

## Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

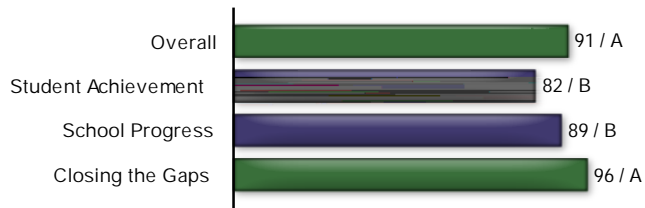
€ Science

€ Comparative Closing the Gaps

€ Postsecondary Readiness • ELA/Reading

• Mathematics

• Comparative Academic Growth



## School and Student Information

This section provides demographic information about PYBURN EL, 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.

	Campus	District	State
Attendance Rate (2017-18)	97.0%	95.7%	95.4%
Enrollment by Race/Ethnicity			
African American	1.0%	15.0%	12.6%
Hispanic	94.8%	79.1%	52.6%
White	3.5%	4.1%	27.4%
American Indian	0.0%	0.3%	0.4%
Asian	0.3%		

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STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	78%	83%	-	83%	89%	-	*	-	-	83%
	2018	77%	76%	78%	83%	78%	76%	*	*	-	-	77%
ELA/Reading	2019	75%	73%	82%	-	82%	86%	-	*	-	-	82%
	2018	74%	72%	76%	*	77%	60%	*	*	-	-	76%
Mathematics	2019	82%	84%	86%	-	85%	100%	-	*	-	-	86%
	2018	81%	84%	86%	*	86%	90%	*	*	-	-	86%
Writing	2019	68%	67%	69%	-	70%	*	-	-	-	-	70%
	2018	66%	64%	56%	*	55%	*	-	*	-	-	51%
Science	2019	81%	82%	91%	-	91%	*	-	*	-	-	90%
	2018	80%	80%	85%	*	85%	*	*	-	-	-	84%

STAAR Performance Rates at Meets Grade Level or Above (All Grades 5-12) 51.9% / TT5 8.19 Tf 346.56 5nMC/P33BDCBTBDC-

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Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	42%	51%	-	51%	*	-	-	-	-	25%
2018	38%	39%	43%	*	47%	*	*	-	-	-	*
Mathematics											
2019	45%	50%	39%	-	39%	-	-	-	-	-	11%
2018	47%	55%	57%	*	58%	-	*	-	-	-	38%
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	73%	75%	-	74%	*	-	*	-	-	25%
Students Requiring Accelerated Instruction											
2019	22%	27%	25%	-	26%	*	-	*	-	-	75%
STAAR Cumulative Met Standard											
2019	86%	84%	89%	-	89%	*	-	*	-	-	50%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	86%	91%	-	91%	*	-	*	-	-	50%
Students Requiring Accelerated Instruction											
2019	17%	14%	9%	-	9%	*	-	*	-	-	50%
STAAR Cumulative Met Standard											
2019	90%	91%	92%	-	92%	*	-	*	-	-	50%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.  
 - Indicates zero observations reported for this group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 n/a Indicates data reporting is not applicable for this group.

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