2013 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores (ranging from 0 to 100) for this campus for a given index. The Target Score -- the score required to meet each index's standard -- is indicated below the index description and as a line on each bar. In order to receive the Met Standard accountability rating, the campus must have met or exceeded the target score on each index evaluated.

2013 Accountability Rating

Met Standard

For 2013 state accountability, campuses are rated as Met Standard, Improvement Required or Not Rated. The rating, Met Alternative Standard, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Reading/ELA

Top 25% Student Progress

Distinction designations recognize outstanding academic achievement in reading/English language arts and mathematics. Campuses that receive a rating of Met Standard are eligible for three distinction designations: Top 25% Student Progress, Academic Achievement in Reading/English language arts (ELA), and Academic Achievement in Mathematics.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

<table>
<thead>
<tr>
<th></th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate (2011-12)</td>
<td>94.6%</td>
<td>95.1%</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

Enrollment by Race/Ethnicity

- African American: 7.4% (7.8%), 12.7%
- Hispanic: 72.6% (54.4%), 51.3%
- White: 15.3% (24.8%), 30.0%
- American Indian: 0.2% (0.2%), 0.4%
- Asian: 2.4% (3.4%), 3.6%
- Pacific Islander: 0.0% (0.1%), 0.1%
- Two or More Races: 2.2% (2.4%), 1.8%

Enrollment by Student Group

- Economically Disadvantaged: 76.3% (63.0%), 60.4%
- English Language Learners: 22.4% (27.4%), 17.1%
- Special Education: 12.7% (10.0%), 8.5%

Mobility Rate (2011-12)

- 22.3% (20.7%), 17.9%

School Financial Information (2011-12)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://www.tea.state.tx.us/financialstandardreports/.

<table>
<thead>
<tr>
<th></th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Staff Percent</td>
<td>n/a</td>
<td>62.4%</td>
<td>64.2%</td>
</tr>
<tr>
<td>Instructional Expenditure Ratio</td>
<td>n/a</td>
<td>63.1%</td>
<td>64.1%</td>
</tr>
</tbody>
</table>

Expenditures per Student

- Total Operating Expenditures: $6,847 (8,942), $8,276
- Instruction: $4,417 (5,016), $4,766
- Instructional Leadership: $105 (178), $119
- School Leadership: $604 (569), $476

For more information about this campus, please see the Texas Academic Performance Report at http://ritter.tea.state.tx.us/perfreport/tapr/2013/index.html.
### STAAR Percent at Phase-in 1 Level II or Above (Sum of All Grades Tested)

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Subjects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>77%</td>
<td>78%</td>
<td>67%</td>
<td>58%</td>
<td>61%</td>
<td>96%</td>
<td>83%</td>
<td>70%</td>
<td>-</td>
<td>83%</td>
<td>59%</td>
</tr>
<tr>
<td>2012</td>
<td>77%</td>
<td>77%</td>
<td>63%</td>
<td>54%</td>
<td>57%</td>
<td>91%</td>
<td>88%</td>
<td>74%</td>
<td>-</td>
<td>86%</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>80%</td>
<td>80%</td>
<td>75%</td>
<td>66%</td>
<td>71%</td>
<td>97%</td>
<td>*</td>
<td>56%</td>
<td>-</td>
<td>86%</td>
<td>69%</td>
</tr>
<tr>
<td>2012</td>
<td>79%</td>
<td>78%</td>
<td>65%</td>
<td>61%</td>
<td>59%</td>
<td>91%</td>
<td>*</td>
<td>69%</td>
<td>-</td>
<td>90%</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>79%</td>
<td>81%</td>
<td>70%</td>
<td>59%</td>
<td>65%</td>
<td>97%</td>
<td>*</td>
<td>83%</td>
<td>-</td>
<td>81%</td>
<td>64%</td>
</tr>
<tr>
<td>2012</td>
<td>77%</td>
<td>78%</td>
<td>64%</td>
<td>44%</td>
<td>59%</td>
<td>92%</td>
<td>*</td>
<td>82%</td>
<td>-</td>
<td>86%</td>
<td>57%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>63%</td>
<td>63%</td>
<td>56%</td>
<td>32%</td>
<td>46%</td>
<td>93%</td>
<td>*</td>
<td>83%</td>
<td>-</td>
<td>88%</td>
<td>42%</td>
</tr>
<tr>
<td>2012</td>
<td>67%</td>
<td>66%</td>
<td>64%</td>
<td>64%</td>
<td>59%</td>
<td>84%</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>57%</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>82%</td>
<td>82%</td>
<td>58%</td>
<td>57%</td>
<td>50%</td>
<td>95%</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>50%</td>
</tr>
<tr>
<td>2012</td>
<td>80%</td>
<td>79%</td>
<td>60%</td>
<td>61%</td>
<td>51%</td>
<td>92%</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>80%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>76%</td>
<td>75%</td>
<td>51%</td>
<td>57%</td>
<td>42%</td>
<td>90%</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>43%</td>
</tr>
<tr>
<td>2012</td>
<td>79%</td>
<td>77%</td>
<td>57%</td>
<td>52%</td>
<td>49%</td>
<td>92%</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>80%</td>
<td>47%</td>
</tr>
</tbody>
</table>

### STAAR Percent Met or Exceeded Progress

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>62%</td>
<td>59%</td>
</tr>
<tr>
<td>2013</td>
<td>62%</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>59%</td>
<td>58%</td>
</tr>
<tr>
<td>2013</td>
<td>59%</td>
<td>57%</td>
</tr>
</tbody>
</table>

### STAAR Percent Exceeded Progress

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>2013</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>16%</td>
<td>17%</td>
</tr>
<tr>
<td>2013</td>
<td>16%</td>
<td>17%</td>
</tr>
</tbody>
</table>

### Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>43%</td>
<td>46%</td>
</tr>
<tr>
<td>2013</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>46%</td>
<td>45%</td>
</tr>
<tr>
<td>2013</td>
<td>46%</td>
<td>36%</td>
</tr>
</tbody>
</table>

### Students Success Initiative

**Grade 8**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Requiring Accelerated Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>17%</td>
<td>24%</td>
</tr>
<tr>
<td>2013</td>
<td>17%</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>20%</td>
<td>26%</td>
</tr>
<tr>
<td>2013</td>
<td>20%</td>
<td>26%</td>
</tr>
</tbody>
</table>

### STAAR Cumulative Met Standard

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>90%</td>
<td>86%</td>
</tr>
<tr>
<td>2013</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>87%</td>
<td>84%</td>
</tr>
<tr>
<td>2013</td>
<td>87%</td>
<td>84%</td>
</tr>
</tbody>
</table>