

Texas Education Agency
2018-19 Federal Report Card for Texas Public Schools

Campus Name: YES PREP - NORTHWEST

Campus ID: 101845013

District Name: YES PREP PUBLIC SCHOOLS INC

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

State ESSA Goals

| | | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Educ | EL (Current & Former) |
|---|-------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|--------------|-----------------------|
| Academic Performance (At Meets Grade Level or Above) | | | | | | | | | | | | |
| Reading/ELA | Baseline 2016-17 Rates | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 19% | 29% |
| | 2017-18 through 2021-22 | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 19% | 29% |
| | 2022-23 through 2026-27 | 52% | 42% | 46% | 66% | 51% | 78% | 53% | 62% | 43% | 31% | 39% |
| | 2027-28 through 2031-32 | 62% | 54% | 58% | 73% | 62% | 82% | 63% | 70% | 55% | 45% | 52% |
| | 2032-33 | 72% | 66% | 69% | 80% | 72% | 87% | 73% | 78% | 67% | 60% | 65% |
| Mathematics | Baseline 2016-17 Rates | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 23% | 40% |
| | 2017-18 through 2021-22 | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 23% | 40% |
| | 2022-23 through 2026-27 | 54% | 41% | 49% | 65% | 53% | 85% | 57% | 61% | 45% | 34% | 49% |
| | 2027-28 through 2031-32 | 63% | 54% | 59% | 73% | 63% | 88% | 66% | 69% | 57% | 48% | 59% |
| | 2032-33 | 73% | 66% | 70% | 80% | 73% | 91% | 75% | 77% | 68% | 62% | 70% |
| EL Progress | | | | | | | | | | | | |
| Baseline 2016-17 Rates | | | | | | | | | | | | 41% |
| 2017-18 through 2021-22 | | | | | | | | | | | | 36% |
| 2022-23 through 2026-27 | | | | | | | | | | | | 38% |
| 2027-28 through 2031-32 | | | | | | | | | | | | 40% |
| Graduation Rate: 4-Year Longitudinal Rate^{AA} | | | | | | | | | | | | |
| Baseline 2016-17 Rates | | 89% | 85% | 87% | 93% | 86% | 95% | 89% | 92% | 86% | 78% | 72% |
| 2017-18 through 2021-22 | | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| 2022-23 through 2026-27 | | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% |
| 2027-28 through 2031-32 | | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% |

^{AA} Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

| Campus Type | Indicator | Weight |
|-------------------------------|---|--------|
| Elementary and Middle Schools | Academic Achievement | 30% |
| | Other Academic Indicator | 50% |
| | English Learner Language Proficiency | 10% |
| | SQSS: Student Achievement Domain Score | 10% |
| | Academic Achievement | 50% |
| High Schools and K-12 | 4-Year Graduation Rate | 10% |
| | English Learner Language Proficiency | 10% |
| | SQSS: College, Career, and Military Readiness | 30% |
| | | |

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status. To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

| | | | | Afr | | Amer | | Two or More Races | | Econ Disadv | | Non Econ Disadv | | CWD | | CWOD | | EL | | Male | | Female | | Migrant | | Homeless | | Foster Care | | Military | |
|---|-------------|-------|------------|------------|------------|----------|-------|-------------------|-------|-------------|--------|-----------------|-----|------|-----|------|--------|---------|----------|-------------|----------|--------|---|---------|--|----------|--|-------------|--|----------|--|
| | | State | District | Campus | Amer | Hispanic | White | Ind | Asian | Isl | Disadv | Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military | | | | | | | | | | |
| STAAR Percent at Approaches Grade Level or Above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All | 67% | 61% | 70% | 60% | 69% | 100% | - | * | - | * | 68% | 78% | 50% | 71% | 29% | 59% | 84% | - | 78% | - | - | | | | | | | | | |
| | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 33% | 22% | 50% | 50% | * | - | - | - | - | - | 56% | * | 50% | - | * | 43% | * | - | - | - | - | | | | | | | | | |
| | CWOD | 71% | 64% | 71% | 63% | 69% | 100% | - | * | - | * | 69% | 81% | - | 71% | 28% | 61% | 85% | - | 78% | - | - | | | | | | | | | |
| | EL | 42% | 47% | 29% | - | 29% | - | - | - | - | - | 33% | * | * | 28% | 29% | 18% | * | - | * | - | - | | | | | | | | | |
| | Male | 62% | 58% | 59% | 44% | 57% | * | - | * | - | * | 57% | 69% | 43% | 61% | 18% | 59% | - | - | 71% | - | - | | | | | | | | | |
| | Female | 71% | 65% | 84% | 79% | 84% | * | - | * | - | - | 82% | 91% | * | 85% | * | - | 84% | - | * | - | - | | | | | | | | | |
| | Mathematics | All | 80% | 84% | 83% | 77% | 82% | 100% | - | * | - | * | 81% | 89% | 60% | 84% | 52% | 79% | 87% | - | 78% | - | - | | | | | | | | |
| | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 50% | 44% | 60% | 67% | * | - | - | - | - | - | 56% | * | 60% | - | * | 57% | * | - | - | - | - | | | | | | | | | |
| CWOD | 83% | 86% | 84% | 79% | 83% | 100% | - | * | - | * | 83% | 88% | - | 84% | 56% | 81% | 88% | - | 78% | - | - | | | | | | | | | | |
| EL | 67% | 81% | 52% | - | 52% | - | - | - | - | - | 56% | * | * | 56% | 52% | 53% | * | - | * | - | - | | | | | | | | | | |
| Male | 78% | 82% | 79% | 75% | 77% | * | - | * | - | * | 77% | 88% | 57% | 81% | 53% | 79% | - | - | 71% | - | - | | | | | | | | | | |
| Female | 81% | 87% | 87% | 79% | 88% | * | - | * | - | - | 86% | 91% | * | 88% | * | - | 87% | - | * | - | - | | | | | | | | | | |
| STAAR Percent at Meets Grade Level or Above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All | 36% | 27% | 37% | 30% | 36% | 67% | - | * | - | * | 34% | 52% | 30% | 38% | 10% | 27% | 50% | - | 44% | - | - | | | | | | | | | |
| | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 19% | 11% | 30% | 50% | * | - | - | - | - | - | 33% | * | 30% | - | * | 29% | * | - | - | - | - | | | | | | | | | |
| | CWOD | 38% | 27% | 38% | 25% | 38% | 67% | - | * | - | * | 34% | 54% | - | 38% | 11% | 27% | 51% | - | 44% | - | - | | | | | | | | | |
| | EL | 14% | 15% | 10% | - | 10% | - | - | - | - | - | 11% | * | * | 11% | 10% | 6% | * | - | * | - | - | | | | | | | | | |
| | Male | 33% | 24% | 27% | 25% | 23% | * | - | * | - | * | 25% | 38% | 29% | 27% | 6% | 27% | - | - | 43% | - | - | | | | | | | | | |
| | Female | 40% | 29% | 50% | 36% | 53% | * | - | * | - | - | 45% | 73% | * | 51% | * | - | 50% | - | * | - | - | | | | | | | | | |
| | Mathematics | All | 46% | 47% | 46% | 27% | 48% | 83% | - | * | - | * | 42% | 63% | 10% | 49% | 19% | 38% | 56% | - | 56% | - | - | | | | | | | | |
| | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 23% | 14% | 10% | 17% | * | - | - | - | - | - | 11% | * | 10% | - | * | 0% | * | - | - | - | - | | | | | | | | | |
| CWOD | 48% | 48% | 49% | 29% | 51% | 83% | - | * | - | * | 45% | 65% | * | 49% | 22% | 42% | 58% | - | 56% | - | - | | | | | | | | | | |
| EL | 27% | 38% | 19% | - | 19% | - | - | - | - | - | 17% | * | * | 22% | 19% | 18% | * | - | * | - | - | | | | | | | | | | |
| Male | 45% | 45% | 38% | 13% | 41% | * | - | * | - | * | 34% | 56% | 0% | 42% | 18% | 38% | - | - | 43% | - | - | | | | | | | | | | |
| Female | 46% | 48% | 56% | 43% | 58% | * | - | * | - | - | 53% | 73% | * | 58% | * | - | 56% | - | * | - | - | | | | | | | | | | |
| STAAR Percent at Masters Grade Level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All | 17% | 10% | 17% | 13% | 14% | 50% | - | * | - | * | 14% | 33% | 20% | 17% | 5% | 14% | 23% | - | 11% | - | - | | | | | | | | | |
| | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 6% | 4% | 20% | 33% | * | - | - | - | - | - | 22% | * | 20% | - | * | 14% | * | - | - | - | - | | | | | | | | | |
| | CWOD | 18% | 10% | 17% | 8% | 15% | 50% | - | * | - | * | 13% | 35% | - | 17% | 6% | 14% | 22% | - | 11% | - | - | | | | | | | | | |
| | EL | 4% | 4% | 5% | - | 5% | - | - | - | - | - | 6% | * | * | 6% | 5% | 0% | * | - | * | - | - | | | | | | | | | |
| | Male | 14% | 8% | 14% | 6% | 11% | * | - | * | - | * | 9% | 31% | 14% | 14% | 0% | 14% | - | - | 0% | - | - | | | | | | | | | |
| | Female | 20% | 12% | 23% | 21% | 19% | * | - | * | - | - | 20% | 36% | * | 22% | * | - | 23% | - | * | - | - | | | | | | | | | |
| | Mathematics | All | 20% | 18% | 18% | 7% | 18% | 33% | - | * | - | * | 11% | 48% | 0% | 20% | 5% | 15% | 23% | - | 11% | - | - | | | | | | | | |
| | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 9% | 6% | 0% | 0% | * | - | - | - | - | - | 0% | * | 0% | - | * | 0% | * | - | - | - | - | | | | | | | | | |
| CWOD | 22% | 19% | 20% | 8% | 19% | 33% | - | * | - | * | 12% | 50% | - | 20% | 6% | 16% | 24% | - | 11% | - | - | | | | | | | | | | |
| EL | 8% | 11% | 5% | - | 5% | - | - | - | - | - | 6% | * | * | 6% | 5% | 0% | * | - | * | - | - | | | | | | | | | | |
| Male | 20% | 17% | 15% | 0% | 14% | * | - | * | - | * | 8% | 44% | 0% | 16% | 0% | 15% | - | - | 0% | - | - | | | | | | | | | | |
| Female | 20% | 20% | 23% | 14% | 23% | * | - | * | - | - | 16% | 55% | * | 24% | * | - | 23% | - | * | - | - | | | | | | | | | | |
| STAAR Percent at Approaches Grade Level or Above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Subjects | All | 77% | 81% | 76% | 68% | 75% | 100% | - | 100% | - | 100% | 75% | 83% | 55% | 78% | 40% | 69% | 85% | - | 78% | - | - | | | | | | | | | |
| | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 46% | 39% | 55% | 58% | 50% | - | - | - | - | - | 56% | * | 55% | - | 33% | 50% | 67% | - | - | - | - | | | | | | | | | |
| | CWOD | 81% | 84% | 78% | 71% | 76% | 100% | - | 100% | - | 100% | 76% | 85% | - | 78% | 42% | 71% | 86% | - | 78% | - | - | | | | | | | | | |
| EL | 62% | 67% | 40% | - | 40% | - | - | - | - | - | 44% | 17% | 33% | 42% | 40% | 35% | 63% | - | * | - | - | | | | | | | | | | |

| | | African | | | American | | | Two or | | Non | | | | | | | |
|-------------------------------|----------|---------|----------|----------|----------|--------|-------|---------|--------|--------|------|-----|------|----|------|--------|---------|
| | | Campus | American | Hispanic | White | Indian | Asian | Pacific | More | Econ | Econ | CWD | CWOD | EL | Male | Female | Migrant |
| | | | | | | | | Races | Disadv | Disadv | | | | | | | |
| Non-Participation Rate | EL | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Subjects | All | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| | Students | | | | | | | | | | | | | | | | |
| | CWD | 0% | 0% | 0% | - | - | - | - | - | 0% | * | 0% | - | 0% | 0% | 0% | - |
| | CWOD | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | - |
| | EL | 0% | - | 0% | - | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| | Male | 0% | 0% | 0% | * | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | - |
| | Female | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| Reading | All | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| | Students | | | | | | | | | | | | | | | | |
| | CWD | 0% | 0% | * | - | - | - | - | - | 0% | * | 0% | - | * | 0% | * | - |
| | CWOD | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | - | 0% | 0% | 0% | 0% | - |
| | EL | 0% | - | 0% | - | - | - | - | - | 0% | * | * | 0% | 0% | 0% | * | - |
| | Male | 0% | 0% | 0% | * | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% | - | - |
| | Female | 0% | 0% | 0% | * | - | * | - | - | 0% | 0% | * | 0% | * | - | 0% | - |
| Mathematics | All | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| | Students | | | | | | | | | | | | | | | | |
| | CWD | 0% | 0% | * | - | - | - | - | - | 0% | * | 0% | - | * | 0% | * | - |
| | CWOD | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | - | 0% | 0% | 0% | 0% | - |
| | EL | 0% | - | 0% | - | - | - | - | - | 0% | * | * | 0% | 0% | 0% | * | - |
| | Male | 0% | 0% | 0% | * | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% | - | - |
| | Female | 0% | 0% | 0% | * | - | * | - | - | 0% | 0% | * | 0% | * | - | 0% | - |
| Science | All | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Students | | | | | | | | | | | | | | | | |
| | CWD | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EL | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Female | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |

** Indicates results are masked due to small numbers to protect student confidentiality.
 *.- Indicates zero observations reported for this group.

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

There is no data for this campus.

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

| | All School | |
|---|------------|---------|
| | Number | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders | 4.8 | 53.3% |
| Teachers Teaching with Emergency or Provisional Credentials | 0.0 | - |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 4.0 | 46.0% |
| *.- Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report. | | |

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year.

| | State Number of ALT2 | State Rate of ALT2 | District Number of ALT2 | District Rate of ALT2 | Campus Number of ALT2 | Campus Rate of ALT2 |
|--|-------------------------|-----------------------|----------------------------|--------------------------|--------------------------|------------------------|
| Grade 3 | | | | | | |
| Reading | 5,881 | 1% | - | - | - | - |
| Mathematics | 5,880 | 1% | - | - | - | - |
| Grade 4 | | | | | | |
| Reading | 6,312 | 2% | - | - | - | - |
| Mathematics | 6,311 | 2% | - | - | - | - |
| Grade 5 | | | | | | |
| Reading | 6,133 | 1% | - | - | - | - |
| Mathematics | 6,131 | 1% | - | - | - | - |
| Science | 6,133 | 1% | - | - | - | - |
| Grade 6 | | | | | | |
| Reading | 6,038 | 1% | 7 | 0% | - | - |
| Mathematics | 6,036 | 1% | 7 | 0% | - | - |
| Grade 7 | | | | | | |
| Reading | 5,616 | 1% | 12 | 1% | - | - |
| Mathematics | 5,616 | 2% | 12 | 1% | - | - |
| Grade 8 | | | | | | |
| Reading | 5,251 | 1% | 11 | 1% | - | - |
| Mathematics | 5,254 | 2% | 11 | 1% | - | - |
| Science | 5,250 | 1% | 11 | 1% | - | - |
| End of Course | | | | | | |
| English I | 5,150 | 1% | 5 | 0% | - | - |
| English II | 4,680 | 1% | 7 | 0% | - | - |
| Algebra I | 5,122 | 1% | 5 | 0% | - | - |
| Biology | 4,954 | 1% | 5 | 0% | - | - |
| All Grades | | | | | | |
| All Subjects | 101,751 | 1% | 93 | 0% | - | - |
| Reading | 45,064 | 1% | 42 | 0% | - | - |
| Mathematics | 40,350 | 1% | 35 | 0% | - | - |
| Science | 16,337 | 1% | 16 | 0% | - | - |
| ** Indicates results are masked due to small numbers to protect student confidentiality. | | | | | | |
| * Indicates zero observations reported for this group. | | | | | | |

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

| Grade | Subject | Student Group | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At Advanced | |
|---------|---------|-----------------|---------------|----|---------------------|----|--------------------------|----|---------------|----|
| | | | TX | US | TX | US | TX | US | TX | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |
| | | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |

| Grade | Subject | Student Group | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At Advanced | |
|---------------------------|----------------------------|----------------------------|---------------|----|---------------------|----|--------------------------|-----|---------------|-----|
| | | | TX | US | TX | US | TX | US | TX | US |
| Grade 8 | Mathematics | Pacific Islander | * | 42 | * | 58 | * | 25 | * | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 11 |
| | | Econ Disadv | 50 | 47 | 50 | 53 | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 | |
| | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 | |
| | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| | | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | * | 41 | * | 59 | * | 19 | * | 1 |
| | | Asian | 8 | 13 | 92 | 87 | 59 | 57 | 11 | 13 |
| | | Pacific Islander | * | 37 | * | 63 | * | 25 | * | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| English Language Learners | | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a | |
| Mathematics | | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 | |
| | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 | |
| | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 | |
| | American Indian | * | 49 | * | 51 | * | 15 | * | 3 | |
| | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 | |
| | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 | |
| | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 | |
| | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 | |
| | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 | |
| English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 | | |

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

| Grade | Subject | Student Group | Rate |
|---------|-------------|----------------------------|------|
| Grade 4 | Reading | Students with Disabilities | 77% |
| | | English Learners | 94% |
| | Mathematics | Students with Disabilities | 79% |
| | | English Learners | 97% |
| Grade 8 | Reading | Students with Disabilities | 83% |
| | | English Learners | 96% |
| | Mathematics | Students with Disabilities | 88% |
| | | English Learners | 97% |

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

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.