

TEXAS EDUCATION AGENCY  
**2014-15 Texas Performance Reporting System**  
**STAAR Performance Results - TAPR Student Groups**  
(all students in the accountability subset)

Campus Name: CACTUS EL  
Campus ID: 171901101  
District Name: DUMAS ISD

Total Students: 353  
Grade Span: PK - 04

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 3</b>														
Reading	2015	75%	75%	<b>69%</b>	*	72%	-	-	*	-	-	*	67%	66%
	2014	76%	70%	<b>56%</b>	*	62%	-	-	33%	-	-	*	55%	50%
Mathematics	2015	76%	78%	<b>73%</b>	*	74%	-	-	*	-	-	*	72%	69%
	2014	71%	64%	<b>36%</b>	*	38%	-	-	*	-	-	*	34%	35%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 4</b>														
Reading	2015	72%	65%	<b>57%</b>	*	60%	-	-	*	-	-	*	56%	46%
	2014	74%	70%	<b>44%</b>	*	41%	-	-	45%	-	-	*	44%	33%
Mathematics	2015	72%	72%	<b>52%</b>	*	55%	-	-	*	-	-	*	51%	48%
	2014	71%	74%	<b>49%</b>	*	43%	-	-	64%	-	-	*	52%	48%
Writing	2015	68%	65%	<b>60%</b>	*	62%	-	-	50%	-	-	*	60%	51%
	2014	73%	71%	<b>49%</b>	*	45%	-	-	55%	-	-	*	50%	40%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2015	74%	68%	<b>62%</b>	100%	65%	-	-	44%	-	-	52%	61%	55%
	2014	77%	68%	<b>47%</b>	100%	46%	-	-	43%	-	-	80%	47%	41%
Reading	2015	75%	67%	<b>63%</b>	*	66%	-	-	40%	-	-	56%	61%	55%
	2014	76%	66%	<b>50%</b>	*	52%	-	-	38%	-	-	*	50%	42%
Mathematics	2015	74%	71%	<b>62%</b>	*	65%	-	-	44%	-	-	56%	61%	57%
	2014	78%	72%	<b>42%</b>	*	40%	-	-	42%	-	-	*	42%	40%
Writing	2015	69%	67%	<b>60%</b>	*	62%	-	-	50%	-	-	*	60%	51%
	2014	72%	71%	<b>49%</b>	*	45%	-	-	55%	-	-	*	50%	40%
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2015	41%	29%	<b>32%</b>	*	30%	-	-	*	-	-	*	30%	*
	2014	41%	27%	<b>18%</b>	*	*	-	-	*	-	-	*	19%	*
Reading	2015	44%	31%	<b>39%</b>	*	37%	-	-	*	-	-	*	37%	*
	2014	45%	32%	<b>16%</b>	*	*	-	-	*	-	-	*	17%	*
Mathematics	2015	38%	26%	<b>39%</b>	*	37%	-	-	*	-	-	*	37%	*
	2014	39%	25%	<b>31%</b>	*	30%	-	-	*	-	-	*	33%	*
Writing	2015	33%	25%	*	*	*	-	-	*	-	-	*	*	*
	2014	35%	31%	<b>24%</b>	*	*	-	-	*	-	-	*	26%	*
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2015	15%	8%	<b>10%</b>	*	10%	-	-	*	-	-	*	9%	8%
	2014	15%	8%	<b>6%</b>	*	5%	-	-	*	-	-	*	5%	6%

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Reading	2015	16%	8%	<b>11%</b>	50%	11%	-	-	7%	-	-	0%	10%	7%
	2014	15%	7%	<b>5%</b>	*	6%	-	-	*	-	-	*	*	7%
Mathematics	2015	16%	8%	<b>13%</b>	50%	11%	-	-	17%	-	-	0%	11%	12%
	2014	17%	10%	<b>8%</b>	*	7%	-	-	*	-	-	*	8%	8%
Writing	2015	9%	3%	<b>4%</b>	0%	5%	-	-	0%	-	-	0%	4%	5%
	2014	8%	5%	*	*	*	-	-	*	-	-	*	*	*
<b>STAAR Percent Met or Exceeded Progress ***</b>														
<b>All Grades</b>														
All Subjects	2015	57%	51%	<b>48%</b>	*	50%	-	-	*	-	-	*	48%	46%
Reading	2015	59%	55%	<b>51%</b>	*	53%	-	-	*	-	-	*	52%	49%
	2014	61%	57%	<b>44%</b>	*	44%	-	-	*	-	-	*	44%	n/a
Mathematics	2015	51%	42%	<b>48%</b>	-	52%	-	-	*	-	-	*	49%	48%
	2014	60%	55%	<b>49%</b>	*	50%	-	-	*	-	-	*	48%	n/a
Writing	2015	56%	45%	*	-	*	-	-	*	-	-	*	*	*
<b>STAAR Percent Exceeded Progress ***</b>														
<b>All Grades</b>														
All Subjects	2015	16%	11%	<b>10%</b>	*	13%	-	-	*	-	-	*	11%	10%
Reading	2015	16%	12%	<b>12%</b>	*	15%	-	-	*	-	-	*	12%	11%
	2014	17%	14%	<b>14%</b>	*	15%	-	-	*	-	-	*	11%	n/a
Mathematics	2015	21%	13%	<b>13%</b>	-	16%	-	-	*	-	-	*	13%	13%
	2014	18%	15%	<b>21%</b>	*	23%	-	-	*	-	-	*	20%	n/a
Writing	2015	7%	2%	*	-	*	-	-	*	-	-	*	*	*
<b>Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)</b>														
<b>Sum of Grades 4-8</b>														
Reading	2015	39%	32%	<b>23%</b>	-	*	-	-	*	-	-	*	24%	*
	2014	45%	38%	<b>27%</b>	*	24%	-	-	*	-	-	*	27%	18%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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

'-' Indicates zero observations reported for this group.

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