

COVINGTON M S
227901057
AUSTIN ISD

Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

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|---------|------|-----|-----|-----|-----|-----|---|-----|---|------|-----|-----|-----|-----|-----|---|
| Reading | 2016 | 68% | 68% | 50% | 58% | 87% | * | 83% | - | 86% | 24% | 57% | 49% | 71% | 64% | - |
| | 2015 | 73% | 72% | 42% | 71% | 84% | - | * | * | * | 33% | 64% | 59% | 74% | 74% | - |
| Math | 2016 | 71% | 70% | 50% | 58% | 79% | * | 83% | - | 71% | 27% | 55% | 51% | 65% | 65% | - |
| | 2015 | 72% | 70% | * | 57% | 76% | - | * | * | 83% | 39% | 53% | 41% | 57% | 66% | - |
| Reading | 2016 | 69% | 68% | * | 62% | 81% | - | * | * | 100% | 27% | 59% | 28% | 75% | 60% | - |
| | 2015 | 72% | 67% | 50% | 55% | 80% | * | 71% | * | * | * | 52% | 32% | 64% | 62% | - |

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|-------------------------------------|-----|-----|-----|-----|---|------|---|------|-----|-----|-----|------|
| Total Tests | 601 | 29 | 366 | 168 | * | 15 | * | 19 | 375 | 101 | 119 | 100 |
| % at Level II Satisfactory Standard | 70% | 55% | 64% | 82% | * | 87% | * | 89% | 62% | 29% | 55% | n/a |
| # at Level II Satisfactory Standard | 116 | * | 65 | 43 | - | * | * | * | 59 | 8 | 10 | n/a |
| Total Tests | 202 | * | 125 | 60 | - | * | * | * | 120 | 37 | 37 | * |
| % at Level II Satisfactory Standard | 57% | * | 52% | 72% | - | * | * | * | 49% | 22% | 27% | n/a |
| # at Level II Satisfactory Standard | 145 | 9 | 79 | 42 | * | 6 | * | 7 | 85 | 6 | 20 | n/a |
| Total Tests | 194 | 10 | 118 | 50 | * | 7 | * | 7 | 123 | 30 | 38 | 34 |
| % at Level II Satisfactory Standard | 75% | 90% | 67% | 84% | * | 86% | * | 100% | 69% | 20% | 53% | n/a |
| # at Level II Satisfactory Standard | 104 | 6 | 48 | 36 | * | 5 | * | 7 | 53 | * | 12 | n/a |
| Total Tests | 194 | 10 | 118 | 50 | * | 7 | * | 7 | 123 | * | 38 | 34 |
| % at Level II Satisfactory Standard | 54% | 60% | 41% | 72% | * | 71% | * | 100% | 43% | * | 32% | n/a |
| Number Participating | 638 | 33 | 389 | 178 | * | 15 | * | 19 | 404 | 112 | n/a | 112 |
| Total Students | 644 | 34 | 392 | 180 | * | 15 | * | 19 | 408 | 115 | n/a | 112 |
| Participation Rate | 99% | 97% | 99% | 99% | * | 100% | * | 100% | 99% | 97% | n/a | 100% |
| Number Participating | 639 | 33 | 390 | 178 | * | 15 | * | 19 | 404 | 111 | n/a | 113 |
| Total Students | 645 | 34 | 393 | 180 | * | 15 | * | 19 | 409 | 115 | n/a | 113 |
| Participation Rate | 99% | 97% | 99% | 99% | * | 100% | * | 100% | 99% | 97% | n/a | 100% |

* 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.
 n/a Indicates the student group is not applicable to System Safeguards.

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|-------------------------|-----|---|---|---|---|---|---|---|---|---|---|-----|
| Number Graduated | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total in Class | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduation Rate | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Number Graduated | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total in Class | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduation Rate | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Number Graduated | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total in Class | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduation Rate | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Number Proficient | n/a | | | | | | | | | | | |
| Total Federal Cap Limit | n/a | | | | | | | | | | | |
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 - Indicates there are no students in the group.
 n/a Indicates the student group is not applicable to System Safeguards.

Source: 2016 Accountability System Safeguards Report

Priority and Focus Schools

are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority

