

Texas Education Agency

[Print this report](#)

2018-19 Federal Report Card for Texas Public Schools

Campus Name: BROWNWOOD H S

Campus ID: 025902001

District Name: BROWNWOOD ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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^												
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%

^ 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.

Part (ii): Student Achievement by Proficiency Level

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)

		State		District		Campus		Afr		Amer		Two or Pac More Econ Non Econ		CWD		CWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military		
STAAR Percent at Approaches Grade Level or Above																																
End of Course																																
English I	All	66%	61%	61%	22%	58%	67%	-	*	-	100%	52%	75%	22%	68%	13%	57%	66%	-	*	36%	57%										
	Students																															
	CWD	27%	22%	22%	17%	27%	19%	-	-	-	-	25%	10%	22%	-	-	27%	14%	-	-	17%	*										
	CWOD	71%	68%	68%	25%	63%	75%	-	*	-	100%	59%	79%	-	68%	13%	63%	74%	-	*	50%	*										
	EL	34%	13%	13%	-	14%	-	-	-	-	-	20%	*	-	13%	13%	0%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	60%	57%	57%	33%	54%	59%	-	*	-	100%	51%	69%	27%	63%	0%	57%	-	-	*	42%	*										
	Female	73%	66%	66%	11%	62%	77%	-	-	-	*	54%	80%	14%	74%	*	-	66%	-	*	*	*	*	*	*	*	*	*	*	*	*	
English II	All	67%	64%	64%	52%	54%	74%	*	*	-	75%	53%	79%	22%	69%	*	61%	69%	-	*	33%	70%										
	Students																															
	CWD	27%	22%	22%	*	25%	9%	-	*	-	*	20%	29%	22%	-	-	18%	27%	-	-	*	*	*	*	*	*	*	*	*	*	*	
	CWOD	72%	69%	69%	56%	58%	79%	*	*	-	86%	58%	81%	-	69%	*	65%	74%	-	*	*	*	*	*	*	*	*	*	*	*	*	
	EL	30%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	62%	61%	61%	56%	50%	69%	-	*	-	80%	47%	77%	18%	65%	*	61%	-	-	*	33%	80%										
	Female	73%	69%	69%	50%	59%	81%	*	*	-	*	59%	80%	27%	74%	-	-	69%	-	*	-	60%										
Algebra I	All	83%	72%	70%	64%	71%	71%	-	*	-	57%	66%	77%	32%	77%	57%	67%	74%	-	*	50%	83%										
	Students																															
	CWD	52%	32%	32%	40%	30%	32%	-	-	-	37%	0%	32%	-	-	35%	25%	-	-	-	40%	*										
	CWOD	87%	78%	77%	78%	78%	77%	-	*	-	57%	74%	81%	-	77%	57%	74%	80%	-	*	57%	*	*	*	*	*	*	*	*	*	*	
	EL	73%	57%	57%	-	67%	-	-	-	-	-	60%	*	-	57%	57%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	79%	69%	67%	67%	68%	65%	-	*	-	*	64%	73%	35%	74%	*	67%	-	-	*	40%	*										
	Female	88%	75%	74%	63%	75%	77%	-	-	-	*	68%	81%	25%	80%	*	-	74%	-	*	*	*	*	*	*	*	*	*	*	*	*	

Biology	All	87%	81%	81%	56%	80%	85%	-	*	-	100%	76%	91%	48%	87%	44%	84%	79%	-	*	60%	80%	
	Students																						
	CWD	60%	48%	48%	40%	65%	30%	-	*	-	-	49%	40%	48%	-	-	56%	37%	-	-	*	*	
	CWOD	90%	87%	87%	64%	83%	93%	-	*	-	100%	83%	93%	-	87%	44%	89%	85%	-	*	67%	*	
	EL	68%	44%	44%	-	50%	-	-	-	-	-	50%	*	-	44%	44%	60%	*	-	-	-	-	
	Male	84%	84%	84%	63%	81%	88%	-	*	-	*	79%	93%	56%	89%	60%	84%	-	-	*	63%	*	
	Female	90%	79%	79%	50%	80%	82%	-	*	-	*	72%	88%	37%	85%	*	-	79%	-	*	*	*	

STAAR Percent at Meets Grade Level or Above

End of Course

English I	All	48%	40%	40%	6%	34%	47%	-	*	-	88%	31%	54%	12%	45%	0%	33%	49%	-	*	14%	57%	
	Students																						
	CWD	15%	12%	12%	0%	12%	15%	-	-	-	-	15%	0%	12%	-	-	16%	5%	-	-	17%	*	
	CWOD	53%	45%	45%	8%	38%	53%	-	*	-	88%	35%	58%	-	45%	0%	36%	55%	-	*	13%	*	
	EL	14%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	
	Male	42%	33%	33%	11%	27%	37%	-	*	-	100%	27%	44%	16%	36%	0%	33%	-	-	*	17%	*	
	Female	56%	49%	49%	0%	43%	60%	-	-	-	*	37%	63%	5%	55%	*	-	49%	-	*	*	*	

English II	All	48%	42%	42%	29%	25%	58%	*	*	-	63%	34%	53%	16%	45%	*	40%	45%	-	*	33%	50%	
	Students																						
	CWD	16%	16%	16%	*	19%	9%	-	*	-	*	16%	14%	16%	-	-	18%	13%	-	-	*	*	
	CWOD	52%	45%	45%	33%	26%	62%	*	*	-	71%	37%	55%	-	45%	*	42%	49%	-	*	*	56%	
	EL	11%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Male	42%	40%	40%	33%	22%	55%	-	*	-	60%	31%	52%	18%	42%	*	40%	-	-	*	33%	40%	
	Female	55%	45%	45%	25%	29%	62%	*	*	-	*	38%	54%	13%	49%	-	-	45%	-	*	-	60%	

Algebra I	All	59%	33%	29%	29%	27%	32%	-	*	-	29%	23%	39%	17%	32%	0%	25%	34%	-	*	17%	17%	
	Students																						
	CWD	24%	17%	17%	0%	20%	18%	-	-	-	-	20%	0%	17%	-	-	23%	6%	-	-	20%	*	
	CWOD	63%	36%	32%	44%	28%	34%	-	*	-	29%	25%	41%	-	32%	0%	26%	38%	-	*	14%	*	
	EL	40%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-	
	Male	53%	30%	25%	17%	20%	29%	-	*	-	*	20%	36%	23%	26%	*	25%	-	-	*	20%	*	
	Female	65%	38%	34%	38%	36%	35%	-	-	-	*	28%	42%	6%	38%	*	-	34%	-	*	*	*	

Biology	All	60%	48%	48%	6%	36%	61%	-	*	-	71%	38%	64%	15%	53%	0%	50%	46%	-	*	30%	60%	
	Students																						
	CWD	24%	15%	15%	0%	20%	10%	-	*	-	-	15%	20%	15%	-	-	19%	11%	-	-	*	*	
	CWOD	64%	53%	53%	9%	39%	69%	-	*	-	71%	44%	66%	-	53%	0%	56%	51%	-	*	33%	*	
	EL	24%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	
	Male	58%	50%	50%	13%	36%	65%	-	*	-	*	42%	66%	19%	56%	0%	50%	-	-	*	38%	*	
	Female	62%	46%	46%	0%	37%	58%	-	*	-	*	33%	62%	11%	51%	*	-	46%	-	*	*	*	

STAAR Percent at Masters Grade Level

End of Course

English I	All	10%	5%	5%	0%	2%	9%	-	*	-	0%	3%	9%	3%	6%	0%	2%	9%	-	*	7%	14%	
	Students																						
	CWD	3%	3%	3%	0%	0%	8%	-	-	-	-	4%	0%	3%	-	-	5%	0%	-	-	17%	*	
	CWOD	11%	6%	6%	0%	3%	9%	-	*	-	0%	3%	10%	-	6%	0%	2%	10%	-	*	0%	*	
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	
	Male	7%	2%	2%	0%	0%	5%	-	*	-	0%	1%	4%	5%	2%	0%	2%	-	-	*	8%	*	
	Female	14%	9%	9%	0%	5%	14%	-	-	-	*	6%	13%	0%	10%	*	-	9%	-	*	*	*	

English II	All	8%	4%	4%	0%	1%	9%	*	*	-	0%	1%	9%	3%	5%	*	5%	4%	-	*	0%	0%	
	Students																						
	CWD	4%	3%	3%	*	6%	0%	-	*	-	*	4%	0%	3%	-	-	0%	7%	-	-	*	*	
	CWOD	8%	5%	5%	0%	1%	9%	*	*	-	0%	0%	10%	-	5%	*	5%	4%	-	*	*	0%	
	EL	0%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Male	6%	5%	5%	0%	0%	10%	-	*	-	0%	0%	11%	0%	5%	*	5%	-	-	*	0%	0%	
	Female	10%	4%	4%	0%	3%	7%	*	*	-	*	1%	8%	7%	4%	-	-	4%	-	*	-	0%	

Algebra I	All	36%	14%	8%	7%	4%	11%	-	*	-	29%	8%	9%	6%	9%	0%	10%	6%	-	*	8%	0%	
	Students																						
	CWD	9%	6%	6%	0%	0%	14%	-	-	-	-	7%	0%	6%	-	-	10%	0%	-	-	20%	*	
	CWOD	39%	15%	9%	11%	5%	11%	-	*	-	29%	8%	10%	-	9%	0%	10%	7%	-	*	0%	*	
	EL	19%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	*	-	-	-	-	-	
	Male	31%	15%	10%	0%	4%	13%	-	*	-	*	9%	13%	10%	10%	*	10%	-	-	*	10%	*	
	Female	40%	11%	6%	13%	4%	8%	-	-	-	*	6%	6%	0%	7%	*	-	6%	-	*	*	*	

Biology	All	24%	11%	11%	0%	7%	16%	-	*	-	29%	9%	15%	4%	12%	0%	12%	10%	-	*	10%	0%	
	Students																						
	CWD	6%	4%	4%	0%	5%	5%	-	*	-	-	5%	0%	4%	-	-	7%	0%	-	-	*	*	
	CWOD	26%	12%	12%	0%	7%	17%	-	*	-	29%	10%	16%	-	12%	0%	13%	12%	-	*	17%	*	
	EL	4%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	

Male	24%	12%	12%	0%	7%	16%	-	*	-	*	11%	14%	7%	13%	0%	12%	-	-	*	13%	*
Female	25%	10%	10%	0%	6%	15%	-	*	-	*	6%	16%	0%	12%	*	-	10%	-	*	*	*

STAAR Percent at Approaches Grade Level or Above

All Grades

All Subjects	All	77%	71%	69%	48%	65%	74%	*	100%	-	83%	61%	80%	31%	75%	35%	66%	72%	-	85%	45%	71%
	Students																					
	CWD	46%	39%	31%	32%	37%	24%	-	*	-	*	34%	18%	31%	-	-	35%	25%	-	-	33%	44%
	CWOD	81%	76%	75%	54%	70%	81%	*	100%	-	86%	68%	83%	-	75%	35%	72%	78%	-	85%	54%	84%
	EL	62%	46%	35%	-	39%	-	-	-	-	-	41%	22%	-	35%	35%	44%	20%	-	-	-	-
	Male	74%	70%	66%	53%	63%	69%	-	*	-	89%	60%	78%	35%	72%	44%	66%	-	-	78%	44%	85%
	Female	80%	73%	72%	43%	69%	79%	*	*	-	75%	63%	82%	25%	78%	20%	-	72%	-	*	50%	60%
Reading	All	73%	67%	63%	38%	56%	70%	*	*	-	88%	52%	77%	22%	69%	10%	58%	67%	-	83%	35%	65%
	Students																					
	CWD	39%	33%	22%	22%	26%	16%	-	*	-	*	23%	18%	22%	-	-	24%	19%	-	-	22%	*
	CWOD	78%	72%	69%	43%	61%	77%	*	*	-	93%	59%	80%	-	69%	10%	64%	74%	-	83%	45%	77%
	EL	54%	32%	10%	-	11%	-	-	-	-	-	17%	*	-	10%	10%	0%	*	-	-	-	-
	Male	69%	65%	58%	44%	52%	64%	-	*	-	90%	49%	73%	24%	64%	0%	58%	-	-	*	39%	75%
	Female	78%	70%	67%	33%	61%	79%	*	*	-	83%	57%	80%	19%	74%	*	-	67%	-	*	*	56%
Mathematics	All	81%	75%	70%	64%	71%	71%	-	*	-	57%	66%	77%	32%	77%	57%	67%	74%	-	*	50%	83%
	Students																					
	CWD	53%	44%	32%	40%	30%	32%	-	-	-	37%	0%	32%	-	-	35%	25%	-	-	-	40%	*
	CWOD	84%	79%	77%	78%	78%	77%	-	*	-	57%	74%	81%	-	77%	57%	74%	80%	-	*	57%	*
	EL	72%	65%	57%	-	67%	-	-	-	-	-	60%	*	-	57%	57%	*	*	-	-	-	-
	Male	79%	74%	67%	67%	68%	65%	-	*	-	*	64%	73%	35%	74%	*	67%	-	-	*	40%	*
	Female	82%	76%	74%	63%	75%	77%	-	-	-	*	68%	81%	25%	80%	*	-	74%	-	*	*	*
Science	All	80%	76%	81%	56%	80%	85%	-	*	-	100%	76%	91%	48%	87%	44%	84%	79%	-	*	60%	80%
	Students																					
	CWD	51%	43%	48%	40%	65%	30%	-	*	-	-	49%	40%	48%	-	-	56%	37%	-	-	*	*
	CWOD	84%	81%	87%	64%	83%	93%	-	*	-	100%	83%	93%	-	87%	44%	89%	85%	-	*	67%	*
	EL	61%	35%	44%	-	50%	-	-	-	-	-	50%	*	-	44%	44%	60%	*	-	-	-	-
	Male	79%	74%	84%	63%	81%	88%	-	*	-	*	79%	93%	56%	89%	60%	84%	-	-	*	63%	*
	Female	81%	78%	79%	50%	80%	82%	-	*	-	*	72%	88%	37%	85%	*	-	79%	-	*	*	*

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All	49%	41%	40%	17%	31%	49%	*	86%	-	63%	31%	53%	15%	44%	0%	37%	44%	-	77%	21%	46%
	Students																					
	CWD	24%	22%	15%	0%	17%	14%	-	*	-	*	16%	7%	15%	-	-	19%	8%	-	-	22%	11%
	CWOD	52%	44%	44%	24%	33%	55%	*	80%	-	66%	35%	55%	-	44%	0%	40%	49%	-	77%	21%	63%
	EL	29%	12%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	47%	40%	37%	19%	26%	46%	-	*	-	72%	29%	49%	19%	40%	0%	37%	-	-	67%	25%	38%
	Female	52%	43%	44%	16%	36%	54%	*	*	-	50%	34%	56%	8%	49%	0%	-	44%	-	*	0%	53%
Reading	All	47%	40%	41%	18%	30%	52%	*	*	-	75%	32%	53%	13%	45%	0%	36%	47%	-	83%	20%	53%
	Students																					
	CWD	21%	20%	13%	0%	14%	14%	-	*	-	*	15%	6%	13%	-	-	17%	8%	-	-	22%	*
	CWOD	50%	43%	45%	23%	33%	57%	*	*	-	80%	36%	57%	-	45%	0%	39%	52%	-	83%	18%	62%
	EL	23%	6%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	43%	38%	36%	22%	25%	45%	-	*	-	80%	28%	48%	17%	39%	0%	36%	-	-	*	22%	50%
	Female	51%	44%	47%	14%	36%	61%	*	*	-	67%	37%	59%	8%	52%	*	-	47%	-	*	*	56%
Mathematics	All	51%	41%	29%	29%	27%	32%	-	*	-	29%	23%	39%	17%	32%	0%	25%	34%	-	*	17%	17%
	Students																					
	CWD	26%	25%	17%	0%	20%	18%	-	-	-	-	20%	0%	17%	-	-	23%	6%	-	-	20%	*
	CWOD	54%	43%	32%	44%	28%	34%	-	*	-	29%	25%	41%	-	32%	0%	26%	38%	-	*	14%	*
	EL	37%	21%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-
	Male	50%	40%	25%	17%	20%	29%	-	*	-	*	20%	36%	23%	26%	*	25%	-	-	*	20%	*
	Female	51%	42%	34%	38%	36%	35%	-	-	-	*	28%	42%	6%	38%	*	-	34%	-	*	*	*
Science	All	53%	46%	48%	6%	36%	61%	-	*	-	71%	38%	64%	15%	53%	0%	50%	46%	-	*	30%	60%
	Students																					
	CWD	25%	21%	15%	0%	20%	10%	-	*	-	-	15%	20%	15%	-	-	19%	11%	-	-	*	*
	CWOD	56%	49%	53%	9%	39%	69%	-	*	-	71%	44%	66%	-	53%	0%	56%	51%	-	*	33%	*
	EL	26%	6%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	53%	46%	50%	13%	36%	65%	-	*	-	*	42%	66%	19%	56%	0%	50%	-	-	*	38%	*
	Female	53%	46%	46%	0%	37%	58%	-	*	-	*	33%	62%	11%	51%	*	-	46%	-	*	*	*

STAAR Percent at Masters Grade Level

All Grades

Subject	Grade	All	23%	16%	7%	1%	3%	11%	*	14%	-	13%	5%	11%	4%	8%	0%	7%	8%	-	15%	7%	4%
All Subjects	All	23%	16%	7%	1%	3%	11%	*	14%	-	13%	5%	11%	4%	8%	0%	7%	8%	-	15%	7%	4%	
	Students																						
	CWD	8%	6%	4%	0%	2%	8%	-	*	-	*	5%	0%	4%	-	-	6%	1%	-	-	-	11%	0%
	CWOD	25%	18%	8%	2%	4%	12%	*	20%	-	14%	5%	11%	-	8%	0%	7%	8%	-	15%	4%	5%	
	EL	11%	3%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-	-
	Female	24%	17%	8%	3%	5%	12%	*	*	-	0%	5%	11%	1%	8%	0%	-	8%	-	*	0%	7%	
Reading	All	20%	15%	5%	0%	2%	9%	*	*	-	0%	2%	9%	3%	5%	0%	3%	7%	-	0%	5%	6%	
	Students																						
	CWD	7%	4%	3%	0%	2%	5%	-	*	-	*	4%	0%	3%	-	-	4%	3%	-	-	-	11%	*
	CWOD	22%	16%	5%	0%	2%	9%	*	*	-	0%	2%	10%	-	5%	0%	3%	7%	-	0%	0%	8%	
	EL	8%	1%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	-
	Female	23%	17%	7%	0%	4%	11%	*	*	-	0%	4%	11%	3%	7%	*	-	7%	-	*	*	11%	
Mathematics	All	26%	18%	8%	7%	4%	11%	-	*	-	29%	8%	9%	6%	9%	0%	10%	6%	-	*	8%	0%	
	Students																						
	CWD	11%	8%	6%	0%	0%	14%	-	-	-	-	7%	0%	6%	-	-	10%	0%	-	-	-	20%	*
	CWOD	28%	19%	9%	11%	5%	11%	-	*	-	29%	8%	10%	-	9%	0%	10%	7%	-	*	0%	*	
	EL	16%	6%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-	-
	Female	26%	17%	6%	13%	4%	8%	-	-	-	*	6%	6%	0%	7%	*	-	6%	-	*	*	*	
Science	All	24%	17%	11%	0%	7%	16%	-	*	-	29%	9%	15%	4%	12%	0%	12%	10%	-	*	10%	0%	
	Students																						
	CWD	8%	7%	4%	0%	5%	5%	-	*	-	-	5%	0%	4%	-	-	7%	0%	-	-	-	*	*
	CWOD	26%	18%	12%	0%	7%	17%	-	*	-	29%	10%	16%	-	12%	0%	13%	12%	-	*	*	17%	*
	EL	7%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	-
	Female	23%	17%	10%	0%	6%	15%	-	*	-	*	6%	16%	0%	12%	*	-	10%	-	*	*	*	

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

- Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, 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)

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Reading											
All Students	64	57	59	66	*	*	-	*	55	61	*
CWD	61	*	55	50	-	*	-	-	58	61	-
CWOD	64	46	60	67	*	*	-	*	55	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	62	44	52	68	-	-	-	*	52	43	*
Female	65	71	66	62	*	*	-	*	59	89	-
Mathematics											
All Students	40	57	39	40	-	*	-	33	38	33	30
CWD	33	*	31	36	-	-	-	-	37	33	-
CWOD	41	70	40	40	-	*	-	33	38	-	30
EL	30	-	30	-	-	-	-	-	*	-	30
Male	42	*	37	42	-	*	-	*	38	39	*
Female	39	*	42	38	-	-	-	*	38	20	*

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	97.0%	87.5%	97.5%	97.1%	100.0%	100.0%	-	100.0%	94.7%	100.0%	-	90.0%	100.0%
CWD	100.0%	100.0%	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-	100.0%	100.0%
CWOD	96.9%	83.3%	97.4%	96.9%	100.0%	100.0%	-	100.0%	94.3%	-	-	87.5%	100.0%
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	98.1%	100.0%	97.7%	98.1%	100.0%	100.0%	-	100.0%	95.5%	100.0%	-	100.0%	100.0%
Female	96.0%	80.0%	97.4%	96.0%	-	100.0%	-	100.0%	94.1%	100.0%	-	80.0%	100.0%

- ** Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- ^ Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.
(EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
^	^	^

- ^ Indicates data reporting does not meet for Minimum Size.
- ** Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	39	22	33	45	*	67	-	53	32	17	12
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	61%	29%	55%	67%	*	*	-	56%	51%	56%	-

- ** Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					N	N	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N					N	N	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	

English Learner Language Proficiency Status

Interim Goals (2018-2022)												36%
Target Met												
Interim Goals (2023-2027)												38%
Target Met												
Interim Goals (2028-2032)												40%
Target Met												
Long-Term Goals												40%
Target Met												

Federal Graduation Status^A

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y	Y					Y			
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y	Y					Y			
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y	Y					Y			
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y	Y					Y			

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
 Blank cells above represent student group indicators that do not meet the minimum size criteria.
^A 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 (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Participation Rate		Campus	African	American	Pacific	Two or	Non	CWD	CWOD	EL	Male	Female	Migrant	
			American	Hispanic		White	Indian							Asian
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%
	EL	100%	-	100%	-	-	-	-	100%	100%	-	100%	100%	100%
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	-
Reading	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%
	EL	100%	-	100%	-	-	-	-	100%	100%	-	100%	100%	*
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	-
Mathematics	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%

	EL	100%	-	100%	-	-	-	-	100%	*	-	100%	100%	*	*	-	
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	-	
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	-	100%	
Science	All	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	
	Students																
	CWD	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	-	-	100%	100%	
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	*	
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	-	100%	
Non-Participation Rate																	
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%	0%	
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	
	EL	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%	0%	
	Students																
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	-	0%	0%	
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	
	EL	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%	
Mathematics	All	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	
	Students																
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	-	
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	-	0%	
Science	All	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	
	Students																
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	-	0%	0%	
	CWOD	0%	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%	0%	-	
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	-	0%	

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

Part (viii): Civil Rights Data

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)

		Total students	African American	Hispanic	White	Indian or Alaska Native		Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities													
In-School Suspensions													
	Male	50	5	17	26	0	0	0	0	2	0		
	Female	29	5	8	14	0	0	0	0	2	0		
	Total	79	10	25	40	0	0	0	0	4	0		
Out-of-School Suspensions													
	Male	0	0	0	0	0	0	0	0	0	0		

	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Expulsions											
With Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	2	0	2	0	0	0	0	0	0	
	Total	2	0	2	0	0	0	0	0	0	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	
	Female	2	0	2	0	0	0	0	0	0	
	Total	2	0	2	0	0	0	0	0	0	
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	

Students With Disabilities

In-School Suspensions											
	Male	15	2	2	11	0	0	0	0	0	2
	Female	7	2	5	0	0	0	0	0	0	0
	Total	22	4	7	11	0	0	0	0	0	2
Out-of-School Suspensions											
	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Expulsions											
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0

All Students

Chronic Absenteeism												
	Male	29	2	11	14	0	0	0	2	0	2	2
	Female	45	0	14	29	0	0	0	2	2	5	0
	Total	74	2	25	43	0	0	0	4	2	7	2

											Total
Incidents of Violence											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0
Incidents of robbery with a firearm or explosive device											0
Incidents of robbery without a weapon											0
Incidents of physical attack or fight with a weapon											0

Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	9
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	46	2	11	29	2	2	0	0	0	2
	Female	52	2	23	23	0	2	0	2	0	0
	Total	98	4	34	52	2	4	0	2	0	2
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	10	0	2	8	0	0	0	0	0	0
	Female	29	0	8	17	0	2	0	2	0	0
	Total	39	0	10	25	0	2	0	2	0	0

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

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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	6.9	9.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	11.3	15.3%

-' Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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.

Part (xi): STAAR Alternate 2 Participation

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%	*	1%	-	-
Mathematics	5,880	1%	*	1%	-	-
Grade 4						
Reading	6,312	2%	7	3%	-	-
Mathematics	6,311	2%	7	3%	-	-
Grade 5						
Reading	6,133	1%	*	1%	-	-
Mathematics	6,131	1%	*	1%	-	-
Science	6,133	1%	*	1%	-	-
Grade 6						
Reading	6,038	1%	7	2%	-	-
Mathematics	6,036	1%	7	2%	-	-
Grade 7						
Reading	5,616	1%	*	0%	-	-
Mathematics	5,616	2%	*	0%	-	-
Grade 8						
Reading	5,251	1%	*	1%	-	-
Mathematics	5,254	2%	*	2%	-	-
Science	5,250	1%	*	2%	-	-
End of Course						
English I	5,150	1%	5	1%	5	1%
English II	4,680	1%	5	2%	5	2%
Algebra I	5,122	1%	5	2%	5	2%
Biology	4,954	1%	5	2%	5	2%
All Grades						
All Subjects	101,751	1%	80	2%	20	2%
Reading	45,064	1%	36	2%	10	1%
Mathematics	40,350	1%	31	2%	5	2%
Science	16,337	1%	13	2%	5	2%

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

'-' Indicates zero observations reported for this group.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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
		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	
	Mathematics	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		
Grade 8	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.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	32%	*	27%	38%	*	*	-	*	19%	*	*

*** Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates there are no students in the group.

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: BROWNWOOD ACCELERATED H S

Campus ID: 025902003

District Name: BROWNWOOD ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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^												
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%

^{**} 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.

Part (ii): Student Achievement by Proficiency Level

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		Non								Foster						
		State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	More	Econ	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
End of Course																							
II	English	All	67%	64%	*	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-	
	Students	CWD	27%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	72%	69%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
		EL	30%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	62%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Female	73%	69%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

STAAR Percent at Meets Grade Level or Above

End of Course																							
II	English	All	48%	42%	*	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-	
	Students	CWD	16%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	52%	45%	*	-	*	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-
		EL	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	42%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Female	55%	45%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

STAAR Percent at Masters Grade Level

End of Course																							
II	English	All	8%	4%	*	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-	
	Students	CWD	4%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	8%	5%	*	-	*	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-
		EL	0%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	6%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Female	10%	4%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades																							
Subjects	All	All	77%	71%	*	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-	
	Students	CWD	46%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	81%	76%	*	-	*	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-
		EL	62%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	74%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Female	80%	73%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

Reading	All	All	73%	67%	*	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-	
	Students	CWD	39%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	78%	72%	*	-	*	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-
		EL	54%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	69%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Female	78%	70%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

STAAR Percent at Meets Grade Level or Above

All Grades																							
Subjects	All	All	49%	41%	*	-	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-	
	Students	CWD	24%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	52%	44%	*	-	*	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-
		EL	29%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	47%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

		State	District	Campus	Afr	Hispanic	White	Amer	Ind	Asian	Pac	Two or	More	Econ	Non	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
	Female	52%	43%	*	-	*	-	-	-	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-	
Reading	All	47%	40%	*	-	*	-	-	-	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-	
	Students																									
	CWD	21%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	50%	43%	*	-	*	-	-	-	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-	
	EL	23%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	43%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	51%	44%	*	-	*	-	-	-	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-	

STAAR Percent at Masters Grade Level

All Grades																									
All	All	23%	16%	*	-	*	-	-	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-	-
Subjects	Students																								
	CWD	8%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	18%	*	-	*	-	-	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-	-
	EL	11%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	24%	17%	*	-	*	-	-	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-	-
Reading	All	20%	15%	*	-	*	-	-	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-	-
	Students																								
	CWD	7%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	16%	*	-	*	-	-	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-	-
	EL	8%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	23%	17%	*	-	*	-	-	-	-	-	-	*	-	-	-	*	-	-	*	-	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, 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)

	All	African	Hispanic	White	American	Asian	Pacific	Two or More	Econ	CWD	EL
Academic Growth Score	Students	American			Indian		Islander	Races	Disadv		
Reading											
All Students	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-
Mathematics											
All Students	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All	African	Hispanic	White	American	Asian	Pacific	Two or More	Econ	CWD	EL^	Homeless	Foster
Federal Graduation Rates	Students	American			Indian		Islander	Races	Disadv				Care
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	85.0%	-	90.0%	80.0%	-	-	-	-	78.6%	100.0%	-	50.0%	100.0%
CWD	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-	-	-
CWOD	83.3%	-	88.9%	77.8%	-	-	-	-	75.0%	-	-	50.0%	100.0%
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	70.0%	-	85.7%	33.3%	-	-	-	-	66.7%	100.0%	-	33.3%	100.0%
Female	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-	100.0%	-

*** Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 ^ Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.
(EL: English learner)

There is no data for this campus.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	*	-	*	-	-	-	-	-	*	-	-
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	15%	-	13%	20%	-	-	-	-	22%	*	-

** Indicates results are masked due to small numbers to protect student confidentiality.
* Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met											
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met											
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met											
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met											
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met											
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status^											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N										
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N										
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N										
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N										

+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
Blank cells above represent student group indicators that do not meet the minimum size criteria.
^ 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 (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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

Part (viii): Civil Rights Data

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)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	4	0	2	2	0	0	0	0	0	0	0
	Female	2	0	2	0	0	0	0	0	0	0	0
	Total	6	0	4	2	0	0	0	0	0	0	0

												Total
Incidents of Violence												
Incidents of rape or attempted rape												0
Incidents of sexual assault (other than rape)												0
Incidents of robbery with a weapon												0
Incidents of robbery with a firearm or explosive device												0
Incidents of robbery without a weapon												0

	Total
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
	Advanced Placement Courses										
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

*** Indicates results are masked due to small numbers to protect student confidentiality.
 ' ' Indicates there are no students in the group.
 Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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	0.6	54.5%
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	0.0	-

' ' Indicates there are no data available in the group.
 Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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.

Part (xi): STAAR Alternate 2 Participation

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..

Grade	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Grade 3						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,881	1%	*	1%	-	-
Mathematics	5,880	1%	*	1%	-	-
Grade 4						
Reading	6,312	2%	7	3%	-	-
Mathematics	6,311	2%	7	3%	-	-
Grade 5						
Reading	6,133	1%	*	1%	-	-
Mathematics	6,131	1%	*	1%	-	-
Science	6,133	1%	*	1%	-	-
Grade 6						
Reading	6,038	1%	7	2%	-	-
Mathematics	6,036	1%	7	2%	-	-
Grade 7						
Reading	5,616	1%	*	0%	-	-
Mathematics	5,616	2%	*	0%	-	-
Grade 8						
Reading	5,251	1%	*	1%	-	-
Mathematics	5,254	2%	*	2%	-	-
Science	5,250	1%	*	2%	-	-
End of Course						
English I	5,150	1%	5	1%	-	-
English II	4,680	1%	5	2%	-	-
Algebra I	5,122	1%	5	2%	-	-
Biology	4,954	1%	5	2%	-	-
All Grades						
All Subjects	101,751	1%	80	2%	-	-
Reading	45,064	1%	36	2%	-	-
Mathematics	40,350	1%	31	2%	-	-
Science	16,337	1%	13	2%	-	-

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

-' Indicates zero observations reported for this group.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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	
		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	
		Mathematics	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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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
Grade 8	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.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	17%	*	*	*	-	-	-	*	*	*	-

** Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates there are no students in the group.

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: BROWNWOOD MIDDLE

Campus ID: 025902041

District Name: BROWNWOOD ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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^												
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%

^{**} 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.

Part (ii): Student Achievement by Proficiency Level

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)

		State	District	Campus	Afr	Hispanic	White	Amer	Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																								
Grade 6																								
Reading	All Students	67%	62%	80%	-	*	*	-	-	-	-	*	*	80%	-	*	*	*	-	-	-	-	-	
	CWD	33%	37%	80%	-	*	*	-	-	-	-	*	*	80%	-	*	*	*	-	-	-	-	-	
	CWOD	71%	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	42%	46%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-
	Male	62%	60%	*	-	*	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	-
	Female	71%	65%	*	-	*	*	-	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-	-
	Mathematics	All Students	80%	76%	100%	-	*	*	-	-	-	-	*	*	100%	-	*	*	*	-	-	-	-	-
	CWD	50%	51%	100%	-	*	*	-	-	-	-	-	*	*	100%	-	*	*	*	-	-	-	-	-
CWOD	83%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
EL	67%	85%	*	-	*	-	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
Male	78%	77%	*	-	*	*	-	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
Female	81%	76%	*	-	*	*	-	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-	-	
Grade 7																								
Reading	All Students	74%	63%	63%	25%	58%	70%	*	*	-	69%	52%	77%	16%	68%	22%	61%	65%	-	*	*	*	*	
	CWD	37%	16%	16%	*	10%	25%	-	-	-	*	15%	20%	16%	-	*	19%	11%	-	*	*	*	-	
	CWOD	78%	68%	68%	27%	63%	75%	*	*	-	79%	58%	80%	-	68%	29%	67%	70%	-	*	*	*	-	
	EL	49%	22%	22%	-	25%	-	-	-	-	-	14%	*	*	29%	22%	17%	*	-	-	*	*	*	-
	Male	70%	61%	61%	29%	51%	73%	*	*	-	60%	52%	75%	19%	67%	17%	61%	-	-	*	*	*	*	-
	Female	79%	65%	65%	20%	65%	67%	-	-	-	83%	53%	80%	11%	70%	*	-	65%	-	-	*	*	*	-
	Mathematics	All Students	73%	71%	71%	50%	62%	79%	*	*	-	75%	66%	77%	36%	75%	22%	69%	74%	-	*	*	*	*
	CWD	43%	36%	36%	*	30%	50%	-	-	-	*	35%	40%	36%	-	*	25%	56%	-	*	*	*	-	
CWOD	77%	75%	75%	55%	66%	82%	*	*	-	86%	71%	79%	-	75%	29%	74%	75%	-	*	*	*	-		
EL	57%	22%	22%	-	13%	-	-	-	-	-	29%	*	*	29%	22%	33%	*	-	-	*	*	*	-	
Male	72%	69%	69%	43%	61%	78%	*	*	-	60%	63%	76%	25%	74%	33%	69%	-	-	*	*	*	*	-	
Female	75%	74%	74%	60%	63%	81%	-	-	-	100%	71%	78%	56%	75%	*	-	74%	-	-	*	*	*	-	
Grade 8																								
Reading	All Students	84%	75%	75%	73%	66%	82%	-	*	-	83%	66%	90%	57%	77%	33%	75%	74%	-	38%	17%	70%	70%	
	CWD	47%	57%	57%	-	54%	57%	-	-	-	42%	89%	57%	-	*	55%	63%	-	-	*	*	*	*	
	CWOD	88%	77%	77%	73%	68%	85%	-	*	-	83%	69%	90%	-	77%	36%	79%	75%	-	43%	*	75%	75%	
	EL	62%	33%	33%	-	33%	-	-	-	-	29%	*	*	*	36%	33%	40%	20%	-	-	*	-	*	
	Male	81%	75%	75%	75%	62%	85%	-	*	-	*	68%	87%	55%	79%	40%	75%	-	-	50%	*	71%	71%	
	Female	88%	74%	74%	*	70%	78%	-	*	-	75%	64%	93%	63%	75%	20%	-	74%	-	-	*	*	*	
	Mathematics	All Students	87%	77%	77%	50%	77%	80%	-	*	-	75%	73%	85%	61%	79%	53%	73%	81%	-	50%	67%	78%	
	CWD	58%	61%	61%	-	46%	71%	-	-	-	47%	89%	61%	-	*	60%	63%	-	-	*	*	*	*	
CWOD	90%	79%	79%	50%	81%	81%	-	*	-	75%	77%	85%	-	79%	57%	75%	83%	-	57%	*	86%	86%		
EL	77%	53%	53%	-	53%	-	-	-	-	50%	*	*	*	57%	53%	50%	60%	-	-	*	-	*		
Male	84%	73%	73%	50%	70%	78%	-	*	-	*	69%	81%	60%	75%	50%	73%	-	-	50%	*	71%	71%		
Female	89%	81%	81%	*	83%	82%	-	-	-	75%	78%	89%	63%	83%	60%	-	81%	-	-	*	*	*		
Science	All Students	79%	71%	71%	64%	63%	77%	-	*	-	83%	61%	88%	52%	73%	33%	69%	72%	-	38%	17%	70%		
	CWD	46%	52%	52%	-	42%	57%	-	-	-	39%	78%	52%	-	*	45%	71%	-	-	*	*	*		
	CWOD	83%	73%	73%	64%	65%	80%	-	*	-	83%	64%	89%	-	73%	36%	74%	73%	-	43%	*	75%		
	EL	55%	33%	33%	-	33%	-	-	-	-	29%	*	*	*	36%	33%	40%	20%	-	-	*	-	*	
	Male	78%	69%	69%	63%	59%	80%	-	*	-	*	59%	87%	45%	74%	40%	69%	-	-	50%	*	71%	71%	
	Female	81%	72%	72%	*	67%	74%	-	*	-	100%	64%	89%	71%	73%	20%	-	72%	-	-	*	*	*	

End of Course	State District	Campus	Afr	Amer	Hispanic	White	Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
																						Algebra I
	Students																					
	CWD	52%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	87%	78%	100%	*	*	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-	*
	EL	73%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	79%	69%	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	88%	75%	100%	*	*	*	-	*	-	-	*	100%	-	100%	-	100%	-	-	-	-	*

STAAR Percent at Meets Grade Level or Above

Grade 6																					
Reading	All	36%	32%	80%	-	*	*	-	-	-	-	*	*	80%	-	*	*	*	-	-	-
	Students																				
	CWD	19%	37%	80%	-	*	*	-	-	-	-	*	*	80%	-	*	*	*	-	-	-
	CWOD	38%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	14%	8%	-	-	*	-	-	-	-	-	-	-	*	-	*	*	-	-	-	-
	Male	33%	31%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-
	Female	40%	33%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-
Mathematics	All	46%	38%	100%	-	*	*	-	-	-	-	*	*	100%	-	*	*	*	-	-	-
	Students																				
	CWD	23%	31%	100%	-	*	*	-	-	-	-	*	*	100%	-	*	*	*	-	-	-
	CWOD	48%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	27%	8%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-
	Male	45%	36%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-
	Female	46%	39%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-
Grade 7																					
Reading	All	48%	36%	36%	17%	27%	44%	*	*	-	31%	23%	53%	8%	39%	0%	35%	37%	-	*	*
	Students																				
	CWD	21%	8%	8%	*	10%	8%	-	-	*	5%	20%	8%	-	*	6%	11%	-	*	*	-
	CWOD	51%	39%	39%	18%	29%	48%	*	*	-	36%	26%	55%	-	39%	0%	39%	39%	-	*	*
	EL	19%	0%	0%	-	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	Male	44%	35%	35%	14%	24%	45%	*	*	-	30%	23%	51%	6%	39%	0%	35%	-	-	*	*
	Female	52%	37%	37%	20%	30%	44%	-	-	-	33%	22%	56%	11%	39%	*	-	37%	-	*	*
Mathematics	All	41%	39%	39%	17%	33%	44%	*	*	-	44%	30%	51%	16%	42%	11%	39%	39%	-	*	*
	Students																				
	CWD	22%	16%	16%	*	10%	25%	-	-	*	10%	40%	16%	-	*	13%	22%	-	*	*	-
	CWOD	44%	42%	42%	18%	36%	46%	*	*	-	50%	33%	52%	-	42%	14%	43%	41%	-	*	*
	EL	22%	11%	11%	-	0%	-	-	-	-	14%	*	*	14%	11%	17%	*	-	-	*	-
	Male	41%	39%	39%	0%	33%	45%	*	*	-	40%	31%	51%	13%	43%	17%	39%	-	-	*	*
	Female	42%	39%	39%	40%	33%	43%	-	-	-	50%	29%	52%	22%	41%	*	-	39%	-	*	*
Grade 8																					
Reading	All	53%	48%	48%	36%	40%	58%	-	*	-	42%	40%	64%	36%	50%	7%	47%	49%	-	13%	17%
	Students																				
	CWD	22%	36%	36%	-	23%	43%	-	-	-	32%	44%	36%	-	*	35%	38%	-	*	*	*
	CWOD	57%	50%	50%	36%	42%	60%	-	*	-	42%	41%	66%	-	50%	7%	50%	50%	-	14%	*
	EL	19%	7%	7%	-	7%	-	-	-	-	7%	*	*	7%	7%	10%	0%	-	-	-	-
	Male	49%	47%	47%	25%	36%	58%	-	*	-	42%	56%	35%	50%	10%	47%	-	-	-	17%	*
	Female	58%	49%	49%	*	43%	57%	-	*	-	38%	37%	73%	38%	50%	0%	-	49%	-	*	*
Mathematics	All	55%	47%	47%	10%	40%	58%	-	*	-	33%	41%	59%	32%	48%	20%	42%	51%	-	25%	17%
	Students																				
	CWD	27%	32%	32%	-	15%	43%	-	-	-	32%	33%	32%	-	*	30%	38%	-	*	*	*
	CWOD	59%	48%	48%	10%	44%	60%	-	*	-	33%	42%	62%	-	48%	21%	44%	52%	-	29%	*
	EL	36%	20%	20%	-	20%	-	-	-	-	14%	*	*	21%	20%	20%	20%	-	-	*	-
	Male	52%	42%	42%	13%	33%	55%	-	*	-	36%	55%	30%	44%	20%	42%	-	-	-	17%	*
	Female	59%	51%	51%	*	47%	61%	-	-	-	38%	46%	63%	38%	52%	20%	-	51%	-	*	*
Science	All	50%	40%	40%	36%	28%	53%	-	*	-	33%	30%	58%	33%	41%	0%	42%	39%	-	0%	17%
	Students																				
	CWD	23%	33%	33%	-	17%	43%	-	-	-	33%	33%	33%	-	*	30%	43%	-	*	*	*
	CWOD	53%	41%	41%	36%	29%	54%	-	*	-	33%	29%	61%	-	41%	0%	44%	38%	-	0%	*
	EL	20%	0%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	*	-
	Male	50%	42%	42%	38%	22%	60%	-	*	-	29%	62%	30%	44%	0%	42%	-	-	-	0%	*
	Female	50%	39%	39%	*	33%	44%	-	*	-	38%	30%	55%	43%	38%	0%	-	39%	-	*	*
End of Course																					
Algebra I	All	59%	33%	100%	*	*	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-
	Students																				
	CWD	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	36%	100%	*	*	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-
	EL	40%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	53%	30%	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	100%	-	-	-	-
Female	65%	38%	100%	*	*	*	-	*	-	-	*	100%	-	100%	-	100%	-	-	-	-	
STAAR Percent at Masters Grade Level																					
Grade 6																					
Reading	All	17%	13%	20%	-	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-
	Students																				
	CWD	6%	11%	20%	-	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-
	CWOD	18%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	4%	0%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-
	Male	14%	11%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-
Female	20%	16%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	

						Afr		Amer		Two or More Races		Non Econ Disadv		CWD		CWOD		EL		Male		Female		Migrant Homeless		Foster Care		Military		
State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	Pac	Econ Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military									
Mathematics	All	20%	14%	40%	-	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-	-	-	-	-	-	-		
	Students																													
	CWD	9%	14%	40%	-	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	22%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	8%	8%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	20%	15%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	20%	14%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Grade 7 Reading	All	29%	19%	19%	8%	10%	26%	*	*	-	25%	12%	28%	0%	21%	0%	19%	19%	-	*	*	*	*	*	*	*	*	*		
	Students																													
	CWD	9%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	*	*	*	*	*	*	*	*	*	*
	CWOD	31%	21%	21%	9%	11%	29%	*	*	-	29%	14%	30%	-	21%	0%	21%	21%	-	*	*	*	*	*	*	*	*	*	*	
	EL	8%	0%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	-	-	*	*	*	*	*	*	*	*	*	*	
	Male	25%	19%	19%	0%	8%	28%	*	*	-	20%	10%	31%	0%	21%	0%	19%	-	-	*	*	*	*	*	*	*	*	*	*	
Female	32%	19%	19%	20%	13%	23%	-	-	-	33%	14%	26%	0%	21%	*	-	19%	-	-	*	*	*	*	*	*	*	*	*		
Mathematics	All	16%	16%	16%	8%	10%	21%	*	*	-	13%	10%	24%	0%	17%	0%	17%	14%	-	*	*	*	*	*	*	*	*	*		
	Students																													
	CWD	7%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	*	*	*	*	*	*	*	*	*	
	CWOD	17%	17%	17%	9%	11%	23%	*	*	-	14%	11%	25%	-	17%	0%	19%	15%	-	*	*	*	*	*	*	*	*	*	*	
	EL	6%	0%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	-	-	*	*	*	*	*	*	*	*	*	*	
	Male	16%	17%	17%	0%	14%	22%	*	*	-	10%	11%	25%	0%	19%	0%	17%	-	-	*	*	*	*	*	*	*	*	*	*	
Female	16%	14%	14%	20%	7%	19%	-	-	-	17%	8%	22%	0%	15%	*	-	14%	-	-	*	*	*	*	*	*	*	*	*		
Grade 8 Reading	All	27%	25%	25%	9%	19%	32%	-	*	-	25%	16%	40%	4%	27%	0%	23%	26%	-	0%	0%	20%								
	Students																													
	CWD	7%	4%	4%	-	0%	7%	-	-	-	0%	11%	4%	-	*	0%	13%	-	-	*	*	*	*	*	*	*	*	*		
	CWOD	30%	27%	27%	9%	21%	35%	-	*	-	25%	18%	43%	-	27%	0%	27%	27%	-	0%	*	*	*	*	*	*	*	*		
	EL	5%	0%	0%	-	0%	-	-	-	-	0%	*	*	*	0%	0%	0%	-	-	*	*	*	*	*	*	*	*	*		
	Male	24%	23%	23%	0%	16%	32%	-	*	-	*	16%	35%	0%	27%	0%	23%	-	-	0%	*	*	*	*	*	*	*	*		
Female	31%	26%	26%	*	22%	31%	-	*	-	13%	16%	45%	13%	27%	0%	-	26%	-	-	*	*	*	*	*	*	*	*			
Mathematics	All	17%	16%	16%	10%	12%	20%	-	*	-	8%	12%	24%	18%	16%	0%	15%	17%	-	0%	0%	33%								
	Students																													
	CWD	9%	18%	18%	-	8%	21%	-	-	-	16%	22%	18%	-	*	25%	0%	-	-	*	*	*	*	*	*	*	*	*		
	CWOD	18%	16%	16%	10%	13%	20%	-	*	-	8%	12%	24%	-	16%	0%	13%	18%	-	0%	*	*	*	*	*	*	*	*		
	EL	6%	0%	0%	-	0%	-	-	-	-	0%	*	*	*	0%	0%	0%	-	-	*	*	*	*	*	*	*	*			
	Male	16%	15%	15%	13%	7%	20%	-	*	-	*	13%	19%	25%	13%	0%	15%	-	-	0%	*	*	*	*	*	*	*			
Female	17%	17%	17%	*	17%	20%	-	-	-	0%	12%	29%	0%	18%	0%	-	17%	-	-	*	*	*	*	*	*	*				
Science	All	25%	19%	19%	27%	12%	24%	-	*	-	8%	12%	30%	11%	19%	0%	20%	17%	-	0%	17%	10%								
	Students																													
	CWD	10%	11%	11%	-	0%	14%	-	-	-	11%	11%	11%	-	*	15%	0%	-	-	*	*	*	*	*	*	*	*			
	CWOD	26%	19%	19%	27%	13%	26%	-	*	-	8%	12%	32%	-	19%	0%	21%	18%	-	0%	*	*	*	*	*	*				
	EL	5%	0%	0%	-	0%	-	-	-	-	0%	*	*	*	0%	0%	0%	-	-	*	*	*	*	*	*	*				
	Male	25%	20%	20%	25%	10%	29%	-	*	-	*	13%	33%	15%	21%	0%	20%	-	-	0%	*	*	*	*	*	*				
Female	24%	17%	17%	*	14%	18%	-	*	-	13%	11%	27%	0%	18%	0%	-	17%	-	-	*	*	*	*	*	*					
End of Course Algebra I	All	36%	14%	100%	*	*	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-	*								
	Students																													
	CWD	9%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	CWOD	39%	15%	100%	*	*	100%	-	*	-	*	100%	-	100%	-	100%	100%	-	-	-	-	-	-	-	-	-				
	EL	19%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	Male	31%	15%	100%	-	*	100%	-	-	-	*	100%	-	100%	-	100%	-	-	-	-	-	-	-	-	-	-				
Female	40%	11%	100%	*	*	*	-	*	-	*	100%	-	100%	-	100%	-	100%	-	-	-	-	-	-	-	-					

STAAR Percent at Approaches Grade Level or Above

All Grades																													
All Subjects	All	77%	71%	72%	54%	66%	78%	*	92%	-	76%	64%	84%	48%	75%	37%	70%	74%	-	52%	27%	71%							
	Students																												
	CWD	46%	39%	48%	*	40%	57%	-	-	-	*	38%	73%	48%	-	22%	46%	53%	-	0%	17%	50%							
	CWOD	81%	76%	75%	56%	69%	81%	*	92%	-	81%	68%	84%	-	75%	39%	74%	75%	-	62%	36%	75%							
	EL	62%	46%	37%	-	37%	-	-	*	-	-	34%	57%	22%	39%	37%	41%	29%	-	0%	-	20%							
	Male	74%	70%	70%	53%	61%	80%	*	89%	-	66%	63%	82%	46%	74%	41%	70%	-	-	54%	33%	74%							
Female	80%	73%	74%	56%	70%	77%	-	*	-	86%	66%	86%	53%	75%	29%	-	74%	-	38%	13%	67%								
Reading	All	73%	67%	69%	48%	63%	76%	*	80%	-	75%	60%	83%	41%	72%	32%	69%	70%	-	50%	20%	71%							
	Students																												
	CWD	39%	33%	41%	*	36%	48%	-	-	-	*	31%	69%	41%	-	*	44%	37%	-	*	20%	*							
	CWOD	78%	72%	72%	50%	66%	80%	*	80%	-	81%	64%	84%	-	72%	33%	73%	72%	-	60%	20%	75%							
	EL	54%	32%	32%	-	33%	-	-	*	-	-	27%	*	*	33%	32%	35%	25%	-	*	-	*							
	Male	69%	65%	69%	53%	57%	79%	*	*	-	71%	61%	80%	44%	73%	35%	69%	-	-	56%	29%	75%							
Female	78%	70%	70%	38%	68%	72%	-	*	-	79%	59%	86%	37%	72%	25%	-	70%	-	*	*	67%								
Mathematics	All	81%	75%	75%	52%	71%	81%	*	100%	-	75%	71%	82%	53%	78%	44%	72%	79%	-	58%	40%	71%							
	Students																												

	State	District	Campus	Afr	Hispanic	White	Amer	Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWD	51%	43%	52%	-	42%	57%	-	-	-	-	-	39%	78%	52%	-	*	45%	71%	-	*	*	*
CWOD	84%	81%	73%	64%	65%	80%	-	*	-	-	83%	64%	89%	-	73%	36%	74%	73%	-	43%	*	75%
EL	61%	35%	33%	-	33%	-	-	-	-	-	-	29%	*	36%	33%	40%	20%	-	*	-	-	*
Male	79%	74%	69%	63%	59%	80%	-	*	-	*	59%	87%	45%	74%	40%	69%	-	-	50%	*	*	71%
Female	81%	78%	72%	*	67%	74%	-	*	-	100%	64%	89%	71%	73%	20%	-	72%	-	*	*	*	*

STAAR Percent at Meets Grade Level or Above

All Grades

Subject	Grade	All	CWD	CWOD	EL	Male	Female
All Subjects	All	49%	41%	43%	25%	35%	53%
	Students						
	CWD	24%	22%	30%	*	19%	39%
	CWOD	52%	44%	45%	26%	37%	54%
	EL	29%	12%	11%	-	10%	-
	Male	47%	40%	42%	18%	31%	54%
	Female	52%	43%	44%	39%	39%	50%
Reading	All	47%	40%	43%	26%	34%	51%
	Students						
	CWD	21%	20%	28%	*	20%	34%
	CWOD	50%	43%	44%	27%	36%	54%
	EL	23%	6%	8%	-	8%	-
	Male	43%	38%	42%	20%	31%	52%
	Female	51%	44%	43%	38%	38%	50%
Mathematics	All	51%	41%	45%	17%	39%	53%
	Students						
	CWD	26%	25%	31%	*	20%	41%
	CWOD	54%	43%	47%	18%	41%	55%
	EL	37%	21%	20%	-	17%	-
	Male	50%	40%	44%	7%	35%	54%
	Female	51%	42%	48%	38%	43%	53%
Science	All	53%	46%	40%	36%	28%	53%
	Students						
	CWD	25%	21%	33%	-	17%	43%
	CWOD	56%	49%	41%	36%	29%	54%
	EL	26%	6%	0%	-	0%	-
	Male	53%	46%	42%	38%	22%	60%
	Female	53%	46%	39%	*	33%	44%

STAAR Percent at Masters Grade Level

All Grades

Subject	Grade	All	CWD	CWOD	EL	Male	Female
All Subjects	All	23%	16%	20%	14%	14%	26%
	Students						
	CWD	8%	6%	8%	*	3%	11%
	CWOD	25%	18%	22%	15%	15%	28%
	EL	11%	3%	2%	-	2%	-
	Male	22%	16%	21%	8%	12%	29%
	Female	24%	17%	20%	28%	16%	23%
Reading	All	20%	15%	22%	9%	15%	29%
	Students						
	CWD	7%	4%	3%	*	0%	7%
	CWOD	22%	16%	24%	9%	17%	32%
	EL	8%	1%	0%	-	0%	-
	Male	17%	13%	21%	0%	12%	31%
	Female	23%	17%	23%	25%	18%	27%
Mathematics	All	26%	18%	19%	13%	13%	25%
	Students						
	CWD	11%	8%	12%	*	8%	14%
	CWOD	28%	19%	20%	14%	14%	26%
	EL	16%	6%	4%	-	4%	-
	Male	25%	19%	20%	7%	12%	28%
	Female	26%	17%	18%	25%	15%	22%
Science	All	24%	17%	19%	27%	12%	24%
	Students						
	CWD	8%	7%	11%	-	0%	14%
	CWOD	26%	18%	19%	27%	13%	26%
	EL	7%	0%	0%	-	0%	-
	Male	25%	17%	20%	25%	10%	29%
	Female	23%	17%	17%	*	14%	18%

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	76	69	77	75	*	80	-	81	73	66	85
CWD	66	*	77	64	-	-	-	*	58	66	*
CWOD	77	73	77	76	*	80	-	88	76	-	83
EL	85	-	89	-	-	*	-	-	86	*	85
Male	77	61	77	77	*	*	-	86	76	65	85
Female	75	86	77	73	-	*	-	77	70	68	86
Mathematics											
All Students	77	57	77	79	*	70	-	80	76	65	65
CWD	65	*	63	71	-	-	-	*	65	65	*
CWOD	78	60	79	79	*	70	-	82	78	-	73
EL	65	-	65	-	-	*	-	-	64	*	65
Male	71	46	71	75	*	*	-	64	69	63	65
Female	83	79	83	82	-	*	-	96	85	71	64

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL [^]	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

-' Indicates there are no students in the group.

^' Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
^	^	^

^' Indicates data reporting does not meet for Minimum Size.

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

-' Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	45	31	38	52	*	72	-	43	37	29	17

School Quality (College, Career, and Military Readiness Performance)

%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
------------------------	---	---	---	---	---	---	---	---	---	---	---

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

-' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N	N				N	Y	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N				N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N				N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N				N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		N	N				N	Y	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N				N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N				N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N				N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status^											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
 Blank cells above represent student group indicators that do not meet the minimum size criteria.
 '^' 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 (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Participation Rate		All	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant	
			Campus	Indian	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv															
All Subjects	All	100%	98%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	
	Students																										
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWOD	100%	98%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Reading	All	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	
	Students																										
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	All	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	
	Students																										
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	

		African		American		Pacific		Two or	Non	Econ		Econ		Male	Female	Migrant	
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL			
Science	All	99%	91%	100%	99%	-	*	-	100%	99%	100%	100%	99%	100%	100%	98%	-
	Students																
	CWD	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	91%	100%	99%	-	*	-	100%	99%	100%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	98%	*	100%	98%	-	*	-	100%	98%	100%	100%	98%	100%	-	98%	-
Non-Participation Rate																	
All Subjects	All	0%	2%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	2%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	5%	0%	1%	-	*	-	0%	1%	0%	0%	1%	0%	-	0%	-
Reading	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%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	1%	-	*	-	0%	1%	0%	0%	0%	0%	-	0%	-
Mathematics	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%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All	1%	9%	0%	1%	-	*	-	0%	1%	0%	0%	1%	0%	0%	2%	-
	Students																
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	9%	0%	1%	-	*	-	0%	1%	0%	-	1%	0%	0%	2%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	2%	*	0%	2%	-	*	-	0%	2%	0%	0%	2%	0%	-	2%	-

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

Part (viii): Civil Rights Data

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)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two	EL	Students	Students
		students	American			Alaska		Islander	or		with	with
						Native			More		Disabilities	Disabilities
									Races		(Section	(Section
											504)	504)
Students Without Disabilities												
In-School Suspensions												
	Male	49	2	14	29	2	0	0	2	0		
	Female	21	0	8	11	0	0	0	2	2		
	Total	70	2	22	40	2	0	0	4	2		
Out-of-School Suspensions												
	Male	6	0	2	2	2	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	6	0	2	2	2	0	0	0	0		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions	Male	12	0	5	5	0	0	0	2	0		8
	Female	7	2	0	5	0	0	0	0	0		2
	Total	19	2	5	10	0	0	0	2	0		10
Out-of-School Suspensions	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism	Male	29	2	14	11	0	0	0	2	0	2	5
	Female	23	2	8	11	0	0	0	2	0	5	2
	Total	52	4	22	22	0	0	0	4	0	7	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	18
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs										
Male	-	-	-	-	-	-	-	-	-	-

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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	4.3	10.1%
Teachers Teaching with Emergency or Provisional Credentials	3.0	7.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.0	7.4%

-' Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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.

Part (xi): STAAR Alternate 2 Participation

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%	*	1%	-	-
Mathematics	5,880	1%	*	1%	-	-
Grade 4						
Reading	6,312	2%	7	3%	-	-
Mathematics	6,311	2%	7	3%	-	-
Grade 5						
Reading	6,133	1%	*	1%	-	-
Mathematics	6,131	1%	*	1%	-	-
Science	6,133	1%	*	1%	-	-
Grade 6						
Reading	6,038	1%	7	2%	5	100%
Mathematics	6,036	1%	7	2%	5	100%
Grade 7						
Reading	5,616	1%	*	0%	*	0%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,616	2%	*	0%	*	0%
Grade 8						
Reading	5,251	1%	*	1%	*	1%
Mathematics	5,254	2%	*	2%	*	2%
Science	5,250	1%	*	2%	*	2%
End of Course						
English I	5,150	1%	5	1%	-	-
English II	4,680	1%	5	2%	-	-
Algebra I	5,122	1%	5	2%	-	-
Biology	4,954	1%	5	2%	-	-
All Grades						
All Subjects	101,751	1%	80	2%	24	2%
Reading	45,064	1%	36	2%	10	2%
Mathematics	40,350	1%	31	2%	10	2%
Science	16,337	1%	13	2%	*	2%

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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		
		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		
		Grade 4	Mathematics	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		
Grade 8	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		
		Grade 8	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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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%
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	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.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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.

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: COGIN INT

Campus ID: 025902101

District Name: BROWNWOOD ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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^												
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%

^{**} 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.

Part (ii): Student Achievement by Proficiency Level

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)

		State	District	Campus	Afr	Hispanic	White	Amer	Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																							
Grade 4																							
Reading	All Students	74%	69%	69%	44%	73%	69%	-	*	-	67%	62%	86%	40%	73%	*	70%	68%	-	*	67%	*	
	CWD	44%	40%	40%	-	54%	29%	-	-	*	35%	57%	40%	-	-	-	38%	44%	-	-	*	-	
	CWOD	78%	73%	73%	44%	76%	74%	-	*	-	78%	66%	89%	-	73%	*	76%	70%	-	*	60%	*	
	EL	64%	*	*	-	*	-	-	-	-	*	*	*	*	*	*	*	*	*	*	*	*	*
	Male	71%	70%	70%	38%	75%	70%	-	*	-	67%	58%	95%	38%	76%	*	70%	-	-	*	*	*	
	Female	77%	68%	68%	50%	71%	68%	-	-	-	67%	66%	74%	44%	70%	*	-	68%	-	-	-	60%	*
	Mathematics	All Students	74%	64%	64%	44%	67%	65%	-	*	-	58%	57%	82%	42%	67%	*	66%	62%	-	*	50%	*
	CWD	46%	42%	42%	-	50%	36%	-	-	-	*	38%	57%	42%	-	-	-	41%	44%	-	-	*	-
	CWOD	78%	67%	67%	44%	69%	69%	-	*	-	67%	59%	85%	-	67%	*	71%	63%	-	*	40%	*	
	EL	69%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	*	*	*	*
Male	74%	66%	66%	25%	69%	68%	-	*	-	67%	58%	84%	41%	71%	*	66%	-	-	*	*	*		
Female	74%	62%	62%	63%	64%	60%	-	-	-	50%	55%	80%	44%	63%	*	-	62%	-	-	-	60%	*	
Grade 5																							
Reading	All Students	86%	77%	77%	62%	77%	79%	*	*	-	89%	73%	86%	36%	84%	30%	70%	86%	-	*	*	86%	
	CWD	55%	36%	36%	*	31%	37%	-	-	*	35%	40%	36%	-	*	32%	45%	-	*	-	*		
	CWOD	89%	84%	84%	64%	83%	85%	*	*	-	100%	81%	89%	-	84%	38%	77%	90%	-	-	*	83%	
	EL	77%	30%	30%	-	30%	-	-	-	-	-	38%	*	*	38%	30%	14%	*	-	-	-	-	
	Male	83%	70%	70%	40%	69%	71%	*	*	-	80%	65%	81%	32%	77%	14%	70%	-	-	-	*	-	
	Female	88%	86%	86%	75%	85%	89%	*	*	-	*	84%	91%	45%	90%	*	-	86%	-	*	-	86%	
	Mathematics	All Students	89%	88%	88%	75%	91%	89%	*	*	-	89%	85%	97%	44%	95%	90%	86%	92%	-	*	*	86%
	CWD	68%	44%	44%	*	54%	37%	-	-	*	39%	80%	44%	-	*	40%	55%	-	*	-	*		
	CWOD	92%	95%	95%	80%	96%	97%	*	*	-	100%	94%	98%	-	95%	88%	95%	95%	-	-	*	100%	
	EL	85%	90%	90%	-	90%	-	-	-	-	-	88%	*	*	88%	90%	86%	*	-	-	-	-	
Male	88%	86%	86%	*	87%	86%	*	*	-	80%	82%	95%	40%	95%	86%	86%	-	-	-	*	-		
Female	90%	92%	92%	75%	94%	92%	*	*	-	*	89%	98%	55%	95%	*	-	92%	-	*	-	86%		
Science	All Students	74%	75%	75%	69%	69%	78%	*	*	-	89%	70%	87%	31%	82%	30%	68%	82%	-	*	*	86%	
	CWD	45%	31%	31%	*	38%	21%	-	-	*	26%	60%	31%	-	*	24%	45%	-	*	-	*		
	CWOD	77%	82%	82%	73%	73%	86%	*	*	-	100%	78%	89%	-	82%	38%	78%	86%	-	*	*	100%	
	EL	60%	30%	30%	-	30%	-	-	-	-	-	38%	*	*	38%	30%	14%	*	-	-	-	-	
	Male	74%	68%	68%	60%	63%	70%	*	*	-	80%	61%	88%	24%	78%	14%	68%	-	-	-	*	-	
	Female	73%	82%	82%	75%	75%	88%	*	*	-	*	80%	86%	45%	86%	*	-	82%	-	*	-	86%	
	Mathematics	All Students	80%	76%	76%	59%	79%	76%	*	-	-	75%	70%	87%	43%	80%	83%	77%	76%	-	-	*	*
	CWD	50%	51%	43%	*	46%	44%	-	-	-	-	48%	33%	43%	-	*	50%	36%	-	-	-	-	
	CWOD	83%	80%	80%	63%	83%	81%	*	*	-	75%	73%	92%	*	80%	82%	81%	80%	-	-	*	*	
	EL	67%	85%	83%	-	91%	-	-	-	-	-	89%	*	*	82%	83%	71%	100%	-	-	-	-	
Male	78%	77%	77%	75%	75%	80%	-	-	-	80%	71%	88%	50%	81%	71%	77%	-	-	-	-	*		
Female	81%	76%	76%	44%	82%	74%	*	-	-	*	70%	86%	36%	80%	100%	-	76%	-	-	-	*		

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	36%	26%	26%	8%	22%	31%	*	*	-	11%	19%	42%	6%	29%	20%	25%	27%	-	*	*	29%	
	Students																						
	CWD	14%	6%	6%	*	15%	0%	-	-	-	*	6%	0%	6%	-	*	8%	0%	-	*	-	*	
	CWOD	38%	29%	29%	10%	23%	36%	*	*	-	14%	21%	44%	-	29%	13%	28%	30%	-	-	*	33%	
	EL	24%	20%	20%	-	20%	-	-	-	-	-	25%	*	*	13%	20%	14%	*	-	-	-	-	
	Male	36%	25%	25%	*	19%	30%	*	*	-	20%	16%	45%	8%	28%	14%	25%	-	-	-	*	-	
	Female	35%	27%	27%	13%	25%	33%	*	*	-	*	22%	39%	0%	30%	*	-	27%	-	*	-	29%	
Science	All	23%	21%	21%	15%	22%	20%	*	*	-	22%	18%	30%	8%	23%	0%	18%	25%	-	*	*	14%	
	Students																						
	CWD	11%	8%	8%	*	15%	0%	-	-	-	*	10%	0%	8%	-	*	8%	9%	-	*	-	*	
	CWOD	25%	23%	23%	18%	23%	23%	*	*	-	14%	19%	32%	-	23%	0%	21%	26%	-	*	*	17%	
	EL	11%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-	
	Male	25%	18%	18%	0%	22%	15%	*	*	-	20%	14%	29%	8%	21%	0%	18%	-	-	*	*	-	
	Female	21%	25%	25%	25%	21%	27%	*	*	-	*	22%	30%	9%	26%	*	-	25%	-	*	-	14%	
Grade 6 Reading	All	17%	13%	13%	0%	14%	15%	*	-	-	0%	10%	18%	10%	14%	0%	10%	16%	-	-	*	*	
	Students																						
	CWD	6%	11%	10%	*	15%	6%	-	-	-	-	14%	0%	10%	-	*	13%	7%	-	-	-	-	
	CWOD	18%	14%	14%	0%	13%	17%	*	-	-	0%	10%	20%	-	14%	0%	10%	17%	-	-	*	*	
	EL	4%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	14%	11%	10%	0%	13%	11%	-	-	-	0%	9%	12%	13%	10%	0%	10%	-	-	-	-	*	
	Female	20%	16%	16%	0%	15%	19%	*	-	-	*	11%	23%	7%	17%	0%	-	16%	-	-	*	*	
Mathematics	All	20%	14%	14%	6%	12%	18%	*	-	-	0%	9%	23%	10%	14%	0%	14%	14%	-	-	*	*	
	Students																						
	CWD	9%	14%	10%	*	15%	6%	-	-	-	-	10%	11%	10%	-	*	13%	7%	-	-	-	-	
	CWOD	22%	14%	14%	6%	12%	19%	*	-	-	0%	8%	24%	-	14%	0%	14%	15%	-	-	*	*	
	EL	8%	8%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	20%	15%	14%	13%	13%	17%	-	-	-	0%	11%	20%	13%	14%	0%	14%	-	-	-	-	*	
	Female	20%	14%	14%	0%	11%	18%	*	-	-	*	7%	25%	7%	15%	0%	-	14%	-	-	*	*	

STAAR Percent at Approaches Grade Level or Above

All Grades		All Subjects	All	Students	CWD	CWOD	EL	Male	Female	Reading	All	Students	CWD	CWOD	EL	Male	Female	Mathematics	All	Students	CWD	CWOD	EL	Male	Female	Science	All	Students	CWD	CWOD	EL	Male	Female
All Grades		All Subjects	77%	71%	73%	57%	74%	75%	80%	85%	-	72%	67%	86%	38%	78%	55%	71%	76%	-	71%	71%	89%										
Reading		All	73%	67%	70%	52%	71%	71%	*	80%	-	66%	63%	83%	35%	74%	35%	66%	73%	-	*	70%	87%										
Mathematics		All	81%	75%	76%	58%	79%	77%	*	80%	-	72%	71%	89%	43%	81%	85%	76%	77%	-	*	70%	93%										
Science		All	80%	76%	75%	69%	69%	78%	*	*	-	89%	70%	87%	31%	82%	30%	68%	82%	-	*	*	86%										

STAAR Percent at Meets Grade Level or Above

All Grades		All Subjects	All	Students	CWD	CWOD	EL	Male	Female	Reading	All	Students	CWD	CWOD	EL	Male	Female	Mathematics	All	Students			
All Grades		All Subjects	49%	41%	42%	22%	39%	46%	30%	77%	-	42%	35%	57%	24%	45%	15%	41%	44%	-	29%	42%	38%
Reading		All	47%	40%	40%	22%	38%	45%	*	60%	-	31%	33%	55%	23%	42%	4%	37%	43%	-	*	50%	40%
Mathematics		All	51%	41%	42%	20%	40%	46%	*	80%	-	38%	35%	57%	26%	44%	23%	43%	42%	-	*	20%	40%

	State	District	Campus	Afr	Amer	White	Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWD	26%	25%	26%	*	33%	22%	-	-	-	20%	22%	38%	26%	-	*	27%	24%	-	*	*	*
CWOD	54%	43%	44%	21%	41%	49%	*	80%	-	42%	36%	59%	-	44%	22%	45%	43%	-	*	11%	43%
EL	37%	21%	23%	-	24%	-	-	-	-	-	29%	0%	*	22%	23%	18%	33%	-	-	-	-
Male	50%	40%	43%	10%	42%	47%	*	*	-	38%	34%	61%	27%	45%	18%	43%	-	-	*	*	*
Female	51%	42%	42%	28%	39%	46%	*	*	-	42%	36%	53%	24%	43%	33%	-	42%	-	*	17%	33%
Science																					
All Students	53%	46%	48%	31%	42%	51%	*	*	-	89%	42%	63%	19%	53%	20%	45%	52%	-	*	*	29%
CWD	25%	21%	19%	*	15%	21%	-	-	-	*	13%	60%	19%	-	*	16%	27%	-	*	-	*
CWOD	56%	49%	53%	36%	45%	56%	*	*	-	100%	47%	63%	-	53%	25%	50%	55%	-	*	*	33%
EL	26%	6%	20%	-	20%	-	-	-	-	-	25%	*	*	25%	20%	0%	*	-	-	-	-
Male	53%	46%	45%	0%	39%	48%	*	*	-	80%	36%	66%	16%	50%	0%	45%	-	-	*	*	-
Female	53%	46%	52%	50%	44%	56%	*	*	-	*	48%	60%	27%	55%	*	-	52%	-	*	-	29%

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All	23%	16%	19%	7%	17%	21%	0%	69%	-	9%	13%	30%	7%	20%	6%	18%	20%	-	0%	21%	16%
Students																						
CWD	8%	6%	7%	0%	13%	3%	-	-	-	8%	7%	11%	7%	-	13%	7%	8%	-	*	*	*	
CWOD	25%	18%	20%	7%	18%	24%	0%	69%	-	9%	14%	31%	-	20%	6%	19%	21%	-	*	14%	18%	
EL	11%	3%	6%	-	7%	-	-	-	-	-	8%	0%	13%	6%	6%	2%	14%	-	-	-	-	
Male	22%	16%	18%	2%	15%	21%	0%	75%	-	5%	12%	30%	7%	19%	2%	18%	-	-	*	25%	33%	
Female	24%	17%	20%	10%	19%	22%	0%	60%	-	14%	15%	29%	8%	21%	14%	-	20%	-	*	17%	13%	
Reading	All	20%	15%	16%	4%	15%	19%	*	60%	-	7%	12%	25%	5%	18%	4%	14%	19%	-	*	20%	7%
Students																						
CWD	7%	4%	5%	*	10%	2%	-	-	-	0%	5%	5%	5%	-	*	5%	6%	-	*	*	*	
CWOD	22%	16%	18%	5%	16%	22%	*	60%	-	8%	13%	27%	-	18%	4%	16%	20%	-	*	11%	7%	
EL	8%	1%	4%	-	4%	-	-	-	-	-	5%	0%	*	4%	4%	0%	11%	-	-	-	-	
Male	17%	13%	14%	0%	11%	18%	*	*	-	0%	10%	22%	5%	16%	0%	14%	-	-	*	*	*	
Female	23%	17%	19%	8%	19%	20%	*	*	-	17%	14%	28%	6%	20%	11%	-	19%	-	*	17%	8%	
Mathematics	All	26%	18%	20%	7%	18%	24%	*	60%	-	7%	13%	34%	9%	21%	12%	21%	19%	-	*	20%	27%
Students																						
CWD	11%	8%	9%	*	15%	6%	-	-	-	0%	7%	19%	9%	-	*	10%	9%	-	*	*	*	
CWOD	28%	19%	21%	7%	18%	27%	*	60%	-	8%	14%	35%	-	21%	9%	23%	20%	-	*	11%	29%	
EL	16%	6%	12%	-	12%	-	-	-	-	-	14%	0%	*	9%	12%	6%	22%	-	-	-	-	
Male	25%	19%	21%	5%	17%	26%	*	*	-	6%	13%	38%	10%	23%	6%	21%	-	-	*	*	*	
Female	26%	17%	19%	8%	18%	23%	*	*	-	8%	14%	30%	9%	20%	22%	-	19%	-	*	17%	17%	
Science	All	24%	17%	21%	15%	22%	20%	*	*	-	22%	18%	30%	8%	23%	0%	18%	25%	-	*	*	14%
Students																						
CWD	8%	7%	8%	*	15%	0%	-	-	-	*	10%	0%	8%	-	*	8%	9%	-	*	-	*	
CWOD	26%	18%	23%	18%	23%	23%	*	*	-	14%	19%	32%	-	23%	0%	21%	26%	-	*	*	17%	
EL	7%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-	
Male	25%	17%	18%	0%	22%	15%	*	*	-	20%	14%	29%	8%	21%	0%	18%	-	-	*	*	-	
Female	23%	17%	25%	25%	21%	27%	*	*	-	*	22%	30%	9%	26%	*	-	25%	-	*	-	14%	

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

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	56	50	59	56	*	*	-	48	55	47	54
CWD	47	*	56	39	-	-	-	60	49	47	*
CWOD	58	50	59	58	*	*	-	45	55	-	57
EL	54	-	54	-	-	-	-	-	52	*	54
Male	54	38	59	53	*	*	-	40	53	46	56
Female	59	60	59	59	*	*	-	58	56	50	50
Mathematics											
All Students	64	51	64	66	*	*	-	67	61	52	80
CWD	52	*	60	45	-	-	-	60	56	52	*
CWOD	66	50	65	69	*	*	-	68	62	-	77
EL	80	-	80	-	-	-	-	-	83	*	80
Male	64	47	66	65	*	*	-	60	62	55	78
Female	65	54	62	67	*	*	-	75	60	47	83

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL [^]	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

** Indicates results are masked due to small numbers to protect student confidentiality.
 'I' Indicates there are no students in the group.
 ^A Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.
 (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
25	-	-

^A Indicates data reporting does not meet for Minimum Size.
 ** Indicates results are masked due to small numbers to protect student confidentiality.
 'I' Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	45	29	43	47	37	77	-	41	38	23	25

School Quality (College, Career, and Military Readiness Performance)

%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
------------------------	---	---	---	---	---	---	---	---	---	---	---

** Indicates results are masked due to small numbers to protect student confidentiality.
 'I' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	Y	N	N	N	N	N	Y	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	Y	N	N	N	N	N	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N

English Learner Language Proficiency Status

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL + 36%
Interim Goals (2018-2022)											
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											

Federal Graduation Status^

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

^+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ 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 (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Participation Rate		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
All Subjects	All Students	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	98%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	*	*	-	100%	100%	99%	100%	99%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	92%	100%	100%	*	*	-	100%	99%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	91%	100%	100%	*	*	-	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
	Male	99%	80%	100%	100%	*	*	-	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	*	-	100%	-
Non-Participation Rate																	
All Subjects	All Students	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	2%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	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%	-

		African	American	Pacific	Two or	Non													
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Econ	Disadv	Non	Econ	CWD	CWOD	EL	Male	Female	Migrant
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																		
	CWD	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	-	*	0%	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	1%	0%	-
	EL	0%	-	0%	-	-	-	-	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	*	*	-	0%	0%	1%	0%	1%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All	0%	8%	0%	0%	*	*	-	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	-
	Students																		
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	0%	0%	-
	CWOD	0%	9%	0%	0%	*	*	-	0%	1%	0%	-	0%	0%	0%	0%	1%	0%	-
	EL	0%	-	0%	-	-	-	-	0%	0%	*	*	0%	0%	0%	0%	0%	*	-
	Male	1%	20%	0%	0%	*	*	-	0%	1%	0%	0%	1%	0%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	*	-	0%	-

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

Part (viii): Civil Rights Data

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)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two	More	EL	Students	Students	with
		students	American			Alaska		Islander	or			with	Disabilities	(Section
						Native			Races			Disabilities	with	504)
Students Without Disabilities														
In-School Suspensions														
	Male	6	0	2	2	0	0	0	2	0				
	Female	2	0	2	0	0	0	0	0	0				
	Total	8	0	4	2	0	0	0	2	0				
Out-of-School Suspensions														
	Male	4	0	4	0	0	0	0	0	0				
	Female	0	0	0	0	0	0	0	0	0				
	Total	4	0	4	0	0	0	0	0	0				
Expulsions														
With Educational Services														
	Male	0	0	0	0	0	0	0	0	0				
	Female	0	0	0	0	0	0	0	0	0				
	Total	0	0	0	0	0	0	0	0	0				
Without Educational Services														
	Male	0	0	0	0	0	0	0	0	0				
	Female	0	0	0	0	0	0	0	0	0				
	Total	0	0	0	0	0	0	0	0	0				
Under Zero Tolerance Policies														
	Male	0	0	0	0	0	0	0	0	0				
	Female	0	0	0	0	0	0	0	0	0				
	Total	0	0	0	0	0	0	0	0	0				
School-Related Arrests														
	Male	0	0	0	0	0	0	0	0	0				
	Female	0	0	0	0	0	0	0	0	0				
	Total	0	0	0	0	0	0	0	0	0				
Referrals to Law Enforcement														
	Male	0	0	0	0	0	0	0	0	0				
	Female	0	0	0	0	0	0	0	0	0				
	Total	0	0	0	0	0	0	0	0	0				
Students With Disabilities														
In-School Suspensions														
	Male	2	0	2	0	0	0	0	0	0				0
	Female	2	0	2	0	0	0	0	0	0				0
	Total	4	0	4	0	0	0	0	0	0				0
Out-of-School Suspensions														
	Male	0	0	0	0	0	0	0	0	0				0
	Female	0	0	0	0	0	0	0	0	0				0
	Total	0	0	0	0	0	0	0	0	0				0
Expulsions														
With Educational Services														
	Male	0	0	0	0	0	0	0	0	0				0
	Female	0	0	0	0	0	0	0	0	0				0
	Total	0	0	0	0	0	0	0	0	0				0
Without Educational Services														
	Male	0	0	0	0	0	0	0	0	0				0
	Female	0	0	0	0	0	0	0	0	0				0
	Total	0	0	0	0	0	0	0	0	0				0

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Total	0	0	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
School-Related Arrests	Total	0	0	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
Referrals to Law Enforcement	Total	0	0	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
All Students Chronic Absenteeism	Total	0	0	0	0	0	0	0	0	0	0	0
	Male	9	0	2	5	0	0	0	2	0	0	0
	Female	10	0	5	5	0	0	0	0	0	0	2
	Total	19	0	7	10	0	0	0	2	0	0	2

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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	7.4	13.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.2	0.4%

'-' Indicates there are no data available in the group.
Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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.

Part (xi): STAAR Alternate 2 Participation

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%	*	1%	-	-
Mathematics	5,880	1%	*	1%	-	-
Grade 4						
Reading	6,312	2%	7	3%	7	3%
Mathematics	6,311	2%	7	3%	7	3%
Grade 5						
Reading	6,133	1%	*	1%	*	1%
Mathematics	6,131	1%	*	1%	*	1%
Science	6,133	1%	*	1%	*	1%
Grade 6						
Reading	6,038	1%	7	2%	*	1%
Mathematics	6,036	1%	7	2%	*	1%
Grade 7						
Reading	5,616	1%	*	0%	-	-
Mathematics	5,616	2%	*	0%	-	-
Grade 8						
Reading	5,251	1%	*	1%	-	-
Mathematics	5,254	2%	*	2%	-	-
Science	5,250	1%	*	2%	-	-
End of Course						
English I	5,150	1%	5	1%	-	-
English II	4,680	1%	5	2%	-	-
Algebra I	5,122	1%	5	2%	-	-
Biology	4,954	1%	5	2%	-	-
All Grades						
All Subjects	101,751	1%	80	2%	30	2%
Reading	45,064	1%	36	2%	13	2%
Mathematics	40,350	1%	31	2%	13	2%
Science	16,337	1%	13	2%	*	1%

State	State	District	District	Campus	Campus
Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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
		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	
	Mathematics	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		
Grade 8	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%
Grade 8	Reading	English Learners	97%
		Students with Disabilities	83%
	Mathematics	English Learners	96%
		Students with Disabilities	88%
		English Learners	97%

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

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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.

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: EAST EL

Campus ID: 025902109

District Name: BROWNWOOD ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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^												
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%

^{**} 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.

Part (ii): Student Achievement by Proficiency Level

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		Non Econ								Foster					
		State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	Econ	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All	75%	67%	71%	*	61%	79%	-	-	-	68%	77%	33%	75%	*	80%	64%	-	-	-	-	*	
	Students																						
	CWD	49%	40%	33%	*	-	40%	-	-	-	33%	-	33%	-	-	*	*	-	-	-	-	-	
	CWOD	79%	71%	75%	*	61%	85%	-	-	-	73%	77%	-	75%	*	84%	67%	-	-	-	-	*	
	EL	69%	50%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-	
	Male	73%	71%	80%	*	79%	84%	-	-	-	76%	90%	*	84%	*	80%	-	-	-	-	-	-	
	Female	78%	64%	64%	*	43%	78%	-	-	-	62%	67%	*	67%	*	-	64%	-	-	-	-	*	
	Mathematics	All	78%	73%	68%	*	57%	79%	-	-	-	68%	68%	33%	71%	*	77%	58%	-	-	-	-	*
	Students																						
	CWD	52%	43%	33%	*	-	40%	-	-	-	33%	-	33%	-	-	*	*	-	-	-	-	-	-
CWOD	81%	77%	71%	*	57%	85%	-	-	-	73%	68%	-	71%	*	81%	60%	-	-	-	-	-	*	
EL	75%	70%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-	-	
Male	78%	77%	77%	*	79%	84%	-	-	-	72%	90%	*	81%	*	77%	-	-	-	-	-	-	-	
Female	78%	69%	58%	*	36%	72%	-	-	-	62%	50%	*	60%	*	-	58%	-	-	-	-	-	*	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All	44%	36%	23%	*	11%	32%	-	-	-	17%	36%	0%	25%	*	20%	27%	-	-	-	-	*	
	Students																						
	CWD	26%	13%	0%	*	-	0%	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-	-	-
	CWOD	46%	39%	25%	*	11%	36%	-	-	-	20%	36%	-	25%	*	22%	30%	-	-	-	-	-	*
	EL	35%	10%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-	-
	Male	41%	36%	20%	*	14%	26%	-	-	-	12%	40%	*	22%	*	20%	-	-	-	-	-	-	-
	Female	47%	37%	27%	*	7%	39%	-	-	-	24%	33%	*	30%	*	-	27%	-	-	-	-	-	*
	Mathematics	All	48%	42%	29%	*	14%	39%	-	-	-	26%	36%	0%	32%	*	31%	27%	-	-	-	-	*
	Students																						
	CWD	30%	20%	0%	*	-	0%	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-	-	-
CWOD	50%	44%	32%	*	14%	45%	-	-	-	29%	36%	-	32%	*	34%	30%	-	-	-	-	-	*	
EL	41%	30%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-	-	
Male	49%	42%	31%	*	21%	42%	-	-	-	28%	40%	*	34%	*	31%	-	-	-	-	-	-	-	
Female	46%	42%	27%	*	7%	39%	-	-	-	24%	33%	*	30%	*	-	27%	-	-	-	-	-	*	
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All	27%	23%	17%	*	4%	26%	-	-	-	11%	32%	0%	19%	*	11%	24%	-	-	-	-	*	
	Students																						
	CWD	10%	0%	0%	*	-	0%	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-	-	-
	CWOD	29%	26%	19%	*	4%	30%	-	-	-	12%	32%	-	19%	*	13%	27%	-	-	-	-	-	*
	EL	19%	0%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-	-
	Male	24%	21%	11%	*	0%	21%	-	-	-	4%	30%	*	13%	*	11%	-	-	-	-	-	-	-
	Female	29%	25%	24%	*	7%	33%	-	-	-	19%	33%	*	27%	*	-	24%	-	-	-	-	-	*
	Mathematics	All	24%	21%	13%	*	4%	18%	-	-	-	9%	23%	0%	14%	*	14%	12%	-	-	-	-	*
	Students																						
	CWD	12%	0%	0%	*	-	0%	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-	-	-
CWOD	25%	24%	14%	*	4%	21%	-	-	-	10%	23%	-	14%	*	16%	13%	-	-	-	-	-	*	
EL	18%	0%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-	-	
Male	26%	23%	14%	*	7%	21%	-	-	-	8%	30%	*	16%	*	14%	-	-	-	-	-	-	-	
Female	22%	20%	12%	*	0%	17%	-	-	-	10%	17%	*	13%	*	-	12%	-	-	-	-	-	*	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							

All Subjects		2018-19 Federal Report Card																				
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All	77%	71%	70%	50%	59%	79%	-	-	-	-	68%	73%	33%	73%	*	79%	61%	-	-	-	*
	Students																					
	CWD	46%	39%	33%	*	-	40%	-	-	-	-	33%	-	33%	-	-	33%	33%	-	-	-	-
	CWOD	81%	76%	73%	*	59%	85%	-	-	-	-	73%	73%	-	73%	*	83%	63%	-	-	-	*
	EL	62%	46%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Female	80%	73%	61%	*	39%	75%	-	-	-	-	62%	58%	33%	63%	*	-	61%	-	-	-	*
Reading	All	73%	67%	71%	*	61%	79%	-	-	-	68%	77%	33%	75%	*	80%	64%	-	-	-	*	
	Students																					
	CWD	39%	33%	33%	*	-	40%	-	-	-	33%	-	33%	-	-	*	*	-	-	-	-	
	CWOD	78%	72%	75%	*	61%	85%	-	-	-	73%	77%	-	75%	*	84%	67%	-	-	-	-	
	EL	54%	32%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Female	78%	70%	64%	*	43%	78%	-	-	-	62%	67%	*	67%	*	-	64%	-	-	-	-	
Mathematics	All	81%	75%	68%	*	57%	79%	-	-	-	68%	68%	33%	71%	*	77%	58%	-	-	-	*	
	Students																					
	CWD	53%	44%	33%	*	-	40%	-	-	-	33%	-	33%	-	-	*	*	-	-	-	-	
	CWOD	84%	79%	71%	*	57%	85%	-	-	-	73%	68%	-	71%	*	81%	60%	-	-	-	*	
	EL	72%	65%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Female	82%	76%	58%	*	36%	72%	-	-	-	62%	50%	*	60%	*	-	58%	-	-	-	*	

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All	49%	41%	26%	33%	13%	36%	-	-	-	21%	36%	0%	29%	*	26%	27%	-	-	-	*
	Students																				
	CWD	24%	22%	0%	*	-	0%	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	52%	44%	29%	*	13%	41%	-	-	-	24%	36%	-	29%	*	28%	30%	-	-	-	*
	EL	29%	12%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Female	52%	43%	27%	*	7%	39%	-	-	-	24%	33%	0%	30%	*	-	27%	-	-	-	*
Reading	All	47%	40%	23%	*	11%	32%	-	-	-	17%	36%	0%	25%	*	20%	27%	-	-	-	*
	Students																				
	CWD	21%	20%	0%	*	-	0%	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	50%	43%	25%	*	11%	36%	-	-	-	20%	36%	-	25%	*	22%	30%	-	-	-	*
	EL	23%	6%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Female	51%	44%	27%	*	7%	39%	-	-	-	24%	33%	*	30%	*	-	27%	-	-	-	*
Mathematics	All	51%	41%	29%	*	14%	39%	-	-	-	26%	36%	0%	32%	*	31%	27%	-	-	-	*
	Students																				
	CWD	26%	25%	0%	*	-	0%	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	54%	43%	32%	*	14%	45%	-	-	-	29%	36%	-	32%	*	34%	30%	-	-	-	*
	EL	37%	21%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Female	51%	42%	27%	*	7%	39%	-	-	-	24%	33%	*	30%	*	-	27%	-	-	-	*

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All	23%	16%	15%	33%	4%	22%	-	-	-	10%	27%	0%	17%	*	13%	18%	-	-	-	*
	Students																				
	CWD	8%	6%	0%	*	-	0%	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	25%	18%	17%	*	4%	26%	-	-	-	11%	27%	-	17%	*	14%	20%	-	-	-	*
	EL	11%	3%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Female	24%	17%	18%	*	4%	25%	-	-	-	14%	25%	0%	20%	*	-	18%	-	-	-	*
Reading	All	20%	15%	17%	*	4%	26%	-	-	-	11%	32%	0%	19%	*	11%	24%	-	-	-	*
	Students																				
	CWD	7%	4%	0%	*	-	0%	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	22%	16%	19%	*	4%	30%	-	-	-	12%	32%	-	19%	*	13%	27%	-	-	-	*
	EL	8%	1%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Female	23%	17%	24%	*	7%	33%	-	-	-	19%	33%	*	27%	*	-	24%	-	-	-	*
Mathematics	All	26%	18%	13%	*	4%	18%	-	-	-	9%	23%	0%	14%	*	14%	12%	-	-	-	*
	Students																				
	CWD	11%	8%	0%	*	-	0%	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD	28%	19%	14%	*	4%	21%	-	-	-	10%	23%	-	14%	*	16%	13%	-	-	-	*
	EL	16%	6%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Female	26%	17%	12%	*	0%	17%	-	-	-	10%	17%	*	13%	*	-	12%	-	-	-	*

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

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, 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)

There is no data for this campus.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
^	^	^

- '^' Indicates data reporting does not meet for Minimum Size.
- '**' Indicates results are masked due to small numbers to protect student confidentiality.
- '.' Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Student Success (Student Achievement Domain Score: STAAR Component Only)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	37	39	25	46	-	-	-	-	33	11	*
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- '**' Indicates results are masked due to small numbers to protect student confidentiality.
- '.' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)	36%
---------------------------	-----

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											

Federal Graduation Status^

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
 Blank cells above represent student group indicators that do not meet the minimum size criteria.
 '^' 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 (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	-	100%	-	-	-	-	100%	-	100%	-	-	100%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
	Reading	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	100%
CWD	100%	*	-	100%	-	-	-	-	100%	-	100%	-	-	*	*	-	
CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	
EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	
Male	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	*	100%	-	-	
Female	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	
Mathematics	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	100%	-
CWD	100%	*	-	100%	-	-	-	-	100%	-	100%	-	-	*	*	-	
CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	
EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	
Male	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	*	100%	-	-	
Female	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	-	0%	-	-	-	-	0%	-	0%	-	-	0%	0%	-
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	-
	Reading	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	0%
CWD	0%	*	-	0%	-	-	-	-	0%	-	0%	-	-	*	*	-	
CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	
EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	
Male	0%	*	0%	0%	-	-	-	-	0%	0%	*	0%	*	0%	-	-	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	*	0%	*	-	0%	-
Mathematics	All	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	0%	-
	Students																
	CWD	0%	*	-	0%	-	-	-	-	0%	-	0%	-	-	*	*	-
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	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): Civil Rights Data

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)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	12	0	2	10	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	12	0	2	10	0	0	0	0	0		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism	Male	24	0	8	14	0	0	0	2	2	2	2
	Female	27	0	14	11	0	0	0	2	2	2	0
	Total	51	0	22	25	0	0	0	4	4	4	2

												Total
Incidents of Violence												
Incidents of rape or attempted rape												0
Incidents of sexual assault (other than rape)												0
Incidents of robbery with a weapon												0
Incidents of robbery with a firearm or explosive device												0
Incidents of robbery without a weapon												0
Incidents of physical attack or fight with a weapon												0
Incidents of physical attack or fight with a firearm or explosive device												0
Incidents of physical attack or fight without a weapon												0
Incidents of threats of physical attack with a weapon												0
Incidents of threats of physical attack with a firearm or explosive device												0
Incidents of threats of physical attack without a weapon												0
Incidents of possession of a firearm or explosive device												0
Allegations of Harassment or bullying												
On the basis of sex												0
On the basis of race												0
On the basis of disability												0
On the basis of sexual orientation												0
On the basis of religion												0

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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	21	2	8	11	0	0	0	0	0	2
	Female	26	2	11	11	0	0	0	2	2	2
	Total	47	4	19	22	0	0	0	2	2	4
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

*** Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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	2.0	8.2%
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	0.5	2.1%

'-' Indicates there are no data available in the group.
Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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.

Part (xi): STAAR Alternate 2 Participation

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%	*	1%	-	-
Mathematics	5,880	1%	*	1%	-	-
Grade 4						
Reading	6,312	2%	7	3%	-	-
Mathematics	6,311	2%	7	3%	-	-
Grade 5						
Reading	6,133	1%	*	1%	-	-
Mathematics	6,131	1%	*	1%	-	-
Science	6,133	1%	*	1%	-	-
Grade 6						
Reading	6,038	1%	7	2%	-	-
Mathematics	6,036	1%	7	2%	-	-
Grade 7						
Reading	5,616	1%	*	0%	-	-
Mathematics	5,616	2%	*	0%	-	-
Grade 8						
Reading	5,251	1%	*	1%	-	-
Mathematics	5,254	2%	*	2%	-	-
Science	5,250	1%	*	2%	-	-
End of Course						
English I	5,150	1%	5	1%	-	-
English II	4,680	1%	5	2%	-	-
Algebra I	5,122	1%	5	2%	-	-
Biology	4,954	1%	5	2%	-	-
All Grades						
All Subjects	101,751	1%	80	2%	-	-
Reading	45,064	1%	36	2%	-	-
Mathematics	40,350	1%	31	2%	-	-
Science	16,337	1%	13	2%	-	-

State	State	District	District	Campus	Campus
Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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
		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	
	Mathematics	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		
Grade 8	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%
Grade 8	Reading	English Learners	97%
		Students with Disabilities	83%
	Mathematics	English Learners	96%
		Students with Disabilities	88%
		English Learners	97%

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

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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.

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: NORTHWEST EL

Campus ID: 025902106

District Name: BROWNWOOD ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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^												
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%

^{**} 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.

Part (ii): Student Achievement by Proficiency Level

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	Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					
Reading	All Students	75%	67%	65%	67%	59%	67%	-	*	-	*	61%	87%	43%	67%	*	59%	71%	-	*	
	CWD	49%	40%	43%	*	*	*	-	-	-	-	40%	*	43%	-	*	*	*	-	*	
	CWOD	79%	71%	67%	60%	63%	68%	-	*	-	*	63%	92%	-	67%	*	61%	72%	-	*	
	EL	69%	50%	*	-	*	-	-	-	-	*	-	*	*	*	*	*	*	-	*	
	Male	73%	71%	59%	*	47%	62%	-	*	-	*	50%	100%	*	61%	*	59%	-	*		
	Female	78%	64%	71%	*	67%	73%	-	-	-	*	70%	75%	*	72%	*	-	71%	-	*	
	Mathematics	All Students	78%	73%	77%	67%	72%	81%	-	*	-	*	75%	87%	43%	80%	*	73%	80%	-	*
	CWD	52%	43%	43%	*	*	*	-	-	-	-	40%	*	43%	-	*	*	*	-	*	
	CWOD	81%	77%	80%	60%	80%	80%	-	*	-	*	78%	92%	-	80%	*	76%	83%	-	*	
	EL	75%	70%	*	-	*	-	-	-	-	*	-	*	*	*	*	*	*	-	*	
Male	78%	77%	73%	*	60%	81%	-	*	-	*	68%	100%	*	76%	*	73%	-	*			
Female	78%	69%	80%	*	79%	82%	-	-	-	*	81%	75%	*	83%	*	-	80%	-	*		
STAAR Percent at Meets Grade Level or Above																					
Grade 3																					
Reading	All Students	44%	36%	37%	50%	23%	42%	-	*	-	*	32%	60%	0%	40%	*	34%	39%	-	*	
	CWD	26%	13%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	*	
	CWOD	46%	39%	40%	60%	26%	44%	-	*	-	*	35%	69%	-	40%	*	37%	43%	-	*	
	EL	35%	10%	*	-	*	-	-	-	-	*	-	*	*	*	*	*	*	-	*	
	Male	41%	36%	34%	*	20%	33%	-	*	-	*	29%	57%	*	37%	*	34%	-	*		
	Female	47%	37%	39%	*	25%	50%	-	-	-	*	35%	63%	*	43%	*	-	39%	-	*	
	Mathematics	All Students	48%	42%	50%	50%	33%	60%	-	*	-	*	44%	80%	14%	53%	*	46%	53%	-	*
	CWD	30%	20%	14%	*	*	*	-	-	-	-	0%	*	14%	-	*	*	*	-	*	
	CWOD	50%	44%	53%	60%	37%	61%	-	*	-	*	47%	85%	-	53%	*	50%	55%	-	*	
	EL	41%	30%	*	-	*	-	-	-	-	*	-	*	*	*	*	*	*	-	*	
Male	49%	42%	46%	*	20%	57%	-	*	-	*	38%	86%	*	50%	*	46%	-	*			
Female	46%	42%	53%	*	42%	64%	-	-	-	*	49%	75%	*	55%	*	-	53%	-	*		
STAAR Percent at Masters Grade Level																					
Grade 3																					
Reading	All Students	27%	23%	25%	17%	15%	30%	-	*	-	*	21%	47%	0%	27%	*	22%	27%	-	*	
	CWD	10%	0%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	*	
	CWOD	29%	26%	27%	20%	17%	32%	-	*	-	*	22%	54%	-	27%	*	24%	30%	-	*	
	EL	19%	0%	*	-	*	-	-	-	-	*	-	*	*	*	*	*	*	-	*	
	Male	24%	21%	22%	*	7%	24%	-	*	-	*	18%	43%	*	24%	*	22%	-	*		
	Female	29%	25%	27%	*	21%	36%	-	-	-	*	23%	50%	*	30%	*	-	27%	-	*	
	Mathematics	All Students	24%	21%	32%	50%	15%	40%	-	*	-	*	29%	47%	0%	34%	*	34%	29%	-	*
	CWD	12%	0%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	*	
	CWOD	25%	24%	34%	60%	17%	41%	-	*	-	*	31%	54%	-	34%	*	37%	32%	-	*	
	EL	18%	0%	*	-	*	-	-	-	-	*	-	*	*	*	*	*	*	-	*	
Male	26%	23%	34%	*	7%	43%	-	*	-	*	26%	71%	*	37%	*	34%	-	*			
Female	22%	20%	29%	*	21%	36%	-	-	-	*	30%	25%	*	32%	*	-	29%	-	*		
STAAR Percent at Approaches Grade Level or Above																					
All Grades																					

All Subjects	All	State District Campus			Afr	Hispanic	White	Amer	Asian	Pac	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
		77%	71%	71%	67%	65%	74%	-	*	-	100%	68%	87%	43%	74%	63%	66%	75%	-	63%	*	-
	Students																					
	CWD	46%	39%	43%	*	13%	*	-	-	-	-	40%	*	43%	-	*	33%	50%	-	*	-	-
	CWOD	81%	76%	74%	60%	71%	74%	-	*	-	100%	70%	92%	-	74%	83%	68%	78%	-	83%	*	-
	EL	62%	46%	63%	-	63%	-	-	-	-	-	63%	-	*	83%	63%	67%	*	-	*	-	-
	Male	74%	70%	66%	*	53%	71%	-	*	-	*	59%	100%	33%	68%	67%	66%	-	-	*	-	-
	Female	80%	73%	75%	75%	73%	77%	-	-	-	*	76%	75%	50%	78%	*	-	75%	-	*	*	-
Reading	All	73%	67%	65%	67%	59%	67%	-	*	-	*	61%	87%	43%	67%	*	59%	71%	-	*	*	-
	Students																					
	CWD	39%	33%	43%	*	*	*	-	-	-	-	40%	*	43%	-	*	*	*	-	*	-	-
	CWOD	78%	72%	67%	60%	63%	68%	-	*	-	*	63%	92%	-	67%	*	61%	72%	-	*	*	-
	EL	54%	32%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	69%	65%	59%	*	47%	62%	-	*	-	*	50%	100%	*	61%	*	59%	-	-	*	-	-
	Female	78%	70%	71%	*	67%	73%	-	-	-	*	70%	75%	*	72%	*	-	71%	-	*	*	-
Mathematics	All	81%	75%	77%	67%	72%	81%	-	*	-	*	75%	87%	43%	80%	*	73%	80%	-	*	*	-
	Students																					
	CWD	53%	44%	43%	*	*	*	-	-	-	-	40%	*	43%	-	*	*	*	-	*	-	-
	CWOD	84%	79%	80%	60%	80%	80%	-	*	-	*	78%	92%	-	80%	*	76%	83%	-	*	*	-
	EL	72%	65%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	*	-	-
	Male	79%	74%	73%	*	60%	81%	-	*	-	*	68%	100%	*	76%	*	73%	-	-	*	-	-
	Female	82%	76%	80%	*	79%	82%	-	-	-	*	81%	75%	*	83%	*	-	80%	-	*	*	-

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All	49%	41%	43%	50%	28%	51%	-	*	-	100%	38%	70%	7%	46%	25%	40%	46%	-	50%	*	-
	Students																					
	CWD	24%	22%	7%	*	0%	*	-	-	-	0%	*	7%	-	*	0%	13%	-	*	-	-	-
	CWOD	52%	44%	46%	60%	31%	52%	-	*	-	100%	41%	77%	-	46%	33%	43%	49%	-	67%	*	-
	EL	29%	12%	25%	-	25%	-	-	-	-	-	25%	-	*	33%	25%	33%	*	-	*	-	-
	Male	47%	40%	40%	*	20%	45%	-	*	-	*	34%	71%	0%	43%	33%	40%	-	-	*	-	-
	Female	52%	43%	46%	50%	33%	57%	-	-	-	*	42%	69%	13%	49%	*	-	46%	-	*	*	-
Reading	All	47%	40%	37%	50%	23%	42%	-	*	-	*	32%	60%	0%	40%	*	34%	39%	-	*	*	-
	Students																					
	CWD	21%	20%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	50%	43%	40%	60%	26%	44%	-	*	-	*	35%	69%	-	40%	*	37%	43%	-	*	*	-
	EL	23%	6%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	*	-	-
	Male	43%	38%	34%	*	20%	33%	-	*	-	*	29%	57%	*	37%	*	34%	-	-	*	-	-
	Female	51%	44%	39%	*	25%	50%	-	-	-	*	35%	63%	*	43%	*	-	39%	-	*	*	-
Mathematics	All	51%	41%	50%	50%	33%	60%	-	*	-	*	44%	80%	14%	53%	*	46%	53%	-	*	*	-
	Students																					
	CWD	26%	25%	14%	*	*	*	-	-	-	-	0%	*	14%	-	*	*	*	-	*	-	-
	CWOD	54%	43%	53%	60%	37%	61%	-	*	-	*	47%	85%	-	53%	*	50%	55%	-	*	*	-
	EL	37%	21%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	*	-	-
	Male	50%	40%	46%	*	20%	57%	-	*	-	*	38%	86%	*	50%	*	46%	-	-	*	-	-
	Female	51%	42%	53%	*	42%	64%	-	-	-	*	49%	75%	*	55%	*	-	53%	-	*	*	-

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All	23%	16%	28%	33%	15%	35%	-	*	-	67%	25%	47%	0%	31%	0%	28%	28%	-	38%	*	-
	Students																					
	CWD	8%	6%	0%	*	0%	*	-	-	-	0%	*	0%	-	*	0%	0%	-	-	*	-	-
	CWOD	25%	18%	31%	40%	17%	37%	-	*	-	67%	26%	54%	-	31%	0%	30%	31%	-	50%	*	-
	EL	11%	3%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	-	-	*	-	-
	Male	22%	16%	28%	*	7%	33%	-	*	-	*	22%	57%	0%	30%	0%	28%	-	-	*	-	-
	Female	24%	17%	28%	25%	21%	36%	-	-	-	*	27%	38%	0%	31%	*	-	28%	-	*	*	-
Reading	All	20%	15%	25%	17%	15%	30%	-	*	-	*	21%	47%	0%	27%	*	22%	27%	-	*	*	-
	Students																					
	CWD	7%	4%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	22%	16%	27%	20%	17%	32%	-	*	-	*	22%	54%	-	27%	*	24%	30%	-	*	*	-
	EL	8%	1%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	*	-	-
	Male	17%	13%	22%	*	7%	24%	-	*	-	*	18%	43%	*	24%	*	22%	-	-	*	-	-
	Female	23%	17%	27%	*	21%	36%	-	-	-	*	23%	50%	*	30%	*	-	27%	-	*	*	-
Mathematics	All	26%	18%	32%	50%	15%	40%	-	*	-	*	29%	47%	0%	34%	*	34%	29%	-	*	*	-
	Students																					
	CWD	11%	8%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	28%	19%	34%	60%	17%	41%	-	*	-	*	31%	54%	-	34%	*	37%	32%	-	*	*	-
	EL	16%	6%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	*	-	-
	Male	25%	19%	34%	*	7%	43%	-	*	-	*	26%	71%	*	37%	*	34%	-	-	*	-	-
	Female	26%	17%	29%	*	21%	36%	-	-	-	*	30%	25%	*	32%	*	-	29%	-	*	*	-

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

! Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, 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)

There is no data for this campus.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
^	^	^

- '^' Indicates data reporting does not meet for Minimum Size.
- '**' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Student Success (Student Achievement Domain Score: STAAR Component Only)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	47	50	36	53	-	*	-	89	44	17	29

School Quality (College, Career, and Military Readiness Performance)

%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
------------------------	---	---	---	---	---	---	---	---	---	---	---

- '**' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	Y	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	N	N	Y	N	N	N	N	Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	Y	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)	36%
---------------------------	-----

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											

Federal Graduation Status^

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
 Blank cells above represent student group indicators that do not meet the minimum size criteria.
 '^' 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 (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																
All Subjects	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	100%	-	*	100%	100%	100%	*	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	-	100%
Reading	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%
	CWD	100%	*	*	*	-	-	-	-	100%	*	100%	-	*	*	*
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	*	100%	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%
Mathematics	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%
	CWD	100%	*	*	*	-	-	-	-	100%	*	100%	-	*	*	*
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	*	100%	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																
All Subjects	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	*	0%	*	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%
	EL	0%	-	0%	-	-	-	-	0%	-	*	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	-	0%
Reading	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	0%
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%
	EL	*	-	*	-	-	-	-	*	-	*	*	*	*	*	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	*	0%	*	0%	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	*	0%	-

		African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	
	Female	Campus	American	Hispanic	White	Indian	Islander	More	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant
		0%	*	0%	0%	-	-	*	0%	0%	*	0%	*	-	0%	-	
Mathematics	All	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	0%	-
	Students																
	CWD	0%	*	*	*	-	-	-	0%	*	0%	-	*	*	*	*	-
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	-	0%	*	0%	0%	-	
	EL	*	-	*	-	-	-	-	*	-	*	*	*	*	*	-	
	Male	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): Civil Rights Data

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)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two	EL	Students	Students	Students
		students	American	Hispanic	White	Alaska	Asian	Islander	or	EL	with	with	with
			American	Hispanic	White	Native	Asian	Islander	More	EL	Disabilities	Disabilities	Disabilities
Students Without Disabilities													
In-School Suspensions													
	Male	0	0	0	0	0	0	0	0	0			
	Female	0	0	0	0	0	0	0	0	0			
	Total	0	0	0	0	0	0	0	0	0			
Out-of-School Suspensions													
	Male	5	0	0	5	0	0	0	0	0			
	Female	2	0	0	2	0	0	0	0	0			
	Total	7	0	0	7	0	0	0	0	0			
Expulsions													
With Educational Services													
	Male	0	0	0	0	0	0	0	0	0			
	Female	0	0	0	0	0	0	0	0	0			
	Total	0	0	0	0	0	0	0	0	0			
Without Educational Services													
	Male	0	0	0	0	0	0	0	0	0			
	Female	0	0	0	0	0	0	0	0	0			
	Total	0	0	0	0	0	0	0	0	0			
Under Zero Tolerance Policies													
	Male	0	0	0	0	0	0	0	0	0			
	Female	0	0	0	0	0	0	0	0	0			
	Total	0	0	0	0	0	0	0	0	0			
School-Related Arrests													
	Male	0	0	0	0	0	0	0	0	0			
	Female	0	0	0	0	0	0	0	0	0			
	Total	0	0	0	0	0	0	0	0	0			
Referrals to Law Enforcement													
	Male	0	0	0	0	0	0	0	0	0			
	Female	0	0	0	0	0	0	0	0	0			
	Total	0	0	0	0	0	0	0	0	0			
Students With Disabilities													
In-School Suspensions													
	Male	0	0	0	0	0	0	0	0	0			0
	Female	0	0	0	0	0	0	0	0	0			0
	Total	0	0	0	0	0	0	0	0	0			0
Out-of-School Suspensions													
	Male	2	0	0	2	0	0	0	0	0			2
	Female	0	0	0	0	0	0	0	0	0			0
	Total	2	0	0	2	0	0	0	0	0			2
Expulsions													
With Educational Services													
	Male	0	0	0	0	0	0	0	0	0			0
	Female	0	0	0	0	0	0	0	0	0			0
	Total	0	0	0	0	0	0	0	0	0			0
Without Educational Services													
	Male	0	0	0	0	0	0	0	0	0			0
	Female	0	0	0	0	0	0	0	0	0			0
	Total	0	0	0	0	0	0	0	0	0			0

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism	Male	31	2	17	8	0	2	0	2	2	5	2
	Female	33	2	20	11	0	0	0	0	2	2	0
	Total	64	4	37	19	0	2	0	2	4	7	2

		Total
Incidents of Violence		
Incidents of rape or attempted rape		0
Incidents of sexual assault (other than rape)		0
Incidents of robbery with a weapon		0
Incidents of robbery with a firearm or explosive device		0
Incidents of robbery without a weapon		0
Incidents of physical attack or fight with a weapon		0
Incidents of physical attack or fight with a firearm or explosive device		0
Incidents of physical attack or fight without a weapon		0
Incidents of threats of physical attack with a weapon		0
Incidents of threats of physical attack with a firearm or explosive device		0
Incidents of threats of physical attack without a weapon		0
Incidents of possession of a firearm or explosive device		0
Allegations of Harassment or bullying		
On the basis of sex		0
On the basis of race		0
On the basis of disability		0
On the basis of sexual orientation		0
On the basis of religion		0

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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	82	5	38	32	0	2	0	5	5	11
	Female	104	8	47	47	0	0	0	2	5	8
	Total	186	13	85	79	0	2	0	7	10	19
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

*** Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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.

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	4.8%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.6	19.1%

'-' Indicates there are no data available in the group.
 Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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.

Part (xi): STAAR Alternate 2 Participation

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%	*	1%	-	-
Mathematics	5,880	1%	*	1%	-	-
Grade 4						
Reading	6,312	2%	7	3%	-	-
Mathematics	6,311	2%	7	3%	-	-
Grade 5						
Reading	6,133	1%	*	1%	-	-
Mathematics	6,131	1%	*	1%	-	-
Science	6,133	1%	*	1%	-	-
Grade 6						
Reading	6,038	1%	7	2%	-	-
Mathematics	6,036	1%	7	2%	-	-
Grade 7						
Reading	5,616	1%	*	0%	-	-
Mathematics	5,616	2%	*	0%	-	-
Grade 8						
Reading	5,251	1%	*	1%	-	-
Mathematics	5,254	2%	*	2%	-	-
Science	5,250	1%	*	2%	-	-
End of Course						
English I	5,150	1%	5	1%	-	-
English II	4,680	1%	5	2%	-	-
Algebra I	5,122	1%	5	2%	-	-
Biology	4,954	1%	5	2%	-	-
All Grades						
All Subjects	101,751	1%	80	2%	-	-
Reading	45,064	1%	36	2%	-	-
Mathematics	40,350	1%	31	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	16,337	1%	13	2%	-	-

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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
		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
		Mathematics	Overall	16	19	84	81	44	41	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		
Grade 8	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
	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%
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
Mathematics	Students with Disabilities	88%	
	English Learners	97%	

Grade	Subject	Student Group	Rate
''*	Indicates reporting standards not met.		
'n/a'	Indicates data reporting is not applicable for this group.		

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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.

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: WOODLAND HEIGHTS EL

Campus ID: 025902107

District Name: BROWNWOOD ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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^												
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%

^^ 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.

Part (ii): Student Achievement by Proficiency Level

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		EL		Foster Care		Military		
		State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	75%	67%	67%	*	57%	75%	*	-	-	*	57%	77%	41%	72%	*	74%	58%	-	*	80%	*
	CWD	49%	40%	41%	*	33%	38%	-	-	-	*	38%	44%	41%	-	-	44%	38%	-	-	*	-
	CWOD	79%	71%	72%	*	61%	81%	*	-	-	*	61%	84%	-	72%	*	80%	63%	-	*	*	*
	EL	69%	50%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	73%	71%	74%	*	57%	84%	*	-	-	*	63%	86%	44%	80%	*	74%	-	-	*	*	-
	Female	78%	64%	58%	*	57%	63%	-	-	-	-	50%	67%	38%	63%	*	-	58%	-	*	*	*
	Mathematics	All Students	78%	73%	73%	*	77%	71%	*	-	-	*	59%	87%	47%	78%	*	79%	65%	-	*	60%
CWD	52%	43%	47%	*	50%	38%	-	-	-	*	25%	67%	47%	-	-	67%	25%	-	-	*	-	
CWOD	81%	77%	78%	*	82%	77%	*	-	-	*	65%	91%	-	78%	*	82%	73%	-	*	*	*	
EL	75%	70%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
Male	78%	77%	79%	*	76%	84%	*	-	-	*	67%	93%	67%	82%	*	79%	-	-	*	*	-	
Female	78%	69%	65%	*	78%	54%	-	-	-	-	50%	79%	25%	73%	*	-	65%	-	*	*	*	
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	44%	36%	44%	*	36%	51%	*	-	-	*	31%	58%	24%	48%	*	47%	42%	-	*	20%	*
	CWD	26%	13%	24%	*	17%	13%	-	-	-	*	13%	33%	24%	-	-	22%	25%	-	-	*	-
	CWOD	46%	39%	48%	*	39%	57%	*	-	-	*	35%	63%	-	48%	*	51%	45%	-	*	*	*
	EL	35%	10%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	41%	36%	47%	*	33%	55%	*	-	-	*	33%	61%	22%	51%	*	47%	-	-	*	*	-
	Female	47%	37%	42%	*	39%	46%	-	-	-	-	29%	54%	25%	45%	*	-	42%	-	*	*	*
	Mathematics	All Students	48%	42%	42%	*	43%	44%	*	-	-	*	26%	60%	29%	45%	*	45%	40%	-	*	0%
CWD	30%	20%	29%	*	17%	25%	-	-	-	*	13%	44%	29%	-	-	33%	25%	-	-	*	-	
CWOD	50%	44%	45%	*	47%	47%	*	-	-	*	28%	63%	-	45%	*	47%	43%	-	*	*	*	
EL	41%	30%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
Male	49%	42%	45%	*	33%	55%	*	-	-	*	27%	64%	33%	47%	*	45%	-	-	*	*	-	
Female	46%	42%	40%	*	52%	29%	-	-	-	-	25%	54%	25%	43%	*	-	40%	-	*	*	*	
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	27%	23%	25%	*	23%	29%	*	-	-	*	17%	33%	0%	29%	*	26%	23%	-	*	0%	*
	CWD	10%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	*	-
	CWOD	29%	26%	29%	*	26%	34%	*	-	-	*	20%	40%	-	29%	*	31%	28%	-	*	*	*
	EL	19%	0%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	24%	21%	26%	*	14%	39%	*	-	-	*	17%	36%	0%	31%	*	26%	-	-	*	*	-
	Female	29%	25%	23%	*	30%	17%	-	-	-	-	17%	29%	0%	28%	*	-	23%	-	*	*	*
	Mathematics	All Students	24%	21%	18%	*	18%	20%	*	-	-	*	6%	31%	0%	21%	*	21%	15%	-	*	0%
CWD	12%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	*	-	
CWOD	25%	24%	21%	*	21%	23%	*	-	-	*	7%	37%	-	21%	*	24%	18%	-	*	*	*	
EL	18%	0%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
Male	26%	23%	21%	*	14%	29%	*	-	-	*	10%	32%	0%	24%	*	21%	-	-	*	*	-	
Female	22%	20%	15%	*	22%	8%	-	-	-	-	0%	29%	0%	18%	*	-	15%	-	*	*	*	

STAAR Percent at Approaches Grade Level or Above
All Grades

All Subjects	All	State District		Afr	Amer	Hispanic	White	Amer	Asian	Pac	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
		77%	71%	70%	67%	67%	73%	*	-	-	67%	58%	82%	44%	75%	63%	77%	61%	-	*	70%	*	
	Students																						
	CWD	46%	39%	44%	*	42%	38%	-	-	-	*	31%	56%	44%	-	-	56%	31%	-	-	*	-	
	CWOD	81%	76%	75%	*	71%	79%	*	-	-	*	63%	87%	-	75%	63%	81%	68%	-	-	*	83%	
	EL	62%	46%	63%	-	63%	-	-	-	-	-	*	*	-	63%	63%	*	*	-	-	-	-	
	Male	74%	70%	77%	*	67%	84%	*	-	-	67%	65%	89%	56%	81%	*	77%	-	-	*	100%	-	
	Female	80%	73%	61%	*	67%	58%	-	-	-	-	50%	73%	31%	68%	*	-	61%	-	*	*	*	
Reading	All	73%	67%	67%	*	57%	75%	*	-	-	*	57%	77%	41%	72%	*	74%	58%	-	*	80%	*	
	Students																						
	CWD	39%	33%	41%	*	33%	38%	-	-	-	*	38%	44%	41%	-	-	44%	38%	-	-	*	-	
	CWOD	78%	72%	72%	*	61%	81%	*	-	-	*	61%	84%	-	72%	*	80%	63%	-	*	*	*	
	EL	54%	32%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	69%	65%	74%	*	57%	84%	*	-	-	*	63%	86%	44%	80%	*	74%	-	-	*	-	-	
	Female	78%	70%	58%	*	57%	63%	-	-	-	-	50%	67%	38%	63%	*	-	58%	-	*	*	*	
Mathematics	All	81%	75%	73%	*	77%	71%	*	-	-	*	59%	87%	47%	78%	*	79%	65%	-	*	60%	*	
	Students																						
	CWD	53%	44%	47%	*	50%	38%	-	-	-	*	25%	67%	47%	-	-	67%	25%	-	-	*	-	
	CWOD	84%	79%	78%	*	82%	77%	*	-	-	*	65%	91%	-	78%	*	82%	73%	-	*	*	*	
	EL	72%	65%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	79%	74%	79%	*	76%	84%	*	-	-	*	67%	93%	67%	82%	*	79%	-	-	*	*	-	
	Female	82%	76%	65%	*	78%	54%	-	-	-	-	50%	79%	25%	73%	*	-	65%	-	*	*	*	

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All	49%	41%	43%	17%	40%	47%	*	-	-	67%	29%	59%	26%	47%	13%	46%	41%	-	*	10%	*	
	Students																						
	CWD	24%	22%	26%	*	17%	19%	-	-	-	*	13%	39%	26%	-	-	28%	25%	-	-	*	-	
	CWOD	52%	44%	47%	*	43%	52%	*	-	-	*	32%	63%	-	47%	13%	49%	44%	-	*	*	17%	
	EL	29%	12%	13%	-	13%	-	-	-	-	-	*	*	-	13%	13%	*	*	-	-	-	-	
	Male	47%	40%	46%	*	33%	55%	*	-	-	67%	30%	63%	28%	49%	*	46%	-	-	*	17%	-	
	Female	52%	43%	41%	*	46%	38%	-	-	-	-	27%	54%	25%	44%	*	-	41%	-	*	*	*	
Reading	All	47%	40%	44%	*	36%	51%	*	-	-	*	31%	58%	24%	48%	*	47%	42%	-	*	20%	*	
	Students																						
	CWD	21%	20%	24%	*	17%	13%	-	-	-	*	13%	33%	24%	-	-	22%	25%	-	-	*	-	
	CWOD	50%	43%	48%	*	39%	57%	*	-	-	*	35%	63%	-	48%	*	51%	45%	-	*	*	*	
	EL	23%	6%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	43%	38%	47%	*	33%	55%	*	-	-	*	33%	61%	22%	51%	*	47%	-	-	*	*	-	
	Female	51%	44%	42%	*	39%	46%	-	-	-	-	29%	54%	25%	45%	*	-	42%	-	*	*	*	
Mathematics	All	51%	41%	42%	*	43%	44%	*	-	-	*	26%	60%	29%	45%	*	45%	40%	-	*	0%	*	
	Students																						
	CWD	26%	25%	29%	*	17%	25%	-	-	-	*	13%	44%	29%	-	-	33%	25%	-	-	*	-	
	CWOD	54%	43%	45%	*	47%	47%	*	-	-	*	28%	63%	-	45%	*	47%	43%	-	*	*	*	
	EL	37%	21%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	50%	40%	45%	*	33%	55%	*	-	-	*	27%	64%	33%	47%	*	45%	-	-	*	*	-	
	Female	51%	42%	40%	*	52%	29%	-	-	-	-	25%	54%	25%	43%	*	-	40%	-	*	*	*	

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All	23%	16%	21%	0%	20%	25%	*	-	-	0%	11%	32%	0%	25%	0%	23%	19%	-	*	0%	*	
	Students																						
	CWD	8%	6%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	*	-	
	CWOD	25%	18%	25%	*	24%	29%	*	-	-	*	13%	38%	-	25%	0%	28%	23%	-	*	0%	*	
	EL	11%	3%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-	
	Male	22%	16%	23%	*	14%	34%	*	-	-	0%	13%	34%	0%	28%	*	23%	-	-	*	0%	-	
	Female	24%	17%	19%	*	26%	13%	-	-	-	-	8%	29%	0%	23%	*	-	19%	-	*	*	*	
Reading	All	20%	15%	25%	*	23%	29%	*	-	-	*	17%	33%	0%	29%	*	26%	23%	-	*	0%	*	
	Students																						
	CWD	7%	4%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	*	-	
	CWOD	22%	16%	29%	*	26%	34%	*	-	-	*	20%	40%	-	29%	*	31%	28%	-	*	*	*	
	EL	8%	1%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	17%	13%	26%	*	14%	39%	*	-	-	*	17%	36%	0%	31%	*	26%	-	-	*	*	-	
	Female	23%	17%	23%	*	30%	17%	-	-	-	-	17%	29%	0%	28%	*	-	23%	-	*	*	*	
Mathematics	All	26%	18%	18%	*	18%	20%	*	-	-	*	6%	31%	0%	21%	*	21%	15%	-	*	0%	*	
	Students																						
	CWD	11%	8%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	*	-	
	CWOD	28%	19%	21%	*	21%	23%	*	-	-	*	7%	37%	-	21%	*	24%	18%	-	*	*	*	
	EL	16%	6%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	25%	19%	21%	*	14%	29%	*	-	-	*	10%	32%	0%	24%	*	21%	-	-	*	*	-	
	Female	26%	17%	15%	*	22%	8%	-	-	-	-	0%	29%	0%	18%	*	-	15%	-	*	*	*	

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

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, 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)

There is no data for this campus.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
^	^	^

- '^' Indicates data reporting does not meet for Minimum Size.
- '**' Indicates results are masked due to small numbers to protect student confidentiality.
- '.' Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Student Success (Student Achievement Domain Score: STAAR Component Only)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	45	28	42	48	*	-	-	45	33	23	25

School Quality (College, Career, and Military Readiness Performance)

%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
------------------------	---	---	---	---	---	---	---	---	---	---	---

- '**' Indicates results are masked due to small numbers to protect student confidentiality.
- '.' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	N					Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N		
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		Y	N					N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		

English Learner Language Proficiency Status

Interim Goals (2018-2022)											36%
---------------------------	--	--	--	--	--	--	--	--	--	--	-----

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											

Federal Graduation Status^

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
 Blank cells above represent student group indicators that do not meet the minimum size criteria.
 '^' 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 (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																
All Subjects	All Students	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	*	100%	100%	100%	-	-	100%	100%	-
	CWOD	100%	*	100%	100%	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	*	*	-	100%	100%	*	*	-
	Male	100%	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	*	100%	-
	Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%
	Reading	All Students	100%	*	100%	100%	*	-	*	100%	100%	100%	100%	*	100%	100%
CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	-	100%	100%	-
CWOD	100%	*	100%	100%	*	-	-	*	100%	100%	-	100%	*	100%	100%	-
EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
Male	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	*	100%	-	-
Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
Mathematics	All Students	100%	*	100%	100%	*	-	*	100%	100%	100%	100%	*	100%	100%	-
CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	-	100%	100%	-
CWOD	100%	*	100%	100%	*	-	-	*	100%	100%	-	100%	*	100%	100%	-
EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
Male	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	*	100%	-	-
Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																
All Subjects	All Students	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	*	0%	0%	-	-	*	0%	0%	0%	-	-	0%	0%	-
	CWOD	0%	*	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	*	*	-	0%	0%	*	*	-
	Male	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	*	0%	-
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%
	Reading	All Students	0%	*	0%	0%	*	-	*	0%	0%	0%	0%	*	0%	0%
CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	
CWOD	0%	*	0%	0%	*	-	-	*	0%	0%	-	0%	*	0%	0%	
EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	
Male	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	*	0%	-	

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism	Male	16	0	5	11	0	0	0	0	2	2	0
	Female	13	0	5	8	0	0	0	0	0	2	0
	Total	29	0	10	19	0	0	0	0	2	4	0

												Total
Incidents of Violence												
Incidents of rape or attempted rape												0
Incidents of sexual assault (other than rape)												0
Incidents of robbery with a weapon												0
Incidents of robbery with a firearm or explosive device												0
Incidents of robbery without a weapon												0
Incidents of physical attack or fight with a weapon												0
Incidents of physical attack or fight with a firearm or explosive device												0
Incidents of physical attack or fight without a weapon												0
Incidents of threats of physical attack with a weapon												0
Incidents of threats of physical attack with a firearm or explosive device												0
Incidents of threats of physical attack without a weapon												0
Incidents of possession of a firearm or explosive device												0
Allegations of Harassment or bullying												
On the basis of sex												0
On the basis of race												0
On the basis of disability												0
On the basis of sexual orientation												0
On the basis of religion												0

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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	21	0	8	11	0	0	0	2	0	2
	Female	23	2	5	14	0	0	0	2	0	0
	Total	44	2	13	25	0	0	0	4	0	2
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

*** Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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	2.0	6.1%
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	0.3	1.0%

'-' Indicates there are no data available in the group.
Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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.

Part (xi): STAAR Alternate 2 Participation

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%	*	1%	*	3%
Mathematics	5,880	1%	*	1%	*	3%
Grade 4						
Reading	6,312	2%	7	3%	-	-
Mathematics	6,311	2%	7	3%	-	-
Grade 5						
Reading	6,133	1%	*	1%	-	-
Mathematics	6,131	1%	*	1%	-	-
Science	6,133	1%	*	1%	-	-
Grade 6						
Reading	6,038	1%	7	2%	-	-
Mathematics	6,036	1%	7	2%	-	-
Grade 7						
Reading	5,616	1%	*	0%	-	-
Mathematics	5,616	2%	*	0%	-	-
Grade 8						
Reading	5,251	1%	*	1%	-	-
Mathematics	5,254	2%	*	2%	-	-
Science	5,250	1%	*	2%	-	-
End of Course						
English I	5,150	1%	5	1%	-	-
English II	4,680	1%	5	2%	-	-
Algebra I	5,122	1%	5	2%	-	-
Biology	4,954	1%	5	2%	-	-
All Grades						
All Subjects	101,751	1%	80	2%	6	3%
Reading	45,064	1%	36	2%	*	3%
Mathematics	40,350	1%	31	2%	*	3%
Science	16,337	1%	13	2%	-	-

State	State	District	District	Campus	Campus
Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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
		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	
	Mathematics	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		
Grade 8	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%
Grade 8	Reading	English Learners	97%
		Students with Disabilities	83%
	Mathematics	English Learners	96%
		Students with Disabilities	88%
		English Learners	97%

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

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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.

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

District Name: BROWNWOOD ISD
District ID: 025902

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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^												
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%

^ 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%
High Schools and K-12	Academic Achievement	50%
	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.

Part (ii): Student Achievement by Proficiency Level

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)

		Region	Afr		Amer			Two		Non										Foster			
		State	15	District	Hispanic	White	Ind	Asian	Pac	Isl	More	Econ	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All	75%	69%	67%	67%	59%	74%	*	*	-	83%	62%	79%	40%	71%	50%	71%	64%	-	67%	57%	*	
	Students																						
	CWD	49%	46%	40%	*	30%	40%	-	-	-	*	37%	45%	40%	-	*	40%	40%	-	*	*	-	
	CWOD	79%	72%	71%	78%	61%	78%	*	*	-	*	65%	83%	-	71%	56%	75%	68%	-	80%	60%	*	
	EL	69%	45%	50%	-	50%	-	-	-	-	-	57%	*	*	56%	50%	67%	*	-	*	-	-	
	Male	73%	66%	71%	67%	60%	77%	*	*	-	80%	62%	89%	40%	75%	67%	71%	-	-	*	*	-	
	Female	78%	73%	64%	67%	57%	70%	-	-	-	*	63%	68%	40%	68%	*	-	64%	-	*	*	*	
Mathematics	All	78%	71%	73%	58%	70%	76%	*	*	-	83%	69%	82%	43%	77%	70%	77%	69%	-	67%	57%	*	
	Students																						
	CWD	52%	48%	43%	*	30%	47%	-	-	-	*	32%	64%	43%	-	*	53%	33%	-	*	*	-	
	CWOD	81%	74%	77%	67%	74%	80%	*	*	-	*	73%	85%	-	77%	78%	80%	74%	-	80%	60%	*	
	EL	75%	57%	70%	-	70%	-	-	-	-	-	86%	*	*	78%	70%	83%	*	-	*	-	-	
	Male	78%	71%	77%	50%	72%	83%	*	*	-	80%	69%	93%	53%	80%	83%	77%	-	-	*	*	-	
	Female	78%	72%	69%	67%	69%	69%	-	-	-	*	68%	70%	33%	74%	*	-	69%	-	*	*	*	
Grade 4																							
Reading	All	74%	69%	69%	44%	73%	69%	-	*	-	67%	62%	86%	40%	73%	*	70%	68%	-	*	67%	*	
	Students																						
	CWD	44%	43%	40%	-	54%	29%	-	-	-	*	35%	57%	40%	-	-	38%	44%	-	-	*	-	
	CWOD	78%	73%	73%	44%	76%	74%	-	*	-	78%	66%	89%	-	73%	*	76%	70%	-	*	60%	*	
	EL	64%	46%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	71%	67%	70%	38%	75%	70%	-	*	-	67%	58%	95%	38%	76%	*	70%	-	-	*	*	*	
	Female	77%	72%	68%	50%	71%	68%	-	-	-	67%	66%	74%	44%	70%	*	-	68%	-	-	60%	*	
Mathematics	All	74%	67%	64%	44%	67%	65%	-	*	-	58%	57%	82%	42%	67%	*	66%	62%	-	*	50%	*	
	Students																						
	CWD	46%	39%	42%	-	50%	36%	-	-	-	*	38%	57%	42%	-	-	41%	44%	-	-	*	-	
	CWOD	78%	70%	67%	44%	69%	69%	-	*	-	67%	59%	85%	-	67%	*	71%	63%	-	*	40%	*	
	EL	69%	53%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	74%	67%	66%	25%	69%	68%	-	*	-	67%	58%	84%	41%	71%	*	66%	-	-	*	*	*	
	Female	74%	67%	62%	63%	64%	60%	-	-	-	50%	55%	80%	44%	63%	*	-	62%	-	-	60%	*	
Grade 5																							
Reading	All	86%	82%	77%	62%	77%	79%	*	*	-	89%	73%	86%	36%	84%	30%	70%	86%	-	*	*	86%	
	Students																						
	CWD	55%	48%	36%	*	31%	37%	-	-	-	*	35%	40%	36%	-	*	32%	45%	-	*	-	*	
	CWOD	89%	86%	84%	64%	83%	85%	*	*	-	100%	81%	89%	-	84%	38%	77%	90%	-	-	*	83%	
	EL	77%	54%	30%	-	30%	-	-	-	-	-	38%	*	*	38%	30%	14%	*	-	-	-	-	
	Male	83%	80%	70%	40%	69%	71%	*	*	-	80%	65%	81%	32%	77%	14%	70%	-	-	-	*	-	
	Female	88%	84%	86%	75%	85%	89%	*	*	-	*	84%	91%	45%	90%	*	-	86%	-	-	*	86%	
Mathematics	All	89%	86%	88%	75%	91%	89%	*	*	-	89%	85%	97%	44%	95%	90%	86%	92%	-	*	*	86%	
	Students																						
	CWD	68%	64%	44%	*	54%	37%	-	-	-	*	39%	80%	44%	-	*	40%	55%	-	*	-	*	
	CWOD	92%	89%	95%	80%	96%	97%	*	*	-	100%	94%	98%	-	95%	88%	95%	95%	-	-	*	100%	
	EL	85%	73%	90%	-	90%	-	-	-	-	-	88%	*	*	88%	90%	86%	*	-	-	-	-	
	Male	88%	84%	86%	*	87%	86%	*	*	-	80%	82%	95%	40%	95%	86%	86%	-	-	-	*	-	
	Female	90%	88%	92%	75%	94%	92%	*	*	-	*	89%	98%	55%	95%	*	-	92%	-	-	*	86%	
Science	All	74%	69%	75%	69%	69%	78%	*	*	-	89%	70%	87%	31%	82%	30%	68%	82%	-	*	*	86%	
	Students																						
	CWD	45%	43%	31%	*	38%	21%	-	-	-	*	26%	60%	31%	-	*	24%	45%	-	*	-	*	
	CWOD	77%	72%	82%	73%	73%	86%	*	*	-	100%	78%	89%	-	82%	38%	78%	86%	-	*	*	100%	
	EL	60%	39%	30%	-	30%	-	-	-	-	-	38%	*	*	38%	30%	14%	*	-	-	-	-	
	Male	74%	70%	68%	60%	63%	70%	*	*	-	80%	61%	88%	24%	78%	14%	68%	-	-	-	*	-	
	Female	73%	68%	82%	75%	75%	88%	*	*	-	*	80%	86%	45%	86%	*	-	82%	-	-	*	86%	

		Region		Afr			Amer		Pac		Two or More Races		Econ		Non Econ		Foster						
		State	15	District	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6 Reading	All Students	67%	61%	62%	53%	64%	64%	*	-	-	38%	52%	79%	37%	66%	46%	60%	65%	-	-	*	*	
	CWD	33%	26%	37%	*	40%	37%	-	-	-	-	33%	45%	37%	-	*	53%	19%	-	-	-	-	
	CWOD	71%	65%	66%	56%	67%	68%	*	-	-	38%	55%	83%	*	66%	45%	61%	70%	-	-	*	*	
	EL	42%	30%	46%	-	50%	-	-	-	-	-	40%	*	*	45%	46%	38%	60%	-	-	-	-	
	Male	62%	57%	60%	50%	61%	62%	*	-	-	40%	51%	76%	53%	61%	38%	60%	-	-	-	-	-	
	Female	71%	66%	65%	56%	66%	65%	*	-	-	*	54%	82%	19%	70%	60%	-	65%	-	-	-	*	*
Mathematics	All Students	80%	77%	76%	59%	79%	76%	*	-	-	75%	70%	87%	51%	80%	85%	77%	76%	-	-	*	*	
	CWD	50%	44%	51%	*	53%	53%	-	-	-	-	54%	45%	51%	-	*	58%	44%	-	-	-	-	
	CWOD	83%	81%	80%	63%	83%	80%	*	-	-	75%	72%	92%	*	80%	82%	81%	80%	-	-	*	*	
	EL	67%	59%	85%	-	92%	-	-	-	-	-	90%	*	*	82%	85%	75%	100%	-	-	-	-	
	Male	78%	76%	77%	75%	75%	80%	-	-	-	80%	71%	88%	58%	81%	75%	77%	-	-	-	-	-	-
	Female	81%	78%	76%	44%	82%	73%	*	-	-	*	69%	86%	44%	80%	100%	-	76%	-	-	-	*	*
Grade 7 Reading	All Students	74%	70%	63%	25%	58%	70%	*	*	-	69%	52%	77%	16%	68%	22%	61%	65%	-	*	*	*	
	CWD	37%	36%	16%	*	10%	25%	-	-	-	*	15%	20%	16%	-	*	19%	11%	-	*	*	*	
	CWOD	78%	74%	68%	27%	63%	75%	*	*	-	79%	58%	80%	-	68%	29%	67%	70%	-	*	*	*	
	EL	49%	35%	22%	-	25%	-	-	*	-	-	14%	*	*	29%	22%	17%	*	-	*	-	*	
	Male	70%	65%	61%	29%	51%	73%	*	*	-	60%	52%	75%	19%	67%	17%	61%	-	-	*	*	*	
	Female	79%	75%	65%	20%	65%	67%	-	-	-	83%	53%	80%	11%	70%	*	-	65%	-	-	*	*	*
Mathematics	All Students	73%	70%	71%	50%	62%	79%	*	*	-	75%	66%	77%	36%	75%	22%	69%	74%	-	*	*	*	
	CWD	43%	40%	36%	*	30%	50%	-	-	-	*	35%	40%	36%	-	*	25%	56%	-	*	*	-	
	CWOD	77%	74%	75%	55%	66%	82%	*	*	-	86%	71%	79%	-	75%	29%	74%	75%	-	*	*	*	
	EL	57%	46%	22%	-	13%	-	-	*	-	-	29%	*	*	29%	22%	33%	*	-	*	-	*	
	Male	72%	68%	69%	43%	61%	78%	*	*	-	60%	63%	76%	25%	74%	33%	69%	-	-	*	*	*	
	Female	75%	72%	74%	60%	63%	81%	-	-	-	100%	71%	78%	56%	75%	*	-	74%	-	-	*	*	*
Grade 8 Reading	All Students	84%	80%	75%	73%	66%	82%	-	*	-	83%	66%	90%	57%	77%	33%	75%	74%	-	38%	17%	70%	
	CWD	47%	40%	57%	-	54%	57%	-	-	-	-	42%	89%	57%	-	*	55%	63%	-	*	*	*	
	CWOD	88%	85%	77%	73%	68%	85%	-	*	-	83%	69%	90%	-	77%	36%	79%	75%	-	43%	*	75%	
	EL	62%	41%	33%	-	33%	-	-	-	-	-	29%	*	*	36%	33%	40%	20%	-	*	-	*	
	Male	81%	75%	75%	75%	62%	85%	-	*	-	*	68%	87%	55%	79%	40%	75%	-	-	50%	*	71%	
	Female	88%	84%	74%	*	70%	78%	-	*	-	75%	64%	93%	63%	75%	20%	-	74%	-	-	*	*	*
Mathematics	All Students	87%	81%	77%	50%	77%	80%	-	*	-	75%	73%	85%	61%	79%	53%	73%	81%	-	50%	67%	78%	
	CWD	58%	51%	61%	-	46%	71%	-	-	-	-	47%	89%	61%	-	*	60%	63%	-	*	*	*	
	CWOD	90%	85%	79%	50%	81%	81%	-	*	-	75%	77%	85%	-	79%	57%	75%	83%	-	57%	*	86%	
	EL	77%	58%	53%	-	53%	-	-	-	-	-	50%	*	*	57%	53%	50%	60%	-	*	-	*	
	Male	84%	77%	73%	50%	70%	78%	-	*	-	*	69%	81%	60%	75%	50%	73%	-	-	50%	*	71%	
	Female	89%	86%	81%	*	83%	82%	-	-	-	75%	78%	89%	63%	83%	60%	-	81%	-	-	*	*	*
Science	All Students	79%	76%	71%	64%	63%	77%	-	*	-	83%	61%	88%	52%	73%	33%	69%	72%	-	38%	17%	70%	
	CWD	46%	39%	52%	-	42%	57%	-	-	-	-	39%	78%	52%	-	*	45%	71%	-	*	*	*	
	CWOD	83%	80%	73%	64%	65%	80%	-	*	-	83%	64%	89%	-	73%	36%	74%	73%	-	43%	*	75%	
	EL	55%	32%	33%	-	33%	-	-	-	-	-	29%	*	*	36%	33%	40%	20%	-	*	-	*	
	Male	78%	74%	69%	63%	59%	80%	-	*	-	*	59%	87%	45%	74%	40%	69%	-	-	50%	*	71%	
	Female	81%	78%	72%	*	67%	74%	-	*	-	100%	64%	89%	71%	73%	20%	-	72%	-	-	*	*	*
End of Course English I	All Students	66%	63%	61%	22%	58%	67%	-	*	-	100%	52%	75%	22%	68%	13%	57%	66%	-	*	36%	57%	
	CWD	27%	24%	22%	17%	27%	19%	-	-	-	-	25%	10%	22%	-	-	27%	14%	-	-	-	17%	*
	CWOD	71%	70%	68%	25%	63%	75%	-	*	-	100%	59%	79%	-	68%	13%	63%	74%	-	*	50%	*	
	EL	34%	27%	13%	-	14%	-	-	-	-	-	20%	*	*	13%	13%	0%	*	-	-	-	-	-
	Male	60%	56%	57%	33%	54%	59%	-	*	-	100%	51%	69%	27%	63%	0%	57%	-	-	*	42%	*	
	Female	73%	71%	66%	11%	62%	77%	-	-	-	*	54%	80%	14%	74%	*	-	66%	-	-	*	*	*
English II	All Students	67%	65%	64%	52%	55%	74%	*	*	-	75%	53%	79%	22%	69%	*	61%	69%	-	*	33%	70%	
	CWD	27%	21%	22%	*	25%	9%	-	*	-	*	20%	29%	22%	-	-	18%	27%	-	-	*	*	
	CWOD	72%	72%	69%	56%	59%	79%	*	*	-	86%	59%	81%	-	69%	*	65%	74%	-	*	*	78%	
	EL	30%	28%	*	-	50%	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	62%	59%	61%	56%	50%	69%	-	*	-	80%	47%	77%	18%	65%	*	61%	-	-	*	33%	80%	
	Female	73%	72%	69%	50%	60%	81%	*	*	-	*	60%	80%	27%	74%	-	-	69%	-	-	*	-	60%
Algebra I	All Students	83%	76%	72%	67%	72%	73%	-	*	-	57%	66%	80%	32%	78%	57%	69%	75%	-	*	50%	86%	
	CWD	52%	41%	32%	40%	30%	32%	-	-	-	-	37%	0%	32%	-	-	35%	25%	-	-	40%	*	
	CWOD	87%	82%	78%	80%	79%	79%	-	*	-	57%	74%	84%	-	78%	57%	76%	81%	-	*	57%	*	
	EL	73%	56%	57%	-	67%	-	-	-	-	-	60%	*	*	57%	57%	*	*	-	-	-	-	-
	Male	79%	70%	69%	67%	68%	69%	-	*	-	*	64%	77%	35%	76%	*	69%	-	-	*	40%	*	
	Female	88%	83%	75%	67%	76%	78%	-	*	-	*	69%	82%	25%	81%	*	-	75%	-	-	*	*	*
Biology	All Students	87%	84%	81%	56%	80%	85%	-	*	-	100%	76%	91%	48%	87%	44%	84%	79%	-	*	60%	80%	
	CWD	60%	51%	48%	40%	65%	30%	-	*	-	-	49%	40%	48%	-	-	56%	37%	-	-	*	*	
	CWOD	90%	88%	87%	64%	83%	93%	-	*	-	100%	83%	93%	-	87%	44%	89%	85%	-	-	67%	*	
	EL	68%	53%	44%	-	50%	-	-	-	-	-	50%	*	-	44%	44%	60%	*	-				

		Region		Afr			Amer	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
		State	15	District	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
		90%	87%	79%	50%	80%	82%	-	*	-	*	72%	88%	37%	85%	*	-	79%	-	*	*	*	
		Female	90%	87%	79%	50%	80%	82%	-	*	-	*	72%	88%	37%	85%	*	-	79%	-	*	*	*
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	44%	36%	36%	42%	25%	43%	*	*	-	83%	28%	53%	13%	39%	10%	36%	37%	-	50%	14%	*	
	CWD	26%	26%	13%	*	10%	7%	-	-	-	*	5%	27%	13%	-	*	13%	13%	-	*	*	-	
	CWOD	46%	38%	39%	56%	27%	47%	*	*	-	*	31%	56%	-	39%	11%	39%	40%	-	60%	20%	*	
	EL	35%	14%	10%	-	10%	-	-	-	-	-	14%	*	*	11%	10%	17%	*	-	*	-	-	
	Male	41%	32%	36%	33%	24%	41%	*	*	-	80%	26%	56%	13%	39%	17%	36%	-	-	*	*	-	
	Female	47%	41%	37%	50%	26%	45%	-	-	-	*	31%	50%	13%	40%	*	-	37%	-	*	*	-	
	Female	47%	41%	37%	50%	26%	45%	-	-	-	*	31%	50%	13%	40%	*	-	37%	-	*	*	-	
Mathematics	All Students	48%	38%	42%	33%	32%	48%	*	*	-	83%	34%	57%	20%	44%	30%	42%	42%	-	67%	0%	*	
	CWD	30%	29%	20%	*	10%	20%	-	-	-	*	5%	45%	20%	-	*	20%	20%	-	*	*	-	
	CWOD	50%	40%	44%	44%	35%	51%	*	*	-	*	37%	59%	-	44%	33%	45%	44%	-	80%	0%	*	
	EL	41%	23%	30%	-	30%	-	-	-	-	-	29%	*	*	33%	30%	33%	*	-	*	-	-	
	Male	49%	38%	42%	17%	26%	52%	*	*	-	80%	31%	62%	20%	45%	33%	42%	-	-	*	*	-	
	Female	46%	38%	42%	50%	38%	44%	-	-	-	*	36%	52%	20%	44%	*	-	42%	-	*	*	-	
	Female	46%	38%	42%	50%	38%	44%	-	-	-	*	36%	52%	20%	44%	*	-	42%	-	*	*	-	
Grade 4																							
Reading	All Students	43%	38%	43%	19%	45%	45%	-	*	-	25%	35%	61%	30%	44%	*	43%	42%	-	*	50%	*	
	CWD	24%	21%	30%	-	54%	14%	-	-	-	*	22%	57%	30%	-	-	33%	22%	-	-	*	-	
	CWOD	46%	41%	44%	19%	44%	49%	-	*	-	33%	37%	61%	-	44%	*	45%	44%	-	*	40%	*	
	EL	30%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	41%	35%	43%	13%	44%	47%	-	*	-	17%	30%	70%	33%	45%	*	43%	-	-	*	*	-	
	Female	46%	42%	42%	25%	46%	42%	-	-	-	33%	40%	49%	22%	44%	*	-	42%	-	-	60%	*	
	Female	46%	42%	42%	25%	46%	42%	-	-	-	33%	40%	49%	22%	44%	*	-	42%	-	-	60%	*	
Mathematics	All Students	46%	37%	39%	25%	37%	43%	-	*	-	33%	30%	59%	29%	41%	*	47%	30%	-	*	17%	*	
	CWD	27%	22%	29%	-	43%	21%	-	-	-	*	25%	43%	29%	-	-	32%	22%	-	-	*	-	
	CWOD	49%	39%	41%	25%	36%	46%	-	*	-	44%	31%	61%	-	41%	*	50%	31%	-	*	0%	*	
	EL	39%	23%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	48%	39%	47%	13%	45%	51%	-	*	-	50%	35%	73%	32%	50%	*	47%	-	-	*	*	-	
	Female	45%	35%	30%	38%	31%	30%	-	-	-	17%	25%	43%	22%	31%	*	-	30%	-	-	20%	*	
	Female	45%	35%	30%	38%	31%	30%	-	-	-	17%	25%	43%	22%	31%	*	-	30%	-	-	20%	*	
Grade 5																							
Reading	All Students	53%	44%	47%	46%	41%	50%	*	*	-	56%	42%	57%	11%	52%	0%	39%	56%	-	*	*	43%	
	CWD	27%	21%	11%	*	8%	5%	-	-	-	*	13%	0%	11%	-	*	12%	9%	-	*	-	*	
	CWOD	56%	47%	52%	45%	46%	57%	-	*	-	57%	48%	61%	-	52%	0%	45%	60%	-	-	*	50%	
	EL	36%	12%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-	
	Male	50%	40%	39%	20%	36%	42%	*	*	-	40%	33%	53%	12%	45%	0%	39%	-	-	-	*	-	
	Female	56%	48%	56%	63%	46%	61%	*	*	-	*	53%	61%	9%	60%	*	-	56%	-	*	-	43%	
	Female	56%	48%	56%	63%	46%	61%	*	*	-	*	53%	61%	9%	60%	*	-	56%	-	*	-	43%	
Mathematics	All Students	57%	47%	50%	25%	48%	54%	*	*	-	44%	43%	66%	28%	54%	40%	45%	56%	-	*	*	29%	
	CWD	31%	29%	28%	*	31%	26%	-	-	-	*	23%	60%	28%	-	*	24%	36%	-	*	-	*	
	CWOD	60%	49%	54%	30%	51%	58%	-	*	-	43%	47%	67%	-	54%	38%	50%	58%	-	-	*	33%	
	EL	46%	22%	40%	-	40%	-	-	-	-	-	50%	*	*	38%	40%	29%	*	-	-	-	-	
	Male	56%	48%	45%	*	46%	47%	*	*	-	40%	38%	64%	24%	50%	29%	45%	-	-	-	*	-	
	Female	57%	47%	56%	38%	50%	63%	*	*	-	*	49%	68%	36%	58%	*	-	56%	-	*	-	29%	
	Female	57%	47%	56%	38%	50%	63%	*	*	-	*	49%	68%	36%	58%	*	-	56%	-	*	-	29%	
Science	All Students	48%	41%	48%	31%	42%	51%	*	*	-	89%	42%	63%	19%	53%	20%	45%	52%	-	*	*	29%	
	CWD	27%	24%	19%	*	15%	21%	-	-	-	*	13%	60%	19%	-	*	16%	27%	-	*	-	*	
	CWOD	50%	43%	53%	36%	45%	56%	*	*	-	100%	47%	63%	-	53%	25%	50%	55%	-	*	*	33%	
	EL	31%	14%	20%	-	20%	-	-	-	-	-	25%	*	*	25%	20%	0%	*	-	-	-	-	
	Male	50%	43%	45%	0%	39%	48%	*	*	-	80%	36%	66%	16%	50%	0%	45%	-	-	-	*	-	
	Female	45%	39%	52%	50%	44%	56%	*	*	-	*	48%	60%	27%	55%	*	-	52%	-	*	-	29%	
	Female	45%	39%	52%	50%	44%	56%	*	*	-	*	48%	60%	27%	55%	*	-	52%	-	*	-	29%	
Grade 6																							
Reading	All Students	36%	30%	32%	6%	29%	39%	*	-	-	13%	21%	50%	37%	31%	8%	31%	33%	-	-	*	*	
	CWD	19%	17%	37%	*	40%	37%	-	-	-	-	33%	45%	37%	-	*	53%	19%	-	-	-	-	
	CWOD	38%	31%	31%	6%	27%	40%	*	-	-	13%	19%	50%	-	31%	0%	27%	35%	-	-	*	*	
	EL	14%	7%	8%	-	8%	-	-	-	-	-	10%	*	*	0%	8%	13%	0%	-	-	-	-	
	Male	33%	26%	31%	13%	26%	39%	-	-	-	0%	20%	50%	53%	27%	13%	31%	-	-	-	-	*	
	Female	40%	33%	33%	0%	31%	39%	*	-	-	*	23%	49%	19%	35%	0%	-	33%	-	-	*	*	
	Female	40%	33%	33%	0%	31%	39%	*	-	-	*	23%	49%	19%	35%	0%	-	33%	-	-	*	*	
Mathematics	All Students	46%	40%	38%	12%	37%	42%	*	-	-	38%	31%	50%	31%	39%	8%	36%	39%	-	-	*	*	
	CWD	23%	19%	31%	*	33%	32%	-	-	-	-	29%	36%	31%	-	*	37%	25%	-	-	-	-	
	CWOD	48%	42%	39%	13%	38%	44%	*	-	-	38%	31%	51%	-	39%	0%	36%	41%	-	-	*	*	
	EL	27%	19%	8%	-	8%	-	-	-	-	-	10%	*	*	0%	8%	13%	0%	-	-	-	-	
	Male	45%	40%	36%	13%	35%	42%	-	-	-	20%	29%	50%	37%	36%	13%	36%	-	-	-	-	*	
	Female	46%	40%	39%	11%	39%	42%	*	-	-	*	33%	49%	25%	41%	0%	-	39%	-	-	*	*	
	Female	46%	40%	39%	11%	39%	42%	*	-	-	*	33%	49%	25%	41%	0%	-	39%	-	-	*	*	
Grade 7																							
Reading	All Students	48%	43%	36%	17%	27%	44%	*	*	-	31%	23%	53%	8%	39%	0%	35%	37%	-	*	*	*	
	CWD	21%	20%	8%	*	10%	8%	-	-	-	*	5%	20%	8%	-	*	6%	11%	-	*	*	-	
	CWOD	51%	45%	39%	18%	29%	48%	*	*	-	36%	26%	55%	-	39%	0%	39%	39%	-	*	*	-	
	EL	19%	8%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	*	
	Male	44%	39%	35%	14%	24%	45%	*	*	-	30%	23%	51%	6%	39%	0%	35%	-	-	*	*	-	
	Female	52%	46%	37%	20%	30%	44%	-	-	-	33%	22%	56%	11%	39%	*	-	37%	-	*	*	-	
	Female	52%	46%	37%	20%	30%	44%	-	-	-	33%	22%	56%	11%	39%								

		Region		Afr			Amer		Two or More Races		Econ Disadv		Non Econ Disadv		CWD		CWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military		
		State	15	District	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military											
Mathematics	All Students	41%	37%	39%	17%	33%	44%	*	*	-	44%	30%	51%	16%	42%	11%	39%	39%	-	*	*	*											
	CWD	22%	21%	16%	*	10%	25%	-	-	-	*	10%	40%	16%	-	*	13%	22%	-	*	*	*											
	CWOD	44%	39%	42%	18%	36%	46%	*	*	-	50%	33%	52%	*	42%	14%	43%	41%	-	*	*	*											
	EL	22%	10%	11%	-	0%	-	-	-	*	-	14%	*	*	14%	11%	17%	*	*	-	*	*	*										
	Male	41%	36%	39%	0%	33%	45%	*	*	-	40%	31%	51%	13%	43%	17%	39%	-	-	*	*	*											
	Female	42%	37%	39%	40%	33%	43%	-	-	-	50%	29%	52%	22%	41%	*	-	39%	-	-	*	*	*										
Grade 8 Reading	All Students	53%	46%	48%	36%	40%	58%	-	*	-	42%	40%	64%	36%	50%	7%	47%	49%	-	13%	17%	60%											
	CWD	22%	21%	36%	-	23%	43%	-	-	-	32%	44%	36%	-	*	35%	38%	-	*	*	*												
	CWOD	57%	49%	50%	36%	42%	60%	-	*	-	42%	41%	66%	*	50%	7%	50%	50%	-	14%	*	*	63%										
	EL	19%	7%	7%	-	7%	-	-	-	-	-	7%	*	*	7%	10%	0%	0%	-	-	*	*	*										
	Male	49%	41%	47%	25%	36%	58%	-	*	-	*	42%	56%	35%	50%	10%	47%	-	-	17%	*	*	57%										
	Female	58%	51%	49%	*	43%	57%	-	*	-	38%	37%	73%	38%	50%	0%	-	49%	-	-	*	*	*										
Mathematics	All Students	55%	47%	47%	10%	40%	58%	-	*	-	33%	41%	59%	32%	48%	20%	42%	51%	-	25%	17%	44%											
	CWD	27%	22%	32%	-	15%	43%	-	-	-	32%	33%	32%	-	*	30%	38%	-	*	*	*												
	CWOD	59%	51%	48%	10%	44%	60%	-	*	-	33%	42%	62%	-	48%	21%	44%	52%	-	29%	*	*	57%										
	EL	36%	17%	20%	-	20%	-	-	-	-	-	14%	*	*	21%	20%	20%	20%	-	*	*	*											
	Male	52%	43%	42%	13%	33%	55%	-	*	-	*	36%	55%	30%	44%	20%	42%	-	-	17%	*	*	43%										
	Female	59%	51%	51%	*	47%	61%	-	-	-	38%	46%	63%	38%	52%	20%	-	51%	-	-	*	*	*										
Science	All Students	50%	42%	40%	36%	28%	53%	-	*	-	33%	30%	58%	33%	41%	0%	42%	39%	-	0%	17%	40%											
	CWD	23%	22%	33%	-	17%	43%	-	-	-	33%	33%	33%	-	*	30%	43%	-	*	*	*												
	CWOD	53%	45%	41%	36%	29%	54%	-	*	-	33%	29%	61%	-	41%	0%	44%	38%	-	0%	*	*	50%										
	EL	20%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	*	*	*										
	Male	50%	43%	42%	38%	22%	60%	-	*	-	*	29%	62%	30%	44%	0%	42%	-	-	0%	*	*	29%										
	Female	50%	41%	39%	*	33%	44%	-	*	-	38%	30%	55%	43%	38%	0%	-	39%	-	-	*	*	*										
End of Course English I	All Students	48%	44%	40%	6%	34%	47%	-	*	-	88%	31%	54%	12%	45%	0%	33%	49%	-	*	14%	57%											
	CWD	15%	12%	12%	0%	12%	15%	-	-	-	15%	0%	12%	-	-	16%	5%	-	-	-	-	17%	*										
	CWOD	53%	50%	45%	8%	38%	53%	-	*	-	88%	35%	58%	-	45%	0%	36%	55%	-	*	13%	*											
	EL	14%	9%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-	-										
	Male	42%	37%	33%	11%	27%	37%	-	*	-	100%	27%	44%	16%	36%	0%	33%	-	-	*	17%	*	*										
	Female	56%	53%	49%	0%	43%	60%	-	-	-	*	37%	63%	5%	55%	*	-	49%	-	-	*	*	*										
English II	All Students	48%	46%	42%	29%	25%	58%	*	*	-	63%	34%	53%	16%	45%	*	40%	45%	-	*	33%	50%											
	CWD	16%	10%	16%	*	19%	9%	-	*	-	16%	14%	16%	-	-	18%	13%	-	-	-	*	*											
	CWOD	52%	51%	45%	33%	26%	62%	*	*	-	71%	37%	55%	-	45%	*	42%	48%	-	*	*	56%											
	EL	11%	10%	*	-	-	-	-	-	-	-	-	*	*	*	*	-	-	-	-	-	-	-										
	Male	42%	39%	40%	33%	22%	55%	-	*	-	60%	31%	52%	18%	42%	*	40%	-	-	*	33%	40%											
	Female	55%	53%	45%	25%	28%	62%	*	*	-	*	38%	54%	13%	48%	-	-	45%	-	-	*	*	60%										
Algebra I	All Students	59%	47%	33%	33%	29%	37%	-	*	-	29%	25%	46%	17%	36%	0%	30%	38%	-	*	17%	29%											
	CWD	24%	17%	17%	0%	20%	18%	-	-	-	20%	0%	17%	-	-	23%	6%	-	-	-	-	20%	*										
	CWOD	63%	52%	36%	50%	30%	40%	-	*	-	29%	26%	48%	-	36%	0%	31%	42%	-	*	14%	*											
	EL	40%	24%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-	-	-										
	Male	53%	41%	30%	17%	21%	37%	-	*	-	*	21%	45%	23%	31%	*	30%	-	-	*	20%	*	*										
	Female	65%	54%	38%	44%	39%	38%	-	*	-	*	30%	47%	6%	42%	*	-	38%	-	-	*	*	*										
Biology	All Students	60%	52%	48%	6%	36%	61%	-	*	-	71%	38%	64%	15%	53%	0%	50%	46%	-	*	30%	60%											
	CWD	24%	18%	15%	0%	20%	10%	-	*	-	15%	20%	15%	-	-	19%	11%	-	-	-	*	*											
	CWOD	64%	57%	53%	9%	39%	69%	-	*	-	71%	44%	66%	-	53%	0%	56%	51%	-	*	33%	*											
	EL	24%	14%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-	-	-										
	Male	58%	49%	50%	13%	36%	65%	-	*	-	*	42%	66%	19%	56%	0%	50%	-	-	*	38%	*	*										
	Female	62%	55%	46%	0%	37%	58%	-	*	-	*	33%	62%	11%	51%	*	-	46%	-	-	*	*	*										
STAAR Percent at Masters Grade Level																																	
Grade 3 Reading	All Students	27%	21%	23%	17%	15%	29%	*	*	-	33%	17%	35%	0%	26%	0%	21%	25%	-	17%	0%	*											
	CWD	10%	7%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	*	*											
	CWOD	29%	23%	26%	22%	17%	32%	*	*	-	*	19%	40%	-	26%	0%	24%	28%	-	20%	0%	*											
	EL	19%	4%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	*	*	*										
	Male	24%	19%	21%	17%	8%	30%	*	*	-	20%	13%	36%	0%	24%	0%	21%	-	-	*	*	*											
	Female	29%	23%	25%	17%	21%	28%	-	-	-	*	20%	34%	0%	28%	*	-	25%	-	-	*	*	*										
Mathematics	All Students	24%	17%	21%	33%	14%	26%	*	*	-	33%	16%	31%	0%	24%	0%	23%	20%	-	33%	0%	*											
	CWD	12%	10%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	*	*											
	CWOD	25%	18%	24%	44%	15%	29																										

		Region		Afr	Amer	Ind	Asian	Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	State	12%	7%	*	-	*	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Male	20%	16%	15%	0%	13%	18%	-	*	0%	8%	30%	5%	17%	*	15%	-	-	*	*	
	Female	23%	20%	20%	13%	24%	16%	-	-	17%	17%	26%	11%	20%	*	-	20%	-	-	20%	
Mathematics	All Students	27%	19%	20%	6%	19%	23%	-	*	8%	11%	41%	13%	21%	*	23%	17%	-	*	17%	
	CWD	13%	10%	13%	-	14%	14%	-	-	4%	43%	13%	-	-	-	9%	22%	-	-	*	
	CWOD	29%	20%	21%	6%	20%	24%	-	*	11%	13%	40%	-	21%	*	25%	17%	-	*	0%	
	EL	20%	9%	*	-	*	-	-	-	-	*	-	-	*	*	*	*	-	-	-	*
	Male	29%	20%	23%	0%	20%	28%	-	*	0%	10%	50%	9%	25%	*	23%	-	-	*	*	
	Female	25%	18%	17%	13%	19%	16%	-	-	17%	13%	29%	22%	17%	*	-	17%	-	-	20%	
Grade 5 Reading	All Students	29%	20%	19%	8%	13%	24%	*	*	11%	14%	31%	0%	22%	0%	16%	22%	-	*	*	
	CWD	9%	6%	0%	*	0%	0%	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	
	CWOD	31%	22%	22%	9%	15%	28%	*	*	14%	16%	33%	-	22%	0%	20%	24%	-	-	*	
	EL	14%	4%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	
	Male	26%	18%	16%	0%	7%	24%	*	*	0%	12%	26%	0%	20%	0%	16%	-	-	-	*	
	Female	31%	22%	22%	13%	19%	25%	*	*	15%	15%	36%	0%	24%	*	-	22%	-	-	-	
Mathematics	All Students	36%	26%	26%	8%	22%	31%	*	*	11%	19%	42%	6%	29%	20%	25%	27%	-	*	*	
	CWD	14%	11%	6%	*	15%	0%	-	-	*	6%	0%	6%	-	*	8%	0%	-	*	-	
	CWOD	38%	28%	29%	10%	23%	36%	*	*	14%	21%	44%	-	29%	13%	28%	30%	-	-	*	
	EL	24%	8%	20%	-	20%	-	-	-	-	25%	*	*	13%	20%	14%	*	-	-	-	
	Male	36%	27%	25%	*	19%	30%	*	*	20%	16%	45%	8%	28%	14%	25%	-	-	-	*	
	Female	35%	25%	27%	13%	25%	33%	*	*	22%	22%	39%	0%	30%	*	-	27%	-	-	-	
Science	All Students	23%	19%	21%	15%	22%	20%	*	*	22%	18%	30%	8%	23%	0%	18%	25%	-	*	*	
	CWD	11%	9%	8%	*	15%	0%	-	-	*	10%	0%	8%	-	*	8%	9%	-	*	-	
	CWOD	25%	20%	23%	18%	23%	23%	*	*	14%	19%	32%	-	23%	0%	21%	26%	-	*	*	
	EL	11%	4%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	
	Male	25%	21%	18%	0%	22%	15%	*	*	20%	14%	29%	8%	21%	0%	18%	-	-	-	*	
	Female	21%	16%	25%	25%	21%	27%	*	*	22%	22%	30%	9%	26%	*	-	25%	-	-	-	
Grade 6 Reading	All Students	17%	13%	13%	0%	13%	16%	*	-	0%	11%	18%	11%	14%	0%	11%	16%	-	-	*	
	CWD	6%	7%	11%	*	13%	11%	-	-	-	17%	0%	11%	-	*	16%	6%	-	-	-	
	CWOD	18%	13%	14%	0%	13%	17%	*	-	0%	10%	20%	-	14%	0%	10%	17%	-	-	*	
	EL	4%	1%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	
	Male	14%	10%	11%	0%	12%	12%	-	-	0%	10%	12%	16%	10%	0%	11%	-	-	-	-	
	Female	20%	15%	16%	0%	15%	19%	*	-	*	11%	23%	6%	17%	0%	-	16%	-	-	*	
Mathematics	All Students	20%	16%	14%	6%	13%	18%	*	-	0%	9%	23%	14%	14%	8%	15%	14%	-	-	*	
	CWD	9%	9%	14%	*	20%	11%	-	-	-	13%	18%	14%	-	*	21%	6%	-	-	-	
	CWOD	22%	17%	14%	6%	12%	19%	*	-	0%	8%	24%	-	14%	0%	14%	14%	-	-	*	
	EL	8%	5%	8%	-	8%	-	-	-	-	10%	*	*	0%	8%	13%	0%	-	-	-	
	Male	20%	16%	15%	13%	14%	18%	-	-	0%	11%	22%	21%	14%	13%	15%	-	-	-	-	
	Female	20%	16%	14%	0%	11%	18%	*	-	*	7%	25%	6%	14%	0%	-	14%	-	-	*	
Grade 7 Reading	All Students	29%	24%	19%	8%	10%	26%	*	*	25%	12%	28%	0%	21%	0%	19%	19%	-	*	*	
	CWD	9%	8%	0%	*	0%	0%	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	*	
	CWOD	31%	26%	21%	9%	11%	29%	*	*	29%	14%	30%	-	21%	0%	21%	21%	-	*	*	
	EL	8%	2%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	*	
	Male	25%	22%	19%	0%	8%	28%	*	*	20%	10%	31%	0%	21%	0%	19%	-	-	-	*	
	Female	32%	26%	19%	20%	13%	23%	-	-	33%	14%	26%	0%	21%	*	-	19%	-	-	*	
Mathematics	All Students	16%	13%	16%	8%	10%	21%	*	*	13%	10%	24%	0%	17%	0%	17%	14%	-	*	*	
	CWD	7%	6%	0%	*	0%	0%	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	*	
	CWOD	17%	13%	17%	9%	11%	23%	*	*	14%	11%	25%	-	17%	0%	19%	15%	-	-	*	
	EL	6%	2%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	*	
	Male	16%	12%	17%	0%	14%	22%	*	*	10%	11%	25%	0%	19%	0%	17%	-	-	-	*	
	Female	16%	13%	14%	20%	7%	19%	-	-	17%	8%	22%	0%	15%	*	-	14%	-	-	*	
Grade 8 Reading	All Students	27%	21%	25%	9%	19%	32%	-	*	25%	16%	40%	4%	27%	0%	23%	26%	-	0%	0%	
	CWD	7%	7%	4%	-	0%	7%	-	-	-	0%	11%	4%	-	*	0%	13%	-	*	*	
	CWOD	30%	23%	27%	9%	21%	35%	-	*	25%	18%	43%	-	27%	0%	27%	27%	-	0%	*	
	EL	5%	1%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	
	Male	24%	18%	23%	0%	16%	32%	-	*	*	16%	35%	0%	27%	0%	23%	-	-	0%	*	
	Female	31%	24%	26%	*	22%	31%	-	*	13%	16%	45%	13%	27%	0%	-	26%	-	-	*	
Mathematics	All Students	17%	11%	16%	10%	12%	20%	-	*	8%	12%	24%	18%	16%	0%	15%	17%	-	0%	0%	
	CWD	9%	9%	18%	-	8%	21%	-	-	-	16%	22%	18%	-	*	25%	0%	-	*	*	
	CWOD	18%	11%	16%	10%	13%	20%	-	*	8%	12%	24%	-	16%	0%	13%	18%	-	0%	*	
	EL	6%	4%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	*	
	Male	16%	11%	15%	13%	7%	20%	-	*	*	13%	19%	25%	13%	0%	15%	-	-	0%	*	
	Female	17%	11%	17%	*	17%	20%	-	-	0%	12%	29%	0%	18%	0%	-	17%	-	-	*	
Science	All Students	25%	16%	19%	27%	12%	24%	-	*	8%	12%	30%	11%	19%	0%	20%	17%	-	0%	17%	

	Region		Afr		Amer		Pac		Two or Econ		Non Econ		Foster									
	State	15	District	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
CWD	10%	8%	11%	-	0%	14%	-	-	-	-	11%	11%	11%	-	*	15%	0%	-	*	*	*	
CWOD	26%	17%	19%	27%	13%	26%	-	*	-	8%	12%	32%	-	19%	0%	21%	18%	-	0%	*	*	13%
EL	5%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	*	
Male	25%	18%	20%	25%	10%	29%	-	*	-	*	13%	33%	15%	21%	0%	20%	-	-	0%	*	*	0%
Female	24%	14%	17%	*	14%	18%	-	*	-	13%	11%	27%	0%	18%	0%	-	17%	-	*	*	*	

End of Course

English I	All	10%	7%	5%	0%	2%	9%	-	*	-	0%	3%	9%	3%	6%	0%	2%	9%	-	*	7%	14%	
	Students																						
	CWD	3%	2%	3%	0%	0%	8%	-	-	-	-	4%	0%	3%	-	-	5%	0%	-	-	-	17%	*
	CWOD	11%	8%	6%	0%	3%	9%	-	*	-	0%	3%	10%	-	6%	0%	2%	10%	-	*	0%	*	
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	*
	Female	7%	4%	2%	0%	0%	5%	-	*	-	0%	1%	4%	5%	2%	0%	2%	-	-	*	8%	*	
English II	All	8%	5%	4%	0%	1%	9%	*	*	-	0%	1%	9%	3%	5%	*	5%	4%	-	*	0%	0%	
	Students																						
	CWD	4%	3%	3%	*	6%	0%	*	*	-	*	4%	0%	3%	-	-	0%	7%	-	-	*	*	
	CWOD	8%	5%	5%	0%	1%	9%	*	*	-	0%	0%	10%	-	5%	*	5%	4%	-	*	*	0%	
	EL	0%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	-	-	-	-	-	-
	Female	10%	6%	4%	0%	3%	7%	*	*	-	*	1%	8%	7%	4%	-	-	4%	-	*	-	0%	
Algebra I	All	36%	25%	14%	13%	7%	18%	-	*	-	29%	9%	20%	6%	15%	0%	15%	11%	-	*	8%	14%	
	Students																						
	CWD	9%	7%	6%	0%	0%	14%	-	-	-	-	7%	0%	6%	-	-	10%	0%	-	-	20%	*	
	CWOD	39%	27%	15%	20%	8%	19%	-	*	-	29%	10%	21%	-	15%	0%	17%	13%	-	*	0%	*	
	EL	19%	9%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	-	-	-	-	-	
	Female	40%	29%	11%	22%	8%	12%	-	*	-	*	9%	15%	0%	13%	*	-	11%	-	*	*	*	
Biology	All	24%	16%	11%	0%	7%	16%	-	*	-	29%	9%	15%	4%	12%	0%	12%	10%	-	*	10%	0%	
	Students																						
	CWD	6%	4%	4%	0%	5%	5%	-	*	-	-	5%	0%	4%	-	-	7%	0%	-	-	*	*	
	CWOD	26%	18%	12%	0%	7%	17%	-	*	-	29%	10%	16%	-	12%	0%	13%	12%	-	*	17%	*	
	EL	4%	1%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	
	Female	25%	17%	10%	0%	6%	15%	-	*	-	*	6%	16%	0%	12%	*	-	10%	-	*	*	*	

STAAR Percent at Approaches Grade Level or Above

All Grades

All Subjects	All	77%	73%	71%	54%	69%	75%	80%	91%	-	76%	65%	83%	39%	76%	46%	70%	73%	-	65%	48%	77%
	Students																					
	CWD	46%	40%	39%	31%	40%	37%	-	*	-	43%	35%	51%	39%	-	26%	39%	37%	-	30%	33%	44%
	CWOD	81%	77%	76%	58%	72%	81%	80%	91%	-	81%	70%	86%	-	76%	48%	75%	77%	-	71%	56%	83%
	EL	62%	46%	46%	-	47%	-	-	*	-	-	47%	41%	26%	48%	46%	45%	47%	-	0%	-	20%
	Female	80%	76%	70%	73%	56%	71%	77%	100%	82%	-	82%	67%	83%	37%	77%	47%	-	73%	-	75%	38%
Reading	All	73%	70%	67%	48%	63%	72%	86%	87%	-	75%	59%	81%	33%	72%	32%	65%	70%	-	65%	43%	75%
	Students																					
	CWD	39%	34%	33%	25%	34%	32%	-	*	-	40%	30%	43%	33%	-	13%	35%	30%	-	*	29%	43%
	CWOD	78%	74%	72%	52%	67%	77%	86%	86%	-	80%	64%	84%	-	72%	35%	70%	74%	-	73%	50%	80%
	EL	54%	38%	32%	-	34%	-	-	*	-	-	32%	33%	13%	35%	32%	28%	42%	-	*	-	*
	Female	78%	75%	70%	48%	67%	74%	*	80%	-	79%	62%	81%	30%	74%	42%	-	70%	-	78%	27%	76%
Mathematics	All	81%	75%	75%	57%	74%	77%	67%	92%	-	73%	69%	84%	44%	79%	65%	74%	76%	-	67%	54%	78%
	Students																					
	CWD	53%	46%	44%	33%	42%	45%	-	-	-	44%	40%	56%	44%	-	50%	44%	43%	-	*	38%	50%
	CWOD	84%	79%	79%	61%	78%	81%	67%	92%	-	77%	74%	86%	-	79%	67%	79%	79%	-	75%	62%	84%
	EL	72%	58%	65%	-	66%	-	-	*	-	-	67%	54%	50%	67%	65%	68%	58%	-	*	-	*
	Female	82%	78%	76%	62%	76%	77%	*	*	-	77%	71%	83%	43%	79%	58%	-	76%	-	75%	53%	74%
Science	All	80%	76%	76%	66%	71%	80%	*	100%	-	89%	69%	89%	43%	81%	35%	74%	78%	-	50%	50%	77%
	Students																					
	CWD	51%	45%	43%	43%	51%	34%	-	*	-	*	39%	63%	43%	-	*	42%	46%	-	*	33%	40%
	CWOD	84%	80%	81%	69%	74%	87%	*	100%	-	92%	75%	90%	-	81%	39%	81%	81%	-	50%	57%	88%
	EL	61%	42%	35%	-	36%	-	-	-	-	-	36%	33%	*	39%	35%	36%	33%	-	*	-	*
	Female	81%	77%	78%	67%	74%	82%	*	*	-	100%	72%	88%	46%	81%	33%	-	78%	-	*	*	77%

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All	49%	42%	41%	23%	35%	48%	40%	82%	-	46%	33%	56%	22%	44%	12%	40%	43%	-	42%	22%	43%
	Students																					
	CWD	24%	20%	22%	3%	22%	22%	-	*	-	33%	19%	33%	22%	-	16%	24%	19%	-	20%	17%	11%
	CWOD	52%	45%	44%	26%	36%	52%	40%	81%	-	48%	36%	58%	-	44%	11%	43%	46%	-	46%	24%	49%
	EL	29%	15%	12%	-	11%	-	-	*	-	-	13%	6%	16%	11%	12%	11%	13%	-	0%	-	0%
	Female	52%	45%	43%	30%	38%	50%	50%	82%	-	47%	36%	56%	19%	46%	13%	-	43%	-	60%	12%	42%
Reading	All	47%	41%	40%	23%	33%	48%	57%	73%	-	46%	32%	55%	20%	43%	6%	38%	44%	-	42%	23%	48%
	Students																					
	CWD	21%	18%	20%	6%	22%	18%	-	*	-	30%	17%	28%	20%	-	13%	23%	14%	-	*	18%	29%
CWOD	50%	44%	43%	26%	35%	52%	57%	71%	-	48%	34%	57%	-	43%	5%	40%	47%	-	50%	27%	51%	

		Region		Afr		Amer		Pac		Two or More		Econ		Non Econ				Foster					
		State	15	District	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
EL		23%	11%	6%	-	6%	-	*	*	-	-	7%	0%	13%	5%	6%	6%	4%	-	*	-	*	
Male		43%	36%	38%	20%	29%	45%	*	70%	-	44%	29%	53%	23%	40%	6%	38%	-	-	41%	25%	53%	
Female		51%	46%	44%	27%	37%	51%	*	80%	-	48%	35%	57%	14%	47%	4%	-	44%	-	44%	20%	45%	
Mathematics	All	51%	42%	41%	22%	37%	46%	33%	92%	-	41%	33%	55%	25%	43%	21%	40%	42%	-	46%	13%	38%	
	Students																						
	CWD	26%	22%	25%	0%	24%	26%	-	-	-	33%	21%	37%	25%	-	25%	26%	23%	-	*	15%	0%	
	CWOD	54%	45%	43%	26%	38%	49%	33%	92%	-	43%	35%	56%	-	43%	20%	42%	44%	-	50%	12%	45%	
	EL	37%	20%	21%	-	20%	-	-	*	-	-	22%	15%	25%	20%	21%	20%	21%	-	*	-	*	
	Female	50%	41%	40%	11%	34%	46%	*	100%	-	44%	31%	56%	26%	42%	20%	40%	-	-	31%	17%	43%	
Science	All	53%	45%	46%	24%	35%	56%	*	86%	-	61%	37%	62%	21%	49%	6%	46%	46%	-	29%	35%	41%	
	Students																						
	CWD	25%	21%	21%	0%	18%	23%	-	*	-	*	18%	37%	21%	-	*	21%	22%	-	*	17%	0%	
	CWOD	56%	48%	49%	28%	38%	60%	*	83%	-	62%	40%	64%	-	49%	6%	50%	48%	-	25%	43%	53%	
	EL	26%	12%	6%	-	6%	-	-	-	-	-	7%	0%	*	6%	6%	0%	17%	-	*	-	*	
	Female	53%	45%	46%	20%	33%	57%	*	*	-	62%	36%	64%	21%	50%	0%	46%	-	-	20%	44%	33%	

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All	23%	17%	16%	9%	12%	21%	7%	50%	-	14%	12%	25%	6%	18%	3%	16%	17%	-	10%	8%	14%	
	Students																						
	CWD	8%	7%	6%	0%	6%	6%	-	*	-	5%	6%	7%	6%	-	11%	7%	4%	-	0%	11%	0%	
	CWOD	25%	18%	18%	10%	13%	23%	7%	53%	-	15%	13%	26%	-	18%	2%	17%	18%	-	12%	7%	17%	
	EL	11%	4%	3%	-	3%	-	-	*	-	-	4%	0%	11%	2%	3%	2%	5%	-	0%	-	0%	
	Female	22%	16%	16%	5%	10%	21%	11%	48%	-	15%	11%	26%	7%	17%	2%	16%	-	-	12%	10%	10%	
Reading	All	20%	15%	15%	5%	11%	19%	14%	33%	-	14%	10%	23%	4%	16%	1%	13%	17%	-	8%	6%	10%	
	Students																						
	CWD	7%	5%	4%	0%	4%	4%	-	*	-	0%	4%	3%	4%	-	0%	4%	4%	-	*	12%	0%	
	CWOD	22%	17%	16%	6%	12%	22%	14%	36%	-	16%	12%	24%	-	16%	2%	15%	18%	-	9%	3%	12%	
	EL	8%	2%	1%	-	1%	-	-	*	-	-	2%	0%	0%	2%	1%	0%	4%	-	*	-	*	
	Female	17%	13%	13%	2%	7%	19%	*	30%	-	11%	9%	21%	4%	15%	0%	13%	-	-	12%	6%	0%	
Mathematics	All	26%	18%	18%	12%	14%	22%	0%	67%	-	13%	12%	28%	8%	19%	6%	19%	17%	-	13%	8%	22%	
	Students																						
	CWD	11%	8%	8%	0%	8%	9%	-	-	-	0%	7%	13%	8%	-	25%	11%	4%	-	*	15%	0%	
	CWOD	28%	20%	19%	13%	14%	24%	0%	67%	-	15%	13%	30%	-	19%	3%	20%	18%	-	15%	4%	26%	
	EL	16%	7%	6%	-	6%	-	-	*	-	-	7%	0%	25%	3%	6%	5%	8%	-	*	-	*	
	Female	25%	18%	19%	6%	12%	25%	*	67%	-	18%	13%	31%	11%	20%	5%	19%	-	-	13%	8%	29%	
Science	All	24%	17%	17%	13%	13%	20%	*	57%	-	18%	13%	24%	7%	18%	0%	17%	17%	-	7%	15%	9%	
	Students																						
	CWD	8%	7%	7%	0%	7%	6%	-	*	-	*	8%	5%	7%	-	*	10%	3%	-	*	0%	0%	
	CWOD	26%	18%	18%	16%	14%	22%	*	67%	-	15%	14%	25%	-	18%	0%	18%	18%	-	8%	21%	12%	
	EL	7%	2%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	*	
	Female	25%	19%	17%	10%	13%	20%	*	*	-	23%	13%	25%	10%	18%	0%	17%	-	-	10%	19%	0%	

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

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	64	56	65	63	60	82	-	67	61	55	70
CWD	55	64	63	49	-	*	-	43	53	55	71
CWOD	65	55	65	65	60	80	-	71	62	-	70
EL	70	-	71	-	-	*	-	-	70	71	70
Male	63	46	64	63	*	71	-	66	60	52	72
Female	65	67	66	64	*	*	-	69	61	62	66
Mathematics											
All Students	65	53	65	65	*	75	-	69	63	53	69
CWD	53	42	56	52	-	-	-	57	55	53	57
CWOD	66	55	66	67	*	75	-	71	64	-	70
EL	69	-	69	-	-	*	-	-	70	57	69
Male	63	49	63	64	*	69	-	63	60	55	69
Female	67	58	67	67	*	*	-	77	65	50	67

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	96.0%	87.5%	96.7%	95.5%	100.0%	100.0%	-	100.0%	92.7%	100.0%	-	78.6%	100.0%
CWD	100.0%	100.0%	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-	100.0%	100.0%
CWOD	95.8%	83.3%	96.6%	95.3%	100.0%	100.0%	-	100.0%	92.0%	-	-	75.0%	100.0%
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	95.6%	100.0%	96.0%	94.5%	100.0%	100.0%	-	100.0%	90.6%	100.0%	-	75.0%	100.0%
Female	96.4%	80.0%	97.6%	96.5%	-	100.0%	-	100.0%	94.6%	100.0%	-	83.3%	100.0%

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

'-' Indicates there are no students in the group.

^^ Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
92	10	11%

^^ Indicates data reporting does not meet for Minimum Size.

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

'-' Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	43	29	39	48	42	74	-	45	37	22	20
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	58%	29%	51%	65%	*	*	-	56%	49%	64%	-

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

'-' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	N	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	N	N	N	N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)												36%
Target Met												N
Interim Goals (2023-2027)												38%
Target Met												N
Interim Goals (2028-2032)												40%
Target Met												N
Long-Term Goals												40%
Target Met												N

Federal Graduation Status^

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y	N					N			
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y	N					N			
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y	N					N			
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y	N					N			

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
 Blank cells above represent student group indicators that do not meet the minimum size criteria.
 '^' 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 (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Participation Rate			African		American		Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
			District	American	Hispanic	White											
All Subjects	All	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All	100%	95%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	94%	100%	100%	*	100%	-	100%	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	-	-
	Male	100%	95%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	95%	100%	99%	*	*	-	100%	99%	100%	100%	99%	100%	100%	-	100%
Non-Participation Rate	All	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%

		African		American			Pacific		Two or	More	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Econ	Disadv						
Reading	All	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																	
	CWD	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																	
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	0%
Science	All	0%	5%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%	0%	0%	-
	Students																	
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	6%	0%	0%	*	0%	-	0%	1%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	*	0%	0%	0%	0%	-
	Female	0%	5%	0%	1%	*	*	-	0%	1%	0%	0%	0%	1%	0%	-	0%	-

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

Part (viii): Civil Rights Data

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)

The data is not required for district level.

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.

The data is not required for district level.

Part (ix): Teacher Quality Data

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		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	25.2	9.2%	2.0	4.8%		
Teachers Teaching with Emergency or Provisional Credentials	6.0	2.3%	1.0	2.5%		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	22.9	8.7%	7.6	19.1%		

‘-’ Indicates there are no data available in the group.
 Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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.

Part (xi): STAAR Alternate 2 Participation

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	State	Region	Region	District	District
	Number of ALT2	Rate of ALT2	15 Number of ALT2	15 Rate of ALT2	Number of ALT2	Rate of ALT2
Grade 3						
Reading	5,881	1%	60	2%	*	1%
Mathematics	5,880	1%	60	2%	*	1%
Grade 4						
Reading	6,312	2%	59	2%	7	3%
Mathematics	6,311	2%	59	2%	7	3%
Grade 5						
Reading	6,133	1%	53	1%	*	1%
Mathematics	6,131	1%	53	1%	*	1%
Science	6,133	1%	53	1%	*	1%
Grade 6						
Reading	6,038	1%	47	1%	7	2%
Mathematics	6,036	1%	47	1%	7	2%
Grade 7						
Reading	5,616	1%	53	1%	*	0%
Mathematics	5,616	2%	53	1%	*	0%
Grade 8						
Reading	5,251	1%	49	1%	*	1%
Mathematics	5,254	2%	50	2%	*	2%
Science	5,250	1%	50	1%	*	2%
End of Course						
English I	5,150	1%	46	1%	5	1%
English II	4,680	1%	32	1%	5	2%
Algebra I	5,122	1%	47	1%	5	2%
Biology	4,954	1%	42	1%	5	2%
All Grades						
All Subjects	101,751	1%	913	1%	80	2%
Reading	45,064	1%	399	1%	36	2%
Mathematics	40,350	1%	369	1%	31	2%
Science	16,337	1%	145	1%	13	2%

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

'-' Indicates zero observations reported for this group.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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
		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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced			
			TX	US	TX	US	TX	US	TX	US		
	Mathematics	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		
		Grade 8	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.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	29%	*	25%	33%	*	*	-	*	19%	*	*

*** Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates there are no students in the group.

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

Part (i): A clear and concise description of the State’s accountability system under subsection (c), including—

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^												
	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%

^^ 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.

Part (ii): Student Achievement by Proficiency Level

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)

		State	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					
Reading	All Students	75%	64%	72%	84%	73%	90%	74%	80%	68%	87%	49%	79%	69%	73%	78%	61%	62%	57%	83%	
	CWD	49%	41%	44%	59%	52%	62%	42%	55%	42%	63%	49%	-	40%	49%	49%	41%	41%	40%	61%	
	CWOD	79%	68%	75%	87%	76%	91%	76%	84%	72%	89%	-	79%	72%	77%	80%	64%	65%	63%	86%	
	EL	69%	69%	68%	68%	66%	79%	54%	75%	68%	78%	40%	72%	69%	66%	72%	60%	61%	52%	74%	
	Male	73%	60%	69%	83%	71%	87%	72%	78%	65%	85%	49%	77%	66%	73%	-	58%	60%	54%	81%	
	Female	78%	69%	75%	86%	76%	92%	76%	83%	72%	89%	49%	80%	72%	-	78%	65%	63%	61%	85%	
	Mathematics	All Students	78%	65%	75%	86%	75%	93%	78%	81%	72%	88%	52%	81%	75%	78%	78%	69%	64%	62%	85%
CWD	52%	41%	49%	61%	52%	68%	59%	55%	46%	64%	52%	-	47%	54%	47%	53%	43%	43%	63%		
CWOD	81%	69%	79%	89%	78%	94%	80%	85%	76%	90%	-	81%	77%	82%	80%	71%	68%	69%	88%		
EL	75%	71%	74%	75%	70%	86%	58%	82%	74%	81%	47%	77%	75%	75%	74%	69%	66%	55%	79%		
Male	78%	64%	76%	86%	74%	93%	81%	82%	72%	88%	54%	82%	75%	78%	-	71%	65%	63%	85%		
Female	78%	67%	75%	85%	76%	93%	75%	81%	72%	88%	47%	80%	74%	-	78%	67%	63%	61%	85%		
Grade 4																					
Reading	All Students	74%	61%	70%	83%	71%	90%	71%	79%	67%	86%	44%	78%	64%	71%	77%	61%	59%	54%	82%	
	CWD	44%	35%	40%	54%	48%	59%	30%	46%	38%	57%	44%	-	34%	44%	43%	31%	36%	35%	52%	
	CWOD	78%	65%	74%	87%	74%	91%	74%	84%	71%	89%	-	78%	67%	75%	80%	65%	63%	61%	85%	
	EL	64%	60%	64%	63%	62%	74%	44%	69%	63%	71%	34%	67%	64%	61%	67%	57%	54%	50%	67%	
	Male	71%	57%	67%	81%	69%	88%	68%	76%	63%	84%	44%	75%	61%	71%	-	60%	56%	49%	80%	
	Female	77%	66%	74%	85%	73%	91%	73%	83%	70%	88%	43%	80%	67%	-	77%	62%	63%	60%	83%	
	Mathematics	All Students	74%	60%	72%	82%	72%	92%	71%	77%	68%	85%	46%	78%	69%	74%	74%	66%	59%	55%	80%
CWD	46%	34%	44%	54%	51%	67%	28%	46%	41%	57%	46%	-	41%	48%	41%	37%	36%	40%	53%		
CWOD	78%	64%	75%	86%	75%	94%	75%	81%	72%	87%	-	78%	72%	78%	77%	70%	63%	61%	84%		
EL	69%	61%	69%	69%	68%	82%	50%	74%	69%	74%	41%	72%	69%	69%	69%	64%	56%	62%	67%		
Male	74%	58%	72%	83%	72%	92%	71%	77%	68%	85%	48%	78%	69%	74%	-	66%	58%	56%	81%		
Female	74%	62%	72%	82%	72%	93%	72%	78%	68%	85%	41%	77%	69%	-	74%	67%	59%	55%	80%		
Grade 5																					
Reading	All Students	86%	77%	83%	92%	85%	94%	86%	90%	81%	93%	55%	89%	77%	83%	88%	73%	76%	72%	93%	
	CWD	55%	47%	52%	66%	51%	67%	53%	61%	50%	68%	55%	-	45%	55%	56%	41%	49%	51%	69%	
	CWOD	89%	82%	87%	95%	89%	95%	89%	93%	85%	96%	-	89%	81%	88%	91%	77%	81%	79%	96%	
	EL	77%	68%	77%	75%	72%	78%	64%	78%	76%	81%	45%	81%	77%	74%	80%	69%	70%	68%	85%	
	Male	83%	73%	81%	91%	82%	93%	83%	88%	78%	92%	55%	88%	74%	83%	-	69%	72%	69%	91%	
	Female	88%	81%	86%	93%	88%	95%	89%	91%	84%	95%	56%	91%	80%	-	88%	76%	80%	75%	94%	
	Mathematics	All Students	89%	80%	88%	93%	87%	97%	90%	91%	86%	94%	68%	92%	85%	88%	90%	82%	79%	77%	94%
CWD	68%	57%	67%	73%	61%	84%	58%	67%	64%	76%	68%	-	66%	68%	66%	65%	62%	60%	75%		
CWOD	92%	84%	91%	96%	91%	98%	92%	94%	89%	96%	-	92%	87%	91%	92%	84%	83%	83%	97%		
EL	85%	74%	85%	83%	80%	92%	82%	88%	85%	87%	66%	87%	85%	84%	86%	80%	80%	74%	92%		
Male	88%	78%	87%	93%	87%	97%	88%	90%	85%	94%	68%	91%	84%	88%	-	80%	78%	75%	93%		
Female	90%	82%	89%	94%	88%	97%	91%	91%	87%	95%	66%	92%	86%	-	90%	84%	81%	79%	95%		
Science	All Students	74%	59%	70%	85%	73%	90%	74%	80%	66%	85%	45%	77%	60%	74%	73%	59%	59%	58%	83%	
	CWD	45%	35%	41%	57%	41%	62%	40%	50%	40%	57%	45%	-	34%	48%	40%	34%	38%	38%	57%	
	CWOD	77%	63%	73%	88%	76%	92%	77%	83%	70%	88%	-	77%	63%	79%	76%	63%	63%	65%	86%	
	EL	60%	52%	60%	59%	53%	70%	39%	60%	60%	65%	34%	63%	60%	62%	58%	54%	50%	51%	67%	
	Male	74%	58%	71%	85%	73%	91%	71%	80%	67%	86%	48%	79%	62%	74%	-	58%	60%	58%	83%	
	Female	73%	60%	69%	84%	73%	90%	76%	79%	65%	85%	40%	76%	58%	-	73%	60%	57%	59%	82%	
	Grade 6	Reading	All Students	67%	58%	61%	79%	64%	88%	69%	76%	57%	81%	33%	71%	42%	62%	71%	46%	50%	45%
CWD	33%	28%	29%	41%	33%	53%	31%	39%	28%	45%	33%	-	19%	33%	33%	21%	24%	27%	41%		

		State	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	71%	62%	64%	83%	68%	90%	73%	80%	61%	85%	-	71%	45%	67%	74%	49%	54%	52%	80%
	EL	42%	41%	41%	45%	34%	55%	34%	43%	41%	49%	19%	45%	42%	38%	46%	35%	32%	24%	45%
	Male	62%	52%	56%	75%	59%	87%	64%	72%	52%	78%	33%	67%	38%	62%	-	41%	45%	40%	72%
	Female	71%	64%	66%	82%	69%	90%	74%	80%	63%	85%	33%	74%	46%	-	71%	51%	54%	50%	81%
Mathematics	All Students	80%	69%	77%	88%	78%	96%	84%	85%	74%	89%	50%	83%	67%	78%	81%	67%	66%	62%	88%
	CWD	50%	41%	47%	58%	52%	75%	53%	55%	45%	62%	50%	-	42%	50%	48%	42%	41%	44%	62%
	CWOD	83%	74%	80%	92%	82%	97%	86%	88%	78%	92%	-	83%	70%	83%	84%	71%	70%	70%	91%
	EL	67%	61%	66%	72%	64%	84%	58%	74%	67%	72%	42%	70%	67%	66%	68%	61%	56%	60%	70%
	Male	78%	66%	75%	87%	76%	95%	82%	84%	72%	89%	50%	83%	66%	78%	-	63%	64%	60%	88%
	Female	81%	73%	78%	89%	80%	96%	85%	86%	76%	90%	48%	84%	68%	-	81%	71%	68%	65%	89%
Grade 7	All Students	74%	65%	70%	84%	73%	91%	76%	81%	66%	86%	37%	78%	49%	70%	79%	55%	56%	53%	83%
	CWD	37%	32%	34%	47%	38%	55%	27%	43%	32%	50%	37%	-	22%	37%	38%	29%	29%	36%	51%
	CWOD	78%	70%	74%	88%	77%	93%	81%	86%	71%	89%	-	78%	53%	74%	82%	59%	61%	61%	87%
	EL	49%	47%	48%	50%	43%	61%	40%	65%	48%	54%	22%	53%	49%	44%	55%	40%	36%	40%	56%
	Male	70%	59%	64%	81%	68%	90%	71%	78%	61%	83%	37%	74%	44%	70%	-	48%	49%	47%	78%
	Female	79%	72%	75%	87%	78%	93%	81%	85%	72%	89%	38%	82%	55%	-	79%	62%	62%	59%	88%
Mathematics	All Students	73%	61%	70%	84%	73%	93%	73%	79%	67%	85%	43%	77%	57%	72%	75%	62%	56%	52%	82%
	CWD	43%	34%	41%	51%	47%	67%	35%	44%	39%	54%	43%	-	34%	44%	41%	43%	33%	35%	55%
	CWOD	77%	65%	74%	88%	77%	95%	78%	83%	71%	88%	-	77%	60%	77%	78%	64%	60%	60%	86%
	EL	57%	47%	56%	62%	55%	76%	44%	75%	56%	61%	34%	60%	57%	56%	58%	53%	47%	46%	58%
	Male	72%	58%	68%	83%	72%	92%	69%	77%	65%	84%	44%	77%	56%	72%	-	58%	53%	50%	81%
	Female	75%	64%	72%	85%	75%	94%	78%	80%	69%	86%	41%	78%	58%	-	75%	65%	58%	54%	84%
Grade 8	All Students	84%	77%	81%	92%	84%	95%	83%	90%	79%	92%	47%	88%	62%	81%	88%	67%	71%	64%	92%
	CWD	47%	40%	44%	57%	42%	60%	48%	53%	42%	59%	47%	-	33%	46%	49%	36%	36%	39%	64%
	CWOD	88%	83%	85%	95%	89%	96%	86%	94%	84%	95%	-	88%	66%	86%	91%	72%	77%	74%	95%
	EL	62%	55%	62%	59%	53%	67%	51%	67%	61%	62%	33%	66%	62%	58%	65%	53%	48%	40%	72%
	Male	81%	72%	78%	90%	82%	94%	79%	87%	75%	90%	46%	86%	58%	81%	-	64%	67%	64%	89%
	Female	88%	82%	85%	94%	86%	96%	88%	93%	83%	94%	49%	91%	65%	-	88%	70%	76%	64%	95%
Mathematics	All Students	87%	79%	85%	92%	85%	97%	87%	90%	83%	92%	58%	90%	77%	84%	89%	76%	75%	65%	93%
	CWD	58%	47%	57%	64%	55%	75%	63%	59%	54%	65%	58%	-	53%	57%	59%	51%	46%	39%	72%
	CWOD	90%	85%	89%	95%	89%	98%	89%	94%	87%	95%	-	90%	80%	89%	92%	81%	80%	76%	96%
	EL	77%	70%	77%	78%	65%	88%	63%	79%	77%	75%	53%	80%	77%	74%	80%	71%	68%	61%	89%
	Male	84%	75%	82%	90%	83%	96%	83%	88%	80%	91%	57%	89%	74%	84%	-	73%	72%	63%	92%
	Female	89%	83%	88%	93%	86%	97%	90%	92%	86%	94%	59%	92%	80%	-	89%	79%	77%	68%	95%
Science	All Students	79%	69%	75%	89%	80%	95%	80%	87%	72%	89%	46%	83%	55%	78%	81%	60%	65%	58%	88%
	CWD	46%	36%	42%	58%	52%	68%	54%	50%	40%	59%	46%	-	31%	47%	43%	29%	36%	34%	61%
	CWOD	83%	75%	79%	92%	83%	96%	82%	90%	77%	92%	-	83%	58%	82%	84%	65%	70%	67%	91%
	EL	55%	50%	54%	57%	44%	71%	44%	62%	55%	56%	31%	58%	55%	55%	55%	47%	47%	40%	67%
	Male	78%	66%	74%	88%	79%	94%	78%	85%	71%	88%	47%	82%	55%	78%	-	61%	63%	59%	87%
	Female	81%	73%	77%	90%	81%	95%	81%	88%	74%	90%	43%	84%	55%	-	81%	60%	67%	56%	89%
End of Course	All Students	66%	56%	61%	79%	65%	86%	64%	77%	57%	79%	27%	71%	34%	60%	73%	46%	49%	43%	78%
	CWD	27%	22%	25%	36%	33%	48%	24%	35%	23%	37%	27%	-	15%	26%	30%	15%	20%	21%	38%
	CWOD	71%	62%	65%	85%	70%	88%	71%	83%	63%	84%	-	71%	36%	66%	77%	50%	54%	53%	84%
	EL	34%	29%	34%	33%	30%	44%	27%	36%	34%	36%	15%	36%	34%	31%	38%	29%	23%	17%	35%
	Male	60%	49%	55%	74%	60%	84%	58%	71%	51%	74%	26%	66%	31%	60%	-	40%	42%	38%	72%
	Female	73%	65%	68%	86%	71%	88%	71%	83%	65%	85%	30%	77%	38%	-	73%	54%	56%	48%	84%
English II	All Students	67%	58%	62%	80%	66%	84%	66%	78%	59%	79%	27%	72%	30%	62%	73%	48%	50%	43%	77%
	CWD	27%	22%	25%	35%	30%	49%	25%	36%	23%	36%	27%	-	13%	27%	29%	18%	20%	24%	37%
	CWOD	72%	64%	66%	85%	72%	85%	70%	83%	63%	83%	-	72%	32%	67%	77%	51%	55%	54%	83%
	EL	30%	25%	30%	31%	30%	36%	17%	37%	30%	33%	13%	32%	30%	27%	34%	26%	23%	14%	32%
	Male	62%	51%	56%	75%	59%	82%	60%	73%	53%	74%	27%	67%	27%	62%	-	43%	45%	38%	72%
	Female	73%	66%	68%	86%	74%	87%	72%	84%	65%	85%	29%	77%	34%	-	73%	54%	55%	48%	83%
Algebra I	All Students	83%	75%	82%	88%	81%	97%	76%	86%	79%	89%	52%	87%	73%	79%	88%	76%	70%	54%	88%
	CWD	52%	43%	54%	54%	50%	73%	46%	53%	49%	58%	52%	-	52%	50%	56%	50%	39%	33%	58%
	CWOD	87%	81%	86%	92%	86%	98%	82%	90%	84%	92%	-	87%	76%	84%	91%	80%	75%	64%	93%
	EL	73%	69%	72%	74%	67%	86%	58%	74%	73%	70%	52%	76%	73%	69%	78%	67%	65%	49%	73%
	Male	79%	68%	78%	84%	75%	96%	72%	82%	74%	86%	50%	84%	69%	79%	-	71%	63%	48%	85%
	Female	88%	82%	87%	91%	89%	97%	81%	90%	85%	92%	56%	91%	78%	-	88%	81%	77%	59%	92%
Biology	All Students	87%	81%	84%	94%	87%	96%	83%	92%	83%	93%	60%	90%	68%	84%	90%	75%	76%	67%	93%
	CWD	60%	52%	57%	70%	67%	79%	61%	67%	56%	69%	60%	-	49%	59%	61%	48%	51%	46%	71%
	CWOD	90%	87%	87%	96%	90%	97%	86%	95%	87%	95%	-	90%	71%	88%	92%	78%	81%	77%	96%
	EL	68%	65%	68%	68%	65%	78%	48%	66%	68%	69%	49%	71%	68%	66%	71%	63%	61%	45%	68%
	Male	84%	77%	81%	92%	85%	95%	80%	90%	79%	92%	59%	88%	66%	84%	-	72%	73%	61%	92%
	Female	90%	86%	87%	95%	90%	97%	86%	95%	86%	95%	61%	92%	71%	-	90%	77%	80%	72%	95%

STAAR Percent at Meets Grade Level or Above

		State	Afr	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 3 Reading	All Students	44%	32%	38%	55%	41%	70%	44%	51%	34%	60%	26%	46%	35%	41%	47%	25%	28%	26%	52%
	CWD	26%	22%	23%	33%	23%	40%	23%	29%	22%	37%	26%	-	19%	26%	26%	23%	21%	21%	33%
	CWOD	46%	33%	40%	58%	43%	72%	45%	53%	36%	63%	-	46%	37%	44%	49%	26%	29%	27%	55%
	EL	35%	37%	34%	35%	34%	50%	24%	44%	33%	47%	19%	37%	35%	33%	38%	23%	27%	29%	38%
	Male	41%	28%	36%	53%	38%	67%	38%	48%	32%	57%	26%	44%	33%	41%	-	23%	27%	25%	49%
	Female	47%	35%	41%	58%	44%	73%	50%	54%	37%	63%	26%	49%	38%	-	47%	27%	29%	27%	56%
Mathematics	All Students	48%	32%	42%	59%	42%	77%	49%	53%	38%	63%	30%	50%	41%	49%	46%	36%	31%	28%	57%
	CWD	30%	23%	27%	36%	25%	49%	39%	32%	25%	40%	30%	-	24%	31%	26%	26%	24%	21%	36%
	CWOD	50%	33%	44%	62%	45%	79%	50%	56%	40%	65%	-	50%	43%	52%	48%	37%	33%	31%	60%
	EL	41%	42%	39%	46%	36%	63%	29%	49%	39%	52%	24%	43%	41%	43%	39%	36%	33%	24%	48%
	Male	49%	32%	44%	61%	43%	78%	52%	55%	40%	64%	31%	52%	43%	49%	-	38%	33%	28%	59%
	Female	46%	33%	41%	57%	42%	77%	46%	52%	37%	61%	26%	48%	39%	-	46%	34%	30%	28%	56%
Grade 4 Reading	All Students	43%	30%	38%	56%	39%	70%	39%	50%	33%	60%	24%	46%	30%	41%	46%	29%	27%	25%	51%
	CWD	24%	20%	22%	30%	26%	38%	13%	25%	21%	33%	24%	-	16%	25%	23%	17%	19%	22%	27%
	CWOD	46%	32%	39%	59%	41%	72%	41%	54%	35%	62%	-	46%	32%	44%	48%	30%	28%	26%	54%
	EL	30%	28%	29%	32%	28%	42%	10%	33%	29%	39%	16%	32%	30%	28%	32%	26%	21%	19%	31%
	Male	41%	27%	35%	53%	38%	67%	36%	47%	31%	57%	25%	44%	28%	41%	-	31%	25%	24%	48%
	Female	46%	33%	40%	58%	41%	73%	43%	54%	36%	63%	23%	48%	32%	-	46%	27%	28%	26%	53%
Mathematics	All Students	46%	30%	42%	57%	41%	79%	44%	52%	38%	61%	27%	49%	39%	48%	45%	34%	29%	28%	54%
	CWD	27%	21%	25%	34%	30%	49%	24%	28%	24%	37%	27%	-	21%	29%	24%	19%	20%	24%	32%
	CWOD	49%	32%	44%	61%	43%	80%	45%	55%	40%	64%	-	49%	40%	51%	47%	36%	31%	29%	57%
	EL	39%	34%	37%	42%	35%	59%	19%	44%	37%	46%	21%	40%	39%	41%	36%	33%	28%	35%	36%
	Male	48%	30%	43%	60%	44%	79%	46%	54%	39%	63%	29%	51%	41%	48%	-	38%	30%	29%	56%
	Female	45%	30%	40%	55%	37%	78%	42%	51%	36%	60%	24%	47%	36%	-	45%	30%	29%	26%	51%
Grade 5 Reading	All Students	53%	41%	46%	66%	52%	79%	53%	61%	43%	69%	27%	56%	36%	50%	56%	34%	36%	35%	64%
	CWD	27%	22%	24%	34%	20%	42%	26%	30%	23%	36%	27%	-	17%	28%	26%	16%	22%	25%	32%
	CWOD	56%	43%	49%	70%	55%	81%	55%	65%	45%	72%	-	56%	38%	54%	58%	37%	39%	38%	68%
	EL	36%	32%	35%	36%	33%	44%	15%	40%	35%	43%	17%	38%	36%	33%	38%	29%	29%	24%	44%
	Male	50%	37%	44%	63%	49%	77%	49%	57%	40%	66%	28%	54%	33%	50%	-	29%	35%	32%	60%
	Female	56%	45%	49%	69%	55%	81%	57%	64%	46%	72%	26%	58%	38%	-	56%	39%	38%	37%	67%
Mathematics	All Students	57%	40%	53%	67%	57%	86%	58%	61%	48%	71%	31%	60%	46%	56%	57%	41%	37%	37%	66%
	CWD	31%	24%	29%	37%	23%	56%	23%	32%	27%	40%	31%	-	25%	33%	28%	21%	25%	26%	37%
	CWOD	60%	43%	55%	71%	61%	88%	61%	64%	51%	74%	-	60%	48%	60%	59%	44%	39%	41%	70%
	EL	46%	39%	45%	47%	40%	65%	30%	49%	45%	52%	25%	48%	46%	46%	46%	37%	36%	28%	54%
	Male	56%	39%	52%	68%	56%	86%	55%	61%	48%	71%	33%	60%	46%	56%	-	37%	37%	38%	66%
	Female	57%	42%	53%	67%	58%	86%	60%	61%	48%	71%	28%	59%	46%	-	57%	46%	38%	37%	65%
Science	All Students	48%	31%	42%	62%	45%	75%	44%	56%	38%	64%	27%	50%	31%	50%	45%	32%	31%	31%	57%
	CWD	27%	21%	24%	35%	25%	46%	23%	30%	24%	36%	27%	-	18%	30%	23%	18%	24%	26%	35%
	CWOD	50%	33%	44%	66%	48%	76%	46%	60%	40%	66%	-	50%	33%	53%	47%	34%	32%	32%	61%
	EL	31%	24%	31%	31%	22%	43%	11%	39%	30%	37%	18%	33%	31%	34%	28%	27%	24%	21%	34%
	Male	50%	32%	45%	65%	48%	76%	48%	58%	41%	66%	30%	53%	34%	50%	-	33%	34%	35%	60%
	Female	45%	30%	39%	60%	43%	73%	41%	54%	36%	61%	23%	47%	28%	-	45%	31%	27%	26%	55%
Grade 6 Reading	All Students	36%	27%	29%	49%	34%	67%	40%	47%	26%	53%	19%	38%	14%	33%	40%	18%	21%	19%	45%
	CWD	19%	17%	17%	22%	24%	35%	27%	21%	16%	24%	19%	-	10%	19%	18%	13%	15%	18%	20%
	CWOD	38%	29%	30%	53%	35%	69%	41%	50%	27%	55%	-	38%	14%	35%	42%	19%	22%	19%	48%
	EL	14%	16%	13%	16%	11%	21%	7%	19%	13%	19%	10%	14%	14%	12%	15%	12%	11%	9%	15%
	Male	33%	23%	25%	46%	31%	64%	35%	42%	23%	49%	19%	35%	12%	33%	-	15%	18%	16%	40%
	Female	40%	32%	32%	54%	37%	71%	44%	52%	29%	57%	18%	42%	15%	-	40%	22%	24%	21%	50%
Mathematics	All Students	46%	32%	39%	59%	43%	83%	50%	54%	35%	63%	23%	48%	27%	45%	46%	27%	27%	25%	57%
	CWD	23%	19%	21%	28%	23%	52%	27%	20%	20%	31%	23%	-	15%	25%	20%	16%	17%	29%	
	CWOD	48%	34%	41%	63%	46%	85%	52%	58%	37%	65%	-	48%	29%	48%	48%	29%	29%	28%	60%
	EL	27%	26%	26%	37%	24%	56%	18%	32%	26%	36%	15%	29%	27%	28%	27%	20%	22%	16%	33%
	Male	45%	30%	39%	59%	43%	83%	51%	54%	35%	62%	25%	48%	28%	45%	-	24%	26%	23%	56%
	Female	46%	34%	39%	59%	44%	83%	50%	55%	35%	63%	20%	48%	27%	-	46%	31%	29%	26%	58%
Grade 7 Reading	All Students	48%	36%	41%	62%	46%	78%	51%	58%	37%	64%	21%	51%	19%	44%	52%	27%	29%	30%	57%
	CWD	21%	19%	19%	27%	25%	37%	16%	22%	18%	29%	21%	-	10%	22%	20%	14%	16%	26%	26%
	CWOD	51%	39%	43%	65%	48%	80%	54%	62%	39%	67%	-	51%	21%	47%	55%	29%	31%	32%	61%
	EL	19%	19%	19%	24%	19%	31%	19%	33%	18%	25%	10%	21%	19%	17%	21%	14%	13%	14%	23%
	Male	44%	31%	37%	58%	40%	75%	45%	53%	33%	60%	22%	47%	17%	44%	-	23%	25%	25%	52%
	Female	52%	41%	45%	66%	52%	81%	56%	62%	41%	69%	20%	55%	21%	-	52%	32%	32%	35%	63%
Mathematics	All Students	41%	27%	36%	55%	41%	79%	44%	48%	32%	57%	22%	44%	22%	41%	42%	29%	24%	25%	51%
	CWD	22%	18%	20%	26%	26%	44%	18%	21%	19%	28%	22%	-	12%	23%	19%	15%	16%	25%	24%
	CWOD	44%	29%	38%	58%	43%	81%	47%	52%	34%	60%	-	44%	23%	44%	44%	31%	26%	26%	54%
	EL	22%	18%	21%	28%	21%	47%	17%	39%	21%	28%	12%	23%	22%	22%	21%	20%	16%	21%	25%
	Male	41%	26%	36%	55%	39%	79%	43%	48%	32%	57%	23%	44%	22%	41%	-	27%	24%	25%	51%

		State	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military	
		42%	28%	36%	54%	44%	80%	45%	More	Disadv	Econ	19%	44%	21%	-	42%	31%	25%	Care	26%	51%
									Races	32%	57%	19%	44%	21%					26%		
Grade 8 Reading	Female																				
	All Students	53%	41%	46%	68%	53%	82%	50%	65%	42%	70%	22%	57%	19%	49%	58%	29%	35%	32%	64%	
	CWD	22%	18%	20%	29%	15%	40%	25%	24%	19%	30%	22%	-	10%	23%	21%	11%	16%	19%	30%	
	CWOD	57%	44%	49%	72%	57%	83%	52%	69%	45%	73%	-	57%	21%	53%	61%	32%	38%	37%	68%	
	EL	19%	21%	19%	23%	17%	29%	13%	28%	19%	23%	10%	21%	19%	17%	22%	13%	14%	10%	27%	
	Male	49%	35%	42%	63%	49%	79%	47%	59%	38%	65%	23%	53%	17%	49%	-	26%	31%	30%	59%	
	Female	58%	47%	51%	72%	56%	85%	53%	70%	47%	74%	21%	61%	22%	-	58%	32%	39%	33%	70%	
	All Students	55%	42%	51%	67%	53%	86%	60%	63%	47%	69%	27%	59%	36%	52%	59%	38%	39%	32%	65%	
	CWD	27%	20%	26%	33%	24%	53%	35%	28%	24%	35%	27%	-	19%	28%	26%	17%	18%	20%	36%	
	CWOD	59%	46%	54%	71%	58%	87%	63%	67%	50%	72%	-	59%	38%	56%	62%	42%	43%	37%	69%	
EL	36%	33%	35%	42%	30%	60%	29%	43%	36%	39%	19%	38%	36%	34%	39%	30%	28%	21%	44%		
Male	52%	38%	47%	65%	51%	84%	52%	61%	44%	67%	28%	56%	34%	52%	-	35%	36%	31%	63%		
Female	59%	46%	54%	70%	56%	88%	67%	65%	51%	71%	26%	62%	39%	-	59%	42%	42%	33%	68%		
Science	All Students	50%	34%	42%	66%	49%	82%	47%	60%	38%	66%	23%	53%	20%	50%	50%	27%	32%	27%	60%	
	CWD	23%	18%	20%	31%	28%	45%	29%	24%	20%	32%	23%	-	11%	25%	20%	13%	17%	17%	28%	
	CWOD	53%	37%	44%	70%	51%	83%	49%	64%	41%	69%	-	53%	21%	53%	52%	30%	34%	32%	63%	
	EL	20%	19%	19%	23%	17%	37%	14%	29%	19%	24%	11%	21%	20%	21%	19%	15%	15%	14%	27%	
	Male	50%	33%	42%	66%	51%	81%	49%	60%	38%	67%	25%	53%	21%	50%	-	29%	32%	29%	59%	
	Female	50%	36%	41%	66%	47%	82%	46%	60%	38%	66%	20%	52%	19%	-	50%	26%	31%	26%	61%	
End of Course English I	All Students	48%	36%	41%	66%	48%	79%	45%	62%	38%	66%	15%	53%	14%	42%	56%	26%	30%	26%	62%	
	CWD	15%	12%	13%	21%	18%	35%	16%	20%	13%	21%	15%	-	6%	15%	16%	8%	11%	12%	19%	
	CWOD	53%	41%	45%	72%	53%	81%	50%	68%	42%	70%	-	53%	16%	46%	60%	29%	33%	33%	68%	
	EL	14%	14%	14%	17%	14%	24%	8%	18%	14%	17%	6%	16%	14%	12%	17%	11%	9%	4%	15%	
	Male	42%	29%	35%	58%	42%	75%	38%	55%	32%	59%	15%	46%	12%	42%	-	21%	24%	23%	53%	
	Female	56%	45%	49%	74%	56%	82%	53%	71%	45%	74%	16%	60%	17%	-	56%	33%	37%	30%	72%	
English II	All Students	48%	37%	41%	65%	46%	75%	48%	62%	37%	64%	16%	52%	11%	42%	55%	25%	30%	27%	60%	
	CWD	16%	12%	14%	22%	14%	35%	16%	21%	13%	21%	16%	-	6%	16%	16%	8%	11%	16%	22%	
	CWOD	52%	41%	44%	70%	51%	76%	52%	67%	41%	68%	-	52%	12%	46%	59%	27%	33%	33%	66%	
	EL	11%	10%	11%	15%	11%	16%	9%	17%	11%	14%	6%	12%	11%	10%	13%	8%	8%	8%	14%	
	Male	42%	30%	35%	58%	40%	71%	42%	55%	32%	58%	16%	46%	10%	42%	-	21%	25%	24%	53%	
	Female	55%	44%	48%	73%	54%	78%	55%	70%	44%	72%	16%	59%	13%	-	55%	31%	34%	30%	69%	
Algebra I	All Students	59%	44%	56%	67%	53%	89%	52%	64%	51%	70%	24%	63%	40%	53%	65%	48%	40%	26%	67%	
	CWD	24%	17%	25%	27%	20%	55%	22%	26%	22%	30%	24%	-	21%	24%	25%	22%	17%	14%	28%	
	CWOD	63%	49%	60%	72%	58%	91%	57%	69%	56%	74%	-	63%	42%	58%	68%	52%	44%	32%	72%	
	EL	40%	32%	39%	44%	32%	65%	20%	52%	40%	39%	21%	42%	40%	36%	45%	36%	31%	14%	36%	
	Male	53%	37%	50%	63%	46%	87%	49%	60%	45%	66%	24%	58%	36%	53%	-	41%	34%	23%	62%	
	Female	65%	52%	62%	72%	62%	91%	55%	69%	58%	75%	25%	68%	45%	-	65%	56%	46%	30%	73%	
Biology	All Students	60%	47%	53%	76%	60%	86%	58%	73%	49%	76%	24%	64%	24%	58%	62%	35%	40%	32%	72%	
	CWD	24%	17%	21%	34%	26%	50%	19%	30%	20%	34%	24%	-	11%	26%	21%	13%	17%	17%	32%	
	CWOD	64%	53%	57%	81%	65%	88%	63%	78%	54%	79%	-	64%	26%	63%	66%	38%	44%	40%	78%	
	EL	24%	20%	24%	30%	21%	42%	19%	29%	24%	28%	11%	26%	24%	24%	24%	18%	16%	14%	24%	
	Male	58%	43%	51%	74%	57%	86%	57%	69%	47%	74%	26%	63%	24%	58%	-	33%	37%	31%	70%	
	Female	62%	52%	55%	78%	63%	87%	59%	76%	52%	78%	21%	66%	24%	-	62%	38%	42%	33%	75%	
STAAR Percent at Masters Grade Level																					
Grade 3 Reading	All Students	27%	17%	22%	37%	23%	53%	27%	33%	19%	41%	10%	29%	19%	24%	29%	13%	15%	11%	34%	
	CWD	10%	7%	8%	15%	7%	16%	8%	13%	7%	17%	10%	-	6%	10%	10%	7%	7%	5%	15%	
	CWOD	29%	19%	23%	39%	25%	55%	28%	36%	20%	43%	-	29%	20%	27%	31%	14%	16%	13%	37%	
	EL	19%	20%	18%	20%	15%	32%	15%	27%	17%	28%	6%	20%	19%	17%	21%	12%	13%	11%	25%	
	Male	24%	14%	19%	34%	19%	49%	23%	31%	16%	38%	10%	27%	17%	24%	-	12%	13%	11%	30%	
	Female	29%	20%	24%	39%	27%	56%	30%	36%	21%	44%	10%	31%	21%	-	29%	14%	16%	11%	38%	
Mathematics	All Students	24%	13%	19%	33%	21%	54%	22%	29%	16%	36%	12%	25%	18%	26%	22%	13%	12%	11%	31%	
	CWD	12%	8%	9%	16%	10%	22%	14%	14%	9%	18%	12%	-	8%	13%	9%	11%	10%	9%	17%	
	CWOD	25%	14%	20%	35%	23%	56%	23%	31%	18%	38%	-	25%	19%	28%	23%	13%	12%	11%	32%	
	EL	18%	18%	17%	22%	17%	37%	13%	29%	16%	28%	8%	19%	18%	20%	16%	13%	12%	5%	25%	
	Male	26%	13%	20%	35%	21%	56%	23%	31%	18%	38%	13%	28%	20%	26%	-	14%	13%	12%	32%	
	Female	22%	13%	17%	30%	21%	52%	21%	27%	15%	34%	9%	23%	16%	-	22%	13%	11%	9%	29%	
Grade 4 Reading	All Students	21%	12%	17%	31%	16%	46%	17%	27%	14%	34%	8%	23%	12%	20%	23%	11%	10%	9%	26%	
	CWD	8%	5%	6%	12%	8%	15%	2%	9%	6%	13%	8%	-	4%	8%	7%	7%	6%	7%	10%	
	CWOD	23%	14%	18%	33%	17%	48%	18%	29%	15%	36%	-	23%	13%	22%	25%	12%	11%	10%	28%	
	EL	12%	11%	11%	13%	9%	20%	3%	14%	11%	17%	4%	13%	12%	11%	13%	10%	8%	8%	12%	
	Male	20%	11%	15%	29%	15%	44%	16%	25%	13%	32%	8%	22%	11%	20%	-	12%	9%	8%	24%	
	Female	23%	14%	18%	33%	17%	49%	18%	30%	15%	37%	7%	25%	13%	-	23%	11%	12%	11%	27%	
Mathematics	All Students	27%	15%	22%	37%	23%	62%	23%	33%	20%	41%	13%	29%	20%	29%	25%	16%	14%	13%	33%	

		State	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 5	CWD	13%	8%	11%	17%	13%	26%	7%	13%	10%	18%	13%	-	9%	14%	10%	9%	8%	11%	16%
	CWOD	29%	16%	24%	39%	24%	65%	25%	35%	21%	43%	-	29%	21%	32%	27%	16%	15%	14%	35%
	EL	20%	17%	19%	24%	19%	40%	9%	26%	19%	28%	9%	21%	20%	22%	18%	15%	13%	11%	22%
	Male	29%	15%	24%	40%	26%	65%	25%	35%	21%	43%	14%	32%	22%	29%	-	19%	14%	15%	36%
	Female	25%	15%	21%	34%	19%	60%	21%	30%	18%	38%	10%	27%	18%	-	25%	13%	13%	11%	31%
	All Students	29%	19%	22%	40%	27%	58%	28%	37%	19%	44%	9%	31%	14%	26%	31%	13%	15%	14%	36%
Grade 5 Reading	CWD	9%	7%	7%	14%	5%	17%	2%	13%	7%	15%	9%	-	5%	10%	9%	5%	9%	7%	11%
	CWOD	31%	21%	24%	43%	30%	60%	30%	40%	21%	46%	-	31%	15%	29%	33%	15%	16%	16%	39%
	EL	14%	13%	13%	17%	13%	21%	5%	21%	13%	19%	5%	15%	14%	12%	15%	10%	11%	10%	16%
	Male	26%	16%	20%	37%	24%	55%	22%	33%	17%	40%	10%	29%	12%	26%	-	11%	14%	13%	32%
	Female	31%	22%	24%	43%	31%	61%	32%	40%	21%	47%	9%	33%	15%	-	31%	16%	16%	15%	40%
	All Students	36%	21%	31%	46%	34%	72%	36%	40%	27%	50%	14%	38%	24%	36%	35%	21%	18%	17%	43%
Grade 5 Mathematics	CWD	14%	9%	12%	19%	10%	30%	7%	17%	12%	20%	14%	-	10%	16%	11%	9%	12%	11%	18%
	CWOD	38%	23%	33%	49%	37%	75%	38%	43%	29%	53%	-	38%	26%	39%	37%	22%	19%	20%	47%
	EL	24%	20%	23%	26%	18%	43%	8%	36%	23%	31%	10%	26%	24%	25%	24%	17%	17%	13%	29%
	Male	36%	20%	31%	47%	33%	73%	32%	41%	27%	51%	16%	39%	25%	36%	-	19%	19%	19%	44%
	Female	35%	22%	30%	45%	35%	72%	38%	40%	26%	49%	11%	37%	24%	-	35%	22%	18%	16%	42%
	All Students	23%	11%	18%	34%	23%	48%	21%	30%	16%	36%	11%	25%	11%	25%	21%	12%	12%	12%	29%
Grade 5 Science	CWD	11%	7%	9%	16%	9%	18%	2%	14%	9%	15%	11%	-	6%	12%	8%	8%	10%	9%	11%
	CWOD	25%	12%	19%	36%	25%	50%	22%	32%	17%	37%	-	25%	12%	28%	22%	13%	12%	13%	31%
	EL	11%	7%	11%	12%	9%	19%	4%	14%	11%	15%	6%	12%	11%	13%	9%	9%	9%	6%	12%
	Male	25%	12%	20%	37%	25%	50%	22%	32%	18%	38%	12%	28%	13%	25%	-	13%	14%	14%	32%
	Female	21%	11%	16%	31%	21%	46%	20%	28%	14%	33%	8%	22%	9%	-	21%	12%	10%	9%	26%
	All Students	17%	11%	12%	25%	15%	43%	18%	24%	10%	28%	6%	18%	4%	14%	20%	7%	8%	6%	21%
Grade 6 Reading	CWD	6%	6%	6%	8%	10%	9%	10%	8%	6%	8%	6%	-	3%	6%	6%	4%	7%	6%	8%
	CWOD	18%	12%	13%	27%	16%	44%	19%	26%	11%	30%	-	18%	4%	16%	21%	7%	8%	7%	23%
	EL	4%	5%	4%	5%	4%	8%	2%	7%	4%	6%	3%	4%	4%	3%	5%	4%	4%	4%	4%
	Male	14%	9%	10%	21%	14%	39%	17%	20%	8%	24%	6%	16%	3%	14%	-	5%	6%	5%	17%
	Female	20%	14%	14%	29%	17%	47%	18%	28%	12%	32%	6%	21%	5%	-	20%	9%	10%	8%	25%
	All Students	20%	11%	14%	29%	18%	60%	24%	27%	12%	33%	9%	22%	8%	20%	20%	8%	10%	6%	25%
Grade 6 Mathematics	CWD	9%	8%	8%	11%	11%	24%	10%	11%	8%	12%	9%	-	6%	10%	7%	10%	9%	7%	8%
	CWOD	22%	12%	15%	31%	19%	62%	25%	29%	13%	35%	-	22%	9%	22%	21%	8%	10%	6%	27%
	EL	8%	9%	7%	14%	6%	29%	7%	14%	7%	14%	6%	9%	8%	9%	8%	5%	7%	2%	8%
	Male	20%	11%	15%	30%	16%	61%	24%	27%	13%	33%	10%	22%	9%	20%	-	8%	9%	7%	25%
	Female	20%	12%	14%	28%	19%	60%	25%	27%	12%	32%	7%	21%	8%	-	20%	9%	10%	5%	26%
	All Students	29%	19%	22%	40%	27%	61%	27%	37%	19%	43%	9%	31%	8%	25%	32%	12%	13%	15%	36%
Grade 7 Reading	CWD	9%	7%	7%	12%	10%	14%	2%	9%	7%	12%	9%	-	4%	9%	8%	7%	7%	11%	11%
	CWOD	31%	21%	23%	43%	29%	63%	30%	40%	20%	46%	-	31%	8%	28%	34%	13%	15%	17%	38%
	EL	8%	7%	7%	9%	8%	14%	5%	13%	7%	11%	4%	8%	8%	7%	8%	4%	5%	7%	5%
	Male	25%	15%	19%	36%	23%	57%	25%	33%	16%	39%	9%	28%	7%	25%	-	9%	11%	11%	30%
	Female	32%	22%	25%	44%	32%	65%	30%	42%	22%	47%	8%	34%	8%	-	32%	15%	16%	19%	41%
	All Students	16%	8%	12%	23%	14%	55%	14%	20%	10%	26%	7%	17%	6%	16%	16%	9%	7%	7%	20%
Grade 7 Mathematics	CWD	7%	6%	7%	9%	9%	16%	7%	6%	7%	9%	7%	-	4%	8%	6%	9%	7%	8%	7%
	CWOD	17%	8%	12%	24%	15%	57%	15%	22%	10%	28%	-	17%	6%	17%	17%	9%	7%	7%	22%
	EL	6%	4%	5%	9%	3%	19%	9%	12%	5%	9%	4%	6%	6%	6%	5%	5%	4%	4%	8%
	Male	16%	8%	12%	23%	14%	54%	13%	20%	10%	26%	8%	17%	6%	16%	-	9%	7%	7%	20%
	Female	16%	9%	12%	22%	15%	56%	15%	20%	10%	26%	6%	17%	5%	-	16%	9%	6%	7%	20%
	All Students	27%	17%	20%	39%	25%	59%	24%	37%	17%	41%	7%	30%	5%	24%	31%	10%	14%	11%	34%
Grade 8 Reading	CWD	7%	6%	6%	10%	4%	12%	11%	8%	6%	10%	7%	-	3%	8%	7%	6%	7%	5%	8%
	CWOD	30%	19%	22%	42%	27%	61%	25%	40%	19%	44%	-	30%	5%	26%	33%	11%	15%	13%	37%
	EL	5%	5%	5%	7%	2%	10%	4%	12%	5%	7%	3%	5%	5%	4%	6%	3%	3%	3%	7%
	Male	24%	14%	17%	34%	22%	55%	22%	32%	15%	37%	8%	26%	4%	24%	-	7%	12%	10%	29%
	Female	31%	22%	24%	45%	27%	64%	26%	42%	21%	47%	7%	33%	6%	-	31%	13%	15%	11%	40%
	All Students	17%	8%	12%	24%	15%	53%	16%	21%	11%	26%	9%	18%	6%	16%	17%	7%	8%	6%	18%
Grade 8 Mathematics	CWD	9%	7%	8%	10%	7%	20%	9%	8%	8%	10%	9%	-	5%	9%	8%	5%	8%	8%	8%
	CWOD	18%	9%	13%	26%	16%	54%	16%	23%	11%	28%	-	18%	6%	17%	18%	7%	8%	6%	20%
	EL	6%	5%	5%	10%	5%	19%	6%	12%	6%	9%	5%	6%	6%	6%	6%	3%	6%	0%	11%
	Male	16%	7%	12%	23%	16%	51%	14%	20%	10%	25%	9%	17%	6%	16%	-	7%	8%	7%	18%
	Female	17%	10%	13%	25%	14%	54%	17%	23%	11%	27%	8%	18%	6%	-	17%	6%	7%	6%	19%
	All Students	25%	13%	17%	38%	22%	59%	22%	33%	15%	39%	10%	26%	5%	25%	24%	10%	13%	11%	30%
Grade 8 Science	CWD	10%	8%	8%	13%	4%	16%	7%	10%	8%	13%	10%	-	4%	11%	8%	5%	9%	9%	9%
	CWOD	26%	14%	18%	40%	24%	61%	24%	35%	16%	41%	-	26%	6%	28%	25%	11%	14%	12%	32%
	EL	5%	4%	5%	8%	3%	14%	3%	14%	5%	8%	4%	6%	5%	6%	5%	4%	4%	7%	8%
	Male	25%	12%	18%	39%	24%	59%	26%	33%	16%	40%	11%	28%	6%	25%	-	11%	13%	12%	31%
	Female	24%	13%	16%	36%	21%	60%	19%	32%	14%	37%	8%	25%	5%	-	24%	10%	12%	10%	29%
	All Students	25%	13%	17%	38%	22%	59%	22%	33%	15%	39%	10%	26%	5%	25%	24%	10%	13%	11%	30%

End of Course

		State	Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	10%	5%	6%	18%	9%	37%	9%	17%	5%	19%	3%	11%	1%	7%	14%	2%	4%	2%	13%
	CWD	3%	3%	3%	3%	1%	8%	4%	4%	3%	3%	3%	-	1%	3%	3%	2%	3%	3%	2%
	CWOD	11%	6%	7%	20%	10%	39%	10%	19%	5%	21%	-	11%	1%	8%	15%	2%	4%	2%	15%
	EL	1%	1%	1%	1%	0%	2%	1%	0%	1%	1%	1%	1%	1%	0%	1%	0%	0%	0%	0%
	Male	7%	3%	4%	13%	6%	32%	7%	12%	3%	14%	3%	8%	0%	7%	-	1%	2%	2%	8%
	Female	14%	8%	9%	24%	12%	44%	13%	22%	7%	25%	3%	15%	1%	-	14%	3%	5%	3%	19%
English II	All Students	8%	4%	4%	13%	6%	28%	6%	13%	4%	14%	4%	8%	0%	6%	10%	1%	2%	2%	9%
	CWD	4%	4%	4%	5%	2%	7%	5%	4%	4%	4%	4%	-	2%	4%	4%	3%	4%	4%	4%
	CWOD	8%	4%	4%	14%	7%	29%	6%	14%	3%	15%	-	8%	0%	6%	11%	1%	2%	1%	10%
	EL	0%	0%	0%	1%	0%	1%	0%	0%	0%	1%	2%	0%	0%	0%	0%	0%	0%	1%	0%
	Male	6%	3%	3%	9%	4%	23%	5%	10%	3%	10%	4%	6%	0%	6%	-	1%	2%	2%	6%
	Female	10%	5%	6%	17%	9%	34%	7%	16%	5%	18%	4%	11%	0%	-	10%	2%	3%	3%	13%
Algebra I	All Students	36%	22%	32%	43%	33%	75%	30%	41%	28%	47%	9%	39%	19%	31%	40%	26%	20%	12%	42%
	CWD	9%	6%	10%	11%	6%	27%	6%	11%	8%	12%	9%	-	7%	10%	9%	7%	6%	5%	11%
	CWOD	39%	26%	35%	47%	36%	77%	34%	45%	32%	50%	-	39%	21%	35%	43%	29%	23%	15%	46%
	EL	19%	16%	18%	21%	12%	44%	9%	26%	19%	20%	7%	21%	19%	16%	23%	15%	14%	7%	19%
	Male	31%	17%	28%	39%	27%	73%	27%	38%	24%	43%	10%	35%	16%	31%	-	20%	16%	10%	37%
	Female	40%	28%	37%	47%	39%	77%	33%	45%	33%	51%	9%	43%	23%	-	40%	32%	25%	14%	48%
Biology	All Students	24%	14%	17%	38%	23%	61%	22%	35%	14%	38%	6%	26%	4%	24%	25%	8%	10%	7%	33%
	CWD	6%	3%	4%	9%	2%	14%	4%	8%	4%	8%	6%	-	2%	6%	4%	1%	4%	3%	8%
	CWOD	26%	16%	18%	41%	26%	63%	24%	39%	16%	41%	-	26%	4%	27%	26%	8%	12%	9%	36%
	EL	4%	3%	4%	8%	3%	12%	3%	8%	4%	6%	2%	4%	4%	4%	4%	3%	2%	0%	5%
	Male	24%	12%	17%	37%	23%	60%	21%	35%	14%	38%	6%	27%	4%	24%	-	7%	10%	8%	31%
	Female	25%	16%	17%	38%	22%	62%	23%	36%	14%	39%	4%	26%	4%	-	25%	8%	11%	6%	35%

STAAR Percent at Approaches Grade Level or Above

All Grades

All Subjects	All Students	77%	67%	74%	86%	76%	92%	76%	83%	71%	87%	46%	81%	62%	74%	80%	63%	63%	57%	85%
	CWD	46%	37%	43%	55%	47%	65%	42%	51%	41%	57%	46%	-	37%	46%	46%	37%	37%	37%	57%
	CWOD	81%	72%	78%	90%	80%	94%	80%	87%	75%	90%	-	81%	65%	79%	83%	66%	67%	66%	89%
	EL	62%	56%	62%	63%	58%	74%	47%	68%	62%	65%	37%	65%	62%	60%	65%	54%	51%	47%	66%
	Male	74%	63%	71%	84%	73%	91%	73%	81%	68%	85%	46%	79%	60%	74%	-	59%	60%	55%	83%
	Female	80%	72%	77%	88%	79%	93%	80%	86%	74%	89%	46%	83%	65%	-	80%	66%	66%	60%	88%
Reading	All Students	73%	64%	69%	84%	72%	90%	73%	81%	66%	85%	39%	78%	54%	69%	78%	55%	58%	53%	83%
	CWD	39%	32%	35%	49%	40%	57%	32%	46%	34%	51%	39%	-	27%	38%	40%	27%	31%	32%	51%
	CWOD	78%	69%	73%	88%	76%	91%	77%	86%	71%	88%	-	78%	57%	74%	81%	59%	63%	62%	87%
	EL	54%	49%	53%	54%	51%	64%	39%	61%	53%	57%	27%	57%	54%	50%	58%	44%	42%	38%	57%
	Male	69%	58%	65%	81%	68%	88%	68%	78%	61%	82%	38%	74%	50%	69%	-	50%	53%	49%	79%
	Female	78%	70%	74%	87%	77%	91%	78%	85%	71%	89%	40%	81%	58%	-	78%	61%	63%	57%	87%
Mathematics	All Students	81%	70%	79%	88%	79%	95%	80%	84%	75%	89%	53%	84%	72%	79%	82%	71%	67%	61%	87%
	CWD	53%	42%	52%	59%	52%	73%	48%	54%	48%	62%	53%	-	48%	53%	51%	49%	43%	41%	62%
	CWOD	84%	75%	82%	91%	83%	96%	83%	88%	79%	92%	-	84%	75%	83%	85%	75%	71%	69%	91%
	EL	72%	66%	72%	73%	68%	85%	59%	78%	72%	75%	48%	75%	72%	71%	74%	67%	62%	58%	75%
	Male	79%	67%	77%	87%	77%	94%	77%	83%	74%	88%	53%	83%	71%	79%	-	69%	65%	59%	86%
	Female	82%	73%	80%	89%	81%	95%	82%	85%	77%	90%	51%	85%	74%	-	82%	74%	69%	63%	88%
Science	All Students	80%	70%	77%	89%	80%	94%	79%	86%	74%	90%	51%	84%	61%	79%	81%	66%	67%	61%	88%
	CWD	51%	42%	47%	62%	55%	69%	54%	56%	46%	62%	51%	-	38%	52%	49%	38%	42%	40%	63%
	CWOD	84%	75%	80%	92%	83%	95%	82%	90%	78%	92%	-	84%	64%	83%	84%	70%	71%	70%	91%
	EL	61%	56%	61%	61%	54%	73%	44%	62%	61%	64%	38%	64%	61%	61%	61%	55%	53%	46%	67%
	Male	79%	68%	75%	89%	79%	93%	77%	85%	73%	89%	52%	83%	61%	79%	-	65%	66%	59%	88%
	Female	81%	73%	78%	90%	82%	94%	81%	87%	75%	90%	49%	84%	61%	-	81%	67%	68%	63%	89%

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All Students	49%	36%	43%	63%	47%	79%	49%	58%	39%	65%	24%	52%	29%	47%	52%	31%	31%	28%	59%
	CWD	24%	18%	21%	30%	23%	44%	22%	26%	20%	32%	24%	-	15%	25%	22%	15%	18%	20%	29%
	CWOD	52%	39%	46%	67%	50%	81%	51%	62%	42%	68%	-	52%	30%	50%	54%	33%	34%	32%	63%
	EL	29%	26%	28%	33%	26%	46%	17%	37%	28%	34%	15%	30%	29%	28%	30%	22%	21%	18%	32%
	Male	47%	32%	41%	60%	44%	77%	46%	55%	37%	63%	25%	50%	28%	47%	-	29%	30%	27%	56%
	Female	52%	40%	46%	65%	50%	80%	51%	60%	42%	67%	22%	54%	30%	-	52%	34%	33%	30%	62%
Reading	All Students	47%	35%	40%	61%	45%	75%	46%	57%	36%	63%	21%	50%	23%	43%	51%	27%	29%	27%	57%
	CWD	21%	17%	18%	27%	20%	38%	19%	24%	18%	28%	21%	-	12%	21%	20%	13%	16%	19%	26%
	CWOD	50%	38%	43%	65%	48%	77%	49%	61%	39%	67%	-	50%	25%	46%	54%	29%	32%	31%	61%
	EL	23%	22%	22%	26%	22%	35%	13%	31%	22%	29%	12%	25%	23%	21%	26%	16%	16%	15%	26%
	Male	43%	30%	36%	57%	41%	72%	41%	52%	32%	59%	21%	46%	21%	43%	-	23%	26%	25%	52%
	Female	51%	41%	45%	66%	50%	78%	51%	62%	41%	68%	20%	54%	26%	-	51%	31%	33%	30%	62%
Mathematics	All Students	51%	36%	46%	62%	47%	83%	51%	57%	42%	65%	26%	54%	37%	50%	51%	37%	33%	29%	60%
	CWD	26%	20%	25%	32%	25%	51%	26%	28%	23%	34%	26%	-	20%	28%	24%	19%	20%	21%	32%
	CWOD	54%	38%	48%	66%	51%	85%	54%	60%	44%	68%	-	54%	39%	53%	54%	40%	35%	32%	63%
	EL	37%	33%	35%	42%	32%	60%	23%	45%	36%	43%	20%	39%	37%	37%	37%	30%	28%	23%	40%

		State	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	50%	33%	45%	62%	46%	83%	49%	56%	41%	64%	28%	53%	37%	50%	-	35%	31%	28%	59%
	Female	51%	38%	47%	62%	49%	83%	52%	57%	43%	66%	24%	54%	37%	-	51%	39%	34%	29%	60%
Science	All Students	53%	38%	46%	68%	52%	81%	51%	63%	42%	69%	25%	56%	26%	53%	53%	32%	34%	30%	63%
	CWD	25%	19%	22%	34%	26%	47%	22%	28%	21%	34%	25%	-	14%	27%	21%	14%	19%	19%	32%
	CWOD	56%	41%	49%	72%	55%	82%	54%	67%	45%	72%	-	56%	28%	57%	55%	34%	37%	35%	67%
	EL	26%	21%	25%	29%	20%	41%	15%	33%	25%	30%	14%	28%	26%	27%	24%	20%	19%	16%	29%
	Male	53%	36%	46%	69%	52%	81%	52%	62%	42%	69%	27%	57%	27%	53%	-	32%	35%	32%	63%
	Female	53%	40%	46%	68%	52%	81%	49%	63%	42%	69%	21%	55%	24%	-	53%	32%	34%	29%	64%

STAAR Percent at Masters Grade Level

All Grades

	All Subjects	23%	13%	18%	32%	20%	55%	21%	30%	15%	35%	8%	25%	11%	22%	24%	10%	11%	10%	29%
	CWD	8%	6%	7%	11%	7%	18%	6%	10%	7%	12%	8%	-	5%	9%	7%	6%	7%	7%	10%
	CWOD	25%	14%	19%	35%	22%	56%	23%	32%	16%	37%	-	25%	12%	24%	26%	11%	12%	11%	31%
	EL	11%	10%	10%	14%	9%	23%	6%	18%	10%	15%	5%	12%	11%	11%	11%	7%	7%	6%	13%
	Male	22%	11%	17%	31%	19%	53%	20%	28%	14%	33%	9%	24%	11%	22%	-	9%	11%	9%	27%
	Female	24%	15%	19%	34%	22%	56%	22%	32%	16%	37%	7%	26%	11%	-	24%	12%	12%	10%	31%
Reading	All Students	20%	12%	15%	30%	17%	48%	18%	28%	13%	32%	7%	22%	8%	17%	23%	7%	10%	8%	26%
	CWD	7%	5%	6%	10%	6%	13%	5%	9%	6%	10%	7%	-	3%	7%	6%	5%	6%	6%	8%
	CWOD	22%	13%	16%	32%	19%	49%	20%	30%	14%	34%	-	22%	9%	19%	25%	8%	10%	9%	28%
	EL	8%	8%	8%	10%	7%	16%	4%	14%	8%	11%	3%	9%	8%	7%	10%	5%	5%	6%	9%
	Male	17%	10%	12%	26%	15%	44%	16%	24%	11%	28%	7%	19%	7%	17%	-	6%	8%	7%	21%
	Female	23%	15%	17%	34%	21%	52%	21%	32%	15%	36%	6%	25%	10%	-	23%	9%	11%	9%	30%
Mathematics	All Students	26%	15%	21%	34%	23%	63%	24%	31%	18%	38%	11%	28%	16%	25%	26%	15%	13%	11%	31%
	CWD	11%	7%	9%	13%	10%	24%	8%	12%	9%	14%	11%	-	7%	11%	9%	8%	9%	8%	13%
	CWOD	28%	16%	23%	37%	25%	65%	26%	33%	20%	40%	-	28%	17%	28%	27%	16%	14%	12%	34%
	EL	16%	14%	14%	19%	13%	35%	9%	24%	15%	22%	7%	17%	16%	16%	15%	11%	11%	7%	19%
	Male	25%	13%	21%	34%	22%	63%	23%	31%	18%	38%	11%	28%	16%	25%	-	14%	13%	11%	31%
	Female	26%	16%	21%	34%	24%	63%	25%	31%	19%	38%	9%	27%	15%	-	26%	16%	13%	10%	31%
Science	All Students	24%	13%	17%	36%	23%	56%	22%	32%	15%	37%	8%	26%	7%	25%	23%	10%	12%	10%	31%
	CWD	8%	6%	7%	12%	5%	16%	4%	11%	7%	12%	8%	-	4%	10%	6%	4%	7%	6%	10%
	CWOD	26%	14%	19%	39%	25%	58%	23%	35%	16%	40%	-	26%	8%	27%	24%	11%	12%	11%	33%
	EL	7%	5%	7%	9%	6%	16%	3%	12%	7%	10%	4%	8%	7%	8%	6%	5%	5%	4%	8%
	Male	25%	12%	19%	38%	24%	57%	23%	33%	16%	38%	10%	27%	8%	25%	-	10%	12%	11%	31%
	Female	23%	13%	16%	35%	21%	56%	21%	32%	14%	36%	6%	24%	6%	-	23%	9%	11%	8%	30%

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

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	65	67	70	67	79	67	70	65	60	65
CWD	60	58	59	61	60	68	59	61	58	60	57
CWOD	69	66	67	71	68	80	68	71	66	-	66
EL	65	67	64	68	65	72	60	68	64	57	65
Male	66	63	65	68	67	78	66	68	64	59	64
Female	70	67	68	72	68	81	67	72	67	60	66
Mathematics											
All Students	70	65	68	73	69	86	69	72	66	59	65
CWD	59	55	59	60	58	72	55	60	58	59	58
CWOD	71	67	69	74	70	87	71	73	68	-	66
EL	65	68	64	70	66	78	60	72	65	58	65
Male	68	63	67	72	67	86	67	71	65	59	64
Female	71	67	69	73	71	86	72	72	68	60	66

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL [^]	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	90.0%	86.5%	88.2%	93.6%	85.1%	96.4%	86.4%	91.4%	87.3%	77.9%	77.2%	80.0%	63.4%
CWD	77.9%	76.8%	77.8%	79.3%	75.4%	63.6%	81.8%	78.7%	78.1%	77.9%	80.5%	73.0%	57.5%
CWOD	91.0%	87.8%	89.0%	94.7%	86.1%	97.3%	86.6%	92.4%	88.2%	-	76.8%	80.9%	66.0%
EL	77.2%	78.7%	76.5%	78.5%	64.3%	87.8%	66.7%	64.8%	79.1%	80.5%	77.2%	67.8%	57.4%
Male	87.9%	83.4%	85.6%	92.4%	82.5%	95.9%	86.3%	89.8%	84.7%	76.8%	74.1%	76.7%	58.9%
Female	92.1%	89.7%	90.8%	94.8%	88.2%	97.0%	86.4%	92.9%	89.8%	79.7%	80.8%	83.1%	67.3%

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

^ Indicates there are no students in the group.

^ Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
960,561	154,431	16%

^ Indicates data reporting does not meet for Minimum Size.

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

^ Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	50	39	45	60	48	75	49	57	42	26	34
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	63%	49%	60%	72%	58%	85%	58%	66%	56%	54%	42%

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

^ Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	Y	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N

English Learner Language Proficiency Status

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

Federal Graduation Status^A

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y	N	N	N	N	Y	N	N	N	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N	N	Y	N	N	N	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Y	N	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Y	N	N	N	N	N	N

⁺ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^A 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 (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		African State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	99%	99%	99%
	CWD	99%	99%	99%	99%	99%	100%	98%	99%	99%	99%	99%	-	100%	99%	99%	99%
	CWOD	99%	99%	99%	100%	99%	100%	99%	99%	99%	100%	100%	100%	100%	100%	100%	99%
	EL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	99%	-	99%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	-	99%	99%
Reading	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	99%	99%	99%
	CWD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	-	100%	99%	99%	99%
	CWOD	99%	99%	100%	100%	99%	100%	99%	99%	99%	100%	100%	100%	100%	100%	100%	99%
	EL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	99%	-	99%
	Female	99%	99%	100%	99%	99%	100%	99%	99%	99%	100%	99%	100%	100%	-	99%	99%
Mathematics	All Students	100%	99%	100%	100%	99%	100%	99%	100%	100%	100%	99%	100%	100%	100%	100%	99%
	CWD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	100%	99%	100%	100%	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%
	EL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	99%
	Male	100%	99%	100%	100%	99%	100%	99%	100%	99%	100%	99%	100%	100%	100%	-	99%
	Female	100%	100%	100%	100%	99%	100%	99%	100%	100%	100%	99%	100%	100%	-	100%	100%
Science	All Students	99%	99%	99%	99%	99%	100%	98%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	99%	98%	99%	99%	99%	100%	97%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	99%	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	99%	99%	99%	99%	99%	100%	98%	99%	99%	99%	99%	99%	99%	-	99%	99%
Non-Participation Rate																	
All Subjects	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	1%	1%	1%
	CWD	1%	1%	1%	1%	1%	0%	2%	1%	1%	1%	1%	-	0%	1%	1%	1%
	CWOD	1%	1%	1%	0%	1%	0%	1%	1%	1%	0%	-	1%	0%	1%	1%	1%
	EL	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	-	1%	1%
Reading	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	1%	1%	1%
	CWD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	-	0%	1%	1%	1%
	CWOD	1%	1%	0%	0%	1%	0%	1%	1%	1%	0%	-	1%	0%	1%	0%	1%
	EL	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%

		African		American			Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	
		State	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv							Econ
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	1%	-	1%
	Female	1%	1%	0%	1%	1%	0%	1%	1%	1%	0%	1%	0%	0%	-	1%	1%
Mathematics	All	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	1%
	Students																
	CWD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	1%
	EL	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%
	Male	0%	1%	0%	0%	1%	0%	1%	0%	1%	0%	1%	0%	0%	0%	-	1%
	Female	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%	-	0%	0%
Science	All	1%	1%	1%	1%	1%	0%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Students																
	CWD	1%	2%	1%	1%	1%	0%	3%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	2%	1%	1%	1%	1%	1%	1%	-	1%	1%

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

Part (viii): Civil Rights Data

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)

The data is not required for state level.

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.

The data is not required for state level.

Part (ix): Teacher Quality Data

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		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	53,827.7	14.2%	13,267.7	16.7%	12,182.5	11.0%
Teachers Teaching with Emergency or Provisional Credentials	11,362.3	3.2%	3,165.7	4.2%	2,311.9	2.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	31,886.8	8.9%	5,888.4	7.9%	8,928.8	8.5%

'.' Indicates there are no data available in the group.
 Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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.

Part (xi): STAAR Alternate 2 Participation

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
Grade 3 Reading	5,881	1%

	State Number of ALT2	State Rate of ALT2
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%
Mathematics	6,036	1%
Grade 7 Reading	5,616	1%
Mathematics	5,616	2%
Grade 8 Reading	5,251	1%
Mathematics	5,254	2%
Science	5,250	1%
End of Course English I	5,150	1%
English II	4,680	1%
Algebra I	5,122	1%
Biology	4,954	1%
All Grades All Subjects	101,751	1%
Reading	45,064	1%
Mathematics	40,350	1%
Science	16,337	1%

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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	
		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	
		Mathematics	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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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
Grade 8	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%
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
		Students with Disabilities	88%
	Mathematics	English Learners	97%

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

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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)

In-State Public Institutions	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
	48%	47%	45%	52%	43%	63%	43%	49%	42%	24%	27%

**1 Indicates results are masked due to small numbers to protect student confidentiality.
 '1' Indicates there are no students in the group.

2018-19 Federal Report Card Definitions for Texas Public Schools

The Elementary and Secondary Education Act (ESEA), as amended, requires a state to prepare and disseminate widely to the public an annual Report Card for all public school districts, campuses, and the state. The Federal Report Card for Texas Public Schools is a web-based system that generates the required federal report cards at the state, district, and campus levels for easy dissemination by school districts.

Federally Required Student Groups

Each state must include the following student groups in its annual report cards. School districts in Texas report student information through the Texas Student Data System (TSDS PEIMS) and through test answer documents from the State of Texas Assessments of Academic Readiness (STAAR®) for students in grades 3–8 and STAAR end-of-course (EOC) examinations for students taking high school-level courses.

Children with Disabilities (CWD)—These students are identified as being served by special education programs. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2018–19 school year, a student in special education may have been administered the STAAR (with or without accommodations) or STAAR Alternate 2. Children without Disability (CWOD) are students not served by special education programs. (Source: TSDS PEIMS, Oct. 2018, TEA Student Assessment Division)

Economically Disadvantaged—These students are identified in TSDS PEIMS or on STAAR® answer documents as eligible for free or reduced-price lunch or for other public assistance. (Source: TSDS PEIMS, Oct. 2018, TEA Student Assessment Division)

English Learner (EL)—These students are identified as having limited English proficiency (LEP) or as English learners by the Language Proficiency Assessment Committee (LPAC). (Source: TSDS PEIMS, Oct. 2018, TEA Student Assessment Division)

Ethnic Distribution—Each student is included in one of the following groups based on demographic information identified in TSDS PEIMS or on STAAR® answer documents: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. (Source: TSDS PEIMS, Oct. 2018, TEA Student Assessment Division)

Foster Care—These students are identified in TSDS PEIMS as a child in foster care. (Source: TSDS PEIMS, Oct. 2018, TEA Student Assessment Division)

Gender—Results are reported separately for males and females based on the gender reported in TSDS PEIMS or on STAAR® answer documents. (Source: TSDS PEIMS, Oct. 2018, TEA Student Assessment Division)

Homeless—These students are identified in TSDS PEIMS as a child in homeless status. (Source: TSDS PEIMS, Oct. 2018, TEA Student Assessment Division)

Migrant—These students are identified in TSDS PEIMS or on STAAR® answer documents as a Migrant Student. “Migrant Student” indicates whether the student (ages 3–21), the student's parent, spouse, or guardian is a migratory agricultural worker. (Source: TSDS PEIMS, Oct. 2018, TEA Student Assessment Division)

Division)

Military Connected —These students are identified in TSDS PEIMS as students with parent who is a member of the Armed Forces. (Source: TSDS PEIMS, Oct. 2018, TEA Student Assessment Division)

Structure of the Federal Report Card for Texas Public Schools

Part (i): General Description of the Texas State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

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

(aa) the specific weight of the indicators in such differentiation;

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

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

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.

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.

Part (viii): Civil Rights Data

Part (viii)(I): The 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.

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.

Part (ix): Teacher Quality Data

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.

Part (x): Per-pupil Expenditure

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.

Part (xi): STAAR Alternate 2 Participation

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.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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.