adjusted basic allotment, multiplied by 2.41, for each full-time equivalent student in a remedial and support program because the student is pregnant or a parent.

Due to the passage of House Bill 3 during the 86th Texas Legislature, resource allocation relative to compensatory education will change for the 2019–2020 academic year and thereafter. These changes will be addressed more comprehensively in next year’s State Compensatory Education Report.

Appendix C

Criteria For Identifying At-Risk Students

State Criteria

TEC §29.081 defines a student at-risk of dropping out of school as each student who is under 21 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years, except if the student did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student's parent;
2. Is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. Is in pre-kindergarten, kindergarten, or grades 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. Has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by TEC §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. Resided in the preceding school year, or resides in the current school year, in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Local Criteria

In addition to the 13 state criteria outlined in TEC §29.081 for identifying students who are at-risk of dropping out of school, there is a provision that allows the board of trustees of a school district to adopt local eligibility criteria (TEC §29.081(g)). The following local criteria also identify students who are at-risk for dropping out of school:

1. Students who are identified as dyslexic under general education; or
2. Students who are placed into a Disciplinary Alternative Education Program for reasons other than those in TEC §37.006, such as continued misbehavior in the classroom.



ACHIEVEMENT BY AT-RISK STATUS DISTRICTWIDE AND BY SCHOOL OFFICE AREAS

**DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT**

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

HISD Districtwide

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	5,338	7,863	87	53	-34	86	63	-23									
	4	6,682	8,600	86	51	-35	85	56	-29	78	40	-38						
	5	6,368	9,895	91	55	-36	92	67	-25				87	52	-35			
	6	6,449	7,195	82	41	-41	87	59	-28									
	7	5,938	6,976	90	52	-38	87	54	-33	86	46	-40						
	8	6,193	7,509	92	57	-35	89	62	-27				89	56	-33	80	40	-40
	Total	36,968	48,038	88	55	-33	88	61	-27	80	42	-38	87	53	-34	80	40	-40
2018	3	7,717	6,053	70	59	-11	72	67	-5									
	4	5,814	9,844	85	48	-37	89	63	-26	75	39	-36						
	5	5,844	10,903	92	58	-34	93	70	-23				89	57	-32			
	6	5,029	8,243	84	49	-35	88	61	-27									
	7	4,723	8,788	87	57	-30	85	56	-29	84	48	-36						
	8	4,538	8,797	91	61	-30	86	62	-24				87	56	-31	80	44	-36
	Total	33,665	52,628	84	58	-26	85	65	-20	77	41	-36	88	56	-32	80	44	-36
2017	3	8,612	5,210	66	51	-15	72	61	-11									
	4	6,280	9,622	82	44	-38	85	56	-29	79	42	-37						
	5	5,949	10,226	88	49	-39	92	67	-25				89	54	-35			
	6	5,308	8,240	84	45	-39	88	57	-31									
	7	4,789	8,413	90	54	-36	86	54	-32	87	53	-34						
	8	4,699	8,828	90	62	-28	83	60	-23				88	58	-30	77	44	-33
	Total	35,637	50,539	81	52	-29	84	60	-24	81	45	-36	88	55	-33	77	44	-33

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	124	3,862	88	70	-18	91	70	-21								
	4	100	2,096	80	56	-24	85	59	-26	82	62	-20					
	5	45	558	92	75	-17	90	56	-34				71	40	-31		
	Total	269	6,516	88	68	-20	88	66	-22	82	62	-20	71	40	-31		
2018	3	118	3,981	93	71	-22	84	73	-11								
	4	83	1,753	87	61	-26	83	67	-16	89	64	-25					
	5	27	430	96	75	-21	100	66	-34				83	51	-32		
	Total	228	6,164	93	70	-23	86	71	-15	89	64	-25	83	51	-32		
2017	3	124	4,176	88	64	-24	87	72	-15								
	4	84	1,710	95	61	-34	99	63	-36	96	61	-35					
	5	39	303	91	74	-17	83	62	-21				75	51	-24		
	Total	247	6,189	92	66	-26	90	68	-22	96	61	-35	75	51	-24		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

HISD Districtwide

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	5,283	11,766	88	52	-36
	English II	5,531	11,062	93	56	-37
	Algebra I	5,625	9,103	96	83	-13
	Biology	5,624	9,091	97	78	-19
	US History	5,300	6,824	99	86	-13
2018	English I	4,180	14,144	89	53	-36
	English II	3,890	13,227	91	54	-37
	Algebra I	4,184	11,630	95	82	-13
	Biology	4,145	11,159	96	78	-18
	US History	3,317	8,727	98	85	-13
2017	English I	4,799	13,592	88	51	-37
	English II	3,946	12,581	90	53	-37
	Algebra I	4,907	11,339	95	81	-14
	Biology	4,726	9,916	96	75	-21
	US History	3,686	8,451	98	82	-16

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	9,940	83.4	79.3	-4.1	10,190	84.6	79.3	-5.3
TxCHSE	92	1.4	0.4	-1.0	83	1.0	0.5	-0.5
Continuers	730	1.7	8.3	6.6	711	2.3	7.3	5.0
Completion	10,762	86.5	88.0	1.5	10,984	87.9	87.1	-0.8

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	692	1,561	86	45	-41	84	57	-27									
	4	1,010	1,701	84	50	-34	83	58	-25	73	38	-35						
	5	948	2,015	91	52	-39	94	68	-26				89	52	-37			
	6	441	879	74	30	-44	85	54	-31									
	7	384	910	87	42	-45	85	52	-33	86	35	-51						
	8	377	975	90	48	-42	89	64	-25				86	55	-31	72	32	-40
	Total	3,852	8,041	87	50	-37	87	61	-26	75	38	-37	89	52	-37	72	32	-40
2018	3	1,313	1,061	66	55	-11	71	63	-8									
	4	859	1,941	84	46	-38	88	64	-24	73	39	-34						
	5	781	2,296	92	58	-34	93	73	-20				90	58	-32			
	6	276	998	78	34	-44	83	56	-27									
	7	258	1,131	89	47	-42	88	54	-34	87	35	-52						
	8	287	1,023	87	52	-35	80	68	-12				90	57	-33	78	37	-41
	Total	3,774	8,450	81	54	-27	84	66	-18	75	39	-36	90	58	-32	78	37	-41
2017	3	1,458	910	61	47	-14	68	57	-11									
	4	874	1,888	78	48	-31	84	62	-22	77	49	-28						
	5	801	2,131	87	48	-38	93	67	-26				88	56	-33			
	6	317	1,078	76	32	-44	84	52	-32									
	7	345	1,009	89	48	-41	89	53	-37	85	42	-43						
	8	304	1,091	89	48	-41	82	61	-21				89	57	-32	75	36	-39
	Total	4,099	8,107	77	49	-28	82	61	-21	78	48	-30	88	56	-33	75	36	-39

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	31	1,091	92	68	-24	88	68	-20								
	4	28	605	64	63	-1	80	68	-12	75	69	-6					
	5	9	91	100	67	-33	100	47	-53				100	30	-70		
	Total	68	1,787	88	65	-23	88	64	-24	75	69	-6	100	30	-70		
2018	3	23	1,039	74	71	-3	70	72	2								
	4	4	424	*	69	*	*	75	*	*	73	*					
	5	4	76	*	69	*	*	66	*				*	53	*		
	Total	31	1,539	87	69	-18	81	70	-11	100	73	-27	100	53	-47		
2017	3	20	965	96	68	-28	87	76	-11								
	4	5	520	100	59	-41	100	62	-38	100	59	-41					
	5	8	56	100	78	-22		73					100	68	-32		
	Total	33	1,541	97	67	-31	89	71	-18	100	59	-41	100	68	-32		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

North School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I			*	*	*
	English II			*	*	*
	Algebra I	176	137	100	100	0
	Biology			*	*	*
	US History			*	*	*
2018	English I		8	*		*
	English II		15	*	7	*
	Algebra I	162	138	100	99	-1
	Biology			*	*	*
	US History		6	*		*
2017	English I		15	*	33	*
	English II		32	*		*
	Algebra I	164	126	100	91	-9
	Biology		3	*	*	*
	US History	26	127	100	83	-17

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

North School Office Area

Charles Atherton Elementary School
Charles Barrick Elementary School
James Berry Elementary School
Luther Burbank Elementary School
Luther Burbank Middle School
James Burrus Elementary School
John Codwell Elementary School
Felix Cook Jr. Elementary School
Ethel Coop Elementary School
Helen DeChaumes Elementary School
John Durkee Elementary School
Charles Eliot Elementary School
Elmore Elementary School
Lamar Fleming Middle School
Richard Fonville Middle School
Macario Garcia Elementary School
Nathaniel Q. Henderson Elementary School
John J. Herrera Elementary School
Rollin Isaacs Elementary School
Peter Janowski Elementary School

Barbara Jordan High School for Careers
Kashmere Gardens Elementary School
John F. Kennedy Elementary School
Francis Scott Key Middle School
E. A. "Squatty" Lyons Elementary School
Thurgood Marshall Elementary School
Raul C. Martinez Elementary School
Ernest McGowen Sr. Elementary School
John McReynolds Middle School
Joe Moreno Elementary School
Northline Elementary School
John G. Osborne Elementary
Roderick Paige Elementary School
Betsy Ross Elementary School
Walter Scarborough Elementary School
Mary Scroggins Elementary School
Shadydale Elementary School
Charles Shearn Elementary School
Sidney Sherman Elementary School

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Charles Atherton Elementary School

School No: 106

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	39	58	87	67	-20	79	66	-13								
	4	54	39	92	69	-23	94	67	-27	93	69	-24					
	5	52	30	98	47	-51	98	57	-41				90	50	-40		
	6																
	7																
	8																
	Total	145	127	92	61	-31	90	63	-27	93	69	-24	90	50	-40		
2018	3	88	8	73	63	-10	70	63	-7								
	4	54	34	89	65	-24	91	65	-26	89	62	-27					
	5	38	50	100	66	-34	100	70	-30				100	68	-32		
	6																
	7																
	8																
	Total	180	92	87	65	-22	87	66	-21	89	62	-27	100	68	-32		
2017	3	68	10	71	40	-31	71	30	-41								
	4	44	38	89	63	-26	82	53	-29	86	71	-15					
	5	48	42	83	43	-40	90	57	-33				77	33	-44		
	6																
	7																
	8																
	Total	160	90	81	49	-32	81	47	-34	86	71	-15	77	33	-44		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4	1		*			*			*			*			*	
	5																
	Total	1		*			*			*			*			*	
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Charles Barrick Elementary School

School No: 107

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	16	51	88	63	-25	81	72	-9								
	4	27	81	96	40	-56	96	71	-25	85	41	-44					
	5	30	61	86	31	-55	97	66	-31				83	38	-45		
	6																
	7																
	8																
	Total	73	193	90	45	-45	91	70	-21	85	41	-44	83	38	-45		
2018	3	35	47	83	55	-28	66	49	-17								
	4	25	72	92	31	-61	92	81	-11	72	40	-32					
	5	22	83	91	49	-42	91	60	-31				86	52	-34		
	6																
	7																
	8																
	Total	82	202	89	45	-44	83	63	-20	72	40	-32	86	52	-34		
2017	3	31	71	71	34	-37	84	56	-28								
	4	23	84	78	44	-34	91	69	-22	83	45	-38					
	5	38	60	92	40	-52	95	75	-20				92	47	-45		
	6																
	7																
	8																
	Total	92	215	80	39	-41	90	67	-23	83	45	-38	92	47	-45		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		46		60			67						
	4		18							89				
	5		3		*			*		*			*	
	Total		67		60			67			89			
2018	3		37		41			54						
	4													
	5													
	Total		37		41			54						
2017	3		2		*			*		*			*	
	4		4		*			*		*			*	
	5		2		*			*		*			*	
	Total		8		42			50						50

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Berry Elementary School

School No: 109

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	29	50	100	62	-38	100	82	-18								
	4	31	88	90	47	-43	87	61	-26	71	40	-31					
	5	34	79	94	55	-39	97	77	-20				88	46	-42		
	6																
	7																
	8																
	Total	94	217	95	55	-40	95	73	-22	71	40	-31	88	46	-42		
2018	3	43	41	74	63	-11	93	78	-15								
	4	34	86	100	57	-43	100	81	-19	74	42	-32					
	5	21	90	90	56	-34	86	72	-14				95	40	-55		
	6																
	7																
	8																
	Total	98	217	88	59	-29	93	77	-16	74	42	-32	95	40	-55		
2017	3	53	29	66	66	0	77	72	-5								
	4	30	73	80	58	-22	93	73	-20	73	52	-21					
	5	27	80	93	49	-44	100	66	-34				100	45	-55		
	6																
	7																
	8																
	Total	110	182	80	58	-22	90	70	-20	73	52	-21	100	45	-55		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		43		70		84										
	4	1	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	5	1		*		*		*		*		*		*		*	
	Total	2	44	*	70	*	*	84	*	*		*		*		*	
2018	3		44		39		57										
	4																
	5	1		*		*		*		*		*		*		*	
	Total	1	44	*	39	*	*	57	*	*		*		*		*	
2017	3	1	46	*	63	*	*	87	*	*		*		*		*	
	4		19		11		5			5		5					
	5	1	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	2	66	*	58	*	*	64	*	*		5	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Luther Burbank Elementary School

School No: 122

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	39	79	97	74	-23	95	85	-10								
	4	58	86	96	84	-12	95	91	-4	83	76	-7					
	5	60	59	97	80	-17	98	90	-8				100	88	-12		
	6																
	7																
	8																
	Total	157	224	97	79	-18	96	89	-7	83	76	-7	100	88	-12		
2018	3	57	74	89	77	-12	95	85	-10								
	4	43	72	95	76	-19	100	93	-7	91	72	-19					
	5	31	90	90	72	-18	97	94	-3				94	70	-24		
	6																
	7																
	8																
	Total	131	236	91	75	-16	97	91	-6	91	72	-19	94	70	-24		
2017	3	61	45	85	84	-1	92	91	-1								
	4	34	75	82	60	-22	97	81	-16	91	65	-26					
	5	35	75	97	75	-22	97	88	-9				91	76	-15		
	6																
	7																
	8																
	Total	130	195	88	73	-15	95	87	-8	91	65	-26	91	76	-15		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		48		88			97									
	4		2		*			*		*			*			*	
	5	2	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	2	52	*	79	*	*	99	*	*	50	*	*	*	*	*	*
2018	3		36		89			92									
	4																
	5		7		57												
	Total		43		73			92									
2017	3		34		79			94									
	4	2	14	*	50	*	*	71	*	*	57	*	*	*	*	*	*
	5		14		79												
	Total	2	62	*	69	*	*	83	*	*	57	*	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Luther Burbank Middle School

School No: 43

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	182	320	91	61	-30	98	80	-18									
	7	190	306	95	59	-36	96	71	-25	94	53	-41						
	8	159	311	97	68	-29	96	84	-12				97	82	-15	91	58	-33
	Total	531	937	94	73	-21	97	78	-19	94	53	-41	97	82	-15	91	58	-33
2018	3																	
	4																	
	5																	
	6	124	332	93	61	-32	98	77	-21									
	7	121	339	95	64	-31	98	72	-26	97	53	-44						
	8	166	325	98	71	-27	100	89	-11				99	83	-16	96	65	-31
	Total	411	996	95	76	-19	99	79	-20	97	53	-44	99	83	-16	96	65	-31
2017	3																	
	4																	
	5																	
	6	140	326	89	54	-35	94	76	-18									
	7	188	311	96	64	-32	97	70	-27	95	62	-33						
	8	145	326	97	66	-31	92	76	-16				95	75	-20	94	62	-32
	Total	473	963	94	73	-21	94	74	-20	95	62	-33	95	75	-20	94	62	-32

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Luther Burbank Middle School

School No: 43

North School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	84	74	99	100	1
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	102	60	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	107	67	99	100	1
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Burrus Elementary School

School No: 125

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	15	36	93	69	-24	87	58	-29								
	4	40	33	88	39	-49	75	24	-51	78	30	-48					
	5	25	44	100	50	-50	96	80	-16				96	75	-21		
	6																
	7																
	8																
	Total	80	113	94	53	-41	86	54	-32	78	30	-48	96	75	-21		
2018	3	52	24	69	35	-34	79	50	-29								
	4	39	39	72	54	-18	69	49	-20	74	42	-32					
	5	13	65	92	65	-27	100	80	-20				100	55	-45		
	6																
	7																
	8																
	Total	104	128	78	51	-27	83	60	-23	74	42	-32	100	55	-45		
2017	3	55	15	65	47	-18	71	60	-11								
	4	24	43	71	44	-27	71	26	-45	83	64	-19					
	5	35	43	91	44	-47	89	65	-24				89	72	-17		
	6																
	7																
	8																
	Total	114	101	76	45	-31	77	50	-27	83	64	-19	89	72	-17		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3		1		*			*			*			*			*
	4		2		*			*			*			*			*
	5																
	Total		3		*			*			*			*			*
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John Codwell Elementary School

School No: 123

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	31	31	77	19	-58	74	26	-48								
	4	32	35	78	26	-52	94	34	-60	81	17	-64					
	5	18	40	89	35	-54	94	53	-41				94	30	-64		
	6																
	7																
	8																
	Total	81	106	81	27	-54	87	38	-49	81	17	-64	94	30	-64		
2018	3	57	7	65	43	-22	54	43	-11								
	4	26	39	77	26	-51	65	36	-29	58	28	-30					
	5	24	65	88	44	-44	88	58	-30				88	34	-54		
	6																
	7																
	8																
	Total	107	111	77	38	-39	69	46	-23	58	28	-30	88	34	-54		
2017	3	62	4	44	*	*	42	*	*					*	*		*
	4	30	47	80	20	-60	70	41	-29	77	17	-60					
	5	21	35	86	46	-40	86	66	-20				95	59	-36		
	6																
	7																
	8																
	Total	113	86	70	39	-31	66	52	-14	77	17	-60	95	59	-36		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4		1		*		*		*		*		*		*		*
	5																
	Total		1		*		*		*		*		*		*		*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Felix Cook Jr. Elementary School

School No: 358

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	31	60	87	59	-28	77	48	-29									
	4	27	71	78	51	-27	81	45	-36	70	28	-42						
	5	29	50	97	52	-45	90	50	-40				93	44	-49			
	6																	
	7																	
	8																	
	Total	87	181	87	54	-33	83	48	-35	70	28	-42	93	44	-49			
2018	3	65	21	49	62	13	54	52	-2									
	4	25	63	80	35	-45	84	46	-38	68	19	-49						
	5	24	65	88	35	-53	92	38	-54				75	26	-49			
	6																	
	7																	
	8																	
	Total	114	149	72	44	-28	77	45	-32	68	19	-49	75	26	-49			
2017	3	63	16	46	19	-27	56	46	-10									
	4	33	64	73	21	-52	79	31	-48	61	14	-47						
	5	25	72	64	37	-27	88	58	-30				72	32	-40			
	6																	
	7																	
	8																	
	Total	121	152	61	26	-35	74	45	-29	61	14	-47	72	32	-40			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	22		68			67							
	4													
	5													
	Total	22		68			67							
2018	3	2	23	*	57	*	*	57	*	*	*	*	*	*
	4													
	5													
	Total	2	23	*	57	*	*	57	*	*	*	*	*	*
2017	3	1	21	*	50	*	*	57	*	*	*	*	*	*
	4													
	5													
	Total	1	21	*	50	*	*	57	*	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ethel Coop Elementary School

School No: 132

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	32	95	81	47	-34	97	77	-20								
	4	24	86	88	58	-30	96	64	-32	79	39	-40					
	5	36	69	91	51	-40	80	57	-23				81	50	-31		
	6																
	7																
	8																
	Total	92	250	87	52	-35	91	66	-25	79	39	-40	81	50	-31		
2018	3	48	71	54	50	-4	54	63	9								
	4	33	76	88	43	-45	94	61	-33	85	34	-51					
	5	29	85	93	48	-45	86	62	-24				83	58	-25		
	6																
	7																
	8																
	Total	110	232	78	47	-31	78	62	-16	85	34	-51	83	58	-25		
2017	3	42	33	56	79	23	60	82	22								
	4	27	91	78	46	-32	70	63	-7	69	57	-12					
	5	20	72	95	47	-48	95	53	-42				95	59	-36		
	6																
	7																
	8																
	Total	89	196	76	57	-19	75	66	-9	69	57	-12	95	59	-36		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	11	60	100	60	-40			25								
	4	12	60	90	57	-33			50	83	33	92	69	-23			
	5	1	4	*	*	*			*	*	*	*	*	*	*	*	*
	Total	24	124	97	64	-33			75	44	-31	92	69	-23			
2018	3	13	54	46	72	26											
	4		36		72							72					
	5	1	9	*	75	*			*	56	*	*		*	*	11	*
	Total	14	99	73	73	0				56			72			11	
2017	3		33		55					79							
	4		44		61					67			67				
	5		3		*					*			*			*	
	Total		80		61					71			67			67	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Helen DeChaumes Elementary School

School No: 137

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	23	27	96	59	-37	100	67	-33								
	4	46	23	98	57	-41	91	61	-30	80	39	-41					
	5	20	84	95	76	-19	100	93	-7				100	76	-24		
	6																
	7																
	8																
	Total	89	134	96	64	-32	97	74	-23	80	39	-41	100	76	-24		
2018	3	48	17	88	71	-17	92	82	-10								
	4	21	24	100	42	-58	95	71	-24	81	33	-48					
	5	33	102	97	73	-24	100	91	-9				100	77	-23		
	6																
	7																
	8																
	Total	102	143	95	62	-33	96	81	-15	81	33	-48	100	77	-23		
2017	3	34	10	74	70	-4	82	100	18								
	4	32	18	97	72	-25	100	89	-11	94	67	-27					
	5	28	75	89	61	-28	100	93	-7				86	78	-8		
	6																
	7																
	8																
	Total	94	103	87	68	-19	94	94	0	94	67	-27	86	78	-8		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3		62		92			89							
	4		76		83			88		88					
	5		13		100			100					25		
	Total		151		92			92		88			25		
2018	3		75		91			83							
	4		60		97			98		97					
	5		3		*			*		*			*		
	Total		138		96			91		97					
2017	3	1	63	*	92	*	*	92	*	*		*	*	*	
	4		83		83			86		88					
	5														
	Total	1	146	*	88	*	*	89	*	88	*	*	*	*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John Durkee Elementary School

School No: 144

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	7	44	86	39	-47	71	44	-27									
	4	19	35	79	44	-35	74	30	-44	78	25	-53						
	5	18	85	83	49	-34	94	78	-16				83	52	-31			
	6																	
	7																	
	8																	
	Total	44	164	83	44	-39	80	51	-29	78	25	-53	83	52	-31			
2018	3	30	18	77	39	-38	67	67	0									
	4	21	40	81	53	-28	81	45	-36	76	33	-43						
	5	21	73	76	48	-28	86	58	-28				100	44	-56			
	6																	
	7																	
	8																	
	Total	72	131	78	47	-31	78	57	-21	76	33	-43	100	44	-56			
2017	3	44	16	52	50	-2	59	75	16									
	4	26	26	84	38	-46	88	38	-50	73	46	-27						
	5	20	66	67	38	-29	94	62	-32				45	27	-18			
	6																	
	7																	
	8																	
	Total	90	108	68	42	-26	80	58	-22	73	46	-27	45	27	-18			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	4	57	*	84	*	*	88	*	*	*	*	*	*			
	4	3	48	*	64	*	*	92	*	*	74	*	*	*			
	5		10		60			30									
	Total	7	115	42	69	27	75	70	-5	33	74	41					
2018	3		49		92			90									
	4		52		77			94		81							
	5		8		100			100									
	Total		109		90			95		81							
2017	3		65		77			86									
	4	1	61	*	69	*	*	86	*	*	70	*	*	*			
	5		9		67												
	Total	1	135	*	71	*	*	86	*	*	70	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Charles Eliot Elementary School

School No: 147

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	18	33	100	58	-42	100	64	-36								
	4	19	50	95	73	-22	89	84	-5	74	67	-7					
	5	34	44	100	47	-53	100	64	-36				97	53	-44		
	6																
	7																
	8																
	Total	71	127	98	59	-39	96	71	-25	74	67	-7	97	53	-44		
2018	3	26	10	81	60	-21	81	90	9								
	4	12	65	100	52	-48	100	78	-22	100	55	-45					
	5	24	53	100	55	-45	100	91	-9				96	76	-20		
	6																
	7																
	8																
	Total	62	128	94	56	-38	94	86	-8	100	55	-45	96	76	-20		
2017	3	36	15	58	33	-25	67	33	-34								
	4	17	68	71	56	-15	82	82	0	82	62	-20					
	5	22	55	90	44	-46	100	69	-31				91	57	-34		
	6																
	7																
	8																
	Total	75	138	73	44	-29	83	61	-22	82	62	-20	91	57	-34		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3		41		83			76							
	4		8		38					50					
	5		5		100										
	Total		54		74			76			50				
2018	3		39		62			77							
	4		1		*			*		*			*		
	5		1		*			*		*			*		
	Total		41		81			89			100				
2017	3	1	42		*	83	*	*	86	*	*	*	*	*	
	4		1		*			*		*			*		
	5														
	Total	1	43		*	83	*	*	86	*	*	*	*	*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Elmore Elementary School

School No: 475

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	27	43	56	19	-37	63	46	-17								
	4	40	61	68	47	-21	70	44	-26	67	34	-33					
	5	42	74	76	23	-53	90	61	-29				76	34	-42		
	6																
	7																
	8																
	Total	109	178	67	30	-37	74	50	-24	67	34	-33	76	34	-42		
2018	3	38	31	53	42	-11	59	57	-2								
	4	32	84	69	37	-32	77	47	-30	63	26	-37					
	5	30	94	77	55	-22	80	70	-10				76	50	-26		
	6																
	7																
	8																
	Total	100	209	66	45	-21	72	58	-14	63	26	-37	76	50	-26		
2017	3	62	20	66	40	-26	69	50	-19								
	4	19	104	89	49	-40	100	63	-37	89	45	-44					
	5	19	87	95	40	-55	95	64	-31				95	46	-49		
	6																
	7																
	8																
	Total	100	211	83	43	-40	88	59	-29	89	45	-44	95	46	-49		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		40		57		63										
	4	1	2	*	*	*	*	*	*	*	*	*	*	*	*	*	
	5		3		*		*			*			*		*		
	Total	1	45	*	57	*	*	57	*	*	*	*	*	*	*	*	
2018	3	2	33	*	88	*	*	82	*	*	*	*	*	*	*	*	
	4		1		*		*			*			*		*		
	5																
	Total	2	34	*	94	*	*	82	*	*	100	*	*	*	*	*	
2017	3		26		62		77										
	4		4		*		*			*			*		*		
	5		1		*		*			*			*		*		
	Total		31		81		55			67							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Lamar Fleming Middle School

School No: 78

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	46	112	59	21	-38	70	37	-33									
	7	24	137	75	35	-40	83	35	-48	86	25	-61						
	8	44	112	91	49	-42	93	68	-25				79	45	-34	79	32	-47
	Total	114	361	75	48	-27	82	47	-35	86	25	-61	79	45	-34	79	32	-47
2018	3																	
	4																	
	5																	
	6	23	151	61	21	-40	78	41	-37									
	7	28	157	93	50	-43	89	56	-33	86	42	-44						
	8	23	128	87	47	-40	62	69	7				87	56	-31	78	33	-45
	Total	74	436	80	53	-27	76	55	-21	86	42	-44	87	56	-31	78	33	-45
2017	3																	
	4																	
	5																	
	6	28	150	86	33	-53	86	63	-23									
	7	31	123	87	45	-42	90	56	-34	90	44	-46						
	8	22	133	82	51	-31	67	64	-3				85	55	-30	55	22	-33
	Total	81	406	85	61	-24	81	61	-20	90	44	-46	85	55	-30	55	22	-33

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Lamar Fleming Middle School

School No: 78

North School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	16	4	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	10	10	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	7	10	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Richard Fonville Middle School

School No: 47

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	78	180	73	26	-47	87	51	-36									
	7	58	171	93	46	-47	89	67	-22	91	41	-50						
	8	59	243	95	49	-46	95	52	-43				97	64	-33	66	24	-42
	Total	195	594	87	56	-31	90	57	-33	91	41	-50	97	64	-33	66	24	-42
2018	3																	
	4																	
	5																	
	6	46	199	78	27	-51	72	55	-17									
	7	42	258	93	46	-47	88	53	-35	85	28	-57						
	8	45	247	86	44	-42	82	61	-21				89	58	-31	78	25	-53
	Total	133	704	86	56	-30	81	56	-25	85	28	-57	89	58	-31	78	25	-53
2017	3																	
	4																	
	5																	
	6	67	233	73	25	-48	82	44	-38									
	7	62	249	84	35	-49	89	48	-41	80	41	-39						
	8	75	276	89	35	-54	92	54	-38				100	61	-39	74	20	-54
	Total	204	758	82	48	-34	88	49	-39	80	41	-39	100	61	-39	74	20	-54

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Richard Fonville Middle School

School No: 47

North School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	36	44	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	22	34	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	24	5	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Macario Garcia Elementary School

School No: 283

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	16	40	69	18	-51	94	55	-39									
	4	21	85	76	44	-32	76	55	-21	52	38	-14						
	5	10	77	90	56	-34	100	68	-32				100	68	-32			
	6																	
	7																	
	8																	
	Total	47	202	78	39	-39	90	59	-31	52	38	-14	100	68	-32			
2018	3	54	15	41	33	-8	52	40	-12									
	4	25	78	58	39	-19	75	68	-7	48	22	-26						
	5	17	68	100	52	-48	100	61	-39				100	67	-33			
	6																	
	7																	
	8																	
	Total	96	161	66	41	-25	76	56	-20	48	22	-26	100	67	-33			
2017	3	51	15	41	40	-1	49	53	4									
	4	24	68	79	32	-47	75	51	-24	63	24	-39						
	5	16	75	88	43	-45	81	56	-25				88	58	-30			
	6																	
	7																	
	8																	
	Total	91	158	69	38	-31	68	53	-15	63	24	-39	88	58	-30			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		37			65			65								
	4		2			*			*			*					*
	5		2			*			*			*					*
	Total		41			58			65			100					
2018	3		44			82			80								
	4		1			*			*			*					*
	5																
	Total		45			82			90								
2017	3		37			73			76								
	4																
	5		1			*			*			*					*
	Total		38			87			88								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Nathaniel Q. Henderson Elementary School

School No: 172

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	6	41	67	39	-28	100	46	-54								
	4	7	43	100	40	-60	100	56	-44	57	23	-34					
	5	9	24	78	74	-4	100	87	-13				100	75	-25		
	6																
	7																
	8																
	Total	22	108		82	51	-31	100	63	-37	57	23	-34	100	75	-25	
2018	3	26	26	31	27	-4	50	65	15								
	4	17	22	47	23	-24	65	73	8	35	23	-12					
	5	6	28	83	50	-33	100	86	-14				100	68	-32		
	6																
	7																
	8																
	Total	49	76		54	33	-21	72	75	3	35	23	-12	100	68	-32	
2017	3	17	19	25	47	22	41	53	12								
	4	13	26	75	42	-33	75	75	0	58	35	-23					
	5	5	27	100	52	-48	100	70	-30				80	62	-18		
	6																
	7																
	8																
	Total	35	72		67	47	-20	72	66	-6	58	35	-23	80	62	-18	

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		3		*			*			*			*			
	4	1	3		*	*	*	*	*	*	*	*	*	*			
	5																
	Total	1	6		*	*	*	33	*	*	*	*	*	*			
2018	3																
	4																
	5																
	Total																
2017	3	1			*			*			*			*			
	4																
	5																
	Total	1			*			*			*			*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John J. Herrera Elementary School

School No: 286

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	29	46	97	54	-43	89	75	-14								
	4	41	36	90	40	-50	83	60	-23	90	24	-66					
	5	45	89	93	67	-26	89	72	-17				87	61	-26		
	6																
	7																
	8																
	Total	115	171	93	54	-39	87	69	-18	90	24	-66	87	61	-26		
2018	3	48	19	73	53	-20	81	78	-3								
	4	40	32	93	38	-55	100	47	-53	88	29	-59					
	5	27	103	96	66	-30	96	82	-14				93	74	-19		
	6																
	7																
	8																
	Total	115	154	87	52	-35	92	69	-23	88	29	-59	93	74	-19		
2017	3	58	11	72	55	-17	69	55	-14								
	4	37	35	86	16	-70	97	48	-49	72	11	-61					
	5	26	104	88	58	-30	100	67	-33				100	67	-33		
	6																
	7																
	8																
	Total	121	150	82	43	-39	89	57	-32	72	11	-61	100	67	-33		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	7	66	100	77	-23	100	82	-18								
	4	1	52	*	90	*	*	80	*	*	92	*	*	*	*	*	
	5																
	Total	8	118	100	84	-16	100	81	-19	100	92	-8					
2018	3		53		90			92									
	4	3	54	*	85	*	*	77	*	*	87	*	*	*	*	*	
	5		3		*			*			*		*	*	*	*	
	Total	3	110	*	81	*	*	90	*	*	87	*	*	*	*	*	
2017	3	3	57	*	68	*	*	68	*	*		*	*	*	*	*	
	4		63		79			71			92						
	5	1	1	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Total	4	121	*	82	*	*	70	*	*	92	*	*	*	*	*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Rollin Isaacs Elementary School

School No: 180

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	7	17	100	24	-76	57	38	-19								
	4	10	35	90	26	-64	80	26	-54	80	14	-66					
	5	15	38	100	35	-65	100	54	-46				100	19	-81		
	6																
	7																
	8																
	Total	32	90	97	28	-69	79	39	-40	80	14	-66	100	19	-81		
2018	3	7	23	57	61	4	86	65	-21								
	4	3	49	*	45	*	*	67	*	*	41	*	*		*		*
	5	17	29	82	38	-44	94	78	-16				65	45	-20		
	6																
	7																
	8																
	Total	27	101	69	48	-21	93	70	-23	67	41	-26	65	45	-20		
2017	3	14	12	64	50	-14	79	67	-12								
	4	15	18	60	44	-16	80	61	-19	67	41	-26					
	5	10	37	89	35	-54	89	65	-24				100	46	-54		
	6																
	7																
	8																
	Total	39	67	71	43	-28	83	64	-19	67	41	-26	100	46	-54		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		23		59		61							
	4													
	5		2		*		*			*			*	
	Total		25		55		56							
2018	3		14		64		64							
	4													
	5		4		*		*			*			*	
	Total		18		57		82						100	
2017	3		26		85		88							
	4		12		40		50			33				
	5		3		*		*			*			*	
	Total		41		64		57			33				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Peter Janowski Elementary School

School No: 181

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	9	31	100	55	-45	100	74	-26								
	4	16	24	94	43	-51	75	52	-23	81	55	-26					
	5	18	61	94	73	-21	94	80	-14				94	62	-32		
	6																
	7																
	8																
	Total	43	116	96	57	-39	90	69	-21	81	55	-26	94	62	-32		
2018	3	23	27	61	65	4	87	74	-13								
	4	24	27	83	59	-24	88	70	-18	50	42	-8					
	5	25	59	100	64	-36	100	76	-24				100	38	-62		
	6																
	7																
	8																
	Total	72	113	81	63	-18	92	73	-19	50	42	-8	100	38	-62		
2017	3	22	21	91	81	-10	86	90	4								
	4	12	39	92	69	-23	92	72	-20	75	74	-1					
	5	14	84	86	46	-40	100	69	-31				100	57	-43		
	6																
	7																
	8																
	Total	48	144	90	65	-25	93	77	-16	75	74	-1	100	57	-43		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		37		70		86										
	4		43		63		61			65							
	5	1	10	*	80	*	*	67	*	*		*		25	*		
	Total	1	90	*	71	*	*	71	*	*	65	*	*	25	*		
2018	3		46		67		73										
	4		36		56		75			67							
	5		4		*		*			*				*			
	Total		86		74		66			67				100			
2017	3	1	44	*	57	*	*	68	*	*		*		*		*	
	4		37		78		84			86							
	5	1	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	2	83	*	68	*	*	84	*	*	86	*	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Barbara Jordan High School for Careers

School No: 33

North School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I					
	Biology					
	US History					
2018	English I		8		*	
	English II		15		7	
	Algebra I		2		*	*
	Biology					
	US History		6		*	
2017	English I		15		33	
	English II		32		*	
	Algebra I		15		47	
	Biology		3		*	*
	US History	26	127	100	83	-17

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	162	97.7	97.5	-0.2	141	92.6	96.7	4.1
TxCHSE	0				1	3.7	0.0	-3.7
Continuers	0				0			
Completion	162	97.7	97.5	-0.2	142	96.3	96.7	0.4

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Kashmere Gardens Elementary School

School No: 185

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	17	48	88	71	-17	76	67	-9								
	4	22	36	86	58	-28	73	78	5	73	43	-30					
	5	15	30	93	60	-33	100	60	-40				87	50	-37		
	6																
	7																
	8																
	Total	54	114	89	63	-26	83	68	-15	73	43	-30	87	50	-37		
2018	3	36	22	67	45	-22	69	45	-24								
	4	13	31	85	65	-20	77	77	0	62	39	-23					
	5	14	48	86	42	-44	93	60	-33				93	63	-30		
	6																
	7																
	8																
	Total	63	101	79	51	-28	80	61	-19	62	39	-23	93	63	-30		
2017	3	36	17	51	36	-15	50	41	-9								
	4	25	57	72	16	-56	88	46	-42	68	34	-34					
	5	14	46	86	56	-30	86	48	-38				79	55	-24		
	6																
	7																
	8																
	Total	75	120	70	36	-34	75	45	-30	68	34	-34	79	55	-24		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	4																
	5																
	Total	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John F. Kennedy Elementary School

School No: 188

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	18	25	78	8	-70	50	16	-34								
	4	30	21	87	43	-44	83	62	-21	67	29	-38					
	5	36	62	92	46	-46	92	65	-27				81	32	-49		
	6																
	7																
	8																
	Total	84	108	86	32	-54	75	48	-27	67	29	-38	81	32	-49		
2018	3	16	30	63	57	-6	88	70	-18								
	4	15	94	87	60	-27	93	71	-22	67	48	-19					
	5	25	71	96	66	-30	92	80	-12				100	63	-37		
	6																
	7																
	8																
	Total	56	195	82	61	-21	91	74	-17	67	48	-19	100	63	-37		
2017	3	27	21	100	48	-52	96	57	-39								
	4	18	37	83	61	-22	89	61	-28	83	62	-21					
	5	18	72	100	56	-44	78	63	-15				83	49	-34		
	6																
	7																
	8																
	Total	63	130	94	55	-39	88	60	-28	83	62	-21	83	49	-34		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		59		78		71										
	4		50		60		68			69							
	5		5		67												
	Total		114		68		70			69							
2018	3		59		81		81										
	4		6		50		20			40							
	5	1	5	*	80	*	* 60	*	*		*		* 40	*			
	Total	1	70	*	70	*	* 54	*	*	40	*	*	40	*			
2017	3		63		81		87										
	4		43		84		93			98							
	5	1	1	*	*	*	* *	*	*	*	*	*	*	*			
	Total	1	107	*	88	*	* 90	*	*	98	*	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Francis Scott Key Middle School

School No: 79

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	73	150	62	27	-35	73	55	-18									
	7	54	168	81	31	-50	67	34	-33	70	22	-48						
	8	58	169	80	45	-35	71	49	-22				75	48	-27	45	23	-22
	Total	185	487	74	46	-28	70	46	-24	70	22	-48	75	48	-27	45	23	-22
2018	3																	
	4																	
	5																	
	6	45	162	71	24	-47	73	38	-35									
	7	29	201	79	36	-43	72	36	-36	79	22	-57						
	8	22	173	68	47	-21	54	41	-13				77	43	-34	41	6	-35
	Total	96	536	73	51	-22	66	38	-28	79	22	-57	77	43	-34	41	6	-35
2017	3																	
	4																	
	5																	
	6	32	219	66	26	-40	75	35	-40									
	7	22	183	86	49	-37	82	42	-40	73	31	-42						
	8	32	193	87	42	-45	78	39	-39				84	48	-36	81	32	-49
	Total	86	595	80	52	-28	78	39	-39	73	31	-42	84	48	-36	81	32	-49

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Francis Scott Key Middle School

School No: 79

North School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	19	8	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	9	23	100	96	-4
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	13	12	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

E. A. "Squatty" Lyons Elementary School

School No: 128

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	41	40	100	58	-42	98	73	-25								
	4	59	38	97	81	-16	92	73	-19	86	61	-25					
	5	57	86	86	62	-24	96	76	-20				93	66	-27		
	6																
	7																
	8																
	Total	157	164	94	67	-27	95	74	-21	86	61	-25	93	66	-27		
2018	3	75	12	88	50	-38	92	50	-42								
	4	71	29	94	72	-22	93	79	-14	85	79	-6					
	5	55	93	93	75	-18	96	87	-9				95	76	-19		
	6																
	7																
	8																
	Total	201	134	92	66	-26	94	72	-22	85	79	-6	95	76	-19		
2017	3	69	11	93	82	-11	93	82	-11								
	4	60	33	87	73	-14	88	91	3	95	88	-7					
	5	47	104	89	77	-12	98	93	-5				94	88	-6		
	6																
	7																
	8																
	Total	176	148	90	77	-13	93	89	-4	95	88	-7	94	88	-6		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	1	68	*	91	*	*	91	*	*		*		*	
	4		53		85			87		87					
	5		2		*			*		*			*		
	Total	1	123	*	88	*	*	89	*	*	87	*	*		*
2018	3		69		97			97							
	4		54		85			83		85					
	5		1		*			*		*			*		
	Total		124		91			93		85					
2017	3		61		92			98							
	4		58		98			100		95					
	5														
	Total		119		95			99		95					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Thurgood Marshall Elementary School

School No: 480

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	32	45	81	27	-54	75	38	-37									
	4	34	113	64	35	-29	64	37	-27	67	25	-42						
	5	34	127	90	46	-44	94	54	-40				97	60	-37			
	6																	
	7																	
	8																	
	Total	100	285	78	36	-42	78	43	-35	67	25	-42	97	60	-37			
2018	3	24	93	42	54	12	29	44	15									
	4	9	168	89	36	-53	78	54	-24	78	30	-48						
	5	30	143	90	58	-32	93	63	-30				59	31	-28			
	6																	
	7																	
	8																	
	Total	63	404	74	49	-25	67	54	-13	78	30	-48	59	31	-28			
2017	3	73	42	56	55	-1	51	60	9									
	4	56	133	77	47	-30	71	54	-17	70	47	-23						
	5	40	118	85	36	-49	98	64	-34				83	43	-40			
	6																	
	7																	
	8																	
	Total	169	293	73	46	-27	73	59	-14	70	47	-23	83	43	-40			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	1	77	*	56	*	*	64	*	*	*	*	*	*			
	4	1	21	*	71	*	*	81	*	*	81	*	*	*			
	5																
	Total	2	98	*	64	*	*	73	*	*	81	*	*	*			
2018	3		63		60			53									
	4		1		*			*		*			*				
	5		2		*			*		*			*				
	Total		66		60			53									
2017	3		72		65			71									
	4	1	7	*	29	*	*	50	*	*	17	*	*	*			
	5	1	2	*	*	*	*	*	*	*	*	*	*	*			
	Total	2	81	*	65	*	*	61	*	*	17	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Raul C. Martinez Elementary School

School No: 298

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	17	42	88	38	-50	88	57	-31									
	4	33	39	94	50	-44	85	46	-39	67	21	-46						
	5	23	66	96	48	-48	100	67	-33				96	38	-58			
	6																	
	7																	
	8																	
	Total	73	147	93	45	-48	91	57	-34	67	21	-46	96	38	-58			
2018	3	33	36	70	81	11	61	78	17									
	4	21	54	81	37	-44	81	46	-35	76	30	-46						
	5	20	57	95	55	-40	100	74	-26				95	56	-39			
	6																	
	7																	
	8																	
	Total	74	147	82	58	-24	81	66	-15	76	30	-46	95	56	-39			
2017	3	25	43	44	63	19	52	65	13									
	4	15	56	87	42	-45	67	59	-8	80	43	-37						
	5	18	52	78	31	-47	94	58	-36				89	54	-35			
	6																	
	7																	
	8																	
	Total	58	151	70	45	-25	71	61	-10	80	43	-37	89	54	-35			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		19														
	4	1	7	*	29	*	*	17	*	*	14	*	*		*		*
	5		2		*			*			*			*		*	
	Total	1	28	*	46	*	*	32	*	*	14	*	*		*		*
2018	3		19														
	4		17								76						
	5		5														
	Total		41								76						
2017	3		17														
	4		5														
	5		2		*			*		*			*		*		
	Total		24														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ernest McGowen Sr. Elementary School

School No: 179

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	17	49	94	45	-49	94	69	-25								
	4	22	46	86	39	-47	77	48	-29	77	24	-53					
	5	14	35	93	56	-37	93	68	-25				93	57	-36		
	6																
	7																
	8																
	Total	53	130	91	47	-44	88	62	-26	77	24	-53	93	57	-36		
2018	3	49	34	51	44	-7	65	44	-21								
	4	25	39	56	15	-41	84	51	-33	58	13	-45					
	5	16	51	94	25	-69	88	61	-27				88	51	-37		
	6																
	7																
	8																
	Total	90	124	67	28	-39	79	52	-27	58	13	-45	88	51	-37		
2017	3	44	19	39	11	-28	59	16	-43								
	4	24	36	63	19	-44	79	19	-60	75	25	-50					
	5	21	47	60	30	-30	90	41	-49				95	55	-40		
	6																
	7																
	8																
	Total	89	102	54	20	-34	76	25	-51	75	25	-50	95	55	-40		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4		3											
	5													
	Total		3											
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John McReynolds Middle School

School No: 62

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	62	117	84	17	-67	95	45	-50									
	7	58	128	93	39	-54	91	54	-37	88	35	-53						
	8	57	140	85	27	-58	91	65	-26				80	34	-46	77	25	-52
	Total	177	385	87	50	-37	92	55	-37	88	35	-53	80	34	-46	77	25	-52
2018	3																	
	4																	
	5																	
	6	38	154	87	39	-48	95	69	-26									
	7	38	176	87	38	-49	95	54	-41	89	30	-59						
	8	31	150	97	51	-46	100	80	-20				97	45	-52	97	56	-41
	Total	107	480	90	59	-31	97	68	-29	89	30	-59	97	45	-52	97	56	-41
2017	3																	
	4																	
	5																	
	6	50	150	66	23	-43	84	41	-43									
	7	43	143	91	45	-46	88	47	-41	84	32	-52						
	8	30	163	90	48	-42	82	73	-9				83	47	-36	73	46	-27
	Total	123	456	82	53	-29	85	54	-31	84	32	-52	83	47	-36	73	46	-27
Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science						
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff				
2019	3																	
	4																	
	5																	
	Total																	
2018	3																	
	4																	
	5																	
	Total																	
2017	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John McReynolds Middle School

School No: 62

North School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	21	7	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	19	9	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	13	17	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Joe Moreno Elementary School

School No: 359

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	25	114	100	73	-27	100	82	-18								
	4	58	74	97	73	-24	97	84	-13	93	64	-29					
	5	41	88	95	75	-20	100	91	-9				98	77	-21		
	6																
	7																
	8																
	Total	124	276	97	74	-23	99	86	-13	93	64	-29	98	77	-21		
2018	3	41	88	80	77	-3	85	93	8								
	4	29	109	90	64	-26	97	86	-11	76	61	-15					
	5	48	64	100	78	-22	98	95	-3				100	77	-23		
	6																
	7																
	8																
	Total	118	261	90	73	-17	93	91	-2	76	61	-15	100	77	-23		
2017	3	34	105	85	62	-23	94	81	-13								
	4	28	106	89	66	-23	93	87	-6	93	65	-28					
	5	32	77	91	62	-29	100	83	-17				100	66	-34		
	6																
	7																
	8																
	Total	94	288	88	63	-25	96	84	-12	93	65	-28	100	66	-34		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		1		*			*			*			*			
	4																
	5		2		*			*			*			*			
	Total		3		*			*			*			*			
2018	3																
	4																
	5	1	3	*	*	*	*	*	*	*	*	*	*	*			
	Total	1	3	*	*	*	*	*	*	*	*	*	*	*			
2017	3		1		*			*			*			*			
	4																
	5																
	Total		1		*			*			*			*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Northline Elementary School

School No: 210

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	11	14	55	29	-26	64	29	-35								
	4	9	57	56	37	-19	56	70	14	25	34	9					
	5	16	70	87	44	-43	80	63	-17				56	37	-19		
	6																
	7																
	8																
	Total	36	141	66	37	-29	67	54	-13	25	34	9	56	37	-19		
2018	3	9	26	33	35	2	56	54	-2								
	4	9	70	100	47	-53	100	71	-29	67	39	-28					
	5	8	75	100	45	-55	100	82	-18				75	40	-35		
	6																
	7																
	8																
	Total	26	171	78	42	-36	85	69	-16	67	39	-28	75	40	-35		
2017	3	36	13	44	23	-21	58	23	-35								
	4	21	43	33	47	14	62	58	-4	38	44	6					
	5	18	62	78	47	-31	78	76	-2				83	50	-33		
	6																
	7																
	8																
	Total	75	118	52	39	-13	66	52	-14	38	44	6	83	50	-33		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	2	39	*	62	*	*	77	*	*		*		*			
	4		19		50			63			44						
	5	1	8	*	43	*	*	14	*	*		*		*			
	Total	3	66	*	52	*	*	51	*	*	44	*	*	*			
2018	3		54		63			63									
	4		25		67			88			52						
	5		3		*			*			*		*				
	Total		82		54			61			52						
2017	3	1	75	*	69	*	*	89	*	*		*		*			
	4	1	35	*	46	*	*	57	*	*	60	*	*	*			
	5	1	1	*	*	*	*	*	*	*	*	*	*	*			
	Total	3	111	*	58	*	*	73	*	*	60	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John G. Osborne Elementary

School No: 213

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	11	21	82	24	-58	73	38	-35								
	4	29	12	62	33	-29	75	42	-33	43	17	-26					
	5	26	24	62	33	-29	77	75	-2				62	61	-1		
	6																
	7																
	8																
	Total	66	57	69	30	-39	75	52	-23	43	17	-26	62	61	-1		
2018	3	32	8	84	63	-21	88	63	-25								
	4	17	23	100	70	-30	100	78	-22	100	70	-30					
	5	26	30	69	87	18	73	80	7				68	77	9		
	6																
	7																
	8																
	Total	75	61	84	73	-11	87	74	-13	100	70	-30	68	77	9		
2017	3	37	7	46	29	-17	54	33	-21								
	4	24	30	87	63	-24	91	70	-21	83	70	-13					
	5	34	30	85	80	-5	97	90	-7				90	86	-4		
	6																
	7																
	8																
	Total	95	67	73	57	-16	81	64	-17	83	70	-13	90	86	-4		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3		15		40			47							
	4	4	18	*	41	*	*	28	*	*	50	*	*	*	
	5														
	Total	4	33	*	41	*	*	38	*	*	50	*	*	*	
2018	3	2	21	*	57	*	*	48	*	*		*	*	*	
	4		17		24			47			53				
	5														
	Total	2	38	*	41	*	*	48	*	*	53	*	*	*	
2017	3	1	21	*	59	*	*	67	*	*		*	*	*	
	4														
	5	1		*			*		*	*		*	*	*	
	Total	2	21	*	59	*	*	67	*	*		*	*	*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Roderick Paige Elementary School

School No: 113

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	12	30	67	23	-44	75	36	-39								
	4	14	13	64	23	-41	93	92	-1	57	31	-26					
	5	14	47	85	52	-33	77	85	8				86	74	-12		
	6																
	7																
	8																
	Total	40	90	72	33	-39	82	71	-11	57	31	-26	86	74	-12		
2018	3	25	11	64	27	-37	52	27	-25								
	4	17	31	94	32	-62	100	61	-39	53	16	-37					
	5	10	52	90	50	-40	90	56	-34				90	50	-40		
	6																
	7																
	8																
	Total	52	94	83	36	-47	81	48	-33	53	16	-37	90	50	-40		
2017	3	35	12	34	33	-1	60	33	-27								
	4	7	44	57	37	-20	100	63	-37	71	52	-19					
	5	18	52	78	41	-37	89	63	-26				94	63	-31		
	6																
	7																
	8																
	Total	60	108	56	37	-19	83	53	-30	71	52	-19	94	63	-31		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		43		74			77						
	4		41		73			80			71			
	5													
	Total		84		74			79			71			
2018	3		40		73			70						
	4		27		67			74			74			
	5													
	Total		67		70			72			74			
2017	3		26		58			69						
	4													
	5	1		*				*			*		*	
	Total	1	26	*	58	*		69	*		*		*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Betsy Ross Elementary School

School No: 232

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	16	44	81	43	-38	75	59	-16								
	4	24	31	79	29	-50	71	29	-42	67	29	-38					
	5	17	26	94	42	-52	94	38	-56				82	27	-55		
	6																
	7																
	8																
	Total	57	101	85	38	-47	80	42	-38	67	29	-38	82	27	-55		
2018	3	44	19	64	53	-11	64	58	-6								
	4	15	30	87	23	-64	80	17	-63	67	7	-60					
	5	17	32	94	66	-28	100	84	-16				88	66	-22		
	6																
	7																
	8																
	Total	76	81	82	47	-35	81	53	-28	67	7	-60	88	66	-22		
2017	3	23	18	61	28	-33	83	44	-39								
	4	22	27	82	56	-26	86	52	-34	91	59	-32					
	5	13	41	77	29	-48	92	63	-29				100	46	-54		
	6																
	7																
	8																
	Total	58	86	73	38	-35	87	53	-34	91	59	-32	100	46	-54		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		1		*			*			*			*
	4		1		*			*			*			*
	5	2		*		*		*		*		*		*
	Total	2	2	*	*	*	*	*	*	*	*	*	*	*
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Walter Scarborough Elementary School

School No: 237

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	19	82	100	63	-37	95	54	-41								
	4	37	70	78	63	-15	75	75	0	62	42	-20					
	5	27	75	96	49	-47	100	65	-35				100	40	-60		
	6																
	7																
	8																
	Total	83	227	91	58	-33	90	65	-25	62	42	-20	100	40	-60		
2018	3	22	65	91	69	-22	91	82	-9								
	4	14	94	93	54	-39	86	78	-8	79	41	-38					
	5	17	73	100	66	-34	94	84	-10				100	75	-25		
	6																
	7																
	8																
	Total	53	232	95	63	-32	90	81	-9	79	41	-38	100	75	-25		
2017	3	40	77	63	49	-14	70	64	-6								
	4	25	82	76	58	-18	72	73	1	72	41	-31					
	5	27	62	96	43	-53	96	66	-30				96	48	-48		
	6																
	7																
	8																
	Total	92	221	78	50	-28	79	68	-11	72	41	-31	96	48	-48		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		38		61			33									
	4		11		56			50			100						
	5		2		*			*			*			*			
	Total		51		56			44			100						
2018	3	1	20		*	65	*	*	70	*	*		*	*	*	*	*
	4		2		*			*	*	*	*		*	*	*	*	*
	5		6			50			20								
	Total	1	28		*	55	*	*	47	*	*		*	*	*	*	*
2017	3		2		*			*	*	*	*		*	*	*	*	*
	4		4		*			*	*	*	*		*	*	*	*	*
	5		7			33											
	Total		13			42			50					50			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Mary Scroggins Elementary School

School No: 269

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	9	41	89	32	-57	100	55	-45								
	4	27	32	89	72	-17	89	78	-11	93	58	-35					
	5	37	50	92	62	-30	89	70	-19				81	51	-30		
	6																
	7																
	8																
	Total	73	123	90	55	-35	93	68	-25	93	58	-35	81	51	-30		
2018	3	31	16	81	63	-18	77	69	-8								
	4	23	53	91	60	-31	91	78	-13	74	60	-14					
	5	10	68	100	81	-19	100	78	-22				100	78	-22		
	6																
	7																
	8																
	Total	64	137	91	68	-23	89	75	-14	74	60	-14	100	78	-22		
2017	3	40	31	75	32	-43	82	69	-13								
	4	23	62	70	61	-9	74	76	2	74	54	-20					
	5	20	59	90	58	-32	100	73	-27				80	63	-17		
	6																
	7																
	8																
	Total	83	152	78	50	-28	85	73	-12	74	54	-20	80	63	-17		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	2	34	*	61	*	*	79	*	*	*	*	*	*	*	*	*
	4	1	13	*	77	*	*	92	*	*	85	*	*	*	*	*	*
	5	1	13	*	67	*	*	38	*	*	*	*	40	*	*	*	*
	Total	4	60	*	68	*	*	70	*	*	85	*	*	40	*	*	*
2018	3		34		65			79									
	4		24		65			91			63						
	5		9		44			44					33				
	Total		67		58			71			63			33			
2017	3	2	41	*	65	*	*	88	*	*	*	*	*	*	*	*	*
	4		8		38			43			50						
	5		4		*			*			*		*				
	Total	2	53	*	51	*	*	52	*	*	50	*	*	25	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Shadydale Elementary School

School No: 479

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	43	62	84	45	-39	95	66	-29								
	4	69	85	75	59	-16	88	68	-20	69	38	-31					
	5	53	85	85	63	-22	92	76	-16				83	52	-31		
	6																
	7																
	8																
	Total	165	232	81	56	-25	92	70	-22	69	38	-31	83	52	-31		
2018	3	69	60	78	78	0	90	75	-15								
	4	55	83	85	46	-39	95	81	-14	69	49	-20					
	5	36	103	86	73	-13	92	85	-7				89	77	-12		
	6																
	7																
	8																
	Total	160	246	83	66	-17	92	80	-12	69	49	-20	89	77	-12		
2017	3	96	45	53	27	-26	69	50	-19								
	4	49	90	71	38	-33	83	67	-16	78	45	-33					
	5	32	95	91	55	-36	97	78	-19				88	63	-25		
	6																
	7																
	8																
	Total	177	230	72	40	-32	83	65	-18	78	45	-33	88	63	-25		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3		50		84			80							
	4		5		100			60			80				
	5														
	Total		55		92			70			80				
2018	3		38		76			92							
	4		3		*			*		*			*		
	5														
	Total		41		88			96			100				
2017	3	2	28		*	78	*	*	86	*	*		*	*	
	4		8			88			100		50				
	5		1		*			*	*		*		*		
	Total	2	37		*	89	*	*	95	*	*	50	*	*	100

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Charles Shearn Elementary School

School No: 239

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	9	56	78	55	-23	56	65	9								
	4	16	54	81	67	-14	69	66	-3	88	43	-45					
	5	22	69	95	41	-54	95	46	-49				95	32	-63		
	6																
	7																
	8																
	Total	47	179	85	54	-31	73	59	-14	88	43	-45	95	32	-63		
2018	3	19	46	58	60	2	63	72	9								
	4	29	65	83	34	-49	90	43	-47	86	25	-61					
	5	23	73	91	42	-49	87	55	-32				83	37	-46		
	6																
	7																
	8																
	Total	71	184	77	45	-32	80	57	-23	86	25	-61	83	37	-46		
2017	3	25	71	60	42	-18	64	68	4								
	4	15	75	87	58	-29	87	69	-18	80	47	-33					
	5	23	57	91	30	-61	86	42	-44				83	27	-56		
	6																
	7																
	8																
	Total	63	203	79	43	-36	79	60	-19	80	47	-33	83	27	-56		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		20		47			58									
	4	1	47	*	58	*	*	71	*	*	57	*	*	*	*	*	
	5		2		*		*	*		*	*		*	*	*	*	
	Total	1	69	*	52	*	*	60	*	*	57	*	*	*	*	*	
2018	3	1	42	*	50	*	*	44	*	*	*	*	*	*	*	*	
	4	1	4	*	*	*	*	*	*	*	*	*	*	*	*	*	
	5		3		*		*	*		*	*		*	*	*	*	
	Total	2	49	*	39	*	*	56	*	*	25	*	*	*	*	*	
2017	3	1	17	*	50	*	*	35	*	*	*	*	*	*	*	*	
	4		7		29		*	25		*	25		*	*	*	*	
	5		1		*		*	*		*	*		*	*	*	*	
	Total	1	25	*	60	*	*	53	*	*	25	*	*	*	*	*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Sidney Sherman Elementary School

School No: 240

North School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	21	66	83	38	-45	90	58	-32								
	4	15	69	93	61	-32	87	54	-33	80	46	-34					
	5	21	67	100	48	-52	90	55	-35				90	44	-46		
	6																
	7																
	8																
	Total	57	202		92	49	-43	89	56	-33	80	46	-34	90	44	-46	
2018	3	43	16	56	50	-6	49	38	-11								
	4	23	66	70	38	-32	87	68	-19	82	42	-40					
	5	24	61	96	58	-38	83	62	-21				88	49	-39		
	6																
	7																
	8																
	Total	90	143		74	49	-25	73	56	-17	82	42	-40	88	49	-39	
2017	3	45	16	64	44	-20	71	44	-27								
	4	22	61	100	62	-38	100	78	-22	100	46	-54					
	5	17	69	88	65	-23	94	80	-14				82	64	-18		
	6																
	7																
	8																
	Total	84	146		84	57	-27	88	67	-21	100	46	-54	82	64	-18	

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	3	39	*	46	*	*		*		*	*		*		*	
	4		4		*		*		*		*		*		*		
	5		1		*		*		*		*		*		*		
	Total	3	44		*	46	*	*		*		25	*	*		*	
2018	3	2	32	*	66	*	*	59	*	*		*		*		*	
	4		1		*		*		*		*		*		*		
	5																
	Total	2	33		*	66	*	*	59	*	*		*		*		*
2017	3	3	42	*	43	*	*	52	*	*		*		*		*	
	4		2		*		*		*		*		*		*		
	5																
	Total	3	44		*	47	*	*	51	*	*		*		*		*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	807	713	96	63	-33	92	66	-26									
	4	898	722	89	56	-33	89	53	-36	85	45	-40						
	5	735	837	93	62	-31	93	67	-26				88	56	-32			
	6	1,214	853	86	44	-42	93	63	-30									
	7	1,066	968	95	58	-37	93	57	-36	89	48	-41						
	8	986	982	94	60	-34	97	65	-32				96	50	-46	89	39	-50
	Total	5,706	5,075	92	63	-29	93	62	-31	86	46	-40	91	54	-37	89	39	-50
2018	3	1,018	457	80	64	-16	81	72	-9									
	4	740	837	86	51	-35	89	61	-28	76	39	-37						
	5	741	893	96	69	-27	96	76	-20				91	63	-28			
	6	982	1,087	89	52	-37	93	63	-30									
	7	863	1,145	96	62	-34	94	60	-34	91	51	-40						
	8	679	1,291	98	72	-26	88	66	-22				85	59	-26	82	46	-36
	Total	5,023	5,710	89	64	-25	90	66	-24	80	43	-37	88	61	-27	82	46	-36
2017	3	1,011	457	77	60	-16	79	66	-13									
	4	811	810	86	45	-41	91	56	-34	81	39	-43						
	5	754	900	93	51	-42	96	70	-26				92	54	-38			
	6	973	1,063	91	52	-39	92	58	-33									
	7	784	1,220	96	60	-35	91	58	-34	95	60	-35						
	8	653	1,244	97	69	-28	92	67	-26				96	62	-34	88	49	-39
	Total	4,986	5,694	88	59	-28	89	63	-26	85	45	-41	93	56	-37	88	49	-39

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	10	225	100	67	-33	100	72	-28								
	4	18	138	100	51	-49	100	52	-48	96	57	-39					
	5	9	39		87		100	76	-24							13	
	Total	37	402	100	72	-28	100	76	-24	96	57	-39				13	
2018	3	18	304	94	77	-17	100	71	-29								
	4	17	86	90	84	-6	92	64	-28	93	81	-12					
	5	3	25	*	66	*	*	85	*				*	34	*		
	Total	38	415	97	79	-18	97	76	-21	93	81	-12				34	
2017	3	12	254	82	72	-10	100	67	-33								
	4	16	104	100	67	-33	92	66	-26	69	69	0					
	5	0	27	*	83		*	75					*	75			
	Total	28	385	96	72	-23	96	67	-29	69	69	0				75	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	1,676	2,675	93	64	-29
	English II	1,652	2,594	97	73	-24
	Algebra I	1,212	1,986	96	82	-14
	Biology	1,878	2,113	98	80	-18
	US History	1,573	1,493	100	87	-13
2018	English I	1,297	3,438	96	64	-32
	English II	1,115	3,090	96	65	-31
	Algebra I	837	2,462	96	80	-16
	Biology	1,242	2,548	99	78	-21
	US History	879	2,118	99	90	-9
2017	English I	1,436	3,164	95	67	-28
	English II	1,141	2,902	95	73	-22
	Algebra I	962	2,462	97	84	-13
	Biology	1,450	2,370	99	83	-16
	US History	1,050	1,919	99	88	-11

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	2,621	89.1	87.7	-1.4	2,819	92.3	90.2	-2.1
TxCHSE	7	0.1	0.3	0.2	7	0.3	0.2	-0.1
Continuers	92	0.6	4.7	4.1	89	1.0	4.0	3.0
Completion	2,720	89.8	92.8	3.0	2,915	93.6	94.3	0.7

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

Northwest School Office Area

Arabic Immersion Magnet School
Joyce Benbrook Elementary School
Frank Black Middle School
Robert Browning Elementary School
Andrew Carnegie Vanguard High School
Challenge Early College High School
Ruby Clifton Middle School
Community Services Alternative School
David "Davy" Crockett Elementary School
Michael E. DeBakey High School For Health Professions
Mylie Durham Elementary School
Eugene Field Elementary School
Garden Oaks Montessori
Alexander Hamilton Middle School
Harvard Elementary School
Heights High School
James Helms Elementary School
James Hogg Middle School
Houston Academy for International Studies
Sam Houston Math, Science, & Technology Center
Thomas Jefferson Elementary School
James Ketelsen Elementary School
Kinder High School for the Performing and Visual Arts
Mickey Leland College Preparatory for Young Men
William Love Elementary School
John Marshall Middle School
Clemente Martinez Elementary School
North Houston Early College High School
Northside High School
Oak Forest Elementary School
The Rice School (La Escuela Rice)
Theodore Roosevelt Elementary School
George Scarborough High School
Thomas Sinclair Elementary School
Katherine Smith Elementary School
William B. Travis Elementary School
Jonathan Wainwright Elementary School
Stephen Waltrip High School
Young Women's College Preparatory Academy

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Arabic Immersion Magnet School

School No: 478

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	38	31	92	77	-15	95	74	-21								
	4																
	5																
	6																
	7																
	8																
	Total	38	31	92	77	-15	95	74	-21								
2018	3																
	4																
	5																
	6																
	7																
	8																
	Total																
2017	3																
	4																
	5																
	6																
	7																
	8																
	Total																

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Joyce Benbrook Elementary School

School No: 268

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	14	33	100	76	-24	100	76	-24								
	4	30	69	93	67	-26	87	61	-26	97	59	-38					
	5	35	60	91	64	-27	100	83	-17				97	77	-20		
	6																
	7																
	8																
	Total	79	162	95	69	-26	96	73	-23	97	59	-38	97	77	-20		
2018	3	20	31	80	74	-6	85	83	-2								
	4	22	77	86	55	-31	86	54	-32	77	48	-29					
	5	33	62	94	48	-46	100	85	-15				100	79	-21		
	6																
	7																
	8																
	Total	75	170	87	59	-28	90	74	-16	77	48	-29	100	79	-21		
2017	3	30	26	73	81	8	97	85	-12								
	4	27	67	85	51	-34	93	48	-45	93	51	-42					
	5	28	49	79	44	-35	89	92	3				89	71	-18		
	6																
	7																
	8																
	Total	85	142	79	59	-20	93	75	-18	93	51	-42	89	71	-18		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		47			86			70								
	4		3			*			*			*					*
	5		1			*			*			*					*
	Total		51			86			70								
2018	3		48			79			73								
	4		1			*			*			*					*
	5		5			40			100								40
	Total		54			60			87								40
2017	3	1	43	*	81	*	*	65	*	*		*		*	*	*	*
	4		13		20			20			46						
	5		2		*			*			*						*
	Total	1	58	*	67	*	*	62	*	*	46	*	*	*	*	50	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Frank Black Middle School

School No: 42

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	271	185	87	30	-57	95	55	-40									
	7	223	179	90	49	-41	93	56	-37	90	41	-49						
	8	189	170	96	54	-42	96	74	-22				94	50	-44	95	40	-55
	Total	683	534	91	63	-28	95	62	-33	90	41	-49	94	50	-44	95	40	-55
2018	3																	
	4																	
	5																	
	6	208	176	88	35	-53	92	62	-30									
	7	179	181	93	48	-45	96	62	-34	88	37	-51						
	8	147	186	98	61	-37	99	89	-10				94	51	-43	89	36	-53
	Total	534	543	93	66	-27	96	71	-25	88	37	-51	94	51	-43	89	36	-53
2017	3																	
	4																	
	5																	
	6	194	161	92	39	-53	93	54	-39									
	7	155	185	97	47	-50	96	50	-46	98	43	-55						
	8	128	190	97	58	-39	96	81	-15				90	50	-40	88	38	-50
	Total	477	536	95	66	-29	95	62	-33	98	43	-55	90	50	-40	88	38	-50

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Frank Black Middle School

School No: 42

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	88		100		
	Biology	53	1	100	*	*
	US History					
2018	English I					
	English II					
	Algebra I	62	4	100	*	*
	Biology	51	2	100	*	*
	US History					
2017	English I					
	English II					
	Algebra I	62	3	100	*	*
	Biology	57	5	100	100	0
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Robert Browning Elementary School

School No: 120

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	22	54	95	67	-28	100	74	-26								
	4	20	40	100	75	-25	95	83	-12	90	72	-18					
	5	17	44	82	41	-41	94	68	-26				76	18	-58		
	6																
	7																
	8																
	Total	59	138	92	61	-31	96	75	-21	90	72	-18	76	18	-58		
2018	3	32	40	81	58	-23	91	73	-18								
	4	12	51	83	35	-48	92	80	-12	83	53	-30					
	5	21	53	95	79	-16	95	98	3				95	67	-28		
	6																
	7																
	8																
	Total	65	144	86	57	-29	93	84	-9	83	53	-30	95	67	-28		
2017	3	21	56	86	52	-34	71	64	-7								
	4	18	60	89	38	-51	94	68	-26	100	51	-49					
	5	21	58	95	46	-49	100	84	-16				100	60	-40		
	6																
	7																
	8																
	Total	60	174	90	45	-45	88	72	-16	100	51	-49	100	60	-40		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		3		*			*			*			*			
	4		4		*			*			*			*			
	5		1		*			*			*			*			
	Total		8		67			100			25						
2018	3		3		*			*			*			*			
	4																
	5																
	Total		3		*			*			*			*			
2017	3																
	4		1		*			*			*			*			
	5																
	Total		1		*			*			*			*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Andrew Carnegie Vanguard High School

School No: 322

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	297	19	100	95	-5
	English II	163	29	100	97	-3
	Algebra I	51	5	100	100	0
	Biology	277	19	100	100	0
	US History	115	19	100	100	0
2018	English I	136	38	100	100	0
	English II	113	38	100	97	-3
	Algebra I	28	12	100	100	0
	Biology	125	38	100	100	0
	US History	106	37	100	100	0
2017	English I	170	10	100	100	0
	English II	133	35	100	100	0
	Algebra I	42	4	100	*	*
	Biology	150	9	100	100	0
	US History	125	21	100	100	0

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	131	100.0	100.0	0.0	141	98.3	100.0	1.7
TxCHSE	0				1	0.9	0.0	-0.9
Continuers	0				0			
Completion	131	100.0	100.0	0.0	142	99.1	100.0	0.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Challenge Early College High School

School No: 323

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	95	21	99	100	1
	English II	114	23	100	100	0
	Algebra I	48	15	100	93	-7
	Biology	95	21	100	95	-5
	US History	94	10	100	100	0
2018	English I	77	47	99	98	-1
	English II	71	43	100	100	0
	Algebra I	28	34	100	100	0
	Biology	71	48	100	100	0
	US History	80	23	100	100	0
2017	English I	81	39	99	100	1
	English II	74	43	100	98	-2
	Algebra I	48	33	100	94	-6
	Biology	78	39	100	100	0
	US History	92	31	100	100	0

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	105	98.8	100.0	1.3	116	100.0	100.0	0.0
TxCHSE	0				0			
Continuers	0				0			
Completion	105	98.8	100.0	1.3	116	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ruby Clifton Middle School

School No: 48

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	80	151	79	27	-52	86	44	-42									
	7	66	166	95	40	-55	85	43	-42	79	28	-51						
	8	64	159	92	49	-43	89	70	-19				85	40	-45	80	26	-54
	Total	210	476	89	56	-33	87	52	-35	79	28	-51	85	40	-45	80	26	-54
2018	3																	
	4																	
	5																	
	6	59	193	75	30	-45	81	46	-35									
	7	51	171	92	44	-48	90	53	-37	69	30	-39						
	8	45	199	93	63	-30	93	66	-27				89	48	-41	56	20	-36
	Total	155	563	87	61	-26	88	55	-33	69	30	-39	89	48	-41	56	20	-36
2017	3																	
	4																	
	5																	
	6	64	168	89	38	-51	88	56	-32									
	7	67	194	86	47	-39	78	46	-32	84	45	-39						
	8	82	203	90	62	-28	80	63	-17				85	52	-33	68	31	-37
	Total	213	565	88	66	-22	82	55	-27	84	45	-39	85	52	-33	68	31	-37

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ruby Clifton Middle School

School No: 48

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	27	16	93	100	7
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	14	22	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	52	25	98	100	2
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Community Services Alternative School

School No: 13

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	1	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	4		3		*		*			*		*		*		*	
	5	1	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	6	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	7	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	8	1	7	*		*		*		*		*	20	*	*	25	*
	Total	5	20		100			33			33		20			25	
2018	3		1		*		*			*		*		*		*	
	4		2		*		*			*		*		*		*	
	5		1		*		*			*		*		*		*	
	6																
	7																
	8	4	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	4	6	*	83	*		50	*		*		*		*		*
2017	3		4		*		*			*		*		*		*	
	4																
	5																
	6																
	7		1		*		*			*		*		*		*	
	8		1		*		*			*		*		*		*	
	Total		6		100			75									

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Community Services Alternative School

School No: 13

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	2	30	*	7	*
	English II	2	12	*	*	*
	Algebra I	1	31	*	*	*
	Biology	2	28	*	21	*
	US History	2	5	*	40	*
2018	English I	3	22	*	5	*
	English II	2	13	*	8	*
	Algebra I	1	22	*	5	*
	Biology	1	12	*	25	*
	US History		14		57	
2017	English I	1	28	*	7	*
	English II		10		*	
	Algebra I	2	24	*	17	*
	Biology		17		6	
	US History		6		33	

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	0				1	0.0	33.3	33.3
TxCHSE	0				0			
Continuers	2	1.6	12.5	10.9	0			
Completion	2	1.6	12.5	10.9	1	0.0	33.3	33.3

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

David "Davy" Crockett Elementary School

School No: 135

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	43	29	93	55	-38	84	62	-22									
	4	47	41	94	71	-23	91	71	-20	81	63	-18						
	5	44	50	98	78	-20	98	70	-28				95	78	-17			
	6																	
	7																	
	8																	
	Total	134	120	95	68	-27	91	68	-23	81	63	-18	95	78	-17			
2018	3	52	15	81	87	6	81	73	-8									
	4	32	59	97	51	-46	100	68	-32	88	38	-50						
	5	42	37	98	97	-1	100	100	0				98	81	-17			
	6																	
	7																	
	8																	
	Total	126	111	92	78	-14	94	80	-14	88	38	-50	98	81	-17			
2017	3	45	22	89	68	-21	80	74	-6									
	4	46	39	93	63	-30	91	78	-13	89	50	-39						
	5	32	33	100	73	-27	100	81	-19				100	81	-19			
	6																	
	7																	
	8																	
	Total	123	94	94	68	-26	90	78	-12	89	50	-39	100	81	-19			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	16		92			94							
	4													
	5													
	Total	16		92			94							
2018	3	18		89			94							
	4	1		*			*			*			*	
	5	1		*			*			*			*	
	Total	1	19	*	89	*	*	94	*	*		*		*
2017	3	25		68			88							
	4	3		*			*			*			*	
	5	2		*			*			*			*	
	Total	30		84			85			100			100	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Michael E. DeBakey High School For Health Professions

School No: 26

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard

	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	219	29	100	97	-3
	English II	170	48	100	100	0
	Algebra I	27	13	100	100	0
	Biology	206	32	100	100	0
	US History	145	26	100	100	0
2018	English I	197	55	99	100	1
	English II	168	45	100	100	0
	Algebra I	22	13	100	100	0
	Biology	179	49	100	100	0
	US History	163	28	100	100	0
2017	English I	213	21	100	100	0
	English II	192	20	100	100	0
	Algebra I	32	19	100	100	0
	Biology	203	32	100	100	0
	US History	155	31	100	100	0

Completion Status

	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	164	100.0	100.0	0.0	181	100.0	88.9	-11.1
TxCHSE	0				0			
Continuers	0				3	0.0	11.1	11.1
Completion	164	100.0	100.0	0.0	184	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Mylie Durham Elementary School

School No: 115

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	34	36	97	59	-38	88	53	-35									
	4	36	41	83	42	-41	81	21	-60	75	32	-43						
	5	32	34	97	61	-36	97	55	-42				97	50	-47			
	6																	
	7																	
	8																	
	Total	102	111	92	54	-38	89	43	-46	75	32	-43	97	50	-47			
2018	3	48	34	81	57	-24	63	50	-13									
	4	34	36	88	41	-47	91	61	-30	88	37	-51						
	5	25	48	100	68	-32	100	71	-29				96	66	-30			
	6																	
	7																	
	8																	
	Total	107	118	90	55	-35	85	61	-24	88	37	-51	96	66	-30			
2017	3	53	28	81	57	-24	79	64	-15									
	4	42	39	83	34	-49	90	49	-41	69	23	-46						
	5	33	33	85	48	-37	94	55	-39				91	48	-43			
	6																	
	7																	
	8																	
	Total	128	100	83	46	-37	88	56	-32	69	23	-46	91	48	-43			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	3	10	*	60	*	*		*		*	*		*		*	
	4		18		50			61		40							
	5		2		*			*		*			*			*	
	Total	3	30	*	55	*	*	81	*	*	40	*	*		*		*
2018	3	1	20	*	60	*	*		*		*	*		*		*	
	4		2		*			*		*			*			*	
	5		3		*			*		*			*			*	
	Total	1	25	*	80	*	*	100	*	*		*	*		*	33	*
2017	3		3		*			*		*			*			*	
	4		4		*			*		*			*			*	
	5																
	Total		7		50			33		33							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Eugene Field Elementary School

School No: 152

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	36	33	97	94	-3	100	94	-6								
	4	44	33	100	81	-19	100	84	-16	98	76	-22					
	5	28	29	96	86	-10	100	93	-7				93	86	-7		
	6																
	7																
	8																
	Total	108	95	98	87	-11	100	90	-10	98	76	-22	93	86	-7		
2018	3	46	24	100	83	-17	93	83	-10								
	4	33	16	100	75	-25	100	100	0	85	69	-16					
	5	23	38	100	87	-13	96	92	-4				96	84	-12		
	6																
	7																
	8																
	Total	102	78	100	82	-18	96	92	-4	85	69	-16	96	84	-12		
2017	3	39	24	82	83	1	95	96	1								
	4	32	20	94	75	-19	94	75	-19	84	45	-39					
	5	32	34	97	71	-26	97	88	-9				97	74	-23		
	6																
	7																
	8																
	Total	103	78	91	76	-15	95	86	-9	84	45	-39	97	74	-23		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3		10			100			100						
	4		12			83			83			83			
	5														
	Total		22			92			92			83			
2017	3		15			87			87						
	4		17			94			100			100			
	5														
	Total		32			91			94			100			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Garden Oaks Montessori

School No: 157

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	49	38	94	53	-41	92	55	-37									
	4	64	35	80	39	-41	78	58	-20	75	31	-44						
	5	53	36	98	42	-56	96	50	-46				98	50	-48			
	6	35	20	91	30	-61	94	65	-29									
	7	34	16	100	38	-62	94	38	-56	85	25	-60						
	8	17	22	100	64	-36	93	32	-61				100	27	-73	88	18	-70
	Total	252	167	94	55	-39	91	50	-41	80	28	-52	99	39	-60	88	18	-70
2018	3	59	25	85	60	-25	88	60	-28									
	4	55	38	93	39	-54	96	39	-57	87	16	-71						
	5	32	53	100	53	-47	100	64	-36				100	58	-42			
	6	27	29	100	52	-48	100	55	-45									
	7	10	33	100	61	-39	100	52	-48	100	52	-48						
	8	11	19	100	89	-11	50	50	0				100	68	-32	91	58	-33
	Total	194	197	96	67	-29	89	53	-36	94	34	-60	100	63	-37	91	58	-33
2017	3	73	17	81	59	-22	82	65	-17									
	4	32	50	97	39	-58	94	43	-51	81	27	-54						
	5	38	36	100	44	-56	100	69	-31				100	50	-50			
	6	18	35	100	57	-43	100	71	-29									
	7	16	22	100	50	-50	88	59	-29	100	55	-45						
	8	18	16	100	69	-31	91	47	-44				100	69	-31	100	56	-44
	Total	195	176	96	60	-36	93	59	-34	91	41	-50	100	60	-40	100	56	-44

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		4		*			*			*			*
	4		1		*			*			*			*
	5													
	Total		5		50			75						
2018	3		5		80			80						
	4													
	5													
	Total		5		80			80						
2017	3		7		43			43						
	4		1		*			*			*			*
	5													
	Total		8		43			43						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Garden Oaks Montessori

School No: 157

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	3		*		*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	13	1	100	*	*
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	9	1	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Alexander Hamilton Middle School

School No: 49

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	253	123	89	48	-41	94	66	-28									
	7	259	198	94	56	-38	94	57	-37	95	59	-36						
	8	242	169	97	54	-43	96	64	-32				94	63	-31	84	34	-50
	Total	754	490	93	66	-27	95	62	-33	95	59	-36	94	63	-31	84	34	-50
2018	3																	
	4																	
	5																	
	6	249	218	96	55	-41	96	57	-39									
	7	236	203	97	63	-34	96	65	-31	96	51	-45						
	8	188	259	99	74	-25	96	68	-28				99	73	-26	86	47	-39
	Total	673	680	97	78	-19	96	63	-33	96	51	-45	99	73	-26	86	47	-39
2017	3																	
	4																	
	5																	
	6	248	192	92	56	-36	96	64	-32									
	7	209	239	99	67	-32	97	62	-35	97	68	-29						
	8	148	241	99	68	-31	93	59	-34				97	60	-37	78	43	-35
	Total	605	672	97	76	-21	95	62	-33	97	68	-29	97	60	-37	78	43	-35

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Alexander Hamilton Middle School

School No: 49

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	169	28	100	89	-11
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	121	37	100	95	-5
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	86	26	99	100	1
	Biology	28		100		
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Harvard Elementary School

School No: 169

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	81	24	96	58	-38	100	63	-37									
	4	85	23	96	61	-35	93	43	-50	95	57	-38						
	5	69	24	100	75	-25	100	71	-29				97	63	-34			
	6																	
	7																	
	8																	
	Total	235	71	97	65	-32	98	59	-39	95	57	-38	97	63	-34			
2018	3	106	12	92	83	-9	89	67	-22									
	4	69	25	97	60	-37	94	56	-38	90	56	-34						
	5	73	28	100	75	-25	100	89	-11				99	75	-24			
	6																	
	7																	
	8																	
	Total	248	65	96	73	-23	94	71	-23	90	56	-34	99	75	-24			
2017	3	90	11	90	45	-45	96	45	-51									
	4	91	19	95	42	-53	97	53	-44	86	47	-39						
	5	76	30	100	63	-37	97	67	-30				96	53	-43			
	6																	
	7																	
	8																	
	Total	257	60	95	50	-45	97	55	-42	86	47	-39	96	53	-43			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Heights High School

School No: 12

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	340	392	94	45	-49
	English II	271	425	98	55	-43
	Algebra I	166	310	95	60	-35
	Biology	311	322	98	70	-28
	US History	286	257	99	88	-11
2018	English I	199	575	96	50	-46
	English II	173	545	98	53	-45
	Algebra I	74	405	92	59	-33
	Biology	173	455	99	77	-22
	US History	39	549	100	92	-8
2017	English I	244	523	95	49	-46
	English II	177	507	96	49	-47
	Algebra I	90	375	96	66	-30
	Biology	224	413	97	76	-21
	US History	158	418	99	88	-11

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	521	97.1	97.8	0.6	545	98.1	95.8	-2.3
TxCHSE	2	0.0	0.6	0.6	0			
Continuers	2	0.6	0.3	-0.3	9	0.6	2.0	1.3
Completion	525	97.7	98.6	0.9	554	98.7	97.8	-1.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Helms Elementary School

School No: 170

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	23	27	100	67	-33	100	85	-15									
	4	20	5	94	75	-19	100	50	-50	93								
	5	25	32	100	77	-23	94	78	-16			96	56	-40				
	6																	
	7																	
	8																	
	Total	68	64	98	73	-25	98	71	-27	93		96	56	-40				
2018	3	27	16	91	38	-53	89	69	-20									
	4	15	22	93	55	-38	100	52	-48	80	40	-40						
	5	9	46	100	79	-21	100	76	-24			89	61	-28				
	6																	
	7																	
	8																	
	Total	51	84	95	57	-38	96	66	-30	80	40	-40	89	61	-28			
2017	3	38	18	79	44	-35	79	78	-1									
	4	16	12	69	25	-44	67	30	-37	55	13	-42						
	5	7	46	100	49	-51	100	73	-27			100	71	-29				
	6																	
	7																	
	8																	
	Total	61	76	83	39	-44	82	60	-22	55	13	-42	100	71	-29			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	4	28	*	61	*	*	54	*	*	*	*	*	*			
	4	17	32	100	46	-54	100	63	-37	91	50	-41					
	5	9	19		83		100	79	-21								
	Total	30	79	100	63	-37	100	65	-35	91	50	-41					
2018	3	16	24	81	67	-14		31									
	4	17	28	90	86	-4	92	77	-15	93	93	0					
	5		5		100			100									
	Total	33	57	86	84	-2	92	69	-23	93	93	0					
2017	3	11	22	82	77	-5	100	62	-38								
	4	14	28	100	71	-29	92	65	-27	69	82	13					
	5		5		80			50									
	Total	25	55	91	76	-15	96	59	-37	69	82	13					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Hogg Middle School

School No: 53

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	237	108	90	38	-52	96	63	-33									
	7	194	121	96	44	-52	92	48	-44	92	37	-55						
	8	167	126	96	65	-31	95	64	-31				94	58	-36	89	50	-39
	Total	598	355	94	66	-28	94	58	-36	92	37	-55	94	58	-36	89	50	-39
2018	3																	
	4																	
	5																	
	6	180	148	91	45	-46	96	55	-41									
	7	139	153	96	57	-39	87	49	-38	93	49	-44						
	8	69	171	99	72	-27	96	68	-28				97	74	-23	91	56	-35
	Total	388	472	95	73	-22	93	57	-36	93	49	-44	97	74	-23	91	56	-35
2017	3																	
	4																	
	5																	
	6	147	143	94	50	-44	95	64	-31									
	7	82	154	98	64	-34	95	51	-44	95	61	-34						
	8	62	163	98	62	-36	95	60	-35				98	58	-40	92	38	-54
	Total	291	460	97	73	-24	95	58	-37	95	61	-34	98	58	-40	92	38	-54

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Hogg Middle School

School No: 53

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	79	8	99	88	-11
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	61	15	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	67	23	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Houston Academy for International Studies

School No: 348

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	87	48	100	94	-6
	English II	91	44	100	91	-9
	Algebra I	44	32	100	81	-19
	Biology	86	48	100	94	-6
	US History	80	25	100	92	-8
2018	English I	78	59	100	100	0
	English II	50	63	96	98	2
	Algebra I	35	33	100	94	-6
	Biology	64	60	100	100	0
	US History	60	53	100	98	-2
2017	English I	78	56	96	93	-3
	English II	63	64	98	92	-6
	Algebra I	26	42	96	93	-3
	Biology	69	54	100	100	0
	US History	74	43	100	98	-2

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	84	97.7	100.0	2.3	112	98.6	100.0	1.4
TxCHSE	0				0			
Continuers	0				0			
Completion	84	97.7	100.0	2.3	112	98.6	100.0	1.4

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Sam Houston Math, Science, & Technology Center School No: 310

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	69	933	65	21	-44
	English II	148	880	87	25	-62
	Algebra I	82	626	82	45	-37
	Biology	151	676	95	57	-38
	US History	144	498	98	78	-20
2018	English I	97	1,162	84	25	-59
	English II	100	969	89	27	-62
	Algebra I	52	732	85	50	-35
	Biology	98	736	95	57	-38
	US History	77	587	99	82	-17
2017	English I	107	1,127	84	21	-63
	English II	74	906	80	29	-51
	Algebra I	73	818	89	58	-31
	Biology	102	750	95	59	-36
	US History	67	590	99	88	-11

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	531	84.3	87.8	3.5	568	82.6	91.2	8.6
TxCHSE	0				3	1.2	0.4	-0.8
Continuers	25	1.2	4.6	3.4	15	0.0	2.8	2.8
Completion	556	85.5	92.4	6.8	586	83.7	94.3	10.6

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Thomas Jefferson Elementary School

School No: 182

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	20	44	90	52	-38	90	77	-13								
	4	31	25	97	56	-41	100	68	-32	87	48	-39					
	5	14	43	93	67	-26	86	72	-14				93	70	-23		
	6																
	7																
	8																
	Total	65	112	93	58	-35	92	72	-20	87	48	-39	93	70	-23		
2018	3	35	24	91	54	-37	86	75	-11								
	4	23	41	78	48	-30	87	73	-14	57	24	-33					
	5	11	40	91	75	-16	91	78	-13				82	61	-21		
	6																
	7																
	8																
	Total	69	105	87	59	-28	88	75	-13	57	24	-33	82	61	-21		
2017	3	19	34	84	50	-34	63	56	-7								
	4	9	42	89	62	-27	100	74	-26	89	57	-32					
	5	14	46	93	66	-27	93	84	-9				93	74	-19		
	6																
	7																
	8																
	Total	42	122	89	59	-30	85	71	-14	89	57	-32	93	74	-19		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3				*			*			*			*			
	4																
	5		1														
	Total		1			*			*			*		*			
2018	3																
	4		1					*			*			*			
	5				*												
	Total		1			*			*			*		*			
2017	3																
	4																
	5		1			*			*		*			*			
	Total		1			*			*		*			*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Ketelsen Elementary School

School No: 389

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	25	50	100	48	-52	100	72	-28								
	4	47	36	94	42	-52	98	64	-34	96	44	-52					
	5	41	36	95	66	-29	98	80	-18				90	58	-32		
	6																
	7																
	8																
	Total	113	122	96	52	-44	99	72	-27	96	44	-52	90	58	-32		
2018	3	37	49	73	65	-8	84	82	-2								
	4	30	53	90	75	-15	97	85	-12	87	64	-23					
	5	41	38	98	63	-35	100	82	-18				95	59	-36		
	6																
	7																
	8																
	Total	108	140	87	68	-19	94	83	-11	87	64	-23	95	59	-36		
2017	3	38	46	76	65	-11	89	85	-4								
	4	40	43	93	40	-53	100	74	-26	98	47	-51					
	5	37	48	100	56	-44	97	73	-24				97	60	-37		
	6																
	7																
	8																
	Total	115	137	90	54	-36	95	77	-18	98	47	-51	97	60	-37		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5		1		*			*			*			*			*
	Total		1		*			*			*			*			*
2018	3		1		*			*			*			*			*
	4																
	5	1		*		*		*		*		*		*		*	
	Total	1	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2017	3		1		*			*			*			*			*
	4		1		*			*			*			*			*
	5		2		*			*			*			*			*
	Total		4		*			*			*			*			*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Kinder High School for the Performing and Visual Arts School No: 25

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	171	20	99	90	-9
	English II	174	15	99	87	-12
	Algebra I	47	11	100	100	0
	Biology	165	20	100	100	0
	US History	173	15	100	100	0
2018	English I	148	29	100	100	0
	English II	156	42	99	88	-11
	Algebra I	38	25	95	88	-7
	Biology	136	31	100	100	0
	US History	144	38	100	100	0
2017	English I	165	37	100	92	-8
	English II	149	37	99	100	1
	Algebra I	41	27	100	96	-4
	Biology	155	36	100	100	0
	US History	155	39	100	100	0

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	166	100.0	100.0	0.0	189	100.0	97.0	-3.0
TxCHSE	0				0			
Continuers	0				1	0.0	3.0	3.0
Completion	166	100.0	100.0	0.0	190	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Mickey Leland College Preparatory for Young Men School No: 458

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	59	33	69	39	-30	86	82	-4									
	7	59	34	88	59	-29	93	82	-11	69	29	-40						
	8	60	41	98	78	-20	100	83	-17				100	89	-11	71	50	-21
	Total	178	108	85	69	-16	93	82	-11	69	29	-40	100	89	-11	71	50	-21
2018	3																	
	4																	
	5																	
	6	63	33	81	58	-23	97	85	-12									
	7	55	50	93	72	-21	91	76	-15	89	54	-35						
	8	32	56	94	82	-12	79	64	-15				61	52	-9	58	32	-26
	Total	150	139	89	78	-11	89	75	-14	89	54	-35	61	52	-9	58	32	-26
2017	3																	
	4																	
	5																	
	6	62	41	90	71	-19	98	63	-35									
	7	36	58	92	74	-18	82	65	-17	89	55	-34						
	8	45	51	100	76	-24	93	88	-5				100	75	-25	100	78	-22
	Total	143	150	94	80	-14	91	72	-19	89	55	-34	100	75	-25	100	78	-22

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Mickey Leland College Preparatory for Young Men School No: 458

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	19	42	100	79	-21
	English II	29	28	97	93	-4
	Algebra I	32	35	94	80	-14
	Biology	34	37	100	92	-8
	US History	32	15	100	93	-7
2018	English I	27	38	96	68	-28
	English II	28	22	100	91	-9
	Algebra I	27	43	93	93	0
	Biology	31	46	100	96	-4
	US History	21	24	100	96	-4
2017	English I	30	29	100	83	-17
	English II	25	23	100	87	-13
	Algebra I	38	29	100	93	-7
	Biology	38	31	100	100	0
	US History	16	19	100	95	-5

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	11	100.0	100.0	0.0	31	93.8	100.0	6.3
TxCHSE	0				0			
Continuers	0				0			
Completion	11	100.0	100.0	0.0	31	93.8	100.0	6.3

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

William Love Elementary School

School No: 198

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	12	19	92	47	-45	83	61	-22								
	4	23	38	91	58	-33	83	58	-25	95	66	-29					
	5	12	40	100	67	-33	92	74	-18				58	40	-18		
	6																
	7																
	8																
	Total	47	97	94	57	-37	86	64	-22	95	66	-29	58	40	-18		
2018	3	35	31	57	62	5	74	74	0								
	4	10	46	100	52	-48	80	61	-19	89	41	-48					
	5	6	55	83	62	-21	100	75	-25				83	55	-28		
	6																
	7																
	8																
	Total	51	132	80	59	-21	85	70	-15	89	41	-48	83	55	-28		
2017	3	28	30	57	53	-4	57	73	16								
	4	12	59	75	58	-17	92	65	-27	75	53	-22					
	5	25	49	100	45	-55	88	76	-12				76	42	-34		
	6																
	7																
	8																
	Total	65	138	77	52	-25	79	71	-8	75	53	-22	76	42	-34		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	3	13	*	67	*	*	67	*	*		*		*	*		*
	4		1		*			*		*		*		*		*	*
	5		1		*			*		*		*		*		*	*
	Total	3	15	*	84	*	*	84	*	*	100	*	*		*		*
2018	3		2		*			*		*		*		*		*	*
	4				*			*		*		*		*		*	*
	5				*			*		*		*		*		*	*
	Total		2		*			*		*		*		*		*	*
2017	3		3		*			*		*		*		*		*	*
	4		3		*			*		*		*		*		*	*
	5				*			*		*		*		*		*	*
	Total		6		33			33									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John Marshall Middle School

School No: 61

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	67	177	88	39	-49	96	66	-30									
	7	69	168	93	57	-36	97	62	-35	94	56	-38						
	8	82	198	99	52	-47	100	78	-22				95	48	-47	90	50	-40
	Total	218	543	93	66	-27	98	69	-29	94	56	-38	95	48	-47	90	50	-40
2018	3																	
	4																	
	5																	
	6	48	196	85	40	-45	88	63	-25									
	7	45	239	93	40	-53	93	56	-37	89	36	-53						
	8	40	246	92	59	-33	81	79	-2				93	55	-38	90	43	-47
	Total	133	681	90	61	-29	87	66	-21	89	36	-53	93	55	-38	90	43	-47
2017	3																	
	4																	
	5																	
	6	68	233	69	27	-42	79	49	-30									
	7	43	240	95	51	-44	90	55	-35	93	50	-43						
	8	52	244	92	56	-36	86	68	-18				92	42	-50	88	34	-54
	Total	163	717	85	59	-26	85	57	-28	93	50	-43	92	42	-50	88	34	-54

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John Marshall Middle School

School No: 61

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	20	6	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	23	22	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	31	29	100	100	0
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Clemente Martinez Elementary School

School No: 289

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	20	44	90	44	-46	75	48	-27								
	4	18	37	56	32	-24	67	49	-18	78	21	-57					
	5	14	43	57	34	-23	57	42	-15				57	51	-6		
	6																
	7																
	8																
	Total	52	124	68	37	-31	66	46	-20	78	21	-57	57	51	-6		
2018	3	30	21	57	48	-9	67	65	-2								
	4	8	51	38	30	-8	63	53	-10	38	24	-14					
	5	22	57	90	59	-31	90	67	-23				86	64	-22		
	6																
	7																
	8																
	Total	60	129	62	46	-16	73	62	-11	38	24	-14	86	64	-22		
2017	3	29	18	31	28	-3	52	53	1								
	4	15	59	87	42	-45	87	61	-26	60	41	-19					
	5	21	51	76	36	-40	100	54	-46				86	27	-59		
	6																
	7																
	8																
	Total	65	128	65	35	-30	80	56	-24	60	41	-19	86	27	-59		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	4			*			*			*			*	
	4	17			59			40			69				
	5	4			*			*			*			*	
	Total	25			61			33			69				
2018	3	22			67			55							
	4	4			*			*			*			*	
	5	4			*			*			*			*	
	Total	30			72			55							
2017	3	15			50			80							
	4	4			*			*			*			*	
	5	6			50									50	
	Total	25			58			65			50			50	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

North Houston Early College High School

School No: 308

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	101	35	100	91	-9
	English II	60	55	98	95	-3
	Algebra I	44	25	100	96	-4
	Biology	100	35	100	97	-3
	US History	83	32	100	100	0
2018	English I	65	62	100	89	-11
	English II	36	79	100	94	-6
	Algebra I	16	34	100	97	-3
	Biology	64	60	100	98	-2
	US History	62	51	100	100	0
2017	English I	76	41	100	93	-7
	English II	79	40	99	85	-14
	Algebra I	22	26	100	96	-4
	Biology	75	41	100	98	-2
	US History	64	47	100	100	0

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	106	100.0	100.0	0.0	109	100.0	100.0	0.0
TxCHSE	0				0			
Continuers	0				0			
Completion	106	100.0	100.0	0.0	109	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Northside High School

School No: 3

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	112	425	98	36	-62
	English II	113	392	94	38	-56
	Algebra I	61	285	93	58	-35
	Biology	110	296	99	73	-26
	US History	122	233	100	83	-17
2018	English I	60	498	90	34	-56
	English II	54	472	85	37	-48
	Algebra I	26	338	85	64	-21
	Biology	58	346	97	66	-31
	US History	39	319	97	80	-17
2017	English I	84	502	89	30	-59
	English II	58	483	91	31	-60
	Algebra I	59	390	93	60	-33
	Biology	82	350	96	66	-30
	US History	55	296	96	78	-18

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	330	76.6	80.7	4.0	290	85.7	80.4	-5.3
TxCHSE	2	0.0	0.6	0.6	0			
Continuers	34	5.2	8.9	3.7	27	5.4	8.0	2.6
Completion	366	81.8	90.2	8.4	317	91.1	88.4	-2.7

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Oak Forest Elementary School

School No: 211

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	110	22	98	50	-48	96	55	-41								
	4	111	22	99	55	-44	97	59	-38	97	45	-52					
	5	106	30	99	77	-22	100	80	-20				99	62	-37		
	6																
	7																
	8																
	Total	327	74	99	61	-38	98	65	-33	97	45	-52	99	62	-37		
2018	3	112	19	93	68	-25	95	63	-32								
	4	110	27	98	67	-31	98	63	-35	93	48	-45					
	5	102	32	99	61	-38	100	75	-25				97	63	-34		
	6																
	7																
	8																
	Total	324	78	97	65	-32	98	67	-31	93	48	-45	97	63	-34		
2017	3	130	10	94	80	-14	90	50	-40								
	4	109	28	99	57	-42	99	64	-35	93	36	-57					
	5	91	18	98	39	-59	99	78	-21				99	56	-43		
	6																
	7																
	8																
	Total	330	56	97	59	-38	96	64	-32	93	36	-57	99	56	-43		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

The Rice School (La Escuela Rice)

School No: 80

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	50	36	92	53	-39	88	58	-30									
	4	52	56	88	55	-33	77	38	-39	83	46	-37						
	5	64	63	98	62	-36	95	52	-43				94	60	-34			
	6	128	35	91	69	-22	95	71	-24									
	7	99	49	98	86	-12	95	65	-30	96	82	-14						
	8	103	48	99	67	-32	96	72	-24				98	67	-31	89	48	-41
	Total	496	287	94	69	-25	91	59	-32	90	64	-26	96	64	-32	89	48	-41
2018	3	76	7	75	71	-4	72	71	-1									
	4	59	49	88	60	-28	93	52	-41	83	37	-46						
	5	74	48	99	58	-41	95	60	-35				92	54	-38			
	6	77	74	94	57	-37	94	68	-26									
	7	97	68	100	79	-21	97	57	-40	96	66	-30						
	8	75	80	100	77	-23	100	84	-16				100	66	-34	89	55	-34
	Total	458	326	93	73	-20	92	65	-27	90	52	-38	96	60	-36	89	55	-34
2017	3	81	5	75	80	5	77	80	3									
	4	58	54	88	56	-32	90	61	-29	84	61	-23						
	5	61	57	90	44	-46	95	58	-37				80	35	-45			
	6	96	60	98	50	-48	97	62	-35									
	7	79	81	97	70	-27	100	71	-29	99	78	-21						
	8	68	80	100	73	-27	100	72	-28				99	75	-24	91	55	-36
	Total	443	337	91	70	-21	93	67	-26	92	70	-22	90	55	-35	91	55	-36

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		21		95			95									
	4																
	5																
	Total		21		95			95									
2018	3		22		86			77									
	4																
	5																
	Total		22		86			77									
2017	3		21		67			71									
	4																
	5																
	Total		21		67			71									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

The Rice School (La Escuela Rice)

School No: 80

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	51	2	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	41	10	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	46	8	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Theodore Roosevelt Elementary School

School No: 231

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	32	53	100	65	-35	97	62	-35									
	4	61	47	95	65	-30	97	72	-25	89	43	-46						
	5	47	59	96	58	-38	100	61	-39				98	66	-32			
	6																	
	7																	
	8																	
	Total	140	159	97	63	-34	98	65	-33	89	43	-46	98	66	-32			
2018	3	57	31	81	77	-4	93	94	1									
	4	45	60	93	65	-28	89	60	-29	73	35	-38						
	5	48	55	96	65	-31	98	69	-29				98	74	-24			
	6																	
	7																	
	8																	
	Total	150	146	90	69	-21	93	74	-19	73	35	-38	98	74	-24			
2017	3	61	25	80	72	-8	82	80	-2									
	4	46	60	83	58	-25	93	53	-40	83	39	-44						
	5	54	67	96	52	-44	94	55	-39				98	57	-41			
	6																	
	7																	
	8																	
	Total	161	152	86	61	-25	90	63	-27	83	39	-44	98	57	-41			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	10			100									
	4	4			*			*			*			*
	5													
	Total	14			75						100			
2018	3	17			94			94						
	4													
	5													
	Total	17			94			94						
2017	3	20			90			90						
	4													
	5	1			*			*			*			*
	Total	21			95			90						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

George Scarborough High School

School No: 24

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	30	220	77	24	-53
	English II	57	193	95	28	-67
	Algebra I	25	143	88	51	-37
	Biology	29	162	86	49	-37
	US History	63	104	100	73	-27
2018	English I	32	243	88	37	-51
	English II	31	233	87	29	-58
	Algebra I	19	164	84	70	-14
	Biology	32	184	97	63	-34
	US History	19	164	95	75	-20
2017	English I	40	254	83	31	-52
	English II	22	249	86	36	-50
	Algebra I	28	177	89	75	-14
	Biology	40	192	95	64	-31
	US History	25	154	100	86	-14

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	114	96.8	88.4	-8.3	158	87.5	89.0	1.5
TxCHSE	0				0			
Continuers	9	0.0	9.5	9.5	15	3.1	9.6	6.5
Completion	123	96.8	97.9	1.1	173	90.6	98.6	8.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Thomas Sinclair Elementary School

School No: 241

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	67	19	96	74	-22	97	74	-23								
	4	61	25	89	40	-49	90	24	-66	83	20	-63					
	5	46	36	96	61	-35	96	42	-54				91	50	-41		
	6																
	7																
	8																
	Total	174	80	94	58	-36	94	47	-47	83	20	-63	91	50	-41		
2018	3	71	22	79	68	-11	79	73	-6								
	4	53	39	94	56	-38	92	59	-33	75	41	-34					
	5	40	42	95	62	-33	95	60	-35				78	38	-40		
	6																
	7																
	8																
	Total	164	103	89	62	-27	89	64	-25	75	41	-34	78	38	-40		
2017	3	71	19	80	53	-27	83	47	-36								
	4	60	23	90	17	-73	90	30	-60	77	22	-55					
	5	38	30	87	50	-37	92	67	-25				95	43	-52		
	6																
	7																
	8																
	Total	169	72	86	40	-46	88	48	-40	77	22	-55	95	43	-52		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4		2		*		*			*			*			*	
	5																
	Total		2		*		*			*			*			*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Katherine Smith Elementary School

School No: 242

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	28	61	93	46	-47	71	60	-11									
	4	33	70	67	47	-20	67	37	-30	58	41	-17						
	5	13	91	100	47	-53	85	62	-23				92	49	-43			
	6																	
	7																	
	8																	
	Total	74	222	87	47	-40	74	53	-21	58	41	-17	92	49	-43			
2018	3	46	30	67	43	-24	59	63	4									
	4	21	65	62	35	-27	62	50	-12	29	28	-1						
	5	35	70	83	50	-33	77	64	-13				69	32	-37			
	6																	
	7																	
	8																	
	Total	102	165	71	43	-28	66	59	-7	29	28	-1	69	32	-37			
2017	3	36	27	58	19	-39	69	33	-36									
	4	25	65	68	28	-40	80	48	-32	76	37	-39						
	5	25	116	76	44	-32	84	63	-21				68	32	-36			
	6																	
	7																	
	8																	
	Total	86	208	67	30	-37	78	48	-30	76	37	-39	68	32	-36			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	43		40			37								
	4	1	55	*	31	*	*	28	*	*	42	*	*	*	
	5		10		63			25					13		
	Total	1	108	*	45	*	*	30	*	*	42	*	*	13	*
2018	3	1	70	*	61	*	*	63	*	*		*		*	
	4		36		50			33			46				
	5	1	8	*	38	*	*	38	*	*		*	29	*	
	Total	2	114	*	50	*	*	45	*	*	46	*	*	29	*
2017	3		55		53			45							
	4	1	25	*	76	*	*	60	*	*	60	*	*	*	
	5		6		67										
	Total	1	86	*	65	*	*	53	*	*	60	*	*	*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

William B. Travis Elementary School

School No: 249

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	87	27	98	85	-13	99	78	-21									
	4	92	14	98	50	-48	99	36	-63	90	29	-61						
	5	59	46	98	83	-15	98	78	-20				95	63	-32			
	6																	
	7																	
	8																	
	Total	238	87	98	73	-25	99	64	-35	90	29	-61	95	63	-32			
2018	3	100	7	93	57	-36	90	86	-4									
	4	85	26	89	46	-43	94	50	-44	77	19	-58						
	5	84	32	100	78	-22	100	69	-31				99	59	-40			
	6																	
	7																	
	8																	
	Total	269	65	94	60	-34	95	68	-27	77	19	-58	99	59	-40			
2017	3	97	13	96	62	-34	93	54	-39									
	4	101	12	99	33	-66	99	42	-57	88	8	-80						
	5	89	33	99	48	-51	99	64	-35				97	56	-41			
	6																	
	7																	
	8																	
	Total	287	58	98	48	-50	97	53	-44	88	8	-80	97	56	-41			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Jonathan Wainwright Elementary School

School No: 252

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	15	31	100	52	-48	93	45	-48								
	4	23	62	74	44	-30	83	54	-29	52	24	-28					
	5	15	39	73	31	-42	87	64	-23				60	23	-37		
	6																
	7																
	8																
	Total	53	132	82	42	-40	88	54	-34	52	24	-28	60	23	-37		
2018	3	29	18	62	65	3	62	61	-1								
	4	24	54	65	26	-39	70	60	-10	63	20	-43					
	5	20	58	95	53	-42	85	66	-19				80	59	-21		
	6																
	7																
	8																
	Total	73	130	74	48	-26	72	62	-10	63	20	-43	80	59	-21		
2017	3	32	24	63	54	-9	69	67	-2								
	4	32	59	61	38	-23	71	53	-18	65	27	-38					
	5	32	66	93	44	-49	100	47	-53				81	29	-52		
	6																
	7																
	8																
	Total	96	149	72	45	-27	80	56	-24	65	27	-38	81	29	-52		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		25		64			52						
	4		3		*			*			*			*
	5													
	Total		28		66			60			33			
2018	3		42		74			85						
	4		1		*			*			*			*
	5													
	Total		43		74			85						
2017	3		24		75			79						
	4	1	2	*	*	*	*	*	*	*	*	*	*	*
	5		2		*			*			*			*
	Total	1	28	*	75	*	*	79	*	*	50	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Stephen Waltrip High School

School No: 15

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	81	426	83	29	-54
	English II	234	431	97	38	-59
	Algebra I	100	362	84	57	-27
	Biology	206	382	96	71	-25
	US History	201	243	99	77	-22
2018	English I	150	564	95	41	-54
	English II	104	489	91	34	-57
	Algebra I	90	458	89	66	-23
	Biology	136	445	96	73	-23
	US History	51	211	98	79	-19
2017	English I	106	469	86	41	-45
	English II	73	455	86	47	-39
	Algebra I	66	353	88	56	-32
	Biology	94	369	98	74	-24
	US History	41	199	98	79	-19

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	328	81.6	77.2	-4.4	335	72.9	84.4	11.5
TxCHSE	3	0.7	0.7	0.0	3	0.9	0.7	-0.2
Continuers	20	0.0	7.1	7.1	18	5.1	4.1	-1.0
Completion	351	82.4	85.1	2.7	356	78.8	89.2	10.4

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Young Women's College Preparatory Academy

School No: 463

Northwest School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	83	16	94	75	-19	98	88	-10									
	7	61	28	98	93	-5	98	86	-12	100	100	0						
	8	57	23	100	100	0	100	91	-9				96	78	-18	93	78	-15
	Total	201	67	97	96	-1	99	88	-11	100	100	0	96	78	-18	93	78	-15
2018	3																	
	4																	
	5																	
	6	71	18	93	94	1	96	72	-24									
	7	51	41	100	98	-2	93	68	-25	98	83	-15						
	8	67	59	100	95	-5	98	75	-23				95	80	-15	91	68	-23
	Total	189	118	98	95	-3	96	72	-24	98	83	-15	95	80	-15	91	68	-23
2017	3																	
	4																	
	5																	
	6	76	30	95	83	-12	79	43	-36									
	7	97	46	99	74	-25	96	59	-37	98	83	-15						
	8	50	57	98	96	-2	97	63	-34				100	73	-27	88	66	-22
	Total	223	133	97	88	-9	91	55	-36	98	83	-15	100	73	-27	88	66	-22

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Young Women's College Preparatory Academy

School No: 463

Northwest School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	53	26	100	88	-12
	English II	26	12	100	100	0
	Algebra I	46	25	100	96	-4
	Biology	53	26	100	100	0
	US History	33	10	100	100	0
2018	English I	27	29	100	93	-7
	English II	29	26	100	96	-4
	Algebra I	45	27	100	96	-4
	Biology	22	26	100	100	0
	US History	18	18	100	100	0
2017	English I	41	28	98	96	-2
	English II	22	30	100	90	-10
	Algebra I	42	30	100	100	0
	Biology	55	32	100	100	0
	US History	23	25	100	92	-8

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	30	100.0	100.0	0.0	43	100.0	100.0	0.0
TxCHSE	0				0			
Continuers	0				0			
Completion	30	100.0	100.0	0.0	43	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	630	1,224	83	49	-34	86	60	-26									
	4	878	1,403	83	49	-34	83	54	-29	75	37	-38						
	5	772	1,591	88	51	-37	90	64	-26				84	56	-28			
	6	412	590	73	30	-43	80	46	-34									
	7	398	532	86	55	-31	87	59	-28	84	49	-35						
	8	450	512	92	53	-39	85	66	-19				87	56	-31	78	37	-41
	Total	3,540	5,852	85	51	-34	86	59	-27	75	38	-37	84	56	-28	78	37	-41
2018	3	1,121	871	66	59	-7	68	66	-2									
	4	711	1,564	80	46	-34	87	63	-24	69	39	-30						
	5	733	1,845	92	52	-40	93	67	-26				89	56	-33			
	6	416	606	80	44	-36	83	57	-26									
	7	345	654	86	54	-32	86	53	-33	85	50	-35						
	8	265	649	89	65	-24	89	68	-21				87	60	-27	85	52	-33
	Total	3,591	6,189	80	54	-26	83	65	-18	71	40	-31	88	56	-32	85	52	-33
2017	3	1,255	684	59	47	-13	69	58	-11									
	4	802	1,701	82	39	-42	86	52	-34	79	40	-39						
	5	733	1,758	89	46	-43	94	64	-30				90	56	-34			
	6	408	646	79	43	-35	92	60	-31									
	7	308	600	86	56	-30	85	59	-26	87	59	-28						
	8	291	662	83	67	-16	77	70	-7				85	60	-25	77	49	-28
	Total	3,797	6,051	77	47	-31	83	59	-25	80	42	-38	90	57	-33	77	49	-28

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	13	661	80	68	-12	100	75	-25								
	4	5	304	100	57	-43	50	61	11	50	56	6					
	5	4	100	*	74	*	*	62	*				*	70	*		
	Total	22	1,065	88	67	-21	81	70	-11	50	56	6				70	
2018	3	8	714	93	65	-28	90	74	-16								
	4	7	368	100	54	-46	100	72	-28	100	63	-37					
	5	5	66	100	78	-22	100	77	-23				50	45	-5		
	Total	20	1,148	94	62	-32	92	74	-18	100	63	-37	50	45	-5		
2017	3	9	789	100	67	-33	100	74	-26								
	4	4	242	*	57	*	*	70	*	*	63	*					
	5	4	30	*	82	*	*	75	*				*	53	*		
	Total	17	1,061	94	66	-28	92	74	-18	100	63	-37	50	53	3		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

South School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	389	1,422	91	49	-42
	English II	536	1,265	93	52	-41
	Algebra I	438	1,146	95	80	-15
	Biology	433	1,154	99	81	-18
	US History	462	726	100	89	-11
2018	English I	320	1,704	90	52	-38
	English II	284	1,490	91	53	-38
	Algebra I	363	1,482	95	82	-13
	Biology	334	1,361	96	80	-16
	US History	249	970	98	86	-12
2017	English I	332	1,540	86	51	-35
	English II	253	1,394	91	54	-37
	Algebra I	343	1,362	93	81	-12
	Biology	318	1,164	94	79	-15
	US History	215	883	99	83	-16

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	742	86.2	84.8	-1.4	917	84.4	84.4	0.0
TxCHSE	3	1.3	0.0	-1.3	5	1.1	0.3	-0.8
Continuers	35	2.2	4.7	2.5	35	1.1	3.9	2.8
Completion	780	89.7	89.5	-0.1	957	86.7	88.6	1.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

South School Office Area

Louisa Alcott Elementary School
Almeda Elementary School
Mamie Bastian Elementary School
Baylor College of Medicine Academy at Ryan
Brookline Elementary School
John Cornelius Elementary School
James DeAnda Elementary School
Energy Institute High School
Marcellus Foster Elementary School
Robert Frost Elementary School
Garden Villas Elementary School
Golfcrest Elementary School
Lucile Gregg Elementary School
Virgil Grissom Elementary School
Charles Hartman Middle School
Victor Hartsfield Elementary School
Jean Hines-Caldwell Elementary School
William P. Hobby Elementary School
Jesse Jones High School

Kandy Stripe Academy
Anna Kelso Elementary School
James Law Elementary School
Lucian Lockhart Elementary School
James Mitchell Elementary School
Lora Peck Elementary School
Henry Petersen Elementary School
Billy R. Reagan K-8 Education Center
James Reynolds Elementary School
Juan Seguin Elementary School
South Early College High School
Ross Sterling High School
Albert Thomas Middle School
Ruby Thompson Elementary School
Westbury High School
Tina Whidby Elementary School
Windsor Village Elementary School
Ethel Young Elementary School

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Louisa Alcott Elementary School

School No: 102

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	6	27	100	33	-67	83	48	-35								
	4	16	27	79	56	-23	86	76	-10	50	37	-13					
	5	8	34	88	55	-33	100	74	-26				88	50	-38		
	6																
	7																
	8																
	Total	30	88	89	48	-41	90	66	-24	50	37	-13	88	50	-38		
2018	3	25	13	56	46	-10	56	31	-25								
	4	10	36	80	36	-44	80	67	-13	30	14	-16					
	5	11	28	91	46	-45	100	82	-18				82	44	-38		
	6																
	7																
	8																
	Total	46	77	76	43	-33	79	60	-19	30	14	-16	82	44	-38		
2017	3	29	22	34	18	-16	24	36	12								
	4	9	39	78	26	-52	89	54	-35	78	28	-50					
	5	11	31	73	32	-41	100	71	-29				82	42	-40		
	6																
	7																
	8																
	Total	49	92	62	25	-37	71	54	-17	78	28	-50	82	42	-40		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		1		*			*			*			*			
	4		3		*			*			*			*			
	5		2		*			*			*			*			
	Total		6		61			78						100			
2018	3		7		43			71									
	4		1		*			*			*			*			
	5																
	Total		8		72			86						100			
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Almeda Elementary School

School No: 104

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	47	56	85	57	-28	96	69	-27									
	4	52	71	87	46	-41	81	46	-35	75	37	-38						
	5	46	73	96	49	-47	100	72	-28				100	51	-49			
	6																	
	7																	
	8																	
	Total	145	200	89	51	-38	92	62	-30	75	37	-38	100	51	-49			
2018	3	56	32	75	63	-12	79	79	0									
	4	39	86	84	40	-44	82	63	-19	71	37	-34						
	5	29	108	83	52	-31	90	67	-23				83	55	-28			
	6																	
	7																	
	8																	
	Total	124	226	81	52	-29	84	70	-14	71	37	-34	83	55	-28			
2017	3	56	29	70	38	-32	79	71	-8									
	4	38	95	76	35	-41	70	45	-25	76	32	-44						
	5	22	106	82	43	-39	95	68	-27				91	51	-40			
	6																	
	7																	
	8																	
	Total	116	230	76	39	-37	81	61	-20	76	32	-44	91	51	-40			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	1	47	*	47	*	*	85	*	*	*	*	*	*	
	4		2		*		*	*		*		*		*	
	5		2		*		*	*		*		*		*	
	Total	1	51	*	66	*	*	78	*	*	100	*	*	50	*
2018	3		45		71		91								
	4														
	5														
	Total		45		71		91								
2017	3		40		69		83								
	4														
	5														
	Total		40		69		83								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Mamie Bastian Elementary School

School No: 108

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	21	52	81	67	-14	81	48	-33								
	4	17	75	82	56	-26	88	45	-43	47	11	-36					
	5	13	73	85	42	-43	85	63	-22				92	59	-33		
	6																
	7																
	8																
	Total	51	200		83	55	-28	85	52	-33	47	11	-36	92	59	-33	
2018	3	51	30	53	27	-26	47	43	-4								
	4	21	74	71	32	-39	76	45	-31	57	16	-41					
	5	22	78	100	72	-28	95	75	-20				90	67	-23		
	6																
	7																
	8																
	Total	94	182		75	44	-31	73	54	-19	57	16	-41	90	67	-23	
2017	3	48	25	42	40	-2	44	40	-4								
	4	26	66	81	35	-46	85	45	-40	81	29	-52					
	5	14	71	92	50	-42	92	61	-31				100	58	-42		
	6																
	7																
	8																
	Total	88	162		72	42	-30	74	49	-25	81	29	-52	100	58	-42	

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		21		48			52									
	4																
	5																
	Total		21		48			52									
2018	3		29		45			69									
	4																
	5																
	Total		29		45			69									
2017	3	1	21	*	62	*		57	*		*	*	*	*			
	4																
	5																
	Total	1	21	*	62	*		57	*		*	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Baylor College of Medicine Academy at Ryan

School No: 467

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	146	103	87	34	-53	88	42	-46									
	7	142	80	98	74	-24	95	70	-25	99	74	-25						
	8	176	54	98	67	-31	99	73	-26				97	67	-30	89	37	-52
	Total	464	237	94	76	-18	94	62	-32	99	74	-25	97	67	-30	89	37	-52
2018	3																	
	4																	
	5																	
	6	195	108	89	58	-31	97	67	-30									
	7	162	90	100	69	-31	98	70	-28	98	74	-24						
	8	97	105	99	91	-8	100	83	-17				98	68	-30	98	75	-23
	Total	454	303	96	83	-13	98	73	-25	98	74	-24	98	68	-30	98	75	-23
2017	3																	
	4																	
	5																	
	6	208	111	95	64	-31	97	77	-20									
	7	133	89	99	83	-16	97	74	-23	99	80	-19						
	8	111	90	99	96	-3	99	98	-1				99	88	-11	95	70	-25
	Total	452	290	98	91	-7	98	83	-15	99	80	-19	99	88	-11	95	70	-25

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Baylor College of Medicine Academy at Ryan

School No: 467

South School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	90	6	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	71	11	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	64	9	100	100	0
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Brookline Elementary School

School No: 119

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	21	45	90	83	-7	90	87	-3								
	4	39	71	97	73	-24	90	83	-7	95	58	-37					
	5	56	92	95	66	-29	98	90	-8				98	77	-21		
	6																
	7																
	8																
	Total	116	208	94	74	-20	93	87	-6	95	58	-37	98	77	-21		
2018	3	24	52	88	88	0	92	94	2								
	4	34	115	94	60	-34	100	82	-18	88	50	-38					
	5	45	94	100	53	-47	100	76	-24				96	49	-47		
	6																
	7																
	8																
	Total	103	261	94	67	-27	97	84	-13	88	50	-38	96	49	-47		
2017	3	30	66	60	88	28	80	83	3								
	4	48	85	98	51	-47	92	55	-37	96	41	-55					
	5	47	77	96	52	-44	100	87	-13				96	73	-23		
	6																
	7																
	8																
	Total	125	228	85	64	-21	91	75	-16	96	41	-55	96	73	-23		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		59		88			88									
	4		13		46			31			44						
	5	1	12	*	100	*	*	50	*	*		*		33	*		
	Total	1	84	*	78	*	*	56	*	*	44	*	*	33	*		
2018	3		49		81			85									
	4		3		*			*		*			*				
	5		2		*			*		*			*				
	Total		54		83			95			100			50			
2017	3		68		90			90									
	4	2	23	*	13	*	*	9	*	*	20	*	*	*	*	*	
	5	2	1	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Total	4	92	*	52	*	*	50	*	*	20	*	*	*	*	*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John Cornelius Elementary School

School No: 133

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	39	74	100	74	-26	95	84	-11								
	4	70	62	91	71	-20	97	76	-21	89	58	-31					
	5	60	62	100	61	-39	98	65	-33				98	72	-26		
	6																
	7																
	8																
	Total	169	198	97	69	-28	97	75	-22	89	58	-31	98	72	-26		
2018	3	74	38	84	84	0	82	79	-3								
	4	57	67	89	61	-28	93	65	-28	88	53	-35					
	5	53	82	98	67	-31	96	71	-25				94	73	-21		
	6																
	7																
	8																
	Total	184	187	90	71	-19	90	72	-18	88	53	-35	94	73	-21		
2017	3	70	47	83	72	-11	81	85	4								
	4	52	82	92	55	-37	100	48	-52	90	60	-30					
	5	59	62	93	65	-28	93	69	-24				95	74	-21		
	6																
	7																
	8																
	Total	181	191	89	64	-25	91	67	-24	90	60	-30	95	74	-21		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	1	30	*	67	*	*	77	*	*	*	*	*	*			
	4	2	3	*	*	*	*	*	*	*	*	*	*	*			
	5	1	6	*	50	*	*	50	*	*	*	*	*	*			
	Total	4	39	*	61	*	*	53	*	*	33	*	*	*			
2018	3	2	24	*	71	*	*	71	*	*	*	*	*	*			
	4	2	17	*	31	*	*	29	*	*	47	*	*	*			
	5	1	2	*	*	*	*	*	*	*	*	*	*	*			
	Total	5	43	50	51	1	50	50	0		47						
2017	3		25		68			60									
	4		1		*			*		*		*					
	5	1	2	*	*	*	*	*	*	*	*	*	*				
	Total	1	28	*	84	*	*	55	*	*	*	*	50	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James DeAnda Elementary School

School No: 383

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	26	65	81	93	12	92	95	3								
	4	36	65	97	82	-15	100	85	-15	100	77	-23					
	5	45	54	100	67	-33	100	91	-9				98	83	-15		
	6																
	7																
	8																
	Total	107	184	93	81	-12	97	90	-7	100	77	-23	98	83	-15		
2018	3	33	67	85	91	6	82	82	0								
	4	14	93	93	78	-15	93	89	-4	86	80	-6					
	5	27	63	100	62	-38	96	89	-7				100	78	-22		
	6																
	7																
	8																
	Total	74	223	93	77	-16	90	87	-3	86	80	-6	100	78	-22		
2017	3	31	84	71	64	-7	84	89	5								
	4	19	73	95	64	-31	100	89	-11	84	62	-22					
	5	37	64	92	44	-48	100	83	-17				100	63	-37		
	6																
	7																
	8																
	Total	87	221	86	57	-29	95	87	-8	84	62	-22	100	63	-37		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	9		89											
	4	22		95					82						
	5	11		100											
	Total	42		95					82						
2018	3	1	24	*	67	*	*		*		*	*	*	*	
	4		36		75		50		89						
	5		4		*		*		*			*	*		
	Total	1	64	*	72	*	*	59	*	*	89	*	*	67	*
2017	3		74		66		100								
	4		2		*		*		*			*	*		
	5		2		*		*		*			*	*		
	Total		78		89		100		100			100		100	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Energy Institute High School

School No: 468

South School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	131	87	93	64	-29
	English II	131	66	95	67	-28
	Algebra I	82	68	93	76	-17
	Biology	128	79	98	91	-7
	US History	119	45	99	98	-1
2018	English I	78	134	99	70	-29
	English II	71	105	100	70	-30
	Algebra I	41	113	95	87	-8
	Biology	75	118	100	93	-7
	US History	69	118	100	99	-1
2017	English I	104	99	92	70	-22
	English II	75	135	99	73	-26
	Algebra I	49	84	86	75	-11
	Biology	101	83	97	98	1
	US History	66	88	100	98	-2

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	140	100.0	97.5	-2.5	142	100.0	97.4	-2.6
TxCHSE	0				0			
Continuers	0				0			
Completion	140	100.0	97.5	-2.5	142	100.0	97.4	-2.6

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Marcellus Foster Elementary School

School No: 154

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	16	48	81	75	-6	88	71	-17								
	4	24	28	96	48	-48	92	48	-44	83	32	-51					
	5	21	35	86	51	-35	81	54	-27				90	60	-30		
	6																
	7																
	8																
	Total	61	111	88	58	-30	87	58	-29	83	32	-51	90	60	-30		
2018	3	31	30	65	67	2	58	63	5								
	4	25	28	92	44	-48	92	52	-40	60	26	-34					
	5	12	31	100	50	-50	100	60	-40				92	65	-27		
	6																
	7																
	8																
	Total	68	89	86	54	-32	83	58	-25	60	26	-34	92	65	-27		
2017	3	41	11	73	45	-28	73	45	-28								
	4	14	32	86	48	-38	100	58	-42	79	44	-35					
	5	18	48	83	69	-14	83	46	-37				78	52	-26		
	6																
	7																
	8																
	Total	73	91	81	54	-27	85	50	-35	79	44	-35	78	52	-26		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Robert Frost Elementary School

School No: 156

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	22	59	82	75	-7	86	73	-13								
	4	39	46	82	70	-12	87	70	-17	79	43	-36					
	5	37	51	89	48	-41	84	44	-40				78	57	-21		
	6																
	7																
	8																
	Total	98	156	84	64	-20	86	62	-24	79	43	-36	78	57	-21		
2018	3	56	45	66	71	5	68	71	3								
	4	30	53	87	56	-31	90	72	-18	90	54	-36					
	5	30	55	80	58	-22	90	75	-15				87	62	-25		
	6																
	7																
	8																
	Total	116	153	78	62	-16	83	73	-10	90	54	-36	87	62	-25		
2017	3	59	29	61	66	5	76	76	0								
	4	37	62	86	63	-23	89	73	-16	95	53	-42					
	5	29	47	86	49	-37	79	45	-34				86	74	-12		
	6																
	7																
	8																
	Total	125	138	78	59	-19	81	65	-16	95	53	-42	86	74	-12		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4		1		*			*			*			*			*
	5																
	Total		1		*			*			*			*			*
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Garden Villas Elementary School

School No: 158

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	26	45	85	31	-54	88	40	-48								
	4	40	77	90	60	-30	93	64	-29	88	49	-39					
	5	39	85	95	51	-44	97	68	-29				97	71	-26		
	6																
	7																
	8																
	Total	105	207	90	47	-43	93	57	-36	88	49	-39	97	71	-26		
2018	3	55	31	64	39	-25	73	52	-21								
	4	39	93	82	47	-35	92	73	-19	72	37	-35					
	5	52	79	94	57	-37	98	77	-21				100	78	-22		
	6																
	7																
	8																
	Total	146	203	80	48	-32	88	67	-21	72	37	-35	100	78	-22		
2017	3	69	13	58	38	-20	67	67	0								
	4	38	95	87	46	-41	95	77	-18	92	46	-46					
	5	40	88	95	43	-52	98	83	-15				93	69	-24		
	6																
	7																
	8																
	Total	147	196	80	42	-38	87	76	-11	92	46	-46	93	69	-24		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	4	42	*	57	*	*	67	*	*	*	*	*	*			
	4																
	5		1		*			*		*			*				
	Total	4	43	*	79	*	*	84	*	*	*	*	*	100	*		
2018	3	1	42	*	71	*	*	71	*	*	*	*	*	*			
	4																
	5																
	Total	1	42	*	71	*	*	71	*	*	*	*	*	*			
2017	3	1	47	*	52	*	*	53	*	*	*	*	*	*			
	4		1		*		*	*		*		*	*	*			
	5		1		*		*	*		*		*	*	*			
	Total	1	49	*	76	*	*	53	*	*	*	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Golfcrest Elementary School

School No: 159

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	14	25	79	52	-27	93	56	-37								
	4	16	26	88	58	-30	88	76	-12	81	56	-25					
	5	24	63	100	58	-42	96	69	-27				92	70	-22		
	6																
	7																
	8																
	Total	54	114	89	56	-33	92	67	-25	81	56	-25	92	70	-22		
2018	3	1	38	*	57	*	*	71	*	*	*	*	*	*	*	*	*
	4	5	31	100	77	-23	100	94	-6	100	74	-26					
	5	28	59	96	76	-20	96	57	-39				93	71	-22		
	6																
	7																
	8																
	Total	34	128	98	70	-28	98	74	-24	100	74	-26	93	71	-22		
2017	3	27	10	78	30	-48	96	40	-56								
	4	15	89	80	38	-42	80	53	-27	71	40	-31					
	5	30	55	97	44	-53	97	61	-36				97	51	-46		
	6																
	7																
	8																
	Total	72	154	85	37	-48	91	51	-40	71	40	-31	97	51	-46		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	69		48			62								
	4	66		46			55			48					
	5	9		44											
	Total	144		46			59			48					
2018	3	68		60			61								
	4	51		58			88			53					
	5	4		*			*			*			*		
	Total	123		64			66			53			33		
2017	3	67		61			69								
	4														
	5	5		40									20		
	Total	72		51			69						20		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Lucile Gregg Elementary School

School No: 162

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	10	32	80	35	-45	80	55	-25									
	4	25	41	80	76	-4	88	78	-10	80	53	-27						
	5	22	54	95	52	-43	91	74	-17				100	61	-39			
	6																	
	7																	
	8																	
	Total	57	127	85	54	-31	86	69	-17	80	53	-27	100	61	-39			
2018	3	27	42	70	70	0	63	71	8									
	4	14	46	93	61	-32	100	89	-11	79	48	-31						
	5	14	79	100	60	-40	93	72	-21				86	49	-37			
	6																	
	7																	
	8																	
	Total	55	167	88	64	-24	85	77	-8	79	48	-31	86	49	-37			
2017	3	37	15	78	40	-38	73	67	-6									
	4	18	54	83	62	-21	100	63	-37	72	57	-15						
	5	17	37	82	57	-25	88	76	-12				82	59	-23			
	6																	
	7																	
	8																	
	Total	72	106	81	53	-28	87	69	-18	72	57	-15	82	59	-23			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	1	24	*	61	*	*	74	*	*	*	*	*	*	
	4	1	23	*	45	*	*	70	*	*	43	*	*	*	
	5	1		*			*			*		*		*	
	Total	3	47	*	53	*	*	72	*	*	43	*	*	*	
2018	3		41		55			69							
	4		17		65			82		76					
	5		1		*			*		*			*		
	Total		59		73			84		76					
2017	3	1	33	*	85	*	*	91	*	*	*	*	*	*	
	4	2	25	*	56	*	*	80	*	*	76	*	*	*	
	5		4		*			*		*			*		
	Total	3	62	*	71	*	*	86	*	*	76	*	*	*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Virgil Grissom Elementary School

School No: 262

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	10	24	80	46	-34	70	68	-2								
	4	15	53	80	57	-23	87	71	-16	73	41	-32					
	5	14	64	92	42	-50	100	70	-30				86	52	-34		
	6																
	7																
	8																
	Total	39	141	84	48	-36	86	70	-16	73	41	-32	86	52	-34		
2018	3	15	18	60	56	-4	67	69	2								
	4	14	71	79	44	-35	79	49	-30	64	27	-37					
	5	16	66	93	49	-44	93	68	-25				81	47	-34		
	6																
	7																
	8																
	Total	45	155	77	50	-27	80	62	-18	64	27	-37	81	47	-34		
2017	3	21	20	57	40	-17	57	58	1								
	4	11	70	82	50	-32	91	73	-18	82	50	-32					
	5	9	63	89	56	-33	89	76	-13				100	61	-39		
	6																
	7																
	8																
	Total	41	153	76	49	-27	79	69	-10	82	50	-32	100	61	-39		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		44		62			77									
	4		7		43					40							
	5	1		*		*		*		*		*		*		*	
	Total	1	51	*	53	*	*	77	*	*	40	*	*		*		*
2018	3		48		78			88									
	4		5		20					40							
	5																
	Total		53		49			88		40							
2017	3	1	47	*	65	*	*	79	*	*		*		*	*	*	*
	4		3		*		*	*		*		*		*		*	*
	5	1	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	2	54	*	49	*	*	46	*	*	*	*	*	*	75	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Charles Hartman Middle School

School No: 51

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	166	263	83	36	-47	84	54	-30									
	7	154	239	86	50	-36	85	53	-32	87	49	-38						
	8	164	256	89	54	-35	84	73	-11				84	58	-26	75	32	-43
	Total	484	758	86	62	-24	84	60	-24	87	49	-38	84	58	-26	75	32	-43
2018	3																	
	4																	
	5																	
	6	130	277	88	38	-50	85	53	-32									
	7	118	323	94	52	-42	91	62	-29	95	53	-42						
	8	114	318	93	64	-29	77	69	-8				88	55	-33	88	50	-38
	Total	362	918	92	68	-24	84	61	-23	95	53	-42	88	55	-33	88	50	-38
2017	3																	
	4																	
	5																	
	6	133	319	82	34	-48	90	62	-28									
	7	130	323	90	49	-41	88	59	-29	91	61	-30						
	8	136	334	93	59	-34	87	68	-19				90	52	-38	89	46	-43
	Total	399	976	88	63	-25	88	63	-25	91	61	-30	90	52	-38	89	46	-43

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Charles Hartman Middle School

School No: 51

South School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	67	18	100	100	0
	Biology	31	2	100	*	*
	US History					
2018	English I					
	English II					
	Algebra I	63	29	100	100	0
	Biology	16	3	100	*	*
	US History					
2017	English I					
	English II					
	Algebra I	66	24	100	100	0
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Victor Hartsfield Elementary School

School No: 168

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	18	36	78	19	-59	83	31	-52									
	4	25	38	84	32	-52	92	21	-71	72	16	-56						
	5	13	32	92	33	-59	85	50	-35				85	47	-38			
	6																	
	7																	
	8																	
	Total	56	106	85	28	-57	87	34	-53	72	16	-56	85	47	-38			
2018	3	44	16	50	56	6	39	56	17									
	4	12	30	67	30	-37	67	47	-20	42	31	-11						
	5	22	31	95	28	-67	95	47	-48				91	35	-56			
	6																	
	7																	
	8																	
	Total	78	77	71	38	-33	67	50	-17	42	31	-11	91	35	-56			
2017	3	27	17	26	35	9	48	35	-13									
	4	15	35	93	17	-76	93	29	-64	93	15	-78						
	5	13	38	85	32	-53	92	51	-41				92	58	-34			
	6																	
	7																	
	8																	
	Total	55	90	68	28	-40	78	38	-40	93	15	-78	92	58	-34			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Jean Hines-Caldwell Elementary School

School No: 395

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	29	34	100	50	-50	93	56	-37								
	4	38	28	100	43	-57	87	39	-48	87	36	-51					
	5	50	76	98	62	-36	100	71	-29				98	66	-32		
	6																
	7																
	8																
	Total	117	138	99	52	-47	93	55	-38	87	36	-51	98	66	-32		
2018	3	39	30	74	72	-2	92	90	-2								
	4	45	36	96	37	-59	98	54	-44	93	56	-37					
	5	36	80	100	61	-39	100	81	-19				97	71	-26		
	6																
	7																
	8																
	Total	120	146	90	57	-33	97	75	-22	93	56	-37	97	71	-26		
2017	3	42	28	79	71	-8	88	82	-6								
	4	43	31	93	68	-25	95	55	-40	93	58	-35					
	5	49	87	98	52	-46	100	77	-23				100	72	-28		
	6																
	7																
	8																
	Total	134	146	90	64	-26	94	71	-23	93	58	-35	100	72	-28		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	39		79			92								
	4	48		65			77			73					
	5	1		*			*			*				*	
	Total	88		72			85			73					
2018	3	47		79			91								
	4	48		75			92			79					
	5														
	Total	95		77			92			79					
2017	3	48		79			83								
	4	40		58			80			62					
	5														
	Total	88		69			82			62					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

William P. Hobby Elementary School

School No: 175

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	27	73	81	29	-52	85	47	-38								
	4	29	47	71	30	-41	86	43	-43	52	11	-41					
	5	30	86	77	51	-26	90	66	-24				70	42	-28		
	6																
	7																
	8																
	Total	86	206	76	37	-39	87	52	-35	52	11	-41	70	42	-28		
2018	3	48	33	71	45	-26	60	52	-8								
	4	32	42	69	31	-38	88	65	-23	63	29	-34					
	5	20	89	85	57	-28	85	75	-10				70	53	-17		
	6																
	7																
	8																
	Total	100	164	75	44	-31	78	64	-14	63	29	-34	70	53	-17		
2017	3	51	13	71	15	-56	82	38	-44								
	4	29	43	69	23	-46	86	63	-23	76	33	-43					
	5	26	78	81	31	-50	96	68	-28				88	47	-41		
	6																
	7																
	8																
	Total	106	134	74	23	-51	88	56	-32	76	33	-43	88	47	-41		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	1	45	*	56	*	*	32	*	*	*	*	*	*			
	4	2	51	*	71	*	*	78	*	*	71	*	*	*			
	5		5		50												
	Total	3	101	*	59	*	*	55	*	*	71	*	*	*			
2018	3	1	45	*	71	*	*	87	*	*	*	*	*				
	4		43		70			81			79						
	5		3		*		*	*		*	*	*	*				
	Total	1	91	*	69	*	*	84	*	*	79	*	*	*			
2017	3		46		76			78									
	4		44		61			84			80						
	5																
	Total		90		69			81			80						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Jesse Jones High School

School No: 6

South School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	24	66	100	48	-52
	English II	52	51	98	57	-41
	Algebra I	17	42	100	88	-12
	Biology	23	48	100	90	-10
	US History	54	38	100	95	-5
2018	English I	21	102	100	52	-48
	English II	31	97	97	65	-32
	Algebra I	13	71	100	93	-7
	Biology	20	71	100	96	-4
	US History	30	89	100	94	-6
2017	English I	27	100	89	64	-25
	English II	34	90	100	72	-28
	Algebra I	15	84	100	93	-7
	Biology	26	88	100	98	-2
	US History	35	84	100	92	-8

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	10	80.0	85.7	5.7	87	93.3	92.4	-0.9
TxCHSE	0				0			
Continuers	0				5	0.0	6.3	6.3
Completion	10	80.0	85.7	5.7	92	93.3	98.7	5.4

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Kandy Stripe Academy

School No: 378

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	Total																	
2018	3	38	4	53	*	*	37	*	*		*	*		*	*		*	*
	4	18	14	72	50	-22	78	29	-49	56	43	-13						
	5	6	15	83	33	-50	83	73	-10				100	47	-53			
	6																	
	7																	
	8																	
	Total	62	33	69	42	-27	66	51	-15	56	43	-13	100	47	-53			
2017	3	30	6	70	17	-53	70	33	-37									
	4	8	19	88	16	-72	100	32	-68	63	26	-37						
	5	9	17	100	35	-65	100	35	-65				89	41	-48			
	6																	
	7																	
	8																	
	Total	47	42	86	23	-63	90	33	-57	63	26	-37	89	41	-48			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Anna Kelso Elementary School

School No: 187

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	10	29	80	18	-62	100	48	-52									
	4	16	53	63	47	-16	56	66	10	56	42	-14						
	5	10	56	70	36	-34	80	60	-20				60	55	-5			
	6																	
	7																	
	8																	
	Total	36	138	71	34	-37	79	58	-21	56	42	-14	60	55	-5			
2018	3	15	26	33	42	9	53	42	-11									
	4	4	52	*	38	*	*	63	*	*	39	*	*		*		*	
	5	16	63	94	44	-50	81	61	-20				69	56	-13			
	6																	
	7																	
	8																	
	Total	35	141	67	41	-26	78	55	-23	75	39	-36	69	56	-13			
2017	3	31	12	39	33	-6	32	25	-7									
	4	10	58	90	28	-62	90	50	-40	70	19	-51						
	5	29	52	92	31	-61	92	48	-44				86	29	-57			
	6																	
	7																	
	8																	
	Total	70	122	74	31	-43	71	41	-30	70	19	-51	86	29	-57			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	2	36	*	83	*	*	80	*	*		*		*		*	
	4																
	5		10		75			40							67		
	Total	2	46	*	79	*	*	60	*	*		*		*	67	*	
2018	3	1	25	*	88	*	*	96	*	*		*		*		*	
	4		15		53			73			60						
	5	1		*			*			*		*		*		*	
	Total	2	40	*	71	*	*	85	*	*	60	*	*		*	*	
2017	3	1	32	*	78	*	*	81	*	*		*		*		*	
	4																
	5																
	Total	1	32	*	78	*	*	81	*	*		*		*		*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Law Elementary School

School No: 263

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	43	48	74	30	-44	79	46	-33								
	4	42	57	76	40	-36	76	33	-43	74	33	-41					
	5	31	69	74	55	-19	71	45	-26				63	56	-7		
	6																
	7																
	8																
	Total	116	174	75	42	-33	75	41	-34	74	33	-41	63	56	-7		
2018	3	63	19	57	47	-10	65	56	-9								
	4	40	52	50	27	-23	79	52	-27	49	21	-28					
	5	24	98	88	48	-40	96	48	-48				100	50	-50		
	6																
	7																
	8																
	Total	127	169	65	41	-24	80	52	-28	49	21	-28	100	50	-50		
2017	3	90	8	43	38	-5	60	50	-10								
	4	32	66	78	22	-56	78	20	-58	81	31	-50					
	5	29	87	70	30	-40	85	53	-32				89	55	-34		
	6																
	7																
	8																
	Total	151	161	64	30	-34	74	41	-33	81	31	-50	89	55	-34		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	2	21	*	76	*	*	65	*	*		*		*		*	
	4		13		25			36			25						
	5		24		83			88									
	Total	2	58	*	61	*	*	63	*	*	25	*	*	*	*	*	*
2018	3	1	30	*	79	*	*	60	*	*		*		*		*	
	4	5	31	100	55	-45	100	84	-16	100	55	-45					
	5	2	34	*	74	*	*	88	*	*		*		*		*	
	Total	8	95	100	69	-31	100	77	-23	100	55	-45	50				
2017	3	2	30	*	57	*	*	63	*	*		*		*		*	
	4		40		44			72			50						
	5		1		*			*		*		*		*		*	
	Total	2	71	*	51	*	*	68	*	*	50	*	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Lucian Lockhart Elementary School

School No: 195

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	39	47	90	23	-67	79	53	-26									
	4	61	43	84	26	-58	79	36	-43	78	20	-58						
	5	34	46	97	61	-36	97	67	-30				94	61	-33			
	6																	
	7																	
	8																	
	Total	134	136	90	37	-53	85	52	-33	78	20	-58	94	61	-33			
2018	3	83	15	60	47	-13	69	67	-2									
	4	48	40	81	36	-45	90	51	-39	67	25	-42						
	5	50	51	80	38	-42	90	60	-30				88	43	-45			
	6																	
	7																	
	8																	
	Total	181	106	74	40	-34	83	59	-24	67	25	-42	88	43	-45			
2017	3	84	11	65	36	-29	75	36	-39									
	4	52	49	87	20	-67	94	35	-59	84	22	-62						
	5	36	72	73	35	-38	91	72	-19				83	44	-39			
	6																	
	7																	
	8																	
	Total	172	132	75	30	-45	87	48	-39	84	22	-62	83	44	-39			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Mitchell Elementary School

School No: 264

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	9	19	78	26	-52	89	42	-47								
	4	15	32	93	41	-52	87	39	-48	80	21	-59					
	5	11	29	100	52	-48	100	62	-38				91	62	-29		
	6																
	7																
	8																
	Total	35	80	90	40	-50	92	48	-44	80	21	-59	91	62	-29		
2018	3	25	30	48	42	-6	60	47	-13								
	4	16	39	94	33	-61	88	44	-44	63	18	-45					
	5	8	37	88	56	-32	75	73	-2				88	78	-10		
	6																
	7																
	8																
	Total	49	106	77	44	-33	74	55	-19	63	18	-45	88	78	-10		
2017	3	30	18	63	53	-10	70	50	-20								
	4	24	51	79	44	-35	63	47	-16	70	46	-24					
	5	22	51	86	44	-42	95	63	-32				90	67	-23		
	6																
	7																
	8																
	Total	76	120	76	47	-29	76	53	-23	70	46	-24	90	67	-23		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		23		52		61										
	4		6		33					17							
	5		1		*		*			*				*			
	Total		30		62		61			17							
2018	3		6		50		50										
	4		9		33												
	5		5		75		60										
	Total		20		53		55										
2017	3		22		40		32										
	4		16		55					23							
	5		6				100									20	
	Total		44		48		66			23						20	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Lora Peck Elementary School

School No: 217

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	20	29	95	55	-40	100	66	-34								
	4	24	58	71	46	-25	79	61	-18	71	40	-31					
	5	19	45	79	49	-30	100	69	-31				68	24	-44		
	6																
	7																
	8																
	Total	63	132	82	50	-32	93	65	-28	71	40	-31	68	24	-44		
2018	3	24	27	75	56	-19	75	74	-1								
	4	16	52	100	55	-45	100	80	-20	88	42	-46					
	5	17	48	100	51	-49	100	73	-27				94	63	-31		
	6																
	7																
	8																
	Total	57	127	92	54	-38	92	76	-16	88	42	-46	94	63	-31		
2017	3	24	22	63	50	-13	88	68	-20								
	4	22	56	95	37	-58	91	31	-60	73	25	-48					
	5	11	46	100	61	-39	100	67	-33				100	72	-28		
	6																
	7																
	8																
	Total	57	124	86	49	-37	93	55	-38	73	25	-48	100	72	-28		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3		30		90			93							
	4		1		*			*			*			*	
	5														
	Total		31		90			93							
2018	3		30		83			83							
	4		9		56										
	5	1	5	*	40	*	*	*	*	*	*	*	*	*	
	Total	1	44	*	60	*	*	83	*	*	*	*	*	*	
2017	3		23		83			83							
	4		1		*			*			*			*	
	5		1		*			*			*			*	
	Total		25		83			83							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Henry Petersen Elementary School

School No: 265

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	12	17	50	71	21	92	88	-4									
	4	18	55	72	62	-10	61	56	-5	50	48	-2						
	5	4	61	*	64	*	*	67	*	*		*	57	*	*		*	
	6																	
	7																	
	8																	
	Total	34	133	57	66	9	59	70	11	50	48	-2	25	57	32			
2018	3	17	11	76	73	-3	76	100	24									
	4	6	57	33	56	23	67	74	7	20	54	34						
	5	15	73	93	55	-38	100	67	-33				87	34	-53			
	6																	
	7																	
	8																	
	Total	38	141	67	61	-6	81	80	-1	20	54	34	87	34	-53			
2017	3	15	8	47	75	28	80	63	-17									
	4	21	75	57	21	-36	62	44	-18	71	28	-43						
	5	14	77	100	45	-55	100	50	-50				85	39	-46			
	6																	
	7																	
	8																	
	Total	50	160	68	47	-21	81	52	-29	71	28	-43	85	39	-46			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3		38		82		92								
	4														
	5		2		*		*			*			*		
	Total		40		91		92								
2018	3		44		70		82								
	4		2		*		*			*			*		
	5														
	Total		46		60		91			50					
2017	3		45		71		89								
	4														
	5		1		*		*			*			*		
	Total		46		71		89								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Billy R. Reagan K-8 Education Center

School No: 382

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	24	89	88	41	-47	88	51	-37									
	4	32	87	84	40	-44	81	51	-30	88	31	-57						
	5	30	89	87	36	-51	87	52	-35				80	36	-44			
	6	31	87	81	33	-48	84	54	-30									
	7	43	70	91	66	-25	93	73	-20	91	56	-35						
	8	48	72	94	56	-38	94	76	-18				94	66	-28	85	38	-47
	Total	208	494	88	53	-35	88	60	-28	90	44	-46	87	51	-36	85	38	-47
2018	3	42	35	52	60	8	60	69	9									
	4	29	80	75	39	-36	75	59	-16	75	26	-49						
	5	28	104	89	39	-50	93	53	-40				89	40	-49			
	6	33	94	88	52	-36	91	72	-19									
	7	36	96	83	53	-30	86	36	-50	75	37	-38						
	8	20	78	95	59	-36	100	65	-35				95	68	-27	89	39	-50
	Total	188	487	80	56	-24	84	59	-25	75	32	-43	92	54	-38	89	39	-50
2017	3	51	26	42	47	5	65	50	-15									
	4	29	86	79	35	-44	86	67	-19	64	41	-23						
	5	31	101	93	48	-45	100	68	-32				94	50	-44			
	6	40	99	80	46	-34	93	59	-34									
	7	26	74	88	47	-41	88	55	-33	85	57	-28						
	8	23	105	78	60	-18	55	42	-13				87	57	-30	70	40	-30
	Total	200	491	77	53	-24	81	57	-24	75	49	-26	91	54	-37	70	40	-30

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	1	37	*	59	*	*	50	*	*	*	*	*	*			
	4																
	5																
	Total	1	37	*	59	*	*	50	*	*	*	*	*	*			
2018	3	1	50	*	56	*	*	48	*	*	*	*	*	*			
	4		40		26			29			28						
	5																
	Total	1	90	*	41	*	*	39	*	*	28	*	*	*			
2017	3	1	58	*	66	*	*	70	*	*	*	*	*	*			
	4		1		*		*	*		*	*	*	*	*			
	5		1		*		*	*		*	*	*	*	*			
	Total	1	60	*	89	*	*	85	*	*	100	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Billy R. Reagan K-8 Education Center

School No: 382

South School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I					
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	11	6	100	83	-17
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	12	11	100	91	-9
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Reynolds Elementary School

School No: 225

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	21	41	76	38	-38	67	34	-33								
	4	30	44	69	19	-50	82	30	-52	73	19	-54					
	5	21	42	90	56	-34	90	61	-29				100	55	-45		
	6																
	7																
	8																
	Total	72	127	78	38	-40	80	42	-38	73	19	-54	100	55	-45		
2018	3	40	32	55	44	-11	60	44	-16								
	4	21	48	86	33	-53	86	34	-52	62	15	-47					
	5	22	61	86	34	-52	91	46	-45				86	35	-51		
	6																
	7																
	8																
	Total	83	141	76	37	-39	79	41	-38	62	15	-47	86	35	-51		
2017	3	61	15	48	27	-21	54	27	-27								
	4	39	59	53	16	-37	61	19	-42	55	20	-35					
	5	21	51	84	45	-39	100	67	-33				81	45	-36		
	6																
	7																
	8																
	Total	121	125	62	29	-33	72	38	-34	55	20	-35	81	45	-36		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4		1		*			*			*			*			
	5																
	Total		1		*			*			*			*			
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Juan Seguin Elementary School

School No: 373

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	25	45	72	51	-21	60	64	4								
	4	22	72	91	40	-51	91	44	-47	91	25	-66					
	5	19	61	94	41	-53	100	56	-44				84	34	-50		
	6																
	7																
	8																
	Total	66	178	86	44	-42	84	55	-29	91	25	-66	84	34	-50		
2018	3	27	37	70	46	-24	59	67	8								
	4	16	53	69	32	-37	88	52	-36	81	28	-53					
	5	32	61	94	51	-43	94	57	-37				81	34	-47		
	6																
	7																
	8																
	Total	75	151	78	43	-35	80	59	-21	81	28	-53	81	34	-47		
2017	3	31	23	65	65	0	71	74	3								
	4	37	51	92	39	-53	92	27	-65	89	37	-52					
	5	29	61	86	46	-40	90	70	-20				79	64	-15		
	6																
	7																
	8																
	Total	97	135	81	50	-31	84	57	-27	89	37	-52	79	64	-15		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		21		43			81						
	4		19		38			55		100				
	5		14		55			15						
	Total		54		45			50		100				
2018	3		24		65			71						
	4		18		28			28		28				
	5		4		*			*		*			*	
	Total		46		64			58		28			25	
2017	3	1	38		*	37	*	*	63	*	*	*	*	*
	4		18		33			67		61				
	5													
	Total	1	56		*	35	*	*	65	*	*	61	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

South Early College High School

School No: 486

South School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	65	43	97	70	-27
	English II	84	45	98	60	-38
	Algebra I	36	30	94	93	-1
	Biology	64	37	100	97	-3
	US History	62	42	100	90	-10
2018	English I	43	104	100	73	-27
	English II	47	75	96	69	-27
	Algebra I	24	86	100	78	-22
	Biology	40	92	100	91	-9
	US History	28	42	100	88	-12
2017	English I	56	70	91	66	-25
	English II	36	45	100	69	-31
	Algebra I	34	59	88	73	-15
	Biology	50	67	94	81	-13
	US History	19	34	100	82	-18

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	17	91.7	100.0	8.3	45	93.3	100.0	6.7
TxCHSE	0				0			
Continuers	0				1	6.7	0.0	-6.7
Completion	17	91.7	100.0	8.3	46	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Ross Sterling High School

School No: 14

South School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	60	538	77	25	-52
	English II	78	467	83	38	-45
	Algebra I	51	367	88	45	-43
	Biology	72	392	94	60	-34
	US History	68	246	100	81	-19
2018	English I	70	581	64	23	-41
	English II	60	442	73	23	-50
	Algebra I	57	442	70	44	-26
	Biology	70	443	80	52	-28
	US History	46	245	89	70	-19
2017	English I	53	492	72	26	-46
	English II	35	407	69	25	-44
	Algebra I	31	345	74	46	-28
	Biology	48	345	83	54	-29
	US History	32	205	97	70	-27

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	173	72.1	78.0	5.9	190	74.1	73.9	-0.3
TxCHSE	1	2.3	0.0	-2.3	1	0.0	0.5	0.5
Continuers	17	4.7	8.2	3.6	15	1.7	7.0	5.3
Completion	191	79.1	86.3	7.2	206	75.9	81.4	5.6

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Albert Thomas Middle School

School No: 77

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	69	137	41	18	-23	65	35	-30									
	7	59	143	69	28	-41	73	38	-35	59	15	-44						
	8	62	130	86	33	-53	64	43	-21				72	31	-41	61	39	-22
	Total	190	410	65	34	-31	67	39	-28	59	15	-44	72	31	-41	61	39	-22
2018	3																	
	4																	
	5																	
	6	58	127	53	28	-25	60	37	-23									
	7	29	145	68	43	-25	69	43	-26	70	34	-36						
	8	34	148	69	44	-25	79	56	-23				68	47	-21	65	43	-22
	Total	121	420	63	47	-16	69	45	-24	70	34	-36	68	47	-21	65	43	-22
2017	3																	
	4																	
	5																	
	6	28	117	57	28	-29	86	43	-43									
	7	19	114	65	43	-22	65	46	-19	72	36	-36						
	8	23	134	61	52	-9	63	70	7				64	43	-21	55	40	-15
	Total	70	365	61	51	-10	71	53	-18	72	36	-36	64	43	-21	55	40	-15

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Albert Thomas Middle School

School No: 77

South School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	1		*		*
	English II					
	Algebra I	15	9	100	78	-22
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	5	20	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	7	18	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ruby Thompson Elementary School

School No: 243

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	24	27	96	67	-29	96	74	-22									
	4	27	22	85	59	-26	81	55	-26	78	59	-19						
	5	19	25	100	40	-60	100	44	-56				79	40	-39			
	6																	
	7																	
	8																	
	Total	70	74	94	55	-39	92	58	-34	78	59	-19	79	40	-39			
2018	3	28	27	100	78	-22	96	67	-29									
	4	12	41	92	68	-24	83	68	-15	92	68	-24						
	5	15	40	100	43	-57	100	40	-60				100	50	-50			
	6																	
	7																	
	8																	
	Total	55	108	97	63	-34	93	58	-35	92	68	-24	100	50	-50			
2017	3	34	27	59	52	-7	71	59	-12									
	4	14	46	77	39	-38	77	37	-40	86	58	-28						
	5	9	50	89	48	-41	78	30	-48				78	48	-30			
	6																	
	7																	
	8																	
	Total	57	123	75	46	-29	75	42	-33	86	58	-28	78	48	-30			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4		1		*			*			*			*			*
	5																
	Total		1		*			*			*			*			*
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Westbury High School

School No: 17

South School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	108	688	87	39	-48
	English II	191	636	92	39	-53
	Algebra I	80	606	88	60	-28
	Biology	115	596	99	66	-33
	US History	159	355	99	79	-20
2018	English I	108	783	87	40	-47
	English II	75	771	89	39	-50
	Algebra I	78	704	91	56	-35
	Biology	113	634	96	68	-28
	US History	76	476	100	77	-23
2017	English I	92	779	86	27	-59
	English II	73	717	85	30	-55
	Algebra I	65	728	91	48	-43
	Biology	93	581	96	63	-33
	US History	63	472	98	75	-23

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	402	83.8	85.1	1.3	453	78.1	84.4	6.4
TxCHSE	2	1.8	0.0	-1.8	4	2.6	0.2	-2.4
Continuers	18	2.7	4.1	1.4	14	0.9	3.0	2.1
Completion	422	88.3	89.3	1.0	471	81.6	87.7	6.1

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Tina Whidby Elementary School

School No: 257

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	17	60	88	23	-65	94	62	-32								
	4	36	55	78	22	-56	69	23	-46	57	13	-44					
	5	27	58	96	51	-45	89	61	-28				78	45	-33		
	6																
	7																
	8																
	Total	80	173	87	32	-55	84	49	-35	57	13	-44	78	45	-33		
2018	3	61	26	64	42	-22	74	73	-1								
	4	39	62	72	37	-35	87	76	-11	56	26	-30					
	5	26	46	79	50	-29	83	74	-9				73	61	-12		
	6																
	7																
	8																
	Total	126	134	72	43	-29	81	74	-7	56	26	-30	73	61	-12		
2017	3	60	34	62	41	-21	77	68	-9								
	4	39	44	78	56	-22	92	74	-18	79	43	-36					
	5	26	52	92	58	-34	92	73	-19				96	69	-27		
	6																
	7																
	8																
	Total	125	130	77	52	-25	87	72	-15	79	43	-36	96	69	-27		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3		4		*			*			*			*	
	4		2		*			*			*			*	
	5														
	Total		6		88			100			50				
2018	3		7		29			57							
	4														
	5														
	Total		7		29			57							
2017	3		1		*			*			*			*	
	4		1		*			*			*			*	
	5		1		*			*			*			*	
	Total		3		*			*			*			*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Windsor Village Elementary School

School No: 260

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	38	46	92	67	-25	87	70	-17								
	4	53	31	91	42	-49	96	65	-31	92	52	-40					
	5	57	44	100	59	-41	100	80	-20				96	61	-35		
	6																
	7																
	8																
	Total	148	121	94	56	-38	94	72	-22	92	52	-40	96	61	-35		
2018	3	56	40	73	73	0	82	85	3								
	4	38	50	92	65	-27	92	88	-4	92	66	-26					
	5	50	84	94	70	-24	94	82	-12				90	70	-20		
	6																
	7																
	8																
	Total	144	174	86	69	-17	89	85	-4	92	66	-26	90	70	-20		
2017	3	48	35	75	71	-4	75	86	11								
	4	54	56	85	68	-17	93	86	-7	89	73	-16					
	5	34	65	100	52	-48	100	69	-31				97	52	-45		
	6																
	7																
	8																
	Total	136	156	87	64	-23	89	80	-9	89	73	-16	97	52	-45		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3		21		76			90							
	4		25		44			60		60					
	5														
	Total		46		60			75		60					
2018	3		29		59			86							
	4		20		50			70		60					
	5		2		*			*		*			*		
	Total		51		55			78		60			50		
2017	3		24		63			88							
	4		26		69			77		54					
	5														
	Total		50		66			83		54					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ethel Young Elementary School

School No: 247

South School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	16	32	75	50	-25	81	56	-25									
	4	21	39	57	36	-21	38	33	-5	52	24	-28						
	5	12	32	42	35	-7	75	58	-17				58	70	12			
	6																	
	7																	
	8																	
	Total	49	103	58	40	-18	65	49	-16	52	24	-28	58	70	12			
2018	3	23	27	70	56	-14	70	52	-18									
	4	17	23	59	30	-29	82	43	-39	47	23	-24						
	5	7	42	86	41	-45	86	73	-13				86	64	-22			
	6																	
	7																	
	8																	
	Total	47	92	72	42	-30	79	56	-23	47	23	-24	86	64	-22			
2017	3	29	10	41	50	9	62	70	8									
	4	9	35	56	23	-33	56	57	1	56	29	-27						
	5	12	24	83	38	-45	92	71	-21				92	54	-38			
	6																	
	7																	
	8																	
	Total	50	69	60	37	-23	70	66	-4	56	29	-27	92	54	-38			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	473	1,010	90	61	-29	85	69	-16									
	4	652	1,165	88	53	-35	87	59	-28	79	41	-38						
	5	728	1,543	91	56	-35	92	70	-22				84	55	-29			
	6	697	926	80	38	-42	87	62	-25									
	7	642	787	97	58	-39	93	63	-30	90	54	-36						
	8	590	914	94	60	-34	94	65	-29				90	64	-26	77	43	-34
	Total	3,782	6,345	90	58	-32	89	66	-23	82	44	-38	86	57	-29	77	43	-34
2018	3	744	806	69	62	-7	69	69	0									
	4	552	1,468	89	49	-40	92	66	-26	77	39	-38						
	5	607	1,680	94	59	-35	96	73	-23				91	61	-30			
	6	421	1,025	87	58	-29	95	73	-22									
	7	412	1,110	88	59	-29	93	65	-28	86	50	-36						
	8	352	1,006	94	67	-27	98	73	-25				97	65	-32	86	46	-40
	Total	3,088	7,095	85	59	-26	87	70	-17	79	42	-37	92	62	-30	86	46	-40
2017	3	932	722	67	53	-14	73	63	-10									
	4	648	1,395	84	49	-35	88	62	-26	80	44	-36						
	5	654	1,599	91	54	-37	96	75	-21				95	62	-33			
	6	487	1,117	88	47	-41	93	66	-27									
	7	418	945	92	59	-33	90	66	-25	89	62	-27						
	8	427	1,005	96	73	-24	93	70	-23				96	70	-25	81	55	-25
	Total	3,566	6,783	83	56	-27	87	67	-20	82	48	-34	95	64	-31	81	55	-25

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	11	767	100	70	-30	78	68	-10								
	4	7	533	100	53	-47	100	58	-42	100	66	-34					
	5	13	104	88	84	-4	50	52	2							53	
	Total	31	1,404	94	68	-26	77	64	-13	100	66	-34				53	
2018	3	14	822	100	74	-26	78	78	0								
	4	3	410	*	66	*	*	63	*	*	64	*					
	5	9	66	88	75	-13	100	73	-27							52	
	Total	26	1,298	94	72	-22	86	73	-13		64					52	
2017	3	18	929	82	65	-17	78	76	-2								
	4	8	405	100	73	-27	100	69	-31	100	64	-36					
	5	10	74	92	62	-29	100	45	-55							30	
	Total	36	1,408	92	67	-24	92	70	-22	100	64	-36				30	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	899	2,267	91	52	-39
	English II	970	1,975	93	63	-30
	Algebra I	799	1,665	96	85	-11
	Biology	923	1,689	95	77	-18
	US History	908	1,300	100	89	-11
2018	English I	610	2,670	95	58	-37
	English II	595	2,600	94	58	-36
	Algebra I	535	2,160	97	85	-12
	Biology	624	2,107	98	83	-15
	US History	511	1,630	100	86	-14
2017	English I	730	2,464	93	57	-36
	English II	538	2,272	94	61	-33
	Algebra I	603	1,997	96	85	-11
	Biology	728	1,935	97	76	-21
	US History	502	1,600	98	89	-9

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	1,936	89.6	84.0	-5.6	1,863	88.6	79.4	-9.2
TxCHSE	5	0.2	0.3	0.1	7	0.6	0.2	-0.4
Continuers	70	0.6	4.1	3.5	109	2.3	5.8	3.5
Completion	2,011	90.3	88.4	-1.9	1,979	91.5	85.3	-6.2

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

East School Office Area

Stephen F. Austin High School	Dora Lantrip Elementary School
Baylor College of Medicine Biotech Academy at Rusk	Judd Lewis Elementary School
Melinda Bonner Elementary School	Middle College High School at HCC Felix Fraga
Andrew Briscoe Elementary	Charles Milby High School
David Burnet Elementary School	Mount Carmel Academy
Rufus Cage Elementary School	Yolanda Black Navarro Middle School of Excellence
Edna Carrillo Elementary School	James Oates Elementary School
Cesar Chavez High School	Daniel Ortiz Jr. Middle School
Manuel Crespo Elementary School	Park Place Elementary School
Jaime Davila Elementary School	Robert Patterson Elementary School
Lorenzo De Zavala Elementary School	Pleasantville Elementary School
East Early College High School	Port Houston Elementary School
Eastwood Academy for Academic Achievement	Project Chrysalis Middle School
Thomas Alva Edison Middle School	Judson Robinson Elementary School
Benjamin Franklin Elementary School	Pearl Rucker Elementary School
Ebbert Furr High School	George Sanchez Elementary School
Mario Gallegos Elementary School	Joanna Southmayd Elementary School
John Richardson Harris Elementary School	William Stevenson Middle School
Roland Plunkett Harris Elementary School	Felix Tijerina Elementary School
James Pinckney Henderson Elementary School	John Greenleaf Whittier Elementary School
High School for Law and Justice	Young Scholars Academy for Excellence

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Stephen F. Austin High School

School No: 1

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	97	543	80	27	-53
	English II	108	449	87	33	-54
	Algebra I	70	336	90	57	-33
	Biology	94	318	98	71	-27
	US History	100	297	98	79	-19
2018	English I	39	575	95	31	-64
	English II	57	577	93	37	-56
	Algebra I	34	422	97	69	-28
	Biology	40	426	98	73	-25
	US History	39	388	100	84	-16
2017	English I	81	649	80	30	-50
	English II	64	536	81	34	-47
	Algebra I	53	466	85	71	-14
	Biology	82	452	93	67	-26
	US History	54	381	94	88	-6

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	342	80.3	88.8	8.5	403	85.5	86.2	0.7
TxCHSE	3	1.2	0.6	-0.6	3	1.2	0.5	-0.7
Continuers	10	0.0	3.2	3.2	4	1.2	0.8	-0.4
Completion	355	81.5	92.6	11.1	410	87.9	87.5	-0.4

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Baylor College of Medicine Biotech Academy at Rusk

School No: 234

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5	26	29	100	52	-48	100	52	-48			85	41	-44				
	6	98	70	90	42	-48	93	69	-24									
	7	63	61	97	59	-38	94	67	-27	94	44	-50						
	8	69	57	99	63	-36	96	58	-38			97	67	-30	83	35	-48	
	Total	256	217	97	66	-31	96	62	-34	94	44	-50	91	54	-37	83	35	-48
2018	3																	
	4	21	20	86	30	-56	76	20	-56	86	5	-81						
	5	17	31	94	55	-39	88	74	-14			76	39	-37				
	6	50	71	92	51	-41	96	69	-27									
	7	44	78	98	67	-31	98	62	-36	95	54	-41						
	8	28	22	100	86	-14						100	73	-27	96	59	-37	
	Total	160	222	94	66	-28	90	56	-34	91	30	-61	88	56	-32	96	59	-37
2017	3	27	14	74	43	-31	74	50	-24									
	4	17	21	94	43	-51	100	71	-29	76	24	-52						
	5	16	28	94	57	-37	100	39	-61			93	46	-47				
	6	52	85	92	54	-38	98	67	-31									
	7	28	22	100	77	-23	100	91	-9	100	86	-14						
	8	32	23	100	91	-9	100	73	-27			100	86	-14	97	91	-6	
	Total	172	193	92	67	-25	95	65	-30	88	55	-33	97	66	-31	97	91	-6

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4		1			*			*			*				*	
	5																
	Total		1			*			*			*				*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Baylor College of Medicine Biotech Academy at Rusk

School No: 234

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	44	20	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	28	22	100	91	-9
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	26	8	100	100	0
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Melinda Bonner Elementary School

School No: 112

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	19	54	84	55	-29	74	63	-11								
	4	25	89	80	51	-29	84	65	-19	76	41	-35					
	5	47	79	89	35	-54	96	61	-35				89	47	-42		
	6																
	7																
	8																
	Total	91	222	84	47	-37	85	63	-22	76	41	-35	89	47	-42		
2018	3	29	35	62	63	1	76	71	-5								
	4	29	87	90	40	-50	93	52	-41	90	40	-50					
	5	36	108	97	44	-53	97	71	-26				97	62	-35		
	6																
	7																
	8																
	Total	94	230	83	49	-34	89	65	-24	90	40	-50	97	62	-35		
2017	3	33	59	61	44	-17	67	60	-7								
	4	46	106	85	28	-57	91	50	-41	78	25	-53					
	5	33	101	94	50	-44	94	77	-17				91	57	-34		
	6																
	7																
	8																
	Total	112	266	80	41	-39	84	62	-22	78	25	-53	91	57	-34		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	2	40	*	73	*	*	87	*	*	*	*	*	*			
	4	1	27	*	38	*	*	29	*	*	37	*	*	*			
	5																
	Total	3	67	*	56	*	*	58	*	*	37	*	*	*			
2018	3		67		73			69									
	4		9		63			17			43						
	5																
	Total		76		68			43			43						
2017	3		41		49			49									
	4	1	4	*	*	*	*	*	*	*	*	*	*	*			
	5																
	Total	1	45	*	37	*	*	37	*	*	25	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Andrew Briscoe Elementary

School No: 117

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	9	26	100	48	-52	89	46	-43								
	4	15	32	100	53	-47	100	41	-59	93	41	-52					
	5	13	30	92	40	-52	92	53	-39				100	62	-38		
	6																
	7																
	8																
	Total	37	88	97	47	-50	94	47	-47	93	41	-52	100	62	-38		
2018	3	18	34	73	67	-6	56	74	18								
	4	15	32	93	44	-49	87	53	-34	80	28	-52					
	5	18	46	100	41	-59	100	74	-26				100	59	-41		
	6																
	7																
	8																
	Total	51	112	89	51	-38	81	67	-14	80	28	-52	100	59	-41		
2017	3	21	5	75	20	-55	95	25	-70								
	4	18	45	83	31	-52	100	78	-22	83	27	-56					
	5	12	45	100	47	-53	100	69	-31				100	68	-32		
	6																
	7																
	8																
	Total	51	95	86	33	-53	98	57	-41	83	27	-56	100	68	-32		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		1		*			*			*			*			
	4																
	5																
	Total		1		*			*			*			*			
2018	3	3	22	*	77	*	*		*		*	*	*	*			
	4																
	5																
	Total	3	22	*	77	*	*		*		*	*	*	*			
2017	3	6	27	83	42	-41	100	52	-48								
	4		1		*			*		*		*		*			
	5		1		*			*		*		*		*			
	Total	6	29	83	71	-12	100	76	-24								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

David Burnet Elementary School

School No: 124

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	11	46	91	67	-24	91	78	-13									
	4	15	49	87	71	-16	80	74	-6	80	55	-25						
	5	22	50	86	56	-30	95	76	-19				77	70	-7			
	6																	
	7																	
	8																	
	Total	48	145	88	65	-23	89	76	-13	80	55	-25	77	70	-7			
2018	3	26	33	77	73	-4	77	70	-7									
	4	12	66	83	61	-22	100	94	-6	58	33	-25						
	5	18	59	100	53	-47	100	80	-20				94	68	-26			
	6																	
	7																	
	8																	
	Total	56	158	87	62	-25	92	81	-11	58	33	-25	94	68	-26			
2017	3	26	16	54	31	-23	62	38	-24									
	4	17	70	65	43	-22	82	83	1	53	44	-9						
	5	24	50	83	49	-34	92	71	-21				96	68	-28			
	6																	
	7																	
	8																	
	Total	67	136	67	41	-26	79	64	-15	53	44	-9	96	68	-28			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		35		71			50									
	4	1	23		*	37	*	*	57	*	*	57	*	*	*	*	*
	5		1		*			*				*			*		
	Total	1	59		*	69	*	*	69	*	*	57	*	*	*	*	*
2018	3		40		68			76									
	4		4		*			*				*			*		
	5		2		*			*				*			*		
	Total		46		72			76									
2017	3	1	47		*	57	*	*	77	*	*	*			*		
	4		1		*			*				*			*		
	5																
	Total	1	48		*	79	*	*	89	*	*	*			*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Rufus Cage Elementary School

School No: 287

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	23	23	96	64	-32	100	78	-22								
	4	35	23	85	36	-49	76	32	-44	71	30	-41					
	5	41	41	98	78	-20	93	73	-20				98	76	-22		
	6																
	7																
	8																
	Total	99	87	93	59	-34	90	61	-29	71	30	-41	98	76	-22		
2018	3	27	28	89	71	-18	93	86	-7								
	4	21	57	95	72	-23	100	72	-28	95	58	-37					
	5	19	53	100	79	-21	100	74	-26				95	68	-27		
	6																
	7																
	8																
	Total	67	138	95	74	-21	98	77	-21	95	58	-37	95	68	-27		
2017	3	38	28	87	79	-8	95	86	-9								
	4	28	45	82	58	-24	79	62	-17	89	71	-18					
	5	29	57	86	63	-23	83	68	-15				90	52	-38		
	6																
	7																
	8																
	Total	95	130	85	67	-18	86	72	-14	89	71	-18	90	52	-38		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	2	29	*	83	*	*	96	*	*		*		*		*	
	4		21		81			76		86							
	5		2		*			*		*			*			*	
	Total	2	52	*	71	*	*	74	*	*	86	*	*	50	*		
2018	3		23		96			96									
	4		2		*			*		*			*			*	
	5		4		*			*		*			*			*	
	Total		29		74			73		50				25			
2017	3		24		92			88									
	4		2		*			*		*			*			*	
	5		1		*			*		*			*			*	
	Total		27		96			69		50							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Edna Carrillo Elementary School

School No: 292

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	21	20	95	65	-30	90	65	-25								
	4	25	41	100	78	-22	96	73	-23	96	75	-21					
	5	33	48	94	65	-29	100	85	-15				94	60	-34		
	6																
	7																
	8																
	Total	79	109	96	69	-27	95	74	-21	96	75	-21	94	60	-34		
2018	3	27	20	93	85	-8	89	70	-19								
	4	20	36	95	83	-12	95	86	-9	100	81	-19					
	5	41	51	98	65	-33	98	84	-14				95	69	-26		
	6																
	7																
	8																
	Total	88	107	95	78	-17	94	80	-14	100	81	-19	95	69	-26		
2017	3	23	15	70	87	17	91	87	-4								
	4	22	46	95	80	-15	100	83	-17	100	78	-22					
	5	33	52	88	37	-51	100	78	-22				97	63	-34		
	6																
	7																
	8																
	Total	78	113	84	68	-16	97	83	-14	100	78	-22	97	63	-34		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	1	41	*	68	*	*	56	*	*	*	*	*	*			
	4		25		46			63			63						
	5	1	3	*	*	*	*	*	*	*	*	*	*				
	Total	2	69	*	57	*	*	60	*	*	63	*	*				
2018	3		45		78			73									
	4		29		55			86			72						
	5	1		*		*	*		*	*		*	*				
	Total	1	74	*	67	*	*	80	*	*	72	*	*				
2017	3		52		69			73									
	4		22		73			77			73						
	5		6		50			17					25				
	Total		80		64			56			73		25				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Cesar Chavez High School

School No: 27

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	210	715	94	29	-65
	English II	249	694	95	38	-57
	Algebra I	76	532	91	47	-44
	Biology	167	522	98	58	-40
	US History	248	502	99	75	-24
2018	English I	169	866	95	35	-60
	English II	153	906	96	32	-64
	Algebra I	67	644	93	55	-38
	Biology	152	662	96	68	-28
	US History	135	598	99	77	-22
2017	English I	243	866	91	36	-55
	English II	160	867	94	37	-57
	Algebra I	105	705	93	55	-38
	Biology	226	658	97	61	-36
	US History	155	615	99	75	-24

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	601	82.4	77.9	-4.5	626	86.5	74.5	-12.0
TxCHSE	0				3	1.0	0.2	-0.9
Continuers	30	0.6	5.0	4.5	46	1.5	7.0	5.4
Completion	631	83.0	82.9	-0.1	675	89.1	81.7	-7.5

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Manuel Crespo Elementary School

School No: 290

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	18	67	94	78	-16	100	84	-16								
	4	37	66	95	50	-45	100	75	-25	97	50	-47					
	5	60	64	92	58	-34	98	83	-15				97	56	-41		
	6																
	7																
	8																
	Total	115	197	94	62	-32	99	81	-18	97	50	-47	97	56	-41		
2018	3	30	61	73	84	11	73	80	7								
	4	37	107	89	57	-32	95	81	-14	89	51	-38					
	5	15	110	93	67	-26	100	84	-16				100	79	-21		
	6																
	7																
	8																
	Total	82	278	85	69	-16	89	82	-7	89	51	-38	100	79	-21		
2017	3	46	100	80	46	-34	87	53	-34								
	4	13	117	85	50	-35	92	58	-34	92	48	-44					
	5	38	81	92	44	-48	95	70	-25				97	61	-36		
	6																
	7																
	8																
	Total	97	298	86	47	-39	91	60	-31	92	48	-44	97	61	-36		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		42		79		69										
	4		22		41		50			60							
	5	1	6	*	100	*	40	*	*		*	*	33	*			
	Total	1	70	*	73	*	53	*	*	60	*	*	33	*			
2018	3		36		72		72										
	4		3		*		*			*			*				
	5		1		*		*			*			*				
	Total		40		53		53			33							
2017	3		43		37												
	4		5				33										
	5		7		43		29							14			
	Total		55		40		31							14			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Jaime Davila Elementary School

School No: 297

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	17	18	94	78	-16	100	78	-22								
	4	24	29	96	64	-32	100	76	-24	92	39	-53					
	5	20	35	100	58	-42	100	77	-23				95	59	-36		
	6																
	7																
	8																
	Total	61	82	97	67	-30	100	77	-23	92	39	-53	95	59	-36		
2018	3	21	21	81	71	-10	90	71	-19								
	4	12	45	100	47	-53	92	69	-23	83	47	-36					
	5	12	44	100	58	-42	100	79	-21				100	72	-28		
	6																
	7																
	8																
	Total	45	110	94	59	-35	94	73	-21	83	47	-36	100	72	-28		
2017	3	19	23	79	65	-14	79	78	-1								
	4	20	45	85	59	-26	95	70	-25	85	42	-43					
	5	23	33	96	45	-51	100	73	-27				100	58	-42		
	6																
	7																
	8																
	Total	62	101	87	56	-31	91	74	-17	85	42	-43	100	58	-42		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	15		73		67									
	4	12		67		64			42						
	5	3		*		*			*				*		
	Total	30		80		55			42						
2018	3	20		60		70									
	4	3		*		*			*				*		
	5	1		*		*			*				*		
	Total	24		87		90			100				100		
2017	3	21		52		57									
	4														
	5														
	Total	21		52		57									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Lorenzo De Zavala Elementary School

School No: 138

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	16	61	100	74	-26	100	90	-10								
	4	28	46	100	72	-28	100	87	-13	100	76	-24					
	5	27	64	89	55	-34	85	78	-7				85	59	-26		
	6																
	7																
	8																
	Total	71	171	96	67	-29	95	85	-10	100	76	-24	85	59	-26		
2018	3	34	42	76	79	3	85	93	8								
	4	23	72	91	62	-29	100	81	-19	91	64	-27					
	5	25	70	96	58	-38	96	76	-20				96	59	-37		
	6																
	7																
	8																
	Total	82	184	88	66	-22	94	83	-11	91	64	-27	96	59	-37		
2017	3	32	58	81	61	-20	88	84	-4								
	4	29	67	90	67	-23	100	82	-18	93	61	-32					
	5	33	66	97	68	-29	100	85	-15				97	69	-28		
	6																
	7																
	8																
	Total	94	191	89	65	-24	96	84	-12	93	61	-32	97	69	-28		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5		1		*		*		*		*		*		
	Total		1		*		*		*		*		*		
2018	3														
	4		2		*		*		*		*		*		
	5		3		*		*		*		*		*		
	Total		5				50								
2017	3		3		*		*		*		*		*		
	4		3		*		*		*		*		*		
	5														
	Total		6		67		67								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

East Early College High School

School No: 345

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	83	30	100	87	-13
	English II	71	39	100	100	0
	Algebra I	29	15	100	100	0
	Biology	76	27	100	100	0
	US History	94	33	100	100	0
2018	English I	66	52	100	100	0
	English II	77	58	100	98	-2
	Algebra I	30	35	100	100	0
	Biology	60	51	100	100	0
	US History	100	21	100	100	0
2017	English I	99	42	100	98	-2
	English II	95	36	100	94	-6
	Algebra I	31	29	100	100	0
	Biology	92	42	100	100	0
	US History	86	21	100	100	0

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	104	100.0	95.4	-4.6	105	100.0	100.0	0.0
TxCHSE	0				0			
Continuers	0				0			
Completion	104	100.0	95.4	-4.6	105	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Eastwood Academy for Academic Achievement

School No: 301

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	85	26	99	81	-18
	English II	90	25	100	92	-8
	Algebra I	40	15	100	93	-7
	Biology	85	26	100	96	-4
	US History	84	19	100	100	0
2018	English I	71	45	99	98	-1
	English II	70	30	100	93	-7
	Algebra I	28	33	100	100	0
	Biology	70	45	100	100	0
	US History	61	43	100	100	0
2017	English I	76	29	100	100	0
	English II	52	53	100	92	-8
	Algebra I	28	27	100	100	0
	Biology	74	29	100	97	-3
	US History	69	38	100	100	0

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	109	100.0	100.0	0.0	104	100.0	100.0	0.0
TxCHSE	0				0			
Continuers	0				0			
Completion	109	100.0	100.0	0.0	104	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Thomas Alva Edison Middle School

School No: 46

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	61	162	74	16	-58	87	46	-41									
	7	76	123	95	49	-46	93	55	-38	88	40	-48						
	8	43	175	86	51	-35	79	58	-21				78	50	-28	75	36	-39
	Total	180	460	85	58	-27	86	53	-33	88	40	-48	78	50	-28	75	36	-39
2018	3																	
	4																	
	5																	
	6	7	205	71	56	-15	86	76	-10									
	7	4	224	*	42	*	*	47	*	*	31	*	*		*	*	*	
	8	3	200	*	57	*	*	70	*	*		*	56	*	*	41	*	
	Total	14	629	63	57	-6	87	64	-23	50	31	-19	100	56	-44	67	41	-26
2017	3																	
	4																	
	5																	
	6	43	176	79	28	-51	74	40	-34									
	7	38	173	95	42	-53	92	40	-52	84	41	-43						
	8	36	194	91	53	-38	83	53	-30				89	52	-37	78	41	-37
	Total	117	543	88	58	-30	83	44	-39	84	41	-43	89	52	-37	78	41	-37

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Thomas Alva Edison Middle School

School No: 46

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	13	8	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	2	46	*	100	*
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I					
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Benjamin Franklin Elementary School

School No: 155

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	5	40	100	50	-50	100	65	-35									
	4	15	55	79	53	-26	50	52	2	64	40	-24						
	5	10	51	80	57	-23	90	71	-19				70	66	-4			
	6																	
	7																	
	8																	
	Total	30	146		86	53	-33	80	63	-17	64	40	-24	70	66	-4		
2018	3	18	9	33	44	11	61	56	-5									
	4	12	42	100	31	-69	83	46	-37	75	26	-49						
	5	13	35	100	56	-44	100	75	-25				100	62	-38			
	6																	
	7																	
	8																	
	Total	43	86		78	44	-34	81	59	-22	75	26	-49	100	62	-38		
2017	3	22	3	59	*	*	77	*	*					*	*		*	*
	4	7	42	71	55	-16	100	62	-38	67	48	-19						
	5	11	45	91	62	-29	100	80	-20				91	72	-19			
	6																	
	7																	
	8																	
	Total	40	90		74	61	-13	92	70	-22	67	48	-19	91	72	-19		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		29		62			48									
	4		22		55			25									
	5		15		77			25									
	Total		66		65			33									
2018	3	1	38	*	82	*	*	66	*	*	*	*	*	*	*	*	*
	4		17		53			47			33						
	5		4		*			*			*		*			*	*
	Total	1	59	*	62	*	*	54	*	*	33	*	*	*	*	*	*
2017	3	1	42	*	67	*	*	79	*	*	*	*	*	*	*	*	*
	4		1		*			*			*		*			*	*
	5	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	2	46	*	72	*	*	76	*	*	100	*	*	*	*	33	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Ebbert Furr High School

School No: 4

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	82	283	68	31	-37
	English II	86	262	83	34	-49
	Algebra I	44	195	89	80	-9
	Biology	73	233	85	56	-29
	US History	94	140	99	76	-23
2018	English I	30	379	73	34	-39
	English II	40	353	80	33	-47
	Algebra I	16	266	88	54	-34
	Biology	29	287	93	57	-36
	US History	48	187	98	81	-17
2017	English I	49	294	76	36	-40
	English II	42	266	83	31	-52
	Algebra I	31	226	81	72	-9
	Biology	49	263	82	63	-19
	US History	44	212	93	74	-19

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	196	92.5	90.9	-1.6	195	82.1	69.9	-12.2
TxCHSE	0				0			
Continuers	4	0.0	2.3	2.3	34	10.7	13.1	2.4
Completion	200	92.5	93.2	0.7	229	92.8	83.1	-9.8

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Mario Gallegos Elementary School

School No: 291

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	11	25	64	56	-8	45	72	27								
	4	19	28	84	43	-41	84	61	-23	53	46	-7					
	5	20	29	80	39	-41	85	43	-42				80	41	-39		
	6																
	7																
	8																
	Total	50	82	76	46	-30	71	59	-12	53	46	-7	80	41	-39		
2018	3	20	28	80	64	-16	85	64	-21								
	4	14	37	93	49	-44	86	59	-27	86	43	-43					
	5	15	52	100	44	-56	100	62	-38				93	63	-30		
	6																
	7																
	8																
	Total	49	117	91	52	-39	90	62	-28	86	43	-43	93	63	-30		
2017	3	19	42	63	50	-13	79	64	-15								
	4	10	59	100	34	-66	100	61	-39	100	29	-71					
	5	18	42	67	33	-34	94	74	-20				100	62	-38		
	6																
	7																
	8																
	Total	47	143	77	39	-38	91	66	-25	100	29	-71	100	62	-38		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		22		27		50										
	4		15		53		53			67							
	5		1		*		*			*					*		
	Total		38		60		68			67							
2018	3		15		67		80										
	4		1		*		*			*					*		
	5																
	Total		16		84		80			100							
2017	3		1		*		*			*					*		
	4		1		*		*			*					*		
	5	1			*		*			*				*			
	Total	1	2		*	*	*		*	*	*		*	*	*		*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John Richardson Harris Elementary School

School No: 166

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	10	60	100	52	-48	80	55	-25								
	4	19	51	95	57	-38	79	49	-30	63	37	-26					
	5	10	64	100	55	-45	100	78	-22				100	72	-28		
	6																
	7																
	8																
	Total	39	175		98	55	-43	86	61	-25	63	37	-26	100	72	-28	
2018	3	24	8	67	50	-17	96	50	-46								
	4	16	65	94	28	-66	100	63	-37	50	20	-30					
	5	13	59	85	57	-28	100	67	-33				92	66	-26		
	6																
	7																
	8																
	Total	53	132		82	45	-37	99	60	-39	50	20	-30	92	66	-26	
2017	3	33	10	52	50	-2	70	70	0								
	4	14	63	93	40	-53	86	43	-43	86	19	-67					
	5	17	49	88	57	-31	88	78	-10				88	67	-21		
	6																
	7																
	8																
	Total	64	122		78	49	-29	81	64	-17	86	19	-67	88	67	-21	

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		35		57												
	4																
	5																
	Total		35		57												
2018	3	4	42	*	76	*	*	69	*	*		*		*	*	*	*
	4																
	5																
	Total	4	42	*	76	*	*	69	*	*		*		*	*	*	*
2017	3	1	42	*	52	*	*	67	*	*		*		*	*	*	*
	4	1		*		*	*		*	*		*		*	*	*	*
	5																
	Total	2	42	*	52	*	*	67	*	*		*		*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Roland Plunkett Harris Elementary School

School No: 167

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	24	14	63	36	-27	42	43	1								
	4	15	41	64	39	-25	71	45	-26	57	24	-33					
	5	15	44	93	41	-52	87	70	-17				87	51	-36		
	6																
	7																
	8																
	Total	54	99	73	39	-34	67	53	-14		57	24	-33	87	51	-36	
2018	3	5	58	60	53	-7	25	45	20								
	4	3	61	*	49	*	*	75	*	*	36	*	*	*	*	*	*
	5	17	51	93	52	-41	93	62	-31				65	37	-28		
	6																
	7																
	8																
	Total	25	170	77	51	-26	59	61	2		36			65	37	-28	
2017	3	27	11	52	55	3	48	64	16								
	4	28	19	52	44	-8	59	61	2	56	37	-19					
	5	13	56	92	58	-34	77	56	-21				85	52	-33		
	6																
	7																
	8																
	Total	68	86	65	52	-13	61	60	-1		56	37	-19	85	52	-33	

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	1	59	*	63	*	*	49	*	*		*		*			
	4		49		43			39			52						
	5	3	22	*	71	*	*	27	*	*		*	17	*			
	Total	4	130	*	59	*	*	38	*	*	52	*	*	17	*		
2018	3	5	47		53		60	34	-26								
	4	2	31	*	54	*	*	39	*	*	30	*	*	*			
	5	3	18	*	82	*	*	67	*	*		*	17	*			
	Total	10	96		63		55	47	-8		30			17			
2017	3	5	48		40	79	39	40	77	37							
	4	2	47	*	55	*	*	60	*	*	45	*	*	*			
	5	1	23	*	65	*	*	10	*	*		*	36	*			
	Total	8	118		70	66	-4	70	49	-21		45		36			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Pinckney Henderson Elementary School

School No: 171

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	25	21	88	62	-26	88	65	-23								
	4	24	21	92	57	-35	100	57	-43	100	45	-55					
	5	24	112	71	54	-17	92	67	-25				82	68	-14		
	6																
	7																
	8																
	Total	73	154	84	58	-26	93	63	-30	100	45	-55	82	68	-14		
2018	3	35	16	69	44	-25	69	44	-25								
	4	18	33	100	61	-39	94	58	-36	89	67	-22					
	5	15	101	93	65	-28	93	82	-11				93	77	-16		
	6																
	7																
	8																
	Total	68	150	87	57	-30	85	61	-24	89	67	-22	93	77	-16		
2017	3	35	12	71	75	4	80	67	-13								
	4	18	29	89	52	-37	83	41	-42	89	55	-34					
	5	16	90	100	68	-32	100	82	-18				94	78	-16		
	6																
	7																
	8																
	Total	69	131	87	65	-22	88	63	-25	89	55	-34	94	78	-16		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		91		63		67										
	4		76		55		58			55							
	5	1	22	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	1	189	*	59	*	*	63	*	*	55	*	*	*	*	*	*
2018	3		63		70		71										
	4		79		68		71			68							
	5		7												14		
	Total		149		69		71			68					14		
2017	3		83		61		75										
	4		65		73		84			83							
	5		2		*		*			*					*		
	Total		150		78		70			83					50		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

High School for Law and Justice

School No: 34

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	89	48	100	92	-8
	English II	75	34	97	91	-6
	Algebra I	54	32	100	100	0
	Biology	92	45	100	98	-2
	US History	77	45	100	100	0
2018	English I	54	68	100	79	-21
	English II	46	94	100	78	-22
	Algebra I	31	50	94	94	0
	Biology	52	60	100	100	0
	US History	24	65	100	98	-2
2017	English I	57	94	100	76	-24
	English II	29	71	100	90	-10
	Algebra I	30	79	97	90	-7
	Biology	56	93	100	95	-5
	US History	15	61	100	100	0

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	84	100.0	98.0	-2.0	69	100.0	100.0	0.0
TxCHSE	0				0			
Continuers	0				0			
Completion	84	100.0	98.0	-2.0	69	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Dora Lantrip Elementary School

School No: 192

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	45	35	93	57	-36	93	66	-27									
	4	68	52	87	37	-50	79	37	-42	81	23	-58						
	5	56	51	96	41	-55	98	61	-37				91	37	-54			
	6																	
	7																	
	8																	
	Total	169	138	92	45	-47	90	55	-35	81	23	-58	91	37	-54			
2018	3	71	31	82	68	-14	80	65	-15									
	4	57	51	95	48	-47	95	53	-42	88	25	-63						
	5	51	47	96	65	-31	98	89	-9				98	70	-28			
	6																	
	7																	
	8																	
	Total	179	129	91	60	-31	91	69	-22	88	25	-63	98	70	-28			
2017	3	69	32	84	47	-37	80	47	-33									
	4	54	44	96	57	-39	85	61	-24	93	43	-50						
	5	57	39	95	49	-46	100	87	-13				100	67	-33			
	6																	
	7																	
	8																	
	Total	180	115	92	51	-41	88	65	-23	93	43	-50	100	67	-33			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		16			88			100								
	4		3			*			*			*					*
	5																
	Total		19			61			67			67					
2018	3		16			81			88								
	4	1	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	5		1			*			*			*					*
	Total	1	21	*	78	*	*	88	*	*	50	*	*				*
2017	3		23			61			83								
	4	1	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	5																
	Total	1	27	*	61	*	*	83	*	*	25	*	*				*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Judd Lewis Elementary School

School No: 194

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	22	63	91	71	-20	91	87	-4								
	4	41	64	76	42	-34	78	62	-16	68	24	-44					
	5	28	121	89	60	-29	81	66	-15				75	51	-24		
	6																
	7																
	8																
	Total	91	248	85	58	-27	83	72	-11	68	24	-44	75	51	-24		
2018	3	63	36	71	67	-4	81	81	0								
	4	28	66	75	44	-31	89	71	-18	50	26	-24					
	5	25	132	80	71	-9	72	69	-3				68	61	-7		
	6																
	7																
	8																
	Total	116	234	75	61	-14	81	74	-7	50	26	-24	68	61	-7		
2017	3	47	35	60	69	9	62	74	12								
	4	34	81	68	51	-17	76	60	-16	62	44	-18					
	5	33	121	94	48	-46	94	59	-35				90	63	-27		
	6																
	7																
	8																
	Total	114	237	74	56	-18	77	64	-13	62	44	-18	90	63	-27		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		65		63			68									
	4		70		47			64			57						
	5	1	13	*	73	*	*	*	*	*	*	*	*	*			
	Total	1	148	*	61	*	*	66	*	*	57	*	*	*			
2018	3		71		63			75									
	4		70		52			58			47						
	5	1	8	*	63	*	*	63	*	*	*	*	13	*			
	Total	1	149	*	59	*	*	65	*	*	47	*	*	13			
2017	3	2	83	*	67	*	*	66	*	*	*	*	*	*			
	4	2	63	*	43	*	*	51	*	*	51	*	*	*			
	5	4	7	*	29	*	*	*	*	*	*	*	*	*			
	Total	8	153		72	46	-26	75	59	-16	100	51	-49				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Middle College High School at HCC Felix Fraga

School No: 485

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	7	30	100	27	-73
	English II	6	29	83	59	-24
	Algebra I	7	18	86	72	-14
	Biology	8	20	75	35	-40
	US History	1	8	*	88	*
2018	English I	5	28	100	32	-68
	English II	8	40	88	43	-45
	Algebra I	6	19	100	68	-32
	Biology	6	16	100	75	-25
	US History	4	18	*	56	*
2017	English I	6	21	100	43	-57
	English II	3	24	*	63	*
	Algebra I	2	17	*	82	*
	Biology	5	18	100	61	-39
	US History	2	17	*	88	*

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	57	75.0	80.6	5.6	46	60.0	74.1	14.1
TxCHSE	1	0.0	1.5	1.5	0			
Continuers	5	25.0	6.0	-19.0	5	0.0	9.3	9.3
Completion	63	100.0	88.1	-11.9	51	60.0	83.3	23.3

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Charles Milby High School

School No: 11

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	196	555	93	38	-55
	English II	226	414	96	43	-53
	Algebra I	96	407	95	58	-37
	Biology	186	463	97	65	-32
	US History	155	232	100	84	-16
2018	English I	145	597	90	41	-49
	English II	103	478	91	41	-50
	Algebra I	76	460	89	56	-33
	Biology	133	498	96	61	-35
	US History	51	269	100	83	-17
2017	English I	74	412	92	33	-59
	English II	37	367	95	35	-60
	Algebra I	41	338	98	56	-42
	Biology	73	331	97	49	-48
	US History	30	217	100	80	-20

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	367	85.4	81.6	-3.8	235	70.0	79.1	9.1
TxCHSE	1	0.0	0.3	0.3	1	1.7	0.0	-1.7
Continuers	21	1.9	5.6	3.6	20	6.7	6.6	-0.1
Completion	389	87.4	87.4	0.0	256	78.3	85.7	7.4

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Mount Carmel Academy

School No: 311

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	50	37	88	59	-29
	English II	59	29	98	76	-22
	Algebra I	42	26	83	85	2
	Biology	48	30	96	93	-3
	US History	55	24	100	96	-4
2018	English I	31	60	100	70	-30
	English II	41	64	100	63	-37
	Algebra I	20	49	100	98	-2
	Biology	31	50	100	100	0
	US History	49	41	100	95	-5
2017	English I	45	57	96	60	-36
	English II	56	52	96	71	-25
	Algebra I	38	49	97	90	-7
	Biology	45	49	100	94	-6
	US History	47	38	100	97	-3

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	76	98.0	100.0	2.0	80	97.7	97.4	-0.2
TxCHSE	0				0			
Continuers	0				0			
Completion	76	98.0	100.0	2.0	80	97.7	97.4	-0.2

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Yolanda Black Navarro Middle School of Excellence School No: 54

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	65	179	78	23	-55	89	47	-42									
	7	46	150	96	42	-54	97	56	-41	87	34	-53						
	8	70	191	90	41	-49	81	59	-22				86	46	-40	69	21	-48
	Total	181	520	88	54	-34	89	54	-35	87	34	-53	86	46	-40	69	21	-48
2018	3																	
	4																	
	5																	
	6	41	144	78	38	-40	93	60	-33									
	7	39	216	82	38	-44	89	48	-41	74	29	-45						
	8	22	231	100	43	-57	92	60	-32				91	37	-54	76	18	-58
	Total	102	591	87	53	-34	91	56	-35	74	29	-45	91	37	-54	76	18	-58
2017	3																	
	4																	
	5																	
	6	46	235	85	33	-52	85	47	-38									
	7	30	205	90	43	-47	80	40	-40	83	42	-41						
	8	52	243	96	47	-49	95	53	-42				92	49	-43	76	31	-45
	Total	128	683	90	58	-32	87	47	-40	83	42	-41	92	49	-43	76	31	-45

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Yolanda Black Navarro Middle School of Excellence School No: 54

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	47	14	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	9	15	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	8	11	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Oates Elementary School

School No: 212

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	11	36	82	56	-26	73	75	2								
	4	11	35	100	40	-60	82	51	-31	73	38	-35					
	5	8	35	88	63	-25	63	74	11				50	60	10		
	6																
	7																
	8																
	Total	30	106	90	53	-37	73	67	-6	73	38	-35	50	60	10		
2018	3	11	36	64	39	-25	64	78	14								
	4	10	39	80	49	-31	80	59	-21	60	46	-14					
	5	6	35	83	91	8	100	83	-17				100	74	-26		
	6																
	7																
	8																
	Total	27	110	76	60	-16	81	73	-8	60	46	-14	100	74	-26		
2017	3	24	28	83	54	-29	71	75	4								
	4	12	41	83	59	-24	75	51	-24	83	51	-32					
	5	12	33	92	73	-19	92	91	-1				100	91	-9		
	6																
	7																
	8																
	Total	48	102	86	62	-24	79	72	-7	83	51	-32	100	91	-9		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		2		*			*			*			*			
	4		1		*			*			*			*			
	5		2		*			*			*			*			
	Total		5		75			50			100			100			
2018	3		2		*			*			*			*			
	4		2		*			*			*			*			
	5																
	Total		4		*			*			*			*			
2017	3	1			*			*			*			*			
	4																
	5																
	Total	1				*		*			*			*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Daniel Ortiz Jr. Middle School

School No: 338

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	135	249	86	37	-49	93	56	-37									
	7	106	239	94	43	-51	96	52	-44	87	40	-47						
	8	90	245	97	48	-49	98	66	-32				94	49	-45	75	33	-42
	Total	331	733	92	59	-33	96	58	-38	87	40	-47	94	49	-45	75	33	-42
2018	3																	
	4																	
	5																	
	6	75	275	89	40	-49	91	58	-33									
	7	60	298	87	36	-51	97	49	-48	90	30	-60						
	8	48	277	98	50	-48	100	74	-26				96	52	-44	77	33	-44
	Total	183	850	91	58	-33	96	60	-36	90	30	-60	96	52	-44	77	33	-44
2017	3																	
	4																	
	5																	
	6	75	299	83	30	-53	96	59	-37									
	7	74	266	92	40	-52	95	49	-46	89	39	-50						
	8	62	261	89	58	-31	76	77	1				89	55	-34	75	31	-44
	Total	211	826	88	60	-28	89	62	-27	89	39	-50	89	55	-34	75	31	-44

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Daniel Ortiz Jr. Middle School

School No: 338

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	41	18	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	31	33	100	94	-6
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	38	16	100	94	-6
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Park Place Elementary School

School No: 214

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	30	34	100	44	-56	97	80	-17								
	4	38	64	89	63	-26	92	78	-14	76	55	-21					
	5	76	80	100	65	-35	100	91	-9				99	73	-26		
	6																
	7																
	8																
	Total	144	178	96	57	-39	96	83	-13	76	55	-21	99	73	-26		
2018	3	38	46	84	63	-21	89	78	-11								
	4	56	61	91	74	-17	95	90	-5	93	72	-21					
	5	60	76	97	76	-21	100	95	-5				93	79	-14		
	6																
	7																
	8																
	Total	154	183	91	71	-20	95	88	-7	93	72	-21	93	79	-14		
2017	3	61	43	84	65	-19	89	79	-10								
	4	44	41	98	80	-18	100	83	-17	98	73	-25					
	5	42	84	95	77	-18	100	93	-7				100	85	-15		
	6																
	7																
	8																
	Total	147	168	92	74	-18	96	85	-11	98	73	-25	100	85	-15		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	2	61	*	79	*	*	74	*	*		*		*		*	
	4		44		80			84		95							
	5		3		*		*	*		*			*		*		*
	Total	2	108	*	86	*	*	75	*	*	95	*	*	67	*	*	*
2018	3		69		86			94									
	4		48		84			91		94							
	5		2		*		*	*		*			*		*		*
	Total		119		90			95		94			100				
2017	3	1	71	*	84	*	*	93	*	*		*		*		*	
	4		58		78			90		91							
	5	1	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	2	133	*	62	*	*	78	*	*	91	*	*	25	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Robert Patterson Elementary School

School No: 216

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	42	108	86	64	-22	81	73	-8								
	4	52	36	87	64	-23	96	59	-37	80	40	-40					
	5	40	90	98	67	-31	95	89	-6				88	62	-26		
	6																
	7																
	8																
	Total	134	234	90	65	-25	91	74	-17	80	40	-40	88	62	-26		
2018	3	61	28	82	75	-7	80	83	3								
	4	38	43	97	57	-40	97	74	-23	87	47	-40					
	5	45	99	91	66	-25	93	88	-5				89	74	-15		
	6																
	7																
	8																
	Total	144	170	90	66	-24	90	82	-8	87	47	-40	89	74	-15		
2017	3	64	19	70	58	-12	70	65	-5								
	4	47	42	87	60	-27	98	62	-36	96	56	-40					
	5	41	86	90	68	-22	93	83	-10				98	78	-20		
	6																
	7																
	8																
	Total	152	147	82	62	-20	87	70	-17	96	56	-40	98	78	-20		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3		35		63			60							
	4	1	51	*	74	*	*	88	*	*	96	*	*	*	
	5														
	Total	1	86	*	69	*	*	74	*	*	96	*	*	*	
2018	3		52		73			79							
	4		60		88			100			92				
	5		3		*			*			*		*		
	Total		115		87			76			92			50	
2017	3		63		79			84							
	4		60		83			93			85				
	5		4		*			*			*		*		
	Total		127		87			89			85				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Pleasantville Elementary School

School No: 220

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	18	28	83	79	-4	78	61	-17								
	4	20	26	100	65	-35	100	58	-42	100	42	-58					
	5	20	18	95	56	-39	85	61	-24				70	33	-37		
	6																
	7																
	8																
	Total	58	72	93	67	-26	88	60	-28	100	42	-58	70	33	-37		
2018	3	18	23	83	61	-22	72	61	-11								
	4	12	31	100	57	-43	83	67	-16	83	55	-28					
	5	16	14	100	54	-46	100	62	-38				87	79	-8		
	6																
	7																
	8																
	Total	46	68	94	57	-37	85	63	-22	83	55	-28	87	79	-8		
2017	3	30	15	63	53	-10	60	60	0								
	4	19	9	100	67	-33	89	67	-22	100	67	-33					
	5	19	20	84	60	-24	100	70	-30				100	50	-50		
	6																
	7																
	8																
	Total	68	44	82	60	-22	83	66	-17	100	67	-33	100	50	-50		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5		1		*		*		*		*		*		*		*
	Total		1		*		*		*		*		*		*		*
2018	3		1		*		*		*		*		*		*		*
	4																
	5																
	Total		1		*		*		*		*		*		*		*
2017	3																
	4																
	5		1		*		*		*		*		*		*		*
	Total		1		*		*		*		*		*		*		*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Port Houston Elementary School

School No: 222

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	8	10	88	70	-18	63	70	7								
	4	3	42	*	48	*	*	57	*	*	43	*	*	*	*	*	*
	5	7	33	83	48	-35	83	52	-31			57	42	-15			
	6																
	7																
	8																
	Total	18	85	90	55	-35	71	60	-11	100	43	-57	57	42	-15		
2018	3	11	15	27	73	46	9	60	51								
	4	6	36	83	36	-47	100	50	-50	50	25	-25					
	5	9	35	100	58	-42	100	40	-60				78	29	-49		
	6																
	7																
	8																
	Total	26	86	70	56	-14	70	50	-20	50	25	-25	78	29	-49		
2017	3	11	14	55	29	-26	45	38	-7								
	4	7	37	86	35	-51	71	38	-33	71	24	-47					
	5	6	38	83	34	-49	100	84	-16				83	45	-38		
	6																
	7																
	8																
	Total	24	89	75	33	-42	72	53	-19	71	24	-47	83	45	-38		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		25		80			80									
	4		1		*			*		*			*				
	5	1			*			*		*			*				
	Total	1	26		*	80		*	80	*		*		*			
2018	3		22		95			86									
	4																
	5		4		*			*		*			*				
	Total		26		73			86									
2017	3		19		72			58									
	4		3		*			*		*			*				
	5		4		*			*		*			*				
	Total		26		74			69									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Project Chrysalis Middle School

School No: 71

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	86	19	94	68	-26	100	100	0									
	7	71	17	99	100	1	99	76	-23	100	88	-12						
	8	68	17	100	94	-6	100	100	0				100	100	0	99	88	-11
	Total	225	53	98	96	-2	100	92	-8	100	88	-12	100	100	0	99	88	-11
2018	3																	
	4																	
	5																	
	6	48	43	100	91	-9	100	93	-7									
	7	55	32	98	91	-7	95	97	2	98	81	-17						
	8	60	23	100	96	-4	100	95	-5				100	96	-4	98	96	-2
	Total	163	98	99	96	-3	98	95	-3	98	81	-17	100	96	-4	98	96	-2
2017	3																	
	4																	
	5																	
	6	60	27	98	78	-20	100	96	-4									
	7	64	23	100	78	-22	100	83	-17	100	87	-13						
	8	69	24	100	100	0	100	95	-5				100	100	0	94	96	2
	Total	193	74	99	92	-7	100	91	-9	100	87	-13	100	100	0	94	96	2

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Project Chrysalis Middle School

School No: 71

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	22	1	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	17	6	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	40	2	100	*	*
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Judson Robinson Elementary School

School No: 186

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	14	38	100	44	-56	100	55	-45								
	4	20	53	80	44	-36	90	57	-33	63	40	-23					
	5	22	52	91	29	-62	77	64	-13				77	26	-51		
	6																
	7																
	8																
	Total	56	143	90	39	-51	89	59	-30	63	40	-23	77	26	-51		
2018	3	2	40	*	58	*	*	39	*	*		*		*		*	*
	4		79		43			73		27							
	5	22	57	91	47	-44	86	61	-25				86	28	-58		
	6																
	7																
	8																
	Total	24	176	71	49	-22	68	58	-10		27		86	28	-58		
2017	3	42	13	62	62	0	76	54	-22								
	4	33	55	70	33	-37	76	55	-21	58	25	-33					
	5	19	72	84	44	-40	89	68	-21				79	38	-41		
	6																
	7																
	8																
	Total	94	140	72	46	-26	80	59	-21	58	25	-33	79	38	-41		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		20		60			56									
	4	2	9	*	38	*	*	20	*	*	33	*	*	*	*	*	*
	5	2	5	*	50	*	*	25	*	*		*	*	*	*	*	*
	Total	4	34	*	49	*	*	34	*	*	33	*	*	*	*	*	*
2018	3		38		69			89									
	4		4		*		*	*		*	*	*	*	*	*	*	*
	5	2	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	2	46	*	40	*	*	61	*	*	*	*	*	*	*	*	*
2017	3		42		52			88									
	4	1		*		*	*	*		*		*	*	*	*	*	*
	5		5														
	Total	1	47	*	52	*	*	88	*	*	*	*	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Pearl Rucker Elementary School

School No: 233

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	14	34	79	29	-50	71	41	-30								
	4	10	33	90	33	-57	100	27	-73	80	12	-68					
	5	10	67	80	57	-23	80	64	-16				80	55	-25		
	6																
	7																
	8																
	Total	34	134	83	40	-43	84	44	-40	80	12	-68	80	55	-25		
2018	3	27	19	48	26	-22	48	32	-16								
	4	7	29	86	31	-55	100	48	-52	57	14	-43					
	5	9	76	100	49	-51	89	49	-40				100	49	-51		
	6																
	7																
	8																
	Total	43	124	78	35	-43	79	43	-36	57	14	-43	100	49	-51		
2017	3	26	14	42	8	-34	50	21	-29								
	4	17	31	100	20	-80	82	10	-72	59	10	-49					
	5	15	68	93	46	-47	100	76	-24				86	56	-30		
	6																
	7																
	8																
	Total	58	113	78	25	-53	77	36	-41	59	10	-49	86	56	-30		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		19		47			42						
	4		36		50			92			58			
	5													
	Total		55		49			67			58			
2018	3	1	37	*	68	*		81	*		*		*	*
	4		36		56			83		50				
	5													
	Total	1	73	*	62	*		82	*		50	*		*
2017	3		44		68			84						
	4		45		40			60		47				
	5													
	Total		89		54			72		47				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

George Sanchez Elementary School

School No: 281

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	22	20	86	45	-41	91	70	-21								
	4	32	42	97	78	-19	100	85	-15	78	68	-10					
	5	28	71	96	85	-11	96	90	-6				96	85	-11		
	6																
	7																
	8																
	Total	82	133	93	69	-24	96	82	-14	78	68	-10	96	85	-11		
2018	3	28	35	96	91	-5	93	100	7								
	4	25	67	80	54	-26	96	73	-23	84	33	-51					
	5	26	41	92	59	-33	96	83	-13				96	78	-18		
	6																
	7																
	8																
	Total	79	143	89	68	-21	95	85	-10	84	33	-51	96	78	-18		
2017	3	40	8	78	50	-28	78	63	-15								
	4	20	53	95	60	-35	100	83	-17	100	53	-47					
	5	23	59	96	58	-38	96	93	-3				100	76	-24		
	6																
	7																
	8																
	Total	83	120	90	56	-34	91	80	-11	100	53	-47	100	76	-24		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		25		84			80									
	4		22		70			95			68						
	5	3	1	*	*	*	*	*	*	*	*	*	*	*			
	Total	3	48	*	77	*	*	88	*	*	68	*	*	*			
2018	3		26		76			77									
	4		5		80			80			100						
	5		4		*			*			*		*				
	Total		35		85			86			100			100			
2017	3		38		84			76									
	4		4		*			*			*		*				
	5		4		*			*			*		*				
	Total		46		61			63			50			25			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Joanna Southmayd Elementary School

School No: 244

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	18	45	83	71	-12	83	64	-19									
	4	25	63	84	52	-32	96	73	-23	64	35	-29						
	5	18	74	89	73	-16	100	88	-12				100	72	-28			
	6																	
	7																	
	8																	
	Total	61	182	85	65	-20	93	75	-18	64	35	-29	100	72	-28			
2018	3	35	24	71	63	-8	74	75	1									
	4	20	80	85	51	-34	95	89	-6	85	36	-49						
	5	21	85	95	74	-21	100	93	-7				90	60	-30			
	6																	
	7																	
	8																	
	Total	76	189	84	63	-21	90	86	-4	85	36	-49	90	60	-30			
2017	3	33	27	73	67	-6	76	85	9									
	4	26	85	77	52	-25	96	87	-9	69	47	-22						
	5	38	62	100	52	-48	100	85	-15				100	71	-29			
	6																	
	7																	
	8																	
	Total	97	174	83	57	-26	91	86	-5	69	47	-22	100	71	-29			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	3	36	*	78	*	*	86	*	*	*	*	*	*			
	4	1	2	*	*	*	*	*	*	*	*	*	*	*			
	5																
	Total	4	38	*	64	*	*	68	*	*	*	*	*	*			
2018	3		30		87			83									
	4																
	5	1		*		*	*		*			*		*			
	Total	1	30	*	87	*	*	83	*	*	*	*	*	*			
2017	3		51		76			94									
	4																
	5	2		*		*	*		*			*		*			
	Total	2	51	*	76	*	*	94	*	*	*	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

William Stevenson Middle School

School No: 98

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	250	243	88	42	-46	97	67	-30									
	7	275	192	97	50	-47	94	58	-36	96	54	-42						
	8	243	224	98	64	-34	97	65	-32				97	70	-27	87	42	-45
	Total	768	659	94	67	-27	96	63	-33	96	54	-42	97	70	-27	87	42	-45
2018	3																	
	4																	
	5																	
	6	194	282	96	50	-46	99	76	-23									
	7	205	251	99	63	-36	94	69	-25	95	51	-44						
	8	188	244	95	57	-38	93	69	-24				94	73	-21	87	41	-46
	Total	587	777	97	72	-25	95	71	-24	95	51	-44	94	73	-21	87	41	-46
2017	3																	
	4																	
	5																	
	6	206	283	97	47	-50	99	76	-23									
	7	181	249	97	62	-35	99	58	-41	98	65	-33						
	8	174	256	99	60	-39	98	67	-31				99	74	-25	95	47	-48
	Total	561	788	98	73	-25	99	67	-32	98	65	-33	99	74	-25	95	47	-48

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

William Stevenson Middle School

School No: 98

East School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	174	28	99	100	1
	Biology	94	5	100	100	0
	US History					
2018	English I					
	English II					
	Algebra I	140	60	100	100	0
	Biology	51	12	100	100	0
	US History					
2017	English I					
	English II					
	Algebra I	132	24	100	100	0
	Biology	26		100		
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Felix Tijerina Elementary School

School No: 279

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	8	20	88	70	-18	88	80	-8								
	4	16	23	88	65	-23	94	87	-7	81	35	-46					
	5	15	52	93	53	-40	93	69	-24				93	56	-37		
	6																
	7																
	8																
	Total	39	95	90	63	-27	92	79	-13	81	35	-46	93	56	-37		
2018	3	21	24	67	42	-25	76	83	7								
	4	10	53	90	38	-52	90	64	-26	50	26	-24					
	5	19	45	89	51	-38	89	62	-27				89	51	-38		
	6																
	7																
	8																
	Total	50	122	82	44	-38	85	70	-15	50	26	-24	89	51	-38		
2017	3	26	25	46	52	6	65	88	23								
	4	20	28	75	68	-7	85	79	-6	70	71	1					
	5	6	57	100	52	-48	100	81	-19				100	53	-47		
	6																
	7																
	8																
	Total	52	110	74	57	-17	83	83	0	70	71	1	100	53	-47		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		20		90			95						
	4	1		*		*			*			*		
	5		2		*		*			*			*	
	Total	1	22	*	90	*	*	95	*	*		*		*
2018	3													
	4		1		*		*			*			*	
	5													
	Total		1		*		*			*			*	
2017	3		21		67			71						
	4		15		80			73			73			
	5		2		*		*			*			*	
	Total		38		66			72			73			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John Greenleaf Whittier Elementary School

School No: 258

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	9	57	100	65	-35	89	72	-17								
	4	14	49	93	52	-41	100	60	-40	100	41	-59					
	5	27	50	96	62	-34	100	74	-26				93	39	-54		
	6																
	7																
	8																
	Total	50	156	96	60	-36	96	69	-27	100	41	-59	93	39	-54		
2018	3	26	52	58	40	-18	50	69	19								
	4	20	66	89	58	-31	89	73	-16	79	48	-31					
	5	21	61	95	48	-47	95	69	-26				86	31	-55		
	6																
	7																
	8																
	Total	67	179	81	49	-32	78	70	-8	79	48	-31	86	31	-55		
2017	3	36	51	67	51	-16	58	75	17								
	4	20	68	60	37	-23	80	74	-6	60	51	-9					
	5	18	53	89	43	-46	100	62	-38				94	50	-44		
	6																
	7																
	8																
	Total	74	172	72	44	-28	79	70	-9	60	51	-9	94	50	-44		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		4		*			*			*			*			
	4		2		*			*			*			*			
	5		1		*			*			*			*			
	Total		7								100						
2018	3																
	4																
	5	1		*		*		*		*		*		*			
	Total	1		*		*		*		*		*		*			
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Young Scholars Academy for Excellence

School No: 371

East School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	3	7	*	100	*	*	86	*	*	*	*	*	*	*	*	*	
	4	6	12	60	25	-35	60	8	-52	50	17	-33	*	*	*	*	*	
	5	5	9	80	67	-13	100	44	-56	*	*	*	40	25	-15	*	*	*
	6	2	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	7	5	5	100	60	-40	80	80	0	80	80	0	*	*	*	*	*	*
	8	6	3	83	*	*	100	*	*	*	*	*	67	*	*	50	*	*
	Total	27	40	79	60	-19	82	56	-26	65	49	-16	54	25	-29	50	*	*
2018	3	18	4	39	*	*	33	*	*	*	*	*	*	*	*	*	*	
	4	10	7	60	29	-31	70	57	-13	70	14	-56	*	*	*	*	*	
	5	3	7	*	43	*	*	57	*	*	*	*	*	*	*	*	*	
	6	6	5	83	80	-3	100	80	-20	*	*	*	*	*	*	*	*	
	7	5	11	100	73	-27	100	82	-18	100	73	-27	*	*	*	*	*	*
	8	3	9	*	78	*	*	67	*	*	*	*	*	67	*	*	33	*
	Total	45	43	75	59	-16	84	70	-14	85	44	-41	100	67	-33	100	33	-67
2017	3	22	2	59	*	*	82	*	*	*	*	*	*	*	*	*	*	
	4	8	6	88	17	-71	88	33	-55	86	17	-69	*	*	*	*	*	
	5	9	12	88	83	-5	100	58	-42	*	*	*	100	42	-58	*	*	*
	6	5	12	80	58	-22	100	75	-25	*	*	*	*	*	*	*	*	
	7	3	7	*	71	*	*	100	*	*	71	*	*	*	*	*	*	*
	8	2	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	49	43	80	70	-10	90	65	-25	77	44	-33	100	59	-41	50	50	0

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	2,296	2,667	90	57	-33	88	67	-21									
	4	2,689	2,785	90	54	-36	88	60	-28	85	46	-39						
	5	2,736	2,914	93	57	-36	93	68	-25				89	48	-41			
	6	2,793	2,232	89	48	-41	92	68	-24									
	7	2,556	2,083	93	57	-36	91	58	-33	91	53	-38						
	8	2,797	2,161	94	64	-30	94	62	-32				91	63	-28	86	48	-38
	Total	15,867	14,842	91	60	-31	90	64	-26	86	47	-39	90	52	-38	86	48	-38
2018	3	2,729	2,424	78	65	-13	79	72	-7									
	4	2,459	3,120	88	53	-35	91	67	-24	82	46	-36						
	5	2,487	3,052	94	62	-32	95	71	-24				91	57	-34			
	6	2,233	2,665	89	58	-31	93	69	-24									
	7	2,104	2,658	92	68	-24	91	66	-25	88	59	-29						
	8	2,189	2,670	95	65	-30	92	66	-26				91	60	-31	88	54	-34
	Total	14,201	16,589	88	63	-25	89	69	-20	83	49	-34	91	58	-33	88	54	-34
2017	3	3,081	2,021	78	57	-21	79	67	-12									
	4	2,604	2,802	88	48	-40	89	59	-29	85	46	-39						
	5	2,532	2,751	89	53	-37	91	70	-22				89	55	-34			
	6	2,397	2,374	90	54	-36	94	68	-26									
	7	2,207	2,552	94	59	-35	93	60	-32	93	58	-35						
	8	2,200	2,648	94	71	-23	89	65	-23				92	65	-27	86	55	-31
	Total	15,021	15,148	87	58	-29	88	65	-22	87	49	-38	90	57	-33	86	55	-31

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	55	881	81	72	-9	98	67	-31								
	4	41	404	78	53	-25	98	52	-46	82	59	-23					
	5	7	159	100	75	-25		57					75	25	-50		
	Total	103	1,444	81	68	-13	99	62	-37	82	59	-23	75	25	-50		
2018	3	54	883	97	69	-28	88	71	-17								
	4	47	360	83	55	-28	88	63	-25	79	55	-24					
	5	4	150	*	83	*	*	57	*				*	55	*		
	Total	105	1,393	94	72	-22	86	66	-20	79	55	-24	100	55	-45		
2017	3	58	1,002	76	61	-15	79	69	-10								
	4	48	384	88	56	-32	100	53	-47	96	58	-38					
	5	13	95	90	77	-13		60							58		
	Total	119	1,481	87	64	-23	89	65	-24	96	58	-38			58		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	1,599	2,213	95	57	-38
	English II	1,534	2,292	95	54	-41
	Algebra I	2,093	1,795	98	86	-12
	Biology	1,616	1,847	98	78	-20
	US History	1,502	1,517	100	89	-11
2018	English I	1,302	2,640	92	59	-33
	English II	1,232	2,717	98	61	-37
	Algebra I	1,549	2,444	96	88	-8
	Biology	1,293	2,449	95	84	-11
	US History	1,119	2,007	99	90	-9
2017	English I	1,454	2,769	96	57	-39
	English II	1,288	2,670	96	54	-42
	Algebra I	1,926	2,297	99	89	-10
	Biology	1,448	1,917	99	80	-19
	US History	1,174	1,923	100	88	-12

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	2,591	95.3	85.5	-9.8	2,693	92.6	84.9	-7.7
TxCHSE	12	0.2	0.6	0.4	17	0.5	0.6	0.1
Continuers	129	0.7	7.3	6.6	147	1.9	6.7	4.8
Completion	2,732	96.3	93.3	-3.0	2,857	95.0	92.3	-2.7

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

West School Office Area

Ralph Anderson Elementary
Ashford Elementary School
Jewel Askew Elementary School
Kate Bell Elementary School
Bellaire High School
Roy P. Benavidez Elementary School
Braeburn Elementary School
Briargrove Elementary School
Briar Meadow Charter School
Barbara Bush Elementary School
Al Condit Elementary School
Leroy Cunningham Elementary School
Ray Daily Elementary School
Horace Elrod Elementary School
Ralph Waldo Emerson Elementary School
Energized for Excellence Elementary School
Energized for Excellence Middle School
Energized for STEM Central High School
Energized for STEM West High School
Energized for STEM Central Middle School
Energized for STEM West Middle School
Walter Fondren Middle School
Jenard Gross Elementary
Gary L. Herod Elementary School
Paul Horn Elementary School
Inspired for Excellence Academy West
Jennie Kolter Elementary School
Mirabeau B. Lamar High School
Bob Lanier Middle School
Las Americas Newcomer School
Jane Long Academy
Henry Wadsworth Longfellow Elementary School
Edgar Lovett Elementary School
Henry MacGregor Elementary School
Mandarin Immersion Magnet School
Ila McNamara Elementary School
Memorial Elementary School
Meyerland Performing and Visual Arts Middle School
Middle College High School at HCC Gulfton
A. A. Milne Elementary School
Pat Neff Elementary School
Cynthia Parker Elementary School
John J. Pershing Middle School
Thomas Pilgrim Academy
Pin Oak Middle School
Piney Point Elementary School
Edgar Allan Poe Elementary School
Samuel Red Elementary School
Paul Revere Middle School
River Oaks Elementary School
Oran Roberts Elementary School
Sylvan Rodriguez Elementary School
Thomas Horace Rogers School
School at St. George Place
Shadowbriar Elementary School
Sharpstown International School
William Sutton Elementary School
Tanglewood Middle School
Eleanor Tinsley Elementary School
Mark Twain Elementary School
Valley West Elementary School
Walnut Bend Elementary School
Louie Welch Middle School
West Briar Middle School
West University Elementary School
Westside High School
Wharton K-8 Dual Language Academy
Edward White Elementary School
Mark White Elementary School
Woodrow Wilson Montessori
Margaret Long Wisdom High School

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ralph Anderson Elementary

School No: 105

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	24	58	79	67	-12	79	74	-5								
	4	42	87	86	29	-57	79	38	-41	76	29	-47					
	5	41	62	93	45	-48	95	53	-42				98	29	-69		
	6																
	7																
	8																
	Total	107	207	86	47	-39	84	55	-29	76	29	-47	98	29	-69		
2018	3	57	39	65	66	1	63	54	-9								
	4	38	79	92	41	-51	92	62	-30	92	37	-55					
	5	35	84	80	46	-34	86	74	-12				79	37	-42		
	6																
	7																
	8																
	Total	130	202	79	51	-28	80	63	-17	92	37	-55	79	37	-42		
2017	3	34	33	71	73	2	62	79	17								
	4	38	80	68	29	-39	76	53	-23	76	35	-41					
	5	39	93	86	29	-57	92	35	-57				79	35	-44		
	6																
	7																
	8																
	Total	111	206	75	44	-31	77	56	-21	76	35	-41	79	35	-44		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	1	37	*	64	*	*	62	*	*	*	*	*	*			
	4	1	4	*	*	*	*	*	*	*	*	*	*	*			
	5		1		*			*		*			*				
	Total	2	42	*	80	*	*	62	*	*	33	*	*	100	*		
2018	3	1	42	*	60	*	*	49	*	*	*	*	*	*			
	4																
	5		2		*			*		*			*				
	Total	1	44	*	60	*	*	50	*	*	*	*	*	*			
2017	3	2	46	*	52	*	*	78	*	*	*	*	*	*			
	4	2	1	*	*	*	*	*	*	*	*	*	*	*			
	5	1	6	*	17	*	*	*	*	*	*	*	*	*			
	Total	5	53	75	35	-40	100	78	-22								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ashford Elementary School

School No: 273

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	24	49	71	38	-33	75	51	-24								
	4	33	47	61	47	-14	67	57	-10	48	55	7					
	5	24	43	74	38	-36	57	43	-14				52	49	-3		
	6																
	7																
	8																
	Total	81	139	69	41	-28	66	50	-16	48	55	7	52	49	-3		
2018	3	58	44	47	55	8	62	57	-5								
	4	24	51	63	34	-29	83	40	-43	48	24	-24					
	5	31	58	87	45	-42	73	45	-28				74	64	-10		
	6																
	7																
	8																
	Total	113	153	66	45	-21	73	47	-26	48	24	-24	74	64	-10		
2017	3	54	11	50	36	-14	39	55	16								
	4	29	42	71	50	-21	75	50	-25	69	59	-10					
	5	19	11	68	36	-32	63	18	-45				76	45	-31		
	6																
	7																
	8																
	Total	102	64	63	41	-22	59	41	-18	69	59	-10	76	45	-31		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	9		89													
	4	7		50			67			71							
	5	2		*			*			*			*				
	Total	18		70			67			71							
2018	3	2	3	*	*	*	*	*	*	*	*	*	*	*			
	4																
	5																
	Total	2	3	*	*	*	*	*	*	*	*	*	*	*			
2017	3	16		88			94										
	4																
	5																
	Total	16		88			94										

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Jewel Askew Elementary School

School No: 274

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	75	63	88	33	-55	75	43	-32								
	4	77	60	81	39	-42	79	29	-50	79	29	-50					
	5	66	71	84	46	-38	88	55	-33				72	20	-52		
	6																
	7																
	8																
	Total	218	194	84	39	-45	81	42	-39	79	29	-50	72	20	-52		
2018	3	85	40	71	68	-3	65	68	3								
	4	65	71	82	28	-54	74	36	-38	76	29	-47					
	5	66	57	83	49	-34	92	61	-31				72	39	-33		
	6																
	7																
	8																
	Total	216	168	79	48	-31	77	55	-22	76	29	-47	72	39	-33		
2017	3	92	31	64	48	-16	67	45	-22								
	4	75	60	85	32	-53	81	52	-29	75	31	-44					
	5	54	63	91	48	-43	96	69	-27				85	37	-48		
	6																
	7																
	8																
	Total	221	154	80	43	-37	81	55	-26	75	31	-44	85	37	-48		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	1	10	*	80	*	*	80	*	*		*		*	
	4		2		*		*			*		*		*	
	5														
	Total	1	12	*	80	*	*	65	*	*	100	*	*	*	
2018	3		7		71			57							
	4		5		50										
	5		2		*		*			*		*		*	
	Total		14		74			54						50	
2017	3		19		53			58							
	4		4		*		*			*		*		*	
	5		1		*		*			*		*		*	
	Total		24		59			58			25				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Kate Bell Elementary School

School No: 151

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	21	61	90	38	-52	86	69	-17								
	4	47	51	81	41	-40	91	69	-22	83	35	-48					
	5	34	55	91	55	-36	97	85	-12				82	35	-47		
	6																
	7																
	8																
	Total	102	167	87	45	-42	91	74	-17	83	35	-48	82	35	-47		
2018	3	51	39	73	68	-5	84	85	1								
	4	34	84	88	37	-51	94	77	-17	82	27	-55					
	5	43	70	98	49	-49	100	76	-24				98	47	-51		
	6																
	7																
	8																
	Total	128	193	86	51	-35	93	79	-14	82	27	-55	98	47	-51		
2017	3	50	46	64	50	-14	84	85	1								
	4	51	78	73	36	-37	88	58	-30	75	24	-51					
	5	56	52	91	38	-53	100	71	-29				95	47	-48		
	6																
	7																
	8																
	Total	157	176	76	41	-35	91	71	-20	75	24	-51	95	47	-48		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		40		45		26										
	4		15		20		31			33							
	5	1	12	*	75	*	83	*	*		*		*	8	*		
	Total	1	67	*	47	*	47	*	*	33	*	*	8	*			
2018	3		30		67		56										
	4		2		*		*			*			*				
	5		7		80		40										
	Total		39		66		49			50							
2017	3		40		65		50										
	4		10		60		38			20							
	5		1		*		*			*			*			*	
	Total		51		75		63			20				100			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Bellaire High School

School No: 2

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	455	470	97	47	-50
	English II	460	502	98	49	-49
	Algebra I	209	305	96	72	-24
	Biology	397	325	98	72	-26
	US History	442	377	100	85	-15
2018	English I	428	545	98	55	-43
	English II	371	602	98	55	-43
	Algebra I	178	434	99	73	-26
	Biology	378	461	100	77	-23
	US History	294	481	99	82	-17
2017	English I	436	629	96	39	-57
	English II	346	592	99	51	-48
	Algebra I	171	352	98	64	-34
	Biology	383	324	98	70	-28
	US History	348	485	100	87	-13

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	759	97.6	84.1	-13.5	770	96.6	88.4	-8.2
TxCHSE	2	0.0	0.5	0.5	3	0.0	0.7	0.7
Continuers	38	0.7	8.3	7.6	18	1.3	2.9	1.6
Completion	799	98.3	92.9	-5.5	791	97.9	92.0	-5.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Roy P. Benavidez Elementary School

School No: 295

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	3	63	*	41	*	*	59	*	*	*	*	*	*	*	*	*	
	4	7	93	100	59	-41	86	62	-24	100	40	-60						
	5	21	113	100	50	-50	100	69	-31				100	55	-45			
	6																	
	7																	
	8																	
	Total	31	269	100	50	-50	95	63	-32	100	40	-60	100	55	-45			
2018	3	9	39	56	33	-23	78	46	-32									
	4	4	76	*	51	*	*	68	*	*	45	*	*	*	*	*	*	
	5	2	126	*	40	*	*	62	*	*	*	*	48	*	*	*	*	
	6																	
	7																	
	8																	
	Total	15	241	78	41	-37	89	59	-30	75	45	-30	48					
2017	3	22	40	59	33	-26	64	50	-14									
	4	8	60	71	36	-35	14	38	24	50	32	-18						
	5	8	124	63	32	-31	63	65	2				63	53	-10			
	6																	
	7																	
	8																	
	Total	38	224	64	34	-30	47	51	4	50	32	-18	63	53	-10			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	98		65			61								
	4	56		42			47			52					
	5	2	31	*	57	*	*	53	*	*		*	9	*	
	Total	2	185	*	55	*	*	54	*	*	52	*	*	9	*
2018	3	1	98	*	63	*	*	69	*	*		*		*	
	4	63		56			68			74					
	5	3		*			*			*			*		
	Total	1	164	*	73	*	*	69	*	*	74	*	*		*
2017	3	1	115	*	69	*	*	70	*	*		*		*	
	4	94		60			88			71					
	5	19		71			59						17		
	Total	1	228	*	67	*	*	72	*	*	71	*	*	17	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Braeburn Elementary School

School No: 114

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	1	79	*	51	*	*	75	*	*	*	*	*	*	*	*	*	
	4	25	77	100	62	-38	96	71	-25	100	47	-53						
	5	43	76	91	37	-54	95	64	-31				91	51	-40			
	6																	
	7																	
	8																	
	Total	69	232	97	50	-47	97	70	-27	100	47	-53	91	51	-40			
2018	3	4	114	*	63	*	*	68	*	*	*	*	*	*	*	*	*	
	4	2	120	*	49	*	*	68	*	*	53	*	*	*	*	*	*	
	5	25	87	100	53	-47	100	83	-17				100	67	-33			
	6																	
	7																	
	8																	
	Total	31	321	67	55	-12	75	73	-2		53		100	67	-33			
2017	3	26	113	77	34	-43	88	50	-38									
	4	10	124	80	51	-29	80	59	-21	80	52	-28						
	5	16	118	81	44	-37	88	69	-19				100	70	-30			
	6																	
	7																	
	8																	
	Total	52	355	79	43	-36	85	59	-26	80	52	-28	100	70	-30			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Briargrove Elementary School

School No: 116

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	77	63	95	71	-24	92	59	-33								
	4	102	42	95	55	-40	91	50	-41	87	43	-44					
	5	90	41	92	44	-48	85	41	-44				91	44	-47		
	6																
	7																
	8																
	Total	269	146	94	57	-37	89	50	-39	87	43	-44	91	44	-47		
2018	3	107	47	93	68	-25	88	68	-20								
	4	94	35	91	43	-48	94	51	-43	85	29	-56					
	5	86	49	95	61	-34	98	67	-31				86	57	-29		
	6																
	7																
	8																
	Total	287	131	93	57	-36	93	62	-31	85	29	-56	86	57	-29		
2017	3	88	46	90	76	-14	90	67	-23								
	4	82	47	98	45	-53	99	47	-52	93	35	-58					
	5	71	50	96	50	-46	99	62	-37				90	45	-45		
	6																
	7																
	8																
	Total	241	143	95	57	-38	96	59	-37	93	35	-58	90	45	-45		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5		2		*		*		*		*		*		*		*
	Total		2		*		*		*		*		*		*		*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Briar Meadow Charter School

School No: 344

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																			
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies				
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff		
2019	3	5	60	100	72	-28	100	75	-25										
	4	5	66	100	65	-35	80	71	-9	100	62	-38							
	5	6	63	100	89	-11	100	84	-16				100	73	-27				
	6	11	31	91	97	6	100	100	0										
	7	45	4	100	*	*	100	*	*	100	*	*		*	*		*	*	
	8	40	1	100	*	*		*	*		*	*	100	*	*	95	*	*	
	Total	112	225	99	82	-17	96	86	-10	100	81	-19	100	87	-13	95	100	5	
2018	3	12	61	58	75	17	83	79	-4										
	4	8	59	86	71	-15	100	73	-27	63	55	-8							
	5	8	61	100	85	-15	100	92	-8				88	72	-16				
	6	5	44	100	93	-7	100	100	0										
	7	9	34	100	100	0	100	100	0	100	100	0							
	8	34	11	100	100	0							100	100	0	100	100	0	
	Total	76	270	91	89	-2	97	89	-8	82	78	-4	94	86	-8	100	100	0	
2017	3	7	63	71	75	4	86	83	-3										
	4	5	64	100	64	-36	100	75	-25	100	59	-41							
	5	2	69	*	86	*	*	86	*	*		*	71	*	*	*	*		
	6	6	40	100	98	-2	100	100	0										
	7	36	10	100	90	-10	100	100	0	100	100	0							
	8	35	8	100	100	0							100	100	0	100	100	0	
	Total	91	254	95	86	-9	87	89	2	100	80	-20	100	86	-14	100	100	0	

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																
Grade	N Tested		Reading			Mathematics			Writing			Science				
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff		
2019	3															
	4															
	5															
	Total															
2018	3															
	4															
	5															
	Total															
2017	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Briarmeadow Charter School

School No: 344

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	40	1	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	34	11	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	36	7	100	100	0
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Barbara Bush Elementary School

School No: 275

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	129	26	99	81	-18	100	88	-12								
	4	121	14	98	71	-27	99	79	-20	95	71	-24					
	5	92	25	98	80	-18	99	84	-15				96	60	-36		
	6																
	7																
	8																
	Total	342	65	98	77	-21	99	84	-15	95	71	-24	96	60	-36		
2018	3	111	29	99	97	-2	99	100	1								
	4	99	28	96	50	-46	96	82	-14	93	54	-39					
	5	82	25	100	54	-46	100	96	-4				98	63	-35		
	6																
	7																
	8																
	Total	292	82	98	67	-31	98	93	-5	93	54	-39	98	63	-35		
2017	3	116	14	95	57	-38	97	79	-18								
	4	95	17	99	53	-46	100	88	-12	94	65	-29					
	5	88	13	98	77	-21	100	100	0				98	67	-31		
	6																
	7																
	8																
	Total	299	44	97	62	-35	99	89	-10	94	65	-29	98	67	-31		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5		2		*		*		*		*		*		*		*
	Total		2		*		*		*		*		*		*		*
2017	3																
	4	1		*		*		*		*		*		*		*	
	5																
	Total	1		*		*		*		*		*		*		*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Al Condit Elementary School

School No: 130

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	87	39	98	71	-27	97	87	-10									
	4	89	30	99	57	-42	99	70	-29	98	41	-57						
	5	101	29	95	59	-36	99	72	-27				94	62	-32			
	6																	
	7																	
	8																	
	Total	277	98	97	62	-35	98	76	-22	98	41	-57	94	62	-32			
2018	3	80	38	96	74	-22	96	82	-14									
	4	102	33	94	67	-27	96	91	-5	89	58	-31						
	5	63	34	100	58	-42	100	67	-33				98	58	-40			
	6																	
	7																	
	8																	
	Total	245	105	97	66	-31	97	80	-17	89	58	-31	98	58	-40			
2017	3	107	20	95	55	-40	99	80	-19									
	4	69	31	99	61	-38	97	84	-13	93	45	-48						
	5	63	29	92	48	-44	100	69	-31				100	45	-55			
	6																	
	7																	
	8																	
	Total	239	80	95	55	-40	99	78	-21	93	45	-48	100	45	-55			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		8		75												
	4																
	5		1		*		*		*		*		*		*		*
	Total		9		88												
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5		1		*		*		*		*		*		*		*
	Total		1		*		*		*		*		*		*		*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Leroy Cunningham Elementary School

School No: 136

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	16	63	94	77	-17	94	65	-29									
	4	34	63	79	56	-23	79	61	-18	76	41	-35						
	5	36	69	94	54	-40	83	47	-36				92	26	-66			
	6																	
	7																	
	8																	
	Total	86	195	89	62	-27	85	58	-27	76	41	-35	92	26	-66			
2018	3	21	39	86	82	-4	86	82	-4									
	4	36	80	97	40	-57	97	60	-37	83	24	-59						
	5	18	72	94	49	-45	94	51	-43				94	33	-61			
	6																	
	7																	
	8																	
	Total	75	191	92	57	-35	92	64	-28	83	24	-59	94	33	-61			
2017	3	31	51	74	88	14	68	82	14									
	4	10	91	90	41	-49	90	55	-35	90	37	-53						
	5	28	73	93	52	-41	89	75	-14				82	36	-46			
	6																	
	7																	
	8																	
	Total	69	215	86	60	-26	82	71	-11	90	37	-53	82	36	-46			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	1	22	*	73	*	*	47	*	*	*	*	*	*	
	4		25		27		*	50		42		*	*	*	
	5		12		25		*	17				*	*	*	
	Total	1	59	*	42	*	*	38	*	*	42	*	*	*	
2018	3		47		83		*	72				*	*	*	
	4						*					*	*	*	
	5						*					*	*	*	
	Total		47		83		*	72				*	*	*	
2017	3		46		42		*	43				*	*	*	
	4		3		*		*			*		*	*	*	
	5		1		*		*			*		*	*	*	
	Total		50		70		*	38				33			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ray Daily Elementary School

School No: 396

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	49	51	90	65	-25	94	59	-35									
	4	71	36	92	51	-41	80	43	-37	83	42	-41						
	5	66	48	94	53	-41	95	75	-20				78	36	-42			
	6																	
	7																	
	8																	
	Total	186	135	92	56	-36	90	59	-31	83	42	-41	78	36	-42			
2018	3	73	39	82	74	-8	78	82	4									
	4	67	39	82	69	-13	87	77	-10	77	54	-23						
	5	78	46	94	59	-35	94	84	-10				88	56	-32			
	6																	
	7																	
	8																	
	Total	218	124	86	67	-19	86	81	-5	77	54	-23	88	56	-32			
2017	3	78	29	86	66	-20	86	86	0									
	4	71	33	83	58	-25	91	64	-27	81	50	-31						
	5	69	38	87	62	-25	99	76	-23				90	65	-25			
	6																	
	7																	
	8																	
	Total	218	100	85	62	-23	92	75	-17	81	50	-31	90	65	-25			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3		11			82			82						
	4		12			58			58			58			
	5		10			100			88					22	
	Total		33			80			76			58		22	
2018	3		10			90			100						
	4	1	7	*	71	*	*	71	*	*	43	*	*	*	
	5	1	2	*	*	*	*	*	*	*	*	*	*	*	
	Total	2	19	*	81	*	*	86	*	*	43	*	*	*	
2017	3		2			*			*					*	
	4	1	1	*	*	*	*	*	*	*	*	*	*	*	
	5		2			*			*					*	
	Total	1	5	*	50	*	*	100	*	*	100	*	*	*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Horace Elrod Elementary School

School No: 148

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	13	43	80	56	-24	92	77	-15								
	4	35	32	94	59	-35	94	69	-25	86	52	-34					
	5	35	74	91	57	-34	94	75	-19				86	47	-39		
	6																
	7																
	8																
	Total	83	149		88	57	-31	93	74	-19	86	52	-34	86	47	-39	
2018	3	39	21	64	43	-21	72	57	-15								
	4	27	90	69	35	-34	81	61	-20	63	34	-29					
	5	24	69	96	62	-34	96	83	-13				92	61	-31		
	6																
	7																
	8																
	Total	90	180		76	47	-29	83	67	-16	63	34	-29	92	61	-31	
2017	3	36	24	64	42	-22	72	71	-1								
	4	18	68	89	53	-36	94	84	-10	83	46	-37					
	5	19	79	89	49	-40	95	65	-30				95	47	-48		
	6																
	7																
	8																
	Total	73	171		81	48	-33	87	73	-14	83	46	-37	95	47	-48	

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	8	59	100	84	-16	100	77	-23								
	4		48		91			83		92							
	5		16		87			67							15		
	Total	8	123		100	87	-13	100	76	-24	92				15		
2018	3		57		84			86									
	4		5		80			50		33							
	5		8		50			13									
	Total		70		71			50		33							
2017	3	1	67	*	70	*	*	81	*	*		*		*	*		*
	4		8		38			25		25							
	5	2	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	3	78		*	47	*	*	53	*	*	*	25	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ralph Waldo Emerson Elementary School

School No: 149

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	36	99	83	53	-30	81	63	-18								
	4	33	86	73	47	-26	73	51	-22	68	41	-27					
	5	38	85	84	58	-26	81	67	-14				74	50	-24		
	6																
	7																
	8																
	Total	107	270	80	53	-27	78	60	-18	68	41	-27	74	50	-24		
2018	3	46	91	85	57	-28	76	65	-11								
	4	26	95	96	49	-47	100	48	-52	80	37	-43					
	5	28	83	96	53	-43	100	75	-25				93	59	-34		
	6																
	7																
	8																
	Total	100	269	92	53	-39	92	63	-29	80	37	-43	93	59	-34		
2017	3	37	98	84	42	-42	70	46	-24								
	4	23	89	86	55	-31	86	60	-26	83	46	-37					
	5	21	85	95	45	-50	100	62	-38				95	54	-41		
	6																
	7																
	8																
	Total	81	272	88	47	-41	85	56	-29	83	46	-37	95	54	-41		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5		7		29		14							14			
	Total		7		29		14							14			
2018	3		2		*		*			*			*		*		
	4	1	1	*	*	*	*	*	*	*	*	*	*	*	*	*	
	5		8		83		33							17			
	Total	1	11	*	67	*	42	*	*	*	*	*	*	17	*	*	
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Energized for Excellence Elementary School

School No: 364

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	10	256	70	59	-11	70	75	5								
	4	43	226	100	57	-43	95	75	-20	93	45	-48					
	5	41	217	100	54	-46	100	85	-15				98	58	-40		
	6																
	7																
	8																
	Total	94	699	90	57	-33	88	78	-10	93	45	-48	98	58	-40		
2018	3	26	247	62	46	-16	65	63	-2								
	4	21	246	82	43	-39	84	74	-10	63	40	-23					
	5	30	252	83	63	-20	93	80	-13				90	67	-23		
	6																
	7																
	8																
	Total	77	745	76	51	-25	81	72	-9	63	40	-23	90	67	-23		
2017	3	21	264	62	42	-20	52	44	-8								
	4	19	270	84	53	-31	84	66	-18	95	50	-45					
	5	12	268	67	51	-16	75	62	-13				90	46	-44		
	6																
	7																
	8																
	Total	52	802	71	49	-22	70	57	-13	95	50	-45	90	46	-44		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	1	10	*	50	*	*	25	*	*	*	*	*	*	*	*	*
	4	2	10	*	56	*	*	100	*	*	63	*	*	*	*	*	*
	5	1	32	*	81	*	*	88	*	*	*	*	*	*	*	*	*
	Total	4	52	*	62	*	*	71	*	*	63	*	*	*	*	*	*
2018	3		31		89			56									
	4	7	48	29	53	24	60	50	-10	40	50	10					
	5		52		69			88									
	Total	7	131	29	70	41	60	65	5	40	50	10					
2017	3		1		*			*			*			*			*
	4																
	5																
	Total		1		*			*			*			*			*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Energized for Excellence Middle School

School No: 342

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	39	198	82	52	-30	95	84	-11									
	7	49	103	98	80	-18	100	94	-6	98	74	-24						
	8	60	68	97	76	-21	100	81	-19				92	54	-38	90	53	-37
	Total	148	369	92	79	-13	98	86	-12	98	74	-24	92	54	-38	90	53	-37
2018	3																	
	4																	
	5																	
	6	20	145	95	78	-17	100	94	-6									
	7	26	108	100	77	-23	100	82	-18	96	62	-34						
	8	36	78	100	73	-27	100	90	-10				89	59	-30	92	55	-37
	Total	82	331	98	82	-16	100	89	-11	96	62	-34	89	59	-30	92	55	-37
2017	3																	
	4																	
	5																	
	6	24	140	100	56	-44	100	79	-21									
	7	31	123	100	61	-39	100	65	-35	100	68	-32						
	8	20	97	89	78	-11	94	68	-26				78	64	-14	90	50	-40
	Total	75	360	96	80	-16	98	71	-27	100	68	-32	78	64	-14	90	50	-40
Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science						
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff				
2019	3																	
	4																	
	5																	
	Total																	
2018	3																	
	4																	
	5																	
	Total																	
2017	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Energized for Excellence Middle School

School No: 342

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	26	5	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	7	16	100	94	-6
	Biology					
	US History					
2017	English I	11	15	100	100	0
	English II					
	Algebra I	12	29	100	100	0
	Biology	11	15	100	100	0
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Energized for STEM Central High School

School No: 321

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	14	69	100	64	-36
	English II	19	60	89	73	-16
	Algebra I	10	48	100	98	-2
	Biology	15	55	87	78	-9
	US History	38	73	100	97	-3
2018	English I	10	62	90	65	-25
	English II	14	45	100	69	-31
	Algebra I	8	35	88	97	9
	Biology	12	54	83	94	11
	US History	6	34	100	100	0
2017	English I	9	59	100	49	-51
	English II	8	43	100	60	-40
	Algebra I	7	45	100	82	-18
	Biology	8	51	100	84	-16
	US History	4	17	*	100	*

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	9	100.0	100.0	0.0	20	40.0	100.0	60.0
TxCHSE	0				1	20.0	0.0	-20.0
Continuers	0				0			
Completion	9	100.0	100.0	0.0	21	60.0	100.0	40.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Energized for STEM West High School

School No: 455

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	18	89	100	47	-53
	English II	15	50	100	42	-58
	Algebra I	11	60	91	73	-18
	Biology	17	72	100	63	-37
	US History					
2018	English I	8	103	88	48	-40
	English II	15	65	100	82	-18
	Algebra I	4	85	*	72	*
	Biology	8	93	88	72	-16
	US History	16	34	100	100	0
2017	English I	12	76	100	50	-50
	English II	23	47	100	72	-28
	Algebra I	7	54	86	98	12
	Biology	10	64	100	91	-9
	US History	25	63	100	98	-2

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	70	96.2	97.8	1.7	76	100.0	96.5	-3.5
TxCHSE	0				0			
Continuers	0				0			
Completion	70	96.2	97.8	1.7	76	100.0	96.5	-3.5

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Energized for STEM Central Middle School

School No: 459

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	19	97	84	26	-58	100	59	-41									
	7	1	112	*	27	*	*	42	*	*	29	*	*	*	*	*	*	
	8	15	84	100	49	-51	100	67	-33			93	37	-56	80	29	-51	
	Total	35	293	95	53	-42	100	56	-44	100	29	-71	93	37	-56	80	29	-51
2018	3																	
	4																	
	5																	
	6	8	140	63	25	-38	88	53	-35									
	7	8	119	88	45	-43	88	65	-23	75	36	-39						
	8	9	71	100	46	-54	89	82	-7			78	51	-27	89	32	-57	
	Total	25	330	84	51	-33	88	67	-21	75	36	-39	78	51	-27	89	32	-57
2017	3																	
	4																	
	5																	
	6	13	83	46	22	-24	100	41	-59									
	7	8	62	100	50	-50	100	66	-34	100	58	-42						
	8	9	79	89	37	-52	89	58	-31			89	54	-35	89	28	-61	
	Total	30	224	78	44	-34	96	55	-41	100	58	-42	89	54	-35	89	28	-61

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Energized for STEM Central Middle School

School No: 459

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	11	11	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	1		*		*
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I		1		*	*
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Energized for STEM West Middle School

School No: 390

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4		3		*			*			*			*			*	
	5																	
	6	36	25	97	84	-13	100	100	0									
	7	23	56	100	98	-2	89	87	-2	95	88	-7						
	8	23	36	100	100	0	100	100	0				100	97	-3	100	89	-11
	Total	82	120	99	99	0	96	89	-7	95	69	-26	100	97	-3	100	89	-11
2018	3																	
	4																	
	5																	
	6	17	70	88	87	-1	100	90	-10									
	7	13	39	100	95	-5	100	100	0	100	97	-3						
	8	16	43	94	91	-3	100	96	-4				94	77	-17	100	74	-26
	Total	46	152	94	91	-3	100	95	-5	100	97	-3	94	77	-17	100	74	-26
2017	3																	
	4																	
	5																	
	6	14	63	100	79	-21	100	95	-5									
	7	19	49	100	88	-12	100	95	-5	100	96	-4						
	8	23	52	100	100	0	100	100	0				100	96	-4	100	83	-17
	Total	56	164	100	96	-4	100	97	-3	100	96	-4	100	96	-4	100	83	-17
Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science						
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff				
2019	3																	
	4																	
	5																	
	Total																	
2018	3																	
	4																	
	5																	
	Total																	
2017	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Energized for STEM West Middle School

School No: 390

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	7	17	100	88	-12
	English II					
	Algebra I	15	27	100	100	0
	Biology	5	18	100	100	0
	US History					
2018	English I	10	9	100	100	0
	English II					
	Algebra I	11	36	100	100	0
	Biology	17	28	100	100	0
	US History					
2017	English I	14	12	100	100	0
	English II					
	Algebra I	17	37	100	100	0
	Biology	14	12	100	100	0
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Walter Fondren Middle School

School No: 72

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	104	266	83	33	-50	86	46	-40									
	7	84	223	80	41	-39	78	52	-26	77	39	-38						
	8	107	227	72	45	-27	72	64	-8				72	52	-20	46	20	-26
	Total	295	716	78	56	-22	79	54	-25	77	39	-38	72	52	-20	46	20	-26
2018	3																	
	4																	
	5																	
	6	75	265	77	42	-35	88	62	-26									
	7	75	252	83	43	-40	85	50	-35	75	36	-39						
	8	77	232	88	53	-35	83	68	-15				79	47	-32	65	22	-43
	Total	227	749	83	58	-25	85	60	-25	75	36	-39	79	47	-32	65	22	-43
2017	3																	
	4																	
	5																	
	6	79	242	89	44	-45	91	63	-28									
	7	77	257	83	49	-34	81	62	-19	83	52	-31						
	8	67	197	83	61	-22	84	78	-6				86	56	-30	71	43	-28
	Total	223	696	85	66	-19	85	68	-17	83	52	-31	86	56	-30	71	43	-28

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Walter Fondren Middle School

School No: 72

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	23	6	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	22	12	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	20	10	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Jenard Gross Elementary

School No: 369

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	28	43	93	23	-70	68	19	-49									
	4	28	73	61	45	-16	79	66	-13	70	30	-40						
	5	34	66	82	46	-36	79	52	-27				74	32	-42			
	6																	
	7																	
	8																	
	Total	90	182		79	38	-41	75	46	-29	70	30	-40	74	32	-42		
2018	3	47	14	55	38	-17	49	36	-13									
	4	28	62	79	39	-40	86	67	-19	75	35	-40						
	5	26	78	72	47	-25	84	49	-35				73	53	-20			
	6																	
	7																	
	8																	
	Total	101	154		69	41	-28	73	51	-22	75	35	-40	73	53	-20		
2017	3	49	12	54	25	-29	51	36	-15									
	4	21	79	85	35	-50	95	47	-48	76	30	-46						
	5	18	64	72	35	-37	72	48	-24				67	52	-15			
	6																	
	7																	
	8																	
	Total	88	155		70	32	-38	73	44	-29	76	30	-46	67	52	-15		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	38		63			71							
	4													
	5													
	Total	38		63			71							
2018	3	1	39	*	78	*	*	68	*	*	*	*	*	*
	4													
	5													
	Total	1	39	*	78	*	*	68	*	*	*	*	*	*
2017	3	1	38	*	68	*	*	74	*	*	*	*	*	*
	4		1		*			*		*			*	
	5	3	1	*	*	*	*	*	*	*	*	*	*	*
	Total	4	40	*	68	*	*	74	*	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Gary L. Herod Elementary School

School No: 173

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	57	56	96	47	-49	91	61	-30									
	4	79	49	95	33	-62	92	46	-46	97	29	-68						
	5	83	54	99	58	-41	98	70	-28				96	47	-49			
	6																	
	7																	
	8																	
	Total	219	159	97	46	-51	94	59	-35	97	29	-68	96	47	-49			
2018	3	71	52	82	70	-12	77	73	-4									
	4	66	65	94	64	-30	98	77	-21	94	47	-47						
	5	70	57	99	68	-31	99	67	-32				97	66	-31			
	6																	
	7																	
	8																	
	Total	207	174	92	67	-25	91	72	-19	94	47	-47	97	66	-31			
2017	3	93	38	80	63	-17	83	50	-33									
	4	78	27	92	42	-50	91	40	-51	91	30	-61						
	5	66	50	94	76	-18	97	90	-7				97	80	-17			
	6																	
	7																	
	8																	
	Total	237	115	89	60	-29	90	60	-30	91	30	-61	97	80	-17			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	4	15	*	60	*	*	50	*	*	*	*	*	*	*	*	*
	4	2	16	*	82	*	*		*	*	*	*	64	*	*	*	*
	5																
	Total	6	31	88	71	-17	100	50	-50	100	64	-36					
2018	3	3	8	*	63	*	*		*	*	*	*	*	*	*	*	*
	4	1	16	*	70	*	*	14	*	*	83	*	*	*	*	*	*
	5		1		*		*		*	*	*	*	*	*	*	*	*
	Total	4	25	*	78	*	*	57	*	*	83	*	*	100	*	*	*
2017	3		12		75												
	4	5	13	100	77	-23	100	100	0	80	85	5					
	5																
	Total	5	25	100	76	-24	100	100	0	80	85	5					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Paul Horn Elementary School

School No: 178

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	109	21	99	52	-47	98	76	-22								
	4	121	13	97	46	-51	97	62	-35	96	46	-50					
	5	108	18	100	61	-39	100	72	-28				100	50	-50		
	6																
	7																
	8																
	Total	338	52	99	53	-46	98	70	-28	96	46	-50	100	50	-50		
2018	3	75	64	97	91	-6	97	97	0								
	4	74	58	100	88	-12	100	97	-3	99	88	-11					
	5	90	47	97	96	-1	98	94	-4				97	89	-8		
	6																
	7																
	8																
	Total	239	169	98	92	-6	98	96	-2	99	88	-11	97	89	-8		
2017	3	128	13	96	69	-27	99	85	-14								
	4	119	8	100	63	-37	99	75	-24	98	75	-23					
	5	117	10	98	50	-48	99	90	-9				98	80	-18		
	6																
	7																
	8																
	Total	364	31	98	61	-37	99	83	-16	98	75	-23	98	80	-18		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5		1		*		*		*		*		*		*		*
	Total		1		*		*		*		*		*		*		*
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Inspired for Excellence Academy West

School No: 300

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5	5	30	80	20	-60	20	10	-10			60	17	-43				
	6	9	40	78	36	-42	33	23	-10									
	7	13	66	69	35	-34	54	15	-39	62	17	-45						
	8	10	81	70	32	-38	80	38	-42			50	37	-13	80	54	-26	
	Total	37	217	74	41	-33	47	22	-25	62	17	-45	55	27	-28	80	54	-26
2018	3																	
	4																	
	5	1	29	*	55	*	*	62	*	*	*	24	*	*	*	*		
	6	7	80	71	46	-25	86	50	-36									
	7	13	65	77	46	-31	77	46	-31	54	15	-39						
	8	5	68	100	49	-51	80	60	-20			100	61	-39	100	76	-24	
	Total	26	242	83	55	-28	81	55	-26	54	15	-39	100	43	-57	100	76	-24
2017	3																	
	4																	
	5	5	18	40	47	7	40					40	11	-29				
	6	13	30	100	60	-40	77	63	-14									
	7	1	22	*	59	*	*	55	*	*	32	*	*	*	*	*		
	8	5	54	100	91	-9	60	87	27			100	92	-8	100	96	-4	
	Total	24	124	85	74	-11	69	68	-1	100	32	-68	70	52	-18	100	96	-4
Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science						
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff				
2019	3																	
	4																	
	5																	
	Total																	
2018	3																	
	4																	
	5																	
	Total																	
2017	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Jennie Kolter Elementary School

School No: 189

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	91	21	99	52	-47	98	81	-17								
	4	80	14	98	64	-34	96	86	-10	96	57	-39					
	5	75	24	99	58	-41	100	58	-42				99	63	-36		
	6																
	7																
	8																
	Total	246	59	99	58	-41	98	75	-23	96	57	-39	99	63	-36		
2018	3	75	27	89	85	-4	97	89	-8								
	4	46	51	98	75	-23	100	78	-22	93	69	-24					
	5	68	21	100	70	-30	99	55	-44				99	76	-23		
	6																
	7																
	8																
	Total	189	99	96	77	-19	99	74	-25	93	69	-24	99	76	-23		
2017	3	88	16	94	38	-56	93	44	-49								
	4	80	20	96	50	-46	99	35	-64	93	50	-43					
	5	64	18	95	61	-34	95	61	-34				97	67	-30		
	6																
	7																
	8																
	Total	232	54	95	50	-45	96	47	-49	93	50	-43	97	67	-30		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4		1											
	5													
	Total		1											
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Mirabeau B. Lamar High School

School No: 8

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	473	371	96	49	-47
	English II	465	390	97	48	-49
	Algebra I	268	255	95	64	-31
	Biology	465	273	98	75	-23
	US History	460	272	100	85	-15
2018	English I	410	522	96	54	-42
	English II	391	566	97	56	-41
	Algebra I	175	362	95	73	-22
	Biology	388	392	98	80	-18
	US History	395	437	100	86	-14
2017	English I	452	560	95	53	-42
	English II	443	545	95	51	-44
	Algebra I	248	420	95	72	-23
	Biology	448	421	98	81	-17
	US History	402	483	100	88	-12

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	669	97.2	90.8	-6.3	755	96.4	91.6	-4.9
TxCHSE	2	0.0	0.6	0.6	4	0.3	0.7	0.4
Continuers	12	0.3	3.1	2.8	12	0.6	2.3	1.7
Completion	683	97.4	94.5	-3.0	771	97.3	94.5	-2.7

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Bob Lanier Middle School

School No: 57

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	404	58	98	47	-51	98	62	-36									
	7	458	66	98	70	-28	97	67	-30	97	62	-35						
	8	413	49	100	71	-29	100	84	-16				99	73	-26	96	51	-45
	Total	1,275	173	99	80	-19	98	71	-27	97	62	-35	99	73	-26	96	51	-45
2018	3																	
	4																	
	5																	
	6	429	78	98	64	-34	99	82	-17									
	7	392	77	100	77	-23	99	73	-26	99	78	-21						
	8	401	83	99	78	-21	97	73	-24				99	75	-24	98	65	-33
	Total	1,222	238	99	84	-15	98	76	-22	99	78	-21	99	75	-24	98	65	-33
2017	3																	
	4																	
	5																	
	6	384	75	98	68	-30	99	79	-20									
	7	398	81	99	70	-29	98	72	-26	98	77	-21						
	8	401	86	99	76	-23	100	80	-20				99	71	-28	98	60	-38
	Total	1,183	242	99	81	-18	99	77	-22	98	77	-21	99	71	-28	98	60	-38

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Bob Lanier Middle School

School No: 57

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	274	4	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	309	13	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	293	5	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Las Americas Newcomer School

School No: 340

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3																
	4	1	24	*	*	*	*		*	*		*	*		*	*	
	5		39														
	6	16	54				6										
	7	1	62	*	*	*	2	*	*	*		*	*		*	*	
	8	10	81				1										
	Total	28	260				3										
2018	3																
	4		17														
	5	1	31	*	*	*	3	*	*	*		*	*		*	*	
	6	3	44	*	*	*	2	*	*	*		*	*		*	*	
	7	2	59	*	*	*	4	*	*	*		*	*		*	*	
	8	6	71		4		4						5				
	Total	12	222	50	4	-46	50	3	-47	50			5				
2017	3																
	4		32														
	5	2	34	*	*	*		*	*	*		*	*		*	*	
	6	1	64	*	*	*	2	*	*	*		*	*		*	*	
	7	3	62	*	2	*	7	*	*	2	*	*	*		*	*	
	8	2	120	*	*	*	2	*	*	*		*	3	*	*	*	
	Total	8	312		2		4			2			3				

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Jane Long Academy

School No: 59

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	52	158	87	25	-62	94	52	-42									
	7	57	164	93	27	-66	96	33	-63	79	18	-61						
	8	38	202	82	36	-46	81	56	-25				81	40	-41	65	29	-36
	Total	147	524	87	50	-37	90	47	-43	79	18	-61	81	40	-41	65	29	-36
2018	3																	
	4																	
	5																	
	6	32	162	78	33	-45	78	52	-26									
	7	33	199	91	36	-55	81	37	-44	73	22	-51						
	8	31	244	93	39	-54	89	46	-43				77	36	-41	74	23	-51
	Total	96	605	87	51	-36	83	45	-38	73	22	-51	77	36	-41	74	23	-51
2017	3																	
	4																	
	5																	
	6	47	161	57	22	-35	60	31	-29									
	7	45	232	62	36	-26	58	37	-21	64	35	-29						
	8	78	231	68	38	-30	61	41	-20				60	39	-21	53	27	-26
	Total	170	624	62	44	-18	60	36	-24	64	35	-29	60	39	-21	53	27	-26

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Jane Long Academy

School No: 59

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	19	31	100	87	-13
	English II	33	26	100	81	-19
	Algebra I	30	33	100	94	-6
	Biology	19	28	100	96	-4
	US History	11	30	100	100	0
2018	English I	17	51	100	90	-10
	English II	13	35	100	91	-9
	Algebra I	17	54	100	91	-9
	Biology	16	49	100	98	-2
	US History	11	39	100	100	0
2017	English I	13	47	100	83	-17
	English II	16	46	100	78	-22
	Algebra I	18	39	100	90	-10
	Biology	13	43	100	93	-7
	US History	13	31	100	100	0

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	49	100.0	97.1	-2.9	39	100.0	100.0	0.0
TxCHSE	0				0			
Continuers	0				0			
Completion	49	100.0	97.1	-2.9	39	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Henry Wadsworth Longfellow Elementary School School No: 196

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	44	67	93	45	-48	89	57	-32									
	4	52	61	90	52	-38	92	51	-41	92	58	-34						
	5	49	69	91	38	-53	96	48	-48				88	36	-52			
	6																	
	7																	
	8																	
	Total	145	197	91	45	-46	92	52	-40	92	58	-34	88	36	-52			
2018	3	81	45	73	58	-15	65	51	-14									
	4	65	78	77	42	-35	81	42	-39	70	35	-35						
	5	64	70	95	47	-48	94	39	-55				91	42	-49			
	6																	
	7																	
	8																	
	Total	210	193	82	49	-33	80	44	-36	70	35	-35	91	42	-49			
2017	3	93	24	60	42	-18	67	54	-13									
	4	72	56	94	54	-40	90	48	-42	92	46	-46						
	5	65	50	88	46	-42	94	50	-44				82	34	-48			
	6																	
	7																	
	8																	
	Total	230	130	81	47	-34	84	51	-33	92	46	-46	82	34	-48			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	1			*			*			*			*	
	4	1			*			*			*			*	
	5														
	Total	2				*			*			*			*
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Edgar Lovett Elementary School

School No: 199

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	80	31	95	58	-37	96	74	-22								
	4	88	20	93	60	-33	95	75	-20	91	40	-51					
	5	77	39	96	51	-45	96	69	-27				97	51	-46		
	6																
	7																
	8																
	Total	245	90	95	56	-39	96	73	-23	91	40	-51	97	51	-46		
2018	3	79	40	94	73	-21	96	78	-18								
	4	74	43	93	60	-33	97	79	-18	91	44	-47					
	5	79	39	100	79	-21	99	92	-7				97	64	-33		
	6																
	7																
	8																
	Total	232	122	96	71	-25	97	83	-14	91	44	-47	97	64	-33		
2017	3	107	23	85	70	-15	87	65	-22								
	4	96	25	94	42	-52	95	58	-37	82	32	-50					
	5	85	19	99	53	-46	98	95	-3				99	63	-36		
	6																
	7																
	8																
	Total	288	67	93	55	-38	93	73	-20	82	32	-50	99	63	-36		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4		1		*		*			*			*			*	
	5																
	Total		1		*		*			*			*			*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Henry MacGregor Elementary School

School No: 201

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	49	45	92	47	-45	84	58	-26									
	4	32	49	84	35	-49	81	27	-54	84	35	-49						
	5	46	45	98	64	-34	100	73	-27				93	51	-42			
	6																	
	7																	
	8																	
	Total	127	139	91	49	-42	88	53	-35	84	35	-49	93	51	-42			
2018	3	63	29	65	31	-34	59	41	-18									
	4	51	46	94	37	-57	88	43	-45	92	44	-48						
	5	36	49	100	59	-41	94	47	-47				97	44	-53			
	6																	
	7																	
	8																	
	Total	150	124	86	42	-44	80	44	-36	92	44	-48	97	44	-53			
2017	3	81	20	72	55	-17	70	60	-10									
	4	56	39	84	26	-58	71	10	-61	84	33	-51						
	5	39	31	97	58	-39	97	58	-39				100	48	-52			
	6																	
	7																	
	8																	
	Total	176	90	84	46	-38	79	43	-36	84	33	-51	100	48	-52			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3		1		*				*				*				*
	4																
	5																
	Total		1		*				*				*				*
2017	3		1		*				*				*				*
	4																
	5																
	Total		1		*				*				*				*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Mandarin Immersion Magnet School

School No: 460

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	67	14	97	79	-18	100	93	-7									
	4	71	8	97	63	-34	90	63	-27	96	88	-8						
	5	64	12	97	100	3	100	83	-17				94	25	-69			
	6	84	7	99	71	-28	100	100	0									
	7																	
	8	60	5	98	100	2	100	100	0				96	60	-36	93		
	Total	346	46	98	88	-10	98	88	-10	96	88	-8	95	43	-52	93		
2018	3	71	15	96	93	-3	96	100	4									
	4	62	15	98	80	-18	100	73	-27	95	67	-28						
	5	67	13	100	92	-8	100	92	-8				97	77	-20			
	6	49	10	96	70	-26	100	90	-10									
	7	15	5	100	100	0	100	100	0	100	100	0						
	8																	
	Total	264	58	98	92	-6	99	91	-8	98	84	-14	97	77	-20			
2017	3	77	8	95	75	-20	94	75	-19									
	4	71	11	97	73	-24	99	82	-17	99	82	-17						
	5	34	7	97	71	-26	100	100	0				100	100	0			
	6	23	6	100	83	-17	100	100	0									
	7																	
	8																	
	Total	205	32	97	80	-17	98	89	-9	99	82	-17	100	100	0			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Mandarin Immersion Magnet School

School No: 460

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	14		100		
	Biology	15		100		
	US History					
2018	English I					
	English II					
	Algebra I					
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I					
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ila McNamara Elementary School

School No: 227

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	16	80	94	49	-45	81	69	-12								
	4	35	84	94	45	-49	97	57	-40	94	38	-56					
	5	46	75	87	42	-45	93	58	-35				98	65	-33		
	6																
	7																
	8																
	Total	97	239	92	45	-47	90	61	-29	94	38	-56	98	65	-33		
2018	3	19	85	89	52	-37	95	73	-22								
	4	25	91	92	51	-41	92	60	-32	96	48	-48					
	5	41	80	100	36	-64	100	58	-42				100	55	-45		
	6																
	7																
	8																
	Total	85	256	94	46	-48	96	64	-32	96	48	-48	100	55	-45		
2017	3	24	57	79	53	-26	79	69	-10								
	4	27	92	96	48	-48	96	63	-33	96	55	-41					
	5	35	76	91	51	-40	97	64	-33				94	61	-33		
	6																
	7																
	8																
	Total	86	225	89	51	-38	91	65	-26	96	55	-41	94	61	-33		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		42		67		62										
	4		18		44		56			24							
	5	1	8	*	33	*	*		*	*	*	*	17	*			
	Total	1	68	*	48	*	*	59	*	*	24	*	*	17	*		
2018	3		25		78		56										
	4		14		58		75			9							
	5		9		88		29						20				
	Total		48		75		53			9			20				
2017	3		51		76		51										
	4		17		75		36			40							
	5		12		75		30										
	Total		80		75		39			40							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Memorial Elementary School

School No: 204

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	22	27	100	100	0	95	78	-17								
	4	22	18	100	67	-33	100	94	-6	91	61	-30					
	5	27	21	96	81	-15	100	81	-19				93	62	-31		
	6																
	7																
	8																
	Total	71	66	99	83	-16	98	84	-14	91	61	-30	93	62	-31		
2018	3	27	28	85	69	-16	89	68	-21								
	4	31	16	100	69	-31	94	56	-38	94	38	-56					
	5	23	20	100	60	-40	96	80	-16				87	30	-57		
	6																
	7																
	8																
	Total	81	64	95	66	-29	93	68	-25	94	38	-56	87	30	-57		
2017	3	25	30	88	55	-33	84	73	-11								
	4	32	24	94	46	-48	90	63	-27	97	50	-47					
	5	21	26	90	36	-54	100	45	-55				81	31	-50		
	6																
	7																
	8																
	Total	78	80	91	46	-45	91	60	-31	97	50	-47	81	31	-50		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		6		67												
	4	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*	
	5																
	Total	1	9	*	67	*	*	*	*	*	*	*	*	*	*	*	
2018	3		2		*			*			*			*			
	4																
	5																
	Total		2		*			*			*			*			
2017	3		10		30												
	4		4		*			*			*			*		*	
	5		4		*			*			*			*		*	
	Total		18		52			25			75						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Meyerland Performing and Visual Arts Middle School School No: 55

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	319	194	89	41	-48	89	49	-40									
	7	248	203	96	60	-36	91	55	-36	92	51	-41						
	8	323	254	98	71	-27	97	76	-21				92	58	-34	82	33	-49
	Total	890	651	94	73	-21	92	60	-32	92	51	-41	92	58	-34	82	33	-49
2018	3																	
	4																	
	5																	
	6	257	274	92	59	-33	95	72	-23									
	7	212	283	96	66	-30	99	64	-35	95	56	-39						
	8	254	310	97	73	-24	95	73	-22				95	62	-33	88	42	-46
	Total	723	867	95	77	-18	96	70	-26	95	56	-39	95	62	-33	88	42	-46
2017	3																	
	4																	
	5																	
	6	291	242	91	55	-36	94	66	-28									
	7	285	304	96	66	-30	96	65	-31	97	66	-31						
	8	255	337	96	76	-20	95	65	-30				97	68	-29	87	40	-47
	Total	831	883	94	78	-16	95	65	-30	97	66	-31	97	68	-29	87	40	-47

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Meyerland Performing and Visual Arts Middle School School No: 55

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	67	3	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	106	35	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	98	10	100	100	0
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Middle College High School at HCC Gulfton

School No: 484

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	2	47	*	38	*
	English II	12	55	92	42	-50
	Algebra I	2	27	*	70	*
	Biology	2	27	*	59	*
	US History	13	35	100	91	-9
2018	English I	7	27	86	30	-56
	English II	3	52	*	25	*
	Algebra I	6	28	67	54	-13
	Biology	6	15	100	60	-40
	US History	2	36	*	83	*
2017	English I	3	44	*	7	*
	English II	2	61	*	13	*
	Algebra I	1	34	*	32	*
	Biology	2	23	*	30	*
	US History	2	56	*	63	*

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	31	30.0	41.8	11.8	29	30.0	42.6	12.6
TxCHSE	2	0.0	3.0	3.0	0			
Continuers	21	10.0	29.9	19.9	19	30.0	26.2	-3.8
Completion	54	40.0	74.6	34.6	48	60.0	68.8	8.8

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

A. A. Milne Elementary School

School No: 299

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	22	53	68	36	-32	59	32	-27								
	4	29	47	79	40	-39	82	40	-42	59	30	-29					
	5	12	71	75	49	-26	92	57	-35				75	27	-48		
	6																
	7																
	8																
	Total	63	171	74	42	-32	78	43	-35	59	30	-29	75	27	-48		
2018	3	55	14	65	43	-22	69	36	-33								
	4	21	70	52	23	-29	62	40	-22	38	10	-28					
	5	19	59	63	53	-10	79	76	-3				68	59	-9		
	6																
	7																
	8																
	Total	95	143	60	40	-20	70	51	-19	38	10	-28	68	59	-9		
2017	3	53	15	38	47	9	49	43	-6								
	4	43	54	60	31	-29	50	55	5	51	41	-10					
	5	34	56	65	41	-24	68	43	-25				53	33	-20		
	6																
	7																
	8																
	Total	130	125	54	40	-14	56	47	-9	51	41	-10	53	33	-20		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	3	19	*	32	*	*	42	*	*	*	*	*	*			
	4																
	5																
	Total	3	19	*	32	*	*	42	*	*	*	*	*	*			
2018	3	1	21	*	62	*	*	62	*	*	*	*	*	*			
	4																
	5																
	Total	1	21	*	62	*	*	62	*	*	*	*	*	*			
2017	3	4	30	*	52	*	*	57	*	*	*	*	*	*			
	4																
	5																
	Total	4	30	*	52	*	*	57	*	*	*	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Pat Neff Elementary School

School No: 394

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	26	163	85	55	-30	92	72	-20									
	4	58	135	96	52	-44	95	54	-41	86	36	-50						
	5	51	119	88	59	-29	94	72	-22				88	45	-43			
	6																	
	7																	
	8																	
	Total	135	417	90	55	-35	94	66	-28	86	36	-50	88	45	-43			
2018	3	46	145	72	56	-16	67	71	4									
	4	40	125	92	49	-43	95	67	-28	88	30	-58						
	5	55	116	96	47	-49	100	68	-32				100	67	-33			
	6																	
	7																	
	8																	
	Total	141	386	87	51	-36	87	69	-18	88	30	-58	100	67	-33			
2017	3	34	130	76	55	-21	82	72	-10									
	4	48	133	100	41	-59	89	59	-30	85	34	-51						
	5	66	86	95	36	-59	97	58	-39				92	66	-26			
	6																	
	7																	
	8																	
	Total	148	349	90	44	-46	89	63	-26	85	34	-51	92	66	-26			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	1	5	*	40	*	*		*		*	*		*		*	
	4	1	4	*	*	*	*	*	*	*	*	*	*	*	*	*	
	5																
	Total	2	9	*	40	*	*		*		*		*		*		
2018	3		9		44				11								
	4		6		17												
	5		11		9												
	Total		26		23				11								
2017	3		9		25				33								
	4		15		23				8			20					
	5		13		31												
	Total		37		26				21			20					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Cynthia Parker Elementary School

School No: 215

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	80	32	100	53	-47	93	72	-21								
	4	86	47	94	57	-37	99	67	-32	91	49	-42					
	5	79	58	97	64	-33	97	83	-14				87	47	-40		
	6																
	7																
	8																
	Total	245	137	97	58	-39	96	74	-22	91	49	-42	87	47	-40		
2018	3	89	23	92	70	-22	93	74	-19								
	4	82	56	96	53	-43	99	80	-19	89	39	-50					
	5	87	45	100	76	-24	99	84	-15				93	68	-25		
	6																
	7																
	8																
	Total	258	124	96	66	-30	97	79	-18	89	39	-50	93	68	-25		
2017	3	94	17	84	59	-25	94	71	-23								
	4	94	42	98	57	-41	98	88	-10	90	52	-38					
	5	87	36	98	64	-34	100	83	-17				94	58	-36		
	6																
	7																
	8																
	Total	275	95	93	60	-33	97	81	-16	90	52	-38	94	58	-36		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		21														
	4		1		*				*			*				*	
	5		1		*				*			*				*	
	Total		23						81			100					
2018	3	1	19		*	63		*	*	79		*		*		*	
	4																
	5																
	Total	1	19		*	63		*	*	79		*		*		*	
2017	3		22			73				45							
	4		1		*				*			*				*	
	5																
	Total		23			73				45							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John J. Pershing Middle School

School No: 64

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	379	219	90	39	-51	96	65	-31									
	7	283	201	91	46	-45	91	46	-45	91	39	-52						
	8	429	222	98	54	-44	98	56	-42				96	55	-41	88	37	-51
	Total	1,091	642	93	63	-30	95	56	-39	91	39	-52	96	55	-41	88	37	-51
2018	3																	
	4																	
	5																	
	6	239	300	92	60	-32	93	68	-25									
	7	228	301	96	66	-30	95	65	-30	94	58	-36						
	8	292	321	99	75	-24	98	72	-26				97	53	-44	90	40	-50
	Total	759	922	96	78	-18	95	68	-27	94	58	-36	97	53	-44	90	40	-50
2017	3																	
	4																	
	5																	
	6	326	240	97	53	-44	99	65	-34									
	7	222	267	91	50	-41	93	49	-44	94	57	-37						
	8	294	288	97	69	-28	98	67	-31				94	53	-41	89	45	-44
	Total	842	795	95	72	-23	97	60	-37	94	57	-37	94	53	-41	89	45	-44

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

John J. Pershing Middle School

School No: 64

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	97	2	100	*	*
	Biology	45		100		
	US History					
2018	English I					
	English II					
	Algebra I	92	17	100	100	0
	Biology	42	9	100	100	0
	US History					
2017	English I					
	English II					
	Algebra I	131	6	100	100	0
	Biology	60	4	100	*	*
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Thomas Pilgrim Academy

School No: 218

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	14	105	79	53	-26	79	80	1									
	4	16	96	94	68	-26	88	79	-9	81	57	-24						
	5	52	91	90	49	-41	92	75	-17				90	62	-28			
	6	29	78	90	39	-51	100	74	-26									
	7	41	64	88	58	-30	90	63	-27	93	56	-37						
	8	42	54	95	44	-51	96	74	-22				98	74	-24	98	36	-62
	Total	194	488	89	60	-29	91	74	-17	87	57	-30	94	68	-26	98	36	-62
2018	3	22	113	64	53	-11	73	83	10									
	4	29	104	83	50	-33	83	74	-9	83	48	-35						
	5	26	99	92	61	-31	92	86	-6				92	77	-15			
	6	41	68	93	32	-61	93	62	-31									
	7	36	63	97	54	-43	100	60	-40	100	40	-60						
	8	21	79	95	63	-32	100	88	-12				100	85	-15	100	51	-49
	Total	175	526	87	62	-25	90	76	-14	92	44	-48	96	81	-15	100	51	-49
2017	3	24	112	83	50	-33	96	85	-11									
	4	28	108	96	57	-39	93	65	-28	89	53	-36						
	5	47	71	96	38	-58	96	72	-24				98	66	-32			
	6	38	71	92	30	-62	95	66	-29									
	7	27	77	96	50	-46	100	64	-36	93	53	-40						
	8	38	66	89	55	-34	86	70	-16				92	75	-17	89	55	-34
	Total	202	505	92	57	-35	94	70	-24	91	53	-38	95	71	-24	89	55	-34

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science						
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff				
2019	3																	
	4	2	6	*	33	*	*	17	*	*	33	*	*	*	*	*	*	
	5																	
	Total	2	6	*	33	*	*	17	*	*	33	*	*	*	*	*	*	
2018	3																	
	4																	
	5																	
	Total																	
2017	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Thomas Pilgrim Academy

School No: 218

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	16	1	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	12	3	100	*	*
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	18	2	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Pin Oak Middle School

School No: 337

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	336	67	96	46	-50	99	73	-26									
	7	313	77	100	68	-32	98	76	-22	99	68	-31						
	8	323	78	100	71	-29	100	79	-21				100	68	-32	97	45	-52
	Total	972	222	99	78	-21	99	76	-23	99	68	-31	100	68	-32	97	45	-52
2018	3																	
	4																	
	5																	
	6	306	107	97	70	-27	97	79	-18									
	7	306	113	99	66	-33	97	68	-29	98	58	-40						
	8	310	90	100	78	-22	100	72	-28				100	70	-30	96	53	-43
	Total	922	310	99	80	-19	98	73	-25	98	58	-40	100	70	-30	96	53	-43
2017	3																	
	4																	
	5																	
	6	335	85	98	46	-52	99	61	-38									
	7	326	85	99	78	-21	100	70	-30	100	80	-20						
	8	301	86	100	73	-27	98	73	-25				99	60	-39	94	47	-47
	Total	962	256	99	83	-16	99	68	-31	100	80	-20	99	60	-39	94	47	-47

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Pin Oak Middle School

School No: 337

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	210		100		
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I					
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	232	7	100	100	0
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Piney Point Elementary School

School No: 219

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	22	96	86	63	-23	77	59	-18								
	4	33	142	70	53	-17	76	67	-9	61	46	-15					
	5	49	126	94	40	-54	96	61	-35				88	27	-61		
	6																
	7																
	8																
	Total	104	364	83	52	-31	83	62	-21	61	46	-15	88	27	-61		
2018	3	35	78	60	68	8	63	71	8								
	4	31	165	70	43	-27	77	71	-6	70	40	-30					
	5	27	123	89	59	-30	81	67	-14				96	53	-43		
	6																
	7																
	8																
	Total	93	366	73	57	-16	74	70	-4	70	40	-30	96	53	-43		
2017	3	43	94	56	59	3	56	67	11								
	4	24	136	75	35	-40	83	64	-19	63	31	-32					
	5	37	117	76	34	-42	84	52	-32				76	39	-37		
	6																
	7																
	8																
	Total	104	347	69	43	-26	74	61	-13	63	31	-32	76	39	-37		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	1	70	*	71	*	*	73	*	*		*		*			
	4		8		38			13		33							
	5	1	7	*	86	*	*	29	*	*		*	14	*			
	Total	2	85	*	65	*	*	38	*	*	33	*	*	14	*		
2018	3		64		61			75									
	4		4		*		*	*		*			*				
	5	1	10	*	56	*	*	11	*	*		*		*			
	Total	1	78	*	56	*	*	43	*	*	25	*	*		*		
2017	3	2	75	*	47	*	*	65	*	*		*		*			
	4	2	9	*	56	*	*	22	*	*	44	*	*	*			
	5	2	2	*	*	*	*	*	*	*	*	*	*	*			
	Total	6	86	50	52	2	50	44	-6	44							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Edgar Allan Poe Elementary School

School No: 221

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	88	28	95	64	-31	95	79	-16								
	4	95	51	96	57	-39	93	47	-46	88	47	-41					
	5	101	61	98	58	-40	98	62	-36				92	38	-54		
	6																
	7																
	8																
	Total	284	140	96	60	-36	95	63	-32	88	47	-41	92	38	-54		
2018	3	102	15	89	80	-9	87	73	-14								
	4	107	41	93	54	-39	89	59	-30	85	56	-29					
	5	80	54	98	80	-18	99	70	-29				96	46	-50		
	6																
	7																
	8																
	Total	289	110	93	71	-22	92	67	-25	85	56	-29	96	46	-50		
2017	3	108	16	91	75	-16	94	63	-31								
	4	91	42	91	62	-29	92	62	-30	86	57	-29					
	5	93	53	97	55	-42	99	66	-33				96	60	-36		
	6																
	7																
	8																
	Total	292	111	93	64	-29	95	64	-31	86	57	-29	96	60	-36		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		18		83			83						
	4													
	5													
	Total		18		83			83						
2018	3		20		65			60						
	4													
	5													
	Total		20		65			60						
2017	3		13		62			46						
	4		2		*			*			*			*
	5		1		*			*			*			*
	Total		16		56			73			100			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Samuel Red Elementary School

School No: 224

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	55	40	95	58	-37	93	75	-18								
	4	55	26	89	31	-58	84	38	-46	89	46	-43					
	5	48	26	100	58	-42	100	69	-31				100	58	-42		
	6																
	7																
	8																
	Total	158	92	95	49	-46	92	61	-31	89	46	-43	100	58	-42		
2018	3	55	38	89	71	-18	85	74	-11								
	4	52	32	98	66	-32	96	78	-18	92	63	-29					
	5	49	38	96	78	-18	98	84	-14				90	74	-16		
	6																
	7																
	8																
	Total	156	108	94	72	-22	93	79	-14	92	63	-29	90	74	-16		
2017	3	60	36	87	56	-31	87	75	-12								
	4	72	32	93	50	-43	97	69	-28	82	44	-38					
	5	48	43	89	53	-36	98	81	-17				92	53	-39		
	6																
	7																
	8																
	Total	180	111	90	53	-37	94	75	-19	82	44	-38	92	53	-39		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5	1		*		*			*			*			*		
	Total	1		*		*			*			*			*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Paul Revere Middle School

School No: 60

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	166	238	77	32	-45	82	53	-29									
	7	198	231	87	35	-52	84	32	-52	82	29	-53						
	8	155	223	88	43	-45	83	47	-36				89	55	-34	84	39	-45
	Total	519	692	84	52	-32	83	44	-39	82	29	-53	89	55	-34	84	39	-45
2018	3																	
	4																	
	5																	
	6	146	281	89	36	-53	88	54	-34									
	7	133	266	87	42	-45	83	42	-41	83	33	-50						
	8	131	301	84	49	-35	74	47	-27				78	43	-35	80	44	-36
	Total	410	848	87	60	-27	82	48	-34	83	33	-50	78	43	-35	80	44	-36
2017	3																	
	4																	
	5																	
	6	146	261	81	40	-41	86	56	-30									
	7	152	295	91	45	-46	87	42	-45	85	40	-45						
	8	169	285	79	45	-34	72	54	-18				79	45	-34	74	37	-37
	Total	467	841	84	57	-27	82	51	-31	85	40	-45	79	45	-34	74	37	-37

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Paul Revere Middle School

School No: 60

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	54	6	100	100	0
	Biology	33	8	100	88	-12
	US History					
2018	English I					
	English II					
	Algebra I	46	15	100	93	-7
	Biology	28	5	100	100	0
	US History					
2017	English I					
	English II					
	Algebra I	63	11	100	100	0
	Biology	21		100		
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

River Oaks Elementary School

School No: 228

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	92	16	98	81	-17	97	69	-28								
	4	98	13	98	69	-29	97	69	-28	99	69	-30					
	5	103	8	100	63	-37	100	88	-12				97	63	-34		
	6																
	7																
	8																
	Total	293	37	99	71	-28	98	75	-23	99	69	-30	97	63	-34		
2018	3	51	61	94	92	-2	92	97	5								
	4	83	26	96	92	-4	98	100	2	98	100	2					
	5	91	14	100	79	-21	99	86	-13				98	64	-34		
	6																
	7																
	8																
	Total	225	101	97	88	-9	96	94	-2	98	100	2	98	64	-34		
2017	3	107	5	100	80	-20	100	100	0								
	4	102	5	98	20	-78	99	40	-59	93	20	-73					
	5	136	13	98	62	-36	99	54	-45				97	69	-28		
	6																
	7																
	8																
	Total	345	23	99	54	-45	99	65	-34	93	20	-73	97	69	-28		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5		1		*		*		*		*		*		*		*
	Total		1		*		*		*		*		*		*		*
2018	3																
	4																
	5																
	Total																
2017	3																
	4	1		*		*		*		*		*		*		*	
	5																
	Total	1		*		*		*		*		*		*		*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Oran Roberts Elementary School

School No: 229

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	84	25	99	72	-27	99	84	-15								
	4	115	12	98	83	-15	96	58	-38	97	50	-47					
	5	96	13	100	77	-23	100	92	-8				100	73	-27		
	6																
	7																
	8																
	Total	295	50	99	77	-22	98	78	-20	97	50	-47	100	73	-27		
2018	3	113	28	98	82	-16	98	93	-5								
	4	101	24	99	68	-31	100	77	-23	99	63	-36					
	5	79	9	99	89	-10	99	78	-21				99	78	-21		
	6																
	7																
	8																
	Total	293	61	99	80	-19	99	83	-16	99	63	-36	99	78	-21		
2017	3	118	25	97	52	-45	98	76	-22								
	4	106	17	97	53	-44	97	71	-26	97	53	-44					
	5	98	16	100	50	-50	100	88	-12				98	60	-38		
	6																
	7																
	8																
	Total	322	58	98	52	-46	98	78	-20	97	53	-44	98	60	-38		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4		2		*				*			*			*		
	5		3		*				*			*			*		
	Total		5		100				100			100			67		
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Sylvan Rodriguez Elementary School

School No: 372

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	12	94	83	62	-21	83	78	-5								
	4	20	138	90	61	-29	90	82	-8	90	59	-31					
	5	26	100	96	61	-35	100	79	-21				92	59	-33		
	6																
	7																
	8																
	Total	58	332	90	61	-29	91	80	-11	90	59	-31	92	59	-33		
2018	3	23	98	78	59	-19	78	77	-1								
	4	15	102	100	66	-34	100	82	-18	80	67	-13					
	5	16	101	88	68	-20	81	88	7				88	82	-6		
	6																
	7																
	8																
	Total	54	301	89	64	-25	86	82	-4	80	67	-13	88	82	-6		
2017	3	22	109	68	62	-6	82	65	-17								
	4	12	105	75	68	-7	83	80	-3	75	68	-7					
	5	32	102	97	52	-45	100	83	-17				100	62	-38		
	6																
	7																
	8																
	Total	66	316	80	61	-19	88	76	-12	75	68	-7	100	62	-38		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		50		54			53									
	4		7		43			43			80						
	5	1		*		*		*		*		*		*		*	
	Total	1	57	*	49	*	*	48	*	*	80	*	*		*		*
2018	3	1	42	*	79	*	*	89	*	*		*		*		*	
	4		13		54			46			27						
	5		7		43			50								60	
	Total	1	62	*	59	*	*	62	*	*	27	*	*		*	60	*
2017	3		67		52			57									
	4	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	5	1	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	2	71	*	76	*	*	57	*	*		*	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Thomas Horace Rogers School

School No: 39

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	62	12	95	42	-53	97	42	-55									
	4	60	13	98	31	-67	100	38	-62	97	31	-66						
	5	69	9	100	44	-56	100	44	-56				100	44	-56			
	6	152	10	99	40	-59	100	80	-20									
	7	153	7	100	57	-43	100	71	-29	99	57	-42						
	8	144	8	100	50	-50	100	33	-67				100	50	-50	100	50	-50
	Total	640	59	99	54	-45	100	51	-49	98	44	-54	100	47	-53	100	50	-50
2018	3	58	15	86	73	-13	88	80	-8									
	4	55	19	100	58	-42	98	58	-40	96	58	-38						
	5	73	8	100	25	-75	100	38	-62				99	25	-74			
	6	123	28	98	86	-12	99	89	-10									
	7	131	16	99	81	-18	99	81	-18	98	81	-17						
	8	133	24	100	54	-46	100	57	-43				99	58	-41	100	92	-8
	Total	573	110	97	65	-32	97	67	-30	97	70	-27	99	42	-57	100	92	-8
2017	3	65	4	88	*	*	88	*	*									
	4	64	5	97			98	20	-78	95								
	5	71	8	99	50	-49	100	38	-62				99	50	-49			
	6	131	10	100	50	-50	100	60	-40									
	7	132	18	100	24	-76	100	35	-65	99	31	-68						
	8	118	16	100	69	-31	100	64	-36				100	69	-31	100	75	-25
	Total	581	61	97	59	-38	98	45	-53	97	31	-66	100	60	-40	100	75	-25

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Thomas Horace Rogers School

School No: 39

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	83	2	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	76	6	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	54	1	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	0				0			
TxCHSE	0				0			
Continuers	2	100.0	100.0	0.0	3		75.0	
Completion	2	100.0	100.0	0.0	3		75.0	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

School at St. George Place

School No: 353

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	57	56	98	79	-19	96	84	-12									
	4	76	45	88	64	-24	92	67	-25	85	36	-49						
	5	74	33	97	67	-30	97	85	-12				86	42	-44			
	6																	
	7																	
	8																	
	Total	207	134	94	70	-24	95	79	-16	85	36	-49	86	42	-44			
2018	3	78	45	88	73	-15	85	78	-7									
	4	68	44	96	55	-41	94	68	-26	87	43	-44						
	5	74	43	95	72	-23	97	77	-20				88	50	-38			
	6																	
	7																	
	8																	
	Total	220	132	93	67	-26	92	74	-18	87	43	-44	88	50	-38			
2017	3	86	37	90	59	-31	91	57	-34									
	4	72	39	97	56	-41	96	74	-22	96	34	-62						
	5	68	51	95	64	-31	100	86	-14				91	63	-28			
	6																	
	7																	
	8																	
	Total	226	127	94	60	-34	96	72	-24	96	34	-62	91	63	-28			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4		1		*			*			*			*			
	5																
	Total		1		*			*			*			*			
2018	3	1		*		*			*			*			*		
	4		2		*			*			*			*			*
	5		1		*			*			*			*			*
	Total	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Shadowbriar Elementary School

School No: 276

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	48	35	75	37	-38	71	46	-25								
	4	32	36	81	42	-39	81	47	-34	63	26	-37					
	5	28	42	86	60	-26	82	38	-44				85	40	-45		
	6																
	7																
	8																
	Total	108	113	81	46	-35	78	44	-34	63	26	-37	85	40	-45		
2018	3	44	19	66	53	-13	61	53	-8								
	4	39	32	77	28	-49	92	50	-42	72	16	-56					
	5	45	31	87	48	-39	89	52	-37				84	39	-45		
	6																
	7																
	8																
	Total	128	82	77	43	-34	81	52	-29	72	16	-56	84	39	-45		
2017	3	55	8	62	50	-12	56	38	-18								
	4	43	39	77	32	-45	88	46	-42	74	31	-43					
	5	39	68	87	46	-41	87	44	-43				97	53	-44		
	6																
	7																
	8																
	Total	137	115	75	43	-32	77	43	-34	74	31	-43	97	53	-44		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4		2		*			*			*			*			
	5																
	Total		2		*			*			*			*			
2018	3		1		*			*			*			*			
	4																
	5	1		*		*		*		*		*		*		*	
	Total	1	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2017	3																
	4																
	5	1		*		*		*		*		*		*		*	
	Total	1		*		*		*		*		*		*		*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Sharpstown International School

School No: 81

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	126	55	92	62	-30	98	93	-5									
	7	114	59	97	73	-24	96	88	-8	96	75	-21						
	8	99	54	98	74	-24							99	89	-10	93	74	-19
	Total	339	168	96	80	-16	97	91	-6	96	75	-21	99	89	-10	93	74	-19
2018	3																	
	4																	
	5																	
	6	97	70	92	70	-22	100	89	-11									
	7	76	80	97	81	-16	100	85	-15	93	70	-23						
	8	81	84	99	79	-20							95	83	-12	91	69	-22
	Total	254	234	96	84	-12	100	87	-13	93	70	-23	95	83	-12	91	69	-22
2017	3																	
	4																	
	5																	
	6	90	50	91	56	-35	100	86	-14									
	7	81	77	99	77	-22	98	90	-8	98	78	-20						
	8	69	92	96	83	-13	100	92	-8				96	82	-14	97	60	-37
	Total	240	219	95	84	-11	99	89	-10	98	78	-20	96	82	-14	97	60	-37

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Sharpstown International School

School No: 81

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	113	78	98	76	-22
	English II	90	57	99	81	-18
	Algebra I	116	65	100	97	-3
	Biology	114	70	100	96	-4
	US History	80	54	100	100	0
2018	English I	57	114	96	76	-20
	English II	63	86	100	91	-9
	Algebra I	92	176	100	97	-3
	Biology	56	110	100	95	-5
	US History	51	114	100	99	-1
2017	English I	76	81	100	85	-15
	English II	73	103	100	84	-16
	Algebra I	77	77	100	100	0
	Biology	78	79	100	97	-3
	US History	40	76	100	99	-1

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	126	100.0	97.6	-2.4	115	95.3	97.4	2.0
TxCHSE	0				1	0.0	1.3	1.3
Continuers	1	0.0	1.2	1.2	2	4.7	0.0	-4.7
Completion	127	100.0	98.8	-1.2	118	100.0	98.7	-1.3

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

William Sutton Elementary School

School No: 248

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	29	85	97	53	-44	93	59	-34									
	4	31	93	87	55	-32	87	67	-20	90	49	-41						
	5	52	116	98	62	-36	94	82	-12				88	54	-34			
	6																	
	7																	
	8																	
	Total	112	294	94	57	-37	91	69	-22	90	49	-41	88	54	-34			
2018	3	25	71	84	56	-28	80	62	-18									
	4	42	82	90	52	-38	95	66	-29	80	43	-37						
	5	47	116	96	69	-27	96	87	-9				94	65	-29			
	6																	
	7																	
	8																	
	Total	114	269	90	59	-31	90	72	-18	80	43	-37	94	65	-29			
2017	3	48	68	75	56	-19	67	67	0									
	4	29	81	83	59	-24	97	70	-27	93	58	-35						
	5	48	88	90	69	-21	94	86	-8				92	72	-20			
	6																	
	7																	
	8																	
	Total	125	237	83	61	-22	86	74	-12	93	58	-35	92	72	-20			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	2	60	*	73	*	*	63	*	*	*	*	*	*	
	4	1	57	*	64	*	*	75	*	*	77	*	*	*	
	5		17		71			73							
	Total	3	134	*	69	*	*	70	*	*	77	*	*	*	
2018	3		68		81			71							
	4		56		48			87			52				
	5		12		91			90							
	Total		136		73			83			52				
2017	3		70		70			79							
	4		72		61			74			72				
	5		1		*			*			*		*		
	Total		143		77			77			72				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Tanglewood Middle School

School No: 68

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	154	120	94	46	-48	96	75	-21									
	7	160	121	94	66	-28	91	53	-38	91	49	-42						
	8	156	109	97	58	-39	95	58	-37				93	53	-40	79	30	-49
	Total	470	350	95	73	-22	94	62	-32	91	49	-42	93	53	-40	79	30	-49
2018	3																	
	4																	
	5																	
	6	135	154	95	56	-39	92	68	-24									
	7	123	151	97	58	-39	89	58	-31	94	52	-42						
	8	92	171	98	72	-26	100	74	-26				95	57	-38	88	51	-37
	Total	350	476	97	75	-22	94	67	-27	94	52	-42	95	57	-38	88	51	-37
2017	3																	
	4																	
	5																	
	6	146	130	92	52	-40	94	67	-27									
	7	103	160	90	56	-34	86	50	-36	91	48	-43						
	8	77	140	99	68	-31	92	65	-27				95	57	-38	94	53	-41
	Total	326	430	94	72	-22	91	61	-30	91	48	-43	95	57	-38	94	53	-41

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Tanglewood Middle School

School No: 68

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	47	4	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	37	11	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	54	14	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Eleanor Tinsley Elementary School

School No: 374

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	13	66	69	61	-8	69	71	2								
	4	20	121	80	41	-39	85	49	-36	78	33	-45					
	5	28	97	89	52	-37	96	82	-14				89	55	-34		
	6																
	7																
	8																
	Total	61	284	79	51	-28	83	67	-16	78	33	-45	89	55	-34		
2018	3	25	38	44	68	24	48	71	23								
	4	29	114	86	36	-50	90	67	-23	86	30	-56					
	5	24	121	88	49	-39	92	64	-28				75	53	-22		
	6																
	7																
	8																
	Total	78	273	73	51	-22	77	67	-10	86	30	-56	75	53	-22		
2017	3	44	39	55	54	-1	64	68	4								
	4	19	84	79	43	-36	79	61	-18	79	36	-43					
	5	25	95	80	44	-36	80	72	-8				56	37	-19		
	6																
	7																
	8																
	Total	88	218	71	47	-24	74	67	-7	79	36	-43	56	37	-19		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		67		58			73									
	4	1	23	*	22	*	*	*	*	26	*	*	*				
	5																
	Total	1	90	*	40	*	*	73	*	*	26	*	*	*			
2018	3		83		67			58									
	4		38		32					29							
	5																
	Total		121		50			58		29							
2017	3	1	86	*	49	*	*	62	*	*	*	*	*				
	4	2	48	*	31	*	*	28	*	*	26	*	*				
	5	1	21	*	57	*	*	43	*	*	*	*	14				
	Total	4	155	*	46	*	*	44	*	*	26	*	*	14			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Mark Twain Elementary School

School No: 251

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	92	36	93	56	-37	91	66	-25									
	4	104	32	97	47	-50	96	53	-43	97	43	-54						
	5	109	31	99	71	-28	100	81	-19				99	53	-46			
	6																	
	7																	
	8																	
	Total	305	99	96	58	-38	96	67	-29	97	43	-54	99	53	-46			
2018	3	82	46	93	83	-10	91	91	0									
	4	84	38	96	71	-25	98	79	-19	94	71	-23						
	5	130	33	98	73	-25	100	82	-18				96	58	-38			
	6																	
	7																	
	8																	
	Total	296	117	96	76	-20	96	84	-12	94	71	-23	96	58	-38			
2017	3	95	29	97	48	-49	97	76	-21									
	4	118	26	98	65	-33	97	65	-32	97	56	-41						
	5	98	25	99	71	-28	99	92	-7				94	68	-26			
	6																	
	7																	
	8																	
	Total	311	80	98	61	-37	98	78	-20	97	56	-41	94	68	-26			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	10	3	89	*	*	100	*	*							*	*
	4	10	7	100	40	-60	100	60	-40	100	57	-43					
	5																
	Total	20	10	95	70	-25	100	80	-20	100	57	-43					
2018	3	9	9	100	75	-25	100	89	-11								
	4	10	9	100	89	-11	100	100	0	100	89	-11					
	5																
	Total	19	18	100	82	-18	100	95	-5	100	89	-11					
2017	3	18	5	100	100	0	100	100	0								
	4	10	6	89	100	11	100	80	-20	100	100	0					
	5																
	Total	28	11	95	100	5	100	90	-10	100	100	0					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Valley West Elementary School

School No: 285

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	45	44	89	57	-32	84	52	-32									
	4	53	64	82	40	-42	84	52	-32	72	30	-42						
	5	46	90	96	56	-40	93	71	-22				91	48	-43			
	6																	
	7																	
	8																	
	Total	144	198	89	51	-38	87	58	-29	72	30	-42	91	48	-43			
2018	3	69	25	68	56	-12	70	68	-2									
	4	50	68	82	43	-39	94	69	-25	73	43	-30						
	5	37	81	92	69	-23	92	78	-14				92	49	-43			
	6																	
	7																	
	8																	
	Total	156	174	81	56	-25	85	72	-13	73	43	-30	92	49	-43			
2017	3	67	22	66	59	-7	70	86	16									
	4	43	70	76	46	-30	83	49	-34	72	48	-24						
	5	50	75	94	62	-32	94	82	-12				96	72	-24			
	6																	
	7																	
	8																	
	Total	160	167	79	56	-23	82	72	-10	72	48	-24	96	72	-24			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	49		61				59						
	4	25		40				17		38				
	5													
	Total	74		51				38		38				
2018	3	53		62				77						
	4	26		31				42		58				
	5	1		*				*		*			*	
	Total	80		64				60		58				
2017	3	51		63				67						
	4	24		26				13		48				
	5	2		*				*		*			*	
	Total	77		45				40		48				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Walnut Bend Elementary School

School No: 253

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	36	71	67	42	-25	78	65	-13								
	4	38	75	79	41	-38	74	47	-27	55	31	-24					
	5	44	76	79	41	-38	86	66	-20				75	50	-25		
	6																
	7																
	8																
	Total	118	222	75	41	-34	79	59	-20	55	31	-24	75	50	-25		
2018	3	48	62	67	60	-7	56	65	9								
	4	45	79	87	38	-49	89	58	-31	64	25	-39					
	5	39	79	92	54	-38	92	63	-29				85	52	-33		
	6																
	7																
	8																
	Total	132	220	82	51	-31	79	62	-17	64	25	-39	85	52	-33		
2017	3	56	50	66	75	9	66	68	2								
	4	39	76	74	43	-31	85	56	-29	79	39	-40					
	5	56	60	93	55	-38	89	65	-24				89	47	-42		
	6																
	7																
	8																
	Total	151	186	78	58	-20	80	63	-17	79	39	-40	89	47	-42		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4		1		*			*			*			*			
	5		3		*			*			*			*			
	Total		4		*			*			*			*			
2017	3		22		45												
	4	1	2	*	*	*	*	*	*	*	*	*	*	*	*	*	
	5		1		*			*			*			*		*	
	Total	1	25	*	82	*	*	*	*	*	*	*	50	*	*	*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Louie Welch Middle School

School No: 56

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	76	137	67	31	-36	79	58	-21									
	7	65	130	75	47	-28	83	41	-42	71	39	-32						
	8	77	164	86	54	-32	89	67	-22				80	44	-36	69	39	-30
	Total	218	431	76	56	-20	84	55	-29	71	39	-32	80	44	-36	69	39	-30
2018	3																	
	4																	
	5																	
	6	36	168	64	33	-31	71	52	-19									
	7	59	207	78	41	-37	67	33	-34	67	27	-40						
	8	50	194	67	53	-14	67	62	-5				65	44	-21	56	41	-15
	Total	145	569	70	53	-17	68	49	-19	67	27	-40	65	44	-21	56	41	-15
2017	3																	
	4																	
	5																	
	6	82	183	67	31	-36	78	44	-34									
	7	59	182	75	44	-31	69	39	-30	62	36	-26						
	8	72	204	89	46	-43	71	43	-28				76	47	-29	59	17	-42
	Total	213	569	77	52	-25	73	42	-31	62	36	-26	76	47	-29	59	17	-42

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Louie Welch Middle School

School No: 56

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	25	25	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	18	22	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	19	6	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

West Briar Middle School

School No: 99

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	249	154	91	39	-52	93	64	-29									
	7	221	120	92	55	-37	85	58	-27	90	48	-42						
	8	234	141	97	76	-21	94	72	-22				95	66	-29	94	67	-27
	Total	704	415	93	74	-19	91	65	-26	90	48	-42	95	66	-29	94	67	-27
2018	3																	
	4																	
	5																	
	6	185	148	89	57	-32	96	61	-35									
	7	196	186	92	66	-26	89	71	-18	91	67	-24						
	8	185	172	95	74	-21	96	88	-8				92	70	-22	92	80	-12
	Total	566	506	92	76	-16	94	73	-21	91	67	-24	92	70	-22	92	80	-12
2017	3																	
	4																	
	5																	
	6	186	164	93	54	-39	96	82	-14									
	7	175	168	97	65	-32	93	64	-29	97	64	-33						
	8	150	189	97	79	-18	94	83	-11				96	72	-24	94	71	-23
	Total	511	521	96	79	-17	94	76	-18	97	64	-33	96	72	-24	94	71	-23

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

West Briar Middle School

School No: 99

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	101	4	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	90	10	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	105	18	98	94	-4
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

West University Elementary School

School No: 255

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	202	23	100	70	-30	100	65	-35									
	4	199	5	98	80	-18	97	100	3	97	100	3						
	5	193	15	100	93	-7	100	87	-13				99	86	-13			
	6																	
	7																	
	8																	
	Total	594	43	99	81	-18	99	84	-15	97	100	3	99	86	-13			
2018	3	207	3	98	*	*	100	*	*				*	*		*	*	
	4	208	12	99	75	-24	99	75	-24	99	67	-32						
	5	176	9	100	67	-33	99	67	-32				99	44	-55			
	6																	
	7																	
	8																	
	Total	591	24	99	58	-41	99	81	-18	99	67	-32	99	44	-55			
2017	3	219	3	99	*	*	99	*	*				*	*		*	*	
	4	200	6	98	67	-31	98	50	-48	98	50	-48						
	5	158	6	99	50	-49	99	83	-16				100	50	-50			
	6																	
	7																	
	8																	
	Total	577	15	99	72	-27	99	78	-21	98	50	-48	100	50	-50			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3				*									*	
	4		1												
	5														
	Total		1			*								*	
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Westside High School

School No: 36

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	433	411	94	49	-45
	English II	358	434	96	50	-46
	Algebra I	250	338	93	69	-24
	Biology	420	344	99	82	-17
	US History	339	298	99	88	-11
2018	English I	307	503	94	53	-41
	English II	291	469	97	62	-35
	Algebra I	144	355	97	82	-15
	Biology	290	436	99	85	-14
	US History	296	397	99	91	-8
2017	English I	355	474	95	50	-45
	English II	327	544	96	59	-37
	Algebra I	171	375	96	76	-20
	Biology	324	362	98	84	-14
	US History	294	394	99	90	-9

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	656	97.1	92.0	-5.1	620	91.6	90.3	-1.3
TxCHSE	5	0.6	0.8	0.1	6	1.3	0.5	-0.8
Continuers	16	0.3	3.9	3.5	14	0.3	3.4	3.1
Completion	677	98.1	96.7	-1.4	640	93.3	94.3	0.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Wharton K-8 Dual Language Academy

School No: 256

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5	21	40	86	70	-16	86	83	-3			81	67	-14				
	6	18	12	100	58	-42	100	92	-8									
	7	15	4	100	*	*	100	*	*	100	*	*		*	*		*	
	8	20	4	100	*	*		*	*		*	*	100	*	*	95	*	
	Total	74	60	97	86	-11	95	92	-3	100	100	0	91	84	-7	95	50	-45
2018	3																	
	4																	
	5	21	41	95	80	-15	100	90	-10			90	73	-17				
	6	10	13	100	85	-15	100	100	0									
	7	8	11	100	100	0	100	100	0	100	91	-9						
	8	9	13	100	92	-8							100	100	0	89	62	-27
	Total	48	78	99	93	-6	100	97	-3	100	91	-9	95	87	-8	89	62	-27
2017	3	1		*			*			*			*			*		
	4																	
	5	18	26	100	85	-15	100	100	0			100	88	-12				
	6	11	12	100	75	-25	100	92	-8									
	7	11	12	100	100	0	100	100	0	100	92	-8						
	8	11	7	100	100	0							100	100	0	73	86	13
	Total	52	57	100	96	-4	100	97	-3	100	92	-8	100	94	-6	73	86	13
Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science						
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff				
2019	3	22	39	86	72	-14	91	79	-12									
	4	20	41	90	68	-22	90	70	-20	90	78	-12						
	5																	
	Total	42	80	88	70	-18	91	75	-16	90	78	-12						
2018	3	33	31	70	90	20	88	77	-11									
	4	25	35	88	56	-32	92	85	-7	75	62	-13						
	5																	
	Total	58	66	79	73	-6	90	81	-9	75	62	-13						
2017	3	28	29	81	83	2	93	90	-3									
	4	22	38	91	63	-28	100	84	-16	95	82	-13						
	5																	
	Total	50	67	86	73	-13	97	87	-10	95	82	-13						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Wharton K-8 Dual Language Academy

School No: 256

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	20	4	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	9	13	100	92	-8
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	11	7	100	100	0
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Edward White Elementary School

School No: 267

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	18	46	72	50	-22	78	74	-4								
	4	30	97	100	60	-40	90	69	-21	97	56	-41					
	5	44	61	100	56	-44	100	90	-10				93	66	-27		
	6																
	7																
	8																
	Total	92	204	91	55	-36	89	78	-11	97	56	-41	93	66	-27		
2018	3	27	104	81	63	-18	93	73	-20								
	4	25	88	100	57	-43	100	91	-9	88	59	-29					
	5	53	67	100	66	-34	100	88	-12				91	64	-27		
	6																
	7																
	8																
	Total	105	259	94	62	-32	98	84	-14	88	59	-29	91	64	-27		
2017	3	35	40	94	70	-24	97	95	-2								
	4	50	74	94	42	-52	98	82	-16	94	57	-37					
	5	70	47	90	66	-24	96	89	-7				89	47	-42		
	6																
	7																
	8																
	Total	155	161	93	59	-34	97	89	-8	94	57	-37	89	47	-42		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		63		75			67									
	4		2		*			*			*		*				
	5																
	Total		65		63			67									
2018	3		50		52												
	4	1	3	*	*	*	*	*	*	*	*	*	*				
	5	1	2	*	*	*	*	*	*	*	*	*	*				
	Total	2	55	*	76	*	*	50	*	*	*	*	50	*			
2017	3		50		64			84									
	4		4		*			*			*		*				
	5		1		*			*			*		*				
	Total		55		80			78					100				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Mark White Elementary School

School No: 483

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	29	47	79	52	-27	83	64	-19								
	4	30	48	97	50	-47	90	56	-34	77	43	-34					
	5	34	41	94	61	-33	97	66	-31				94	48	-46		
	6																
	7																
	8																
	Total	93	136	90	54	-36	90	62	-28	77	43	-34	94	48	-46		
2018	3	40	48	83	54	-29	80	58	-22								
	4	46	49	82	51	-31	84	61	-23	72	45	-27					
	5	32	33	97	65	-32	94	63	-31				91	59	-32		
	6																
	7																
	8																
	Total	118	130	87	57	-30	86	61	-25	72	45	-27	91	59	-32		
2017	3	38	30	84	63	-21	84	73	-11								
	4	21	44	90	51	-39	90	67	-23	90	58	-32					
	5	13	17	85	65	-20	92	82	-10				85	59	-26		
	6																
	7																
	8																
	Total	72	91	86	60	-26	89	74	-15	90	58	-32	85	59	-26		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	4		*			*			*			*				
	4	3		*			*			*			*				
	5	1		*			*			*			*				
	Total	8		78			67			33							
2018	3	4		*			*			*			*				
	4	1	4	*	*	*	*	*	*	*	*	*	*	*			
	5	3		*			*			*			*				
	Total	1	11	*	58	*	*	50	*	*	50	*	*	50			
2017	3	5		40			60										
	4	3		*			*			*			*				
	5	1		*			*			*			*				
	Total	9		58			64			67							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Woodrow Wilson Montessori

School No: 259

West School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	37	16	100	69	-31	92	63	-29									
	4	38	23	95	43	-52	76	26	-50	82	35	-47						
	5	29	27	100	62	-38	100	50	-50				76	15	-61			
	6	15	14	93	64	-29	93	79	-14									
	7	14	10	100	30	-70	100	40	-60	100	20	-80						
	8	19	16	100	69	-31	100	33	-67				79	56	-23	89	38	-51
	Total	152	106	98	61	-37	94	49	-45	91	28	-63	78	36	-42	89	38	-51
2018	3	48	9	94	67	-27	81	56	-25									
	4	38	22	92	41	-51	89	27	-62	74	23	-51						
	5	22	25	91	68	-23	91	72	-19				76	60	-16			
	6	13	16	100	44	-56	100	44	-56									
	7	10	24	100	82	-18	100	59	-41	100	67	-33						
	8	16	10	94	60	-34	100	40	-60				93	33	-60	73	11	-62
	Total	147	106	95	70	-25	94	50	-44	87	45	-42	85	47	-38	73	11	-62
2017	3	45	8	84	38	-46	78	50	-28									
	4	31	17	90	47	-43	94	47	-47	65	31	-34						
	5	25	26	92	35	-57	100	58	-42				100	32	-68			
	6	11	24	100	63	-37	100	88	-12									
	7	16	10	100	75	-25	100	43	-57	100	50	-50						
	8	7	15	100	67	-33	100	50	-50				100	60	-40	71	20	-51
	Total	135	100	94	60	-34	95	56	-39	83	41	-42	100	46	-54	71	20	-51

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		5		100			100						
	4													
	5													
	Total		5		100			100						
2018	3		7		100			100						
	4													
	5													
	Total		7		100			100						
2017	3		4		*			*			*			*
	4													
	5													
	Total		4		*			*			*			*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Woodrow Wilson Montessori

School No: 259

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	17	4	82	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	13	5	92	40	-52
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	8	4	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Margaret Long Wisdom High School

School No: 9

West School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	65	630	69	20	-49
	English II	82	718	83	21	-62
	Algebra I	57	555	82	49	-33
	Biology	69	627	91	48	-43
	US History	119	378	99	63	-36
2018	English I	48	704	73	20	-53
	English II	71	797	92	21	-71
	Algebra I	42	690	74	58	-16
	Biology	52	797	77	45	-32
	US History	48	435	96	68	-28
2017	English I	73	772	73	12	-61
	English II	50	689	76	15	-61
	Algebra I	55	726	91	44	-47
	Biology	76	519	95	50	-45
	US History	46	318	98	65	-33

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	222	66.7	74.0	7.3	269	63.5	67.1	3.6
TxCHSE	1	1.7	0.0	-1.7	2	0.0	0.6	0.6
Continuers	39	3.3	15.0	11.7	79	13.5	20.9	7.3
Completion	262	71.7	89.0	17.4	350	77.0	88.5	11.5

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

A180 School Office Area

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	440	688	78	42	-36	79	53	-26									
	4	555	824	79	39	-40	75	43	-32	67	28	-39						
	5	449	993	84	47	-37	90	58	-32				82	46	-36			
	6	892	1,715	71	35	-36	77	45	-32									
	7	892	1,696	80	40	-40	75	40	-35	74	33	-41						
	8	993	1,964	86	46	-40	73	53	-20				80	44	-36	67	31	-36
	Total	4,221	7,880	79	45	-34	78	50	-28	69	29	-40	81	45	-36	67	31	-36
2018	3	792	434	55	48	-7	56	54	-2									
	4	493	912	74	35	-39	80	48	-32	63	24	-39						
	5	495	1,133	83	47	-36	82	51	-31				76	40	-36			
	6	701	1,862	75	32	-43	73	42	-31									
	7	741	2,090	72	41	-31	64	34	-30	70	33	-37						
	8	766	2,155	82	48	-34	71	46	-25				75	40	-35	64	25	-39
	Total	3,988	8,586	73	47	-26	71	47	-24	66	27	-39	76	40	-36	64	25	-39
2017	3	874	416	46	39	-7	53	47	-5									
	4	541	1,022	64	27	-37	63	29	-34	65	24	-41						
	5	469	1,061	71	35	-36	77	44	-33				71	36	-35			
	6	725	1,958	72	31	-41	74	36	-39									
	7	726	2,076	81	41	-40	71	34	-37	75	39	-36						
	8	813	2,136	78	41	-37	66	39	-27				71	39	-32	55	22	-33
	Total	4,148	8,669	67	40	-27	67	39	-28	69	30	-39	72	37	-34	55	22	-33

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	4	237	*	77	*	*	78	*								
	4	1	112	*	54	*	*	52	*	*	55	*					
	5	3	65	*	67	*	*	41	*				*	31	*		
	Total	8	414	75	70	-5	67	71	4			55	33	31	-2		
2018	3	1	219	*	70	*	*	71	*								
	4	5	105	75	43	-32	50	51	1	100	55	-45					
	5	2	47	*	59	*	*	53	*				*	70	*		
	Total	8	371	88	61	-27	75	64	-11	100	55	-45		70			
2017	3	7	237	50	46	-4	100	55	-45								
	4	3	55	*	42	*	*	60	*	*	50	*					
	5	4	20	*	58	*	*	35	*				*	27	*		
	Total	14	312	75	48	-27	100	54	-46	100	50	-50		27			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

A180 School Office Area

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	720	3,189	69	30	-39
	English II	839	2,935	84	33	-51
	Algebra I	907	2,374	91	78	-13
	Biology	774	2,288	94	73	-21
	US History	855	1,788	98	79	-19
2018	English I	651	3,680	72	28	-44
	English II	663	3,314	78	34	-44
	Algebra I	738	2,941	88	73	-15
	Biology	652	2,691	91	67	-24
	US History	558	1,995	95	76	-19
2017	English I	834	3,465	70	26	-44
	English II	720	3,116	75	28	-47
	Algebra I	898	2,971	86	70	-16
	Biology	771	2,429	87	63	-24
	US History	713	1,874	96	72	-24

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	1,773	58.5	62.1	3.6	1,898	62.8	62.0	-0.8
TxCHSE	62	5.3	0.6	-4.7	47	2.8	1.0	-1.8
Continuers	404	5.1	18.3	13.2	330	4.8	13.6	8.8
Completion	2,239	68.8	80.9	12.1	2,275	70.4	76.6	6.2

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

A180 School Office Area

Crispus Attucks Middle School
Edward Blackshear Elementary School
James Bonham Elementary School
Blanche Bruce Elementary School
Ezekiel Cullen Middle School
James Deady Middle School
Matthew Dogan Elementary School
Cecile Foerster Elementary School
Walter Fondren Elementary School
Forest Brook Middle School
Gregory-Lincoln Education Center
Patrick Henry Middle School
High School Ahead Academy
Highland Heights Elementary
Hilliard Elementary School
William S. Holland Middle School
Kashmere High School
Audrey H. Lawson Middle School
Liberty High School

Adele Looscan Elementary School
Reagan Mading Elementary School
James Madison High School
James Montgomery Elementary School
North Forest High School
Leeona Pugh Elementary School
Sharpstown High School
Lulu Stevens Elementary School
Sugar Grove Middle School
Texas Connections Academy at Houston
Victory Preparatory K-8 Academy
Victory Preparatory Academy South
Booker T. Washington High School
Mabel Wesley Elementary
Phillis Wheatley High School
McKinley Williams Middle School
Carter Woodson School
Evan Worthing High School
Jack Yates High School

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Crispus Attucks Middle School

School No: 41

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	71	96	45	20	-25	63	39	-24									
	7	35	80	73	32	-41	63	33	-30	55	29	-26						
	8	61	148	79	37	-42	75	47	-28				77	27	-50	58	24	-34
	Total	167	324	66	38	-28	67	40	-27	55	29	-26	77	27	-50	58	24	-34
2018	3																	
	4																	
	5																	
	6	32	117	44	32	-12	56	31	-25									
	7	33	126	56	35	-21	36	39	3	40	22	-18						
	8	22	145	95	46	-49	93	44	-49				67	22	-45	48	15	-33
	Total	87	388	65	42	-23	62	38	-24	40	22	-18	67	22	-45	48	15	-33
2017	3																	
	4																	
	5																	
	6	17	125	59	35	-24	59	33	-26									
	7	27	147	85	35	-50	50	18	-32	69	31	-38						
	8	34	147	76	40	-36	73	28	-45				45	20	-25	34	13	-21
	Total	78	419	73	45	-28	61	26	-35	69	31	-38	45	20	-25	34	13	-21
Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science						
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff				
2019	3																	
	4																	
	5																	
	Total																	
2018	3																	
	4																	
	5																	
	Total																	
2017	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Crispus Attucks Middle School

School No: 41

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	18	28	100	96	-4
	Biology	14	16	100	100	0
	US History					
2018	English I					
	English II					
	Algebra I	9	16	100	100	0
	Biology	12	18	100	100	0
	US History					
2017	English I					
	English II					
	Algebra I	9	14	89	71	-18
	Biology	11	10	100	100	0
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Edward Blackshear Elementary School

School No: 110

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	18	48	83	52	-31	72	63	-9								
	4	32	29	78	37	-41	81	48	-33	66	17	-49					
	5	10	32	60	59	-1	80	69	-11				100	72	-28		
	6																
	7																
	8																
	Total	60	109	74	49	-25	78	60	-18	66	17	-49	100	72	-28		
2018	3	35	28	80	43	-37	91	64	-27								
	4	18	45	78	36	-42	94	33	-61	67	14	-53					
	5	9	50	78	30	-48	78	48	-30				89	36	-53		
	6																
	7																
	8																
	Total	62	123	79	36	-43	88	48	-40	67	14	-53	89	36	-53		
2017	3	46	22	35	18	-17	43	23	-20								
	4	22	52	50	19	-31	64	23	-41	64	23	-41					
	5	17	50	75	34	-41	81	38	-43				88	48	-40		
	6																
	7																
	8																
	Total	85	124	53	24	-29	63	28	-35	64	23	-41	88	48	-40		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4		1		*			*			*			*			*
	5																
	Total		1		*			*			*			*			*
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Bonham Elementary School

School No: 111

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	24	45	70	38	-32	75	51	-24								
	4	23	45	74	44	-30	87	62	-25	57	29	-28					
	5	25	78	92	47	-45	96	59	-37				72	34	-38		
	6																
	7																
	8																
	Total	72	168	79	43	-36	86	57	-29	57	29	-28	72	34	-38		
2018	3	44	19	59	37	-22	64	42	-22								
	4	26	62	73	44	-29	88	66	-22	76	44	-32					
	5	28	122	82	50	-32	82	64	-18				86	35	-51		
	6																
	7																
	8																
	Total	98	203	71	44	-27	78	57	-21	76	44	-32	86	35	-51		
2017	3	38	35	45	43	-2	76	67	-9								
	4	27	110	70	28	-42	85	60	-25	74	19	-55					
	5	21	142	57	30	-27	71	41	-30				63	23	-40		
	6																
	7																
	8																
	Total	86	287	57	34	-23	77	56	-21	74	19	-55	63	23	-40		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		81		77		77							
	4		55		65		65			80				
	5		36		82		65							
	Total		172		75		69			80				
2018	3		76		87		83							
	4		46		63		78			72				
	5		26		46		13							
	Total		148		65		58			72				
2017	3		69		58		84							
	4		22		41		50			45				
	5		8		13		13						14	
	Total		99		37		49			45			14	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Blanche Bruce Elementary School

School No: 121

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	24	45	71	44	-27	71	53	-18								
	4	32	43	72	37	-35	66	48	-18	50	26	-24					
	5	30	56	83	30	-53	86	43	-43				79	34	-45		
	6																
	7																
	8																
	Total	86	144	75	37	-38	74	48	-26	50	26	-24	79	34	-45		
2018	3	40	34	58	38	-20	88	62	-26								
	4	24	54	75	43	-32	79	43	-36	67	30	-37					
	5	16	64	94	40	-54	100	51	-49				80	35	-45		
	6																
	7																
	8																
	Total	80	152	76	40	-36	89	52	-37	67	30	-37	80	35	-45		
2017	3	51	24	57	58	1	71	58	-13								
	4	22	62	64	31	-33	82	44	-38	55	27	-28					
	5	20	58	78	36	-42	94	52	-42				90	46	-44		
	6																
	7																
	8																
	Total	93	144	66	42	-24	82	51	-31	55	27	-28	90	46	-44		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		10		90			90						
	4													
	5													
	Total		10		90			90						
2018	3		11		73			82						
	4													
	5		3		*			*			*		*	
	Total		14		73			82						
2017	3		15		40			47						
	4													
	5													
	Total		15		40			47						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ezekiel Cullen Middle School

School No: 44

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	32	76	50	32	-18	61	47	-14									
	7	28	91	68	24	-44	75	33	-42	64	15	-49						
	8	31	106	79	46	-33	60	48	-12				79	36	-43	79	53	-26
	Total	91	273	66	40	-26	65	43	-22	64	15	-49	79	36	-43	79	53	-26
2018	3																	
	4																	
	5																	
	6	20	108	65	35	-30	65	43	-22									
	7	24	130	63	39	-24	54	26	-28	71	35	-36						
	8	24	145	78	45	-33	45	42	-3				77	40	-37	68	20	-48
	Total	68	383	69	50	-19	55	37	-18	71	35	-36	77	40	-37	68	20	-48
2017	3																	
	4																	
	5																	
	6	28	110	50	34	-16	64	46	-18									
	7	31	146	77	34	-43	71	31	-40	70	32	-38						
	8	17	142	69	35	-34	70	30	-40				65	24	-41	53	11	-42
	Total	76	398	65	40	-25	68	36	-32	70	32	-38	65	24	-41	53	11	-42
Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science						
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff				
2019	3																	
	4																	
	5																	
	Total																	
2018	3																	
	4																	
	5																	
	Total																	
2017	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Ezekiel Cullen Middle School

School No: 44

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	13	16	100	94	-6
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	10	21	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	6	9	100	89	-11
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Deady Middle School

School No: 45

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	58	125	74	31	-43	83	54	-29									
	7	74	158	96	30	-66	84	34	-50	82	25	-57						
	8	61	176	92	36	-56	90	47	-43				87	38	-49	72	21	-51
	Total	193	459	87	47	-40	86	45	-41	82	25	-57	87	38	-49	72	21	-51
2018	3																	
	4																	
	5																	
	6	46	165	85	34	-51	93	54	-39									
	7	43	210	91	28	-63	80	32	-48	88	24	-64						
	8	54	187	92	46	-46	89	49	-40				87	42	-45	81	52	-29
	Total	143	562	89	53	-36	87	45	-42	88	24	-64	87	42	-45	81	52	-29
2017	3																	
	4																	
	5																	
	6	56	205	93	25	-68	91	49	-42									
	7	44	178	98	43	-55	100	46	-54	95	41	-54						
	8	38	178	86	47	-39	86	68	-18				87	47	-40	82	51	-31
	Total	138	561	92	61	-31	92	54	-38	95	41	-54	87	47	-40	82	51	-31

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Deady Middle School

School No: 45

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	35	14	94	93	-1
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	34	14	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	42	31	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Matthew Dogan Elementary School

School No: 140

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	17	59	65	37	-28	71	44	-27								
	4	19	55	84	55	-29	74	47	-27	68	44	-24					
	5	14	71	100	46	-54	93	45	-48				93	73	-20		
	6																
	7																
	8																
	Total	50	185	83	46	-37	79	45	-34	68	44	-24	93	73	-20		
2018	3	35	45	60	53	-7	43	60	17								
	4	24	56	63	49	-14	63	42	-21	54	25	-29					
	5	20	59	84	44	-40	84	45	-39				75	49	-26		
	6																
	7																
	8																
	Total	79	160	69	49	-20	63	49	-14	54	25	-29	75	49	-26		
2017	3	37	13	65	77	12	62	77	15								
	4	20	51	79	23	-56	63	13	-50	78	18	-60					
	5	17	63	76	26	-50	76	36	-40				79	25	-54		
	6																
	7																
	8																
	Total	74	127	73	42	-31	67	42	-25	78	18	-60	79	25	-54		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5		2		*		*		*		*		*		*		
	Total		2		*		*		*		*		*		*		
2018	3																
	4	2	15	*	13	*	*	53	*	*	14	*	*		*	*	
	5		6		50			20							40		
	Total	2	21	*	32	*	*	37	*	*	14	*	*		40	*	
2017	3	2	34	*	35	*	*	32	*	*		*		*		*	
	4		13		46			31			54						
	5		7		86			60							33		
	Total	2	54	*	56	*	*	41	*	*	54	*	*		33	*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Cecile Foerster Elementary School

School No: 271

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	18	45	83	38	-45	83	53	-30								
	4	30	77	66	27	-39	59	35	-24	63	19	-44					
	5	27	70	78	39	-39	81	52	-29				70	40	-30		
	6																
	7																
	8																
	Total	75	192	76	35	-41	74	47	-27	63	19	-44	70	40	-30		
2018	3	65	19	37	37	0	51	63	12								
	4	27	84	62	31	-31	62	41	-21	48	29	-19					
	5	18	76	76	45	-31	71	40	-31				72	29	-43		
	6																
	7																
	8																
	Total	110	179	58	38	-20	61	48	-13	48	29	-19	72	29	-43		
2017	3	59	31	54	40	-14	56	59	3								
	4	24	59	71	34	-37	83	46	-37	82	34	-48					
	5	14	59	86	43	-43	86	52	-34				86	27	-59		
	6																
	7																
	8																
	Total	97	149	70	39	-31	75	52	-23	82	34	-48	86	27	-59		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		20		80			80						
	4		12		18			42						
	5		6		40			20					20	
	Total		38		46			47					20	
2018	3		25		64			80						
	4		9		11			33						
	5		4		*			*		*			*	
	Total		38		33			71						
2017	3		22		85			73						
	4	1	6	*	40	*	*	100	*	*	*	*	*	*
	5													
	Total	1	28	*	63	*	*	87	*	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Walter Fondren Elementary School

School No: 153

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	8	21	88	57	-31	88	57	-31									
	4	7	33	71	45	-26	71	61	-10	43	38	-5						
	5	7	32	86	42	-44	100	81	-19				86	52	-34			
	6																	
	7																	
	8																	
	Total	22	86		82	48	-34	86	66	-20	43	38	-5	86	52	-34		
2018	3	14	8	43	38	-5	43	75	32									
	4	10	31	70	24	-46	80	62	-18	70	23	-47						
	5	10	51	100	37	-63	100	47	-53				100	36	-64			
	6																	
	7																	
	8																	
	Total	34	90		71	33	-38	74	61	-13	70	23	-47	100	36	-64		
2017	3	23	13	61	46	-15	57	54	-3									
	4	13	53	54	30	-24	46	38	-8	42	28	-14						
	5	8	44	75	44	-31	63	60	-3				75	56	-19			
	6																	
	7																	
	8																	
	Total	44	110		63	40	-23	55	51	-4	42	28	-14	75	56	-19		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	18			67			67									
	4	5						50		50							
	5	4			*			*		*			*				
	Total	27			67			61		50				33			
2018	3	22			64			95									
	4	1	4	*	*	*	*	*	*	*	*	*	*	*			
	5	1	4	*	*	*	*	*	*	*	*	*	*	*			
	Total	2	30	*	43	*	*	54	*	*	*	*	*	*			
2017	3	18			56			67									
	4	1	2	*	*	*	*	*	*	*	*	*	*	*			
	5																
	Total	1	20	*	56	*	*	67	*	*	*	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Forest Brook Middle School

School No: 476

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	74	206	61	33	-28	80	55	-25									
	7	69	199	85	36	-49	85	54	-31	87	27	-60						
	8	67	208	78	38	-40	82	63	-19				86	65	-21	64	35	-29
	Total	210	613	75	45	-30	82	57	-25	87	27	-60	86	65	-21	64	35	-29
2018	3																	
	4																	
	5																	
	6	53	243	64	28	-36	77	45	-32									
	7	27	233	78	39	-39	78	48	-30	78	28	-50						
	8	37	250	69	42	-27	83	62	-21				76	62	-14	68	34	-34
	Total	117	726	70	48	-22	79	52	-27	78	28	-50	76	62	-14	68	34	-34
2017	3																	
	4																	
	5																	
	6	55	220	75	25	-50	78	41	-37									
	7	49	250	77	29	-48	67	33	-34	71	34	-37						
	8	48	266	98	41	-57	85	55	-30				98	59	-39	74	25	-49
	Total	152	736	83	48	-35	77	43	-34	71	34	-37	98	59	-39	74	25	-49

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Forest Brook Middle School

School No: 476

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	33	12	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	12	13	100	100	0
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	29	21	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Gregory-Lincoln Education Center

School No: 58

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	32	44	88	47	-41	78	48	-30									
	4	32	44	91	41	-50	84	34	-50	84	25	-59						
	5	20	58	85	55	-30	90	53	-37				85	33	-52			
	6	45	64	100	61	-39	96	58	-38									
	7	38	51	92	58	-34	84	40	-44	89	41	-48						
	8	32	47	94	51	-43	60	53	-7				94	59	-35	78	30	-48
	Total	199	308	92	59	-33	82	48	-34	87	33	-54	90	46	-44	78	30	-48
2018	3	49	20	59	30	-29	57	35	-22									
	4	16	62	88	29	-59	94	57	-37	69	20	-49						
	5	26	61	96	67	-29	85	69	-16				73	35	-38			
	6	29	66	86	48	-38	83	41	-42									
	7	17	78	94	52	-42	94	42	-52	94	48	-46						
	8	9	82	89	63	-26	33	42	9				89	63	-26	78	46	-32
	Total	146	369	85	55	-30	74	48	-26	82	34	-48	81	49	-32	78	46	-32
2017	3	49	23	22	35	13	27	35	8									
	4	27	44	74	32	-42	67	27	-40	74	14	-60						
	5	17	48	59	40	-19	47	33	-14				71	43	-28			
	6	31	69	87	36	-51	84	35	-49									
	7	10	78	90	51	-39	70	26	-44	90	52	-38						
	8	18	65	100	48	-52	86	45	-41				94	48	-46	61	32	-29
	Total	152	327	72	49	-23	64	34	-30	82	33	-49	83	46	-37	61	32	-29

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		4		*												
	4																
	5																
	Total		4			*											
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Gregory-Lincoln Education Center

School No: 58

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	27	9	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	6	14	83	86	3
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	12	8	100	100	0
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Patrick Henry Middle School

School No: 52

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	81	186	72	30	-42	81	41	-40									
	7	54	181	83	35	-48	76	41	-35	81	29	-52						
	8	57	228	88	47	-41	79	65	-14				91	50	-41	70	28	-42
	Total	192	595	81	51	-30	79	49	-30	81	29	-52	91	50	-41	70	28	-42
2018	3																	
	4																	
	5																	
	6	48	194	79	25	-54	81	45	-36									
	7	47	266	87	39	-48	81	34	-47	85	25	-60						
	8	44	226	86	42	-44	83	39	-44				84	43	-41	74	21	-53
	Total	139	686	84	53	-31	82	39	-43	85	25	-60	84	43	-41	74	21	-53
2017	3																	
	4																	
	5																	
	6	55	270	76	27	-49	70	26	-44									
	7	42	234	88	32	-56	78	37	-41	86	33	-53						
	8	44	239	83	42	-41	60	35	-25				91	46	-45	71	13	-58
	Total	141	743	82	50	-32	69	33	-36	86	33	-53	91	46	-45	71	13	-58

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Patrick Henry Middle School

School No: 52

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	17	5	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	13	8	100	88	-12
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	28	31	100	97	-3
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

High School Ahead Academy

School No: 456

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6		9			11												
	7	9	48	56	34	-22	33	20	-13	44	34	-10						
	8	3	72	*	28	*	*	16	*	*		*	17	*	*	8	*	
	Total	12	129	78	31	-47	42	16	-26	44	34	-10	33	17	-16	33	8	-25
2018	3																	
	4																	
	5																	
	6	2	29	*	10	*	*	17	*	*		*		*	*		*	
	7	4	66	*	27	*	*	15	*	*	20	*	*	*	*		*	
	8	3	76	*	32	*	*	21	*	*		*	24	*	*	3	*	
	Total	9	171	64	53	-11	47	18	-29	25	20	-5	67	24	-43	50	3	-47
2017	3																	
	4																	
	5																	
	6		30		13		7											
	7	11	50	64	35	-29	27	8	-19	64	29	-35						
	8	5	80	40	24	-16	40	14	-26				20	20	0	20	13	-7
	Total	16	160	52	30	-22	34	10	-24	64	29	-35	20	20	0	20	13	-7

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.
Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Highland Heights Elementary

School No: 174

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	11	33	82	36	-46	82	36	-46								
	4	13	31	54	13	-41	46	29	-17	54	17	-37					
	5	14	57	100	35	-65	100	47	-53				100	32	-68		
	6																
	7																
	8																
	Total	38	121	79	28	-51	76	37	-39	54	17	-37	100	32	-68		
2018	3	42	12	33	42	9	33	36	3								
	4	26	62	62	22	-40	69	40	-29	50	16	-34					
	5	14	63	43	30	-13	50	33	-17				50	21	-29		
	6																
	7																
	8																
	Total	82	137	46	31	-15	51	36	-15	50	16	-34	50	21	-29		
2017	3	55	9	33	22	-11	64	67	3								
	4	16	68	56	33	-23	44	32	-12	69	33	-36					
	5	14	56	64	35	-29	79	47	-32				38	35	-3		
	6																
	7																
	8																
	Total	85	133	51	30	-21	62	49	-13	69	33	-36	38	35	-3		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	3	30	*	53	*	*	43	*	*		*		*		*	
	4		30		38			50		48							
	5	3	9	*	63	*	*	33	*	*		*		*	38	*	
	Total	6	69	50	51	1	67	42	-25	48		33	38	5			
2018	3		34		70			79									
	4		4		*			*		*				*			
	5																
	Total		38		70			79									
2017	3	2	22	*	45	*	*	55	*	*		*		*		*	
	4		1		*			*		*		*		*		*	
	5	2		*			*			*		*		*		*	
	Total	4	23	*	45	*	*	55	*	*		*		*		*	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Hilliard Elementary School

School No: 473

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	22	56	86	30	-56	77	54	-23								
	4	28	62	61	28	-33	64	44	-20	50	18	-32					
	5	17	58	81	54	-27	81	42	-39				82	44	-38		
	6																
	7																
	8																
	Total	67	176	76	37	-39	74	47	-27	50	18	-32	82	44	-38		
2018	3	48	47	42	49	7	56	55	-1								
	4	24	55	65	30	-35	74	41	-33	29	13	-16					
	5	18	76	61	36	-25	67	39	-28				59	25	-34		
	6																
	7																
	8																
	Total	90	178	56	38	-18	66	45	-21	29	13	-16	59	25	-34		
2017	3	71	30	30	37	7	37	43	6								
	4	37	78	32	13	-19	51	18	-33	46	27	-19					
	5	20	89	70	20	-50	85	26	-59				42	11	-31		
	6																
	7																
	8																
	Total	128	197	44	23	-21	58	29	-29	46	27	-19	42	11	-31		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4		1		*			*		*			*		*		*
	5	1	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	1	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

William S. Holland Middle School

School No: 50

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	56	158	77	29	-48	73	48	-25									
	7	70	158	80	41	-39	80	48	-32	81	34	-47						
	8	72	142	91	54	-37	88	70	-18				87	50	-37	84	42	-42
	Total	198	458	83	57	-26	80	55	-25	81	34	-47	87	50	-37	84	42	-42
2018	3																	
	4																	
	5																	
	6	52	165	63	30	-33	65	44	-21									
	7	48	188	71	48	-23	65	35	-30	68	38	-30						
	8	33	163	77	40	-37	33	51	18				67	32	-35	61	26	-35
	Total	133	516	70	50	-20	54	43	-11	68	38	-30	67	32	-35	61	26	-35
2017	3																	
	4																	
	5																	
	6	71	157	79	33	-46	72	30	-42									
	7	42	164	76	34	-42	83	45	-38	71	35	-36						
	8	42	182	83	44	-39	38	31	-7				73	41	-32	56	26	-30
	Total	155	503	79	52	-27	64	35	-29	71	35	-36	73	41	-32	56	26	-30
Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science						
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff				
2019	3																	
	4																	
	5																	
	Total																	
2018	3																	
	4																	
	5																	
	Total																	
2017	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

William S. Holland Middle School

School No: 50

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	27	4	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	15	35	100	97	-3
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	23	30	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Kashmere High School

School No: 7

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	52	245	65	28	-37
	English II	55	219	78	32	-46
	Algebra I	39	154	79	70	-9
	Biology	49	138	86	70	-16
	US History	41	119	95	74	-21
2018	English I	47	304	66	20	-46
	English II	23	240	74	25	-49
	Algebra I	36	203	75	58	-17
	Biology	37	167	89	62	-27
	US History	24	134	96	80	-16
2017	English I	28	271	50	20	-30
	English II	24	193	67	26	-41
	Algebra I	18	198	56	60	4
	Biology	28	186	75	63	-12
	US History	13	84	92	82	-10

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	84	53.6	71.9	18.3	92	60.0	68.8	8.8
TxCHSE	1	3.6	0.0	-3.6	0			
Continuers	13	14.3	9.4	-4.9	7	8.0	4.5	-3.5
Completion	98	71.4	81.3	9.8	99	68.0	73.2	5.2

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Audrey H. Lawson Middle School

School No: 75

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	108	317	77	35	-42	81	57	-24									
	7	102	290	79	47	-32	78	50	-28	74	43	-31						
	8	99	270	87	49	-38	82	67	-15				83	49	-34	68	24	-44
	Total	309	877	81	58	-23	80	58	-22	74	43	-31	83	49	-34	68	24	-44
2018	3		1		*			*			*			*			*	
	4																	
	5																	
	6	64	298	83	41	-42	86	64	-22									
	7	76	286	79	45	-34	72	45	-27	79	38	-41						
	8	55	311	87	50	-37	84	57	-27				71	39	-32	58	22	-36
	Total	195	896	83	70	-13	81	55	-26	79	38	-41	71	39	-32	58	22	-36
2017	3																	
	4																	
	5																	
	6	69	266	74	23	-51	82	40	-42									
	7	61	287	83	38	-45	78	40	-38	72	31	-41						
	8	58	290	74	38	-36	59	30	-29				75	31	-44	47	12	-35
	Total	188	843	77	50	-27	73	37	-36	72	31	-41	75	31	-44	47	12	-35

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Audrey H. Lawson Middle School

School No: 75

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	41	10	100	100	0
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	23	37	100	89	-11
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	28	42	96	98	2
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Liberty High School

School No: 324

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I		85		13	
	English II		101		26	
	Algebra I		36		72	
	Biology		53		85	
	US History		46		74	
2018	English I	1	76	*	9	*
	English II		89		13	
	Algebra I		53		66	
	Biology		59		69	
	US History		45		47	
2017	English I		62		*	
	English II	1	77	*	8	*
	Algebra I		41		66	
	Biology		55		62	
	US History		44		48	

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	3	0.0	2.1	2.1	2	0.0	1.8	1.8
TxCHSE	0				0			
Continuers	109	26.7	73.4	46.8	87	25.0	75.4	50.4
Completion	112	26.7	75.5	48.9	89	25.0	77.3	52.3

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Adele Looscan Elementary School

School No: 197

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	11	23	82	52	-30	100	57	-43									
	4	11	44	90	55	-35	90	48	-42	82	20	-62						
	5	7	47	100	30	-70	100	63	-37				71	37	-34			
	6																	
	7																	
	8																	
	Total	29	114	91	46	-45	97	56	-41	82	20	-62	71	37	-34			
2018	3	20	32	40	44	4	30	44	14									
	4	4	59	*	22	*	*	51	*	*	15	*	*		*		*	
	5	8	50	88	50	-38	88	56	-32				86	50	-36			
	6																	
	7																	
	8																	
	Total	32	141	76	39	-37	73	50	-23	100	15	-85	86	50	-36			
2017	3	25	8	24			52	25	-27									
	4	10	58	70	26	-44	80	41	-39	80	24	-56						
	5	12	46	83	28	-55	92	28	-64				92	35	-57			
	6																	
	7																	
	8																	
	Total	47	112	59	27	-32	75	31	-44	80	24	-56	92	35	-57			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3		14			79			71					
	4													
	5													
	Total		14			79			71					
2018	3													
	4		1			*			*			*		*
	5													
	Total		1			*			*			*		*
2017	3		26			35			58					
	4													
	5		1			*			*			*		*
	Total		27			68			58					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Reagan Mading Elementary School

School No: 203

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	16	47	81	49	-32	94	72	-22									
	4	31	28	87	36	-51	87	43	-44	74	32	-42						
	5	18	35	94	63	-31	100	74	-26				94	54	-40			
	6																	
	7																	
	8																	
	Total	65	110	87	49	-38	94	63	-31	74	32	-42	94	54	-40			
2018	3	57	10	58	50	-8	61	70	9									
	4	27	44	81	36	-45	81	43	-38	56	16	-40						
	5	16	63	100	51	-49	94	62	-32				94	53	-41			
	6																	
	7																	
	8																	
	Total	100	117	80	46	-34	79	58	-21	56	16	-40	94	53	-41			
2017	3	58	13	45	38	-7	52	54	2									
	4	29	54	55	15	-40	55	13	-42	66	24	-42						
	5	12	67	73	33	-40	82	48	-34				75	45	-30			
	6																	
	7																	
	8																	
	Total	99	134	58	29	-29	63	38	-25	66	24	-42	75	45	-30			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5		1		*		*		*		*		*		*		*
	Total		1		*		*		*		*		*		*		*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Madison High School

School No: 10

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	88	626	85	31	-54
	English II	79	510	86	36	-50
	Algebra I	56	400	96	68	-28
	Biology	75	400	99	69	-30
	US History	117	263	98	79	-19
2018	English I	30	657	70	28	-42
	English II	45	561	82	37	-45
	Algebra I	23	433	78	54	-24
	Biology	28	429	93	62	-31
	US History	52	351	94	83	-11
2017	English I	46	622	72	25	-47
	English II	54	637	72	27	-45
	Algebra I	30	487	83	51	-32
	Biology	41	451	93	57	-36
	US History	58	314	95	73	-22

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	296	81.4	69.3	-12.1	285	80.3	69.3	-10.9
TxCHSE	0				2	0.0	0.6	0.6
Continuers	42	2.3	12.3	9.9	37	7.9	9.6	1.7
Completion	338	83.7	81.6	-2.1	324	88.2	79.6	-8.6

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

James Montgomery Elementary School

School No: 207

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	17	59	65	47	-18	65	73	8								
	4	19	60	79	42	-37	79	53	-26	68	25	-43					
	5	21	68	90	69	-21	95	87	-8				76	43	-33		
	6																
	7																
	8																
	Total	57	187	78	53	-25	80	71	-9	68	25	-43	76	43	-33		
2018	3	43	49	44	47	3	60	57	-3								
	4	28	61	75	36	-39	79	66	-13	61	42	-19					
	5	15	91	100	59	-41	100	73	-27				87	56	-31		
	6																
	7																
	8																
	Total	86	201	73	47	-26	80	65	-15	61	42	-19	87	56	-31		
2017	3	56	56	57	47	-10	68	61	-7								
	4	26	97	62	31	-31	58	34	-24	52	23	-29					
	5	20	77	85	53	-32	90	72	-18				89	43	-46		
	6																
	7																
	8																
	Total	102	230	68	44	-24	72	56	-16	52	23	-29	89	43	-46		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4		1		*			*			*			*
	5													
	Total		1		*			*			*			*
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

North Forest High School

School No: 477

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	60	369	73	28	-45
	English II	57	307	81	31	-50
	Algebra I	44	245	82	67	-15
	Biology	54	243	96	72	-24
	US History	54	176	96	76	-20
2018	English I	33	423	76	30	-46
	English II	24	337	83	34	-49
	Algebra I	20	282	95	44	-51
	Biology	34	290	91	63	-28
	US History	22	189	86	67	-19
2017	English I	39	397	69	18	-51
	English II	22	329	73	13	-60
	Algebra I	22	314	64	42	-22
	Biology	36	295	81	53	-28
	US History	22	215	100	63	-37

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	166	72.1	78.0	5.9	186	65.0	80.4	15.4
TxCHSE	2	4.7	0.0	-4.7	1	2.5	0.0	-2.5
Continuers	6	0.0	3.5	3.5	5	7.5	1.0	-6.5
Completion	174	76.7	81.5	4.8	192	75.0	81.4	6.4

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Leeona Pugh Elementary School

School No: 223

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	16	41	88	51	-37	81	69	-12								
	4	20	38	100	65	-35	90	43	-47	100	42	-58					
	5	22	32	86	55	-31	100	74	-26				100	69	-31		
	6																
	7																
	8																
	Total	58	111	91	57	-34	90	62	-28	100	42	-58	100	69	-31		
2018	3	24	23	79	57	-22	54	61	7								
	4	13	24	100	63	-37	100	68	-32	92	55	-37					
	5	7	37	100	70	-30	100	65	-35				100	76	-24		
	6																
	7																
	8																
	Total	44	84	93	63	-30	85	65	-20	92	55	-37	100	76	-24		
2017	3	23	42	57	38	-19	48	36	-12								
	4	13	36	92	22	-70	77	23	-54	69	11	-58					
	5	10	40	80	33	-47	100	58	-42				90	50	-40		
	6																
	7																
	8																
	Total	46	118	76	31	-45	75	39	-36	69	11	-58	90	50	-40		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3		17						93								
	4		4		*				*		*			*			
	5		1		*				*		*			*			
	Total		22		50				93								
2018	3	1	13	*	77	*	*	38	*	*		*		*	*		*
	4		22		39			60			32						
	5		1		*			*			*			*		*	
	Total	1	36	*	72	*	*	49	*	*	32	*	*	100	*	*	*
2017	3		7		43												
	4		7		33												
	5																
	Total		14		38												

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Sharpstown High School

School No: 23

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	84	493	79	27	-52
	English II	69	507	81	24	-57
	Algebra I	63	412	84	58	-26
	Biology	85	431	95	55	-40
	US History	75	354	100	79	-21
2018	English I	40	506	78	28	-50
	English II	51	539	71	30	-41
	Algebra I	42	516	74	57	-17
	Biology	46	537	87	56	-31
	US History	34	300	100	80	-20
2017	English I	51	586	82	21	-61
	English II	39	469	92	22	-70
	Algebra I	42	488	71	41	-30
	Biology	55	387	93	59	-34
	US History	39	324	100	80	-20

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	224	78.6	75.5	-3.1	283	61.2	75.9	14.7
TxCHSE	1	2.4	0.0	-2.4	1	0.0	0.3	0.3
Continuers	26	2.4	9.9	7.5	39	11.9	9.7	-2.2
Completion	251	83.3	85.4	2.0	323	73.1	85.9	12.8

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Lulu Stevens Elementary School

School No: 245

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3	22	32	73	61	-12	86	69	-17								
	4	38	85	73	41	-32	79	46	-33	60	34	-26					
	5	21	58	70	46	-24	90	58	-32				67	42	-25		
	6																
	7																
	8																
	Total	81	175	72	49	-23	85	58	-27	60	34	-26	67	42	-25		
2018	3	55	31	64	71	7	71	77	6								
	4	19	73	95	37	-58	95	62	-33	74	22	-52					
	5	33	73	94	49	-45	94	51	-43				91	50	-41		
	6																
	7																
	8																
	Total	107	177	84	52	-32	87	63	-24	74	22	-52	91	50	-41		
2017	3	34	54	56	33	-23	53	54	1								
	4	49	69	75	19	-56	71	24	-47	80	20	-60					
	5	23	64	83	31	-52	91	44	-47				87	56	-31		
	6																
	7																
	8																
	Total	106	187	71	28	-43	72	41	-31	80	20	-60	87	56	-31		

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3		42		69		62								
	4	1	5	*	100	*	*	*	*	40	*	*	*	*	
	5		7		100		20						33		
	Total	1	54	*	90	*	*	41	*	*	40	*	*	33	*
2018	3		38		58		39								
	4	2	2	*	*	*	*	*	*	*	*	*	*	*	
	5		2		*		*			*			*		
	Total	2	42	*	58	*	*	45	*	*	*	*	*	*	
2017	3	1	24	*	17	*	*	25	*	*	*	*	*	*	
	4		4		*		*			*			*		
	5	1	3	*	*	*	*	*	*	*	*	*	*	*	
	Total	2	31	*	33	*	*	29	*	*	50	*	*	33	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Sugar Grove Middle School

School No: 163

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	45	189	78	19	-59	64	34	-30									
	7	31	179	74	28	-46	74	36	-38	77	32	-45						
	8	32	202	81	36	-45	61	40	-21				87	35	-52	65	28	-37
	Total	108	570	78	47	-31	66	37	-29	77	32	-45	87	35	-52	65	28	-37
2018	3																	
	4																	
	5																	
	6	38	164	61	22	-39	68	30	-38									
	7	29	189	76	31	-45	59	19	-40	76	24	-52						
	8	35	214	66	43	-23	72	41	-31				70	43	-27	61	28	-33
	Total	102	567	68	45	-23	66	30	-36	76	24	-52	70	43	-27	61	28	-33
2017	3																	
	4																	
	5																	
	6	42	194	55	19	-36	65	39	-26									
	7	39	238	71	41	-30	66	38	-28	75	39	-36						
	8	47	228	72	34	-38	59	35	-24				70	39	-31	61	27	-34
	Total	128	660	66	43	-23	63	37	-26	75	39	-36	70	39	-31	61	27	-34

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Sugar Grove Middle School

School No: 163

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	9	4	100	*	*
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	6	18	100	94	-6
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	13	10	100	100	0
	Biology					
	US History					

	Completion Status							
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Texas Connections Academy at Houston

School No: 100

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	151	20	79	30	-49	68	25	-43									
	4	179	76	87	36	-51	71	26	-45	83	35	-48						
	5	171	163	97	65	-32	83	46	-37				83	53	-30			
	6	278	175	88	61	-27	88	57	-31									
	7	335	158	93	77	-16	85	55	-30	87	64	-23						
	8	420	254	93	84	-9	82	58	-24				89	63	-26	75	48	-27
	Total	1,534	846	90	63	-27	80	45	-35	85	50	-35	86	58	-28	75	48	-27
2018	3	143	18	79	61	-18	63	50	-13									
	4	184	48	82	54	-28	68	41	-27	60	17	-43						
	5	228	100	84	68	-16	76	54	-22				71	54	-17			
	6	277	83	87	60	-27	81	52	-29									
	7	359	94	92	70	-22	78	46	-32	86	59	-27						
	8	421	138	93	78	-15	72	50	-22				81	54	-27	59	29	-30
	Total	1,612	481	86	70	-16	73	49	-24	73	38	-35	76	54	-22	59	29	-30
2017	3	139	6	79	83	4	69	83	14									
	4	166	23	81	57	-24	65	14	-51	60	24	-36						
	5	221	55	85	69	-16	77	56	-21				76	47	-29			
	6	258	51	87	64	-23	88	51	-37									
	7	317	56	86	70	-16	75	48	-27	82	60	-22						
	8	422	112	87	76	-11	68	40	-28				78	57	-21	60	26	-34
	Total	1,523	303	84	74	-10	74	49	-25	71	42	-29	77	52	-25	60	26	-34

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Texas Connections Academy at Houston

School No: 100

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	310	329	88	67	-21
	English II	415	351	89	64	-25
	Algebra I	323	321	80	47	-33
	Biology	315	288	97	86	-11
	US History	380	300	99	91	-8
2018	English I	372	338	88	62	-26
	English II	390	367	92	62	-30
	Algebra I	392	327	82	51	-31
	Biology	372	272	96	84	-12
	US History	329	336	98	91	-7
2017	English I	513	251	75	46	-29
	English II	464	361	82	59	-23
	Algebra I	454	255	73	44	-29
	Biology	452	168	89	69	-20
	US History	493	219	97	88	-9

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	415	53.0	39.3	-13.7	483	64.7	34.0	-30.7
TxCHSE	55	8.1	3.1	-5.0	34	3.8	3.8	0.0
Continuers	130	4.2	36.5	32.3	90	2.1	24.5	22.5
Completion	600	65.3	79.0	13.6	607	70.5	62.3	-8.3

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Victory Preparatory K-8 Academy

School No: 489

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3																
	4																
	5																
	6																
	7																
	8																
	Total																
2018	3																
	4																
	5																
	6																
	7																
	8																
	Total																
2017	3	20	8	45	25	-20	50	13	-37								
	4	6	21	83	24	-59	67	38	-29	100	57	-43					
	5		2		*			*			*		*			*	
	6	8	36	75	33	-42	75	39	-36								
	7	7	34	100	45	-55	100	55	-45	86	56	-30					
	8		1		*			*			*		*			*	
	Total	41	102	76	42	-34	73	36	-37	93	57	-36					

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard															
Grade	N Tested		Reading			Mathematics			Writing			Science			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3														
	4														
	5														
	Total														
2018	3														
	4														
	5														
	Total														
2017	3														
	4														
	5														
	Total														

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Victory Preparatory K-8 Academy

School No: 489

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I					
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I					
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	8	10	100	70	-30
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Victory Preparatory Academy South

School No: 487

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I					
	Biology					
	US History					
2018	English I	20	86	70	36	-34
	English II	11	74	73	41	-32
	Algebra I	14	66	57	42	-15
	Biology	19	64	95	64	-31
	US History	5	39	100	85	-15
2017	English I	16	45	81	36	-45
	English II	14	52	79	46	-33
	Algebra I	11	31	73	55	-18
	Biology	16	28	81	54	-27
	US History	9	34	89	65	-24

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	29	100.0	61.1	-38.9	70	100.0	91.5	-8.5
TxCHSE	0				0			
Continuers	10	0.0	27.8	27.8	0			
Completion	39	100.0	88.9	-11.1	70	100.0	91.5	-8.5

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Booker T. Washington High School

School No: 16

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	28	224	50	26	-24
	English II	41	212	85	30	-55
	Algebra I	42	161	81	56	-25
	Biology	50	157	94	73	-21
	US History	54	132	98	77	-21
2018	English I	39	255	54	20	-34
	English II	42	263	74	24	-50
	Algebra I	25	159	68	55	-13
	Biology	39	145	82	63	-19
	US History	28	150	86	68	-18
2017	English I	44	263	70	25	-45
	English II	30	224	70	25	-45
	Algebra I	29	205	76	51	-25
	Biology	41	167	90	65	-25
	US History	16	144	94	77	-17

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	141	72.7	75.2	2.4	113	64.0	64.7	0.7
TxCHSE	1	0.0	0.7	0.7	2	0.0	1.3	1.3
Continuers	17	2.3	11.0	8.8	13	0.0	8.7	8.7
Completion	159	75.0	86.9	11.9	128	64.0	74.7	10.7

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Mabel Wesley Elementary

School No: 254

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	14	27	71	19	-52	86	33	-53									
	4	19	28	89	30	-59	58	22	-36	79	18	-61						
	5	13	35	50	38	-12	67	41	-26				77	44	-33			
	6																	
	7																	
	8																	
	Total	46	90	70	29	-41	70	32	-38	79	18	-61	77	44	-33			
2018	3	39	14	51	43	-8	46	57	11									
	4	14	38	43	16	-27	57	24	-33	43	11	-32						
	5	9	35	78	38	-40	56	35	-21				44	23	-21			
	6																	
	7																	
	8																	
	Total	62	87	57	32	-25	53	39	-14	43	11	-32	44	23	-21			
2017	3	40	8	38	13	-25	37	25	-12									
	4	9	33	22	32	10	33	19	-14	33	18	-15						
	5	15	29	33	23	-10	47	31	-16				40	17	-23			
	6																	
	7																	
	8																	
	Total	64	70	31	23	-8	39	25	-14	33	18	-15	40	17	-23			

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3	1	1	*	*	*	*	*	*	*	*	*	*	*			
	4																
	5																
	Total	1	1	*	*	*	*	*	*	*	*	*	*	*			
2018	3																
	4																
	5																
	Total																
2017	3	2		*		*		*		*		*		*			
	4	1		*		*		*		*		*		*			
	5	1		*		*		*		*		*		*			
	Total	4		*		*		*		*		*		*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

**State Compensatory Education
Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School**

Phillis Wheatley High School

School No: 18

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	31	242	58	25	-33
	English II	43	248	81	27	-54
	Algebra I	37	168	81	61	-20
	Biology	46	178	96	57	-39
	US History	47	146	98	74	-24
2018	English I	26	336	69	26	-43
	English II	33	270	76	33	-43
	Algebra I	19	232	74	62	-12
	Biology	28	250	82	56	-26
	US History	31	162	97	73	-24
2017	English I	31	321	74	25	-49
	English II	18	248	89	28	-61
	Algebra I	25	242	88	47	-41
	Biology	29	253	93	52	-41
	US History	15	146	100	74	-26

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	122	57.9	73.5	15.6	151	51.1	70.2	19.1
TxCHSE	1	2.6	0.0	-2.6	2	2.1	0.6	-1.6
Continuers	12	7.9	6.6	-1.3	20	8.5	8.8	0.3
Completion	135	68.4	80.2	11.7	173	61.7	79.6	17.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

McKinley Williams Middle School

School No: 82

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3																	
	4																	
	5																	
	6	44	114	64	30	-34	75	39	-36									
	7	47	103	78	34	-44	80	33	-47	69	27	-42						
	8	58	111	68	51	-17	65	62	-3				67	42	-25	58	25	-33
	Total	149	328	70	50	-20	73	45	-28	69	27	-42	67	42	-25	58	25	-33
2018	3																	
	4																	
	5																	
	6	27	138	74	27	-47	74	39	-35									
	7	22	160	50	45	-5	45	32	-13	55	32	-23						
	8	21	131	95	47	-48	91	47	-44				67	21	-46	76	27	-49
	Total	70	429	73	55	-18	70	39	-31	55	32	-23	67	21	-46	76	27	-49
2017	3																	
	4																	
	5																	
	6	21	154	71	34	-37	86	40	-46									
	7	26	135	81	48	-33	77	36	-41	73	44	-29						
	8	30	125	81	41	-40	67	44	-23				86	45	-41	79	36	-43
	Total	77	414	78	53	-25	77	40	-37	73	44	-29	86	45	-41	79	36	-43

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard														
Grade	N Tested		Reading			Mathematics			Writing			Science		
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff
2019	3													
	4													
	5													
	Total													
2018	3													
	4													
	5													
	Total													
2017	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

McKinley Williams Middle School

School No: 82

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I	25	6	96	100	4
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I	9	11	100	73	-27
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	16	2	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Carter Woodson School

School No: 127

Achieve 180 Schools

Grades 3–8 English STAAR % Approaches Grade Level Performance Standard																		
Grade	N Tested		Reading			Mathematics			Writing			Science			Social Studies			
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	
2019	3	19	43	68	29	-39	58	47	-11									
	4	22	46	82	36	-46	82	50	-32	59	32	-27						
	5	12	43	73	33	-40	82	56	-26				58	31	-27			
	6																	
	7																	
	8																	
	Total	53	132	74	33	-41	74	51	-23	59	32	-27	58	31	-27			
2018	3	39	24	46	25	-21	44	17	-27									
	4	9	54	50	26	-24	75	44	-31	56	15	-41						
	5	20	62	60	33	-27	70	42	-28				37	18	-19			
	6	13	92	85	28	-57	75	41	-34									
	7	12	64	75	34	-41	67	30	-37	67	30	-37						
	8	8	87	75	44	-31	75	53	-22				75	33	-42	50	7	-43
	Total	101	383	65	41	-24	68	38	-30	62	23	-39	56	26	-30	50	7	-43
2017	3	50	21	20	5	-15	24	19	-5									
	4	25	54	64	11	-53	38	7	-31	50	13	-37						
	5	8	72	50	21	-29	50	32	-18				25	11	-14			
	6	14	71	50	33	-17	50	23	-27									
	7	20	82	58	35	-23	53	18	-35	45	28	-17						
	8	10	82	67	29	-38	67	49	-18				40	26	-14	20	5	-15
	Total	127	382	52	25	-27	47	25	-22	48	21	-27	33	19	-14	20	5	-15

Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard																	
Grade	N Tested		Reading			Mathematics			Writing			Science					
	Not At Risk	At Risk	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff	Not At Risk	At Risk	Diff			
2019	3																
	4																
	5																
	Total																
2018	3																
	4																
	5																
	Total																
2017	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019, accountability subset of students.

Notes: Percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Carter Woodson School

School No: 127

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I					
	English II					
	Algebra I					
	Biology					
	US History					
2018	English I					
	English II					
	Algebra I					
	Biology					
	US History					
2017	English I					
	English II					
	Algebra I	4	9	*	89	*
	Biology					
	US History					

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates								
TxCHSE								
Continuers								
Completion								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Evan Worthing High School

School No: 19

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	22	274	59	32	-27
	English II	31	230	90	32	-58
	Algebra I	23	168	83	75	-8
	Biology	33	185	88	75	-13
	US History	45	116	98	83	-15
2018	English I	19	365	84	19	-65
	English II	22	286	68	35	-33
	Algebra I	14	255	86	67	-19
	Biology	14	246	93	55	-38
	US History	14	135	100	78	-22
2017	English I	28	331	61	18	-43
	English II	19	261	58	21	-37
	Algebra I	21	255	67	31	-36
	Biology	25	221	80	54	-26
	US History	17	181	88	73	-15

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	128	37.2	64.4	27.2	158	47.1	70.9	23.8
TxCHSE	1	0.0	0.6	0.6	3	3.9	0.5	-3.4
Continuers	24	18.6	9.2	-9.4	13	5.9	5.3	-0.6
Completion	153	55.8	74.1	18.3	174	56.9	76.7	19.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.

State Compensatory Education Comparison of Students At-Risk and Not-At-Risk of Dropping Out of School

Jack Yates High School

School No: 20

Achieve 180 Schools

STAAR End of Course % Approaches Grade Level Performance Standard						
	Subject	N Tested		% Satisfactory		
		Not At Risk	At Risk	Not At Risk	At Risk	Diff
2019	English I	45	302	62	27	-35
	English II	49	250	84	30	-54
	Algebra I	35	201	80	52	-28
	Biology	53	199	92	64	-28
	US History	42	136	100	83	-17
2018	English I	24	334	67	25	-42
	English II	22	288	82	35	-47
	Algebra I	16	228	81	54	-27
	Biology	23	214	91	64	-27
	US History	19	154	95	80	-15
2017	English I	38	316	63	22	-41
	English II	35	265	71	28	-43
	Algebra I	28	238	64	47	-17
	Biology	37	208	84	63	-21
	US History	31	169	100	68	-32

Completion Status								
	Class of 2017				Class of 2018			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
Graduates	165	72.2	73.3	1.0	145	63.8	66.5	2.6
TxCHSE	0				2	2.1	0.6	-1.6
Continuers	15	3.7	7.6	3.9	19	10.6	8.1	-2.6
Completion	180	75.9	80.8	4.9	166	76.6	75.1	-1.5

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2017, 2018, and 2019 (first-time testers and re-testers); TEA Four-Year Class of 2017 and Class of 2018 Student Listing Data Files.

Notes: EOC percentages have been rounded to the nearest whole number. * N<5.