Texas Education Agency
2019 Accountability Ratings Overall Summary
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		82	B
Student Achievement		74	C
STAAR Performance	46	74	
College, Career and Military Readiness			
Graduation Rate			
School Progress		83	B
Academic Growth	77	83	B
Relative Performance (Eco Dis: 81.7%)	46	82	B
Closing the Gaps	83	79	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Texas Education Agency
2019 STAAR Performance Data Table
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD

Calculation Table

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	399	399	140	134	-	1,072	
Approaches GL or Above	304	317	68	113	-	802	75
Meets GL or Above	160	169	35	87	-	451	42
Masters GL	79	78	8	48	-	213	20
Total Percentage Points							137
Component Score							46

Download Excel

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	75%	64%	76%	92%	71%	95%	-	70%	73%	55%	77%	56%	73%	78%	67%
% at Meets GL Standard or Above	42%	26%	44%	70%	43%	68%	-	45%	39%	18%	42%	23%	60%	45%	35%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
% at Masters GL Standard	20%	7%	21%	41%	0%	41%	-	30%	18%	5%	20%	7%	27%	23%	13%
Number of Tests															
# at Approaches GL Standard or Above	802	172	496	76	5	39	-	14	641	125	394	56	11	592	210
# at Meets GL Standard or Above	451	69	284	58	3	28	-	9	346	41	218	23	9	341	110
# at Masters GL Standard	213	18	138	34	0	17	-	6	158	12	101	7	4	174	39
Total Tests	1,072	270	651	83	7	41	-	20	884	228	513	100	15	760	312
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	76%	65%	78%	86%	*	94%	-	88%	74%	54%	78%	53%	80%	79%	69%
% at Meets GL Standard or Above	40%	25%	41%	62%	*	75%	-	50%	37%	15%	39%	19%	40%	43%	33%
% at Masters GL Standard	20%	7%	20%	45%	*	56%	-	25%	19%	6%	20%	8%	20%	22%	15%
Number of Tests															
# at Approaches GL Standard or Above	304	66	189	25	*	15	-	**	245	47	148	19	4	229	75
# at Meets GL Standard or Above	160	25	100	18	*	12	-	**	124	13	74	7	2	124	36
# at Masters GL Standard	79	7	48	13	*	9	-	**	62	5	38	3	1	63	16
Total Tests	399	102	241	29	*	16	-	**	331	87	189	36	5	290	109
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	79%	70%	80%	97%	*	100%	-	63%	77%	67%	81%	81%	80%	81%	74%
% at Meets GL Standard or Above	42%	25%	46%	69%	*	56%	-	38%	39%	22%	45%	28%	80%	46%	33%
% at Masters GL Standard	20%	5%	22%	41%	*	31%	-	25%	16%	5%	19%	11%	40%	23%	11%
Number of Tests															
# at Approaches GL Standard or Above	317	71	194	28	*	16	-	**	255	58	154	29	4	236	81
# at Meets GL Standard or Above	169	25	110	20	*	9	-	**	128	19	85	10	4	133	36
# at Masters GL Standard	78	5	54	12	*	5	-	**	54	4	35	4	2	66	12
Total Tests	399	102	241	29	*	16	-	**	331	87	189	36	5	290	109
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	49%	36%	47%	86%	*	*	-	*	44%	18%	50%	33%	*	52%	42%
% at Meets GL Standard or Above	25%	12%	21%	64%	*	*	-	*	23%	3%	22%	20%	*	25%	25%
% at Masters GL Standard	6%	0%	3%	21%	*	*	-	*	4%	0%	6%	0%	*	8%	2%
Number of Tests															
# at Approaches GL Standard or Above	68	12	40	12	*	*	-	*	50	6	36	5	*	48	20
# at Meets GL Standard or Above	35	4	18	9	*	*	-	*	26	1	16	3	*	23	12
# at Masters GL Standard	8	0	3	3	*	*	-	*	5	0	4	0	*	7	1
Total Tests	140	33	86	14	*	*	-	*	114	33	72	15	*	92	48
Science															
Percent of Tests															
% at Approaches GL Standard or Above	84%	70%	88%	100%	-	100%	-	*	84%	67%	89%	23%	*	90%	74%
% at Meets GL Standard or Above	65%	45%	67%	100%	-	80%	-	*	63%	38%	68%	23%	*	69%	57%
% at Masters GL Standard	36%	18%	40%	55%	-	40%	-	*	34%	14%	38%	0%	*	43%	22%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Number of Tests															
# at Approaches GL Standard or Above	113	23	73	11	-	**	-	*	91	14	56	3	*	79	34
# at Meets GL Standard or Above	87	15	56	11	-	**	-	*	68	8	43	3	*	61	26
# at Masters GL Standard	48	6	33	6	-	**	-	*	37	3	24	0	*	38	10
Total Tests	134	33	83	11	-	**	-	*	108	21	63	13	*	88	46
Social Studies															
Percent of Tests															
% at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
# at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

Texas Education Agency
2019 Academic Growth
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD

Calculation Report

ELA/Reading and Mathematics

Growth Points Earned = 1.0x0 + 46.0x0 + 63.0x1 + 25.0x0 + 37.0x0.5 + 121.0 x1+ 22.0x0 + 14.0x0.5 + 87.0x1 + 109.0x1 = 405.5

Total Possible Points = 525

Academic Growth = 100x(405.5/525) = 77

Data Table

ELA/Reading and Mathematics

Download Excel

	Current-Year Performance on STAAR				
	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level	

Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	33	63	-	0	62	-	-	5	1		
Approaches Grade Level	-	13	0	-	37	59	-	-	56	12		
Meets Grade Level	1	-	-	22	-	-	-	14	26	24		
Masters Grade Level	0	-	-	3	-	-	22	-	-	72		
Total Number of Tests	**1**	**46**	**63**	**25**	**37**	**121**	**22**	**14**	**87**	**109**		
Total Points	**0.0**	**0.0**	**63.0**	**0.0**	**18.5**	**121.0**	**0.0**	**7.0**	**87.0**	**109.0**	**405.5**	**525**
Score												**77**

- Indicates count is not available for this group.

ELA/Reading

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	**Progress Not Applicable (0 points)**	**Did Not Meet Progress (0 points)**	**Met or Exceeded Progress (1 point)**	**Progress Not Applicable (0 points)**	**Did Not Meet Progress (1/2 points)**	**Met or Exceeded Progress (1 point)**	**Progress Not Applicable (0 points)**	**Did Not Meet Progress (1/2 points)**	**Met or Exceeded Progress (1 point)**	**Progress Not Applicable (1 point)**	**Growth Points Earned**	**Total Possible Points**
Did Not Meet	-	18	32	-	0	32	-	-	3	0		
Approaches Grade Level	-	7	0	-	17	30	-	-	27	7		
Meets Grade Level	1	-	-	11	-	-	-	5	13	13		
Masters Grade Level	0	-	-	3	-	-	12	-	-	31		

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	**Progress Not Applicable (0 points)**	**Did Not Meet Progress (0 points)**	**Met or Exceeded Progress (1 point)**	**Progress Not Applicable (0 points)**	**Did Not Meet Progress (1/2 points)**	**Met or Exceeded Progress (1 point)**	**Progress Not Applicable (0 points)**	**Did Not Meet Progress (1/2 points)**	**Met or Exceeded Progress (1 point)**	**Progress Not Applicable (1 point)**	**Growth Points Earned**	**Total Possible Points**
Total Number of Tests	**1**	**25**	**32**	**14**	**17**	**62**	**12**	**5**	**43**	**51**		
Total Points	**0.0**	**0.0**	**32.0**	**0.0**	**8.5**	**62.0**	**0.0**	**2.5**	**43.0**	**51.0**	**199.0**	**262**
Score												**76**

- Indicates count is not available for this group.

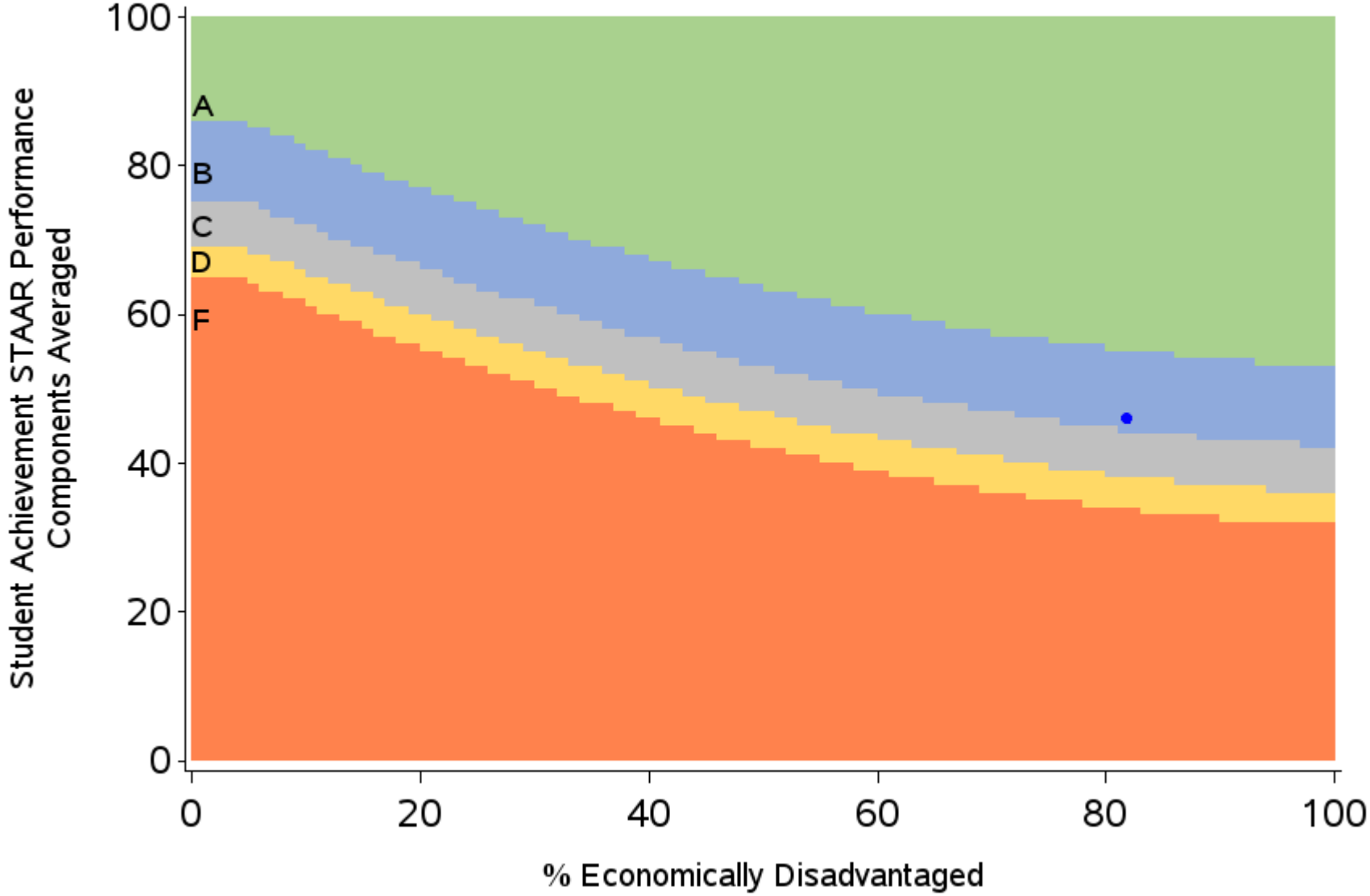
Mathematics

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	**Progress Not Applicable (0 points)**	**Did Not Meet Progress (0 points)**	**Met or Exceeded Progress (1 point)**	**Progress Not Applicable (0 points)**	**Did Not Meet Progress (1/2 points)**	**Met or Exceeded Progress (1 point)**	**Progress Not Applicable (0 points)**	**Did Not Meet Progress (1/2 points)**	**Met or Exceeded Progress (1 point)**	**Progress Not Applicable (1 point)**	**Growth Points Earned**	**Total Possible Points**
Did Not Meet	-	15	31	-	0	30	-	-	2	1		
Approaches Grade Level	-	6	0	-	20	29	-	-	29	5		
Meets Grade Level	0	-	-	11	-	-	-	9	13	11		
Masters Grade Level	0	-	-	0	-	-	10	-	-	41		
Total Number of Tests	**0**	**21**	**31**	**11**	**20**	**59**	**10**	**9**	**44**	**58**		
Total Points	**0**	**0.0**	**31.0**	**0.0**	**10.0**	**59.0**	**0.0**	**4.5**	**44.0**	**58.0**	**206.5**	**263**

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	**Progress Not Applicable (0 points)**	**Did Not Meet Progress (0 points)**	**Met or Exceeded Progress (1 point)**	**Progress Not Applicable (0 points)**	**Did Not Meet Progress (1/2 points)**	**Met or Exceeded Progress (1 point)**	**Progress Not Applicable (0 points)**	**Did Not Meet Progress (1/2 points)**	**Met or Exceeded Progress (1 point)**	**Progress Not Applicable (1 point)**	**Growth Points Earned**	**Total Possible Points**
Score												**79**

- Indicates count is not available for this group.

Texas Education Agency
2019 Relative Performance
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD



Note: Place your mouse cursor over a plot point for more detailed information.

				Value needed for:			
% Economically Disadvantaged	**% Economically Disadvantaged Range**	**Type of Campus**	**STAAR Performance**	**90**	**80**	**70**	**60**
81.7	81.1 to 82	Elementary	46	55	44	38	34

Texas Education Agency | Governance and Accountability | Performance Reporting August 2019

Texas Education Agency
2019 Closing the Gaps
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD

Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	**10**	**18**	**56%**	**30.0%**	**16.8**
Growth Status	**16**	**16**	**100%**	**50.0%**	**50.0**
ELP Status	**1**	**1**	**100%**	**10.0%**	**10.0**
Student Success Status	**6**	**10**	**60%**	**10.0%**	**6.0**
Closing the Gaps Score					83

Status and Data Table

Download Excel

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	N	N	Y	Y					Y	Y	Y		N	N		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	40%	25%	41%	62%	*	75%	-	50%	37%	39%	19%	40%	43%	33%		
# at Meets GL Standard or Above	160	25	100	18	*	12	-	**	124	74	7	2	124	36		
Total Tests (Adjusted)	399	102	241	29	*	16	-	**	331	189	36	5	290	109		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	N	N	Y	Y					Y	Y	Y		N	N		
% at Meets GL Standard or Above	42%	25%	46%	69%	*	56%	-	38%	39%	45%	28%	80%	46%	33%		
# at Meets GL Standard or Above	169	25	110	20	*	9	-	**	128	85	10	4	133	36		
Total Tests (Adjusted)	399	102	241	29	*	16	-	**	331	189	36	5	290	109		
Total Indicators															10	18
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y	Y	Y						Y	Y	Y		Y	Y		
Academic Growth Score	76	72	78	78	*	78	-	*	77	77	72	70	75	79		
Growth Points	199.0	45.5	126.5	18.0	*	7.0	-	*	162.5	100.5	18.0	3.5	133.5	65.5		
Total Tests	262	63	163	23	*	9	-	*	212	131	25	5	179	83		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y	Y	Y						Y	Y	Y		Y	Y		
Academic Growth Score	79	78	78	89	*	72	-	*	78	77	90	80	78	79		
Growth Points	206.5	49.0	128.5	20.5	*	6.5	-	*	165.5	102.0	22.5	4.0	139.0	67.5		
Total Tests	263	63	165	23	*	9	-	*	213	133	25	5	178	85		
Total Indicators															16	16
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2017 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Y						
TELPAS Progress Rate										52%						
TELPAS Progress										95						
TELPAS Total										182						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Target Met	N	N	Y	Y		N			Y	Y	Y		Y	N		
STAAR Component Score	46	32	47	68	38	68	-	48	43	46	29	53	49	38		
% at Approaches GL Standard or Above	75%	64%	76%	92%	71%	95%	-	70%	73%	77%	56%	73%	78%	67%		
% at Meets GL Standard or Above	42%	26%	44%	70%	43%	68%	-	45%	39%	42%	23%	60%	45%	35%		
% at Masters GL Standard	20%	7%	21%	41%	0%	41%	-	30%	18%	20%	7%	27%	23%	13%		
Total Tests	1,072	270	651	83	7	41	-	20	884	513	100	15	760	312		
Total Indicators															6	10
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	99%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	99%		
# Participants	430	115	252	35	*	16	-	**	358	198	41	7	300	130		
Total Tests	431	116	252	35	*	16	-	**	359	198	41	7	300	131		
Mathematics																
% Participation	100%	99%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	99%		
# Participants	430	115	253	34	*	16	-	**	357	198	40	7	299	131		
Total Tests	431	116	253	34	*	16	-	**	358	198	40	7	299	132		

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

*** Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.

Texas Education Agency
2019 Identification of Schools for Improvement
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support. The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*											
	1	**0**	**0**	**0**	**-**	**-**	**-**	**-**	**0**	**0**	**0**
Academic Achievement (Percent at Meets Grade Level or Above)											
Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**
2017	44%/Y	38%/Y	42%/Y	62%/Y	-	-	-	-	40%/Y	43%/Y	32%/Y
2018	38%/N	25%/N	39%/Y	58%/N	-	-	-	-	34%/Y	40%/Y	12%/N
2019	40%/N	25%/N	41%/Y	62%/Y	-	-	-	-	37%/Y	39%/Y	19%/Y
Mathematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**
2017	44%/N	34%/Y	43%/Y	56%/N	-	-	-	-	39%/Y	47%/Y	31%/Y
2018	41%/N	24%/N	43%/Y	56%/N	-	-	-	-	36%/Y	47%/Y	19%/N
2019	42%/N	25%/N	46%/Y	69%/Y	-	-	-	-	39%/Y	45%/Y	28%/Y
Growth (Academic Growth)											
Reading Target	**66**	**62**	**65**	**69**	**67**	**77**	**67**	**68**	**64**	**64**	**59**
2017	63/N	58/N	66/Y	60/N	-	-	-	-	65/Y	65/Y	-
2018	72/Y	76/Y	71/Y	-	-	-	-	-	72/Y	72/Y	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
2019	76/Y	72/Y	78/Y	-	-	-	-	-	77/Y	77/Y	72/Y
Mathematics											
Target	**71**	**67**	**69**	**74**	**71**	**86**	**74**	**73**	**68**	**68**	**61**
2017	82/Y	84/Y	82/Y	80/Y	-	-	-	-	82/Y	85/Y	-
2018	74/Y	76/Y	71/Y	-	-	-	-	-	71/Y	73/Y	-
2019	79/Y	78/Y	78/Y	-	-	-	-	-	78/Y	77/Y	90/Y
Student Success (Student Achievement Domain Score (STAAR Component Only))											
Target	**47**	**36**	**41**	**58**	**46**	**73**	**48**	**55**	**38**	**37**	**23**
2017	47/Y	39/Y	46/Y	61/Y	-	75/Y	-	-	42/Y	48/Y	34/Y
2018	43/N	32/N	43/Y	56/N	-	78/Y	-	56/Y	39/Y	46/Y	21/N
2019	46/N	32/N	47/Y	68/Y	-	68/N	-	-	43/Y	46/Y	29/Y

+ Ever HS ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in English Language Arts/Reading
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	96.5%	Q2
Accelerated Student Progress in ELA/Reading	28.0%	Q2
Grade 3 Reading Performance (Masters Grade Level)	20.0%	Q4
Grade 4 Reading Performance (Masters Grade Level)	11.0%	Q4
Grade 4 Writing Performance (Masters Grade Level)	6.0%	Q3
Grade 5 Reading Performance (Masters Grade Level)	29.0%	Q2
Grade 6 Reading Performance (Masters Grade Level)		
Grade 7 Reading Performance (Masters Grade Level)		
Grade 7 Writing Performance (Masters Grade Level)		
Grade 8 Reading Performance (Masters Grade Level)		
English I Performance (Masters Grade Level)		
English II Performance (Masters Grade Level)		
AP/IB Examination Participation: ELA		
AP/IB Examination Results (Examinees >= Criterion): ELA		
SAT/ACT Participation		
Average SAT Score: Reading and Writing		
Average ACT Score: ELA		
Advanced/Dual-Credit Completion: ELA/Reading (9–12)		
Total Indicators for ELA/Reading		**0 of 6**

Distinction Campus Outcome: 0 of 6 eligible indicators in Q1 (Top Quartile)

0 of 6 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Mathematics
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	96.5%	Q2
Accelerated Student Progress in Mathematics	29.0%	Q2
Grade 3 Mathematics Performance (Masters Grade Level)	14.0%	Q4
Grade 4 Mathematics Performance (Masters Grade Level)	14.0%	Q4
Grade 5 Mathematics Performance (Masters Grade Level)	30.0%	Q3
Grade 6 Mathematics Performance (Masters Grade Level)		
Grade 7 Mathematics Performance (Masters Grade Level)		
Grade 8 Mathematics Performance (Masters Grade Level)		
Algebra I by Grade 8 - Participation		
Algebra I Performance (Masters Grade Level)		
AP/IB Examination Participation: Mathematics		
AP/IB Examination Results (Examinees >= Criterion): Mathematics		
SAT/ACT Participation		
Average SAT Score: Mathematics		
Average ACT Score: Mathematics		
Advanced/Dual-Credit Completion: Mathematics (9–12)		
Total Indicators for Mathematics		**0 of 5**

Distinction Campus Outcome: 0 of 5 eligible indicators in Q1 (Top Quartile)

0 of 5 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Science
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	96.5%	Q2
Grade 5 Science Performance (Masters Grade Level)	36.0%	Q1
Grade 8 Science Performance (Masters Grade Level)		
EOC Biology Performance (Masters Grade Level)		
AP/IB Examination Participation: Science		
AP/IB Examination Results (Examinees >= Criterion): Science		
Average ACT Score: Science		
Advanced/Dual-Credit Completion: Science (9–12)		
Total Indicators for Science		**1 of 2**

Distinction Campus Outcome: 1 of 2 eligible indicators in Q1 (Top Quartile)

1 of 2 = 50%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Social Studies
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the *2019 Accountability Manual* for more information.

NOT ELIGIBLE

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Top 25 Percent: Comparative Academic Growth (AG)
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD
Campus Type: Elementary

Campus Name	District Name	AG Scaled Score
1 ALAMO EL (101911101)	GOOSE CREEK CISD	91
2 CLECKLER/HEALD EL (108913114)	WESLACO ISD	91
3 PAREDES EL (031901137)	BROWNSVILLE ISD	91
4 BENAVIDES EL (031901135)	BROWNSVILLE ISD	90
5 SAM HOUSTON EL (108913103)	WESLACO ISD	89
6 DESERT HILLS EL (071901103)	CLINT ISD	88
7 O'SHEA KELEHER EL (071909103)	SOCORRO ISD	88
8 LORENZO DE ZAVALA ENVIRONMENTAL SC (057910119)	GRAND PRAIRIE ISD	86
9 WILLBERN EL (101907131)	CYPRESS-FAIRBANKS ISD	86
DURYEA EL (101907142)	**CYPRESS-FAIRBANKS ISD**	**83**
10 MCFEE EL (101907150)	CYPRESS-FAIRBANKS ISD	83
11 NORTHSIDE EL (146901102)	CLEVELAND ISD	83
12 DANISH EL (101907145)	CYPRESS-FAIRBANKS ISD	82
13 DESERTAIRE EL (071905136)	YSLETA ISD	82
14 GILBERT WILLIE SR EL (129906108)	TERRELL ISD	82
15 WALKER EL (101907137)	CYPRESS-FAIRBANKS ISD	82
16 DR R E MARGO EL (108913109)	WESLACO ISD	80
17 ELFIDA CHAVEZ EL (071909115)	SOCORRO ISD	80
18 TYRRELL EL (123907109)	PORT ARTHUR ISD	80
19 AUSTIN EL (146902101)	DAYTON ISD	79
20 ELM CREEK EL (015912108)	SOUTHWEST ISD	79
21 HORNE EL (101907113)	CYPRESS-FAIRBANKS ISD	79
22 JOHN F KENNEDY EL (108912102)	LA JOYA ISD	79
23 JOWELL EL (101907122)	CYPRESS-FAIRBANKS ISD	79
24 METCALF EL (101907127)	CYPRESS-FAIRBANKS ISD	79
25 AIRPORT EL (108913110)	WESLACO ISD	77
26 B H HAMBLEN EL (101905042)	CHANNELVIEW ISD	77
27 CROCKETT EL (102902103)	MARSHALL ISD	77
28 HELEN BALL EL (071909114)	SOCORRO ISD	77
29 PEBBLE HILLS EL (071905131)	YSLETA ISD	77
30 PURPLE HEART EL (071909131)	SOCORRO ISD	77
31 JONES EL (101902134)	ALDINE ISD	75
32 JAMES BOWIE EL (101911103)	GOOSE CREEK CISD	74
33 REED EL (101907129)	CYPRESS-FAIRBANKS ISD	74
34 DR WILLIAM LONG EL (108909124)	PHARR-SAN JUAN-ALAMO ISD	72
35 HEMMENWAY EL (101907151)	CYPRESS-FAIRBANKS ISD	70
36 OWENS EL (101907119)	CYPRESS-FAIRBANKS ISD	69
37 LAKELAND EL (101913102)	HUMBLE ISD	67
38 FRANCONE EL (101907112)	CYPRESS-FAIRBANKS ISD	62
39 MYRTLE COOPER EL (071909109)	SOCORRO ISD	62
40 CYPRESSWOOD EL (101902136)	ALDINE ISD	57

Top 25 Percent: Comparative Academic Growth Target = Academic Growth Scaled Score of 83

DISTINCTION EARNED

Blank values for an Academic Growth Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Academic Growth Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Top 25 Percent: Comparative Closing the Gaps (CTG)
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD
Campus Type: Elementary

Campus Name	District Name	CTG Scaled Score
1 BENAVIDES EL (031901135)	BROWNSVILLE ISD	100
2 CLECKLER/HEALD EL (108913114)	WESLACO ISD	100
3 ELFIDA CHAVEZ EL (071909115)	SOCORRO ISD	100
4 O'SHEA KELEHER EL (071909103)	SOCORRO ISD	100
5 PAREDES EL (031901137)	BROWNSVILLE ISD	100
6 SAM HOUSTON EL (108913103)	WESLACO ISD	100
7 B H HAMBLEN EL (101905042)	CHANNELVIEW ISD	98
8 ALAMO EL (101911101)	GOOSE CREEK CISD	96
9 DANISH EL (101907145)	CYPRESS-FAIRBANKS ISD	94
10 DESERTAIRE EL (071905136)	YSLETA ISD	94
11 HELEN BALL EL (071909114)	SOCORRO ISD	94
12 DESERT HILLS EL (071901103)	CLINT ISD	92
13 ELM CREEK EL (015912108)	SOUTHWEST ISD	92
14 DR R E MARGO EL (108913109)	WESLACO ISD	89
15 LORENZO DE ZAVALA ENVIRONMENTAL SC (057910119)	GRAND PRAIRIE ISD	88
16 MCFEE EL (101907150)	CYPRESS-FAIRBANKS ISD	86
17 WILLBERN EL (101907131)	CYPRESS-FAIRBANKS ISD	86
18 JOHN F KENNEDY EL (108912102)	LA JOYA ISD	84
19 DR WILLIAM LONG EL (108909124)	PHARR-SAN JUAN-ALAMO ISD	83
20 AIRPORT EL (108913110)	WESLACO ISD	81
DURYEA EL (101907142)	**CYPRESS-FAIRBANKS ISD**	**79**
21 HORNE EL (101907113)	CYPRESS-FAIRBANKS ISD	79
22 PEBBLE HILLS EL (071905131)	YSLETA ISD	79
23 NORTHSIDE EL (146901102)	CLEVELAND ISD	78
24 PURPLE HEART EL (071909131)	SOCORRO ISD	78
25 METCALF EL (101907127)	CYPRESS-FAIRBANKS ISD	77
26 REED EL (101907129)	CYPRESS-FAIRBANKS ISD	77
27 WALKER EL (101907137)	CYPRESS-FAIRBANKS ISD	77
28 GILBERT WILLIE SR EL (129906108)	TERRELL ISD	76
29 JAMES BOWIE EL (101911103)	GOOSE CREEK CISD	76
30 JOWELL EL (101907122)	CYPRESS-FAIRBANKS ISD	76
31 AUSTIN EL (146902101)	DAYTON ISD	75
32 JONES EL (101902134)	ALDINE ISD	75
33 TYRRELL EL (123907109)	PORT ARTHUR ISD	75
34 MYRTLE COOPER EL (071909109)	SOCORRO ISD	74
35 HEMMENWAY EL (101907151)	CYPRESS-FAIRBANKS ISD	72
36 OWENS EL (101907119)	CYPRESS-FAIRBANKS ISD	72
37 CROCKETT EL (102902103)	MARSHALL ISD	71
38 CYPRESSWOOD EL (101902136)	ALDINE ISD	66
39 FRANCONE EL (101907112)	CYPRESS-FAIRBANKS ISD	66
40 LAKELAND EL (101913102)	HUMBLE ISD	65

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Score of 94

NO DISTINCTION EARNED

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Postsecondary Readiness
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	42.0%	Q3
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	30.0%	Q3
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal Graduation Plan Rate		
TSI Criteria Graduates		
College, Career, and Military Ready Graduates		
SAT/ACT Participation		
AP/IB Examination Participation: Any Subject		
CTE Coherent Sequence Graduates		
Total Indicators for Postsecondary Readiness		**0 of 2**

Evaluation of campus outcomes: 0 of 2 eligible indicators in Q1 (Top Quartile)

0 of 2 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
DURYEA EL (101907142) - CYPRESS-FAIRBANKS ISD
Campus Type: Elementary

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	116,532.0	120,785.0	96.5	96.7	Q2
Accelerated Student Progress in ELA/Reading	74	262	28	30	Q2
Accelerated Student Progress in Mathematics	77	263	29	34	Q2
Grade 3 Reading Performance (Masters Grade Level)	25	127	20	28	Q4
Grade 3 Mathematics Performance (Masters Grade Level)	18	127	14	27	Q4
Grade 4 Reading Performance (Masters Grade Level)	15	138	11	24	Q4
Grade 4 Mathematics Performance (Masters Grade Level)	20	138	14	30	Q4
Grade 4 Writing Performance (Masters Grade Level)	8	140	6	10	Q3
Grade 5 Reading Performance (Masters Grade Level)	39	134	29	32	Q2
Grade 5 Mathematics Performance (Masters Grade Level)	40	134	30	42	Q3
Grade 5 Science Performance (Masters Grade Level)	48	134	**36**	29	**Q1**
Grade 6 Reading Performance (Masters Grade Level)					
Grade 6 Mathematics Performance (Masters Grade Level)					
Grade 7 Reading Performance (Masters Grade Level)					
Grade 7 Mathematics Performance (Masters Grade Level)					
Grade 7 Writing Performance (Masters Grade Level)					
Grade 8 Reading Performance (Masters Grade Level)					
Grade 8 Mathematics Performance (Masters Grade Level)					
Grade 8 Science Performance (Masters Grade Level)					
Grade 8 Social Studies Performance (Masters Grade Level)					
Algebra I by Grade 8 - Participation					
Algebra I Performance (Masters Grade Level)					
English I Performance (Masters Grade Level)					
English II Performance (Masters Grade Level)					
EOC Biology Performance (Masters Grade Level)					
EOC U.S. History Performance (Masters Grade Level)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Participation: Any Subject					
AP/IB Examination Results (Examinees >= Criterion): ELA					
AP/IB Examination Results (Examinees >= Criterion): Mathematics					
AP/IB Examination Results (Examinees >= Criterion): Science					
AP/IB Examination Results (Examinees >= Criterion): Social Studies					
SAT/ACT Participation					
Average SAT Score: Reading and Writing					
Average SAT Score: Mathematics					
Average ACT Score: ELA					
Average ACT Score: Mathematics					
Average ACT Score: Science					
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	451	1,072	42.0	52.5	Q3
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	121	399	30.0	42.0	Q3
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal Graduation Plan Rate					
TSI Criteria Graduates					
College, Career, and Military Ready Graduates					
Advanced/Dual-Credit Completion: ELA/Reading (9–12)					
Advanced/Dual-Credit Completion: Mathematics (9–12)					
Advanced/Dual-Credit Completion: Science (9–12)					
Advanced/Dual-Credit Completion: Social Studies (9–12)					
CTE Coherent Sequence Graduates					

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.