

## MEMORANDUM

February 11, 2019

TO: Annvi S. Utter  
Officer, Student Support Services

FROM: Carla Stevens  
Assistant Superintendent, Research and Accountability

SUBJECT: **STATE COMPENSATORY EDUCATION, 2017–2018**

Attached is the State Compensatory Education report for the 2017–2018 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 214,175 students enrolled in HISD as of the PEIMS 2017 fall snapshot, 71.6 percent were identified as being at-risk according to SCE criteria.
- On the 2018 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 26 percentage points in reading, 20 percentage points in mathematics, 36 percentage points in writing, 32 percentage points in science, and 36 percentage points in social studies. The gaps decreased in reading, math, and science, but increased in writing and social studies, from 2017 to 2018.
- On the 2018 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 23 percentage points in reading, 15 percentage points in mathematics, 25 percentage points in writing, and 32 percentage points in science. The gaps decreased in all subjects except science from 2017 to 2018.
- On the 2018 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 to 37 percentage points in English II. The gaps in performance between not-at-risk and at-risk high school students decreased slightly from 2017 to 2018 in all subjects except English II, for which the gap remained unchanged.
- The four-year longitudinal graduation rate for not-at-risk students in the class of 2017 saw a slight decrease over the previous graduating cohort, moving from 86.0 to 83.4 percent. The corresponding rate for at-risk students in the class of 2017 improved over the previous graduating cohort, rising from 76.3 to 79.3 percent.
- 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) (1.4 percent vs. 0.4 percent), but a smaller percentage of not-at-risk than at-risk class of 2017 students were continuers (1.7 percent vs. 8.3 percent).

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

 CJS

Attachment

cc: Noelia Longoria  
Glenn Reed  
Rosa Diaz



# RESEARCH

Educational Program Report

STATE COMPENSATORY EDUCATION REPORT  
2017-2018



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4400 West 18th Street Houston, Texas 77092-8501

[www.HoustonISD.org](http://www.HoustonISD.org)

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# STATE COMPENSATORY EDUCATION REPORT 2017–2018

## 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 2017–2018 school year. The completion status of the class of 2017 was also assessed.

### Program Cost and Funding Source

The annual budget for SCE programs in the Houston Independent School District (HISD) for the 2017–2018 academic year was \$117,368,662. This figure included \$23,305,763 of supplemental campus-based funds. These amounts are budgeted amounts and not final expenditures for 2017–2018. Final expenditures as of June 2018 may be obtained from HISD's Budgeting and Financial Planning Department.

### Highlights

- Of the 214,175 students who attended HISD during the 2017–2018 academic year, 153,403 students (71.6 percent) were identified as being at-risk according to SCE criteria. More males than females were identified as at-risk (73.2 percent of males in the district were identified as at-risk and 70.0 percent of females were).
- The ethnic composition of at-risk students was 68.0 percent Hispanic, followed by 22.5 percent African American, 5.6 percent white, 3.0 percent Asian/Pacific Islander, and one percent American

Indian or two or more races. Exactly 76.8 percent of at-risk students were economically disadvantaged. Majorities of African American, Hispanic, Asian/Pacific Islander, American Indian, and mixed-race students, as well as those who were economically disadvantaged, were deemed at-risk.

- Districtwide, on the 2018 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 26 percentage points in reading, 20 percentage points in mathematics, 36 percentage points in writing, 32 percentage points in science, and 36 percentage points in social studies. The gaps decreased in reading, math, and science, but increased in writing and social studies, from 2017 to 2018.
- Districtwide, on the 2018 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 23 percentage points in reading, 15 percentage points in mathematics, 25 percentage points in writing, and 32 percentage points in science. The gaps decreased in all subjects except science from 2017 to 2018.
- Districtwide, on the 2018 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 to 37 percentage points in English II. The gaps in performance between not-at-risk and at-risk high school students decreased slightly from 2017 to 2018 in all subjects except English II, for which the gap remained unchanged.
- For the class of 2017, 83.4 percent of not-at-risk students and 79.3 percent of at-risk students graduated from HISD. The completion rate (which includes graduates, continuers, and GED recipients) for not-at-risk students was 86.5 percent and for at-risk students was 88.0 percent.

## Recommendations

1. English and Spanish STAAR and STAAR EOC performance improved in some grades and worsened in other grades from 2016–2017 to 2017–2018 for all students (not-at-risk and at-risk). Elementary, middle, and high school leadership should help greater percentages of both not-at-risk and at-risk students meet the Approaches Grade Level Performance Standard and higher.
2. The graduation rate decreased slightly for not-at-risk students, but increased for at-risk students, from the class of 2016 to the class of 2017. The graduation-rate gap between at-risk and not-at-risk students was smaller for the class of 2017 than for the class of 2016. Overall completion in the class of 2017, though, improved slightly for at-risk students. High school leadership should continue targeting students who are at-risk of dropping out, and encourage them to complete their schooling using all tools at their disposal.
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 2017–2018 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 2017–2018 academic year was \$117,368,662. This figure included \$23,305,763 of supplemental campus-based funds. These amounts are budgeted amounts and not final expenditures for 2017–2018. 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 2018 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 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. These evaluations are required annually. 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 2017–2018 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 PEIMS October 2017 snapshot. PEIMS contains information from the “fall snapshot” of students taken on the last Friday of October each academic year and also includes an indicator for at-risk status. All students in the file were included.

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 2016–2017 and the 2017–2018 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 2013–2014 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 GED or 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, GEDs/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 2016 and 2017.

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 2018 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. Student performance is reported for the overall district 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 US History for 2018, 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. 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

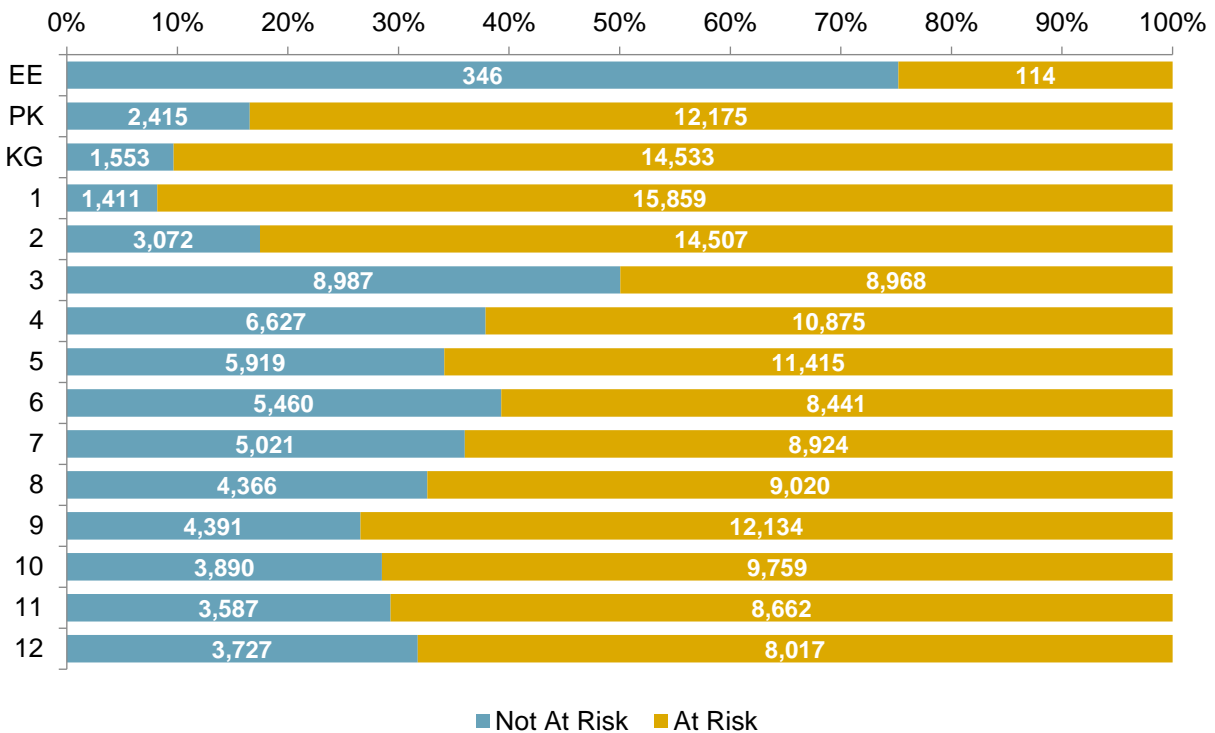
### Demographic Characteristics: At-Risk Students

- Of the 214,175 students enrolled in HISD at the fall snapshot for the 2017–2018 school year, 153,403 students (71.6 percent) were identified as being at-risk according to SCE criteria (see **Table 1**, page 7).
- In 2017–2018, a larger proportion of males than females enrolled in HISD (73.2 and 70.0 percent, respectively) were identified as at-risk (see Table 1, page 7).
- Hispanic students accounted for the largest total number of at-risk students (104,264) and constituted 68.0 percent of all at-risk students. African Americans made up the next largest group of at-risk students at 34,445, or 22.5 percent of all at-risk students (see Table 1, page 7).
- While only a little less than three-fifths of those who were categorized as not-economically disadvantaged were identified as at-risk (56.1 percent), greater than three-quarters of those categorized as economically disadvantaged were identified as at-risk (76.8 percent; see Table 1, page 7).
- Relative to students in other grades, a higher proportion of first graders (91.8 percent) were identified as at-risk (see **Figure 1**, page 7).

Table 1. Districtwide Not At-Risk and At-Risk Student Distribution, 2017–2018							
Demographic Characteristic	Total	Not At-Risk			At-Risk		
		N	% of Row Total	% of Not At-Risk	N	% of Row Total	% of At-Risk
Total	214,175	60,772	28.4	100.0	153,403	71.6	100.0
Gender							
Female	105,533	31,687	30.0	52.1	73,846	70.0	48.1
Male	108,642	29,085	26.8	47.9	79,557	73.2	51.9
Ethnicity							
White	18,625	10,039	53.9	16.5	8,586	46.1	5.6
African American	51,437	16,992	33.0	28.0	34,445	67.0	22.5
Hispanic	132,449	28,185	21.3	46.4	104,264	78.7	68.0
Asian/Pacific Islander	8,824	4,159	47.1	6.8	4,665	52.9	3.0
American Indian	355	119	33.5	0.2	236	66.5	0.2
Two or More	2,485	1,278	51.4	2.1	1,207	48.6	0.8
Economically Disadvantaged Status							
Not Economically Disadvantaged	53,701	23,556	43.9	38.8	30,145	56.1	19.7
Economically Disadvantaged	160,474	37,216	23.2	61.2	123,258	76.8	80.3

Source: PEIMS 2017–2018 fall snapshot. 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, 2017–2018 Academic Year**

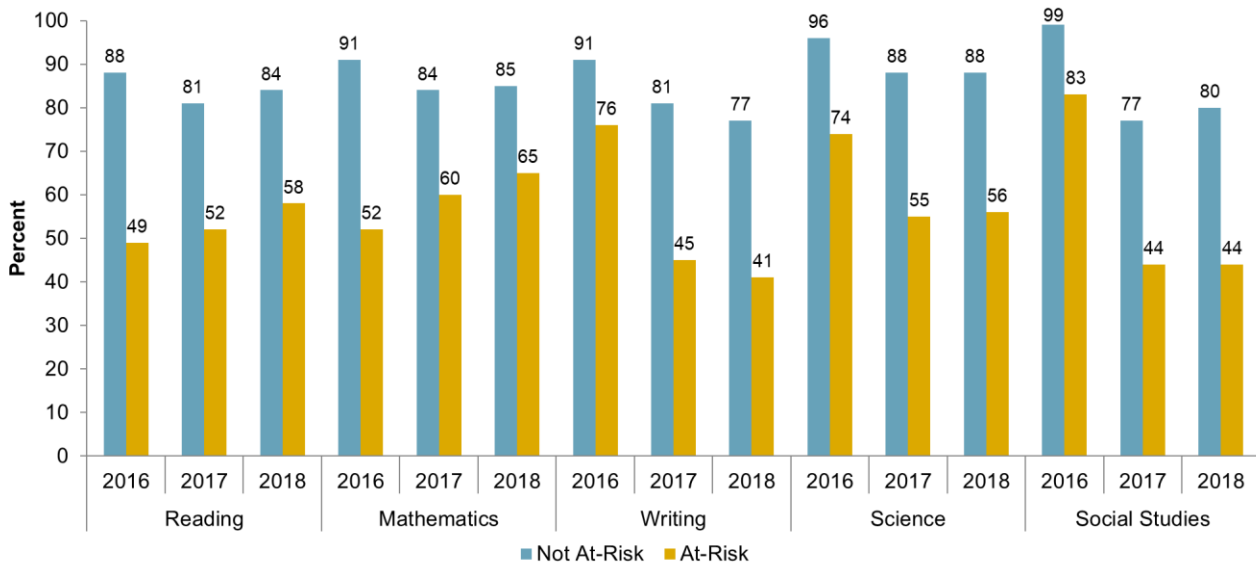


Source: PEIMS 2017–2018 fall snapshot.

**STAAR Performance Grades 3–8**

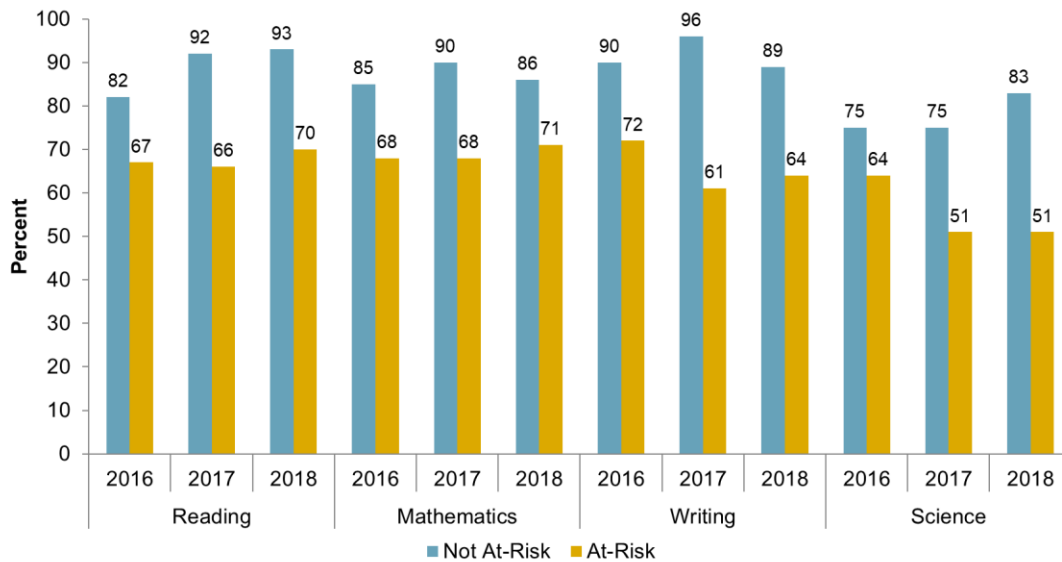
- Overall, on the 2018 English language STAAR, the gap in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk students and at-risk students was 5 points at the low end and no more than 37 points at the high end on all tests and at all grade levels (see **Figure 2** below and see page 27). The range for the previous year was 11 to 39.
- Taking all grades combined, not-at-risk students outperformed at-risk students on each subtest of the English language STAAR: the gap was 26 percentage points for reading, 20 percentage points for mathematics, 36 percentage points for writing, 32 percentage points for science, and 36 percentage points for social studies.
- From the 2016–2017 to the 2017–2018 academic years, gaps (1) decreased on the English-language STAAR reading, math, and science tests, (2) stayed the same on the English-language STAAR writing, and (3) increased on the English-language STAAR social studies test.
- On the 2018 Spanish language STAAR, not-at-risk students performed better than at-risk students on all subtests at all grade levels. The gap was 23 percentage points for reading, 15 percentage points for mathematics, 25 percentage points for writing, and 32 percentage points for science (see **Figure 3** on page 9 and see page 27).
- From 2016–2017 to 2017–2018, gaps decreased on the Spanish-language STAAR reading, mathematics, and writing tests, but increased on the Spanish-language STAAR science 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, 2015–2016, 2016–2017, and 2017–2018 Academic Years**



Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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, 2015–2016, 2016–2017, and 2017–2018 Academic Years**

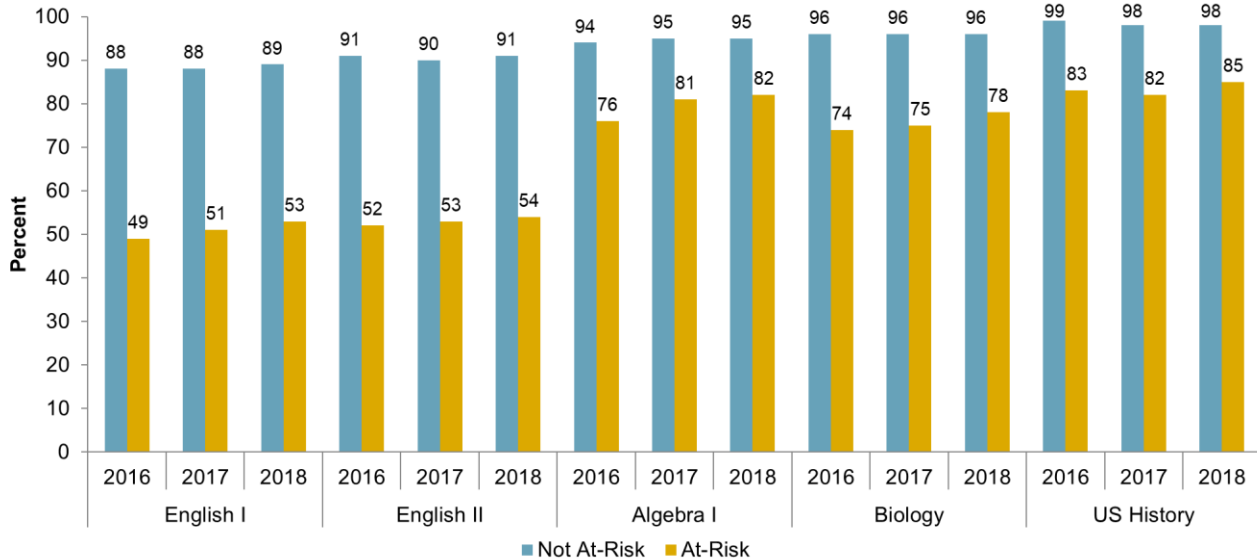


Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, accountability subset of students. Percentages have been rounded to the nearest whole number.

### STAAR EOC Performance

- In 2018, 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, 18 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 decreased by one percentage point on the STAAR EOC English I and Algebra I tests, and three percentage points on the STAAR EOC Biology and US History tests from the 2016–2017 to the 2017–2018 academic years. The gap in performance between not-at-risk and at-risk students on the STAAR EOC English II test remained the same over the same period. The three-year trend, however, shows a closing gap on all STAAR EOC tests.

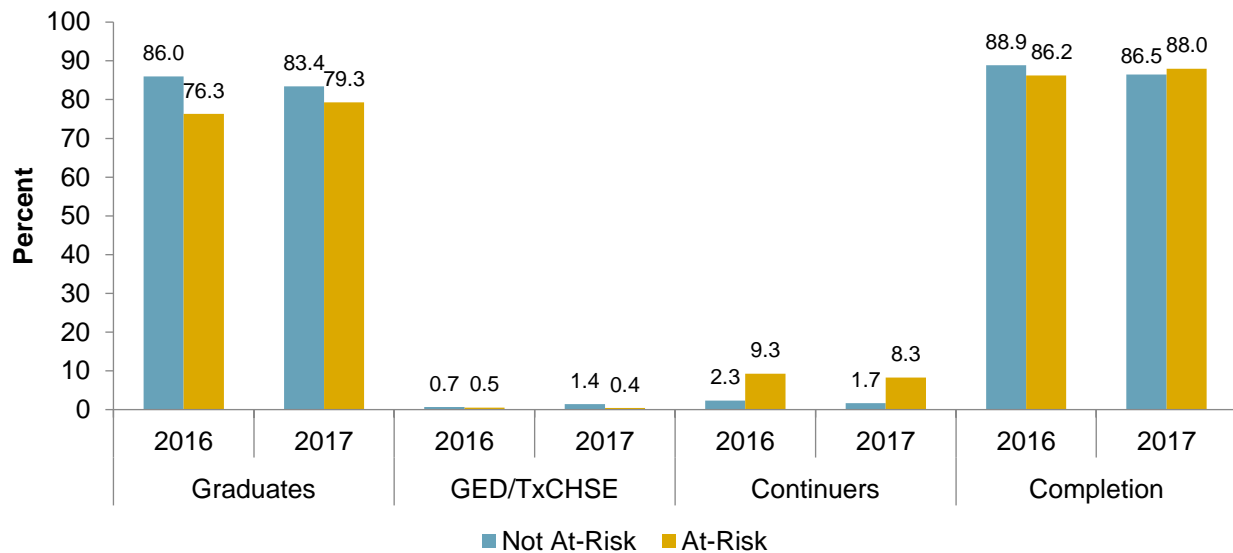
**Figure 4. Districtwide Percentage of Not-At-Risk and At-Risk Students Who Achieved the Approaches Grade Level Performance Standard on the STAAR End-of-Course Tests, 2015–2016, 2016–2017, and 2017–2018 Academic Years**



Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, first-time testers and re-testers included. Percentages have been rounded to the nearest whole number.

### Completion Rates

- The graduation rate decreased slightly among not-at-risk students, but increased among at-risk students, from 2016–2017 to 2017–2018 (see **Figure 5** on page 11 and see page 28).
- For the class of 2017, 83.4 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 2016 numbers were 86.0 percent and 76.3 percent for not-at-risk and at-risk students, respectively.
- The completion rate declined among not-at-risk students and rose slightly among at-risk students over the same period.
- For the class of 2017, 86.5 percent of not-at-risk students and 88.0 percent of at-risk students were completers of one type or another, widening the gap for this class in favor of at-risk students. The corresponding 2016 numbers were 88.9 percent and 86.2 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) (1.4 percent vs. 0.4 percent), but a smaller percentage of not-at-risk than at-risk class of 2017 students were continuers (1.7 percent vs. 8.3 percent).

**Figure 5. Districtwide Completion Rates for Not-At-Risk and At-Risk Students in the Classes of 2016 and 2017**

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 2018 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 removed to JJAEP and young women who received pregnancy-related services had a lower passing rate on the STAAR Reading, Mathematics, 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. Districtwide attendance rates declined only slightly from 95.5 to 95.3 percent from the 2016–2017 to the 2017–2018 academic year. The graduation and completion rates improved for at-risk students in the class of 2017 relative to at-risk students in the class of 2016 (see Figure 5 above). The overall passing rates of not-at-risk students exceeded those of at-risk students at all grade levels on all subtests of the English- and Spanish-language STAAR 3–8 and all STAAR EOC tests. Decreases in performance gaps were witnessed on the English-language STAAR reading, math, and science tests (the writing test gap was unchanged and the social studies test gap increased) and on four of five STAAR EOC tests (the English II gap was unchanged). There was a decrease in performance gaps on three of four Spanish-language STAAR tests (the science test gap increased).

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, gains over previous years notwithstanding. 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 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 End-of-Course tests, administered to students taking high school courses. That said, decreases in performance gaps from the 2016–2017 academic year to the 2017–2018 academic year were witnessed on the reading (29 percentage-point difference to 26 percentage-point difference), mathematics (24 percentage-point difference to 20 percentage-point difference), and science (33 percentage-point difference to 32 percentage-point difference) portions of the English-language STAAR assessment, as well as on the STAAR EOC English I (37 percentage-point difference to 36 percentage-point difference), Algebra I test (14 percentage-point difference to 13 percentage-point difference), Biology test (21 percentage-point difference to 18 percentage-point difference), and US History test (16 percentage-point difference to 13 percentage-point difference).

The graduation rate for at-risk students continued to lag behind the graduation rate for not-at-risk students for the class of 2017. The percent of at-risk students who graduated in the class of 2016 was 76.3 while the percent of not-at-risk students who graduated the class of 2016 was 86.0; the corresponding numbers for the class of 2017 were 79.3 and 83.4 percent, respectively (see page 28). Given that at-risk students continue to represent a large proportion of the students in HISD, continued support for students at-risk of dropping out of school is necessary in order to increase their performance and maintain or improve upon the closing of the achievement gaps.

Despite the continued existence of an achievement gap between at-risk and not-at-risk students districtwide in 2018, there were some individual schools that appeared to be closing achievement gaps in one or more subject areas, for specific grades. For example, Jennie Kolter Elementary School saw a reduction in the third-grade reading and math gaps on the English-language STAAR exam by 52 and 41 percentage points, respectively (see page 261). Matthew Dogan Elementary School's fourth grade at-risk students underperformed their not-at-risk peers by 14 percentage points on the reading test of the English-language STAAR exam in 2018, down from a 56-percentage point difference in 2017 (see page 357). Fifth grade at-risk students at Oran Roberts Elementary School underperformed their not-at-risk peers by 10 percentage points on the reading test of the English-language STAAR exam in 2018, compared to a deficit of 50 percentage points in 2017 (see page 119). Seventh grade at-risk students at Crispus Attucks Middle School underperformed their not-at-risk peers by 21 percentage points on the reading test of the English-language STAAR exam in 2018, compared to a deficit of 50 percentage points in 2017 (see page 310). Conversely, seventh grade at-risk students at Crispus Attucks Middle School outperformed their not-at-risk peers by 3 percentage points on the math test of the English-language STAAR exam in 2018, compared to underperformance of 32 percentage points in 2017 (see page 310).

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. The change in the passing rates gap between Charles Milby High School's not-at-risk and at-risk students between spring 2017 and spring 2018 on the STAAR EOC went from 59 to 49 percentage points on the English I test and 60 to 50 percentage points on the English II test (see page 339). Sharpstown High School's performance gap between not-at-risk and at-risk students on the STAAR EOC English II test decreased from 70 percentage points in 2017 to 41 percentage points in 2018 (see page 343). The performance gap on the STAAR EOC Algebra I test between not-at-risk and at-risk students at Margaret Long Wisdom High School shrank from 47 percentage points in 2017 to 16 percentage points in 2018 (see page 307). Jack Yates High School's at-risk students underperformed their not-at-risk peers by 15 percentage points on the STAAR EOC US History test in 2018, down from a gap of

32 percentage points in 2017 (see page 352). Finally, at Phillis Wheatley High School, at-risk students underperformed their not-at-risk peers by 26 percentage points on the STAAR EOC Biology test in 2018, down from 41 percentage points in 2017 (see page 364).

The not-at-risk/at-risk gap in the percentage of students in the 2012–2013 and 2013–2014 ninth-grade cohorts (i.e., Class of 2016 and Class of 2017) who graduated was reduced at Middle College High School at HCC Felix Fraga; the gap of 26.7 percentage points for the class of 2016 fell to 5.6 for the class of 2017 (see page 204). The not-at-risk/at-risk gap in both graduation and completion rates not only dropped at Energized for STEM West High School, but also reversed. A greater percentage of not-at-risk than at-risk students in the class of 2016 were either graduates or completers (the gap was 3.0 and 6.1 percentage points, respectively) (see page 250). The class of 2017 saw a slightly larger percentage of at-risk than not-at-risk students who were graduates or completers (the gap for both was 1.7 percentage points) (see page 250). The class of 2016 graduation rate at Charles Milby High School was 82.0 percent among not-at-risk students and 75.5 percent among at-risk students, an at-risk/not-at-risk difference of -6.5 percentage points. Corresponding numbers for the class of 2017 were 85.4 and 81.6, or a difference of -3.8 percentage points (see page 339).

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 would 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 2017–2018 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 the availability of campus-level counseling and psychological staff 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		
	2016–2017	2017–2018		2016–2017	2017–2018
Cumulative Enrollment	31	31	<b>FTEs</b>	Contract	Contract
Gender			<b>Allocation</b>	\$902,938	\$1,016,116
Female	10%	6%	<b>School Improvement Plan</b>		
Male	90%	94%	The utilization of SCE funds was documented.		
Race/Ethnicity			<b>Student Outcomes</b>		
African American	71%	39%	<b>Attendance Rate</b>	77.8%	79.2%
American Indian	0%	0%			
Asian/Pacific Islander	0%	0%			
Hispanic	29%	58%			
White	0%	3%			
Two or More	0%	0%			
At-Risk	87%	87%			

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

English STAAR Percent Met Approaches Grade Level Standard, 2016 through 2018											
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	
<b>Total</b>	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	*							
<b>Total</b>	1	*	1	*							
2016 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	7	14	6	0	7	0					
8	5	40	5	0			3	*	4	*	
<b>Total</b>	13	31	12	8	7	0	3	*	4	*	

Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018. \*N < 5.

**JJAEP (cont.)**

STAAR End-of-Course Percent Met Approaches Grade Level Standard, 2016 through 2018								
2018 Subject	N Tested	Percent	Subject	N Tested	Percent	Subject	N Tested	Percent
English I	4	*	English II	3	*	Algebra I	4	*
Biology	5	20	US History	4	*			
2017 Subject	N Tested	Percent	Subject	N Tested	Percent	Subject	N Tested	Percent
English I	10	10	English II	9	11	Algebra I	9	56
Biology	8	50	US History	2	*			
2016 Subject	N Tested	Percent	Subject	N Tested	Percent	Subject	N Tested	Percent
English I	12	17	English II	6	33	Algebra I	11	27
Biology	9	67	US History	1	*			

Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018. \*N < 5.

**Executive Summary**

JJAEP offered educational instruction and support services to a cumulative total of 31 students during the 2017–2018 school year. Most students expelled to JJAEP were male (94 percent), and the racial/ethnic composition of all students served was 58 percent Hispanic (up from 29 percent the prior year), 38 percent African American (down from 71 percent the prior year), and three percent White (up from zero percent the prior year). Eighty-seven percent of the students served were considered at-risk according to SCE criteria.

The budget allocation for JJAEP increased from \$902,938 for the 2016–2017 academic year to \$1,016,116 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 among JJAEP students rose slightly from 77.7 percent in 2016–2017 to 79.2 in 2017–2018.

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 6<sup>th</sup>–12<sup>th</sup> 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		
	2016–2017	2017–2018		2016–2017	2017–2018
Cumulative Enrollment		973	FTEs Allocation		Contract
Gender					
Female	27%		<b>School Improvement Plan</b>		
Male	73%		The utilization of SCE funds was documented.		
Race/Ethnicity			<b>Student Outcomes</b>		
African American	46%			2016–2017	2017–2018
American Indian	<1%		Attendance Rate		80.6%
Asian/Pacific Islander	<1%				
Hispanic	51%				
White	2%				
Two or More	<1%				
At-Risk	93%				

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

English STAAR Percent Met Approaches Grade Level Standard, 2016 through 2018										
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
<b>Total</b>	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										
<b>Total</b>										
2016 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										
<b>Total</b>										

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

### Secondary Disciplinary Alternative Education Program (cont.)

STAAR End-of-Course Percent Met Approaches Grade Level Standard, 2016 through 2018								
2018 Subject	N Tested	Percent	Subject	N Tested	Percent	Subject	N Tested	Percent
English I	189	20	English II	118	25	Algebra I	157	27
Biology	133	38	US History	47	62			
2017 Subject	N Tested	Percent	Subject	N Tested	Percent	Subject	N Tested	Percent
English I			English II			Algebra I		
Biology			US History					
2016 Subject	N Tested	Percent	Subject	N Tested	Percent	Subject	N Tested	Percent
English I			English II			Algebra I		
Biology			US History					

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

#### Executive Summary

The Secondary Disciplinary Alternative Education Program (DAEP), which started in the 2017–2018 academic year, replaced the Beechnut Academy DAEP administered by Camelot Education. The program offered educational instruction and support services to a cumulative total of 973 students over the 2017–2018 school year. Most of the students served during the 2017–2018 academic year were male (73 percent). The racial/ethnic composition of students consisted mostly of Hispanic (51 percent) and African American (46 percent) students. Ninety-three percent of the students served were classified as at-risk according to SCE criteria.

The budget allocation for Secondary DAEP was \$4,668,250 in 2017–2018.

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 80.6 percent during the 2017–2018 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 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders whose reading performance met the Approaches Grade Level Standard was 25, 24, and 36 percent, respectively. Across 6<sup>th</sup> through 8<sup>th</sup> grades, the passing rate on the STAAR 3–8 reading test was a low 29 percent. The percent of all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders whose math performance met the Approaches Grade Level Standard was 34, 21, and 35 percent, respectively. Across 6<sup>th</sup> through 8<sup>th</sup> grades, the passing rate on the STAAR 3–8 math test was 29 percent. The passing rates on the 7<sup>th</sup> grade writing, 8<sup>th</sup> grade science, and 8<sup>th</sup> grade social studies tests were 17, 31, and 17 percent, respectively.

The percentage of students served by the Secondary DAEP who met the Approaches Grade Level standard was 20 percent on the 2018 STAAR EOC English I exam, 25 percent on the 2018 STAAR EOC English II exam, 27 percent on the 2018 STAAR EOC Algebra I exam, 38 percent on the 2018 STAAR EOC Biology exam, and 62 percent on the 2018 STAAR EOC US 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		
	2016–2017	2017–2018		2016–2017	2017–2018
Cumulative Enrollment	16	23	<b>FTEs</b>	Contract	Contract
Gender			<b>Allocation</b>	\$340,968	\$364,067
Female	25%	4%	<b>School Improvement Plan</b>		
Male	75%	96%	The utilization of SCE funds was documented.		
Race/Ethnicity			<b>Student Outcomes</b>		
African American	63%	44%		2016–2017	2017–2018
American Indian	0%	4%	<b>Attendance Rate</b>	88.1%	92.0%
Asian/Pacific Islander	0%	0%			
Hispanic	37%	39%			
White	0%	9%			
Two or More	0%	4%			
At-Risk	81%	65%			

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

English STAAR Percent Met Approaches Grade Level Standard, 2016 through 2018								
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
<b>Total</b>	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
<b>Total</b>	15	40	15	20	4	*	9	22
2016 Grade	Reading		Mathematics		Writing		Science	
	N Tested	Percent	N Tested	Percent	N Tested	Percent	N Tested	Percent
3	2	*	2	*				
4	8	38	8	13	8	25		
5	17	29	17	47			17	29
<b>Total</b>	27	33	27	37	8	25	17	29

Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018. \*N < 5.

### Executive Summary

EL DAEP, which had a budget allocation of \$364,067 offered educational instruction and support services to a cumulative total of 23 students during the 2017–2018 school year. Ninety-six percent of the students were male, 44 percent were African American, 39 percent were Hispanic, and 65 percent were classified as at-risk according to SCE criteria. For students receiving EL DAEP instruction, performance on the English-language STAAR was up over the previous year for most tests. Too few students tested in the 4<sup>th</sup> grade in 2016–2017 to make any comparison to student performance in 2017–2018.

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			
	2016–2017	2017–2018	2016–2017		2017–2018	
Cumulative Enrollment	376	308	<b>Type of Referral</b>			
Gender			<b>N</b>		<b>%</b>	
Female	100.0%	100%	Students Receiving CEHI		218	-
Male	0%	0%			180	-
Race/Ethnicity						
African American	25%	32%				
American Indian	<1%	0%				
Asian/Pacific Islander	0%	<1%				
Hispanic	73%	66%				
White	<1%	<1%				
Two or More	0%	<1%				
At-Risk	100%	100%				
Staffing/Funds			School Improvement Plan			
	2016–2017	2017–2018	Not applicable			
FTEs	Contract	Contract				
Allocation	\$699,213	\$746,575				

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, 2016 through 2018											
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			5	0	
8	7	14	6	17			7	0			
<b>Total</b>	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	
<b>Total</b>	19	42	19	32	2	*	15	40	15	40	
2016 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	3	*	3	*	2	*					
8	9	44	8	38			7	0	7	0	
<b>Total</b>	14	43	13	38	2	*	7	0	7	0	

Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018. \*N < 5



**Pregnancy-Related Services (cont.)**

STAAR End-of-Course Percent Met Approaches Grade Level Standard, 2016 through 2018								
2018 Subject	N Tested	Percent	Subject	N Tested	Percent	Subject	N Tested	Percent
English I	64	16	English II	79	34	Algebra I	40	35
Biology	36	31	US History	61	66			
2017 Subject	N Tested	Percent	Subject	N Tested	Percent	Subject	N Tested	Percent
English I	72	11	English II	105	25	Algebra I	41	34
Biology	38	34	US History	71	65			
2016 Subject	N Tested	Percent	Subject	N Tested	Percent	Subject	N Tested	Percent
English I	76	14	English II	92	26	Algebra I	53	38
Biology	35	51	US History	75	72			

Source: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018. \*N < 5

**Executive Summary**

During the 2017–2018 school year, a cumulative total of 308 students received pregnancy-related services. The racial/ethnic composition was dominated by Hispanic (66 percent) and African American students (32 percent). One hundred percent of these students were female and considered at-risk according to SCE criteria.

The budget allocation for this program increased from \$699,213 in 2016–2017 to \$746,575 in 2017–2018.

Program effectiveness was measured with test performance data on the STAAR and STAAR EOC. Fewer than 50 percent of PRS students for whom 2018 English language STAAR scores were available met the Approaches Grade Level Performance Standard in any of the subject areas. The passing rates were down over the previous year for most subject areas as well; too few students tested in the 7<sup>th</sup> grade in 2016–2017 to make any comparison to student performance in 2017–2018.

Young women who received pregnancy-related services during the 2017–2018 academic year performed similarly to a different cohort of young women who received the same services in 2016–2017 on the STAAR EOC tests. The percent whose performance met the Approaches Grade Level Standard was 16 percent on the English I test (the passing rate was 11 percent in the previous year), 34 percent on the English II test (the passing rate was 25 percent in the previous year), 35 percent on the Algebra I test (the passing rate was 34 percent in the previous year), 31 percent on the Biology test (the passing rate was 34 percent in the previous year), and 66 percent on the U.S. History test (the passing rate was 65 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	
	2016–2017	2017–2018	2016–2017	2017–2018
Total Served	216,106	214,175	FTEs 756	803
Gender			Allocation	\$42,894,143    \$62,755,820
Female	49%	49%	<b>District Improvement Plan</b> The utilization of SCE funds was documented in the 2017–2018 District Improvement Plan.	
Male	51%	51%		
Race/Ethnicity			<b>Student Outcomes</b>	
African American	24%	24%		
American Indian	<1%	<1%	Attendance Rate	2016–2017    2017–2018
Asian/Pacific Islander	4%	4%		95.5%    95.3%
Hispanic	62%	62%		
White	9%	9%		
Two or More	1%	1%		
At-Risk	67%	72%		

\*Source: PEIMS Fall Snapshot

**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 2017–2018 school year, an additional 803 FTE positions were funded to serve a total of 214,175 students. The budget allocation for the 2017–2018 school year was \$62,755,820. In 2017–2018, the racial/ethnic composition for the district consisted of 24 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, 72 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 2017–2018 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 writing and social studies (36 percentage points for both), followed by science (32 percentage points), reading (26 percentage points), and mathematics (20 percentage points). The performance gaps narrowed from 2016–2017 to 2017–2018 in reading, mathematics, and science, but remained unchanged in writing and increased for social studies.

The total performance gap on the Spanish version of the STAAR exam between at-risk and not-at-risk students was the largest in science (32 percentage points), followed by writing (25 percentage points), reading (23 percentage points), and mathematics (15 percentage points). The performance gaps narrowed from 2016–2017 to 2017–2018 on the Spanish-language STAAR 3–8 reading, math, and writing tests; the Spanish-language STAAR 3–8 science test gap increased.

On most subjects of the 2018 STAAR EOC exams, the gap in performance between not-at-risk and at-risk students was also large. 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, 18, and 13 percentage points, respectively. Overall in 2017–2018, the between-group differences remained unchanged from those reported in the 2016–2017 for English II and narrowed for English I, Algebra I, Biology, and US History.

While the graduation and completion rates for not-at-risk students decreased slightly among the class of 2017 relative to the class of 2016, the corresponding rates among at-risk students over the same period increased. The class of 2016 graduation and completion rates among not-at-risk students was 86.0 and 88.9 percent, respectively, compared to the class of 2017 graduation and completion rates of 83.4 and 86.5 percent, respectively. At-risk students in the class of 2016 had a graduation rate of 76.3 percent, compared to the class of 2017's graduation rate of 79.3 percent. At-risk students in the class of 2016 had a completion rate of 86.2 percent, compared to the class of 2017's completion rate of 88.0 percent. The not-at-risk/at-risk gaps in graduation and completion rates declined from 2016–2017 to 2017–2018. The gap in the graduation rate decreased from 9.7 percentage points down to 4.1 percentage points. The gap in the completion rate reversed from 2.7 percentage points favoring not-at-risk students to 1.5 percentage points favoring 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 78<sup>th</sup> Legislature), accelerated reading programs, and programs helping students who have dyslexia or a related disorder (House Bill 1691 of the 78<sup>th</sup> 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 all 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 identified as 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.

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.

## 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	8,649	5,172	67	53	-14	67	58	-9									
	4	6,602	8,786	88	51	-37	84	52	-32	82	44	-38						
	5	6,124	9,937	91	46	-45	91	57	-34		89	51	-38					
	6	5,192	7,891	83	45	-38	86	55	-31									
	7	5,022	8,238	89	50	-39	87	51	-36	87	48	-39						
	8	5,361	8,004	92	60	-32	82	50	-32		90	52	-38	79	40	-39		
	Total	36,950	48,028	83	53	-30	81	55	-26	83	45	-38	90	51	-39	79	40	-39

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	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	
<b>2017</b>	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	
<b>2016</b>	3	121	4,339	77	67	-10	88	69	-19							
	4	79	1,419	90	66	-24	92	71	-21	90	72	-18				
	5	15	134	83	67	-16	17	64	47				75	64	-11	
	Total	215	5,892	82	67	-15	85	68	-17	90	72	-18	75	64	-11	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	4,861	11,765	88	49	-39
	English II	4,745	10,569	91	52	-39
	Algebra I	4,923	10,026	94	76	-18
	Biology	4,854	9,113	96	74	-22
	US History	4,552	6,988	99	83	-16

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	9,543	86.0	76.3	-9.7	9,940	83.4	79.3	-4.1
<b>GED/TxCHSE</b>	71	0.7	0.5	-0.2	92	1.4	0.4	-1.0
<b>Continuers</b>	744	2.3	9.3	7.0	730	1.7	8.3	6.6
<b>Completion</b>	10,358	88.9	86.2	-2.7	10,762	86.5	88.0	1.5

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	3	1,093	950	68	55	-13	73	65	-8								
	4	743	1,679	85	48	-37	89	65	-24	73	41	-32					
	5	672	1,985	92	61	-31	94	76	-18		91	61	-30				
	6	321	1,008	79	39	-40	86	61	-25								
	7	306	1,143	85	53	-32	84	57	-27	84	40	-44					
	8	322	1,041	94	63	-31	86	68	-18		75	53	-22	81	40	-41	
	Total	3,457	7,806	83	57	-26	86	67	-19	75	41	-34	87	59	-28	81	40
<b>2017</b>	3	1,227	790	63	50	-13	71	59	-12								
	4	749	1,584	78	50	-28	84	63	-21	77	52	-25					
	5	701	1,853	87	49	-38	94	69	-25		89	57	-32				
	6	368	1,054	79	40	-39	88	55	-33								
	7	385	1,020	89	52	-37	87	54	-33	85	46	-39					
	8	347	1,073	90	53	-37	82	67	-15		92	60	-32	79	44	-35	
	Total	3,777	7,374	78	53	-25	83	63	-20	79	51	-28	90	58	-32	79	44
<b>2016</b>	3	1,197	872	66	52	-14	64	56	-8								
	4	826	1,490	85	53	-32	86	54	-32	81	46	-34					
	5	677	1,906	87	46	-42	89	57	-31		87	54	-33				
	6	398	953	85	43	-42	89	54	-35								
	7	406	1,039	88	45	-43	91	50	-41	89	42	-47					
	8	398	979	95	59	-36	88	60	-28		96	59	-37	87	47	-41	
	Total	3,902	7,239	81	52	-29	81	56	-26	82	46	-37	89	55	-34	87	47

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	18	942	48	73	25	50	74	24							
	4	3	419	*	71	*	*	76	*	*	76	*				
	5	4	73	*	72	*	*	66	*				*	53	*	
	Total	25	1,434	81	71	-10	80	72	-8	100	76	-24	100	53	-47	
<b>2017</b>	3	14	882	100	71	-29	88	80	-8							
	4	5	510	100	61	-39	100	65	-35	100	62	-38				
	5	8	55	100	76	-24		69					100	68	-32	
	Total	27	1,447	100	69	-31	90	73	-17	100	62	-38	100	68	-32	
<b>2016</b>	3	13	919	86	72	-14	92	75	-17							
	4	8	396	94	72	-22	100	76	-24	94	77	-18				
	5	4	28	*	50	*	*	25	*				*		*	
	Total	25	1,343	90	69	-20	94	70	-23	94	77	-18	33			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	English I	192	1,293	93	47	-46
	English II	166	1,100	96	45	-51
	Algebra I	258	959	97	80	-17
	Biology	194	855	98	69	-29
	US History	160	682	100	84	-16
<b>2017</b>	English I	214	1,240	95	47	-48
	English II	178	1,011	93	67	-26
	Algebra I	302	1,013	99	79	-20
	Biology	215	842	98	66	-32
	US History	173	789	100	80	-20
<b>2016</b>	English I	229	974	96	46	-50
	English II	239	977	98	58	-40
	Algebra I	280	880	99	74	-25
	Biology	236	723	100	61	-39
	US History	256	597	100	93	-7

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	747	74.7	82.8	8.1	810	71.3	89.2	17.9
<b>GED/TxCHSE</b>	1	0.0	0.2	0.2	0			
<b>Continuers</b>	30	0.8	4.7	3.9	27	0.7	3.6	2.9
<b>Completion</b>	778	75.6	87.6	12.0	837	72.1	92.8	20.7

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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  
Community Services Alternative 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  
Harper DAEP  
Nathaniel Q. Henderson Elementary School  
John J. Herrera Elementary School  
Sam Houston Math, Science, & Technology Center  
Rollin Isaacs Elementary School

Peter Janowski Elementary School  
Barbara Jordan High School for Careers  
John F. Kennedy Elementary School  
Mickey Leland College Preparatory for Young Men  
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  
North Houston Early College High 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  
McKinley Williams Middle 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
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		
2016	3	74	12	78	83	5	78	58	-20								
	4	54	36	85	56	-29	83	42	-41	85	56	-29					
	5	15	61	60	38	-22	60	41	-19				60	43	-17		
	6																
	7																
	8																
	Total	143	109	74	59	-15	74	47	-27	85	56	-29	60	43	-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		
2018	3															
	4															
	5															
	Total															
2017	3															
	4															
	5															
	Total															
2016	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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			
<b>2017</b>	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			
<b>2016</b>	3	32	75	66	47	-19	63	65	2									
	4	24	80	100	59	-41	96	74	-22	96	61	-35						
	5	31	75	87	36	-51	100	64	-36				84	40	-44			
	6																	
	7																	
	8																	
	Total	87	230	84	47	-37	86	68	-18	96	61	-35	84	40	-44			

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3		37		41			54						
	4													
	5													
	Total		37		41			54						
<b>2017</b>	3		2		*			*			*			*
	4		4		*			*			*			*
	5		2		*			*			*			*
	Total		8		42			50						50
<b>2016</b>	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	53	53	51	53	2	72	87	15								
	4	25	84	100	57	-43	96	64	-32	96	45	-51					
	5	28	83	96	43	-53	93	40	-53				79	33	-46		
	6																
	7																
	8																
	Total	106	220	82	51	-31	87	64	-23	96	45	-51	79	33	-46		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		44		39		57									
	4															
	5	1		*		*		*	*	*	*	*	*	*		
	Total	1	44	*	39	*	57	*	*	*	*	*	*	*		
<b>2017</b>	3	1	46	*	63	*	*	87	*	*	*	*	*	*		
	4		19		11		5			5						
	5	1	1	*	*	*	*	*	*	*	*	*	*	*		
	Total	2	66	*	58	*	64	*	*	5	*	*	*	*		
<b>2016</b>	3		20		20		25									
	4															
	5															
	Total		20		20		25									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	56	46	79	72	-7	86	83	-3								
	4	35	57	97	77	-20	91	79	-12	89	74	-15					
	5	27	74	100	61	-39	100	84	-16				100	70	-30		
	6																
	7																
	8																
	Total	118	177	92	70	-22	92	82	-10	89	74	-15	100	70	-30		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	36		89				92								
	4															
	5	7		57												
	Total	43		73				92								
<b>2017</b>	3	34		79				94								
	4	2	14	*	50	*	*	71	*	*	57	*	*	*		
	5		14		79											
	Total	2	62	*	69	*	*	83	*	*	57	*	*	*		
<b>2016</b>	3	35		49				85								
	4	17		59				88			81					
	5	12		50												
	Total	64		53				87			81					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	190	289	97	61	-36	97	73	-24									
	7	161	313	98	54	-44	98	64	-34	95	52	-43						
	8	194	276	99	64	-35	98	75	-23				98	69	-29	94	57	-37
	Total	545	878	98	72	-26	98	71	-27	95	52	-43	98	69	-29	94	57	-37

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3													
	4													
	5													
	Total													
<b>2017</b>	3													
	4													
	5													
	Total													
<b>2016</b>	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	102	60	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	107	67	99	100	1
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	86	20	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	62	16	58	31	-27	40	19	-21								
	4	40	43	93	47	-46	85	28	-57	80	44	-36					
	5	22	55	86	55	-31	91	53	-38				82	56	-26		
	6																
	7																
	8																
	Total	124	114	79	44	-35	72	33	-39	80	44	-36	82	56	-26		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1		*			*			*			*			
	4	2		*			*			*			*			
	5															
	Total	3		*			*			*			*			
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3	1		*			*			*			*			
	4															
	5															
	Total	1		*			*			*			*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

North School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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
<b>2018</b>	3		1		*			*			*			*			*	
	4		2		*			*			*			*			*	
	5		1		*			*			*			*			*	
	6																	
	7																	
	8	4	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	4	6	*	83	*	*	50	*	*	*	*	*	*	*	*	*	*
	<b>2017</b>																	
3		4		*				*			*			*			*	
4																		
5																		
6																		
7		1		*				*			*			*			*	
8		1		*				*			*			*			*	
Total		6		100				75										
<b>2016</b>																		
3		2		*				*			*			*			*	
4		5		40														
5		3		*				*			*			*			*	
6																		
7		4		*				*			*			*			*	
8	1	6	*		*	*	*	*	*	*	*	*	*	*	*	*	*	
Total	1	20	*	45	*	*	*	*	*	*	*	*	*	*	*	*	*	

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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	
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

North School Office Area

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	English I	3	22	*	5	*
	English II	2	13	*	8	*
	Algebra I	1	22	*	5	*
	Biology	1	12	*	25	*
	US History		14		57	
<b>2017</b>	English I	1	28	*	7	*
	English II		10		*	
	Algebra I	2	24	*	17	*
	Biology		17		6	
	US History		6		33	
<b>2016</b>	English I	2	20	*	10	*
	English II	1	9	*	11	*
	Algebra I	1	19	*	11	*
	Biology		17		18	
	US History		2		*	*

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	0				0			
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				2	1.6	12.5	10.9
<b>Completion</b>	0				2	1.6	12.5	10.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	39	84	54	50	-4	51	63	12								
	4	26	76	81	53	-28	73	51	-22	69	41	-28					
	5	33	84	91	27	-64	81	34	-47				88	39	-49		
	6																
	7																
	8																
	Total	98	244	75	43	-32	68	49	-19	69	41	-28	88	39	-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		
<b>2018</b>	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			
<b>2017</b>	3		33		55			79								
	4		44		61			67		67						
	5		3		*			*		*			*			
	Total		80		61			71		67			67			
<b>2016</b>	3		69		74											
	4		3		*			*		*			*			
	5		1		*			*		*			*			
	Total		73		74											

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	36	14	92	79	-13	94	86	-8								
	4	26	17	96	76	-20	96	94	-2	85	71	-14					
	5	34	80	91	78	-13	100	100	0				100	95	-5		
	6																
	7																
	8																
	Total	96	111	93	78	-15	97	93	-4	85	71	-14	100	95	-5		

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		
<b>2018</b>	3	75		91			83									
	4	60		97			98			97						
	5	3		*			*			*				*		
	Total	138		96			91			97						
<b>2017</b>	3	1	63	*	92	*	*	92	*	*		*		*	*	*
	4		83		83			86		88						
	5															
	Total	1	146	*	88	*	*	89	*	*	88	*	*	*	*	*
<b>2016</b>	3	1	82	*	90	*	*	87	*	*		*		*	*	*
	4		56		88			89		88						
	5		1		*			*		*			*		*	*
	Total	1	139	*	89	*	*	88	*	*	88	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	52	17	44	47	3	48	41	-7								
	4	30	36	67	56	-11	60	53	-7	67	57	-10					
	5	22	74	86	43	-43	77	65	-12				82	45	-37		
	6																
	7																
	8																
	Total	104	127	66	49	-17	62	53	-9	67	57	-10	82	45	-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		
<b>2018</b>	3	49		92		90										
	4	52		77		94			81							
	5	8		100		100										
	Total	109		90		95			81							
<b>2017</b>	3	65		77		86										
	4	1	61	*	69	*	*	86	*	*	70	*	*	*		
	5	9		67												
	Total	1	135	*	71	*	*	86	*	*	70	*	*	*		
<b>2016</b>	3	61		69		80										
	4	37		57		81			73							
	5															
	Total	98		63		81			73							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	36	6	58	83	25	61	67	6								
	4	27	57	89	59	-30	93	63	-30	93	47	-46					
	5	29	43	93	21	-72	100	51	-49				93	47	-46		
	6																
	7																
	8																
	Total	92	106	80	54	-26	85	60	-25	93	47	-46	93	47	-46		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		39		62		77									
	4		1		*		*			*			*			
	5		1		*		*			*			*			
	Total		41		81		89			100						
<b>2017</b>	3	1	42	*	83	*	*	86	*	*		*		*		
	4		1		*		*			*		*		*		
	5															
	Total	1	43	*	83	*	*	86	*	*		*		*		
<b>2016</b>	3	1	45	*	87	*	*	87	*	*		*		*		
	4		1		*		*			*		*		*		
	5		1		*		*			*		*		*		
	Total	1	47	*	94	*	*	94	*	*	100	*		*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	21	63	67	29	-38	71	52	-19								
	4	25	98	80	28	-52	88	37	-51	84	31	-53					
	5	20	92	95	39	-56	95	51	-44				90	35	-55		
	6																
	7																
	8																
	Total	66	253	81	32	-49	85	47	-38	84	31	-53	90	35	-55		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	2	33	*	88	*	*	82	*	*		*		*		
	4		1		*		*		*			*		*		
	5															
	Total	2	34	*	94	*	*	82	*	*	100	*	*	*		
<b>2017</b>	3		26		62			77								
	4		4		*			*			*		*			
	5		1		*			*			*		*			
	Total		31		81			55			67					
<b>2016</b>	3	2	42	*	79	*	*	79	*	*		*		*		
	4															
	5	1	4	*	*	*	*	*	*	*	*	*	*			
	Total	3	46	*	77	*	*	52	*	*	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	31	123	87	35	-52	94	53	-41									
	7	24	150	83	42	-41	87	42	-45	92	39	-53						
	8	35	129	97	48	-49	88	65	-23				100	48	-52	86	22	-64
	Total	90	402	89	59	-30	90	53	-37	92	39	-53	100	48	-52	86	22	-64

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	10	10	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	7	10	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	18	3	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	60	213	78	31	-47	88	60	-28									
	7	86	248	91	41	-50	93	49	-44	91	42	-49						
	8	47	249	84	50	-34	72	42	-30				91	55	-36	70	23	-47
	Total	193	710	84	56	-28	84	50	-34	91	42	-49	91	55	-36	70	23	-47

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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	
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	22	34	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	24	5	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	14	13	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	52	12	48	18	-30	44	33	-11								
	4	26	75	81	37	-44	85	49	-36	52	21	-31					
	5	32	72	75	38	-37	78	44	-34				84	46	-38		
	6																
	7																
	8																
	Total	110	159	68	31	-37	69	42	-27	52	21	-31	84	46	-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		
<b>2018</b>	3		44		82		80									
	4		1		*		*			*			*			
	5															
	Total		45		82		90									
<b>2017</b>	3		37		73		76									
	4															
	5		1		*		*			*			*			
	Total		38		87		88						100			
<b>2016</b>	3	1	42	*	62	*	*	68	*	*	*	*	*	*		
	4		1		*		*	*		*	*	*	*	*		
	5	4	4	*	*	*	*	*	*	*	*	*	*	*		
	Total	5	47	100	62	-38	100	47	-53				25			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Harper DAEP

School No: 351

North School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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
<b>2018</b>	3																	
	4																	
	5																	
	6		1		*			*			*			*			*	
	7		3		*			*			*			*			*	
	8		2		*			*			*			*			*	
	Total		6															
<b>2017</b>	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	Total																	
<b>2016</b>	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	Total																	

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																	
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		
<b>2018</b>	3																
	4																
	5																
	Total																
<b>2017</b>	3																
	4																
	5																
	Total																
<b>2016</b>	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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**

Harper DAEP

School No: 351

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
<b>2018</b>	English I		1		*	*
	English II		2		*	*
	Algebra I		2		*	*
	Biology		1		*	*
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I					
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I					
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	26	12	50	17	-33	58	42	-16								
	4	3	30	*	57	*	*	67	*	*	37	*	*	*	*	*	*
	5	1	34	*	56	*	*	85	*	*	*	*	76	*	*	*	*
	6																
	7																
	8																
	Total	30	76	72	43	-29	79	65	-14	50	37	-13	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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3	1		*		*			*			*			*	
	4															
	5															
	Total	1		*		*			*			*			*	
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	62	11	61	36	-25	61	36	-25								
	4	36	32	91	47	-44	94	34	-60	83	28	-55					
	5	22	104	95	51	-44	100	55	-45				95	62	-33		
	6																
	7																
	8																
	Total	120	147	82	45	-37	85	42	-43	83	28	-55	95	62	-33		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		53			90			92							
	4	3	54	*	85	*	*	77	*	*	87	*	*	*		
	5		3		*	*	*	*	*	*	*	*	*	*		
	Total	3	110	*	81	*	*	90	*	*	87	*	*	*		
<b>2017</b>	3	3	57	*	68	*	*	68	*	*		*	*	*		
	4		63		79			71			92					
	5	1	1	*	*	*	*	*	*	*	*	*	*	*		
	Total	4	121	*	82	*	*	70	*	*	92	*	*	*		
<b>2016</b>	3	2	62	*	65	*	*	65	*	*		*	*	*		
	4		61		77			72			90					
	5		1		*	*	*	*	*	*	*	*	*	*		
	Total	2	124	*	71	*	*	69	*	*	90	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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

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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	93	872	91	25	-66
	English II	93	740	95	35	-60
	Algebra I	56	739	91	52	-39
	Biology	95	645	99	67	-32
	US History	96	458	99	89	-10

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	476	87.2	84.3	-2.9	531	84.3	87.8	3.5
<b>GED/TxCHSE</b>	1	0.0	0.2	0.2	0			
<b>Continuers</b>	30	2.3	6.3	4.0	25	1.2	4.6	3.4
<b>Completion</b>	507	89.5	90.9	1.4	556	85.5	92.4	6.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Rollin Isaacs Elementary School

School No: 180

North School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	29	10	55	20	-35	59	20	-39								
	4	9	46	56	52	-4	89	46	-43	88	41	-47					
	5	16	28	94	43	-51	81	64	-17			88	61	-27			
	6																
	7																
	8																
	Total	54	84	68	38	-30	76	43	-33	88	41	-47	88	61	-27		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3	14	64			64								
	4													
	5	4	*			*			*				*	
	Total	18	57			82							100	
<b>2017</b>	3	26	85			88								
	4	12	40			50			33					
	5	3	*			*			*				*	
	Total	41	64			57			33					
<b>2016</b>	3	21	76			86								
	4													
	5													
	Total	21	76			86								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	18	31	61	68	7	72	81	9								
	4	21	18	90	44	-46	67	44	-23	67	39	-28					
	5	10	68	89	63	-26	78	64	-14				90	71	-19		
	6																
	7																
	8																
	Total	49	117	80	58	-22	72	63	-9	67	39	-28	90	71	-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		
<b>2018</b>	3	46		67			73									
	4	36		56			75			67						
	5	4		*			*			*				*		
	Total	86		74			66			67				100		
<b>2017</b>	3	1	44	*	57	*	*	68	*	*		*		*		*
	4		37		78			84		86						
	5	1	2	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	2	83	*	68	*	*	84	*	86	*	*	*	*	*	*
<b>2016</b>	3		44		64			70								
	4	1	57	*	70	*	*	80	*	*	82	*	*	*	*	*
	5		3		*			*		*			*		*	
	Total	1	104	*	67	*	*	75	*	82	*	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I		8		*	
	English II		15		7	
	Algebra I		2		*	*
	Biology					
	US History		6		*	
<b>2017</b>	English I		15		33	
	English II		32		*	
	Algebra I		15		47	
	Biology		3		*	*
	US History	26	127	100	83	-17
<b>2016</b>	English I		32		16	
	English II	37	161	97	60	-37
	Algebra I		29		14	
	Biology		8		25	
	US History	62	111	100	89	-11

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	170	96.4	93.7	-2.7	162	97.7	97.5	-0.2
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	170	96.4	93.7	-2.7	162	97.7	97.5	-0.2

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	26	17	85	47	-38	81	29	-52								
	4	25	22	84	55	-29	76	59	-17	88	32	-56					
	5	34	70	82	50	-32	91	46	-45				85	41	-44		
	6																
	7																
	8																
	Total	85	109	84	51	-33	83	45	-38	88	32	-56	85	41	-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		
<b>2018</b>	3		59		81		81									
	4		6		50		20			40						
	5	1	5	*	80	*	* 60	*	*	*	*	*	40	*		
	Total	1	70	*	70	*	* 54	*	*	40	*	*	40	*		
<b>2017</b>	3		63		81		87									
	4		43		84		93			98						
	5	1	1	*	*	*	* *	*	*	*	*	*	*	*		
	Total	1	107	*	88	*	* 90	*	*	98	*	*	*	*		
<b>2016</b>	3		59		81		88									
	4		45		53		76			73						
	5															
	Total		104		67		82			73						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

North School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	63	53	89	66	-23	89	60	-29									
	7	66	42	80	57	-23	85	49	-36	85	48	-37						
	8	48	36	96	92	-4	91	84	-7				97	84	-13	100	89	-11
	Total	177	131	88	79	-9	88	64	-24	85	48	-37	97	84	-13	100	89	-11

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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	
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	33	28	97	82	-15
	English II	26	28	100	96	-4
	Algebra I	47	27	100	89	-11
	Biology	40	31	100	94	-6
	US History	7	4	100	*	*

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	11	100.0	100.0	0.0	11	100.0	100.0	0.0
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	11	100.0	100.0	0.0	11	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	63	15	100	100	0	100	93	-7								
	4	55	37	93	84	-9	96	92	-4	98	86	-12					
	5	48	97	98	72	-26	96	82	-14				96	87	-9		
	6																
	7																
	8																
	Total	166	149	97	85	-12	97	89	-8	98	86	-12	96	87	-9		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3	69		97		97								
	4	54		85		83			85					
	5	1		*		*			*				*	
	Total	124		91		93			85					
<b>2017</b>	3	61		92		98								
	4	58		98		100			95					
	5													
	Total	119		95		99			95					
<b>2016</b>	3	73		93		95								
	4	56		98		98			100					
	5													
	Total	129		96		97			100					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	78	36	68	50	-18	60	58	-2								
	4	51	112	84	48	-36	86	56	-30	82	50	-32					
	5	34	124	76	46	-30	88	70	-18				85	60	-25		
	6																
	7																
	8																
	Total	163	272	76	48	-28	78	61	-17	82	50	-32	85	60	-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		
<b>2018</b>	3	63		60			53									
	4	1		*			*			*			*			
	5	2		*			*			*			*			
	Total	66		60			53									
<b>2017</b>	3	72		65			71									
	4	1	7	*	29	*	*	50	*	*	17	*	*	*		
	5	1	2	*	*	*	*	*	*	*	*	*	*	*		
	Total	2	81	*	65	*	*	61	*	*	17	*	*	*		
<b>2016</b>	3	2	75	*	75	*	*	64	*	*	*	*	*	*		
	4	1		*			*			*			*			
	5		1		*		*			*	*		*	*		
	Total	3	76	*	75	*	*	64	*	*	*	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	33	43	58	49	-9	42	44	2								
	4	28	46	82	26	-56	79	35	-44	79	15	-64					
	5	22	50	91	34	-57	91	38	-53				82	40	-42		
	6																
	7																
	8																
	Total	83	139	77	36	-41	71	39	-32	79	15	-64	82	40	-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		
<b>2018</b>	3		19		58		63									
	4		17		65		65			76						
	5		5		80		67									
	Total		41		68		65			76						
<b>2017</b>	3		17		65		76									
	4		5													
	5		2		*		*			*			*			
	Total		24		58		63									
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
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		
2016	3	54	17	57	35	-22	41	47	6								
	4	26	44	73	32	-41	88	32	-56	81	23	-58					
	5	24	43	67	33	-34	75	37	-38				75	47	-28		
	6																
	7																
	8																
	Total	104	104	66	33	-33	68	39	-29	81	23	-58	75	47	-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		
2018	3															
	4															
	5															
	Total															
2017	3															
	4															
	5															
	Total															
2016	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	43	154	84	29	-55	91	40	-51									
	7	34	169	88	37	-51	91	45	-46	82	32	-50						
	8	39	163	95	39	-56	90	43	-47				100	37	-63	92	40	-52
	Total	116	486	89	53	-36	91	43	-48	82	32	-50	100	37	-63	92	40	-52

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3													
	4													
	5													
	Total													
<b>2017</b>	3													
	4													
	5													
	Total													
<b>2016</b>	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	19	9	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	13	17	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	19	8	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	44	99	70	77	7	82	95	13								
	4	40	77	95	61	-34	90	56	-34	85	58	-27					
	5	54	54	93	30	-63	94	43	-51				94	41	-53		
	6																
	7																
	8																
	Total	138	230	86	56	-30	89	65	-24	85	58	-27	94	41	-53		

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		
<b>2018</b>	3															
	4															
	5	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2017</b>	3		1		*			*			*			*		
	4															*
	5															*
	Total		1		*			*			*			*		*
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	101	22	100	95	-5
	English II	82	39	100	90	-10
	Algebra I	25	15	100	100	0
	Biology	101	22	100	100	0
	US History	91	22	100	100	0

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	90	98.4	100.0	1.6	106	100.0	100.0	0.0
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	90	98.4	100.0	1.6	106	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Northline Elementary School

School No: 210

North School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	20	10	45	40	-5	35	20	-15								
	4	11	24	91	48	-43	91	17	-74	91	29	-62					
	5	12	77	83	58	-25	83	63	-20				83	52	-31		
	6																
	7																
	8																
	Total	43	111	73	49	-24	70	33	-37	91	29	-62	83	52	-31		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		54		63		63									
	4		25		67		88			52						
	5		3		*		*			*			*			
	Total		82		54		61			52						
<b>2017</b>	3	1	75	*	69	*	*	89	*	*		*		*		
	4	1	35	*	46	*	*	57	*	*	60	*	*	*		
	5	1	1	*	*	*	*	*	*	*	*	*	*	*		
	Total	3	111	*	58	*	*	73	*	*	60	*	*	*		
<b>2016</b>	3	5	56	100	80	-20	100	71	-29							
	4	6	52	83	60	-23	100	67	-33	83	69	-14				
	5															
	Total	11	108	92	70	-22	100	69	-31	83	69	-14				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	31	25	81	76	-5	53	64	11								
	4	30	37	83	70	-13	87	65	-22	100	76	-24					
	5	24	23	96	61	-35	100	70	-30				92	43	-49		
	6																
	7																
	8																
	Total	85	85	87	69	-18	80	66	-14	100	76	-24	92	43	-49		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	2	21	*	57	*	*	48	*	*		*		*	*	*
	4		17		24			47				53				
	5															
	Total	2	38	*	41	*	*	48	*	*		53	*	*	*	*
<b>2017</b>	3	1	21	*	59	*	*	67	*	*		*		*	*	*
	4															
	5	1		*			*			*		*		*	*	*
	Total	2	21	*	59	*	*	67	*	*		*	*	*	*	*
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	24	39	54	23	-31	42	18	-24								
	4	31	48	68	38	-30	87	60	-27	74	38	-36					
	5	14	51	77	43	-34	69	43	-26				77	57	-20		
	6																
	7																
	8																
	Total	69	138	66	35	-31	66	40	-26	74	38	-36	77	57	-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		
<b>2018</b>	3	40		73		70										
	4	27		67		74				74						
	5															
	Total	67		70		72				74						
<b>2017</b>	3	26		58		69										
	4															
	5	1		*		*			*			*		*		
	Total	1	26	*	58	*	*	69	*	*		*	*	*		
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	31	27	77	33	-44	68	56	-12								
	4	17	39	82	49	-33	82	26	-56	71	36	-35					
	5	15	43	93	28	-65	100	44	-56				100	42	-58		
	6																
	7																
	8																
	Total	63	109	84	37	-47	83	42	-41	71	36	-35	100	42	-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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	29	35	83	69	-14	86	71	-15								
	4	35	73	94	39	-55	97	57	-40	91	47	-44					
	5		97		48			63					67				
	6																
	7																
	8																
	Total	64	205	89	52	-37	92	64	-28	91	47	-44	67				

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																	
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			
<b>2018</b>	3	1	20	*	65	*	*	70	*	*		*		*	*		*
	4		2		*			*				*		*		*	
	5		6		50			20									
	Total	1	28	*	55	*	*	47	*	*		*		*		*	*
<b>2017</b>	3		2		*			*				*		*		*	
	4		4		*			*				*		*		*	
	5		7		33												
	Total		13		42			50				50					
<b>2016</b>	3		49		65			51									
	4																
	5																
	Total		49		65			51									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	35	14	80	64	-16	86	86	0								
	4	27	55	89	62	-27	81	69	-12	74	67	-7					
	5	33	50	91	42	-49	85	42	-43				82	46	-36		
	6																
	7																
	8																
	Total	95	119	87	56	-31	84	66	-18	74	67	-7	82	46	-36		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		34		65		79									
	4		24		65		91		63							
	5		9		44		44						33			
	Total		67		58		71		63				33			
<b>2017</b>	3	2	41	*	65	*	88	*	*		*	*	*	*		
	4		8		38		43		50							
	5		4		*		*		*				*			
	Total	2	53	*	51	*	52	*	50	*	*	25	*			
<b>2016</b>	3		47		77		79									
	4		8		50		38		38							
	5															
	Total		55		64		59		38							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	87	31	60	61	1	70	58	-12								
	4	45	89	82	56	-26	93	66	-27	64	45	-19					
	5	23	99	74	48	-26	83	68	-15				91	70	-21		
	6																
	7																
	8																
	Total	155	219	72	55	-17	82	64	-18	64	45	-19	91	70	-21		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		38		76		92									
	4		3		*		*			*			*			
	5															
	Total		41		88		96			100						
<b>2017</b>	3	2	28	*	78	*	*	86	*	*		*		*		
	4		8		88		100			50						
	5		1		*		*			*			*			
	Total	2	37	*	89	*	*	95	*	*	50	*	*	100		
<b>2016</b>	3		36		83		94									
	4		2		*		*			*			*			
	5															
	Total		38		67		72			50						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

North School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	27	133	74	43	-31	78	39	-39									
	7	35	129	89	36	-53	89	44	-45	86	34	-52						
	8	34	126	100	60	-40	88	50	-38				88	60	-28	82	47	-35
	Total	96	388	88	57	-31	85	44	-41	86	34	-52	88	60	-28	82	47	-35

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	English I					
	English II					
	Algebra I	9	11	100	73	-27
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	16	2	100	*	*
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	14	7	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

### Northwest School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	3	1,724	670	83	65	-18	82	72	-10									
	4	1,458	1,075	90	55	-35	91	63	-28	82	45	-37						
	5	1,401	1,150	97	69	-28	96	75	-21				92	60	-32			
	6	1,371	1,159	93	55	-38	95	64	-31									
	7	1,218	1,201	97	68	-29	96	63	-33	93	58	-35						
	8	1,068	1,325	98	75	-23	91	69	-22				96	66	-30	86	47	-39
	Total	8,240	6,580	91	67	-24	91	70	-21	85	49	-36	93	61	-32	86	47	-39
<b>2017</b>	3	1,826	587	82	60	-22	83	68	-15									
	4	1,554	988	89	47	-42	92	55	-37	85	40	-45						
	5	1,435	1,140	95	53	-42	97	71	-26				93	56	-37			
	6	1,317	1,133	93	55	-38	93	66	-27									
	7	1,173	1,264	97	65	-32	94	61	-33	97	64	-33						
	8	1,027	1,302	98	72	-26	94	64	-30				96	65	-31	85	48	-37
	Total	8,332	6,414	90	59	-31	91	65	-26	89	47	-42	94	58	-36	85	48	-37
<b>2016</b>	3	1,795	603	80	59	-21	81	66	-15									
	4	1,479	922	93	55	-38	90	58	-32	88	48	-40						
	5	1,435	1,028	97	58	-39	97	67	-30				96	60	-37			
	6	1,244	1,190	93	59	-34	94	63	-31									
	7	1,141	1,206	95	63	-32	94	63	-31	94	59	-35						
	8	1,160	1,161	98	72	-26	89	45	-44				95	53	-42	82	43	-39
	Total	8,254	6,110	91	62	-29	90	62	-28	90	51	-38	96	58	-38	82	43	-39

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	62	384	90	76	-14	97	74	-23							
	4	52	129	93	81	-12	95	80	-15	89	82	-7				
	5	3	24	*	76	*	*	88	*				*	42	*	
	Total	117	537	94	78	-16	97	79	-18	89	82	-7			42	
<b>2017</b>	3	61	343	83	71	-12	90	70	-20							
	4	49	152	95	65	-30	97	73	-24	91	77	-14				
	5		26		87			65							83	
	Total	110	521	88	71	-17	90	69	-21	91	77	-14			83	
<b>2016</b>	3	71	303	70	76	6	91	78	-12							
	4	33	131	95	86	-10	100	75	-25	94	84	-10				
	5	0	31	*	84		*	84					*	83		
	Total	104	465	75	79	5	91	79	-12	94	84	-10			83	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I	1,514	2,659	97	73	-24
	English II	1,340	2,562	96	72	-24
	Algebra I	1,246	2,013	97	86	-11
	Biology	1,435	2,076	99	87	-12
	US History	1,114	1,877	99	92	-7
<b>2017</b>	English I	1,674	2,499	95	71	-24
	English II	1,406	2,468	96	72	-24
	Algebra I	1,387	2,001	98	89	-9
	Biology	1,683	1,952	99	88	-11
	US History	1,305	1,740	99	92	-7
<b>2016</b>	English I	1,722	2,246	94	68	-26
	English II	1,705	2,088	96	72	-24
	Algebra I	1,313	1,884	96	82	-14
	Biology	1,716	1,824	97	88	-9
	US History	1,542	1,521	100	89	-11

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	2,649	96.4	87.7	-8.7	2,642	95.3	88.6	-6.7
<b>GED/TxCHSE</b>	11	0.1	0.8	0.7	9	0.1	0.5	0.4
<b>Continuers</b>	62	0.3	4.4	4.1	77	0.5	4.5	4.0
<b>Completion</b>	2,722	96.8	92.8	-4.0	2,728	95.8	93.6	-2.2

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 Student Listing Data Files.

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

## Northwest School Office Area

Joyce Benbrook Elementary School	Henry MacGregor Elementary School
Frank Black Middle School	John Marshall Middle School
Robert Browning Elementary School	Memorial Elementary School
Andrew Carnegie Vanguard High School	Northside High School
Challenge Early College High School	Oak Forest Elementary School
Ruby Clifton Middle School	Edgar Allan Poe Elementary School
David "Davy" Crockett Elementary School	The Rice School (La Escuela Rice)
Michael E. DeBakey High School For Health Professions	River Oaks Elementary School
Mylie Durham Elementary School	Oran Roberts Elementary School
Eugene Field Elementary School	Theodore Roosevelt Elementary School
Garden Oaks Montessori	George Scarborough High School
Alexander Hamilton Middle School	Sidney Sherman Elementary School
Harvard Elementary School	Thomas Sinclair Elementary School
Heights High School	Katherine Smith Elementary School
James Helms Elementary School	William B. Travis Elementary School
James Hogg Middle School	Mark Twain Elementary School
Houston Academy for International Studies	Jonathan Wainwright Elementary School
High School for the Performing and Visual Arts	Stephen Waltrip High School
Thomas Jefferson Elementary School	West University Elementary School
James Ketelsen Elementary School	Wharton K-8 Dual Language Academy
Mirabeau B. Lamar High School	Woodrow Wilson Montessori
Bob Lanier Middle School	Young Women's College Preparatory Academy
William Love Elementary School	

## 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	23	22	87	91	4	96	91	-5								
	4	26	43	100	49	-51	100	65	-35	96	49	-47					
	5	26	56	96	45	-51	96	80	-16				96	73	-23		
	6																
	7																
	8																
	Total	75	121	94	62	-32	97	79	-18	96	49	-47	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		
<b>2018</b>	3	48		79			73									
	4	1		*			*			*			*			
	5	5		40			100						40			
	Total	54		60			87						40			
<b>2017</b>	3	1	43	*	81	*	*	65	*	*		*		*		
	4	13		20			20			46						
	5	2		*			*			*			*			
	Total	1	58	*	67	*	*	62	*	*	46	*	*	50	*	
<b>2016</b>	3	47		60			45									
	4	1		*			*			*			*			
	5	3		*			*			*			*			
	Total	51		64			45									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	164	165	90	46	-44	93	52	-41									
	7	129	177	95	41	-54	95	52	-43	92	43	-49						
	8	132	185	99	65	-34	98	79	-19				92	60	-32	86	33	-53
	Total	425	527	95	65	-30	95	61	-34	92	43	-49	92	60	-32	86	33	-53

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	62	4	100	*	*
	Biology	51	2	100	*	*
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	62	3	100	*	*
	Biology	57	5	100	100	0
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	53	3	100	*	*
	Biology	41	3	100	*	*
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	34	52	65	58	-7	68	73	5								
	4	24	54	92	46	-46	92	54	-38	92	48	-44					
	5	36	31	94	42	-52	100	74	-26				100	52	-48		
	6																
	7																
	8																
	Total	94	137	84	49	-35	87	67	-20	92	48	-44	100	52	-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		
<b>2018</b>	3	3			*			*			*			*		
	4															
	5															
	Total	3			*			*			*			*		
<b>2017</b>	3															
	4	1			*			*			*			*		
	5															
	Total	1			*			*			*			*		
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	176	3	100	*	*
	English II	148	7	100	100	0
	Algebra I	34	2	100	*	*
	Biology	164	3	100	*	*
	US History	130	1	100	*	*

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	149	100.0	100.0	0.0	131	100.0	100.0	0.0
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	149	100.0	100.0	0.0	131	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	85	21	98	95	-3
	English II	98	34	100	97	-3
	Algebra I	37	13	100	100	0
	Biology	82	22	99	95	-4
	US History	85	23	100	100	0

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	108	100.0	100.0	0.0	105	98.8	100.0	1.2
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	108	100.0	100.0	0.0	105	98.8	100.0	1.2

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	89	177	80	40	-40	83	54	-29									
	7	95	180	91	49	-42	87	49	-38	87	44	-43						
	8	98	185	97	63	-34	92	54	-38				95	44	-51	68	22	-46
	Total	282	542	89	64	-25	87	52	-35	87	44	-43	95	44	-51	68	22	-46

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	14	22	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	52	25	98	100	2
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	48	9	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	42	15	88	73	-15	95	80	-15								
	4	17	41	100	73	-27	100	78	-22	94	56	-38					
	5	21	31	100	71	-29	100	90	-10				100	84	-16		
	6																
	7																
	8																
	Total	80	87	96	72	-24	98	83	-15	94	56	-38	100	84	-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		
<b>2018</b>	3		18			89			94							
	4		1			*			*			*			*	
	5	1				*			*			*			*	
	Total	1	19			*	89	*	*	94	*	*		*		*
<b>2017</b>	3		25			68			88							
	4		3			*			*			*			*	
	5		2			*			*			*			*	
	Total		30			84			85			100			100	
<b>2016</b>	3	1	18			*	89	*	*	78	*	*		*		*
	4		1			*			*			*			*	
	5		1			*			*			*			*	
	Total	1	20			*	95	*	*	93	*	*		*	100	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	220	19	100	100	0
	English II	211	13	100	100	0
	Algebra I	13	3	100	*	*
	Biology	193	13	100	100	0
	US History	157	8	100	100	0

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	183	100.0	100.0	0.0	164	100.0	100.0	0.0
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	183	100.0	100.0	0.0	164	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	55	35	75	40	-35	65	57	-8								
	4	41	30	88	62	-26	93	45	-48	78	40	-38					
	5	30	36	97	39	-58	100	39	-61				93	50	-43		
	6																
	7																
	8																
	Total	126	101	87	47	-40	86	47	-39	78	40	-38	93	50	-43		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1	20	*	60	*	*		*		*	*		*		
	4		2		*		*		*		*		*			
	5		3		*		*		*		*		*			
	Total	1	25	*	80	*	*	100	*	*		*	33	*		
<b>2017</b>	3		3		*		*		*		*		*			
	4		4		*		*		*		*		*			
	5															
	Total		7		50			33			33					
<b>2016</b>	3		2		*		*		*		*		*			
	4															
	5															
	Total		2		*		*		*		*		*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	37	22	95	86	-9	97	82	-15								
	4	35	13	97	77	-20	94	62	-32	91	62	-29					
	5	24	27	100	67	-33	96	85	-11				100	74	-26		
	6																
	7																
	8																
	Total	96	62	97	77	-20	96	76	-20	91	62	-29	100	74	-26		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		10		100			100								
	4		12		83			83			83					
	5															
	Total		22		92			92			83					
<b>2017</b>	3		15		87			87								
	4		17		94			100			100					
	5															
	Total		32		91			94			100					
<b>2016</b>	3		19		95			100								
	4		22		95			91			95					
	5															
	Total		41		95			96			95					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	53	28	64	50	-14	66	37	-29									
	4	46	30	93	28	-65	91	31	-60	80	33	-47						
	5	25	48	92	58	-34	100	63	-37				92	65	-27			
	6	22	24	100	50	-50	95	63	-32									
	7	22	14	95	43	-52	95	50	-45	95	50	-45						
	8	17	9	100	44	-56	90	22	-68				100	33	-67	65	11	-54
	Total	185	153	91	54	-37	90	44	-46	88	42	-46	96	49	-47	65	11	-54

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3	5			80			80						
	4													
	5													
	Total	5			80			80						
<b>2017</b>	3	7			43			43						
	4	1			*			*			*			*
	5													
	Total	8			43			43						
<b>2016</b>	3	4			*			*			*			*
	4													
	5													
	Total	4			*			*			*			*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	13	1	100	*	*
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	9	1	100	*	*
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	9		100		
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	238	214	96	56	-40	95	55	-40									
	7	177	228	95	58	-37	97	60	-37	97	56	-41						
	8	186	217	98	67	-31	76	33	-43				96	43	-53	89	34	-55
	Total	601	659	96	74	-22	89	49	-40	97	56	-41	96	43	-53	89	34	-55

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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	
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	121	37	100	95	-5
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	86	26	99	100	1
	Biology	28		100		
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	144	34	99	88	-11
	Biology	29		100		
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	99	10	92	50	-42	97	70	-27								
	4	82	23	99	74	-25	93	61	-32	96	59	-37					
	5	74	31	99	58	-41	97	55	-42				95	55	-40		
	6																
	7																
	8																
	Total	255	64	97	61	-36	96	62	-34	96	59	-37	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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	247	435	94	52	-42
	English II	236	411	91	50	-41
	Algebra I	84	331	94	65	-29
	Biology	234	352	98	84	-14
	US History	256	288	97	81	-16

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	527	98.8	96.0	-2.8	521	97.1	97.8	0.7
<b>GED/TxCHSE</b>	2	0.4	0.3	-0.1	2	0.0	0.6	0.6
<b>Continuers</b>	1	0.0	0.3	0.3	2	0.6	0.3	-0.3
<b>Completion</b>	530	99.2	96.7	-2.5	525	97.7	98.6	0.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	20	8	50	38	-12	40	38	-2								
	4	10	16	90	44	-46	67	29	-38	75	23	-52					
	5	12	37	100	63	-37	100	84	-16				92	65	-27		
	6																
	7																
	8																
	Total	42	61	80	48	-32	69	50	-19	75	23	-52	92	65	-27		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	17	23	83	61	-22		100	61	-39						
	4	2	35	*	55	*		*	77	*		*	66	*		
	5		5		80			67						60		
	Total	19	63	92	65	-27		100	68	-32		100	66	-34		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	65	155	92	59	-33	94	54	-40									
	7	85	163	89	59	-30	92	55	-37	87	53	-34						
	8	77	159	100	53	-47	77	26	-51				92	53	-39	82	43	-39
	Total	227	477	94	68	-26	88	45	-43	87	53	-34	92	53	-39	82	43	-39

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	61	15	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	67	23	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	50	26	98	96	-2
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	76	41	99	88	-11
	English II	78	49	99	96	-3
	Algebra I	28	23	100	96	-4
	Biology	75	40	100	100	0
	US History	55	33	100	100	0

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	92	100.0	100.0	0.0	84	97.7	100.0	2.3
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	92	100.0	100.0	0.0	84	97.7	100.0	2.3

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	167	16	100	88	-12
	English II	188	16	99	94	-5
	Algebra I	48	15	100	93	-7
	Biology	167	18	100	100	0
	US History	152	15	100	93	-7

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	154	100.0	100.0	0.0	166	100.0	100.0	0.0
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	154	100.0	100.0	0.0	166	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	21	32	81	44	-37	52	44	-8								
	4	17	41	94	63	-31	100	78	-22	71	61	-10					
	5	16	40	100	40	-60	100	45	-55				94	38	-56		
	6																
	7																
	8																
	Total	54	113	92	49	-43	84	56	-28	71	61	-10	94	38	-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		
<b>2018</b>	3															
	4		1		*			*			*			*		
	5															
	Total		1		*			*			*			*		
<b>2017</b>	3															
	4															
	5		1		*			*			*			*		
	Total		1		*			*			*			*		
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	54	34	70	50	-20	74	65	-9								
	4	40	41	93	51	-42	97	66	-31	90	61	-29					
	5	37	48	100	64	-36	97	55	-42				100	71	-29		
	6																
	7																
	8																
	Total	131	123	88	55	-33	89	62	-27	90	61	-29	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		
<b>2018</b>	3		1		*			*			*			*		
	4															
	5	1			*			*			*			*		
	Total	1	1	*	*	*	*	*	*	*	*	*	*	*		
<b>2017</b>	3		1		*			*			*			*		
	4		1		*			*			*			*		
	5		2		*			*			*			*		
	Total		4		*			*			*			*		
<b>2016</b>	3															
	4		2		*			*			*			*		
	5															
	Total		2		*			*			*			*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Northwest School Office Area

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	499	448	96	56	-40
	English II	498	495	96	52	-44
	Algebra I	225	377	95	71	-24
	Biology	488	388	99	85	-14
	US History	417	351	100	85	-15

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	614	98.4	85.4	-13.0	669	97.2	90.8	-6.4
<b>GED/TxCHSE</b>	7	0.0	2.5	2.5	2	0.0	0.6	0.6
<b>Continuers</b>	12	0.3	4.0	3.7	12	0.3	3.1	2.8
<b>Completion</b>	633	98.7	92.0	-6.7	683	97.4	94.5	-2.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Northwest School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	400	76	99	63	-36	99	75	-24									
	7	381	81	99	73	-26	98	75	-23	99	68	-31						
	8	372	74	100	84	-16	99	74	-25				99	54	-45	98	53	-45
	Total	1,153	231	99	85	-14	99	75	-24	99	68	-31	99	54	-45	98	53	-45

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	English I					
	English II					
	Algebra I	309	13	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	293	5	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	273	5	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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			
<b>2017</b>	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			
<b>2016</b>	3	23	47	61	62	1	78	74	-4									
	4	30	52	86	51	-35	96	55	-41	90	60	-30						
	5	20	30	85	57	-28	100	70	-30				100	50	-50			
	6																	
	7																	
	8																	
	Total	73	129	77	57	-20	91	66	-25	90	60	-30	100	50	-50			

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		2		*			*			*			*		
	4															
	5															
	Total		2			*			*			*			*	
<b>2017</b>	3		3		*			*			*			*		
	4		3		*			*			*			*		
	5															
	Total		6			33			33							
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	80	20	83	25	-58	76	30	-46								
	4	44	27	95	52	-43	89	37	-52	91	41	-50					
	5	49	23	100	48	-52	100	61	-39				98	70	-28		
	6																
	7																
	8																
	Total	173	70	93	42	-51	88	43	-45	91	41	-50	98	70	-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			
<b>2018</b>	3			1													
	4																
	5																
	Total			1													
<b>2017</b>	3			1													
	4																
	5																
	Total			1													
<b>2016</b>	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	62	232	74	38	-36	90	50	-40									
	7	62	235	92	34	-58	90	40	-50	82	32	-50						
	8	77	233	93	62	-31	90	55	-35				86	43	-43	79	35	-44
	Total	201	700	86	57	-29	90	48	-42	82	32	-50	86	43	-43	79	35	-44

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	23	22	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	31	29	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	23	7	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Memorial Elementary School

School No: 204

Northwest School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	25	38	76	50	-26	96	71	-25								
	4	19	27	84	63	-21	68	56	-12	74	30	-44					
	5	19	31	89	55	-34	89	65	-24				89	42	-47		
	6																
	7																
	8																
	Total	63	96	83	56	-27	84	64	-20	74	30	-44	89	42	-47		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	2			*			*			*			*		
	4															
	5															
	Total	2			*			*			*			*		
<b>2017</b>	3	10			30											
	4	4			*			*			*			*		
	5	4			*			*			*			*		
	Total	18			52			25			75					
<b>2016</b>	3	1			*			*			*			*		
	4	2			*			*			*			*		
	5															
	Total	3			*			*			*			*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	85	491	84	30	-54
	English II	68	427	96	31	-65
	Algebra I	53	426	92	46	-46
	Biology	82	385	95	65	-30
	US History	95	315	100	80	-20

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	317	85.4	79.4	-6.0	330	76.6	80.7	4.1
<b>GED/TxCHSE</b>	0				2	0.0	0.6	0.6
<b>Continuers</b>	30	0.0	10.7	10.7	34	5.2	8.9	3.7
<b>Completion</b>	347	85.4	90.0	4.6	366	81.8	90.2	8.4

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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			
	<b>2017</b>	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			
<b>2016</b>		3	128	11	88	45	-43	88	73	-15								
	4	97	15	99	40	-59	99	67	-32	99	47	-52						
	5	107	19	99	58	-41	100	63	-37				100	56	-44			
	6																	
	7																	
	8																	
	Total	332	45	95	48	-47	96	68	-28	99	47	-52	100	56	-44			

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3													
	4													
	5													
	Total													
<b>2017</b>	3													
	4													
	5													
	Total													
<b>2016</b>	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	93	17	95	47	-48	97	76	-21								
	4	92	38	97	66	-31	95	68	-27	89	51	-38					
	5	93	31	96	52	-44	98	61	-37				96	53	-43		
	6																
	7																
	8																
	Total	278	86	96	55	-41	97	68	-29	89	51	-38	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		
<b>2018</b>	3	20		65			60									
	4															
	5															
	Total	20		65			60									
<b>2017</b>	3	13		62			46									
	4	2		*			*			*			*			
	5	1		*			*			*			*			
	Total	16		56			73			100						
<b>2016</b>	3	17		82			76									
	4															
	5															
	Total	17		82			76									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	81	8	83	75	-8	75	50	-25									
	4	59	50	85	64	-21	92	78	-14	75	70	-5						
	5	77	45	100	49	-51	94	56	-38				100	33	-67			
	6	75	74	95	66	-29	95	68	-27									
	7	77	79	94	71	-23	99	75	-24	92	61	-31						
	8	83	63	99	81	-18	81	43	-38				95	68	-27	88	41	-47
	Total	452	319	93	73	-20	89	62	-27	84	66	-18	98	51	-47	88	41	-47

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3													
	4													
	5													
	Total		22			86			77					
<b>2017</b>	3													
	4													
	5													
	Total		21			67			71					
<b>2016</b>	3													
	4													
	5													
	Total		22			95			95					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	41	10	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	46	8	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	47	3	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	107	5	100	20	-80	100	20	-80								
	4	141	10	99	50	-49	100	40	-60	98	40	-58					
	5	99	12	100	92	-8	100	83	-17				99	75	-24		
	6																
	7																
	8																
	Total	347	27	100	54	-46	100	48	-52	98	40	-58	99	75	-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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4	1		*		*			*			*			*	
	5															
	Total	1		*		*			*			*			*	
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
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		
2016	3	107	17	95	71	-24	94	94	0								
	4	99	20	97	80	-17	100	95	-5	98	60	-38					
	5	78	19	99	63	-36	99	95	-4				97	68	-29		
	6																
	7																
	8																
	Total	284	56	97	71	-26	98	95	-3	98	60	-38	97	68	-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
2018	3													
	4		2		*			*			*			*
	5		3		*			*			*			*
	Total		5		100			100			100			67
2017	3													
	4													
	5													
	Total													
2016	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Theodore Roosevelt Elementary School

School No: 231

Northwest School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	58	29	72	79	7	84	76	-8								
	4	60	62	97	56	-41	97	61	-36	87	53	-34					
	5	64	41	97	49	-48	95	46	-49				95	44	-51		
	6																
	7																
	8																
	Total	182	132	89	61	-28	92	61	-31	87	53	-34	95	44	-51		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																	
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			
<b>2018</b>	3			17				94									
	4																
	5																
	Total			17				94									
<b>2017</b>	3			20				90									
	4																
	5			1				*				*				*	
	Total			21				95				90					
<b>2016</b>	3			20				70				40					
	4			4				*				*					*
	5			1				*				*					*
	Total			25				90				55			67		100

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	32	269	72	39	-33
	English II	30	209	87	39	-48
	Algebra I	22	205	68	66	-2
	Biology	33	197	76	74	-2
	US History	37	113	100	79	-21

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	117	87.5	90.1	2.6	114	96.8	88.4	-8.4
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	1	0.0	1.1	1.1	9	0.0	9.5	9.5
<b>Completion</b>	118	87.5	91.2	3.7	123	96.8	97.9	1.1

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Sidney Sherman Elementary School

School No: 240

Northwest School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	33	16	61	50	-11	70	60	-10								
	4	23	70	91	66	-25	82	77	-5	83	59	-24					
	5	42	53	93	51	-42	95	55	-40				98	62	-36		
	6																
	7																
	8																
	Total	98	139	82	56	-26	82	64	-18	83	59	-24	98	62	-36		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	2	32	*	66	*	*	59	*	*	*	*	*	*		
	4		1		*		*	*		*	*	*	*			
	5				*		*	*		*	*	*	*			
	Total	2	33	*	66	*	*	59	*	*	*	*	*			
<b>2017</b>	3	3	42	*	43	*	*	52	*	*	*	*	*			
	4		2		*		*	*		*	*	*	*			
	5				*		*	*		*	*	*	*			
	Total	3	44	*	47	*	*	51	*	*	*	*	*			
<b>2016</b>	3	10	40	29	56	27	60	68	8							
	4		1		*			*			*		*			
	5		1		*			*			*		*			
	Total	10	42	29	78	49	60	68	8				100			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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 Sinclair Elementary School

School No: 241

Northwest School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	71	6	85	67	-18	75	50	-25								
	4	17	4	82	*	*	76	*	*	82	*	*		*	*		*
	5	37	39	97	59	-38	100	74	-26				97	64	-33		
	6																
	7																
	8																
	Total	125	49	88	50	-38	84	50	-34	82	25	-57	97	64	-33		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4		2		*			*			*		*			
	5												*			
	Total		2		*			*			*		*			
<b>2016</b>	3		5		100			100								
	4															
	5															
	Total		5		100			100								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	43	47	53	55	2	56	68	12								
	4	39	77	69	58	-11	44	42	-2	74	45	-29					
	5	27	85	74	41	-33	85	45	-40				78	47	-31		
	6																
	7																
	8																
	Total	109	209	65	51	-14	62	52	-10	74	45	-29	78	47	-31		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1	70	*	61	*	*	63	*	*		*		*		*
	4		36		50			33			46					
	5	1	8	*	38	*	*	38	*	*		*		*	29	*
	Total	2	114	*	50	*	*	45	*	*	46	*	*	29	*	*
<b>2017</b>	3		55		53			45								
	4	1	25	*	76	*	*	60	*	*	60	*	*		*	*
	5		6		67											
	Total	1	86	*	65	*	*	53	*	*	60	*	*		*	*
<b>2016</b>	3		21		76			86								
	4		25		80			60			83					
	5		18		72			50							56	
	Total		64		76			65			83				56	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	106	9	94	56	-38	92	56	-36								
	4	89	32	97	63	-34	98	53	-45	92	41	-51					
	5	85	25	100	68	-32	99	60	-39				99	68	-31		
	6																
	7																
	8																
	Total	280	66	97	62	-35	96	56	-40	92	41	-51	99	68	-31		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Northwest School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	126	27	92	63	-29	90	67	-23								
	4	88	21	100	55	-45	100	60	-40	100	45	-55					
	5	105	38	100	70	-30	99	73	-26				97	68	-29		
	6																
	7																
	8																
	Total	319	86	97	63	-34	96	67	-29	100	45	-55	97	68	-29		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																	
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			
<b>2018</b>	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					
<b>2017</b>	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					
<b>2016</b>	3	14	7	93	100	7	100	100	0								
	4	10	10	100	78	-22	100	78	-22	100	60	-40					
	5																
	Total	24	17	97	89	-8	100	89	-11	100	60	-40					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	38	40	66	60	-6	76	70	-6								
	4	41	62	76	45	-31	76	50	-26	80	39	-41					
	5	19	75	100	40	-60	95	62	-33				100	49	-51		
	6																
	7																
	8																
	Total	98	177	81	48	-33	82	61	-21	80	39	-41	100	49	-51		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		42		74			85								
	4		1		*			*			*			*		
	5															
	Total		43		74			85								
<b>2017</b>	3		24		75			79								
	4	1	2		*	*	*	*	*	*	*	*	*	*		
	5		2		*			*			*			*		
	Total	1	28		*	75	*	*	79	*	*	50	*	*		
<b>2016</b>	3		20		80			85								
	4		1		*			*			*			*		
	5		2		*			*			*			*		
	Total		23		65			93								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	92	468	89	39	-50
	English II	118	403	91	40	-51
	Algebra I	46	378	87	66	-21
	Biology	84	368	96	80	-16
	US History	139	358	98	76	-22

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	353	82.1	85.0	2.9	328	81.6	77.2	-4.4
<b>GED/TxCHSE</b>	2	0.0	0.7	0.7	3	0.7	0.7	0.0
<b>Continuers</b>	17	2.1	5.0	2.9	20	0.0	7.1	7.1
<b>Completion</b>	372	84.3	90.7	6.4	351	82.4	85.1	2.7

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Northwest School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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			
<b>2017</b>	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			
<b>2016</b>	3	200	6	99	100	1	98	100	2									
	4	177	3	98	*	*	98	*	*	98	*	*		*	*		*	*
	5	183	11	99	82	-17	100	82	-18				99	73	-26			
	6																	
	7																	
	8																	
	Total	560	20	99	72	-27	99	83	-16	98	67	-31	99	73	-26			

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5	12	35	100	76	-24	92	89	-3			100	74	-26				
	6	8	20	100	95	-5	100	95	-5									
	7	11	8	100	100	0	100	100	0	100	100	0						
	8	18	2	100	*	*		*	*		*	*	100	*	*	100	*	*
	Total	49	65	100	94	-6	97	95	-2	100	100	0	100	87	-13	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		
<b>2018</b>	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				
<b>2017</b>	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				
<b>2016</b>	3	29	31	76	74	-2	93	71	-22							
	4	21	26	86	77	-9	100	96	-4	81	85	4				
	5		1		*			*			*			*		
	Total	50	58	81	84	3	97	84	-13	81	85	4				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	English I					
	English II					
	Algebra I	9	13	100	92	-8
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	11	7	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	18	2	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Woodrow Wilson Montessori

School No: 259

Northwest School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	38	2	89	*	*	84	*	*									
	4	28	21	100	48	-52	89	62	-27	96	38	-58						
	5	18	33	100	58	-42	100	70	-30				94	48	-46			
	6	15	11	100	64	-36	100	73	-27									
	7	9	13	100	77	-23	100	82	-18	100	46	-54						
	8	19	9	95	78	-17	100	33	-67				95	22	-73	58		
	Total	127	89	97	77	-20	96	70	-26	98	42	-56	95	35	-60	58		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3			7				100						
	4													
	5													
	Total			7				100						
<b>2017</b>	3			4				*					*	
	4													
	5													
	Total			4				*					*	
<b>2016</b>	3			6				50						
	4			1				*					*	
	5													
	Total			7				50					100	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Northwest School Office Area

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	English I					
	English II					
	Algebra I	13	5	92	40	-52
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	8	4	100	*	*
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	13	2	85	*	*
	Biology					
	US History					

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	116	45	96	73	-23	91	60	-31									
	7	93	33	96	85	-11	84	58	-26	99	91	-8						
	8	81	28	100	93	-7	86	30	-56				98	68	-30	93	57	-36
	Total	290	106	97	91	-6	87	49	-38	99	91	-8	98	68	-30	93	57	-36

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	43	35	98	94	-4
	English II	32	24	100	92	-8
	Algebra I	45	20	93	65	-28
	Biology	44	35	100	97	-3
	US History	19	16	100	100	0

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	35	95.8	100.0	4.2	30	100.0	100.0	0.0
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	1	4.2	0.0	-4.2	0			
<b>Completion</b>	36	100.0	100.0	0.0	30	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	3	1,174	897	66	58	-8	67	66	-1									
	4	749	1,645	81	45	-36	87	62	-25	70	39	-31						
	5	773	1,941	92	52	-40	93	66	-27				89	54	-35			
	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	3,722	6,392	81	53	-28	83	64	-19	72	40	-32	88	55	-33	85	52	-33
<b>2017</b>	3	1,313	749	60	47	-13	68	57	-11									
	4	838	1,788	83	40	-43	87	52	-35	80	39	-41						
	5	765	1,825	89	46	-43	93	63	-30				90	56	-34			
	6	408	646	79	43	-36	92	60	-32									
	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	3,923	6,270	78	47	-31	83	58	-25	81	41	-40	90	56	-34	77	49	-28
<b>2016</b>	3	1,452	783	60	43	-18	61	53	-8									
	4	910	1,563	86	51	-36	80	49	-31	78	45	-34						
	5	751	1,829	90	45	-45	91	54	-37				88	47	-41			
	6	404	576	78	49	-29	85	50	-34									
	7	373	624	90	52	-38	86	52	-34	90	54	-36						
	8	406	515	94	62	-32	85	55	-29				93	53	-40	79	41	-38
	Total	4,296	5,890	80	48	-32	78	52	-26	80	46	-34	89	48	-41	79	41	-38

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	9	756	94	65	-29	92	73	-19							
	4	8	372	100	53	-47	100	72	-28	100	61	-39				
	5	5	69	100	74	-26	100	77	-23				50	45	-5	
	Total	22	1,197	94	61	-33	93	73	-20	100	61	-39	50	45	-5	
<b>2017</b>	3	10	806	100	66	-34	100	72	-28							
	4	4	250	*	54	*	*	66	*	*	59	*				
	5	4	31	*	84	*	*	79	*				*	53	*	
	Total	18	1,087	94	66	-28	92	73	-19	100	59	-41	50	53	3	
<b>2016</b>	3	8	798	80	65	-15	67	70	3							
	4	2	192	*	56	*	*	79	*	*	73	*				
	5	0	12	*	57	*	*	67	*				*	67	*	
	Total	10	1,002	80	63	-17	67	71	5	100	73	-27	67	67	67	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	English I	212	921	91	55	-36
	English II	209	719	92	57	-35
	Algebra I	285	778	96	86	-10
	Biology	221	727	96	83	-13
	US History	173	494	97	88	-9
<b>2017</b>	English I	240	761	86	57	-29
	English II	180	677	92	60	-32
	Algebra I	278	634	94	85	-9
	Biology	225	583	94	83	-11
	US History	152	411	99	86	-13
<b>2016</b>	English I	227	712	91	56	-35
	English II	175	532	94	58	-36
	Algebra I	319	556	97	87	-10
	Biology	223	534	98	87	-11
	US History	152	356	100	90	-10

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	190	76.7	72.4	-4.3	340	88.4	84.4	-4.0
<b>GED/TxCHSE</b>	5	0.0	2.5	2.5	1	0.8	0.0	-0.8
<b>Continuers</b>	13	5.0	5.0	0.0	17	1.6	5.4	3.8
<b>Completion</b>	208	81.7	79.9	-1.8	358	90.9	89.8	-1.1

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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 Codwell 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  
Charles Shearn Elementary School  
South Early College High School  
Ross Sterling High School  
Albert Thomas Middle School  
Ruby Thompson Elementary School  
Tina Whidby Elementary School  
Windsor Village 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	33	21	42	43	1	36	43	7								
	4	12	26	75	38	-37	83	46	-37	73	19	-54					
	5	7	33	86	42	-44	100	88	-12				86	39	-47		
	6																
	7																
	8																
	Total	52	80	68	41	-27	73	59	-14	73	19	-54	86	39	-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		
<b>2018</b>	3	7		43		71										
	4	1		*		*			*		*		*			
	5															
	Total	8		72		86			100							
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	63	25	59	40	-19	74	48	-26								
	4	23	92	91	55	-36	91	51	-40	78	52	-26					
	5	33	76	91	43	-48	88	68	-20				91	54	-37		
	6																
	7																
	8																
	Total	119	193	80	46	-34	84	56	-28	78	52	-26	91	54	-37		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3	45			71			91						
	4													
	5													
	Total	45			71			91						
<b>2017</b>	3	40			69			83						
	4													
	5													
	Total	40			69			83						
<b>2016</b>	3	1	48	*	56	*	*	69	*	*	*	*	*	*
	4													
	5													
	Total	1	48	*	56	*	*	69	*	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	47	17	47	24	-23	53	38	-15								
	4	18	45	72	51	-21	56	36	-20	67	47	-20					
	5	11	80	82	38	-44	100	50	-50				82	58	-24		
	6																
	7																
	8																
	Total	76	142	67	38	-29	70	41	-29	67	47	-20	82	58	-24		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3	29		45			69							
	4													
	5													
	Total	29		45			69							
<b>2017</b>	3	1	21	*	62	*	*	57	*	*	*	*	*	*
	4													
	5													
	Total	1	21	*	62	*	*	57	*	*	*	*	*	*
<b>2016</b>	3	1	21	*	48	*	*	57	*	*	*	*	*	*
	4	1	18	*	61	*	*	78	*	*	78	*	*	*
	5													
	Total	2	39	*	55	*	*	68	*	*	78	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	216	81	93	74	-19	97	63	-34									
	7	174	83	98	78	-20	92	61	-31	98	79	-19						
	8	182	25	100	96	-4	97	80	-17				97	88	-9	92	67	-25
	Total	572	189	97	89	-8	95	68	-27	98	79	-19	97	88	-9	92	67	-25

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	71	11	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	64	9	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	82	4	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	33	53	79	75	-4	70	74	4								
	4	53	68	98	54	-44	88	62	-26	75	37	-38					
	5	38	77	97	55	-42	100	75	-25				100	51	-49		
	6																
	7																
	8																
	Total	124	198	91	61	-30	86	70	-16	75	37	-38	100	51	-49		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	49		81			85									
	4	3		*			*			*			*			
	5	2		*			*			*			*			
	Total	54		83			95			100			50			
<b>2017</b>	3	68		90			90									
	4	2	23	*	13	*	*	9	*	*	20	*	*	*		
	5	2	1	*	*	*	*	*	*	*	*	*	*	*		
	Total	4	92	*	52	*	*	50	*	*	20	*	*	*		
<b>2016</b>	3	67		75			88									
	4	1	13	*	58	*	*	83	*	*	69	*	*	*		
	5															
	Total	1	80	*	67	*	*	86	*	*	69	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	61	14	54	29	-25	61	36	-25								
	4	29	33	89	42	-47	82	27	-55	76	33	-43					
	5	22	55	67	20	-47	71	36	-35				77	33	-44		
	6																
	7																
	8																
	Total	112	102	70	30	-40	71	33	-38	76	33	-43	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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4		1		*			*			*			*		
	5															
	Total		1		*			*			*			*		
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	78	40	81	83	2	82	78	-4								
	4	61	77	100	75	-25	95	62	-33	95	68	-27					
	5	67	63	99	55	-44	100	71	-29				100	65	-35		
	6																
	7																
	8																
	Total	206	180	93	71	-22	92	70	-22	95	68	-27	100	65	-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		
<b>2018</b>	3	2	24	*	71	*	*	71	*	*		*		*	*	*
	4	2	17	*	31	*	*	29	*	*	47	*	*	*	*	*
	5	1	2	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	5	43	50	51	1	50	50	0		47					
<b>2017</b>	3		25		68			60								
	4		1		*			*			*			*		*
	5	1	2	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	1	28	*	84	*	*	55	*	*	*	*	*	*	50	*
<b>2016</b>	3		35		63			69								
	4		2		*			*			*			*		*
	5															
	Total		37		63			69								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	19	73	82	57	-25	79	71	-8								
	4	21	85	95	57	-38	95	80	-15	84	34	-50					
	5	26	66	96	35	-61	96	86	-10				92	58	-34		
	6																
	7																
	8																
	Total	66	224	91	50	-41	90	79	-11	84	34	-50	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		
<b>2018</b>	3	1	24	*	67	*	*		*		*	*		*		
	4		36		75			50		89						
	5		4		*			*		*		*		*		
	Total	1	64	*	72	*	*	59	*	89	*	*	67	*		
<b>2017</b>	3		74		66			100								
	4		2		*			*		*		*		*		
	5		2		*			*		*		*		*		
	Total		78		89			100		100			100			
<b>2016</b>	3	1	64	*	69	*	*	40	*	*		*		*		
	4		2		*			*		*		*		*		
	5		5		80								67			
	Total	1	71	*	66	*	*	40	*	*		*	67	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	107	125	98	66	-32
	English II	81	90	98	81	-17
	Algebra I	50	107	92	76	-16
	Biology	99	120	100	98	-2
	US History	76	72	100	100	0

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	0				140	100.0	97.5	-2.5
<b>GED/TxCHSE</b>	1		100.0		0			
<b>Continuers</b>	0				0			
<b>Completion</b>	1		100.0		140	100.0	97.5	-2.5

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	48	15	48	27	-21	50	60	10								
	4	23	43	96	52	-44	78	26	-52	82	49	-33					
	5	8	50	63	41	-22	63	22	-41				75	58	-17		
	6																
	7																
	8																
	Total	79	108	69	40	-29	64	36	-28	82	49	-33	75	58	-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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	61	49	67	59	-8	82	65	-17								
	4	35	49	89	61	-28	89	69	-20	94	71	-23					
	5	28	67	85	70	-15	81	66	-15				82	75	-7		
	6																
	7																
	8																
	Total	124	165	80	63	-17	84	67	-17	94	71	-23	82	75	-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		
<b>2018</b>	3															
	4		1		*			*			*			*		
	5															
	Total		1		*			*			*			*		
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	68	17	66	24	-42	74	47	-27								
	4	59	76	86	47	-39	69	67	-2	72	34	-38					
	5	40	78	93	50	-43	93	56	-37				88	37	-51		
	6																
	7																
	8																
	Total	167	171	82	40	-42	79	57	-22	72	34	-38	88	37	-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		
<b>2018</b>	3	1	42	*	71	*	*	71	*	*	*	*	*	*		
	4															
	5															
	Total	1	42	*	71	*	*	71	*	*	*	*	*	*		
<b>2017</b>	3	1	47	*	52	*	*	53	*	*	*	*	*	*		
	4		1		*		*	*		*	*	*	*	*		
	5		1		*		*	*		*	*	*	*	*		
	Total	1	49	*	76	*	*	53	*	*	*	*	*	*		
<b>2016</b>	3	2	56	*	61	*	*	57	*	*	*	*	*	*		
	4		1		*		*	*		*	*	*	*	*		
	5		2		*		*	*		*	*	*	*	*		
	Total	2	59	*	61	*	*	79	*	*	*	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	27	21	48	38	-10	70	57	-13								
	4	28	71	81	58	-23	89	69	-20	75	51	-24					
	5	35	62	94	60	-34	94	61	-33				97	47	-50		
	6																
	7																
	8																
	Total	90	154	74	52	-22	84	62	-22	75	51	-24	97	47	-50		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		68		60		61									
	4		51		58		88			53						
	5		4		*		*			*				*		
	Total		123		64		66			53				33		
<b>2017</b>	3		67		61		69									
	4															
	5		5		40									20		
	Total		72		51		69							20		
<b>2016</b>	3		66		77		79									
	4															
	5		1		*		*			*				*		
	Total		67		77		90									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	42	11	64	45	-19	55	64	9								
	4	21	26	71	46	-25	81	69	-12	71	44	-27					
	5	11	72	82	48	-34	100	63	-37				82	43	-39		
	6																
	7																
	8																
	Total	74	109	72	46	-26	79	65	-14	71	44	-27	82	43	-39		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		41						69							
	4		17						82			76				
	5		1			*			*			*			*	
	Total		59						84			76				
<b>2017</b>	3	1	33	*	85	*	*	91	*	*		*		*	*	*
	4	2	25	*	56	*	*	80	*	*	76	*	*	*	*	*
	5		4		*			*			*		*		*	*
	Total	3	62	*	71	*	*	86	*	*	76	*	*	*	*	*
<b>2016</b>	3	1	42	*	86	*	*	76	*	*		*		*	*	*
	4		25		65			83			88					
	5															
	Total	1	67	*	76	*	*	80	*	*	88	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	22	23	64	43	-21	64	78	14								
	4	14	63	71	54	-17	79	76	-3	64	73	9					
	5	26	65	96	42	-54	100	47	-53				81	34	-47		
	6																
	7																
	8																
	Total	62	151	77	46	-31	81	67	-14	64	73	9	81	34	-47		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	48		78			88									
	4	5		20						40						
	5															
	Total	53		49			88			40						
<b>2017</b>	3	1	47	*	65	*	*	79	*	*		*		*		
	4	3		*			*		*	*		*		*		
	5	1	4	*	*	*	*	*	*	*	*	*	*	*		
	Total	2	54	*	49	*	*	46	*	*	*	*	75	*		
<b>2016</b>	3	43		77			65									
	4															
	5															
	Total	43		77			65									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	141	293	79	42	-37	89	62	-27									
	7	154	302	90	50	-40	94	60	-34	89	55	-34						
	8	177	263	95	59	-36	91	63	-28				92	43	-49	79	37	-42
	Total	472	858	88	63	-25	91	62	-29	89	55	-34	92	43	-49	79	37	-42

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	63	29	100	100	0
	Biology	16	3	100	*	*
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	66	24	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	74	7	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	34	15	47	40	-7	50	40	-10								
	4	14	40	85	35	-50	77	30	-47	71	38	-33					
	5	6	34	100	53	-47	100	59	-41				100	71	-29		
	6																
	7																
	8																
	Total	54	89	77	43	-34	76	43	-33	71	38	-33	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			
<b>2018</b>	3																
	4																
	5																
	Total																
<b>2017</b>	3																
	4																
	5																
	Total																
<b>2016</b>	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	44	29	68	79	11	68	86	18								
	4	41	31	98	74	-24	98	65	-33	90	74	-16					
	5	38	72	97	47	-50	97	65	-32				97	68	-29		
	6																
	7																
	8																
	Total	123	132	88	67	-21	88	72	-16	90	74	-16	97	68	-29		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3	47		79		91								
	4	48		75		92				79				
	5													
	Total	95		77		92				79				
<b>2017</b>	3	48		79		83								
	4	40		58		80				62				
	5													
	Total	88		69		82				62				
<b>2016</b>	3	46		65		78								
	4	47		51		70				60				
	5													
	Total	93		58		74				60				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	57	23	68	17	-51	63	30	-33								
	4	39	42	85	64	-21	90	44	-46	90	50	-40					
	5	19	91	78	48	-30	78	52	-26				79	55	-24		
	6																
	7																
	8																
	Total	115	156	77	43	-34	77	42	-35	90	50	-40	79	55	-24		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1	45	*	71	*	*	87	*	*		*		*		*
	4		43		70			81			79					
	5		3		*			*			*		*			
	Total	1	91	*	69	*	*	84	*	*	79	*	*		*	*
<b>2017</b>	3		46		76			78								
	4		44		61			84			80					
	5															
	Total		90		69			81			80					
<b>2016</b>	3		48		58			77								
	4		42		45			76			81					
	5															
	Total		90		52			77			81					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	36	76	86	71	-15
	English II	28	79	96	65	-31
	Algebra I	25	63	100	97	-3
	Biology	37	71	100	99	-1
	US History	29	79	100	92	-8

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	13	75.0	43.8	-31.2	10	80.0	85.7	5.7
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	13	75.0	43.8	-31.2	10	80.0	85.7	5.7

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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	
<b>2018</b>	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			
<b>2017</b>	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			
<b>2016</b>	3	29	4	62	*	*	52	*	*		*	*		*	*		*	*
	4	17	11	88	36	-52	76	18	-58	82	18	-64						
	5	8	15	88	60	-28	88	47	-41				88	40	-48			
	6																	
	7																	
	8																	
	Total	54	30	79	40	-39	72	30	-42	82	18	-64	88	40	-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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	23	9	65	11	-54	70										
	4	11	60	100	40	-60	100	48	-52	91	39	-52					
	5	22	41	100	34	-66	95	55	-40			91	37	-54			
	6																
	7																
	8																
	Total	56	110	88	28	-60	88	52	-36	91	39	-52	91	37	-54		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																	
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			
<b>2018</b>	3	1	25	*	88	*	*	96	*	*		*		*	*		*
	4		15		53			73			60						
	5	1		*		*	*		*	*		*		*	*		*
	Total	2	40	*	71	*	*	85	*	*	60	*	*	*	*		*
<b>2017</b>	3	1	32	*	78	*	*	81	*	*		*		*	*		*
	4																
	5																
	Total	1	32	*	78	*	*	81	*	*		*		*	*		*
<b>2016</b>	3		38		68			71									
	4																
	5																
	Total		38		68			71									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	85	15	44	20	-24	41	27	-14								
	4	50	46	72	24	-48	62	28	-34	62	35	-27					
	5	39	75	82	36	-46	77	42	-35				85	36	-49		
	6																
	7																
	8																
	Total	174	136	66	27	-39	60	32	-28	62	35	-27	85	36	-49		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	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			
<b>2017</b>	3	2	30	*	57	*	*	63	*	*		*		*		
	4		40		44			72			50					
	5		1		*			*		*			*			
	Total	2	71	*	51	*	*	68	*	*	50	*	*	*		
<b>2016</b>	3	2	34	*	44	*	*	59	*	*		*		*		
	4		24		75			75			88					
	5															
	Total	2	58	*	60	*	*	67	*	*	88	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	106	9	60	22	-38	56	11	-45								
	4	59	48	76	28	-48	85	29	-56	66	25	-41					
	5	41	73	95	44	-51	95	45	-50				98	42	-56		
	6																
	7																
	8																
	Total	206	130	77	31	-46	79	28	-51	66	25	-41	98	42	-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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	41	22	61	50	-11	51	55	4								
	4	23	50	91	52	-39	78	22	-56	96	24	-72					
	5	13	49	100	44	-56	100	46	-54				100	45	-55		
	6																
	7																
	8																
	Total	77	121	84	49	-35	76	41	-35	96	24	-72	100	45	-55		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	6		50			50									
	4	9		33												
	5	5		75			60									
	Total	20		53			55									
<b>2017</b>	3	22		40			32									
	4	16		55					23							
	5	6					100						20			
	Total	44		48			66		23				20			
<b>2016</b>	3	24		33			67									
	4															
	5															
	Total	24		33			67									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	47	27	70	52	-18	49	37	-12								
	4	22	48	95	44	-51	73	23	-50	68	35	-33					
	5	19	53	94	42	-52	89	57	-32				84	49	-35		
	6																
	7																
	8																
	Total	88	128	86	46	-40	70	39	-31	68	35	-33	84	49	-35		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		30			83			83							
	4		9			56										
	5	1	5	*	40	*	*	*	*	*	*	*	*	*		
	Total	1	44	*	60	*	*	83	*	*	*	*	*	*		
<b>2017</b>	3		23			83			83							
	4		1			*			*		*		*			
	5		1			*			*		*		*			
	Total		25			83			83							
<b>2016</b>	3		20			85			75							
	4															
	5															
	Total		20			85			75							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	28	10	79	10	-69	75	50	-25								
	4	13	81	69	46	-23	46	59	13	69	43	-26					
	5	11	63	100	34	-66	91	48	-43				91	35	-56		
	6																
	7																
	8																
	Total	52	154	83	30	-53	71	52	-19	69	43	-26	91	35	-56		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	44		70		82										
	4	2		*		*				*			*			
	5															
	Total	46		60		91				50						
<b>2017</b>	3	45		71		89										
	4															
	5	1		*		*				*			*			
	Total	46		71		89										
<b>2016</b>	3	50		72		68										
	4															
	5															
	Total	50		72		68										

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	49	35	39	57	18	45	60	15									
	4	49	66	90	47	-43	63	55	-8	69	35	-34						
	5	51	76	80	47	-33	80	56	-24			84	49	-35				
	6	24	75	88	48	-40	88	28	-60									
	7	22	104	90	42	-48	71	32	-39	86	50	-36						
	8	25	97	100	45	-55	75	24	-51			96	40	-56	68	16	-52	
	Total	220	453	81	54	-27	70	43	-27	78	43	-35	90	45	-45	68	16	-52

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1	50	*	56	*	*	48	*	*		*		*		*
	4		40		26			29			28					
	5															
	Total	1	90	*	41	*	*	39	*	*	28	*		*		*
<b>2017</b>	3	1	58	*	66	*	*	70	*	*		*		*		*
	4		1		*			*			*		*		*	
	5		1		*			*			*		*		*	
	Total	1	60	*	89	*	*	85	*	*	100	*		*		*
<b>2016</b>	3		38		82			89								
	4															
	5															
	Total		38		82			89								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	11	6	100	83	-17
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	12	11	100	91	-9
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	21	10	100	90	-10
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
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		
2016	3	61	22	43	14	-29	39	14	-25								
	4	28	47	79	45	-34	54	28	-26	75	36	-39					
	5	18	50	78	46	-32	94	44	-50				78	24	-54		
	6																
	7																
	8																
	Total	107	119	67	35	-32	62	29	-33	75	36	-39	78	24	-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
2018	3													
	4		1		*			*			*			*
	5													
	Total		1		*			*			*			*
2017	3													
	4													
	5													
	Total													
2016	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	35	41	54	68	14	51	76	25								
	4	26	66	96	61	-35	92	65	-27	77	47	-30					
	5	15	82	100	49	-51	100	44	-56				80	44	-36		
	6																
	7																
	8																
	Total	76	189	83	59	-24	81	62	-19	77	47	-30	80	44	-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
<b>2018</b>	3		24		65		71							
	4		18		28		28			28				
	5		4		*		*			*			*	
	Total		46		64		58			28				25
<b>2017</b>	3	1	38		* 37	*	* 63	*	*	*		*	*	*
	4		18		33		67			61				
	5													
	Total	1	56		* 35	*	* 65	*	*	61	*	*	*	*
<b>2016</b>	3		34		54		59							
	4													
	5		3		*		*			*			*	
	Total		37		44		46							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

South School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	23	58	57	62	5	78	72	-6								
	4	26	45	96	51	-45	85	44	-41	81	40	-41					
	5	18	66	100	43	-57	89	44	-45				89	55	-34		
	6																
	7																
	8																
	Total	67	169	84	52	-32	84	53	-31	81	40	-41	89	55	-34		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																	
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			
<b>2018</b>	3	1	42	*	50	*	*	44	*	*		*		*	*		*
	4	1	4	*	*	*	*	*	*	*		*	*	*	*	*	*
	5		3		*			*		*		*	*	*	*	*	*
	Total	2	49	*	39	*	*	56	*	*	25	*	*	*	*	*	*
<b>2017</b>	3	1	17	*	50	*	*	35	*	*		*		*	*		*
	4		7		29			25		*	25			*	*		*
	5		1		*			*		*	*			*	*		*
	Total	1	25	*	60	*	*	53	*	*	25	*	*	*	*	*	*
<b>2016</b>	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	36	38	97	63	-34
	English II	30	34	100	65	-35
	Algebra I	21	35	100	94	-6
	Biology	37	36	97	94	-3
	US History	12	11	100	91	-9

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	16	100.0	100.0	0.0	17	91.7	100.0	8.3
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	16	100.0	100.0	0.0	17	91.7	100.0	8.3

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	48	473	81	23	-58
	English II	36	329	83	19	-64
	Algebra I	37	317	84	50	-34
	Biology	50	307	94	57	-37
	US History	35	194	100	75	-25

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	161	71.4	74.4	3.0	173	72.1	78.0	5.9
<b>GED/TxCHSE</b>	4	0.0	2.3	2.3	1	2.3	0.0	-2.3
<b>Continuers</b>	13	7.1	5.7	-1.4	17	4.7	8.2	3.5
<b>Completion</b>	178	78.6	82.4	3.8	191	79.1	86.3	7.2

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	23	127	52	30	-22	65	48	-17									
	7	24	135	83	37	-46	88	54	-34	86	32	-54						
	8	22	131	81	49	-32	75	53	-22				86	41	-45	77	42	-35
	Total	69	393	72	46	-26	76	52	-24	86	32	-54	86	41	-45	77	42	-35

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	5	20	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	7	18	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	9	13	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	60	20	40	35	-5	38	35	-3								
	4	22	40	77	45	-32	45	3	-42	76	38	-38					
	5	14	47	100	45	-55	86	21	-65				86	34	-52		
	6																
	7																
	8																
	Total	96	107	72	42	-30	56	20	-36	76	38	-38	86	34	-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		
<b>2018</b>	3															
	4		1		*			*			*			*		
	5															
	Total		1		*			*			*			*		
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Tina Whidby Elementary School

School No: 257

South School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	53	32	74	53	-21	77	78	1								
	4	36	45	81	60	-21	92	80	-12	78	60	-18					
	5	20	48	85	33	-52	85	44	-41				90	35	-55		
	6																
	7																
	8																
	Total	109	125	80	49	-31	85	67	-18	78	60	-18	90	35	-55		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																	
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			
<b>2018</b>	3			7													
	4																
	5																
	Total			7													
<b>2017</b>	3			1										*			*
	4			1										*			*
	5			1										*			*
	Total			3										*			*
<b>2016</b>	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	75	37	73	78	5	85	76	-9								
	4	37	48	97	71	-26	100	85	-15	100	81	-19					
	5	47	52	96	36	-60	96	60	-36				94	40	-54		
	6																
	7																
	8																
	Total	159	137	89	62	-27	94	74	-20	100	81	-19	94	40	-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		
<b>2018</b>	3	29		59		86										
	4	20		50		70			60							
	5	2		*		*			*				*			
	Total	51		55		78			60				50			
<b>2017</b>	3	24		63		88										
	4	26		69		77			54							
	5															
	Total	50		66		83			54							
<b>2016</b>	3	24		63		83										
	4	18		39		67			50							
	5	1		*		*			*				*			
	Total	43		51		75			50							

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	3	661	742	68	61	-7	68	68	0									
	4	510	1,365	90	50	-40	92	66	-26	78	39	-39						
	5	567	1,496	94	59	-35	97	74	-23				92	61	-31			
	6	512	1,150	86	52	-34	92	67	-25									
	7	499	1,284	91	56	-35	90	59	-31	89	48	-41						
	8	436	1,156	95	62	-33	87	66	-21				92	59	-33	85	45	-40
	Total	3,185	7,193	86	59	-27	86	68	-18	80	42	-38	92	60	-32	85	45	-40
<b>2017</b>	3	866	645	68	53	-15	74	63	-11									
	4	604	1,255	84	50	-34	88	63	-25	80	45	-35						
	5	603	1,436	92	56	-36	96	75	-21				95	62	-33			
	6	571	1,303	88	45	-43	93	62	-31									
	7	466	1,114	90	56	-34	91	64	-27	88	58	-30						
	8	471	1,171	94	68	-26	87	67	-20				93	66	-27	78	53	-25
	Total	3,581	6,924	83	56	-27	86	66	-20	82	48	-34	94	63	-31	78	53	-25
<b>2016</b>	3	859	566	67	58	-10	70	64	-6									
	4	671	1,200	90	56	-34	84	59	-25	82	47	-35						
	5	732	1,444	95	47	-48	95	62	-33				93	56	-37			
	6	523	1,033	85	43	-42	88	64	-24									
	7	562	1,118	91	54	-37	92	54	-38	88	57	-31						
	8	588	1,128	96	62	-34	93	69	-23				91	56	-35	80	44	-36
	Total	3,935	6,489	86	57	-29	85	62	-23	84	49	-35	93	56	-37	80	44	-36

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																	
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			
<b>2018</b>	3	14	736	100	75	-25	78	78	0								
	4	3	339	*	65	*	*	64	*	*	63	*					
	5	8	58	83	76	-7	100	74	-26						58		
	Total	25	1,133	93	72	-21	86	73	-13		63				58		
<b>2017</b>	3	16	845	87	65	-22	85	76	-9								
	4	6	341	100	76	-24	100	71	-29	100	65	-35					
	5	5	67	100	65	-35	100	45	-55						30		
	Total	27	1,253	94	68	-26	95	71	-24	100	65	-35			30		
<b>2016</b>	3	12	873	75	65	-10	88	72	-15								
	4	6	314	92	62	-30	63	66	4	89	70	-19					
	5	1	24	*	65	*	*	71	*						*	46	*
	Total	19	1,211	85	63	-22	79	70	-10	89	70	-19			46		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I	465	2,073	95	60	-35
	English II	492	2,122	95	60	-35
	Algebra I	506	1,703	98	88	-10
	Biology	491	1,609	99	86	-13
	US History	460	1,361	100	86	-14
<b>2017</b>	English I	656	2,052	93	60	-33
	English II	501	1,905	93	64	-29
	Algebra I	627	1,720	97	90	-7
	Biology	655	1,604	97	80	-17
	US History	472	1,383	98	90	-8
<b>2016</b>	English I	640	1,762	93	62	-31
	English II	675	1,652	95	61	-34
	Algebra I	588	1,510	97	86	-11
	Biology	625	1,408	98	79	-19
	US History	612	1,107	99	87	-12

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	1,573	93.9	85.3	-8.6	1,569	90.3	84.7	-5.6
<b>GED/TxCHSE</b>	4	0.2	0.3	0.1	4	0.2	0.2	0.0
<b>Continuers</b>	41	1.0	3.1	2.1	49	0.4	3.7	3.3
<b>Completion</b>	1,618	95.1	88.7	-6.4	1,622	90.9	88.6	-2.3

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
Melinda Bonner Elementary School	Middle College High School at HCC Felix Fraga
Andrew Briscoe Elementary	Mount Carmel Academy
David Burnet Elementary School	Yolanda Black Navarro Middle School of Excellence
Rufus Cage Elementary School	James Oates Elementary School
Edna Carrillo Elementary School	Daniel Ortiz Jr. Middle School
Cesar Chavez High School	Park Place Elementary School
Manuel Crespo Elementary School	Robert Patterson Elementary School
Jaime Davila Elementary School	Pleasantville Elementary School
Lorenzo De Zavala Elementary School	Port Houston Elementary School
James Deady Middle School	Project Chrysalis Middle School
East Early College High School	Judson Robinson Elementary School
Eastwood Academy for Academic Achievement	Pearl Rucker Elementary School
Benjamin Franklin Elementary School	Thomas Rusk School
Ebbert Furr High School	George Sanchez Elementary School
John Richardson Harris Elementary School	Joanna Southmayd Elementary School
Roland Plunkett Harris Elementary School	William Stevenson Middle School
James Pinckney Henderson Elementary School	Felix Tijerina Elementary School
William S. Holland Middle 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	96	540	83	37	-46
	English II	98	506	95	40	-55
	Algebra I	66	407	91	73	-18
	Biology	93	408	95	74	-21
	US History	82	304	100	88	-12

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	306	94.6	87.4	-7.2	342	80.3	88.8	8.5
<b>GED/TxCHSE</b>	0				3	1.2	0.6	-0.6
<b>Continuers</b>	4	0.0	1.7	1.7	10	0.0	3.2	3.2
<b>Completion</b>	310	94.6	89.1	-5.5	355	81.5	92.6	11.1

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	45	67	53	57	4	69	76	7								
	4	37	110	89	38	-51	76	36	-40	95	25	-70					
	5	47	103	100	28	-72	100	74	-26				100	54	-46		
	6																
	7																
	8																
	Total	129	280	81	41	-40	82	62	-20	95	25	-70	100	54	-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		
<b>2018</b>	3		67		73		69									
	4		9		63		17			43						
	5															
	Total		76		68		43			43						
<b>2017</b>	3		41		49		49									
	4	1	4	*	*	*	*	*	*	*	*	*	*	*	*	*
	5															
	Total	1	45	*	37	*	*	37	*	*	25	*	*	*	*	*
<b>2016</b>	3		42		55		45									
	4		2		*		*			*					*	
	5		2		*		*			*					*	
	Total		46		55		45								50	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	20	6	75			75	50	-25								
	4	19	37	83	46	-37	94	57	-37	84	54	-30					
	5	21	37	100	43	-57	100	65	-35				100	70	-30		
	6																
	7																
	8																
	Total	60	80	86	45	-41	90	57	-33	84	54	-30	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		
<b>2018</b>	3	3	22	*	77	*	*	*	*	*	*	*	*	*		
	4															
	5															
	Total	3	22	*	77	*	*	*	*	*	*	*	*	*		
<b>2017</b>	3	6	27	83	42	-41	100	52	-48							
	4		1		*			*			*		*			
	5		1		*			*			*		*			
	Total	6	29	83	71	-12	100	76	-24							
<b>2016</b>	3	4	26	*	50	*	*	81	*	*	*	*	*	*		
	4		1		*			*			*		*			
	5															
	Total	4	27	*	75	*	*	81	*	*	100	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	26	11	69	45	-24	62	64	2								
	4	21	53	90	58	-32	86	83	-3	90	58	-32					
	5	19	69	100	46	-54	95	55	-40				89	46	-43		
	6																
	7																
	8																
	Total	66	133	86	50	-36	81	67	-14	90	58	-32	89	46	-43		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	40		68			76									
	4	4		*			*			*			*			
	5	2		*			*			*			*			
	Total	46		72			76									
<b>2017</b>	3	1	47	*	57	*	*	77	*	*		*	*	*		
	4	1		*			*			*		*	*	*		
	5															
	Total	1	48	*	79	*	*	89	*	*		*	*	*		
<b>2016</b>	3		52		85			88								
	4	1	1	*	*	*	*	*	*	*	*	*	*	*		
	5															
	Total	1	53	*	93	*	*	94	*	*	100	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	34	14	82	57	-25	91	86	-5								
	4	28	62	93	77	-16	89	84	-5	93	79	-14					
	5	47	37	91	53	-38	100	67	-33				94	49	-45		
	6																
	7																
	8																
	Total	109	113	89	62	-27	93	79	-14	93	79	-14	94	49	-45		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		23			96			96							
	4		2			*			*			*		*		
	5		4			*			*			*		*		
	Total		29			74			73			50		25		
<b>2017</b>	3		24			92			88							
	4		2			*			*			*		*		
	5		1			*			*			*		*		
	Total		27			96			69			50				
<b>2016</b>	3		32			81			88							
	4															
	5		2			*			*			*		*		
	Total		34			91			94					50		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	26	18	85	61	-24	69	56	-13								
	4	29	38	93	74	-19	100	61	-39	86	50	-36					
	5	35	50	100	46	-54	100	73	-27				97	66	-31		
	6																
	7																
	8																
	Total	90	106	93	60	-33	90	63	-27	86	50	-36	97	66	-31		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	45		78			73									
	4	29		55			86			72						
	5	1	*			*			*			*			*	
	Total	1	74	*	67	*	80	*	*	72	*	*			*	*
<b>2017</b>	3	52		69			73									
	4	22		73			77			73						
	5	6		50			17								25	
	Total	80		64			56			73					25	
<b>2016</b>	3	52		77			81									
	4	25		32			48			44						
	5	1	*			*			*			*			*	
	Total	78		55			76			44						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	206	795	90	39	-51
	English II	240	717	94	34	-60
	Algebra I	91	687	96	54	-42
	Biology	190	612	98	69	-29
	US History	205	511	98	74	-24

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	625	88.0	78.8	-9.2	601	82.4	77.9	-4.5
<b>GED/TxCHSE</b>	2	0.0	0.4	0.4	0			
<b>Continuers</b>	27	2.2	4.1	1.9	30	0.6	5.0	4.4
<b>Completion</b>	654	90.1	83.3	-6.8	631	83.0	82.9	-0.1

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	26	63	62	68	6	65	71	6								
	4	9	116	100	61	-39	78	76	-2	89	65	-24					
	5	28	102	96	32	-64	96	45	-51				96	48	-48		
	6																
	7																
	8																
	Total	63	281	86	54	-32	80	64	-16	89	65	-24	96	48	-48		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		36		72			72								
	4		3		*			*			*		*			
	5		1		*			*			*		*			
	Total		40		53			53			33					
<b>2017</b>	3		43		37											
	4		5					33								
	5		7		43			29					14			
	Total		55		40			31					14			
<b>2016</b>	3		62		58			73								
	4		3		*			*			*		*			
	5		1		*			*			*		*			
	Total		66		63			73			33					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	27	20	78	75	-3	89	95	6								
	4	27	34	100	44	-56	100	59	-41	93	26	-67					
	5	27	41	93	54	-39	93	54	-39				96	63	-33		
	6																
	7																
	8																
	Total	81	95	90	58	-32	94	69	-25	93	26	-67	96	63	-33		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	20		60			70									
	4	3		*			*			*			*			
	5	1		*			*			*			*			
	Total	24		87			90			100			100			
<b>2017</b>	3	21		52			57									
	4															
	5															
	Total	21		52			57									
<b>2016</b>	3	21		43			43									
	4															
	5															
	Total	21		43			43									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	38	13	71	77	6	74	77	3								
	4	40	59	85	73	-12	88	86	-2	94	68	-26					
	5	38	36	100	36	-64	100	78	-22				100	75	-25		
	6																
	7																
	8																
	Total	116	108	85	62	-23	87	80	-7	94	68	-26	100	75	-25		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4		2		*			*			*			*		
	5		3		*			*			*			*		
	Total		5					50								
<b>2017</b>	3		3		*			*			*			*		
	4		3		*			*			*			*		
	5															
	Total		6		67			67								
<b>2016</b>	3	4	37		*	86	*	*	97	*	*		*	*		
	4															
	5															
	Total	4	37		*	86	*	*	97	*	*		*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

East School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	45	163	91	25	-66	98	61	-37									
	7	32	182	84	42	-42	91	52	-39	91	37	-54						
	8	63	191	100	48	-52	100	61	-39				92	40	-52	97	53	-44
	Total	140	536	92	60	-32	96	58	-38	91	37	-54	92	40	-52	97	53	-44

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	English I					
	English II					
	Algebra I	34	14	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	42	31	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	41	15	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	105	12	100	100	0
	English II	89	21	100	95	-5
	Algebra I	19	6	100	100	0
	Biology	91	12	100	100	0
	US History	91	18	100	100	0

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	99	100.0	100.0	0.0	104	100.0	95.4	-4.6
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	99	100.0	100.0	0.0	104	100.0	95.4	-4.6

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	68	41	100	100	0
	English II	80	26	99	100	1
	Algebra I	23	25	100	100	0
	Biology	68	41	100	100	0
	US History	85	24	100	96	-4

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	88	100.0	100.0	0.0	109	100.0	100.0	0.0
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	88	100.0	100.0	0.0	109	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	15	6	60	33	-27	40										
	4	12	27	92	89	-3	100	96	-4	67	56	-11					
	5	13	35	92	47	-45	100	53	-47				92	51	-41		
	6																
	7																
	8																
	Total	40	68	81	56	-25	80	75	-5	67	56	-11	92	51	-41		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1	38	*	82	*	*	66	*	*		*		*	*	*
	4		17		53			47				33				
	5		4		*			*				*		*	*	*
	Total	1	59	*	62	*	*	54	*	*		33	*	*	*	*
<b>2017</b>	3	1	42	*	67	*	*	79	*	*		*		*	*	*
	4		1		*			*				*		*	*	*
	5	1	3	*	*	*	*	*	*	*		*	*	*	*	*
	Total	2	46	*	72	*	*	76	*	*		100	*	*	33	*
<b>2016</b>	3	1	36	*	72	*	*	64	*	*		*		*	*	*
	4	1	22	*	41	*	*	55	*	*		62	*	*	*	*
	5		6		50			33							33	*
	Total	2	64	*	54	*	*	51	*	*		62	*	*	33	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	64	247	83	31	-52
	English II	75	245	77	32	-45
	Algebra I	38	200	87	64	-23
	Biology	60	218	93	63	-30
	US History	46	152	96	72	-24

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	212	96.8	95.6	-1.2	196	92.5	90.9	-1.6
<b>GED/TxCHSE</b>	2	1.6	0.6	-1.0	0			
<b>Continuers</b>	6	1.6	3.2	1.6	4	0.0	2.3	2.3
<b>Completion</b>	220	100.0	99.4	-0.6	200	92.5	93.2	0.7

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	25	24	64	75	11	84	92	8								
	4	22	56	95	54	-41	86	66	-20	82	45	-37					
	5	30	54	100	35	-65	100	54	-46				97	41	-56		
	6																
	7																
	8																
	Total	77	134	86	55	-31	90	71	-19	82	45	-37	97	41	-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		
<b>2018</b>	3	4	42	*	76	*	*	69	*	*	*	*	*	*		
	4															
	5															
	Total	4	42	*	76	*	*	69	*	*	*	*	*	*		
<b>2017</b>	3	1	42	*	52	*	*	67	*	*	*	*	*	*		
	4	1		*			*			*	*	*	*	*		
	5															
	Total	2	42	*	52	*	*	67	*	*	*	*	*	*		
<b>2016</b>	3		37		22			27								
	4															
	5															
	Total		37		22			27								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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			
<b>2017</b>	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		
<b>2016</b>	3	34	8	61	38	-23	76	63	-13								
	4	25	31	84	58	-26	72	58	-14	60	45	-15					
	5	23	54	86	50	-36	68	50	-18			87	57	-30			
	6																
	7																
	8																
	Total	82	93	77	49	-28	72	57	-15	60	45	-15	87	57	-30		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	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			
<b>2017</b>	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			
<b>2016</b>	3	1	49	*	57	*	*	61	*	*	*	*	*	*		
	4	4	37	*	43	*	*	59	*	*	54	*	*	*		
	5															
	Total	5	86	75	50	-25	25	60	35	67	54	-13				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	41	10	56	60	4	59	40	-19								
	4	30	25	73	56	-17	57	12	-45	83	60	-23					
	5	19	81	95	65	-30	95	80	-15				95	72	-23		
	6																
	7	2		*			*			*			*				*
	8																
	Total	92	116	81	60	-21	78	44	-34	92	60	-32	95	72	-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		
<b>2018</b>	3		63		70		71									
	4		79		68		71			68						
	5		7											14		
	Total		149		69		71			68				14		
<b>2017</b>	3		83		61		75									
	4		65		73		84			83						
	5		2		*		*			*				*		
	Total		150		78		70			83				50		
<b>2016</b>	3	2	76	*	76	*	*	84	*	*		*		*	*	*
	4		53		77		89			85						
	5															
	Total	2	129	*	77	*	*	87	*	*	85	*		*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

East School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	57	154	72	29	-43	89	53	-36									
	7	84	180	65	23	-42	66	27	-39	60	25	-35						
	8	76	166	81	46	-35	75	56	-19				74	28	-46	46	11	-35
	Total	217	500	73	47	-26	77	45	-32	60	25	-35	74	28	-46	46	11	-35

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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	
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	English I					
	English II					
	Algebra I	15	35	100	97	-3
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	23	30	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	33	25	94	96	2
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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 for Law and Justice

School No: 34

East School Office Area

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	43	59	100	95	-5
	English II	29	64	100	81	-19
	Algebra I	29	45	97	87	-10
	Biology	41	56	100	96	-4
	US History	45	41	100	98	-2

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	132	100.0	100.0	0.0	84	100.0	98.0	-2.0
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	132	100.0	100.0	0.0	84	100.0	98.0	-2.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	61	23	85	65	-20	82	70	-12								
	4	55	42	96	63	-33	93	85	-8	93	50	-43					
	5	62	49	92	50	-42	98	88	-10				94	78	-16		
	6																
	7																
	8																
	Total	178	114	91	59	-32	91	81	-10	93	50	-43	94	78	-16		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		16		81			88								
	4	1	4	*	*	*	*	*	*	*	*	*	*	*		
	5		1		*			*		*		*	*	*		
	Total	1	21	*	78	*	*	88	*	*	50	*	*	*		
<b>2017</b>	3		23		61			83								
	4	1	4	*	*	*	*	*	*	*	*	*	*	*		
	5															
	Total	1	27	*	61	*	*	83	*	*	25	*	*	*		
<b>2016</b>	3		21		81			86								
	4															
	5															
	Total		21		81			86								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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	*
<b>2017</b>	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	*
<b>2016</b>	English I	2	19	*	26	*
	English II	5	37	100	51	-49
	Algebra I	1	18	*	50	*
	Biology	2	15	*	40	*
	US History	2	31	*	74	*

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	26	40.0	66.7	26.7	57	75.0	80.6	5.6
<b>GED/TxCHSE</b>	0				1	0.0	1.5	1.5
<b>Continuers</b>	4	10.0	9.1	-0.9	5	25.0	6.0	-19.0
<b>Completion</b>	30	50.0	75.8	25.8	63	100.0	88.1	-11.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	56	49	96	69	-27
	English II	59	36	97	56	-41
	Algebra I	41	43	93	93	0
	Biology	52	43	100	93	-7
	US History	56	26	100	92	-8

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	85	100.0	100.0	0.0	76	98.0	100.0	2.0
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	85	100.0	100.0	0.0	76	98.0	100.0	2.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	47	190	79	25	-54	64	33	-31									
	7	63	241	89	36	-53	87	40	-47	85	32	-53						
	8	80	217	93	50	-43	89	47	-42				82	27	-55	71	16	-55
	Total	190	648	87	55	-32	80	40	-40	85	32	-53	82	27	-55	71	16	-55

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	9	15	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	8	11	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	24	6	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	27	33	56	48	-8	52	55	3								
	4	12	36	92	58	-34	83	25	-58	75	47	-28					
	5	16	26	100	73	-27	94	81	-13				100	85	-15		
	6																
	7																
	8																
	Total	55	95	83	60	-23	76	54	-22	75	47	-28	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		
<b>2018</b>	3	2		*			*			*			*			
	4	2		*			*			*			*			
	5															
	Total	4		*			*			*			*			
<b>2017</b>	3	1		*			*			*			*			
	4															
	5															
	Total	1		*			*			*			*			
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	77	251	87	39	-48	90	49	-41									
	7	86	253	87	41	-46	87	45	-42	87	46	-41						
	8	94	244	94	54	-40	88	71	-17				88	43	-45	71	23	-48
	Total	257	748	89	61	-28	88	55	-33	87	46	-41	88	43	-45	71	23	-48

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	31	33	100	94	-6
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	38	16	100	94	-6
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	42	13	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	52	36	87	75	-12	90	78	-12								
	4	42	32	100	74	-26	100	68	-32	98	69	-29					
	5	48	97	96	66	-30	100	86	-14				94	77	-17		
	6																
	7																
	8																
	Total	142	165	94	72	-22	97	77	-20	98	69	-29	94	77	-17		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		69						94							
	4		48						91			94				
	5		2		*				*			*		*		
	Total		119						95			94		100		
<b>2017</b>	3	1	71	*	84	*	*	93	*	*		*		*		
	4		58		78			90			91					
	5	1	4	*	*	*	*	*	*	*	*	*	*	*		
	Total	2	133	*	62	*	*	78	*	*	91	*	*	25		
<b>2016</b>	3		60						90							
	4		57		86				81			93				
	5															
	Total		117		88				86			93				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	71	20	77	45	-32	63	50	-13								
	4	54	42	91	55	-36	87	50	-37	81	33	-48					
	5	53	82	96	68	-28	92	78	-14				96	68	-28		
	6																
	7																
	8																
	Total	178	144	88	56	-32	81	59	-22	81	33	-48	96	68	-28		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	52		73		79										
	4	60		88		100			92							
	5	3		*		*			*				*			
	Total	115		87		76			92				50			
<b>2017</b>	3	63		79		84										
	4	60		83		93			85							
	5	4		*		*			*				*			
	Total	127		87		89			85							
<b>2016</b>	3	64		73		81										
	4	44		89		93			86							
	5	4		*		*			*				*			
	Total	112		87		75			86				50			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
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		
2016	3	28	8	71	50	-21	68	50	-18								
	4	20	23	95	43	-52	95	39	-56	95	26	-69					
	5	20	37	100	59	-41	95	57	-38				95	73	-22		
	6																
	7																
	8																
	Total	68	68	89	51	-38	86	49	-37	95	26	-69	95	73	-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		
2018	3															
	4		1		*			*			*			*		
	5															
	Total		1		*			*			*			*		
2017	3															
	4															
	5		1		*			*			*			*		
	Total		1		*			*			*			*		
2016	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	10	12	50	64	14	50	55	5								
	4	11	33	82	48	-34	45	50	5	64	18	-46					
	5	9	34	100	35	-65	100	47	-53				100	12	-88		
	6																
	7																
	8																
	Total	30	79	77	49	-28	65	51	-14	64	18	-46	100	12	-88		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		22		95			86								
	4															
	5		4		*			*			*			*		
	Total		26		73			86								
<b>2017</b>	3		19		72			58								
	4		3		*			*			*			*		
	5		4		*			*			*			*		
	Total		26		74			69								
<b>2016</b>	3		23		82			59								
	4		5		25			20			50					
	5															
	Total		28		54			40			50					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	67	26	100	73	-27	100	81	-19									
	7	76	21	99	95	-4	100	76	-24	99	90	-9						
	8	53	16	100	94	-6	100	87	-13				100	94	-6	100	100	0
	Total	196	63	100	96	-4	100	81	-19	99	90	-9	100	94	-6	100	100	0

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	17	6	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	40	2	100	*	*
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	30	1	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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			
<b>2017</b>	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		
<b>2016</b>	3	45	22	73	64	-9	69	68	-1								
	4	23	71	83	46	-37	78	62	-16	74	38	-36					
	5	28	74	93	34	-59	96	52	-44			75	30	-45			
	6																
	7																
	8																
	Total	96	167	83	48	-35	81	61	-20	74	38	-36	75	30	-45		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		38		69			89								
	4		4		*			*		*			*			
	5	2	4	*	*	*	*	*	*	*	*	*	*	*		
	Total	2	46	*	40	*	*	61	*	*	*	*	*			
<b>2017</b>	3		42		52			88								
	4	1		*		*		*		*		*				
	5		5													
	Total	1	47	*	52	*	*	88	*	*	*	*	*			
<b>2016</b>	3	1	38	*	42	*	*	79	*	*	*	*	*			
	4		2		*			*		*		*				
	5		4		*			*		*		*				
	Total	1	44	*	34	*	*	65	*	*	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	34	13	59	46	-13	56	38	-18								
	4	17	27	88	56	-32	88	59	-29	76	44	-32					
	5	9	77	89	55	-34	100	74	-26				100	60	-40		
	6																
	7																
	8																
	Total	60	117	79	52	-27	81	57	-24	76	44	-32	100	60	-40		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1	37	*	68	*	*	81	*	*		*		*	*	
	4		36		56			83			50					
	5															
	Total	1	73	*	62	*	*	82	*	*	50	*	*	*	*	*
<b>2017</b>	3		44		68			84								
	4		45		40			60			47					
	5															
	Total		89		54			72			47					
<b>2016</b>	3		47		57			62								
	4		40		63			80			73					
	5															
	Total		87		60			71			73					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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 Rusk School

School No: 234

East School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	30	26	50	20	-30	60	35	-25									
	4	18	32	89	35	-54	72	28	-44	78	28	-50						
	5	21	45	90	41	-49	100	50	-50				86	36	-50			
	6	30	18	93	50	-43	100	89	-11									
	7	36	20	97	80	-17	97	80	-17	94	90	-4						
	8	25	29	100	76	-24	92	76	-16				92	66	-26	96	66	-30
	Total	160	170	87	58	-29	87	60	-27	86	59	-27	89	51	-38	96	66	-30

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4		1		*			*			*			*		
	5															
	Total		1		*			*			*			*		
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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 Rusk School

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
<b>2018</b>	English I					
	English II					
	Algebra I	28	22	100	91	-9
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	26	8	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	12	4	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

George Sanchez Elementary School

School No: 281

East School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	26	7	85	43	-42	92	57	-35								
	4	26	59	100	54	-46	92	81	-11	92	57	-35					
	5	28	56	100	46	-54	100	75	-25				100	68	-32		
	6																
	7																
	8																
	Total	80	122	95	48	-47	95	71	-24	92	57	-35	100	68	-32		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	26	76			77										
	4	5	80			80			100							
	5	4	*			*			*				*			
	Total	35	85			86			100				100			
<b>2017</b>	3	38	84			76										
	4	4	*			*			*				*			
	5	4	*			*			*				*			
	Total	46	61			63			50				25			
<b>2016</b>	3	41	66			68										
	4	4	*			*			*				*			
	5	1	*			*			*				*			
	Total	46	50			68										

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	43	22	70	91	21	86	86	0								
	4	46	61	96	64	-32	98	87	-11	93	44	-49					
	5	38	56	97	55	-42	100	73	-27				89	63	-26		
	6																
	7																
	8																
	Total	127	139	88	70	-18	95	82	-13	93	44	-49	89	63	-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		
<b>2018</b>	3		30		87			83								
	4															
	5	1			*			*			*		*			
	Total	1	30		*	87	*	*	83	*	*		*	*		
<b>2017</b>	3		51		76			94								
	4															
	5	2			*			*			*		*			
	Total	2	51		*	76	*	*	94	*	*		*	*		
<b>2016</b>	3		49		59			73								
	4															
	5		1		*			*			*		*			
	Total		50		59			73								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	197	222	93	46	-47	97	64	-33									
	7	192	242	96	51	-45	96	48	-48	96	49	-47						
	8	195	261	100	64	-36	98	56	-42				99	64	-35	93	39	-54
	Total	584	725	96	69	-27	97	56	-41	96	49	-47	99	64	-35	93	39	-54

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	140	60	100	100	0
	Biology	51	12	100	100	0
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	132	24	100	100	0
	Biology	26		100		
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	98	15	100	100	0
	Biology	28	3	100	*	*
	US History					

	Completion Status							
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	26	19	62	79	17	73	84	11								
	4	11	37	90	70	-20	80	62	-18	60	59	-1					
	5	17	45	76	33	-43	76	36	-40				82	49	-33		
	6																
	7																
	8																
	Total	54	101	76	61	-15	76	61	-15	60	59	-1	82	49	-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		
<b>2018</b>	3															
	4		1		*			*			*			*		
	5															
	Total		1		*			*			*			*		
<b>2017</b>	3		21		67			71								
	4		15		80			73			73					
	5		2		*			*			*			*		
	Total		38		66			72			73					
<b>2016</b>	3		20		60			85								
	4		18		44			56			56					
	5	1	2	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	1	40	*	51	*	*	71	*	*	56	*	*	*	*	*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	34	61	53	52	-1	59	62	3								
	4	25	51	96	59	-37	84	45	-39	88	45	-43					
	5	28	56	93	48	-45	96	52	-44				96	52	-44		
	6																
	7																
	8																
	Total	87	168	81	53	-28	80	53	-27	88	45	-43	96	52	-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		
<b>2018</b>	3															
	4															
	5	1		*		*			*			*		*		
	Total	1		*		*			*			*		*		
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	15	4	60	*	*	67	*	*		*	*		*	*		*	*
	4	15	9	60	11	-49	60	22	-38	60	33	-27						
	5	8	12	88	25	-63	88	17	-71				75	8	-67			
	6	3	10	*	60	*	*	80	*	*		*	*	*	*	*	*	
	7	3	5	*	60	*	*	60	*	*	80	*	*	*	*	*	*	
	8	3	6	*	67	*	*	100	*	*		*	83	*	*	*	*	
	Total	47	46	79	46	-33	80	55	-25	64	57	-7	88	46	-42	67		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3													
	4													
	5													
	Total													
<b>2017</b>	3													
	4													
	5													
	Total													
<b>2016</b>	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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	
<b>2018</b>	3	2,036	2,205	76	64	-12	78	70	-8									
	4	1,756	2,895	87	51	-36	91	67	-24	80	43	-37						
	5	1,829	2,798	93	59	-34	94	70	-24				90	58	-32			
	6	1,819	2,722	86	56	-30	91	66	-25									
	7	1,723	2,735	90	63	-27	88	62	-26	86	54	-32						
	8	1,798	2,778	93	61	-32	90	66	-24				89	58	-31	87	54	-33
	Total	10,961	16,133	86	60	-26	87	68	-19	81	45	-36	89	58	-31	87	54	-33
<b>2017</b>	3	2,282	1,885	75	56	-19	77	66	-11									
	4	1,868	2,626	87	48	-39	88	61	-27	84	46	-38						
	5	1,847	2,529	88	52	-36	89	69	-20				88	55	-33			
	6	2,033	2,457	87	50	-37	91	63	-28									
	7	1,821	2,685	92	54	-38	90	58	-32	91	54	-37						
	8	1,828	2,767	91	67	-24	85	64	-21				89	62	-27	86	53	-33
	Total	11,679	14,949	85	56	-29	86	64	-22	86	48	-38	88	56	-32	86	53	-33
<b>2016</b>	3	2,188	1,720	77	62	-15	76	65	-11									
	4	2,037	2,258	91	56	-36	88	55	-33	87	47	-40						
	5	1,914	2,262	93	47	-47	94	61	-33				93	52	-41			
	6	2,030	2,515	86	47	-39	88	58	-30									
	7	1,870	2,458	89	54	-36	88	56	-32	88	51	-37						
	8	1,950	2,392	90	60	-30	84	53	-31				90	57	-33	84	47	-37
	Total	11,989	13,605	87	58	-29	85	58	-27	87	48	-39	92	54	-38	84	47	-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		
<b>2018</b>	3	12	813	100	68	-32	83	69	-14							
	4	12	314	76	50	-26	80	54	-26	70	49	-21				
	5	4	147	*	83	*	*	54	*				*	53	*	
	Total	28	1,274	95	70	-25	82	62	-20	70	49	-21	100	53	-47	
<b>2017</b>	3	12	940	70	59	-11	67	65	-2							
	4	15	334	88	54	-34	100	45	-55	93	50	-43				
	5	13	90	90	77	-13		67						58		
	Total	40	1,364	86	63	-23	86	62	-24	93	50	-43			58	
<b>2016</b>	3	8	994	75	67	-8	100	65	-35							
	4	23	288	83	63	-20	93	66	-27	89	66	-23				
	5	3	29	*	60	*	*	61	*				*	57	*	
	Total	34	1,311	80	66	-14	93	63	-30	89	66	-23	100	57	-43	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I	892	2,118	92	60	-32
	English II	841	2,151	98	62	-36
	Algebra I	1,049	2,069	96	90	-6
	Biology	905	2,057	95	84	-11
	US History	724	1,570	99	90	-9
<b>2017</b>	English I	1,002	2,209	96	58	-38
	English II	845	2,125	96	54	-42
	Algebra I	1,379	1,871	99	89	-10
	Biology	1,000	1,496	99	80	-19
	US History	772	1,440	100	88	-12
<b>2016</b>	English I	1,044	1,934	94	50	-44
	English II	932	1,666	96	52	-44
	Algebra I	1,362	1,626	98	86	-12
	Biology	1,071	1,486	99	78	-21
	US History	973	1,229	100	89	-11

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	1,907	95.7	82.4	-13.3	1,922	94.6	84.0	-10.6
<b>GED/TxCHSE</b>	9	0.3	0.6	0.3	10	0.3	0.5	0.2
<b>Continuers</b>	117	1.6	9.6	8.0	117	0.9	8.5	7.6
<b>Completion</b>	2,033	97.6	92.5	-5.1	2,049	95.8	93.0	-2.8

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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  
Briarmeadow 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  
Las Americas Newcomer School  
Jane Long Academy  
Henry Wadsworth Longfellow Elementary School  
Edgar Lovett Elementary School  
Mandarin Immersion Magnet School  
Ila McNamara 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  
Samuel Red Elementary School  
Paul Revere Middle School  
Sylvan Rodriguez Elementary School  
Thomas Horace Rogers School  
School at St. George Place  
Shadowbriar Elementary School  
Sharpstown International School  
Sugar Grove Middle School  
William Sutton Elementary School  
Tanglewood Middle School  
Eleanor Tinsley Elementary School  
Valley West Elementary School  
Walnut Bend Elementary School  
Louie Welch Middle School  
West Briar Middle School  
Westside High School  
Edward White Elementary School  
Mark White Elementary School  
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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	40	39	65	69	4	60	74	14								
	4	34	90	82	26	-56	82	46	-36	74	32	-42					
	5	33	70	88	47	-41	82	50	-32				94	63	-31		
	6																
	7																
	8																
	Total	107	199	78	47	-31	75	57	-18	74	32	-42	94	63	-31		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1	42	*	60	*	*	49	*	*		*		*		
	4															
	5		2		*			*		*		*		*		
	Total	1	44	*	60	*	*	50	*	*		*		*		
<b>2017</b>	3	2	46	*	52	*	*	78	*	*		*		*		
	4	2	1	*	*	*	*	*	*	*		*	*	*		
	5	1	6	*	17	*	*		*	*		*		*		
	Total	5	53	75	35	-40	100	78	-22							
<b>2016</b>	3		45		69			69								
	4	1	9	*	56	*	*	33	*	*	43	*	*	*		
	5															
	Total	1	54	*	63	*	*	51	*	*	43	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	31	17	73	71	-2	55	53	-2								
	4																
	5																
	6																
	7																
	8																
	Total	31	17	73	71	-2	55	53	-2								

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	2	3	*	*	*	*	*	*	*	*	*	*	*		
	4															
	5															
	Total	2	3	*	*	*	*	*	*	*	*	*	*	*		
<b>2017</b>	3		16		88			94								
	4															
	5															
	Total		16		88			94								
<b>2016</b>	3	1	17	*	76	*	*	71	*	*	*	*	*			
	4															
	5															
	Total	1	17	*	76	*	*	71	*	*	*	*	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	109	16	75	50	-25	81	50	-31								
	4	70	50	83	54	-29	84	52	-32	81	43	-38					
	5	67	56	90	38	-52	85	59	-26				85	48	-37		
	6																
	7																
	8																
	Total	246	122	83	47	-36	83	54	-29	81	43	-38	85	48	-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		
<b>2018</b>	3	7		71			57									
	4	5		50												
	5	2		*			*			*			*			
	Total	14		74			54						50			
<b>2017</b>	3	19		53			58									
	4	4		*			*			*			*			
	5	1		*			*			*			*			
	Total	24		59			58			25						
<b>2016</b>	3	21		81			52									
	4	1	2	*	*	*	*	*	*	*	*	*	*	*		
	5															
	Total	1	23	*	91	*	*	76	*	*	100	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	61	54	74	71	-3	80	76	-4								
	4	62	57	98	50	-48	95	61	-34	79	28	-51					
	5	63	57	97	41	-56	98	70	-28				94	49	-45		
	6																
	7																
	8																
	Total	186	168	90	54	-36	91	69	-22	79	28	-51	94	49	-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		
<b>2018</b>	3		30		67		56									
	4		2		*		*			*			*			
	5		7		80		40									
	Total		39		66		49			50						
<b>2017</b>	3		40		65		50									
	4		10		60		38			20						
	5		1		*		*			*			*			
	Total		51		75		63			20			100			
<b>2016</b>	3		36		61											
	4		2		*		*			*			*			
	5		1		*		*			*			*			
	Total		39		56		75									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	400	507	98	52	-46
	English II	440	529	96	50	-46
	Algebra I	159	292	98	75	-23
	Biology	373	412	99	76	-23
	US History	482	371	100	87	-13

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	809	97.5	81.4	-16.1	759	97.6	84.1	-13.5
<b>GED/TxCHSE</b>	2	0.0	0.6	0.6	2	0.0	0.5	0.5
<b>Continuers</b>	43	1.3	10.8	9.5	38	0.7	8.3	7.6
<b>Completion</b>	854	98.7	92.8	-5.9	799	98.3	92.9	-5.4

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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				
<b>2017</b>	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		
<b>2016</b>	3	11	35	27	38	11	27	60	33								
	4	15	53	87	60	-27	73	48	-25	67	51	-16					
	5	24	95	83	43	-40	88	62	-26				92	53	-39		
	6																
	7																
	8																
	Total	50	183	66	47	-19	63	57	-6	67	51	-16	92	53	-39		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1	98	*	63	*	*	69	*	*		*		*	*	*
	4		63		56			68			74					
	5		3		*			*			*		*		*	*
	Total	1	164	*	73	*	*	69	*	*	74	*	*	*	*	*
<b>2017</b>	3	1	115	*	69	*	*	70	*	*		*		*	*	*
	4		94		60			88			71					
	5		19		71			59						17		
	Total	1	228	*	67	*	*	72	*	*	71	*	*	17	*	*
<b>2016</b>	3		114		73			67								
	4	4	82	*	79	*	*	90	*	*	79	*	*	*	*	*
	5	1		*			*			*			*	*	*	*
	Total	5	196	50	76	26		79		75	79	4				

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
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		
2016	3	18	121	61	55	-6	61	63	2								
	4	19	118	68	53	-15	74	48	-26	68	47	-21					
	5	45	77	93	39	-54	100	61	-39			100	66	-34			
	6																
	7																
	8																
	Total	82	316	74	49	-25	78	57	-21	68	47	-21	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		
2018	3															
	4															
	5															
	Total															
2017	3															
	4															
	5															
	Total															
2016	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
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		
2016	3	98	44	93	64	-29	85	68	-17								
	4	94	37	93	57	-36	95	43	-52	86	46	-40					
	5	73	52	97	56	-41	94	59	-35				90	49	-41		
	6																
	7																
	8																
	Total	265	133	94	59	-35	91	57	-34	86	46	-40	90	49	-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		
2018	3															
	4															
	5															
	Total															
2017	3															
	4															
	5		2		*		*			*			*		*	
	Total		2		*		*			*			*		*	
2016	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	45	20	80	70	-10	73	70	-3									
	4	49	24	98	63	-35	100	50	-50	98	50	-48						
	5	45	25	100	48	-52	100	64	-36				93	56	-37			
	6	32	13	100	85	-15	100	100	0									
	7	43	4	100	*	*	100	*	*	100	*	*		*	*	*	*	
	8	37	4	97	*	*		*	*		*	*	100	*	*	100	*	*
	Total	251	90	96	76	-20	95	77	-18	99	75	-24	97	78	-19	100	100	0

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	34	11	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	36	7	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	37	4	100	*	*
	Biology					
	US History					

	Completion Status							
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	99	18	95	44	-51	98	78	-20								
	4	90	16	99	94	-5	99	94	-5	99	88	-11					
	5	80	10	99	50	-49	99	90	-9				100	50	-50		
	6																
	7																
	8																
	Total	269	44	98	63	-35	99	87	-12	99	88	-11	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		
<b>2018</b>	3															
	4															
	5		2		*			*			*			*		
	Total		2		*			*			*			*		
<b>2017</b>	3															
	4	1		*				*			*			*		
	5															
	Total	1		*				*			*			*		
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	68	33	93	59	-34	99	67	-32								
	4	64	29	98	59	-39	100	83	-17	92	38	-54					
	5	76	22	97	36	-61	100	73	-27				97	41	-56		
	6																
	7																
	8																
	Total	208	84	96	51	-45	100	74	-26	92	38	-54	97	41	-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			
<b>2018</b>	3																
	4																
	5																
	Total																
<b>2017</b>	3																
	4																
	5	1		*		*			*			*			*		
	Total	1		*		*			*			*			*		
<b>2016</b>	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	16	38	56	55	-1	56	53	-3								
	4	24	84	100	51	-49	100	50	-50	100	37	-63					
	5	31	47	94	34	-60	100	45	-55				97	43	-54		
	6																
	7																
	8																
	Total	71	169	83	47	-36	85	49	-36	100	37	-63	97	43	-54		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3	47			83			72						
	4													
	5													
	Total	47			83			72						
<b>2017</b>	3	46			42			43						
	4	3			*			*			*			*
	5	1			*			*			*			*
	Total	50			70			38			33			
<b>2016</b>	3	55			65			62						
	4													
	5													
	Total	55			65			62						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	80	22	83	55	-28	88	64	-24								
	4	74	33	93	56	-37	89	44	-45	89	42	-47					
	5	55	41	93	37	-56	94	68	-26				93	60	-33		
	6																
	7																
	8																
	Total	209	96	90	49	-41	90	59	-31	89	42	-47	93	60	-33		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		10		90			100								
	4	1	7	*	71	*	*	71	*	*	43	*	*	*		
	5	1	2	*	*	*	*	*	*	*	*	*	*	*		
	Total	2	19	*	81	*	*	86	*	*	43	*	*	*		
<b>2017</b>	3		2		*			*			*		*			
	4	1	1	*	*	*	*	*	*	*	*	*	*	*		
	5		2		*			*		*	*	*	*	*		
	Total	1	5	*	50	*	*	100	*	*	100	*	*	*		
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	27	19	56	53	-3	74	42	-32								
	4	24	74	88	57	-31	75	53	-22	79	55	-24					
	5	27	39	93	31	-62	96	64	-32				100	49	-51		
	6																
	7																
	8																
	Total	78	132	79	47	-32	82	53	-29	79	55	-24	100	49	-51		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		57		84		86									
	4		5		80		50			33						
	5		8		50		13									
	Total		70		71		50			33						
<b>2017</b>	3	1	67	*	70	*	* 81	*	*		*	*	*	*		
	4		8		38		25			25						
	5	2	3	*	*	*	* *	*	*	*	*	*	*	*		
	Total	3	78	*	47	*	* 53	*	*	25	*	*	*	*		
<b>2016</b>	3		46		85		91									
	4															
	5		5		20		60						40			
	Total		51		53		76						40			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	43	67	74	78	4	70	79	9								
	4	35	89	91	46	-45	87	34	-53	85	28	-57					
	5	27	79	93	41	-52	96	59	-37				96	47	-49		
	6																
	7																
	8																
	Total	105	235	86	55	-31	84	57	-27	85	28	-57	96	47	-49		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	2			*			*			*			*		
	4	1	1		*	*	*	*	*	*	*	*	*	*		
	5		8		83			33					17			
	Total	1	11		*	67	*	*	42	*	*	*	17	*		
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3		22		73			32								
	4	5	36					80	69	-11						
	5															
	Total	5	58		73			80	51	-29						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	25	284	72	48	-24	56	52	-4								
	4	16	295	100	55	-45	67	44	-23	88	56	-32					
	5	21	226	95	54	-41	100	63	-37				95	56	-39		
	6																
	7																
	8																
	Total	62	805	89	52	-37	74	53	-21	88	56	-32	95	56	-39		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	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				
<b>2017</b>	3		1		*		*				*			*		
	4															
	5															
	Total		1		*		*				*			*		
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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
<b>2018</b>	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
	<b>2017</b>	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
<b>2016</b>		3																
	4																	
	5																	
	6	48	144	88	47	-41	92	61	-31									
	7	28	105	100	68	-32	100	71	-29	96	69	-27						
	8	45	80	96	64	-32	94	64	-30				92	57	-35	82	44	-38
	Total	121	329	95	73	-22	95	65	-30	96	69	-27	92	57	-35	82	44	-38

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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	
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	7	16	100	94	-6
	Biology					
	US History					
<b>2017</b>	English I	11	15	100	100	0
	English II					
	Algebra I	12	29	100	100	0
	Biology	11	15	100	100	0
	US History					
<b>2016</b>	English I	21	4	100	*	*
	English II					
	Algebra I	21	32	100	100	0
	Biology	21	4	100	*	*
	US History					

	Completion Status							
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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
<b>2017</b>	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	*
<b>2016</b>	English I	14	43	86	56	-30
	English II	2	24	*	67	*
	Algebra I	12	41	92	83	-9
	Biology	15	43	93	86	-7
	US History	4	6	*	100	*

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	7	100.0	100.0	0.0	9	100.0	100.0	0.0
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	7	100.0	100.0	0.0	9	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	23	61	96	62	-34
	English II	29	84	100	58	-42
	Algebra I	10	43	100	95	-5
	Biology	23	47	100	94	-6
	US History	32	43	100	100	0

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	51	93.9	90.9	-3.0	70	96.2	97.8	1.6
<b>GED/TxCHSE</b>	1	3.0	0.0	-3.0	0			
<b>Continuers</b>	0				0			
<b>Completion</b>	52	97.0	90.9	-6.1	70	96.2	97.8	1.6

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	3	61	*	26	*	*	26	*	*		*		*		*		
	7	8	57	63	25	-38	38	40	2	38	14	-24						
	8	4	33	*	58	*	*	42	*	*		*	45	*	*	16	*	
	Total	15	151	60	50	-10	43	36	-7	38	14	-24	25	45	20	50	16	-34

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	1		*		*
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I		1		*	*
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I					
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	31	61	90	80	-10	97	70	-27									
	7	38	70	100	90	-10	100	100	0	92	74	-18						
	8	32	66	100	94	-6	91	84	-7				94	84	-10	75	52	-23
	Total	101	197	97	91	-6	96	85	-11	92	74	-18	94	84	-10	75	52	-23

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I	10	9	100	100	0
	English II					
	Algebra I	11	36	100	100	0
	Biology	17	28	100	100	0
	US History					
<b>2017</b>	English I	14	12	100	100	0
	English II					
	Algebra I	17	37	100	100	0
	Biology	14	12	100	100	0
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	28	36	100	97	-3
	Biology	15	2	100	*	*
	US History					

	Completion Status							
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	102	256	82	37	-45	91	64	-27									
	7	77	196	84	46	-38	77	47	-30	79	43	-36						
	8	53	192	94	55	-39	85	57	-28				94	57	-37	77	35	-42
	Total	232	644	87	61	-26	84	56	-28	79	43	-36	94	57	-37	77	35	-42

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	22	12	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	20	10	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	14	3	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	44	28	55	36	-19	52	32	-20								
	4	28	61	79	45	-34	64	35	-29	89	35	-54					
	5	21	56	76	34	-42	71	46	-25				81	45	-36		
	6																
	7																
	8																
	Total	93	145	70	38	-32	62	38	-24	89	35	-54	81	45	-36		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1	39	*	78	*	*	68	*	*	*	*	*	*		
	4															
	5															
	Total	1	39	*	78	*	*	68	*	*	*	*	*	*		
<b>2017</b>	3	1	38	*	68	*	*	74	*	*	*	*	*	*		
	4		1		*		*	*	*	*	*	*	*	*		
	5	3	1	*	*	*	*	*	*	*	*	*	*	*		
	Total	4	40	*	68	*	*	74	*	*	*	*	*	*		
<b>2016</b>	3		29		69			66								
	4															
	5															
	Total		29		69			66								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	88	14	86	79	-7	84	79	-5								
	4	61	16	97	88	-9	93	63	-30	98	31	-67					
	5	73	48	100	47	-53	99	71	-28				96	60	-36		
	6																
	7																
	8																
	Total	222	78	94	71	-23	92	71	-21	98	31	-67	96	60	-36		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	3	8	*	63	*	*		*		*	*		*		
	4	1	16	*	70	*	*	14	*	*	83	*	*	*		
	5		1		*		*	*		*	*		*			
	Total	4	25	*	78	*	*	57	*	*	83	*	*	100		
<b>2017</b>	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				
<b>2016</b>	3	4	16	*	75	*	*	75	*	*		*	*			
	4	12	28	100	82	-18	100	93	-7	100	86	-14	*			
	5												*			
	Total	16	44	100	79	-21	100	84	-16	100	86	-14	*			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	124	11	98	91	-7	99	100	1								
	4	121	7	99	57	-42	98	71	-27	99	71	-28					
	5	115	15	100	73	-27	100	67	-33				99	60	-39		
	6																
	7																
	8																
	Total	360	33	99	74	-25	99	79	-20	99	71	-28	99	60	-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		
<b>2018</b>	3															
	4															
	5		1		*		*		*	*			*		*	
	Total		1		*		*		*	*			*		*	
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	3	15	*	20	*	*	27	*	*	*	*	*	*	*	*	*	
	7	2	34	*	84	*	*	75	*	*	26	*	*	*	*	*	*	
	8	4	43	*	36	*	*	24	*	*	*	*	67	*	*	93	*	
	Total	9	92	72	62	-10	72	42	-30	100	26	-74	100	67	-33	100	93	-7
<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																		
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				
<b>2018</b>	3																	
	4																	
	5																	
	Total																	
<b>2017</b>	3																	
	4																	
	5																	
	Total																	
<b>2016</b>	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
	<b>2017</b>	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		
<b>2016</b>		3	92	14	96	64	-32	90	64	-26							
	4	72	16	96	56	-40	94	50	-44	96	44	-52					
	5	72	18	100	56	-44	99	56	-43				99	56	-43		
	6																
	7																
	8																
	Total	236	48	97	59	-38	94	57	-37	96	44	-52	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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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**

Las Americas Newcomer School

School No: 340

West School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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					
<b>2017</b>	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					
<b>2016</b>	3																
	4		39		3		5										
	5		20														
	6	7	59														
	7		74														
	8	8	111		4		3					3					
	Total	15	303		4		4					3					

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3													
	4													
	5													
	Total													
<b>2017</b>	3													
	4													
	5													
	Total													
<b>2016</b>	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	36	208	75	27	-48	83	37	-46									
	7	65	200	83	31	-52	86	43	-43	90	27	-63						
	8	48	251	95	34	-61	77	35	-42				85	29	-56	52	13	-39
	Total	149	659	84	47	-37	82	38	-44	90	27	-63	85	29	-56	52	13	-39

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	21	54	100	76	-24
	English II	21	50	95	68	-27
	Algebra I	33	51	100	86	-14
	Biology	20	48	100	96	-4
	US History	20	36	100	97	-3

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	56	100.0	100.0	0.0	49	100.0	97.1	-2.9
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				0			
<b>Completion</b>	56	100.0	100.0	0.0	49	100.0	97.1	-2.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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			
	<b>2017</b>	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			
<b>2016</b>		3	109	21	76	43	-33	61	20	-41								
	4	74	42	91	67	-24	89	50	-39	89	59	-30						
	5	50	66	94	55	-39	96	46	-50				88	39	-49			
	6																	
	7																	
	8																	
	Total	233	129	87	55	-32	82	39	-43	89	59	-30	88	39	-49			

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	100	15	93	71	-22	88	67	-21								
	4	94	11	99	55	-44	96	55	-41	95	55	-40					
	5	80	29	96	76	-20	95	86	-9				99	59	-40		
	6																
	7																
	8																
	Total	274	55	96	67	-29	93	69	-24	95	55	-40	99	59	-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			
<b>2018</b>	3																
	4																
	5																
	Total																
<b>2017</b>	3																
	4		1		*				*			*			*		
	5																
	Total		1		*				*			*			*		
<b>2016</b>	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	74	7	92	86	-6	95	71	-24								
	4	38	4	92	*	*	97	*	*	92	*	*		*	*		*
	5	32	6	97	67	-30	100	67	-33				97	67	-30		
	6																
	7																
	8																
	Total	144	17	94	68	-26	97	79	-18	92	25	-67	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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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**

Ila McNamara Elementary School

School No: 227

West School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	36	39	67	64	-3	75	67	-8								
	4	42	87	90	49	-41	88	44	-44	85	36	-49					
	5	25	96	80	45	-35	88	52	-36				88	56	-32		
	6																
	7																
	8																
	Total	103	222	79	53	-26	84	54	-30	85	36	-49	88	56	-32		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	25	78	56												
	4	14	58	75					9							
	5	9	88	29										20		
	Total	48	75	53					9					20		
<b>2017</b>	3	51	76	51												
	4	17	75	36					40							
	5	12	75	30												
	Total	80	75	39					40							
<b>2016</b>	3	68	76	74												
	4	5	80	60												
	5															
	Total	73	78	67												

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	331	254	94	58	-36	95	65	-30									
	7	287	296	98	68	-30	96	56	-40	96	70	-26						
	8	254	264	99	81	-18	99	66	-33				98	64	-34	88	41	-47
	Total	872	814	97	81	-16	97	62	-35	96	70	-26	98	64	-34	88	41	-47

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	106	35	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	98	10	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	86	12	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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	*
<b>2017</b>	English I	3	44	*	7	*
	English II	2	61	*	13	*
	Algebra I	1	34	*	32	*
	Biology	2	23	*	30	*
	US History	2	56	*	63	*
<b>2016</b>	English I	4	39	*	15	*
	English II	1	50	*	22	*
	Algebra I		26		38	
	Biology	1	14	*	43	*
	US History	5	42	100	79	-21

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	24	66.7	34.6	-32.1	31	30.0	41.8	11.8
<b>GED/TxCHSE</b>	0				2	0.0	3.0	3.0
<b>Continuers</b>	25	22.2	44.2	22.0	21	10.0	29.9	19.9
<b>Completion</b>	49	88.9	78.8	-10.1	54	40.0	74.6	34.6

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	57	16	54	47	-7	49	44	-5								
	4	40	56	82	53	-29	69	45	-24	70	46	-24					
	5	31	63	90	32	-58	71	43	-28				87	38	-49		
	6																
	7																
	8																
	Total	128	135	75	44	-31	63	44	-19	70	46	-24	87	38	-49		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1	21	*	62	*	*	62	*	*	*	*	*	*		
	4															
	5															
	Total	1	21	*	62	*	*	62	*	*	*	*	*	*		
<b>2017</b>	3	4	30	*	52	*	*	57	*	*	*	*	*	*		
	4															
	5															
	Total	4	30	*	52	*	*	57	*	*	*	*	*	*		
<b>2016</b>	3	2	22	*	64	*	*	45	*	*	*	*	*	*		
	4															
	5															
	Total	2	22	*	64	*	*	45	*	*	*	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	42	145	64	79	15	88	76	-12								
	4	56	116	91	51	-40	89	62	-27	88	48	-40					
	5	63	97	87	31	-56	97	53	-44				92	59	-33		
	6																
	7																
	8																
	Total	161	358	81	54	-27	91	64	-27	88	48	-40	92	59	-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		
<b>2018</b>	3		9		44			11								
	4		6		17											
	5		11		9											
	Total		26		23			11								
<b>2017</b>	3		9		25			33								
	4		15		23			8			20					
	5		13		31											
	Total		37		26			21			20					
<b>2016</b>	3		88		59											
	4		5		50											
	5		3		*			*			*					*
	Total		96		47			33								100

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	101	20	94	60	-34	94	85	-9								
	4	92	41	98	61	-37	99	78	-21	96	49	-47					
	5	78	56	96	68	-28	99	71	-28				97	54	-43		
	6																
	7																
	8																
	Total	271	117	96	63	-33	97	78	-19	96	49	-47	97	54	-43		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1	19	*	63	*	*	79	*	*	*	*	*	*		
	4															
	5															
	Total	1	19	*	63	*	*	79	*	*	*	*	*	*		
<b>2017</b>	3		22		73			45								
	4		1		*			*		*			*			
	5															
	Total		23		73			45								
<b>2016</b>	3		18		72			83								
	4		1		*			*		*			*			
	5															
	Total		19		86			92					100			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	301	263	98	54	-44	97	59	-38									
	7	190	246	94	57	-37	95	59	-36	92	53	-39						
	8	379	249	98	70	-28	88	52	-36				98	60	-38	90	50	-40
	Total	870	758	97	75	-22	93	57	-36	92	53	-39	98	60	-38	90	50	-40

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	92	17	100	100	0
	Biology	42	9	100	100	0
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	131	6	100	100	0
	Biology	60	4	100	*	*
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	140	8	100	100	0
	Biology	31	2	100	*	*
	US History					

	Completion Status							
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	25	114	84	51	-33	96	69	-27									
	4	53	73	96	45	-51	96	62	-34	90	37	-53						
	5	50	66	96	40	-56	100	76	-24				100	65	-35			
	6	42	70	83	36	-47	90	73	-17									
	7	42	62	86	40	-46	88	52	-36	90	58	-32						
	8	34	56	94	64	-30	89	78	-11				94	78	-16	88	38	-50
	Total	246	441	90	54	-36	93	68	-25	90	48	-42	97	72	-25	88	38	-50

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	12	3	100	*	*
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	18	2	100	*	*
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	15	6	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	320	68	99	65	-34	99	72	-27									
	7	318	85	99	69	-30	97	60	-37	99	71	-28						
	8	338	53	100	81	-19	97	76	-21				99	83	-16	98	70	-28
	Total	976	206	99	83	-16	98	69	-29	99	71	-28	99	83	-16	98	70	-28

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I					
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	232	7	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	199	3	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	33	85	73	60	-13	85	76	-9								
	4	42	114	86	50	-36	90	64	-26	83	34	-49					
	5	41	106	80	35	-45	78	55	-23				80	43	-37		
	6																
	7																
	8																
	Total	116	305	80	48	-32	84	65	-19	83	34	-49	80	43	-37		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		64		61			75								
	4		4		*			*		*			*			
	5	1	10	*	56	*	*	11	*	*		*	*			
	Total	1	78	*	56	*	*	43	*	*	25	*	*			
<b>2017</b>	3	2	75	*	47	*	*	65	*	*		*	*			
	4	2	9	*	56	*	*	22	*	*	44	*	*			
	5	2	2	*	*	*	*	*	*	*	*	*	*			
	Total	6	86	50	52	2	50	44	-6	44						
<b>2016</b>	3		51		45			73								
	4		10		50			50			50					
	5		6		75			25					33			
	Total		67		57			49			50		33			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	72	26	88	77	-11	86	92	6								
	4	56	33	91	64	-27	86	52	-34	89	52	-37					
	5	49	36	100	47	-53	98	67	-31				96	58	-38		
	6																
	7																
	8																
	Total	177	95	93	63	-30	90	70	-20	89	52	-37	96	58	-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			
<b>2018</b>	3																
	4																
	5																
	Total																
<b>2017</b>	3																
	4																
	5	1		*		*			*			*			*		
	Total	1		*		*			*			*			*		
<b>2016</b>	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	166	259	81	43	-38	84	54	-30									
	7	166	268	90	39	-51	91	38	-53	88	38	-50						
	8	164	266	88	53	-35	84	49	-35				82	49	-33	77	40	-37
	Total	496	793	86	58	-28	86	47	-39	88	38	-50	82	49	-33	77	40	-37

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	46	15	100	93	-7
	Biology	28	5	100	100	0
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	63	11	100	100	0
	Biology	21		100		
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	52	10	100	100	0
	Biology	27	1	100	*	*
	US History					

	Completion Status							
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Sylvan Rodriguez Elementary School

School No: 372

West School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	22	94	77	74	-3	73	77	4								
	4	40	104	90	68	-22	90	75	-15	85	56	-29					
	5	54	96	94	49	-45	100	73	-27				96	62	-34		
	6																
	7																
	8																
	Total	116	294	87	64	-23	88	75	-13	85	56	-29	96	62	-34		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	1	42	*	79	*	*	89	*	*		*		*		*
	4		13		54			46			27					
	5		7		43			50							60	
	Total	1	62	*	59	*	*	62	*	*	27	*	*	60	*	*
<b>2017</b>	3		67		52			57								
	4	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*
	5	1	1	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	2	71	*	76	*	*	57	*	*	*	*	*	*	*	*
<b>2016</b>	3		52		75			74								
	4		3		*			*			*			*		
	5		1		*			*			*			*		
	Total		56		69			54			33					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	65	5	95	60	-35	95	60	-35									
	4	66	5	100			100	20	-80	100								
	5	72	8	99	50	-49	99	38	-61				99	38	-61			
	6	135	18	99	33	-66	99	33	-66									
	7	127	7	99	17	-82	100	17	-83	100	14	-86						
	8	123	12	99	18	-81	99	18	-81				99	17	-82	99	17	-82
	Total	588	55	99	49	-50	99	31	-68	100	14	-86	99	28	-71	99	17	-82

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3													
	4													
	5													
	Total													
<b>2017</b>	3													
	4													
	5													
	Total													
<b>2016</b>	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	76	6	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	54	1	100	*	*
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	45		100		
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>					0			
<b>GED/TxCHSE</b>					0			
<b>Continuers</b>					2	100.0	100.0	0.0
<b>Completion</b>					2	100.0	100.0	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
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		
2016	3	68	43	85	74	-11	88	77	-11								
	4	84	43	92	55	-37	93	52	-41	87	53	-34					
	5	56	32	93	50	-43	96	56	-40				96	50	-46		
	6																
	7																
	8																
	Total	208	118	90	60	-30	92	62	-30	87	53	-34	96	50	-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		
2018	3	1			*			*			*			*		
	4		2		*			*			*			*		
	5		1		*			*			*			*		
	Total	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*
2017	3															
	4															
	5															
	Total															
2016	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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			
<b>2017</b>	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			
<b>2016</b>	3	48	15	71	60	-11	71	53	-18									
	4	73	63	87	35	-52	80	29	-51	73	24	-49						
	5	68	57	81	33	-48	78	26	-52				85	39	-46			
	6																	
	7																	
	8																	
	Total	189	135	80	43	-37	76	36	-40	73	24	-49	85	39	-46			

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		1		*			*			*			*		
	4															
	5	1			*			*			*			*		
	Total	1	1	*	*	*	*	*	*	*	*	*	*	*		
<b>2017</b>	3															
	4															
	5	1			*			*			*			*		
	Total	1			*			*			*			*		
<b>2016</b>	3		7		71			29								
	4															
	5															
	Total		7		71			29								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	79	86	99	55	-44	100	84	-16									
	7	77	74	94	74	-20	99	81	-18	96	69	-27						
	8	90	66	100	95	-5	100	95	-5				99	95	-4	97	65	-32
	Total	246	226	98	89	-9	100	87	-13	96	69	-27	99	95	-4	97	65	-32

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3													
	4													
	5													
	Total													
<b>2017</b>	3													
	4													
	5													
	Total													
<b>2016</b>	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	85	97	98	71	-27
	English II	47	85	98	75	-23
	Algebra I	88	78	100	97	-3
	Biology	83	91	100	97	-3
	US History	58	76	100	96	-4

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	129	100.0	98.7	-1.3	126	100.0	97.6	-2.4
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	0				1	0.0	1.2	1.2
<b>Completion</b>	129	100.0	98.7	-1.3	127	100.0	98.8	-1.2

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Sugar Grove Middle School

School No: 163

West School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	54	208	65	27	-38	61	41	-20									
	7	50	241	54	27	-27	56	38	-18	58	29	-29						
	8	57	208	85	40	-45	77	37	-40				79	41	-38	70	38	-32
	Total	161	657	68	44	-24	65	39	-26	58	29	-29	79	41	-38	70	38	-32

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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	
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	English I					
	English II					
	Algebra I	6	18	100	94	-6
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	13	10	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	10	3	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
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		
2016		3	27	65	89	67	-22	67	62	-5							
	4	44	63	95	73	-22	91	70	-21	89	60	-29					
	5	39	109	97	52	-45	100	71	-29				95	60	-35		
	6																
	7																
	8																
	Total	110	237	94	64	-30	86	68	-18	89	60	-29	95	60	-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
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				
2016	3		74		57		55							
	4		44		55		73			45				
	5	1	2	*	*	*	*	*	*	*	*	*	*	*
	Total	1	120	*	54	*	*	59	*	*	45	*	*	50

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	97	131	82	53	-29	84	52	-32									
	7	88	120	92	58	-34	95	54	-41	97	64	-33						
	8	85	107	98	67	-31	96	60	-36				95	37	-58	91	34	-57
	Total	270	358	91	69	-22	92	55	-37	97	64	-33	95	37	-58	91	34	-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				
<b>2018</b>	3																	
	4																	
	5																	
	Total																	
<b>2017</b>	3																	
	4																	
	5																	
	Total																	
<b>2016</b>	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	37	11	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	54	14	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	29	1	100	*	*
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	43	18	67	22	-45	70	17	-53								
	4	33	66	79	48	-31	64	36	-28	76	42	-34					
	5	20	92	89	35	-54	95	60	-35				85	35	-50		
	6																
	7																
	8																
	Total	96	176	78	35	-43	76	38	-38	76	42	-34	85	35	-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		
<b>2018</b>	3	83		67			58									
	4	38		32						29						
	5															
	Total	121		50			58			29						
<b>2017</b>	3	1	86	*	49	*	*	62	*	*		*		*		
	4	2	48	*	31	*	*	28	*	*	26	*	*	*		
	5	1	21	*	57	*	*	43	*	*		*	14	*		
	Total	4	155	*	46	*	*	44	*	*	26	*	*	14		
<b>2016</b>	3		97		67			73								
	4	1	41	*	24	*	*	54	*	*	37	*	*	*		
	5	1	5	*		*	*		*	*		*		*		
	Total	2	143	*	46	*	*	64	*	*	37	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	61	23	80	74	-6	75	78	3								
	4	54	53	94	77	-17	91	68	-23	96	69	-27					
	5	59	74	98	58	-40	95	64	-31				95	53	-42		
	6																
	7																
	8																
	Total	174	150	91	70	-21	87	70	-17	96	69	-27	95	53	-42		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3		53		62		77							
	4		26		31		42			58				
	5		1		*		*			*				*
	Total		80		64		60			58				
<b>2017</b>	3		51		63		67							
	4		24		26		13			48				
	5		2		*		*			*				*
	Total		77		45		40			48				
<b>2016</b>	3		47		64		77							
	4		19		58		58			89				
	5		5		80		60							20
	Total		71		67		65			89				20

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	54	42	76	63	-13	59	50	-9								
	4	44	74	88	64	-24	82	62	-20	91	56	-35					
	5	35	68	94	41	-53	85	50	-35				83	43	-40		
	6																
	7																
	8																
	Total	133	184	86	56	-30	75	54	-21	91	56	-35	83	43	-40		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4		1		*			*			*			*		
	5		3		*			*			*			*		
	Total		4		*			*			*			*		
<b>2017</b>	3		22		45											
	4	1	2		*	*	*	*	*	*	*	*	*	*		
	5		1		*			*			*			*		
	Total	1	25		*	82	*	*	*	*	50	*	*	*		
<b>2016</b>	3	1	25		*	52	*	*	48	*	*	*	*	*		
	4															
	5															
	Total	1	25		*	52	*	*	48	*	*	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	67	193	75	32	-43	72	42	-30									
	7	77	193	74	32	-42	78	27	-51	77	33	-44						
	8	67	216	85	50	-35	76	37	-39				85	40	-45	82	32	-50
	Total	211	602	78	52	-26	75	35	-40	77	33	-44	85	40	-45	82	32	-50
<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																		
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				
<b>2018</b>	3																	
	4																	
	5																	
	Total																	
<b>2017</b>	3																	
	4																	
	5																	
	Total																	
<b>2016</b>	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	18	22	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	19	6	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	23	5	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	178	160	95	54	-41	98	73	-25									
	7	191	140	94	66	-28	85	54	-31	95	65	-30						
	8	196	136	98	79	-19	94	64	-30				97	65	-32	96	73	-23
	Total	565	436	96	80	-16	92	64	-28	95	65	-30	97	65	-32	96	73	-23

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	90	10	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	105	18	98	94	-4
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	87	5	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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**

Westside High School

School No: 36

West School Office Area

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	415	481	95	52	-43
	English II	346	488	94	51	-43
	Algebra I	228	428	95	69	-26
	Biology	402	439	99	82	-17
	US History	318	403	99	89	-10

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	604	95.7	90.0	-5.7	656	97.1	92.0	-5.1
<b>GED/TxCHSE</b>	4	0.6	0.7	0.1	5	0.6	0.8	0.2
<b>Continuers</b>	12	0.9	3.0	2.1	16	0.3	3.9	3.6
<b>Completion</b>	620	97.1	93.7	-3.4	677	98.1	96.7	-1.4

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	33	62	88	69	-19	85	84	-1								
	4	62	55	95	70	-25	95	82	-13	97	75	-22					
	5	65	54	94	52	-42	95	80	-15				97	70	-27		
	6																
	7																
	8																
	Total	160	171	92	64	-28	92	82	-10	97	75	-22	97	70	-27		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		50		52											
	4	1	3	*	*	*	*	*	*	*	*	*	*	*		
	5	1	2	*	*	*	*	*	*	*	*	*	*	*		
	Total	2	55	*	76	*	*	50	*	*	*	*	50	*		
<b>2017</b>	3		50		64			84								
	4		4		*			*			*		*			
	5		1		*			*			*		*			
	Total		55		80			78			75		100			
<b>2016</b>	3		44		52			75								
	4		1		*			*			*		*			
	5		1		*			*			*		*			
	Total		46		52			88					100			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	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		
<b>2018</b>	3		4		*			*			*			*		
	4	1	4		*	*	*	*	*	*	*	*	*	*		
	5		3		*			*			*			*		
	Total	1	11		*	58	*	*	50	*	*	50	*	*		
<b>2017</b>	3		5		40			60								
	4		3		*			*			*			*		
	5		1		*			*			*			*		
	Total		9		58			64			67					
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	61	648	75	12	-63
	English II	46	356	93	24	-69
	Algebra I	46	539	83	39	-44
	Biology	60	383	97	46	-51
	US History	54	252	98	65	-33

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	227	84.2	74.9	-9.3	222	66.7	74.0	7.3
<b>GED/TxCHSE</b>	2	0.0	0.9	0.9	1	1.7	0.0	-1.7
<b>Continuers</b>	37	7.3	14.7	7.4	39	3.3	15.0	11.7
<b>Completion</b>	266	91.5	90.5	-1.0	262	71.7	89.0	17.3

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	3	782	456	59	53	-6	63	58	-5									
	4	480	884	77	39	-38	82	56	-26	65	28	-37						
	5	514	1,197	89	51	-38	88	58	-30				83	48	-35			
	6	529	1,311	75	37	-38	73	45	-28									
	7	573	1,438	68	43	-25	65	38	-27	67	34	-33						
	8	596	1,520	79	51	-28	70	48	-22				78	45	-33	60	24	-36
	Total	3,474	6,806	74	49	-25	75	53	-22	64	30	-34	81	47	-34	60	24	-36
<b>2017</b>	3	811	468	49	43	-6	57	52	-5									
	4	546	1,065	71	30	-41	73	40	-33	68	28	-40						
	5	509	1,080	77	40	-37	85	52	-33				81	43	-38			
	6	541	1,302	72	32	-40	75	37	-38									
	7	573	1,404	84	43	-41	71	34	-37	76	40	-36						
	8	670	1,490	80	44	-36	71	37	-34				72	40	-32	56	23	-33
	Total	3,650	6,809	69	41	-28	72	44	-28	69	31	-38	78	41	-37	56	23	-33
<b>2016</b>	3	863	467	52	42	-9	51	47	-4									
	4	542	984	84	38	-46	74	35	-39	70	26	-44						
	5	492	1,077	85	37	-48	84	39	-45				81	37	-43			
	6	481	1,273	71	34	-37	79	44	-35									
	7	582	1,399	81	34	-48	74	31	-43	78	32	-46						
	8	710	1,445	83	49	-34	63	28	-34				80	34	-45	64	19	-45
	Total	3,670	6,645	74	41	-33	68	38	-31	72	27	-45	81	36	-45	64	19	-45

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	3	316	*	68	*	*	68	*							
	4	3	160	*	62	*	*	52	*	*	70	*				
	5	3	53	*	60	*	*	60	*				*	57	*	
	Total	9	529	100	65	-35	75	65	-10		70			57		
<b>2017</b>	3	5	304	75	50	-25	75	62	-13							
	4	4	109	*	47	*	*	63	*	*	49	*				
	5	6	25	67	45	-22		23						32		
	Total	15	438	91	49	-42	88	58	-30	100	49	-51		32		
<b>2016</b>	3	4	386	*	60	*	*	61	*							
	4	6	79	75	61	-14		67		50	64	14				
	5	6	8	50	45	-5	17	40	23					40		
	Total	16	473	72	63	-9	59	61	2	50	64	14		40		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I	812	4,055	76	32	-44
	English II	763	3,767	82	36	-46
	Algebra I	757	3,398	87	71	-16
	Biology	819	3,160	93	69	-24
	US History	616	2,309	95	76	-19
<b>2017</b>	English I	913	3,733	77	28	-49
	English II	769	3,498	80	29	-51
	Algebra I	827	3,241	86	66	-20
	Biology	855	2,681	90	63	-27
	US History	761	2,152	97	72	-25
<b>2016</b>	English I	902	3,225	75	30	-45
	English II	939	2,906	77	31	-46
	Algebra I	925	2,830	84	58	-26
	Biology	887	2,490	90	63	-27
	US History	947	1,748	97	75	-22

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	2,061	68.8	66.5	-2.3	2,208	64.7	67.5	2.8
<b>GED/TxCHSE</b>	35	2.3	0.4	-1.9	62	4.8	0.5	-4.3
<b>Continuers</b>	341	4.0	15.6	11.6	394	3.6	15.8	12.2
<b>Completion</b>	2,437	75.1	82.5	7.4	2,664	73.1	83.8	10.7

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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  
James Bonham Elementary School  
Blanche Bruce Elementary School  
Felix Cook Jr. Elementary School  
Ezekiel Cullen Middle School  
Thomas Alva Edison Middle School  
Cecile Foerster Elementary School  
Walter Fondren Elementary School  
Forest Brook Middle School  
Mario Gallegos Elementary School  
Gregory-Lincoln Education Center  
High School Ahead Academy  
Hilliard Elementary School  
Kashmere Gardens Elementary School  
Francis Scott Key Middle School  
Audrey H. Lawson Middle School  
Judd Lewis Elementary School

Liberty High School  
Adele Looscan Elementary School  
James Madison High School  
Clemente Martinez Elementary School  
Charles Milby High School  
James Montgomery Elementary School  
North Forest High School  
Leeona Pugh Elementary School  
Sharpstown High School  
Lulu Stevens Elementary School  
Texas Connections Academy at Houston  
Victory Preparatory K-8 Academy  
Victory Preparatory Academy South  
Booker T. Washington High School  
Westbury High School  
Jack Yates High School  
Ethel Young Elementary 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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
<b>2018</b>	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
	<b>2017</b>	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
<b>2016</b>		3																
	4																	
	5																	
	6	31	119	55	34	-21	63	42	-21									
	7	47	113	74	29	-45	55	25	-30	72	31	-41						
	8	60	115	75	52	-23	70	27	-43				58	37	-21	64	19	-45
	Total	138	347	68	45	-23	63	31	-32	72	31	-41	58	37	-21	64	19	-45

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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	
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	9	16	100	100	0
	Biology	12	18	100	100	0
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	9	14	89	71	-18
	Biology	11	10	100	100	0
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	11	2	100	*	*
	Biology	14	3	100	*	*
	US History					

	Completion Status							
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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 Bonham Elementary School

School No: 111

Achieve 180 Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	48	37	42	46	4	54	62	8								
	4	30	147	73	32	-41	77	52	-25	50	22	-28					
	5	26	90	88	29	-59	85	29	-56				73	20	-53		
	6																
	7																
	8																
	Total	104	274	68	36	-32	72	48	-24	50	22	-28	73	20	-53		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	76		87				83								
	4	46		63				78		72						
	5	26		46				13								
	Total	148		65				58		72						
<b>2017</b>	3	69		58				84								
	4	22		41				50		45						
	5	8		13				13					14			
	Total	99		37				49		45			14			
<b>2016</b>	3	96		48				55								
	4	1		*				*		*			*			
	5	5		40				40					40			
	Total	102		44				48					40			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	66	22	50	27	-23	53	32	-21									
	4	24	56	96	36	-60	83	36	-47	79	18	-61						
	5	27	59	96	24	-72	96	27	-69				96	31	-65			
	6																	
	7																	
	8																	
	Total	117	137		81	29	-52	77	32	-45	79	18	-61	96	31	-65		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3		11		73			82						
	4													
	5		3		*			*			*			*
	Total		14		73			82						
<b>2017</b>	3		15		40			47						
	4													
	5													
	Total		15		40			47						
<b>2016</b>	3		13		77			77						
	4													
	5													
	Total		13		77			77						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Achieve 180 Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	68	16	48	25	-23	55	38	-17								
	4	28	87	86	37	-49	75	38	-37	71	26	-45					
	5	22	95	82	40	-42	82	34	-48				77	26	-51		
	6																
	7																
	8																
	Total	118	198	72	34	-38	71	37	-34	71	26	-45	77	26	-51		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	2	23	*	57	*	*	57	*	*		*		*		
	4															
	5															
	Total	2	23	*	57	*	*	57	*	*		*		*		
<b>2017</b>	3	1	21	*	50	*	*	57	*	*		*		*		
	4															
	5															
	Total	1	21	*	50	*	*	57	*	*		*		*		
<b>2016</b>	3		22		36			41								
	4															
	5															
	Total		22		36			41								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	34	135	68	37	-31	74	43	-31									
	7	32	164	84	21	-63	80	23	-57	75	23	-52						
	8	29	160	86	42	-44	64	17	-47				90	26	-64	66	13	-53
	Total	95	459	79	44	-35	73	28	-45	75	23	-52	90	26	-64	66	13	-53

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	10	21	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	6	9	100	89	-11
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	17	8	100	50	-50
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Achieve 180 Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	61	153	70	22	-48	93	39	-54									
	7	41	197	85	39	-46	85	30	-55	75	36	-39						
	8	53	197	96	42	-54	64	23	-41				94	22	-72	81	17	-64
	Total	155	547	84	50	-34	81	31	-50	75	36	-39	94	22	-72	81	17	-64
<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																		
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				
<b>2018</b>	3																	
	4																	
	5																	
	Total																	
<b>2017</b>	3																	
	4																	
	5																	
	Total																	
<b>2016</b>	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	English I					
	English II					
	Algebra I	2	46	*	100	*
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I					
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	31	5	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Cecile Foerster Elementary School

School No: 271

Achieve 180 Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	41	41	49	33	-16	54	26	-28								
	4	21	65	95	29	-66	67	39	-28	67	18	-49					
	5	20	60	84	47	-37	68	40	-28				68	37	-31		
	6																
	7																
	8																
	Total	82	166	76	36	-40	63	35	-28	67	18	-49	68	37	-31		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		25		64		80									
	4		9		11		33									
	5		4		*		*			*			*			
	Total		38		33		71									
<b>2017</b>	3		22		85		73									
	4	1	6	*	40	*	*	100	*	*	*	*	*	*		
	5															
	Total	1	28	*	63	*	*	87	*	*	*	*	*	*		
<b>2016</b>	3		23		78		74									
	4															
	5															
	Total		23		78		74									

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	28	16	52	40	-12	50	44	-6								
	4	21	21	62	40	-22	48	29	-19	45	50	5					
	5	21	35	95	26	-69	100	31	-69				90	26	-64		
	6																
	7																
	8																
	Total	70	72	70	35	-35	66	35	-31	45	50	5	90	26	-64		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		22		64		95									
	4	1	4	*	*	*	*	*	*	*	*	*	*	*		
	5	1	4	*	*	*	*	*	*	*	*	*	*	*		
	Total	2	30	*	43	*	*	54	*	*	*	*	*	*		
<b>2017</b>	3		18		56		67									
	4	1	2	*	*	*	*	*	*	*	*	*	*	*		
	5															
	Total	1	20	*	56	*	*	67	*	*	*	*	*	*		
<b>2016</b>	3		26		54		73									
	4	1	12	*	75	*	*	83	*	*	92	*	*	*		
	5															
	Total	1	38	*	65	*	*	78	*	*	92	*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	44	236	66	25	-41	80	47	-33									
	7	65	254	82	22	-60	82	28	-54	77	21	-56						
	8	55	272	91	43	-48	61	34	-27				91	49	-42	75	23	-52
	Total	164	762	80	44	-36	74	36	-38	77	21	-56	91	49	-42	75	23	-52

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	12	13	100	100	0
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	29	21	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	28	13	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Achieve 180 Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	23	53	64	34	-30	52	42	-10								
	4	27	38	96	42	-54	89	37	-52	81	32	-49					
	5	25	47	76	28	-48	92	37	-55				88	38	-50		
	6																
	7																
	8																
	Total	75	138	79	35	-44	78	39	-39	81	32	-49	88	38	-50		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3	15		67												
	4	1		*						*			*			
	5															
	Total	16		84						80			100			
<b>2017</b>	3	1		*						*			*			
	4	1		*						*			*			
	5	1		*					*			*	*			
	Total	1	2	*	*	*	*	*	*	*	*	*	*	*		
<b>2016</b>	3	3		*						*			*			
	4	2		*						*			*			
	5															
	Total	5		100						67						

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	48	26	67	46	-21	52	42	-10									
	4	25	38	80	46	-34	64	24	-40	84	39	-45						
	5	20	48	75	48	-27	70	42	-28				45	38	-7			
	6	22	101	77	45	-32	73	42	-31									
	7	30	67	87	45	-42	70	41	-29	90	40	-50						
	8	20	67	100	60	-40	90	31	-59				95	51	-44	80	22	-58
	Total	165	347	81	54	-27	70	37	-33	87	40	-47	70	45	-25	80	22	-58

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	6	14	83	86	3
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	12	8	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I					
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6		11		9			10										
	7	3	64	*	10	*	*	*		*	13	*	*	*	*	*	*	
	8	12	108	36	30	-6	9	18	9				50	13	-37	10	4	-6
	Total	15	183	36	20	-16	9	14	5	13			50	13	-37	10	4	-6

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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 Ahead Academy

School No: 456

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
<b>2018</b>	English I					
	English II					
	Algebra I					
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I					
	Biology					
	US History					
<b>2016</b>	English I		1		*	*
	English II		1		*	*
	Algebra I					
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

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
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		
2016	3	84	36	30	31	1	25	33	8								
	4	43	87	49	34	-15	43	19	-24	49	29	-20					
	5	25	87	79	26	-53	71	21	-50				76	20	-56		
	6																
	7																
	8																
	Total	152	210	53	30	-23	46	24	-22	49	29	-20	76	20	-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		
2018	3															
	4		1		*			*			*			*		
	5	1	1	*	*	*	*	*	*	*	*	*	*	*	*	*
	Total	1	2	*	*	*	*	*	*	*	*	*	*	*	*	*
2017	3															
	4															
	5															
	Total															
2016	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Kashmere Gardens Elementary School

School No: 185

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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	71	17	41	47	6	44	47	3								
	4	18	43	67	21	-46	67	35	-32	39	23	-16					
	5	19	60	89	35	-54	78	43	-35				63	25	-38		
	6																
	7																
	8																
	Total	108	120	66	34	-32	63	42	-21	39	23	-16	63	25	-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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*
	4															
	5															
	Total	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Achieve 180 Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	37	204	67	29	-38	84	52	-32									
	7	46	208	74	33	-41	65	33	-32	76	32	-44						
	8	40	172	82	48	-34	63	40	-23				83	42	-41	78	39	-39
	Total	123	584	74	49	-25	71	42	-29	76	32	-44	83	42	-41	78	39	-39

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	English I					
	English II					
	Algebra I	9	23	100	96	-4
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	13	12	100	100	0
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	15	3	93	*	*
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	67	269	75	32	-43	85	62	-23									
	7	75	282	73	30	-43	73	28	-45	71	25	-46						
	8	73	301	88	43	-45	73	32	-41				77	26	-51	61	12	-49
	Total	215	852	79	49	-30	77	41	-36	71	25	-46	77	26	-51	61	12	-49

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I	23	37	100	89	-11
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	28	42	96	98	2
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	27	6	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Judd Lewis Elementary School

School No: 194

Achieve 180 Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	61	43	52	53	1	59	65	6								
	4	43	67	88	49	-39	81	51	-30	79	30	-49					
	5	30	139	93	23	-70	83	34	-49				87	36	-51		
	6																
	7																
	8																
	Total	134	249	78	42	-36	74	50	-24	79	30	-49	87	36	-51		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		71						75							
	4		70						58			47				
	5	1	8	*	63	*	*	63	*	*		*		*	*	13
	Total	1	149	*	59	*	*	65	*	*		47	*	*	*	13
<b>2017</b>	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			
<b>2016</b>	3	3	71	*	48	*	*	45	*	*		*		*	*	*
	4	4	61	*	59	*	*	51	*	*		51	*	*	*	*
	5	6			50			17								
	Total	13	132		44	54	10	59	48	-11	50	51	1			

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

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
<b>2018</b>	English I	1	76	*	9	*
	English II		89		13	
	Algebra I		53		66	
	Biology		59		69	
	US History		45		47	
<b>2017</b>	English I		62		*	
	English II	1	77	*	8	*
	Algebra I		41		66	
	Biology		55		62	
	US History		44		48	
<b>2016</b>	English I		73		*	
	English II	1	55	*	*	*
	Algebra I		53		36	
	Biology	1	62	*	39	*
	US History		28		43	

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	0				3	0.0	2.1	2.1
<b>GED/TxCHSE</b>	1	8.3	0.0	-8.3	0			
<b>Continuers</b>	102	33.3	79.0	45.7	109	26.7	73.4	46.7
<b>Completion</b>	103	41.7	79.0	37.3	112	26.7	75.5	48.8

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	32	10	41	20	-21	44	20	-24								
	4	17	51	82	24	-58	88	27	-61	82	14	-68					
	5	11	52	64	31	-33	73	42	-31				82	46	-36		
	6																
	7																
	8																
	Total	60	113	62	25	-37	68	30	-38	82	14	-68	82	46	-36		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4		1		*			*			*			*		
	5															
	Total		1		*			*			*			*		
<b>2017</b>	3		26		35			58								
	4															
	5		1		*			*			*			*		
	Total		27		68			58								
<b>2016</b>	3		40		70			83								
	4															
	5															
	Total		40		70			83								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	103	661	68	28	-40
	English II	114	473	66	27	-39
	Algebra I	79	546	71	47	-24
	Biology	92	493	90	65	-25
	US History	99	295	91	67	-24

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	339	77.4	73.2	-4.2	296	81.4	69.3	-12.1
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	39	5.7	9.6	3.9	42	2.3	12.3	10.0
<b>Completion</b>	378	83.1	82.8	-0.3	338	83.7	81.6	-2.1

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Achieve 180 Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	28	19	50	47	-3	36	26	-10								
	4	32	44	91	36	-55	75	43	-32	75	21	-54					
	5	12	65	75	39	-36	75	28	-47				83	35	-48		
	6																
	7																
	8																
	Total	72	128	72	41	-31	62	32	-30	75	21	-54	83	35	-48		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		22			67			55							
	4		4			*			*			*		*		
	5		4			*			*			*		*		
	Total		30			72			55							
<b>2017</b>	3		15			50			80							
	4		4			*			*			*		*		
	5		6			50								50		
	Total		25			58			65			50		50		
<b>2016</b>	3		31			65			74							
	4	1				*			*			*		*		
	5		1			*			*			*		*		
	Total	1	32			* 65		*	* 74		*		*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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 Milby High School

School No: 11

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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	67	383	78	28	-50
	English II	46	371	78	29	-49
	Algebra I	45	301	76	45	-31
	Biology	66	270	83	61	-22
	US History	114	309	98	88	-10

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	308	82.0	75.5	-6.5	367	85.4	81.6	-3.8
<b>GED/TxCHSE</b>	1	0.8	0.0	-0.8	1	0.0	0.3	0.3
<b>Continuers</b>	16	0.8	5.6	4.8	21	1.9	5.6	3.7
<b>Completion</b>	325	83.6	81.0	-2.6	389	87.4	87.4	0.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	48	48	50	60	10	58	69	11								
	4	33	67	94	54	-40	76	54	-22	66	28	-38					
	5	24	72	95	50	-45	100	56	-44				88	58	-30		
	6																
	7																
	8																
	Total	105	187	80	55	-25	78	60	-18	66	28	-38	88	58	-30		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3		21		52			67								
	4		1		*			*			*				*	
	5															
	Total		22		52			67								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	42	423	74	22	-52
	English II	45	382	69	25	-44
	Algebra I	28	317	71	40	-31
	Biology	43	290	77	53	-24
	US History	46	188	96	69	-27

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	187	80.6	84.2	3.6	166	72.1	78.0	5.9
<b>GED/TxCHSE</b>	0				2	4.7	0.0	-4.7
<b>Continuers</b>	4	3.0	1.3	-1.7	6	0.0	3.5	3.5
<b>Completion</b>	191	83.6	85.4	1.8	174	76.7	81.5	4.8

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	30	10	63	40	-23	57	20	-37								
	4	12	43	92	40	-52	92	44	-48	83	30	-53					
	5	13	28	100	39	-61	100	54	-46				100	57	-43		
	6																
	7																
	8																
	Total	55	81	85	40	-45	83	39	-44	83	30	-53	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		
<b>2018</b>	3	1	13	*	77	*	*	38	*	*		*		*		*
	4		22		39			60			32					
	5		1		*			*			*		*		*	
	Total	1	36	*	72	*	*	49	*	*	32	*	*	100	*	
<b>2017</b>	3		7		43											
	4		7		33											
	5															
	Total		14		38											
<b>2016</b>	3	1	21	*	71	*	*	57	*	*		*		*		*
	4															
	5															
	Total	1	21	*	71	*	*	57	*	*		*		*		*

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	68	411	69	31	-38
	English II	57	453	74	32	-42
	Algebra I	60	393	82	62	-20
	Biology	68	371	87	69	-18
	US History	58	243	91	88	-3

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	235	85.5	82.5	-3.0	224	78.6	75.5	-3.1
<b>GED/TxCHSE</b>	0				1	2.4	0.0	-2.4
<b>Continuers</b>	24	5.3	9.7	4.4	26	2.4	9.9	7.5
<b>Completion</b>	259	90.8	92.2	1.4	251	83.3	85.4	2.1

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	34	64	65	56	-9	56	59	3								
	4	21	62	100	47	-53	76	33	-43	95	38	-57					
	5	23	59	100	33	-67	100	48	-52				100	59	-41		
	6																
	7																
	8																
	Total	78	185	88	45	-43	77	47	-30	95	38	-57	100	59	-41		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		38		58		39									
	4	2	2	*	*	*	*	*	*	*	*	*	*	*		
	5		2		*		*		*		*		*			
	Total	2	42	*	58	*	*	45	*	*	*	*	*	*		
<b>2017</b>	3	1	24	*	17	*	*	25	*	*	*	*	*	*		
	4		4		*		*		*		*		*			
	5	1	3	*	*	*	*	*	*	*	*	*	*	*		
	Total	2	31	*	33	*	*	29	*	*	50	*	*	33		
<b>2016</b>	3		19		26		21									
	4		2		*		*		*		*		*			
	5		2		*		*		*		*		*			
	Total		23		42		21				50					

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	113	2	81	*	*	65	*	*									
	4	133	28	83	43	-40	59	7	-52	70	16	-54						
	5	186	46	89	77	-12	82	41	-41		79	54	-25					
	6	188	46	87	70	-17	82	59	-23									
	7	243	66	92	73	-19	81	39	-42	87	63	-24						
	8	369	71	94	80	-14	68	30	-38		79	40	-39	57	18	-39		
	Total	1,232	259	88	77	-11	73	46	-27	79	40	-39	79	47	-32	57	18	-39

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	436	167	72	53	-19
	English II	515	144	85	45	-40
	Algebra I	431	178	74	43	-31
	Biology	421	142	90	85	-5
	US History	432	102	97	84	-13

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	329	54.2	31.4	-22.8	415	53.0	39.3	-13.7
<b>GED/TxCHSE</b>	31	4.7	4.0	-0.7	55	8.1	3.1	-5.0
<b>Continuers</b>	91	4.6	38.9	34.3	130	4.2	36.5	32.3
<b>Completion</b>	451	63.4	74.3	10.9	600	65.3	79.0	13.7

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	3																
	4																
	5																
	6																
	7																
	8																
	Total																
<b>2017</b>	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					
<b>2016</b>	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			
<b>2018</b>	3																
	4																
	5																
	Total																
<b>2017</b>	3																
	4																
	5																
	Total																
<b>2016</b>	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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
<b>2018</b>	English I					
	English II					
	Algebra I					
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	8	10	100	70	-30
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I					
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I					
	English II					
	Algebra I					
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>					29	100.0	61.1	-38.9
<b>GED/TxCHSE</b>					0			
<b>Continuers</b>					10	0.0	27.8	27.8
<b>Completion</b>					39	100.0	88.9	-11.1

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	34	217	79	26	-53
	English II	31	201	84	34	-50
	Algebra I	25	183	60	38	-22
	Biology	33	142	97	73	-24
	US History	33	119	100	81	-19

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	118	84.6	70.8	-13.8	141	72.7	75.2	2.5
<b>GED/TxCHSE</b>	1	2.6	0.0	-2.6	1	0.0	0.7	0.7
<b>Continuers</b>	15	2.6	11.7	9.1	17	2.3	11.0	8.7
<b>Completion</b>	134	89.7	82.5	-7.2	159	75.0	86.9	11.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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**

Westbury High School

School No: 17

Achieve 180 Schools

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	104	623	91	32	-59
	English II	83	604	93	31	-62
	Algebra I	87	620	89	43	-46
	Biology	105	537	96	61	-35
	US History	115	337	100	73	-27

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	362	87.1	72.9	-14.2	402	83.8	85.1	1.3
<b>GED/TxCHSE</b>	1	0.0	0.3	0.3	2	1.8	0.0	-1.8
<b>Continuers</b>	33	2.0	9.4	7.4	18	2.7	4.1	1.4
<b>Completion</b>	396	89.1	82.6	-6.5	422	88.3	89.3	1.0

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	48	266	65	23	-42
	English II	47	222	64	23	-41
	Algebra I	41	202	61	51	-10
	Biology	44	180	86	64	-22
	US History	50	127	100	83	-17

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	183	69.6	74.2	4.6	165	72.2	73.3	1.1
<b>GED/TxCHSE</b>	0				0			
<b>Continuers</b>	13	2.9	6.0	3.1	15	3.7	7.6	3.9
<b>Completion</b>	196	72.5	80.2	7.7	180	75.9	80.8	4.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Ethel Young Elementary School

School No: 247

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
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		
2016	3	40	12	33	25	-8	50	67	17								
	4	19	44	84	27	-57	84	25	-59	74	11	-63					
	5	16	38	75	39	-36	75	53	-22				80	29	-51		
	6																
	7																
	8																
	Total	75	94	64	30	-34	70	48	-22	74	11	-63	80	29	-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		
2018	3															
	4															
	5															
	Total															
2017	3															
	4															
	5															
	Total															
2016	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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**

Superintendent's Schools School Office Area

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	3	247	133	55	43	-12	53	51	-2									
	4	118	299	63	31	-32	73	38	-35	54	16	-38						
	5	88	332	74	38	-36	72	44	-28				65	33	-32			
	6	61	286	82	27	-55	78	43	-35									
	7	59	330	81	37	-44	74	32	-42	76	28	-48						
	8	52	313	81	43	-38	79	46	-33				80	38	-42	62	14	-48
	Total	625	1,693	69	41	-28	69	44	-25	60	19	-41	70	36	-34	62	14	-48
<b>2017</b>	3	286	86	39	29	-10	47	44	-3									
	4	121	312	54	22	-32	50	18	-32	60	22	-38						
	5	83	337	62	29	-33	69	39	-30				58	30	-28			
	6	69	341	63	30	-33	60	25	-35									
	7	62	315	73	34	-39	66	28	-38	66	30	-36						
	8	54	321	75	36	-39	64	42	-22				66	36	-30	46	9	-37
	Total	675	1,712	57	32	-25	59	34	-25	63	24	-39	63	34	-29	46	9	-37
<b>2016</b>	3	287	121	41	29	-12	35	31	-4									
	4	122	303	75	31	-43	64	24	-41	65	23	-42						
	5	91	377	71	28	-43	70	31	-39				58	24	-34			
	6	77	284	82	31	-50	75	36	-38									
	7	71	307	68	30	-38	63	25	-38	69	28	-41						
	8	79	323	92	49	-43	69	31	-38				83	32	-50	59	13	-46
	Total	727	1,715	67	35	-31	60	30	-30	69	25	-44	64	27	-37	59	13	-46

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		34		70		79									
	4	2	20	*	13	*	53	*	*	14	*					
	5		6		50		20						40			
	Total	2	60	*	51	*	58	*	*	14	*	*	40	*		
<b>2017</b>	3	6	56	50	40	-10	100	44	-56							
	4	1	14	*	46	*	31	*	*	54	*					
	5	3	8	*	86	*	60	*				*	33	*		
	Total	10	78	50	51	1	100	48	-52	54			33			
<b>2016</b>	3	3	54	*	30	*	28	*								
	4	0	19	*	21		42		*	32						
	5	0	1	*	*		*	*				*	*			
	Total	3	74	*	38	*	29	*	*	32	*	*	100	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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**

Superintendent's Schools School Office Area

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	English I	92	1,005	73	22	-51
	English II	78	796	73	31	-42
	Algebra I	82	698	84	69	-15
	Biology	79	663	88	58	-30
	US History	69	431	98	77	-21
<b>2017</b>	English I	87	923	62	21	-41
	English II	61	702	71	25	-46
	Algebra I	96	735	78	65	-13
	Biology	82	660	83	56	-27
	US History	45	411	93	76	-17
<b>2016</b>	English I	91	801	65	22	-43
	English II	74	628	77	25	-52
	Algebra I	134	659	76	57	-19
	Biology	95	598	85	60	-25
	US History	66	336	95	70	-25

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	334	62.1	71.0	8.9	334	48.6	69.2	20.6
<b>GED/TxCHSE</b>	4	1.6	0.6	-1.0	3	1.8	0.3	-1.5
<b>Continuers</b>	42	9.7	8.3	-1.4	49	13.8	8.4	-5.4
<b>Completion</b>	380	73.4	79.8	6.4	386	64.2	77.8	13.6

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 Student Listing Data Files.

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

## Superintendent's Schools School Office Area

Edward Blackshear Elementary School

Matthew Dogan Elementary School

Patrick Henry Middle School

Highland Heights Elementary

Kashmere High School

Reagan Mading Elementary School

Mabel Wesley Elementary

Phillis Wheatley High School

Carter Woodson School

Evan Worthing High School



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

Edward Blackshear Elementary School

School No: 110

Superintendent's Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	44	21	43	29	-14	43	24	-19								
	4	21	44	76	40	-36	71	28	-43	76	36	-40					
	5	8	55	63	29	-34	63	40	-23				63	40	-23		
	6																
	7																
	8																
	Total	73	120	61	33	-28	59	31	-28	76	36	-40	63	40	-23		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4		1		*			*			*			*		
	5															
	Total		1		*			*			*			*		
<b>2017</b>	3															
	4															
	5															
	Total															
<b>2016</b>	3		3		*			*			*			*		
	4															
	5															
	Total		3		*			*			*			*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Matthew Dogan Elementary School

School No: 140

Superintendent's Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	36	39	31	33	2	42	36	-6								
	4	19	46	67	39	-28	61	35	-26	53	28	-25					
	5	12	87	75	22	-53	75	29	-46				67	26	-41		
	6																
	7																
	8																
	Total	67	172	58	31	-27	59	33	-26	53	28	-25	67	26	-41		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4	2	15	*	13	*	*	53	*	*	14	*	*		*	
	5		6		50			20							40	
	Total	2	21	*	32	*	*	37	*	*	14	*	*		40	*
<b>2017</b>	3	2	34	*	35	*	*	32	*	*		*		*		*
	4		13		46			31			54					
	5		7		86			60							33	
	Total	2	54	*	56	*	*	41	*	*	54	*	*		33	*
<b>2016</b>	3		20		25			35								
	4		19		21			42			32					
	5		1		*			*			*			*		
	Total		40		49			39			32				100	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Superintendent's Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3																	
	4																	
	5																	
	6	56	214	82	32	-50	82	48	-34									
	7	58	231	81	27	-54	72	26	-46	83	30	-53						
	8	57	240	89	42	-47	63	24	-39				88	41	-47	67	11	-56
	Total	171	685	84	50	-34	72	33	-39	83	30	-53	88	41	-47	67	11	-56
<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																		
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				
<b>2018</b>	3																	
	4																	
	5																	
	Total																	
<b>2017</b>	3																	
	4																	
	5																	
	Total																	
<b>2016</b>	3																	
	4																	
	5																	
	Total																	

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Superintendent's 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
<b>2018</b>	English I					
	English II					
	Algebra I	13	8	100	88	-12
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	28	31	100	97	-3
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	39	38	90	55	-35
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Highland Heights Elementary

School No: 174

Superintendent's Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	41	10	44	50	6	29	40	11								
	4	16	70	88	24	-64	75	23	-52	75	10	-65					
	5	21	84	57	29	-28	67	40	-27				57	24	-33		
	6																
	7																
	8																
	Total	78	164	63	34	-29	57	34	-23	75	10	-65	57	24	-33		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3		34		70		79									
	4		4		*		*			*			*			
	5															
	Total		38		70		79									
<b>2017</b>	3	2	22	*	45	*	*	55	*	*		*	*	*		
	4		1		*		*	*		*		*	*	*		
	5	2		*		*	*		*	*		*	*	*		
	Total	4	23	*	45	*	*	55	*	*		*	*	*		
<b>2016</b>	3	3	31	*	32	*	*	16	*	*		*	*	*		
	4															
	5															
	Total	3	31	*	32	*	*	16	*	*		*	*	*		

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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**

Kashmere High School

School No: 7

Superintendent's Schools

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	36	267	64	19	-45
	English II	22	198	64	21	-43
	Algebra I	32	202	66	42	-24
	Biology	32	173	84	69	-15
	US History	20	102	90	61	-29

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	93	55.9	76.3	20.4	84	53.6	71.9	18.3
<b>GED/TxCHSE</b>	1	2.9	0.0	-2.9	1	3.6	0.0	-3.6
<b>Continuers</b>	11	11.8	7.2	-4.6	13	14.3	9.4	-4.9
<b>Completion</b>	105	70.6	83.5	12.9	98	71.4	81.3	9.9

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Reagan Mading Elementary School

School No: 203

Superintendent's 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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	66	20	53	35	-18	45	40	-5								
	4	25	61	76	33	-43	76	15	-61	68	33	-35					
	5	13	64	92	39	-53	92	42	-50				69	41	-28		
	6																
	7																
	8																
	Total	104	145	74	36	-38	71	32	-39	68	33	-35	69	41	-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			
<b>2018</b>	3																
	4																
	5																
	Total																
<b>2017</b>	3																
	4																
	5		1		*			*			*			*			*
	Total		1		*			*			*			*			*
<b>2016</b>	3																
	4																
	5																
	Total																

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Mabel Wesley Elementary

School No: 254

Superintendent's Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																	
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
<b>2018</b>	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		
<b>2017</b>	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		
<b>2016</b>	3	45	11	36	18	-18	18	27	9								
	4	16	34	88	26	-62	75	24	-51	81	12	-69					
	5	20	40	50	30	-20	44	10	-34				40	3	-37		
	6																
	7																
	8																
	Total	81	85	58	25	-33	46	20	-26	81	12	-69	40	3	-37		

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>																
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		
<b>2018</b>	3															
	4															
	5															
	Total															
<b>2017</b>	3	2		*		*			*			*		*		
	4	1		*		*			*			*		*		
	5	1		*		*			*			*		*		
	Total	4		*		*			*			*		*		
<b>2016</b>	3															
	4															
	5															
	Total															

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Superintendent's 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
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	36	281	78	25	-53
	English II	32	202	81	26	-55
	Algebra I	31	227	77	49	-28
	Biology	44	278	86	60	-26
	US History	27	111	96	72	-24

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>	128	59.6	70.9	11.3	122	57.9	73.5	15.6
<b>GED/TxCHSE</b>	1	2.1	0.0	-2.1	1	2.6	0.0	-2.6
<b>Continuers</b>	15	12.8	6.4	-6.4	12	7.9	6.6	-1.3
<b>Completion</b>	144	74.5	77.3	2.8	135	68.4	80.2	11.8

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Superintendent's Schools

<b>Grades 3–8 English STAAR % Approaches Grade Level Performance Standard</b>																		
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	
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	3	55	20	40	10	-30	31	20	-11									
	4	25	64	52	19	-33	28	10	-18	36	17	-19						
	5	18	49	88	19	-69	73	21	-52				50	10	-40			
	6	21	71	81	30	-51	67	24	-43									
	7	13	77	54	32	-22	54	23	-31	54	25	-29						
	8	22	83	95	56	-39	75	37	-38				77	23	-54	50	14	-36
	Total	154	364	68	36	-32	55	23	-32	45	21	-24	64	17	-47	50	14	-36

<b>Grades 3–5 Spanish STAAR % Approaches Grade Level Performance Standard</b>														
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
<b>2018</b>	3													
	4													
	5													
	Total													
<b>2017</b>	3													
	4													
	5													
	Total													
<b>2016</b>	3													
	4													
	5													
	Total													

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018, 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

Superintendent's 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
<b>2018</b>	English I					
	English II					
	Algebra I					
	Biology					
	US History					
<b>2017</b>	English I					
	English II					
	Algebra I	4	9	*	89	*
	Biology					
	US History					
<b>2016</b>	English I					
	English II					
	Algebra I	13	8	100	100	0
	Biology					
	US History					

Completion Status								
	Class of 2016				Class of 2017			
	N	% Not At Risk	% At Risk	Diff	N	% Not At Risk	% At Risk	Diff
<b>Graduates</b>								
<b>GED/TxCHSE</b>								
<b>Continuers</b>								
<b>Completion</b>								

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 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

Superintendent's Schools

<b>STAAR End of Course % Approaches Grade Level Performance Standard</b>						
	<b>Subject</b>	<b>N Tested</b>		<b>% Satisfactory</b>		
		<b>Not At Risk</b>	<b>At Risk</b>	<b>Not At Risk</b>	<b>At Risk</b>	<b>Diff</b>
<b>2018</b>	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
<b>2017</b>	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
<b>2016</b>	English I	19	253	53	23	-30
	English II	20	228	85	29	-56
	Algebra I	19	184	47	38	-9
	Biology	19	147	84	52	-32
	US History	19	123	100	76	-24

<b>Completion Status</b>								
	<b>Class of 2016</b>				<b>Class of 2017</b>			
	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>	<b>N</b>	<b>% Not At Risk</b>	<b>% At Risk</b>	<b>Diff</b>
<b>Graduates</b>	113	69.8	66.9	-2.9	128	37.2	64.4	27.2
<b>GED/TxCHSE</b>	2	0.0	1.6	1.6	1	0.0	0.6	0.6
<b>Continuers</b>	16	4.7	11.3	6.6	24	18.6	9.2	-9.4
<b>Completion</b>	131	74.4	79.8	5.4	153	55.8	74.1	18.3

Sources: TEA-Pearson-ETS STAAR Student Data Files, Spring 2016, 2017, and 2018 (first-time testers and re-testers); TEA Four-Year Class of 2016 and Class of 2017 Student Listing Data Files.

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