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

									Two or			EL (Current
		All	African			American		Pacific	More	Econ	Special	&
		Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Perfor	rmance (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%

^{&#}x27;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)

Two
or Non
Afr Amer Pac More Econ Econ
StateDistrictCampus Amer Hispanic White Ind Asian Isl Races Disadv CWD CWOD EL Male Female Migrant Homeless Care Military

STAAR Perc	ent at Ap	proac	hes Gr	ade Le	vel or A	Above																
End of Cou	rse																					
English I	All	66%	61%	61%	22%	58%	67%	-	*	-	100%	52%	75%	22%	68%	13%	57%	66%	-	*	36%	57%
· ·	Students	3																				
	CWD	27%	22%	22%	17%	27%	19%	-	-	-	-	25%	10%	22%	-	-	27%	14%	-	-	17%	*
	CWOE	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	e 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	3																				
	CWD	27%	22%	22%	*	25%	9%	-	*	-	*	20%	29%	22%	-	-	18%	27%	-	-	*	*
	CWOE	72%	69%	69%	56%	58%	79%	*	*	-	86%	58%	81%	-	69%	*	65%	74%	-	*	*	78%
	EL	30%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	62%	61%	61%	56%	50%	69%	-	*	-	80%	47%	77%	18%	65%	*	61%	-	-	*	33%	80%
	Female	e 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	3																				
	CWD	52%	32%	32%	40%	30%	32%	-	-	-	-	37%	0%	32%	-	-	35%	25%	-	-	40%	*
	CWOE	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	e 88%	75%	74%	63%	75%	77%	-	-	-	*	68%	81%	25%	80%	*	-	74%	-	*	*	*

Biology	All 87% Students	81%	81%	56%	80%	85%	-	*	-	100%	76%	91%	48%	87%	44%	84%	79%	-	*	60%	80%
	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 Perce	ent at Meets G	rade Le	evel or A	Above																	
End of Cour	se																				
English I	All 48% Students	40%	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%	45%	45%	8%	38%	53%	-	*	-	88%	35%	58%	-	45%	0%	36%	55% *	-	*	13%	*
	EL 14%	0%	0%	- 110/	0%	- 270/	-	-	-	1000/	0%	*	160/	0%	0%	0%		-	*	- 1 7 0/	*
	Male 42% Female 56%	33% 49%	33% 49%	11% 0%	27% 43%	37% 60%	_	_	-	100%	27% 37%	44% 63%	16% 5%	36% 55%	0% *	33%	- 49%	_	*	17% *	*
	i emale 50 %	4970	43 /0	0 70	45 /0	00 /0	-	-	-		31 /0	03 /0	J /0	JJ /0		-	4970	-			
English II	All 48% Students	42%	42%	29%	25%	58%	*	*	-	63%	34%	53%	16%	45%	*	40%	45%	-	*	33%	50%
	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% Students	33%	29%	29%	27%	32%	-	-	-	29%	23%	39%	17%	32%	0%		34%	-	-	17%	17%
	CWD 24% CWOD 63%	17% 36%	17% 32%	0% 44%	20% 28%	18% 34%	_	*	-	29%	20% 25%	0% 41%	17%	- 32%	- 0%	23% 26%	6% 38%	-	*	20% 14%	*
	EL 40%	0%	0%	-	0%	J4 /0 -	_	_	-	2970	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% Students	48%	48%	6%	36%	61%	-	*	-	71%	38%	64%	15%	53%	0%	50%	46%	-	*	30%	60%
	CWD 24%	15%	15%	0%	20%	10%	-	*	-	-	15%	20%	15%	-	-	19%	11%	-	-	*	*
	CWOD 64%	53%	53%	9%	39%	69%	-	*	-	71%	44%	66%	-	53%	0%		51%	-	*	33%	*
	EL 24%	0%	0%	-	0%	-	-	-	-	*	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male 58% Female 62%	50% 46%	50% 46%	13% 0%	36% 37%	65% 58%	-	*	-	*	42% 33%	66% 62%	19% 11%	56% 51%	0% *	50%	- 46%	-	*	38% *	*
	i emale 02 /0	40 /0	40 /0	0 70	31 /0	30 /0	-		-		JJ /0	02 /0	1170	3170		-	40 /0	-			
STAAR Perce	ent at Masters	Grade	Level																		
End of Cour																					
English I	All 10% Students	5%	5%	0%	2%	9%	-	*	-	0%	3%	9%	3%	6%	0%	2%	9%	-	*	7%	14%
	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% Students	4%	4%	0%	1%	9%		*	-	0%	1%	9%	3%	5%		5%	4% 7 %	-		0%	0%
	CWD 4% CWOD 8%	3% 5%	3% 5%	0%	6% 1%	0% 9%	*	*	_	0%	4% 0%	0% 10%	3% -	- 5%	*	0% 5%	7% 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% Students	14%	8%	7%	4%	11%	-	*	-	29%	8%	9%	6%	9%	0%	10%	6%	-	*	8%	0%
	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%		7%	-	*	0%	*
	EL 19%	0%	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% Students	11%	11%	0%	7%	16%	-	*	-	29%	9%	15%	4%	12%	0%	12%	10%	-	*	10%	0%
	CWD 6%	4%	4%	0%	5%	5%	-	*	-	-	5%	0%	4%	-	-	7%	0%	-	-	*	*
	CWOD 26%	12%	12%	0%	7%	17%	-	*	-	29%	10%	16%	-	12%	0%		12%	-	*	17%	*
	EL 4%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-

	Female 25%	6 10%	10%	0%	6%	15%	-	*	- *	6%	16%	0%	12%	*	-	10%	-	*	*	*
AAR Percen	nt at Approa	ches G	irade Le	vel or	Above															
All Grades																				
All Subjects	All 77% Students	6 71%	69%	48%	65%	74%	*	100%	- 83%	61%	80%	31%	75%	35%	66%	72%	-	85%	45%	71%
	CWD 46%		31%	32%	37%	24%	-	*	- *	34%	18%	31%	-		35%	25%	-	-	33%	44%
	CWOD 819		75%	54%	70%	81%	*	100%	- 86%	68%	83%	-	75%	35%		78%	-	85%	54%	84%
	EL 62% Male 74%		35% 66%	- 53%	39% 63%	- 69%	-	*	- 89%	41% 60%	22% 78%	35%	35% 72%	35% 44%		20%	-	- 78%	- 44%	85%
	Female 80%		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%	659
;	Students			222/	222/	400/				2221	400/	222/			0.407	400/			000/	
	CWD 39%		22% 69%	22% 43%	26% 61%	16% 77%	*	*	- * - 93%	23% 59%	18% 80%	22%	- 69%	- 10%	24% 64%	19% 74%	-	83%	22% 45%	77
	EL 549		10%	-	11%	-	-	-		17%	*	-	10%	10%		*	_	-	-	-
	Male 69%	65%	58%	44%	52%	64%	-	*	- 90%	49%	73%	24%	64%	0%	58%	-	-	*	39%	759
	Female 78%	6 70%	67%	33%	61%	79%	*	*	- 83%	57%	80%	19%	74%	*	-	67%	-	*	*	56°
Mathematics	All 81% Students	% 7 5%	70%	64%	71%	71%	-	*	- 57%	66%	77%	32%	77%	57%	67%	74%	-	*	50%	83%
	CWD 53%		32%	40%	30%	32%	-	-		37%	0%	32%	-	-	35%	25%	-	-	40%	*
	CWOD 849		77%	78%	78%	77%	-	*	- 57%	74%	81% *	-	77%	57%	74% *	80%	-	*	57%	*
	EL 72% Male 79%		57% 67%	- 67%	67% 68%	- 65%	-	*		60% 64%	73%	- 35%	57% 74%	57% *	67%	-	-	*	- 40%	-
	Female 82%		74%	63%	75%	77%	-	-	- *	68%	81%	25%	80%	*	-	74%	-	*	*	*
Science	All 80%	6 76%	81%	56%	80%	85%	_	*	- 100%	76%	91%	48%	87%	44%	84%	79%	_	*	60%	80
;	Students				0=0/	222/										2=0/				
	CWD 519 CWOD 849		48% 87%	40% 64%	65% 83%	30% 93%	-	*	 - 100%	49% 83%	40% 93%	48%	- 87%	- 44%	56% 80%	37% 85%	-	*	* 67%	,
	CVVOD 047			-	50%	-	-	_	- 10070	50%	*	-	44%	44%		*	_	_	-	
	EL 619	6 35%	44%	_															000/	
	EL 619 Male 799		44% 84%	63%	81%	88%	-	*	- *	79%	93%	56%	89%	60%	84%	-	-	*	63%	^
		6 7 4%				88% 82%	-	*	- * - *	79% 72%	93% 88%	56% 37%	89% 85%	*	-	79%	-	*	63%	*
AAD Doroon	Male 79% Female 81%	% 74% % 78%	84% 79%	63% 50%	81%		-	*	- * - *					60% *	-	- 79%	-	*		*
	Male 79% Female 81%	% 74% % 78%	84% 79%	63% 50%	81%		-	*	- *					60% *	-	- 79%	-	*		*
	Male 79% Female 81%	% 74% % 78% Grade I	84% 79%	63% 50%	81%			* * 86%	- * - * - 63%					*	37%	79%	-	* * 77%		469
All Grades All Subjects	Male 799 Female 819 nt at Meets 0 All 499 Students	6 74% 6 78% Grade I	84% 79% Level or 40%	63% 50% Above 17%	81% 80% 31%	82% 49%	*	* * 86%	_ *	72% 31%	88% 53%	37% 15%	85%	*	- 37%	44%	-		* 21%	
All Grades All Subjects	Male 799 Female 819 Int at Meets (All 499 Students CWD 249	74% 78% Grade I 41%	84% 79% Level or 40% 15%	63% 50% Above 17% 0%	81% 80% 31% 17%	49% 14%	*	*	- 63% - *	72% 31% 16%	53% 7%	37%	85% 44% -	* 0% -	- 37% 19%	44% 8%	-	-	* 21% 22%	11
All Grades All Subjects	Male 799 Female 819 All 499 Students CWD 249 CWOD 529	74% 78% Grade I 41% 5 22% 44%	84% 79% Level or 40% 15% 44%	63% 50% Above 17%	81% 80% 31% 17% 33%	82% 49%	*	* * * 86% * 80%	_ *	72% 31% 16% 35%	53% 7% 55%	37% 15%	44% - 44%	* 0% - 0%	37% 19% 40%	44% 8% 49%	-		* 21%	11
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All Grades All Subjects	Male 799 Female 819 All 499 Students CWD 249 CWOD 529	6 74% 6 78% Grade I 6 41% 6 22% 6 44% 6 12% 6 40%	84% 79% Level or 40% 15% 44%	63% 50% Above 17% 0% 24%	81% 80% 31% 17% 33%	49% 14%	* - *	*	- 63% - *	72% 31% 16% 35%	53% 7% 55%	37% 15%	44% - 44% 0% 40%	* 0% - 0% 0% 0%	37% 19% 40%	44% 8% 49%	-	- 77% -	* 21% 22%	11' 63' - 38'
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All Grades All Subjects Reading Mathematics	Male 799 Female 819 All 499 Students CWD 249 CWOD 529 EL 299 Male 479 Female 529 All 479 Students CWD 219 CWOD 509 EL 239 Male 439 Female 519 All 519 Students CWD 269 CWOD 549 EL 379 Male 509 Female 519 All 539 Students CWD 259	6 74% 6 78% 6 78% 6 41% 6 42% 6 44% 6 40% 6 43% 6 40% 6 43% 6 44% 6 44% 6 41% 6 46% 6 46% 6 46% 6 46% 6 46% 6 6% 6 6	84% 79% Level or 40% 15% 44% 0% 37% 44% 41% 13% 45% 0% 36% 47% 29% 17% 32% 0% 25% 34% 48%	63% 50% Above 17% 0% 24% - 19% 16% 18% 0% 23% - 22% 14% 29% 0% 44% - 17% 38% 6% 0%	31% 17% 33% 0% 26% 36% 30% 14% 33% 0% 25% 36% 27% 20% 28% 0% 20% 36%	49% 14% 55% - 46% 54% 52% 14% 57% - 45% 61% 32% 18% 34% - 29% 35% 61% 10% 69%	* -* *	*	- 63% - * 66% - 72% - 50% - 75% - 80% - 80% - 67% - 29% 29% * - * - 71%	72% 31% 16% 35% 0% 29% 34% 32% 15% 36% 0% 28% 37% 23% 20% 25% 0% 28% 38% 15% 44%	53% 7% 55% 0% 49% 56% 53% 6% 57% * 48% 59% 39% 0% 41% * 36% 42% 64% 20% 66%	15% 15% 19% 8% 13% 13% - 17% 8% 17% 6% 15% 15%	44% - 44% - 44% - 49% - 45% - 39% 52% - 32% - 32% - 32% - 53%	* 0% 0% 0% 0% 0% 0% 0% * 0% 0% * 0% - 0% 0% 0% 0% 0% 0% 0% 0%	37% 19% 40% 0% 37% - 36% 17% 39% 0% 36% - 25% 25% * 25% - 50% 19%	44% 8% 49% 0% - 44% 47% 8% 52% * - 47% 34% 6% 38% * - 34% 46% 11% 51%	-	- 77% - 67% * 83%	* 21% 22% 21% - 25% 0% 20% 18% - 22% * 17% 20% 4 30% *	46° 111° 63° 53° * 62° - 50° 17° * * * 60° * *

STAAR Percent at Masters Grade Level

O I AAIN FEICEI	it at ivias	51613	Graue	Level																		
All Grades																						
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%	-	-	-	-
	Male	22%	16%	7%	0%	3%	11%	-	*	-	22%	5%	10%	6%	7%	0%	7%	-	-	22%	8%	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%	*	-	-	-	-
	Male	17%	13%	3%	0%	0%	7%	-	*	-	0%	1%	8%	4%	3%	0%	3%	-	-	*	6%	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%	*	*	-	-	-	-
	Male	25%	19%	10%	0%	4%	13%	-	*	-	*	9%	13%	10%	10%	*	10%	-	-	*	10%	*
	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%	*	-	-	-	-
	Male	25%	17%	12%	0%	7%	16%	-	*	-	*	11%	14%	7%	13%	0%	12%	-	-	*	13%	*
	Female	23%	17%	10%	0%	6%	15%	-	*	-	*	6%	16%	0%	12%	*	-	10%	-	*	*	*

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

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			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
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.

Two or

^{...} Indicates zero observations reported for this group.

	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 Cohor	t Graduati	on Rate (G	r 9-12): Cla	ass of 201	18								
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
٨	٨	٨

- '^' 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 Achiev		African American nain Score	•	White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	39	22	33	45	*	67	-	53	32	17	12
School Quality (College, Career, a	and Military	Readines	s Performa	nce)							
%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	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	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	Ν	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	Ν	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	Ν	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

Target Met	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	

36%

38%

40%

40%

English Learner Language Proficiency Status

Interim Goals (2018-2022)
Target Met
Interim Goals (2023-2027)
Target Met
Interim Goals (2028-2032)
Target Met
Long-Term Goals
Target Met

Federal Graduation Status[^]

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

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.

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)

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

^{&#}x27;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).

	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 Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%		*			100%	100%	100%			100%	100%	_
	CWD	100%	100%	100%	100%	_	*	_	100%	100%	100%	100 /6	100%	100%	100%	100%	_
	EL	100%	-	100%	-	_		_	10070	100%	*	_	100%	100%	100%	*	_
	Male	100%	100%	100%	100%	_	*	_	*	100%	100%	100%	100%		100%	_	
	Female	100%	100%	100%	100%	_	*	_	*	100%	100%	100%	100%	*	-	100%	_
Non-Participat		10070	10070	10070	10070					10070	10070	10070	10070			10070	
non rancopac	ion rtato																
All Subjects	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%	-
	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%	-
Mathematic	s All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%				_	0%	0%	0%	_	_	0%	0%	_
	CWD	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%	_
	i ciliale	0 /0	0 70	0 70	0 70	_	_	_		0 70	0 70	0 70	0 70		_	0 70	_
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%	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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 I with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities	5											
In-School Suspensions												
	Male	50	5	17	26	0	0	0	2	0		
	Female	29	5	8	14	0	0	0	2	0		
	Total	79	10	25	40	0	0	0	4	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		

^{&#}x27;-' Indicates zero observations reported for this group.

	Female	0 0	0 0	0	0	0	0	0	0	0 0		
Expulsions	Total	U	U	U	U	U	U	U	U	U		
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
Willi Educational Services	Female	2	0	2	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
Without Educational		0										
Without Educational	Male	Ü	0	0	0	0	0	0	0	0		
Services		•	•	•	•	•	•	•	•	•		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		
Policies												
	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												
in concer cappanoiene	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 Cohool Supposions	TOtal	22	4	1	- 11	U	U	U	U	U		2
Out-of-School Suspensions	Mala	0	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		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	Male	0	0	0	0	0	0	0	0	0		0
Services												
	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	Male	0	0	0	0	0	0	0	0	0		0
Policies												
	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		U	U	U	U	U	U	U	U	U		U
Releitais to Law Enforcement		0	0	0	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		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
Α	llegations 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 religiion	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	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	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit	Male	10	0	2	8	0	0	0	0	0	0
Programs											
-	Female	29	0	8	17	0	2	0	2	0	0
	Total	39	0	10	25	0	2	0	2	0	0

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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 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 So	chool
	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%

^{&#}x27;-' 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.

^{&#}x27;-' Indicates there are no students in the group.

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.

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

^{&#}x27;-' Indicates zero observations reported for this group.

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

State Level: 2019 Percentages at NAEP Achievement Levels

							% At or	Above		
			% Belo	w Basic	% At or Al	oove Basic		cient	% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
	J	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
	J	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%

Mathematics

English Learners 96% Students with Disabilities 88% English Learners 97%

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)

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

^{*&#}x27; Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2019

Indicates reporting standards not met.

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;-' 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 Perform	mance (At Meets Grade Level o	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)

Two or

		State	District	Campus .	Afr Amer	Hispanic	White	Amer Ind			Two or More Races	Econ		CWD	CWOE) EL	Male	Female	Migrant Home	ster are	Military
STAAR Per				-		-													-		
End of Co English		67%	64%	*	_	*	_	_	_	_	_	*	_	_	*	_	_	*		_	_
II :	Students CWD	27%	22%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_		_	_
	CWOD	72% 30%	69%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*		-	-
	Male	62%	61%	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
	Female		69%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*		-	-
STAAR Per		Meets	Grade	Level or	Abo	ve															
End of Co English		48%	42%	*	_	*	_	_	_	_	_	*	_	_	*	_	_	*		_	_
	Students CWD	16%	16%	_		_	_			_	_	_	_	_			_	_			
	CWOD	52%	45%	*	_	*	_	_	_	_	_	*	_	_	*	_	_	*		_	_
	EL	11%	*	-	-	-	-	-	-	_	-	-	-	-	-	_	-	-		-	-
	Male	42%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
	Female	55%	45%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*		-	-
STAAR Per		Master	rs Grad	e Level																	
English		8%	4%	*		*	_					*			*			*			_
	Students	0 /0	7 /0																		
	CWD	4%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
	CWOD	8%	5%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*		-	-
	EL	0%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
	Male	6%	5%	- *	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
	Female	10%	4%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*		-	-
STAAR Per	cent at	Approa	aches (Grade Le	vel c	r Above															
All Grades		77%	740/			*						*			*			*			
	All Students		71%		-		-	-	-	-	-		-	-		-	-			-	-
	CWD	46%	39%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
	CWOD EL	81% 62%	76% 46%	-	-		-	-	-	-	-		-	-		-	-			-	-
	Male	74%	70%	- :	-	-	-	-	-	-	-	-	-	-	_	-	-	-		_	-
	Female		73%	*	_	*	_	_	_	_	_	*	_	_	*	_	_	*			_
		0070	. 0 / 0																		
Reading	All Students	73%	67%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*		-	-
· ·	CWD	39%	33%		_	_	_	_	_	_	_	_	_	_	_	_	_	_		_	_
	CWOD	78%	72%	*	_	*	-	-	-	_	-	*	-	-	*	_	_	*		-	-
	EL	54%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
	Male	69%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
	Female	78%	70%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*		-	-
STAAR Per		Meets	Grade	Level or	Abo	ve															
All Grades		400/	4407			_						_			_			_			
All Subjects	All Students	49%	41%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*		-	-
	CWD	24%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
	CWOD	52%	44%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*		-	-
	EL Mala	29%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
	Male	47%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-

	Female	State 52%	District Ca	ımpus *	Afr Amer H	lispanic W		Amer Ind		Pac	Two or More Races		Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant Ho		Foster Care	
	remaie	JZ /0	43 /0		-		-	-	-	-	-		-	-		-	-		-	-	-	-
Reading	All Students	47%	40%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	21%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	43%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	23%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	43%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	51%	44%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Per All Grades All Subjects		23% 8% 25% 11% 22% 24%	16% 6% 18% 3% 16% 17%	* - * - * - *	- - - -	* - * - *	-		- - - - -		- - - - -	* - * - - *			* - * - *			* - * - - *	- - - - - -	- - - -	- - - - -	-
	Students	20%	15%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	7%	4%	-	-	-	-	-	-	-	-	*	-	-	-	-	-	*	-	-	-	-
	CWOD EL	22% 8%	16% 1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	⊏∟ Male	6% 17%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	23%	17%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	i ciliale	23/0	17 /0		-		-	-	-	-	-		-	-		-	-		-	-	-	-

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

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	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Otadomo	, unioniouni	mopumo	************	maian	, 101411	ioiaiiaoi	114000	Diodat	01.15	
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.

								Two or					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates			•										
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	9-12): Cla	ss of 201	8								
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.

Part (iv): English Language Proficiency

^{&#}x27;_' Indicates zero observations reported for this group.

Indicates there are no students in the group.

Ever EL in grades 9-12

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)

Student Success (Student Achiev		African American main Score	•	White omponen	American Indian it Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	*	-	*	-	-	-	-	-	*	-	-
School Quality (College, Career,	and Military	y Readines	s Performa	nce)							
%Students meeting CCMR	15%	-	13%	20%	-	-	-	-	22%	*	-

^{*&#}x27; Indicates results are masked due to small numbers to protect student confidentiality.

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	000/	= 40/	= 00/	= 00/	200/	000/	222/	= 00/		4=0/	=00/
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	700/	660/	600/	000/	700/	070/	700/	700/	670/	600/	CEO/
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	40 /0	3170	40 /0	J9 /0	4370	02 /0	30 /0	J 4 /0	30 /6	25/0	40 /0
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	0.70	1170	1070	0070	0070	0070	01 70	0170	1070	0170	10 / 0
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 Profit	ciency Statu	ıs									260/
Interim Goals (2018-2022)											36%
Target Met Interim Goals (2023-2027)											38%
Target Met											30 /0
Interim Goals (2028-2032)											40%
Target Met											10 70
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										

^{&#}x27;+' 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.

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;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 R	ate	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Dandin	A 11	*															
Reading	All	•	-	•	-	-	-	-	-	•	-	-	•	-	-	•	-
	Students CWD																
	CWD	*	_	*	_	_	_	_	_	*	_		*	-	-	*	_
	EL	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	Male	-	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	Female	*	_	*	_	_	_	_	_	*	_	_	*	_	_	*	_
Mathematics	s All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All	-	-	-	-	-	-	-	=	-	-	-	-	-	-	-	-
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	•	-	-	-	-	-	-	-	-	-	_	-	-	-	-	-
	Female	-	_		_	_		_	_	_	_		_	- [_	_	_
Non-Participati	on Rate	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
Non-i articipati	on rate																
All Subjects	All	*	_	*	_	-	_	_	_	*	_	_	*	_	-	*	_
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Dandin	A.II	*															
Reading	All	•	-		-	-	-	-	-		-	-		-	-		-
	Students CWD	_															
	CWD	*	-	*	-	-	-	-	-	*	-	-	*	_	_	*	-
	EL	-	_	_	_	_	_	-	_	_	_	_	_	_	_	_	_
	Male	-	_	-	-	-	-	-	-	-	-	-	-	_	-	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Mathematics	s All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	_	_	_	_	_	-	_	_	_	_	_	_	_	-	_
	CWOD	-	_	_	_	_	_	_	_	_	_	_	_	_	_	-	_
	EL	-	_	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (viii): Civil Rights Data

^{&#}x27;_' Indicates zero observations reported for this group.

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

		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 Disabilitie	S											
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	Mala	0	0	0	•	0	0	0	0	^		
With Educational Services	Male Female	0 0	0 0	0 0	0 0	0 0	0	0 0	0 0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational	Male	0	0	0	0	0	0	0	0	0		
Services		· ·	·		·	•	· ·	Ū	· ·	Ū		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		
Policies	-	•	•	•	•	•	•	•	•	•		
	Female	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		
School-Related Arrests	Total	U	U	U	U	U	U	U	U	U		
Ochool-Related Arrests	Male	0	0	0	0	0	0	0	0	0		
	Female	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö		
	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		
Students With Disabilities In-School Suspensions	Total	0	0	0	0	0	0	0	0	0		
in concor cuspensions	Male	0	0	0	0	0	0	0	0	0		0
	Female	Ō	Ō	0	Ō	Ö	Ö	0	Ō	Ō		Ō
	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
Expulsions	Total	0	0	0	0	0	0	0	0	0		0
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
With Eddodional Gervices	Female	0	0	0	Ö	Ö	Ö	0	Ö	0		Ö
	Total	Ō	0	0	0	Ō	Ō	0	Ō	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
Under Zero Tolerance Policies	Total Male	0	0	0	0 0	0 0	0	0 0	0 0	0		0
1 Olicles	Female	0	0	0	0	0	0	0	0	0		0
	Total	Ö	Ö	0	Ö	Ö	Ö	Ö	Ö	0		Ö
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
Deferrele to Lew Enforce	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		Ŭ	ŭ	J	J	J	Ĭ	ŭ	-	J		ŭ
	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 religiion	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	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	_	_	-	_	-	_	-	-	_
	Total	-	-	-	-	-	-	-	-	-	-

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

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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 S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 0.6	Percent 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...

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

Indicates there are no students in the group. Blank cell indicates the student group is not applicable to this report.

Reading	State Number of ALT2 5,881	State Rate of ALT2 1%	District Number of ALT2 *	District Rate of ALT2 1%	Campus Number of ALT2 -	Campus Rate of ALT2 -
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.

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

							,	Above		
			% Belo	w Basic	% At or Al	oove Basic	Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
	ū	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

Indicates zero observations reported for this group.

% At or Above

							% At 0	Above		
			% Belo	w Basic	% At or Above Basic		Proficient		% At Advanced	
Grade	Subject	Student Group	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%
	ŭ	English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Indicates reporting standards not met.

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

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

Texas Education Agency | Governance and Accountability | Performance Reporting

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^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

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 Perform	mance (At Meets Grade Level o	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)

Two

		State	District	t Campus	Afr s Amer	Hispani	c White	Amei Ind			Two or More Races			/ CWD	CWOE) EL	Male	Female	Migran	nt Homeless	Foster Care	
STAAR Perce	ent at Ap	proac	hes G	rade Le	vel or	Above																
Grade 6																						
Reading	All	67%	62%	80%	-	*	*	-	-	-	-	*	*	80%	-	*	*	*	-	-	-	-
	Students CWD	33%	37%	80%		*	*					*	*	80%		*	*	*				
	CWOD		66%	-	_	_	_	_	_	_	_	_	_	-	_	_	_	_	_	-	_	_
	EL	42%	46%	*	_	*	_	_	_	_	_	*	_	*	_	*	*	_	_	_	_	_
	Male	62%	60%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	Female	71%	65%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
N 4 - 41 41-	- 411	000/	700/	4000/										4000/								
Mathematic	S All Students	80%	76%	100%	-	-	-	-	-	-	-	-	-	100%	-		-	-	-	-	-	-
	CWD	50%	51%	100%	_	*	*	_	_	_	_	*	*	100%	_	*	*	*	_	_	_	_
	CWOD		80%	-	_	_	_	_	_	_	_	_	_	-	_	_	_	_	_	_	_	_
	EL	67%	85%	*	-	*	_	_	_	_	_	*	_	*	_	*	*	-	_	-	_	_
	Male	78%	77%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	Female	81%	76%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
Grade 7																						
Reading	All	74%	63%	63%	25%	58%	70%	*	*	-	69%	52%	77%	16%	68%	22%	61%	65%	-	*	*	*
	Students CWD	37%	16%	16%	*	10%	25%				*	15%	20%	16%		*	19%	11%		*	*	
	CWD		68%	68%	27%	63%	75%	*	*	-	79%	58%	80%	10 /0	68%	29%		70%		*	*	*
	EL	49%	22%	22%	-	25%	-	_	*	_	-	14%	*	*	29%	22%		*	_	*	_	*
	Male	70%	61%	61%	29%	51%	73%	*	*	_	60%	52%	75%	19%	67%		61%	-	-	*	*	*
	Female	79%	65%	65%	20%	65%	67%	-	-	-	83%	53%	80%	11%	70%	*	-	65%	-	*	*	*
Mathematic	s 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		75%	75%	55%	66%	82%	*	*	-	86%	71%	79%	-	75%	29%		75%	-	*	*	*
	EL	57%	22%	22%		13%		-	*	-		29%	*	*	29%	22%		*	-	*	-	*
	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%
	CWD	47%	57%	57%	_	54%	57%	_	_	_	_	42%	89%	57%	_	*	55%	63%	_	*	*	*
	CWOD		77%	77%	73%	68%	85%	_	*	_	83%	69%	90%	-	77%	36%		75%	_	43%	*	75%
	EL	62%	33%	33%	-	33%	-	-	-	-	-	29%	*	*	36%	33%		20%	-	*	-	*
	Male	81%	75%	75%	75%	62%	85%	-	*	-	*	68%	87%	55%	79%	40%	75%	-	-	50%	*	71%
	Female	88%	74%	74%	*	70%	78%	-	*	-	75%	64%	93%	63%	75%	20%	-	74%	-	*	*	*
Mathematic		87%	77%	77%	50%	77%	80%	-	*	-	75%	73%	85%	61%	79%	53%	73%	81%	-	50%	67%	78%
	Students CWD	58%	61%	61%	_	46%	71%					47%	89%	61%		*	60%	63%		*	*	*
	CWD		79%	79%	50%	81%	81%	-	*	-	75%	77%	85%	-	79%	57%		83%	-	57%	*	86%
	EL	77%	53%	53%	-	53%	-	_	_	_	-	50%	*	*	57%	53%		60%	_	*	_	*
	Male	84%	73%	73%	50%	70%	78%	_	*	_	*	69%	81%	60%	75%	50%		-	_	50%	*	71%
	Female		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%		20%	-	*	-	*
	Male	78%	69%	69%	63%	59%	80%	-	*	-	*	59%	87%	45%	74%	40%		-	-	50%	*	71%
	Female	81%	72%	72%	*	67%	74%	-	*	-	100%	64%	89%	71%	73%	20%	-	72%	-	*	*	*

Two

											or		Non									
		Ctoto I	Diotriot	Compus	Afr	Llanania		Amer				Econ		CWD	CWOD	- 1	Mala	Eomolo I	Miaront Lla	malaaa	Foster	
End of Cours	e	State	DISTRICT	Campus	Amer	Hispanic	vvnite	ina	Asian	ISI	Races	Disagv	Disadv	CWD	CWOD	EL	waie	remale i	Migrant Ho	meiess	Care	willitary
Algebra I	All	83%	72%	100%	*	*	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-	*
	Students	E20/	220/																			
	CWD CWOD	52% 87%	32% 78%	100%	*	*	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-	*
	EL	73%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	79%	69%	100%	-	*	100%	-	- *	-	-	*	100%	-	100%	-	100%	- 100%	-	-	-	-
	Female	00%	75%	100%				-		-	-		100%	-	100%	-	-	100%	-	-	-	
STAAR Percei	nt at Me	ets Gr	ade Le	evel or A	bove	•																
Grade 6	AII	200/	220/	000/		*	*					*	*	000/		*	*	*				
Reading	All Students	36%	32%	80%	-			-	-	-	-			80%	-				-	-	-	-
	CWD	19%	37%	80%	-	*	*	-	-	-	-	*	*	80%	-	*	*	*	-	-	-	-
	CWOD		31%	- *	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL Male	14% 33%	8% 31%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	Female		33%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
Mathamatica	AII	460/	200/	4000/		*	*					*	*	1000/		*	*	*				
Mathematics	Students	46%	38%	100%	-			-	-	-	-			100%	-				-	-	-	-
	CWD	23%	31%	100%	-	*	*	-	-	-	-	*	*	100%	-	*	*	*	-	-	-	-
	CWOD EL	48% 27%	39% 8%	- *	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	36%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	Female		39%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
0																						
Grade 7 Reading	All	48%	36%	36%	17%	27%	44%	*	*	_	31%	23%	53%	8%	39%	0%	35%	37%	_	*	*	*
	Students	15/0	JJ /0	JU /0		_1 /0	i - 7 70			-	J 1 /0		JU /0	J /0	JJ /0	J /0	JJ /0	O1 /0				
	CWD	21%	8%	8%	*	10%	8%	-	-	-	*	5%	20%	8%	-	*	6%	11%	-	*	*	-
	CWOD EL	51% 19%	39% 0%	39% 0%	18%	29% 0%	48%	_	*	-	36%	26% 0%	55% *	*	39% 0%	0% 0%	39% 0%	39%	-	*	_	*
	Male	44%	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	ΔΙΙ	41%	39%	39%	17%	33%	44%	*	*		44%	30%	51%	16%	42%	11%	39%	39%		*	*	*
	Students	7170	J3 /0	33 /6	17 /0	33 /0	 /0					30 /0	J 1 /0	10 /0	72 /0	11/0	J3 /0	3370				
	CWD	22%	16%	16%	*	10%	25%	-	-	-	*	10%	40%	16%	-	*	13%	22%	-	*	*	-
	CWOD EL	44% 22%	42% 11%	42% 11%	18%	36% 0%	46%		*	-	50%	33% 14%	52% *	*		14% 11%	43% 17%	41%	-	*	_	*
	Male	41%	39%	39%	0%	33%	45%	*	*	-	40%	31%	51%	13%		17%		-	-	*	*	*
	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%	60%
	Students																					
	CWD	22% 57%	36% 50%	36% 50%	- 36%	23% 42%	43% 60%	-	*	-	- 42%	32% 41%	44% 66%	36%	- 50%	* 7%	35% 50%	38% 50%	-	* 14%	*	* 63%
	EL	19%	7%	7%	-	7%	-	-	-	-	-	7%	*	*	7%	7%	10%	0%	-	*	-	*
	Male	49%	47%	47%	25%	36%	58%	-	*	-	*	42%	56%	35%		10%		-	-	17%	*	57%
	Female	58%	49%	49%	•	43%	57%	-	•	-	38%	37%	73%	38%	50%	0%	-	49%	-	•	•	Î
Mathematics	All	55%	47%	47%	10%	40%	58%	-	*	-	33%	41%	59%	32%	48%	20%	42%	51%	-	25%	17%	44%
	Students			/		.=0/																
	CWD CWOD	27% 59%	32% 48%	32% 48%	- 10%	15% 44%	43% 60%	-	*	-	33%	32% 42%	33% 62%	32%	- 48%	21%	30% 44%	38% 52%	-	29%	*	57%
	EL	36%	20%	20%	-	20%	-	-	-	-	-	14%	*	*			20%	20%	-	*	-	*
	Male	52%	42%	42%	13%	33%	55%	-	*	-	*	36%	55%	30%			42%	-	-	17%	*	43%
	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%	40%
	Students		2001	200/		470/						2001	2001					400/		*		*
	CWD CWOD	23% 53%	33% 41%	33% 41%	- 36%	17% 29%	43% 54%	-	*	-	33%	33% 29%	33% 61%	33%	- 41%	0%	30% 44%	43% 38%	-	0%	*	50%
	EL	20%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	*
	Male	50%	42%	42%	38%	22%	60%	-	*	-	*	29%	62%	30%	44%	0%	42%	-	-	0%	*	29%
	Female	30%	39%	39%		33%	44%	-		-	38%	30%	55%	43%	38%	0%	-	39%	-			
End of Cours	е																					
Algebra I	All	59%	33%	100%	*	*	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-	*
	Students CWD	24%	17%	_								_			_	_	_	_		_		
	CWOD		36%	100%	*	*	100%	_	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-	*
	EL	40%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	53% 65%	30% 38%	100% 100%	*	*	100%	-	*	-	-	*	100% 100%	-	100% 100%	-	100%	100%	-	-	-	*
	romaio	0070	0070	10070									10070		10070			10070				
STAAR Percei	nt at Mas	sters	Grade	Level																		
Grade 6 Reading	All	17%	13%	20%	_	*	*	_	_	_	_	*	*	20%	_	*	*	*	_	_	_	_
	Students	11/0	10/0	20 /0	-			-	-	-	-			∠∪ /0	-				-	_	-	-
	CWD	6%	11%	20%	-	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD EL	18% 4%	14% 0%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Male	14%	11%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	Female	20%	16%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-

Two or

					Afr			Amer		Pac	or More	Econ	Non Econ								Foster	
		State	District	Campus	Amer	Hispanio	White	Ind	Asian				Disadv	CWD	CWOD	EL	Male	Female	Migrant H	omeless	Care	Military
Mathematics		20%	14%	40%	-	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	Students CWD	9%	14%	40%	-	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD		14%	- *	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL Male	8% 20%	8% 15%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	Female	20%	14%	*	-	*	*	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
Grade 7																						
Reading	All Students	29%	19%	19%	8%	10%	26%	*	*	-	25%	12%	28%	0%	21%	0%	19%	19%	-	*	*	*
	CWD	9%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	*	-
	CWOD EL	31% 8%	21% 0%	21% 0%	9%	11% 0%	29%	*	*	-	29%	14% 0%	30%	*	21% 0%	0% 0%	21% 0%	21%	-	*	*	*
	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		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%	9%	11%	23%	*	*	-	14%	11%	25%	-	17%	0%	19%	15%	-	*	*	*
	EL Male	6% 16%	0% 17%	0% 17%	- 0%	0% 14%	- 22%	-	*	-	- 10%	0% 11%	* 25%	*	0% 19%	0% 0%	0% 17%	*	-	*	-	*
	Female		14%	14%	20%	7%	19%	-	-	-	17%	8%	22%	0%	15%	*	-	14%	-	*	*	*
Grado 9																						
Grade 8 Reading	All	27%	25%	25%	9%	19%	32%	-	*	-	25%	16%	40%	4%	27%	0%	23%	26%	-	0%	0%	20%
	Students			40/																*		*
	CWD	7% 30%	4% 27%	4% 27%	9%	0% 21%	7% 35%	-	*	-	- 25%	0% 18%	11% 43%	4% -	- 27%	0%	0% 27%	13% 27%	-	0%	*	25%
	EL	5%	0%	0%	-	0%	-	-	-	-	- *	0%	*	*	0%	0%	0%	0%	-	*	-	*
	Male Female	24% 31%	23% 26%	23% 26%	0% *	16% 22%	32% 31%	-	*	-	* 13%	16% 16%	35% 45%	0% 13%	27% 27%	0% 0%	23%	26%	-	0% *	*	0% *
					100/												450/			00/	00/	000/
Mathematics	All Students	17%	16%	16%	10%	12%	20%	-	*	-	8%	12%	24%	18%	16%	0%	15%	17%	-	0%	0%	33%
	CWD	9%	18%	18%	-	8%	21%	-	-	-		16%	22%	18%	-	*	25%	0%	-	*	*	*
	CWOD EL	18% 6%	16% 0%	16% 0%	10%	13% 0%	20%	-	*	-	8%	12% 0%	24%	- *	16% 0%	0% 0%	13% 0%	18% 0%	-	0% *	*	43%
	Male	16%	15%	15%	13%	7%	20%	-	*	-	*	13%	19%	25%	13%	0%	15%	-	-	0%	*	29%
	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%	*	13%
	EL Male	5% 25%	0% 20%	0% 20%	- 25%	0% 10%	29%	-	*	-	*	0% 13%	* 33%	* 15%	0% 21%	0% 0%	0% 20%	0% -	-	* 0%	*	0%
	Female		17%	17%	*	14%	18%	-	*	-	13%	11%	27%	0%	18%	0%	-	17%	-	*	*	*
End of Cours	: e																					
Algebra I	All	36%	14%	100%	*	*	100%	_	*	-	_	*	100%	_	100%	_	100%	100%	-	-	_	*
· ·	Students	00/	00/																			
	CWD	9% 39%	6% 15%	100%	*	*	100%	-	*	-	-	*	100%	-	100%	-	100%	100%	-	-	-	*
	EL	19%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	31% 40%	15% 11%	100% 100%	*	*	100%	-	*	-	-	*	100% 100%	-	100% 100%	-	100%	- 100%	-	-	-	*
TAAR Percei	nt at Ap _l	proac	hes Gı	rade Lev	el 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% 81%	39% 76%	48% 75%	* 56%	40% 69%	57% 81%	*	92%	-	* 81%	38% 68%	73% 84%	48%	- 75%		46% 74%	53% 75%	-	0% 62%	17% 36%	50% 75%
	EL	62%	46%	37%	-	37%	-	-	*	-	-	34%	57%	22%	39%	37%	41%	29%	-	0%	-	20%
	Male Female	74% 80%	70% 73%	70% 74%	53% 56%	61% 70%	80% 77%	*	89% *	-	66% 86%	63% 66%	82% 86%	46% 53%	74% 75%	41% 29%	70% -	- 74%	-	54% 38%	33% 13%	74% 67%
Reading	All Students	73%	67%	69%	48%	63%	76%	*	80%	-	75%	60%	83%	41%	72%	32%	69%	70%	-	50%	20%	71%
	CWD	39%	33%	41%	*	36%	48%	-	-	-	*	31%	69%	41%	-	*	44%	37%	-	*	20%	*
	CWOD EL	78% 54%	72% 32%	72% 32%	50% -	66% 33%	80%	-	80%	-	81% -	64% 27%	84%	*	72% 33%		73% 35%	72% 25%	-	60%	20%	75% *
	Male	69%	65%	69%	53%	57%	79%	*	*	-	71%	61%	80%	44%	73%	35%	69%	-	-	56%	29%	75%
	Female		70%	70%	38%	68%	72%	-		-	79%	59%	86%	37%	72%	25%		70%	-			67%
Mathematics	All Students	81%	75%	75%	52%	71%	81%	*	100%	-	75%	71%	82%	53%	78%	44%	72%	79%	-	58%	40%	71%
	CWD	53%	44%	53%	*	44%	66%	-	-	-	*	45%	75%	53%	-	*	49%	63%	-	*	20%	*
	CWOD EL	84% 72%	79% 65%	78% 44%	55% -	74% 42%	83%	*	100%	-	81% -	75% 45%	83%	*	78% 48%		76% 47%	80% 38%	-	70% *	60%	75% *
	Male	79%	74%	72%	47%	66%	80%	*	*	-	64%	67%	80%	49%	76%	47%	72%	-	-	56%	43%	75%
	Female	82%	76%	79%	63%	75%	82%	-	*	-	86%	75%	84%	63%	80%	38%	-	79%	-	*	*	67%
Science	All Students	80%	76%	71%	64%	63%	77%	-	*	-	83%	61%	88%	52%	73%	33%	69%	72%	-	38%	17%	70%

/7/2020									2	2018	-19 Fe	deral l	Report	Card								
					Afr			Amer			Two or More		Non Econ								Foster	
	CWD	State 51%	District (43%	Campus 52%	s Amer	Hispanio 42%	White 57%	Ind -	Asian	lsl -	Races	Disadv 39%	Disadv 78%	52%	CWOD	EL.	Male 45%	Female 71%	Migran	t Homeless *	Care	Military *
	CWOD	84%	81%	73%	64%	65%	80%	-	*	-	83%	64%	89%	-	73%	36%	74%	73%	-	43%	*	75%
	EL Male	61% 79%	35% 74%	33% 69%	- 63%	33% 59%	- 80%	-	- *	-	*	29% 59%	* 87%	* 45%	36% 74%	33% 40%	40% 69%	20%	-	* 50%	*	* 71%
	Female		78%	72%	*	67%	74%	-	*	-	100%	64%	89%	71%	73%	20%	-	72%	-	*	*	*
STAAR Perce	nt at Me	ets G	rade Le	vel or	Above	9																
All Grades																						
All Subjects	All	49%	41%	43%	25%	35%	53%	*	83%	-	37%	34%	58%	30%	45%	11%	42%	44%	-	23%	12%	47%
	Students CWD	24%	22%	30%	*	19%	39%	_	_	-	*	25%	41%	30%	-	22%	29%	33%	_	0%	0%	17%
	CWOD		44%	45%	26%	37%	54%	*	83%	-	39%	35%	60%	-	45%	9%	45%	45%	-	27%	21%	53%
	EL Male	29% 47%	12% 40%	11% 42%	- 18%	10% 31%	- 54%	*	78%	-	34%	10% 33%	14% 57%	22% 29%	9% 45%	11% 14%	14% 42%	5%	-	0% 21%	- 17%	0% 48%
	Female		43%	44%	39%	39%	50%	-	*	-	39%	34%	61%	33%	45%	5%	-	44%	-	25%	0%	47%
Pooding	ΔII	47%	40%	120/	26%	34%	510 /-	*	90%		36%	32%	500/ ₋	200/	110/	8%	120/	120/	_	25%	10%	50%
Reading	All Students	4/%	40%	43%	26%	34%	51%		80%	-	36%	32%	58%	28%	44%	8%	42%	43%	-	25%	10%	50%
	CWD	21%	20%	28%	*	20%	34%	-	-	-	*	21%	44%	28%	-	*	28%	26%	-	*	0%	*
	CWOD EL	23%	43% 6%	44% 8%	27%	36% 8%	54% -	_	80%	-	38%	34% 9%	60% *	*	44% 5%	5% 8%	44% 12%	45% 0%	-	30%	20%	50% *
	Male	43%	38%	42%	20%	31%	52%	*	*	-	36%	34%	54%	28%	44%	12%	42%	-	-	33%	14%	63%
	Female	51%	44%	43%	38%	38%	50%	-	*	-	36%	30%	64%	26%	45%	0%	-	43%	-	*	*	33%
Mathematics	All Students	51%	41%	45%	17%	39%	53%	*	100%	-	39%	37%	58%	31%	47%	20%	44%	48%	-	33%	10%	50%
	CWD	26%	25%	31%	*	20%	41%	-		-	*	26%	44%	31%		*	28%	37%	-	*	0%	*
	CWOD EL	54% 37%	43% 21%	47% 20%	18%	41% 17%	55% -	*	100%	-	42%	39% 18%	60% *	*	47% 19%	19% 20%	46% 24%	48% 13%	-	40% *	20%	58% *
	Male	50%	40%	44%	7%	35%	54%	*	*	-	36%	35%	57%	28%	46%	24%	44%	-	-	22%	14%	50%
	Female	51%	42%	48%	38%	43%	53%	-	*	-	43%	40%	60%	37%	48%	13%	-	48%	-	*	*	50%
Science	All Students	53%	46%	40%	36%	28%	53%	-	*	-	33%	30%	58%	33%	41%	0%	42%	39%	-	0%	17%	40%
	CWD	25%	21%	33%	-	17%	43%	-	-	-	-	33%	33%	33%	-	*	30%	43%	-	*	*	*
	CWOD		49%	41%	36%	29%	54%	-	*	-	33%	29%	61%	-	41%	0%	44%	38%	-	0%	*	50%
	EL Male	26% 53%	6% 46%	0% 42%	38%	0% 22%	60%	-	*	-	*	0% 29%	62%	30%	0% 44%	0% 0%	0% 42%	0% -	-	0%	*	29%
	Female		46%	39%	*	33%	44%	-	*	-	38%	30%	55%	43%	38%	0%	-	39%	-	*	*	*
STAAR Perce	nt at Ma	etore	Grado	Lovol																		
All Grades	iii at ivia	31613	Grade	Levei																		
All Subjects	All Students	23%	16%	20%	14%	14%	26%	*	42%	-	16%	13%	31%	8%	22%	2%	21%	20%	-	3%	4%	18%
	CWD	8%	6%	8%	* 4E0/	3%	11%	-	400/	-	* 4 7 0/	7%	12%	8%	-	11%	11%	2%	-	0%	0%	0%
	CWOD EL	11%	18% 3%	22% 2%	15% -	15% 2%	28%	_	42% *	-	17% -	14% 2%	33% 0%	- 11%	22% 0%	0% 2%	22% 2%	21% 0%	-	4% 0%	7% -	22% 0%
	Male	22%	16%	21%	8%	12%	29%	*	22%	-	19%	13%	32%	11%	22%	2%	21%	-	-	4%	6%	9%
	Female	24%	17%	20%	28%	16%	23%	-	*	-	14%	13%	31%	2%	21%	0%	-	20%	-	0%	0%	33%
Reading	All Students	20%	15%	22%	9%	15%	29%	*	20%	-	25%	14%	33%	3%	24%	0%	21%	23%	-	8%	0%	14%
	CWD	7%	4%	3%	*	0%	7%	-	-	-	*	2%	6%	3%	-	*	3%	5%	-	*	0%	*
	CWOD EL	22% 8%	16% 1%	24% 0%	9% -	17% 0%	32%	-	20%	-	27%	16% 0%	36%	*	24% 0%	0% 0%	24% 0%	24% 0%	-	10%	0%	17%
	Male	17%	13%	21%	0%	12%	31%	*	*	-	29%	14%	32%	3%	24%	0%	21%	-	-	11%	0%	0%
	Female	23%	17%	23%	25%	18%	27%	-	*	-	21%	15%	35%	5%	24%	0%	-	23%	-	*	*	33%
Mathematics	All Students	26%	18%	19%	13%	13%	25%	*	60%	-	11%	12%	30%	12%	20%	4%	20%	18%	-	0%	0%	29%
	CWD	11%	8%	12%	*	8%	14%	-	-	-	*	10%	19%	12%		*	18%	0%	-	*	0%	*
	CWOD EL	28% 16%	19% 6%	20% 4%	14%	14% 4%	26%	*	60% *	-	12%	13% 5%	31%	*	20% 0%	0% 4%	20% 6%	20% 0%	-	0%	0%	33%
	Male	25%	19%	20%	7%	12%	28%	*	*	_	14%	13%	30%	18%	20%	6%	20%	-	-	0%	0%	25%
	Female		17%	18%	25%	15%	22%	-	*	-	7%	11%	29%	0%	20%	0%	-	18%	-	*	*	33%
Science	All Students	24%	17%	19%	27%	12%	24%	-	*	-	8%	12%	30%	11%	19%	0%	20%	17%	-	0%	17%	10%
	CWD	8%	7%	11%		0%	14%	-	-	-	-	11%	11%	11%	-	*	15%	0%	-	*	*	*
	CWOD		18%	19%	27%	13%	26%	-	*	-	8%	12%	32%	-	19%	0%	21%	18%	-	0%	*	13%
	EL Male	7% 25%	0% 17%	0% 20%	- 25%	0% 10%	- 29%	-	*	-	*	0% 13%	33%	15%	0% 21%	0% 0%	0% 20%	0% -	-	0%	*	0%
	Female		17%	17%	*	14%	18%	-	*	-	13%	11%	27%	0%	18%	0%	-	17%	-	*	*	*

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

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)

^{&#}x27;_' Indicates zero observations reported for this group.

	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.

	Two or													
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Econ Disadv	CWD	EL^	Homeless	Foster Care	
Federal Graduation Rates			-											
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	9-12): Clas	s of 2018	3									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	
EL	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male	-	-	-	-	-	-	_	-	-	-	-	-	-	
Female	-	-	-	-	-	-	_	-	-	-	-	-	-	

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

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

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

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- '^' 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 Achie			Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	45	31	38	52	*	72	-	43	37	29	17
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%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)

^{&#}x27;^' Ever EL in grades 9-12

	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	Ν				N	Υ	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	Ν				N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	Ν				N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	Ν				N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		N	Ν				N	Υ	Υ	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	Ν				N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	Ν				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 Profic	iency Statu	s									
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											400/
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											

^{&#}x27;+' 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.

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 Ra	ate	Campus	African American	Hispanic		American Indian	Asian	Pacific Islander	Two or More Races	Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	98%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	_	_	_	*	100%	100%	100%	_	100%	100%	100%	_
	CWOD	100%	98%	100%	100%	*	100%	_	100%	100%	100%	-	100%	100%	100%	99%	_
	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%	95%	100%	99%	-	*	-	100%	99%	100%	100%	99%	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%	-
	CWOD	100%	100%	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%	100%	100%	-	-
	Female	100%	100%	100%	99%	-	*	-	100%	99%	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%	-
	CWOD	100%	100%	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%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	-

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).

								D	Two or		Non						
		Campus	African	n Hispanic		American Indian		Pacific Islander		Econ Disady	Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
		Campus	America	Tinspanic	winte	maian	Asian	isianaei	Races	Disauv	Disauv	OND	OHOD		Maic	i ciliale	wiigiani
Science	All	99%	91%	100%	99%	-	*	-	100%	99%	100%	100%	99%	100%	100%	98%	-
	Students																
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	91%	100%	99%	-	*	-	100%	99%	100%	-	99%	100%		98%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%		100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%		100%	-	-
	Female	98%	*	100%	98%	-	*	-	100%	98%	100%	100%	98%	100%	-	98%	-
Non-Participati	on 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	s 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.

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)

Students Without Disabilitie	es	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Dutch Disabilities	Students with Disabilities (Section 504)
In-School Suspensions		40	•	4.4	00	•	•	•	•	•		
	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	Male	0	0	0	0	0	0	0	0	0		
Services												
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		
Policies												
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	Ō	Ö	Ō	Ō	Ō	Ō	Ö	Ō		
School-Related Arrests												

Indicates zero observations reported for this group.

						•						
	Male Female Total	Total students 0 0 0	African American 0 0 0	Hispanic 0 0	White 0 0 0	Indian or Alaska Native 0 0	Asian 0 0 0	Pacific Islander 0 0 0	Two or More Races	EL 0 0	Students with Disabilities	Students with Disabilities (Section 5 504)
B.C. all I. I. E.C.	Total	U	U	U	U	U	U	U	U	U		
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	Ö	Ö	0	0	0	0	Ō	0		Ö
School-Related Arrests		-	-		-	-	-	-	•	-		•
30.130 10.0.100 / 11.0010	Male	0	0	0	0	0	0	0	0	0		0
	Female	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö		0
	Total	Ö	Ö	Ö	0	Ö	0	Õ	Õ	Ö		Ö
Referrals to Law Enforcement	rotar	ŭ	Ü	Ü	Ū	Ü	Ū	Ü	·	·		Ü
relevals to Law Emorgement	Male	0	0	0	0	0	0	0	0	0		0
	Female	Ö	0	0	0	0	0	0	Ö	Ö		Ö
	Total	0	0	0	0	0	0	0	0	0		Ö
All Students Chronic Absenteeism	Total	U	U	Ü	U	U	U	U	U	U		O
On one Absentedism	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
	iolai	52	4	22	22	U	U	U	4	U	1	,

	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 religiion	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.

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

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

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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 S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 4.3	Percent 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 nonpersonnel 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%

Indicates there are no students in the group. Blank cell indicates the student group is not applicable to this report.

Mathematics	State Number of ALT2 5,616	State Rate of ALT2 2%	District Number of ALT2 *	District Rate of ALT2 0%	Campus Number of ALT2 *	Campus Rate of ALT2 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.

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

					0/ 4/ 4/			Above	% At Advanced		
			% Belov			ove Basic		cient			
Grade		Student Group	TX	US	TX	US	TX	US	ΤX	US	
Grade 4	Subject Reading Mathematics	Overall	39	34	61	66	30	35	7	9	
		Black	52	52	48	48	16	18	2	3	
		Hispanic	48	45	52	55 77	21	23	3	4	
		White	22	23	78 *	77 50	48 *	45	12 *	12	
		American Indian		50		50		19		3	
		Asian Pacific Islander	11 *	18 42	89 *	82 58	65 *	57 25	25 *	22 4	
						56 72				-	
		Two or More Races	26	28	74		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	

^{&#}x27;_' Indicates zero observations reported for this group.

			% Belo	w Basic	% At or Al	oove Basic		r Above icient	% At Ac	dvanced
Grade	Subject	Student Group	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%
	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.

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.

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: COGGIN 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 Perform	mance (At Meets Grade Level o	or Above)										
Reading/ELA Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates	44% 44% 52% 62% 72% 46%	32% 32% 42% 54% 66% 31%	37% 37% 46% 58% 69% 40%	60% 60% 66% 73% 80% 59%	43% 43% 51% 62% 72% 45%	74% 74% 78% 82% 87% 82%	45% 45% 53% 63% 73%	56% 56% 62% 70% 78% 54%	33% 33% 43% 55% 67% 36%	19% 19% 31% 45% 60% 23%	29% 29% 39% 52% 65% 40%
	2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	46% 54% 63% 73%	31% 41% 54% 66%	40% 49% 59% 70%	59% 65% 73% 80%	45% 53% 63% 73%	82% 85% 88% 91%	50% 57% 66% 75%	54% 61% 69% 77%	36% 45% 57% 68%	23% 34% 48% 62%	40% 49% 59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate* Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 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)

											Two or		Non									
		State	District	Campus	Afr S Amer	Hispani	c White	Amer Ind			More		Econ	/ CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
STAAR Perce	nt at Ap	proac	hes G	rade Le	vel 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		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	74%	64%	64%	44%	67%	65%	_	*	_	58%	57%	82%	42%	67%	*	66%	62%	_	*	50%	*
	Students																					
	CWD	46%	42%	42%	-	50%	36%	-	-	-	*	38%	57%	42%	-	-	41%	44%	-	-	*	-
	CWOD		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	2 /4%	62%	62%	63%	64%	60%	-	-	-	50%	55%	80%	44%	63%	•	-	62%	-	-	60%	•
Grade 5																						
Reading	All	86%	77%	77%	62%	77%	79%	*	*	-	89%	73%	86%	36%	84%	30%	70%	86%	-	*	*	86%
	Students CWD	55%	36%	36%	*	31%	37%				*	35%	40%	36%		*	32%	45%		*		*
	CWOD		84%	84%	64%	83%	85%	*	*	-	100%	81%	89%	30%	84%	38%		90%	-	_	*	83%
	EL	77%	30%	30%	-	30%	-	_	_	_	-	38%	*	*	38%	30%		*	_	_	_	-
	Male	83%	70%	70%	40%	69%	71%	*	*	_	80%	65%	81%	32%	77%	14%		_	_	-	*	_
	Female		86%	86%	75%	85%	89%	*	*	-	*	84%	91%	45%	90%	*	-	86%	-	*	-	86%
Mathematics	All	89%	88%	88%	75%	91%	89%	*	*	-	89%	85%	97%	44%	95%	90%	86%	92%	_	*	*	86%
	Students CWD	68%	44%	44%	*	54%	37%				*	39%	80%	44%		*	40%	55%		*		*
	CWOD		95%	95%	80%	96%	97%	*	*	-	100%	94%	98%	44 70	95%	88%		95%	-		*	100%
	EL	85%	90%	90%	00%	90%	9170	_	_	-	100%	88%	90%	*	88%	90%		95%	-	_		100%
	Male	88%	86%	86%	*	87%	86%	*	*	-	80%	82%	95%	40%	95%	86%		_	-	_	*	-
	Female		92%	92%	75%	94%	92%	*	*	_	*	89%	98%	55%	95%	*	-	92%	_	*	_	86%
	romaic	, 00 /0	0270	02/0	1070	0170	0270					0070	0070	0070	0070			0270				0070
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		82%	82%	73%	73%	86%	*	*	_	100%	78%	89%	-	82%	38%	78%	86%	_	*	*	100%
	EL	60%	30%	30%	-	30%	-	-	-	_	-	38%	*	*	38%	30%		*	-	_	-	-
	Male	74%	68%	68%	60%	63%	70%	*	*	-	80%	61%	88%	24%	78%	14%		-	-	*	*	-
	Female	73%	82%	82%	75%	75%	88%	*	*	-	*	80%	86%	45%	86%	*	-	82%	-	*	-	86%
Grade 6																						
Reading	All	67%	62%	62%	53%	64%	63%	*	_	_	38%	52%	79%	30%	66%	42%	59%	66%	_	_	*	*
Ü	Students																					
	CWD	33%	37%	30%	*	38%	25%	-	-	-	-	29%	33%	30%	-	*	44%	14%	-	-	-	-
	CWOD		66%	66%	56%	67%	68%	*	-	-	38%	55%	83%	-	66%	45%		71%	-	-	*	*
	EL	42%	46%	42%	-	45%	-	-	-	-	-	33%	*	*	45%	42%		60%	-	-	-	-
	Male	62%	60%	59%	50%	61%	61%	-	-	-	40%	49%	76%	44%	61%	29%		-	-	-	-	*
	Female	71%	65%	66%	56%	67%	65%	*	-	-	*	55%	82%	14%	71%	60%	-	66%	-	-	*	*
Mathematics		80%	76%	76%	59%	79%	76%	*	-	-	75%	70%	87%	43%	80%	83%	77%	76%	-	-	*	*
	Students CWD		51%	43%	*	46%	44%					48%	33%	//30/		*	50%	36%				
	CWD	50% 83%	51% 80%	43% 80%	63%	46% 83%	81%	*	-	-	- 75%	48% 73%	33% 92%	43%	80%	82%		36% 80%	-	-	*	*
	EL	67%	85%	83%	-	91%	01/0	_	-	-	7570	89%	∌∠ /0 *	*	82%	83%		100%	-	-	_	_
	Male	78%	77%	77%	75%	75%	80%	-	-	-	80%	71%	88%	50%	81%	71%		-	_	-	-	*
	Female		76%	76%	44%	82%	74%	*	_	_	*	70%	86%	36%	80%	100%		76%	_	_	*	*
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								_		_	or	_	Non									
		State	District (Campus	Afr Amer H	lispanio		Amer Ind				Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant He	omeless	Foster Care	
STAAR Percer	nt at Me	ets Gı	rade Le	vel or A	Above														-			
Grade 4 Reading	All	43%	43%	43%	19%	45%	45%	_	*	_	25%	35%	61%	30%	44%	*	43%	42%	_	*	50%	*
	Students	24%	30%	30%	-	54%	14%	-	-	-	*	22%	57%	30%	-	-	33%	22%	-	-	*	-
	CWOD EL	30%	44%	44% *	19% -	44%	49% -	-	-	-	33%	37%	61% -	-	44%	*	45% *	44% *	-	-	40% -	-
	Male	41%	43%	43%	13% 25%	44%	47%	-	*	-	17%	30%	70%	33% 22%	45%	*	43%	- 42%	-	*	*	*
	Female	40%	42%	42%	23%	46%	42%	-	-	-	33%	40%	49%	2270	44%		-	4270	-	-	60%	
Mathematics	All Students	46%	39%	39%	25%	37%	43%	-	*	-	33%	30%	59%	29%	41%	*	47%	30%	-	*	17%	*
	CWD CWOD	27%	29% 41%	29% 41%	- 25%	43% 36%	21% 46%	-	-	-	* 44%	25% 31%	43% 61%	29%	- 41%	-	32% 50%	22% 31%	-	- *	*	- *
	EL	39%	*	* *	-	*	-	-	-	-	-	*	-	-	* 1 /0	*	*	31/0 *	-	-	-	-
	Male Female	48% 45%	47% 30%	47% 30%	13% 38%	45% 31%	51% 30%	-	*	-	50% 17%	35% 25%	73% 43%	32% 22%	50% 31%	*	47%	- 30%	-	*	* 20%	*
	i ciriaic	1070	0070	3070	0070	0170	0070				17 70	2070	1070		0170			0070			2070	
Grade 5 Reading	All	53%	47%	47%	46%	41%	50%	*	*		56%	42%	57%	11%	52%	0%	39%	56%	_	*	*	43%
	Students	JJ /6					30 /6			-					JZ /0				-			
	CWD CWOD	27% 56%	11% 52%	11% 52%	* 45%	8% 46%	5% 57%	-	- *	-	* 57%	13% 48%	0% 61%	11% -	- 52%	*	12% 45%	9% 60%	-	*	- *	* 50%
	EL	36%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male Female	50%	39% 56%	39% 56%	20% 63%	36% 46%	42% 61%	*	*	-	40% *	33% 53%	53% 61%	12% 9%	45% 60%	0% *	39%	- 56%	-	- *	*	43%
Mathematics	All Students	57%	50%	50%	25%	48%	54%	*	*	-	44%	43%	66%	28%	54%	40%	45%	56%	-	*	*	29%
	CWD	31%	28%	28%	*	31%	26%	-	-	-	*	23%	60%	28%	-	*	24%	36%	-	*	-	*
	CWOD EL	60% 46%	54% 40%	54% 40%	30%	51% 40%	58% -	-	-	-	43% -	47% 50%	67% *	*	54% 38%	38% 40%	50% 29%	58% *	-	-	-	33%
	Male	56%	45%	45%	*	46%	47%	*	*	-	40%	38%	64%	24%	50%	29%		-	-	-	*	-
	Female	5/%	56%	56%	38%	50%	63%	•	•	-	•	49%	68%	36%	58%	•	-	56%	-	•	-	29%
Science	All Students	48%	48%	48%	31%	42%	51%	*	*	-	89%	42%	63%	19%	53%	20%		52%	-	*	*	29%
	CWD CWOD	27% 50%	19% 53%	19% 53%	* 36%	15% 45%	21% 56%	- *	*	-	* 100%	13% 47%	60% 63%	19%	- 53%	* 25%	16% 50%	27% 55%	-	*	*	* 33%
	EL	31%	20%	20%	-	20%	-	-	-	-	-	25%	*	*	25%	20%	0%	*	-	-	-	-
	Male Female	50% 45%	45% 52%	45% 52%	0% 50%	39% 44%	48% 56%	*	*	-	80% *	36% 48%	66% 60%	16% 27%	50% 55%	0% *	45%	- 52%	-	*	*	- 29%
	. 0	.070	0270	0270	0070	,0	0070					.070	0070	,,	0070			0270				2070
Grade 6 Reading	All Students	36%	32%	31%	6%	28%	38%	*	-	-	13%	21%	49%	30%	31%	0%	29%	33%	-	-	*	*
	CWD	19%	37%	30%	*	38%	25%	-	-	-	-	29%	33%	30%	-	*	44%	14%	-	-	-	-
	CWOD EL	38% 14%	31% 8%	31% 0%	6%	27% 0%	40%	*	-	-	13%	19% 0%	50% *	- *	31% 0%	0% 0%	27% 0%	35% 0%	-	-	*	*
	Male	33%	31%	29%	13%	25%	38%	-	-	-	0%	18%	49%	44%	27%	0%	29%	-	-	-	-	*
	Female	40%	33%	33%	0%	31%	39%	*	-	-	*	24%	48%	14%	35%	0%	-	33%	-	-	*	*
Mathematics	All	46%	38%	37%	12%	36%	41%	*	-	-	38%	30%	49%	20%	39%	0%	35%	39%	-	-	*	*
	Students CWD	23%	31%	20%	*	23%	19%					19%	22%	20%		*	25%	14%		_		
	CWOD	48%	39%	39%	13%	38%	44%	*	-	-	38%	31%	51%	-	39%	0%	36%	41%	-	-	*	*
	EL Male	27% 45%	8% 36%	0% 35%	- 13%	0% 34%	- 41%	-	-	-	- 20%	0% 27%	* 49%	* 25%	0% 36%	0% 0%	0% 35%	0%	-	-	-	- *
	Female		39%	39%	11%	38%	42%	*	-	-	*	33%	48%	14%	41%	0%	-	39%	-	-	*	*
STAAR Percer	nt at Mas	sters	Grade I	Level																		
Grade 4																						
Reading	All Students	21%	17%	17%	6%	19%	17%	-	*	-	8%	13%	28%	7%	18%	*	15%	20%	-	*	17%	*
	CWD	8%	7%	7%	-	15%	0%	-	-	-	*	4%	14%	7%	-	-	5%	11%	-	-	*	-
	CWOD EL	23% 12%	18%	18% *	6%	19% *	19%	-	*	-	11%	14% *	29%	-	18%	*	17% *	20%	-	*	0%	*
	Male	20%	15%	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		27%	20%	20%	6%	19%	23%	-	*	-	8%	11%	41%	13%	21%	*	23%	17%	-	*	17%	*
	Students CWD	13%	13%	13%	-	14%	14%	-	_	-	*	4%	43%	13%	-	-	9%	22%	-	-	*	-
	CWOD EL	29% 20%	21%	21%	6%	20%	24%	-	*	-	11%	13%	40%	-	21%	*	25%	17%	-	*	0%	*
	Male	29%	23%	23%	0%	20%	28%	-	*	-	0%	10%	50%	9%	25%	*	23%	-	-	*	*	*
	Female	25%	17%	17%	13%	19%	16%	-	-	-	17%	13%	29%	22%	17%	*	-	17%	-	-	20%	*
Grade 5																						
Reading	All	29%	19%	19%	8%	13%	24%	*	*	-	11%	14%	31%	0%	22%	0%	16%	22%	-	*	*	14%
	Students CWD	9%	0%	0%	*	0%	0%	-	_	-	*	0%	0%	0%	_	*	0%	0%	-	*	-	*
	CWOD EL	31% 14%	22% 0%	22% 0%	9%	15% 0%	28%	*	*	-	14%	16% 0%	33%	-	22% 0%	0% 0%	20% 0%	24%	-	-	*	17%
	Male	26%	16%	16%	0%	7%	24%	*	*	-	0%	12%	26%	0%	20%	0%	16%	-	_	-	*	
	Female	31%	22%	22%	13%	19%	25%	*	*	-	*	15%	36%	0%	24%	*	-	22%	-	*	-	14%

Two or

								_		_	or	_	Non									
		State	District	Campus	Afr Amer	Hienanic		Amer			More		Econ	CWD	cwon	FI	Mala I	Fomalo	Migrant Ho		Foster	
Mathematics	All	36%	26%	26%	8%	22%	31%	*	*	-	11%	19%	42%	6%	29%	20%		27%	- -	*	*	29%
5	Students					.=0/	201					201	201					-01				*
	CWD	14% 38%	6% 29%	6% 29%	10%	15% 23%	0% 36%	*	*	-	14%	6% 21%	0% 44%	6%	29%	13%	8% 28%	0% 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 Students	23%	21%	21%	15%	22%	20%	*	*	-	22%	18%	30%	8%	23%	0%	18%	25%	-	*	*	14%
`	CWD	11%	8%	8%	*	15%	0%	-	-	-	*	10%	0%	8%	-	*	8%	9%	-	*	-	*
	CWOD		23%	23%	18%	23%	23%	*	*	-	14%	19%	32%	-	23%	0%	21%	26%	-	*	*	17%
	EL Male	11% 25%	0% 18%	0% 18%	0%	0% 22%	- 15%	*	*	-	20%	0% 14%	* 29%	8%	0% 21%	0% 0%	0% 18%	*	-	*	*	-
	Female		25%	25%	25%	21%	27%	*	*	-	20 /0 *	22%	30%	9%	26%	*	-	25%	-	*	_	14%
Grade 6							. = 0.				-01	400/	400/									
Reading	All Students	17%	13%	13%	0%	14%	15%	*	-	-	0%	10%	18%	10%	14%	0%	10%	16%	-	-	*	*
`	CWD	6%	11%	10%	*	15%	6%	-	-	-	-	14%	0%	10%	-	*	13%	7%	-	-	-	-
	CWOD		14%	14%	0%	13%	17%	*	-	-	0%	10%	20%	-	14%	0%	10%	17%	-	-	*	*
	EL Male	4% 14%	0% 11%	0% 10%	0%	0% 13%	- 11%	-	-	-	- 0%	0% 9%	12%	13%	0% 10%	0% 0%	0% 10%	0%	-	-	-	*
	Female		16%	16%	0%	15%	19%	*	-	-	*	11%	23%	7%	17%	0%	-	16%	-	-	*	*
Mathematics	All Students	20%	14%	14%	6%	12%	18%	*	-	-	0%	9%	23%	10%	14%	0%	14%	14%	-	-	*	*
`	CWD	9%	14%	10%	*	15%	6%	-	-	-	-	10%	11%	10%	-	*	13%	7%	-	-	-	-
	CWOD		14%	14%	6%	12%	19%	*	-	-	0%	8%	24%	-	14%	0%	14%	15%	-	-	*	*
	EL Male	8% 20%	8% 15%	0% 14%	13%	0% 13%	- 17%	-	-	-	0%	0% 11%	* 20%	13%	0% 14%	0% 0%	0% 14%	0%	-	-	-	*
	Female		14%	14%	0%	11%	18%	*	-	-	*	7%	25%	7%	15%	0%	-	14%	-	-	*	*
STAAR Percen	ıt at Apı	oroac	hes Gr	ade Lev	el or	Above																
All Grades									. = 0./													
All Subjects	All Students	77%	71%	73%	57%	74%	75%	80%	85%	-	72%	67%	86%	38%	78%	55%	71%	76%	-	71%	71%	89%
`	CWD	46%	39%	38%	38%	45%	32%	-	-	-	42%	35%	49%	38%	-	38%	37%	39%	-	*	*	*
	CWOD	81%	76%	78%	59%	78%	80%	80%	85%	-	78%	72%	89%	-	78%	57%		79%	-	*	68%	94%
	EL Male	62% 74%	46% 70%	55% 71%	- 51%	57% 71%	- 72%	60%	100%	-	- 70%	56% 64%	50% 87%	38% 37%	57% 77%	55% 41%	41% 71%	81%	-	*	83%	83%
	Female		73%	76%	62%	77%		100%		-	79%	71%	86%	39%	79%	81%	-	76%	-	*	58%	90%
Reading	All Students	73%	67%	70%	52%	71%	71%	*	80%	-	66%	63%	83%	35%	74%	35%	66%	73%	-	*	70%	87%
	CWD	39%	33%	35%	*	41%	31%	_	_	_	40%	33%	43%	35%	_	*	37%	32%	-	*	*	*
	CWOD		72%	74%	53%	75%	76%	*	80%	-	71%	67%	87%	-	74%	39%	71%	77%	-	*	67%	86%
	EL Male	54% 69%	32% 65%	35% 66%	- 43%	36% 68%	- 68%	-	- *	-	- 63%	33% 58%	40% 84%	* 37%	39% 71%	35% 18%	18% 66%	67% -	-	- *	- *	*
	Female		70%	73%	60%	74%	74%	*	*	-	75%	68%	83%	32%	77%	67%	-	73%	-	*	50%	92%
Mathematics	All Students	81%	75%	76%	58%	79%	77%	*	80%	-	72%	71%	89%	43%	81%	85%	76%	77%	-	*	70%	93%
`	CWD	53%	44%	43%	*	50%	39%	_	_	_	40%	41%	52%	43%	_	*	43%	44%	-	*	*	*
	CWOD	84%	79%	81%	60%	82%	83%	*	80%	-	79%	75%	92%	-	81%	83%	82%	80%	-	*	67%	100%
	EL Male	72% 79%	65%	85% 76%	- EE0/	88%	- 700/	-	- *	-	- 7E0/	86% 71%	80% 89%	* 420/	83% 82%	85% 76%		100%	-	- *	-	*
	Female		74% 76%	76% 77%	55% 60%	77% 80%	78% 76%	*	*	-	75% 75%	71%	88%	43% 44%		100%		- 77%	-	*	67%	92%
Science	All Students	80%	76%	75%	69%	69%	78%	*	*	-	89%	70%	87%	31%	82%	30%	68%	82%	-	*	*	86%
`		51%	43%	31%	*	38%	21%	_	_	_	*	26%	60%	31%	_	*	24%	45%	_	*	_	*
	CWOD	84%	81%	82%	73%	73%	86%	*	*	-	100%	78%	89%	-	82%		78%	86%	-	*	*	100%
	EL Male	61% 79%	35% 74%	30% 68%	60%	30% 63%	- 70%	-	-	-	- 80%	38% 61%	* 88%	* 24%	38% 78%	30%	14% 68%	*	-	- *	-	-
	Female		74 % 78%	82%	75%	75%	88%	*	*	-	*	80%	86%	45%	86%	*	-	82%	-	*	_	86%
CTA AD Davase	4 -4 1/1-	-4- C																				
STAAR Percen All Grades	it at ivie	ets Gi	rade Le	vei or A	above																	
All Subjects	All	49%	41%	42%	22%	39%	46%	30%	77%	_	42%	35%	57%	24%	45%	15%	41%	44%	_	29%	42%	38%
	Students																					
	CWD CWOD	24% 52%	22% 44%	24% 45%	13% 23%	30% 41%	19% 50%	30%	- 77%	-	25% 45%	20% 37%	38% 59%	24%	- 45%	13% 15%	25% 43%	20% 46%	-	*	* 36%	* 41%
	EL	29%	44% 12%	45% 15%	23%	15%	-	-	-	-	4 070 -	37% 18%	0%	13%	45% 15%	15%	43% 7%	46% 29%	-	_	-	4 1 70 -
	Male	47%	40%	41%	11%	38%	45%	20%	88%	-	35%	32%	60%	25%	43%	7%	41%	-	-	*	50%	50%
	Female	52%	43%	44%	31%	40%	48%	40%	60%	-	54%	39%	54%	20%	46%	29%	-	44%	-	*	33%	35%
Reading	All	47%	40%	40%	22%	38%	45%	*	60%	_	31%	33%	55%	23%	42%	4%	37%	43%	_	*	50%	40%
	Students	⊣ 1 /0	→ ∪ /0	-U /0	∠∠ /0	JU /0	-1 J /0		JU /0	-	O 1 /0	JJ /0	JJ /0	2 0 /0	→∠ /0	-1 /0		-J /0	-			
	CWD	21%	20%	23%	*	33%	14%	-	-	-	20%	20%	33%	23%	-	*	27%	15%	-	*	*	*
	CWOD EL	50% 23%	43% 6%	42% 4%	21%	38% 4%	49%	-	60%	-	33%	35% 5%	57% 0%	*	42% 4%	4% 4%	39% 0%	46% 11%	-	_	44%	43%
	Male	43%	38%	37%	14%	35%	42%	*	*	-	19%	28%	57%	27%	39%	0%	37%	-	-	*	*	*
	Female		44%	43%	28%	41%	47%	*	*	-	50%	39%	53%	15%	46%	11%	-	43%	-	*	50%	42%
Mathematics	ΔΙΙ	51%	41%	42%	20%	40%	46%	*	80%	_	38%	35%	57%	26%	44%	23%	430/	42%	_	*	20%	40%
	Students	J 1 /0	7 1 /0	→ ∠ /0	2 0 /0	-U /0	7 0 /0		JU /0	-	JU /0	JJ /0	J1 /0	∠∪ /0	→ → /0	2 0 /0	7 0 /0	→∠ /0	-		∠∪ /0	TU /0
`																						

											Two											
											or		Non									
					Afr			Amer	•	Pac	More	Econ	Econ								Foster	•
		State	District	Campus	Ame	r Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant H	Homeless	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	53%	46%	48%	31%	42%	51%	*	*	_	89%	42%	63%	19%	53%	20%	45%	52%	_	*	*	29%
	Students																					
	CWD	25%	21%	19%	*	15%	21%	_	_	_	*	13%	60%	19%	_	*	16%	27%	_	*	_	*
	CWOD			53%	36%		56%	*	*	_	100%	47%	63%	-	53%	25%	50%	55%	_	*	*	33%
	EL	26%		20%	-	20%	-	_	_	_	-	25%	*	*	25%	20%	0%	*	_	_	_	-
	Male	53%		45%	0%	39%	48%	*	*	_	80%	36%	66%	16%	50%	0%	45%	_	_	*	*	_
	Female			52%	50%	44%	56%	*	*		*	48%	60%	27%	55%	*	-570	52%		*		29%
	remaie	JJ /0	40 /0	32 /o	30 /6	44 /0	30 %			-		40 /0	00 /6	21 /0	33 /6		-	JZ /0	-		-	29 /0
STAAR Perce All Grades	nt at Ma	sters	Grade	Level																		
	A.II	000/	400/	400/	70/	470/	040/	00/	000/		00/	400/	000/	70/	000/	00/	400/	000/		00/	040/	400/
All Subjects	All Students	23%	16%	19%	7%	17%	21%	0%	69%	-	9%	13%	30%	7%	20%	6%	18%	20%	-	0%	21%	16%
	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			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%		14%	0%	11%	18%	*	*	_	0%	10%	22%	5%	16%	0%	14%	-	_	*	*	*
	Female			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%		18%	0%	22%	15%	*	*	_	20%	14%	29%	8%	21%	0%	18%	-	_	*	*	_
	Female			25%	25%		27%	*	*	_	*	22%	30%	9%	26%	*	-	25%	_	*	_	14%

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

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			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	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.

^{&#}x27;-' Indicates zero observations reported for this group.

								or					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates			-										
4-year Longitudinal Cohort	t Graduatio	n Rate (Gr	9-12): Clas	ss of 2018	В								
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
25	<u>-</u>	_

- ' 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 Achi			Hispanic e: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	45	29	43	47	37	77	-	41	38	23	25
School Quality (College, Caree	r, and Military	Readines	s Performa	nce)							
%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		7	шоранно			7.0.0		11			
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	Υ	N				N	Υ	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N				N	N	Ν	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	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	Υ	N				N	Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N				N	N	Ν	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
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

	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											38%
Interim Goals (2023-2027) Target Met											38%
Interim Goals (2028-2032) Target Met											40%
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											

^{&#}x27;+' 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.

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 R	ate	Campus	African American	ı Hispanic	White	American Indian		Pacific Islander			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%	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%	_
	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%	-
	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%	100%	-	100%	-
Mathematics	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%	-
	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%	-	-
Non-Participati	Female on Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	*	-	100%	-
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%	-
															_		

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).

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

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

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)

Students Without Disabilitie	.	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Students Disabilities with (Section Disabilities 504)
In-School Suspensions	:5										
in concor capponolone	Male Female Total	6 2 8	0 0 0	2 2 4	2 0 2	0 0 0	0 0 0	0 0 0	2 0 2	0 0 0	
Out-of-School Suspensions											
	Male Female Total	4 0 4	0 0 0	4 0 4	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
Expulsions											
With Educational Services	Male Female Total	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	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	
Under Zero Tolerance Policies	Total 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	
	rviale Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement		Ü	Ŭ	Ü	Ü	Ū	Ü	Ū	Ü	Ū	
	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	Mala	2	0	0	0	0	0	0	0	0	0
	Male Female	2 2	0	2 2	0 0	0 0	0	0	0 0	0	0
	Total	4	0	4	0	0	0	0	0	0	0
Out-of-School Suspensions	Total	•	Ŭ	•	Ü	Ū	Ü	Ū	Ü	Ū	v
	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	Mala	•	^	^	^	0	0	^	•	^	^
With Educational Services	Male Female	0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0
	Female 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

^{...} Indicates zero observations reported for this group.

	Total	Total students 0	African American 0	Hispanic 0	White 0	Indian or Alaska Native 0	Asian 0	Pacific Islander 0	Two or More Races	EL 0	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	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 religiion	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.

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 and low-poverty schools on the

Indicates there are no students in the group.

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 S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 7.4	Percent 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 nonpersonnel 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 District District Campus Campus State 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

							% At or Above				
			% Belo	w Basic	% At or Al	bove Basic	Profi	icient	% At A	dvanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US	
Grade 4	Reading	Overall .	39	34	61	66	30	35	7	9	
	Ü	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 Disady	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	
		English Language Learners	01	00	33	33	12	10	2	•	
	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	
Ciddo o	rtodding	Black	53	46	47	54	41	15	n/a	i 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	
			66	72	34	28	4	4	n/a	n/a	
		English Language Learners	00	12	34	20	4	4	II/a	II/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.

^{&#}x27;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 Perfor	mance (At Meets Grade Level o	r 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)

		State	District	Campus	Afr S Amer	Hispanie	c White	Amer				Econ S Disady		, CWD	CWOD	EI	Male	Female	Migran	t Homeless	Foste Care	
STAAR Perce	ent at Apr			•		•			5.611			544	2.5441		200						-410	y
Grade 3	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	J. 040		uuo = 01	0. 0. 7																	
Reading	All Students	75%	67%	71%	*	61%	79%	-	-	-	-	68%	77%	33%	75%	*	80%	64%	-	-	-	*
	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%	-	-	-	*
Mathematic	s All Students	78%	73%	68%	*	57%	79%	-	-	-	-	68%	68%	33%	71%	*	77%	58%	-	-	-	*
	CWD	52%	43%	33%	*	_	40%	_	_	_		33%	_	33%	_	_	*	*				
	CWOD		77%	71%	*	57%	85%	_	_		_	73%	68%	-	71%	*	81%	60%	_	_	_	*
	EL	75%	70%	/ I /0 *	_	*	-	_	-	_	_	*	*	_	* 1 /0	*	*	*	_	-	_	_
	Male	78%	77%	77%	*	79%	84%	_	_	_	_	72%	90%	*	81%	*	77%	_	_	_	_	_
	Female		69%	58%	*	36%	72%	_	_	-	_	62%	50%	*	60%	*	-	58%	-	-	_	*
ΓAAR Perce	ent at Mee	ets Gı	rade Le	evel or A	bove																	
Grade 3																						
Reading	All Students	44%	36%	23%	*	11%	32%	-	-	-	-	17%	36%	0%	25%	*	20%	27%	-	-	-	*
	CWD	26%	13%	0%	*	-	0%	-	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD		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%	-	-	-	*
Mathematic	s All Students	48%	42%	29%	*	14%	39%	-	-	-	-	26%	36%	0%	32%	*	31%	27%	-	-	-	*
	CWD	30%	20%	0%	*	-	0%	-	-	_	-	0%	-	0%	-	_	*	*	-	-	-	-
	CWOD		44%	32%	*	14%	45%	_	_	_	_	29%	36%	-	32%	*	34%	30%	_	_	_	*
	EL	41%	30%	*	_	*	-	_	_	_	_	*	*	_	*	*	*	*	_	_	_	_
	Male	49%	42%	31%	*	21%	42%	_	_	_	_	28%	40%	*	34%	*	31%	_	_	_	_	_
	Female		42%	27%	*	7%	39%	-	-	-	-	24%	33%	*	30%	*	-	27%	-	-	-	*
STAAR Perce Grade 3	ent at Mas	sters	Grade	Level																		
Reading	All Students	27%	23%	17%	*	4%	26%	-	-	-	-	11%	32%	0%	19%	*	11%	24%	-	-	-	*
	CWD	10%	0%	0%	*	-	0%	-	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD		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%	-	-	-	*
Mathematic	Students	24%	21%	13%	*	4%	18%	-	-	-	-	9%	23%	0%	14%	*	14%	12%	-	-	-	*
	CWD	12%	0%	0%	*	-	0%	-	-	-	-	0%		0%	-	-	*	*	-	-	-	-
	CWOD		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 Grade

								_		_	Two or	_	Non									
All Subjects	All	State 77%	Distric	t Campu: 70%	Afr s Amer I 50%	Hispanio	White	Amer Ind			More Races		Econ Disadv 73%	CWD 33%	CWOD 73%	EL *	Male 79%	Female 61%	Migrant H	omeless -	Foster Care	
•	Students																					
	CWD	46%	39%	33%	*	-	40%	-	-	-	-	33%	-	33%	-	-	33%	33%	-	-	-	-
	CWOD EL	81% 62%	76% 46%	73% *	_	59% *	85%	-	-	-	-	73%	73% *	-	73%	*	83%	63% *	-	-	-	_
	Male	74%	70%	79%	*	79%	84%	_	_	_	_	74%	90%	33%	83%	*	79%	-	-	_	_	-
	Female	80%	73%	61%	*	39%	75%	-	-	-	-	62%	58%	33%	63%	*	-	61%	-	-	-	*
Reading	All Students	73%	67%	71%	*	61%	79%	-	-	-	-	68%	77%	33%	75%	*	80%	64%	-	-	-	*
	CWD	39%	33%	33%	*	-	40%	-	-	-	-	33%	-	33%	-	-	*	*	-	-	-	-
	CWOD EL	78% 54%	72% 32%	75% *	•	61% *	85%	-	-	-	-	73%	77% *	-	75% *	*	84%	67% *	-	-	-	•
	Male	69%	65%	80%	*	79%	84%	-	-	-	-	76%	90%	*	84%	*	80%	_	-	-	-	-
	Female		70%	64%	*	43%	78%	-	-	-	-	62%	67%	*	67%	*	-	64%	-	-	-	*
Mathematics	All Students	81%	75%	68%	*	57%	79%	-	-	-	-	68%	68%	33%	71%	*	77%	58%	-	-	-	*
	CWD	53%	44%	33%	*	_	40%	_	_	_	_	33%	_	33%	_	_	*	*	_	_	_	_
	CWOD		79%	71%	*	57%	85%	-	-	-	-	73%	68%	-	71%	*	81%	60%	-	-	-	*
	EL	72%	65%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	79% 82%	74% 76%	77% 58%	*	79% 36%	84% 72%	-	-	-	-	72% 62%	90% 50%	*	81% 60%	*	77%	- 58%	-	-	-	*
STAAR Perce					\hove	0070	1270					0270	3070		0070			3070				
All Grades All Subjects	All	49%	41%	26%	33%	13%	36%					21%	36%	0%	29%	*	26%	27%				*
All Subjects	Students				JJ /6			-	-	-	-				29/0				-	-	-	
	CWD	24% 52%	22% 44%	0% 29%	*	13%	0% 41%	-	-	-	-	0% 24%	36%	0% -	29%	*	0% 28%	0% 30%	-	-	-	*
	EL	29%	12%	*	-	*	-	_	_	_	_	*	*	_	*	*	*	*	_	_	_	_
	Male	47%	40%	26%	*	18%	34%	-	-	-	-	20%	40%	0%	28%	*	26%	-	-	-	-	-
	Female	52%	43%	27%	*	7%	39%	-	-	-	-	24%	33%	0%	30%	*	-	27%	-	-	-	*
Reading	All Students	47%	40%	23%	*	11%	32%	-	-	-	-	17%	36%	0%	25%	*	20%	27%	-	-	-	*
	CWD	21%	20%	0%	*	-	0%	_	-	-	-	0%	-	0%	-	_	*	*	-	-	_	-
	CWOD		43%	25%	*	11%	36%	-	-	-	-	20%	36%	-	25%	*	22%	30%	-	-	-	*
	EL	23%	6%	*	-	*		-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	43% 51%	38% 44%	20% 27%	*	14% 7%	26% 39%	-	-	-	-	12% 24%	40% 33%	*	22% 30%	*	20%	- 27%	-	-	-	*
Mathamatica					*									00/		*	210/					*
Mathematics	All Students	51%	41%	29%		14%	39%	-	-	-	-	26%	36%	0%	32%		31%	27%	-	-	-	
	CWD	26%	25%	0%	*	-	0%	_	-	-	-	0%	-	0%	-	_	*	*	-	-	-	-
	CWOD		43%	32%	*	14%	45%	-	-	-	-	29%	36%	-	32%	*	34%	30%	-	-	-	*
	EL	37%	21%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	50% 51%	40% 42%	31% 27%	*	21% 7%	42% 39%	-	-	-	-	28% 24%	40% 33%	*	34% 30%	*	31%	- 27%	-	-	-	*
						. ,0	0070					,,	0070		0070			2. 70				
STAAR Perce All Grades	nt at Mas	sters (Grade	Level																		
All Subjects	All Students	23%	16%	15%	33%	4%	22%	-	-	-	-	10%	27%	0%	17%	*	13%	18%	-	-	-	*
	CWD	8%	6%	0%	*	-	0%	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD EL	25% 11%	18% 3%	17% *	_	4% *	26%	-	-	-	-	11% *	27%	-	17%	*	14%	20%	-	-	-	_
	EL Male	22%	3% 16%	13%	*	4%	21%	-	-	-	-	6%	30%	0%	14%	*	13%	_	-	-	-	-
	Female		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		16%	19%	*	4%	30%	-	-	-	-	12%	32%	-	19%	*	13%	27%	-	-	-	*
	EL	8%	1%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	17%	13%	11%	*	0%	21%	-	-	-	-	4%	30%	*	13%	*	11%	-	-	-	-	-
	Female	23%	17%	24%	*	7%	33%	-	-	-	-	19%	33%	*	27%	*	-	24%	-	-	-	*
Mathematics	All Students	26%	18%	13%	*	4%	18%	-	-	-	-	9%	23%	0%	14%	*	14%	12%	-	-	-	*
	CWD	11%	8%	0%	*	_	0%	_	_	-	_	0%	_	0%	_	_	*	*	_	_	_	_
	CWOD		19%	14%	*	4%	21%	-	-	-	-	10%	23%	-	14%	*	16%	13%	-	-	-	*
	EL	16%	6%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	19%	14%	*	7%	21%	-	-	-	-	8%	30%	*	16%	*	14%	- 400/	-	-	-	-
	Female	26%	17%	12%	•	0%	17%	-	-	-	-	10%	17%	•	13%	^	-	12%	-	-	-	•

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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)

^{&#}x27;-' Indicates zero observations reported for this group.

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
^	٨	٨

- 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 Achie			Hispanic e: STAAR Co	White omponer	American Indian nt Only)	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	Readines	s Performa	nce)							
%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		7				7101011	1010111101		2.000	51.12	
Interim Goals (2018-2022) Target Met	44% N	32%	37% N	60% N	43%	74%	45%	56%	33% N	19%	29%
Interim Goals (2023-2027) Target Met	52% N	42%	46% N	66% N	51%	78%	53%	62%	43% N	31%	39%
Interim Goals (2028-2032) Target Met	62% N	54%	58% N	73% N	62%	82%	63%	70%	55% N	45%	52%
Long-Term Goals Target Met	72% N	66%	69% N	80% N	72%	87%	73%	78%	67% N	60%	65%
Mathematics											
Interim Goals (2018-2022) Target Met	46% N	31%	40% N	59% N	45%	82%	50%	54%	36% N	23%	40%
Interim Goals (2023-2027) Target Met	54% N	41%	49% N	65% N	53%	85%	57%	61%	45% N	34%	49%
Interim Goals (2028-2032) Target Met	63% N	54%	59% N	73% N	63%	88%	66%	69%	57% N	48%	59%
Long-Term Goals Target Met	73% N	66%	70% N	80% N	73%	91%	75%	77%	68% N	62%	70%

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											0070
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	92 /0	92 /0	92 /0	92 /0	92 /0	92 /0	92 /0	92 /0	92/0	92 /0	92 /0
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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)

,,			· · · · ,	3	,												
		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation R	ate																
All Subjects	All Students	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	-	100%	-	-	-	-	100%	-	100%	-	-	100%	100%	-
	CWOD EL	100% *	-	100% *	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-
	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 EL	100% *	*	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-
	Male	100%	*	100%	100%	_	_	_	_	100%	100%	*	100%	*	100%	_	_
	Female	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-
Mathematics	s 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		*	4000/	1000/	-	-	-	-	1000/		*	1000/	*	1000/		-
	Male Female	100% 100%	*	100% 100%	100% 100%	-	-	-	-	100% 100%	100% 100%	*	100% 100%	*	100%	100%	-
	гентате	100%		100%	100%	-	-	-	-	100%	100%		100%		-	100%	-
Science	All Students	-	-	-	=	-	-	-	-	-	-	=	-	-	=	=	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participati	Female on 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%	-	-

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).

									Two or	•	Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	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.

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)

	_							-			
Students Without Disabilitie	es	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Students Disabilities with (Section Disabilities 504)
In-School Suspensions											
·	Male Female Total	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
Out-of-School Suspensions											
	Male Female Total	12 0 12	0 0 0	2 0 2	10 0 10	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
Expulsions											
With Educational Services	Male Female Total	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female 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	
School-Related Arrests	Total	0	0	0	0	0	0	0	0	0	
	Male	0	0	0	0	0	0	0	0	0	
	Female Total	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	
Referrals to Law Enforcemen			•		•	•	•	^	•	^	
	Male Female Total	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	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
Out-of-School Suspensions	Total	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0 0	0	0	0	0
Frankling	Female Total	0 0	0 0	0 0	0 0	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
With Educational Services	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	Ö	Ö	Ö	0	Ö	0	Ö	0	0	0
	Female Total	0 0	0 0	0 0	0 0	0	0 0	0 0	0 0	0 0	0 0

Indicates zero observations reported for this group.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	with Disabilities (Section 504)
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		0
Policies												
	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 religiion	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	Male	-	-	_	-	-	-	_	-	-	-
Courses											
	Female	-	-	_	-	-	-	-	-	-	-
	Total	-	-	_	-	-	-	_	-	-	-
Dual Enrollment/Dual Credit	Male	-	-	_	-	_	-	_	-	-	-
Programs											
ŭ	Female	-	-	_	-	_	-	_	-	-	_
	Total	-	-	-	-	-	-	-	-	-	-

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

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 and low-poverty schools on the

^{&#}x27;_' Indicates there are no students in the group.

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 So	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.0	Percent 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 nonpersonnel 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..

Orașila 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
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 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

							% At o	Above		
			% Belo	w Basic	% At or Al	oove Basic	Profi	cient	% At Ac	dvanced
Grade	Subject	Student Group	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
	Mathematics	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 Disady	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
0	Dandina		20	07	67	70	05	0.4	0	4
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%

^{&#}x27;*' Indicates reporting standards not met.

^{&#}x27;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 Perfor	mance (At Meets Grade Level o	r 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)

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Male 43% 38% 34% * 20% 33% - * - * 29% 57% * 37% * 34% Female 51% 44% 39% * 25% 50% * 35% 63% * 43% * - Mathematics All 51% 41% 50% 50% 33% 60% - * - * 44% 80% 14% 53% * 46% 514 Students	* *	*	Ü	*	*		,	•	*		*	,		_		*	_	-
Mathematics All 51% 41% 50% 50% 33% 60% - * - * 44% 80% 14% 53% * 46% 5tudents CWD 26% 25% 14% * * * * 0% * 14% 85% - 53% * 50%	1% -	34%	3	349	*)		*		34%	%	-	-	-	*	-	-
Students	- 39%	-		-	*		•	•	*		-	•	39%	-	-	*	*	-
CWD 26% 25% 14% * * * * * 0% * 14% - * * * * * * * * * * * * * * * * * *	5% 53%	16%	4	46%	*		·		*		46%	%	53%	-	-	*	*	-
CWOD 54% 43% 53% 60% 37% 61% - * - * 47% 85% - 53% * 50% EL 37% 21% * - * * 47% 85% - 53% * 50% * 40% Male 50% 40% 46% * 20% 57% - * - * - * 38% 86% * 50% * 46% Female 51% 42% 53% * 42% 64% * 49% 75% * 55% * - * * * * * * * * * * * * * * * * *																		
EL 37% 21% * - * * * * * * * * * * * * *	* * 30/ <i>EE</i> 0/	· ^ /	-	×	*				*		E00/	n/		-	•	*	-	-
Male 50% 40% 46% * 20% 57% - * - * 38% 86% * 50% * 46% * 64% * * 38% 86% * 50% * 46% * - * * * 49% 75% * 55% * - * * * 49% 75% * 55% * - * * * 49% 75% * 55% * - * * * 49% 75% * 55% * * - * * * 49% 75% * 55% * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * - * * * 49% 75% * * 55% * * - * * 46% 75% * 47% 0% 31% 0% 28% * 15% 31% 40% 15% 35% - * * - * - 67% 25% 47% 0% 31% 0% 28% * 40% 15% 31% - * * - * - 50% 25% 54% - 31% 0% 30% 30% 30% 30% 0% 28% * 7% 33% - * * - * - 50% 56% 54% - 31% 0% 30% 0% 28% * 7% 33% - * * - * 22% 57% 0% 30% 0% 28%	0% 55% * *	*	5	50%	*))	*		50%	%		-	•	*	-	-
Female 51% 42% 53% * 42% 64% * 49% 75% * 55% * - STAAR Percent at Masters Grade Level All Grades All Subjects All 23% 16% 28% 33% 15% 35% - * - 67% 25% 47% 0% 31% 0% 28% 5tudents CWD 8% 6% 0% * 0% * 0% * 0% * - * 0% CWOD 25% 18% 31% 40% 17% 37% - * - 67% 26% 54% - 31% 0% 30% 0% 28% 54% - 31% 0% 30% 0% 54% - 31% 0% 30% 0% 54% - 31% 0% 30% 0% 54% - 31% 0% 30% 0% 54% - 31% 0% 30% 0% 54% - 31% 0% 30% 0% 54% - 31% 0% 30% 0% 28% 54% - 31% 0% 30% 0% 28% 54% - 31% 0% 30% 0% 28%	3% -	16%	4	469	*				*		46%	%	_	_		*	-	-
All Grades All Subjects All 23% 16% 28% 33% 15% 35% - * 67% 25% 47% 0% 31% 0% 28% 32% 16% 25% 25% 47% 0% 31% 0% 28% 31% 0% 28% 31% 0% 28% 31% 0% 28% 31% 0% 28% 31% 0% 28% 31% 0% 28% 31% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28% 31% 0% 30% 0% 28%	- 53%		•	-	*				*		-		53%	-	-	*	*	-
All Subjects All 23% 16% 28% 33% 15% 35% - * - 67% 25% 47% 0% 31% 0% 28% 5tudents CWD 8% 6% 0% * 0% * 0% * 0% 54% 0% - * 0% 0% 30% 0% 30% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0																		
Students CWD 8% 6% 0% * 0% * - - - 0% * 0% - * 0% - - - 0% 54% - 31% 0% - 0% - - - - 0% 54% - 31% 0% 30% 0% 30% 0% 30% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% <td>3% 28%</td> <td>28%</td> <td>2</td> <td>289</td> <td>0%</td> <td>. (</td> <td>5 (</td> <td>0</td> <td>0%</td> <td>%</td> <td>28%</td> <td>%</td> <td>28%</td> <td>_</td> <td></td> <td>38%</td> <td>*</td> <td>_</td>	3% 28%	28%	2	289	0%	. (5 (0	0%	%	28%	%	28%	_		38%	*	_
CWOD 25% 18% 31% 40% 17% 37% - * - 67% 26% 54% - 31% 0% 30% EL 11% 3% 0% - 0% 0% - * 0% 0% 0% Male 22% 16% 28% * 7% 33% - * - * 22% 57% 0% 30% 0% 28%																*		
EL 11% 3% 0 % - 0% 0% - * 0% 0% 0% Male 22% 16% 28 % * 7% 33% - * - * 22% 57% 0% 30% 0% 28%						. (50%	*	
Male 22% 16% 28% * 7% 33% - * - * 22% 57% 0% 30% 0% 28%													*	_		*	_	_
Female 24% 17% 28% 25% 21% 36% * 27% 38% 0% 31% * -													-	-		*	-	-
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	2% 27%	22%	2	229	*		•		*		22%	%	27%	-	-	*	*	-
Students CWD 7% 4% 0% * * * * 0% * 0% - * *	* *	*		*	*				*		*	r	*			*		
OVD 170 470 070	1% 30%	4%	2	249	*				*		24%	%	30%	_	-	*	*	-
EL 8% 1% * - * * - * * * * *	* *	*	_	*	*		,	•	*		*	,		_		*	_	_
	2% -	22%	2	229	*)		*	,	22%	%	-	-		*	-	-
Female 23% 17% 27 % * 21% 36% * 23% 50% * 30% * -	0-01				*				*				27%	-	•	*	*	-
	1% 29%	84%	3	349	*		·		*		34%	%	29%	-	-	*	*	-
Students CMD 1194 994 09 4 * * * * * 094 * 094 * *	* *								_		_		_					
CVVD 11/0 0/0 0/0 0/0 0/0 -		70/	^	م د د	*				*		270/	0/		-	•	*	- *	-
CWOD 28% 19% 34 % 60% 17% 41% - * - * 31% 54% - 34% * 37% EL 16% 6% * - * * * * * *	7% 32% * *	*	3	317	*))	*		37%	/0		-	-	*	_	-
	1% -	84%	3	349	*				*		34%	%	-	-		*	_	_
Female 26% 17% 29% * 21% 36% * 30% 25% * 32% * -			-		*				*				29%	-	-	*	*	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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)

^{&#}x27;-' Indicates zero observations reported for this group.

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
^	٨	٨

- 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 Achie			Hispanic e: STAAR Co	White omponer	American Indian It Only)	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	/ Readines	s Performa	nce)							
%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		7	тиоранно			7101011			2.000	51.12	
Interim Goals (2018-2022) Target Met	44% N	32%	37% N	60% N	43%	74%	45%	56%	33% Y	19%	29%
Interim Goals (2023-2027) Target Met	52% N	42%	46% N	66% N	51%	78%	53%	62%	43% N	31%	39%
Interim Goals (2028-2032) Target Met	62% N	54%	58% N	73% N	62%	82%	63%	70%	55% N	45%	52%
Long-Term Goals Target Met	72% N	66%	69% N	80% N	72%	87%	73%	78%	67% N	60%	65%
Mathematics									• •		
Interim Goals (2018-2022) Target Met	46% Y	31%	40% N	59% Y	45%	82%	50%	54%	36% Y	23%	40%
Interim Goals (2023-2027) Target Met	54% N	41%	49% N	65% N	53%	85%	57%	61%	45% Y	34%	49%
Interim Goals (2028-2032) Target Met	63% N	54%	59% N	73% N	63%	88%	66%	69%	57% N	48%	59%
Long-Term Goals Target Met	73% N	66%	70% N	80% N	73%	91%	75%	77%	68% N	62%	70%

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 `											400/
Interim Goals (2028-2032) Target Met											40%
Long-Term Goals											40%
Target Met											
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
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	94 70	9470	94 70	94 %	9470	9470	9470	9470	9470	94 70	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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 R	ate	Campus	African Americar	n Hispanic	White	American Indian		Pacific Islander			Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	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%	_
	EL	100%	-	100%	-	_	_	_	-	100%	-	*	100%	100%		*	_
	Male	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	s 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-Participati		-	-	_	-	-	-	-	-	-	-	-	-	-	-	-	_
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%	*	_
	Male	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%	-	-

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).

									Two or	•	Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-
Mathematics		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.

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		EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilitie	es										
In-School Suspensions											
	Male	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	
Out-of-School Suspensions		_	•	•	_	•		•		_	
	Male	5	0	0	5	0	0	0	0	0	
	Female	2	0	0 0	2 7	0	0	0	0	0	
Evandaiana	Total	7	0	U	/	0	U	0	0	0	
Expulsions With Educational Services	Male	0	0	0	0	0	0	0	0	0	
Willi Educational Services	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Without Educational	Male	0	0	0	0	0	0	0	0	0	
Services	Walc	O	O	O	U	O	U	U	U	U	
CCIVICCS	Female	0	0	0	0	0	0	0	0	0	
	Total	Ö	0	Ő	0	Ö	Ö	Ö	Ö	0	
Under Zero Tolerance Policies	Male	0	0	0	Ö	0	0	0	Ö	0	
7 0110100	Female	0	0	0	0	0	0	0	0	0	
	Total	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Õ	
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	t										
	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	Mala	0	0	•	0	0	•	0	0	^	^
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
Mithaut Educational	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

Indicates zero observations reported for this group.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	with Disabilities (Section 504)
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		0
Policies												
	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 religiion	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	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
3	Female	-	_	_	-	_	_	_	_	_	_
	Total	-	-	-	-	-	-	-	-	-	-

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

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 and low-poverty schools on the

^{&#}x27;_' Indicates there are no students in the group.

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 S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.0	Percent 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%

^{&#}x27;-' 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 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%	_	-

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Science	16.337	1%	13	2%	_	_

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

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

							% At o	r Above			
			% Belo	w Basic	% At or Al	oove Basic	Profi	cient	% At Advan		
Grade	Subject	Student Group	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 zero observations reported for this group.

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

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 Perfor	mance (At Meets Grade Level	or Above)										
Reading/ELA Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	44% 44% 52% 62% 72% 46% 46% 54% 63% 73%	32% 32% 42% 54% 66% 31% 31% 41% 54%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	60% 60% 66% 73% 80% 59% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 53% 63% 73%	74% 74% 78% 82% 87% 82% 85% 85% 88% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 78% 54% 61% 69% 77%	33% 33% 43% 55% 67% 36% 36% 45% 57% 68%	19% 19% 31% 45% 60% 23% 23% 34% 48% 62%	29% 29% 39% 52% 65% 40% 40% 49% 59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate* Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 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)

Two

											Two											
		State	District	t Campus	Afr s Amer	Hispani	c White	Amer				Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
STAAR Perc	ont at Ani	rosc	hae Gr	ado I ov	ol or	Abovo													_			-
Grade 3	ciit at App	JI Uac	iles Gi	aue Lev	vei oi i	ADOVE																
Reading	All	75%	67%	67%	*	57%	75%	*			*	57%	77%	41%	72%	*	74%	58%		*	80%	*
Reading	Students	15%	07 70	0170		37 70	75%		-	-		37 70	1170	4170	1270		7470	36%	-		00%	
	CWD	49%	40%	41%	*	33%	38%	_	_	_	*	38%	44%	41%	_	_	44%	38%	_	_	*	_
	CWOD		71%	72%	*	61%	81%	*	_	_	*	61%	84%		72%	*	80%	63%	_	*	*	*
	EL	69%	50%	*	_	*	-	_	_	_	_	*	*	_	*	*	*	*	_	_	_	_
	Male	73%	71%	74%	*	57%	84%	*	_	_	*	63%	86%	44%	80%	*	74%	_	_	*	*	_
	Female		64%	58%	*	57%	63%	_	_	_	_	50%	67%	38%	63%	*	-	58%	_	*	*	*
Mathematic	s All	78%	73%	73%	*	77%	71%	*	-	-	*	59%	87%	47%	78%	*	79%	65%	-	*	60%	*
	Students																					
	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 Perc	ent at Me	ete Gi	ade I a	evel or A	Δhove																	
Grade 3	one at mo	J.O O.	uuo =																			
Reading	All	44%	36%	44%	*	36%	51%	*	_	_	*	31%	58%	24%	48%	*	47%	42%	_	*	20%	*
reduing	Students	7770	00 /0	TT /0		0070	3170					0170	30 70	2-770	4070		71 /0	→2 /0			2070	
	CWD	26%	13%	24%	*	17%	13%	_	_	_	*	13%	33%	24%	_	_	22%	25%	_	_	*	_
	CWOD		39%	48%	*	39%	57%	*	_		*	35%	63%		48%	*	51%	45%	_	*	*	*
	EL	35%	10%	*	_	*	-	_	_		_	*	*	_	*	*	*	*	_	_	_	_
	Male	41%	36%	47%	*	33%	55%	*			*	33%	61%	22%	51%	*	47%			*	*	
	Female		37%	42%	*	39%	46%	_	_	-	_	29%	54%	25%	45%	*	-1 /0	42%	_	*	*	*
	1 Ciliaic	71 /0	01 /0	42 /0		0070	40 /0					2570	O+70	2070	4070			72 /0				
Mathematic	s All	48%	42%	42%	*	43%	44%	*	-	-	*	26%	60%	29%	45%	*	45%	40%	-	*	0%	*
	Students																					
	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		42%	40%	*	52%	29%	_	_	-	_	25%	54%	25%	43%	*	-	40%	_	*	*	*
STAAR Perc Grade 3	ent at Mas	sters	Grade	Level																		
Reading	All	27%	23%	25%	*	23%	29%	*			*	17%	33%	0%	29%	*	26%	23%		*	0%	*
Reading	Students	21%	23%	25%		23%	29%		-	-		17%	33%	0%	29%		20%	23%	-		0%	
	CWD	100/	0%	0%	*	0%	0%				*	0%	0%	0%	_		0%	0%			*	
		10%						*	-	-						*			-	-		-
	CWOD		26%	29%	-	26%	34%	-	-	-	-	20%	40%	-	29%		31%	28%	-	-	-	-
	EL	19%	0%		*		-	*	-	-	-	470/	000/	-	040/		000/	-	-	-	-	-
	Male	24%	21%	26%	*	14%	39%	•	-	-	•	17%	36%	0%	31%	_	26%	-	-	_	_	-
	Female	29%	25%	23%	•	30%	17%	-	-	-	-	17%	29%	0%	28%	•	-	23%	-	•	•	•
Mathematic	s All	24%	21%	18%	*	18%	20%	*	-	-	*	6%	31%	0%	21%	*	21%	15%	-	*	0%	*
	Students			-																		
	CWD	12%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	*	-
	CWOD		24%	21%	*	21%	23%	*	-	-	*	7%	37%	-	21%	*	24%	18%	_	*	*	*
	EL	18%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	26%	23%	21%	*	14%	29%	*	-	-	*	10%	32%	0%	24%	*	21%	-	-	*	*	-
	Female		20%	15%	*	22%	8%	-	-	-	-	0%	29%	0%	18%	*	-	15%	-	*	*	*

STAAR Percent at Approaches Grade Level or Above

											Two											
All Subjects	All	State		t Campus 70%	Afr Amer 1	Hispanio 67%	: White 73%	Amer				Econ Disadv 58%		CWD 44%	CWOE 75%			Female M	ligrant Hom	neless *	Foster Care 70%	
	Students	7770	7 1 70	1070	01 /0	01 70	1070				01 /0	JO 70	0270	7770	1070	0070	1170	0170			1070	
	CWD	46%	39%	44%	*	42%	38%	-	-	-	*	31%	56%	44%	-	-	56%	31%	-	-	*	-
	CWOD		76%	75%	*	71%	79%	*	-	-	*	63%	87% *	-	75%		81%	68%	-	*	83%	*
	EL Mala	62% 74%	46% 70%	63% 77%	*	63% 67%	- 84%	*	-	-	- 67%	EE0/	89%	- 56%	63% 81%	63%	77%	*	-	- *	100%	-
	Male Female		70%	61%	*	67%	58%	_	-	-	0/%	65% 50%	73%	31%	68%	*	11%	- 61%	-	*	100%	*
	remale	00 /0	13/0	01/0		07 /0	JO /6	-	-	-	-	30 /6	13/0	31/0	00 /0		-	0170	-			
Reading	All	73%	67%	67%	*	57%	75%	*	_	_	*	57%	77%	41%	72%	*	74%	58%	_	*	80%	*
	Students	. 0 , 0	0. 70	C. 70		0.70	. 0 / 0					0. 70	,0	,0	. = /0		, 0	0070			0070	
	CWD	39%	33%	41%	*	33%	38%	-	-	-	*	38%	44%	41%	-	-	44%	38%	-	-	*	-
	CWOD		72%	72%	*	61%	81%	*	-	-	*	61%	84%	-	72%	*	80%	63%	-	*	*	*
	EL	54%	32%	*	*	*	- 0.40/	-	-	-	*	*	*	440/	000/	*	740/	*	-	- *	-	-
	Male Female	69% 78%	65% 70%	74% 58%	*	57% 57%	84% 63%	_	-	-	_	63% 50%	86% 67%	44% 38%	80% 63%	*	74%	- 58%	-	*	*	*
	i ciliale	1070	1070	30 /6		31 /0	03 /0	_	_	_	_	30 /0	01 /0	JU /0	0370		_	JU /0	_			
Mathematics		81%	75%	73%	*	77%	71%	*	-	-	*	59%	87%	47%	78%	*	79%	65%	-	*	60%	*
,	Students CWD	53%	44%	47%	*	50%	38%				*	25%	67%	47%			67%	25%		_	*	
	CWD		79%	78%	*	82%	77%	*	-	-	*	65%	91%	4770	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 Percer All Grades	nt at Me	ets G	rade L	evel or A	Above																	
All Subjects	All Students	49%	41%	43%	17%	40%	47%	*	-	-	67%	29%	59%	26%	47%	13%	46%	41%	-	*	10%	*
	CWD	24%	22%	26%	*	17%	19%	-	-	-	*	13%	39%	26%	-	-	28%	25%	-	-	*	-
	CWOD		44%	47%	*	43%	52%	*	-	-	*	32%	63%	-	47%		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	240/	200/	240/	*	470/	120/				*	420/	220/	240/			220/	250/			*	
	CWD CWOD	21%	20% 43%	24% 48%	*	17% 39%	13% 57%	*	-	-	*	13% 35%	33% 63%	24%	48%	*	22% 51%	25% 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		51%	41%	42%	*	43%	44%	*	-	-	*	26%	60%	29%	45%	*	45%	40%	-	*	0%	*
;	Students	000/	050/	000/		470/	050/					400/	4.40/	000/			000/	050/				
	CWD CWOD	26%	25% 43%	29% 45%	*	17%	25% 47%	*	-	-	*	13% 28%	44% 63%	29%	45%	*	33% 47%	25%	-	*	*	*
	EL	37%	21%	45 % *	_	47% *	47 70	_	-	-	_	20%	*	-	45%	*	4/70	43% *	-	_	_	_
	Male	50%	40%	45%	*	33%	55%	*	_	_	*	27%	64%	33%	47%	*	45%	_	_	*	*	_
	Female		42%	40%	*	52%	29%	-	-	-	-	25%	54%	25%	43%	*	-	40%	-	*	*	*
STAAR Percer All Grades All Subjects	nt at Mas	sters 23%	Grade	Level	0%	20%	25%	*			0%	11%	32%	0%	25%	0%	23%	19%		*	0%	*
	Students	2 J /0	10 /0	£ 1 /0	J /0	20 /0	2 J /0		-	-	J /0	11/0	JZ /0	J /0	2 0 /0	U /0	20/0	1370	-		J /0	
	CWD	8%	6%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	*	-
	CWOD	25%	18%	25%	*	24%	29%	*	-	-	*	13%	38%	-	25%	0%		23%	-	*	0%	*
	EL	11%	3%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	22%	16%	23%	*	14%	34%	*	-	-	0%	13%	34%	0%	28%	*	23%	100/	-	*	0%	*
	Female	4 70	17%	19%		26%	13%	-	-	-	-	8%	29%	0%	23%	-	-	19%	-			
Reading	All	20%	15%	25%	*	23%	29%	*	_	_	*	17%	33%	0%	29%	*	26%	23%	_	*	0%	*
	Students								-	-					∠370				-		J /0	
	CWD	7%	4% 16%	0% 20%	*	0% 26%	0%	*	-	-	*	0% 20%	0% 40%	0%	200/	*	0%	0%	-	*	*	- *
	CWOD EL	22% 8%	16% 1%	29%		26%	34%	_	-	-	_	20%	40% *	-	29%	*	31%	28%	-	_	-	_
	⊏∟ Male	6% 17%	13%	26%	*	14%	39%	*	-	-	*	17%	36%	0%	31%	*	26%	_	-	*	*	-
	Female		17%	23%	*	30%	17%	-	_	-	-	17%	29%	0%	28%	*		23%	-	*	*	*
Mathematics		26%	18%	18%	*	18%	20%	*	-	-	*	6%	31%	0%	21%	*	21%	15%	-	*	0%	*
,	CWD	11%	8%	0%	*	0%	0%	_	_	_	*	0%	0%	0%	_	_	0%	0%	_	_	*	_
	CWOD		19%	21%	*	21%	23%	*	_	-	*	7%	37%	-	21%	*	24%	18%	-	*	*	*
	EL	16%	6%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	25%	19%	21%	*	14%	29%	*	-	-	*	10%	32%	0%	24%	*	21%	-	-	*	*	-
	Eomalo	260/	170/	4 50/	*	220/-	Q 0/_					O0/-	200/-	O0/-	100/	*		150/		*	*	*

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

22%

8%

15%

Female 26% 17%

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)

18%

^{&#}x27;-' Indicates zero observations reported for this group.

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
^	٨	٨

- ' 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 Achie			Hispanic e: STAAR Co	White omponer	American Indian nt Only)	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)

	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) Target Met	44% Y	32%	37% Y	60% N	43%	74%	45%	56%	33% Y	19%	29%
Interim Goals (2023-2027) Target Met	52% N	42%	46% N	66% N	51%	78%	53%	62%	43% N	31%	39%
Interim Goals (2028-2032) Target Met	62% N	54%	58% N	73% N	62%	82%	63%	70%	55% N	45%	52%
Long-Term Goals Target Met	72% N	66%	69% N	80% N	72%	87%	73%	78%	67% N	60%	65%
Mathematics											
Interim Goals (2018-2022) Target Met	46% N	31%	40% Y	59% N	45%	82%	50%	54%	36% N	23%	40%
Interim Goals (2023-2027) Target Met	54% N	41%	49% N	65% N	53%	85%	57%	61%	45% N	34%	49%
Interim Goals (2028-2032) Target Met	63% N	54%	59% N	73% N	63%	88%	66%	69%	57% N	48%	59%
Long-Term Goals Target Met	73% N	66%	70% N	80% N	73%	91%	75%	77%	68% N	62%	70%

English Learner Language Proficiency Status

Interim Goals (2018-2022) 36%

Toward Mad	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) Target Met											40%
Long-Term Goals Target Met											40%
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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 R	ate	Campus	African Americai	n Hispanic	White	American Indian		Pacific Islander			Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	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%	_
	EL	100%	_	100%	100 /0		_	_		*	*		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	s 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-Participati		-	_	_	-	-	-	-	-	-	-	-	-	-	-	-	-
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%	-	-

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).

			Two or			Non											
			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	-
Mathematics	All	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%	-
	EL	*	-	*	-	_	-	-	-	*	*	-	*	*	*	*	_
	Male	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	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.

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)

	_							-			
Students Without Disabilitie	es	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
In-School Suspensions											
•	Male	2	0	2	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	2	0	2	0	0	Ö	0	Ō	Ō	
Out-of-School Suspensions		_		_	-		-	-	-	-	
out or concor caspondions	Male	6	0	2	4	0	0	0	0	0	
	Female	2	2	0	0	0	0	0	0	0	
		8	2	2	4	0	0	0	0	0	
E - ICC	Total	0	2	2	4	U	U	U	U	U	
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	Male	0	0	0	0	0	0	0	0	0	
Services											
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0	
Policies											
	Female	0	0	0	0	0	0	0	0	0	
	Total	Ö	Ö	Õ	ő	Ö	Ö	Õ	Ö	Ö	
School-Related Arrests	Total	Ū	Ü	Ü	U	Ü	O	Ū	O	O	
Ochool-Related Arrests	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
		0			0		0	0	0		
D.C. L.L. E.C.	Total	U	0	0	U	0	U	U	U	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	4	0	2	2	0	0	0	0	2	0
	Female	Ö	Ö	0	0	Ö	Ö	Ö	Ö	0	0
	Total	4	0	2	2	0	Ö	0	0	2	0
Expulsions	iotai	7	U	2	_	U	U	U	U	_	O
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0
With Educational Services											
	Female	0	0	0	0	0	0	0	0	0	0
Medical Education	Total	0	0	0	0	0	0	0	0	0	0
Without Educational	Male	0	0	0	0	0	0	0	0	0	0
Services		_	_	-	_	_	_	_	_	_	_
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0

Indicates zero observations reported for this group.

Under Zero Tolerance	Male	Total students 0	African American 0	Hispanic 0	White 0	Indian or Alaska Native	Asian 0	Pacific Islander 0	Two or More Races	EL 0	Students with Disabilities	Students with Disabilities (Section 504)
Policies												
	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	Ö	10	19	Ö	Ö	Ö	Ö	2	4	Ō

	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 religiion	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	Male	-	-	-	-	-	-	_	-	-	-
Courses											
	Female	-	-	-	-	-	-	_	-	-	-
	Total	-	-	-	-	-	-	_	-	-	-
_ Dual Enrollment/Dual Credit	Male	-	-	-	-	-	-	-	-	-	-
Programs											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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 and low-poverty schools on the

^{&#}x27;_' Indicates there are no students in the group.

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 S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.0	Percent 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 nonpersonnel 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..

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

							% At o	Above		
			% Belo	w Basic	% At or Al	oove Basic	Profi	cient	% At Ac	dvanced
Grade	Subject	Student Group	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
	Mathematics	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 Disady	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
0	Dandina		20	07	67	70	05	0.4	0	4
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%

^{&#}x27;*' Indicates reporting standards not met.

^{&#}x27;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 Goa	als						
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfor	mance (At Meets Grade Level o	r Above)										
Reading/ELA Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27	44% 44% 52% 62% 72% 46% 46% 54%	32% 32% 42% 54% 66% 31% 31% 41%	37% 37% 46% 58% 69% 40% 40%	60% 66% 73% 80% 59% 65%	43% 43% 51% 62% 72% 45% 45% 53%	74% 74% 78% 82% 87% 82% 82%	45% 45% 53% 63% 73% 50% 50%	56% 56% 62% 70% 78% 54% 54%	33% 33% 43% 55% 67% 36% 36% 45%	19% 19% 31% 45% 60% 23% 23% 34%	29% 29% 39% 52% 65% 40% 40%
	2027-28 through 2031-32 2032-33	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate^ Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 94%

[&]quot; 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;

À 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)

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)

											Two or		Non									
		State	Regio 15		Afr t Amei	r Hispani	c White	Amei Ind			More Races		Econ Disadv	CWD	CWOD	EL	Male	Female	Migran	t Homeless	Foste Care	
STAAR Perc	ent at App	oroac	hes G	rade Le	evel o	r Above																
Grade 3																						
Reading	All Students	75%	69%	67%	67%	59%	74%	*	*	-	83%	62%	79%	40%	71%	50%	71%	64%	-	67%	57%	*
	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%	-	*	*	*
Mathematic		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		74%	77%	67%	74%	80%	*	*	-	*	73%	85%	-	77%	78%	80%	74%	-	80%	60%	*
	EL	75%		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 Students	74%	69%	69%	44%	73%	69%	-	*	-	67%	62%	86%	40%	73%	*	70%	68%	-	*	67%	*
	CWD	44%	43%	40%	-	54%	29%	-	-	-	*	35%	57%	40%	-	_	38%	44%	-	-	*	-
	CWOD			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%	*
Mathematic	s All Students	74%	67%	64%	44%	67%	65%	-	*	-	58%	57%	82%	42%	67%	*	66%	62%	-	*	50%	*
	CWD	46%	39%	42%	_	50%	36%	-	_	-	*	38%	57%	42%	-	_	41%	44%	_	-	*	-
	CWOD		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 Students	86%	82%	77%	62%	77%	79%	*	*	-	89%	73%	86%	36%	84%	30%	70%	86%	-	*	*	86%
	CWD	55%	48%	36%	*	31%	37%	_	_	_	*	35%	40%	36%	_	*	32%	45%	_	*	_	*
	CWOD		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%
Mathematic		89%	86%	88%	75%	91%	89%	*	*	-	89%	85%	97%	44%	95%	90%	86%	92%	-	*	*	86%
	Students	000/	0.40/	4.40/	*	E 40/	070/				*	200/	000/	4.40/			400/	EE0/				
	CWD	68%		44%		54%	37%	-	-	-		39%	80%	44%	-	000/	40%	55%	-	-	-	4000/
	CWOD		89%	95%	80%		97%	-	-	-	100%	94%	98%	-	95%	88%	95%	95%	-	-	-	100%
	EL Male	85% 88%	73% 84%	90% 86%	*	90% 87%	86%	*	*	-	80%	88% 82%	95%	40%	88% 95%	90% 86%	86% 86%		-	-	*	-
	Female		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%		*		*
	CWD		72%	82%	73%	73%	86%	*	*	-	100%	78%	89%	31/0	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		68%	82%	75%	75%	88%	*	*	_	*	80%	86%	45%	86%	*		82%	_	*	_	86%
	. 3	. 2,0		, 0	. 0 ,0	. 5 , 5	_0,0					, , ,	, 0	, , ,	/ 0			,0				- 5 , 0

Two

											or		Non									
			Region		Afr			Amer			More	Econ	Econ								Foster	
Crada 6		State	15	District	t Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male F	Female	Migrant Ho	omeless	Care	Military
Grade 6 Reading	All	67%	61%	62%	53%	64%	64%	*	_	_	38%	52%	79%	37%	66%	46%	60%	65%	_	_	*	*
· · · · · · · · · · · · · · · · · · ·	Students																					
	CWD	33%	26% 65%	37% 66%	* 56%	40% 67%	37% 68%	*	-	-	38%	33% 55%	45% 83%	37%	- 66%	* 45%	53% 61%	19% 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%	-	-	-	-
Mathematic	s All	80%	77%	76%	59%	79%	76%	*	-	-	75%	70%	87%	51%	80%	85%	77%	76%	-	-	*	*
	Students	500 /	4.40/	E40/		500 /	500 /					E 40/	450/	E40/			500 /	4.40/				
	CWD	50% 83%	44% 81%	51% 80%	63%	53% 83%	53% 80%	*	-	-	75%	54% 72%	45% 92%	51% -	80%	82%	58% 81%	44% 80%	-	-	*	*
	EL	67%	59%	85%	-	92%	-	-	-	-	-	90%	*	*	82%	85%	75%	100%	-	-	-	-
	Male Female	78% 81%	76% 78%	77% 76%	75% 44%	75% 82%	80% 73%	*	-	-	80%	71% 69%	88% 86%	58% 44%	81% 80%	75% 100%	77% -	- 76%	-	-	*	*
	remaie	0170	7070	1070	7770	0270	7070					0070	0070	7770	0070	10070		1070				
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		74%	68%	27%	63%	75%	*	*	-	79%	58%	80%	-	68%	29%	67%	70% *	-	*	*	*
	EL Male	49% 70%	35% 65%	22% 61%	- 29%	25% 51%	- 73%	*	*	-	60%	14% 52%	75%	19%	29% 67%	22% 17%	17% 61%	_	-	*	*	*
	Female		75%	65%	20%	65%	67%	-	-	-	83%	53%	80%	11%	70%	*	-	65%	-	*	*	*
N 4 - 41 41-	- 411	700/	700/	740/	500 /	000/	700/				750/	000/	770/	000/	750/	000/	000/	740/				
Mathematic	s 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 EL	77% 57%	74% 46%	75% 22%	55%	66% 13%	82%	*	*	-	86%	71% 29%	79% *	*	75% 29%	29% 22%	74% 33%	75% *	-	*	*	*
	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	84%	80%	75%	73%	66%	82%	-	*	-	83%	66%	90%	57%	77%	33%	75%	74%	-	38%	17%	70%
	Students	470/	400/	E70/		E 40/	E 7 0/					400/	000/	E 7 0/		*	EE0/	620/		*	*	*
	CWD	47% 88%	40% 85%	57% 77%	- 73%	54% 68%	57% 85%	-	*	-	83%	42% 69%	89% 90%	57% -	- 77%	36%	55% 79%	63% 75%	-	43%	*	75%
	EL	62%	41%	33%	-	33%	-	-	-	-	-	29%	*	*	36%	33%	40%	20%	-	*	-	*
	Male Female	81% 88%	75% 84%	75% 74%	75% *	62% 70%	85% 78%	-	*	-	* 75%	68% 64%	87% 93%	55% 63%	79% 75%	40% 20%	75% -	- 74%	-	50% *	*	71%
		0070	0.70	,0		. 0 , 0	. 0,0				. 0 , 0	0.70	0070	0070	. 0 , 0	2070		, 0				
Mathematic	s 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		85%	79%	50%	81%	81%	-	*	-	75%	77%	85%	-	79%	57%	75%	83%	-	57%	*	86%
	EL Male	77% 84%	58% 77%	53% 73%	- 50%	53% 70%	- 78%	-	*	-	*	50% 69%	81%	60%	57% 75%	53% 50%	50% 73%	60%	-	50%	*	71%
	Female		86%	81%	*	83%	82%	-	-	-	75%	78%	89%	63%	83%	60%	-	81%	-	*	*	*
Science	All	79%	76%	71%	64%	63%	77%	_	*	_	83%	61%	88%	52%	73%	33%	69%	72%	_	38%	17%	70%
00101100	Students	1070	1070		0170		1170				0070		0070	0270	1070	0070	0070	12/0		0070	11 /0	
	CWD CWOD	46% 83%	39% 80%	52% 73%	- 64%	42% 65%	57% 80%	-	*	-	83%	39% 64%	78% 89%	52%	- 73%	* 36%	45% 74%	71% 73%	-	* 43%	*	* 75%
	EL	55%	32%	33%	-	33%	-	-	-	-	-	29%	*	*	36%		40%	20%	-	*	-	*
	Male	78%	74%	69%	63%	59%	80%	-	*	-	*	59%	87%	45%	74%		69%	-	-	50%	*	71%
	Female	81%	78%	72%		67%	74%	-		-	100%	64%	89%	71%	73%	20%	-	72%	-			
End of Cour	se																					
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 EL	71% 34%	70% 27%	68% 13%	25%	63% 14%	75%	-	*	-	100%	59% 20%	79% *	-	68% 13%	13% 13%	63% 0%	74% *	-	*	50%	*
	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	67%	65%	64%	52%	55%	74%	*	*	_	75%	53%	79%	22%	69%	*	61%	69%	_	*	33%	70%
	Students														0070							*
	CWD CWOD	27% 72%	21% 72%	22% 69%	* 56%	25% 59%	9% 79%	*	*	-	* 86%	20% 59%	29% 81%	22%	- 69%	*	18% 65%	27% 74%	-	*	*	* 78%
	EL	30%	28%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male Female	62% 73%	59% 72%	61% 69%	56% 50%	50% 60%	69% 81%	- *	*	-	80%	47% 60%	77% 80%	18% 27%	65% 74%	*	61%	- 69%	-	*	33%	80% 60%
	Tomaic	1070	12/0	03 /0	30 /0	0070	0170					0070	0070	21 /0	1470			00 /0				0070
Algebra I	All	83%	76%	72%	67%	72%	73%	-	*	-	57%	66%	80%	32%	78%	57%	69%	75%	-	*	50%	86%
	Students 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 Male	73% 79%	56% 70%	57% 69%	- 67%	67% 68%	- 69%	-	*	-	*	60% 64%	* 77%	- 35%	57% 76%	57% *	* 69%	-	-	*	- 40%	- *
	Female		83%	75%	67%	76%	78%	-	*	-	*	69%	82%	25%	81%	*	-	75%	-	*	*	*
Biology	All	87%	84%	81%	56%	80%	85%	_	*	_	100%	76%	91%	48%	87%	44%	84%	79%	_	*	60%	80%
Diology	Students							-		-	100 /0				01/0	⊤-T /0			-		JJ /0	OO /0
	CWD CWOD	60% 90%	51% 88%	48% 87%	40% 64%	65% 83%	30% 93%	-	*	-	- 100%	49% 83%	40% 93%	48%	- 87%	- 44%	56% 89%	37% 85%	-	*	* 67%	*
	EL	68%	53%	44%	-	50%	-	_	-	-	-	50%	*	-	44%	44%	60%	*	-	-	-	-
	Male	84%	80%	84%	63%	81%	88%	-	*	-	*	79%	93%	56%	89%	60%	84%	-	-	*	63%	*

Two Non Pac More Econ Econ

										_	or	_	Non									
		State	Region 15		Afr Amer	Hispanio		Amer Ind			More Races		Econ Disadv	CWD	CWOD	EL	Male I	Female I	Migrant Hor		Foster Care	
	Female		87%	79%	50%	80%	82%	-	*	-	*	72%		37%	85%	*	-	79%	-	*	*	*
STAAR Percer	nt at Me	ets Gr	ade Le	evel or	Above	9																
Grade 3																						
Reading	All	44%	36%	36%	42%	25%	43%	*	*	-	83%	28%	53%	13%	39%	10%	36%	37%	-	50%	14%	*
,	Students 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 Male	35% 41%	14% 32%	10% 36%	33%	10% 24%	- 41%	*	*	-	80%	14% 26%	* 56%	* 13%	11% 39%	10% 17%	17% 36%	*	-	*	*	-
	Female		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		40%	44%	44%	35%	51%	*	*	-	*	37%	59%	-	44%	33%	45%	44%	- {	30%	0%	*
	EL Male	41% 49%	23% 38%	30% 42%	- 17%	30% 26%	- 52%	*	*	-	80%	29% 31%	62%	20%	33% 45%	30% 33%	33% 42%	_	-	*	*	-
	Female		38%	42%	50%	38%	44%	-	-	-	*	36%	52%	20%	44%	*	-	42%	-	*	*	*
Grade 4	ΔII	420/	200/	420/	100/	4E0/	4E0/		*		250/	250/	610/	200/	440/	*	420/	420/		*	E00/	*
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 EL	46% 30%	41%	44% *	19%	44%	49%	-	*	-	33%	37%	61%	-	44%	*	45%	44%	-	*	40%	*
	⊏∟ Male	41%	17% 35%	43%	13%	44%	- 47%	-	*	-	- 17%	30%	70%	33%	45%	*	43%	_	-	*	*	*
	Female		42%	42%	25%	46%	42%	-	-	-	33%	40%	49%	22%	44%	*	-	42%	-	-	60%	*
				/									=00/				.=				.=	
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% 48%	23% 39%	* 4 7 0/	- 120/	* 45%	- 51%	-	- *	-	- E00/	* 2E0/	- 720/	- 32%	* 50%	*	* 47%	*	-	- *	-	-
	Male Female		35%	47% 30%	13% 38%	31%	30%	-	_	-	50% 17%	35% 25%	73% 43%	22%	31%	*	4/70	30%	-	_	20%	*
				,-																		
Grade 5																						
Reading	All	53%	44%	47%	46%	41%	50%	*	*	-	56%	42%	57%	11%	52%	0%	39%	56%	-	*	*	43%
	Students 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% 20%	-	0%	400/	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male Female	50% 56%	40% 48%	39% 56%	20% 63%	36% 46%	42% 61%	*	*	-	40% *	33% 53%	53% 61%	12% 9%	45% 60%	0%	39%	56%	-	*	_	43%
Mathematics		57%	47%	50%	25%	48%	54%	*	*	-	44%	43%	66%	28%	54%	40%	45%	56%	-	*	*	29%
	Students 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 Female	56%	48% 47%	45% 56%	38%	46% 50%	47% 63%	*	*	-	40%	38% 49%	64% 68%	24% 36%	50% 58%	29%	45%	- 56%	-	- *	*	29%
	i ciliale	31 /0	77 /0	30 /8	30 /0	30 /0	00 /0			_		4 370	00 /0	JU /0	JO 70		_	30 /0	-		_	2370
Science	All	48%	41%	48%	31%	42%	51%	*	*	-	89%	42%	63%	19%	53%	20%	45%	52%	-	*	*	29%
	Students	270/	240/	400/	*	450/	240/				*	100/	600/	100/		*	100/	270/		*		*
	CWD CWOD	27% 50%	24% 43%	19% 53%	36%	15% 45%	21% 56%	*	*	-	100%	13% 47%	60% 63%	19%	53%	25%	16% 50%	27% 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%
Grade 6																						
Reading	All	36%	30%	32%	6%	29%	39%	*	-	-	13%	21%	50%	37%	31%	8%	31%	33%	-	-	*	*
	Students	400/	470/	070/	*	400/	070/					000/	450/	070/			500 /	400/				
	CWD CWOD	19% 38%	17% 31%	37% 31%	6%	40% 27%	37% 40%	*	-	-	13%	33% 19%	45% 50%	37%	31%	0%	53% 27%	19% 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%	-	-	•	•
Mathematics	All	46%	40%	38%	12%	37%	42%	*	_	_	38%	31%	50%	31%	39%	8%	36%	39%	-	_	*	*
	Students																					
	CWD	23%	19%	31%	*	33%	32%	-	-	-	-	29%	36%	31%	-	*	37%	25%	-	-	-	-
	CWOD EL	27%	42% 19%	39% 8%	13% -	38% 8%	44%	_	-	-	38%	31% 10%	51% *	*	39% 0%	0% 8%	36% 13%	41% 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%	-	-	*	*
Grade 7																						
Grade / Reading	All	48%	43%	36%	17%	27%	44%	*	*	_	31%	23%	53%	8%	39%	0%	35%	37%	_	*	*	*
	Students										/0				_ 5 / 0	2,0						
	CWD	21%	20%	8% 20%	* 100/	10%	8%	-	- *	-	*	5%	20%	8%	200/	*	6%	11%	-	*	*	-
	CWOD EL	51% 19%	45% 8%	39% 0%	18% -	29% 0%	48% -	_	*	-	36%	26% 0%	55% *	*	39% 0%	0% 0%	39% 0%	39%	-	*	-	*
	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%	-	*	*	*

Two

											Two or		Non									
			Region	1	Afr			Amer		Pac		Econ	Econ								Foster	
Mathamatia		State				Hispanic		Ind *	Asian	Isl					CWOD				Migrant	Homeless *	Care	Military
Mathematic	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 EL	44% 22%	39% 10%	42% 11%	18%	36% 0%	46%	*	*	-	50%	33% 14%	52%	- *	42% 14%	14% 11%	43% 17%	41% *	-	*	*	*
	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	53%	46%	48%	36%	40%	58%	_	*	_	42%	40%	64%	36%	50%	7%	47%	49%	_	13%	17%	60%
. todding	Students				0070						,.		0.70		0070	. ,0					,	
	CWD CWOD	22%	21% 49%	36% 50%	- 36%	23% 42%	43% 60%	-	- *	-	- 42%	32% 41%	44% 66%	36%	- 50%	* 7%	35% 50%	38% 50%	-	* 14%	*	* 63%
	EL	19%	7%	7%	-	42% 7%	-	-	_	-	4270	7%	*	*	7%	7%	10%	0%	-	1 4 70 *	_	*
	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%	-	*	*	*
Mathematic	s All	55%	47%	47%	10%	40%	58%	_	*	-	33%	41%	59%	32%	48%	20%	42%	51%	-	25%	17%	44%
	Students	070/	000/	200/		450/	400/					000/	000/	000/			000/	000/		_	_	_
	CWD	27% 59%	22% 51%	32% 48%	10%	15% 44%	43% 60%	-	*	-	33%	32% 42%	33% 62%	32%	48%	21%	30% 44%	38% 52%	-	29%	*	57%
	EL	36%	17%	20%	-	20%	-	-	-	-	-	14%	*	*	21%	20%	20%	20%	-	*	-	*
	Male	52%	43%	42% 54%	13%	33%	55%	-	*	-	*	36%	55%	30% 38%	44%	20%	42%	- 51%	-	17%	*	43%
	Female	59%	51%	51%		47%	61%	-	-	-	38%	46%	63%	30%	52%	20%	-	3176	-			
Science	All	50%	42%	40%	36%	28%	53%	-	*	-	33%	30%	58%	33%	41%	0%	42%	39%	-	0%	17%	40%
	Students CWD	220/	22%	220/	_	170/	43%					220/	220/	33%		*	30%	43%		*	*	*
	CWD	23% 53%	45%	33% 41%	36%	17% 29%	54%	-	*	-	33%	33% 29%	33% 61%	-	41%	0%	44%	38%	-	0%	*	50%
	EL	20%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	*
	Male Female	50% 50%	43% 41%	42% 39%	38%	22% 33%	60% 44%	-	*	-	38%	29% 30%	62% 55%	30% 43%	44% 38%	0% 0%	42%	39%	-	0% *	*	29%
	romaio	0070	1170	0070		0070	1170				0070	0070	0070	1070	0070	0 70		0070				
End of Cour	rse																					
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 Male	14% 42%	9% 37%	0% 33%	- 11%	0% 27%	- 37%	-	*	-	100%	0% 27%	* 44%	- 16%	0% 36%	0% 0%	0% 33%	*	-	*	- 17%	- *
	Female		53%	49%	0%	43%	60%	-	-	-	*	37%	63%	5%	55%	*	-	49%	-	*	*	*
													===:		.=0/			.=0/				
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 EL	52% 11%	51% 10%	45% *	33%	26% *	62%	*	*	-	71%	37%	55% *	-	45% *	*	42%	48%	-	*	*	56%
	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	59%	47%	33%	33%	29%	37%		*		29%	25%	46%	17%	36%	0%	30%	38%		*	17%	29%
Algebra	Students	J9 /0	41 /0	33 /6	JJ /0	29 /0	31 /0	-		-	29/0	25/0	40 /0	17 /0	30 /0	0 /6	30 /6	JO /0	-		17 /0	29 /0
	CWD	24%	17%	17%	0%	20%	18%	-	-	-	-	20%	0%	17%	-	-	23%	6%	-	-	20%	*
	CWOD EL	63% 40%	52% 24%	36% 0%	50%	30% 0%	40% -	-	_	-	29%	26% 0%	48% *	-	36% 0%	0% 0%	31%	42% *	-	-	14% -	-
	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	60%	52%	48%	6%	36%	61%	_	*	-	71%	38%	64%	15%	53%	0%	50%	46%	-	*	30%	60%
	Students	0.40/	400/	4 = 0 /	00/	000/	400/		_			450/	000/	450/			400/	440/			*	_
	CWD	24% 64%	18% 57%	15% 53%	0% 9%	20% 39%	10% 69%	-	*	-	- 71%	15% 44%	20% 66%	15% -	53%	0%	19% 56%	11% 51%	-	*	33%	*
	EL	24%	14%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male Female	58% 62%	49% 55%	50% 46%	13% 0%	36% 37%	65% 58%	-	*	-	*	42% 33%	66% 62%	19% 11%	56% 51%	0% *	50%	- 46%	-	*	38%	*
	1 Ciliaic	02 /0	3370	4070	0 70	01 /0	3070					0070	0270	1170	3170			4070				
			_																			
STAAR Perce	ent at Mas	sters	Grade	Level																		
Grade 3 Reading	All	27%	21%	23%	17%	15%	29%	*	*	_	33%	17%	35%	0%	26%	0%	21%	25%	_	17%	0%	*
rteading	Students	21 /0	2170	23 /6		1370	2370				JJ /0	17 /0	33 /0	0 70	2070	0 /0	2170	2570		17 70	0 /0	
	CWD	10%	7%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	*	-
	CWOD EL	29% 19%	23% 4%	26% 0%	22%	17% 0%	32%	_	_	-	_	19% 0%	40% *	*	26% 0%	0% 0%	24% 0%	28%	-	20%	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%	-	*	*	*
Mathematic	s All	24%	17%	21%	33%	14%	26%	*	*	_	33%	16%	31%	0%	24%	0%	23%	20%	-	33%	0%	*
	Students																					
	CWD	12% 25%	10% 18%	0% 24%	* 44%	0% 15%	0% 29%	- *	- *	-	*	0% 18%	0% 36%	0% -	- 24%	*	0% 26%	0% 22%	-	* 40%	* 0%	*
	EL	18%	8%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	*	-	-
	Male	26%	17%	23%	17%	10%	31%	*	*	-	40%	16%	38%	0%	26%	0%	23%	200/	-	*	*	-
	Female	∠ ∠%	17%	20%	50%	16%	20%	-	-	-	-	17%	25%	0%	22%	-	-	20%	-	-	-	-
Grade 4																						
Reading	All	21%	18%	17%	6%	19%	17%	-	*	-	8%	13%	28%	7%	18%	*	15%	20%	-	*	17%	*
	Students CWD	8%	5%	7%	_	15%	0%	_	_	_	*	4%	14%	7%	_	_	5%	11%	_	_	*	_
	CWOD		19%	18%	6%	19%	19%	-	*	-	11%	14%	29%	-	18%	*	17%	20%	-	*	0%	*

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

											Two		Nan									
			Region		Afr			Amer			or More	Econ	Non Econ								Foster	
	CWD	State 10%	15 8%	Distric 11%	t Amer -	Hispanio 0%	White 14%	Ind -	Asian -	Isl -	Races	Disadv 11%	Disadv 11%	11%	CWOD	EL *	Male 1 15%	Female 0%	Migrant Ho	omeless *	Care	Military *
	CWOD EL	26% 5%	17% 1%	19% 0%	27%	13% 0%	26%	-	*	-	8%	12% 0%	32%	- *	19% 0%	0% 0%	21% 0%	18% 0%	-	0%	*	13%
	Male Female	25%	18% 14%	20% 17%	25%	10% 14%	29% 18%	-	*	-	* 13%	13% 11%	33% 27%	15% 0%	21% 18%	0% 0%	20%	- 17%	-	0%	*	0%
End of Cour																						
English I	All Students	10%	7%	5%	0%	2%	9%	-	*	-	0%	3%	9%	3%	6%	0%	2%	9%	-	*	7%	14%
	CWD	3% 11%	2% 8%	3% 6%	0% 0%	0% 3%	8% 9%	-	-	-	- 0%	4% 3%	0% 10%	3%	- 6%	- 0%	5% 2%	0% 10%	-	-	17% 0%	*
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male Female	7% 14%	4% 11%	2% 9%	0% 0%	0% 5%	5% 14%	-	-	-	0%	1% 6%	4% 13%	5% 0%	2% 10%	0% *	2% -	9%	-	*	8% *	*
English II	All Students	8%	5%	4%	0%	1%	9%	*	*	-	0%	1%	9%	3%	5%	*	5%	4%	-	*	0%	0%
	CWD CWOD	4% 8%	3% 5%	3% 5%	* 0%	6% 1%	0% 9%	*	*	-	* 0%	4% 0%	0% 10%	3% -	- 5%	*	0% 5%	7% 4%	-	*	*	*
	EL Male	0% 6%	0% 4%	* 5%	- 0%	* 0%	- 10%	-	- *	-	- 0%	* 0%	* 11%	- 0%	* 5%	*	* 5%	-	-	- *	- 0%	- 0%
	Female		6%	4%	0%	3%	7%	*	*	-	*	1%	8%	7%	4%	-	-	4%	-	*	-	0%
Algebra I	All Students	36%	25%	14%	13%	7%	18%	-	*	-	29%	9%	20%	6%	15%	0%	15%	11%	-	*	8%	14%
	CWD CWOD	9% 39%	7% 27%	6% 15%	0% 20%	0% 8%	14% 19%	-	*	-	- 29%	7% 10%	0% 21%	6% -	- 15%	- 0%	10% 17%	0% 13%	-	*	20% 0%	*
	EL	19%	9%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-
	Male Female	31% 40%	21% 29%	15% 11%	0% 22%	5% 8%	23% 12%	-	*	-	*	10% 9%	26% 15%	10% 0%	17% 13%	*	15% -	- 11%	-	*	10%	*
Biology	All Students	24%	16%	11%	0%	7%	16%	-	*	-	29%	9%	15%	4%	12%	0%	12%	10%	-	*	10%	0%
	CWD	6%	4%	4%	0%	5%	5%	-	*	-	-	5%	0%	4%	-	-	7%	0%	-	-	*	*
	CWOD EL	26% 4%	18% 1%	12% 0%	0%	7% 0%	17% -	-	*	-	29%	10% 0%	16%	-	12% 0%	0% 0%	13% 0%	12%	-	*	17% -	*
	Male	24%	16%	12%	0%	7%	16%	-	*	-	*	11%	14%	7%	13%	0%	12%	-	-	*	13%	*
	Female	25%	17%	10%	0%	6%	15%	-		-		6%	16%	0%	12%		-	10%	-			
STAAR Perce	nt at App	oroacl	nes Gr	ade Le	evel 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 Male	62% 74%	46% 70%	46% 70%	- 53%	47% 66%	- 74%	- 67%	96%	-	- 73%	47% 63%	41% 83%	26% 39%	48% 75%	46% 45%	45% 70%	47% -	-	0% 60%	53%	20% 79%
	Female	80%	76%	73%	56%	71%	77%	100%	82%	-	82%	67%	83%	37%	77%	47%	-	73%	-	75%	38%	75%
Reading	All Students	73%	70%	67%	48%	63%	72%	86%	87%	-	75%	59%	81%	33%	72%	32%	65%	70%	-	65%	43%	75%
	CWD CWOD	39% 78%	34% 74%	33% 72%	25% 52%	34% 67%	32% 77%	- 86%	* 86%	-	40% 80%	30% 64%	43% 84%	33%	- 72%	13% 35%	35% 70%	30% 74%	-	* 73%	29% 50%	43% 80%
	EL	54%	38%	32%	-	34%	-	-	*	-	-	32%	33%	13%	35%	32%	28%	42%	-	*	-	*
	Male Female	69% 78%	65% 75%	65% 70%	48% 48%	59% 67%	70% 74%	*	90% 80%	-	73% 79%	56% 62%	80% 81%	35% 30%	70% 74%	28% 42%	65% -	70%	-	59% 78%	50% 27%	74% 76%
Mathematics	s All Students	81%	75%	75%	57%	74%	77%	67%	92%	-	73%	69%	84%	44%	79%	65%	74%	76%	-	67%	54%	78%
	CWD	53%	46%	44%	33%	42%	45%	-	-	-	44%	40%	56%	44%	-	50%	44%	43%	-	*	38%	50%
	CWOD EL	84% 72%	79% 58%	79% 65%	61% -	78% 66%	81% -	67%	92%	-	77% -	74% 67%	86% 54%	- 50%	79% 67%	67% 65%	79% 68%	79% 58%	-	75% *	62%	84%
	Male Female	79%	73% 78%	74% 76%	53% 62%	72% 76%	77% 77%	*	100%	-	72% 77%	68% 71%	84% 83%	44% 43%	79% 79%	68% 58%		76%	-	63% 75%	54% 53%	86% 74%
Science	All	80%	76%	76%	66%	71%	80%	*	100%	_	89%	69%	89%	43%	81%		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 Male	61% 79%	42% 75%	35% 74%	- 65%	36% 68%	- 79%	*	*	_	- 77%	36% 67%	33% 89%	42%	39% 81%	35% 36%	36% 74%	33%	-	50%	- 56%	* 78%
	Female		77%	78%	67%	74%	82%	*	*	-	100%	72%	88%	46%	81%	33%	-	78%	-	*	*	77%
STAAR Perce	ent at Mee	ets Gr	ade Le	evel or	Above	е																
All Grades	ΔII	49%	42%	41%	23%	35%	48%	40%	82%		46%	33%	56%	22%	44%	12%	40%	43%		42%	22%	43%
All Subjects	All Students							1 ∪70	UZ 70	-									-			
	CWD CWOD	24% 52%	20% 45%	22% 44%	3% 26%	22% 36%	22% 52%	- 40%	* 81%	-	33% 48%	19% 36%	33% 58%	22%	- 44%	16% 11%	24% 43%	19% 46%	-	20% 46%	17% 24%	11% 49%
	EL	29%	15%	12%	-	11%	-	-	*	-	-	13%	6%	16%	11%	12%	11%	13%	-	0%	-	0%
	Male Female	47% 52%	39% 45%	40% 43%	17% 30%	31% 38%	48% 50%	33% 50%	83% 82%	-	46% 47%	31% 36%	56% 56%	24% 19%	43% 46%	11% 13%	40% -	43%	-	33% 60%	26% 12%	45% 42%
Reading		47%	41%	40%	23%	33%	48%	57%	73%		46%	32%	55%	20%	43%	6%	38%	44%	_	42%	23%	48%
Reaulity	Students							J1 /0	*	-					7 0 /0				-	4270 *		
	CWOD	21% 50%	18% 44%	20% 43%	6% 26%	22% 35%	18% 52%	57%	71%	-	30% 48%	17% 34%	28% 57%	20%	43%	13% 5%	23% 40%	14% 47%	-	50%	18% 27%	29% 51%

											Two											
			Region		Afr			Amer		Pac	or More	Econ	Non Econ								Foster	
		State	15			Hispanic	White					Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant Ho			
	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	Students	51%	42%	41%	22%	37%	46%	33%	92%	-	41%	33%	55%	25%	43%	21%	40%	42%	-	46%	13%	38%
	CWD	26%	22%	25%	0%	24%	26%	-	-	-	33%	21%	37%	25%	-	25%	26%	23%	-	*	15%	0%
		54%	45%	43%	26%	38%	49%	33%	92%	-	43%	35%	56%	-	43%	20%	42%	44%	-	50%	12%	45% *
	EL	37%	20%	21%	-	20%	460/	-	1000/	-	440/	22%	15%	25%	20%	21%	20%	21%	-		- 1 7 0/	
	Male Female	50% 51%	41% 43%	40% 42%	11% 34%	34% 39%	46% 45%	*	100%	-	44% 40%	31% 36%	56% 53%	26% 23%	42% 44%	20% 21%	40%	42%	-	31% 75%	17% 7%	43% 35%
	Terriale	3170	4370	42 /0	J -1 /0	3970	4570									2170		42 /0		7 3 70	1 70	3370
Science	All Students	53%	45%	46%	24%	35%	56%	*	86%	-	61%	37%	62%	21%	49%	6%	46%	46%	-	29%	35%	41%
	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 Mala	26% 53%	12%	6% 46%	20%	6% 33%	- 57%	*	*	-	62%	7% 36%	0%	21%	6% 50%	6% 0%	0% 46%	17%	-	20%	44%	33%
	Male Female		45% 45%	46% 46%	28%	33% 38%	54%	*	*	-	60%	37%	64% 60%	21%	50% 48%	17%	40%	46%	-	20%	44%	33% 46%
	Terriale	33 /0	7570	40 /0	2070	30 /0	J -1 /0			_	00 /0	31 /0	00 /0	22 /0	40 /0	17 /0	_	4 0 /0	_			40 /0
STAAR Percer	nt at Mas	ters	Grade	Level																		
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%
	Male	22%	16%	16%	5%	10%	21%	11%	48%	-	15%	11%	26%	7%	17%	2%	16%	-	-	12%	10%	10%
	Female	24%	18%	17%	13%	15%	20%	0%	55%	-	13%	13%	24%	4%	18%	5%	-	17%	-	5%	6%	17%
Reading	All Students	20%	15%	15%	5%	11%	19%	14%	33%	-	14%	10%	23%	4%	16%	1%	13%	17%	-	8%	6%	10%
	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%	-	*	-	*
	Male	17%	13%	13%	2%	7%	19%	*	30%	-	11%	9%	21%	4%	15%	0%	13%	-	-	12%	6%	0%
	Female	23%	18%	17%	8%	15%	20%	*	40%	-	18%	13%	24%	4%	18%	4%	-	17%	-	0%	7%	17%
Mathematics	All Students	26%	18%	18%	12%	14%	22%	0%	67%	-	13%	12%	28%	8%	19%	6%	19%	17%	-	13%	8%	22%
	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%	-	*	-	*
	Male	25%	18%	19%	6%	12%	25%	*	67%	-	18%	13%	31%	11%	20%	5%	19%	-	-	13%	8%	29%
	Female	26%	19%	17%	17%	15%	20%	*	*	-	7%	13%	25%	4%	18%	8%	-	17%	-	13%	7%	17%
Science	All Students	24%	17%	17%	13%	13%	20%	*	57%	-	18%	13%	24%	7%	18%	0%	17%	17%	-	7%	15%	9%
	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%	-	*	-	*
	Male	25%	19%	17%	10%	13%	20%	*	*	-	23%	13%	25%	10%	18%	0%	17%	-	-	10%	19%	0%
	Female	23%	16%	17%	17%	13%	20%	*	*	-	13%	13%	23%	3%	18%	0%	-	17%	-	*	*	15%

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

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	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Ottaciits	American	тпорить	vinte	maian	Asian	ioiuniaci	Nuces	Disaav	OND	
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

Indicates zero observations reported for this group.

Part (iii)(II): Graduation Rate

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

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
4-year Longitudinal Cohor	t Graduati	on Rate (G	r 9-12): Cla	ass of 20°	18								
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%

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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%

^{&#}x27;^' Indicates data reporting does not meet for Minimum Size.

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 Achiev		African American nain Score		White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	43	29	39	48	42	74	-	45	37	22	20
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	58%	29%	51%	65%	*	*	-	56%	49%	64%	-

^{*&#}x27; Indicates results are masked due to small numbers to protect student confidentiality.

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	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	Otudents	American	mapamic	Wille	malan	Asian	isianuei	Naces	Disauv	OHD	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N				N	N	Υ	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
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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	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	Υ	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
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

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;^' Ever EL in grades 9-12

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

^{&#}x27;-' Indicates zero observations reported for this group.

^{&#}x27;-' Indicates there are no students in the group.

Long-Term Goals Target Met	All Students 73% N	African American 66% N	Hispanic 70% N	White 80% N	American Indian 73%	Asian 91%	Pacific Islander 75%	Two or More Races 77% N	Econ Disadv 68% N	CWD 62% N	EL + 70% N
English Learner Language Profi	ciency Statu	ıs									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											36% N 38% N 40% N
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90% Y	90%	90% Y	90% N	90%	90%	90%	90%	90% N	90%	90%
Interim Goals (2023-2027) Target Met	92% Y	92%	92% Y	92% N	92%	92%	92%	92%	92% N	92%	92%
Interim Goals (2028-2032) Target Met	94% Y	94%	94% Y	94% N	94%	94%	94%	94%	94% N	94%	94%
Long-Term Goals Target Met	94% Y	94%	94% Y	94% N	94%	94%	94%	94%	94% N	94%	94%

^{&#}x27;+' 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.

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)

									Two or		Non						
		District	African American	Lionania		American		Pacific	More	Econ	Econ	CMD	CWOD	E1	Mala	Famala	Migrant
Participation Ra	ate	DISTRICT	American	пізрапіс	wille	iliulali	ASIAII	isianuer	Races	Disauv	Disauv	CWD	CWOD	EL	wate	remale	Migrant
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%	-
	CWOD	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%		100%	-
	EL	100%	-	100%	-	4000/		-	4000/	100%	100%	100%	100%	100%		100%	-
	Male	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	4000/	-
	Female	100%	99%	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%	100%	-
	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%	-
Mathematics		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 /6	100%	100%		100%	-
	EL	100%	-	100%	-	-	*		-	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%	-	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%	-
	CWOD	100%	94%	100%	100%	*	100%	-	100%	99%	100%	-	100%	100%		99%	-
	EL	100%	-	100%	-	*	*	-	-	100%	100%	*	100%	100%		100%	-
	Male	100%	95%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%		-	-
Non-Participation	Female	100%	95%	100%	99%	•	•	-	100%	99%	100%	100%	99%	100%	-	100%	-
Non-i articipati	on Nate																
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%	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%	-

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).

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

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

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 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 S	chool	High-Pove	rty Schools	Low-Pover	ty Schools
Inexperienced Teachers, Principals, and Other School Leaders	Number 25.2	Percent 9.2%	Number 2.0	Percent 4.8%	Number	Percent
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 nonpersonnel 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...

Indicates zero observations reported for this group.

	State Number of ALT2	State Rate of ALT2	Region 15 Number of ALT2	Region 15 Rate of ALT2	District Number of ALT2	District 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.

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

							% At o	r Above		
			% Belo	w Basic	% At or Al	oove Basic	Prof	icient	% At A	dvanced
Grade	Subject	Student Group	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

Indicates zero observations reported for this group.

			% Belov	w Rasic	% At or Al	oove Basic		r Above cient	% At Ar	lvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
0.000	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	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	29%	*	25%	33%	*	*	_	*	19%	*	*

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

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^{&#}x27;_' 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 Goa	als						
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfori	mance (At Meets Grade Level o	r Above)										
Reading/ELA Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	44% 44% 52% 62% 72% 46% 46% 54% 63% 73%	32% 32% 42% 54% 66% 31% 41% 54% 66%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	60% 60% 66% 73% 80% 59% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 53% 63% 73%	74% 74% 78% 82% 87% 82% 82% 85% 85% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 78% 54% 54% 61% 69% 77%	33% 33% 43% 55% 67% 36% 45% 57% 68%	19% 19% 31% 45% 60% 23% 23% 34% 48% 62%	29% 29% 39% 52% 65% 40% 40% 59%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate^ Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 94%

^{&#}x27;N' 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) 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 I	Homeless	Foster Care	Military
STAAR Perce Grade 3	nt at Appr	oache	s Grad	e Level o	or Abo	ve														
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 EL	79% 69%	68% 69%	75% 68%	87% 68%	76% 66%	91% 79%	76% 54%	84% 75%	72% 68%	89% 78%	- 40%	79% 72%	72% 69%	77% 66%	80% 72%	64% 60%	65% 61%	63% 52%	86% 74%
	Male	73%	60%	69%	83%	71%	87%	72%	78%	65%	85%	49%	77%	66%	73%	7270	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 EL	78% 64%	65% 60%	74% 64%	87% 63%	74% 62%	91% 74%	74% 44%	84% 69%	71% 63%	89%	34%	78% 67%	67% 64%	75% 61%	80% 67%	65% 57%	63% 54%	61% 50%	85% 67%
	Male	71%	57%	67%	81%	69%	88%	68%	76%	63%	71% 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 Female	74% 74%	58% 62%	72% 72%	83% 82%	72% 72%	92% 93%	71% 72%	77% 78%	68% 68%	85% 85%	48% 41%	78% 77%	69% 69%	74% -	- 74%	66% 67%	58% 59%	56% 55%	81% 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%	450/	89%	81%	88%	91%	77%	81%	79%	96%
	EL Male	77% 83%	68% 73%	77% 81%	75% 91%	72% 82%	78% 93%	64% 83%	78% 88%	76% 78%	81% 92%	45% 55%	81% 88%	77% 74%	74% 83%	80%	69% 69%	70% 72%	68% 69%	85% 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 Female	88% 90%	78% 82%	87% 89%	93% 94%	87% 88%	97% 97%	88% 91%	90% 91%	85% 87%	94% 95%	68% 66%	91% 92%	84% 86%	88%	90%	80% 84%	78% 81%	75% 79%	93% 95%
Science	All	74%	59%	70%	85%	73%	90%	74%	80%	66%	85%	45%	77%	60%	74%	73%	59%	59%	58%	83%
	Students	450/	250/	440/	E 7 0/	440/	600/	400/	E00/	400/	E 7 0/	450/		240/	400/	400/	2.40/	200/	200/	E 7 0/
	CWD CWOD	45% 77%	35% 63%	41% 73%	57% 88%	41% 76%	62% 92%	40% 77%	50% 83%	40% 70%	57% 88%	45% -	- 77%	34% 63%	48% 79%	40% 76%	34% 63%	38% 63%	38% 65%	57% 86%
	EL	60%	52%	73% 60%	59%	53%	92% 70%	39%	60%	60%	65%	34%	63%	60%	79% 62%	76% 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%	76%
	CWD	33%	28%	29%	41%	33%	53%	31%	39%	28%	45%	33%	-	19%	33%	33%	21%	24%	27%	41%

	CWOD EL Male Female	State 71% 42% 62% 71%	Afr Amer 62% 41% 52% 64%	Hispanic 64% 41% 56% 66%	White 83% 45% 75% 82%	Amer Ind 68% 34% 59% 69%	Asian 90% 55% 87% 90%	Pac Isl 73% 34% 64% 74%	Two or More Races 80% 43% 72% 80%	Econ	Non Econ Disadv 85% 49% 78% 85%	CWD - 19% 33% 33%	CWOD 71% 45% 67% 74%	EL 45% 42% 38% 46%	Male 67% 38% 62%	Female 74% 46% - 71%	Migrant H 49% 35% 41% 51%	10meless 54% 32% 45% 54%	Foster Care 52% 24% 40% 50%	Military 80% 45% 72% 81%
Mathematic		80%	69%	77%	88%	78%	96%	84%	85%	74%	89%	50%	83%	67%	78%	81%	67%	66%	62%	88%
	Students CWD CWOD EL Male Female	50% 83% 67% 78% 81%	41% 74% 61% 66% 73%	47% 80% 66% 75% 78%	58% 92% 72% 87% 89%	52% 82% 64% 76% 80%	75% 97% 84% 95% 96%	53% 86% 58% 82% 85%	55% 88% 74% 84% 86%	45% 78% 67% 72% 76%	62% 92% 72% 89% 90%	50% - 42% 50% 48%	83% 70% 83% 84%	42% 70% 67% 66% 68%	50% 83% 66% 78%	48% 84% 68% - 81%	42% 71% 61% 63% 71%	41% 70% 56% 64% 68%	44% 70% 60% 60% 65%	62% 91% 70% 88% 89%
Grade 7 Reading	All Students	74%	65%	70%	84%	73%	91%	76%	81%	66%	86%	37%	78%	49%	70%	79%	55%	56%	53%	83%
	CWD CWOD EL Male Female	37% 78% 49% 70% 79%	32% 70% 47% 59% 72%	34% 74% 48% 64% 75%	47% 88% 50% 81% 87%	38% 77% 43% 68% 78%	55% 93% 61% 90% 93%	27% 81% 40% 71% 81%	43% 86% 65% 78% 85%	32% 71% 48% 61% 72%	50% 89% 54% 83% 89%	37% - 22% 37% 38%	78% 53% 74% 82%	22% 53% 49% 44% 55%	37% 74% 44% 70%	38% 82% 55% - 79%	29% 59% 40% 48% 62%	29% 61% 36% 49% 62%	36% 61% 40% 47% 59%	51% 87% 56% 78% 88%
Mathematic	Students	73%	61%	70%	84%	73% 47%	93% 67%	73%	79%	67% 39%	85%	43%	77%	57%	72% 44%	75%	62%	56%	52%	82%
	CWD CWOD EL Male Female	43% 77% 57% 72% 75%	34% 65% 47% 58% 64%	41% 74% 56% 68% 72%	51% 88% 62% 83% 85%	77% 55% 72% 75%	95% 76% 92% 94%	35% 78% 44% 69% 78%	44% 83% 75% 77% 80%	71% 56% 65% 69%	54% 88% 61% 84% 86%	43% - 34% 44% 41%	77% 60% 77% 78%	34% 60% 57% 56% 58%	77% 56% 72%	41% 78% 58% - 75%	43% 64% 53% 58% 65%	33% 60% 47% 53% 58%	35% 60% 46% 50% 54%	55% 86% 58% 81% 84%
Grade 8 Reading	All	84%	77%	81%	92%	84%	95%	83%	90%	79%	92%	47%	88%	62%	81%	88%	67%	71%	64%	92%
	Students CWD CWOD EL Male Female	47% 88% 62% 81% 88%	40% 83% 55% 72% 82%	44% 85% 62% 78% 85%	57% 95% 59% 90% 94%	42% 89% 53% 82% 86%	60% 96% 67% 94% 96%	48% 86% 51% 79% 88%	53% 94% 67% 87% 93%	42% 84% 61% 75% 83%	59% 95% 62% 90% 94%	47% - 33% 46% 49%	88% 66% 86% 91%	33% 66% 62% 58% 65%	46% 86% 58% 81%	49% 91% 65% - 88%	36% 72% 53% 64% 70%	36% 77% 48% 67% 76%	39% 74% 40% 64% 64%	64% 95% 72% 89% 95%
Mathematic	Students	87%	79%	85%	92%	85%	97%	87%	90%	83%	92%	58%	90%	77%	84%	89%	76%	75%	65%	93%
	CWD CWOD EL Male Female	58% 90% 77% 84% 89%	47% 85% 70% 75% 83%	57% 89% 77% 82% 88%	64% 95% 78% 90% 93%	55% 89% 65% 83% 86%	75% 98% 88% 96% 97%	63% 89% 63% 83% 90%	59% 94% 79% 88% 92%	54% 87% 77% 80% 86%	65% 95% 75% 91% 94%	58% - 53% 57% 59%	90% 80% 89% 92%	53% 80% 77% 74% 80%	57% 89% 74% 84%	59% 92% 80% - 89%	51% 81% 71% 73% 79%	46% 80% 68% 72% 77%	39% 76% 61% 63% 68%	72% 96% 89% 92% 95%
Science	All Students	79%	69%	75%	89%	80%	95%	80%	87%	72%	89%	46%	83%	55%	78%	81%	60%	65%	58%	88%
	CWD CWOD EL Male Female	46% 83% 55% 78% 81%	36% 75% 50% 66% 73%	42% 79% 54% 74% 77%	58% 92% 57% 88% 90%	52% 83% 44% 79% 81%	68% 96% 71% 94% 95%	54% 82% 44% 78% 81%	50% 90% 62% 85% 88%	40% 77% 55% 71% 74%	59% 92% 56% 88% 90%	46% - 31% 47% 43%	83% 58% 82% 84%	31% 58% 55% 55% 55%	47% 82% 55% 78%	43% 84% 55% - 81%	29% 65% 47% 61% 60%	36% 70% 47% 63% 67%	34% 67% 40% 59% 56%	61% 91% 67% 87% 89%
End of Cour English I	All	66%	56%	61%	79%	65%	86%	64%	77%	57%	79%	27%	71%	34%	60%	73%	46%	49%	43%	78%
	Students CWD CWOD EL Male Female	27% 71% 34% 60% 73%	22% 62% 29% 49% 65%	25% 65% 34% 55% 68%	36% 85% 33% 74% 86%	33% 70% 30% 60% 71%	48% 88% 44% 84% 88%	24% 71% 27% 58% 71%	35% 83% 36% 71% 83%	23% 63% 34% 51% 65%	37% 84% 36% 74% 85%	27% - 15% 26% 30%	71% 36% 66% 77%	15% 36% 34% 31% 38%	26% 66% 31% 60%	30% 77% 38% - 73%	15% 50% 29% 40% 54%	20% 54% 23% 42% 56%	21% 53% 17% 38% 48%	38% 84% 35% 72% 84%
English II	All Students CWD CWOD EL	67% 27% 72% 30%	58% 22% 64% 25%	62% 25% 66% 30%	80% 35% 85% 31%	66% 30% 72% 30%	84% 49% 85% 36%	66% 25% 70% 17%	78% 36% 83% 37%	59% 23% 63% 30%	79% 36% 83% 33%	27% 27% - 13%	72% - 72% 32%	30% 13% 32% 30%	62% 27% 67% 27%	73% 29% 77% 34%	48% 18% 51% 26%	50% 20% 55% 23%	43% 24% 54% 14%	77% 37% 83% 32%
	Male Female	62% 73%	51% 66%	56% 68%	75% 86%	59% 74%	82% 87%	60% 72%	73% 84%	53% 65%	74% 85%	27% 29%	67% 77%	27% 34%	62%	73%	43% 54%	45% 55%	38% 48%	72% 83%
Algebra I	All Students CWD CWOD	83% 52% 87%	75% 43% 81%	82% 54% 86%	88% 54% 92%	81% 50% 86%	97% 73% 98%	76% 46% 82%	86% 53% 90%	79% 49% 84%	89% 58% 92%	52% 52%	87% - 87%	73% 52% 76%	79% 50% 84%	88% 56% 91%	76% 50% 80%	70% 39% 75%	54% 33% 64%	88% 58% 93%
	EL Male Female	73% 79% 88%	69% 68% 82%	72% 78% 87%	74% 84% 91%	67% 75% 89%	86% 96% 97%	58% 72% 81%	74% 82% 90%	73% 74% 85%	70% 86% 92%	52% 50% 56%	76% 84% 91%	73% 69% 78%	69% 79% -	78% - 88%	67% 71% 81%	65% 63% 77%	49% 48% 59%	73% 85% 92%
Biology	All Students CWD	87% 60%	81% 52%	84% 57%	94% 70%	87% 67%	96% 79%	83% 61%	92% 67%	83% 56%	93% 69%	60% 60%	90%	68% 49%	84% 59%	90% 61%	75% 48%	76% 51%	67% 46%	93% 71%
	CWOD EL Male Female	90% 68% 84% 90%	87% 65% 77% 86%	87% 68% 81% 87%	96% 68% 92% 95%	90% 65% 85% 90%	97% 78% 95% 97%	86% 48% 80% 86%	95% 66% 90% 95%	87% 68% 79% 86%	95% 69% 92% 95%	49% 59% 61%	90% 71% 88% 92%	71% 68% 66% 71%	88% 66% 84%	92% 71% - 90%	78% 63% 72% 77%	81% 61% 73% 80%	77% 45% 61% 72%	96% 68% 92% 95%

STAAR Percent at Meets Grade Level or Above

		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 3 Reading	All	44%	32%	38%	55%	41%	70%	44%	51%	34%	60%	26%	46%	35%	41%	47%	25%	28%	26%	52%
	Students CWD CWOD EL Male Female	26% 46% 35% 41% 47%	22% 33% 37% 28% 35%	23% 40% 34% 36% 41%	33% 58% 35% 53% 58%	23% 43% 34% 38% 44%	40% 72% 50% 67% 73%	23% 45% 24% 38% 50%	29% 53% 44% 48% 54%	22% 36% 33% 32% 37%	37% 63% 47% 57% 63%	26% - 19% 26% 26%	- 46% 37% 44% 49%	19% 37% 35% 33% 38%	26% 44% 33% 41%	26% 49% 38% - 47%	23% 26% 23% 23% 27%	21% 29% 27% 27% 29%	21% 27% 29% 25% 27%	33% 55% 38% 49% 56%
Mathematic	s All	48%	32%	42%	59%	42%	77%	49%	53%	38%	63%	30%	50%	41%	49%	46%	36%	31%	28%	57%
	Students CWD	30%	23%	27%	36%	25%	49%	39%	32%	25%	40%	30%	-	24%	31%	26%	26%	24%	21%	36%
	CWOD EL Male Female	50% 41% 49% 46%	33% 42% 32% 33%	44% 39% 44% 41%	62% 46% 61% 57%	45% 36% 43% 42%	79% 63% 78% 77%	50% 29% 52% 46%	56% 49% 55% 52%	40% 39% 40% 37%	65% 52% 64% 61%	24% 31% 26%	50% 43% 52% 48%	43% 41% 43% 39%	52% 43% 49% -	48% 39% - 46%	37% 36% 38% 34%	33% 33% 33% 30%	31% 24% 28% 28%	60% 48% 59% 56%
Grade 4 Reading	All	43%	30%	38%	56%	39%	70%	39%	50%	33%	60%	24%	46%	30%	41%	46%	29%	27%	25%	51%
3	Students CWD	24%	20%	22%	30%	26%	38%	13%	25%	21%	33%	24%	_	16%	25%	23%	17%	19%	22%	27%
	CWOD EL	46% 30%	32% 28%	39% 29%	59% 32%	41% 28%	72% 42%	41% 10%	54% 33%	35% 29%	62% 39%	16%	46% 32%	32% 30%	44% 28%	48% 32%	30% 26%	28% 21%	26% 19%	54% 31%
	Male Female	41% 46%	27% 33%	35% 40%	53% 58%	38% 41%	67% 73%	36% 43%	47% 54%	31% 36%	57% 63%	25% 23%	44% 48%	28% 32%	41%	46%	31% 27%	25% 28%	24% 26%	48% 53%
Mathematic		46%	30%	42%	57%	41%	79%	44%	52%	38%	61%	27%	49%	39%	48%	45%	34%	29%	28%	54%
	Students CWD	27%	21%	25%	34%	30%	49%	24%	28%	24%	37%	27%	_	21%	29%	24%	19%	20%	24%	32%
	CWOD EL	49% 39%	32% 34%	44% 37%	61% 42%	43% 35%	80% 59%	45% 19%	55% 44%	40% 37%	64% 46%	21%	49% 40%	40% 39%	51% 41%	47% 36%	36% 33%	31% 28%	29% 35%	57% 36%
	Male Female	48% 45%	30% 30%	43% 40%	60% 55%	44% 37%	79% 78%	46% 42%	54% 51%	39% 36%	63% 60%	29% 24%	51% 47%	41% 36%	48%	45%	38% 30%	30% 29%	29% 26%	56% 51%
Grade 5 Reading	All	53%	41%	46%	66%	52%	79%	53%	61%	43%	69%	27%	56%	36%	50%	56%	34%	36%	35%	64%
	Students CWD	27%	22%	24%	34%	20%	42%	26%	30%	23%	36%	27%	-	17%	28%	26%	16%	22%	25%	32%
	CWOD EL	56% 36%	43% 32%	49% 35%	70% 36%	55% 33%	81% 44%	55% 15%	65% 40%	45% 35%	72% 43%	- 17%	56% 38%	38% 36%	54% 33%	58% 38%	37% 29%	39% 29%	38% 24%	68% 44%
	Male Female	50% 56%	37% 45%	44% 49%	63% 69%	49% 55%	77% 81%	49% 57%	57% 64%	40% 46%	66% 72%	28% 26%	54% 58%	33% 38%	50% -	56%	29% 39%	35% 38%	32% 37%	60% 67%
Mathematic	s All Students	57%	40%	53%	67%	57%	86%	58%	61%	48%	71%	31%	60%	46%	56%	57%	41%	37%	37%	66%
	CWD	31% 60%	24% 43%	29% 55%	37% 71%	23% 61%	56% 88%	23% 61%	32% 64%	27% 51%	40% 74%	31%	- 60%	25% 48%	33% 60%	28% 59%	21% 44%	25% 39%	26% 41%	37% 70%
	EL Male Female	46% 56% 57%	39% 39% 42%	45% 52% 53%	47% 68% 67%	40% 56% 58%	65% 86% 86%	30% 55% 60%	49% 61% 61%	45% 48% 48%	52% 71% 71%	25% 33% 28%	48% 60% 59%	46% 46% 46%	46% 56%	46% - 57%	37% 37% 46%	36% 37% 38%	28% 38% 37%	54% 66% 65%
Science	All	48%	31%	42%	62%	45%	75%	44%	56%	38%	64%	27%	50%	31%	50%	45%	32%	31%	31%	57%
	Students CWD CWOD	27% 50%	21% 33%	24% 44%	35% 66%	25% 48%	46% 76%	23% 46%	30% 60%	24% 40%	36% 66%	27%	- 50%	18% 33%	30% 53%	23% 47%	18% 34%	24% 32%	26% 32%	35% 61%
	EL Male	31% 50%	24% 32%	31% 45%	31% 65%	22% 48%	43% 76%	11% 48%	39% 58%	30% 41%	37% 66%	18% 30%	33% 53%	31% 34%	34% 50%	28%	27% 33%	24% 34%	21% 35%	34% 60%
Grade 6	Female	45%	30%	39%	60%	43%	73%	41%	54%	36%	61%	23%	47%	28%	-	45%	31%	27%	26%	55%
Reading	All Students	36%	27%	29%	49%	34%	67%	40%	47%	26%	53%	19%	38%	14%	33%	40%	18%	21%	19%	45%
	CWD CWOD	19% 38%	17% 29%	17% 30%	22% 53%	24% 35%	35% 69%	27% 41%	21% 50%	16% 27%	24% 55%	19%	- 38%	10% 14%	19% 35%	18% 42%	13% 19%	15% 22%	18% 19%	20% 48%
	EL Male	14% 33%	16% 23%	13% 25%	16% 46%	11% 31%	21% 64%	7% 35%	19% 42%	13% 23%	19% 49%	10% 19%	14% 35%	14% 12%	12% 33%	15%	12% 15%	11% 18%	9% 16%	15% 40%
	Female	40%	32%	32%	54%	37%	71%	44%	52%	29%	57%	18%	42%	15%	-	40%	22%	24%	21%	50%
Mathematic	s All Students	46%	32%	39%	59%	43%	83%	50%	54%	35%	63%	23%	48%	27%	45%	46%	27%	27%	25%	57%
	CWD CWOD	23% 48%	19% 34%	21% 41%	28% 63%	23% 46%	52% 85%	27% 52%	27% 58%	20% 37%	31% 65%	23%	- 48%	15% 29%	25% 48%	20% 48%	16% 29%	17% 29%	17% 28%	29% 60%
	EL Male	27% 45%	26% 30%	26% 39%	37% 59%	24% 43%	56% 83%	18% 51%	32% 54%	26% 35%	36% 62%	15% 25%	29% 48%	27% 28%	28% 45%	27%	20% 24%	22% 26%	16% 23%	33% 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% 51%	19% 39%	19% 43%	27% 65%	25% 48%	37% 80%	16% 54%	22% 62%	18% 39%	29% 67%	21%	- 51%	10% 21%	22% 47%	20% 55%	14% 29%	16% 31%	26% 32%	26% 61%
	EL	19%	19%	19%	24%	19%	31%	19%	33%	18%	25%	10%	21%	19%	17%	21%	14%	13%	14%	23%
	Male Female	44% 52%	31% 41%	37% 45%	58% 66%	40% 52%	75% 81%	45% 56%	53% 62%	33% 41%	60% 69%	22% 20%	47% 55%	17% 21%	44% -	52%	23% 32%	25% 32%	25% 35%	52% 63%
Mathematic	s All Students	41%	27%	36%	55%	41%	79%	44%	48%	32%	57%	22%	44%	22%	41%	42%	29%	24%	25%	51%
	CWD CWOD	22% 44%	18% 29%	20% 38%	26% 58%	26% 43%	44% 81%	18% 47%	21% 52%	19% 34%	28% 60%	22%	- 44%	12% 23%	23% 44%	19% 44%	15% 31%	16% 26%	25% 26%	24% 54%
	EL Male	22% 41%	18% 26%	21% 36%	28% 55%	21% 39%	47% 79%	17% 43%	39% 48%	21% 32%	28% 57%	12% 23%	23% 44%	22% 22%	22% 41%	21%	20% 27%	16% 24%	21% 25%	25% 51%

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

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

End of Course

English I	All Students	State 10%	Afr Amer 5%	Hispanic 6%	White 18%	Amer Ind 9%	Asian 37%	Pac Isl 9%	Two or More Races 17%	Econ Disadv 5%	Non Econ Disadv 19%	CWD 3%	CWOD 11%	EL 1%	Male 7%	Female 14%	Migrant 2%	Homeless 4%	Foster Care 2%	Military 13%
·	CWD CWOD EL Male Female	3% 11% 1% 7% 14%	3% 6% 1% 3% 8%	3% 7% 1% 4% 9%	3% 20% 1% 13% 24%	1% 10% 0% 6% 12%	8% 39% 2% 32% 44%	4% 10% 1% 7% 13%	4% 19% 0% 12% 22%	3% 5% 1% 3% 7%	3% 21% 1% 14% 25%	3% - 1% 3% 3%	- 11% 1% 8% 15%	1% 1% 1% 0% 1%	3% 8% 0% 7%	3% 15% 1% - 14%	2% 2% 0% 1% 3%	3% 4% 0% 2% 5%	3% 2% 0% 2% 3%	2% 15% 0% 8% 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 CWOD EL Male Female	4% 8% 0% 6% 10%	4% 4% 0% 3% 5%	4% 4% 0% 3% 6%	5% 14% 1% 9% 17%	2% 7% 0% 4% 9%	7% 29% 1% 23% 34%	5% 6% 0% 5% 7%	4% 14% 0% 10% 16%	4% 3% 0% 3% 5%	4% 15% 1% 10% 18%	4% - 2% 4% 4%	- 8% 0% 6% 11%	2% 0% 0% 0% 0%	4% 6% 0% 6%	4% 11% 0% - 10%	3% 1% 0% 1% 2%	4% 2% 0% 2% 3%	4% 1% 1% 2% 3%	4% 10% 0% 6% 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 CWOD EL Male Female	9% 39% 19% 31% 40%	6% 26% 16% 17% 28%	10% 35% 18% 28% 37%	11% 47% 21% 39% 47%	6% 36% 12% 27% 39%	27% 77% 44% 73% 77%	6% 34% 9% 27% 33%	11% 45% 26% 38% 45%	8% 32% 19% 24% 33%	12% 50% 20% 43% 51%	9% - 7% 10% 9%	39% 21% 35% 43%	7% 21% 19% 16% 23%	10% 35% 16% 31%	9% 43% 23% - 40%	7% 29% 15% 20% 32%	6% 23% 14% 16% 25%	5% 15% 7% 10% 14%	11% 46% 19% 37% 48%
Biology	All Students	24%	14%	17%	38%	23%	61%	22%	35%	14%	38%	6%	26%	4%	24%	25%	8%	10%	7%	33%
	CWD CWOD EL Male Female	6% 26% 4% 24% 25%	3% 16% 3% 12% 16%	4% 18% 4% 17% 17%	9% 41% 8% 37% 38%	2% 26% 3% 23% 22%	14% 63% 12% 60% 62%	4% 24% 3% 21% 23%	8% 39% 8% 35% 36%	4% 16% 4% 14% 14%	8% 41% 6% 38% 39%	6% - 2% 6% 4%	26% 4% 27% 26%	2% 4% 4% 4% 4%	6% 27% 4% 24%	4% 26% 4% - 25%	1% 8% 3% 7% 8%	4% 12% 2% 10% 11%	3% 9% 0% 8% 6%	8% 36% 5% 31% 35%
STAAR Percen	t at Appro	oaches	Grad	le Level c	or Abov	ve														
All Subjects	All Students	77%	67%	74%	86%	76%	92%	76%	83%	71%	87%	46%	81%	62%	74%	80%	63%	63%	57%	85%
	CWD CWOD EL Male Female	46% 81% 62% 74% 80%	37% 72% 56% 63% 72%	43% 78% 62% 71% 77%	55% 90% 63% 84% 88%	47% 80% 58% 73% 79%	65% 94% 74% 91% 93%	42% 80% 47% 73% 80%	51% 87% 68% 81% 86%	41% 75% 62% 68% 74%	57% 90% 65% 85% 89%	46% - 37% 46% 46%	- 81% 65% 79% 83%	37% 65% 62% 60% 65%	46% 79% 60% 74%	46% 83% 65% - 80%	37% 66% 54% 59% 66%	37% 67% 51% 60% 66%	37% 66% 47% 55% 60%	57% 89% 66% 83% 88%
Reading	All Students	73%	64%	69%	84%	72%	90%	73%	81%	66%	85%	39%	78%	54%	69%	78%	55%	58%	53%	83%
	CWD CWOD EL Male Female	39% 78% 54% 69% 78%	32% 69% 49% 58% 70%	35% 73% 53% 65% 74%	49% 88% 54% 81% 87%	40% 76% 51% 68% 77%	57% 91% 64% 88% 91%	32% 77% 39% 68% 78%	46% 86% 61% 78% 85%	34% 71% 53% 61% 71%	51% 88% 57% 82% 89%	39% - 27% 38% 40%	- 78% 57% 74% 81%	27% 57% 54% 50% 58%	38% 74% 50% 69%	40% 81% 58% - 78%	27% 59% 44% 50% 61%	31% 63% 42% 53% 63%	32% 62% 38% 49% 57%	51% 87% 57% 79% 87%
Mathematics	All Students	81%	70%	79%	88%	79%	95%	80%	84%	75%	89%	53%	84%	72%	79%	82%	71%	67%	61%	87%
	CWD CWOD EL Male Female	53% 84% 72% 79% 82%	42% 75% 66% 67% 73%	52% 82% 72% 77% 80%	59% 91% 73% 87% 89%	52% 83% 68% 77% 81%	73% 96% 85% 94% 95%	48% 83% 59% 77% 82%	54% 88% 78% 83% 85%	48% 79% 72% 74% 77%	62% 92% 75% 88% 90%	53% - 48% 53% 51%	- 84% 75% 83% 85%	48% 75% 72% 71% 74%	53% 83% 71% 79%	51% 85% 74% - 82%	49% 75% 67% 69% 74%	43% 71% 62% 65% 69%	41% 69% 58% 59% 63%	62% 91% 75% 86% 88%
Science	All Students	80%	70%	77%	89%	80%	94%	79%	86%	74%	90%	51%	84%	61%	79%	81%	66%	67%	61%	88%
	CWD CWOD EL Male Female	51% 84% 61% 79% 81%	42% 75% 56% 68% 73%	47% 80% 61% 75% 78%	62% 92% 61% 89% 90%	55% 83% 54% 79% 82%	69% 95% 73% 93% 94%	54% 82% 44% 77% 81%	56% 90% 62% 85% 87%	46% 78% 61% 73% 75%	62% 92% 64% 89% 90%	51% - 38% 52% 49%	84% 64% 83% 84%	38% 64% 61% 61% 61%	52% 83% 61% 79%	49% 84% 61% - 81%	38% 70% 55% 65% 67%	42% 71% 53% 66% 68%	40% 70% 46% 59% 63%	63% 91% 67% 88% 89%
STAAR Percen	t at Meets	s Grad	e Lev	el or Abo	ve															
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 CWOD EL Male Female	24% 52% 29% 47% 52%	18% 39% 26% 32% 40%	21% 46% 28% 41% 46%	30% 67% 33% 60% 65%	23% 50% 26% 44% 50%	44% 81% 46% 77% 80%	22% 51% 17% 46% 51%	26% 62% 37% 55% 60%	20% 42% 28% 37% 42%	32% 68% 34% 63% 67%	24% - 15% 25% 22%	52% 30% 50% 54%	15% 30% 29% 28% 30%	25% 50% 28% 47%	22% 54% 30% - 52%	15% 33% 22% 29% 34%	18% 34% 21% 30% 33%	20% 32% 18% 27% 30%	29% 63% 32% 56% 62%
Reading	All Students	47%	35%	40%	61%	45%	75%	46%	57%	36%	63%	21%	50%	23%	43%	51%	27%	29%	27%	57%
·	CWD CWOD EL Male Female	21% 50% 23% 43% 51%	17% 38% 22% 30% 41%	18% 43% 22% 36% 45%	27% 65% 26% 57% 66%	20% 48% 22% 41% 50%	38% 77% 35% 72% 78%	19% 49% 13% 41% 51%	24% 61% 31% 52% 62%	18% 39% 22% 32% 41%	28% 67% 29% 59% 68%	21% - 12% 21% 20%	50% 25% 46% 54%	12% 25% 23% 21% 26%	21% 46% 21% 43%	20% 54% 26% - 51%	13% 29% 16% 23% 31%	16% 32% 16% 26% 33%	19% 31% 15% 25% 30%	26% 61% 26% 52% 62%
Mathematics	All Students	51%	36%	46%	62%	47%	83%	51%	57%	42%	65%	26%	54%	37%	50%	51%	37%	33%	29%	60%
	CWD CWOD EL	26% 54% 37%	20% 38% 33%	25% 48% 35%	32% 66% 42%	25% 51% 32%	51% 85% 60%	26% 54% 23%	28% 60% 45%	23% 44% 36%	34% 68% 43%	26% - 20%	54% 39%	20% 39% 37%	28% 53% 37%	24% 54% 37%	19% 40% 30%	20% 35% 28%	21% 32% 23%	32% 63% 40%

	Male Female	State 50% 51%	Afr Amer 33% 38%	Hispanic 45% 47%	White 62% 62%	Amer Ind 46% 49%	Asian 83% 83%	Pac Isl 49% 52%	Two or More Races 56% 57%	Econ Disadv 41% 43%	Non Econ Disadv 64% 66%	CWD 28% 24%	CWOD 53% 54%	EL 37% 37%	Male 50%	Female - 51%	Migrant H 35% 39%	Homeless 31% 34%	Foster Care 28% 29%	Military 59% 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%
	CWDD	56%	41%	49%	72%	55%	82%	54%	67%	45%	72%	25/0	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 Perce All Grades					000/	000/	550/	040/	000/	450/	050/	20/	050/	440/	000/	0.40/	400/	440/	100/	000/
All Subjects	All	23%	13%	18%	32%	20%	55%	21%	30%	15%	35%	8%	25%	11%	22%	24%	10%	11%	10%	29%
	Students	00/	00/	70/	440/	70/	400/	00/	400/	70/	400/	00/		- 0/	00/	70/	00/	70/	70/	400/
	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%	- 5%	25%	12%	24%	26%	11%	12%	11%	31%
	EL	11%	10%	10%	14%	9%	23%	6%	18%	10%	15%		12%	11%	11%	11%	7%	7%	6%	13%
	Male	22%	11%	17%	31%	19%	53%	20% 22%	28% 32%	14%	33%	9% 7%	24%	11%	22%	- 0.40/	9%	11%	9%	27%
	Female	24%	15%	19%	34%	22%	56%	22%	32%	16%	37%	1 70	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	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%
	7 0111010	_0 /0	10 /0	1070	30 /0	-170	50 / 5	,0	OL /0	1170	0070	0 / 0	- 1 /0	0 / 0		2070	0 /0	1170	0 / 0	0070

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

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			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	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.

^{&#}x27;_' Indicates zero observations reported for this group.

	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	Graduatio	n Rate (Gr	9-12): Clas	ss of 201	8								
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)

Student Success (Student Achie			Hispanic e: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	50	39	45	60	48	75	49	57	42	26	34
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%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	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	Otadonto	American	Порино	***************************************	maian	Asian	ioiuiiuci	Nuccs	Disuav	0112	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Υ
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	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	Υ	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	Ν	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 Interim Goals (2023-2027)											ү 38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N 100/
Long-Term Goals Target Met											40% N
raigot mot											
Federal Graduation Status [^]											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Υ	N	N	Ν	N	Υ	N	N	N	Ν	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N	N	Υ	N	N	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Υ	N	N	N	N	Ν
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Υ	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.

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 Ra	ate	State	African Americar	n Hispanic	White	American Indian		Pacific Islander		Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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%	-	99%	100%	99%	99%	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%	-	99%	100%	99%	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%	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%
Non-Participation	Female on Rate	99%	99%	99%	99%	99%	100%	98%	99%	99%	99%	99%	99%	99%	-	99%	99%
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%
- 44	4	!/	//			0	0400	0 400		00-1	-l- NO4		10 10 . 5			4.0	40/46

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).

Two or

Non

									I WO OI		NOII						
			African			American		Pacific	More	Econ	Econ						
		State	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	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 Students	1%	1%	1%	1%	1%	0%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	2%	1%	1%	1%	0%	3%	1%	1%	1%	1%	_	1%	1%	1%	1%
	CWDD	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%	- 40/	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.

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 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-Pover	ty Schools	Low-Pover	ty Schools
Inexperienced Teachers, Principals, and Other School Leaders	Number 53,827.7	Percent 14.2%	Number 13,267.7	Percent 16.7%	Number 12,182.5	Percent 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 nonpersonnel 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	5 004	40/
Reading	5,881	1%

Indicates zero observations reported for this group.

	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.

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

			o/ - .		0/ 1/ 1		% At or Above		0/ 0/ 0	
			% Below Basic		% At or Above Basic		Proficient		% At Advanced	
Grade	Subject	Student Group	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

^{&#}x27;_' Indicates zero observations reported for this group.

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade	Gubjeet	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
	ŭ	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%

^{&#}x27;*' Indicates reporting standards not met.

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

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

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^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;-' 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)

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

<u>Part (viii)(I)</u>: 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.

<u>Part (viii)(II)</u>: 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.