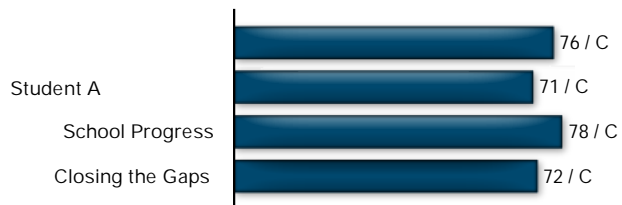


## Accountability Rating

C

CAMPBELL EL earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for CAMPBELL EL. Scores are scaled from 0 to 100 to align with letter grades.





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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%	37%	27%	22%	*	*	-	-	-	*	11%
2018	38%	38%	48%	42%	*	*	-	-	-	-	38%
Mathematics											
2019	45%	42%	40%	33%	*	-	-	-	-	-	44%
2018	47%	44%	38%	*	*	*	-	-	-	-	*
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	80%	76%	91%	57%	*	-	-	-	*	57%
Students Requiring Accelerated Instruction											
2019	22%	20%	24%	9%	43%	*	-	-	-	*	43%
STAAR Cumulative Met Standard											
2019	86%	88%	76%	91%	57%	*	-	-	-	*	57%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	83%	86%	91%	86%	*	-	-	-	*	86%
Students Requiring Accelerated Instruction											
2019	17%	17%	14%	9%	14%	*	-	-	-	*	14%
STAAR Cumulative Met Standard											
2019	90%	91%	90%	100%	86%	*	-	-	-	*	100%

? 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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